

**Walnut Community School  
Annual Progress Report  
2004-2005**

***The Walnut Community School in cooperation with parents and the community will prepare all individuals to be productive members in a changing world.***

***We believe...***

***...in fostering a positive attitude for life-long learning.***

***...that all students will show respect, be accountable, and be responsible.***

***...that success comes from high expectations.***

***...that students need to be prepared for a technological world.***

***...that all students learn in different ways at different times.***

**Walnut Community  
School District**

***"A Small School with a Big Future"***

**415 Antique City Drive  
Box 582  
Walnut, Iowa 51577  
712-784-3615**

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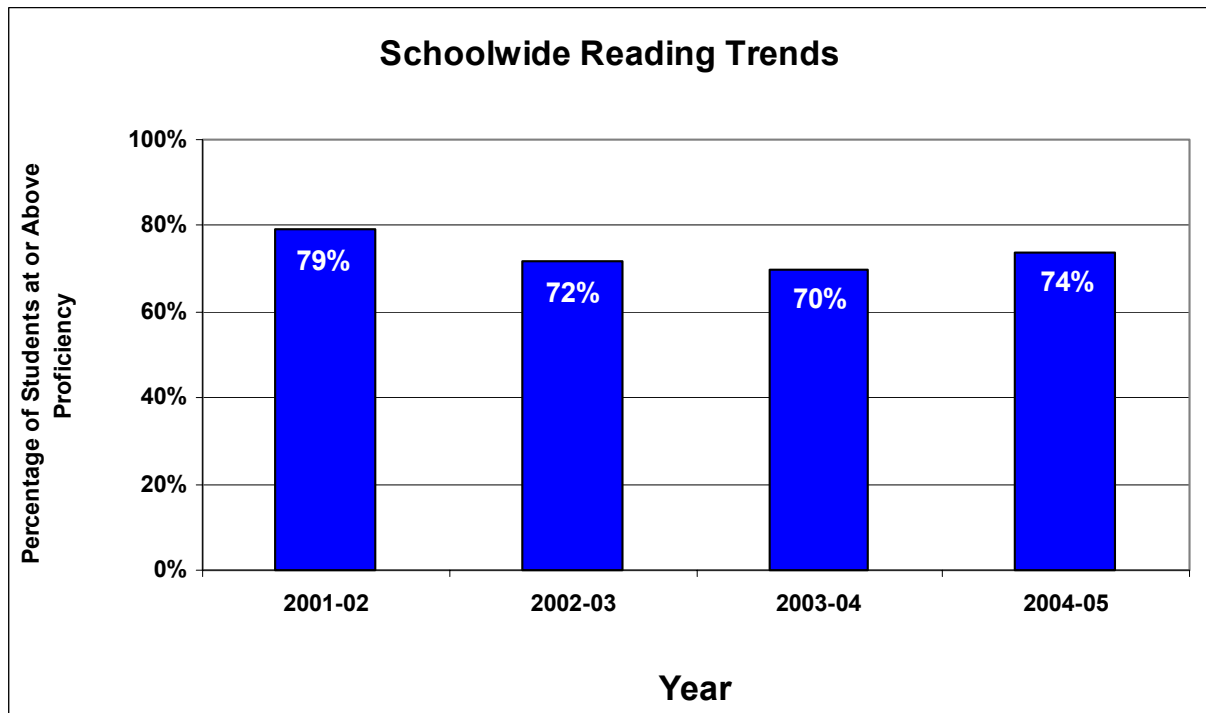
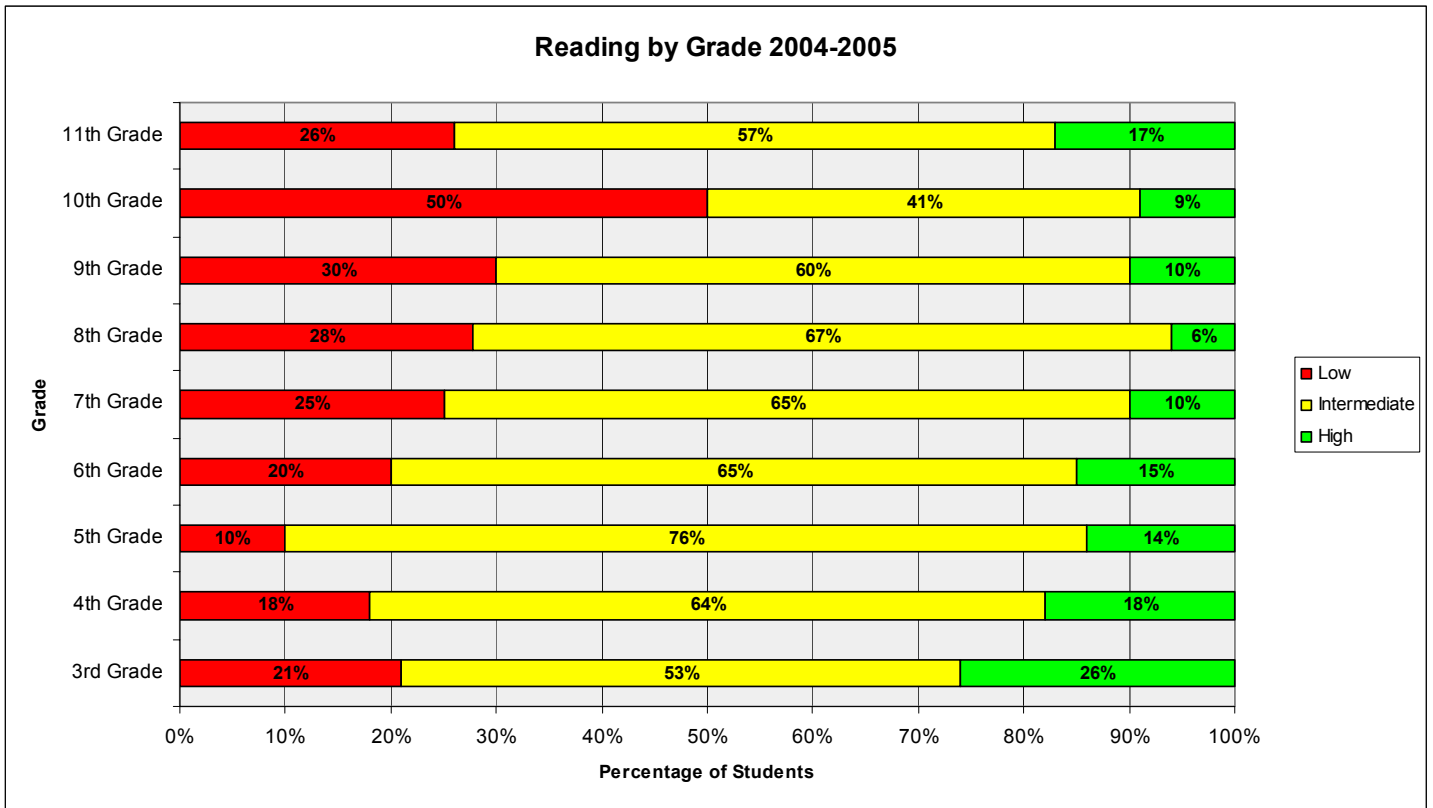
As you look at this report on student achievement, you will notice most test results are reported as the percentage of students that are proficient on a particular test. The Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) are given to students across the nation, which allows a school to make comparisons not only to other students in the state of Iowa, but to other students in the nation as a whole. The Iowa Department of Education requires a school to look at a student's National Percentile Rank (NPR) to determine proficiency on these tests. A National Percentile Rank of 41% is considered proficient. A student scoring at the 41<sup>st</sup> percentile has scored higher than 40% of all others taking that particular test at that particular grade level. A school must report what percentage of their students fall into each of three proficiency levels on a particular test. The National Percentile Rank ranges and their corresponding proficiency levels are as follows:

NPR of 0-40% ..... **Low or Below Proficiency**  
 NPR of 41-89% ..... **Intermediate or Proficient**  
 NPR of 90-99% ..... **High or Above Proficiency**

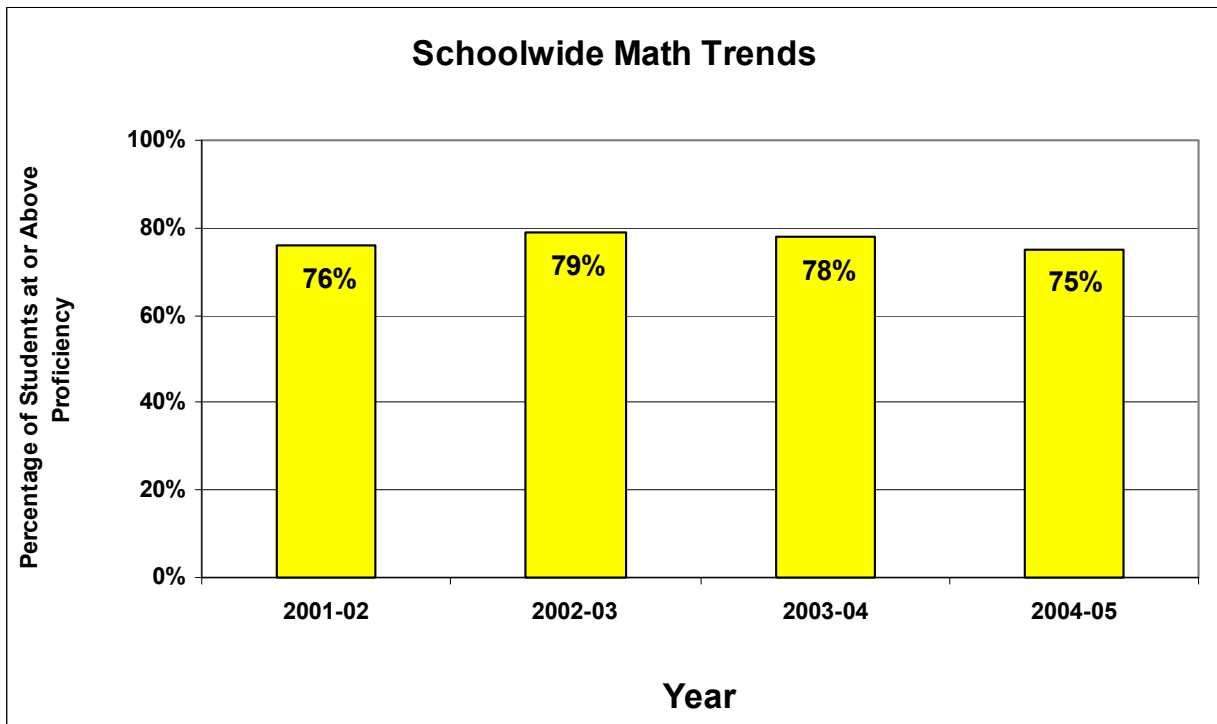
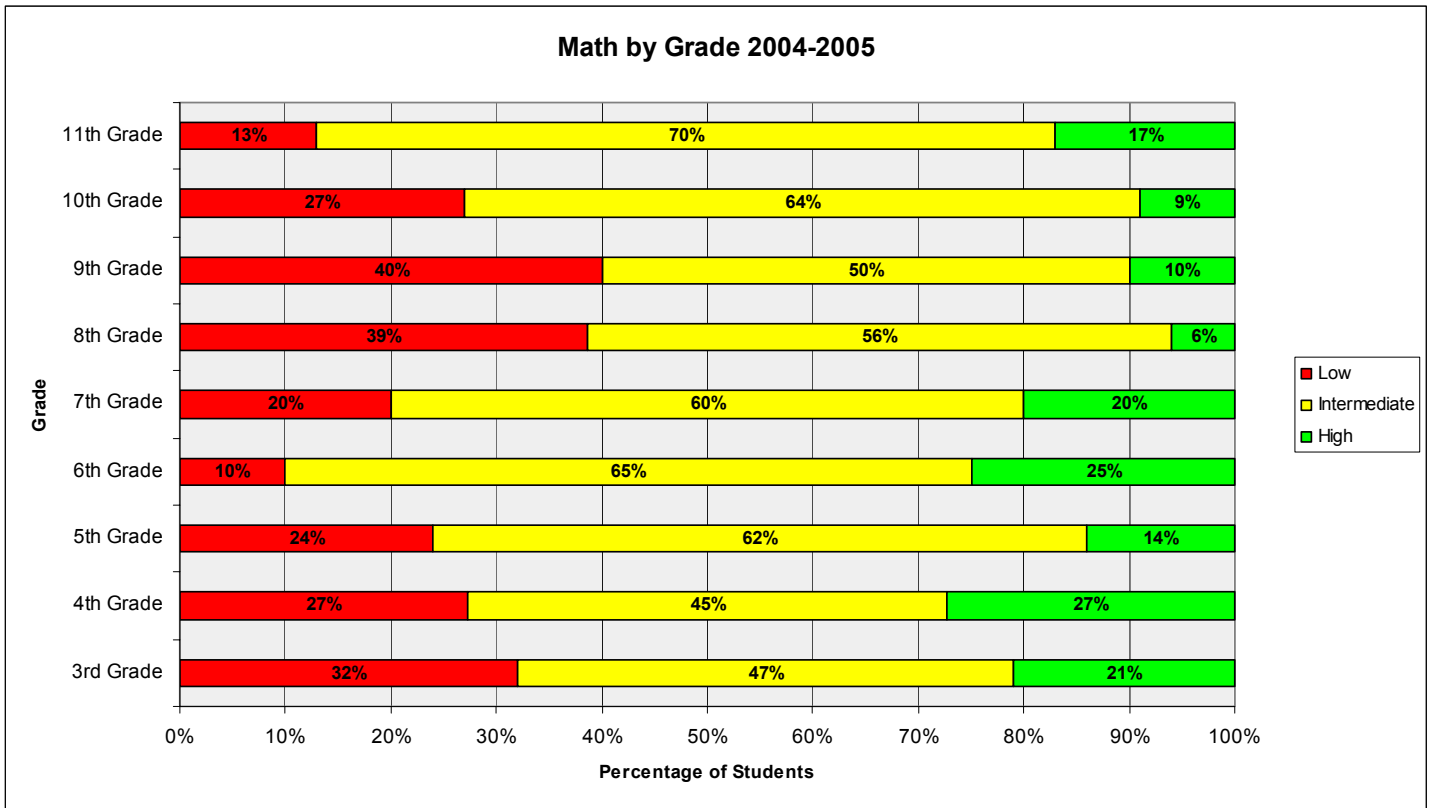
A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true 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 the table to the right:

