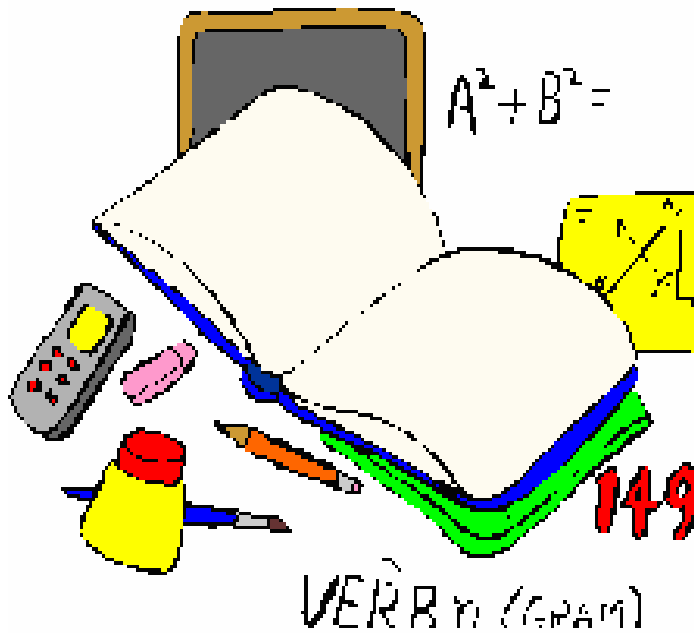


Estherville Lincoln Central Community Schools



Annual Progress Report

**2009-2010
School Year**

To the Parents and Citizens of our School District:

This report is intended to help you become informed about one of the most important challenges facing public education.....improving student achievement.

Today's students will face enormous challenges in the 21st century. We need to be sure that all students are able to achieve at high levels if we are to maintain a strong economy and high quality of life as we enter the new millennium.

To improve our schools and ensure student achievement we must develop a direction and focus for our schools and we must be held accountable by our citizens and by ourselves for completing the task we've been given.

This Annual Progress Report demonstrates to you, our community, student achievement and progress towards meeting district, building and department goals. It gives you basic information about our school. This report is part of the district's Comprehensive School Improvement Plan which provides a framework for the teaching and learning process. It gives direction for improving on what we do best....helping our students achieve.

The information presented in this report has been collected and analyzed by many during the last school year. We believe this report demonstrates that our schools are ensuring that all students maximize their learning potential in becoming confident, independent, productive citizens with good character. Our children's future depends on it!

Educationally Yours,
Richard J. Magnuson
Superintendent of Schools

Purpose:

The purpose of our annual progress report is to provide you with the information we use to make decisions to support the continuous improvement of our school 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 Iowa Tests (ITBS at 3-8 and ITED at 9-12) are one of the assessments we use to determine how are students are performing in reading, math, science and social studies. A **proficient student** scores at the **41 percentile** or above. Take a moment to review your child's scores to determine if they are proficient in the areas tested. It is the practice of the Estherville Lincoln Central Community School District to test all students.

We also use other assessments to determine the progress of our students. Assessments results are included from several of these assessments as well. The report is arranged around our seven school improvement goals. We welcome your response to this report!

ELC Student Essential Learning Goals

1. Uses resources and technology appropriately.
2. Demonstrates physical and emotional wellness.
3. Becomes an independent, self-directed learner.
4. Interacts positively and productively with others in the community and work place.
5. Displays attributes of good character and responsible citizenship.
6. Demonstrates effective written and oral communication skills.
7. Applies creative, critical thinking in making decisions on complex issues.
8. Respects diversity and is understanding of the differences in others.
9. Contributes to the aesthetic and cultural life of the community.

2009 - 2010 District and Annual Goals

- 1. All students will be proficient in reading by the 2013- 2014 school year.**

Annual Improvement Goal: Increase the percent of students in grades 5, 6, and 7 that are proficient in reading comprehension as measured by the Iowa Tests of Basic Skills to at or above the State trajectory during the 2009 – 2010 school year.

- 2. All students will be proficient in math by the 2013 – 2014 school year.**

Annual Improvement Goal: Increase the percent of students in grades 5, 6, and 11 that are proficient in mathematics as measured by the Iowa Tests to at or above the State trajectory during the 2009 – 2010 school year.

