



Grundy Center Community Schools



2008-2009 Annual Progress Report to the Community (APR)

A summary of our
progress toward meeting
the learning needs of every
child.



Grundy Center Community
Schools
1301 12th Street
Grundy Center, IA 50638
319 825 5418
www.spartanpride.net

Dear Patrons of the Grundy Center School District:

The Grundy Center Community School District offers students a variety of opportunities to find their passion and experience success, while being prepared for life beyond high school. We work hard to achieve our mission of empowering students with the attitudes, skills, and knowledge to become responsible, productive, and fulfilled citizens. Our school staff believes that all students can learn and experience success as they design relevant, rigorous and reasonable educational challenges.

As parents we encourage you to take an active role in your child's schooling. The parent is the child's first teacher, most important role model and motivator. When the home and school work together great things happen for kids!

The Annual Progress Report (APR) is designed to give you a snapshot of our district's progress in the areas of reading, math and science. Research tells us that you may have the best curriculum and instructional materials in the world, but if you don't have caring teachers to work with the students and parents increased student achievement will not occur. Unfortunately this report will not convey to you the care and concern for our students that is demonstrated on a daily basis. From the Board of Education to the bus drivers, we are all here to serve the needs of your children.

The Department of Education requires that all of Iowa's public school districts develop student achievement goals for the upcoming school year as well as reporting on goals that were written for the previous school year. As a result of this goal writing process, the district has been more focused on ways to improve our student achievement and to hold us accountable. The state reporting mandates that we utilize the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development (ITBS+ITED), although we go much deeper in our analysis of multiple data as we develop instructional targets and supporting formative assessments.

The good news about state testing is that beginning 2007-2008 Iowa adopted the Iowa Growth Model. Students who fall below the 41st percentile (proficiency level), but shows a pre-determined amount of growth from one year to the next, will be considered proficient as if they were above the 40th percentile. Thus potentially saving us from being labeled a School In Need of Assistance (SINA).

We should all be proud of our students' accomplishments! It remains the goal of the Board of Directors, the Administrative Team, and the staff of the Grundy Center Community School District to continue to work together to support our students.

DISTRICT HISTORY AND DATA BITS

A log cabin school was the first building constructed in Grundy Center (1859). Several buildings later the first high school graduating class of eight students was witnessed in 1891. The Elementary Building, which served all 12 grades for many years, was built in 1916. The Upper Elementary was built as a high school in 1939. Today the K-5 Elementary is a state-of-the-art facility located at the same site as the 1916 elementary building. It features skylights and geothermal controls. The high school was erected in 1956, with additions in 1968 and 1969. Today all buildings are climate controlled and modernized.

In 2008-2009 we are serving 666 K-12 students, plus PK, Early Childhood Special Education and the Alternative High School. Our actual certified enrollment was 625.8 students (up 3.9 from 07-08). We have 52 Open Enrolled "In" students and 7 Open Enrolled "Out" students.

The Grundy Center Community School serves the communities of Grundy Center and Holland. The student body is a fairly even split between rural and town. The district is approximately 114 square miles. The school enrollment hovers around 650-700.

The elementary houses the community preschool that serves 3 and 4 year-olds. Five year-old transitional kindergarteners may remain for an extra year of preschool as registered students of the Grundy Center Community School.

The Alternative High School serves 12-15 students a year. Typically 5-7 students graduate annually. Area schools utilize the alternative high school and pay tuition.

Many of our high school students enroll for dual credit classes with Hawkeye Community College and are able to graduate from high school with 10+ hours of college credit, some with 30+ hours.

22% of our students participate in the Free and Reduced Lunch Program (over 25% elementary and under 20% 6-12). Since household income justifies qualification, many reports refer to this percentage as students having a low social-economic status (SES).

In addition to our general education staff we have two full time counselors, 1 IMC Directors, Technology Coordinator, seven special education teachers, nine special ed. teacher associates, five general ed. teacher associates and a Talented and Gifted Coordinator/Teacher.

Title I provides additional funds so schools can provide extra support in reading for students in the early grades who struggle. Funding is based on the enrollment and Free and Reduced count. Second Chance Reading is available for older students.

