

# Eagle Grove Community School District

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## 2023-2024 Community Annual Progress Report

**OUR SCHOOLS, OUR STUDENTS, OUR PROGRESS**



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**Individual Highlights:**  
Superintendent's Message  
Our Schools Today  
Elementary Progress  
Middle School Progress  
High School Progress  
Technology  
Climate & Culture  
Financial Facts  
Early Childhood Goals  
Community Support

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The Eagle Grove Community School District, in partnership with the community, will promote in all students the knowledge and skills necessary to become independent thinkers, lifelong learners, and responsible productive citizens.

# MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

Dear Community,

The 2023-2024 Superintendent's Annual Report is provided to you with the intent of sharing information that we use to improve our schools. We strive to meet the requirements of the state and federal legislation to ensure effective teaching and learning.

During the 2023-2024 school year, our district continued to face challenges related to lost learning from the pandemic as well as issues related to the mobility of our student population. We will continue to work through these challenges during the 24-25 school year.

From a facility standpoint, the district, with the help of our communities, was able to pass and extend our our ISL (Instructional Support Levy) and PPEL (Physical Plant and Equipment Levy) levies. This will help us as we continue to monitor our student enrollment and continue to plan based on our enrollment projections. Next year we will have 4 sections of each grade, K-4, in the elementary. This is the first time this has happened in my 15 years on the job. As our community continues to add housing, I believe growth in our district will continue.

Jess Toliver, Superintendent

## SCHOOL ADMINISTRATION

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## 2023-2024 BOARD MEMBERS

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<b>District Enrollment:</b>	979.8 Students
<b>Elementary (PK-4):</b>	381 Students
<b>Middle School (5-8):</b>	278 Students
<b>High School (9-12):</b>	322 Students
<b>Out of District Placement:</b>	2 Students
<b>Open Enrollment In:</b>	65.3 Students
<b>Open Enrollment Out:</b>	64.4 Students
<b>District Staff:</b>	4 Administrators
	1 Technology Director
	85 Teachers
	90 Support Staff
	9 Coaches/Sponsors (that are not teachers/staff)

### Programs Designed to Meet Individual Needs

- Talented and Gifted Program: All students have a unique talent or gift. Recognizing this at the elementary level, our program supports all students with activities that enrich, expand, and extend students’ thinking and learning. At the middle and high school levels, we offer programs that support those students with advanced skills in mathematics, literature, social sciences, and science. Students with advanced art, technology, and technical skills can take courses that meet their talents. Our Talented and Gifted instructor is responsible for assisting and supporting teachers as they work towards challenging the children who have shown exceptional ability in certain curricular areas.
- Special Education Program: There are so many wonderful opportunities for students who need support in one or more content areas. Beginning in Kindergarten and continuing through 12th grade, Reading Recovery, resource, special education, and support staff provide students with learning difficulties the assistance they need.
- Bilingual and English Language Learner Program: Some students come to us with limited English skills. We have developed special programs, activities, and strategies to meet their unique needs.

### Belief Statements

- We place education as our highest priority, recognizing that everyone can learn.
- Our school is a positive, caring, nurturing environment where everyone is respected.
- Students should possess and display the skills necessary for effective communication.
- Students should develop critical thinking and research skills to solve problems responsibly.
- Students should display global awareness and respect for their environment.
- School, family, and community, collaborate to meet the needs of all students and maintain the highest possible level of educational programs and facilities.

**Universal Needs: New Curriculum**

Our core reading instruction is not sufficiently meeting our students’ needs. Research indicates that best practice in reading instruction follows the Science of Reading, which integrates explicit and direct instruction of reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with knowledge (content and topics).

Fountas and Pinnell, the curriculum we used since 2018, is outdated according to educational research and does not follow the Science of Reading. New curriculum for the 2024-2025 school year is our next step.

We have purchased Wit and Wisdom for core reading, writing, speaking, and listening instruction. We will also use UFLI for explicit phonics at the core level. At the supplemental and intensive tiers, we will pilot new research-based curriculums for phonics and comprehension.

