

# Albert City-Truesdale Community School District Annual Progress Report



August 2003

## OUR SCHOOLS, OUR STUDENTS, OUR PROGRESS

**Dear Parents and Community Members,**

The purpose of our annual progress report is to provide you with the specialized information we use to make decisions to support the continuous improvement of our schools and our students. Besides meeting the new requirements of the No Child Left Behind legislation, we will show you what students and staff are doing that is special and unique to our schools---and of what we are so very proud.

The new requirements for all Iowa schools are very rigorous. Iowa has always valued a good education and has proudly led the nation in student achievement. With great pride we see our children accepted into the finest universities, colleges, trade and technical schools in all parts of our country.

The challenges, though, continue to grow. Today we are expected to do more with less: improve our whole educational system, expand our teacher training, rewrite our curriculum to standards, recruit highly trained teachers, improve our facilities---and accomplish this with fewer resources each year.

Schools are the greatest hope for building a strong economic future for our communities and our children today and tomorrow. Teaching all our children the skills they need to lead successful, meaningful lives requires the support of every parent and community member. Our school teaches the basics and beyond to reach the talents of all children. It is a rich curriculum and encourages developing the habits of mind and actions that nurture respect and responsibility, caring and cooperation, honesty, citizenship, ethical and moral behavior.

Join us today in celebrating our achievements and honoring the work of our staff, our parents, and our community.

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## Our Schools Today --- At A Glance

**District Enrollment:** 282  
**Elementary Students:** 112 students  
**Middle School:** 105 students  
**High School:** 65 students  
**Open Enrollment In:** 5 students  
**Open Enrollment Out:** 53 students  
**District Staff:** Administrators-2, Teachers-30, Support Staff-16

*The mission of Albert City-Truesdale School is to offer equal opportunities for all students to develop the knowledge, skills and character necessary to successfully live in their ever-changing global world of work, community, and family.*



## Programs Designed to Meet Individual Needs

**Talented and Gifted Program:** All students have a unique talent or gift. Recognizing this at the elementary level, our program supports all students with activities that enrich, expand and extend students' thinking and learning. At the middle and high school levels, we offer programs that support those students with advanced skills in mathematics, literature, social sciences and science. Students with advanced art, technology, and technical skills can take courses that meet their talents.

**Special Education Program:** There are so many wonderful opportunities for students who need support in one or more content areas. Beginning in Kindergarten and continuing through 12<sup>th</sup> grade, resource, special education and support staff provide students with learning difficulties the assistance they need.

**Bilingual and English Language Learner Program:** Some students come to us with limited English skills. We have developed special programs, activities and strategies to meet their unique needs.

**Alternative High School:** Our philosophy is to provide opportunities for all students to graduate. Some students do not do well in the traditional school setting but are successful in another learning environment. That is why we help them meet the same graduation requirements at an alternative school.



*Never underestimate the power of dreams and the influence of the human spirit. The potential for greatness lives within each of us.*

## District Resources: How Funds Are Spent

**Our total budget this year was \$1.7 million.**

- ☒ 65% direct instruction
- ☒ 11% administration
- ☒ 24% other (AEA support, building maintenance, transportation, etc.)

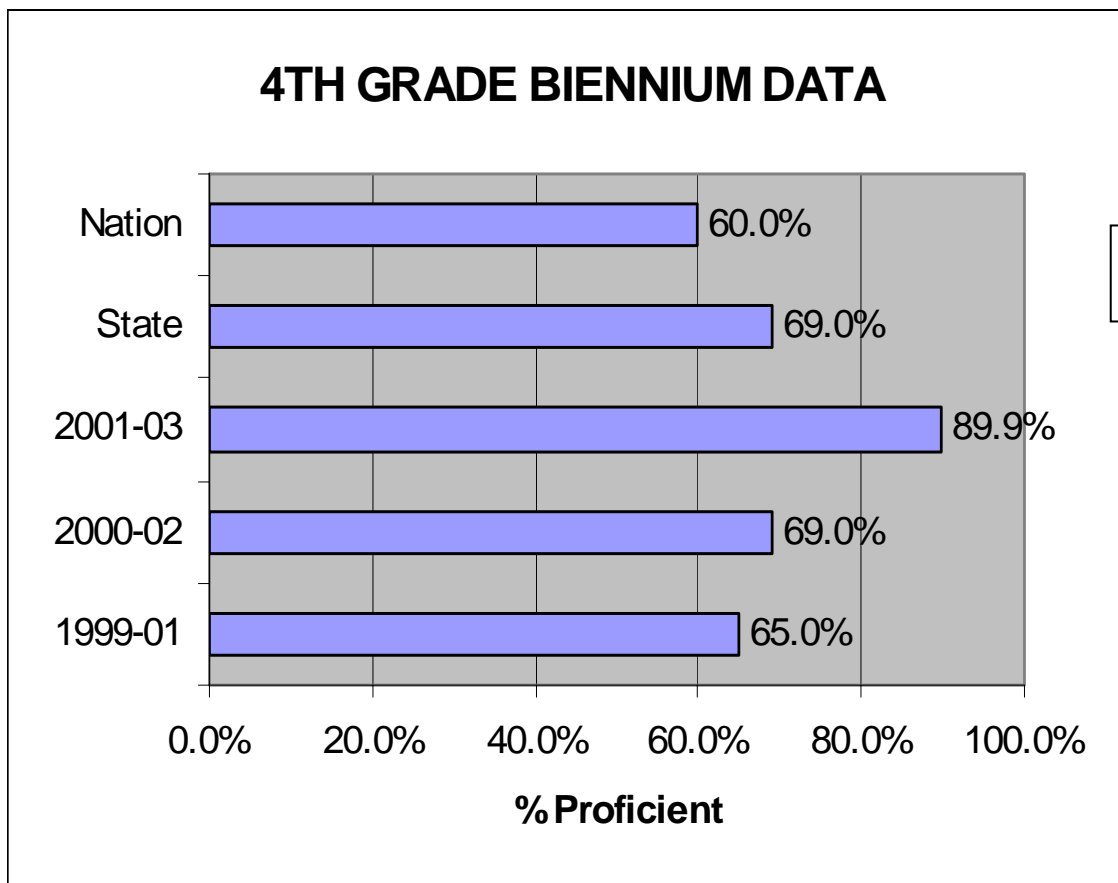
## Elementary Progress on Continuous Improvement Goals In Reading and Mathematics

### Good News!---Our Elementary Children Are Reading Better

We collect a great deal of reading information through standardized tests and assessments that measure students' skills in phonemic awareness, fluency, accuracy, phonics, and comprehension. The multiple data we use provides us with a very accurate picture of each child's reading progress. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels.

