



## The "PACK" Newsletter February 2011

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This month I've chosen to focus on some 21<sup>st</sup> century tools you can use to stay involved and informed as a parent.

Email is a fast and efficient tool for communication between parents and school. If you have email access at home please consider providing your email address to the school. Once your email is entered in our school management system, teachers, secretaries, and the principal can easily send you messages. We also have the ability to send mass communications to all the email addresses we have in our system. This comes in handy in distributing information to parents quickly and without the expense of postage on a letter.

Another useful, electronic tool for parents is our **Online Parent** access. This is a web-based system whereby a parent/guardian may access information from our school information system about their child. They can view attendance reports, recent report cards,

progress reports showing scores on assignments, quizzes, and tests, and update parent/guardian contact information. To receive access to Online Parent, each parent/guardian needs to set up a username and password. Look for a link on our school website ([www.ikm-manning.k12.ia.us](http://www.ikm-manning.k12.ia.us)) that will lead you to instructions on how to set up access. Or you can call Sonia in the high school office. If you already have your Online Parent access set up, take a minute to review your contact information and make sure your information is correct. You can submit corrections right from the web and this would be a great way to get an email address from you or update an old email address we may have in our system.

Finally, with winter fully upon us, now would be a great time to get signed up for our Iowa School Alerts system. (We no longer use Snowcap.) Once registered you can receive text messages and/or email messages about cancellations and postponements of school activities. You'll

find links to information about the system and for signing up on our school website.

A note for parents about student cell phones...

Many students now carry cell phones with them and while there are several good reasons why a parent might want their child to have access to a cell phone there also are many ways cell phones can be misused and disruptive in a school environment. IKM-Manning High School has a policy that student cell phones are to be turned off during school hours and are not to be used in classrooms, halls, study hall, bathrooms, locker rooms, or the cafeteria. Students are allowed to check their phones at their lockers between classes. If your child has a cell phone, your cooperation and support of school policy is greatly appreciated.

Mr. Wall

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### **Fifth and Sixth Grade Science**

Peeking in the window of the fifth and sixth grade science room in January would reveal a new SMART Board on the wall! A SMART Board is an interactive whiteboard, which allows students to write and manipulate words, phrases, images, and allows students to become interactive with the concepts that are being presented in the science lesson. I too am learning how to use the board; it has endless possibilities for adding the “WOW” factor to any lesson. I asked students, “What would you tell people about using a SMART board in class?” These are some of the enthusiastic responses I gathered, “awesome, keeps me paying attention, makes learning fun, cool, I like to work on the board, it inspires me!” That’s just a few, and I never did hear a negative comment. It has been a positive addition to the science room that is used now used every day!

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### **IKM-Manning Media Centers Begin Automation Implementation/Upgrade**

The implementation process has begun for automation of all libraries in the IKM-Manning Community School District. Staff is presently attending training that will enable students/staff to fully access all onsite resources available in Irwin, Manilla & Manning Media Centers. While the Manning libraries have had automation capabilities, the new expansion will connect all of the media centers and update the Manning site.

Library Automation is beneficial to students, librarians, faculty members, administrators and parents for various reasons. The library is the resource center that supports and enhances the curriculum for the school. Students can expand their learning more effectively with an automated library. Teachers can reinforce their classroom instruction with assignments that guide students to research opportunities within the school library. An automated library helps administrators complete accreditation requirements for the school. Parents can feel good about the school library being available to their students anytime the students want to access it. Everyone benefits when the school library is automated.

Students are computer savvy today. Their dexterity at using the computer provides a continuing excitement for them. The library is part of their experience at school. It should be automated to permit students to be excited about finding and using materials that enhance their studies. Schools that have automated their libraries report students actually check out two or three times more items after automation than they did before automation. Why? One reason is that searches are easy and quick for students. Links to other materials via subject headings and authors enable the students to go to other items of interest with one or two clicks of the mouse.

Librarians appreciate automation because of its ease of use. Items can be cataloged using vendor-supplied catalog records. Librarians can circulate items with ease and have an accurate account for each student’s activities. Library automation is easier than the maintenance of a card catalog and provides many more access

points to the information than the traditional cards arrangement.

