

Northeast Community School District



Annual Progress Report to the Community
September 2009

REPORT TO THE COMMUNITY

LEARNING FOR LIFE

Annual Progress Report to the Community



Published September 2009

Northeast Community School District
Goose Lake, Iowa

James Cox, Superintendent of Schools

The Northeast Community Schools, like every public school district in Iowa, is governed by a board of directors. They are responsible for determining policies, setting the budget and maintaining standards of excellence in education on behalf of the community. Because the Northeast school board members are committed to their own lifelong learning, they are regular participants in training and board development opportunities through the Iowa Association of School Boards.

Northeast Board of Education

Charles Corr, President	(563) 242-8919
Mark Neblung, Vice President	(563) 682-7750
Mary Smith	(563) 577-2310
Rich Krogman	(563) 823-8381
William Costello	(563) 677-2972

Northeast Administration

1450 370th Ave., Goose Lake, Iowa 52750

Superintendent	James Cox	(563) 577-2249
Business Manager	Cindy McAleer	(563) 577-2249

Northeast Middle School/High School

3690 Hwy. 136, Goose Lake, Iowa 52750

Principal	Joseph Jarvis	(563) 577-2249
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Northeast Elementary

1450 370th Ave., Goose Lake, Iowa 52750

Principal	Diane Schumacher	(563) 577-2249
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Alternative School

One School Lane, Goose Lake, Iowa 52750

Principal	Bryce Bielenberg	(563) 577-2454
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Teacher Qualifications

All parents have a right to know their child's teacher's qualifications. Parents have a right to know if the teacher meets state licensure and endorsement requirements for grade levels and subjects taught and the degrees and graduate certifications of the teacher. This information can be obtained by contacting the superintendent's office at 577-2249.



Northeast Community School District

2007-2012

VISION

Learning for Life

MISSION

Our mission is to educate students to become resourceful learners and contributing citizens.

COMMITMENTS

For our students, we will assist you to improve on past performance and to work toward excellence in academics, social development and personal growth. We will accept all students as valued members of our community.

For our staff, we will create an environment that encourages collaboration and shared decision-making. We will seek the resources necessary for you to be effective.

For our parents and caregivers, we will nurture a relationship based on mutual trust, respect and a regard for your contributions to your student's learning.

For our community, we will continuously strive for more efficient use of the community's assets and resources.

LONG RANGE GOALS

CORE ACADEMIC LEARNING

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

STRETCH LEARNING

All students will demonstrate rigorous and relevant learning to prepare for real world success.

STUDENT ENGAGEMENT

All students will experience supportive relationships, feel a sense of belonging, and be motivated to learn.

PERSONAL SKILL DEVELOPMENT

All students will demonstrate positive personal, social, service and leadership skills.

GUIDING PHILOSOPHY

Continuous Improvement

2008-2009 ANNUAL IMPROVEMENT GOALS AND RESULTS

Annual Improvement Goal 1.1: By the year 2009, the percentage of students in grades 3-5, 6-8 and 11 who are proficient in ITBS/ITED reading comprehension, math and science will increase from 2008 scores.

No Child Left Behind Trajectories

The “No Child Left Behind” law has provided the district with specific trajectories in the areas of reading and math. We are required to collapse the data from grades 3-5 and 6-8 to determine if we have met these goals.

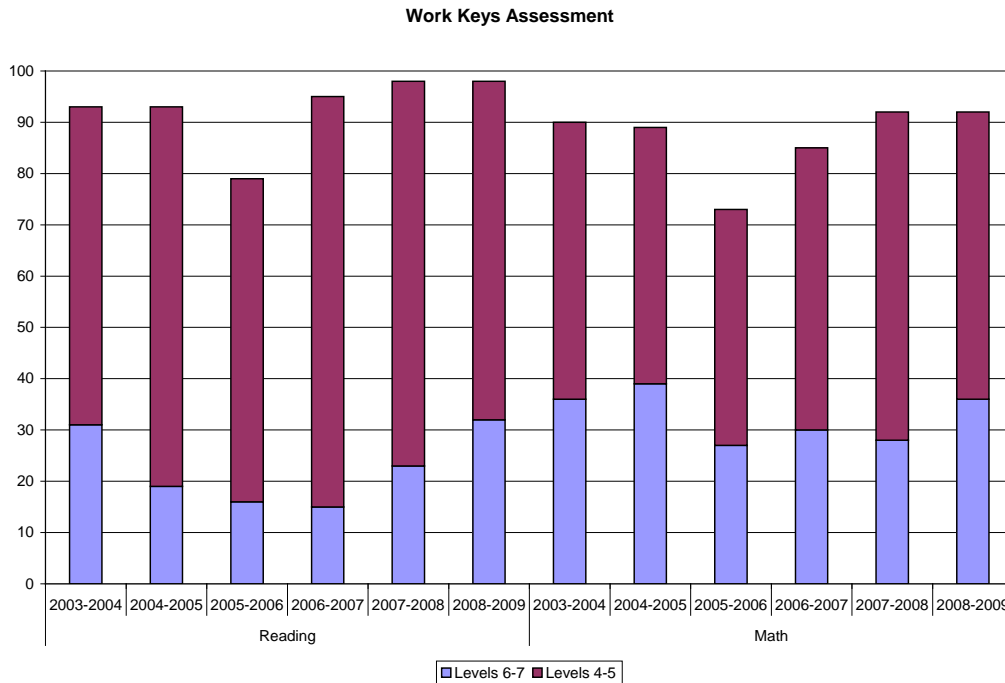
State Trajectory--Annual Data (Percent Proficient)													
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Reading 3rd-5th	64.0	64.0	64.0	70.0	70.0	70.0	76.0	76.0	76.0	82.0	88.0	94.0	100.0
NE 3rd-5th				82.0	82.1	85.3	81.9	81.7					
NE 4th	87.0	94.7	78.6	77.8	82.3	100.0	76.0	80.5					
Reading 6th-8th	60.0	60.0	60.0	66.7	66.7	66.7	73.3	73.3	73.3	80.0	86.7	93.3	100.0
NE 6th-8th				88.7	82.9	82.5	75.8	80.0					
NE 8th	71.0	81.3	78.5	98.1	89.3	93.4	81.6	81.8					
Reading 11	69.0	69.0	69.0	74.2	74.2	74.2	79.3	79.3	79.3	84.5	89.7	94.8	100.0
NE 11	82.0	64.0	92.5	84.3	84.5	80.0	91.0	86.6					
Math 3rd-5th	62.0	62.0	62.0	68.3	68.3	68.3	74.7	74.7	74.7	81.0	87.3	93.7	100.0
NE 3rd-5th				88.7	91.4	92.3	91.3	84.2					
NE 4th	91.0	81.6	78.6	84.4	96.1	97.5	92.6	83.6					
Math 6th-8th	58.0	58.0	58.0	65.0	65.0	65.0	72.0	72.0	72.0	79.0	86.0	93.0	100.0
NE 6th-8th				95.0	87.7	91.6	87.0	93.3					
NE 8th	77.0	82.8	81.0	94.3	89.3	95.5	87.5	92.5					
Math 11	69.0	69.0	69.0	74.2	74.2	74.2	79.3	79.3	79.3	84.5	89.7	94.8	100.0
NE 11	78.0	80.0	92.5	86.3	89.7	88.0	91.0	82.7					
Science	<i>NO STATE TRAJECTORY FOR SCIENCE</i>												
NE 3rd-5th			81.2	82.5	90.7	88.8	86.2	82.9					
NE 5th			81.1	85.4	87.7	84.0	91.3	85.4					
NE 6th-8th			92.6	92.7	88.4	90.3	89.5	87.3					
NE 8th			83.3	98.2	92.9	97.7	83.6	90.9					
NE 11			96.1	84.9	93.1	86.0	92.7	88.2					

