Fields of Opportunities

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

April 16, 2015

Superintendent Jay Jurrens
New Hampton Community School District
710 West Main Street
New Hampton, IA 50659

Dear Superintendent Jurrens:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at New Hampton Community School District (CSD) on January 23, 28-29, 2015. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP) section of C-Plan, provide a general assessment of educational practices within the school, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the New Hampton CSD maintains State of Iowa accreditation upon resolution of non-compliance issues described in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The New Hampton CSD must complete corrective actions according to the timeline noted on the non-compliance web site under the Portal. Documentation of corrections must be made available to the Site Visit Team Leader. Department follow-up will be conducted to verify resolution of all noted non-compliance issues

The report reflects consensus of the following team members:

Department of Education Representatives:

Barbara Byrd	School Improvement Consultant
Bruce Jensen	Special Education Cadre

Area Education Agency Representatives:

Chamoni DeLong	Consultant, Special Education

Local Education Agency Representatives:

Jackie Panos	Decorah CSD
Laura Smith	Decorah CSD

It is our hope this report will provide guidance to enhance student achievement in the school and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of the New Hampton CSD's continuous improvement process, the district must review its current C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the C-Plan must be completed by September 15, 2015. Directions for revision and submission of the C-Plan can be found at: https://portal.ed.iowa.gov/iowalandingpage/Landing.aspx.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available here. The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the New Hampton CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,

Barbara Byrd

Barbara Byrd, School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education

Amy Williamson

Amy Williamson, Chief
Bureau of School Improvement
Iowa Department of Education

cc: Site Visit Team Members
School Board President
Iowa Department of Education Official File
AEA Office
Pradeep Kotamraju, CTE Director

Comprehensive Site Visit
Iowa Department of Education

New Hampton CSD

Team Findings
January, 2015

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. New Hampton Community School District (CSD) has a mission statement which guides all programs and activities throughout the district. It states, "The mission of the New Hampton Community School District is to empower all students to succeed in a changing world." The district has also identified the "Big 4", specific guidelines which outline basic expectations for students. These statements and goals are posted throughout the buildings

2. Parents, students, staff and other interviewees expressed pride in New Hampton CSD. They noted appreciation for the district's ongoing efforts to provide students with a quality education in a safe learning environment. Many groups mentioned the staff's sensitivity to student needs and parental support of school programs and activities.

Recommendations for Improvement:

3. It was unclear to the visiting team if there was a consistent protocol for analyzing student achievement data or other program data. The district is encouraged to identify key questions such as the following to ask each time data analysis is undertaken:
    - What do we want our students to know and do as a result of this program or course?
    - What data collections provide the best information to guide instructional strategies and increase student achievement to meet these expectations?
    - What actions will we take as a result of this data analysis?
    - How will this impact our classroom instruction?
    - How will we measure the impact of these actions?

    Following this process, there could also be specific expectations for action plans and follow-up.

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the C-Plan.
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Noted Strengths:

4. The administrators provide a cooperative leadership team for New Hampton CSD. Staff reported the superintendent, principals and board members are approachable, visible, and supportive. Multiple interview groups mentioned the district administrators are effective leaders who are focused on providing a positive learning environment for students. Board members and administrators noted their intent to focus meetings on Iowa Core and student achievement, trying to limit time spent on management issues.

5. Teachers have opportunities to assume leadership roles throughout the district. They commented on contributing to the district in the following areas:
    - Building/District leadership team (BLT)
    - Professional Learning Communities (PLCs)
    - Leading/Serving on committees

    Each building has a BLT which serves as an advisory/sounding board for the principals. One interview group noted they represent the "Voice of the staff".

6. Students noted they also have many opportunities to develop leadership skills. The following examples were mentioned:
    - Middle School (MS) and High School (HS) student council
    - Peer helpers in elementary classrooms
    - Athletics
    - Arts
    - Business Achievement Club
    - FFA
    - National Honor Society

7. The district utilizes several avenues of communication to keep students, teachers, school board, parents, and community members informed of district information. Communication methods mentioned in interviews included:
    - District website
    - Social Media
    - Frequent communication between teachers and parents

   The district also solicits input from parents through a parent advisory group.

Recommendations for Improvement:

8. The School Improvement Advisory Committee has recently been reactivated. Some interviewees expressed interest in reviewing the requirements for the group, including the areas in which they are required to make recommendations. Iowa Code section 280.12(2) states, "The board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:
    - Major educational needs;
    - Student learning goals;
    - Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
    - Harassment or bullying prevention goals, programs, training, and other initiatives

   As the SIAC continues to address its role in school improvement efforts, ensure membership includes to the extent possible, equitable representation including gender balance, racial balance, and increased representation of people who do not have a direct connection to the schools. (Spouses of board, staff, AEA, etc.)

Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

9. Interview groups indicated the schools work collaboratively with many community groups. The benefits of these collaborative relationships enhance programs and activities throughout the district. Collaborative groups mentioned during the visit included the following:
    - Local businesses and organizations
    - Indian Hills Community College
    - NICC (Northeast Iowa Community College)
    - Rotary
    - Lions Club
    - Local businesses who provide prizes for PBIS tickets

10. The district utilizes the Professional Learning Community (PLC) format which encourages structured collaborative time for teachers. These PLCs are organized around content areas and/or grade levels. The groups meet regularly and were noted as opportunities for professional learning and support of district initiatives. Common planning time for teachers supports regular PLC work. Groups that meet before school are reimbursed for additional hours.

11. Career and Technical Education (CTE) programs collaborate with local business and industry representatives in order to gather input on critical skills they look for in prospective employees. Using this input, CTE programs were revised to make them more relevant for the students in the programs as they prepare for post-secondary education or the work force.

12. Elementary teachers are encouraged to observe other teachers and provide 2-3 peer reviews each semester in the area of reading. Teachers report this has been a very meaningful experience and that it has helped change their instructional practices. Middle school teachers expressed that they are also encouraged to do peer reviews, if desired.

Recommendations for Improvement:

13. Parents indicated a willingness to volunteer in the district but seemed unaware of how to learn about potential areas that might be available throughout the various grades and activities. Perhaps opportunities to become involved could be publicized through a district or building newsletter or on the district website.

14. Some interviewees expressed interest in working with parents of students early in their high school career in order to strategically plan the courses students might need for post-secondary education or preparing for the workforce. It was suggested a parent meeting for sophomores might be a starting point for these conversations. Families could become aware of scholarships, courses, and post-secondary options early in the students' high school years.

15. Upon hearing about the peer review process at the elementary level, some high school teachers expressed interest in doing this also, though they were unsure of organizing the opportunities since most teach in different content areas. The district is encouraged to explore options for peer review, perhaps with a focus on instructional strategies, at the high school level.

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm**.** Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted, national origin). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Noted Strengths:

16. Multiple interview groups commented on the 3-day APL training teachers recently participated in. They said this has given teachers common strategies and common language to be utilized in all grade levels. Interviewees state this has increased student engagement and achievement as it is used across all classrooms.

17. The district is in a transition from Character Counts to Positive Behavior Interventions and Supports (PBIS), with the high school being a Year 2 school and the Elementary and Middle Schools in the middle of Year 1. High School data indicates a significant decrease in both behavior referrals and students on the failure list since the implementation of PBIS.

18. Several security measures were evident throughout the school district. Both school buildings are locked during the day, with "buzzers" at the main entrances. Security cameras were visible in many hallways and are present on the school busses. Plans are in place for staff to receive ALICE training in the future.

Recommendations for Improvement:

19. It was noted there is limited diversity within New Hampton CSD. In order to better prepare students for post-secondary realities of living and working in a diverse, often global society, the district is encouraged to examine current practice and to find additional, natural curricular connections to increase the definition and level of understanding for diversity. The district might consider contacting colleges and/or universities for input from student groups and explore free resources available from sources such as the Midwest Equity Center.

Curriculum and Instruction

In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

20. Several interview groups indicated they have received professional development tied to the Iowa Core in past years. Through district PLC work, teachers are looking at the vertical articulation of the Core across grade levels and determining how their grade level content aligns. This will help provide a clear understanding of curriculum content throughout grades K-12 and ensure concise, purposeful implementation for all students.

21. New Hampton CSD is striving to increase the use of technology throughout the educational program. Interview groups commented on increased engagement of students through the 1:1 initiative, and believe this has contributed to increased achievement. At the elementary school many grade levels report utilizing technology in classrooms, with laptop carts readily available. All classrooms have interactive whiteboards as well.

22. Students report that the use of technology has changed many teachers' instructional practices. They report that technology is used in a meaningful way to do assignments that require higher order thinking skills. Students report that this use of technology keeps them more engaged in class, and increases their motivation to complete assigned tasks.

23. Teams of educators are working together to create common formative assessments. These assessments are then administered and the data is analyzed to determine which students have mastered content, and which might need additional help on various skills. At the elementary and middle school levels, intervention times are provided for additional support for students.

Recommendations for Improvement:

24. To maintain compliance with Highly Qualified Teacher requirements, the district is reminded that appropriately licensed content area teachers must oversee the content of the alternative program and credit recovery courses, and are responsible for giving the grade in the alternative program. It was unclear to the visiting team if this was the organizational structure of the program.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

25. Teachers commented on the value of having common planning time for collaboration. It was reported that time is provided in the middle school schedule, elementary grades meet weekly during lunch/recess, and high school staff meets an hour before school once each week. PLC time is arranged for those who have no colleagues in their content area. The district also has established a PLC for para-professionals which is led by the superintendent.

26. Teachers noted that in the past there was little accountability following professional development sessions. They reported the recent APL training has included an expectation for follow up as they implement various strategies. They commented this has been helpful as the strategies learned are incorporated in their daily practice. As a result of the follow-through, teachers have strategically changed classroom practices.

Recommendations for Improvement:

27. New Hampton CSD is encouraged to further develop a comprehensive district professional development plan incorporating professional development that is connected to needs identified by data analysis and aligns with district's long range student achievement goals. As the district plan is created, ensure building level plans are created and individual professional development plans align. It would also be beneficial to develop a method of assessing professional development to monitor the progress and impact of the programs and resources being implemented

28. Teachers and staff reported a desire to receive professional development in the area of diversity. As New Hampton's community continues to become more diverse, teachers would like to have a better understanding of diversity in order to serve students and families better. This not only includes racial/ethnic groups, but also strategies for inclusion of students with special needs. The Midwest Equity Center has resources which might be useful in planning diversity training.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation, as noted in the C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

29. The percentage of New Hampton CSD students in the proficient range of achievement on the 2013-2014 Iowa Assessments is higher than Keystone AEA and State of Iowa Averages in the following areas:
    - 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade reading
    - 3rd, 4th, 7th, and 8th grade mathematics
    - 3rd, 4th, 5th, 7th, 8th, and 11th grade science

    See Appendix, Accreditation Site Visit Data Report, for additional information.

30. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples noted included the following:
    - All general education teachers are appropriately licensed for teaching assignments.
    - First and second year teachers participate in a mentoring and induction program

31. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using strategies such as Co-Teaching and Consultation to collaborate with classroom and content area teachers.