**2024 English Language Arts Proficiency on ISASP**

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>3rd Grade</b>	<b>50%</b>	<b>19%</b>	<b>49%</b>	<b>18%</b>	<b>41%</b>	<b>56%</b>	<b>59%</b>	<b>42%</b>
State Av %	64%	22%	49%	25%	47%	70%	70%	60%
<b>4th Grade</b>	<b>55%</b>	<b>16%</b>	<b>47%</b>	<b>27%</b>	<b>45%</b>	<b>64%</b>	<b>58%</b>	<b>53%</b>
State Av %	62%	26%	58%	30%	55%	79%	76%	69%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>3rd Grade</b>	<b>51%</b>	<b>30%</b>	<i>unavailable</i>	<b>43%</b>	<b>32%</b>	<b>66%</b>	<b>56%</b>	<b>46%</b>
State Av %	66%	26%		25%	35%	72%	71%	63%
<b>4th Grade</b>	<b>44%</b>	<b>15%</b>	<i>unavailable</i>	<b>30%</b>	<b>32%</b>	<b>54%</b>	<b>44%</b>	<b>41%</b>
State Av %	73%	29%		30%	58%	78%	76%	70%

\*Data suppressed for fewer than 10 students

Abbreviations Used in Report : EL: English Learners / FRL: Low Socio-Economic Status / IEP: Students with Disabilities

**Subgroup Needs: Systematic Programing**

Our students receive additional support for reading at the supplemental and intensive tiers. For students who are not proficient in our Fastbridge screeners, the ELI law requires they receive interventions and progress monitoring. This is done during WIN time. WIN groups are small and target specific phonemic, phonics, or fluency skills. WIN groups instruct 4 days and progress monitor 1 day a week. Frequent changes to groupings are made on a weekly basis. Students who are most persistently at-risk according to their reading data will be served in Title I Reading. Title I students receive 30 minutes of pull-out instruction 4 days a week, focusing on phonics, reading skills, comprehension, and writing.

Our Multilingual Learner teachers will continue to provide specific language acquisition instruction, focused on reading, writing, speaking, and listening in English. We will continue our Newcomer Center program, which provides students new to the United States sheltered instruction for about a half day. In Newcomer Center, students learn basic school communication skills, reading, math, and social-emotional skills. We want to carefully consider what our Newcomer students have access to in the general education classroom. We believe receiving reading interventions, phonics, and math in the classroom is beneficial for their acclimation.

### Increased Focus on Core Instruction Sees Results

Teachers continue to focus on the state math standards to strengthen their whole group math instruction. Strong core instruction has helped our ISASP numbers improve and will continue to be a focal point this school year and into the future.

### Universal Needs: Math Professional Learning Communities

During the 2023-2024 school year, classroom teachers learned to collaborate in Professional Learning Communities (PLC’s) around math instruction, assessment, and intervention.

The PLC process helps us focus our learning based around four questions:

- 1) What do we expect our students to learn?
- 2) How do we know when our students are learning?
- 3) How will we respond when our students don’t learn?
- 4) How will we respond if our students already know it?

This process proved beneficial for student achievement and teacher efficacy. Identifying priority standards, aligning them to units of Illustrative Math instruction, and determining which assessments to intervene upon improves teacher clarity and instructional effectiveness. Continuing this process is critical for the continued growth in math achievement.

### 2024 Math Proficiency on ISASP

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>3rd Grade</b>	<b>74%</b>	<b>48%</b>	<b>68%</b>	<b>63%</b>	<b>58%</b>	<b>80%</b>	<b>73%</b>	<b>74%</b>
State Av %	40%	40%	69%	49%	58%	83%	74%	78%
<b>4th Grade</b>	<b>49%</b>	<b>21%</b>	<b>41%</b>	<b>9%</b>	<b>32%</b>	<b>54%</b>	<b>41%</b>	<b>56%</b>
State Av %	72%	31%	58%	39%	53%	79%	69%	75%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>3rd Grade</b>	<b>59%</b>	<b>35%</b>	<i>unavailable</i>	<b>57%</b>	<b>36%</b>	<b>80%</b>	<b>69%</b>	<b>51%</b>
State Av %	76%	39%		43%	58%	82%	74%	77%
<b>4th Grade</b>	<b>42%</b>	<b>23%</b>	<i>unavailable</i>	<b>20%</b>	<b>32%</b>	<b>51%</b>	<b>34%</b>	<b>52%</b>
State Av %	72%	31%		37%	56%	79%	70%	76%

