# Albert City-Truesdale Community School District

**Annual Report**
**Albert City-Truesdale Community School District**
**Is committed to:**

**Our School Today**

A Growing Challenge to Your Schools: Today we have a total of 251 students enrolled in our schools…comparatively equal to enrollment during the last few years. Due to Iowa's declining enrollment and Iowa's economic downturn this past year, we will receive less money to support our students and our staff next year. Two major reductions include the reduced amount of technology funds and a cut in Phase III funds that currently support staff development. At no other time has there been a greater need to educate all our children well. The future of our students, our state, and our nation depends upon our students educated to their fullest potential. What our children need to learn has changed. The "basics" are very much expanded and learning the "new basics" is important in each of their lives. These are difficult times that require difficult decisions. We can all meet the challenges…working together and supporting learning.

### Kindergarten-12th Grade

| Enrollment | Elementary | Middle School | High School |
|---|---|---|---|
| Students | 103 | 81 | 67 |
| Teachers | 8 | 6 | 16 |
| Classroom Support | 4 | 1 | 1 |
| Administrators | 2 | | |

Many factors, such as preschool attendance, special programs, and students who pursue options after high school influence student achievement. Measuring these characteristics helps us understand our students' needs.

| | Who Attended Preschool or Headstart | With a Home Language Other than English | Who Qualify for Free or Reduced Price Lunch |
|---|---|---|---|
| Percent of Students | 14.7% | 14.7% | 27% |

### Special Programs

| Number of Students | Elementary | Middle School | High School |
|---|---|---|---|
| Gifted & Talented | 0 | 5 | 2 |
| Special Education | 8 | 12 | 9 |
| Bilingual & English Language Learners | 14 | 9 | 0 |
| Alternative High School | N/A | N/A | 2 |

# Academic Achievement

**Standards, Benchmarks, & Multiple Assessments Inform Us On How Well Our Students Are Learning in Math, Reading, and Science . . .**

Developing a standards-based curriculum makes sure that all of our students graduate with the knowledge and skills needed in each content area. Standards keep our curriculum on target and not left to chance or to individual decisions on what is to be learned. It's a big change in developing our courses, but a very important and necessary one. When we teach to the standards, we know that our students are being taught the important concepts they need to learn. Equally important is that we no longer rely on one major assessment, like the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED) to know how well students are learning. Those tests do provide us with information as they compare our students to other students in Iowa and in the nation---but they provide us with only a small body of knowledge. We need to know much more. So today we are gathering information and using multiple assessments to track each student's progress on each of our content standards. The following details how are students are performing based on multiple data.

# How Our Students Are Performing In Reading. . .

**Looking At Reading Through A New Lens . . .**

Each year we have reported data on the ITBS and ITED tests using "annual" averages. One of the suggestions from the Department of Education as we continue to collect trend line data (data that shows our reading trends over time) is to report it as "biennium" data. This simply means we take two years of data and average it. This year we have a new challenge in reporting data because we received two sets of data on students in the 4th, 8th, and 11th grades as the tests were "renormed." This means our students were tested on all new test items in order to reflect changes in curriculum, in the knowledge base of students, and to offer greater test security. Renorming standardized tests occurs about every ten years. Comparing the old norms in 1992 and the new 2000 norms can make our data look better or worse and reflect larger changes in performance than are usual. In small classes, this can really make even more differences in the data ---especially as one very exceptional student or one with great learning difficulties can completely change the data. Please note that what we are reporting here are our class averages…not individual performances. The following graph shows you how our 4th, 8th, and 11th grades have performed in reading over the past four years.

4th, 8th, 11th Grade Students Proficient in Reading Compared to the State and Nation. . Changing Over From the 1992 to the 2000 Norms (Option 1, Biennum, Page 4)

*1992 Norms

# Average of 1992 and 2000 Norms

**What We Learned Looking at Reading Proficiency Trendline Data:** Our students continue to improve in proficiency over time at all levels remaining above the Iowa state and national proficiency levels. Iowa defines proficiency as all students who perform better than 40 out of every 100 students nationally. That is a low bar and one we have continued to track year after year.

