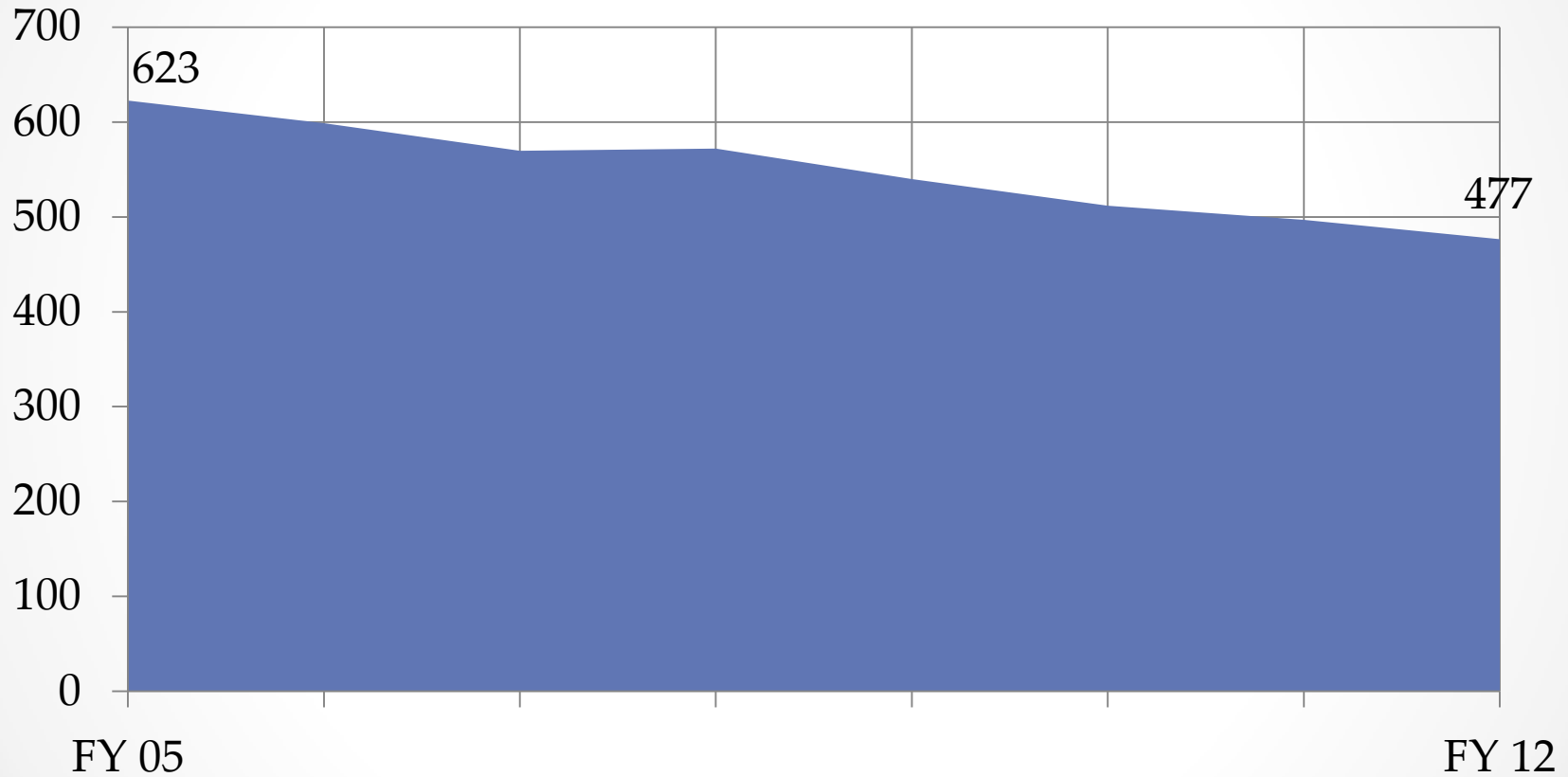


# North Iowa Community School

Linking Students with Success



# Enrollment



## 2011-2012 AYP Display

2011-2012 AYP Display				
	11-12 Participation Display		11-12 Assessment Display	
Subgroup	Number Tested/Enrolled=% Tested	Participation Status	# Prof + Additional Meeting Growth/FAY =% Prof + Growth	Assessment Status
<b>Summarized Grades 3-5 District Reading Totals</b>				
All Students	90/90=100	Met AYP Goal	(54+6)/76=78.95	Met AYP - Safe Harbor
Low SES	41/41=100	Met AYP Goal	(23+2)/32=78.12	Met AYP - Safe Harbor
White	79/79=100	Met AYP Goal	(51+5)/69=81.16	Met AYP - Safe Harbor
<b>Summarized Grades 6-8 District Reading Totals</b>				
All Students	103/103=100	Met AYP Goal	(54+0)/94=57.45	Missed AYP
Low SES	41/41=100	Met AYP Goal	(19+0)/35=54.29	Missed AYP
White	92/92=100	Met AYP Goal	(53+0)/86=61.63	Missed AYP
<b>Summarized Grade 11 District Reading Totals</b>				
