Pleasant Valley Community School District

Annual Report to the Public September 2010

SPARTAN SPOTLIGHT

The Year of the #Sparkle Effect

During the 2009-2010 school year, the P.V. Sparkles, a cheerleading squad created for special needs students, received many honors and national recognition for their unique contributions to the school and community. The squad:

- **Appeared in People Magazine's "Heroes Among Us"**
- **Garnered recognition as "News Person of the Week" on ABC News with Charles Gibson**
- **Performed on the Oprah Winfrey Show**
- **Attended a Miley Cyrus concert in Indianapolis where they appeared on stage and were listed on Miley's volunteer organization's website: www.geturgoodon.com**

- **Received the Iowa Governor's Award, a $2,500 Modern Woodman Grant, and a $25,000 Pepsi grant which included the filming of a commercial currently running on various TV stations across the country**

- **Danced with America's Best Dance Crew as the TV program performed and filmed with the Sparkles at PVHS**
- **Established the "Sparkle Effect" and subsequently awarded five $1,000 scholarships toward the formation of new special needs cheer squads**

- **Contributed to the naming of Bettendorf as one Family Living magazine's top ten cities in which to live**
- **Positively influenced the lives of countless individuals, both locally and across the nation**

Cliff Notes: APR Terms and Terminology

The Pleasant Valley 2009-10 **Annual Progress Report** (APR) is a document summarizing some of the accomplishments our students have achieved during the past school year, particularly those related to student learning. Within the pages that follow, you will find achievement data for students in grades 4, 8, and 10/11 in the areas of reading, math, and science. To ease your understanding of that information, the following terminology may be helpful.

ITBS (Iowa Tests of Basic Skills)
ITED (Iowa Tests of Educational Development)
The standardized tests used by the state of Iowa as a measure of student achievement and accountability.

Proficient
In the state of Iowa, a student scoring at or above the 41st percentile on the ITBS/ITED assessment in a particular area is said to be proficient in that area.

Biennium Average
Proficiency test data for two consecutive years averaged to discount the vagaries of change for either year and yield a more stable measure.

Standard Error of Measurement
This is an estimate of possible error associated with an individual student's test score. The standard error of measurement can be described as a band of error where a reasonable chance exists that the student's score may be slightly higher or lower than the reported score. The following ranges apply to the fall testing in the areas of reading and math.

Standard Error of Measurement

	Reading Comprehension			Mathematics		
	Gr. 4	Gr. 8	Gr. 11	Gr. 4	Gr. 8	Gr. 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94

Test Score Data
Test scores are reported in a variety of formats, but often include:

- **Raw Score**-number of items answered correctly (10)
- **Percentage**-number of items answered correctly divided by the total (14/20=70%)
- **Grade Equivalent Score**-A decimal showing the student's location on an achievement continuum expressed in terms of a grade level and month. (5.7)
- **Percentile**-A score ranking or comparing students to a norm group (6th %ile)
- **National Percentile Rank** (NPR)-Score showing a student's comparative ranking to students across the country in the same grade level tested during the same relative time period.
- **Percentile Ranges**-Iowa measures student performance in three distinct percentile bands:
  Low-(non-proficient) 0-40th percentile
  Intermediate-(proficient) 41-89th percentile
  High-(proficient) 90th+ percentile

Parent/Student Survey Data

Since the 1997-98 school year, the district has annually surveyed all parents K-12 and students in grades 4-12 to gauge stakeholder satisfaction with the efforts of the district to meet important goals and initiatives. Although the district maintains the historical data to support its years of implementation, **only the results from the 2009-10 administration are noted below**. Historical data, individual building results and specific comments are available at the district office or in each of the buildings. The district continued to administer the parent survey electronically and tallied 760 respondents.

	PARENT SURVEYS	09-10 N=760		
		Disagree	Neutral	Agree
1	I feel welcome in my child's school.	2%	5%	93%
2	I know what my child's teacher(s) expects of my child.	5%	9%	87%
3	My child is safe at school.	3%	7%	90%
4	My child is not bullied, picked on, or teased in a hurtful manner at school.	12%	15%	74%
5	The school challenges my child to do his/her best work.	6%	11%	83%
6	My child is being well prepared for further education or training after high school.	3%	15%	82%
7	The school has a clear set of rules/ expectations for students to follow.	3%	6%	91%
8	My child's teacher(s) provides the help my child needs.	7%	10%	83%
9	The teachers show respect for the students.	4%	9%	87%
10	I am informed about my child's progress.	5%	10%	85%
11	The school has an excellent learning environment.	4%	10%	86%
12	The school helps prepare my child to be a good citizen.	3%	10%	87%
13	At my child's school, people notice when things go wrong and try to make them right.	8%	21%	71%
14	The students at my child's school are recognized for their successes.	3%	12%	85%
15	The school provides me the information I need about school programs and activities.	3%	7%	91%

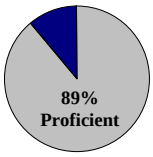
	STUDENT SURVEYS	09-10 N=2293		
		Disagree	Neutral	Agree
1	I feel like I belong at my school.	5%	15%	81%
2	I know what my teachers expect of me.	2%	10%	88%
3	I feel safe at school.	3%	12%	85%
4	I am not bullied, picked on, or teased in a hurtful manner at school.	13%	17%	70%
5	My school challenges me to do my best work.	4%	13%	84%
6	I am being well prepared for further education or training after high school.	4%	14%	83%
7	My school has clear rules/expectation for students to follow.	4%	11%	85%
8	I get the help I need from my teachers.	5%	16%	79%
9	My teachers respect me.	7%	14%	79%
10	I am informed about how well I am doing in my classes.	9%	21%	69%
11	My school is a good place to learn.	4%	9%	87%
12	My school helps me to be a good citizen.	4%	14%	82%
13	At my school, people notice when things go wrong and try to make them right.	16%	29%	55%
14	In my school, students are recognized for their successes.	9%	21%	70%
15	My school provides me the information I need about school events and activities.	8%	16%	77%
16	When I compete against others I feel supported by my school.	6%	10%	84%
17	My coach communicates with me individually about what I need to do to improve my skills.	9%	14%	78%
18	I believe my coach is concerned about me as an individual.	9%	16%	76%

Academic Indicators…

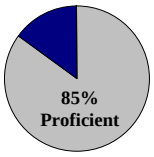
Reading: Between the Lines

During the 2009-2010 school year:

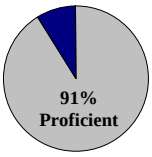
- Reading achievement, as measured by the ITBS and ITED assessments, increased from the previous year in grades 4, 8, and 11.
- District-wide, approximately 67% of the students in grades 3-8 met their target RIT growth in the area of reading as measured by the MAP assessment.
- Academic vocabulary acquisition in the area of literacy increased from an average pre-assessment score of 49% to an average post-assessment score of 71% for students in grades 3-8.
- Several distinct courses (Second Chance Reading, Reading Fundamentals, Reading Issues) were offered and taught at the 9-12 level to elevate the reading achievement of students at that level and support the acquisition of content area understanding.
- As a result of grant funding from the Scott County Regional Authority, the district received $30,000 to add texts to the six libraries across the district.
- The district's reading leadership team provided specific reading strategy instruction to over 80 classroom teachers in order to support and extend their instructional capacity.



4th Grade ITBS



8th Grade ITBS



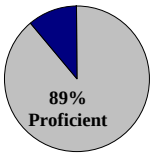
11th Grade ITED

Reading

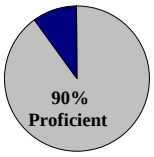
Math: Summing It Up

During the 2009-2010 school year:

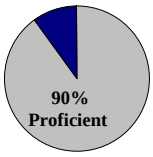
- The district's four elementary buildings took 1st, 2nd, 4th and 7th place in the regional math competition as well as 1st, 2nd, and 10th place in the state competition. The junior high Math Counts Team finished second at the local competition and represented the district at the state level.
- Math achievement, as measured by the ITBS and ITED assessments, increased from the previous year in 5 of the 7 grade levels tested (3,4, 6, 8, and 11)
- District-wide, approximately 71% of the students in grades 3-8 met their target RIT growth in the area of math as measured by the MAP assessment.
- Academic vocabulary acquisition in the area of math increased from an average pre-assessment score of 49% to an average post-assessment score of 66% for students in grades 3-8.
- 84% of the students enrolled in AP Calculus earned a score of 3 or above on the AP exam qualifying them for some level of college credit dependent upon the specific institution of attendance.
- Intro to Algebra I was offered at the 9-12 level as the entry level math course for high school math students.



4th Grade ITBS



8th Grade ITBS



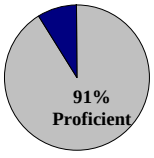
11th Grade ITED

Math

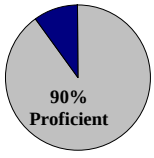
Science: Yielding Results

During the 2009-2010 school year:

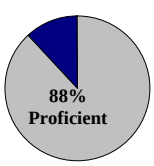
- 100% of the 2009-2010 graduating seniors completed three or more years of science and nearly 44% of 11th grade students scored above the 90th percentile on the science portion of the ITED.
- Academic vocabulary acquisition in the area of science increased from an average pre-assessment score of 48% to an average post-assessment score of 75% for students in grades 3-8.
- As a result of grant funding from the Scott County Regional Authority, the district received nearly $60,000 to add technology and science equipment to better outfit its labs at the junior high level.
- Additional course electives (physical science, environmental science) were added at the 9-12 level to help students achieve the essential concepts and skills identified in the science portion of the Iowa Core.
- The number of science labs at each level (3-6, 7-8, and 9-12) is continuously monitored in an effort to approximate NSTA standards and ensure students are "doing" rather than "reading about" science.



4th Grade ITBS



8th Grade ITBS

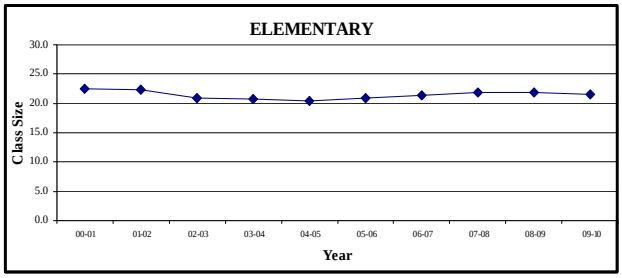


11th Grade ITED

Science

…and Other Quality Indicators

Class Size Initiative



The district continues to use its state and federal class size reduction money to maintain low class size at the elementary level, particularly in its primary classrooms. One additional classroom was added for that purpose during the 09-10 school year. With that addition, class size in the elementary decreased very slightly from 21.77 in 2008-09 to 21.6 in 2009-10. The district anticipates adding a single new section for the 10-11 school year and opening its new elementary (delayed for one year due to the statewide budget reduction) for the 2011-12 school year. Overall, though, the district's continued adherence to class size guidelines has benefited student achievement, particularly in the area of reading as noted by the kindergarten assessment data shown below.

Kindergarten Assessment Data

During the 2009-10 school year, the kindergarten students were assessed using the standardized instrument "Teaching Beginning Readers, Linking Assessment and Instruction." This assessment was administered to all kindergarten students in the fall and then given again in the spring. Students were assessed in the areas of letter knowledge, consonant sounds (initial and final), print concepts and word recognition. Results from that assessment are as follows:

Letter Knowledge		**Consonant Sounds**		**Print Concepts** (based on 20)		**Sight Words** (based on 100 words)	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
75%	95%	59%	93%	60%	91%	14%	65%

The strong growth was a composite of quality instruction, effective resource utilization, supportive parent involvement, and student maturation and effort.

Champions of Character

At each level, with a variety of initiatives and programs, the district continues its emphasis on character development using the six pillars of Character Counts: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Cross grade level groups facilitated by school staff continue to provide monthly discussion opportunities for the understanding and practice of the six pillars. At the 7-12 level, each classroom proudly displays a Safe Schools Mandate, carefully outlining the acceptance of diversity, the tolerance of others and the expectation of respect for all. The K-8 buildings continued to focus on the implementation of the Olweus Bully Prevention framework and expanding that to its parent population.

Pleasant Valley Educational Foundation

In an effort to support the continuing education of its young people, the PV Educational Foundation works each year to increase the number of scholarships awarded to Pleasant Valley. There were 45 scholarships, totaling $50,000, awarded to student scholars at the 2009-2010 PV Educational Foundation Awards Banquet.

