

Clinton Community School District
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2001-2002 Annual Progress Report

Mission

The mission of the Clinton Community School District is to educate all students to their highest level of achievement through an engaging curriculum in a caring community.

Beliefs

We believe:

- Education is a collaborative community responsibility using all resources to effectively meet each individual's needs.
- Individuals have the freedom to make choices and are accountable for the outcomes.
- All individuals can learn
- All individuals have worth and value
- Families are the primary influence and are partners in the child's learning.
- Learning takes place best in a safe and health environment.
- Higher results come from realistic expectations
- Change is an opportunity for growth.

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Enrollment Trends

Total Student Enrollment

With approximately 4450 students enrolled in 2001-2002, the Clinton Community School District is Iowa's 17th largest school district.

Total student enrollment has dropped 12% since 1992, when the district served 5062 students.

The drop in enrollment is due to several factors, including:

- Lower kindergarten enrollments (down 32% since 1992)
- Fewer county births (down 8% since 1992)
- Lower county population (down 3.2% since 1992)
- Fewer school-age children in the county (down 7.3%)
- Open enrollment out of the district (145 students in '01)

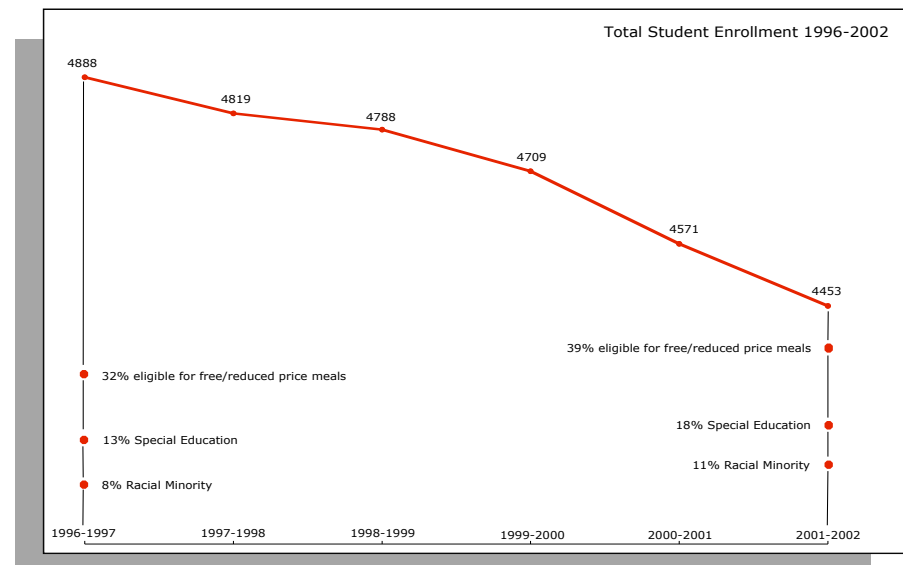
Enrollment is expected to continue to decline in the next several years. Current projections estimate student enrollment will fall below 4,000 by the 2006-07 academic year.

Student Subgroups

While overall enrollment has been declining, the number of students eligible for special education has increased. This past academic year, over 800 students enrolled in CCSD schools were eligible for special education. This represents a 40% increase in special education enrollment since 1992.

The number of lower socioeconomic status students has also increased. Currently, 39% of CCSD students are eligible for free/reduced price meals. This has steadily increased from 32% of students in 1996.

	Number of Students	Special Education	Free/Reduced Meals
Elementary	1997	15%	49%
EL	58	100%	64%
Kindergarten	304	8%	51%
First Grade	288	11%	53%
Second Grade	318	14%	50%
Third Grade	320	18%	45%
Fourth Grade	362	16%	44%
Fifth Grade	347	19%	40%
Middle School	1060	20%	38%
Sixth Grade	363	22%	41%
Seventh Grade	326	20%	37%
Eighth Grade	371	19%	36%
High School	1396	16%	19%
Ninth Grade	396	19%	29%
Tenth Grade	331	16%	19%
Eleventh Grade	338	14%	15%
Twelfth Grade	331	15%	15%
Total	4453	18%	39%



Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File

Student Success

2002 Clinton High School Graduate Intentions

	Male	Female	All Students
4-year Private College	13.8%	22.2%	18.4%
In State	6.9%	14.6%	11.1%
Out of State	6.9%	7.6%	7.3%
4-year Public College	20.0%	23.4%	21.8%
In State	15.9%	21.6%	19.0%
Out of State	4.1%	1.8%	2.8%
Community College	37.9%	29.8%	33.5%
In State	37.9%	29.8%	33.5%
Out of State	--	--	--
2-year Private College	0.7%	0.6%	0.6%
In State	0.7%	0.6%	0.6%
Out of State	--	--	--
Other Training	7.6%	4.7%	6.0%
In State	2.8%	4.7%	3.8%
Out of State	4.8%	--	2.2%
Employment	17.2%	18.1%	17.7%
In State	17.2%	17.5%	17.4%
Out of State	--	0.6%	0.3%
Homemaker	0.0%	0.0%	0.0%
In State	--	--	--
Out of State	--	--	--
Active Military Service	2.8%	1.2%	1.9%
In State	--	--	--
Out of State	2.8%	1.2%	1.9%
Unknown	0.0%	0.0%	0.0%

Source: 2001-2002 Graduate Intentions Survey

CCSD students have big plans for the future. Over 80% of Clinton high school graduates intend on pursuing some postsecondary education or training. Over half of those students plan on attending a 4-year college or university. Nearly 18% of CCSD graduates plan on entering the workforce directly after high school.

What is the district doing to ensure students leave the Clinton Community School District with the knowledge, skills, and abilities necessary to succeed in life?

To ensure all students experience a high-quality education, the Clinton Community School District tracks several indicators of student success. Measuring students' achievement, opinions, and experiences allows the district to:

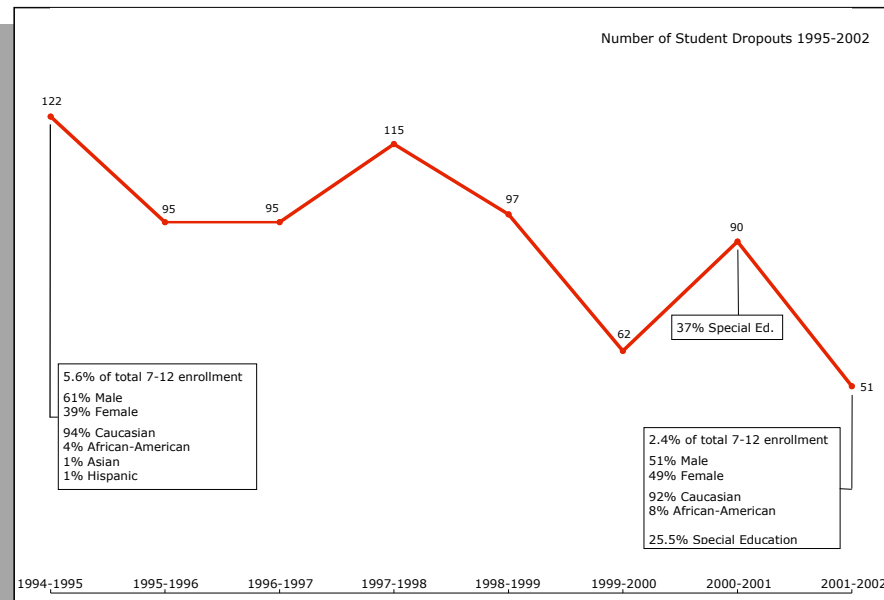
- Be held accountable for the education of all students
- Identify potential problems and solutions quickly
- Monitor program effectiveness and efficiency
- Set high expectations and monitor progress towards goals

This annual report will present a snapshot of CCSD student performance in a variety of areas. You will clearly see which district goals were or were not met in 2001-02 as well as our goals for the future. By continuing to set improvement goals and monitoring progress towards those goals, the district will continue to work towards ensuring the success of every student.

“Over 80% of CCSD graduates intend on pursuing some postsecondary education or training”

Student Dropouts

- Goal:**
- Increase the percentage of students who continue their education or graduate to at least 97%
- Why:**
- Student success is dependent upon staying in school.
 - High school dropouts earn \$6,415 less per year.¹
 - 82% of America's incarcerated are high school dropouts.²
- Met?**
- Yes, 97.6% of 7-12 students continued their education
- Results:**
- Student dropouts fell 41% in 2001-2002
 - Dropouts represent 2.4% of 7-12 enrollment
 - 25.5% of dropouts are in special education. This has decreased from 37% in 2000-01
- Plans:**
- Identify potential dropouts and provide interventions
 - Make school more engaging for students
 - Continue the credit recovery program for students
 - Aggressive dropout recruitment by the alt. high school



Source: Iowa Department of Education, Basic Educational Data Survey

“Each year's class of dropouts will cost the country over \$200 billion in lost earnings and unrealized tax revenue”²

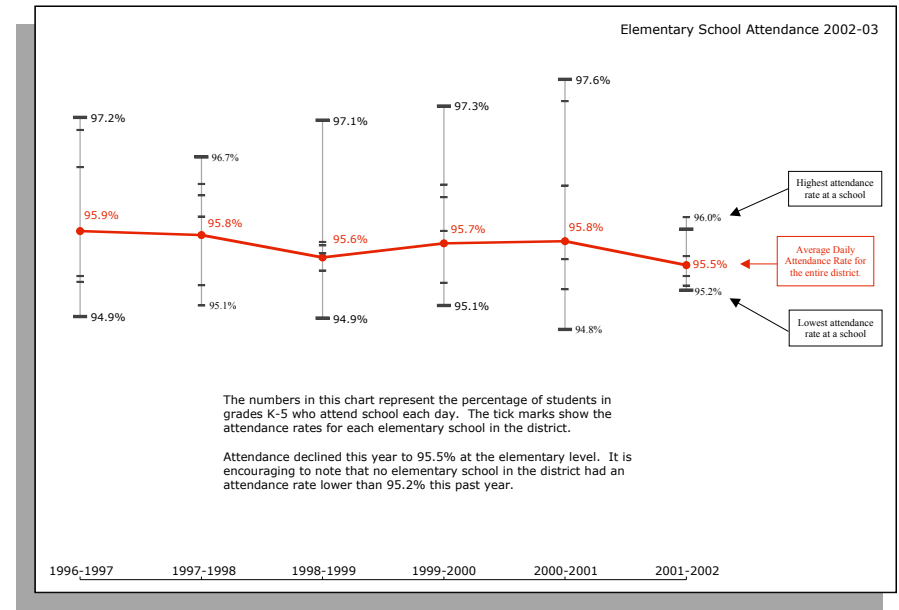
2001-02 Dropouts			
	Students	Dropouts	Dropped Out
Race			
Caucasian	1906	47	2.5%
African-American	111	4	3.6%
Hispanic	38	0	0.0%
Asian	28	0	0.0%
American Indian	10	0	0.0%
Gender			
Male	1058	26	2.5%
Female	1035	25	2.4%
Grade Level			
7	326	0	0.0%
8	371	0	0.0%
9	396	8	2.0%
10	331	12	3.6%
11	338	19	5.6%
12	331	12	3.6%
Special Education			
Yes	358	13	3.6%
No	1733	38	2.2%

¹ Bureau of the Census. (1994). Educational attainment in the United States: March 1993 and 1992. Washington, DC: U. S. Department of Commerce, Economics and Statistics Administration.

² “The demographics of school reform: A look at the children.” (1990) CDP Newsletter, 1(3), 1-3.

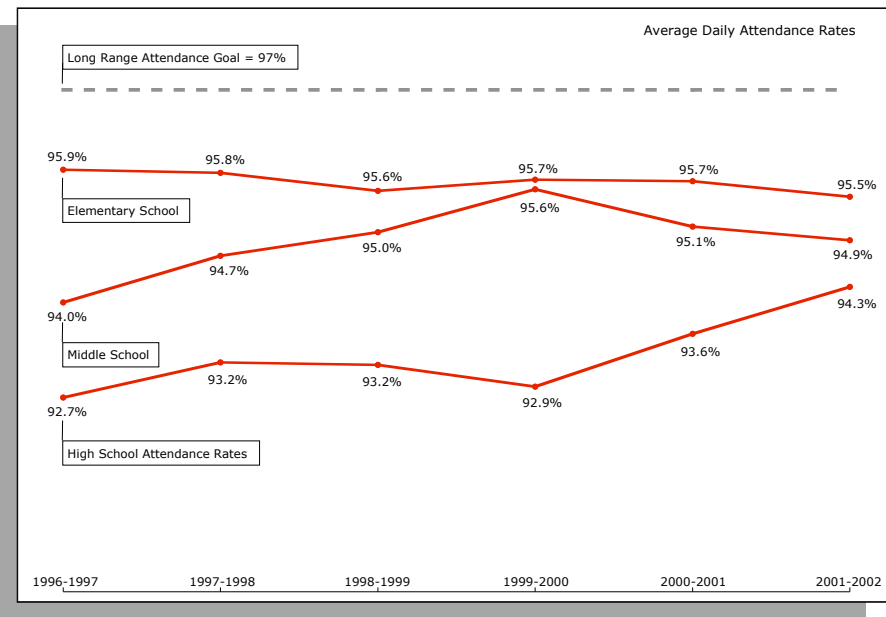
Average Daily Attendance

- Goal:**
- Increase the average daily attendance to at least 97% at every grade level.
- Why:**
- Attendance is correlated with academic achievement.³
 - Students missing class are more likely to fail.³
- Met?**
- No, but overall attendance did improve in 2001-02.
- Results:**
- Average daily attendance rate was 95.1% for the district.
 - Attendance rates have risen for the past 5 years
 - Attendance rates drop as students move from the elementary to the secondary level
 - 9th grade attendance increased 2.2% to 93.8%
- Plans:**
- Closed campus at the high school next year
 - Computerized recording will increase reporting efficiency
 - Continued enforcement of strict attendance policies
 - Encourage increased parental involvement.



Attendance rates continued to increase for the district overall, despite a small drop in elementary and middle school attendance. The gain is due, in large part, to a substantial increase in the attendance of our 9th grade students. The gain in freshmen attendance can be attributed to a closed campus policy for those students, which will extend to all high school students in 2002-03. This closed campus policy is expected to increase high school attendance at all grade levels, which will once again increase district-wide attendance.

The declines in elementary and middle school attendance were due to a larger than expected number of absences in February. 16 of the 20 worst attendance days in 2002-03 occurred in February. Many of these February absences were due to student illness, as displayed on the following page.



³ Information from studies conducted on CCSD ITBS and ITED test scores.

