

# The 2008-2009 Annual Progress Report for East Union Community Schools

## *To the Citizens of East Union Community School District:*

This report contains a collection of information that the State of Iowa and the Federal government asks us to share with our stakeholders. The student achievement data found in the report serves as a resource for us as we implement our District's Comprehensive School Improvement Plan (CSIP) and plan professional development for teachers and staff. The data we collect and analyze is designed to give us direction in bolstering student achievement.

## **Key Concepts**

**Proficiency Percent** - According to the State of Iowa, a student is considered *proficient* if he or she scores at the 41st percentile or above on the Iowa Test of Basic skills (ITBS) or on the Iowa Test of Educational Development (ITED). Proficiency percent is the percent of a class, or subgroup in a class, that is *proficient*.

## **No Child Left Behind**

No Child Left Behind (NCLB) legislation requires schools districts to report the schools identified in need of improvement to their communities. There are no schools in East Union School identified in need of improvement.

## **Indicators of Success**

In addition to reporting student achievement results on standardized tests (ITBS, ITED) there are other important indicators of student success that should be included in an Annual Progress Report. These other types of indicators of success are included in this section.

## **Graduation Rate**

The following table illustrates the percent of students who graduated from East Union Schools, compared with data from the state:

	<b>East Union</b>	<b>State</b>
2006-2007	<b>97.3%</b>	87.2%
2007-2008	<b>93.5%</b>	90.5%
2008-2009	<b>91.2%</b>	<i>Not yet reported</i>

## **Attendance Rate**

	<b>East Union</b>
<b>Grades K-8</b>	
2006-2007	<b>96.1%</b>
2007-2008	<b>96.1%</b>
2008-2009	<b>96.2%</b>
<b>Grades 9-12</b>	
2006-2007	<b>96.9%</b>
2007-2008	<b>93.5%</b>
2008-2009	<b>94%</b>

## **Dropout Rate- Grades 7-12**

	<b>Number of Students</b>	<b>Number of Dropouts</b>	<b>Percentage</b>
2006-2007	229	1	1.3%
2007-2008	247	4	2.4%
2008-2009	209	4	1.9%

**Dropout Rate for 2008-2009 by Gender and Race**

Male	Female	White	Hispanic	Black
4	0	3	0	1

**Enrollment (Grades 6-12)**

	Total Enrollment	Males	Females
2006-2007	229	114	115
2007-2008	247	128	119
2008-2009	225	111	114

**Completion of a Core Program**

A graduate who has completed a *core program* has taken 4 years of English and 3 years of Math, Science, and Social Studies.

	Number of Students Graduated	Percentage of Core Completers
2006-2007	37	59%
2007-2008	31	84%
2008-2009	31	94%

**Post-Secondary Education Plans for the Class of 2009**

	4 year college	Community College/ Vocational Technical School	2-year Private College	Employment	Unknown
Male	1	10	0	2	0
Female	2	13	2	0	1
Percent Total	9.7%	74.2%	6.5%	6.5%	3.2%

**ACT- Predicting Post Secondary Success**

The ACT (American Collegiate Test) attempts to predict a student's ability to be successful in the pursuit of post-secondary education. The following table reflects results for East Union Schools, the State of Iowa, and national average ACT composite score for all graduates taking the test.

	East Union	State of Iowa	National
2007	20.8	22.3	21.2
2008	20.7	22.3	21.1
2009	21.1	22.4	21.1

**Class of 2009 ACT Postsecondary Probable Success**

In accordance with the Iowa Postsecondary Probable Success Indicator (Iowa Administrative Code, Chapter 12, Rule 12.8) the following chart displays the scores for East Union graduates who took the ACT during 2008. These scores indicate a probable success rate at college. In order for a student to be considered meeting benchmark he/she must score as shown in each category in the first row:

	<b>Composite</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>
<b>2008 Benchmark Goal for Iowa</b>	21 or above	18	22	21	24
<b>East Union</b>	<b>21.1</b>	<b>20.1</b>	<b>21.1</b>	<b>21.6</b>	<b>21.0</b>
<b>State</b>	22.4	21.9	22.0	22.9	22.3
<b>National</b>	21.1	20.6	21.0	21.4	20.9

**Iowa Tests of Basic Skills and Iowa Tests of Educational Development  
Reading, Mathematics and Science**

***Proficiency by Subgroups***

The following tables illustrate the percentage of students who are proficient in reading comprehension by gender and socioeconomic level (SES).

