



TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

April 15, 2013

Superintendent Cory Myer
North Iowa Community School District
111 3rd Avenue NW
Buffalo Center, Iowa 50424

Dear Superintendent Myer:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at North Iowa Community School District (CSD) on March 12-14, 2013. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP) section of C-Plan, provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, North Iowa CSD maintains State of Iowa accreditation upon resolution of non-compliance issues described in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix included in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The North Iowa CSD must complete corrective actions according to the timeline noted on the non-compliance web site at the DE secure log in page. Documentation of corrections must be made available to the Site Visit Team Leader. Department follow-up will be conducted to verify resolution of all noted non-compliance issues

The report reflects consensus of the following team members:

Department of Education Representatives:

Fred Kinne – Consultant, Bureau of School Improvement
Bruce Jensen – Special Education Cadre

Area Education Agency Representatives:

Kay Schmalen – Reading Language Arts Consultant, AEA 267
Christine Quisley – Math Consultant, AEA 267

Local Education Agency Representatives:

Marshall Lewis – Superintendent, Belmond-Klemme CSD
Mike Thompson – Elementary Principal, Belmond-Klemme CSD
Brian Wogen – Curriculum Coordinator, West Fork CSD
Scott Cakerice – Elementary Principal, St. Ansgar CSD

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It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of North Iowa CSD's continuous improvement process, the district must review its current CSIP section of C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP section of C-Plan must be completed by September 15, 2013. Directions for revision and submission of the CSIP section of C-Plan can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site [https://www.surveymonkey.com/s/School Improvement 2012-2013 District Survey](https://www.surveymonkey.com/s/School_Improvement_2012-2013_District_Survey). The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the North Iowa CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Fred E. Kinne, Consultant
Bureau of School Improvement
Iowa Department of Education



Amy Williamson, Chief
Bureau of School Improvement
Iowa Department of Education

cc: Site Visit Team Members
School Board President
Iowa Department of Education Official File
AEA Office

Comprehensive Site Visit Iowa Department of Education



North Iowa CSD

**Team Findings
March 12-14, 2013**

Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

The previous site visit was conducted on November 27-29, 2007 and led by Wilma Gajdel. During the 2007 visit the district was cited for five (5) of noncompliance items. During the current site visit the district had an enrollment of 477 and serves grades PK - 12. See Appendix A for additional information.

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. Multiple interview groups were able to site the North Iowa Community School District mission statement, "Linking Students with Success". Teachers and administrators indicated the mission, in conjunction with the district's educational philosophy and Essential Learnings and Indicator of Success, drive instruction and professional development.

Recommendations for Improvement:

2. Administrator interviewees stated the mission statement has not been re-visited for quite a few years. Although the mission is known to constituents and is believed to drive instruction and professional development, the site visit team recommends the district, with the assistance of the School Improvement Advisory Committee (SIAC) and District Leadership Teams (DLT) review the mission statement and other guiding principles and philosophies (a vision statement) to assure it is inclusive of the district's desires for preparing its students for success.

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the CSIP section of C-Plan.
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Noted Strengths:

3. Multiple interview groups indicated the administrative team is collaborative amongst themselves, with staff, students and community. SIAC and school board interviewees indicated administrator communication and transparency with all constituents was also noted as a strength.
4. The site visit team recognized, through observation and student interview comments, the administrative team knows the students in the building and take the time to visit with them, listen to them and create a learning environment conducive to comfort and learning.
5. The site visit team commends the school board and administrative team for its communitive efforts in the successful closing of the Thompson building and for recent cuts in administrative staff. This was successfully completed because of the efforts of the board and administrative team to openly communicate with district patrons the educational and financial situation of the district.
6. Distributive leadership practices in the district are allowing non-administrative personnel to be active and effective in various leadership roles within the district. Teacher interview groups indicated an appreciation of their leadership opportunities through Professional Learning Communities (PLC's) and DLT.
7. Students shared multiple leadership opportunities at North Iowa CSD. Examples given were:
 - Middle School/High School Student Council
 - National Honor Society
 - athletic team captains
 - Distribution of senior citizens meals
 - Middle School – “Stepping it Up”

Recommendations for Improvement:

8. Paraeducator interviews indicated a lack of yearly evaluations. The expressed a desire to be evaluated and would value feedback from administration concerning their performance. The site visit team strongly urges the district to develop a yearly paraeducator evaluation system, based on specific job descriptions and desired outcomes based on job descriptions.
9. Special education instructors expressed and appreciation for the opportunity to meet monthly for the purpose of discussing professional issues within their discipline. The district is encouraged to explore expansion of this concept to other disciplines.
10. Multiple interview groups expressed a concern about declining enrollment and the possibility of losing their school. School board and administration is encouraged to develop a process to keep the community and school district personnel informed, on a continuous basis, where the district stands.

Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

11. It was evident to the site visit team North Iowa Community School District is involved in numerous collaborative efforts with community. Some examples given where:
 - Athletic and Fine Arts Boosters
 - 4-H
 - Girl and Boy Scouts
 - North Iowa Community Development
 - Iowa State Extension
 - Winnebago County Conservation
 - Student Council Senior Citizen Meal Delivery
 - Ministerial Association
12. Administrator, school board and SIAC interviews indicated SIAC to be an important cog in educational decision making at North Iowa CSD. They look at data, and are an integral part of the discussion concerning student achievement.
13. Parents, special education teachers and paraprofessionals indicated the district web site a useful source of information and very user friendly.

Recommendations for Improvement:

14. Collaboration and communication with district patrons is evident. However, the site visit team failed to find data from community surveys. The district is encouraged to develop a survey tool to distribute to its community on a yearly basis to assure it is hearing and understanding the desires of the North Iowa CSD community. Consider contacting Beth Strikes bstrikes@aea267.k12.ia.us for assistance.

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Noted Strengths:

15. Students, parents, and administration shared an appreciation for the availability of staff when students have academic and social needs and for developing an open door and welcoming environment. Parents and students indicated Rock and Prevention is an example of one way the district provides programs that enhance the learning environment.
16. Student interviewees indicated student centered activities like Character Counts, work for credit at the high school and the serving senior citizen meals assist in developing and maintaining a healthy learning environment at North Iowa CSD.

Recommendations for Improvement:

17. Parents and middle school student interviewees unanimously shared a concern about security of the facility, in particular all of the unlocked doors. The parents are aware of district efforts of making the building more secure and are appreciative of it. However, the site visit team strongly encourages the district to continue its efforts with securing the building for the safety of its children and educators. Consider contacting Homeland Security/Iowa Highway Patrol for information.
18. High School students, during the interview process, could not articulate what the formal process for harassment reporting is at North Iowa CSD. The site visit team recognized students, in particular, are not concerned about harassment/bullying issues at school. However, the site visit team recommends a yearly review of district policy with the student body to ensure returning and new students are aware of procedures afforded them.

Curriculum and Instruction

In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

19. Middle School students indicated the infusion of technology has had a positive impact on instruction and learning. Examples given: teachers emailing students, on-line text books, resources downloaded, and teachers SharePoint.
20. Middle School students commented on several formative assessment strategies their teachers use in the classroom. Example given: thumbs up thumbs down, twizzes, quiz star, pre and post testing. It was also indicated teachers engage students in conversations regarding their progress.
21. Guided reading has been incorporated into the district, K-5 with fidelity. It is scheduled daily for 45 minutes with all the specials moved to the afternoon for scheduling convenience.

Recommendations for Improvement:

22. Teacher interviews indicated confusion and some frustration with the transition from MISIC to the Iowa Core. Teachers were able to discuss the work completed using Power Standards and curriculum manager but desire more clarity in the process. The Learning Supports interview group has the perception that Iowa Core/Power Standards and MISIC is two different things. *"We have gone away from MISIC and now we are doing Iowa Core"*. The site visit team believes additional clarification concerning the transition from MISIC to Iowa Core is needed and recommends the district continue the use of PLC's for data collection and the building of formative assessments to change instruction for the improvement of student achievement and continue to attend AEA training.

23. The site visit team determined, through interviews, the district has not yet moved forward with an implementation of the Response to Intervention (RtI) model. RtI could provide a focus for the work of the district PLCs. It could also provide a structure within which teachers could utilize formative assessment data on an ongoing basis for the improvement and differentiation of instruction. RtI should not be seen as another new initiative, but rather it should be seen as a system for pulling together many of the things that the district is already doing as it implements the Iowa Core Curriculum. The site visit teams urges the district to move forward with RtI.
24. Administration stated the use of formative assessment data (running records). However, general education teacher interview groups did not identify the existence of formative assessments as one of the major aspects to guide instruction and group students. The site visit team recommends distributive leadership to develop a system to identify specific skill areas
25. High school students indicated the lack of Advanced Placement (AP) courses and advanced science courses impede their potential success in their future academic ventures. A number of the high school interview team members indicated a lack of preparation for their post secondary experiences. Students also expressed a strong interest in upgrading the high school business curriculum. The site visit team recommends the district re-visit its follow-up senior exit surveys to determine if rigor of current curricular offerings and curricular offerings in general are meeting the needs of its students.
26. High School students indicated the technology made available to them is not sufficient. Many students indicated teachers do not use technology for instruction and there is technology “just laying around” that could be used by high school students when not being used by middle and elementary school students. Technology available to students varies from instructor to instructor at the high school. No evidence of the “many to one” concept was found by the site visit team. The site visit team was also uncertain to future plans for high school implementation. The district is encouraged to assess current technology and its use in enhancing teaching and learning.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

27. General education interviewees expressed an appreciation for administration allowing and supporting their efforts with individual professional development opportunities. They stated their ability to attend conferences and workshops and the information often forwarded to them from administration concerning these opportunities.

Recommendations for Improvement:

28. The district is to be commended for the professional development weekly early out schedule implemented during the 2012-13 school year. The site visit team encourages the district to develop a process to evaluate the effectiveness of the implementation. Consider using the district SIAC to develop the tool and evaluate the data collected.
29. Paraprofessionals indicated a need for professional development with the technology initiatives in the district. The site visit team recommends the district spend time with your paraprofessionals to ascertain their needs in this area.
30. The district is commended for their hiring of a technology integrationist. The high school students indicated that teachers in the high school are not adequately trained in the effective use of technology in order to enhance instruction. Professional development and training in this area could be provided effectively by utilizing this position to the fullest.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP section of C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

31. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using the consultative model to provide instructional and support services to special education students. Students are benefiting from the combined expertise of general and special education teachers.
32. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers.

Recommendations for Improvement:

33. The site visit team appreciates the district focus on specific professional development initiatives, but evidence of evaluation was not determined. The district is encouraged to implement an evaluation of major components of professional development (PLC, technology and formative assessment)
34. The district is to be commended for the implementation of an alternative program in the district. However, the site visit team did not find evidence of a formal program evaluation of the program. The district is encouraged to gather and study academic and attendance data to determine in the program is meeting the goals for this program.

35. The percentage of the school's students scoring in the proficient range of achievement on the Iowa Assessments is lower than AEA and/or State of Iowa averages in reading, mathematics, and science in some reported grade levels. Please refer to the district data report accompanying this report.

It would be beneficial to complete an in-depth disaggregated data analysis of non-proficient performers to identify whether common characteristics exist (e.g., similar skill deficit or similar demographics), identify potential barriers to learning, and provide an additional source of data for school improvement planning. Reviewing students' performance on all district-wide assessment instruments (i.e., triangulating data) to determine validity and reliability of results (as well as the validity and reliability of district-developed assessments) is also recommended (e.g., Are there students who are not proficient on the Iowa Assessments, but are on other assessments?) In addition, the school is encouraged to:

- Continue analysis of disaggregated data and communication of results to improve instruction.
- Increase the use of cohort data (including subgroup cohorts) to identify trends and patterns over time, inform instructional decisions, and determine effectiveness of interventions.

Include broad involvement of teachers, SIAC members, administrators, school board, and instructional support staff in discussion of assessment data to increase understanding and ownership of the process. See attached Appendix A for details.

North Iowa Community District's Compliance Status for Applicable Federal Programs:

Title I Program

The district has no citations for the Parents Right-to-Know

Title IIA (Teacher and Principal Training and Recruiting Fund)

The district has no citations of Title IIA non-compliance identified during this visit.

Title IID (Enhancing Education through Technology, E2T2)

The district has no citations of Title IID non-compliance identified during this visit.

Title III (English Language Learners)

The district has no citations of Title III non-compliance identified during this visit.

Title XC (Education of Homeless Children and Youth)

The district has no citations of Title XC non-compliance identified during this visit

Areas of Non-Compliance: Chapter 12

The district shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. The plan shall be completed on the Department secure web site located at <https://www.edinfo.state.ia.us/appmenu.asp>. Go to “site visit” button on the site to enter actions. The plan shall be submitted on the DE secure website 45 business days after receipt of the site visit report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline.

