



# Lynnville-Sully Community Schools



*Home of the  
Hawks*

## **2007-2008 Annual Progress Report**

### **07-08 Administrative Team**

Superintendent  
Duane Willhite

Superintendent's Sec.  
Lorie Van Soelen

Board of Directors  
John Terpstra - President  
Dan Cross - V. President  
Tim Dunsbergen  
Mike Rozendaal  
Matt James

K-8 Principal  
Jolene Comer

Elem/Middle School Secretary  
Carol Ver Ploeg

HS Principal  
Matt Rasmusson

High School Secretary  
Susan Jansen

Business Manager/  
Board Secretary  
Karla Boot

Mailing Address  
P.O. Box 210  
12476 HWY F62  
Sully, IA 50251

Phone  
641-594-4445

Fax  
641-594-2770

[www.lynnville-sully.k12.ia.us](http://www.lynnville-sully.k12.ia.us)

**“Empowering Students to Pursue their Dream”**



# Lynnville-Sully Community Schools

## Vision Statement

Empowering students to pursue their dream.

## Mission Statement

Fueling the passion for learning and educating all students to achieve their full potential.

## Core Values

<i>Integrity:</i>	<i>We will live as proof of moral principals</i>
<i>Respect:</i>	<i>We will treat everyone with courtesy and honor</i>
<i>Commitment:</i>	<i>We will show dedication to our students and our district</i>
<i>Responsibility:</i>	<i>We will be trustworthy, reliable, and accountable</i>
<i>High Expectations:</i>	<i>We will set high goals, inspire personal bests, and seek continuous improvement for all staff and students.</i>

## District Goals

### Long Range Goals

1. As of the fall of 2007-08 test date, 4th grade reading and math biennium averages of percent students proficient will increase by 5%, thus staying above the NCLB trajectory for each.
2. As of the same date, 8th and 11th grade biennium averages of percent students' proficient will be higher than the current levels.
3. By fall of 2007-08 test date we will increase the percent of all students proficient in science, grades 4-12 in the ITBS/ITED by 3%.
4. Lynnville-Sully school staff and administration will study and implement a program of character development, such as Character Counts in all grades.
5. Lynnville-Sully staff and administration will increase student accountability and responsibility especially in transition years so as to increase student success.
6. Lynnville-Sully will provide a comprehensive curriculum which integrates core academics with technology in grades 4-12.

### 2007-2008 Annual Improvement Goals

- To increase the percent of 3-5<sup>th</sup> grade boys proficient in reading comprehension as measured by the ITBS tests to above the 05-06 average of 75.4%
- To increase the percentage of 6<sup>th</sup> grade boys proficient in reading comprehension as measured by the ITBS tests to 60% proficient.
- To increase the percent of 3-5<sup>th</sup> graders proficient in math as measured by the ITBS tests to above the 05-06 average of 74.8%.
- To increase the percent proficient of all 9-10<sup>th</sup> grade students to 85% in science from the 2006-07 average of 82.4%.

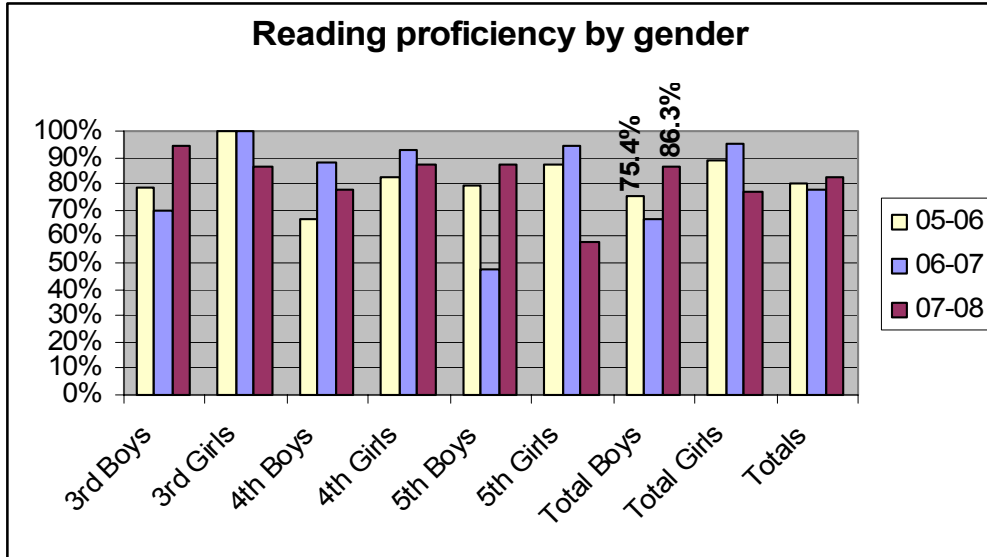
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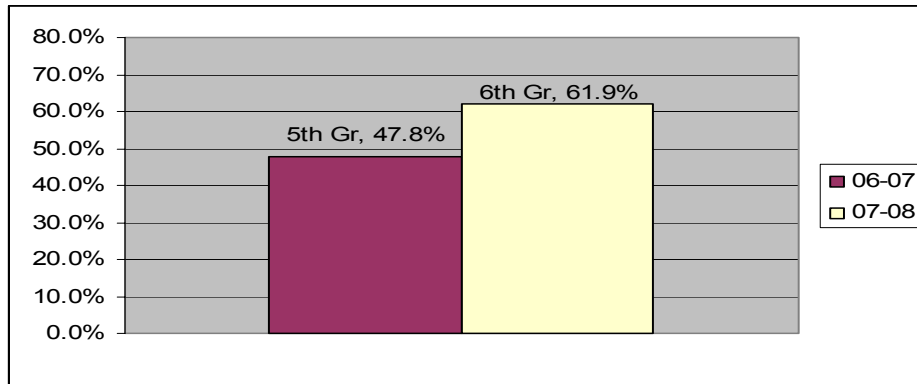
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## Progress towards goals

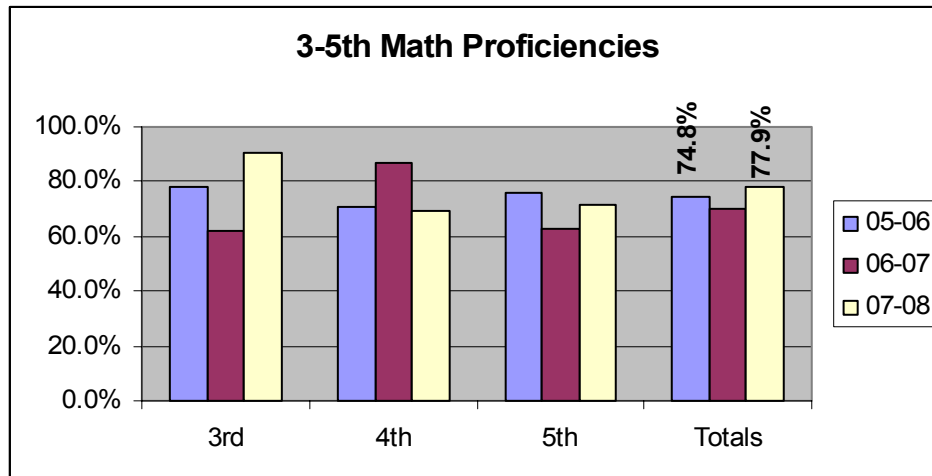
- v 3-5th grade boys proficiency - GOAL MET – 86.3% vs goal of 75.4%



- v 6th boys proficient in reading - GOAL MET – 61.9% vs goal of 60.0%



- v 3-5th graders proficient in math - GOAL MET – 77.9% vs 74.8%

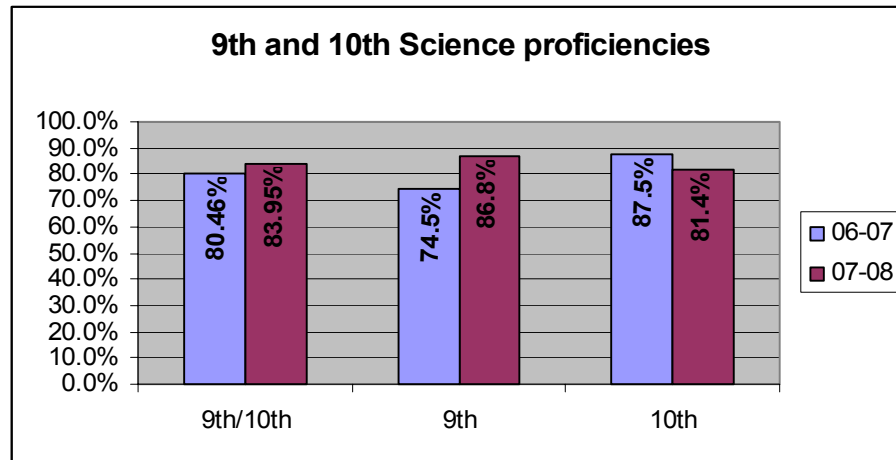


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v 9-10th graders proficient in science - Not met – 83.95% vs goal of 85%