**Reading Comprehension Proficiency**

<b>Grade/Year</b>	<b>Male</b>	<b>Female</b>	<b>Low SES</b>	<b>Non SES</b>
<b>3<sup>rd</sup> Grade</b>				
2005-2006	88.9	66.7	71.4	78.6
2006-2007	50.0	70.9	70.5	57.9
2007-2008	75.0	68.5	62.6	78.2
2008-2009	68.0	82.4	70.7	76.0
<b>4<sup>th</sup></b>				
2005-2006	85.7	87.6	75.0	100.0
2006-2007	60.0	83.4	62.5	78.6
2007-2008	66.6	72.0	66.7	75.1
2008-2009	78.2	83.4	65.0	95.3
<b>5<sup>th</sup></b>				
2005-2006	70.0	63.7	36.4	85.5
2006-2007	57.2	76.4	63.7	77.0
2007-2008	77.8	72.8	71.4	76.9
2008-2009	61.6	73.1	72.2	66.7
<b>6<sup>th</sup></b>				
2005-2006	83.3	50.0	55.5	78.9
2006-2007	70.6	69.3	80.0	65.0
2007-2008	57.2	58.8	36.4	77.0
2008-2009	90.0	75.0	66.7	91.6
<b>7<sup>th</sup></b>				
2005-2006	85.7	72.7	68.8	85.1
2006-2007	80.0	40.0	57.2	69.5
2007-2008	61.1	46.2	53.9	55.6
2008-2009	50.0	76.5	40.0	92.4
<b>8<sup>th</sup></b>				
2005-2006	66.6	63.6	58.9	68.9

2006-2007	75.0	80.0	50.0	89.3
2007-2008	75.0	63.6	62.5	73.8
2008-2009	55.0	71.4	53.9	66.8
<b>11th</b>				
2005-2006	71.5	80.0	69.2	78.5
2006-2007	80.0	86.8	69.2	95.0
2007-2008	63.7	88.3	60.0	82.6
2008-2009	69.6	75.0	76.9	70.0

### Mathematics Proficiency

Grade/Year	Male	Female	Low SES	Non SES
<b>3rd</b>				
2005-2006	77.7	74.9	85.8	71.4
2006-2007	75.0	79.2	76.5	79.0
2007-2008	65.0	73.7	56.3	78.2
2008-2009	73.9	70.6	64.7	78.3
<b>4th</b>				
2005-2006	85.8	68.9	58.3	91.0
2006-2007	80.0	100.0	87.5	92.8
2007-2008	74.9	76.0	71.4	81.3
2008-2009	78.2	83.4	70.0	90.4
<b>5th</b>				
2005-2006	85.0	72.7	72.7	85.0
2006-2007	85.7	82.4	72.8	92.3
2007-2008	66.7	72.7	85.7	61.6
2008-2009	76.9	73.1	77.8	71.5
<b>6th</b>				
2005-2006	83.4	50.0	66.7	73.7
2006-2007	61.2	50.0	0.0	72.9
2007-2008	42.9	76.5	54.6	77.0
2008-2009	60.0	62.5	50.1	66.7
<b>7th</b>				
2005-2006	80.9	81.7	68.8	92.1
2006-2007	90.0	60.0	71.5	82.5
2007-2008	61.1	69.2	46.2	77.8
2008-2009	83.4	76.5	50.0	100.1
<b>8th</b>				
2005-2006	62.5	68.1	46.2	85.7
2006-2007	85.7	70.0	53.9	89.3
2007-2008	85.0	63.6	75.0	78.2
2008-2009	55.0	57.1	46.2	62.0
<b>11th</b>				
2005-2006	76.2	70.0	46.2	85.7
2006-2007	80.0	82.6	61.6	95.0
2007-2008	81.8	100.0	80.0	95.5
2008-2009	73.8	80.0	61.6	83.3

