

## **EAST MARSHALL 2010/2011 Annual Progress Report(APR)**

The APR for the East Marshall District contains many components. This is part of the District's Comprehensive School Improvement Plan(CSIP) requirement for reporting out on an annual basis. The report is long but comprehensive. If you have any questions regarding the material contained in this report please call the District Superintendent at the District's central office in Gilman, phone number 641-498-7481.

### **Improvement Goals Reading:**

Reading goals for the district are established using Iowa Test of Basic Skills/Iowa Test of Educational Development(ITBS/ITED) results. The North West Education Association(NWEA) Measures of Academic Performance(MAP) Test will be the locally administered pre/post test.

Long Range Goals - 2010-2015:

Major Goal: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

- The curriculum will be evaluated and continually updated.
- The NWEA MAP Test will be the locally administered pre/post test.
- At all grade levels, the percentage of students in the area of proficient or higher performance on the ITED and ITBS composite will increase.

Annual Reading Improvement Goals for 2010-2012:

NCLB: The percentage of students proficient will increase from 3rd to 4th, 7th to 8th, and 10th to 11th grades as measured by the ITBS and ITED.

CSIP: E-M student scores will improve the proficiency range in reading comprehension as measured by the ITBS or ITEDS.

### **Were the Annual Reading Goals Met? NO**

The 3rd/4th grade composite score for proficiency at the third grade level was 70.49% proficient. As 4th graders they were 78.33% proficient. The 3rd/4th grade met their goal.

The 7th/8th grade composite score for proficiency at the 7th grade level was 78.57% proficient. As 8th graders they were 75% proficient. The 7th/8th grade did not meet the goal.

The 10th/11th grade composite score for proficiency at the 10th grade level was 67.24% proficient. As 11th graders they were 62.50% proficient. The 10th/11th grade did not meet the goal.

**Corrective action:** The district has started to work through the SINA process with the elementary, middle school and high school looking at data through Ed-Insight. Goals and processes will be evaluated based on looking at the data differently

### **Improvement Goals Math:**

Math goals for the district are established using ITBS or ITED results. The NWEA MAP Test will be the locally administered pre/post test.

Long Range Goals (2010-2015)

- \* The high school math department will maintain curriculum for 100% of its courses during the next five years.
- \* At all grade levels, the percentage of students in the area of proficient or higher performance on the ITED and ITBS composite will increase.
- \* 80% of the high school student body will enroll in and pass Algebra before graduating.

Annual Improvement Goals for 2010-2012:

NCLB: The percentage of students proficient will increase from 3rd to 4th, 7th to 8th, and 10th to 11th grades as measured by the ITBS and ITED.

CSIP: E-M student scores will improve the proficiency range in math as measured by the ITBS or ITEDS.

**Were the Annual Math Goals Met? YES**

The 3rd/4th grade composite score for proficiency at the 3rd grade level was 73.77% proficient. As 4th graders they were 81.67% proficient. The 3rd/4th grade met their goal.

The 7th/8th grade composite score for proficiency at the 7th grade level was 85.71% proficient. As 8th graders they were 90.00% proficient. The 7th/8th grade met their goal.

The 10th/11th grade composite score for proficiency at the 10th grade level was 68.97% proficient. As 11th graders they were 71.43% proficient. The 10th/11th grade met their goal.

**Improvement Goals Science:**

Science goals for the district are established using ITBS or ITED results. The NWEA MAP Test will be the locally administered pre/post test.

Long Range Goals (2010-2015)

\* The high school science department will have 80% of students exhibiting a steady gain on test scores as they progress through the curriculum.

\* The E-M science department will evaluate NWEA test scores and revise curriculum to ensure proper alignment between written, taught and tested curriculum.

Annual Improvement Goals for 2010-2012:

NCLB: The 8th and 11th grade students from East Marshall will show improved yearly achievement scores in science.

