

Central City Community School  
**Annual Report of Academic Progress for Central City Community School**  
**2008 – 09**

Central City Community School has a number of district assessments that are given to the students at all grade levels. The following report is the district's 2008-09 Annual Progress Report on the assessment results in the areas of Reading, Math and Science. Most of the reporting is based on the ITBS/ITED tests results which have traditionally been given in Iowa schools for many years and the Measures of Academic Progress, the multiple assessment we have been using for the last 5 years. Remember as you look at these reports that the grades given are for the 2007-08 school year, therefore the students in (2009-10) this year's 9<sup>th</sup> grade will be listed as 8<sup>th</sup> graders in this report, this year's 12<sup>th</sup> graders will be listed as 11<sup>th</sup> graders and this year's 5<sup>th</sup> graders will be listed as 4<sup>th</sup> graders in this report and so on.

Included in the information from ITBS is reported using Proficiency Levels. They tell us the percentage of students who received a "proficient" score or higher. For ITBS/ITED a student is proficient if they score at the 41<sup>st</sup> Percentile or above. In addition to this information we are including longitudinal scores for each grade level.

You will only find disaggregated data for males and females not for ethnic background, low socioeconomic status, or students in special education, since we do not have 10 or more at any grade level. If we reported on groups of less than 10 students we might be violating a student's confidentiality.

We use the information you find in this report to guide our curriculum development and make instructional decisions that will better meet the needs of our students. This report will be available on the school web site after Nov. 15, 2008. If you have any questions feel free to contact the superintendent's office at 438-6181.

**The federal legislation "No Child Left Behind" identifies schools that are in need of assistance. We do not have any schools that are in this category and we are also not on any watch lists.**

## **District Long Range Goals in Reading Math and Science**

1. Raise the percentage of all K-12 students who are at the proficient level or higher in reading.
2. Raise the percentage of all K-12 students who are at the proficient level or higher in mathematics.
3. Raise the percentage of all K-12 students who are at the proficient level or higher in science.

## **Annual Student Achievement Goals in Reading, Math and Science for the 2008-09 School Year**

### Reading

1. During the 2008-09 school year at Central City Community School, 50% of the students who were not proficient in reading in grades 7-10 on the 2008 ITBS/ITED Reading Comprehension section of ITBS/ITED will become proficient in 2009 on the ITBS/ITED tests..
2. During the 2008-09 school year at Central City Community Schools, 60% of the students in grades 9-11 will meet their growth goal on the Spring Reading MAP (Measures of Academic Progress) test..
3. During the 2008-09 school year at Central City Community Schools, we will have at least 70% of our 5<sup>th</sup> and 6<sup>th</sup> grade students meet or exceed their growth goal on the Measures of Academic Progress (MAP) Test Spring testing in the word meaning strand of the Reading test.
4. During the 2008-09 school year at Central City Community School, we will have at least 60% of our 3<sup>rd</sup> and 4<sup>th</sup> graders meet or exceed their growth goal on the Measures of Academic Progress (MAP) Test spring testing in Reading.

### Mathematics:

During the 2008-09 school year at Central City Community School, there will be an increase in the students who are proficient from the 2007-08 school year to the 2008-09 school year in grades 8 – 11 on the ITBS/ITED Math total. Only students who are in the district for the full academic year will be part of the cohort group.

### Science Goal

During the 2008-09 School Year at Central City Community School, we will have 60% of students meet their growth goals in the strands of the Measures of Academic Progress Test that correspond to the curriculum: the Life Science Section of the General Science Test for 7<sup>th</sup> Graders, the Earth Science Section of the General Science test for 8<sup>th</sup> graders, the Physical Science Section of the General Science test for 9<sup>th</sup> graders and the Life Science Section of the General Science test for the 10<sup>th</sup> graders. We will be looking at growth from the fall of 2008 to the spring of 2009.