Chapter 12 Non-compliance Issues	Additional Information
SPED3: The district has no policy addressing the provision of special education and related services in the least restrictive environment 281—IAC 41.12(6)(c)	Least restrictive language is missing from policy. 603.3
VED5: The district does not have an articulation agreement for each of its four vocational (CTE) service areas either directly with a post-secondary program or through a sharing agreement with another district. 281-IAC 12.5(5)(i)	There is no articulation agreement for Industrial Technology and Business Education.
JHP1: The junior high program, grades 7-8, does not include each curricular area. 281—IAC 12.5(4)	No evidence of Career Education being offered or taught

Areas of Non-Compliance: Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details
EQD4: The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95	Bullet 3 – policy language does not contain age. Bullets 5-10 not evident in documentation provided
PE8: Some form of evaluation of administrators occurs annually	High School Principal evaluation not signed or dated

Appendix A

Accreditation Site Visit Data Report

North Iowa (0873)

Site Visit Year: 2012-2013



Iowa Department of Education
Division of Learning and Results
Bureau of School Improvement

Figure 1: 2012-2013 Whole Grade Sharing

Data Source: Spring BEDS

Definitions: Whole grade sharing occurs when all of the students in any grade in two or more school districts share an educational program for all of a school day under a written agreement.

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

Data Source: Fall EASIER (Student Reporting in Iowa)

Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year. Certified enrollment is a count of students residing in the district on count day each year.

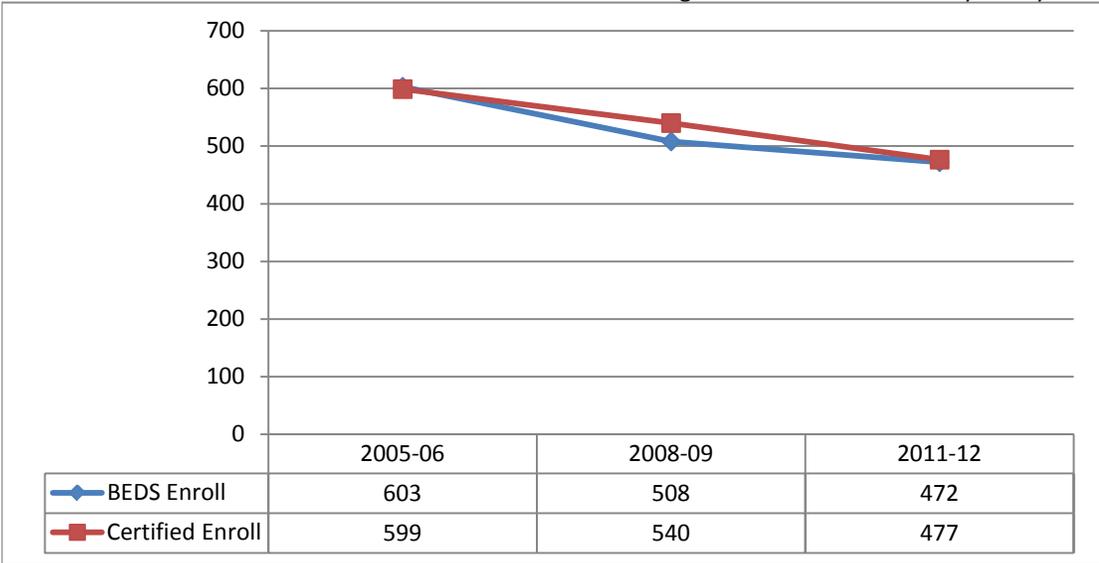


Figure 3: 2012-2013 Annual Instructional Minutes

Data Source: Spring BEDS

Definitions: Total number of instructional minutes offered during the school year.

District	School	Total Annual Instructional Minutes
0873	North Iowa Elem Buffalo Center (Buffalo Center) - 0409	72,140
0873	North Iowa High School (Buffalo Center) - 0109	72,230
0873	North Iowa Middle School (Buffalo Center) - 0172	72,140
	State Average	71,405

Figure 4: School Year 2010-2011 Average Daily Attendance

Data Source: Spring EASIER (Student Reporting in Iowa)

Definitions: Total number of student days present divided by total number of student days enrolled.

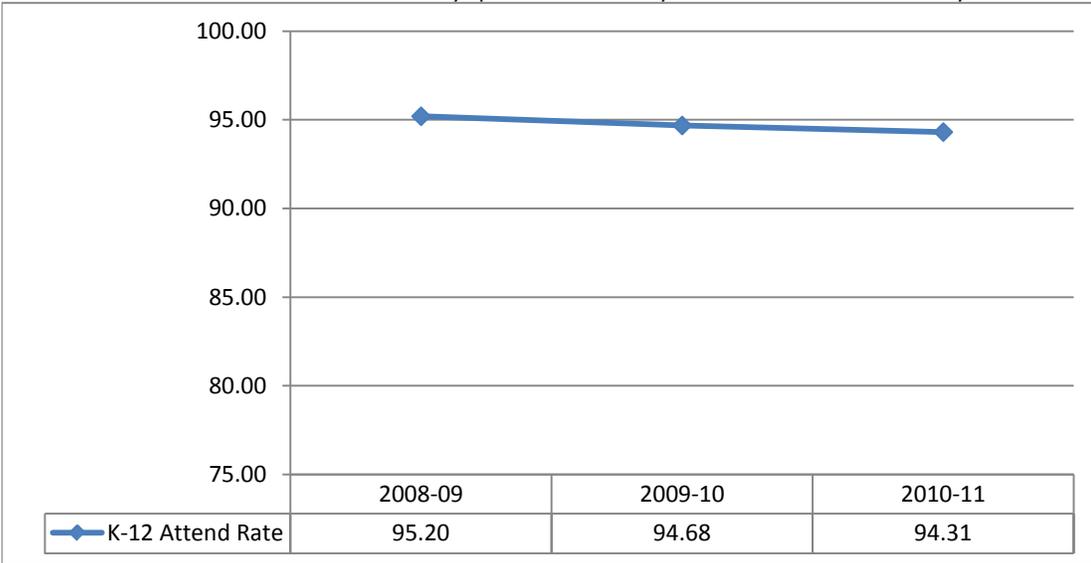


Figure 5: 2012-2013 Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File

Definitions: SINA/DINA status is based on assessment participation, annual measurable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is their first year of meeting so they are not off the list.

District	School Name	Math AMO	Read AMO
0873	North Iowa Middle Sch	SINA-2	
0873	North Iowa Elem Buffalo Center	Delay-1	Delay-1

District	School Name	Math Part.	Read Part.	Other
0873	North Iowa Middle Sch			
0873	North Iowa Elem Buffalo Center			

Figure 6: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency

Data Source: Fall EASIER (Student Reporting in Iowa)

Definitions: Districts are required to assess all kdg students using a literacy assessment and data are reported to the state on each kdg student's score. If a district uses DIBELS/DIBELS Next for this assessment scores are reported below because of the confirmed validity/reliability of the assessment.

At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.

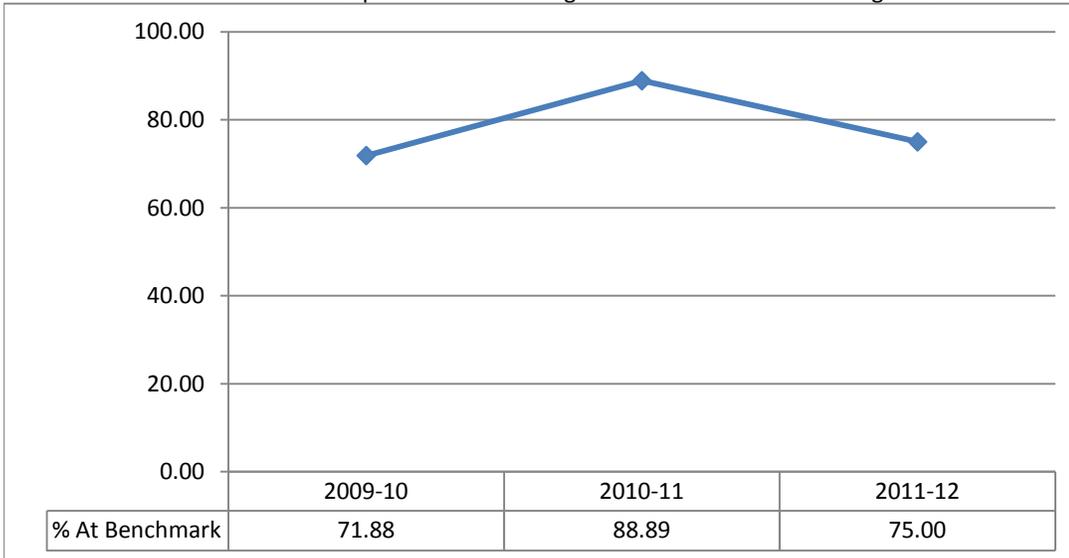


Figure 7: Percent of Students in Grade 3 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

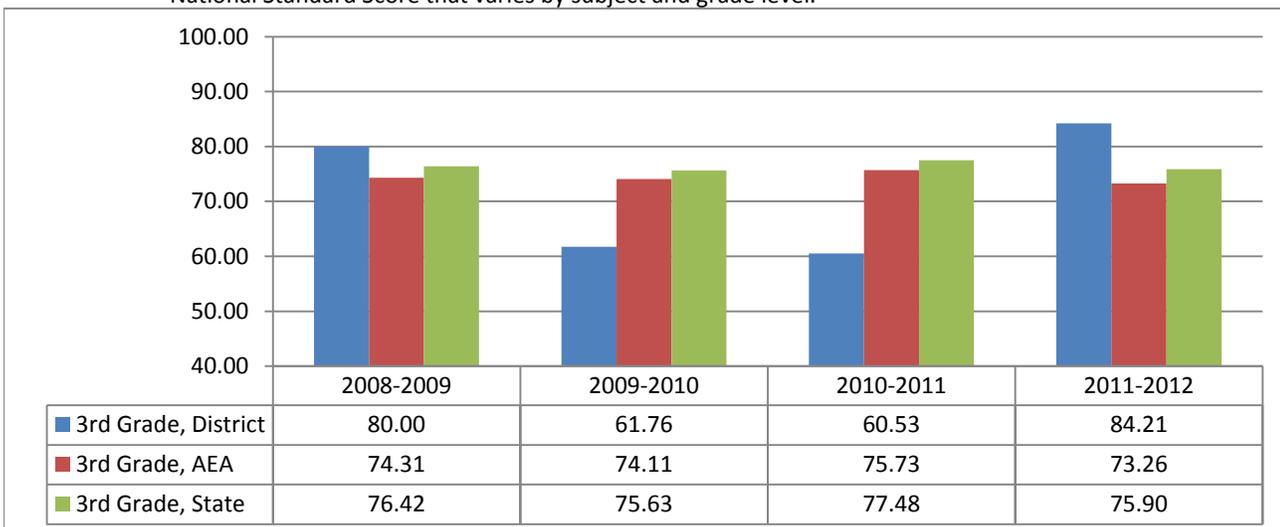


Figure 8: Percent of Students in Grade 4 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

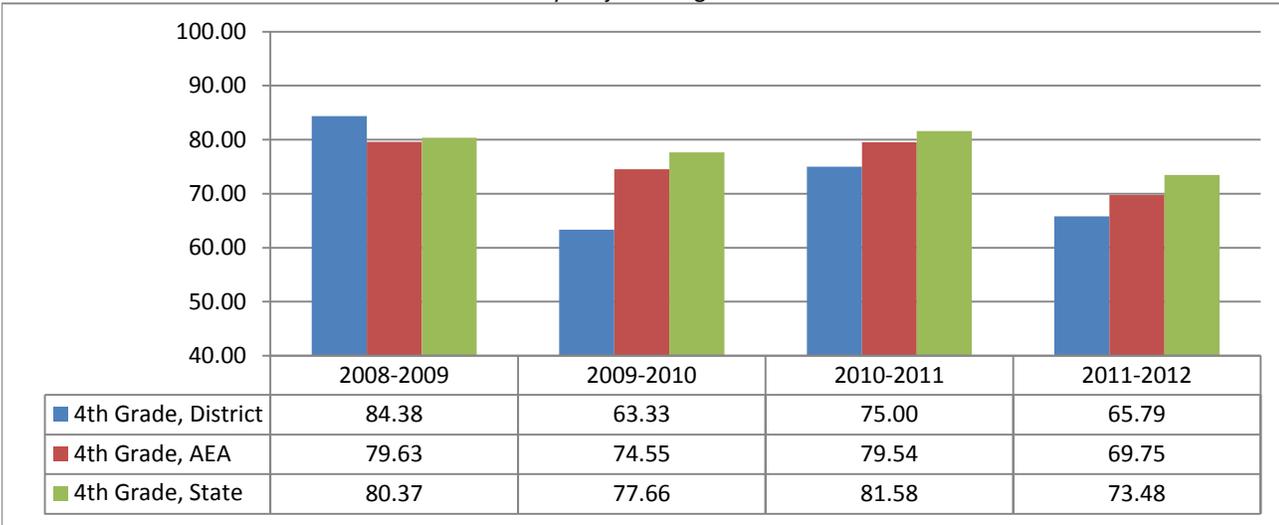


Figure 9: Percent of Students in Grade 5 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

