

Northeast Community School District



**Annual Progress Report to the Community
September 2006**

REPORT TO THE COMMUNITY

LEARNING FOR LIFE

Annual Progress Report to the Community



Published September 2006

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
Mark Mahmens	(563) 242-1058
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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We welcome your comments. 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.

OUR GOALS

QUALITY EDUCATION

Mission Statement

The mission of the Northeast Community School District, a progressive rural community center, is to prepare students to become productive and responsible members of a global society by providing a quality educational program in a supportive environment.



District Belief Statements

Northeast Community Schools will:

- Provide an educational program that is exciting, challenging, and comprehensive.
- Set high standards of achievement for all students in accordance with individual capacities.
- Promote the total commitment needed by the students, parents, school personnel, and community in assisting and encouraging all students to achieve standards of excellence in the school's objective of basic education and individual life long development.
- Maintain a firm and positive educational environment that will promote the development of one's self and human relationships with others.

Learning Goals

Student Learning Goals help us focus on what we want graduates of the Northeast Community School District to achieve. Our goals are infused into our curriculum beginning in kindergarten and continuing through 12th grade.

- Personal and Social Responsibility
 - Academic Competence
 - Cultural and Global Understanding
 - Effective Communication Skills
 - Critical and Creative Thinking Skills
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District Slogan: Learning for Life

LONG RANGE & ANNUAL IMPROVEMENT GOALS

Student Achievement Goal 1:

All students will achieve high levels in reading comprehension, mathematics and science, prepared for success beyond high school.

Annual Improvement Goal 1: By the year 2007, students in grades 3-5, 6-8 and 11 will make Adequate Yearly Progress in reading comprehension and math to meet or exceed NCLB requirements.



Annual Improvement Goal 2: By the year 2007, the total percentage of students in grades 3-11 achieving “highly proficient” scores in reading comprehension, math and science will increase from established baseline data.

Long Range Goal 2:

All students will use technology in developing proficiency in reading comprehension, mathematics and science.

Annual Improvement Goal 1: Increase technology utilization that focuses on the attainment of student achievement goals.

Annual Improvement Goal 2: All eighth grade students will demonstrate technology proficiency on a locally determined assessment.

Long Range Goal 3:

All students will feel safe and connected to school, and make positive personal choices.

Annual Improvement Goal 1: Increase the percentage of high school students reporting they are active through work-study, service learning, and co-curricular and extra curricular activities.

Annual Improvement Goal 2: Increase the positive student participation in show of sportsmanship at athletic events.

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

NORTHEAST MIDDLE/HIGH SCHOOL

Graduation Rate

The 2004-2005 graduation rate for Northeast is 98.15%. This is well above the statewide graduation rate of 90.7. 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.

Dropout Rates

The dropout rate at Northeast is significantly below the national average. For 2005-2006 school year 0.3 percent of all students were considered dropouts for grades 7-12. The At-Risk Program offers extra assistance to students considered to be at risk of dropping out of school. In addition, the district offers an alternative school for students who benefit from an alternative school setting.

Class of 2006 Plans

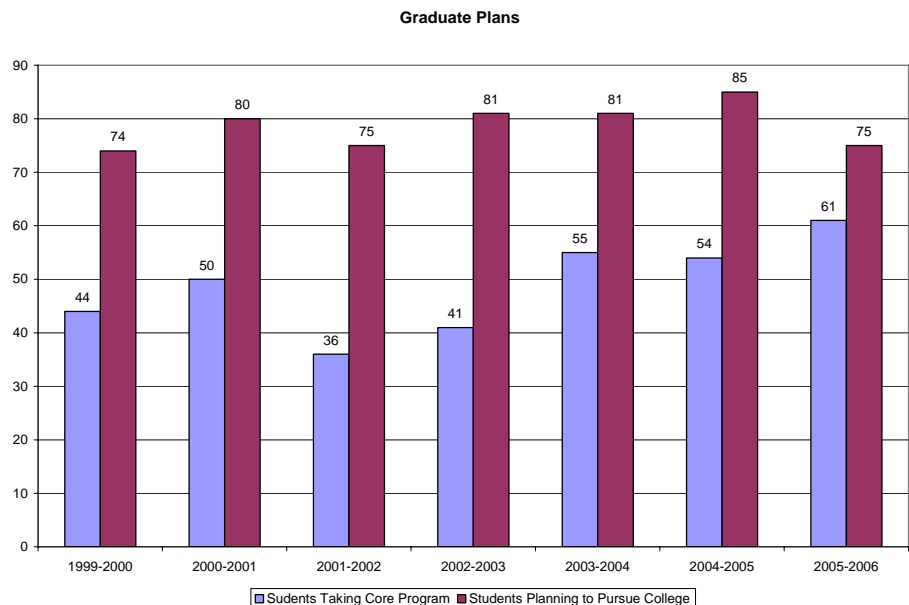
The students in the class of 2006 were interviewed regarding their plans for the future. The results indicate 75% of our students intend to pursue some form of postsecondary education.

