

# **Spencer Community Schools**

## **Annual Report**

### **2009-2010**

#### **District Mission Statement**

All students will develop maximum knowledge and skills to become lifelong learners and responsible citizens.

#### **Vision Statement**

The Spencer School District is a cornerstone of the community. Working together, the entire community provides a dynamic, child-centered education where students feel included, respected, and valued. Students are challenged to think independently, inquire creatively, and advance intellectually. Students develop the character and confidence to make a difference in a changing world.

#### **District Motto**

Learning Today.....Leading Tomorrow

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## Student Achievement Goals

Spencer Community Schools' student achievement goals are approved by the Spencer School Board of Education. The goals are developed by Building Leadership Teams based on current data, finalized by the District Leadership Team, and presented to the Board of Education by the School Improvement Advisory Committee.

### District Long-Range Goals

**Goal 1:** All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

**Goal 2:** All K-12 students will achieve at high levels in math, prepared for success beyond high school.

**Goal 3:** All K-12 students will achieve at high levels in science, prepared for success beyond high school.

**Goal 4:** All students will use technology in developing proficiency in reading, mathematics, and science.

**Goal 5:** All students will feel safe at and connected to school.

### 2009-10 Annual Improvement Goals

#### District Student Achievement Goals 2009-10

	Goal	Results	Was our goal met?
<b>Reading</b>	By Spring 2010, at least 55% of students in grades 3-10 will meet or exceed the national average growth target for each grade as measured by a comparison of fall 2009 data to spring 2010 scores on the reading comprehension portion of the Measures of Academic Performance Test (MAP).	Data indicates that 86.1% of students in grades 3-10 met or exceeded the national growth target for each grade as measured by Measures of Academic Progress test in the Spring of 2010.	Yes, our goal was met
<b>Math</b>	Increase the percent of proficient students on the math portion of the ITED test in grades 9-11 during 2009-2010 school year as compared to math test scores from the previous year, including subgroups.	Math data shows that there were increases in student achievement for the following groups: All students in Grades 9 and 11, males in grades 9 and 11, Females in grade 10, Low SES in grades 9 and 11, and Special Ed in grade 9.	No, our goal was not met. All subgroups did not have increases in student achievement across grades 9-11, and the category of all students for grade 10, did not show more students proficient from the previous year.
<b>Science</b>	Increase the percent of proficient students in grades 5-8 on the science portion of the ITBS/ITED during 2009-2010 school year as compared to science test performance from the previous year.	In grades 5, 6, and 7 data shows an increase in the number of students proficient on the science portion of the ITBS test, as compared to the previous year. Eighth grade data shows a decline in the percent of students proficient in the All students category.	No, this goal was not met since 8 <sup>th</sup> grade did not show more students proficient from the previous year.

#### Building Student Achievement Goals 2009-10

	Goal	Results	Was our goal met?
<b>Elementary</b>	By Spring 2010, 76% of students will be proficient on the spring Basic Reading Inventory's fluency and comprehension assessment components.	Basic Reading Inventory data showed student proficiency for fluency was at 72.5% and student proficiency for comprehension was 94.5%	No, our two target areas for the goal did not reach 76% proficiency.
<b>Middle School</b>	By spring 2010, 56% of middle school students will improve their reading MAP score by 3 points when comparing fall 2009 to spring 2010 RIT score.	MAP reports show that 59.4% of students showed growth and improved their reading scores when comparing Fall 2009 to spring 2010.	Yes, the goal was met. Data indicates that the goals was exceeded by 3.4%.
<b>High School</b>	By spring of 2010, 60% of the students in each grade 9, 10 and 11 will make typical growth or better on the reading portion of the Measures of Academic Performance (MAP) as indicated by RIT score.	MAP reports show that 45.2 % of high school students made typical growth on the reading portion of the MAP assessment. Another 38.4% of the students remained steady in the above proficiency range.	No the goal was not met. However, 83.6% of students were proficient on the reading portion of the MAP assessment. Only 45.2% of 60% target showed growth. 38.4% remained at a proficient level.

