

Our greatest natural resource
is the minds of our children.

- Walt Disney



There is no knowledge that is not power.

- Ralph Waldo Emerson



The goal of education is to replace
an empty mind with an open mind.

- Malcolm Forbes



The average pencil is seven inches long,
with just a half-inch eraser - in case you
thought optimism was dead.

- Robert Brault



Council Bluffs Community School District 2005-06 ANNUAL REPORT TO THE COMMUNITY

STAR POWER!

Gunn students
achieved the goal
of reading more
than one-million
minutes during
the school year.

The
Abraham Lincoln
mock trial teams earned
first and second places
in the Southwest Iowa
regional competition.

Fifth grade Franklin
student, D.J. Jefferson,
was honored for his poetry
writing and was asked to
read selections of his
poetry at the opening of a
newly remodeled Omaha
library branch.

2005-2006

In partnership with our community, the Council Bluffs Schools will equitably prepare each student for success in a changing world through challenging learning opportunities.

Thank you for reading this Council Bluffs Community School District annual report to the community for the 2005-06 school year. The purpose of this report is to share how an Attitude for Achievement is affecting student learning, how the faculty and staff of the Council Bluffs Community School District go Beyond the Basics to positively impact students, and how the District is Charting the Course for student success.

The key to a strong community school district is an informed and engaged community working in partnership with faculty and staff on behalf of students. The staff, faculty, administration and members of the Board of

Education appreciate your involvement and insight, look forward to continuing meaningful partnerships and welcome the opportunity to strengthen community ties to help students achieve their maximum potential.

The theme for the 2005-06 school year was "Star Power!" This theme reflects the awesome power of each member of the faculty and staff in utilizing individual skills and talents to empower all students to shine brightly. Each day in classrooms throughout the district, we celebrate the big and small achievements of our students. Some of these moments help define individual star power and some leave us star-struck!

STRATEGIC GOALS

1. All students will be ready to learn to read upon entering their primary level of schooling.
2. All students will successfully demonstrate competence on graduate standards and will graduate.
3. All students will be prepared to continue career training through post-secondary education or employment within 12 months of graduation.

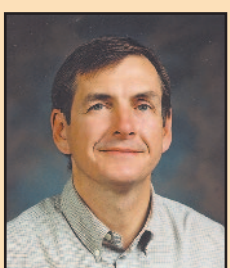
BELIEF STATEMENTS

1. All people can learn and learn best through positive relationships.
2. All students must have equitable and challenging learning opportunities.
3. All people should experience success and be recognized for achievement and effort.
4. The schools and community are partners in facilitating lifelong learning.
5. The schools and community are partners in serving the needs of the whole child.
6. All staff, families and students will model and teach responsible citizenship and will value diversity.

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Board of Education Meetings are broadcast live on the second and fourth Tuesdays of each month at 6:30 p.m. on Council Bluffs Cox Cable Channel 18 and can be viewed live or archived via webcast on www.cb-schools.org.

ANNUAL REPORT TO THE COMMUNITY

Achievement

ATTITUDE FOR ACHIEVEMENT
In the Council Bluffs Schools, the attitude for achievement is evident in each and every classroom. Faculty and staff members recognize student achievement in so many ways both big and small. The accomplishments range from a correct answer to a teacher's question or a high score on a classroom quiz to reaching a personal goal or achieving proficiency on a standardized test. All of these examples of student achievement are worth celebrating and serve as catalysts for academic progress toward student learning goals. This progress is measured in each individual student in many ways throughout each school year and is utilized to focus and adjust instruction according to whether individual students have learned the stated objectives in the current lesson. The goal is to help ensure all students meet or exceed the learning objectives.

It Starts in Preschool
The eye on achievement begins with the District's focused attention on preschool. Knowing that a high-quality early learning experience can make all the difference in the world to a four-year-old who is at risk of beginning elementary school unprepared to learn, makes preschool a high priority. A total of 536 children were served in district preschools funded by a combination of federal and state funding as well as through a multi-year, countywide grant from the Iowa West Foundation. In Pottawattamie County, the achievement data is compelling. In the Get Ready to Read! assessment given at the end of the preschool experience, 88% of the students in full-day programs funded through the project scored at a level considered to be "well-prepared to take on the challenges of learning to read and write."

Report on Annual Progress
Under the Federal Elementary and Secondary Education Act, more commonly known as No Child Left Behind, public school districts and individual schools are required to increase the percent of students who demonstrate proficiency in reading, math and science on standardized tests. In Iowa, students are considered proficient if they score above the 40th percentile on the Iowa Test of Basic Skills or Iowa Test of Educational Development, taken in the spring of each year. This is the among the highest proficiency measures in the nation. Students who score at the 40th percentile proficiency level are considered to be average by the test makers. They rank in the upper 60% of the students in the nation who took this test.