All Students	44/44=100	Met AYP Goal	(34+0)/44=77.27	Met AYP - Safe Harbor
White	41/41=100	Met AYP Goal	(33+0)/41=80.49	Met AYP Goal

2011-2012 AYP Display				
	11-12 Participation Display		11-12 Assessment Display	
Subgroup	Number Tested/Enrolled=% Tested	Participation Status	# Prof + Additional Meeting Growth/FAY =% Prof + Growth	Assessment Status
Summarized Grades 3-5 District Math Totals				
All Students	89/89=100	Met AYP Goal	(62+1)/76=82.89	Met AYP - Safe Harbor
Low SES	41/41=100	Met AYP Goal	(26+0)/32=81.25	Met AYP Goal
White	78/78=100	Met AYP Goal	(58+0)/69=84.06	Met AYP Goal
Summarized Grades 6-8 District Math Totals				
All Students	102/103=99.03	Met AYP Goal	(58+1)/93=63.44	Missed AYP
Low SES	40/41=97.56	Met AYP Goal	(20+1)/34=61.76	Missed AYP
White	91/92=98.91	Met AYP Goal	(56+1)/85=67.06	Missed AYP
Summarized Grade 11 District Math Totals				
All Students	44/44=100	Met AYP Goal	(36+0)/44=81.82	Met AYP Goal
White	41/41=100	Met AYP Goal	(35+0)/41=85.37	Met AYP Goal

