

## Van Buren Community Schools    Public Report of Annual Progress    Fall, 2012

The **Annual Progress Report** (APR) is one way that Van Buren School Community School District shares information with the state Department of Education and the Van Buren community regarding how well the students in our district are progressing toward meeting academic achievement goals. Some goals are set by the Federal Department of Education in the No Child Left Behind (NCLB) legislation, some goals are set by the State Department of Education, and some goals are set at the local level by the Van Buren School Board, with input from the School Improvement Advisory Committee (SIAC), a committee made up of parents, students, teachers and community members.

### **Reading:**

**Long Range Goal from CSIP:** All K-12 students will achieve at high levels in reading, prepared for success beyond high school.

**2011/2012:** During the 2011-2012 school year, students in grades 7,8,9 and 11 will demonstrate an increase in the percentage of students scoring in the proficient range on the Reading Comprehension portion of the ITBS/ITED.

**Goal Met:** Our goal was to increase the percentage of students who tested proficient in reading comprehension on the ITBS/ITED in grades 7,8,9, and 11.

We met that goal as a district; however two of the four classes demonstrated a slight decrease in the percentage of students demonstrating proficiency.

The Class of 2017 demonstrated a decrease in proficiency of 4%.

The Class of 2016 demonstrated a decrease in proficiency of 2%.

The Class of 2015 demonstrated an increase in proficiency of 10%.

The Class of 2013 demonstrated an increase in proficiency of 24%.

Our total increase in proficiency in the specified classes was +28%.

**Plans for Progress:** The district is in the first year of implementation of a K-6th grade literacy series (HM Journeys) with at least 90-minutes of core literacy instruction daily. This is the first new adoption in 13 years

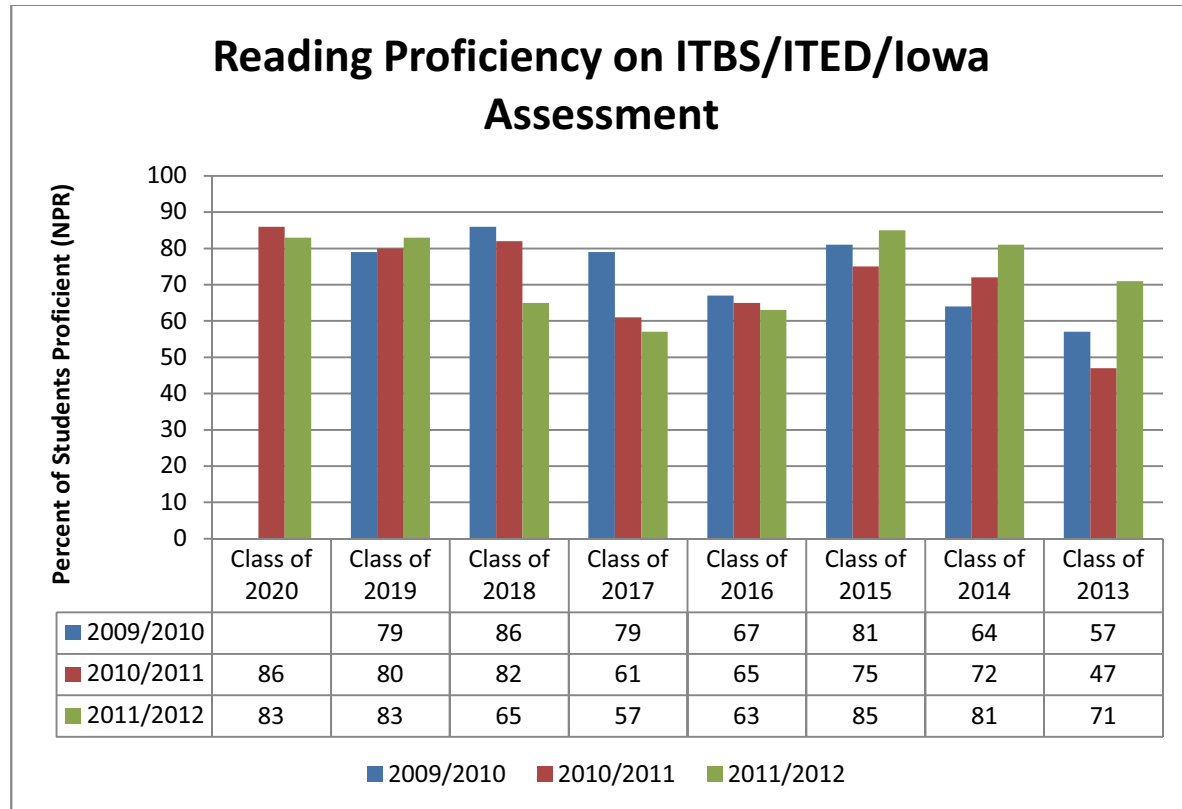
By the end of the 2012-2013 school year all K-2nd grade teachers will be trained in LETRS. ½ of these teachers will have completed their second year of implementation, and ½ will have completed their first year of implementation.