We were able to meet this goal in the area of Reading and Math for grades 6-8. We were not able to meet this goal in grades 3-5 or grade 11 for any of the three subject areas, or in the area of Science for grades 6-8.

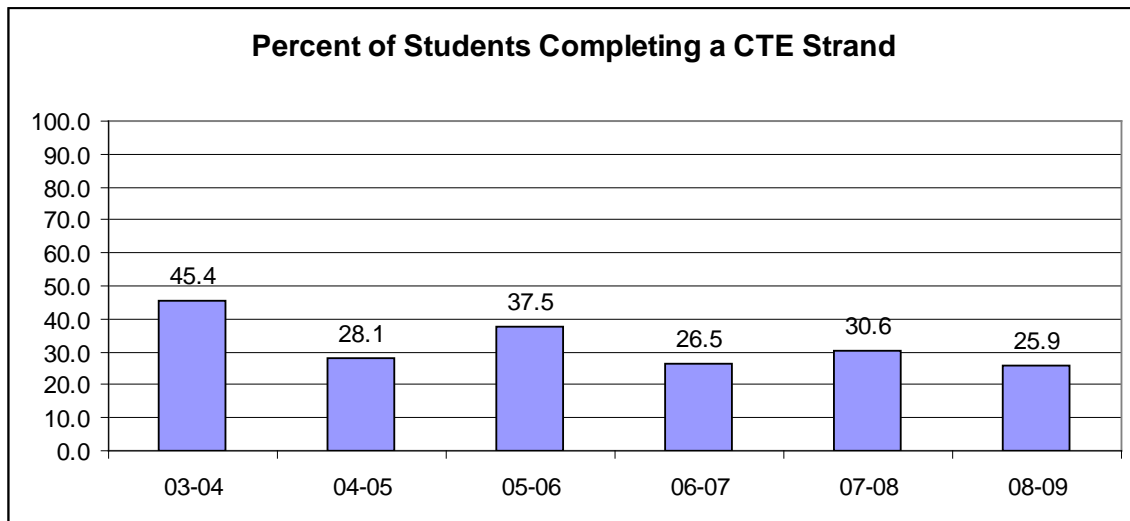
Annual Improvement Goal 1.2: By the year 2009, the percentage of students in grade 11 who are proficient in Work Keys reading and math will increase from 2008 scores.

Work Keys Assessment

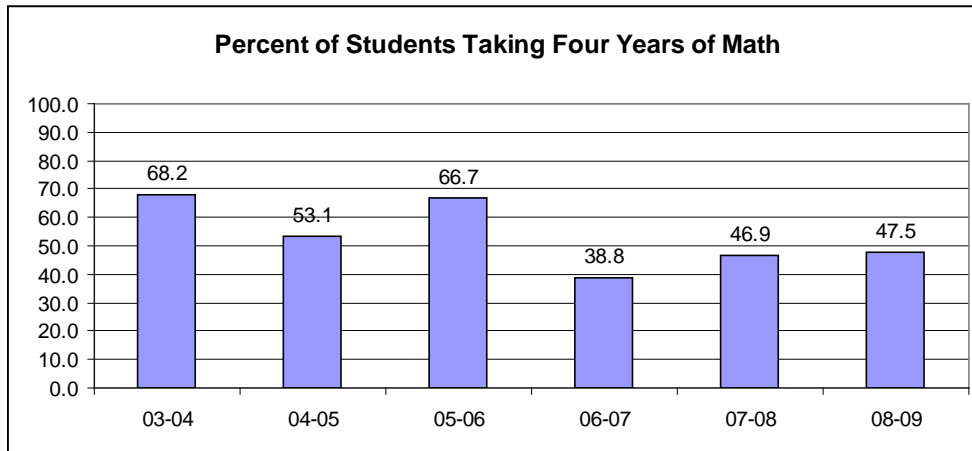
Work Keys is an assessment given to all eleventh grade students to determine their level of skills in the area of reading and math as they relate to work place requirements. Students receive a score between 1 and 7 with levels 1-3 considered below proficient, levels 4-5 being intermediately proficient and levels 6-7 being highly proficient.