The improvement criteria apply to the entire student population as well as to student subgroups of 30 students or more. These subgroups include students new to the country who are learning

the English language, students of low socioeconomic status, special education students and students in several ethnic and racial minority categories.

In the 2005-06 Annual Progress Report to the State, the Council Bluffs Community School District detailed the progress made on increasing student proficiency levels. Proficiency is determined by how well students score on the standardized tests taken by students in grades three through eleven. Proficiency achievement targets for grades 4, 8 and 11 in reading and math are set annually by the state and are increased every three years to ensure all schools reach 100 percent proficiency by the 2013-14 school year. The way NCLB is currently written does not recognize student test score improvements from one year to the next unless the student improves enough to score above the proficiency target. This means that groups of students who face learning challenges and who initially score low may make solid improvements the next year but still be below the

	4th Grade	8th Grade	11th Grade
Reading	70%	66.7%	74.2%
Math	68.3%	65%	74.2%

Student Proficiency on the ITBS/ITED Standardized Test

	Above the 40th Percentile Rank						Above the 90th Percentile Rank					
	Reading		Math		Science		Reading		Math		Science	
Grade 4	04-05	05-06	04-05	05-06	04-05	05-06	04-05	05-06	04-05	05-06	04-05	05-06
Bloomer	68	60	63	75	75	75	17	12	17	8	10	10
Carter Lake	51	62	63	62	64	64	6	10	12	23	4	4
Crescent	67	82	78	81	91	91	11	18	22	14	18	18
Edison	57	57	63	46	52	52	9	5	11	2	0	0
Franklin	65	76	69	74	71	71	13	17	21	21	14	14
Gunn	86	79	93	76	76	76	19	18	30	21	8	8
Hoover	72	89	73	94	94	94	17	31	16	24	24	24
Lewis & Clark	67	70	73	75	56	56	13	10	7	5	0	0
Longfellow	68	54	65	74	71	71	5	5	10	8	5	5
Pusey	74	77	84	65	53	53	11	12	16	18	12	12
Roosevelt	73	57	78	63	61	61	14	7	11	4	4	4
Rue	74	70	68	82	83	83	15	6	13	15	15	15
Walnut Grove	65	61	70	60	58	58	6	14	8	10	12	12
Washington	62	39	68	39	37	37	6	0	18	3	0	0
Grade 8												
Kirm	69	62	69	64	74	74	13	8	10	10	9	5
Wilson	60	57	64	60	75	73	6	6	7	6	7	4
Grade 11												
ALHS	69	75	66	71	75	83	14	19	16	14	18	20
Kanesville	55	54	66	49	60	55	5	10	0	0	2	4
TJHS	60	58	71	61	69	68	15	8	14	8	15	9

proficiency target. Their improvement does not "count" toward a building or district report on annual progress because they are still below the target.

While entire schools and groups of students across the Council Bluffs School District achieved the targeted proficiency levels in 2005-06, some schools and the school district were among 15 districts in Iowa to be named to a statewide list of Schools in Need of Assistance for not meeting the required progress in all areas.

The charts included in this report show the percent of students considered proficient at each building and in all sub-groups. The District's complete annual progress report to the State is available upon request, and detailed information on each school is available by contacting the building principal.

Improvement Efforts
The District has focused diligently on identifying effective strategies to continuously improve the academic performance of all students. Some examples of these measures include:

- Weekly professional development sessions for all teaching staff, focused on research-based and proven strategies to improve student learning;
- Use of the STAR Reading Assessments throughout the year in both junior high schools;

- Participation in the statewide Every Student Counts program focused on math improvement strategies;
- Continued implementation of the Web-based PLATO Learning Systems for math at the junior high level;
- The systematic use of a variety of student assessments throughout the year to measure student progress and inform instruction; and
- Continued focus on expanding services, training and effective interventions to meet the learning needs of subgroups of students, including those who qualify for individualized education plans due to their special needs and those identified as English Language Learners.

A Focus on English Language Learners
With increased focus and effort, progress is being made to increase student achievement levels of the students who are English Language Learners (ELL). Targeted instructional strategies as well as specially trained staff have positively impacted students who are learning to speak and read English at the same time they are expected to learn math, science and all other subject areas. Significant progress is evident in the standardized test scores, with increases in proficiency noted at the three grades reported to the state. As detailed in the Subgroup proficiency chart, the greatest increase can be found among ELL high school juniors in math, with a jump in proficiency from 21 percent of the students in 2005 to 45 percent in 2006. At the fourth grade, the reading comprehension proficiency rate increased from 44 percent in 2005 to 55 percent in 2006, and the math proficiency increased from 51 percent in 2005 to 67 percent this past

year. Increases are present, but not as great at the eighth grade among English language learners in reading and math. Continued growth in proficiency for all ELL students remains a goal, especially in science at grades eight and eleven and in reading at grade eleven.

