

English Valleys Community School District



Report Card to the Community 2005



2004-2005 Annual Progress Report (APR)

The English Valleys Community School District, like every other public school District in Iowa, is governed by a board of directors. They are responsible for determining policies, setting the budget, and maintaining standards of excellence in education on behalf of the community. Board members are elected by English Valleys voters for three-year terms.

School Board meetings are open to the public and are regularly scheduled for the second Thursday of each month at 7:00 p.m. in the elementary conference room.

Members of the School Board

Mrs. Paula Thomas, President
Mr. John Gent, Vice-President
Mr. Alan Ackerman
Mr. Dick Morrison
Mr. John Custer

**We welcome
your comments!**

This community report was prepared by the English Valleys Community School District. To receive additional copies or for more information about anything in this report, call (319) 664-3634.

Superintendent

Alan J. Jensen

(319) 664-3634

English Valleys Junior/Senior High School (Grades 7th - 12th)

Principal

Brad Breon

(319) 664-3632

English Valleys Elementary School (Grades Preschool - 6th)

Principal/Curriculum Dir.

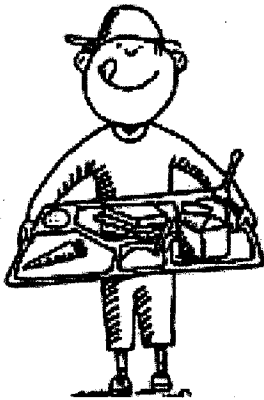
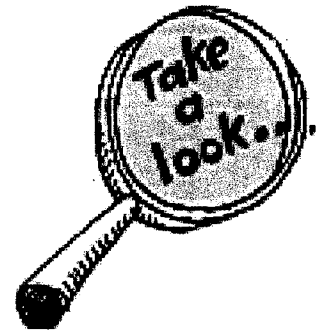
Amy Andreassen

(319) 664-3638

At A Glance

The English Valleys Community School District is located in North English, Iowa. The District is comprised of students from Kinross (population 80), North English (population 991), South English (population 213), and Webster (population 110)*. The District has a whole grade sharing agreement with the Deep River – Millersburg Community School District for grades 7 through 12.

*Source: U.S. Bureau of the Census, 2000



Nutrition

Average number of lunches served daily.....370
 Average number of breakfasts served daily...42

Transportation

Number of buses.....7
 Miles traveled daily.....526



Enrollment

Happy Days Preschool.....44
 Elementary.....226
 Secondary.....244

The Mission of the English Valleys Community School District is to provide educational opportunities for all students to reach their potential as responsible, productive world citizens by challenging them with appropriate curriculum and instruction in a positive, caring environment.

Our Beliefs

- ❖ Education is fundamental to a quality life.
- ❖ Equitable access to a public education is the foundation to the existence of a democratic society.
- ❖ Every child is entitled to a quality education that will optimize his or her individual potential.
- ❖ Every person is worthy of respect and has innate value.
- ❖ High expectations result in greater effort, determination, and achievement.
- ❖ Community involvement contributes to a child's success.
- ❖ Family is the foundation of a child's learning.
- ❖ A safe, caring, healthy environment is a basic need that promotes emotional, social, physical, and intellectual growth.
- ❖ The community has a vested interest in the well-being and positive development of every family and each child.
- ❖ We value diversity in our community, parents, staff, and students.
- ❖ Each one of us has the responsibility to be a positive role model.
- ❖ Life-long learning is a key to successfully adapting in our changing world.
- ❖ Individuals are responsible and accountable for their actions.

