



MAQUOKETA VALLEY COMMUNITY SCHOOL DISTRICT

2015-2016 Progress Report to the Community (Compiled September 2016)

LEARNING THAT IS
ENGAGING,
CHALLENGING,
AND FOCUSED

FREQUENT
FEEDBACK
AND PURPOSEFUL
ASSESSMENT

TIMELY RESPONSE
TO ALL STUDENTS'
NEEDS

MAQUOKETA
VALLEY
COMMUNITY
SCHOOL DISTRICT
ENSURES
HIGH LEVELS
OF LEARNING TO
EMPOWER
ALL STUDENTS FOR
LIFELONG
SUCCESS

SHARED
RESPONSIBILITY
FOR LEARNING IN
A SAFE, RESPECTFUL
ENVIRONMENT

PROMOTION OF
STRONG
CHARACTER
AND PRODUCTIVE
CITIZENSHIP

Measuring Student Success: State Indicators



State Indicators	
Completion of a Core Program (4 yrs of English, 3+ yrs of Math, Social Studies, and Science)	59/63 = 93.7% (includes 3 foreign exchange students) 59/60 = 98.3%
Dropouts	1 junior male (Students are encouraged to attend Kirkwood Learning Center to complete coursework.)
Graduates planning to pursue Post-Secondary Education/Training	4 yr. college: 25/63 = 39.7% 2 yr. college/training: 23/63 = 36.5% Attending school out of state: 5/63 = 7.9% Military: 1/63 = 1.6% Work force: 7/63 = 11% (2 foreign exchange students)
Probable Post-Secondary Success (Achieve a composite score of 20+)	47/63 (74.6%) of seniors took the ACT. 35/47 (74.5%) scored 20 or higher.
Graduation Rates	63/63 = 100%
Average Daily Attendance	*Waiting on this data from the Iowa Department of Education.
No Child Left Behind Status	All No Child Left Behind designations have been frozen due to the Every Student Succeeds Act (ESSA) that was signed by President Obama in December, 2015. This replaces the previous version of the Elementary and Secondary Education Act (ESEA), which was No Child Left Behind, enacted in 2002. Under NCLB, Maquoketa Valley Middle School was placed on the watch list in reading after the 2014-15 school year due to the low SES subgroup missing AYP (data is collapsed for the middle school). This designation remains frozen at this time as the state transitions to ESSA.
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)	(Available for high school only) High School: 74 / 220 (33.6%) 93.14% for grade 9-12 students were present daily	
At-Risk (Students are encouraged to attend Kirkwood Learning Center to complete coursework.)	Elementary: 55 / 294 = 18.7 % Middle School: 27 / 164 = 16.5% High School: 23 / 220 = 10.45%	
Discipline	Detentions Served: Elementary - 1 Middle School - 10 High School - 78	Suspensions Served: Elementary - 3 Middle School - 12 High School - 7 Co-Curricular Ineligibility: 6
Extra-Curricular Participation	Middle School: 7th Grade: 42 / 48 = 87.5% 8th Grade: 51 / 61 = 83.6% Overall: 93 / 109 = 85.3 %	High School: 9th Grade: 47 / 51 = 92.1% 10th Grade: 50 / 56 = 89.2% 11th Grade: 43 / 51 = 84.3% 12th Grade: 51 / 63 = 80.9% Overall: 191 / 221 = 86.4%
P/T Conferences	Fall: Delhi JK-6th: 97% Earlville Elementary: 98% Johnston Elementary: 100% 7/8 Grade: 95% High School: 56.8%	Spring: Delhi JK-6th: 99% Earlville Elementary: 100% Johnston Elementary: 100% 7/8 Grade: 92 % High School: 54.5%



Measuring Student Achievement

District Annual Yearly Progress Goal:

By 2016, 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 & Science Goals for 2015-16

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 2015-16?

Reading

2015-16 State Reading Goal: Our reading goal for 2015-16 is to increase the percentage of 6th grade students from 82% as evidenced by Iowa Assessment data or the district's Measure of Academic Progress (MAP) Assessments or according to established baselines

YES - 91.8% of 6th grade students were proficient on the 2015-16 Iowa Assessments.

Math

2015-16 State Math Goal: Our math goal for 2015-16 is to increase the percentage of 7th grade students from 80.9% as evidenced by Iowa Assessment data or the district's Measure of Academic Progress (MAP) Assessments or according to established baselines.

YES - 86.7% of 7th grade students were proficient on the 2015-16 Iowa Assessments.