#### 4<sup>th</sup> Grade Students' ITBS Reading Proficiency\* Soars Higher Than Iowa & the Nation

\* Proficiency is defined as a score of 41 percentile or more on ITBS



An expert at anything  
was once a beginner.

**Early Intervention Goal:** Students in grades K-3 will continue to maintain low student to adult ratio with the utilization of certified and non-certified personnel.

**DIBELS Assessment Shows Progress from Fall to Spring of K & 1<sup>st</sup> Students**

*The DIBELS Assessment provides information on students' phonemic awareness and phonics skills. If young students cannot hear the sounds, they will start off attempting to read at a disadvantage. This prevents this from happening. Many students have been supported due to this assessment.*

<b>KINDERGARTEN &amp; 1<sup>ST</sup> GRADE DIBELS TEST</b>				
	<b>Kindergarten</b>		<b>Ist Grade</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>ONSET:</b>		Not Tested	Not Tested	Not Tested
Established (25-35)	77%			
Emerging (10-24)	15%			
Deficient (below 10)	8%			
<b>PHONEME SEGMENTATION:</b>	Not Tested			
Established (35-45)		87%	87%	100%
Emerging (10-34)		13%	13%	0%
Deficient (below 20)		0%	0%	0%
<b>NONSENSE WORD FLUENCY:</b>	Not Tested			
Established (50 and above)		13%	7%	87%
Emerging (20-49)		67%	87%	13%
Deficient (below 20)		20%	6%	0%

### 4<sup>th</sup> Grade Students Demonstrate Improvement on the Iowa Collaborative Assessment Model (ICAM).

This assessment, unlike the ITBS, provides students the opportunity not only to complete multiple choice questions on an article but also to write and demonstrate their understanding of the author's intent and/or the meaning of the reading.

#### 4th Grade ICAM Data Has Improved from 2002 to 2003

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Comprehending Literature	73.7%	77.2%	26.3%	22.7%

#### Our Reading Goals Light the Way

**2003-04 Goal:** To meet the continuous progress goals of the Iowa Plan for annually improving K-12 reading based on ITBS.

#### Comparison of 4th Grade ITBS Reading Comprehension from 2000 to 2003 (Compilation)

	2001-2002 ITBS %'s	2002-03 ITBS %'s	+ or - Increase
High	5.6%	27.3%	+21.7%
Intermediate	72.2%	63.7%	-8.5%
Low	22.2%	9.1%	-13.1%

Overall we had an increase of 12.7% in the proficiency level at Albert City-Truesdale. Best of all was a decrease in the low achieving level (13.1%) and an increase in the high achieving level (21.7%). We will continue to use scientific based reading research to support out students' learning. These strategies are indentified in the five essential reading components: phonemic awareness, phonics, fluency, accuracy, and comprehension and recommended by the Iowa Department of Education

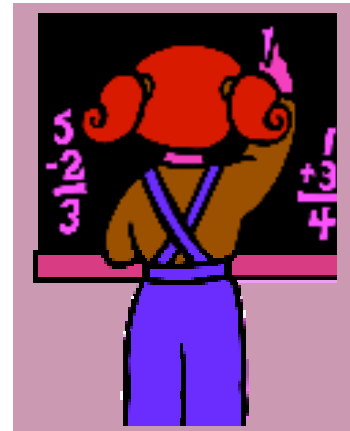
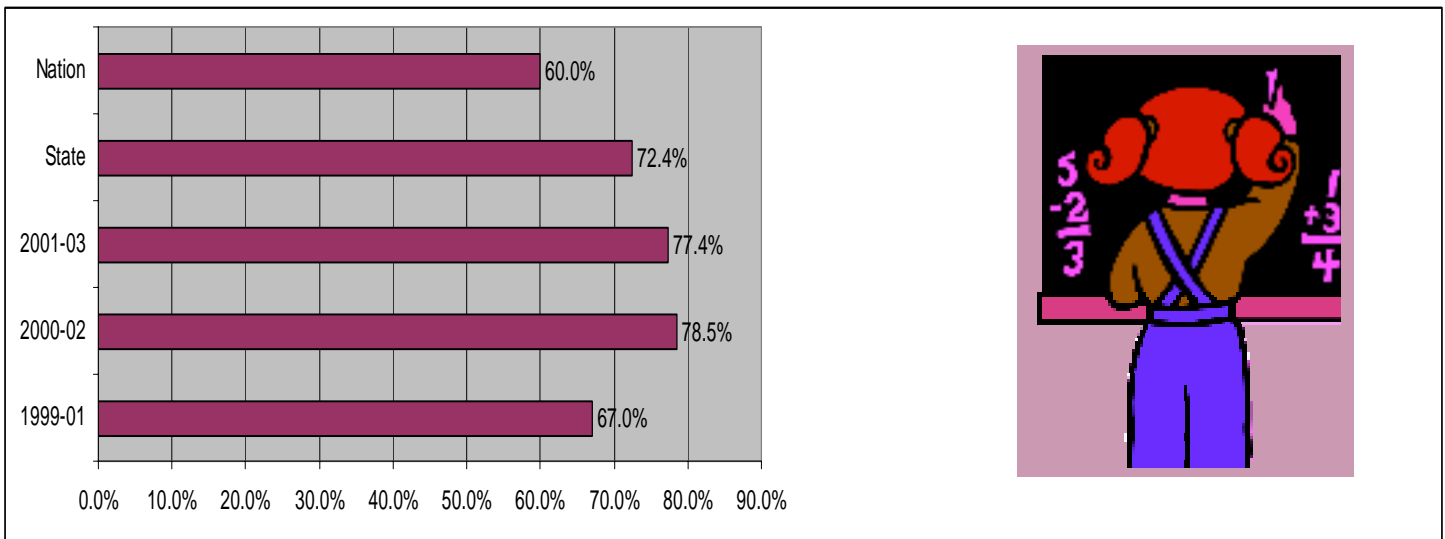
## Good News!---Math Skills are Progressing!

Just like reading, we collect a great deal of mathematics information through standardized tests and assessments that measure students' skills in computation, problem solving, and reasoning. The multiple data we use provides us with a very accurate picture of each child's math progress. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels. And it's GOOD NEWS!