In addition, the district has implemented all day, every day, full year kindergarten beginning with the 2012-2013 school year, and Title I resources have been implemented in a school wide model, and all elementary teachers will participate in professional development designed to enhance balanced literacy.

The district is seeking to continually improve professional development opportunities emphasizing the gradual release of responsibility. In addition, the role of building leadership teams has been enhanced. Administrators conduct frequent walk-throughs providing timely feedback.

The district has moved to common planning time in curricular areas where possible to enhance collaboration opportunities among staff members; additional 1/2 day PD opportunities are being planned for the school year as well.

**Annual Goal for 2012/2013 School Year:** During the 2012-2013 school year, the percent of students proficient in reading comprehension on the Iowa Assessment will increase by 2% for all FAY students.



## Math:

**Long Range Goal from CSIP:** All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

**2011/2012 School Year Goal:** During the 2011-2012 school year students in grades 6,7,10, and 11 will demonstrate increased proficiency on the math portion of the ITBS/ITED.

**Goal Met:** Our goal was to show an increase in the percentage of students who were proficient on the math portion of the ITBS/ITED in grades 6,7,10, and 11.

We met this goal as a district; however, two of the four classes saw significant slippages in proficiency.

The class of 2018 demonstrated a decrease in proficiency of 17%.

The class of 2017 demonstrated a decrease in proficiency of 10%.

The class of 2014 demonstrated an increase in proficiency of 8%.

The class of 2013 demonstrated an increase in proficiency of 22%.

Our total increase in proficiency in the specified classes was +3%.

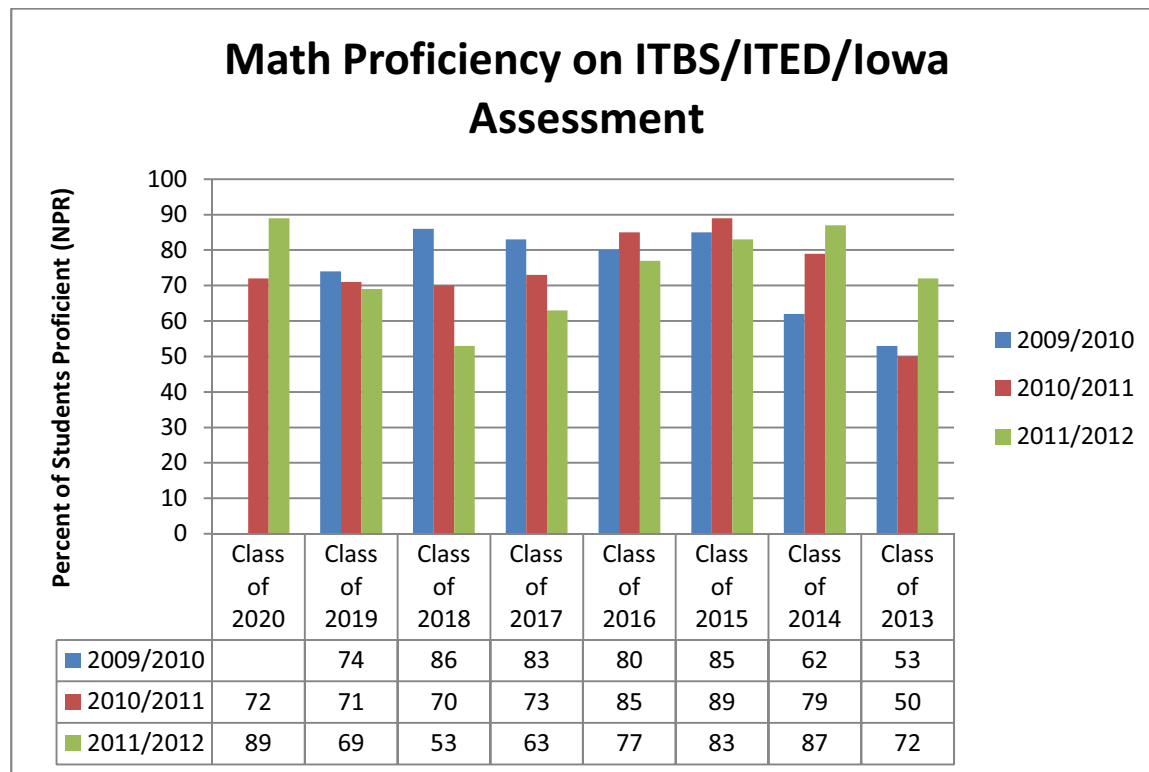
**Plans for Progress:** The district has implemented several curricular and instructional practices to address long-range goals in mathematics.

