

IOWA GREAT LAKES
LUTHERAN SCHOOL

ANNUAL PROGRESS REPORT
(APR)

2007-2008

APR

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The purpose of this Annual Progress Report is to demonstrate student achievement and to report progress towards meeting our school goals. This report is part of our Comprehensive School Improvement Plan. The APR is just one of the requirements of HF 2272 which was implemented into the school accreditation process in July of 1999. This legislation requires that schools be held accountable to both the community and the state for student achievement.

Mission Statement of Iowa Great Lakes Lutheran School:

The mission of Iowa Great Lakes Lutheran School (IGLLS) is to develop the whole child—spirit, mind and body—in a quality, Christ-centered learning environment.

Enrollment

On October 1, 2007, our enrollment was 37 students in grades K-6. The certified enrollment for the past four years has been 32, 35, 35 and 37. This year will mark the third year that students will have attended school all seven years at IGLLS from Kindergarten through sixth grade.

Academic Achievement

IGLLS developed a new five-year Comprehensive School Improvement Plan (CSIP) in the fall of 2004. The Iowa Department of Education made their site visit to Iowa Great Lakes Lutheran in the fall of 2006. As with all school districts, the CSIP was reevaluated following the site visit. In our plan, we developed goals in reading and math for all students based on our student achievement data from previous years.

District Long-Range Goals

Iowa Great Lakes Lutheran School's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-6 grade students will achieve at proficient levels in reading comprehension, prepared for success beyond elementary school.

Goal 2: All kindergarten through 6th grade students will achieve at high levels in mathematics, prepared for success beyond elementary school.

Goal 3: Provide more intervention and remediation for students who are achieving below the 41st percentile on the ITBS in academic areas beyond reading and math. We will provide more one on one instruction for those students. We will also use more computer time to study the areas they need help on. They can use A Plus Math, Phonics Alive 1 and 2, Reader Rabbit and Reader Rabbit Math. The school will provide staff development for the teachers to learn instructional strategies in math and reading.

STUDENT ACHIEVEMENT GOALS

Student progress toward these achievement goals will be evaluated by the teaching staff in teacher-in-services that will focus on the Iowa Test of Basic Skills given in the winter of each year, and reading and math multiple assessments available to each class. Results and recommendations will then be presented to the Advisory committee and the Board for input and implementation.

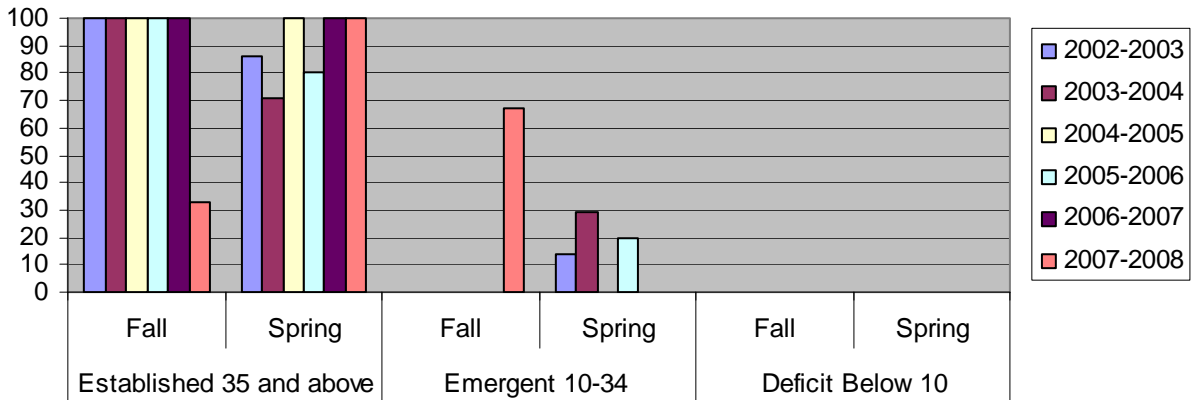
All students were given the Iowa Test of Basic Skills last year. Since we just began our tenth year of school this year, we are now beginning to see a trend line of data to report on the ITBS. These results were used to form our annual improvement goals in reading, math, and science.

