

# District Profile Of Needs

NORTH-LINN COMMUNITY SCHOOL DISTRICT 2000-2001

Date of Next  
Site Visit 2001-2002

## GOALS

|                               |   |
|-------------------------------|---|
| <b>Student Learning Goals</b> | <ul style="list-style-type: none"> <li>• Develop skills of communication in reading, writing, speaking, listening and calculation (math).</li> <li>• Learn how to respect and get along with people with whom we work and live.</li> <li>• Develop and understand skills needed to be successful in a family situation, a job and in the community.</li> <li>• Develop technological literacy within the learning community.</li> </ul> |
|-------------------------------|---|

| GOALS       | READING  | MATH  | SCIENCE   | OTHER   | ACTION PLAN REFERENCE |
|-------------|--|---|---|---|-----------------------|
| Long – term | <p>Increase the percentage of all grade level students classified at the proficient (intermediate) and advanced (high-performance) levels on the ITBS/ITED standardized test in math, reading and science.</p> <p>Increase the percentage of male students performing at proficient and above in reading.</p> <p>Show consistent growth on Achievement Level Testing in reading, language arts, math, and science.</p> | <p>Increase the percentage of all grade level students classified at the proficient (intermediate) and advanced (high-performance) levels on the ITBS/ITED standardized test in math, reading and science.</p> <p>Increase the percentage of female students performing at proficient and above in math.</p> <p>Show consistent growth on Achievement Level Testing in reading, language arts, math, and science.</p> | <p>Increase the percentage of all grade level students classified at the proficient (intermediate) and advanced (high-performance) levels on the ITBS/ITED standardized test in math, reading and science.</p> <p>Show consistent growth on Achievement Level Testing in reading, language arts, math, and science.</p> | <p>Increase the number of students with ACT scores above the national standards.</p> <p>Increase the correlation between ACT scores and GPA in comparison to other state and national statistics.</p> |                       |

| GOALS                                   | READING  | MATH  | SCIENCE   | OTHER | ACTION PLAN REFERENCE |
|---|--|---|---|-------|-----------------------|
| <p>Annual Improvement (most recent)</p> | <p>K-2: Increase performance so that students will be at or above their current level (1999-2001) Houghton Mifflin Reading Assessments.<br/>                     3-5: Increase performance so that students will be at or above their current level (1999-2001) Houghton Mifflin Reading Assessments.<br/>                     6-8: By the eighth grade level, using ITBS/district development assessment, students will maintain or show an increase of their scores annually by increasing reading interest.<br/>                     9-12: Students will show improvement in the average reading total (RT) over previous averages. Teachers will discuss and implement strategies for school-wide behavior expectations.</p> | <p>K-2: Continue to establish a second year of data collecting from the Silver Burdett-Ginn Math Series, copyright 1999. Focus on problem solving to increase math scores on ITBS in 4<sup>th</sup> grade and Measurement of Academic Progress (MAP) in third grade.<br/>                     3-5: Increase the percentage of students that receive 80% or above on the cumulative Silver Burdett Mathematics assessments.<br/>                     6-8: At the eighth grade level, using ITBS/district development assessment, students will maintain or show an increase of their scores annually using estimation.<br/>                     9-12: Every testing year students will improve upon the accumulated average of the previous years on the ITED for the 11<sup>th</sup> grade. Teachers will discuss and implement strategies for school-wide behavior expectations.</p> | <p>K-2: Establish a K-2 elementary science curriculum by collecting information during the 2000-01 school year.<br/>                     3-5: Research best practice for science and establish set curriculum for each grade level based on curriculum mapping and North-Linn's standards and benchmarks and aligned with student needs through district wide assessments (ITBS and Achievement Level Testing/Measure of Academic Progress).<br/>                     6-8: At the 8<sup>th</sup> grade level, using ITBS/district development assessment students will maintain or show an increase of their scores annually by focusing on 6<sup>th</sup> grade general science.<br/>                     9-12: At the 11<sup>th</sup> grade level, using ITBS/district development assessment, student will maintain or show an increase in their scores from 8<sup>th</sup> grade by learning concepts of 9<sup>th</sup> and 10<sup>th</sup> grade science. Examine how and why we use ITED's and explore other possible standardized testing options. (ie. PLAN, ACT, ASVAB, Work Keys)</p> |       |                       |

