

**Northwood-Kensett CSD
1200 First Avenue North
Northwood, IA 50459**



2013-2014

Annual
Progress
Report



To the Community

**Northwood-Kensett Mission
Statement:** Creating healthy, educated,
ethical and productive citizens.

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Who Can You Contact with Questions about the Northwood-Kensett Community School District?

Board of Education

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It is the policy of the Northwood-Kensett Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Michael Crozier, Superintendent of Schools, 1200 First Avenue North, Northwood, IA 50459, Phone 641-324-2021, email: mcrozier@nwood-kensett.k12.ia.us, who has been designated as the district's Equity Coordinator, and to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the American with Disabilities Act (ADA), Section 504, and Iowa Code Section 280.3.

Annual Progress Report Chapter 12 Improvement Goals

According to Iowa Code, the Board of Education, with input from its School Improvement Advisory Committee (District Advisory Committee), shall adopt annual improvement goals based on data from at least one district wide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs, other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- + Annual improvement goals must be measurable.**
- + Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.**

District Long Term Goals

READING

- The percent of 5th grade students scoring at the proficient level or higher in reading comprehension, as measured by the Iowa Assessments in 2014-2015, will increase from the percent of 4th grade students scoring at the proficient level or higher in reading comprehension as measured by the Iowa Assessments in 2013-2014.

MATH

- The percent of 9th grade students scoring at the proficient level or higher in total math, as measured by the Iowa Assessments in 2014-2015, will increase from the percentage of 8th grade students scoring at the proficient level or higher in total math as measured by the Iowa Assessments in 2013-2014.

SCIENCE

- The percent of 6th grade students scoring at the proficient level or higher in science, as measured by the Iowa Assessment in 2014-2015, will increase from the previous year's score.

CLIMATE

- To create an environment where all people feel safe and respected
- Northwood-Kensett schools will improve Student-Student and Staff-Student Relationships by continuing to implement the Character Counts program as outlined in the group's Action Plan by the end of the 2014-2015 school year as indicated by corresponding questions on the 4-12 CEEA assessment.

Reading Achievement 2013-2014

Goal: The percent of 8th grade students scoring at the proficient level or higher in reading comprehension as measured by the Iowa Assessments in 2013-2014 will increase from the percent of 7th grade students scoring at the proficient level or higher in reading comprehension as measured by the Iowa Assessments in 2012-2013.

Goal Achievement: The goal was achieved. Seventy-seven percent (77%) of 8th graders scored at the proficient or higher level in reading comprehension as measured on the Iowa Assessments in 2013-14. This is an *increase* from 64% of 7th grade students scoring at the proficient or higher level in reading comprehension as measured on the Iowa Assessments in 2012-2013.

2014-2015 Goal: The percent of 5th grade students scoring at the proficient level or higher in reading comprehension as measured by the Iowa Assessments in 2014-2015 will increase from the percent of 4th grade students scoring at the proficient level or higher in reading comprehension as measured by the Iowa Assessments in 2013-2014.

**Reading Proficiency by Grade Level
Iowa Assessments**

	2011-12	2012-13	2013-14
Grade 4	67%	74%	69%
Grade 8	66%	73%	77%
Grade 11	89%	89%	82%

In addition to the Iowa Assessments, MAP tests are administered annually in the fall and the spring. Spring test data are used in this report for comparison purposes.

Reading Comprehension Proficiency by Grade Level
MAP Data**

	Spring 2012	Spring 2013	Spring 2014
Grade 4	79%	54%	75%
Grade 8	70%	67%	68%
Grade 11	84%	94%	94%

**Proficiency is defined as scoring at the 34th percentile or higher

Information on Standard Error of Measurement of Iowa Assessments

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or lower than what was reported.

Sub Group Data Information

The Northwood-Kensett Community School District is not required to report subgroup data because the number of students in all subgroups falls below the reporting requirement.