Faculty members can appreciate an automated library because library resources can become an expanded collection of materials for students to use. Research projects can be generated from materials owned by the school, along with online resources that the school can offer. The Web access to items in the library collection can facilitate faculty members in their preparation of class activities. Knowing the resources that are available in the library helps faculty members provide meaningful topics for research and evaluate topics of interest to students.

Administrators can generate reports that are available for planning, budget purposes and that support accreditation goals and outcomes.

Automation is also a way of preparing the collection to become sustainable with the ever-increasing shift to a technology-based society, decreased funding and advanced information needs. This process will also enable the district to add on features as they become available in the future. The IKM-Manning Community can be proud of the efforts being made to implement/upgrade technology to better prepare our students for the global society they will be a part of.

(Lora Darling; William D. Jones, MLS)

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### **Band Students Return From Arizona!**

The four IKM-Manning High School students that traveled to Tempe, Arizona over the Winter Break seemed to have a great time, despite the fact it was much colder down there than they had anticipated. The four band students, Kelli Struve, Sarah Langel, Matt Vonnahme and Anna Dentlinger, would like to thank everyone in the community that helped them on their trip, and they wanted to provide you with a little insight of what they liked best about the trip:

Kelli Struve: My favorite part about Arizona was the flag presentation and the parade.

The parade was a little over two miles. It was very tiring, but hearing all the spectators on the sides of the streets yelling that you are doing a good job kind of gives you a reason to keep playing until the very end. The flag presentation at the pre-game ceremony was definitely the best! Even during our practices, I was amazed at how big the flag was (it covered the entire football field) and how people of two totally different places could use teamwork to unveil it. Another school from Arizona helped us. After practicing, we had to go to the Arizona Cardinal's stadium to present it at the Fiesta Bowl game. There were thousands of people watching us in person and hearing the crowd go completely silent was just awesome.

During the presentation, a bald eagle flew around the stadium and actually landed right by my head! I had a great time in Arizona--I just wish it would have been warmer!

Sarah Langel: I thought that the SWIHMB trip to Arizona was really fun. The best part of the trip was the flag presentation at the game and when the jet airplanes did a fly over during the parade. It was cool because you couldn't hear anything for a few seconds but somehow we stayed together. I definitely think we should encourage other students to do the trip next time. It was fun and I met a lot of new friends. The trip was worth the money and the time required!

Matt Vonnahme: I think my favorite part of the SWIHMB trip was meeting all my new friends. Also, I liked feeling the pride of marching with such a prestigious band. I especially liked walking around the mall with my new friends and seeing which stores they liked best!

(Matt didn't mention the fact that he had his picture taken with Toby Keith!)

Anna Dentlinger: Even though it was cold most of the time, the trip to Arizona was fun. The plane was actually fun too, because I had a lot of old friends on the plane with me. In Arizona, I had a lot of fun at many different places. Some of the places we went to were the wave pool, Arizona Mills, which

was a huge mall, The Oregon Pizza Stop and the Stadium where we did the flag presentation. My favorite part though would have to be the parade. On New Year's Eve, we went to the Rawhide Steak House. There I watched some of my friends do the rock wall and ride the mechanical bull. It was so fun at Rawhide, but so cold too that we were going from store to store to keep warm. The last place we went to eat at had a slide in it, but it was sad because our band director gave a speech to say good-bye. Some people like the seniors and juniors cried because it would be their last trip. I encourage anyone to try out for this if they can because it is such a fun trip!

As you can see, this was a great experience for our four band students. The Southwest Iowa Honor Marching Band will again go on a trip in two years, and we hope to have even more of our students involved in this great opportunity.

Mr. Don Struve

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### **Hammrich's Howl**

January is always the month we celebrate the 100<sup>th</sup> day of school. This year we tried to incorporate a couple of service projects to make the date even more meaningful. Our first project called "A Hundred Ways to Help the Hungry," challenged us to collect at least 100 non-perishable items for our local food banks. Thanks to our families, the children brought not 100 but rather 361 food items that will be delivered to both the Shelby County and the Crawford County food pantries. A big thank-you to all parents who helped locate donations either in their cupboards or at the grocery store for their children to bring. It was a huge success.

