



2009-2010 Annual Progress Report



Great things happen in
our schools!

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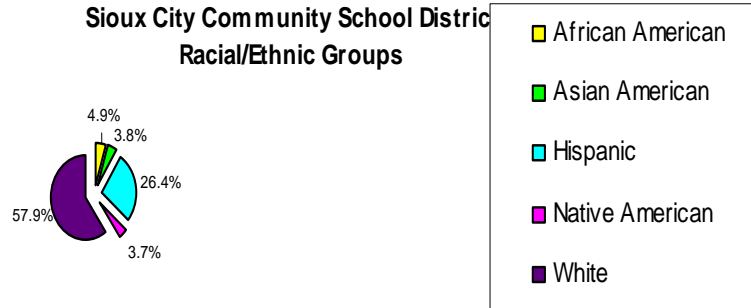
2009-2010 CENTRAL ADMINISTRATION	
Dr. Paul R. Gausman, <i>Superintendent</i>	279-6643
Dr. Linda Madison, <i>Associate Superintendent</i>	279-6083
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Mary Jo Salem, <i>Director of Elementary Education</i>	279-6677
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Melvin McKern, <i>Director of Operations/Maintenance</i>	279-6651
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 This publication is available at www.siouxcityschools.org Copies are also available for pickup at the Educational Service Center located at 627 4th Street, Sioux City, Iowa 51101

INFORMATION ABOUT OUR STUDENTS



- The average K-8 daily attendance for the Sioux City Community Schools was 95.3% in 2008-09.
- Of the 2009-10 graduates, 77.1% completed 4 years of English and 3 or more years of math, science and social studies.
- One building had a mobility percentage rate of 40% or above; four buildings had a mobility percentage between 25-39%. The average mobility per building was 21.9%. (Mobility rate is the number of students who enter or withdraw from a building in a school year divided by the building's total enrollment at the beginning of the year.)
- Of the students in the Sioux City Community Schools, 19.6% were English Language Learners. The Sioux City Community Schools provides special education services for 13.2% of its student population. One hundred percent of classes were taught by highly qualified teachers.
- The Food Service Department of the Sioux City Community School District reported that 57% of students were eligible for free and reduced lunches. Twelve buildings in the district show 60% or more of its students being eligible for free and reduced lunches in 2009-2010.
- Each district is required to test a minimum of 95% of its students in the required grades (3-8 and 11) for ITBS/ITED. The percent of students not tested in each grade was .9%.

STANDARD ERROR MEASUREMENT

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a band of error. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

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

DISTRICT READING GOALS

District Long-Range Reading Goal:

All K-12 students will achieve at the proficient level in reading comprehension, prepared for success beyond high school.

The following indicators will measure district progress in achieving our reading goal:

1. Annually the district will analyze student data to determine the percent of students in grades 3-8 who received a score at or above the 41st percentile (national norms) on the Iowa Test of Basic Skills Reading Comprehension Test. Students in grade 11 will need to demonstrate a similar score on the Iowa Test of Educational Development. All student scores at all of these grade levels will be disaggregated by subgroups during analysis.
2. In grades 1-5, students will be given the Developmental Reading Assessment, 2nd edition (DRA2). Their scores will be analyzed to determine the percentage of these students who are grade level proficient.

Annual Reading Improvement Goal:

The district will increase the percent of students performing at the proficient level on the ITBS/ITED Reading Comprehension Test.

2009-10 Annual Reading Goal was met. See pages 3-4 for ITBS/ITED results in Reading Comprehension.

DRA2 READING ASSESSMENT

The Developmental Reading Assessment, 2nd edition (DRA2) is used by the Sioux City Community School district to identify a student's reading level and document progress over time. This individually administered assessment measures each student's accuracy, fluency and comprehension. DRA2 enables teachers to systematically observe, record, and evaluate changes in student reading performance. The selection of the skill areas measured was based on reading research from sources such as the *National Reading Panel Report (2000)* and *Read for Understanding (Rand Education, 2002)*. This is assessed at the elementary level.

