

# TIPTON COMMUNITY SCHOOL DISTRICT



2016-2017 Tipton  
Community School  
Staff members

## OUR YEAR IN REVIEW

### Our Aim

Generate enthusiasm while  
increasing learning

### Our Mission

Improving the quality of learning  
today for the lifelong learners of  
tomorrow

The Tipton Community School District annual report  
contains, at a minimum, for the 2016-2017 school year all  
reporting requirements.

The Annual Progress Report can be seen on the Tipton  
Community School District website at  
[www.tipton.k12.ia.us](http://www.tipton.k12.ia.us)



### BOARD OF EDUCATION

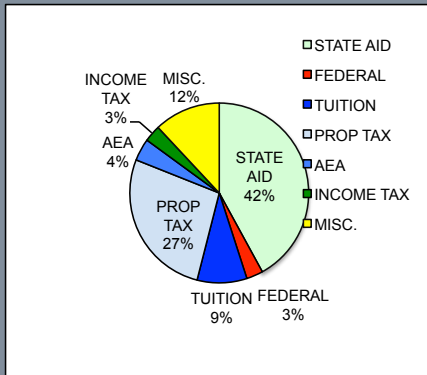
Tipton school board members are committed to the education of  
all students.

President: Diane Wallick, Vice President: Nolan Ford

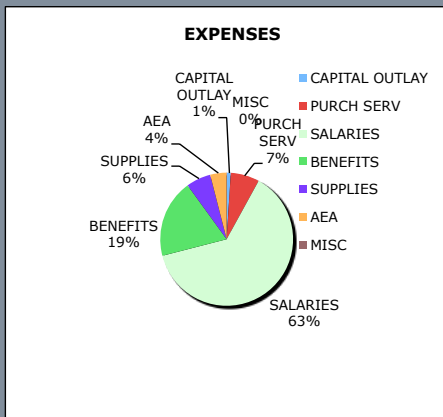
Members: Kirby Bierman, Shane Boeve, Ray Vietense

# OUR DISTRICT

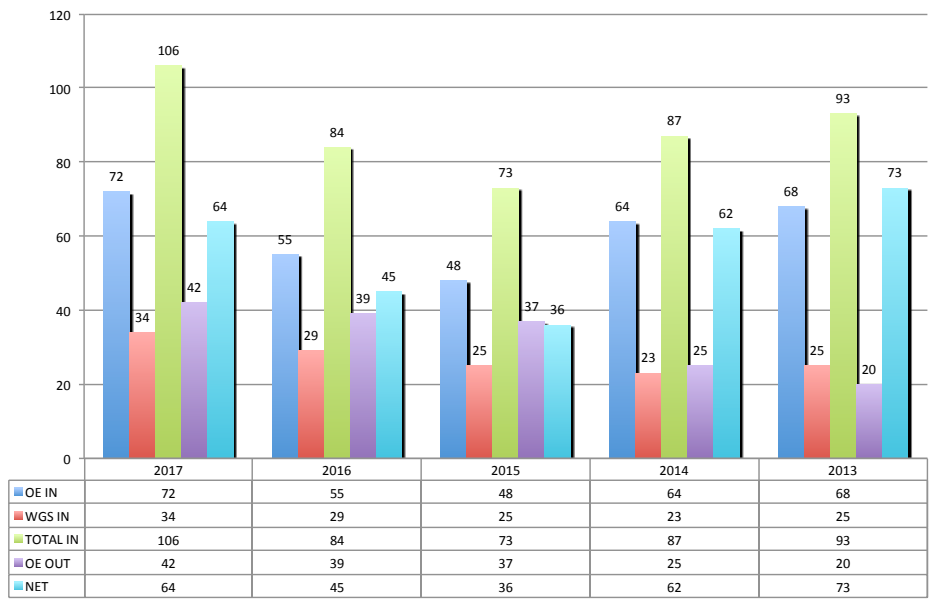
## HOW ARE WE FUNDED?



