



Annual Progress Report for 2017-2018

Submitted September, 2018

Measuring Student Success: State Indicators

State Indicators	
Completion of a Core Program	<p>Core program requires 30 credits of English, Math, Science and Social Studies courses</p> <p>52/52 = 100% of seniors completed the core program requirements</p>
Dropouts	<p>2 sophomores dropped out during the 2017–2018 academic year; 1 male, 1 female</p> <p><i>Students are encouraged to complete high school coursework through the Kirkwood Learning Center.</i></p>
Graduates planning to pursue Post-Secondary Education/Training	<p>4 yr. college: 20/52 = 38.5%</p> <p>2 yr. college/training: 21/52 = 40.4%</p> <p>Military: 1/52 = 2%</p> <p>Work force: 10/52 = 19%</p>
Probable Post-Secondary Success	<p>40 out of 52 seniors took the ACT (77%)</p> <p>31 of the 40 achieved a composite score of 20 or higher (77.5%)</p>
Graduation Rates	52/52 = 100%
Average Daily Attendance	*Waiting on this data from the Iowa Department of Education.
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)	Grade	Students missing 5 or fewer days:	Students missing 18+ days: <small>Federal guideline for chronic absenteeism</small>
	PK	$27/35 = 77.1\%$	$1/35 = 3\%$
	JK	$8/14 = 57.1\%$	$0/14 = 0\%$
	K	$22/53 = 41.5\%$	$2/53 = 3.8\%$
	1	$14/39 = 35.9\%$	$0/39 = 0\%$
	2	$21/53 = 39.6\%$	$6/53 = 11.3\%$
	3	$23/59 = 38.9\%$	$5/59 = 8.5\%$
	4	$25/52 = 48\%$	$2/52 = 3.8\%$
	5	$18/49 = 36.7\%$	$7/49 = 14.3\%$
	6	$10/52 = 19.2\%$	$6/52 = 11.5\%$
	7	$7/43 = 16.3\%$	$10/43 = 23.3\%$
	8	$14/47 = 29.8\%$	$5/47 = 10.4\%$
	9	44 students with 362.5 absences (averages to 8 per student) 95.4% present daily	
10	51 students with 353 absences (averages to 7 per student) 96% present daily		
11	51 students with 453 absences (averages to 9 per student) 95.4% present daily		
12	51 students with 561.5 absences (averages to 11 per student) 93.8% present daily		
Identified as At-Risk at State Level	Earlville: $10/67 = 14.9\%$ Johnston: $32/89 = 35.9\%$ Delhi Elementary: $28/160 = 17.5\%$ Middle School: $34/142 = 23.9\%$ High School: $30/197 = 15\%$		

Discipline	Detentions Served: Delhi Elementary - 1 Middle School - 4 High School - 79	Suspensions Served: Delhi Elementary - 1 Middle School - 6 (in school) High School - 5
Extra-Curricular Participation	Middle School: 7th Grade: $37/43 = 86\%$ 8th Grade: $42/47 = 89\%$ Overall: $1/90 = \%$	High School: 9th Grade: $53/55 = 96.3\%$ 10th Grade: $41/42 = 96.1\%$ 11th Grade: $49/51 = 96.2\%$ 12th Grade: $48/52 = 92.3\%$ Overall: $191/200 = 95.5\%$ Co-Curricular Ineligibility: 10
P/T Conferences	Fall: Earlville Elementary: 99% Johnston Elementary: 98% Delhi Elementary: 97% Middle School: approx 96% High School: 54.7%	Spring: Earlville Elementary: 100% Johnston Elementary: 96% Delhi Elementary: 96% Middle School: approx 94% High School: 45.5%

Measuring Student Achievement

Differentiated Accountability Goals for 2017-2018

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 screened all students in grades PK-6 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 2022, 80% of students in grades 1 through 3 will be at or above benchmark on the FAST earlyReading or FAST CBM-R assessment.
Additional Long-Range District Goals: The district will increase K-12 student achievement in reading comprehension, mathematics, and science as measured by district-wide assessment tools.

Annual Improvement Goal
In the spring of 2018, 57% of students in grades 1-3 were at or above benchmark on the FAST earlyReading or FAST CBM-R assessment.
Short Range Goal: By the spring of 2019, the proficiency rate will increase to 64%. Anticipated future annual goals: By the spring of 2020, the proficiency rate will increase to 70%, 75% in the spring of 2021, and 80% in the spring of 2022.