Math Achievement 2013-2014

Goal: The percent of 8th grade students scoring at the proficient level or higher in total math as measured by the Iowa Assessments in 2013-2014 will increase from the percent of 7th grade students scoring at the proficient level or higher in total math as measured by the Iowa Assessments in 2012-2013.

Goal Achievement: The goal was achieved. Eighty-two percent (82%) of 8th graders scored at the proficient or higher level in total math as measured on the Iowa Assessments in 2013-14. This is an *increase* from 79% of 7th grade students scoring at the proficient or higher level in total math as measured on the Iowa Assessments in 2012-2013.

2014-2015 Goal: The percent of 9th grade students scoring at the proficient level or higher in total math, as measured by the Iowa Assessments in 2014-2015, will increase from the percentage of 8th grade students scoring at the proficient level or higher in total math as measured by the Iowa Assessments in 2013-2014.

**Math Proficiency by Grade Level
Iowa Assessments**

	2011-12	2012-13	2013-14
Grade 4	70%	81%	83%
Grade 8	68%	79%	82%
Grade 11	89%	86%	94%

In addition to the Iowa Assessments, MAP tests are administered annually in the fall and the spring. Spring test data are used in this report for comparison purposes.

Math Proficiency by Grade Level
MAP Data**

	Spring 2012	Spring 2013	Spring 2014
Grade 4	64%	70%	75%
Grade 8	73%	67%	72%
Grade 11	91%	94%	97%

**Proficiency is defined as scoring at the 34th percentile or higher

Information on Standard Error of Measurement of Iowa Assessments

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or lower than what was reported.

Sub Group Data Information

The Northwood-Kensett Community School District is not required to report subgroup data because the number of students in all subgroups falls below the reporting requirement.

Science Achievement 2013-2014

Goal: The percent of 6th grade students scoring at the proficient level or higher in science as measured by the Iowa Assessments in 2013-2014 will increase from the percent of 5th grade students scoring at the proficient level or higher in total math as measured by the Iowa Assessments in 2012-2013.

Goal Achievement: The goal was achieved. Seventy-five percent (75%) of 6th graders scored at the proficient or higher level in science as measured on the Iowa Assessments in 2013-14. This is an *increase* from 55% of 5th grade students scoring at the proficient or higher level in science as measured on the Iowa Assessments in 2012-2013.

2014-2015 Goal: The percent of 6th grade students scoring at the proficient level or higher in science will, as measured by the Iowa Assessment in 2014-2015, increase from the previous year's score.

**Science Proficiency by Grade Level
Iowa Assessments**

	2011-12	2012-13	2013-14
Grade 5	70%	55%	55%
Grade 8	86%	76%	76%
Grade 11	91%	89%	89%

In addition to the Iowa Assessments, MAP tests are administered annually in the fall and the spring. Spring test data are used in this report for comparison purposes.

Math Proficiency by Grade Level
MAP Data**

	Spring 2012	Spring 2013	Spring 2014
Grade 4	63%	48%	83%
Grade 8	73%	83%	74%
Grade 11	81%	91%	82%

**Proficiency is defined as scoring at the 34th percentile or higher

Information on Standard Error of Measurement of Iowa Assessments

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or lower than what was reported.

Sub Group Data Information

The Northwood-Kensett Community School District is not required to report subgroup data because the number of students in all subgroups falls below the reporting requirement.

Other Locally Determined Factors Climate and Culture

Northwood-Kensett schools have had a Culture/Climate committee in place for several years. This committee is made up of a wide variety of staff members from various grade levels and subject areas. Culture and Climate might be described as the environment or atmosphere of the school. In other words, "Is the school a friendly, inviting, and supportive place for our students?"

A primary focus this past year has been the implementation of our new character education program--Character Counts. Character Counts is based on the belief that universal values called the Six Pillars of Character (trustworthiness, responsibility, respect, fairness, caring, and citizenship) are the cornerstones of teaching social skills and ethical decision-making. The Six Pillars provide a common language for schools, parents, and communities working together to develop strong character traits in our youth.