### 4<sup>th</sup> Grade Students' ITBS Math Proficiency Soars Higher Than Iowa's & the Nation's

#### 4<sup>TH</sup> GRADE BIENNIUM DATA

\* Proficiency is defined as a score of 41 percentile or more on ITBS



### Iowa Collaborative Assessment Modules Support Students' Math Improvements as Students Both Solve and Write Solutions to Problems

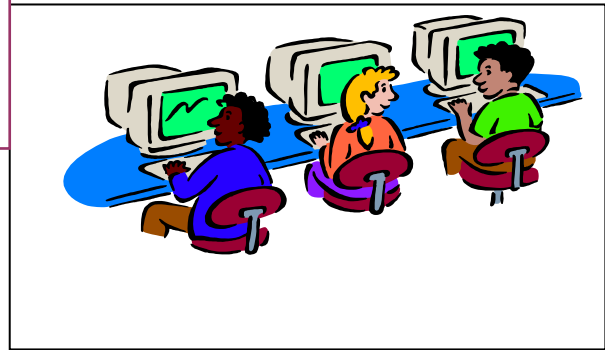
#### 4th Grade ICAM Data from 2001-2003

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Problem-Solving Strategies & Process	79.0%	81.8%	21.1%	18.2%

**Our Math Goals Light the Way**

**Math Goal 2003-04:** To meet the continuous progress goals of the Iowa Plan for annually improving the K-12 math total.

Elementary students also use computer programs to support them in math. The programs are individualized and help them do computation and problem-solving at their own level. These programs are further aligned with the work being completed in class and extend or expand their learning.



**Comparison of 4th Grade ITBS Math Comprehension from 2000 to 2003 (Compilation)**

	2001-02 ITBS %'s	2002-03 ITBS %'s	+ or - Increase
High	10.5%	25%	+14.5%
Intermediate	73.7%	60%	-13.7%
Low	15.8%	15%	-0.8%

**Meeting 4th Grade Math Computation Goals**

Overall we had an increase of 0.8% in the proficiency level at Albert City-Truesdale School. Best of all was a decrease in the low achieving level and an increase in the high achieving level. We will continue to use mathematics research to support our students' learning.

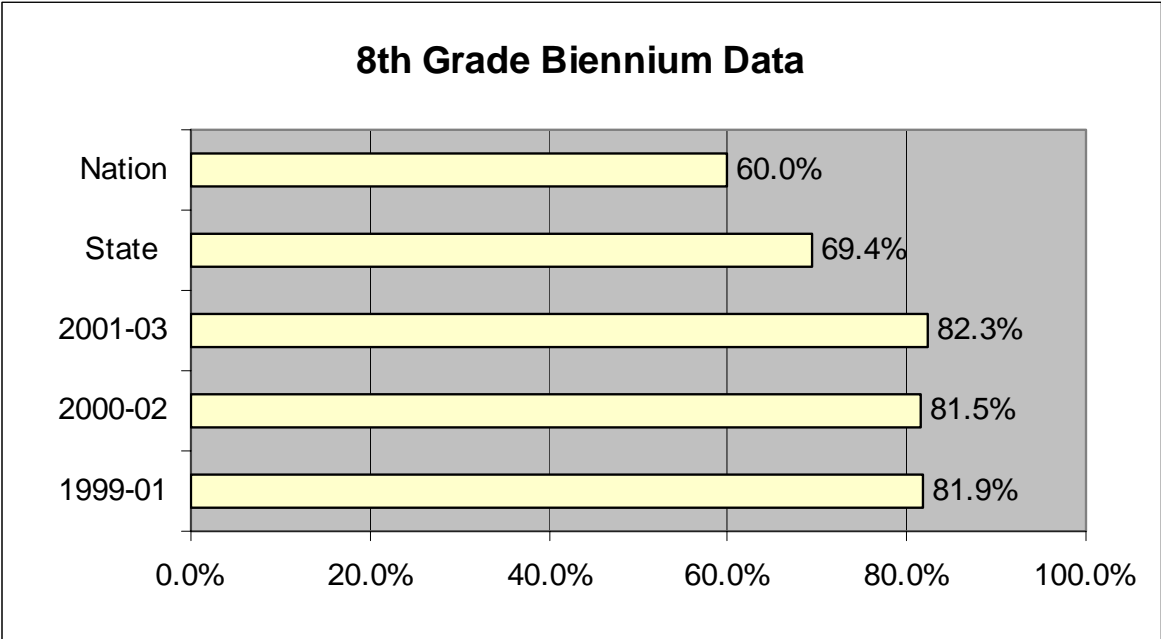
## Middle Level Progress on Continuous Improvement Goals In Reading, Mathematics, and Science

### Our Staff are Learning Scientific-based Reading Research Strategies and Supporting Students in Reading Informational Text

At all levels, we have been collecting reading information through standardized tests and assessments that measure reading comprehension. After all, the purpose of reading is to build understanding of concepts, ideas, and information. The multiple data we use provides us with a more accurate picture of each student's reading progress. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels.

**Our 8<sup>th</sup> Grade Students' Reading Proficiency Is Higher  
Than Iowa and the Nation on the ITBS**

*\*Proficiency is defined by a score of 41 percentile or more as defined by ITBS*





Reading text at the middle level involves changes for your children. Students must learn to read and comprehend more informational text and be engaged in increasingly new vocabulary in all subjects. It is a time when too often students begin to read less as they are frustrated by the difficulty of the text. Our staff are implementing strategies to support comprehension.



### 8<sup>th</sup> Grade Iowa Collaborative Assessment Model (ICAM).

**This assessment provides feedback on the ability of middle level students to make inferences and demonstrate their ability to comprehend a variety of different text. Students not only answer multiple choice questions, they also respond through writing to specific questions that assess their ability to understand the meaning of the text.**

**8th Grade ICAM Data in Reading**

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Comprehending Functional Text	79.0%	76.1%	21.1%	23.8%

**Long-Range Reading Goal:** By 2005, all students will show improvement in reading comprehension.

#### Our Reading Goals Light the Way

**2003-04 Goal:** To meet the continuous progress goals of the Iowa Plan for annually improving K-12 reading based on ITBS.