\*Data suppressed for fewer than 10 students

### Subgroup Needs:

Continuation of our district work with student discourse and Math Language Routines is an essential component to ensuring all students have access to core math content. Our ML Task Force will continue to keep language acquisition at the forefront of our learning through professional development, Individual Learning Plans, and the Core Teaching Capability framework.

Students requiring additional support in math could receive a Tier 3 intervention. We look at multiple data points including FastBridge screeners and classroom assessments to determine student need. Using the Student Support process, our Student Success Coordinator can identify which students require an intervention in math and provide an individualized intervention for 4-6 weeks. Additionally, our Migrant Interventionist can provide math interventions to students on the Migrant list. Our math intervention curriculum is The Numeracy Project, which aims to fill gaps in number sense.



RBMS has prioritized five goals for the 2023-2024 school year. These goals focus on committing to a healthy and safe building climate for students and staff, using data for decision-making around students’ learning needs, progress, and interventions, and establishing a multi-tiered system of support (MTSS) framework and protocols.

- By May 2024, teachers will use various data sources to determine student needs for classroom instruction to ensure that students meet the standards and learning targets.
- By May 2024, an MTSS framework and protocols will be developed and implemented.
- By May 2024, all teachers can identify when and how classwide interventions will be implemented based on assessment data when 60% or fewer students are not proficient.
- By May of 2024, the culture and climate of Robert Blue Middle School will be a positive and safe learning environment that enhances learning for all students as measured by an increase of 50% on the Conditions for Learning survey and mySABERS.
- This year, the middle school continued to move toward school-wide implementation of Standards-Based Grading (SBG). By May of 2024, the entire building will be fully implemented.
  - Standards-based grading is a system of instruction, assessment, grading, and academic reporting based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn.
  - Student’s mastery and overall understanding are used when making decisions about MTSS and looking at what students need.

### English Language Arts Proficiency on the ISASP

The 282 middle school students grades 5-8 were identified in the data during the spring of 2024.

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b>	<b>30%</b>	<b>16%</b>	<b>33%</b>	<b>26%</b>	<b>26%</b>	<b>34%</b>	<b>29%</b>	<b>33%</b>
<i>State Av %</i>	69%	18%	66%	33%	52%	75%	72%	66%
<b>6 RBMS</b>	<b>56%</b>	<b>7%</b>	<b>44%</b>	<b>33%</b>	<b>31%</b>	<b>80%</b>	<b>68%</b>	<b>44%</b>
<i>State Av %</i>	75%	21%	70%	31%	56%	81%	78%	70%
<b>7 RBMS</b>	<b>72%</b>	<b>29%</b>	<b>78%</b>	<b>53%</b>	<b>61%</b>	<b>81%</b>	<b>67%</b>	<b>78%</b>
<i>State Av %</i>	77%	22%	72%	31%	61%	83%	81%	72%
<b>8 RBMS</b>	<b>68%</b>	<b>19%</b>	<b>60%</b>	<b>9%</b>	<b>48%</b>	<b>84%</b>	<b>73%</b>	<b>60%</b>
<i>State Av %</i>	77%	22%	73%	32%	61%	83%	82%	73%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b>	<b>40%</b>	<b>0%</b>	<b>32%</b>	<b>20%</b>	<b>21%</b>	<b>56%</b>	<b>46%</b>	<b>33%</b>
<i>State Av %</i>	69%	18%	52%	23%	50%	74%	72%	64%
<b>6 RBMS</b>	<b>68%</b>	<b>18%</b>	<b>58%</b>	<b>25%</b>	<b>58%</b>	<b>72%</b>	<b>60%</b>	<b>76%</b>
<i>State Av %</i>	73%	19%	57%	29%	56%	78%	78%	68%
<b>7 RBMS</b>	<b>69%</b>	<b>18%</b>	<b>65%</b>	<b>*</b>	<b>52%</b>	<b>83%</b>	<b>71%</b>	<b>67%</b>
<i>State Av %</i>	74%	17%	58%	28%	57%	80%	78%	69%
<b>8 RBMS</b>	<b>62%</b>	<b>0%</b>	<b>57%</b>	<b>21%</b>	<b>55%</b>	<b>66%</b>	<b>54%</b>	<b>71%</b>
<i>State Av %</i>	76%	22%	61%	30%	62%	82%	82%	71%