The Character Counts program is not intended to be another curriculum to add to the teaching day. Instead it is a means of sharing common beliefs and language between school, community and home. It is delivered all day, every day by everyone our students encounter. The "Pillars" are taught, reinforced and modeled by adults and peers alike. Through this immersion in the program, students will begin to internalize the pillars and act upon them, "even if no one's around!"

Our goal for the 2013-14 school year focused on improving student-student relationships. Because of the importance in student-student relationships, we believe it is important to continue an emphasis in this goal area. What follows is an overview of our 2014-15 Culture/Climate goal along with a summary of the action plan to address these goal areas.

Goals for the 2014-15 school year:

- ✚ To create an environment where all people feel safe and respected.
- ✚ To improve Student-Student and Staff-Student Relationships by continuing to implement the Character Counts program in a more intentional, strategic way.

The action plan to meet these goals include:

- ✚ The Character Counts student committee will guide Character Counts activities
- ✚ Student committee plans ten monthly secondary building-wide activities to reinforce the Six Pillars of Character at the secondary building
- ✚ Monthly kick-off skits for character counts at the elementary building
- ✚ Infusion and integration of Character Counts lessons into classroom instruction
- ✚ Connecting with the community
- ✚ Introduce Character Counts to the support staff and new staff (custodians, bus drivers, secretaries, associates, etc.)

The benefits of creating a positive atmosphere and learning environment are obvious: a school having such characteristics is a place that students enjoy coming to learn everyday, an institution for which parents will be grateful and work to support, and a source of pride for the community at large. That kind of culture and climate is what we strive to create at Northwood-Kensett!

Measure of Probable Post-Secondary Success

Measuring probable post-secondary success is illustrated by the percentage of high school students scoring at or above the cut score on an assessment or other measure.

Assessment Information:

Assessment used: ACT

Cut score: 20

The total number of students achieving a score indicating probable post-secondary success was 21.

The total number of students who took the test was 35.

The total percentage of students achieving a score indicating probable post-secondary success was 60%.

Post-Secondary Education/Training Intentions

The total number of seniors who intend to pursue post-secondary education/training was 33.

The total number of seniors was 36.

The total percentage of seniors intending to pursue post-secondary education/training was 91.67%.

Core Program

A core program includes four years of English/language arts and three or more years each of mathematics, science, and social studies.

The total number of high school graduates who completed a core program was 36.

The total number of high school graduates was 36.

The total percentage of high school graduates who completed a core program was 100%.

Dropout Data

District Graduation Rates:

- ✚ 2013 class 4 year cohort graduation rate: 97.67%
- ✚ 2012 class 5 year cohort graduation rate: 97.78%

Statewide Graduation Rates:

- ✚ 2013 class 4 year cohort graduation rate: 89.75
- ✚ 2012 class 5 year cohort graduation rate: 92.1%

District Dropout Rates:

- ✚ Number of grade 7-12 dropouts in 2012-13: 1
- ✚ Number of grade 9-12 dropouts in 2012-13: 1
- ✚ Grade 7-12 dropout rate in 2012-13: 0.42%
- ✚ Grade 9-12 dropout rate in 2012-13: 0.62%

Statewide Dropouts:

- ✚ The statewide dropout rate for grades 7-12 for 2012-13:
1.92%
- ✚ The statewide dropout rate for grades 9-12 for 2012-13:
2.83%

NAEP Information

National Assessment for Educational Progress:

Background

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in school. For over three decades, NAEP assessments have been conducted periodically at the fourth, eighth, and twelfth grades in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. By collecting and reporting information on student performance at the national, state, and large urban district levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Every two years, Iowa participates in NAEP assessments in reading and mathematics at the fourth and eighth grades. Iowa uses NAEP results to compare our students' performance over time and to the performance of students nationally. In Iowa, NAEP scores are available at the state level; no individual student, school, or district level results are available.

Scoring

NAEP mathematics and reading results are reported on a 0-500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the *Basic*, *Proficient*, and *Advanced* levels.

- ✚ **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- ✚ **Proficient** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- ✚ **Advanced** represents superior performance.