

District Profile Of Needs

ANAMOSA COMMUNITY SCHOOL DISTRICT 2001-02

Date of Next
Site Visit 2001-02

GOALS

Student Learning Goals

THE STUDENT WILL:

- 1) Develop a respect for themselves, others, and their environment
- 2) Be able to work cooperatively with others in a variety of settings
- 3) Develop a sense of responsibility
- 4) Be able to acquire the basic skills necessary to provide a foundation for continued learning
- 5) Develop the necessary skills in listening, speaking, reading, and writing to become effective communicators
- 6) Be able to solve problems in creative and positive ways

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Increase student achievement in reading for all students	Increase student achievement in all areas of mathematics for all students	To increase student achievement in science for all students	Technology will become an important part of the	In Comprehensive Schoc Improvement Action Pla Reading: pages 13 – 14 Math: page 15 Science: page 16 Technology: pages 17 – 18

			<p>entire educational process from integration into the curriculum to management of information</p> <p>To achieve a class size conducive to maximize the learning experience for all students</p> <p>To increase student achievement by increasing parental involvement in the schools</p> <p>To provide all students with an educational program that best fits their needs</p> <p>To provide an opportunity for all students to achieve success in their educational career</p> <p>To provide all students with skills and abilities for future employment</p> <p>To provide facilities for all students in the district that are conducive to the best possible learning environment</p> <p>Students will develop a sense of respect and responsibility toward themselves, others, and</p>	<p>Class size: page 21</p> <p>Parental and Community Involvement: pages 19 – 20</p> <p>Early Intervention: page 22</p> <p>At-Risk Program: page 23</p> <p>Alternative Education: page 25</p> <p>Career Education: page 24</p> <p>Facilities: page 26</p> <p>Respect and Responsibility: pages 2 and 28</p>
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their environment

District: ANAMOSA

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent) 2001-02	By the end of the 2001-2002 school year decrease the percentage in the low achieving group at grades 4, 8, and 11 by 1%	By the end of the 2001-2002 school year decrease the percentage in the low achieving group at grades 4, 8, and 11 by 1%	By the end of the 2001-2002 school year decrease the percentage in the low achieving group at grades 8 and 11 by 1%	Respect and Responsibility Class Size Early intervention Technology Parental and Community Involvement Alternative Education At-Risk Career Ed.	CSIP pages 30 - 32
Annual Improvement (last year) 2000-01	By the end of the 2000-2001 school year decrease the percentage in the low achieving group at grades 4, 8, and 11 by 1%	By the end of the 2000-2001 school year decrease the percentage in the low achieving group at grades 4, 8, and 11 by 1%	By the end of the 2000-2001 school year decrease the percentage in the low achieving group at grades 8 and 11 by 1%	CSIP pages 17 - 28	CSIP pages 17 - 28
Staff Development	In service about reading strategies and teaching techniques for problem areas	In service about best practices for math instruction	In service about current science practices Participate in GWAEA Science Collaborative		
Assessment Method	ITBS and ITED Gates Cognitive Abilities Test BRI Early Literacy Assessment ICAM Classroom Assessments Alt Assessments	ITBS and ITED Classroom Assessments Alt. Assessments ICAM	ITBS and ITED Classroom Assessments Alternative Assessment	CSIP pages 17 - 28	CSIP pages 17 - 28