**2001-2002 Reading Proficiency Levels**

4th Grade: Low 22.2% Intermediate 72.2% High 5.6 %
8th Grade: Low 31.6% Intermediate 63.2% High 5.3%
11th Grade: Low 10.5% Intermediate 84.2% High 5.3%

What We Learned From This Year's Data: This data shows that we have a 77.8% proficiency level at the 4th grade; 68.5% at the 8th grade, and 89.5% at the 11th grade. We are above the national proficiency at all levels but below the state proficiency in the 11th grade. We will need to support these students this year with additional reading skills.

| % of Students Eligible for Reading Testing by Grade Level | 4th | 8th | 11th |
|---|---|---|---|
| % of Males Who Took the Test | 100% | 100% | 100% |
| % of Females Who Took the Test | 100% | 100% | 100% |
| % on Free and Reduced Lunch | 100% | 100% | 100% |
| % of Students with Special Needs | 100% | 100% | 100% |
| % of Students with Documented IEPs who did not take the Test. | 100% | 100% | 100% |
| % of white, black, Hispanics, Am. Ind., Asian Pac./other | 100% | 100% | 100% |

Grade 4: In the fourth grade class, there were 19 students when the ITBS was given and 100% of them took the test. Grade 8: The eighth grade class had 19 students when the ITBS was given. 100% took the test. Grade 11: There were 19 students in grade 11 at the time the ITED was given. All 19 or 100% of the students took the test.

## What Changes Are We Making In Our Approach To Improving Reading?

- **LONG RANGE GOAL:** The percent of students performing in the low performance level in reading on all district-wide assessments will be reduced.
- **2001-2002 READING ANNUAL IMPROVEMENT GOAL:** 70% of the 11th grade students will score above the low performance level in the skill of reading comprehension.

**MEETING OUR 2001-2002 ANNUAL IMPROVEMENT GOAL:** 89.5% of our 11th grade students scored above the low performance level in the skill of reading comprehension as measured by ITEDS.

**2002-2003 READING ANNUAL IMPROVEMENT Goal:** In 2002-2003 school year Albert City-Truesdale will increase the percent of students in the class of 2007 reading at the proficient or above proficient level as measured in the ITBS.

**ACTION PLAN TO MEET THE GOAL:** All content areas will integrate comprehensive reading skills into regular instruction. Computer technology will be incorporated to support the skills of reading to learn and learning to read at all levels. This includes integrating the EBSCO program along with the SuccessMaker program into the current curriculum.

**AT ELEMENTARY LEVEL WITH EARLY INTERVENTION FUNDS:** Albert City-Truesdale School District maintains low student to adult ratio with the utilization of paraeducators in classrooms as needed. We continue to maintain our low student to adult ratio numbers with the use of these Early Intervention Funds.

**EARLY INTERVENTION GOALS:**

1. Continue to monitor class size and maintain a low student/adult ratio through certified and non-certified personnel.
2. Continue to implement Title I program in the elementary for remedial reading and math deficiencies.
3. Implement a variety of instructional strategies to accommodate diversified learning needs, through staff development training opportunities.

# How Our Students Are Performing In Math

Number of 4th, 8th, & 11th Grade Students Proficient in Math Compared to the State and Nation . . . Using the 1992 Norms (Option 2, Page 10)

**4th Grade:**
1999- 00 61%
2000-01 73%
2001-02 84%
State: 71.4%
Nation: 60%

**8th Grade:**
1999-00 85%
2000-01 82%
2001-02 58%
State: 73.6%
Nation: 60%

**11th Grade:**
1999-00 90%
2000-01 87%
2001-02 100%
State: 79.6%
Nation: 60%

0 20 40 60 80 100
*1992 Norms

**What We Learned From This Year's Data:** The above data shows that the 4th and 8th graders have scored above the state and national proficiency levels with the exception of one downward trend. The 4th graders scored below the state level in 1999-00 while the 8th graders scored slightly below the national level in 2001-02. The 11th graders have consistently remained above both the state and national proficiency levels.

**2001-2002 Math Proficiency Levels**

4th Grade: Low 15.8 Intermediate 73.7 High 10.5%
8th Grade: Low 42.1% Intermediate 57.9%
11th Grade: Low Intermediate 73.7% High 26.3%

**What We Learned From This Year's Data:** This data shows that we have a 84.2% proficiency level at the 4th grade; 57.9% at the 8th grade, and 100% at the 11th grade. We are above or at the national proficiency at all levels but below the state proficiency in the 8th grade. We will need to support these students this year with additional mathematics skills.

| % of Students Eligible for Science Testing by Grade Level | 4th | 8th | 11th |
|---|---|---|---|
| % of Males Who Took the Test | 100% | 100% | 100% |
| % of Females Who Took the Test | 100% | 100% | 100% |
| % on Free and Reduced Lunch | 100% | 100% | 100% |
| % of Students with Special Needs | 100% | 100% | 100% |
| % of Students with Documented IEPs who did not take the Test. | 100% | 100% | 100% |
| % of white, black, Hispanics, Am. Ind., Asian Pac./other (if needed) | 100% | 100% | 100% |

Grade 4: In the fourth grade class, there were 19 students when the ITBS was given and 100% of them took the test. Grade 8: The eighth grade class had 19 students when the ITBS was given. 100% took the test. Grade 11: There were 19 students in grade 11 at the time the ITED was given. All 19 or 100% of the students took the test.