|                                   |  |   |   |  |  |
|-----------------------------------|--|---|---|--|--|
| Annual Improvement<br>(last year) | Shown in report to community<br>page 8   | Shown in report to community<br>page 13   | Beginning process. See page<br>18 of report to community.   |  |  |
| Staff Development                 |  |   |   |  |  |
| Assessment Method                 | <p>K-2: Other assessments for data collection: ITBS, Gates MacGinitie, Metropolitan. Kindergarten Assessments from Grant Wood AEA</p> <p>3-5: Other assessments for data collection: ITBS, Gates MacGinitie, Metropolitan.</p> <p>6-8: Review of the data and comparison with data collected in 1999-2000.</p> <p>9-12: Review of the data by the 9-12 Level team and administration.</p> <p>Evaluate the data from the students and teacher logs.</p> | <p>K-2: Other assessments for data collection: ITBS, Metropolitan.</p> <p>3-5: Other assessments for data collection: ITBS, Gates MacGinitie, Metropolitan.</p> <p>6-8: Students will tell how they arrived at answers for trivia and problem solving strategies. Other assessments for data collection: ITBS. Progress on charts of the students.</p> <p>Achievement Level Test Scores.</p> <p>9-12: Review of the data by the 9-12 Level team and administration.</p> <p>Assessment will include the ITED scores; survey results (Anderson, Lindaman, Pieper to develop the survey tool), and faculty will revisit these goals four times during the school year followed by a written summary of the 'revisit' meetings.</p> | <p>K-2: Completed curriculum analysis.</p> <p>3-5: Evaluation of the completed curriculum and alignment with standards, benchmarks, and critical objectives.</p> <p>6-8: Rockets launched and team work involved. Actual improvement of ITBS scores both individual and class.</p> <p>9-12: : Review of the data by the 9-12 Level team and administration. Evaluate our assessments and recorded score to determine if we met our goal. Assessment will include the ITED scores; survey results (Anderson, Lindaman, Pieper to develop the survey tool), and faculty will revisit these goals four times during the school year followed by a written summary of the 'revisit' meetings.</p> |  |  |

## ACTION PLANS

| AREAS  | (A) READING  | (B) MATH   | (C) SCIENCE   | (D) OTHER |
|--|--|--|---|-----------|
| (1) School –<br>Community<br>Planning                        | See pp 29, 30, 31 of CSIP that follow  |  |   |           |
| (2) Professional<br>Development<br>Services                  | "  |  |   |           |
| (3) Curriculum,<br>Instruction and<br>Assessment<br>Services | <p>K-2: Thoroughly teach all skills in the reading assessment. Target benchmarks and critical objectives. Adequate review before theme tests. Clarify directions on assessments. Reteach areas of concern after assessments.</p> <p>3-5: Thoroughly teach all skills in the reading assessment Target benchmarks and critical objectives. Adequate review before theme tests. Clarify directions on assessments. Teachers will self evaluate their class to see if they are at 80% proficiency. Reteach areas of concern after assessments. Implement Benchmark Testing from Houghton Mifflin. Implement Achievement Level Testing/Measure of Academic Progress.</p> <p>6-8: Student book share in A/A once a month during DEAR. Free reading day in literature every week. Reading out loud in class and discussing what has been read.</p> <p>Check out reading materials during study hall. (eg. Magazines, newspapers, books) DEAR (Drop Everything and Read) will be done weekly.</p> <p>9-12: Drop Everything and Read will be done weekly. Teachers will record</p> | <p>K-2: Thoroughly teach all skills in the math chapters. Target benchmarks and critical objectives. Adequate review before chapter and cumulative assessments. Clarify directions on assessments. Reteach areas of concern after cumulative assessments. Use of hands on manipulative. Use of authentic manipulatives for real life strategies. Daily problem solving using daily problems from math series.</p> <p>3-5: Thoroughly teach all skills in the math chapters. Target benchmarks and critical objectives. Adequate review before chapter and cumulative tests. Clarify directions on assessments. Reteach areas of concern after assessments.</p> <p>6-8: Math Trivia question will be posted monthly by National Junior Honor Society. Charted by the number of students participating and the number of correct answers and how did they come up with the answer. Candy jar guessing and estimation: two identical candy jars will be filled quarterly with each A/A given a set amount of time to figure number of items inside. Students charting their own class progress by using paper/computer.</p> | <p>K-2: Study the new science kits from GWAEA. Determine the standards, benchmarks, and critical objectives that go with each kit. Align out curriculum maps with the standards, benchmarks, critical objectives of North-Linn and determine the placement of the kits. Integrate reading and math standards with science. Adequate review before chapter and cumulative assessments. Clarify directions on assessments. Reteach areas of concern after cumulative assessments.</p> <p>3-5: Poll surrounding schools. Survey of middle and high school teachers to ascertain their expectations of students. Review of North-Linn's science standards and benchmarks. Addition of critical objectives to the standards and benchmarks for science. Adequate review before theme tests. Clarify directions on assessments. Reteach areas of concern after assessments.</p> <p>6-8: All grades need to focus on assessments by having a contest</p> |           |