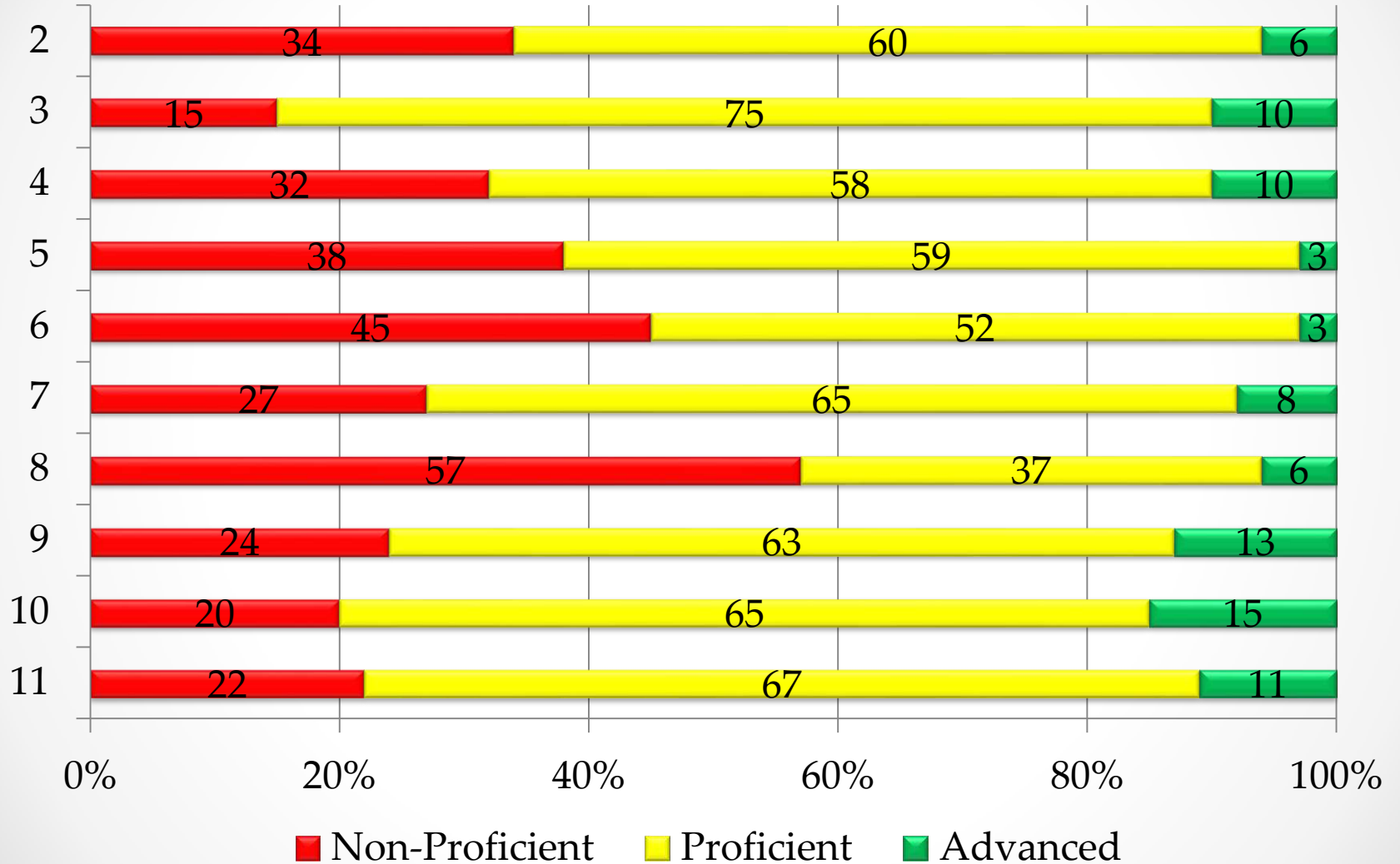
Other Academic Indicator

K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status
95.3	Met	90.7	Met	Met

# Reading Goals

- **Long-range goal** – All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- **2011-2012 goal** – To increase the percent of students in grades three through eleven scoring at or above the 40th percentile on the reading total of the ITBS/ITED assessment during the 2011-2012 school year.
  - Goal met 68% proficient in 2010-11 69% proficient in 2011-12
- **2012-2013 goal** - To increase the percent of students in grades three through eleven scoring proficient or advanced on the reading test of the Iowa Assessments during the 2012-2013 school year.

