

The 2011-2012 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 ask 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

The state of Iowa has adopted standard scores for the reporting of proficiency levels. The National Standard Score (NSS) is a score that describes your student's achievement on a standard scale. The standard score ranges for Not Proficient, Proficient and Advanced can be found at: <http://itp.education.uiowa.edu/ia/AYPInformation.aspx>

No Child Left Behind

No Child Left Behind (NCLB) legislation requires schools districts to report the schools identified in need of improvement (SINA) to their communities. The Middle and High School have been identified as in need of improvement, in the area of reading and mathematics, as student performance on the Iowa Tests of Basic Skills (grades 6-8) and Iowa Tests of Educational Development (grades 9-11) did not reach the trajectory target scores set by the state for two consecutive years. We are not receiving Title I funding for the Middle School or High School, therefore, there is no additional federal funding that the district will obtain to assist us in reaching the academic goals. We will, however, be using general fund dollars in several ways to focus on improvement in the area of reading and mathematics for all grade levels. A new reading/language arts program has been purchased for students in the Middle School. In the area of mathematics, a new curriculum has been adopted for grades 9-12. Also, teachers at all levels are developing lessons and planning instruction that is aligned to the Iowa Core. Additionally, teachers have identified major assessments whereby students must achieve at least a 70% for student achievement to be considered "mastery" level. If a student does not achieve at least a score of 70% on the major assessments to demonstrate mastery of the concepts and skills of the Iowa Core Curriculum for that particular subject area and course, students are given additional time and support through and Intervention class period and other school time to reach a percentage (grade) of 70% or above. Competency Based Education has been adopted for all grade levels, whereby a student may wish to prove proficiency in the standards for a course or subject without a specific amount of "seat time" and still receive credit for the course/subject.

If parents have further questions about SINA status and the plan for corrective action, please contact one of our school administrators.

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%	87.3%
2009-2010	100%	88.8%
2010-2011	100%	88.3%
2011-2012	100%	N/A

Attendance Rate

	East Union
Grades K-8	

2007-2008	96.1%
2008-2009	96.2%
2009-2010	96.1%
2010-2011	98.3%
2011-2012	98.3%
Grades 9-12	
2007-2008	93.5%
2008-2009	94.0%
2009-2010	93.8%
2010-2011	93.9%
2011-2012	94.4%

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	209	5	2.4%
2010-2011	194	4	2.1%
2011-2012	189	2	1.1%

Dropout Rate for 2011-2012 by Gender and Race

Male	Female	White	Hispanic	Black
2	0	100%	0.0%	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
2010-2011	257	125	132
2011-2012	228	117	111

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%
2010-2011	36	100%
2011-2012	31	100%

Post-Secondary Education Plans for the Class of 2012

	4 year college	Community College/ Vocational Technical School	2-year Private College	Employment/ Military	Unknown
Male	5	8	0	0	4
Female	2	9	0	0	2
Percent Total	23%	57%	0%	0%	20%

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
2011	21.6	22.3
2012	22.3	22.1

Class of 2012 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 the 2011-2012 school year. 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:

2011-2012	Composite	English	Math	Reading	Science
<i>Benchmark Goal for Iowa</i>	<i>21 or above</i>	<i>18</i>	<i>22</i>	<i>21</i>	<i>24</i>
East Union	22.3	21.8	20.4	23.4	23.3
State	22.1	21.6	21.7	22.5	22.2
National	21.1	20.6	21.1	21.3	20.9
2010-2011					
East Union	22	20.1	21.2	22.4	21.6

**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
2010-2011	92.4	87.6	88.2	93.4
2011-2012	93.1	87.6	31.4	68.6
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
2010-2011	80.1	83.3	72.8	87.5
2011-2012	60.0	64.7	40.0	60.0
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
2010-2011	61.9	83.4	68.9	73.9
2011-2012	64.3	60.0	38.9	61.1
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
2010-2011	64.0	73.7	66.7	69.5
2011-2012	63.6	62.5	37.5	62.5
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
2010-2011	33.2	67.8	45.4	72.3
2011-2012	61.0	74.0	62.1	37.9
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
2010-2011	70.0	80.0	75.0	75.0
2011-2012	40.0	65.2	52.6	47.4
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

2010-2011	76.2	61.6	62.6	77.8
2011-2012	23.1	87.1	52.2	47.8

Writing Expression Proficiency

3rd Grade	Male	Female	LOW SES	Non SES
2011-2012	92.3	91.6	29.4	70.6
4th Grade				
2011-2012	66.6	76.5	36.4	63.6
5th Grade				
2011-2012	84.6	62.5	40.9	59.1
6th Grade				
2011-2012	31.8	69.1	33.3	66.7
7th Grade				
2011-2012	50.0	74.0	61.5	38.5
8th Grade				
2011-2012	40.0	73.9	47.6	52.4
11th Grade				
2011-2012	34.5	82.6	48.0	52.0

