

Annual Progress Report 2011-2012

**Earlham Community
School District**

Creative

Achieving

Respectful

Dedicated

Students



Earlham Community School District Board of Directors



Seated from the left: Teresa Waldron-Vice President, Kathy Woolcott. Standing from the left: Andrew Arnburg, David Morford-Board President and Steve Willem

Introduction

The Earlham Community School District Annual Progress Report (APR) is the school district's "report card" to the community and the state. Each school is required to submit a yearly report to the Department of Education showing the progress it has made toward district and state achievement goals. The report must include Annual Improvement Goals, achievement scores in reading, math, and science from grades 3 through 8 and 11, and other indicators of student success, such as attendance, graduation rate, and American College Testing Program (ACT) data.

The school's achievement goals are in line with the state's target goals for meeting the requirements of No Child Left Behind (NCLB). We are required to report students as a whole (all) and subgroups by gender, Individual Educational Plan (IEP), and socio-economic status (SES) if these subgroups are large enough so as not to identify individual students. With the combination of students in grades 3-6, some of the subgroups listed above are now large enough and the achievement data will be noted in this report.

During the 2011-12 school year, the elementary school was identified as a School In Need of Assistance (SINA) in the area of math. This requires the District to complete an action plan to increase student achievement in the elementary in the area of math.

The Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) are the instruments we used to report student proficiency in the past. The Iowa Assessments replaced the ITBS and ITED beginning in 2011-12. Proficiency is defined as scoring at the 41st National percentile or higher on both tests. We also use Measures of Academic Progress (MAP) testing data to assess student academic growth and proficiency in grades 7-12, and Skills Iowa in grades 3-6.

The Mission of the
Earlham Community
School District is to
develop responsible,
independent, productive
citizens



Vision Statement -

The Earlham Community School
District believes that the ultimate
purpose of education is to challenge all
students to reach their highest levels of
achievement possible in order to
become life long learners.

District Learning Goals

- **Communication**: Students will be able to speak and write effectively, to read and listen for understanding and to utilize technology for a resource.
- **Productive Citizen/Social Responsibility**: Students will interact constructively and work cooperatively with others. Students will recognize the rights and responsibilities of American citizenship in a global society.
- **Problem Solving**: Students will have the ability to re-search information using all available resources and to think critically using these resources.
- **Cognitive Skills**: Students will demonstrate knowledge and mastery/competency of core subject areas.
- **Diverse Society**: Students will demonstrate awareness of the contribution of other cultures and beliefs and the interaction between them.
- **Technology**: Students will have the ability to understand and utilize technology as it develops.
- **Assessment**: Assessment is an essential part of student growth. All students will show continuous improvement on local, state, and national measures.



District Beliefs



- Student learning is our primary purpose.
- Effective teaching is essential to student success.
- Successful education occurs in a safe, stimulating, challenging and positive environment.
- All individuals deserve to be treated with dignity and respect.
- A diversity of educational opportunities is essential to effective student learning.
- Learning is a shared responsibility by students, parents, staff and the community.
- Students need learning and basic life skills to become responsible, independent, productive citizens.

Summary of Annual Improvement Goals and Results for 2011-12

Reading Goal: During the 2011-12 school year, the Earlham Community School District will increase the percentage of students who score at the proficient or above levels on the Iowa Assessment in reading comprehension test at Grade 4. During the 2010-11 school year, 74% of these students scored as proficient or above on the ITBS reading comprehension test in Grade 3.

Reading Goal Results: During the 2011-12 school year, 74.5% (41 of 55 students) of students in grade 4 scored proficient or above on the Iowa Assessment in reading.

Goal met.

Math Goal: During the 2011-12 school year, the Earlham Community School District will increase the percentage of 8th grade students who score at the proficient or above levels on the Iowa Assessment math total subtest. During the 2010-11 school year, 84% of these students scored as proficient or above on the ITBS math subtest in Grade 7.

Math Goal Results: During the 2011-12 school year, 78.7% (37 of 47 students) of students in grade 8 scored proficient or above on the Iowa Assessment in math.

Goal not met.

