



# Iowa Department of Education



School Year: <input type="text" value="2010-2011"/> <input type="button" value="Go"/>	Form: <input type="text" value="96 Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
Form Must Be Completed By: <b>Both Public and Non-Public</b>	
District: 3231 School: 0000 Name: Johnston Comm School District	

Division of PK-12 Education  
**Annual Progress Report (APR)**  
**Minimum Requirements**  
 Due Date: September 15  
**Print Summary All, Public**

Chapter 12 Improvement Goals Reading	
<b>281--IAC 12.8(3)(b)</b>	
<b>PUBLIC</b>	
The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.	
<ul style="list-style-type: none"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul>	
<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	Reading Goal: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Tests.  Long Term Goals: 100% of all students proficient by 2013-2014
<b>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	Annual Improvement Goals - Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Reading Comprehension and detailed below.  The current status of all students proficiency rates in grades 3-5 is 88.73% proficiency with an annual growth goal of 2.82% to 91.55% proficient.  In grades 6-8 the proficiency rate is 85.70% proficient with an annual growth goal of 3.58% to 89.28% proficient.  In grade 11 the proficiency rate is 83.2% proficient with a growth goal of 4.2% to 87.4% proficient.
<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not</b>	Johnston's Annual Improvement Goal- Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Reading Comprehension subtest.  While improvement was seen in all three target areas the growth was below the set targets.

<p><b>met its goal:</b></p>	<p>The reading proficiency rate in grades 3rd-5th increased by 2.48% from 88.73% proficient to 91.18% proficient, missing the target of 91.55% proficient by 0.37%.</p> <p>The reading proficiency rate in grades 6th-8th increased by 0.48% from 85.70% proficient to 86.18% proficient, missing the target of 89.28% proficient by 1.20%.</p> <p>The reading proficiency rate in grade 11 increased by 3.00% from 83.20% to 86.20%, missing the target of 87.40% by 1.20%.</p>
<p><b>If the District Did Not Meet its Goal</b>  <b>281--IAC 12.8(3)(b)(4)</b></p> <p><b>The plan to meet future goals includes the following:</b></p>	<p>The Johnston Community School District's school improvement process has again been reviewed and refined to sharpen the focus on student learning. The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyzes student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?</p> <p>All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from ITBS/ITED, MAPs and classroom assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.</p> <p>Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Building action plans call for PLC teams to implement strategies in reading comprehension and vocabulary skills development including non-fiction reading strategies. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level.</p>
<p><b>2011-2012 Next School Year Annual Goals:</b>  <b>281--IAC 12.8(3)(b)(4)</b></p>	<p>Annual Improvement Goals - Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the Reading Comprehension subtest and detailed below.</p> <p>The current status of all students' proficiency rates in grades 3-5 is 91.18% proficiency with an updated annual growth goal of 3.19% to 94.37% proficient.</p> <p>In grades 6-8 the proficiency rate is 86.18% proficient with an updated annual growth goal of 6.68% to 92.86% proficient.</p> <p>In grade 11 the proficiency rate is 86.2% proficient with an updated annual growth goal of 5.4% to 91.6% proficient.</p>

## Chapter 12 Improvement Goals Math

### 281--IAC 12.8(3)(b)

#### PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	<p>Math Goal: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Tests.</p> <p>Long Term Goals: 100% of all students proficient by 2013-2014</p>
<b>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	<p>Annual Improvement Goals - Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Math Total subtest and detailed below.</p> <p>The current status of all students proficiency rates in grades 3-5 is 88.94% proficient with an annual growth goal of 2.77% to 91.71% proficient.</p> <p>In grades 6-8 the proficiency rate is 90.47% proficient with annual growth goal of 2.38% to 92.85% proficient.</p> <p>In grade 11 the proficiency rate is 84.4% proficient with an annual growth goal of 3.90% to 88.3% proficient.</p>
<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	<p>Johnston's Annual Improvement Goals - Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Math Total subtest</p> <p>Growth targets were attained in two of the three target areas. The targets were achieved in grades 3-5th and in 11th grade, while the target was not met in grades 6th-8th.</p> <p>The math proficiency rate in grades 3rd-5th increased by 2.96% from 88.94% proficient to 91.86% proficient, surpassing the target of 91.71% proficient by 0.15%.</p> <p>The math proficiency rate in grades 6th-8th decreased by 0.18% from 90.47% proficient to 90.29% proficient, missing the target of 92.85% proficient by 2.56%.</p> <p>The math proficiency rate in grade 11 increased by 4.30% from 84.40% proficient to 88.70% proficient, surpassing the target of 88.30% proficient by 0.40%</p>
<b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes</b>	<p>The Johnston Community School District's school improvement process has again been reviewed and refined to sharpen the focus on student learning. The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?</p> <p>All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed</p>

