

the **DISTRICT REPORT CARD** 2015-16

Indianola Community Schools

Beyond Test Scores

This publication shares academic achievement data for our students. While assessment scores tell part of the story and our students' scores are very good, there is a lot more to Indianola CSD than test scores. Our students strive for excellence in all they do, and the district has many fine extracurricular and co-curricular teams and student clubs. Hundreds of students participate in music and drama as well as athletics, DECA, FFA, and more.

Academic achievement is important. Student participation is another indicator of a healthy school district. An additional thing I always look for is concern for others. I see this evidence of concern for others show up in various ways in our school district and community. Our school children and staff have shown appreciation for law enforcement officials in different ways. A group called Circle of Friends exists to allow special learners and general education students to interact and support each other in fun ways. High school students help run a food pantry at Indianola High School, providing food to students during the school day as well as being open to the community one night a month.

These are just a few examples showing concern for others. I am very proud of Indianola CSD students and know that they are the kind of people who go out of their way to help others. School personnel view it as part of our mission to help students grow into productive citizens. Our district mission is as follows:

"Indianola CSD is committed to excellence and achieving a lifetime of success."

Our real report card is how well we do that.

Art Sathoff

Indianola CSD Superintendent



Our Staff

- **492** full and part-time district employees
- **259** certified staff members
- **118** advanced Master's and PhD degrees
- **58** Bachelor degrees + 15 or more credit hours
- **83** Bachelor's degree
- **109** with 16+ years of teaching experience
- **85** with 6-15 years of teaching experience
- **65** with at least 5 years teaching experience

2015-16 Board of Education

Mark Tucker, President

Darrin Johnson, Vice President

Carolyn Langenwalter

Dacni Gabel

Chris Scott

Kariann Voigts

Jay Wilkinson

Superintendent

Art Sathoff

Our Vision...

Proud Traditions... Unlimited Possibilities

Our Mission...

Indianola CSD is Committed to Excellence and Achieving a Lifetime of Success

Our Beliefs...

- *We will put students first.*
- *We will meet the needs of all students so that they can learn at high levels and be prepared for the next steps along the way.*
- *We will provide safe supportive schools.*
- *We will be fiscally responsible and thoughtful about resource allocation.*
- *Our actions will reflect our beliefs.*



GOAL 1

Continuous School Improvement for Learner Benefit

Theory of Action

- If the community is aware of and supportive of essential core skills
- If the school board has an understanding of current best practices in teaching and learning and responsibly allocates resources aligned with goals
- If administrators understand district goals and initiatives and actively help others make connections and if administrators are accountable for implementation of best practices and essential skills
- If teachers provide high levels of instruction using best practices and relate the content to students' lives beyond school
- If parents understand and promote active, consistent attendance and active classroom participation
- If students understand why the Iowa Core content is important and relevant to their lives and are engaged in learning

Then all students will master the essential Iowa Core Skills and national standards so that they can apply those skills in life beyond school.

GOAL 2

Effective Communication and School District Promotion

Theory of Action

- If the district has a recognizable brand, or clearly articulated identity, promoted through social media and traditional platforms
- If information is readily available through the district website, district and building newsletters, local media, and social media
- If the board supports efforts to promote the school district locally, statewide, and nationally
- If all students, sponsors/coaches, and staff are empowered to share success stories and the district consistently celebrates successes
- If teachers openly share their practice and students' successes
- If parents and community utilize avenues of communication that are offered and contribute to sharing good news
- If students are given a voice, feel safe and connected, and get involved in their own education

Then there will be effective communication between students, staff and community, resulting in community awareness, engagement, and support for education.

GOAL 3

Effective Technology Growth and Integration

Theory of Action

- If the school board provides adequate funding for technology
- If the district maintains a robust technology infrastructure
- If the administration appropriately allocates technology resources so that the right tools are used the right ways at the right places
- If appropriate technology standards are implemented with integrity
- If administrators, teachers, and students make a continuous effort to be aware of the latest trends in technology
- If teachers receive appropriate professional development and put learning into action
- If teachers and students continue progressing in the SAMR Model (substitution, augmentation, modification, redefinition)

Then the district will maintain a reliable and scalable infrastructure that fosters the innovative integration of technology into educational programs and operational processes.

GOAL 4

Meeting Student Needs

Theory of Action

- If district leaders focus on what we can control locally
- If district administrators and teachers collaborate and communicate with parents, community, and other stakeholders
- If all district staff believe in proud traditions and unlimited possibilities for students and make decisions accordingly
- If the school board and administration develop objective, student-focused decision making criteria regarding facilities, staffing, programming, resource allocation, etc.
- If district administrators and teachers evaluate outcomes based on stated goals
- If district administrators and teachers develop our human capital, understanding that our human resources are our greatest resources and investing in students and staff
- If all education stakeholders nurture relationships with and among students, teachers, support staff, administrators, and community



- If the school board, administration, and staff provide students with a safe, supportive, and positive learning environment

Then we will best meet the social, emotional, academic, and physical needs of students.