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

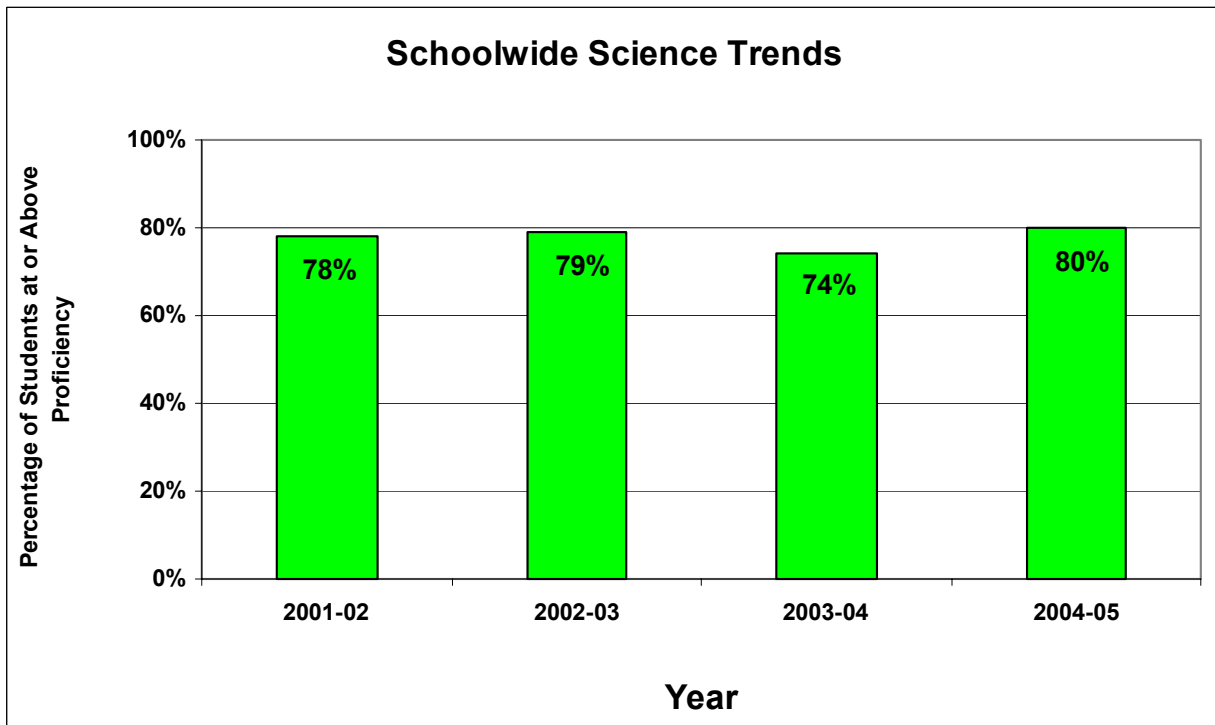
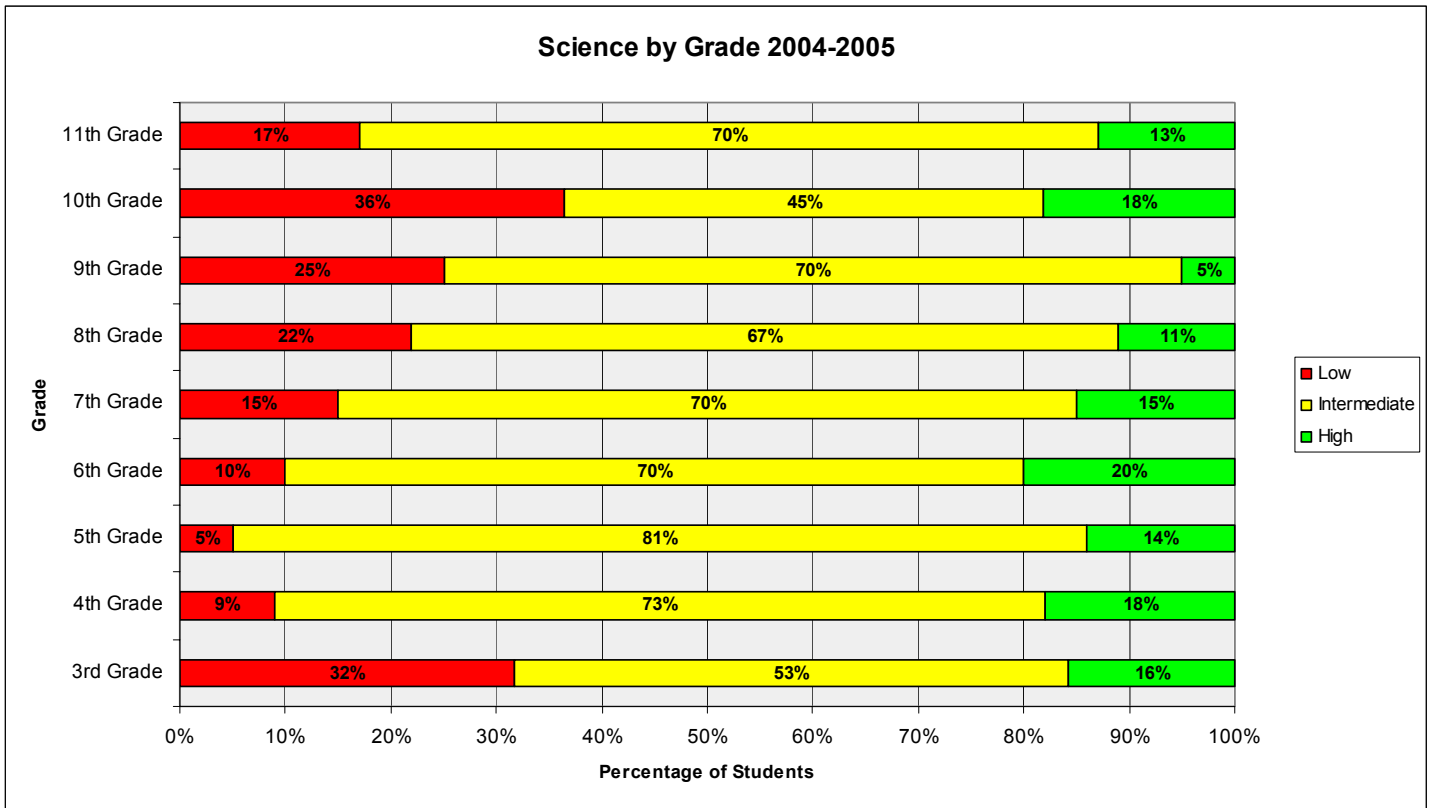
# Reading Proficiencies at Every Grade Level



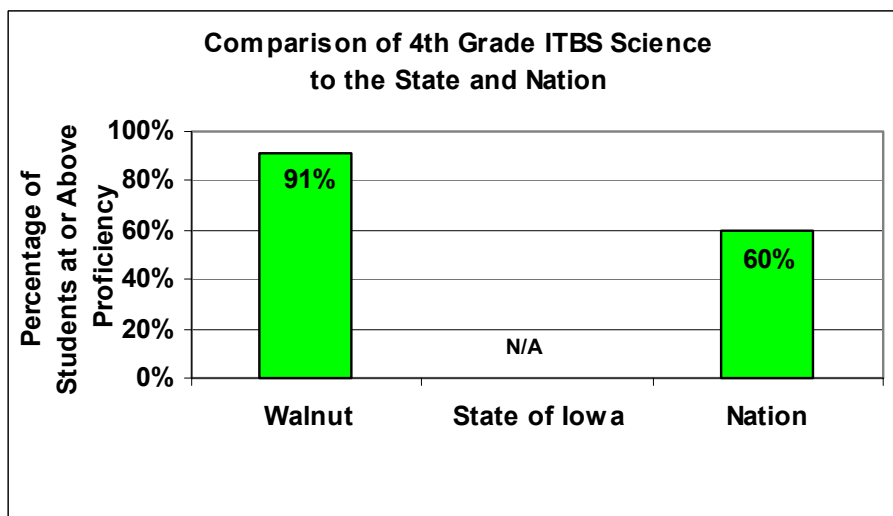
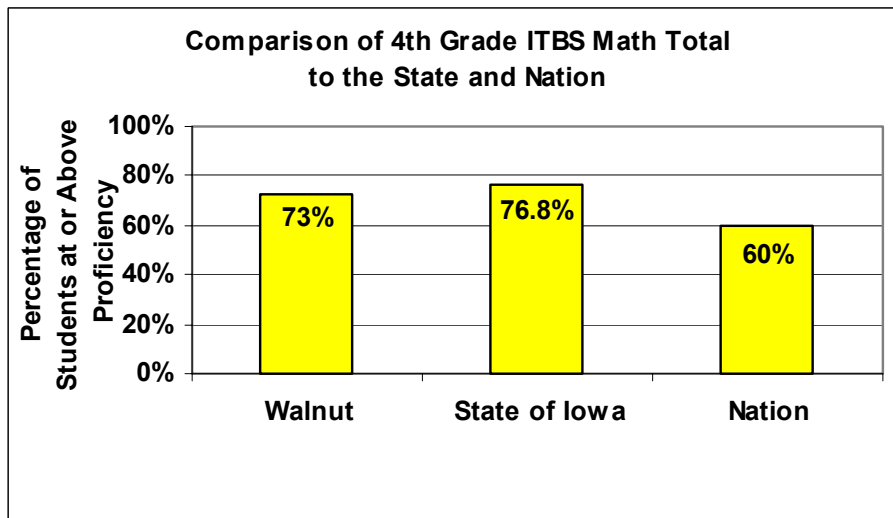
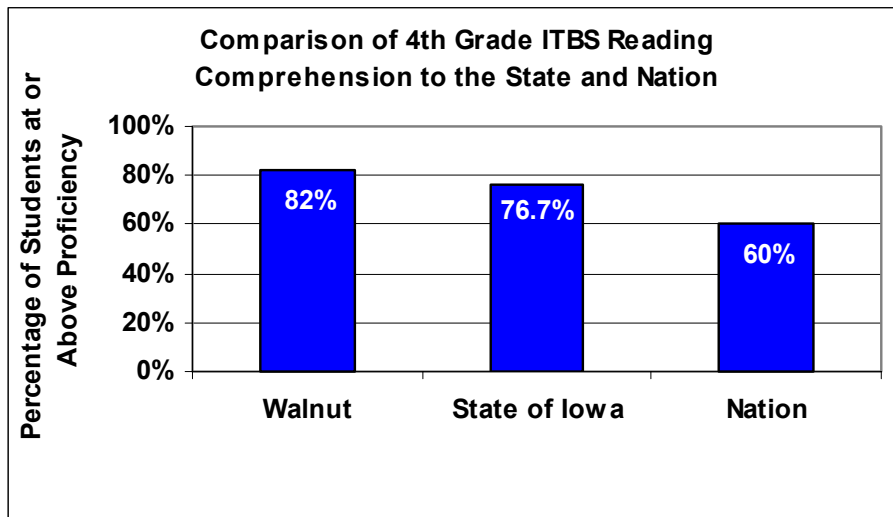
# Math Proficiencies at Every Grade Level



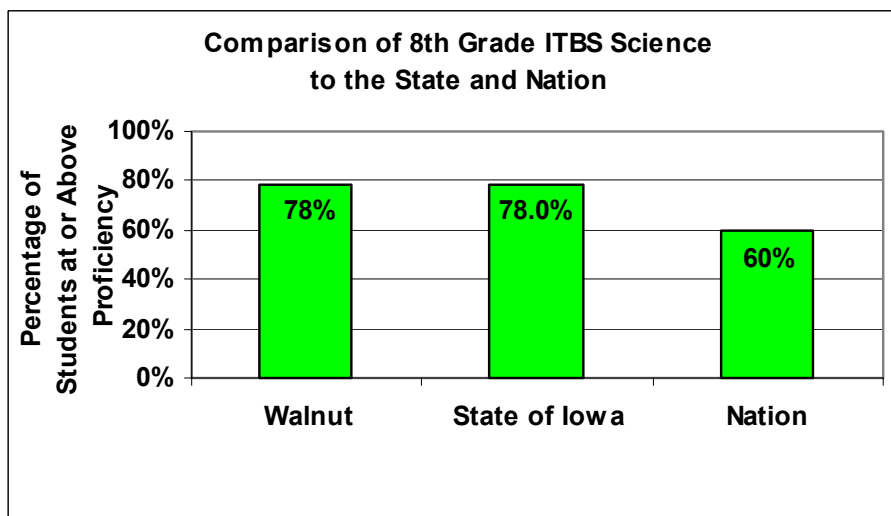
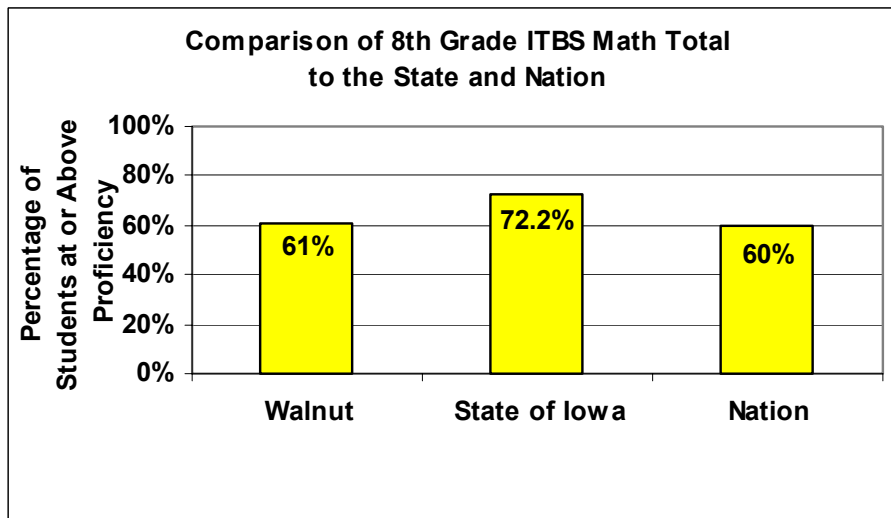
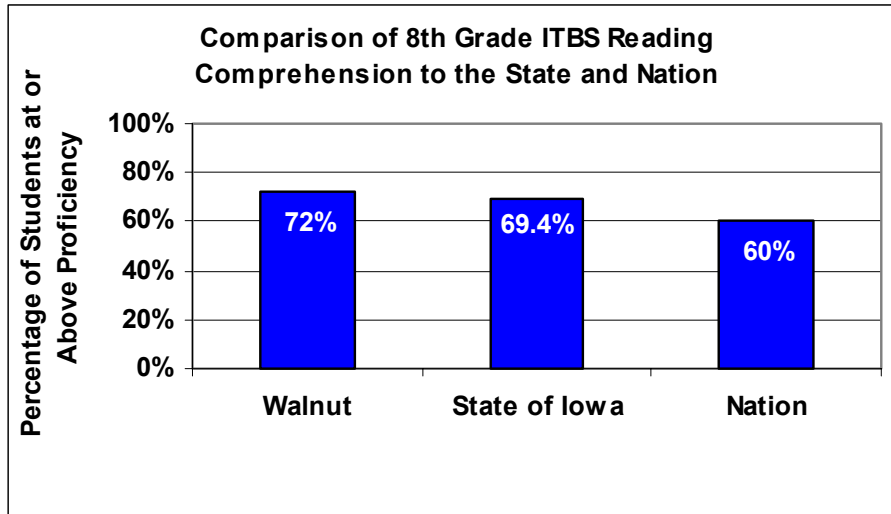
# Science Proficiencies at Every Grade Level



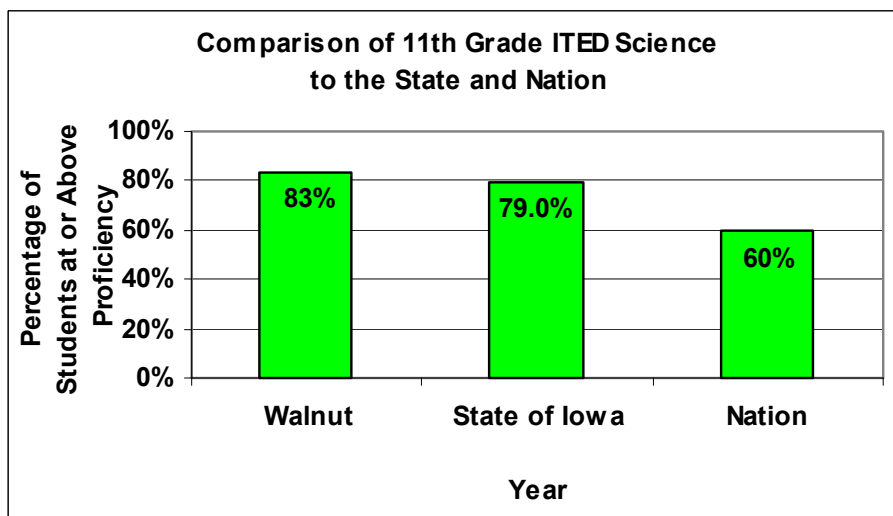
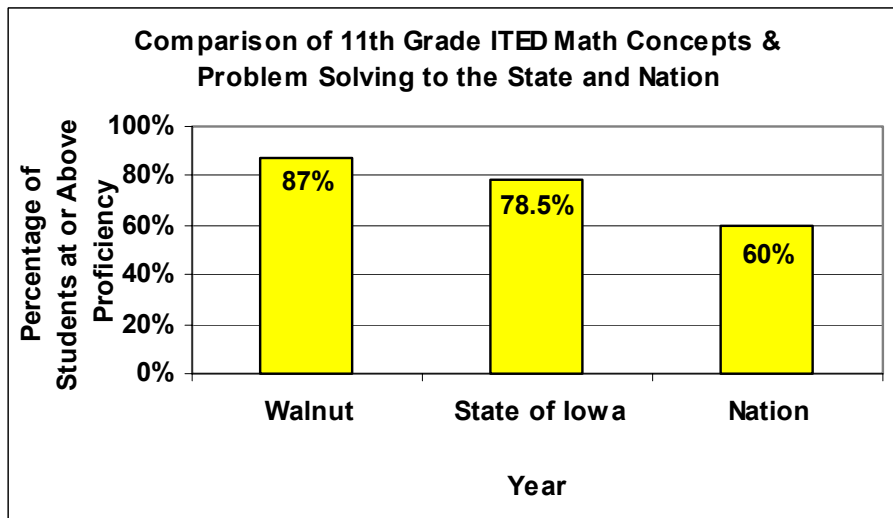
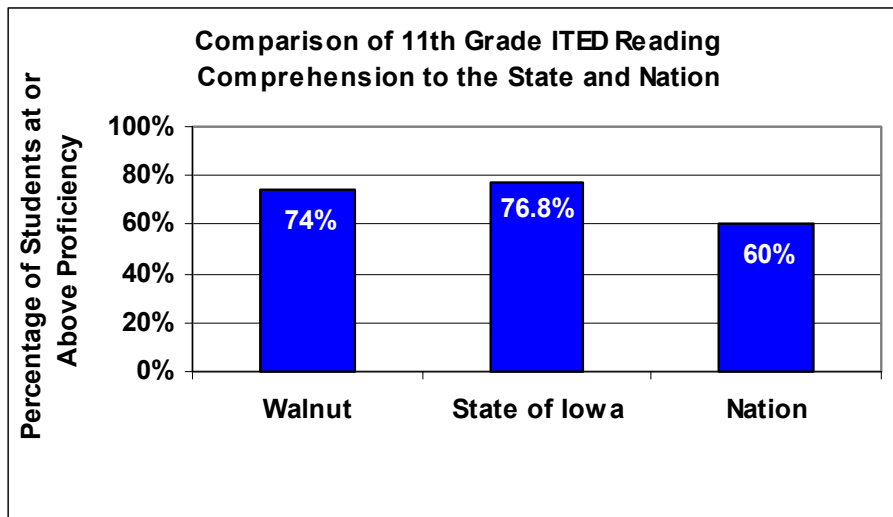
## Comparisons with State and Nation – 4<sup>th</sup> Grade



