

TERMINOLOGY & PARTICIPATION RATES

ANNUAL DATA:

Data using one year for a given grade level.

ANNUAL IMPROVEMENT GOAL:

Goal to be accomplished at the conclusion of one school year.

ITBS/ITED ACHIEVEMENT LEVELS OF PROFICIENCY:

Low	1 st – 40 th percentile
Intermediate	41 st – 89 th percentile
High	90 th – 99 th percentile

LONG RANGE GOAL:

Goal to be accomplished by January of the 2012-2013 school year for improving student achievement and proficiency in reading, mathematics or science as measured by the Iowa Test of Basic Skills [ITBS] and the Iowa Test of Educational Development [ITED].

PROFICIENT:

Proficient is defined as the sum of the high and intermediate levels.

PARTICIPATION RATE:

The percentage of the school district's students enrolled in grades 3-5, 6-8, and 11 that participated in the annual assessment of student proficiency.

SOCIOECONOMIC:

Socioeconomic status is determined by the number of students eligible for free and reduced lunch.

SUBGROUP REPORTING:

Student achievement for each subgroup (gender, race/ethnicity, socioeconomic status, students with disabilities, migrant, and English language learners) must be reported unless there are fewer than ten students in a subgroup at a grade level.

TRENDLINE DATA:

Similar or same types of information measured at least three points over time. For summative types of school data, such as Iowa Test results, an example might be 4th grade scores each year for three years or the same class of students over a three year period (e.g., 4th, 5th, and 6th grade).

WHITING COMMUNITY SCHOOL DISTRICT

Student Achievement Goals

Our long range student achievement goal is:

By January of the 2012-2013 school year, the reading, mathematics, and science achievement of students in the Whiting Community School District will improve as measured by the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED).

Our annual improvement goals for the 2011-2012 school year were:

Reading

Students in grades 3-5, 6-8, or 11 will increase in reading proficiency as measured by ITBS/ITED using one or both of the following methods:

- a. Compare data using biennium averages (2009-11 to 2008-10).
- b. Compare data involving cohort groups (4th, 8th, or 11th grades) of the current year to the previous testing year (3rd, 7th, or 10th grades).

Mathematics

Students in grades 3-5, 6-8, or 11 will increase in mathematics proficiency as measured by ITBS/ITED using one or both of the following methods:

- a. Compare data using biennium averages (2009-11 to 2008-10).
- b. Compare data involving cohort groups (4th, 8th, or 11th grades) of the current year to the previous testing year (3rd, 7th, or 10th grades).

Science

Students in grades 8 or 11 will increase in science proficiency as measured by ITBS/ITED using one or both of the following methods:

- a. Compare data using biennium averages (2009-11 to 2008-10).
- b. Compare data involving cohort groups (8th & 11th grades) of the current year to the previous testing year (7th & 10th grades).

Participation Rate

The Whiting Community Schools had a 100% participation rate by students reported in our grades 3-5, 6-8, or 11 assessment data for reading, mathematics, and science.

Subgroup Reporting

Due to confidentiality, subgroup data is not included since these groups have less than ten students.

Standard Error of Measurement (SEM)

A student 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/lower. For the Iowa Test of Basic Skills and Iowa Test of Educational Development, 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
41 st %tile (Fall)	27-55	31-51	28-56	26-58	26-55	28-56
41 st %tile (Mid-year)	27-53	31-51	30-53	26-56	27-55	27-55
41 st %tile (Spring)	30-53	31-51	30-53	28-56	28-54	26-55
90 th %tile (Fall)	81-96	82-95	83-94	80-96	81-96	83-94
90 th %tile (Mid-year)	81-96	84-95	83-94	79-97	82-95	83-91
90 th %tile (Spring)	80-95	83-95	84-94	79-97	83-96	83-95

How are the 3-5 grade students of Whiting Community Schools doing in Reading?

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>4th Grade</u>	Content Area: <u>Reading</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	18	3	16.7	11	61.1	4	22.3	15	83.4
2006-2007	18	2	11	12	67	4	22	16	89
2007-2008	13	0	0	11	84.6	2	15.4	13	100
2008-2009	13	0	0	12	92.3	1	7.7	13	100
2009-2010	16	1	6.3	13	81.3	2	12.5	15	93.8
2010-2011	23	6	26.1	11	47.8	6	26.1	17	73.9

In reading, our “Annual Trendline” data indicates that our 4th grade students did not match the scores compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that not all of our students maintained high achievement in 2010-2011. As compared to 2009-2010 and 2008-2009, the students did not improve those scores.