**Spencer School District  
District Professional Development Plan  
2009-2010 School Year**

**District Long-Range Goals:**

- Goal 1:** All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- Goal 2:** All K-12 students will achieve at high levels in math, prepared for success beyond high school.
- Goal 3:** All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- Goal 4:** All students will use technology in developing proficiency in reading, mathematics, and science.
- Goal 5:** All students will feel safe at and connected to school.

**District 2009-2010 Student Achievement Goals:**

- **Reading:** By Spring 2010, at least 55% of students in grades 3-10 will meet or exceed the national average growth target for each grade as measured by a comparison of fall 2009 data to spring 2010 scores on the reading comprehension portion of the Measures of Academic Performance Test (MAP).
- **Math:** Increase the percent of proficient students on the math portion of the ITED test in grades 9-11 during 2009-2010 school year as compared to math test scores from the previous year, including subgroups.
- **Science:** Increase the percent of proficient students in grades 5-8 on the science portion of the ITBS/ITED during 2009-2010 school year as compared to science test performance from the previous year.

**Building 2009-10 Student Achievement Goals:**

- **Elementary:** 76% of students will be proficient on the spring Basic Reading Inventory's fluency and comprehension assessment components.
- **Middle School:** By spring 2010, 56% of middle school students will improve their reading MAP score by 3 points when comparing fall 2009 to spring 2010 RIT score.
- **High School:** By spring of 2010, 60% of the students in each grade 9, 10 and 11 will make typical growth or better on the reading portion of the Measures of Academic Performance (MAP) as indicated by RIT score.

**District 2009-2010 Affective Goal:**

- All students will feel safe at and connected to school.

**Building 2009-2010 Affective Goals:**

- Increase community and parent involvement in our elementary schools
- 95% of middle school students will participate and complete at least one co- or extra-curricular activity.
- Decrease building tardies from spring 2009 data to spring of 2010 data.

**Professional Development Targets for 2009-2010:**

**K-12:** Improve proficiency in reading comprehension through embedded strategies across content areas

**District/building data that supports academic priorities:**

- Scores on the ITBS/ITED indicate that a significant percent of students are still not proficient in reading comprehension.
- Reading and Math scores on the ITBS indicate that the district is not making adequate yearly progress (AYP) with low SES and/or IEP students in grades 3-5, and is not making adequate yearly progress (AYP) with and IEP students in grades 7-8.

**Data that supports affective priorities:**

- Evidence shows that community and parent involvement helps students feel more connected to school and achieve at higher levels
- Fewer than 95% of middle school students participated and completed at least one co- or extra-curricular activity during 2008-09
- JMC data indicates a significant number of high school students have had tardies in the spring of 2009

**Professional Development Content for 2009-10:**

PK-6: Embedding Literacy strategies into science and social studies content units  
7-12 Authentic Intellectual Work (AIW)

**Research Base:**

Our administrative team, literacy teams, and District Leadership Team work closely with our AEA school improvement and reading consultants to identify scientifically based research to improve student achievement. All district initiatives are evidence-based and aligned with the State-wide Reading Team (SWRT), Adolescent Literacy, and AIW researchers.

**Design for 2009-2010:**

- Common training on 5 full-day inservices and 7 half-day inservices for learning opportunities
- Monthly meetings of elementary literacy teams and secondary AIW teams
- Two times/month meetings of learning teams
- Monthly meetings of district leadership team (DLT)

**Participation:**

All K-12 teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, Gifted/Talented, Career/Technical Education. Principals and Central Office staff also will be actively involved.