Science Goal: During the 2011-12 school year, the Earlham Community School District will increase the percentage of 11th grade students scoring proficient or above on the Iowa Assessment science test. During the 2010-11 school year, 77.8% of these students scored as proficient or above on the ITBS science test in Grade 10.

Science Goal Results: During the 2011-12 school year, 79.4% (27 of 34 students) of students in grade 11 scored proficient or above on the Iowa Assessment in science.

Goal met.

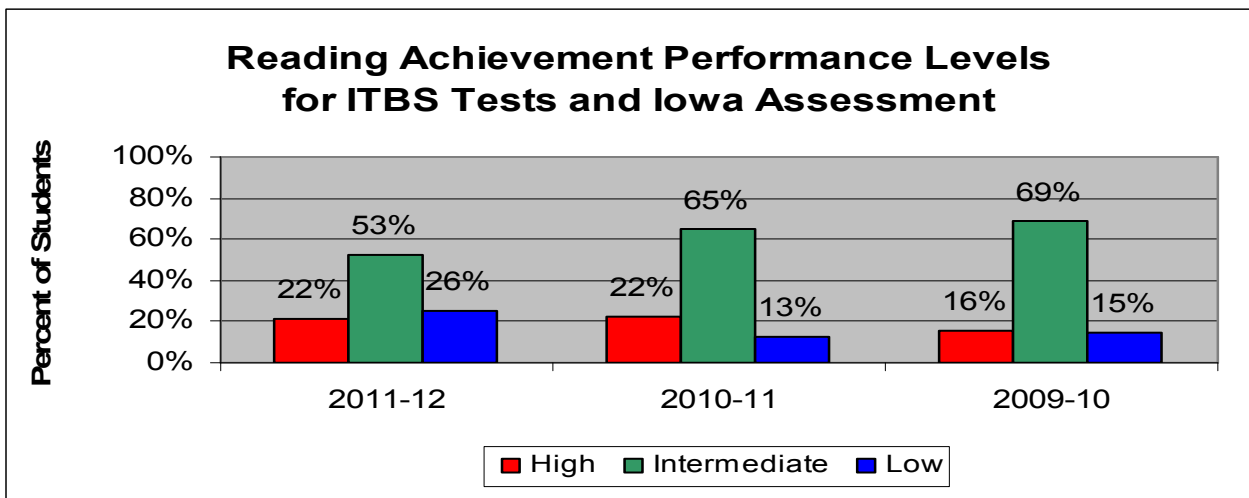


Three Year Trend Data for 4th Grade Reading

The following chart shows the percent of students who scored at the 41st percentile or above on the Reading Comprehension test when in 4th grade. For the 2011-12 school year, the tests were rewritten as the Iowa Assessments, and in prior years, the test were the Iowa Tests. Because the tests were different, there is not a direct correlation between scores of the two tests.

Percent of 4th Grade Students at or above the 41st Percentile
2011-12 - 75%
2010-11 - 87%
2009-10 - 85.5%

The table below shows the three levels of proficiency for the 4th grade students on the ITBS Reading Comprehension Test for 2009-10 and 2010-11 and the Iowa Assessment Reading test for 2011-12. Students who score in the 90th percentile or above are considered to be in the high achievement level. Those who scored between the 41st and 89th percentile are considered to be in the Intermediate Achievement Level. Students who scored in the intermediate or high levels are considered proficient. Students who scored below the 41st percentile are considered to be in the low category.



Multiple Assessment Data for Reading

Reading	Mean Fall RIT	Mean Spring RIT	NWEA End of Year Norms
7	219.6	222.8	219.6
8	222.5	224.1	222.6
9	222.6	222.7	222.9
10	220.9	225.5	223.9
11	225.3	225.3	xx

Reading Achievement Grades 3-11 for 2011-12

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

Grade	Percent Proficient (41st Percentile and above)	Less than Proficient (Below 41st Percentile)	Proficient (41st to 89th Percentile)	Advanced (90th Percentile and above)
11th	77.1%	22.9%	74.3%	2.9%
10th	77.1%	22.9%	62.5%	14.6%
9th	75.5%	24.5%	69.4%	6.1%
8th	72.3%	27.7%	63.8%	8.5%
7th	83.9%	16.1%	71.4%	12.5%
6th	76.4%	23.6%	61.8%	14.5%
5th	77.8%	22.2%	68.9%	8.9%
4th	74.5%	25.5%	52.7%	21.8%
3rd	87%	13%	58.7%	28.3%