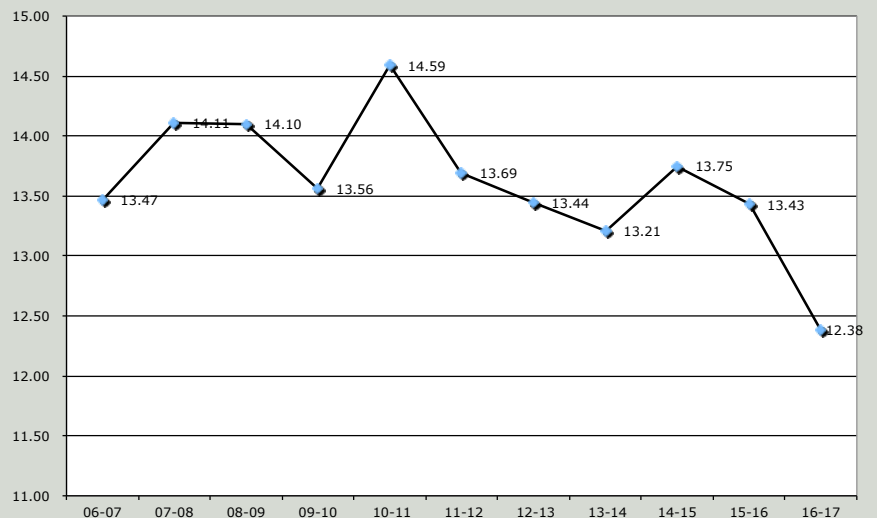
## HOW DO WE SPEND THE FUNDS?



## Open Enrollment/ Whole Grade Sharing History



## Tax Rate History



## ANNUAL NOTICE OF NONDISCRIMINATION

The Tipton Community School District offers career and technical programs in the following areas of study: Business, Family and Consumer Science, Agriculture, Industrial Technology, and Project Lead the Way.

It is the policy of the Tipton Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: Dawn Siech, dawn.siech@tipton.k12.ia.us, 563- 886-6121, 400 E 6th St, Tipton, IA 52772



# Our District

## Reading – Tipton Student Achievement compared to State

	Grade 4		Grade 8		Grade 11	
	Tipton	State	Tipton	State	Tipton	State
2011-12	85%	88%	73%	88%	78%	88%
2012-13	71%	88%	54%	88%	85%	88%
2013-14	87%	75%	85%	65%	77%	82%
2014-15	84%	75%	77%	70%	77%	81%
2015-16	85%	76%	83%	76%	81%	80%
2016-17	77%	74%	64%	75%	85%	78%

## Math – Tipton Student Achievement compared to State

How do we compare?

	Grade 4		Grade 8		Grade 11	
	Tipton	State	Tipton	State	Tipton	State
2011-12	85%	88%	85%	88%	82%	88%
2012-13	76%	88%	82%	88%	81%	88%
2013-14	84%	78%	89%	72%	80%	81%
2014-15	90%	79%	84%	75%	84%	83%
2015-16	90%	80%	89%	77%	90%	83%
2016-17	84%	78%	78%	75%	88%	81%

### Tipton and Technology

Tipton has researched the effectiveness of moving towards becoming a 1-to-1 school and decided to move towards a modified 1-to-1 system, which provides students access to a mobile device during school hours. The 2014-2015 school year began with the introduction of Chromebooks into the High School core academic subject areas of Math, Social Studies, Science and English. Over the next two years, Chromebooks were adopted in the Middle School and Elementary as well. The district currently provides all students in grades 2 through 12 with access to a Chromebook during the school day. It is the hope of the district to provide all students with access to a mobile device throughout the school day by 2018.