Recommendations for Improvement:

32. The percentage of New Hampton CSD students below the proficient range of achievement on the 2012-2013 Iowa Assessments is higher than Keystone AEA and State of Iowa Averages in the following areas:
    - 5th, 6th, and 11th grade mathematics
    - 6th grade science

    See Appendix, Accreditation Site Visit Data Report, for additional information.

33. The district is encouraged to review the requirements for administering Iowa Assessments, including the proper protocol for placing testing materials between testing sessions. It was reported some testing materials are kept in the classrooms between testing periods, which is not acceptable for confidentiality and test security. These requirements are on the Iowa Testing website and are included in the testing materials when they arrive.

34. As the Comprehensive School Improvement Plan is updated following the site visit, the district is encouraged to review program evaluation in areas such as at-risk, gifted and talented, library, counseling, and professional development. Common processes and procedures could be created to provide relevant feedback to monitor program impact. Based on results, the district can then determine which programs are operating effectively and areas which might need to be restructured. Student achievement data would be included in this evaluation, including disaggregated subgroup and trend line data. AEA consultants can assist with program evaluation techniques and processes.

New Hampton Community School District's Compliance Status for Applicable Federal Programs:

Title I

The district has no citations of Title I non-compliance identified during this visit.

Title IIA (Teacher and Principal Training and Recruiting Fund)

The district has no citations of Title IIA non-compliance identified during this visit.

Title III (English Language Learners)

The district has no citations of Title III non-compliance identified during this visit.

Title XC (Education of Homeless Children and Youth)

The district does not have one or more of the following: a staff member designated as homeless liaison; updated local policies and definitions for homeless education in publications; postings in community that identify rights of homeless children and youth; no reporting and recording system for homeless children and youth.

SI 2.5 - School Improvement Data Report

New Hampton Community School District (4662)

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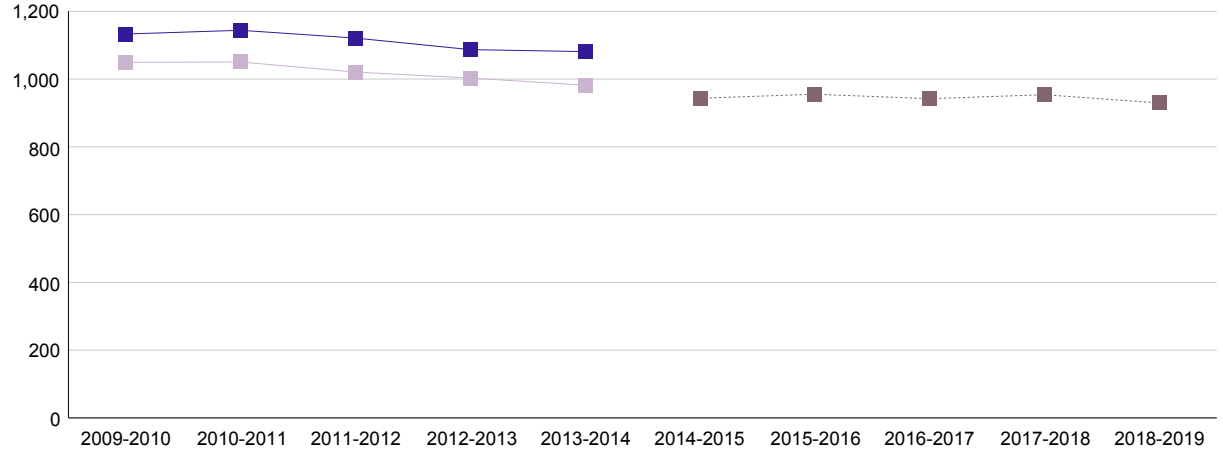
Figure 1: Whole Grade Sharing

Data Source: Spring BEDS
Definitions: Whole grade sharing occurs when all of the students in any grade in two or more school districts share an educational program for all of a school day under a written agreement.

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

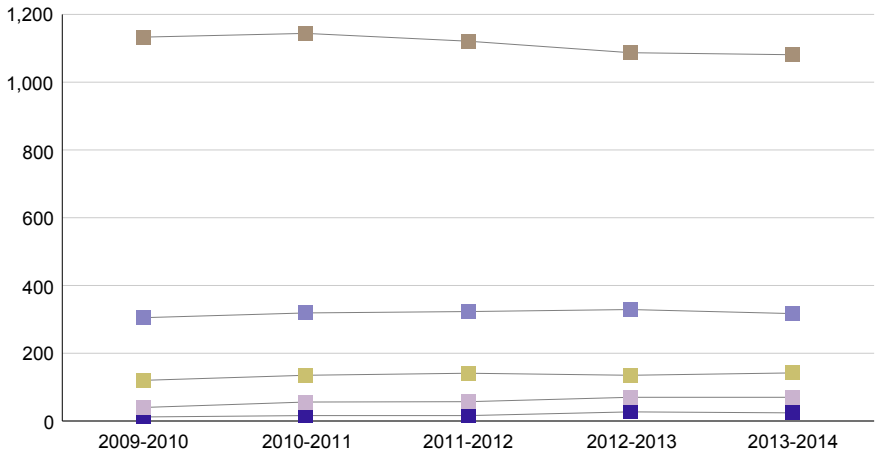
Data Source: Fall EASIER/SRI
Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year. Certified enrollment is a count of students residing in the district on count day each year.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
BEDS Enrollment	1,133	1,144	1,121	1,087	1,081					
Certified Enrollment	1,049	1,050	1,021	1,003	982					
Projected Enrollment						944	955	942	954	929

Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

Data Source: Fall EASIER/SRI
Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year. Any student not reported as Caucasian is considered Minority; FRL refers to students receiving free or reduced price lunches; ELL refers to students who are English language learners; IEP refers to students with an individualized education program.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	1,133	1,144	1,121	1,087	1,081
IEP	120	135	141	135	142
FRL	305	319	323	329	317
ELL	12	16	16	27	24
Minority	40	56	57	70	70

Figure 4: Annual Instructional Minutes

Data Source: Spring BEDS
Definitions: Total number of instructional minutes offered during the school year, including full and partial day minutes.
2014-2015 Hours or Days Collection: Hours
Hearing Date: 02/10/2014

District	School	Total Annual Instructional Minutes
4662	New Hampton High School (4662-0109)	67,260
4662	Education Options (4662-0118)	66,180
4662	New Hampton Middle School (4662-0209)	70,260
4662	New Hampton Elementary School (4662-0418)	69,540
	State Average	67,549

Figure 5: Average Daily Attendance

Data Source: Spring EASIER/SRI
Definitions: Total number of student days present divided by total number of student days enrolled.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
K-12 Attend Rate	93.20%	94.58%	92.65%	94.50%	95.20%

Figure 6: Schools/Districts in Need of Assistance Status

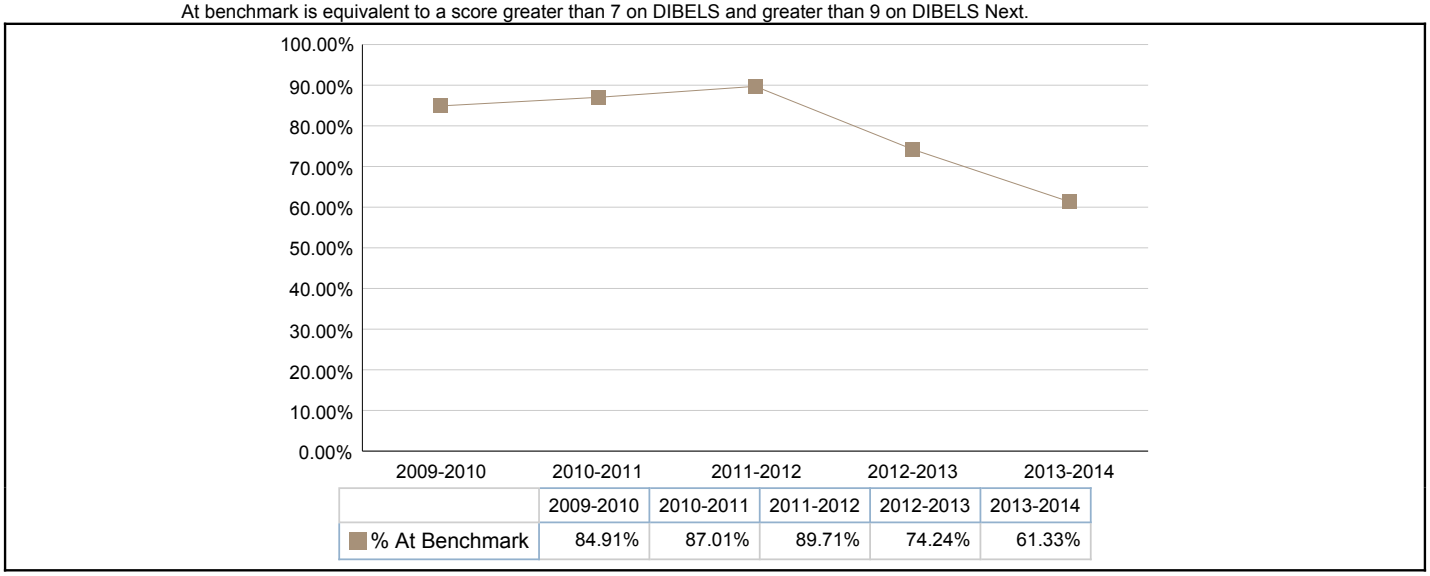
Data Source: AYP Assessment File
Definitions: SINA/DINA status is based on assessment participation, annual measureable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is its first year of meeting.

District	School Name	Title 1 Status	Math AMO	Reading AMO
4662	Education Options (4662-0118)	No Value	MET	MET
4662	New Hampton Community School District (4662-0000)	No Value	MET	MET
4662	New Hampton Elementary School (4662-0418)	Targeted	Watch	Removed-Watch
4662	New Hampton High School (4662-0109)	No Value	MET	Watch
4662	New Hampton Middle School (4662-0209)	No Value	Delay-1	Delay-1

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
4662	Education Options (4662-0118)	No Value	MET	MET	MET
4662	New Hampton Community School District (4662-0000)	No Value	MET	MET	MET
4662	New Hampton Elementary School (4662-0418)	Targeted	MET	MET	MET
4662	New Hampton High School (4662-0109)	No Value	MET	MET	MET
4662	New Hampton Middle School (4662-0209)	No Value	MET	MET	MET

Figure 7: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency

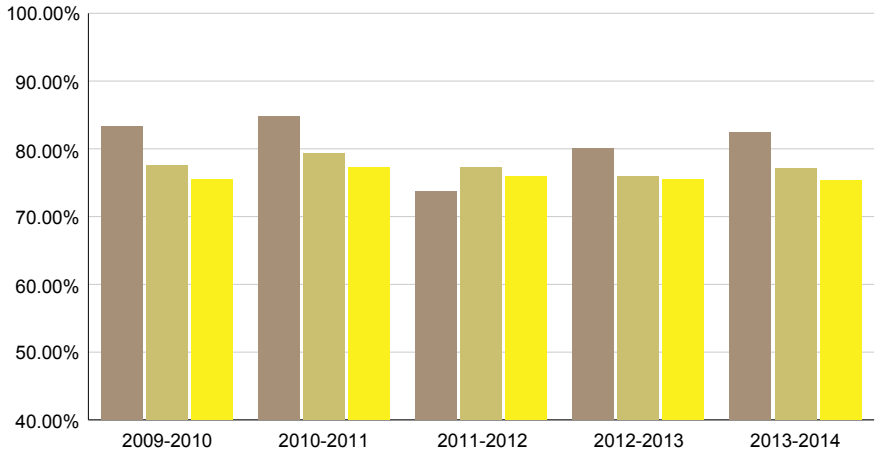
Data Source: Fall EASIER/SRI
Definitions: Districts are required to assess all kdg students using a literacy assessment by October 1st. If a district uses DIBELS/DIBELS Next for this assessment, scores are reported below.
At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
% At Benchmark	84.91%	87.01%	89.71%	74.24%	61.33%