New guidance beginning with the 2010-2011 year directs districts to collapse the grades 3-5 data to determine an overall percentage in the elementary school. Comparing 2009-2010 data with 2010-2011 data also indicates a drop in the proficiency level of students as shown in the chart below.

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>3-5 Grade</u>	Content Area: <u>Reading</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2009-2010	51	10	19.6	36	70.6	5	9.8	41	80.4
2010-2011	52	11	21.2	29	55.8	12	23.1	41	78.8

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are also lower; 80.9% compared with 83.4% in 2008-2010.

2008-2010	83.4
2009-2011	80.9

However, when comparing the same students over two years, the 2011 grades 3-5 with the 2010 grades 2-4, the 2011 students scored 78.8% while the 2010 scored 76.6% a gain of 2.2% over the previous year.

2010 (Gr. 2-4)	76.6
2011 (Gr. 3-5)	78.8

Grade 4 Reading Achievement Level Descriptors

Low (1-40): Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Rarely can determine a selection’s main ideas or analyze its style and structure.

Intermediate (41-89): Usually understands factual information and new words in context. Usually is able to make inferences and interpret either non-literal language or information in new contexts. Often can determine a selection’s main ideas and analyze its style and structure.

High (90-99): Understands factual information and new words in context, is able to make inferences, can interpret either non-literal language or information in new contexts and can determine a selection’s main ideas and analyze its style and structure.

2011-2012 Reading Goal: Our goal is to increase the percent of students who are proficient.

How are the 3-5 grade students of Whiting Community Schools doing in Mathematics?

Whiting Community School District	
Summary of Performance by Achievement Levels	
Grade Level: <u>4th Grade</u>	Content Area: <u>Mathematics</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	18	2	11.1	11	61.1	5	27.8	16	88.9
2006-2007	19	2	11	12	63	5	26	17	89
2007-2008	13	2	15.4	8	61.5	3	23.1	11	84.6
2008-2009	13	0	0	9	69.2	4	30.8	13	100
2009-2010	16	1	6.3	13	81.3	2	12.5	15	93.8
2010-2011	23	4	17.4	16	69.6	3	13.0	19	82.6

In mathematics, our “Annual Trendline” data indicates that our 4th grade students did not match the scores compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that not all of our students maintained high achievement in 2010-2011. As compared to 2009-2010 and 2008-2009, the students did not improve those scores.

New guidance beginning with the 2010-2011 year directs districts to collapse the grades 3-5 data to determine an overall percentage in the elementary school. Comparing 2009-2010 data with 2010-2011 data also indicates a drop in the proficiency level of students.

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>3-5 Grade</u>	Content Area: <u>Mathematics</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2009-2010	51	6	11.8	34	66.7	11	21.6	45	88.2
2010-2011	52	10	19.2	32	61.5	10	19.2	42	80.8

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are also lower; 85.7% compared with 86.8% in 2008-2010.

2008-2010	86.8
2009-2011	85.7

When comparing the same students over two years, the 2011 grades 3-5 with the 2010 grades 2-4, the 2011 students scored 80.8% while the 2010 scored 85.1%, thus these scores are also lower.

2010 (Gr. 2-4)	85.1
2011 (Gr. 3-5)	80.8

Grade 4 Mathematics Achievement Level Descriptors

Low (1-40): Sometimes can understand math concepts, but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs and tables.

Intermediate (41-89): Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

High (90-99): Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

2011-2012 Mathematics Goal: Our goal is to increase the percent of students proficient in Mathematics.

How are the 6th-8th grade students of Whiting Community Schools doing in Reading?

Whiting Community School District Summary of Performance by Achievement Levels*	
Grade Level: <u>8th Grade</u>	Content Area: <u>Reading</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	18	4	22.2	12	66.7	2	11.1	14	77.7
2006-2007	21	3	14	17	81	1	5	18	86
2007-2008	15	5	33.3	8	53.3	2	13.4	10	66.7
2008-2009	19	5	26.3	13	68.4	1	5.3	14	73.7
2009-2010	19	6	31.6	10	52.6	3	15.8	13	68.4
2010-2011	14	6	42.9	6	42.9	2	14.3	8	57.1

In reading, our “Annual Trendline” data indicates that our 8th grade students did not match the scores compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that not all of our students maintained high achievement in 2010-2011. As compared to 2009-2010 and 2008-2009, the students did not improve those scores.

