

Woodward-Granger Community School District

*Annual Progress Report to the State
2011-2012 School Year*

Grade 3 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Grade 3 Reading

Year	# Students	Not Proficient	Proficient
2004-2005	39	28%	72% 20 Intermediate, 8 High
2005-2006	52	37%	63% 25 Intermediate, 8 High
2006-2007	54	16.7% 9 Students	83.4% 34 Intermediate, 11 High
2007-2008	62	19.3% 12 Students	80.6% 42 Intermediate, 8 High
2008-2009	51	11.8% 6 Students	88.2% 36 Intermediate, 9 High
2009-2010	42	7.1% 3 Students	92.8% 30 Intermediate, 9 High
2010-2011	49	8.2% 4 Students	91.8% 32 Intermediate, 13 High
2011-2012	51	9.8% 5 students	90.2% 42 Intermediate, 4 High

Levels of Performance for Subgroups

Grade 3 Reading Females

Year	# Students	Not Proficient	Proficient
2004-2005	19	26%	74% 12 Intermediate, 2 High
2005-2006	27	30%	70% 15 Intermediate, 4 High
2006-2007	25	8%	92% 17 Intermediate, 6 High
2007-2008	36	16.7%	83.4% 24 Intermediate, 6 High
2008-2009	31	9.7% 3 Students	90.3% 28 Intermediate, 8 High
2009-2010	20	10% 2 Students	90% 15 Intermediate, 3 High
2010-2011	24	12.5% 3 Students	87.5% 15 Intermediate, 6 High
2011-2012	31	9.7% 3 Students	90.4% 26 Intermediate, 2 High

Grade 3 Reading Males

Year	# Students	Not Proficient	Proficient
2004-2005	20	30%	70% 8 Intermediate, 6 High
2005-2006	25	44%	56% 10 Intermediate, 4 High
2006-2007	29	24.1%	75.8% 14 Intermediate, 8 High
2007-2008	26	23%	76.9% 18 Intermediate, 2 High
2008-2009	20	15% 3 Students	85% 16 Intermediate, 1 High
2009-2010	22	4.5% 1 Student	95.5% 15 Intermediate, 6 High
2010-2011	25	4.0% 1 Student	96% 17 Intermediate, 7 High
2011-2012	26	10% 2 Students	90% 16 Intermediate, 2 High

Grade 3 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	11	36% 4 Students	64% 6 Intermediate, 1 High
Non Free & Reduced	28	25% 7 Students	75% 14 Intermediate, 7 High
2005-2006 F/R	9	33% 3 Students	67% 5 Intermediate, 1 High
Non Free & Reduced	43	37% 16 Students	63% 20 Intermediate, 7 High
2006-2007 F/R	12	42% 5 Students	58% 5 Intermediate, 2 High
Non Free & Reduced	42	9.6% 4 Students	90.4% 29 Intermediate, 9 High
2007-2008 F/R	15	20% 3 Students	80.1% 11 Intermediate, 1 High
Non-Free & Reduced	47	19.1% 9 Students	80.8% 31 Intermediate, 7 High
2008-2009 F/R	16	18.8% 3 Students	81.3% 10 Intermediate, 3 High
Non-Free & Reduced	35	8.6% 3 Students	91.5 % 26 Intermediate, 6 High
2009-2010 F/R	15	20% 3 Students	80% 11 Intermediate, 1 High
Non-Free & Reduced	27	0%	99.9% 19 Intermediate, 8 High
2010-2011 F/R	16	25% 4 Students	75% 10 Intermediate, 2 High
Non-Free & Reduced	33	0%	100% 22 Intermediate, 11 High
2011-2012 F/R	12	16.7% 2 Students	83.3% 10 Intermediate, 0 High
Non-Free & Reduced	39	7.7% 3 Students	92.4% 32 Intermediate, 4 High

Grade 3 Reading Special Education compare to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	9	67% 6 Students	33% 3 Intermediate, 0 High
General Ed.	30	17% 5 Students	83% 17 Intermediate, 8 High
2005-2006 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	46	35% 16 Students	65% 22 Intermediate, 8 High
2006-2007 Special Ed.	4	100% 4 Students	0%
General Ed.	50	10% 5 Students	90% 34 Intermediate, 11 High
2007-2008 Special Ed.	5	40% 2 Students	60% 3 Intermediate, 0 High
General Ed.	57	17.6% 10 Students	82.5% 39 Intermediate, 8 High
2008-2009 Special Ed.	1	100% 1 Students	0%
General Ed.	50	10% 5 Students	90% 36 Intermediate, 9 High
2009-2010 Special Ed.	3	33% 1 Student	66.7% 2 Intermediate, 0 High
General Ed.	39	5% 2 Students	94.9% 28 Intermediate, 9 High
2010-2011 Special Ed.	2	50% 1 Student	50% 100 Intermediate, 0 High
General Ed.	47	6.4 % 3 Students	93.7% 31 Intermediate, 13 High
2011-2012 Special Ed.	0%	0%	0%
General Education	51	9.8% 5 Students	90.2% 42 Intermediate, 4 High

Grade 3 Mathematics

Year	# Students	Not Proficient	Proficient
2004-2005	39	13%	87% 25 Intermediate, 9 High
2005-2006	52	21%	79% 30 Intermediate, 11 High
2006-2007	54	14.8%	85.2% 34 Intermediate, 12 High
2007-2008	62	19.4%	80.6% 29 Intermediate, 21 High
2008-2009	51	27.5% 14 Students	72.5 % 30 Intermediate, 7 High
2009-2010	42	21.4% 9 Students	78.5% 21 Intermediate, 12 High
2010-2011	49	12.2% 6 Students	87.7% 30 Intermediate, 13 High
2011-2012	51	9.8% 5 Students	90.2% 31 Intermediate, 15 High

Levels of Performance for Subgroups

Grade 3 Mathematics Females

Year	# Students	Not Proficient	Proficient
2004-2005	19	16%	84% 13 Intermediate, 3 High
2005-2006	27	11%	89% 17 Intermediate, 7 High
2006-2007	25	12%	88% 19 Intermediate, 3 High
2007-2008	36	25%	75% 14 Intermediate, 13 High
2008-2009	31	29%	71.1% 18 Intermediate, 4 High
2009-2010	20	25%	75% 7 Intermediate, 8 High
2010-2011	24	20.8% 5 Students	79.1% 13 Intermediate, 6 High
2011-2012	31	9.7% 3 Students	90.3% 19 Intermediate, 9 High

Grade 3 Mathematics Males

Year	# Students	Not Proficient	Proficient
2004-2005	20	10%	90% 12 Intermediate, 6 High
2005-2006	25	32%	68% 13 Intermediate, 4 High
2006-2007	29	17.2%	82.7% 15 Intermediate, 9 High
2007-2008	26	11.5%	88.5% 15 Intermediate, 8 High
2008-2009	20	25%	75% 12 Intermediate, 3 High
2009-2010	22	18.1%	81.7% 14 Intermediate, 4 High
2010-2011	25	4% 1 Student	96% 17 Intermediate, 7 High
2011-2012	20	10% 2 Students	90% 12 Intermediate, 6 High

Grade 3 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	11	27% 3 Students	73% 7 Intermediate, 1 High
Non Free & Reduced	28	7% 2 Students	93% 18 Intermediate, 8 High
2005-2006 F/R	9	0%	100% 9 Intermediate, 0 High
Non Free & Reduced	43	25.5% 11 Students	74.5% 21 Intermediate, 11 High
2006-2007 F/R	12	33.3% 4 Students	66.7% 6 Intermediate, 2 High
Non Free & Reduced	42	9.5% 4 Students	90.4% 28 Intermediate, 10 High
2007-2008 F/R	15	33% 5 Students	66.6% 8 Intermediate, 2 High
Non Free & Reduced	47	14.9% 7 Students	85.1% 21 Intermediate, 19 High
2008-2009 F/R	16	37.5% 6 Students	62.6% 8 Intermediate, 2 High
Non Free & Reduced	35	22.9% 8 Students	77.2% 22 Intermediate, 5 High
2009-2010 F/R	15	26.7% 4 Students	73.3% 11 Intermediate, 0 High
Non Free & Reduced	27	18.5% 5 Students	81.4% 10 Intermediate, 12 High
2010-2011 F/R	16	25% 4 Students	75.1% 10 Intermediate, 2 High
Non Free & Reduced	33	6.1% 2 Students	94% 20 Intermediate, 11 High
2011-2012 F/R	12	25% 3 Students	75% 7 Intermediate, 2 High
Non Free & Reduced	39	5.1% 2 Students	94.8% 24 Intermediate, 13 High

Grade 3 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	9	56% 5 Students	44% 3 Intermediate, 1 High
General Ed.	30	0%	100% 22 Intermediate, 8 High
2005-2006 Special Ed.	6	50% 3 students	50% 3 Intermediate, 0 High
General Ed.	46	17% 8 students	83% 27 Intermediate, 11 High
2006-2007 Special Ed.	4	75% 3 students	25% 1 Intermediate, 0 High
General Ed.	50	10% 5 students	90% 33 Intermediate, 12 High
2007-2008 Special Ed.	5	40% 2 students	60% 3 Intermediate, 0 High
General Ed.	57	17.5% 10 students	82.4% 26 Intermediate, 21 High
2008-2009 Special Ed.	1	0%	100% 1 Intermediate, 0 High
General Ed.	50	28% 14 Students	72% 29 Intermediate, 7 High
2009-2010 Special Ed.	3	33.3% 1 Student	66.6% 2 Intermediate, 0 High
General Ed.	39	20.5% 8 Students	79.5% 19 Intermediate, 12 High
2010-2011 Special Ed.	2	50% 1 Student	50% 1 Intermediate, 0 High
General Ed.	47	10.6% 5 Students	89.4% 29 Intermediate, 13 High
2011-2012 Special Ed	0	0%	0%
General Education	51	9.8% 5 Students	90.2% 31 Intermediate, 15 High

Grade 4 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Grade 4 Reading

Year	# Students	Not Proficient	Proficient
2001-2002	35	20%	80%
2002-2003	37	19%	81%
2003-2004	32	34.4%	65.6%
2004-2005	40	7.5%	92.5% 26 Intermediate, 11 High
2005-2006	43	37%	63% 21 Intermediate, 6 High
2006-2007	53	20.8%	79.3% 29 Intermediate, 13 High
2007-2008	50	22%	78% 30 Intermediate, 9 High
2008-2009	63	11.1% 7 Students	88.9% 42 Intermediate, 14 High
2009-2010	50	24% 12 Students	76% 31 Intermediate, 7 High
2010-2011	43	7% 3 Students	93% 29 Intermediate, 11 High
2011-2012	60	8.3% 5 Students	91.6% 47 Intermediate, 8 High

Levels of Performance for Subgroups

Grade 4 Reading Females

Year	# Students	Not Proficient	Proficient
2001-2002	18	17%	83%
2002-2003	18	16.7%	83.4%
2003-2004	20	35%	65%
2004-2005	17	0%	100% 14 Intermediate, 3 High
2005-2006	21	43%	57% 11 Intermediate, 1 High
2006-2007	26	11.5% 3 students	88.4% 15 Intermediate, 8 High
2007-2008	27	26.9% 7 students	73.1% 16 Intermediate, 4 High
2008-2009	35	8.6% 3 Students	91.4% 24 Intermediate, 8 High
2009-2010	30	16.7% 5 Students	83.4% 20 Intermediate, 5 High
2010-2011	21	4.8% 1 Student	95.2% 13 Intermediate, 7 High
2011-2012	34	8.8% 3 Students	91.2% 27 Intermediate, 4 High

Grade 4 Reading Males

Year	# Students	Not Proficient	Proficient
2001-2002	17	23%	77%
2002-2003	19	21.1%	79%
2003-2004	12	33%	67%
2004-2005	23	13%	87%
2005-2006	22	32%	68%
2006-2007	27	29.6%	70.3%
2007-2008	24	16.7%	83.4%
2008-2009	28	14.3%	85.7%
2009-2010	20	35%	65%
2010-2011	22	9%	90.9%
2011-2012	26	7.7%	92.3%
		2 Students	20 Intermediate, 4 High

Grade 4 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005	7	14%	86%
F/R		1 Students	4 Intermediate, 2 High
Non Free & Reduced	33	6%	94%
		2 Students	22 Intermediate, 9 High
2005-2006	13	61.5%	38.5%
F/R		8 Students	4 Intermediate, 1 High
Non Free & Reduced	30	26.6%	73.4%
		8 Students	17 Intermediate, 5 High
2006-2007	10	10%	90%
F/R		1 Student	9 Intermediate, 0 High
Non Free & Reduced	43	23.3%	76%
		10 Students	20 Intermediate, 13 High
2007-2008	9	55%	44%
F/R		5 Students	3 Intermediate, 10 High
Non Free & Reduced	41	14.6%	85.4%
		6 Students	27 Intermediate, 8 High
2008-2009	18	11.1%	88.9%
F/R		2 Students	14 Intermediate, 2 High
Non Free & Reduced	45	11.1%	88.9%
		5 Students	28 Intermediate, 12 High
2009-2010	13	15.4%	84.6%
F/R		2 Students	9 Intermediate, 2 High
Non Free & Reduced	37	27%	72.9%
		10 Students	22 Intermediate, 5 High
2010-2011	11	27.3%	72.7%
F/R		3 Students	6 Intermediate, 2 High
Non Free & Reduced	32	0%	100%
			23 Intermediate, 9 High
2011-2012	19	15.8%	84.2%
F/R		3 Students	15 Intermediate, 1 High
Non Free & Reduced	41	4.9%	95.1%
		2 Students	32 Intermediate, 7 High