## Comparisons with State and Nation – 8<sup>th</sup> Grade



## Comparisons with State and Nation – 11<sup>th</sup> Grade



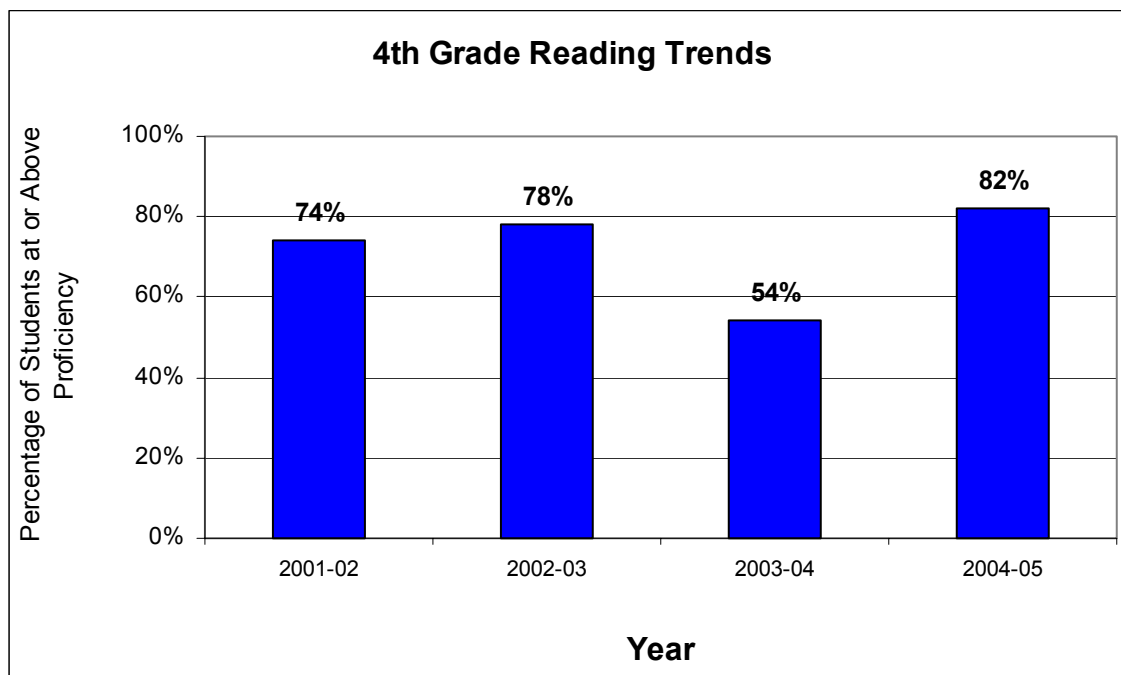
## 4<sup>th</sup> 8<sup>th</sup> 11<sup>th</sup> Grade Group Trends and Subgroup Data in Reading

The first chart for each grade shows the trend in reading achievement for Walnut's 4<sup>th</sup>, 8<sup>th</sup> or 11<sup>th</sup> graders for the past four years. Note that these are showing different 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade classes from year to year.

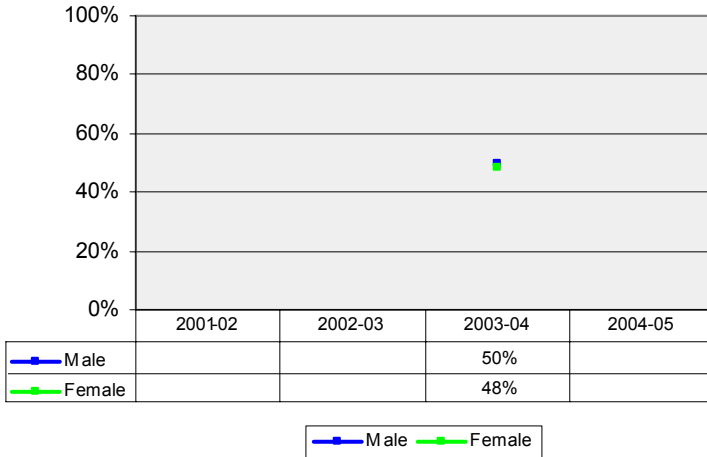
The remaining charts for each grade compare different subgroups of students. Achievement data is only reported for subgroups that contain ten or more students. If a grade has less than ten females, or less than ten males, then neither subgroup is reported. Missing data points on these charts are due to less than ten students being in the subgroup.

SES stands for Socioeconomic Status. Low SES is defined as those students eligible for free or reduced lunch.

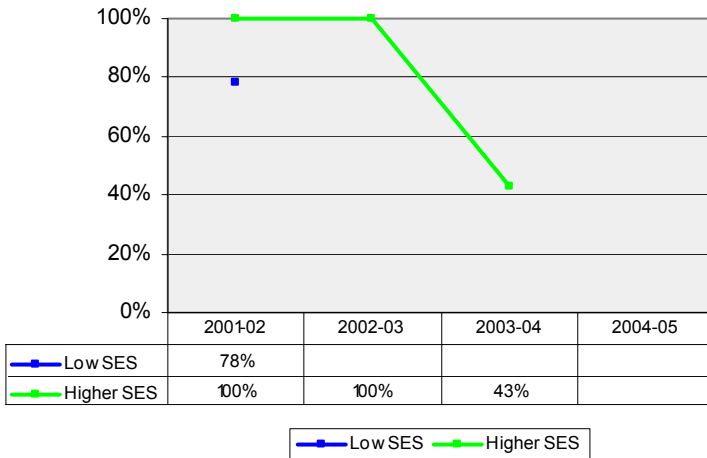
IEP stands for Individualized Education Plan. IEP students are those with a unique educational plan.



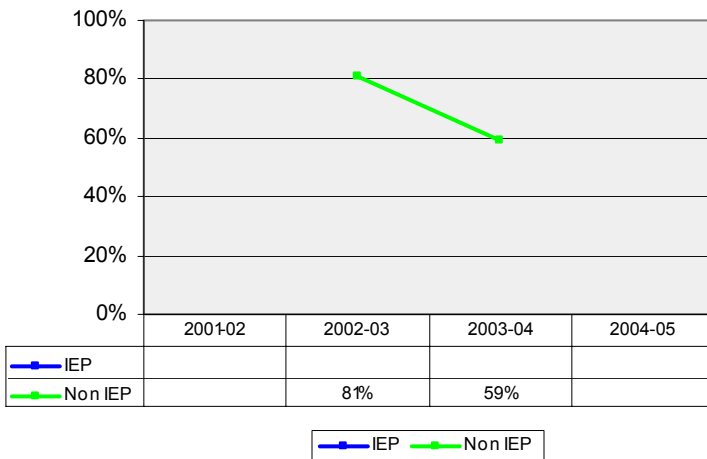
### 4th Grade Gender Gap Trend - Reading

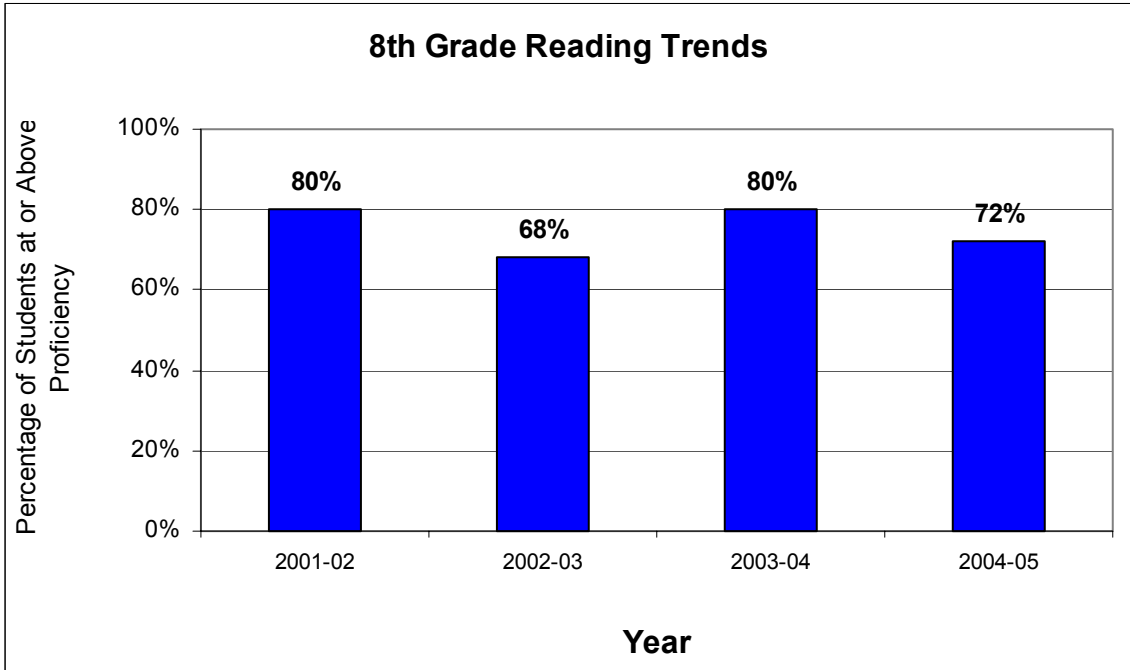


### 4th Grade SES Gap Trend - Reading

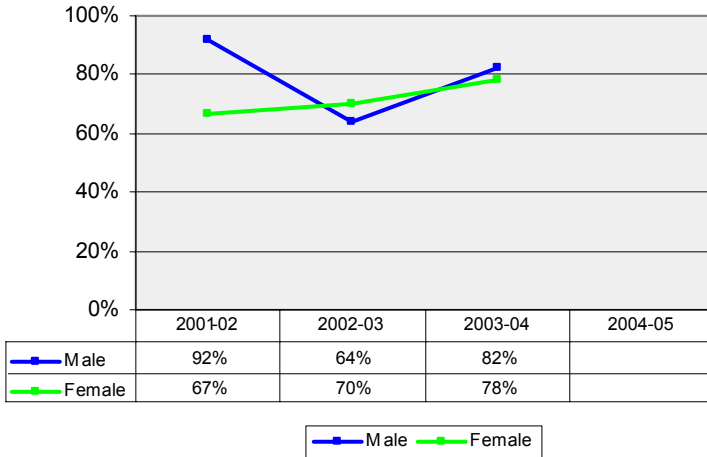


### 4th Grade IEP Gap Trend - Reading

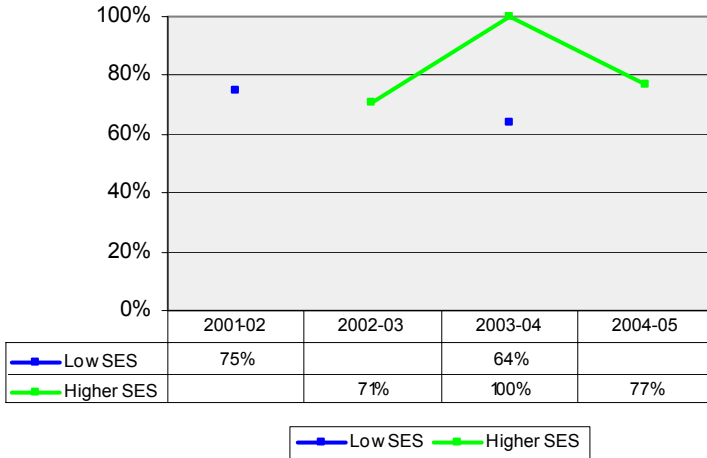




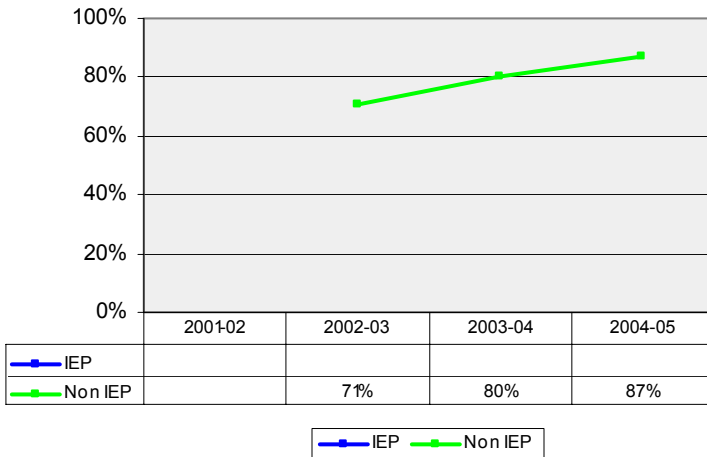
### 8th Grade Gender Gap Trend - Reading