Progress toward K-3 Early Intervention Goals

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

Reading Proficiency for Maquoketa Valley

February 2018 - Iowa Assessments

Gr	Percent Proficient			Met/Exceeded Typical Growth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	44/48=91.7%	49/53=92%	55/63=87%	--	--	--
4	43/46=93.5%	48/52=92%	47/51=92.2%	30/45=66.7%	23/47=49%	32/50=64%
5	42/44=95.5%	47/52=90%	49/49=100%	23/42=54.8%	16/45=35.6%	31/49=63.3%
6	45/49=91.8%	39/45=87%	43/52 = 82.7%	24/48=50%	16/42=38%	18/49 = 36.7%
7	50/60=83.3%	44/48=92%	39/43 = 90.7%	28/59=47.5%	22/47=47%	25/43 = 58.1%
8	41/46=89.1%	49/58=84.5%	43/47 = 91.4%	28/45=62.2%	32/56=57%	37/47 = 78.7%
9	48/53=90.6%	43/45=96%	43/52 = 82.7%	24/50=48%	27/44=61%	27/54 = 50%
10	48/55=87.3%	47/50=94%	42/42 = 100%	26/53=49.1%	24/50=48%	19/41 = 46%
11	46/52=88.6%	41/55=75%	43/51 = 84%	8/52=15.4%	8/52=15%	11/49 = 23%

Subgroup Data for Maquoketa Valley

(Data displayed for subgroups with 10 or more students)

Gr	F/R		Females		Males	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	17/22=77.3%	--	33/36=91.7%	--	22/27= 81.5%	--
4	16/19=84.2%	9/18=50%	26/28=92.9%	18/27=66.7%	22/23=95.7%	14/23=60.9%
5	22/22=100%	13/22=59.1%	25/25=100%	15/25=60%	24/24=100%	16/24=66.7%
6	14/17=82.4%	7/17=41.2%	23/27=85%	10/25=40%	20/25=80%	8/24=33%
7	16/20=80%	12/20=60%	28/31=90%	19/31=61%	11/12=92%	6/12=50%
8	13/15=86.7%	11/15=73.3%	23/24=96%	17/24=71%	20/23=87%	20/23=87%
9			25/27=93%	13/26=50%	24/28=86%	14/28=50%
10			22/22=100%	11/21=52%	20/20=100%	8/20=40%
11			24/26=92%	5/25=20%	19/24=79%	6/23=26%