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<p>Report results of diagnostic tests to parents along with strategies to improve deficient skills</p> <p>Provide parents with tips for helping their student at home with reading through restaurant place mats, brochures, Web site, family nights, newsletters etc.</p>			<p>Parental and Community Involvement Action Plan – CSIP pages 19 –20</p> <p>Facilities Action Plan-CSIP page 26</p> <p>Respect and Responsibility Action plan-CSIP pages27-28</p>
(2) Professional Development Services	<p>Staff in service about reading strategies and effective teaching techniques</p> <p>Share information with staff about ways to encourage student reading</p>		<p>Participate in GWAEA Science Collaborative Teams</p> <p>Continuous in service will be provided for staff on current science practices</p>	
(3) Curriculum, Instruction and Assessment Services	<p>Train K-3 teachers on use of the diagnostic test and accompanying strategies to remediate problem areas</p> <p>Develop and administer district assessment tool for reading related to district standards and benchmarks</p> <p>Evaluate results of standardized and district assessment measures</p> <p>Make adjustments to curriculum based on results of standardized and local assessment results</p>	<p>Research best practices for math instruction and provide in service to staff on those practices</p> <p>Document progress of students in math computation at the elementary level</p> <p>Develop and administer district assessment tool for math related to district standards and benchmarks</p> <p>Continue to evaluate math curriculum with reference to math scores on local and</p>	<p>Establish baseline data for science</p> <p>Science committee will review standards and benchmarks</p> <p>Local alternative assessment tool will be developed</p> <p>Curriculum materials will be examined for correlation with curriculum</p>	<p>Career Education Action Plan-CSIP page 24</p>

		standardized assessments Make adjustments to curriculum based on assessment tools		
(4) Diverse Learning Needs	Continue to monitor scores of sub groups on reading comprehension test on ITBS and ITED and make accommodations depending on trends	Continue to monitor advanced placement in math and effective administration of the program		Early Early Intervention Action Plan- CSIP page 22 At-Risk Program Action Plan-CSIP page 23 Alternative Education Action Plan –CSIP page 25 Career Education Acton Plan-CSIP page 24
(5) Inclusive Schools	Administer diagnostic tests to all K-3 students Provide students al all levels with opportunities to read and discuss books outside of regular classroom assignments with projects such as Read and Feed, monthly reading incentives, book discussions, and book clubs			Class Size Action Plan page 21
(6) Media Services	Provide students with a rich variety of books to read at all grade levels Provide a wide range of materials for student reading including materials about other races and cultures as well as those stressing women’s roles in history Provide a wide range of materials for student reading			

	<p>about countries around the world</p> <p>Provide a good balance of fiction and non fiction materials</p>			
(7) School Technology				<p>Teach technology at all grade levels</p> <p>Integrate technology into the curriculum</p> <p>Provide staff with in service training and support</p> <p>Develop district policies on technology</p> <p>Develop the ability for students and staff to share information globally</p> <p>Provide increased levels of communication to all district stakeholders</p> <p>Increase available digital resources</p> <p>View community needs as an extension of our mission</p> <p>Provide process to identify district supported technologies, hardware, and software</p>
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN May 15, 2000

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Provide on-going technical assistance in developing and implementing the comprehensive school improvement plan Support Family Resource Center and Parent Partners Represent the Agency and the needs of the District by serving on the Jones County Empowerment Board and the Jones County Family Resource Center Association Increase level of communication regarding students moving into and out of the district
(2) Professional Development Services				Provide training and facilitate the Curriculum Mapping Process in the district Provide information and training to para educators in the district Develop a mentoring process for new special education staff in the district Provide training to building teams on the Solutions Focused Process and IEP development

				Provide district based training opportunities in the Anamosa District
(3) Curriculum, Instruction and Assessment Services		Assist in the development of standards and benchmarks in math		<p>Coordinate Job Olympics and Vocational Clubs at the high school</p> <p>Support Success 4 activities at Strawberry Hill elementary</p> <p>Increase LEA awareness of early childhood students birth to 3. Maintain communication link between AEA and elementary staff</p> <p>Provide support in analysis of student achievement data.</p> <p>Provide content area expertise in curriculum areas outside of reading and math.</p> <p>Provide continued support on design and implementation of alternative assessments.</p>
(4) Diverse Learning Needs				<p>Implementation of IDEA requirements and monitoring the District Developed Special Education Service Delivery System</p> <p>Increase LEA awareness of early childhood students birth to 3</p>
(5) Inclusive Schools				Enhance the collaborative relationship with LEA-AEA on meeting the needs of all

				learners. (Maintain involvement on A-Team, Cabinet, and Instructional Cadre).
(6) Media Services				Maintain current array of services.
(7) School Technology				Provide information and training on integrating technology into the classroom Training and support for technology infrastructure. Provide district based training opportunities in the Anamosa district) Media Technology).
(8) Leadership Services				
(9) Management Services				

STUDENT ACHIEVEMENT DATA

For
READING, MATH AND SCIENCE
See attached data from September 15, 2001 Annual Progress Report

ADDITIONAL STATE INDICATORS

1 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

87 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

57.4 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

41.3% Core Program of Studies – The percentage of high school graduates who completed a core program of four years of English/Language Arts and three or more years each of Math, Science and Social Studies.

