

Northeast Community School District



**Annual Progress Report to the Community
September 2007**

REPORT TO THE COMMUNITY

LEARNING FOR LIFE

Annual Progress Report to the Community



Published September 2007

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.



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

2007-2008 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 2008, 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 2007 scores.

Annual Improvement Goal 1.2: By the year 2008, the percentage of students in grades 4 and 8 who are proficient in New Standards reading comprehension, writing and math will increase from 2007 scores.

Annual Improvement Goal 1.3: By the year 2008, the percentage of students in grade 11 who are proficient in Work Keys reading and math will increase from 2007 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 2008, the percentage of seniors who have completed a strand in a Career and Technical area will increase from 2007 rates.

Annual Improvement Goal 2.2: By the year 2008, the percentage of seniors who have taken four years of high school math will meet or exceed 70%.

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 2008, the percentage of students in grades 9-12 involved in co/extra curricular activities will increase from 2007 rates.

Long Range Goal 4:

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

Annual Improvement Goal 4.1: By the year 2008, the percentage of students in grades 3-6 who indicate they have been bullied will decrease from 2006 scores.

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 2005-2006 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

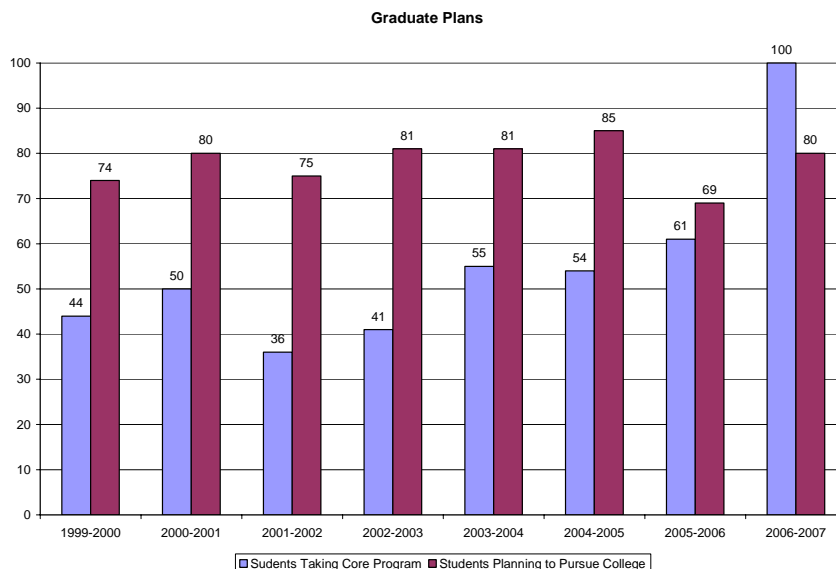
The dropout rate at Northeast is significantly below the national average. For 2005-2006 school year 0.0 percent of all students were considered dropouts for grades 7-12. The At-Risk Program offers extra assistance to students considered to be at risk of dropping out of school. In addition, the district offers an alternative school for students who benefit from an alternative school setting.

Class of 2007 Plans

The students in the class of 2007 were interviewed regarding their plans for the future. The results indicate 80% 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 2006-2007 was 100%. 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-five percent of our graduating seniors took this exam at some point during high school, compared to 66% of last year's seniors and 77% the year before.