New guidance beginning with the 2010-2011 year directs districts to collapse the grades 6-8 data to determine an overall percentage in the elementary school. Comparing 2009-2010 data with 2010-2011 data also indicates a drop in the proficiency level of students as shown in the graph below.

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>6-8 Grades</u>	Content Area: <u>Reading</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2009-2010	46	17	37.0	25	54.3	4	8.7	29	64.4
2010-2011	45	22	48.9	18	40.0	5	11.1	23	51.1

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are also lower; 61.0% compared with 68.7% in 2008-2010.

2008-2010	68.7
2009-2011	61.0

When comparing the same students over two years, the 2011 grades 6-8 with the 2010 grades 5-7, the 2011 students scored 73.3% while the 2010 scored 81.0%, thus these scores are also lower.

2010 (Gr. 5-7)	81.0
2011 (Gr. 6-8)	73.3

Grade 8 Reading Achievement Level Descriptors

Low (1-40): Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret information in new contexts. Seldom can determine a selection's main ideas, identify its author's purpose or viewpoint, or analyze its style and structure.

Intermediate (41-89): Usually understands factual information and new words in context. Often is able to make inferences and interpret information in new contexts. Sometimes can determine a selection’s main ideas, identify its author’s purpose or viewpoint, and analyze its style and structure.

High (90-99): Understands factual information and new words in context, is able to make inferences, can interpret information in new contexts. Can determine a selection’s main ideas, identify its author’s purpose or viewpoint and analyze its style and structure.

2011-2012 Reading Goal: Our goal is to increase the percent of students proficient in Reading.

How are the 6th-8th grade students of Whiting Community Schools doing in Mathematics?

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: 8th Grade	Content Area: <u>Mathematics</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	18	2	11.1	12	66.7	4	22.3	16	88.9
2006-2007	21	2	9.5	17	81	2	9.5	19	90
2007-2008	15	3	20.0	9	60.0	3	20.0	12	80.0
2008-2009	19	5	26.3	13	68.4	1	5.3	14	73.7
2009-2010	17	6	35.3	8	47	3	17.7	11	64.7
2010-2011	14	4	28.6	8	57.1	2	14.3	10	71.4

In mathematics, our “Annual Trendline” data indicates that our 8th grade students exceeded the scores compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that our students maintained high achievement in 2010-2011. As compared to 2009-2010 and 2008-2009, the students improved those scores.

New guidance beginning with the 2010-2011 year directs districts to collapse the grades 6-8 data to determine an overall percentage in the elementary school. Comparing 2009-2010 data with 2010-2011 data also indicates an improvement in the proficiency level of students.

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>6-8 Grades</u>	Content Area: <u>Mathematics</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2009-2010	45	14	31.1	26	57.8	5	11.1	31	68.8
2010-2011	45	12	26.7	27	60.0	6	13.3	23	73.3

When comparing grades 6-8 from 2011 and 2010, 2011 was significantly higher than the previous year. However, when comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are lower; 75.0% compared with 76.5% in 2008-2010.

2008-2010	76.5
2009-2011	75.0

When comparing the same students over two years, the 2011 grades 6-8 with the 2010 grades 5-7, the 2011 students scored 73.3% while the 2010 scored 81.0%, thus these scores are also lower.

2010 (Gr. 5-7)	81.0
2011 (Gr. 6-8)	73.3

Grade 8 Mathematics Achievement Level Descriptors

Low (1-40): Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

Intermediate (41-89): Usually can understand math concepts and sometimes is able to solve word problems. Sometimes can use estimation methods and usually is able to interpret data from graphs and tables.

High (90-99): Understands math concepts and is able to solve word problems. Usually can use estimation methods. Is able to interpret data from graphs and tables.

2011-2012 Mathematics Goal: Our goal is to increase the percentage of students that are proficient in eighth grade mathematics.

How are the 8th grade students of Whiting Community Schools doing in Science?

Whiting Community School District Summary of Performance by Achievement Levels*	
Grade Level: 8th Grade	Content Area: <u>Science</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	18	4	22.3	11	61.1	3	16.8	14	77.8
2006-2007	21	3	14	18	86	0	0	18	86
2007-2008	15	5	26.7	10	66.6	1	6.7	11	73.3
2008-2009	19	0	0	16	84.2	3	15.8	19	100
2009-2010	17	2	11.8	12	70.6	3	17.6	15	88.2
2010-2011	14	5	35.7	7	50.0	2	14.3	9	64.3

In science, our “Annual Trendline” data indicates that our 8th grade students did not match the scores compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that not all of our students maintained high achievement in 2010-2011. As compared to 2009-2010 and 2008-2009, the students did not improve those scores.