|                            |   |  |   |  |
|----------------------------|---|--|---|--|
|                            | <p>in a log days that open oral reading in class was practiced. Library attendance will be monitored and study hall students who are idle will be encouraged to go there. Discuss test-taking strategies (study skills) with students during homeroom time. Oral examinations will be intermittently administered when applicable. News checkout for those wanting to read the newspaper in study hall.</p> | <p>9-12: Faculty will transfer information related to the math goal to classroom use. All math students will review scores on ITED math sections from the two previous years and set achievement goals for themselves. Understanding the reason for and use of ITED's will be emphasized. Discuss test-taking strategies. ITED testing will take place over a 4 day period in October. Student input will be sought concerning alternative tests, i.e. PLAN, ASVAB, ACT, Work Keys in October. Implement consistent homeroom procedures. Consistent consequences to be administered. General expectations posted. Go over terms with students.</p> | <p>on number of kids who will improve their ITBS scores from the year before. Keep charts and logs by students of the launches and changes. Study skills done quarterly in classrooms.</p> <p>9-12: Faculty will transfer information related to the science goal to classroom use. All science students will review scores on ITED science sections from the two previous years and set achievement goals for themselves. All students will be informed about personal and school community importance of their ITED and MAP scores. Discuss test-taking strategies. Examine how and why we use ITED's and explore other possible standardized testing options (PLAN, ACT, ASVAB, Work Keys). Work with student to create a respectful, courteous school and learning environment.</p> |  |
| (4) Diverse Learning Needs | See pp 29, 30, 31 of CSIP   |  |   |  |
| (5) Inclusive Schools      |   |  |   |  |
| (6) Media Services         |   |  |   |  |
| (7) School Technology      |   |  |   |  |
| (8) Leadership Services    |   |  |   |  |
| (9) Management Services    |   |  |   |  |

## Correlation of Comprehensive School Improvement Goals and Specific Educational Plans

**Goal 1: Student achievement centers on the belief that each learner should achieve a high degree of competency in the traditional basic skills and have the opportunity to develop into a world citizen capable of making morally responsible decisions.**

| Curriculum   | Staff Development  | Technology   | Gifted and Talented: GATE  |
|--|--|--|--|
| <p>Curriculum mapping and alignment to standards (01)</p> <p>Language Arts focus in all disciplines. (02)</p> <p>Develop and align assessments to standards. (03)</p> <p>Science and math focus in all disciplines (04)</p> <p>Analyze data from math, language arts, and science focus to determine new strategies.(05)</p> <p>Continue cycle of material review and replacement yearly</p> | <p>Curriculum mapping</p> <p>Assessment Literacy</p> <p>Pathwise mentoring</p> <p>Standards-Based Classroom Strategies</p> <p>Study Groups</p> <p>GWAEA Math Team</p> <p>Accelerated Reader</p> <p>Technology courses</p> <p>Student-Led Conf.</p> | <p>Extend the use of technology in class-rooms: multimedia, demonstration of knowledge via technology, telecommunications</p> <p>Use Technology as a learning tool through curriculum integration.</p> <p>Create electronic student portfolios</p> <p>Assessment of technology benchmarks will be included in the content assessments.</p> <p>Provide effective and engaging software and on-line learning resources</p> | <p>K-12 program with an advisory board of teachers and administrators</p> <p>Identify, challenge, and enrich students intellectually/creatively to recognize and utilize their own unique talents</p> <p>Allow students to grow in self-awareness and self-esteem</p> <p>Provide opportunities for developing social responsibility and respect for the uniqueness and value of all persons.</p> |
| <p><b>District Instructional Delivery System</b></p>   | <p>Reading Renaissance</p>   | <p>3 Classroom multi-media computers</p>   | <p><b>Success4</b></p>   |
| <p>Flexible programming for all students including: general program interventions, collaborative interventions, removal of maximum time limit restriction on services, teaming of teachers and associates, special education services in both special and general setting</p>  | <p>Science team and workshops</p> <p>Standards-Based Classroom Reporting</p> <p>Inservice program in GATE</p>  | <p>Use technology to address learning styles and student readiness to increase student performance.</p>  | <p><b>Beginning Teacher</b></p> <p>Provide beginning teachers with ongoing guidance, support, and reinforcement through an organized program</p>   |

**Correlation of Comprehensive School Improvement Goals and Specific Educational Plans**

**Goal 2: The North-Linn Technology goal is to incorporate the latest technology into the educational program to: provide access, develop efficient, self-directed learners, utilize technology to address individual needs for all in our learning community**

