Annual Progress Report
for 2019-2020

Submitted September, 2020

Measuring Student Success: State Indicators

State Indicators	
Completion of a Core Program	Core program requires 30 credits of English, Math, Science and Social Studies courses 42/45 = 93% of seniors completed the core program requirements
Dropouts	3 students dropped out during the 2019-2020 academic year. *Of these 3 students, two dropped out during their sophomore year and 1 student dropped out during their senior year. *Students are encouraged to complete high school coursework through the Kirkwood Learning Center.*
Graduates planning to pursue Post-Secondary Education/Training	4 yr. college: 16/45 = 35.5% 2 yr. college/training: 17/45 = 38% Military: 2/45 = 4% Work force: 3/45 = 6.6%
Probable Post-Secondary Success	23 out of 45 seniors took the ACT (51.1%) 17 of the 45 achieved a composite score of 20 or higher (37.7%)
Graduation Rates	42/45 = 93%
Highly Qualified Teachers	All classes are taught by highly qualified teachers.
Student Participation in Testing	All students participate in district-wide testing unless an Individualized Education Plan (IEP) states otherwise.

Measuring Student Success: Local Indicators

Local Indicators		
Attendance (Average Daily Attendance by grade level during the school year)		

Grade	Average Daily Attendance
K	95.24%
1	95.47%
2	96.70%
3	96.41%
4	94.86%
5	94.90%
6	94.98%
7	93.54%
8	94.68%
9	95.5%
10	96.21%
11	93.63%
12	91.91%

Identified as At–Risk at State Level

Earlville: 6/53 =11%
Johnston: 32 /109 = 29.3%
Delhi Elementary: 19/150=12.6%
Middle School: 36/161 – 22.3%
High School: 32/192 – 16.6%

Discipline

Detentions Served:
Johnston Elementary – 0
Earlville Elementary – 0
Delhi Elementary – 0
Middle School – 10
High School – 16

Suspensions Served:
Johnston Elementary – 0
Earlville Elementary – 0
Delhi Elementary – 0
Middle School – 7
High School – 6

Extra-Curricular Participation	**Middle School:** 7th Grade: 38/46= 82.6% <u>8th Grade:</u> 53/58 =91.3% Overall: 91/104 = 87.5%	**High School:** 9th Grade: 36/41 = 87.8% 10th Grade: 42 /48 = 87.5% 11th Grade: 52/58 = 89.6% <u>12th Grade:</u> 39/45 (86.6%) Overall: 169 / 192 (88%)
P/T Conferences	**Fall:** Earlville Elementary: 98% Johnston Elementary: 97% Delhi Elementary: 91% Middle School: 94% High School: 46%	**Spring:** Earlville Elementary: --% Johnston Elementary: -- % Delhi Elementary: --% Middle School: --% High School: --% *Because of school closing due to the Coronavirus, no spring conferences were held.

Measuring Student Achievement
Differentiated Accountability Goals for 2019-20

With the state's revised accountability system, the goal is to analyze five healthy indicators in the areas of reading, math, and behavior. Currently, the state is focusing on PK-6 literacy using three of the five indicators: assessment and data-based decision-making, universal instruction, and intervention system. 2016-17 is the first year we screened <u>all</u> students in grades PK-6 using the state-approved assessment tool (FAST). As a result, our long-range and annual goals are focused on PK-6 literacy, per state requirements.

Long-Range Improvement Goal (PK-6 Reading)
By the year 2023, 80% of students in grades 1 through 3 will be at or above benchmark on the FAST earlyReading or FAST CBM-R assessment. **Additional Long-Range District Goals:** The district will increase K-12 student achievement in reading comprehension, mathematics, and science as measured by district-wide assessment tools.

Annual Improvement Goal
In the winter of 2019- 2020 school year, 70% of students in grades 1-3 were at or above benchmark on the FAST earlyReading or FAST CBMreading assessment. This was an increase from 68% in winter of 2018- 2019 school year. Our short range goal for winter of 2020- 2021 school year, is to maintain a 70% proficiency rate, with anticipated goals of 73% in spring of 2020- 2021 school year, and 76% in the spring of 2021- 2022 school year.

Progress toward K-3 Early Intervention Goals

Long Range Goal: To maintain a high level of student proficiency in the primary classrooms. To use assessment tools and documentation to monitor student progress to track growth in oral reading fluency, comprehension, and phonemic awareness in the primary grades.

- All K-4 students are assessed in the fall, winter, and spring using a diagnostic assessment to measure students' abilities in reading in FAST. The FAST earlyReading was used to assess junior kindergarten and kindergarten in fall, winter, and spring. The FAST earlyReading was used to assess 1st grade in fall and winter. The FAST CBMreading assessment is used to assess 1st grade in the Spring and 2nd - 3rd in the fall, winter, and spring. The FAST aReading assessment is used to assess reading comprehension in grades 4th - 6th in the fall, winter, and spring. Teachers discussed results with parents and sent home reports on progress towards the identified benchmarks.
- All students are assessed using the Fountas and Pinnell benchmark assessments. These assessments are administered by a certified teacher who listens to each child read a passage. Accuracy, fluency, and comprehension are monitored. Each student's independent, instructional, and frustrational level is identified. These assessments are administered in the fall and spring along with quarterly running records checks.

Iowa Statewide Assessment of Student Progress
Because of school closing due to the Coronavirus, no statewide assessments were given in the Spring of 2019
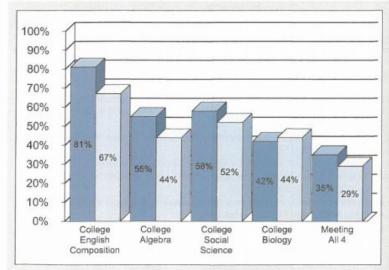
ACT*
Report from October 2019

This report reflects the achievement of graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work using ACT tests of in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2015	31	22,675	20.5	21.6	21.8	21.5	21.0	22.7	22.0	22.3	21.5	22.2
2016	45	23,132	21.2	21.4	22.2	21.4	22.3	22.7	22.5	22.3	22.1	22.1
2017	28	23,306	21.9	21.2	21.4	21.3	22.2	22.6	21.6	22.1	21.8	21.9
2018	40	24,028	21.1	21.0	22.8	21.2	21.3	22.5	21.7	22.0	21.8	21.8
2019	31	22,965	21.7	20.8	21.6	21.0	22.7	22.3	22.2	21.8	22.2	21.6

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

Bar chart values (Your School / State):
- College English Composition: 81% / 67%
- College Algebra: 55% / 44%
- College Social Science: 58% / 52%
- College Biology: 42% / 44%
- Meeting All 4: 35% / 29%

Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score 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.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test