Dollars and Sense

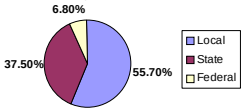
General Fund Expenditures
2009-2010 Working Budget
Salaries (61%) $19,616,120
Benefits (17%) $5,507,148
Services (12%) $3,908,258
Supplies (5%) $1,790,142
Capital Outlay and Other (1%) $262,549
Area Education Agency (4%) $1,241,019
Total $32,325,236

2009-10 Physical Plant & Equipment Levy Capital Projects Fund Expenditures Working Budget
Building Repairs/Renovation/Construction, etc.: $10,459,153

2009-10 Property Tax Information
Tax Valuation: $980,035,045
Tax Rate (per $1,000): $13.99

Tuition Cost 2009-2010: $5,901

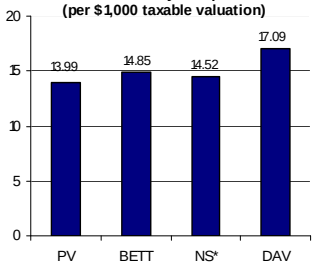
2009-10 Working Budget-Breakdown of Revenue by Local, State and Federal



2009-10 Expenditure Breakdown (All Funds – Working Budget)

Instruction – 51%
Instructional Support - 22%
Facilities & Construction – 21%
Non-Instructional – 3.2%
AEA Support – 2.8%

2009-10 Tax Levy Comparisons (per $1,000 taxable valuation)



*North Scott also has a 1% income surtax

K-8 Attendance Avg. Daily Attendance

	08-09	09-10
District	96.6%	96.2%
Grade K	96.6%	95.8%
Grade 1	96.4%	96.3%
Grade 2	96.9%	96.5%
Grade 3	96.9%	96.6%
Grade 4	96.8%	96.3%
Grade 5	96.6%	96.6%
Grade 6	96.7%	96.5%
Grade 7	96.4%	96.0%
Grade 8	96.5%	95.6%

Highly Qualified Teachers

250 Total PV Teachers

60% with advanced degree

Work Ethic Assessment

09-10 Work Ethic Assessment Summary
Grade 8 Ave. Teacher Assessment: 15.4
Grade 8 Ave. Student Self Assessment: 15.6

Grade 10 Ave. Teacher Assessment: 15.0
Grade 10 Ave. Student Self Assessment: 16.1

Key: 18+ Exceeding Expectations; 13-17 Meeting Expectations; 8-12 Approaching Expectations; 7 or < Unacceptable

Each year, students in 8th and 10th grade complete the work ethic assessment. Using self and teacher rating scales, students are evaluated according to their initiative and drive, teamwork, accountability, problem solving and reliability. The results from these assessments are then shared with students and parents in an effort to help students assume productive citizenship, as they move into post-secondary opportunities.

Technology as a Tool

During the 09-10 school year, technology continued to be an integral part of the district's efforts to achieve its educational mission. As such, the following steps were taken:

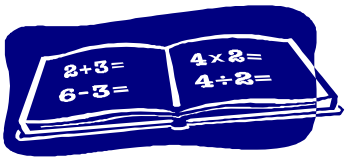
- The Waterford Early Reading Program (WERP) was upgraded from version 3.15 to 4.3
- Pilot classrooms across the district implemented the use of various interactive white board technology, netbooks, document cameras, graphing software and other devices to establish a prototype for widespread district implementation
- In collaboration with the Mississippi Bend AEA, the district conducted an extensive technology audit to provide an objective lens from which to update and expand its instructional technology.
- The technology staff provided a strong instructional presence with training/coursework to support the integration of interactive white boards, the use of student response systems, the design of faculty web pages, and portfolio development relative to the Iowa Teaching Standards
- In collaboration with SCRA, the district received significant funding to support technology initiatives: the purchase of science probes and equipment to enhance science education at the junior high level, a laptop cart for one of the elementary buildings and reading software at the elementary buildings
- Technology assessments completed during the year with 8th grade students continued to show a strong proficiency rate (96%) increasing every year since its inception in 2005. The proficiency rate, a composite of students' keyboarding, word processing, Internet usage and other application skills, provides strong evidence of the students' skills and status as 'digital natives'.

ELEMENTARY ACHIEVEMENT DATA

ITBS

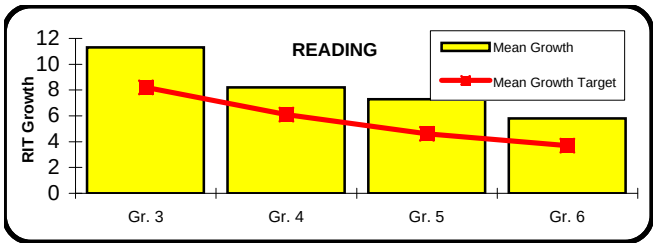
Grades 3-6 *Reading* Proficiency	
Gr. 3	86%
Gr. 4	89%
Gr. 5	85%
Gr. 6	82%

Grades 3-6 *Math* Proficiency	
Gr. 3	88%
Gr. 4	89%
Gr. 5	91%
Gr. 6	90%

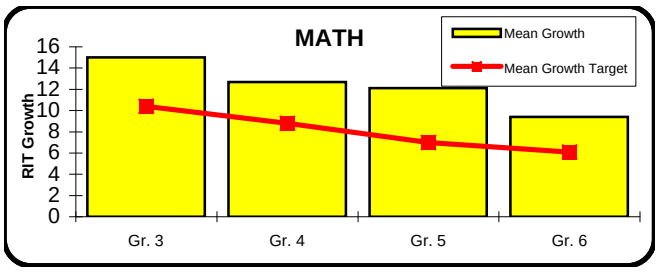


MEASURES OF ACADEMIC PROGRESS

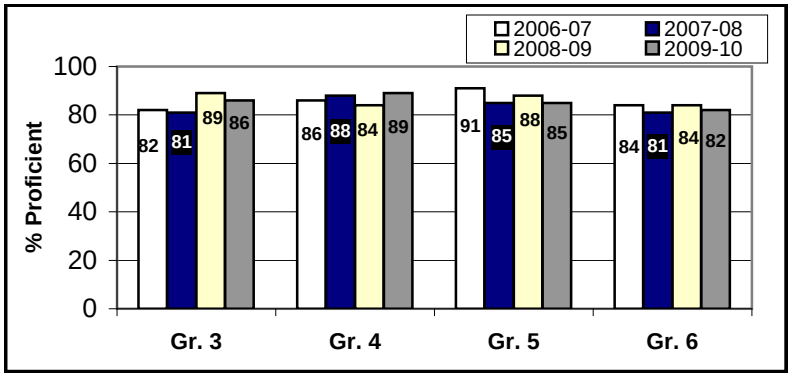
Reading	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
3rd	196.1	207.4	11.3	71.7%
4th	204.8	213	8.2	63.3%
5th	211.3	218.6	7.3	70.5%
6th	217.9	223.7	5.8	66.3%

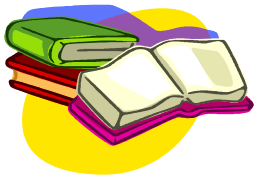


Math	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
3rd	197.8	212.8	15	73.4%
4th	210.7	223.4	12.7	69.9%
5th	220.5	232.6	12.1	77.7%
6th	228.6	238	9.4	71.2%

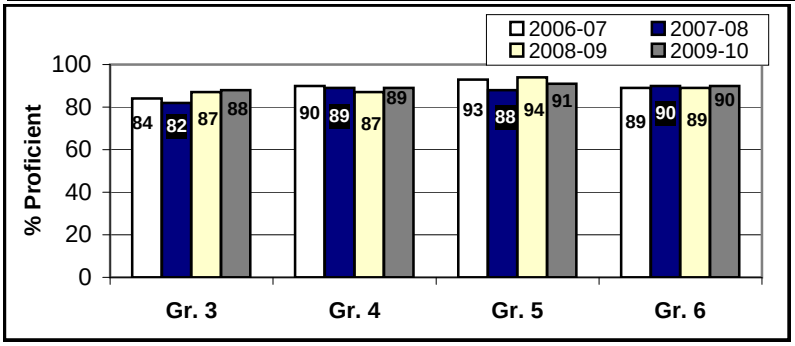


Percentage of Grade 3-6 Students Proficient in *Reading*





Percentage of Grade 3-6 Students Proficient in *Math*



Data Analysis

During the 2009-10 school year, approximately 275 students at each grade level (3-6) from the four elementary buildings in the district were assessed using the Iowa Tests of Basic Skills (ITBS) and the Measures of Academic Progress (MAP) assessment.

Results from the ITBS assessments in the area of reading comprehension showed modest decreases at three grade levels (3rd, 5th and 6th) and an increase at the fourth grade level from the previous year's administration. Math proficiencies were juxtaposed; modest increases at three grade levels (3rd, 4th and 6th) and a modest decrease at the 5th grade level. Overall, the percentage of proficient students increased slightly (1%) in math and decreased slightly (1%) in reading during the 09-10 school year.

Continuing this past year, the district used the MAP assessment as its multiple measure for state reporting purposes. This assessment was administered twice during the year, in the fall and again in the spring. Growth scores for both reading and math exceeded the national mean growth scores at every grade level 3-6. In addition, the percentage of students meeting their growth target scores exceeded last year's percentage for 3rd, 4th and 5th grade in reading and for 4th, 5th and 6th in math.

JUNIOR HIGH ACHIEVEMENT DATA

ITBS

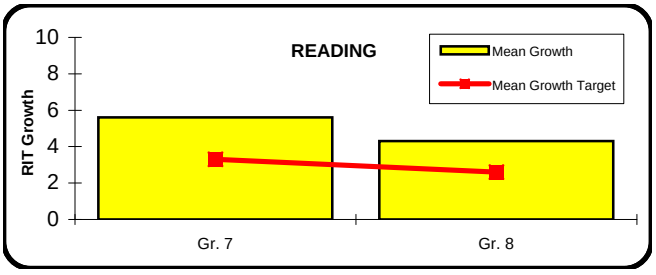
Grades 7-8 *Reading* Proficiency	
Gr. 7	83%
Gr. 8	85%

Grades 7-8 *Math* Proficiency	
Gr. 7	89%
Gr. 8	90%

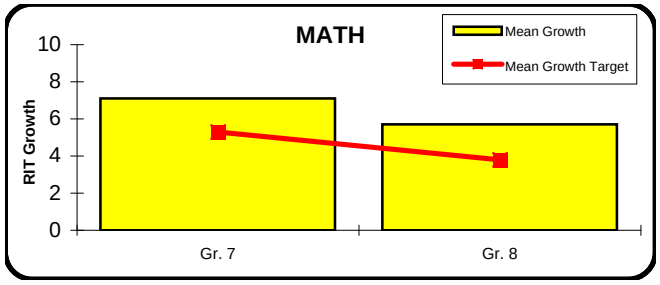
Grades 7-8 *Science* Proficiency	
Gr. 7	85%
Gr. 8	90%

MEASURES OF ACADEMIC PROGRESS

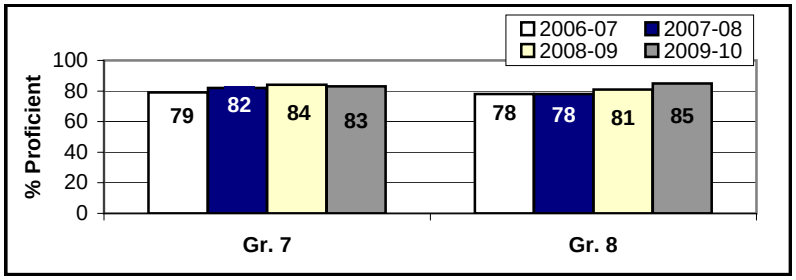
Reading	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
7th	222.2	227.8	5.6	66.4%
8th	226.7	231	4.3	62.5%



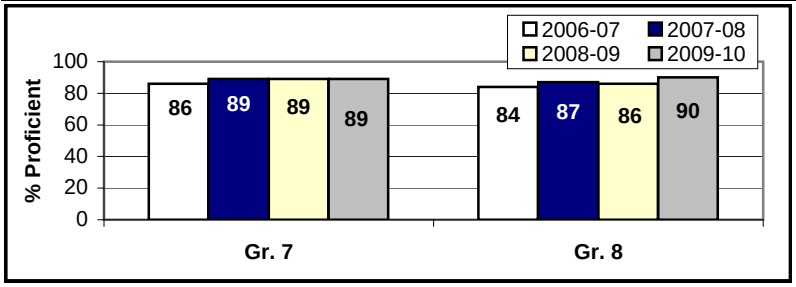
Math	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
7th	234.1	241.2	7.1	63.4%
8th	241	246.7	5.7	69.4%



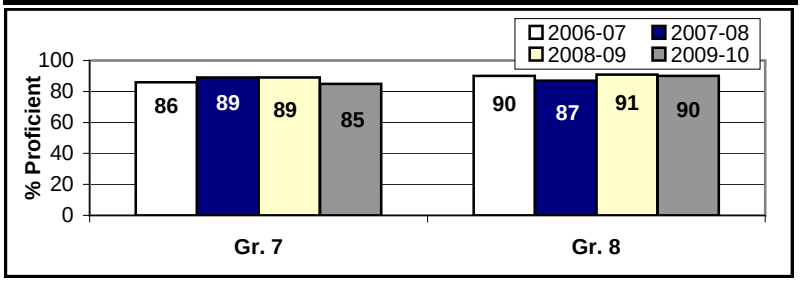
Percentage of Grade 7-8 Students Proficient in *Reading*



Percentage of Grade 7-8 Students Proficient in *Math*



Percentage of Grade 7-8 Students Proficient in *Science*



Data Analysis

During the 2009-10 school year, approximately 290 students in grades 7 and 8 were assessed using the Iowa Tests of Basic Skills (ITBS) and the Measures of Academic Progress (MAP) assessment.