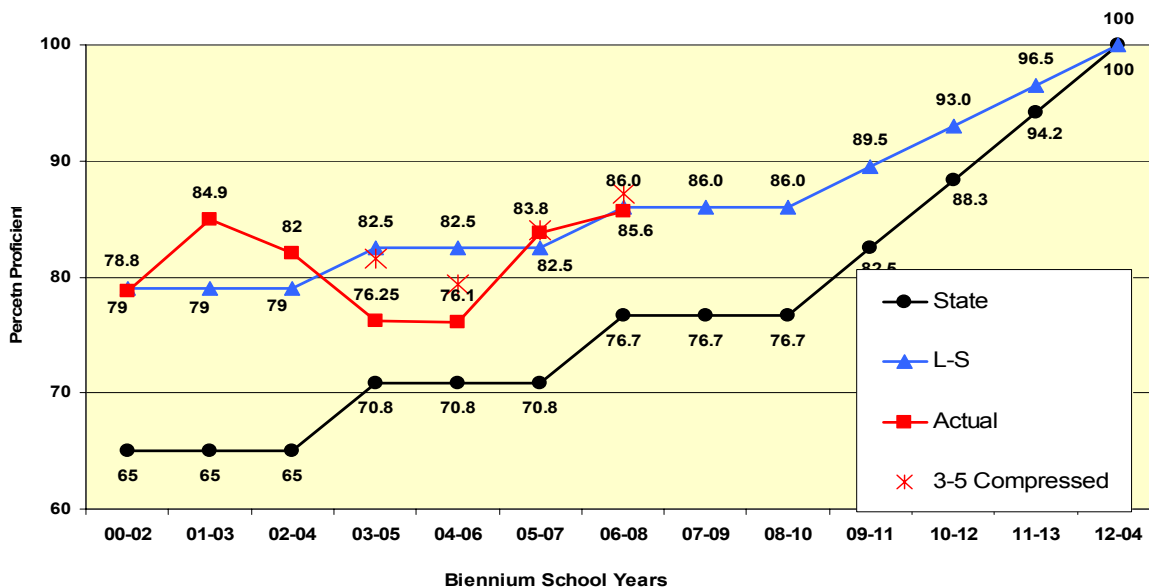
Although the goal was not met in 9<sup>th</sup> and 10<sup>th</sup> grade science, we observe growth in the 9<sup>th</sup> graders into 10<sup>th</sup> grade. We also have a higher 9<sup>th</sup> grade proficiency than we did on 06-07. Vocabulary development and technical comprehension is vital to science understanding. Our plan for improving these scores is based on increasing text comprehension through reading strategies.

## NCLB Trajectories

The following graphs show progress towards the reading goals established by No Child Left Behind. The solid lines are biennium averages of percent students proficient in a grade level compared to required progress towards 100% proficient in 2014. The stars are the combined scores of three grade levels of percent proficient as is now required by NCLB.

### Reading

4th Grade Reading Trajectories



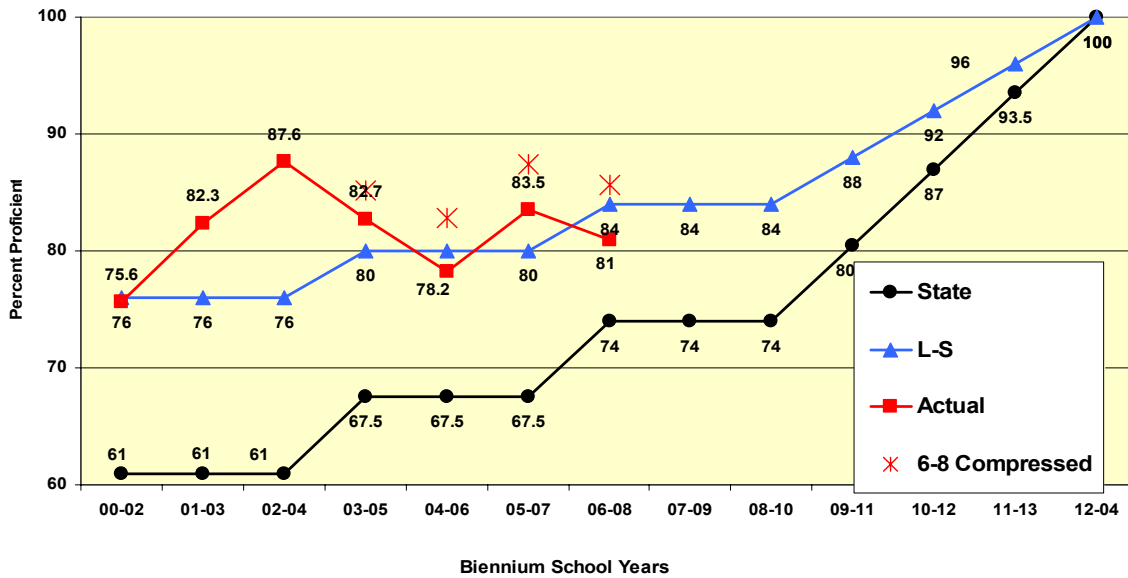
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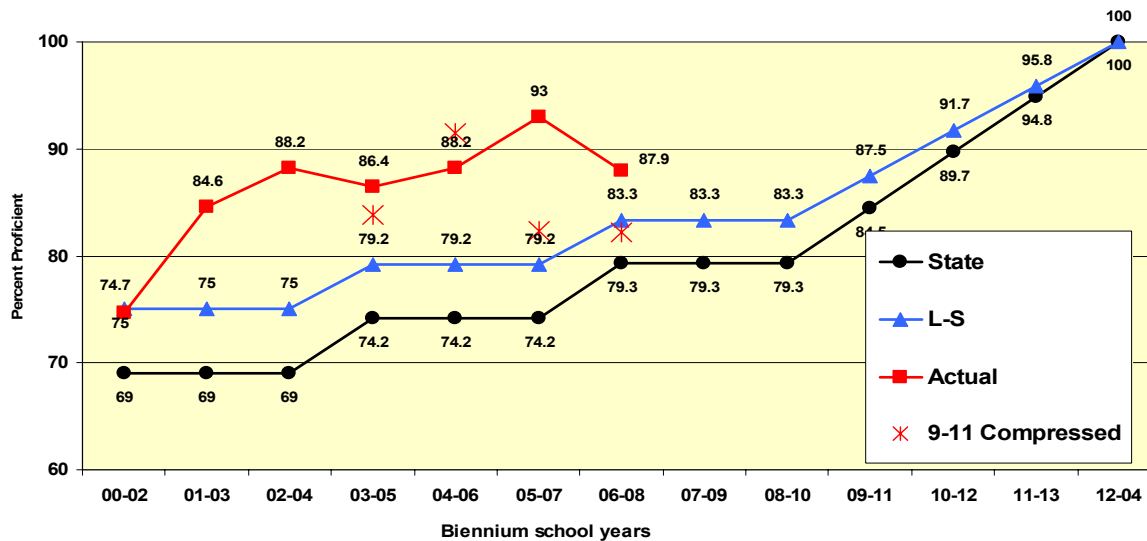
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## Reading (con't)

### 8th Grade Reading Trajectories



### 11th Grade Reading Trajectories



## 2008-09 Reading Goals

Lynnville-Sully Elementary will increase the percent proficient of all 3<sup>rd</sup>-5<sup>th</sup> graders from 82.6% to 85% in ITBS reading comprehension.

Lynnville-Sully Middle School will increase the cohort's (as 5<sup>th</sup>-7<sup>th</sup> graders) percent proficient of 6<sup>th</sup>-8<sup>th</sup> graders from 75.2% to 81.2% in ITBS reading comprehension.

Lynnville-Sully High School will increase the total percent proficient of 9<sup>th</sup>-11<sup>th</sup> grade students to 80% from the cohort's 07-08 scores of 75.8% in ITED reading comprehension.