Average ACT Scores

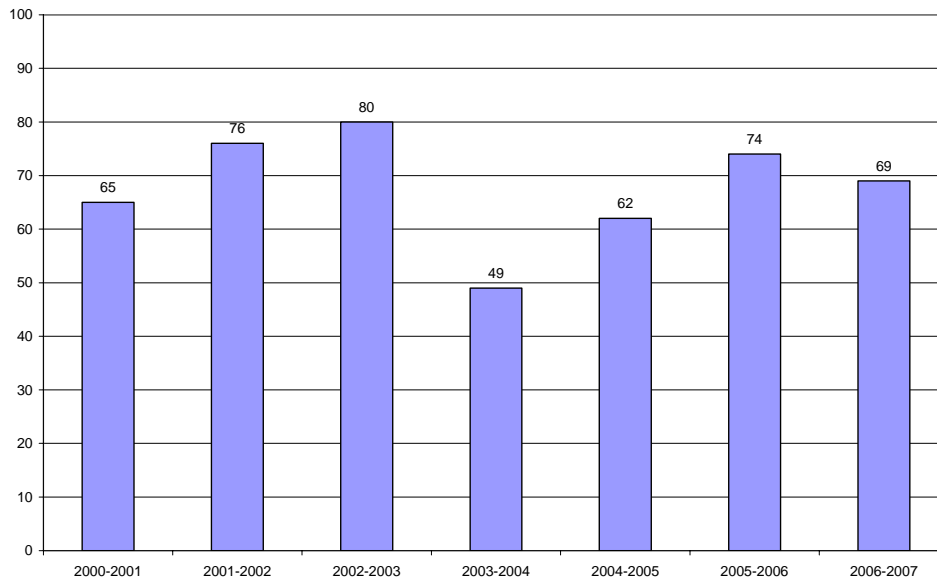
Grad Year	Number Tested	English		Math		Reading		Science		Composite	
		Local	State	Local	State	Local	State	Local	State	Local	State
2003	26	21.7	21.3	23.7	21.6	22.6	22.4	23.5	22.1	23.0	22.0
2004	33	21.6	21.4	23.1	21.8	23.1	22.4	23.3	22.1	22.9	22.0
2005	40	19.5	21.5	20.2	21.7	20.9	22.4	21.3	22.1	20.5	22.0
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

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
2003	26	88	77	69	48	62	61	58	34	35	26
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

A composite score of 20 or higher on the ACT is an indication of probable post-secondary success. Sixty-nine percent of our students who took the ACT scored 20 or higher.

ACT Scores: Percent of Graduates Scoring 20 or Higher



MEASURING STUDENT PROGRESS

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

<i>State Trajectory--Annual Data (Percent Proficient)</i>													
	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 4	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 4th	87.0	94.7	78.6	77.8	82.3	100							
NE 3rd-5th				82.0	82.1	85.3							
Math 4	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 4th	91.0	81.6	78.6	84.4	96.1	97.5							
NE 3rd-5th				88.7	91.4	92.3							
Reading 8	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 8th	71.0	81.3	78.5	98.1	89.3	93.4							
NE 6th-8th				88.7	82.9	82.5							
Math 8	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 8th	77.0	82.8	81.0	94.3	89.3	95.5							
NE 6th-8th				95.0	87.7	91.6							
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							
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							

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.

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	100.0	78.0	60.0
Grade 8	93.4	70.6	60.0
Grade 11	80.0	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			
	2004-05	2005-06	2006-07
Grade 4	75.0	82.3	100.0
Grade 8	96.4	89.4	93.4
Grade 11	83.0	84.4	80.0

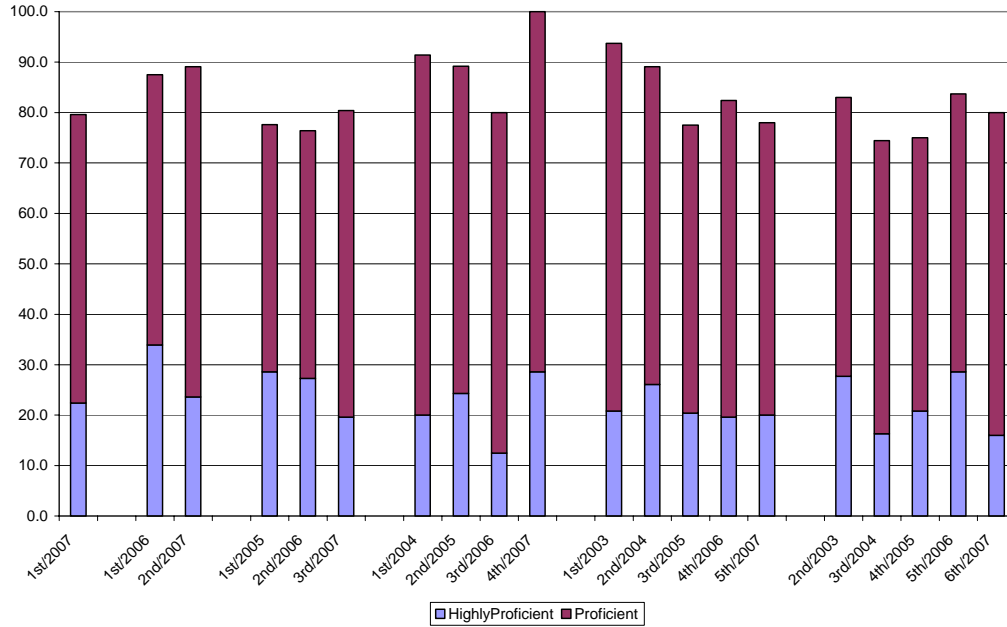
This chart compares the reading achievement of male students with female students for grades 4, 8 and 11.

