

Report to the Community

2010-2011



The Mission of the Osage Community Schools
is to sustain and enhance a caring
community to provide enthusiasm
for life-long learning.

Osage Community School District

820 Sawyer Drive • Osage, Iowa

A word about the information contained in this report:

The mission of the Osage Community School District is to sustain and enhance a caring community to produce enthusiasm for life-long learning. It is with this mission statement in mind that we present the Annual Progress Report for the Osage Community School District. This report is a summary of the Osage Community School District's progress toward meeting the learning needs of all of our students for the year 2010-2011. This report by no means shows all areas in which our students are achieving, but it is a snapshot of our progress. It tells only a small part of the Osage Community School story. Behind the facts, the statistics, and the data you will find a school system that is dedicated to sustaining and enhancing a caring community to produce enthusiasm for life-long learning. Osage Community School has a number of district assessments that are given to the students at all grade levels. You will find that this report targets the 4th, 8th, and 11th grade levels more specifically than other grade levels. These grade levels are chosen by the state and federal governments as representative of the elementary, middle school, and high school years. In addition, much of the reporting in this report is based on the ITBS/ITED tests results which have traditionally been given in Iowa schools for many years.

2010-11 Board of Education

Konnie Snider—President

Karla Mitchell—Vice-President

Jerry Brandau

Herb Wright

Neil Wubben

District Office

Superintendent—Steve Bass

High School Principal—Tim Hejhal

Middle School Principal—Ross Grafft

Elementary Principal—Mark Knudtson

Bus. Manager/Bd. Secretary—Helen Burrington

Technology Director—Thomas Meier

Athletic Director—Jay Marley

Transportation Director—Bob Meyer

Food Service Director—Jolene Hemann

Superintendent Secretary—Judy Mayer

What we look like.....

District Profile

	Osage	State Average*
Students	938	1,322
Teachers	70	94.3
Principals	3	3.1
Educational Support Staff	28	26.2
Graduation Rate	98.55%	90.8
Dropout Rate	1.45%	

Source: Annual Condition of Education Report, 2007

**State average include districts both larger and smaller than Osage.*

How We Spend our Money

Per pupil spending is only one way of showing how we spend our money. Other types of spending, such as the number of students per teacher and the number of computers per student, are also important.

	Osage	Districts the size of Osage	State Average*
Number of Students per Teacher	13	13.8	13.8
Number of Students per Counselor	312	Not Available	Not Available
Number of Students per administrator	312	Not Available	423
Number of Students per Computer	3.2	3.3	3.3

Source: Annual Condition of Education Report, 2007, Staff Files

Professional Experience of our Staff

	Osage	Districts the size of Osage	State Average*
Teachers' average years of experience (in the district)	14.4	11.6	11.3
Administrators' average years of experience (in the district)	16	NA	10.8
Percent of Teachers with a master's degree	38%	25.7%	28%

Source: Annual Condition of Education Report, 2007, Staff Files

Number of Students Served in Programs

Title I Reading (supplemental reading instruction)	88
Talented & Gifted	60
Special Education	105
English Language Learners	3

Our GOALS for 2011-12

Based on our mission statement and continual needs assessment, goals have been set for school improvement by our board of education. The goals for this school year are:

READING: Long Range Goal: Students will comprehend literary and informational texts.

Annual Goal: The district will increase the percent of proficient IEP students in the total group of grades 3-8 and 11, by 5%, as measured by the ITBS/ITED Reading Comprehension subtest.

'09-'10: 21 of 50=42% were proficient
'10-'11: 29 of 54=53.7% were proficient
The district did meet the goal.

MATH: Long Range Goal: Students will demonstrate mathematic proficiency.

Annual Goal: The district will increase the percent of proficient IEP students in the total group of grades 3-8 and 11, by 5%, as measured by the ITBS/ITED Mathematics subtest.

'09-'10: 19 of 50=38% proficient
'10-'11: 29 of 54=53.7% were proficient
The district did meet the goal.

SCIENCE: Long Range Goal: Students will demonstrate science literacy.

Annual Goal: The district will increase the percent of proficient IEP students in the total group of grades 3-8 and 11, by 5%, as measured by the ITBS/ITED Science subtest.

'09-'10: 32 of 50=64% were proficient
'10-'11: 38 of 54=70.4% were proficient
The district did meet the goal.

CULTURE AND CLIMATE OF OUR SCHOOL:

There will be an increase in the number of 5th, 8th, and 11th grade students responding positively to the statement that students treat other students with respect as measured by the Building Tomorrow Survey.

