

# District Profile Of Needs

IOWA VALLEY COMMUNITY SCHOOL DISTRICT 2001-2002  
 Revised January 2002

Date of Next Site Visit: 2001-2002

## GOALS

<b>Student Learning Goals</b>	<p><b>Reading:</b> Content Standard: Sees self as an effective reader. An effective reader:</p> <ul style="list-style-type: none"> <li>• comprehends what he/she reads;</li> <li>• expands his/her vocabulary through reading;</li> <li>• values reading;</li> <li>• reads independently;</li> <li>• demonstrates practical applications to increase his/her reading skills and understanding of what he/she reads; and</li> <li>• sees the need for reading.</li> </ul> <p><b>Mathematics:</b> Content Standard: Sees self as an effective mathematical problem solver. An effective mathematical problem solver:</p> <ul style="list-style-type: none"> <li>• adapts mathematical skills (for example, computation, estimation, mental math, and so forth) to solve problems;</li> <li>• applies mathematical problem solving strategies to other school subjects, to day-to-day problems, and to real-life situations; and</li> <li>• uses several strategies to solve problems.</li> </ul> <p><b>Science:</b> Content Standard: Investigate the universe and apply what is learned. In so doing, students build on prior knowledge and experience while using scientific processes and resources to creatively solve problems.</p>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Over the next 10 years, the percentage of students in the novice category will decline.	Over the next 10 years, the percentage of students in the novice category will decline.	Over the next 10 years, the percentage of students in the novice category will decline.		

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	Over the next year, the percentage of students in the novice category will decline.	Same as reading	Same as reading		Pages 77-82
Annual Improvement (last year)	Over the next year, the percentage of students in the novice category will decline.	Same as reading	Same as reading		
Staff Development	<ul style="list-style-type: none"> <li>Implement a program of establishing benchmarks and standards at all grade levels in all curriculum areas.</li> </ul>	Same as reading	Same as reading		Page 76
Assessment Method	Implement a program of measuring and tracking student achievement at all grade levels for all areas of curriculum.	Same as reading	Same as reading		Pages 76-82

**ACTION PLANS**

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				
(2) Professional Development Services	Review different learning strategies. Staff development in assessment strategies.	Same as reading	Same as reading	
(3) Curriculum, Instruction and Assessment Services	Curriculum revisions: * Specify and collect additional types of data. * Establish desired performance levels. * Develop multiple assessments.	Same as reading	Same as reading	
(4) Diverse Learning Needs	Review multiple selection criteria used for TAG, Title I and at-risk populations.	Same as reading	Same as reading	
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology	Review technology plan.	Same as reading	Same as reading	
(8) Leadership Services				
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	Help conduct the School Improvement Advisory Committee Meetings. Assist in the development and analysis of the community needs assessment survey. Assist in the preparation and conducting of the Comprehensive Site Visit in March. Assist in the reporting of student achievement results to the community.			
(2) Professional Development Services	Assist in the development of assessment literacy and standards-based reporting and testing. Assist in the technology training.			
(3) Curriculum, Instruction and Assessment Services	Assist in the development and	refining of content standards  Develop instructional strategies to improve student achievement in math.	in all content areas.	Examine best practices.
(4) Diverse Learning Needs	Project special education rosters and caseloads. Develop adaptations for all the diverse learners. Increase collaboration with other agencies.			
(5) Inclusive Schools	Assist in the development of a non-threatening environment for all.			
(6) Media Services	Help in the utilization of resources from the media center. Train the staff in use of EPSCO and the on-line catalog			
(7) School Technology	Assist in the development of a K-12 technology plan. Assist in the development of the technology grant and the utilization of ICN facilities. Provide consulting for the student management system, Virtual Education and a web filtering system.			
(8) Leadership Services				Consider ways to make the administrator jobs more doable.
(9) Management Services	Explore the utilization of student management systems for the cafeteria and attendance.			

**STUDENT ACHIEVEMENT DATA**  
For  
**READING, MATH AND SCIENCE**

**ADDITIONAL STATE INDICATORS**

0 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

83 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

77 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

79 % 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.

