

North Iowa Community Schools

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Buffalo Center, Rake, Lakota, Thompson
2004-2005 Community Report

NORTH IOWA COMMUNITY SCHOOL DISTRICT
COMPREHENSIVE SCHOOL IMPROVEMENT GOALS

The data in this report is a representation of our students' progress on district goals and objectives.

The North Iowa District Advisory Committee met to review student assessment data, district goals and district action plans on January 27, 2005 and May 19, 2005. The District Advisory Committee also made recommendations which were presented to the NICS District Board of Directors on February 14, 2005 and June 13, 2005. The NICS School Improvement Team met on June 23, 2005 to review and make recommendations on all assessment data, action plans and goals. NICS Faculty Curriculum Committees also reviewed student assessment data, action plans and goals periodically during the 2004-2005 school year.

This Annual Report was presented to and approved by the NICS District Board of Directors during their regular meeting August 8, 2005.

Reading - 2004-2005

Long Term Goal: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Annual Goal: To increase percent of students in grades 3-8 and 10 scoring at or above grade level on the vocabulary subtest of the Gates MacGinitie Reading Assessment.

North Iowa 04/05 4th grade students exceed the state percent proficient for all students and all reported subgroups on the ITBS reading comprehension subtest. North Iowa 04/05 8th grade students exceed the state percent proficient for all students and all reported subgroups except male students on the ITBS reading comprehension subtest. North Iowa 11th grade students exceed the state percent proficient for all students and all reported subgroups on the ITED reading comprehension subtest.

Subtest analysis of the Gates MacGinitie scores indicate vocabulary scores continue lower than reading comprehension scores in combined grades 3-8 and 10 (at or above grade level. The percent of students in grades 3-8 and 10 scoring at or above grade level on the Gates MacGinitie vocabulary subtest increased from 58.6% in 2004 to 59.6% in 2005 (Spring scores). This is consistent with subtest analysis on the ITBS and ITED.

Creating Reader assessments indicate individual growth in grades 1-8 and 10-11.

Based on the data on the following pages North Iowa 2004-2005 goals and action plans in reading are as follows:

Reading - 2005-2006

Long Term Goal: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Annual Goal: To increase percent of students in grades 3-8 and 10 scoring at or above grade level on the vocabulary subtest of the Gates MacGinitie Reading Assessment.

Action Plan for Improving Reading Achievement – 2005-2006

Long Term Goal: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Annual Goal: To increase the percent of students in grades 3-8 and 10 scoring at or above grade level on the vocabulary sub-test of the Gates MacGinitie Reading Assessment.

Data Source	Activities		Time		Person Responsible	Result
	Strategies	Steps	Begin	End		
	"Bring Words to Life"				Design Team/Classroom Teachers	
	Video Streaming Training/Integration				Design Team/Classroom Teachers	
	Reading/Vocabulary Strategies (LSE)				Design Team/Classroom Teachers	
	Reading Literacy/Vocabulary				Design Team/Classroom Teachers	
	Reading Conferences as approved				Principals	

READING Fall 1998 - 2004 Iowa Tests of Educational Development 4th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students	1998							
	1999	52.2	32.6	15.2	47.8	na		
35	2000	22.9	62.9	14.3	77.2	67.7	60	100
41	2001 *	17.1	63.5	19.5	83	67.8	60	100
43	2002	21	58.2	20.9	79.1	69	60	100
34	2003	32.3	55.9	11.8	67.7	75.9	60	100
45	2004	13.3	62.2	24.4	86.6	76.7	60	100
Low SES	1998							
	1999	66.7	26.7	6.7	33.4	na		
12	2000	41.7	50	8.3	58.3	51.1		100
14	2001 *	14.3	78.6	7.1	85.7	50.3		100
6	2002	0	66.6	33.3	99.9	52		100
15	2003	46.7	46.6	6.7	53.3	60.5		100
13	2004	30.8	53.9	15.4	69.3	61.4		100
Not Low SES	1998							
	1999	45.2	35.5	19.4	54.9	na		
23	2000	13	69.6	17.4	87	74.7		100
27	2001 *	18.5	55.6	25.9	81.5	74.6		100
37	2002	24.3	56.7	18.9	75.6	75.7		100
19	2003	21.1	63.2	15.8	79	82.2		100
32	2004	6.2	65.7	28.2	93.8	83.3		100
Female	1998							
	1999	30.4	60.9	8.7	69.6	na		
20	2000	10	75	15	90	70.9		100
24	2001 *	18.8	64.6	16.7	81.3	70.9		100
21	2002	28.6	47.6	23.8	71.4	71.8		100
17	2003	35.3	53	11.8	64.8	78.1		100
19	2004	10.5	57.9	31.6	89.5	79		100
Male	1998							
	1999	38.9	27.8	33.3	61.1	na		
15	2000	40	46.7	13.3	60	64.6		100
17	2001 *	14.7	61.8	23.5	85.3	64.9		100
22	2002	13.6	68.2	18.2	86.4	66.4		100
17	2003	29.4	58.8	11.8	70.6	73.7		100
26	2004	15.4	65.4	19.2	84.6	74.4		100

