

WODEN.

CRYSTAL

LAKE

## COMMUNITY SCHOOLS

# 2007-2008 Annual Progress Report

The schools of Woden-Crystal Lake and Titonka will provide an educational environment that encourages productive membership in society and promotes life-long dedication to learning.

**Teachers + Students + Communities = Success**



## Long Range Goal

By 2013-2014 all K-1 and 9-12 students will achieve at high levels in reading comprehension.



### Annual Goal

Eleventh grade students will improve their reading comprehension scores from the previous year on the ITED test.

We did not meet our annual goal as only 75% of the 11th graders increased their scores.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.

#### A. Current 11th (Same students)

	05-06 (9th)	06-07 (10th)	07-08 (11th)
Low	35%	35%	47%
Intermediate	55%	59%	47%
High	5%	6%	5%
Proficient	60%	65%	53%
Number	20	17	19

#### B. 2007-2008 9th, 10th, and 11th grades (not the same students)

	9th	10th	11th
Low	46%	42%	47%
Intermediate	46%	37%	47%
High	7%	21%	5%
Proficient	54%	58%	53%
Number	28	19	19

#### Fourth Grade Reading

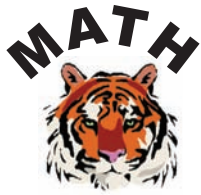
By FERPA regulations if class sizes are 10 or less then no data can be reported.

#### The Annual Goal for the 08-09 school year

At least 75% of the eleventh grade students will improve their reading comprehension scores from the previous year on the ITED test.

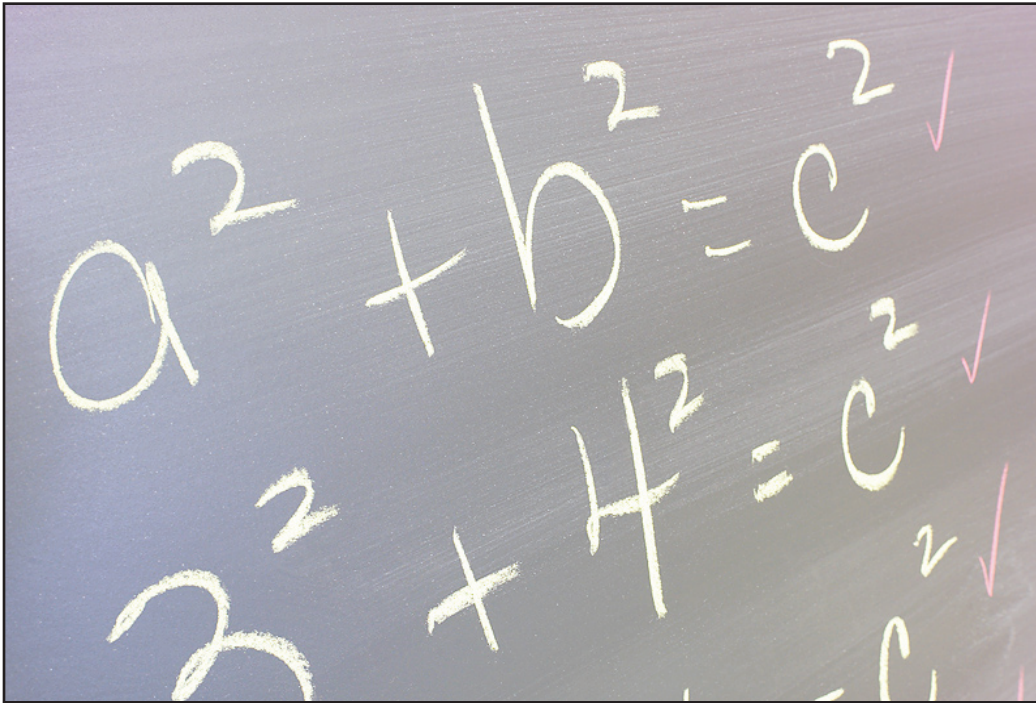
#### What does “proficient” mean?

