

***Wapsie Valley  
Community School District***



***“Preparing today’s youth  
for tomorrow’s challenges”***

**Annual Progress Report  
2010-2011 School Year**

## **Student**

### **Essential Learnings**

No matter the building or classroom students from Wapsie Valley Schools attend, they will demonstrate the following student attributes in addition to the standards and benchmarks established by the district and the essential skills and concepts established by the Iowa Core:

- Quality producer
- Effective communicator
- Collaborative worker
- Knowledgeable person
- Problem solver/  
Critical thinker
- Contributing citizen
- Healthy lifestyle
- Positive character traits

The Wapsie Valley Community School District prepared this report. To receive additional copies, for more information about anything in this report, or to comment, call (319) 638-6711 or (319) 279-3458.

## **Wapsie Valley Board of Education**

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The Wapsie Valley Community School District is governed by a board of directors who is responsible for determining policies, setting the budget, and maintaining standards of excellence in education on behalf of the communities they represent. Board members are elected to four-year terms and volunteer their expertise, experience, and passion for Wapsie Valley Schools to serve all stakeholders.

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Rural Schools  
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## ***Local Indicators***

### ***Technology***

- All classrooms are connected to the internet.
- Across the district, one computer is available for every two students.
- Technology applications are integrated throughout the curriculum. IXL Math, Mimio Interactive WhiteBoards, multiple web-based software applications including Prezi, Skype, Google sites, Google Docs, and the Infinite Campus student information system are all examples of technology that the district utilizes to enhance student learning.



### ***Student Involvement***

- Approximately 80% of high school students participate in at least one extra-curricular activity.
  - Music and vocational groups receive top ratings at district, state, and national contests. We expect continued growth in participation in these programs.

### ***Parent Involvement***

- Approximately 98% of elementary parents attend Parent-Teacher Conferences.
- Over 95% of incoming 7<sup>th</sup> graders and their parents attend Junior High orientation.
- Parents serve on district and building committees such as the School Improvement Advisory Committee and pre-school advisory committee.
- Parents are actively involved in booster clubs for athletics, fine arts, and the PTO.
- Parents access the Infinite Campus portal to monitor students' grades, attendance, and standardized test scores.



## ***Teacher Support***



- Performance Evaluations and Career Development Plans are used to improve instruction for increased student achievement.
- Wapsie Valley Schools reviewed its mentoring and induction program during the 2008-2009 school year and began a process that will allow the District to become more involved in the support and direction of our new professionals. Wapsie Valley now directs and supports our own mentoring and induction program. The mentoring program links new teachers with peer coaches, and provides insight into the instructional and professional expectations we hold for teachers at Wapsie Valley.

## ***Community Involvement***

- The Wapsie Valley Education Foundation provides resources to staff for innovative activities or events. Since 2002, the WVEF has provided nearly \$150,000 in grants to classroom teachers in our district.
- Volunteers assist students and teachers in classrooms as reading partners, for example, as a means to give our students ample opportunities to grow in their reading skills by working with a caring adult.



## ***Early Intervention Goals***

- Average K-3 class size is 17.7.
- Professional Learning Communities facilitate meaningful analysis of student achievement data in a timely fashion, with student learning as a focus.
- Researched-based reading lessons address phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Building Leadership Teams and the School Improvement Advisory Committee analyze student achievement data and building-based Instructional Decision Making teams provide support for students who need extra help to reach grade level expectations.

# Reading

## Long Range Goal:

All students, K-12, will be proficient in reading by the year 2014 in order to be successful beyond high school.

## 2010-2011 Goal:

Increase % of students proficient in reading in grades 3, 4, 5, 6, 7, 8, 9, 10 and 11 on the Reading Comprehension Subtest of ITBS/ITED.