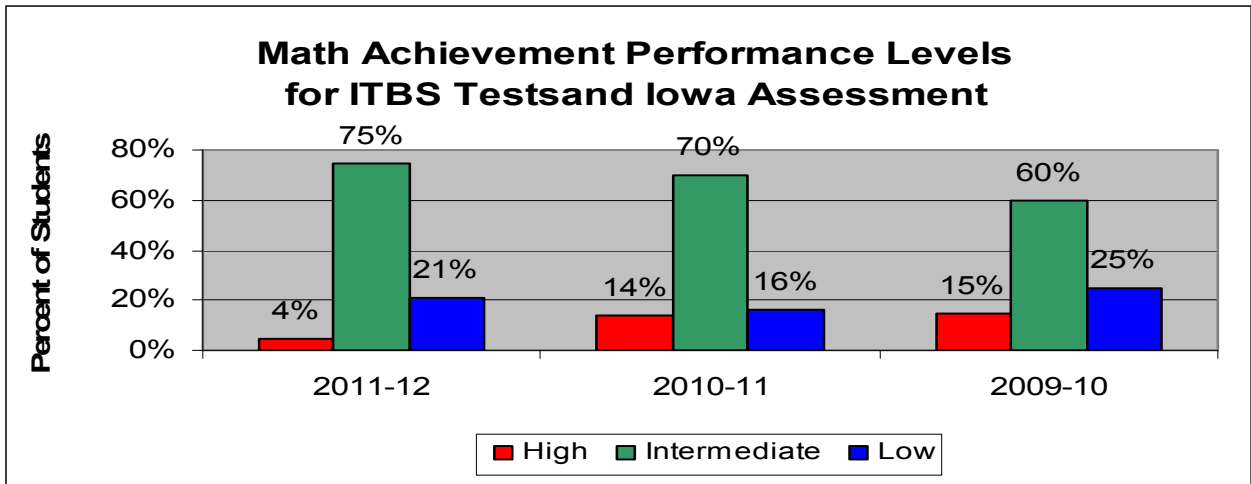


Three Year Trend Data for 8th Grade Math

The following chart shows the percent of students who scored at the 41st percentile or above on the Mathematics test when in 8th grade. For the 2011-12 school year, the tests were rewritten as the Iowa Assessments, and in prior years, the test were the Iowa Tests. Because the tests were different, there is not a direct correlation between scores of the two tests.

Percent of 8th Grade Students at or above the 41st Percentile
2011-12 - 78.8%
2010-11 - 84%
2009-10 - 75%

The table below shows the three levels of proficiency for the 8th grade students on the ITBS Reading Comprehension Test for 2009-10 and 2010-11 and the Iowa Assessment Math test for 2011-12. Students who score in the 90th percentile or above are considered to be in the high achievement level. Those who scored between the 41st and 89th percentile are considered to be in the Intermediate Achievement Level. Students who scored in the intermediate or high levels are considered proficient. Students who scored below the 41st percentile are considered to be in the low category.



Multiple Assessment Data for Math

Math	Mean Fall RIT	Mean Spring RIT	NWEA End of Year Norms
7	225.0	231.5	230.9
8	231.5	235.9	234.4
9	235.5	236.9	235.3
10	238.8	240.9	237.5
11	242.1	243.4	xx