Grade 4 Reading Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	7	43% 3 Students	57% 4 Intermediate, 0 High
General Ed.	33	0%	100% 22 Intermediate, 11 High
2005-2006 Special Ed.	9	78% 7 Students	22% 2 Intermediate, 0 High
General Ed.	34	26% 9 Students	74% 19 Intermediate, 6 High
2006-2007 Special Ed.	7	71.4% 5 Students	28.6% 2 Intermediate, 0 High
General Ed.	46	13% 6 Students	87% 27 Intermediate, 13 High
2007-2008 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	45	15% 7 Students	84% 29 Intermediate, 9 High
2008-2009 Special Ed.	7	28.6% 2 Students	71.5% 5 Intermediate, 0 High
General Ed.	56	8.9% 5 Students	91.1% 37 Intermediate, 14 High
2009-2010 Special Ed.	2	100% 2 Students	0%
General Ed.	48	20.8% 10 Students	79.2% 31 Intermediate, 7 High
2010-2011 Special Ed.	3	33.3% 1 Student	66.6% 2 Intermediate, 0 High
General Ed.	40	5% 2 Students	95% 27 Intermediate, 11 High
2011-2012 Special Ed.	2	50% 1 Student	50% 1 Intermediate, 0 High
General Education	58	6.9% 4 Students	93.1% 46 Intermediate, 8 High

Grade 4 Mathematics

Year	# Students	Not Proficient	Proficient
2001-2002	35	11%	89%
2002-2003	37	8%	92%
2003-2004	42	24%	76%
2004-2005	40	10%	90%
2005-2006	43	21%	79% 19 Intermediate, 17 High
2006-2007	53	20.8%	79.2% 26 Intermediate, 8 High
2007-2008	50	20% 10 Students	80% 30 Intermediate, 12 High
2008-2009	63	20.7% 13 Students	79.4% 32 Intermediate, 8 High
2009-2010	50	22% 11 Students	78% 36 Intermediate, 14 High
2010-2011	43	16.3% 7 Students	83.7% 30 Intermediate, 9 High
2011-2012	60	18.3% 11 Students	81.6% 27 Intermediate, 9 High
			81.6% 38 Intermediate, 11 High

Levels of Performance for Subgroups

Grade 4 Mathematics Females

Year	# Students	Not Proficient	Proficient
2001-2002	18	11%	89%
2002-2003	18	11%	89%
2003-2004	20	20%	80%
2004-2005	17	18%	82% 8 Intermediate, 6 High
2005-2006	21	29%	71% 13 Intermediate, 2 High
2006-2007	25	12%	88% 19 Intermediate, 3 High
2007-2008	26	23.1% 6 Students	76.8% 16 Intermediate, 4 High
2008-2009	35	25.7% 9 Students	74.3% 17 Intermediate, 9 High
2009-2010	30	26.7% 8 Students	73.2% 17 Intermediate, 5 High
2010-2011	21	14.3% 3 Students	85.7% 12 Intermediate, 6 High
2011-2012	34	26% 9 Students	73.5% 20 Intermediate, 5 High

Grade 4 Mathematics Males

Year	# Students	Not Proficient	Proficient
2001-2002	17	12%	88%
2002-2003	19	5%	95%
2003-2004	12	8%	92%
2004-2005	23	4%	96%
2005-2006	22	14%	86% 11 Intermediate, 11 High
2006-2007	29	17.2%	82.7% 15 Intermediate, 9 High
2007-2008	24	16.6%	83.3% 16 Intermediate, 4 High
2008-2009	28	14.3% 4 Students	85.6% 19 Intermediate, 5 High
2009-2010	20	15% 3 Students	85% 13 Intermediate, 4 High
2010-2011	22	18.2% 4 Students	81.8% 15 Intermediate, 3 High
2011-2012	26	7.7% 2 Students	92.3% 18 Intermediate, 6 High

Grade 4 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	7	28.5% 2 Students	71.5% 2 Intermediate, 3 High
Non Free & Reduced	33	6% 2 Students	94% 17 Intermediate, 14 High
2005-2006 F/R	13	30.7% 4 Students	69.3% 8 Intermediate, 1 High
Non Free & Reduced	30	17% 5 Students	83% 18 Intermediate, 7 High
2006-2007 F/R	12	33.3% 4 Students	66.7% 6 Intermediate, 2 High
Non Free & Reduced	42	9.5% 4 Students	90.4% 28 Intermediate, 10 High
2007-2008 F/R	9	55.5% 5 Students	44.4% 3 Intermediate, 1 High
Non Free & Reduced	41	12.2% 5 Students	87.9% 29 Intermediate, 7 High
2008-2009 F/R	18	38.9% 7 Students	61.2% 10 Intermediate, 1 High
Non Free & Reduced	45	13.3% 6 Students	86.7% 26 Intermediate, 13 High
2009-2010 F/R	13	38.5% 5 Students	61.6% 5 Intermediate, 3 High
Non Free & Reduced	37	16.2% 6 Students	83.7% 25 Intermediate, 6 High
2010-2011 F/R	11	36.4% 4 Students	63.7% 6 Intermediate, 1 High
Non Free & Reduced	32	9.4% 3 Students	90.6% 21 Intermediate, 8 High
2011-2012 F/R	19	21.1% 4 Students	78% 15 Intermediate, 0 High
Non Free & Reduced	41	17.1% 7 Students	82.9% 23 Intermediate, 11 High

Grade 4 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	7	43% 3 Students	57% 3 Intermediate, 1 High
General Ed.	33	3% 1 Student	97% 16 Intermediate, 16 High
2005-2006 Special Ed.	9	56% 5 Students	44% 4 Intermediate, 0 High
General Ed.	34	11.8% 4 Students	88.2% 22 Intermediate, 8 High
2006-2007 Special Ed.	4	75% 3 Students	25% 1 Intermediate, 0 High
General Ed.	50	10% 5 Students	90% 33 Intermediate, 12 High
2007-2008 Special Ed.	5	60% 3 Students	40% 2 Intermediate, 0 High
General Ed.	45	15.5% 7 Students	84.5% 30 Intermediate, 8 High
2008-2009 Special Ed.	7	71.4% 5 Students	28.6% 2 Intermediate, 0 High
General Ed.	56	14.3% 8 Students	85.7% 34 Intermediate, 14 High
2009-2010 Special Ed.	2	50% 1 Student	50% 1 Intermediate, 0 High
General Ed.	48	20.8% 10 Students	79.3% 29 Intermediate, 9 High
2010-2011 Special Ed.	3	66.6% 2 Students	33.3% 1 Intermediate, 0 High
General Ed.	40	12.5% 5 Students	87.5% 26 Intermediate, 9 High
2011-2012 Special Ed.	2	50% 1 Student	50% 2 Intermediate, 0 High
General Ed.	58	17.2% 10 Students	82.8% 37 Intermediate, 11 High

Grade 5 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Grade 5 Reading

Year	# Students	Not Proficient	Proficient
2004-2005	34	21%	79% 20 Intermediate, 7 High
2005-2006	41	15%	85% 21 Intermediate, 14 High
2006-2007	41	17.1%	83% 21 Intermediate, 13 High
2007-2008	56	19.7%	80.3% 34 Intermediate, 11 High
2008-2009	51	17.6% 9 Students	82.4% 34 Intermediate, 8 High
2009-2010	59	5.1% 3 Students	94.9% 50 Intermediate, 6 High
2010-2011	49	16.3% 8 Students	83.7% 34 Intermediate, 7 High
2011-2012	50	18% 9 Students	82% 33 Intermediate, 8 High

Levels of Performance for Subgroups

Grade 5 Reading Females

Year	# Students	Not Proficient	Proficient
2004-2005	24	25%	75% 14 Intermediate, 4 High
2005-2006	17	6%	94% 9 Intermediate, 7 High
2006-2007	20	25%	75% 9 Intermediate, 6 High
2007-2008	27	7.4%	92.5% 21 Intermediate, 4 High
2008-2009	30	20% 6 Students	80.1% 20 Intermediate, 4 High
2009-2010	32	6.3% 2 Students	93.7% 26 Intermediate, 4 High
2010-2011	28	10.7% 3 Students	89.3% 19 Intermediate, 6 High
2011-2012	24	25% 6 Students	75% 13 Intermediate, 5 High

Grade 5 Reading Males

Year	# Students	Not Proficient	Proficient
2004-2005	10	10%	90% 6 Intermediate, 3 High
2005-2006	24	21%	79% 12 Intermediate, 7 High
2006-2007	21	9.5%	90.5% 12 Intermediate, 7 High
2007-2008	29	31% 9 Students	68.9% 13 Intermediate, 7 High
2008-2009	21	14.3% 3 Students	85.8% 14 Intermediate, 4 High
2009-2010	32	6.3% 2 Students	96.3% 24 Intermediate, 2 High
2010-2011	21	23.8% 5 Students	76.3% 15 Intermediate, 1 High
2011-2012	26	11.5% 3 Students	88.4% 20 Intermediate, 3 High

Grade 5 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	7	43% 3 Students	57% 4 Intermediate, 0 High
Non Free & Reduced	27	15% 4 Students	85% 16 Intermediate, 7 High
2005-2006 F/R	7	25% 2 Students	75% 5 Intermediate, 1 High
Non Free & Reduced	33	12% 4 Students	88% 16 Intermediate, 13 High
2006-2007 F/R	13	30.8% 4 Students	69.3% 7 Intermediate, 2 High
Non Free & Reduced	28	10.7% 3 Students	89.3% 14 Intermediate, 11 High
2007-2008 F/R	12	16.7% 2 Students	83.3% 8 Intermediate, 2 High
Non Free & Reduced	44	20.4% 9 Students	79.6% 26 Intermediate, 9 High
2008-2009 F/R	10	40% 4 Students	60% 5 Intermediate, 1 High
Non Free & Reduced	41	12% 5 Students	87.8% 29 Intermediate, 7 High
2009-2010 F/R	13	7.7% 1 Student	92.3% 11 Intermediate, 1 High
Non Free & Reduced	46	4.3% 2 Students	95.7% 39 Intermediate, 5 High
2010-2011 F/R	9	33.3% 3 Students	66.6% 6 Intermediate, 0 High
Non Free & Reduced	40	12.5% 5 Students	87.5% 28 Intermediate, 7 High
2011-2012 F/R	13	38.5% 5 Students	61.5% 7 Intermediate, 1 High
Non Free & Reduced	37	10.8% 4 Students	89.2% 26 Intermediate, 7 High

Grade 5 Reading Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	6	83% 5 Students	17% 1 Intermediate, 0 High
General Ed.	28	7% 2 Students	93% 19 Intermediate, 7 High
2005-2006 Special Ed.	7	71% 5 Students	29% 2 Intermediate, 0 High
General Ed.	34	3% 1 Student	97% 19 Intermediate, 14 High
2006-2007 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	35	11.4% 4 Students	88.5% 18 Intermediate, 13 High
2007-2008 Special Ed.	7	57.2% 4 Students	42.9% 2 Intermediate, 1 High
General Ed.	49	14.3% 7 Students	85.7% 32 Intermediate, 10 High
2008-2009 Special Ed.	6	66.7% 4 Students	33.4% 1 Intermediate, 1 High
General Ed.	45	11.1% 5 Students	88.8% 33 Intermediate, 7 High
2009-2010 Special Ed.	5	20% 1 Student	80% 4 Intermediate, 0 High
General Ed.	54	3.7% 2 Students	96.4% 46 Intermediate, 6 High
2010-2011 Special Ed.	2	100% 2 Students	0%
General Ed.	40	12.8% 5 Students	87.2% 29 Intermediate, 6 High
2011-2012 Special Ed.	2	50% 1 Student	50% 1 Intermediate, 0 High
General Education	48	16.7% 8 Students	83.4% 32 Intermediate, 8 High

Grade 5 Mathematics

Year	# Students	Not Proficient	Proficient
2004-2005	34	18%	82% 19 Intermediate, 9 High
2005-2006	41	20%	80% 20 Intermediate, 13 High
2006-2007	41	12.2% 5 Students	87.8% 26 Intermediate, 10 High
2007-2008	56	23.2% 13 Students	76.7% 21 Intermediate, 12 High
2008-2009	51	15.7% 8 Students	84.3% 31 Intermediate, 12 High
2009-2010	59	11.9% 7 Students	88.1% 34 Intermediate, 18 High
2010-2011	49	18.3% 9 Students	81.6% 27 Intermediate, 13 High
2011-2012	50	24% 12 Students	76% 25 Intermediate, 13 High

Levels of Performance for Subgroups

Grade 5 Mathematics Females

Year	# Students	Not Proficient	Proficient
2004-2005	24	21%	79% 14 Intermediate, 5 High
2005-2006	17	12%	88% 10 Intermediate, 5 High
2006-2007	20	15%	85% 13 Intermediate, 4 High
2007-2008	27	18.5%	81.4% 16 Intermediate, 6 High
2008-2009	30	13.3% 4 Students	86.7% 22 Intermediate, 4 High
2009-2010	32	15.6% 5 Students	84.5% 18 Intermediate, 9 High
2010-2011	28	17.9% 5 Students	82.1% 14 Intermediate, 9 High
2011-2012	24	25% 6 Students	75% 12 Intermediate, 6 High