## Science Proficiency

Grade/Year	M	F	Low SES	Non SES
<b>3<sup>rd</sup> Grade</b>				
2005-2006	99.9	75.9	100.0	78.5
2006-2007	58.3	83.3	76.4	73.7
2007-2008	70.0	63.2	62.6	69.5
2008-2009	66.7	94.1	76.5	79.2
<b>4<sup>th</sup> Grade</b>				
2005-2006	85.8	93.9	83.4	100.0
2006-2007	80.0	83.3	75.0	85.7
2007-2008	75.0	72.0	66.6	81.3
2008-2009	82.6	83.3	85.0	81.0
<b>5<sup>th</sup> Grade</b>				
2005-2006	85.0	81.9	63.7	95.0
2006-2007	85.8	82.3	63.7	100.0
2007-2008	77.7	90.9	85.7	84.6
2008-2009	69.3	69.2	61.1	76.2
<b>6<sup>th</sup> Grade</b>				
2005-2006	77.8	30.0	44.4	68.5
2006-2007	66.7	92.3	80.0	76.2
2007-2008	71.4	70.6	63.7	76.9
2008-2009	90.0	75.0	83.3	83.3
<b>7<sup>th</sup> Grade</b>				
2005-2006	76.1	68.1	62.6	77.7
2006-2007	95.0	60.0	85.8	82.6
2007-2008	72.4	92.3	61.6	94.4
2008-2009	50.1	76.4	50.0	84.7
<b>8<sup>th</sup> Grade</b>				
2005-2006	66.7	81.7	70.5	75.8
2006-2007	90.5	70.0	5.9	92.9
2007-2008	75.0	81.8	50.0	86.9
2008-2009	75.0	85.6	77.0	80.9
<b>11<sup>th</sup> Grade</b>				
2005-2006	66.6	80.0	69.3	74.9
2006-2007	60.0	72.7	58.3	75.0
2007-2008	54.6	94.2	80.0	78.1
2008-2009	78.2	85.0	84.7	80.0

**East Union and State Comparison**

The charts below compares the percentage of students found proficient per grade level compared to students in the same grade in Iowa. The National Percentage stated below is the benchmark score per grade level.

**Reading Proficiency**

East Union		Iowa	National Benchmark
<b>3<sup>rd</sup> Grade</b>			
2005-2006	76.1%	State and National Data not compared at this grade	
2006-2007	63.9%		
2007-2008	71.8%		
2008-2009	73.8%		
<b>4<sup>th</sup> Grade</b>			
2005-2006	86.9%	78.0%	60.0%
2006-2007	72.7%	78.4%	70.0%
2007-2008	70.2%	79.0%	70.0%
2008-2009	80.6%	78.9%	70.0%
<b>5<sup>th</sup> Grade</b>			
2005-2006	67.7%	State and National Data not compared at these grades	
2006-2007	70.9%		
2007-2008	75.0%		
2008-2009	69.3%		
<b>6<sup>th</sup> Grade</b>			
2005-2006	71.3%		
2006-2007	70.0%		
2007-2008	58.4%		
2008-2009	83.4%		
<b>7<sup>th</sup> Grade</b>			
2005-2006	79.1%		
2006-2007	66.7%		
2007-2008	54.9%		
2008-2009	69.5%		
<b>8<sup>th</sup> Grade</b>			
2005-2006	65.2%	70.6%	60.0%
2006-2007	84.5%	71.4%	70.0%
2007-2008	71.0%	72.3%	70.0%
2008-2009	61.7%	72.5%	70.0%
<b>11<sup>th</sup> Grade</b>			
2005-2006	75.7%	77.0%	60.0%
2006-2007	84.5%	76.8%	70.0%
2007-2008	78.6%	77.0%	70.0%
2008-2009	72.2%	76.8%	70.0%