\*Data suppressed for fewer than 10 students

RBMS has implemented Illustrative Math (I.M.), an investigatory math program in which students solve problems and discover solutions. All grades 5-8 utilize the Illustrative Math (I.M.) curriculum.

**Mathematics Proficiency on the ISASP**

The 282 middle school students grades 5-8 were identified in the data during the spring of 2024.

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b> State Av %	<b>28%</b> 71%	<b>8%</b> 28%	<b>27%</b> 56%	<b>29%</b> 32%	<b>18%</b> 53%	<b>34%</b> 77%	<b>23%</b> 69%	<b>33%</b> 72%
<b>6 RBMS</b> State Av %	<b>47%</b> 71%	<b>11%</b> 25%	<b>35%</b> 55%	<b>8%</b> 31%	<b>29%</b> 53%	<b>68%</b> 78%	<b>56%</b> 70%	<b>39%</b> 72%
<b>7 RBMS</b> State Av %	<b>51%</b> 69%	<b>36%</b> 22%	<b>36%</b> 53%	<b>40%</b> 26%	<b>39%</b> 53%	<b>64%</b> 76%	<b>36%</b> 70%	<b>69%</b> 70%
<b>8 RBMS</b> State Av %	<b>69%</b> 73%	<b>14%</b> 27%	<b>58%</b> 57%	<b>18%</b> 30%	<b>47%</b> 66%	<b>87%</b> 79%	<b>68%</b> 74%	<b>68%</b> 72%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b> State Av %	<b>36%</b> 71%	<b>4%</b> 28%	<b>23%</b> 56%	<b>10%</b> 33%	<b>12%</b> 53%	<b>58%</b> 78%	<b>30%</b> 70%	<b>42%</b> 73%
<b>6 RBMS</b> State Av %	<b>38%</b> 70%	<b>0%</b> 23%	<b>18%</b> 54%	<b>19%</b> 31%	<b>8%</b> 53%	<b>56%</b> 76%	<b>14%</b> 69%	<b>66%</b> 71%
<b>7 RBMS</b> State Av %	<b>64%</b> 68%	<b>12%</b> 21%	<b>55%</b> 53%	<b>*</b> 25%	<b>45%</b> 53%	<b>81%</b> 75%	<b>60%</b> 69%	<b>70%</b> 69%
<b>8 RBMS</b> State Av %	<b>51%</b> 72%	<b>0%</b> 26%	<b>51%</b> 56%	<b>14%</b> 27%	<b>45%</b> 57%	<b>57%</b> 78%	<b>43%</b> 73%	<b>62%</b> 71%

\*Data suppressed for fewer than 10 students

Abbreviations Used in Report : EL: English Learners / FRL: Low Socio-Economic Status / IEP: Students with Disabilities

- The 7th grade IEP subgroup scored **40%** proficient, exceeding the state average of **26%**.
- The 7th grade EL subgroup scored **36%** proficient, exceeding the state average of **22%**.
- The 8th grade white subgroup scored **87%** proficient, exceeding the state average of **79%**.
- The 8th grade FRL subgroup scored **58%** proficient, exceeding the state average of **57%**.