READING Fall 1998 - 2004 Iowa Tests of Basic Skills 8th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data	
All Students	1998	24.5	60.4	15.1	75.5	na			
	1999	32.7	54.5	17.7	72.2	na			
	32	2000	27.3	54.5	18.2	72.7	69.7	60	97.1
	56	2001 *	25	67.9	7.1	75	69.3	60	98.2
	46	2002	39.1	47.8	13	60.8	69.4	60	60
	54	2003	38.9	44.4	16.7	61.1	69.3	60	98.2
	44	2004	29.6	52.3	18.2	71.4	69.4	60	100
Low SES	1998	23.8	61.9	14.3	76.2	na			
	1999	40	53.3	6.7	60	na			
	10	2000	50	50	0	50	50.8		90.1
	22	2001 *	40.9	45.5	13.6	59.1	48.7		95.7
	15	2002	43.8	43.7	12.4	56.1	49		100
	12	2003	58.3	33.4	8.3	41.7	49.7		100
	16	2004	43.8	37.6	18.7	56.3	49.6		100
Not Low SES	1998	27.3	57.6	15.2	72.8	na			
	1999	30	55	15	70	na			
	22	2000	18.2	54.5	27.3	81.8	75.6		100
	34	2001 *	14.7	82.4	2.9	85.3	75.2		100
	30	2002	36.7	50	13.4	63.4	75.2		100
	42	2003	33.3	47.6	19	66.6	75.4		97.7
	28	2004	21.5	60.7	17.9	78.6	76.4		100
Female	1998	30.4	60.9	8.7	69.6	na			
	1999	36	56	8	64	na			
	15	2000	35.3	47.1	17.6	64.7	72.1		100
	30	2001 *	20	70	10	80	71.4		100
	21	2002	47.7	38.1	14.3	52.4	71.5		100
	31	2003	48.4	42	9.7	51.7	72.2		100
	23	2004	21.7	60.9	17.3	78.2	72		100
Male	1998	22.6	58.1	19.4	77.5	na			
	1999	30	53.3	17.7	71	na			
	17	2000	20	60	20	80	67.6		94.4
	26	2001 *	30.8	65.4	3.8	69.2	67.3		96.2
	25	2002	32	56	12	68	67.2		100
	23	2003	26.1	47.8	26.1	73.9	66.5		95.8
	21	2004	38.1	42.8	19	61.8	67		100

READING Fall 1998 - 2004 Iowa Tests of Educational Development 11th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students	1998							
	1999	16.7	61.9	21.4	83.3	na		
40	2000	20	47.5	32.5	80	75.1	60	100
54	2001 *	27.8	56.5	15.8	72.3	74.8	60	100
51	2002	23.5	60.8	15.7	76.5	77.1	60	100
33	2003	21.2	54.5	24.2	78.7	77	60	100
55	2004	18.2	58.2	23.6	81.8	76.8	60	100
Low SES	1998							
	1999	18.2	81.8	0	81.8	na		
8	2000	25	62.5	12.5	75	62		100
10	2001 *	20	65	15	80	58.6		100
9	2002	33.3	55.6	11.1	66.7	60.6		100
6	2003	33.3	66.7	0	66.7	60.8		100
21	2004	33.3	42.9	23.8	66.7	60.1		100
Not Low SES	1998							
	1999	16.1	54.8	29	83.8	na		
32	2000	18.8	43.8	37.5	81.3	77.2		100
44	2001 *	29.5	54.6	16	70.6	77.3		100
42	2002	21.4	61.9	16.6	78.5	79.8		100
27	2003	18.5	51.8	29.6	81.4	79.9		100
34	2004	8.8	67.6	23.5	91.1	80.4		100
Female	1998							
	1999	5.6	61.1	33.3	94.4	na		
15	2000	6.7	40	53.3	93.3	81.3		100
23	2001 *	26.1	63.1	10.9	74	80.9		100
26	2002	19.2	65.3	15.4	80.7	81.9		100
15	2003	20	53.3	26.7	80	81.7		100
29	2004	10.3	62.1	27.6	89.7	81.6		100
Male	1998							
	1999	25	62.5	12.5	75	na		100
25	2000	28	52	20	72	68.7		100
31	2001 *	29	51.7	19.4	71.1	68.6		100
25	2002	28	56	16	72	72		100
18	2003	22.3	55.5	22.3	77.8	72.6		100
26	2004	26.9	53.8	19.2	73	72.2		100

Spring 2005 Gates Vocabulary, 3rd grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	20.9	48.8	30.2	79.1	43
Low SES	2005	33.3	55.6	11.1	66.7	18
Not Low SES	2005	12	44	44	88	25
Female	2005	21.6	47.8	26.1	73.9	23
Male	2005	15	50	35	85	20

Spring 2005 Gates Vocabulary, 4th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	14.3	38.1	47.6	85.7	42
Low SES	2005	30.8	38.5	30.8	69.2	13
Not Low SES	2005	10.3	34.5	55.2	89.7	29
Female	2005	11.8	41.2	47.1	88.2	17
Male	2005	16	36	48	84	25

Spring 2005 Gates Vocabulary, 5th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	23.5	41.2	35.3	76.5	34
Low SES	2005	46.7	40	13.3	53.3	15
Not Low SES	2005	5.3	42.1	52.6	94.7	19
Female	2005	23.5	35.3	23.5	76.5	17
Male	2005	23.5	29.4	47.1	76.5	17

Spring 2005 Gates Vocabulary, 6th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	30.2	30.2	50	69.8	43
Low SES	2005	60	10	30	40	10
Not Low SES	2005	21.2	36.4	42.4	78.8	33
Female	2005	38.1	33.3	28.6	61.9	21
Male	2005	22.7	27.3	50	77.3	22

Spring 2005 Gates Vocabulary, 7th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	27.9	25.6	46.5	72.1	43
Low SES	2005	35	30	35	65	20
Not Low SES	2005	21.7	21.7	56.5	78.3	23
Female	2005	21.7	21.7	56.5	78.3	23
Male	2005	35	30	35	65	

Spring 2005 Gates Vocabulary, 8th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	26.8	31.7	41.5	73.2	41
Low SES	2005	31.2	18.8	50	68.8	16
Not Low SES	2005	20	44	36	80	25
Female	2005	22.7	31.8	45.5	77.3	22
Male	2005	31.6	31.6	36.8	68.4	19

Spring 2005 Gates Vocabulary, 10th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2005	48.9	17	34	51.5	47
Low SES	2005	43.8	25	31.2	56.2	16
Not Low SES	2005	51.6	12.9	35.5	48.4	31
Female	2005	59.1	18.2	22.7	40.9	22
Male	2005	40	16	44	60	25

All students grades 3-8 and 10 - percent proficient

Spring of	2005	2005
Grade 3	34/43	79.1
Grade 4	36/42	85.7
Grade 5	26/34	76.5
Grade 6	30/43	69.8
Grade 7	31/43	72.1
Grade 8	30/41	73.2
Grade 10	24/47	51.1
Total	211/293	72

Gates McGinitie Vocabulary - Percent of students at or above grade level

	Spring 2003	Spring 2004	Spring 2005
Grade 3	54.3	65.9	58.1
Grade 4	77.5	54.5	66.7
Grade 5	46.3	73.2	50
Grade 6	52.6	71.4	65.1
Grade 7	50.9	54.8	71.4
Grade 8	53.3	51.8	61
Grade 10	51.6	44.2	44.7
Total	55.1	58.6	59.6

Math - 2004-2005

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

Annual Goal: The percent of students scoring proficient (70%) on the district Computation Test (grades 2-8) and the district Algebra Test (grade 10) will increase using two-year averaging.