- 32 percent plan to enter a 4-year college
- 5 percent plan to pursue career training
- 38 percent plan to enter a community college
- 20 percent plan to enter the work force
- 5 percent plan to enter the military

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 2005-2006 was 61%. Beginning with the graduating class of 2008, all Northeast students will be required to complete a core program of studies.



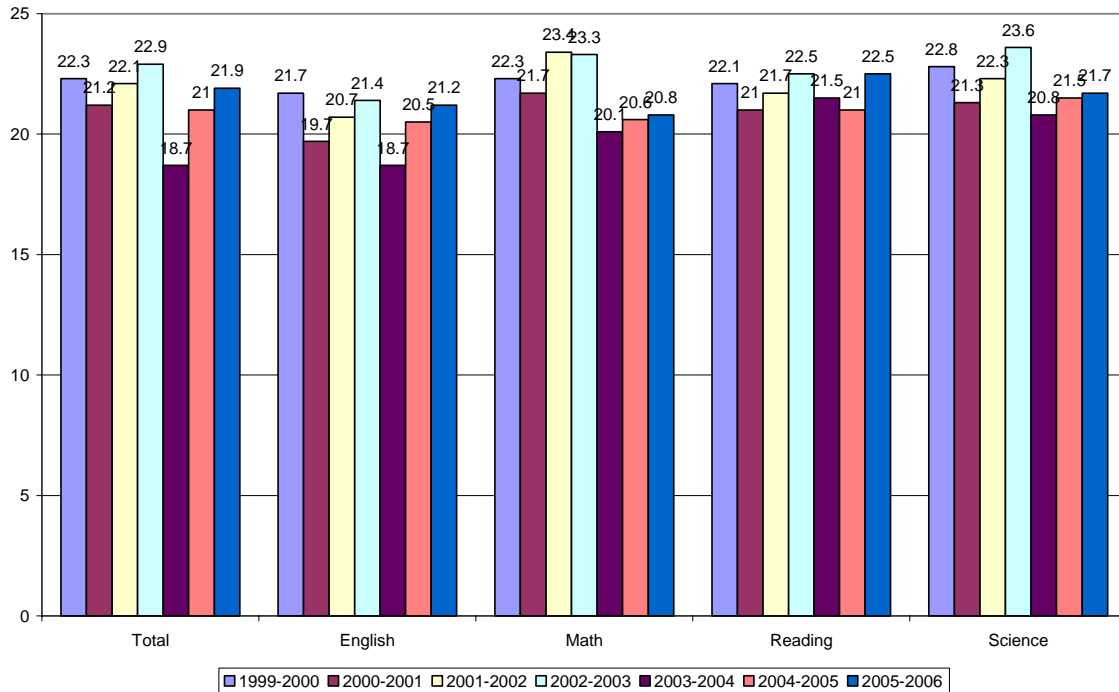
NORTHEAST MIDDLE/HIGH SCHOOL

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. Sixty-six percent of our graduating seniors took this exam at some point during high school, compared to 77% of last year's seniors.

Average ACT Scores for 2006	
English	21.24
Math	20.75
Reading	22.48
Science	21.68
Composite	21.86

ACT Scores



Teacher Qualifications

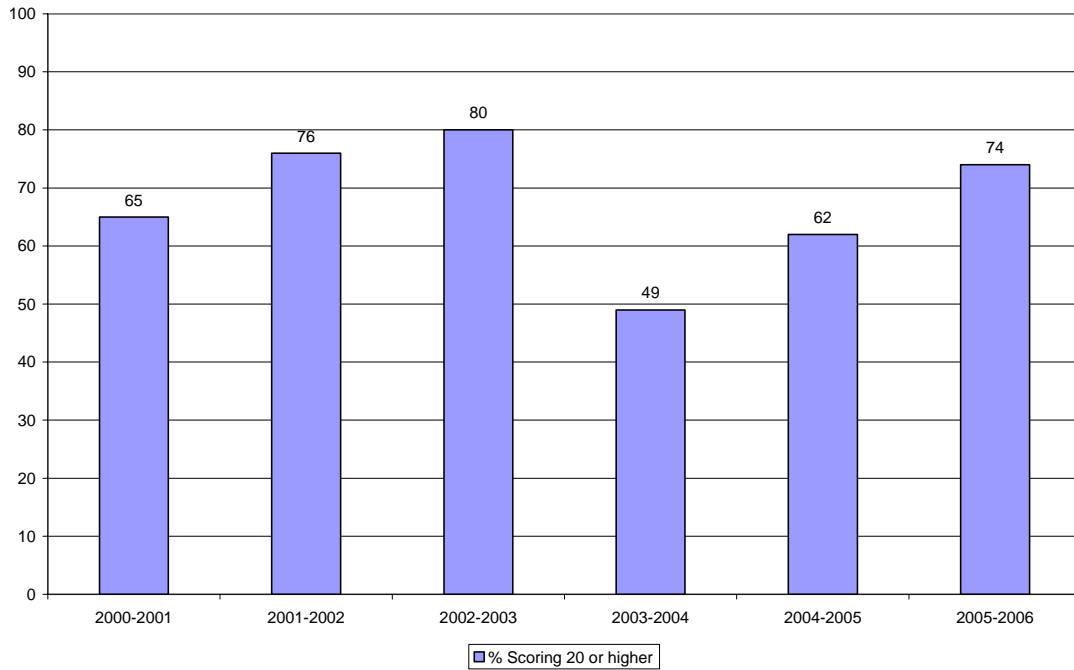
All parents have a right to know their child's teacher's qualifications. Parents have a right to know if the teacher meets state licensure and endorsement requirements for grade levels and subjects taught and the degrees and graduate certifications of the teacher. This information can be obtained by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

