

APPENDIX B

**MATHEMATICS**

**Examples of efforts to support mathematics achievement include:**

*Staff Development to help teachers improve their skills in teaching mathematics.  
Monitor grade level learning team recommendations for appropriate assessment  
and curricular alignment in mathematics practices for the K-12 staff.  
Work with GWAEA 10 and at building and grade levels to have formal Data  
Collection and Analysis.*

**Long-Range Goal:**

All K-12 students will achieve at high levels in Mathematics. The District will work to increase the number of students achieving at the proficiency level in Mathematics at all grade levels.

**Annual Improvement Goal for 2007-2008:**

Increase the percent of special education students in grades 7-9 over the next school year, classified at the proficient level, as measured by the of the Iowa Test of Basic Skills and the Iowa Growth Model.

**Report:**

The district did not achieve the annual improvement goal. Last year two of the three grade levels improved in their ITBS/ITED. Our annual goal predicted we would see an increase in the number of IEP students proficient in Mathematics as measured by the Iowa Tests of Basic Skills.

**Action Plan to Meet the Goal:** It is the district intent to continue to track data over time and maintain the long range goal established thus reducing the percentage of students in the low achievement level as measured by the Iowa Tests of Basic Skills.

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**District-Wide Student Achievement Results**  
**Mathematics Trend Line Data**  
**Three Achievement/Performance Levels for Grades 4, 8, and 11**  
**2006, 2007, 2008**

**Math 2005-2006**

**Grade 4**

90 Percent Proficient

**Grade 8**

77 Percent Proficient

**Grade 11**

70 Percent Proficient

**Math 2006-2007**

**Grade 4**

95 Percent Proficient

**Grade 8**

74 Percent Proficient

**Grade 11**

75 Percent Proficient

**Math 2007-2008**

**Grade 4**

91 Percent Proficient

**Grade 5**

84 Percent Proficient

**Grade 6**

91 Percent Proficient

**Grade 7**

85 Percent Proficient

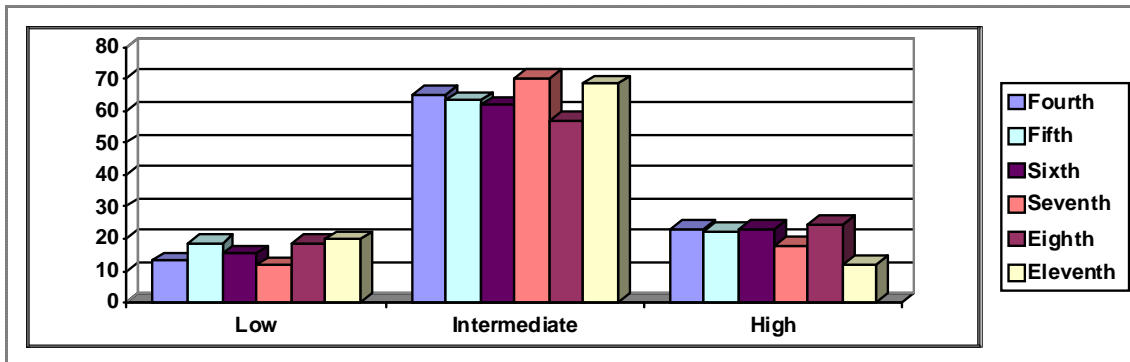
**Grade 8**

87 Percent Proficient

**Grade 11**

73 Percent Proficient

**Math Proficiency 2008**



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**Gender Trend Data for Students Proficient in Mathematics**  
**2006, 2007, 2008**

**2005-2006 Mathematics Data: Disaggregated by Gender**

**Grade 4**

Females Proficient	88
Males Proficient	92

**Grade 8**

Females Proficient	83
Males Proficient	70

**Grade 11**

Females Proficient	70
Males Proficient	71

**2006-2007 Mathematics Data: Disaggregated by Gender**

**Grade 4**

Females Proficient	94
Males Proficient	96

**Grade 8**

Females Proficient	75
Males Proficient	73

**Grade 11**

Females Proficient	72
Males Proficient	77

**2007-2008 Mathematics Data: Disaggregated by Gender**

**Grade 4**

Females Proficient	84.8
Males Proficient	88

**Grade 5**

Females Proficient	79.7
Males Proficient	86

**Grade 6**

Females Proficient	86.2
Males Proficient	81.7

**Grade 7**

Females Proficient	92
Males Proficient	84.5

**Grade 8**

Females Proficient	85.5
Males Proficient	78.9

**Grade 11**

Females Proficient	83.6
Males Proficient	76.8

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**Socioeconomic Data for Students Proficient in Mathematics**  
**2006, 2007, 2008**