Results from the ITBS assessments in the area of reading comprehension showed a modest decrease in the proficiency percentage at the 7th grade level and a 4% increase at the 8th grade level. Math proficiencies remained static at the 7th grade level and increased slightly at the 8th grade level from the previous year's administration. Science proficiencies remained high, but declinec somewhat at both the 7th and 8th grade level from the previous year's administration.

Continuing during the 2009-10 school year, the district used the MAP assessment as its multiple measure for state reporting purposes. This assessment was administered twice during the year, in the fall and again in the spring. Growth scores for both reading and math exceeded the national mean growth scores in grades 7 and 8. In addition, the percentage of students meeting their growth target scores exceeded last year's percentage at both the 7th and 8th grade level for both reading and math.

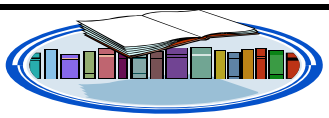
HIGH SCHOOL ACHIEVEMENT DATA

ITED

Grade 11 *Reading* Proficiency	
Gr. 11	91%

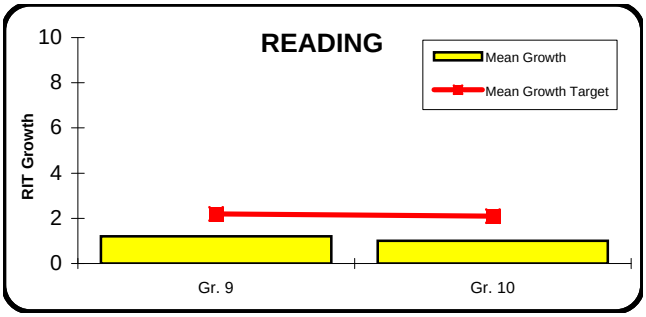
Grade 11 *Math* Proficiency	
Gr. 11	90%

Grade 11 *Science* Proficiency	
Gr. 11	88%

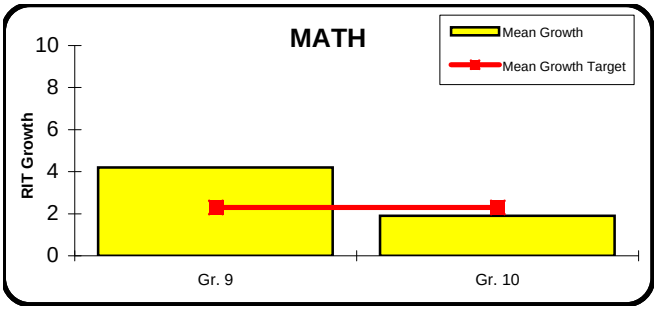


Measures of Academic Progress

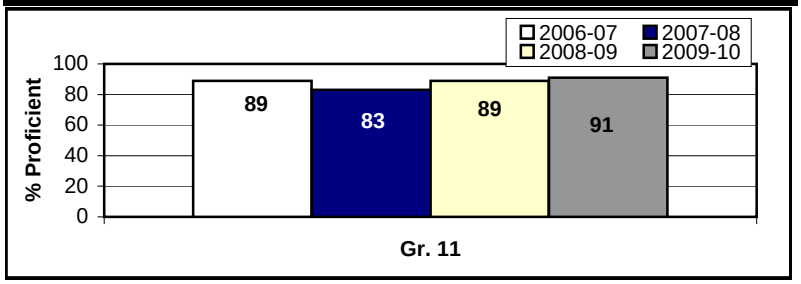
Reading	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
9th	230.4	231.6	1.2	44.4%
10th	232.4	233.4	1.0	47.9%



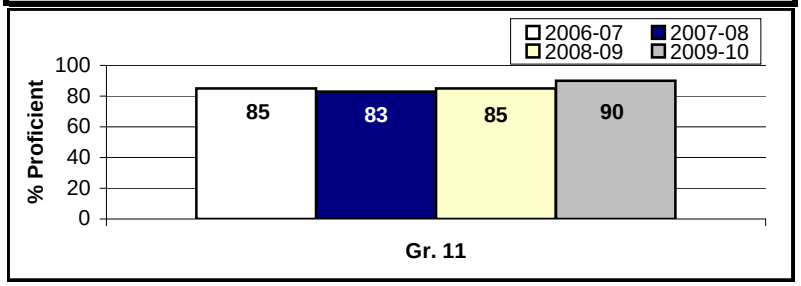
Math	Fall Mean RIT	Spring Mean RIT	Mean Growth	% Meeting Growth Target
9th	241.9	246.1	4.2	67.4%
10th	239.1	241.0	1.9	54.7%



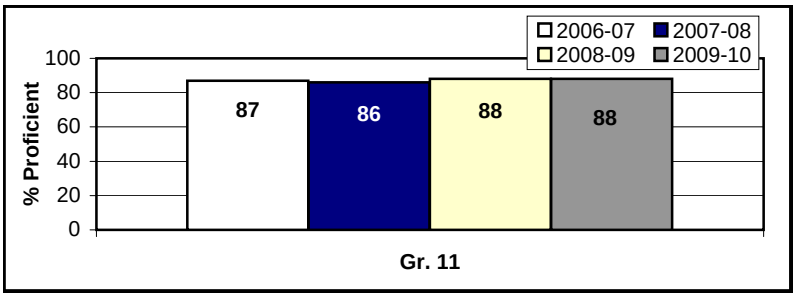
Percentage of Grade 11 Students Proficient in *Reading*



Percentage of Grade 11 Students Proficient in *Math*



Percentage of Grade 11 Students Proficient in *Science*



Data Analysis

During the 2009-10 school year, approximately 270 students at the 11th grade level were assessed using the Iowa Tests of Educational Development (ITED).

Results from the most recent ITED assessment indicate a very high level of proficiency in all three core academic areas. The level of proficiency increased in reading and math from the 2008-09 test administration and remained stable in the area of science. Scores in all three core academic areas remain above the state and national indicators as well.

Beginning with the 2009-10 school year, the district used the MAP assessment for students at the 9th and 10th grade level as it has the last several years for students at the 3-8 grade level. This assessment was administered twice during the year, in the fall and again in the spring. Only growth scores in the area of math at the 9th grade level exceeded the national mean growth. Growth scores in the area of math at the 10th grade level and at both the 9th and 10th grade level in the area of reading fell below the mean growth expectations. With subsequent administrations and greater emphasis on the instructional value these scores can provide, it is anticipated that the percentage of students achieving their target growth can be elevated.

A Touch of Class:
Indicators of Post-Secondary Success

The AP Challenge

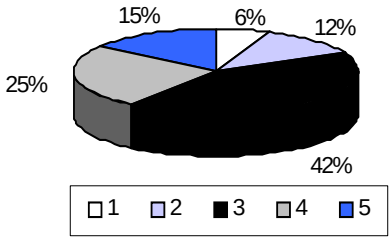
The College Board Advanced Placement (AP) Program affords students the opportunity to enroll in challenging coursework at the high school level and earn potential college credit. Pleasant Valley encourages student participation in this program and works to increase the number of courses available.

2009-10 Pleasant Valley High School AP Classes (offered and taught)

AP Calculus (AB)
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Human Geography
AP Microeconomics
AP Music Theory
AP Physics
AP Spanish
AP Spanish Literature
AP French
AP US Government and Politics

During the 2009-10 school year 96 Pleasant Valley students took AP classes with multiple students taking more than one AP course. This resulted in the administration of 138 exams. 82% of those exams yielded a score of 3, 4, or 5 earning some level of college credit dependent upon the specific institution. The statewide average for students scoring three or above and qualifying for college credit is approximately 70%.

2009-10 AP Scores

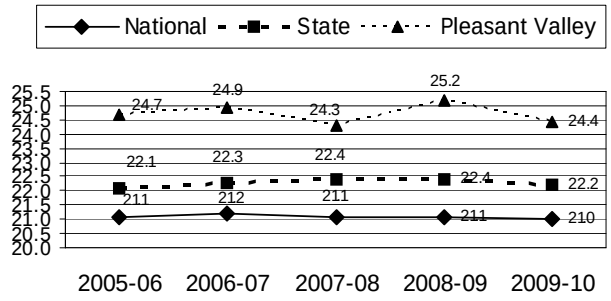


Class of 2010 Facts

- 100% of the graduates took a minimum of four years of English
- 100% of the graduates took a minimum of three years of Math
- 100% of the graduates took a minimum of three years of Social Studies
- 100% took three or more years of Science
- 87% plan to attend a college or university
- 1% plan to enter the military
- 10% plan to go to work right away
- 2% listed "other" (this includes plans for volunteer work, apprenticeships, and blank responses)
- 76% of the class participated in one or more school activities (extra curricular, athletics, band, drama) during their high school career
- 100% of the senior graduates were involved in service to their community contributing over 23,000 hours toward the betterment of the Quad Cities with their efforts.

ACT Results

ACT Comparison Scores



Outstanding Academic Achievement

ACT is a test designated for students who plan to attend college. Pleasant Valley High School students continue to score significantly above the state and national averages in each of the academic areas and on the composite.

AMERICAN COLLEGE TESTING PROGRAM (ACT)

	National	Iowa	Pleasant Valley*
English	20.5	21.8	24.4
Math	21.0	21.8	24.5
Reading	21.3	22.6	24.4
Science	20.9	22.3	23.8
Composite	21.0	22.2	24.4

*73% of 2010 graduates (183 students) took the ACT tests.
Of our 183 ACT-tested 2010 graduates, the percentage of students scoring at or above the state's identified college success indicator of an ACT score of 20 is 87%. This represents 64% of the total graduating class.

End Notes

Graduation Rate

	2006-07	2007-08	2008-09	2009-10
P.V.	93.3%	92.5%	93.4	93.2% (unofficial)
State	90.5%	88.7%	87.2	not available

Drop-out Rate

	2006-07		2007-08		2008-09		2009-10	
	7-12	9-12	7-12	9-12	7-12	9-12	7-12	9-12
P.V.	1.1%	1.6%	1.3%	1.8%	1.0%	1.4%	1.2%	1.8%
State	1.6%	2.3%	1.9%	2.9%	2.2%	3.2%	not avail.	

During the 2009-10 school year, Pleasant Valley recorded a total of 20 drop-outs 7-12. Of these students, 8 were females, and 12 were males. There were 2 special education students and 3 minority students (1 Asian and 2 Hispanics) in the district total. The district continues to encourage and advocate for the completion of a high school diploma with its deployment of personnel and with the broad continuum of support and intervention provided.