The data below reflects the percent of 3rd grade students district-wide who are reading on grade

DRA2 Reading Assessment

3rd Grade Percent Proficient

All Students	Female	Male	Asian Am.	African Am.	Haw/PI	Native Am.	White	IEP	ELL
77.97%	76.96%	78.97%	68.42%	66.67%	*NA	71.23%	81.46%	32.61%	64.81%

* = less than 10

READING ITBS % PROFICIENT FAY Grades 3-4-5			
	2007-08	2008-09	2009-2010
All	64.9	68.3	70.3
Males	62.9	65.5	68.6
Females	67	71.3	72.2
Low SES	54.4	60.6	62.3
Non Low SES	78.5	80.7	82.3
IEP	28.1	38.8	34.9
Non IEP	70.3	72.8	75
ELL	46.9	51.7	52.6
Non ELL	69.6	73.2	74.5

BY RACE	
	2009-10
White	78.2
Native Am.	50
Asian Am.	75.5
African Am.	54
Hispanic	59.8
Hawaiian	NA
2 Plus	NA

READING ITBS % PROFICIENT FAY Grades 6-7-8			
	2007-08	2008-09	2009-2010
All	61	62	63.7
Males	58.9	60.2	60.7
Females	63.2	63.9	66.7
Low SES	49.1	49.8	52.3
Non Low SES	73.1	76.6	76.6
IEP	23.2	21.3	21.3
Non IEP	67.5	69.1	70.5
ELL	31.5	34.2	32.5
Non ELL	65.9	67.1	67.9

BY RACE	
	2009-10
White	69.9
Native Am.	53.1
Asian Am.	62.9
African Am.	49.2
Hispanic	56
Hawaiian	NA
2 Plus	NA

READING ITED % PROFICIENT FAY Grade 11			
	2007-08	2008-09	2009-2010
All	68.4	68.5	74.6
Males	62.6	66.1	71.7
Females	74.3	70.8	77.5
Low SES	56.8	59.1	66.4
Non Low SES	76.6	75.6	79.8
IEP	23.3	33.3	51
Non IEP	74.2	73.2	77.8
ELL	33.7	31.1	42.9
Non ELL	72.2	74.4	77.1

BY RACE	
	2009-10
White	78.5
Native Am.	54.8
Asian Am.	94.6
African Am.	67.9
Hispanic	62.3
Hawaiian	NA
2 Plus	NA

Full Academic Year (FAY): Students who have attended the district from test date to test date.

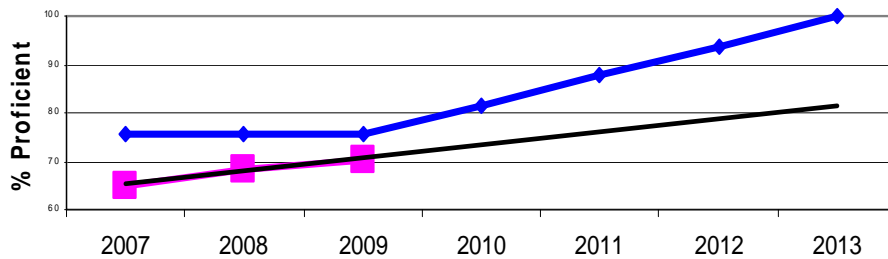
NA - Less than 40 students

The graphs below show students' ITBS/ITED scores over time. The **pink** lines represent the percent proficient for the Sioux City district FAY students. The **black** lines show the trend for our district. The **blue** lines represent the proficiency percent targets (trajectories) established under NCLB.

* Go to siouxcityschools.org for more information on student subgroups by grade.

