



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY



## 2007-2008 ANNUAL PROGRESS REPORT TO THE COMMUNITY

The Benton Community School District prepared the community report. To receive additional copies or to comment on the content, please call us at 319-228-8701.

## BENTON COMMUNITY BOARD OF EDUCATION: ACCOUNTABILITY TO THE COMMUNITY

A board of directors governs the Benton Community School District like every public school district in Iowa. They are responsible for determining policies, *setting the budget, and maintaining standards of excellence in education* on behalf of the community. Benton Community voters elect board members for three-year terms.

## Members of the Board

Brenda Schanbacher, President  
Terry Harrington, Vice President  
Daniel Voss  
Robin Allen  
Brian Strellner  
Tricia Schutterle  
Bryce Brecht

Gary Zittergruen, Superintendent  
Douglas Embray, Board Secretary



## BENTON COMMUNITY SCHOOLS ADMINISTRATION

Superintendent  
Gary Zittergruen, 228-8701, Ext. 501

Asst. Superintendent  
Doug Embray, 228-8701, Ext. 502

Benton High School  
Principal, James Bieschke, 228-8701, Ext. 350

Benton Middle School  
Principal, Jo Prusha 228-8701, Ext. 351

Atkins Elementary  
Principal, Jason West 446-7525

Keystone Elementary  
Principal, Tim Sanderson 442-3221

Norway Elementary  
Principal, Eric Huinker 227-7142

Van Horne Elementary  
Principal, Tim Sanderson 228-8701, Ext. 418

## Benton Community Mission Statement

**“Quality Education for a  
Lifetime of Learning”**

## District Core Beliefs

**Educational Excellence  
Teamwork  
Caring/ Belonging  
Continuous Growth**

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## District Goals

### To be a district that:

- Will implement a comprehensive communications program to serve all stakeholders.
- Will support K-12 technology plan.
- Will practice fiscal responsibility by spending no more than it takes in on a cash basis.
- Will implement a uniform curriculum review and development process.
- Will develop and implement a three-year staff development plan for all district employees.
- Will develop a short and long-range plan for use of district facilities.

### Benton Community Schools 2007-2008 School Year

#### *At a Glance*

#### **Enrollment:**

|                      |     |
|----------------------|-----|
| Benton High School   | 530 |
| Benton Middle School | 251 |
| Atkins Elementary    | 193 |
| Keystone Elementary  | 146 |
| Norway Elementary    | 319 |
| Van Horne Elementary | 107 |

**Total** **1546**



## DISTRICT ELEMENTARY SECTIONING

|                      | Enrollment | # of Sections | Average Class Size |
|----------------------|------------|---------------|--------------------|
| <b>K-6 Composite</b> | 765        | 41            | 18.65              |
| <b>K-6 Composite</b> | 438        | 24            | 18.25              |
| <b>K-6 Composite</b> | 319        | 17            | 18.76              |

Enrollment has been static in the Benton District over the past five years. Benton Community experienced a decline of ninety-four students in the 2002-2003 headcount. Our district enrollment was 1667 eight years ago (79 student decrease). Enrollment projections would indicate a consistent headcount over the next few years.



## ESSENTIAL LEARNINGS

All students in the Benton Community School District will learn to become:

- Creative Problem Solvers
- Cooperative Contributors
- Complex Thinkers
- Self-Directed Learners
- Responsible Citizens
- Effective Communicators

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## ***MEASURING STUDENT SUCCESS***

Student achievement is the bottom line for Benton Community School District. The district uses a variety of ways to measure the success of students. Classroom teachers assess student learning every day in a multitude of ways, both formally and informally. Our interest at the district level goes beyond individual student progress. Our interest is in measures that paint a picture of the overall success of the district in helping students to learn what is expected. This report to the community covers many of the measures we use to paint that picture of achievement district wide.

### **ATTENDANCE**

Student attendance is a valuable indicator of success in school as well as success in a career. The State K-8 average daily attendance for the school year 2007-2008 was 95.95 percent. On average, 95.5 percent of Benton Community students are in attendance each day.