CURRICULUM HIGHLIGHTS

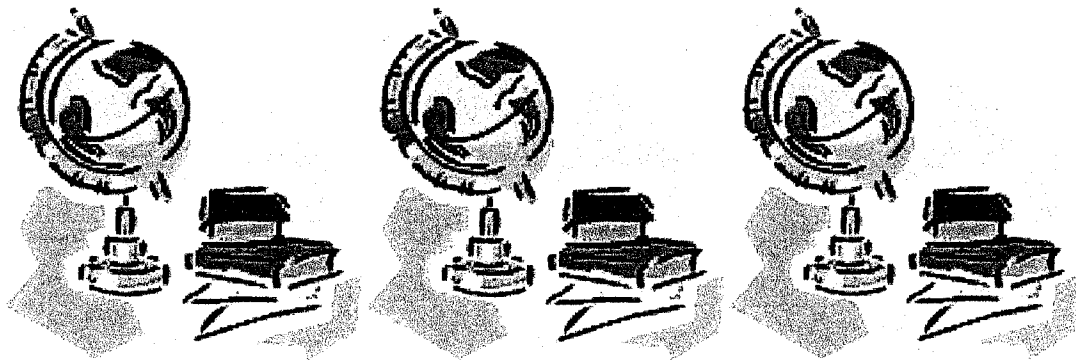


The English Valleys Community School District's curriculum is designed to ensure that English Valleys students achieve the District's learning goals.

The purpose of curriculum is to provide for the skills and behaviors necessary for a student to be successful in life. This includes learning experiences both in and out of the classroom.

The elementary curriculum is designed around proven practices in education to provide students with a foundation in the basic skills: problem-solving, teamwork, citizenship, and behavior.

The secondary curriculum offers a variety of courses in language arts, social studies, science, physical education, mathematics, foreign languages, art, music, and vocational education. Eligible students may choose from distance-learning courses for high school or college credit and post secondary options for college credit.





CLASS OF 2005 INFORMATION

Total Number of Graduates* – 31
Male – 22
Female – 9

Core Curriculum

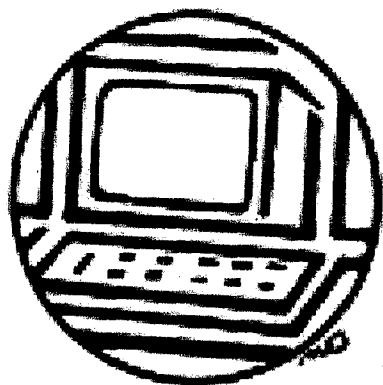
Students who complete a rigorous program of required and elective courses in core areas (4 years in language arts, 3 years or more in mathematics, science, and social studies) are defined as completing the core curriculum. Of English Valleys' 31 graduates, 13 students (42%) completed this rigorous college prep curriculum.

Where Are They Going?

Intend to go on to college or trade school – 25 graduates (81%)
Plan to enter the work force – 6 graduates (19%)

College Entrance Scores

The American College Testing Program (ACT) is the usual college entrance exam taken by students who intend to go to college. A score of 20 or higher on the 36-point scale for the test indicates probable success in college. In 2004-2005, 15 students took the test with 8 of them scoring a 20 or better (54%).



The English Valleys District has an updated website listing district information, activities, schedules, and classroom happenings.

The address is:
www.english-valleys.k12.ia.us

*includes 3 EVAP graduates

Student Achievement Data 2004-2005

READING ACHIEVEMENT

Grade Level	Year	English Valleys Percent Proficient	State of Iowa Percent Proficient	National Percent Proficient
4 TH GRADE	02-03	70%	69%	60%
	03-04	83%	76%	60%
	04-05	84%	77%	60%
8 TH GRADE	02-03	63%	69%	60%
	03-04	46%	69%	60%
	04-05	73%	69%	60%
11 TH GRADE	02-03	78%	77%	60%
	03-04	68%	77%	60%
	04-05	80%	77%	60%

2005-2006 Annual Reading Goal:

Students will show progress in reading in grades 4, 8 or 11 using the following indicator:
 ***Test scores will increase in reading using the Iowa Tests of Basic Skills/Iowa Tests of Educational Development as the district indicator. English Valleys will use the state trajectory as its ongoing yearly goal.

