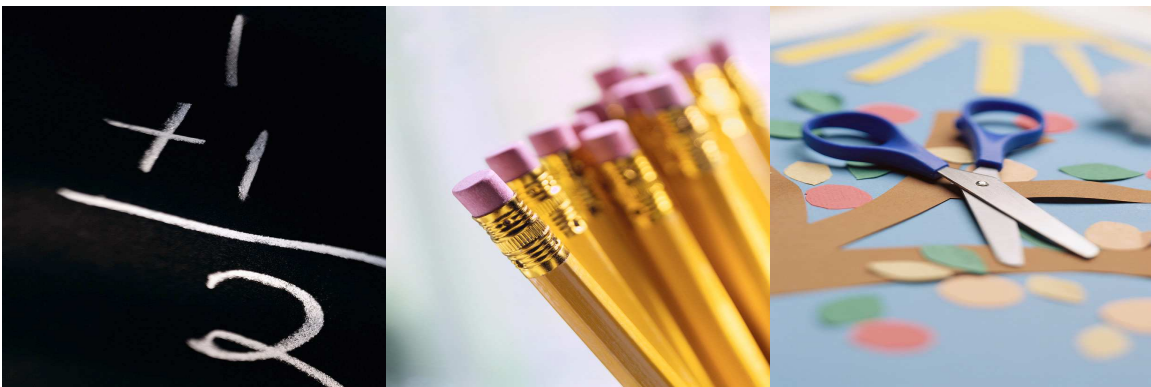




West Branch Schools
Annual
Progress
Report
2009



WBCS ANNUAL PROGRESS REPORT

2009

The Annual Progress Report (APR) for the West Branch Community School District is published from the central office with the data collections being accomplished by each of the buildings at West Branch Community School District, 148 Oliphant St., West Branch, IA, 52358 and submitted to the Iowa Department of Education.

Four copies of this report are being sent to the Iowa Department of Education along with several reports to the staff and community.

Copies of this document will be available at each of the buildings, public library, newspaper office, and the central office.

West Branch Community School District serves 785 students including open enrollment students in Cedar and Johnson Counties.

For more information about West Branch School District please visit us on the internet at: www.west-branch.k12.ia.us.

Inside this issue:

Statement of Purpose	2
The Mission Statement	3
Beliefs	3
Student Learning Goals	4
Long Range Goals	4
Annual Improvement	5
Evidence of Quality	6

Special points of interest:

- Trend Line Data
- Academic Growth Information
- ACT Results 2009
- Post-Secondary Information
- Drop Out Data 2008-09
- Average Daily Attendance
- Annual Progress Reports

STATEMENT OF PURPOSE

While it is true, testing is becoming a very visible source of determining school quality. We must emphasize...testing is only a small part of how we determine quality. Our reason for existing is to constantly seek improvement and to educate the whole child. This means we help our young people realize their dreams, connect what they learn to the outside world, and link their learning in the classroom to real life situations. Improvement may mean we have to change the way we educate our youth. It is our hope that our efforts within the West Branch Community School will indeed make a difference in the years to come.

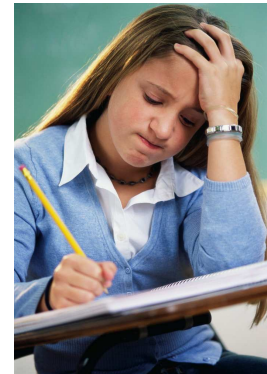


THE MISSION STATEMENT

The West Branch Community School District creates a collaborative partnership through students, family, teachers, staff, and community, while providing appropriate learning opportunities to meet the needs of all students so they can become effective community members.

"If you look you will find that from our educational system there comes every year a host of stimulated minds. They bring new scientific discoveries, new inventories, and new ideas. It is true that they revolutionize our daily lives."

-President Herbert Hoover



Beliefs

1) A quality school system is responsive and accountable; and requires fair treatment, honesty and respect.

2) Learning and teaching are the responsibilities of every individual in the community.



