

Nora Springs-Rock Falls Community School

The school shares with the home and community the responsibility for the development of each child into an adult who has been prepared to be competent, to participate fully in society, to learn continually, and contribute meaningfully to the world...

NSRF Board of Education



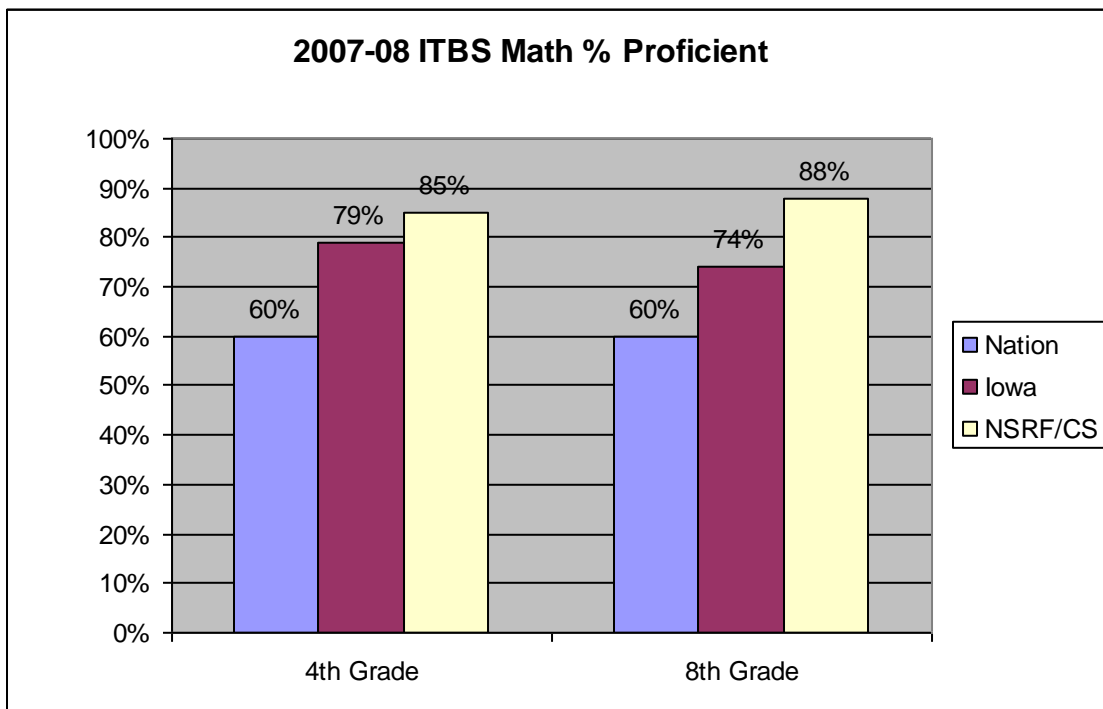
Student Achievement Results
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**Annual Progress Report
2007-08**

Math Achievement 2007-08

Each year, the Central Springs Community School District assesses math achievement using three instruments: the Iowa Test of Basic Skills (ITBS) Grades 3-8, Iowa Test of Educational Development (ITED) Grades 9-11, and the Measures of Academic Progress (MAP) Assessment (Grades 3-11).

ITBS Results (Comparison to State/Nation)—Math: The following graph represents the percentage of students proficient in math as compared to Iowa and the Nation for the 4th and 8th grades. Information regarding the 11th grade is available by viewing the North Central/CS Annual Progress Report available online or by contacting Central Springs High School at (641) 454-2208.