Other Student Progress Measures
In addition to standardized tests, teachers use multiple assessments to measure student performance in reading, math and science. Results are used to target instruction, to revise curriculum and to determine professional development needs of faculty and staff. A few samples of the assessments and the results from 2005-06 are listed below.

Marie Clay Observation Survey: The Council Bluffs School District measures the reading readiness of students through the use of the Marie Clay Observation Survey administered one-on-one to each kindergarten student near the end of the school year. In this assessment, the students who demonstrated their ability to hear and record sounds in words (often called phonics), at or above the 75% level, has steadily increased from 56% in 2000, up to 72% in 2005 and 78 % in 2006. In another subtest, 77% of kindergarten students in 2006 wrote at least 20 words during a timed writing, compared to 74% one year prior and 59% in 2000.

Basic Reading Inventory: Results of this test to identify a student's strengths and weaknesses in comprehension and fluency have shown that at all grade levels, the percent of students reaching the highest level of "independent" reader has increased. In grade 4, the percent of independent readers increased from 66 percent in 2004 to 74 percent in 2005. This marks a 21 percent increase over the past five years.

STAR Reading: This computer-based assessment used in the junior high schools measures an individual's reading comprehension level. It can be used repeatedly throughout the year to track progress of students. A total of 65% of the students in grade eight scored at or above grade level in this assessment in 2005-06.

PLAN: This pre-ACT assessment given to all sophomores serves as a diagnostic tool providing students the opportunity to learn from their mistakes and for teachers to see what students still need to master. The district's mean score of 17.1 in the science subtest is in line with the national average.

Abraham Lincoln trombone player Colin Herr received special recognition for earning an All-State Band appearance for the fourth year in a row.



We cannot hold a torch to light another's path without brightening our own. - Ben Sweetland

Percent of Students by Subgroup Proficient (Above the 40th Percentile Rank on the ITBS/ITED standardized test) Taken in the Spring of 2006

Sub-Groups	Grade 4				Grade 8						Grade 11					
	2005		2006		2005			2006			2005			2006		
	Reading	Math	Reading	Math	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
All Students	67	72	66	70	64	65	73	59	62	73	65	68	71	66	65	74
Male	63	74	63	72	61	64	73	58	61	71	61	71	68	53	61	68
Female	71	70	68	69	67	66	74	61	62	75	69	64	75	78	69	80
White	69	74	66	70	66	67	74	62	64	75	67	71	74	68	67	75
Black	67	72	77	77	59	35	59	48	40	72	na	na	na	32	25	75
Hispanic	51	53	57	69	44	48	65	36	44	48	47	35	50	54	49	58
Am. Native	50	50	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Asian	na	na	na	na	na	na	na	na	na	na	na	na	na	100	90	90
Free or Reduced Lunch Eligible	57	63	60	63	58	55	63	50	51	66	52	59	61	54	56	67
Full Fee	79	83	73	80	72	74	81	69	73	81	71	71	77	73	70	78
Special Education	18	40	17	29	15	20	41	17	17	38	15	30	35	23	28	53
Non Special Education	78	79	74	77	74	74	80	69	72	81	72	73	77	75	72	78
English Language Learners	44	51	55	67	26	30	43	28	44	40	37	21	47	36	45	36
Migrant	47	51	na	na	na	na	na	na	na	na	na	na	na	na	na	na

Beyond the Basics

Going beyond the basics to meet needs of students is critical today. For students to be successful in school and prepared for all that life has to offer, the Council Bluffs School District provides students a supportive learning environment and a dedication to partnering with the community to provide valuable resources. Highly qualified staff members work together to set high expectations for students and focus their efforts and teaching strategies to help students exceed their potential. Teachers, coaches and volunteers provide opportunities for students to excel in class-related clubs as well as extra-curricular activities. Board of Education members set goals and the annual budget designed to maximize student learning. A team approach, combined with required attention and focus on the efforts that help students succeed, is what is working for students in the Council Bluffs Schools.