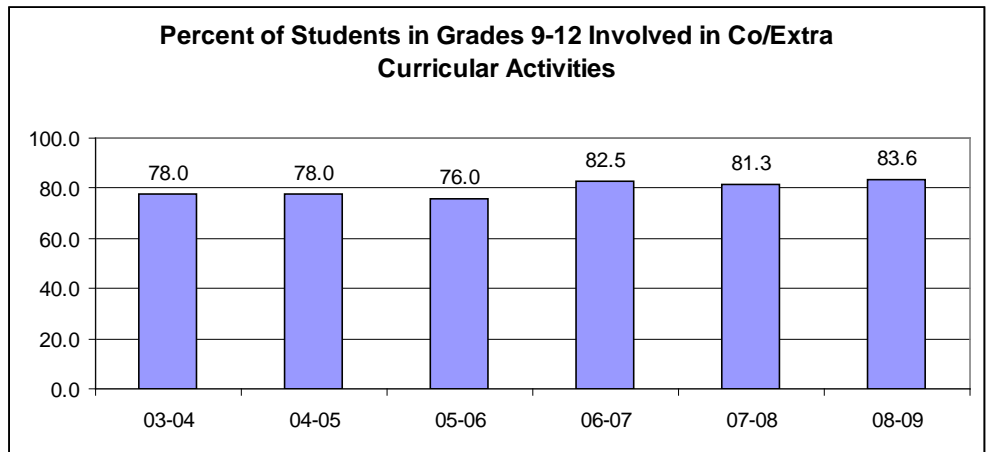
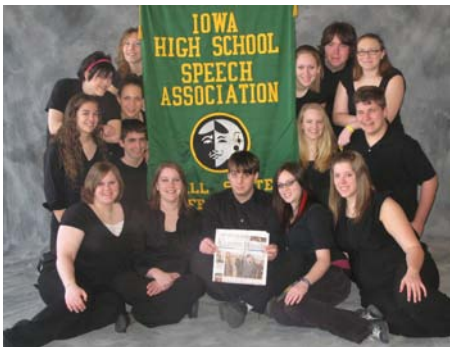
Annual Improvement Goal 2.1: By the year 2009, the percentage of seniors who have completed a strand in a Career and Technical area will increase from 2008 rates.



Annual Improvement Goal 2.2: By the year 2009, the percentage of seniors who have taken four years of high school math will meet or exceed 70%.



Annual Improvement Goal 3.1: By the year 2009, the percentage of students in grades 9-12 involved in co/extra curricular activities will increase from 2008 rates.



Annual Improvement Goal 4.1: By the year 2008, the percentage of students in grades 6, 8 and 11 who indicate they have been bullied will decrease from 2005 scores, as measured by the Iowa Youth Survey.

- The percentage of students in grade 6 who indicated they have been bullied decreased from 67% to 58 %.
- The percentage of students in grade 8 who indicated they have been bullied increased from 65% to 80%.
- The percentage of students in grade 11 who indicated they have been bullied decreased from 54% to 51%.

NORTHEAST MIDDLE/HIGH SCHOOL

Graduation Rate

The 2007-2008 graduation rate for Northeast is 98.0%. This is above the statewide graduation rate of 88.7. The high school graduation rate is calculated by dividing the number of high school graduates in a given year by the estimated number of 9th grade students four years previous (the sum of the number of graduates and the number of dropouts over the four year series). Due to state calculations, the reported graduation rate is always a year behind other data listed in this report.

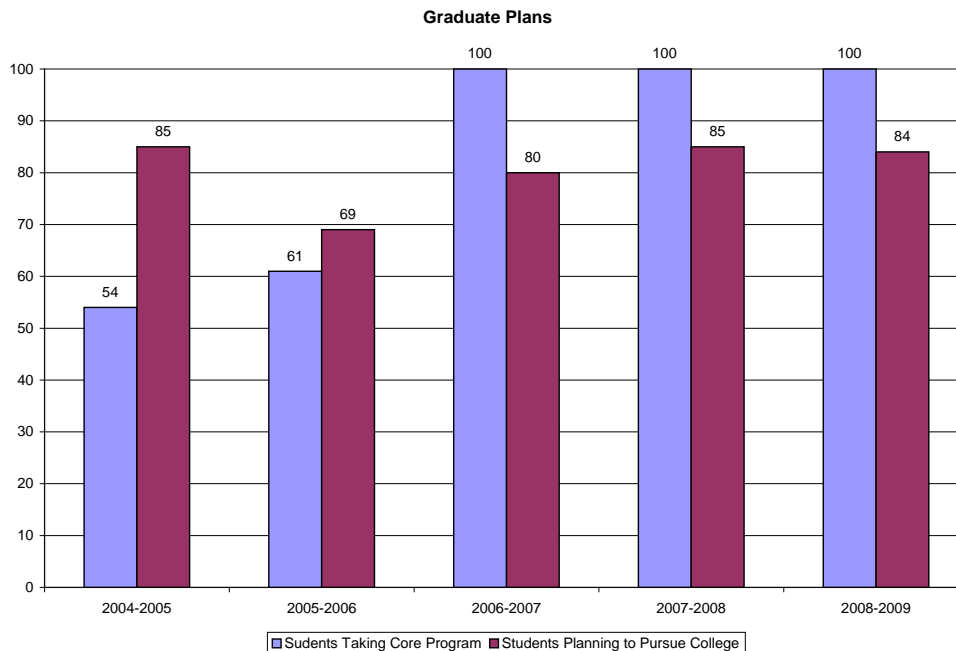


Class of 2009 Plans

The students in the class of 2009 were interviewed regarding their plans for the future. The results indicate 84% of our students intend to pursue some form of postsecondary education.