## Multiple Assessment Data

**The Iowa Collaborative Assessment . . .**

*The Iowa Collaborative Assessment Modules (ICAMs) Measure Student Progress in Problem Solving, Computation, and Quantitative Thinking*

Last year our students participated in the field tests conducted by the Iowa Department of Education on the ICAMs. For the first time this year our students took the full tests. These tests were made by mathematics teachers and AEA consultants from across the state in order to meet the new multiple assessment requirements. A consultant firm, Measured Progress, was hired to ensure validity and reliability on the tests. This year, districts worked at Lakeland AEA3 to score the constructed response part of the test. The selected multiple choice responses will be machine scored. These tests are directly aligned with math standards and benchmarks at the 4th, 8th, and 11th grade. Our test results showed the following:

**(ICAM RESULTS AS REPORTED TO DISTRICTS)**
*MATH (Problem-Solving Strategies & Process)*

| | Below Proficient (level 1) | Proficient & Above (level 2 & 3) |
|---|---|---|
| 4th | 21.1% | 79.0% |

**(ICAM RESULTS AS REPORTED TO DISTRICTS)**
*MATH (Solving Work-Related Math Problems)*

| | Below Proficient (level 1) | Proficient & Above (level 2 & 3) |
|---|---|---|
| 8th | 26.3% | 73.7% |
| 11th | 11.1% | 88.9% |

**ICAM RESULTS AS REPORTED TO DISTRICTS)**
*(Comprehending Literature)*

| | Below Proficient (level 1) | Proficient & Above (level 2 & 3) |
|---|---|---|
| 4th | 26.3% | 73.7% |

**(ICAM RESULTS AS REPORTED TO DISTRICTS)**
*(Comprehending Functional Texts)*

| | Below Proficient (level 1) | Proficient & Above (level 2 & 3) |
|---|---|---|
| 8th | 21.1% | 79.0% |
| 11th | 11.1 | 88.9% |

**What We Learned from the ICAM Data:**
***A District Assessment on Standards and Benchmarks Track Students' Math Progress***

We recognize the importance of a standards-based curriculum. It ensures that students are taught the concepts they need to learn at each grade level. We began tracking their progress at all levels and we have chosen to report out on these levels for two reasons: (1) We are required to report out in specific grade spans, (2) We wanted to report out on grades other than 4th, 8th, and 11th. Thus we are keeping trend line data at the 5th, 7th, and 9th grades. We are also required to show three levels of student achievement at each level. The following chart shows how are students are progressing.

**LONG RANGE GOAL…**

The percent of students performing in the low performance level in on all district-wide assessments will be reduced.

**2001- 2002 ANNUAL IMPROVEMENT GOAL…**

During the 2001-02 school year, 45% of the Albert City-Truesdale CSD 4th graders will score above the low performance level in the skill of estimation of numbers.

**MEETING 2001-2002 MATH GOALS:**

We exceeded our goal for the 4th grade level. 68% of the students scored above the low performance level in the skill of estimation of numbers as measured by ITBS.

**ANNUAL MATH GOAL 2002-2003**

During the 2002-2003 school year the Albert City-Truesdale class of 2007 will increase the percent of students performing at the proficient or above level measured by the ITBS.

# How Our Students Are Performing In Science

**Looking At Science Data Through A New Lens . . .**

How does our science achievement look over time? Just as in reading and math, we charted progress by analyzing the trends in science achievement over time. The following graph shows how 8th and 11th grades have performed in science over the past five years.

Number of 8th & 11th Grade Students Compared to the State and Nation . . . Changing Over From the 1992 to the 2000 Norms (Option 1, Page 9)

What We learned Looking at Science Proficiency Trendline Data: Our students continue to improve in proficiency over time at all levels remaining above the national proficiency levels. Our aim is to move all children into the proficient level and significantly increase the high achieving levels.

**2001-2002 Science Proficiency Levels**

8th Grade: Low 26.3% Intermediate 68.4% High 5.3%
11th Grade: Low 5.3% Intermediate 89.5% High 5.3%

What We Learned From This Year's Data: This data shows that we have 73.7% proficient at the 8th grade, and 94.8% proficient at the 11th grade. We are well above the national proficiency at both levels. We still have students in the low achieving level at the 8th grade level as our aim is to move all children into the proficient level and significantly increase the high achieving levels.

**THE LONG RANGE GOAL:**
All students will understand the process to do scientific inquiry.

**2001-2002 SCIENCE ANNUAL IMPROVEMENT GOAL:**
Middle School/High School: Students will spend more time with self- guided activities aimed at increasing their scores through use of scientific methods. Continuation of integrating EBSCO into the current curriculum along with technology application will be implemented.