At the high school and middle school students were able to be more interactive with instructional materials, which allowed the teachers a wide variety of instructional strategies to be used in the classroom. Google Classroom, which is a site on which teachers post lesson plans, assignments, and learning activities proved to be valuable. Students and parents were able to connect to the site and complete school work outside the classroom and also have access to materials needed to be successful. Tipton's goal is to provide current technology resources to our students and staff, with that in mind, the district continues to update existing hardware and software while also moving toward emerging technologies.

The Tipton School District has a total 1,607 technology devices. This includes servers, staff & student devices.

Student devices per building:

Elementary = 399 devices

Middle School = 567 devices

High School = 570 devices

# Our District



## AP® Five-Year School Score Summary (2017)

This report shows five years of data of the school, state, and district levels. On the first page, a graph illustrates the year-over-year change in the percentage of all students with scores of 3 or higher, not for public that provide the overall breakdown. Total student scores are available for students who are currently at AP students with scores of 3 or higher. The percentage scores are based on the number of students who took the exam. Total scores are based on the number of students who took the exam.

Report Updated August 20, 2017. Report from August 20, 2017.

Tipton Community High School #54-000



\*Percent of AP students with scores of 3 or higher is the highest score reported on the multiple-choice section of the AP exam. The multiple-choice section of the AP exam is the only section of the exam that is scored by machine. The multiple-choice section of the AP exam is the only section of the exam that is scored by machine. The multiple-choice section of the AP exam is the only section of the exam that is scored by machine.

## HOMELESS CHILD

It is the policy of the Tipton Board of Education to make certain that no child is deprived of a quality education due to being homeless. Special provisions will be made in record requirements for homeless children in the areas of health and academics. Concerned persons contact the school (563-886-6121) or Cedar County Attorney (563-886-2107).

## 2016-2017 ACT DATA

- 55 students, 9-12 grade took the ACT
- 25% of 9-12 grade students met the college readiness benchmark

## 2016-2017 Post Secondary

- 41 seniors intend to pursue post-secondary education/training
- 63 Students graduated in 2016-17

## 2015-2016 Dropout Data State reporting of dropout data has a 1 year lag.

- 4 students, 7-12 grade dropped out in 2015-2016
  - 431 students in grade 7-12 in 2015-2016
  - .93% of 7-12 grade students in the district dropped out in 2015-2016
- Dropout data is reported for the 2015-2016 school year.

## A FEW STATISTICS

TCSD is the 214th largest school district in Iowa out of 333 school districts.

On average, 96% of our students are in attendance each day compared to the state average of 95%.

13% of students are identified special education

Less than 1% of students are non-white.

27% of students on Free or Reduced lunch.



# STUDENT LEARNING

## What will your child learn at Tipton?

### District Improvement Goals For All Students in 2016-2017

#### *Goal 1: All Students will prepare for success beyond High School*

Staff will implement the K-12 Common Core Curriculum by:

- Focusing on College and Career Readiness
- Developing and Facilitating quality professional development.
- Implement 21<sup>st</sup> Century skills through educational opportunities.
- Increase number of students that are proficient in Reading, Math and Science to meet state expectations.

#### *Goal 2: All students will utilize technology to prepare for success beyond high school.*

- Provide additional technology training to the staff.
- Integrate instructional technology into the classrooms and curriculum.
- Implement Tipton Schools vision of 1-to-1 technology education.

#### *Goal 3: All students and staff will feel safe at and connected to school.*

- Communicate clear building and district expectations for students throughout the district.
- Improve interpersonal relationships by fostering respect for all.
- Provide support for students facing challenges.
- Continue with anti-bullying programs K-12.

### Student Learning Goals

Student learning goals are only part of what all schools must include in a child's educational experience. At Tipton we have grade level academic standards (common core) but also student learning goals for each student to master.

Here at Tipton, our students will be able to apply reading, writing and speaking skills to communicate effectively.