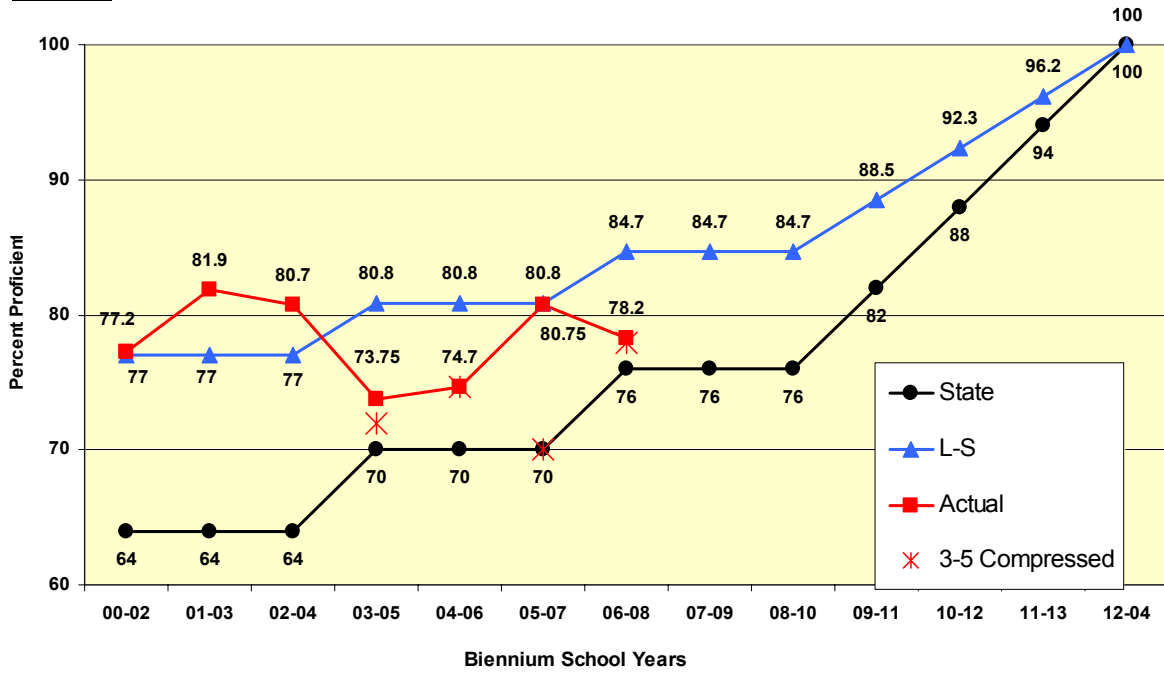
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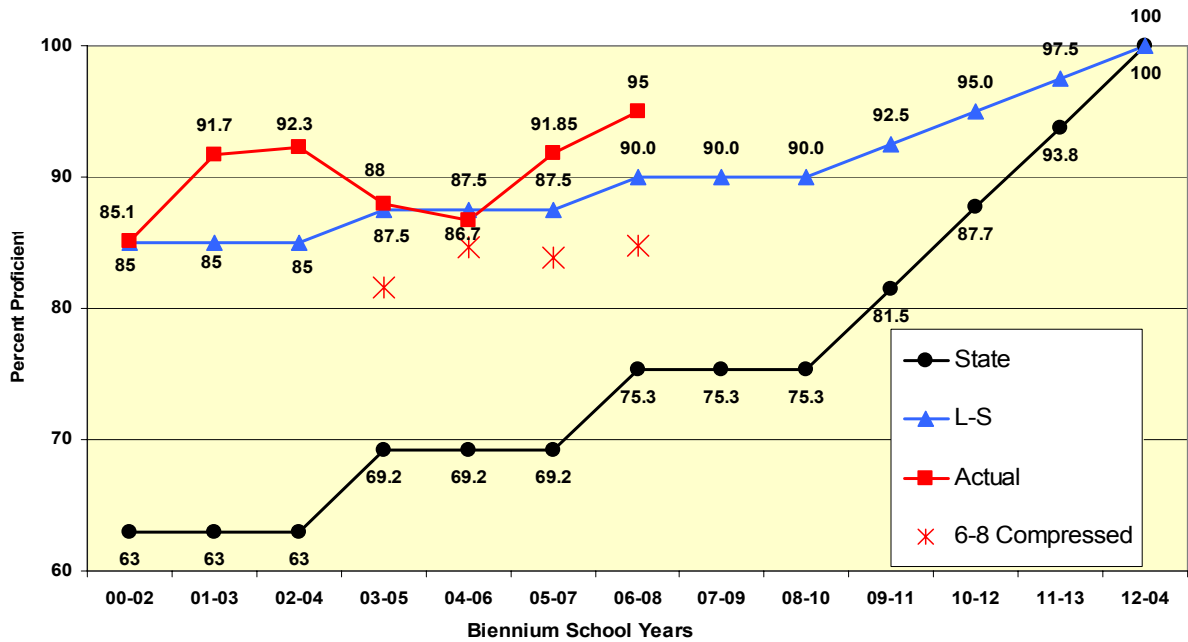
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## Math

### 4th Grade Math Trajectories



### 8th Grade Math Trajectories

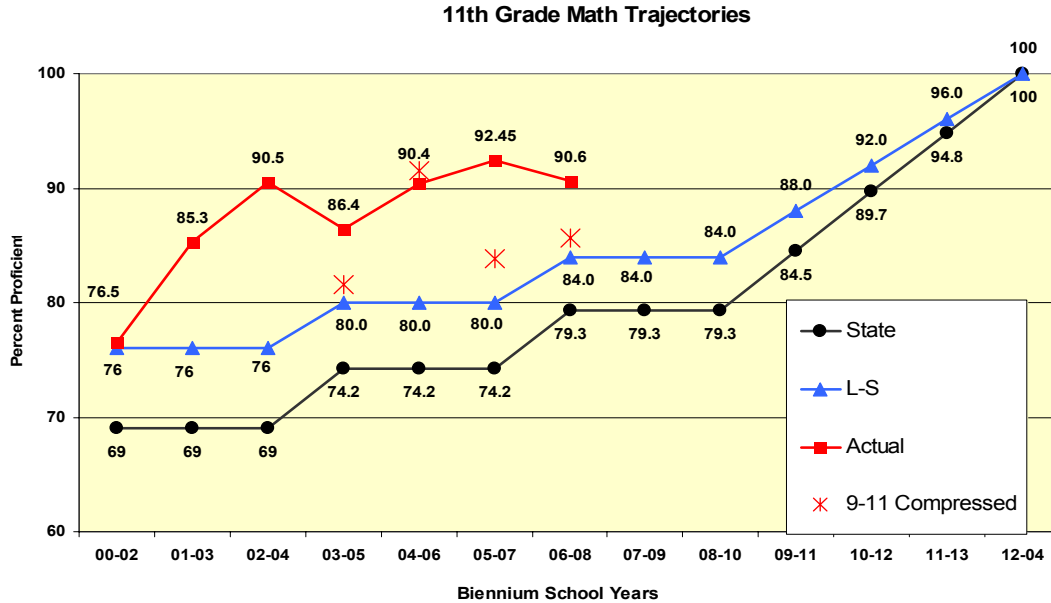


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# Lynnville-Sully Community Schools

## Math (Con't)



## 2008-09 Math Goals

Lynnville-Sully Elementary will increase the percent proficient of all 3<sup>rd</sup>-5<sup>th</sup> graders from 77.9% to 80% in ITBS math total.

Lynnville-Sully Middle School will decrease the percent of 6<sup>th</sup>-8<sup>th</sup> grade non-proficient students by 6% in ITBS math total from the cohort's 07-08 scores of 22.8% non-proficient.

Lynnville-Sully High School will increase the percent proficient of 10<sup>th</sup> & 11<sup>th</sup> grade students to 85% from the cohort's 07-08 scores of 82.7% in ITED math total.

## Science

Science trajectories were not originally set in NCLB legislation. Therefore we are simply required to make annual progress towards and achieve 100% proficient by 2014. Total percent proficient in the above graphs is the combination of proficient (41<sup>st</sup> through 89<sup>th</sup> percentile rank) and Advanced (90<sup>th</sup> percentile and above).

