



**English Valleys
Community
School District**

**Report Card
to the
Community
2004**

2003 - 2004 Annual Progress Report

The English Valleys Community School District, like every other public school District in Iowa, is governed by a board of directors. They are responsible for determining policies, setting the budget, and maintaining standards of excellence in education on behalf of the community. Board members are elected by English Valleys voters for three-year terms.

School Board meetings are open to the public and are regularly scheduled for the second Thursday of each month at 7:00 p.m. in the elementary conference room.

Members of the School Board

Mr. Tom Voss, President
Mrs. Paula Thomas, Vice-President
Mr. Alan Ackerman
Mr. John Gent
Mr. Dick Morrison

**We welcome
your comments!**

This community report was prepared by the English Valleys Community School District.

To receive additional copies or for more information about anything in this report, call (319) 664-3634.

Superintendent Alan J. Jensen (319) 664-3634

English Valleys Junior/Senior High School (Grades 7th - 12th)

Principal Brad Breon (319) 664-3632

English Valleys Elementary School (Grades Preschool - 6th)

Principal/Curriculum Dir. Amy Andreassen (319) 664-3638

At A Glance

The English Valleys Community School District is located in North English, Iowa. The District is comprised of students from Kinross (population 80), North English (population 991), South English (population 213), and Webster (population 110)*. The District has a whole grade sharing agreement with the Deep River – Millersburg Community School District for grades 7 through 12.

*Source: U.S. Bureau of the Census, 2000



Nutrition

Average number of lunches served daily 407
Average number of breakfasts served daily 53

Transportation

Number of buses 7
Miles traveled daily 464



Enrollment

Happy Days Preschool 35
Elementary 235
Secondary 278

The Mission of the English Valleys Community School District is to provide educational opportunities for all students to reach their potential as responsible, productive world citizens by challenging them with appropriate curriculum and instruction in a positive, caring environment.

Our Beliefs

- Education is fundamental to a quality life.
- Equitable access to a public education is the foundation to the existence of a democratic society.
- Every child is entitled to a quality education that will optimize his or her individual potential.
- Every person is worthy of respect and has innate value.
- High expectations result in greater effort, determination, and achievement.
- Community involvement contributes to a child's success.
- Family is the foundation of a child's learning.
- A safe, caring, healthy environment is a basic need that promotes emotional, social, physical, and intellectual growth.
- The community has a vested interest in the well-being and positive development of every family and each child.
- We value diversity in our community, parents, staff, and students.
- Each one of us has the responsibility to be a positive role model.
- Life-long learning is a key to successfully adapting in our changing world.
- Individuals are responsible and accountable for their actions.

Curriculum Highlights

The English Valleys Community School District's curriculum is designed to ensure that English Valleys students achieve the District's learning goals.



The purpose of curriculum is to provide for the skills and behaviors necessary for a student to be successful in life. This includes learning experiences both in and out of the classroom.

The elementary curriculum is designed around proven practices in education to provide students with a foundation in the basic skills: problem-solving, teamwork, citizenship, and behavior.

The secondary curriculum offers a variety of courses in language arts, social studies, science, physical education, mathematics, foreign languages, art, music, and vocational education. Eligible students may choose from distance-learning courses for high school or college credit and post secondary options for college credit.

NEW! NEW! NEW! NEW! NEW! NEW!

- During the 2003-2004 school year, the elementary embarked on a professional development program to increase the use of nonfiction literary materials to strengthen reading comprehension.
- The elementary continued the implementation of the Character Counts program, which consists of lessons teaching the following six pillars of character:

Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness.

- The high school implemented an Alternative High School housed at the Junior/Senior High School Building during the 2003-2004 school year.



Class of 2004 Information

Total Number of Graduates – 44* (Male = 21, Female = 23)

*includes 2 EVAP graduates and 1 foreign exchange graduate.

Core Curriculum

Students who complete a rigorous program of required and elective courses in core areas (4 years in language arts, 3 years or more in mathematics, science, and social studies) are defined as completing the core curriculum. Of English Valleys' 44 graduates, 18 students (42%) completed this rigorous college prep curriculum.

Where Are They Going?

Intend to go on to college or trade school – 35 students (79.5%)

Plan to enter the work force – 9 students (20.5%)

College Entrance Scores

The American College Testing Program (ACT) is the usual college entrance exam taken by students who intend to go to college. A score of 20 or higher on the 36-point scale for the test indicates probable success in college. In 2003-2004, 20 students took the test with 17 of them scoring a 20 or better (85%).

English Valleys Online

The English Valleys District has two websites listing activities, schedules, and scores.