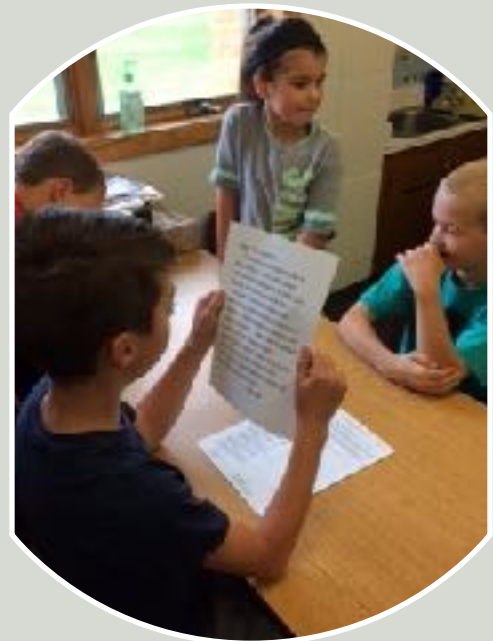
In the world of Math they will understand and apply mathematical ideas to real world situations.

In Science, they will understand our earth, ecological impact, the physical world and the cycles of life.

The Social Studies curriculum will help them to understand the development of civic responsibility and the influence of history, geography, government, and economics on individuals and society.

Through our Fine Arts programs they will understand, perform and value music, produce and value visual art.

Physical fitness and health will help them to demonstrate appropriate physical movement and form, demonstrate skills and knowledge needed for making life-long health decisions. Other courses and classes will help students to learn technical knowledge and skills needed to be productive within the context of real life, be knowledgeable about career



choices across a variety of areas, apply critical thinking skills when making decisions and solving problems, and use technology and other sources of information for a variety of purposes.

Tipton also develops your child's attitudes and skills that support self-directed lifelong learning, personal pursuits, productivity and conflict resolution, attitudes and behaviors that support global understanding, collaboration, diversity, and interdependence.

Tipton Community schools works to educate the whole child.

### NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS [Code No. 102.E3]

The Tipton Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students.

# IOWA ASSESSMENT TREND LINES

Achievement levels for Reading (low, intermediate and high)

## READING

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	24%	54%	22%	15%	65%	20%	24%	62%	14%
2012-13	19%	68%	13%	29%	47%	24%	19%	61%	20%
2013-14	22%	52%	26%	13%	57%	30%	27%	44%	29%
2014-15	19%	68%	13%	16%	54%	30%	8%	68%	24%
2015-16	14%	71%	15%	15%	56%	29%	27%	51%	22%
2016-17	12%	57%	31%	23%	46%	31%	19%	53%	28%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	8%	65%	27%	38%	55%	7%	27%	63%	10%
2012-13	19%	60%	21%	31%	56%	13%	46%	50%	4%
2013-14	14%	24%	62%	19%	66%	15%	15%	60%	25%
2014-15	12%	49%	39%	14%	62%	24%	22%	55%	23%
2015-16	11%	62%	27%	25%	53%	22%	17%	52%	31%
2016-17	10%	59%	31%	26%	64%	10%	36%	47%	17%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	32%	52%	16%	NA	NA	NA	22%	72%	7%
2012-13	18%	66%	16%	20%	64%	15%	15%	79%	6%
2013-14	17%	64%	19%	12%	61%	27%	23%	67%	10%
2014-15	11%	55%	34%	25%	51%	24%	23%	61%	16%
2015-16	14%	56%	30%	10%	65%	25%	19%	67%	14%
2016-17	14%	42%	44%	10%	70%	20%	15%	68%	17%