Reading Achievement

At Grundy Center Community School, special emphasis is placed on helping all students to achieve the reading skills they need to become successful. A child's success in reading affects their success in every other subject area, so every effort is made to ensure that each child acquires the skills needed to read and comprehend at high levels. Reading/Language Arts includes reading, writing, using resources effectively, interpretation of text, speaking, and listening skills. At Grundy Center, the following K-12 Reading Standards are our focus. See the school web-site for specific grade level expectations which support these standards.

Standard 1: Uses the general skills and strategies of the writing process to write for a variety of purposes and audiences.

Standard 2: Uses the grammatical and mechanical conventions of written language.

Standard 3: Uses a variety of print and non-print resources to locate and gather information.

Standard 4: Uses the general skills and strategies of the reading process.

Standard 5: Reads, interprets, and responds to a variety of literary and informational texts.

Standard 6: Uses speaking and listening strategies for a variety of purposes.

Annual Improvement Goal for READING for 2008-2009:

Increase the percentage of eighth graders (Class of 2013) who are proficient on the ITBS Reading Comprehension Test in the spring of 2009.

Status on 2008-09 Goals

The goal was met. In the spring of 2009, 70.2% of eighth graders were proficient, compared to 59.6% proficient the previous year.

Annual Improvement Goal for READING for 2009-2010

Increase the percentage of seventh grade boys who are proficient on the ITBS Reading Comprehension Test in the spring of 2010. In the spring of 2009, only 64.3% of the sixth grade boys were considered proficient.

Reading	2006		2007		2008		2009	
3rd Grade	89.47	73.61	65.96	76.3	79.07	74.56	76.9	
4th Grade	80.49	76.67	78.94	79.52	82.98	76.7	76.1	
5th Grade	74.42	76.09	86.36	78.97	82.92	76.32	82	
6th Grade	81.13	67.96	62.22	68.05	77.55	68.29	75	
7th Grade	69.77	69.41	83.33	71.12	59.58	69.55	92	
8th Grade	78.19	70.01	80	72.5	81.81	70.4	70.2	
11th Grade	69.74	76.96	63.63	75.66	80.33	76.45	84.8	
	GC	Iowa	GC	Iowa	GC	Iowa	GC	Iowa

Comparable ITBS/ITED data: Percentage of students proficient-scoring at the 41st percentile and above on comprehension test



Multiple Measures of Reading Success

In each of Grundy Center’s school buildings, teachers and administrators use not only proficiency scores but study subgroup data as well. Subgroups can include males, females, students on F/R lunch and no F/R lunch, students with IEPs and no IEPs, and racial groups. The purpose of studying all types of scores is to note trends in the data, to discern possible reasons why we see what we do, and to make instructional changes where scores are not what they should be.

In addition to ITBS and ITED, we use other assessments to measure students’ reading progress and to help identify strengths and weaknesses to be addressed. Many of the assessments are given more often than once per year so that the results can be used to adjust instruction in a timely manner. Results from just a few of the other assessments given are included on this page. At the elementary level, several assessments are given as we measure different skills that good readers possess. One of those skills is reading fluency. This is the ability to read smoothly without choppiness and getting “stuck” on unknown words. Adequate reading fluency leads to better comprehension because students are not working so hard to sound out words as they read. The DIBELS assessment is one that assesses fluency as well as other reading skills. The NWEA MAP test is a computerized assessment that tests students in several subject areas, including reading. The MAP reading test measures comprehension including main idea, inference, and other key reading skills.