NORTHEAST MIDDLE/HIGH SCHOOL

College Entrance Scores

The American College Testing Program (ACT) is the usual college-bound entrance exam taken by students in Iowa. A score of 20 or higher on the ACT is an indication of probable post-secondary success. Seventy-four percent of our students who took the ACT scored 20 or higher.

ACT Scores: Percentage of Students Scoring 20 or Higher



MEASURING STUDENT PROGRESS

Assessments

The district uses a variety of ways to measure the success of students. Classroom teachers assess students' learning every day in a multitude of ways, both formally and informally. Classroom discussions, quizzes, homework, reports, projects, and tests are among the tools used to gauge each student's progress.

Assessment	Grades
Iowa Test of Basic Skills	1 through 8
Iowa Test of Educational Development	9 through 11
New Standards Math Reference Exam	4 and 8
New Standards Language Arts Reference Exam	4 and 8
Work Keys Assessment of Math	11
Work Keys Assessment of Reading	11
Science Curriculum Based Measurements	10
Basic Reading Inventory	K through 6
Technology Assessment	Grade 8

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 for grades 4, 8, and 11. We are now required to collapse the data from grades 3-5 and 6-8 to determine if we have met these goals.

State of Iowa Accountability Plan
Trajectory Calculations

	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
Read 4 th	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
NE 4 th	87.0	94.7	78.6	77.8	82.3								
NE 3 rd -5 th				82.0	82.1								
Math 4 th	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
NE 4 th	91.0	81.6	78.6	84.4	96.1								
NE 3 rd -5 th				88.7	82.9								
Read 8 th	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
NE 8 th	71.0	81.3	78.5	98.1	89.4								
NE 6 th -8 th				88.7	82.9								
Math 8 th	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
NE 8 th	77.0	82.8	81.0	94.3	89.2								
NE 6 th -8 th				95.0	87.7								
Read 11 th	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
NE 11 th	82.0	64.0	92.5	84.3	84.4								
Math 11 th	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
NE 11 th	78.0	80.0	92.5	86.3	89.7								

READING 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 our students to other students in Iowa and the nation. To be considered "proficient", students must achieve above the 40th percentile in the reading comprehension portion of the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED).

ITBS/ITED Reading Achievement Comparisons Percentage of Students Proficient			
	Local	State	Nation
Grade 4	82.3	78.0	60.0
Grade 8	89.4	70.6	60.0
Grade 11	84.4	77.0	60.0

This chart shows local trends in reading achievement data for grades 4, 8 and 11.

ITBS/ITED Reading Achievement Trends Overall Percentage of Students Proficient			
	2003-04	2004-05	2005-06
Grade 4	80.0	75.0	82.3
Grade 8	78.7	96.4	89.4
Grade 11	92.6	83.0	84.4

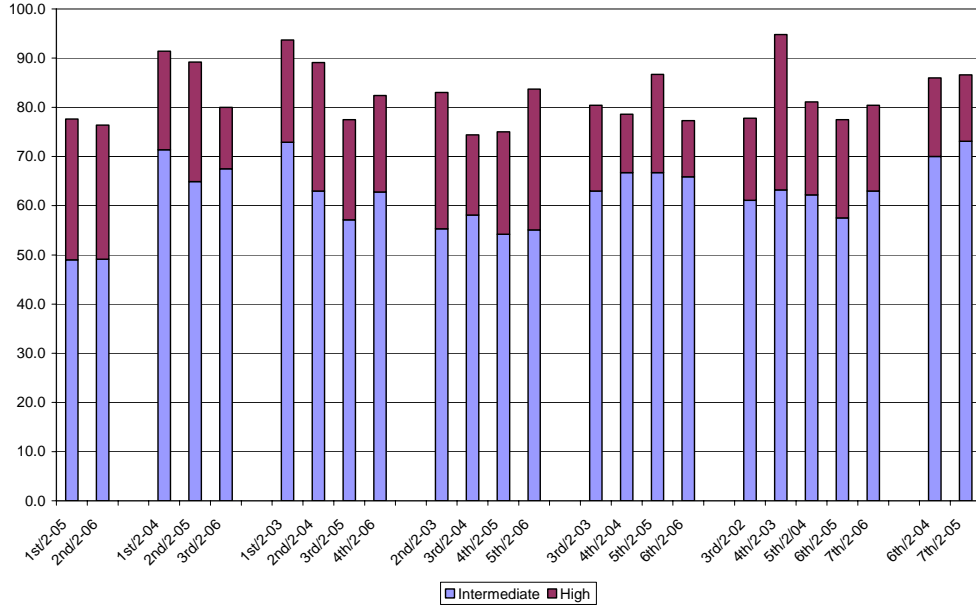
This chart compares the reading achievement of male students with female students for grades 4, 8 and 11.

