



WODEN-CRYSTAL LAKE

2008-2009

Annual Progress Report

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It is the policy of the Woden-Crystal Lake Community School not to discriminate on the basis of gender, gender identity, color, national origin, sexual orientation, religion, creed, age, marital status, socioeconomic status or disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

The Woden-Crystal Lake and Titonka School Districts do not discriminate on providing equal educational opportunities for students and prohibits harassment, bullying, hazing, or any other victimization of students on the basis of race, creed, color, national origin, sex, sexual orientation, gender identity, religion, marital status, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, parental status or age. No employee or applicant shall be discriminated against on the basis of race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability.

Inquiries regarding compliance with equity and equal educational harassment, employment opportunities and/or affirmative action shall be directed to Dwight D. Widen, Superintendent and Equity Coordinator, 120 5th Street East, Crystal Lake, IA 50432, (641)565-3211, to the Director of the Iowa Civil Rights Commission in Des Moines, the Director of Employment Opportunity Commission or the Director of the Region VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri. The Woden-Crystal Lake School District complaint procedure is located in the board of directors' policies. Procedures for parents, students, staff and community members are referred to in board policy.



READING

LONG RANGE GOAL

All eleventh grade students will be proficient in reading comprehension.

Annual Goal

At least 75% of the eleventh grade students will improve their reading comprehension scores from the previous year on the ITED test.

We did not meet our annual goal as only 67% of the 11th graders increased their scores.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.

A. Current 11th (Same students)

	06-07 (9th)	07-08 (10th)	08-09 (11th)
Low	44%	42%	10%
Intermediate	56%	37%	58%
High	0%	21%	32%
Proficient	56%	58%	90%
Number	17	19	19

B. 2008-2009 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	31%	30%	10%
Intermediate	42%	59%	58%
High	27%	11%	32%
Proficient	69%	70%	90%
Number	26	27	19

The Annual Goal for the 2009-2010 school year

At least 75% of the eleventh grade students will improve their reading comprehension scores from the previous year on the ITED test.

What does “proficient” mean?

You will see this throughout the Annual Progress Report and may wonder about the significance of the term-**proficient**. The State of Iowa and the Federal Government have set 41% on the ITED/ITBS as the proficiency level for Iowa’s students. We want all students to be proficient at grade level by 2013-2014. No Child Left Behind is a federal mandate we must strive to achieve. A student’s performance of 1%-40% is not proficient, but 41%-99% is proficient based on the ITED/ITBS. Other states use other tests and other percents for their level of proficiency.

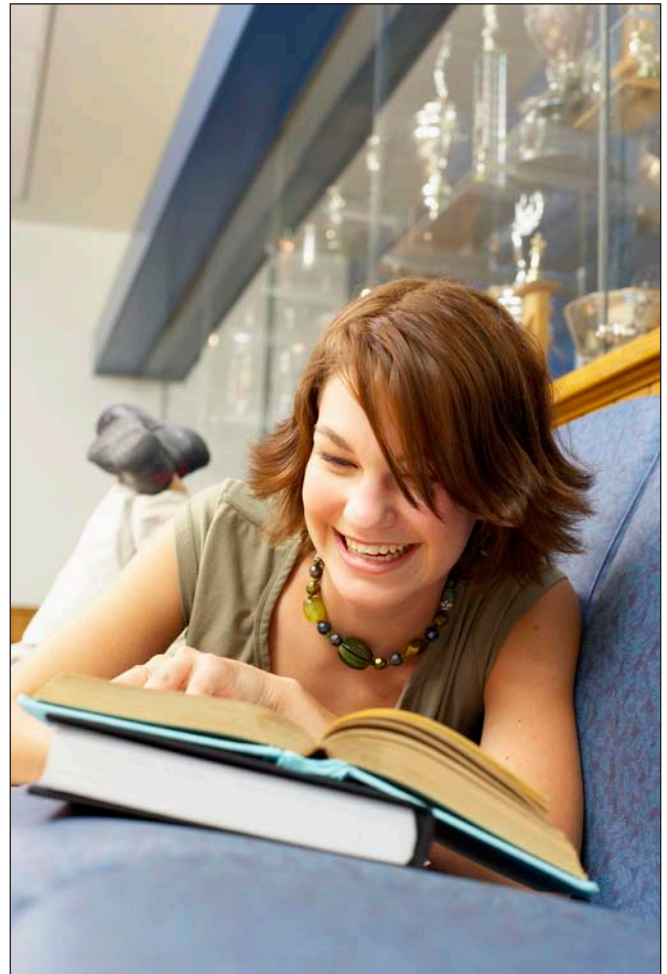
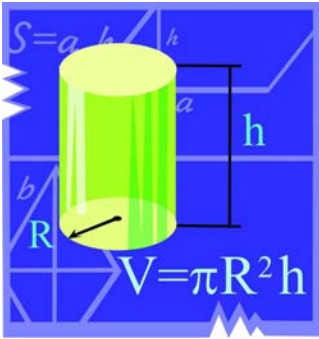


