

WODEN-CRYSTAL LAKE COMMUNITY SCHOOLS



Annual Progress Report for 2006-2007





Long Range Goal:

By 2013-2014 all K-5 and 9-12 students will achieve at high levels in reading comprehension.

Annual Goal:

Fourth and Eleventh grade students will improve their reading comprehension scores from the previous year.

We did not meet our annual goal as only 45.5% of the 11th graders and 37.5% of the 4th 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)

	04-05 (9th)	05-06 (10th)	06-07 (11th)
Low	21%	25%	26%
Intermediate	58%	63%	52%
High	21%	12%	22%
Proficient	79%	75%	74%
Number	24	24	23

A. Current 5th

(Same students)

	04-05 (3rd)	05-06 (4th)	06-07 (5th)
Low	17%	33%	40%
Intermediate	83%	50%	40%
High	0%	17%	20%
Proficient	83%	67%	60%
Number	6	6	5

11th Gender – Percent of males/females who are proficient.

	04-05	05-06	06-07
Female	53.4%	88.9%	80.0%
Male	77.0%	88.9%	69.3%

Fourth Grade Reading:

There are no subgroups due to the number of students in the class.

The Annual Goal for the 07-08 school year will be:

Fourth and eleventh grade students will improve their reading comprehension scores from the previous year.



B. 2006-2007 9th,10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	44%	35%	26%
Intermediate	56%	59%	52%
High	0%	6%	22%
Proficient	56%	65%	74%
Number	17	18	23

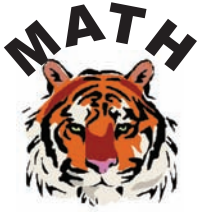
B. 2006-2007 3rd, 4th, and 5th grades

(not the same students)

	3rd	4th	5th
Low	67%	50%	40%
Intermediate	33%	38%	40%
High	0%	12%	20%
Proficient	33	50	60
Number	3	8	5

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-5 and 9-12 students will achieve at high levels in mathematics

Annual Goal:

Fourth grade students will improve their total math scores and eleventh grade students will improve their math concepts/problem solving scores from the previous year.

We did not meet our annual goal as only 59% of the 11th graders and 37.5% of the 4th 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)

	04-05 (9th)	05-06 (10th)	06-07 (11th)
Low	21%	25%	22%
Intermediate	62%	46%	52%
High	17%	29%	26%
Proficient	79%	75%	78%
Number	24	24	23

A. Current 5th

(Same students)

	04-05 (3rd)	05-06 (4th)	06-07 (5th)
Low	0%	17%	20%
Intermediate	100%	50%	60%
High	0%	33%	20%
Proficient	100%	83%	80%
Number	6	6	5

11th Gender – Percent of males/females who are proficient.

	04-05	05-06	06-07
Female	73%	66.6%	80.0%
Male	84.7%	99.9%	77.0%



B. 2006-2007 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	38%	41%	22%
Intermediate	56%	59%	52%
High	6%	0%	26%
Proficient	62%	59%	78%
Number	17	18	23

B. 2006-2007 3rd, 4th, and 5th grades

(not the same students)

	3rd	4th	5th
Low	67%	50%	20%
Intermediate	0%	37%	60%
High	33%	13%	20%
Proficient	33%	50%	80%
Number	3	8	5

Fourth Grade Reading:

There are no subgroups due to the number of students in the class.

The Annual Goal for the 07-08 school year will be:

Fourth and eleventh grade students will improve their total math scores from the previous year.



Long Range Goal:

By 2013-2014 all K-5 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.

We did not meet our annual goal as only 45.5% 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)

	04-05 (9th)	05-06 (10th)	06-07 (11th)
Low	17%	17%	26%
Intermediate	62%	58%	44%
High	21%	25%	30%
Proficient	83%	83%	74%

B. 2006-2007 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	50%	35%	26%
Intermediate	28%	65%	44%
High	22%	0%	30%
Proficient	50%	65%	74%

A. Current 5th

(Same students)

	05-06 (4th)	06-07 (5th)
Low	17%	0%
Intermediate	50%	60%
High	33%	40%
Proficient	83%	100%
Number	6	5

B. 2006-2007 3rd, 4th, and 5th grades

(not the same students)

	3rd	4th	5th
Low	67%	62%	0%
Intermediate	33%	38%	60%
High	0%	0%	40%
Proficient	33%	38%	100%
Number	3	8	5

11th Gender – Percent of males/females who are proficient.

	04-05	05-06	06-07
Female	66.8%	62.5%	80.0%
Male	84.7%	100%	69.3%

Fourth Grade Reading:

There are no subgroups due to the number of students in the class.

The Annual Goal for the 07-08 school year will be:

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



ACT – How does WCLT stack up against 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. Twelve of our seventeen seniors took the ACT test. The percentage of those students scoring 20 or above is shown in the following table:

06-07	Composite	English	Math	Reading	Science
Local	40%	10%	50%	40%	70%
State	72%	66%	64%	69%	76%
National	61%	58%	54%	60%	63%

Of the twelve students taking the ACT test 61.9% achieved a score or status on a measure indicating probable post-secondary success.