3) All students are valued and important.

4) All students are able to learn.

5) It is important to have positive relationships among students, staff and parents because it is a critical role in meeting the learning needs of all students.



STUDENT LEARNING GOALS

We will focus all efforts to help each student develop the knowledge and experience to:

- Read and communicate effectively.
- Achieve the basic skills for continued learning in math, science and technology.
- Think critically and creatively to solve problems.
- Expand positive self-concept, respect for others and healthy behavior patterns.
- Work effectively in groups as well as individually.
- Participate in the arts.
- Attain ethical, social, civic, economic, global and environmental responsibility.
- Be flexible in order to adapt to a changing environment and society.



The primary purpose of data is to guide instruction and improve learning.

LONG RANGE GOALS

By the end of the 2009-10 school year, the West Branch Community School District will demonstrate improvement, within a standard measure of error, in the percentage of students who are proficient in Mathematics for grades 4, 8, and 11 as assessed with the ITBS/ITED.

By the end of the 2009-10 school year, the West Branch Community School District will demonstrate improvement, within a standard measure of error, in the percentage of students who are proficient in Reading Comprehension for grades 4, 8, and 11 as assessed with the ITBS/ITED.

By the end of the 2009-10 school year, the West Branch Community School District will demonstrate improvement, within a standard measure of error, in the percentage of students who are proficient in Science for grades 4, 8, and 11 as assessed with the ITBS/ITED.



A teacher effects eternity; he can never tell where his influence stops.

-- Henry Adams



2008-09 ANNUAL IMPROVEMENT GOAL RESULTS

Reading: Our goal was to have a cohort group of sixth graders (2008-2009) increase the percent proficient on the Vocabulary total of the Iowa Test of Basic Skills as compared to the sixth graders of 2007-2008. The 2008-09 percent proficient was 86.5% while the 2007-08 score was 64.1% proficient..

Math: Our goal was to have a cohort group of eighth graders (2008-2009) increase the percent proficient on the Math total of the Iowa Test of Basic Skills as compared to eighth graders of 2007-2008. The 2008-09 percent proficient was 85.6% while the 2007-08 score was 67.9% proficient.

Science: Our goal was to have a cohort group of sixth graders (2008-2009) increase the percent proficient in the Science total of the Iowa Test of Basic Skills as compared to the sixth graders of 2007-2008. The 2008-09 percent proficient was 94.2% while the 2007-08 was 70% proficient.

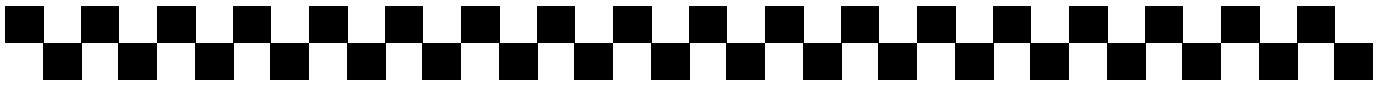
ANNUAL IMPROVEMENT GOALS (2009-10)

*Education is the most powerful weapon which
you can use to change the world.*
- Nelson Mandela

Science: The 7th grade (2009-10) will increase the percent proficient in the Science total of the Iowa Test of Basic Skills as compared to the 7th grade of 2008-09. The 7th grade 2008-2009 percent proficient was 71.4% proficient.

Math: The 7th grade class (2009-2010) will increase the percent proficient on the Math total of the Iowa Test of Basic Skills as compared to the 7th grade class (2008-2009.) The 7th grade of 2008-2009 percent proficient was 61.9% proficient.

Reading Comprehension: The 7th grade (2009-2010) will increase the percent proficient in Reading Comprehension on the Iowa Test of Basic Skills as compared to the 7th grade (2008-2009). The 7th grade of 2008-2009 percent proficient was 63.6% proficient.