Absences Due To Illness

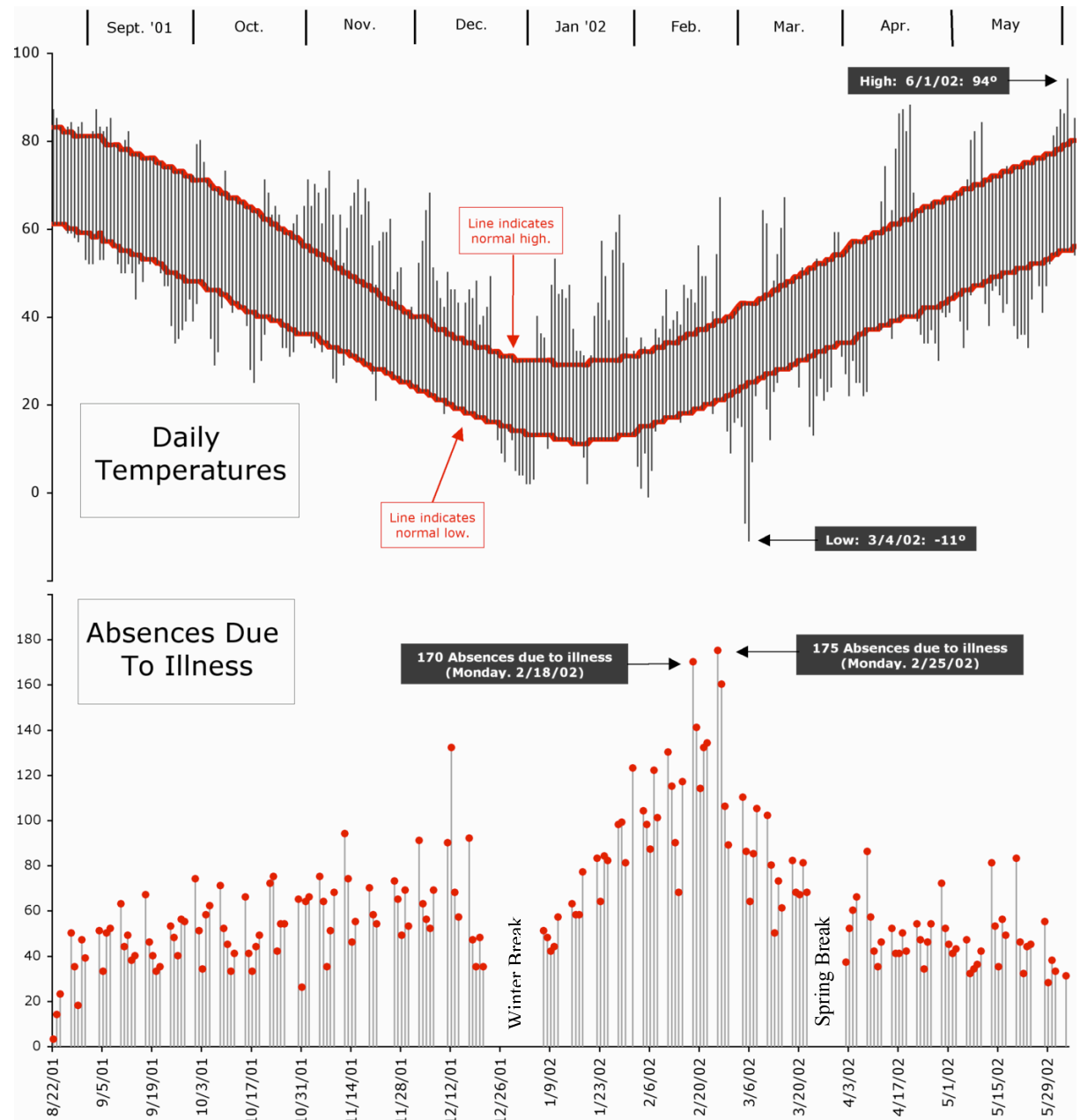
This chart displays the daily temperatures for the 2001-02 academic year (top) along with the corresponding number of elementary school absences due to illness (bottom).

The correlation between temperature and absences due to illness was 0.57. This indicates that as the average daily temperature dropped, absences due to student illness increased.

The white space on the bottom chart indicates no-school days (weekends and holidays). If you look closely, you will notice that the Mondays of each week tend to have the highest number of absences. In fact, the two days with the highest number of absences were both Mondays. Here are the average numbers of absences due to illness for each day of the week:

Monday	81.9 Absences
Tuesday	67.4 Absences
Wednesday	48.8 Absences
Thursday	57.7 Absences
Friday	61.2 Absences

FYI: The normal high and low temperatures represent the average daily temperature range for 30 years.



Weather data provided by the Quad Cities Weather Forecast Office, a branch of the National Weather Service

Days Absent

The following table shows the median number of days absent by students in 2001-02. Medians indicate how many days were missed by 50% of the students last year. In 2001-02, half of all students in the district missed fewer than 4.9 days of school. This is down from 1997-98, when half of all students missed more than 5.4 days of school.

	Median Days Absent				
	1997-98	1998-99	1999-00	2000-01	2001-02
District	5.4	5.4	4.7	5.2	4.9
Elementary	5.8	5.8	4.8	5.2	4.8
Middle School	6.0	5.8	5.0	5.5	5.8
High School	4.5	4.6	4.4	4.8	4.2

Student absences have a direct impact on academic achievement. Internal research has shown that students who miss more than 5 days of school per year achieve at a significantly lower level than students with fewer than 5 absences. Lowering the median number of days missed by students each year should help to improve district achievement.

“In 2001-02, seventh grade students with more than 5 absences earned percentile ranks 11 points lower than students missing fewer days of school.”⁴

⁴ Information from studies conducted on CCSD ITBS and ITED reading scores.

Another way of looking at the average number absences each year is to calculate the mean number of days missed by students. The mean tends to be higher than the median because of a few students with a large number of absences each year.

	Mean Days Absent				
	1997-98	1998-99	1999-00	2000-01	2001-02
District	8.8	8.7	8.7	8.4	7.4
Elementary	7.0	7.4	7.0	7.2	6.7
Middle School	9.2	8.2	7.4	7.9	7.7
High School	11.8	11.3	12.5	10.7	8.3
Gender					
Male	8.9	8.7	8.5	8.4	7.5
Female	9.0	9.1	9.4	8.3	7.3
Race					
Caucasian	8.6	8.1	8.5	8.0	7.5
Minority	11.1	11.3	9.8	10.1	7.8
Special Ed.					
Yes	14.6	14.1	13.3	12.4	10.2
No	8.0	7.9	8.0	7.4	6.7
Economic					
Low	11.2	11.6	11.4	11.0	9.3
High	8.1	7.6	7.8	7.2	6.3
At-Risk					
Yes	12.9	11.2	13.3	12.1	11.3
No	10.4	10.1	10.4	8.7	7.4

Attendance differences among student subgroups have steadily decreased in recent years. However, special education students still miss nearly 4 more days of school than non-special education students. Also, students with a low socioeconomic status miss 3 more days of school than students with a high socioeconomic status, on average. In order to improve overall district attendance, the differences among student subgroups will need to decrease.

Academic Achievement

Measuring student academic achievement has increased in importance with the passing of the new Elementary and Secondary Education Act, which is entitled “No Child Left Behind.”

The law holds districts accountable for the achievement of all students. It requires schools to measure achievement annually in reading, math, and science across grades 3-8. Districts must report the achievement test results each year as they make progress towards the law’s ultimate goal...

“All students in grades 3-8
will be proficient in reading,
math, and science by the year
2014.”

The Clinton Community School District uses the Iowa Tests of Basic Skills (ITBS) as the primary measure of student achievement. The ITBS is a large-scale standardized multiple-choice test that measures student achievement in reading, math, science, language, social studies, and sources of information. It is administered each fall to students in grades K-9 and 11.

Other district measures of student achievement include:

- ACT, Plan, Explore, and WorkKeys assessments (From ACT, Inc.)
- Course grades
- Teacher ratings
- Student work portfolios

Here are the definitions of assessment terms used in this report:

Percentile Ranks (PR):

A percentile rank shows the percentage of students in the norming group who earned scores at or below a given student’s score. For example, our 4th grade students earned a national percentile rank of 67. This means that 67% of students in the national norming group scored lower than the average 4th grade student in Clinton. Percentile ranks can vary depending on which norming group is used as a comparison.

Norming Group:

The norming group is a large group of students who were administered the test previously in order to establish a score scale. Norm-referenced tests then compare student scores to the score distribution of that norming group.

Achievement Levels:

Percentile ranks are grouped together to form three achievement levels: high, intermediate, and low. A student earning a national percentile rank of 67 would fall in the Intermediate category on the ITBS. Different tests have different cut-off scores for each achievement level. Here are the percentile rank cut-offs from the ITBS/ITED:

- High: 90th percentile and above
- Intermediate: 41st to 89th percentile
- Low: 40th percentile and below

Proficiency:

Students achieving at the “High” or “Intermediate” levels are considered to be proficient. This includes all students who score above the 40th percentile on the ITBS. In other words, to earn a proficient score on the ITBS, a student must outscore 60% of students in the norming group.

Grade Equivalents (GE):

Grade equivalents describe achievement in terms of grade level and months. For example, if a 5th grade student earns a GE of 5.9 in science, that student’s score would be similar to the score of a typical student at the end 9th month of 5th grade who took that same science test. Grade Equivalents are useful for tracking student growth from year-to-year.

New Norms

As stated on the previous page, scores from the ITBS/ITED are compared to the scores from a norming group. The norming group is a large representative sample of students who were administered the test in order to establish a score distribution for future comparisons. For the past eight years, scores from the ITBS/ITED were compared to a norming group who took the test in 1992. So, a student taking the test in 1999 who earns a percentile rank of 84 outscores 84% of that 1992 norming group on the same test.

This past year marked the introduction of a new form (Form A) of the ITBS/ITED. Since these new forms of the test had new items and slightly different content, the tests were re-normed. This means the new test forms were given to a new norming group in the year 2000. For the next several years, student scores on the ITBS/ITED will be compared to this new norming group from the year 2000. So, a student taking the test in 2001 who earns a percentile rank of 84 outscores 84% of the new 2000 norming group on the same test.

Since the comparison group has changed, test scores from the new ITBS/ITED forms are not equal to scores from previous test forms.

FYI: New test forms are created in order to reflect changes in the curriculum taught as well as changes in the knowledge base of students.

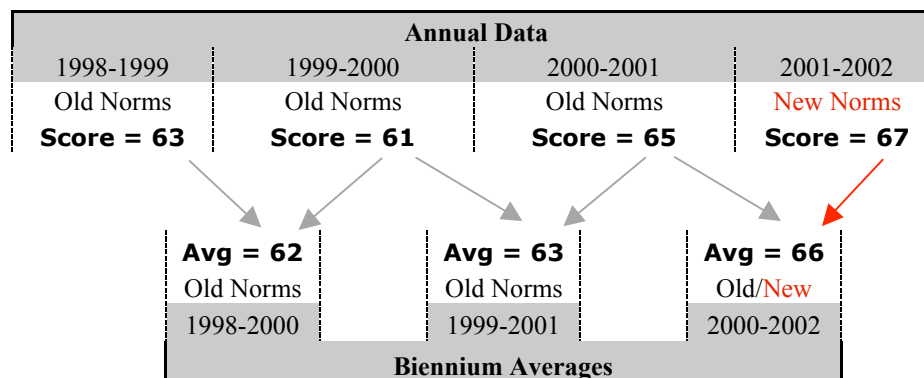
How did the re-norming affect scores in 2001-02?

Test scores from elementary and middle school students across the nation have slightly decreased since 1992. Thus, scores compared to students in 2000 will be higher than scores compared to the 1992 norming group. This means that scores from the new forms of the ITBS/ITED tend to be slightly inflated for students in grades K-8. On the other hand, scores from students in grades 9-12 are slightly lower than they would be if compared to the 1992 norming group.

This change in scores due to the re-norming makes it difficult to interpret differences in student test scores. An increase in test scores in 2001-02 could be attributed to:

- An actual increase in student achievement
- The change from 1992 to 2000 norms
- Year-to-year differences in student ability

In order to minimize the impact of the new norms and year-to-year fluctuations in student ability, the district has chosen to report biennium data. Biennium data is simply an average of data from two consecutive years from the same assessment. The following diagram demonstrates how bienniums are calculated:



Student Testing

The following table shows the percentage of students who were administered the reading, math, and science tests of the ITBS/ITED in 2001-02.

ITBS/ITED Participation Rates				
	Grade 4	Grade 8	Grade 11	
All Students	97.2%	96.0%	86.6%	
Male	95.2%	95.2%	90.7%	
Female	99.4%	96.8%	83.2%	
Race				
Amer. Indian	100%	50.0%	66.7%	
Asian	100%	100%	66.7%	
African-American	100%	90.0%	80.0%	
Caucasian	96.9%	96.8%	87.5%	
Hispanic	100%	83.3%	100%	
Status				
FRM	96.2%	96.2%	83.3%	
IEP	87.7%	84.7%	85.1%	
ELL	--	100%	--	

Student Subgroup Definitions:

IEP = Students in special education
 No IEP = Non-special education students
 LSES = Low socioeconomic status
 HSES = High socioeconomic status
 Student demographics are not consistently reported.
 No migrant students attended CCSD schools

Over 95% of CCSD students successfully completed the ITBS or ITED in 2001-02. A greater percentage of students took the tests this year than in any previous year.

In order to get an accurate measure of student achievement, assessments must align with district content standards. Here are the current district content standards in language arts and mathematics.

CCSD Content Standards

Language Arts Standard - Reading:

Students read a wide range of print and non-print texts to build understanding and achieve personal fulfillment.

Language Arts Standard - Writing:

Students develop original writing for a variety of audiences, applying the principles and conventions of an exemplary writing process model.

Language Arts Standard - Communications:

Students speak, listen, and observe for a variety of purposes and in a variety of contexts.

Math Standard #1:

Students develop a sense of number and number systems and perform operations fluently.

Math Standard #2:

Students analyze and express algebraic quantitative and functional relationships.

Math Standard #3:

Students investigate geometric shapes and structures and represent their relationships and characteristics

Math Standard #4:

Students investigate and apply measurement systems to physical attributes and situational characteristics

Math Standard #5:

Students utilize data analysis and probability to develop sound statistical reasoning

Math Standard #6:

Students engage in problem solving tasks to develop and assess solutions

District Assessments

This is a simplified version of our district assessment grid. It displays the district-wide tests used to measure student achievement in each of the content standards.

Test	Standard	Approach	Format	Subgroups	Comparison	Grade Levels
ITBS	Lang. Arts Math 1-6	NR	SR	Yes	Iowa & Nation	K-8
ITED	Lang. Arts Math 1-6	NR	SR	Yes	Iowa & Nation	9,11
EXPLORE	Lang. Arts Math 1-6	NR	SR	Yes	Iowa & Nation	8
PLAN	Lang. Arts Math 1-6	NR	SR	Yes	Iowa & Nation	10
WorkKeys	Lang. Arts Math 1-6	CR	CR	Yes	Iowa & Nation	12
ACT	Lang. Arts Math 1-6	NR	SR	Yes	Iowa & Nation	11,12
Grids	Lang. Arts Math 1-6	CR	CR & SR	Yes	Local	K-5
IRI	Lang. Arts	CR	CR	Yes	National	K-6
ELA	Lang. Arts	CR	CR	Yes	Local & Nation	K
IAAT	Math 1,2 Math 4,5	NR & CR	SR	Yes	Nation	6

Approach refers to the interpretation of test scores: NR = Norm-Referenced; CR = Criterion-Referenced
Format refers to the type of assessment: SR = Selected Response; CR = Constructed Response
Subgroups states whether or not test results have been disaggregated by student subgroup (race, gender, etc)
Comparison displays the comparison group for the test scores.

The district uses results from these assessments and other measures to continually improve the quality of education delivered to each student.