SCHOOL ACHIEVEMENT DATA ANALYSIS

Scores Reported for Grades 4, 8, and 11 in areas of Reading and Math

MALE - FEMALE COMPARISON-READING

Fourth Grade Reading- 1998-1999

Student Group	High	Intermediate	Low
All Students	14.9	59.6	25.5
Male	13.5	51.9	34.6
Female	18.6	67.4	14.0

Fourth Grade Reading- 1999-2000

Student Group	High	Intermediate	Low
All Students	13.3	54.4	32.2
Male	7.9	52.6	39.6
Female	17.3	55.8	26.9

Fourth Grade Reading - 2000-2001

Student Group	High	Intermediate	Low
All Students	13.6	55.5	30.9
Male	13.6	50.8	35.6
Female	13.5	61.5	25.0

Eighth Grade Reading- 1998-1999

Student Group	High	Intermediate	Low
All Students	7.3	62.2	30.5
Male	8.3	66.7	25.0
Female	5.9	55.9	38.2

Eighth Grade Reading- 1999-2000

Student Group	High	Intermediate	Low
All Students	12.9	51.5	35.6
Male	12.3	50.9	36.8
Female	13.6	52.3	34.1

Eighth Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	12.3	51.9	35.8
Male	16.7	53.7	29.6
Female	7.7	50.0	42.3

Eleventh Grade Reading- 1998-1999

Student Group	High	Intermediate	Low
All Students	13.6	62.5	23.9
Male	10.0	62.5	27.5
Female	16.7	62.5	20.8

Eleventh Grade Reading- 1999-2000

Student Group	High	Intermediate	Low
All Students	18.4	55.3	26.3
Male	25.7	54.3	20.0
Female	12.2	56.1	31.7

Eleventh Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
Male	8.7	60.9	30.4
Female	20.0	66.0	14.0

While there is not enough information to show accurate trends, it does appear that as the male population progresses through their educational career, the percentage of males scoring in the high range increases. This does not appear to be the case with the female population but the scores fluctuate enough so that no trends seem apparent.

MALE - FEMALE COMPARISON-MATH

Fourth Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	17.7	47.9	34.4
Male	16.7	44.4	38.9
Female	18.6	53.5	27.9

Fourth Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	13.3	57.8	28.9
Male	15.8	50.0	34.2
Female	11.5	63.5	25.0

Fourth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	16.2	53.2	30.6
Male	23.3	48.3	28.3
Female	7.7	57.7	34.6

Eighth Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	9.5	52.4	38.1
Male	10.0	52.0	38.0
Female	8.8	52.9	38.2

Eighth Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	11.9	65.3	22.8
Male	15.8	59.6	24.6
Female	6.8	72.7	20.5

Eighth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	13.2	69.8	17.0
Male	14.8	72.2	13.0
Female	11.5	67.3	21.2

Eleventh Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	17.0	70.5	12.5
Male	15.0	75.0	10.0
Female	18.7	66.7	14.6

Eleventh Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	31.6	53.9	14.5
Male	42.9	51.4	5.7
Female	22.0	56.1	22.0

Eleventh Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
Male	8.7	60.9	30.4
Female	20.0	58.0	22.0

In math as in reading, the male population at Anamosa Community Schools has a larger percentage of its population in the high achieving group at the eleventh grade than at the lower grade levels. No trend is apparent in the female population. It will be helpful to have several more years of data in order to more accurately determine trends from the information.