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MATH

LONG RANGE GOAL

All eleventh grade students will be proficient in math.

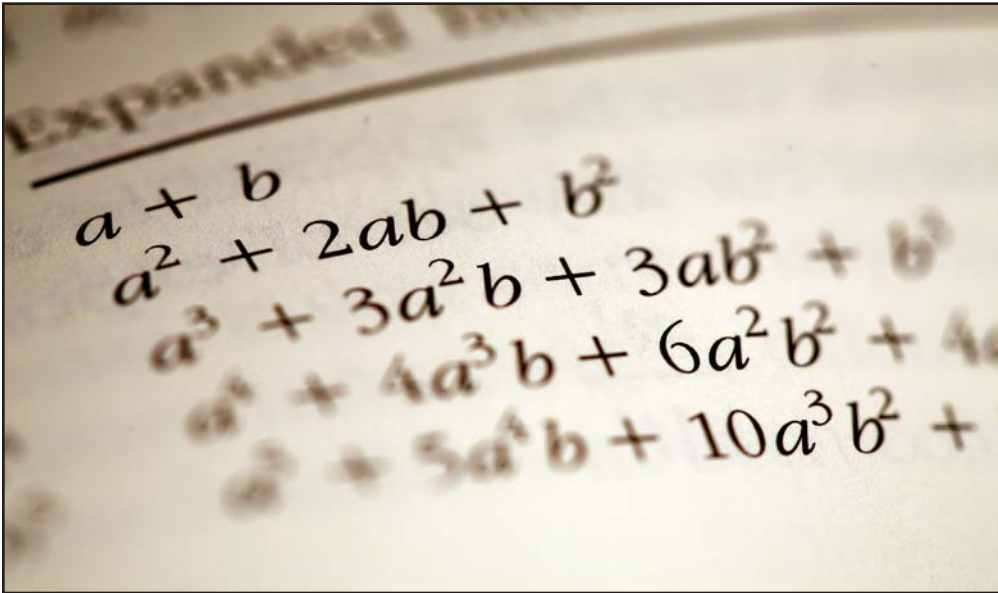


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Annual Goal

At least 75% of the eleventh grade students will improve their math concepts/problem solving scores from the previous year on the ITED test.

We did not meet our annual goal as only 50% of the 11th graders increased their scores from the previous year.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.

A. Current 11th (Same students)

	06-07 (9th)	07-08 (10th)	08-09 (11th)
Low	38%	36%	10%
Intermediate	56%	53%	68%
High	6%	11%	22%
Proficient	62%	64%	90%
Number	17	19	19

B. 2008-2009 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	12%	19%	10%
Intermediate	46%	70%	68%
High	42%	11%	22%
Proficient	88%	81%	90%
Number	26	27	19

The Annual Goal for the 2009-2010 school year

At least 75% of the eleventh grade students will improve their math concepts/problem solving scores from the previous year on the ITED test.

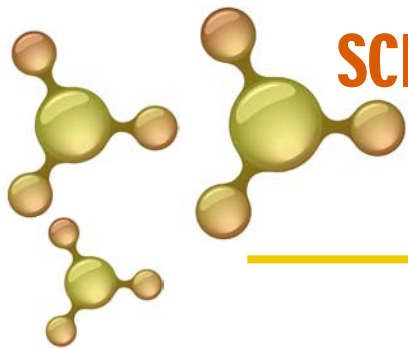


TIGER PRIDE!

Teams qualifying for State Large Group Speech: Varsity Choral Reading, Freshman Choral Reading, Varsity Readers Theatre, Group Improvisation, Ensemble Acting, and Solo Mime.

Girl's Softball team played in Regional Finals





SCIENCE

LONG RANGE GOAL

All eleventh grade students will be proficient in science.