ITBS/ITED Reading Achievement Trends by Gender Percentage of Students Proficient				
		2003-04	2004-05	2005-06
Grade 4	males	73.9	82.8	85.1
	females	76.0	75.0	79.1
Grade 8	males	93.5	75.0	83.3
	females	>99	81.5	93.3
Grade 11	males	72.0	87.5	85.6
	females	92.9	96.7	82.6

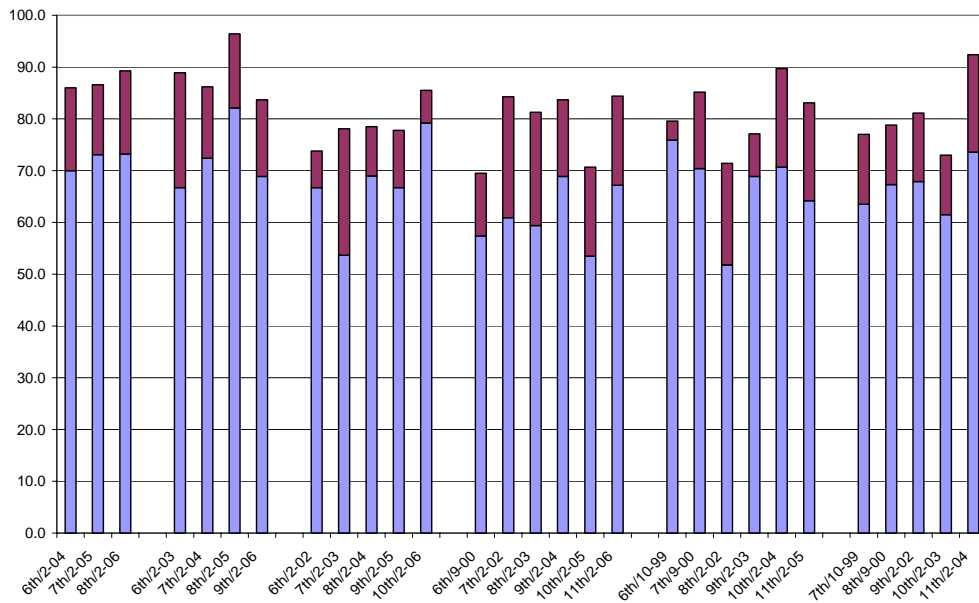
READING ACHIEVEMENT

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

Elementary Reading Proficiency



Middle/High School Reading Proficiency



MATH ACHIEVEMENT

The Northeast Community School District assesses math 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 our students to other students in Iowa and the nation. To be considered “proficient”, students must achieve above the 40th percentile in the math portion of the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED).

ITBS/ITED Math Achievement Comparisons Percentage of Students Proficient			
	Local	State	Nation
Grade 4	96.1	78.8	60.0
Grade 8	89.2	73.8	60.0
Grade 11	89.7	78.4	60.0

This chart shows local trends in math data for grades 4, 8 and 11.

ITBS/ITED Math Achievement Trends Overall Percentage of Students Proficient			
	2003-04	2004-05	2005-06
Grade 4	80.0	83.3	96.1
Grade 8	80.9	91.1	89.2
Grade 11	92.6	86.8	89.7

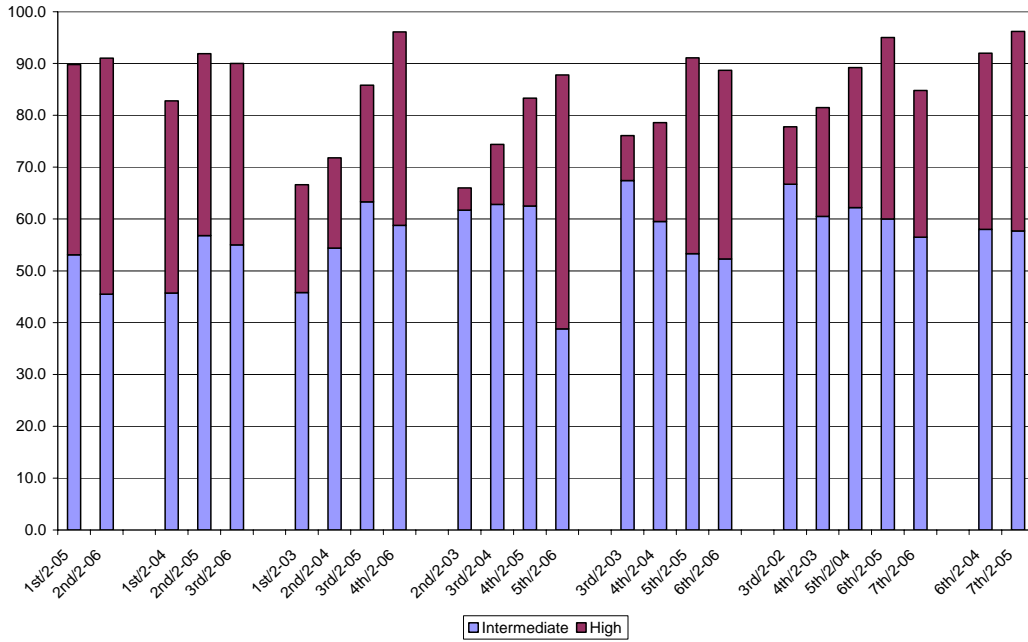
This chart compares math achievement of male students with female students for grades 4, 8 and 11.