ITBS / ITED Performance by Building

ITBS / ITED Reading Comprehension

	Low % 0 - 40th	Intermediate % 41-89th	High % 90th +
DISTRICT - GRADE 4			
2006-07	14	57	29
2007-08	12	61	27
2008-09	16	48	36
2009-10	11	60	29
BRIDGEVIEW			
2006-07	28	46	26
2007-08	17	60	23
2008-09	26	47	27
2009-10	5	73	22
CODY			
2006-07	18	69	13
2007-08	15	59	26
2008-09	16	47	37
2009-10	17	53	30
PLEASANT VIEW			
2006-07	5	59	36
2007-08	5	57	38
2008-09	9	41	50
2009-10	7	64	29
RIVERDALE HEIGHTS			
2006-07	12	57	31
2007-08	14	67	19
2008-09	19	57	24
2009-10	14	56	30
PLEASANT VALLEY JUNIOR HIGH			
2006-07	22	50	28
2007-08	22	54	24
2008-09	19	53	28
2009-10	16	58	26
PLEASANT VALLEY HIGH SCHOOL			
2006-07	11	58	31
2007-08	17	50	33
2008-09	11	55	34
2009-10	9	55	36

ITBS / ITED Math

	Low % 0 - 40th	Intermediate % 41-89th	High % 90th +
DISTRICT - GRADE 4			
2006-07	10	51	39
2007-08	11	48	41
2008-09	13	42	45
2009-10	11	41	48
BRIDGEVIEW			
2006-07	9	70	21
2007-08	20	60	20
2008-09	26	45	29
2009-10	5	50	45
CODY			
2006-07	18	56	26
2007-08	10	51	39
2008-09	11	38	51
2009-10	15	47	38
PLEASANT VIEW			
2006-07	4	42	54
2007-08	7	39	54
2008-09	9	37	54
2009-10	13	38	49
RIVERDALE HEIGHTS			
2006-07	11	49	40
2007-08	11	52	37
2008-09	12	48	40
2009-10	11	36	53
PLEASANT VALLEY JUNIOR HIGH			
2006-07	16	47	37
2007-08	13	48	39
2008-09	14	46	40
2009-10	10	43	47
PLEASANT VALLEY HIGH SCHOOL			
2006-07	15	46	39
2007-08	17	41	42
2008-09	16	49	35
2009-10	10	51	39

Pleasant Valley Student Learning Goals

- Graduate and enter training programs, educational programs or be employable
- Demonstrate the abilities of a self-directed learner
- Communicate effectively
- Demonstrate the ability to reason, solve problems and apply knowledge using a variety of thinking skills
- Produce work of high quality
- Demonstrate the ability to be responsible citizens
- Demonstrate abilities to work as a team with people of diverse backgrounds

Comprehensive School Improvement Long Range Goals

Goal #1 Improve literacy for all students K-12

Goal #2: Improve math skills for all students K-12

Goal #3: Improve science skills for all students K-12

Goal #4: Improve the learning environment for all students K-12

Annual Improvement Goals for 2009-10

Goal #1 – We will improve student achievement in the area of reading comprehension by increasing the percentage of proficient readers at the 6th-8th grade levels 1% or more as measured by the ITBS. Utilizing its 2009-2010 test data, Pleasant Valley **did not meet** this annual improvement goal. During the 2008-09 school year, the percentage of proficient readers at the 6th-8th grade levels (using weighted averages based upon enrollment size) as measured by the Iowa Tests of Basic Skills was 83.07%. During the 2009-2010 school year, the percentage of proficient readers at the 6th-8th grade levels (again using weighted averages based upon enrollment size) as measured by the Iowa Tests of Basic Skills was 82.92%. Thus, the level of proficiency decreased by .15% rather than increasing by the proposed 1% or more. Despite the lack of goal attainment, the following measures were implemented during the 2009-2010 school year to improve students' reading comprehension:

- Ongoing data analysis of reading information from the Waterford Reading Program, Compass Learning's Reading Odyssey, the kindergarten assessment, BRI assessments, the ITBS, ITED, PLAN and MAP assessments
- Continued K-12 focus on the acquisition of academic vocabulary and reading comprehension strategies in accordance with the Iowa Professional Development Model
- The focus on formative assessment as a mechanism for guiding and revising instructional practice
- The purchase of an update to the Waterford Early Reading Program (Version 4.3) for all K-2 students and Reading Odyssey for targeted students at the 7-8 grade levels
- The continued use of the collaborative teaching model for students in grades 7-12 to support the skill attainment of secondary IEP students
- The addition of two reading elective classes (Reading Fundamentals and Reading Issues) at the high school level to elevate the reading achievement of students and support the attainment of a basic level of reading proficiency prior to graduation
- The work of the district's reading leadership team to infuse reading strategy instruction into all aspects of classroom reading instruction

Goal #2 - We will improve student achievement in the area of math by increasing the percentage of students in grades 3-8 who are proficient in math computation as measured by the Iowa Tests of Basic Skills. Utilizing its 2009-2010 ITBS math computation proficiency percentages, Pleasant Valley **did not meet** this annual improvement goal. During the 2008-09 school year, the math computation proficiency percentage for students in grades 3-8 (using weighted averages based upon enrollment size) as measured by the Iowa Tests of Basic Skills was 82.35%. During the 2009-2010 school year, the math computation proficiency percentage for students in grades 3-8 (using weighted averages based upon enrollment size) as measured by the Iowa Tests of Basic Skills was 81.35%. Thus the level of proficiency decreased by 1% rather than increased by the proposed percentage of 1% or more. Despite the lack of goal attainment in the area of math computation, the following measures were implemented during the 2009-2010 school year to improve students' math computation and overall math achievement:

- Ongoing analysis of math information from the ITBS, ITED, math computation quarterly assessments, PLAN, and the MAP assessment as well as feedback from the advanced placement math test and the ACT.
- The emphasis and practice at all levels (2-8) on the attainment of basic fact proficiency (homework packets, study sessions (during/after school), flashcard drill and practice, online practice)
- Ongoing use of a 4-step math problem-solving protocol to provide consistent language and methodology for problem-solving K-8
- The continued focus on the acquisition of math academic vocabulary K-8 with pre/post data to substantiate student growth (for 3-8: 49% to 66%)
- Ongoing participation at the 7-8 grade level in the AEA math initiative to support students' mathematical understanding, particularly focused upon the struggling math learners
- The training and ongoing integration of technology at the 7-12 level to increase student engagement and thereby deepen their mathematical understanding
- The use of formative assessments and the initial development of content specific common formative assessments to guide instructional practice

Goal #3 – We will improve student achievement in the area of science by decreasing the percentage of students who are non-proficient in the area of science by 1% as measured by the ITBS/ITED tests. Utilizing its 2009-2010 test data, Pleasant Valley **did not meet** this annual improvement goal. During the 2008-09 school year, the percentage of students in the combined totals of grades 3-8 and 11 who were non-proficient in the area of science (using weighted averages based upon enrollment size) as measured by the ITBS and ITED was 11.69%. During the 2009-2010 school year, the percentage of students in the combined totals of grades 3-8 and 11 who were non-proficient in the area of science (using weighted averages based upon enrollment size) as measured by the ITBS and ITED was 12.06%. Thus, the percentage of non-proficient students in the area of science increased by .37% rather than showing the proposed decrease of 1%. Despite the lack of goal attainment, the following measures were implemented during the 2009-2010 school year to improve students' science achievement:

- Ongoing data analysis of science information from the ITBS, ITED, and PLAN
- The continued focus on the acquisition of science academic vocabulary 3-8 with pre/post data to substantiate student growth (48% to 75%)
- The ongoing integration of reading strategy instruction from the professional development focus into science coursework and lab activities
- The focused integration of formative assessment and the initial development of content specific common formative assessments to provide additional information whereby to monitor and adjust instruction
- Continued focus on the quantification of student lab experiences to ensure active student engagement in the scientific process
- Submission and receipt of a grant at the 7-12 level to support the acquisition of science probes and additional technology designed to foster scientific understanding

Annual Improvement Goals for 2010-11

Reading: We will improve student achievement in the area of reading comprehension by increasing the percentage of proficient readers at the 6th-8th grade levels 1% or more as measured by the Iowa Tests of Basic Skills. (The 2009-2010 percent proficient for the combined 6th-8th grade levels was 82.92% using weighted averages based upon student enrollment.

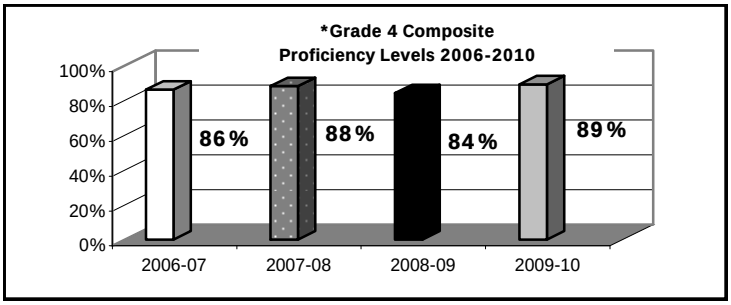
Math: We will improve student achievement in the area of math by increasing the percentage of students in grades 3-8 who are proficient in math computation as measured by the Iowa Tests of Basic Skills. (The 2009-2010 percent proficient for the combined 3rd-8th grade levels was 81.35% using weighted averages based upon student enrollment.)

Science: We will improve student achievement in the area of science by decreasing the percentage of students who are non-proficient in the area of science by 1% or more as measured by the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. (For the 2010-2011 school year, the percentage of non-proficient students in the area of science as measured by the ITBS and ITED was 12.06%)

GRADE 4 - DISAGGREGATED DATA

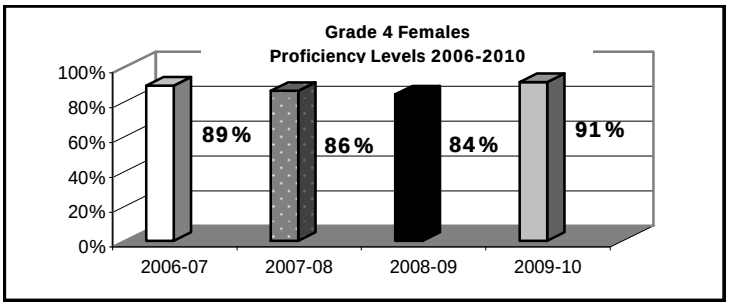
ITBS READING COMPREHENSION

Grade 4 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=250	14%	57%	29%
2007-08 N=253	12%	61%	27%
2008-09 N=277	16%	48%	36%
2009-10 N=291	11%	60%	29%

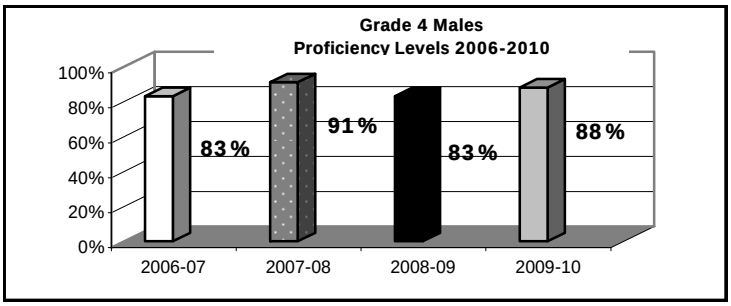


*Proficiency levels are the summation of the intermediate and high percentages.

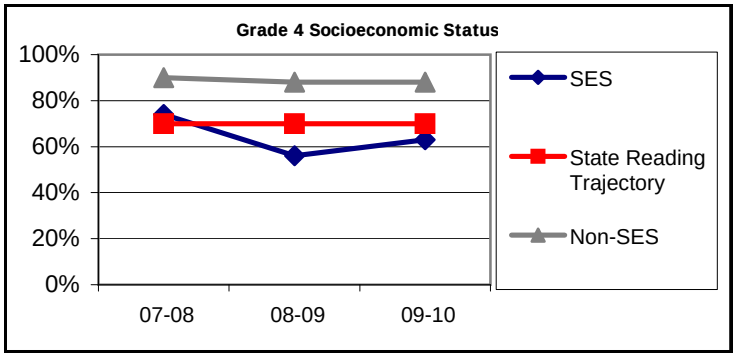
Grade 4 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=116	11%	60%	29%
2007-08 N=136	14%	57%	29%
2008-09 N=134	16%	48%	36%
2009-10 N=135	9%	58%	33%



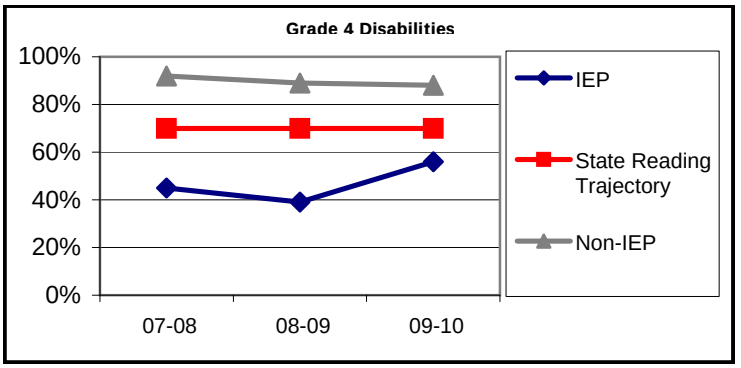
Grade 4 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=134	17%	55%	28%
2007-08 N=116	9%	65%	26%
2008-09 N=142	17%	48%	35%
2009-10 N=156	12%	63%	25%