DIBELS AND BRI TEST RESULTS

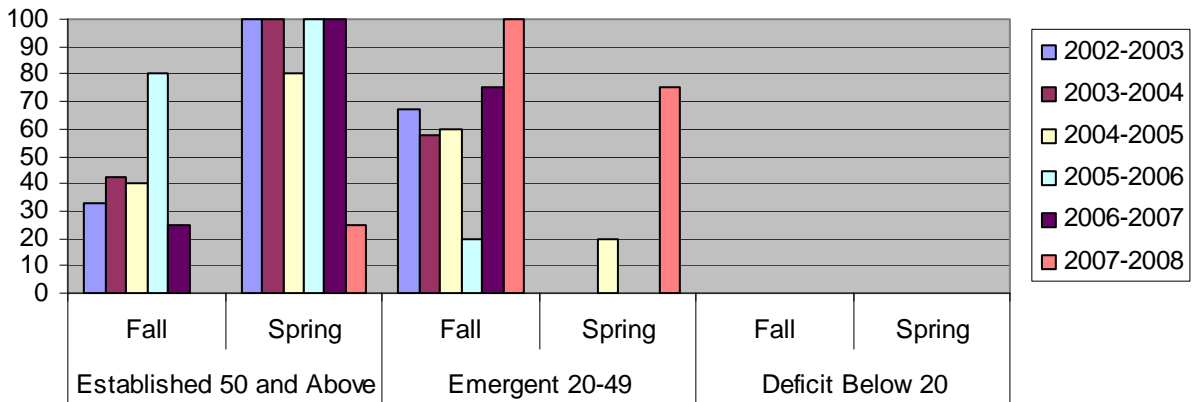
The next two pages of graphs show results from the DIBELS Test for 1st graders and BRI Tests given to 2nd - 3rd graders over the past four years.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The Basic Reading Inventory (BRI) is an individually administered informal reading test. It is composed of a series of graded word lists and graded passages intended to help teachers gain insight into students' reading behavior.

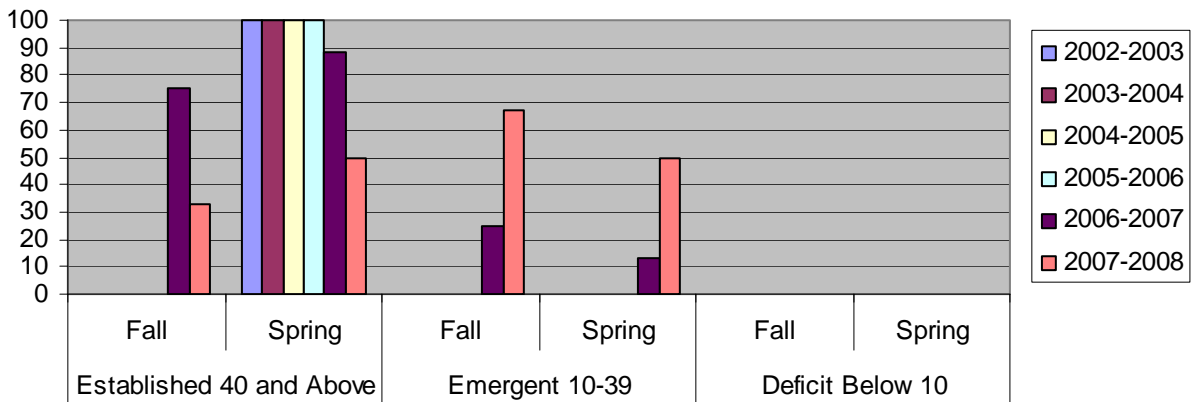
First Grade Reading DIBELS Phoneme Segmentation