North Iowa 03-04 4th grade students exceed the state percent proficient for all students and all reported subgroups on the ITBS math composite scores. North Iowa 04/05 8th grade students exceed the state proficient for all students and all reported subgroups except male students on the ITBS math composite scores. North Iowa 04/05 11th grade students do not exceed the state percent proficient for all students or the reported subgroups of not LSES and females. North Iowa 04/05 11th grade students do exceed the state percent proficient in the reported subgroups LSES and males.

The District Computation Test was given to all North Iowa students grades 2-8. The percent of students proficient decreased from 78.7 in 2004 to 76.7 in 2005. Two year average proficient scores increased from 77.1 in 2003/04 to 77.7 in 2004/05.

North Iowa 10th grade students scored 53.2% proficient on the District Algebra Test. This is baseline data.

Math Exemplar assessments indicate growth in grades K-8 and 10.

Based on the data on the following pages North Iowa 2004-2005 goals and action plans in math are as follows:

Math - 2005-2006

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

Annual Goal: The percent of students scoring proficient (70%) on the district Computation Test (grades 2-8) and the district Algebra Test (grade 10) will increase using two-year averaging.

Action Plan for Improving Math Achievement – 2005-2006

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

Annual Goal: The percent of students scoring proficient (70%) on the District Computation Test (grades 2-8) and the District Algebra Test (grade 10) will increase using two-year averaging.

Data Source	Activities		Time		Person Responsible	Result
	Strategies	Steps	Begin	End		
	Flash Cards Selected students				Classroom Teachers	
	"How to Read Math"				Principals	
	Curriculum Writing Project				Principals	
	Investigate Rocket Math				Math Committee	
	ICTM Conference				Math Committee	
	Math Problems Across the Curriculum				Math Committee	
	KIMT grant				Math Committee	

MATH Fall 1998 -2004 Iowa Tests of Basic Skills 4th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students								
	1999	23.6	65.5	10.9	76.4			
35	2000	11.4	77.1	11.4	88.5	71	60	100
41	2001 *	12.2	70.7	17.1	87.8	71.4	60	100
43	2002	16.3	60.5	23.3	83.8	72.4	60	100
34	2003	23.5	52.9	23.5	76.4	75	60	100
45	2004	8.9	57.8	33.3	91.1	76.8	60	100
Low SES								
	1999	40	60	0	60			
12	2000	25	58.3	16.7	75	54.5		100
14	2001 *	14.3	78.6	7.1	85.7	55.3		100
6	2002	0	83.3	16.7	100	56.4		100
15	2003	46.7	40	13.3	53.3	59.4		100
13	2004	23.1	69.3	7.7	77	62		100
Not Low SES								
	1999	17.5	67.5	15	82.5			
23	2000	4.3	87	8.7	95.7	78.1		100
27	2001 *	11.1	66.7	22.2	88.9	78		100
37	2002	18.9	56.7	24.3	81	78.6		100
19	2003	5.3	63.2	31.6	94.8	81.3		100
32	2004	3.1	53.1	43.7	96.8	83.2		100
Female								
	1999	20	68	12	80			
20	2000	10	85	5	90	70.4		100
24	2001 *	16.7	75	8.3	83.3	70.8		100
21	2002	28.6	52.3	19.1	71.4	71.3		100
17	2003	35.3	58.8	5.9	64.7	74.2		100
19	2004	15.8	52.6	31.6	84.2	76.2		100
Male								
	1999	26.7	63.3	10	73.3			
15	2000	13.3	66.7	20	86.7	71.9		100
17	2001 *	5.9	64.7	29.4	94.1	72.6		100
22	2002	4.5	68.2	27.2	95.4	73.3		100
17	2003	11.8	47	41.1	88.1	75.9		100
26	2004	3.8	61.5	34.6	96.1	77.6		100

MATH Fall 1998 - 2004 Iowa Tests of Basic Skills 8th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students	1998	20.8	67.9	11.3	79.2	na		
	1999	23.6	65.5	10.9	76.4	na		
32	2000	18.2	63.6	18.2	81.8	74.1	60	97.1
56	2001 *	29.5	54.5	16.1	70.6	73.6	60	98.2
46	2002	41.3	47.8	10.8	58.6	73.1	60	100
54	2003	27.8	53.6	18.5	72.2	71.6	60	98.2
44	2004	22.8	65.9	11.3	77.2	72.2	60	100
Low SES	1998	23.8	76.2	0	76.2	na		
	1999	40	60	0	60	na		
10	2000	30	60	10	70	55.3		90.1
22	2001 *	40.9	36.4	22.7	59.1	53.3		95.7
15	2002	50	37.5	12.4	49.9	52.3		100
12	2003	41.7	33.3	25	58.3	50.9		100
16	2004	37.4	56.3	6.2	62.5	51.8		100
Not Low SES	1998	18.2	63.6	18.2	81.8	na		
	1999	17.5	67.5	15	82.5	na		
22	2000	13.6	63.6	22.7	86.3	80.1		100
34	2001 *	22.1	65.8	11.8	77.6	79.8		100
30	2002	36.7	53.4	10	63.4	79.3		100
42	2003	23.8	59.5	16.7	76.2	78		97.7
28	2004	14.3	71.4	14.3	85.7	79.4		100
Female	1998	30.4	65.2	4.3	69.5	na		
	1999	20	68	12	80	na		
15	2000	20	66.7	13.3	80	74.9		100
30	2001 *	30	56.7	13.3	70	74.2		100
21	2002	61.9	28.6	9.6	38.2	73.3		100
31	2003	35.5	54.8	9.7	64.5	71.6		100
23	2004	13	82.6	4.3	86.9	72.3		100
Male	1998	22.6	71	16.1	87.1	na		
	1999	26.7	63.3	10	73.3	na		
17	2000	17.6	58.8	23.5	82.3	73.4		94.4
26	2001 *	28.9	51.9	19.2	71.1	73.2		96.2
25	2002	24	64	12	76	72.6		100
23	2003	17.3	52.2	30.4	82.6	71.2		95.8
21	2004	33.3	47.6	19	66.6	72		100