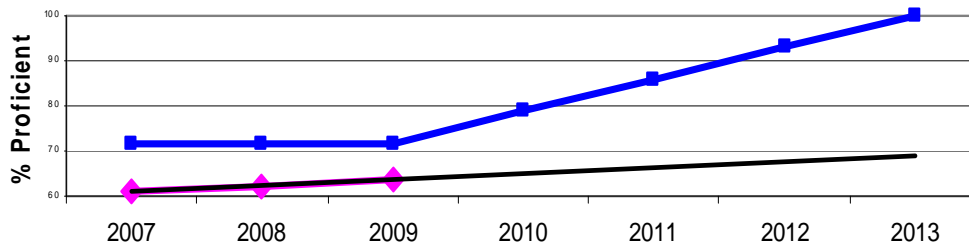
READING TRENDLINE FOR FAY GRADES 3-5

**District FAY Reading Comprehension
Grades 3-5**



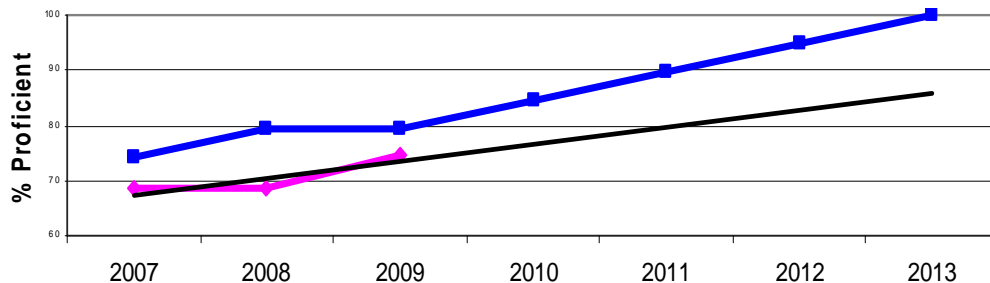
READING TRENDLINE FOR FAY GRADES 6-8

**District FAY Reading Comprehension
Grades 6-8**



READING TRENDLINE FOR FAY GRADE 11

**District FAY Reading Comprehension
Grade 11**



DISTRICT MATH GOALS

District Long-Range Math Goal:

All K-12 students will achieve at the proficient level in mathematics, prepared for success beyond high school.

The following indicators will measure district progress in achieving our math goal:

1. Annually the district will analyze student data to determine the percent of students in grades 3-8 who received a score at or above the 41st percentile (national norms) on the Iowa Test of Basic Skills Mathematics Test. Students in grade 11 will need to demonstrate a similar score on the Iowa Test of Educational Development. All student scores at all of these grade levels will be disaggregated by subgroups during analysis.

Annual Math Improvement Goal:

The district will increase the percent of students performing at the proficient level on the ITBS/ITED Mathematics Test.

2009-10 Annual Math Goal was met. See pages 6-7 for ITBS/ITED results in Mathematics

L to J MATH POST TEST

The L to J posttest is used by the Sioux City Community School district to reflect mastery of math skills at each grade level. The test is given at the end of each quarter to show how many skills the student has mastered at that point in time. By giving it at the end of each quarter, the teachers can determine what skills they need to re-teach in order to reach mastery. The posttest reflects what they have mastered by the end of the year.

The data below reflects the percent of 3rd grade students district-wide who have reached 80% mastery on their math grade level skills.

Test was given at the end of the 4th Quarter, 2010.

L to J Math Post

Test

3rd Grade Percent Proficient

All Students	Female	Male	Asian Am.	African Am.	Haw/PI	Native Am.	White	IEP	ELL
66.04%	63.44%	68.51%	72.22%	57.14%	*NA	49.11%	69.77%	30.85%	48.51%

* = less than 10

MATH ITBS % PROFICIENT FAY Grades 3-4-5			
	2007-08	2008-09	2009-2010
All	66.4	68.3	70
Males	67.7	69.1	70.9
Females	65	67.5	69.1
Low SES	56.3	60.5	63.2
Non Low SES	79.5	80.8	80.3
IEP	38.1	41.5	43.8
Non IEP	70.5	72.3	73.5
ELL	53	52.8	53.6
Non ELL	69.9	72.8	73.9

MATH ITBS % PROFICIENT FAY Grades 6-7-8			
	2007-08	2008-09	2009-2010
All	63	63.7	65
Males	63.8	65.1	65
Females	62.1	62.3	65.1
Low SES	51.1	53.4	54.9
Non Low SES	75.1	76.1	76.6
IEP	25.4	24.3	23.6
Non IEP	69.4	70.5	71.7
ELL	34.1	40.1	33.8
Non ELL	67.8	68.1	69.2

MATH ITED % PROFICIENT FAY Grade 11			
	2007-08	2008-09	2009-2010
All	66.6	68.6	71.5
Males	67.8	70.3	71
Females	65.3	67	71.9
Low SES	56.8	58.8	61.9
Non Low SES	73.5	76	77.6
IEP	26.2	40.2	43.1
Non IEP	71.7	72.4	75.3
ELL	30.3	38.7	44.4
Non ELL	70.5	73.7	73.6

BY RACE	
	2009-10
White	78.4
Native Am.	51
Asian Am.	76.5
African Am.	52.3
Hispanic	58.6
Hawaiian	NA
2 Plus	NA

BY RACE	
	2009-10
White	73.3
Native Am.	58.2
Asian Am.	65.9
African Am.	47.6
Hispanic	53.1
Hawaiian	NA
2 Plus	NA

BY RACE	
	2009-10
White	76.6
Native Am.	74.2
Asian Am.	83.8
African Am.	50
Hispanic	57.4
Hawaiian	NA
2 Plus	NA

Full Academic Year (FAY): Students who have attended the district from test date to test date.