GOAL 5

District and Community Pride and Identity

Theory of Action

- If we embrace our identity as a school in a thriving community that has a small town feel with big city opportunities and amenities
- If we have effective visionary leadership of systemically developed academic, co-curricular, and extra-curricular programs and continuity and teamwork between students, teachers, coaches/sponsors, administrators, the school board, and community
- If we have consistent program standards and practices and a culture of high expectations
- If we have passionate staff who believe in students' ability and potential to be successful
- If the school staff and community help students realize and support their ambitions and dreams
- If we provide the appropriate support (staff, facilities, coaches, finances, technology, sponsors)
- If we promote our programs and activities
- If students take advantage of the opportunities, activities, and resources
- If we have a supportive community
- the school has mutually beneficial partnerships with other community entities and staff are involved in the community
- If students, staff, and community are willing to work together to address concerns and correct problems
- If we believe WE CAN

Then we will have a clear sense of identity, pride in the school and community will be obvious, and a culture of success will be prevalent.

27th largest public school district in Iowa for students served

Academic Goals & Student Assessment

The goals listed below are a requirement of the State of Iowa Department of Education. The Indianola Community School District staff uses the following information to determine where gaps exist in order to make adjustments in teaching.

Reading

The 2015 -16 goal of the Indianola CSD in the area of reading indicated the percent of 4th grade students in the proficient range, as defined by the Iowa Assessment Reading Comprehension Test, would increase by at least 1.7% when compared to the percentage of 3rd grade students who were in the proficient range on the same test the previous year, 2014 -15.

As we followed this cohort group of students, the data indicated that in the spring of 2015, as 3rd grade students, 83.3% of all students were proficient on the assessment, and then as 4th grade students in the spring of 2016, 81.9% were proficient on the reading assessment. This is a decrease of 1.4% and does not meet our goal.

We did not meet the district goal in reading.

The goal for the 2016 -17 school year will be for the Indianola CSD to increase the percent of 4th grade students in the proficient range, as defined by the Iowa Assessment Reading Comprehension Test, by at least 1.3% (88.0%) when compared to the percentage of 3rd grade students who were in the proficient range (86.7%) on the same test in 2015 - 16.

Math

The 2015 -16 goal of the Indianola CSD in the area of mathematics indicated the percent of 11th grade students in the proficient range, as defined by the Iowa Assessment Mathematics Test, would increase by at least .7% when compared to the percentage of 10th grade students who scored in the proficient range when tested in 2014 -15. As we followed this cohort group of students, the data indicated that in the fall of 2015, as 10th grade students, 90.3% of all students were proficient on the Iowa Assessment, and then as 11th grade students, in the fall of 2016, 84.3% scored in the proficient range on the Iowa Assessment Mathematics Test. This is a decrease of 6.0% and does not meet our goal.

We did not meet the district goal in math.

The goal for the 2016 -17 school year will be for the Indianola CSD to increase the percent of 11th grade students in the proficient range, as defined by the Iowa Assessment Mathematics Test, by at least 2.1% (87.0%) when compared to the percentage of 10th grade students scoring in the proficient range (84.9%) in 2015 -16 on the same test.

Science

The 2015 -16 goal of the Indianola CSD in the area of science indicated the percent of 8th grade students in the proficient range, as defined by the Iowa Assessment Science Test, would increase by at least 1.4% when compared to the percentage of 7th grade students who scored in the proficient range on the assessment in the spring of 2015. As we followed this cohort group of students, the data indicated that in the spring of 2015 as 7th grade students, 83.9% of all students were proficient on the Iowa Assessment Science Test. As 8th grade students in the spring of 2016, 86.3% were proficient on the same test. This is an increase of 2.4% and does meet our district goal.



We did meet the district goal in science.

The goal for the 2016 -17 school year will be for the Indianola CSD to increase the percent of 8th grade students in the proficiency range, as defined by the Iowa Assessment Science Test, by at least 5.3% (85.0%) when compared to the percentage of 7th grade students who were in the proficiency range (79.7%) on the assessment in 2015 -16.

Three Levels of Achievement

A reporting requirement of the No Child Left Behind Act requires student data to be reported according to three different proficiency achievement levels. The three levels are as follows:

- Low – Students score between 1st - 40th percentile
- Intermediate – Students score between 41st - 89th percentile
- High – Students score between 90th - 99th percentile

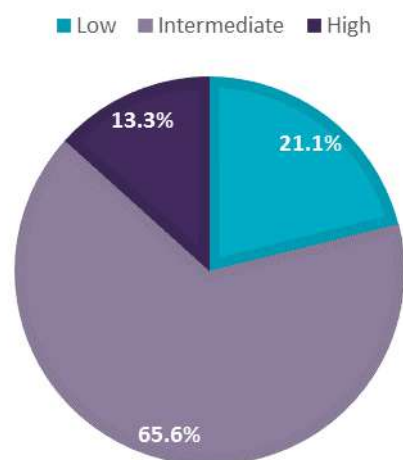
The following graphs illustrate the three levels of achievement for 3rd, 8th and 11th grade students in the areas of reading, math and science for the 2015 - 16 school year. Additional sub-sets of student demographic categories, including gender, Individualized Education Plans and socioeconomic status follow on the next few pages.