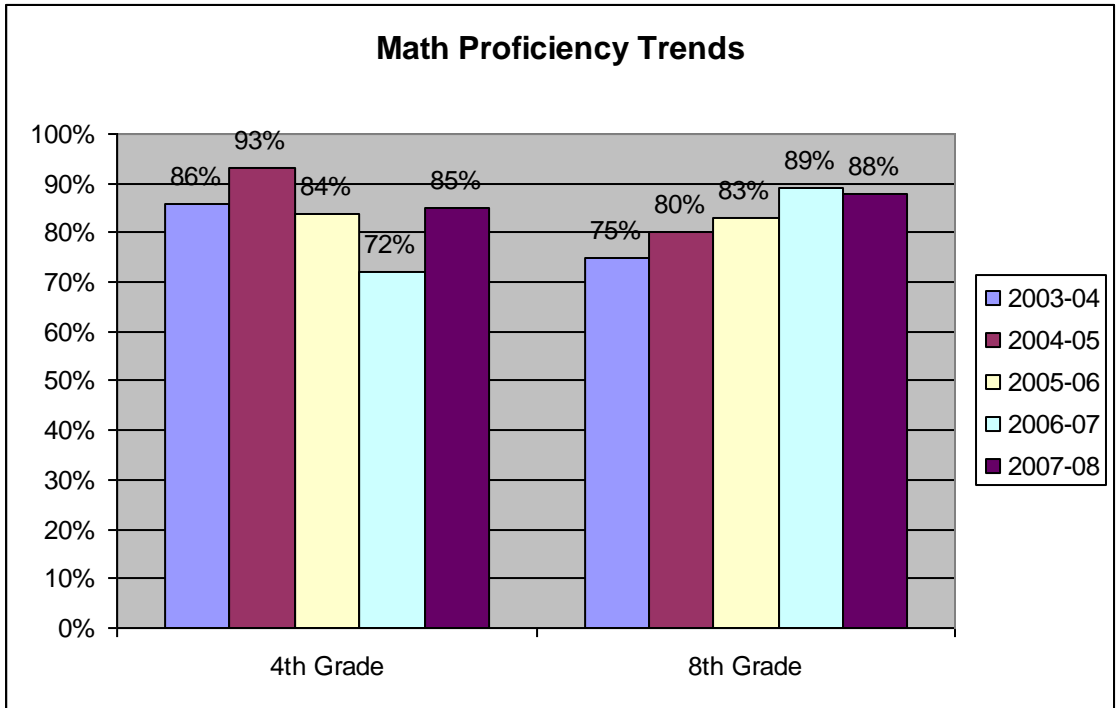
NSRF/CS exceeds national and state percentages of students proficient in math in the 4th and 8th grades.

ITBS Math Participation Rates:

Grade	# of Students Assessed	Percent Participation
4 th Grade Math	34/34 Students	100%
8 th Grade Math	64/64 Students	100%

This means that our district tested all students in the 4th and 8th grades who were enrolled on the dates that the assessment was given.

ITBS (Trend Data)—Math: The following graph represents the percentage of students proficient in math for the previous five testing years in the 4th and 8th grades.



It is important to note that each year represents different groups of students. As a result, comparing year to year is not the intended use of this graph.

ITBS Results (Comparison Male and Female)—Math: The following table represents the percentage of students proficient in math by gender for the 4th and 8th grades. (NA means that the number of students in this category is less than 10, therefore, achievement data is not reported due to privacy concerns.)

	2003-04	2004-05	2005-06	2006-07	2007-08
4th Grade Males	85%	95%	88%	55%	83%
4th Grade Females	88%	NA	80%	83%	88%
8th Grade Males	77%	73%	91%	83%	82%
8th Grade Females	74%	87%	74%	91%	92%

A higher percentage of females than males was proficient in math in the 4th and 8th grades in 2007-2008.

ITBS (Comparison of Students of Race/Ethnicity, Students with Disabilities, Low Socioeconomic Status, Migrant Students, and English Language Learners)—Math: The number of students in these categories is less than 10; therefore, achievement data is not reported due to privacy concerns (with the exception of 8th grade students with low socioeconomic status).

ITBS (Comparison of 8th Grade Students with Low Socioeconomic Status)—Math: The following table represents the percentage of students proficient in math in the categories of students who qualify for Free/Reduced Lunch and those who do not. Results are given for 8th grade because it is the only grade that contains at least ten students who are in this category.

