

Annual
Progress Report
for
Albert City-Truesdale
CSD

Published September 2005



Albert City Board of Education

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We welcome your comments!

This community report was prepared by the Albert City Community School District. To receive additional copies or for more information, or to comment on this report, call (712) 843-5416.

Dear Parents and Community Members,

The Annual Progress Report is designed to inform the public of our school's progress. It is used to assist in making decisions toward building a stronger place of learning. We are very proud of the accomplishments and growth made by the students.

This report will focus on the 2004-2005 school year. It also includes goals for the future. We encourage parent and citizen input. If you have questions or concerns, please feel free to visit the school or call the number listed above.

The education of children is a community effort. Students face many new challenges each day. The goal of our district is to prepare the children to be able to face those challenges as responsible citizens. We strive to develop the skills they need to make sound decisions.

Join us as we salute the efforts and achievements of the students and honor the hard work of our staff, parents and community.

Reading

Reading is the foundation for learning, and the Albert City-Truesdale CSD strives to ensure that all students learn to read well.

The district is involved in the Reading First Grant that trains teachers on methods of teaching reading and integrating the concepts into the other subject areas. New resources were purchased to assist teachers in this endeavor.

Long-Range Goal:

To decrease the percent of students at the low performance level and increase the percent of students at the intermediate and high performance levels.

Annual Improvement Goal for 2004-2005:

To meet the continuous progress goals of the Iowa Plan for annually improving the K-6 reading based on the ITBS.

Report:

The annual improvement goal was met based on the Iowa Test of Basic Skills. The percent of students in the low category dropped from 26.3 percent in '03-04 to 6.7 percent in '04-05. This was done largely by the efforts of teachers following the guidelines of the Reading First Grant and providing interventions for students who needed extra assistance in developing their reading skills.

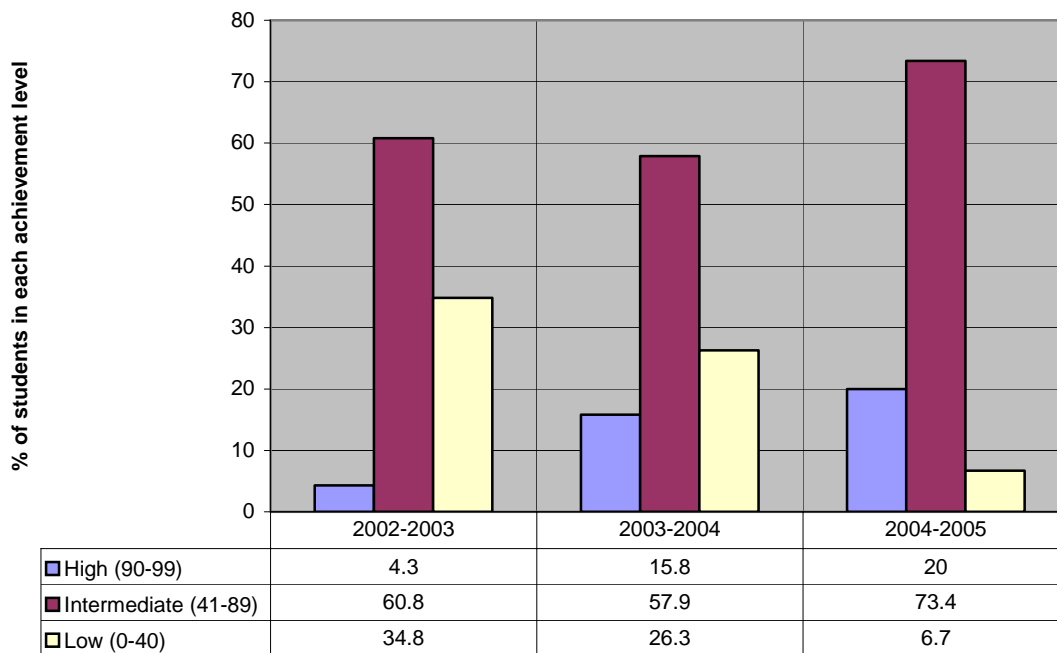
Annual Improvement Goal for 2005-2006:

To continue to measure at or above the state or national level in the area of reading proficiency as indicated on the ITBS.

Action Plan to Meet the Goal:

- Continue to study the data collected from the Basic Reading Inventory, PPVT and the DSA
- Evaluate resources used within the district
- Continue using interventions to address the needs of the individual student

4th Grade Reading Comprehension Comparison



4th Grade Reading

Ninety-three percent of the students in fourth grade who took the ITBS in 2004-2005 were reading at or above the minimum proficiency level of 41, as demonstrated in the chart above! Reading proficiency percentage at the fourth grade level has increased each of the last three years and is currently above the state average (77%) and national average (60%)!