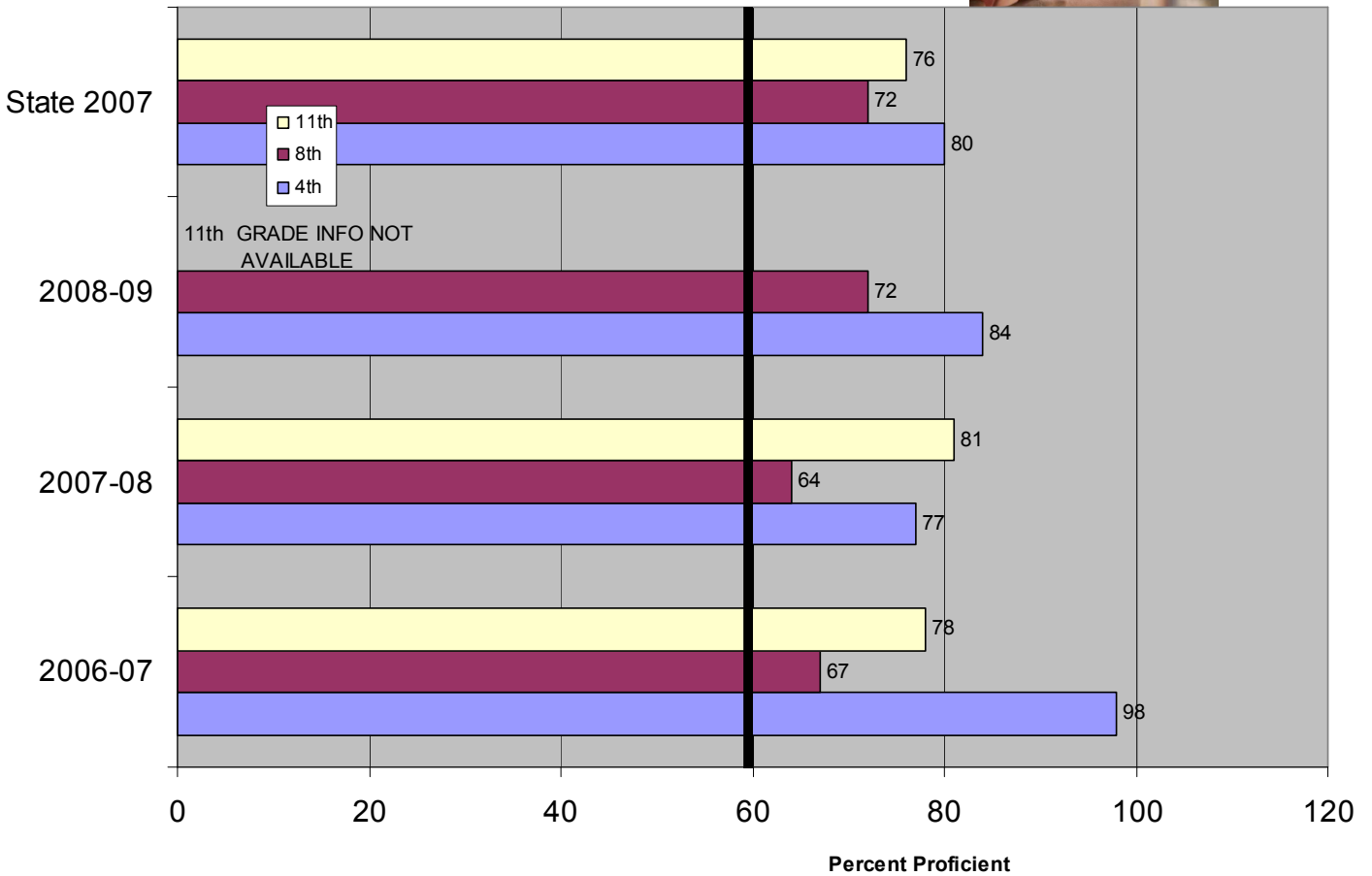
EVIDENCE OF QUALITY

The 2008-09 information below contains results from the 4th, 8th, and 11th grade students within the district. The source of this information comes from the Iowa Test of Basic Skills and the Iowa Tests of Educational Development. The black line on each of the graphs indicates the percentage of students nationally who are proficient in each of these subject areas and grade levels.