LONG RANGE Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroups.
- 1b. Percentage of students in grades 4, 8, and 11 who achieve their individual goals on Measures of Academic Progress (*multiple measure*).
- 1c. Percentage of students in grades 1-3 who are independent readers at grade level on the Diagnostic Reading Assessment (DRA).
- 1d. Percentage of students in grades 4-6 who are fluent readers at grade level on DIBELS.

MATHEMATICS ACHIEVEMENT

Grade Level	Year	English Valleys Percent Proficient	State of Iowa Percent Proficient	National Percent Proficient
4 TH GRADE	02-03	82%	72%	60%
	03-04	87%	75%	60%
	04-05	88%	77%	60%
8 TH GRADE	02-03	71%	73%	60%
	03-04	71%	72%	60%
	04-05	76%	72%	60%
11 TH GRADE	02-03	76%	81%	60%
	03-04	74%	80%	60%
	04-05	80%	79%	60%

2005-2006 Annual Math Goal:

Students will show progress in mathematics in grades 4, 8 or 11 using the following indicator:

***Test scores will increase in mathematics using the Iowa Tests of Basic Skills/Iowa Tests of Educational Development as the district indicator. English Valleys will use the state trajectory as its ongoing yearly goal.

LONG RANGE Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- 2b. Percentage of students in grades 4, 8, and 11 who achieve their grade level RIT goal on Measures of Academic Progress (*multiple measure*).
- 2c. Percentage of kindergarten students who score in the proficient range on the kindergarten math expectation checklist.
- 2d. Percentage of students who are fluent in math computation at grade level.

SCIENCE ACHIEVEMENT

Long Range Goal: Students will understand the scientific process by demonstrating annual improvement of test scores using the ITBS/ITED data.

Annual Goal: Students will show progress in science using the following indicator:

- 1) Students will show improvement in science achievement on the ITBS based on data. The 2003-2004 data shows students in eighth grade to be 67% proficient in science based on ITBS data.

Grade Level	Year	<i>English Valleys</i> Percent Proficient	<i>State of Iowa</i> Percent Proficient	<i>National</i> Percent Proficient
8 TH GRADE	02-03	69%	Not Available	60%
	03-04	67%	77%	60%
	04-05	82%	78%	60%
11 TH GRADE	02-03	76%	Not Available	60%
	03-04	74%	79%	60%
	04-05	84%	79%	60%

The science goal of the English Valleys School District was that students would show improvement in science achievement on the ITBS based on data. The current data shows students in eighth grade to be 82% proficient in science based on ITBS data. **The goal was accomplished.** We know this because we collected ITBS/ITED data from the 2004-2005 assessment and the data reflected that 82% of eighth grade students scored in the proficient level. We are very confident in this conclusion based on the data collected and the processing of that data.

Annual Improvement Goal for Science 2004-2005

Students will show improvement in science achievement on the ITBS based on data. The current data shows students in eighth grade to be 82% proficient in science based on ITBS data. The **continuing actions** (as outlined in our CSIP on file at the Department of Education) includes the use of Our Professional Development Team, including both LEA and AEA representatives, to review research on the “best practice strategies” and found that they have resulted in significant student achievement gains. In addition, we will

apply the following federal criteria to determine if a program/strategy has a quality research base: 1) Evidence of positive student results demonstrated by research that employed systematic empirical methods and 2) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

We will work with our professional development provider (Grant Wood AEA) to generate a plan of action to meet our science goal for the 2005-2006 school year.

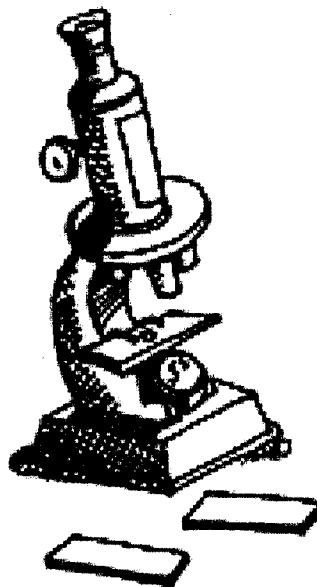
2005-2006 Annual Science Goal:

Students will show progress in science in grades 8 or 11 using the following indicator:
***Test scores will increase in science using the Iowa Tests of Basic Skills/Iowa Tests of Educational Development as the district indicator. English Valleys will use the state trajectory as its ongoing yearly goal.

