

Cherokee Community Schools

“Empowering Learners”

Annual Progress Report
2015-2016

The Annual Progress Report in many ways is our report card to the community. Contained in this report is data regarding the performance of our students that not only shows how we are performing, but more importantly serves as a benchmark for our future goals. Please feel free to contact me if you have any questions regarding this report.

Kimberly Lingenfelter, Superintendent

Cherokee Community Schools

Board of Directors 2015-16

President – Jim Haselhoff
Vice President – Calvin Carver
Board Secretary – Joyce Lundsgaard
Laura Dawson
Paul Fuhrman
Logan Patterson

Administrative Team

Superintendent – Kimberly Lingenfelter
Roosevelt Elementary School Principal – Valery Fuhrman
Cherokee Middle School Principal – Neil Phipps
Washington High School Principal – Scot Aden

Official Newspaper *The Chronicle Times*

Accreditation **Iowa Department of Education**

Equity and Affirmative Action Coordinator – Kimberly Lingenfelter

Harassment Investigators – Scot Aden, Kimberly Lingenfelter

Level 2 Harassment Investigator – Jolleen Heater

Homeless Liaison – Neil Phipps

Homeschool Coordinator – Neil Phipps

Level 1 Child Abuse Investigators – Valery Fuhrman, Kimberly Lingenfelter

Level 2 Child Abuse Investigator – Jolleen Heater

Title I Coordinator – Valery Fuhrman

Title IX Coordinator – Kimberly Lingenfelter

Wellness Policy Coordinators – Julie Paulsen, Cara Jacobsen

ELL Coordinator – Scot Aden

Legal Counsel – John Cook, Steve Avery

**Teacher Quality Team Administrative Representatives – Kimberly Lingenfelter, Valery Fuhrman,
Neil Phipps, Scot Aden**

Mission Statement

With community involvement, we will empower learners to become contributing members to our changing world.

District Goals

2015-2016

- 1. Implement a successful 1:1 technology initiative to enhance student learning, instruction, and achievement.**
- 2. Increase implementation and alignment of the Iowa Core Curriculum utilizing Characteristics of Effective Instruction.**
- 3. Improve communication between all stakeholders in the district that will promote an atmosphere that encourages positive relationships.**

School Improvement Advisory Committee (SIAC)

Representatives of the various groups comprising our community: students, parents, school personnel, agricultural, business, ministerial, PTA, and school board.

Equal Opportunity at Cherokee Community Schools

The Cherokee Community School District does not discriminate on the basis of age, race, color, national origin, creed, socio-economic status, religion, gender, marital status, sexual orientation, gender identity, or disability in educational programs or employment. If you have questions or concerns about any policy or procedure of the district, please contact

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2015-16 District Data

<i>Cherokee Community Schools serve:</i>		<i>Proudly serving Cherokee Students: (FTE)</i>	
Pre-Kindergarten	68	Administrators	4
Transitional Kindergarten	11	Activities Director	0.5
Kindergarten	78	Curriculum Director	0.5
First Grade	85	Teachers	79
Second Grade	78	Counselors	3
Third Grade	74	Teacher Associates	24
Fourth Grade	81	Director of Technology	1
Fifth Grade	82	Technology Assistant	1
Sixth Grade	70	Business Manager	1
Seventh Grade	68	Secretaries	7
Eighth Grade	76	Library Coordinator	1
Ninth Grade	75	Library Associates	2
Tenth Grade	75	Nurse	1.5
Eleventh Grade	67	Director of Building and Grounds	1
Twelfth Grade	85	Custodians	8
		Printing Coordinator	1
		Director of Food Services	1
		Food Services	7.5
		Director of Transportation	1
		Bus Drivers	6

2015-2016 Average Teacher to Student Ratio is approximately 1:14.
 This is determined by dividing the total number of students seated in our classrooms by
 the number of teachers on staff (1073/79).