#### **Average attendance rates for each level were:**

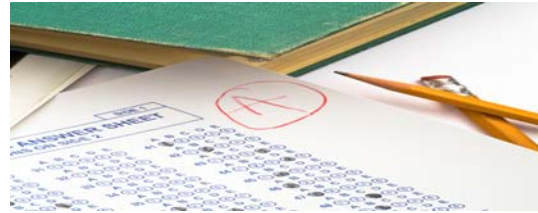
**Elementary** 96.15%

**Middle School** 95.21%

**High School** 93.33%



## **CURRICULUM**



The Benton Community Schools curriculum is designed to ensure that Benton students achieve the district's essential learning.

Our district's elementary and middle school curriculum is designed around proven practice in education to provide students with a foundation in basic skills; problem-solving, team work, citizenship and behavior.

The high school curriculum offers students a variety of course offerings in language arts, mathematics, science, social studies, foreign languages, art, music, industrial technology, health and physical education, business education, agricultural science, family consumer science, work place vocational programming, and driver's education. Students may also elect from distance learning courses for high school or college credit and postsecondary enrollment options for college credit.

The high school has just completed their 10<sup>th</sup> year of the block schedule. Students enroll in 4 courses each nine-week term during the school year.

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## American College Testing Program

Benton Community Schools had **86**, 2008 graduates participate in ACT testing on a national test date. Of those students tested the percentages of students scoring at or above the state's identified college success indicator of an ACT score of 20 are indicated below.

### ACT Composite: Average Score

|              |      |
|--------------|------|
| <i>Local</i> | 22.5 |
| <i>Iowa</i>  | 22.4 |

### ACT English

|              |      |
|--------------|------|
| <i>Local</i> | 22.4 |
| <i>Iowa</i>  | 21.9 |

### ACT Math

|              |      |
|--------------|------|
| <i>Local</i> | 21.9 |
| <i>Iowa</i>  | 22.0 |

### ACT Reading

|              |      |
|--------------|------|
| <i>Local</i> | 23.0 |
| <i>Iowa</i>  | 22.9 |

### ACT Science

|              |      |
|--------------|------|
| <i>Local</i> | 22.3 |
| <i>Iowa</i>  | 22.3 |

College Entrance Scores – The American College Testing Program (ACT) is the usual college entrance exam for students who intend to go to college. A score of 20 or higher on the 36-point scale for the test indicates probable success in college. Eighty-six, Benton Community High School students took this test during their sophomore, junior, or senior year on a national test date. If a student tested more than once, only their most recent score is used in the displayed data.



## POINTS OF PRIDE

**Students with 4.0 GPA's: 7**

**Students Receiving Local/ State or  
College/ University Scholarships: 100**

**Benton Scholarship  
Recipients: 50**



### **FOLLOW-UP STUDY RESULTS FOR THE CLASS OF 2006**

**Attending Post-Secondary  
School: 108**

**Employed, Including Military 17**

**Unemployed 0**

**Unknown 0**

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY



*Quality Education  
for a Lifetime of Learning*



## DROP OUT RATES 2007-2008

Of the **817** students in grades **7-12** in **2007-2008**, **0** students dropped out during the academic year. The Benton Community Schools offer extra assistance to students considered at-risk of dropping out. In addition, Benton Community Schools collaborates with the Kirkwood Community College Learning Centers to offer another learning setting for students who don't thrive in the regular school surroundings.

| SUBGROUP               | DROPOUTS<br>7-12 | % |
|------------------------|------------------|---|
| Male                   | 0                | 0 |
| Female                 | 0                | 0 |
| Students without IEP's | 0                | 0 |
| Students with IEP's    | 0                | 0 |
| Total                  | 0                | 0 |

*(IEP's, or Individualized Education Plans, are for students receiving special services.)*

## COMMITMENT TO SUCCESS FOR ALL

Many students have a disability or difficulty learning. The Benton Community School District serves these students through support in the regular classroom and through specialized programming outside the regular classroom.

### 2006-2007 Statistics

|  |            |
|--|------------|
| <i>Number of Students Receiving Services</i> | <b>232</b> |
| <i>Percentage of Student Population</i>      | <b>15%</b> |

**Types of Services:** Assistance in reading, writing, math, and other academic needs are provided to students; speech and language support; occupational and physical therapy; child study teams meet on a regular basis in all attendance centers with participation from our GWAEA 10 team.