## 2008-2009 Science Goals

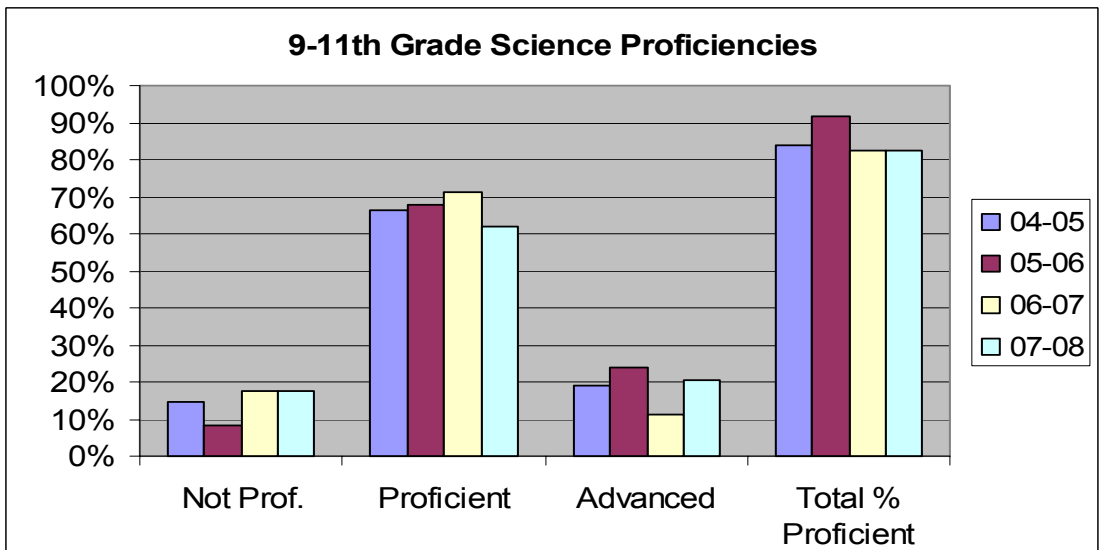
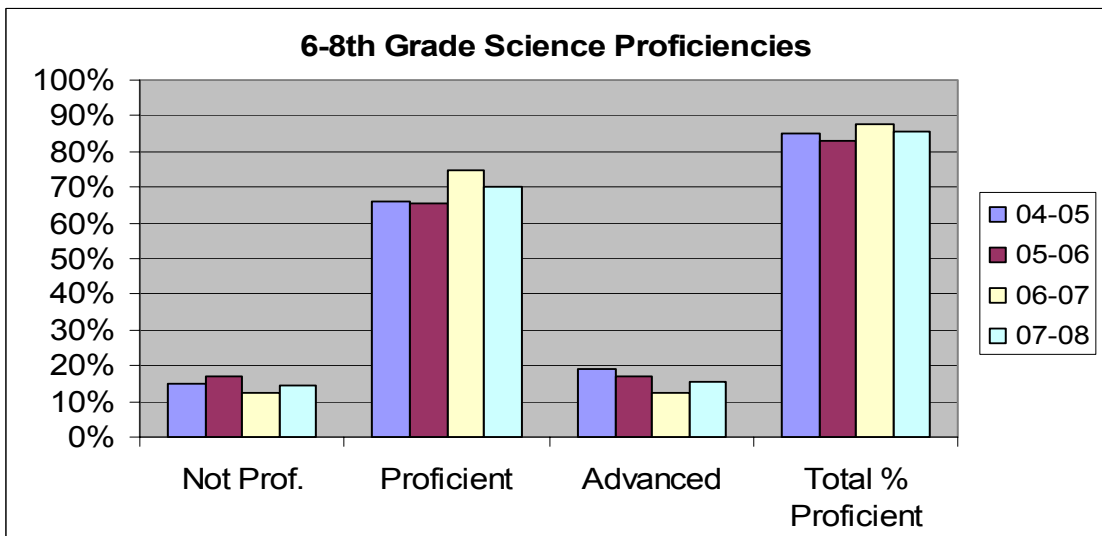
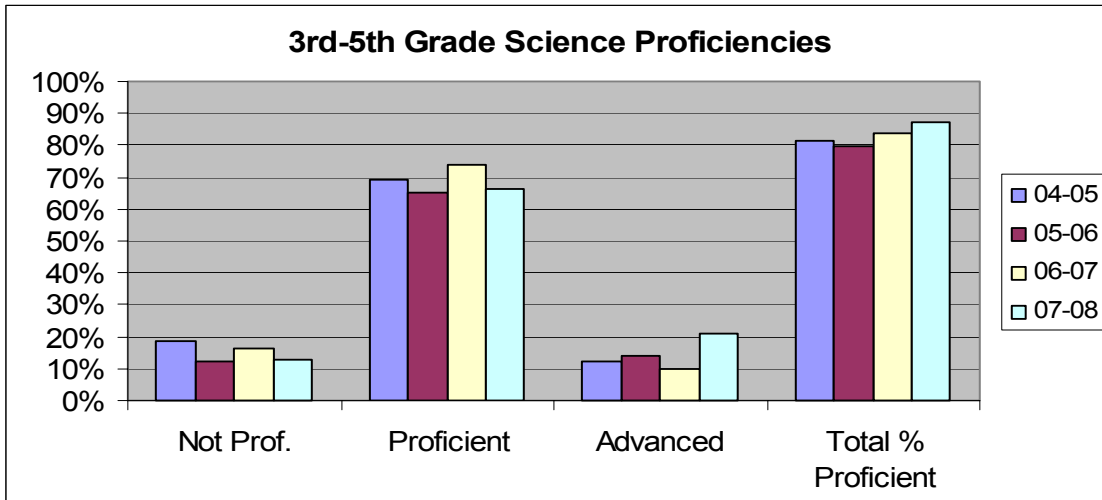
Lynnville-Sully Middle School will decrease the percent of 6<sup>th</sup>-8<sup>th</sup> grade non-proficient students by 3% in ITBS science from the cohort's 07-08 scores of 13% non-proficient.

Lynnville-Sully High School will increase the percent proficient of 10<sup>th</sup> & 11<sup>th</sup> grade students to 85% from the cohort's 07-08 scores of 79.0% in ITED science.

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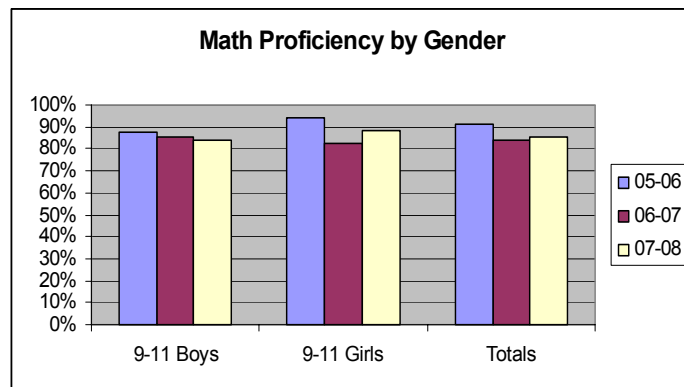
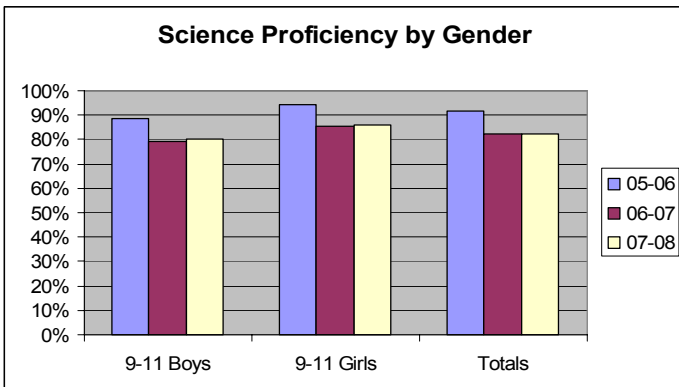
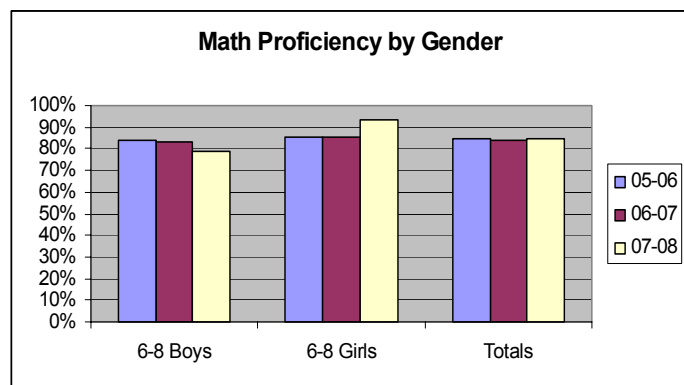
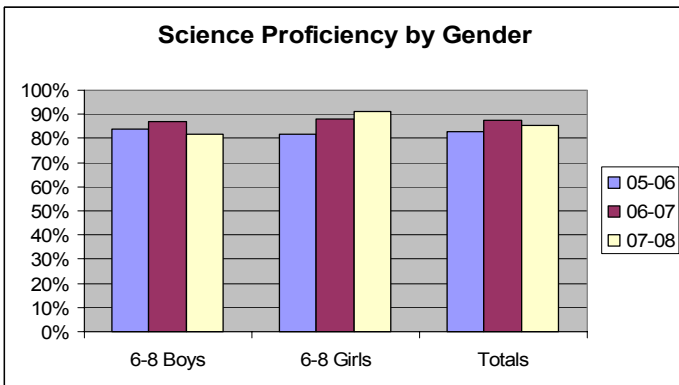
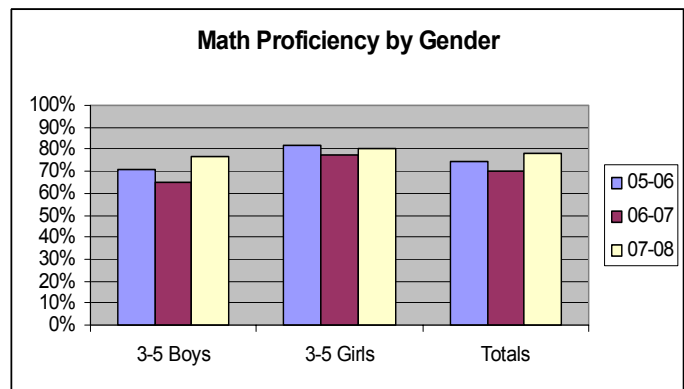
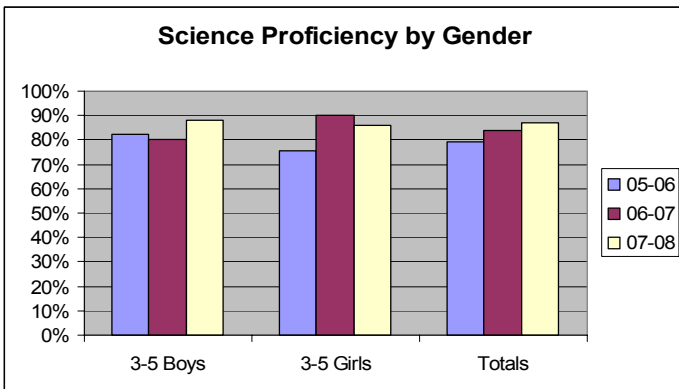