**Did we meet our goals for the 2007-08 School Year?**

Reading:

1. In Central City Community School District during the 2007-08 school year, Grades 6 – 8 will show a least an average of one year’s growth in Reading Comprehension. using the ITBS National Grade Equivalent for those students who have attended Central City for the last year. **Grade 6 made 1 year’s growth, Grade 7 made 1 year 7 months growth, Grade 8 made 1 year’s growth.**

2. During the 2007-08 school year, Central City Community School District will reduce the number of students in 9<sup>th</sup> – 11<sup>th</sup> who are not proficient on the NWEA MAP assessment for Reading by 50% from the Fall 2007 testing to the Spring 2008 testing.

(Proficiency will be based on the RIT score alignment with the ITED Percentile scores document developed by NWEA) Only those students who are present for both testing sessions will be included.)

**We had 38 students in 9-11 that were not proficient on the MAP test in the fall and 18 of those are now proficient (47%). Of the 20 who did not reach proficiency 13 made at least a year’s growth. Seven of those students who were not proficient made over 10 points growth.**

Math:

During the 2007-08 school year in Central City Community School District, 50% of students in grades 3-11 will meet their spring target score in the NWEA MAP Mathematics Assessment. (The spring target score is individually determined for each student based on their fall RIT score and their grade using the NWEA growth index. Only those students who are present for both testing sessions will be included.) **The percentage of students who met their growth targets is listed below. All but one grade met the goal of 50%.**

**3<sup>rd</sup>: 67.6% 4<sup>th</sup>: 72% 5<sup>th</sup>: 68.9% 6<sup>th</sup>: 83.3% 7<sup>th</sup>: 64.5% 8<sup>th</sup>: 57.1% 9<sup>th</sup>: 58.1% 10<sup>th</sup>: 38.7%  
11<sup>th</sup>: 68.8%**

Science:

