

Red Oak Community School District

Annual Progress Report

2008-09 School Year



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Chapter 12 Improvement Goals Reading	
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	To meet the Adequate Yearly Progress (AYP) trajectory for 2008-09 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act.
Were the Annual Goals Met?	NO
Supporting Data to demonstrate that the district has or has not met its goal:	<p>Our goal was to meet the Adequate Yearly Progress (AYP) trajectory for 2008-09 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act. We did not meet the goal within a subpopulation in one grade span: Washington Intermediate low-SES students (68.2% proficient).</p> <p>Inman Primary, middle school and high school all met targets set by the state of Iowa.</p>
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	<p>The teachers have developed the following action plans for the 2008-09 school year:</p> <ul style="list-style-type: none"> • Better time management and advanced planning to cover needed concepts, especially areas of noted concern. • The 2nd year of our district's focus on Professional Learning Communities to allow for more time for teachers to collaborate to enhance student learning. • PLC Teams creating common outcomes and common formative assessments. • Documentation of core curriculum standard and benchmarks (lesson plans and/or dating curriculum log). • Continue the reading program at the high school level thus offering Second Chance reading again this year. • Second Chance Reading (MS) and Reading in the Content Area (HS) professional development will continue.
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	To meet the Adequate Yearly Progress (AYP) trajectory for 2009-10 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act.

Chapter 12 Improvement Goals Math	
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Goal 2: All K-12 students will achieve at high levels in math, prepared for success beyond high school.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	To meet the Adequate Yearly Progress (AYP) trajectory for 2008-09 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act.
Were the Annual Goals Met?	NO
Supporting Data to demonstrate that the district has or has not met its goal:	<p>Our goal was to meet the Adequate Yearly Progress (AYP) trajectory for 2008-09 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act. We did not meet the goal within two subpopulations over two grade spans: students in special education at the middle school (35.48%) and low-SES students at the high school (60.61%).</p> <p>Inman primary and Washington Intermediate schools both met targets set by the state of Iowa.</p>
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	<p>The teachers have developed the following action plans for the 2008-09 school year:</p> <ul style="list-style-type: none"> - Curriculum mapping and additional planning between grade levels. - The 2nd year of our district's focus on Professional Learning Communities to allow for more time for teachers to collaborate to enhance student learning. - PLC teams creating common outcomes and common formative assessments. - PLC teams at the high school focusing on improving climate and scheduling to best fit the needs of students. - Continue the math fundamentals course at the high school for students not scoring at the proficient level. - Additional 30 minutes of math, four days a week, at the K-5 level. Using formative assessment data, teams of teachers will be grouping students based on skill-specific assessments.
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	To meet the Adequate Yearly Progress (AYP) trajectory for 2009-10 as determined in the Iowa Plan to meet the goals of the Federal No Child Left Behind Act.

Chapter 12 Improvement Goals Science

<input type="checkbox"/> <input type="checkbox"/> Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	As a district, we want to see growth of individual students and classes from year to year (cohort data). By the end of the 2008-09 school year, the district will see an average increase of 1.0 grade equivalent on the science portion of the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	<p>When looking at 3rd through 8th grade cohort (same class from one year to the next year), the district saw an average increase of 1.5 national grade equivalent on the science portion of the Iowa Tests of Basic Skills. We also noted that each grade level was nearly 2.0 GE or higher than expected. Scores were as follows (listed as spring of testing year):</p> <p>2008- NGE * 2009- NGE (Growth GE)</p> <p>3rd - 5.3 * 4th - 6.0 (0.7 GE) 4th - 5.7 * 5th - 6.8 (1.1 GE) 5th - 7.5 * 6th - 8.4 (0.9 GE) 6th - 8.2 * 7th - 10.3 (1.9 GE) 7th - 9.2 * 8th - 11.9 (2.7 GE)</p> <p>Average growth (7.2 to 8.7 or 1.5 GE growth)</p>
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	(Not Required - Met Goal)
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	As a district, we want to see growth of individual students and classes from year to year (cohort data). By the end of the 2009-10 school year, the district will see an average increase of 1.0 grade equivalent on the science portion of the Iowa Tests of Basic Skills.

Chapter 12 Multiple Assessments

Reading

Assessment Used: Measures of Academic Progress (216)

Explanation -- How did the students do on this test?

We had 79 Fifth Grade students take the NWEA's Measures of Academic Progress computer assessment. Our district has adopted this as our second assessment and we will track this specific class as they move through the system. During the spring of 2009, The results from this assessment indicated 73.4% of our students were proficient. This was 2% higher than our results from the Iowa Tests of Basic Skills.

Math

Assessment Used: Measures of Academic Progress (216)

Explanation -- How did the students do on this test?

We had 79 Fifth Grade students take the NWEA's Measures of Academic Progress computer assessment. Our district has adopted this as our second assessment and we will track this specific class as they move through the system. During the spring of 2009, the results from this assessment indicated 59.5% of our students were proficient. This was 8% lower than our results from the Iowa Tests of Basic Skills.

Science

Assessment Used: Measures of Academic Progress (216)

Explanation -- How did the students do on this test?

We had 79 Fifth Grade students take the NWEA's Measures of Academic Progress computer assessment. Our district has adopted this as our second assessment and we will track this specific class as they move through the system. During the spring of 2009, The results from this assessment indicated 70.1% of our students were proficient. This was 4% lower than our results from the Iowa Tests of Basic Skills.

Chapter 12 Post-Secondary Data	
Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)	
Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.	
List assessment used and cut score:	ACT - the cut score for probable post-secondary success is 20.
This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.	<p><u>61</u> Total number of students achieving a score or status on a measure indicating probable post-secondary success.</p> <p><u>88</u> Total number of students who took the test.</p> <p><u>69.32%</u> Total percentage of students achieving a score or status on a measure indicating probable post-secondary success.</p>
Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)	
All high school seniors who intend to pursue post-secondary education or training.	<p><u>61</u> Total number of seniors who intend to pursue post-secondary education/training.</p> <p><u>74</u> Total number of seniors who have graduated.</p> <p><u>82.43%</u> Total percentage of seniors intending to pursue post-secondary education/training.</p>
Core Program Completers 281--IAC 12.8(3)(a)(7)	
All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.	<p><u>67</u> Total number of high school graduates who completed a core program.</p> <p><u>74</u> Total number of high school graduates.</p> <p><u>90.54%</u> Total percentage of high school graduates who completed a core program.</p>

Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

Dropout means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2007-2008), while the APR itself is in the current school year (2008-2009).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2007-2008	<u>13</u>	Total number of All Dropouts, grades 7-12.
	<u>609</u>	Total number of All Students, grades 7-12.
	<u>2.13%</u>	Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
DROPOUT SUBGROUPS		
Female 2007-2008	<u>8</u>	Total number of Female Dropouts, grades 7-12.
	<u>326</u>	Total number of Female Students, grades 7-12.
	<u>2.45%</u>	Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Male 2007-2008	<u>5</u>	Total number of Male Dropouts, grades 7-12.
	<u>283</u>	Total number of Male Students, grades 7-12.
	<u>1.77%</u>	Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2007-2008	<u>13</u>	Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	<u>581</u>	Total number of White Students, grades 7-12.
	<u>2.24%</u>	Total percentage of White Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

Black (not of Hispanic origin) 2007-2008	<u>0</u> Total number of Black (not Hispanic origin) Dropouts, grds 7-12. <u>3</u> Total number of Black Students, grades 7-12. 0.00% Total percentage of Black Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Hispanic 2007-2008	<u>0</u> Total number of Hispanic Dropouts, grades 7-12. <u>17</u> Total number of Hispanic Students, grades 7-12. <u>0.00%</u> Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
American Indian or Alaskan Native 2007-2008	<u>0</u> Total number of American Indian or Alaskan Native Dropouts, grades 7-12. <u>2</u> Total number of American Indian or Alaskan Native Students, grades 7-12. 0.00% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Asian or Pacific Islander 2007-2008	<u>0</u> Total number of Asian or Pacific Islander Dropouts, grades 7-12. <u>6</u> Total number of Asian or Pacific Islander Students, grades 7-12. <u>0.00%</u> Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Disabled/IEP 2007-2008	<u>0</u> Total number of Disabled/IEP Dropouts, grades 7-12. <u>107</u> Total number of Disabled/IEP Students, grades 7-12. <u>0.00%</u> Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
English Language Learners (ELL) 2007-2008	<u>0</u> Total number of English Language Learners (ELL) Dropouts, grades 7-12. <u>5</u> Total number of English Language Learners (ELL) Students, grades 7-12. 0.00% Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

Additional State Requirements	
Other Locally Determined Indicators 281--IAC 12.8(3)	
<p>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.</p>	<p>For the 2009-10 school year, technology upgrading will continue, although not at the pace of the previous two years due to fewer available funds.</p> <p>During the 2008-09 school year, the following accomplishment were realized:</p> <ul style="list-style-type: none"> -The district employed a full-time District Technology Director -All PK-5 teachers were equipped with laptop computers. -New Terminal Servers were installed at Washington Intermediate, Inman Primary, and the High School. -Four Smart Boards were put into use at Washington Intermediate and at each of the other buildings. -The entire district upgraded to Microsoft Office 2007. -Twenty laptops were purchased for special education students at all levels. -The new district website went live in August. -New color laser printers were implemented in K-5 buildings <p>During the 2009-10 school year, several improvements will allow the district to increase the use of technology.</p> <ul style="list-style-type: none"> -Increased Professional Development in the area of technology -Implement Read & Write Gold v9 -Additional Interactive White Boards will be implemented -10 New PCs for the High School Industrial Technology Department with 22" LCD monitors -Replace thin clients in the High School Media Center with PCs. -Replace computers in the Technology Center Business Lab with thin clients from the Media Center. -Implement a new Backup system district wide -Continue work on the district website -Install access points at Bancroft (Bus Office) -Mount a multimedia projector in the Board Room at the Central Office.

Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.

Early intervention goal(s) might also be class size reduction goals.

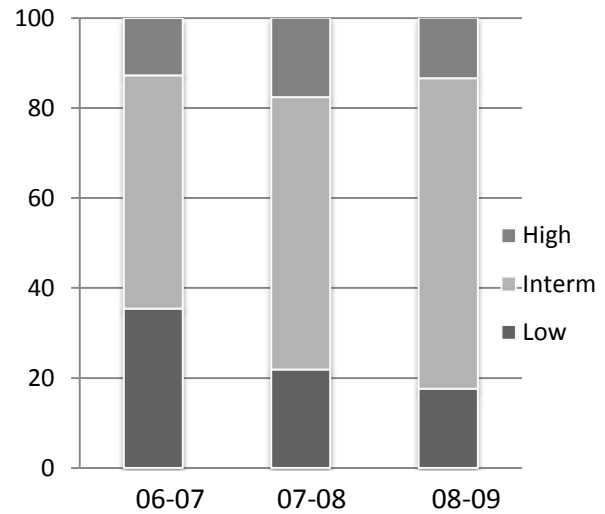
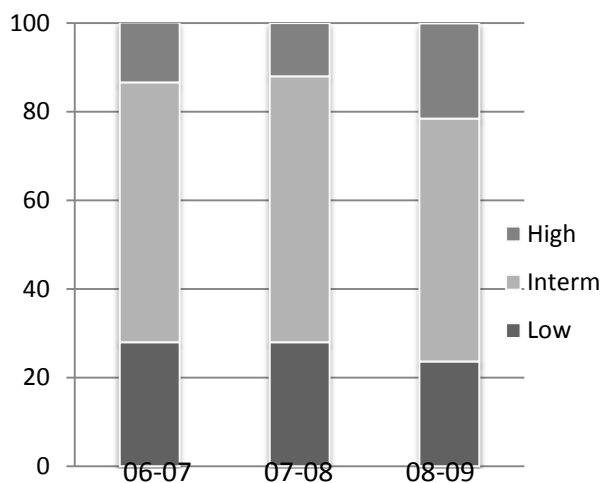
Did the school districts accept Early Intervention funding?	YES
All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.	<p>Goal #1: To maintain a class size at the kindergarten level that is most conducive to early childhood success.</p> <p>During the 2009-10 school year, 5.5 (FTE) teachers were employed in the all-day, everyday program to maintain a student-teacher ratio of 20 to 1 during literacy and math instruction. This is the second year of our developmental kindergarten program with a full-time teacher and para educator.</p> <p>Goal #2: To provide collaboration time for teachers to enable them to work within professional learning communities and focus on student learning.</p> <p>PK-3 teachers continue to utilize and refine SBRR strategies and will be engaged in the second year of working as professional learning communities (PLC). The focus during PLCs is formative assessment for the purpose of meeting the needs of ALL students, revisiting essential outcomes and skills for math with the implementation of Saxon Math, enhancing instructional technology skills and curriculum development related to the Iowa Core Curriculum. The four critical questions that will be addressed during PLC are:</p> <p>What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?</p> <p>Goal #3: To develop a plan for continued and consistent professional development.</p> <p>As a district, we have identified four areas that will be the on-going focus for professional development throughout the 2009-10 school year: Instructional Technology, Professional Learning Communities, Formative Assessments and Curriculum Development.</p>

Assurances	
Assurances -- Public ONLY	
YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.
Assurances -- Public and Non-Public	
YES	<p>All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community:</p> <p>9/14/2009 - Board Meeting & district website</p>

District Information	
Authorized Agency	<p>Red Oak Comm School District 904 Broad Street Red Oak, Iowa 51566 AEA: AEA 14 Green Valley (<i>district filed under aea control code 9214</i>)</p>
Primary APR Contact	<p>Name: * Doug Barry Title: * Curriculum Director Telephone: * 712 - 623 - 6630 Extension: * 712 - 623 - 6634 FAX: * 712 - 623 - 6634 barryd@roschools.com</p>

3rd Grade - Reading Comprehension

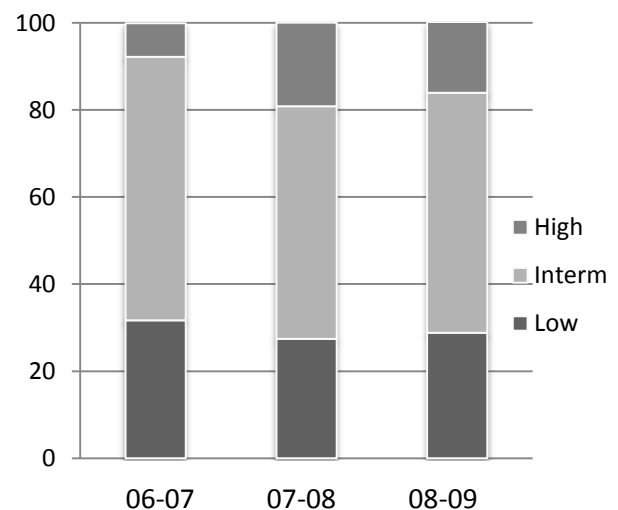
Year	# Students	Low	Interm	High	% Proficient
2006-07	79	35.4	51.9	12.7	64.6
2007-08	96	21.9	60.5	17.7	78.2
2008-09	74	17.6	69.0	13.5	82.5

**3rd Grade
Reading Comprehension****4th Grade
Reading Comprehension****4th Grade - Reading Comprehension**

Year	# Students	Low	Interm	High	% Proficient
2006-07	82	28.0	58.6	13.5	72.1
2007-08	75	28.0	60.0	12.0	72.0
2008-09	93	23.6	54.8	21.5	76.3

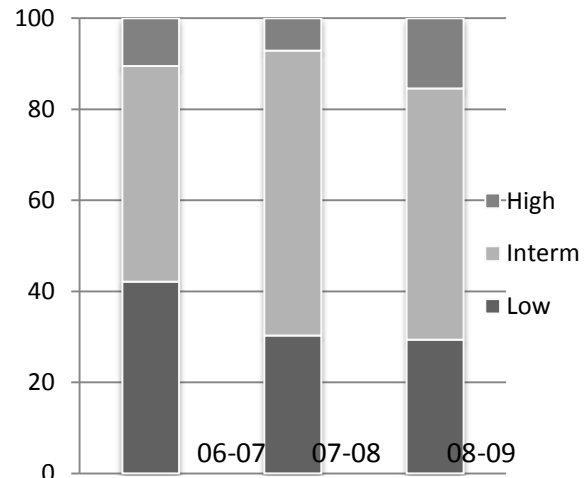
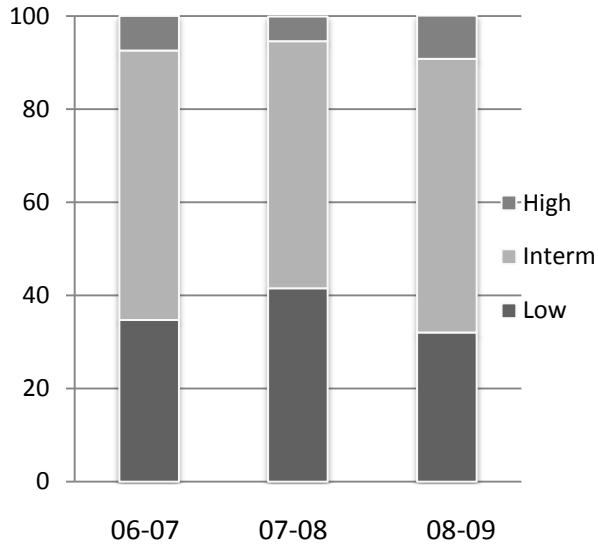
5th Grade - Reading Comprehension

Year	# Students	Low	Interm	High	% Proficient
2006-07	104	31.7	60.5	7.7	68.2
2007-08	73	27.4	53.4	19.2	72.6
2008-09	80	28.8	55.1	16.3	71.4