# Lynnville-Sully Community Schools

## Gender Differences

A significant and concerning trend has been appearing recently in our student data. The male students of Lynnville-Sully are consistently being out performed by their female classmates.

The following graphs compare the gender within the compressed grade levels for 05-06, 06-07 and 07-08. While the gender gaps are closing in the elementary grades, they continue to be a problem for the 6-12 boys. Strategies to better involve boys and engage them in the learning for upper grades need to be strengthened in order to close this gap and to elevate scores for these grades.

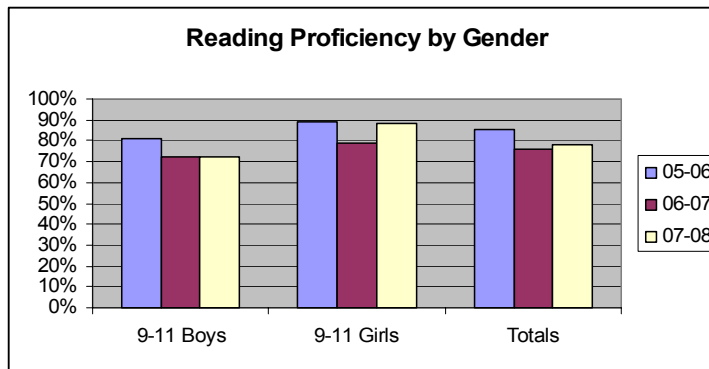
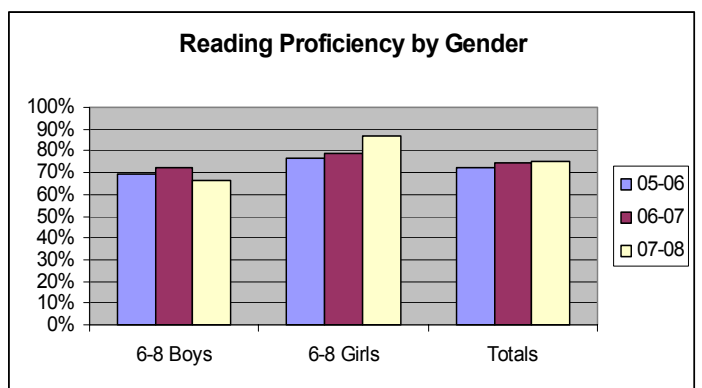
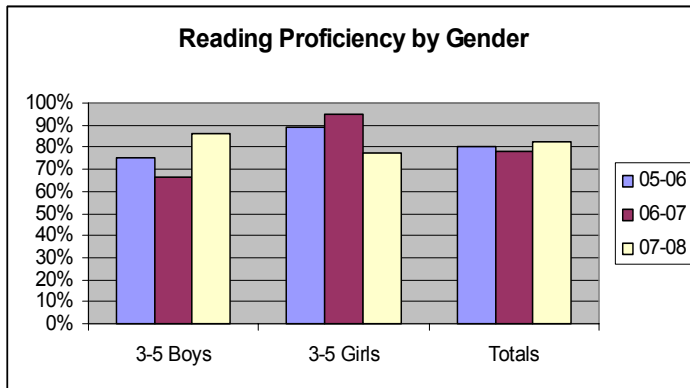


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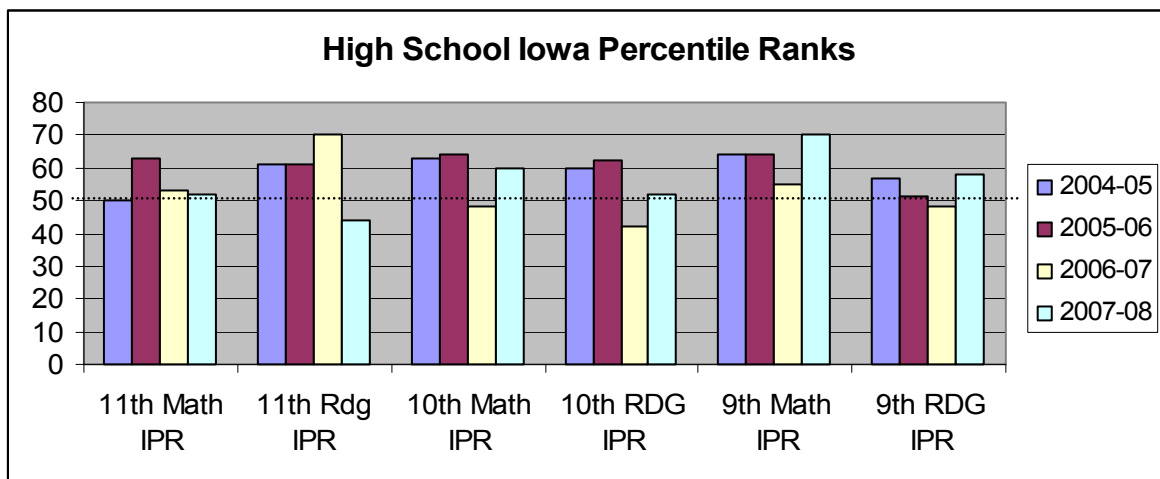
# Lynnville-Sully Community Schools

## Gender Differences (Con't)



## Comparisons by State Percentile Ranks

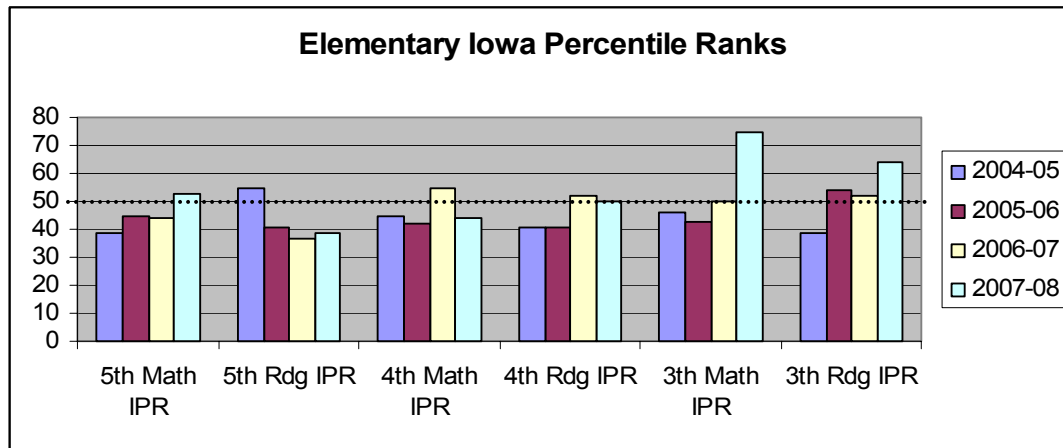
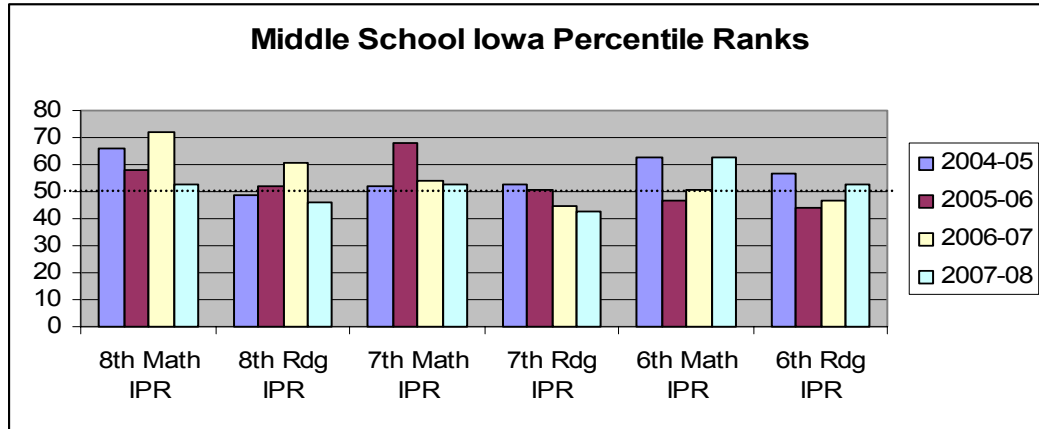
Below are the Iowa Percentile Ranks of the L-S class averages in our ITBS/ITED scores. 50<sup>th</sup> Percentiles (dotted line) would be the Iowa Average.