Focus on Class Sizes
The goal of maintaining smaller class sizes during reading instruction in Kindergarten through third grade was achieved during the 2005-06 school year through the use of targeted early reading intervention/class-size reduction funding from the state. With this funding, 11 full-time and one part-time Reading Recovery and

Literacy Strategist teachers served children throughout the elementary schools. Reading Recovery is a literacy program that provides the most struggling readers in first grade the opportunity to work one-on-one with specially-trained teachers. A total of 71 percent of students enrolled in Reading Recovery achieved grade level expectations and successfully completed the program. This is the highest percent since the program began in 1996. Literacy strategists work with students and teachers and provide the support to reduce the K-3 class size during reading instruction.

Class	Size	Reduced Class Size During Reading Instruction	District Goal
K	21	17.4	20
1	23	18.2	21
2	23	19.1	21
3	24	20.1	22
4	25		23
5	23		23
6	23		24

Success Beyond High School
Seventy-seven percent of the graduating seniors in 2006 reported they intend to attend a two- or four-year college or pursue advanced training in a chosen line of work. This is an increase over the past several years and underscores the importance of providing a rigorous curriculum and enhanced opportunities for students to accelerate their learning in high school and even earn early college credit.

Senior Intent to Pursue Post-High School Education or Training

Graduating Class	Percent of Students
2004	72%
2005	73%
2006	77%

Accelerated Learning Opportunities
The effort to challenge students who are working beyond the curriculum begins with TAG and Honors classes at the freshman level in all of the core classes to provide the basis and background for the college level classes that are then available the rest of their high school career. The rigor of the coursework is in response to student needs for an accelerated curriculum.

The Belin-Blank Center released the list of the top 50 Iowa schools encouraging the use of Advanced Placement exams. Abraham Lincoln High School ranked 39 on the list for 2005. Placement on the list is determined by taking the school's number of graduating seniors divided by the number of AP exams taken by its students of any grade. A.L. students took a total of 102 AP exams in 2005.

During 2005-06, students at A.L. and T.J. participated in Advanced Placement courses in U.S. history, American government, literature and composition, language and composition, biology, physics, calculus, chemistry, music theory and Spanish.

ACT
One step in preparing for college is for students to take the ACT exam. Scores on the ACT increased this year across the country, with the gains being greater in the Council Bluffs Schools than at the state and national levels. District scores show gains in all subject area tests and at both Abraham Lincoln and Thomas Jefferson High Schools. The District ACT composite score of 21.7 is an all-time high in the records dating back to 1982. This average score is higher than the national average score of 21.1, and is closer than ever before to the state average of 22.1. Although this is the second year in a row for gains, the District will continue to help students achieve greater levels of success to maintain this upward trend. One way to accomplish this is to increase the number of students who take 4 years of English, and 3 years each of math, science and social studies. These, according to ACT, are the Core classes that prepare students for the test. Sixty-eight percent of district students who took the ACT reported they took all of the core classes. This is a five-year high, and will likely continue to grow as a result of the increased graduation requirements for students, beginning with the class of 2008.

Percent of 2006 Graduates Completing the Core Curriculum

69.3% completed...
4 years of English
3 years of Math
3 years of Science
3 years of Social Studies

Charting the Course

To chart the course for student success means to set high expectations, enhance what is already done well and to improve what has not yet been mastered. During the 2005-06 school year, faculty members continued to engage in weekly professional development sessions focused on integrating research-based teaching strategies into the classroom to maximize student learning. With an increased focus on applying the strategies and then using the data gathered along the way, teachers can more effectively meet the needs of today's diverse learners.

Helping Ensure all Students Graduate
In 2006, more than 500 students successfully completed the academic requirements to graduate from the Council Bluffs Community School District. However, too many students each year are making the decision to drop out of school. A dropout is defined by the state as a school-age student who is enrolled in any grades 7-12 and who does not attend school or withdraws from school without transferring to another approved school district. While the dropout rate is declining at a substantial rate, from 12.9 percent in 2004 to 5.5 percent in 2006, the Council Bluffs Schools are working tirelessly to improve opportunities for students to overcome difficulties and stay in school.

The graduation rate is figured by dividing the number of high school graduates in a given year by the number of graduates, plus dropouts over a period of four years. This percentage does not reflect the actual percent of students who graduate and does not include those students receiving GEDs, those who may have enrolled in other districts but did not notify our district or send for records, and those taking more than four years to graduate. This means that many special education students and most Kanesville High School students that graduate do not count as graduates for

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Total	595	12.9%	318	7.0%	238	5.5%
White	548	13.6%	263	6.6%	219	5.7%
Black (not of Hispanic Origin)	7	5.4%	14	11.6%	7	6.4%
Asian	4	10.3%	0	0%	0	0%
Hispanic	32	9.0%	15	4.7%	10	3.2%
American Indian or Alaskan Native	4	9.1%	3	8.6%	2	5.9%
Female	293	12.8%	149	6.7%	111	5.2%
Male	302	13.2%	169	7.3%	127	5.8%
Special Education	74	9.3%	61	9.1%	49	6.2%

this reporting requirement. While the 2006 graduation rate has not been reported back to the District from the State, the 2005 District graduation rate has been confirmed as 68.5 percent. This compares to the 2004 rate of 72 percent. Although district dropout data indicates more students are staying in school, students are taking more than four years to graduate and are not included in the graduation rate data.