Comparison Data in Reading

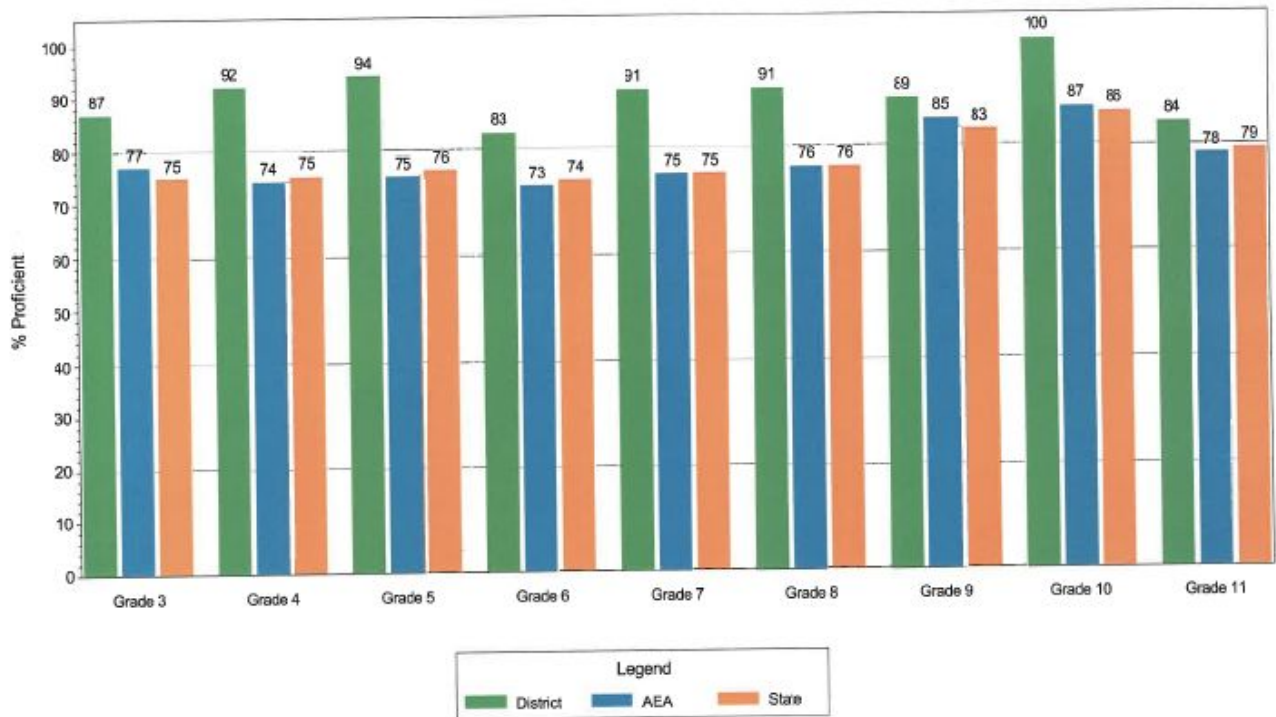
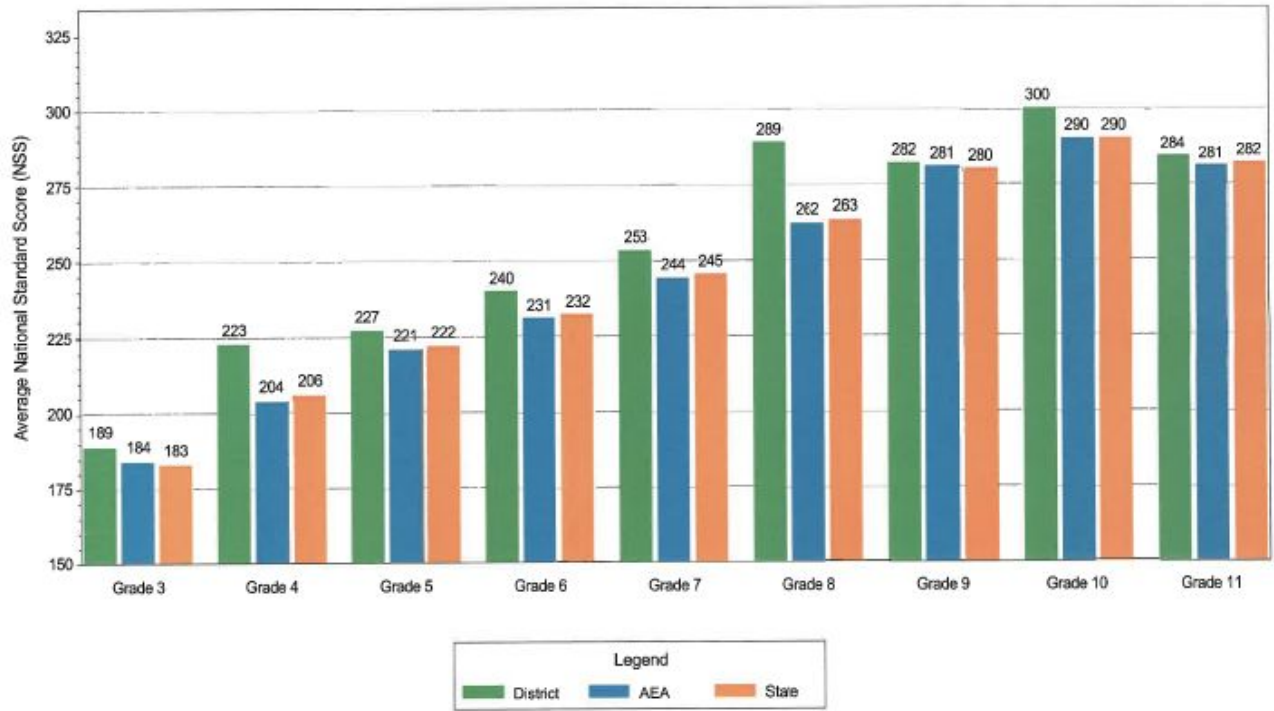
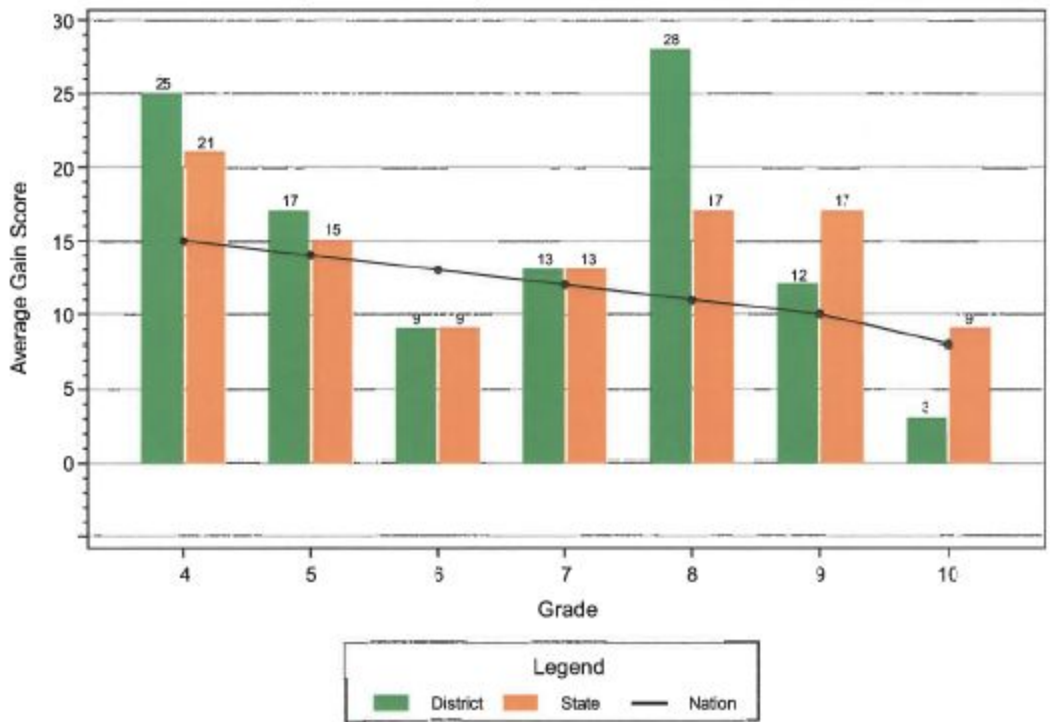