Some other assessments administered to students include:

Advanced Placement Exams in Calculus, English, Biology, Chemistry, Physics, Government, Economics, and Art

Career Interest assessments for high school students

The **Iowa Youth Survey** measures student attitude and behavior

Piers-Harris and **Gates-MacGinitie** tests track the growth of Study Connection students

CSMpact survey measures the opinions of students, teachers, and parents.

District Fitness tests measure the physical fitness of all CCSD students



The following pages show indicators of district performance in reading, math, and science.

The district annual goals were to increase student proficiency over 2000-01 levels.

Reading

Long Range Goal: Increase the percentage of students classified as proficient in reading comprehension as measured by the ITBS/ITED.

2001 Goal: More than 64.7% of CCSD students will be proficient in reading comprehension as measured by the ITBS/ITED.

Data: 2000-2001 K-12 Proficiency = 64.7%
2001-2002 K-12 Proficiency = 68.5%

Results: The proportion of students earning proficient reading comprehension scores increased by 3.8% over last year. The annual goal was met.

A great deal of emphasis has been placed on reading achievement over the past few years. Through a focus on teacher training and research-based methods, over two-thirds of all students in the district are now proficient in reading comprehension. The following table displays the percent of students in each grade level scoring proficient in reading.

Percent Proficient in Reading				
Scoring above 40th percentile on ITBS/ITED				
Grade Level	1997-99	1998-00	1999-01	2000-02
1st Grade	n/a	n/a	n/a	68.2%
2nd Grade	n/a	n/a	n/a	66.1%
3rd Grade	64.6%	61.0%	61.5%	66.0%
4th Grade	64.0%	61.8%	60.5%	67.6%
5th Grade	58.5%	62.0%	59.9%	62.5%
6th Grade	65.1%	63.1%	64.4%	61.5%
7th Grade	67.6%	64.6%	63.8%	64.8%
8th Grade	62.4%	66.0%	63.8%	62.8%
9th Grade	62.6%	65.3%	69.8%	67.4%
11th Grade	82.9%	81.0%	79.1%	80.2%

“Students who had trouble reading in grades K-5 earn lower grades in high school courses and are more likely to dropout of school.”⁵

Overall student reading performance on the ITBS/ITED improved in 2001-02. This marks the first major improvement in district reading scores in over 4 years. The average student in the district now reads at or above grade level, from kindergarten through high school.

The score gains were achieved across most grade levels, with the exceptions of grades 6, 8, and 9. The biggest gains occurred at the elementary school level, where the average fourth grader outscored 61% of students nationwide. Reading at the secondary level increased only slightly, with the average 8th grader now outscoring 52% of students across the nation.

Percent Proficient in Reading (2000-02)			
Grade Level	CCSD	State*	Nation**
4th Grade	67.6%	67.8%	60%
8th Grade	62.8%	69.3%	60%
11th Grade	80.2%	74.8%	60%

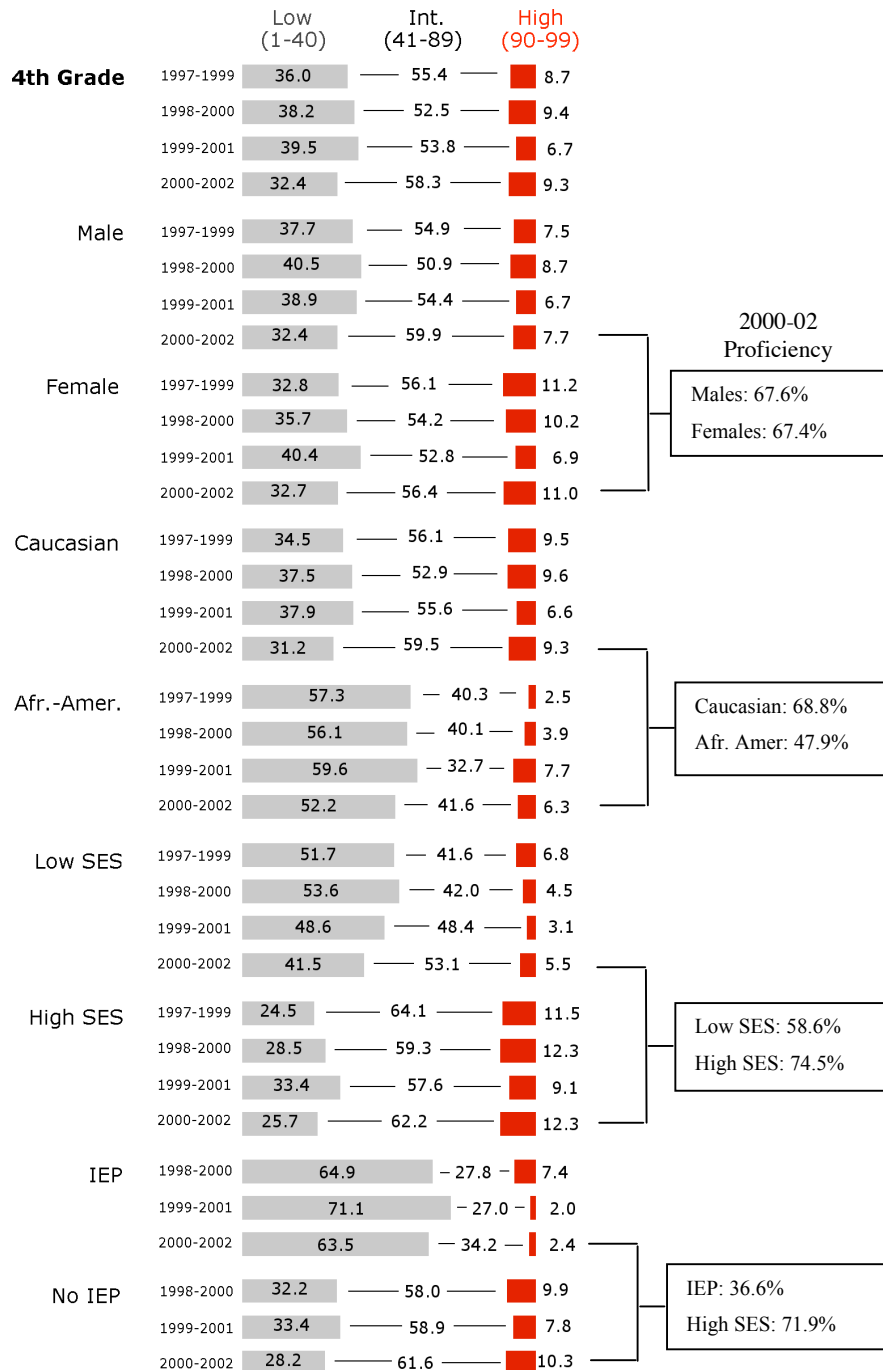
* Iowa Annual Condition of Education Report

** Derived from achievement level definitions

This table compares district proficiency to that of the state and the nation. The district outperformed the nation in reading proficiency across all grade levels. Compared to the rest of Iowa, CCSD had a greater percentage of 11th graders, a smaller percentage of 8th graders, and an equal percent of 4th graders proficient in reading.

⁵ Based on 1998-2001 district reading score study

Elementary School Reading



The chart to the left shows the percentage of 4th grade students scoring in the low, intermediate, and high achievement levels on the ITBS reading test from 1997-2002.

The gray bars represent the percentage of students earning low reading scores. You can see 32.4% of 4th grade students earned low reading scores in 2000-02. This is an improvement over the previous biennium period, when 39.5% of students earned low scores in reading. Nationwide, 40% of students earn scores in the low achievement category.

The red bars represent the percentage of students earning high reading scores. Nationwide, 10% of students score at this level. The chart shows 9.3% of CCSD 4th graders earned high reading scores in the 2000-02 biennium. While this is below the national average, it is an improvement from 1999-2001, when only 6.7% of CCSD 4th grade students earned high reading scores.

Looking at the gray bars in the chart, you can also see the subgroup differences in reading achievement. 41.5% of low socioeconomic students earn low reading scores, compared to only 25.9% of high SES students earning low scores. African-American, Low SES, and special education students earned lower reading scores than other student subgroups.

FYI: On the ITBS, a student's total reading score is calculated by combining scores from a vocabulary test and a reading comprehension test.

Focus on: Elementary School Reading

Online Reading Resources:

- Bibliomania
A collection of 2000 free texts, reviews, and short stories
<http://www.bibliomania.com>
- The Online Books Page
Over 16,000 free books online
<http://onlinebooks.library.upenn.edu/>
- Helping Your Child Learn To Read
From the U.S. Department of Education Office of Educational Research and Improvement
<http://www.ed.gov/pubs/parents/Reading>

All elementary school teachers assess student achievement through **district content grids**. Through observations, student portfolios, journals, classroom tests, and other assessments, teachers measure the achievement of students in reading, math, and science.

The table to the right shows the reading performance of students as measured by these content grids. Students are categorized by level of reading achievement: beginning, developing, and consistently demonstrating.

By completing the content grids throughout the year, teachers are able to track student growth in reading. This allows teachers to identify areas of relative strength and weakness, which helps them more effectively use instructional resources.

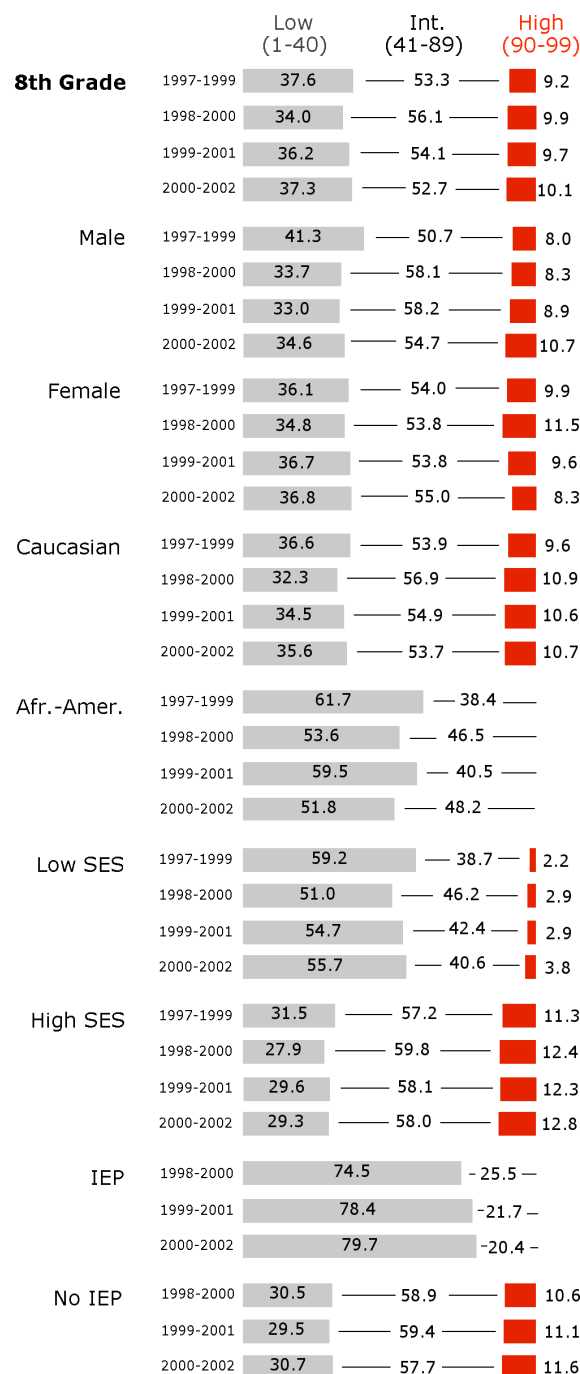
Overall reading performance increased at the elementary level in 2001-02. K-2 students continued to earn strong reading scores, while students in grades 3-5 showed significant reading growth.

“The average CCSD student in grades K-5 outscores approximately 60% of students nationwide.”

4th Grade Content Grids Reading

		Beginning	Developing	Demonstrating
Overall	2000-01	2.6%	70.3%	27.1%
	2001-02	1.9%	41.8%	56.3%
Male	2000-01	2.5%	75.0%	22.5%
	2001-02	0.7%	54.3%	44.9%
Female	2000-01	2.7%	64.9%	32.4%
	2001-02	3.1%	28.7%	68.2%
Caucasian	2000-01	1.9%	69.9%	28.2%
	2001-02	2.2%	42.6%	55.2%
Afr-Amer	2000-01	9.3%	74.7%	16.0%
	2001-02	0.0%	40.7%	59.3%
LSES	2000-01	3.7%	77.7%	18.6%
	2001-02	3.1%	54.7%	42.2%
HSES	2000-01	2.0%	66.7%	31.3%
	2001-02	0.8%	31.6%	67.6%
IEP	2000-01	10.6%	88.6%	0.8%
	2001-02	8.2%	89.7%	2.1%
No IEP	2000-01	1.4%	67.6%	31.0%
	2001-02	0.6%	39.8%	59.6%

Middle School Reading



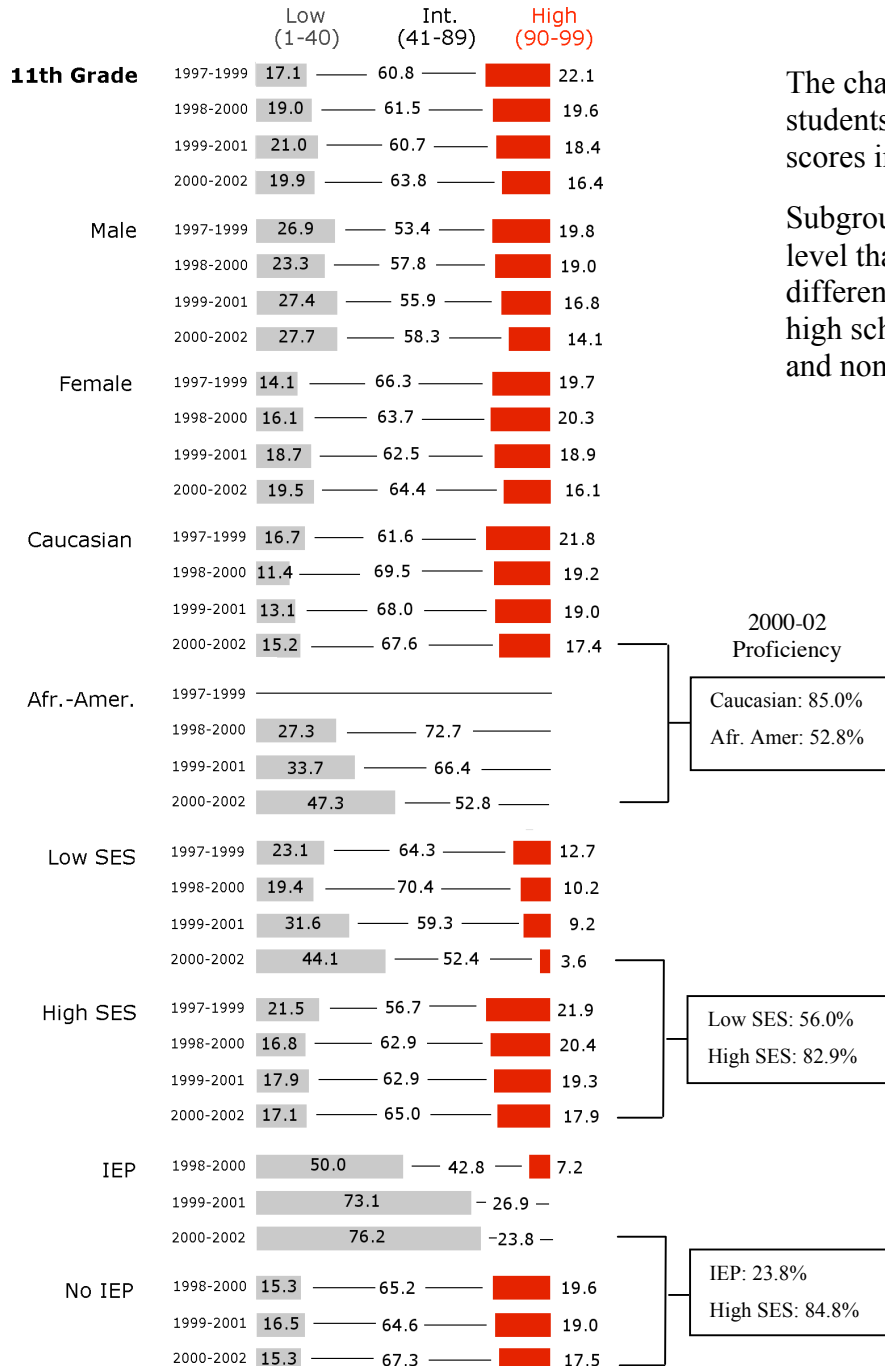
Middle school reading achievement was virtually unchanged in 2000-02, with 8th grade reading scores declining slightly. The chart to the left displays 8th grade reading scores from the ITBS. The percentage of students scoring in both the low and high achievement categories increased in 2000-02.