Budget 2015-16

General fund	10,833,240
Physical Plant & Equipment Fund	325,000
Total	11,158,240

Fiscal Report

	Operating	Management	PPEL
Beginning Balance 07/01/15	1,951,993	521,287	179,561
Receipts	10,492,909	224,350	386,728
Expenditures	10,409,129	175,135	354,887
Ending Balance 06/30/16	2,035,773	570,502	211,402
	Activity	Nutrition	Capital Projects
Beginning Balance 07/01/15	65,280	74,477	621,528
Receipts	330,859	516,624	908,028
Expenditures	297,359	519,018	1,270,886
Ending Balance 06/30/16	98,780	72,082	258,670

Funding Sources (Operating Fund)		Expenditures (Operating Fund)	
Property Tax	2,949,765	Education Programs	7,556,429
State Aid	5,712,307	Administration	1,336,357
Federal Aid	289,698	Plant Operations	814,338
Miscellaneous	1,126,872	Transportation	287,738
AEA (Area Education Agency)	414,267	AEA Services	414,267
Total	10,492,909	Total	10,409,129

Student Achievement in the Cherokee Schools

CSIP Goal Statements 2015-16

District Goal 1: *All K-12 students will achieve at high levels in reading comprehension. (LRG1, MCGF3, AR6, EIG1)*

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above on the Iowa Assessment Reading Comprehension Test in grades 2 through 11, including data disaggregated by subgroup. This percentage will increase to meet the state trajectory for reading.
- 1b. Percentage of students in grades 1-3 who are independent (high) readers at grade level on the district's curriculum based measurement (CBM) tool.
- 1c. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above on the second assessment.

District Goal 2: *All K-12 students will achieve at high levels in mathematics. (LRG2, LRG3, AR6, EIG1)*

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above on the Iowa Assessments Mathematics Test in grades 2-11, including data disaggregated by subgroup. This percentage will increase to meet the state trajectory for math.
- 2b. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above on the second assessment.

District Goal 3: *All K-12 students will achieve at high levels in science. (LRG3, MCGF3, AR6, EIG1)*

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above on the Iowa Assessments Science Test in grades 5 through 11, including data disaggregated by subgroup.
- 3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the second assessment.

District Goal 4: *All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)*

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
- 4b. Sixty percent of the students at grades 4 and 8 who score at the proficient level or above on the district-wide technology assessment.
- 4c. Students will compile information using a software program to generate a project on the computer.

District Goal 5: *All stakeholders will be afforded a school environment where students, staff and school visitors gain, give and earn respect. (SDF5, SDF6, SDF7)*

The following indicators will measure district progress with goal 5:

- 5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- 5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- 5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions).
- 5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey.

2015-2016 Annual Improvement Goals

Reading

By May of the 2015-2016 school year, the reading achievement of students in the Cherokee Community School District will improve. Specifically, the percent of students in grades 4, 8, and 11 scoring in the proficient level as measured by the Iowa Assessments will increase.

Mathematics

By May of the 2015-2016 school year, the mathematics achievement of students in the Cherokee Community School District will improve. Specifically, the percent of students in grades 4, 8, and 11 scoring in the proficient level as measured by the Iowa Assessments will increase.

Science

By May of the 2015-2016 school year, the science achievement of students in the Cherokee Community School District will improve. Specifically, the percent of students in grades 8 and 11 scoring at the proficient level as measured by Iowa Assessments will increase.

The following method is used to determine growth:

Compare data involving cohort groups (4th, 8th and 11th grades) of the current testing year to the previous testing year (3rd, 7th and 10th grades).

All Cherokee students enrolled on the dates of testing took the Iowa Assessments in grades two through eleven. Participation rate for grade four was 100%. The eighth grade and eleventh grade students did not meet the 100% participation goal for the 2016 test.

Student Achievement Information

Results of Iowa Testing Program include disaggregated data for gender, free/reduced lunch (F/RL) and Individualized Education Plan (IEP) students.

Disaggregated data are not provided for race/ethnicity or for English Language Learners (ELL), because our district has fewer than 10 students per grade level in these subgroups.

Student achievement is measured by the Standard Scores on the Iowa Assessments. Due to the nature of Standard Scores, the cutoffs at each grade level are not given because the scores are different at each grade level.

Proficiency: Students who fall in the intermediate and high ranges are considered proficient according to state guidelines. Thus, as a district, the data shows 77% of our students at proficiency in reading, 80% of our students at proficiency in math, and 83% of our students at proficiency in science for the 2015-2016 school year.

Biennium Data for All Students Using Iowa Testing Program 2015-16

Under the No Child Left Behind Act (NCLB), the State of Iowa has prepared a trajectory for all Iowa districts to use in goal setting beginning in the 2001-2002 school year and reaching 100% proficiency by the school year 2013-2014. This trajectory is for reading and mathematics only. Based on data from the 2001-02 biennium averages, we will establish reading and mathematics goals based on that trajectory. The following charts indicate in gray the trajectory we will follow in goal setting. Actual district proficiencies are recorded as Cherokee 4, 8, 11 and Cherokee 4, Cherokee 8, and Cherokee 11.