3. All students will be proficient in science by the 2013 – 2014 school year.

Annual Improvement Goal: Increase the percent of students proficient in science as measured by Iowa Tests in grades 7 and 11 during the 2009 – 2010 school year. In 2008 – 2009, 70% of the 7th graders were proficient and 76.6% of the 11th graders were proficient.

4. Students, teachers, and community will use technology as a tool to facilitate learning and life in a global society.

- Students will use technology to retrieve, process, and utilize information to solve problems and create knowledge as demonstrated by the 8th grade technology literacy assessment
- Integrate technology into the classroom

5. All K-12 students will experience a safe and nurturing environment.

Indicators of success:

- BEDS anti-bullying/anti-harassment data
- Iowa Youth Survey
- Student climate survey (grades 1 – 4)
- Senior exit survey

How are our students performing in Reading?

Goal: All K-12 students will be proficient in reading by the year 2013-14.

Annual Improvement Goal: Increase the percent of students in grades 5, 6 and 7 that are proficient in reading comprehension as measured by the Iowa Tests of Basic Skills to at or above the State trajectory during the 2009-2010 school year.

We did not meet the goal. In order to meet the goal all grades listed above must be at or above the State Trajectory. Results are as follows:

Grade	2008 – 2009	2009 – 2010	State Trajectory
4 th	88.4%	76.4%	Above
6 th	60.0%	54.8%	Below
7 th	60.5%	70.4%	Below
8 th	76.5%	60.8%	Below

The plan to meet future goals includes the following: The school district will focus on reading comprehension strategies by studying, learning, and implementing strategies to analyze, synthesize information, interpret, infer, and draw conclusions. Leveled reading groups will be added to 4th and 5th grade.

Individual grade reading data as well as subgroup data can be found on this website: <https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000>

If you would like to compare ELC's reading achievement data with four other schools and the state the website is:
<http://www.iowaschoolprofiles.com/>

Multiple Assessments in Reading:

Many other reading assessments are used to determine how well your child is reading. Among those given are the Basic Reading Inventory (BRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the ASSET assessment given to all 10th graders as a indication of community college readiness.

Kindergarten

Assessment	2009-2010
<i>DIBELS</i>	
Phoneme Segmentation	
-Established	80%
-Emerging	16%
-Deficit	4%
Nonsense Word Fluency (Letters)	
-Low risk	47%
-Some risk	38%
-At risk	15%

-Emerging	30%
-Deficit	10%
Reading Fluency	
-Established	76%
-Emerging	15%
-Deficit	9%

First Grade:

Assessment	2009-2010
<i>DIBELS</i>	
Phoneme Segmentation	
-Established	96%
-Emerging	4%
-Deficit	
Nonsense Word Fluency	
-Established	60%

Second Grade:

Assessment	2009-2010
BRI	
Accuracy	
-Independent	72%
-Instructional	22%
-Frustrated	6%
Comprehension	
-Independent	49%
-Instructional	47%
-Frustrated	4%
Fluency	
-Above Pro	
-Proficient	60%
-Below Pro	20%
-Much Below	20%

Third Grade:

Assessment BRI	2009-2010
Accuracy	
-Independent	98%
-Instructional	0%
-Frustrated	0%
Comprehension	
-Independent	94%
-Instructional	5%

-Frustrated Fluency	1%
-Above Pro	45%
-Proficient	35%
-Below Pro	15%
-Much Below	5%

ASSET:

Percent of 10th grade students not needing an Improvement Class in Writing: 61%

Percent of 10th grade students not needing an Improvement Class in Reading: 52%

2009-2010 Early Intervention Goals

Our early intervention goal for the 2009-2010 school year was:

All students will be reading at or above the third grade level by the time they leave the third grade or referred for or receiving special services.

We had six sections of Kindergarten this last year which was twenty or twenty-one children in a class. A Title I teacher spent a half-hour each day in each Kindergarten room. Classroom teachers and the Title I teacher taught phonemic awareness and guided reading. The students were split into flexible small groups according to their ability level and taught accordingly. ELL students were pulled out for services as needed.