Figure 1
Reading: Average Gain Scores by Grade
Maquoketa Valley Comm Schools: 2017-2018



Math Proficiency for Maquoketa Valley

February 2018 - Iowa Assessments

Gr	Percent Proficient			Met/Exceeded Typical Growth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	48/48=100%	49/53=92%	57/63=90.5%	--	--	--
4	43/46=93.4%	45/51=88%	48/51= 94.1%	31/45=68.9%	14/46=30%	29/50=58%
5	35/44=79.5%	46/52=88%	41/49=83.7%	16/42=38.1%	14/44=32%	19/48=39.6%
6	46/49=93.9%	39/45=87%	45/52=86.5%	30/48=62.5%	19/42=45%	31/49 = 63.3%
7	52/60=86.7%	49/49=100%	39/43 = 90.7%	32/58=55.2%	28/47=60%	33/43 = 76.7%
8	37/46=80.4%	49/58=84%	47/47 = 100%	21/45=46.7%	29/56=63%	36/47 = 76.6%
9	46/53=86.8%	36/45=80%	46/55 =84%	37/50=74%	33/44=75%	26/54 = 48%
10	52/56=92.9%	48/50=96%	39/42 = 93%	39/53=73.6%	41/50=82%	28/41 = 68%
11	47/52= 90.4%	49/54=91%	45/51 = 88%	32/52= 61.5%	33/52=63%	26/49 = 53%

Subgroup Data for Maquoketa Valley

(Data displayed for subgroups with 10 or more students)

Gr	F/R		Females		Males	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	19/22=86.4%	--	32/36=88.9%	--	25/27=92.6%	--
4	16/19=84.2%	9/18=50%	26/28=92.9%	16/27=59.3%	21/23=91.3%	13/23=56.5%
5	17/22=77.3%	8/21=38.1%	22/25=88%	11/25=44%	19/24=79.2%	8/23=34.8%
6	14/17=82.4%	11/17=64.7%	24/27=88%	18/25= 72%	20/24=83%	13/23= 57%
7	16/20=80%	16/20=80%	28/31=90%	23/31=74%	11/12= 92%	10/12= 83%
8	15/15=100%	11/15=73.3%	24/24=100%	20/24= 83%	23/23=100%	16/23= 70%
9			21/27=78%	13/26=50%	25/28=89%	13/28=46%
10			21/22=95%	16/21=76%	18/20=90%	12/20=60%
11			23/26=88%	17/25=68%	21/24=88%	9/23=39%