MATH Fall 1998 - 2004 Iowa Tests of Educational Development 11th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students								
	1999	16.7	66.7	16.7	83.4			
40	2000	15	62.5	22.5	85	80.1	60	100
54	2001 *	23.2	60.2	16.7	76.9	79.6	60	100
51	2002	29.5	62.8	7.8	70.6	81.3	60	100
33	2003	21.2	57.5	21.2	78.7	79.2	60	100
54	2004	27.8	57.4	14.9	72.3	78.6	60	98.2
Low SES								
	1999	27.3	54.5	18.2	72.7			
8	2000	0	87.5	12.5	100	68.6		100
10	2001 *	20	60	20	80	65.7		100
9	2002	33.3	66.7	0	66.7	66		100
6	2003	33.3	66.7	0	66.7	62.4		100
20	2004	25	55	20	75	61.5		95.2
Not Low SES								
	1999	12.9	71	16.1	87.1			
32	2000	18.8	56.3	25	81.3	82.2		100
44	2001 *	23.2	60.3	16	76.3	81.6		100
42	2002	28.6	61.9	9.5	71.4	83.9		100
27	2003	18.5	55.5	25.9	81.4	82.2		100
34	2004	29.4	58.9	11.7	70.6	82		100
Female								
	1999	5.6	77.8	16.7	94.5			
15	2000	0	80	20	100	80.5		100
23	2001 *	28.3	65.2	6.5	71.7	80		100
26	2002	26.9	65.4	7.7	73.1	81.7		100
15	2003	20	66.7	13.3	80	78.9		100
29	2004	34.5	51.7	13.7	65.4	78.4		100
Male								
	1999	25	50	25	75			
25	2000	24	52	24	76	79.8		100
31	2001 *	19.2	56.5	24.2	80.7	79.1		100
25	2002	32	60	8	68	81.2		100
18	2003	22.2	50	27.8	77.8	79.5		100
25	2004	20	64	16	80	78.6		96.2

Spring 2001, 2002, 2003, 2004 District Computation Test, 2nd grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	13.9	71.8	15.4	87.2	
	2002	0	29	71	100	
	2003	2.4	7.1	90.5	97.6	42
	2004	2.6	17.9	79.5	97.4	39
	2005	5.6	16.7	77.8	94.4	36
Low SES	2001	15.4	69.2	15.4	84.6	
	2002	0	31.2	68.8	100	
	2003	0	11.1	88.9	100	9
	2004	0	25	75	100	16
	2005	8.3	33.3	58.3	91.7	12
Not Low SES	2001	11.5	73.1	15.4	88.5	
	2002	0	26.7	73.3	100	
	2003	3	6.1	90.9	97	33
	2004	4.3	13	82.6	95.7	23
	2005	4.2	8.3	87.5	95.8	24
Female	2001	20	65	15	80	
	2002	0	28.6	71.4	100	
	2003	0	10.5	89.4	100	19
	2004	5.3	21.1	73.7	94.7	19
	2005	5.9	5.9	88.2	94.1	17
Male	2001	5.3	78.9	15.8	94.7	
	2002	0	29.4	70.6	100	
	2003	4.3	4.3	91.3	95.6	23
	2004	0	15	85	100	20
	2005	5.3	26.3	68.4	94.7	19

Spring 2001, 2002, 2003, 2004 District Computation Test, 3rd grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	0	21.4	78.6	100	
	2002	0	8.1	91.9	100	
	2003	0	12.1	87.9	100	33
	2004	0	7.3	92.7	100	41
	2005	4.7	16.3	79.1	95.3	43
Low SES	2001	0	26.7	73.3	100	
	2002	0	9.1	90.9	100	
	2003	0	14.3	85.7	100	14
	2004	0	7.7	92.3	100	13
	2005	0	22.2	77.8	100	18
Not Low SES	2001	0	18.5	81.5	100	
	2002	0	7.7	92.3	100	
	2003	0	10.5	89.5	100	19
	2004	0	7.1	92.9	100	28
	2005	8	12	80	92	25
Female	2001	0	25	75	100	
	2002	0	5.3	94.7	100	
	2003	0	12.5	87.5	100	16
	2004	0	12.5	87.5	100	16
	2005	4.3	26.1	69.6	95.7	23
Male	2001	0	16.7	83.3	100	
	2002	0	11.1	88.9	100	
	2003	0	11.8	88.2	100	17
	2004	0	4	96	100	25
	2005	5	5	90	95	20

Spring 2001, 2002, 2003, 2004 District Computation Test, 4th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	5.9	20.6	67.6	88.2	
	2002	0	25	75	100	
	2003	11.6	51.2	37.2	88.4	43
	2004	3	24.2	72.7	97	33
	2005	0	28.6	71.4	100	42
Low SES	2001	18.2	36.4	45.5	81.9	
	2002	0	35.3	64.7	100	
	2003	16.7	58.3	25	83.3	12
	2004	6.3	31.3	62.5	93.8	16
	2005	0	46.2	53.8	100	13
Not Low SES	2001	0	21.7	78.3	100	
	2002	0	17.4	82.6	100	
	2003	9.7	48.4	41.9	90.3	31
	2004	0	17.6	82.4	100	17
	2005	0	20.7	79.3	100	29
Female	2001	5.3	21.1	73.7	94.8	
	2002	0	20.8	79.2	100	
	2003	18.2	40.9	40.9	81.8	22
	2004	0	25	75	100	16
	2005	0	27.8	72.2	100	18
Male	2001	6.7	33.3	60	93.3	
	2002	0	31.2	68.8	100	
	2003	4.8	61.9	33.3	95.2	21
	2004	5.9	23.5	70.6	94.1	17
	2005	0	29.2	70.8	100	24