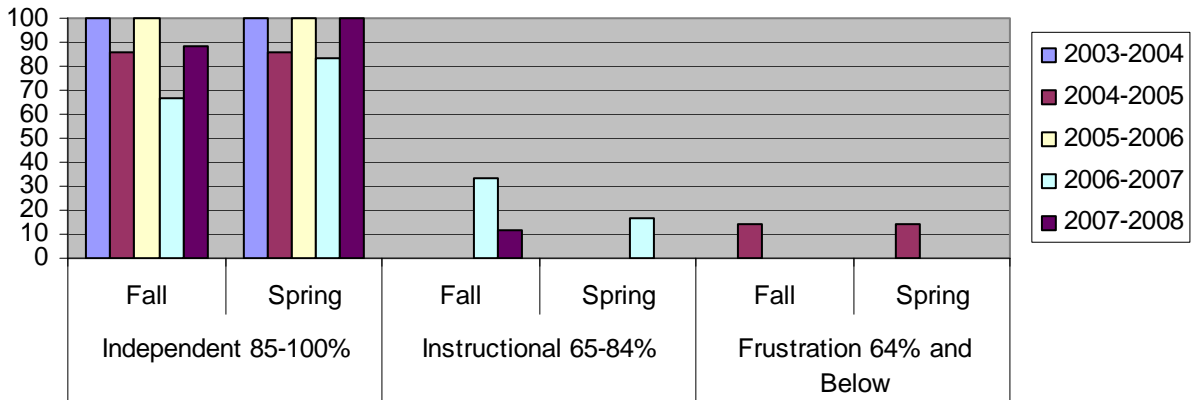
First Grade Reading DIBELS Nonsense Word Fluency (Decoding)



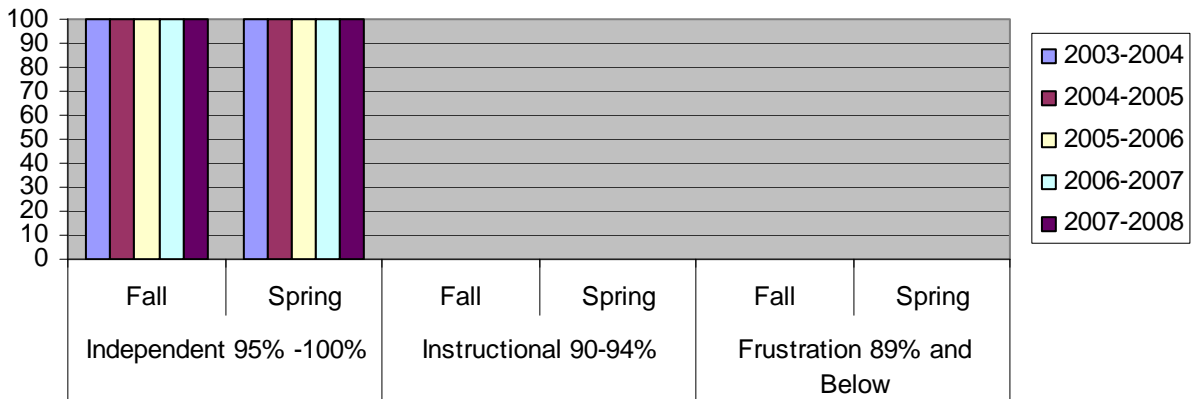
First Grade Reading DIBELS Reading Fluency