Comparison Data for Math

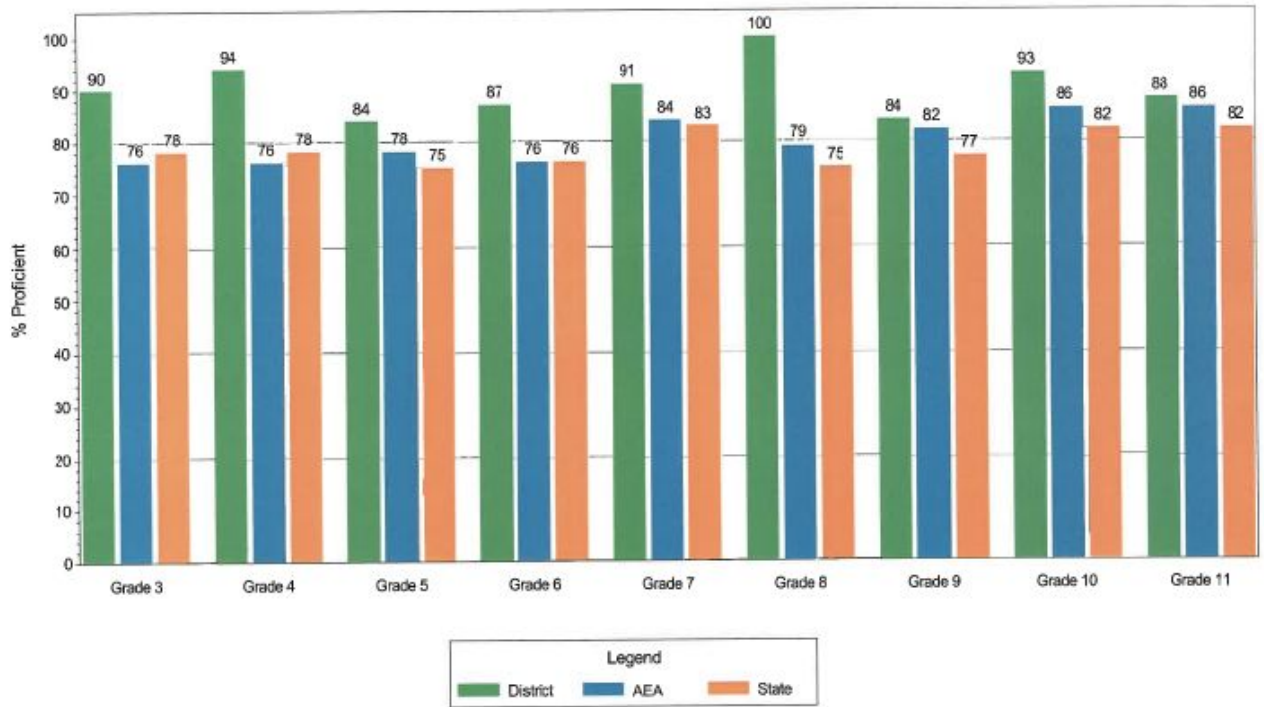
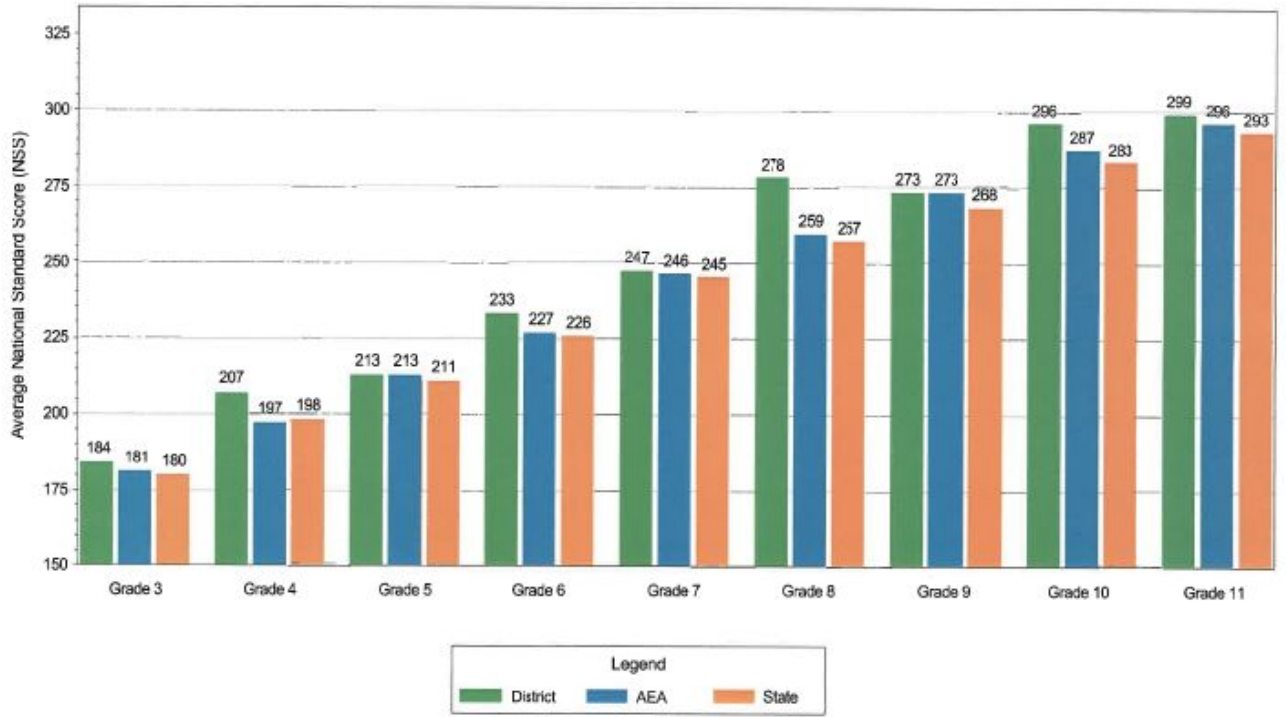
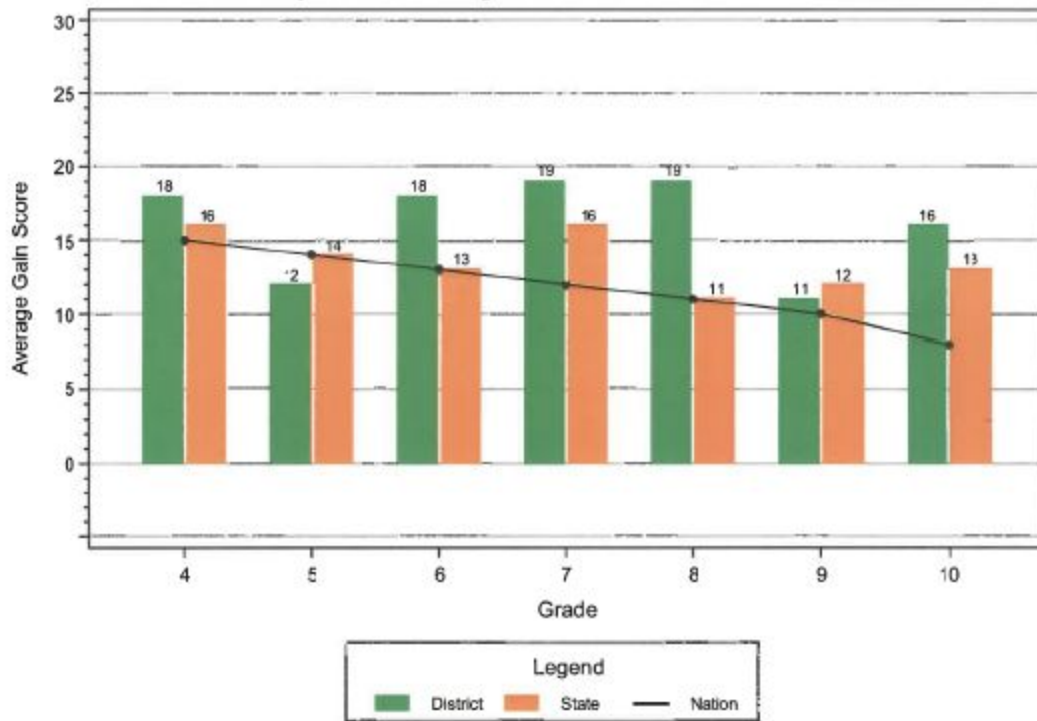