LONG RANGE Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- 3b. Percentage of students in 8th grade students who achieve at the proficient level or above on the district developed science assessment (*multiple measure*).



CHARACTER EDUCATION

Long Range Goal: Students will have the skills, habits, and traits of character for leading healthy lives as contributing members of society.

Annual Goal: Students at the Elementary will become more respectful through the Character Counts program.

Results: Using the 6th Grade Resiliency survey, we tracked positive responses to questions concerning respect.

Questions	2003	2004	2005
1) I do my best to learn in school.	98%	99%	99.5%
2) Teachers treat me with respect.	98.5%	97.25%	98.6%
3) My teachers care about me.	100%	100%	100%
4) I am praised in class when I do something well.	92.5%	85.75%	80.9%
5) The school recognizes and rewards student accomplishments.	98%	99%	99.5%
6) I believe this school prepared students to be successful in the future.	100%	98%	99%
7) Students help one another succeed in school.	100%	96.5%	88.8%
8) Students in this school treat other students with respect.	94.5%	95.25%	83.1%

The character goal of the English Valleys School District was that students at the elementary would report more feelings of respect through the Character Counts program using a district-developed resiliency survey. **The goal was accomplished.** We know this because we collected resiliency survey data from May 2005 and the data reflected that in the majority of the “respect areas” there was an increase in positive responses. We are very confident in this conclusion based on the data collected and the processing of that data. The District will continue to implement the Character Counts program.

MULTIPLE MEASURE INFORMATION

Reading and Mathematics

As part as the District's assessment plan, students in grades 4, 8, and 11 participated in the *Measures of Academic Progress (MAP)*.

The results of this year's multiple measure in reading and mathematics are as follows:

English Valleys CSD - MAP Assessment Spring 2004/Spring 2005

Summary Table

	Spring Mean Score Comparisons		
	English Valleys Spring 2004 (RIT)	English Valleys Spring 2005 (RIT)	Iowa Median RIT
	(1) Score	(2) Score	(3) Score
<i>4th Grade Mathematics</i>	216	210.6	210
<i>8th Grade Mathematics</i>	233	238.5	236
<i>11th Grade Mathematics</i>	252	244.7	249
<i>4th Grade Reading</i>	210	205.3	208
<i>8th Grade Reading</i>	225	223	225
<i>11th Grade Reading</i>	232	229.8	230

EXPLANATION:

This table compares English Valleys' students using the MAP Assessment in Math and Reading using mean (average) scores. The columns contain the following information:

- (1) EV class mean RIT for the 2004 spring testing, (2) EV class mean RIT for the 2005 spring testing, (3) Iowa mean RIT scores for 2004

Science

During the 2002-2003 school year, an additional multiple measure was implemented in the area of science. Teachers Steve Hester and Mary Possehl, in conjunction with Grant Wood AEA, wrote and piloted an 11th grade district science assessment based on the English Valleys standards and benchmarks. The results of this assessment are as follows:

Categories	Spring 2003	Spring 2004	Spring 2005
Advanced	12%	2%	24.5%
Proficient	55%	60%	47.7%
Basic	33%	38%	22.7%

SCHOOL SAFETY

Student and staff safety is a high priority at English Valleys. The District has a crisis management plan in place, which is updated regularly to ensure that the District is doing everything possible to provide a safe environment.

TECHNOLOGY

Integrating technology into the curriculum is a vital project that requires hardware, software, technical support, and staff development. The English Valleys Community School District reviewed the District Plan during the 2000-2001 school year with a focus on future needs. The current technology plan will be revised in the fall of 2005.

