

The 2009-2010 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).

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:

	East Union	State
2007-2008	93.5%	90.5%
2008-2009	91.2%	88.7%
2009-2010		

Attendance Rate

	East Union
Grades K-8	
2007-2008	96.1%
2008-2009	96.2%
2009-2010	96.12%
Grades 9-12	
2007-2008	93.5%
2008-2009	94.0%
2009-2010	93.8%

Dropout Data :

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

Dropout Definitions: Students who satisfy one or more of the following conditions are considered dropouts:

The student:

- 1) was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or*
- 2) was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and*

- 3) has not graduated from high school or completed a state or district-approved educational program; and
 4) does not meet any of the following exclusionary conditions:
 a) a transfer to another public school district, private school, or state or district-approved educational program,
 b) temporary school-recognized absence due to suspension or illness,
 c) or death.
 5) A student who is in a program designed to earn a GED is considered a dropout

Dropout Rate- Grades 7-12

	Number of Students	Number of Dropouts	Percentage
2006-2007	229	1	1.3%
2007-2008	247	4	2.4%
2008-2009	209	4	1.9%
2009-2010	195	5	2.5%

Dropout Rate for 2009-2010 by Gender and Race

Male	Female	White	Hispanic	Black
3	2	5	0	0

Enrollment (Grades 6-12)

	Total Enrollment	Males	Females
2007-2008	247	128	119
2008-2009	225	111	114
2009-2010	236	113	123

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
2007-2008	31	84%
2008-2009	31	94%
2009-2010	36	100%

Post-Secondary Education Plans for the Class of 2010

	4 year college	Community College/ Vocational Technical School	2-year Private College	Employment/ Military	Unknown
Male	6	9	1	2	0
Female	3	15	0	0	0
Percent Total	25.0%	66.7%	2.7%	5.6%	0.0%

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
2008	20.7	22.3
2009	21.1	22.4
2010	20.9	22.2

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:

	Composite	English	Math	Reading	Science
<i>Benchmark Goal for Iowa</i>	<i>20 or above</i>	<i>18</i>	<i>22</i>	<i>21</i>	<i>24</i>
East Union	20.9	20.3	20.4	21.2	21.4
State	22.2	21.8	21.8	22.6	22.3

**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

Grade/Year	Male	Female	Low SES	Non SES
3rd Grade				
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
2009-2010	71.4	91.0	80.0	80.0
4th				
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
2009-2010	78.2	88.2	81.3	83.3
5th				
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
2009-2010	77.3	88.3	75.0	89.4

Each school district “collapses” the scores for grades 3-5, 6-8, and 9-11 for national reporting. “Collapsing” combines the scores that determine if our school meets “Annual Yearly Progress”, as defined by No Child Left Behind.

There are other additional indicators used by the state of Iowa, such as determining if students in subgroups (10 or more students in a grade constitute a subgroup) are also showing increased achievement. Our school has at least 10 students in the subgroups gender and socioeconomic status (SES) for each grade level.

Our district needs to continue to focus on increasing student achievement for students in the low SES subgroup, as some grade levels are showing low performance.

6th				
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
2009-2010	22.2	65.3	44.5	64.7
7th				
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
2009-2010	70.0	87.5	75.0	80.0
8th				
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
2009-2010	50.0	58.9	18.2	91.7
11th				
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
2009-2010	88.3	90.0	80.0	92.5

Mathematics Proficiency

Grade/Year	Male	Female	Low SES	Non SES
3rd				
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
2009-2010	78.5	81.9	70.0	86.6
4th				
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
2009-2010	73.9	82.3	68.8	83.4
5th				
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
2009-2010	77.2	70.6	75.0	73.7
6th				
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
2009-2010	62.5	65.4	58.8	70.6
7th				
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	100.0
2009-2010	80.0	62.5	62.5	80.0

8th				
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
2009-2010	83.4	70.6	45.5	100.0
11th				
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
2009-2010	88.2	90.0	80.0	92.5

Science Proficiency

Grade/Year	M	F	Low SES	Non SES
3rd Grade				
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
2009-2010	92.8	90.9	90.0	93.4
4th Grade				
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
2009-2010	65.2	82.4	68.8	75.1
5th Grade				
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
2009-2010	81.8	82.4	80.0	84.2
6th Grade				
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
2009-2010	66.6	69.2	55.6	82.3
7th Grade				
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
2009-2010	80.0	87.5	75.0	90.0
8th Grade				
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
2009-2010	83.4	76.5	63.6	91.7
11th Grade				
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
2009-2010	76.5	90.0	90.0	81.4

East Union and State Comparison

The Annual Measurable Objectives (AMO) represent a minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO targets increase every three years from 2001-2002 to 2009-2010. Beginning in 2010-2011 to 2013-2016, AMO targets will increase every year. The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. The table below shows the AMO targets and student performance for each year in reading and mathematics by grade for grades 3 to 8 and 11. The data in the table below includes the ITBS and ITED assessment results of [East Union students], the public school students that were enrolled in the state for a full academic year.