The table below displays 8th grade reading scores from the EXPLORE test. Scores from this test were placed on a new score scale in 2001-02, so interpretations made from these scores should be made with caution. It appears as though fewer students earned low or high reading scores, but most of this variation in scores is due to the new score scale.

		8th Grade EXPLORE Reading Results		
		Low	Intermediate	High
Overall	2000-01	42.1%	40.0%	17.9%
	2001-02	22.0%	71.7%	6.3%
Male	2000-01	52.6%	32.0%	15.4%
	2001-02	27.1%	66.5%	6.5%
Female	2000-01	32.2%	46.1%	21.7%
	2001-02	18.0%	75.6%	6.4%
Caucasian	2000-01	33.5%	44.8%	21.7%
	2001-02	19.0%	73.0%	8.0%
Afr-Amer	2000-01	38.5%	53.8%	7.7%
	2001-02	12.5%	87.5%	0.0%
LSES	2000-01	57.0%	29.0%	14.0%
	2001-02	31.7%	65.4%	2.9%
HSES	2000-01	35.8%	44.6%	19.6%
	2001-02	17.7%	74.6%	7.8%
IEP	2000-01	93.6%	6.4%	0.0%
	2001-02	64.7%	35.3%	0.0%
No IEP	2000-01	33.8%	45.4%	20.8%
	2001-02	17.2%	75.8%	7.0%

The EXPLORE test from ACT, Inc.

High School Reading



The chart to the left displays ITBS reading scores from district 11th grade students. Scores remained virtually unchanged, with fewer students earning scores in both the low and high categories.

Subgroup differences in reading achievement are larger at the high school level than they are at earlier grade levels. You can see approximately a 30% difference in reading proficiency within racial and economic subgroups at the high school level. The difference in proficiency between special education and non-special education students is over 60%.

The following table displays reading achievement scores from our 10th grade students. The scores are taken from the PLAN assessment developed by ACT, Inc.

10th Grade PLAN Reading Results			
	Low	Intermediate	High
Overall	43.2%	48.3%	8.6%
Male	52.5%	38.1%	9.4%
Female	34.6%	57.5%	7.8%
Caucasian	42.3%	48.9%	8.8%
Afr-Amer	87.5%	0.0%	12.5%
LSES	51.0%	49.0%	0.0%
HSES	41.5%	48.1%	10.4%
IEP	82.9%	17.1%	0.0%
No IEP	37.7%	52.5%	9.7%

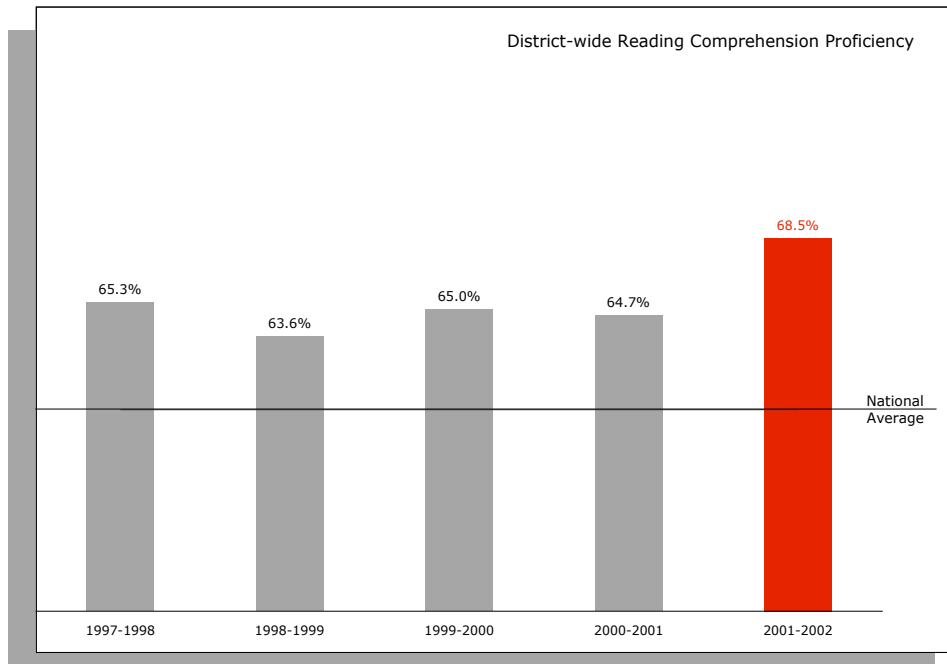
The PLAN test from ACT, Inc.

Reading Summary

Long Range Goal: Increase the percentage of students classified as proficient in reading comprehension as measured by the ITBS/ITED.

2001-02: 68.5% of CCSD students earned proficient scores in reading comprehension. This represents a 3.8% increase in reading proficiency over the previous year (see chart below). The district goal was met.

2002-03 Goal: Increase the percentage of cohort students in each grade, K-12, proficient in reading comprehension as measured by the ITBS, ITED, and other standardized measures of student learning from 2001-02 levels.



Actions to meet 2002-03 goals:

- Analyze and review 2001-02 reading achievement data
- Continue to target low achieving students
Study Connection tutoring
- Focus staff development on:
Best Practices and research-based strategies
Implementing literature circles
Effective implementation of Writer's Workshop
Patterning and differentiated instruction
Increased teacher collaboration
- Expand current or implement new programs:
Soar to Success
After School Reading Club
Before school reading time
Books in the Bag Program
- Implement new language arts curriculum
- Flexible scheduling and effective use of resource teachers
- Effective integration of technology

In the past, the district has tracked cross-sectional student achievement data. This means the district compared the performance of different groups of students (for example, comparing 2001 4th grade students to 2002 4th grade students).

Beginning next year, the district will track the performance of student cohorts – the same group of students. For example, the district will compare 2003 5th grade scores to the scores of those same students in 4th grade of 2002.

Mathematics

Long Range Goal: Increase the percentage of students classified as proficient in mathematics as measured by the ITBS/ITED.

2001 Goal: More than 65.1% of CCSD students will be proficient in mathematics as measured by the ITBS/ITED.

Data: 2000-2001 K-12 Proficiency = 65.1%
2001-2002 K-12 Proficiency = 65.7%

Results: The proportion of students earning proficient math scores increased by 0.6% over last year. The district annual goal was met.

“Almost 90% of the new jobs being created require more than a high school level of math skills.”⁶

Percent Proficient in Math				
Scoring above 40th percentile on ITBS/ITED				
Grade Level	1997-99	1998-00	1999-01	2000-02
1st Grade	n/a	n/a	n/a	62.4%
2nd Grade	n/a	n/a	n/a	58.4%
3rd Grade	68.3%	67.1%	67.5%	66.3%
4th Grade	67.0%	67.5%	67.7%	66.0%
5th Grade	67.9%	67.0%	66.3%	64.9%
6th Grade	64.6%	64.0%	64.2%	60.2%
7th Grade	69.4%	66.9%	66.4%	66.4%
8th Grade	66.8%	70.0%	69.3%	66.5%
9th Grade	63.2%	63.7%	69.5%	69.4%
11th Grade	78.9%	79.9%	79.4%	79.8%

“83% of students who take algebra and geometry go on to college, compared with only 36% of students who don’t take these courses.”⁶

Overall student performance in mathematics was down slightly in 2001-02, though the average CCSD student still achieves at or above grade level.

The biggest decline in math achievement occurred at the middle school level. The percent of students performing at a proficient level in 6th grade fell 4% to 60.2% in 2001-02.

Elementary school math scores dropped slightly, but students in the grades K-2 continued to outscore the nation. The average student in kindergarten or first grade outscored over 60% of students nationwide.

Percent Proficient in Math			
Grade Level	CCSD	State*	Nation**
4th Grade	66.0%	71.4%	60%
8th Grade	66.5%	73.6%	60%
11th Grade	79.8%	79.6%	60%

* Iowa Annual Condition of Education Report

** Derived from achievement level definitions

FYI: On the ITBS, a student’s total math score is calculated by combining scores from a concepts / estimation test and a problem solving / data interpretation test.

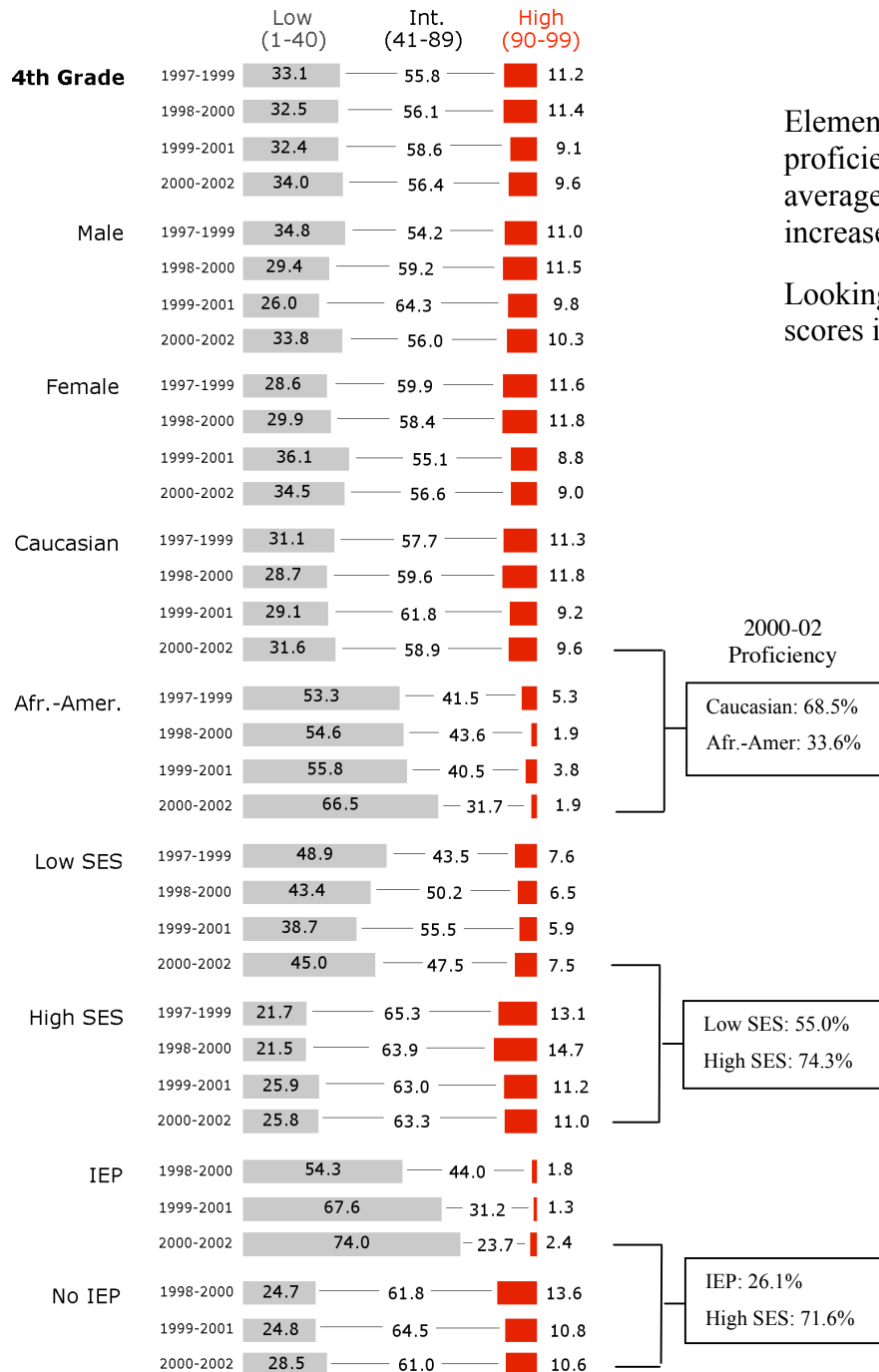
⁶ National Science Foundation http://www.figurethis.org/wc/w_mid_school.htm

Elementary School Math

Elementary school math scores took a slight dip in the 2000-02 biennium. Math proficiency fell from 67.6% to 66%, which still remains above the national average. The proportion of students earning high math scores on the ITBS increased to 9.6%, which is still below the national average.

