



REPORT CARD 2012

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LEADING THE WAY: THE NEXT CHAPTER

"Leading the Way" is a point of pride in the Muscatine Community School District. It is an important attitude, because if we are to develop students who are leaders, ready to adapt in a changing world, then adults and the organization must model the same behavior. Last year, the report card chronicled "Leading the Way" by showcasing Washington Elementary being selected as the district's third National Blue Ribbon School in five years. This year, another chapter of Leading the Way is being written. In this report card, you will see how the district is implementing unique opportunities for students, in which the Muscatine Community Schools are truly Leading the Way.



Increasing use of technology is possibly the most impactful development in the world today. Education and local schools are also dramatically affected by the technology revolution. The last two years have been spent preparing and building a robust, behind-the-scenes infrastructure. The district is now ready for students to experience a substantial influx of technology being introduced throughout the district this year. Every elementary school has been equipped with multiple rolling classroom labs of technology. Meanwhile, at both the middle school and high school levels, each student has been supplied a Macbook laptop computer.

Why did the district take these steps? Education has always been an information business. It is easy to see in both business and personal lives that we have come to rely on quickly and easily accessing new information to perform effectively. Sometimes it is forgotten that educational information is not stagnant and students also need to join the information age along with the rest of the world. The district's commitment to technology now allows both our teachers and students to access levels of information not previously possible. Getting multiple sources and up-to-date information is a key to learning in today's world. The technology implementation gives Muscatine students the opportunity to learn in a truly world class educational environment. As the largest district in the state of Iowa to offer true 24/7, 1 to 1 computing to each student in grades 6-12, Muscatine is proud to again be Leading the Way!



Inside this report card, you will find more details about our technology initiative, and you will also find ways in which the district is striving to meet all of the goals set by our Board of Education. The district initiatives are focused on improving student success in their current lives, but also to prepare them for the 21st century world they will live in. This commitment to constant evaluation and improvement is essential. MCSD Leading the Way will directly impact students to become leaders in their own lives, find their passions in learning, and to be prepared for life after graduation.



A MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS



Welcome to the Muscatine Community School District. On behalf of our district Board of Directors, administration, staff, and students, I would like to thank you for your interest in our schools. We hope that you will consider

joining us in the work of continually improving student success. Accelerating student achievement, providing extraordinary instructional opportunities for each and every student, and laying a foundation of financial stability are at the heart of our work. We are working together to create a global, innovative, and dynamic culture of learning and we invite you to work together with us to make that goal become a reality.

We are committed to providing exceptional learning opportunities for students, parents and staff. We offer outstanding preschool programs, unique programming at all levels, and we strive to continually improve. That desire to improve has led us to become a statewide leader in the areas of: technology, providing multiple pathways, integration of STEM related activities, and innovative programming. At the same time, we continue to provide traditional programming, a wide variety of course offerings, outstanding fine arts opportunities, and successful extracurricular options for students and families wanting to access those pathways towards student growth. Simply put, we are committed to providing what works for each and every one of our students.

A school district is generally a reflection of the community of which it is a part. I feel that that is an accurate picture in Muscatine as well. Our community is known as a city with a rich tradition of business and industry, where innovation has led to successful business, and yet those businesses have remained loyal to their hometown beginnings. Our school district tries to mirror those values, as we also want to be known as an organization where solutions to ever-changing issues and constant improvement are our norm. But like business has stayed in Muscatine, it is also a top priority for the schools to remain personal, accessible, and responsive organizations to our families and constituents. Our community supports our school district, as was made clear with the recent passage of the instructional support levy, and we are dedicated to acknowledging that support by providing the best school district possible for our children.

Whether you are searching for a rich and engaging learning environment for your child, a highly motivating and rewarding place of employment, or maybe even a place to share your lifelong talents working as a volunteer or mentor, you have found the right place. Our twelve school buildings, along with our community, students, parents, staff, and I are prepared to welcome you with open arms. Together we can build a better future for our children!

Sincerely,

William J. Decker

Bill Decker, Superintendent

FINANCIAL SOLVENCY AND

BOARD GOAL: IMPROVING USE OF STUDENT DATA TO ACHIEVE GREATER STUDENT LEARNING

Efforts to increase graduation rate and improve postsecondary success have always been a priority for MCSD. The increased emphasis provides a roadmap for greater success for all students through the systematic use of data. There are several progressive steps that have been taken to effectively use the data that will impact student learning. Professional Learning Communities (PLC) is the framework that will provide structure for the use of data. PLCs are defined as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The initial phase of the PLC process provides a platform for teachers to collaborate with a collective focus on student learning.