Spring 2001, 2002, 2003, 2004 District Computation Test, 5th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	28.9	54.3	28.9	83.2	
	2002	8.8	35.3	55.9	91.2	
	2003	2.5	27.5	70	97.5	40
	2004	16.3	27.9	55.8	83.7	43
	2005	14.7	44.1	41.2	85.3	34
Low SES	2001	23.1	53.8	23.1	76.9	
	2002	0	53.8	46.2	100	
	2003	6.3	31.3	62.5	93.8	16
	2004	28.6	50	21.4	71.4	14
	2005	20	60	20	80	15
Not Low SES	2001	31.2	37.5	31.2	68.7	
	2002	14.3	23.8	61.9	85.7	
	2003	0	25	75	100	24
	2004	10.3	13.8	75.8	89.7	29
	2005	10.5	31.6	57.9	89.5	19
Female	2001	23.1	42.3	34.6	76.9	
	2002	4.8	23.8	71.4	95.2	
	2003	0	18.2	81.8	100	22
	2004	14.3	28.6	57.1	8.7	21
	2005	23.5	41.2	35.3	76.5	17
Male	2001	36.8	42.1	21.1	63.2	
	2002	15.4	53.8	30.8	84.6	
	2003	5.6	38.9	55.6	94.5	18
	2004	18.2	22.7	59.1	81.8	22
	2005	5.9	47.1	47.1	94.1	17

Spring 2001, 2002, 2003, 2004 District Computation Test, 6th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	56.2	37.5	6.2	43.7	
	2002	52.8	34	13.2	47.2	
	2003	39.5	31.6	28.9	60.5	38
	2004	26.2	47.6	26.2	73.8	42
	2005	54.5	34.1	11.4	45.5	44
Low SES	2001	54.5	45.5	0	45.5	
	2002	66.7	20	13.3	33.3	
	2003	36.4	45.5	18.2	63.7	11
	2004	36.8	63.2	0	63.2	19
	2005	80	20	0	20	10
Not Low SES	2001	57.1	33.3	9.5	42.8	
	2002	47.7	39.5	13.2	52.6	
	2003	40.7	25.9	33.3	59.2	27
	2004	17.4	34.8	47.8	82.6	23
	2005	47.1	38.2	14.7	52.9	34
Female	2001	62.5	31.2	6.2	37.4	
	2002	56.2	28.1	15.6	43.8	
	2003	28.6	28.6	42.9	71.5	21
	2004	25	45.8	29.2	75	24
	2005	52.3	28.6	19	47.6	21
Male	2001	50	43.8	6.2	50	
	2002	47.6	42.9	9.5	52.4	
	2003	52.9	35.3	11.8	47.1	17
	2004	22.2	55.6	22.2	77.8	18
	2005	56.5	39.1	4.3	43.5	23

Spring 2001, 2002, 2003, 2004 District Computation Test, 7th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	82.7	13.5	3.8	17.3	
	2002	51.2	26.8	22	48.8	
	2003	54.7	26.4	18.9	45.3	53
	2004	45.2	35.7	19	54.8	42
	2005	41.9	41.9	16.3	58.1	43
Low SES	2001	80	13.3	6.7	20	
	2002	58.8	17.6	23.5	41.2	
	2003	71.4	21.4	7.1	28.5	14
	2004	53.3	33.3	13.3	46.7	15
	2005	65	25	10	35	20
Not Low SES	2001	83.8	13.5	2.7	16.2	
	2002	45.8	33.3	20.8	54.2	
	2003	48.7	28.2	23.1	51.3	39
	2004	40.7	37	22.2	59.3	27
	2005	21.7	56.5	21.7	78.3	23
Female	2001	82.2	14.3	3.6	17.9	
	2002	55	35	10	45	
	2003	61.3	25.8	12.9	38.7	31
	2004	34.8	39.1	26.1	65.2	23
	2005	30.4	47.8	21.7	69.6	23
Male	2001	83.3	12.5	4.2	16.7	
	2002	47.6	19	33	52.4	
	2003	45.5	27.3	27.3	54.6	22
	2004	57.9	31.6	10.5	42.1	19
	2005	55	35	10	45	20

Spring 2001, 2002, 2003, 2004 District Computation Test, 8th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	64.7	29.4	5.9	35.3	
	2002	51.9	37	11.1	48.1	
	2003	48.9	33.3	17.8	51.1	45
	2004	42.9	39.3	17.9	57.1	56
	2005	34.1	43.9	22	65.9	41
Low SES	2001	70	30	0	30	
	2002	61.9	33.3	4.8	38.1	
	2003	58.8	29.4	11.8	41.2	17
	2004	64.7	23.5	11.8	35.3	17
	2005	40	46.7	13.3	60	15
Not Low SES	2001	62.5	29.2	8.3	37.5	
	2002	45.5	39.4	15.2	54.5	
	2003	42.9	35.7	21.4	57.1	28
	2004	33.3	46.2	20.5	66.7	39
	2005	30.8	42.3	26.9	69.2	26
Female	2001	68.8	25	6.2	31.2	
	2002	50	35.7	14.3	50	
	2003	61.9	23.8	14.3	38.1	21
	2004	40	40	20	60	30
	2005	22.7	50	27.3	77.3	22
Male	2001	61.1	33.3	5.6	38.9	
	2002	53.8	38.5	7.7	46.2	
	2003	37.5	41.7	20.8	62.5	24
	2004	46.2	38.5	15.4	53.8	26
	2005	47.4	36.8	15.8	52.6	19