**5th Grade
Reading Comprehension**

6th Grade - Reading Comprehension

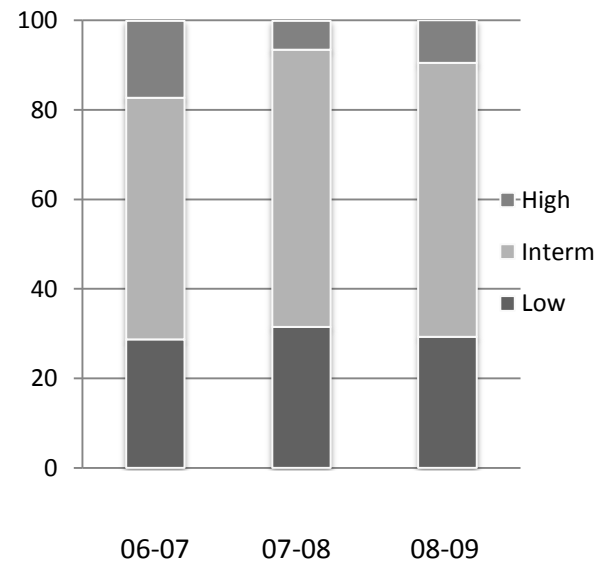
Year	# Students	Low	Interm	High	% Proficient
2006-07	114	42.1	47.4	10.5	57.9
2007-08	99	30.3	62.6	7.1	69.7
2008-09	78	29.4	55.2	15.4	70.6

**6th Grade
Reading Comprehension****7th Grade
Reading Comprehension****7th Grade - Reading Comprehension**

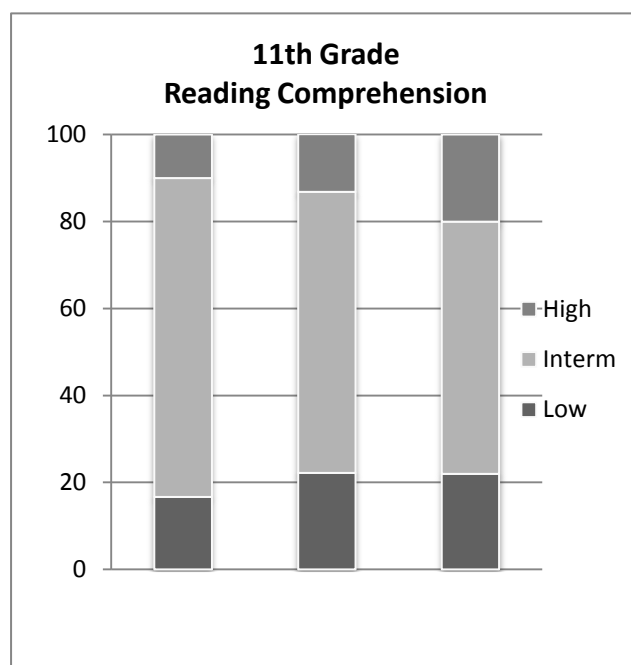
Year	# Students	Low	Interm	High	% Proficient
2006-07	95	34.7	57.9	7.4	65.3
2007-08	113	41.5	53.1	5.3	58.4
2008-09	97	32.0	58.8	9.3	68.1

8th Grade - Reading Comprehension

Year	# Students	Low	Interm	High	% Proficient
2006-07	87	28.7	54.0	17.2	71.2
2007-08	92	31.5	61.9	6.5	68.4
2008-09	116	29.3	61.2	9.5	70.7

**8th Grade
Reading Comprehension**

11th Grade					
Year	# Students	Low	Interm	High	% Proficient
2006-07	90	16.7	73.3	10.0	83.3
2007-08	90	22.2	64.6	13.3	77.9
2008-09	100	22.0	58.0	20.0	78.0



READING - OTHER ACADEMIC INDICATOR (MAP - Measures of Academic Progress - Year 1)

Our 5th grade students took part in a computer adaptive assessment, Measures of Academic Progress. The assessment was given to all 5th grade students (n=79). The results from this assessment indicated 73.4% of our students were proficient. This was 2% higher than our results from the Iowa Tests of Basic Skills. The same students will be assessed during the 2009-10 school year to allow teachers, administrators and parents to track growth and progress.

[Click here for more information about NWEA's Measures of Academic Progress](#)

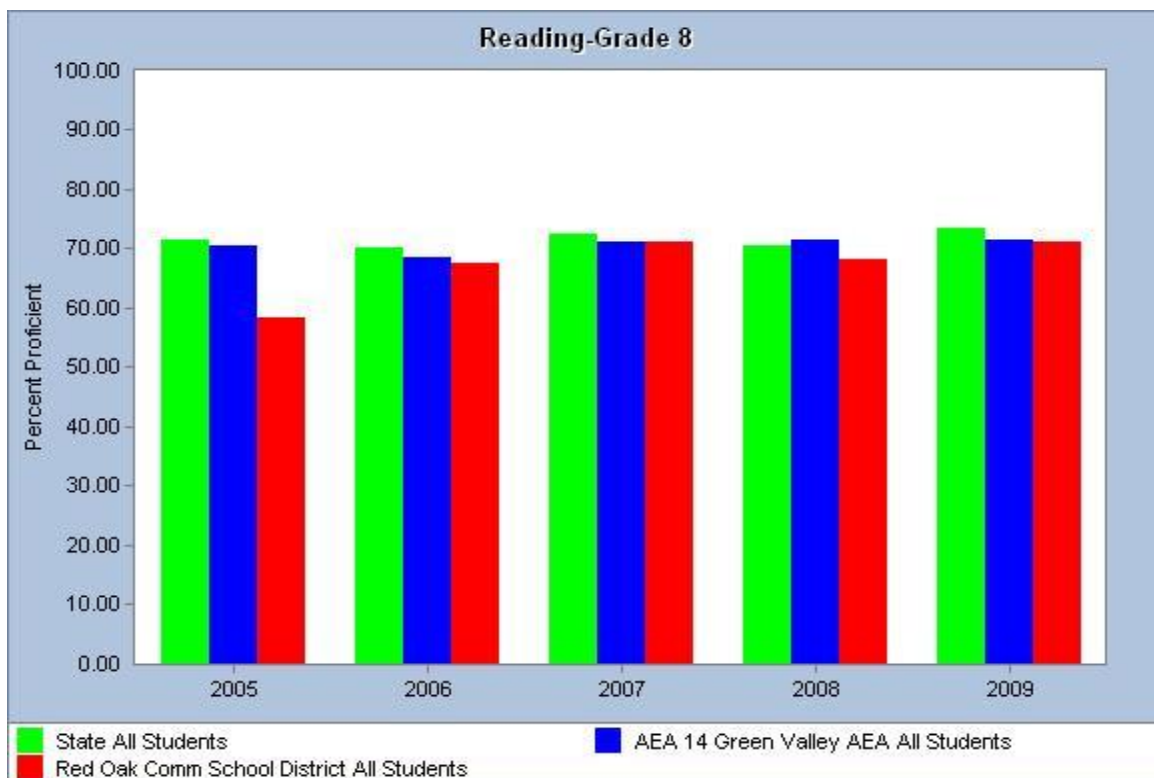
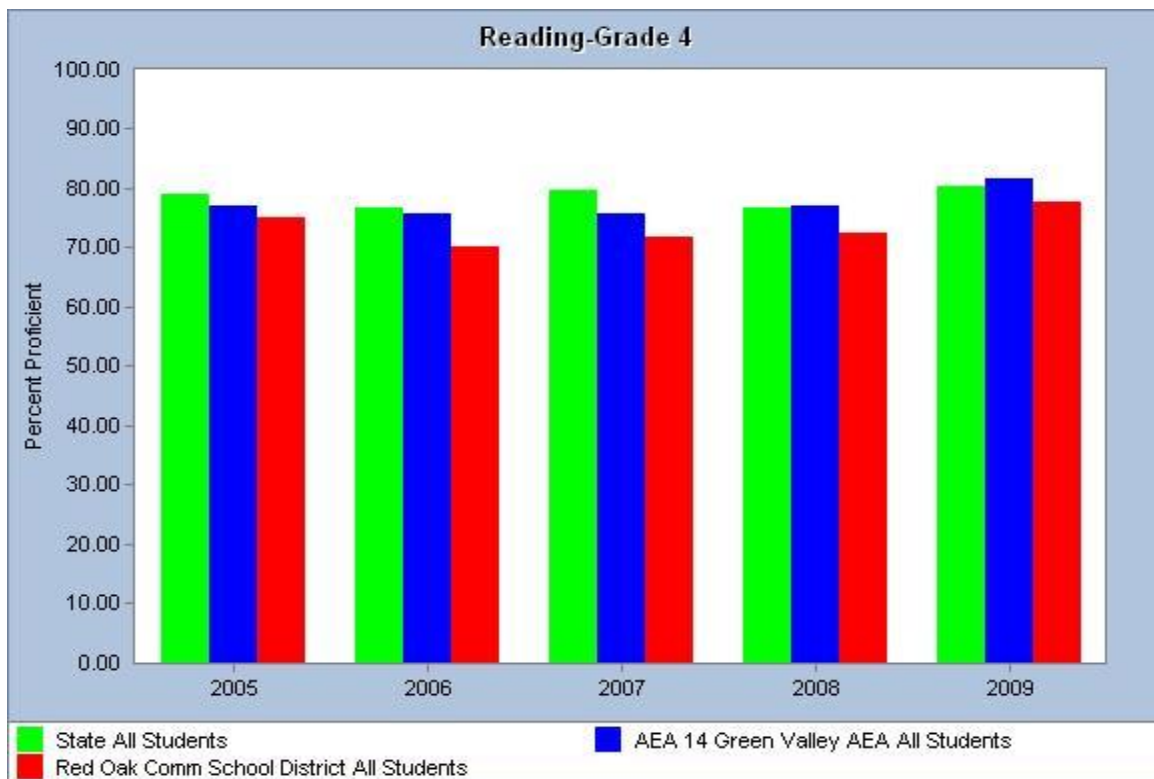
Cohort Data