*Education is not preparation for life;
education is life itself.*
- John Dewey

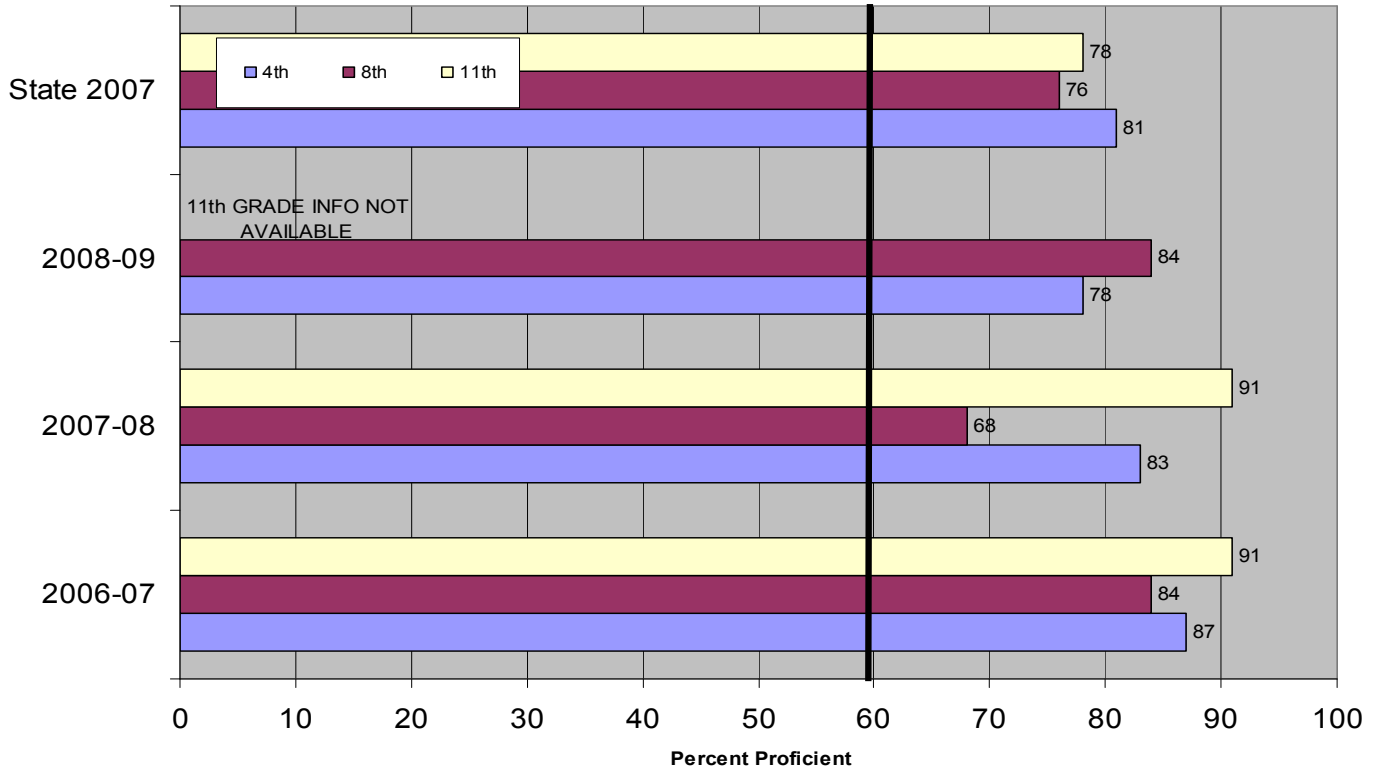


Reading Scores 2008-09

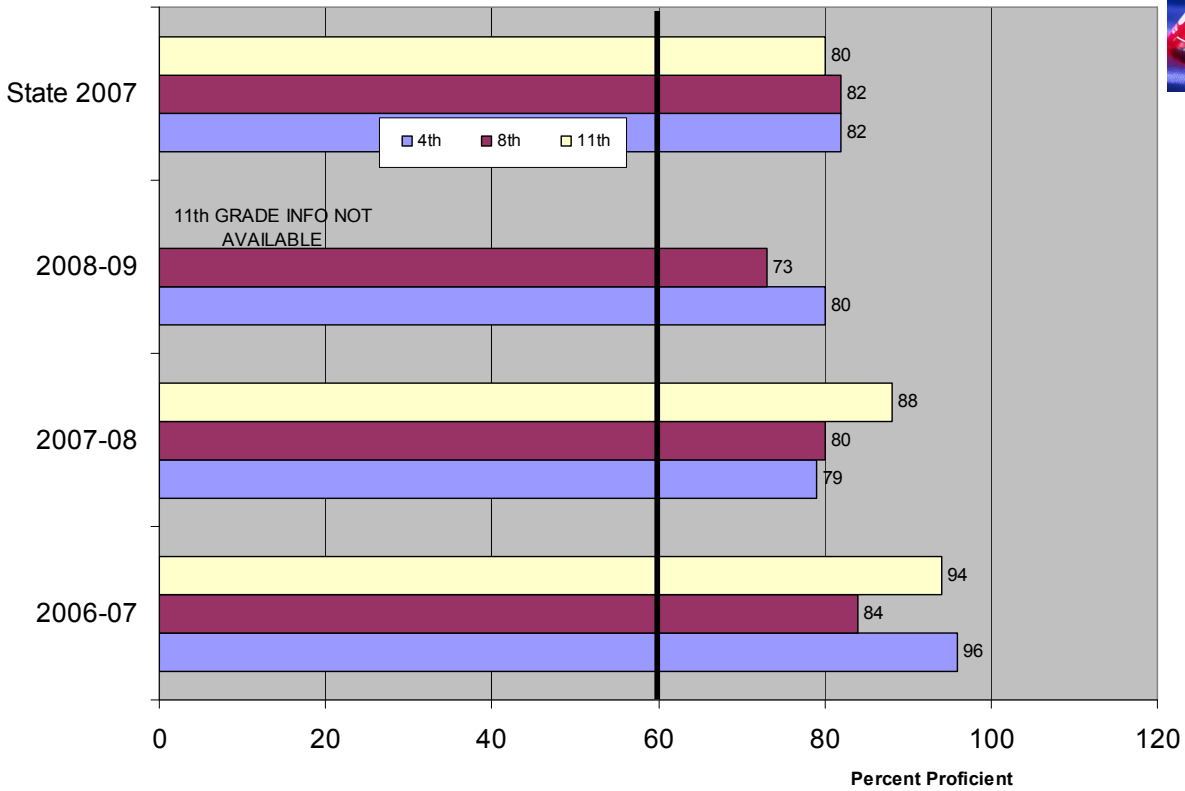


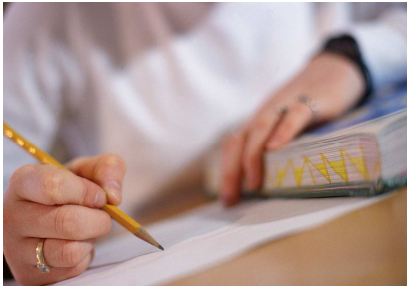
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Math Scores 2008-09



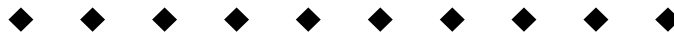
Science Scores 2008-09





Trend Line Data

Trend line data provides us with a quick look at how one class of students compares to another. This information is again based upon the ITBS and ITED scores over the last three years. The information is disaggregated by gender only since the West Branch Community School District does not have more than 10 students in each of the disaggregated categories as designated by the Department of Education. These categories include ethnicity, socioeconomic status, disability, migrant students, and English Language Learners.