Grade 5 Mathematics Males

Year	# Students	Not Proficient	Proficient
2004-2005	10	10%	90% 5 Intermediate, 4 High
2005-2006	24	25%	75% 10 Intermediate, 8 High
2006-2007	21	9.6%	90.5% 13 Intermediate, 6 High
2007-2008	29	27.5%	72.4% 15 Intermediate, 6 High
2008-2009	21	19% 4 Students	80.9% 9 Intermediate, 8 High
2009-2010	27	7.4% 2 Students	92.5% 16 Intermediate, 9 High
2010-2011	21	19.1% 4 Students	81% 13 Intermediate, 4 High
2011-2012	26	23.1% 6 Students	76.9% 13 Intermediate, 7 High

Grade 5 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	7	14% 1 Students	85% 5 Intermediate, 1 High
Non Free & Reduced	27	18.5% 5 Students	81.5% 14 Intermediate, 8 High
2005-2006 F/R	8	37.5% 3 Students	62.5% 2 Intermediate, 3 High
Non Free & Reduced	28	15% 5 Students	85% 18 Intermediate, 10 High
2006-2007 F/R	13	30.8% 4 Students	69.3% 7 Intermediate, 2 High
Non Free & Reduced	28	3.6% 1 Student	96.5% 19 Intermediate, 8 High
2007-2008 F/R	12	25% 3 Students	75% 8 Intermediate, 1 High
Non Free & Reduced	44	22.8% 10 Students	77.3% 23 Intermediate, 11 High
2008-2009 F/R	10	40% 4 Students	60% 4 Intermediate, 2 High
Non Free & Reduced	41	9.7% 4 Students	90.2% 27 Intermediate, 10 High
2009-2010 F/R	13	38.5% 5 Students	61.6% 5 Intermediate, 3 High
Non Free & Reduced	46	4.3% 2 Students	95.6% 29 Intermediate, 15 High
2010-2011 F/R	11	36.4% 4 Students	63.7% 6 Intermediate, 1 High
Non Free & Reduced	32	9.4% 3 Students	90.6% 21 Intermediate, 8 High
2011-2012 F/R	13	46.2% 6 Students	53.9% 5 Intermediate, 2 High
Non Free & Reduced	37	16.2% 6 Students	83.8% 20 Intermediate, 11 High

Grade 5 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	6	33% 2 Students	67% 4 Intermediate, 0 High
General Ed.	28	14% 4 Students	86% 15 Intermediate, 9 High
2005-2006 Special Ed.	7	86% 6 Students	14% 1 Intermediate, 0 High
General Ed.	34	6% 2 Students	94% 19 Intermediate, 13 High
2006-2007 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	35	5.7% 2 Students	94.3% 23 Intermediate, 10 High
2007-2008 Special Ed.	7	42.9% 3 Students	57.2% 4 Intermediate, 0 High
General Ed.	49	20.4% 10 Students	79.6% 27 Intermediate, 12 High
2008-2009 Special Ed.	6	66.7% 4 Students	33.4% 1 Intermediate, 1 High
General Ed.	45	8.9% 4 Students	91.2% 30 Intermediate, 11 High
2009-2010 Special Ed.	5	40% 2 Students	60% 3 Intermediate, 0 High
General Ed.	54	9.3% 5 Students	90.8% 31 Intermediate, 18 High
2010-2011 Special Ed.	3	66.6% 2 Students	33.3% 1 Intermediate, 0 High
General Ed.	40	12.5% 5 Students	87.5% 26 Intermediate, 9 High
2011-2012 Special Ed.	2	50% 1 Student	50% 1 Intermediate, 0 High
General Ed.	48	22.9% 11 Students	77.1% 24 Intermediate, 13 High

Grade 6 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Grade 6 Reading

Year	# Students	Not Proficient	Proficient
2004-2005	45	16%	84% 26 Intermediate, 12 High
2005-2006	42	26%	74% 27 Intermediate, 4 High
2006-2007	42	16.7% 7 Students	83.4% 23 Intermediate, 12 High
2007-2008	43	27.9% 12 students	72.1% 23 Intermediate, 8 High
2008-2009	57	29.9% 17 Students	70.2% 27 Intermediate, 13 High
2009-2010	50	34% 17 Students	66% 25 Intermediate, 8 High
2010-2011	56	26.8% 15 Students	73.3% 35 Intermediate, 6 High
2011-2012	49	34.7% 17 Students	65.3% 27 Intermediate, 5 High

Levels of Performance for Subgroups

Grade 6 Reading Females

Year	# Students	Not Proficient	Proficient
2004-2005	22	18%	82% 12 Intermediate, 6 High
2005-2006	29	24%	76% 19 Intermediate, 3 High
2006-2007	18	5.6%	94.4% 11 Intermediate, 6 High
2007-2008	19	31.6%	68.5% 11 Intermediate, 2 High
2008-2009	25	24% 6 Students	76% 12 Intermediate, 7 High
2009-2010	30	36.7% 11 Students	63.3% 16 Intermediate, 3 High
2010-2011	29	24.1% 7 Students	75.8% 17 Intermediate, 5 High
2011-2012	28	32.1% 9 Students	67.9% 15 Intermediate, 4 High

Grade 6 Reading Males

Year	# Students	Not Proficient	Proficient
2004-2005	23	13%	87% 14 Intermediate, 6 High
2005-2006	13	31%	69% 8 Intermediate, 1 High
2006-2007	24	25%	75% 12 Intermediate, 6 High
2007-2008	24	25%	75% 12 Intermediate, 6 High
2008-2009	32	34.4% 11 Students	65.7% 15 Intermediate, 6 High
2009-2010	20	30% 6 Students	63.3% 16 Intermediate, 3 High
2010-2011	27	29.6% 8 Students	70.4% 18 Intermediate, 1 High
2011-2012	21	38.1% 8 Students	61.9% 12 Intermediate, 1 High

Grade 6 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	7	33% 2 Students	67% 3 Intermediate, 1 High
Non Free & Reduced	49	13% 5 Students	87% 23 Intermediate, 11 High
2005-2006 F/R	8	25% 2 Students	75% 6 Intermediate, 0 High
Non Free & Reduced	34	26% 9 Students	74% 21 Intermediate, 4 High
2006-2007 F/R	7	28.6% 2 Students	71.5% 5 Intermediate, 0 High
Non Free & Reduced	35	14.3% 5 Students	85.7% 18 Intermediate, 12 High
2007-2008 F/R	15	40% 6 Students	60.1% 7 Intermediate, 2 High
Non Free & Reduced	28	21.5% 6 Students	78.6% 16 Intermediate, 6 High
2008-2009 F/R	10	40% 4 Students	60% 4 Intermediate, 2 High
Non Free & Reduced	47	27.6% 13 Students	72.3% 23 Intermediate, 11 High
2009-2010 F/R	11	54.6% 6 Students	45.5% 3 Intermediate, 2 High
Non Free & Reduced	39	28.2% 11 Students	71.8% 22 Intermediate, 6 High
2010-2011 F/R	9	33.3% 3 Students	66.6% 6 Intermediate, 0 High
Non Free & Reduced	47	25.5% 12 Students	74.5% 29 Intermediate, 6 High
2011-2012 F/R	12	50% 6 Students	50% 5 Intermediate, 1 High
Non Free & Reduced	37	29.7% 11 Students	70.3% 22 Intermediate, 4 High

Grade 6 Reading Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	40	7.5% 3 Students	92.5% 25 Intermediate, 12 High
2005-2006 Special Ed.	8	62.5% 5 Students	37.5% 3 Intermediate, 0 High
General Ed.	34	17.6% 6 Students	82.4% 24 Intermediate, 4 High
2006-2007 Special Ed.	8	62.5% 5 Students	37.5% 3 Intermediate, 0 High
General Ed.	34	5.9% 2 Students	94.1% 20 Intermediate, 12 High
2007-2008 Special Ed.	7	71.5% 5 Students	28.6% 2 Intermediate, 0 High
General Ed.	36	19.5% 7 Students	80.5% 21 Intermediate, 8 High
2008-2009 Special Ed.	6	83.3% 5 Students	16.7% 0 Intermediate, 1 High
General Ed.	51	23.6% 12 Students	76.5% 27 Intermediate, 12 High
2009-2010 Special Ed.	6	100% 6 Students	0% 0 Intermediate, 0 High
General Ed.	44	25% 11 Students	75% 25 Intermediate, 8 High
2010-2011 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	50	24.4% 12 Students	76% 32 Intermediate, 6 High
2011-2012 Special Ed.	1	100% 1 Student	0% 0
General Education	48	33.3% 16 Students	76.7% 27 Intermediate, 5 High

Grade 6 Mathematics

Year	# Students	Not Proficient	Proficient
2004-2005	45	20%	80% 25 Intermediate, 11 High
2005-2006	42	29%	71% 24 Intermediate, 6 High
2006-2007	42	16.7%	83.4% 20 Intermediate, 15 High
2007-2008	43	21%	79.2% 26 Intermediate, 8 High
2008-2009	57	19.3% 11 Students	80.7% 31 Intermediate, 15 High
2009-2010	50	20% 10 Students	80% 30 Intermediate, 10 High
2010-2011	56	26.8% 15 Students	73.2% 30 Intermediate, 11 High
2011-2012	49	32.7% 16 Students	67.4% 29 Intermediate, 4 High

Levels of Performance for Subgroups

Grade 6 Mathematics Females

Year	# Students	Not Proficient	Proficient
2004-2005	22	18%	82% 13 Intermediate, 5 High
2005-2006	29	34%	66% 16 Intermediate, 3 High
2006-2007	18	11.2% 2 Students	89.2% 10 Intermediate, 6 High
2007-2008	19	21.1% 4 Students	79% 14 Intermediate, 1 High
2008-2009	25	16% 4 Students	84% 15 Intermediate, 6 High
2009-2010	30	23.3% 7 Students	76.7% 17 Intermediate, 6 High
2010-2011	29	31% 9 Students	68.9% 14 Intermediate, 6 High
2011-2012	28	32.1% 9 Students	67.8% 16 Intermediate, 3 High

Grade 6 Mathematics Males

Year	# Students	Not Proficient	Proficient
2004-2005	23	22%	78% 12 Intermediate, 6 High
2005-2006	13	15%	85% 8 Intermediate, 3 High
2006-2007	24	20.9% 5 Students	79.2% 10 Intermediate, 9 High
2007-2008	24	20.9% 5 students	79.1% 12 Intermediate, 7 High
2008-2009	32	21.9% 7 Students	78.2% 16 Intermediate, 9 High
2009-2010	20	15% 3 Students	85% 13 Intermediate, 4 High
2010-2011	27	22.2% 6 Students	77.7% 16 Intermediate, 5 High
2011-2012	21	33.3% 7 Students	66.7% 13 Intermediate, 1 High

Grade 6 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	6	33.3% 2 Students	66.6% 2 Intermediate, 2 High
Non Free & Reduced	39	18% 7 Students	82% 23 Intermediate, 9 High
2005-2006 F/R	8	37.5% 3 Students	62.5% 5 Intermediate, 0 High
Non Free & Reduced	34	26% 9 Students	74% 19 Intermediate, 6 High
2006-2007 F/R	7	28.6% 2 Students	71.5% 3 Intermediate, 2 High
Non Free & Reduced	35	14.3% 5 Students	85.7% 17 Intermediate, 13 High
2007-2008 F/R	15	40% 6 Students	60% 8 Intermediate, 1 High
Non Free & Reduced	28	10.7% 3 Students	89.3% 18 Intermediate, 7 High
2008-2009 F/R	10	30% 3 Students	70% 4 Intermediate, 3 High
Non Free & Reduced	47	17% 8 Students	82.9% 27 Intermediate, 12 High
2009-2010 F/R	11	45.5% 5 Students	54.6% 6 Intermediate, 0 High
Non Free & Reduced	39	12.9% 5 Students	87.1% 24 Intermediate, 10 High
2010-2011 F/R	9	33.3% 3 Students	66.6% 4 Intermediate, 2 High
Non Free & Reduced	47	25.6% 12 Students	74.5% 26 Intermediate, 9 High
2011-2012 F/R	12	41.7% 5 Students	58.3% 6 Intermediate, 1 High
Non Free & Reduced	37	29.7% 11 Students	70.3% 23 Intermediate, 3 High

Grade 6 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	5	100% 5 Students	0%
General Ed.	36	10% 4 Students	90% 25 Intermediate, 11 High
2005-2006 Special Ed.	8	75% 6 Students	25% 2 Intermediate, 0 High
General Ed.	34	17.6% 6 Students	82.4% 22 Intermediate, 6 High
2006-2007 Special Ed.	8	62.5% 5 Students	37.5% 2 Intermediate, 1 High
General Ed.	34	5.9% 2 Students	94.2% 18 Intermediate, 12 High
2007-2008 Special Ed.	7	57.2% 4 Students	42.9% 3 Intermediate, 0 High
General Ed.	36	13.9% 5 Students	86.2% 23 Intermediate, 8 High
2008-2009 Special Ed.	6	50% 3 Students	50% 2 Intermediate, 1 High
General Ed.	51	15.7% 8 Students	84.2% 29 Intermediate, 14 High
2009-2010 Special Ed.	6	83.4% 5 Students	16.7% 1 Intermediate, 0 High
General Ed.	44	11.4% 5 Students	88.7% 29 Intermediate, 10 High
2010-2011 Special Ed.	6	100% 6 Students	0%
General Ed.	50	18% 9 Students	82% 30 Intermediate, 11 High
2011-2012 Special Ed.	1	100% 1 Student	0%
General Ed.	48	31.3% 15 Students	68.7% 29 Intermediate, 4 High