EARLY CHILDHOOD CLASS SIZE GRANT

The English Valleys Community School District has made a commitment to smaller class size in the early grades. As reported in recent findings, class size reduction does lead to higher student achievement.

Goal I: The District will administer the Diagnostic Reading Assessment (DRA) to all students in grades kindergarten, first, second, and third.

Results: *This goal was achieved. The DRA was administered to all students (100%) in K-3 and the results were reported to parents.*

Goal II: Targeted first grade students will show progress in reading skills by the end of the Reading Recovery Program.

Results: *This goal was achieved. eleven first grade students participated in the Reading Recovery Program with nine students (82%) showing enough progress to graduate from the program.*

Goal III: Two staff members will participate in the Reading Recovery continuing contact program.

Results: *This goal was achieved. Two teachers participated in the continuing contact classes through Grant Wood AEA.*

Student Dropout Information (Grades 7-12)

The state defines “dropout” as “a school-age student who is served by a school or 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.” During the 2004-2005 school year, one student left the English Valleys School District.

	All Dropouts (Compared to 7-12 Student Population)	Breakdown by subgroups	Male	Female	Race	With IEPs
% of Dropouts	>1% student population		1 student	0 students	1 - white	1 student

Graduation Rates

Due to the Federal requirements of the No Child Left Behind Act, the District is now required to report graduation rates. Following are the graduation rates for English Valleys for the last six years.

97/98 Rate	94.1	
98/99 Rate	89.2	
99/00 Rate	96.4	
00/01 Rate	96.6	
01/02 Rate	86.79	
	English Valleys	State
2002-2003	93.22%	90.4%
2003-2004	97.78%	89.7%

Average Daily Attendance (K-8)

2002- 2003 English Valleys Average	2002-2003 State Average
95.5%	95.8%
2003-2004 English Valleys Average	2003-2004 State Average
96%	95.8%

COMMUNITY INVOLVEMENT

Community input is a very important part of the English Valleys School District. During the past year, a group of individuals met to discuss issues concerning the District (October 27, 2004; December 2, 2004; March 15, 2005; April 12, 2005; May 5, 2005). The group will continue to meet and to guide the District into the future.

Educational Equity Compliance Statement

It is the policy of the English Valleys Community School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment policies. It is also the policy of this District that the curriculum content and instructional material utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability.

Inquiries regarding the grievance procedure, implementation, development and monitoring of this program with the Title IX, Title VI, or Section #504 may be directed to: Amy Andreassen, English Valleys Curriculum Director, North English, Iowa, 52316, phone 319-664-3638 or the Kansas City Office for Civil Rights at U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri, 64114 or email OCR.KansasCity@ed.gov.

Additional District Data

1r - 4th Grade Reading Scores

High

10/21/2002	15.2%
10/20/2003	30.0%
3/14/2005	16.7%

Intermediate

10/21/2002	54.5%
10/20/2003	53.3%
3/14/2005	66.7%

Proficient

10/21/2002	69.7%
10/20/2003	83.3%
3/14/2005	83.3%

Proficient All 78.2%

Low

10/21/2002	30.3%
10/20/2003	16.7%
3/14/2005	16.7%

1m - 4th Grade Math Scores

High

10/21/2002	42.4%
10/20/2003	30.0%
3/14/2005	20.8%

Intermediate

10/21/2002	39.4%
10/20/2003	56.7%
3/14/2005	66.7%

Proficient

10/21/2002	81.8%
10/20/2003	86.7%
3/14/2005	87.5%

Proficient All 85.1%

Low

10/21/2002	18.2%
10/20/2003	13.3%
3/14/2005	12.5%

2r - 4th Grade Reading Scores (Gender)