**Mathematics Proficiency**

<b>East Union</b>		<b>Iowa</b>	<b>National Benchmark</b>
<b>3<sup>rd</sup> Grade</b>		State and National Data not compared at this grade	
2005-2006	76.2%		
2006-2007	77.8%		
2007-2008	69.3%		
2008-2009	72.5%		
<b>4<sup>th</sup> Grade</b>			
2005-2006	83.3%	78.8%	60.0%
2006-2007	90.0%	80.1%	60.0%
2007-2008	75.6%	80.6%	70.0%
2008-2009	80.5%	80.5%	70.0%
<b>5<sup>th</sup> Grade</b>		State and National Data not compared at these grades	
2005-2006	80.6%		
2006-2007	83.3%		
2007-2008	70.0%		
2008-2009	74.3%		
<b>6<sup>th</sup> Grade</b>			
2005-2006	71.5%		
2006-2007	56.6%		
2007-2008	66.7%		
2008-2009	61.2%		
<b>7<sup>th</sup> Grade</b>			
2005-2006	81.5%		
2006-2007	80.0%		
2007-2008	64.5%		
2008-2009	78.3%		
<b>8<sup>th</sup> Grade</b>			
2005-2006	65.2%	73.8%	60.0%
2006-2007	78.1%	74.8%	70.0%
2007-2008	77.5%	75.5%	70.0%
2008-2009	55.8%	75.9%	70.0%
<b>11<sup>th</sup> Grade</b>			
2005-2006	73.2%	78.4%	60.0%
2006-2007	71.8%	78.5%	70.0%
2007-2008	92.9%	78.4%	70.0%
2008-2009	76.8%	78.0%	70.0%

## Science Proficiency

East Union		Iowa	National Benchmark
<b>3<sup>rd</sup> Grade</b>		State and National Data not compared at this grade	
2005-2006	76.2%		
2006-2007	77.8%		
2007-2008	66.7%		
2008-2009	78.0%		
<b>4<sup>th</sup> Grade</b>			
2005-2006	73.8%	State data not reported	60.0%
2006-2007	90.0%		70.0%
2007-2008	72.9%		70.0%
2008-2009	82.8%		70.0%
<b>5<sup>th</sup> Grade</b>		State and National Data not compared at these grades	
2005-2006	80.6%		
2006-2007	83.3%		
2007-2008	85.0%		
2008-2009	69.3%		
<b>6<sup>th</sup> Grade</b>			
2005-2006	71.5%		
2006-2007	83.3%		
2007-2008	70.8%		
2008-2009	83.3%		
<b>7<sup>th</sup> Grade</b>			
2005-2006	81.5%		
2006-2007	80.0%		
2007-2008	80.6%		
2008-2009	69.5%		
<b>8<sup>th</sup> Grade</b>			
2005-2006	65.2%	79.2%	60.0%
2006-2007	78.1%	80.4%	70.0%
2007-2008	77.4%	81.0%	70.0%
2008-2009	79.4%	81.4%	70.0%
<b>11<sup>th</sup> Grade</b>			
2005-2006	73.2%	79.7%	60.0%
2006-2007	81.8%	80.4%	70.0%
2007-2008	78.6%	80.5%	70.0%
2008-2009	81.4%	80.7%	70.0%

\* All State reported data collected from "The Annual Condition of Education Report: 2008".

## MULTIPLE ASSESSMENT DATA

### Introduction

To obtain a more accurate understanding of student achievement, it is important for schools to examine achievement from more than just one test. The Iowa Collaborative Assessment Modules (ICAM) in reading and math evaluate to what extent our students have mastered key skills.

### Proficiency in Reading & Math - ICAM Testing

The chart below illustrates the percent of students proficient in reading and math. The ICAM tests are given to students in grades 4, 8, and 11.