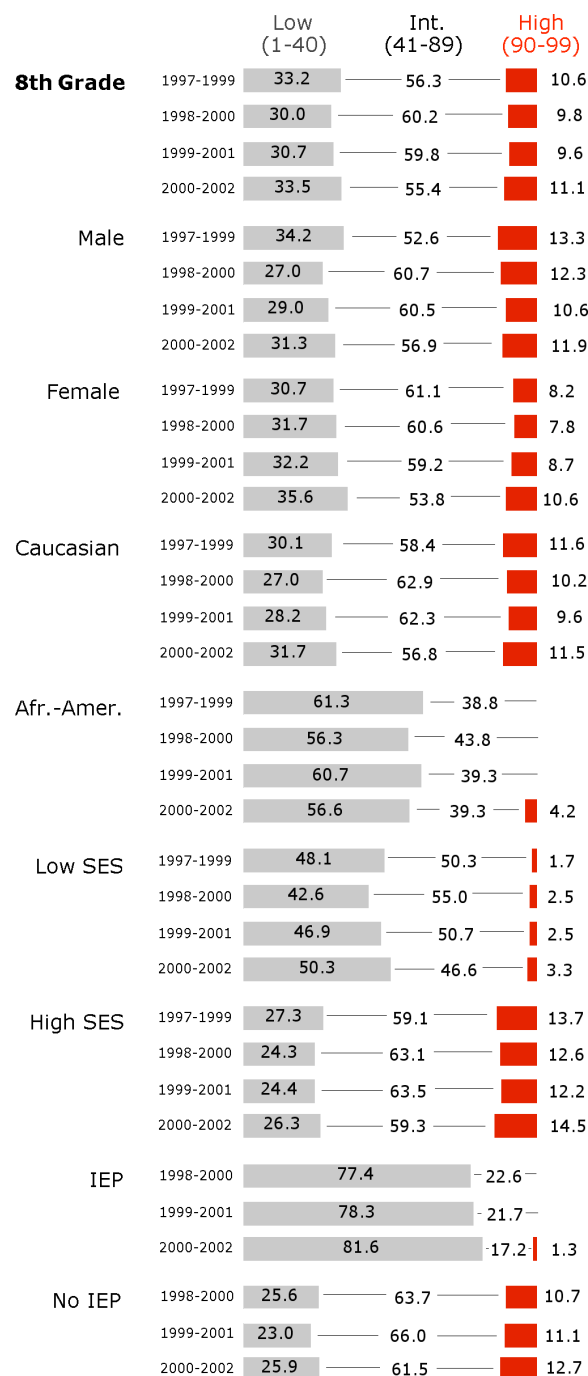
Looking more in-depth at the ITBS results, we see CCSD students earned low scores in the following math skills and concepts:

- Geometry
- Probability & Statistics
- Fractions
- Division



4th Grade Content Grids Math				
		Beginning	Developing	Demonstrating
Overall	2000-01	2.4%	74.7%	22.9%
	2001-02	2.1%	70.0%	27.9%
Male	2000-01	1.6%	75.4%	23.0%
	2001-02	0.4%	71.9%	27.7%
Female	2000-01	3.2%	74.0%	22.8%
	2001-02	3.8%	68.1%	28.1%
Caucasian	2000-01	2.2%	74.3%	23.5%
	2001-02	2.0%	71.4%	26.6%
Afr-Amer	2000-01	5.8%	77.9%	16.3%
	2001-02	2.4%	63.2%	34.4%
LSES	2000-01	3.4%	77.3%	19.3%
	2001-02	3.6%	79.4%	17.0%
HSES	2000-01	1.9%	73.5%	24.6%
	2001-02	0.8%	62.1%	37.1%
IEP	2000-01	7.1%	91.1%	1.8%
	2001-02	6.7%	93.0%	0.3%
No IEP	2000-01	1.8%	72.4%	25.8%
	2001-02	1.4%	68.1%	30.5%

Middle School Math



The chart on the left shows the percentage of 8th grade students scoring in the “low” achievement level on the ITBS increased to 33.5% in the 2000-02 biennium. This means 66.5% of 8th grade students earn proficient scores in mathematics, which is still above the national average of 60% proficiency.

11.1% of 8th grade students earned high math scores, which is better than the national average. A greater proportion of students from all subgroups, including low socioeconomic and special education students, earned high math scores in 2000-02 than in the previous biennium. The district focus will be to increase the percent of students earning proficient scores without decreasing the percent of students earning high-level scores.

What math skills need the most improvement at the middle school level?

Compared to the nation, our middle school students earned relatively low scores in the following math skills and concepts:

- Geometry
- Fractions
- Number Properties
- Estimation

In which skills did middle school students show strength?

- Measurement
- Probability & Statistics
- Multiplication

Focus on: Middle School Math

8th Grade EXPLORE Math Results

		Low	Intermediate	High
Overall	2000-01	24.1%	61.5%	14.4%
	2001-02	16.7%	74.4%	8.9%
Male	2000-01	26.9%	59.4%	13.7%
	2001-02	18.1%	72.9%	9.0%
Female	2000-01	20.3%	65.0%	14.7%
	2001-02	15.7%	75.6%	8.7%
Caucasian	2000-01	15.4%	66.5%	18.1%
	2001-02	12.2%	78.5%	9.3%
Afr-Amer	2000-01	58.8%	41.2%	0.0%
	2001-02	31.3%	68.8%	0.0%
LSES	2000-01	38.0%	58.0%	4.0%
	2001-02	29.8%	64.4%	5.8%
HSES	2000-01	18.3%	62.9%	18.8%
	2001-02	10.8%	78.9%	10.3%
IEP	2000-01	68.1%	31.9%	0.0%
	2001-02	67.6%	32.4%	0.0%
No IEP	2000-01	17.1%	66.2%	16.7%
	2001-02	10.9%	79.1%	9.9%

The EXPLORE test from ACT, Inc.

The above table shows the math achievement of our 8th grade students as measured by the EXPLORE test. Keep in mind that most of the change in EXPLORE scores from 2000-01 to 2001-02 is due to the implementation of a new score scale. Interpretations from these test scores should be made with caution.

Online Mathematics Resources:

- Math Forum
Resources, interactive projects, and discussions for enrichment. Ask Dr. Math your questions.
<http://mathforum.org/>
- Explore Math
Games, activities, discussions, and multimedia lessons
<http://www.exploremath.com/>
- National Virtual Library of Virtual Manipulatives
Virtually hands-on activities to learn math concepts
<http://matti.usu.edu/nlvm/nav/vlibrary.html>

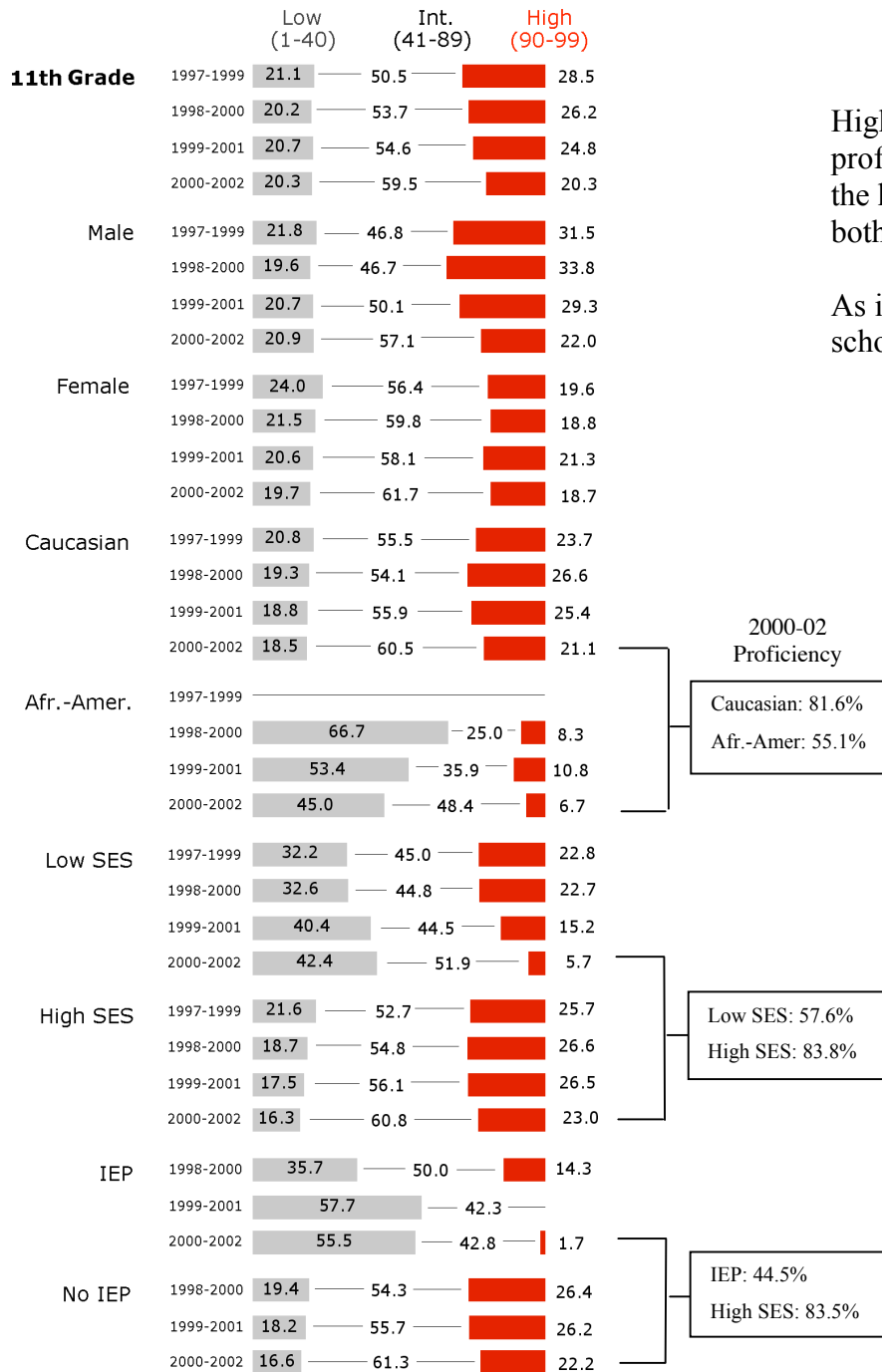
The table below shows the math course grades earned by middle school over the past several years. You can see the percentage of F's has decreased significantly in from 1995. You can also see the percentage of students earning 'A' grades in math courses has remained fairly stable in the past 7 years.

	Middle School Math Grades				
	A	B	C	D	F
1995-96	19.6%	31.9%	29.2%	9.2%	10.2%
...
1999-00	18.5%	38.8%	29.7%	8.0%	5.1%
2000-01	18.7%	39.3%	29.9%	7.8%	4.3%
2001-02	18.7%	34.4%	29.7%	11.1%	6.1%

High School Math

High school math scores changed little in 2001-02. The percentage of proficient students remained near 80%, while 4% fewer students scored in the high achievement level. CCSD 11th graders continue to outperform both the nation and the state in mathematics.

As in reading, large subgroup differences in math achievement at the high school level exist.



The following table displays mathematics achievement scores from our 10th grade students. The scores are taken from the PLAN assessment developed by ACT, Inc.

	10th Grade PLAN Math Results		
	Low	Intermediate	High
Overall	39.4%	50.5%	10.1%
Male	42.5%	50.3%	7.2%
Female	36.0%	50.7%	13.2%
Caucasian	37.5%	52.8%	9.7%
Afr-Amer	87.5%	12.5%	0.0%
LSES	62.7%	33.3%	3.9%
HSES	34.5%	54.2%	11.3%
IEP	85.7%	14.3%	0.0%
No IEP	33.1%	55.5%	11.4%

The PLAN test from ACT, Inc.

Math Summary

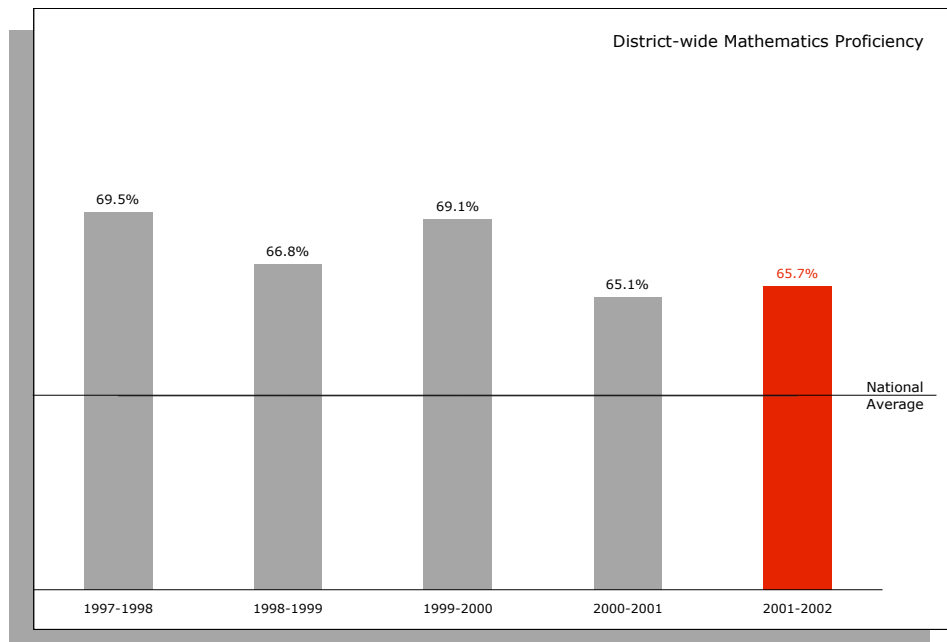
Long Range Goal: Increase the percentage of students classified as proficient in math as measured by the ITBS/ITED.

2001-02: 65.7% of CCSD students earned proficient scores in mathematics. This represents a 0.6% increase in math proficiency over the previous year (see chart below). The district goal was met.

2002-03 Goal: Increase the percentage of cohort students in each grade, K-12, proficient in mathematics as measured by the ITBS, ITED, and other standardized measures of student learning from 2001-02 levels.

Actions to meet 2002-03 goals:

- Analyze and review 2001-02 math achievement data
- Continue to target low achieving students
Study Connection tutoring
- Focus staff development on research-based strategies
- Continue developing and refining learning objectives
- Effective integration of technology



In the past, the district has tracked cross-sectional student achievement data. This means the district compared the performance of different groups of students (for example, comparing 2001 4th grade students to 2002 4th grade students).

Beginning next year, the district will track the performance of student cohorts – the same group of students. For example, the district will compare 2003 5th grade scores to the scores of those same students in 4th grade of 2002.

Science

Long Range Goal: Increase the percentage of students classified as proficient in science as measured by the ITBS/ITED.

2001 Goal: More than 62.8% of CCSD students will be proficient in science as measured by the ITBS/ITED.

Data: 2000-2001 K-12 Proficiency = 62.8%
2001-2002 K-12 Proficiency = 71.8%

Results: The proportion of students earning proficient science scores increased by 9% over last year. The district annual goal was met.

“89% of students who took chemistry in high school went to college; 43% of students who did not take chemistry went to college.”⁷

Science achievement significantly increased for most grade levels in the district in 2001-02. This increase in scores can be attributed to an increase in student achievement, a change in the scoring norms, and a change in test content.