## Middle School (Grades 5-8) Science Proficiency on the ISASP

The 144 middle school students grades 5 and 8 were identified in the data during the spring of 2024.

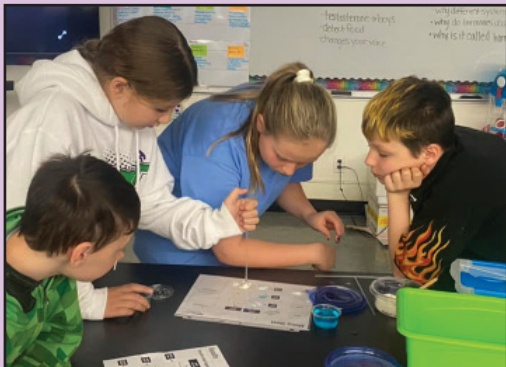
2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b> State Av %	<b>34%</b> 59%	<b>20%</b> 14%	<b>31%</b> 44%	<b>36%</b> 25%	<b>32%</b> 41%	<b>34%</b> 67%	<b>34%</b> 59%	<b>38%</b> 61%
<b>8 RBMS</b> State Av %	<b>59%</b> 65%	<b>5%</b> 15%	<b>48%</b> 49%	<b>18%</b> 23%	<b>31%</b> 46%	<b>84%</b> 73%	<b>61%</b> 66%	<b>57%</b> 55%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>5 RBMS</b> State Av %	<b>40%</b> 63%	<b>8%</b> 13%	<b>42%</b> 43%	<b>20%</b> 29%	<b>21%</b> 42%	<b>56%</b> 70%	<b>38%</b> 61%	<b>42%</b> 63%
<b>8 RBMS</b> State Av %	<b>60%</b> 66%	<b>9%</b> 16%	<b>56%</b> 51%	<b>20%</b> 26%	<b>53%</b> 50%	<b>66%</b> 73%	<b>47%</b> 67%	<b>74%</b> 66%

\*Data suppressed for fewer than 10 students

Abbreviations Used in Report : EL: English Learners / FRL: Low Socio-Economic Status / IEP: Students with Disabilities

In grades 6-8, RBMS implemented a pilot study of the OpenSciEd science curriculum. This curriculum emphasizes students needing to explain their thinking and reasoning through the claim, evidence, and reasoning (CER) process.

- The 5th grade IEP subgroup scored 36% proficient, exceeding the state average of 25%.
- The 5th grade EL subgroup scored 20% proficient, exceeding the state average of 14%.
- The 8th grade male subgroup scored 57% proficient, exceeding the state average of 55%.
- The 8th grade white subgroup scored 84% proficient, exceeding the state average of 73%.





**High School (Grades 9-11)  
English Language Arts  
Proficiency on the ISASP**

The 234 students identified in the data include the freshman, sophomores, and juniors during the spring of 2024.

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>9 EGHS</b> State Av %	<b>59%</b> 73%	<b>0%</b> 14%	<b>54%</b> 58%	<b>21%</b> 28%	<b>49%</b> 56%	<b>67%</b> 80%	<b>51%</b> 79%	<b>68%</b> 69%
<b>10 EGHS</b> State Av %	<b>57%</b> 73%	<b>16%</b> 15%	<b>53%</b> 58%	<b>27%</b> 25%	<b>42%</b> 56%	<b>69%</b> 79%	<b>58%</b> 78%	<b>56%</b> 68%
<b>11 EGHS</b> State Av %	<b>69%</b> 70%	<b>17%</b> 13%	<b>62%</b> 55%	<b>*</b> 20%	<b>56%</b> 54%	<b>77%</b> 76%	<b>71%</b> 77%	<b>67%</b> 63%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>9 EGHS</b> State Av %	55% 70%	5% 13%	53% 54%	<b>18%</b> 24%	32% 53%	76% 76%	58% 75%	51% 64%
<b>10 EGHS</b> State Av %	64% 73%	6% 16%	52% 58%	<b>*</b> 25%	48% 56%	81% 77%	68% 79%	61% 67%
<b>11 EGHS</b> State Av %	61% 69%	<b>*</b> 10%	46% 53%	<b>*</b> 17%	30% 51%	78% 74%	71% 75%	44% 62%