Reading Proficiency

East Union		Iowa	State Target (AMO)
3rd Grade			
2006-2007	63.9%	74.3%	67.7%
2007-2008	71.8%	77.0%	67.7%
2008-2009	73.8%	75.3%	74.1%
2009-2010	80.0%	76.8%	74.1%
4th Grade			
2006-2007	72.7%	77.4%	70.0%
2007-2008	70.2%	80.2%	70.0%
2008-2009	80.6%	77.5%	76.0%
2009-2010	82.5%	81.2%	76.0%
5th Grade			
2006-2007	70.9%	76.7%	70.5%
2007-2008	75.0%	79.7%	70.5%
2008-2009	69.3%	77.1%	76.4%
2009-2010	82.0%	80.3%	76.4%
6th Grade			
2006-2007	70.0%	68.7%	62.1%
2007-2008	58.4%	68.9%	62.1%
2008-2009	83.4%	69.1%	69.7%
2009-2010	54.3%	69.7%	69.7%
7th Grade			
2006-2007	66.7%	70.0%	64.4%
2007-2008	54.9%	71.9%	64.4%
2008-2009	69.5%	70.4%	71.5%
2009-2010	77.8%	72.9%	71.5%
8th Grade			
2006-2007	84.5%	70.8%	77.7%
2007-2008	71.0%	73.3%	66.7%
2008-2009	61.7%	71.6%	73.3%
2009-2010	56.5%	74.3%	73.3%
11th Grade			
2006-2007	84.5%	77.7%	74.2%
2007-2008	78.6%	76.5%	74.2%
2008-2009	72.2%	77.4%	79.3%
2009-2010	89.1%	76.8%	79.3%

Mathematics Proficiency

East Union		Iowa	State Target (AMO)
3rd Grade			
2006-2007	77.8%	75.9%	67.4%
2007-2008	69.3%	77.9%	67.4%
2008-2009	72.5%	75.9%	73.9%
2009-2010	80.0%	77.0%	73.9%
4th Grade			
2006-2007	90.0%	79.1%	68.3%
2007-2008	75.6%	81.6%	68.3%
2008-2009	80.5%	79.9%	74.7%
2009-2010	77.5%	81.2%	77.4%
5th Grade			
2006-2007	83.3%	79.4%	70.8%
2007-2008	70.0%	79.5%	70.8%
2008-2009	74.3%	80.4%	76.6%
2009-2010	74.4%	79.9%	76.6%
6th Grade			
2006-2007	56.6%	74.9%	66.0%
2007-2008	66.7%	74.3%	66.0%
2008-2009	61.2%	77.1%	72.8%
2009-2010	64.7%	74.8%	72.8%
7th Grade			
2006-2007	80.0%	74.8%	65.0%
2007-2008	64.5%	78.2%	65.0%
2008-2009	78.3%	76.6%	72.0%
2009-2010	72.3%	79.4%	72.0%
8th Grade			
2006-2007	78.1%	74.8%	65.0%
2007-2008	77.5%	76.3%	65.0%
2008-2009	55.8%	75.7%	72.0%
2009-2010	73.8%	77.0%	72.0%
11th Grade			
2006-2007	71.8%	78.7%	74.2%
2007-2008	92.9%	78.4%	70.0%
2008-2009	76.8%	77.9%	79.3%
2009-2010	89.1%	77.8%	79.3%

* All State reported data collected from "The State Report Card for No Child Left Behind Year 2005-2006 through 2008-2009".

Science Proficiency

East Union		Iowa	
3rd Grade			
2006-2007	77.8%	State and National Data not compared at these grades	
2007-2008	66.7%		
2008-2009	78.0%		
2009-2010	92.0%		
4th Grade			
2006-2007	90.0%		
2007-2008	72.9%		
2008-2009	82.8%		

2009-2010	72.5%	
5th Grade		
2006-2007	83.3%	
2007-2008	85.0%	
2008-2009	69.3%	
2009-2010	82.1%	
6th Grade		
2006-2007	83.3%	
2007-2008	70.8%	
2008-2009	83.3%	
2009-2010	68.6%	
7th Grade		
2006-2007	80.0%	
2007-2008	80.6%	
2008-2009	69.5%	
2009-2010	83.4%	
8th Grade		
2006-2007	78.1%	80.4%
2007-2008	77.4%	81.0%
2008-2009	79.4%	81.4%
2009-2010	78.2%	81.6%
11th Grade		
2006-2007	81.8%	80.4%
2007-2008	78.6%	80.5%
2008-2009	81.4%	80.7%
2009-2010	83.7%	80.6%

* All state science reported data collected from "The Condition of Education Report Year 2005-2006 through 2008-2009".

** Science data is collected and reported by Biennium Periods 2001-2003 to 2007-2009.

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 East Union Schools Department Chairs have created assessments designed to evaluate proficiency in Math and Reading.