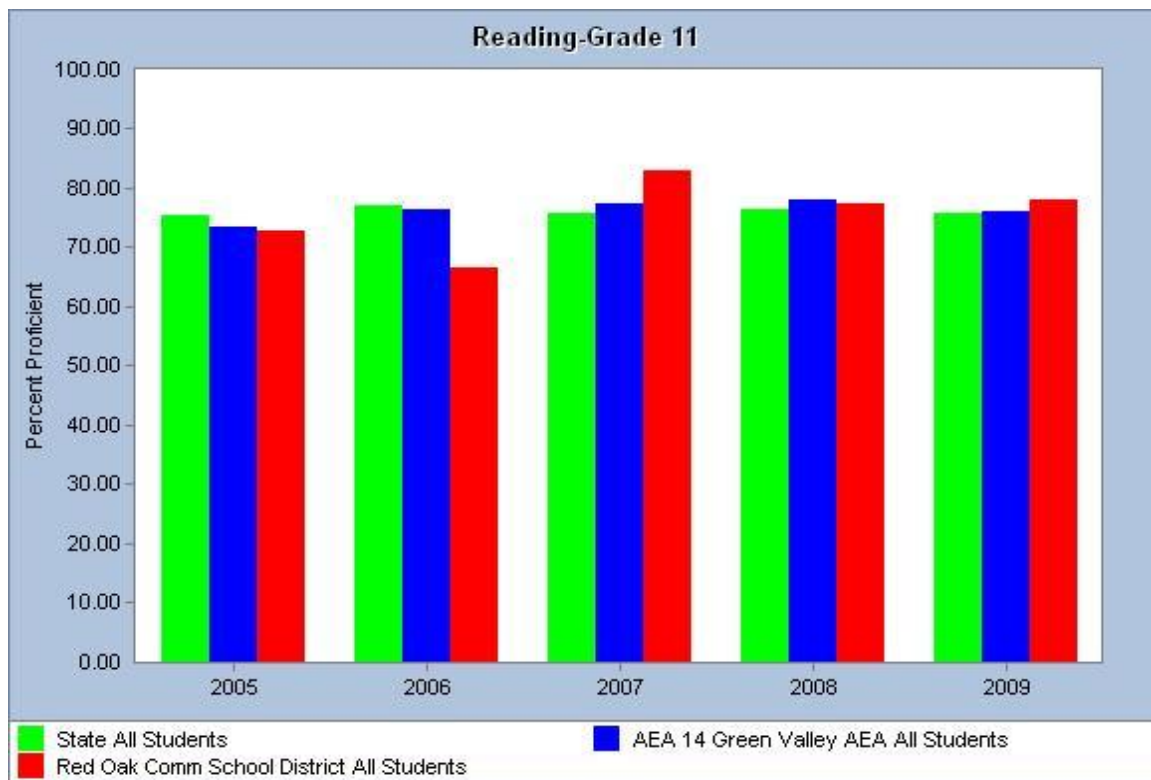
The data included above looks at a specific grade level each year. We also feel it is important to look at *cohort* data, that is, looking at the same group of students over time. The data below indicates cohort data for math by graduating year. There are noticeable growth trends for many of the grade levels, with four of the cohort groups seeing over 10% increases in the percentage of students proficient since their first year of testing.

Reading Comprehension (% Proficient - All Students by Graduating Year)														
2009-10 Year	3	4	5	6	7	8	9	10	11	12				
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
2003-04								67.7				64.7		
2004-05							75.0				58.3			72.9
2005-06					60.0	70.3	69.6	63.2	70.5	67.6	61.4	72.8	66.6	
2006-07				64.6	72.1	68.2	57.9	65.3	71.2	75.4	75.8	83.3		
2007-08			78.2	72.0	72.6	69.7	58.4	68.4	74.2	71.3	77.9			
2008-09		82.5	76.3	71.4	70.6	68.1	70.7	72.9	75.6	78.0				

Comparative Data - Reading

The following data/charts come from the "APR STATE STUDENT ACHIEVEMENT DATA" website and grades 4, 8 & 11 are included. To compare additional grade levels and subgroup populations you may visit the website: <https://www.edinfo.state.ia.us/data/aprchart.asp>

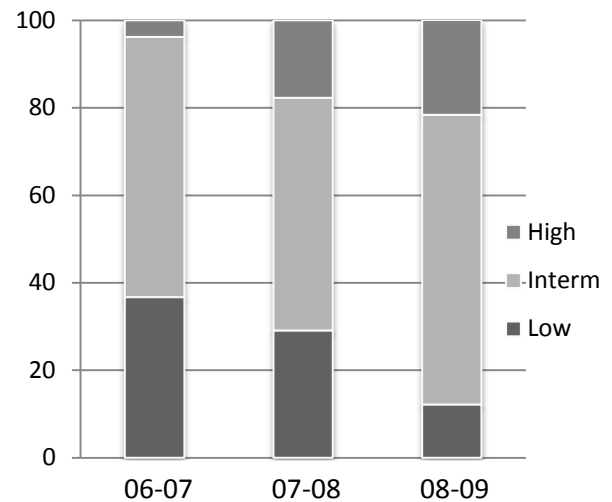
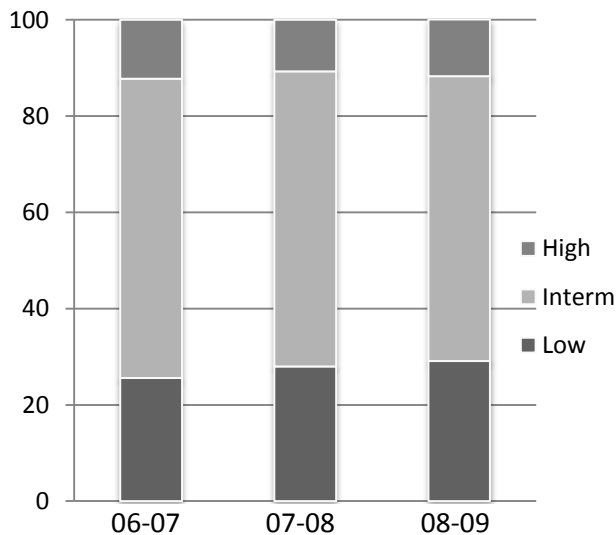




The data for this Annual Progress Report student achievement site is based on the student's attending district and school.

3rd Grade - Math Total

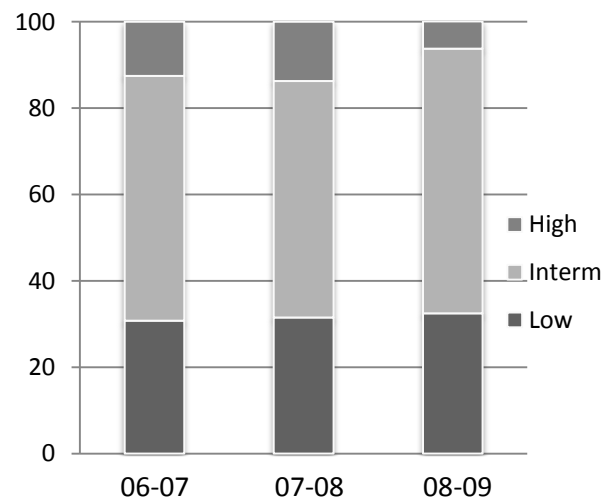
Year	# Students	Low	Interm	High	% Proficient
2006-07	79	36.7	59.5	3.8	63.3
2007-08	96	29.1	53.2	17.7	70.9
2008-09	74	12.2	66.2	21.7	87.9

3rd Grade Math Total**4th Grade Math Total****4th Grade - Math Total**

Year	# Students	Low	Interm	High	% Proficient
2006-07	82	25.6	62.2	12.2	74.4
2007-08	75	28.0	61.3	10.7	72.0
2008-09	93	29.1	59.2	11.8	71.0

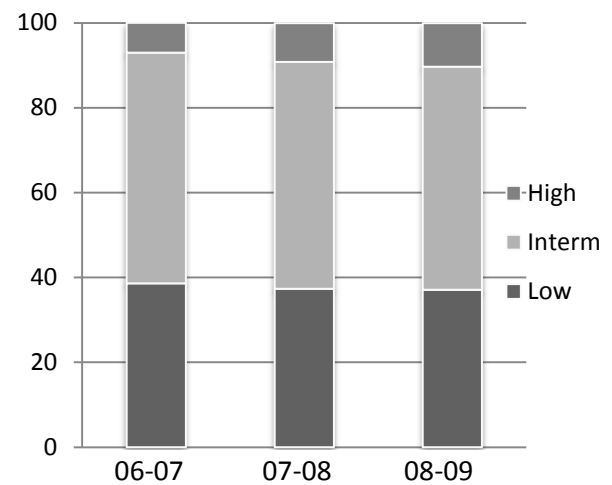
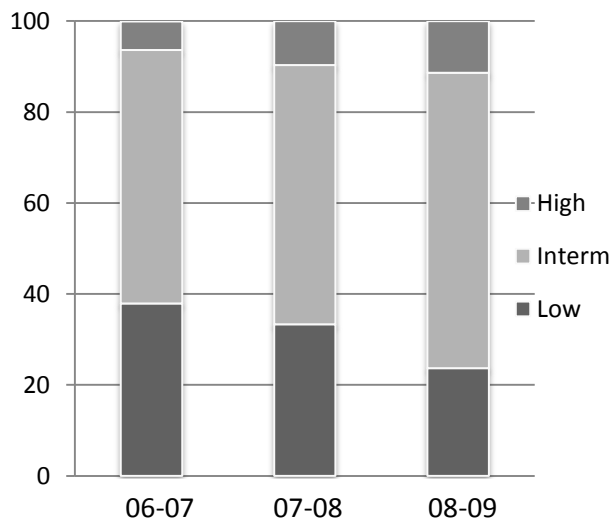
5th Grade - Math Total

