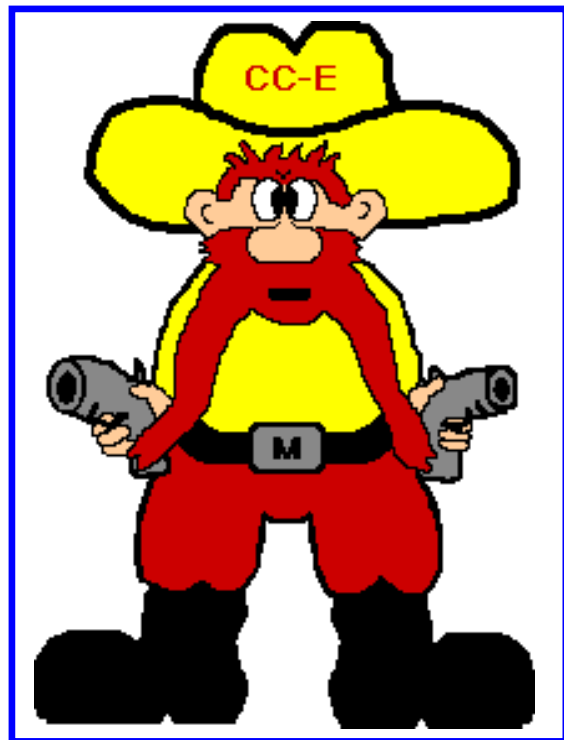




School Goals

- All K-12 students will be proficient in reading by 2013-14
- All K-12 students will be proficient in math by 2013-14
- All K-12 students will be proficient in science by 2013-14
- All K-12 students will be able to access, process, organize, communicate, and evaluate information and demonstrate responsible use of technology in all content areas
- All students will experience a climate of respect and success at school
- The Clay Central-Everyly School District will develop a standards-based curriculum

Clay Central-Everyly Community School District 2004-2005



Annual Performance Report

Vision: The Clay Central-Everyly School District will become the best, most effective school of choice for parents and students in Northwest, Iowa.

Letter from the Superintendent:

The purpose of our annual progress report is to provide you with the information we use to make decisions to support the continuous improvement of our school and our students. Besides meeting the new requirements of the No Child Left Behind legislation, we will show you what students and staff are doing that is special and unique to our schools and of what we are so very proud.

The Iowa Tests (ITBS at 3-8 and ITED at 9-12) are one of the assessments we use to determine how are students are performing in reading, math, science and social studies. A **proficient student** scores at the **41 percentile** or above. Take a moment to review your child’s scores to determine if they are proficient in the areas tested. It is the practice of the Clay Central Everly Community School District to test all students. We also use other assessments to determine the progress of our students. Assessments results are included from several of these assessments as well. The report is arranged around our five school improvement goals. We welcome your response to this report!

What you need to know about Iowa Tests:

A standard error of measure (SEM) is an estimate of possible error associated with an individual student’s test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student’s true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student’s true test score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM’s are presented in ranges, indicating where the student’s true score would likely fall (see table below).

| | Reading Comprehension | | | Mathematics | | |
|--|-----------------------|---------|----------|-------------|---------|----------|
| | Grade 4 | Grade 8 | Grade 11 | Grade 4 | Grade 8 | Grade 11 |
| 41st Percentile (Fall Testing) | 27-55 | 31-51 | 28-56 | 26-58 | 26-55 | 28-56 |
| 41st Percentile (Mid-year Testing) | 27-53 | 31-51 | 30-53 | 26-56 | 27-55 | 27-55 |
| 41st Percentile (Spring Testing) | 30-53 | 31-51 | 30-53 | 28-56 | 28-54 | 26-55 |
| 90th Percentile (Fall Testing) | 81-96 | 82-95 | 83-94 | 80-96 | 81-96 | 83-94 |
| 90th Percentile (Mid-year Testing) | 81-96 | 84-95 | 83-94 | 79-97 | 82-95 | 83-91 |
| 90th Percentile (Spring Testing) | 80-95 | 83-95 | 84-94 | 79-97 | 83-96 | 83-95 |

A Picture of What We Look Like Today

Kindergarten-12th Grade

| Enrollment | North Elementary | South Elementary | Middle School | High School |
|---------------------|------------------|------------------|---------------|-------------|
| Students | 86 | 79 | 106 | 162 |
| Teachers | 9.25 | 11.6 | 9.25 | 14.63 |
| Administrators | .5 | .5 | .5 | .5 |
| Instructional Aides | 1 | 4.3 | 0 | 0 |
| Classroom Support | 5.6 | 5.6 | 5.6 | 5.6 |

Today the Clay Central-Everyly School District has 433 students attending classes in our two buildings. During the 1997-1998 school year we had 570 students attending classes in our two buildings. This reduction in students has placed a strain on our district's budget. It is increasingly more difficult to provide the same program our communities deserve and expect, while meeting the demands of increased costs with reduced funding.