# Iowa Assessments Reading 2011-2012

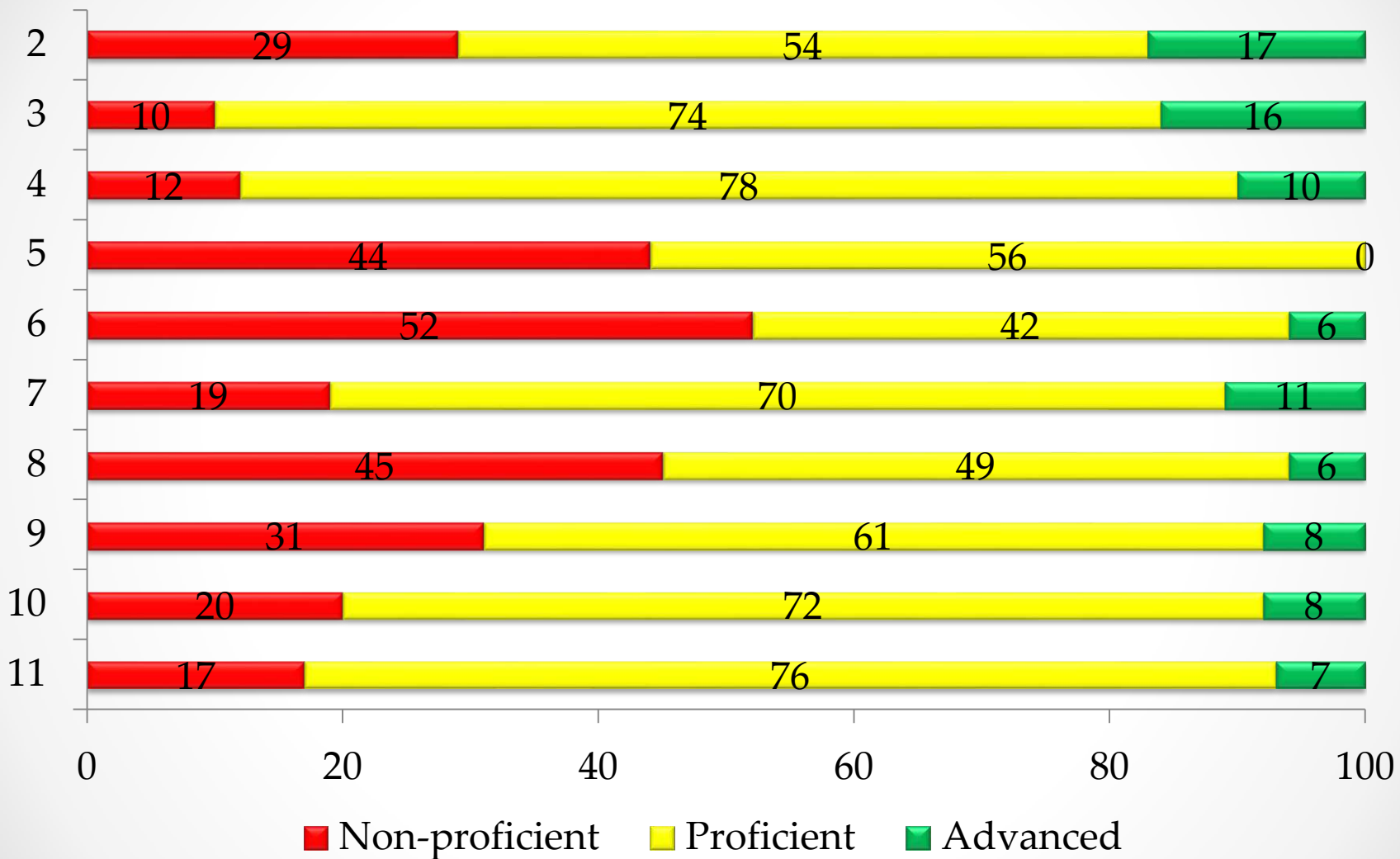


# Math Goals

- **Long-range goal** – All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- **2011-2012 goal** – To increase the percent of students in grades three through eleven scoring at or above the 40th percentile on the math total of the ITBS/ITED assessment during the 2011-2012 school year.
  - Goal met 69% proficient in 2010-11 72% proficient in 2011-12
- **2012-2013 goal** - To increase the percent of students in grades three through eleven scoring proficient or advanced on the math test of the Iowa Assessment during the 2012-2013 school year.