Figure 8 Percent of Students in Grade 3 Proficient in Reading

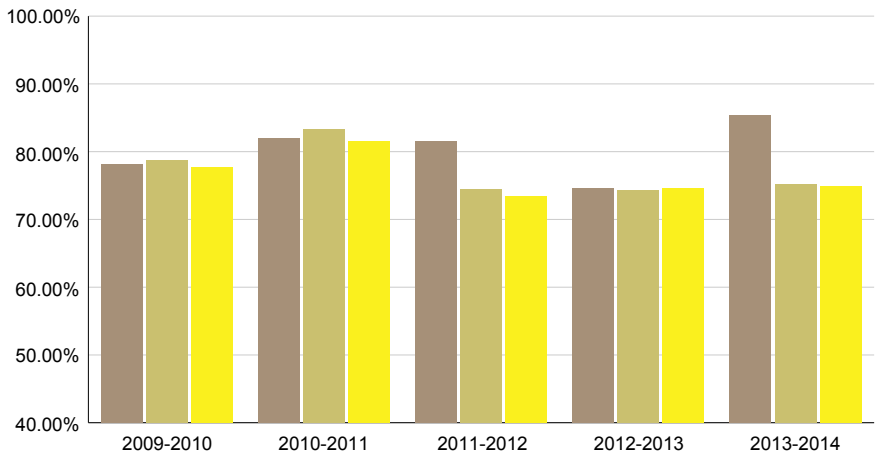
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 03, DISTRICT	83.33%	84.85%	73.68%	80.00%	82.50%
Grade 03, AEA	77.60%	79.32%	77.19%	75.89%	77.07%
Grade 03, STATE	75.56%	77.32%	75.89%	75.50%	75.41%

Figure 9 Percent of Students in Grade 4 Proficient in Reading

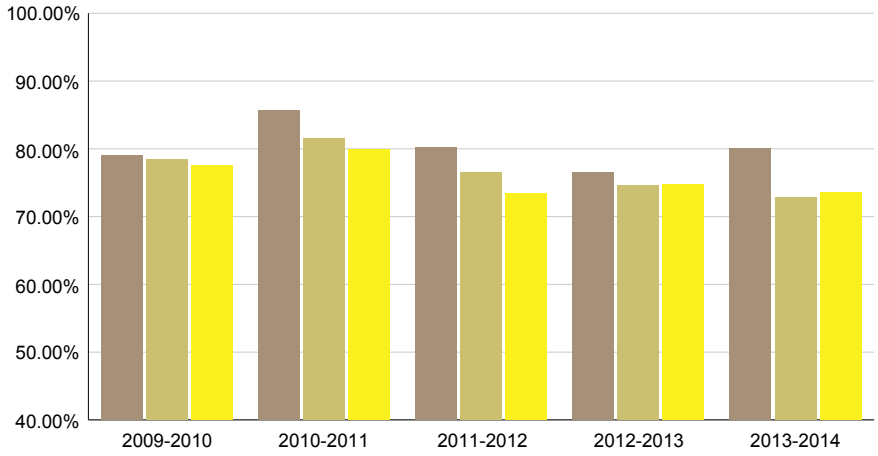
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 04, DISTRICT	78.18%	82.02%	81.54%	74.63%	85.45%
Grade 04, AEA	78.69%	83.37%	74.39%	74.38%	75.18%
Grade 04, STATE	77.66%	81.58%	73.48%	74.63%	74.97%

Figure 10 Percent of Students in Grade 5 Proficient in Reading

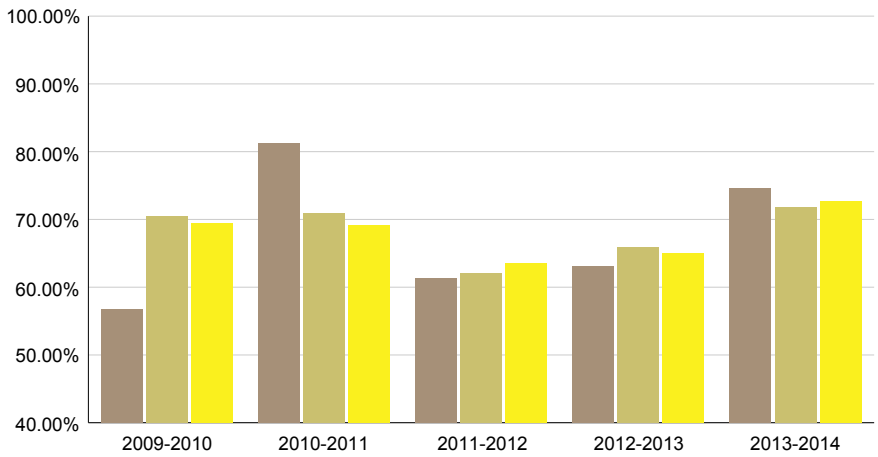
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 05, DISTRICT	79.03%	85.71%	80.23%	76.47%	80.00%
Grade 05, AEA	78.40%	81.59%	76.56%	74.66%	72.89%
Grade 05, STATE	77.61%	79.85%	73.42%	74.76%	73.55%

Figure 11 Percent of Students in Grade 6 Proficient in Reading

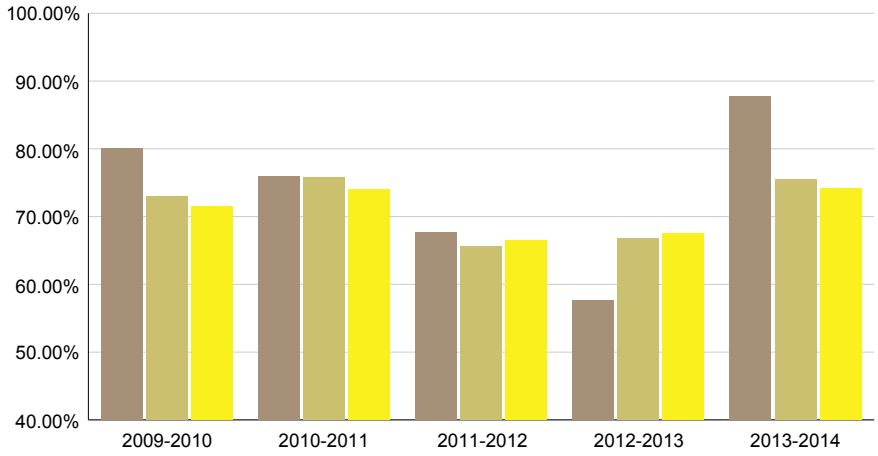
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 06, DISTRICT	56.76%	81.25%	61.29%	63.10%	74.63%
Grade 06, AEA	70.54%	70.93%	62.01%	65.85%	71.78%
Grade 06, STATE	69.45%	69.11%	63.53%	65.03%	72.72%

Figure 12 Percent of Students in Grade 7 Proficient in Reading

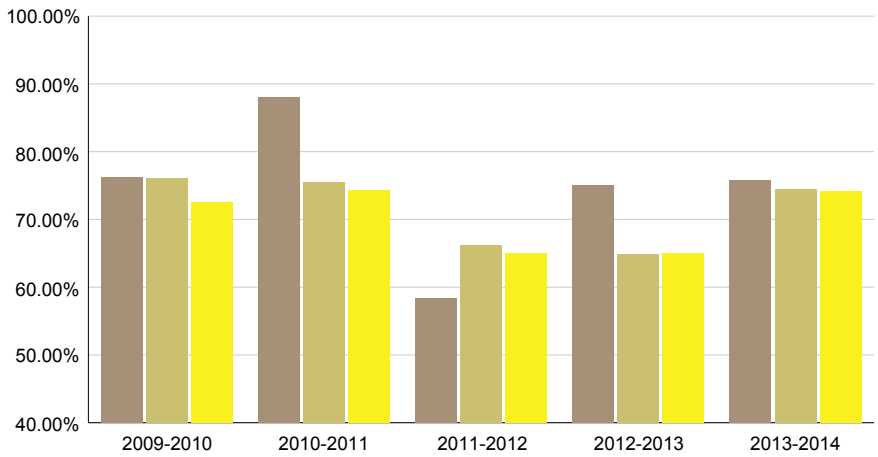
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 07, DISTRICT	80.00%	76.00%	67.74%	57.58%	87.80%
Grade 07, AEA	72.95%	75.76%	65.56%	66.75%	75.43%
Grade 07, STATE	71.55%	74.00%	66.48%	67.57%	74.20%

Figure 13 Percent of Students in Grade 8 Proficient in Reading

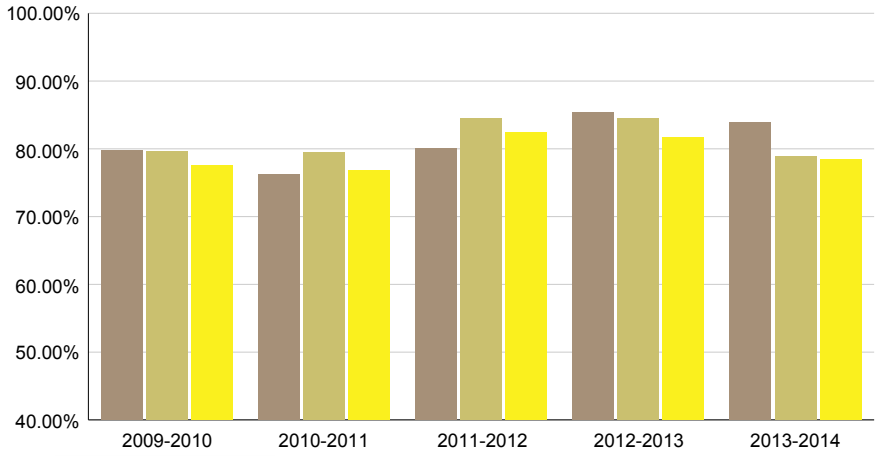
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 08, DISTRICT	76.19%	88.06%	58.44%	75.00%	75.81%
Grade 08, AEA	76.04%	75.43%	66.13%	64.91%	74.44%
Grade 08, STATE	72.61%	74.34%	64.98%	65.00%	74.22%