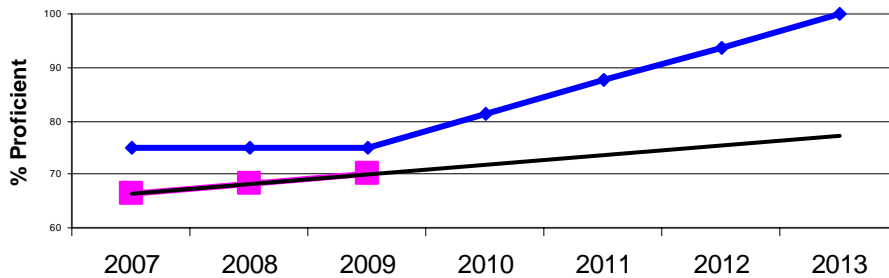
NA - Less than 40 students

The graphs below show students' ITBS/ITED scores over time. The **pink** lines represent the percent proficient for the Sioux City district FAY students. The **black** lines show the trend for our district. The **blue** lines represent the proficiency percent targets (trajectories) established under NCLB.

* Go to siouxcityschools.org for more information on student subgroups by grade.

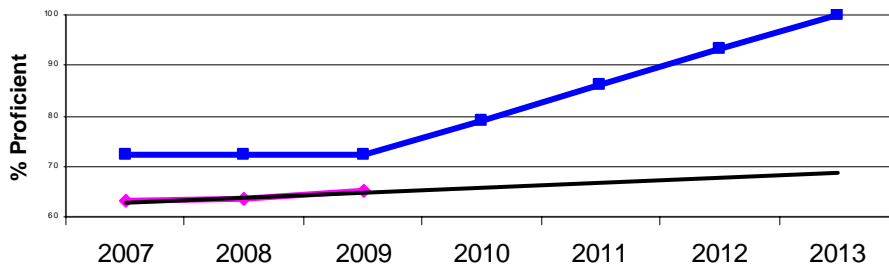
MATH TRENDLINE FOR FAY GRADES 3-5

**District FAY Math Total
Grades 3-5**



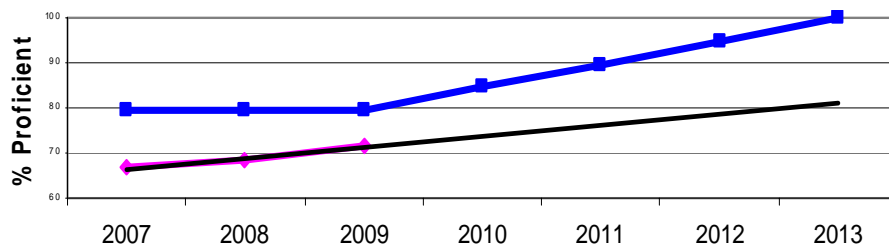
MATH TRENDLINE FOR FAY GRADES 6-8

**District FAY Math Total
Grades 6-8**



MATH TRENDLINE FOR FAY GRADE 11

**District FAY Math Total
Grade 11**



DISTRICT SCIENCE GOALS

District Long-Range Science Goal:

All K-12 students will achieve at the proficient level in science, prepared for success beyond high school.

The following indicators will measure district progress in achieving our science goal:

1. Annually the district will analyze student data to determine the percent of students in grades 3-8 who received a score at or above the 41st percentile (national norms) on the Iowa Test of Basic Skills Science Test. Students in grade 11 will need to demonstrate a similar score on the Iowa Test of Educational Development. All student scores at all of these grade levels will be disaggregated by subgroups during analysis.

Annual Science Improvement Goal:

The district will increase the percent of students performing at the proficient level on the ITBS/ITED Science Test.

2009-10 Annual Science Goal was met. See pages 9-10 for ITBS/ITED results in Science.

SCIENCE SECOND SEMESTER EXAM

The 8th grade science posttest is used by the Sioux City Community School District to reflect mastery of science skills. This is the first time using this test which will provide a baseline of information for future testing. This posttest reflects what they have mastered by the end of the year.