Our Schools

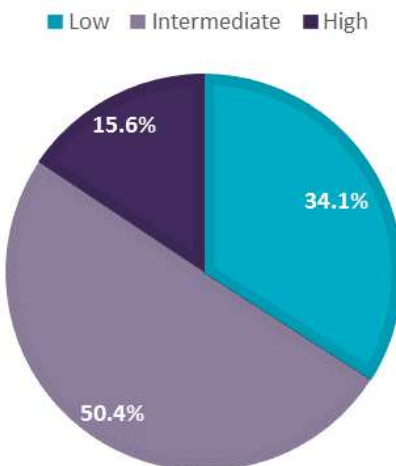
- **3,534** students served
- **4** Elementary buildings (Prek-5)
- **1** middle school (6-8)
- **1** high school (9-12)
- **95.9%** elementary average daily attendance
- **95.3%** middle school average daily attendance
- **94.5%** high school average daily attendance

All Students

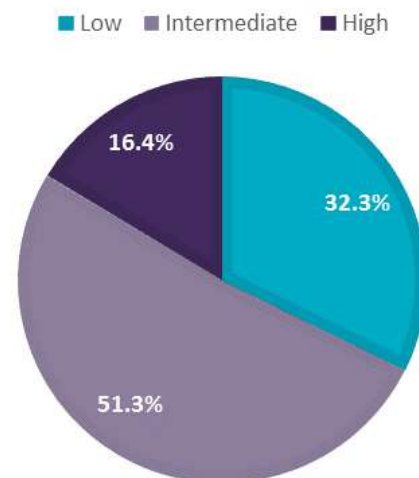
3RD GRADE READING



3RD GRADE MATH

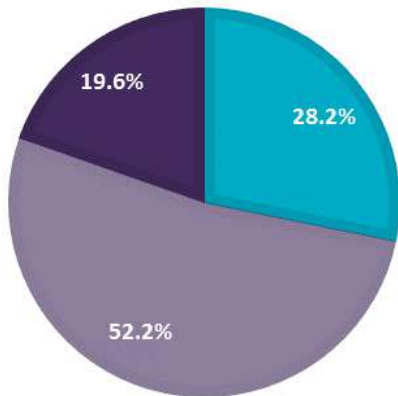


3RD GRADE SCIENCE



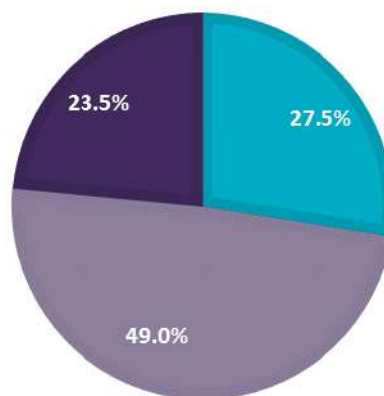
8TH GRADE READING

■ Low ■ Intermediate ■ High



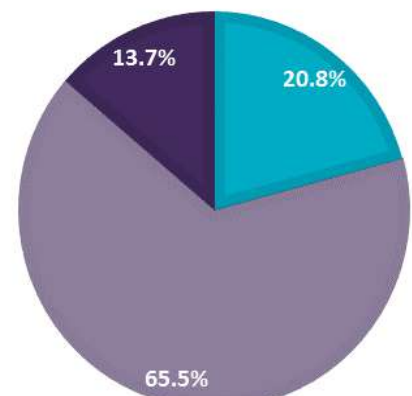
8TH GRADE MATH

■ Low ■ Intermediate ■ High



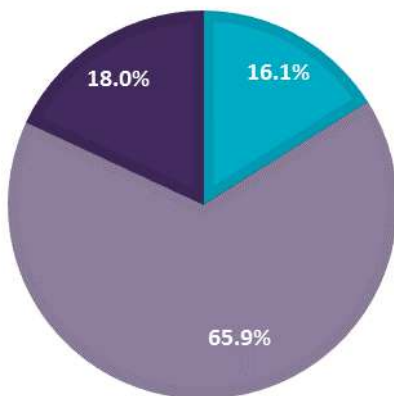
8TH GRADE SCIENCE

■ Low ■ Intermediate ■ High



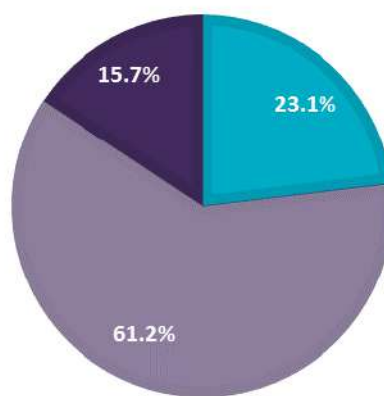
11TH GRADE READING

■ Low ■ Intermediate ■ High



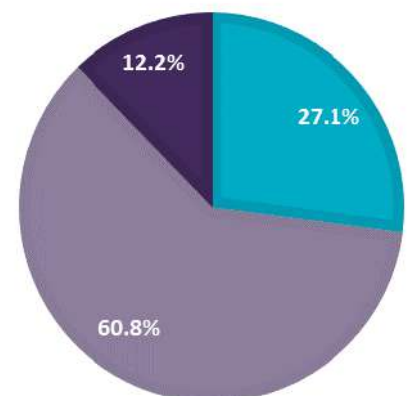
11TH GRADE MATH

■ Low ■ Intermediate ■ High



11TH GRADE SCIENCE