Completion of a Core Program

Students who complete a core program of study in high school generally do better on college entrance exams. A core program is defined as four years of English/language arts and three or more years of mathematics, science, and social studies. The percentage of students completing a core program of study in 2008-2009 was 100%. All Northeast students are required to complete a core program of studies.



NORTHEAST MIDDLE/HIGH SCHOOL

College Entrance Scores

The American College Testing Program (ACT) is the usual college-bound entrance exam taken by students in Iowa. Students generally take this exam their junior year; however some sophomores and some seniors also take the exam. Forty-nine percent of our graduating seniors took this exam at some point during high school, compared to 65% of last year's seniors and 66% the year before.

Average ACT Scores

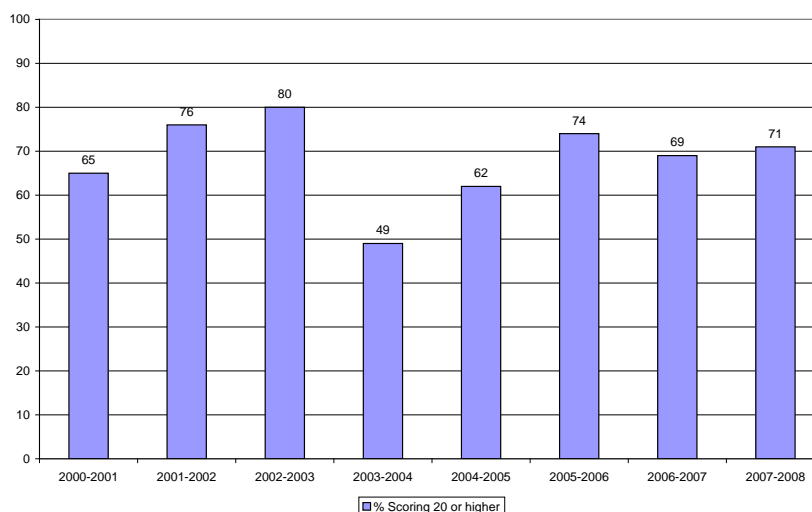
Grad Year	Number Tested	English		Math		Reading		Science		Composite	
		Local	State	Local	State	Local	State	Local	State	Local	State
2004	33	21.6	21.4	23.1	21.8	23.1	22.4	23.3	22.1	22.9	22.0
2005	40	19.5	21.5	20.2	21.7	20.9	22.4	21.3	22.1	20.5	22.0
2006	38	20.6	21.6	20.2	21.8	21.6	22.5	20.8	22.1	21.0	22.1
2007	36	22.5	21.6	21.5	21.9	23.3	22.6	22.8	22.3	22.7	22.3
2008	23	20.3	21.9	20.2	22.0	21.8	22.9	21.5	22.3	21.1	22.4
2009	29	22.9	21.9	20.5	21.9	23.8	22.9	22.8	22.4	22.5	22.4

Percent of Students Meeting College Readiness Benchmarks on ACT

Grad Year	Number Tested	English (18)		Math (22)		Reading (21)		Science (24)		All Four	
		Local	State	Local	State	Local	State	Local	State	Local	State
2004	33	76	77	61	49	67	60	42	34	33	27
2005	40	60	77	33	48	48	59	30	34	23	26
2006	38	74	77	29	50	55	62	24	35	26	27
2007	36	75	78	39	50	69	61	47	36	31	28
2008	23	65	79	34	50	65	63	29	37	17	29
2009	29	90	79	31	50	62	64	31	37	21	29

A composite score of 20 or higher on the ACT is an indication of probable post-secondary success. Seventy-one percent of our students in grades 9-12 who took the ACT scored 20 or higher on the composite.

ACT Scores: Percent of Graduates Scoring 20 or Higher

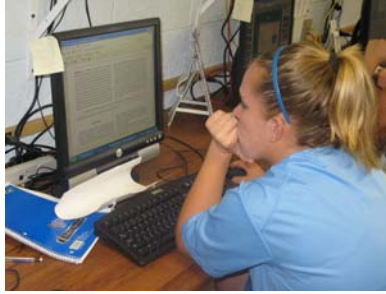


ACADEMIC ACHIEVEMENT

The Northeast Community School District assesses reading using the Iowa Test of Basic Skills in grades 1 through 8 and the Iowa Test of Educational Development in grades 9-12. These assessments are given in February and are used to compare the performance of our students with students in the state and nation. We also look at the performance of subgroups of students including gender, race, socio-economic status and students with disabilities.

This chart compares the performance of our students within the subgroup categories of gender (male vs. female), socio-economic status (low socio-economic status vs. non-low socio-economic status) and disability (students with Individualized Education Plans vs. students without IEPs). To be considered “proficient”, students must achieve above the 40th percentile in the reading comprehension, math total, or science portion of the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED).