**Standardized Testing:** The Iowa Tests of Basic Skills (ITBS) are required to be given to all students in grades 3-8, and the Iowa Tests of Educational Development are given to all students in grade 11. These standardized tests are used to compare students' levels of proficiency at the local, state, and national levels. Students scoring at the 41st percentile or better on the ITBS and ITED (intermediate or high levels) are considered proficient by Iowa standards. Students are tested in the areas of reading, math, and science

**2009-2010 ITBS/ITED APR Data – Reading**

**FAY – Full Academic Year report data**

<b>Grade 3</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>All Students</b>	77.1	68.0	76.1	74.0	66.1
<b>Male</b>	77.2	65.1	82.5	81.6	73.5
<b>Female</b>	77.0	71.9	70.3	70.8	59.7
<b>Low SES</b>	67.3	50.0	63.4	71.4	59.3
<b>Special Ed</b>	50.0	34.4	52.4	53.3	45.9

<b>Grade 4</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>All Students</b>	80.8	80.0	75.6	80.0	81.5
<b>Male</b>	78.3	81.7	73.9	83.6	83.3
<b>Female</b>	82.0	79.6	77.8	83.6	80.2
<b>Low SES</b>	73.3	66.0	56.5	70.8	68.8
<b>Special Ed</b>	35.7	46.7	48.5	61.5	70.6

<b>Grade 5</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>All Students</b>	83.5	83.1	72.9	73.2	66.6
<b>Male</b>	84.0	80.9	67.9	77.1	66
<b>Female</b>	82.8	85.3	78.4	67.8	67.2
<b>Low SES</b>	65.0	78.8	60.6	60.0	52.8
<b>Special Ed</b>	36.8	60.0	56.4	40.0	40

<b>Grade 6</b>					
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>All Students</b>	63.9	69.7	63.0	65.1	67.5
<b>Male</b>	57.8	66.7	60.0	67.3	70.8
<b>Female</b>	68.8	73.8	65.7	62.8	62.5
<b>Low SES</b>	48.0	47.1	56.8	53.8	48.2
<b>Special Ed</b>	28.0	21.7	29.4	5.6	37

Reading scores continued

Grade 7

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	79.6	69.6	68.8	76.7	78.6
<b>Male</b>	80.8	57.5	64.5	78.8	74.7
<b>Female</b>	78.3	80.4	74.3	74.7	84.1
<b>Low SES</b>	70.4	51.8	40.0	71.2	59.5
<b>Special Ed</b>	47.1	22.2	20.0	25.0	27.3

Grade 8

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	70.3	76.5	72.0	78.6	77
<b>Male</b>	64.0	75.9	61.8	78.0	81.9
<b>Female</b>	76.7	77.1	81.8	79.2	72.6
<b>Low SES</b>	58.5	52.9	50.8	50.0	70
<b>Special Ed</b>	12.0	27.8	12.5	10.0	25

Grade 9

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	60.3	65.3	67.6	73.0	61
<b>Male</b>	55.7	54.6	61.3	67.9	57
<b>Female</b>	65.5	77.2	75.0	77.4	84
<b>Low SES</b>	48.8	60.0	51.9	64.2	34
<b>Special Ed</b>	14.3	10.0	25.0	34.8	7

Grade 10

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	68.3	68.6	68.7	70.7	73
<b>Male</b>	68.4	64.0	61.6	68.3	84
<b>Female</b>	68.2	73.3	76.6	81.8	81
<b>Low SES</b>	43.8	57.6	63.9	60.0	57
<b>Special Ed</b>	21.7	11.1	63.0	42.9	29

Grade 11

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	69.7	78.7	79.6	83.7	80
<b>Male</b>	59.7	81.4	77.8	78.2	75.7
<b>Female</b>	79.5	75.6	81.5	89.3	84.7
<b>Low SES</b>	50.0	66.7	77.8	72.7	69.2
<b>Special Ed</b>	10.0	12.5	22.2	30.8	53.9

ITBS/ITED Mathematics Data 2009-2010

FAY – Full Academic year data

Grade 3

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	70.9	71.4	72.2	76.6	71
Male	73.7	72.3	74.7	75.0	82.9
Female	68.3	70.3	70.4	76.0	60.8
Low SES	57.7	50.0	61.5	65.3	60.9
Special Ed	42.9	37.5	52.4	46.7	38.1

