

Annual Progress Report to the Public

Each year school districts are required to report student achievement data to their local constituents. We are required to provide information about reading and math proficiency for grades 3-8 and 11th, and science results for grades 5, 8, and 11. The data must be broken down into three levels—not proficient (below the 41st percentile on the ITBS or ITED), proficient (from the 41st to the 89th percentile) and advanced (90th percentile and above). In addition, we must also break down the data for subgroups of students. For Ed-Co, the subgroups we must report include a breakdown according to gender and socioeconomic status (SES). A student is determined to be low SES if they qualify for free or reduced-priced meals.

The data provided here represents the outcomes for Ed-Co students from the 2010-11 school year. This first report is for reading comprehension; with the math and science results to come in subsequent months. Should you have any questions about the data do not hesitate to contact either of the buildings or the district office.

In addition to the data on reading, math, and science, we are to inform the public of the following:

Student Dropout Record

The state average dropout rate is just under **3%**. Ed-Co's class of 2011 had zero students drop out.

Post-secondary Data

Post-graduate intentions

Of the class of 2011, **80.4%**, intend to pursue post-secondary education or training. The average for the state in this category is **81.5%**.

Students with a score of 20 or higher on the ACT

The state uses, as an indicator of probable post-secondary success, a score of 20 or better on the ACT. It does **not** mean that students with less than 20 will not be successful, but rather students who score 20 or better are more *likely* to succeed in college.

At Edgewood-Colesburg, **75%** of the students who took the ACT recorded a 20 or better on their composite score. The state average is **72%**. Ed-Co graduates scored an average composite score of 22.1 compared to a 22.3 for the state average and 21 for the national average.

Graduates who completed a core program

A core program consists of four years of English/language arts, and at least three years of mathematics, science and social studies. This measure is also a factor in determining the future success of graduates. All graduates of Ed-Co complete, at a minimum, the core program.

Reading, Math, and Science Improvement Goals

Long-range goals for reading

All k-12 students will achieve proficiency in reading comprehension in order to be prepared for success beyond high school.

Long-range goal for math

All k-12 students will achieve proficiency in math in order to be prepared for success beyond high school.

Long-range goal for science

All k-12 students will achieve proficiency in science in order to be prepared for success beyond high school.

Annual Improvement Goals for 2010-11

Reading

Increase the percentage of 8th grade students (in the 2010-11 school year) proficient in reading comprehension, according to ITBS. During the 2009-10 school year 55.8% of these students were proficient as 7th graders. This goal **was** met.

Math

Increase the percentage of 9th graders (in 2010-11) proficient in math total, as measured by ITBS. During the 2009-10 school year 59% of these students were proficient. This goal **was** met.

Science

Increase the percentage of 9th grade students (in 2010-11) proficient in science, as measured by ITED. During the 2009-10, 72.5% of this group of students were proficient. This goal **was not** met.

Annual Improvement Goals for 2011-12

Reading: Despite the improvement, we would like to see the 2011-12 9th grade students improve their national grade equivalency by 1.2 years. As 8th graders in 2010-11 they were at 7.8. Our goal is to have them improve to 9.0 (1.2 years of growth) during the 2011-12 school year.

Math: The 2nd grade students during the 2010-11 academic year had an average national grade equivalency in math of 2.05. Our goal is to improve that to 3.2 (over one year's growth) for the 2011-12 year for the same group of students.

Science: Increase the class average National Standard Score in science, of the 2011-12 10th grade class. As 9th graders their average score was 258.1. For the 2011-12 academic year we would like to see that average increase to 268. Iowa testing suggests that the National Standard Score should be at approximately 268 in the spring. In addition, Iowa testing expects students to grow 10 standard points from 8th to 9th grade, but only 5 points from 11th to 12th grade. The 10 point growth we expect from 9th to 10 grade would be aggressive by Iowa testing standards.

Other Indicators of Student Success

Graduation rate

The graduation rate for the class of 2010 was **100%**. The statewide average graduation rate for that year was **93%**.

Attendance

For the 2010-11 school year the average attendance for students in grades K-8 was 96.18%.

Extra-curricular participation

Seventy-four percent (74%) of the students in grades 9-12 participated in at least one extra-curricular activity during the 2010-11 school year.

Discipline

During the 2010-11 school year, there were no students expelled from school.

Post-secondary enrollment

Nineteen percent (19%) of Ed-Co's juniors and seniors took courses during the 2010-11 school year that allowed them both high school and college credit. In 2009-10 that number was 17%.

Standard Error of Measure (SEM)

As per the state's agreement with the United States Department of Education (USDE), Iowa school districts are now required to submit information to their public regarding the standard error of measure for the ITBS and ITED.

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a band of error. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-514	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95