Grade	2009-2010 % Proficient	2010-2011 % Proficient	Goal Met
3	75.5	78.2	Yes
4	78.6	84.4	Yes
5	73.3	79.0	Yes
6	73	76.7	Yes
7	72.1	65.4	No
8	62.3	83.4	Yes
9	76.1	82.0	Yes
10	80.3	70.0	No
11	85.2	78.3	No

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Reading Comprehension Subtest of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year's fourth grade class compare to their performance last year as third graders?*

Graduation Year	2009-2010 Average NSS	2010-2011 Average NSS	Goal Met
Class of '20 (3)		190.1	Yes
Class of '19 (4)	(3) 187.9	211.5	Yes
Class of '18 (5)	(4) 200.3	219.5	Yes
Class of '17 (6)	(5) 221	235.7	Yes
Class of '16 (7)	(6) 231.3	244.3	Yes
Class of '15 (8)	(7) 242.2	257.7	Yes
Class of '14 (9)	(8) 242.9	258.2	Yes
Class of '13 (10)	(9) 264.7	268.3	No
Class of '12 (11)	(10) 282.9	289.2	No

**The district plan to meet future goals includes the following:**

- Professional development will be focused on the following areas in regard to literacy:
  - Small-group, flexible reading instruction
  - Vocabulary instruction
  - Implementation of Professional Learning Communities (PLCs)
  - Utilization of the Response to Intervention framework to organize additional support for kids

## **2011-2012 Reading Goals:**

Increase % of students proficient in reading in grades 3, 4, 5, 6, 7, 8, 9, 10 and 11 on the Reading Comprehension Subtest of ITBS/ITED.

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Reading Comprehension Subtest of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year's fourth grade class compare to their performance last year as third graders?*

## **Mathematics**

### **Long Range Goal:**

All students, K-12, will be proficient in math by the year 2014 in order to be successful beyond high school.

### **2010-2011 Goal:**

Increase % of students proficient in math in grades 3, 4, 5, 6, 7, 8, 9, 10, and 11 on the Mathematics Total of ITBS/ITED.

Grade	2009-2010 % Proficient	2010-2011 % Proficient	Goal Met
3	70.5	79.8	Yes
4	69.6	87.9	Yes
5	75	75.5	Yes
6	72.8	87.5	Yes
7	62.8	94.2	Yes
8	73.7	80.9	Yes
9	74.0	83.0	Yes
10	77.9	69.0	No
11	80.9	83.4	Yes

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Mathematics Total of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year's fourth grade class compare to their performance last year as third graders?*

Graduation Year	2009-2010 Average NSS	2010-2011 Average NSS	Goal Met
Class of '20 (3)		187.2	
Class of '19 (4)	182	208.6	Yes
Class of '18 (5)	195.5	215.6	Yes
Class of '17 (6)	220.3	239.9	Yes
Class of '16 (7)	231.1	251.2	Yes
Class of '15 (8)	242.9	271.9	Yes
Class of '14 (9)	252	267.0	Yes
Class of '13 (10)	268.3	273.5	No
Class of '12 (11)	281.9	293.6	Yes

**The district plan to meet future goals includes the following:**

- Professional development will be focused on the following areas:
  - Meaningful Distributed Practice
  - Problem-Based Instructional Tasks
  - Co-Teaching Techniques

**2011-2012 Mathematics Goal:**

Increase % of students proficient in math in grades 3, 4, 5, 6, 7, 8, 9, 10, and 11 on the Mathematics Total of ITBS/ITED.

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Mathematics Total of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year’s fourth grade class compare to their performance last year as third graders?*

**Science**

**Long Range Goal:**

All students, K-12, will be proficient in science by the year 2014 in order to be successful beyond high school.

**2010-2011 Goal:**

Increase % of students proficient in science in grades 3, 4, 5, 6, 7, 8, 9, 10, and 11 on the Science Subtest of ITBS/ITED.

Grade	2009-2010 % Proficient	2010-2011 % Proficient	Goal Met
3	83.6	NS	NA
4	89.1	NS	NA
5	78.2	NS	NA
6	75	NS	NA
7	76.8	86.0	Yes
8	82	69.0	No
9	95.6	86.0	No
10	86.9	93.0	Yes
11	80.8	86.6	Yes

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Science Subtest of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year’s fourth grade class compare to their performance last year as third graders?*

Graduation Year	2009-2010 Average NSS	2010-2011 Average NSS	Goal Met
Class of '20 (3)		NS	NA
Class of '19 (4)	192.9	NS	NA
Class of '18 (5)	205.1	NS	NA
Class of '17 (6)	226.3	NS	NA

Class of '16 (7)	241.6	270.2	Yes
Class of '15 (8)	260	274.4	Yes
Class of '14 (9)	258.4	281.2	Yes
Class of '13 (10)	285.3	293.4	No
Class of '12 (11)	289.6	308.4	Yes