Our second project involved making valentines to send to our troops in Afghanistan. The children designed "100 Hearts for Heroes" that will hopefully arrive to their destination by Valentine's Day. I'm

sure these unique creations will cheer anyone who is lucky enough to receive them in February.

I must also send out another big thank you to parents who filled out our Times for Kids Postcard Booklets. We reached our goal of 90 which means all of our K-4 students will be able to have Times for Kids next year – FREE of charge. THANK YOU! Times for Kids has proven to be a high quality weekly magazine that helps strengthen the student reading practice and their social studies knowledge base. It was a win – win for us.

On February 18<sup>th</sup> we will be conducting an Early Childhood Screening in the Preschool room at Irwin. The event is for all children ages Birth to 5 (if they are not planning on attending a kindergarten in the fall of 2011). Early Childhood consultants will be available to screen the children in the areas of cognitive development, hearing, vision, and speech development. If you or someone you know have children in this age group please call the office (782-3126) to set up an appointment for February 18<sup>th</sup>. We will also have registration materials available for next year's Preschool class. Those students who will be 4 years old by September 15, 2011 are eligible to participate. Details concerning hours and days have not been finalized for next year but registering will let us know the number of students that would be interested in attending.

Finally, another reminder that we have 2 snow make-up days to use since there was no school on January 10 and 11. This means we WILL have school on February 10<sup>th</sup> and April 1<sup>st</sup>.

Have a wonderful February!

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### **INCLUSION SUPPORT**

#### **Help with Organization Skills**

1. Have a routine in which the child knows what to expect.

2. Provide the child with an agenda or calendar to keep track of events and assignments. Post a family calendar of events.
3. Set aside a regular time each day to complete homework assignments. Reduce distractions by turning off the television during this time.
4. Provide a model of what is expected. You can show your child with actions, words or pictures.
5. Break down the task that is expected into smaller parts. Give praise to your child when he/she accomplishes the task.
6. Talk together about upcoming events and expectations

### **Homework Tips for Students with Special Needs**

1. Provide short, simple directions.
  2. Ask your child to show what he/she understands.
  3. Repeat directions, if needed.
  4. Break down the assignment into smaller tasks.
  5. Provide visual information along with oral information. Use pictures along with words.
  6. Model for your child what is expected.
  7. Ask your child's teacher about modifying your child's homework assignment.
- Assignments may be modified by the teacher by shortening the assignment, and providing more white space on the worksheet.

### **Tips for Parents of Hyperactive or ADHD Children**

1. Stay positive and healthy yourself. Take care of yourself, seek support when you need it and don't forget to take breaks.
2. Establish structure and stick to it. Follow a routine, use clocks and timers, and keep things neat and organized.
3. Set clear expectations and rules. Don't forget praise and reinforcement.
4. Encourage movement and sleep. Physical activity can really help the child and so can a good night's rest.
5. Help your child eat right – regular meals

that are healthy and not full of junk food.

Carol Kenkel  
Elem. Special Ed. Teacher

### **IKM-Manning Selects New Superintendent**

The IKM-Manning CSD has selected Dr. Thomas Ward to be the first superintendent of our newly reorganized district. Dr. Ward is currently the superintendent for the Montgomery Co. RII School District in Montgomery City, Missouri and has 8 total years experience as a superintendent. He also has experience as a teacher, coach, athletic director, principal and assistant superintendent.

The IKM-Manning Interim Board used the firm of G. Tryon and Associates to help in the search process for the new superintendent. There were 23 completed applications for the position. The Board interviewed 5 of these candidates. Two candidates were selected to come back for a second and more extensive interview. Five focus groups, made up of students, administrators, support staff, teachers, and community members, along with the IKM-Manning Board interviewed the two candidates. Dr. Ward was selected to lead the district following the two interviews. Our new superintendent will officially begin his duties July 1, 2011.