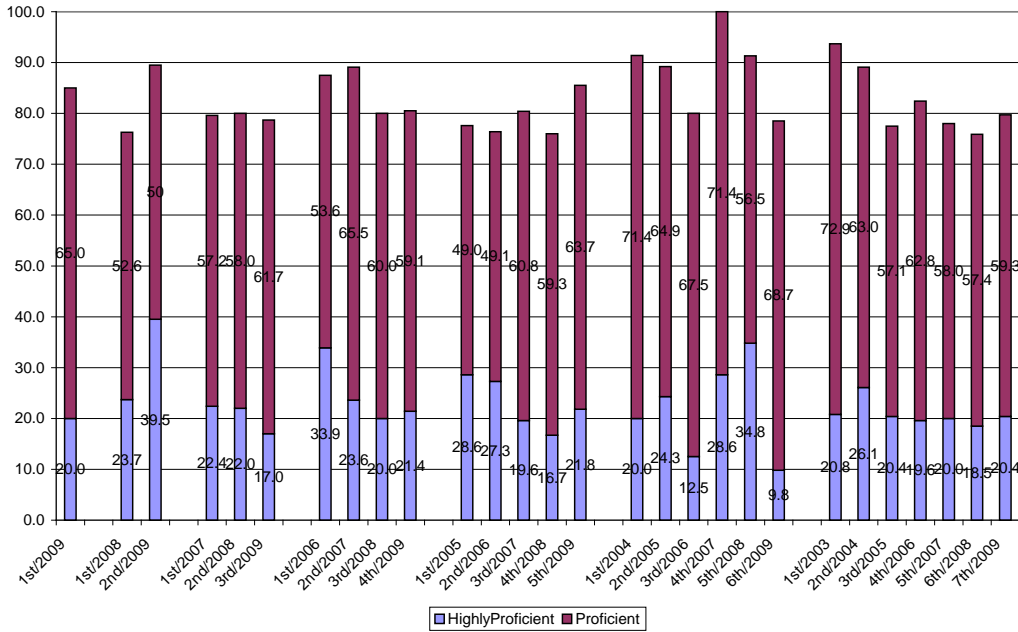
		2008				2009			
		N	Reading	Math	Science	N	Reading	Math	Science
3rd-5th grade	Male	80	81.2	88.7	84.8	75	80.0	81.7	81.6
	Female	80	82.5	93.8	87.5	88	83.0	86.3	84.1
6th-8th grade	Male	89	82.0	89.7	89.9	86	80.2	94.2	88.3
	Female	72	68.0	84.7	88.9	79	79.7	92.4	86.0
11th grade	Male	28	89.2	92.8	92.9	22	81.7	86.4	85.7
	Female	27	92.6	88.9	92.6	30	89.9	80.0	90.0
3rd-5th grade	Low SES	43	74.5	88.5	81.4	50	74.0	74.6	70.5
	Non-Low SES	117	84.6	92.3	87.9	113	84.9	88.5	88.5
6th-8th grade	Low SES	41	70.7	80.0	87.8	41	75.6	90.0	85.4
	Non-Low SES	120	77.5	90.0	90.0	124	81.4	94.4	88.0
11th grade	Low SES	7	57.1	57.1	57.1	8	75.0	75.0	100.0
	Non-Low SES	48	95.8	96.0	97.9	44	88.7	84.1	86.1
3rd-5th grade	IEP	18	44.4	55.6	70.6	18	44.4	44.4	50.0
	Non IEP	142	86.6	95.8	88.0	145	86.2	89.1	87.0
6th-8th grade	IEP	17	23.5	35.3	58.8	20	35.0	57.9	55.0
	Non IEP	144	82.0	93.8	93.1	145	86.2	98.0	91.7
11th grade	IEP	6	50.0	83.3	66.6	4	25.0	25.0	50.0
	Non IEP	49	96.0	91.9	95.9	48	91.7	87.6	91.5



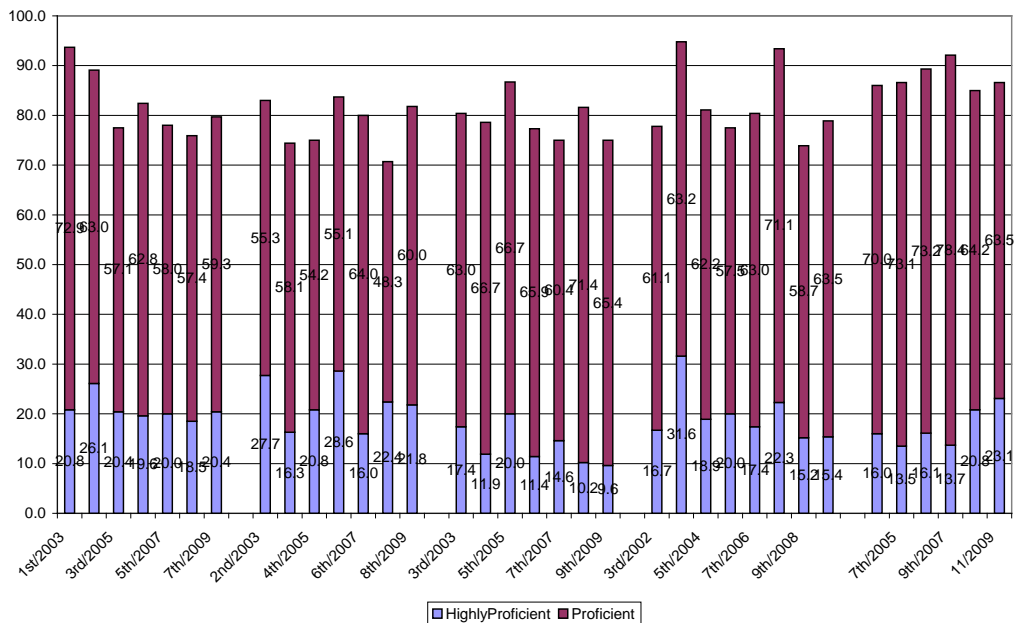
READING ACHIEVEMENT

The following two charts show the reading proficiency of our students as they progress through the grade levels. The dark color indicates the percentage of our students who were scored between the 41st and the 89th percentile; the light color indicates the students who scored at or above the 90th percentile and are considered to be “highly proficient.”