NWEA Measures of Academic Progress (MAP test)

**A RIT score is a scale-type of score used on the MAP test. Scores should increase each year.*

Class	2007 Fall Avg RIT	2008 Spring Avg RIT	2008 Fall Avg RIT	2009 Spring Avg RIT
2018			188.6	202.1
2017	193.4	202.3	199.2	208.6
2016	203.9	209	207.3	212.4
2015	208.1	213.8	212.9	219.9
2014	213.2	215.5	217	225.8
2013	215.1	218.9	218.4	224.9
2012	227.5	227.1	227	226.8
2011	223.4	223.8	224.1	223.8
2010	225.7	226.2	225.5	228.7

Dibels Assessment (Dynamic Indicators of Early Literacy Skills) Grades 1-5

GROUP*	GRADE	SPRING 07 % Proficient	GRADE	SPRING 08 % Proficient	GRADE	SPRING 09 % Proficient
Class of 2015	4	89%	5	90%		
Class of 2016	3	90%	4	89%	5	88%
Class of 2017	2	71%	3	93%	4	81%
Class of 2018	1	92%	2	84%	3	88%
Class of 2019			1	89%	2	82%

Math Achievement

The Grundy Center Community School District prepares students for the world of mathematics through real-world applications through blending knowledge with problem solving strategies. Incorporating both of these critical aspects of mathematics into our curriculum while keeping content relevant helps our students achieve success now and in their future. Mathematics in the Grundy Center School District focuses on the following standards:

Standard 1: Acquire and use powerful, flexible and widely applicable skills in all areas of mathematics.

Standard 2: Understand and applies basic and advanced properties of the concepts of numbers.

Standard 3: Use basic and advanced procedures while performing in the processes of computation.

Standard 4: Understand and apply basic and advanced properties of the concepts of measurement.

Standard 5: Understand and apply basic and advanced properties of geometry.

Standard 6: Understand and apply basic and advanced concepts of statistics and data analysis.

Standard 7: Understand and apply basic and advanced concepts of probability.

Standard 8: Understand and apply basic and advanced properties of functions and algebra.

Annual Improvement Goal for Math for 2008-2009:

Increase the percentage of males who are proficient on ITBS Math Total for the class of 2015 in the spring of 2009 from the previous 73.3%.

Status on 2008-09 Goals

The goal was met. In the spring of 2009, 78.6% of sixth grade males were proficient, compared to 73.3% proficient the previous year.

Annual Improvement Goal for MATH for 2009-2010

Increase the percentage of tenth graders who are proficient on the ITED Math Total in the spring of 2010. In the spring of 2009, only 69% of the tenth grade was considered proficient.

Math	2006		2007		2008		2009	
3rd Grade	81.58	75.24	80.85	77.16	79.07	75.03	74.4	
4th Grade	85.37	79.1	76.31	80.82	86.96	79.03	82.6	
5th Grade	76.75	78.83	84.09	78.79	80.49	79.39	82	
6th Grade	86.79	74.23	64.45	73.52	87.76	76.26	88.9	
7th Grade	69.77	74.27	90.74	77.41	80.85	75.7	98	
8th Grade	83.64	73.86	77.27	75.37	87.27	74.44	83	
11th Grade	76.32	77.59	70.37	77.83	77.05	76.82	86.5	
	GC	Iowa	GC	Iowa	GC	Iowa	GC	Iowa

Comparable ITBS/ITED data:

Percentage of students proficient-scoring at the 41st percentile and above on the math total test

Multiple Measures of Math Success

In each of Grundy Center’s school buildings, teachers and administrators use not only proficiency scores but study subgroup data as well. Subgroups can include males, females, students on F/R lunch and no F/R lunch, students with IEPs and no IEPs, and racial groups. The purpose of studying all types of scores is to note trends in the data, to discern possible reasons why we see what we do, and to make instructional changes where scores are not what they should be.

In addition to ITBS and ITED, we use other assessments to measure students’ progress and to help identify strengths and weaknesses to be addressed. Many of the assessments are given more often than once per year so that the results can be used to adjust instruction in a timely manner. The NWEA MAP test is a computerized assessment that tests students in several subject areas, including math.