Special Programs

| Number of Students | Elementary | Middle School | High School |
|---------------------------------------|------------|---------------|-------------|
| Gifted & Talented | 27 | 22 | 14 |
| Special Education | 16 | 15 | 13 |
| Bilingual & English Language Learners | 0 | 0 | 0 |
| Alternative High School | | | 3 |

Preschool Program

The CC-E School District offers a preschool program for all students that turn 4 by September 15. In addition to a tuition in program for all students we offer an ECSE program for students identified with developmental problems. We have found our pre-school program to be a very successful addition to our educational program.

| North Site Preschool | South Site Preschool | ECSE |
|----------------------|----------------------|------|
| 14 | 13 | 3 |

Comprehensive School Improvement Goals

Reading:

Long-range Goal: All students will be proficient in reading by the year 2013-14.

Annual Goal: Increase the percentage of 11th grade students proficient in reading as measured by Iowa Tests of Educational Development

Mathematics:

Long-range Goal: All students will be proficient in math by the year 2013-14.

Annual Goal: Increase the percentage of 4th grade males proficient in math as measured by Iowa Tests of Basic Skills

Science:

Long-range Goal: All students will be proficient in science by the year 2013-14.

Annual Goal: Increase the percentage of 8th grade females proficient in science as measured by Iowa Tests of Basic Skills.

Technology:

Long-range Goal: Students graduating from Clay Central - Everly will be able to access, process, organize, communicate, and evaluate information, and demonstrate responsible use in utilizing technology.

Character Education:

Long-range Goal: All students will experience an environment of respect and success at school.

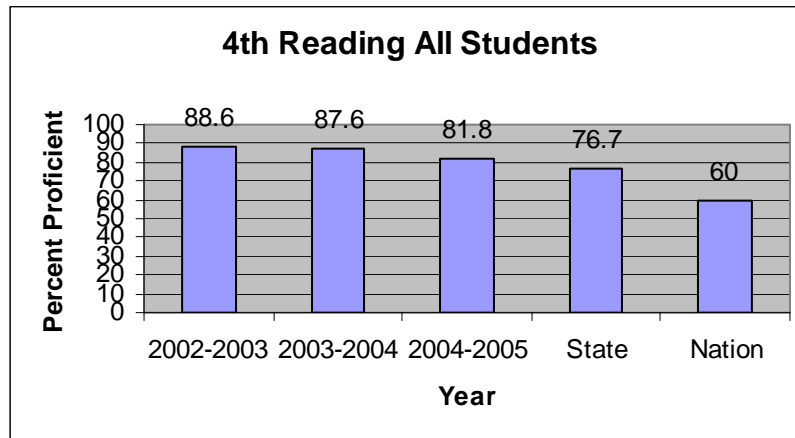
Curriculum:

Long-range Goal: The Clay Central-Everly School District will develop a standard-based Curriculum.

How are our students performing in Reading?

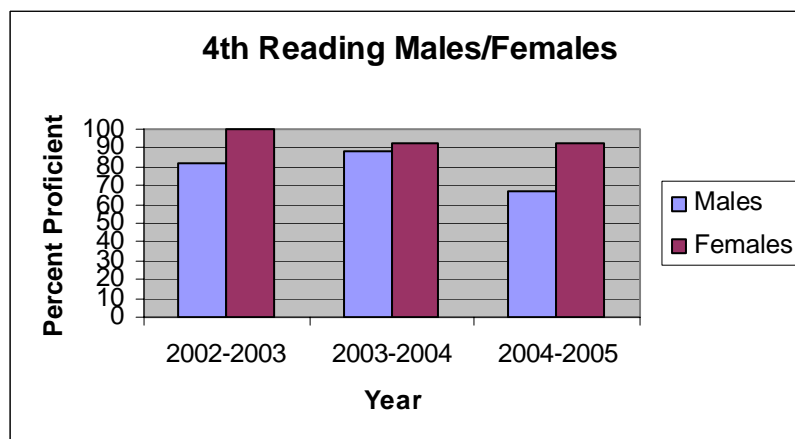
Goal: All K-12 students will be proficient in reading by the year 2013-14.

