

# 2013



ISSUE #22 FALL 2013  
www.muscatine.k12.ia.us

# REPORT CARD

## Growing FORWARD

### A Message from the Superintendent

The Muscatine Community School District has significant assets to grow and improve opportunities for all students. The district has a solid base of dedicated, professional, and competent teachers and administrators. The support staff is committed to the best interest of the district. The Muscatine Community School District has important issues to confront and workable solutions to find. We will take on this mission to grow forward from a proud past to a dynamic future.

The community has demonstrated a strong commitment and level of support for the school system. The district has safe and functioning facilities through the continued financial support of the community. The school buildings are orderly and function in a business-like manner. The new addition to Muscatine High School adds space for enhanced learning opportunities and a vibrancy that signals a continuing expectation of excellence. The new Jefferson Elementary School project will be an important resource for our students and the entire Jefferson neighborhood.

The most critical element, perhaps the most important, is the level of parental support and involvement in the MCSD system. Parents show support through attendance at school activities ranging from athletic contests and the fine arts to parent/teacher conferences. The supports are in place to make systems corrections that will enhance student performance. MCSD embodies the hopes and dreams of students, parents, and the entire community.

This report card is to provide the patrons of the district with baseline information for continued conversation regarding areas at the core of school district improvement. This report card does not tell all of the stories of our district. It is intended to provide a starting point for further discussion. We are growing forward, building on the traditions and pride that makes our school system special.

Jerald A. Riibe, Ed.D.



## Growing FORWARD with Parents

The following responses were from the surveys taken at the fall 2013 conferences: **662 parent responses.**

- 1 My child's school is safe and secure.  
AGREE: **98%** DISAGREE: **2%**
- 2 My child's school keeps me well informed about my child's progress in school.  
AGREE: **97%** DISAGREE: **3%**
- 3 My child's school has adults who really care about my children.  
AGREE: **98%** DISAGREE: **2%**
- 4 My child's school challenges students to develop their academic potential:  
AGREE: **99%** DISAGREE: **1%**
- 5 I feel welcome when I visit my child's school.  
AGREE: **98.5%** DISAGREE: **1.5%**

## Growing *FORWARD* in Student Achievement

	Attendance	Iowa Assessment Reading Non-Free or Reduced Lunch	Iowa Assessment Reading Free or Reduced Lunch	Iowa Assessment Math Non-Free or Reduced	Iowa Assessment Math Free or Reduced	DIBELS (Kindergarten)	DIBELS (Third Grade)
Muscatine HS	89.0%	78.0%	50.0%	82.0%	60.0%	-	-
Central MS	94.9%	71.0%	44.0%	73.0%	44.0%	-	-
West MS	94.4%	69.0%	46.0%	73.0%	47.0%	-	-
Colorado	96.0%	90.0%	60.0%	90.0%	77.0%	66.0%	65.0%
Franklin	95.5%	77.0%	62.0%	91.0%	68.0%	42.0%	50.0%
Grant	96.6%	85.0%	70.0%	92.0%	78.0%	88.0%	63.0%
Jefferson	94.8%	75.0%	69.0%	70.0%	70.0%	74.0%	82.0%
Madison	95.2%	88.0%	80.0%	91.0%	82.0%	74.0%	88.0%
McKinley	96.5%	89.0%	69.0%	87.0%	71.0%	94.0%	65.0%
Mulberry	96.4%	90.0%	70.0%	94.0%	67.0%	51.0%	83.0%
Washington	95.6%	75.0%	63.0%	78.0%	65.0%	78.0%	74.0%

The attendance data is the average daily attendance for each building. The state reading and math scores are from the Iowa Assessments used by the State of Iowa for No Child Left Behind Reporting. DIBELS is a national assessment used to measure the level of pre-reading and reading skills, such as letter recognition and phonics skills. The DIBELS information reflects the percent of students who scored at benchmark at the end of the school year.

### Graduation *RATE*

2008	2009	2010	2011	2012
74.9	77.5	78.9	83.2	82.0 (4-year) 85.9 (5-year)



### Growing *FORWARD* to Meet Post-Secondary Needs

The ACT test is the primary entrance exam used by colleges in the Midwest. It is designed to measure a student's readiness to be successful in college classes. It is a rigorous exam that is best prepared for by taking a challenging high school schedule that includes at a minimum:

**English:** Four years of English

**Mathematics:** Three years of mathematics, including rigorous courses in Algebra I, Geometry, and Algebra II

**Natural Sciences:** Three years of science, including rigorous courses in Biology, Chemistry, and Physics

**Social Studies:** Three years of social studies.

ACT	Muscatine	National
Composite	22.0	20.9
Math	20.8	20.9
Reading	22.7	21.1
English	21.4	21.9
Science	22.6	22.4
Readiness	31%	26%
Participation	41%	32% (state)

## Growing *FORWARD* as Stewards of Our Resources

The most critical factor in the district's financial health rests in enrollment. The decrease in student count from the 2007-08 to 2012-13 school year represents close to a million dollar reduction in state aid support. That dollar amount represents approximately 15 full-time staff members.

The chart below represents the district's solvency ratio. This measures the amount of readily available unspent resources relative to the district's total general fund revenue. It is recommended a district maintain a ratio between 5% and 15%. MCS D, FY 12 had a 6.5% ratio. This allows a district to manage cash flow issues.

The PEEL fund is used in the district to fund technology purchases, such as the 1:1 computer initiative. The new addition at the high school and the proposed new construction at Jefferson Elementary are PEEL projects.