The addresses are:

www.english-valleys.k12.ia.us

showcase.netins.net/web/evonline



Student Achievement Data

2003 - 2004

Reading Achievement

Grade Level	Year	<i>English Valleys</i> Percent Proficient	<i>State of Iowa</i> Percent Proficient	<i>National</i> Percent Proficient
4 TH GRADE	01-02	69%		
	02-03	70%	69%	60%
	03-04	83%	76%	60%
8 TH GRADE	01-02	58%		
	02-03	63%	69%	60%
	03-04	46%	69%	60%
11 TH GRADE	01-02	79%		
	02-03	78%	77%	60%
	03-04	68%	77%	60%

Mathematics Achievement

Grade Level	Year	<i>English Valleys</i> Percent Proficient	<i>State of Iowa</i> Percent Proficient	<i>National</i> Percent Proficient
4 TH GRADE	01-02	56%		
	02-03	82%	72%	60%
	03-04	87%	75%	60%
8 TH GRADE	01-02	62%		
	02-03	71%	73%	60%
	03-04	71%	72%	60%
11 TH GRADE	01-02	77%		
	02-03	76%	81%	60%
	03-04	74%	80%	60%

Science Achievement

Long Range Goal: Students will understand the scientific process by demonstrating annual improvement of test scores using the ITBS/ITED data.

Annual Goal: Students will show progress in science using the following indicator:

- 1.) Students will show improvement in science achievement on the ITBS based on data. The current data shows students in eighth grade to be 69% proficient in science based on ITBS data.

Grade Level	Year	<i>English Valleys</i> Percent Proficient	<i>State of Iowa</i> Percent Proficient	<i>National</i> Percent Proficient
8 TH GRADE	01-02	64%		
	02-03	69%	N/A	60%
	03-04	67%	77%	60%
11 TH GRADE	01-02	71%		
	02-03	76%	N/A	60%
	03-04	74%	79%	60%

The science goal of the English Valleys School District was that students would show improvement in science achievement on the ITBS based on data. The current data shows students in eighth grade to be 67% proficient in science based on ITBS data. **The goal was not accomplished.** We know this because we collected ITBS/ITED data from the 2003-2004 assessment and the data reflected that 67% of eighth grade students scored in the proficient level. We are very confident in this conclusion based on the data collected and the processing of that data.



Annual Improvement Goal for Science 2004-2005

Students will show improvement in science achievement on the ITBS based on data. The current data shows students in eighth grade to be 67% proficient in science based on ITBS data. The **corrective actions** (as outlined in our CSIP on file at the Department of Education) includes the use of Our Professional Development Team, including both LEA and AEA representatives, to review research on the “best practice strategies” and found that they have resulted in significant student achievement gains. In addition, we will apply the following federal criteria to determine if a program/strategy has a quality research base: 1) Evidence of positive student results demonstrated by research that employed systematic empirical methods and 2) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

We will work with our professional development provider (Grant Wood AEA) to generate a plan of action to meet our science goal for the 2004-2005 school year.

Character Education

Long Range Goal: Students will have the skills, habits, and traits of character for leading healthy lives as contributing members of society.

Annual Goal: Students at the Elementary will become more respectful through the Character Counts program.

Results: Using the 6th Grade Resiliency survey, we tracked positive responses to questions concerning respect.

Questions	2003(BienniumData)	2004(Biennium Data)
1) I do my best to learn in school.	98%	99%
2) Teachers treat me with respect.	98.5%	97.25%
3) My teachers care about me.	100%	100%
4) I am praised in class when I do something well.	92.5%	85.75%
5) The school recognizes and rewards student accomplishments.	98%	99%
6) I believe this school prepared students to be successful in the future. .	100%	98%
7) Students help one another succeed in school.	100%	96.5%
8) Students in this school treat other students with respect.	94.5%	95.25%

The character goal of the English Valleys School District was that students at the elementary would report more feelings of respect through the Character Counts program using a district-developed resiliency survey.

The goal was accomplished. We know this because we collected resiliency survey data from May 2004 and the data reflected that in the majority of the “respect areas” there was an increase in positive responses . We are very confident in this conclusion based on the data collected and the processing of that data. The District will continue to implement the Character Counts program.

Multiple Measurement Information

Reading and Mathematics

As part as the District's assessment plan, students in grades 4, 8, and 11 participated in the *Measures of Academic Progress (MAP)*. The 2002-2003 test results will serve as the baseline year. During the 2003-2004 school year, students in grades 2 - 11 will participate in the MAP Assessment.