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## Testing Program

The Benton Community uses the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development as an accountability and improvement measure at the district level. For accountability to the Benton Community patrons, we report achievement test results in reading, math and science at grades 4, 8, and 11. Students in Benton Community Schools, post generally average test scores when compared to other students in Iowa. These test scores improve as our students are compared to other students across the nation. Testing experts' stress that this information is best used to identify areas of strength and weaknesses for individual students and classes, and to measure growth. Because of the way the tests are designed and demographics that influence results, standardized test scores alone are not a reliable method for comparing teachers, schools, or districts.

Early intervention monies received by Benton Community stipulate an assessment procedure for our K-3 students that can be reported to our parents bi-annually. Students are assessed in comprehension, fluency, and letter identification. These results are used to improve instructional strategies in our reading program. The district has continued to provide alternative assessments in reading, language, mathematics, and science during the 2007-2008 school year. The reading, language, and mathematics constructed response supplements were administered to the fourth and eighth grade levels. The district designed science assessment was used at the eighth and eleventh grades. Results are provided in the

following goal sections. This second form of assessment is designed to provide a more accurate view of our student's performance related to our school district's mission and standards. Benton Community administrators and teachers use test data in planning curriculum, developing school improvement plans, and making instructional decisions in the best interest of students. The district focuses on improvement goals, including looking at the percentage of students scoring below the 40<sup>th</sup> percentile rank, with a goal of reducing the number.

## HIGHLIGHTS

- **Reading:** 84 percent of fourth graders, 68 percent of eighth graders, and 73 percent of 11<sup>th</sup> graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills / Iowa Tests of Educational Development.
- **Math:** 91 percent of fourth graders, 87 percent of eighth graders, and 73 percent of 11<sup>th</sup> graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills / Iowa Tests of Educational Development.
- **Science:** 90 percent of fourth graders, 81 percent of eighth graders and 79 percent of eleventh graders are proficient or advanced in performance based on the ITBS / ITED.



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

**2007-2008  
DISTRICT READING,  
MATHEMATICS, AND SCIENCE  
PROFICIENCY LEVELS**

## HIGHLIGHTS

- **Reading:** 84 percent of fourth graders, 68 percent of eighth graders, and 73 percent of 11<sup>th</sup> graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills / Iowa Tests of Educational Development.
- **Math:** 91 percent of fourth graders, 87 percent of eighth graders, and 73 percent of 11<sup>th</sup> graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills / Iowa Tests of Educational Development.
- **Science:** 90 percent of fourth graders, 81 percent of eighth graders and 79 percent of eleventh graders are proficient or advanced in performance based on the ITBS / ITED.

*The following column shows Grades 4, 8, and 11 as Compared to State and National Proficiency Data 2007-2008*

### GRADE 4 READING

|          |    |
|----------|----|
| BENTON   | 84 |
| STATE    | 78 |
| NATIONAL | 60 |

### GRADE 4 MATHEMATICS

|          |      |
|----------|------|
| BENTON   | 91   |
| STATE    | 78.8 |
| NATIONAL | 60   |

### GRADE 4 SCIENCE

|          |    |
|----------|----|
| BENTON   |    |
| STATE    | 78 |
| NATIONAL | 60 |

### GRADE 8 READING

|          |      |
|----------|------|
| BENTON   | 68   |
| STATE    | 70.6 |
| NATIONAL | 60   |

### GRADE 8 MATHEMATICS

|          |      |
|----------|------|
| BENTON   | 87   |
| STATE    | 73.8 |
| NATIONAL | 60   |

### GRADE 8 SCIENCE

|          |      |
|----------|------|
| BENTON   | 81   |
| STATE    | 79.2 |
| NATIONAL | 60   |

### GRADE 11 READING

|          |    |
|----------|----|
| BENTON   | 73 |
| STATE    | 77 |
| NATIONAL | 60 |

### GRADE 11 MATHEMATICS

|          |      |
|----------|------|
| BENTON   | 73   |
| STATE    | 78.4 |
| NATIONAL | 60   |

### GRADE 11 SCIENCE

|          |      |
|----------|------|
| BENTON   | 79   |
| STATE    | 79.7 |
| NATIONAL | 60   |

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## The Benton Community Staff Dedicated to Continuous Growth and Educational Excellence