Grade 4 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=23	26%	70%	4%
07-08 Non-Eligible N=230	10%	61%	29%
08-09 Eligible N=39	44%	49%	7%
08-09 Non-Eligible N=238	12%	48%	40%
09-10 Eligible N=30	37%	63%	0%
09-10 Non-Eligible N=244	12%	68%	20%



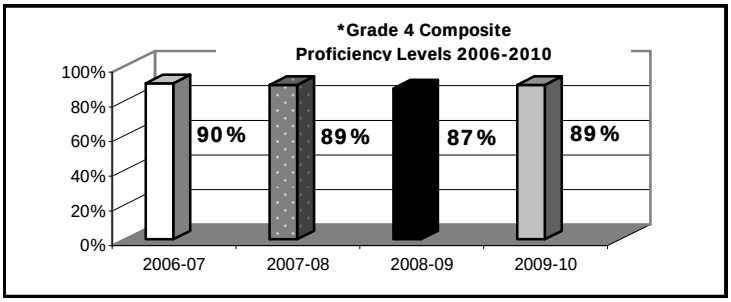
Grade 4 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=20	55%	40%	5%
07-08 Non-IEP N=233	8%	63%	29%
08-09 IEP N=28	61%	32%	7%
08-09 Non-IEP N=249	11%	50%	39%
09-10 IEP N=23	44%	52%	4%
09-10 Non-IEP N=251	12%	69%	19%



GRADE 4 - DISAGGREGATED DATA

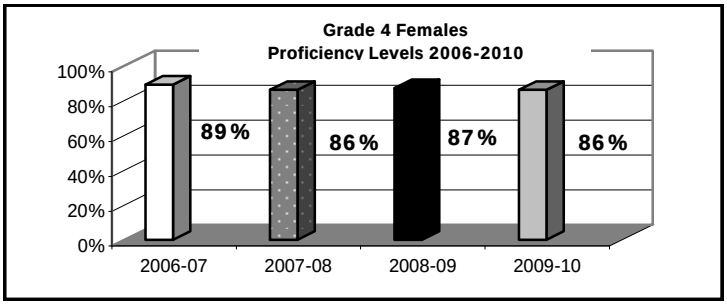
ITBS MATH

Grade 4 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=250	10%	51%	39%
2007-08 N=253	11%	48%	41%
2008-09 N=277	13%	42%	45%
2009-10 N=291	11%	41%	48%

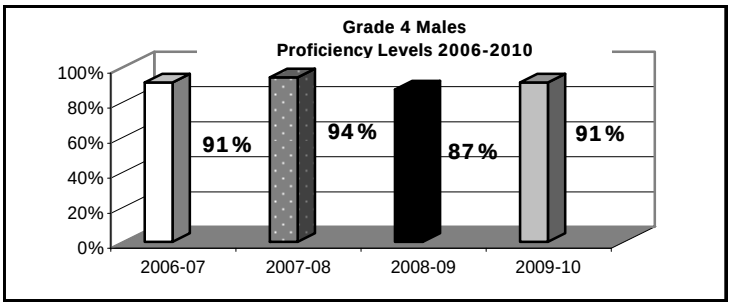


*Proficiency levels are the summation of the intermediate and high percentages.

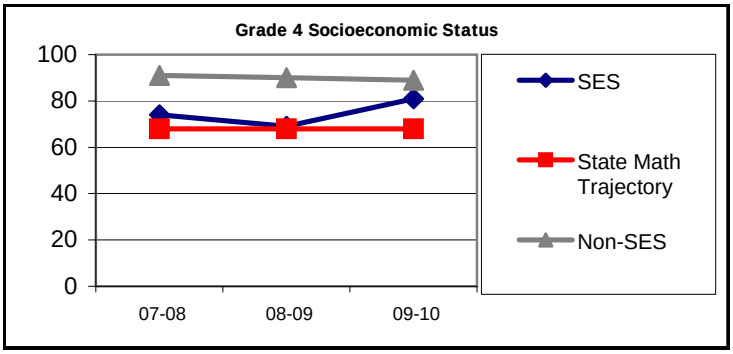
Grade 4 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=116	11%	47%	42%
2007-08 N=136	14%	54%	32%
2008-09 N=134	13%	44%	43%
2009-10 N=135	14%	41%	45%



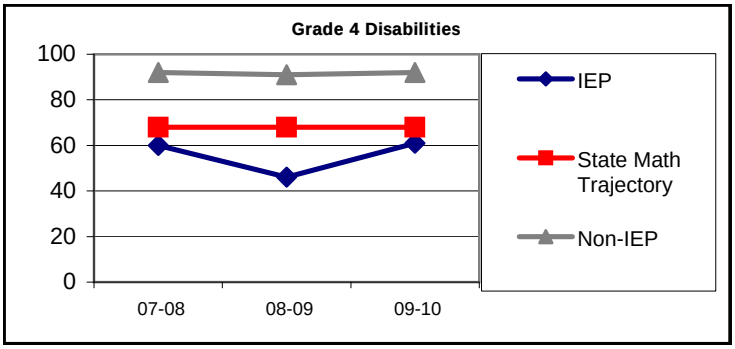
Grade 4 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=134	9%	55%	36%
2007-08 N=116	6%	41%	53%
2008-09 N=142	13%	40%	47%
2009-10 N=156	9%	41%	50%



Grade 4 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=23	26%	70%	4%
07-08 Non-Eligible N=230	9%	46%	45%
08-09 Eligible N=39	31%	51%	18%
08-09 Non-Eligible N=238	10%	41%	49%
09-10 Eligible N=21	19%	62%	19%
09-10 Non-Eligible N=270	11%	39%	50%



Grade 4 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=20	40%	55%	5%
07-08 Non-IEP N=233	8%	48%	44%
08-09 IEP N=28	54%	32%	14%
08-09 Non-IEP N=249	9%	43%	48%
09-10 IEP N=31	39%	39%	22%
0910 Non-IEP N=260	8%	41%	51%



GRADE 4 - DISAGGREGATED ACHIEVEMENT DATA

2009-2010 Grade 4 ITBS Participation Percentages

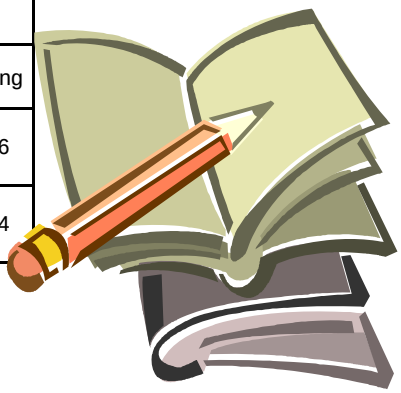
Grade 4	Enrollment N=293	Female N=136	Male N=157	SES N=21	Sp. Ed. N=32	Migrant N=0	ELL N=0	White N=252	Black N=10	Hispanic N=10	Am.Indian N=0	Asian N=20	Multiracial N=1
Reading	99.3%	99.3%	99.4%	100%	96.9%	NA	NA	99.6%	100%	90%	NA	100%	100%
Math	99.3%	99.3%	99.4%	100%	96.9%	NA	NA	99.6%	100%	90%	NA	100%	100%

The scores reported for the 09-10 school year are based on the levels of participation shown above.

MAP (MEASURES OF ACADEMIC PROGRESS)

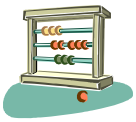
Reading Goals Survey

	Overall Mean RIT		Word Meaning Mean RIT		Literal Comprehension Mean Rit		Interpretive/ Inferential Comprehension Mean RIT		Evaluative Comprehension Mean RIT	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
07-08 Grade 4 N=255 Fall N=258 Spring	206	214	205	213	205	212	205	214	206	216
08-09 Grade 4 N=278 Fall N=266 Spring	205	212	204	211	204	212	204	213	207	214



	Overall Mean RIT		Letters/Words/ Vocabulary		Informational Text		Literature	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 4 N=293 Fall N=303 Spring	205	213	204	213	204	213	206	214

Math Goals Survey



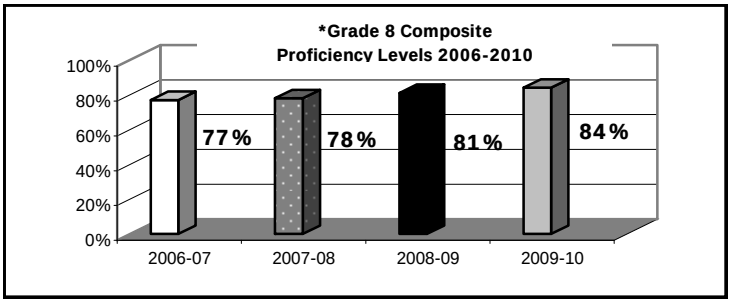
	Fall Mean RIT	Spring Mean RIT	Patterns, Rules & Functions		Measures		Geometry		Data Analysis		Operations		Numeration		Problem Solving	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
07-08 Grade 4 N=255 Fall N=258 Spring	210	221	210	220	211	221	215	223	210	223	206	221	210	222	210	221
08-09 Grade 4 N=279 Fall N=268 Spring	210	221	208	219	213	221	215	222	212	224	205	220	209	223	209	220

	Fall Mean RIT	Spring Mean RIT	Numbers/ Operations		Algebra		Geometry/ Measurement		Data Analysis/ Probability	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 4 N=294 Fall N=303 Spring	211	223	208	222	210	222	212	223	213	225

GRADE 8 - DISAGGREGATED DATA

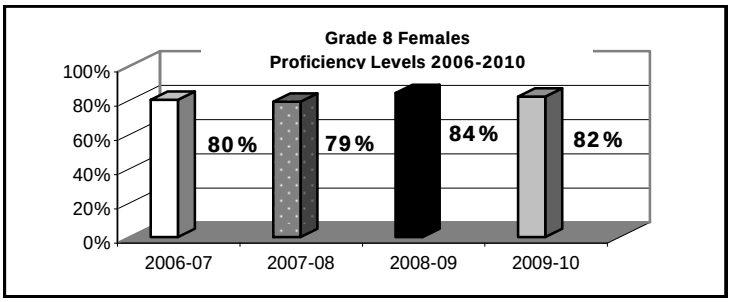
ITBS READING COMPREHENSION

Grade 8 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=241	23%	50%	27%
2007-08 N=265	22%	54%	24%
2008-09 N=278	19%	53%	28%
2009-10 N=290	16%	58%	26%

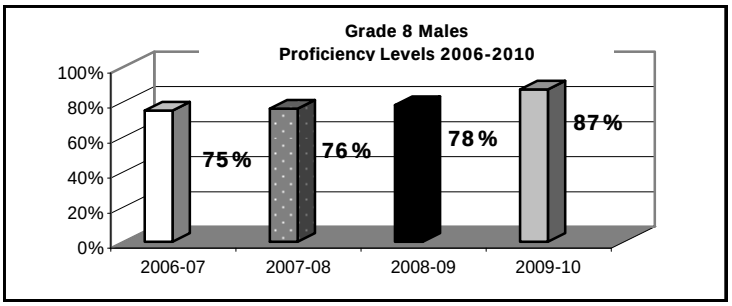


*Proficiency levels are the summation of the intermediate and high percentages.