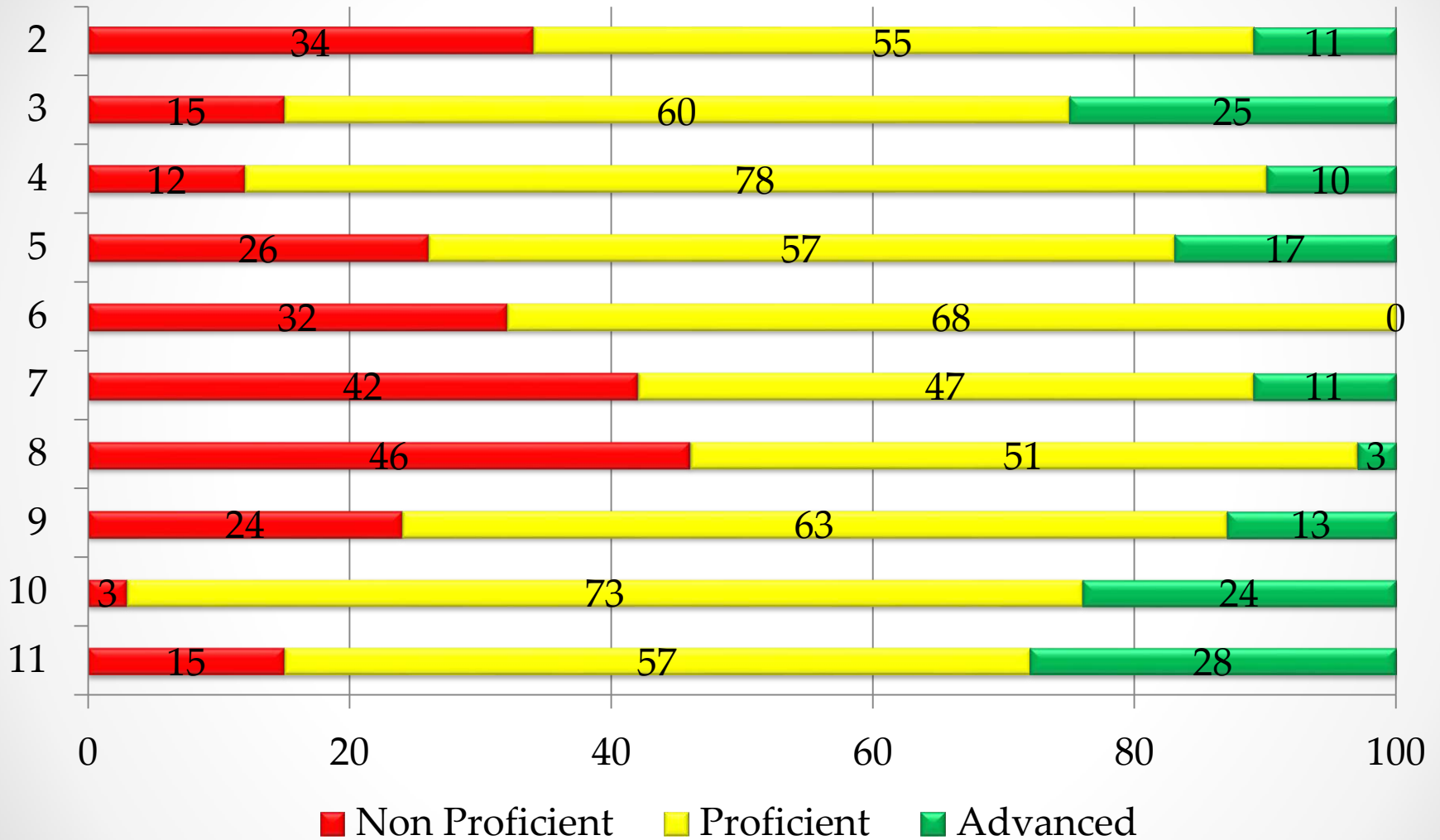
# Iowa Assessments Math 2011-2012



# Science Goals

- **Long-range goal** – All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- **2011-2012 goal** – To increase the percent of students in grades three through eleven scoring at or above the 40th percentile on the science total of the ITBS/ITED assessment during the 2011-2012 school year
  - Goal met 75% proficient in 2010-11 76% proficient in 2011-12
- **2012-2013 goal** - To increase the percent of students in grades three through eleven scoring proficient or advanced on the science test of the Iowa Assessment during the 2012-2013 school year.