New guidance beginning with the 2010-2011 year directs districts to collapse the grades 6-8 data to determine an overall percentage in the elementary school. Comparing 2009-2010 data with 2010-2011 data indicates an improvement in the proficiency level of students.

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>6-8 Grades</u>	Content Area: <u>Science</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITBS</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2009-2010	45	10	22.2	29	60.4	6	12.5	35	72.9
2010-2011	45	12	26.7	27	60.0	6	13.3	23	73.3

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are lower; 77.8% compared with 84.3% in 2008-2010.

2008-2010	84.3
2009-2011	77.8

When comparing the same students over two years, the 2011 grades 6-8 with the 2010 grades 5-7, the 2011 students scored 66.7% while the 2010 scored 77.8%, thus these scores are also lower.

2010 (Gr. 5-7)	77.8
2011 (Gr. 6-8)	66.7

Grade 8 Science Achievement Level Descriptors

Low (1-40): Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

Intermediate (41-89): Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

High (90-00): Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

2011-2012 Science Goal: Our goal is to increase the percentage of students that are proficient in eighth grade science.

How are the 11th grade students of Whiting Community Schools doing in Reading?

Whiting Community School District Summary of Performance by Achievement Levels*	
Grade Level: <u>11th Grade</u>	Content Area: <u>Reading Comprehension</u>
Level of Aggregation: <u>District-Wide/All Students</u>	
Assessment: <u>ITED</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	19	4	21	12	63	3	15.7	15	78.9
2006-2007	21	4	19.05	14	66.67	3	14.29	17	80.9
2007-2008	11	1	9.1	6	54.6	4	36.4	10	91.0
2008-2009	18	5	27.8	9	50.0	4	22.2	13	72.2
2009-2010	13	0	0	10	76.9	3	23.1	13	100
2010-2011	23	6	26.1	13	56.5	4	17.4	17	73.9

In science, our “Annual Trendline” data indicates that our 11th grade students did not match the scores when compared to the previous year’s data as measured by the Iowa Test of Basic Skills (ITBS). In assessing with prior years’ data, it clearly indicates that not all of our students maintained high achievement in 2010-2011. As compared to 2009-2010, the students did not improve those scores (100%), but improved over 2008-2009 by nearly 2%.

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are lower; 73.3% compared with 79.0% in 2008-2010.

2008-2010	79.0
2009-2011	73.3

When comparing the same students over two years, the 2011 grade 11 students with the 2010 grade 10, the 2011 students scored 73.9% while the 2010 scored 78.9%, thus these scores are also lower.

2010 (Gr. 10)	73.9
2011 (Gr. 11)	78.9

Grade 11 Reading Achievement Level Descriptors

Low (1-40): Seldom understands stated information and ideas; rarely infers implied meaning, draws conclusions, or interprets non-literal language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.

Intermediate (41-89): Sometimes understands stated information and ideas; sometimes infers implied meaning, draws conclusions, and interprets non-literal language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

High (90-99): Understands stated information and ideas; infers implied meaning, draws conclusions, and interprets non-literal language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

2011-2012 Reading Goal: Our goal is to maintain the percent of students proficient in Reading.

How are the 11th grade students of Whiting Community Schools doing in Mathematics?

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: 11th Grade	Content Area: <u>Mathematics</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITED</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	19	2	10.5	13	68	4	21	17	89
2006-2007	21	1	4.8	15	71.5	5	23.8	20	95.3
2007-2008	11	2	18.2	5	45.5	4	36.4	9	81.9
2008-2009	18	6	33.3	8	44.4	4	22.2	12	66.6
2009-2010	13	2	15.4	7	53.9	4	30.8	11	84.6
2010-2011	23	4	17.4	15	65.2	4	17.4	19	82.6

In assessing, our “Annual Trendline” data, results indicate that our 11th grade students did not exceed the academic accomplishment of the previous school year as measured by the Iowa Test of Educational Development (ITED). In reviewing biennium data, our students scored 82.6% for 2010-2011 and 84.6% for 2009-2010.