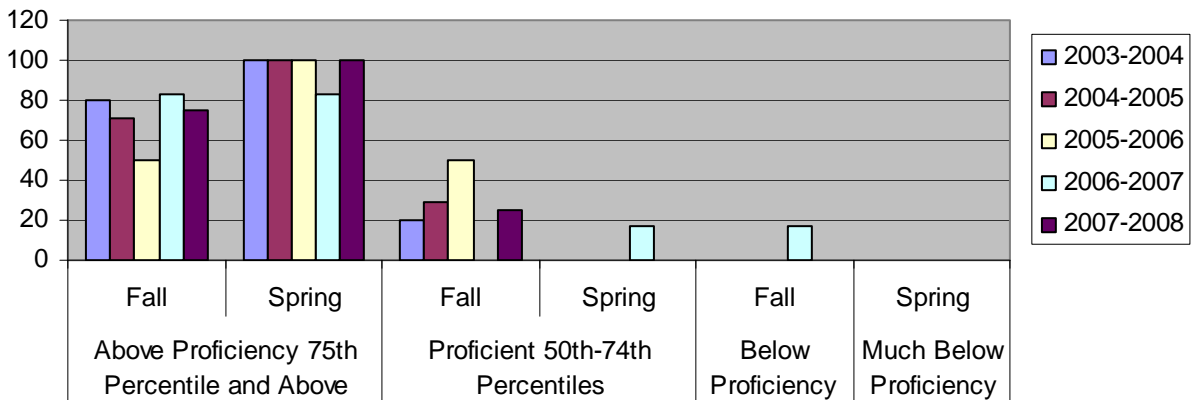
Second Grade Reading BRI Comprehension



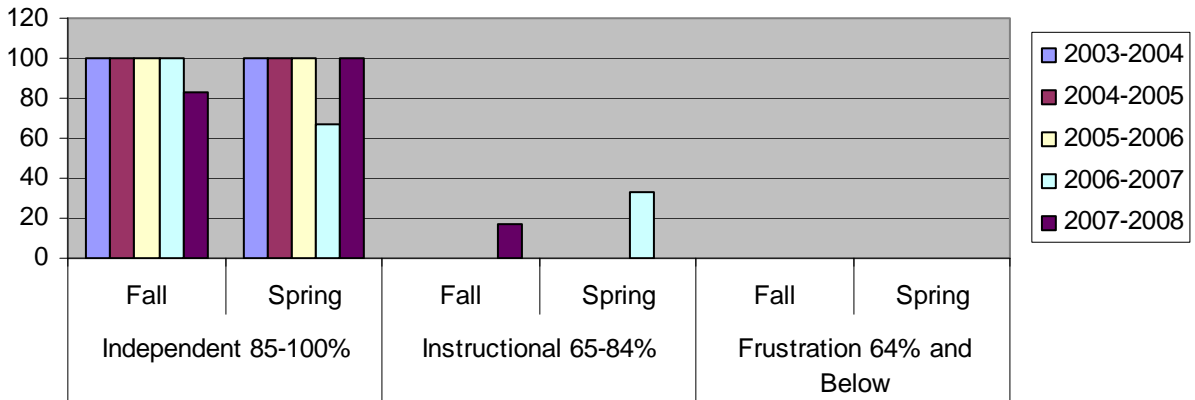
Second Grade Reading BRI Accuracy



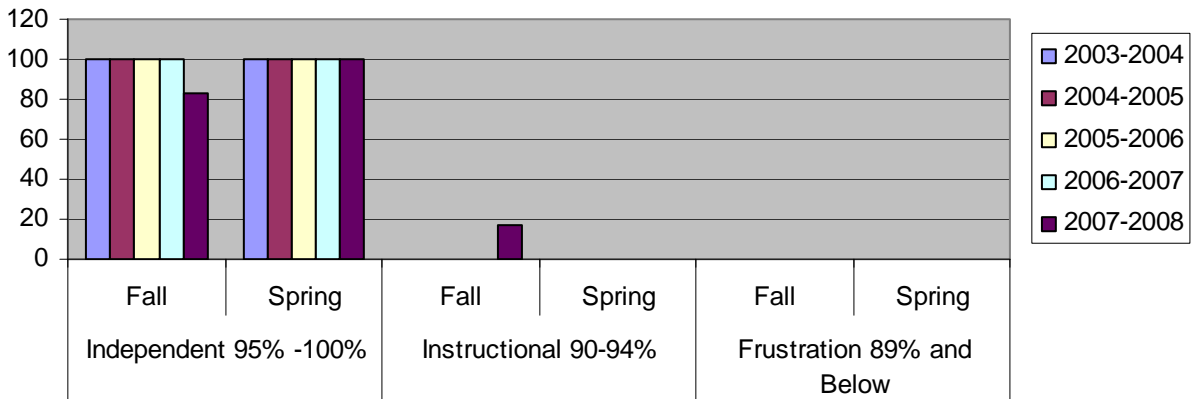
Second Grade Reading BRI Fluency



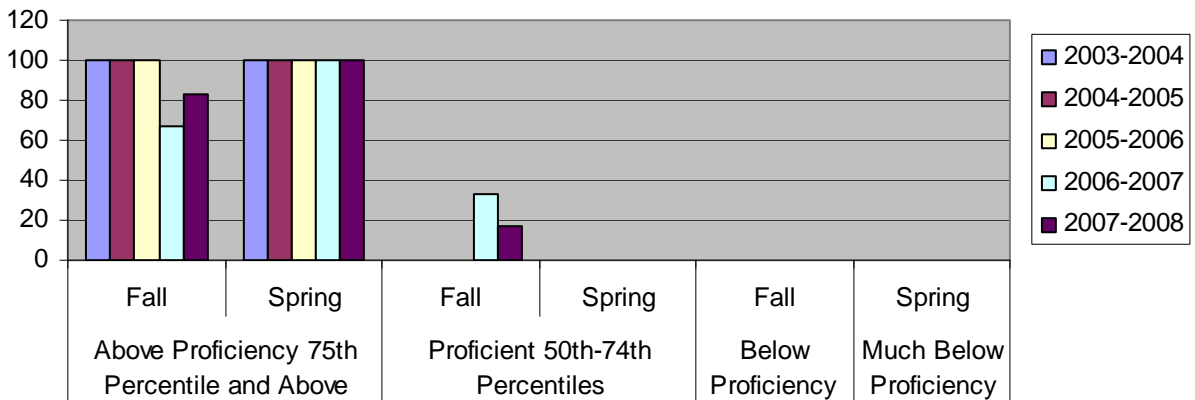
Third Grade Reading BRI Comprehension



Third Grade Reading BRI Accuracy



Third Grade Reading BRI Fluency



STUDENT ACHIEVEMENT DATA ANALYSIS

READING

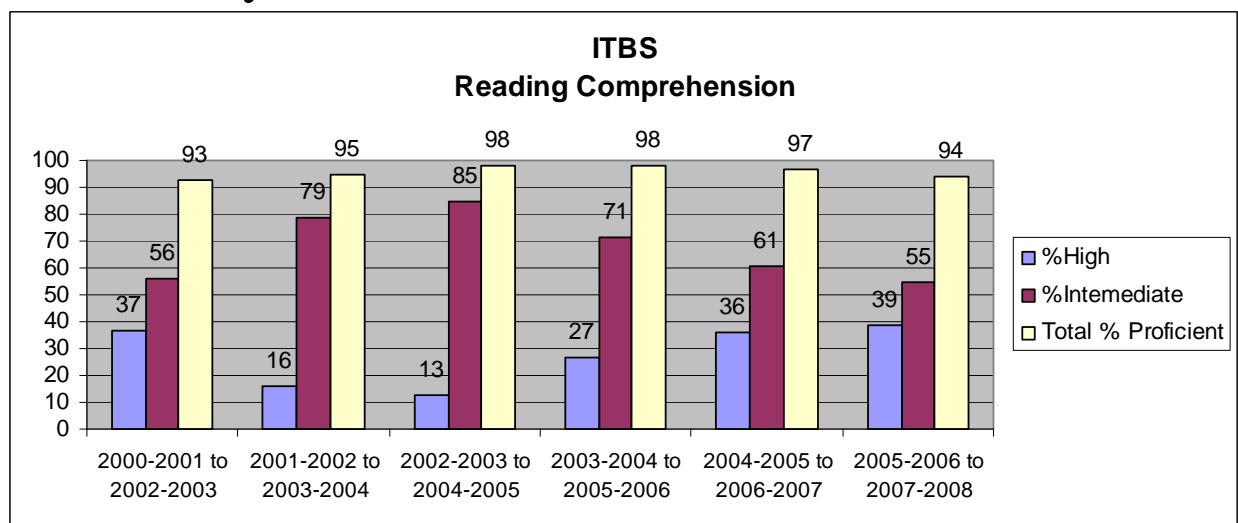
IGLLS Annual Improvement Goals #1

Our annual goal is to increase the average percentile in reading for all students as measured by the ITBS reading comprehension tests.

Assessment: Iowa Test of Basic Skills

Student Group	Grades	Enrollment	% Tested
2000-2001	K-5	27	100%
2001-2002	3-6	10	100%
2002-2003	3-6	12	100%
2003-2004	3-6	16	100%
2004-2005	3-6	19	100%
2005-2006	3-6	21	100%
2006-2007	3-6	16	100%
2007-2008	3-6	19	100%

Proficiency Levels:



Proficiency is defined as a score of 41 percentile or more on the national percentile ranking on the Iowa Test of Basic Skills.

