

Maquoketa Valley Community School District

Report to the Community
September 2014



*"Maquoketa Valley Community School District ensures high levels of learning
to empower all students for lifelong success."*

Measuring Student Success: State Indicators



State Indicators	
Completion of a Core Program (4 years of English, 3 or more years of Math, Social Studies, and Science)	55/55 graduates = 100%
Dropouts (Students are encouraged to attend Kirkwood Learning Center to complete coursework.)	The district had one dropout. The student was a non-IEP female.
Graduates planning to pursue Post-Secondary Education/Training	48/55 graduates = 87%
Probable Post-Secondary Success (Achieve a composite score of 20 or higher)	30/39 (77%) of the graduating seniors
Graduation Rates	District: 2013 class 4 year cohort graduation rate: 100.00% State: 2013 class 4 year cohort graduation rate: 89.7% District: 2012 class 4 year cohort graduation rate: 96.97% State: 2012 class 4 year cohort graduation rate: 89.26%
Average Daily Attendance	95.8%
No Child Left Behind Status	Maquoketa Valley Middle School was on the watch list in math for the 2012-2013 school year. They were removed from the watch list after the 2013-2014 school year. Delhi Elementary was put on the watch list for reading and mathematics for missing AYP for the 2013-2014 school year.
Highly Qualified Teachers	All classes are taught by highly qualified teachers.
Student Participation in Testing	All students participate in districtwide testing unless an Individualized Education Plan (IEP) states otherwise.

Measuring Student Success: Local Indicators



Local Indicators		
Attendance (Percentage of students missing 5 or fewer days of school during the school year)	Delhi Elementary: 45.6% Earlville Elementary: 61.0% Johnston Elementary: 53.0%	Middle School: 50.0% High School: 35.9% (94.6% present daily)
At-Risk (Students are encouraged to attend Kirkwood Learning Center to complete coursework.)	Elementary: 66 Middle School: 23 High School: 43	
Discipline	Detentions Served: Elementary - 0 Middle School - 8 High School - 17	Suspensions Served: Elementary - 3 Middle School - 12 High School - 5 Co-Curricular Ineligibility: 9
Extra-Curricular Participation	7th Grade: 92% 8th Grade: 96% Overall: 94%	9th Grade: 92.8% 10th Grade: 93.2% 11th Grade: 85.7% 12th Grade: 78.8% Overall: 88.0%
P/T Conferences	Fall: Delhi JK-6th: 98% Earlville Elementary: 99% Johnston Elementary: 100% 7/8 Grade: 93% High School: 48%	Spring: Delhi JK-6th: 100% Earlville Elementary: 98% Johnston Elementary: 98% 7/8 Grade: 97% High School: 57.9%

Measuring Student Achievement

District Annual Yearly Progress Goal:

By 2015, all students will be proficient in reading, math, and science, as measured by the Iowa Assessments. The district will continue to make progress toward this end at a rate that meets the trajectory schedule established by the Department of Education. All subgroups of students will be measured and will be proficient.

Annual Reading, Math, and Science Goals for 2013-14

District Long Range Reading Goal: The district will increase K-12 student achievement in reading comprehension as measured by district-wide assessment tools.

District Long Range Math Goal: The district will increase K-12 student achievement in mathematics as measured by district-wide assessment tools.

District Long Range Science Goal: The district will increase K-12 student achievement in science as measured by district-wide assessment tools.

Did we meet our annual improvement goals for 2013-14?

Reading

2013-2014 State Reading Goal: Our reading goal for 2013-14 is to increase the percentage of 4th grade students proficient in reading comprehension as evidenced by either the Iowa Assessment or Measure of Academic Progress (MAP) Assessments. (Currently at 79.3% proficient)

YES - 89.8% of 4th grade students were proficient on the 2013-2014 Iowa Assessments.

Math

2013-14 State Math Goal: Our math goal for 2013-14 is to increase the percentage of 8th grade students proficient in math as evidenced by the Iowa Assessment or Measure of Academic Progress (MAP) assessments. (Currently at 68.5% proficient)

YES - 81.1% of 8th grade students were proficient on the 2013-2014 Iowa Assessments.

Science

2013-14 State Science Goal: Our science goal for 2013-14 is to increase the percentage of 7th grade students proficient in science as evidenced by either the Iowa Assessment or Measure of Academic Progress (MAP) assessments. (Currently at 75.9% proficient).

YES - 92.3% of 7th grade students were proficient on the 2013-2014 Iowa Assessments.

Annual Reading, Math, and Science Goals for 2014-15

2014-15 Reading Annual Improvement Goal

To increase the percentage proficient of 8th grade students in reading comprehension from 74% as evidenced by Iowa Assessment data according to established baselines.

2014-15 Math Annual Improvement Goal

To increase proficiency of 6th grade students in mathematics from 76% as evidenced by Iowa Assessment data or the district's Measure of Academic Progress (MAP) Assessments or according to established baselines.