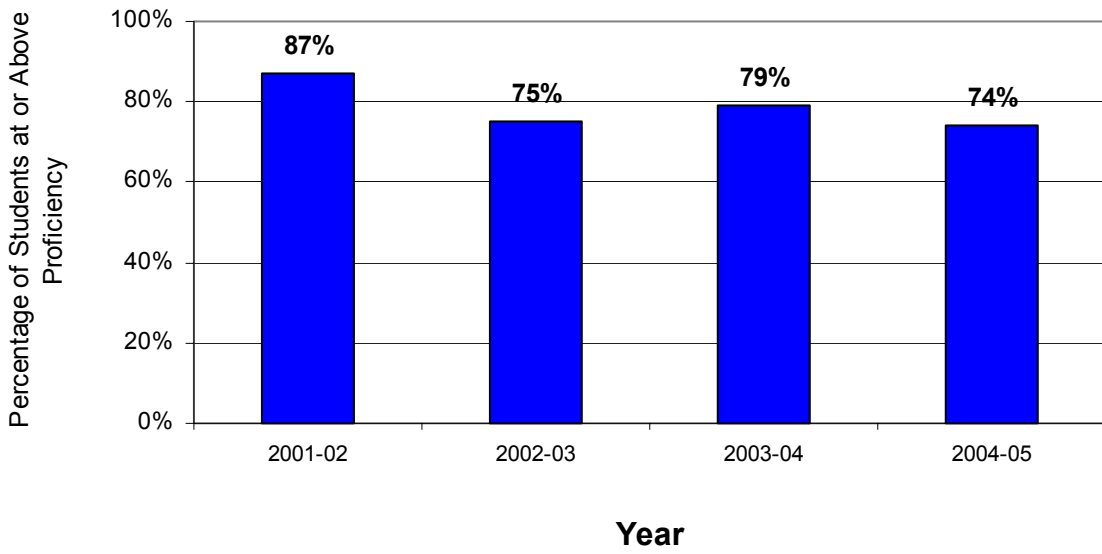
### 8th Grade SES Gap Trend - Reading



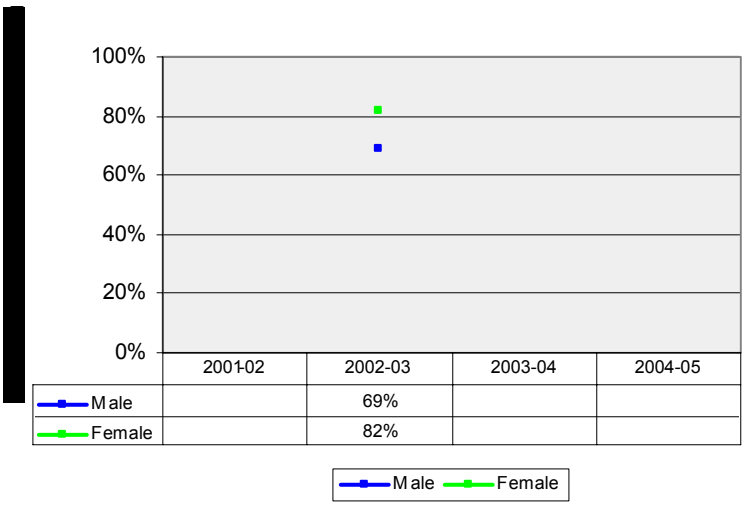
### 8th Grade IEP Gap Trend - Reading



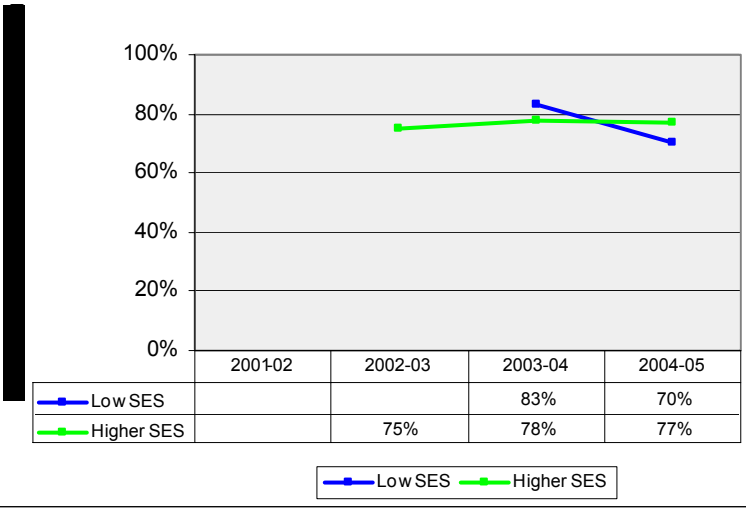
### 11th Grade Reading Trends



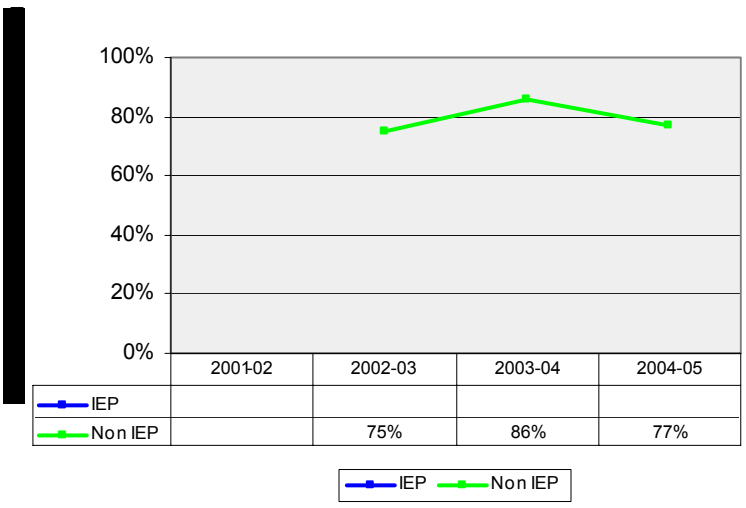
### 11th Grade Gender Gap Trend - Reading



### 11th Grade SES Gap Trend - Reading



### 11th Grade IEP Gap Trend - Reading



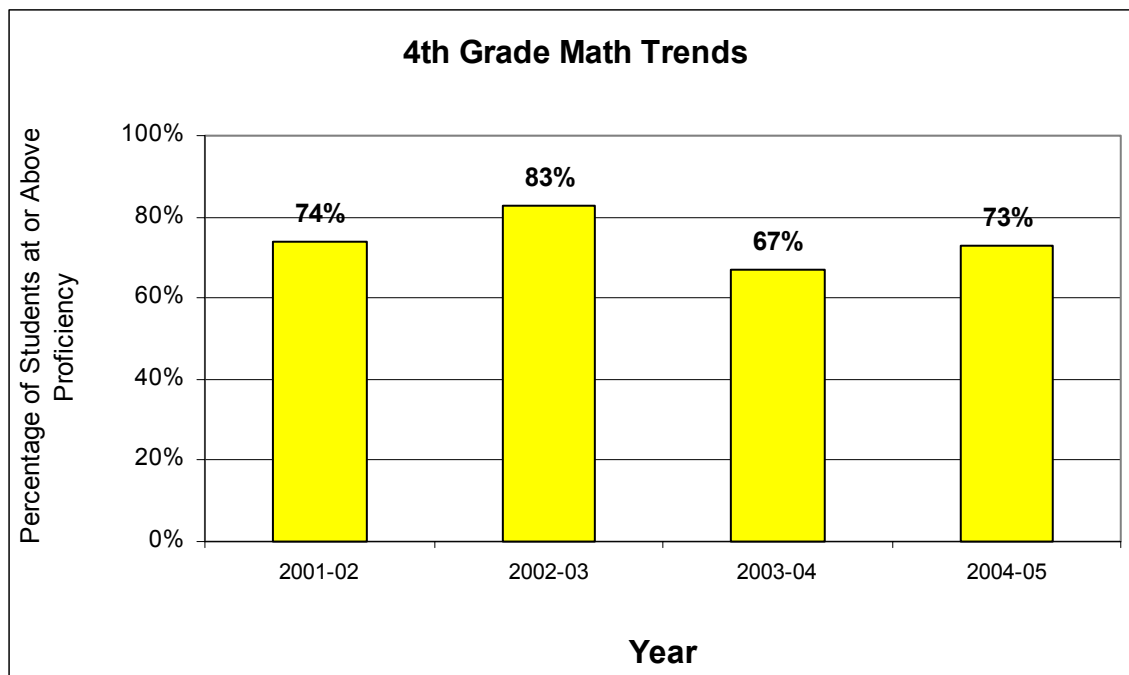
## 4<sup>th</sup> 8<sup>th</sup> 11<sup>th</sup> Grade Group Trends and Subgroup Data in Math

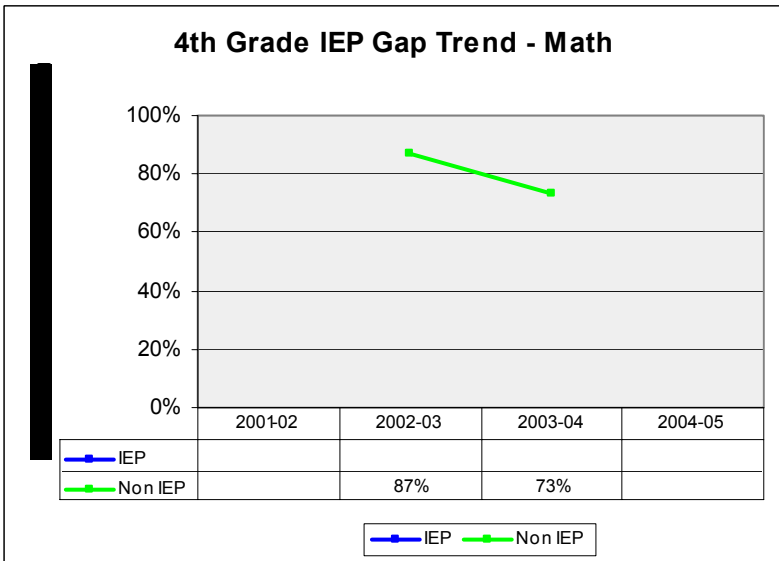
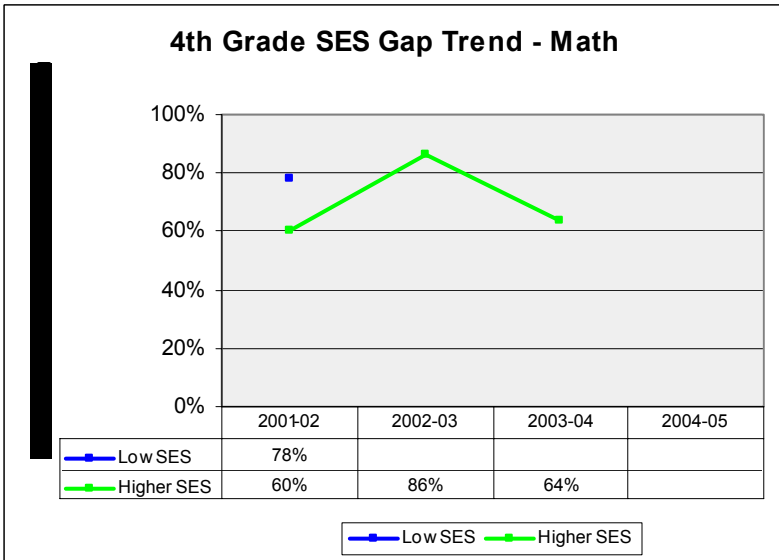
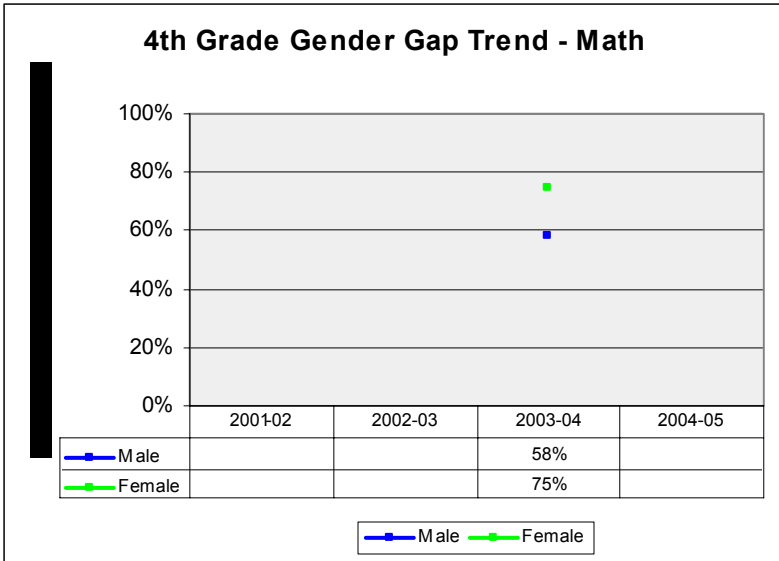
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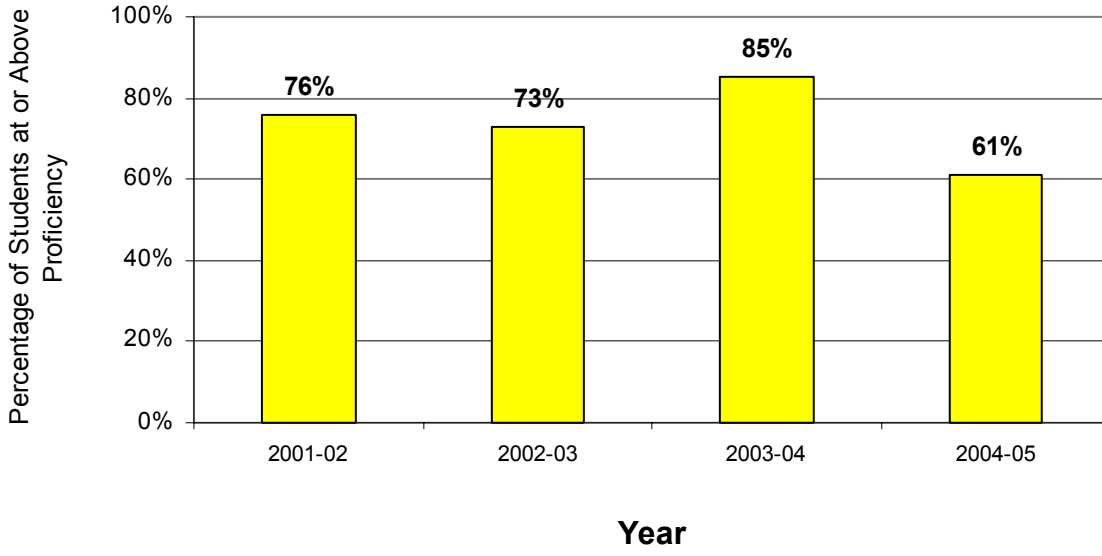
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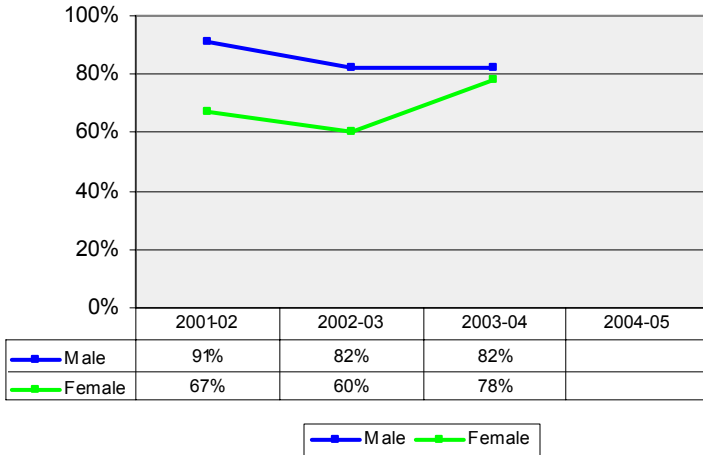




