

STAFF CHARACTERISTICS

EMPLOYEE GROUP	CONTRACT DAYS	NUMBER IN BLDG
Certified	193	48
Non-Certified	197-260	20



DISTRICT MISSION STATEMENT

The Sioux City Community School District exists to develop and graduate students who have the knowledge, skills and competencies to lead productive lives in society.

DISTRICT 2004-2009 GOALS

1. All K-12 students will achieve at the proficient level in reading, mathematics, and science, prepared for success beyond high school.
2. All K-12 students will use technology in developing proficiency in reading, math, and science.
3. All schools will maintain a school climate that is safe, orderly and conducive to academic productivity for all students.

Dr. Paul Gausman
Superintendent of Schools

**SIOUX CITY COMMUNITY SCHOOL DISTRICT
 2008-2009 BOARD OF DIRECTORS**

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It is the policy of the Sioux City Community School District to not discriminate on the basis of race, creed, ethnicity, religion, national origin, sex, age, disability, sexual orientation, or marital status in its education programs, activities and employment practices. Inquiries or grievances regarding compliance with Title II, Title IV, Title VII, Title IX and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act may be directed to the Director of Educational Equity, Marilyn Charging, Educational Equity Office, Education Service Center, Sioux City Community Schools, 1221 Pierce Street, Sioux City, IA 51105-1497, (712) 279-6075.

www.siouxcityschools.org

SIOUX CITY COMMUNITY SCHOOL DISTRICT
 1221 PIERCE STREET
 SIOUX CITY, IOWA 51105

**LEEDS
 ELEMENTARY SCHOOL**

**ANNUAL
 REPORT
 2008 - 2009**



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 SIOUX CITY, IA 51108
 TELEPHONE-239-7034**

PRINCIPAL-DR. RITA VANNATTA

**ASSISTANT PRINCIPAL-
 SCOTT SCHUBERT**

**Visit us at
www.leeds.sioux-city.k12.ia.us**

PROFESSIONAL-STAFF EDUCATIONAL LEVELS

DEGREE	IN BUILDING	IN DISTRICT
BACHELOR	18	401
MASTER	29	600
DOCTORATE	1	9

STUDENT-CLASSROOM TEACHER RATIO

STUDENTS TO CLASSROOM TEACHERS	18:1
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Student—teacher ratio is impacted by the number of Special Education programs in building.

PARENTAL PARTICIPATION

Percent Attending Parent-Teacher Conferences in Fall	96.6%
Percent Attending Parent-Teacher Conferences in Spring	96.9%

**ADDITIONAL ACTIVITIES/PROGRAMS
 AT OUR SCHOOL**

- TITLE I PROGRAM
- READING RECOVERY
- TAG ENRICHMENT
- MATH MENTORING
- 5TH GRADE BAND
- 4TH-5TH STRINGS PROGRAM
- DIFFERENTIATED TEACHING
- MATH STRATEGIES
- READING COUNTS
- BEYOND THE BELL PROGRAM
- ESL
- SPECIAL EDUCATION RESOURCE PROGRAM
- COUNSELING PROGRAM
- PTA
- QUARTERLY AWARDS ASSEMBLIES
- BUSINESS PARTNERSHIP WITH AMERICAN POPCORN AND SECURITY NATIONAL BANK
- EARLY CHILDHOOD SPECIAL EDUCATION
- PRIVATE DAYCARE
- PLATO LEARNING PROGRAM

LEEDS ELEMENTARY SCHOOL

REPORT TO THE COMMUNITY

2008-2009 SCHOOL GOALS

1. To improve student performance in reading comprehension to meet state trajectory.
2. To increase the number of students proficient in math to meet state trajectory.

STUDENT DATA

Enrollment by race, gender, other

CHARACTERISTIC	% IN BLDG	% IN DISTRICT
African American	6.2	6.9
Native American	3.2	5.3
Asian American	5.2	4.2
European American	64.4	59.3
Hispanic/Latino American	21	24.3
Male	53.3	51.2
Female	46.7	48.8
Free or Reduced Lunch	26.3	52.1
Non-free or Reduced Lunch	73.7	47.9
Special Education Programs	16.1	13.2
Gifted and Talented Program	10.1	11.9
ESL (English as Second Language)	21.8	18.4
Mobility*	27.7	27.8

* Mobility is the sum of the entries and withdrawals that occurred after school started divided by the average daily membership.