Year	# Students	Low	Interm	High	% Proficient
2006-07	104	30.8	56.7	12.5	69.2
2007-08	73	31.5	54.8	13.7	68.5
2008-09	80	32.5	61.3	6.3	67.6

5th Grade Math Total

6th Grade - Math Total

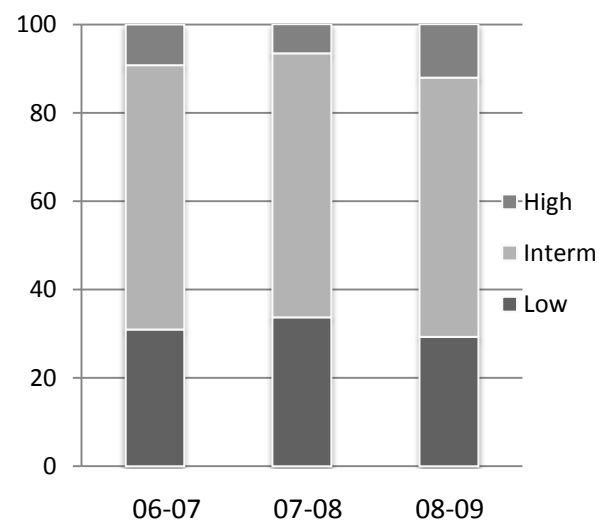
Year	# Students	Low	Interm	High	% Proficient
2006-07	114	38.6	54.4	7.0	61.4
2007-08	99	37.3	53.5	9.1	62.6
2008-09	78	37.1	52.6	10.2	62.8

6th Grade Math Total**7th Grade Math Total****7th Grade - Math Total**

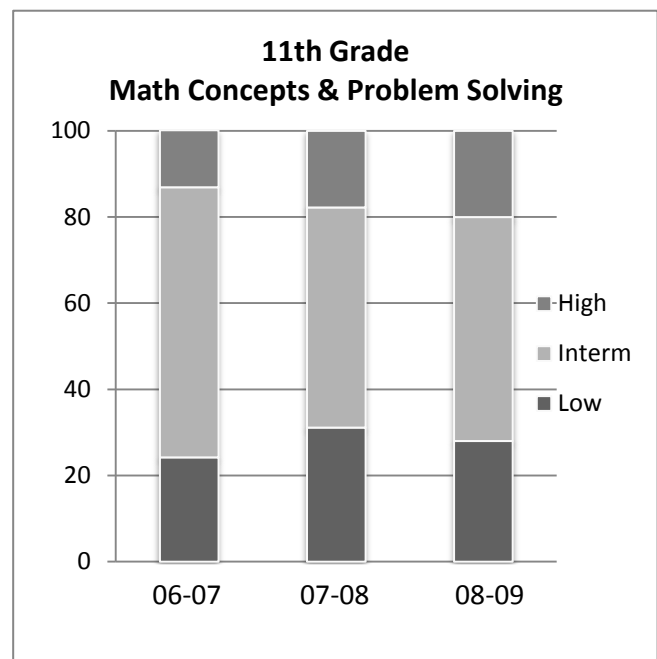
Year	# Students	Low	Interm	High	% Proficient
2006-07	95	37.9	55.7	6.3	62.0
2007-08	114	33.3	57.0	9.7	66.7
2008-09	97	23.7	64.9	11.4	76.3

8th Grade - Math Total

Year	# Students	Low	Interm	High	% Proficient
2006-07	87	31.0	59.8	9.2	69.0
2007-08	92	33.7	59.8	6.6	66.4
2008-09	116	29.3	58.7	12.1	70.8

8th Grade Math Total

11th Grade - Math Concepts & Problem Solving					
Year	# Students	Low	Interm	High	% Proficient
2006-07	91	24.2	62.7	13.2	75.9
2007-08	90	31.1	51.1	17.8	68.9
2008-09	100	28.0	52.0	20.0	72.0



MATH - OTHER ACADEMIC INDICATOR (MAP - Measures of Academic Progress - Year 1)

Our 5th grade students took part in a computer adaptive assessment, Measures of Academic Progress. The assessment was given to all 5th grade students (n=79). The results from this assessment indicated 59.5% of our students were proficient. This was 8% lower than our results from the Iowa Tests of Basic Skills. The same students will be assessed during the 2009-10 school year to allow teachers, administrators and parents to track growth and progress.

[Click here for more information about NWEA's Measures of Academic Progress](#)

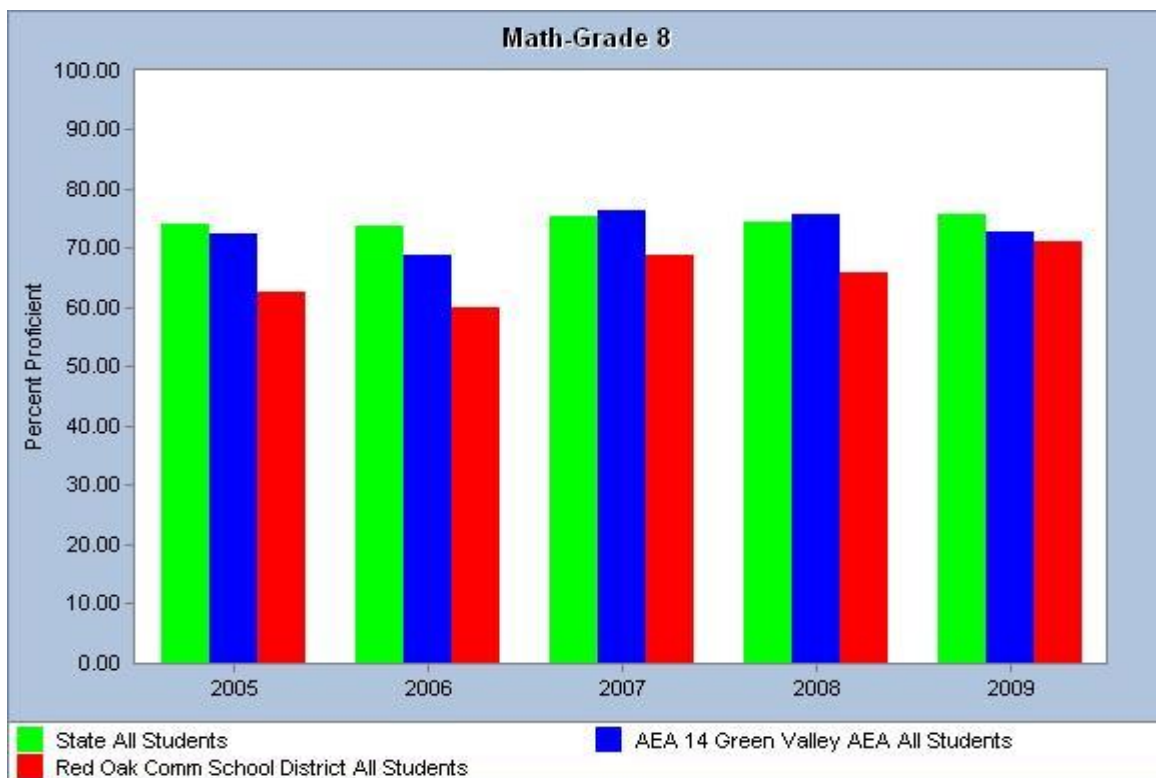
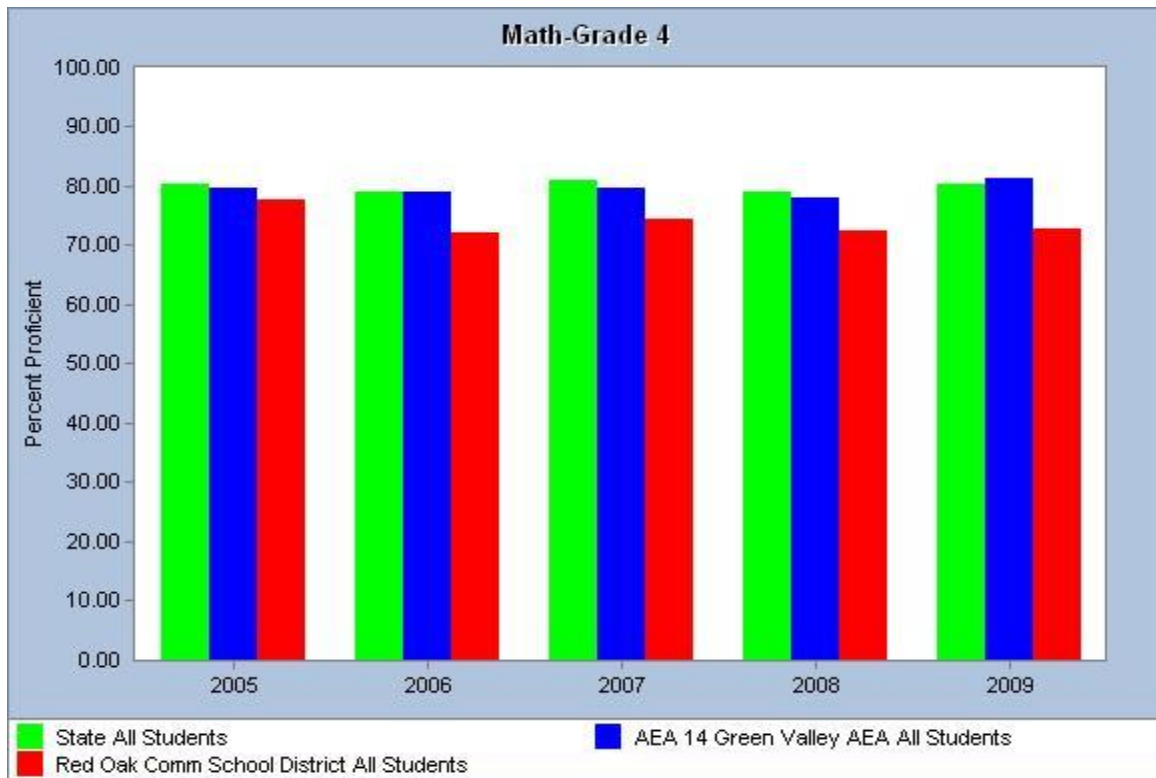
Cohort Data