ITBS/ITED Math Achievement Trends by Gender Percentage of Students Proficient				
		2003-04	2004-05	2005-06
Grade 4	males	82.6	82.8	96.2
	females	84.0	75.0	95.9
Grade 8	males	87.1	90.0	95.8
	females	96.0	74.1	84.4
Grade 11	males	92.0	91.7	91.4
	females	82.1	93.2	86.9

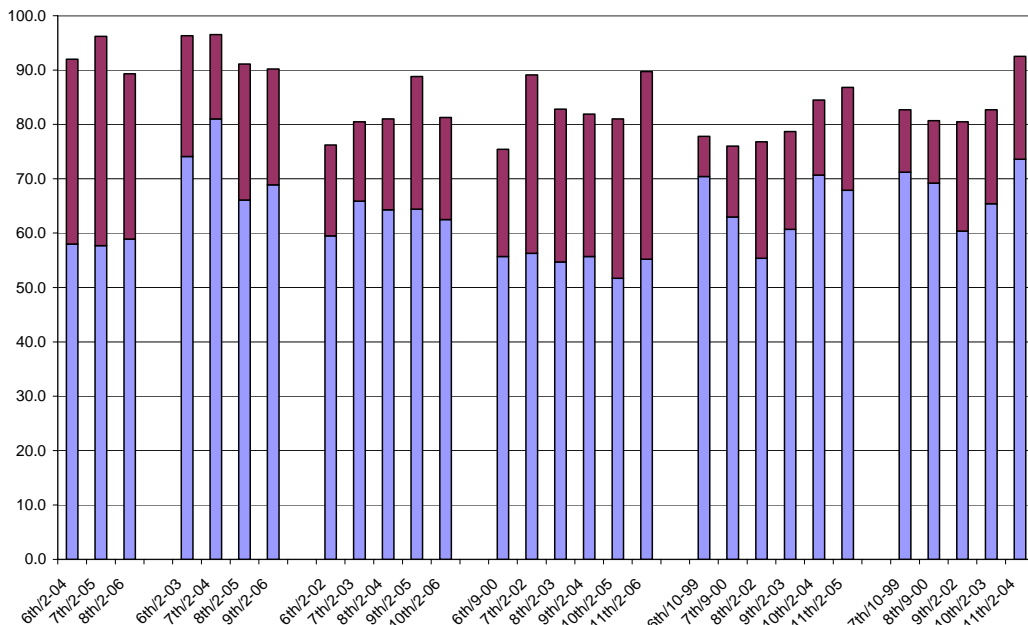
MATH ACHIEVEMENT

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

Elementary Math Proficiency



Middle/High School Math Proficiency



SCIENCE ACHIEVEMENT

The Northeast Community School District assesses science 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 our students to other students in Iowa and the nation. To be considered “proficient”, students must achieve above the 40th percentile in the science portion of the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED).

ITBS/ITED Science Achievement Comparisons Percentage of Students Proficient			
	Local	State	Nation
Grade 5	87.7	NA	NA
Grade 8	92.8	79.2	60.0
Grade 11	93.1	79.7	60.0

This chart shows local trends in science data for grades 4, 8 and 11.