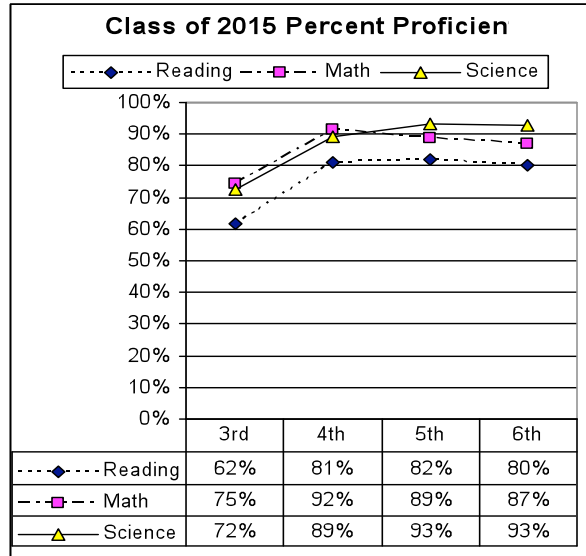
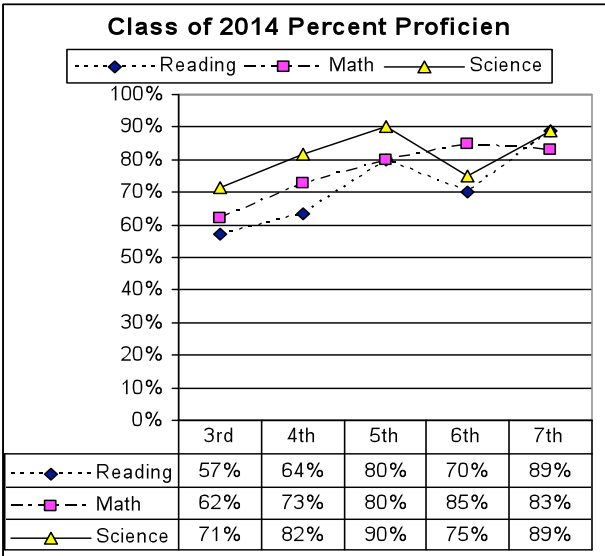
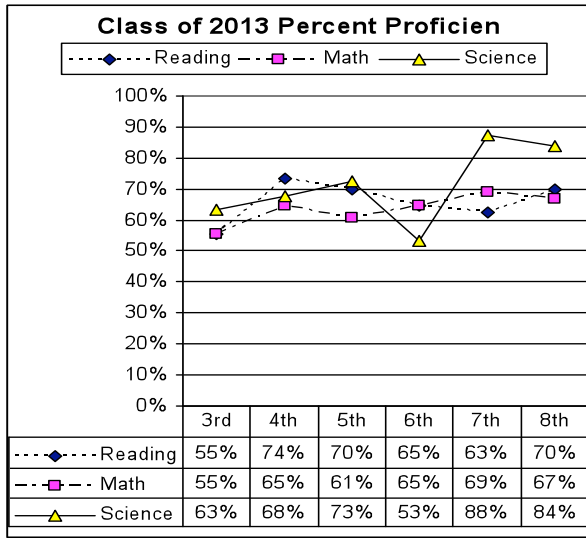
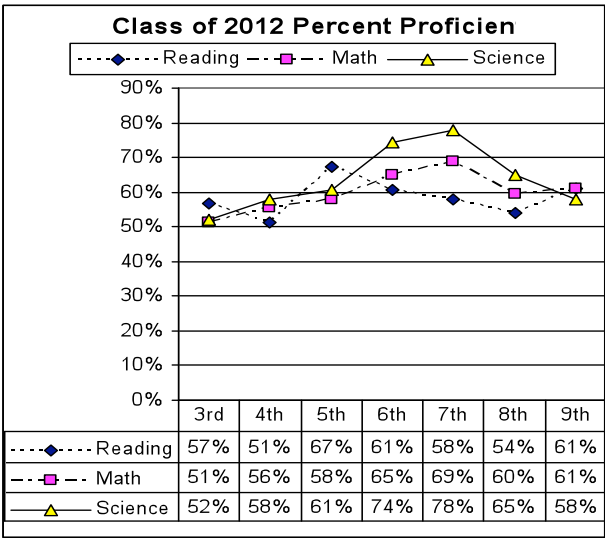
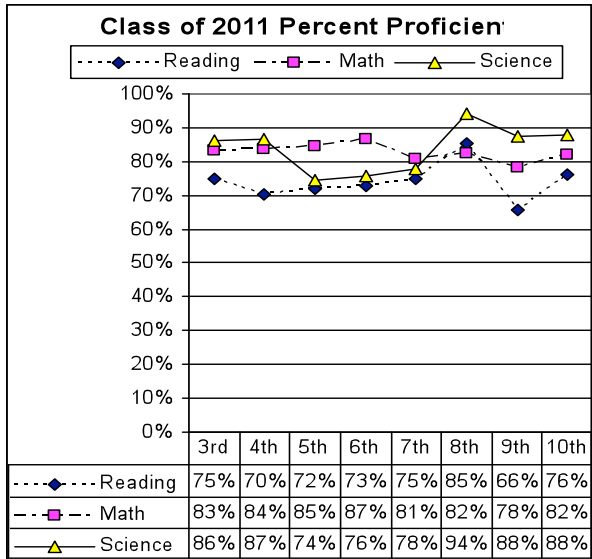
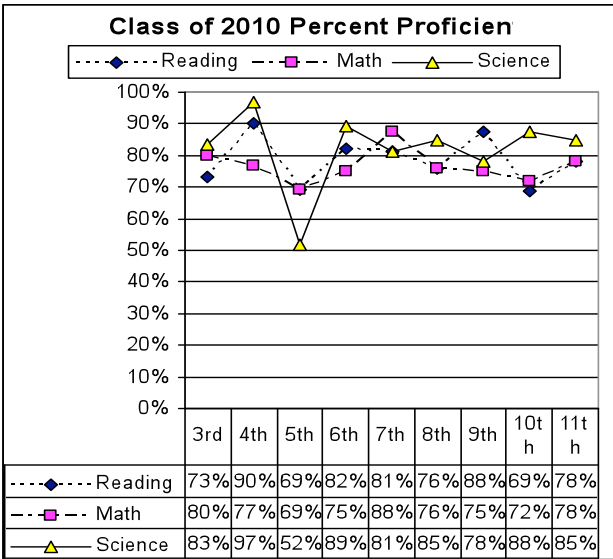
During the 2007-08 school year Central City Community School District will show an average of 1.0 year’s growth as shown by the average NGE from 6<sup>th</sup> to 7<sup>th</sup> and 7<sup>th</sup> to 8<sup>th</sup> grades using the Science Test of the ITBS and an increase in student proficiency from 10<sup>th</sup> to 11<sup>th</sup> grade on the Science Test on the ITED’s. Only students who have been in the district for the full academic year will be in the cohort.