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are slightly higher; 77.3% compared with 77.0% in 2008-2010.

2008-2010	77.0
2009-2011	77.3

When comparing the same students over two years, the 2011 grade 11 with the 2010 grades 10, the 2011 students scored 82.6% while the same students in 2010 scored 73.7%, thus these scores are higher.

2010 (Gr. 10)	73.3
2011 (Gr. 11)	82.6

Grade 11 Mathematics Achievement Level Descriptors

Low (1-40): Seldom applies math concepts and procedures, makes inferences with quantitative information, or solves quantitative reasoning problems.

Intermediate (41-89): Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

High (90-99): Makes inferences with quantitative information and solves a variety of quantitative reasoning problems; usually applies math concepts and procedures.

2011-2012 Mathematics Goal: Our goal is to increase the percent of students proficient in Mathematics.

How are the 11th grade students of Whiting Community Schools doing in Science?

Whiting Community School District	
Summary of Performance by Achievement Levels*	
Grade Level: <u>11th Grade</u>	Content Area: <u>Science</u>
Level of Aggregation: <u>District-wide/All Students</u>	
Assessment: <u>ITED</u>	

Annual Trendline

Year	Total Students	Low		Intermediate		High		Proficient	
		N	%	N	%	N	%	N	%
2005-2006	19	1	5.3	16	84.7	2	10.5	18	95.5
2006-2007	21	3	14.29	12	57.14	6	28.57	18	85.6
2007-2008	11	1	9.1	3	27.3	7	63.7	10	91.0
2008-2009	18	5	27.78	9	50.0	4	22.22	13	72.2
2009-2010	13	1	7.7	10	77	2	15.4	12	92.4
2010-2011	23	5	21.7	15	65.2	3	13.0	18	78.3

In assessing, our “Annual Trendline” data, results indicate that our 11th grade students were lower than the previous school year as measured by the Iowa Test of Educational Development (ITED). In reviewing biennium data, our students scored 72.2% for 2008-2009 and 92.4 for 2009-2010. The scores were lower than 2009-2010, but higher than 2008-2009.

When comparing the two 3 year periods of 2008-2010 with 2009-2011, the last three years are lower; 76.2% compared with 78.7% in 2008-2010.

2008-2010	78.7
2009-2011	76.2

When comparing the same students over two years the 2011 grade 11 with the 2010 grades 10, the 2011 students scored 78.3% while the same students in 2010 scored 84.2%, thus these scores are lower.

2010 (Gr. 10)	84.2
2011 (Gr. 11)	78.3

Grade 11 Science Achievement Level Descriptors

Low (1-40): Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Intermediate (41-89): Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

High (90-100): Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

2011-2012 Science Goal: Our goal is to increase the percent of students proficient in Science.

DISTRICT-WIDE MULTIPLE ASSESSMENT DATA

Reading Scores (Iowa Collaborative Assessment Modules - Spring 2011)

4th-8th-11th Grade (All) Comprehending Literature

	Low Number/Percent	Intermediate Number/Percent	High Number/Percent
4 th Grade	5/21.7	17/73.9	1/4.3
8 th Grade	4/28.6	6/42.9	4/28.6
11 th Grade	2/9.1	15/68.2	5/22.7

Grade 4 Reading Achievement Level Descriptors

Low: Is beginning to develop the ability to make inferences, predictions, and/or conclusions about story elements; and is generally unable to summarize or paraphrase content from literary texts.

Intermediate: Is developing the ability to make inferences, predictions, and/or conclusions about story elements; and is beginning to develop the ability to summarize and paraphrase content from literary texts.

High: Makes inferences, predictions, and/or conclusions about story elements; and is developing the ability to summarize and paraphrase content from literary texts.

Grade 8 Reading Achievement Level Descriptors

Low: Is sometimes able to understand main ideas and supporting details; is beginning to develop the ability to make inferences, predictions, and/or conclusions about story elements; and is generally unable to summarize or paraphrase content from literary texts.

Intermediate: Understands main ideas and supporting details; is developing the ability to make inferences, predictions, and/or conclusions about story elements; and is beginning to develop the ability to summarize and paraphrase content from literary texts.

High: Understands main ideas and supporting details; makes inferences, predictions, and/or conclusions about story elements; and is developing the ability to summarize and paraphrase content from literary texts.

Grade 11 Reading Achievement Level Descriptors

Low: Is beginning to develop the ability to make inferences, predictions, and/or conclusions about story elements; and is generally unable to summarize or paraphrase content from literary texts.