| <b>Curriculum</b>  | <b>Staff Development</b>  | <b>Technology</b>  | <b>Gifted and Talented:GATE</b>   |
|--|---|--|---|
| <p>Extend the use of technology in class-rooms: multimedia, demonstration of knowledge via technology, telecommunications</p> <p>Use Technology as a learning tool through curriculum integration.</p> <p>Assessment of technology benchmarks will be included in the content assessments.</p> <p>Use technology to address learning styles and student readiness to increase student performance.</p> | <p>Use internal courses, ICN courses, GWAEA staff, technology director's tutoring, and college courses to prepare staff and administration for completing established technology requirements and use</p> <p>Train teachers in use of multimedia software, ICN events, ACHIEVE, online Achievement Level Testing, Project Easier, and any recently developed applicable programs.</p> <p>Use the AEA's, colleges, ICN, Internet, and internal resources to provide teachers with opportunities to gain proficiency in technology use in the improvement of student learning.</p> <p>Provide support services to assist staff with various aspects</p> | <p>Requirements of staff and administration are: web page design, electronically submit newsletter articles and correspondence, verify technology integration in curriculum goal areas, develop a growth plan, and verify competent and ongoing technology use</p> <p>Create electronic student portfolios for all students</p> <p>Use Project Easier to report digitally to the Dept of Ed., transmit data from school to school within district, and transfer data (transcripts) from school to school outside district</p> <p>Provide effective and engaging software and on-line learning resources</p> <p>Verify use of all 3 Classroom multi-media computers</p> <p>Provide community access to technology</p> | <p>ICN field trips</p> <p>Use of computer software and online programs.</p> <p>Create a multi-media quality presentation using the four communication skills directed to toward a real audience</p> <p>Use computer for research and organization of data</p> |
| <p><b>District Instructional Delivery System</b></p>   |   |  | <p><b>Success4</b></p>  |
| <p>Use ACHIEVE and online Achievement Level testing to collect and disseminate data on student progress both in general and special education</p> <p>Enhance learning opportunities with software and online programs</p>  |   |  | <p>Use to gather and record data concerning student progress toward success areas.</p> <p><b>Beginning Teacher</b></p> <p>Assess beginning teachers to determine specific technology needs</p> <p>Share proven strategies</p>                                 |

**Correlation of Comprehensive School Improvement Goals and Specific Educational Plans**

**Goal 3: Each parent and community member is a vital resource and necessary partner and should take an active role in the development and implementation of the curriculum along with serving as mentors and leaders for our students and staff.**

| <b>Curriculum</b>   | <b>Staff Development</b>  | <b>Technology</b>  | <b>Gifted and Talented:GATE</b>  |
|---|---|--|--|
| <p>Superintendent's Advisory Board collects data, makes recommendations, and receives annual reports on curriculum changes and enhancements</p> <p>Volunteer in classrooms</p> <p>Consult on various careers and the curriculum needed to achieve success.</p> <p>Serve as guest speakers on careers and role models</p> <p>Provide support by following guidelines of parent correspondence/plans</p> <p>Responses to needs assessments, focus groups, informal surveys, and interviews to develop direction</p> <p>DARE officers (Buchanan Co.) and SRO officers (Linn Co.) develop and deliver programs on a wide variety of topics.</p> | <p>Parent and community reading nights to learn strategies to use in improving student learning outside of the regular school day.</p> <p>Involvement in internal and ICN courses</p> <p>Responses to needs assessments, focus groups, informal surveys, and interviews to develop direction</p> <p>Linn Co. Sherriff's Department collaborate on Crisis Plan Development and Implementation</p> <hr/> <p><b>District Instructional Delivery System</b></p> <hr/> <p>Served as members of the plan development committee</p> <p>Serve as consultants on the ongoing process</p> | <p>Provide community access to technology</p> <p>Model interest in technology for the students by attending school sponsored community technology nights</p> <p>Opportunity to check-out used lap tops</p> <p>School will encourage community requests for access to technology.</p> <p>Parent and community member communication with the school through web pages, email, and electronic newsletters.</p> <p>Responses to needs assessments, focus groups, informal surveys, and interviews to develop direction</p> | <p>Access to businesses and expertise of professionals for research</p> <p>Presentations of information to selected audiences in the community</p> <p>Served as plan development committee members</p> <hr/> <p align="center"><b>Success4</b></p> <hr/> <p>Constant parent communication concerning the intellectual, social, and behavioral development of all students</p> <hr/> <p align="center"><b>Beginning Teacher</b></p> <hr/> <p>Encouragement by the mentor to be actively involved in the community</p> |

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

| AREAS   | READING   | MATH  | SCIENCE   | OTHER  |
|---|---|---|---|--|
| (1) School – Community Planning                     |   |   |   | Support OTE II initiative, website development, school improvement consortium.   |
| (2) Professional Development Services               | Curriculum mapping workdays, assessment literacy. | Curriculum mapping workdays, assessment literacy. | Curriculum mapping workdays, assessment literacy. | Network with OTE Districts. Study groups, Explosive Child, Solution Focused, Integrated Technology, Onward to Excellence training, Kaleidoscope, workshops, study groups.  |
| (3) Curriculum, Instruction and Assessment Services | Achieve   | Achieve, Best Practices                           | Achieve, Best Practices                           | Curriculum maps, authentic assessments, study groups on aligning standards, benchmarks, indicators.  |
| (4) Diverse Learning Needs                          |   |   |   | Seminars for Special Ed to review IEP goal codes, etc. Mentoring by Life Skills staff. Connect IEP's to standards and benchmarks assessments. Member North-Linn consortium. District developed delivery system approved. |
| (5) Inclusive Schools                               |   |   |   |  |
| (6) Media Services                                  | Accelerated reading (code books in library)       |   | Preview materials based on curriculum maps        | Use GWAEA “online,” access system, media collection.   |
| (7) School Technology                               |   |   |   | Website established, Develop on-line. All staff has student database, internet and e-mail. Implement plan. Increase teachers use in planning including ICN study groups.   |
| (8) Leadership Services                             |   |   |   | Develop teacher induction and mentoring program.   |
| (9) Management Services                             |   |   |   |  |