NWEA Measures of Academic Progress (MAP test)

**A RIT score is a scale-type of score used on the MAP test. Scores should increase each year.*

Class	2007 Fall Avg RIT	2008 Spring Avg RIT	2008 Fall Avg RIT	2009 Spring Avg RIT
2018			192	205.2
2017	197.1	204.3	203.4	216.1
2016	207.4	216.3	214.9	221.9
2015	215.2	220.9	217.2	231.9
2014	221	225.6	225.2	235.9
2013	224.8	227.6	227.3	236.1
2012	232.1	235.6	235.2	239.5
2011	231.4		233.7	234.7
2010	238		240.2	243.4

In addition to ITBS/ITED and MAP we give other assessments in the district. In first through fifth grade, math probes are administered to students several times a year. Frequent probing data aids us in better informing our instruction to meet students’ needs. The chart below shows our district’s math probe results for same group of students for two years. Proficiency is based on the number of students who are at “instructional” or “mastery” level on the math fluency probes.

Elementary Math Probe Results

Spring 07		Spring 08		Spring 09	
Grade	% Proficient	Grade	% Proficient	Grade	% Proficient
NA		NA		1 st	91%
NA		1 st	87%	2 nd	97%
1 st	87%	2 nd	95%	3 rd	98%
2 nd	100%	3 rd	98%	4 th	96%
3 rd	100%	4 th	96%	5 th	97%
4 th	92%	5 th	98%		

Science Achievement

The science curriculum at Grundy Center uses an inquiry based approach to scientific learning. Students learn from doing. The Elementary has invested in bringing FOSS science kits into the classroom the past few years so students can do scientific experiments. Students are asked to observe, explore, predict, measure, and communicate both verbally and in written form. The science standards for Grundy Center Schools are listed below

Standard 1: Understand and apply the skills of scientific inquiry.

Standard 2: Understand and apply scientific concepts, principles, and theories pertaining to the earth and the universe.

Standard 3: Understand and apply concepts, principles, and theories pertaining to life and its interactions.

Standard 4: Understand and apply concepts and theories pertaining to matter, its composition and the forces that govern it.

Standard 5: Learn how scientific knowledge develops and changes over time.

Standard 6: Understand personal and societal changes and responsibilities that affect health, world resources, and the earth's environment.

Annual Improvement Goal for SCIENCE for 2008-2009:

Increase the percentage of students who are proficient on the ITED Science test for the class of 2011 in Spring 2009 from the previous 78%.

Status on 2008-09 Goals

The goal was met. In the spring of 2009, 81.4% of students in the class of 2011 were proficient, compared to 78% proficient the previous year.

Annual Improvement Goal for Science for 2009-2010

Increase the percentage of sixth grade females who are proficient on the ITBS Science test in the spring of 2010. In the spring of 2009, only 81% of these females were considered proficient as fifth graders.

Science	2006		2007		2008		2009	
3rd Grade	81.57	77.69	82.98	80.43	83.73	78.35	89.7	
4th Grade	90.25	83.1	84.21	81.5	89.14	83.5	84.8	
5th Grade	83.72	81.39	86.36	81.38	87.8	82.02	86	
6th Grade	88.68	77.94	64.44	75.52	91.84	79.56	83.3	
7th Grade	81.39	78.61	90.74	80.68	76.6	79.86	96	
8th Grade	90.91	78.44	79.54	82.48	92.73	79.17	87.3	
11th Grade	72.37	79.59	72.73	80.36	91.8	79.91	76.3	
	GC	Iowa	GC	Iowa	GC	Iowa	GC	Iowa

Comparable ITBS/ITED data:

Percentage of students proficient-scoring at the 41st percentile and above on the science test

Multiple Measures of Science Success

In each of Grundy Center's school buildings, teachers and administrators use not only proficiency scores but study subgroup data as well. Subgroups can include males, females, students on F/R lunch and no F/R lunch, students with IEPs and no IEPs, and racial groups. The purpose of studying all types of scores is to note trends in the data, to discern possible reasons why we see what we do, and to make instructional changes where scores are not what they should be.

In addition to ITBS and ITED, we use other assessments to measure students' progress and to help identify strengths and weaknesses to be addressed. Many of the assessments are given more often than once per year so that the results can be used to adjust instruction in a timely manner. The NWEA MAP test is a computerized assessment that tests students in several subject areas, including science.