All Kindergarten students were evaluated three times during the year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS test results were reviewed with parents during fall and winter conferences and results were sent home on report cards in the spring. DIBELS tests indicate that **96%** of our Kindergarten students are established or emerging in phoneme segmentation, which is a prerequisite skill needed to read. Teachers indicated that **81%** of Kindergarten students were at grade level in reading skills at the end of the year.

There were five sections of first grade which were classes of 19-20 students this year. First graders were also tested using DIBELS and the test results were reported to parents at both conferences and sent home in the final report card. Demoney first grade students who were not established readers received Intensive Reading Intervention Strategies (I.R.I.S.) or Reading Recovery. I.R.I.S. is an intensive one-on-one reading remediation program implemented by trained para-professionals. The para-professional works every day for a half-hour with the student that results in a book going home to read to a family member. The I.R.I.S. program served 32 first through third grade students last year. Reading Recovery is an intensive reading program implemented by professional teachers and was available to the lowest first graders using DIBELS and a battery of tests given by Reading Recovery teachers. Reading Recovery served students last year. All first

grade ELL students receive IRIS services if they are below grade level in reading and they also receive small group ELL services.

The spring DIBELS test results indicate **76%** of the first grade class were reading at 40 words per minute or above benchmark of 40 wpm. First grade teachers indicate that **92%** of students were reading at grade level.

Second grade had five classrooms each with class sizes of 19-20 students. Third grade had four sections with 21-22 students. Second and third grade teachers team-taught with Title I teachers through our School Wide Title I plan. Each Demoney second and third grader received around ninety minutes of guided reading and skill instruction with two teachers in the room. DIBELS and the Basic Reading Inventory (BRI) were given to monitor second and third graders progress in reading three times during the year with the results being shared with parents at conferences and on the report card at the end of the year. Second grade second language learners do receive IRIS services if they are below proficiency in reading. All reading teachers were paid for through early intervention or Title I funds.

Second grade teachers reported that **74%** of students were reading at grade level at the end of the year. Second grade students DIBELS results saw **60 %** of students at benchmark of 90 words per minute or above. The BRI results were **94%** accuracy and **96%** comprehension.

The Spring BRI test results indicate that **98%** of the third grade were proficient in reading accuracy and **98%** were proficient in reading comprehension. DIBELS indicated that **80%** of students were reading at benchmark or above which is 110 words per minute or above. Third grade teachers reported that **88%** of students were reading at grade level at the end of the year.

We did not meet our goal last year, 88% of third graders were proficient in reading. However, this is a ten per cent increase over the 2008-09 school year. There were 8% of the third graders receiving special education services, leaving 4% of third grade students that were not proficient and were not on an IEP.

How are our students performing in Math?

Goal: All K-12 students will be proficient in math by the year 2013-14.

Annual Improvement Goal: Increase the percent of students in grades 5, 6, 11 that are proficient in math as measured by the Iowa Tests to at or above the State trajectory during the 2009-2010 school year.

We did not meet the goal. In order to meet the goal all grades listed above must be at or above the State trajectory. Results are as follows:

Grade	2008 – 2009	2009 – 2010	State Trajectory
4 th	77.8%	78.7%	Above
6 th	66.6%	66.6%	Below
7 th	73.7%	80.3%	Above
8 th	77.6%	68.2%	Below

The plan to meet future goals includes the following: The school district will continue to focus on conceptual understanding and problem solving in math; and, align the math curriculum with the Iowa Core Curriculum.

Individual grade math data as well as subgroup data can be found on this website: <https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000>

If you would like to compare ELC’s math achievement data with four other schools and the state the website is:
<http://www.iowaschoolprofiles.com/>

Multiple Assessments in Math:

The Iowa Tests are just one assessment format we use to determine how well our students are performing in math. We also use classroom benchmark assessments in Math grades 4-8, and the ASSET assessment given to all 10th graders as an indication of community college readiness.

4th Grade – 8th Grade: Classroom benchmark assessments.

4th grade: 93% proficient

5th grade: 100% proficient

6th grade: 95% proficient

7th grade: 80% proficient

8th grade: 78% proficient

(60% and above is considered proficient)

ASSET:

Percent of 10th grade students not needing an Improvement Class in Elementary Algebra: 91%

How are we performing in Science?