*The Staff of Benton Community is  
Trained, Experienced, and  
Committed to Lifelong Learning.*

- **Total number of employees**  
**255**  
Includes full-time and part-time employees

- **Classified Staff**      **120**  
  
Includes teacher associates, secretarial and clerical staff, bus drivers and mechanic, maintenance staff, and food service staff

- **Teaching Staff**      **125**  
  
Includes teachers, nurses, media specialists, and counselors

- **Administration**      **9**  
  
Includes principals and central office administrators

## **TEACHER QUALIFICATIONS**

|                                   |      |
|-----------------------------------|------|
| Number of Teachers                | 125  |
| Certified teachers                | 100% |
| Percentage with Bachelor's Degree | 55%  |
| Percentage with Master's Degree   | 45%  |

### Teaching Experience:

|             |             |
|-------------|-------------|
| 0-4 years   | 34 teachers |
| 5-9 years   | 18 teachers |
| 10-14 years | 22 teachers |
| 15+ years   | 51 teachers |



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## ENSURING TEACHER QUALITY

The district supports quality of staffing in several ways:

### **Mentoring Program:**

Support for new teachers includes a mentoring program that links beginning teachers with master educators. Benton Community has previously supported seven staff members in Pathwise Training and ten staff members in the Grant Wood Area Education Agency Mentor Academy Training. This also includes resources for all teachers. We believe that the benefits associated with providing this type of program will be essential in maintaining a quality educational experience at Benton Community.

### **Staff Development:** **Comprehensive Professional Development Pilot Proposal**

**Purpose:** To create a comprehensive professional development model aimed at increasing student learning.

**Target:** To increase overall student learning and reduce the performance gap through a coherent and purposeful professional development plan.

### **Measures:**

1. Classroom data collection and assessment practices increase student learning per accepted multiple measures.
2. Instructional practices yield low-performer gains per accepted multiple measures.
3. Teacher perception indicates an increased sense of control over student achievement targets.
4. Administrator actions provide support and resources aimed at increasing learning per internal and external surveys.

### **Description:**

The district will provide the following opportunities for teacher development:

- On-going opportunities to collaborate with colleagues and peers.
- Professional development activities will occur on-site, in districts.
- Adult learning practices will be employed to deliver learnings.

- Professionals will discuss, collect, share and analyze classroom data and practices as to their impact on student learning results.

### **Vehicles/Actions:**

1. Current AEA staff and district teacher-leaders will be supported to conduct and sustain the improvement efforts. Professional development to begin in Spring/Summer 2007.
2. Staggered staff development days throughout the school year to support and promote learning teams. This allows teachers to visit team members in other district classrooms to share, and discuss pertinent issues related to their work.
3. AEA support staff to coach and support district teams during in-service days and times as well as in classrooms and buildings in on-going ways.

### **Focus Areas:**

1. Classroom data collection and analysis. Use of data collection to inform instruction and provide for more control over student learning.
2. Differentiated instruction.
3. Communication of results
4. Math curriculum alignment and assessment development
5. Writing for Meaning



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## BENTON COMMUNITY SCHOOLS TECHNOLOGY 2007

Benton Community School District continues to work on technology implementation. The District has purchased network servers, workstations, network printers, network wiring and associated software to connect the Benton District. Following the approved District Technology Plan we have accomplished several of the recommended projects, covered by the Plan. Currently all buildings are connected via a Novell network, each classroom is equipped with plan approved voice, video and data hardware. The percentage of workstations with Internet access is over 95 percent. To assist with staff/student utilization of technology, each building has at least one technology representative to act as a trouble-shooter for users. In addition, administrators, staff and students have come to rely on technology to carry-out the day to day operation of the District and its educational programs. The District has employed a fulltime technology supervisor in the 2004-2005 school year. In fiscal 2003 the District approved a new three-year Technology Plan that was rewritten in December of 2007. The focus of this new plan shifted to student achievement and maintenance of existing network equipment and software and implementation of instructional hardware to enhance educational opportunities of the students. Over the life of this plan we plan to maintain our network connection through the ICN and upgrade network backbone hardware from hubs to switches and enhance server productivity.