Figure 2
Mathematics: Average Gain Scores by Grade
Maquoketa Valley Comm Schools: 2017-2018



Science Proficiency for Maquoketa Valley

February 2018 - Iowa Assessments

Gr	Percent Proficient			Met/Exceeded Typical Growth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	46/48=95.8%	51/53=96%	53/63=84.1%	--	--	--
4	46/46=100%	49/52=94%	49/51= 96.1%	26/45=57.8%	29/47=62%	37/50=74%
5	42/44=95.5%	48/52=92%	41/49=83.7%	11/42=26.2%	14/45=31%	21/49=42.9%
6	47/49=95.9%	39/45=87%	50/52 = 96.2%	25/48=52.1%	15/42=36%	29/49 = 59.2%
7	50/59=84.7%	47/49=96%	37/43 = 86%	30/58=51.7%	22/47=47%	30/43 = 69.8%
8	42/45=93.3%	54/58=93%	45/47 = 95.7%	34/44=77.3%	28/55=52%	34/47 = 72.3%
9	46/52=88.5%	41/45=91%	46/55 = 84%	14/50=28%	22/43=51%	29/54 = 54%
10	51/55=92.7%	46/49=94%	39/42 93%	32/53=60.4%	34/49=69%	25/41 = 61%
11	43/51= 84.3%	46/53=87%	46/51 = 90%	22/51= 43.1%	31/50=62%	22/48 = 46%

Subgroup Data for Maquoketa Valley

(Data displayed for subgroups with 10 or more students)

Gr	F/R		Females		Males	
	Proficient	Met Typical Growth	Proficient	Met Typical Growth	Proficient	Met Typical Growth
3	16/22=72.7%	--	31/36=86.1%	--	22/27=81.5%	--
4	18/19=94.7%	10/18=55.6%	28/28=100%	21/27=77.8%	23/23=100%	16/23=69.6%
5	18/22=81.8%	11/22=50%	23/25=92%	10/25=40%	22/24=91.7%	11/24=45.8%
6	16/17=94.1%	9/17=52.9%	26/27=96%	16/25=64%	24/25=96%	13/24= 54%
7	15/20=75%	12/20=60%	27/31=87%	21/31=68%	10/12=83%	9/12=75%
8	14/15=93.3%	10/15=66.7%	22/24=92%	15/24=63%	23/23=100%	19/23=83%
9			21/27=78%	13/26=50%	25/28=89%	16/28=57%
10			20/22=91%	14/21=67%	19/20=95%	11/20=55%
11			24/26=92%	13/24=54%	18/24=75%	9/23=39%