At the elementary level, we have shifted to a school wide implementation of Title I services; at the middle school, an intervention block is in place to address student needs, and at the high school level, a guided studies period has been implemented in order to help students make-up missing work or seek assistance.

We have gained new perspective through the addition of new staff, and have added an in school mentoring program for our new teachers.

As a district, our professional development focus is on the implementation of the gradual release of responsibility model.

**Annual Goal for 2012/2013 School Year:** During the 2012-2013 school year, the percent of students proficient on the math portion of the Iowa Assessment will increase by 2% for all FAY students.



## **Science:**

**Long Range Goal from CSIP:** All K-12 students will achieve at high levels in science, prepared for success beyond high school.

**2011/12 School Year Goal:** During the 2011-2012 school year, students in grades 7,10, and 11 will demonstrate an increase in the percentage of students scoring in the proficient range on the science portion of the ITED.

**Goal Met:** Our goal was to demonstrate increased proficiency in grades 7,10, and 11.

We met this goal as a district; however, one of the targeted classes demonstrated a decrease in proficiency.

The class of 2017 demonstrated a decrease in proficiency of 9%.

The class of 2014 demonstrated an increase in proficiency of 14%,

The class of 2013 demonstrated an increase in proficiency of 20%.

Our total increase in proficiency in the specified classes was +25%.

**Plans for Progress:** The district has implemented several curricular and instructional practices to address long-range goals in science.

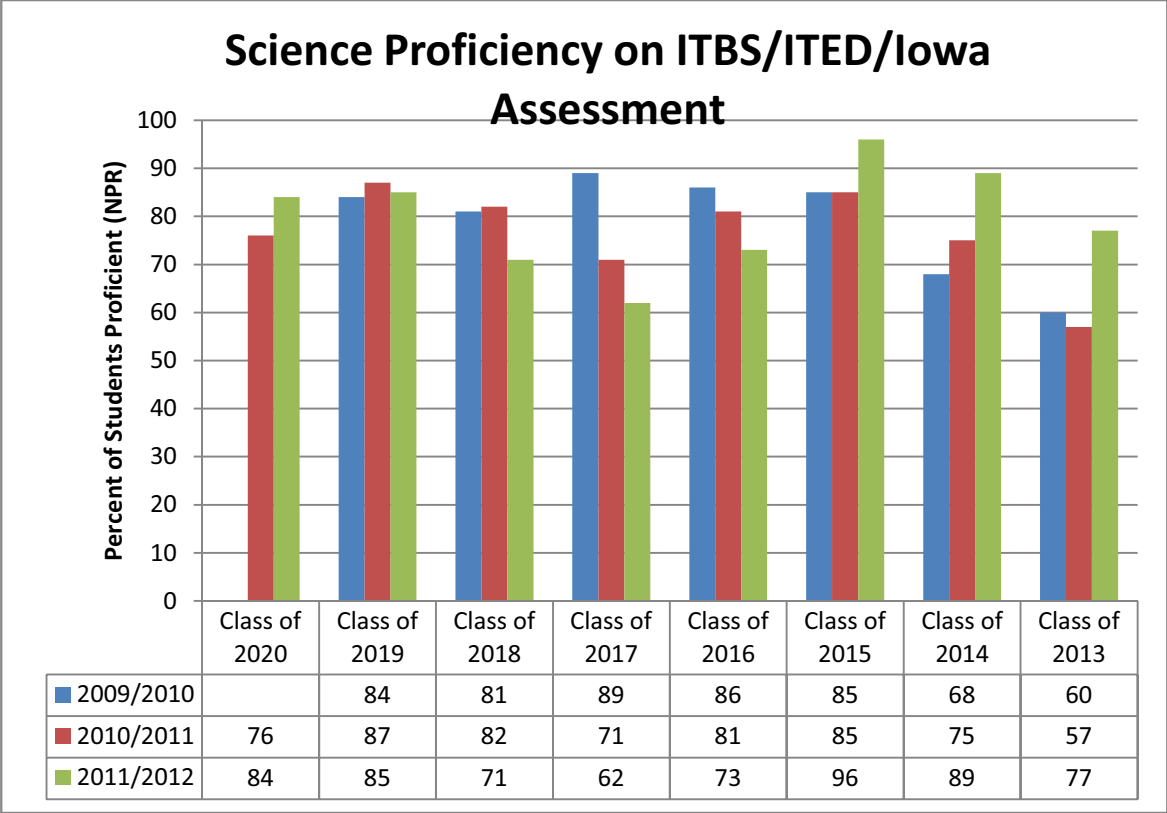
At the elementary level, we have shifted to a school wide implementation of Title I services; at the middle school, an intervention block is in place to address student needs, and at the high school level, a guided studies period has been implemented in order to help students make-up missing work or seek assistance.