### TECHNOLOGY PLAN GOALS FOR 2006-2007-2008

The Benton Community School District will:

1. Identify and assess student and District technology needs.
2. Integrate technology into the district curriculum consistent with state and local benchmarks and the School Improvement Plan.
3. Establish/revise recommended minimum standards for infrastructure, software, hardware and deployment at all centers.
4. Maintain and improve the current level of District connectivity.

### DISTRICT AND BUILDING TECHNOLOGY SUPPORT PERSONNEL

**District Supervisor:** Doug Embray  
**District Technology:** Tyler Maschino  
**Atkins:** Doris Markwitz  
**Keystone:** Judy Pieper  
**Norway:**  
**Van Horne Elem.:**  
**Ms-Hs:** Mike Embretson  
**District Web Page:** Jan Andreesen

### SERVICES

**E-mail service:** Staff USER NAMES and PASSWORDS have been added to the District email system by the Network Administrator. Passwords must be 6 or more characters and should not be something that can easily be figured out. Capitalization is important with e-mail passwords. If you have questions contact Tyler Maschino. Your e-mail is also available on the web at <http://benton.k12.ia.us>.

**Novell Network Services:** Staff have been added to the District Novell network system. This will allow you 10MB of storage space on drive F and the capability to use shared printing and shared programs. If you have questions contact Tyler Maschino.

**Library Services:** Building media centers can add users to the District patron list. District Media Centers use Winnebago Software.

**Staff Listserv:** Talk to your building technology support person to be included on the appropriate staff listserv(s).

**Productivity Software:** Currently the District is using Microsoft Office 2000 and XP Professional for word processing, spreadsheet, databases, and presentation applications.

**Management Software:** Benton Community uses Web based applications for: Purchase orders, financial accounting and reporting, student databases, and AEA Media services. Contact your building principal, building technology representative.

**Centerpoint:** Student management system used by the K-12 staff at Benton. Operating instructions will be provided through building administrators.

**Students:** All students have individual user names and passwords to Centerpoint which allows them to check their current grades, as well as communicate with staff members.

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## BENTON COMMUNITY COMMUNICATIONS TEAM 2007-2008

The Benton Communication Team serves as the school district advisory committee. The goals of the team are as follows:

- 1) Improve the quality of education at Benton through shared decision-making,
- 2) Monitor the progress in achieving goals of the school improvement plan for the school district,
- 3) Foster communication between the district and our attendance centers.

The BCT met five times during the 2007-2008 school year. The committee is represented by administrators, teachers, support staff, parents, and the board of education.

This year the committee focused their attention on long-range facility planning for the school district in addition to monitoring the efforts of our school improvement initiatives and preparing for a state site visit.



*Benton Community High School*

### **The team also spent time in discussing:**

1. District needs and ideas for improving school districts facilities and programming
2. School District Calendar for 2008-2009
3. Building Site Reports
4. Legislative Updates as it relates to School
5. Student Assessment Data and the Impact on the District
6. Discussion of Comprehensive School Improvement Goals and Future Planning
7. Discussion of what is needed in the district to further create a more comprehensive educational program for Benton Community

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## BENTON SCHOLARSHIP FOUNDATION AWARDS \$56,540.40 IN 2008

The Benton Scholarship Foundation, a Dollars for Scholars Chapter, awarded 50 scholarships totaling \$25,000, from their endowment fund, on May 14, 2008 at the Benton Community Senior Awards Ceremony. Awarded also were two scholarships from the LaVerne Kerkman Estate for \$15,770.20 each. These Kerkman scholarships were awarded based on academic accomplishment and financial need to students attending Iowa State University, University of Iowa or University of Northern Iowa.

Benton Scholarship Foundation (BSF) is part of the Dollars for Scholars program. More than 450 post-secondary educational institutions nationwide -- 42 in Iowa--have formed partnerships with BSF and Dollars for Scholars. These partnerships enhance the scholarships provided by BSF by committing to use BSF Dollars for Scholars awards to fill any unmet student need remaining after the institution's financial aid package has been calculated. When unmet need no longer exists, the scholarships are used to adjust the self-help portion of the students' financial aid package. This agreement guarantees that it is the student, not the institution, who benefits from the scholarships. In many instances, colleges match the funds provided by BSF. It is important that the post-secondary institution of each BSF scholarship is aware that the BSF scholarship is also a Dollars for Scholars award, so that each student reaps the benefits of BSF's and Dollars for Scholars partnership with participating colleges.