Grade 7 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Grade 7 Reading

Year	# Students	Not Proficient	Proficient
2004-2005	39	18%	82% 24 Intermediate, 8 High
2005-2006	45	24%	76% 25 Intermediate, 9 High
2006-2007	47	19%	80.8% 33 Intermediate, 5 High
2007-2008	45	13.3%	86.7% 30 Intermediate, 9 High
2008-2009	39	25.7% 10 Students	74.4% 18 Intermediate, 11 High
2009-2010	54	27.8% 15 Students	72.2% 33 Intermediate, 6 High
2010-2011	52	28.9% 15 Students	71.1% 28 Intermediate, 9 High
2011-2012	59	27.1% 16 Students	72.9% 38 Intermediate, 5 High

Levels of Performance for Subgroups

Grade 7 Reading Females

Year	# Students	Not Proficient	Proficient
2004-2005	21	10%	90% 14 Intermediate, 5 High
2005-2006	23	17%	83% 14 Intermediate, 5 High
2006-2007	28	21.5%	78.5% 20 Intermediate, 2 High
2007-2008	20	5%	95% 14 Intermediate, 5 High
2008-2009	17	35.3% 6 Students	64.7% 9 Intermediate, 2 High
2009-2010	23	13% 3 Students	86.9% 17 Intermediate, 3 High
2010-2011	30	33.4% 10 Students	66.6% 16 Intermediate, 4 High
2011-2012	31	19.4% 6 Students	80.6% 20 Intermediate, 5 High

Grade 7 Reading Males

Year	# Students	Not Proficient	Proficient
2004-2005	18	28%	72% 10 Intermediate, 3 High
2005-2006	22	32%	68% 11 Intermediate, 4 High
2006-2007	19	15.8%	84.2% 13 Intermediate, 3 High
2007-2008	25	20% 5 Students	80% 16 Intermediate, 4 High
2008-2009	22	18.1% 4 Students	81.8% 9 Intermediate, 9 High
2009-2010	31	38.7% 12 Students	61.3% 16 Intermediate, 3 High
2010-2011	22	22.7% 5 Students	77.3% 12 Intermediate, 5 High
2011-2012	28	35.7% 10 Students	64.3% 18 Intermediate, 0 High

Grade 7 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	6	33.3% 2 Students	67% 2 Intermediate, 2 High
Non Free & Reduced	33	15% 5 Students	85% 22 Intermediate, 6 High
2005-2006 F/R	8	37.5% 3 Students	62.5% 4 Intermediate, 1 High
Non Free & Reduced	37	21.6% 8 Students	78.4% 21 Intermediate, 8 High
2006-2007 F/R	9	44.4% 4 Students	55.5% 4 Intermediate, 1 High
Non Free & Reduced	38	13.1% 5 Students	86.9% 29 Intermediate, 4 High
2007-2008 F/R	7	42.9% 3 Students	57.2% 4 Intermediate, 0 High
Non Free & Reduced	38	7% 3 Students	92.1% 26 Intermediate, 9 High
2008-2009 F/R	13	38.5% 5 Students	61.6% 5 Intermediate, 3 High
Non Free & Reduced	26	19.2% 5 Students	80.8% 13 Intermediate, 8 High
2009-2010 F/R	8	37.5% 3 Students	62.5% 5 Intermediate, 0 High
Non Free & Reduced	46	26% 12 Students	73.8% 28 Intermediate, 6 High
2010-2011 F/R	15	40% 6 Students	60% 7 Intermediate, 2 High
Non Free & Reduced	37	24.3% 9 Students	75.6% 21 Intermediate, 7 High
2011-2012 F/R	11	27.3% 3 Students	72.7% 8 Intermediate, 0 High
Non Free & Reduced	48	27.1% 13 Students	72.9% 30 Intermediate, 5 High

Grade 7 Reading Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	5	60% 3 Students	40% 1 Intermediate, 1 High
General Ed.	34	11.8% 4 Students	88.2% 23 Intermediate, 7 High
2005-2006 Special Ed.	6	83% 5 Students	17% 1 Intermediate, 0 High
General Ed.	39	15% 6 Students	85% 24 Intermediate, 9 High
2006-2007 Special Ed.	8	50% 4 Students	50% 4 Intermediate, 0 High
General Ed.	39	12.8% 5 Students	87.3% 29 Intermediate, 5 High
2007-2008 Special Ed.	9	44.4% 4 Students	55.5% 5 Intermediate, 0 High
General Ed.	36	5.6% 2 Students	94.5% 25 Intermediate, 9 High
2008-2009 Special Ed.	7	85.7% 6 Students	14.3% 1 Intermediate, 0 High
General Ed.	32	12.5% 4 Students	87.6% 17 Intermediate, 11 High
2009-2010 Special Ed.	6	100% 6 Students	0%
General Ed.	48	18.8% 9 Students	81.2% 33 Intermediate, 6 High
2010-2011 Special Ed.	7	100% 7 Students	0%
General Ed.	45	17.8% 8 Students	82.2% 28 Intermediate, 9 High
2011-2012 Special Ed.	6	66.7% 4 Students	33.3% 2 Intermediate, 0 High
General Ed.	53	22.6% 12 Students	77.3% 36 Intermediate, 5 High

Grade 7 Mathematics

Year	# Students	Not Proficient	Proficient
2004-2005	39	10%	90% 27 Intermediate, 8 High
2005-2006	45	27%	73% 22 Intermediate, 11 High
2006-2007	47	12.8%	87.3% 35 Intermediate, 6 High
2007-2008	45	17.7%	82.2% 24 Intermediate, 13 High
2008-2009	39	18% 7 Students	82.1% 21 Intermediate, 11 High
2009-2010	54	16.7% 9 Students	83.3% 27 Intermediate, 18 High
2010-2011	52	19.3% 10 Students	80.8% 30 Intermediate, 12 High
2011-2012	59	18.6% 11 Students	81.4% 42 Intermediate, 6 High

Levels of Performance for Subgroups

Grade 7 Mathematics Females

Year	# Students	Not Proficient	Proficient
2004-2005	21	0%	100% 16 Intermediate, 5 High
2005-2006	23	35%	65% 9 Intermediate, 6 High
2006-2007	25	12%	88% 19 Intermediate, 3 High
2007-2008	20	15%	85% 12 Intermediate, 5 High
2008-2009	17	29.4 5 Students	70.6 8 Intermediate, 4 High
2009-2010	23	13% 3 Students	86.9% 11 Intermediate, 9 High
2010-2011	30	20% 6 Students	79.9% 17 Intermediate, 7 High
2011-2012	31	19.4% 6 Students	80.7% 22 Intermediate, 3 High

Grade 7 Mathematics Males

Year	# Students	Not Proficient	Proficient
2004-2005	18	22%	78% 11 Intermediate, 3 High
2005-2006	22	18%	82% 13 Intermediate, 5 High
2006-2007	29	17.2%	82.7% 15 Intermediate, 9 High
2007-2008	25	20%	80% 12 Intermediate, 8 High
2008-2009	22	9.1% 2 Students	90.9% 13 Intermediate, 7 High
2009-2010	31	19.3% 6 Students	80.7% 16 Intermediate, 7 High
2010-2011	22	18.2% 4 Students	81.8% 13 Intermediate, 5 High
2011-2012	28	17.9% 5 Students	82.1% 20 Intermediate, 3 High

Grade 7 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	6	0%	100% 5 Intermediate, 1 High
Non Free & Reduced	33	12% 4 Students	88% 22 Intermediate, 7 High
2005-2006 F/R	8	62.5% 5 Students	37.5% 2 Intermediate, 1 High
Non Free & Reduced	37	19% 7 Students	81% 20 Intermediate, 10 High
2006-2007 F/R	9	44.4% 4 Students	55.5% 4 Intermediate, 1 High
Non Free & Reduced	38	13.1% 5 Students	86.9% 29 Intermediate, 4 High
2007-2008 F/R	7	57.2% 22 Students	42.9% 2 Intermediate, 1 High
Non Free & Reduced	38	10.5% 4 Students	89.5% 22 Intermediate, 12 High
2008-2009 F/R	13	38.5% 5 Students	61.6% 4 Intermediate, 4 High
Non Free & Reduced	26	7.7% 2 Students	92.3% 17 Intermediate, 7 High
2009-2010 F/R	8	12.5% 1 Student	87.5% 3 Intermediate, 4 High
Non Free & Reduced	46	17.4% 8 Students	82.6% 24 Intermediate, 14 High
2010-2011 F/R	15	33.3% 5 Students	66.7% 9 Intermediate, 1 High
Non Free & Reduced	37	13.5% 5 Students	86.4% 21 Intermediate, 11 High
2011-2012 F/R	11	27.3% 3 Students	72.1% 7 Intermediate, 1 High
Non Free & Reduced	48	16.7% 8 Students	83.3% 35 Intermediate, 5 High

Grade 7 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	5	40% 2 Students	60% 3 Intermediate, 0 High
General Ed.	34	5.9% 2 Students	94.1% 24 Intermediate, 8 High
2005-2006 Special Ed.	6	83% 5 Students	17% 1 Intermediate, 0 High
General Ed.	37	18% 7 Students	82% 21 Intermediate, 9 High
2006-2007 Special Ed.	8	50% 4 Students	50% 4 Intermediate, 0 High
General Ed.	39	12.8% 5 Students	87.3% 29 Intermediate, 5 High
2007-2008 Special Ed.	9	55.5% 5 Students	44.4% 2 Intermediate, 2 High
General Ed.	36	8.4% 3 Students	91.6% 22 Intermediate, 11 High
2008-2009 Special Ed.	7	57.2% 4 Students	42.9% 3 Intermediate, 0 High
General Ed.	32	9.4% 3 Students	90.7% 18 Intermediate, 11 High
2009-2010 Special Ed.	6	66.7% 4 Students	33.3% 2 Intermediate, 0 High
General Ed.	48	10.4% 5 Students	89.6% 25 Intermediate, 18 High
2010-2011 Special Ed.	7	85.7% 6 Students	14.3% 1 Intermediate, 0 High
General Ed.	45	8.9% 4 Students	91.1% 29 Intermediate, 12 High
2011-2012 Special Ed.	6	66.7% 4 Students	33% 2 Intermediate, 0 High
General Ed.	53	13.2% 7 Students	86.8% 40 Intermediate, 6 High

Grade 8 Reading, Mathematics & Science Achievement Data

ITBS Student Achievement Data

Grade 8 Reading

Year	# Students	Not Proficient	Proficient
1999-2000	50	30%	70%
2000-2001	52	38%	62%
2001-2002	60	25%	75%
2002-2003	50	22%	78%
2003-2004	40	17.5%	82.5%
2004-2005	47	28%	72% 24 Intermediate, 10 High
2005-2006	41	22%	78% 29 Intermediate, 3 High
2006-2007	47	17%	82.9% 31 Intermediate, 8 High
2007-2008	46	23.9%	76.1% 32 Intermediate, 3 High
2008-2009	48	14.6% 7 Students	85.4% 29 Intermediate, 12 High
2009-2010	35	34.3% 12 Students	65.6% 17 Intermediate, 6 High
2010-2011	55	25.5% 14 Students	74.6% 32 Intermediate, 9 High
2011-2012	56	41.1% 23 Students	58.9% 26 Intermediate, 7 High

Levels of Performance for Subgroups

Grade 8 Reading Females

Year	# Students	Not Proficient	Proficient
1999-2000	26	27%	73%
2000-2001	24	29%	71%
2001-2002	29	24%	76%
2002-2003	27	15%	85%
2003-2004	24	29%	71%
2004-2005	19	21%	79% 10 Intermediate, 5 High
2005-2006	22	18%	82% 16 Intermediate, 2 High
2006-2007	24	16.7%	83% 15 Intermediate, 5 High
2007-2008	27	33.3%	66.6% 16 Intermediate, 2 High
2008-2009	23	4.3% 1 Student	95.6% 16 Intermediate, 6 High
2009-2010	15	40% 6 Students	60% 8 Intermediate, 1 High
2010-2011	23	13% 3 Students	86.9% 15 Intermediate, 5 High
2011-2012	31	38.7% 12 Students	61.3% 17 Intermediate, 2 High

Grade 8 Reading Males

Year	# Students	Not Proficient	Proficient
1999-2000	24	33%	67%
2000-2001	28	46%	54%
2001-2002	31	26%	74%
2002-2003	23	30%	70%
2003-2004	16	0%	100%
2004-2005	28	32%	68% 14 Intermediate, 5 High
2005-2006	19	26%	74% 13 Intermediate, 1 High
2006-2007	23	17.4%	82.6% 16 Intermediate, 3 High
2007-2008	19	10.5%	89.5% 16 Intermediate, 1 High
2008-2009	25	24% 6 Students	76% 13 Intermediate, 6 High
2009-2010	20	30% 6 Students	70% 9 Intermediate, 5 High
2010-2011	32	34.4% 11 Students	65.6% 17 Intermediate, 4 High
2011-2012	25	44% 11 Students	56% 9 Intermediate, 5 High