ITBS/ITED Reading Achievement Trends by Gender Percentage of Students Proficient				
		2004-05	2005-06	2006-07
Grade 4	Males	85.1	82.8	100
	Females	79.1	75.0	100
Grade 8	Males	83.3	75.0	100
	Females	93.3	81.5	89.3
Grade 11	Males	85.6	87.5	85.0
	Females	82.6	96.7	76.7

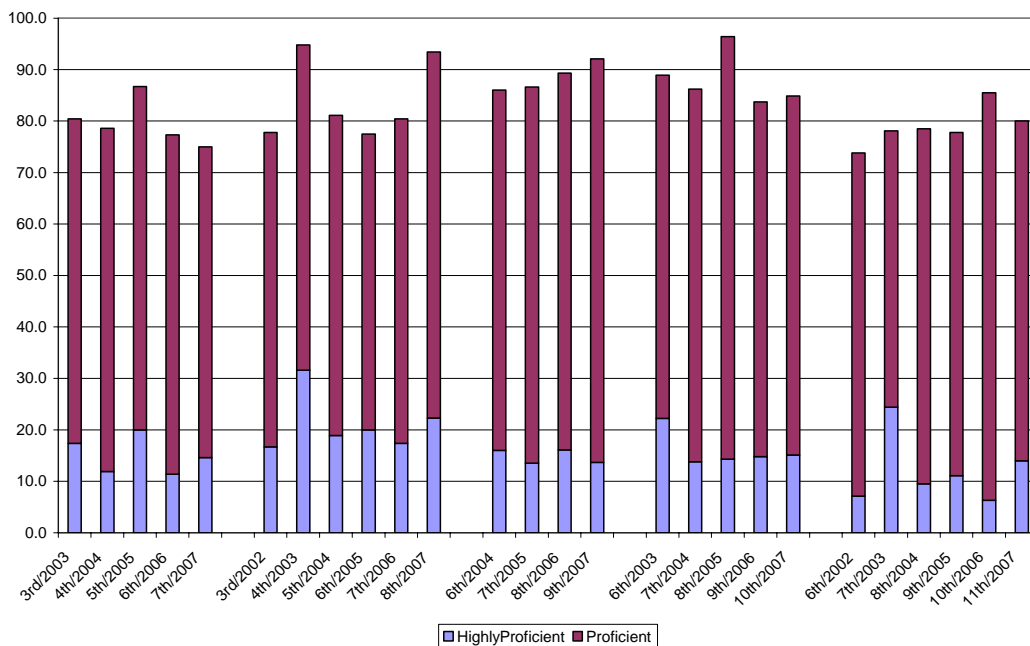
READING ACHIEVEMENT

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 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	97.5	78.8	60.0
Grade 8	93.4	73.8	60.0
Grade 11	88.0	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			
	2004-05	2005-06	2006-07
Grade 4	83.3	96.1	97.5
Grade 8	91.1	89.2	93.4
Grade 11	86.8	89.7	88.0