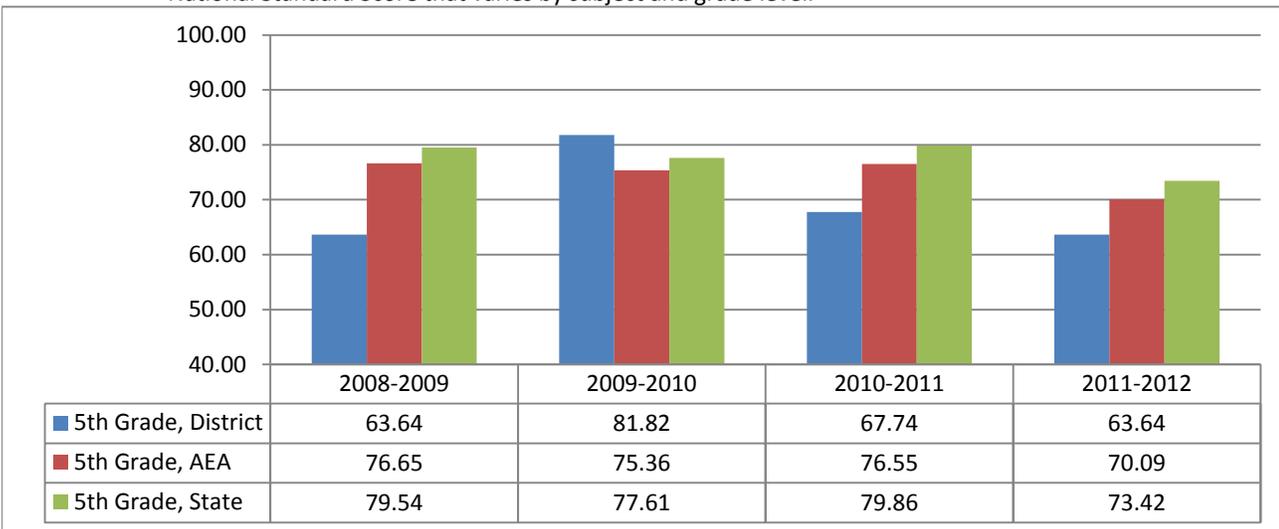


Figure 10: Percent of Students in Grade 6 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

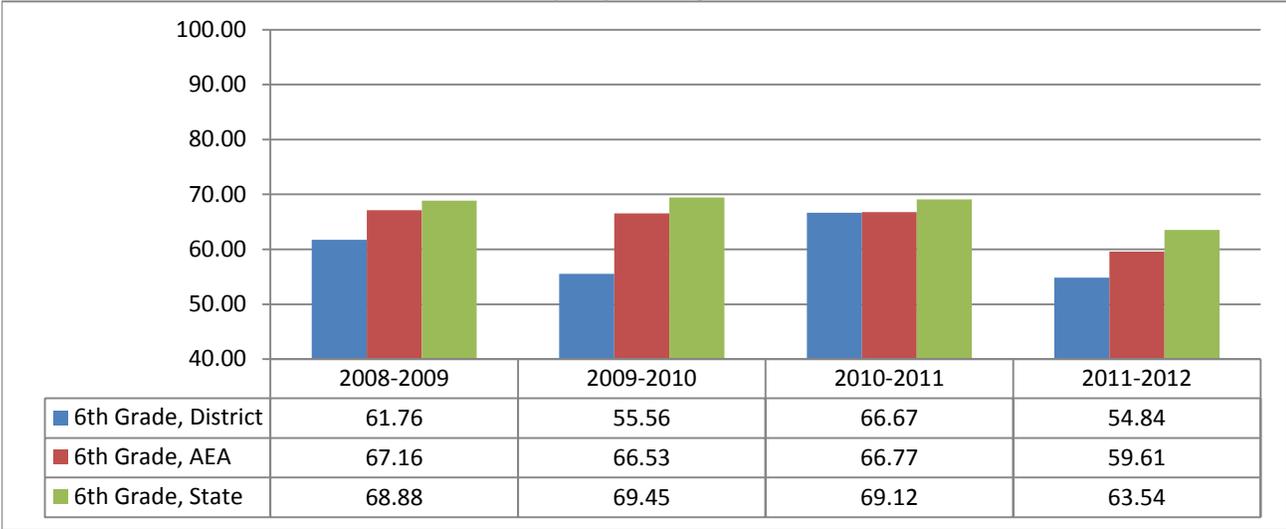


Figure 11: Percent of Students in Grade 7 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

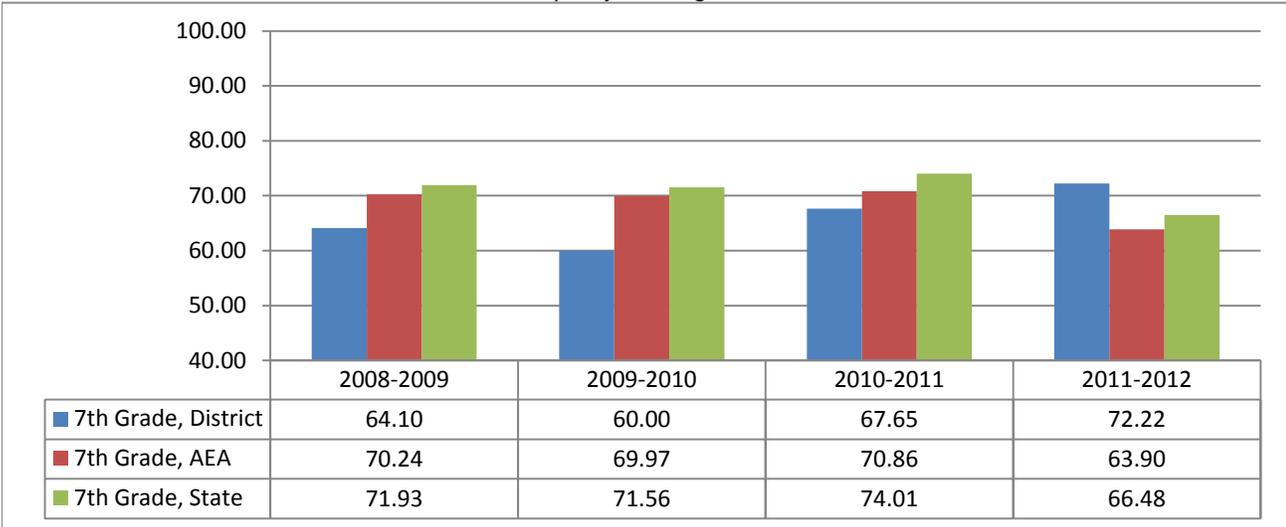


Figure 12: Percent of Students in Grade 8 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

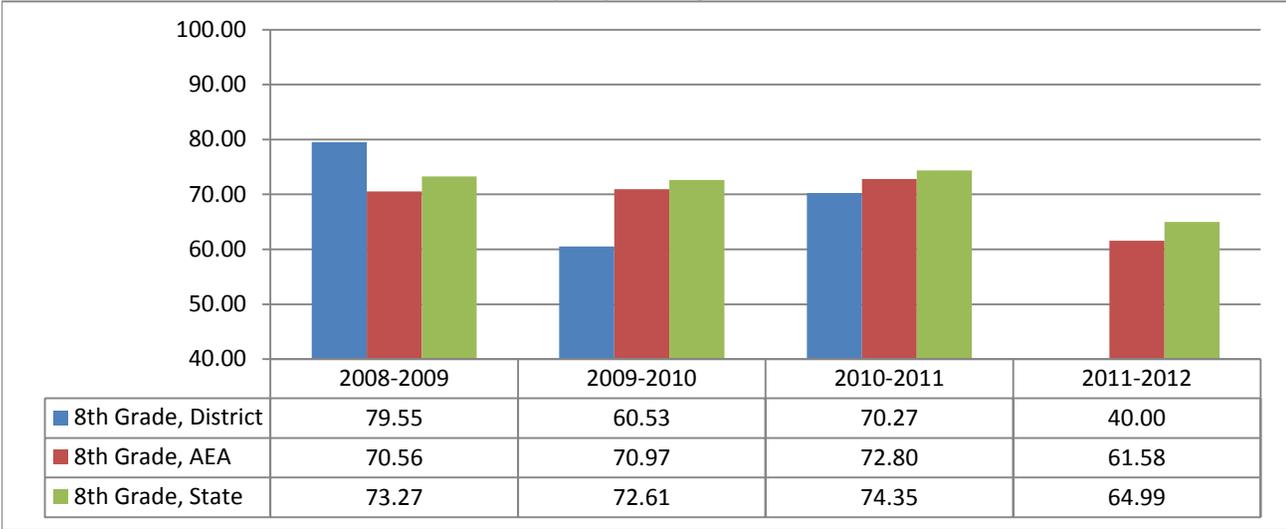


Figure 13: Percent of Students in Grade 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

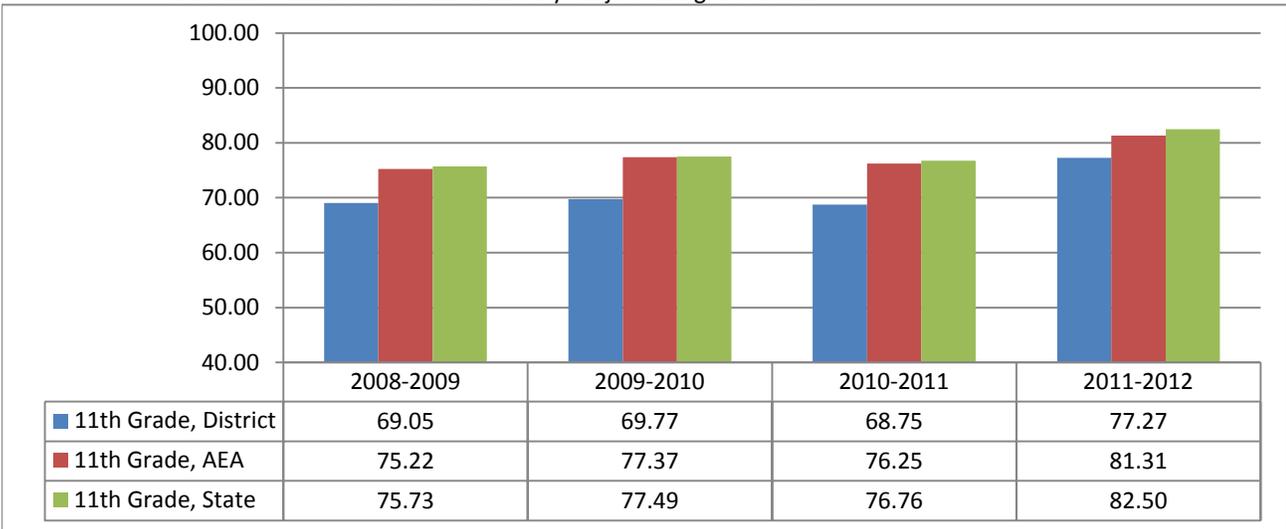


Figure 14: Percent of Students in Grade 3 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

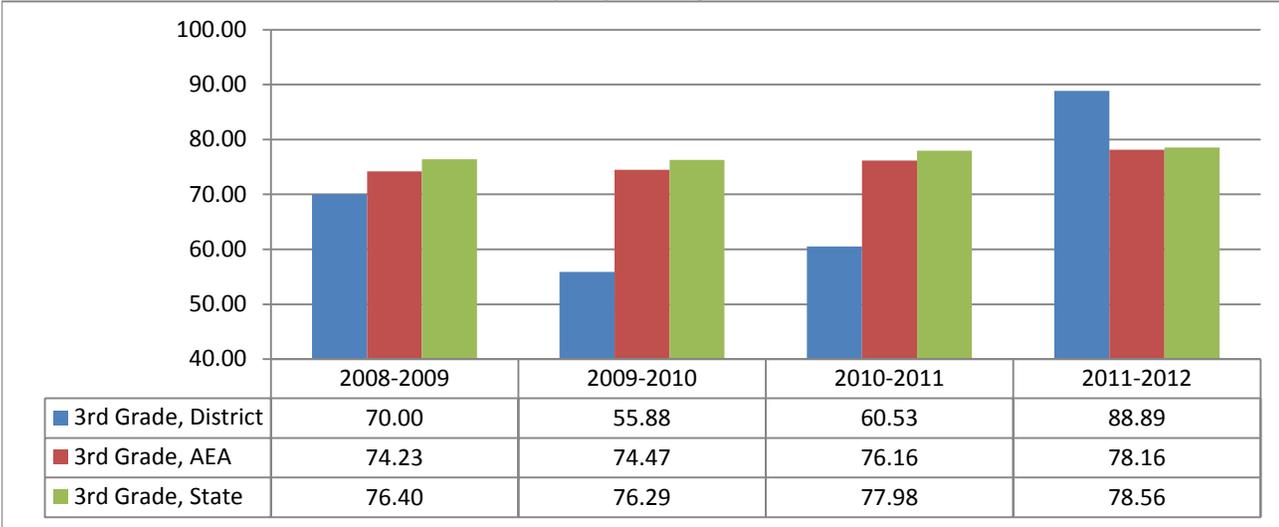


Figure 15: Percent of Students in Grade 4 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