ITBS/ITED Science Achievement Trends Overall Percentage of Students Proficient			
	2003-04	2004-05	2005-06
Grade 5	80.5	84.4	87.7
Grade 8	83.0	98.2	92.8
Grade 11	96.3	84.9	93.1

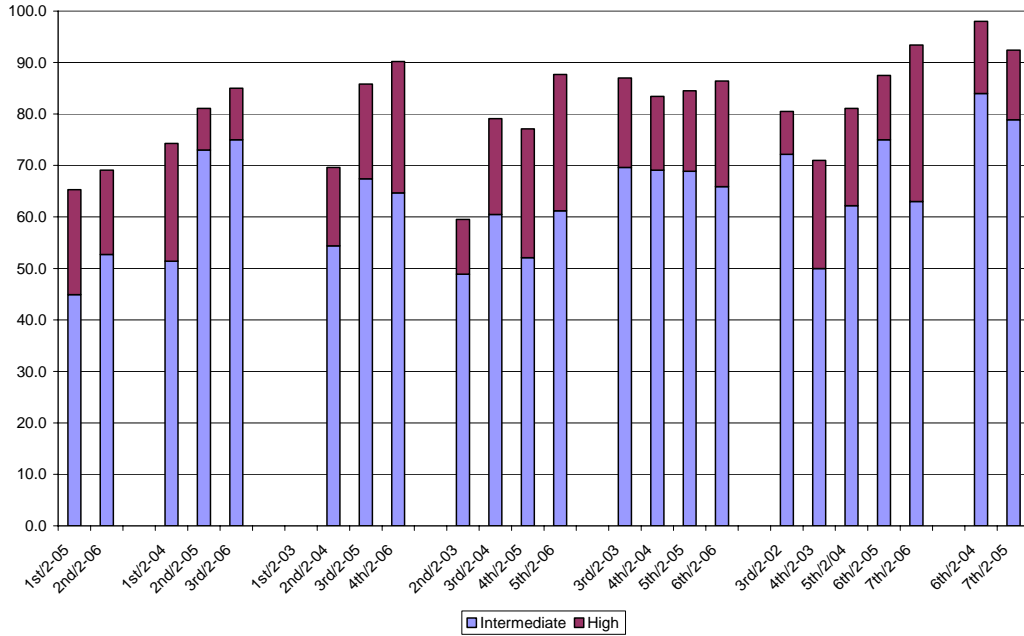
This chart compares science achievement of male students with female students for grades 4, 8 and 11.

ITBS/ITED Science Achievement Trends by Gender Percentage of Students Proficient				
		2003-04	2004-05	2005-06
Grade 5	males	88.9	96.4	88.0
	females	73.9	64.7	87.5
Grade 8	males	90.0	96.8	91.6
	females	77.8	>99	93.8
Grade 11	males	91.7	84.0	97.1
	females	>99	85.7	86.8

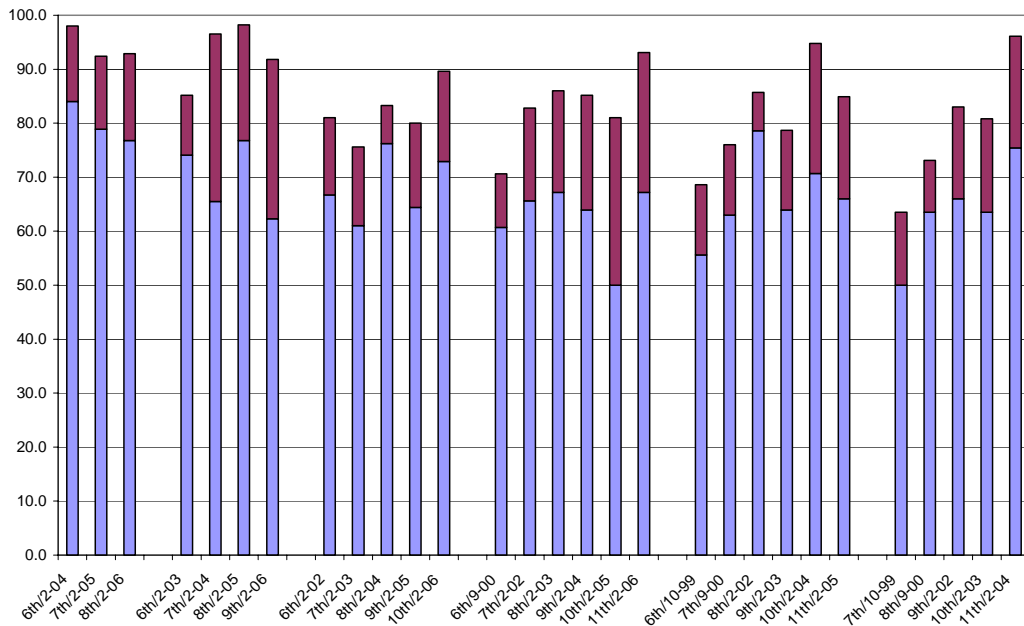
SCIENCE ACHIEVEMENT

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

Elementary Science Proficiency



Middle/High School Science Proficiency



MEASURING STUDENT PROGRESS

New Standards

At Northeast, the New Standards Language Arts and Math Reference Exams are given at grades 4 and 8. Unlike the Iowa Tests of Basic Skills, which gives us information about how our students do as compared to other students, the New Standards Assessments tells us how our students do in meeting certain standards. This test requires students to apply skills, use concepts to solve problems and communicate to others. When given the results of this assessment, students are provided with specific strategies that will help them improve.