All Students Reading				Female Reading				Male Reading			
	4	8	11		4	8	11		4	8	11
05-'06	70	71	81	05-'06	69	70	79	05-'06	71	72	83
06-'07	98	67	78	06-'07	97	76	90	06-'07	100	65	75
07-08	77	64	81	07-08	78	56	79	07-08	76	72	83
08-09	84	72	N/A	08-09	75	77	N/A	08-09	95	66	N/A
Math				Math				Math			
	4	8	11		4	8	11		4	8	11
05-'06	71	76	87	05-'06	72	73	91	05-'06	71	78	83
06-'07	88	84	91	06-'07	90	90	87	06-'07	84	77	96
07-08	83	68	91	07-08	81	59	96	07-08	86	76	88
08-09	78	84	N/A	08-09	75	86	N/A	08-09	81	83	N/A
Science				Science				Science			
	4	8	11		4	8	11		4	8	11
05-'06	80	82	85	05-'06	75	87	91	05-'06	85	78	79
06-'07	96	84	94	06-'07	97	93	93	06-'07	95	73	96
07-08	79	80	88	07-08	78	70	96	07-08	81	90	83
08-09	80	73	N/A	08-09	79	74	N/A	08-09	81	72	N/A

Academic Growth Information

TRENDLINE DATA BY COHORT GROUP

Percent Proficient according to National Percentile Rank

The information in the table below presents us with academic growth information by proficiencies from the ITBS and ITED. With academic growth, we are comparing a class with itself (cohort) as they progress through school. Please keep in mind there are many students who move in and out over this period of time. The majority of students will remain stable as they proceed through our K-12 system.



Reading Comprehension

	05	06	07	08
11th Grade (2010)	82		81	NA
10th Grade (2011)	71	74		NA
9th Grade (2012)	69	67	77	72
8th Grade (2013)	64	68	64	63
7th Grade (2014)	87	70	73	78
6th Grade (2015)	70	70	60	90
5th Grade (2016)		98	93	84
4th Grade (2017)			77	78

Mathematics

	05	06	07	08
11th Grade (2010)	86		91	NA
10th Grade (2011)	76	86		NA
9th Grade (2012)	81	84	89	84
8th Grade (2013)	84	86	68	60
7th Grade (2014)	90	77	78	81
6th Grade (2015)	71	83	70	88
5th Grade (2016)		88	94	78
4th Grade (2017)			83	78

Science

	05	06	07	08
11th Grade (2010)	92		88	NA
10th Grade (2011)	82	82		NA
9th Grade (2012)	83	84	87	73
8th Grade (2013)	76	71	80	71
7th Grade (2014)	89	81	87	93
6th Grade (2015)	80	80	70	84
5th Grade (2016)		96	96	80
4th Grade (2017)			79	76



ACT results

The ACT taken by the majority of our juniors and seniors are intended to be a projection of college success. Colleges use these scores as one criterion for determining college success. As with any test or assessment, it is one ingredient in determining success in college. Of the 71 students who took the ACT in 2008-09, 41 of those students scored a composite of 20 or above. The score of 20 is the cut score for probable success in college. In summary, 57.7% of the students who took the ACT in 2008-09 have scores that indicate a high probability to succeed in college.



Post-Secondary Information

GRADUATES INTENTIONS

There is some valuable information for the school district that comes from the graduates as they depart the K-12 school system. This is information beyond assessment and gives us some knowledge about what the students have taken with them as they fulfill their futures. Listed below is some of that information.

The core courses are classes students take for college preparation. Even though many take core classes to improve reading, problem-solving, critical thinking, application and synthesizing skills, they may not desire a four-year college education. There are certainly great opportunities with a four-year degree. As a district, we strongly encourage all graduates to seek post-secondary education in the field of their interest and desire.