The data below reflects the percent of 8th grade students district wide who have reached 80% mastery of science skills.

Science 2nd Semester Exam

8th Grade Percent Proficient

All Students	Female	Male	Asian Am.	African Am.	Haw/PI	Native Am.	White	IEP	ELL
60.36%	63.89%	56.21%	75.00%	46.67%	*NA	85.71%	60.13%	50.00%	92.31%

* = less than 10

SCIENCE ITBS % PROFICIENT FAY Grades 3-4-5			
	2007-08	2008-09	2009-2010
All	72.9	73.1	75.9
Males	72.4	73.1	75.6
Females	73.5	73.1	76.2
Low SES	64.6	66.8	71
Non Low SES	83.7	83.1	83.3
IEP	52.7	56.6	56.2
Non IEP	75.9	75.6	78.5
ELL	63.1	63.5	64.8
Non ELL	75.4	75.9	78.5

BY RACE	
	2009-10
White	81.8
Native Am.	60.4
Asian Am.	80.6
African Am.	62.6
Hispanic	68.2
Hawaiian	NA
2 Plus	NA

SCIENCE ITBS % PROFICIENT FAY Grades 6-7-8			
	2007-08	2008-09	2009-2010
All	72.9	73	76.6
Males	73	72	75.7
Females	72.8	74	77.5
Low SES	62.7	63.2	69.5
Non Low SES	83.3	84.7	84.6
IEP	47.1	43.4	46.9
Non IEP	77.4	78.1	81.3
ELL	43.3	51.8	54.4
Non ELL	77.8	76.9	79.5

BY RACE	
	2009-10
White	82.1
Native Am.	69.4
Asian Am.	76.5
African Am.	59.5
Hispanic	70.5
Hawaiian	NA
2 Plus	NA

SCIENCE ITED % PROFICIENT FAY Grade 11			
	2007-08	2008-09	2009-2010
All	73.6	77	77.8
Males	69.6	76.4	75.9
Females	77.7	77.6	79.6
Low SES	65	69.8	67.9
Non Low SES	79.6	82.5	84
IEP	24.3	49	52.9
Non IEP	79.9	80.7	81.1
ELL	36	50.4	50.8
Non ELL	77.6	81.2	79.9

BY RACE	
	2009-10
White	81.3
Native Am.	74.2
Asian Am.	91.9
African Am.	60.7
Hispanic	68.5
Hawaiian	NA
2 Plus	NA

Full Academic Year (FAY): Students who have attended the district from test date to test date.

NA - Less than 40 students

The graphs below show students' ITBS/ITED scores over time. The **pink** lines represent the percent proficient for the Sioux City district FAY students. The **black** lines show the trend for our district. At the present time, the state has not provided a minimum target (trajectory) for science proficiency established under NCLB.

* Go to siouxcityschools.org for more information on various student subgroups by grade.

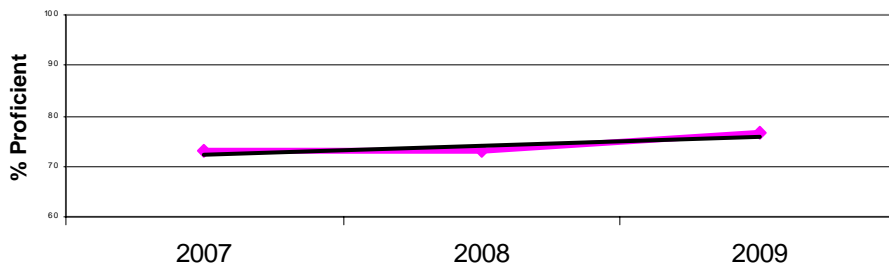
SCIENCE TRENDLINE FOR FAY GRADES 3-5

District FAY Science
Grades 3-5



SCIENCE TRENDLINE FOR FAY GRADES 6-8

District FAY Science
Grades 6-8



SCIENCE TRENDLINE FOR FAY GRADE 11

District FAY Science
Grade 11



8th GRADE TECHNOLOGY LITERACY ASSESSMENT

The Sioux City Community School District is required to administer an 8th grade Technology Literacy Assessment each year. This year, the district chose to create its own assessment that combined scores for keyboarding proficiency, online safety, computer productivity and computer researching.