***The district plan to meet future goals includes the following:***

- Professional development will be focused on the following areas:
  - Inquiry-based science instruction
  - Co-Teaching Techniques

### **2011-2012 Science Goal:**

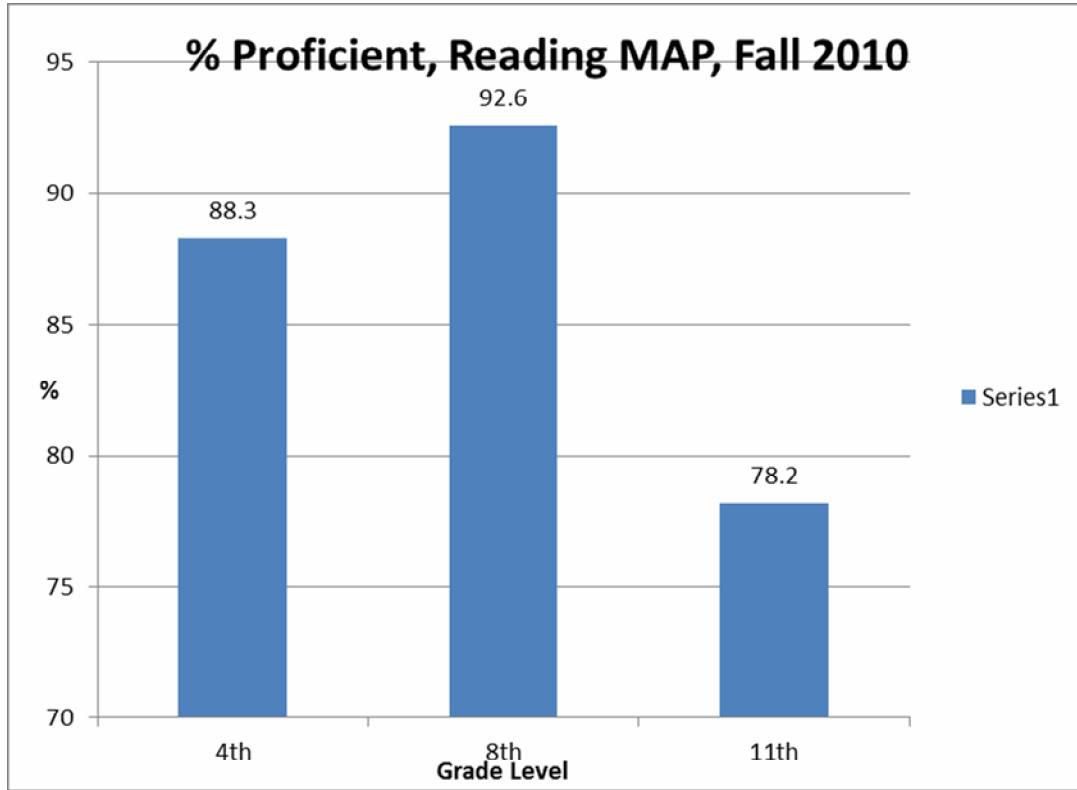
Increase % of students proficient in science in grades 3, 4, 5, 6, 7, 8, 9, 10, and 11 on the Science Subtest of ITBS/ITED.

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade classes (cohort groups) will achieve at least one year of expected growth as measured by the class average NSS score on the Science Subtest of ITBS/ITED. *This goal compares the same class from year to year. In other words, how did this year's fourth grade class compare to their performance last year as third graders?*