Reading Data

Biennium Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
State Trajectory	64.0	64.0	70.0	70.0	70.0	76.0	76.0	76.0	82.0	88.0	94.0	100.0	100.0	100.0
District Trajectory	74.0	74.0	78.3	78.3	78.3	82.7	82.7	82.7	87.0	91.3	95.7	100.0	100.0	100.0
Cherokee 4, 8, 11	73.8	73.0	73.2	73.6	74.9	75.5	76.1	74.5	78.2	77.7	76.1	79.4	78.7	80.4
Cherokee 4	76.9	74.0	77.5	74.5	73.8	77.4	83.2	79.5	82.4	83.6	74.2	77.0	77.4	80.0
Cherokee 8	68.7	70.0	68.2	72.3	75.8	77.1	71.6	69.5	75.9	69.9	71.7	76.1	77.4	74.7
Cherokee 11	75.8	75.0	73.9	74.0	75.2	72.1	73.6	74.4	76.4	79.7	82.3	85.1	81.3	87.5

Math Data

Biennium Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
State Trajectory	64.0	64.0	70.0	70.0	70.0	76.0	76.0	76.0	82.0	88.0	94.0	100.0	100.0	100.0
District Trajectory	78.0	78.0	81.7	81.7	81.7	85.3	85.3	85.3	89.0	92.7	96.3	100.0	100.0	100.0
Cherokee 4, 8, 11	76.4	73.5	74.3	76.2	79.4	78.1	76.8	76.3	77.4	79.1	78.7	81.2	81.1	80.3
Cherokee 4	68.3	70.5	76.3	76.1	79.7	79.9	82.4	83.8	84.2	83.0	74.8	77.7	80.0	84.8
Cherokee 8	76.1	73.2	72.8	76.9	80.5	78.7	72.1	66.2	70.8	79.7	83.3	84.5	85.2	74.6
Cherokee 11	84.7	76.8	73.9	75.6	78.0	77.6	75.8	78.8	77.3	74.6	78.0	81.3	84.2	81.2

Science Data

Biennium Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
State Trajectory	64.0	64.0	70.0	70.0	70.0	76.0	76.0	76.0	82.0	88.0	94.0	100.0	100.0	100.0
District Trajectory	80.0	80.0	83.3	83.3	83.3	86.7	86.7	86.7	90.0	93.3	96.7	100.0	100.0	100.0
Cherokee 8, 11	79.2	78.4	78.5	81.2	85.0	86.0	86.3	85.9	84.8	85.0	87.1	89.5	86.9	83.5
Cherokee 8	76.8	75.1	76.2	80.3	84.4	90.8	91.6	89.4	86.9	86.7	88.4	92.3	91.0	82.7
Cherokee 11	81.6	81.6	80.8	82.1	85.5	81.2	80.9	82.3	82.7	83.3	85.8	86.6	82.7	84.4

The bold line between the 2010-11 and 2011-12 school years represents the shift from the Iowa Test of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) to the Iowa Assessments.

All Cherokee Students

Students in grades 3 through 11 took the Iowa Assessments. The results of these tests are used to set goals and to measure student achievement. This data is Simple Cohort, which compares the same group of students to themselves from the previous year. The expression (N =) is the number of students that were tested at each grade level.

School Year 2015-16 (Using 2000 Norms)

	Low	Intermediate	High	14-15 Proficiency	15-16 Proficiency
Reading					
3 rd (N=75)	12.0	69.3	18.7	86.7	88.0
4 th (N=79)	17.9	53.8	28.2	79.8	76.4
5 th (N=83)	20.5	49.4	30.1	76.4	79.5
6 th (N=73)	19.4	58.3	22.2	83.6	80.5
7 th (N=69)	25.0	54.4	20.6	82.2	75.0
8 th (N=75)	24.3	51.4	24.3	74.7	75.7
11 th (N=64)	11.1	69.8	19.0	86.7	88.8
Math					
3 rd (N=75)	12.0	70.7	17.3	68.0	88.0
4 th (N=79)	19.0	58.2	22.8	81.0	84.8
5 th (N=83)	27.7	57.8	14.5	78.8	72.3
6 th (N=73)	27.8	63.9	8.3	76.1	72.2
7 th (N=69)	13.2	75.0	11.8	79.5	86.8
8 th (N=75)	24.3	54.1	21.6	80.6	75.7
11 th (N=64)	17.5	38.1	44.4	89.3	82.5
Science					
5 th (N=83)	15.7	60.2	24.1	83.4	84.3
6 th (N=73)	13.9	75.0	11.1	85.0	86.1
7 th (N=69)	16.2	70.6	13.2	82.2	83.8
8 th (N=75)	16.2	60.8	23.0	85.1	83.8
11 th (N=64)	14.3	42.9	42.9	90.7	85.8