### Capital Projects - PEEL

	2008-09	2009-10	2010-11	2011-12	2012-13
PEEL Received	\$1,089,491	\$1,121,277	\$1,174,743	\$1,414,576	\$3,228,310
LOST/SWST Received	\$3,780,609	\$3,344,069	\$3,658,419	\$4,058,273	\$4,424,196
PEEL Spent	\$962,142	\$999,188	\$2,190,001	\$2,126,859	\$4,014,653
LOST/SWST Spent	\$4,826,130	\$2,858,528	\$1,006,618	\$4,034,704	\$6,332,630
Received	\$4,870,100	\$4,465,346	\$4,833,162	\$5,472,849	\$7,652,507
Spent	\$5,788,272	\$3,857,715	\$3,196,619	\$6,161,564	\$10,347,282

### PEEL PROJECTS

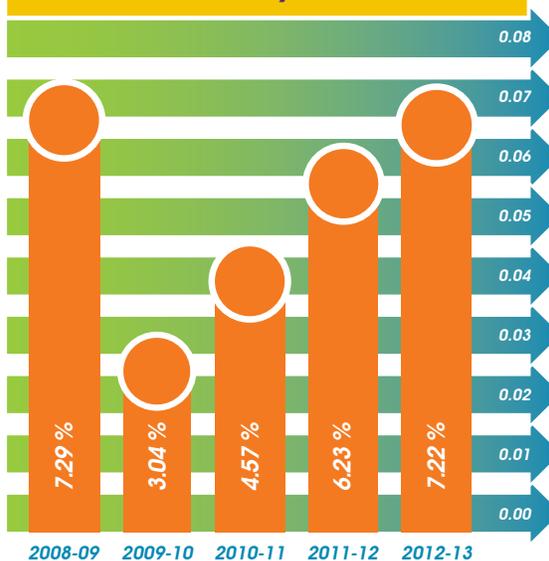
- Technology
- School Buses
- Repair/Upkeep of property
- Purchase of Property
- Additions/Renovations to:
  - Franklin, Grant, Madison, McKinley, Mulberry, High School

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).

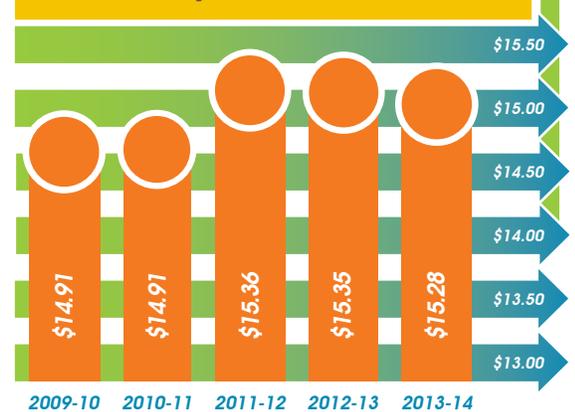
When looking at data such as ratios, trends are more important than looking at one moment in time. A solvency ratio that increases over time indicates an improved financial position relative to the size of the budget.



### Solvency RATIO



### History of LEVY RATES





## POSTAL CUSTOMER

### Data REPORTS

The data below reflect the percent of students who were proficient as measured by the 2012-2013 Iowa Assessments. Scores are collapsed for grades 3-5 and 6-8 per No Child Left Behind reporting requirements and the state of Iowa's accountability plan. The scores represent Full Academic Year (FAY) students. FAY students are those who were enrolled from the first day of testing in the previous year to the first day of testing in the current year.

READING 2012-2013	Grades 3-5	Grades 6-8	Grade 11
Low SES	71.1	46.6	54.8
Hispanic	70.9	40.8	51.4
White	81.3	64.1	76.3
IEP	45.3	19.9	NA
ELL	58.3	26.7	NA
All Students	77.9	57.8	71.5

MATH 2012-2013	Grades 3-5	Grades 6-8	Grade 11
Low SES	74.4	47.6	70.2
Hispanic	76.3	45.5	62.9
White	83.7	65.9	83.3
IEP	47.1	20.4	NA
ELL	65.2	28.9	NA
All Students	81.1	59.9	78.2

SCIENCE 2012-2013	Grade 5	Grade 8	Grade 11
Low SES	67.4	48.7	53.2
Hispanic	63.6	48.0	52.8
White	81.2	69.3	77.4
IEP	37.5	9.4	NA
ELL	41.7	NA	NA
All Students	75.8	62.9	71.1

#### KEY

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

### Growing FORWARD with Purpose

As the Muscatine Community School District moves forward specific targets must guide us. The district will improve academic performance, college readiness, and community vitality if we can accomplish the following:

- ➔ By 2016, **80%** of children will be kindergarten ready as measured by the district's kindergarten readiness assessment.
- ➔ By 2016, **90%** of children will exit third grade at grade level literacy benchmarks.
- ➔ By 2016, reduce the number of 9th grade failures by **50%**.
- ➔ By 2016, increase by **50%** the number of students who will be ready for two or four year college as measured by the ACT test.



### Growing FORWARD with School Improvement

#### 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 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 (Reading and Math), West Middle School (Reading and Math), Muscatine High School (Reading and Math), Franklin (Math), Washington (Reading and Math).

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, 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. During the 2012-2013 school year an action plan was developed to address academic achievement, and the action plan is being implemented during the 2013-2014 school year.

#### NON-DISCRIMINATION POLICY (BOARD POLICY 402 .4)

It is the policy of the Muscatine Community School District not to discriminate on the basis of race, creed, color, gender, gender identity, sexual orientation, marital status, national, origin, religion, age, veteran status, or disability in its educational programs, activities, or employment practices.

#### 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](http://www.muscatine.k12.ia.us) for an electronic copy of The Report Card and additional information about the Muscatine Community School District.