Enrollment by Grade Level and Average Daily Attendance

GRADE	ENROLLMENT	AVERAGE DAILY ATTENDANCE IN BLDG	AVERAGE DAILY ELEMENTARY ATTENDANCE IN DISTRICT
K	88	95.9	95.1
1	88	95.4	96
2	91	95.7	96.2
3	93	95.9	96.2
4	109	96.3	96.1
5	86	95.9	95.9

All data reflect the 2008-2009 school year

LEVEL TESTING

Level tests are a series of achievement tests that systematically increase in difficulty from one to another. Level testing makes it possible to give each student a test appropriate to his or her achievement level and to measure growth from year to year. It also helps the district know whether instructional programs are working effectively. Level tests are aligned to District Standards and Benchmarks.

GRADE	BLDG MEDIAN MATH FALL 2008	BLDG MEDIAN READING FALL 2008	BLDG MEDIAN LANG. ARTS FALL 2008
3	184	182	183
4	198	196	198
5	207	205	207

GRADE	BLDG MEDIAN MATH SPRING 2009	BLDG MEDIAN READING SPRING 2009	BLDG MEDIAN LANG. ARTS SPRING 2009
3	195	193	197
4	207	202	205
5	213	212	212

GRADE	MATHEMATICS BLDG GROWTH	MATHEMATICS TYPICAL GROWTH	MATHEMATICS DISTRICT GROWTH
3	11	11	11
4	9	9	11
5	6	9	10

GRADE	READING BLDG GROWTH	READING TYPICAL GROWTH	READING DISTRICT GROWTH
3	11	9	8
4	6	7	6
5	7	5	5

GRADE	LANG ARTS BLDG GROWTH	LANG ARTS TYPICAL GROWTH	LANG ARTS DISTRICT GROWTH
3	14	9	8
4	7	6	6
5	5	5	5

IOWA TESTS OF BASIC SKILLS

The Iowa Tests of Basic Skills (ITBS) is a collection of tests in several subject areas. These tests are designed to provide for the comprehensive measurement of growth in fundamental skills.

National Percentile Rank (National Student Norms)

Percentile rank is a number between 1 and 99 that tells how this school's students did compared to other students tested in the United States. For example, 67 means this school's students scored better than 67 percent of all students in the nation.

READING

GRADE	2007-2008	2008-2009
3	50	57
4	62	57
5	58	64

GRADE GROUP	LOW 1ST - 40TH PERCENTILE	INTERMEDIATE 41ST-89TH PERCENTILE	HIGH 90TH-99TH PERCENTILE
3RD-5TH	31.9	56.1	11.9

MATHEMATICS

GRADE	2007-2008	2008-2009
3	49	48
4	70	61
5	61	65

GRADE GROUP	LOW 1ST - 40TH PERCENTILE	INTERMEDIATE 41ST-89TH PERCENTILE	HIGH 90TH-99TH PERCENTILE
3RD-5TH	31.9	56.1	11.9

IOWA TESTS OF BASIC SKILLS 3RD-5TH GRADE GROUP

Percent proficient is the percent of students scoring at or above the 41st percentile.

READING

% SUBGROUP	BUILDING	DISTRICT
All	68.1	67.9
African American	50	53
Asian American	46.2	60.9
Native American	NA	56
European American	74.2	76.9
Hispanic/Latino American	59.7	56.3
Female	71.2	71
Male	65.4	65
Free/Reduced Lunch	63.8	60.3
Non-Free/Reduced Lunch	74.8	80.1
Special Education	55.6	38.1
ELL (English Lang. Learner)	51.6	51.2

NA = LESS THAN 10 STUDENTS

MATHEMATICS

% SUBGROUP	BUILDING	DISTRICT
All	68.1	68
African American	50	54
Asian American	46.2	68
Native American	NA	50.6
European American	74.7	76.7
Hispanic/Latino American	58.2	56.6
Female	64.4	67.6
Male	71.2	68.4
Free/Reduced Lunch	63.2	60.3
Non-Free/Reduced Lunch	75.7	80.3
Special Education	66.7	41.4
ELL (English Lang. Learner)	51.6	52.7