



Martensdale-St. Marys
Community School District
390 Burlington
Martensdale, Iowa 50160

September 2016



2015-2016
Annual Report

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Annual Progress Report to the District

2015-2016

MStM Mission Statement

Provide a safe and progressive learning environment to enhance student growth.

MStM Vision Statement

A caring community that nurtures individuals to become productive lifelong learners.

Who Can You Contact with Questions about Martensdale-St. Marys Community School District?

Board of Education

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It is the policy of the Martensdale-St. Marys Community School District not to illegally discriminate on the basis of race, color, national origin, gender, 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 the district's Equity Coordinator. MStM's Equity Coordinator is Josh Moser, high school principal. His address is MStM Community School, 390 Burlington, Martensdale, Iowa. 50160. His phone number is 641-764-2486 and his email address is: josh_moser@mstm.us

Annual Progress Report

Chapter 12 Improvement Goals

According to Iowa Code, the Board of Education, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one district wide 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, 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.**

District Long Term Goals

- 1) All students in the Martensdale-St. Marys Community School District will attain high levels of academic achievement throughout their school career.
- 2) All members of the Martensdale-St. Marys Community School District will demonstrate continuous improvement in academic and non-academic settings.
- 3) All members of the Martensdale-St. Marys Community School District will contribute to a positive climate in academic and non-academic settings.
- 4) All members of the Martensdale-St. Marys Community School District will demonstrate a high degree of engagement in learning in academic and non-academic settings.

Reading Goals

Long Range Goal:

All students in the Martensdale-St. Marys Community School District will attain high levels of academic achievement throughout their school career.

2015-2016 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet previously-enacted No Child Left Behind legislation. The goal for reading comprehension is as follows:

The percent proficient in grades 3-11 will increase 2.1% in reading proficiency on 2015-2016 Iowa Assessments.

Supporting Data to demonstrate that the district has or has not met its goal:

All students in grades 3-11 will demonstrate a 2.1% growth in reading proficiency on 2015-2016 Iowa Assessments. This growth model-based result is derived from determining the incremental growth on performance trajectories required by No Child Left Behind (NCLB).

Grade Level	Proficiency Rate (14-15)	Target Rate (15-16)	Actual Rate (15-16)
3	64.0%	66.1%	78.9%
4	76.0%	78.1%	73.1%
5	74.0%	76.1%	84.8%
6	87.0%	89.1%	77.3%
7	86.0%	88.1%	83.3%
8	77.0%	79.1%	76.2%
9	78.3%	80.4%	69.6%
10	72.0%	74.1%	60.9%
11	88.0%	90.7%	64.4%

2016-17 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on FAST/TIER reading scores in grades K-1 By Spring of 2017, 80% of students in grades K-1 will be at or above benchmark on the FAST earlyReading 1st Composite.

The plan to engage in continual quality improvement in reading includes the following:

The District will develop and implement a professional development plan to operationalize and align instructional practices and materials to the Iowa Core, including the foundational skills in early literacy. Additionally, The district will develop and implement a professional development plan to study and implement best practices in responding to PreK-6 literacy progress monitoring data with a focus on intensifying interventions when data suggest a need.

Math Goals

Long Range Goal:

All students in the Martensdale-St. Marys Community School District will attain high levels of academic achievement throughout their school career.

2015-2016 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. The goal for mathematics is as follows:

The percent proficient in grades 3-11 will increase 2.1% in mathematics proficiency on 2015-2016 Iowa Assessments.

Supporting Data to demonstrate that the district has or has not met its goal:

All students in grades 3-11 will demonstrate a 2.1% growth in mathematics proficiency on 2015-2016 Iowa Assessments. This growth model-based result is derived from determining necessary growth to meet trajectories established by No Child Left Behind (NCLB).

Grade Level	Proficiency Rate (14-15)	Target Rate (15-16)	Actual Rate (15-16)
3	64.0%	66.1%	87.9%
4	85.0%	87.1%	73.1%
5	85.0%	87.1%	75.8%
6	96.0%	98.1%	79.5%
7	93.0%	95.1%	93.7%
8	89.0%	91.1%	89.0%
9	80.0%	82.1%	71.7%
10	72.0%	74.1%	58.7%
11	90.0%	92.1%	68.9%

The plan to engage in continual quality improvement in mathematics includes the following:

The math curriculum continues to be aligned to Iowa Core standards and benchmarks. Teachers continue to work on instructional strategies and assessments tied to each student learning objective. Teachers will engage in professional learning focused on tying data to instructional decision-making and teaching for learner differences. A district-wide focus on intervention practices will also accompany efforts to improve student learning. At the secondary level, all teachers in all content areas will focus on elements of the Iowa Model of College and Career Readiness to integrate more practical, interdisciplinary learning experiences.

Science Goals

Long Range Goal:

All students in the Martensdale-St. Marys Community School **District** will attain high levels of academic achievement throughout their school career.

2015-2016 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. The goal for science is as follows:

The percent proficient in grades 3-11 will increase 2.1% in science proficiency on 2014-2015 Iowa Assessments.

Supporting Data to demonstrate that the district has or has not met its goal:

All students in grades 3-11 will demonstrate a 2.1% growth in science proficiency on 2015-2016 Iowa Assessments. This growth model-based result is derived from determining necessary growth to meet NCLB trajectories.