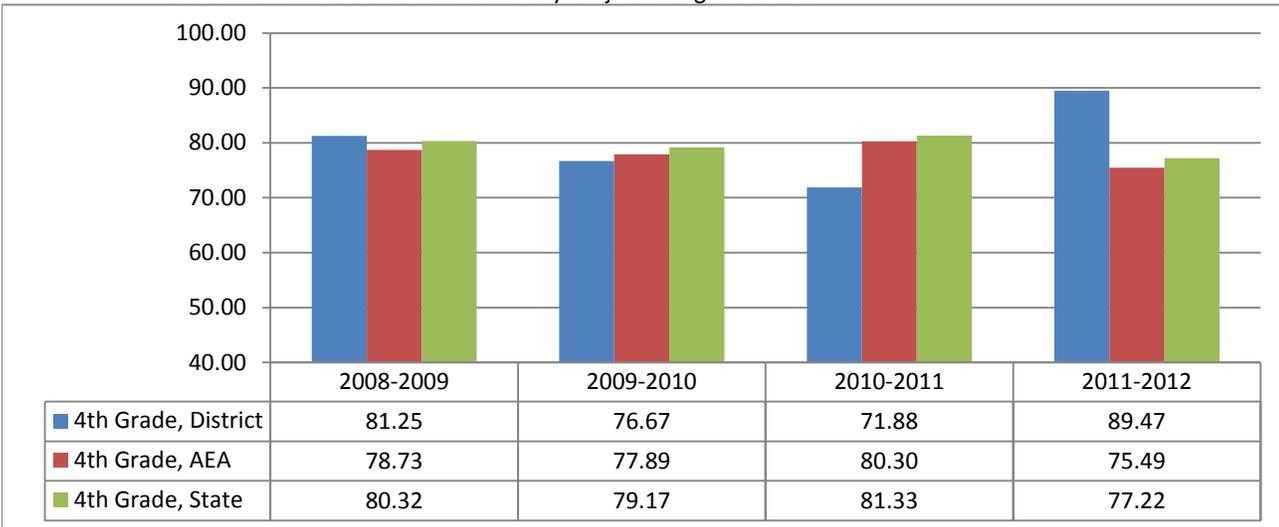


Figure 16: Percent of Students in Grade 5 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

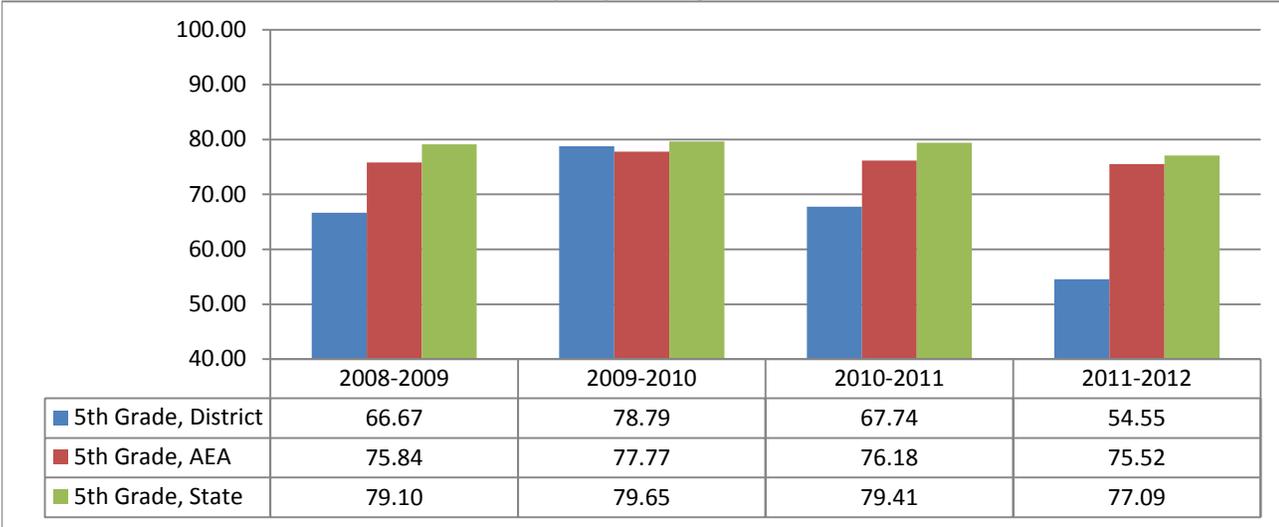


Figure 17: Percent of Students in Grade 6 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

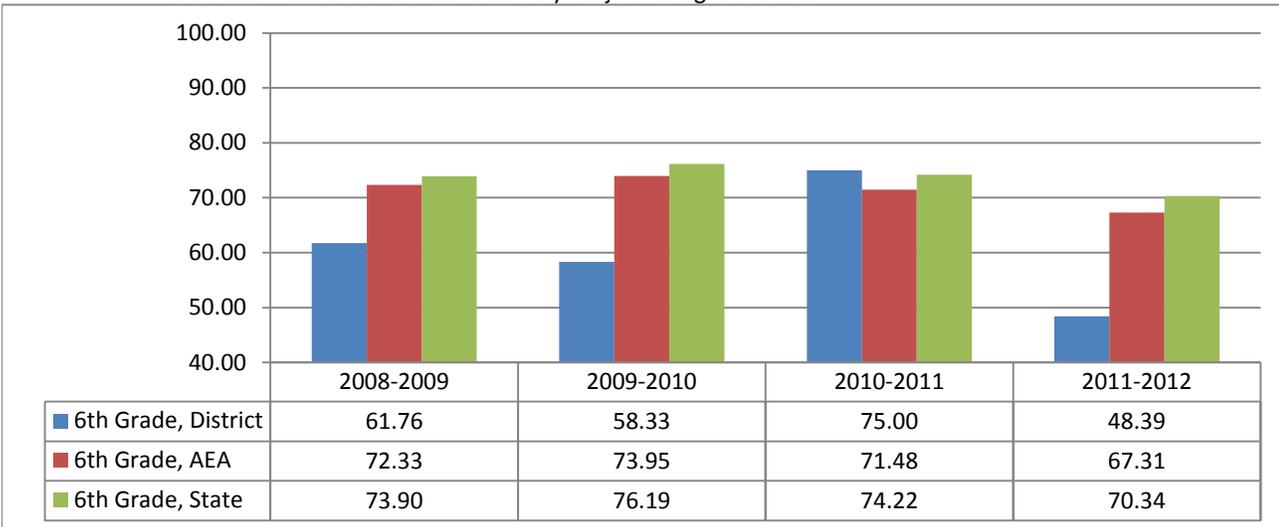


Figure 18: Percent of Students in Grade 7 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

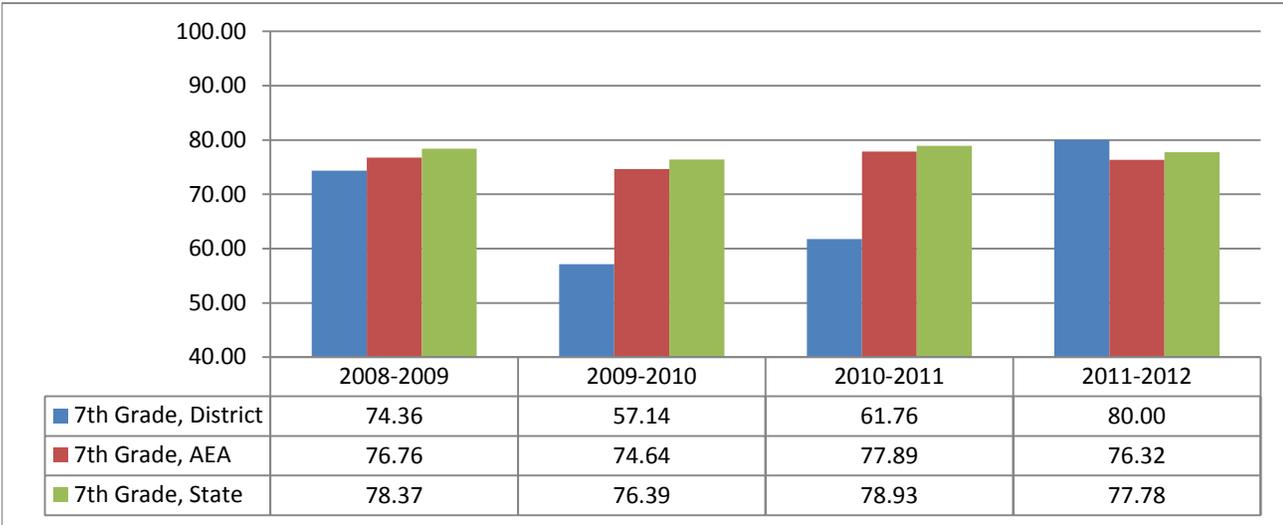


Figure 19: Percent of Students in Grade 8 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

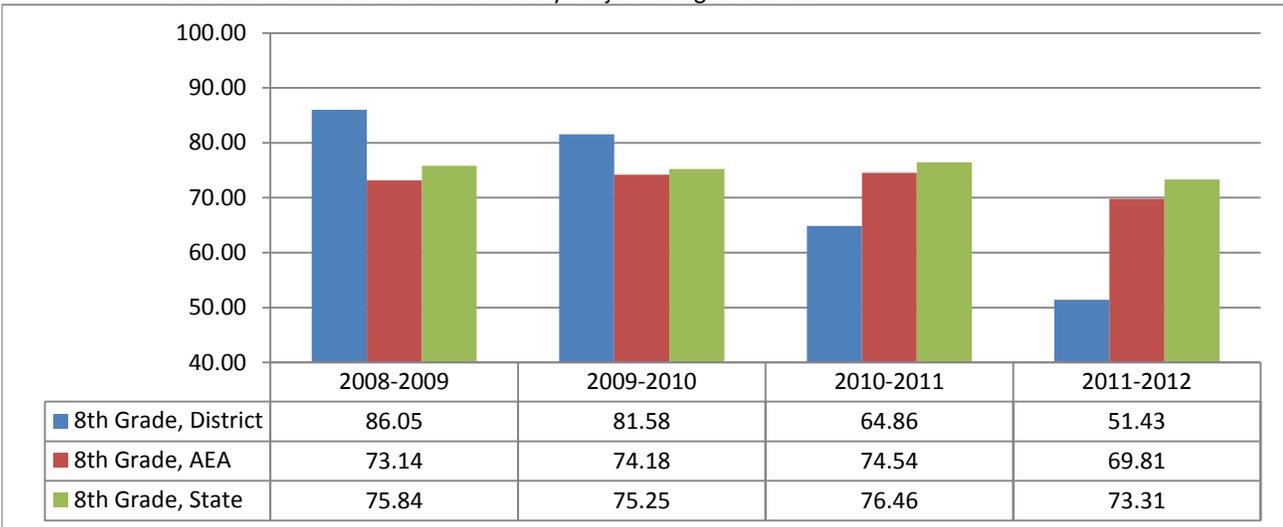


Figure 20: Percent of Students in Grade 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

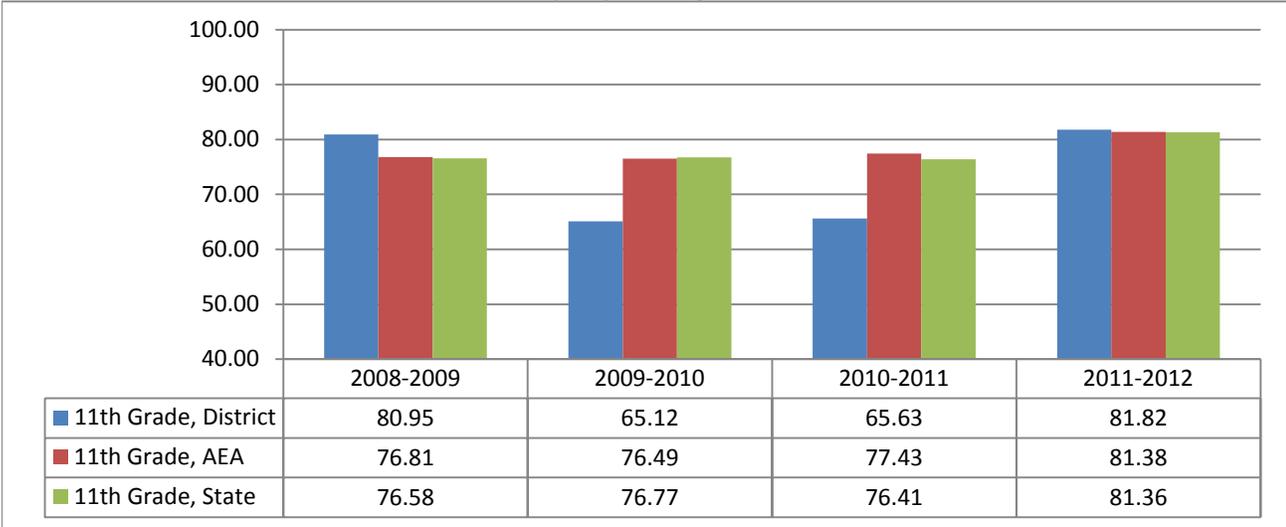


Figure 21: Percent of Students in Grade 3 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