District: North Linn \_\_\_\_\_

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

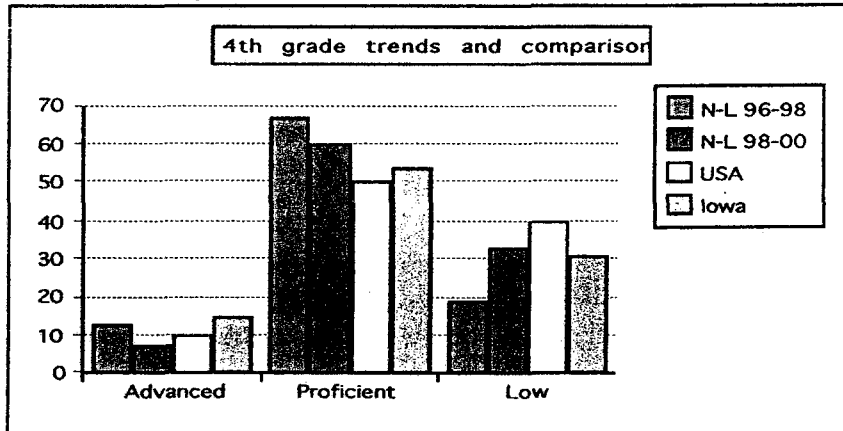
# Reading Proficiency

Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

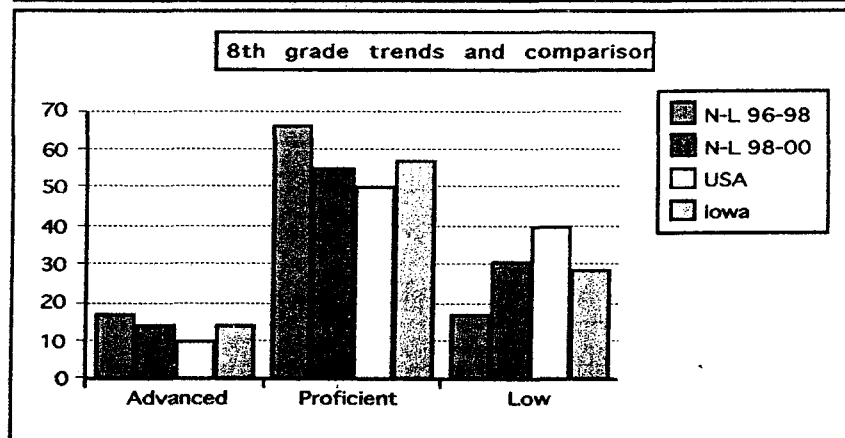
| Grade | % Proficient and above in 1999-2000 |
|-------|-------------------------------------|
| 4     | 64%                                 |
| 8     | 73%                                 |
| 11    | 53%                                 |

North-Linn Reading Trends Using Two-Year Averages  
ITBS Reading Comprehension & ITED Content Area Reading

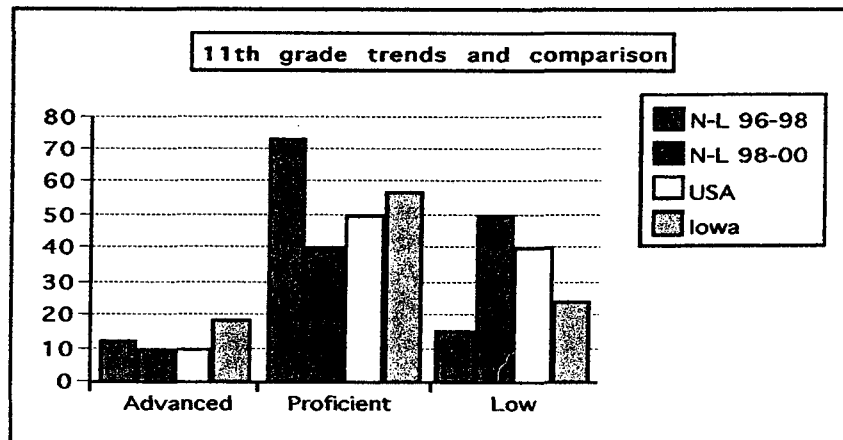
◊ For the last two 2-year averages, the percentage of 4th, 8th, 11th grade students scoring the in low achievement level has increased.