Math Achievement Grades 3-11 for 2011-12

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

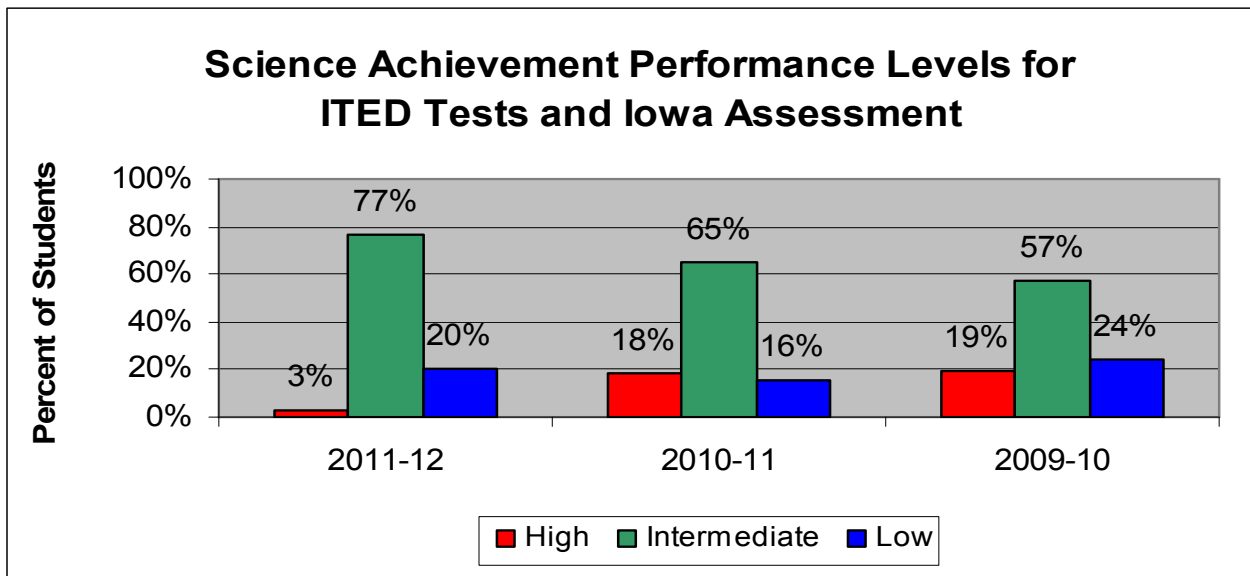
Grade	Percent Proficient (41st Percentile and above)	Less than Proficient (Below 41st Percentile)	Proficient (41st to 89th Percentile)	Advanced (90th Percentile and above)
11th	85.3%	14.7%	76.5%	8.8%
10th	81.2%	18.8%	62.5%	18.8%
9th	81.6%	18.4%	59.2%	22.4%
8th	78.8%	21.3%	74.5%	4.3%
7th	80.4%	19.6%	69.6%	10.7%
6th	67.3%	32.7%	54.5%	12.7%
5th	64.4%	35.6%	55.6%	8.9%
4th	65.5%	34.5%	52.7%	12.7%
3rd	84.4%	15.6%	53.3%	31.1%



Three Year Trend Data for 11th Grade Science

The following chart shows the percent of students who scored at the 41st percentile or above on the Science test when in 11th grade. For the 2011-12 school year, the tests were rewritten as the Iowa Assessments, and in prior years, the test were the Iowa Tests. Because the tests were different, there is not a direct correlation between scores of the two tests.

Percent of 11th Grade Students at or above the 41st Percentile
2011-12 - 79.4%
2010-11 - 81.6%
2009-10 - 76%



Multiple Assessment Data for Science

General Science	Mean Fall RIT	Mean Spring RIT	NWEA End of Year Norms
7	210.6	215.1	210.7
8	212.6	217.1	213.1
9	213.3	214.1	214.5
10	217.9	219.2	216.1
11	218.2	221.4	xx

Science Achievement Grades 3-11 for 2011-12

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

Grade	Percent Proficient (41st Percentile and above)	Less than Proficient (Below 41st Percentile)	Proficient (41st to 89th Percentile)	Advanced (90th Percentile and above)
11th	79.4%	20.6%	76.5%	2.9%
10th	87.5%	12.5%	70.8%	16.7%
9th	79.6%	20.4%	63.3%	16.3%
8th	79.7%	21.3%	72.3%	6.4%
7th	84.9%	16.1%	75%	8.9%
6th	80%	20%	65.5%	14.5%
5th	82.2%	17.8%	73.3%	8.9%
4th	87.3%	12.7%	63.6%	23.6%
3rd	89.1%	10.9%	60.9%	28.3%

Iowa Assessments - 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 Assessments, the SEM's are presented in ranges, indicating where the student's true score would likely fall. Students at Earlham took the Iowa Assessments during the Mid-Year Testing period.