## MATH

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	18%	49%	33%	16%	54%	31%	21%	59%	20%
2012-13	18%	67%	15%	24%	50%	26%	21%	53%	26%
2013-14	24%	45%	31%	16%	58%	26%	21%	44%	35%
2014-15	16%	55%	29%	10%	57%	33%	37%	47%	16%
2015-16	12%	46%	42%	10%	56%	34%	26%	41%	33%
2016-17	12%	63%	25%	15%	60%	25%	26%	55%	19%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	16%	64%	20%	13%	69%	18%	15%	57%	28%
2012-13	26%	62%	12%	16%	67%	17%	18%	66%	16%
2013-14	14%	58%	28%	9%	68%	23%	11%	66%	23%
2014-15	27%	43%	30%	10%	53%	37%	16%	63%	21%
2015-16	31%	54%	15%	13%	58%	29%	11%	54%	35%
2016-17	27%	47%	26%	17%	69%	14%	22%	52%	26%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	25%	65%	10%	NA	NA	NA	29%	58%	13%
2012-13	15%	51%	34%	15%	71%	14%	19%	71%	10%
2013-14	23%	69%	8%	12%	65%	23%	20%	66%	14%
2014-15	17%	63%	20%	17%	64%	19%	15%	55%	30%
2015-16	22%	67%	11%	16%	66%	18%	10%	69%	21%
2016-17	15%	66%	19%	15%	74%	11%	12%	48%	40%

# SCIENCE

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	17%	69%	14%	14%	61%	25%	33%	53%	14%
2012-13	18%	72%	10%	20%	58%	22%	21%	65%	14%
2013-14	10%	78%	12%	3%	81%	16%	14%	60%	26%
2014-15	12%	79%	9%	9%	71%	20%	12%	69%	19%
2015-16	9%	79%	12%	9%	70%	21%	19%	56%	25%
2016-17	8%	79%	13%	13%	70%	17%	13%	68%	19%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	16%	70%	14%	31%	61%	8%	16%	69%	15%
2012-13	21%	68%	11%	17%	72%	11%	20%	69%	11%
2013-14	17%	65%	18%	17%	71%	12%	9%	77%	14%
2014-15	15%	63%	22%	7%	70%	23%	12%	80%	8%
2015-16	11%	66%	23%	12%	66%	22%	11%	76%	13%
2016-17	7%	59%	34%	12%	74%	14%	13%	74%	13%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	24%	65%	11%	NA	NA	NA	23%	65%	12%
2012-13	15%	60%	25%	17%	59%	24%	13%	72%	15%
2013-14	22%	69%	9%	21%	58%	21%	21%	59%	20%
2014-15	15%	66%	19%	24%	64%	12%	19%	56%	25%
2015-16	23%	55%	22%	10%	68%	22%	13%	66%	21%
2016-17	13%	62%	25%	23%	64%	13%	17%	58%	25%

## Standard Error of Measurement for Iowa Assessments

Iowa school districts are required to submit information to their public regarding the **Standard Error of Measurement (SEM)** for the Iowa Assessments. A standard error of measurement is an estimate, or band, of error associated with an individual student's test score. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Assessments, the SEMs are presented in ranges, indicating where the student's true score would likely fall. If you wish to view the complete SEM, please contact Dawn Siech at 563-886-6121.

## READING

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	77%	85%	76%	92%	63%	73%	68%	NA	78%
2012-13	81%	71%	80%	81%	69%	54%	82%	79%	85%
2013-14	78%	87%	73%	86%	81%	85%	83%	88%	77%
2014-15	81%	84%	92%	88%	86%	77%	89%	75%	77%
2015-16	89%	85%	73%	89%	75%	83%	86%	90%	81%
2016-17	88%	77%	81%	90%	74%	65%	86%	90%	85%

## Math

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	82%	85%	79%	84%	88%	85%	74%	NA	82%
2012-13	82%	76%	79%	73%	85%	82%	86%	85%	81%
2013-14	76%	84%	79%	86%	92%	89%	79%	88%	80%
2014-15	84%	90%	64%	73%	90%	84%	83%	84%	84%
2015-16	89%	90%	74%	69%	87%	89%	78%	84%	90%
2016-17	88%	84%	74%	73%	83%	78%	85%	85%	88%