4th Grade Reading:



Our students continue to score above the State and Nation in Reading Comprehension at the 4th grade level. One of the most exciting improvements our district has been involved in is the Reading Excellence Act and the Roy J. Carver Charitable Trust Grant. These monies have enabled us to institute a reading program that places students in reading instruction at the level they need, when they need it.

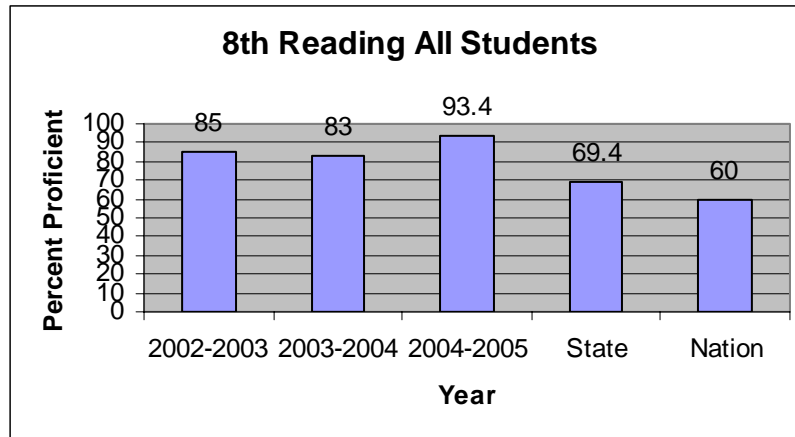
Reading subgroup data by gender:



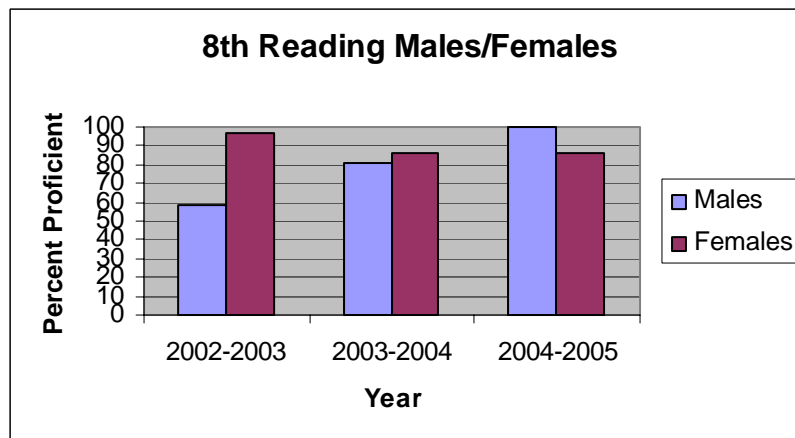
Starting in the 2005-2006 school year, we will report out on all students in grades 3, 4, and 5.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

8th Grade Reading:



8th reading subgroup gender data:

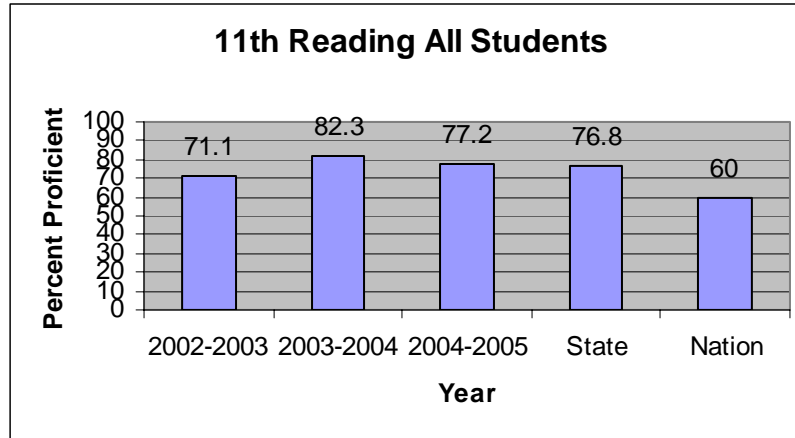


Our reading scores are well above the state and nation at the 8th grade! At the middle school summarizing and note taking have been the focus for two years; we will continue to emphasize these research-based strategies.