Grade 8 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	25% 2 Students	75% 3 Intermediate, 3 High
Non Free & Reduced	39	28% 11 Students	72% 21 Intermediate, 7 High
2005-2006 F/R	7	14.3% 1 Students	85.7% 5 Intermediate, 1 High
Non Free & Reduced	34	23.5% 8 Students	76.5% 24 Intermediate, 2 High
2006-2007 F/R	7	28.6% 2 Students	71.5% 4 Intermediate, 1 High
Non Free & Reduced	40	15% 6 Students	85% 27 Intermediate, 7 High
2007-2008 F/R	9	22.2% 2 Students	77.7% 7 Intermediate, 0 High
Non Free & Reduced	37	24.3% 9 Students	75.7% 25 Intermediate, 3 High
2008-2009 F/R	8	37.5% 3 Students	62.5% 4 Intermediate, 1 High
Non Free & Reduced	40	10% 4 Students	90% 25 Intermediate, 11 High
2009-2010 F/R	11	54.6% 6 Students	45.5% 5 Intermediate, 0 High
Non Free & Reduced	24	25% 6 Students	75% 12 Intermediate, 6 High
2010-2011 F/R	7	42.9% 3 Students	57.2% 3 Intermediate, 1 High
Non Free & Reduced	48	22.9% 11 Students	77.1% 29 Intermediate, 8 High
2011-2012 F/R	18	33.3% 6 Students	66.7% 9 Intermediate, 3 High
Non Free & Reduced	38	44.7% 17 Students	55.2% 17 Intermediate, 4 High

Grade 8 Reading Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	8	87.5% 7 Students	12.5% 1 Intermediate, 0 High
General Ed.	39	15% 6 Students	85% 23 Intermediate, 10 High
2005-2006 Special Ed.	5	60% 3 Students	40% 1 Intermediate, 1 High
General Ed.	36	16.7% 6 Students	83.3% 28 Intermediate, 2 High
2006-2007 Special Ed.	5	60% 3 Students	40% 2 Intermediate, 0 High
General Ed.	42	11.9% 5 Students	88% 29 Intermediate, 8 High
2007-2008 Special Ed.	6	83.4% 5 Students	16.7% 1 Intermediate, 0 High
General Ed.	40	15% 6 Students	85% 31 Intermediate, 3 High
2008-2009 Special Ed.	10	50% 5 Students	50% 5 Intermediate, 0 High
General Ed.	38	5.3% 2 Students	94.7% 24 Intermediate, 12 High
2009-2010 Special Ed.	7	100% 7 Students	0%
General Ed.	28	17.9% 5 Students	82.1% 17 Intermediate, 6 High
2010-2011 Special Ed.	6	100% 6 Students	0%
General Ed.	49	16.3% 8 Students	83.7% 32 Intermediate, 9 High
2011-2012 Special Ed.	9	100% 9 Students	0%
General Ed.	47	29.8% 14 Students	70.2% 26 Intermediate, 7 High

Grade 8 Mathematics

Year	# Students	Not Proficient	Proficient
1999-2000	50	38%	62%
2000-2001	52	46%	54%
2001-2002	60	25%	75%
2002-2003	50	26%	74%
2003-2004	40	20%	80%
2004-2005	47	15%	85% 34 Intermediate, 6 High
2005-2006	41	17%	83% 29 Intermediate, 5 High
2006-2007	47	17%	83% 28 Intermediate, 11 High
2007-2008	46	10.9%	89.1% 31 Intermediate, 10 High
2008-2009	48	16.7% 8 Students	83.4% 25 Intermediate, 15 High
2009-2010	35	20% 7 Students	80.1% 22 Intermediate, 6 High
2010-2011	55	27.2% 15 Students	72.7% 28 Intermediate, 12 High
2011-2012	56	23.2% 13 Students	76.7% 32 Intermediate, 11 High

Levels of Performance for Subgroups

Grade 8 Mathematics Females

Year	# Students	Not Proficient	Proficient
1999-2000	26	27%	73%
2000-2001	24	42%	58%
2001-2002	29	24%	76%
2002-2003	27	11%	89%
2003-2004	24	25%	75%
2004-2005	19	11%	89% 15 Intermediate, 2 High
2005-2006	22	9%	91% 16 Intermediate, 4 High
2006-2007	24	25%	75% 13 Intermediate, 5 High
2007-2008	27	18.5%	81.4% 18 Intermediate, 4 High
2008-2009	23	17.4% 4 Students	82.6% 11 Intermediate, 8 High
2009-2010	15	26.7% 4 Students	73.3% 11 Intermediate, 0 High
2010-2011	23	17.4% 4 Students	82.5% 13 Intermediate, 6 High
2011-2012	31	25.8% 8 Students	74.2% 17 Intermediate, 6 High

Grade 8 Mathematics Males

Year	# Students	Not Proficient	Proficient
1999-2000	24	37.5%	62.5%
2000-2001	28	50%	50%
2001-2002	31	29%	71%
2002-2003	23	48%	52%
2003-2004	16	12.5%	87.5%
2004-2005	28	18%	82% 19 Intermediate, 4 High
2005-2006	19	26%	74% 13 Intermediate, 1 High
2006-2007	23	8.7%	91.2% 15 Intermediate, 6 High
2007-2008	19	0%	100% 13 Intermediate, 6 High
2008-2009	25	16% 4 Students	84% 14 Intermediate, 7 High
2009-2010	20	15% 3 Students	85% 11 Intermediate, 6 High
2010-2011	32	34.4% 11 Students	65.7% 15 Intermediate, 6 High
2011-2012	25	20% 5 Students	70% 15 Intermediate, 5 High

Grade 8 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	25% 2 students	75% 3 Intermediate, 3 High
Non Free & Reduced	39	12.8% 5 students	87.2% 31 Intermediate, 3 High
2005-2006 F/R	7	29% 2 students	71% 5 Intermediate, 0 High
Non Free & Reduced	34	14.7% 5 students	85.3% 24 Intermediate, 5 High
2006-2007 F/R	7	28.6% 2 students	71.5% 4 Intermediate, 1 High
Non Free & Reduced	40	15% 6 students	85% 24 Intermediate, 10 High
2007-2008 F/R	9	11.1% 1 student	88.8% 6 Intermediate, 2 High
Non Free & Reduced	37	10.8% 4 students	89.1% 25 Intermediate, 8 High
2008-2009 F/R	8	62.5% 5 Students	37.5% 3 Intermediate, 0 High
Non Free & Reduced	40	7.5% 3 Students	92.5% 22 Intermediate, 15 High
2009-2010 F/R	11	45.5% 5 Students	54.6% 6 Intermediate, 0 High
Non Free & Reduced	24	8.3% 2 Students	91.7% 16 Intermediate, 6 High
2010-2011 F/R	7	28.6% 2 Students	71.5% 4 Intermediate, 1 High
Non Free & Reduced	48	27.1% 13 Students	72.9% 24 Intermediate, 11 High
2011-2012 F/R	18	33.3% 6 Students	66.6% 8 Intermediate, 4 High
Non Free & Reduced	38	18.4% 7 Students	81.6% 24 Intermediate, 7 High

Grade 8 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	8	37.5% 3 Students	62.5% 5 Intermediate, 0 High
General Ed.	39	10.3% 4 Students	89.7% 29 Intermediate, 6 High
2005-2006 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	36	8% 3 Students	92% 28 Intermediate, 5 High
2006-2007 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	42	9.5% 4 Students	90.5% 27 Intermediate, 11 High
2007-2008 Special Ed.	6	66.7% 4 Students	33.3% 2 Intermediate, 0 High
General Ed.	40	2.5% 1 Student	97.5% 29 Intermediate, 10 High
2008-2009 Special Ed.	10	60% 6 Students	40% 3 Intermediate, 1 High
General Ed.	38	5.3% 2 Students	94.8% 22 Intermediate, 14 High
2009-2010 Special Ed.	7	85.8% 6 Students	14.3% 1 Intermediate, 0 High
General Ed.	28	3.6% 1 Students	96.4% 21 Intermediate, 6 High
2010-2011 Special Ed.	6	100% 6 Students	0%
General Ed.	49	18.3% 9 Students	81.5% 28 Intermediate, 12 High
2011-2012 Special Ed.	9	88.9% 8 Students	11.1% 1 Intermediate, 0 High
General Ed.	47	10.6% 5 Students	89.4% 31 Intermediate, 11 High

Grade 8 Science

Year	# Students	Not Proficient	Proficient
1999-2000	50	28%	72%
2000-2001	52	36%	64%
2001-2002	60	22%	78%
2002-2003	50	12%	88%
2003-2004	40	15%	85%
2004-2005	47	12.8%	87.2% 22 Intermediate, 19 High
2005-2006	41	15%	85% 31 Intermediate, 4 High
2006-2007	47	10.6%	89.4% 33 Intermediate, 9 High
2007-2008	46	10.9%	89.1% 37 Intermediate, 4 High
2008-2009	48	12.5% 6 Students	87.6% 33 Intermediate, 9 High
2009-2010	35	17.1% 6 Students	82.9% 24 Intermediate, 5 High
2010-2011	55	21.8% 12 Students	78.2% 36 Intermediate, 7 High
2011-2012	56	25% 14 Students	75% 35 Intermediate, 7 High

Levels of Performance for Subgroups

Grade 8 Science Females

Year	# Students	Not Proficient	Proficient
1999-2000	26	31%	69%
2000-2001	24	38%	62%
2001-2002	29	24%	76%
2002-2003	27	7%	93%
2003-2004	24	21%	79%
2004-2005	19	16%	84% 8 Intermediate, 8 High
2005-2006	22	9%	91% 17 Intermediate, 3 High
2006-2007	24	12.5%	87.4% 16 Intermediate, 5 High
2007-2008	27	11.1%	88.9% 21 Intermediate, 3 High
2008-2009	23	8.7% 2 Students	91.2% 16 Intermediate, 5 High
2009-2010	15	20% 3 Students	80% 12 Intermediate, 0 High
2010-2011	23	8.6% 2 Students	91.3% 18 Intermediate, 3 High
2011-2012	31	32.3% 10 Students	67.8% 19 Intermediate, 2 High

Grade 8 Science Males

Year	# Students	Not Proficient	Proficient
1999-2000	24	25%	75%
2000-2001	28	36%	64%
2001-2002	31	19%	81%
2002-2003	23	17%	83%
2003-2004	16	6%	94%
2004-2005	28	11%	89% 14 Intermediate, 11 High
2005-2006	19	21%	79% 14 Intermediate, 1 High
2006-2007	23	8.7%	91.3% 17 Intermediate, 4 High
2007-2008	19	10.5% 2 Students	89.6% 16 Intermediate, 1 High
2008-2009	25	16% 4 Students	84% 17 Intermediate, 4 High
2009-2010	20	15% 3 Students	85% 12 Intermediate, 5 High
2010-2011	32	31.2% 10 Students	68.7% 18 Intermediate, 4 High
2011-2012	25	16% 4 Students	84% 16 Intermediate, 5 High

Grade 8 Science Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	12.5% 1 Students	87.5% 3 Intermediate, 4 High
Non Free & Reduced	39	13% 5 Students	87% 19 Intermediate, 15 High
2005-2006 F/R	7	14.3% 1 Student	85.7% 5 Intermediate, 1 High
Non Free & Reduced	34	15% 5 Students	85% 26 Intermediate, 3 High
2006-2007 F/R	7	28.6% 2 Students	71.5% 5 Intermediate, 0 High
Non Free & Reduced	40	7.5% 3 Students	92.5% 28 Intermediate, 9 High
2007-2008 F/R	9	22.2% 2 Students	77.8% 6 Intermediate, 1 High
Non Free & Reduced	37	8.1% 3 Students	91.9% 31 Intermediate, 3 High
2008-2009 F/R	8	50% 4 Students	50% 4 Intermediate, 0 High
Non Free & Reduced	40	5% 2 Students	72.5% 29 Intermediate, 9 High
2009-2010 F/R	11	36.4% 4 Students	63.7% 7 Intermediate, 0 High
Non Free & Reduced	24	8.3% 2 Students	91.7% 17 Intermediate
2010-2011 F/R	7	42.9% 3 Students	57.2% 3 Intermediate, 1 High
Non Free & Reduced	48	18.8% 9 Students	81.4% 33 Intermediate, 6 High
2011-2012 F/R	18	33.3% 6 Students	66.7% 10 Intermediate, 2 High
Non Free & Reduced	38	21.1% 8 Students	79% 25 Intermediate, 5 High

Grade 8 Science Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	8	50% 4 Students	50% 4 Intermediate, 0 High
General Ed.	39	5% 2 Students	95% 18 Intermediate, 19 High
2005-2006 Special Ed.	5	40% 2 Students	60% 2 Intermediate, 1 High
General Ed.	36	11% 4 Students	89% 29 Intermediate, 3 High
2006-2007 Special Ed.	5	60% 3 Students	40% 2 Intermediate, 0 High
General Ed.	42	4.8% 2 Students	95.3% 31 Intermediate, 9 High
2007-2008 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	40	5% 2 Students	95% 34 Intermediate, 4 High
2008-2009 Special Ed.	10	50% 5 Students	50% 5 Intermediate, 0 High
General Ed.	38	2.6% 1 Student	97.4% 28 Intermediate, 9 High
2009-2010 Special Ed.	7	71.4% 5 Students	28.6% 2 Intermediate, 0 High
General Ed.	28	3.6% 1 Student	96.3% 22 Intermediate, 5 High
2010-2011 Special Ed.	6	100% 6 Students	0%
General Ed.	49	12.2% 6 Students	87.7% 36 Intermediate, 14 High
2011-2012 Special Ed.	9	88.9% 8 Students	11.1% 1 Intermediate, 0 High
General Ed.	47	12.8% 6 Students	87.2% 34 Intermediate, 7 High