## Science

Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	83%	86%	67%	84%	69%	83%	76%	NA	77%
2012-13	82%	80%	80%	79%	83%	80%	85%	83%	87%
2013-14	90%	97%	86%	83%	83%	91%	78%	79%	79%
2014-15	88%	91%	88%	85%	94%	89%	85%	76%	81%
2015-16	91%	91%	81%	89%	88%	89%	77%	90%	87%
2016-17	92%	87%	87%	93%	88%	86%	87%	77%	83%

**Standard Error of Measurement for Iowa Assessments**

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# STUDENT ACHIEVEMENT DATA - READING BY SUBGROUPS

## Reading Proficiency Trends (Grades 3-11) Male/Female

Reading	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	M	F	M	F	M	F	M	F	M	F	M	F
Grade 3	70%	81%	76%	88%	73%	83%	82%	80%	87%	85%	83%	94%
Grade 4	87%	82%	68%	73%	83%	91%	83%	86%	87%	84%	82%	71%
Grade 5	71%	82%	79%	82%	68%	77%	90%	94%	73%	68%	82%	80%
Grade 6	93%	91%	75%	86%	84%	88%	88%	88%	85%	94%	86%	93%
Grade 7	53%	72%	69%	69%	79%	84%	85%	86%	69%	79%	76%	71%
Grade 8	64%	84%	41%	66%	88%	82%	67%	88%	86%	80%	55%	72%
Grade 9	72%	61%	76%	90%	71%	94%	93%	86%	75%	97%	85%	87%
Grade 10	NA	NA	82%	76%	87%	91%	55%	94%	94%	87%	85%	97%
Grade 11	75%	81%	80%	96%	80%	73%	71%	83%	68%	92%	86%	83%

## Reading Proficiency Trends (Grades 3-11) Special Education

Reading	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Spec. Ed	Non Spec Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed
Grade 3	27%	84%	33%	86%	10%	88%	50%	84%	17%	92%	43%	92%
Grade 4	17%	91%	10%	79%	33%	94%	30%	92%	63%	88%	14%	83%
Grade 5	27%	87%	25%	84%	30%	79%	78%	94%	10%	83%	64%	84%
Grade 6	40%	97%	10%	96%	22%	95%	20%	93%	56%	94%	33%	98%
Grade 7	17%	72%	17%	74%	63%	84%	46%	94%	29%	79%	29%	78%
Grade 8	10%	84%	0	54%	20%	90%	36%	86%	23%	95%	13%	70%
Grade 9	23%	80%	0	82%	36%	92%	33%	95%	70%	89%	21%	100%
Grade 10	NA	NA	0	80%	44%	95%	9%	88%	29%	97%	57%	94%
Grade 11	44%	84%	0	87%	33%	85%	0	88%	9%	95%	29%	91%

## Reading Proficiency Trends (Grades 3-11) Free/reduced Lunch

Reading	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	65%	79%	65%	87%	53%	86%	75%	83%	76%	90%	91%	86%
Grade 4	69%	93%	50%	79%	71%	93%	68%	91%	81%	87%	65%	81%
Grade 5	68%	81%	71%	85%	54%	80%	96%	90%	45%	83%	60%	89%
Grade 6	81%	96%	74%	84%	70%	94%	75%	93%	89%	89%	67%	98%
Grade 7	57%	65%	52%	76%	75%	85%	68%	93%	50%	82%	60%	78%
Grade 8	53%	79%	41%	60%	77%	88%	71%	81%	55%	93%	42%	73%
Grade 9	40%	77%	69%	87%	73%	88%	78%	95%	76%	91%	58%	95%
Grade 10	NA	NA	69%	83%	71%	94%	53%	82%	82%	94%	83%	93%
Grade 11	83%	77%	57%	91%	60%	83%	47%	86%	67%	84%	72%	87%