### Comparison of 8th Grade ITBS Reading Comprehension from 2000 to 2003 (Compilation)

	2001-02 ITBS %'s	2002-03 ITBS %'s	+ or - Increase
High	5.3%	0%	-5.3%
Intermediate	63.2%	66.6%	+3.4%
Low	31.6%	33.3%	+1.7%

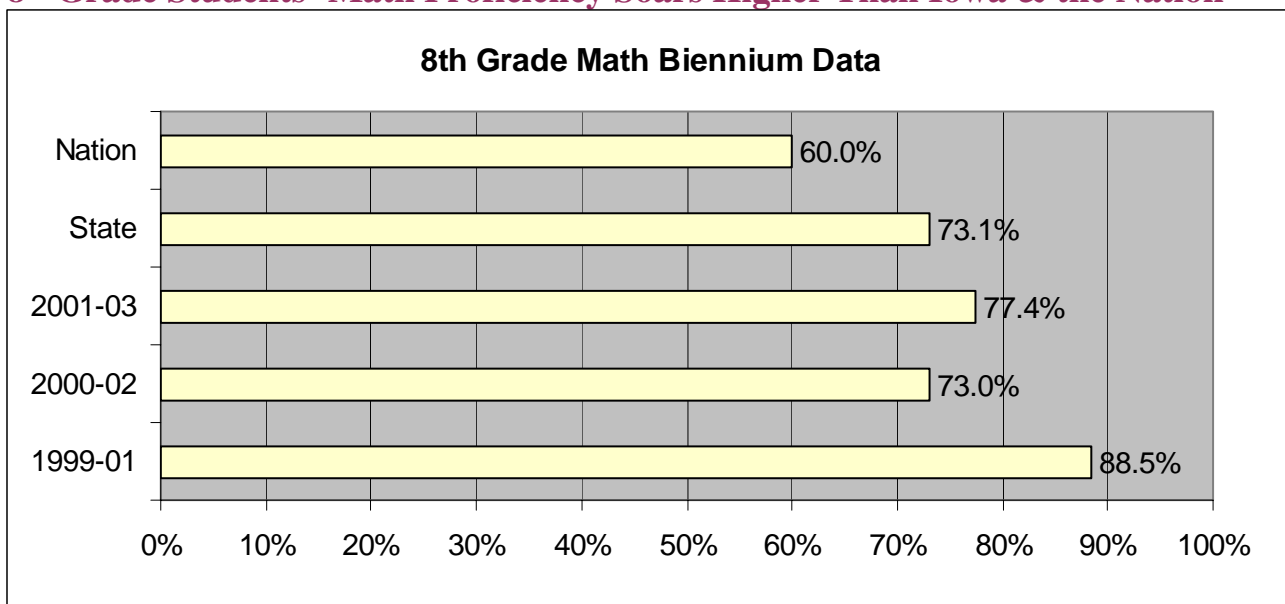
### 8th Grade Reading Comprehension

Overall we had an decrease of 1.9% in the proficiency level. We also had a increase in the low achieving level and an increase in the high achieving level. We will continue to use scientific based reading research to support out students' learning and providing reading support in all classrooms.

### Good News! --- Math Skills Continue to Climb!

In math we collect information through standardized tests and assessments that measure students' skills in computation, problem solving, and reasoning. The multiple data we use provides us with an accurate picture of each student's math progress. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels.

### 8<sup>th</sup> Grade Students' Math Proficiency Soars Higher Than Iowa & the Nation



**Iowa Collaborative Assessment Modules Support Students' Math Improvements  
As Students Both Solve and Write Solutions to Problems**

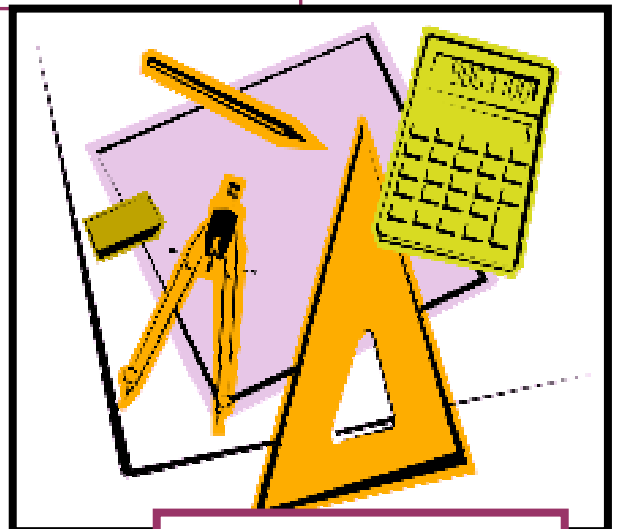
**8th Grade ICAM Data**

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Solving Work Related Math Problems	73.7%	76.2%	26.3%	23.8%

**Math Goal 2003-04:** To meet the continuous progress goals of the Iowa Plan for annually improving the K-12 math total.

**Our Math Goals Light the Way**

Middle school students begin advancing their math skills including more work in statistics, geometry, and algebra. Since the intent of math is being able to understand the concepts, more time is spent on learning the vocabulary, reading math text, and writing to assure students do understand the processes.



**In math, you can't  
hire someone to  
practice for you.**

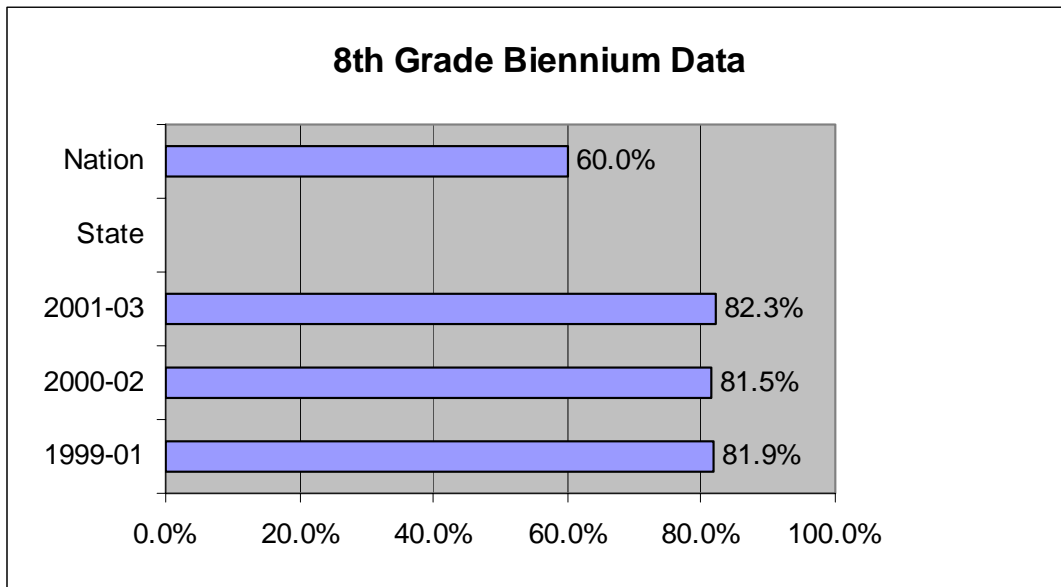
### Meeting 8th Grade Math Computation Goals