New Standards Assessment Percentage of Students who are Proficient								
	Fourth Grade				Eighth Grade			
	2003-04	2004-05	2005-06	Nation	2003-04	2004-05	2005-06	Nation
Math								
Skills	78	72	81	41	80	68	81	36
Concepts	33	28	35	15	38	36	52	16
Problem Solving	11	19	41	14	29	34	54	13
Reading								
Understanding	75	75	82	59	73	67	75	46
Analysis	73	62	66	35	42	49	40	24
Writing								
Effectiveness	60	61	62	38	60	65	49	47
Conventions	58	73	62	41	62	56	60	51



MEASURING STUDENT PROGRESS

Early Literacy

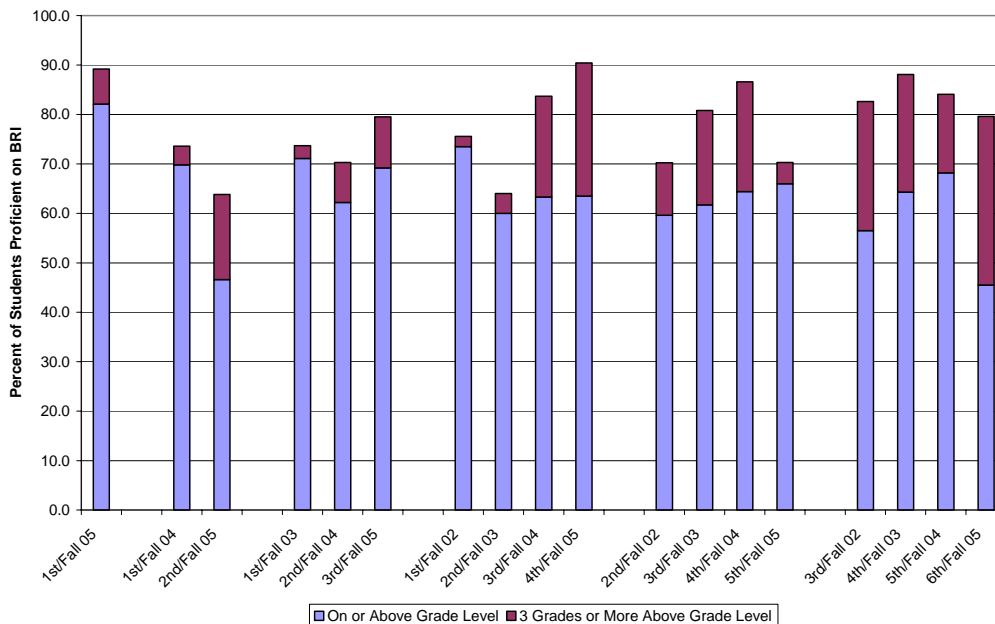
Literacy is the cornerstone for our kindergarten through 12th grade curriculum. Providing all students with a rigorous reading program in the early grades lays the foundation for the rest of our students' education. Through this belief we have been able to:

- ◆ 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 6;
- ◆ 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, all students 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.

BASIC READING INVENTORY RESULTS



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. K-8 average daily attendance for 2004-2005 was 96.6 which was above the state average of 95.8. Due to state calculations, the reported K-8 attendance rate is always a year behind other data listed in this report. Average daily attendance rates for 2005-2006 were:



Elementary 96.4% Middle School 97.0% High School 95.4%

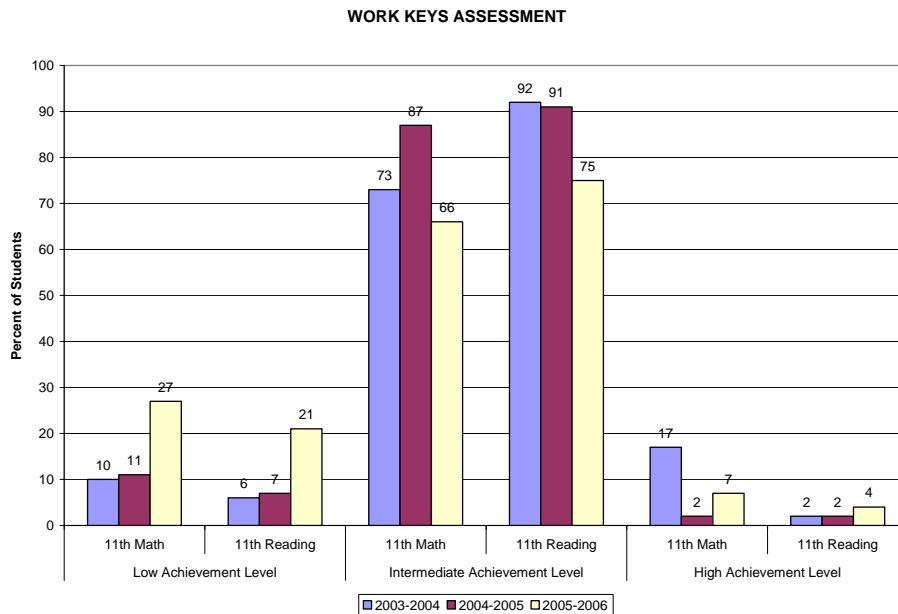
Additional Science Measures

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 2006 assessment indicates that 91.3% of our 10th grade students are proficient on this assessment. This has increased each year.