Grade 4

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	78.6	79.8	77.3	77.5	78
Male	82.0	83.3	74.6	82.0	79.3
Female	75.7	75.9	80.7	73.5	77.5
Low SES	75.6	70.2	60.6	66.7	70.9
Special Ed	42.9	66.7	48.5	38.5	47

Grade 5

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	82.0	77.9	72.6	76.8	74
Male	77.8	80.9	78.2	75.9	75
Female	87.9	75.0	66.7	78.0	73.1
Low SES	65.0	75.0	62.1	61.7	58.5
Special Ed	31.6	40.0	62.6	26.7	58.4

Grade 6

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	75.7	71.0	82.2	73.8	73.2
Male	70.3	66.7	85.7	80.8	73.4
Female	80.0	77.0	78.9	66.7	73.2
Low SES	60.0	49.0	77.7	59.0	57.4
Special Ed	32.0	21.7	53.0	66.7	25.9

Grade 7

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	81.6	83.2	74.4	81.3	80.9
Male	84.6	78.2	66.7	84.7	81.2
Female	78.3	87.6	84.4	77.9	80.6
Low SES	70.4	66.1	42.5	70.7	71.8
Special Ed	41.2	40.7	15.0	55.0	27.3

Grade 8

	2005-06	2006-07	2007-08	2008-09	2009-2010
All Students	71.8	77.8	72.0	77.3	80.3
Male	69.7	78.3	63.9	74.7	87.1
Female	74.1	77.1	79.7	80.3	73.9
Low SES	58.5	64.7	55.3	42.9	70
Special Ed	8.0	33.3	29.2	25.0	50

Math continued

**Grade 9**

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-2010</b>
<b>All Students</b>	81.0	79.0	81.8	77.2	80.6
<b>Male</b>	85.6	75.0	78.8	67.1	76.7
<b>Female</b>	75.9	83.5	85.3	86	85.7
<b>Low SES</b>	65.9	75.6	70.4	50	55.9
<b>Special Ed</b>	33.3	30.0	43.8	25	28.5

**Grade 10**

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-2010</b>
<b>All Students</b>	83.1	74.4	72.4	77.2	76.3
<b>Male</b>	84.2	77.8	67.4	79.5	70.6
<b>Female</b>	81.8	70.9	77.9	74.6	81.5
<b>Low SES</b>	68.8	58.8	69.4	63.6	55.3
<b>Special Ed</b>	30.4	26.3	18.8	41.7	33.3

**Grade 11**

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-2010</b>
<b>All Students</b>	80.6	85.4	84.8	82.9	83
<b>Male</b>	80.5	84.9	84.5	79.2	85.7
<b>Female</b>	80.8	85.9	85.1	86.7	80
<b>Low SES</b>	73.1	71.4	77.7	63.6	73.1
<b>Special Ed</b>	35.0	37.5	50.0	53.9	53.9

ITBS/ITED APR Science 2009-2010

FAY-Full Academic Year data

Grade 4

	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	84.0	84.2	76.3	80.62	85.8
Male	85.2	86.7	78.9	86.88	91.7
Female	82.9	81.5	73.0	75	81.7
Low SES	80.0	76.6	66.1	66.67	77.1
Special Ed	71.4	80.0	57.7	64	76.5

Grade 5

	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	82.0	79.4	75.5	72.53	79.1
Male	80.2	80.9	72.8	72.29	85.8
Female	84.5	77.9	78.4	72.88	73.4
Low SES	72.5	73.1	62.1	61.67	69.8
Special Ed	47.4	46.7	68.8	43.33	64

Grade 6

	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	70.8	71.0	73.1	70	76.2
Male	64.1	70.2	79.6	75.51	79.7
Female	76.3	72.1	67.1	64.7	71.5
Low SES	54.0	43.1	61.5	60.52	61.1
Special Ed	44.0	34.8	50.1	53.34	37