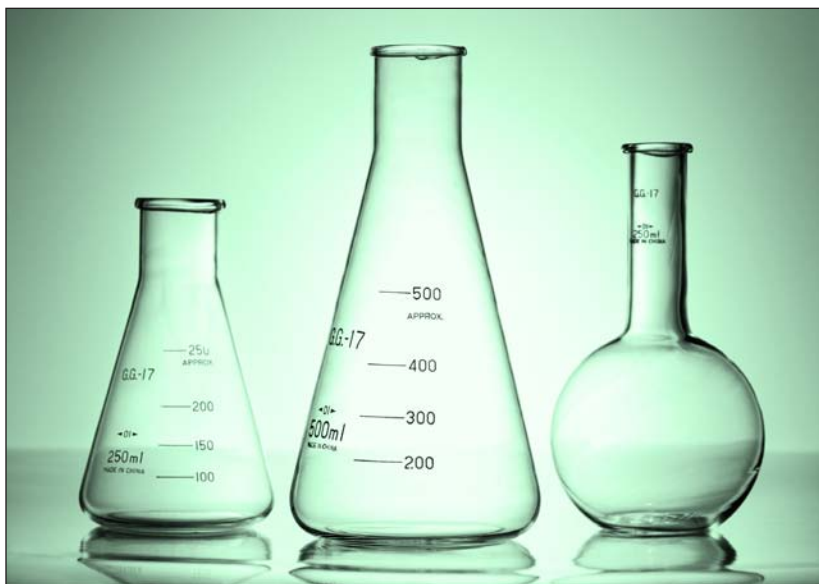


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Annual Goal

At least 75% of the eleventh grade students will improve their science scores from the previous year on the ITED test.

We did not meet our annual goal as only 72% of the 11th graders increased their scores from the previous year.

The following tables are results of the ITED/ITBS test as reported for the Annual Yearly Progress Report.

A. Current 11th (Same students)

	06-07 (9th)	07-08 (10th)	08-09 (11th)
Low	50%	31%	16%
Intermediate	28%	58%	47%
High	22%	11%	37%
Proficient	50%	69%	84%
Number	17	19	19

B. 2008-2009 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	12%	4%	16%
Intermediate	69%	93%	47%
High	19%	4%	37%
Proficient	88%	97%	84%
Number	26	27	19

The Annual Goal for the 2009-2010 school year

At least 75% of the eleventh grade students will improve their science scores from the previous year on the ITED test.



TIGER PRIDE!

At District Individual Speech, we received "I" ratings in Prose, Solo Musical Theatre, After-Dinner Speaking, Poetry, Solo Improvisation, and Storytelling.

Girl's Golf Team Won the Conference Meet.



WCLT: HOW DO WE COMPARE?

ACT – How does WCLT compare to state and national scores?

We encourage all of our students to take the ACT in preparation for college or training after high school.

The state's identified college indicator is a score of 20 or above on the ACT test.

Fourteen of WCLT's 2009 graduates took the ACT test.

The following table shows five-year trends of ACT scores:

Year	Total Tested		English		Math		Reading		Science		Composite	
	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State
2005	15	22545	18.6	21.5	17.7	21.7	20.4	22.4	19.1	22.1	19.1	22.0
2006	17	22233	22.7	21.6	22.2	21.8	23.4	22.5	22.5	22.1	22.8	22.1
2007	10	23016	18.0	21.6	19.2	21.9	19.6	22.6	21.5	22.3	19.8	22.3
2008	16	22950	21.1	21.9	20.3	22.0	23.3	22.9	22.1	22.3	21.8	22.4
2009	14	22377	20.8	21.9	20.1	21.9	21.4	22.9	20.6	22.4	21.0	22.4

Local ... State ... How do we rate?

This table compares our district with the State, AEA 267, and National proficiency rates.

Percent of Students Proficient-11th Grade-Biennium 2008

	Reading Comprehension	Math	Science
WCLT	89.48%	89.48%	94.74%
State	76.45%	76.82%	79.91%
AEA 267	77.06%	77.30%	80.05%
National	60.00%	60.00%	60.00%

Second Assessments - Required by the State Department of Education

11th Grade: ICAM Assessment Achievement Levels

(Iowa Collaborative Assessment Module)

1. Patterns, Functions, and Algebra

Low: 22.2% Moderate: 44.4% High: 33.3% Proficient: 77.7%

This assessment consists of nine multiple-choice questions and three open-ended questions.