\*Data suppressed for fewer than 10 students

Abbreviations Used in Report : EL: English Learners / FRL: Low Socio-Economic Status / IEP: Students with Disabilities



- Grade 11 All Students is 69% proficient and the State average is 70%.
- Grade 11 FRL student group outperformed the State average by 7%.
- Grade 11 Hispanic student group outperformed the State average by 2 %.
- Grade 11 White student group outperformed the State average by 1%.
- Grade 11 Male student group outperformed the State average by 4%.
- Grade 10 IEP student group outperformed the State average by 2%.
- The Male student groups increased the previous year (9th to 10th & 10th to 11th grade).

## High School (Grades 10-11) Mathematics Proficiency on the ISASP

The 234 students identified in the data include the freshman, sophomores, and juniors during the spring of 2024.

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>9 EGHS</b> State Av %	<b>30%</b> 63%	<b>0%</b> 12%	<b>32%</b> 45%	<b>7%</b> 16%	<b>27%</b> 42%	<b>34%</b> 70%	<b>20%</b> 63%	<b>42%</b> 61%
<b>10 EGHS</b> State Av %	<b>35%</b> 65%	<b>0%</b> 17%	<b>32%</b> 32%	<b>27%</b> 21%	<b>25%</b> 47%	<b>46%</b> 72%	<b>43%</b> 66%	<b>27%</b> 64%
<b>11 EGHS</b> State Av %	<b>41%</b> 65%	<b>0%</b> 17%	<b>43%</b> 48%	<b>*</b> 17%	<b>37%</b> 47%	<b>46%</b> 72%	<b>33%</b> 66%	<b>52%</b> 65%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>9 EGHS</b> State Av %	<b>35%</b> 61%	<b>10%</b> 12%	<b>36%</b> 44%	<b>17%</b> 15%	<b>32%</b> 42%	<b>39%</b> 68%	<b>33%</b> 61%	<b>36%</b> 60%
<b>10 EGHS</b> State Av %	<b>40%</b> 66%	<b>6%</b> 18%	<b>40%</b> 50%	<b>*</b> 22%	<b>43%</b> 49%	<b>38%</b> 72%	<b>37%</b> 68%	<b>43%</b> 65%
<b>11 EGHS</b> State Av %	<b>50%</b> 67%	<b>*</b> 17%	<b>41%</b> 50%	<b>*</b> 17%	<b>40%</b> 48%	<b>58%</b> 74%	<b>52%</b> 67%	<b>48%</b> 66%

**\*Data suppressed for fewer than 10 students**

- The 11th grade male student group increased their proficiency by 9% from 43% in 2023 to 52% in 2024.
- The 10th grade female student group increased their proficiency by 9% from 33% in 2023 to 43% in 2024.
- The white student group increased in all grades from last year (10 grade 39% to 46%, 11 grade 38% to 46%).
- The 10th grade IEP students outperformed the State average by 6%.
- The 11th grade FRL student group increased by 3% from 2023.



## High School (Grade 10) Science Proficiency on the ISASP

A total of 78 sophomores took the science test in the Spring of 2024.  
The test assesses all NGSS standards, completed at the end of their Junior year.

2024	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>10 EGHS</b> State Av %	<b>38%</b> 47%	<b>5%</b> 13%	<b>40%</b> 41%	<b>27%</b> 16%	<b>31%</b> 40%	<b>49%</b> 66%	<b>41%</b> 61%	<b>27%</b> 57%
2023	ALL	EL	FRL	IEP	Hispanic	White	Female	Male
<b>10 EGHS</b> State Av %	<b>56%</b> 62%	<b>6%</b> 13%	<b>45%</b> 45%	<b>*</b> 20%	<b>33%</b> 43%	<b>80%</b> 68%	<b>55%</b> 63%	<b>59%</b> 61%