NWEA Measures of Academic Progress (MAP)

**A RIT score is a scale-type of score used on the MAP test. Scores should increase each year.*

Class	2007 Fall Avg RIT	2008 Spring Avg RIT	2008 Fall Avg RIT	2009 Spring Avg RIT
2018			188.6	198.2
2017	190.9	197.2	194.4	201
2016	199.3	203.5	201.6	205.6
2015	202.6	206.5	207.4	209.7
2014	206.3	209.4	209.3	214.2
2013	208.5	211.3	209.8	214.3
2012	215.1	212.6	215.7	214.7
2011	207.6	210.3	210.8	210.8
2010	216	213.7	216.3	217.5



District Information

Average Daily Attendance Rate

Student attendance is an indicator of success in school as well as in a career. Research indicates that effective schools have consistently high attendance rates. The state expects each school district to have at least a 95% attendance rate.

Grundy Center Attendance in 2008-09 was 96.17%

	Male	Female	Total
Elementary-	96.93	96.60	96.79
Middle School-	96.27	96.21	96.24
High School-	96.06	94.79	95.47

Graduation Rate

In 2006-2007 the state rate was 90.5%. In 2007-2008 the state rate was 88.7%.

Grundy Center Graduation rates:

2006-07 was 100%

2007-08 was 98%

Drop Outs for 7-12

In 2006-2007 the state drop out rate was 1.57%. In 2007-2008 the state rate was 1.96%.

The Grundy Center Drop Out rates:

2006-07 was .27% (one student out of 366)

2007-08 was .59% (two students out of 339)

Percentage of Students Who Will Further Their Education

YEAR	4 Yr. College	2 Yr. College	Work	Undecided	Military
2006-07	38%	42%	15%	15%	
2007-08	37%	57%	6%	0%	
2008-09	37%	46%	13%	0%	4%

ACT Scores

The American College Testing Program is the entrance exam taken by students who intend to go to college. A score of 20+ on a 36-point scale is an indicator of probable success:

	06-07	07-08	08-09
Scored less than 20 (low)	8	5	7
Score of 20-26 (medium)	24	17	24
Score of 27+ (high)	8	2	5

Core Programs

Students who complete a rigorous program of required and elective courses in core areas generally score substantially higher on all college entrance exam. The following shows the percent of students completing a number of years in that academic year.

	2005-2006	2006-2007	2007-2008
English			
4 units	100%	100%	100%
Math			
2.5 units	75.9%	85%	100%
3.0 units	68.5	74.6%	71.7
3.5 units	53%	55.2%	43%
Science			
2.5 units	85.9%	79%	100%
3.0 units	77.7%	65.9%	80%
3.5 units	51.8%	58.7%	47%

One class for 1 semester earns .5 units.
Two term class equals 1 unit



Cutting edge technology (2-1 student to computer ratio) and technology standards.

Alternative High School

The Grundy Center Learning Center provides a place for students who have not been successful in a traditional high school to complete their high school education. The Learning Center provides a smaller student teacher ratio (one room school house) and offers more flexibility (one or two subjects at a time) in the school day than traditional high schools.

In the fall of 1995 the Grundy Center Learning Center was started with the help of Hawkeye Community College. From 1995 – 2003 students earned a high school diploma through Hawkeye Community College. In the fall of 2004 the Grundy Center Learning Center became a separate high school offering its own diploma. Four area high schools also send students from their districts to the Grundy Center Learning Center; Aplington-Parkersburg, Dike-New Hartford, Gladbrook-Reinbeck, and BCLUW. The program is aimed at students at least 16 years old who have dropped out, are thinking very seriously of dropping out, or remain in a regular high school but find it is not working for them. Each student is required to earn 18 units or 36 credits to graduate. 4 units of English, 3 units of Science, 3 units of Math, and 2 units of Social Studies, .5 unit of Health, .5 unit of Parenting, .5 unit in Keyboarding, .5 unit in PE and 4 additional elective units.

Students in the program find they are held accountable for their “own” success and they determine their rate of progress in school. Students that do not attend on a regular basis (daily) do not progress as fast but simply slow down. A student in the traditional high school with poor attendance will soon get behind, give up and fail. Since the first two graduates in 1998, fifty-nine students have earned their high school diploma from the Grundy Center Independent Learning Center.