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# Lynnville-Sully Community Schools



## District-Wide Multiple Assessments

In order to verify data presented from the Iowa Tests, public schools in Iowa are required to test students with a second assessment in reading, math and science.

Lynnville-Sully has adopted the Northwest Evaluation Association (NWEA) testing program for reading, math, language arts and sciences for grades 3-10 this year. These tests, called MAP tests for Measures of Academic Progress are criterion referenced based on nationwide data. The tests are administered by computer and levels of difficulty adjust to the students answers, therefore assuring questions are not too far above or below the students true ability level. MAP test scores are in RIT ranges, for which we have national and statewide means in addition to the NWEA database of skill levels associated with each score. We give the tests in the spring and the fall and can measure for academic growth by comparing those two RIT scores also.

Each test has a slightly different RIT scale, based on over 30 years of nationwide testing. The means in these graphs represent spring 2008 Iowa means for roughly 110 school districts who use this test.

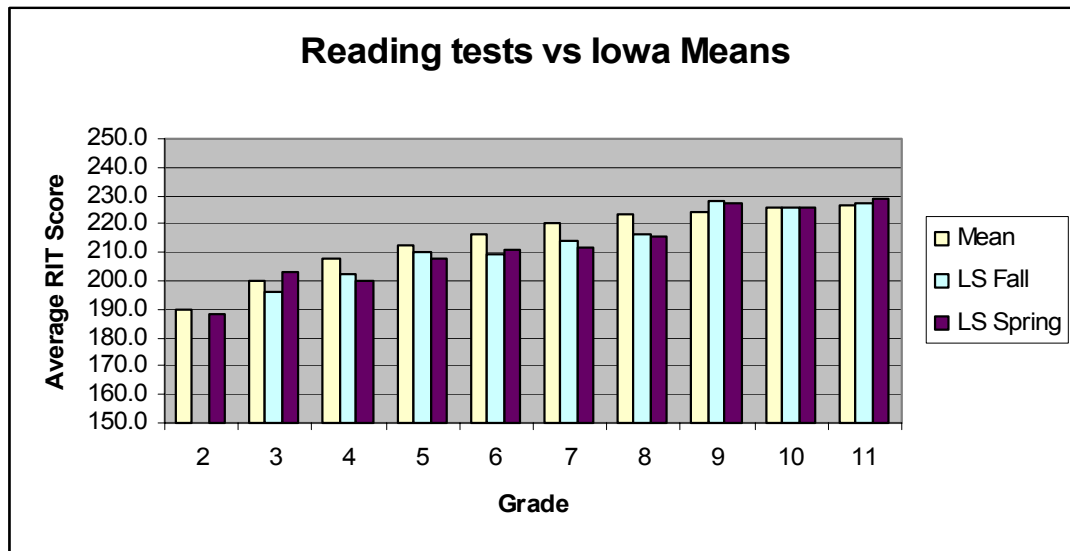
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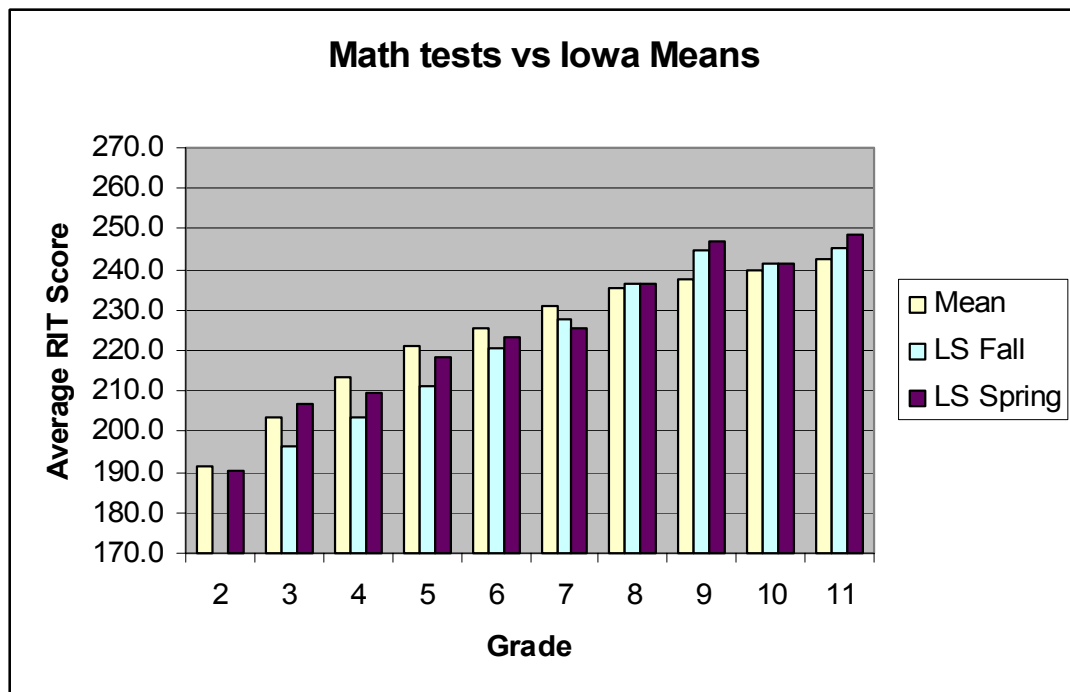
# Lynnville-Sully Community Schools

As we study this assessment and determine its best usefulness for Lynnville-Sully we will look for positive Fall to Spring growth on the RIT scale in all grades. However NWEA also tells us that expected growth is not equal for all grade levels. Historically, the higher a grade level is tested, the smaller the expected growth is on this scale. For example expected growth for grade 3 is typically greater than 7 RIT scores for all tests. At grades 9 and 10, expected growth is closer to 2 RIT scores.

## Reading



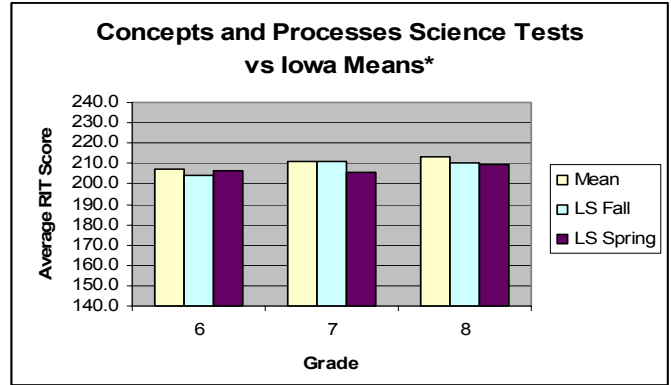
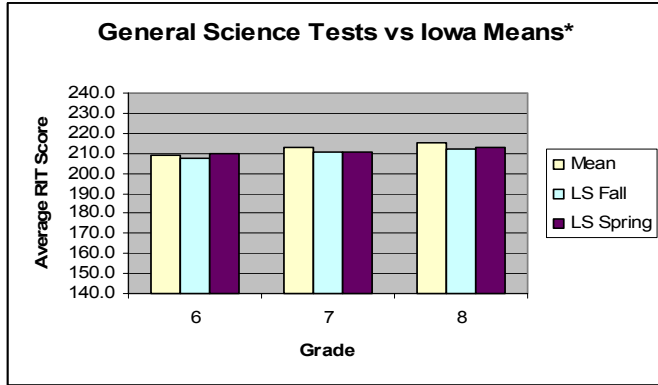
## Math