	Male	Female
High		
10/21/2002	20.0%	7.7%
10/20/2003	22.2%	41.7%
03/14/2005	9.1%	23.1%
Intermediate		
10/21/2002	40.0%	76.9%
10/20/2003	61.1%	41.7%
03/14/2005	81.8%	53.8%
Proficient		
10/21/2002	60.0%	84.6%
10/20/2003	83.3%	83.3%
03/14/2005	90.9%	76.9%
Proficient All		
	75.5%	81.6%
Low		
10/21/2002	40.0%	15.4%
10/20/2003	16.7%	16.7%
03/14/2005	9.1%	23.1%

2m - 4th Grade Math Scores (Gender)

	Male	Female
High		
10/21/2002	45.0%	38.5%
10/20/2003	22.2%	41.7%
03/14/2005	18.2%	23.1%
Intermediate		
10/21/2002	35.0%	46.2%
10/20/2003	66.7%	41.7%
03/14/2005	81.8%	53.8%
Proficient		
10/21/2002	80.0%	84.6%
10/20/2003	88.9%	83.3%
03/14/2005	100.0%	76.9%
Proficient All	87.8%	81.6%
Low		
10/21/2002	20.0%	15.4%
10/20/2003	11.1%	16.7%
03/14/2005	0%	23.1%

8r - 8th Grade Reading Scores

High

10/29/2002	2.1%
11/3/2003	8.3%
3/1/2005	6.7%

Intermediate

10/29/2002	60.4%
11/3/2003	37.5%
3/1/2005	66.7%

Proficient

10/29/2002	62.5%
11/3/2003	45.8%
3/1/2005	73.3%

Proficient All 60.3%

Low

10/29/2002	37.5%
11/3/2003	54.2%
3/1/2005	26.7%

8m - 8th Grade Math Scores

High
10/29/2002 14.6%
11/3/2003 4.2%
3/1/2005 13.3%

Intermediate
10/29/2002 56.3%
11/3/2003 66.7%
3/1/2005 62.2%

Proficient
10/29/2002 70.8%
11/3/2003 70.8%
3/1/2005 75.6%

Proficient All 72.3%

Low
10/29/2002 29.2%
11/3/2003 29.2%
3/1/2005 24.4%

8s - 8th Grade Science Scores

High

10/29/2002	12.5%
11/3/2003	6.3%
3/1/2005	17.8%

Intermediate

10/29/2002	56.3%
11/3/2003	60.4%
3/1/2005	64.4%

Proficient

10/29/2002	68.8%
11/3/2003	66.7%
3/1/2005	82.2%

Proficient All 72.3%

Low

10/29/2002	31.3%
11/3/2003	33.3%
3/1/2005	17.8%

9r - 8th Grade Reading Scores (Gender)

	Male	Female
High		
10/29/2002	3.7%	0%
11/03/2003	7.1%	10.5%
03/01/2005	4.0%	10.0%
Intermediate		
10/29/2002	61.9%	59.3%
11/03/2003	28.6%	52.6%
03/01/2005	76.0%	55.0%
Proficient		
10/29/2002	61.9%	63.0%
11/03/2003	35.7%	63.2%
03/01/2005	80.0%	65.0%
Proficient All	58.1%	63.6%
Low		
10/29/2002	38.1%	37.0%
11/03/2003	64.3%	36.8%
03/01/2005	20.0%	35.0%

9m - 8th Grade Math Scores (Gender)

	Male	Female
High		
10/29/2002	19.0%	11.1%
11/03/2003	0%	10.5%
03/01/2005	16.0%	10.0%
Intermediate		
10/29/2002	47.6%	63.0%
11/03/2003	60.7%	78.9%
03/01/2005	64.0%	60.0%
Proficient		
10/29/2002	66.7%	74.1%
11/03/2003	60.7%	89.5%
03/01/2005	80.0%	70.0%
Proficient All	68.9%	77.3%
Low		
10/29/2002	33.3%	25.9%
11/03/2003	39.3%	10.5%
03/01/2005	20.0%	30.0%

9s - 8th Grade Science Scores (Gender)