8 th grade not-free/reduced lunch students proficient in math (2007-08): 94%
8 th grade free/reduced lunch students proficient in math (2007-08): 67%

This year we entered into a whole-grade sharing agreement with North Central CSD. At Nora Springs we continue to serve students in PK-4 from our own district, as well as all students in grades 5-8 from both districts. Our goal was to increase the number of students in grades 3-8 proficient on the total math portion of the Iowa Test of Basic Skills. This goal was met as we increased from 177 students proficient to 274 students proficient. However, this increase can be explained simply by the addition of the 5-8 middle school students to the building during the 2007-08 school year.

In an effort to compare "apples to apples" to determine the actual change in the number of students who were proficient, we compared the scores of students who attended for both the 2006-07 and the 2007-08 school years. We did not include students in the 2006-07 eighth grade or the 2007-08 third grade because the simple difference in the number of students in these two grades could account for a change in the number of students considered "proficient." During 2007-08, 240 students achieved a ranking of proficient on the total math portion of the ITBS compared to 241 students in 2006-07.

MAP Math Results: Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time. This is the first year that we have utilized the MAP test in the NS-RF district. This first year all students in grades 3, 5, and 7 were given the MAP Math test in the fall and the spring. The following table represents our scores on the MAP assessment.

Grade	Fall Average	Spring Average	Our Average Growth
3 rd Grade	191.4	200	+8.6
5 th Grade	210.4	214.5	+4.1
7 th Grade	226.8	231.4	+4.6

All students in grades 3, 5, and 7 who were enrolled at the time of testing took the MAP Assessment. Next year we will expand testing to all students in grades 3-8.

What does proficient mean?

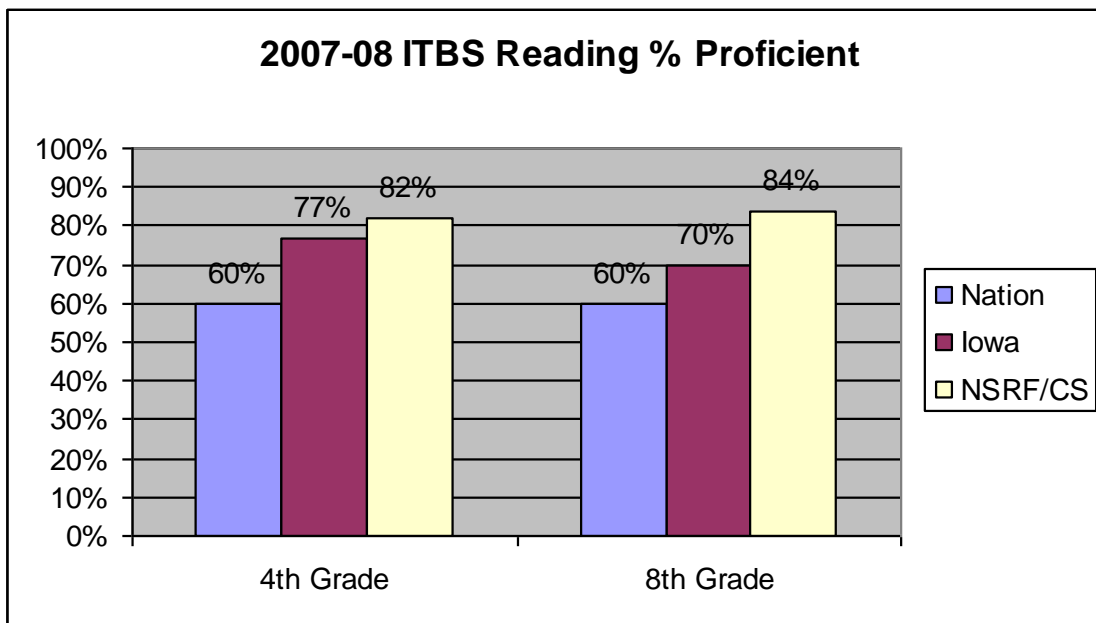
4th and 8th Grade ITBS Math Proficiency—The student can understand math concepts, solve word problems, use estimation methods, and interpret data from graphs and tables at least some of the time (ITBS Achievement Level Descriptions).