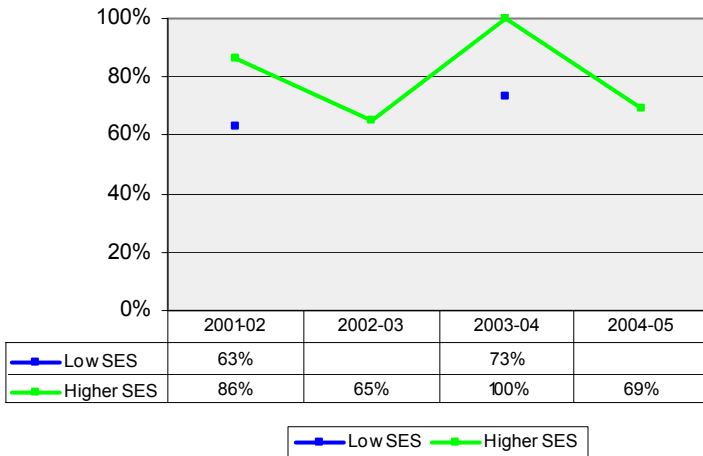
### 8th Grade Math Trends



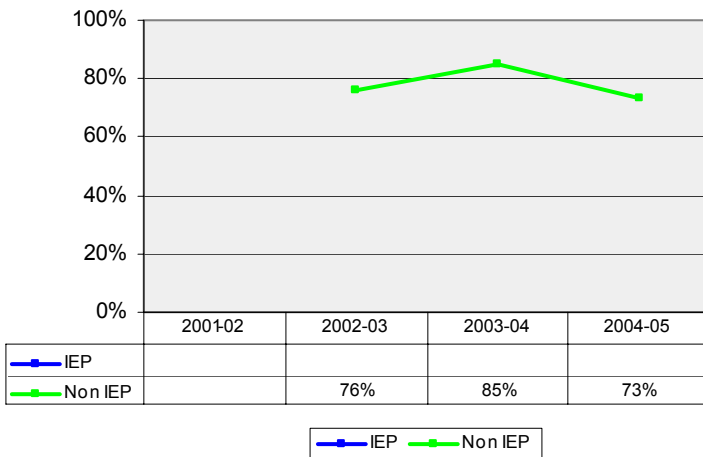
### 8th Grade Gender Gap Trend - Math



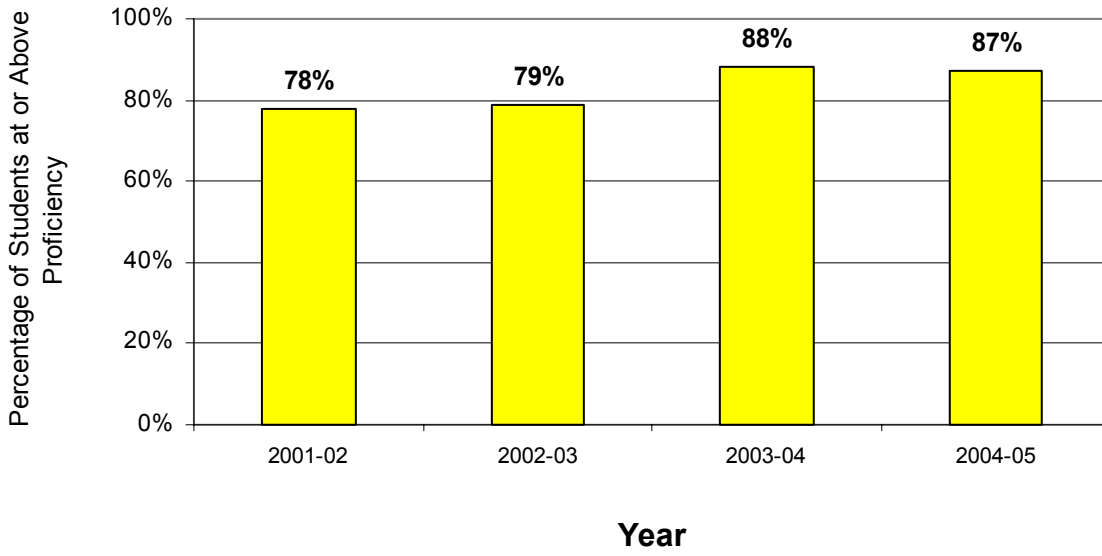
### 8th Grade SES Gap Trend - Math



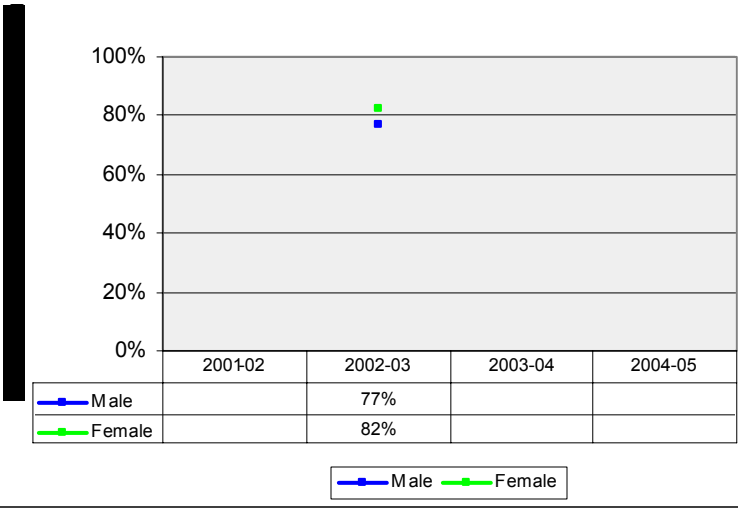
### 8th Grade IEP Gap Trend - Math



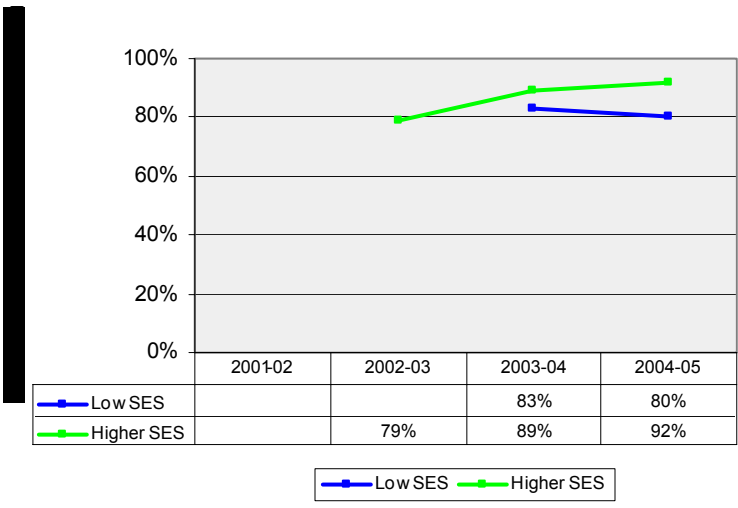
### 11th Grade Math Trends



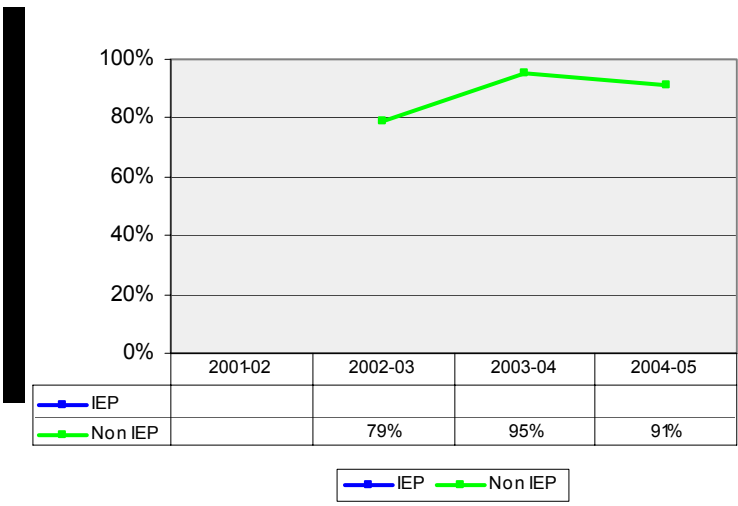
### 11th Grade Gender Gap Trend - Math



### 11th Grade SES Gap Trend - Math



### 11th Grade IEP Gap Trend - Math



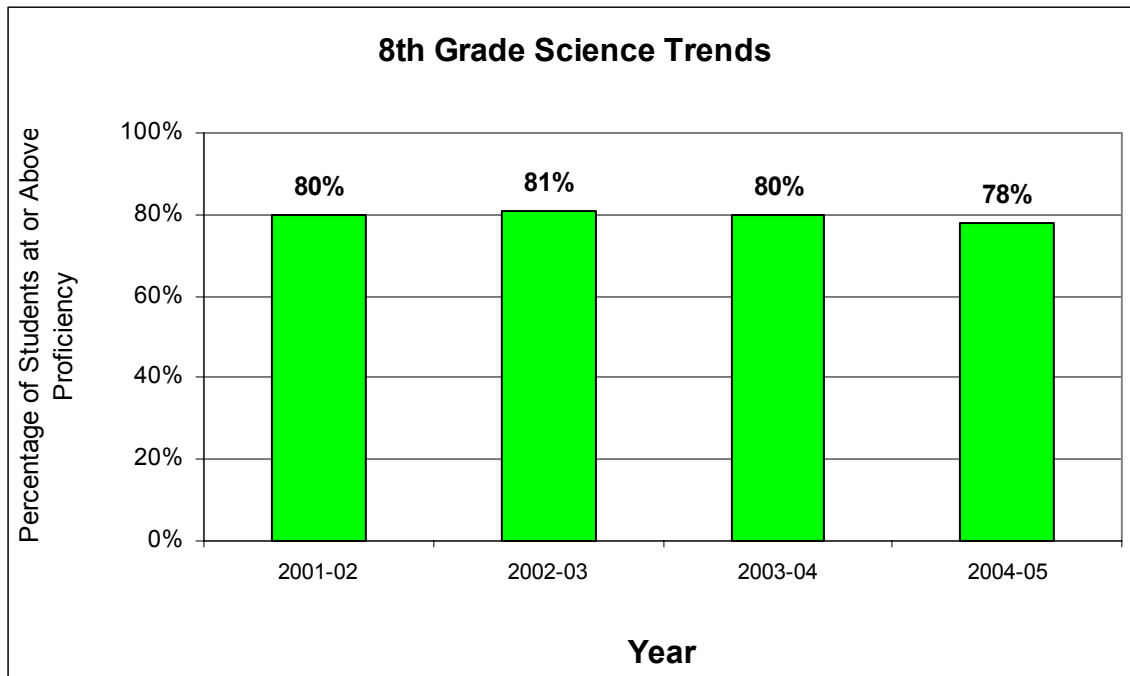
## 8<sup>th</sup> 11<sup>th</sup> Grade Group Trends and Subgroup Data in Science

The first chart for each grade shows the trend in science achievement for Walnut's 8<sup>th</sup> or 11<sup>th</sup> graders for the past four years. Note that these are showing different 8<sup>th</sup> and 11<sup>th</sup> grade classes from year to year.

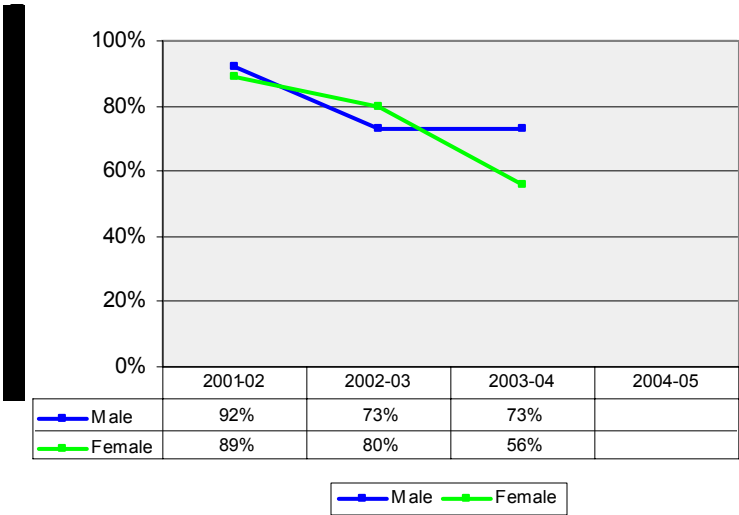
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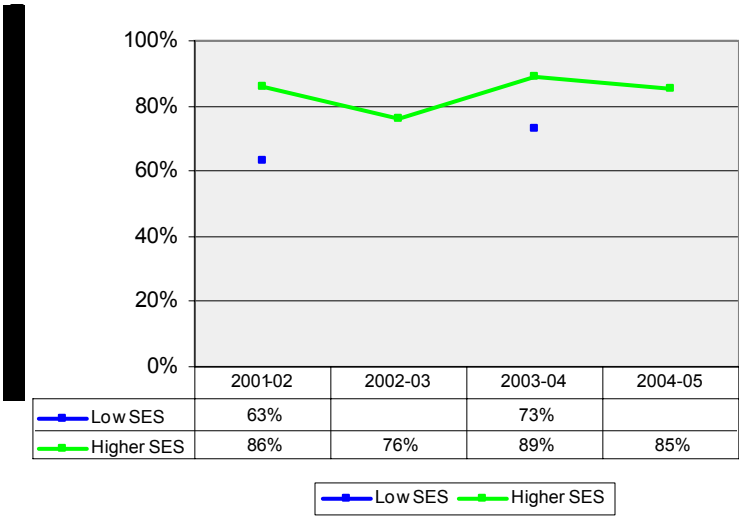
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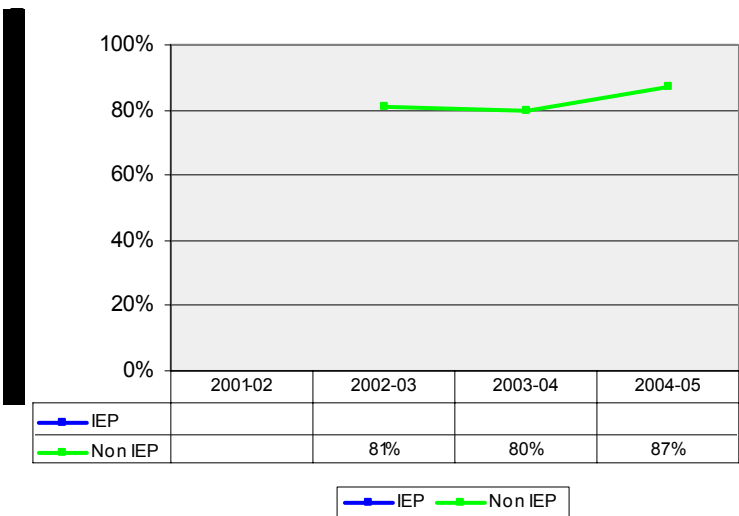
### 8th Grade Gender Gap Trend - Science



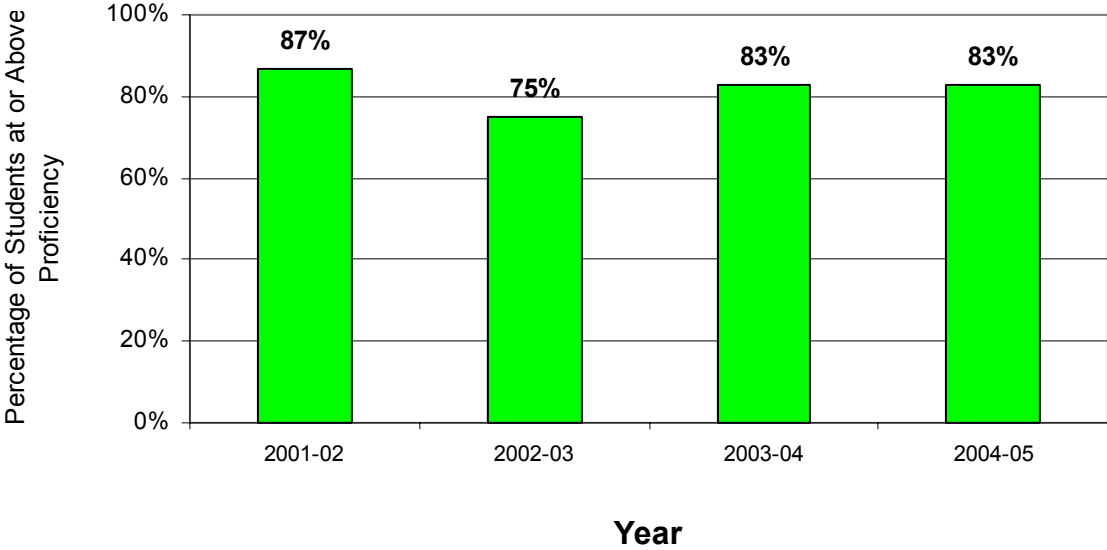
### 8th Grade SES Gap Trend - Science



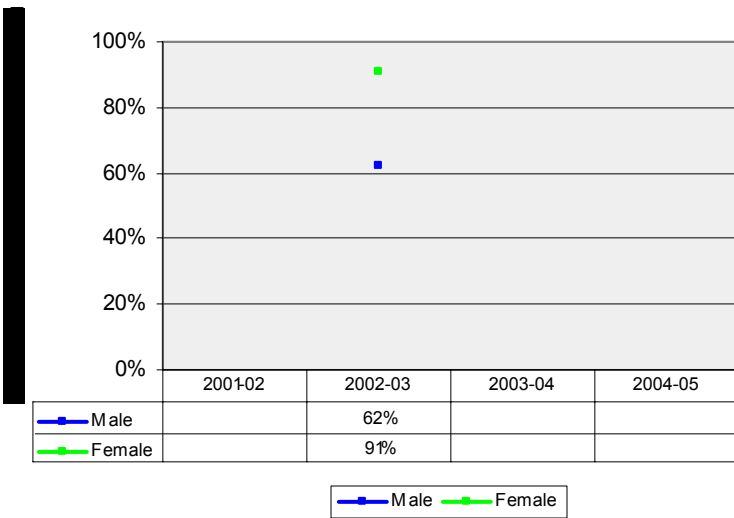
### 8th Grade IEP Gap Trend - Science



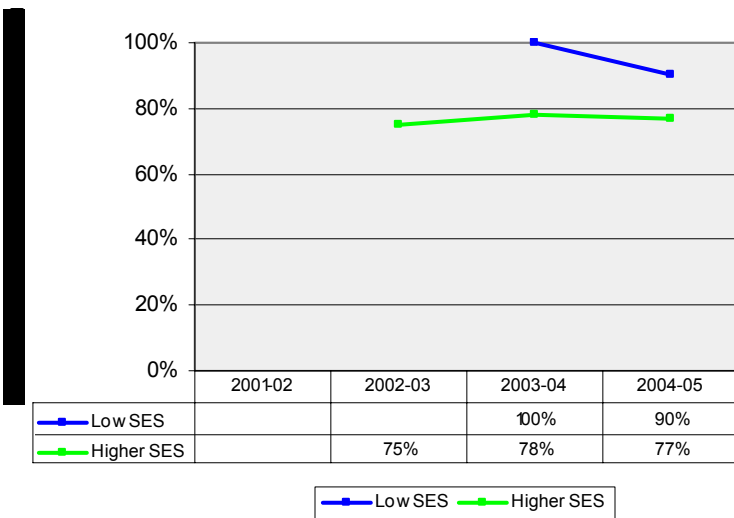
### 11th Grade Science Trends



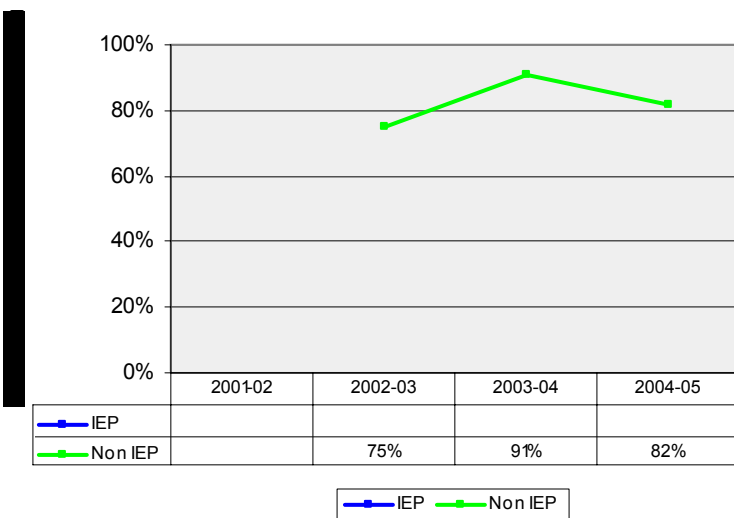
### 11th Grade Gender Gap Trend - Science