Figure 14 Percent of Students in Grade 11 Proficient in Reading

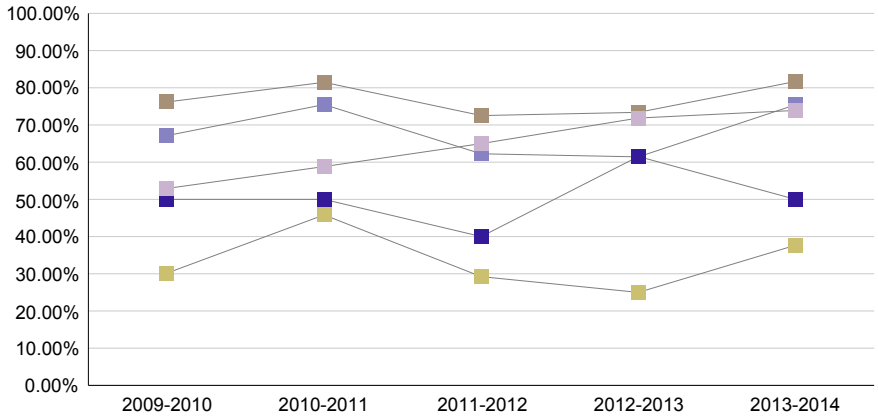
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 11, DISTRICT	79.78%	76.19%	80.00%	85.42%	83.95%
Grade 11, AEA	79.56%	79.48%	84.46%	84.50%	78.90%
Grade 11, STATE	77.49%	76.77%	82.49%	81.70%	78.51%

Figure 15: Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP

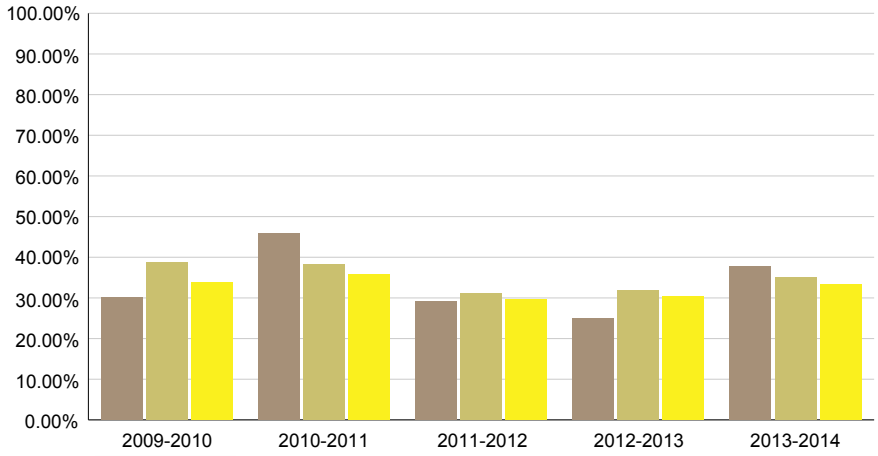
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	76.18%	81.47%	72.53%	73.40%	81.69%
IEP	30.18%	45.83%	29.23%	25.00%	37.68%
FRL	67.14%	75.48%	62.25%	61.43%	75.43%
ELL	50.00%	50.00%	40.00%	61.53%	50.00%
Minority	52.94%	58.82%	65.00%	71.87%	73.91%

Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

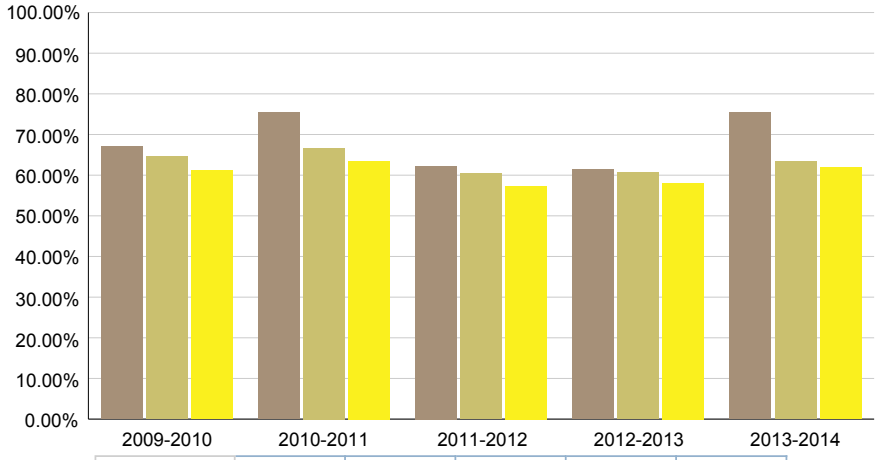
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	30.18%	45.83%	29.23%	25.00%	37.68%
AEA	38.82%	38.18%	31.18%	31.87%	35.03%
STATE	33.73%	35.71%	29.76%	30.27%	33.33%

Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

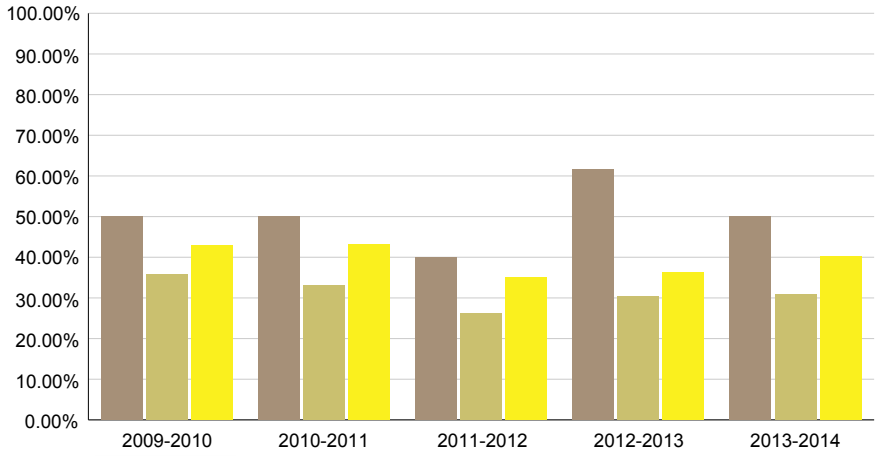
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	67.14%	75.48%	62.25%	61.43%	75.43%
AEA	64.66%	66.69%	60.32%	60.58%	63.41%
STATE	61.12%	63.48%	57.35%	58.07%	61.81%

Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

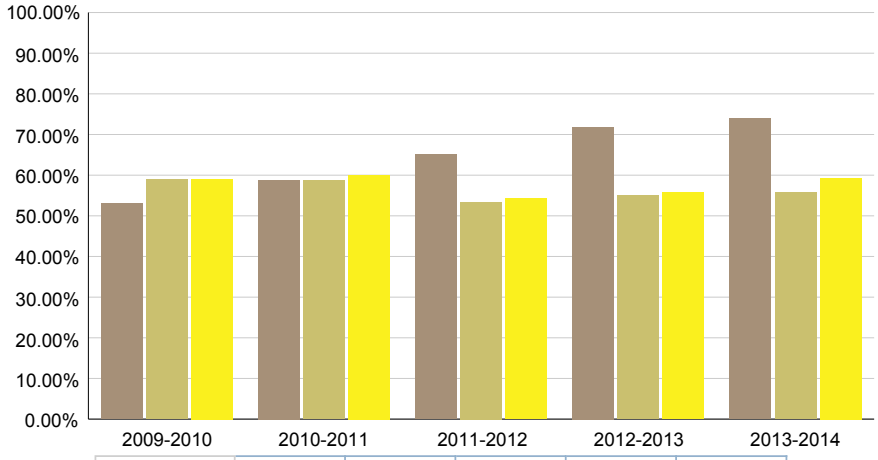
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	50.00%	50.00%	40.00%	61.53%	50.00%
AEA	35.75%	33.02%	26.31%	30.30%	30.92%
STATE	42.94%	43.18%	35.11%	36.39%	40.27%

Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

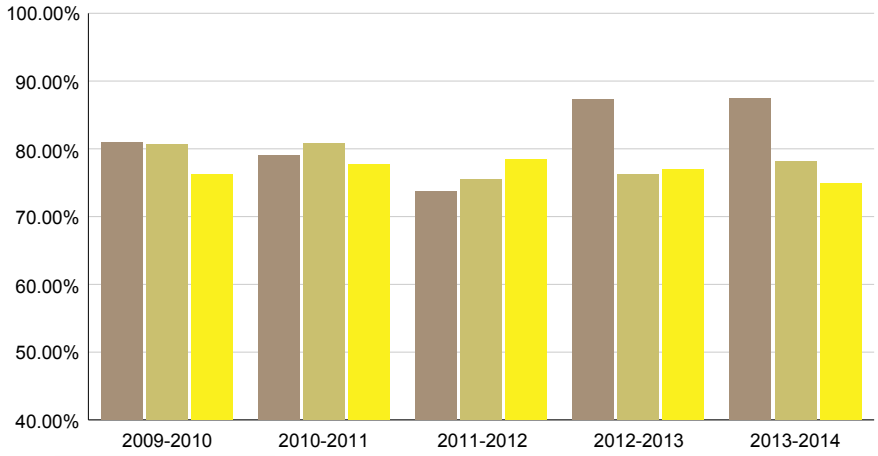
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	52.94%	58.82%	65.00%	71.87%	73.91%
AEA	58.95%	58.70%	53.40%	54.94%	55.79%
STATE	59.05%	60.04%	54.25%	55.72%	59.29%

Figure 20: Percent of Students in Grade 3 Proficient in Math

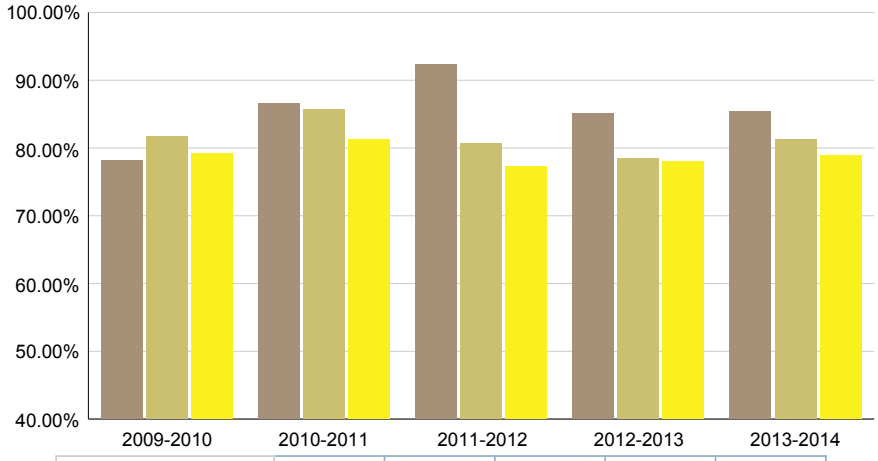
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 03, DISTRICT	80.95%	79.10%	73.68%	87.27%	87.50%
Grade 03, AEA	80.67%	80.78%	75.44%	76.24%	78.18%
Grade 03, STATE	76.20%	77.71%	78.48%	77.02%	74.95%