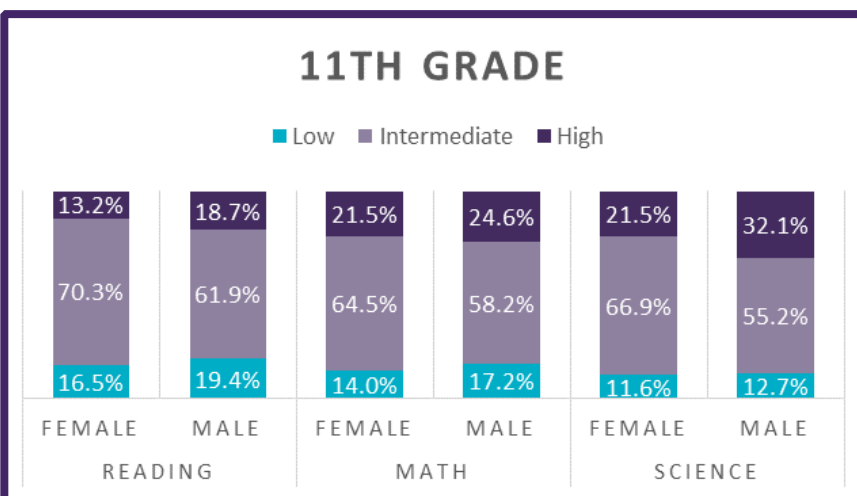
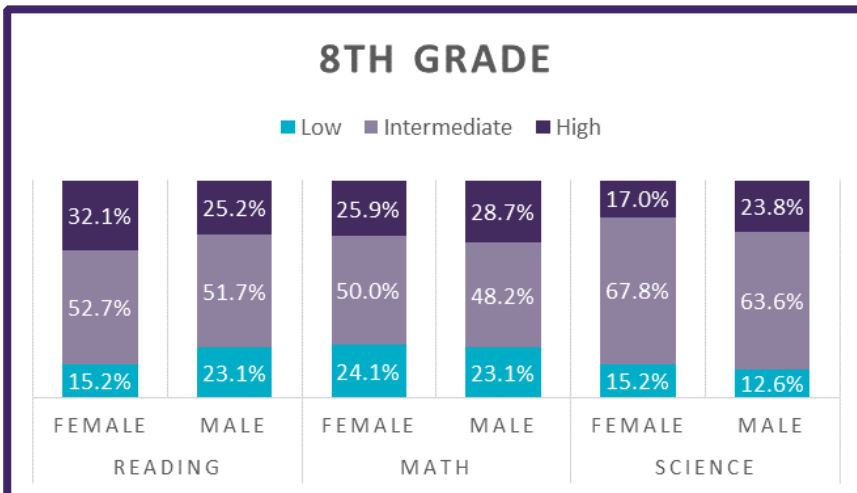
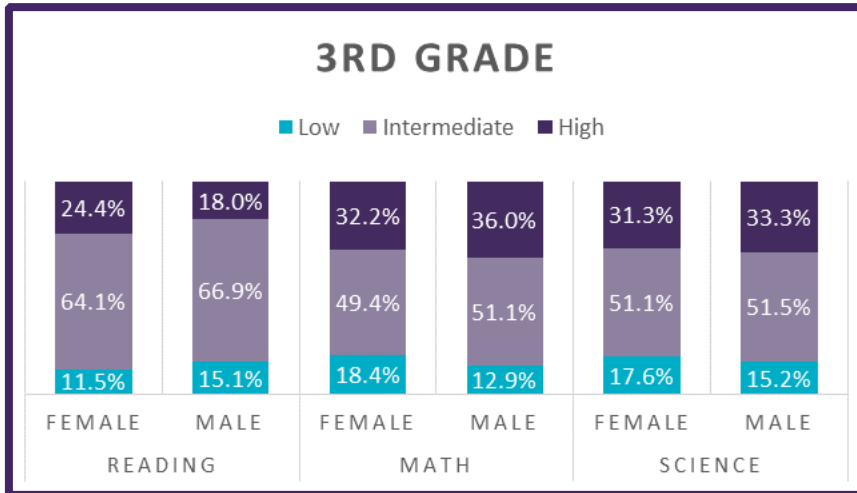
■ Low ■ Intermediate ■ High



Indianola elementary schools received Commendable and High-Performing rankings from the Iowa Department of Education on the 2016 Iowa School Report Card. For more information please go to:
<http://reports.educateiowa.gov/schoolreportcard>



Gender



Equal Opportunity Statement

Students, parents, employees and others doing business with or performing services for the Indianola Community School District are hereby notified that this school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

504 Coordinator
Indianola Community School District
1304 East 2nd Avenue
Indianola, IA 50125
515.961.9500

Who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and the ADA, § 504 and Iowa Code § 280.3 (2007).

Individualized Education Plans are for students who qualify for Special Education services.