### 11th Grade SES Gap Trend - Science

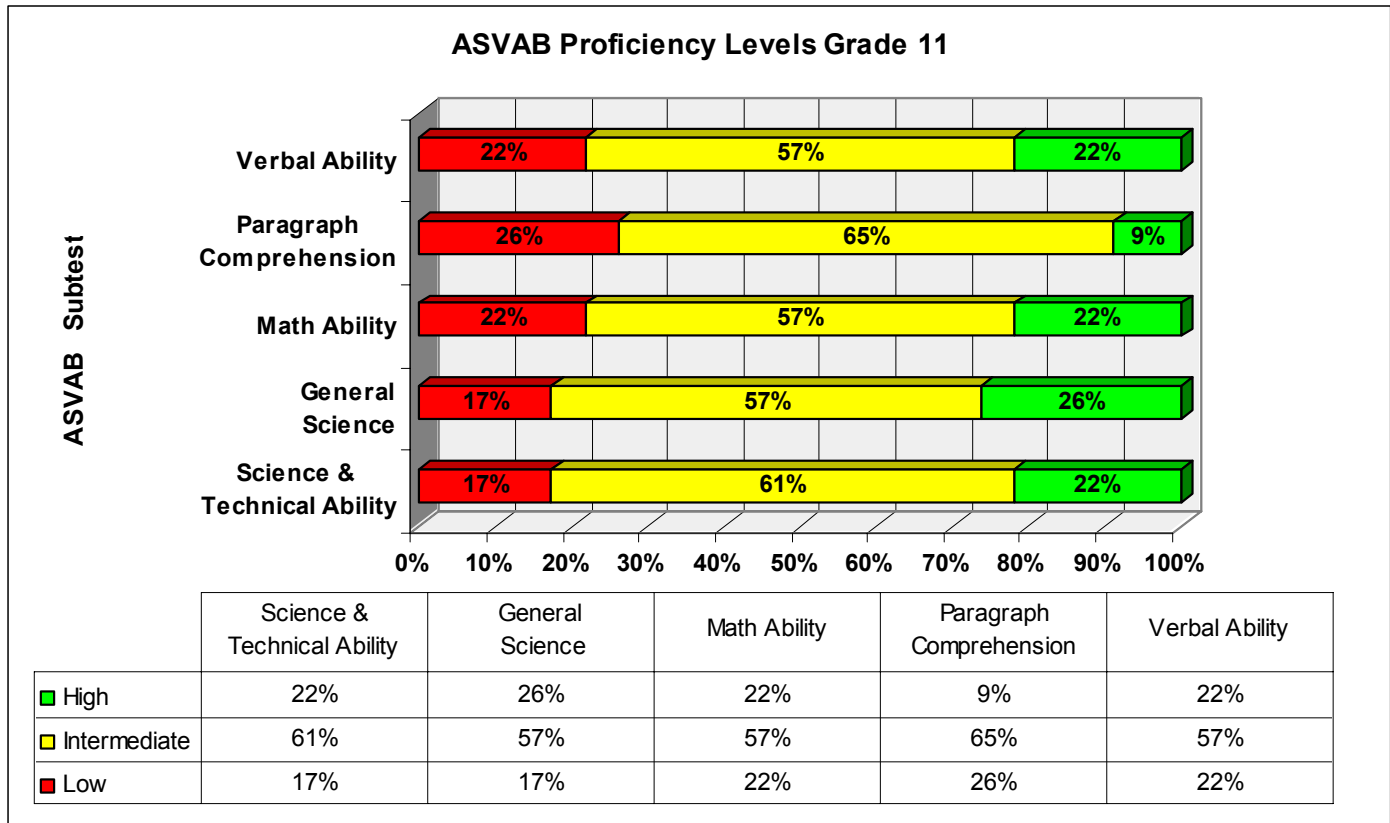


### 11th Grade IEP Gap Trend - Science

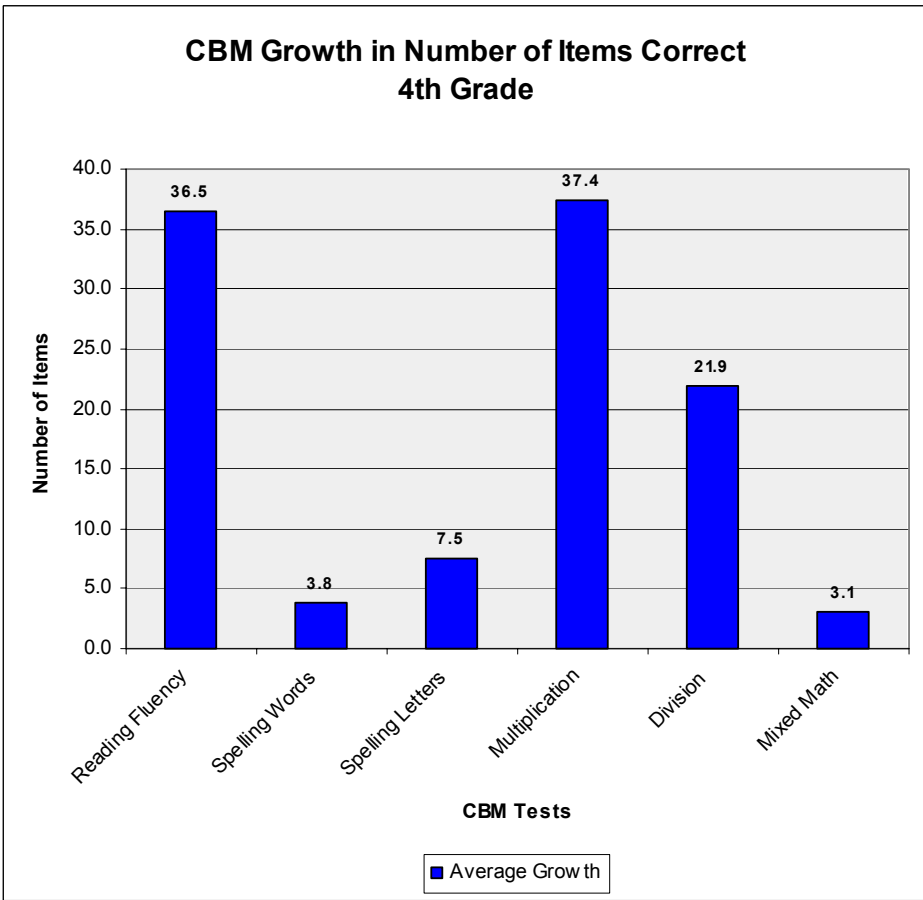
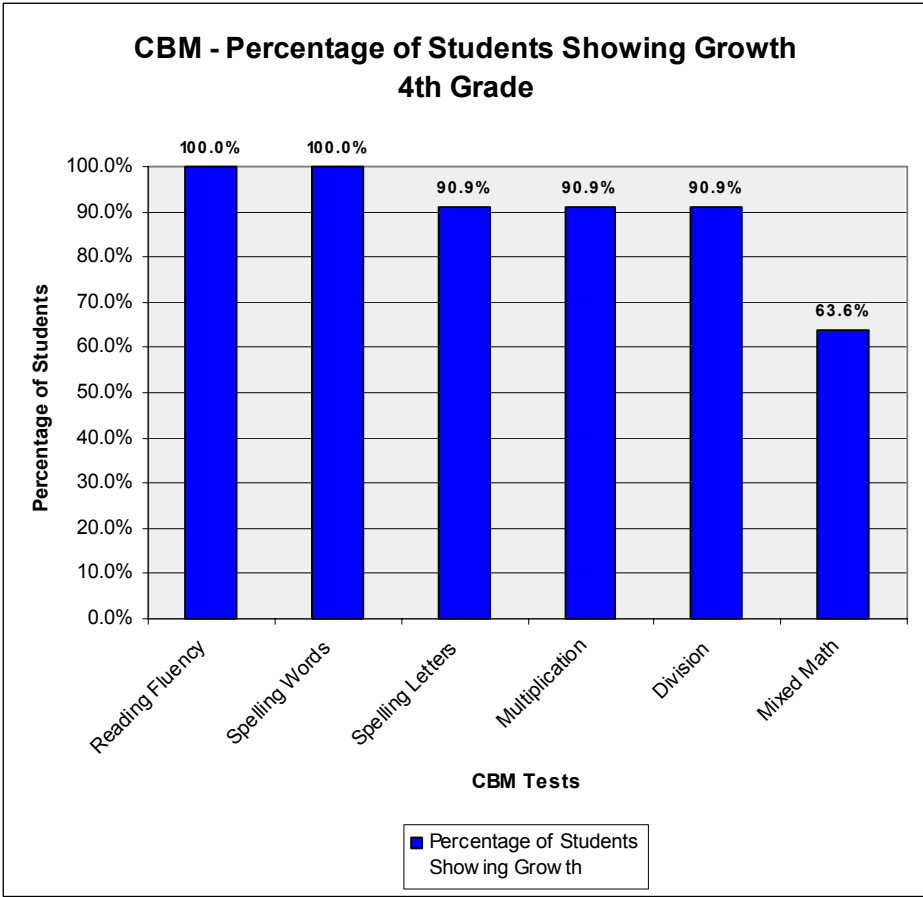


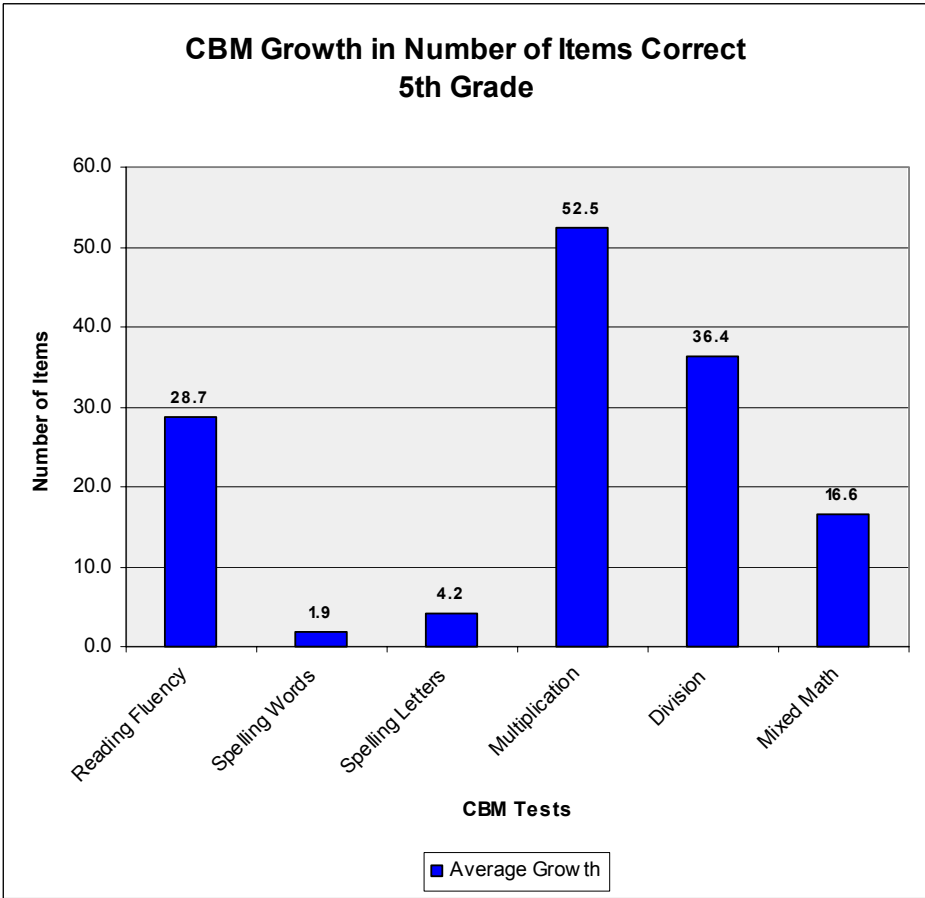
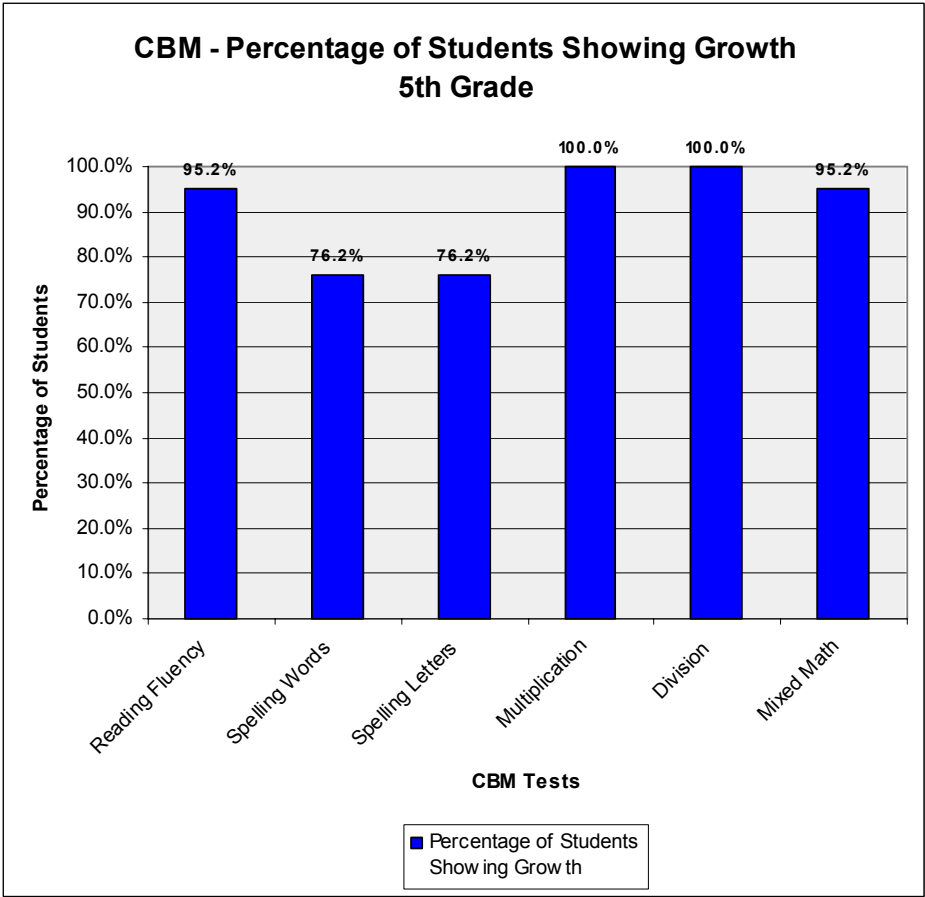
## District-Wide Multiple Assessment Data