Figure 21: Percent of Students in Grade 4 Proficient in Math

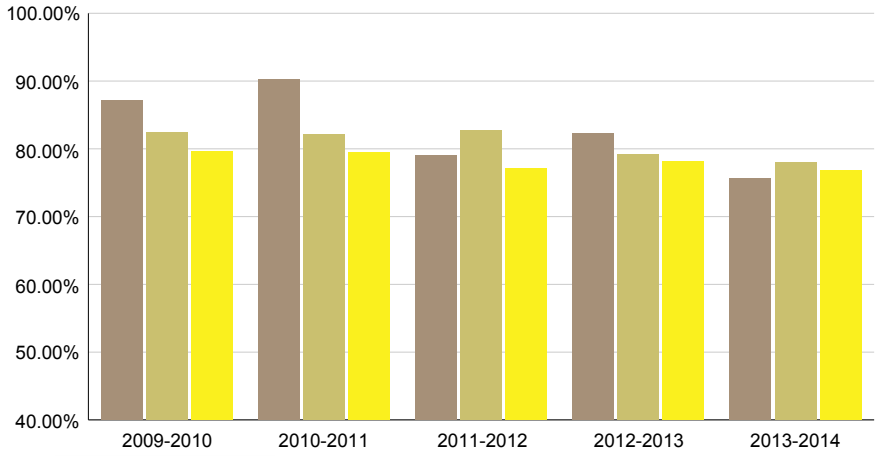
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 04, DISTRICT	78.18%	86.52%	92.31%	85.07%	85.45%
Grade 04, AEA	81.64%	85.63%	80.71%	78.44%	81.27%
Grade 04, STATE	79.16%	81.32%	77.21%	78.02%	78.92%

Figure 22: Percent of Students in Grade 5 Proficient in Math

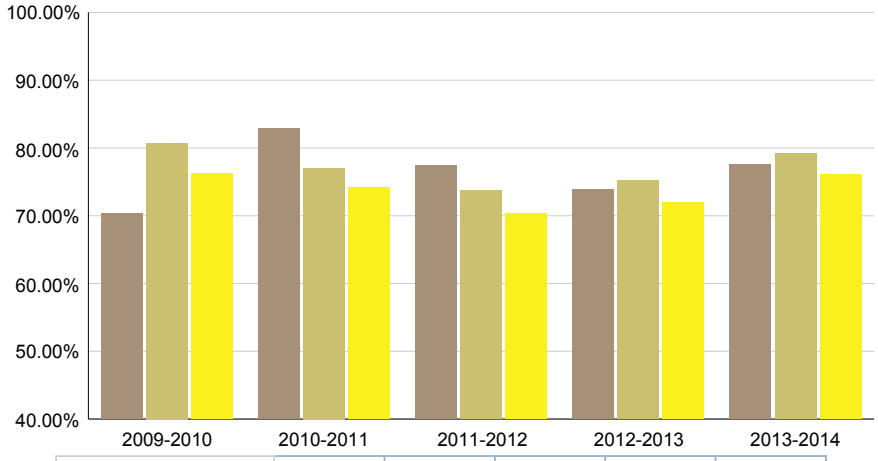
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 05, DISTRICT	87.10%	90.32%	79.07%	82.35%	75.71%
Grade 05, AEA	82.43%	82.15%	82.78%	79.16%	77.98%
Grade 05, STATE	79.65%	79.41%	77.08%	78.10%	76.80%

Figure 23: Percent of Students in Grade 6 Proficient in Math

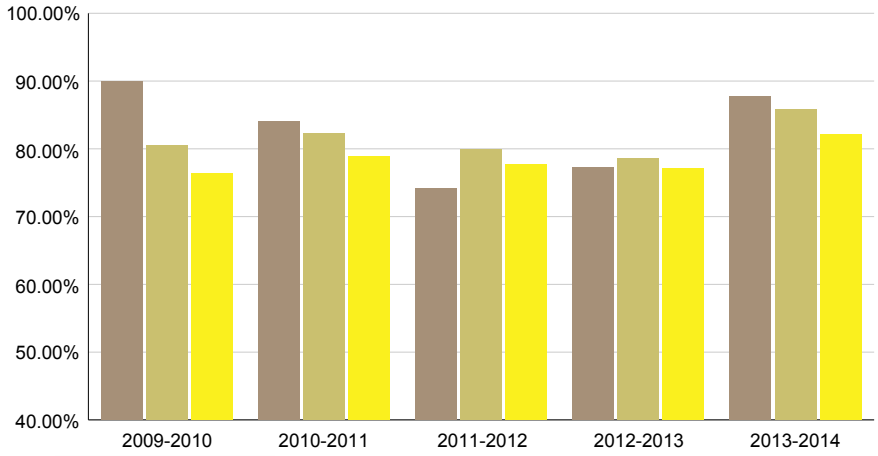
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 06, DISTRICT	70.27%	82.81%	77.42%	73.81%	77.61%
Grade 06, AEA	80.74%	77.05%	73.77%	75.15%	79.20%
Grade 06, STATE	76.19%	74.21%	70.34%	71.96%	76.13%

Figure 24: Percent of Students in Grade 7 Proficient in Math

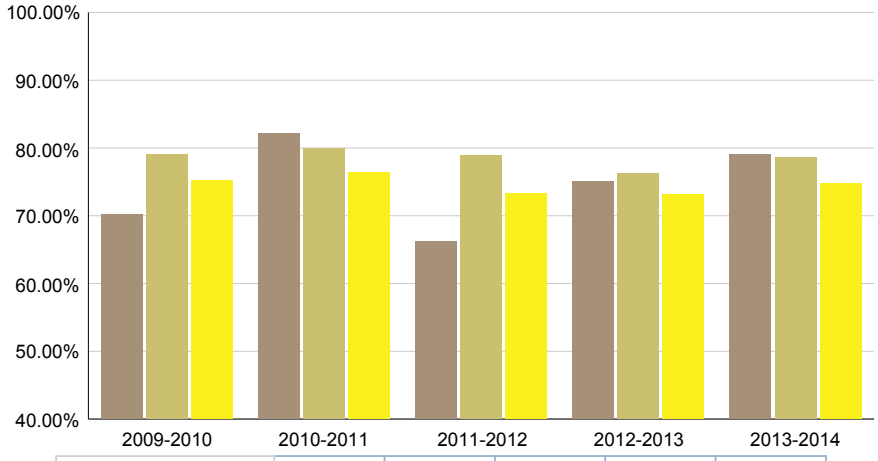
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 07, DISTRICT	90.00%	84.00%	74.19%	77.27%	87.80%
Grade 07, AEA	80.50%	82.35%	79.90%	78.66%	85.84%
Grade 07, STATE	76.39%	78.92%	77.77%	77.11%	82.12%

Figure 25: Percent of Students in Grade 8 Proficient in Math

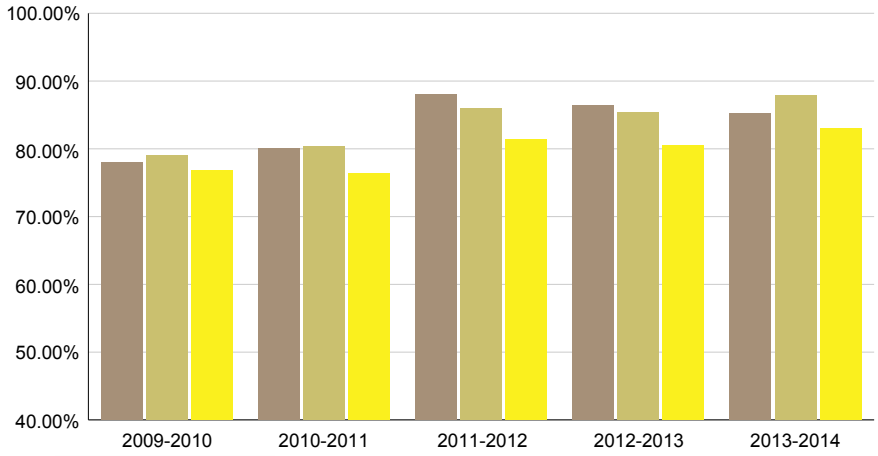
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 08, DISTRICT	70.24%	82.09%	66.23%	75.00%	79.03%
Grade 08, AEA	79.04%	79.91%	78.90%	76.29%	78.62%
Grade 08, STATE	75.25%	76.45%	73.30%	73.16%	74.76%

Figure 26: Percent of Students in Grade 11 Proficient in Math

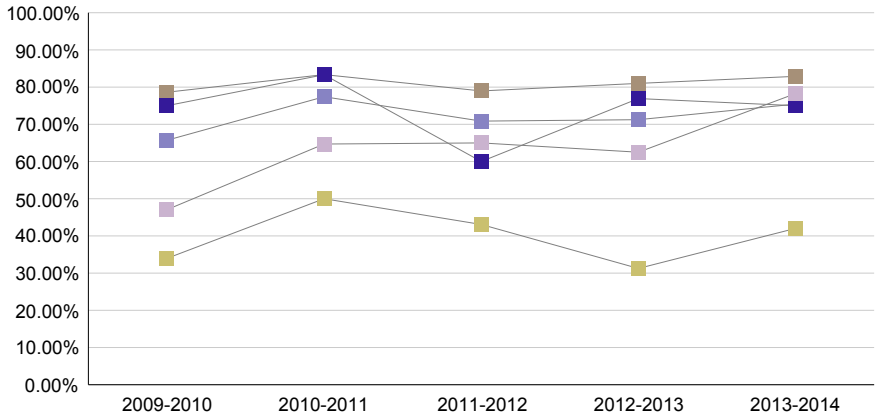
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 11, DISTRICT	78.02%	80.00%	88.00%	86.46%	85.19%
Grade 11, AEA	78.97%	80.32%	85.98%	85.44%	87.86%
Grade 11, STATE	76.78%	76.41%	81.35%	80.47%	83.05%

Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

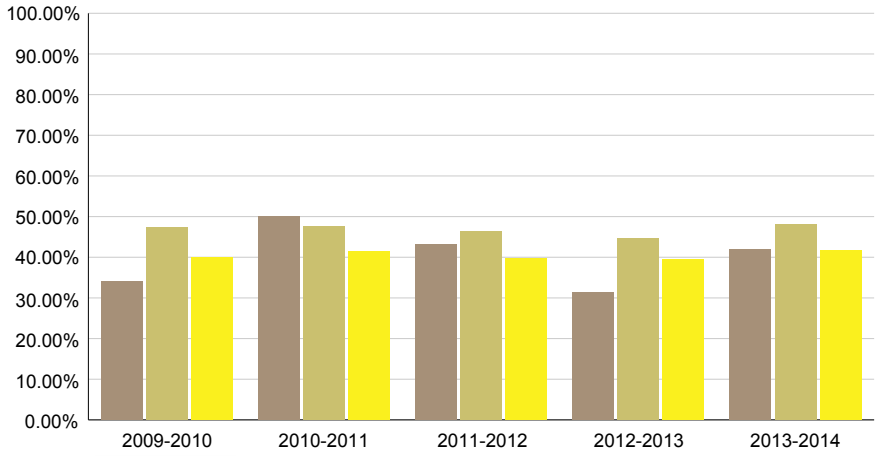
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	78.62%	83.36%	78.97%	81.00%	82.89%
IEP	33.96%	50.00%	43.07%	31.25%	42.02%
FRL	65.71%	77.41%	70.86%	71.24%	75.43%
ELL	75.00%	83.33%	60.00%	76.92%	75.00%
Minority	47.05%	64.70%	65.00%	62.50%	78.26%

Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

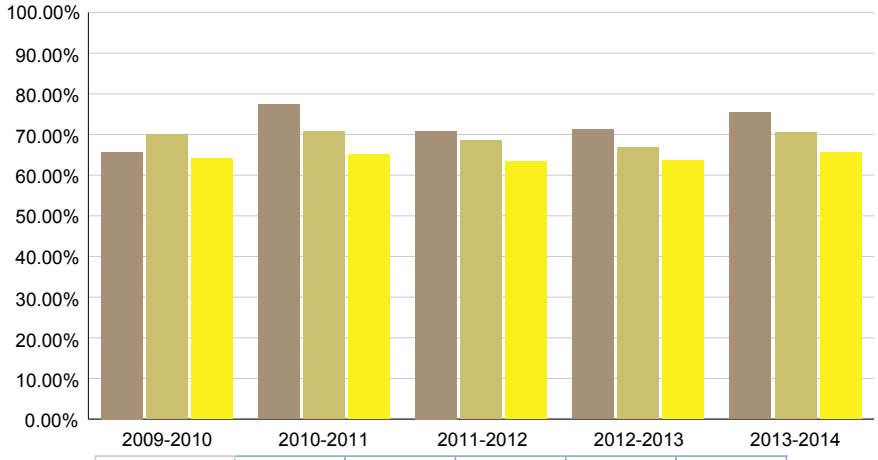
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	33.96%	50.00%	43.07%	31.25%	42.02%
AEA	47.32%	47.58%	46.27%	44.64%	48.05%
STATE	39.91%	41.42%	39.68%	39.55%	41.74%

Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

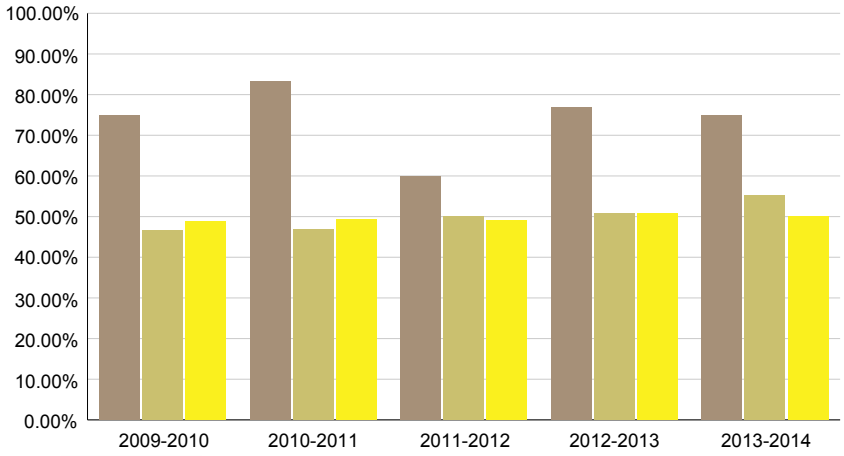
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	65.71%	77.41%	70.86%	71.24%	75.43%
AEA	70.09%	70.83%	68.49%	66.85%	70.53%
STATE	64.10%	65.17%	63.33%	63.60%	65.61%

Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

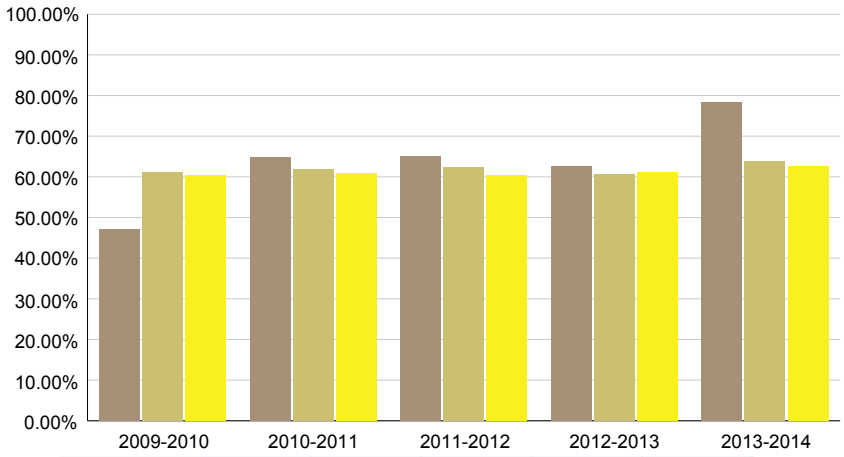
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	75.00%	83.33%	60.00%	76.92%	75.00%
AEA	46.70%	46.75%	50.00%	50.75%	55.26%
STATE	48.80%	49.29%	49.01%	50.67%	49.94%

Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

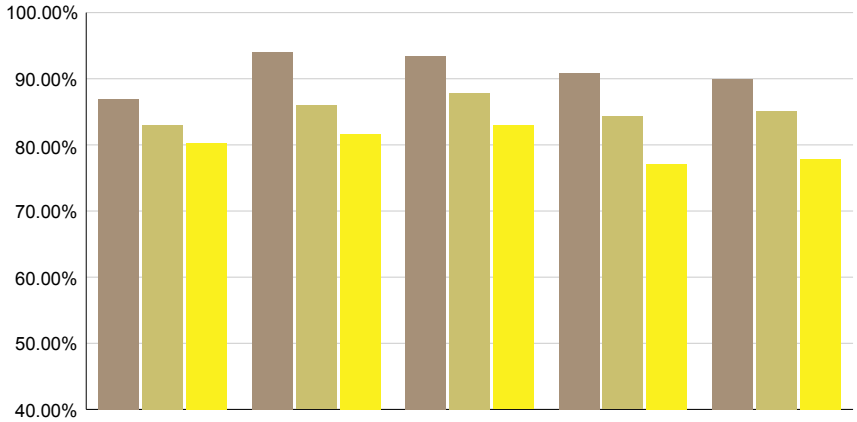
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	47.05%	64.70%	65.00%	62.50%	78.26%
AEA	61.11%	61.94%	62.23%	60.59%	63.87%
STATE	60.33%	60.78%	60.47%	61.18%	62.50%

Figure 32: Percent of Students in Grade 3 Proficient in Science

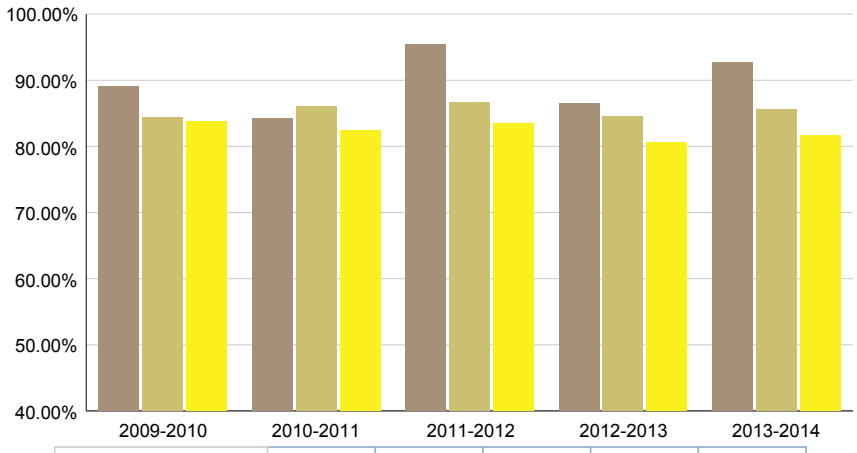
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 03, DISTRICT	86.90%	94.03%	93.42%	90.91%	90.00%
Grade 03, AEA	83.06%	85.95%	87.91%	84.30%	85.13%
Grade 03, STATE	80.29%	81.60%	82.92%	77.09%	77.83%

Figure 33: Percent of Students in Grade 4 Proficient in Science

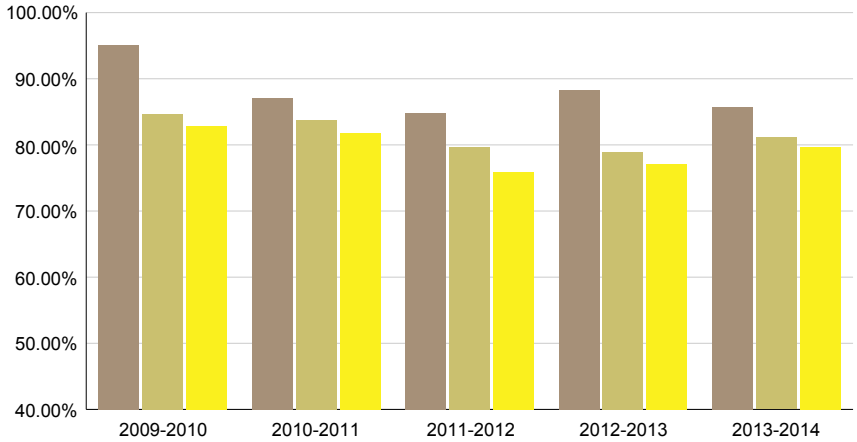
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 04, DISTRICT	89.09%	84.27%	95.38%	86.57%	92.73%
Grade 04, AEA	84.37%	86.03%	86.72%	84.58%	85.65%
Grade 04, STATE	83.80%	82.46%	83.42%	80.62%	81.64%

Figure 34: Percent of Students in Grade 5 Proficient in Science

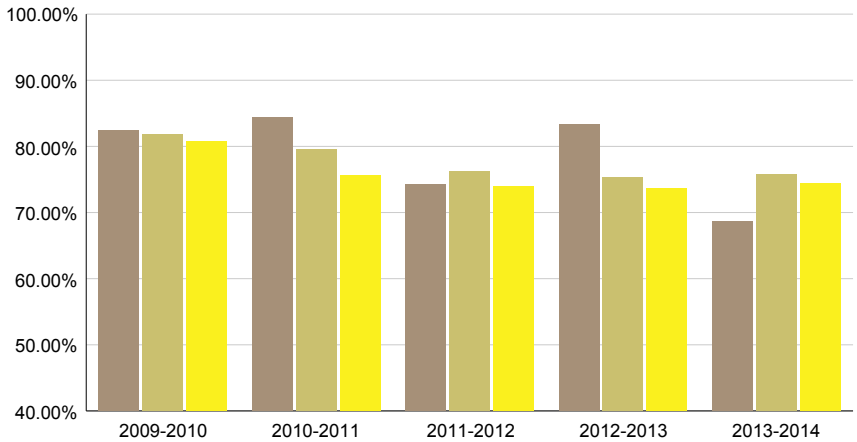
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 05, DISTRICT	95.16%	87.10%	84.88%	88.24%	85.71%
Grade 05, AEA	84.62%	83.78%	79.68%	78.92%	81.12%
Grade 05, STATE	82.90%	81.81%	75.95%	77.13%	79.67%