◊ More North-Linn 4th and 8th graders scored at the proficient or high achievement levels than students nationally. Our 4th and 8th grade students were within 2 percent of the percentage of Iowa students in the same range.



◊ More North-Linn 11th graders scored in the low achievement level compared to national and Iowa 8th graders.



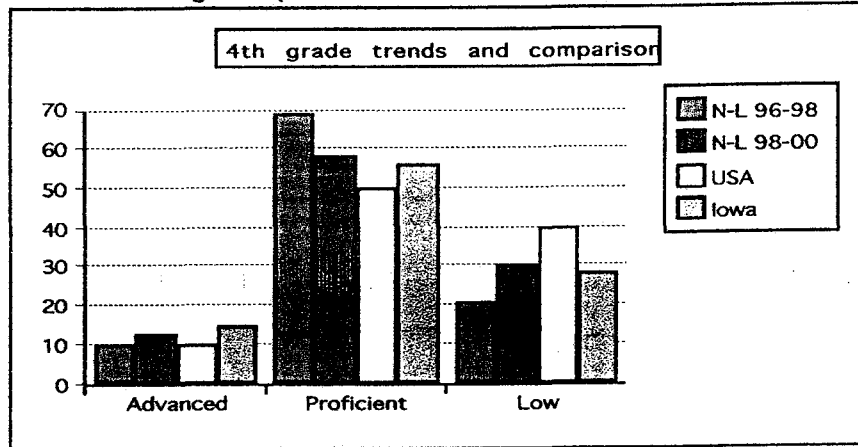
# Math Proficiency

Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

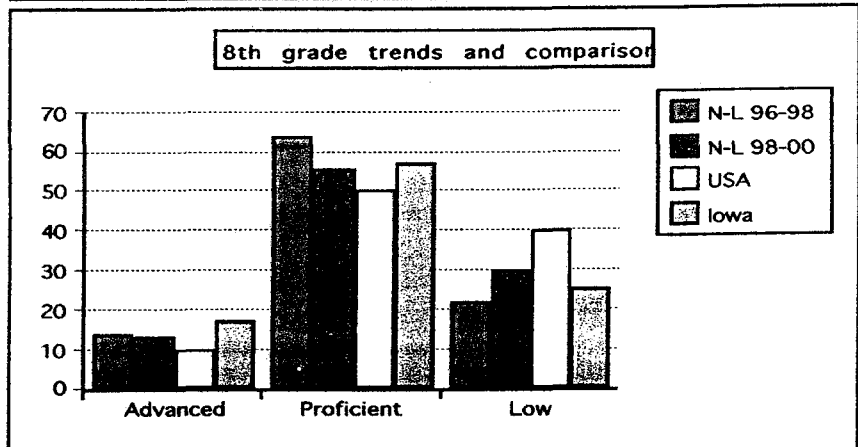
| Grade | % Proficient and above in 1999-2000 |
|-------|-------------------------------------|
| 4     | 71%                                 |
| 8     | 66%                                 |
| 11    | 85%                                 |

North-Linn Reading Trends Using Two-Year Averages  
ITBS Reading Comprehension & ITED Content Area

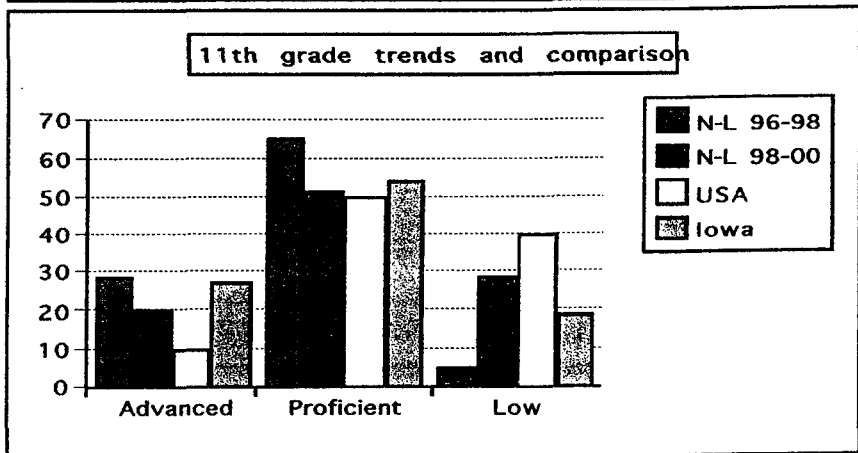
- More of our 4th, 8th, and 11th graders scored at the proficient or high achievement levels than students nationally. Our 4th and 8th grade students were within 2 percent of the percentage of Iowa students in the same range



- Two year averages indicate that students in grades 4,8, and 11 perform at comparable levels with other students in Iowa.