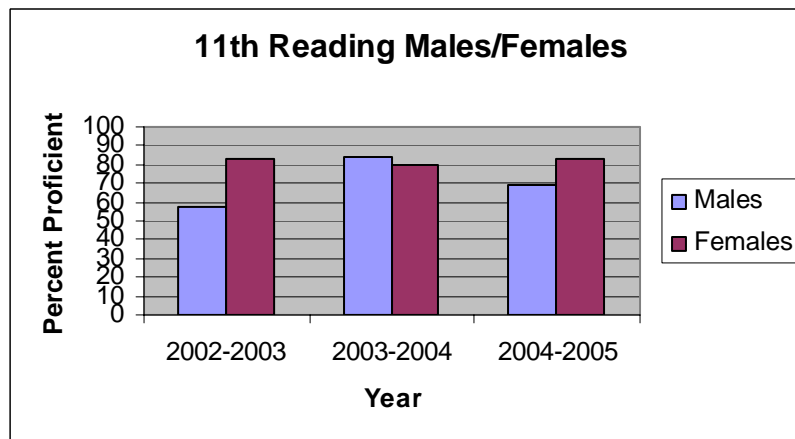
Starting in the 2005-2006 school year, we will report out on all students in grades 6, 7, and 8.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

11th Grade Reading:



11th reading subgroup gender data:



Our reading scores at the 11th grade are above the state and nation. Last year the high school began focusing on reading strategies across the content areas. This will continue to be the focus during the 2005-2006 school year.

Annual reading goal: Increase the percent of students that are proficient in reading at the 11th grade as measured by Iowa Tests of Educational Development.

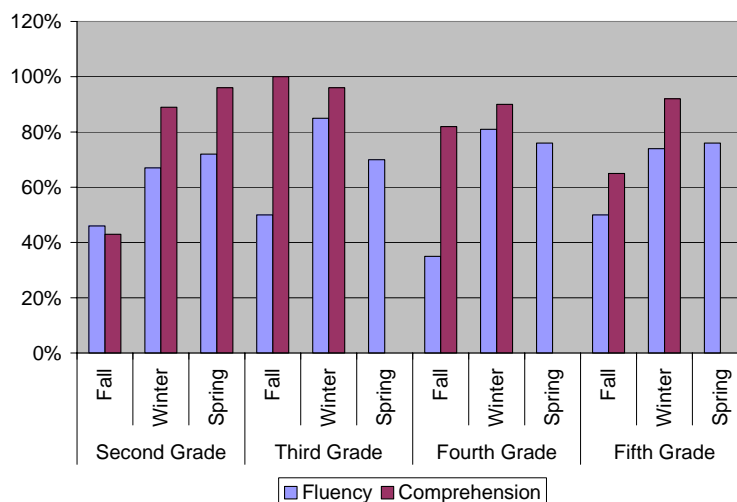
Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

Multiple assessments in Reading

Many other reading assessments are used to determine how well your child is reading. Among those given is the Basic Reading Inventory and DIBELS a test for phonemic awareness at the elementary level. This year the Scholastic Reading Inventory will be given to middle school and high school students.

Early Intervention Goal: Students in grades K-5 will annually demonstrate continuous improvement from fall to spring in fluency and comprehension, as measured by the BRI.

Here are the results of the Basic Reading Inventory for our elementary students. It measures reading fluency and comprehension. We are proud of how well our students improve during the year!



At the Middle School (6-8) STAR reading is used to assess all students in comprehension.