Goal: All K-12 students will be proficient in the science by the year 2013-2014.

Annual Improvement Goal: Increase the percent of students proficient in science as measured by the Iowa Tests in grades 7 and 11 during the 2009-2010 school year. In 2008-2009, 70% of the 7th graders were proficient and 76.6% of the 11th graders were proficient.

We met the goal. In 2008 – 2009, 70% of the 7th graders were proficient and 76.6% of the 11th graders were proficient. In 2009-2010, 90% of the 7th graders and 80% of the 11th graders are proficient.

The plan to meet future goals includes the following: In conjunction with increasing achievement in reading comprehension, the skills lacking in science (interpreting information, analyzing and evaluating information, and scientific inquiry) will be studied and strategies implemented in the classroom to increase students' ability to think at a higher level.

Individual grade science data as well as subgroup data can be found on this website: <https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000>

If you would like to compare ELC's science achievement data with four other schools and the state the website is:

<http://www.iowaschoolprofiles.com/>

Multiple Assessments in Science:

10th Grade Biology Benchmark Assessment:

94.3% of the 10th graders were proficient on this benchmark assessment.
(60% and above is considered proficient)

Goal: Students, teachers, and community will use technology as a tool to facilitate learning and life in a global society.

Accomplishments:

- ELC has adopted the following definition of technology literacy:
Technology literacy is the ability of individual to responsibly use appropriate technology to assess, manage, integrate and evaluate information; construct new knowledge and communicate with other to improve learning and acquire lifelong knowledge and skills
- A student will be determined to be technologically proficient if they have received a grade of C- or above during both sessions of computer applications during their eighth grade year. During the 2009-2010 year, 100% of the ELC eighth grade students were considered to be technologically proficient

Goal: Enhance district and building culture and improve two-way communication with parents and community.

Accomplishments:

- Continued to improve interpersonal relationships within the school population
- Continued to improve relationships between all diverse groups of learners

Goal: The district will improve and revise curriculum to meet our students' needs in an ever-changing world.

Accomplishments:

- The District Leadership Team attended the AEA/DE Iowa Core Curriculum training sessions; studied the Essential Skills and Concepts and the six outcomes of the ICC; and relayed appropriate information to the teaching staff.
- The DLT also completed and submitted the Iowa Core Implementation Plan to the state.
- The District Literacy Team developed and organized Literacy Grids for staff to complete to enhance data collection on the enacted curriculum used by teachers in the classroom. The enacted curriculum will be aligned with the intended curriculum during the 10-11 school year.

If you wish to view the Essential Skills and Concepts of the Iowa Core Curriculum in Literacy, Mathematics, Science, Social Studies, and 21st Century Skills go to:

<http://www.corecurriculum.iowa.gov/Home.aspx>

Other Data:

Percentage of dropouts in grades 7-12:

Percentage of Total Dropouts	Percentage Dropouts by Gender	Percentage of Dropouts by Those on IEPs	Percentage of Dropouts - ELL	Percentage of Dropouts by Race
0.85%	1.37% Females 0.34% Males	1.16%	3.85%	0.61% White

We are proud of the 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.

Other Indicators of 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.
86.02%	74.55%	100%

Indicators of success for No Child Left Behind:

District Graduation Rate	Graduation Status	Average Daily Attendance	K-8 Status
98.9%	Met	95.5%	Met

Percentage of students tested in each grade:

3-5 th Grades	6-8 th Grades	11 th Grade
99.65%	100%	100%

Percentage of classes taught by highly qualified teachers: 100%

Keeping You Informed

This report provides information about how well our district is doing---where we are succeeding and where there is room for improvement.

For more information about our district call (712) 362-2692.

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

School Administration

Richard Magnuson, Superintendent of Schools	(712)362-2692
Frank Christenson, Principal High School	(712)362-2659
Mike Peterson, Principal Middle School	(712)362-2335
Kristine Schlievert, Principal Elementary	(712)362-2237

It is the policy of the Estherville Lincoln Central 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, socioeconomic status, creed, gender identify, sexual orientation or disability in its educational programs, activities, or its employment and personnel policies.