2. Measurement

Low: 22.2% Moderate: 44.4% High: 33.3% Proficient: 77.7%

This assessment consists of ten multiple-choice questions and three open-ended questions.

3. Comprehending Literature

Low: 15.8% Moderate: 68.4% High: 15.8% Proficient: 84.2%

This assessment consists of eleven multiple-choice questions and two open-ended questions.

11th grade: SCASS Assessment Achievement Levels

(State Collaborative on Assessment and Student Standards)

69% of the eleventh graders were proficient on the SCASS assessment.

Low	31%
Intermediate	69%
High	0%
Proficient	69%
Number	16



IOWA CORE STANDARDS REPORT

The following shows the results for each of the Iowa Core Standards that were assessed on the ITEDS as were reported from the Iowa Department of Education

9TH GRADE

IOWA CORE STANDARDS	Total Items	% Correct WCL	% Correct State
<u>READING</u>			
Standard 1: Students can comprehend what they read in a variety of literary and informational texts.....	44	67	61
<u>MATHEMATICS</u>			
Standard 1: Students can understand and apply a of math concepts.....	8	63	57
Standard 2: Students can understand and apply methods of estimation.....	10	57	49
Standard 3: Students can solve a variety of math problems.....	16	70	62
Standard 4: Students can interpret data presented in a variety of ways.....	6	51	43
<u>SCIENCE</u>			
Standard 1: Students can understand and apply skills used in scientific inquiry.....	48	57	52
Standard 2: Students can understand concepts and relationships in life science.....	28	62	55
Standard 3 and 4: Students can understand concepts and relationships in Earth/Space sciences and in physical sciences.....	20	51	47

10TH GRADE

IOWA CORE STANDARDS	Total Items	% Correct WCL	% Correct State
<u>READING</u>			
Standard 1: Students can comprehend what they read in a variety of literary and informational texts.....	44	63	65
<u>MATHEMATICS</u>			
Standard 1: Students can understand and apply a of math concepts.....	7	50	52
Standard 2: Students can understand and apply methods of estimation.....	7	47	46
Standard 3: Students can solve a variety of math problems.....	16	61	60
Standard 4: Students can interpret data presented in a variety of ways.....	10	41	40
<u>SCIENCE</u>			
Standard 1: Students can understand and apply skills used in scientific inquiry.....	48	57	54
Standard 2: Students can understand concepts and relationships in life science.....	27	60	55
Standard 3 and 4: Students can understand concepts and relationships in Earth/Space sciences and in physical sciences.....	21	54	53

11TH GRADE

IOWA CORE STANDARDS	Total Items	% Correct WCL	% Correct State
<u>READING</u>			
Standard 1: Students can comprehend what they read in a variety of literary and informational texts.....	44	71	65
<u>MATHEMATICS</u>			
Standard 1: Students can understand and apply a of math concepts.....	4	41	38
Standard 2: Students can understand and apply methods of estimation.....	5	49	53
Standard 3: Students can solve a variety of math problems.....	21	50	56
Standard 4: Students can interpret data presented in a variety of ways.....	10	42	42
<u>SCIENCE</u>			
Standard 1: Students can understand and apply skills used in scientific inquiry.....	48	56	55
Standard 2: Students can understand concepts and relationships in life science.....	26	59	58
Standard 3 and 4: Students can understand concepts and relationships in Earth/Space sciences and in physical sciences.....	22	53	51



CULTURE & CLIMATE • NO CHILD LEFT BEHIND

THE MISSION OF WODEN-CRYSTAL LAKE COMMUNITY SCHOOL DISTRICT

The schools of Woden-Crystal Lake and Titonka will provide an educational environment that encourages productive membership in society and promotes life-long dedication to learning.

Teachers + Students + Communities = Success

The Annual Goal for the 08-09 school year

Annual Goal for 2008-2009: To increase the percentages for students feeling safe in the hallway.

Long Range Goal:

All students will feel safe at and connected to school.

Results from the Iowa Youth Survey:

In the past 12 months, how often have you been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property?

	None	1 or 2 times	3-6 times	6 + times
WCLT 11th Gr.	100%	0%	0%	0%
Districts of Similar Size	96%	3%	0%	1%

At school in the last 30 days, how many times did you receive a threatening or hurtful message from another student in an email, on a website, on a cell phone, from page text messaging, in an internet chat room, or instant messaging?