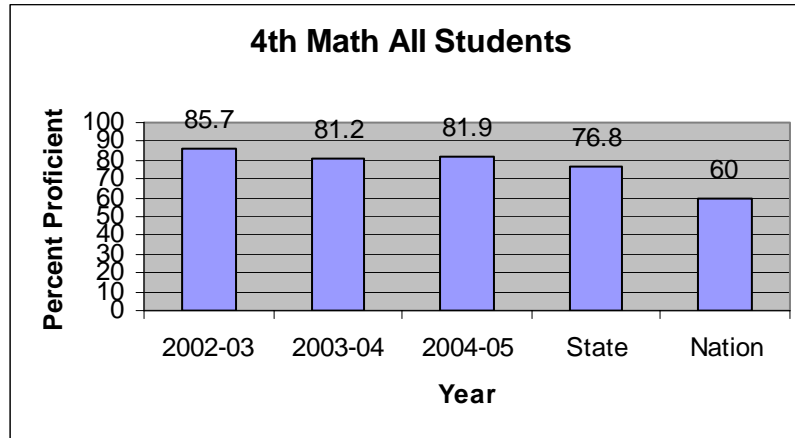
6th Graders = 78% Proficient; 7th Graders = 76% Proficient; 8th Graders = 87% Proficient

At the High School juniors are also assessed in reading using a local benchmark assessment. Local proficiency is defined as scoring at or above the 65 percent.
11th Graders = 82.9% Proficient

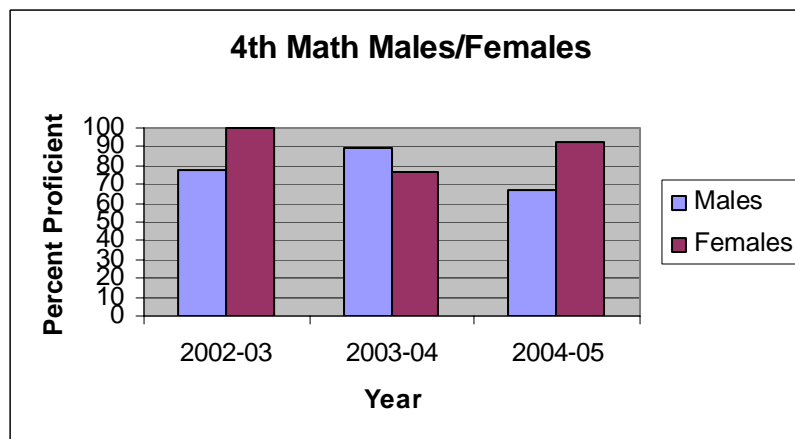
How are our students performing in Math:

Goal: All K-12 students will be proficient in math by the year 2013-14

4th Grade Math:



4th math subgroup gender data:



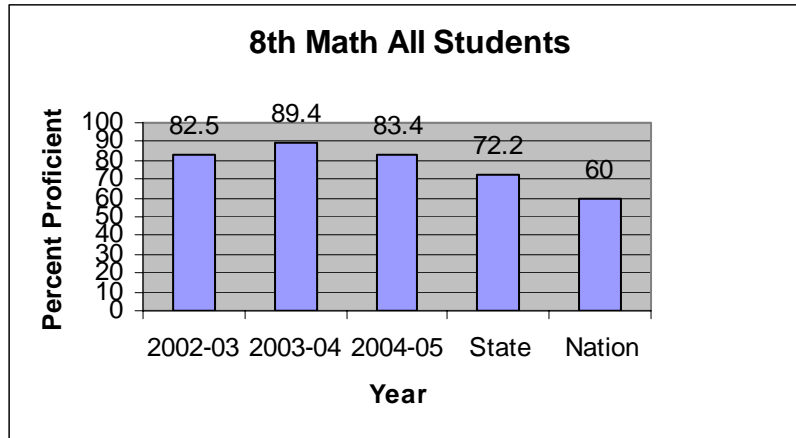
Our 4th graders score above the state and nation. The gender trend indicates a need to focus on males' achievement in math.

Annual Goal: Increase the percent of 4th grade males proficient in math as measured by ITBS.

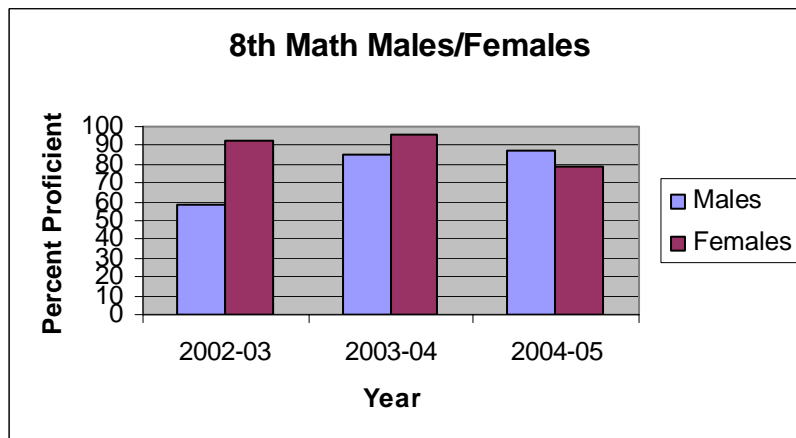
Starting in the 2005-2006 school year, we will report out on all students in grades 6, 7, and 8.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