The results of this year's multiple measure in reading and mathematics are as follows:

English Valleys CSD - MAP Assessment Spring 2004 Summary Table

Spring Mean Score Comparisons

	English Valleys Median RIT (1) Score	National Median RIT (2) Score	Iowa Median RIT (3) Score
<i>4th Grade Mathematics</i>	216	209	210
<i>8th Grade Mathematics</i>	233	235	236
<i>11th Grade Mathematics</i>	252	251	249
<i>4th Grade Reading</i>	210	206	208
<i>8th Grade Reading</i>	225	225	225
<i>11th Grade Reading</i>	232	226	230

(All norms are NWEA 2002 norms)

EXPLANATION:

This table compares English Valleys' students using the MAP Assessment in Math and Reading using mean (average) scores. The columns contain the following information:

- (1) EV class mean RIT for the spring testing,
- (2) National mean RIT scores,
- (3) Iowa mean RIT scores

Science

During the 2002-2003 school year, an additional multiple measure was implemented in the area of science. Teachers Steve Hester and Mary Possehl, in conjunction with Grant Wood AEA, wrote and piloted an 11th grade district science assessment based on the English Valleys standards and benchmarks. The results of this assessment are as follows:

Categories	2003	2004
Advanced	12%	2%
Proficient	55%	60%
Basic	33%	38%

School Safety

Student and staff safety is a high priority at English Valleys. The District has a crisis management plan in place, which is updated regularly to ensure that the District is doing everything possible to provide a safe environment.

Technology

Integrating technology into the curriculum is a vital project that requires hardware, software, technical support, and staff development. The English Valleys Community School District reviewed the District Plan during the 2000-2001 school year with a focus on future needs. The current technology plan will be revised during the 2004-2005 school year as noted in the English Valleys Comprehensive School Improvement Plan (CSIP).

Early Childhood Class Size Grant

The English Valleys Community School District has made a commitment to smaller class size in the early grades. As reported in recent findings, class size reduction does lead to higher student achievement.

Goal I: The District will administer the Diagnostic Reading Assessment (DRA) to all students in grades kindergarten, first, second, and third.

Results: This goal was achieved. The DRA was administered to all students (100%) in K-3 and the results were reported to parents.

Goal II: Targeted first grade students will show progress in reading skills by the end of the Reading Recovery Program.

Results: This goal was achieved. Twelve first grade students participated in the Reading Recovery Program with five students showing enough progress to graduate from the program.

Goal III: Two staff members will participate in the Reading Recovery continuing contact program.

Results: This goal was achieved. Two teachers participated in the continuing contact classes through Grant Wood AEA.

Student Dropout Information (Grades 7-12)

The state defines “dropout” as “a school-age student who is served by a school or school district and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option of return.” During the 2002-2003 school year, four students left the English Valleys School District.

	All Dropouts (Compared to 7-12 Student Population)	Male	Female	Race	With IEPs
% of Dropouts	0 students	0 students	0 students	0 students	0 students

Graduation Rates

Due to the Federal requirements of the No Child Left Behind Act, the District is now required to report graduation rates. Following are the graduation rates for English Valleys for the last five years.

97/98 Rate	94.1	
98/99 Rate	89.2	
99/00 Rate	96.4	
00/01 Rate	96.6	
01/02 Rate	86.79	
	English Valleys	State
2002-2003 Rate	93.22%	90.4%

Average Daily Attendance (K-8)

2002- 2003 English Valleys Average 95.5%

2002-2003 State Average 95.8%

Community Involvement

Community input is a very important part of the English Valleys School District. During the past year, a group of individuals met to discuss issues concerning the District (October 28, 2003; December 4, 2003; March 31, 2004; April 22, 2004; May 10, 2004). The group will continue to meet and to guide the District into the future. The committee members for 2003-2004 were:

Alan Ackerman, Amy Andreassen, Jane Axmear, Sheryl Axmear, Pam Bantz, Sue Bean, Kevin Blair, Brad Breon, Brittany Bringman, Andy Brummel, Keith Bucher, Mike Bucher, Dustin Campbell, Michael Carter, Carolyn Elwood, Justin Foubert, Dorene Francis, Chip Fritz, John Gent, Ramona Hall, Dan Henderson, Father David Hitch, Alan Jensen, Tracy Kane, Erin Koehn, Abbie Lamb, Angie Lehman, Alan Ling, Steph Lown, Tammy Mast, Janie Miller, Mary Lou Miller, Jody Morrison, Teresa Osweiler, Donita Parmenter, Mary Pilkington, Mary Possehl, Verrena Robison, Bonnie Romine, Ralph Rowe, Brad Schaefer, Robin Short, Abbey Threlkeld, Deb Troyer, Rachel Van Dee, Kendra Van Dyke, Kent Wardenburg, Jane Weber

Educational Equity Compliance Statement

It is the policy of the English Valleys Community School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment policies. It is also the policy of this District that the curriculum content and instructional material utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability.

Inquiries regarding the grievance procedure, implementation, development and monitoring of this program with the Title IX, Title VI, or Section #504 may be directed to: Amy Andreassen, English Valleys Curriculum Director, North English, Iowa, 52316, phone 319-664-3638 or the Kansas City Office for Civil Rights at U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri, 64114 or email OCR.KansasCity@ed.gov.