

WODEN-CRYSTAL LAKE

2009-2010 Annual Progress Report



Tiger Pride!



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 **MET** our annual goal as 78% 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)

	07-08 (9th)	08-09 (10th)	09-10 (11th)
Low	46%	30%	11%
Intermediate	46%	59%	82%
High	7%	11%	7%
Proficient	54%	70%	89%
Number	28	27	28

B. 2009-2010 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	38%	18%	11%
Intermediate	52%	50%	82%
High	10%	32%	7%
Proficient	62%	82%	89%
Number	21	22	28

The Annual Goal for the 2010-2011 school year

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

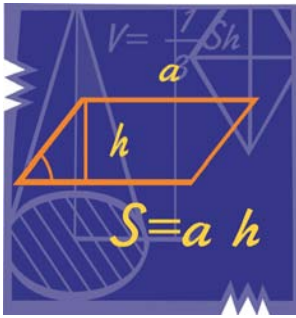


Tiger Pride!

A W-CL wrestler finished 1st in the State Wrestling Meet.

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.



MATH

LONG RANGE GOAL

All eleventh grade students will be proficient in math.

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 41% 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)

	07-08 (9th)	08-09 (10th)	09-10 (11th)
Low	43%	19%	21%
Intermediate	54%	70%	68%
High	4%	11%	11%
Proficient	57%	81%	79%
Number	28	27	28

B. 2009-2010 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	14%	9%	21%
Intermediate	81%	68%	68%
High	5%	23%	11%
Proficient	86%	91%	79%
Number	21	22	28

The Annual Goal for the 10-11 school year will be:

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

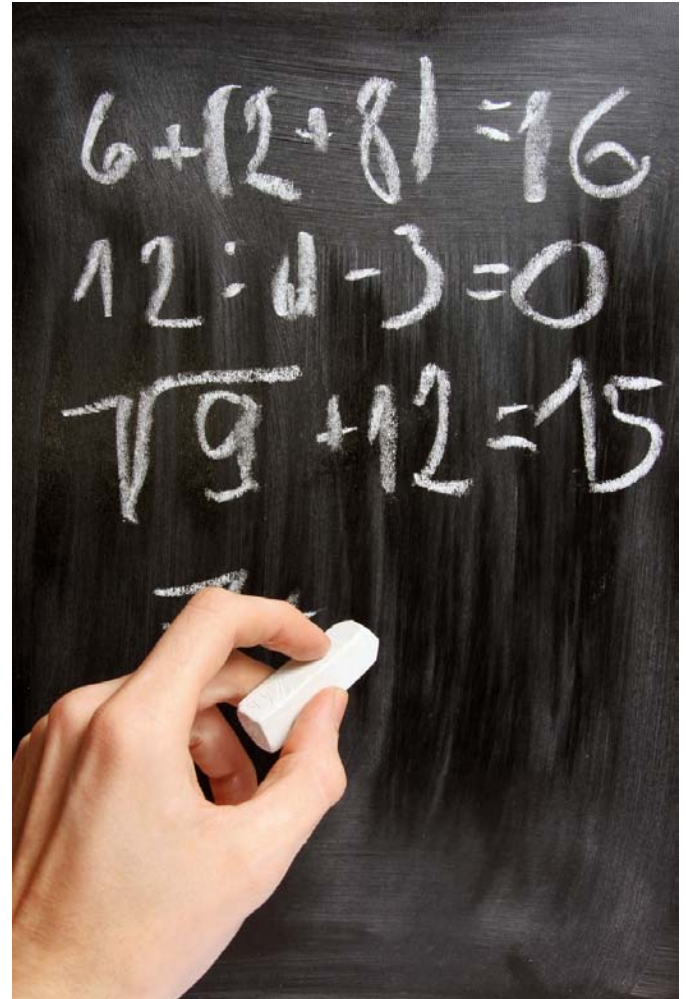
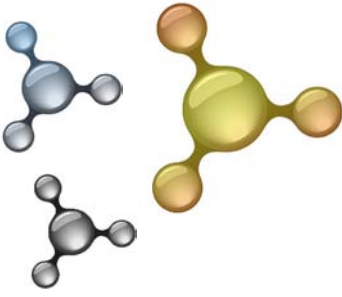


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Tiger Pride!