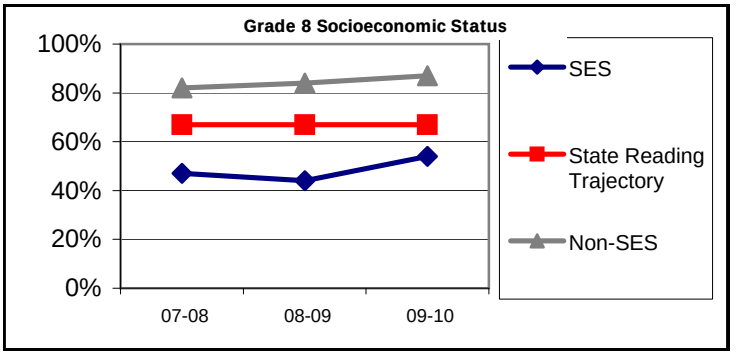
Grade 8 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=110	20%	50%	30%
2007-08 N=128	21%	59%	20%
2008-09 N=133	16%	53%	31%
2009-10 N=157	18%	53%	29%



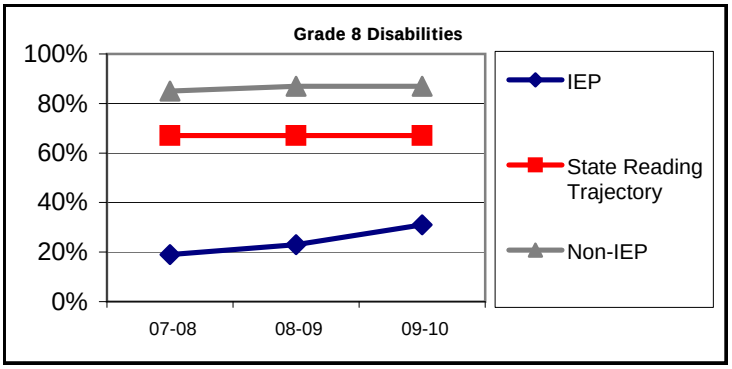
Grade 8 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=131	25%	50%	25%
2007-08 N=137	24%	50%	26%
2008-09 N=145	22%	54%	24%
2009-10 N=133	13%	64%	23%



Grade 8 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=32	53%	38%	9%
07-08 Non-Eligible N=233	18%	57%	25%
08-09 Eligible N=23	56%	35%	9%
08-09 Non-Eligible N=255	16%	55%	29%
09-10 Eligible N=24	46%	46%	8%
09-10 Non-Eligible N=266	13%	59%	28%



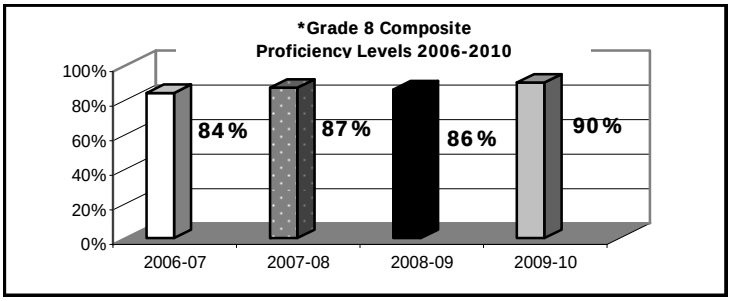
Grade 8 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=31	81%	19%	0%
07-08 Non-IEP N=234	15%	59%	26%
08-09 IEP N=26	77%	23%	0%
08-09 Non-IEP N=252	13%	56%	31%
09-10 IEP N=13	69%	23%	8%
09-10 Non-IEP N=277	13%	60%	27%



GRADE 8 - DISAGGREGATED DATA

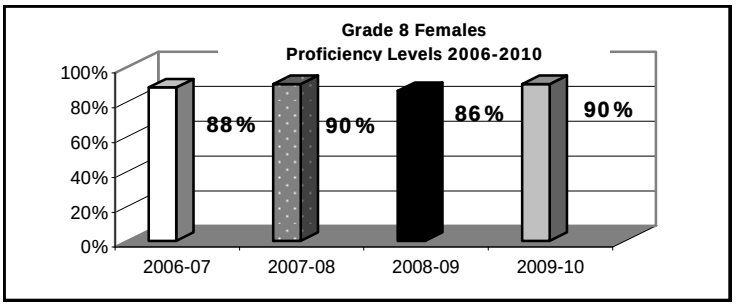
ITBS MATH

Grade 8 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=241	16%	47%	37%
2007-08 N=266	13%	48%	39%
2008-09 N=278	14%	46%	40%
2009-10 N=290	10%	43%	47%

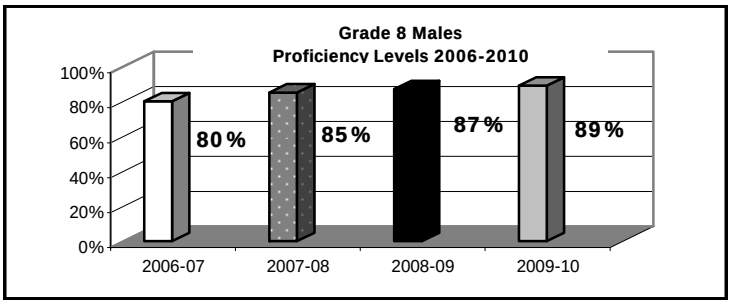


*Proficiency levels are the summation of the intermediate and high percentages.

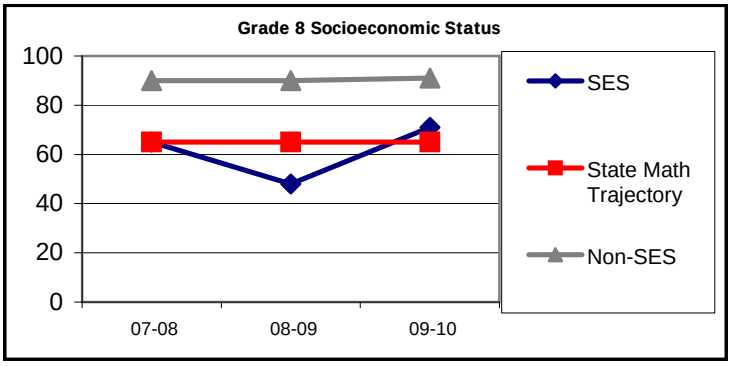
Grade 8 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=110	12%	53%	35%
2007-08 N=128	10%	52%	38%
2008-09 N=133	14%	51%	35%
2009-10 N=157	10%	45%	45%



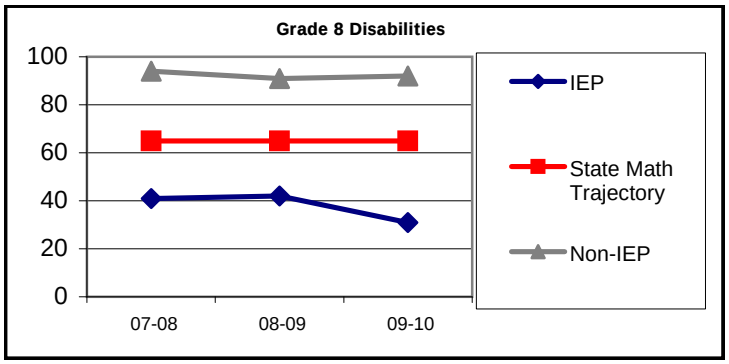
Grade 8 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=131	20%	43%	37%
2007-08 N=138	15%	45%	40%
2008-09 N=145	13%	41%	46%
2009-10 N=133	11%	40%	49%



Grade 8 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=32	35%	59%	6%
07-08 Non-Eligible N=234	10%	47%	43%
08-09 Eligible N=23	52%	31%	17%
08-09 Non-Eligible N=255	10%	47%	43%
09-10 Eligible N=24	29%	54%	17%
09-10 Non-Eligible N=266	9%	42%	49%



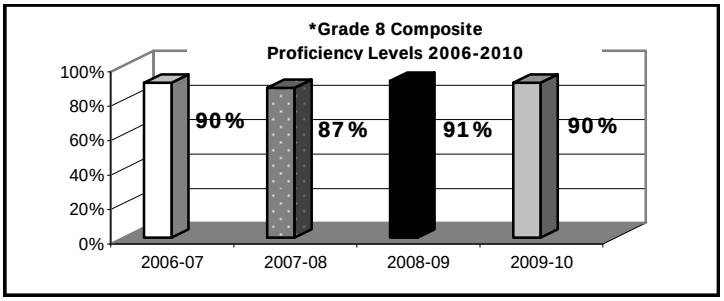
Grade 8 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=32	59%	41%	0%
07-08 Non-IEP N=234	6%	50%	44%
08-09 IEP N=26	58%	42%	0%
08-09 Non-IEP N=252	9%	47%	44%
09-10 IEP N=13	69%	16%	15%
09-10 Non-IEP N=277	8%	44%	48%



GRADE 8 - DISAGGREGATED DATA

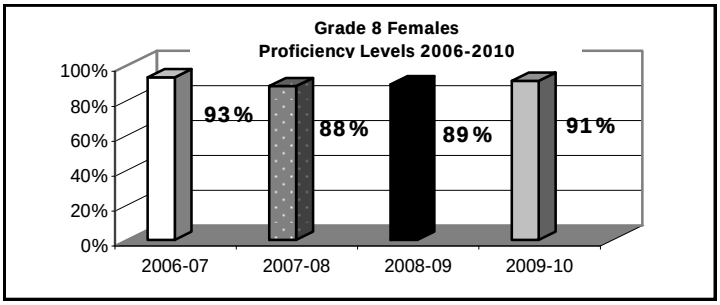
ITBS SCIENCE

Grade 8 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=241	10%	54%	36%
2007-08 N=266	13%	60%	27%
2008-09 N=278	9%	56%	35%
2009-10 N=290	10%	60%	30%

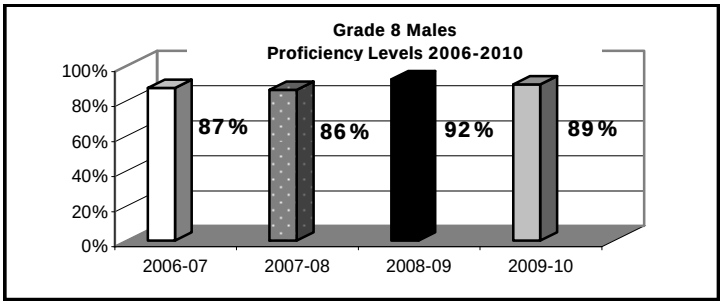


*Proficiency levels are the summation of the intermediate and high percentages.

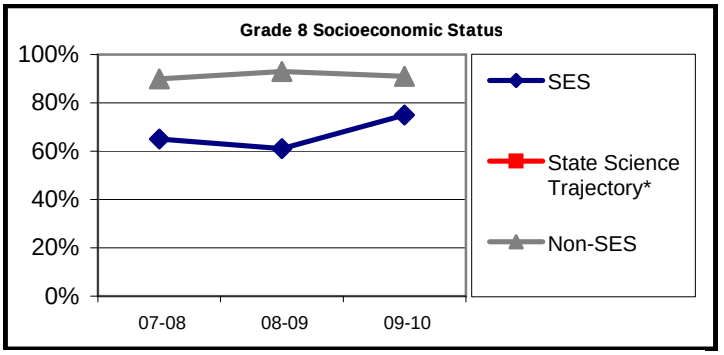
Grade 8 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=110	7%	65%	28%
2007-08 N=128	12%	66%	22%
2008-09 N=133	11%	57%	32%
2009-10 N=157	9%	62%	29%



Grade 8 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=131	13%	45%	42%
2007-08 N=138	14%	54%	32%
2008-09 N=145	8%	54%	38%
2009-10 N=133	11%	57%	32%

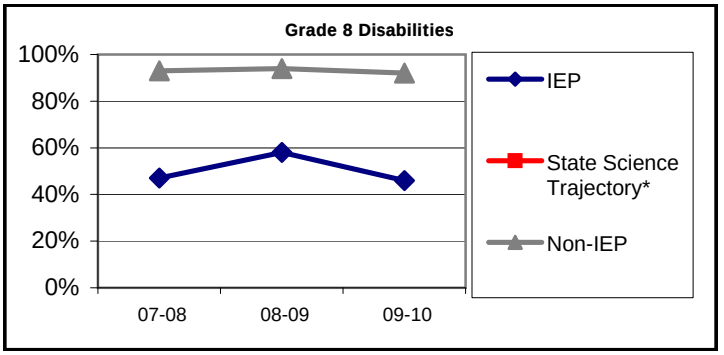


Grade 8 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=32	35%	56%	9%
07-08 Non-Eligible N=234	10%	61%	29%
08-09 Eligible N=23	39%	52%	9%
08-09 Non-Eligible N=255	7%	56%	37%
09-10 Eligible N=24	25%	63%	12%
09-10 Non-Eligible N=266	9%	59%	32%



*State Science Trajectory not available.

Grade 8 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=32	53%	47%	0%
07-08 Non-IEP N=234	7%	62%	31%
08-09 IEP N=26	42%	54%	4%
08-09 Non-IEP N=252	6%	56%	38%
09-10 IEP N=13	54%	38%	8%
09-10 Non-IEP N=277	8%	61%	31%



*State Science Trajectory not available.

GRADE 8 - DISAGGREGATED ACHIEVEMENT DATA

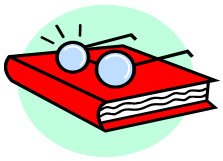
2009-2010 Grade 8 ITBS Participation Percentages

Grade 8	Enrollment N=293	Female N=159	Male N=134	SES N=24	Sp. Ed. N=15	Migrant N=0	ELL N=0	White N=257	Black N=4	Hispanic N=11	Am.Indian N=3	Asian N=16	Multiracial N=2
Reading	99.3%	98.7%	100.0%	100%	93.3%	NA	NA	99.2%	100%	100%	100%	100%	100%
Math	99.3%	98.7%	100.0%	100%	93.3%	NA	NA	99.2%	100%	100%	100%	100%	100%
Science	98.9%	98.7%	99.2%	100%	86.6%	NA	NA	98.8%	100%	100%	100%	100%	100%

The scores reported for the 09-10 school year are based on the levels of participation shown above.