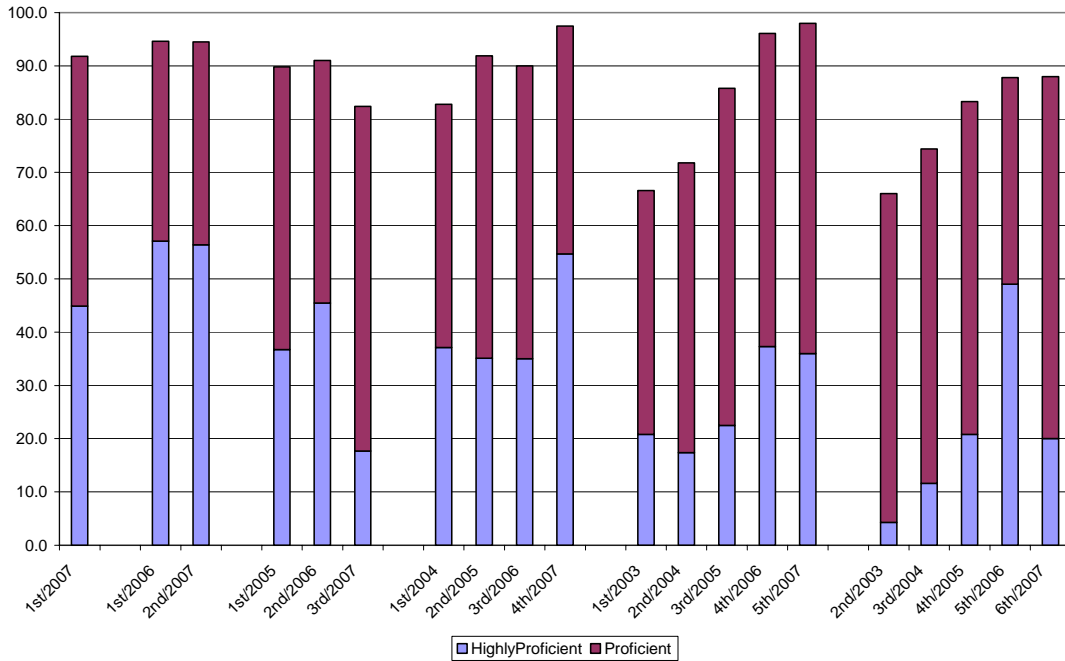
This chart compares math achievement of male students with female students for grades 4, 8 and 11.

ITBS/ITED Math Achievement Trends by Gender Percentage of Students Proficient				
		2004-05	2005-06	2006-07
Grade 4	Males	82.6	96.2	100
	Females	84.0	95.9	95.0
Grade 8	Males	87.1	95.8	100
	Females	96.0	84.4	92.9
Grade 11	Males	92.0	91.4	100
	Females	82.1	86.9	80.1

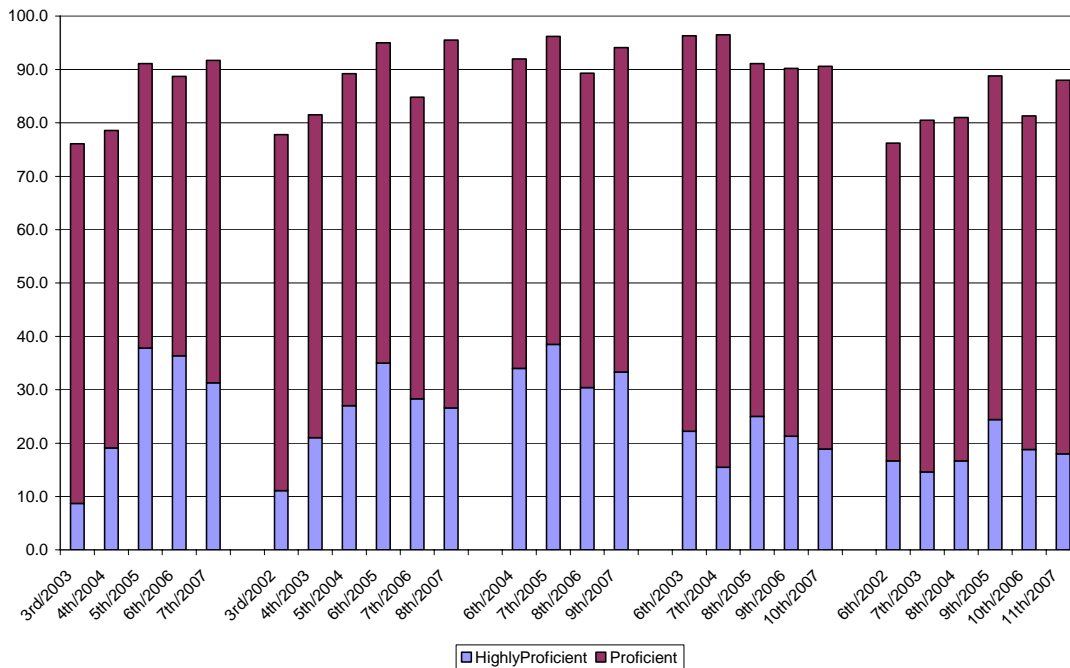
MATH ACHIEVEMENT

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 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	84.0	NA	NA
Grade 8	97.7	79.2	60.0
Grade 11	86.0	79.7	60.0

This chart shows local trends in science data for grades 5, 8 and 11.

