

Collins-Maxwell Schools

2014-15 Annual Progress Report

2014-15 Board of Education

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This report is prepared each year by the Collins-Maxwell Community School District to report student achievement results. These data are just one indicator of the academic success of our students, and since we are a small school, our data can be more vulnerable to change due to the small numbers in our classes. Nevertheless, our students continue to show growth and remain competitive with

others from across the state and nation. The APR is available in all district offices and is published on our district website at: www.collins-maxwell.k12.ia.us. As a patron of our district, your input is always welcome. Contact any administrator if you have any comments or questions regarding this report. Thanks for your continued support of Collins-Maxwell Schools!

Primary Reading Program and Early Intervention Goals

Collins-Maxwell Elementary School completed its second year of implementation in a statewide initiative known as MTSS (Multi-Tiered System of Supports).

Through this effort, we used the Formative Assessment System for Teachers (FAST). This assessment system is a suite of assessment tools designed to make assessment highly efficient and instructionally relevant.

Assessments are administered three times per year and are designed for screening, progress monitoring, and program evaluation.

Assessment tools used:

CBM Reading: Curriculum Based Measurement for Reading is an evidence based assessment used to screen and monitor student progress across primary grades 1-6. It is a simple and efficient procedure whereby teachers listen and evaluate student performance while they read aloud from grade level passages.

Early Reading: Early Reading is an evidence-based assessment used to screen and monitor student progress in the early primary grades (K-1). Each assessment is designed to be highly efficient and inform instruction. There are 12 optional assessments to analyze skills that span concepts of print, letter sounds/names, phonological awareness, blending/segmenting, decoding sight words, and sentence reading.

aReading: Adaptive Reading is an evidence-based computer adaptive measure of broad reading that is individualized for each student in K-5. The type of questions and response format is substantially similar to many state-wide assessments.

We inform parents of students in grades K-5 three times a year regarding their child's progress toward becoming an accomplished reader.

Elementary Building Goal for 2014-15:

Work to implement the Iowa Core as evidenced by strategies and practices and continue to evaluate our instructional resources and needs.

Measurable:

Students in kindergarten and first grade take the Early Reading portion of FAST. Students in grades 2-5 take the CBM Reading.

Spring 2014-15 Results (percent of students meeting benchmark target).**KINDERGARTEN**

Assessment	Percent Meeting Benchmark
Word Segmenting	89%
Nonsense Words	94%
Sight Words	69%
Letter Sounds	74%
Composite	91%

CBM - GRADES 2-5

Grade Level	Percent Meeting Words Correct per Minute Benchmark	Percent Meeting Accuracy Benchmark
Second	84%	96%
Third	64%	90%
Fourth	56%	100%
Fifth	74%	100%

FIRST GRADE

Assessment	Percent Meeting Benchmark
Word Segmenting	74%
Nonsense Words	100%
Sight Words	85%
CBM Reading	82%
Composite	85%

aReading - GRADES 1-5

Grade Level	Percent Meeting FALL Benchmark	Percent Meeting SPRING Benchmark
First	82%	85%
Second	86%	72%
Third	51%	51%
Fourth	77%	74%
Fifth	78%	74%

Elementary Building Goal for 2015-16:

Work to implement the Iowa Core as evidenced by strategies and practices and continue to evaluate our instructional resources and needs.

Iowa Assessments Student Achievement Data

4th Grade	Winter 14-15 Percent Proficient	Winter 13-14 Percent Proficient	Winter 12-13 Percent Proficient	Iowa Comparison 2004-06	National Comparison 2002-04
Reading Comprehension	78.6	84.8	76.9	78.4	60
Total Number Tested	28	33	26	Collins-Maxwell 4th grade students continue to outperform students in the norm groups for the nation and the state.	
Males	76.5	75.1	71.4		
# Tested	17	16	14		
Females	81.8	94.1	83.3		
# Tested	11	17	12		
Race: White	83.3	82.8	76.9		
# Tested	24	29	26		
Math Total	71.4	75.7	80.8	80.1	60
Total Number Tested	28	33	26	Our 4th grade students outperformed the norm groups for the nation, but not for the state.	
Males	76.5	68.8	71.4		
# Tested	17	16	14		
Females	63.6	82.4	91.7		
# Tested	11	17	12		
Race: White	70.8	79.3	80.8		
# Tested	24	29	26		