**2005-2006 Mathematics Data: Socioeconomic Status**

**Grade 4**

Proficient 91

**Grade 8**

Proficient 56

**Grade 11**

Proficient 71

**2006-2007 Mathematics Data: Socioeconomic Status**

**Grade 4**

Proficient 93

**Grade 8**

Proficient 67

**Grade 11**

Proficient 71

**2007-2008 Mathematics Data: Socioeconomic Status**

**Grade 4**

Proficient 95.3

**Grade 5**

Proficient 65

**Grade 6**

Proficient 78.3

**Grade 7**

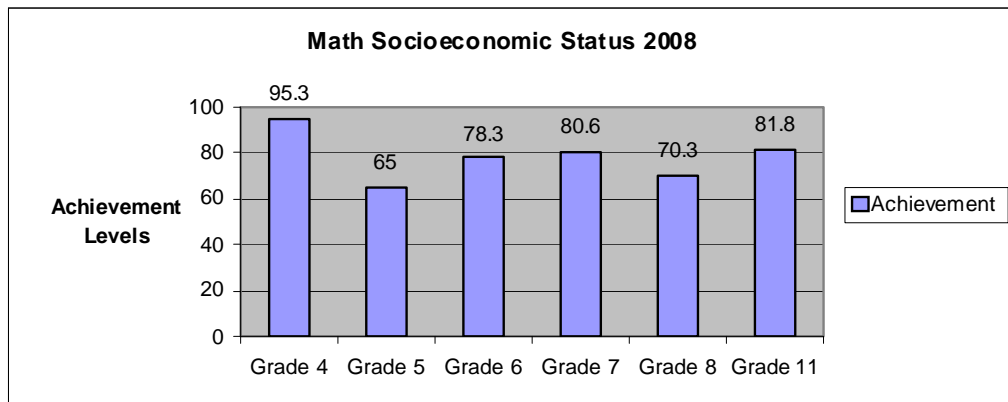
Proficient 80.6

**Grade 8**

Proficient 70.3

**Grade 11**

Proficient 81.8



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**Non Socioeconomic Data for Students Proficient in Mathematics**  
**2006, 2007, 2008**

**2005-2006 Mathematics Data: Non-Socioeconomic Status**

**Grade 4**

Proficient 90

**Grade 8**

Proficient 80

**Grade 11**

Proficient 70

**2006-2007 Mathematics Data: Non-Socioeconomic Status**

**Grade 4**

Proficient 95

**Grade 8**

Proficient 76

**Grade 11**

Proficient 75

**2007-2008 Mathematics Data: Non-Socioeconomic Status**

**Grade 4**

Proficient 84.8

**Grade 5**

Proficient 85.8

**Grade 6**

Proficient 86.3

**Grade 7**

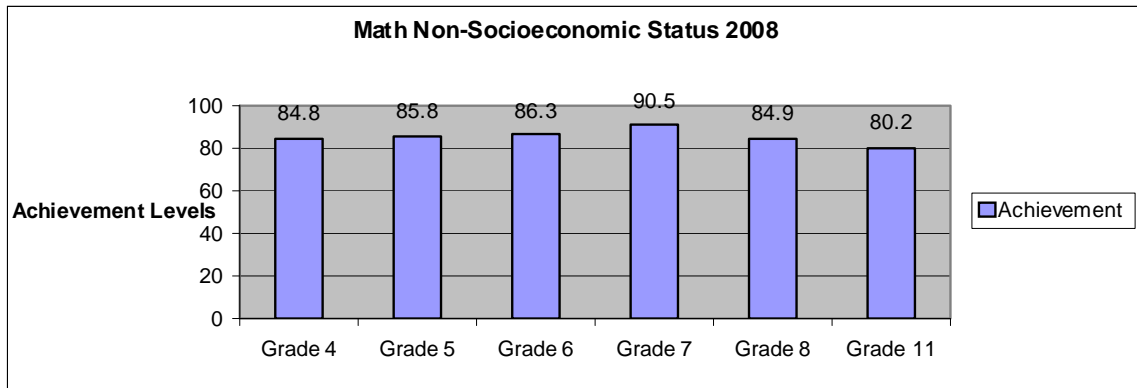
Proficient 90.5

**Grade 8**

Proficient 84.9

**Grade 11**

Proficient 80.2



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**Students with Disabilities Proficiency in Mathematics**  
**2006, 2007, 2008**