Math Goal (2008-09): In 2008-09, a greater number of students in grades 3-8 will be proficient on the total math portion of the ITBS as compared to results of the previous year (2007-08).

Reading Achievement 2007-08

Each year, the Central Springs Community School District assesses reading achievement using three instruments: the Iowa Test of Basic Skills (ITBS) Grades 3-8, Iowa Test of Educational Development (ITED) Grades 9-11, and the Measures of Academic Progress (MAP) Assessment (Grades 3-11).

ITBS Results (Comparison to State/Nation)—Reading: The following graph represents the percentage of students proficient in reading comprehension as compared to Iowa and the Nation for the 4th and 8th grades.



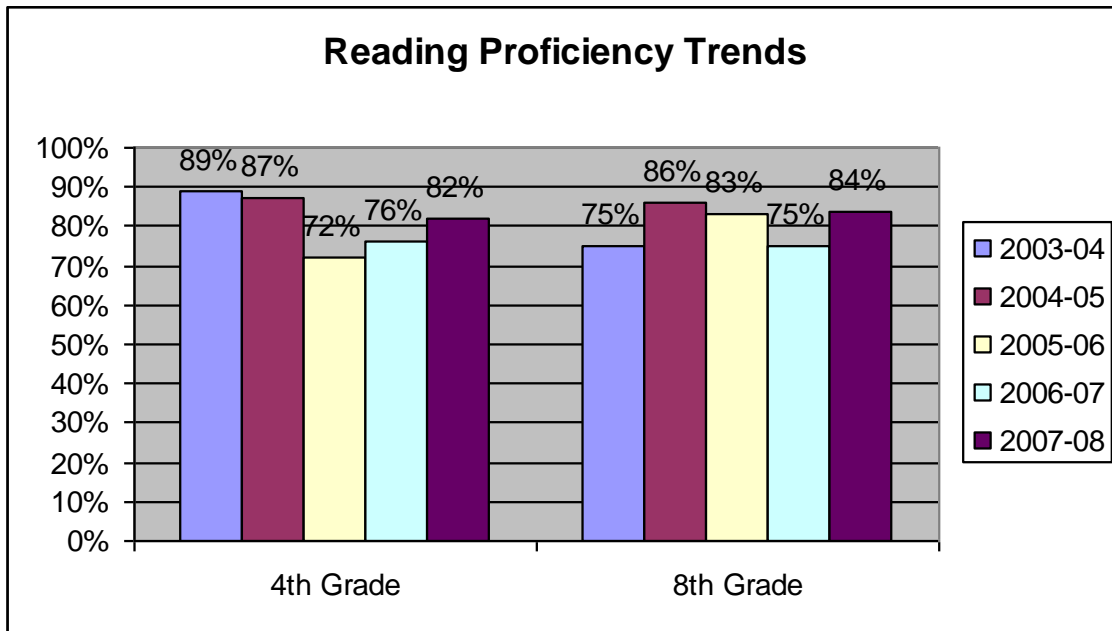
NSRF/CS exceeds national and state percentages of students proficient in reading comprehension the 4th and 8th grades.

ITBS Reading Participation Rates:

Grade	# of Students Assessed	Percent Participation
4 th Grade Reading	34/34 Students	100%
8 th Grade Reading	64/64 Students	100%

This means that our district tested all students in the 4th and 8th grades who were enrolled on the dates that the assessment was given.

ITBS (Trend Data)—Reading Comprehension: The following graph represents the percentage of students proficient in reading comprehension for the previous five testing years in the 4th and 8th grades.



It is important to note that each year represents different groups of students. As a result, comparing year to year is not the intended use of this graph.

ITBS Results (Comparison Male/Female) — Reading: The following table represents the percentage of students proficient in reading comprehension by gender for the 4th and 8th grades. (NA means that the number of students in this category is less than 10, therefore, achievement data is not reported due to privacy concerns.)