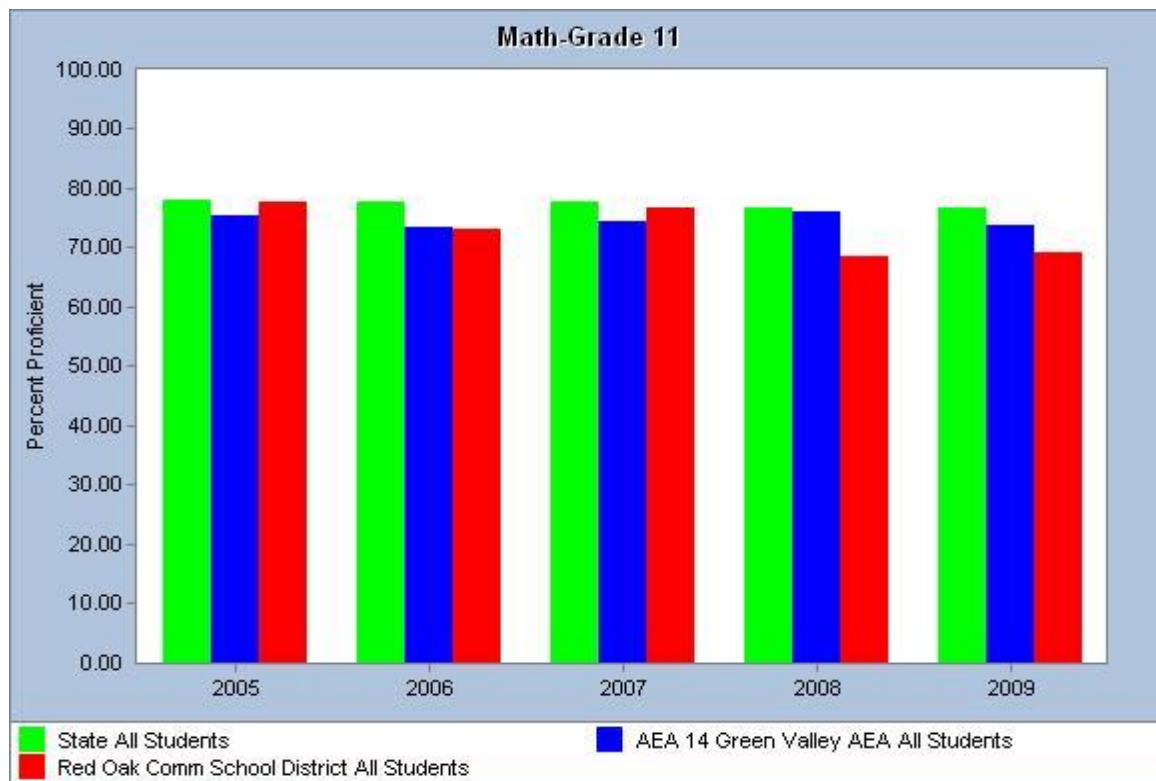
The data included above looks at a specific grade level each year. We also feel it is important to look at *cohort* data, that is, looking at the same group of students over time. The data below indicates cohort data for math by graduating year. There are noticeable growth trends for many of the grade levels, with four of the cohort groups seeing over 10% increases in the percentage of students proficient since their first year of testing.

Math Total (% Proficient - All Students by Graduating Year)														
2009-10 Year	3	4	5	6	7	8	9	10	11	12				
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
2003-04								70.9				64.7		
2004-05							77.7				62.6			77.7
2005-06					65.9	72.0	73.0	64.3	64.7	59.9	65.3	75.7	73.1	
2006-07				63.3	74.4	69.2	61.4	62.0	69.0	68.4	64.6	76.7		
2007-08			70.9	72.0	68.5	62.6	66.7	66.4	73.1	66.1	68.9			
2008-09		87.9	71.0	67.6	62.8	76.3	70.8	81.2	76.7	74.5				

Comparative Data - Math

The following data/charts come from the "APR STATE STUDENT ACHIEVEMENT DATA" website and grades 4, 8 & 11 are included. To compare additional grade levels and subgroup populations you may visit the website: <https://www.edinfo.state.ia.us/data/aprchart.asp>

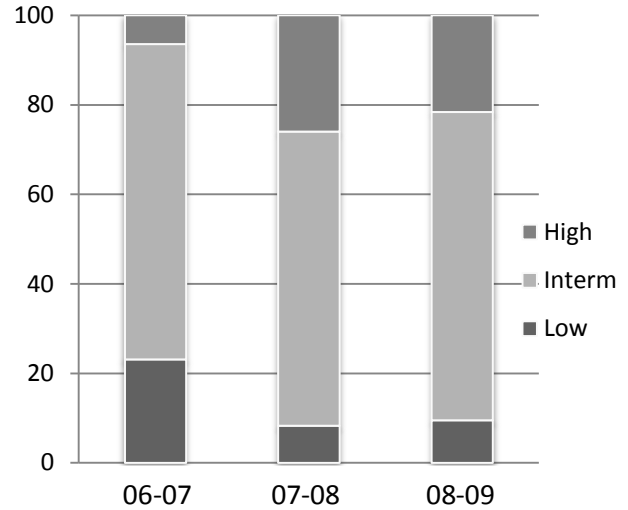
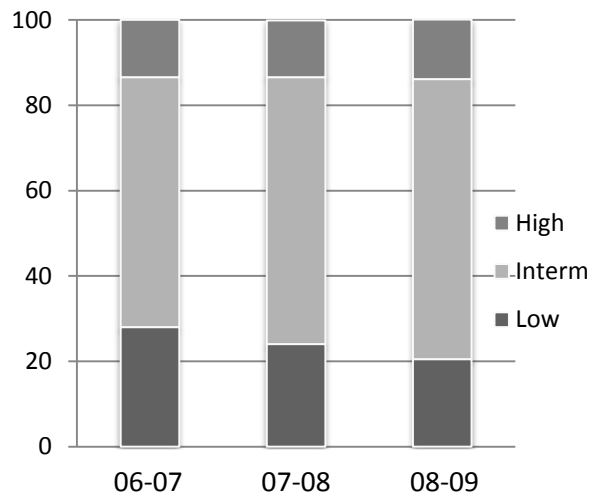




The data for this Annual Progress Report student achievement site is based on the student's attending district and school.