Grundy Center Artifacts

Cutting edge technology (2-1 student to computer ratio) and technology standards

13-1 student to teacher ratio

Leadership commitment (building-level principals, AD, full-time superintendent)
High quality educators (many teacher and coach of the year award winners)

Insistence on best practice and teacher leadership

Opportunity to take college credits (some graduate with 30+ hours)

Beautiful facilities and all climate controlled

Community-School Stadium Renovation Project completed: installation of an all-weather track, bleachers and press box in 2008-09.

Students explore 4 of 5 vocational areas before graduating

Counselors in each building

Child care provided in the elementary for before and after school

Published grade-level and course learning expectations (all will learn)

Staffed media centers in each building

27 extra-curricular programs and over 90% student body participation

State of Iowa 2-A “All Sports School” in 2005

The music department offers GC Jazz, GC Notables, MS and HS Choirs, Musicals and a mixed chorus of over 110 students

Girls Track had the highest team finish at state (8th) and first-ever relay state champion in 2009 (Sprint Medley)

Band instruction begins at 5th grade, with high school band featuring concert, pep, jazz and marching bands – Division I Ratings are the norm.

Visual Arts offers fundamental art, painting, 3-D, ceramics, digital photography, graphic design

The Academic Decathlon Team has dominated competition with six consecutive top three finishes at state and two state championships (2005 and 2006)

Nationally recognized PE Program featuring lifestyle education and the use of technology to ensure we are developing healthy hearts in a safe manner

UNI-Polar Scholars earn their Master’s degree while working as GC PE teachers part-time

Dance team has finished in the top three at state competition for the past 10 years

YMCA located in our high school that offers free membership for students in middle school and high school- “building strong kids, families and communities”

Spring 2008 the Girls’ Golf team won their 10th State Championship, and in 2009 placed 2nd. The Boys’ Golf team won 3rd place.



Academics & Athletics

Grundy Center Athletics/Academic Achievement

2008-2009 Teams with Distinguished Academic Achievement (3.25-4.00 GPA)

Girls Cross Country	3.679
Boys Cross Country	3.411
Volleyball	3.484
Boys Basketball	3.255
Girls Basketball	3.537
Basketball Cheer Squad	3.376
Boys Golf	3.579
Girls Golf	3.548
Girls Track	3.501
Girls Tennis	3.433
Softball	3.501

2008-2009 Teams with Excellence in Academic Achievement (3.00-3.24 GPA)

Football	3.177
Football Cheer Squad	3.15
Boys Tennis	3.112
Boys Track	3.01
Baseball	3.116

Wrestling is shared with BCLUW and recorded under BCLUW

Soccer is shared with Aplington-Parkersburg and recorded under Aplington-Parkersburg



This report represents a summary of the district's progress toward meeting the learning needs of all children in 2008-2009. A copy of the report is available to any person with interest and may be obtained by contacting the superintendent's office (319 825 5418). This report is also available on our district's website at www.grundycenter.k12.ia.us or www.spartanpride.net .

If you have any questions or concerns after reading this Annual Progress Report, please contact one of the district administrators listed below.

2008-2009 Administrative Team

Superintendent:	John Stevens	319 825 5418 jstevens@spartanpride.net
High School Principal:	Steve VanderPol	319 825 5449 svanderpol@spartanpride.net
Middle School Principal:	Cassandra Murra	319 825 5449 cmurra@spartanpride.net
Elementary Principal:	Lisa Miller	319 825 5461 lmiller@spartanpride.net

It is the policy of the Grundy Center Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (Employment only), marital status, sexual orientation, gender identity and socioeconomic status (students/program only) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Mary Hinderhofer. She can be reached at (319) 825-5464, 1006 M Avenue, Grundy Center, or mhinderhofer@spartanpride.net. The Affirmative Action Coordinator is John Stevens and can be reached at (319) 825-5418. Inquiries may also be directed in writing to the Director of the Region VII Officer of Civil Rights, U. S. Department of Education, 10220 North Executive Hills Blvd., 8th Floor, Kansas City, MO 64153-1367, (816) 891-8156, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319-0146, (515) 281-5294.