Grade 11 Reading, Mathematics, and Science Achievement Data

ITED Student Achievement Data

Grade 11 Reading

Year	# Students	Not Proficient	Proficient
1999-2000	49	35%	65%
2000-2001	50	34%	66%
2001-2002	48	15%	85%
2002-2003	56	25%	75%
2003-2004	54	28%	72%
2004-2005	61	28%	72% 37 Intermediate, 7 High
2005-2006	51	22%	78% 34 Intermediate, 5 High
2006-2007	45	24.4%	75.5% 28 Intermediate, 6 High
2007-2008	64	20.4%	79.7% 38 Intermediate, 13 High
2008-2009	46	23.9% 11 Students	76.1% 26 Intermediate, 9 High
2009-2010	51	21.6% 11 Students	78.4% 28 Intermediate, 12 High
2010-2011	42	19% 8 Students	80.9% 24 Intermediate, 10 High
2011-2012	49	16.3% 8 Students	83.7% 34 Intermediate, 7 High

Levels of Performance for Subgroups

Grade 11 Reading Females

Year	# Students	Not Proficient	Proficient
1999-2000	23	35%	65%
2000-2001	15	17%	83%
2001-2002	29	14%	86%
2002-2003	25	24%	76%
2003-2004	24	21%	79%
2004-2005	25	28%	72% 13 Intermediate, 5 High
2005-2006	24	8%	92% 20 Intermediate, 2 High
2006-2007	27	29.6%	70.3% 15 Intermediate, 4 High
2007-2008	28	10.7%	89.3% 21 Intermediate, 4 High
2008-2009	24	16.7% 4 Students	83.3% 12 Intermediate, 8 High
2009-2010	26	19.2% 5 Students	80.8% 16 Intermediate, 5 High
2010-2011	22	18.2% 4 Students	81.8% 12 Intermediate, 6 High
2011-2012	25	8% 2 Students	92% 20 Intermediate, 3 High

Grade 11 Reading Males

Year	# Students	Not Proficient	Proficient
1999-2000	26	35%	65%
2000-2001	35	46%	54%
2001-2002	19	16%	84%
2002-2003	31	26%	74%
2003-2004	30	33%	67%
2004-2005	36	28%	72% 24 Intermediate, 2 High
2005-2006	27	35%	65% 14 Intermediate, 3 High
2006-2007	18	16.7% 3 Students	83.3% 13 Intermediate, 2 High
2007-2008	36	27.8% 10 Students	72.2% 17 Intermediate, 9 High
2008-2009	22	31.8% 7 Students	68.1% 14 Intermediate, 1 High
2009-2010	25	24% 6 Students	76% 12 Intermediate, 7 High
2010-2011	20	20% 4 Students	80% 12 Intermediate, 4 High
2011-2012	24	25% 6 Students	75% 14 Intermediate, 4 High

Grade 11 Reading Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	50% 4 Students	50% 4 Intermediate, 0 High
Non Free & Reduced	53	25% 13 Students	75% 33 Intermediate, 7 High
2005-2006 F/R	9	44.4% 4 Students	55.6% 4 Intermediate, 1 High
Non Free & Reduced	41	17% 7 Students	83% 30 Intermediate, 4 High
2006-2007 F/R	14	35.7% 5 Students	64.3% 7 Intermediate, 2 High
Non Free & Reduced	31	19.4% 6 Students	80.8% 21 Intermediate, 4 High
2007-2008 F/R	15	26.7% 4 Students	73.4% 34 Intermediate, 11 High
Non Free & Reduced	49	18.3% 9 students	81.5% 31 Intermediate, 9 High
2008-2009 F/R	9	22.2% 2 Students	77.8% 6 Intermediate, 1 High
Non Free & Reduced	37	24.3% 9 Students	75.6% 20 Intermediate, 8 High
2009-2010 F/R	7	57.2% 4 Students	42.9% 1 Intermediate, 2 High
Non Free & Reduced	44	15.9% 7 Students	84.2% 27 Intermediate, 10 High
2010-2011 F/R	8	37.5% 3 Students	62.5% 4 Intermediate, 1 High
Non Free & Reduced	34	14.7% 5 Students	85.3% 20 Intermediate, 9 High
2011-2012 F/R	6	50% 3 Students	50% 3 Intermediate, 0 High
Non Free & Reduced	43	11.6% 5 Students	88.4% 31 Intermediate, 7 High

Grade 11 Reading Special Education compare to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	4	100% 4 Students	0%
General Ed.	57	23% 13 Students	77% 37 Intermediate, 7 High
2005-2006 Special Ed.	7	100% 7 Students	0%
General Ed.	43	9% 4 Students	91% 34 Intermediate, 5 High
2006-2007 Special Ed.	5	60% 3 Students	40% 2 Intermediate, 0 High
General Ed.	40	20% 8 Students	80% 26 Intermediate, 6 High
2007-2008 Special Ed.	8	75% 6 Students	25% 2 Intermediate, 0 High
General Ed.	40	15% 6 Students	85% 31 Intermediate, 3 High
2008-2009 Special Ed.	4	75% 3 Students	25% 1 Intermediate, 0 High
General Ed.	42	19% 8 Students	80.9% 25 Intermediate, 9 High
2009-2010 Special Ed.	6	83.3% 5 Students	16.7% 1 Intermediate, 0 High
General Ed.	45	13.3% 6 Students	86.6% 27 Intermediate, 12 High
2010-2011 Special Ed.	3	66.7% 2 Students	33.3% 1 Intermediate, 0 High
General Ed.	39	15.4% 6 Students	84.6% 23 Intermediate, 10 High
2011-2012 Special Ed.	6	66.7% 4 Students	33.3% 2 Intermediate, 0 High
General Ed.	43	9.3% 4 Students	90.7% 32 Intermediate, 7 High

Grade 11 Mathematics

Year	# Students	Not Proficient	Proficient
2001-2002	48	23%	77%
2002-2003	56	37.5%	62.5%
2003-2004	54	28%	72%
2004-2005	61	20%	80% 44 Intermediate, 5 High
2005-2006	51	48%	52% 21 Intermediate, 5 High
2006-2007	45	20% 9 Students	80% 30 Intermediate, 6 High
2007-2008	64	9.4% 6 Students	90.7% 48 Intermediate, 10 High
2008-2009	46	17.4% 8 Students	82.6% 29 Intermediate, 9 High
2009-2010	51	17.7% 9 Students	82.4% 42 Intermediate, 8 High
2010-2011	42	16.7% 7 Students	83.2% 28 Intermediate, 7 High
2011-2012	49	16.3% 8 Students	83.6% 33 Intermediate, 8 High

Levels of Performance for Subgroups

Grade 11 Mathematics Females

Year	# Students	Not Proficient	Proficient
2001-2002	29	17%	83%
2002-2003	25	44%	56%
2003-2004	24	25%	75%
2004-2005	25	28%	72% 16 Intermediate, 2 High
2005-2006	24	38%	62% 13 Intermediate 2 High
2006-2007	27	29.6%	70.4% 19 Intermediate, 0 High
2007-2008	28	10.7%	89.3% 24 Intermediate, 1 High
2008-2009	24	12.5% 3 Students	87.5% 15 Intermediate, 6 High
2009-2010	26	19.2% 5 Students	80.6% 17 Intermediate, 4 High
2010-2011	22	27.2% 6 Students	72.7% 13 Intermediate, 3 High
2011-2012	25	12% 3 Students	88% 18 Intermediate, 4 High

Grade 11 Mathematics Males

Year	# Students	Not Proficient	Proficient
2001-2002	19	32%	68%
2002-2003	31	32%	68%
2003-2004	30	30%	70%
2004-2005	36	14%	86% 28 Intermediate, 3 High
2005-2006	27	58%	42% 8 Intermediate, 3 High
2006-2007	18	5.6% 1 Student	94.4% 11 Intermediate, 6 High
2007-2008	36	8.3% 3 students	91.7% 24 Intermediate, 9 High
2008-2009	22	22.7% 5 Students	77.3% 14 Intermediate, 3 High
2009-2010	25	16% 4 Students	84% 17 Intermediate, 4 High
2010-2011	20	5% 1 Student	95% 15 Intermediate, 4 High
2011-2012	24	20.8% 5 Students	79.2% 15 Intermediate, 4 High

Grade 11 Mathematics Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	37.5% 3 students	62.5% 4 Intermediate, 1 High
Non Free & Reduced	53	17% 9 students	83% 40 Intermediate, 4 High
2005-2006 F/R	9	66.7% 6 students	33.3% 3 Intermediate, 0 High
Non Free & Reduced	41	44% 18 students	56% 18 Intermediate, 5 High
2006-2007 F/R	14	35.7% 5 students	64.2% 8 Intermediate, 1 High
Non Free & Reduced	31	12.9% 4 students	87.2% 22 Intermediate, 5 High
2007-2008 F/R	15	20% 3 students	80% 10 Intermediate, 2 High
Non Free & Reduced	49	6.1% 3 students	93.8% 38 Intermediate, 8 High
2008-2009 F/R	9	33.3% 3 Students	66.7% 5 Intermediate, 1 High
Non Free & Reduced	37	13.5% 5 Students	86.7% 24 Intermediate, 8 High
2009-2010 F/R	7	28.6% 2 Students	71.4% 4 Intermediate, 1 High
Non Free & Reduced	44	15.9% 7 Students	84.1% 30 Intermediate, 7 High
2010-2011 F/R	8	25% 2 Students	75% 6 Intermediate, 0 High
Non Free & Reduced	34	14.7% 5 Students	85.3% 22 Intermediate, 7 High
2011-2012 F/R	6	50% 3 Students	50% 3 Intermediate, 0 High
Non Free & Reduced	43	11.6% 5 Students	88.4% 30 Intermediate, 8 High

Grade 11 Mathematics Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	4	100% 4 Students	0%
General Ed.	57	14% 8 Students	86% 44 Intermediate, 5 High
2005-2006 Special Ed.	7	100% 7 Students	0%
General Ed.	43	40% 17 Students	61% 21 Intermediate, 5 High
2006-2007 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	40	12.5% 5 Students	87.5% 29 Intermediate, 6 High
2007-2008 Special Ed.	8	50% 4 Students	50% 4 Intermediate, 0 High
General Ed.	56	3.6% 2 Students	96.4% 44 Intermediate, 11 High
2008-2009 Special Ed.	4	50% 2 Students	50% 2 Intermediate, 0 High
General Ed.	42	14.3% 6 Students	85.7% 27 Intermediate, 9 High
2009-2010 F/R	7	85.8% 6 Students	14.3% 1 Intermediate, 0 High
Non Free & Reduced	28	3.6% 1 Student	96.4% 21 Intermediate, 6 High
2010-2011 F/R	3	66.6% 2 Students	33.3% 1 Intermediate, 0 High
Non Free & Reduced	39	12.8% 5 Students	87.2% 27 Intermediate, 7 High
2011-2012 F/R	6	66.7% 4 Students	33.3% 2 Intermediate, 0 High
Non Free & Reduced	43	9.3% 4 Students	90.7% 31 Intermediate, 8 High

Grade 11 Science

Year	# Students	Not Proficient	Proficient
2001-2002	48	18.5%	81.5%
2002-2003	56	46.4%	53.5%
2003-2004	54	24%	76%
2004-2005	61	20%	80% 40 Intermediate, 9 High
2005-2006	51	32%	68% 27 Intermediate, 7 High
2006-2007	45	17.8%	82.3% 30 Intermediate, 7 High
2007-2008	64	18.7%	81.3% 40 Intermediate, 12 High
2008-2009	46	15.2% 7 Students	84.7% 30 Intermediate, 9 High
2009-2010	51	9.8% 5 Students	90.2% 33 Intermediate, 13 High
2010-2011	42	19% 8 Students	80.9% 26 Intermediate, 8 High
2011-2012	49	8.2% 4 Students	91.9% 38 Intermediate, 7 High

Levels of Performance for Subgroups

Grade 11 Science Females

Year	# Students	Not Proficient	Proficient
2001-2002	29	21%	79%
2002-2003	25	48%	52%
2003-2004	24	22%	78%
2004-2005	25	12%	88% 17 Intermediate, 4 High
2005-2006	24	21%	79% 15 Intermediate, 4 High
2006-2007	27	22% 6 Students	77% 19 Intermediate, 2 High
2007-2008	28	21.5% 6 Students	78.6% 18 Intermediate, 4 High
2008-2009	24	16.7% 4 Students	83.4% 13 Intermediate, 7 High
2009-2010	26	11.5% 3 Students	88.4% 15 Intermediate, 8 High
2010-2011	22	22.7% 5 Students	77.2% 15 Intermediate, 2 High
2011-2012	25	0%	100% 21 Intermediate, 4 High

Grade 11 Science Males

Year	# Students	Not Proficient	Proficient
2001-2002	19	16%	84%
2002-2003	31	45%	55%
2003-2004	30	21%	79%
2004-2005	36	25%	75% 23 Intermediate, 7 High
2005-2006	27	42%	58% 12 Intermediate, 3 High
2006-2007	18	11.1% 2 Students	88.9% 11 Intermediate, 5 High
2007-2008	36	16.7% 6 Students	83.4% 22 Intermediate, 8 High
2008-2009	22	13.6% 3 Students	86.4% 17 Intermediate, 2 High
2009-2010	25	8% 2 Students	92% 18 Intermediate, 5 High
2010-2011	20	15% 3 Students	85% 11 Intermediate, 6 High
2011-2012	24	16.7% 4 Students	83.3% 17 Intermediate, 3 High