## Benton Scholarship Foundation Winners 2008

If any individuals or service organizations would like to be part of the Foundation, please feel free to contact the Benton Scholarship Foundation, PO Box 129, Van Horn, Iowa 52346.



1<sup>st</sup> Row L to R: Paul Fitzgerald, Taylor Brecht, Travis Rieck, Willie Hennings, Kat Jackson, Chad Sonka, Haley Luther, Megan Pohlman, Jonathan Gibson, Lynette Davis, Candace Sutton, Amanda Corrigan, Haley Hagen, Callan Jacobson, Kristin Gerhold, Steph Simpson, Sam Hansen

2<sup>nd</sup> Row L to R: Logan McKinstry, Ross Reinberg, Mitch Schulte, Joel Allman, Joelah Oelherich, Sam Petersen, Rachael Prusha, Courtney Bierschenk, Jamie Becker, Jeremy Gardemann, Becca Hobson, Evan Brehm, Lindsey Gerhold, Annie Horst, Paige Meyers,

3<sup>rd</sup> Row L to R: Nick Novotny, Nathan Werning, Garrett Albers, Robert Freese, Nick Ludwik, Derek Schroder, Erin Brown, Kari Goodchild, Jessica Schrader, Mandy Svetska, Jolene Gales, Cassie Schmuecker, Jerra Johann, Lisa Parr

4<sup>th</sup> Row L to R: Ross Tiedemann, Devin Rinderknecht, Ben Schanbacher, Alex Payton, Luke Stein, Andrew Bridgewater, Erik Wolter, Zach Samson

**BENTON COMMUNITY SCHOOLS  
ANNUAL REPORT TO THE COMMUNITY**

*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 |
| 41 <sup>st</sup> Percentile<br>(Fall Testing)     | 27-55                 | 31-51   | 28-56    | 26-58       | 26-55   | 28-56    |
| 41 <sup>st</sup> Percentile<br>(Mid-year Testing) | 27-53                 | 31-51   | 30-53    | 26-56       | 27-55   | 27-55    |
| 41 <sup>st</sup> Percentile<br>(Spring Testing)   | 30-53                 | 31-51   | 30-53    | 28-56       | 28-54   | 26-55    |
| 90 <sup>th</sup> Percentile<br>(Fall Testing)     | 81-96                 | 82-95   | 83-94    | 80-96       | 81-96   | 83-94    |
| 90 <sup>th</sup> Percentile<br>(Mid-year Testing) | 81-96                 | 84-95   | 83-94    | 79-97       | 82-95   | 83-91    |
| 90 <sup>th</sup> Percentile<br>(Spring Testing)   | 80-95                 | 83-95   | 84-94    | 79-97       | 83-96   | 83-95    |

# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## READING

### Examples of efforts to support reading achievement include:

*Staff Development to help teachers improve their skills in teaching reading.  
Monitor grade level learning team recommendations for appropriate assessment in reading practices for the K-12 reading staff.  
District Professional Staff Development, GWAEA 10, Data Collection and Analysis.*

### Long-Range Goal:

All K-12 students will achieve at high levels in reading comprehension. The District will work to increase the number of students achieving at the proficient level in Reading Comprehension at the 4<sup>th</sup> Grade.

### Annual Improvement Goal for 2008-2009:

Increase the percent of special education students in grades 7-9 over the next school year, classified at the proficient level, as measured by the of the Iowa Test of Basic Skills and the Iowa Growth Model and to improve instructional practices at the learning core with small group instructional practice to meet student needs.

**Report:** The district did not achieve the annual improvement goal. Students Proficient in Reading Comprehension as measured by the Iowa Tests of Basic Skills in the area of grades 7-9 special education did not make growth at all levels This year special education students in these areas did not meet the target growth as measured by the Iowa Tests of Basic Skills.

**Action Plan to Meet the Goal:** It is the district intent to continue to track data over time and maintain the long-range goal of increasing the percentage of students' proficient as measured by the Iowa Tests of Basic Skills.