Grade 7

	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	91.2	83.7	84.4	88.76	89.4
Male	92.3	77.0	82.2	90.37	88.3
Female	89.9	89.7	87.1	87.21	90.4
Low SES	85.2	73.2	62.5	85.97	82.1
Special Ed	70.6	48.1	50.0	64.71	90.9

Grade 8

	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	81.7	92.2	81.3	92.55	84.7
Male	77.5	91.6	71.9	91.96	85.7
Female	86.0	92.9	90.4	93.24	83.9
Low SES	77.4	88.2	69.1	83.33	78
Special Ed	44.0	77.8	58.3	63.16	66.6

ITBS/ITED Science data 2009-2010 cont.

Grade 9

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	85.3	82.0	82.4	82.7	82.7
<b>Male</b>	85.6	76.1	77.5	73.7	79.3
<b>Female</b>	85.1	88.6	88.2	90.7	87.3
<b>Low SES</b>	75.6	73.3	63.0	66.7	58.8
<b>Special Ed</b>	57.1	35.0	75.0	45	35.7

Grade 10

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	85.2	85.8	79.8	89	85.5
<b>Male</b>	78.9	86.7	74.4	84.9	79.2
<b>Female</b>	92.0	84.9	85.7	93.7	92
<b>Low SES</b>	78.1	73.5	75.0	86.4	74.4
<b>Special Ed</b>	56.5	68.4	50.0	58.3	57.1

Grade 11

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>All Students</b>	79.4	88.4	89.6	89.54	92.5
<b>Male</b>	71.4	88.4	84.4	88.47	88.4
<b>Female</b>	87.2	88.5	95.0	90.67	96.9
<b>Low SES</b>	65.4	81.0	85.2	78.79	92.2
<b>Special Ed</b>	45.0	56.3	55.6	61.54	84.6

## Measures of Academic Progress

### (MAP Testing)

The Iowa Department of Education requires all districts in Iowa to administer district-wide assessments in reading, math and science that align with the district curriculum. For this second assessment requirement, Spencer Community Schools uses the Measures of Academic Progress (MAP). It is used for reporting purposes as well as a progress monitoring tool for teachers to make instructional decisions.

MAP reports have proven to be an understandable and clear way for parents to see the progress of their child. Achievement is measured from fall to spring of the year so growth can easily be measured. Parents receive a report each fall and spring on their child's progress. Parents are encouraged to contact their child's teacher or the principal if there are questions or concerns about the reports.

The following graphs show the proficiency levels for each grade over time and include 2009-2010 school year, in the areas of reading, math, and science.

#### **MAP Testing Data – Reading** (Non-proficient growth group not included in data)

	Spring 08	Spring 09	Spring 10	
3 <sup>rd</sup>	NA	76	75.5	
4 <sup>th</sup>	57	87.2	90.4	
5 <sup>th</sup>	68	71.5	72.6	
6 <sup>th</sup>	62	81.4	80.7	
7 <sup>th</sup>	57	79.5	85.6	
8 <sup>th</sup>	61	73.2	85.9	
9 <sup>th</sup>	69	59.2	81.5	
10 <sup>th</sup>	65	65.8	75.4	
11 <sup>th</sup>	66	64	NA	

#### **MAP Testing Data – Math** (Non-proficient growth group not included in data)

	Spring 08	Spring 09	Spring 10	
3 <sup>rd</sup>	NA	76.4	70	
4 <sup>th</sup>	63	79.3	91.5	
5 <sup>th</sup>	59	76.5	78.7	
6 <sup>th</sup>	66	77.9	81.9	
7 <sup>th</sup>	68	78.6	86.2	
8 <sup>th</sup>	74	70.1	82.1	
9 <sup>th</sup>	65	39.8	69.6	
10 <sup>th</sup>	61	29	72.6	
11 <sup>th</sup>	55	70	NA	