	Male	Female
High		
10/29/2002	9.5%	14.8%
11/03/2003	7.1%	5.3%
03/01/2005	16.0%	20.0%
Intermediate		
10/29/2002	61.9%	51.9%
11/03/2003	46.4%	78.9%
03/01/2005	72.0%	55.0%
Proficient		
10/29/2002	71.4%	66.7%
11/03/2003	53.6%	84.2%
03/01/2005	88.0%	75.0%
Proficient All	70.3%	74.2%
Low		
10/29/2002	28.6%	33.3%
11/03/2003	46.4%	15.8%
03/01/2005	12.0%	25.0%

15r - 11th Grade Reading Scores

High	
10/29/2002	22.0%
11/3/2003	12.9%
3/1/2005	13.7%

Intermediate	
10/29/2002	56.1%
11/3/2003	54.8%
3/1/2005	66.7%

Proficient	
10/29/2002	78.0%
11/3/2003	67.7%
3/1/2005	80.4%

Proficient All	76.4%
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Low	
10/29/2002	22.0%
11/3/2003	32.3%
3/1/2005	19.6%

15m - 11th Grade Math Scores

High

10/29/2002	29.3%
11/3/2003	19.4%
3/1/2005	13.7%

Intermediate

10/29/2002	46.3%
11/3/2003	54.8%
3/1/2005	66.7%

Proficient

10/29/2002	75.6%
11/3/2003	74.2%
3/1/2005	80.4%

Proficient All 77.2%

Low

10/29/2002	24.4%
11/3/2003	25.8%
3/1/2005	19.6%

15s - 11th Grade Science Scores

High

10/29/2002	24.4%
11/3/2003	22.6%
3/1/2005	9.8%

Intermediate

10/29/2002	51.2%
11/3/2003	51.6%
3/1/2005	74.5%

Proficient

10/29/2002	75.6%
11/3/2003	74.2%
3/1/2005	84.3%

Proficient All 78.9%

Low

10/29/2002	24.4%
11/3/2003	25.8%
3/1/2005	15.7%

16r - 11th Grade Reading Scores (Gender)

	Male	Female
High		
10/29/2002	25.0%	19.0%
11/03/2003	13.0%	12.5%
03/01/2005	13.0%	14.3%
Intermediate		
10/29/2002	35.0%	76.2%
11/03/2003	47.8%	75.0%
03/01/2005	73.9%	60.7%
Proficient		
10/29/2002	60.0%	95.2%
11/03/2003	60.9%	87.5%
03/01/2005	87.0%	75.0%
Proficient All	69.7%	84.2%
Low		
10/29/2002	40.0%	4.8%
11/03/2003	39.1%	12.5%
03/01/2005	13.0%	25.0%

16m - 11th Grade Math Scores (Gender)

	Male	Female
High		
10/29/2002	40.0%	19.0%
11/03/2003	17.4%	25.0%
03/01/2005	17.4%	10.7%
Intermediate		
10/29/2002	25.0%	66.7%
11/03/2003	52.2%	62.5%
03/01/2005	73.9%	60.7%
Proficient		
10/29/2002	65.0%	85.7%
11/03/2003	69.6%	87.5%
03/01/2005	91.3%	71.4%
Proficient All	75.8%	78.9%
Low		
10/29/2002	35.0%	14.3%
11/03/2003	30.4%	12.5%
03/01/2005	8.7%	28.6%

16s - 11th Grade Science Scores (Gender)

	Male	Female
High		
10/29/2002	35.0%	14.3%
11/03/2003	17.4%	37.5%
03/01/2005	4.3%	14.3%
Intermediate		
10/29/2002	25.0%	76.2%
11/03/2003	52.2%	50.0%
03/01/2005	91.3%	60.7%
Proficient		
10/29/2002	60.0%	90.5%
11/03/2003	69.6%	87.5%
03/01/2005	95.7%	75.0%
Proficient All	75.8%	82.5%
Low		
10/29/2002	40.0%	9.5%
11/03/2003	30.4%	12.5%
03/01/2005	4.3%	25.0%

Standard Error Of Measurement Information

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95