2014-15 Science Annual Improvement Goal

To increase the proficiency of 11th grade students in science from 76% as evidenced by Iowa Assessment data or the district's Measure of Academic Progress (MAP) Assessments or according to established baselines.



Reading Proficiency for Maquoketa Valley

Grade	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
3	170-208	187.2	194.8	202.4	87%	90%	93%	xx	xx	xx
4	185-230	212.0	204.8	227.2	86%	80%	90%	49%	60%	67%
5	198-247	219.9	225.0	225.8	83%	93%	84%	21%	41%	61%
6	210-261	226.1	237.4	253.5	74%	87%	91%	50%	61%	69%
7	223-282	245.0	246.9	256.5	75%	78%	85%	46%	58%	53%
8	236-298	258.6	255.7	263.2	70%	78%	74%	28%	48%	57%
9	243-312	269.0	275.3	284.9	82%	82%	94%	44%	61%	82%
10	257-322	283.3	281.0	292.5	78%	78%	90%	69%	59%	70%
11	262-329	290.0	289.1	274.8	80%	84%	79%	81%	56%	33%

Reading Proficiency - Subgroup Data for Maquoketa Valley

February 2014 - Iowa Assessments

(Data displayed for subgroups with 10 or more students)

Grade	F/R		Non-IEP		Females		Males		Overall	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	89%	xx	95%	xx	94%	xx	92%	xx	93%	xx
4	79%	79%	90%	71%	85%	74%	96%	68%	90%	67%
5	85%	65%	87%	69%	87%	53%	82%	82%	84%	61%
6	92%	62%	93%	76%	96%	73%	84%	74%	91%	69%
7	80%	67%	92%	60%	87%	60%	82%	64%	85%	53%
8	74%	58%	76%	57%	79%	58%	69%	59%	74%	57%
9	94%	82%	100%	83%	97%	79%	91%	91%	94%	82%
10	88%	71%	95%	67%	100%	74%	79%	68%	90%	70%
11	69%	31%	94%	29%	81%	24%	76%	38%	79%	33%

Math Proficiency for Maquoketa Valley

Grade	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
3	173-197	188.1	190.0	191.8	88%	90%	93%	xx	xx	xx
4	185-216	206.9	203.5	211.9	91%	88%	96%	51%	62%	45%
5	197-235	209.0	217.3	219.1	77%	83%	88%	17%	38%	44%
6	209-251	225.0	227.7	234.2	78%	81%	76%	36%	63%	56%
7	219-270	234.0	242.2	248.9	77%	84%	92%	50%	63%	64%
8	231-286	261.8	253.7	255.8	86%	68%	81%	43%	58%	51%
9	249-306	277.0	274.5	266.0	82%	78%	80%	66%	60%	61%
10	257-316	283.9	284.4	287.0	87%	81%	88%	55%	56%	54%
11	261-324	298.0	288.9	297.0	88%	85%	81%	75%	61%	57%

Math Proficiency - Subgroup Data for Maquoketa Valley

February 2014 - Iowa Assessments

(Data displayed for subgroups with 10 or more students)

Grade	F/R		Non-IEP		Females		Males		Overall	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	83%	xx	97%	xx	94%	xx	92%	xx	93%	xx
4	100%	71%	96%	44%	93%	33%	100%	64%	96%	45%
5	89%	62%	89%	44%	80%	47%	96%	44%	88%	44%
6	62%	54%	81%	60%	73%	62%	79%	53%	76%	56%
7	93%	73%	96%	72%	93%	77%	91%	68%	92%	64%
8	74%	74%	88%	53%	83%	58%	79%	48%	81%	51%
9	59%	71%	83%	60%	76%	61%	86%	71%	80%	61%
10	88%	88%	93%	58%	97%	55%	79%	54%	88%	54%
11	75%	44%	91%	53%	81%	52%	81%	57%	81%	57%

Science Proficiency for Maquoketa Valley

Grade	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
3	171-211	194.2	199.4	196.5	98%	98%	93%	xx	xx	xx
4	185-229	220.0	211.9	222.2	95%	97%	96%	62%	55%	55%
5	198-243	232.9	236.6	225.2	92%	91%	88%	44%	49%	44%
6	210-267	240.0	241.5	241.5	87%	85%	89%	40%	37%	24%
7	223-286	242.0	250.1	260.3	77%	76%	92%	18%	44%	56%
8	235-307	227.7	263.7	271.2	96%	85%	96%	42%	68%	77%
9	250-316	284.0	288.4	276.2	82%	93%	87%	58%	54%	52%
10	258-326	292.7	296.9	295.3	84%	83%	93%	60%	61%	39%
11	265-334	303.0	303.6	296.7	90%	91%	76%	60%	56%	41%

Science Proficiency - Subgroup Data for Maquoketa Valley

January 2013 - Iowa Assessments

(Data displayed for subgroups with 10 or more students)