There will be an increase in the percentage of 5th, 8th, and 11th grade students indicating they feel safe in the hallways.

There will be a decrease in the percentage of 5th, 8th, and 11th grade students indicating alcohol use as measured by the Building Tomorrow Survey.

Measuring Our Achievement.....

Measuring the achievement of our students is a very complex process. Each teacher uses a variety of assessment tools to determine student achievement. District-wide we continue to use the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) as a component of our program to measure student achievement. Each year we have goals for our student achievement. The progress made for the 2010-2011 school year is presented in this report.

Reading Achievement

Our District's Long Range Goal:

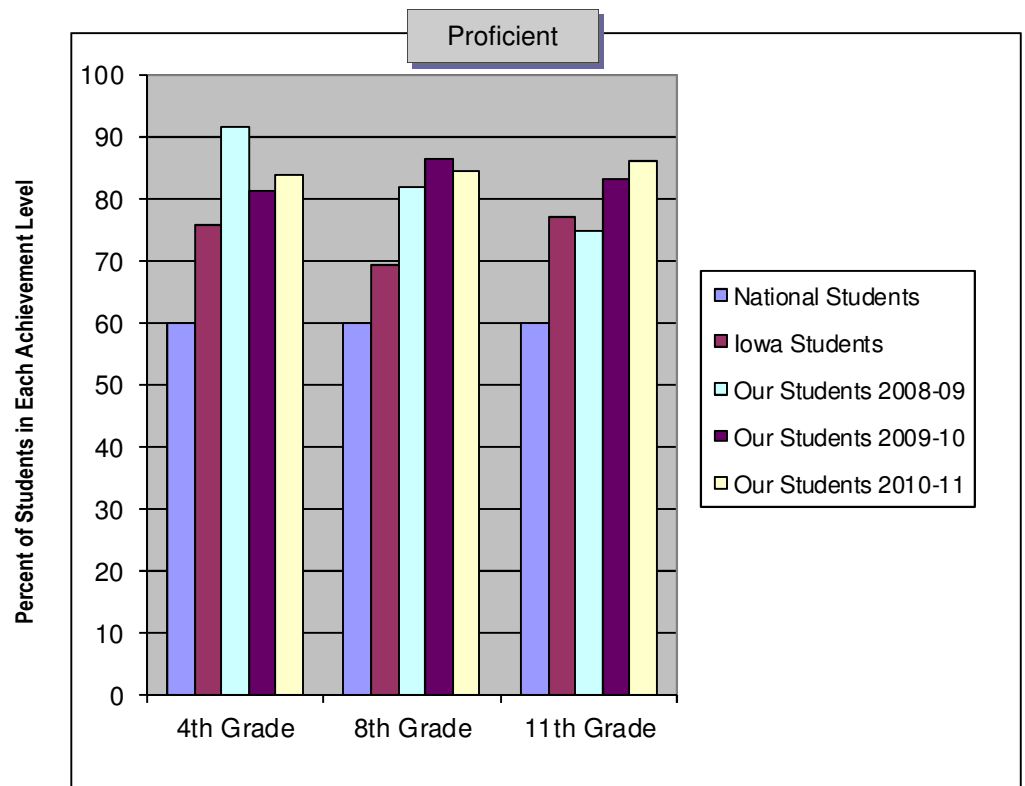
Students will comprehend literary and informational texts.

What does Proficient Mean?

4th and 8th Grade ITBS Reading Comprehension Proficiency- the student can understand factual information, new words in context, make inferences, and interpret information in new contexts, determine main ideas, analyze style and structure, and identify the author's purpose or viewpoint at least some of the time (ITBS Achievement Level Description).

11th Grade ITED Reading Comprehension Proficiency- the student can understand information and ideas, infer implied meaning, draw conclusions, interpret non-literal language, make generalizations, identify the author's purpose or viewpoint, evaluate aspects of style or structure at least some of the time (ITED Achievement Level Descriptions).

**District Reading Achievement Trends
ITBS & ITED**



Science Achievement

Our District's Long Range Goal:
Students will demonstrate science literacy.

What does Proficient Mean?

8th Grade ITBS Science Proficiency:

The student can understand ideas related to Earth and the universe, the life sciences, and the physical sciences. The student can demonstrate the skills of scientific inquiry at least some of the time (ITBS Achievement Level Description).