	2003-04	2004-05	2005-06	2006-07	2007-08
4th Grade Males	80%	86%	65%	69%	78%
4th Grade Females	100%	NA	80%	83%	88%
8th Grade Males	77%	77%	87%	60%	72%
8th Grade Females	74%	96%	79%	88%	94%

In the 4th and 8th grades, a higher percentage of females than males was proficient in reading in 2007-08.

ITBS (Comparison of Students of Race/Ethnicity, Low Socioeconomic Status, Students with Disabilities, Migrant Students, and English Language Learners) — Reading: The number of students in these categories is less than 10; therefore, achievement data is not reported due to privacy concerns (with the exception of 8th grade students with low socioeconomic status).

ITBS (Comparison of 8th Grade Students with Low Socioeconomic Status) — Reading: The following table represents the percentage of students proficient in reading in the categories of students who qualify for Free/Reduced Lunch (FRL) and those who do not. Results are given for 8th grade because it is the only grade that contains at least ten students who are in this category.

8 th grade students proficient in reading who qualify for FRL (2007-08): 53%
8 th grade students proficient in reading who do not qualify for FRL (2007-08): 94%

Our goal this year was to increase the number of students in grades 3-8 proficient on the reading comprehension portion of the Iowa Test of Basic Skills. This goal was met as we increased from 163 students to 250 students proficient. However, this increase can be explained simply by the addition of the 5-8 middle school students to the building during the 2007-08 school year.

In an effort to compare "apples to apples" to determine the actual change in the number of students who were proficient, we compared the scores of students who attended for both the 2006-07 and the 2007-08 school years. We did not include students in the 2006-07 eighth grade or the 2007-08 third grade because the simple difference in the number of students in these two grades could account for a change in the number of students considered "proficient." During 2007-08, 214 students achieved a ranking of proficient on the reading comprehension portion of the ITBS compared to 225 students in 2006-07. It is important to note that the number of students considered proficient in the 6th grade in 2007-08 dropped by 12 from the previous year.

MAP Reading Results: Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time. This is the first year that we have utilized the MAP test in the NS-RF district. This first year all students in grades 3, 5, and 7 were given the MAP Reading test in the fall and the spring. The following table represents our scores on the MAP assessment.

Grade	Fall Average	Spring Average	Our Average Growth
3 rd Grade	189	199.2	+10.2
5 th Grade	205.4	209.1	+3.7
7 th Grade	217.2	221.3	+4.1

All students in grades 3, 5, and 7 who were enrolled at the time of testing took the MAP Assessment. Next year we will expand testing to all students in grades 3-8.

What does proficient mean?

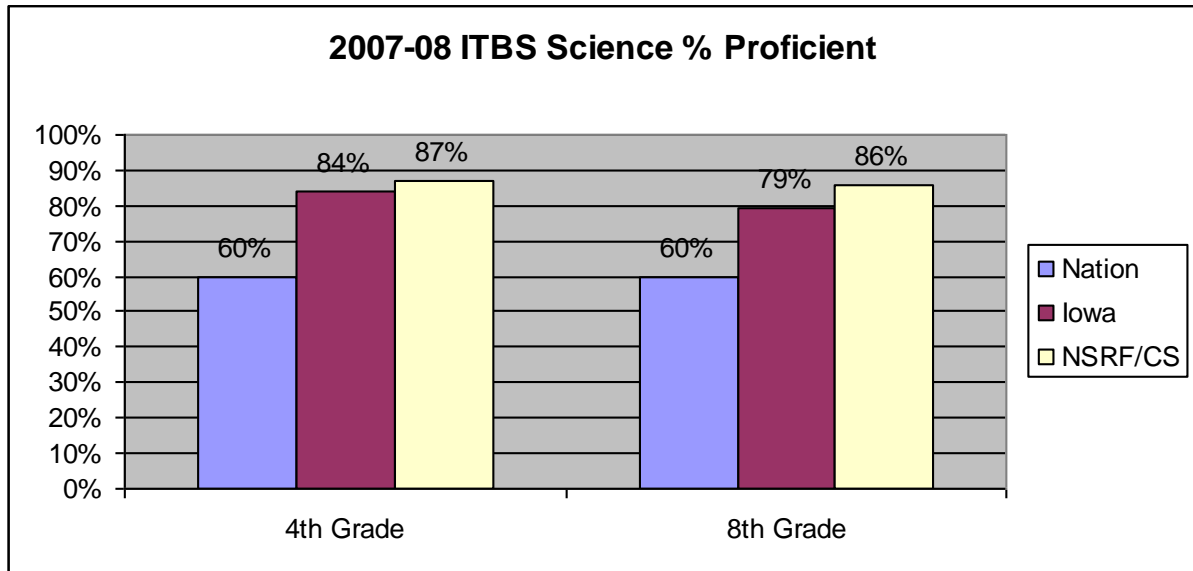
4th and 8th Grade ITBS Reading Comprehension Proficiency—The student can understand factual information, new words in context, make inferences and interpret information in new contexts, determine main ideas, analyze style and structure, and identify the author’s purpose or viewpoint at least some of the time (ITBS Achievement Level Descriptions).