## Iowa Collaborative Assessment Modules (ICAM) Assessments Spring 2008 Results

### ICAM Grade 4: Reading and Math Assessments

#### *Comprehending Functional Texts* Reading Levels:

Level I – Low Performance/ 0-9 points

Level II – Intermediate Performance/ 10-16 points

Level III – High Performance/ 17-19 points

#### *Comprehending Functional Texts*

	Level I	Level II	Level III
<b>42 students</b>	<b>6 (14.3%)</b>	<b>30 (71.4%)</b>	<b>6 (14.3%)</b>
<b>24 male</b>	<b>4 (16.7%)</b>	<b>17 (70.8%)</b>	<b>3 (12.5%)</b>
<b>18 female</b>	<b>2 (11.1%)</b>	<b>13 (72.2%)</b>	<b>3 (16.7%)</b>
<b>21 SES</b>	<b>5 (23.8%)</b>	<b>15 (71.4%)</b>	<b>1 (4.8%)</b>
<b>21 Non SES</b>	<b>1 (4.8%)</b>	<b>15 (71.4%)</b>	<b>5 (23.8%)</b>

#### *Measurement* Math Levels:

Level I- Low Performance/ 0-7 points

Level II- Intermediate Performance/ 8-15 points

Level III- High Performance/ 16-20 points

#### *Measurement*

	Level I	Level II	Level III
<b>41 students</b>	<b>7 (17.1%)</b>	<b>13 (31.7%)</b>	<b>21 (51.2%)</b>
<b>24 male</b>	<b>3 (12.5%)</b>	<b>9 (37.5%)</b>	<b>12 (50.0%)</b>
<b>17 female</b>	<b>4 (23.5%)</b>	<b>4 (23.5%)</b>	<b>9 (52.9%)</b>
<b>20 SES</b>	<b>5 (25.0%)</b>	<b>8 (40.0%)</b>	<b>7 (35.0%)</b>
<b>21 Non SES</b>	<b>2 (9.5%)</b>	<b>5 (23.8%)</b>	<b>14 (66.7%)</b>

*Number Concepts and Estimation Math Levels:*

Level I- Low Performance/ 0-6 points

Level II- Intermediate Performance/ 7-14 points

Level III- High Performance/ 15-20 points

**Number Concepts and Estimation**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>42 students</b>	<b>4 (9.5%)</b>	<b>20 (47.6%)</b>	<b>18 (42.9%)</b>
<b>24 male</b>	<b>2 (8.3%)</b>	<b>13 (54.2%)</b>	<b>9 (37.5%)</b>
<b>18 female</b>	<b>2 (11.1%)</b>	<b>7 (38.9%)</b>	<b>9 (50.0%)</b>
<b>21 SES</b>	<b>3 (14.3%)</b>	<b>9 (42.9%)</b>	<b>9 (42.9%)</b>
<b>21 Non SES</b>	<b>1 (4.8%)</b>	<b>11 (52.4%)</b>	<b>9 (42.9%)</b>

*Problem Solving Strategies & Process Math Levels:*

Level I- Low Performance/ 0-7 points

Level II- Intermediate Performance/ 8-14 points

Level III- High Performance/ 15-20 points

**Problem Solving Strategies & Process**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>42 students</b>	<b>6 (14.3%)</b>	<b>17 (40.5%)</b>	<b>19 (45.2%)</b>
<b>24 male</b>	<b>4 (17.4%)</b>	<b>11 (45.8%)</b>	<b>9 (39.1%)</b>
<b>18 female</b>	<b>2 (11.1%)</b>	<b>6 (33.3%)</b>	<b>10 (55.6%)</b>
<b>21 SES</b>	<b>4 (19.0%)</b>	<b>11 (52.4%)</b>	<b>6 (28.6%)</b>
<b>21 Non SES</b>	<b>2 (9.5%)</b>	<b>6 (28.6%)</b>	<b>13 (61.9%)</b>

**ICAM Grade 8: Reading and Math Assessments**

*Comprehending Functional Texts Reading Levels:*

Level I – Low Performance/ 0-9 points

Level II – Intermediate Performance/ 10-15 points

Level III – High Performance/ 16-19 points

**Comprehending Functional Texts**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>33 students</b>	<b>7 (21.1%)</b>	<b>26 (78.8%)</b>	<b>0 (0.0%)</b>
<b>20 male</b>	<b>3 (15.0%)</b>	<b>17 (85.0%)</b>	<b>0 (0.0%)</b>
<b>13 female</b>	<b>4 (30.8%)</b>	<b>9 (69.2%)</b>	<b>0 (0.0%)</b>
<b>13 SES</b>	<b>5 (38.5%)</b>	<b>8 (61.5%)</b>	<b>0 (0.0%)</b>
<b>20 Non SES</b>	<b>2 (10.0%)</b>	<b>18 (90.0%)</b>	<b>0 (0.0%)</b>