Spring 2001, 2002, 2003, 2004 District Computation Test, 10th grade students

	Spring of	Low	Intermediate	High	% proficient	N =
All Students	2001	70.6	19.6	7.8	27.4	
	2002	75.5	20.4	4.1	24.5	
	2003	44.1	44.1	11.8	55.9	34
	2004	64.2	28.3	7.5	35.8	53
	2005	46.8	21.3	31.9	53.2	47
Low SES	2001	80	10	10	20	
	2002	100	0	0	0	
	2003	55.6	33.3	11.1	44.4	9
	2004	65	25	10	35	20
	2005	52.9	11.8	35.3	47.1	17
Not Low SES	2001	69.2	23.1	7.8	30.9	
	2002	69.2	25.6	5.1	30.8	
	2003	40	48	12	60	25
	2004	63.6	30.3	6.1	36.4	33
	2005	43.3	26.7	30	56.7	30
Female	2001	71.4	28.6	0	28.6	
	2002	70.8	25	4.2	29.2	
	2003	37.5	50	12.5	62.5	16
	2004	69	20.7	10.3	31	29
	2005	68.2	13.6	18.2	31.8	22
Male	2001	73.3	13.3	13.3	26.6	
	2002	40	16	4	20	
	2003	50	38.9	11.1	50	18
	2004	58.3	37.5	4.2	41.7	24
	2005	28	28	44	72	25

All students grades 2-8 percent proficient

Spring of			Two Year Averaging		
2001	60.3	172/285			
2002	72.4	210/290	2001/02	66.4	382/575
2003	75.4	221/293	2002/03	73.8	431/584
2004	78.7	233/296	2003/04	77.1	454/589
2005	77	218/283	2004/05	77.9	451/579

	2001	2002	2003	2004	2005
Grade 2	87.2	100	97.6	97.4	94.4
Grade 3	100	100	100	100	95.3
Grade 4	88.2	100	88.4	97	100
Grade 5	83.2	91.2	97.5	83.7	85.3
Grade 6	43.7	47.2	60.5	73.8	45.5
Grade 7	17.3	48.8	45.3	54.8	58.1
Grade 8	35.3	48.1	51.1	57.1	65.9
Grade 10	27.4	24.5	55.9	35.8	53.2

Science - 2004-2005

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

Annual Goal: The percent of students in grades 6, 8 and 11 that score at the intermediate level or higher will increase (ITBS, ITED) or the percent of students scoring proficient (3 or higher) will increase from fall to spring on the district science assessment (grades 5-8 and 10).

North Iowa 04/05 6th grade students exceed the national proficiency percentage for all students on the ITBS science assessment. North Iowa 04/05 8th grade students do not exceed the state percent proficient scores for all students or the reported subgroups of not LSES or males ITBS science assessment. North Iowa 8th grade students do exceed the state percent proficient scores for the reported subgroups LSES and females on the ITBS science assessment. North Iowa 04/05 11th grade students exceed the state percent proficient scores for all students and all reported subgroups except males on the ITED science assessment. The total percent of students proficient in grades 6, 8 and 11 was 71.1 in 2002 and 80.5 in 2003 and 74.5 in 2004. (Fall scores)

Science Exemplar assessments show individual growth for all students grades 5-8 and 10.

Based on the data on the following pages North Iowa 2004-2005 goals and action plans in science are as follows:

Science - 2005-2006

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

Annual Goal: The percent of students in grades 6, 8 and 11 that score at the intermediate level or higher (ITBS, ITED) will increase or the percent of students scoring proficient (3 or higher) will increase from fall to spring on the district science assessment (grades 5-8 and 10).

Action Plan for Improving Science Achievement – 2005-2006

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

Annual Goal: The percent of students in grades 6, 8 and 11 that score at the intermediate level or higher (ITBS, ITED) will increase or the percent of students scoring proficient (3 or higher) will increase from fall to spring on the District Science Test (grades 5-8 and 10).

Data Source	Activities		Time		Person Responsible	Result
	Strategies	Steps	Begin	End		
	Implement tech. as needed/available				Science Committee	
	Integrate reading strategies				Classroom Teachers	
	Provide mentoring for new science teachers (exemplars)				Principals	
	Investigate and integrate scientific inquiry strategies				Classroom Teachers	
	Align standards and benchmarks to curriculum					

SCIENCE Fall 1999 - 2004 Iowa Tests of Basic Skills 6th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students								
	1999							
	2000	23.1	51.3	25.6	76.9			100
	2001 *	23.5	58.8	17.6	76.4	na	60	100
	2002	26.3	71.1	2.6	73.7		60	100
42	2003	14.3	71.4	14.3	84.7		60	100
46	2004	34.8	43.4	21.7	65.1		60	100
Low SES								
	1999							
	2000	23.1	46.2	30.1	76.3			100
	2001 *	35.7	64.3	0	64.3			100
	2002	33.3	66.7	0	66.7			100
	2003	22.2	77.8	0	77.8			100
	2004							
Not Low SES								
	1999							
	2000	12.8	53.8	23.1	76.9			100
	2001 *	18.9	56.8	24.3	81.1			100
	2002	23.1	73.1	3.8	76.9			100
	2003	8.3	66.7	25	91.7			100
	2004							
Female								
	1999							
	2000	38.9	55.6	5.6	61.2			100
	2001 *	29	61.3	9.7	71			100
	2002	33.3	61.9	4.8	66.7			100
	2003	12.5	70.8	16.7	87.5			100
	2004							
Male								
	1999							
	2000	9.5	47.6	42.9	90.5			100
	2001 *	15	55	30	85			100
	2002	17.4	82.4	0	82.4			100
	2003	16.7	72.2	11.1	83.3			100