	None	1 time	2 Times	3-5 Times	6-10 Times	11+ Times
WCLT 11th Gr.	90%	5%	0%	5%	0%	0%
Districts of Similar Size	91%	4%	2%	1%	0%	2%

At school in the last 30 days, how many times have other students told lies, spread false rumors about you, and tried to make others dislike you?

	None	1 time	2 Times	3-5 Times	6-10 Times	11+ Times
WCLT 11th Gr.	55%	10%	10%	20%	5%	0%
Districts of Similar Size	66%	14%	8%	6%	2%	5%

At school in the last 30 days, how many times have you been called names, made fun of, or teased in a hurtful way?

	None	1 time	2 Times	3-5 Times	6-10 Times	11+ Times
WCLT 11th Gr.	65%	0%	0%	25%	5%	5%
Districts of Similar Size	64%	11%	8%	7%	2%	6%

When a student is being bullied at school, how often do teachers or other adults at school try to put a stop to it?

	Almost Never	Once in a While	Sometimes	Often	Almost Always
WCLT 11th Gr.	5%	25%	25%	25%	20%
Districts of Similar Size Results	10%	20%	22%	25%	23%

I feel safe at school.

	Almost Never	Agree	Disagree	Disagree Strongly
WCLT 11th Gr.	15%	55%	30%	0%
Districts of Similar Size Results	24%	61%	10%	4%

Local and “No Child Left Behind” Indicators That Impact Learning

2008-2009:

Average Daily Attendance Rate.....	97.38%
State Average Daily Attendance Rate Goal.....	95.72%
District Graduation Rate	95.00%
State Graduation Rate Goal	90.49%
Post-Secondary Education	95% of our graduates plan to attend post-secondary education in the fall of 2009

Percentage of students tested in grades 9,10,11 100%

Percentage of students taught by highly qualified teachers 100%

Buildings in W-CL identified in need of assistance ... 0%

All graduates completed a core program (four years of English, three years of math, three years of science, and three and two thirds years of social studies).



TIGER PRIDE!

Varsity Choral Readers and Solo Mime received All State Nominations

At State Individual Speech one student received All-State nomination in Poetry.

A W-CL wrestler finished 3rd in the State Wrestling Meet.





District Semi-Finals



PLANNING AHEAD

As we plan for the 09-10 school year, we look at data to lead our planning. The teachers from Woden-Crystal Lake analyzed ITED scores during the spring in-service. Christine Quisley (AEA267) led the activities for math, science, and reading. The two areas noted across the ninth-twelfth grade span suggests that we work on:

1. **Reading** – Understanding stated information and
2. **Math**- continue to strengthen multiple step problem solving.

We are continuing our 6-Traits writing Assessments in the fall and spring for K-1 and 9-12.

At the high school we are continuing the Understanding Stated Information Class, which consists of reading silently for twenty minutes Monday through Thursday and then reporting on what they have read on Friday



QUESTIONS?

Please contact the administration if you have any questions about this report:

- Dwight Widen, Superintendent/Principal dwiden@woden-crystallake.k12.ia.us
- Ken Kasper, Principal kkasper@woden-crystallake.k12.ia.us
- Leonard Claude, Curriculum Coordinator..... lclaude@woden-crystallake.k12.ia.us
- Kerry Kahler, Guidance Counselor..... kkahler@woden-crystallake.k12.ia.us
- WCLT High School 641-565-3211

National Assessment of Educational Progress (NAEP) 2007: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

	Average	Below	Basic	Proficient	Advanced
Score Basic					
Reading-Grade 4					
Iowa	225	26%	38%	29%	7%
National Public	220	34%	34%	24%	7%
Reading-Grade 8					
Iowa	267	20%	44%	33%	2%
National Public	261	27%	43%	27%	2%
Math-Grade 4					
Iowa	243	13%	44%	38%	5%
National Public	239	19%	43%	33%	5%
Math-Grade 8					
Iowa	285	23%	42%	28%	7%
National Public	280	30%	39%	24%	7%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Assessment.

Note: NAEP "Percent At or Above Basic" is the most directly comparable statistic for ITBS/ITED "Percent AT or Above Profieicnt".

Inclusion Rates (Percent Included in the Assessment)

Subgroup	Jurisdiction	Reading		Mathematics	
		Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	Iowa	69.9	71.6	90.0	84.7
	National Public	65.6	65.6	80.4	70.1
Limited English Proficient Students	Iowa	72.9	74.3	96.1	97.2
	National Public	80.0	77.3	92.3	88.9

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Assessment.