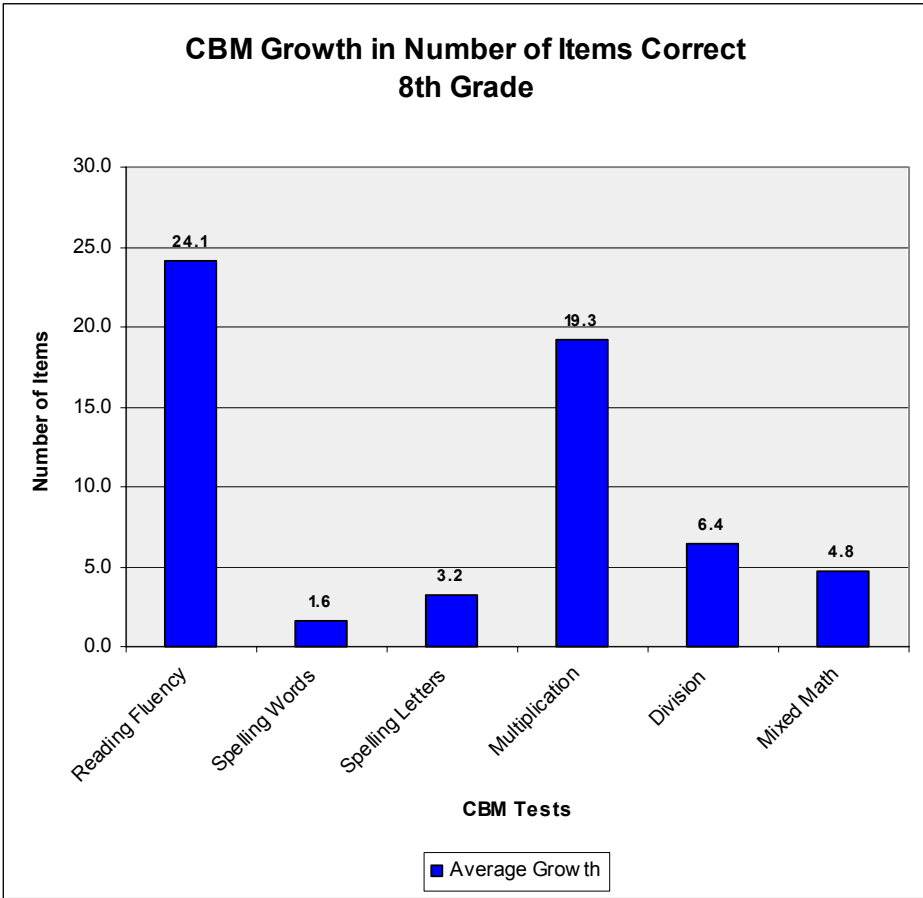
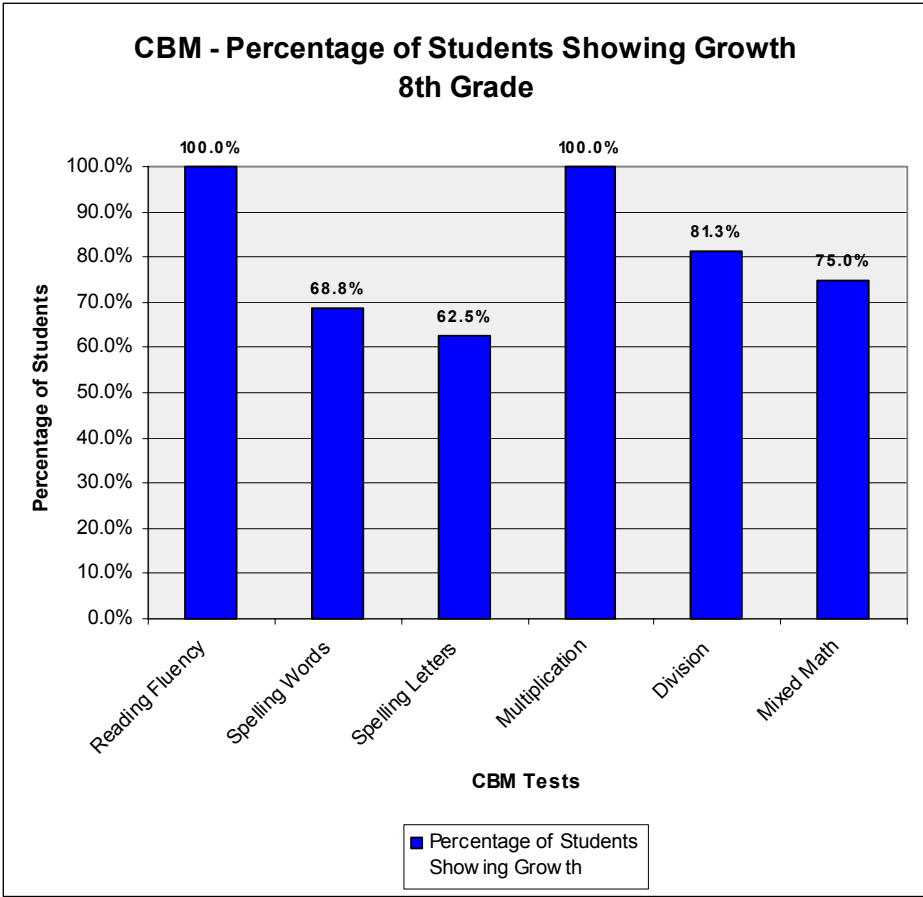
During the 2004-2005 school year Walnut administered the ASVAB test to its eleventh graders. The chart below shows the proficiency levels of the eleventh graders in several of the subtests.



During the 2004-2005 school year, Walnut administered CBM (Curriculum Based Measurement) tests to students in grades 1<sup>st</sup> – 5<sup>th</sup> and 8<sup>th</sup>. The following charts show the percentage of students showing growth in each of the subtests of the CBM tests in grades 4-5 and 8, and the average growth for each class in each of the subtests for grades 4-5 and 8.



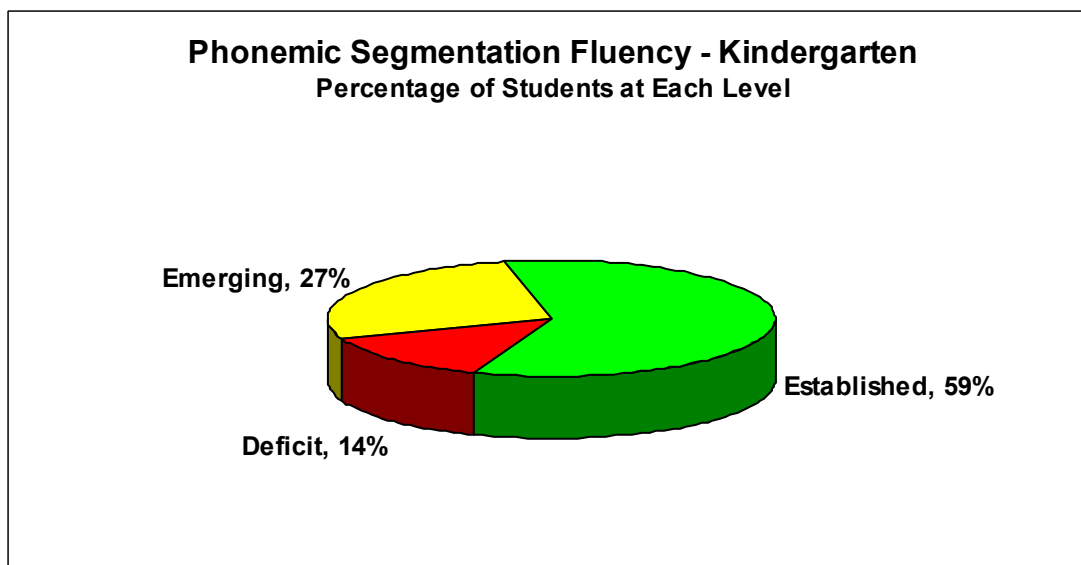
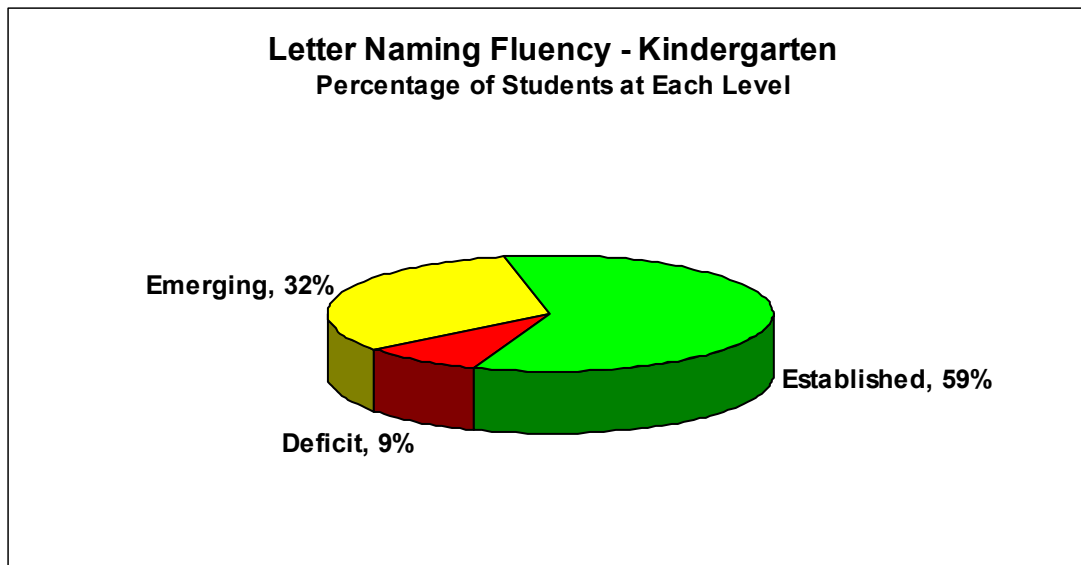




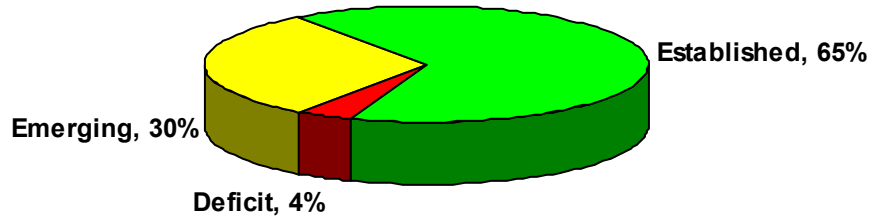
## Progress with Early Intervention Goals

During the 2004-2005 school year, Walnut administered the DIBELS test to students in grades Kindergarten – third. DIBELS stands for **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills. This test measures a student's performance in Initial Sounds Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. Benchmark goals are established for the students in each area, based upon the time of year the test is administered. Students are then identified as Deficit (At Risk), Emerging (Some Risk), or Established (Low Risk). Instructional Recommendations are then made available to classroom teachers, identifying those students who are Intensive (needing substantial intervention), Strategic (needing additional intervention) or Benchmark (at grade level).

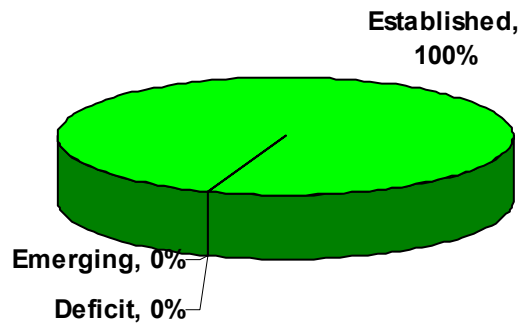
Below are results for grades K-3, based upon end-of-year DIBELS testing:



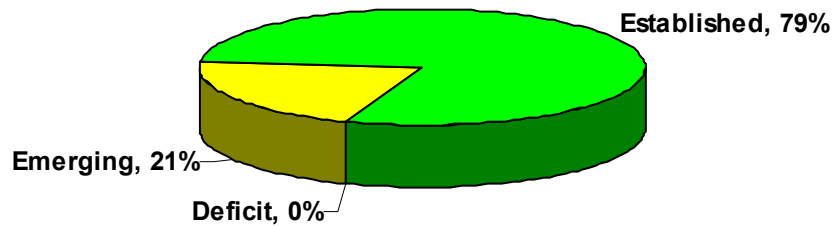
**Nonsense Word Fluency - Kindergarten**  
Percentage of Students at Each Level



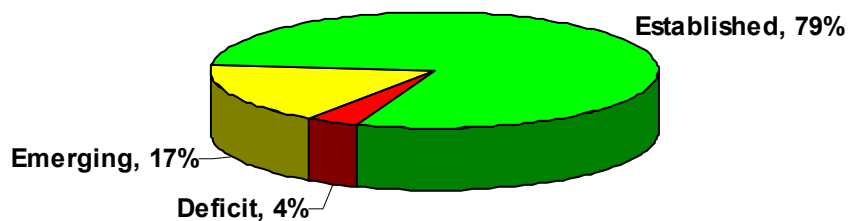
**Phonemic Segmentation Fluency - 1st Grade**  
Percentage of Students at Each Level



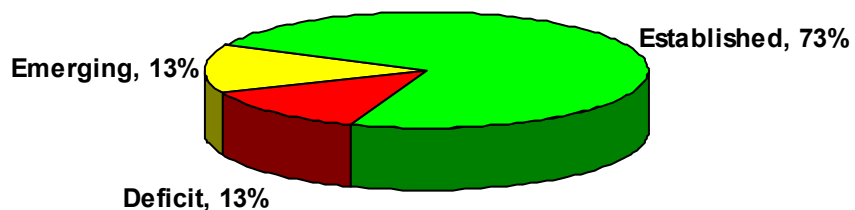
**Nonsense Word Fluency - 1st Grade**  
Percentage of Students at Each Level



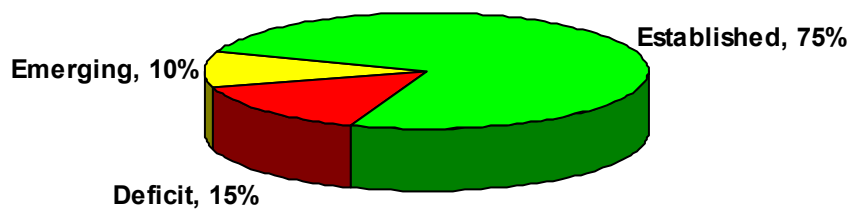
**Oral Reading Fluency - 1st Grade**  
Percentage of Students at Each Level



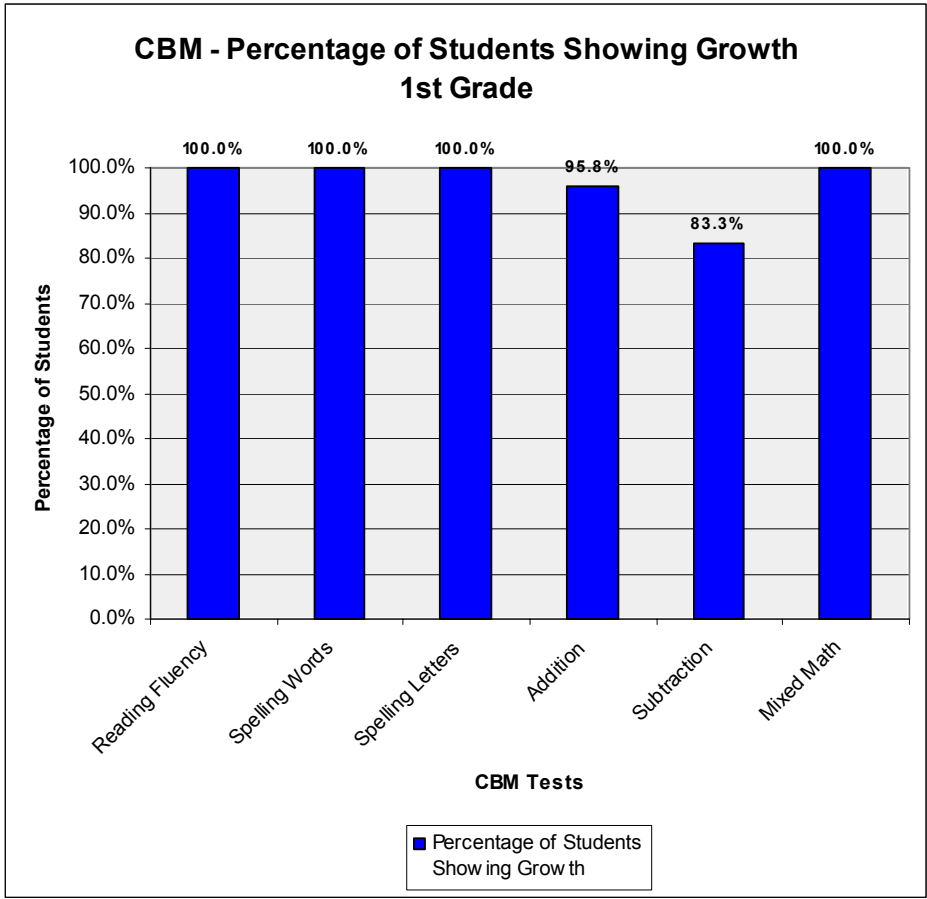
**Oral Reading Fluency - 2nd Grade**  
Percentage of Students at Each Level