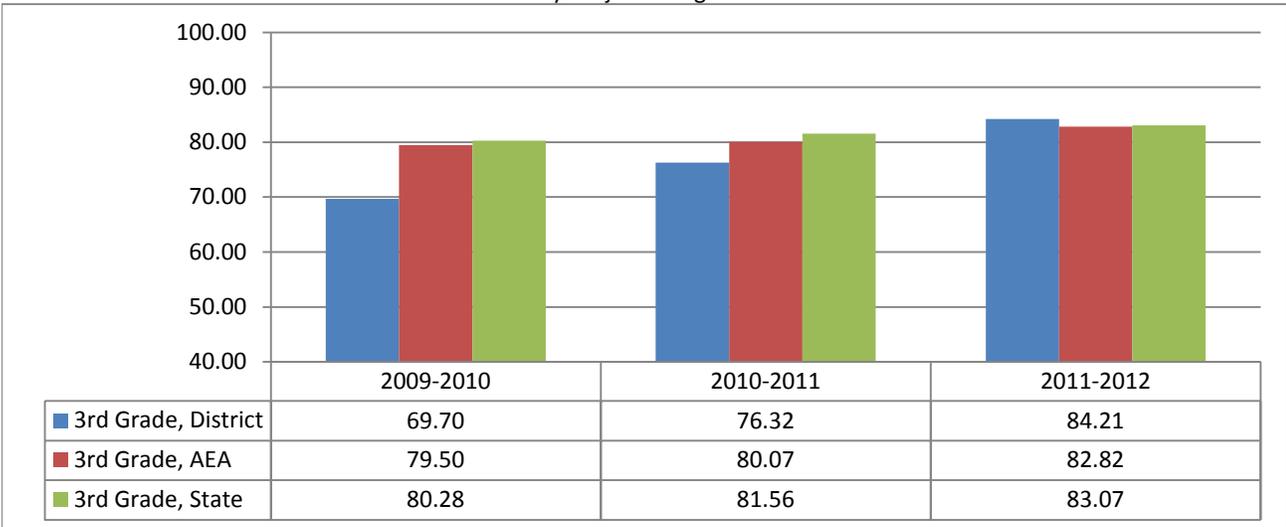


Figure 22: Percent of Students in Grade 4 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

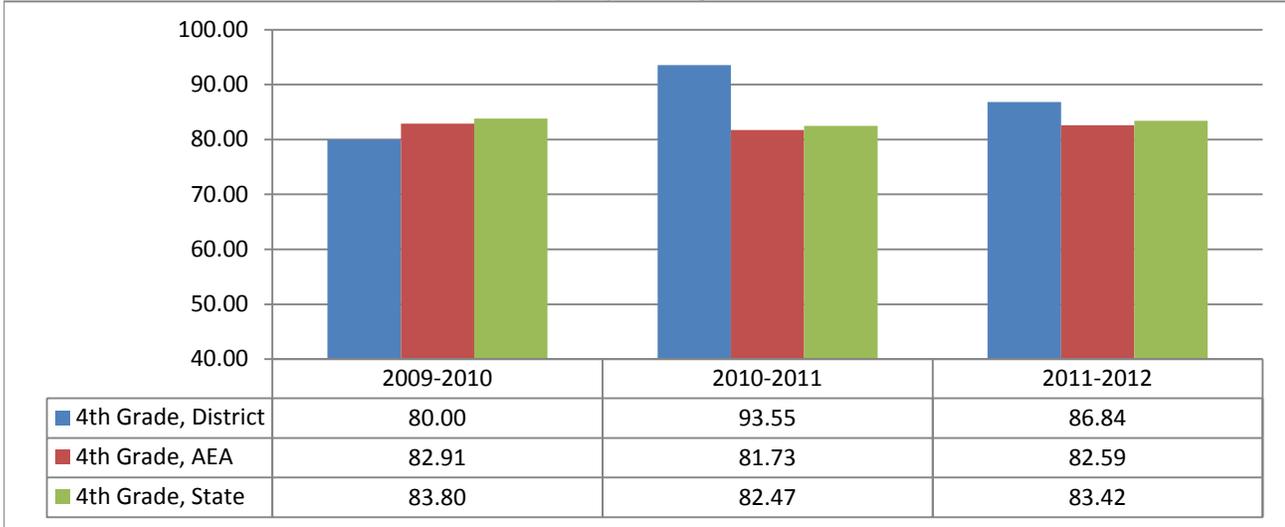


Figure 23: Percent of Students in Grade 5 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

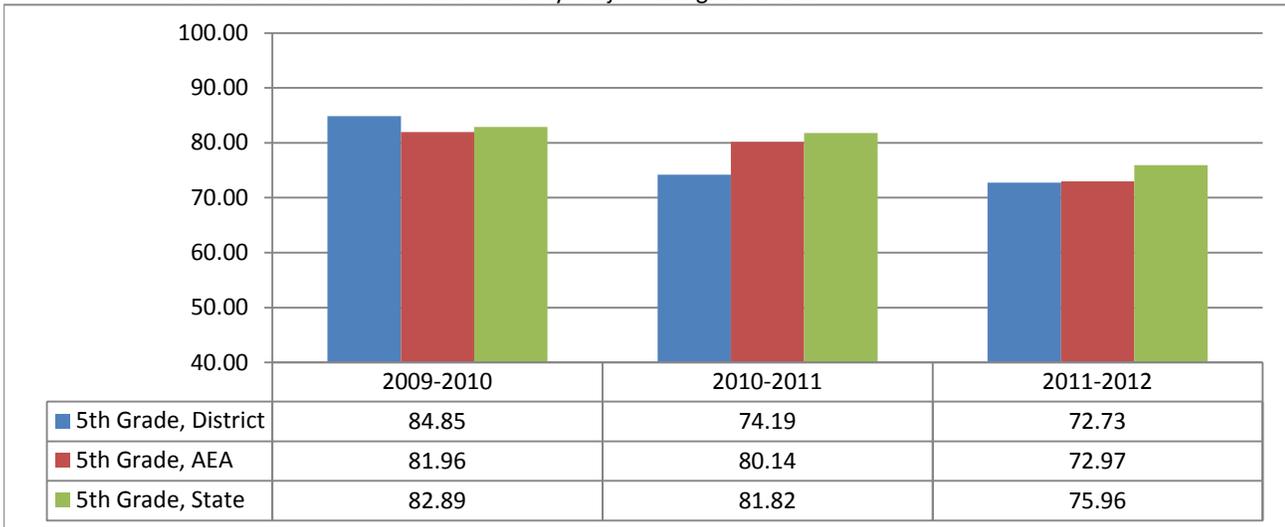


Figure 24: Percent of Students in Grade 6 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

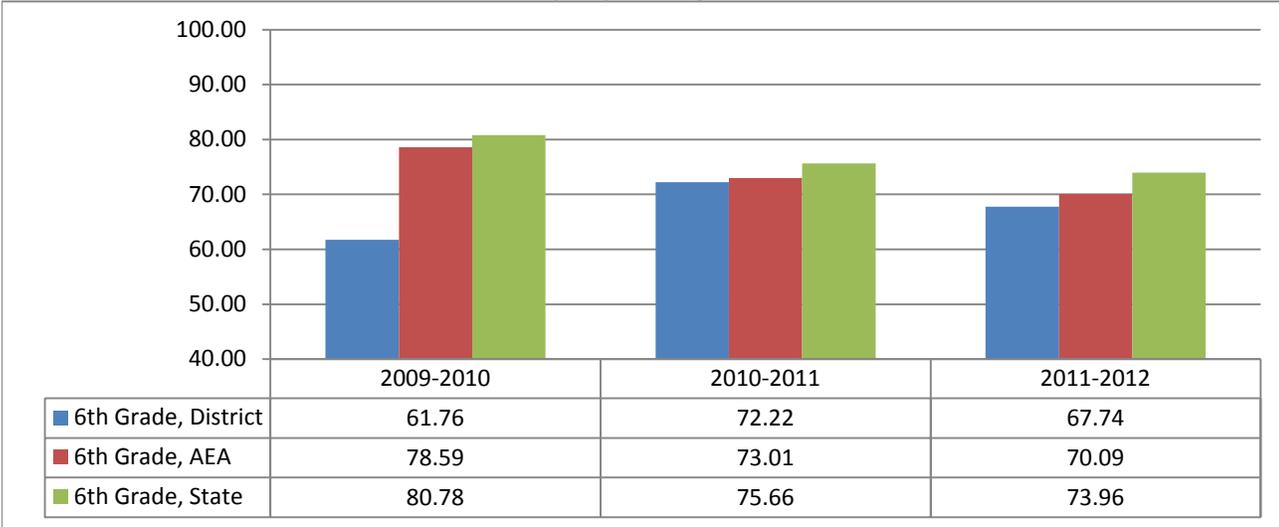


Figure 25: Percent of Students in Grade 7 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

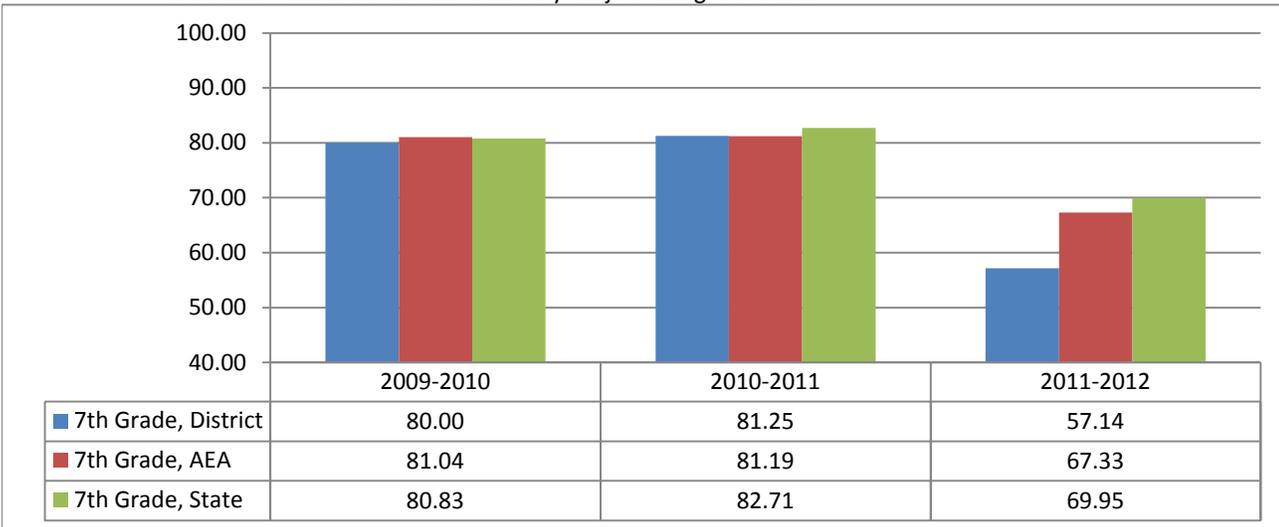


Figure 26: Percent of Students in Grade 8 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

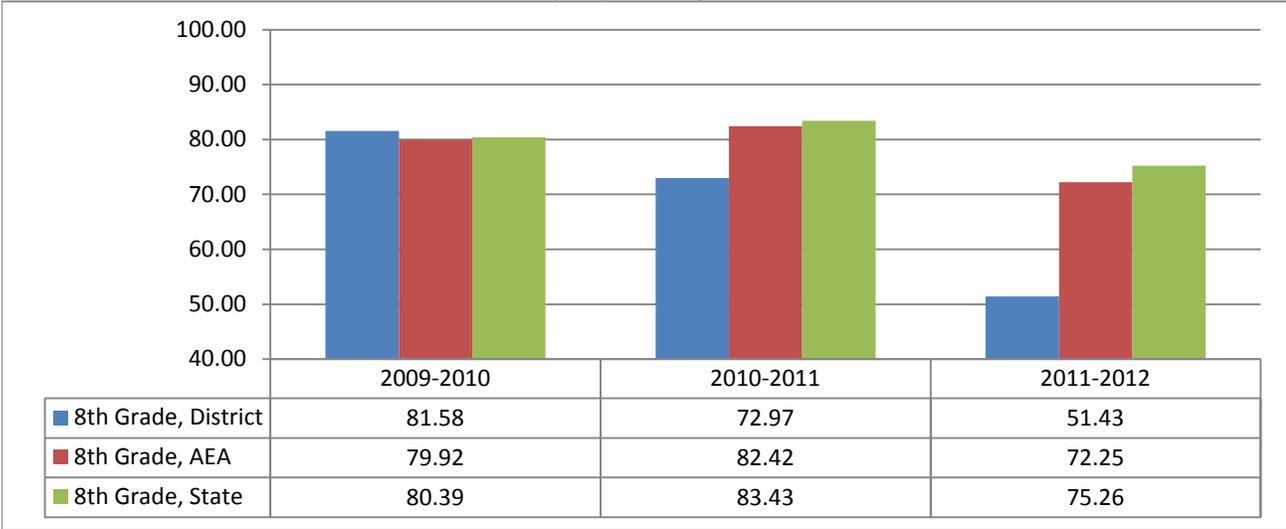


Figure 27: Percent of Students in Grade 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