*Problem Solving Strategies & Process Levels:*

Level I- Low Performance/ 0-7 points

Level II- Intermediate Performance/ 8-14 points

Level III- High Performance/ 15-20 points

**Problem Solving Strategies & Process**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>33 students</b>	<b>16 (48.5%)</b>	<b>16 (48.5%)</b>	<b>1 (3.0%)</b>
<b>20 male</b>	<b>10 (50.0%)</b>	<b>9 (45.0%)</b>	<b>1 (5.0%)</b>
<b>13 female</b>	<b>6 (46.2%)</b>	<b>7 (53.8%)</b>	<b>0 (0.0%)</b>
<b>13 SES</b>	<b>6 (46.2%)</b>	<b>7 (53.8%)</b>	<b>0 (0.0%)</b>
<b>20 Non SES</b>	<b>10 (50.0%)</b>	<b>9 (45.0%)</b>	<b>1 (5.0%)</b>

*Geometry Levels:*

Level I- Low Performance/ 0-7 points

Level II- Intermediate Performance/ 8-13 points

Level III- High Performance/ 14-20 points

**Geometry**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>33 students</b>	<b>11 (33.3)</b>	<b>20 (60.6%)</b>	<b>2 (6.1%)</b>
<b>20 male</b>	<b>8 (40.0%)</b>	<b>11 (55.0%)</b>	<b>1 (5.0%)</b>
<b>13 female</b>	<b>3 (23.1%)</b>	<b>9 (69.2%)</b>	<b>1 (7.7%)</b>
<b>13 SES</b>	<b>5 (38.5%)</b>	<b>8 (61.5%)</b>	<b>0 (0.0%)</b>
<b>20 Non SES</b>	<b>6 (30.0%)</b>	<b>12 (60.0%)</b>	<b>2 (10.0%)</b>

*Solving Work Related Math Problems Levels:*

Level I- Low Performance/ 0-8 points

Level II- Intermediate Performance/ 9-17 points

Level III- High Performance/ 18-20 points

**Solving Work Related Math Problems**

	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>33 students</b>	<b>13 (39.4%)</b>	<b>19 (57.6%)</b>	<b>1 (3.0%)</b>
<b>20 male</b>	<b>9 (45.0%)</b>	<b>10 (50.0%)</b>	<b>1 (5.0%)</b>
<b>13 female</b>	<b>4 (30.8%)</b>	<b>9 (69.2%)</b>	<b>0 (0.0%)</b>
<b>13 SES</b>	<b>5 (38.5%)</b>	<b>8 (61.5%)</b>	<b>0 (0.0%)</b>
<b>20 Non SES</b>	<b>8 (40.0%)</b>	<b>11 (55.0%)</b>	<b>1 (5.0%)</b>

## ICAM Grade 11: Reading and Math Assessment

### *Comprehending Functional Texts* Reading Levels:

Level I – Low Performance/ 0-10 points

Level II – Intermediate Performance/ 11-16 points

Level III – High Performance/ 17-19 points

### *Comprehending Functional Texts*

	Level I	Level II	Level III
<b>42 students</b>	<b>7 (16.7%)</b>	<b>30 (71.4%)</b>	<b>5 (11.9%)</b>
<b>22 male</b>	<b>4 (18.2%)</b>	<b>17 (77.3%)</b>	<b>1 (4.5%)</b>
<b>20 female</b>	<b>3 (15.0%)</b>	<b>13 (65.0%)</b>	<b>4 (20.0%)</b>
<b>13 SES</b>	<b>3 (23.1%)</b>	<b>10 (76.9%)</b>	<b>0 (0.0%)</b>
<b>29 Non SES</b>	<b>4 (13.8%)</b>	<b>20 (69.0%)</b>	<b>5 (17.2%)</b>