Percent Proficient in Science

Grade Level	CCSD	State [*]	Nation ^{**}
4th Grade	69.2%	n/a	60%
8th Grade	66.0%	n/a	60%
11th Grade	77.8%	n/a	60%

^{*} Not currently reported

^{**} Derived from achievement level definitions

Online Science Resources:

- Why Files
Discover the science behind the headlines.
<http://whyfiles.org/>
- Mad Scientist Network
Activities, projects, and experiments.
<http://www.madsci.org/>
- Nye Labs
Learn with Bill Nye, the Science Guy
<http://www.nyelabs.com/>

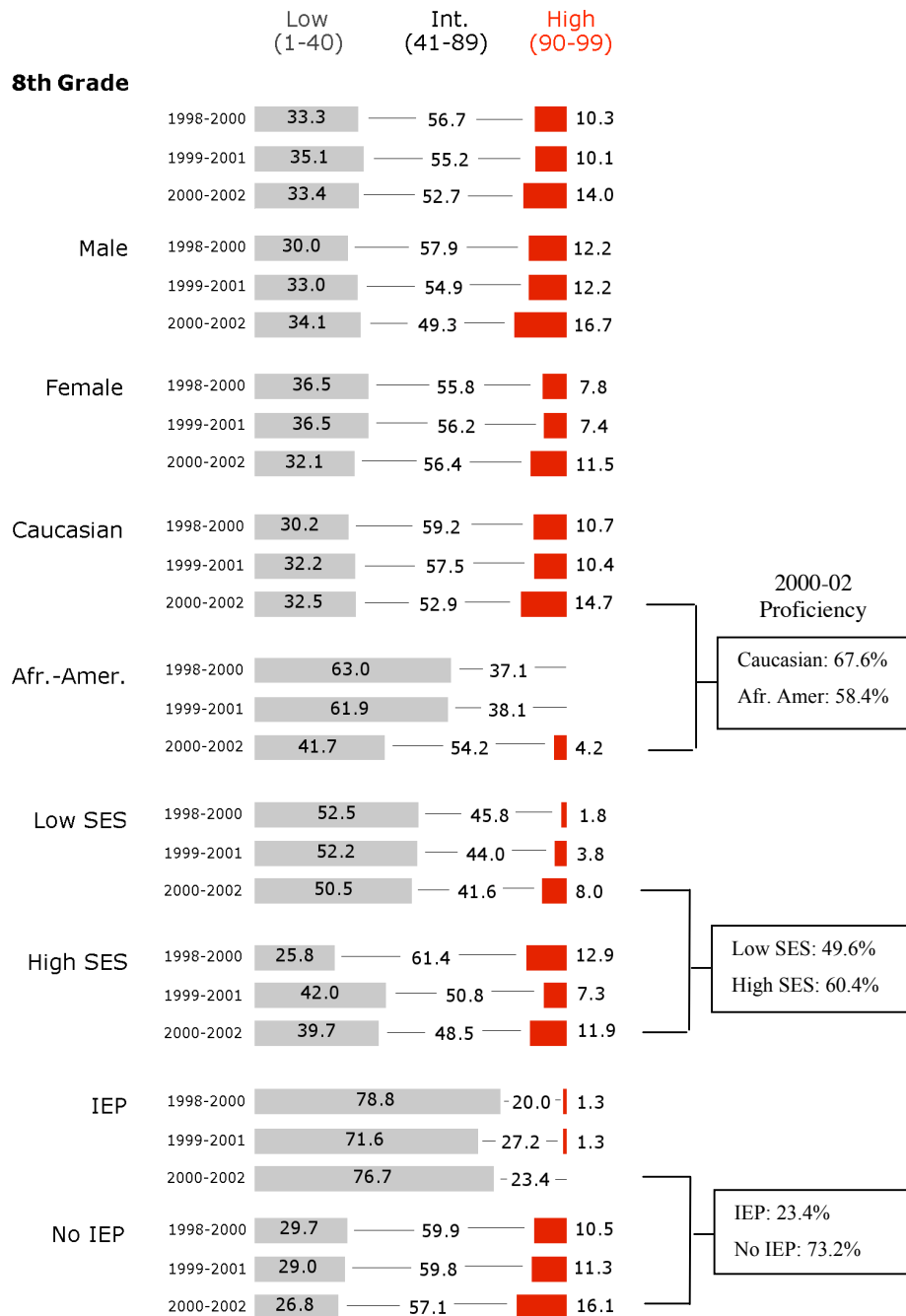
FYI: This year's science test had a stronger emphasis on the methods and processes used in scientific work than previous tests.

⁷ <http://www.ed.gov/pubs/math/part2.tml>

Middle School Science

Middle school science achievement increased this year, with over 66% of 8th grade students earning proficient scores on the ITBS science test. 14% of 8th grade students earned high science scores, which is higher than the 10% national average.

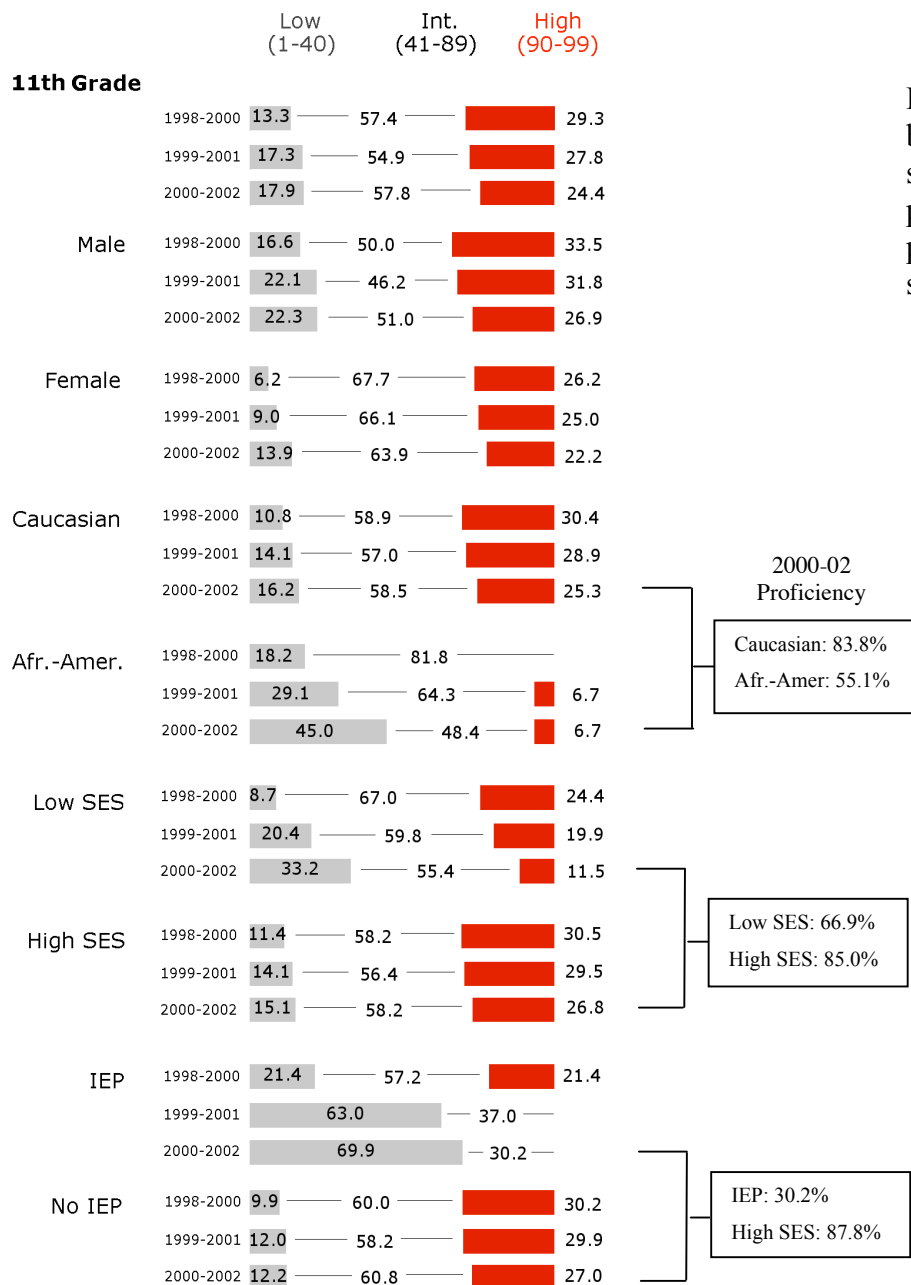
The following table displays 8th grade science scores from the EXPLORE test. Since scores from the EXPLORE were placed on a new scale, interpretations should only be made with caution.



8th Grade EXPLORE Science Results

		Low	Intermediate	High
Overall	2000-01	31.2%	52.6%	16.2%
	2001-02	1.2%	90.2%	8.6%
Male	2000-01	34.9%	47.4%	17.7%
	2001-02	1.3%	85.8%	12.9%
Female	2000-01	27.3%	57.3%	15.4%
	2001-02	1.2%	93.6%	5.2%
Caucasian	2000-01	26.2%	53.8%	20.0%
	2001-02	1.7%	87.8%	10.5%
Afr-Amer	2000-01	52.9%	35.3%	11.8%
	2001-02	0.0%	100.0%	0.0%
LSES	2000-01	47.0%	44.0%	9.0%
	2001-02	1.9%	93.3%	4.8%
HSES	2000-01	24.6%	56.2%	19.2%
	2001-02	0.9%	88.8%	10.3%
IEP	2000-01	74.5%	25.5%	0.0%
	2001-02	5.9%	94.1%	0.0%
No IEP	2000-01	24.2%	57.0%	18.8%
	2001-02	0.7%	89.7%	9.6%

High School Science



High school science achievement remained strong in the 2000-02 biennium. 82.1% of CCSD 11th grade students are proficient in science, compared to only 60% of students nationwide. While the percentage of students earning high science scores fell from the previous biennium, the district still has over twice as many high scorers than we would expect.

The following table displays science achievement scores from our 10th grade students. The scores are taken from the PLAN assessment developed by ACT, Inc.

10th Grade PLAN Science Results			
	Low	Intermediate	High
Overall	20.5%	75.0%	4.5%
Male	20.1%	74.8%	5.0%
Female	20.9%	75.2%	3.9%
Caucasian	21.0%	74.3%	4.8%
Afr-Amer	25.0%	75.0%	0.0%
LSES	31.4%	66.7%	2.0%
HSES	18.3%	76.8%	5.0%
IEP	51.4%	48.6%	0.0%
No IEP	16.3%	78.6%	5.1%

The PLAN test from ACT, Inc.

Science Summary

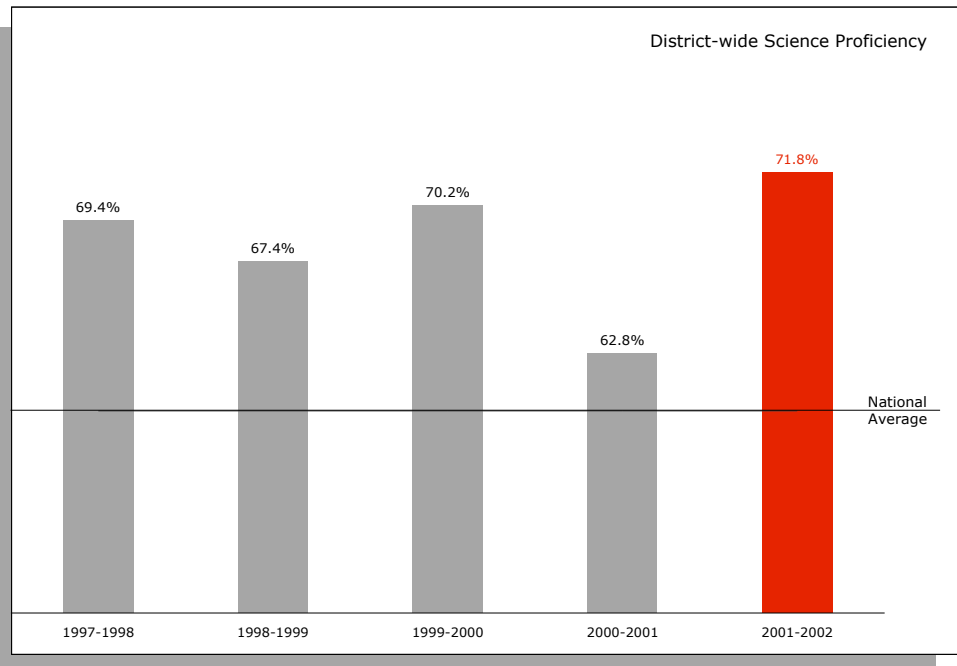
Long Range Goal: Increase the percentage of students classified as proficient in science as measured by the ITBS/ITED.

2001-02: 71.8% of CCSD students earned proficient scores in science. This represents a 9% increase in science proficiency over the previous year (see chart below). The goal was met.

2002-03 Goal: Increase the percentage of cohort students in each grade, K-12, proficient in science as measured by the ITBS. ITED, and other standardized measures of student learning from 2001-02 levels.

Actions to meet 2002-03 goals:

- Analyze and review 2001-02 science achievement data
- Continue to target low achieving students
- Focus staff development on research-based strategies
- Continue developing and refining learning objectives
- Effective integration of technology

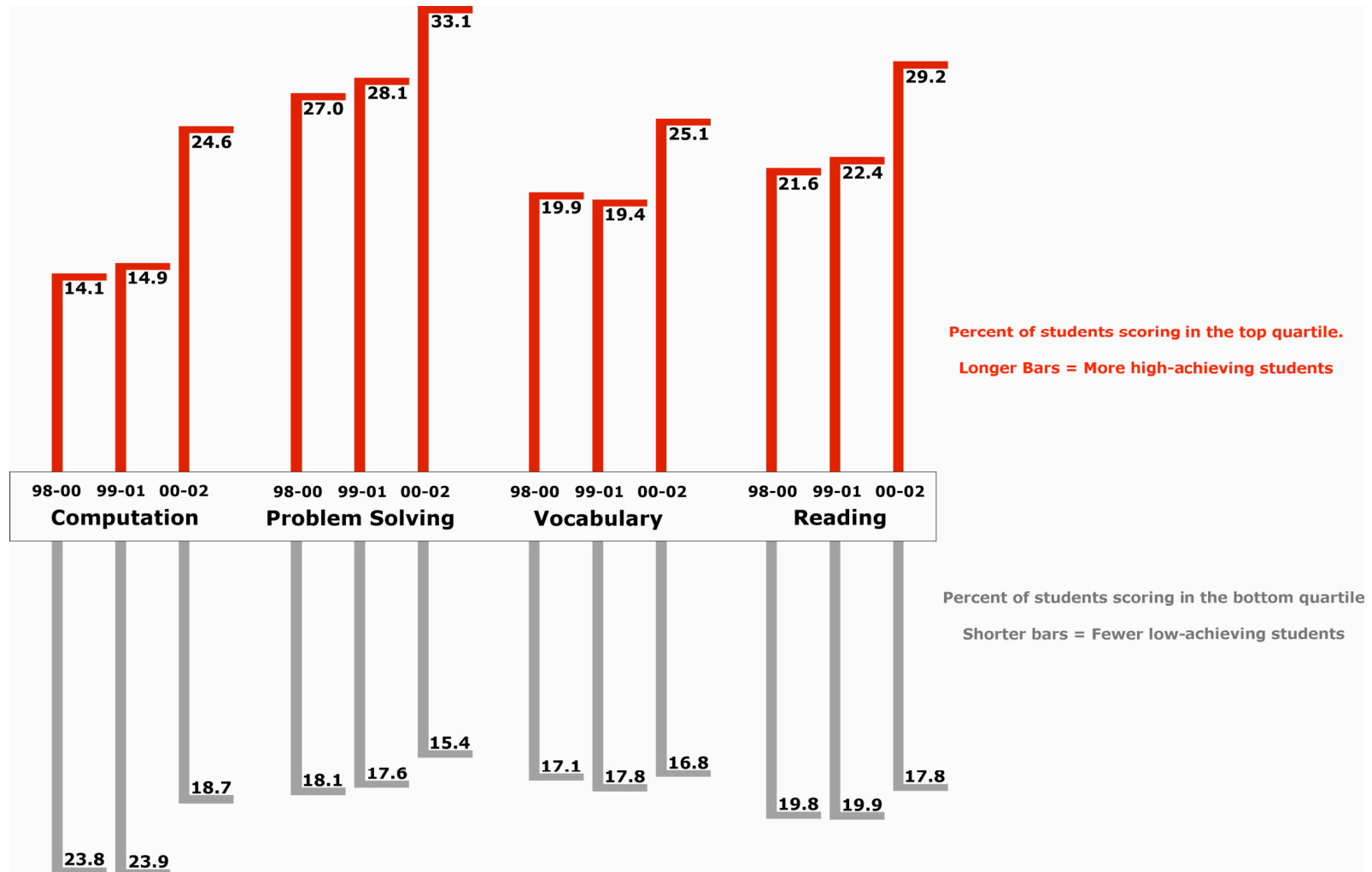


In the past, the district has tracked cross-sectional student achievement data. This means the district compared the performance of different groups of students (for example, comparing 2001 4th grade students to 2002 4th grade students).