Science

2015-16 State Science Goal: Our science goal for 2015-16 is to increase the percentage of 9th grade students from 83.6% as evidenced by Iowa Assessment data or the district's Measure of Academic Progress (MAP) Assessments or according to established baselines.

YES - 88.5% of 9th grade students were proficient on the 2015-16 Iowa Assessments.

Differentiated Accountability Goals for 2016-17

With the state's newly revised accountability system, the goal is to analyze five healthy indicators in the areas of reading, math, and behavior. Currently, the state is focusing on PK-6 literacy using three of the five indicators: assessment and data-based decision-making, universal instruction, and intervention system. 2016-17 is the first year we will be screening all students in grades PK-6. We will be using the state-approved assessment tool (FAST). As a result, our long-range and annual goals are focused on PK-6 literacy, per state requirements.

Long-Range Improvement Goal (PK-6 Reading)
By the year 2019, 80% of students in grades 1 through 4 will be at or above benchmark on the FAST CBM-R assessment.

Annual Improvement Goal: Spring 2016
In the spring of 2016, 70% of students in grades 1 through 4 will be at or above benchmark on the FAST CBM-R assessment.

Annual Improvement Goal: Spring 2017
By the spring of 2017, we will increase that percentage to 75%.



Reading Proficiency for Maquoketa Valley
February 2015 - Iowa Assessments

Gr.	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	170-208	202.4	198.1	198.3	93%	94%	91.7%	xx	xx	xx
4	185-230	227.2	226.3	221.0	90%	91%	93.5%	67%	66%	66.7%
5	198-247	225.8	242.4	237.7	84%	92%	95.5%	61%	44%	54.8%
6	210-261	253.5	241.9	253.4	91%	82%	91.8%	69%	61%	50%
7	223-282	256.5	260.5	252.1	85%	94%	83.3%	53%	42%	47.5%
8	236-298	263.2	278.4	280.8	74%	85%	89.1%	57%	65%	62.2%
9	243-312	284.9	280.3	287.5	94%	87%	90.6%	82%	65%	48%
10	257-322	292.5	294.3	287.7	90%	91%	87.3%	70%	50%	49.1%
11	262-329	274.8	286.8	285.5	79%	88%	88.6%	33%	24%	15.4%

Reading Proficiency - Subgroup Data for Maquoketa Valley
(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	90.5%	xx	100%	xx	92%	xx	91.3%	xx	91.7%	xx
4	87.5%	53.5%	95%	95%	92%	54.2%	95.2%	81%	93.5%	66.7%
5	94.4%	62.5%	97.4%	53.8%	96.8%	51.7%	92.3%	61.5%	95.5%	54.8%
6	85.7%	53.8%	91.7%	48.9%	92.3%	53.8%	91.3%	45.5%	91.8%	50%
7	82.1%	33.3%	88.9%	49.1%	90%	62.1%	90%	62.1%	83.3%	47.5%
8	92.4%	53.8%	90.9%	60.5%	87.5%	54.2%	90.9%	71.4%	89.1%	62.2%
9	80%	50%	94%	46.8%	100%	42.9%	80%	54.5%	90.6%	48%
10	89.5%	50%	92.2%	53.1%	96.2%	64%	79.3%	35.7%	87.3%	49.1%
11	81.9%	18.2%	93.3%	15.6%	87.8%	12.1%	89.5%	21.1%	88.6%	15.4%

Math Proficiency for Maquoketa Valley
February 2015 - Iowa Assessments

Gr.	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	173-197	191.8	189.6	195.5	93%	86%	100%	xx	xx	xx
4	185-216	191.8	208.7	209.9	96%	93%	93.4%	45%	48%	68.9%
5	197-235	191.8	228.6	218.8	88%	98%	79.5%	44%	60%	38.1%
6	209-251	191.8	232.6	244.2	76%	88%	93.9%	56%	57%	62.5%
7	219-270	191.8	250.4	248.0	92%	81%	86.7%	64%	63%	55.2%
8	231-286	255.8	256	263.0	81%	83%	80.4%	51%	35%	46.7%
9	249-306	266	281.7	274.9	80%	87%	86.8%	61%	84%	74%
10	257-316	287	284.4	298.2	88%	86%	92.9%	54%	60%	73.6%
11	261-324	297	310	298.1	81%	92%	90.4%	57%	83%	61.5%