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
2010-2011	71.4	72.3	58.9	86.7
2011-2012	76.9	66.6	30.8	69.2
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
2010-2011	86.6	75.0	72.8	87.5
2011-2012	57.1	66.6	36.8	63.2
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
2010-2011	61.9	83.4	68.9	73.9
2011-2012	69.2	56.3	33.3	66.7
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
2010-2011	66.7	54.6	50.0	75.0

2011-2012	63.6	50.0	43.5	56.5
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
2010-2011	63.7	74.1	77.2	62.6
2011-2012	79.2	90.0	63.9	36.1
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
2010-2011	77.8	90.0	85.7	83.3
2011-2012	40.0	82.6	52.2	47.8
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
2010-2011	75.0	76.9	60.0	88.9
2011-2012	65.2	84.6	53.8	46.2

Science Proficiency

Grade/Year	Male	Female	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
2010-2011	92.9	66.7	76.5	80.0
2011-2012	92.3	83.3	29.0	71.0
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
2010-2011	80.0	75.0	72.8	81.4
2011-2012	78.6	61.1	50.0	50.0
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
2010-2011	76.2	77.8	81.3	73.9
2011-2012	84.6	62.5	47.6	52.4
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
2010-2011	76.0	84.3	81.0	78.2
2011-2012	63.6	56.3	39.1	60.9
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
2010-2011	66.6	78.6	72.7	77.9
2011-2012	62.5	58.0	75.0	25.0
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
2010-2011	70.0	90.0	62.5	91.6
2011-2012	60.0	82.6	44.0	56.0
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
2010-2011	70.0	76.9	46.7	94.5
2011-2012	53.8	78.3	56.0	44.0

East Union and State Comparison

The Annual Measurable Objectives (AMO) represents 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 Iowa 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%
2010-2011	90.6%	78.0%	80.6%
2011-2012	89.2%	FORM E	87.1%
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%
2010-2011	78.6%	82.4%	82.0%
2011-2012	62.5%	FORM E	88.0%
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%
2010-2011	81.0%	80.8%	82.3%
2011-2012	58.6%	FORM E	88.2%
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%
2010-2011	69.0%	70.0%	77.3%
2011-2012	64.9%	FORM E	84.8%
7th Grade			
2006-2007	64.4%	66.7%	70.0%
2007-2008	54.9%	71.9%	64.4%
2008-2009	69.5%	70.4%	71.5%
2009-2010	77.8%	72.9%	71.5%
2010-2011	58.0%	74.9%	78.7%
2011-2012	69.0%	FORM E	85.8%
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%
2010-2011	75.0%	75.5%	80.0%
2011-2012	57.6%	FORM E	86.7%
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%
2010-2011	71.0%	78.2%	84.5%
2011-2012	65.7%	FORM E	89.7%

Writing Proficiency

East Union	
3rd Grade	
2011-2012	91.9%
4th Grade	
2011-2012	71.9%
5th Grade	
2011-2012	58.6%
6th Grade	
2011-2012	48.6%

7th Grade	
2011-2012	61.9%
8th Grade	
2011-2012	63.6%
11th Grade	
2011-2012	71.4%

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%
2010-2011	71.9%	78.6%	80.5%
2011-2012	70.3%	FORM E	87.0%
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%
2010-2011	78.6%	82.2%	81.0%
2011-2012	62.5%	FORM E	87.3%
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%
2010-2011	69.0%	80.4%	82.5%
2011-2012	58.6%	FORM E	88.3%
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%
2010-2011	62.0%	75.2%	79.6%
2011-2012	62.2%	FORM E	86.4%
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%
2010-2011	72.0%	80.0%	79.0%
2011-2012	85.7%	FORM E	86.0%
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%
2010-2011	84.0%	77.7%	79.0%
2011-2012	69.7%	FORM E	86.0%
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%
2010-2011	76.0%	77.8%	84.5%
2011-2012	74.3%	FORM E	89.7%

* All State reported data collected from "The Sate Report Card for No Child Left Behind" (Year 2005-2011).

Science Proficiency

East Union		State and National Data not compared at these grades or content areas.
3rd Grade		
2006-2007	77.8%	
2007-2008	66.7%	
2008-2009	78.0%	
2009-2010	92.0%	
2010-2011	78.1%	
2011-2012	86.5%	
4th Grade		
2006-2007	90.0%	
2007-2008	72.9%	
2008-2009	82.8%	
2009-2010	72.5%	
2010-2011	78.6%	
2011-2012	68.8%	
5th Grade		
2006-2007	83.3%	
2007-2008	85.0%	
2008-2009	69.3%	
2009-2010	82.1%	
2010-2011	76.2%	
2011-2012	75.9%	
6th Grade		
2006-2007	83.3%	
2007-2008	70.8%	
2008-2009	83.3%	
2009-2010	68.6%	
2010-2011	79.0%	
2011-2012	62.2%	
7th Grade		
2006-2007	80.0%	
2007-2008	80.6%	
2008-2009	69.5%	
2009-2010	83.4%	

2010-2011	76.0%	
2011-2012	62.0%	
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%
2010-2011	80.0%	82.2%
2011-2012	75.8%	FORM E
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%
2010-2011	73.0%	83.2%
2011-2012	71.4%	FORM E

* All state science reported data collected from “The Condition of Education Report”.