Comparison Data for Science

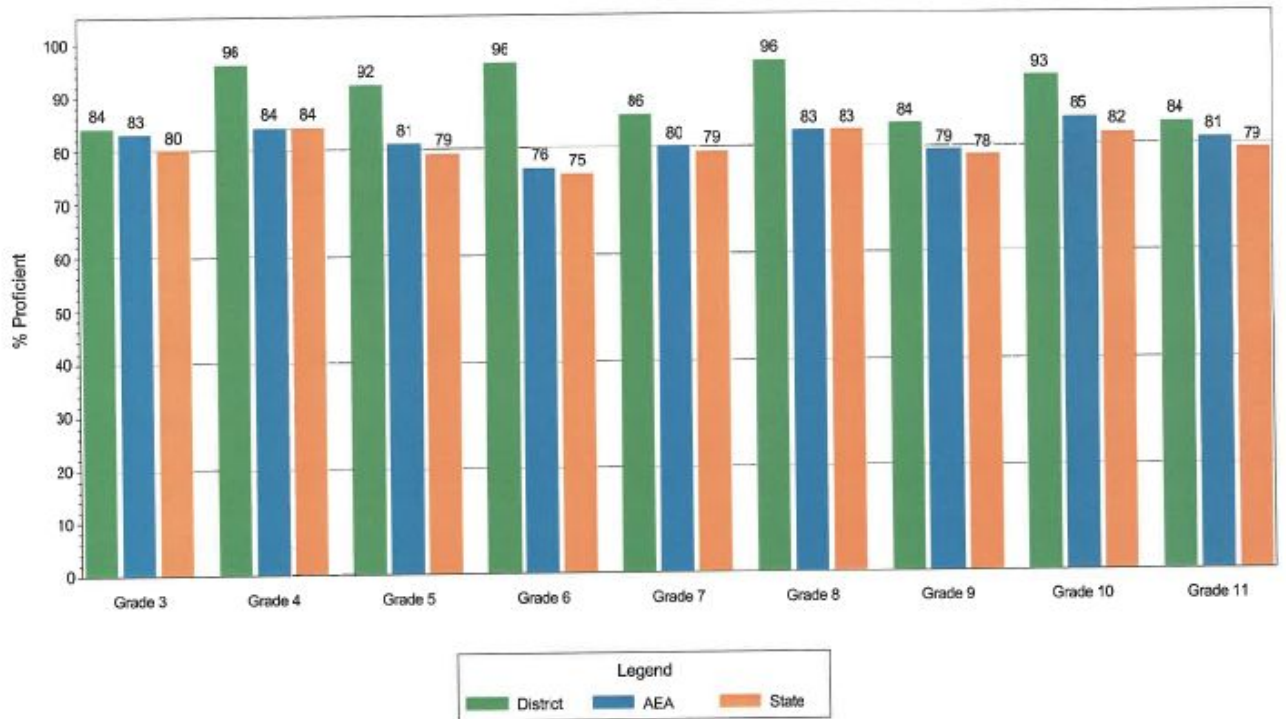
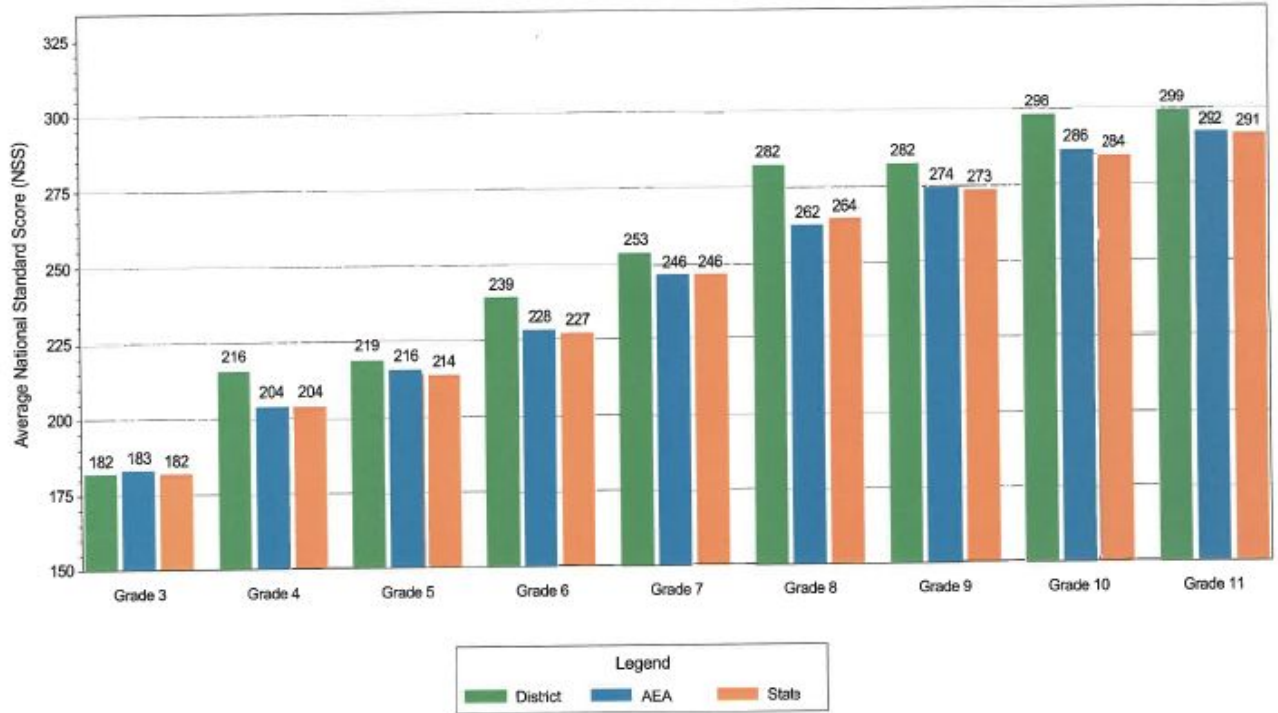
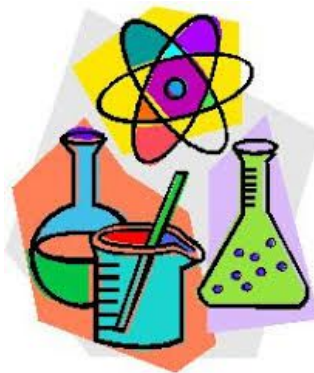
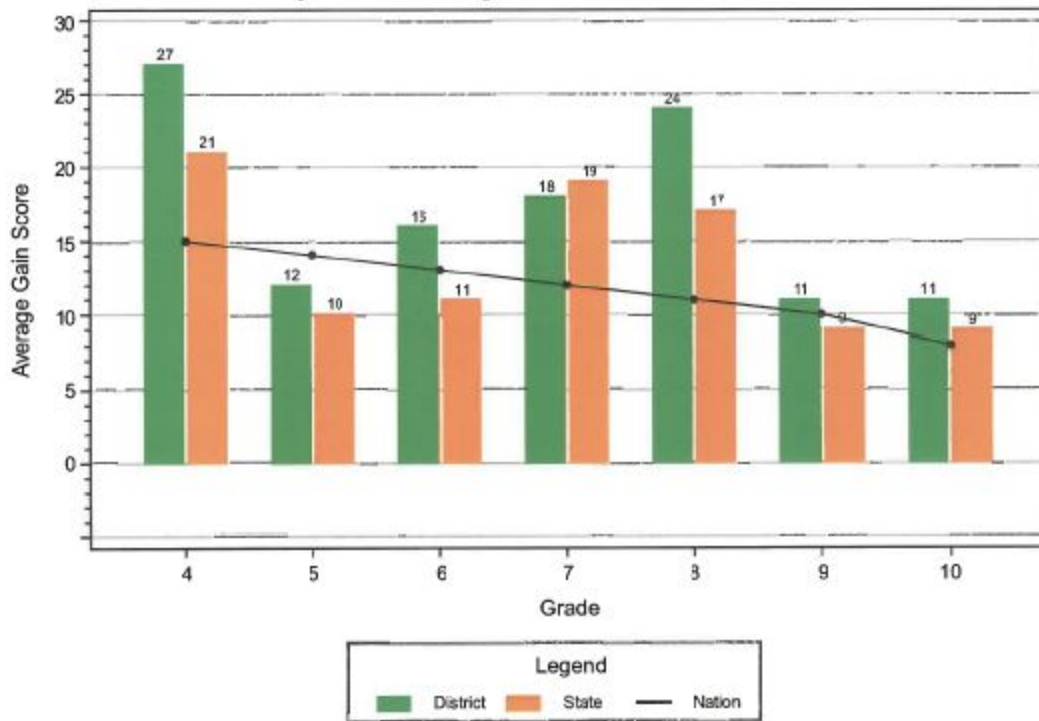