3rd Grade - Science Total

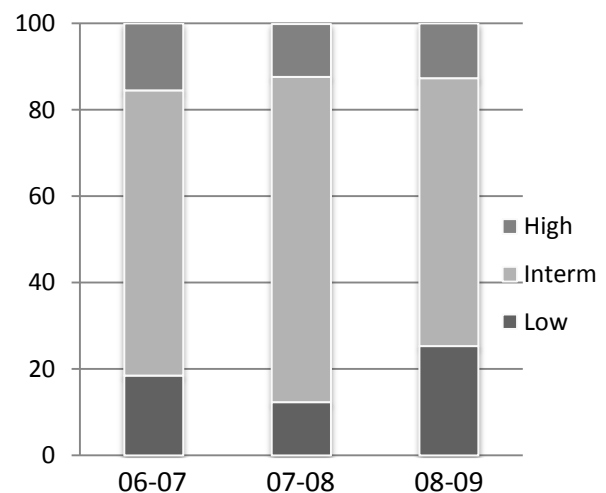
Year	# Students	Low	Interm	High	% Proficient
2006-07	78	23.1	70.5	6.4	76.9
2007-08	96	8.3	65.7	26.0	91.7
2008-09	74	9.5	68.9	21.6	90.5

**3rd Grade
Science Total****4th Grade
Science Total****4th Grade - Science Total**

Year	# Students	Low	Interm	High	% Proficient
2006-07	82	28.0	58.6	13.4	72.0
2007-08	75	24.0	62.6	13.3	75.9
2008-09	93	20.5	65.6	14.0	79.6

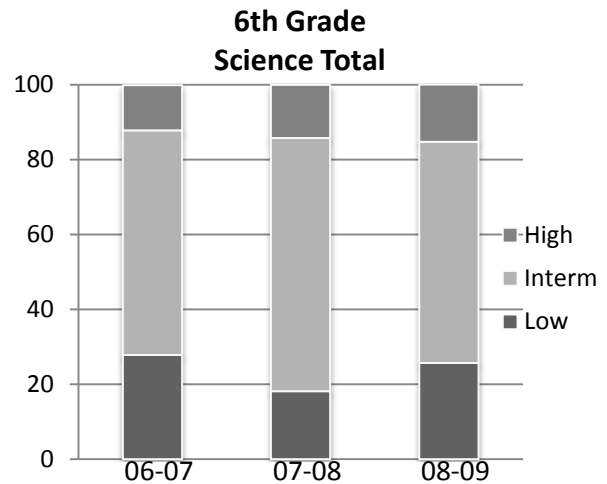
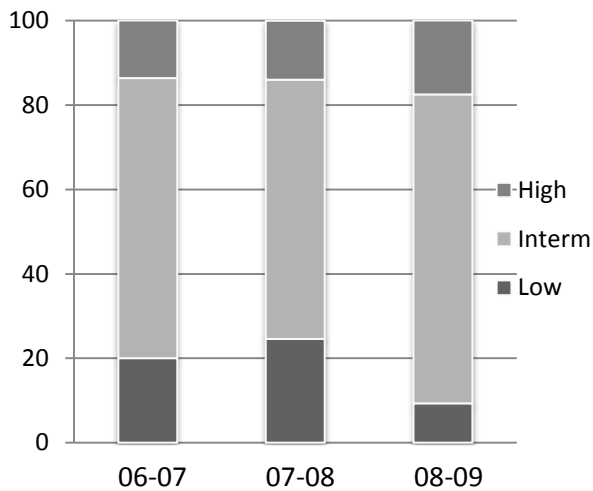
5th Grade - Science Total

Year	# Students	Low	Interm	High	% Proficient
2006-07	103	18.5	66.0	15.5	81.5
2007-08	73	12.3	75.3	12.3	87.6
2008-09	79	25.3	62.0	12.7	74.7

**5th Grade
Science Total**

6th Grade - Science Total

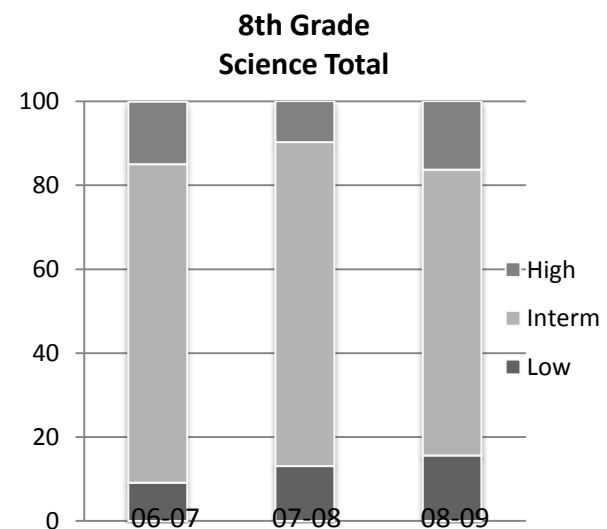
Year	# Students	Low	Interm	High	% Proficient
2006-07	115	27.8	60.0	12.1	72.1
2007-08	99	18.2	67.6	14.2	81.8
2008-09	78	25.7	59.0	15.4	74.4

**7th Grade Science Total****7th Grade - Science Total**

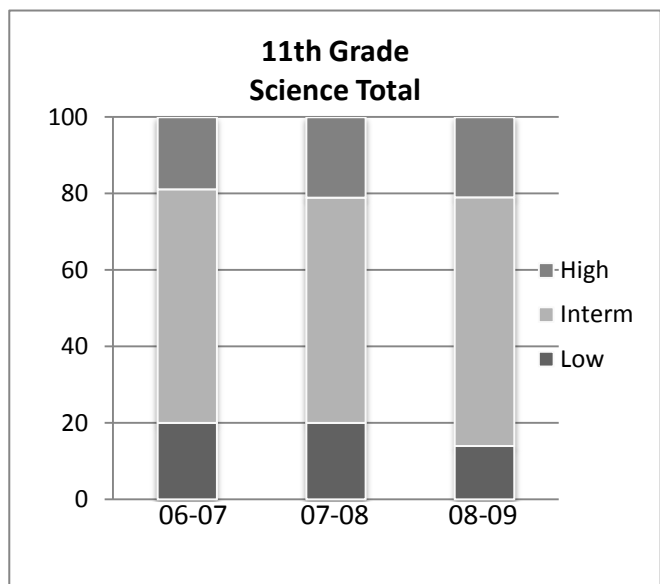
Year	# Students	Low	Interm	High	% Proficient
2006-07	95	20.0	66.4	13.7	80.1
2007-08	114	24.6	61.4	14.0	75.4
2008-09	97	9.3	73.2	17.6	90.8

8th Grade - Science Total

Year	# Students	Low	Interm	High	% Proficient
2006-07	87	9.1	75.9	14.9	90.8
2007-08	92	13.1	77.2	9.8	87.0
2008-09	116	15.6	68.1	16.4	84.5



11th Grade					
Year	# Students	Low	Interm	High	% Proficient
2006-07	90	20.0	61.1	18.9	80.0
2007-08	90	20.0	58.9	21.1	80.0
2008-09	100	14.0	65.0	21.0	86.0



SCIENCE - OTHER ACADEMIC INDICATOR (MAP - Measures of Academic Progress - Year 1)

Our 5th grade students took part in a computer adaptive assessment, Measures of Academic Progress. The assessment was given to all 5th grade students (n=79). The results from this assessment indicated 70.1% of our students were proficient. This was 4% lower than our results from the Iowa Tests of Basic Skills. The same students will be assessed during the 2009-10 school year to allow teachers, administrators and parents to track growth and progress.

[Click here for more information about NWEA's Measures of Academic Progress](#)