Reading Goal (2008-09): In 2008-09, a greater number of students in grades 3-8 will be proficient on the reading comprehension portion of the ITBS as compared to results of the previous year (2007-08).

Science Achievement 2007-08

Each year, the Central Springs Community School District assesses science achievement using three instruments: the Iowa Test of Basic Skills (ITBS) Grades 3-8, Iowa Test of Educational Development (ITED) Grades 9-11, and the Measures of Academic Progress (MAP) Assessment (Grades 3-11).

ITBS Results (Comparison to State/Nation)—Science: The following graph represents the percentage of students proficient in science as compared to Iowa and the Nation for the 4th and 8th grades.



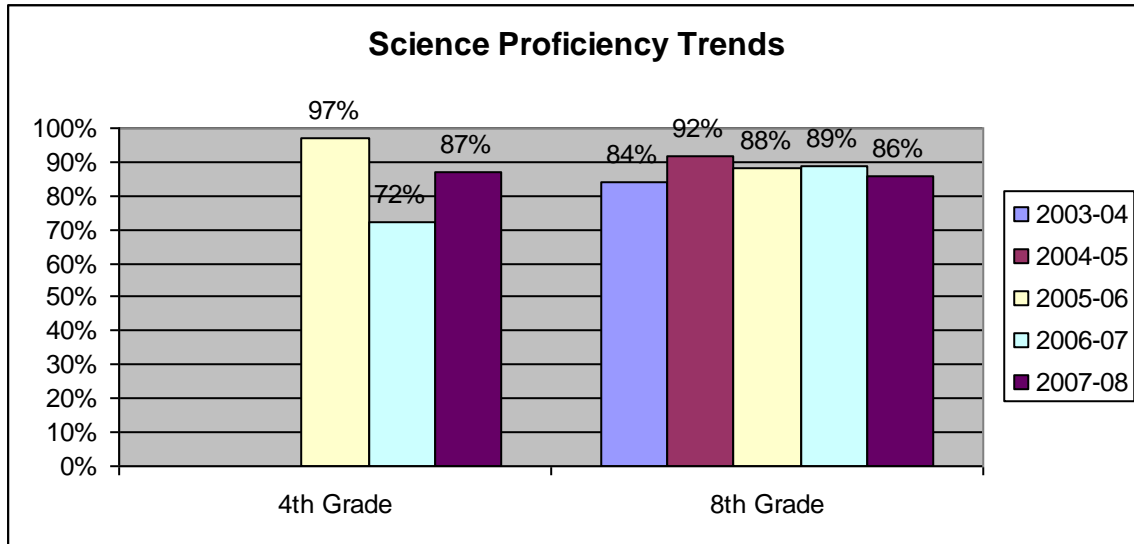
NSRF/CS exceeds state and national percentages of students proficient in science in the 4th and 8th grades.

ITBS Science Participation Rates:

Grade	# of Students Assessed	Percent Participation
4 th Grade Science	34/34 Students	100%
8 th Grade Science	64/64 Students	100%

This means that our district tested all students in the 4th and 8th grades who were enrolled on the dates that the assessment was given.