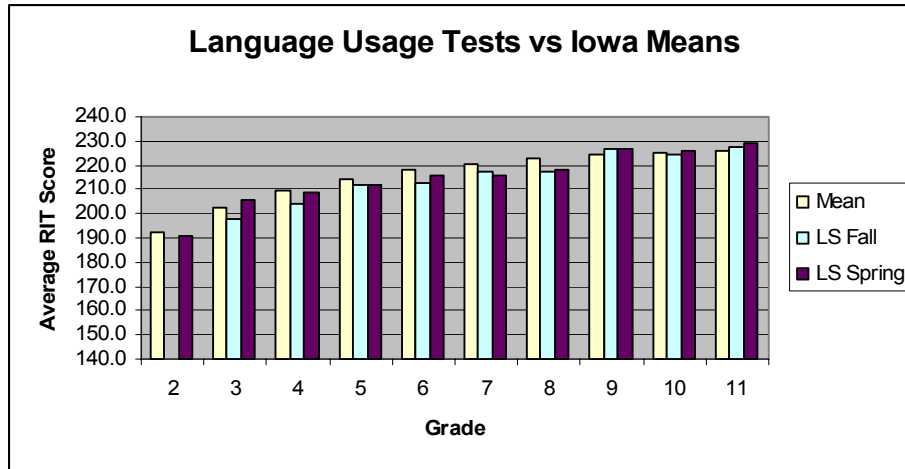


# Lynnville-Sully Community Schools

## Science



## Language Usage



Obviously we are disappointed in any tests that do not show expected growth. However on this first administration of this test we witnessed a higher motivation from students on the first session in the fall do to the newness of a computer based testing system. Since we observed lower motivation in the spring, we must focus on that aspect to create a valid testing environment for these assessments.

The real benefits of this system is not the comparative scores, but rather the academic goal scores and identification of skill sets that each score level represents. An example of one grade level goal report follows, with goal performances on the far right in each report. Teachers are using reports like these to plan instruction and interventions for students based on what the students demonstrate they know and can do.

## MAP report examples

Language Survey w/ Goals Mid-Iowa Consortium V2

Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile	%ile Rng	Goal Performance		
										The Writing Process	Basic Grammar / Usage	Language Mechanics
	2	S/G	Mar 26	SP08	163	3.0	160-166	3	1-5	LO	LO	LO
	2	S/G	Mar 26	SP08	173	3.0	170-176	12	9-15	LO	LO	LO
	2	S/G	Mar 26	SP08	182	3.0	179-185	24	19-30	LO	LO	LO
	2	S/G	Mar 26	SP08	189	2.9	186-192	40	33-46	LO	LO	AV
	2	S/G	Mar 26	SP08	196	3.0	193-199	60	52-69	HI	AV	AV
	2	S/G	Mar 26	SP08	197	3.2	194-200	64	54-72	AV	HI	AV
	2	S/G	Mar 26	SP08	197	3.0	194-200	64	54-72	AV	HI	AV

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# Lynnville-Sully Community Schools

District Summary Report by Grade - Spring 2008												
Lynnville-Sully Community Schools												
Math Survey w/ Goals 2-5 Mid-Iowa Consortium V2						Numbers & Relationships	Computation	Measurement	Geometry	Statistics & Probability	Algebra	
Term	Grade	Student Count	Mean RIT	Std Dev	Median							Mean
Spring 2008	3	35	206.8	11.1	209	206.1	204.0	205.5	<b><u>210.3</u></b>	207.7	205.5	
Fall 2007	3	34	196.2	11.0	200	198.0	<b><i>190.4</i></b>	195.9	<b><u>199.3</u></b>	197.0	196.8	
Spring 2008	4	28	209.3	12.6	207	210.9	209.3	209.0	211.2	210.4	<b><i>206.1</i></b>	
Fall 2007	4	30	203.7	8.6	204	202.5	<b><i>198.9</i></b>	202.7	<b><u>210.5</u></b>	204.4	202.5	
Spring 2008	5	30	218.3	11.5	216	<b><u>221.5</u></b>	218.0	<b><i>214.2</i></b>	220.8	217.6	216.6	
Fall 2007	5	29	211.4	10.6	212	<b><u>215.1</u></b>	<b><i>208.3</i></b>	208.8	212.4	213.5	210.1	
Spring 2008	6	38	223.3	14.7	226	225.8	221.6	<b><i>220.1</i></b>	<b><u>228.3</u></b>	225.1	<b><i>218.8</i></b>	
Fall 2007	6	39	220.3	14.8	223	221.0	219.7	<b><i>217.2</i></b>	<b><u>223.6</u></b>	219.4	221.1	
Spring 2008	7	39	225.7	15.3	228	<b><u>229.5</u></b>	223.1	224.9	<b><u>230.1</u></b>	226.2	<b><i>219.8</i></b>	
Fall 2007	7	38	227.9	13.3	229	226.8	<b><i>223.3</i></b>	226.0	<b><u>231.7</u></b>	<b><u>232.7</u></b>	226.0	
Spring 2008	8	41	236.7	13.7	239	238.7	234.5	234.8	<b><u>240.4</u></b>	237.4	234.2	
Fall 2007	8	40	236.7	11.9	238	<b><u>240.8</u></b>	237.5	<b><i>233.0</i></b>	238.5	236.9	234.1	
Spring 2008	9	41	246.9	10.6	251	246.7	244.3	247.5	248.0	249.6	244.9	
Fall 2007	9	43	244.5	11.0	248	245.9	242.3	245.9	245.7	245.6	242.8	
Spring 2008	10	44	241.5	14.2	244	240.4	242.4	241.8	<b><u>245.7</u></b>	239.4	240.4	
Fall 2007	10	45	241.3	13.4	241	241.7	240.7	241.3	242.5	240.9	241.7	
Spring 2008	11	37	248.4	11.7	247	247.5	247.4	247.4	<b><u>251.9</u></b>	247.1	248.8	
Fall 2007	11	40	245.2	15.2	246	243.7	245.2	245.1	<b><u>250.2</u></b>	244.6	243.5	

\* A goal mean in bold italic represents performance that might be considered an area of concern. \*A goal mean in bold underlined represents relatively strong performance.

## Early Intervention goals and results

The early intervention program is aimed at providing small classroom sizes in K, 1<sup>st</sup> and 2<sup>nd</sup> grade for increasing student achievement during these crucial first years of education.

### **The goals of the program are:**

The number of first through third grade students meeting DIBELS oral reading fluency benchmark will increase from 81% in 06-07 to 85% in 07-08. Annual benchmarks to reach 100% proficiency:

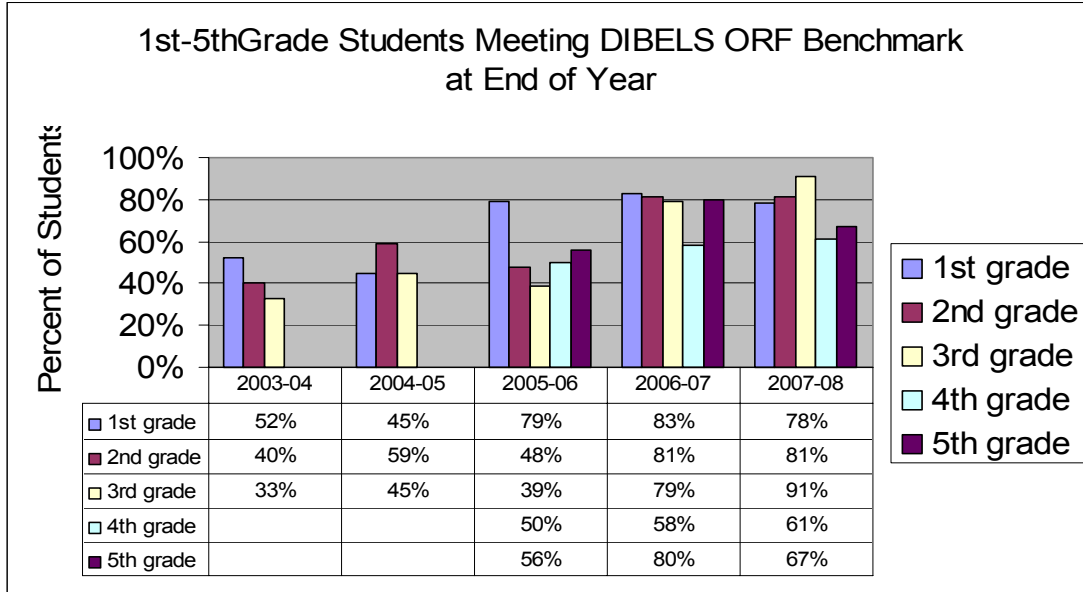
08-09 – 90%      09-10 – 95%      10-11 – 100%

The DIBELS assessment in oral reading fluency is used locally three times per year. Fluency is reported as proficient according to nationally determined grade level benchmarks. The goal was not met as 1<sup>st</sup> through 3<sup>rd</sup> grade students were 84% on benchmark, compared to the goal of 85% (results on next page).