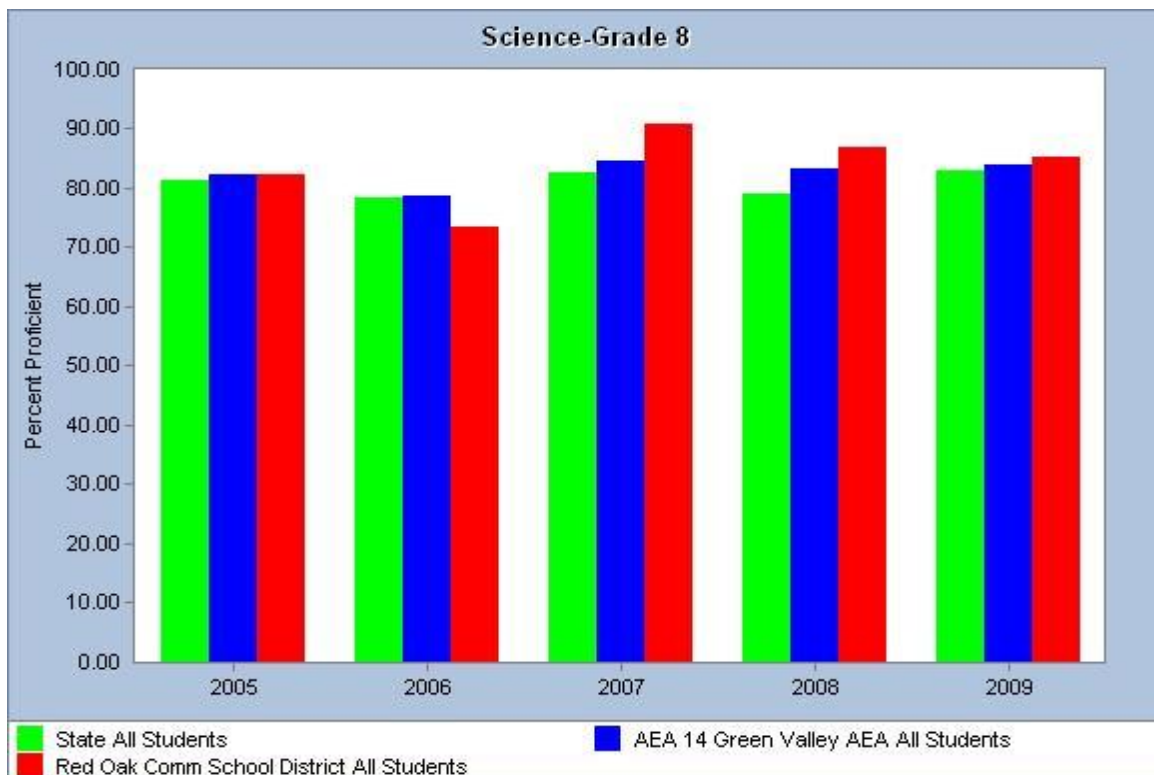
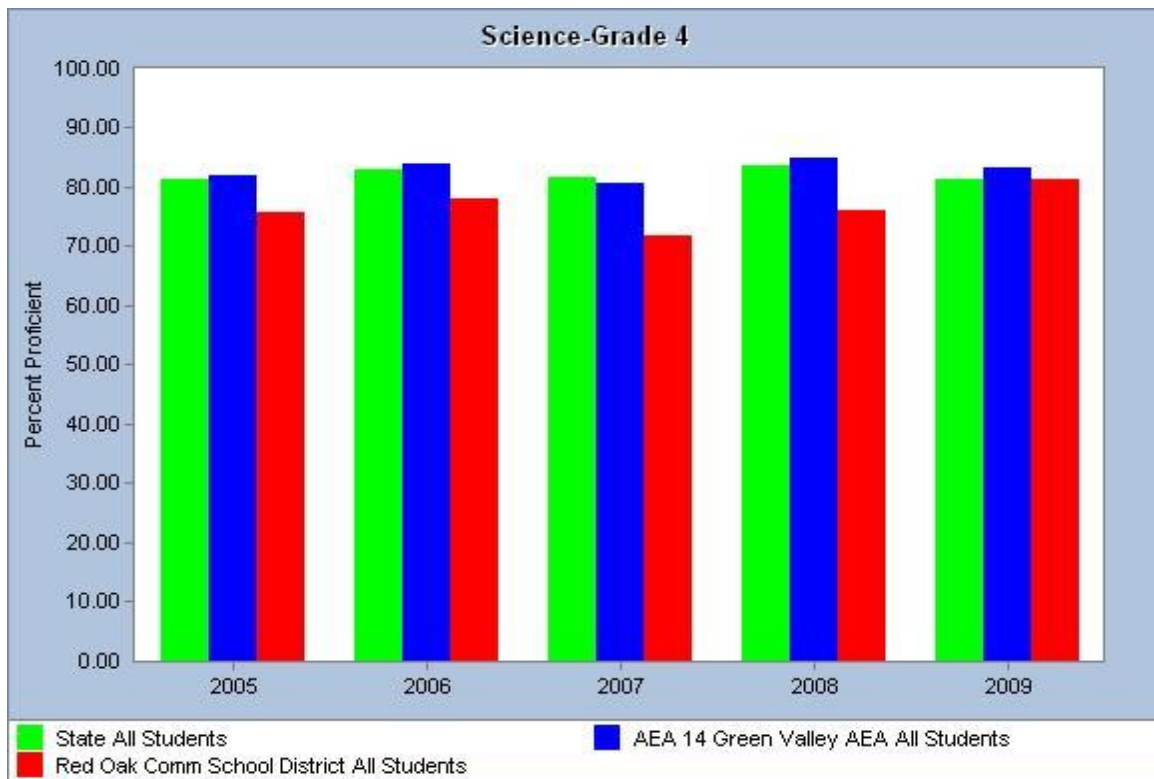
Cohort Data

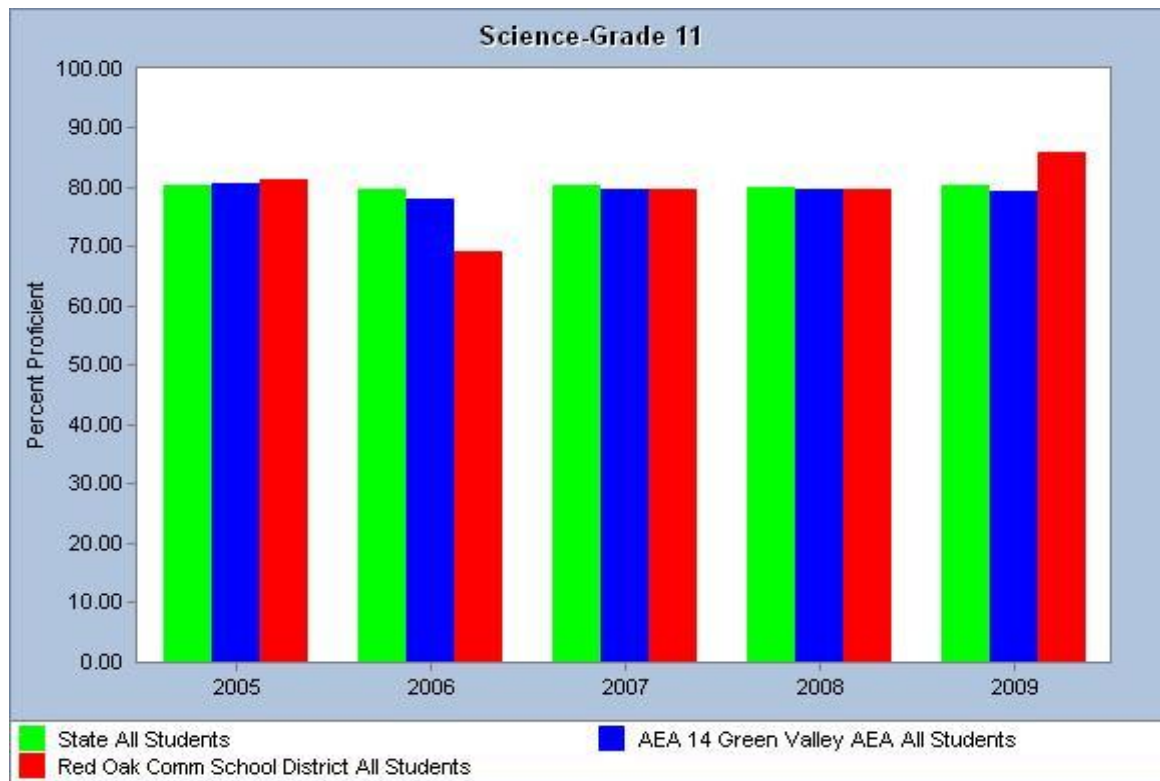
The data included above looks at a specific grade level each year. We also feel it is important to look at *cohort* data, that is, looking at the same group of students over time. The data below indicates cohort data for math by graduating year. There are noticeable growth trends for many of the grade levels, with three of the cohort groups seeing over 10% increases in the percentage of students proficient since their first year of testing. Historically, our students have scored very well in science and continued that trend during the 2008-09 school year.

Science (% Proficient - All Students by Graduating Year)														
2009-10 Year	3	4	5	6	7	8	9	10	11	12				
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
2003-04												69.6		
2004-05											82.3			81.2
2005-06						78.0	75.6	78.9	86.4	73.3	81.2	76.7	71.0	
2006-07				76.9	72.0	81.5	72.1	80.1	90.8	71.1	75.8	80.0		
2007-08			91.7	75.9	87.6	81.8	75.4	87.0	87.1	73.9	80.0			
2008-09		90.5	79.6	74.7	74.4	90.8	84.5	81.2	84.4	86.0				

Comparative Data - Science

The following data/charts come from the "APR STATE STUDENT ACHIEVEMENT DATA" website and grades 4, 8 & 11 are included. To compare additional grade levels and subgroup populations [you may visit the website: https://www.edinfo.state.ia.us/data/aprchart.asp](https://www.edinfo.state.ia.us/data/aprchart.asp)





The data for this Annual Progress Report student achievement site is based on the student's attending district and school.



College Readiness Letter for:
RED OAK CMTY SCHOOL DISTRICT

July 19, 2009
Code: 167594

SUPERINTENDENT
RED OAK CMTY SCHOOL DISTRICT
904 BROAD ST
RED OAK, IA 51566

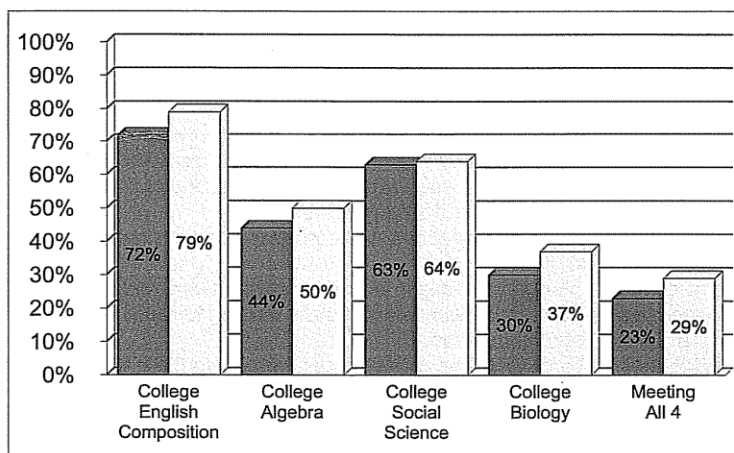
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2005	54	22,545	19.3	21.5	20.7	21.7	21.2	22.4	21.3	22.1	20.8	22.0
2006	58	22,233	20.1	21.6	21.2	21.8	21.3	22.5	21.7	22.1	21.2	22.1
2007	46	23,016	19.0	21.6	19.8	21.9	20.9	22.6	20.3	22.3	20.0	22.3
2008	55	22,950	20.2	21.9	20.5	22.0	21.4	22.9	21.2	22.3	21.0	22.4
2009	43	22,377	20.5	21.9	20.6	21.9	22.8	22.9	21.5	22.4	21.5	22.4

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



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

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.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.