The courses that teach these skills are not required for all students. However, we are required to test 8th grade students for the assessment. The test was given in all three middle schools and 842 students were tested out of 888 or 94.8%. 71% or 594/842 met the proficiency standard. 29% or 248/842 were below the proficiency standard.

SCHOOLS IN NEED OF ASSISTANCE

The No Child Left Behind (NCLB) Act of 2001 contains provisions for monitoring schools and school districts in the area of student achievement. Schools are required to demonstrate progress in helping all students become proficient in reading, mathematics and science by 2013-14. In order to reach this goal, guidelines have been established to assist schools and districts to determine if they are making Adequate Yearly Progress (AYP). Although academic progress is made during a year, if a school building or school district falls short of reaching the AYP goal in a given year, they go onto a Watch list. If a school fails to make AYP for two consecutive years, they become a School In Need of Assistance (SINA).

Districts and buildings are also monitored on an annual basis in three other categories. This includes the percent of students participating in the Iowa Test of Basic Skills or the Iowa Test of Educational Development, the average daily attendance rate of students K-8, and the graduation rate.

The district has twenty-five schools. This year fourteen schools are on the SINA list. Six buildings have been placed on the Watch List.

The secondary schools that have been identified as Schools In Need of Assistance (SINA) include East, North and West High Schools, and East, North and West Middle Schools. The identified SINA elementary schools include Irving, Riverside, Roosevelt and Whittier. The identified elementary schools placed on the Watch List are Emerson, Hunt, Leeds and Unity. Schools that were SINA schools last year but which have improved and are now on delay status are Bryant, Everett, Longfellow and Smith. The Sioux City Community School District was also identified as a District In Need of Assistance (DINA).

The district is implementing the following practices to help all of our schools better serve the needs of all students:

- Flexible Small Group Instruction
- Formative Assessment
- Explicit Instruction
- Questioning Skills
- Problem Solving Strategies
- Differentiated Instruction

District wide professional development will emphasize meeting the needs of our diverse student population through differentiated instruction.

GRADUATES AND POST-SECONDARY STUDENT PLANS

Sioux City Community School District

Graduation Rate

2008-2009

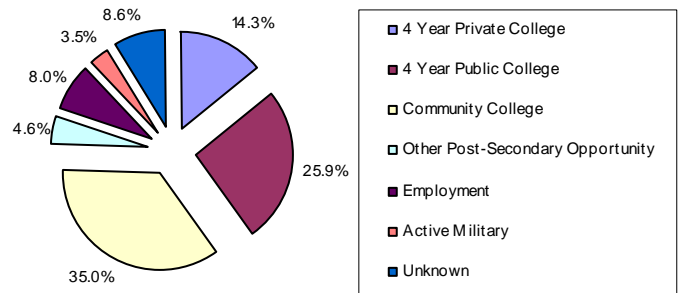
(State numbers will always be a year behind.)

State of Iowa	87.21%
Sioux City Community School District	79.46%

Sioux City Community School District

Graduation Intentions

Class of 2010



POST-SECONDARY SUCCESS INDICATOR—ACT

Post-Secondary Success Indicator - ACT

Number of Seniors Taking ACT	Number of Seniors with a 20 or Higher Composite Score	Percent of Seniors with a 20 or Higher Composite Score
437	260	59.5%
District Average Composite Score	State Average Composite Score	National Average Composite Score
21.0	22.2	21.0

DISTRICT DROPOUT DATA 2008-2009

Grade	IEP		ELL		White		African Am.		Asian Am.		Hispanic		Native Am.		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
10	2	0	3	3	2	0	1	0	0	1	2	2	0	1	9
11	2	3	7	4	6	10	2	4	1	0	6	7	2	3	41
12	13	4	17	11	29	32	4	3	2	0	20	16	2	6	114
Total	17	7	27	19	38	42	7	7	3	1	28	25	4	10	165
% of Subtotal	4.1		7.7		2.3		4.9		7.4		5.5		5.7		
% of Total	0.6		1.1		1.9		0.4		0.1		1.3		0.3		4.01%

A "dropout" is defined by the state as a school age student who is served by a school district and enrolled in any grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no other option to return. The total dropout rate for 08-09 is 4.01% with 2.01% being female and 2% being male.

Dropout data is initially reported to the Department of Education each spring and then verified that the student has not returned by October of the following year. For this reason, this data will be reported for the previous year and taken directly from the official state website.