Figure 35: Percent of Students in Grade 6 Proficient in Science

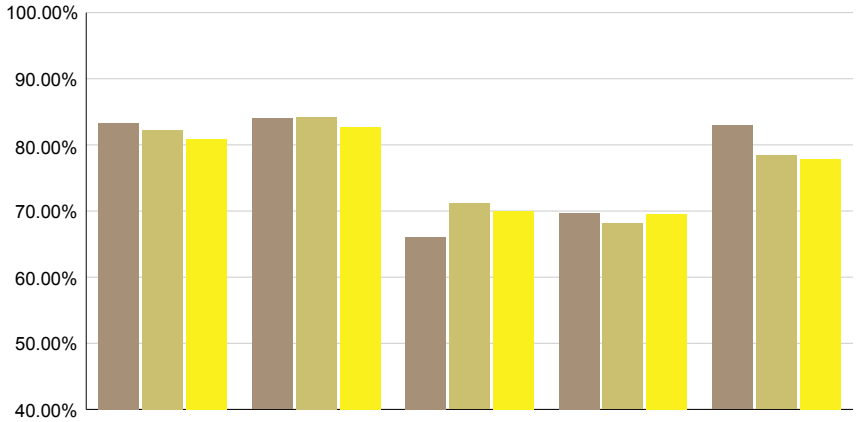
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 06, DISTRICT	82.43%	84.38%	74.19%	83.33%	68.66%
Grade 06, AEA	81.83%	79.49%	76.19%	75.29%	75.73%
Grade 06, STATE	80.78%	75.66%	73.96%	73.58%	74.36%

Figure 36: Percent of Students in Grade 7 Proficient in Science

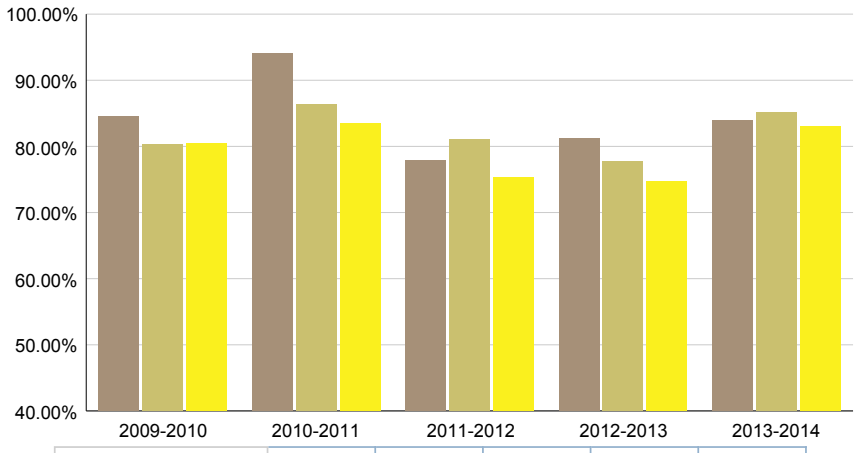
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 07, DISTRICT	83.33%	84.00%	66.13%	69.70%	82.93%
Grade 07, AEA	82.20%	84.22%	71.15%	68.11%	78.41%
Grade 07, STATE	80.83%	82.71%	69.95%	69.54%	77.89%

Figure 37: Percent of Students in Grade 8 Proficient in Science

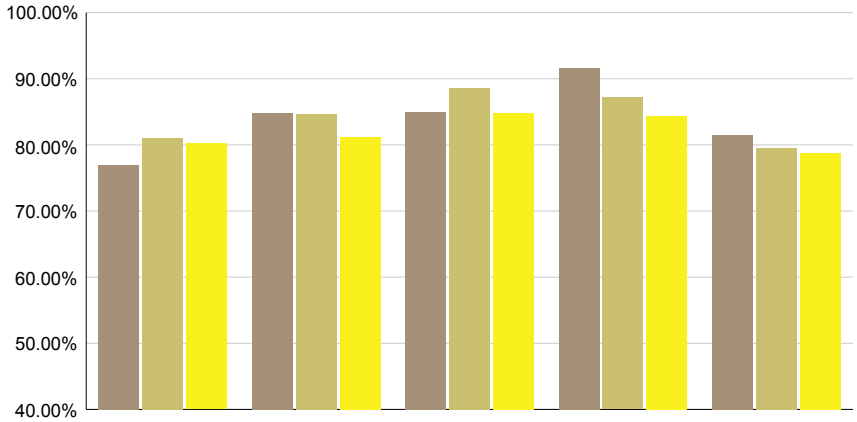
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 08, DISTRICT	84.52%	94.03%	77.92%	81.25%	83.87%
Grade 08, AEA	80.25%	86.40%	81.04%	77.79%	85.18%
Grade 08, STATE	80.39%	83.43%	75.25%	74.75%	83.09%

Figure 38: Percent of Students in Grade 11 Proficient in Science

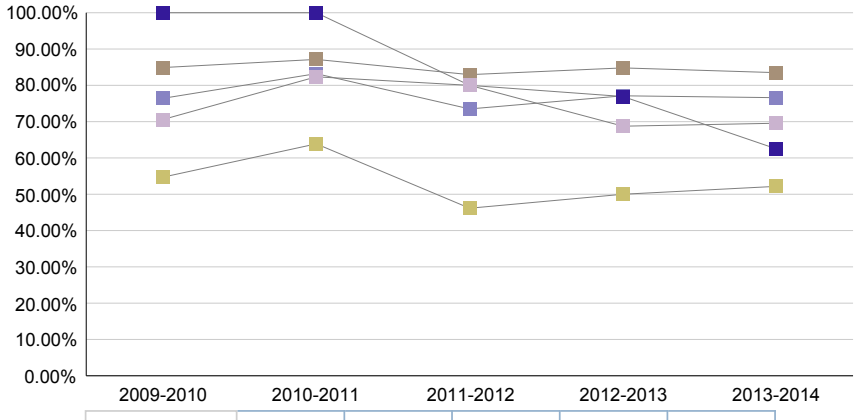
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 11, DISTRICT	76.92%	84.76%	85.00%	91.67%	81.48%
Grade 11, AEA	81.07%	84.61%	88.62%	87.17%	79.59%
Grade 11, STATE	80.22%	81.17%	84.83%	84.37%	78.77%

Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

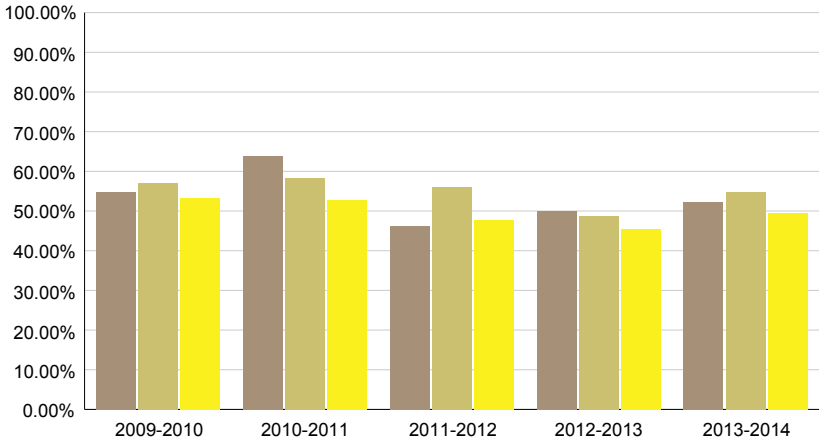
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	84.90%	87.14%	82.95%	84.80%	83.50%
IEP	54.71%	63.88%	46.15%	50.00%	52.17%
FRL	76.42%	83.22%	73.50%	77.12%	76.60%
ELL	100.00%	100.00%	80.00%	76.92%	62.50%
Minority	70.58%	82.35%	80.00%	68.75%	69.56%

Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

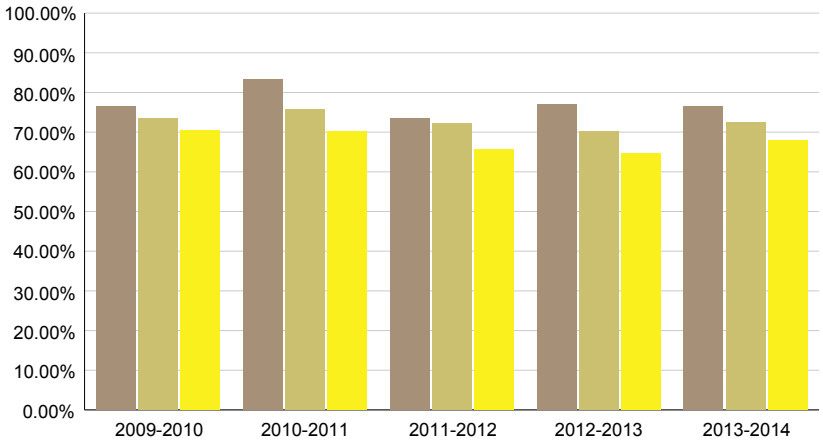
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	54.71%	63.88%	46.15%	50.00%	52.17%
AEA	57.09%	58.23%	55.97%	48.77%	54.80%
STATE	53.34%	52.68%	47.80%	45.46%	49.48%

Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

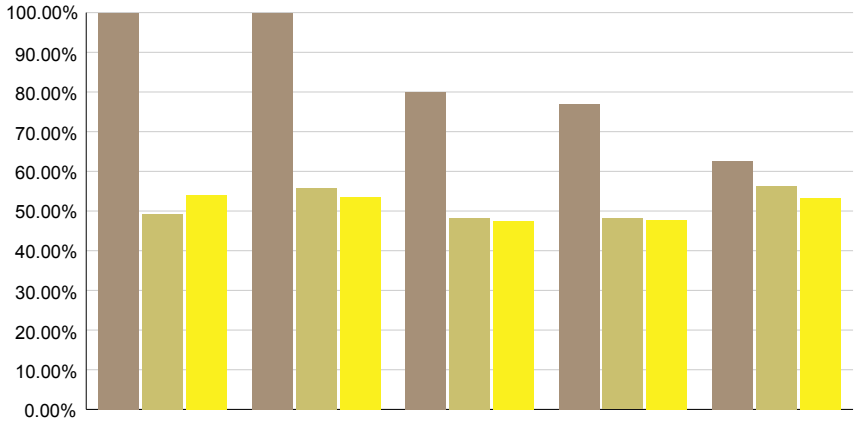
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	76.42%	83.22%	73.50%	77.12%	76.60%
AEA	73.41%	75.70%	72.23%	70.26%	72.56%
STATE	70.32%	70.27%	65.68%	64.53%	67.95%

Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

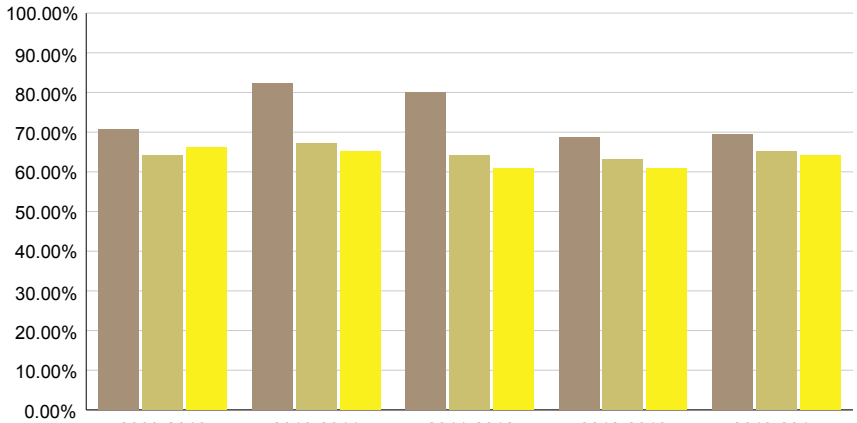
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	100.00%	100.00%	80.00%	76.92%	62.50%
AEA	49.20%	55.83%	48.26%	48.10%	56.25%
STATE	54.03%	53.59%	47.44%	47.67%	53.36%

Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

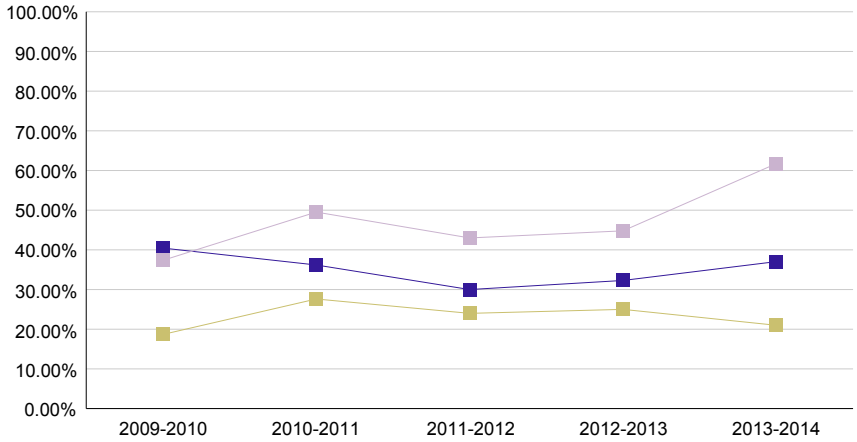
Data Source: AYP Assessment File
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DISTRICT	70.58%	82.35%	80.00%	68.75%	69.56%
AEA	64.18%	67.29%	64.06%	63.02%	65.12%
STATE	66.05%	65.27%	60.97%	60.92%	64.07%

Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

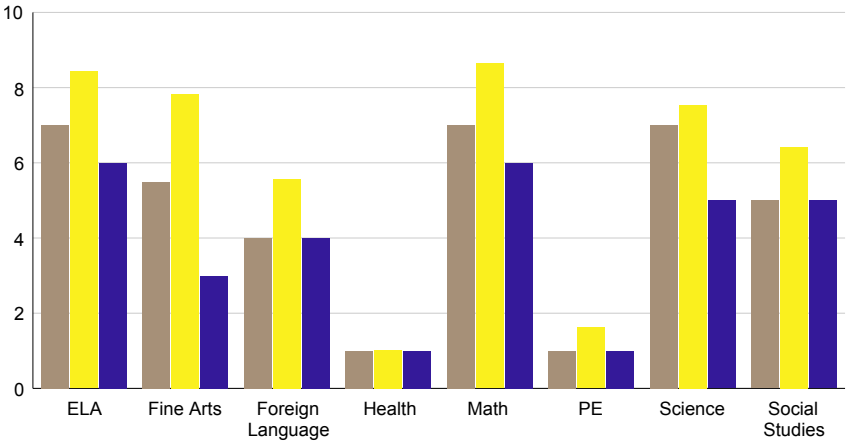
Data Source: AYP Assessment File
Definitions: College ready is defined as the Iowa Assessment National Standard Score that predicts to the ACT benchmark for college readiness.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	40.45%	36.19%	30.00%	32.29%	37.04%
Math	37.36%	49.52%	43.00%	44.79%	61.73%
Science	18.68%	27.62%	24.00%	25.00%	20.99%

Figure 45: School Year 2013-2014 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI
Definitions: The number of Carnegie Units across the district offered for all courses in each accreditation area.

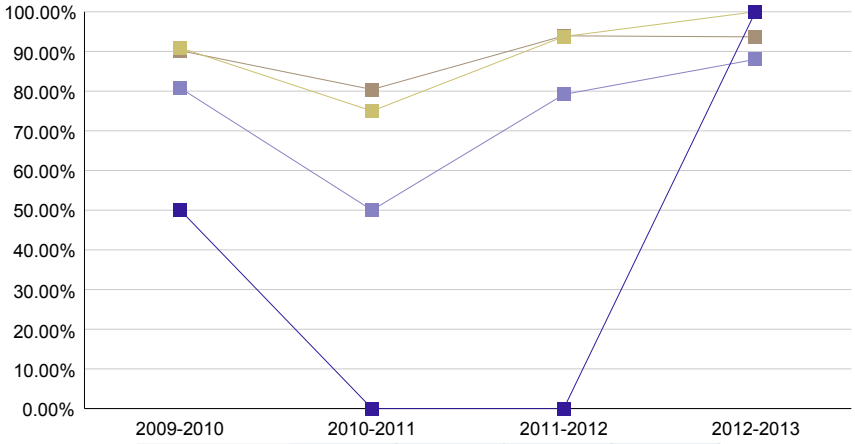


	ELA	Fine Arts	Foreign Language	Health	Math	PE	Science	Social Studies
DISTRICT	7.00	5.50	4.00	1.00	7.00	1.00	7.00	5.00
STATE	8.43	7.82	5.56	1.02	8.64	1.62	7.53	6.42
REQUIRED	6.00	3.00	4.00	1.00	6.00	1.00	5.00	5.00

Although your units may reflect the minimum state requirements, then content of those units may not meet Chapter 12 requirements for accreditation in the following area(s): Math

Figure 46: By Subgroup, High School Graduation Rate for Class of 2013

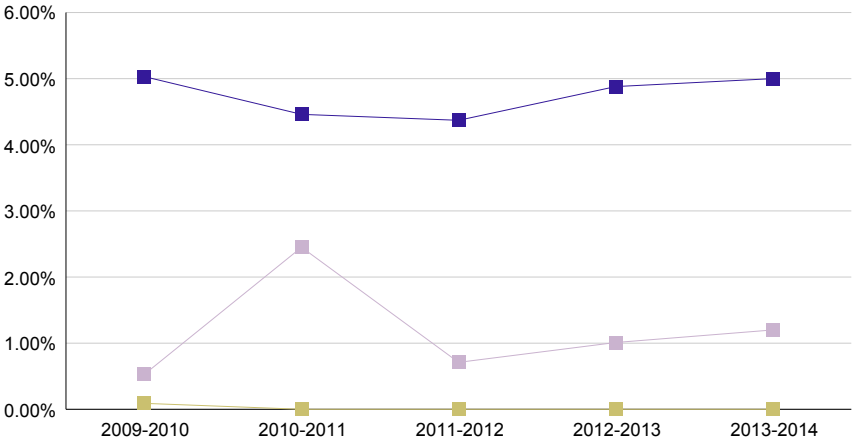
Data Source: Spring EASIER/SRI
Definitions: The percentage of students who start 9th grade in year 1 and graduate at the end of year 4.



	2009-2010	2010-2011	2011-2012	2012-2013
All Students	90.18%	80.41%	93.94%	93.68%
IEP	90.91%	75.00%	93.75%	100.00%
FRL	80.77%	50.00%	79.17%	88.00%
ELL	50.00%	0.00%	0.00%	100.00%

Figure 47: Percent of Students Receiving Disciplinary Removals

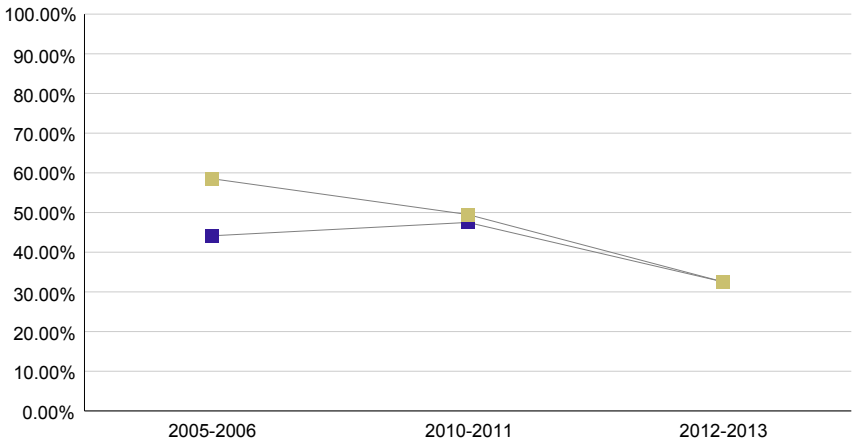
Data Source: Fall/Spring EASIER/SRI
Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
In School Susp.	5.03%	4.46%	4.37%	4.88%	5.00%
Out of School Susp.	0.53%	2.45%	0.71%	1.01%	1.20%
Expulsions	0.09%	0.00%	0.00%	0.00%	0.00%

Figure 48: Percent of Students with Positive Responses to Questions in the Construct

Data Source: Iowa Youth Survey
Definitions: The percent of students who answered the majority of questions in each construct with positive responses.



	2005-2006	2010-2011	2012-2013
Bullying	44.14%	47.50%	32.50%
School Support	58.52%	49.50%	32.50%

SI 2.5 - School Improvement Data Report

REPORT PURPOSE

The SI 2.5 – School Improvement Data Report allows users to display district-level data on many different topics that are commonly reviewed during school improvement site visits. When available, five years of historical data are displayed in the report.

DATA THAT ARE INCLUDED / EXCLUDED

This report contains longitudinal district-level data for the following topics:

- Whole grade sharing
- Enrollment trend (overall and by subgroups)
- Annual instructional minutes
- Average daily attendance
- SINA/DINA locations
- DIBELS
- Reading proficiency (by grade levels and subgroups)
- Math proficiency (by grade levels and subgroups)
- Science proficiency (by grade levels and subgroups)
- College ready rates. Cut scores for College Readiness are available in the "Iowa Assessments to ITBS/ITED Subtest Crosswalk" in the "Report Definitions" folder of EdInsight Reports.
- High school Carnegie units offered
- Graduation rate
- Disciplinary removals
- Iowa Youth Survey

Several sections of this report rely on the data collection for Student Reporting in Iowa (SRI), which was formerly known as EASIER.

REPORT USES

The data in this report can be used by anyone with access to EdInsight to monitor changes across time on each of the topics. The Department of Education uses this report during accreditation site visits, and makes a redacted version of the report public with each site visit report.

REPORT SECURITY

Any user with EdInsight access may run this report for any district. Users with small cell size access in a particular district may view small cell size data for his/her own district, but will see a redacted version of the report for other districts.

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

This report may be exported to Microsoft Excel or Adobe Reader using Cognos View options found in the upper right hand corner of the report display.

In some cases, Microsoft Internet Explorer may require modification to security settings to permit the Excel program to launch. If this is necessary, in Internet Explorer:

1) Select ‘Tools’ from the menu bar
   a. Choose ‘Internet Options’ from the drop-down menu
2) Click on the ‘Security’ tab
   a. Highlight ‘Local intranet’ at the top of the tab
   b. Click on the ‘Sites’ button
3) Click on the ‘Advanced’ button
4) Enter the EdInsight web address into the zone box
   a. Click the ‘Add’ button
   b. Click the ‘Close’ button
5) Click the ‘OK’ button on the Local intranet pop-up box
6) Click the ‘OK’ button on the Internet Options pop-up box
7) Close out of the browser, reopen, and try exporting to Excel

For additional assistance or concerns regarding this report, please contact edinsight@iowa.gov

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