3231 0000-Johnston Comm School District
APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment

   Yes ☑   No ☐

2. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students.

   Yes ☑   No ☐

3. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.

   Yes ☑   No ☐

APR

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

   ☑ Yes ☐ No

   1. Please report on the progress of those goals for 2013-2014.

      Reading: Data from the 2013 -2014 annual assessment show that the percent of nonproficient low SES was 14.78%. Â The target was 18.73% nonproficient. The targeted improvement was met.

      Math: Data from the 2013 -2014 annual assessment show that the percent of nonproficient low SES was 14.78%. Â The target was 18.73% nonproficient. The targeted improvement was met.

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

   ☑ Yes ☐ No

   1. Report how class size reduction funds were used to meet these goals for 2013-2014.

      Class size reduction funds were used to employee six Kindergarten through third grade classroom instructors. These positions provided reduction in classrrom sizes in the primary grade levels. These positions were placed in the elementary buildings and grade levels with the largest numbers of students enrolled. Â Smaller class sizes provided increased teacher attention to students and enabled more small group and individual intervention and suppport.

3. What are the district's measureable, long-range goals to address improvement in reading?

Reading Goals:Â (based on the Iowa Assessments and AYP proficiency data reports)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th gradeÂ by 10% annuallyÂ from 22.84% nonproficient in 2012-2013 to 16.65 % nonproficient in 2015-2016.

4. Please provide the district's annual reading goals for 2013-2014.

Annual improvement goal: to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th gradeÂ by 10% annuallyÂ from 22.84% nonproficient in 2012-2013 to 20.56% nonproficient in 2013-2014.

5. Were the district's annual reading goals met in 2013-2014?

⊙ Yes ☐ No

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2013-2014.

Data from the 2013 -2014 annual assessment show that the percent of nonproficient low SES was 18.63%.Â The target was 20.56% nonproficient. The targeted improvement was met.

7. Please provide the district's annual reading goals for next school year.

Annual improvement goal: to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th grade to reachÂ goal of 18.5% noproficient in 2014 - 2015%

8. What are the district's measureable, long-range goals to address improvement in mathematics?

Math Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 20.81% nonproficient in 2012-2013 to 15.17 % nonproficient in 2015-2016. This long range goal has been modified for 2014- 2015 as it was met in the 2013 -2014 school year. Â The new long range goal is to reduce the percentage of nonproficient low SES student annually by 10% to reach the goal fo 12% by 2015-2016.Â

Â

9. Please provide the district's annual mathematics goals for 2013-2014.

> **Annual goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 20.81% nonproficient in 2012-2013 to 18.73% in the 2013- 2014 school year.

10. Were the district's annual mathematics goals met in 2013-2014?

> ◉ Yes ☐ No

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2013-2014.

> Data from the 2013 -2014 annual assessment show that the percent of nonproficient low SES was 14.78%.Â The target was 18.73% nonproficient. The targeted improvement was met.

12. Please provide the district's annual mathematics goals for next school year.

> **Annual goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 14.47% nonproficient in 2013-2014 to 13.31% in the 2014- 2015 school year.

13. What are the district's measureable, long-range goals to address improvement in science?

> **Science Goals:** based on the Iowa Assessments Â data reports
>
> Goal 2: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.
>
> **Long range goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 35.78% nonproficient in 2012-2013 to 26.08 % nonproficient in 2015-2016.Â

14. Please provide the district's annual science goals for 2013-2014.

> **Annual goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 35.78% nonproficient in 2012-2013 to 32.20% in the 2013- 2014 school year.

15. Were the district's annual science goals met in 2013-2014?

> ◉ Yes ☐ No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2013-2014.

> TheÂ **Annual goal:**Â to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 35.78% nonproficient in 2012-2013 to 32.20% in the 2013- 2014 school year.
>
> Data from the 2013-2014 Iowa Science test in grades 6th-8th shows that the Â percent of nonproficient low SES students in Sciences was reduced to 30. 32% which surpassed the

target of 32.20%. Â

17. Please provide the district's annual science goals for next school year.

Annual goal:Â to reduce the number of nonproficient low SES students in the grade span of 6th - 8th gradeÂ by 10% annuallyÂ from 30.32% nonproficient in 2013-2014 to 27.29% in the 2014- 2015Â school year.

Learning Environment

18. Please describe the district's locally defined indicators.

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 Math, Grade 8,11 Science.

19. Explain the progress the district has made on these indicators.

The results of district performance assessments are as follows:

3rd Math given in March: student proficiency Understanding (solution) 47%, Communication 54%, Strategy and Reasoning 62%,

7th Math given in November: student proficiency Understanding(solution) 50%, Communication 80%, Strategy/Reasoning 77%,

8th Science given in December: student proficiency Multiple Choice Response 79%, Short Answer 75%, Extended Response 64%.