Grade 11 Science Free & Reduced compared to Non-Free & Reduced

Year	# Students	Not Proficient	Proficient
2004-2005 F/R	8	37.5% 3 Students	62.5% 5 Intermediate, 0 High
Non Free & Reduced	53	17% 9 Students	83% 35 Intermediate, 9 High
2005-2006 F/R	9	44.4% 4 Students	55.6% 4 Intermediate, 1 High
Non Free & Reduced	51	29% 12 Students	71% 23 Intermediate, 6 High
2006-2007 F/R	14	28.6% 4 Students	71.4% 7 Intermediate, 3 High
Non Free & Reduced	31	12.9% 4 Students	87.2% 23 Intermediate, 4 High
2007-2008 F/R	15	33.4% 5 Students	66.6% 7 Intermediate, 3 High
Non Free & Reduced	49	14.2% 7 Students	85.6% 33 Intermediate, 9 High
2008-2009 F/R	9	22.2% 2 Students	77.8% 6 Intermediate, 1 High
Non Free & Reduced	37	13.5% 5 Students	86.4% 24 Intermediate, 8 High
2009-2010 F/R	7	28.6% 2 Students	71.5% 4 Intermediate, 1 High
Non Free & Reduced	44	6.8% 3 Students	93.5% 29 Intermediate, 12 High
2010-2011 F/R	8	25% 2 Students	75% 6 Intermediate, 0 High
Non Free & Reduced	34	17.6% 6 Students	82.3% 20 Intermediate, 8 High
2011-2012 F/R	6	16.7% 1 Student	83.3% 5 Intermediate, 0 High
Non Free & Reduced	43	7% 3 Students	93% 33 Intermediate, 7 High

Grade 11 Science Special Education compared to General Education

Year	# Students	Not Proficient	Proficient
2004-2005 Special Ed.	4	75% 3 Students	25% 1 Intermediate, 0 High
General Ed.	57	16% 9 Students	84% 39 Intermediate, 9 High
2005-2006 Special Ed.	7	100% 7 Students	0%
General Ed.	43	21% 9 Students	79% 27 Intermediate, 7 High
2006-2007 Special Ed.	5	80% 4 Students	20% 1 Intermediate, 0 High
General Ed.	40	10% 4 Students	90% 29 Intermediate, 7 High
2007-2008 Special Ed.	8	87.5% 7 Students	12.5% 1 Intermediate, 0 High
General Ed.	56	8.9% 5 Students	91% 39 Intermediate, 12 High
2008-2009 Special Ed.	4	25% 1 Student	75% 3 Intermediate, 0 High
General Ed.	42	14.3% 6 Students	85.7% 27 Intermediate, 9 High
2009-2010 Special Ed.	6	50% 3 Students	50% 3 Intermediate, 0 High
General Ed.	45	4.4% 2 Students	95.5% 30 Intermediate, 13 High
2010-2011 Special Ed.	3	66.7% 2 Students	33.3% 1 Intermediate, 0 High
General Ed.	39	15.4% 6 Students	84.6% 25 Intermediate, 8 High
2011-2012 Special Ed.	6	33.3% 2 Students	66.7% 4 Intermediate, 0 High
General Ed.	43	4.7% 2 Students	95.4% 34 Intermediate, 7 High

**Local Student Achievement Data Compared with State and Nation
Percentage of Students Proficient**

<i>Grade 4 Proficiency</i>	<u>Woodward-Granger</u>	<u>State Averages</u>	<u>National Averages</u>
<i>Reading</i>	91.66%	73.36%	60
<i>Math</i>	81.66%	77.12%	60
<i>Science</i>	86.66%	81.01%	60

<i>Grade 8 Proficiency</i>	<u>Woodward-Granger</u>	<u>State Averages</u>	<u>National Averages</u>
<i>Reading</i>	58.93%	64.92%	60
<i>Math</i>	76.78%	73.3%	60
<i>Science</i>	75%	75.1%	60

<i>Grade 11 Proficiency</i>	<u>Woodward-Granger</u>	<u>State Averages</u>	<u>National Averages</u>
<i>Reading</i>	83.68%	82.57%	60
<i>Math</i>	83.68%	81.43%	60
<i>Science</i>	91.84%	84.55%	60

District-Wide Multiple Assessment Data

Reading, Mathematics, and Science

Level I- Low Performance

Level II- Intermediate Performance

Level III- High Performance

Iowa Collaborative Assessment Modules (ICAM) Grade 4: Reading Assessments Spring 2012 Results

Comprehending Functional Text

	Level I	Level II	Level III
Students 60	10% 6 Students	87.6% 52 Students	3.3% 2 Students
Male 26	7.7% 2 Students	92.3% 24 Students	0% 0 Students
Female 33	12.1% 4 Students	81.8% 27 Students	6.1% 2 Students

Comprehending Literature

	Level I	Level II	Level III
Students 60	10% 6 Students	70% 42 Students	20% 12 Students
Male 26	3.8% 1 Students	80.8% 21 Students	15.4% 4 Students
Female 34	14.7% 5 Students	61.8% 21 Students	23.5% 8 Students

**Iowa Collaborative Assessment Modules (ICAM)
Grade 8: Reading Assessments
Spring 2012 Results**

*Level I- Low Performance
Level II- Intermediate Performance
Level III- High Performance*

Comprehending Functional Text

	Level I	Level II	Level III
Students 56	23.2% 13 Students	48.2% 27 Students	28.6% 16 Students
Male 25	28% 7 Students	60% 15 Students	12% 3 Students
Female 31	19.4% 6 Students	38.7% 12 Students	41.9% 13 Students

Comprehending Literature

	Level I	Level II	Level III
Students 56	25% 14 Students	46.4% 26 Students	28.6% 16 Students
Male 25	36% 9 Students	36% 9 Students	28% 7 Students
Female 31	16.1% 5 Students	54.8% 17 Students	29% 9 Students

**Iowa Collaborative Assessment Modules (ICAM)
Grade 11: Reading Assessments
Spring 2012 Results**

*Level I- Low Performance
Level II- Intermediate Performance
Level III- High Performance*

Comprehending Functional Text

	Level I	Level II	Level III
Students 49	22.4% 11 Students	53.1% 26 Students	24.5% 12 Students
Male 24	29.2% 7 Students	54.2% 13 Students	16.7% 4 Students
Female 25	16% 4 Students	52% 13 Students	32% 8 Students

Comprehending Literature

	Level I	Level II	Level III
Students 49	20.4% 10 Students	65.3% 32 Students	14.3% 7 Students
Male 24	25% 6 Students	70.8% 17 Students	4.2% 1 Student
Female 25	16% 4 Students	60% 15 Students	24% 6 Students

**Iowa Collaborative Assessment Modules (ICAM)
Grade 4: Math Assessments
Spring 2012 Results**

*Level I- Low Performance
Level II- Intermediate Performance
Level III- High Performance*

Geometry

	Level I	Level II	Level III
Students 60	0% 0 Student	43.3% 26 Students	56.7% 34 Students
Male 27	0 % 0 Students	29.6% 8 Students	70.4% 19 Students
Female 33	0 % 0 Student	54.6% 18 Students	45.5% 15 Students

Solving Work-Related Math Problems

	Level I	Level II	Level III
Students 60	23.3% 14 Students	46.7% 28 Students	30% 18 Students
Male 26	7.7% 2 Students	53.8% 14 Students	38.5% 10 Students
Female 33	36.4% 12 Students	42.4% 14 Students	21.2% 7 Students

Iowa Collaborative Assessment Modules (ICAM)
Grade 8: Math Assessments
Spring 2012 Results

Level I- Low Performance
Level II- Intermediate Performance
Level III- High Performance

Problem-Solving Strategies & Process

	Level I	Level II	Level III
Students 56	16.4% 9 Students	69.1% 38 Students	14.5% 8 Students
Male 24	12.5% 6 Students	62.5% 15 Students	25% 6 Students
Female 31	19.4% 6 Students	74.2% 23 Students	6.5% 2 Students

Patterns, Function, and Algebra

	Level I	Level II	Level III
Students 56	26.8% 15 Students	58.9% 33 Students	14.3% 8 Students
Male 25	24% 6 Students	64% 16 Students	3 % 12 Students
Female 31	29% 9 Students	54.8% 17 Students	16.1% 5 Students

**Iowa Collaborative Assessment Modules (ICAM)
Grade 11: Math Assessments
Spring 2012 Results**

*Level I- Low Performance
Level II- Intermediate Performance
Level III- High Performance*

Patterns, Functions, & Algebra

	Level I	Level II	Level III
Students 49	16.3% 8 Students	63.3% 31 Students	20.4% 10 Students
Male 24	20.8% 5 Students	58.3% 14 Students	20.8% 5 Students
Females 25	12% 3 Students	68% 17 Students	20% 5 Students

Problem Solving Strategies & Process

	Level I	Level II	Level III
Students 49	16.3% 8 Students	51% 25 Students	32.7% 16 Students
Males 24	20.8% 5 Students	50% 12 Students	29.2% 7 Students
Females 25	12% 3 Students	52% 13 Students	36% 9 Students

**State Collaborative on Assessment and Student Standards (SCASS)
Spring 2012 Results**

SCASS Grade 8: Science Assessment

*Level I- Low Performance/ 0-5 total score
Level II- Intermediate Performance/ 6-8 total score
Level III- High Performance/ 9-12 total score*

DNA Building Blocks

	Level I	Level II	Level III
Students 57	33.3% 19 Students	49.1% 28 Students	17.4% 10 Students
Males 24	37.5% 9 Students	50% 12 Students	12.5% 3 Students
Females 33	30.3% 10 Students	48.5% 16 Students	21.2% 7 Students

SCASS Grade 10: Science Assessment

Genetic Pedigree

	Level I	Level II	Level III
Students 40	32.5% 13 Students	45% 18 Students	22.5% 9 Students
Males 23	17.4% 4 Students	56.5% 13 Students	26.1% 6 Students
Females 16	50% 8 Students	31.2% 5 Students	18.8% 3 Students

Long Range Goals for Reading and Mathematics and Science

Reading:

District Long-Range Goals for W-G Elementary School:

Reading: Increase students overall reading comprehension in grades 3rd-5th by 2% annually as measured by ITBS.

- Indicators of success will be a high focus on quality vocabulary instruction, which will be measured by improvement in vocabulary scores as measured by ITBS and walk-through data.

District Long-Range Goals for WG Middle School:

Reading: Increase the proficiency of students who are in the low SES and IEP subgroups by 2% annually in reading comprehension as measured by ITBS scores.

- An indicator of success will be administrator walk-through data to show implementation of vocabulary strategies identified or studied at building level professional development sessions.

District Long-Range Goals for W-G High School:

Reading: Increase the proficiency of students who are in the IEP and male subgroups by 2% annually in reading comprehension as measured by ITED scores.

- An indicator of success will be administrator walk-through data to show implementation of vocabulary development, skills for inference, and inferential thinking, analysis and generalization strategies, and vocabulary identified or studied at building level professional development sessions.
- Additional indicators of success will be increased student who score proficient or advanced proficiency as measured by the ITED.

Math:

District Long-Range Goals for W-G Elementary School:

Math: Close the achievement gap on ITBS math total between regular education student scores and special education student scores to less than 10%.

- Indicators of success will be student improvement in the area of basic math fact fluency (i.e. CBM (Curriculum Based Measures), authentic assessment, STAR math, Skills Iowa focused on multi-step problem solving, and data analysis).

District Long-Range Goals for WG Middle:

Math: Increase the proficiency of students who are in the low SES and IEP subgroups by 2% annually on data interpretation and problem solving to increase math competencies.

- An indicator of success will be will be the number of lessons designed and walk-through data to verify targeted instruction in problem-solving and data interpretation strategies identified or studied at building level professional development sessions.

District Long-Range Goals for W-G High School:

Math: Increase the proficiency of students who are in the low SES and IEP subgroups by 2% annually on data interpretation and problem solving to increase math competencies.

- An indicator of success will be the number of lessons designed and walk-through data to verify targeted instruction in problem-solving and data interpretation strategies identified or studied at building level professional development sessions.
- Additional indicator of success will be an increase of ACT Math student scores

Science: District Long-Range Goals for W-G Elementary School:

Science: Increase the number of students who score in the advanced proficiency range as measured by ITBS and increase inquiry-based science instruction for all students.

- Indicators of success will be measured by locally developed criterion referenced science assessment for grades K-5 based on Iowa Core Concepts and Skills and ITBS data.

District Long-Range Goals for WG Middle:

Science: Increase inquiry-based approaches in science instruction for all students (grades 6-8)

- An indicator of success will be the number of lessons designed and the walk-through data to verify targeted instruction, increased number of students in the proficient and high range as measured by ITBS. Data analysis and alignment of science offerings based on Iowa Core will be targeted at building level professional development.

District Long-Range Goals for W-G High School:

Science: Increase inquiry-based approaches in science instruction for all students (grades 9-12)

- An indicator of success will be the number of lessons designed and the walkthrough data to verify targeted instruction, increased number of students in the proficient and high range and increased ACT scores. Data analysis and alignment of science offerings based on Iowa Core will be targeted at building level professional development.

Annual Improvement Goals for Reading, Mathematics and Science 2011-2012

Reading: During the 2011-2012 school year the annual goal will be to increase the total percentage of students in grades 4, 8, and 11 by 2% (93%, 74.6%, 80.9% respectively) performing in the intermediate and high ranges (proficient levels) in Reading Comprehension from the school year 2010-2011 to 2011-2012, based on the Iowa Test of Basic Skills and the Iowa Test of Educational Development, thus increasing the overall proficiency level reflected in the elementary, middle and high school.

Math: During the 2011-2012 school year the annual goal will be to increase the total percentage of students in grades 4, 8, 11(83.7, 72.7, 83.2% respectively) performing in the intermediate and high ranges (proficient levels) in math computation, from the school year 2010-2011 to 2011-2012, based on the Iowa Test of Basic Skills and the Iowa Test of Educational Development, thus increasing the overall proficiency level reflected in elementary, middle, and high school.