Reading: For the CSIP, the 2015-16 goal of increasing the percent of students in grades 4, 8, & 11 scoring at the proficient level was not met.

Last year 79.8% of 3rd grade students were proficient; this year the proficiency for 4th grade was 76.4%.
Last year 74.7% of 7th grade students were proficient; this year the proficiency for 8th grade was 75.7%.
Last year 86.7% of 10th grade students were proficient; this year the proficiency for 11th grade was 88.8%.
Students in 8th and 11th grades showed an increase in proficiency.

Other results are as follows:

Last year 86.7% of 2nd grade students were proficient; this year the proficiency for 3rd grade was 88%.
Last year 76.4% of 4th grade students were proficient; this year the proficiency for 5th grade was 79.5%.
Last year 83.6% of 5th grade students were proficient; this year the proficiency for 6th grade was 80.5%.
Last year 82.2% of 6th grade students were proficient; this year the proficiency for 7th grade was 75%.

Math: For the CSIP, the 2015-16 goal of increasing the percent of students in grades 4, 8, and 11 scoring at the proficient level was not met.

Last year 81% of 3rd grade students were proficient; this year the proficiency for 4th grade was 84.8%.
Last year 80.6% of 7th grade students were proficient; this year the proficiency for 8th grade was 75.7%.
Last year 89.3% of 10th grade students were proficient; this year the proficiency for 11th grade was 82.5%.
Students in 4th grade showed an increase in proficiency.

Other results are as follows:

Last year 68% of 2nd grade students were proficient; this year the proficiency for 3rd grade was 88%.
Last year 78.8% of 4th grade students were proficient; this year the proficiency for 5th grade was 72.3%.
Last year 76.1% of 5th grade students were proficient; this year the proficiency for 6th grade was 72.2%.
Last year 79.5% of 6th grade students were proficient; this year the proficiency for 7th grade was 86.8%.

Science: For the CSIP, the 2015-16 goal of increasing the percent of students in grades 8 & 11 scoring at the proficient level was not met.

Last year 85.1% of 7th grade students were proficient; this year the proficiency for 8th grade was 83.8%.
Last year 90.7% of 10th grade students were proficient; this year the proficiency for 11th grade was 85.8%.
No students showed an increase in proficiency.

Other results are as follows:

Last year 83.4% of 4th grade students were proficient; this year the proficiency for 5th grade was 84.3%.
Last year 85% of 5th grade students were proficient; this year the proficiency for 6th grade was 86.1%.
Last year 82.2% of 6th grade students were proficient; this year the proficiency for 7th grade was 83.8%.

Who are the students taking these tests? All students in our district take the Iowa Assessments except those whose Individualized Education Plans (IEPs) exempt them from doing so. Students with special needs have IEPs that outline their specific curricula. The following information shows the percentage of our students at their respective grade levels who take the Iowa Assessments. Students who do not take the Iowa Assessments participate in an alternative assessment as stated in their IEPs.

How do our students compare in categories of gender, IEP status and F/RL status? The first number in each box is from the 2015-16 school year. The second number, which is in parentheses, is from the 2014-15 school year. This is cohort data, which means each grade is compared to itself from the previous year. (IEP = Special Education / FRL = Free/Reduced Lunch / Low Socioeconomic)