ITBS/ITED Science Achievement Trends Overall Percentage of Students Proficient			
	2004-05	2005-06	2006-07
Grade 5	84.4	87.7	84.0
Grade 8	98.2	92.8	97.7
Grade 11	84.9	93.1	86.0

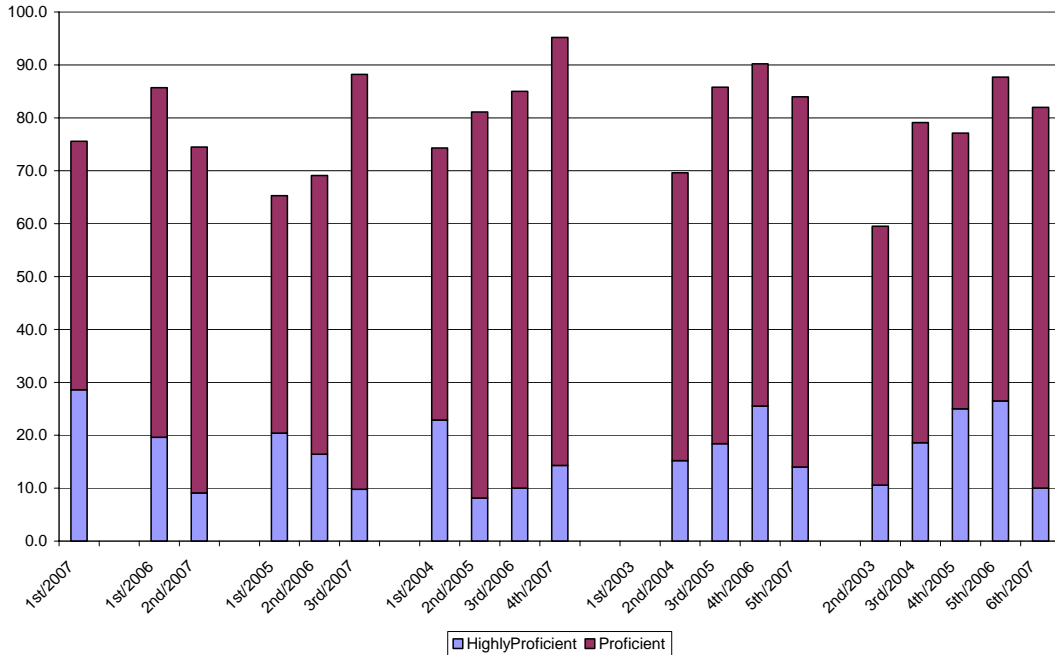
This chart compares science achievement of male students with female students for grades 5, 8 and 11.

ITBS/ITED Science Achievement Trends by Gender Percentage of Students Proficient				
		2004-05	2005-06	2006-07
Grade 5	96.4	88.9	88.0	80.8
	64.7	73.9	87.5	87.4
Grade 8	96.8	90.0	91.6	100
	>99	77.8	93.8	96.5
Grade 11	84.0	91.7	97.1	85.0
	85.7	>99	86.8	86.7