8th Grade Math



8th math subgroup gender data:

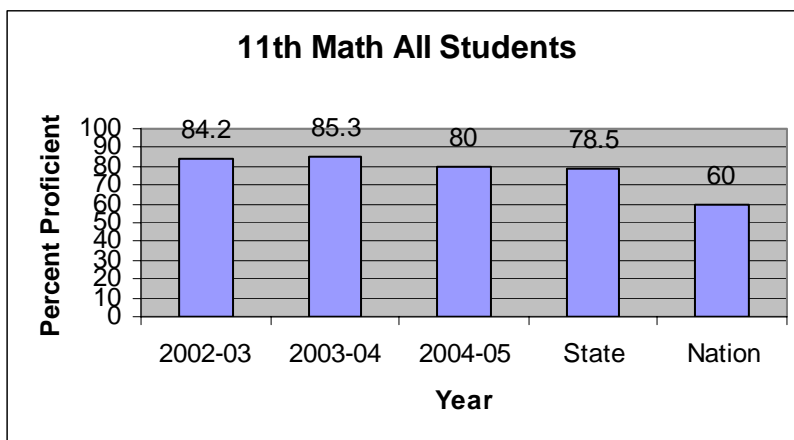


Our 8th graders score above the state and nation. The gender gap present three years ago has been closed.

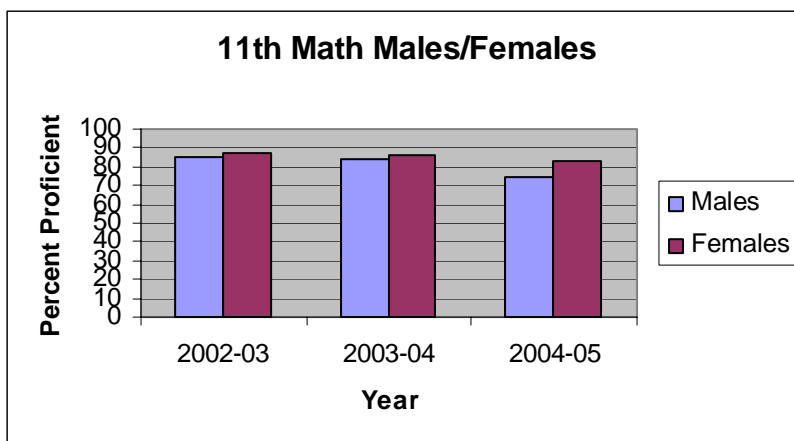
Starting in 2005-2006, we will report out on all students in grades 6, 7, and 8.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

11th Grade Math:



11th math subgroup gender data:



Our students score above the state and nation at 11th grade in math. There is no significant gap between the achievement scores of our males and females.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

Multiple Assessments in Math

The Iowa Tests of Basic Skills are only one assessment we use to determine how well our students are performing in math. The middle school and high school have developed benchmark assessments to further inform us about how are students are performing on classroom instruction.

Proficiency at the local level is defined in terms of the percent of students who score at the 65% or better on the benchmark assessment.

8th Grade Benchmark Assessment: 80% of our students scored at the 65 percent or better.

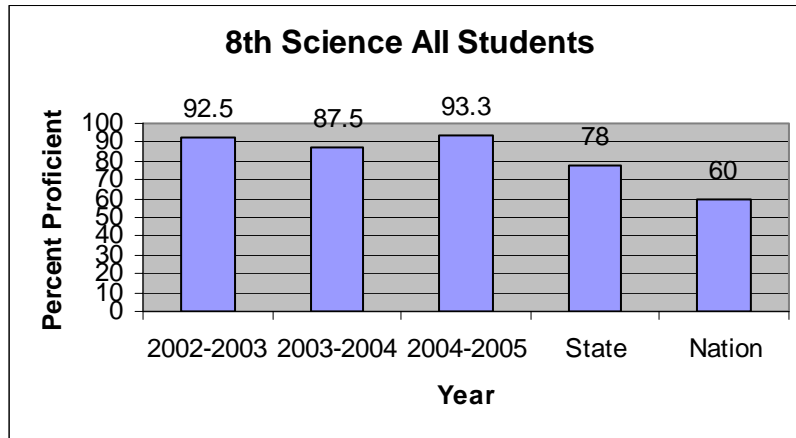
11th Grade Benchmark Assessment: 82.9% of our students scored at the 65 percent or better.