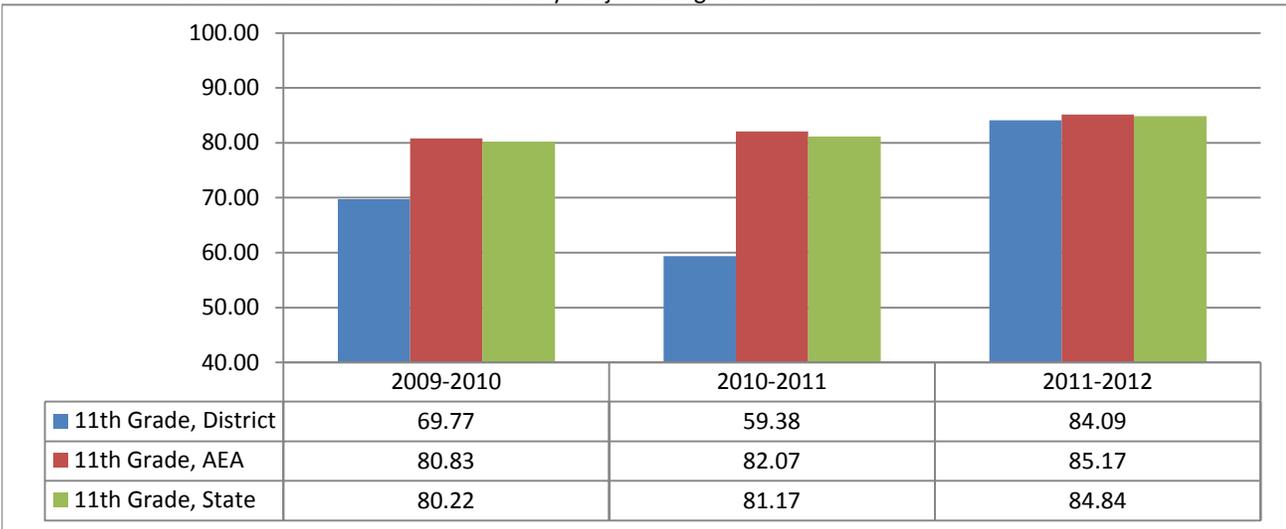


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

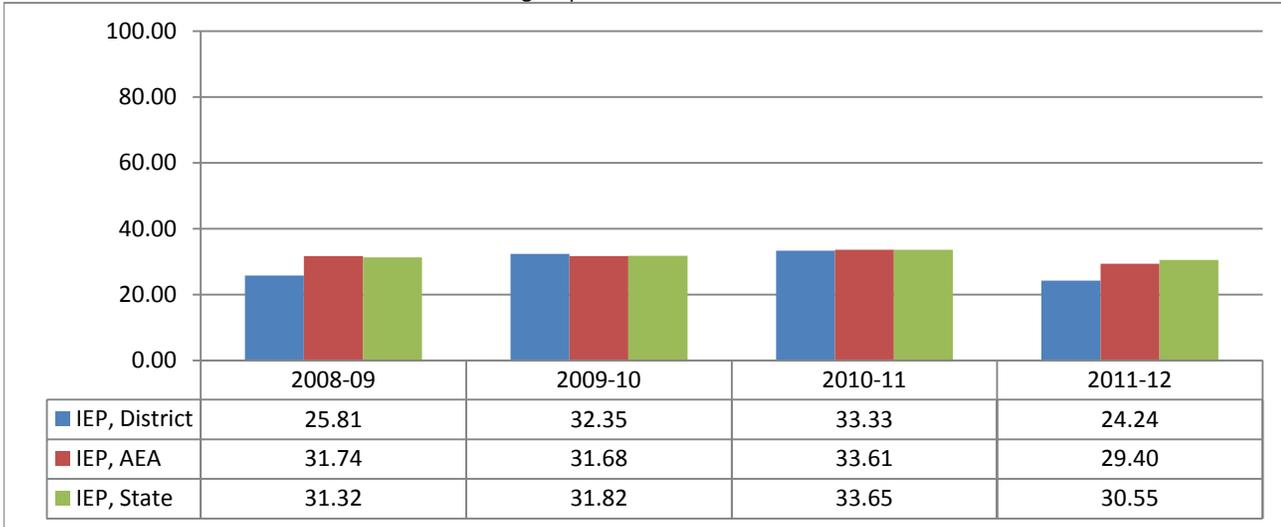


Figure 29: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

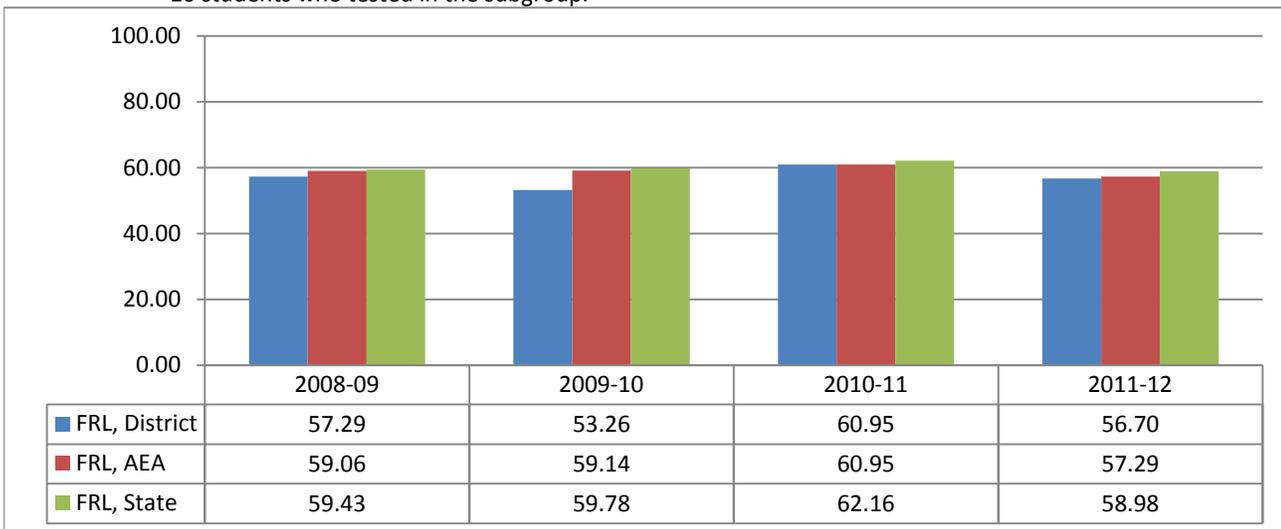


Figure 30: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

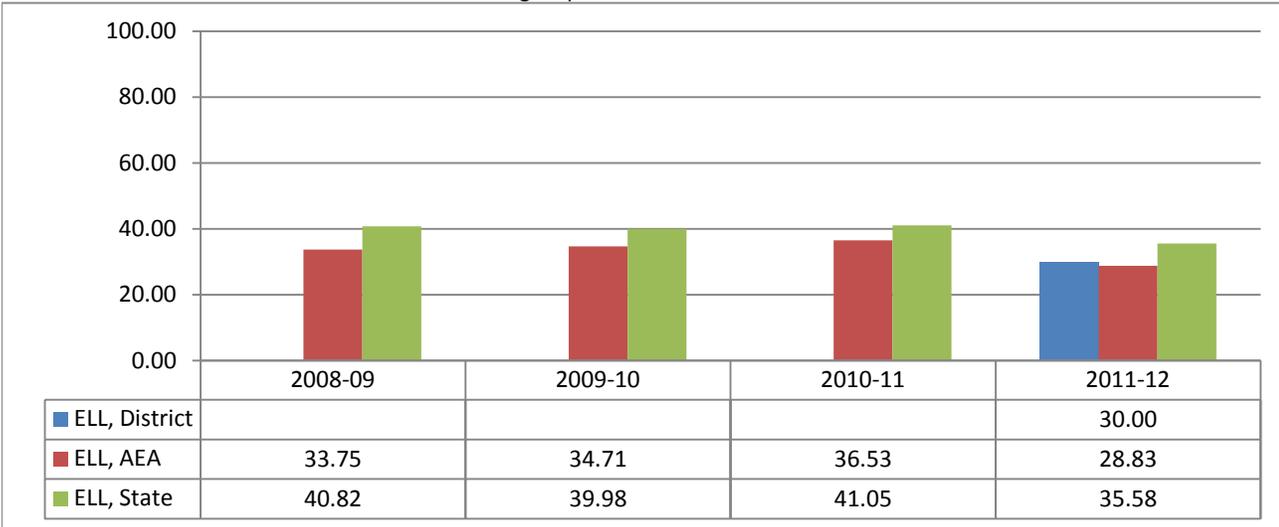


Figure 31: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

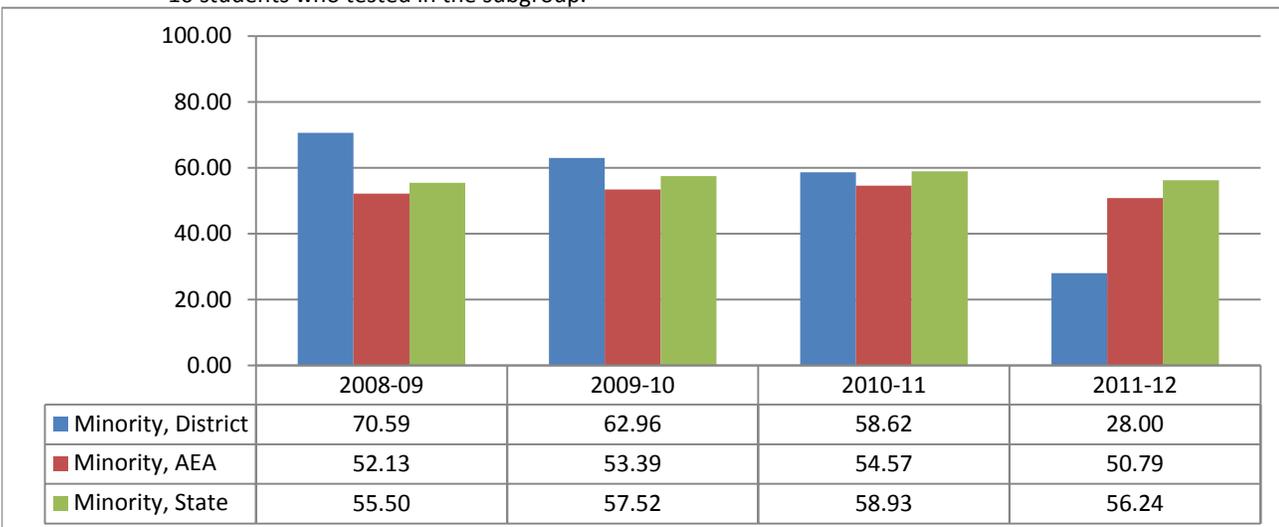


Figure 32: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

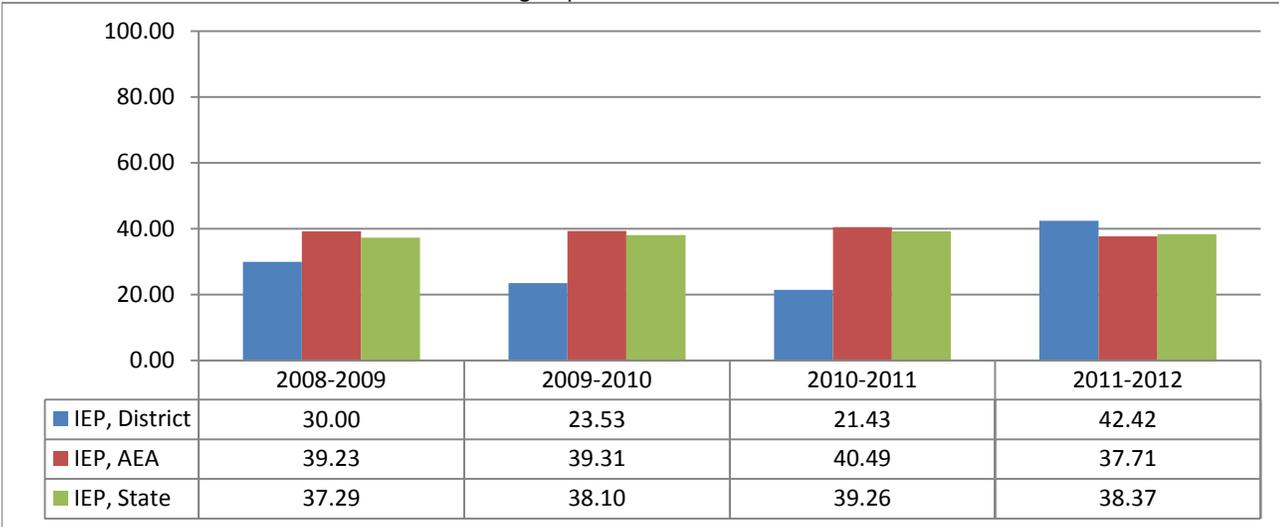


Figure 33: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

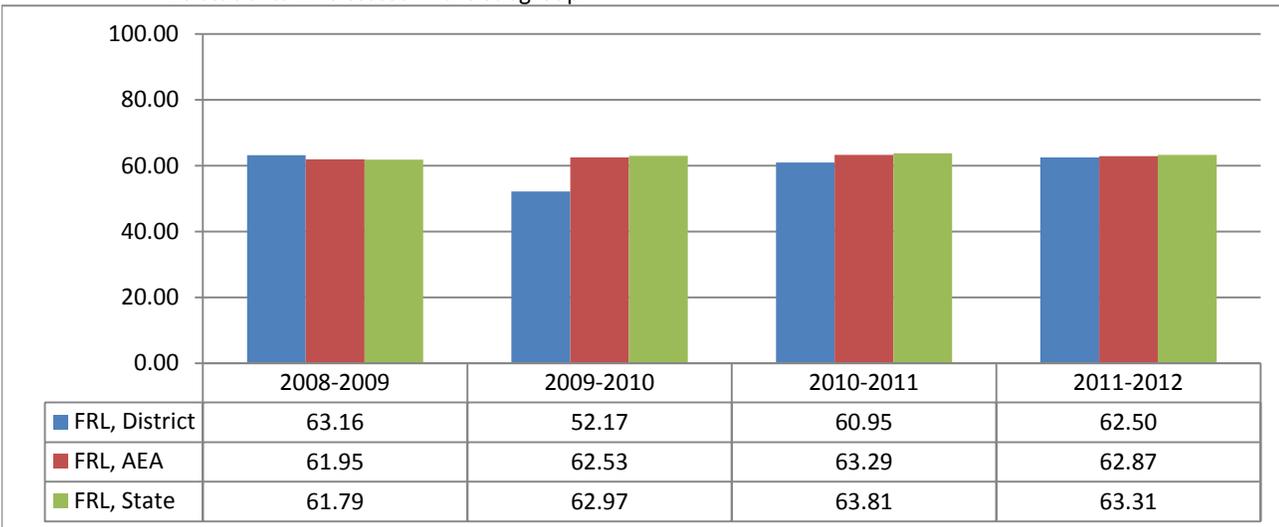


Figure 34: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

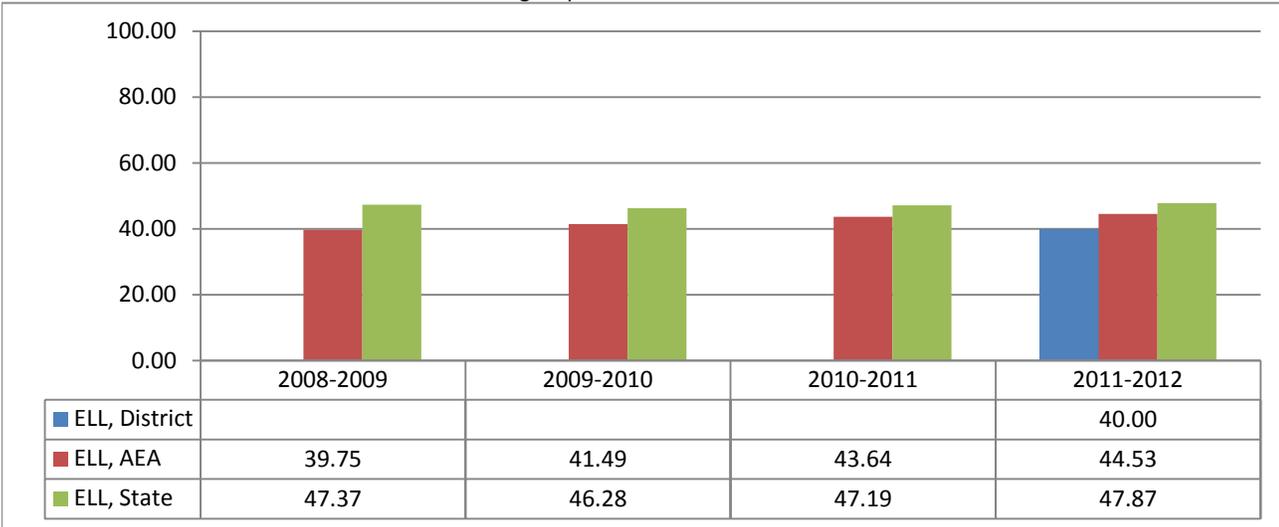


Figure 35: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

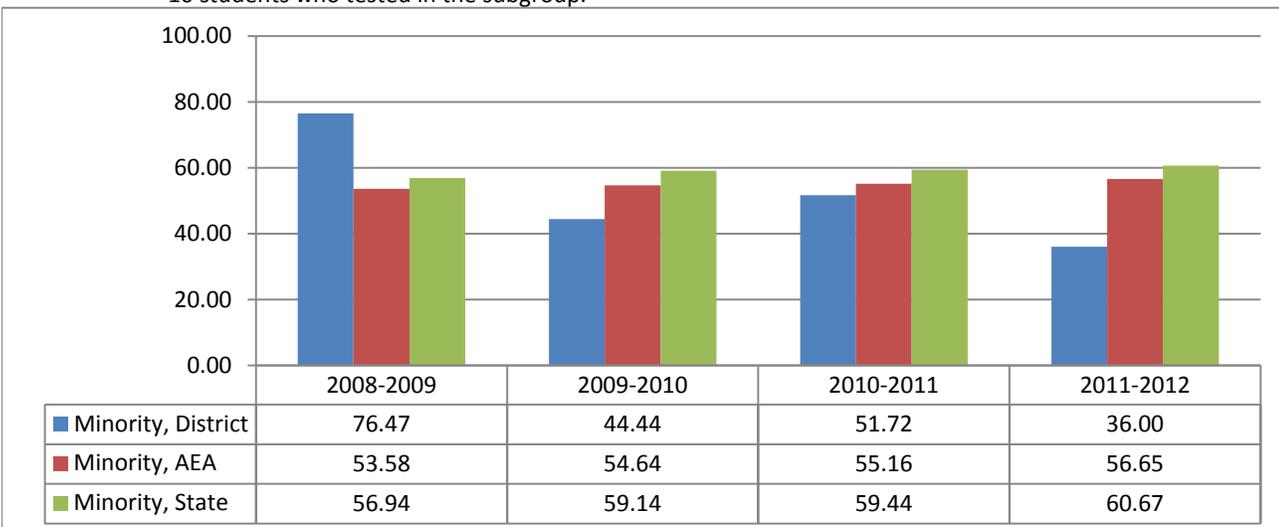