**\*Data suppressed for fewer than 10 students**

Abbreviations Used in Report : EL: English Learners / FRL: Low Socio-Economic Status / IEP: Students with Disabilities

- IEP student group outperformed the State Average by 9%



## How We Are Integrating Technology Into Our Classrooms

We are using technology more each year in ways that engage students, support their learning, and help staff track student learning. Students have completed some incredible work using a variety of technologies in their classes. Some of the interesting uses of technology include:

Staff are using technology in elementary classrooms to improve students' reading skills. Engaging software that supports individual needs is used by students to learn comprehension, word recognition, and other reading skills. We have keyboarding curriculum in third and fourth grade.

Elementary teachers use interactive whiteboards (SMART Boards) to integrate technology into their curriculum. The interactive whiteboards also allow for student lead instruction.

Eagle Grove has implemented a 1:1 Chromebook initiative for students in grades 2-12. In conjunction with the computers, Google Apps are widely used to increase student research, collaboration, and creation skills.

Beginning as early as fifth grade, students have been trained in on-line strategies for collecting information. We begin this skill in third and fourth grade so that the middle school can concentrate on further integration.

Middle school core teachers work closely with the technology teachers to integrate a number of software programs into their curriculum. The results are a true enhancement of their grade level benchmarks. Middle school has seen a revamping of their technology curriculum, it is now a project based course based upon the state and national technology literacy standards. Students work toward certification over a three year period.

High school students in vocational classes have learned to use software and multimedia directly connected to the software they would use in the workplace.

All high school students use various software and on-line resources to help them learn about a variety of colleges and options available to them after graduation.

Students and parents use Infinite Campus, our student information system, to check their grades, get announcements and alerts, and check their lunch account status online.





*Climate and Culture Goal: Improve the level of students' attitudes toward citizenship and all its attendant meanings.*

**Information That Supports our Goals:**

	Seniors intending to pursue further education *2024 graduates*	Students achieving a score of 20 or higher, indicating post-secondary success	Graduates who completed a core program of 4 years of English and 3 or more years of math, science, and social studies	Students receiving a diploma 2023-2024
<b>Number</b>	36/72	*No data available	72/72	72/72
<b>%</b>	50%		100%	100%

**Dropouts in Grades 7-12**

**\*From the 22-23 school year. Reports are 1 year behind.\***

	Dropouts in grades 7-12	Dropouts by Gender in grades 7-12	Dropouts with IEP in grades 7-12	Dropouts by race in grades 7-12
<b>Number</b>	16	Male: 8 Female: 8	IEP: 1	2 or more: 0 Hispanic: 9 White: 7 Black: 0
<b>%</b>	.034%	Male: 0.017% Female: 0.017%	0.002%	Other: 0.0% Hispanic: 0.019% White: 0.014% Black: 0.0%

The Board of Regents ended the requirement for standardized testing for admission into our three Regent Universities. Not many students take the ACT now as a result of ending the requirement. No data is currently available for the ACT. A large number of our students intend to begin their education at a 2-year college.

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
LOCAL	----	----	----	----	----
IOWA	----	----	----	----	----
NATION	----	----	----	----	----



### District Graduation Rate

2017 - 2018		96.2%
2018 - 2019		93.5%
2019 - 2020		91.2%
2020 - 2021		82.14%
2021 - 2022		92.5%
2022 - 2023		83.33%
2023 - 2024		92.77%
	0      20      40      60      80      100	

### Class of 2024 Future Plans

4 Year College		16.7%
2 Year College		41.7%
Technical College		0%
Military		0%
Workforce		40.3%
	0      20      40      60      80      100	



The average K-8 daily attendance for the Eagle Grove Community School System was 87.73% daily attendance.