	Male		Female		IEP		Non-IEP		F/RL		Non-F/RL	
	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15
Reading												
3rd	87.5	(85.7)	88.4	(76.5)	57.1	(14.3)	91.2	(86.1)	82.9	(57.1)	92.5	(92.2)
4th	79.3	(70.0)	83.7	(82.2)	20.0	(0.0)	86.3	(87.8)	72.4	(69.4)	87.8	(81.6)
5th	72.2	(72.7)	85.1	(94.1)	0.0	(28.6)	90.4	(90.0)	67.7	(64.0)	86.5	(95.2)
6th	74.3	(80.0)	88.2	(84.2)	41.7	(25.0)	88.5	(93.4)	70.0	(79.3)	88.4	(84.1)
7th	71.4	(74.2)	79.4	(75.0)	27.3	(22.2)	84.5	(82.8)	66.7	(69.0)	80.0	(78.9)
8th	73.7	(79.4)	75.7	(92.7)	25.0	(55.6)	84.1	(90.9)	66.7	(88.5)	80.0	(85.7)
11th	86.5	(77.8)	88.9	(87.2)	50.0	(44.4)	92.9	(91.2)	76.5	(63.0)	91.5	(89.6)
Math												
3rd	87.5	(85.7)	88.4	(78.4)	71.4	(28.6)	89.7	(86.1)	85.7	(67.9)	90.0	(88.2)
4th	93.1	(80.0)	80.0	(77.8)	20.0	(63.6)	89.2	(81.1)	75.9	(63.9)	90.0	(89.8)
5th	61.1	(75.8)	80.9	(76.5)	30.0	(14.3)	78.1	(83.3)	48.4	(60.0)	84.6	(85.7)
6th	69.2	(80.0)	73.5	(78.9)	25.0	(16.7)	80.3	(91.8)	50.0	(75.9)	86.0	(81.8)
7th	88.6	(71.0)	85.3	(88.9)	45.5	(33.3)	94.8	(87.9)	79.2	(75.9)	91.1	(84.2)
8th	73.7	(94.1)	75.7	(85.3)	33.3	(66.7)	82.5	(92.4)	63.3	(73.1)	82.2	(98.0)
11th	81.1	(83.3)	81.5	(87.2)	50.0	(55.6)	85.7	(94.7)	70.6	(70.4)	85.1	(93.8)
Science												
5th	80.6	(87.9)	87.2	(82.3)	80.0	(71.4)	84.9	(86.7)	25.8	(76.0)	90.4	(90.5)
6th	87.2	(82.9)	84.8	(81.6)	45.5	(50.0)	93.4	(88.5)	73.3	(72.4)	95.2	(88.6)
7th	85.7	(80.6)	82.4	(88.9)	45.5	(33.3)	91.4	(93.1)	75.0	(79.3)	88.9	(89.5)
8th	86.8	(88.2)	78.4	(92.7)	41.7	(55.6)	90.5	(95.5)	83.3	(84.6)	82.2	(93.9)
11th	83.8	(77.8)	85.2	(87.2)	50.0	(50.0)	89.3	(93.0)	70.6	(63.0)	89.4	(93.8)
# of Students												
3rd	32	(28)	43	(51)	7	(7)	68	(72)	35	(28)	40	(51)
4th	29	(40)	50	(45)	5	(11)	74	(74)	29	(36)	50	(49)
5th	36	(33)	47	(34)	10	(7)	73	(60)	31	(25)	52	(42)
6th	39	(35)	34	(38)	12	(12)	61	(61)	30	(29)	43	(44)
7th	35	(31)	34	(36)	11	(9)	58	(58)	24	(29)	45	(38)
8th	38	(34)	37	(41)	12	(9)	63	(66)	30	(26)	45	(49)
11th	37	(36)	27	(39)	8	(18)	56	(57)	17	(27)	47	(48)

Second Assessment Data 2015-16

The Iowa Collaborative Assessment Modules (ICAM) are no longer available. Second assessments were changed this year as follows: Roosevelt Elementary reported with STAR Reading and STAR Math for 4th grade students, Cherokee Middle School reported with Measures of Academic Progress (MAP) for 8th grade students, and Washington High School reported with the Armed Services Vocational Aptitude Battery (ASVAB) for 11th grade students. The results are as follows:

Roosevelt Elementary

89 students took the STAR Reading Assessment at the end of the school year. 57 of those students (64%) scored at the 4th grade equivalent or higher.

89 students took the STAR Math Assessment at the end of the school year. 67 of those students (75%) scored at the 4th grade equivalent or higher.

Cherokee Middle School

75 students took the Reading portion of the MAP Assessment in April of 2016. 57 students (76%) were at or above the Norm Level Mean RIT Score.

75 students took the Math portion of the MAP Assessment in April of 2016. 50 students (67%) were at or above the Norm Level Mean RIT Score.