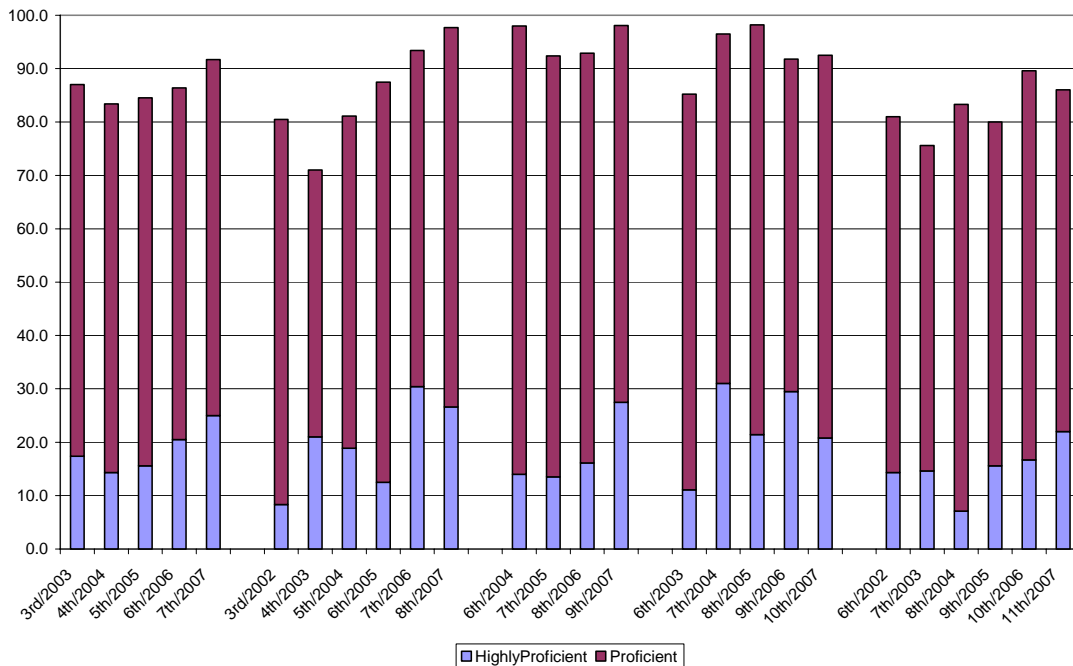
SCIENCE ACHIEVEMENT

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 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.

Northeast Elementary Fourth Grade Scores

	<i>Nat'l.Ave</i>	2003	2005	2005	2006	2007
Reading						
Understanding	59	85	75	75	82	72
Analysis & Interpretation	35	74	73	62	66	72
Writing						
Effectiveness	38	66	60	61	62	49
Conventions	41	74	58	73	62	65
Math						
Skills	41	79	78	72	81	72
Concepts	15	53	33	28	35	52
Problem Solving	14	35	11	19	41	49
Approx Nat'l % Rank--Reading		76	70	74	68	74
Approx Nat'l % Rank--Math		88	78	79	80	84

Northeast Middle School Eighth Grade Scores

	<i>Nat'l Ave.</i>	2003	2005	2005	2006	2007
Reading						
Understanding	46	59	73	67	75	79
Analysis & Interpretation	24	30	42	49	40	53
Writing						
Effectiveness	47	63	60	65	49	69
Conventions	51	63	62	56	60	86
Math						
Skills	36	86	80	68	81	77
Concepts	16	72	38	36	52	70
Problem Solving	13	90	29	34	54	62
Approx Nat'l % Rank--Reading		76	79	79	82	81
Approx Nat'l % Rank--Math		91	83	88	93	96

MEASURING STUDENT PROGRESS

Early Literacy

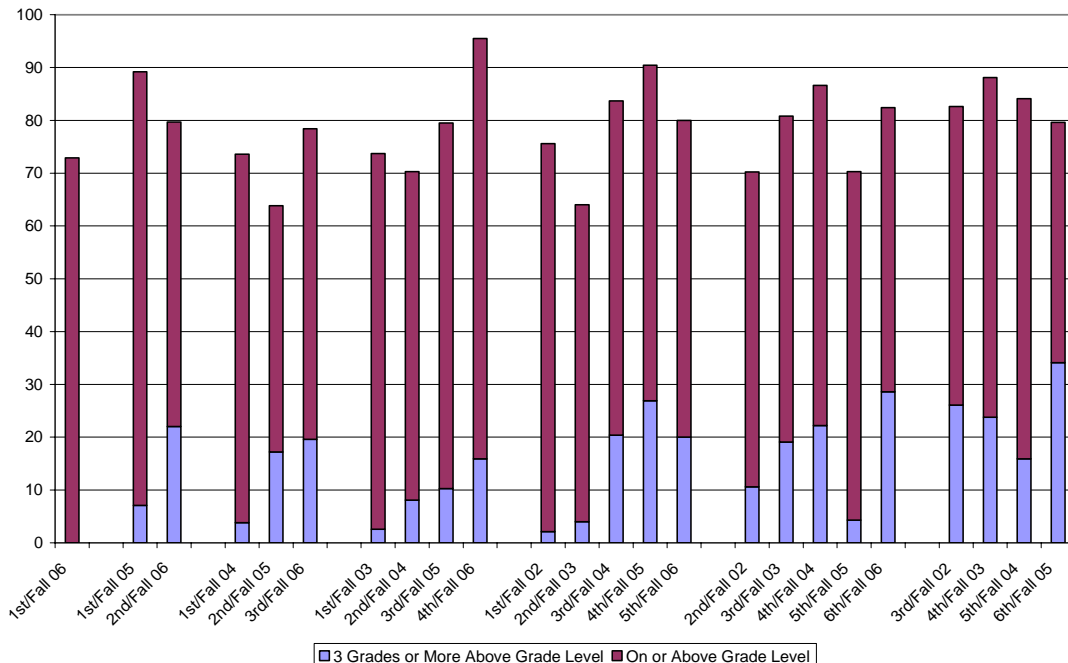
Literacy is the cornerstone for our kindergarten through 12th grade curriculum. Providing all students with a rigorous reading program in the early grades lays the foundation for the rest of our students' education. Through this belief we have been able to:

- ◆ 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.