During 2005-06, District staff members continued to increase support and resources to help students at risk of dropping out of school, especially focusing on those individuals who are falling behind in credits due to poor attendance. The District is partnering with the community to work together on improving to the state graduation rate of 90 percent. New graduation initiatives include the addition of social worker services for students, the opportunity for students to access credit recovery so they can catch up on credits not

earned, and the addition of teachers specifically assigned to work one-on-one with students as part of the Iowa Jobs for America's Graduates program.

Another key focus area has been the effort to increase attendance rates of students so they do not fall behind in their schoolwork. Increased communication with parents regarding student absences has had a positive effect on the overall attendance rate, with the average daily attendance increasing from 94.89 percent in 2004-05 to 95.13 percent in 2005-06.

The goal is to take full advantage of these new initiatives, combined with the ongoing strategies for improving the rate of graduation, to make the necessary progress in this critical area.

Increasing Rigor
To continue to improve the preparation of students for success beyond high school, staff members are working to ensure the courses students take are as rigorous as others in the state. In 2006-07, staff members will work diligently to align the District curriculum to the new Model Core Curriculum for Iowa High Schools. The rigor of the courses associated with the new high school academies is another tool the District will utilize to assure students meet appropriately high academic standards.

Across the District, staff members remain focused on helping all children in all school buildings reach their full potential and achieve at the highest possible level. Faculty members and administrators are working collaboratively with the Area Education Agency to develop an improvement plan specifically for the designated schools and for the District as a whole. These plans include improvement strategies as well as the continuation of successful programs and initiatives implemented over the past several years to positively affect student achievement.



The International Library of Poetry awarded Thomas Jefferson freshman Cody Savage the Editor's Choice Award for Outstanding Achievement in Poetry for his poem "Writer's Block." The poem will be one of 33 featured in a CD poetry collection, "The Sound of Poetry."

During the State Solo and Ensemble music contest, students at Abraham Lincoln and Thomas Jefferson earned 32 "Superior" ratings, 16 from each school.

Three Tucker Center HOSA (Health Occupations Students of America) members Nicole Drumheller, Trent Harvey, Stephanie Petsche and Chelsea Shook as well as Abraham Lincoln DECA student Dallas Beck were honored at a recognition luncheon jointly sponsored by the Iowa Association for Career and Technical Education, Iowa Department of Education, and the Iowa Department of Economic Development.