	2001-02 ITBS %'s	2002-03 ITBS %'s	+ or - Increase
High	0%	8.6%	+8.6%
Intermediate	57.9%	65.2%	+4.3%
Low	42.1%	26%	-16.1%

Overall we had an increase of 15.9% in the proficiency level. Best of all was a decrease in the low achieving level and an increase in the high achieving level. We will continue to use mathematics research to support our students' learning. There are district wide efforts to improve reading in all areas and use specific strategies. Reading math text is very different than reading other text. It requires the reader to slow down, think as they read, and be familiar with all the vocabulary. In addition, they must be able to both verbalize and write their thinking and the processes they are learning.

### Student's Demonstrate Strong Science Skills

For the first year, we are reporting out on multiple assessments in science. The data we use is from the ITBS and ITEDs as well as other approved DE assessments. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels. We have come to realize that students must have more in-depth learning in science "inquiry" skills. These skills require learning problem solving, the ability to look for creative explanations, and the ability to find solutions to what may look like "unsolvable" problems. We are changing our curriculum to meet these needs and basing the work on our science standards.



\*Due to lack of past data state norms are not available.

**Multiple Assessments on Science Standards  
Stanford Achievement Test, Ninth Edition**

	<b>PERFORMANCE STANDARDS (Percent in Each)</b>			
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>8<sup>th</sup> Grade</b>	<b>18%</b>	<b>27%</b>	<b>36%</b>	<b>18%</b>
<b>11<sup>th</sup> Grade</b>	<b>44%</b>	<b>28%</b>	<b>28%</b>	<b>0%</b>

**Performance Standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. The Stanford Performance Standards were determined by expert panels of educators, who judged each test question on the basis of how students at different levels of achievement should perform. These expert judgments yielded four categories or levels of student performance.**

**Level 1: Indicates little or no mastery of fundamental knowledge and skills.**

**Level 2: Denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work. At the high school level, this is higher than minimum competency skills.**

**Level 3: Represents solid academic performance, indicates that students are prepared for the next grade. At the high school level, this indicated preparedness for democratic citizenship, responsible adulthood, and productive work.**

**Level 4: Signifies superior performance beyond grade-level mastery. At the high school level, this shows readiness for rigorous college courses, advanced technical training, or employment requiring advanced academic achievement.**

**Our Science Goals Light the Way**

**Long-Range Goal Science Goal:** All students will understand the process to do scientific inquiry.

**Annual 2002-2003 Science Goal:** During the 2002-03 school year the Albert City-Truesdale class of 2007 will increase the percent of students performing in the proficient or above level as measured by ITBS.



**Science Goal 2003-04:** Students will meet the same percentage increase in science as in reading and mathematics as defined in the Iowa Plan.

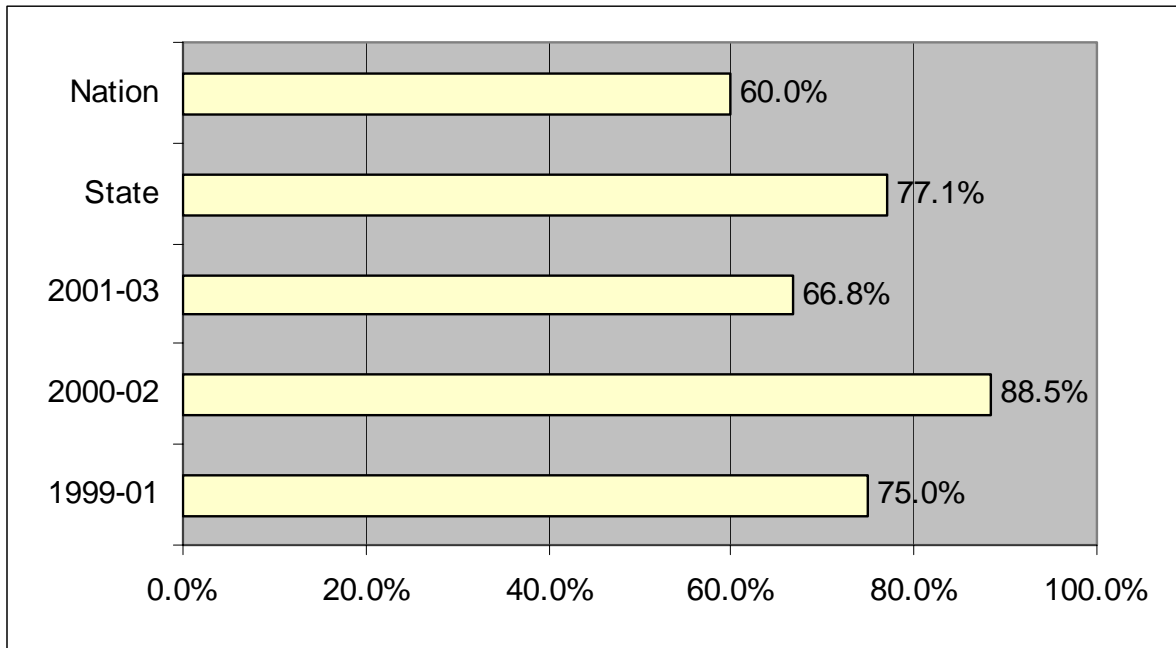
	2001-02 ITBS % 's	2002-03 ITBS % 's	+ or - Increase
High	<b>5.3%</b>	<b>4.3%</b>	<b>-1.0%</b>
Intermediate	<b>68.4%</b>	<b>78.2%</b>	<b>+9.8%</b>
Low	<b>26.3%</b>	<b>17.4%</b>	<b>-8.9%</b>

**Our Science Goal:** This year we met our science goal by increasing the proficiency level for the class of 2007. Overall we had an increase of 8.8% in the proficiency level (the high and intermediate levels combined constitute the proficient level). Best of all was a decrease in the low achieving level. We will continue to use science research and best practice. Some of the strategies include inquiry-based learning, vocabulary, and scientific reading strategies. There are district wide efforts to improve reading in all areas. Reading science text can be difficult because of the unfamiliar vocabulary. Students must first understand the terms before they can grasp the concepts. We have begun to work on supporting these specific student needs and using differentiated reading materials.