### District-Wide Student Achievement Results Reading Trend Line Data

*Three Achievement/Performance Levels for grades 4, 8, and 11 from 2005-2008.*

#### **READING 2005-2006**

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>89</b> |
| <b>GRADE 8</b>  | <b>76</b> |
| <b>GRADE 11</b> | <b>70</b> |

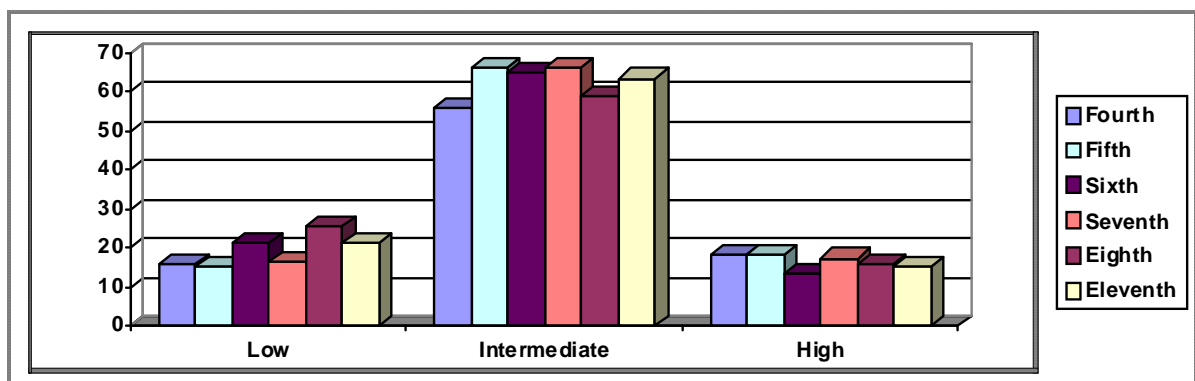
#### **READING 2006-2007**

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>92</b> |
| <b>GRADE 8</b>  | <b>72</b> |
| <b>GRADE 11</b> | <b>75</b> |

#### **READING 2007-2008**

|                 |             |
|-----------------|-------------|
| <b>GRADE 4</b>  | <b>84.3</b> |
| <b>GRADE 5</b>  | <b>84.8</b> |
| <b>GRADE 6</b>  | <b>78.3</b> |
| <b>GRADE 7</b>  | <b>83.5</b> |
| <b>GRADE 8</b>  | <b>74.5</b> |
| <b>GRADE 11</b> | <b>78.7</b> |

### READING 2007-2008



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

## MATHEMATICS

**Examples of efforts to support mathematics achievement include:**

- Staff Development to help teachers improve their skills in teaching mathematics.*
- Monitor grade level learning team recommendations for appropriate assessment and curricular alignment in mathematics practices for the K-12 staff.*
- Work with GWAEA 10 and at building and grade levels to have formal Data Collection and Analysis.*

**Long-Range Goal:**

All K-12 students will achieve at high levels in Mathematics. The District will work to increase the number of students achieving at the proficiency level in Mathematics at all grade levels.

**Annual Improvement Goal for 2007-2008:**

Increase the percent of special education students in grades 7-9 over the next school year, classified at the proficient level, as measured by the of the Iowa Test of Basic Skills and the Iowa Growth Model.

**Report:**

The district did not achieve the annual improvement goal. Last year two of the three grade levels improved in their ITBS/ITED. Our annual goal predicted we would see an increase in the number of IEP students proficient in Mathematics as measured by the Iowa Tests of Basic Skills.

**Action Plan to Meet the Goal:** It is the district intent to continue to track data over time and maintain the long range goal established thus reducing the percentage of students in the low achievement level as measured by the Iowa Tests of Basic Skills.

**District-Wide Student Achievement Results  
Math Trend Line Data**

*Three Achievement/Performance Levels for grades 4, 8, and 11 from 2005-2008.*

***MATHEMATICS 2005-2006***

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>90</b> |
| <b>GRADE 8</b>  | <b>77</b> |
| <b>GRADE 11</b> | <b>70</b> |