# STUDENT ACHIEVEMENT DATA - MATH BY SUBGROUPS

## Math Proficiency Trends (grades 3-11) Male/Female

Math	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	M	F	M	F	M	F	M	F	M	F	M	F
Grade 3	84%	81%	81%	81%	75%	78%	97%	71%	95%	83%	85%	90%
Grade 4	87%	82%	70%	81%	86%	81%	86%	92%	97%	84%	87%	81%
Grade 5	81%	78%	81%	77%	76%	81%	64%	63%	68%	80%	72%	76%
Grade 6	86%	82%	64%	83%	89%	83%	65%	79%	67%	71%	72%	73%
Grade 7	81%	94%	80%	89%	86%	97%	90%	89%	89%	85%	84%	83%
Grade 8	81%	90%	75%	87%	91%	88%	73%	94%	91%	86%	75%	80%
Grade 9	74%	74%	81%	90%	71%	84%	90%	79%	69%	88%	85%	85%
Grade 10	NA	NA	87%	81%	84%	90%	73%	94%	90%	78%	75%	97%
Grade 11	89%	75%	80%	84%	77%	87%	79%	90%	81%	97%	90%	86%

## Math Proficiency Trends (grades 3-11) Special Education

Math	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed
Grade 3	64%	85%	83%	81%	30%	83%	100%	82%	67%	90%	57%	91%
Grade 4	33%	89%	20%	84%	57%	88%	40%	97%	75%	92%	29%	90%
Grade 5	45%	87%	40%	82%	30%	86%	33%	68%	10%	84%	45%	79%
Grade 6	20%	90%	20%	85%	50%	92%	0	79%	44%	72%	11%	82%
Grade 7	50%	95%	50%	88%	63%	96%	54%	97%	14%	93%	43%	87%
Grade 8	20%	97%	42%	90%	20%	95%	36%	94%	54%	95%	26%	84%
Grade 9	31%	86%	0	85%	36%	84%	0	92%	20%	89%	36%	95%
Grade 10	NA	NA	0	85%	33%	95%	36%	93%	14%	92%	29%	93%
Grade 11	67%	84%	0	83%	67%	82%	63%	88%	46%	98%	29%	95%

## Math Proficiency Trends (grades 3-11) Free/Reduced Lunch

Math	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	65%	88%	65%	87%	58%	83%	90%	81%	86%	90%	65%	92%
Grade 4	69%	93%	56%	84%	81%	85%	77%	94%	81%	92%	69%	91%
Grade 5	82%	78%	67%	85%	58%	88%	58%	66%	50%	83%	50%	83%
Grade 6	63%	92%	68%	76%	75%	92%	50%	81%	61%	71%	39%	85%
Grade 7	81%	90%	67%	92%	90%	92%	77%	95%	72%	91%	65%	89%
Grade 8	67%	90%	73%	85%	73%	98%	76%	88%	75%	93%	50%	89%
Grade 9	60%	79%	75%	89%	69%	82%	65%	93%	67%	84%	63%	91%
Grade 10	NA	NA	77%	87%	71%	92%	71%	88%	73%	89%	78%	88%
Grade 11	83%	81%	57%	86%	67%	84%	73%	88%	83%	91%	78%	92%

# STUDENT ACHIEVEMENT DATA - SCIENCE BY SUBGROUPS

## Science Proficiency Trends (grades 3-11) Male/Female

Science	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	M	F	M	F	M	F	M	F	M	F	M	F
Grade 3	87%	81%	83%	81%	90%	89%	91%	86%	95%	88%	90%	93%
Grade 4	89%	82%	84%	76%	95%	100%	90%	92%	90%	92%	95%	79%
Grade 5	71%	63%	90%	69%	84%	88%	87%	89%	82%	80%	88%	86%
Grade 6	86%	82%	75%	83%	84%	82%	83%	86%	85%	94%	89%	97%
Grade 7	64%	75%	83%	83%	79%	87%	93%	94%	94%	83%	90%	86%
Grade 8	83%	84%	75%	84%	100%	82%	86%	91%	93%	83%	92%	82%
Grade 9	80%	70%	84%	87%	74%	81%	86%	83%	63%	91%	92%	81%
Grade 10	NA	NA	79%	91%	72%	87%	67%	85%	100%	81%	68%	86%
Grade 11	75%	78%	85%	92%	79%	78%	77%	87%	81%	92%	79%	86%