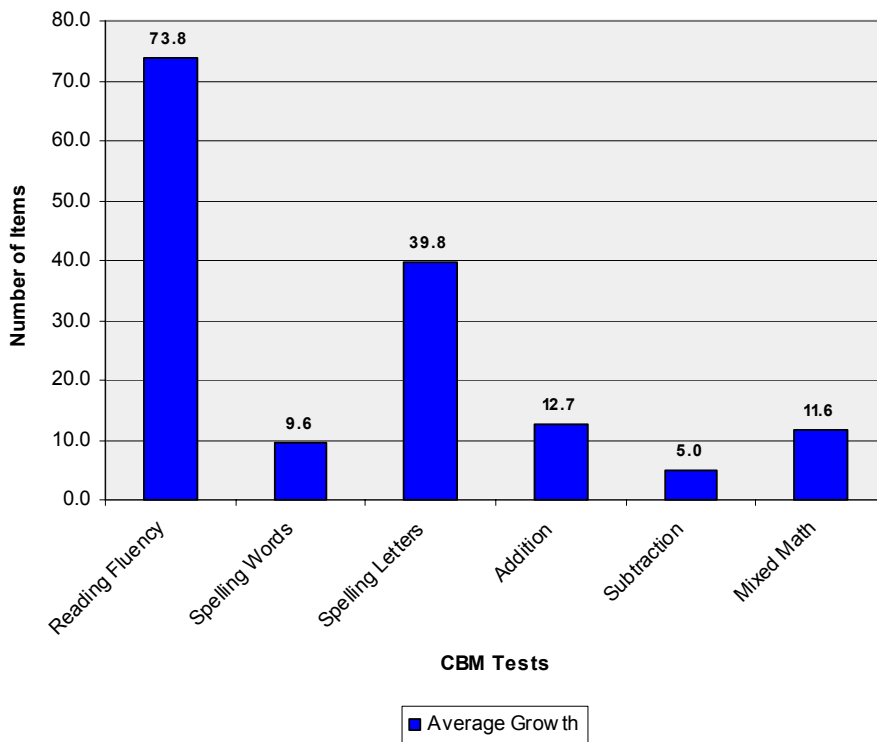
**Oral Reading Fluency - 3rd Grade**  
Percentage of Students at Each Level



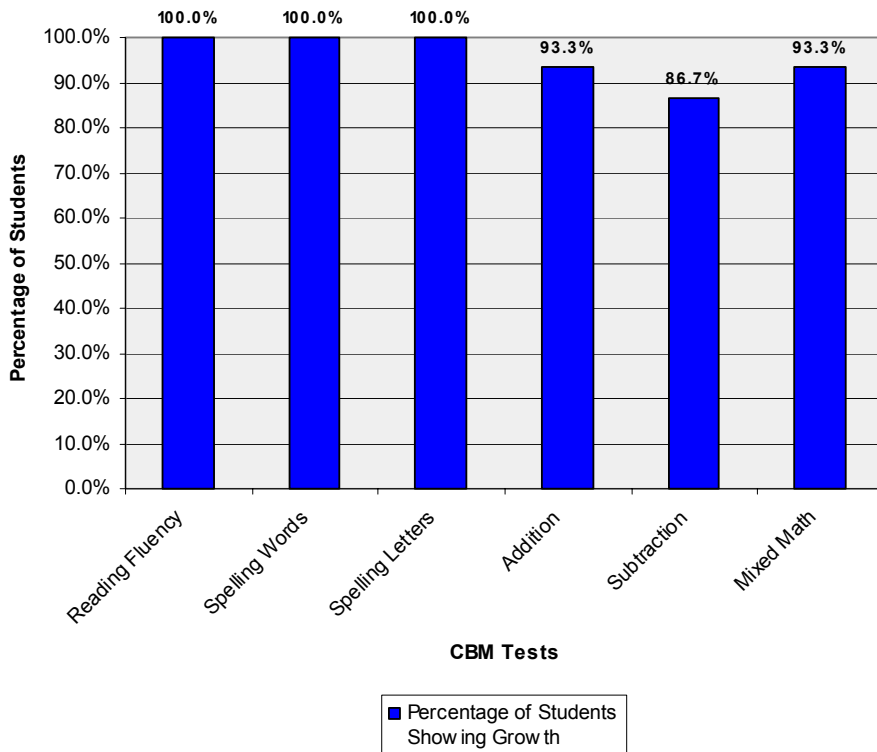
During the 2004-2005 school year, Walnut administered CBM (Curriculum Based Measurement) tests to students in grades 1<sup>st</sup> – 5<sup>th</sup> and 8<sup>th</sup>. The following charts show the percentage of students showing growth in each of the subtests of the CBM tests in grades 1-3, and the average growth for each class in each of the subtests for grades 1-3.



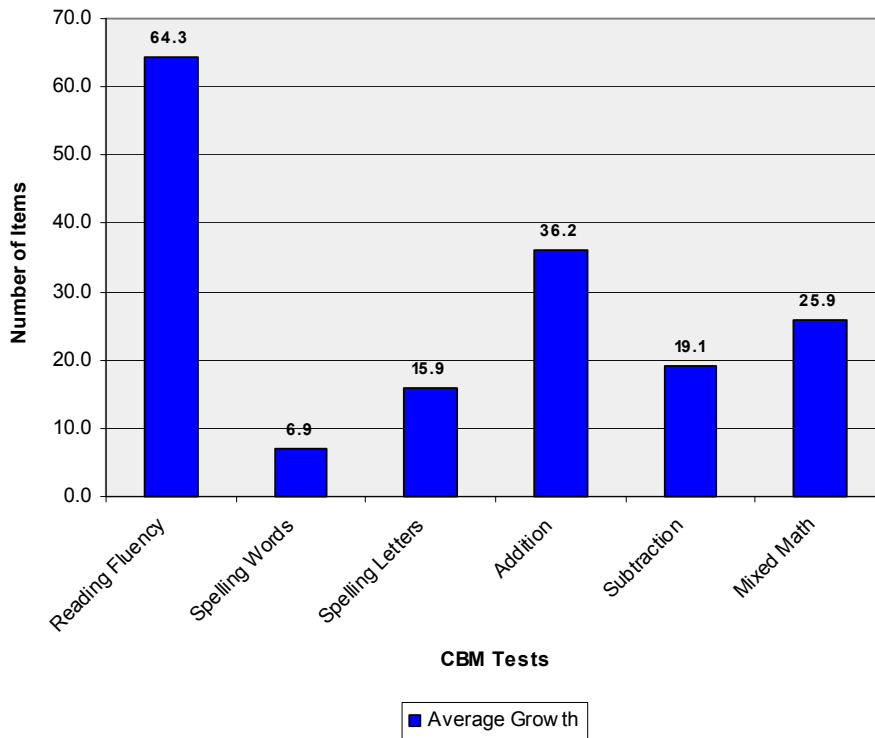
### CBM Growth in Number of Items Correct 1st Grade



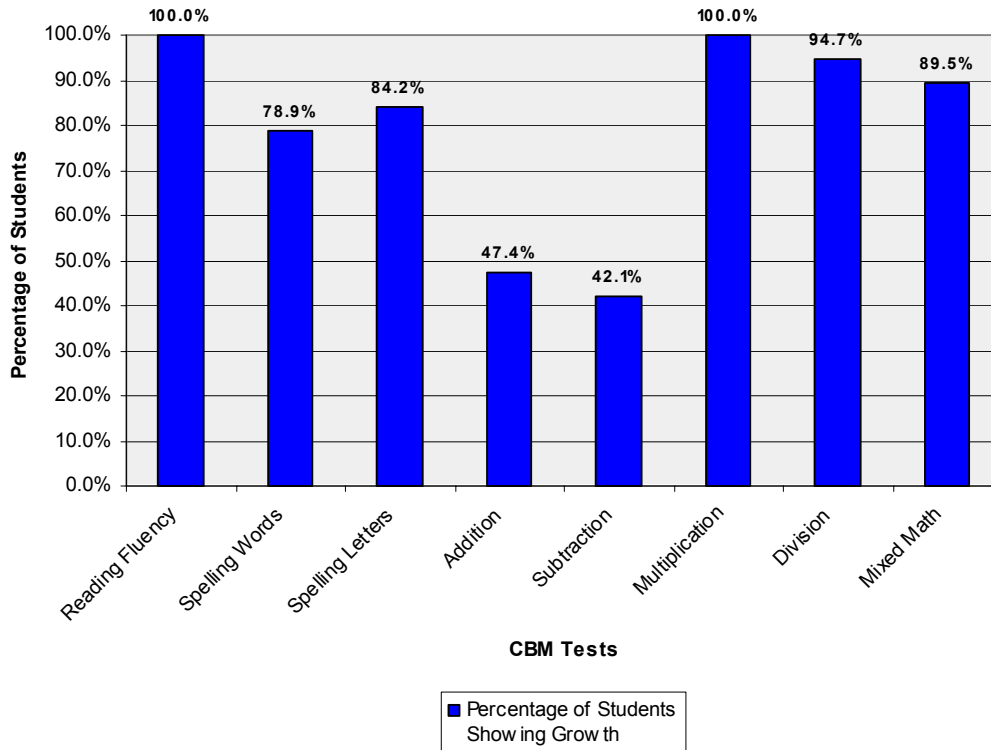
### CBM - Percentage of Students Showing Growth 2nd Grade



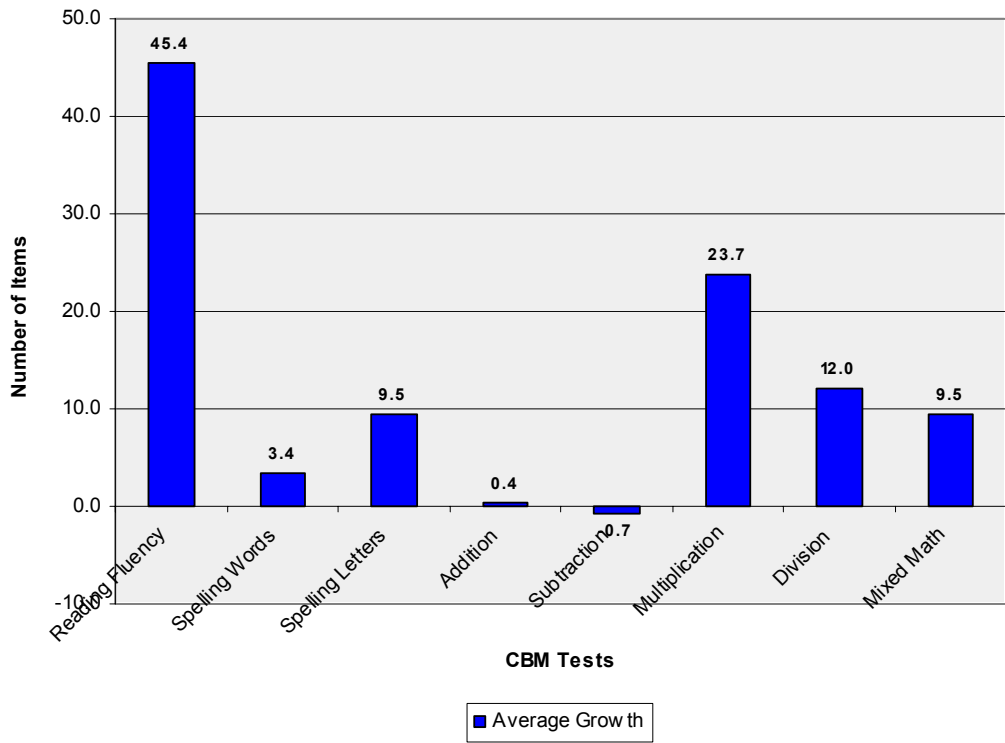
### CBM Growth in Number of Items Correct 2nd Grade



### CBM - Percentage of Students Showing Growth 3rd Grade



### CBM Growth in Number of Items Correct 3rd Grade



## Reading, Math, and Science Improvement Goals

**Long-range Goals for Reading:** All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

**Long-range Goals for Math:** All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

**Long-range Goals for Science:** All K-12 students will achieve at high levels in science, prepared for success beyond high school.

**2004-2005 Annual Improvement Goals for Science:** The 2004-2005 annual improvement goal in science was stated as follows: 83.3% or more of students in 4<sup>th</sup> grade will be proficient in science on ITBS; 83.3% of students in 8<sup>th</sup> grade will be proficient in science on ITBS; 89.2% or more of students in 11<sup>th</sup> grade will be proficient in science on the ASVAB.

The above goal was met in the 4<sup>th</sup> grade, with 91% of the students proficient in science. 78% of the 8<sup>th</sup> graders were proficient in science, so that portion of the goal was not met. In the 11<sup>th</sup> grade, 83% of the students were proficient on the science portion of the ASVAB, so that portion of the above goal was not met.

Since the annual improvement goal in science was not fully met, the following are examples from Walnut's action plans to improve science achievement in 2005-2006:

1. Professional development will incorporate AEA professionals in the science content area.
2. Ninth through twelfth grade science instruction and curriculum will be evaluated and aligned with appropriate science tests.

**Annual Improvement Goal for Reading for 2005-2006:** 78.3% or more of students in grade 4 will be proficient in reading comprehension on the ITBS; 83.3% or more of students in grade 8 will be proficient in reading comprehension on the ITBS; 89.2% or more of students in grade 11 will be proficient in reading comprehension on the ITED.

**Annual Improvement Goal for Math for 2005-2006:** 85.8% or more of students in grade 4 will be proficient in math on the ITBS; 87.5% or more of students in grade 8 will be proficient in math on the ITBS; 82.5% or more of students in grade 11 will be proficient in math on the ITED.

**Annual Improvement Goal for Science for 2005-2006:** 83.3% or more of students in grade 4 will be proficient in science on the ITBS; 83.3% or more of students in grade 8 will be proficient in science on the ITBS; 89.2% or more of students in grade 11 will be proficient in science on the ASVAB.

## Additional Achievement Indicators

**Dropout Data:** During the 2004-2005 school year, one Walnut student was considered a dropout in grades 7 through 12. This was **.8%** of the total student population in grades 7 through 12, **0%** of the male population, **2%** of the female population, **.8%** of the white population, **0%** of the Hispanic population, **0%** of the Asian population, and **9%** of the IEP (Individualized Education Plan) population in grades 7 through 12.

**Post-Secondary Data:** In the spring of 2005, Walnut graduated twenty-four seniors. One of these graduates was an exchange student. Seventeen of the graduates are planning to attend either a two-year or four-year college this fall. Two of the graduates are planning on attending a specialized vocational program. Three of the graduates plan to enter the military. All told, **92%** of Walnut's graduates intend to pursue post-secondary education/training. Two of the graduates plan to pursue full-time employment.

Twenty-three students in grades 9-12 took the ACT during the 2004-2005 school year. Fifteen seniors and eight juniors took the test. **61%** of these students achieved a score of 20 or above on the composite portion of the test, which indicates probable post-secondary success.

Of Walnut's twenty-four graduates, twenty-four of the seniors completed a core program, which includes four years of English/language arts and three or more years each of mathematics, science, and social studies. One of the graduates was an exchange student. **100%** of Walnut's graduates completed a core program.

**District Graduation Rate:** Walnut's graduation rate for the 2003-2004 school year was **100%**. The state graduation rate for the 2003-2004 school year was **89.78%**. Graduation rate data is always a year behind.

**Average Daily Attendance:** Walnut's K-8 average daily attendance for the 2003-2004 school year was **95.9%**. The state K-8 average daily attendance for the 2003-2004 school year was **95.82%**. Average daily attendance data is always a year behind.