### **100<sup>th</sup> Day Event Photo**



*Students at Manning Elementary  
pictured had perfect attendance for the  
first 100 days! Congrats!*



## IKM School District Student Achievement

The IKM Community School District uses a variety of ways to measure student achievement. Our goal is to create a picture of the knowledge and skill of each student that is as accurate as possible. To do this we use district-wide assessments (ITBS/ITED, NWEA Measures of Academic Progress, DIBELS), classroom projects, quizzes, discussions, homework, reports, and tests. This type of student achievement information helps us understand individual student progress toward district standards and benchmarks. Data from District-Wide Assessments as well as State and Local Indicators of Achievement are part of the District's Annual Progress Report (APR). Portions of the APR will appear in newsletters throughout the 2010-2011 school year. Complete copies of the APR are available in the Superintendent's office.

### Science

#### Annual Improvement Goal for 2009-2010:

During the 2009-2010 school year, the IKM Community School District will increase the percentage of 3<sup>rd</sup> grade male students in the proficient or above levels in Science as measured by the ITBS compared to their previous year's total percent proficient on this assessment.

**Goal Report:** The goal was met. During the 2008-2009 school year, 69.2% of 2<sup>nd</sup> grade male students were proficient or above.

During the 2009-2010 school year, 92.4% of 3<sup>rd</sup> grade male students were proficient or above. This is an increase of 23.2% for the male cohort.

**Annual Improvement Goal for 2010-2011:** During the 2010-2011 school year the IKM Community School District will increase the percentage of 2<sup>nd</sup> grade students in the proficient or above levels in Science, as measured by ITBS, compared to the 2009-2010 2<sup>nd</sup> grade students' total percent proficient.

Current Status: **86.4% of 2<sup>nd</sup> grade students are proficient or above.**

ITBS/ITED Science All Students Trendline Data								
Grade Level	% Proficient 2007-08	Student Count	% Proficient 2008-09	Student Count	% Proficient 2009-10	Student Count	National Percent Proficient	State Percent Proficient
2 <sup>nd</sup>	70%	27	80.8%	26	86.4%	22	60%	NA
3 <sup>rd</sup>	96%	24	92.3%	26	95.8%	24	60%	80.29%
4 <sup>th</sup>	93%	30	96.2%	26	80.0%	25	60%	83.8%
5 <sup>th</sup>	90%	30	92.3%	52	92.1%	63	60%	83%
6 <sup>th</sup>	88%	25	82.6%	69	87.3%	55	60%	80.77%
7 <sup>th</sup>	75%	20	85.2%	54	84.4%	64	60%	80.83%
8 <sup>th</sup>	91%	22	93.5%	61	84.0%	56	60%	80.5%

ITBS/ITED Science Gender Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students
2 <sup>nd</sup> Grade	66.7%	12	73.3%	15	92.3%	13	69.2%	13	81.8%	11	90.9%	11
3 <sup>rd</sup> Grade	NA	7	94.1%	17	90.9%	11	93.3%	15	100%	11	92.4%	13
4 <sup>th</sup> Grade	93.3%	15	93.3%	15	NA	7	94.7%	19	81.9%	11	78.5%	14
5 <sup>th</sup> Grade	94.7%	19	81.9%	11	93.1%	29	91.3%	23	92%	25	92%	38
6 <sup>th</sup> Grade	84.6%	13	91.6%	12	83.3%	36	81.8%	33	85.7%	28	88.8%	27
7 <sup>th</sup> Grade	80%	10	70%	10	83.9%	31	87.0%	23	76.5%	34	93.3%	30
8 <sup>th</sup> Grade	100%	15	NA	7	96.6%	29	90.6%	32	87.7%	33	78.3%	23

ITBS/ITED Science SES Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students
2 <sup>nd</sup> Grade	58.3%	12	80%	15	NA	8	88.9%	18	NA	8	92.9%	14
3 <sup>rd</sup> Grade	NA	7	94.1%	17	NA	9	88.2%	17	100%	11	92.3%	13
4 <sup>th</sup> Grade	NA	7	91.2%	23	NA	9	94.1%	17	71.4%	14	90.9%	11
5 <sup>th</sup> Grade	NA	9	85.7%	21	100%	18	88.2%	34	100%	16	89.4%	47
6 <sup>th</sup> Grade	100%	10	80%	15	68.2%	22	89.4%	47	90.9%	22	84.8%	33
7 <sup>th</sup> Grade	NA	7	61.6%	12	87.5%	16	84.2%	38	77.8%	18	87.0%	46
8 <sup>th</sup> Grade	NA	8	85.7%	14	90.0%	20	95.1%	41	85.0%	20	83.3%	36