The district could not report gender breakdowns because there must be at least 10 students in a subgroup.

ICAM Results

	'02-03	'03-04	'04-05
Proficient and Above	77.2%	89%	92.3%
Low	22.7%	11%	7.7%

Math

Math is used in so many aspects of our daily lives that it is important for students to develop and master math skills to succeed. We strive to find resources and concepts that will enhance the delivery of our math program.

Long-Range Goal:

To decrease the percent of students at the low performance level and increase the percent of students at the intermediate and high performance levels.

Annual Improvement Goal for 2004-2005:

To meet the continuous progress goals of the Iowa Plan for annually improving the K-6 math total.

Report:

The goal was met as indicated by the scores on the Iowa Test of Basic Skills. The percent of students in the low category was 15.8 percent in 2003-2004. The percent dropped to 6.7 percent in 2004-2005.

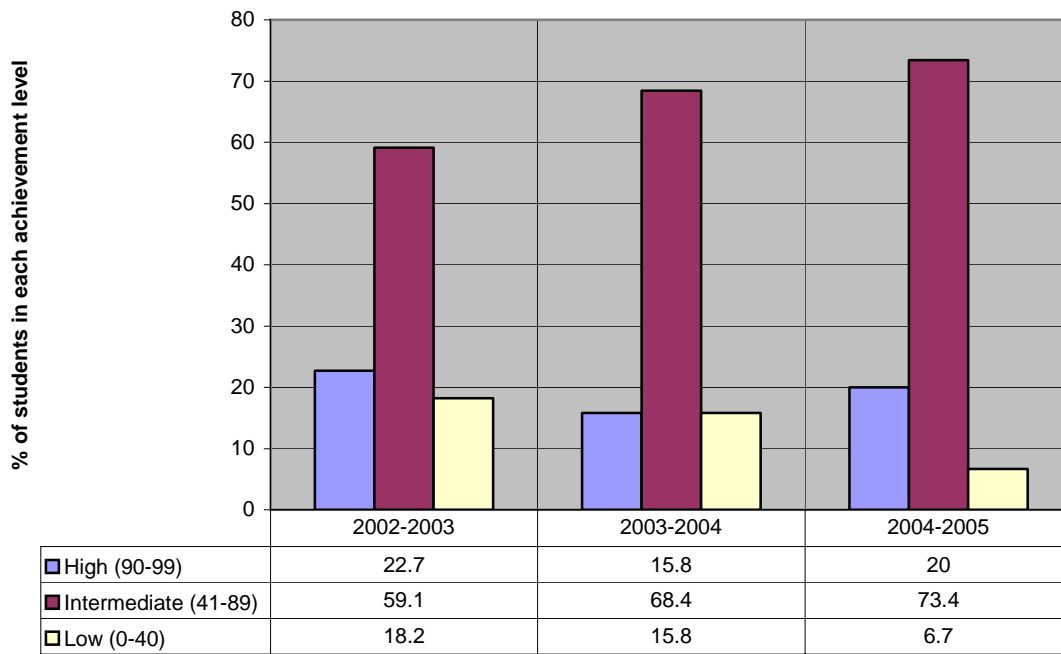
Annual Improvement Goal for 2005-2006:

To continue to measure at or above the state or national level in the area of math proficiency as indicated on the ITBS.

Action Plan to Meet the Goal:

- Collect data on cohort groups for analysis and monitoring
- Study the trends, identify specific math skills to target and find proven interventions for implementation
- Evaluate the resources used by the district for math presentation