With the emphasis on student learning, additional student achievement data were necessary to make instructional decisions. The district will use the Measures of Academic Progress (MAP) for additional assessment data. MAP uses a growth model and will be administered three times per year in Math and Reading. The computerized tests provide teachers, students, and parents with an accurate assessment of student learning, precisely measuring what a student knows and needs to learn in relation to the Iowa Core. The MAP data will be reported to parents through growth indicators.



BOARD GOAL: IMPROVING BOTH GRADUATION RATE AND POST-SECONDARY SUCCESS OF OUR STUDENT

Graduation rate is an indicator of whether a school system is engaging and educating students for a successful future. The graduation rate in 2005 was 73% compared to the graduating class of 2011 with a rate of 83%. Progress is being made by monitoring early indicators such as attendance, behavior, and grades to set in motion support systems that will assist with student success.

Although the graduation rate is now above 80 percent, the goal has expanded. The current target is for students to succeed at the postsecondary level, whether that be success in college or the workforce. MCSD tracks the number of students who enter postsecondary venues, but also looks at the completion rates of those programs as well.

The National Student Clearinghouse tracks entrance and graduates from post-secondary programs. The demand for education is higher than ever. MCSD is committed to successfully preparing students for their future beyond high school.

GRADUATION RATE:	
2009	74.9%
2010	78.9%
2011	83.0%

2011 GRADUATION BREAKDOWN:	
ALL	83%
IEP	60%
Free/Reduced	70%
ELL	89%
Hispanic	86%
White	83%
Female	89%
Male	78%



COMMUNICATION OF GOALS

BOARD GOAL: INCREASING THE USE OF TECHNOLOGY AS A LEARNING TOOL BY STUDENT AND STAFF

Technology is revolutionizing the way we consume, create, and communicate information. As a result, the pace of change in the world is occurring at an unprecedented rate, and many of our traditional assumptions about society are being challenged. Muscatine has positioned itself well to take advantage of and prepare our students for this epic shift in the way we interact with the world. Three years ago we began laying the infrastructural groundwork in order to be ready when the time came for widespread technology deployment in our district. That process started by ensuring extensive wireless coverage in all secondary buildings, followed the next year with wireless access at all elementary sites, and then providing all teachers a laptop. During the 2011-2012 school year a team comprised of teachers, students, and administrators started researching the possibility of moving to a 1:1 learning environment by providing each student an electronic device. With strong student, faculty, and Board support, Muscatine implemented Iowa's largest 1:1 learning environment at all secondary buildings and distributed a total of 100 devices (50 laptops and 50 iPads) to each elementary site during the fall of 2012. We are in the very early stages of this implementation and still have much to learn, but we are providing an opportunity to our students that will allow them to learn and interact at a different level and ultimately that will prepare them for the demands placed on citizens in the 21st century.



BOARD GOAL: INCREASE INNOVATION OF METHODS AND STRATEGIES TO BETTER MEET STUDENT NEEDS

East Campus is Muscatine's new innovative program designed to offer an additional pathway for students to achieve success. Students in grades 8-12 are provided with multidisciplinary lessons with personalized education involving problem solving and collaboration. Strong community-based learning connections are made on a daily basis. Therefore, content, Iowa Core Standards, lessons, etc. all serve as pieces to culminating, authentic, world projects, with considerably few simulated activities. The rapidly changing world, propelled by technology requires a much different educational system. An emphasis is not placed on information consumption but what students are able to do with what they learn.

Competency-Based Education

Governor Brandstad's blueprint for education makes clear that 21st century learners have needs that can no longer be met solely with 20th century methods. Muscatine Community Schools are embracing the challenge to be innovative throughout the system in a variety of ways so that students can follow multiple pathways to success. To this end, a group of teachers followed the governor's blueprint and researched the principles of competency-based education (CBE), a system that ensures learning takes precedence over time by removing the constraints of the Carnegie Unit, or a set amount of seat time for each grade or course. These teachers, with the help of administrators, counselors, and students, began the design process for CBE pathways that align the current curriculum with Iowa Core standards through competencies that ask students to transfer their learning in or across content areas and to the world beyond the classroom walls.