BRI 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 2005-2006 was 96.66 which was above the state average of 95.80. 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 2006-2007 were:



Elementary 96.5% Middle School/High School 95.9 %

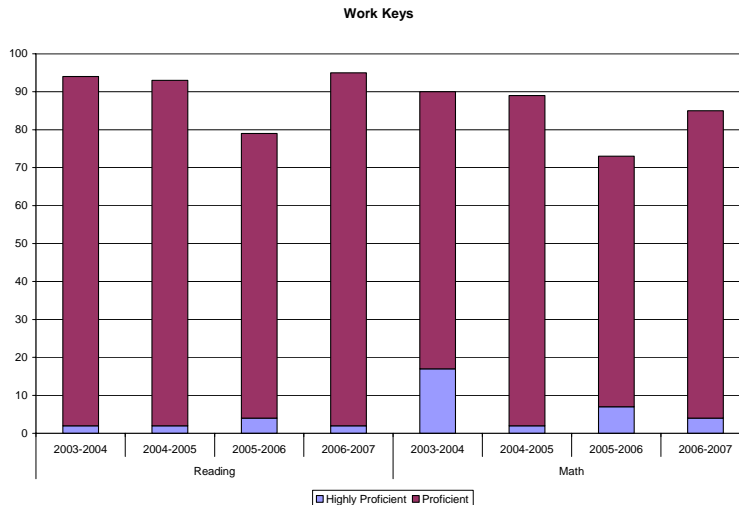
Additional Science Measures

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 2007 assessment indicates that 83.6% of our 10th grade students are proficient on this assessment.

2004: 83.6% 2005: 88.7% 2006: 91.3% 2007: 83.6%

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).

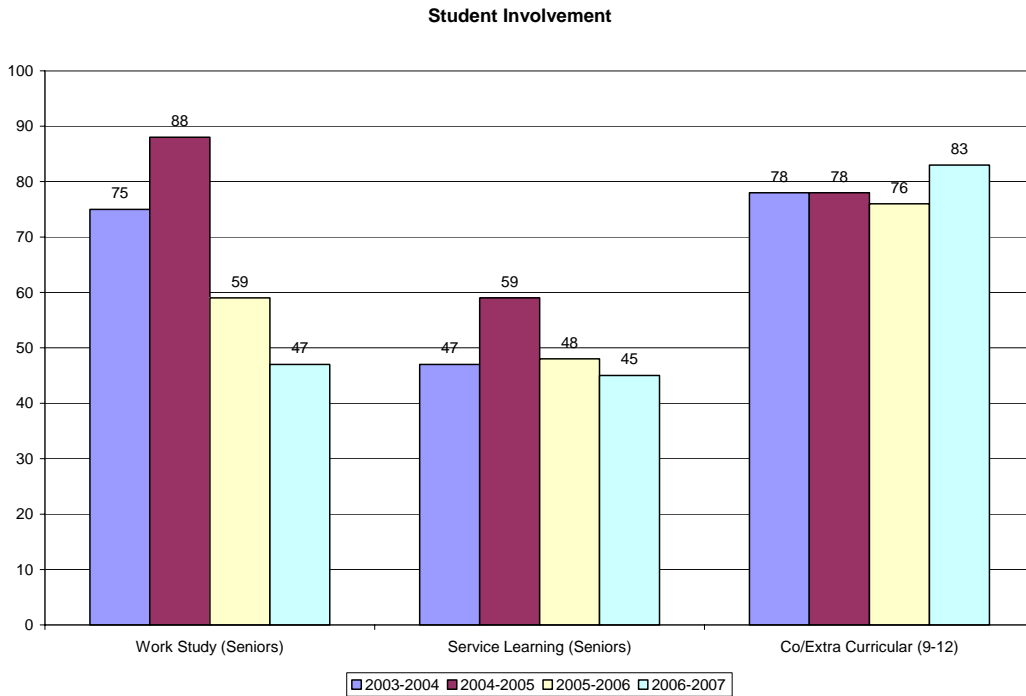
	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-55	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th 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 is 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	1.47	1.66	1.66	1.05	1.32	1.05	1.35	1.80	1.93	1.12	1.15	1.03
State Average	1.38	1.36	1.51	1.45	1.35	1.35	1.56	1.79	1.52	1.48	1.43	1.43
2006-2007				1.05	1.27	1.22	1.75	1.45	1.62	1.44	1.41	1.53
State Average				1.64	1.53	1.59	1.60	1.57	1.89	1.53	1.52	1.48