4th Grade Math Comparison



4th Grade Math

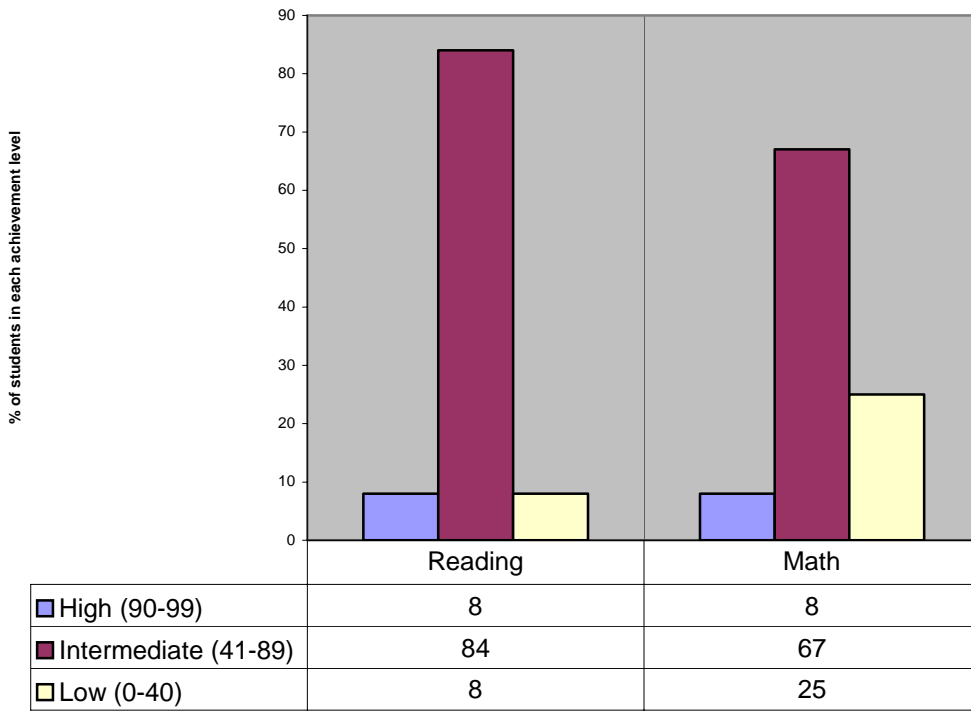
The above chart represents the performance in proficiency percentages on the ITBS tests of each year's fourth graders over the last three years. **Ninety-three percent of the 2004-2005 fourth graders tested at or above the minimum proficiency level of 41 in math!** This is an increase from last year's proficiency level, **and is well in excess of the Iowa average of 77% and the national average of 60%.**

The district could not report gender breakdowns because there must be at least 10 students in a subgroup.