2004: 83.6% 2005: 88.7% 2006: 91.3%

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 4-6 being intermediately proficient and level 7 being highly proficient.



TECHNOLOGY GOALS AND RESULTS

Proficiency in the use of technology is a “basic skill” for today’s students. Northeast’s technology plan ensures that all students will have the skills for success.

Annual Improvement Goals

Increase technology utilization that focuses on the attainment of student achievement goals and establish a baseline for technology proficiency on a locally determined assessment.

Evidence of progress includes:

- ◆ Teachers have utilized the Follow the Leader technology to evaluate reading and math skills and provide additional tutorial sessions for students.
- ◆ All eighth grade students are required to take a technology course and are evaluated through a performance based assessment on specific skills throughout the year.

The school website has been redesigned to provide the community with up-to-date information about the school district. The school website address is:

<http://www.northeast.k12.ia.us>

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).

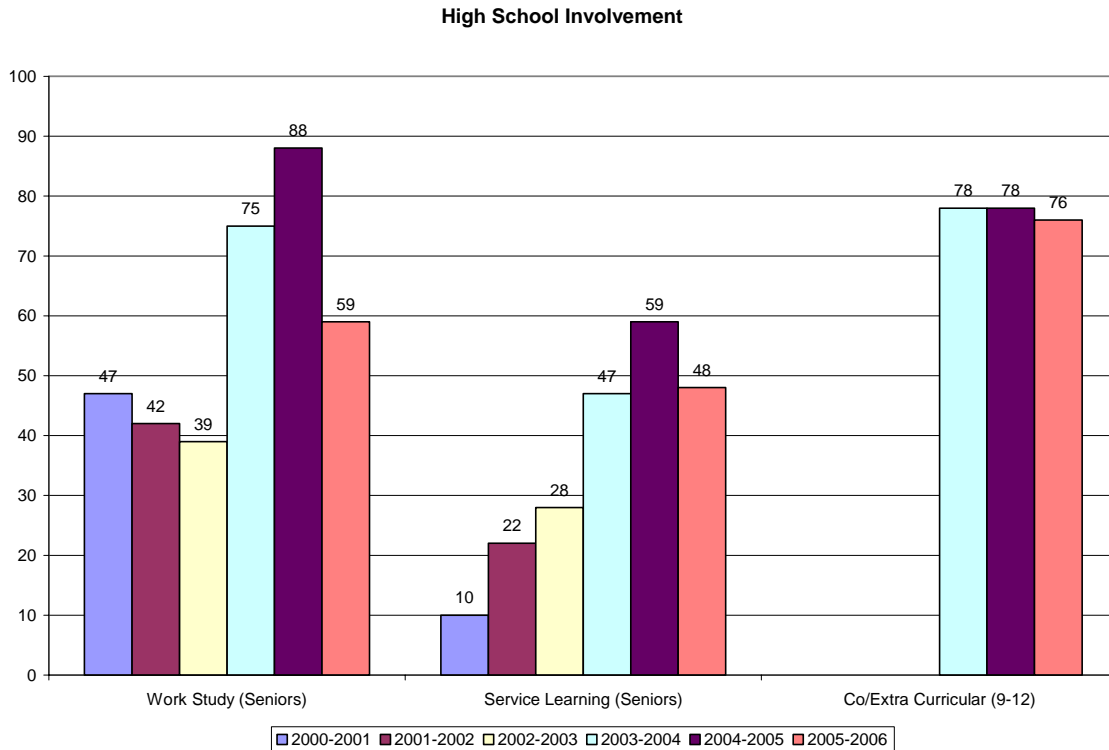
	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-55	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th 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

CHARACTER GOALS AND RESULTS

Annual Improvement Goal

Increase the percentage of high school students reporting they are active through work-study, service learning, and co-curricular and extra-curricular activities.

The chart below indicates that student involvement in increasing.



Annual Improvement Goal

Increase the positive student participation in show of sportsmanship at athletic events.

SPORTSMANSHIP

Rated by the officials. 1.00 is a perfect score.

	Baseball			Football			Basketball			Wrestling		
	Coaches	Players	Spectators	Coaches	Players	Spectators	Coaches	Players	Spectators	Coaches	Players	Spectators
2003-2004	1.33	1.30	1.39									
State Average	1.32	1.27	1.36									
2004-2005	1.57	1.43	1.36	1.51	1.39	1.42	1.15	1.41	1.59			
State Average	1.29	1.25	1.33	1.47	1.38	1.39	1.42	1.38	1.58			
2005-2006				1.05	1.32	1.05	1.35	1.80	1.93	1.12	1.15	1.03
State Average				1.45	1.35	1.35	1.56	1.79	1.52	1.48	1.43	1.43

Bolded = Top 10%

Shaded = Bottom 10%