NAEP Information Required by NCLB

As required by the No Child Left Behind Act, the Annual Progress Report must include the chart below which shows the National Assessment of Educational Progress (NAEP) 2011: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation.

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	221	31%	35%	27%	6%
National Public	220	34%	34%	25%	7%
Reading - Grade 8					
Iowa	265	23%	44%	31%	2%
National Public	264	25%	43%	29%	3%
Mathematics - Grade 4					
Iowa	243	14%	43%	37%	6%
National Public	240	18%	42%	33%	6%
Mathematics - Grade 8					
Iowa	285	23%	43%	26%	8%
National Public	283	28%	39%	26%	8%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Inclusion Rates: Percent Included in the NAEP 2011 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.36%	91.9%	94.7%	90.4%
	Nation	76.6%	84.2%	75.5%	80.0%
Limited English Proficient Students	Iowa	97.8%	94.4%	99.0%	96.7%
	Nation	89.0%	95.9%	86.4%	93.1%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, national Assessment of Educational Progress (NAEP), 2009 Assessment.

We're working on Early Literacy...

In addition to whole-group instruction, *all* students in the primary grades participate daily in a guided reading group. Guided reading groups are typically made up of 4-6 students reading at the same level of difficulty. Teachers select reading materials specifically for those students to grow in their knowledge of reading strategies and how words work. Students also have independent reading time each day. This time of reading familiar books builds confidence and fluency in our young readers.



For those students who struggle with beginning reading, we offer Reading Recovery and additional guided reading lessons. Reading Recovery students receive individualized instruction from a highly trained teacher for 30 minutes each day. Students remain in the program for up to 20 weeks, depending on rate of growth. Additional guided reading lessons (also occurring every day) give students an additional “dose” of reading instruction tailored to their needs. Both of these interventions have been an effective way to help struggling students succeed before falling too far behind.

Teachers collect and use data as they make instructional decisions about content and grouping. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a standardized assessment given three times during the school year. DIBELS measures student knowledge of phonemic awareness, phonics, and reading fluency. Results are shared with parents. The table below shows the number of students considered established in each area in the spring of 2012.

<u>DIBELS Measure</u>	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>
Phoneme Segmentation Fluency	87%	N/A	N/A
Nonsense Word Fluency- Correct Letter Sounds	53%	44%	N/A
Nonsense Word Fluency-Whole Words Read	N/A	54%	N/A
Oral Reading Fluency-Words Correct	N/A	69%	65%
Oral Reading Fluency-Accuracy	N/A	64%	65%
Retell Fluency	N/A	94%	85%

Other Success Indicators

Post-Secondary Success: The state of Iowa has established a score of 20 or greater on the ACT as an indicator of probable post secondary success. The Class of 2012, (32 of 57 students) 56% of students took the ACT with an average composite of 23.7. This compares to the Class of 2011 in which 24 of 53 seniors (45.3%) seniors took the test with an average ACT composite of 22.8.

Post-Secondary Education/Training Intentions: Of the 57 students in the Class of 2012, 39 students (68%) intend to pursue postsecondary education/training. .

Core Program Completers: Of 42 graduates in 2011-12, 100% completed a core high school program. The core includes four years of English/language arts and three or more years each of math, science, and social studies. This compares to 100% in 2010-11 and to 100% in 2009-2010.

Graduation Rate: State reporting of a district's graduation rate is one year behind. The graduation rate of the Class of 2011 was 96.23%. This compares to the statewide graduation rate for 2010-11 of 88.32%. The graduation rate of the Class of 2010 was 89.58%. This compares to the statewide graduation rate of 88.8%.

Dropout Rate: State reporting of a district's dropout rate is one year behind. For 2010-11, the district dropout rate for grades 7-12 was .35%. The district's 9-12 dropout rate in 2010-11 was .53%. This compares to the statewide dropout rate for grades 7-12 of 2.32% and for the 9-12 dropout rate of 3.38%.