11th Grade ITED Science Proficiency:

The student can make inferences and predictions from data, judge the relevance and adequacy of information, recognize the rationale for and limitations of scientific procedures at least some of the time (ITED Achievement Level Descriptions).

Math Achievement

Our District's Long Range Goal:
Students will demonstrate increased math proficiency.

What does Proficient Mean?

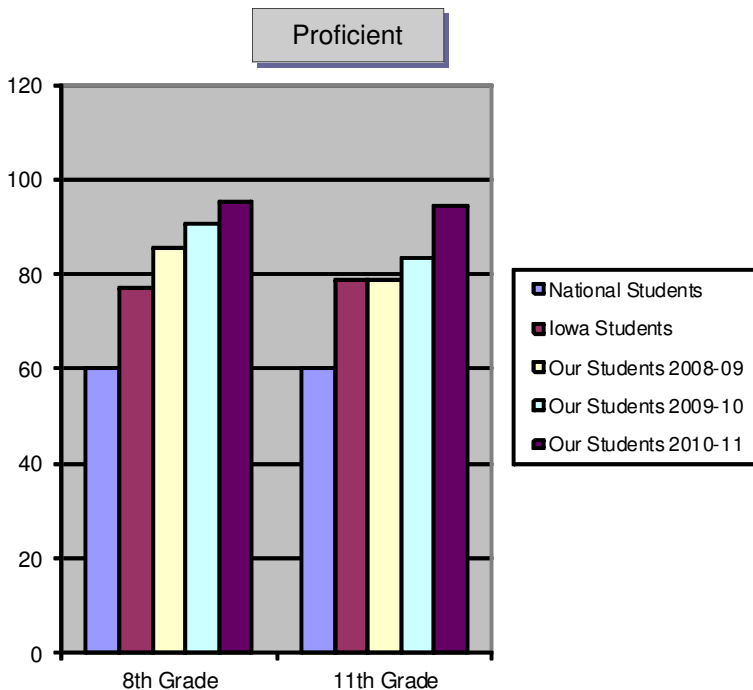
4th and 8th Grade ITBS Mathematics Proficiency:

The student can understand math concepts, solve word problems, use estimation methods, and interpret data from graphs and tables at least some of the time (ITBS Achievement Level Description).

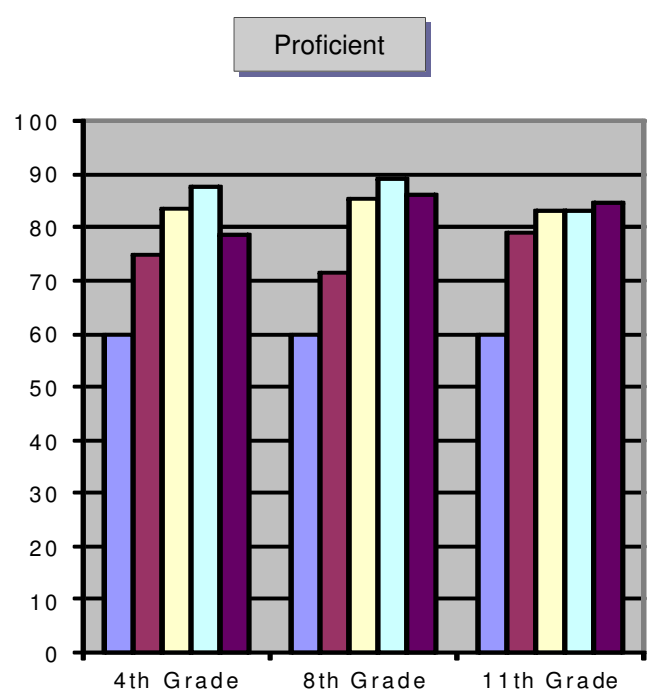
11th Grade ITED Mathematics Proficiency:

The student can apply math concepts and procedures, make inferences with quantitative information, and solve a variety of quantitative reasoning problems at least some of the time (ITED Achievement Level Descriptions).

**District Science Achievement Trends
ITBS & ITED**



**District Math Achievement Trends
ITBS & ITED**



Percent of Students in Each Achievement Level

Proficiency is equal or higher than the 41st percentile on the ITBS/ITED NPR of the National Student norms.

Technology Update



Technology is an ever-changing part of our society. The Osage Community School District is committed to improving our technology in a manner that will enhance student learning. To improve our technology and reach our goals, we have targeted some specific areas.