Beginning next year, the district will track the performance of student cohorts – the same group of students. For example, the district will compare 2003 5th grade scores to the scores of those same students in 4th grade of 2002.

Early Intervention

This chart shows the percent of 3rd grade students scoring in the top and bottom quartiles on the ITBS. Students in the top quartile outscore at least 75% of students across the nation, while students in the bottom quartile are outscored by 75% of students nationwide.



Course Grades

The following tables display the course grades earned by CCSD high school students in 1994-95, 2000-01, and 2001-02. Individual courses were grouped by subject area into 12 categories. The table below shows grades in language arts, math, and science courses while the table to the right lists grades in other courses.

The percentage of F or I(ncomplete) grades earned by students has fallen in 10 out of the 12 subject areas since 1995.

10 out of the 12 subject areas have also seen an increase in the percentage of A grades earned by students since 1995.

“Other” refers to grades such as *Satisfactory*, *Unsatisfactory*, or *Pass*

		High School Course Grades				
		A	B	C	D	F/I
Lang. Arts						
	1995	22.7%	34.5%	22.5%	12.1%	7.7%
	2001	30.4%	32.1%	20.0%	10.6%	6.1%
	2002	31.1%	31.0%	20.1%	11.9%	4.8%
Math						
	1995	21.8%	24.8%	23.9%	16.9%	12.0%
	2001	24.0%	30.1%	23.2%	11.0%	10.2%
	2002	22.4%	25.5%	25.2%	13.0%	11.6%
Science						
	1995	29.6%	26.0%	24.0%	11.8%	8.3%
	2001	26.3%	33.5%	19.8%	11.1%	7.7%
	2002	26.6%	32.3%	19.2%	13.0%	7.5%

		High School Course Grades					
		A	B	C	D	F/I	Other
Social Studies							
	1995	29.2%	24.5%	22.2%	14.3%	8.3%	1.6%
	2001	32.4%	25.6%	21.5%	12.4%	7.3%	0.9%
	2002	36.3%	24.2%	22.2%	10.6%	5.1%	1.6%
Business							
	1995	26.2%	31.8%	23.0%	12.8%	6.2%	0.0%
	2001	26.5%	21.7%	21.0%	12.2%	7.0%	11.6%
	2002	27.2%	26.2%	24.9%	10.5%	8.7%	2.5%
Foreign Lang.							
	1995	31.1%	33.8%	23.1%	8.0%	3.7%	0.3%
	2001	37.4%	36.9%	19.1%	4.7%	1.7%	0.2%
	2002	38.6%	32.1%	20.7%	5.6%	2.8%	0.2%
Family/Consumer Science							
	1995	14.6%	40.5%	24.9%	7.8%	10.2%	2.0%
	2001	19.3%	26.7%	21.6%	8.7%	10.3%	13.4%
	2002	17.5%	38.8%	17.5%	8.6%	4.4%	13.1%
Vocational							
	1995	21.7%	30.8%	22.4%	13.5%	10.6%	0.9%
	2001	31.3%	24.0%	18.0%	10.5%	8.2%	8.0%
	2002	35.8%	26.5%	13.9%	5.2%	5.1%	13.4%
Computer							
	1995	24.8%	26.4%	21.7%	15.7%	11.0%	0.4%
	2001	25.4%	26.2%	27.7%	14.5%	4.7%	1.6%
	2002	26.7%	27.5%	21.3%	14.3%	5.8%	4.2%
Fine Arts							
	1995	20.5%	28.6%	17.6%	13.9%	16.5%	2.9%
	2001	21.8%	24.0%	19.1%	17.8%	13.7%	3.5%
	2002	19.5%	22.8%	27.1%	12.5%	11.6%	6.6%
Music							
	1995	67.5%	26.5%	4.5%	0.4%	0.4%	0.7%
	2001	78.2%	15.5%	4.5%	0.9%	0.1%	0.7%
	2002	81.2%	12.7%	4.8%	0.5%	0.4%	0.3%
Health/PE							
	1995	40.7%	26.3%	12.6%	2.9%	13.9%	3.7%
	2001	48.1%	23.0%	13.9%	7.2%	6.3%	1.5%
	2002	45.8%	21.0%	14.5%	7.9%	8.0%	2.7%

Probable Success

The ACT Assessment is a national college admissions exam, which measures student achievement in English, reading, math, and science reasoning. Approximately 54% of CCSD graduates took the ACT in 2002. Students earning scores of 20 or above are considered to have probable post-secondary success.

	Probable Success Indicator		
	CCSD	Iowa	Nation
Composite	63%	69%	58%
English	53%	61%	54%
Mathematics	56%	62%	50%
Reading	61%	67%	58%
Science Reasoning	70%	72%	59%

Percentage of students scoring above 20 on the ACT

Below, you can see the average composite score earned by CCSD graduates.

	ACT Composite Scores			
	CCSD	Iowa	USA	# Tested
1995-1996	22.8	21.9	20.9	161
1996-1997	22.6	22.1	21.0	171
1997-1998	22.9	22.1	21.0	140
1998-1999	22.7	22.0	21.0	184
1999-2000	22.0	22.0	21.0	178
2000-2001	22.9	22.0	21.0	165
2001-2002	21.5	22.0	20.8	179

The following tables show the average scores earned by students in each of the ACT subject areas.

	ACT English Scores		
	CCSD	Iowa	USA
1995-1996	22.3	21.4	20.3
1996-1997	21.5	21.4	20.3
1997-1998	22.1	21.5	20.4
1998-1999	22.1	21.5	20.5
1999-2000	21.4	21.3	20.5
2000-2001	22.0	21.3	20.5
2001-2002	20.8	21.2	20.2

	ACT Reading Scores		
	CCSD	Iowa	USA
1995-1996	23.1	22.2	21.3
1996-1997	22.6	22.4	21.3
1997-1998	22.7	22.3	21.4
1998-1999	22.9	22.2	21.4
1999-2000	22.2	22.3	21.4
2000-2001	23.1	22.3	21.3
2001-2002	21.4	22.4	21.1

	ACT Math Scores		
	CCSD	Iowa	USA
1995-1996	22.1	21.3	20.2
1996-1997	22.7	21.5	20.6
1997-1998	23.3	21.9	20.8
1998-1999	22.6	21.6	20.7
1999-2000	21.7	21.6	20.7
2000-2001	23.0	21.6	20.7
2001-2002	21.7	21.7	20.6

	ACT Science Scores		
	CCSD	Iowa	USA
1995-1996	23.0	22.3	21.1
1996-1997	22.8	22.4	21.1
1997-1998	23.3	22.4	21.1
1998-1999	22.7	22.1	21.0
1999-2000	21.9	22.1	21.0
2000-2001	23.0	22.2	21.0
2001-2002	21.8	22.1	20.8

51.1% of CCSD graduates completed a core curriculum of at least 4 years in language arts and 3 years each of math, science, and social studies.

	Core Completers		
	1999-2000	2000-2001	2001-2002
Transcripts Reviewed:	319	269	278
Core Completers:	183	135	142
% Core Completers:	57.4%	50.2%	51.1%

WorkKeys Assessments

The WorkKeys assessment is a set of tests developed by ACT Inc., which measure critical skills for employment. CCSD high school seniors are administered the following WorkKeys assessments each year:

- Applied Mathematics
- Locating Information
- Reading for Information
- Listening, and
- Writing

Student scores on each of these tests are ordered on a skill scale, which allows students to compare their abilities to specific job requirements. For example, a successful teacher needs the following skill levels:

- Applied Math = 3
- Listening = 3
- Reading for Information = 4
- Writing = 4

Graduating seniors taking the WorkKeys assessments can easily see how well prepared they are for potential careers.

“...jobs requiring higher skills in math, locating information, and reading pay higher entry-level salaries.”⁸

The following tables display student scores on each of the WorkKeys tests in 1999-2000 and 2001-02.

		WorkKeys Skill Level					
		<3	3	4	5	6	7
Applied	1999-2000	2.8%	10.0%	20.8%	38.4%	19.7%	8.3%
Math	2001-2002	4.3%	11.8%	20.5%	34.4%	24.0%	5.0%
Locating	1999-2000	1.7%	6.9%	63.3%	27.0%	1.0%	n/a
Information	2001-2002	5.1%	10.2%	51.8%	31.8%	1.1%	n/a
Reading	1999-2000	1.7%	1.4%	21.9%	37.8%	33.0%	4.2%
For Info	2001-2002	1.7%	5.5%	33.1%	32.4%	22.2%	5.1%

		<1	1	2	3	4	5
Listening	1999-2000	0.0%	0.7%	6.4%	72.6%	20.3%	0.0%
	2001-2002	0.0%	0.4%	3.6%	45.6%	50.4%	0.0%
Writing	1999-2000	0.3%	0.7%	15.7%	59.9%	23.1%	0.3%
	2001-2002	0.3%	1.8%	20.7%	65.4%	11.8%	0.0%

Higher score levels correspond to higher skill level in each subject area. For example, a student earning a level 3 score in Locating Information can:

- Find one or two pieces of information in elementary graphics (order forms, bar graphs, tables, flowcharts, floor plans)

A student earning a level 7 score in Locating Information can:

- Draw conclusions from the information presented in detailed graphs, charts, tables, forms, maps, and diagrams
- Make decisions and/or predictions requiring judgments based on the information presented in detailed graphics

⁸ *WorkKeys: An Overview*. ACT, Inc. <http://www.act.org/>

Licensed Staff

“Teacher quality is the most important determinant of school quality.”⁹

The Clinton Community School District employs approximately 347 licensed staff members, including teachers, administrators, counselors, LRC directors, and resource/itinerant teachers. The following table displays some demographic information about CCSD licensed staff.

Licensed Staff		
	Number	Percent
Licensed Staff	347	100.0%
Female	250	72.0%
Male	97	28.0%
Race		
Caucasian	340	98.0%
African-Amer	3	0.9%
Hispanic	2	0.6%
Asian	2	0.6%
Education		
Bachelor's	227	65.4%
Advanced Degree	120	34.6%
Experience		
< 5 years	75	21.6%
5-10 Years	56	16.1%
10-15 Years	45	13.0%
15-20 Years	37	10.7%
20+ Years	134	38.6%

Source: Iowa Dept of Educ., Basic Educational Data Survey

Most research now agrees that teacher quality is one of the most important factors in increasing student achievement. There is, however, no definitive list of characteristics associated with quality teachers. According to the National Center for Educational Statistics (NCES), the following traits are associated with teacher quality:⁹

- Having high academic skills
- Teaching in a field for which the teacher receives training
- Having more than a few years of professional experience
- Participating in high-quality induction and professional development programs.

All teachers in the Clinton Community School District teach in a field in which they have received training (meaning they either have or are currently working towards a license in that area).

CCSD teachers also have a great deal of experience. The average teacher has 12.3 years of experience in the district and 15.6 years of professional experience in total. Almost 80% of CCSD teachers have over 5 years of teaching experience.

The following page discusses the professional development and mentoring/induction programs for CCSD teachers.

⁹ National Center for Educational Statistics. 2000. *Monitoring School Quality: An Indicators Report*. NCES 2001-030. Washington, DC: US Department of Education, Office of Educational Research and Improvement

Staff Development

With an increased emphasis on measurable student achievement, more and more is being expected from classroom teachers. A high quality professional development program will help teachers to continually improve their abilities to design and deliver instruction to students.

According to the professional literature, professional development should be:⁹

- Imbedded in teacher work
- Driven by gaps between goals and student performance
- Involve teachers in what they need know to close the performance gaps
- Continuous and long-term; reflect collaborative problem-solving
- Integrated in comprehensive change processes that facilitate student performance

“The goal of professional development is to improve student learning, and the means to that end is continuous development of teachers’ knowledge and skills.”¹⁰

The Clinton Community School District has developed a system of professional development that meets these quality standards:

- All teacher growth opportunities are designed and implemented (or brokered) by a committee of teachers and administrators at each level of learning (elementary, middle, and high schools)
- Teacher leaders share current projects related to student learning, such as curriculum development, in grade level, large group, and peer coaching sessions
- School Improvement Teams study data and develop goals and interventions that focus school staffs toward improving learning
- All teacher growth opportunities are coordinated so study groups, grade level groups, in-service days, early-release time periods, and conference and external learning opportunities are research-based and model best practice instruction
- Schools receive district funding is provided to each school to develop and provide professional development that meets school and individual teacher needs.

⁹ Hawley and Villi. 2000. *Learner-Centered Professional Development*, Research Bulletin, August (no. 27). Phi Delta Kappa

¹⁰ Jackson and Davis. 2000. *Turning Points 2000: Educating Adolescents in the 21st Century*. Teacher’s College Press. NY.

Parental Involvement

Parental involvement is encouraged by the Clinton Community School District. One way in which parents demonstrate involvement in their child's education is by attending parent-teacher conferences.

According to the National Coalition For Parent Involvement in Education, when parents are actively involved in their child's education:¹¹

- **Students do better in school and in life.** They are more likely to earn higher grades and test scores, graduate from high school, and go on to higher education.
- **Teacher morale improves.** Teachers who work with families expect more from students and feel a stronger connection to and support from the community.
- **Schools get better.** When parents are involved at home and at school, in ways that make them full partners, the performance of all children in the school tends to improve.
- **Communities grow stronger.** Families feel more invested in the school system, and the school system becomes more responsive to parent and community needs.

The table below displays the percent of students who were represented by an adult at the elementary school parent-teacher conferences in 2001-02. 93.4% of students had at least one parent or guardian attend the conferences this year.

Four of the six elementary schools had better parent-teacher conference attendance in 2001-02 than they had in 2000-01.

		<u>Parent-Teacher Conference Attendance</u>					
		Bluff	Buell	Harding	Mann	Jefferson	Whittier
	Students	528	248	130	225	374	450
% Represented							
	2001-02	93.6%	98.0%	95.4%	92.9%	92.1%	91.5%
	2000-01	92.5%	99.0%	96.0%	92.5%	90.0%	90.0%
	% 2 Parents	27.4%	41.3%	47.7%	31.2%	19.4%	34.0%
	% Mother Only	55.3%	50.0%	43.5%	53.7%	58.2%	49.2%
	% Father Only	7.6%	4.0%	3.5%	6.2%	7.1%	6.2%
	% Other Person	3.3%	2.6%	0.8%	1.8%	7.4%	2.1%
	% Not represented	6.4%	2.0%	4.6%	7.1%	7.9%	8.5%

¹¹ National Coalition For Parent Involvement in Education. <http://www.ncpie.org/>

Student Discipline

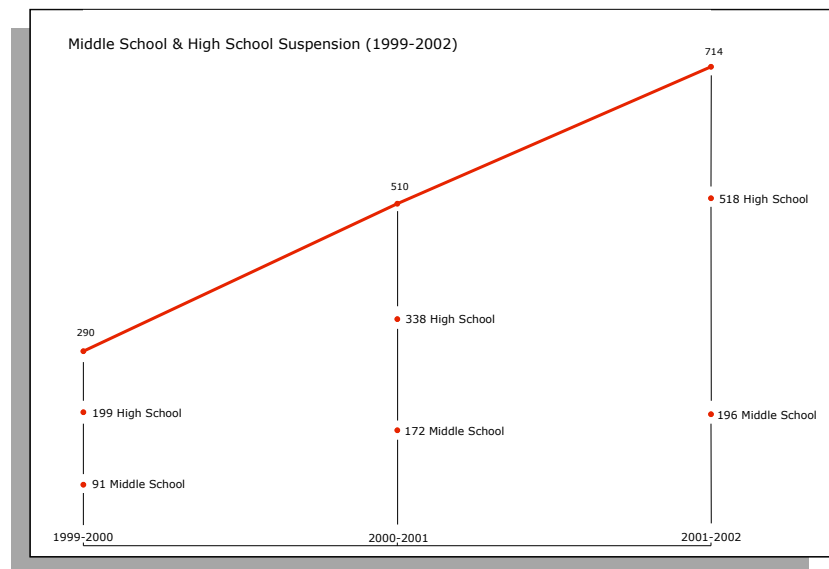
763 suspensions for a total of 1775 days were handed out to 334 students in 2001-02.