Attendance: For 2011-12, the district's K-8 attendance was 96.82%. The state goal is 95.8%. In 2010-11, K-8 average daily attendance was 95.3%.

Highly Qualified Teachers: The Earlham Community Schools are proud to have highly qualified faculty and staff who are certified to teach in the grade levels or curricular areas to which they are assigned. The percent of classes not taught by highly qualified teachers is 0%.

Technology Literacy: The Earlham Community Schools assess all 8th grade students in technology literacy using a locally developed technology course. During the 2011-12 school year, 100% of the 8th grade students were deemed as proficient based upon the requirements of the technology course taken as 8th grade students.



Highlights from 2011-12

1:1 Laptop Program - All students in grades 7-12 were issued a laptop at the beginning of the school year to be used during the school day and taken home in the evenings and weekends. Staff training centered on how best to use these technology tools to engage students in hands-on project based learning activities.

Cardinal Council - The Council continued with their painting project and completed the first floor of the elementary building with a Dinosaur theme.

Student Creates iTunes Application - iTunes has made available an app called FrostFly that Jacob Taylor, an Earlham 9th grader, designed. The app is described as, "a revolutionary new web browser that brings you the full experience of online content and fun by creating completely full screen and easy to use private web browsing for your iPod Touch, iPhone, or iPad."



Art - Sydney Waldron won first place in the Lions Club Peace Poster Contest, Robin Papousek took 1st place at the Conference art show in the textiles category and Trent Williamson finished 3rd for the Celebration of Iowa: Agriculture Art Awards contest through Farm Bureau. Lizzie Arnburg earned Honorable Mention for her poster submission to the contest sponsored by the Bureau of Public Safety for missing children. She finished in the top 12 of 190 submissions.

College Credits - During the 2011-12 school year, students from the Earlham High School earned 234 college credit hours.

Speech - The Choral Reading group performed "The League of Less Than Extraordinary Ideas" at the All-State Speech festival and received the Critic's choice award, meaning they were recognized as the best group in Iowa.

Ag/FFA - The FFA received National Runner Up at National Barrow Show Livestock Judging Contest, State Champion Iowa Pork Congress Livestock Judging Contest, and Gold Rating at State FFA Livestock Judging. Kara Christensen earned State Championship Vet Med Proficiency and Parker Frey earned his Iowa FFA Degree. Other State FFA Qualifiers include:

- Ag Broadcasting 2012- Jared Rouw
- Extemporaneous Speaking 2012- Paige Boston
- Ag Issues and Perceptions 2012- Max Dirks, JD Hopp, McKaila von Rentzell, Branden Waldron, Erica Baier, Cole Ferguson



More Highlights from 2011-12

Music - The Marching Band received a Division I rating at State Contest, the Jazz Band finished 1st at the SCIBA, Jim Coffin and Hoover Jazz Festivals and finished 9th overall in the State. The Band had 10 students receive Division I ratings at Solo/Ensemble contest with three receiving perfect scores and the saxophone quintet which included Fallen Stark, Cole Ridgely, Becca Johnson, Elizabyth Ladwig and Olivia Ramsey received a Best-of-Center Award. The Concert Bands at both the Middle School and High School earned Division I ratings at Large Group Contest and the High School Concert Band was chosen by the Iowa Bandmasters Association as the IA Concert Band of the Year and Performed at the IBA Conference in May. The Middle School Show