You will see this throughout the Annual Progress Report and may wonder about the significance of the term-**proficient**. The State of Iowa and the Federal Government have set 41% on the ITED/ITBS as the proficiency level for Iowa’s students. We want all students to be proficient at grade level by 2013-2014. No Child Left Behind is a federal mandate we must strive to achieve. A student’s performance of 1%-40% is not proficient, but 41%-99% is proficient based on the ITED/ITBS. Other states use other tests and other percents for their level of proficiency.



## Long Range Goal

By 2013-2014 all K-1 and 9-12 students will achieve at high levels in mathematics.



### Annual Goal

Eleventh grade students will improve their math concepts/ problem solving scores from the previous year on the ITED test.

We did not meet our annual goal as only 69% of the 11th graders increased their scores from the previous year.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.

#### A. Current 11th (Same students)

	05-06 (9th)	06-07 (10th)	07-08 (11th)
Low	45%	41%	32%
Intermediate	45%	59%	53%
High	10%	0%	16%
Proficient	55%	59%	68%
Number	20	17	19

#### B. 2007-2008 9th, 10th, and 11th grades (not the same students)

	9th	10th	11th
Low	43%	36%	32%
Intermediate	54%	53%	53%
High	4%	11%	16%
Proficient	57%	64%	68%
Number	28	19	19

#### Fourth Grade Math

By FERPA regulations if class sizes are 10 or less then no data can be reported.

#### The Annual Goal for the 08-09 school year

At least 75% of the eleventh grade students will improve their math concepts/problem solving scores from the previous year on the ITED test.



**FOUR STUDENTS  
RECEIVED 1'S FOR  
THEIR PERFORMANCES  
AT INDIVIDUAL  
STATE SPEECH**



## Long Range Goal

By 2013-2014 all K-1 and 9-12 students will achieve at high levels in science.

### Annual Goal

Eleventh grade students will improve their science scores from the previous year on the ITED test.

We did not meet our annual goal as only 44% of the 11th graders increased their scores from the previous year.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.



#### A. Current 11th (Same students)

	05-06 (9th)	06-07 (10th)	07-08 (11th)
Low	60%	35%	26%
Intermediate	20%	65%	68%
High	20%	0%	5%
Proficient	40%	65%	74%

#### B. 2007-2008 9th, 10th, and 11th grades (not the same students)

	9th	10th	11th
Low	29%	31%	26%
Intermediate	64%	58%	68%
High	7%	11%	5%
Proficient	71%	69%	74%

#### Fifth Grade Science

By FERPA regulations if class sizes are 10 or less then no data can be reported.

#### The Annual Goal for the 08-09 school year

At least 75% of the eleventh grade students will improve their science scores from the previous year on the ITED test.



**VARSITY CHORAL  
READERS RECEIVED  
ALL STATE NOMINATION**

# How does WCLT compare?

## ACT – How does WCLT compare to state and national scores?

We encourage all of our students to take the ACT in preparation for college or training after high school. The state's identified college indicator is a score of 20 or above on the ACT test.

Sixteen of WCLT's 2008 graduates took the ACT test. The percentage of those students scoring 20 or above is shown in the following table:

07-08	Composite	English	Math	Reading	Science
WCLT	69%	63%	44%	81%	81%
State	73%	68%	63%	71%	76%
National	60%	58%	53%	59%	61%

## Local ... State ... How do we rate?

The next table compares our district with the state proficiency rates on Iowa Test of Educational Development.

### Percent of Students Proficient - 11th Grade-Biennium 2005-2007

	Reading Comprehension	Math
Local	82.50%	82.50%
State	77.13%	78.58%

WCLT student achievement is higher than the state in both Reading Comprehension and Math.

## The following table shows five-year trends of ACT scores:

Grad Year	Total Tested		English		Math		Reading		Science		Composite	
	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State
2004	17	23591	19.2	21.4	19.2	21.8	19.6	22.4	19.6	22.1	19.5	22.0
2005	15	22545	18.6	21.5	17.7	21.7	20.4	22.4	19.1	22.1	19.1	22.0
2006	17	22233	22.7	21.6	22.2	21.8	23.4	22.5	22.5	22.1	22.8	22.1
2007	10	23016	18.0	21.6	19.2	21.9	19.6	22.6	21.5	22.3	19.8	22.3
2008	16	22950	21.1	21.9	20.3	22.0	23.3	22.9	22.1	22.3	21.8	22.4

## Second Assessments

All district must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by the district.

Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served the district.

Whole grade sharing district only report data within grade levels served by the district.

### 11th Grade: ICAM Assessment Achievement Levels (Iowa Collaborative Assessment Module)

#### 1. Patterns, Functions, and Algebra

Low: 15.0% Moderate: 65.0% High: 20.0% Proficient: 85.0%

This assessment consists of nine multiple-choice questions and three open-ended questions.

#### 2. Measurement

Low: 15.0% Moderate: 65.0% High: 20.0% Proficient: 85.0%

This assessment consists of ten multiple-choice questions and three open-ended questions.

### 4th Grade: BRI Assessment Achievement Levels (Basic Reading Inventory)

By FERPA regulations if class sizes are 10 or less then no data can be reported

### 11th grade: SCASS Assessment Achievement Levels (State Collaborative on Assessment and Student Standards)

94.7% of the eleventh grade students were proficient on the SCASS assessment.

## Culture and Climate

### Annual Goal

Percentage of students reporting they feel safe as reported from the **Building Tomorrow Survey**.

#### *Do you feel safe in the classroom?*

High School

<b>Most of the Time</b>	<b>Almost Every Time</b>
27%	64%

#### *Do you feel safe in the hallway?*

High School

<b>Most of the Time</b>	<b>Almost Every Time</b>
23%	64%

#### *Do you feel safe in the restroom?*

High School

<b>Most of the Time</b>	<b>Almost Every Time</b>
23%	68%

#### *Have you been threatened by someone with a weapon?*

High School

<b>Never</b>	<b>1 or 2 times</b>	<b>3 to 5 Times</b>	<b>6 or more Times</b>
86%	9%	5%	0%

#### *Have you been verbally threatened by someone?*

High School

<b>Never</b>	<b>Most of the Time</b>	<b>Almost Every Time</b>	<b>6 or more Times</b>
68%	27%	0%	5%

#### *Have you been bullied by someone?*

High School

<b>Never</b>	<b>Most of the Time</b>	<b>Almost Every Time</b>	<b>6 or more Times</b>
73%	5%	9%	13%

We met our goal.

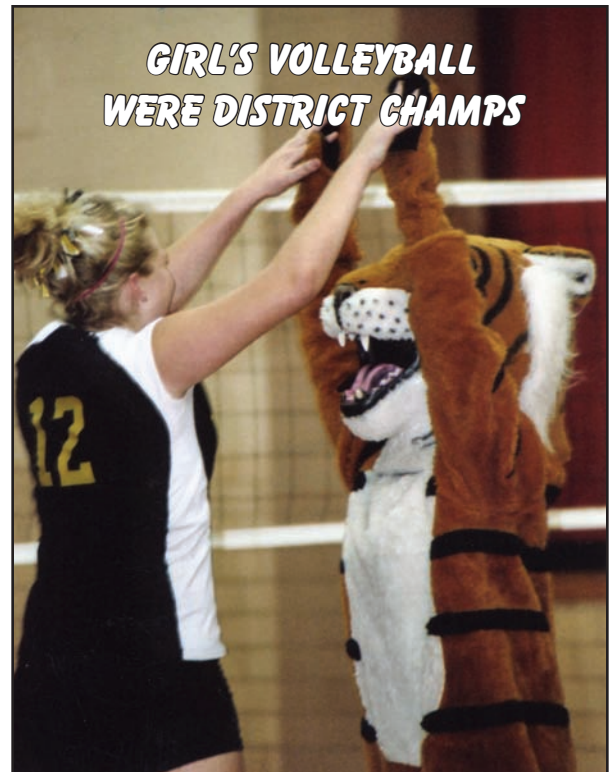
### The Annual Goal for the 08-09 school year

Annual Goal for 2008-2009: To increase the percentages for students feeling safe in the hallway.