** Science data is collected and reported by Biennium Periods.

MULTIPLE/SECOND 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 determined the assessments designed to evaluate proficiency in Math, Reading, and Science.

The second Math Assessment was teacher developed and covered basic topics from Geometry, the number system, expressions and equations, statistics and probability, ratios and proportional relationships. The data was based on a 100-point scale.

Math Assessment

SPRING 2012	Non-Proficient	Proficient
11th grade (35)	48.6% (17)	51.4% (18)

• The data was based on a 100-point scale.

English Assessment

The second English Assessment evaluates reading fluency and comprehension through the use of the Stanford Achievement Test Series with the OLSAT (Otis-Lennon School Ability Test.)

• 11th grade assessment

2011-12 11 th Grade	Non-Proficient	Proficient
Total Students (35)	48.6% (17)	51.4% (18)

Males (22)	40.0% (14)	22.9% (8)
Females (13)	8.6% (3)	28.6% (10)

Science Assessment

The second Science assessment is measures proficiency on the basic comprehension of the elements in science. This assessment was completed with the use of the Stanford Achievement Test Series with the OLSAT (Otis-Lennon School Ability Test.)

- 11th grade assessment

2011-12 11 th Grade	Non-Proficient	Proficient
Total Students (35)	8.6% (3)	91.4% (32)
Males (22)	4.5% (1)	90.9% (20)
Females (13)	15.4% (2)	31.4% (11)

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

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

Fluency (accuracy and rate of oral reading)		
	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 (Spring)
2009-2010	100%	100%
2010-2011	76%	96%
	Beginning (Fall)	End (Spring)
2011-2012	90.9%	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 2011 Grade 1	Non Proficient	Proficient (K or above independently)	SPRING 2012 Grade 1	Non Proficient	Proficient (1 st grade or above independently)
All Students (29)	51.7% (15)	34.5% (10)	Students (30)	16.6% (5)	83.3% (25)
Males (15)	40% (6)	46.6% (7)	Males (15)	13.3% (2)	86.6% (13)
Females (14)	64.3% (9)	21.4% (3)	Females (15)	20.0% (3)	80.0% (12)
FALL 2011 Grade 2	Non Proficient	Proficient (1 st grade or above independently)	SPRING 2012 Grade 2	Non Proficient	Proficient (2 nd grade or above independently)
Students (36)	30.5% (11)	69.4% (25)	Students (34)	20.6% (7)	79.4% (27)
Males (14)	42.9% (6)	22.2% (8)	Males (15)	20.0% (3)	80.0% (12)
Females (22)	22.7% (5)	77.3% (17)	Females (19)	21.1% (4)	78.9% (15)
FALL 2011 Grade 3	Non Proficient	Proficient (2 nd grade or above independently)	SPRING 2012 Grade 3	Non Proficient	Proficient (3 rd grade or above independently)
Total Students (37)	10.8% (4)	89.2% (33)	Total Students (38)	7.9% (3)	92.1% (35)
Males (13)	7.7% (1)	92.3% (12)	Males (14)	14.3% (2)	85.7% (12)
Females (24)	12.5% (3)	87.5% (21)	Females (24)	4.2% (1)	95.8% (23)
FALL Grade 4	Non Proficient	Proficient (3 rd grade or above independently)	SPRING Grade 4	Non Proficient	Proficient (4 th grade or above independently)
Total Students (37)	10.8% (4)	89.2% (33)	Total Students (32)	25.0% (8)	75.0% (24)
Males (17)	11.8% (2)	88.2% (15)	Males (15)	20.0% (3)	80.0% (12)
Female (20)	10% (2)	90.0% (18)	Females (17)	29.4% (5)	76.4% (13)
FALL Grade 5	Non Proficient	Proficient (4 th grade or above independently)	SPRING Grade 5	Non Proficient	Proficient (5 th grade or above independently)

Total Students (25)	20.0% (5)	80.0% (20)	Total Students (29)	27.6% (8)	72.4% (21)
Males (11)	18.2% (2)	81.8% (9)	Males (13)	23.1% (3)	76.9% (10)
Females (14)	21.4% (3)	78.6% (11)	Females (16)	31.3% (5)	68.8% (11)

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