ELEMENTARY READING



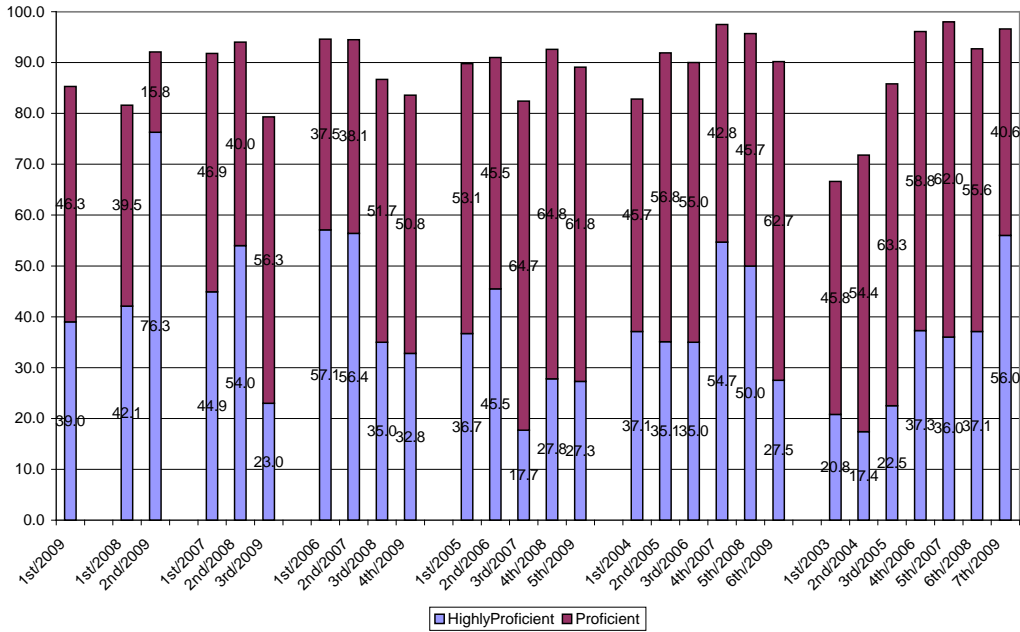
MIDDLE SCHOOL/HIGH SCHOOL READING



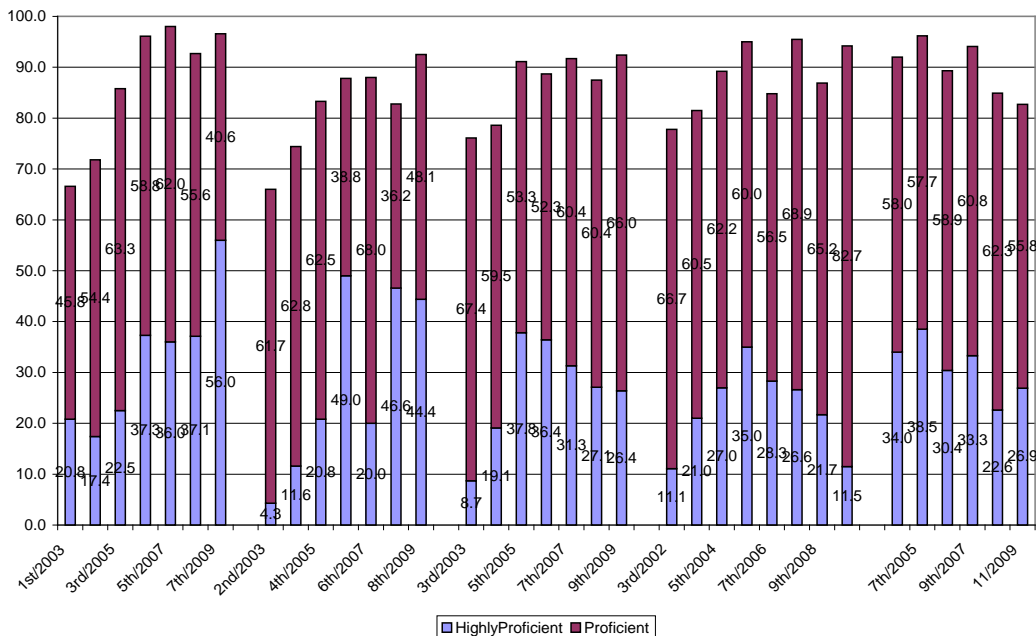
MATH ACHIEVEMENT

The following two charts show the math proficiency of our students as they progress through the grade levels. The dark color indicates the percentage of our students who were scored between the 41st and the 89th percentile; the light color indicates the students who scored at or above the 90th percentile and are considered to be “highly proficient.”