**Multiple Assessment Data / IKM Elementary & IKM-Manning Middle School**

<b>DIBELS -- Oral Reading Fluency</b>									
	<b>2007-2008</b>			<b>2008-2009</b>			<b>2009-2010</b>		
	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>
<b>Grade 1</b>	7%	0%	93%	0%	10%	90%	6%	17%	78%
<b>Grade 2</b>	19%	4%	78%	NA	NA	NA	0%	9%	91%
<b>Grade 3</b>	4%	30%	65%	NA	NA	NA	8%	40%	52%
<b>Grade 4</b>	14%	21%	66%	NA	NA	NA	23%	23%	54%
<b>Grade 5</b>	NA	NA	NA	NA	NA	NA	6%	17%	77%
<b>Grade 6</b>	NA	NA	NA	NA	NA	NA	9%	33%	58%

<b>NWEA Measures of Academic Performance -- Reading</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 2</b>	13%	75%	12%	0%	91%	9%
<b>Grade 3</b>	31%	65%	4%	24%	72%	4%
<b>Grade 4</b>	38%	59%	3%	40%	46%	4%
<b>Grade 5</b>	40%	56%	4%	42%	53%	5%
<b>Grade 6</b>	37%	57%	6%	37%	59%	4%
<b>Grade 7</b>	31%	64%	5%	28%	66%	6%
<b>Grade 8</b>	27%	66%	7%	34%	66%	0%

  

<b>NWEA Measures of Academic Performance -- Math</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 2</b>	4%	88%	8%	9%	82%	9%
<b>Grade 3</b>	35%	65%	0%	16%	84%	0%
<b>Grade 4</b>	50%	50%	0%	54%	46%	0%
<b>Grade 5</b>	43%	57%	0%	55%	42%	3%
<b>Grade 6</b>	26%	74%	0%	25%	75%	0%
<b>Grade 7</b>	29%	66%	5%	23%	77%	0%
<b>Grade 8</b>	19%	76%	5%	26%	70%	4%

  

<b>NWEA Measures of Academic Performance -- General Science</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 6</b>	26%	65%	9%	24%	73%	3%
<b>Grade 7</b>	31%	54%	15%	25%	61%	14%
<b>Grade 8</b>	15%	71%	14%	22%	67%	11%



# Manning School District Student Achievement

## Measures of Achievement

The Manning Community School District uses a variety of ways to measure student achievement. Our goal is to create a picture of the knowledge and skill of each student that is as accurate as possible. To do this we use district-wide assessments (ITBS/ITED, NWEA Measures of Academic Progress, DIBELS), classroom projects, quizzes, discussions, homework, reports, and tests. This type of student achievement information helps us understand individual student progress toward district standards and benchmarks. Data from District-Wide Assessments as well as State and Local Indicators of Achievement are part of the District's Annual Progress Report (APR). Portions of the APR will appear in newsletters throughout the 2010-2011 school year. Complete copies of the APR are available in the Superintendent's office.

## Science

### Annual Improvement Goal for 2009-2010:

During the 2009-2010 school year, the Manning Community School District will increase the percentage of students in 10<sup>th</sup> grade who score in the proficient or above levels in Science as measured by the ITED compared to their previous year's total percent proficient on this assessment.

**Goal Report:** The goal was met. During the 2008-2009 school year, 81.5% of 9<sup>th</sup> grade students were proficient or above. During the 2009-2010 school year, 89.9% of 10<sup>th</sup> grade students were proficient or above. This is an increase of 8.4%.

**Annual Improvement Goal for 2010-2011:** During the 2010-2011 school year the Manning Community School District will increase the percentage of 2<sup>nd</sup> grade students in the proficient or above levels in Science, as measured by ITBS, compared to the 2009-2010 2<sup>nd</sup> grade students.