Math Proficiency - Subgroup Data for Maquoketa Valley
(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	100%	xx	100%	xx	100%	xx	100%	xx	100%	xx
4	68.8%	53.3%	92.5%	67.5%	84%	62.5%	95.2%	76.2%	93.4%	68.9%
5	66.7%	56.3%	84.6%	35.9%	77.4%	34.5%	84.6%	46.2%	79.5%	38.1%
6	100%	61.5%	93.8%	63.8%	92.3%	73.1%	95.7%	50%	93.9%	62.5%
7	85.7%	53.8%	83.3%	47.2%	83.3%	51.7%	90%	58.6%	86.7%	55.2%
8	84.6%	46.2%	84.1%	46.5%	79.2%	37.5%	81.8%	57.1%	80.4%	46.7%
9	86.7%	91.7%	88%	74.5%	89.3%	75%	84%	72.7%	86.8%	74%
10	89.5%	77.8%	94.2%	73.5%	96.2%	80%	90%	67.9%	92.9%	73.6%
11	81.8%	54.5%	93.5%	63%	93.9%	63.6%	84.2%	57.9%	90.4%	61.5%

Science Proficiency for Maquoketa Valley
February 2015 - Iowa Assessments

Grade	State Avg. NSS	MV Students Avg. NSS			Percent Proficient			Met/Exceeded Typical Growth		
		2013-14	2014-15	2015-16	2013-14	2014-15		2013-14	2014-15	2015-16
3	171-211	196.5	194.4	192.4	93%	98%	95.8%	xx	xx	xx
4	185-229	222.2	220.8	218.3	96%	98%	100%	55%	68%	57.8%
5	198-243	225.2	233	228.1	88%	96%	95.5%	44%	44%	26.2%
6	210-267	241.5	243.2	248.6	89%	85%	95.9%	24%	56%	52.1%
7	223-286	260.3	266.9	255.8	92%	89%	84.7%	56%	56%	51.7%
8	235-307	271.2	285.7	280.1	96%	94%	93.3%	77%	80%	77.3%
9	250-316	276.2	278.6	281.9	87%	84%	88.5%	52%	45%	28%
10	258-326	295.3	290.8	294.4	93%	89%	92.7%	39%	73%	60.4%
11	265-334	296.7	310.3	295.8	76%	92%	84.3%	41%	66%	43.1%

Science Proficiency - Subgroup Data for Maquoketa Valley
(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	95.2%	xx	95.6%	xx	100%	xx	91.3%	xx	95.8%	xx
4	100%	53.3%	100%	57.5%	100%	62.5%	100%	52.4%	100%	57.8%
5	88.9%	31.3%	100%	28.2%	96.8%	31%	92.4%	15.4%	95.5%	26.2%
6	100%	69.2%	95.8%	53.2%	96.2%	46.2%	95.7%	59.1%	95.9%	52.1%
7	89.3%	66.7%	84.9%	50%	83.3%	55.2%	89.7%	50%	84.7%	51.7%
8	100%	76.9%	93%	76.2%	95.7%	78.3%	90.9%	76.2%	93.3%	77.3%
9	92.9%	41.7%	95.9%	27.7%	92.9%	28.6%	83.3%	27.3%	88.5%	28%
10	89.5%	55.6%	94.1%	64.6%	96.2%	52%	86.2%	67.9%	92.7%	60.4%
11	80%	80%	90.9%	43.2%	81.3%	46.9%	89.5%	36.8%	84.3%	43.1%

Multiple Assessment Data: Reading, Math, and Science

Students in grades 6-10 took the Northwest Evaluation Association's computerized assessment, Measures of Academic Progress (MAP) in the fall and spring during the 2015-16 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 (Mean Scores)			
Grade	Fall RIT 2015	Spring RIT 2016	Spring NWEA Norms
6th	220.7	224.7	215.8
7th	220.9	223.6	218.2
8th	227.8	229.3	220.1
9th	227.8	229.6	221.9
10th	228.1	228.4	221.2

MAP Math (Mean Scores)			
Grade	Fall RIT 2015	Spring RIT 2016	Spring NWEA Norms
6th	224.8	229.8	225.3
7th	228.1	239	228.6
8th	236.9	240.8	230.9
9th	239.5	241.1	233.4
10th	244.1	246.5	232.4

MAP General Science (Mean Scores)			
Grade	Fall RIT 2015	Spring RIT 2016	Spring NWEA Norms
8th	218.5	219.6	213.5
9th	218.8	222	n/a
10th	219.8	225.3	n/a

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 in grades 1-4 were assessed using the Dynamic Indicators of Basic Early Literacy Skills NEXT (DIBELS). The Texas Primary Reading Inventory was used to assess kindergarten students in the fall, and the FAST assessment was used in winter and spring. 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.