**MAP Testing Data – General Science (Non-proficient growth group not included in data)**

	Spring 08	Spring 09	Spring 10
3 <sup>rd</sup>	50.4	49	55.4
4 <sup>th</sup>	52.1	67	57.8
5 <sup>th</sup>	52.3	60	58
6 <sup>th</sup>	60.5	76	72.5
7 <sup>th</sup>	73.1	84	84.6
8 <sup>th</sup>	71.9	84	76.8
9 <sup>th</sup>	60.7	78	77.4
10 <sup>th</sup>	64.3	73	66.8

Note: No National norms for 11<sup>th</sup> grade MAP testing

## Basic Reading Inventory (BRI) Proficiency

The BRI assessment is given to students three times during the year to monitor improvements in reading skills, and to give teachers information so they can adjust teaching to better meet student learning needs. Accuracy, fluency, and comprehension are the areas that are assessed in the fall, winter, and spring.

### Percent of Students Proficient on grade-level passage

#### BRI Spring Comprehension: 2005-2010

	2005	2006	2007	2008	2009	2010
1 <sup>st</sup>	88	92.5	96.2	94.2	99	89.9
2 <sup>nd</sup>	94.7	88.4	93.4	90.8	94.7	90.9
3 <sup>rd</sup>	96	97.4	95.2	90.8	97.5	96.5
4 <sup>th</sup>	97	94.6	96.5	85.1	96.1	94.6
5 <sup>th</sup>	91	97.8	96.4	95.3	95.1	96.1
6 <sup>th</sup>	92	94.4	92.3	91.8	96.1	98.6

#### BRI Spring Fluency 2005-2010

	2005	2006	2007	2008	2009	2010
1 <sup>st</sup>	76	76.7	83.1	82.5	93.3	84.4
2 <sup>nd</sup>	73	71.9	76.8	80.9	76.3	78.5
3 <sup>rd</sup>	78	59.8	66	72.9	71.3	66.4
4 <sup>th</sup>	72	80.9	75.9	74.5	77.7	77.7
5 <sup>th</sup>	53	65	81	67.9	65.5	67.5
6 <sup>th</sup>	65	47.7	57.4	53.7	52.4	59.7

#### BRI Spring Accuracy 2005-2010

	2005	2006	2007	2008	2009	2010
1 <sup>st</sup>	83	88.4	93.1	90	95.3	89
2 <sup>nd</sup>	97	94.2	95.9	96.9	93.8	93.3
3 <sup>rd</sup>	98	96.6	95.1	97	98.4	97.4
4 <sup>th</sup>	98	97	97.4	98.7	97.7	99.2
5 <sup>th</sup>	93	96.5	98.5	97.2	98.6	100
6 <sup>th</sup>	97	96.5	97.2	98.6	99	100

## Preparing Students for the Future – Indicators of Success

### Results for the Class of 2010

**ACT Scores** - A score of 20 or above on the ACT assessment is considered an indicator of post-secondary success. The data below indicates the percent of students who had an ACT score of 20 or higher.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
69.5%	70.25%	71.17%	79.21%	79.90%	77.2%

**Pursuing post-secondary training:** the data below indicates the number of students intending to pursue post-secondary education over the past 5 years.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
87.5%	79.10%	80.82%	83.54%	94.3%	93%

**Completion of a Core Program of Study:** A core program of study is defined by the state of Iowa. It is to include four years of English or language Arts, as well as three or more years of science, math, and social studies. Our data indicates that more students are completing a core program of study over time.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
46.30%	53%	46.58%	60.13%	62.67%	62.5%

**Number of Advanced Placement Class enrollment for 2009-10: 18**

**Number of Dual Credit Class enrollment for 2009-10: 690**

**Post-secondary Class Enrollment for 2009-10: 111**

### Most recent data available provided by Iowa Department of Education:

**Dropout Rate:** this is when a school-aged student enrolled in grades 7-12 withdraws from school for a reason other than death or transfer to another approved school, or has been expelled with no option to return.