Intermediate: Is developing the ability to make inferences, predictions, and/or conclusions about story elements; and is beginning to develop the ability to summarize and paraphrase content from literary texts.

High: Makes inferences, predictions, and/or conclusions about story elements; and summarizes and paraphrases content from literary texts.

Mathematics Scores
(Iowa Collaborative Assessment Modules - Spring 2011)

4th-8th-11th Grade (All)
Problem Solving Process and Strategies

	Low Number/Percent	Intermediate Number/Percent	High Number/Percent
4 th Grade	2/8.7	14/60.9	7/30.4
8 th Grade	6/42.9	6/42.9	2/14.3
11 th Grade	3/17.6	12/70.6	2/11.8

Grade 4 Mathematics Achievement Level Descriptors

Low: Is generally unable to translate verbal situations into mathematical language and symbols, or to use strategies to understand and solve problems.

Intermediate: Is developing the ability to translate verbal situations into mathematical language and symbols; and is beginning to develop the ability to use strategies to understand and solve problems.

High: Translates verbal situations into mathematical language and symbols; and is developing the ability to use strategies to understand and solve problems.

Grade 8 Mathematics Achievement Level Descriptors

Low: Is generally unable to use strategies to understand and solve problems, or to use informal deductive or inductive reasoning to justify reasoning processes and methods of solutions to problems; and is beginning to develop the ability to identify relevant, irrelevant, and missing information needed to solve problems.

Intermediate: Is beginning to develop the ability to use strategies to understand and solve problems, and to use informal deductive and inductive reasoning to justify reasoning processes and methods of solutions to problems; and is developing the ability to identify relevant, irrelevant, and missing information needed to solve problems.

High: Is developing the ability to use strategies to understand and solve problems, and to use informal deductive and inductive reasoning to justify reasoning processes and methods of solutions to problems; and identifies relevant, irrelevant, and missing information needed to solve problems.

Grade 11 Mathematics Achievement Level Descriptors

Low: Is generally unable to use strategies to understand and solve problems; and understands little about the process of mathematical justification or constructing logical verifications or counter-examples to test conjectures.

Intermediate: Is beginning to develop the ability to use strategies to understand and solve problems; and is beginning to develop an understanding of the process of mathematical justification and constructing logical verifications or counter-examples to test conjectures.

High: Uses strategies to understand and solve problems; and is developing an understanding of the process of mathematical justification and constructing logical verifications or counter-examples to test conjectures.

Science Scores
(Iowa Cumulative Science Assessment – Spring 2011)

Whiting Community School District developed a science assessment that aligns to our standards and benchmarks at 8th and 11th grades. We decided to report our scores using the following criteria:

Low: 0-40% correct
Intermediate: 41-90% correct
High: 91-100% correct

Continued effort will be made to review alignment of content with instruction and assessment.

8th-11th Grade
Science

	Low Number/Percent	Intermediate Number/Percent	High Number/Percent
8 th Grade	1/7.1	11/78.6	2/14.3
11 th Grade	0/0	20/87.0	3/13.0

Graduation Rate

The graduating class 2011 had a 100.0% graduation rate.

Dropout Rate

Of the 99 students at Whiting in grades seven through twelve, one student dropped out of school in 2010-2011 for a percentage rate of 99.0%.

**Seniors Who Intend to Pursue
Post-Secondary Education/Training**

Further training and/or education is being pursued by 19 of 19 graduating seniors in the class of 2011. That constitutes 100.0% of our graduating class pursuing post secondary training and/or education.

**Students Who Received a Score
of 20 or Higher on the ACT**

Of the 10 graduating students that took the ACT test this year, 5 or 50% received a score of 20 or above. Of the 23 students in grades eleven, 4 of students have taken the ACT and of that number, three of the four (75%) received a score of 20 or above.

High School Seniors Who Completed a Core Program of Four Years of English/Language Arts and Three or More Years Each of Science and Social Studies

Of the 13 Whiting graduating seniors in 2011, 13 or 100% completed a core course of studies as described above.

**Other Information About Our School District:
Enrollment (As per the Certified Enrollment)**

Our enrollment has increased over the previous year.