<p><b>the following:</b></p>	<p>after a comprehensive review of student achievement data from ITBS/ITED, MAPs and classroom assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.</p> <p>Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Building action plans call for PLC teams to implement strategies in math skills development. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level.</p>
<p><b>2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b></p>	<p>Annual Improvement Goals - Increase the percent of proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the Math Total subtest and detailed below.</p> <p>The current status of all students' proficiency rates in grades 3-5 is 91.86% proficient with an updated annual growth goal of 2.62% to 94.48% proficient.</p> <p>In grades 6-8 the proficiency rate is 90.29% proficient with an updated annual growth goal of 4.94% to 95.23% proficient.</p> <p>In grade 11 the proficiency rate is 88.7% proficient with an updated annual growth goal of 3.50% to 92.20% proficient.</p>

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## Chapter 12 Improvement Goals Science

### 281--IAC 12.8(3)(b)

#### PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

- Grade 8 is served.**  
 **Grade 11 is served.**  
 Neither Grade 8 or Grade 11 is served.

**SCIENCE ONLY:** At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. **The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.**

<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	<p>Science Goal: : Students will demonstrate increasing higher levels of proficiency in science on the Iowa Tests.</p> <p>Long Term Goals: 100% of all students proficient by 2013-2014</p>
<b>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	<p>Annual Improvement Goals - Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Science subtest and detailed below.</p> <p>The current status of all students proficiency rates in grades 3-5 is 89.15% proficient with an annual growth goal of 2.71% to 91.86% proficient.</p> <p>In grades 6-8 the proficiency rate is 89.66% proficient with an annual growth goal of 2.59% to 92.25% proficient.</p> <p>In 11th grade the proficiency rate is 82.3% proficient with an annual improvement goal of 4.43% to 86.73% proficient.</p>
<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	<p>Johnston's Annual Improvement Goals - Increase the percent of all student proficient and above (41-99%) in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Math Total subtest.</p> <p>Growth targets were attained in two of the three target areas. The targets were achieved in grades 3-5th and in 11th grade, while the target was not met in grades 6th-8th.</p> <p>The Science proficiency rate in grades 3rd-5th increased by 2.93% from 89.15% proficient to 92.13% proficient, surpassing the target of 91.86% proficient by 0.27%.</p> <p>The Science proficiency rate in grades 6th-8th decreased by 0.55% from 89.66% proficient to 89.15% proficient, missing the target of 92.25% proficient by 3.10%.</p> <p>The Science proficiency rate in grade 11 increased by 8.30% from 82.30% proficient to 90.6% proficient, surpassing the target of 86.73% proficient by 3.87%.</p>
<b>If the District Did Not Meet its Goal 281--IAC</b>	<p>The Johnston Community School District's school improvement process has again been reviewed and refined to sharpen the focus on student learning. The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we</p>

<p><b>12.8(3)(b)(4)</b></p> <p><b>The plan to meet future goals includes the following:</b></p>	<p>know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?</p> <p>All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from ITBS/ITED, MAPs and classroom assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.</p> <p>Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students Plans call for the implementation of Science note booking and journaling to enhance student processing skills. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level.</p>
<p><b>2011-2012</b></p> <p><b>Next School Year Annual Goals:</b></p> <p><b>281 --IAC</b></p> <p><b>12.8(3)(b)(4)</b></p>	<p>Annual Improvement Goals - Increase the percent of proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the Science subtest.</p> <p>The current status of all students' proficiency rates in grades 3-5 is 92.13% proficient with an updated annual growth goal of 2.44% to 94.57% proficient.</p> <p>In grades 6-8 the proficiency rate is 89.15% proficient with an updated annual growth goal of 5.69% to 94.84% proficient.</p> <p>In 11th grade the proficiency rate is 90.60% proficient with an updated annual improvement goal of 0.56% to 91.16% proficient.</p>

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Chapter 12 Alternative Assessment - Reading

281--IAC 12.8(3)(a)(1)