"I hear and I forget. I see and I remember. I do and I understand." -Confucius

OUR STUDENTS

2005-06 Student Enrollments

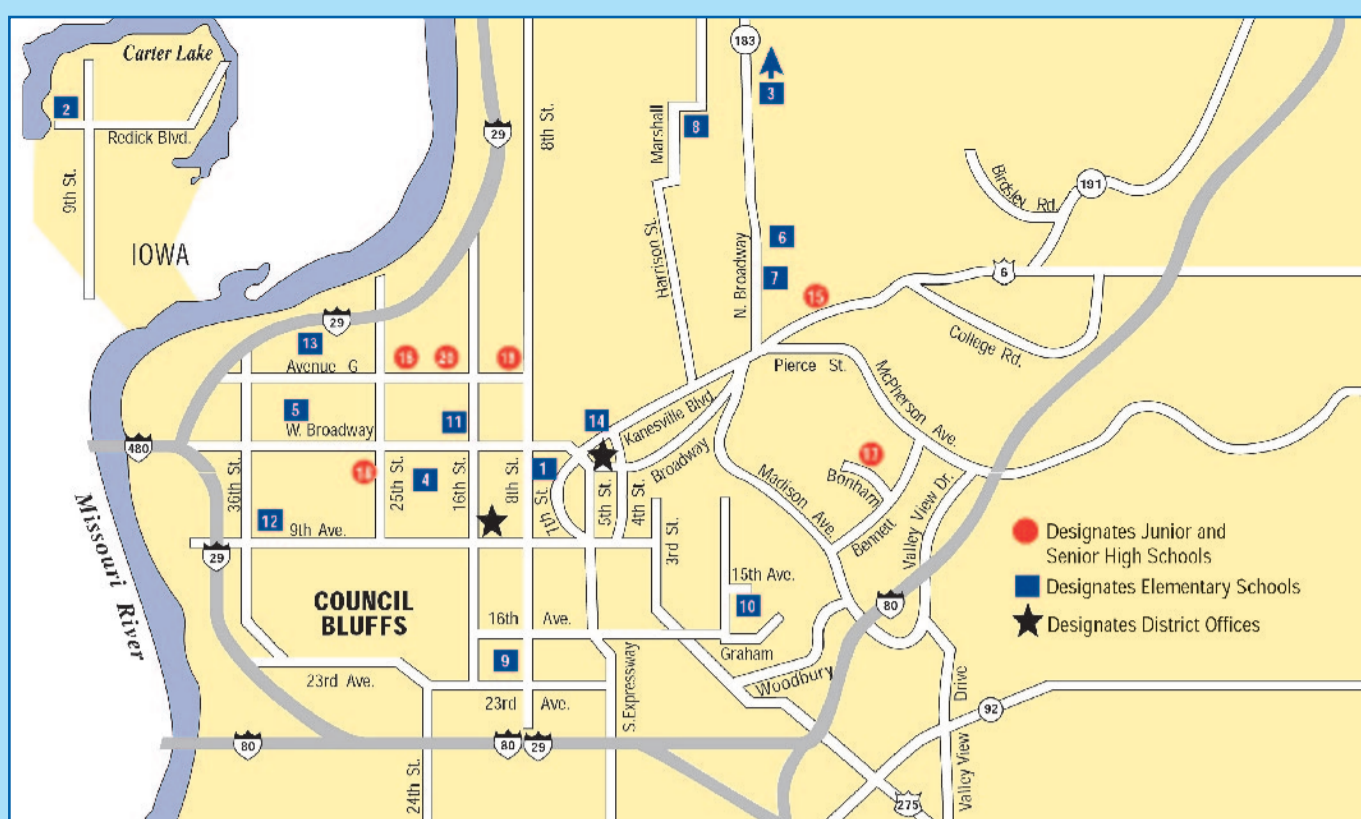
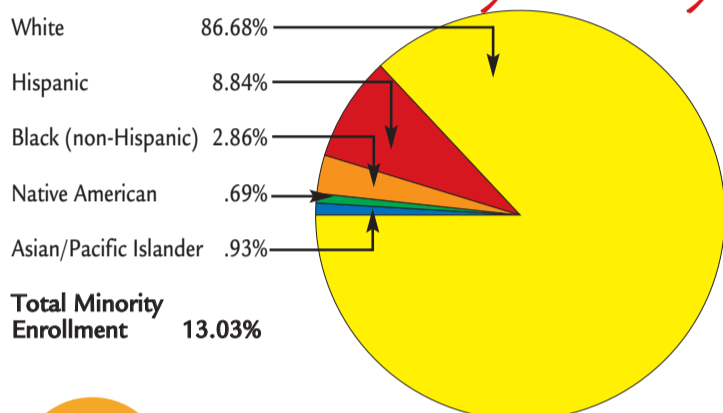
Elementary (Preschool-6)	
Bloomer Elementary	553
Carter Lake Elementary	414
Crescent Elementary	120
Edison Elementary	406
Franklin Elementary	525
Gunn Elementary	273
Hoover Elementary	497
Lewis & Clark Elementary	252
Longfellow Elementary	425
Pusey Elementary	169
Roosevelt Elementary	466
Rue Elementary	390
Walnut Grove Elementary	424
Washington Elementary	299
Junior High (7-8)	
Kim Jr. High	750
Wilson Jr. High	711
High School (9-12)	
Abraham Lincoln High	1,480
Kanesville High	224
Thomas Jefferson High	1,224
Special In-District Placements	
Children's Square	32
Heartland Family Service Therapeutic	4
PACT	15
Total Enrollment	9,653

Students receiving free or reduced price meals due to low family income: 55%

Number of English Language Learners: 324 students speaking 15 languages

Special Education Students: 14%

2005-06 Enrollment by Ethnicity



ELEMENTARY SCHOOLS

- BLOOMER**
210 S. Seventh St.
328-6519
Principal: Doreen Knuth
- CARTER LAKE**
1105 Redick Blvd.
Carter Lake 347-5876
Principal: Kim Kazmierczak
- CRESCENT**
401 E. Welch
Crescent 545-3697
Adm. Intern: Jason Plourde
- EDISON**
2218 Third Ave.
328-6516
Principle: Julie Smith
- FRANKLIN**
3130 Avenue C
328-6469
Principal: Lori Swanson
- GUNN**
1735 N. Broadway
328-6452
Adm. Intern: Mark Schuldt
- HOOVER**
1205 N. Broadway
328-6537
Principal: Joy Stein
- LEWIS & CLARK**
1603 Grand Ave.
328-6471
Admin Intern: Sue Rice
- LONGFELLOW**
2011 S. 10th St.
328-6522
Principal: Peg Shea
- PUSEY**
147 15th Ave.
328-6463
Principal: Peg Shea
- ROOSEVELT**
517 N. 17th St.
328-6528
Principal: Terri McClure
- RUE**
3326 Sixth Ave.
328-6540
Principal: Trudy Evans
- WALNUT GROVE**
2920 Avenue J
328-6525
Principal: Jerri Larson