11th Science given in February: student proficiency Multiple Choice Response 72%, Short Answer 66%, Extended Response 33%.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2013-2014:

☑ 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

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

369

22. Total number of seniors in the district who have graduated:

439

23. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

84.0500000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2012-2013:

8

25. Total number of 7-12 grade students in the district in 2012-2013:

2775

26. Percent of 7-12 grade students in the district who are dropouts in 2012-2013:

0

27. Total number of 7-12 grade female students in the district who are dropouts in 2012-2013:

4

28. Total number of 7-12 grade female students in the district in 2012-2013:

1376

29. Percent of 7-12 grade female students in the district who are dropouts in 2012-2013:

0

30. Total number of 7-12 grade male students in the district who are dropouts in 2012-2013:

4

31. Total number of 7-12 grade male students in the district in 2012-2013:

1399

32. Percent of 7-12 grade male students in the district who are dropouts in 2012-2013:

0

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

3

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013:

2335

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

0

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

2

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013:

89

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

2

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:

1

40. Total number of 7-12 grade Hispanic students in the district in 2012-2013:

105

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:

0

42. Total number of 7-12 grade Asian students in the district who are dropouts in 2012-2013:

2

43. Total number of 7-12 grade Asian students in the district in 2012-2013:

151

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2012-2013:

1

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the

district who are dropouts in 2012-2013:

> 0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013:

> 0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:

> 0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

> 0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013:

> 0

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

> 0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

> 0

52. Total number of 7-12 grade Multi-racial students in the district in 2012-2013:

> 86

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

> 0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

> 0

55. Total number of 7-12 grade students with an IEP in the district in 2012-2013:

> 225

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

> 0

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

2

58. Total number of 7-12 grade English language learner students in the district in 2012-2013:

49

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

4

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2013-2014?

◉ Yes ☐ No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2013-2014.

Assessment	Other
Measures of Academic Progress	

62. Please explain how the students do on this/these reading assessment(s).

Students in grades 3-11 are given the electronic MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' mean score in Reading exceed the national norm group's mean score by at-least 5 RIT score units. For example in third grade the national mean RIT score is a 199.2, Johnston 3rd grade mean RIT score was a 205.4, 4th grade national mean was a 206.7, Johnston 4th grade mean 211.7, 5th grade national mean was a 212.3, Johnston 5th grade mean 217.4, 6th grade national mean 216.4, Johnston 6th grade mean 222.3, 7th grade national mean 219.7, Johnston 7th grade mean 227.1, 8th grade national mean 222.4 Johnston 8th grade mean 229.7, 9th grade national mean 222.9, Johnston 9th grade mean 230.5, 10th grade national mean 223.8, Johnston 10th grade mean 231.8, 11th grade national mean 223.7, Johnston 11th grade students test only in the Fall of 2014 they did not test Spring of 2014

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.

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2013-2014.

Assessment	Other
Measures of Academic Progress	

64. Please explain how the students do on this/these math assessment(s).

Students in grades 3-11 are given the electronic MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April.Â Johnston April studentsâ€™ mean score in Math exceed the national norm groupâ€™s mean score by at-least 5Â RIT score units. For example in third grade the national mean RIT score is a 203.1, Johnston 3rd grade mean RIT score was a 209.8, 4th grade national mean was a 212.5, Johnston 4th grade mean 221.5, 5th grade national mean was a 221, Johnston 5th grade mean 231.3, 6th grade national mean 225.6, Johnston 6th grade mean 236, 7th grade national Â mean 230.5, Johnston 7th grade mean 241.7, 8th grade national Â mean 234.5, Johnston 8th grade mean 242.7, 9th grade national mean 236, Johnston 9th grade mean 245.9, 10th grade national Â mean 236.6, Johnston 10th grade mean 249.7, 11th grade national mean 238.3, Johnston 11th grade students test only in the Fall of 2013 they did not test Spring 2014.

The fall and spring administration provides teaching staff with pre and post growth data in math 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.

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2013-2014.

Assessment	Other
District Developed Tests; District Wide Assessments	

66. Please explain how the students do on this/these science assessment(s).

Grade 8 & 11 students are administered a district developed Science performance assessment.Â Students are given a task to which they are asked to respond in multiple formats including multiple-choice, short answer and extendedÂ 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.Â 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.

8th Science given in December: student proficiency Multiple Choice Response 79%, Short Answer 75%, Extended Response 64%.

11th Science given in February: student proficiency Multiple Choice Response 72%, Short Answer 66%, Extended Response 33%.

67. Which assessment does the district use as a measure for post-secondary

success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.
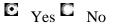
68. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

69. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

610

70. Total number of 9-12 grade students in the district who took the test:

747

71. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

81.660

72. All information required for this APR has been or will be reported to the local community.

☑ Yes ☐ No

1. Date the required APR content was or will be reported to the community.

9/15/2014