SOCIOECONOMIC COMPARISON - Reading

Fourth Grade Reading -1998-1999

Student Group	High	Intermediate	Low
All Students	14.9	59.6	25.5
Low Socioecon.	11.4	51.4	37.1
Others	16.9	64.4	18.6

Fourth Grade Reading -1999-2000

Student Group	High	Intermediate	Low
All Students	13.3	54.4	32.2
Low Socioecon.	7.7	57.7	34.6
Others	14.3	54.0	31.7

Fourth Grade Reading -2000-2001

Student Group	High	Intermediate	Low
All Students	13.6	55.5	30.9
Low Socioecon.	8.0	32.0	60.0
Others	15.3	62.4	22.4

Eighth Grade Reading- 1998-1999

Student Group	High	Intermediate	Low
All Students	7.3	62.2	30.5
Low Socioecon.	10.5	47.4	42.1
Others	6.3	66.7	27.0

Eighth Grade Reading- 1999-2000

Student Group	High	Intermediate	Low
All Students	12.9	51.5	35.6
Low Socioecon.	5.0	25.0	70.0
Others	15.0	57.5	27.5

Eighth Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	12.3	51.9	35.8
Low Socioecon.	15.0	60.0	25.0
Others	11.6	50.0	38.4

Eleventh Grade Reading- 1998-1999

Student Group	High	Intermediate	Low
All Students	13.6	62.5	23.9
Low Socioecon.	8.3	66.7	25.0
Others	14.4	61.8	23.7

Eleventh Grade Reading- 1999-2000

Student Group	High	Intermediate	Low
All Students	18.4	55.3	26.3
Low Socioecon.	0.0	63.6	36.4
Others	21.5	53.8	24.6

Eleventh Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
Low Socioecon.	18.2	36.4	45.5
Others	14.1	67.1	18.8

As students who are considered to be in the low socioeconomic levels progress through their educational career at Anamosa Community Schools, the percentage in the high group appears to decline. In contrast, their counterparts in the average or above socioeconomic group tend to increase their percentage in the high achieving group. Again, the data for the low achieving group does not appear to be consistent but rather fluctuates. Again, there is not enough data to make an accurate assessment of the data.

SOCIOECONOMIC COMPARISON - Math

Fourth Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	17.7	47.9	34.4
Low Socioecon.	13.5	37.8	48.6
Others	20.3	54.2	25.4

Fourth Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	13.3	57.8	28.9
Low Socioecon.	0.0	61.5	38.5
Others	17.5	57.1	25.4

Fourth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	16.2	53.2	30.6
Low Socioecon.	3.8	50.0	46.2
Others	20.0	54.1	25.9

Eighth Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	9.5	52.4	38.1
Low Socioecon.	16.7	33.3	50.0
Others	7.6	57.6	34.8

Eighth Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	11.9	65.3	22.8
Low Socioecon.	10.0	40.0	50.0
Others	12.5	71.3	16.3

Eighth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	13.2	69.8	17.0
Low Socioecon.	10.0	70.0	20.0
Others	14.0	69.8	16.3

Eleventh Grade Math- 1998-1999

Student Group	High	Intermediate	Low
All Students	17.0	70.5	12.5
Low Socioecon.	0.0	66.7	33.3
Others	19.7	71.1	9.2

Eleventh Grade Math- 1999-2000

Student Group	High	Intermediate	Low
All Students	31.6	53.9	14.5
Low Socioecon.	9.1	63.6	27.3
Others	35.4	52.3	12.3

Eleventh Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
Low Socioecon.	18.2	36.4	45.5
Others	14.1	67.1	18.8

In contrast to the reading scores, the percentage of the low socioeconomic students who score at the high achievement level increase as the students progress through their educational career in math. One disturbing statistic, however, is that the low socioeconomic students do not score as well as their counterparts in the areas of reading and math at any level. This is an area that the district will be working to improve. We feel that more emphasis on reading and math in the elementary level as well as more parental involvement may help to improve the scores for this particular subgroup.

We have fewer than 10 students in every ethnic group except "White". Thus, we are exempt from reporting scores in these categories. Neither do we have more than ten students with disabilities at each of these grade levels so we do not have comparison scores for this population either.