## High School Progress in Reading, Mathematics, and Science

We collect reading information through standardized tests and assessments that measure reading comprehension. The multiple data we use provides us with a more accurate picture of each student's reading abilities. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels.

### Our 11<sup>th</sup> Grade Students' ITEDs Reading Proficiency



**Knowledge is power. It opens the doors to what each graduate wants to pursue, and reading is essential to any and all pursuits.**

## 11<sup>th</sup> Grade Students Show Improvement in Comprehension Skills on the Iowa Collaborative Assessment Model (ICAM).

This assessment provides feedback on the ability of high school students to make inferences and demonstrate their ability to comprehend a variety of different texts. Students not only answer multiple choice questions, they also respond through writing to specific questions that assess their ability to understand the meaning of the text.

### 11th Grade ICAM Data Shows Improvement

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Comprehending Functional Text	88.9%	94.5%	11.1%	5.6%

### Our Reading Goals Light the Way

**2003-04 Goal:** To meet the continuous progress goals of the Iowa Plan for annually improving K-12 reading based on the ITEDs.

### 11th Grade Reading Comprehension Compared from 2000 to 2003

	2001-02 ITEDs %'s	2002-03 ITEDs %'s	+ or - Increase
High	5.3%	17.7%	+12.4%
Intermediate	84.2%	52.9%	-31.3%
Low	10.5%	29.4%	+18.9%

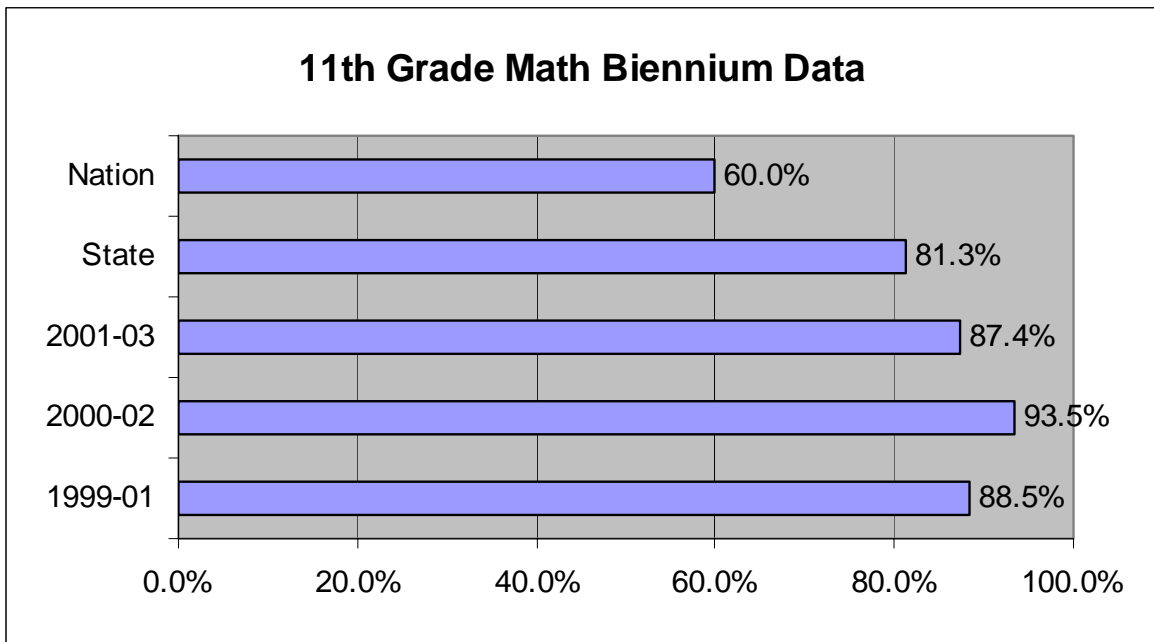
Overall we had an decrease of 26.9% in the proficiency level. Best of all was a increase in the high achieving level. We will continue to use scientific based reading research to support our students' learning and providing reading support in all classrooms.



## Good News! --- High School Math Skills Continue to be Above State and National Levels!

In math we collect information through standardized tests and assessments that measure students' skills in computation, problem solving, and reasoning. The multiple data we use provides us with an accurate picture of each student's math progress. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels.

### 11<sup>th</sup> Grade Students' Math Proficiency Soars Higher Than Iowa & the Nation



### Iowa Collaborative Assessment Modules Support Students' Math Improvements as Students Both Solve and Write Solutions to Problems

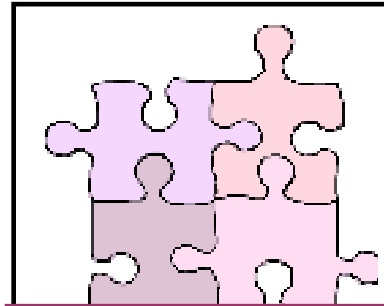
#### 11th Grade ICAM Data

	Proficient & Above (Level 2 & 3)		Low (Level 1)	
	01-02	02-03	01-02	02-03
Solving Work Related Math Problems	88.9%	72.2%	11.1%	27.8%

**Our Math Goals Light the Way**

**Math Goal 2003-04:** To meet the continuous progress goals of the Iowa Plan for annually improving the K-12 math total based on the ITEDs.

High school students have many opportunities to advance their math skills with courses in geometry, algebra and calculus. Other courses directly support math in vocational and technical fields. To support these concepts, more time is spent on the vocabulary, reading math text, and writing to assure students fully understand the processes.