**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

**YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Reading**

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Chapter 12 Alternative Assessment - Math

281--IAC 12.8(3)(a)(1)

**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

**YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Math.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Math**

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Chapter 12 Alternative Assessment - Science

281--IAC 12.8(3)(a)(1)

**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

**YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Science.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Science**

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## Chapter 12 Multiple Assessments

### Assessment Selections 281--IAC 12.8(3)(b)(5)

#### PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

[View Complete Assessments List](#)

[List of All Available Assessments](#)

### Reading

<b>Assessment Used:</b>	Mid-Iowa 51 Consortium Alternatives (a.k.a. MIALT (Mid-Iowa Achievement Level Tests) customized NWEA) (219)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Students in grades 3-11 are given the electronic MIALT-MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' median, or middle score in Reading exceed the national norm group's median score by at-least 5 RIT score units. For example in third grade the national median RIT score is a 200, Johnston 3rd grade median RIT score was a 205, 4th grade national median was a 207, Johnston 4th grade median 213, 5th grade national median was a 212, Johnston 5th grade median 218, 6th grade national median 216, Johnston 6th grade median 224, 7th grade national median 219, Johnston 7th grade median 228, 8th grade national median 223, Johnston 8th grade median 230, 9th grade national median 224, Johnston 9th grade median 233, 10th grade national median 228, Johnston 10th grade median 232, 11th grade national median 227, Johnston 11th grade median 235.</p> <p>The fall and spring administration provides teaching staff with pre and post growth data in reading skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.</p>

### Math

<b>Assessment Used:</b>	Mid-Iowa 51 Consortium Alternatives (a.k.a. MIALT (Mid-Iowa Achievement Level Tests) customized NWEA) (219)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Students in grades 3-11 are given the electronic MIALT-MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' median or middle score in Math exceed the national norm group's median score by at-least 4 to 14 RIT score units. For example in third grade the national median RIT score is a 203, Johnston 3rd grade median RIT score was a 207, 4th grade national median was a 211, Johnston 4th grade median 218, 5th grade national median was a 220, Johnston 5th grade median 226, 6th grade national median 225, Johnston 6th grade median 237, 7th grade national median 230, Johnston 7th grade median 244, 8th grade national median 234, Johnston 8th grade median 246, 9th grade national median 236,</p>

Johnston 9th grade median 250, 10th grade national median 239, Johnston 10th grade median 249, 11th grade national median 241, Johnston 11th grade median 255. The fall and spring administration provides teaching staff with pre and post growth data in reading skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.

## Science

<b>Assessment Used:</b>	District Developmental Assessments (84)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Grade 8 &amp; 11 students are administered a district developed Science performance assessment. Students are given a task to which they are asked to respond in multiple formats including multiple-choice, short answer and extended constructed responses. Teachers are trained in the use of scoring rubrics to analyze student skill proficiency. Additionally, the inter-rater reliability of the teacher scores is monitored to ensure accurate use of the rubrics. Student responses are scored by two to three teacher with the use of a scoring rubric which defines district expectations on district standards and benchmarks. Seventy-eight percent of 8th grade students were proficient on the multiple-choice items, 76 percent were proficient on the short answer component and 71 percent were proficient on the extended response component of the performance assessment.</p> <p>Eighty-two percent of 11th grade students were proficient on the multiple-choice items, 79 percent were proficient on the short answer component and 61 percent were proficient on the extended response component of the performance assessment.</p>

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## Chapter 12 Post-Secondary Data

### Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

<b>List assessment used and cut score:</b>	The ACT is the assessment used in Johnston to indicate probable post-secondary success. A score of 20 or higher on the 36-point scale for the test indicates probable success in college.
<b>This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</b>  <b>If available, ACT data will be automatically provided. These data are from the last available Project EASIER Spring/B.E.D.S.</b>	<b>463</b> Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: <b>463</b> . Iowa Testing information from Project EASIER BEDS table.)
	<b>529</b> Total number of students who took the test. (Number of students who took the ACT test: <b>529</b> . Iowa Testing information from Project EASIER BEDS table.)
	<b>87.52%</b> Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.

### Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

<b>All high school seniors who intend to pursue post-secondary education or training.</b>  <b>PUBLIC</b> <b>These data are from the last available Project EASIER Spring/B.E.D.S.</b>	<b>360</b> Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: <b>360</b> . Data from Project EASIER BEDS table.)
	<b>415</b> Total number of seniors who have graduated. (Number of seniors: <b>415</b> . Data from Project EASIER BEDS table.)
	<b>86.75%</b> Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.