# Iowa Assessments Science 2011-2012



# Reading

## Free and Reduced Lunch/Non Free and Reduced Lunch

North Iowa- ITBS/ITED Reading Data—First NSS number represents FRL Subgroup, the Second NSS represents the Non FRL Subgroup							
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	Fall	Fall	Fall	Fall	Winter	Spring	Spring
3 <sup>rd</sup>	170/190 (175)	170/179 (175)	170/195 (175)	182/198 (175)	187/184 (180)	181/188 (185)	189/197 (177)
4 <sup>th</sup>	198/205 (191)	195/216 (191)	208/206 (191)	199/228 (191)	193/208 (196)	209/221 (200)	192/205 (185)
5 <sup>th</sup>	213/230 (205)	218/229 (205)	203/222 (205)	221/216 (205)	221/234 (210)	210/226 (214)	204/207 (197)
6 <sup>th</sup>	214/223 (218)	223/241 (218)	223/230 (218)	217/231 (218)	227/222 (223)	224/247 (227)	218/215 (209)
7 <sup>th</sup>	210/239 (231)	231/245 (231)	232/246 (231)	234/251 (231)	231/254 (235)	251/236 (239)	230/254 (219)
8 <sup>th</sup>	244/261 (243)	208/261 (243)	223/241 (243)	241/274 (243)	237/262 (247)	249/268 (250)	234/246 (231)
9 <sup>th</sup>					256/282 (257)	246/267 (260)	266/280 (249)
10 <sup>th</sup>					241/273 (266)	261/282 (268)	278/287 (257)
11 <sup>th</sup>	271/296 (270)	273/293 (270)	277/293 (270)	268/299 (270)	246/286 (273)	254/285 (275)	278/304 (261)