ITBS Results (Trend Data)—Science: The following graph represents the percentage of students proficient in science for the previous five testing years in the 8th grade and three years in the 4th grade.



It is important to note that each year represents different groups of students. As a result, comparing year to year is not the intended use of this graph.

ITBS Results (Comparison Male and Female) — Science: The following graph represents the percentage of students proficient in science by gender for the 4th and 8th and grades.

Grade	2003-04	2004-05	2005-06	2006-07	2007-08
4 th Grade Males			100%	62%	100%
4 th Grade Females			93%	83%	94%
8 th Grade Males	77%	88%	83%	80%	82%
8 th Grade Females	90%	96%	95%	96%	89%

In the 4th grade, a greater percentage of males than females was proficient while the opposite was true for 8th graders in 2007-08.

ITBS (Comparison of Students of Race/Ethnicity, Low Socioeconomic Status, Students with Disabilities, Migrant Students, and English Language Learners) — Science: The number of students in these categories is less than 10; therefore, achievement data is not reported due to privacy concerns (with the exception of 8th grade students with low socioeconomic status).

ITBS (Comparison of 8th Grade Students with Low Socioeconomic Status) — Science: The following table represents the percentage of students proficient in science in the categories of students who qualify for Free/Reduced Lunch (FRL) and those who do not. Results are given for 8th grade because it is the only grade that contains at least ten students who are in this category.

8 th grade students proficient in science who qualify for FRL (2006-07): 67%
8 th grade students proficient in science who do not qualify for FRL (2006-07): 92%

This year we entered into a whole-grade sharing agreement with North Central CSD. Our goal was to increase the number of students in grades 3-8 proficient on the science portion of the Iowa Test of Basic Skills. This goal was met as we increased from 178 students proficient to 285 students proficient. However, this increase can be explained simply by the addition of the 5-8 middle school students to the building during the 2007-08 school year.

In an effort to compare "apples to apples" to determine the actual change in the number of students who were proficient, we compared the scores of students who attended for both the 2006-07 and the 2007-08 school years. We did not include students in the 2006-07 eighth grade or the 2007-08 third grade because the simple difference in the number of students in these two grades could account for a change in the number of students considered "proficient." During 2007-08, 245 students achieved a ranking of proficient on the science portion of the ITBS compared to 241 students in 2006-07. Our goal was met. It is important to note that ALL full academic year students in the 4th grade during 2007-08 scored in the proficient range.

MAP Science Results: Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time. This is the first year that we have utilized the MAP test in the NS-RF district. This first year all students in grades 3, 5, and 7 were given the MAP Science Concepts and Processes test in the fall and the spring. The following table represents our scores on the MAP assessment.

Grade	Fall Average	Spring Average	Our Average Growth
3 rd Grade	185.1	193.3	+8.2
5 th Grade	197.9	200.8	+2.9
7 th Grade	209.2	211.1	+1.9

All students in grades 3, 5, and 7 who were enrolled at the time of testing took the MAP Assessment. Next year we will expand testing to all students in grades 3-8.

What does proficient mean?

4th and 8th Grade ITBS Science Proficiency—The student can understand the methods and processes used in scientific work, access knowledge and skills in life science, earth and space sciences, and physical science. Students are required to use the concepts and principles of science to explain, infer, hypothesize, measure, and classify. (ITBS Achievement Level Descriptions)

Science Goal: In 2008-09, a greater number of students in grades 3-8 will be proficient on the science portion of the ITBS as compared to results of the previous year (2007-08).

Long Range Goals
Nora Springs-Rock Falls/Central Springs CSD
2008

Reading: All students will achieve at high levels in reading comprehension as measured by the Reading Comprehension portion of the Iowa Test of Basic Skills and the Measures of Academic Progress Assessment.

Annual indicators of success are meeting the annual measurable objective (trajectory) for grades 3-8 (grade level results and sub-group results) and progress on the Reading Measures of Academic Progress Assessment.

Math: All students will achieve at high levels in mathematics as measured by the Math Total portion of the Iowa Test of Basic Skills and the Measures of Academic Progress Assessment.