CSIP: E-M 4th, 8th and 11th grades cohort student scores(current and the previous years scores) will improve the proficiency range in science skills as measured by the ITBS or ITEDS for a two year period.

**Were the Annual Science Goals Met? YES**

The 3rd/4th grade composite score for proficiency at the third grade level was 81.97% proficient. As 4th graders they were 85.00% proficient. The 3rd/4th grade met their goal.

The 7th/8th grade composite score for proficiency at the 7th grade level was 89.29% proficient. As 8th graders they were 90.00% proficient. The 7th/8th grade met their goal.

The 10th/11th grade composite score for proficiency at the 10th grade level was 74.14% proficient. As 11th graders they were 82.14% proficient. The 10th/11th grade met their goal.

**Multiple Assessments:** The CSIP calls for a pre and post test measure of student progress that compares individual and group scores from the beginning of the school year to the end of the school year. The District uses the NWEA MAP test for this purpose. Data from these tests reflect test scores as RIT scores over a four year period. These tests are administered on computers and are taken usually in September and April. All student scores are reported whether the student was in district for a full academic year or not. This differs from the ITBS/ITED test protocol where only students who have been in district for a full academic year are included in the composite scores.

2007/2008 scores: READING

pretest scores:	post test scores:	gain/loss:
4th- 198.67	206.35	+7.68
8th- 217.67	223.12	+5.45
11th- 225.12	224.03	-1.09

2008/2009 scores:

pretest scores:	post test scores:	gain/loss:
4th- 199.5	205.4	+5.9
8th- 219.7	225.4	+5.7
11th- 227.4	228.9	+1.5

2009/2010 scores:

pretest scores:	post test scores:	gain/loss:
4th- 198.5	202.1	+3.6
8th- 220.2	224.5	+4.3
11th- 229.2	230.9	+1.7

2010/2011 scores:

pretest scores:	post test scores:	gain/loss:
4th- 197.6	203.6	+6.0
8th- 222.1	227.6	+5.5
11th- 223.3	223.8	+0.5

This was our fifth year of using NWEA. Good gains were observed in the 4th and 8th grade cohort group with a slight gain for the 11th grade.

2007/2008 scores: MATH

pretest scores:	post test scores:	gain/loss:
4th- 201.62	208.96	+7.34
8th- 229.57	234.60	+5.03
11th- 237.22	238.19	+0.97

2008/2009 scores:

pretest scores:	post test scores:	gain/loss:
4th- 199.8	206.1	+6.3
8th- 226.4	235.4	+9.0
11th- 241.5	245.2	+3.7

2009/2010 scores:

pretest scores:	post test scores:	gain/loss:
4th- 203.7	210.0	+6.3
8th- 230.6	241.2	+10.6
11th- 244.3	246.3	+2.0

2010/2011 scores:

pretest scores:	post test scores:	gain/loss:
4th- 203.3	211.6	+8.3
8th- 235.9	243.2	+7.3
11th- 240.1	241.2	+1.1

This was our fifth year of using NWEA. Good gains were observed in the 4th and 8th cohort and modest gains in 11th grade.

2007/2008 scores: SCIENCE

pretest scores:	post test scores:	gain/loss:
4th- 197.83	201.27	+3.44
8th- 211.28	213.53	+2.25
11th- 215.26	217.22	+1.96

2008/2009 scores:

pretest scores:	post test scores:	gain/loss:
4th- 197.8	201.0	+3.2
8th- 214.5	218.2	+3.7
11th- 221.4	221.5	+0.1

2009/2010 scores:

pretest scores:	post test scores:	gain/loss:
4th- 197.3	202.6	+5.3
8th- 215.7	217.1	+1.4
11th- 222.0	223.8	+1.8

2010/2011 scores:

pretest scores:	post test scores:	gain/loss:
4th- 197.6	201.4	+3.8
8th- 216.6	219.6	+3.0
11th- 216.1	219.6	+3.5

This was our fifth year of using NWEA. Good gains were observed in the 4th and 8th and 11th grade cohorts.