	Instate	Out of State	Intentions %
4 year public college	15	1	29.1%
4 year private college	4	0	7.27%
Community College	28	0	50.91%
Military Service	3	0	5.45%
Employment	2	0	3.64%
Job Corps/AmeriCorps	2	0	3.64%
Unknown Plans	0	0	0.00%
	54	1	100.0%

Graduates College Bound	87.28%
Graduates with Core Courses	54
Graduation Rate	100%
State Graduation Rate	90.50%

Drop Out Data

Drop out information can be very confusing. In this particular section, drop out rate is calculated by identifying those students who have stopped attending school in grades 7-12 during the 2008-09 school year. In West Branch Community Schools we have a very low drop out rate as you can see from the chart below.

Drop Out Data 2008-09 (7-12)

	Grades 7-8	Grades 9-10	Grades 11-12	% Drops
Females	0	0	0	0.0%
Males	0	1	1	1.1%
Race/Ethnicity	0	0	0	0.0%
Disability (IEP)	0	0	0	0.0%
Totals	0	1	1	0.54%

Total 7-12 Stu- 369
Total 7-12 Female Students* 182

Total 7-12 Male 187

Drop Out Rate 0.54%
Statewide Dropout Rate (2007) 2.85%

* Enrollment taken from the October 1, 2008 head count.

Average Daily Attendance (ADA)

An additional academic indicator is the attendance of students. Common sense and research tells us that students need to be in school to excel in the classroom or to fulfill their individual potential. The data we provide is the average daily attendance within our district of K-8 students. According to the Department of Education and No Child Left Behind (NCLB), we need to compare our attendance record with that of our state. Our ADA in the West Branch Community Schools is 95.83% in the K-8 area for the 2007-08 school year. This compares to 95.9% in the state of Iowa for the 2005-06 school year. The 2006-07 K-12 attendance was 94.3%.



Annual Progress Reports

In the legislation of NCLB (No Child Left Behind) every school has been urged to improve the level of learning in the areas of reading, math and science. The information below shows the scores from ITBS and ITED as they relate to the states trajectory.

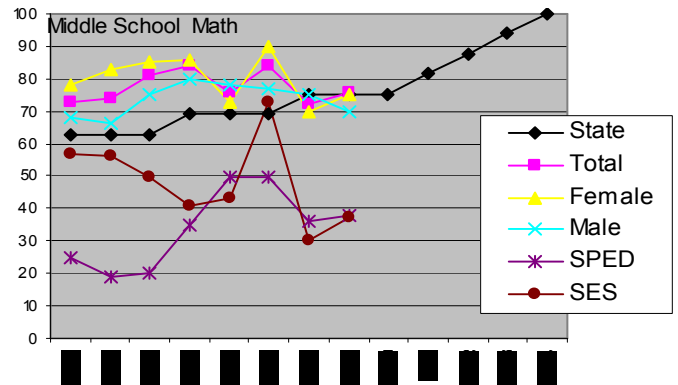
The State of Iowa trajectory is a long term goal to reach NCLB level of having all students proficient in reading, math and science. This goal is shown on the charts as an increasing slope to reach the ultimate goal of 100% proficiency. Simply, we have to stay above the line to meet the requirements of NCLB.

Small districts may have some difficulty in this effort because our small numbers can be affected by one or two students.

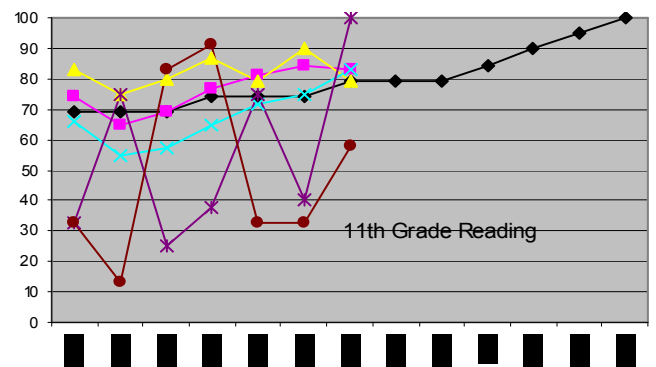
Elementary Reading

Percent Proficient

Middle School Reading



Percent Proficient



Percent Proficient