Annual indicators of success are meeting the annual measurable objective (trajectory) for grades 3-8 (grade level results and sub-group results) and progress on the Math Measures of Academic Progress Assessment.

Science: All students will achieve at high levels in science as measured by the Science portion of the Iowa Test of Basic Skills and the Measures of Academic Performance Assessment.

Annual indicators of success are meeting the annual measurable objective (trajectory) for grades 3-8 (grade level results and sub-group results) and progress on the Science Concepts and Processes Measures of Academic Progress Assessment.

Culture and Climate: All students will improve student-to-student respect as measured by applicable questions on the Iowa Youth Survey and the Building Tomorrow Survey.

Annual indicators of success are the applicable questions on the Building Tomorrow Survey and the Iowa Youth Survey (2008).

Technology: All students will use technology to achieve proficiency in math, reading, and science as measured by the Iowa Test of Basic Skills.

Annual indicators of success are meeting the annual measurable objectives for reading, math, and science (trajectory) for grades 3-8 (grade level results and sub-group results).

Student Data

K-8 Attendance: Average daily attendance for 2007-08 was 96.1%.

Schools in Need of Improvement: No buildings in the Nora Springs – Rock Falls CSD were identified as schools in need of improvement.

Early Intervention Long Range Goal: By the 2007-2008 school year, a greater percentage of students in grades 1-3 will perform above the frustration level on the BRI assessment as compared to the results of the previous year (2006-2007).

BRI RESULTS				
	1 st Graders	2 nd Graders	3 rd Graders	Total
2005-2006	90%	86%	88%	88%
2006-2007	89%	93%	92%	91%
2007-2008	90%	95%	84%	89%

Additional Indicators

Substance Abuse: The Nora Springs - Rock Falls/Central Springs Community School District collects student data in the form of two surveys: the Iowa Youth Survey (IYS) and the Building Tomorrow Survey (BTS). The Iowa Youth Survey is given once every three years and represents nearly every student in grades 5 and 8. The Building Tomorrow Survey is given to 5th, 6th, and 8th graders every year, but represents responses from fewer students (due to active consent requirements). The percentage recorded represents the number of students who marked “0 days” or “never” for each of the following questions. **It is important to note that on this table a higher percentage of non-users indicates an improved result. Therefore a higher percentage is desired.**

Question	IYS 2005	BTS 2005	BTS 2006	BTS 2007	BTS 2008
% of students who have <u>not</u> smoked cigarettes in the last 30 days	84 %	91%	82%	90%	97%
% of students who have <u>never</u> used smokeless tobacco	89 %	97%	92%	99%	99%
% of students who have <u>not</u> used alcohol in the past 30 days	80 %	78%	65%	86%	92%
% of students who have <u>not</u> used marijuana in the past 30 days	97 %	97 %	91%	95%	98%
% of students who have <u>not</u> used methamphetamines in the past 30 days	100 %	99%	99%	100%	100%
% of students who have <u>not</u> Used inhalants in the past 30 days		93%	94%	98%	96%

These results represent only students who responded to the survey. The results of the IYS and the BTS cannot necessarily be compared due to the fact that the BTS required active consent and, therefore, includes fewer respondents. Our greatest concern remains alcohol use by students in our district.

Student Respect/Bullying: The Nora Springs – Rock Falls Community School District will begin tracking responses to questions on the Building Tomorrow Survey regarding student respect and bullying issues. The following table represents the percentage of students who marked “**most of the time**” or “**almost every time**” to student respect questions.

Question	5th	6th	8th	Total 2008
Do you think students treat each other fairly?	60%	76%	68%	67%
Do you think students treat each other in a helpful way?	68%	77%	68%	71%
Do you think students treat each other with kindness?	65%	79%	67%	70%
Do you think students treat each other with respect?	61%	72%	60%	64%

These results represent only students who responded to the survey.

The following table represents the percentage of students who marked “**never**” to the following question.

Question	5 th	6 th	8 th	Total 2008
In the last twelve months at school or while riding the bus, how often have you been bullied by someone? (never)	63%	68%	81%	71%