We are reporting on grades three through six rather than just the fourth grade because we did not have at least 10 fourth grade students this last year. The data above is figured on an average over three increments.

Our annual improvement goal for reading was to increase reading comprehension on the Iowa Test of Basic Skills. This goal was attained since we increased the average score from 78% to 79%. 94% of our students were proficient in reading.

We did not report on the differences for gender, for the economically disadvantaged or for race because there were less than 10 students in each class.

Student Achievement Data Compared with the State and the Nation:

Numbers represent the percentage of students who are proficient on the reading comprehension subtest of the ITBS.

	Local 2007-2008	State Average	National Average
Grades 3-6	94%	79%	60%

STUDENT ACHIEVEMENT DATA ANALYSIS MATHEMATICS

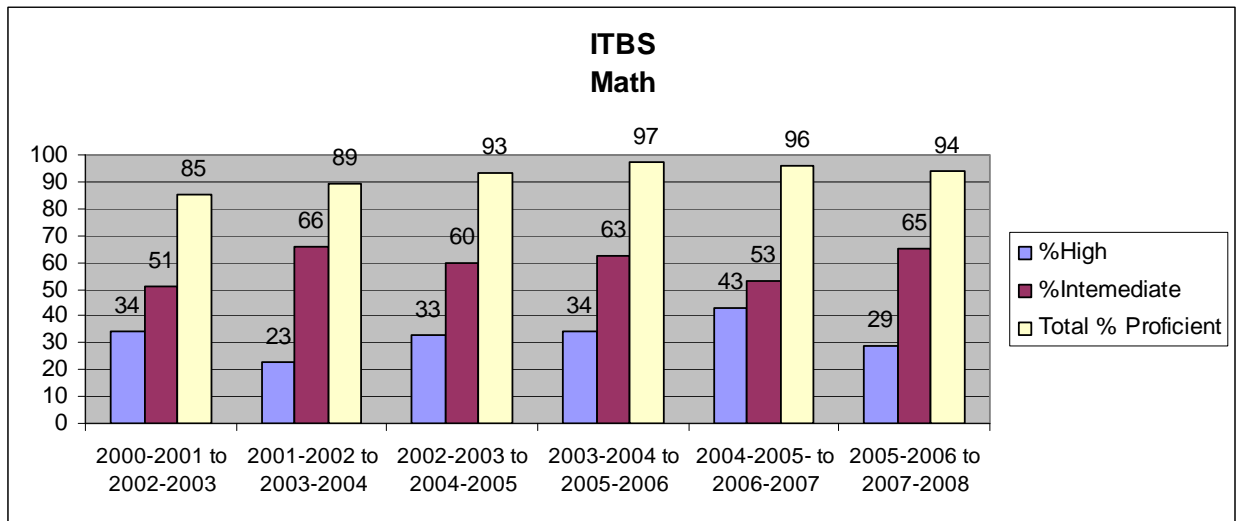
IGLLS Annual Improvement Goals #2

Our annual goal is to increase the average percentile in math for all students as measured by the ITBS math total score.

Assessment: Iowa Test of Basic Skills

Student Group	Grades	Enrollment	% Tested
2000-2001	K-5	27	100%
2001-2002	3-6	10	100%
2002-2003	3-6	12	100%
2003-2004	3-6	16	100%
2004-2005	3-6	19	100%
2005-2006	3-6	21	100%
2006-2007	3-6	16	100%
2007-2008	3-6	19	100%

Proficiency Levels:



Proficiency is defined as a score of 41 percentile or more on the national percentile ranking on the Iowa Test of Basic Skills.

We are reporting on grades three through six rather than just the fourth grade because we did not have at least 10 fourth grade students this last year. The data above is figured on an average over three increments.

Our annual improvement goal for math was to increase student achievement on the Iowa Test of Basic Skills. This goal was attained since we increased the average math score from 78% to 79%. 94% of our students were proficient in math.

We did not report on the differences for gender, for the economically disadvantaged or for race because there were less than 10 students in each class.

Student Achievement Data Compared with the State and the Nation:

Numbers represent the percentage of students who are proficient on the mathematics subtest of the ITBS.