8th Grade	Winter 14-15 Percent Proficient	Winter 13-14 Percent Proficient	Winter 12-13 Percent Proficient	Iowa Comparison 2004-06	National Comparison 2002-04
Reading Comprehension	79.4	76.9	66.7	71.4	60
Total Number Tested	34	39	36	<p>This class of 8th grade students scored higher than last year's 8th grade students. They were above the national average and the state average.</p>	
Males	66.7	71.4	75		
# Tested	12	21	16		
Females	86.4	83.3	60		
# Tested	22	18	20		
Race: White	78.8	76.9	64.7		
# Tested	33	39	34		
Math Total	79.4	79.5	56.8	74.8	60
Total Number Tested	34	39	37	<p>This class of 8th grade students scored similar to last year's 8th grade students. They were above the national average and the state average.</p>	
Males	83.4	76.2	56.3		
# Tested	12	21	16		
Females	77.3	83.3	57.1		
# Tested	22	18	21		
Race: White	81.8	79.5	60		
# Tested	33	39	35		
Science	88.2	92.3	70.3	80.4	60
Total Number Tested	34	39	37	<p>This grade demonstrated strong content knowledge, even though scores are slightly less than their peers last year. Our students continue to score higher than state and national averages.</p>	
Males	91.7	90.5	75		
# Tested	12	21	16		
Females	86.4	94.4	66.7		
# Tested	22	18	21		
Race: White	87.9	92.3	71.4		
# Tested	33	39	35		

We're on the Web!

See us at:

www.collins-maxwell.k12.ia.us

11th Grade	Winter 14-15 Percent Proficient	Winter 13-14 Percent Proficient	Winter 12-13 Percent Proficient	Iowa Comparison 2004-06	National Comparison 2002-04
Reading Comprehension	64.0	71.8	65.5	76.8	60
Total Number Tested	25	39	29	This year's 11 th grade class performed lower than last year's. They are higher than the national average, but below the state average. The females have outperformed the males for the past 5 years.	
Males	46.7	63.6	50		
# Tested	15	22	14		
Females	90.0	82.4	80		
# Tested	10	17	15		
Race: White	64.0	71.8	65.5		
# Tested	25	39	29		
Math	72.0	79.5	79.3	78.5	60
Total Number Tested	25	39	29	The 11 th grade students scored higher than the national average. The females continued to outscore the males for the third straight year.	
Males	53.3	72.7	64.3		
# Tested	15	22	14		
Females	100	88.3	93.3		
# Tested	10	17	15		
Race: White	72.0	79.5	79.3		
# Tested	25	39	29		
Science	52.0	82.1	86.2	80.4	60
Total Number Tested	25	39	29	This year's 11 th grade students performed significantly less than previous classes. They did not match the state or national averages.	
Males	26.7	72.7	78.6		
# Tested	15	22	14		
Females	90.0	94.2	93.3		
# Tested	10	17	15		
Race: White	52.0	82.1	86.2		
# Tested	25	39	29		

No Child Left Behind & Adequate Yearly Progress

The main focus of the federal legislation called No Child Left Behind (NCLB) is for all children to be proficient in the areas of reading and math. NCLB requires schools to follow specific guidelines for collecting and reporting student achievement data. Currently, the Federal and State reporting requirements are not the same. For the purposes of NCLB, the district has already reported directly to the Iowa Department of Education. The NCLB Annual Yearly Progress (AYP) report was made in July 2015 via the Department's web site. We have been notified that we are on the watch list for reading and math at the middle school level.

If you see C-M data being reported in other locations, it may be AYP data, which would look different than what you see here. This is due to the different guidelines each agency requires by law. Be sure to contact a C-M administrator if you have any questions.

Long Range & Annual Goals with Results for Reading, Math & Science

The School Improvement Advisory Committee (SIAC) has made a conscious effort to continue to look at growth of the same students versus comparing different groups of students. The goals below reflect this focus on continual growth.

Reading	Math	Science
Long Range Goal: All K-12 students will achieve at high levels in reading comprehension to be prepared for success beyond high school.	Math Long Range Goal: All K-12 students will achieve at high levels in mathematics to be prepared for success beyond high school.	Science Long Range Goal: All K-12 students will achieve at high levels in science to be prepared for success beyond high school.
2014-15 Annual Reading Goal: By the end of the 2014-2015 school year, there will be an increase in the percent of students in 7 th grade scoring proficient or higher in reading on the Iowa Assessments. As 8 th graders in 2013-2014, 56.4% scored proficient or higher.	2014-15 Annual Math Goal: By the end of the 2014-2015 school year, there will be an increase in the percent of students in 7 th grade scoring proficient or higher in mathematics on the Iowa Assessments. As 8 th graders in 2013-2014, 59% scored proficient or higher.	2014-15 Annual Science Goal: By the end of the 2014-2015 school year, there will be an increase in the percent of students in 11 th grade scoring proficient or higher in science on the Iowa Assessments. As 10 th graders in 2013-2014, 71.4% scored proficient or higher.
2014-15 Results: <ul style="list-style-type: none"> The goal was met. 65.0% of the seventh grade students scored proficient on the reading comprehension test. 	2014-15 Results: <ul style="list-style-type: none"> The goal was met. 69.2% of the seventh grade students were proficient in mathematics. 	2014-15 Results: <ul style="list-style-type: none"> The goal was not met. 52.0% of the 11th grade students scored proficient or higher in science.
Action Plan: This fall, our teachers will continue implementing the Authentic Intellectual Work (AIW) framework for teacher professional development. Research on AIW suggests improvement in student achievement because of its focus on construction of knowledge, rigorous tasks, and meaningful impact outside of school. Further, teachers will continue to implement the Iowa Core Curriculum, which is aligned to the Iowa Assessment Program.	Action Plan: This fall, our teachers will continue implementing the Authentic Intellectual Work (AIW) framework for teacher professional development. Research on AIW suggests improvement in student achievement because of its focus on construction of knowledge, rigorous tasks, and meaningful impact outside of school. Further, teachers will continue to implement the Iowa Core Curriculum, which is aligned to the Iowa Assessment Program.	Action Plan: This fall, our teachers will continue implementing the Authentic Intellectual Work (AIW) framework for teacher professional development. Research on AIW suggests improvement in student achievement because of its focus on construction of knowledge, rigorous tasks, and meaningful impact outside of school. Further, teachers will continue to implement the Iowa Core Curriculum, which is aligned to the Iowa Assessment Program.
2015-16 Annual Reading Goal: By the end of the 2015-2016 school year, 90% of the 8 th -8 th grade students will score proficient or higher in reading on the Iowa Assessments.	2015-16 Annual Math Goal: By the end of the 2015-2016 school year, 90% of the 8 th -8 th grade students will score proficient or higher in mathematics on the Iowa Assessments.	2015-16 Annual Science Goal: By the end of the 2015-2016 school year, 90% of the 8 th -8 th grade students will score proficient or higher in science on the Iowa Assessments.