ELEMENTARY MATH



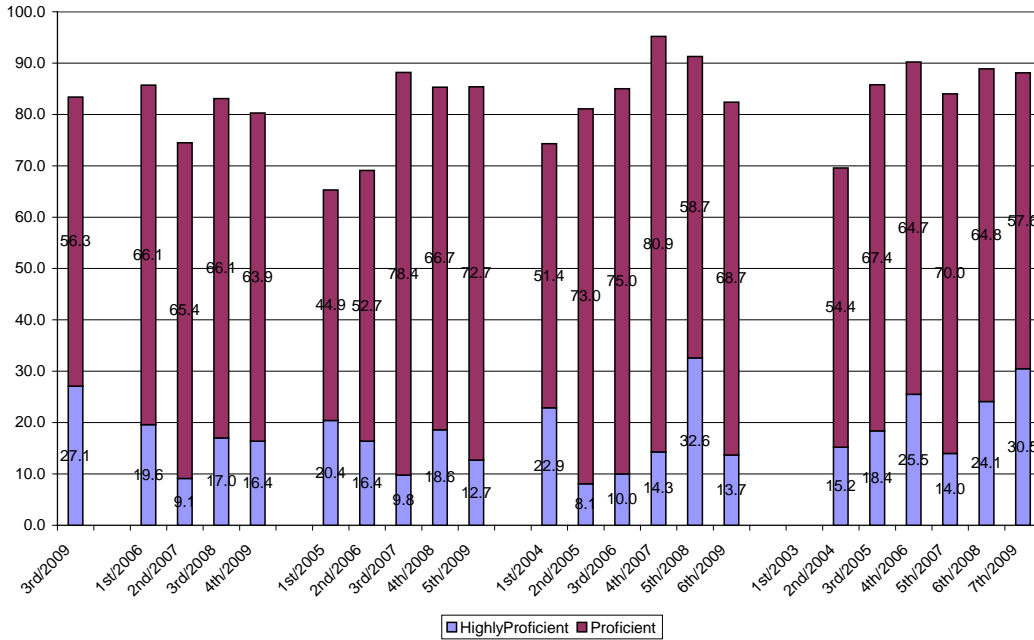
MIDDLE SCHOOL/HIGH SCHOOL MATH



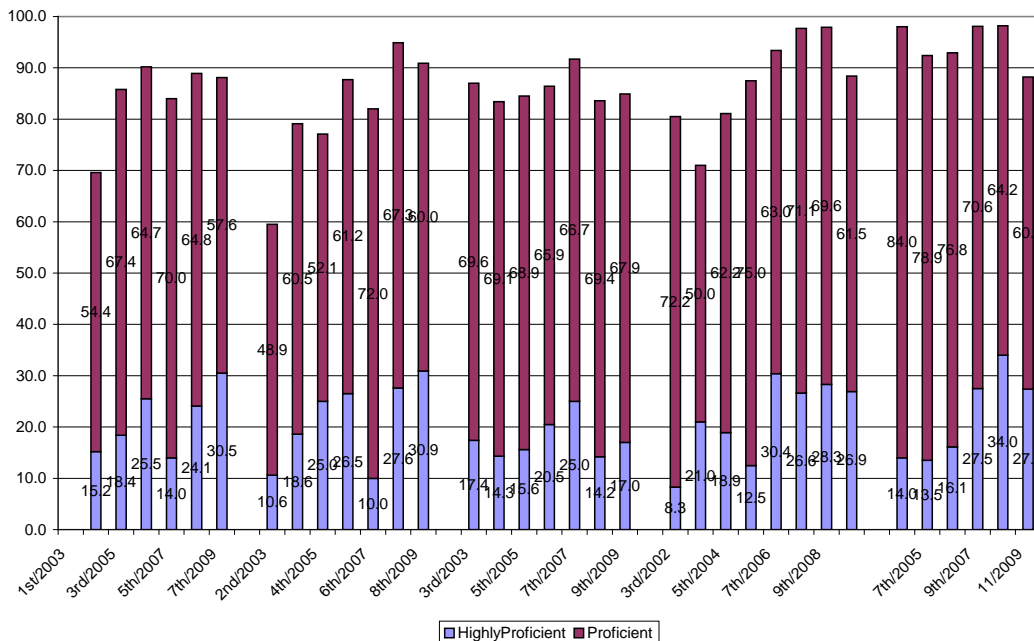
SCIENCE ACHIEVEMENT

The following two charts show the science proficiency of our students as they progress through the grade levels. The dark color indicates the percentage of our students who were scored between the 41st and the 89th percentile; the light color indicates the students who scored at or above the 90th percentile and are considered to be “highly proficient.”

ELEMENTARY SCIENCE



MIDDLE SCHOOL/HIGH SCHOOL SCIENCE



MEASURING STUDENT PROGRESS

Early Literacy

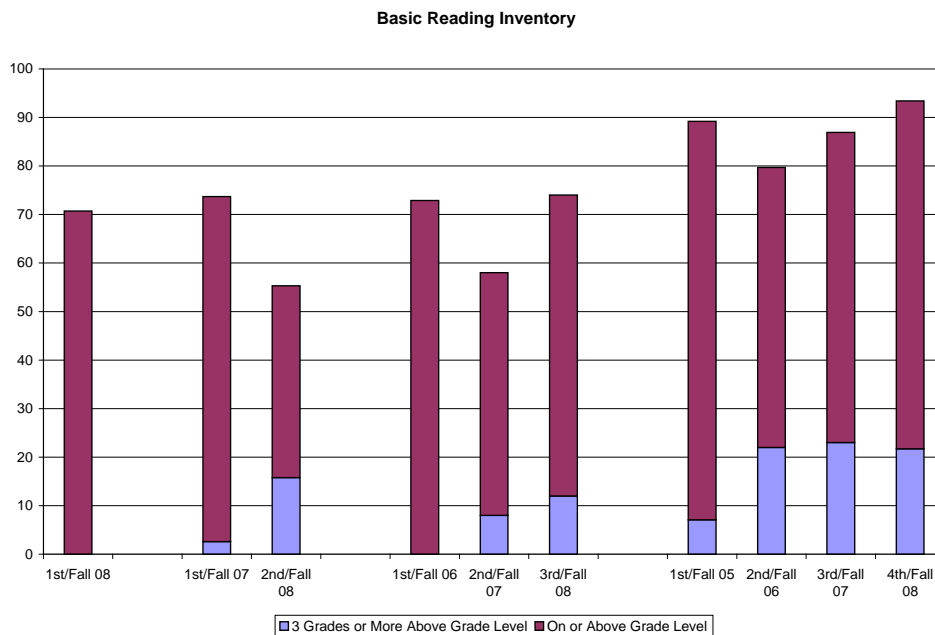
Literacy is the cornerstone for our kindergarten through 12th grade curriculum. Providing all students with a rigorous reading program in the early grades lays the foundation for the rest of our students' education. Through this belief we have been able to:

- ◆ Maintain a high rate of reading proficiency in our lower grades;
- ◆ Provide staff development in reading and writing instruction;
- ◆ Purchase additional reading material for use in guided reading groups;
- ◆ Administer the ITBS assessment to all students beginning in first grade;
- ◆ Administer the Basic Reading Inventory to all students in grades K through 4;
- ◆ Create a teacher assistance team to provide additional resources for students who are experiencing reading difficulty;
- ◆ Develop a district special education delivery plan to better meet the needs of students who are experiencing reading difficulty;
- ◆ Utilize Title I funds to provide interventions, including "Reading Recovery" for students who experience reading difficulty in grades K-3;
- ◆ Implement the "Read Naturally" program for students who are experiencing reading difficulty for students in grades 2-6.



Basic Reading Inventory

At Northeast Elementary, students in grades K-4 are given the Basic Reading Inventory each fall. K-3rd grade students are given this assessment again each spring. This test is an individually administered diagnostic assessment. Results are used to place students into guided reading groups, and identify areas of weakness. The results of these assessments are provided to parents during parent/teacher conferences.