**MEETING 2000-2001 SCIENCE GOALS:**
Strategies being used were successful as 94.8% of our 11th grade students performed at or above proficient level as measured by ITEDS.

**ANNUAL SCIENCE IMPROVEMENT GOAL 2002-03:**
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.

## Our School Environment and Student Success

| % of Seniors intending to pursue further education | % of Students achieving a score of 20 or higher indicating post-secondary success | % of graduates who completed a core program of 4 years of English, and 3 or more of math, science, and social studies. |
|---|---|---|
| 92% | 90% | 88% |

**Percentage of dropouts in grades 7-12**

| Percentage & No. of Total Dropouts | Percentage Dropouts by Gender | Percentage of Dropouts by Those on IEPs | Percentage of Dropouts by Race |
|---|---|---|---|
| 1%-1 | 1% Male | 1% | 1% Caucasian |

We are proud of our continuing high number of students we graduate. 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 proud of the number of students who pursue further education either at a two-year, four-year college, trade 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 remain competitive. 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 most of our students are taking four years of English and 3 or more of math, science, and social studies.

Class of 2002 Future Plans

4 Year College 31%
2 Year College 56%
Technical College 0%
Military 1%
Workforce 1%
0 20 40 60 80 100

## Improving the Climate and Culture of Our School

**LONG-RANGE GOAL:** Continue to explore and develop strategies that teach and encourage social responsibility, motivation and work character through mutual collaboration between parents, teachers and students.

**ANNUAL IMPROVEMENT GOAL FOR 2001-2002:** The district will continue to work on improving student relations and students maintaining positive relations with peers.

## How We Are Integrating Technology Into Our Classrooms

Technology offers many opportunities to improve learning. 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. Our students are learning both the IBM/PC and Macintosh platforms. We use the Microsoft Office suite of programs. Students research topics through on-line databases and the Internet. They also design web pages and are responsible for keeping our school sit up-to-date. It is our goal to keep abreast of technology emphasizing that computers and etc. are tools of application not only for students, but for interaction of instructional curriculum.

- Staff are using technology in elementary classrooms to improve students reading skills. Engaging software that supports individual needs is used by students to learn comprehension, word recognition and other reading skills. Technology has been integrated into most curricular areas through the use SuccessMaker, EBSCO, and curriculum Web pages.
- All Classes K-8 have designated times to work on SuccessMaker each week. EBSCO is being utilized in the Language Arts and Science areas.
- 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.
- 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.

**INTERCONNECTIVITY DOCUMENTATION**

100% of our classrooms are capable of being connected to the Internet and all of our teachers have an e-mail account with the district. Our school's Web site is www.albertct.k12.ia.us and is updated by students. Students and staff utilized our ICN site by taking college courses, participating in virtual field trips, paraeducator training, staff development, and many other opportunities offered by IPTV.

## Our resources

## Our Celebrations

- 100% of the graduating seniors who applied for scholarship funds received funding provided by the ACT Foundation.
- Our staff has met the challenge of our school improvement plan and achievement goals. Staff have learned new technology applications and studied several new instructional strategies. We celebrate their commitment to continuous learning!
- 4th grade and 11th grade both showed improvement in their reading and math areas as measured by ITBS and ITEDs.
- All teachers participated in an average of 50 hours of professional development.
- Teachers, parents, and community helped develop district goals and action plans for our five-year comprehensive school improvement plan.
- Albert City-Truesdale continues to benefit from strong community support for its programs, staff and students.
- A new and exciting program new this year is a preschool program that is offered everyday for a full day. Parents are able to choose half-day or full day for their preschool age child.
- Our students finished the 2001-2002 school year with a combined total of 220 college credits. This enables students to begin some basic college courses in their junior and senior year of high school.

## Keeping You Informed

This report provides information about how well our district is doing---where it is succeeding and where there is room for improvement. While it cannot tell you everything about our performance, the report is a good starting point for discussions with our teachers, administrators, and school board members.

For more information about our district call (712) 843-5416 or visit our web site at www.albertct.k12.ia.us

We encourage your involvement in the future of our schools. Please feel free to contact any of the following:

School Improvement Advisory Committee

Kim Johnson
Lori Thompson
Crystal Carlson
Kim Masters
DJ Wenell
Bea Houston
Bev Evans
Dean Christiansen
School Administration

School Administration
Superintendent: Steve Mitchell
Principal: Francie Newgard

School Board
Gary Hogrefe- President
Charlie Hogrefe
Doug Rebhuhn
James Peterson
Phil Buchholz

*It is the policy of the Albert City-Truesdale Community School District 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.*