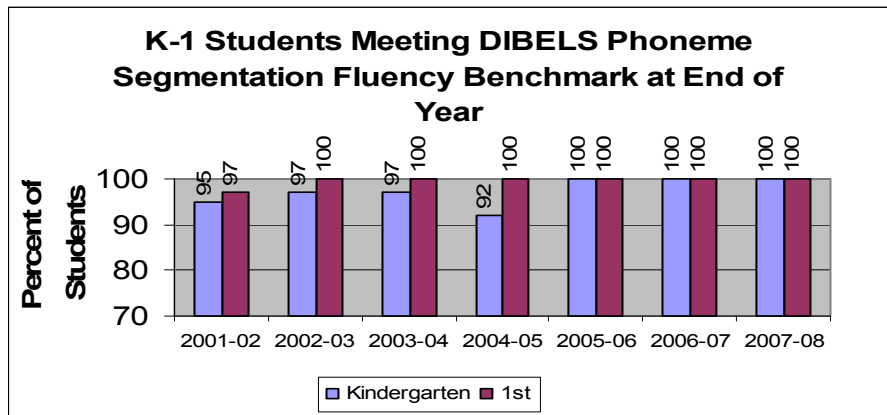
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# Lynnville-Sully Community Schools



Another key component of our early literacy efforts is phonemic segmentation in Kindergarten and First Grade. Below you see that for 3 years this skill has been mastered by all K and 1<sup>st</sup> grade students.



## Other State Indicators

**2007-2008 Drop out Rate** **0.4%**  
**Females** **0.0%**      **Males** **0.7%**

One of the 244 students in grades 7-12 at Lynnville-Sully or its alternative school opportunities did not complete the school year without transferring to another district. None of the 101 females and one of the 143 males. This compares favorably with the **statewide dropout rate of 1.6%**

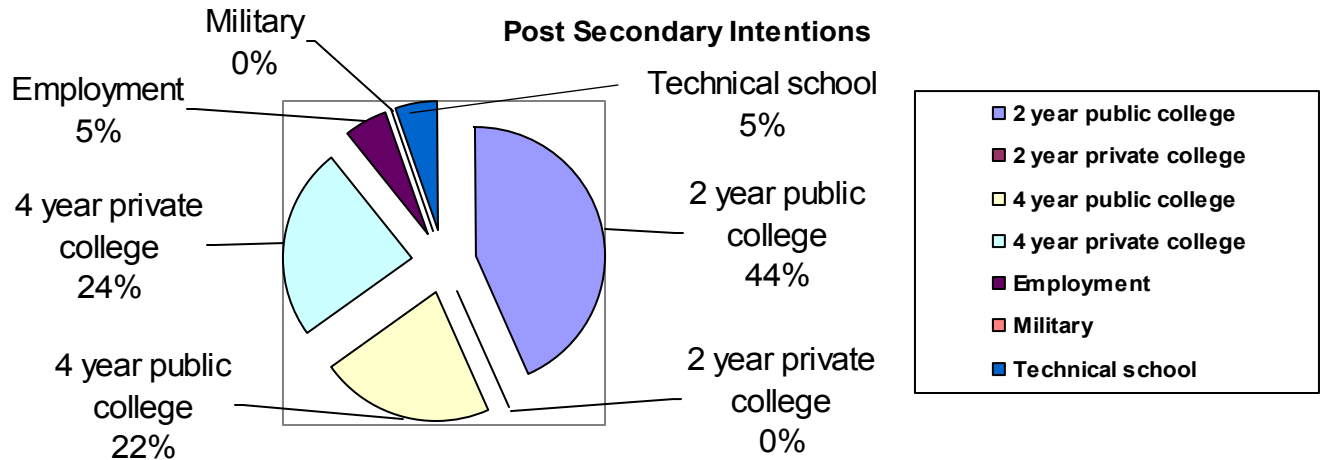
**2007-2008 Post Secondary Intentions** **94.7%**

36 of the 38 Lynnville-Sully Graduates intend to pursue post secondary education or training.

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# Lynnville-Sully Community Schools



**2007-2008 Probable Post Secondary Success 83.3%**

Probability of post secondary success is indicated by a score of 20 or more on the ACT, which was achieved by 15 of 18 seniors tested. Broken down by subtest L-S students scoring 20 or higher in English – 88.9%; Math – 72.2%; Reading – 72.2%; Science – 66.7%.

**2007-2008 Core Curriculum Completers 86.8%**

33 of the 38 graduates completed at least 4 years of English and 3 years each of math, science and social studies at Lynnville-Sully.

**2007-2008 Graduation Rate 100%**

40 students attended Lynnville-Sully as freshmen in 03-04, over the past four years 5 have transferred to other schools. 3 have transferred to Lynnville Sully in this class and all 38 enrolled here this year have earned a diploma.

**2007-2008 Highly Qualified Teachers 100%**

All schools receiving Title I funds must have all teachers in core academic subjects highly qualified by 2005-2006. Highly Qualified is defined as a teacher holding the proper endorsement and license for the academic areas they are assigned. **For the 2007-2008 school year all Lynnville-Sully teachers do hold such endorsements.**

**2007-2008 Participation in extra-curricular activities 88.1%**

Lynnville-Sully believes that a high rate of student participation should reflect a positive atmosphere for learning. Broken down by grade this is 88.2% of freshmen; 87.5% of sophomores; 87.2% of juniors and 89.5% of seniors. These numbers represent a decline in participation in all grade levels from the previous years and reflect a statewide trend in reduced participation in activities.

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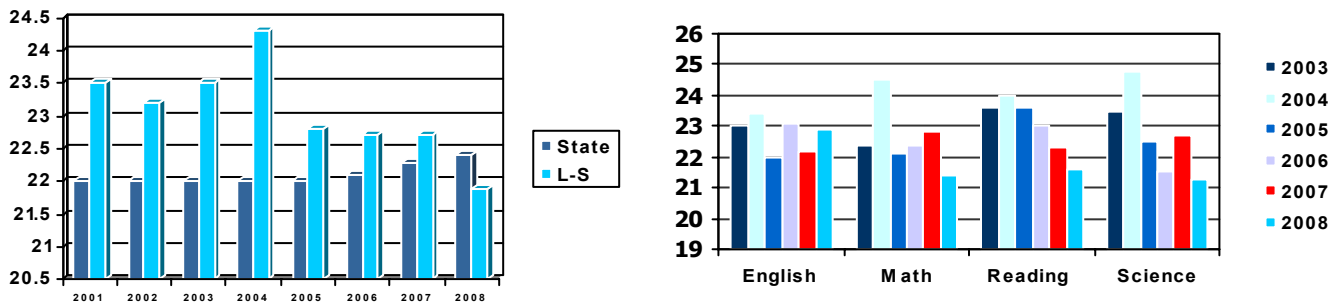


# Lynnville-Sully Community Schools

<b>ACT average composite score</b>	<b>21.9</b>
<b>Iowa Average composite ACT score</b>	<b>22.4</b>

Graduates' ACT scores are college entrance exams that indicate how well students can expect to perform in 4 year colleges based on the programs they've been through at Lynnville-Sully. Scores are for graduates, by class year, Composites compared to state over past 7 years.

This is the first year in many that we have a lower composite average than the state. While the English score remains high, all of the other three show rather steep decline from past years. Future scores will be monitored closely to identify the seriousness of this potential trend.



## Looking Forward

### Long Range Goals for 2008-2013:

*Increase the percent of students' proficient in ITBS/ITED measured reading comprehension, math total and science through:*

- > *using differentiated instruction at all levels*
- > *integrating core academics with technology*
- > *implementing research based reading strategies in all classrooms*

*07-08 Non proficient in grades 3-11: 21.8% in reading 16.8% in math; 15.2% in science*

*Expand Character Counts to more grades and into the community.*

To meet these goals we are planning staff development activities around book studies on instructional strategies for better instruction and reading skill development. We also are providing for teachers to continue to explore and learn new software packages and technologies appropriate to their classroom and skills. High School staff is also specifically looking at policy and procedures to increase rigor and support higher expectations for all graduates.

The annual goals that appear elsewhere are also aimed at moving us towards these long range goals.

**“Empowering Students to Pursue their Dream”**