SCIENCE Fall 1999 - 2004 Iowa Tests of Basic Skills 8th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students								
	1999	30	58.5	11.3	69.8			
32	2000	15.2	63.6	21.2	84.8		60	97.1
56	2001	26.8	67.9	5.4	73.3		60	98.2
46	2002	26.1	52.1	21.7	73.8		60	100
53	2003	28.3	52.8	18.9	71.7	77.3	60	98.1
44	2004	22.7	63.7	13.6	77.3	78	60	100
Low SES								
	1999	46.7	40	13.3	53.3			
10	2000	18.2	72.7	9.1	81.8			90.1
22	2001 *	31.8	59.1	9.1	68.2			95.7
15	2002	37.5	50	12.4	62.4			100
12	2003	58.3	33.4	8.3	41.7	60.2		100
16	2004	25	68.7	6.2	74.9	61.4		100
Not Low SES								
	1999	10.8	67.6	21.6	89.2			
22	2000	13.6	59.1	27.3	86.4			100
34	2001 *	23.5	73.5	2.9	76.4			100
30	2002	20	53.3	26.7	80			100
41	2003	19.5	58.5	22	80.5	82.6		97.6
28	2004	21.5	60.7	17.8	79.5	83.9		100
Female								
	1999	16	76	8	84			
15	2000	6.3	75	18.8	93.8			100
30	2001 *	30	63.3	6.7	70			100
21	2002	42.9	42.8	14.3	57.1			100
30	2003	36.6	53.3	10	63.3	79		100
23	2004	17.4	73.9	8.7	82.6	79.8		100
Male								
	1999	25.9	44.4	29.6	74			
17	2000	23.5	52.9	23.5	76.4			94.4
26	2001 *	23.1	73.1	3.8	76.9			96.2
25	2002	12	60	28	88			100
23	2003	17.4	52.2	30.4	82.6	75.6		95.8
21	2004	28.5	52.3	19	71.3	76.4		100

SCIENCE Fall 1999 - 2004 Iowa Tests of Educational Development 11th grade students

National	Fall of	40 Low	50 Intermediate	10 High	North Iowa % proficient	State % proficient	National % proficient	% of students enrolled represented in the data
All Students								
	1999	28.6	51.4	20	71.4			
40	2000	12.5	55	32.5	87.5		60	100
54	2001 *	38.9	44.4	16.7	61.1		60	100
51	2002	32	58	10	68		60	100
33	2003	12.1	63.7	24.3	88	78.7	60	100
55	2004	20	61.8	18.2	80	79	60	100
Low SES								
	1999	18.2	72.7	9.1	81.8			
8	2000	12.5	75	12.5	87.5			100
10	2001 *	30	60	10	70			100
9	2002	22.2	77.8	0	77.8			100
6	2003	16.7	83.4	0	83.4	63.8		100
21	2004	33.3	57.1	9.6	66.7	64.5		100
Not Low SES								
	1999	6.5	64.5	29	93.5			
32	2000	12.5	50	37.5	87.5			100
44	2001 *	40.9	40.9	18.2	59.1			100
42	2002	34.1	53.6	12.2	65.8			100
27	2003	11.1	59.2	29.6	88.8	81.4		100
34	2004	11.8	64.7	23.5	88.2	82.1		100
Female								
	1999	0	72.2	27.8	100			
15	2000	13.3	33.3	53.3	86.6			100
23	2001 *	26.1	65.2	8.7	73.9			100
26	2002	26.9	61.5	11.5	73			100
15	2003	6.7	73.3	20	93.3	82.4		100
29	2004	10.3	75.8	13.8	89.6	82.5		100
Male								
	1999	16.7	62.5	20.8	83.3			
25	2000	12	68	20	88			100
31	2001 *	48.4	29	22.6	51.6			100
25	2002	37.5	54.2	8.3	62.5			100
18	2003	16.7	55.5	27.8	83.3	75.3		100
26	2004	30.8	46.2	23.1	69.3	75.6		100

NICS Science ITBS/ITED - Grades 6, 8 and 11 percent proficient 2000-2004

	Grade 6	Grade 8	Grade 11	6, 8 and 11
Fall 2000	76.9	84.8	87.5	83.1
Fall 2001	76.4	73.3	61.1	70.3
Fall 2002	73.7	73.8	68	71.1
Fall 2003	84.7	71.7	88	80.5
Fall 2004	65.2	77.3	80	74.5

2002	28/39	34/46	34/50	96/135
2003	36/42	38/53	29/33	103/128
2004	30/46	34/44	44/55	108/145

NICS Science Exemplar Assessment 2005 Grades 5-8

	Problem	Background	Materials	Procedure	Data	Conclusion	Average Spring	Average Fall
Grade 5	3.3	3.4	3.7	2.9	4.1	3.7	3.5	2.3
Grade 6	3.1	3.5	3.5	3	4.2	3.3	3.4	2.5
Grade 7	3.6	2.3	3.2	3.5	3.5	3.1	3.2	2.6
Grade 8	2.8	2.3	4	3.1	3	3	3	2.6

Scale = 1-5

Culture Climate for Learning - 2004-2005

Long Term Goal: North Iowa students will treat each other respectfully.

Annual Goal: The percent of students responding 3 or higher on question 6 of the Building Tomorrow Survey will increase.

North Iowa building attendance for 2004-2005 was: K-4 96.5%, 5-8 95.7% and 9-12 94.8%. Average daily attendance at North Iowa is at the state long term goal.

North Iowa's 2002-2003 graduation rate was 98%. This exceeds the state long term goal.

Building Tomorrow Survey question 6 (Do students in your school treat each other with respect?) decreased students responding positively in grades 5, 8 and 11 from 65.4% in 2004 to 56.9% in 2005. The Section A part of the Building Tomorrow Survey shows North Iowa students responding positively 69.3% compared to an AEA 267 average of 60.9%. Section A measures students' attitudes towards each other.

Based on the data on the following pages North Iowa 2004-2005 goals and action plans in culture climate are as follows:

Culture Climate for Learning - 2005-2006

Long Term Goal: North Iowa students will treat each other respectfully.

Annual Goal: At least 65 percent of students will respond 3 or higher on the average of Section A of the Building Tomorrow Survey.

Action Plan for Improving Culture Climate for Learning Achievement – 2005-2006

Long Term Goal: North Iowa students will treat each other respectfully.