Multiple Assessment: MAP Data

The results you see here are 2014-15 mean RIT scores for our 4th, 8th and 10th graders in reading and math. We test all our students in grades 2-10 with the MAP reading assessment. This is our tenth full testing season using the MAP, a computer-adaptive test that selects questions of difficulty based on students' performance after each question. Teachers use these results to measure student academic growth and plan for individual and group instruction. Further, the district is able to look historically through the data to determine patterns of success and areas of concern. We are pleased that our students are performing competitively with other students across the nation in reading, as well as in the area of mathematics. Reading comprehension and math data are represented by grade level, district 2015 RIT mean and national spring 2011 RIT mean:

Reading:	Grade 4: 205.4 / 206.7	Math:	Grade 4: 211.4 / 212.5
	Grade 8: 225.3 / 222.4		Grade 8: 231.6 / 234.5
	Grade 10: 218.8 / 223.8		Grade 10: 233.0 / 236.6

The MAP also offers us an opportunity to learn about our students in the area of science. The results you see here are 2014-15 mean RIT scores for our students in science at grades 5, 8 and 10. We test all our students in grades 2-10 with the MAP reading assessment. This is our tenth full testing season using the MAP, a computer-adaptive test that selects questions of difficulty based on students' performance after each question. Teachers use these results to measure student academic growth and plan for individual and group instruction. Further, the district is able to look historically through the data to determine patterns of success and areas of concern. We are pleased that our students are performing competitively with other students across the nation in science. All data are represented by grade level, district 2015 RIT mean and national spring 2011 RIT mean:

General Science:	Grade 5: 211.2 / 205.3
	Grade 8: 219.0 / 213.5
	Grade 10: 220.5 / 216.2

Additional State & Local Indicators

K-8 Average Daily Attendance for 2015 (NCLB/AYP)

This data is collected to stay compliant with the federal NCLB requirements. Iowa's goal for K-8 attendance was 95.8%. Collins-Maxwell exceeded that mark with an average daily attendance rate of 96.3%.

2014 Graduation Rate and Dropout Rate

Due to the federal requirements of NCLB, the Iowa Department of Education is required to publish state graduation rates for the previous year. Collins-Maxwell's graduation rate was 100%, compared to the state rate of 90.5%. Dropout data also lags by one year. Of the 214 secondary (grades 7-12) students at Collins-Maxwell in 2013-14, we had six dropouts.

American College Testing (ACT) Results

The ACT is the most common college entrance exam taken by our students. A score of 20 or higher on the ACT is considered to be an indicator of probable success in college. Of the 36 ACT-tested juniors and seniors during the 2014-2015 school year, 25 (or 69.4%) of them earned a score of 20 or more.

Class of 2015 Graduates Completing a Core Program & Intending to Pursue Post secondary Education/Training

A student who completes four years of English/Language Arts and three or more years each of mathematics, science and social studies is considered a completer of our core program. From the 36-member Collins-Maxwell graduating class of 2015, 36 students (100%) were core program completers. This year, 36 of our graduates (100%) plan to pursue post secondary education or training.

Technology

We recognize the importance of technology in the educational process. This is the tenth year we've assessed 8th graders on technology benchmarks, and 100% of the students were proficient for 2014-15.

Senior Portfolios

This is the fourteenth year C-M graduates have been meeting the graduation requirement of a portfolio demonstrating his or her proficiency on each of our student learning goals. These goals can be viewed at www.collins-maxwell.k12.ia.us.