Figure 3
Science: Average Gain Scores by Grade
Maquoketa Valley Comm Schools: 2017-2018



Multiple Assessment Data: Reading, Math, and Science

Spring, 2018 - MAP Test

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 2017–18 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	Spring RIT 2018	Spring NWEA Norms
6th	221.1	215.8
7th	225.3	218.2
8th	232.1	220.1
9th	226.3	221.9
10th	231.5	221.2

MAP Math (Mean Scores)		
Grade	Spring RIT 2018	Spring NWEA Norms
6th	224.7	225.3
7th	233.1	228.6
8th	244.7	230.9
9th	242.5	233.4
10th	246.9	232.4

MAP General Science (Mean Scores)		
Grade	Spring RIT 2018	Spring NWEA Norms
8th	223.1	213.5
9th	221.3	214.8
10th	227	215

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.

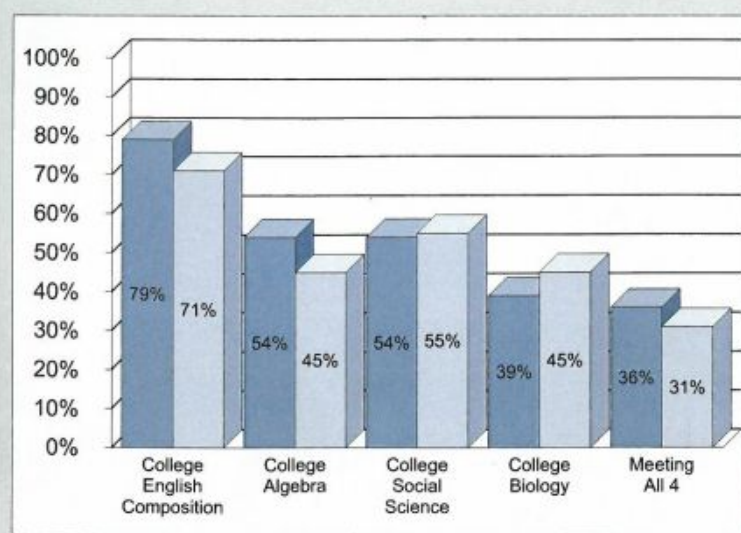
September, 2017 - ACT Report

(Data represents only the results of students who chose to take the ACT exam..)

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	38	22,526	21.7	21.5	23.0	21.6	21.6	22.5	22.2	22.2	22.2	22.1
2014	39	22,931	20.7	21.5	20.9	21.4	21.9	22.5	22.8	22.2	21.8	22.0
2015	31	22,675	20.5	21.6	21.8	21.5	21.0	22.7	22.0	22.3	21.5	22.2
2016	45	23,132	21.2	21.4	22.2	21.4	22.3	22.7	22.5	22.3	22.1	22.1
2017	28	23,306	21.9	21.2	21.4	21.3	22.2	22.6	21.6	22.1	21.8	21.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

■ Your School
■ State