### *Problem Solving*

#### *Strategies & Process* Levels:

Level I- Low Performance/ 0-7 points

Level II- Intermediate Performance/ 8-13 points

Level III- High Performance/ 14-20 points

### *Problem-Solving Strategies & Process*

	Level I	Level II	Level III
<b>43 students</b>	<b>9 (20.9%)</b>	<b>26 (60.5%)</b>	<b>8 (18.6%)</b>
<b>23 male</b>	<b>4 (17.4%)</b>	<b>14 (60.9%)</b>	<b>5 (21.7%)</b>
<b>20 female</b>	<b>5 (25.0%)</b>	<b>12 (60.0%)</b>	<b>3 (15.0%)</b>
<b>14 SES</b>	<b>2 (14.3%)</b>	<b>12 (85.7%)</b>	<b>0 (0.0%)</b>
<b>29 Non SES</b>	<b>7 (24.1%)</b>	<b>14 (48.3%)</b>	<b>8 (27.6%)</b>

### *Geometry* Levels:

Level I- Low Performance/ 0-5 points

Level II- Intermediate Performance/ 6-13 points

Level III- High Performance/ 14-20 points

### *Geometry*

	Level I	Level II	Level III
<b>43 students</b>	<b>13 (30.2%)</b>	<b>25 (58.1%)</b>	<b>5 (11.6%)</b>
<b>23 male</b>	<b>6 (26.1%)</b>	<b>13 (56.5%)</b>	<b>4 (17.4%)</b>
<b>20 female</b>	<b>7 (35.0%)</b>	<b>12 (60.0%)</b>	<b>1 (5.0%)</b>
<b>14 SES</b>	<b>5 (35.7%)</b>	<b>8 (57.1%)</b>	<b>1 (7.1%)</b>
<b>29 Non SES</b>	<b>8 (27.6%)</b>	<b>17 (58.6%)</b>	<b>4 (13.8%)</b>

Solving Work Related Problems Levels:  
 Level I- Low Performance/ 0-5 points  
 Level II- Intermediate Performance/ 6-14 points  
 Level III- High Performance/ 15-20 points

**Solving Work Related Problems**

	Level I	Level II	Level III
<b>43 students</b>	<b>9 (20.9%)</b>	<b>31 (72.1%)</b>	<b>3 (7.0%)</b>
<b>23 male</b>	<b>6 (26.1%)</b>	<b>16 (69.6%)</b>	<b>1 (4.3%)</b>
<b>20 female</b>	<b>3 (15.0%)</b>	<b>15 (75.0%)</b>	<b>2 (10.0%)</b>
<b>14 SES</b>	<b>3 (21.4%)</b>	<b>11 (78.6%)</b>	<b>0 (0.0%)</b>
<b>29 Non SES</b>	<b>6 (20.7%)</b>	<b>20 (69.0%)</b>	<b>3 (10.3%)</b>

**Alternate Science Assessment: EXPLORE (8<sup>th</sup> grade)**

College Readiness Benchmark for Science: 20

Level I: scored 1-12  
 Level II: scored 13-15  
 Level III: scored 16-19  
 Level IV: scored 20-23  
 Level V: scored 24-25

Fall 2008 8 <sup>th</sup> graders	Level I	Level II	Level III	Level IV	Level V
<b>East Union</b> (33 students tested)	9.0%	52%	36%	3%	0.0%
<b>National</b>	10%	35%	45%	8%	2%

**Early Intervention Data: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

The following table shows the percentage of students who met benchmark for the beginning and end of the year goals on DIBELS.