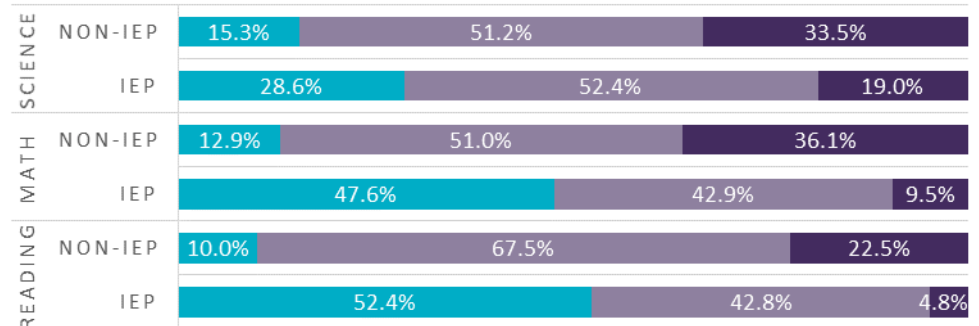
Services

- **192** students served through summer learning programs
- **288** students attending Indianola Child Care
- **182,823** lunches served
- **25,243** breakfasts served
- **313,061** miles logged by Indianola bus drivers
- **202** summer child care students served
- **679,312** square feet of indoor space
- **100** outdoor acres maintained