2005-2006 Annual Improvement Goal: Increase the percent of 4th grade males who are proficient in math as measured by the ITBS.

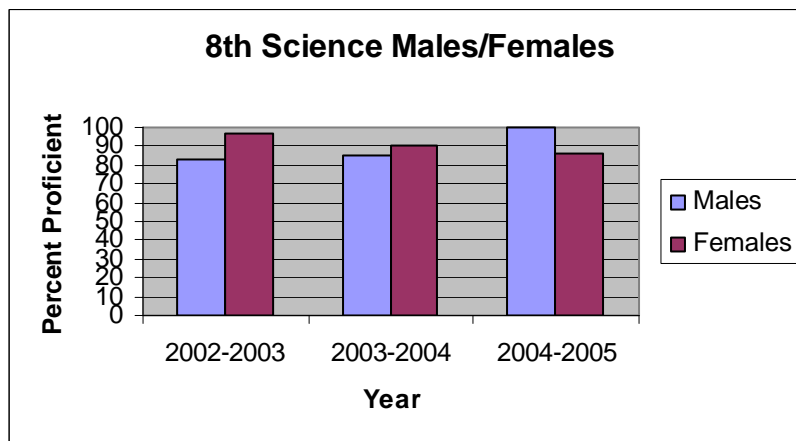
How are our students performing in Science?

Goal: All K-12 students will be proficient in science by the year 2013-14

8th Grade:



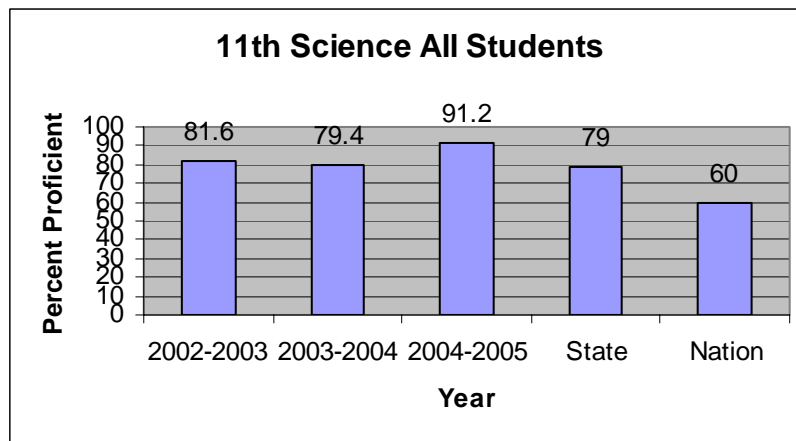
8th science subgroup gender data:



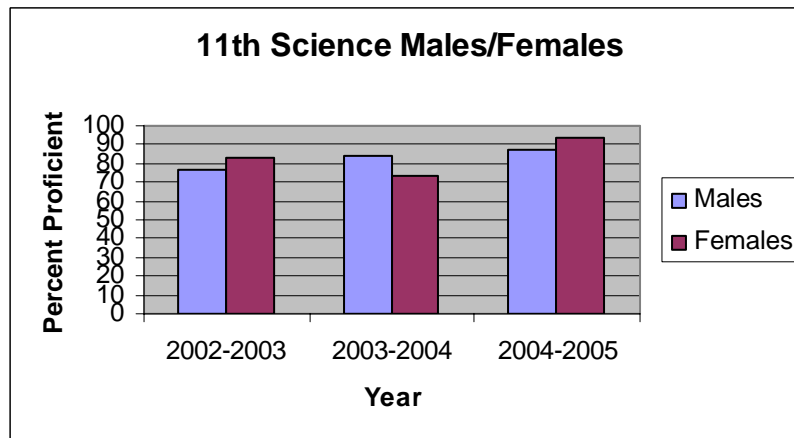
Our 8th graders score well above the state and nation in science! There is no obvious trend in achievement between males and females.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

11th Grade Science:



11th science subgroup gender data:



Our 11th graders score well above the state and nation in science! There is no obvious achievement gap between males and females.