Figure 36: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

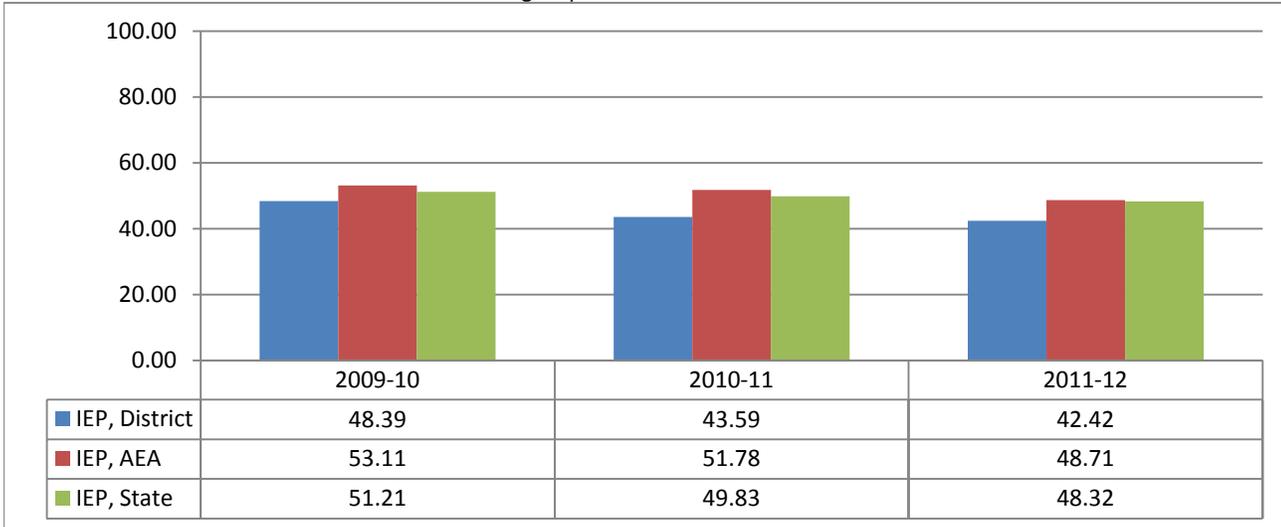


Figure 37: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

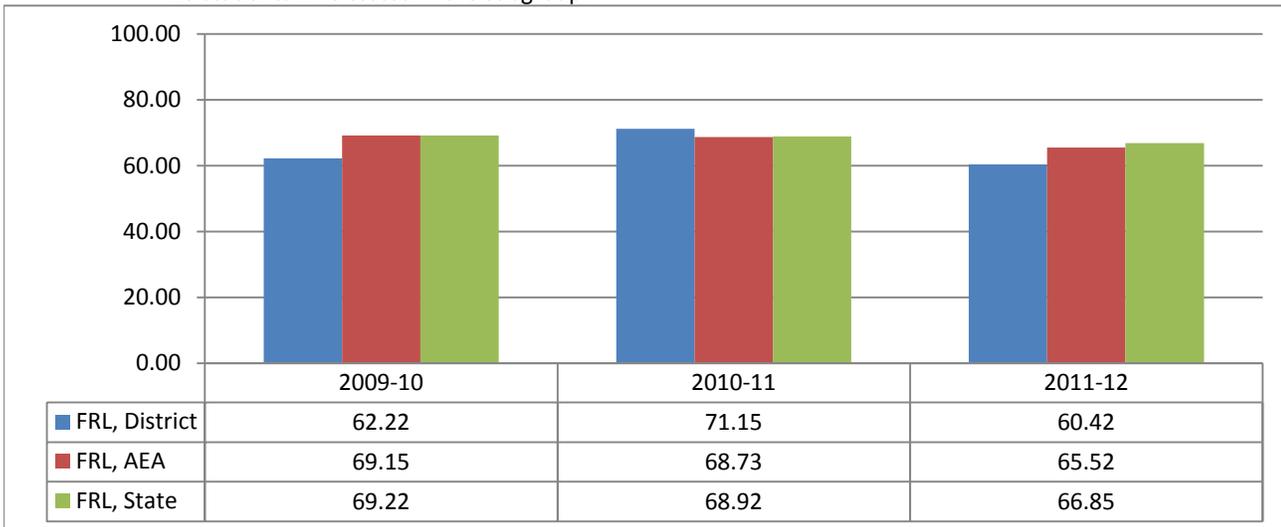


Figure 38: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

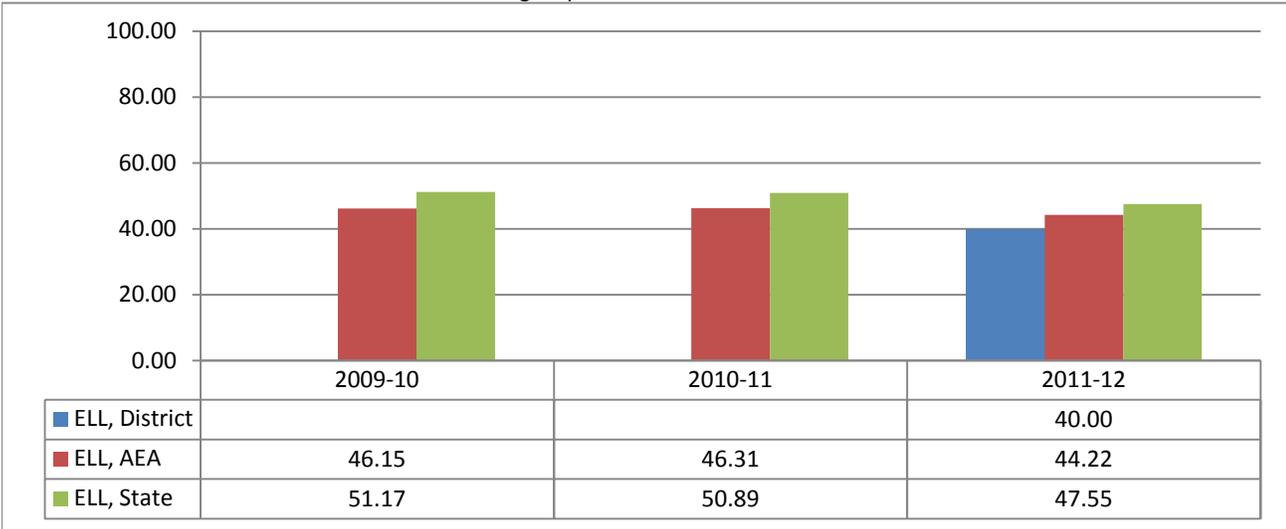


Figure 39: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

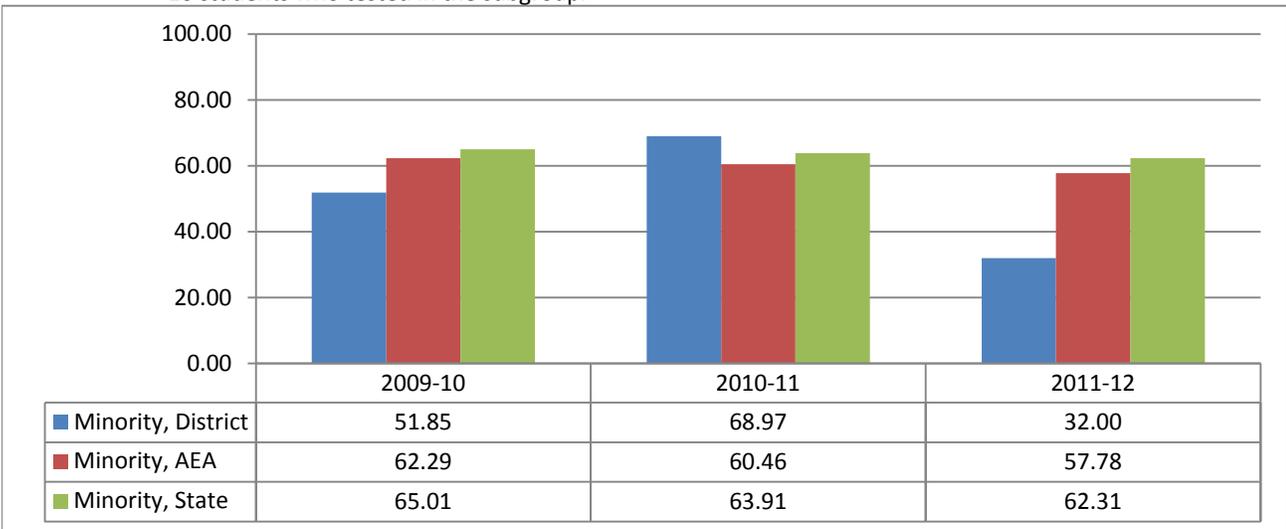


Figure 40: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Source: AYP assessment file

Definitions: College ready is defined as the ITED/Iowa Assessment NPR/NSS score that predicts to the ACT benchmark for college readiness.

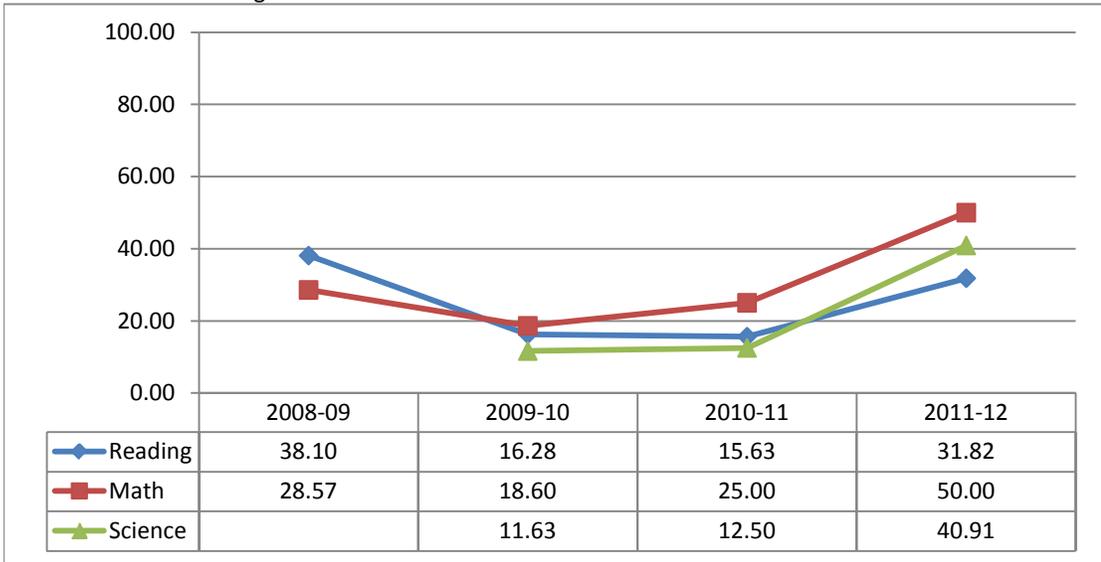


Figure 41: School Year 2011-2012 High School Carnegie Units Offered by District

Data Source: Winter EASIER (Student Reporting in Iowa)

Definitions: The number of district-submitted Carnegie Units for all of the courses in each accreditation area.