Individualized Education Plans

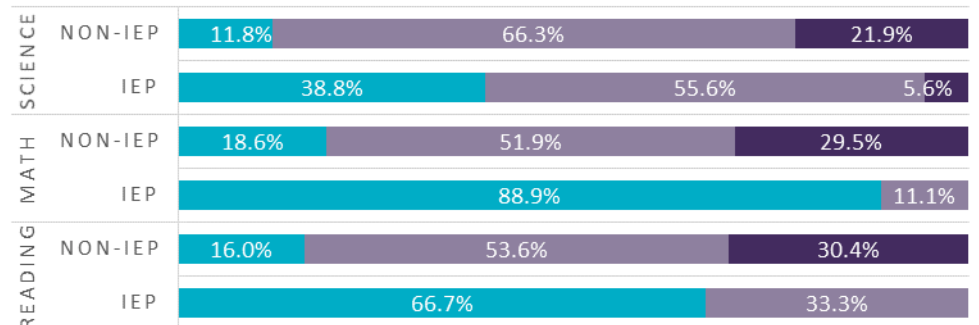
3RD GRADE IEP

■ Low ■ Intermediate ■ High



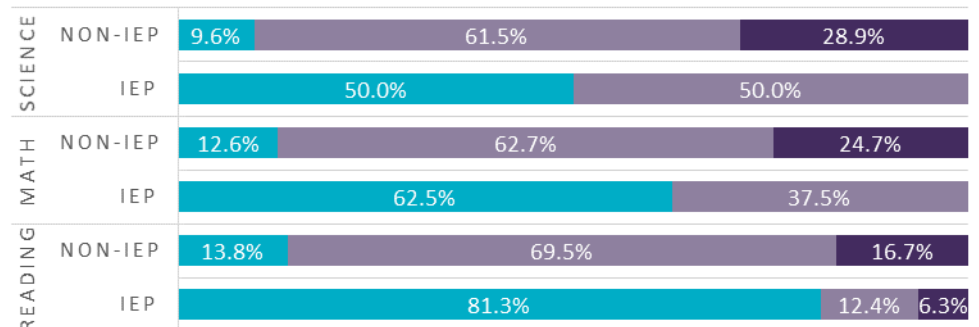
8TH GRADE IEP

■ Low ■ Intermediate ■ High



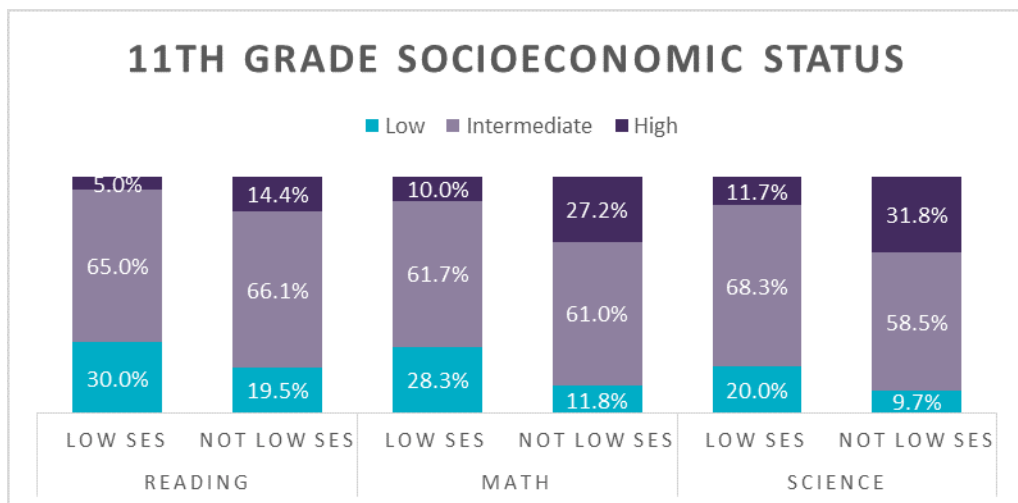
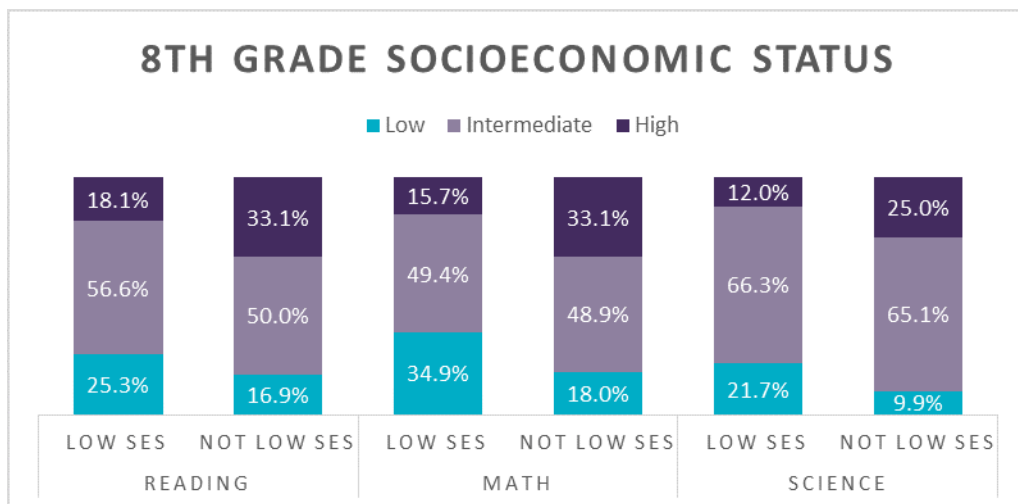
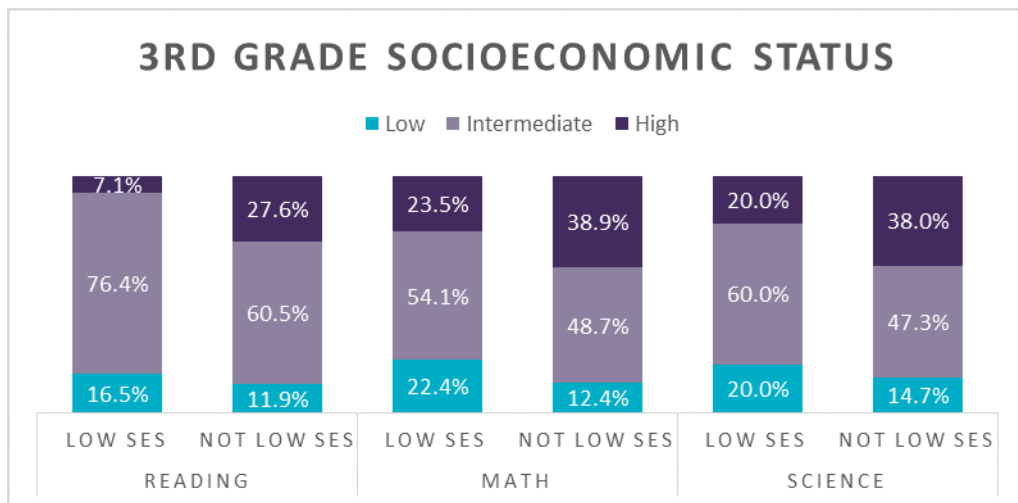
11TH GRADE IEP

■ Low ■ Intermediate ■ High





Socioeconomic Status



Socioeconomic status is based on those who qualify for free and reduced lunch.

Homeless Notice

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education, which may exist in district policies and practices.

The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Local Homeless Liaison.

A complete version of the Comprehensive School Improvement Plan that is reported to the state is available at:
www.indianola.k12.ia.us

IOWA ASSESSMENTS 2015-16

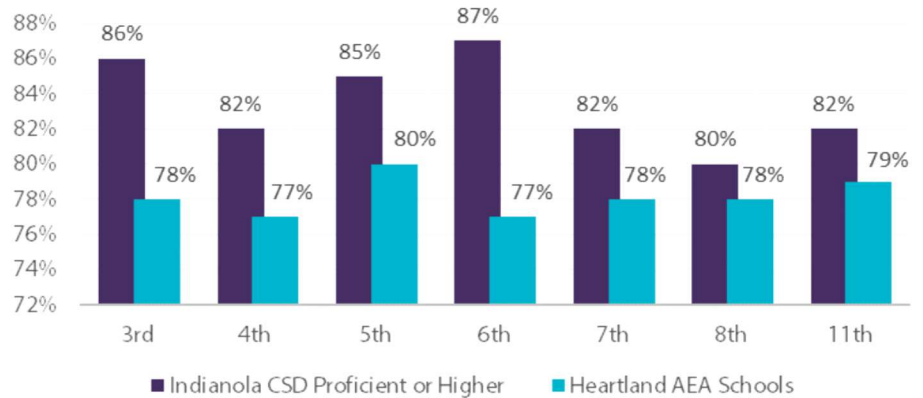
98%
of Indianola
High School
seniors earned
their diploma in
2016