Grade	F/R		Non-IEP		Females		Males		Overall	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	89%	xx	97%	xx	94%	xx	92%	xx	93%	xx
4	86%	71%	96%	60%	96%	58%	96%	64%	96%	55%
5	85%	54%	89%	48%	83%	57%	93%	37%	88%	44%
6	77%	39%	88%	26%	96%	23%	79%	32%	89%	24%
7	93%	80%	96%	62%	90%	63%	96%	59%	92%	56%
8	90%	79%	98%	80%	92%	75%	100%	85%	96%	77%
9	77%	47%	92%	55%	91%	64%	81%	48%	87%	52%
10	94%	41%	98%	42%	100%	45%	86%	32%	93%	39%
11	69%	31%	88%	38%	81%	33%	71%	52%	76%	41%

Multiple Assessment Data:

Reading, Math, Language Usage, and Science

Students in grades 3-10 took the Northwest Evaluation Association's computerized assessment, Measures of Academic Progress (MAP) in the fall and spring during the 2012-13 school year. The RIT score is an equal interval scale which makes growth in learning easy to measure. The MAP results correlate with district standards and benchmarks for language, reading, and math.

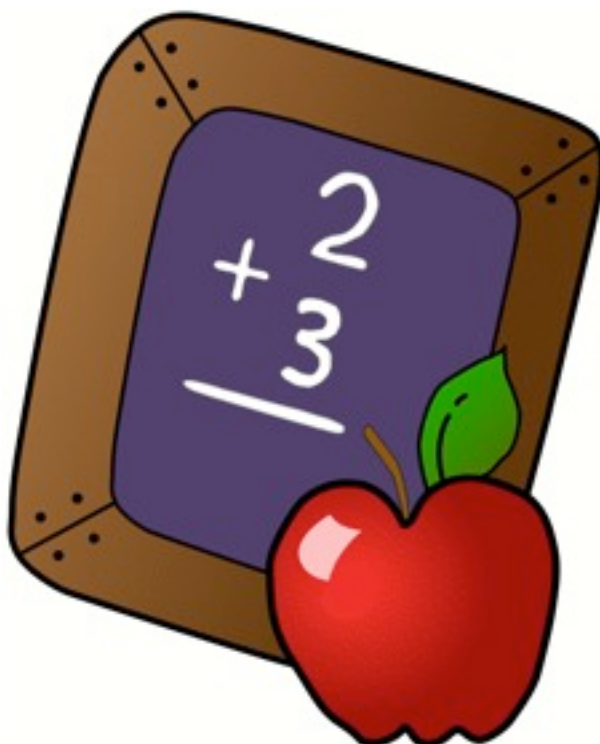
MAP Reading			
Grade	Fall RIT 2013	Spring RIT 2014	Spring NWEA Norms
6th	219.9	223.5	216.4
7th	221.3	224.4	219.7
8th	223.3	225.4	222.4
9th	227.0	226.9	222.9
10th	226.9	227.5	223.8

MAP Math			
Grade	Fall RIT 2013	Spring RIT 2014	Spring NWEA Norms
6th	222.2	226.7	225.6
7th	228.1	233.2	230.5
8th	234.0	238.8	234.5
9th	234.0	236.2	236.0
10th	241.9	245.5	236.6



MAP Language Usage			
Grade	Fall RIT 2013	Spring RIT 2014	Spring NWEA Norms
6th	221.0	224.5	216.2
7th	223.0	225.6	218.7
8th	223.4	225.3	221.3
9th	225.6	227.9	221.8
10th	227.5	227.9	222.7

MAP General Science			
Grade	Fall RIT 2013	Spring RIT 2014	Spring NWEA Norms
8th	216.9	217.9	213.5
9th	217.8	219.8	214.3
10th	222.4	221.7	216.2



Progress towards K-3 Early Intervention Goals

Long Range Goal: To maintain a high level of student proficiency in the primary classrooms.

***Goal:** To use assessment tools and documentation to monitor student progress to track growth in oral reading fluency, comprehension, and phonemic awareness in the primary grades.

- All K-4 students are assessed in the fall, winter, and spring using a diagnostic assessment to measure students' abilities in reading. Students were assessed using the Dynamic Indicators of Basic Early Literacy Skills NEXT (DIBELS). Teachers discussed results with parents and sent home reports on progress towards the identified benchmarks.
- All students are assessed using the Fountas and Pinnell benchmark assessments. These assessments are administered by a certified teacher who listens to each child read a passage. Accuracy, fluency, and comprehension are monitored. Each student's independent, instructional, and frustrational level is identified. These assessments are administered in the fall and spring along with quarterly running records checks.

STANDARD ERROR of MEASUREMENT

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 Assessments, the SEM's are presented in ranges, indicating where the student's true score would likely fall. Students at Maquoketa Valley took the Iowa Assessments during the Mid-Year Testing period.