One of our goals has been to integrate technology into our classrooms. During the school year of 2010-2011 we have more computers connected to LCD projectors for teachers to lead discussions and teaching with computer applications. We have added interactive whiteboards at the elementary thanks to the Microsoft Agreement Reimbursement program. This allows our teachers to control their computers from the front of the room, instead of always going back to the computer to make mouse movements. Google Apps for Education has been deployed for our staff, which allows for integration between staff members, as well as a possibility for a more online presence. It also allows our staff members to be more mobile with their work. Professional development time has been spent on matching technologies with the new Iowa Core Curriculum..

This year we have purchased new equipment and spent time finding new online tools to use in our classrooms. There are many different tools on the internet and need to be investigated on how they work and if they will work well in different classroom situations. This will be an ongoing initiative because of how quickly the internet and these tools change. We continue to explore new ways to reach our students and give them a quality education.

No Child Left Behind (NCLB) has affected our schools in many ways and is also now affecting technology. Schools are required to have a Technology Literacy Statement and have a way of determining what percentage of our 8th graders are considered Technology Literate. The school technology committee has developed the statement and a way of testing our students. According to our testing, 82% of our 8th graders would be considered technology literate. We will strive to improve that number each year.

Iowa Core

What is it?

Iowa's students deserve an education that helps them succeed in today's technology rich, global economy. The Iowa Core (IC) is a state-wide effort to improve teaching and learning to ensure that all Iowa students engage in rigorous and relevant curriculum. It helps teachers take learning to deeper levels by focusing on a well-researched set of standards in literacy, mathematics, essential concepts and skills in science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills).

Why is it important?

- To set high expectations for students and teachers
- To attend to the learning needs of students – improving student achievement
- To challenge, motivate, and engage students in learning at higher levels
- To address global and local challenges

Characteristics of Effective Instruction: START

Student-centered Classrooms

Teaching for Understanding

Assessment for Learning

Rigorous and Relevant Curriculum

Teaching for Learner Differences

The vision for the Iowa Core is to ensure the success of each and every student by providing a world-class curriculum. The Iowa Core is designed to improve achievement of all students, preparing them for the world of work and lifelong learning.

Culture Climate Achievement

Our District's Long Range Goal:

- * Students will treat each other with respect.
- * Students will feel safe at school.
- * Students will develop behaviors and attitudes that contribute to becoming a successful adult.

Our District's Annual Goal:

- * There will be an increase in the number of 5th, 8th and 11th grade students responding positively to the statement that students treat other students with respect.
- * There will be an increase in the number of 5th, 8th and 11th grade students indicating they feel safe at school.
- * There will be a decrease in the percentage of 5th, 8th and 11th grade students responding that they have been bullied three or more times at school or riding the bus during the last 12 months.
- * There will be a decrease in the percentage of 5th, 6th, 8th, and 11th grade students indicating alcohol use in the last 30 days.

Data Analysis:

Beginning in the 2002-2003 school year we administered a survey entitled "Building Tomorrow." This was our baseline data. We administered the survey again during the 2010-11 school year. The following is the data that we have compiled through three administrations of the survey.



GOAL: There will be an increase in the number of 5th, 8th, and 11th grade students responding positively to the statement that students feel safe in school.

Building Tomorrow Survey	% of positive responses								
	5th Grade			8th Grade			11th Grade		
Students feel safe in the.....	2008-09 Osage	2009-10 Osage	2010-11 Osage	2008-09 Osage	2009-10 Osage	2010-11 Osage	2008-09 Osage	2009-10 Osage	2010-11 Osage
Classroom	83.3	92.4	87.1	92.9	95.7	75.4	97	96.2	98.5
Halls ***	84.9	84.9	67.2	91.1	92.9	83.1	95.5	96.2	95.5
Restroom	75.7	81.8	72.9	87.5	90	78.5	95.5	93.7	97
Lunchroom	86.4	95.5	88.6	91.1	97.1	84.6	95.5	96.2	100
Recess	81.8	86.3	77.1	NA	NA	NA	NA	NA	NA
Bus Waiting Area	83.3	85.7	65	96.1	91.3	90	80	100	—
Riding the Bus	78.5	78.6	55	85.1	86.9	80.9	80	100	—

GOAL: There will be a decrease in the percentage of 5th, 6th, 8th, and 11th grade students indicating alcohol use.