### **Post-Secondary Data: Measure of Probable Post-Secondary Success:**

The total number of students achieving a score or status on a the ACT indicating probable post-secondary success was 26. The cut score for the ACT indicating probable post-secondary success is 20. Total number of students who took the test was 33. The total percentage of students achieving a score or status on a measure indicating probable post-secondary success was 78.79%. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.

### **Post-Secondary Education/Training Intentions:**

Total number of seniors who intend to pursue post-secondary education/training was 58. The total number of seniors who have graduated was 66. The total percentage of seniors intending to pursue post-secondary education/training was 87.88%. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.

### **Core Program Completers:**

Total number of high school graduates who completed a core program was 64. Total number of high school graduates was 67. Total percentage of high school graduates who completed a core program was 95.52%. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.

### **Post-Secondary 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.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2009-2010), while the APR itself is in the current school year (2010-2011).

### **Dropout Definitions**

According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
- is not enrolled as of Count Day 2010
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions:
  - a. transfer to another public school district, private school, or state- or district-approved

- education programs
- b. temporary absence due to suspension or school-approved illness; or
- c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.(October 1, 2009)
  2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
  3. Individuals who are not accounted for on October 1 are considered dropouts.
  4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.
- a. 3 Total number of All Dropouts, grades 7-12.  
427 Total number of All Students, grades 7-12.  
0.70% Total percentage of All Dropouts, grades 7-12.
  - b. 1 Total number of Female Dropouts, grades 7-12.  
209 Total number of Female Students, grades 7-12.  
0.48% Total percentage of Female Dropouts, grades 7-12.
  - c. 2 Total number of Male Dropouts, grades 7-12.  
218 Total number of Male Students, grades 7-12.  
0.92% Total percentage of Male Dropouts, grades 7-12.
  - d. 3 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.  
408 Total number of White (not of Hispanic origin) Students, grades 7-12.  
0.74% Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12.
  - e. 0 Total number of Hispanic Dropouts, grades 7-12.  
11 Total number of Hispanic Students, grades 7-12.  
0.00% Total percentage of Hispanic Dropouts, grades 7-12.
  - f. 0 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.  
4 Total number of American Indian or Alaskan Native Students, grades 7-12.  
0.00% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12.
  - g. 0 Total number of Asian Dropouts, grades 7-12.  
3 Total number of Asian Students, grades 7-12.  
0.00% Total percentage of Asian Dropouts, grades 7-12.
  - h. 1 Total number of Disabled/IEP Dropouts, grades 7-12.  
64 Total number of Disabled/IEP Students, grades 7-12.  
1.56% Total percentage of Disabled/IEP Dropouts, grades 7-12.

These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator. [Student Attendance, Graduation Rates, Dibels, Student Survey, NWEA-MAP test, COMPASS test for each Junior, Student Discipline Referrals, Individual Student Progress Reports, Parent Contacts, Yearly Parent Satisfaction Survey, Bi-Annual Parent Teacher Conferences and parent participation rate.]

### **Progress with Early Intervention Goals**

All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.

Grade	Average Class Size		Avg. Class Size	Reading Instruction	
	Student numbers	Sections		Adult:Student Ratio	
K	62	3	20.67	1: 13.78	3 teachers plus 1.5 associates
1	72	4	18.00	1: 13.09	3 teachers plus 1.5 associates
2	57	3	19.00	1: 12.67	3 teachers plus 1.5 associates

Student to teacher/adult ratios have been maintained even though it is difficult to manage when the student population has become so mobile and choice of open enrollment unpredictable.

### **Assistance for Student Athletes:**

Our District provides the following assistance mechanisms for student athletes in grades 9-12:

Classroom teacher interventions

Coach interventions

Study hall/study table

Tutors

Parent involvement

Classroom interventions

Problem solving team

Before/after school help

Counseling services

At-risk program

Progress reports