- In grades 4 and 8, the number of students in the proficient and higher levels has stayed within 10 percentage points. In 11th grade the percentage of low achievement has increased.



## Reading and Math Results By Category

The results on the previous pages paint an overall picture of reading and math achievement, but it's important to break out results based on student characteristics to ensure equity of achievement. The charts below show reading and math achievement based on gender and low socioeconomic status. While the district tracks achievement of all of our students, we only report data on subgroups when the numbers in those groups are large enough to maintain confidentiality.

### Results by low socioeconomic status (this page)

- North-Linn will only be reporting the scores for students in 4th and 8th grade in this category. There are less than 10 students in 11th grade.
- Data shows that there is no reason for concern in the 8th grade for this category in reading and math.
- There seems to be a significant increase in the low level of achievement in 4th grade for reading and math.
- We will be using this data to implement new strategies at the elementary level.

#### Reading 4th Grade

|            | Low Socioeconomic | All Students |
|------------|-------------------|--------------|
| Advanced   | 0                 | 8.1          |
| Proficient | 53.3              | 58.1         |
| Low        | 46.7              | 33.9         |

#### Reading 8th Grade

|            | Low Socioeconomic | All Students |
|------------|-------------------|--------------|
| Advanced   | 11.1              | 12.7         |
| Proficient | 61.1              | 60.3         |
| Low        | 27.8              | 27           |

#### Math 4th Grade

|            | Low Socioeconomic | All Students |
|------------|-------------------|--------------|
| Advanced   | 0                 | 14.5         |
| Proficient | 53.3              | 56.5         |
| Low        | 46.7              | 29           |

#### Math 8th Grade

|            | Low Socioeconomic | All Students |
|------------|-------------------|--------------|
| Advanced   | 0                 | 9.4          |
| Proficient | 63.2              | 56.3         |
| Low        | 36.8              | 34.4         |

### Results by Gender (page 13)

- In the area of reading it appears that there are significantly more males than females scoring in the low achievement level in 4th and 11th grade. There is relatively no disparity at 8th grade
- In the area of math there do not appear to be significant gender differences at 11th and 8th grade, except for the female low level 98-00. However, there is a difference at the 4th grade proficient and higher levels.

# North-Linn Achievement Trends

Two Year Averages with Breakdowns by Gender

## Reading

### 4th Grade ITBS

| 4th Reading | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|-------------|------------|------------|-------------|-------------|
| Adv.        | 5.9        | 5.8        | 8.2         | 8.3         |
| Prof.       | 55.15      | 54         | 68.9        | 67          |
| Low         | 38.9       | 40.2       | 22.8        | 24.8        |

## Mathematics

### 4th Grade ITBS

| 4th Math | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|----------|------------|------------|-------------|-------------|
| Adv.     | 9.2        | 11.8       | 6.05        | 13.75       |
| Prof.    | 65.95      | 63.3       | 62.7        | 53.1        |
| Low      | 24.9       | 25         | 31.25       | 33.15       |

### 8th Grade ITBS

| 8th Reading | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|-------------|------------|------------|-------------|-------------|
| Adv.        | 13.6       | 15.05      | 15.6        | 11.6        |
| Prof.       | 61.9       | 53.45      | 67.25       | 57.25       |
| Low         | 24.5       | 31.5       | 17.5        | 31.15       |

### 8th Grade ITBS

| 8th Math | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|----------|------------|------------|-------------|-------------|
| Adv.     | 19.15      | 15         | 14          | 12          |
| Prof.    | 57.3       | 65         | 60          | 45.75       |
| Low      | 23.55      | 20         | 26          | 42.2        |

### 11th Grade ITED

| 11th Reading | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|--------------|------------|------------|-------------|-------------|
| Adv.         | 5.25       | 4.35       | 11.35       | 12.85       |
| Prof.        | 40.85      | 27         | 65.55       | 55.25       |
| Low          | 54.4       | 68.55      | 23          | 31.85       |

### 11th Grade ITED

| 11th Math | Boys 97-99 | Boys 98-00 | Girls 97-99 | Girls 98-00 |
|-----------|------------|------------|-------------|-------------|
| Adv.      | 26.2       | 17.7       | 16.6        | 21.2        |
| Prof.     | 53.7       | 56.1       | 60.3        | 57.35       |
| Low       | 20.15      | 26.2       | 23.1        | 21.45       |