Enhanced science fair opportunities at the middle and high school levels increase student engagement and stem activities.

We have gained new perspective through the addition of new staff, and have added an in school mentoring program for our new teachers.

As a district, our professional development focus is on the implementation of the gradual release of responsibility model.

**Annual Goal for 2012/2013 School Year:** During the 2012-2013 school year, the percent of students proficient on the science portion of the Iowa Assessment will increase by 2% for all FAY students.



**Measures of Probably Post-Secondary Success:**

**ACT**

Van Buren uses the ACT test as its measure of probably post-secondary success. The cut score for the ACT test is 20. Many of our students who intend to attend local community colleges do not take the ACT test since Indian Hills and SCC do not require it.

2011 Results: 28 Van Buren students took the ACT, with 16 of them achieving scores of twenty or above. This indicates 57% of students taking the test achieved a score indicating probably post-secondary success.

**Post-Secondary Education/Training Intentions**

Of the 53 graduating seniors, 44 indicated intent to pursue post-secondary education training. Therefore, 83% of seniors intend to pursue post-secondary education/training. Van Buren Schools provides frequent supervised trips to Indian Hills Community College in an effort to get students thinking about future careers. All 8<sup>th</sup> graders complete the “I Have a Plan” program which also helps them explore career interests and plot coursework throughout high school to achieve foundational skills in chosen areas of interest. Post-secondary does not include any training which students receive in the military.

**Core Program Completers**

Of the 53 graduating seniors, 53 completed a core program. 100% of Van Buren students are taking 4 years of English and 3 or more years of math, science and social studies, unless they are under an IEP

which stipulates otherwise. New state mandates ensure that all schools in the state of Iowa require 4 years of English and at least 3 years of math, science, and social studies. Therefore, except in extreme cases, all Van Buren graduates will complete a core educational program.

### **Dropouts**

11 students of 322 dropped out of school during the 2010-2011 school year which equates to 3.42%. This is slightly above the state average of 3.38%. In order to increase engagement and decrease the dropout rate, the district has maintained the Multi-Occupations and Work Study programs which have proven helpful to students who are more fully engaged in a “hands on” work situation than a traditional classroom setting. The creation of a case management position to coordinate services which removes obstacles for at-risk students will provide additional support.

The credit recovery program provides earlier intervention and provides students a chance to “catch up” with their peers and re-enter the high school, thus reducing the number of students choosing to drop-out each year.

A guided studies program has been added to the high school schedule. The program will allow teachers to give more one-on-one support to students who have fallen behind or who require additional assistance with coursework. The guided studies period provides the opportunity for students who are not behind in their work to seek assistance with homework as well. Although the program has only been in place since the beginning of the 2012-13 school year, initial indications are quite positive.

The high school is in the second year of the WARRIOR program which in many ways parallels the PBIS program in place at the elementary level. The program recognizes students for excellence not only academically, but in each of the areas represented by the WARRIOR acronym:

**W**ork

**A**ttitude

**R**esponsibility

**R**espect

**I**nvolve**m**ent

**O**rganizati**o**n

**R**esili**e**nce

**S**ervice

The recognition of students for accomplishments outside of the academic arena allows for an increased sense of belonging and engagement.