Science: During the 2011-2012 school year the annual goal will be to increase the total percentage of students in grades 4, 8, and 11 (79.1, 78.2, 80.9% respectively) performing in the intermediate and high ranges (proficient) in overall science scores from the school year 2010-2011 to the school year 2011-2012, based on the Iowa Test of Basic Skills and the Iowa Test of Educational Development, thus increasing the overall proficiency level reflected in elementary, middle and high school.

2011-2012 Annual Improvement Goal Met or Not Met

2011-2012 Annual Improvement Goals for Reading Met or Not Met

Were annual improvement goal(s) for reading met for 2011-2012? No

The annual improvement goal was to increase the total percentage of students performing at the intermediate and high range (proficient) in reading comprehension. Woodward-Granger Community School District did not meet the annual reading goal in all grade levels set for the 2011-2012 school year as the following data indicates:

Grade 4 decreased from 93.0% in 2010-2011 to 91.6.0% in 2011-2012. This was a decrease of 1.4%.
 Grade 8 decreased from 74.6% in 2010-2011 to 58.9% in 2011-2012. This was a decrease of 15.7%.
 Grade 11 increased from 80.9% in 2010-2011 to 83.7% in 2011-2012. This was an increase of 2.8%.

Because not all reported grades increased in proficiency, the goal was not met.

2011-2012 Annual Improvement Goals for Reading Not Met: Corrective Actions

This district did not meet its goal and the plan to meet future goals include:

Elementary Reading:

- Indicators of success will be a focus on the delivery and assessment of vocabulary instruction and learning demonstration will be measured through reading selection comprehension assessments, observational data and lesson plan documentation.

-Middle School Reading:

- Indicators of success will be administrator walk-through data to show implementation of vocabulary strategies identified or studied at building level professional development sessions and measured by Iowa Assessments.

-High School Reading:

- Indicators of success will be administrator walk-through data to show implementation of vocabulary development, skills for inference, and inferential thinking, analysis and generalization strategies, and vocabulary identified or studied at building level professional development sessions.
- Additional indicators of success will be increased students who score proficient or advanced proficiency as measured by the Iowa Assessments.

2011-2012 Annual Improvement Goals for Math Met or Not Met

Were annual improvement goal(s) for math met for 2011-2012? **No**

The annual improvement goal was to increase the total percentage of students performing at the intermediate and high range (proficient) in math computation. Woodward-Granger Community School District did not meet the annual math goal in all grade levels set for the 2011-2012 school year as the following data indicates:

Grade 4 decreased from 83.7% in 2010-11 to 81.6% in 2011-2012. This was a decrease of 2.1%.

Grade 8 increased from 72.7% in 2010-2011 to 76.7% in 2011-2012. This was an increase of 4%.

Grade 11 increased from 83.2 in 2010-2011 to 83.6% in 2011-2012. This was an increase of .4%.

Because not all reported grades increased in proficiency, the goal was not met.

2011-2012 Math Goals Not Met: Corrective Actions:

This district did not meet its goal and the plan to meet future goals include:

Elementary Math:

- Indicators of success will be improvement in the scores of students in the area of basic math fact fluency (i.e. CBM (Curriculum Based Measures 3x yearly), math assessments (Iowa Assessments), and end of chapter assessments, as well as formative data throughout the teaching/learning cycle. Additional indicator will be a building goal of decreasing the number of low SES students that score in the non-proficient level in Iowa Assessments by 20%.

Middle School Math:

- An indicator of success will be the number of lessons designed and walk-through data to verify targeted instruction in problem-solving and data interpretation strategies identified or studied at building level professional development sessions.
- Additional indicator of success will be an increase of student scores on Iowa Assessment.

High School Math:

- An indicator of success will be the number of lessons designed and walk-through data to verify targeted instruction in problem-solving and data interpretation strategies identified or studied at building level professional development sessions.
- Additional indicators of success will be an increase of Iowa Assessment and ACT Math student scores.

2010-2011 Annual Improvement Goals for Science Met or Not Met

Were annual improvement goal(s) for science met for 2011-2012? No

The annual improvement goal is increase the total percentage of students in grades 4, 8, and 11 performing in the intermediate and high ranges (proficient) in overall science scores. Woodward-Granger Community School District did not meet the annual science goal in all grade levels set for the 2011-2012 as the following data indicates:

Grade 4 increased from 79.1% in 2010-2011 to 86.7% in 2011-2012. This is an increase of 7.6%

Grade 8 declined from 78.2% in 2010-2011 to 75% in 2011-2012. This is a decrease of 3.2%

Grade 11 increased from 80.9% in 2010-2011 to 91.9% in 2011-2012. This is an increase of 11%.

Because not all reported grades increased in proficiency, the goal was not met.

2011-2012 Science Goals Not Met: Corrective Actions:

This district did not meet its goal and the plan to meet future goals include the following:

Elementary Science:

- Indicators of success will be documentation of lesson plans indicating the instruction of inquiry-based lessons.
- Additional indicator of success will be the analysis of Iowa Assessment results.

Middle School Science:

- An indicator of success will be the number of lessons designed and the walk-through data to verify targeted instruction, increased number of students in the proficient and high range as measured by Iowa Assessment. Data analysis and alignment of science offerings based on Iowa Core will be targeted at building level professional development.

High School Science:

- An indicator of success will be the number of lessons designed and the walk-through data to verify targeted instruction, increased number of students in the proficient and high range and increased ACT scores. Data analysis and alignment of science offerings based on Iowa Core will be targeted at building level professional development.

Annual Improvement Goals for Reading, Mathematics, and Science 2012-2013

Reading: During the 2012-2013 school year the annual goal will be to increase the total percentage of students in grades 4, 8, and 11 by 2% (91.6%, 58.9%, 83.7% respectively) performing in the intermediate and high ranges (proficient levels) in Reading Comprehension from the school year 2011-2012 to 2012-2013, based on the Iowa Assessment, thus increasing the overall proficiency level reflected in the elementary, middle and high school.

Math: During the 2012-2013 school year the annual goal will be to increase the total percentage of students in grades 4, 8, 11 (81.6, 76.7, 83.6% respectively) performing in the intermediate and high ranges (proficient levels) in math computation, from the school year 2011-2012 to 2012-2013, based on the Iowa Assessments, thus increasing the overall proficiency level reflected in elementary, middle, and high school.

Science: During the 2012-2013 school year the annual goal will be to increase the total percentage of students in grades 4, 8, and 11 (86.7, 75, 91.9% respectively) performing in the intermediate and high ranges (proficient) in overall science scores from the school year 2011-2012 to the school year 2012-2013, based on the Iowa Assessments, thus increasing the overall proficiency level reflected in elementary, middle and high school.

Additional State Indicators

Dropout Data

Note: A “dropout” means a school-age student who is served by a school district 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 of return.

Percentage of all students considered as dropouts for grades 7 to 12.

Report these data even if the number of students is fewer than 10.

 5 (Total number of dropouts in grades 7-12.)

313 (Total number of students in grades 7-12.)

Percentage of students considered as dropouts for grades 7 to 12 by gender.

Report these data even if the number of students is fewer than 10

Genders

 1 (Total number of female dropouts in grades 7-12.)

154 (Total number of females in grades 7-12.)

 4 (Total number of male dropouts in grades 7-12.)

324 (Total number of males in grades 7-12.)

Percentage of students considered as dropouts for grades 7 to 12 by race.

Report these data even if the number of students is fewer than 10.

All ethnic groups

 5 (Total number of White dropouts in grades 7-12.)

324 (Total number of White students in grades 7-12.)

 0 (Total number of Black dropouts in grades 7-12.)

 0 (Total number of Black students in grades 7-12.)

 0 (Total number of Hispanic dropouts in grades 7-12.)

 0 (Total number of Hispanic students in grades 7-12.)

 0 (Total number of American Indian/Alaskan Native dropouts in grades 7-12.)

 0 (Total number of American Indian/Alaskan Native students in grades 7-12.)

 0 (Total number of Asian/Pacific Islander dropouts in grades 7-12.)

 0 (Total number of Asian/Pacific Islander students in grades 7-12.)

 0 (Total number of Other dropouts in grades 7-12.)

 6 (Total number of Other students in grades 7-12.)

Percentage of students with a disability (students with IEPs) considered as dropouts for grades

7 to 12 = 2.6%.

 1 (Total number of dropouts with IEPs in grades 7-12.)

 38 (Total number of students with IEPs in grades 7-12.)

- *The above data is contingent upon confirmation from the Department of Education.*

Post Secondary Data

High school seniors who intend to pursue post-secondary education/training 95%
38 (Total number of seniors who intend to pursue post-secondary education/training)
40 (Total number of seniors)

Percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

Note: This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution. If this measure is the ACT, the cut score for probable post-secondary success is 20. You would divide the number of students who took the ACT in 2009-11 and scored 20 or higher and divide it by the number of students who took the ACT and report the percentage.

76.9%

20 (Total number of students achieving a score or status on a measure indicating probable post-secondary success)

26 (Total number of students who took the test)

Percentage of 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.

100%

40 (Total number of high school graduates who completed a core program)

40 (Total number of high school graduates)

District Graduation Rate (Additional academic indicator required by NCLB.) The percentage of students who graduated with a district diploma for the **2010-2011** school year. 86%. *This data point will always be a year behind.*

District Graduation Rate Compared With State Graduation Rate (Additional academic indicator required by NCLB.) The percentage of students who graduated with a district diploma for the **2010-2011** school year compared to the state graduation rate for **2010-2011**. The state graduation rate for **2010-2011** is 88.3%. *The percentage of the district graduation rate is a difference of 2.3%.*

Average Daily Attendance (Additional academic indicator required by NCLB.) The K-8 district average daily attendance for **2010-11**. 96.6%. *This data point will always be a year behind.*

Average Daily Attendance Compared with the state Average Daily Attendance (Additional academic indicator required by NCLB.) The state K-8 average daily attendance for 2010-2011 is 95.8%. *The K-8 district average daily attendance for 2007-08 compared to the state average daily attendance is .8% higher.*

Other Locally Determined Indicators

These are additional indicators that impact student learning as determined by the local school or school district.

The District Leadership Team (DLT) meets monthly with representatives from schools within district. DLT's function is to review district data, make recommendations and develop short and long term plans to address district needs based on Iowa Assessments and other assessment data, PD/Moodle data, ICAT data and PLC feedback. Teacher-leaders inform buildings. Buildings have Building Leadership Teams (BLTs) with teacher-leaders, designed to assist with review and analysis of building data provided by the principal/DLT members. **(LC6)**

District professional development beginning 09-10 was changed to address Iowa Core and Professional Learning Communities. A PK-12 Professional Development schedule focused on Iowa Core, 21st Century Skills and Tuning Protocol was implemented with oversight of the full-time Director of Teaching and Learning. Teacher Collaboration was restructured and collaboration groups were trained in Tuning Protocol. An emphasis on student work, Characteristics of Effective Instruction, receiving collegial feedback infusion of technology into instruction.

There are ongoing training times focused on Iowa Core (Student Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, Teaching for Learner Differences). The goal is for teachers to make connections with other teachers, maintain a professional environment, and have focused ongoing collaborative time and to address effective instruction and student learning outcomes.

Anticipated result was improved professional practice and student learning, application of research, knowledge and skills from Professional Development to improve practice. A PK-12 PD schedule focused on 21st Century Tools will be continued again this year. All Pk-12 teachers will participate in 13 district 21st Century and Universal Construct, 13 Building Professional Development days, 11 professional learning community (PLC) days. This course will equip teachers to create and teach web-based/hybrid courses using tools and skills essential to high quality online learning. Teachers will implement effective online learning strategies to support their instruction, practice various collaborative techniques with their colleagues to improve instruction, design and create an actual online curriculum or staff development module using Moodle courseware. Data sources are Moodle postings, response and related artifacts, and increased student achievement. PK-5 will continue work in PBIS and secondary will begin reviewing possible implementation. They will inform, train, and share out data on student expectations.

1. The 2011-2012 data regarding the restructuring of the district's professional development is as follows:

21st Century	PLC / TAIL	Building	Other	WGEA	Total = 45
11	17	8	7	2	
24%	38%	18%	16%	4%	

This is an improvement over three years ago when professional development occurred monthly with limited district professional development and no designated time for Professional Learning Communities.

2. Pre & post surveys have been given annually to all teachers and support staff to assess learning that occurs during district professional development. Indicators demonstrated significant learning in all areas connected with Iowa Core's 21st Century Learning and the infusion.

Progress with Early Intervention Goals

Early Intervention Goals

1. Kindergarten and first grade will assess Math Concepts and Skills related to Iowa Core that will be used to determine student growth in the area of Math. This assessment will be used in the beginning and end of the year. During this time the classes will show a minimum of 2% growth in achievement.
2. Using the DIBELS NEXT 2011 exam there will be an increase of 2% in the number of students reaching benchmark in first and second grades.

Goal 1:

* Kindergarten beginning of the year average Math score was not recorded.

* Kindergarten end of the year average Math score = 94%

* First grade beginning of the year average score = 83%

* First grade end of the year average score = 90%

* Increase of 7%

* The goal was met in first grade and unknown in kindergarten!

Goal 2:

* First grade at the beginning of the year 22 (42.3%) of total students were at the intensive level.

* First grade at the end of the year 5 (9.6%) of total students were at the intensive level.

* This is a decrease of 32.7% needing intensive interventions.

* Second grade at the beginning of the year 7 (10%) total students were at the intensive level.

* Second grade at the end of the year 2 (4%) of total students were at the intensive level.

* This is a decrease of 6% needing intensive interventions.

* The goal was met!