**FEEDBACK FROM LAST SITE VISIT**

Date of visit: \_\_\_\_\_

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

**FEEDBACK FROM LAST APR**

## Iowa Valley Community School District

**Monitoring Progress Toward the  
Annual Improvement Goal  
Grade 4  
Reading**

**Standard:** Sees self as an effective reader.

Group	Year	N	Proficient		Basic		Novice	
Total Group	1997-1998	52	18		51		31	
	1998-1999	49	12	(15)	62	(57)	26	(29)
	1999-2000	49	24	(18)	51	(57)	24	(25)
	2000-2001	55	6	(15)	58	(55)	36	(30)
Females	1997-1998	26	21		50		29	
	1998-1999	24	21	(21)	54	(52)	25	(27)
	1999-2000	30	27	(24)	60	(57)	13	(19)
	2000-2001	26	8	(18)	62	(61)	31	(22)
Males	1997-1998	26	14		52		33	
	1998-1999	25	4	(9)	72	(62)	24	(29)
	1999-2000	19	21	(13)	37	(55)	42	(33)
	2000-2001	29	3	(12)	55	(46)	41	(42)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 8 Reading

**Standard:** Sees self as an effective reader.

Group	Year	N	Proficient	Basic	Novice
Total Group	1997-1998	58	10	69	21
	1998-1999	48	25 (18)	35 (52)	40 (31)
	1999-2000	49	20 (23)	49 (42)	31 (36)
	2000-2001	51	16 (18)	47 (48)	37 (34)
Females	1997-1998	32	13	81	6
	1998-1999	19	37 (25)	53 (62)	11 (9)
	1999-2000	25	24 (31)	52 (53)	24 (18)
	2000-2001	28	11 (18)	54 (53)	36 (30)
Males	1997-1998	26	8	54	38
	1998-1999	29	17 (13)	24 (39)	59 (49)
	1999-2000	24	17 (17)	46 (35)	38 (49)
	2000-2001	23	22 (20)	39 (43)	39 (39)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

**Iowa Valley Community School District**

**Monitoring Progress Toward the  
Annual Improvement Goal  
Grade 10/11  
Reading**

**Standard:** Sees self as an effective reader.

Group	Year	N	Proficient	Basic	Novice
Total Group	1997-1998	46	9	74	18
	1998-1999	52	8 (9)	79 (77)	13 (16)
	1999-2000	53	2 (5)	64 (72)	35 (19)
	2000-2001	43	9 (6)	63 (64)	28 (32)
Females	1997-1998	29	14	72	14
	1998-1999	19	0 (7)	89 (81)	11 (13)
	1999-2000	27	0 (0)	81 (85)	19 (15)
	2000-2001	24	17 (9)	75 (78)	8 (14)
Males	1997-1998	17	0	76	24
	1998-1999	33	12 (6)	73 (75)	15 (20)
	1999-2000	26	4 (8)	46 (60)	50 (33)
	2000-2001	19	0 (2)	47 (47)	53 (52)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 4 Mathematics

**Standard:** Sees self as an effective mathematical problem solver.

Group	Year	N	Proficient	Basic	Novice
Total Group	1997-1998	46	27	57	16
	1998-1999	50	12 (20)	66 (62)	22 (19)
	1999-2000	48	31 (22)	52 (59)	17 (20)
	2000-2001	56	16 (24)	69 (61)	15 (16)
Females	1997-1998	24	33	50	17
	1998-1999	25	13 (23)	63 (57)	25 (21)
	1999-2000	29	31 (22)	59 (61)	10 (18)
	2000-2001	27	19 (20)	59 (59)	22 (16)
Males	1997-1998	22	20	65	15
	1998-1999	25	12 (16)	68 (67)	20 (18)
	1999-2000	19	32 (22)	42 (55)	26 (23)
	2000-2001	29	14 (23)	76 (59)	10 (18)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 8 Mathematics