Grade Level	Proficiency Rate (14-15)	Target Rate (15-16)	Actual Rate (15-16)
3	81.0%	83.1%	93.9%
4	88.0%	90.1%	82.7%
5	87.0%	89.1%	69.7%
6	94.0%	96.1%	77.3%
7	84.0%	86.1%	91.7%
8	89.0%	91.1%	81.0%
9	57.0%	59.1%	63.0%
10	65.0%	67.1%	63.0%
11	83.0%	85.1%	66.7%

The plan to engage in continual quality improvement in science includes the following:

The science curriculum continues to be aligned to Iowa Core standards and benchmarks. Teachers continue to work on instructional strategies and assessments tied to each student learning objective. Teachers will engage in professional learning focused on tying data to instructional decision-making and teaching for learner differences. A district-wide focus on intervention practices will also accompany efforts to improve student learning. At the secondary level, all teachers in all content areas will focus on elements of the Iowa Model of College and Career Readiness to integrate more practical, interdisciplinary learning experiences.

Additional Assessments

Reading

Assessment Used:

Curriculum-Based Measure (CBM) - FAST/TIER

How did the students do on this test?

A review of 2nd grade median words correct per minute from the Spring testing window indicated 77.78% of student tested proficient. This is up from 71.43% of students proficient from the Winter testing window.

Math

Assessment Used

Iowa Algebra Aptitude Test

How did the students do on this test?

The Iowa Statewide Testing Program has determined that if a student scores above this cut score of 150 that they will more than likely that a student will receive a C or above in an Algebra class. The percentage of students achieving a score above the cut score of 150 was 77%.

Science

Assessment Used

Iowa Testing Programs End-of-Course Assessment

How did the students do on this test?

Reviewing a simple cohort from 2015-16, 66.7% of tenth graders tested as proficient on the Biology End-of-Course Assessment.

Technology

Assessment Used

Locally-Designed Technology Proficiency Test

How did the students do on this test?

The percentage of students at grade 8 who scored at the proficient level or above was 98%.

FAST/Tier Data 2015-2016

Iowa Code section 279.68 and 281--Iowa Administrative Code 62 promote effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade. General requirements of Iowa Code section 279.68 and 281--Iowa Administrative Code 62 are listed below. All requirements go into effect immediately and are expected to be implemented no later than August 1, 2014 unless otherwise indicated.

- Provision of universal screening in reading for students in kindergarten through third grade
- Progress monitoring for students who exhibit a substantial deficiency in reading
- Provision of intensive instruction – including 90 minutes daily of scientific, research-based reading instruction - for students who exhibit a substantial deficiency in reading
- Notice to parents that a student exhibits a substantial deficiency in reading, including strategies the parents can use at home to help the child succeed
- Notice to parents of such a student’s subsequent progress
- Provision of an evidence-based summer reading program for students who exhibit a substantial deficiency in reading (Effective May 1, 2017)
- Retention of any student who is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement (Effective May 1, 2017)

Source: Iowa Department of Education (2016). *Early literacy implementation*. Retrieved from <https://www.educateiowa.gov/early-literacy-implementation>

Martensdale-St. Marys Elementary Spring 2016 Testing Window

Grade Level	% Proficient
PreK	47.06
K	60.71
1	90.91
2	61.76
3	78.79
4	53.85
5	60.61
6	63.64

Post-Secondary Data

ACT Performance

Measuring probable post-secondary success is illustrated by the percentage of high school students scoring at or above the cut score of 20 on the ACT. The total number of MStM seniors achieving a score indicating probable post-secondary success was 5. The total number of seniors who took the test was 28. The total percentage of students achieving a score indicating probable post-secondary success was 18%.

Post-Secondary Education/Training Intentions (Class of 2016)

2-Year Post-Secondary Institution	14 (35%)
4-Year Post-Secondary Institution	14 (35%)
Post-Secondary Training/Certificate	1 (3%)
Work Force	4 (10%)
Military	0 (0%)
Other	7 (18%)

Core Program

A core program includes four years of English/language arts and three or more years each of mathematics, science, and social studies.

The total number of high school graduates who completed a core program was 39.

The total number of high school graduates was 40.

The total percentage of high school graduates who completed a core program was 97.5%.

Post-Secondary Scholarship Information

18 students (45%) in the Class of 2016 received over \$175,000.00 in combined scholarships. This calculates to an average of over \$9,700.00 per recipient. Sources for these include colleges/universities as well as local individuals and organizations.

Additional District-Level Data

Average Daily Attendance

Grade Band	Ave. Daily Attendance	Statewide Average (K-12)
PK-6	95.57%	95.5%
7-12	95.16%	95.5%

Discipline Referrals

Description	Elementary	Secondary
Cheating	N/A	2
Defiance/Insubordination/Non-Compliance	1	113
Drug-Related	N/A	2
Harassment	3	2
Inappropriate Physical Contact	N/A	1
Physical Aggression without Injury	1	2
Physical Fighting without Injury	N/A	2
Profanity	N/A	22
Property Damage/Vandalism	N/A	2
Racial Comment/Harassment	N/A	2
Tardy #1	N/A	155
Tardy #2	N/A	78
Tardy #3	N/A	50
Tardy #4	N/A	26
Tardy #5	N/A	18
Tardy #6 or More	N/A	41
Tobacco-Related	N/A	2
Truancy	N/A	4
Unexcused Absence	N/A	165