Proficient: Score at the 41st percentile or above on Iowa Tests of Basic Skills

2004-2005 Science Goal:

Increase the percent of females who are proficient on the Iowa Tests of Educational Development at the 11th grade.

We did meet the goal. Last year (2003-2004) our female students scored 73.3 percentile. This year (2004-2005) our students scored 94.1 percentile, which is an increase of 20.8 percentile points.

2005-2006 Science Goal:

Increase the percent of 8th grade females who are proficient in science as measured by ITBS.

Multiple Assessments for Science:

The Iowa Tests of Basic Skills are only one assessment we use to determine how well our students are performing in science. The middle school and high school have developed benchmark assessments to further inform us about how are students are performing on classroom instruction.

Proficiency at the local level is defined in terms of the percent of students who score at the 65% or better on the benchmark assessment.

8th Grade Benchmark Assessment: 83.3% of our students scored at the 65% or better on this local assessment.

10th Grade Benchmark Assessment: 60% of our students scored at the 65% or better on this local assessment.

Goal: All K-12 students will be able to access, process, organize, communicate, and evaluate information and demonstrate responsible use of technology in all content areas.

Accomplishments:

In order to accomplish this goal we have used our PPEL funds and a Technology Literacy Challenge Fund Grant to provide up-to-date hardware, and staff development on current uses of technology.

- Purchased 40 wireless laptop computers for use as classroom labs
- Provided staff developed for our teachers in the new computer software
- Updated our servers at both sites for filtering content and virus scan protection

Goal: All students will experience a climate of respect and success at school.

Strategies to accomplish this goal include implementation of the School-Wide Positive Behavior Support (SW-PBS). SW-PBS is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors. Implementing SW-PBS includes building a culture of competence by:

- Developing building level support
- Defining behavioral expectations
- Teaching behavioral expectations
- Monitoring and rewarding appropriate behavior
- Providing corrective consequences for behavioral errors
- Implementing information-based problem solving

Goal: The Clay Central-Everyly School District will develop a standards-based curriculum.

In a standards-referenced curriculum the framework is the standards and benchmark or “what we want students to know and be able to do” in all content areas. It is important to keep these benchmarks as the guide in developing curriculum. The standards and benchmarks have been determined at CCE for all content areas. Last year all teachers kept track of how many times a benchmark was taught and how the benchmarks were assessed. During the 2005-2006 school year all teachers will be aligning their major assessments with the benchmarks to ensure evidence of student learning is valid and reliable.

Other Data:

Percentage of dropouts in grades 7-12:

| Percentage of Total Dropouts | Percentage Dropouts by Gender | Percentage of Dropouts by Those on IEPs | Percentage of Dropouts by Race |
|------------------------------|-------------------------------|---|--------------------------------|
| 0% | 0% | 0% | 0% |

We are proud of the continuing high number of students we graduate. We believe that all students need a high quality, comprehensive education in order to lead successful and meaningful lives. Our administrators, teachers, and counselors continuously make every effort to help students achieve academic success.

Other Indicators of success:

| % Of Seniors intending to pursue further education | % Of Students achieving a score of 20 or higher indicating post-secondary success | % Of graduates who completed a core program of 4 years of English, and 3 or more of math, science, and social studies. |
|--|---|--|
| 94.1% | 68% | 73.5% |

Indicators of success for No Child Left Behind:

| District Graduation Rate | State Graduation Rate | Average Daily Attendance | State Average Daily Attendance |
|--------------------------|-----------------------|--------------------------|--------------------------------|
| 97.3% | 89.78% | 96.4% | 95.82% |

Keeping You Informed

This report provides information about how well our district is doing---where it is succeeding and where there is room for improvement.

For more information about our district call (712) 933-2242.

We encourage your involvement in the future of our schools. Please feel free to contact any of the following:

School Administration

| | |
|--|---------------|
| Monte Montgomery, Superintendent of Schools/South Site Administrator | (712)933-2242 |
| Chuck Kuester, North Site Administrator | (712)834-2227 |
| Paul Wick, Activities Director | (712)834-2227 |

It is the policy of the Clay Central-Everyly Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, religion, age, marital status or disability in its educational programs, activities, or its employment and personnel policies.