## Science Proficiency Trends (grades 3-11) Special Education

Science	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Spec Ed	Non Spec Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed
Grade 3	91%	82%	83%	82%	80%	91%	83%	89%	83%	92%	86%	92%
Grade 4	17%	92%	90%	78%	78%	100%	70%	94%	75%	93%	57%	90%
Grade 5	36%	75%	60%	81%	69%	90%	68%	91%	40%	87%	82%	88%
Grade 6	40%	88%	40%	87%	50%	89%	33%	89%	78%	91%	55%	99%
Grade 7	42%	75%	33%	88%	50%	88%	69%	98%	57%	91%	71%	90%
Grade 8	40%	91%	42%	88%	60%	93%	64%	94%	46%	97%	38%	91%
Grade 9	46%	84%	0	85%	46%	83%	33%	90%	30%	85%	43%	97%
Grade 10	NA	NA	0	83%	22%	88%	36%	84%	43%	95%	14%	85%
Grade 11	33%	84%	0	90%	56%	83%	38%	88%	55%	93%	43%	88%

## Science Proficiency Trends (grades 3-11) Free/Reduced Lunch

Science	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	75%	86%	71%	86%	90%	90%	90%	88%	91%	91%	90%	92%
Grade 4	73%	93%	68%	84%	100%	96%	82%	94%	88%	92%	78%	91%
Grade 5	59%	72%	68%	85%	75%	91%	79%	92%	50%	93%	60%	96%
Grade 6	63%	92%	74%	82%	74%	88%	71%	90%	89%	89%	73%	100%
Grade 7	62%	73%	71%	88%	70%	90%	86%	96%	56%	97%	70%	94%
Grade 8	80%	85%	77%	81%	86%	93%	75%	95%	60%	98%	67%	93%
Grade 9	47%	85%	69%	90%	73%	80%	65%	95%	67%	81%	63%	95%
Grade 10	NA	NA	77%	84%	59%	86%	65%	80%	73%	98%	72%	79%
Grade 11	83%	75%	71%	91%	66%	83%	60%	88%	75%	89%	78%	85%



# PROFESSIONAL DEVELOPMENT

## What do Teachers Learn?

Every other Wednesday students are released 2-hours early so that the teachers can focus on their own professional development and collaborate together while working on a foundation for incorporating and adopting the Iowa Core Curriculum and researched based instructional strategies

During the 2-hour early release days, teachers work on building and district initiatives, work on aligning and developing classroom curriculum, instruction, and assessment that address the specific needs outlined in Iowa Core Curriculum. Teachers are able to collaborate with other teachers on classroom and instructional practices. Teachers focus on how to create a more rigorous and relevant curriculum that uses formative assessments to help students and teachers gain a better understanding of what the students know and what they need to learn.

These professional development sessions are a time for the teachers to learn and collaborate with colleagues in order to continue building a rigorous and relevant curriculum for all students, while maintaining high academic standards of achievement.



## Teacher Leadership System

The 2016-2017 school year brought new leadership opportunities to the district through the state funded Teacher Leadership System. The Teacher Leadership and Compensation System provides enhanced career opportunities, promotes collaboration, rewards professional growth and effective teaching, which will help to improve student achievement.

The district received approximately \$280,000.00 to implement the TLS. The district was able to hire 2 full-time, K-12 Instructional coaches and fourteen Model/Mentor teachers who regularly demonstrate exemplary instructional strategies to support teachers new to the district or to the profession.

Model teacher “Breakout” during one of their monthly meetings.