- WASHINGTON**
207 Scott St.
328-6403
Adm. Intern: Jason Plourde

JUNIOR & SENIOR HIGHS

- KIRN JUNIOR HIGH**
100 North Ave.
328-6454
Principal: David Schweitzer
- WOODROW WILSON JUNIOR HIGH**
715 N. 21st St.
328-6476
Principal: Joel Beyenhof
- ABRAHAM LINCOLN HIGH**
1205 Bonham St.
328-6481
Principal: Melanie Shellberg
- THOMAS JEFFERSON HIGH**
2501 W. Broadway
328-6493
Principal: Judy O'Brien
- KANESVILLE HIGH/PACT**
807 Avenue G
328-6510
Principal: Tom Bond

- TUCKER CAREER CENTER**
815 N. 18th St.
328-6408
Administrator: Paul Hans

DISTRICT OFFICES

- EDUCATIONAL SERVICE CENTER**
12 Scott Street
328-6446
Superintendent: Jack Keegan
- FACILITIES & MAINTENANCE OFFICE**
801 S. 16th St.
328-6406
Supervisor: Neal Evans
- NUTRITION SERVICES OFFICE/WAREHOUSE**
801 S. 16th St.
328-6420
Supervisor: Virginia Bechtold

A teacher affects eternity; he can never tell where his influence stops.
-Henry B. Adams

OUR STAFF

DEDICATED AND CARING TEAM

More than 1,100 faculty and staff members bring unique talents and skills to enhance the learning environment for students in the Council Bluffs Schools. Teachers and media specialists utilized a wealth of experience and advanced education to positively impact student achievement. School counselors and nurses also played a critical role in the educational process by providing the resources necessary for students to be successful in and out of school. Para-educators, computer technicians, nutrition services personnel, custodial and maintenance staff members as well as health associates serve students in ways that contribute to their ability to learn. All work together to empower students and give them the tools to succeed. A third of the faculty members have served students in the Council Bluffs Schools for more than 20 years. More than half hold master's degrees.

New Master's Degrees obtained during 05-06:

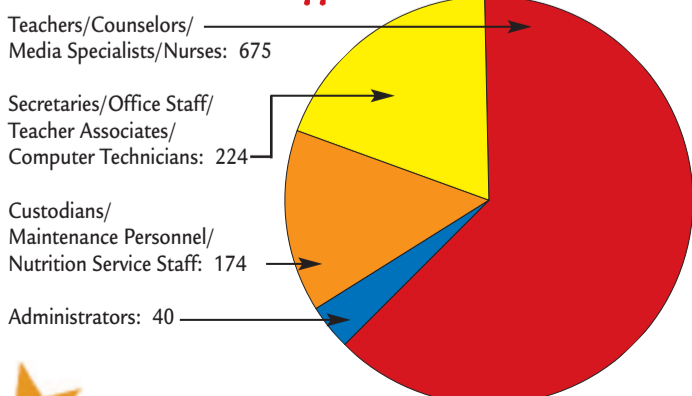
Brant Anderson	Justin Heckman	Rebecca Phillips
Jane Burgett	Douglas Johnson	Shauna Sandau
Jacque Craig	Jessann Kellar	Michelle Schaeffer
Robert Dittmer	Beth Matters	Michael Starner
Amy Erwin	Penny Matuszeski	Justin Steinmetz
Lori French	Nick Moore	Inez Summy

STAFF ACCOMPLISHMENTS

Teachers and staff receive well-deserved recognition from throughout the community and state. Here are some examples of those honors during the 2005-06 school year.