	2004-05	2005-06	2006-07	2007-08	2008-09
Spencer	1.10%	1.13%	.85%	1.59%	3.09

**Average Daily Attendance by K-12 students:** this is the total number of days of student attendance, divided by the total days of enrollment.

	2004-05	2005-06	2006-07	2007-08	2008-09	State
Spencer	95.88%	96.23%	96.4%	96.04%	95.41	95.09

**Graduation Rate:** the graduation rate is calculated by dividing the number of graduates in a given year by the estimated number of freshmen four years earlier.

	2004-05	2005-06	2006-07	2007-08	2008-09
Spencer	91.1%	94.2%	98.3%	89.94%	87.22%
State	90.66%	90.78%	90.49%	88.70%	87.21%

**Spencer School District  
Student Achievement Goals  
2010-2011 School Year**

**District Long-Range Goals:**

**Goal 1:** All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

**Goal 2:** All K-12 students will achieve at high levels in math, prepared for success beyond high school.

**Goal 3:** All K-12 students will achieve at high levels in science, prepared for success beyond high school.

**Goal 4:** All students will use technology in developing proficiency in reading, mathematics, and science.

**Goal 5:** All students will feel safe at and connected to school.

**District 2010-2011 Student Achievement Goals:**

- **Reading:** Increase the percent of students performing at proficiency levels in reading on ITBS/ITEDs.
- **Math:** Increase the percent of students performing at proficiency levels in math on ITBS/ITEDs.
- **Science:** Increase the percent of students performing at proficiency levels in science on ITBS/ITEDs.

**Building 2010-11 Student Achievement Goals:**

- **Elementary:** On the 2011 ITBS reading test of comprehension, all cohorts will increase the percent of students proficient.
- **Middle School:** By spring 2011, 60% of middle school students will improve their reading MAP score by 3 points when comparing fall 2010 to spring 2011 RIT score.
- **High School:** 60% of 11th grade students will show growth in MAP Reading scores from fall to spring, excluding those students already scoring above proficiency.

**Data that supports academic priorities:**

- Student achievement, on ITBS/ITED and MAP tests, indicates lower than expected levels of achievement on the reading portion of the tests at all levels.

**District 2010-2011 Affective Goal:**

- All students will feel safe at and connected to school.

**Building 2010-2011 Affective Goals:**

- **Elementary:** Decrease the amount of inappropriate playground and hallway behaviors in our schools.
- **Middle School:** 95% of middle school students will participate and complete at least one co- or extra-curricular activity.
- **High School:** The positive perception by 11th grade students of bullying and teacher involvement to stop bullying will increase to 80% as measured by the IYS.

**Data that supports affective priorities:**

- **Elementary:** office referrals for inappropriate playground and hallway behavior in elementary buildings
- **Middle School:** activity participation data that is less than 95%
- **High School:** Iowa Youth Survey data regarding student perception of teacher involvement in stopping bullying behavior

**Professional Development Targets for 2010-2011:**

- **K-12:** Improve the quality of instruction by embedding the Characteristics of Effective Instruction as part of professional practice

**Professional Development Content for 2010-11:**

- **PK-6:** Cognitively Guided Instruction
- **7-12:** Authentic Intellectual Work (AIW)
- **PK-12:** Embedding Characteristics of Effective Instruction from Iowa Core, Outcome 6, into PD content focus areas

**Research Base:**

All district initiatives are evidence-based and aligned with the NCTM for CGI, State-wide Reading Team and Adolescent Literacy Initiatives from SWRT, and AIW researchers. Our Administrative Team, Literacy Teams, and District Leadership Team, in collaboration with our AEA school improvement consultant, have identified scientifically based research practices to improve student achievement.

**Design for 2010-2011:**

- Common training on 5 full-days and 7 half-days for professional learning opportunities
- Monthly meetings of grade-level/learning teams engaged in the study of Characteristics of Effective Instruction embedded in PD content
- Quarterly meetings of district leadership team

**Participation:**

All K-12 teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, Gifted/Talented, and Career/Technical Education. Principals and Central Office staff also will be actively involved.