### Core Program Completers 281--IAC 12.8(3)(a)(7)

<b>All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.</b>	<b>413</b> Total number of high school graduates who completed a core program.
	<b>413</b> Total number of high school graduates.
	<b>100.00%</b> Total percentage of high school graduates who completed a core program. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.



## Chapter 12 Post-Secondary Dropout Data

### Dropout Data 281--IAC 12.8(3)(a)(4)

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

**IMPORTANT** Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2009-2010), while the APR itself is in the current school year (2010-2011).

#### Dropout Definitions

According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
- is not enrolled as of Count Day 2010
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions:
  - a. transfer to another public school district, private school, or state- or district-approved education programs
  - b. temporary absence due to suspension or school-approved illness; or
  - c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.
2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
3. Individuals who are not accounted for on October 1 are considered dropouts.
4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.

<b>All Dropouts 2009-2010</b>	<b>21</b>	Total number of All Dropouts, grades 7-12.
	<b>2580</b>	Total number of All Students, grades 7-12.
	<b>0.81%</b>	Total percentage of All Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

#### DROPOUT SUBGROUPS

<b>Female 2009-2010</b>	<b>8</b>	Total number of Female Dropouts, grades 7-12.
	<b>1258</b>	Total number of Female Students, grades 7-12.
	<b>0.64%</b>	Total percentage of Female Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

<b>Male 2009-2010</b>	<b>13</b>	Total number of Male Dropouts, grades 7-12.
	<b>1322</b>	Total number of Male Students, grades 7-12.
	<b>0.98%</b>	Total percentage of Male Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

<b>White (not of Hispanic origin) 2009-2010</b>	<b>17</b>	Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	<b>2236</b>	Total number of White (not of Hispanic origin) Students, grades 7-12.

	<p><b>0.76%</b> Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Black (not of Hispanic origin) 2009-2010</b>	<p><b>1</b> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>85</b> Total number of Black (not of Hispanic origin) Students, grades 7-12.</p> <p><b>1.18%</b> Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Hispanic 2009-2010</b>	<p><b>1</b> Total number of Hispanic Dropouts, grades 7-12.</p> <p><b>82</b> Total number of Hispanic Students, grades 7-12.</p> <p><b>1.22%</b> Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>American Indian or Alaskan Native 2009-2010</b>	<p><b>0</b> Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p><b>2</b> Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Asian 2009-2010</b>	<p><b>1</b> Total number of Asian Dropouts, grades 7-12.</p> <p><b>108</b> Total number of Asian Students, grades 7-12.</p> <p><b>0.93%</b> Total percentage of Asian Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Pacific Islander 2009-2010</b>	<p><b>0</b> Total number of Pacific Islander Dropouts, grades 7-12.</p> <p><b>4</b> Total number of Pacific Islander Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Multiple (2+ Race/Ethnicity) 2009-2010</b>	<p><b>1</b> Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12.</p> <p><b>63</b> Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12. Students are only counted once on this form. This field is not used unless the student is counted in this field only. This field is not used if the multiple race/ethnicity includes Hispanic, the Hispanic field is used, instead.</p> <p><b>1.59%</b> Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>Disabled/IEP 2009-2010</b>	<p><b>1</b> Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p><b>238</b> Total number of Disabled/IEP Students, grades 7-12.</p> <p><b>0.42%</b> Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>English Language Learners (ELL) 2009-2010</b>	<p><b>0</b> Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p><b>38</b> Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

## Additional State Requirements

### Other Locally Determined Indicators 281--IAC 12.8(3)

**These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.**

District Learning Goals were developed with community, staff, and student input. Performance assessments were created to assess the goals. The assessments require a student response to a problem. Student read a prompt then respond, typically in writing. Some constructed response assessments are short answers while others require detailed responses. Teacher teams score the assessments using a scoring guide that discriminates between different levels of performance. Assessments used are: Grade 3,7,11 Math, Grade 5,7,9 Writing, Grade 8 Reading, Grade 8,11 Science

3rd Math given in March: student proficiency Understanding (solution) 46%, Communication 52%, Strategy and Reasoning 72%,

7th Math given in November: student proficiency Understanding(solution) 48%, Communication 75%, Strategy/Reasoning 77%,

11th ICAM Geometry given in March 88.4% proficient problem solving.