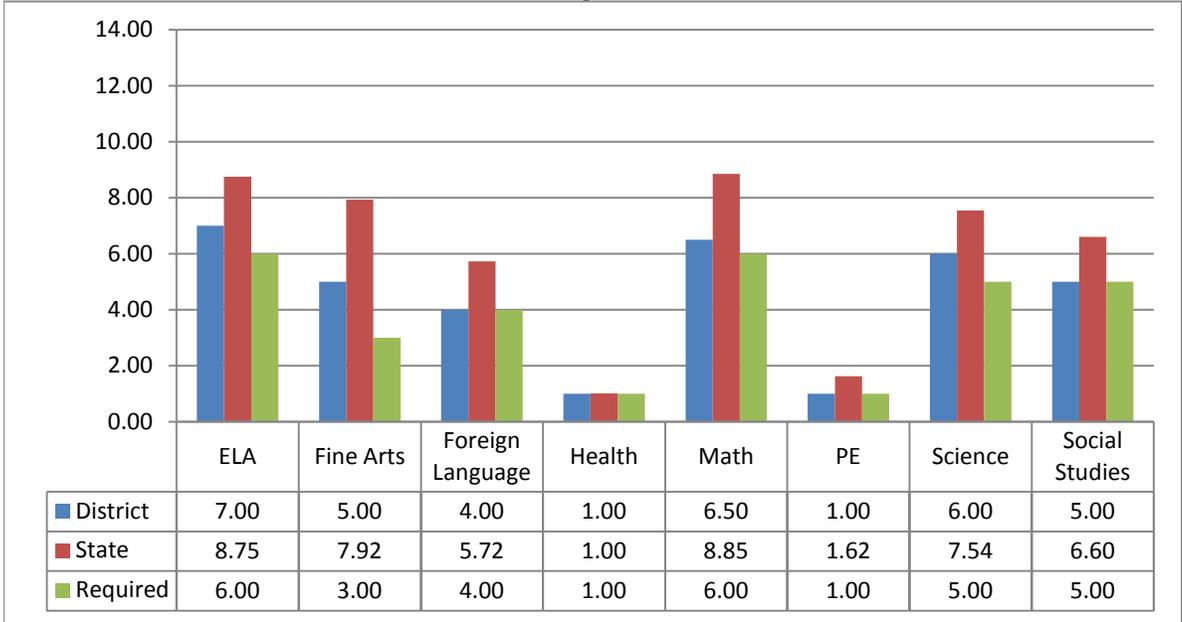


Figure 42: By Subgroup, High School Graduation Rate for Class of 2011

Data Source: Spring EASIER (Student Reporting in Iowa)

Definitions: The percentage of students remaining in the cohort who started 9th grade in school year 1 and graduated at the end of school year 4. Missing data indicates there are fewer than 10 students in the cohort in the subgroup.

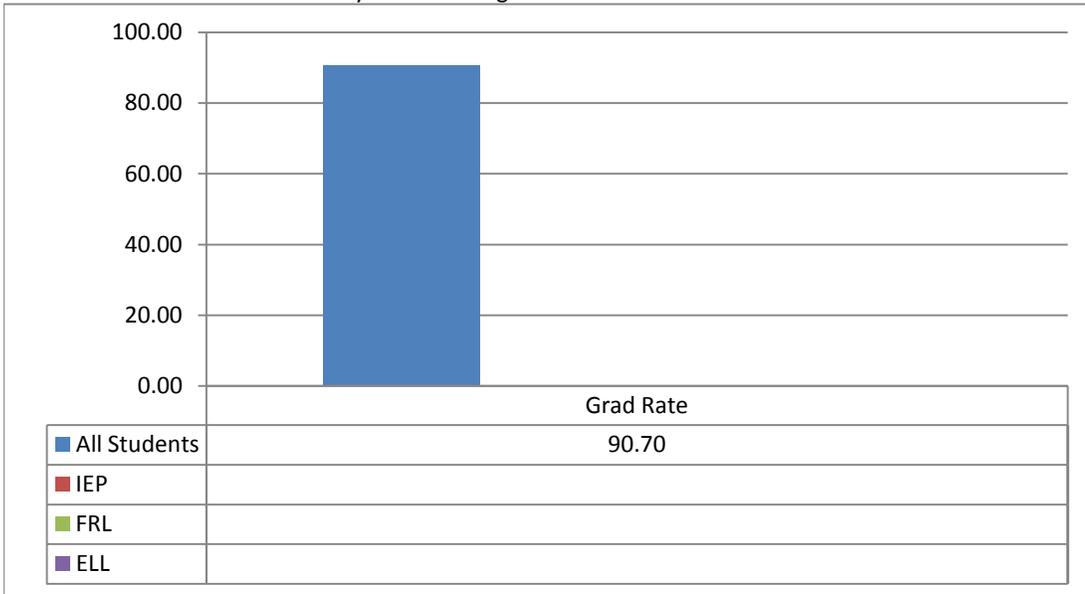


Figure 43: Percent of Students Receiving Disciplinary Removals

Data Source: Fall/Spring EASIER (Student Reporting in Iowa)

Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.

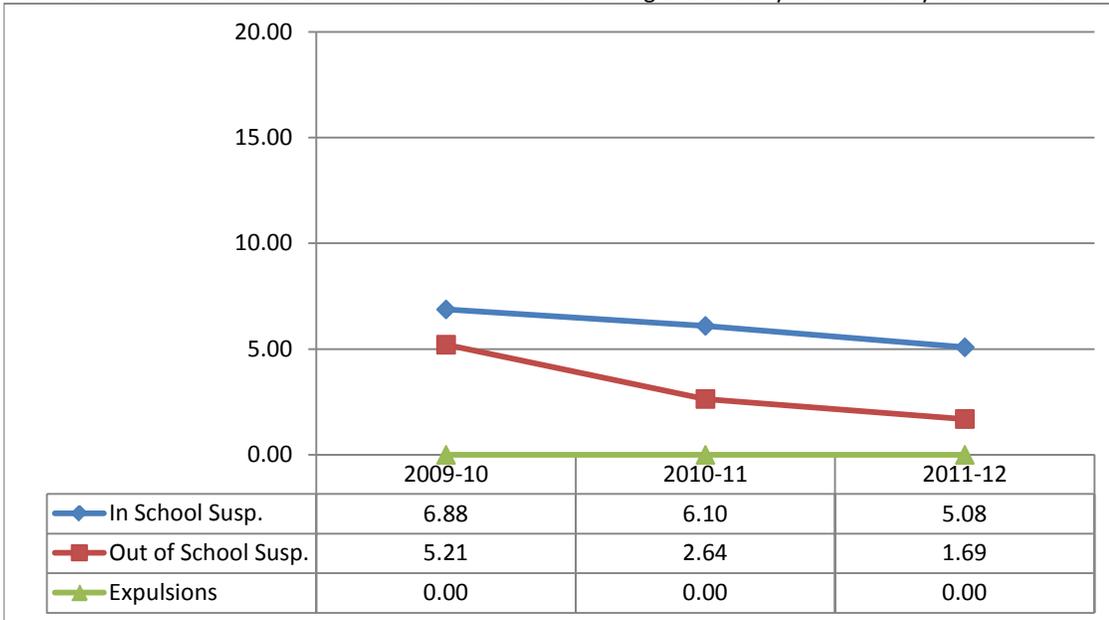


Figure 44: Percent of Students with Positive Responses to Questions in the Construct

Data source: Iowa Youth Survey

Defintions: The percent of students who answered questions in each construct with positive responses.