DISTRICT IN NEED OF ASSISTANCE (DINA)

Public school districts and public schools must report the academic achievement of all students in grades 3 to 8 and 11 and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts.

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in the reading or mathematics assessment in either the "all students" group or any one of the subgroups for two consecutive years, it is designated as a School In Need of Assistance (SINA). Schools in Muscatine designated as Schools In Need of Assistance include Central Middle School (math and reading achievement for the following groups: all students, Low SES, Special Education, English Language Learners, Hispanic/Latino students, and in reading for White students); West Middle School (math and reading

achievement for the following groups: all students, Low SES, Special Education, English Language Learners, Hispanic/Latino students, and White students); and Muscatine High School (participation rate for the Low SES subgroup in reading and math, participation rate for Hispanic/Latino students in math, achievement in math for the Low SES subgroup, and achievement in reading for Hispanic/Latino students).

If a district does not meet the annual AYP state participation goals or state AMO in either the "all students" group or any one of the subgroups within the required grade spans (3-5, 6-8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a District In Need of Assistance. If a district does not meet the goals for district level K-8 average daily attendance rate and high school graduation rate for two consecutive years, it also shall be identified as a DINA. The Muscatine Community School District has been identified as a DINA and is currently working on an action plan to address academic achievement.

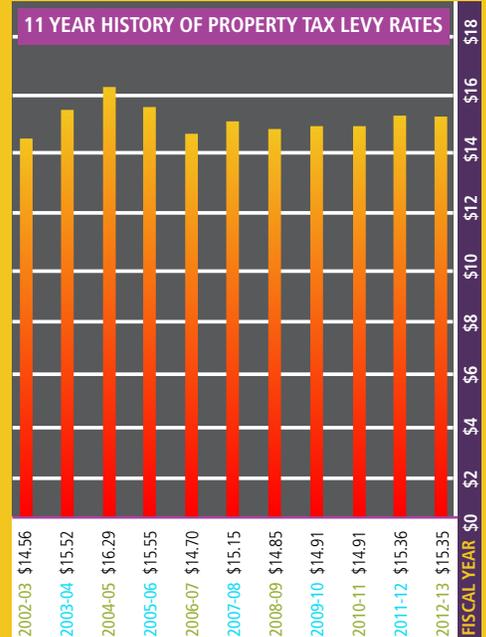
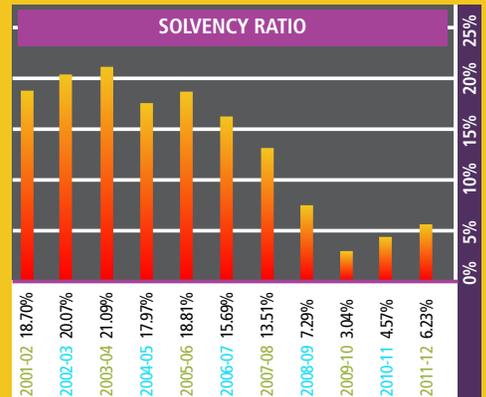
FINANCIAL SOLVENCY

Solvency Ratio is a calculation used to assess the financial health of an organization. The Solvency Ratio is a snapshot point-in-time measure of the percentage of revenue remaining, assuming the school district closed its doors on June 30 of the fiscal year, after gathering all the year's revenue and paying all the year's obligations. A district can only affect its solvency ratio either by increasing revenues or by reducing expenditures (or a combination of both).

When looking at data such as ratios, trends are more important than looking at one moment in time. A solvency ratio that increases over time indicates an improved financial position relative to the size of the budget.

The district experienced a negative trend in solvency bottoming out when the district received the 10% across-the-board cut in revenues, in fiscal year 2009-10. The district has been able to reverse the negative trend line in a volatile financial climate in education. The district has held the line on expenditures while having a minimal levy rate increase. In fiscal year 2011-12, revenues exceeded expenditures by \$938,000.

The community and the school district took a giant step in addressing the financial solvency of the school district this fall when the voters approved the implementation of the Instructional Support Levy for fiscal year 2013-14. The Instructional Support Levy, which will not increase the levy rate, will not only generate revenue but will also generate additional spending authority for the district. The district would like to thank the community for support in providing a quality education for the children.