5th Writing given in March: student proficiency Use of Ideas 71%, Organization 77%, Voice 78%, Word Choice 63%, Sentence Fluency 50%, Conventions 61%.

7th Writing given in November: student proficiency Use of Ideas 75%, Organization 78%, Voice 91%, Word Choice 77%, Sentence Fluency 85%, Conventions 82%.

9th Writing given in December: student proficiency Use of Ideas 86%, Organization 86%, Voice 85%, Word Choice 76%, Sentence Fluency 70%, Conventions 73%.

8th Reading (BRI) given in May: student proficiency Accuracy 99%, Comprehension 96%, Rate 89% @ 133 words/minute

8th Science given in December: student proficiency Multiple Choice Response 78%, Short Answer 76%, Extended Response 71%.

11th Science given in February: student proficiency Multiple Choice Response 82%, Short Answer 79%, Extended Response 61%.

### Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.

Early intervention goal(s) might also be class size reduction goals.

**Did the school districts accept Early Intervention funding?**

**YES**

**All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.**

During the 78th legislative session the Iowa General Assembly enacted H.F. 743, Iowa Early Intervention Block Grant Program. The goals of this legislation were: (a) to provide school districts with resources to reduce K-3 class size in basic skills instruction to the state goal of 17 students for every one teacher, (b) to provide school districts with resources for K-3 early intervention efforts in basic skills instruction, especially reading, and (c) to increase communication and accountability regarding student performance.

The goal of class size reduction is to enhance resources of time and people to assist the district and/or building in reaching the math and reading goals. The early intervention student achievement goals are the same as the building goals for reading and math. Reading Long-Range Goal: The percentage of students at the proficient or higher levels in reading will reach or exceed the following percentages on 2010-2011 ITBS/ITED assessments. Grades 3-5: 96.8%, Grades 6-8: 95.6%, and Grade 11: 94.3%. Math Long-Range Goal: The percentage of students at the proficient or higher levels in math will reach or exceed the following percentages on 2010-2011 ITBS/ITED assessments for Grades 3-5: 97.3%, Grades 6-8: 96.8% and 11 95.7%. Detailed progress data is found in the Reading and Math Goal sections of this APR.



During the 2010-2011 school year Johnston used these funds to employ six Kindergarten through Second Grade teachers to lower primary class sizes.

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## Athletic Eligibility Report for the Iowa State Board of Education

### Assistance for Student Athletes

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At-risk program
- Progress reports

### Other

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.

Coaches communicate with teachers for students who struggle academically. Additionally, coaches work individually with students and teachers when necessary. Study groups are utilized in certain situations to support student learning.

Johnston Community School has the student "Good Conduct Policy for Students Participating in Extra-curricular Activities". Students are expected to represent Johnston Schools in a positive manner. Students who violate this policy (possession or use of alcohol, tobacco, drugs, criminal violations) lose temporary eligibility in the activity that they are involved in. The Johnston policy consequences include loss of participation, counseling as needed, and use of community service hours for students who violate the policy. The students are required to pass an equivalent of 4 full credit courses. Johnston does not have a minimum grade point average requirement. Student eligibility is based upon the number of credits that have been earned each semester.

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## Assurances

### Assurances -- Public ONLY

<b>YES</b>	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
<b>YES</b>	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
<b>YES</b>	The district has incorporated Core Content <b>Reading</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Math</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Science</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has students that are English Language Learners (ELL).
<b>YES</b>	The district has adopted English Language Proficiency (ELP) standards for ELL students.

### Assurances -- Public and Non-Public

<b>YES</b>	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: <b>September 10, 2011</b>
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### District Information

<b>Authorized Agency</b>	<b>Johnston Comm School District</b> 5608 Merle Hay Rd Johnston, Iowa 50131 AEA: <b>AEA 11 Heartland</b> ( <i>district filed under aea control code 9211</i> )
<b>Primary APR Contact</b>	Name: * <b>Bruce Amendt</b> Title: * <b>Executive Director of Academic</b> Telephone: * <b>515 - 278 - 0470</b> Extension: <b>109</b> FAX: * <b>515 - 278 - 5884</b> Email: * Click, below, to email contact: <a href="mailto:bamendt@johnston.k12.ia.us">bamendt@johnston.k12.ia.us</a>