**Math develops critical thinking skills.**

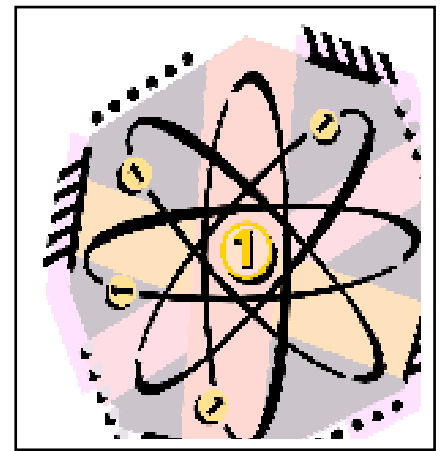
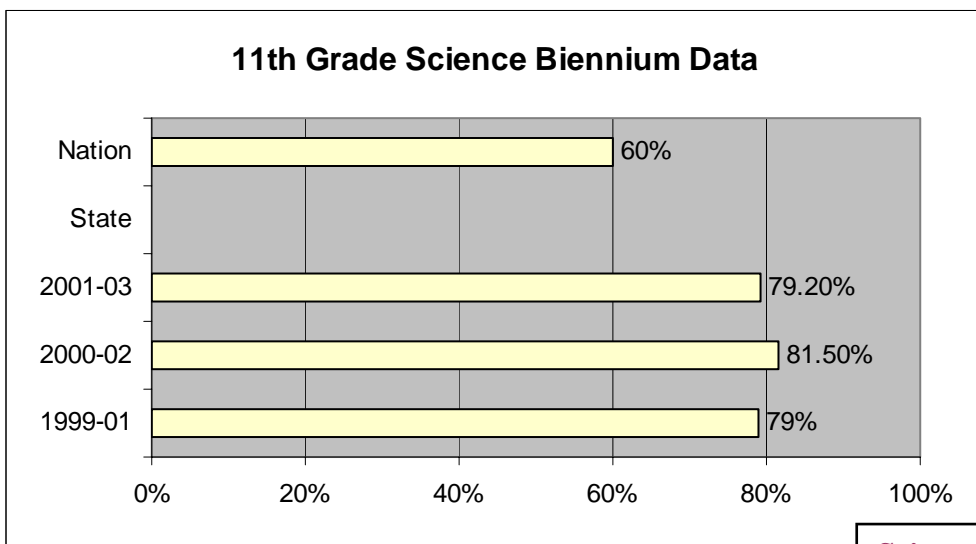
**Meeting 11th Grade Math Computation Goals**

	2001-02 ITEDs %'s	2002-03 ITEDs %'s	+ or - Increase
High	<b>26.3%</b>	<b>17.7%</b>	<b>-8.6%</b>
Intermediate	<b>73.7%</b>	<b>64.7%</b>	<b>-9.0%</b>
Low	<b>0%</b>	<b>17.7%</b>	<b>+17.7%</b>

Overall we had an decrease of 17.7% in the proficiency level. We will continue to use mathematics research to support out students' learning. These strategies include writing in mathematics, vocabulary, the Standardized Timed Curriculum Program and reading strategies in math including Think Aloud. There are district wide efforts to improve reading in all areas and use specific strategies.

## Student's Continue to Build Strong Science Skills

For the first year, we are reporting out on multiple assessments in science. The data we use is from the ITBS and ITEDs as well as other approved DE assessments. The following will show you how well our students are doing compared to other students in the nation, in Iowa, and within their own grade levels. We have come to realize that students must have more in-depth learning in science “inquiry” skills. These skills require learning problem solving, the ability to look for creative explanations, and the ability to find solutions to what may look like “unsolvable” problems. We are changing our curriculum to meet these needs and basing the work on our science standards.



\*Due to lack of past data state norms are not available.

**Science Goal 2003-04:** Students will meet the same percentage increase in science as in reading and mathematics as defined in the Iowa Plan on the ITEDs.

	2001-02 ITEDs % 's	2002-03 ITEDs % 's	+ or - Increase
High	5.3%	35.3%	+30.0%
Intermediate	89.5%	41.2%	-48.3%
Low	5.3%	23.5%	+18.2%

Overall we had an decrease of 18.2% in the proficiency level. Best of all was a increase in the high achieving level. We will continue to use science research and best practice. Some of the strategies include inquiry-based learning, vocabulary, and scientific reading strategies. There are district wide efforts to improve reading in all areas. Reading science text can be difficult because of the unfamiliar vocabulary. Students must first understand the terms before they can grasp the concepts. We have begun to work on supporting these specific student needs and using differentiated reading materials.

## Climate and Culture

**Climate and Culture Goal:** Continue to explore and develop strategies that teach and encourage social responsibilities, motivation and work character through mutual collaboration between parents, teachers and students.

### Information That Supports our Goals:

Number and % of Seniors intending to pursue further education	Number and % of Students achieving a score of 20 or higher indicating post-secondary success	Number and % of graduates who completed a core program of 4 years of English, and 3 or more of math, science, and social studies	% students with diploma 2001-02
18 out of 18	9 students – 50%	6 students – 33%	100%

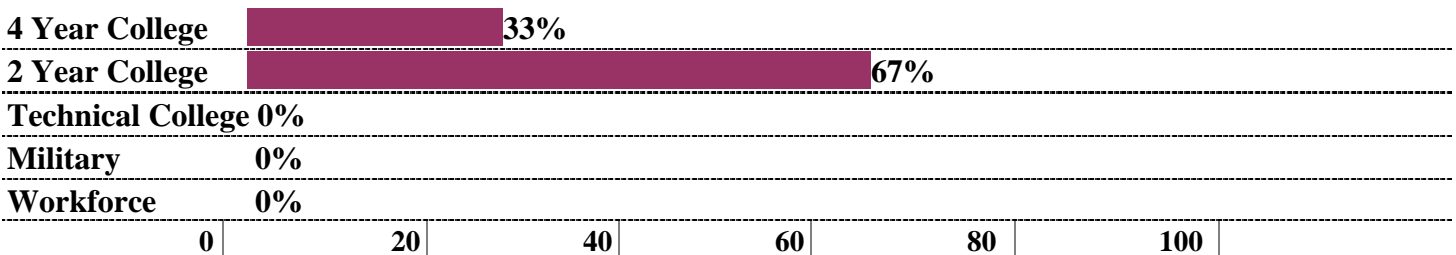
### Percentage of dropouts in grades 7-12

No. & Percent of Dropouts in Grades 7-12	Percent of Dropouts by Gender in Grades 7-12	Percent of Dropouts on IEPs in Grades 7-12	Percent of Dropouts by Race in Grades 7-12
1 - .05%	.05% Male	.05%	.05% Caucasian

We are proud of the high number of students we graduate each year. We believe that all students need a high quality, comprehensive education in order to lead successful and meaningful lives. Our administrators, teachers, and counselors continuously make every effort to help students achieve academic success.