- ◆ Our Ensemble Acting and Group Improvisation received All State Nominations
- ◆ At District Individual Speech, five students received "1" ratings in Prose, two in Spontaneous Speaking, one in Poetry, two in Solo Improvisation, two in Expository Address, one in Acting and one in Literary Program.
- ◆ At State Individual Speech, two students received All-State nomination in Prose.



SCIENCE

LONG RANGE GOAL

All eleventh grade students will be proficient in science.



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 70% 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)

	07-08 (9th)	08-09 (10th)	09-10 (11th)
Low	29%	4%	4%
Intermediate	64%	93%	75%
High	7%	4%	21%
Proficient	71%	97%	96%
Number	28	27	28

B. 2009-2010 9th, 10th, and 11th grades

(not the same students)

	9th	10th	11th
Low	23%	0%	4%
Intermediate	67%	82%	75%
High	10%	18%	21%
Proficient	77%	100%	96%
Number	21	22	28

The Annual Goal for the 2010-2011 school year

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

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 2010 graduates took the ACT test.

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
WCL	84.21%	84.21%	84.21%
State	75.78%	76.64%	80.27%
AEA 267	75.34%	76.93%	81.10%
National	60.00%	60.00%	60.00%

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

Grad Year	Total Tested		English		Math		Reading		Science		Composite	
	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State	WCLT	State
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
2010	14	22943	21.4	21.8	19.7	21.8	21.7	22.6	21.7	22.3	21.2	22.2

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: 29.6% Moderate: 55.6% High: 14.8% Proficient: 73.4%

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

2. Measurement

Low: 34.6% Moderate: 53.8% High: 11.5% Proficient: 65.3%

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

3. Comprehending Literature

Low: 25.9% Moderate: 63.0% High: 11.1% Proficient: 74.1%

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	1	4%
Intermediate	24	92%
High	1	4%
Proficient	25	96%
Number	26	



Tiger Pride!

Girl's Basketball were Co-Champions of the Cornbelt Conference

Two girls participate in the State Track Meet.



CULTURE & CLIMATE

Long Range Goal

All students will feel safe at and connected to school.

Annual Goal

To increase the percentages for students feeling safe in the hallway as reported from the Building Tomorrow Survey.

Do you feel safe in the classroom?

	Most of the Time	Almost Every Time
High School	19%	73%

Do you feel safe in the hallway?

	Most of the Time	Almost Every Time
High School	27%	66%

Do you feel safe in the restroom?

	Most of the Time	Almost Every Time
High School	26%	70%



Have you been threatened by someone with a weapon?

	Never	1 or 2 times	3 to 5 Times	6 or more Times
High School	95%	3%	0%	2%

Have you been verbally threatened by someone?

	Never	Most of the Time	Almost Every Time	6 or more Times
High School	80%	12%	2%	7%

Have you been bullied by someone?

	Never	Most of the Time	Almost Every Time	6 or more Times
High School	75%	10%	4%	11%



We **MET** our goal!

Annual Goal for 2010-2011

To increase the percentages for students feeling safe in the hallway as reported from the Building Tomorrow Survey



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

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

2009-2010:

Average Daily Attendance Rate.....94.41%
 State Average Daily Attendance Rate94.97%
 District Graduation Rate95.00%
 State Graduation Rate Goal90.49%
 Post-Secondary Education 95% of our graduates
 plan to attend post-secondary education
 in the fall of 2010

Percentage of students tested
 in grades 9,10,11 100%
 Percentage of students taught by highly
 qualified teachers100%
 Buildings in W-CL identified in need of assistance0%
 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!

Teams from W-CL qualified for State Large Group Speech, Varsity Choral Reading, Freshman Choral Reading, Varsity Readers Theatre, Group Improvisation, Ensemble Acting.



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 Proficient”.

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.



PLANNING AHEAD

As we plan for the 10-11 school year, we look at data to lead our planning. The teachers from Woden-Crystal Lake analyzed ITBS/ITED scores during the spring in-service. Christine Quisley (AEA267) led the activities for math, science, and reading. The two areas noted across the third-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 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 Baker, Principal kbaker@forestcity.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
 School District Website..... [hppt://www.w-cl-t.org](http://www.w-cl-t.org)