- Kim teacher Dwain Pedersen was honored as the Council Bluffs Eagles Lodge Teacher of the Year:
- Abraham Lincoln High School business teacher Wayne Norman—AEA 13 Outstanding Secondary Business Educator by the Iowa Business Education Association.
- Kim teacher Deb Masker--National History Day in Iowa Teacher of the Year.
- Tucker Center's health occupations teacher Vicki Leaders 2005-06 Iowa Teacher of the Year by the Health Occupations Society of America.
- Wilson teacher Elizabeth Messina—awarded a \$1,000 grant from Wal-Mart for her technology robotics program.
- Edison special education teacher Nick Moore -- featured as a "Star of Education" by television station KXVO and the Metropolitan Omaha Education Consortium.
- Longfellow preschool teacher Kathy Van Houten -- Sam's Club teacher of the year.
- Abraham Lincoln High School vocal music teacher Lynne Boyd -- Wal-Mart teacher of the year.

1,113 staff members



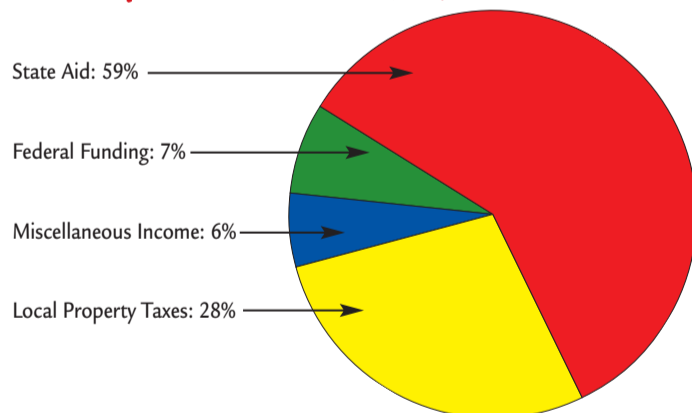
Certified Enrollment Trend

1999-00	10,469
2000-01	9,984
2001-02	9,957
2002-03	9,889
2003-04	9,820
2004-05	9,662
2005-06	9,478

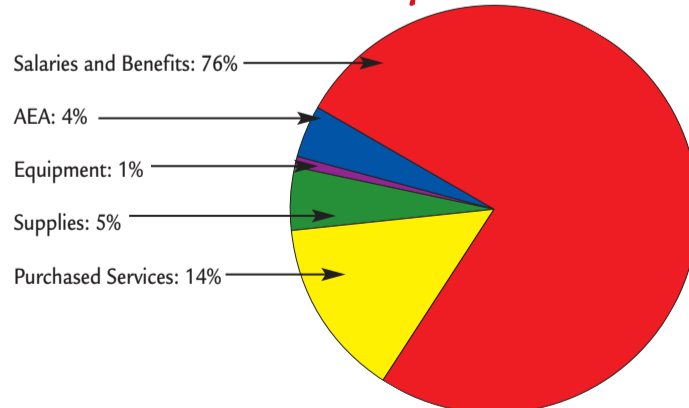
BUDGET OVERVIEW

2005-06 District Budget: \$94,741,885
School District Tax Rate (per \$1,000 Value of Property): \$15.81

General Fund Revenue



General Fund Expenditures



Live as if you were to die tomorrow. Learn as if you were to live forever.
-Mahatma Gandhi



END OF AN ERA

The 2005-06 school year marked the end of an era with the retirement of Superintendent Dick Christie. During his 18 years of service as superintendent, he helped create opportunities for all students to succeed...from the introduction of all-day kindergarten and the expansion of preschool for our community's youngest learners, to the evolution of college and career preparation for high school students. As Superintendent, Dick Christie was well-respected in the community, by his peers and by state leaders, earning recognition as the 1998 "Iowa Superintendent of the Year" by the School Administrators of Iowa. He took great pride in his work on behalf of students and great pleasure in working with a talented and dedicated team of faculty and staff members. On behalf of Council Bluffs students, faculty and staff members and the entire community, thank you Dr. Christie.

Roosevelt sixth grader Brandon Brown was selected to participate in the state Opus Honor Choir.

Eighteen Council Bluffs Community School District students advanced to the state Invent, Iowa! competition after winning the area-wide competition.

For updated information on the Council Bluffs Schools, log on to www.cb-schools.org. You'll find individual school web sites as well as the school calendar, student and parent resources, Board of Education and staff contact information, district policies, the district's master facilities plan and information on jobs in the Council Bluffs Schools.

The 2005-06 annual report of the Council Bluffs Community School District was published by the Community Services office in cooperation with The Daily Nonpareil. For additional information concerning this report, please contact:
Jack Keegan
Interim Superintendent
328-6418 - jkeegan@cb-schools.org
or
Diane Ostrowski, APR
Supervisor of Community Services
328-6514 - dostrowski@cb-schools.org

The Council Bluffs Community School District does not discriminate on the basis of race, national origin, creed, age, sex, marital status, sexual orientation or handicap in its educational programs, activities or employment practices