We are also proud of the number of students who pursue further education either at a two-year or four-year college, trade or technical school, or receive training in the armed forces. Each year as our students take the ACT test, a test where a cut score of 20 indicates probable success in further education, the scores increase. This means that nationally our students are quite able to compete with other members of senior classes across the nation. One reason our scores are improving on the ACT is that more students are taking four years of English and 3 or more of math, science, and social studies. When we raised our graduation requirements, the ACTs show that we are raising the success level for our students.

### Class of 2002 Future Plans



## Iowa Youth Survey Results

This year we gave the Iowa Youth Survey to all 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students. It is designed to help our schools and community identify youth development-related needs, develop relevant programs, and assess the outcomes of the programs. The strengths and weaknesses listed are from the students' perspectives and provide valuable information and insights, attitudes and beliefs about their schools, peers, families, and neighborhood/community environments. The results of this data can be compared to other schools in our county, our AEA, and our state. The following briefly details some of the information we found exceptionally relevant.

Survey Questions Concerning Substances	6th	8th	11th
Ever Used Tobacco	0%	39%	44%
Ever Used Alcohol	12%	72%	78%
Ever Used Drugs	0%	28%	28%
Survey Questions Concerning Attitudes About Self: Strongly Agree or Agree			
I am accepting of those different than me	94%	89%	100%
It is wrong to discriminate	82%	95%	100%
I feel I do not have much to be proud of	42%	55%	22%
It is against my values to have sex as a teenager	77%	67%	56%
Even if dangerous I like to do exciting things	66%	89%	73%
Would you be more popular if you drink alcohol	12%	17%	56%
Would you be more popular if you used illegal drugs	6%	11%	23%
How wrong would students feel if you carried a weapon to school	88%	84%	94%
School consistently enforces school rules	94%	77%	72%
My parents would support the school's disciplinary actions	95%	100%	95%
My teachers care about me	100%	61%	66%
Students treat each other with respect	70%	61%	55%
I feel safe at school	100%	67%	83%
I do assigned homework	100%	88%	89%
How wrong would your parents feel if you used illegal drugs	100%	88%	100%
In my home there are clear rules about what I can and cannot do	100%	94%	84%
I have a happy home	100%	88%	89%
I am not disciplined at home consistently	44%	61%	28%

Survey Questions Concerning Attitudes About Self At Home: Strongly Agree or Agree	6 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
I can talk about things that bother me in my house	94%	83%	89%
A parent/guardian checks to make sure I have done my homework	42%	50%	56%
I am praised at home when doing a good job	68%	59%	94%
At least one parent/guardian goes to school activities I am in	87%	72%	94%
Survey Questions Concerning Community Attitudes and Actions:			
How difficult would it be to get alcohol (Very hard or hard)	69%	22%	12%
How difficult to get amphetamines (Very hard or hard)	87%	56%	39%
Adults in my community care about people my age (Agree)	81%	95%	89%

### What did the Iowa Survey Tell Us?

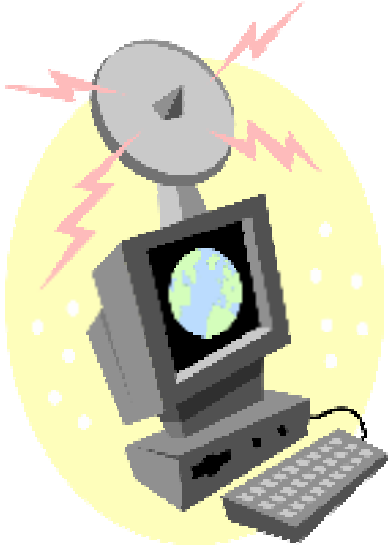
This survey gives us valuable insights into what our students perceive is happening to them. You will note that although they state they dislike discrimination, they do not feel they are treated with respect by peers. Parents also do not check to see if they have homework done. It is encouraging to note that although they seem to find it relatively easy to get illegal drugs or alcohol, that they are not using them a great deal. One thing is certain, the more support we can give all children, listen to them, structure their world so they feel safe and cared about, and model good actions, the better chance they have to lead meaningful lives. To support students, we will be doing the following:



How important it is for our students to learn how to be responsible, caring, respectful, honest, moral, democratic members of the world community! It begins in our homes, our schools and our community. It is a job for all of us each day. It is the most important work we will ever do for it is the hope and the promise for a better world for us all.

- \* Classroom Management Training: All new teachers and para-educators receive training each year in learning how to better manage classrooms.
- \* Study and implementation of how to stop bullying behaviors by staff
- \* Monthly newsletters sent to district patrons highlighting what they are doing and encouraging participation.

## How We Are Integrating Technology Into Our Classrooms



**Long-range Goal:** It is the vision of the Albert City-Truesdale School to provide the skills, knowledge and attitude that will allow our students to function in a technological society upon graduation.

**Short-range Goal:** By 2004, technology training will be offered for all staff. Staff will implement technology across curriculum areas. Middle School staff will participate in E2T2 training.

### More Use of Technology by Staff and Students

It's good news...we're using technology more each year in ways that engage students in their learning, support their learning, and help staff track student learning. Students have completed some incredible work using a variety of technologies in their class work. Some of the interesting uses of using technology include:

- ☐ Staff are using technology in elementary classrooms to improve students reading skills. Engaging software that supports individual needs is used to by students to learn comprehension, word recognition and other reading skills
- ☐ All high school students use various software and on-line resources to help them learn about a variety of colleges and options available to them after graduation.
- ☐ Beginning as early as third grade, students have been trained in on-line strategies for collecting information. They use the Internet in a variety of ways including e-mail, pen pals, sharing information, writing, accessing encyclopedias, and participation in on-line communities.
- ☐ High school students in vocational classes have learned to use software that is directly connected to the software they would use in the workplace.
- ☐ Middle school science students are using software probes that measure weather conditions, heat and light, and the like and then use spreadsheets and data-gathering programs to collect and monitor their data.
- ☐ Our students are being trained in ways to help them produce reports that share information in interesting ways and use technologies such as digital cameras, scanners, and multimedia software.

## How Community Members are Supporting Our Schools

We would like to thank the groups, business, organizations and individuals for their support and involvement in the future of our schools. We would especially like to thank all of you who met with the Department of Education during our State Site Visit. We received a very positive report as well as many compliments on the Albert City hospitality.

### For more information please contact:

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**Board Members: Gary Hogrefe, Jim Peterson, Charlie Hogrefe, Phil Buchholz and Doug Rebhuhn**

*It is the policy of Albert City-Truesdale CSD to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, religion, age, marital status or disability in its educational programs, activities, or its employment and personnel policies.*