2023-2024		87.73%
	0      20      40      60      80      100	

**Tax Rate: 2023-2024**

General Fund:	10.05671
Management Fund:	2.22370
Voted PPEL:	0.67000
Regular PPEL:	0.33000
Debt Service:	0.00000
<b>TOTAL:</b>	<b>13.28041</b>

**General Fund Expenditures by Object  
(Before Accruals)**

Salaries:	\$7,761,859
Employee Benefits:	\$2,697,853
Purchase Services:	\$931,219
Supplies/Dues/Equipment:	\$1,429,733
AEA Flow Through:	\$482,462
<b>TOTAL:</b>	<b>\$13,303,126</b>

**General Fund Revenue Summary  
(Before Accruals)**

Property Taxes:	\$3,802,877
Income Surtax:	\$47,421
Tuition:	\$613,777
State Revenue:	\$7,418,113
AEA Flow Through	\$482,462
Other Misc. Revenue:	\$1,435,257
<b>TOTAL:</b>	<b>\$13,799,907</b>

## Early Intervention

The statewide voluntary preschool program completed its 19th year in Eagle Grove during the 2023-2024 school year. Early educational opportunities give students a chance to grow academically, socially, and emotionally and teach them developmental skills that prepare them for future success. Certified staff create a nurturing environment for our students to grow while using multiple assessments to ensure students progress and growth to be prepared for full time school by 5 years old.

Transitional kindergarten continues to provide students with an additional year to obtain critical developmental skills needed for success in elementary school. The 2023-2024 school year was the 24th year Eagle Grove Community School District has offered this option. This program has given students the opportunity to grow in all developmental areas prior to beginning our full day kindergarten program.

During the 2023-2024 school year, Eagle Grove Elementary continued to evaluate and implement curriculum, assessments, and instruction at every level. Our Instructional coach worked with new and veteran teachers through coaching cycles to help increase student learning. Teacher Leaders mentored new teachers and facilitated conversations during PLC meetings to improve instructional practices and make data driven decisions. All staff continue to work to better understand the content standards and deliver them in engaging ways. Teachers continued using FAST assessments and common formative assessments to identify students in need of support with academics and we continued tracking and monitoring behavior using SWIS. Preschool teachers continued using GOLD Strategies to assess the student's growth. When needed, interventions were developed and implemented to ensure the success of all of our students.



**We thank the following groups for their support and involvement in the future of our schools:**

Title One Committee  
Eagle's Nest Coalition Committee  
Cinco de Mayo Committee  
Talented & Gifted Committee  
Early Childhood Committee

## School Improvement Advisory Committee

Jess Toliver – Superintendent/Parent	Elaine Schope - Business Owner
Heidi Vasquez - Administrator	Darren Robinson- School Board/Parent
Josh Schild – Administrator/Parent	Dr. Aaron Parrott - School Board/Business
McKristie Willard– Administrator/Parent	Chad Tweeten – Business/EGHS Grad
Karissa Everson- Administrator/Parent	Ana Breceda - Hispanic Community
Sharon Geisinger – Retired Teacher	Mariela Baez - Hispanic Community
Zach Haugland - High School Teacher	Mickey Cooper – Community/Business
Lindsay Haugland – High School Teacher	Tiffini Toliver – Parent
Jim McLaughlin – RBMS Teacher	Colleen Bartlett – Community
Carrie Christopher - RBMS Teacher/Parent	Rev. Jason Cooper- Clergy/Parent
Stacy Osborn – Elem. School Teacher/Parent	Jim Toillion - Community
Jeanne Herrington - Elem. School Teacher	Tracy and Tracy Crail – Parents/ School Board
Joe Chamberlin - Retired Teacher	Dina Figueroa – Hispanic Community/Parent
Dean Shutt - Community Member	Jon Rowen – Community Member/Business Owner
Pat Manues - Past School Board	

### Continuous Notice of Nondiscrimination

It is the policy of Eagle Grove Community School District to not discriminate on the basis of race, creed, color, sex, sexual orientation, physical traits, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities or employment practices. The district is committed to affirmative action. 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, Josh Schild, Middle School Principal, 1015 NW 2nd St, Eagle Grove, IA 50533, phone 515-448-4767, or [jschild@eagle-grove.k12.ia.us](mailto:jschild@eagle-grove.k12.ia.us).