**2005-2006 Mathematics Data: Disability Status**

<b><u>Grade 4</u></b>	
Proficient	60
<b><u>Grade 8</u></b>	
Proficient	26
<b><u>Grade 11</u></b>	
Proficient	18

**2006-2007 Mathematics Data: Disability Status**

<b><u>Grade 4</u></b>	
Proficient	71
<b><u>Grade 5</u></b>	
Proficient	57
<b><u>Grade 6</u></b>	
Proficient	56
<b><u>Grade 7</u></b>	
Proficient	56
<b><u>Grade 8</u></b>	
Proficient	40
<b><u>Grade 11</u></b>	
Proficient	29

**2007-2008 Mathematics Data: Disability Status**

<b><u>Grade 4</u></b>	
Proficient	61.1
<b><u>Grade 5</u></b>	
Proficient	40.0
<b><u>Grade 6</u></b>	
Proficient	56.3
<b><u>Grade 7</u></b>	
Proficient	66.6
<b><u>Grade 8</u></b>	
Proficient	47.8
<b><u>Grade 11</u></b>	
Proficient	23.1

APPENDIX B

**Students with Non Disabilities Proficiency in Mathematics**  
**2006, 2007, 2008**

**2005-2006 Mathematics Data: Non-Disability Status**

**Grade 4**

Proficient 90

**Grade 8**

Proficient 80

**Grade 11**

Proficient 77

**2006-2007 Mathematics Data: Non-Disability Status**

**Grade 4**

Proficient 97

**Grade 8**

Proficient 78

**Grade 11**

Proficient 84

**2007-2008 Mathematics Data: Non-Disability Status**

**Grade 4**

Proficient 92.8

**Grade 5**

Proficient 86.3

**Grade 6**

Proficient 89.2

**Grade 7**

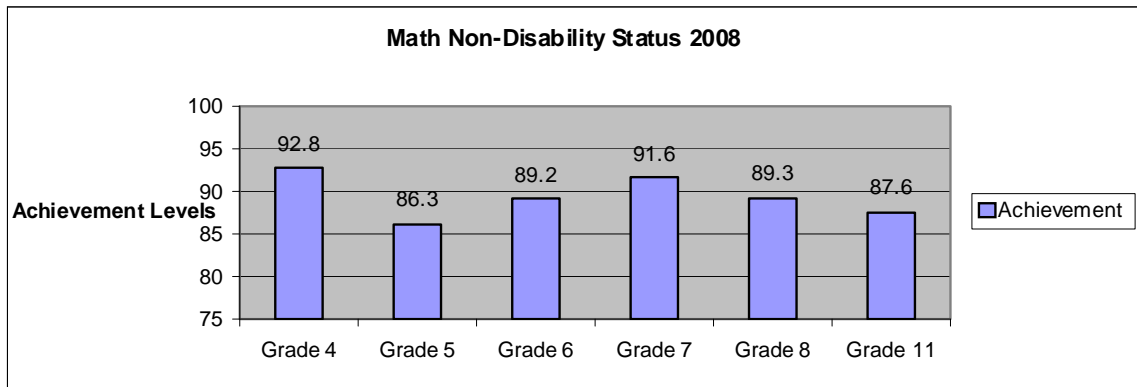
Proficient 91.6

**Grade 8**

Proficient 89.3

**Grade 11**

Proficient 87.6



**Constructed Response Supplement Alternative Testing Grade 8**  
**2006-2007**

The Constructed Response Supplement (CRS) is an alternative assessment provided to students in the 8<sup>th</sup> Grade. This assessment is used to evaluate Mathematics progress. This is an alternative to the standardized format typically used in achievement evaluation. Participants respond in written form and tests are scored locally. Students demonstrate their thought processes. Most test items have multiple possible correct responses and can be answered using any of a variety of strategies. Students may construct their answers using short phrases, sentences and paragraphs, drawings and diagrams, or mathematical equations. Passages and items have been tried out across the United States and reviewed for bias by a national panel to ensure that test materials are suitable for the target grade and fair in their presentation of professions, cultures, ethnic groups, and the two genders. This testing format meets the requirement for alternative testing.  
(N=Number of students tested)