**Current Status:** 79.2% of 2<sup>nd</sup> grade students are proficient or above.

### Action Plan to Meet the Goal:

- Continue implementation of common science standards and benchmarks that are aligned with national standards.
- Implement alignment related to district assessments and district benchmarks.
- Identify specific science knowledge and skills to target.
- Monitor student progress in science throughout the year.
- Continue implementation of teaching strategies and skills developed during participation in science consortium.
- Implement CRISS strategies and differentiated instruction in science instruction.

ITBS/ITED Science All Students Trendline Data								
Grade Level	% Proficient 2007-08	Student Count	% Proficient 2008-09	Student Count	% Proficient 2009-10	Student Count	National Percent Proficient	State Percent Proficient
2nd	52.0%	25	70.9%	31	79.2%	24	60%	NA
3rd	80.4%	41	77.0%	26	91.2%	34	60%	80.29%
4th	90.4%	21	94.9%	39	68.2%	22	60%	83.8%
9th	93.3%	30	81.5%	65	98.3%	60	60%	NA
10th	80.9%	47	86.7%	60	89.9%	59	60%	NA
11th	86.1%	43	89.6%	77	88.5%	61	60%	80.48%

ITBS/ITED Science Gender Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students
2 <sup>nd</sup>	55.6%	18	NA	7	57.9%	19	91.7%	12	81.8%	11	76.9%	13
3 <sup>rd</sup>	82.4%	17	79.2%	24	83.3%	18	NA	8	86.3%	22	100%	12
4 <sup>th</sup>	90.9%	11	90.0%	10	94.4%	18	95.2%	21	68.8%	16	NA	6
9 <sup>th</sup>	88.2%	34	91.3%	23	86.1%	36	75.9%	29	96.6%	29	100%	31
10 <sup>th</sup>	83.3%	42	83.3%	36	83.8%	37	91.3%	23	91.2%	34	88%	25
11 <sup>th</sup>	88.9%	36	80.0%	35	90.2%	41	88.9%	36	91.9%	37	83.2%	24

ITBS/ITED Science SES Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students
2 <sup>nd</sup>	NA	6	68.4%	19	53.8%	13	83.3%	18	NA	8	81.3%	16
3 <sup>rd</sup>	NA	6	80%	35	60%	10	87.5%	16	85.7%	14	95%	20
4 <sup>th</sup>	NA	6	86.7%	15	NA	5	94.1%	34	NA	8	85.7%	14
9 <sup>th</sup>	NA	9	95.5%	22	75%	16	83.7%	49	95.5%	22	100%	38
10 <sup>th</sup>	80%	10	81.2%	37	73.7%	19	92.7%	41	85.7%	14	91.1%	45
11 <sup>th</sup>	NA	7	91.6%	36	81.8%	22	92.7%	55	64.7%	17	97.7%	44

**Multiple Assessment Data / Manning Elementary  
& IKM-Manning High School**

<b>DIBELS -- Oral Reading Fluency</b>									
	<b>2007-2008</b>			<b>2008-2009</b>			<b>2009-2010</b>		
	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>	<b>% At Risk</b>	<b>% Some Risk</b>	<b>% Low Risk</b>
<b>Grade 1</b>	7%	20%	73%	4%	29%	67%	4%	11%	85%
<b>Grade 2</b>	15%	27%	58%	NA	NA	NA	12%	12%	76%
<b>Grade 3</b>	8%	20%	72%	0%	32%	68%	9%	29%	62%
<b>Grade 4</b>	4%	26%	70%	NA	NA	NA	10%	24%	67%

<b>NWEA Measures of Academic Performance -- Reading</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 3</b>	62%	38%	0%	59%	41%	0%
<b>Grade 4</b>	22%	73%	5%	59%	27%	14%
<b>Grade 9</b>	27%	71%	2%	27%	65%	8%

<b>NWEA Measures of Academic Performance -- Math</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 3</b>	65%	35%	0%	47%	53%	0%
<b>Grade 4</b>	45%	53%	2%	68%	32%	0%
<b>Grade 11</b>	29%	65%	6%	15%	73%	12%

<b>NWEA Measures of Academic Performance -- General Science</b>						
	<b>Spring 2009</b>			<b>Spring 2010</b>		
	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Less Than Proficient</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>Grade 10</b>	28%	61%	11%	32%	61%	7%