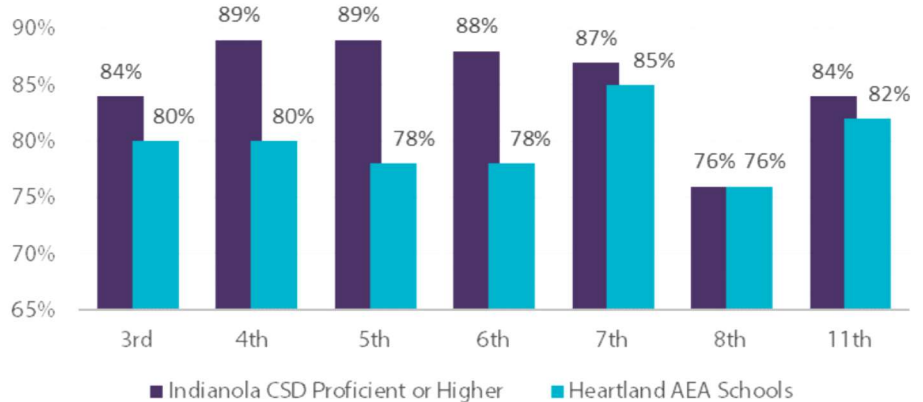
Seniors' Plans After Graduation

Four Year College/ University	40%
Two Year College	36%
Technical School	3%
Full-time Employment	9%
Military	3%
Other	7%

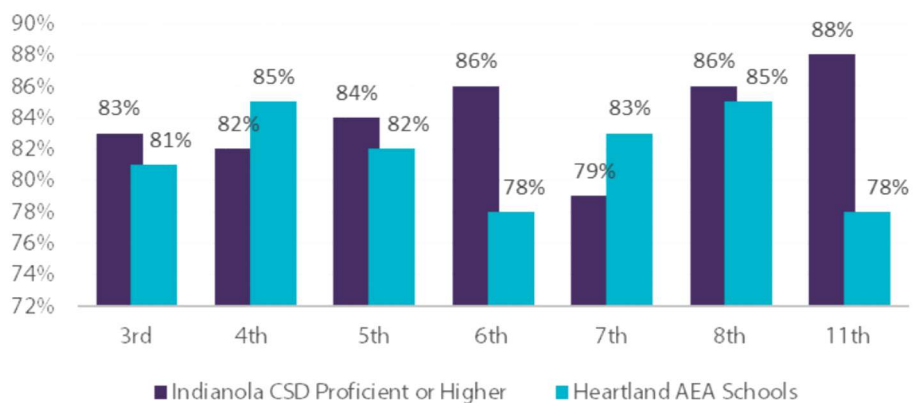
Iowa Assessment - Reading



Iowa Assessment - Math



Iowa Assessment - Science





ACT

The ACT is one of the college entrance exams taken by students who intend to go to college. A score of 20 or higher on the 36 point scale for the test indicates probable success in college.

Table 1 shows the five-year trend of our ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

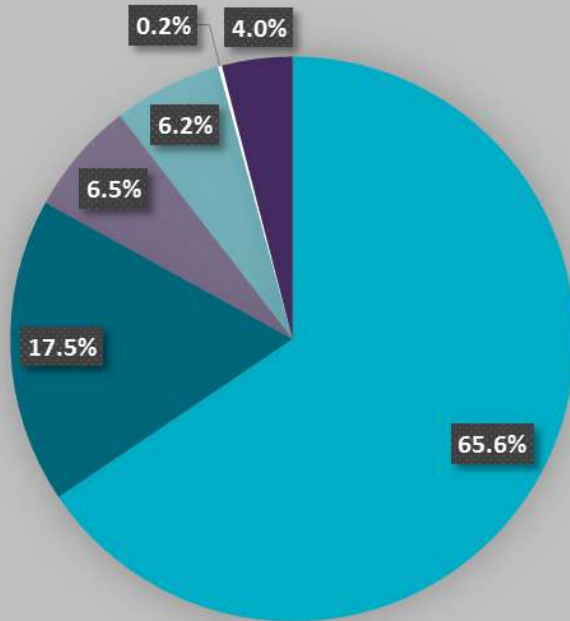
Table 1: Five Year Trends – Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	165	23,119	22.3	21.6	22.9	21.7	23.1	22.5	22.5	22.2	22.9	22.1
2013	166	22,526	22.3	21.5	21.7	21.6	22.9	22.5	22.9	22.2	22.5	22.1
2014	166	22,931	22.7	21.5	22.3	21.4	23.7	22.5	23.3	22.2	23.2	22.0
2015	171	22,675	22.8	21.8	22.2	21.5	23.9	22.7	23.3	22.3	23.2	22.2
	186	23,132	22.0	21.4	21.8	21.4	23.5	22.7	23.1	23.3	22.7	22.1