Building Tomorrow Survey				% of positive responses					
	5th Grade			8th Grade			11th Grade		
Students indicating the use of	2008-09 Osage	2009-10 Osage	2010-11 Osage	2008-09 Osage	2009-10 Osage	2010-11 Osage	2008-09 Osage	2009-10 Osage	2010-11 Osage
Cigarettes/Cigars	0	0	0	10.8	10	4.6	34.4	34.2	14.9
Smokeless Tobacco	0	1.5	0	3.6	1.4	6.2	21.1	20.3	9
Alcohol	1.5	6.1	1.4	19.6	11.4	12.3	45.5	44.5	23.9
Marijuana	0	0	0	5.4	2.9	6.2	7.5	11.4	1.5
Inhalants	0	6.1	0	7.2	1.4	1.5	3	3.8	0
Illegal Drugs	0	0	0	3.6	0	1.5	1.5	3.8	0

GOAL: There will be an increase in the percentage of 5th, 6th, 8th, and 11th grade students responding positively to the statement that students treat other students with respect.

Building Tomorrow Survey				% of positive responses		
Grade Level	2008-09	2009-2010	2010-2011			
5th	84.9	74.3	52.8			
8th	85.7	67.1	50.8			
11th	84.9	73.5	65.6			

Secondary Assessments

Districts must annually administer district-wide assessments in reading, math and science, and they must align their assessments to their curriculum or content standards. These assessments tools are selected by the district and must be complementary (not identical to) to the state required tests.

Although these assessments are not given at every grade, they provide additional feedback to educators, students, and parents. Data collected from these assessments help educators make adjustments in the instructional programs and other related curricular decisions.

Math Exemplar—% of students scoring proficient

	2008-2009	2009-2010	2010-2011
3 rd Grade	49.3	22.2	44.9
8 th Grade	83.3	49.3	72.9
10 th Grade	69.7	85.9	75

SCASS Assessment—% of students scoring proficient

	2008-2009	2009-2010	2010-2011
4 th Grade	46.2	52.8	35.9
7 th Grade	82.7	76.8	76.4
10 th Grade	51.7	50.6	45.5

Creating Readers—% of students scoring proficient

	2008-2009	2009-2010	2010-2011
4 th Grade	67.2	69.4	64.1
8 th Grade	55.2	60.0	57.4
10 th Grade	55.4	78.4	68.5

School and District Improvement No Child Left Behind Requirements

States and districts must determine if each school and district make adequate yearly progress (AYP) in reading, mathematics, and other academic indicators determined by the State and approved by the U.S. Department of Education. No Child Left Behind legislation mandates that all students in Iowa will be proficient on the state assessment (ITBS/ITED) by the year 2013-2014. In response to this legislation, the Iowa Department of Education mandates that school districts follow a formula for improvement over the 12 year period. The 2000-01 school year is the “baseline” year. Each succeeding year, an annual improvement goal (AIG) is set. Each year school districts must review the progress of each school in the district to determine whether the school is making adequate yearly progress. The district must then identify all schools which have not made adequate yearly progress. School districts must then publish the results for parents, teachers, school and the community. If a school building or district fails to meet the established Adequate Yearly Progress for two consecutive years, they will be labeled a school in Need of Improvement (SINI). A SINI is identified for not maintaining or increasing the percentage of students proficient in reading and mathematics for those two years.

School Identification—(Schools In Need of Improvement—SINI)

At the present time, Osage has no schools or the district labeled as a school in need of improvement.

Osage Community School District continues to focus on the right things. . .

- High Expectations
- Curriculum based on quality standards
- Sound educational environments for all students
- Research-based practices
- Use of student achievement data
- Quality staff development
- Rich and deep local assessments
- Instructional leadership to support teaching and learning
- Using accountability to improve and encourage

Parent Notification: Teacher Qualifications

Parents and guardians of students in the Osage Community School District have the right to learn about the following qualifications of their child’s teachers:

- state licensure requirements for the grade level and content areas taught
- current licensing status and baccalaureate/graduate certification/degree

The information is available online at www.state.ia.us/boee, or by contacting your building principal.

Non-discrimination Statement

Students, parents, employees and others doing business with or performing services for the Osage Community School District are hereby notified that this school district does not discriminate on the basis of age (for employment), race, religion, creed, color, sex/gender, marital status, socio-economic status, national origin, geographical location, sexual orientation, gender identity or disability in admission or access to, or treated in, its programs and activities. Any person having inquiries concerning the school district’s compliance with the regulations implementing Title VI, Title VII, Title IX, the American’s with Disabilities Act (ADA), 504 or Iowa Code 280.3 is directed to contact the High School Counselor, Osage Community Schools, at 641-732-3102.

Board Adopted: August 2009