**Standard:** Sees self as an effective mathematical problem solver.

Group	Year	N	Proficient	Basic	Novice
Total Group	1997-1998	58	17	69	14
	1998-1999	49	23 (20)	52 (61)	25 (20)
	1999-2000	49	16 (20)	61 (57)	22 (24)
	2000-2001	51	24 (20)	55 (58)	22 (22)
Females	1997-1998	32	22	69	10
	1998-1999	19	32 (27)	63 (66)	5 (8)
	1999-2000	25	12 (22)	68 (66)	20 (13)
	2000-2001	28	29 (21)	50 (59)	21 (21)
Males	1997-1998	26	12	69	19
	1998-1999	29	17 (15)	45 (57)	38 (29)
	1999-2000	24	21 (19)	54 (50)	25 (32)
	2000-2001	23	17 (19)	61 (58)	22 (24)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 10/11 Mathematics

**Standard:** Sees self as an effective mathematical problem solver.

Group	Year	N	Proficient	Basic	Novice
Total Group	1997-1998	46	15	67	17
	1998-1999	52	25 (20)	65 (66)	10 (14)
	1999-2000	53	11 (18)	64 (65)	25 (18)
	2000-2001	43	16 (14)	63 (64)	21 (23)
Females	1997-1998	29	17	66	17
	1998-1999	19	32 (25)	58 (62)	11 (14)
	1999-2000	27	15 (24)	74 (66)	11 (11)
	2000-2001	24	17 (16)	54 (64)	29 (20)
Males	1997-1998	17	12	71	18
	1998-1999	33	21 (17)	70 (71)	9 (14)
	1999-2000	26	8 (15)	54 (62)	38 (24)
	2000-2001	19	16 (12)	74 (64)	11 (25)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 4 Science

**Standard:** Investigate the universe and apply what is learned.

Group	Year	N	Proficient	Basic	Novice
Total Group	1998-1999	50	10	68	22
	1999-2000	49	14 (12)	76 (72)	8 (15)
	2000-2001	56	9 (12)	68 (72)	23 (16)
Females	1998-1999	25	8	64	28
	1999-2000	30	17 (13)	73 (69)	10 (19)
	2000-2001	28	7 (12)	64 (69)	29 (20)
Males	1998-1999	25	12	72	16
	1999-2000	19	10 (11)	85 (79)	5 (11)
	2000-2001	28	11 (11)	71 (78)	18 (12)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

**Iowa Valley Community School District**

**Monitoring Progress Toward the  
Annual Improvement Goal  
Grade 8  
Science**

**Standard:** Investigate the universe and apply what is learned.

<b>Group</b>	<b>Year</b>	<b>N</b>	<b>Proficient</b>	<b>Basic</b>	<b>Novice</b>
Total Group	1998-1999	48	19	39	42
	1999-2000	37	24 (22)	49 (44)	27 (35)
	2000-2001	51	12 (18)	57 (53)	31 (29)
Females	1998-1999	19	32	47	21
	1999-2000	19	32 (32)	47 (47)	21 (21)
	2000-2001	28	7 (20)	61 (54)	32 (27)
Males	1998-1999	29	10	34	55
	1999-2000	18	17 (14)	50 (42)	33 (44)
	2000-2001	23	17 (17)	52 (51)	30 (32)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.

## Iowa Valley Community School District

### Monitoring Progress Toward the Annual Improvement Goal Grade 10/11 Science

**Standard:** Investigate the universe and apply what is learned.

Group	Year	N	Proficient		Basic		Novice	
Total Group	1998-1999	52	27		63		10	
	1999-2000	53	4	(16)	66	(65)	30	(20)
	2000-2001	43	19	(12)	65	(66)	16	(23)
Females	1998-1999	19	32		63		5	
	1999-2000	27	4	(18)	67	(65)	30	(18)
	2000-2001	24	21	(13)	75	(71)	4	(17)
Males	1998-1999	33	24		64		12	
	1999-2000	26	4	(14)	65	(65)	31	(22)
	2000-2001	19	16	(10)	53	(59)	32	(32)

Notes: N is the number of students. Table entries are percents on external assessment. Table entries are percents of students scoring in each portion of the achievement score scale. Row sums may not equal 100% due to rounding. Values in parentheses are two-year averages.