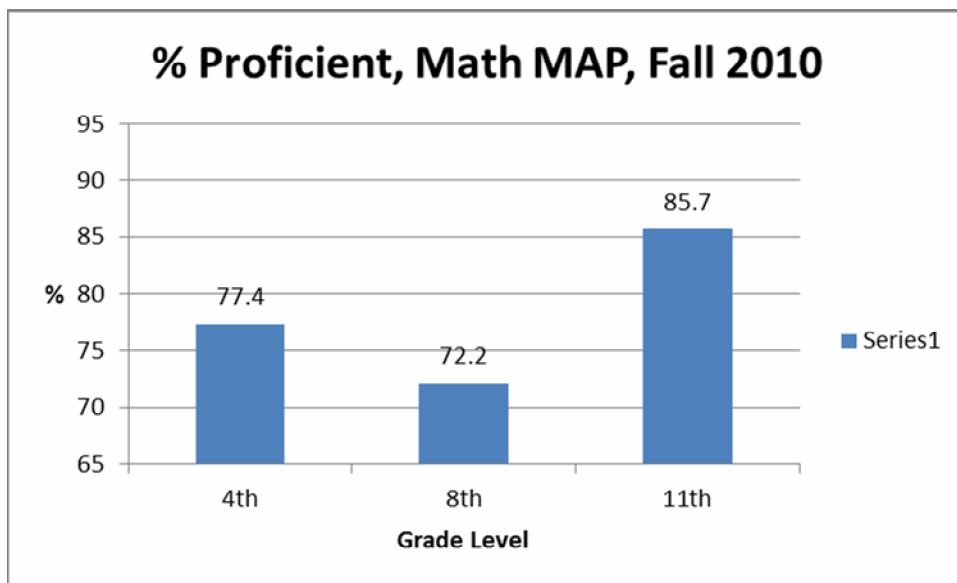
### ***Multiple Assessments***

It is important that districts gain information about our students' performance from several different sources. The students in the Wapsie Valley Schools are assessed on other measures in addition to the ITBS and ITED. Results of some of those assessments are reported on the following pages. The MAP (Measure of Academic Progress) is a computer-based test that helps teachers and students better understand the skill level of the student in the area of reading and math. As students answer questions in this assessment correctly, the questions get progressively more difficult. In this way, the MAP is able to help us determine a student's *instructional level*. The percentile rank tells us where a student would have scored if he/she were compared to a national group of 100 test takers. For example, if 70% of our students were at or above the 41<sup>st</sup> percentile rank on the MAP, that means that 70% of our kids would have scored better than the 41<sup>st</sup> ranked student in the national norm group.

**Reading:**



**Mathematics:**

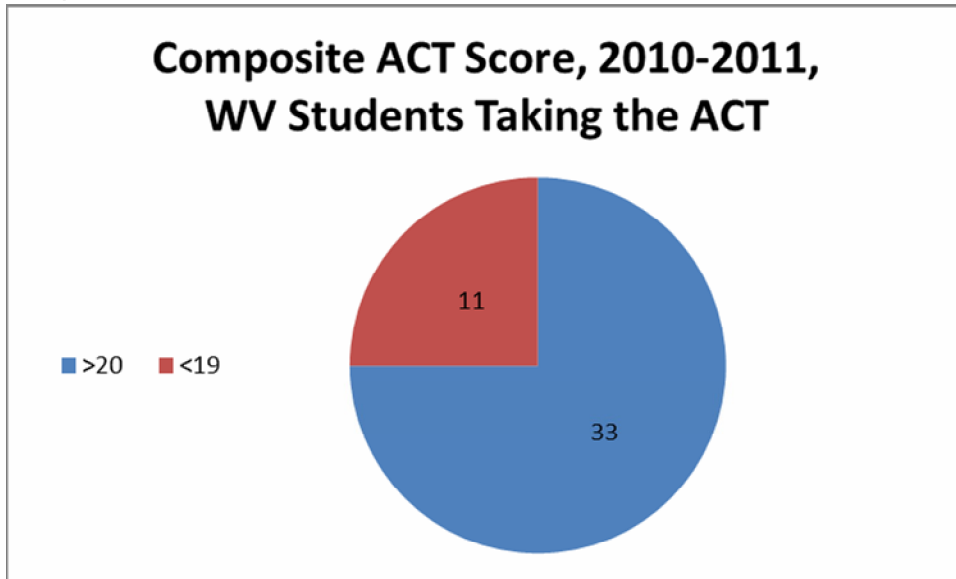


## ***Post-Secondary Data***

There are several factors that indicate the probable success of graduates as they pursue post-secondary education. At Wapsie Valley, **93.3%** of the graduating seniors plan to pursue education beyond high school.

### ***ACT***

It is expected that students will be successful in college if they score at or above a composite score of 20 on the ACT test. The following chart indicates the total number of Wapsie Valley students who completed the ACT in 2010-2011, and the number of those students who scored above and below a composite score of 20. N=44



### ***Drop Out Data***

100% of the Graduating Class of 2010 graduated on time in May.

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