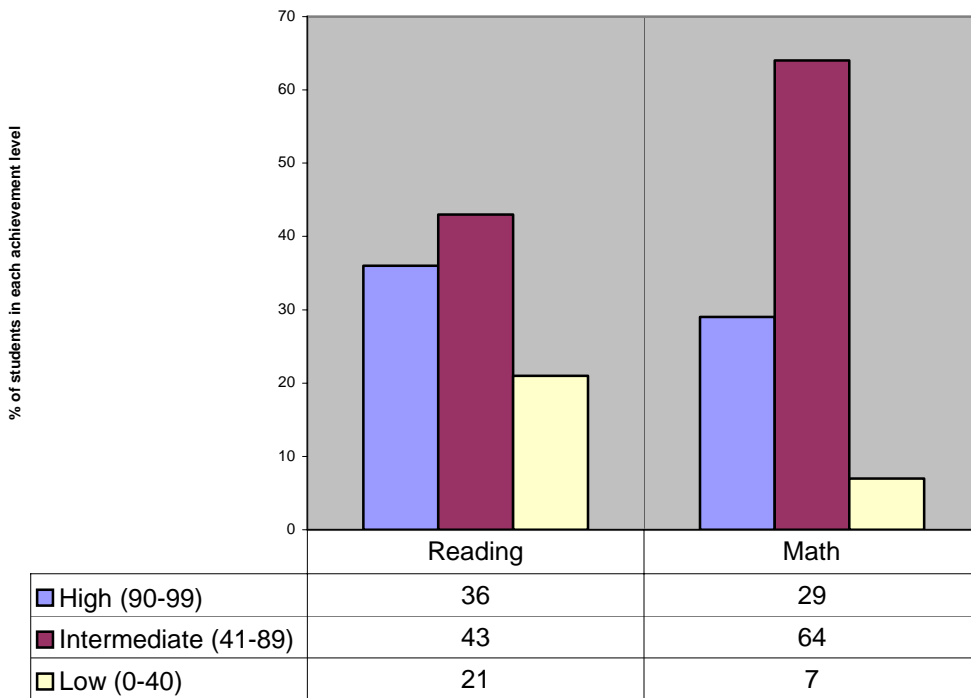
ICAM Results

	'02-03	'03-04	'04-05
Proficient and Above	81.8%	89.5%	100%
Low	18.2%	10.5%	0%

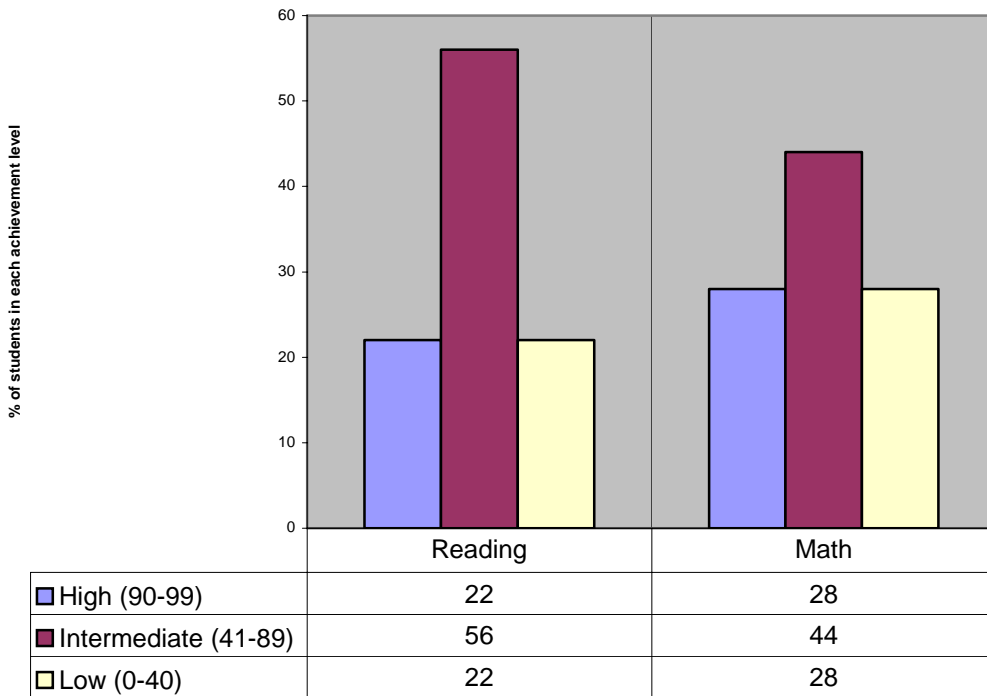
2nd Grade 2004/2005



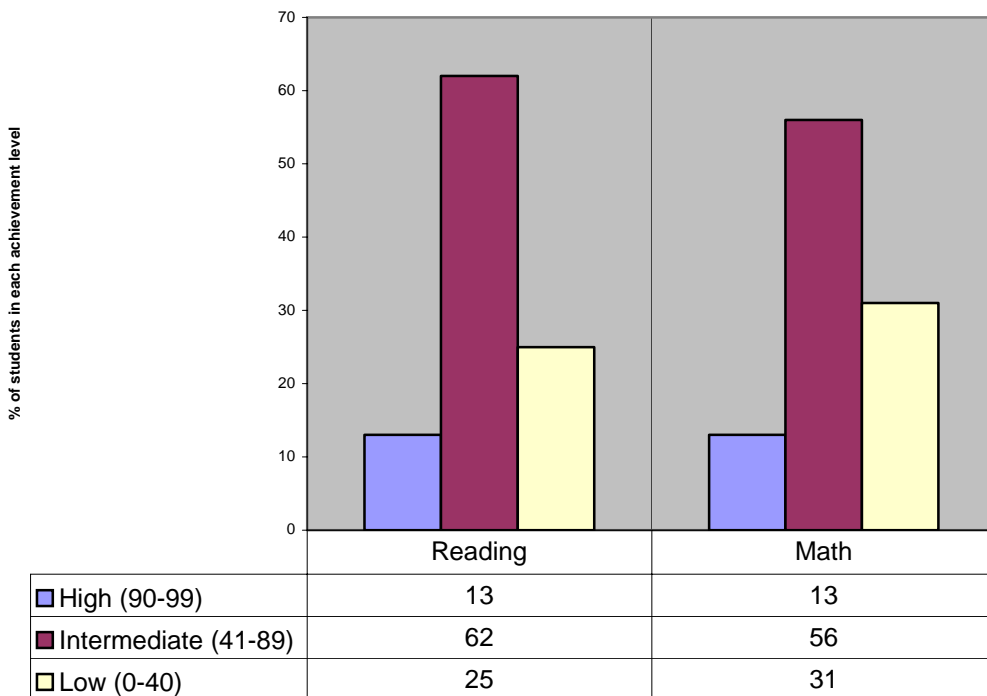
3rd Grade 2004/2005



5th Grade 2004/2005



6th Grade 2004/2005



Average Daily Attendance

AC-T Average Daily Attendance	96.9%
State Average	95.8%

This indicates the goal was met as Albert City-Truesdale surpassed the state average by 1.1%.

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.

Other Locally Determined Indicators:

Character Counts was taught at all grade levels in the building. It was reinforced by classroom teachers throughout the daily schedule.

A survey is being developed to be given to staff, students and parents. This survey will be given annually to address the areas of academics, safety, respect and communication. This information will be used as part of the school improvement process.

No building within the district was identified as being in need of assistance.

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