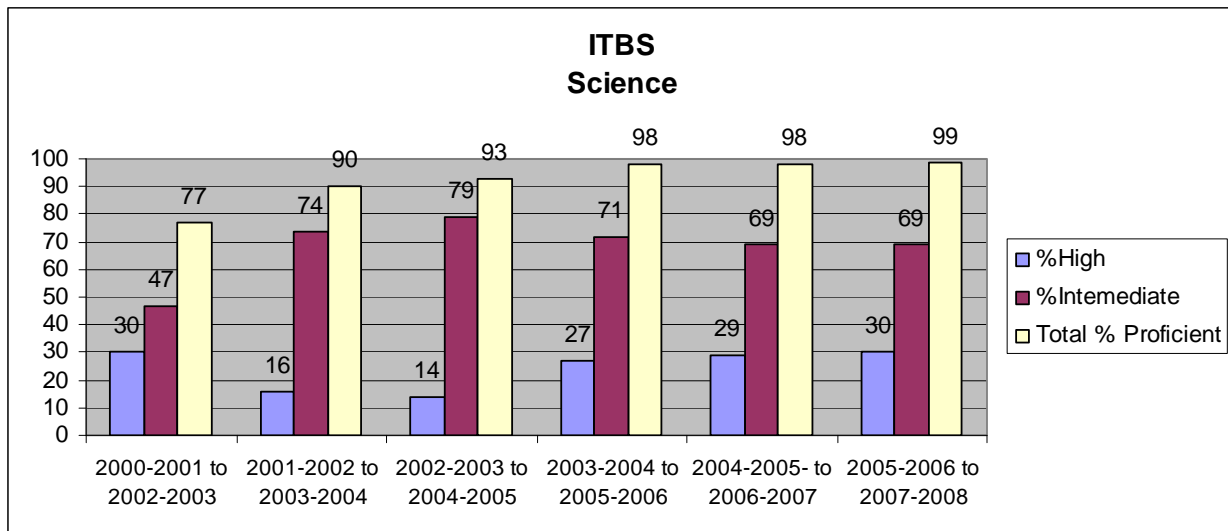
	Local 2007-2008	State Average	National Average
Grades 3-6	94%	81%	60%

STUDENT ACHIEVEMENT DATA ANALYSIS

SCIENCE

Assessment: Iowa Test of Basic Skills

Student Group	Grades	Enrollment	% Tested
2000-2001	K-5	27	100%
2001-2002	3-6	10	100%
2002-2003	3-6	12	100%
2003-2004	3-6	16	100%
2004-2005	3-6	19	100%
2005-2006	3-6	21	100%
2006-2007	3-6	16	100%
2007-2008	3-6	19	100%



Proficiency is defined as a score of 41 percentile or more on the national percentile ranking on the Iowa Test of Basic Skills.

We are reporting on grades three through six rather than just the fourth grade because we did not have at least 10 fourth grade students this last year. The data above is figured on an average over three increments.

Our annual improvement goal for science was to increase student achievement on the Iowa Test of Basic Skills. This goal was attained since we increased those students proficient from 98% to 99%.

We did not report on the differences for gender, for the economically disadvantaged or for race because there were less than 10 students in each class.

Student Achievement Data Compared with the State and the Nation:

Numbers represent the percentage of students who are proficient on the science subtest of the ITBS.

	Local 2007-2008	State Average	National Average
Grades 3-6	99%	77%	NA

Other Locally Determined Indicators

Iowa Great Lakes Lutheran School continually works to develop the whole child - spirit, mind and body - in a quality Christ-centered learning environment by having religion classes, prayer time and chapel services. We keep attendance records of school, church and Sunday School in order to determine the progress of our students. Students are assessed weekly on the New Testament, Old Testament, and Luther's Small Catechism. As far as academics we use the following indicators:

1. Percentage of students in grades Kindergarten through 2nd that show progress on the DIBELS tests.

2. Percentage of students in Grade 4 who score in Achievement Level 2 and Achievement Level 3 on ICAM Tests(Iowa Collaborative Assessment Modules) for Reading:

- * Comprehending Literature

and Mathematics:

- * Geometry

- * Data Analysis, Statistics & Probability

- * Patterns, Functions, & Algebra