**Grade 7 made 2 year’s growth, grade 8 did not make any growth, the 11<sup>th</sup> graders had 68.8% proficient with 22 students proficient as 10<sup>th</sup> graders and had 71.0% proficient with 22 students proficient as 11<sup>th</sup> graders.**

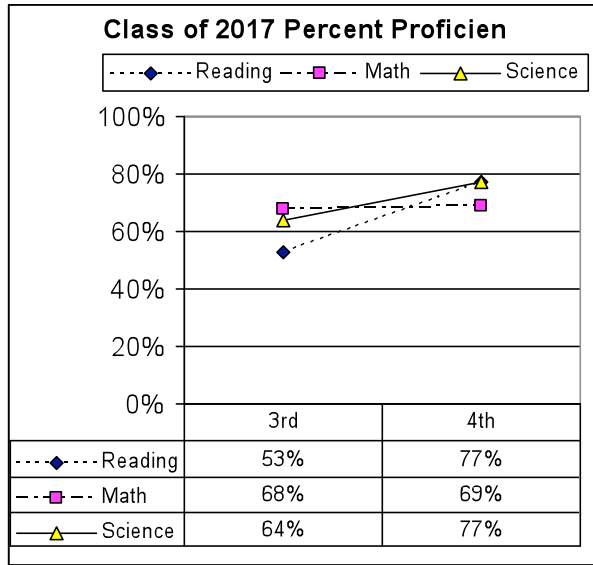
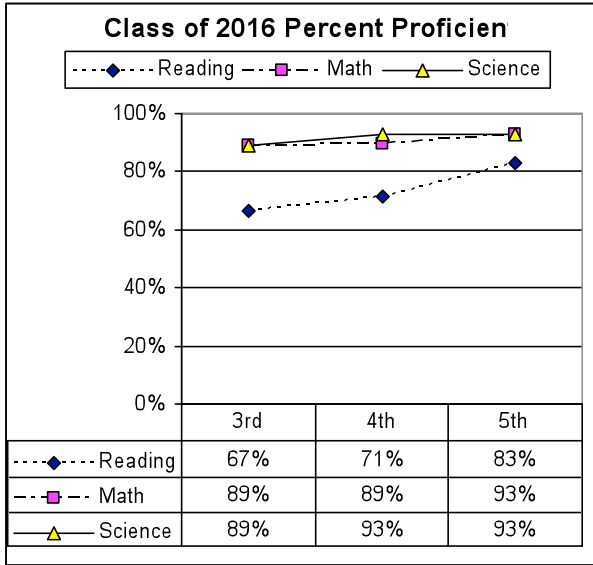
Longitudinal Student Achievement in Reading and Mathematics and Science

**In the charts on the next 2 pages, you will see the percent of students who are proficient at each grade level, 4<sup>th</sup> – 11<sup>th</sup> . The graphs show the same group of students over time, though of course we do have students moving in and out each year. Remember to be proficient the students have to have had a percentile score at the 41<sup>st</sup>ile or higher.**