Annual Goal: At least 65 percent of students will respond 3 or higher on the average of Section A of the Building Tomorrow Survey.

Data Source	Activities		Time		Person Responsible	Result
	Strategies	Steps	Begin	End		
	Rock'n Prevention				CC Committee	
	Bullying Workshops/Assemblies				HS Principal	
	Tanners Manners/Respect Unit				Classroom Teachers	
	American West				CC Committee	
	Advisor/Advisee meeting to define respect and develop Champaign program				Principals	
	Lunch/hallway supervision				Building Level Teams	
	Student Interviews				Design Team	

Graduation Rate

	2001/02	2002/03	2003/04
North Iowa	97.8	98.3	92.9
State of Iowa	89.4	90.4	89.8
State Goal	95	95	95

Additional State Indicators - 2004/05

North Iowa drop-out rate, grades 7-12

	2002/03	2002/03	2003/04	2003/04	2004/05	2004/05	
All students	3/298	1.01	2/292	0.68	7/290	2.4	
Female Students	1/145	0.69	1/151	0.66	1/146	0.7	
Male Students	2/153	1.31	1/141	0.71	6/144	4.2	
White Students	3/287	1.05	2/279	0.72	6/266	2.3	
Black Students	0/2	0	0/3	0	0/4	0	
Asian Students	0/3	0	0/4	0	0/5	0	
Hispanic Students		0/5	0	0/5	0	1/15	6.7
Am. Indian Students		0/1	0	0/1	0	0/0	
St. with Disabilities		1/60	1.67	1/45	2.22	0/40	0

Attendance

NICS Average Daily Attendance 1999-2005

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	IA K-8 03/04	95.8
Elementary	98	98.3	95.1	93.7	94.8	96.5	NI K-8 03/04	95.3
Middle School	96	95.8	94.6	95.2	95.8	95.7		
High School	96.2	97.5	95.2	95.1	96.3	94.8		

Building Tomorrow Survey

2002/03/04 Do you think students treat other students; politely, fairly, friendly, helpful, kindness or respect?

	NI 02	AEA 02	NI 03	AEA 03	NI 04	AEA 04	NI 05	AEA 05
Grade 5	70.3	62.6	38.3	60.7	67.5	52	59.7	60.3
Grade 8	71.6	51.1	67.9	59.6	67.9	53.5	61.7	62.5
Grade 11	71.6	50.8	86.3	62.2	79.2	57	81.2	59.5
Gr. 5, 8, 11	71.2	55.4	67.1	61	70.4	54	69.3	60.9

2002/03/04 Do you think adults treat others; politely, fairly, friendly, helpful, kindness or respect?

	NI 02	AEA 02	NI 03	AEA 03	NI 04	AEA 04	NI 05	AEA 05
Grade 5	92	87.5	74.6	89.1	76.8	87.2	82.9	86.3
Grade 8	84.8	72.7	73.8	75.7	76.6	72.9	85.1	80.3
Grade 11	73.5	67.2	87.6	76	76.8	69.9	83	77.7

2002/03/04 Do you think students treat other students with respect? Question 6

	NI 02	NI 03	NI 04	NI 05
Grade 5	78.1	44.4	75	45.2
Grade 8	70.5	69	57.7	45.9
Grade 11	56.8	79.3	64.1	72.9
5, 8, 11	67.5	65.3	65.4	56.9

Scale 1-4, percentages = students responding positively (3 or 4)

Early Intervention - 2004-2005

Long Term Goal: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Annual Goal: To increase percent of students in grades 3-8 and 10 scoring at or above grade level on the vocabulary subtest of the Gates MacGinitie Reading Assessment.

See page for progress on Early Intervention.

Schools in Need of Assistance

_____ Number of school buildings identified in need of improvement.

_____ Percentage of school buildings identified in need of improvement.

_____ Names of school buildings identified in need of improvement.

_____ Number of years each school building has been identified in need of improvement.

NICS Districtwide Assessments 2005/2006

	ITBS/ITED	Gates	6 Traits	Computation	M Exemplars	S Exemplars	Dibles
Grade K		S	S/F		S/F		S/W/F
Grade 1		S	S/F		S/F		S/W/F
Grade 2		S	S/F	S/F	S/F		S/W/F
Grade 3	F	S	S/F	S/F	S/F		S/W/F
Grade 4	F	S	S/F	S/F	S/F		S/W/F
Grade 5	F	S	S/F	S/F	S/F	S/F	
Grade 6	F	S	S/F	S/F	S/F	S/F	
Grade 7	F	S	S/F	S/F	S/F	S/F	
Grade 8	F	S	S/F	S/F	S/F	S/F	
Grade 9							
Grade 10		S	S/F	S/F (algebra)		S/F	S/F
Grade 11	F		S/F				ACT
Grade 12							

NICS Faculty Inservice 2005-2006

Date	Time	Place	Activity
(T) Aug. 16		8:00-4:00 T	New Teacher Induction/Mentoring
(W) Aug. 17		8:00-4:00 T	All New Teacher Induction, Reading and Tech
(F) Aug. 19		8:00-2:00 BC	Mandatory Meetings
	5:50-7:30	BC	Staff Picnic
(M) Aug. 22		8:00-4:00 T	Math Strategies
(W) Oct. 5		1:45-4:00 BC/T	Districtwide Assess. - Reliability - Parent Fair
(W) Oct. 12		7:00-4:00 MC	NIC Inservice
(M) Dec. 5		1:45-4:00 T	Math Follow-up
(W) Dec. 21		8:00-4:00 BC	aea read/vocab, assessment data
(T) Jan. 3		8:00-4:00 T	aea read/vocab
(F) Jan. 13		1:45-4:00 BC/T	End of Semester
(W) Mar. 1		1:45-4:00 BC	read/vocab follow-up
(W) Apr. 26		1:45-4:00 BC/T	Districtwide Assessments - Reliability
(T) May 30		8:00-4:00 T	Reading/vocabulary Strategies
(W) May 31		8:00-4:00 BC	Building Level Initiatives

Teacher Quality Day, TBD