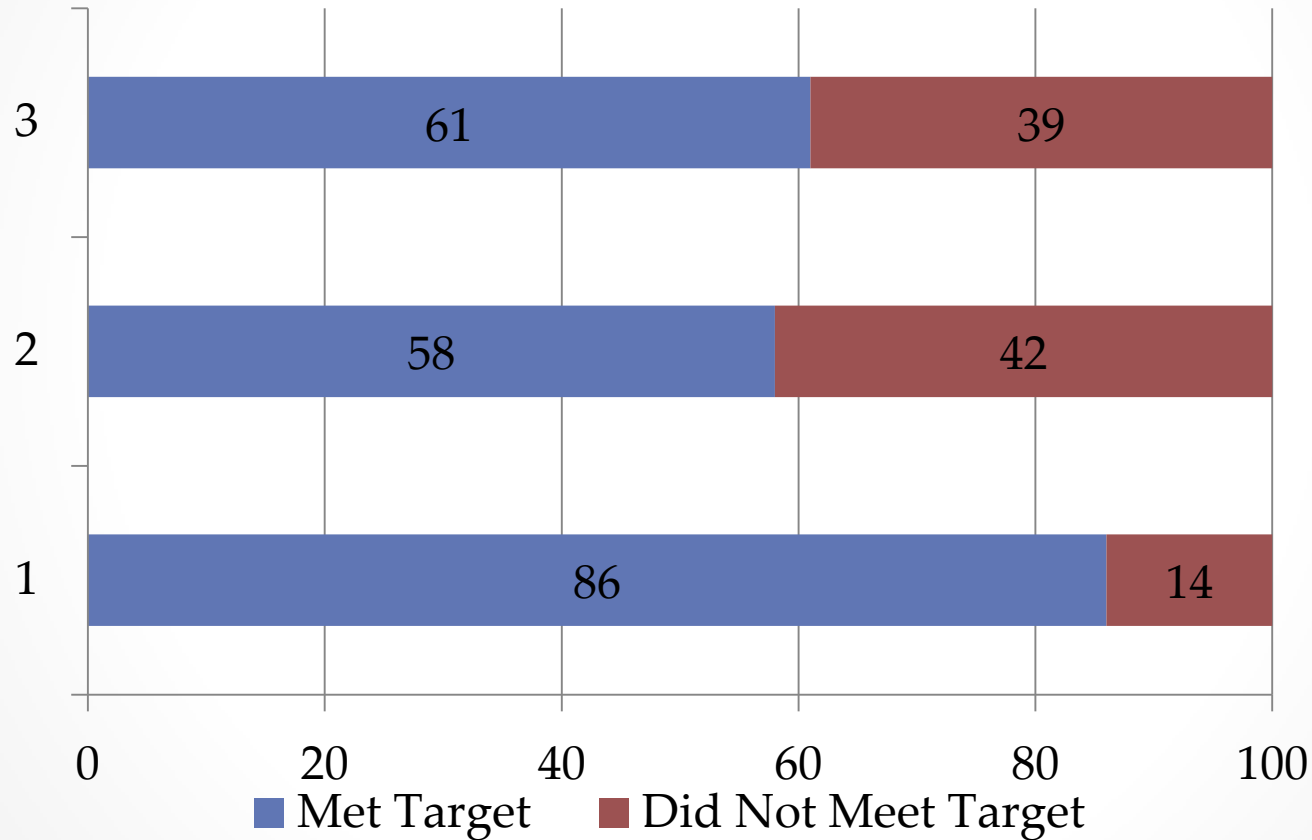
# Math

## Free and Reduced Lunch/Non Free and Reduced Lunch

North Iowa- ITBS/ITED Mathematics Data – First NSS number represents the FRL Subgroup, Second NSS represents Non FRL Subgroup							
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	Fall	Fall	Fall	Fall	Winter	Spring	Spring
3 <sup>rd</sup>	170/182 (175)	172/170 (175)	169/180 (175)	179/186 (175)	183/189 (180)	184/186 (185)	189/195 (175)
4 <sup>th</sup>	192/203 (191)	197/212 (191)	206/199 (191)	202/217 (191)	205/212 (196)	195/213 (200)	197/205 (189)
5 <sup>th</sup>	213/227 (205)	211/224 (205)	206/225 (205)	217/216 (205)	220/234 (210)	217/216 (214)	200/206 (202)
6 <sup>th</sup>	217/233 (218)	236/247 (218)	224/237 (218)	220/232 (218)	230/226 (223)	224/247 (227)	214/213 (213)
7 <sup>th</sup>	218/248 (231)	226/247 (231)	240/258 (231)	234/253 (231)	234/252 (235)	257/235 (239)	231/253 (226)
8 <sup>th</sup>	249/268 (243)	226/266 (243)	218/255 (243)	257/271 (243)	248/269 (247)	248/271 (250)	238/246 (239)
9 <sup>th</sup>					255/284 (257)	251/275 (260)	253/270 (249)
10 <sup>th</sup>					243/279 (266)	264/288 (268)	278/281 (257)
11 <sup>th</sup>	271/294 (270)	284/296 (270)	276/288 (270)	275/300 (270)	243/289 (273)	253/291 (275)	282/304 (263)

# DIBELS

Students in 1<sup>st</sup> – 3<sup>rd</sup> grade that met the target in oral reading fluency on the spring DIBELS.



# ACT

## 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
2008	32	22,950	21.6	21.9	21.1	22.0	23.7	22.9	22.1	22.3	22.3	22.4
2009	23	22,377	22.6	21.9	20.2	21.9	22.8	22.9	22.3	22.4	22.0	22.4
2010	26	22,943	20.6	21.8	20.1	21.8	21.0	22.6	20.6	22.3	20.7	22.2
2011	16	22,968	22.1	21.7	21.4	21.9	22.7	22.6	22.9	22.4	22.4	22.3
2012	18	23,119	19.8	21.6	20.1	21.7	21.4	22.5	20.7	22.2	20.6	22.1

# ACT

Percent of ACT-Tested Students Ready for College-Level Coursework