COMPARISON OF STUDENTS WITH DISABILITIES - Reading

Fourth Grade Reading -2000-2001

Student Group	High	Intermediate	Low
All Students	13.6	55.5	30.9
IEP Students	0	16.7	83.3
Others	15.5	60.8	23.7

Eighth Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	12.3	51.9	35.8
IEP Students	10.0	10.0	80.0
Others	12.5	56.2	31.3

Eleventh Grade Reading- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
IEP Students	16.7	25.0	58.3
Others	14.3	69.0	16.7

COMPARISON OF STUDENTS WITH DISABILITIES - Math

Fourth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	16.2	53.2	30.6
IEP Students	7.1	21.5	71.4
Others	17.5	57.7	24.8

Eighth Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	13.2	69.8	17.0
IEP Students	25.0	37.5	37.5
Others	12.2	72.5	15.3

Eleventh Grade Math- 2000-2001

Student Group	High	Intermediate	Low
All Students	14.6	63.5	21.9
IEP Students	8.3	8.3	83.3
Others	15.5	71.4	13.1

This is the first year where the Anamosa District has had more than 10 students with an IEP from any one grade level. Thus, this is the first year that we have compiled these statistics. Therefore, we do not have trend line data for the past three years.

READING ACHIEVEMENT 99-00

Student Group	National Percentile Rank	Iowa Percentile Rank
Fourth Grade	60%	50%
Eighth Grade	54%	44%
Eleventh Grade	64%	48%

MATHEMATICS ACHIEVEMENT 99-00

Student Group	National Percentile Rank	Iowa Percentile Rank
Fourth Grade	61%	47%
Eighth Grade	62%	49%
Eleventh Grade	76%	56%

SCIENCE ACHIEVEMENT 99-00

Student Group	National Percentile Rank	Iowa Percentile Rank
Eighth Grade	61%	51%
Eleventh Grade	69%	51%

As the staff at the Anamosa Community School District has analyzed the data, one definite trend has emerged. As students progress through the educational system in Anamosa, percentile rank scores improve. This is evident in all three of the areas listed above. The data also shows that grade level groups average at least a year's growth as the class moves through the system.

READING ACHIEVEMENT 00-01

Student Group	National Percentile Rank	Iowa Percentile Rank
Fourth Grade	58%	45%
Eighth Grade	56%	44%
Eleventh Grade	64%	46%

MATHEMATICS ACHIEVEMENT 00-01

Student Group	National Percentile Rank	Iowa Percentile Rank
Fourth Grade	61%	48%
Eighth Grade	64%	50%
Eleventh Grade	63%	41%

SCIENCE ACHIEVEMENT 00-01

Student Group	National Percentile Rank	Iowa Percentile Rank
Eighth Grade	64%	53%
Eleventh Grade	70%	46%

National and State Comparisons Anamosa Community School District 2000-2001

Reading	Grade 4	Grade 8	Grade 11
National Percentile Rank	58	56	64
Iowa Percentile Rank	45	44	46
Math			
National Percentile Rank	61	64	63
Iowa Percentile Rank	48	50	41
Science			
National Percentile Rank	NA	64	70
Iowa Percentile Rank	NA	53	46

ALTERNATIVE ASSESSMENT

The Anamosa Community School made the decision to use the Iowa Collaborative Assessment Modules (ICAM) for both reading and mathematics as its alternative assessment of the district standards and benchmarks. As a result, grades 4, 8 and eleven administered the ICAM field test in April of 2000 to students at those grade levels. The only students who did not take the ICAM test were those whose Individual Educational Plans stated that an alternative assessment was necessary. Thus, the participation rates for the ICAM test would be comparable to those for the ITBS and ITED testing.

The results for the ICAM field test are indicated in the chart below.

	Number of Students	Total Number Possible	Average Number Correct	Average Percent Correct
READING				
Fourth Grade	110	20	11.5	58
Eighth Grade	106	20	11.5	57
Eleventh Grade	90	20	10.8	54
MATHEMATICS				
Fourth Grade	110	32	19.1	60
Eighth Grade	106	33	21.2	64
Eleventh Grade	90	33	17.3	52

FEEDBACK FROM LAST SITE VISIT

Date of visit:

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment		
Planning		
Implementation		
Evaluation		
Reporting		
Other		

FEEDBACK FROM LAST APR

District: ANAMOSA

See attached sheets