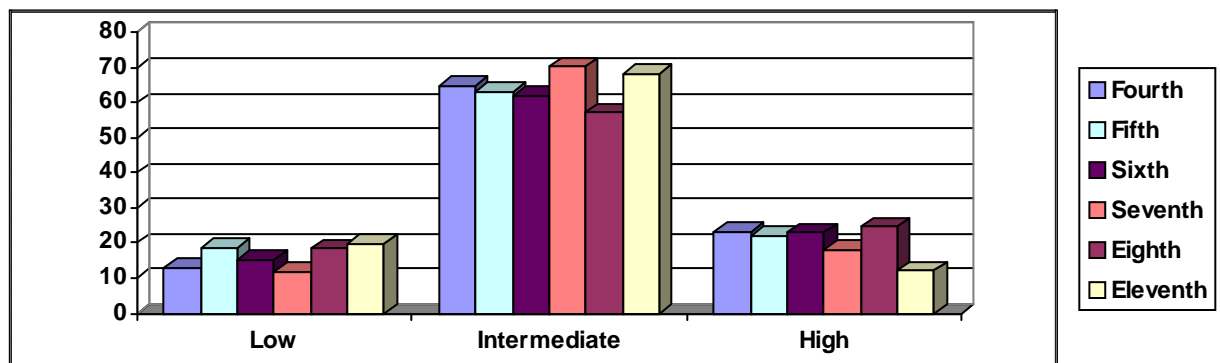
***MATHEMATICS 2006-2007***

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>95</b> |
| <b>GRADE 8</b>  | <b>74</b> |
| <b>GRADE 11</b> | <b>75</b> |

***MATHEMATICS 2007-2008***

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>91</b> |
| <b>GRADE 5</b>  | <b>84</b> |
| <b>GRADE 6</b>  | <b>91</b> |
| <b>GRADE 7</b>  | <b>85</b> |
| <b>GRADE 8</b>  | <b>87</b> |
| <b>GRADE 11</b> | <b>73</b> |

**MATH 2007-2008**



# BENTON COMMUNITY SCHOOLS ANNUAL REPORT TO THE COMMUNITY

|                |
|----------------|
| <b>SCIENCE</b> |
|----------------|

**Examples of efforts to support Science achievement include:**

*Monitor grade level learning team recommendations for appropriate assessment in Science practices for the K-12 reading staff. District Level Professional Staff Development, GWAEA 10, Data Collection and Analysis.*

**Long-Range Goal:**

All K-12 students will achieve at high levels in Science. The District will work to increase the number of students achieving at the proficient level in Science.

**Annual Improvement Goal for 2007-2008:**

Increase the percent of all grade level students, over the next school year, classified at the proficient level, as measured by the of the Iowa Test of Basic Skills and the Iowa Growth Model.

**Report:**

The district did not achieve the annual improvement goal in all areas. Increases in proficiency were shown in 5<sup>th</sup> and 6<sup>th</sup> grade, 7<sup>th</sup> graders with a 0.8% decline and a 5.5% decrease from our eighth grade. Our annual improvement goal predicted we would see a change in the number of proficient students all grade levels. Our students showed tremendous growth in the sixth grade level with a 6.4% increase from the previous year.

\*\*\*For other assessment and subgroup information, please refer to the appendix documents.

**Action Plan to Meet the Goal:** It is the district intent to continue to track data over time and maintain the long range goal established thus reducing the percentage of students in the low achievement level as measured by the Iowa Tests of Basic Skills.

**District-Wide Student Achievement Results  
Science Trend Line Data**

*Three Achievement/Performance Levels for grades 4, 8, and 11 from 2005-2008*

***SCIENCE 2005-2006***

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>95</b> |
| <b>GRADE 8</b>  | <b>81</b> |
| <b>GRADE 11</b> | <b>81</b> |

***SCIENCE 2006-2007***

|                 |           |
|-----------------|-----------|
| <b>GRADE 4</b>  | <b>87</b> |
| <b>GRADE 8</b>  | <b>89</b> |
| <b>GRADE 11</b> | <b>75</b> |

***SCIENCE 2007-2008***

|                 |             |
|-----------------|-------------|
| <b>GRADE 4</b>  | <b>88</b>   |
| <b>GRADE 5</b>  | <b>91.8</b> |
| <b>GRADE 6</b>  | <b>97.4</b> |
| <b>GRADE 7</b>  | <b>89.2</b> |
| <b>GRADE 8</b>  | <b>82.5</b> |
| <b>GRADE 11</b> | <b>78.6</b> |