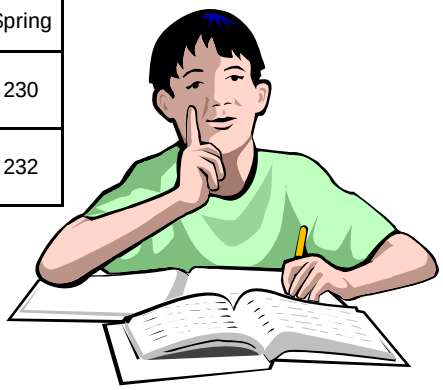
MAP (MEASURES OF ACADEMIC PROGRESS)

Reading Goals Survey



	Overall Mean RIT		Word Meaning Mean RIT		Literal Comprehension Mean Rit		Interpretive/ Inferential Comprehension Mean RIT		Evaluative Comprehension Mean RIT	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
07-08 Grade 8 N=265 Fall N=267 Spring	225	228	224	229	225	228	225	227	226	230
08-09 Grade 8 N=277 Fall N=279 Spring	227	230	226	231	227	230	226	230	228	232

	Overall Mean RIT		Letters/Words/ Vocabulary		Informational Text		Literature	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 8 N=292 Fall N=295 Spring	227	231	226	231	226	230	227	232



Math Goals Survey

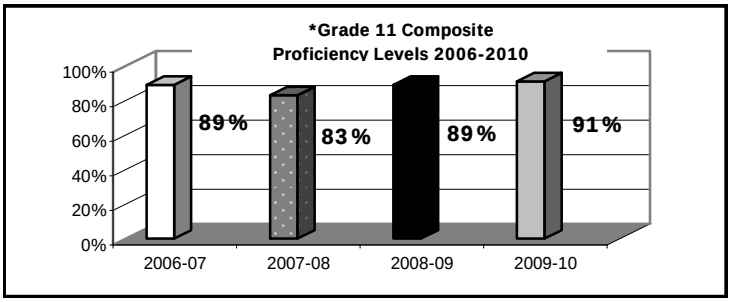
	Fall Mean RIT	Spring Mean RIT	Patterns, Rules & Functions		Measures		Geometry		Data Analysis		Operations		Numeration		Problem Solving	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
07-08 Grade 8 N=265 Fall N=266 Spring	238	243	238	244	239	242	239	240	238	242	238	244	239	245	236	241
08-09 Grade 8 N=276 Fall N=278 Spring	239	244	239	246	239	244	237	241	241	245	237	245	241	246	238	244

	Fall Mean RIT	Spring Mean RIT	Numbers/ Operations		Algebra		Geometry/ Measurement		Data Analysis/ Probability	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 8 N=295 Fall N=299 Spring	241	247	240	246	240	249	242	246	241	246

GRADE 11 - DISAGGREGATED DATA

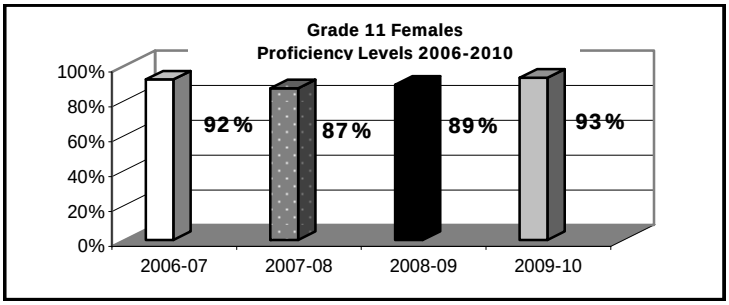
ITED READING COMPREHENSION

Grade 11 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=286	11%	58%	31%
2007-08 N=289	17%	49%	34%
2008-09 N=272	11%	55%	34%
2009-10 N=269	9%	55%	36%

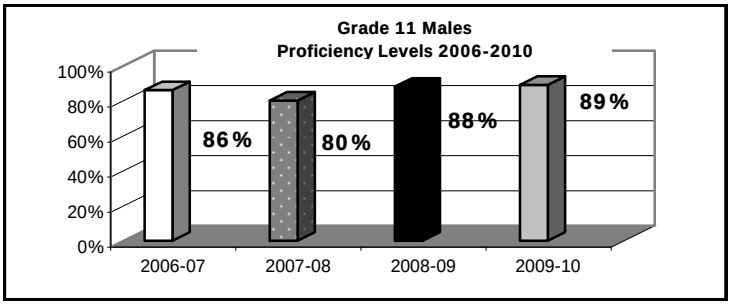


*Proficiency levels are the summation of intermediate and high percentages.

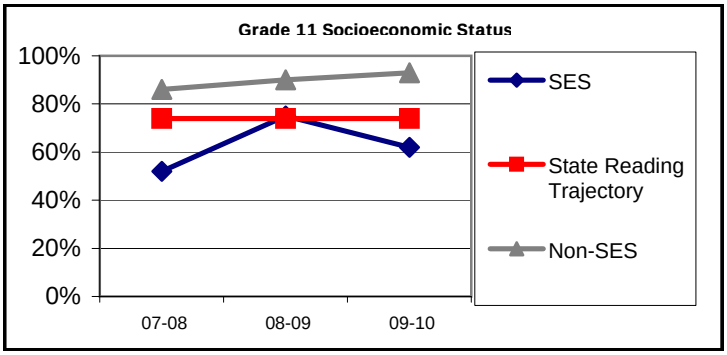
Grade 11 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	8%	57%	35%
2007-08 N=141	13%	55%	32%
2008-09 N=137	11%	53%	36%
2009-10 N=128	7%	55%	38%



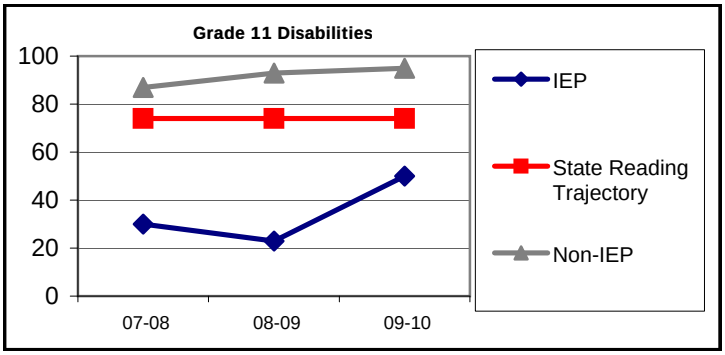
Grade 11 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	14%	60%	26%
2007-08 N=148	20%	45%	35%
2008-09 N=135	12%	57%	31%
2009-10 N=141	11%	55%	34%



Grade 11 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=27	48%	41%	11%
07-08 Non-Eligible N=262	14%	50%	36%
08-09 Eligible N=28	25%	54%	21%
08-09 Non-Eligible N=244	10%	55%	35%
09-10 Eligible N=21	38%	62%	0%
09-10 Non-Eligible N=248	7%	54%	39%



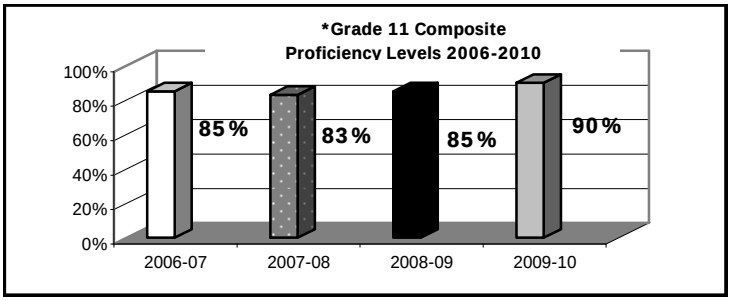
Grade 11 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=20	70%	30%	0%
07-08 Non-IEP N=269	13%	51%	36%
08-09 IEP N=17	77%	23%	0%
08-09 Non-IEP N=255	7%	57%	36%
09-10 IEP N=24	50%	46%	4%
09-10 Non-IEP N=245	5%	56%	39%



GRADE 11 - DISAGGREGATED DATA

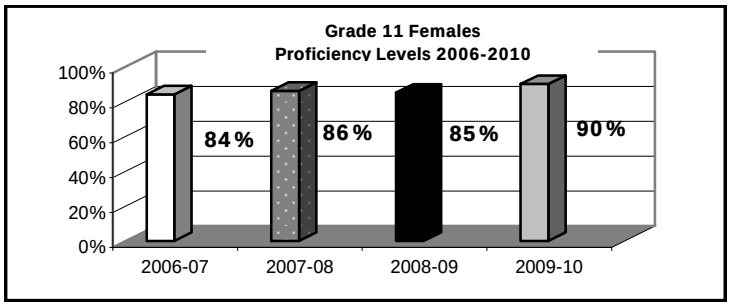
ITED MATH

Grade 11 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=286	15%	46%	39%
2007-08 N=289	17%	41%	42%
2008-09 N=272	15%	49%	36%
2009-10 N=269	10%	51%	39%

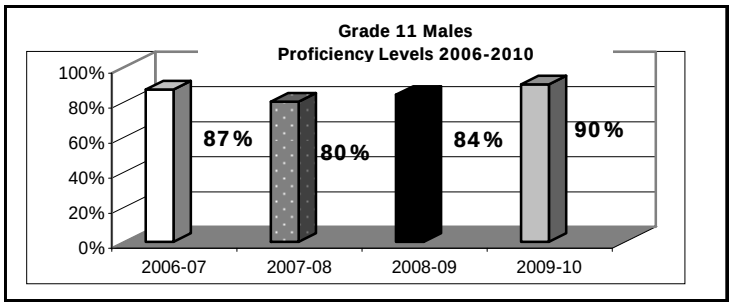


*Proficiency levels are the summation of the intermediate and high percentages.

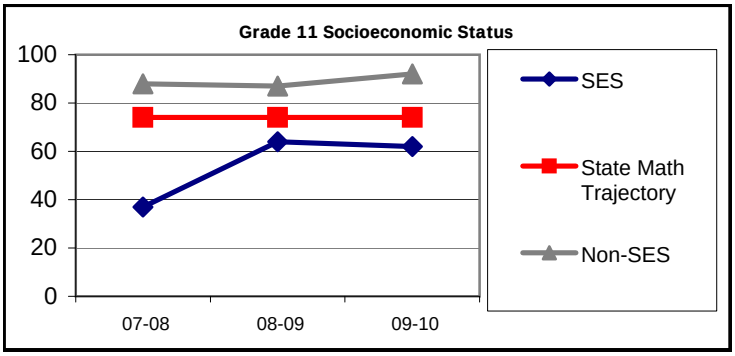
Grade 11 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	16%	48%	36%
2007-08 N=141	14%	52%	34%
2008-09 N=137	15%	56%	29%
2009-10 N=128	10%	56%	34%



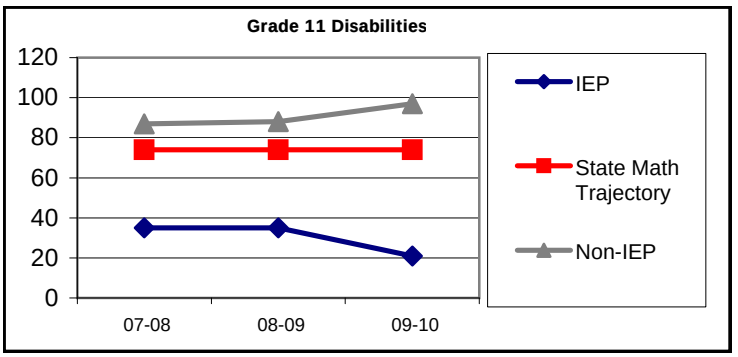
Grade 11 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	13%	45%	42%
2007-08 N=148	20%	31%	49%
2008-09 N=135	16%	41%	43%
2009-10 N=141	10%	45%	45%



Grade 11 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=27	63%	33%	4%
07-08 Non-Eligible N=262	12%	42%	46%
08-09 Eligible N=28	36%	46%	18%
08-09 Non-Eligible N=244	13%	49%	38%
09-10 Eligible N=21	38%	62%	0%
09-10 Non-Eligible N=248	8%	49%	43%