# Central City Community School

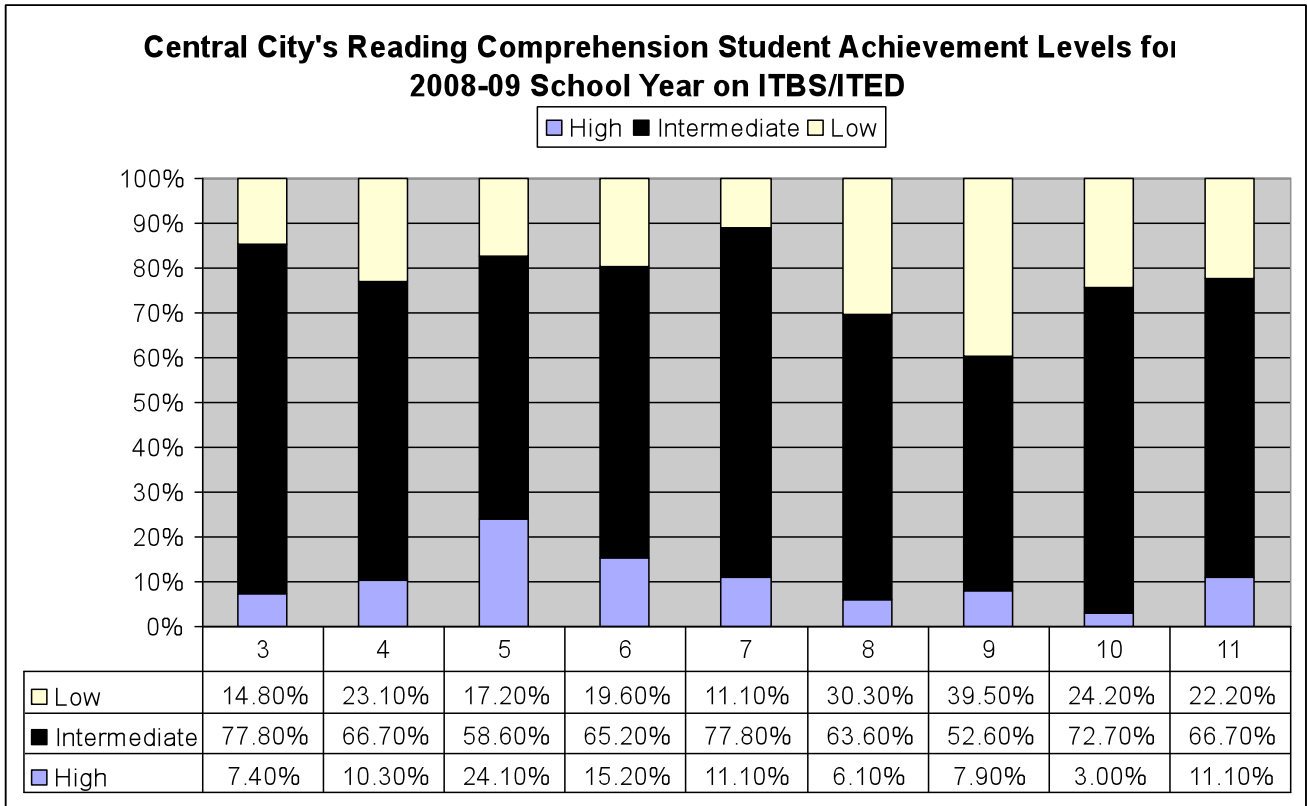


## Central City Community School



### Reading Student Achievement Levels

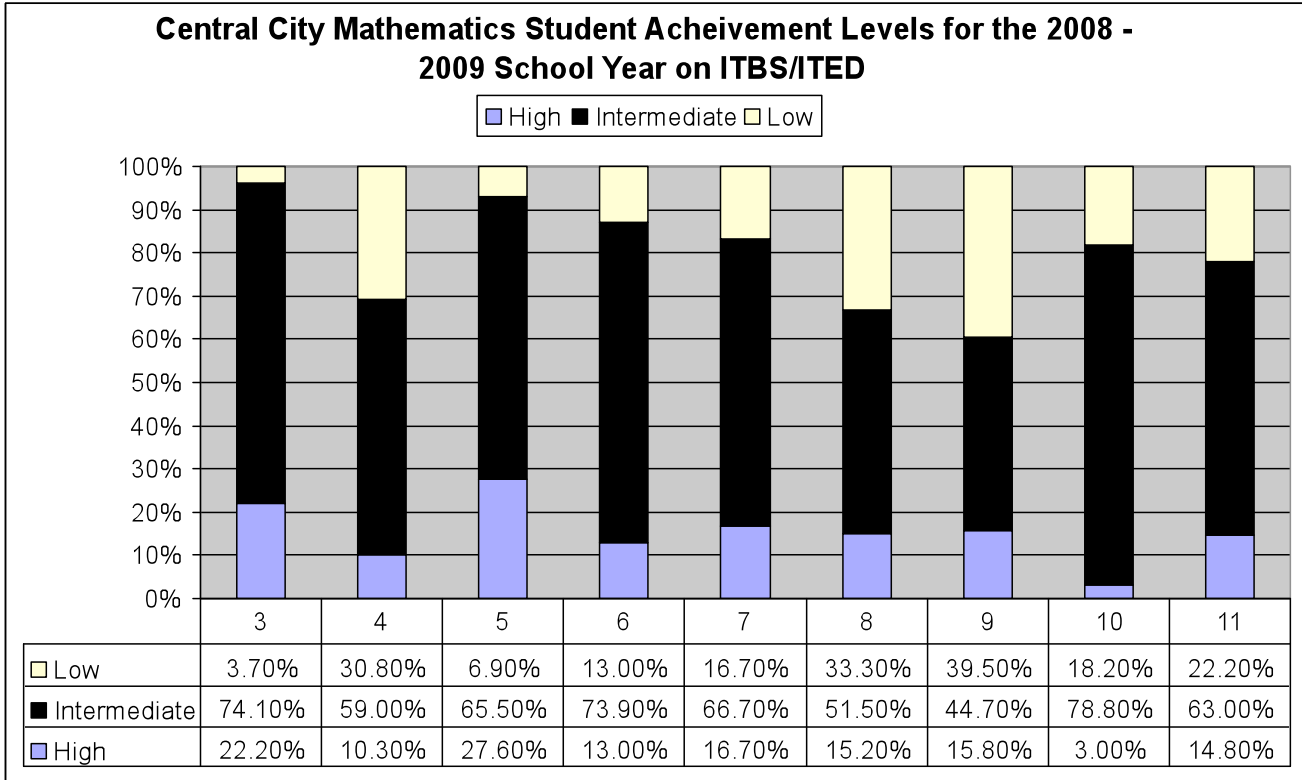
The following graph gives the percentage of 3<sup>rd</sup> – 11<sup>th</sup> grade students at each achievement level. The 3 achievement levels are; *Low: 0-40<sup>th</sup> percentile Intermediate: 41<sup>st</sup> -89<sup>th</sup> percentile High: 90<sup>th</sup> – 99<sup>th</sup> percentile. Anyone in the Intermediate or High is considered proficient.*



## Central City Community School

### Mathematics Student Achievement Levels

The following graph gives the percentage of 3<sup>rd</sup> – 11<sup>th</sup> grade students at each achievement level. The 3 achievement levels are; *Low: 0-40<sup>th</sup> percentile Intermediate: 41<sup>st</sup> -89<sup>th</sup> percentile High: 90<sup>th</sup> – 99<sup>th</sup> percentile. Anyone in the Intermediate or High is considered proficient.*



### Science Student Achievement Levels

The following graph gives the percentage of 4<sup>th</sup> – 11<sup>th</sup> grade students at each achievement level. The 3 achievement levels are; *Low: 0-40<sup>th</sup> percentile Intermediate: 41<sup>st</sup> -89<sup>th</sup> percentile High: 90<sup>th</sup> – 99<sup>th</sup> percentile. Anyone in the Intermediate or High is considered proficient.*