MEASURING STUDENT PROGRESS

Attendance

Attendance is an indicator of success in school as well as success in a career. Research indicates that effective schools have consistently high attendance rates.

Northeast has maintained consistent rates of attendance at or above 95%.

Average daily attendance rates for 2008-2009 were:

Elementary - 96.0% Middle/High School – 96.0 %



Additional Science Measures

In addition to standardized assessments, teachers create district-wide assessments to measure the progress that our students are making in science. A comprehensive science assessment was administered to all 10th grade students this spring to measure their knowledge of our four science standards. On this curriculum-based measurement students are required to attain a level of proficiency, and data is collected at the district level. A review of the data from the 2009 assessment indicates that 83.3% of our 10th grade students are proficient on this assessment.

2005: 88.7% 2006: 91.3% 2007: 83.6% 2008: 95.8% 2009: 83.3%

ITBS/ITED Standard Error of Measurement

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Education Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-55	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95

SAFE AND DRUG FREE SCHOOL MEASURES

Improvement Goal

Increase the demonstration of positive personal, social, service and leadership skills.

Number of referrals 7th- Total and total excluding tardies & cutting class	Total	207	04-05	05-06	06-07	07-08			
	- Exclusions	167	186	340	287	282			
Number of out of school suspensions 7th-12th	Number	20	04-05	05-06	06-07	07-08			
			2	16	21	15			
Number of in school suspensions 7th-12th	Number	26	04-05	05-06	06-07	07-08			
			10	24	24	29			
Number of good conduct violations	Number	3	04-05	05-06	06-07	07-08			
	3 year ave.	6.67	10.7	8.3	8.0	6.7			
Spectator sportsmanship ratings at athletic events	Baseball		1.36	1.66	1.49	1.12	State average		
	Football	1.14	1.42	1.05	1.22	1.24	Baseball: 1.28		
	Basketball	1.19	1.59	1.93	1.62	1.72	Football: 1.37		
	Wrestling	1.03		1.03	1.53	1.12	Basketball: 1.50		
Iowa Youth Survey Percent of students volunteering in the community (B3)	6th Grade	54	1999	2002	2005	2008	Male	Fem	Districts/Size
	8th Grade	49					50	60	6th: 47
	11th Grade	63					35	59	8th: 48
Iowa Youth Survey Percent of students who indicated they were paid job (B1)	6th Grade	15	1999	2002	2005	2008	71	56	11th: 58
	8th Grade	27			48	15	15	15	6th: 26
	11th Grade	59			40	27	35	21	8th: 29
Iowa Youth Survey Percent of students who reported are currently Tobacco (summary)	6th Grade	2	1999	2002	2005	2008	67	52	11th: 64
	8th Grade	4	0	2	0	2	4	0	6th: 2
	11th Grade	12	6	3	4	4	10	0	8th: 6
Iowa Youth Survey Percent of students who reported are currently Alcohol (summary)	6th Grade	2	42	34	42	12	13	12	11th: 24
	8th Grade	12	6	6	5	2	4	0	6th: 7
	11th Grade	30	20	24	17	12	10	14	8th: 16
Iowa Youth Survey Percent of students who reported are currently Drugs (summary)	6th Grade	6	56	62	55	30	25	35	11th: 35
	8th Grade	10	1999	2002	2005	2008	Male	Fem	Districts/Size
	11th Grade	6	2	0	5	6	7	5	6th: 6
Iowa Youth Survey Percent of students who reported being violent or aggressive (construct)	6th Grade	11	0	10	7	10	10	10	8th: 8
	8th Grade	16	9	14	17	6	4	8	11th: 16
	11th Grade	4	19	4	15	11	10	0	6th: 7
Iowa Youth Survey Percent of students who suicidal plans or attempts (construct)	6th Grade	9	6/6	8/4	5/2	9	11	5	6th: 6
	8th Grade	18	8/8	8/11	11/10	18	5	28	8th: 8
	11th Grade	10	9.5	17/16	13/11	10	13	8	11th: 10
Iowa Youth Survey Percent of students who reported a positive school student support	6th Grade	54	1999	2002	2005	2008	Male	Fem	Districts/Size
	8th Grade	37			46	37	46	65	6th: 46
	11th Grade	48			46	37	43	32	8th: 43
Iowa Youth Survey Percent of students who reported being bullied (construct)	6th Grade	53			67	53	54	53	6th: 54
	8th Grade	80			65	80	na	na	8th: na
	11th Grade	51			54	51	50	52	11th: 50

2009-2010 LONG RANGE & ANNUAL IMPROVEMENT GOALS

Long Range Goal 1:

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

Annual Improvement Goal 1.1: By the year 2010, the percentage of students in grades 3-5, 6-8 and 11 who are proficient in ITBS/ITED reading comprehension, math and science will increase from 2009 scores.

Long Range Goal 2:

All students will demonstrate rigorous and relevant learning to prepare for real world success.

Annual Improvement Goal 2.1: By the year 2010, the percentage of seniors who have completed a strand in a Career and Technical area will increase from 2009 rates.

Long Range Goal 3:

All students will experience supportive relationships, feel a sense of belonging and be motivated to learn.

Annual Improvement Goal 3.1: By the year 2010, the percentage of students in grades 9-12 involved in co/extra curricular activities will increase from 2009 rates.

Long Range Goal 4:

All students will demonstrate positive personal, social, service and leadership skills.



Annual Improvement Goal 4.1: By the year 2011, the percentage of students in grades 6, 8 and 11 who indicate they have been bullied will decrease from 2008 scores, as measured by the Iowa Youth Survey.

Northeast Community School District has no school buildings that have been identified in need of improvement through the NCLB legislation.

This community report was prepared by the Northeast Community School District. To receive additional copies, for more information about the contents of this report, or to comment call (563) 577-2249.

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