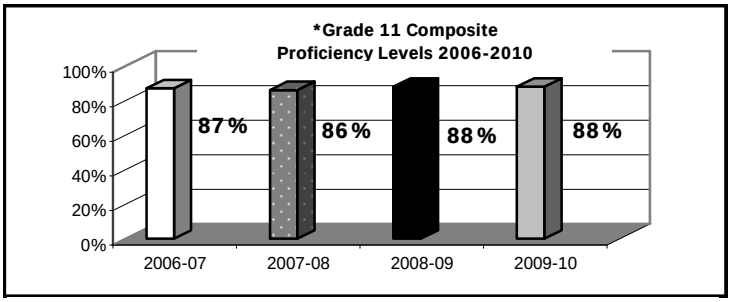
Grade 11 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=20	65%	30%	5%
07-08 Non-IEP N=269	13%	42%	45%
08-09 IEP N=17	65%	35%	0%
08-09 Non-IEP N=255	12%	50%	38%
09-10 IEP N=24	79%	17%	4%
09-10 Non-IEP N=245	3%	54%	43%



GRADE 11 - DISAGGREGATED DATA

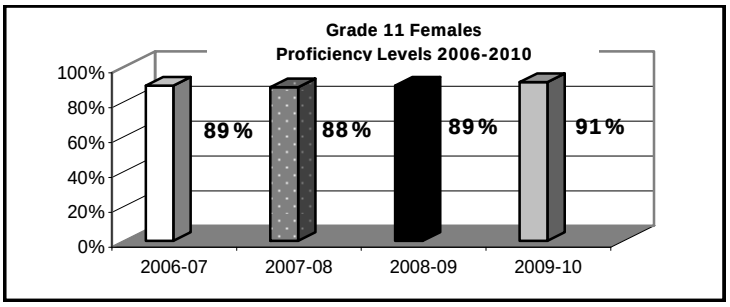
ITED SCIENCE

Grade 11 Composite %			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=286	13%	40%	47%
2007-08 N=289	14%	45%	41%
2008-09 N=270	12%	51%	37%
2009-10 N=266	12%	46%	42%

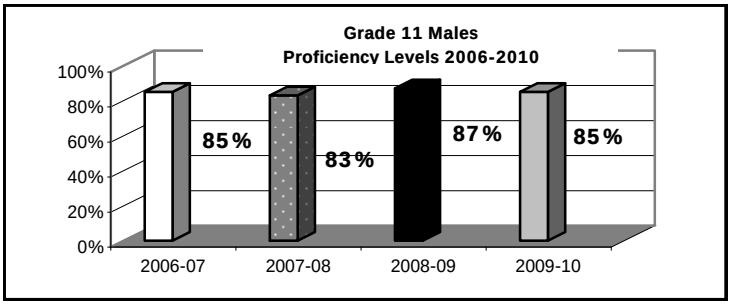


*Proficiency levels are the summation of the intermediate and high percentages.

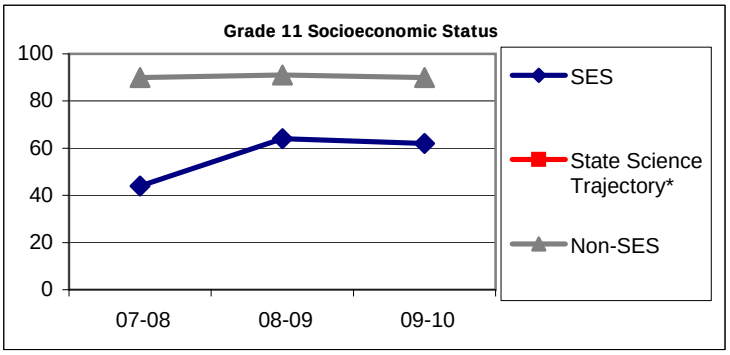
Grade 11 - Females			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	11%	45%	44%
2007-08 N=141	12%	49%	39%
2008-09 N=136	11%	51%	38%
2009-10 N=127	9%	49%	42%



Grade 11 - Males			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
2006-07 N=143	15%	35%	50%
2007-08 N=148	17%	41%	42%
2008-09 N=134	13%	51%	36%
2009-10 N=139	15%	42%	43%

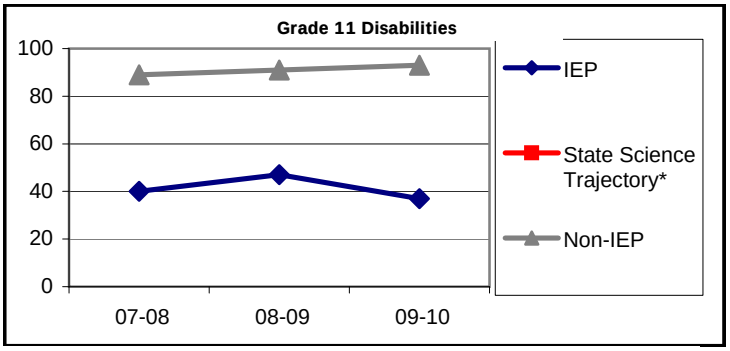


Grade 11 - Socioeconomic Status			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 Eligible N=27	56%	33%	11%
07-08 Non-Eligible N=262	10%	46%	44%
08-09 Eligible N=28	36%	50%	14%
08-09 Non-Eligible N=242	9%	51%	40%
09-10 Eligible N=21	38%	52%	10%
09-10 Non-Eligible N=245	10%	45%	45%



*State Science Trajectory not available.

Grade 11 - Disabilities			
	Low (0-40th)	**Intermediate** (41-89th)	**High** (90th +)
07-08 IEP N=20	60%	40%	0%
Non-IEP N=269	11%	45%	44%
08-09 IEP N=17	53%	47%	0%
Non-IEP N=253	9%	51%	40%
09-10 IEP N=24	63%	33%	4%
Non-IEP N=242	7%	47%	46%



*State Science Trajectory not available.

GRADE 11 - DISAGGREGATED ACHIEVEMENT DATA

2009-2010 Grade 11 ITBS Participation Percentages

Grade 11	Enrollment N=268	Female N=127	Male N=141	SES N=22	Sp. Ed. N=25	Migrant N=0	ELL N=2	White N=240	Black N=7	Hispanic N=11	Am.Indian N=1	Asian N=8	Multiracial N=1
Reading	99.6%	100.0%	99.2%	95.5%	96.0%	NA	100.0%	100.0%	85.7%	100.0%	100.0%	100.0%	100.0%
Math	99.6%	100.0%	99.3%	95.5%	96.0%	NA	100.0%	100.0%	85.7%	100.0%	100.0%	100.0%	100.0%
Science	98.5%	99.2%	97.9%	95.5%	96.0%	NA	100.0%	99.2%	85.7%	91.0%	100.0%	100.0%	100.0%

The scores reported for the 09-10 school year are based on the levels of participation shown above.

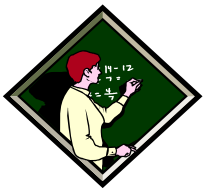
MAP (MEASURES OF ACADEMIC PROGRESS)

Reading Goals Survey

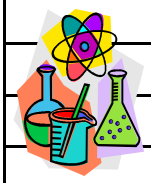
	Overall Mean RIT		Letters/Words/ Vocabulary		Informational Text		Literature	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 9 N=279 Fall N=283 Spring	230	232	231	231	230	231	230	232
09-10 Grade 10 N=270 Fall N=275 Spring	232	233	232	233	232	232	233	233

Math Goals Survey

	Fall Mean RIT	Spring Mean RIT	Numbers/ Operations		Algebra		Geometry/ Measurement		Data Analysis/ Probability	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
09-10 Grade 9 N=276 Fall N=274 Spring	242	246	242	246	243	246	242	247	244	245
09-10 Grade 10 N=270 Fall N=189 Spring	239	241	246	240	246	241	246	243	245	240



ACT - PLAN (Science) - Grade 10



	Low 0 - 40th	Intermediate 41-89th	High 90+
Fall 2005 N=284	**8%**	**43%**	**49%**
Fall 2006 N=269	**15%**	**44%**	**41%**
Fall 2007 N=266	**21%**	**51%**	**28%**
Fall 2008 N=240	**14%**	**45%**	**41%**
Fall 2009 N=252	**15%**	**47%**	**38%**

Implementing Iowa Core in Pleasant Valley

Pleasant Valley Iowa Core Vision: Through engaging instruction and aligned assessment, Pleasant Valley students will experience challenging and meaningful content designed to prepare them to succeed in an ever-changing global community.

The Iowa Core: The Iowa Core assists Iowa's schools in providing an education that helps students succeed in today's technology rich, global economy. It does so by helping teachers take learning to a deeper level and by focusing on a well-researched set of essential concepts and skills in literacy, math, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). The Iowa Core Curriculum is not course-based, but rather is a student-based approach that supports high expectations for all students.

The benefits of the Iowa Core:

- Ensures that students will grasp big ideas through a focus on essential topics
- Moves students beyond superficial knowledge to deep conceptual and procedural knowledge through learning for understanding problem solving and inquiry.
- Provides students opportunities to learn rigorous, robust content through effective instruction.
- Enhances student engagement by involving students in interesting, relevant learning experiences.

Every district in Iowa was asked to develop a plan to implement the Iowa Core in their district. Pleasant Valley developed and submitted a draft of its Iowa Core implementation plan to the Iowa Department of Education, prior to July 1, 2010. For further information on the Iowa Core, please see the Pleasant Valley website or contact Stephanie Judkins at the Belmont Administration Center at 332-5550.

SCHOOL REPORT CARD
2009-2010 School Year

Reading

	Low		Intermediate		High	
	Weak	Marginal	Moderate	Skilled	Accomplished	Distinguished
Grade 3	**14.1%** 0.7%	13.4%	**60.2%** 31.8%	28.4%	**25.8%** 11.4%	14.4%
Grade 4	**10.7%** 1.4%	9.3%	**60.5%** 37.1%	23.4%	**28.9%** 6.2%	22.7%
Grade 5	**14.6%** 1.5%	13.1%	**67.9%** 37.2%	30.7%	**17.5%** 4.4%	13.1%
Grade 6	**18.4%** 0.7%	17.7%	**55.4%** 36.2%	19.2%	**26.2%** 14.8%	11.4%
Grade 7	**17.4%** 3.1%	14.3%	**57.1%** 34.0%	23.1%	**25.5%** 10.2%	15.3%
Grade 8	**15.5%** 2.1%	13.4%	**58.0%** 39.0%	19.0%	**26.5%** 13.1%	13.4%
Grade 11	**9.3%** 1.1%	8.2%	**55.1%** 33.5%	21.6%	**35.7%** 15.6%	20.1%

Math

	Low		Intermediate		High	
	Weak	Marginal	Moderate	Skilled	Accomplished	Distinguished
Grade 3	**12.1%** 0.7%	11.4%	**45.3%** 24.2%	21.1%	**42.6%** 9.4%	33.2%
Grade 4	**11.4%** 0.7%	10.7%	**40.9%** 20.3%	20.6%	**47.8%** 13.1%	34.7%
Grade 5	**9.1%** 0.0%	9.1%	**44.5%** 28.8%	15.7%	**46.4%** 10.6%	35.8%
Grade 6	**10.3%** 1.1%	9.2%	**44.7%** 25.5%	19.2%	**45.0%** 11.8%	33.2%
Grade 7	**11.2%** 2.4%	8.8%	**48.2%** 26.8%	21.4%	**40.7%** 12.9%	27.8%
Grade 8	**10.4%** 2.1%	8.3%	**42.8%** 22.1%	20.7%	**46.8%** 13.4%	33.4%
Grade 11	**10.1%** 1.9%	8.2%	**50.5%** 26.0%	24.5%	**39.4%** 15.2%	24.2%

Science

	Low		Intermediate		High	
	Weak	Marginal	Moderate	Skilled	Accomplished	Distinguished
Grade 3	**15.9%** 0.7%	15.2%	**57.6%** 28.6%	29.0%	**26.6%** 9.8%	16.8%
Grade 4	**8.6%** 1.0%	7.6%	**56.2%** 32.1%	24.1%	**35.2%** 16.9%	18.3%
Grade 5	**10.6%** 1.8%	8.8%	**56.9%** 31.0%	25.9%	**32.4%** 14.2%	18.2%
Grade 6	**11.4%** 1.8%	9.6%	**56.4%** 36.5%	19.9%	**32.1%** 13.3%	18.8%
Grade 7	**15.3%** 2.0%	13.3%	**62.6%** 31.3%	31.3%	**22.1%** 6.1%	16.0%
Grade 8	**10.3%** 1.0%	9.3%	**59.7%** 34.5%	25.2%	**30.0%** 12.8%	17.2%
Grade 11	**12.0%** 1.1%	10.9%	**45.9%** 22.6%	23.3%	**42.1%** 18.0%	24.1%