Math Assessment

The 2nd Math Assessment covers basic topics from Algebra, Geometry, and Statistics. Problems could be solved using explicit and/or recursive equations. The problems dealt with ratios/percents, area, volume, rate of change, counting, probability, the plotting of data, use of lines of best fit, and linear systems of equations.

SPRING 2010	Non-Proficient (5-9.5)	Low (11-12.5)	Moderately (13.5-16.5)	Highly (17.5-20)
11th grade (37)	27% (10)	19% (7)	30% (11)	24% (9)

*20 points were possible on this exam. The maximum score was 20 and the minimum score was 5.

English Assessment

The second English Assessment evaluates reading fluency and comprehension through the use of Jamestown Reader. The assessment data was collected through the 8th grade Social Studies program and the 9th grade English program.

* 180 Words per minute at Level 5 (8th grade assessment)

Non-Fiction

2010 8 th Grade	Non-Proficient	Proficient
Total Students (24)	62.5% (15)	37.5% (9)
Males (6)	83.3% (5)	16.7% (1)
Females (18)	55.6% (10)	44.4% (8)

* 180 Words per minute at Level 6 (9th grade assessment)

Non-Fiction

2010 9 th Grade	Non-Proficient	Proficient
Total Students (35)	28.6% (10)	71.4% (25)
Males (21)	19.0% (4)	81.0% (17)
Females (14)	42.9% (6)	57.1% (8)

* 180 Words per minute at Level 6 (9th grade assessment)

Fiction

2010 9 th Grade	Non-Proficient	Proficient
Total Students (35)	48.6% (17)	51.4% (18)
Males (21)	52.4% (11)	47.6% (10)
Females (14)	42.9% (6)	57.1% (8)

Alternate Science Assessment: EXPLORE (8th 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

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

<i>Spring 2009 8th graders</i>	Level I	Level II	Level III	Level IV	Level V
East Union (19 students tested)	0%	26%	42%	26%	5%
National	9%	29%	49%	10%	3%

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.

PHONEMIC AWARENESS		
Grade	Beginning	End
Kindergarten	<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%
	Middle	End
2009-2010	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 2nd grader is proficient in the fall if he/she reads at a 1st grade level independently.
He/She is found proficient in the spring if he/she reads at a 2nd grade level independently.*

FALL 2009 Grade 1	Non Proficient	Proficient (K or above independently)	SPRING 2010 1st Grade	Non Proficient	Proficient (1st grade or above independently)
All Students (38)	86.8% (33)	13.2% (5)	Students (35)	25.7% (9)	74.3% (26)
Males (16)	87.5% (14)	12.5% (2)	Males (15)	46.7% (7)	53.3% (8)
Females (22)	86.4% (19)	13.6% (3)	Females (20)	10.0% (2)	90.0% (18)
FALL 2009 Grade 2	Non Proficient	Proficient (1st grade or above independently)	SPRING 2010 2nd Grade	Non Proficient	Proficient (2nd grade or above independently)
Students (34)	38.2% (13)	61.8% (21)	Students (33)	33.3% (11)	66.7% (22)
Males (15)	33.3% (5)	66.7% (10)	Males (14)	28.6% (4)	71.4% (10)

Females (19)	42.1% (8)	57.9% (11)	Females (19)	36.8% (7)	63.2% (12)
FALL Grade 3	Non Proficient	Proficient (2 nd grade or above independently)	SPRING 3rd Grade	Non Proficient	Proficient (3 rd grade or above independently)
Total Students (26)	19.2% (5)	80.8% (21)	All Students (26)	23.1% (6)	76.9% (20)
16 Males	31.2% (5)	68.8% (11)	Males (16)	31.2% (5)	68.8% (11)
10 Females	00.0% (0)	100.0% (10)	Females (10)	10.0% (1)	90.0% (9)
FALL Grade 4	Non Proficient	Proficient (3 rd grade or above independently)	SPRING 4th Grade	Non Proficient	Proficient (4 th grade or above independently)
Total Students (43)	16.3% (7)	83.7% (36)	Total Students (44)	6.8% (3)	81.8% (36)
Males (25)	20.0% (5)	80.0% (20)	Males (25)	20.0% (5)	80.0% (20)
Female (18)	11.1% (2)	88.9% (16)	Females (19)	15.8% (3)	84.2% (16)
FALL Grade 5	Non Proficient	Proficient (4 th grade or above independently)	SPRING 4th Grade	Non Proficient	Proficient (5 th grade or above independently)
Total Students (42)	16.7% (7)	83.3% (35)	Total Students (42)	16.7% (7)	83.3% (35)
Males (21)	23.8% (5)	76.2% (16)	Males (19)	21.1% (4)	78.9% (15)
Females (21)	9.5% (2)	90.5% (19)	Females (23)	13.0% (3)	87.0% (20)