Bolded = Top 10%

Shaded = Bottom 10%

SAFE AND DRUG FREE SCHOOL MEASURES

Annual Improvement Goal

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

Data Indicator	School Performance	Sustained	Disaggregated	Benchmarked
# of referrals 7th-12th Total/Total excluding tardies & cutting class	2006-2007: 463/287	02-03: 482/174 03-04: 494/203 04-05: 477/186 05-06: 556/340		
Number of out of school suspensions 7th-12th	2006-2007: 21 6.4 per 100	02-03 03-04 04-05 05-06 6 11 2 16	Males: 15 Females: 6	State Rate: 6.02 per 100 students
Number of in school suspensions 7th-12th	2006-2007: 24	02-03 03-04 04-05 05-06 34 33 10 24	Males: 19 Females: 5	
Number of good conduct violations	2006-2007: 15 Three year average: 8.0	02-03 03-04 04-05 05-06 10 16 6 3 Three year average: 10.7, 8.3	Males: 8 Females: 7	
Iowa Youth Survey Percent of students who reported are currently using Tobacco (summary)	2005 6 th Grade: 0% 8 th Grade: 4% 11 th Grade: 42%	1999 2002 6 th Grade: 0% 2% 8 th Grade: 6% 3% 11 th Grade: 42% 34%	Male Female 6 th : 0 0 8 th : 5 3 11 th : 56 22	Districts Our Size 6 th : 2 8 th : 6 11 th : 26
Iowa Youth Survey Percent of students who reported are currently using Alcohol (summary)	2005 6 th Grade: 5% 8 th Grade: 17% 11 th Grade: 55%	1999 2002 6 th Grade: 6% 6% 8 th Grade: 20% 24% 11 th Grade: 56% 62%	Male Female 6 th : 7 0 8 th : 14 19 11 th : 69 35	Districts Our Size 6 th : 5 8 th : 14 11 th : 39
Iowa Youth Survey Percent of students who reported are currently using Drugs (summary)	2005 6 th Grade: 5% 8 th Grade: 7% 11 th Grade: 17%	1999 2002 6 th Grade: 2% 0% 8 th Grade: 0% 10% 11 th Grade: 9% 14%	Male Female 6 th : 7 0 8 th : 9 6 11 th : 16 13	Districts Our Size 6 th : 4 8 th : 6 11 th : 14
Iowa Youth Survey Percent of students who reported carrying a weapon to school (B47)	2005 6 th Grade: 2% 8 th Grade: 4% 11 th Grade: 7%	1999 2002 6 th Grade: 2% 4% 8 th Grade: 0% 0% 11 th Grade: 9% 8%	Male Female 6 th : 4 0 8 th : 9 0 11 th : 12 0	Districts Our Size 6 th : 2 8 th : 3 11 th : 8
Iowa Youth Survey % who reported to have planned suicide (B45) / attempted suicide (B46)	2005 6 th Grade: 5/2% 8 th Grade: 11/10% 11 th Grade: 13/11%	1999 2002 6 th Grade: 6/6% 8/4% 8 th Grade: 8/8% 8/11% 11 th Grade: 9/5% 17/16%	Male Female 6 th : 8/4 0/0 8 th : 5/6 14/14 11 th : 8/4 19/19	Districts Our Size 6 th : 4/6 8 th : 9/9 11 th : 14/14
Iowa Youth Survey Percent of students who reported threatening to physically harm someone B57	2005 6 th Grade: 5% 8 th Grade: 17% 11 th Grade: 29%	1999 2002 6 th Grade: 2% 12% 8 th Grade: 15% 19% 11 th Grade: 28% 36%	Male Female 6 th : 8 3 8 th : 17 13 11 th : 31 29	Districts Our Size 6 th : 6 8 th : 15 11 th : 25
Olweus Bullying Survey, grades 3-6 % who have been bullied 2 or more times/month (Q4)	2006: 36.4% (elementary data)	2005: 41.5%	Male Female 2005 45.6 37.0 2006 22.7 52.5	