## Local and "NO CHILD LEFT BEHIND" Indicators That Impact Learning

### 2007-2008:

Average Daily Attendance Rate..... 96.32%  
 State Average Daily Attendance Rate Goal..... 95.12%  
 District Graduation Rate ..... 96.2%  
 State Graduation Rate Goal ..... 90.78%  
 Post-Secondary Education ..... 95% of our graduates plan to attend post-secondary education in the fall of 2008  
 Percentage of students tested in grades 3,4,5,9,10,11 ..... 100%  
 Percentage of students taught by highly qualified teachers ..... 100%  
 Buildings in W-CL identified in Need of assistance ..... 0%  
 All graduates completed a core program (four years of English, three years of math, three years of science, and three and two thirds years of social studies).

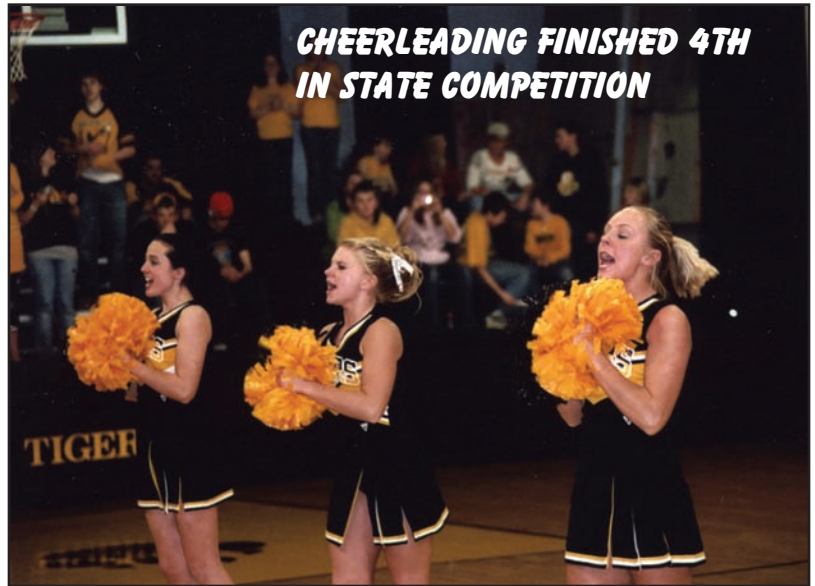




**DANCE/DRILL TEAM  
DISTINGUISHED  
ACADEMIC AWARD  
(3.50-4.00 GPA)**

**GROUP IMPROV RECEIVED  
ALL STATE NOMINATION**

**GIRL'S SOFTBALL HAD A  
GIRL RECEIVE ALL STATE  
PITCHER AWARD AND TWO  
RECEIVE HONORABLE MEN-  
TION ALL STATE AWARDS.**



**CHEERLEADING FINISHED 4TH  
IN STATE COMPETITION**



**GIRL'S BASKETBALL WAS 1ST PLACE IN THE  
EAST DIVISION OF THE CORNBELT CONFERENCE,  
DISTRICT CHAMPS, REGIONAL CHAMPS, AND  
PLAYED IN THE STATE TOURNAMENT.**

**GIRL'S SOFTBALL  
TEAM PLAYED IN  
REGIONAL FINALS**

**FIFTEEN STUDENTS  
RECEIVED 1 RATINGS AT  
INDIVIDUAL DISTRICT  
SPEECH AND ADVANCED  
TO INDIVIDUAL STATE  
SPEECH**



## Planning Ahead

As we plan for the 08-09 school year, we look at data to lead our planning. The teachers from Woden-Crystal Lake analyzed ITBS/ITED scores during the spring in-service. AEA 267 Staff assisted us with this for math, science, and reading. The two areas noted across the third-twelfth grade span suggests that we work on:

1. Reading – Understanding stated information and
2. Math- continue to strengthen multiple step problem solving.

We are continuing our 6-Traits writing Assessments in the fall and spring for K-1 and 9-12.

At the high school we are continuing the Understanding Stated Information Class, which consists of reading silently Monday through Thursday and then reporting on what they have read on Friday.

## Please contact the administration if you have any questions about this report:

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