Most of the suspensions (28.6%) were due to the 3 Crisis Rule. 19% of suspensions were for fighting and 8% were due to insubordination.

The number of suspensions has increased in each of the past 3 years, as shown by the chart below.

The table to the right displays additional suspension data from the 2001-02 academic year.

2001-02 Suspension Data				
	Students	% of Population	Suspensions	Total Days
All Students	334	7.5%	763	1775
Male	73.7%	10.8%	82.6%	1397
Female	26.3%	4.0%	17.4%	378
Race				
Caucasian	85.3%	7.2%	88.6%	1533
African-Amer	13.2%	14.1%	10.6%	225
Other	1.5%	3.0%	0.8%	17
Level				
Elementary	9.0%	1.5%	6.4%	62
Middle	35.6%	11.3%	25.7%	558
High School	55.4%	13.3%	67.9%	1155
Status				
Low SES	43.1%	8.9%	44.6%	765
High SES	56.9%	6.7%	55.4%	1010
IEP	32.6%	13.9%	40.9%	621
No IEP	67.4%	6.1%	59.1%	1154
At-Risk	28.4%	22.8%	21.4%	454
Not At-Risk	71.6%	5.9%	78.6%	1321



Students represent the percent of students in each subgroup receiving a suspension. Almost 74% of students receiving a suspension were male.

% of Population displays the percent of students in each subgroup receiving a suspension. 13.9% of our special education students received a suspension in 2001-02.

Suspensions represent the percent of suspensions given out to each subgroup. 67.9% of suspensions were administered to high school students.

Total Days displays the total number of days missed in 2001-02 because of suspensions. Elementary school students missed a total of 62 days due to suspensions.

District Technology

There are few questions about the importance of the computer when we consider the future lives of students. In every discussion with representatives of business and industry, educators are told students must be computer literate to be prepared for employment and productive lives. Indeed, students in the Clinton Community School District are extremely interested in taking courses that relate to computer applications and information processing as well as systems analysis.

The District Technology Plan for 2001-2002 had two goals:

- 1) Increase the access of teachers to computers in order to communicate rapidly throughout the district and to infuse technology in teaching
- 2) Develop a plan to increase the numbers of computers students can access as a tool for learning.

“...the extent to which we are able to help our students...become information literate determines the quality of their future and that of our global society.”¹²

In the 2001-2002 school year, these actions were completed to advance computer and information literacy in the district:

- Inventory the types and number of computers on teacher desks
- Order enough computers to provide one in every instructional room for teacher use along with a printer
- Pilot hand-held computers for teacher and student use in elementary and high school classrooms
- Assess and enhance connections for schools / teachers to the internet and e-mail programs
- Seek funding for additional hard and soft ware throughout the district
- Continue to sponsor teacher training for student certification programs in CISCO and A+ technician programs
- Restructure the telecommunication systems in the middle and high schools

¹¹ Thompson and Henley. 2000. *Fostering Information Literacy. Connecting National Standards, Goals 2000, and the SCANS Report*. Libraries Unlimited, Inc. Englewood, CO.

Student Activities

		Number of Students Participating		
Grade Levels		1999-2000	2001-02	Change
Clubs/Other	6-12	419	710	69.5%
A/V Club	9-12	17	16	-6%
A/V Club	6-8	--	20	n/a
Academic Pursuit	9-12	6	8	33%
Archery Club	6-8	--	15	n/a
Art Club	9-12	20	24	20%
Art Club	6-8	--	28	n/a
Avid Readers Club	6-8	--	22	n/a
Bowling Club	9-12	34	42	24%
Cheerleading	9-12	50	32	-36%
Chess Club	6-8	--	9	n/a
Colorguard	6-8	--	16	n/a
Dance Club	6-8	--	45	n/a
Foreign Lang Club	9-12	15	15	0%
Future Business Leaders	9-12	54	62	15%
Homework Club	6-8	--	15	n/a
Industrial Tech Club	6-8	20	20	0%
ISU Physics Comp	9-12	5	5	0%
Math Bee	6-8	22	18	-18%
Math Club	9-12	20	20	0%
Math Facts	6-8	--	15	n/a
MOC Club	9-12	20	20	0%
Newspaper	6-8	32	38	19%
Plant Club	6-8	--	20	n/a
SADD	9-12	50	50	0%
Science Club	9-12	25	25	0%
Science Club	6-8	--	50	n/a
Sewing Club	6-8	--	28	n/a
Sign Language Club	6-8	--	10	n/a
Special Olympics	9-12	18	18	0%
Yearbook	6-8	65	66	2%

		Number of Students Participating		
Grade Levels		1999-2000	2001-02	Change
Performing Arts	6-12	1435	1602	11.6%
Acapella Choir	9-12	120	122	2%
Auxillary Squad	9-12	35	35	0%
Band	9-12	244	254	4%
Band	7-8	125	98	-22%
Band	6	80	70	-13%
Children's Theater	9-12	15	15	0%
Chorus	8	85	86	1%
Chorus	6	75	72	-4%
Chorus	7	74	73	-1%
Drama	6-8	--	210	n/a
Fall Play	9-12	80	80	0%
Jazz Band	6-8	70	50	-29%
Jazz Band	9-12	20	25	25%
Jazz I	9-12	26	26	0%
Jazz II	9-12	24	24	0%
Mixed Chorus	9-12	120	122	2%
Musical	9-12	120	120	0%
Orchestra	9-12	42	40	-5%
Pep Band	9-12	80	80	0%

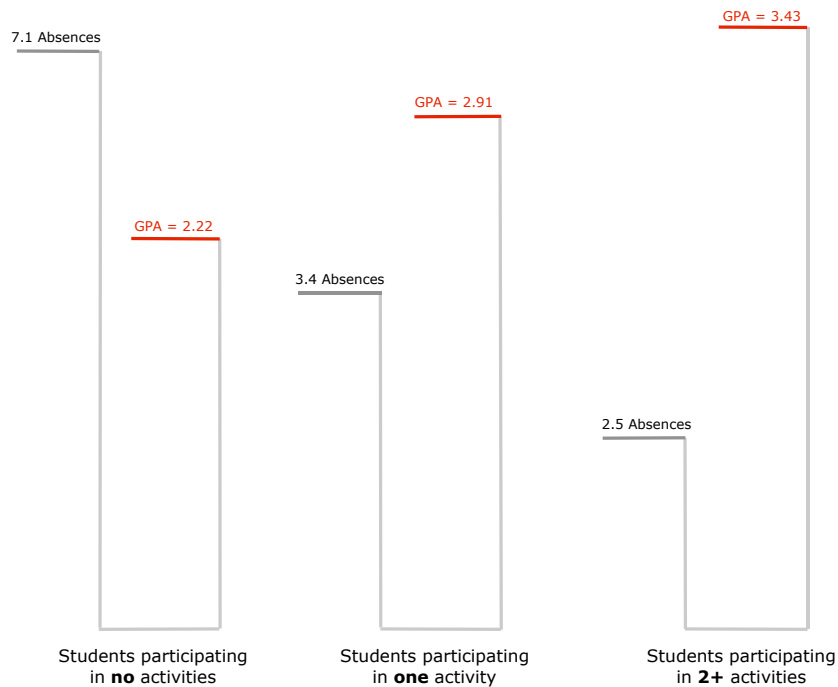
“Adjusting for changes in enrollment, student participation in extracurricular activities increased 7.3% since 2000.”¹³

¹³ Based on participation counts and district enrollment data in grades 6-12

Student Athletics

Participation in extracurricular activities is an important component of a quality education. District research has shown that students who participate in extracurricular activities miss fewer days of class each year and earn higher grade point averages.

Absences & GPA for Students Participating in Extracurricular Activities



	Grade Levels	Number of Students Participating		
		1999-2000	2001-02	% Change
Sports	6-12	1846	1875	1.6%
Baseball	9-12	30	51	70%
Boy's Basketball	9-12	51	70	37%
Boy's Basketball	7-8	131	109	-17%
Girl's Basketball	9-12	48	56	17%
Girl's Basketball	7-8	117	101	-14%
Boy's Cross Country	9-12	18	23	28%
Girl's Cross Country	9-12	16	19	19%
Football	9-12	129	136	5%
Football	8	59	57	-3%
Boy's Golf	9-12	16	16	0%
Girl's Golf	9-12	14	21	50%
Boy's Soccer	9-12	58	37	-36%
Girl's Soccer	9-12	62	42	-32%
Softball	9-12	33	36	9%
Boy's Swimming	9-12	22	21	-5%
Girl's Swimming	9-12	28	34	21%
Boy's Tennis	9-12	56	40	-29%
Girl's Tennis	9-12	113	133	18%
Boy's Track	9-12	83	93	12%
Boy's Track	7-8	98	103	5%
Girl's Track	9-12	63	49	-22%
Girl's Track	7-8	115	104	-10%
Volleyball	9-12	67	73	9%
Volleyball	7-8	136	128	-6%
Wrestling	9-12	29	60	107%
Wrestling	7-8	35	51	46%
Intramural Basketball	6	75	64	-15%
Intramural Swimming	6-8	40	40	0%
Intramural Tennis	6-8	--	20	--
Intramural Track	6	50	48	-4%
Intramural Volleyball	6	24	35	46%
Intramural Wrestling	7-8	30	25	-17%

Building-level Data

		Reading			Mathematics			Science				
		Low	Intermediate	High □	Low	Intermediate	High □	Low	Intermediate	High		
Bluff 4th Grade	1997-99	38.6%	57.4%	4.0%	40.1%	50.9%	9.1%	--	--	--	1997-99	Bluff 4th Grade
	1998-00	44.0%	49.4%	6.6%	38.5%	53.7%	7.9%	42.7%	48.1%	9.3%	1998-00	
	1999-01	46.7%	48.4%	5.0%	35.9%	55.6%	8.5%	45.3%	50.8%	3.9%	1999-01	
	2000-02	35.4%	57.6%	7.1% □	36.1%	54.3%	9.7% □	31.5%	61.1%	7.5%	2000-02	
Buell 4th Grade	1997-99	18.5%	65.2%	16.4%	13.4%	66.7%	20.0%	--	--	--	1997-99	Buell 4th Grade
	1998-00	20.7%	64.8%	14.6%	14.2%	68.0%	17.9%	24.2%	60.3%	15.5%	1998-00	
	1999-01	29.8%	62.5%	7.7%	23.4%	68.0%	8.7%	32.4%	56.4%	11.2%	1999-01	
	2000-02	26.8%	61.8%	11.5% □	28.0%	61.6%	10.4% □	26.0%	53.3%	20.7%	2000-02	
Harding 4th Grade	1997-99	20.9%	68.8%	10.4%	10.3%	69.3%	20.5%	--	--	--	1997-99	Harding 4th Grade
	1998-00	20.9%	67.3%	11.9%	11.3%	66.3%	22.5%	23.4%	67.6%	9.0%	1998-00	
	1999-01	22.5%	67.9%	9.6%	13.4%	70.4%	16.3%	27.1%	68.3%	4.6%	1999-01	
	2000-02	14.6%	72.9%	12.5% □	10.5%	66.7%	22.9% □	14.6%	68.7%	16.7%	2000-02	
Horace Mann 4th Grade	1997-99	35.6%	56.2%	8.3%	35.7%	56.2%	8.2%	--	--	--	1997-99	Horace Mann 4th Grade
	1998-00	35.6%	55.2%	9.3%	38.3%	56.7%	5.1%	43.3%	49.6%	7.1%	1998-00	
	1999-01	49.1%	49.0%	2.0%	45.2%	51.4%	3.4%	57.4%	40.6%	2.0%	1999-01	
	2000-02	36.9%	54.5%	8.7% □	39.6%	55.8%	4.7% □	34.9%	53.1%	12.0%	2000-02	
Jefferson 4th Grade	1997-99	53.2%	43.3%	3.6%	45.9%	51.5%	2.6%	--	--	--	1997-99	Jefferson 4th Grade
	1998-00	54.1%	41.2%	4.7%	49.5%	45.9%	4.7%	47.3%	48.9%	3.8%	1998-00	
	1999-01	46.9%	49.2%	3.9%	49.0%	47.6%	3.5%	45.8%	50.6%	3.7%	1999-01	
	2000-02	40.1%	55.7%	4.2% □	52.2%	45.7%	2.2% □	34.6%	59.1%	6.4%	2000-02	
Whittier 4th Grade	1997-99	28.9%	62.3%	8.9%	30.0%	54.0%	16.1%	--	--	--	1997-99	Whittier 4th Grade
	1998-00	29.9%	57.7%	12.4%	22.2%	57.3%	20.5%	25.0%	56.1%	18.9%	1998-00	
	1999-01	28.3%	57.4%	14.4%	23.3%	58.3%	18.4%	29.4%	50.7%	20.0%	1999-01	
	2000-02	28.0%	57.1%	15.0% □	30.5%	54.4%	15.1% □	33.9%	51.9%	14.2%	2000-02	
Lyons 8th Grade	1997-99	37.3%	54.3%	8.4%	32.7%	56.6%	10.8%	--	--	--	1997-99	Lyons 8th Grade
	1998-00	30.5%	57.0%	12.5%	28.7%	61.8%	9.6%	25.0%	64.9%	10.2%	1998-00	
	1999-01	34.6%	52.4%	13.1%	34.0%	55.7%	10.4%	30.9%	59.7%	9.4%	1999-01	
	2000-02	35.9%	52.4%	11.8% □	33.4%	52.4%	14.3% □	33.3%	53.9%	12.8%	2000-02	
Washington 8th Grade	1997-99	37.9%	52.6%	9.6%	33.4%	56.4%	10.3%	--	--	--	1997-99	Washington 8th Grade
	1998-00	36.5%	55.3%	8.2%	30.5%	59.7%	9.9%	37.6%	52.9%	9.6%	1998-00	
	1999-01	37.2%	55.3%	7.6%	28.1%	63.1%	8.9%	36.8%	53.2%	10.1%	1999-01	
	2000-02	38.0%	53.3%	8.8% □	32.9%	58.1%	9.0% □	33.2%	52.0%	14.9%	2000-02	