Student Services

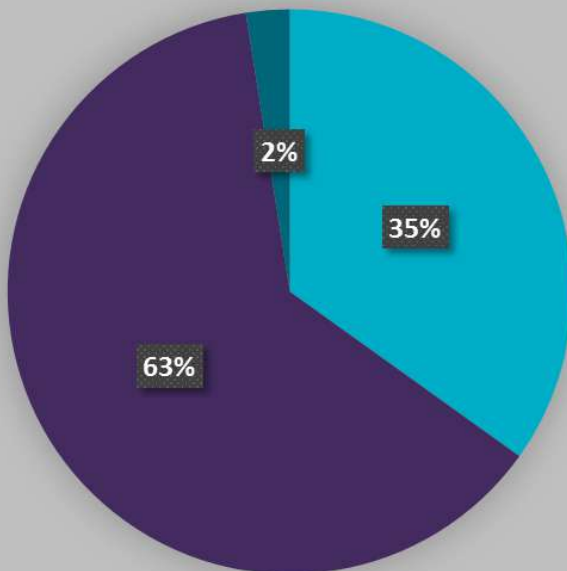
Building	Students Served	Minority	Free & Reduced Lunch	English Language Learner	Special Education Students
Emerson	420	13.11%	36.7%	5.0%	8.8%
Irving	305	8.84%	28.9%	1.6%	8.5%
Whittier	430	7.43%	25.1%	0.5%	7.2%
Wilder	427	9.93%	36.8%	0.9%	11.9%
Middle School	821	8.50%	28.4%	1.6%	10.2%
High School	1131	8.08%	24.0%	1.1%	8.0%

General Fund Expenses



- Salaries - \$23,432,891
- Benefits - \$6,245,817
- Purchased Services - \$2,324,098
- Supplies - \$2,225,317
- Equipment - \$77,765
- Other Expenses - \$1,441,319
- Total Expenses - \$35,747,207

General Fund Receipts



- Local - \$12,459,061
- State - \$22,344,222
- Federal - \$893,070
- Total Receipts - \$35,696,353



Asbestos Notification

As a result of the Asbestos Hazard Emergency Response Act (AHERA), all elementary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the act is the requirement to notify annually all parents, guardians and staff members, as well as organizations representing them, of activities and events with asbestos-containing building materials.

Asbestos has been used in many building materials due to its outstanding insulating and strengthening properties. When it is undisturbed or intact, it poses little hazard to human health.

In 1989 all buildings under the control of the Indianola Community School District were inspected by EPA-accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, a management program was developed for safely and responsibly dealing with asbestos located within district buildings.

During the 2015-16 school year asbestos abatement was completed at the high school in rooms: 331, 332 and 333.

Federal law also requires surveillance every six months of each area containing asbestos. In addition, the law requires the re-inspection of all buildings every three years after a management plan is in place. This was last accomplished, under contract with Ames Environmental, in August 2014.

The district has a list of locations, types of asbestos-containing materials found in the buildings and a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in each school office or at the Facilities Office. Questions related to the plan should be directed to Tom Trembly, District Asbestos Program Manager, at 515-961-9590.

The Indianola Community School District is in compliance with AHERA. It is our policy to maintain a safe and healthy environment for our students and staff members. This shall be accomplished by strict enforcement of the policies regarding asbestos by the Asbestos Program Manager and school officials.

Iowa's Early Literacy Law

The ability to read is a fundamental component of success in school and in life. While reading at all grade levels is important, third grade is observed as the gateway when students are expected to go beyond "learning to read" and begin "reading to learn." Research shows reading successfully by the end of third grade is an important predictor of school success. Early reading difficulties have been linked to long-term consequences, such as dropping out of school.

In Iowa, nearly one in four Iowa third-graders is not proficient in reading. This is why the Iowa Legislature adopted a comprehensive early literacy law that focuses on making sure all students are reading at grade level by the end of third grade so they are prepared for academic success in fourth grade and beyond.

Iowa schools, area education agencies and the Iowa Department of Education have responded to the law with a focus on prevention of reading difficulties and early intervention. Problems identified early are easier to remediate, putting children back on track for success.

(Continued on page 16)

Iowa's Early Literacy Law *(Continued from page 15)*

Iowa's early literacy law includes:

- An early warning system to screen students in kindergarten through third grade to identify students at risk for reading difficulties in those grades.
- Providing research-based intervention and progress monitoring to get struggling readers back on track.
- Communication between schools and parents of children who are struggling.
- Intensive summer reading programs starting in May 2018 for struggling readers at the end of third grade.
- Possible retention at the end of third grade for students who are identified as persistently at risk in reading based on the school's screening assessment, who were not proficient in reading on the state assessment, who did not complete a summer program, and who do not qualify for an exemption. Retention will not be considered for any third-grade student who is eligible for –and completes –a summer reading program, nor for any student who qualifies for an exemption.

Early LiteracyLaw(2017). Retrieved from <https://www.educateiowa.gov/pk-12/content-areas/literacy/early-literacy-law>

To learn more about Iowa's Early Literacy Law, please visit:

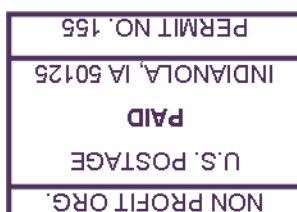
Iowa Department of Education website: Early Literacy Law Overview: www.educateiowa.gov/pk-12/content-areas/literacy/early-literacy-law

Iowa Reading Center: www.iowareadingresearch.org



We're on the web: www.indianola.k12.ia.us

ECR WSS
Postal Customer
Indianola, Iowa 50125



Indianola Community Schools
1304 East Second Avenue
Indianola, IA 50125