Second Assessments- Required by the State Department of Education

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

1. Patterns, Functions, and Algebra

Low: 26.1% Moderate: 26.1% High: 47.8% Proficient: 73.9%

This assessment consists of nine multiple choice questions and three open ended questions scored with a rubric.

2. Measurement

Low: 21.7% Moderate: 34.8% High: 43.5% Proficient: 78.3%

This assessment consists of ten multiple choice questions and three open ended questions scored with a rubric.

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

62.5% of the fourth graders were proficient on the BRI.

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

86.4% of the eleventh graders were proficient on the SCASS assessment.

Local----State----National Scores-- How do we rate?

The next two tables compare our district with the state and national proficiency rates.

11th	Reading Comprehension	Math	Science
Local	77%	82%	74%
State	77%	78%	78%
National	60%	60%	60%

We are above the nation in Reading Comprehension, Math, and Science.

We are above the state in Math.

We are at the state in Reading Comprehension.

We are below the state in Science.

4th	Reading Comprehension	Math
Local	69%	69%
State	78%	78%
National	60%	60%

We are above the nation in Reading Comprehension and Math.

We are below the state in Reading Comprehension and Math.



(Second Assessment) District Reading Data Provides Multiple Ways of Determining Our Students Reading Progress in K-4th Grades.

Early Intervention Goal:

Students in grades K-4 will annually demonstrate improvement on DIBELS and BRI. The data below are indicators of the success of the children in learning during the 06-07 school year.

Percent of the Class At or Above the Independent Level:

	Fall	Winter	Spring	
Kindergarten	0%	50%	16%	Phoneme
1st Grade	60%	90%	80%	Phoneme
2nd Grade	25%	57%	57%	Comprehension
3rd Grade	33%	0%	100%	Comprehension
4th Grade	22%	50%	25%	Comprehension
5th Grade	50%	40%	80%	Comprehension



The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Basic Reading Inventory (BRI) are a set of standardized, individually administered measures of early literacy development. They are measures designed to regularly monitor fluency and the development of pre-reading skills and early reading skills.

When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.





CULTURE AND CLIMATE Long Range Goal:

All students will feel safe at and connected to school.

Annual Goal:

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

Do you feel safe in the classroom?

	Most of the Time	Almost Every Time
Elementary	20.0%	80.0%
High School	27.3%	63.6%

Do you feel safe in the hallway?

	Most of the Time	Almost Every Time
Elementary	60.0%	20.0%
High School	22.7%	68.2%

Do you feel safe in the restroom?

	Never	Most of the Time	Almost Every Time
Elementary	0.0%	80.0%	20.0%
High School	0.0%	22.7%	68.2%

Have you been threatened by someone with a weapon?

	Never	Most of the Time	Almost Every Time
Elementary	80.0%	10.0%	10.0%
High School	86.4%	0.0%	4.5%

Have you been verbally threatened by someone?

	Never	Most of the Time	Almost Every Time
Elementary	40.0%	0.0%	0.0%
High School	68.2%	0.0%	4.5%

Have you been bullied by someone?

	Never	Most of the Time	Almost Every Time
Elementary	80.0%	20.0%	0.0%
High School	72.7%	0.0%	13.6%

Do you feel safe while riding on the school bus?

	Seldom	Most of the Time	Almost Every Time
Elementary	0.0%	75.0%	25.0%
High School	0.0%	0.0%	80.0%

Annual Goal for 2007-2008:

To increase the percentages for students feeling safe in the hallway.

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

2006-2007 Average Daily Attendance Rate	97.1%
2006-2007 State Average Daily Attendance Rate Goal	95.8%
2006-2007 District Graduation Rate	96.15%
2006-2007 State Graduation Rate Goal	90.3
2006-2007 Percent of our graduates who plan to attend post-secondary education in the fall of 2007	82.5%
2006-2007 Percentage of students tested in grades 3,4,5,9,10,11	100%
2006-2007 Percentage of students taught by highly qualified teachers	100%
2006-2007 Buildings in W-CL identified in Need of assistance	0%
2006-2007 All graduates completed a core program (four years of English, three years of math, three years of science, and three years of social studies).	
2006-2007 All kindergarten students are assessed in fall and spring using the DIBELS test. 100% of the students increased their scores from fall to spring.	



- ★ Varsity Choral Reading performed at All State.
- ★ Wrestling had a State Champion
- ★ Girl's Softball were District Champs
- ★ Girl's Basketball were 1st place in the East Division of the Cornbelt Conference, District Champs, Regional Champs, and played in the State Tournament.
- ★ Boy's Track competed in the State Shot Put and Discus.

Planning Ahead

As we plan for the 07-08 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. Christine Quisley and Darrin Strike led the activities for math 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-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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*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*