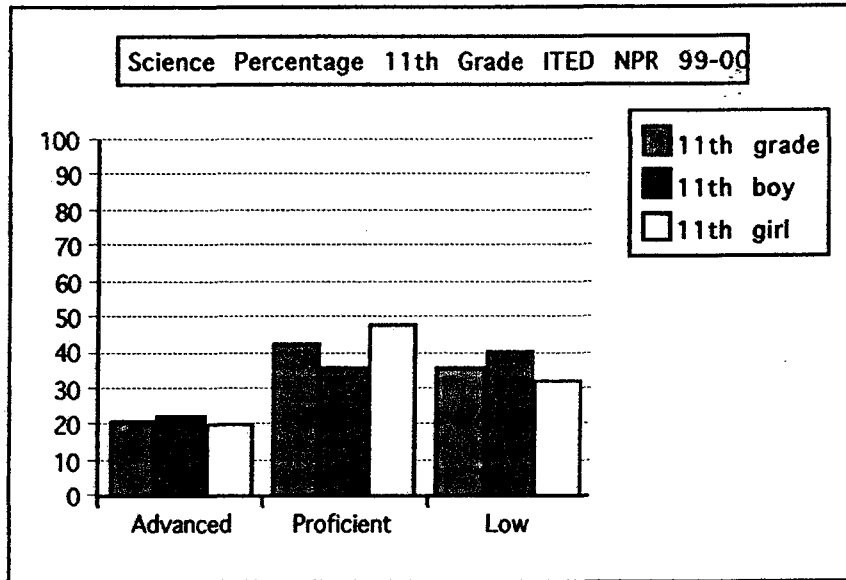
# Science Proficiency

The North-Linn district places a priority on reporting data to the community on reading and mathematics. While the teaching of science is also important in North-Linn, our ability to report valid data to our community is still developing. Our plans are to develop additional assessments and expand this reporting in future years.

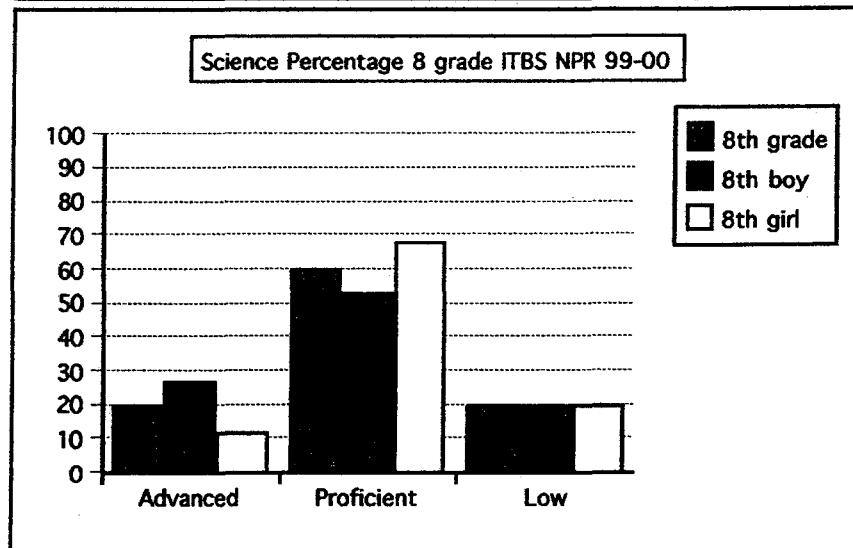
Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

| Grade | % Proficient and above in 1999-2000 |
|-------|-------------------------------------|
| 11    | 54%                                 |
| 8     | 63%                                 |

- 54% of our 11th grade students scored proficient or above using the national percentile rank.
- 45% of our 11th grade students scored proficient or above using the Iowa percentile rank



- 80% of our 8th grade students scored proficient or above using the national percentile rank
- 65% of our 8th grade students scored proficient or above using the Iowa percentile rank



**ADDITIONAL STATE INDICATORS**

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

79 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

67 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

43 % 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.

District: North Lyon

**FEEDBACK FROM LAST SITE VISIT**

Date of visit: 11/16-17

| AREAS            | SITE VISIT           | NONCOMPLIANCE AREAS |
|------------------|----------------------|---------------------|
| Needs Assessment | <i>Not available</i> |                     |
| Planning         |                      |                     |
| Implementation   |                      |                     |
| Evaluation       |                      |                     |
| Reporting        |                      |                     |
| Other            |                      |                     |

**ANNUAL PROGRESS REPORT  
Technical Assistance Suggestions**

District: North Haven

**Goals and Student Achievement (Page 1)**

Areas identified for technical assistance (check):

|  | Reading | Math  | Science |
|--|---------|-------|---------|
| Setting Achievable Goals                         | _____   | _____ | _____   |
| Establishing Measurable Goals                    | _____   | _____ | _____   |
| Connect Annual Improvement Goals To Longer Range | _____   | _____ | _____   |
| Other:   | _____   |       |         |

**High School Data (Page 2)**

Technical assistance suggestions (check):

- \_\_\_\_\_ percentage of 7-12 dropouts, disaggregated
- \_\_\_\_\_ percentage of students intending post-secondary enrollment
- \_\_\_\_\_ percentage of students achieving score indicating success on post-secondary measure
- \_\_\_\_\_ percentage of graduates completing core program