Grade	2010-2011	2009-2010	2008-2009	2007-08	2006-07	2005-06
PK	17	19	19	NA	NA	NA
K	22	20	23	14	19	19
1	24	23	14	22	17	14
2	21	11	22	18	16	13
3	9	21	18	14	15	18
4	22	16	13	14	20	17
5	17	14	13	18	16	16
6	17	13	17	18	16	14
7	15	15	17	19	15	19
8	14	19	19	16	19	18
9	19	18	18	19	20	13
10	15	18	15	21	12	20
11	23	13	18	11	21	19
12	13	19	10	20	19	14
Total	248	239	238	224	225	214
Diff.	+9	+1	+14	-1	+11	-

Attendance by Percent (2009-10)

Grade	Female	Male	Total	Building	District
PK	98.01	98.03	98.02	95.47	96.02
K	95.91	93.82	94.72		
1	96.57	96.05	96.38		
2	96.87	96.91	96.16		
3	96.35	96.87	96.70		
4	93.87	90.70	92.14		
5	95.53	95.78	95.63	97.68	
6	98.27	97.96	98.07		
7	98.46	97.34	97.67		
8	98.03	96.39	97.21	96.00	
9	96.19	97.14	96.67		
10	95.66	97.12	96.40		
11	94.79	95.12	94.99		
12	95.12	98.67	96.28		

The average daily attendance for PK-12 in 2010-2011 was 95.82%. Attendance increased by .2% from the previous year.

What are we doing in Early Childhood Intervention?

Whiting Community Schools has implemented an early intervention program for students in grades K-2 to address emerging reading skills and provide smaller class sizes. In addition, Whiting Community Schools continues to conduct in cooperation with the Whiting Christian Church a state approved preschool to serve area students. The staff of Whiting Schools communicates on a periodic basis each quarter and semester with day care providers, parents and teachers of early childhood education. Our district's priority is identifying and cooperating with day care providers in the determination of needs of preschool students and how we can best address the respective needs. The ongoing team effort is that of early identification of disabilities and developmentally appropriate learning that addresses the needs of the preschool students and their families.

How are we using Technology?

The systematic integration of technology within the daily curriculum provides a means of educating and developing vital future academic and career skill development. The current level of technology programming enables our students to encounter ongoing opportunities to develop proficient and advanced skills in academics as well as in the use of technology. Kindergarten provides the initial opportunity to develop awareness of technology and commences a life long education with an all important integration of technology for each child. Orientation and exposure to technology continue through the first and second grades at increasing levels. Whiting has in place a technology program that addresses elementary reading and science skill development as well as a comprehensive reading program (i.e., Scholastic Reading Counts). Whiting Community School District continues to implement technology that is used to increase student achievement in reading and math. The district continues to use many different research engines and tools through the media centers. Additionally, various databases are made available to students and their families both in and out of school.

Schools in Need of Improvement [SINA]

Whiting Community Schools has zero school buildings designated as in need of improvement. In 2011, Whiting High School is on "watch" for reading. If we do not meet annual yearly progress (AYP) in 2011-12, we will be in SINA 2012-2013.

Adequate Yearly Progress (AYP) Trajectories

Adequate Yearly Progress (AYP) is the NCLB provision that established a timeline under which schools must raise all students to the proficient level in reading and mathematics within 12 years. This proficiency is established through scores obtained on a common assessment determined by each state. In Iowa this proficiency is determined through student achievement data from ITBS and ITED and the alternate assessment.

Using 2000-2001 and 2001-2002 achievement data, the State established reading and mathematics starting points for each grade level required to be tested.

The state also established a formula to reach 100% proficiency by 2014. Using biennium data, each school and district must meet an Annual Measurable Objective (AMO). If this objective is not met for each subject area and each subgroup of students that must be disaggregated, then a confidence band is applied to determine statistical significance to the percentage of students proficient. If the percentage still falls outside of the confidence band, the safe harbor provision is applied. A school that does not meet AYP for two consecutive years will be identified as a School in Need of Assistance (SINA).

Reading Trajectories

	<u>11</u>	<u>8</u>	<u>4</u>
2009	79.30	73.30	76.00
2010	79.30	73.30	76.00
2011	84.50	80.00	82.00
2012	89.70	86.70	88.00
2013	94.80	93.30	94.00
2014	100.00	100.00	100.00

Mathematics Trajectories

	<u>11</u>	<u>8</u>	<u>4</u>
2009	79.30	72.00	74.70
2010	79.30	72.00	74.70
2011	84.50	79.00	81.00
2012	89.70	86.00	87.30
2013	94.80	93.00	93.70
2014	100.00	100.00	100.00

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