Muscatine Community Schools
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Non-Profit Organization
U.S. POSTAGE
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Permit No. 98
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ECR-WSS

POSTAL CUSTOMER

DATA REPORTS

MCSO strives to review multiple data points to ensure that education is being dedicated to addressing the whole child. Iowa Assessment data represent one achievement point that can be used to review student progress. Through the use of multiple data sources, MCSO will make informed decisions using data to confirm current practices as well as to make instructional changes when needed.

Iowa Assessments: Students took the new Iowa Assessments, formerly known as ITBS/ITED, during the 2011-12 school year. With the new name came a new set of tests, including new questions and a new method of reporting student achievement. The new Iowa Assessments use a "Standard Score" metric to allow teachers and parents to monitor growth across years and make connections among growth, proficiency, and college readiness. The Standard Score is a score that describes performance on an achievement continuum for Kindergarten through 11th grade. Since the Iowa Assessment is a new test, it is not advisable to compare scores from the ITBS/ITED to the new Iowa Assessment.

READING 2011-12	Grades 3-5	Grades 6-8	Grade 11
All Students	79.7	59.0	75.8
Low SES	74.0	43.3	60.5
IEP	50.6	19.3	NA
ELL	62.1	18.8	NA
African American	74.2	NA	NA
Hispanic	72.4	42.1	59.7
White	82.8	65.9	80.7

MATH 2011-12	Grades 3-5	Grades 6-8	Grade 11
All Students	83.2	66.2	82.0
Low SES	76.3	53.2	71.1
IEP	54.5	25.2	NA
ELL	59.2	40.0	NA
African American	71.0	NA	NA
Hispanic	75.4	52.0	73.6
White	87.0	72.4	85.3

SCIENCE (Non FAY) 2011-12	Grades 3-5	Grades 6-8	Grade 11
All Students	79.2	60.5	73.5
Low SES	72.6	46.5	55.2
IEP	51.9	23.1	NA
ELL	54.1	31.0	NA
African American	70.0	NA	NA
Hispanic	68.3	42.0	53.9
White	84.4	68.7	80.7

KEY:
 Low SES... Qualifies for Free/Reduced Lunch
 IEP Special Education
 ELL English Language Learners
 NA Not Enough Students in Subgroup to Report

ACT

The ACT is a curriculum-based measure of college readiness. The ACT provides benchmark scores, which are the minimum scores needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English, Composition, Algebra, Social Science, and Biology.

	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
2008	159	22,950	22.7	21.9	23.3	22.0	24.3	22.9	23.4	22.3	23.5	22.4
2009	208	22,377	21.6	21.9	21.4	21.9	22.6	22.9	21.7	22.4	21.9	22.4
2010	164	22,943	22.1	21.8	21.5	21.8	23.5	22.6	22.4	22.3	22.4	22.2
2011	163	22,968	21.5	21.7	22.0	21.9	22.8	22.6	22.4	22.4	22.3	22.3
2012	188	23,119	20.8	21.6	21.3	21.7	22.1	22.5	22.1	22.2	21.7	22.1

POST SECONDARY EDUCATION OPPORTUNITIES (PSEO)

PSEO allows students the opportunity to enroll in college credit courses. MCSO had the highest number of Eastern Iowa Community College concurrent enrollment registrations in the EICC District. Course registrations totaled 1,059, up 41% from FY11. Credit hour total for the credit courses totaled 3,105 for a tuition savings of \$397,440.

- Concurrent Enrollment courses are taught on Muscatine High School campus and offer college credit
- Post-Secondary Education Opportunity (PSEO) - Allows high school students to attend college courses and earn college credit

In FY12, MHS had 303 PSEO registrations, up 18.36% from FY11. Credit hours for PSEO enrollments totaled 847, up 12.6% from FY11 for a tuition savings of \$108,416.

310 Students from the 2012 graduating class earned a total of 2,873.50 credit hours prior to high school graduation through a combination of concurrent agreements and PSEO.

The 2011-12 school year, Concurrent Enrollment and PSEO saved Muscatine families a total of \$505,856 in college tuition, at the Eastern Iowa Community College tuition rate of \$128.00 per credit in FY12.



CONTACT INFORMATION

For more information regarding The Report Card, please call Shane Williams, Diane Campbell or Sue Willits at 563.263.7223. Visit our website, www.muscatine.k12.ia.us for an electronic copy of The Report Card and additional information about the Muscatine Community School District.