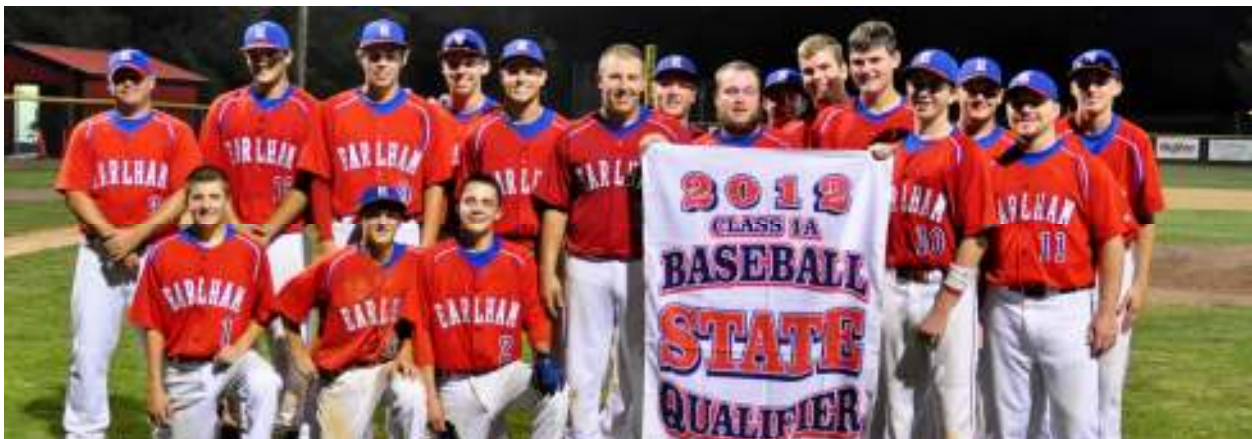
Choir took 1st place at North Polk Comet Sensation show choir competition. Twelve high school students took eleven entries to State Solo/Small Ensemble Contest and five division I ratings. High School Choir earned a Division II rating at State Large Group Contest (one point shy of a Division I).

Football Team Qualifies for Playoffs - The football team finished 3rd in District play and advanced to the second round of the playoffs for the first time in school history.

Boys and Girls Cross Country Teams - The girls won the Conference meet for the fourth year in a row and the boys team finished 2nd. Both boys and girls teams qualified for the State Meet and the girls finished in 2nd place.

Girls and Boys State Track - Amy Wright finished 1st in the Shot Put and 2nd in the Discus at the State Track Meet. The team placed 6th overall. Travis Potzner, Zach Rice, Spencer Faust, and Brett Tomlinson combined to win the Shuttle Hurdle Relay at the State Track meet. Brett Tomlinson also finished 2nd in the High Hurdles. The team placed 2nd overall.

Softball and Baseball State Tournament - The softball team finished 2nd at the State Tournament with an overall record of 35-5. The baseball team reached the State Tournament for the first time in school history.



Earlham Community School District **Annual Progress Goals for 2012-13**

Goals #1 – Reading Goal

Decrease the percentage of students in 4th-6th grade who fall in the below proficient range to 10% or less in Reading as measured on the Iowa Assessment

Goals #2 – Reading Goal

Increase the percentage of students in 4th-6th grade who fall in the advanced proficient range to 18% or more in Reading as measured on the Iowa Assessment

Goal #3 – Math Goal

Decrease the percentage of students in 4th-6th grade who fall in the below proficient range to 25% or less in Math as measured on the Iowa Assessment

Goal #4 – Math Goal

Increase the percentage of students in 4th-6th grade who fall in the advanced proficient range to 14% or more in Math as measured on the Iowa Assessment

Goal # 5 – Science Goal

Decrease the percentage of students in 6th-8th grade who fall in the below proficient range in Science as measured on the Iowa Assessment

Goal # 6 – Science Goal

Increase the percentage of students in 6th-8th grade who fall in the advanced proficient range in Science as measured on the Iowa Assessment

Goal # 7 – Early Intervention Goal

Increase to 70% or more the number K-1st students who reach the Nonsense Word Fluency Spring benchmark as measured by the DIBELS Assessment

Earlham Community School District Long-Range Goals:

Students will demonstrate growth...
in math skills and strategies,
in reading skills and strategies,
in science skills and strategies.

2011-12 Administration

Michael Wright	Superintendent
Dave Wempen	7-12 Principal
Jason Hammen	PK-6 Principal
Kristin Sheffield	Secondary Curriculum Director
Sue Ramsey	Elementary Curriculum Director
Cory Houghton	Technology Director
Jodi Stroud	Business Manager
Chris Caskey	Athletic Director
Shawn Boyle	Buildings and Grounds
Mike Book	Transportation Director
Karen Hauschildt	Food Service Director

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