<b>PHONEMIC AWARENESS</b>		
Grade	Beginning	End
<b>Kindergarten</b>	<i>Initial sounds in words should be able to select a word that starts with a target sound.</i>	<i>Students should have established phonemic awareness skills of 35-45 sounds per minute.</i>
2004-2005	80%	88%
2005-2006	73%	64%
2006-2007	91%	100%
2007-2008	87%	85%
2008-2009	89%	97%
<b>1<sup>st</sup> Grade</b>	<i>Students should have 35-45 sounds per minute.</i>	<i>Students should have 35-45 sounds per minute.</i>
2004-2005	90%	97%
2005-2006	96%	97%
2006-2007	95%	97%
2007-2008	97%	100%
2008-2009	100%	100%

## Basic Reading Inventory (BRI)

The Basic Reading Inventory is an individually administered informal reading test. Composed of a series of graded word lists and graded passages, the inventory helps teachers gain insights into students' reading behavior. There are three levels of performance that is scored on the BRI.

**Independent Reading Level** – the level at which the student reads fluently with excellent comprehension.

**Instructional Reading Level** – the level at which the student can make maximum progress in reading with teacher guidance.

**Frustration Reading Level** – the level at which the student is unable to pronounce many of the words and/or is unable to comprehend the material satisfactorily.

The goal of East Union Schools is that every student is able to read grade level material **independently**. A student is found proficient when he/she is at grade level expectation or above at the independent reading level.

*For example: A 2<sup>nd</sup> grader is proficient in the fall if he/she reads at a 1<sup>st</sup> grade level independently.*

*He/She is found proficient in the spring if he/she reads at a 2<sup>nd</sup> grade level independently.*

<b>FALL Grade 2</b>	<b>Non Proficient</b>	<b>Proficient (1<sup>st</sup> grade or above independently)</b>	<b>SPRING 2nd Grade</b>	<b>Non Proficient</b>	<b>Proficient (2<sup>nd</sup> grade or above independently)</b>
28 Students	16 (57.1%)	12 (52.9%)	<b>31 Students</b>	8 (25.8%)	23 (74.2%)
15 Males	8 (53.3%)	7 (46.7%)	<b>17 Males</b>	5 (29.4%)	12 (70.6%)
13 Females	7 (51.5%)	5 (38.5%)	<b>14 Females</b>	2 (14.3%)	12 (85.7%)
<b>FALL Grade 3</b>	<b>Non Proficient</b>	<b>Proficient (2<sup>nd</sup> grade or above independently)</b>	<b>SPRING 3rd Grade</b>	<b>Non Proficient</b>	<b>Proficient (3<sup>rd</sup> grade or above independently)</b>
42 Students	14 (33.3%)	28 (66.7%)	<b>41 Students</b>	8 (19.5%)	33 (80.5%)
25 Males	11 (44.0%)	13 (52.0%)	<b>24 Males</b>	7 (29.2%)	17 (70.8%)
17 Females	2 (11.8%)	15 (88.2%)	<b>17 Females</b>	1 (5.9%)	16 (94.1%)
<b>FALL Grade 4</b>	<b>Non Proficient</b>	<b>Proficient (3<sup>rd</sup> grade or above independently)</b>	<b>SPRING 4th Grade</b>	<b>Non Proficient</b>	<b>Proficient (4<sup>th</sup> grade or above independently)</b>
42 Students	13 (31.0%)	29 (69.0%)	<b>42 Students</b>	7 (16.7%)	35 (83.3%)
24 Males	7 (29.2%)	17 (70.8%)	<b>23 Males</b>	4 (17.4%)	19 (82.6%)
18 Females	6 (33.3%)	12 (66.7%)	<b>19 Females</b>	2 (10.5%)	17 (89.5%)
<b>FALL Grade 5</b>	<b>Non Proficient</b>	<b>Proficient (4<sup>th</sup> grade or above independently)</b>	<b>SPRING 5th Grade</b>	<b>Non Proficient</b>	<b>Proficient (5<sup>th</sup> grade or above independently)</b>
39 Students	13 (33.3%)	26 (66.7%)	<b>39 Students</b>	12 (30.8%)	27 (69.2%)
14 Males	5 (35.7%)	9 (64.3%)	<b>13 Males</b>	6 (46.2%)	7 (53.8%)
25 Female	8 (32.0%)	17 (68.0%)	<b>26 Females</b>	6 (23.1%)	20 (76.9%)

*Thank you to Mrs. Norton, MS/HS Guidance Counselor, for collection and submission of data for the Annual Progress Report.*