75 students took the Science portion of the MAP Assessment in April of 2016. 57 students (76%) were at or above the Norm Level Mean RIT Score.

Washington High School

59 students took the ASVAB in October of 2015. The scores reflect proficiency at the 50th percentile, which is the standard used by the military.

49 students (83%) scored proficient on the Verbal Ability Composite. In the sub-tests, 52 students (88%) were proficient in Word Knowledge and 39 students (66%) were proficient in Paragraph Comprehension.

47 students (80%) scored proficient on the Math Ability Composite. In the sub-tests, 46 students (78%) were proficient in Arithmetic Reasoning and 44 students (75%) were proficient in Mathematics Knowledge.

47 students (80%) scored proficient on the Science and Technical Ability Composite. In the sub-test, 52 students (88%) were proficient in General Science, 42 students (71%) were proficient in Electronics Information, 26 students (44%) were proficient in Auto & Shop Information, and 33 students (56%) were proficient in Mechanical Comprehension.

Washington High School
Principal: Scot Aden
Telephone: 712-225-6755
Grades 9 through 12

****Graduation Rate:** Data is provided by the State of Iowa and is always one year behind. The graduation rate is defined as the number of students receiving a diploma divided by the number of these students present as 9th graders. This number includes regular diploma recipients and other diploma recipients who have earned a diploma through modified curriculum or alternative placement within the district. Using the formula provided by the State of Iowa the graduation rate at WHS for the Class of 2015 is 97.3%. The four-year graduation rate for the State of Iowa is 90.8%.

****Core Students:** One hundred percent of the Cherokee Class of 2016 completed 4 years of English/language arts, and 3 or more years each of math, science and social studies.

****Post-secondary Data**

Students graduating from Cherokee Community Schools in May 2016, intend to pursue the following:

4-years college/university (34 / 73)	47%
2-year college/technical (23 / 73)	32%
Employment (9 / 73)	12%
Military (1 / 73)	1%
Undecided (4 / 73)	5%

Compared with the State of Iowa (80.6%), a lower percentage of Cherokee students intend to enroll in post-secondary educational programs. In an effort to continue establishing this trend, we are working toward improving our vocational program through our career education courses and the advisory council. These improvements will help students be better prepared to enter our local workforce.

ACT Results
2015-16

Many colleges and universities require ACT (American College Testing) scores for students who apply for attendance. This score is a predictor of a student's success in post-secondary education. A score of 20 or higher on the ACT is one that suggests a student will perform successfully in college. Thirty-six of the seventy-three seniors took the ACTs. Of these, 22 of the 36 students (61%) scored 20 or higher.

Attendance

Research shows that a student's attendance is directly related to academic performance. Regular attendance is a life skill we stress in our schools. The school benefits most when attendance rates are high. The current attendance rate for the State of Iowa is 95.7%.

2003-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
94%	88%	94%	95%	95%	94%	94%	94%	94%	94%	94%	95%	94%	94%

Drop-out data

A drop-out is defined as a student who is enrolled in the school sometime in the previous school year, but does not return the following year, with the exception of students who graduate, transfer to another school or cannot return due to illness or death. Cherokee Community Schools had 8 dropouts in the 2014-15 school year. That equals 1.8 % of our 7-12 grade students, compared to 2.7% as the State of Iowa percentage. (Note: Dropout data lags by one school year.)

Suspensions

Out-of-school: A school suspension means a student is removed temporarily from the school environment for a serious infraction of rules. A suspension sends a strong message that certain behavior is not acceptable. During the 2015-16 school year, there were 8 incidents of out-of-school suspensions at the high school for serious breach of school district policy.

Expulsions

An expulsion is the removal of a student from school for an entire semester. This is a last resort measure, used only when a student continually violates school rules, endangers others, or creates a major disruption of the school environment. During the 2015-16 school year there were no expulsions.

Extracurricular activities are an important part of a school's education program. These include academic activities such as vocal / instrumental music, speech, National Honor Society (NHS), Spanish Club, Art Club, JETS, HUB, Student Council, school play as well as sports for girls and boys. Seventy-two percent of the students in grades 9-12 participated in extra-curricular programs during the 2015-16 school year.

WHS Learning Center: An Alternative Educational Program

The Washington High School Learning Center is an alternative program developed to meet the needs of nontraditional learners. Our learning center is a privilege for students in grades 7-12. All students in the learning center should be interested in completing their education and earning a high school diploma in a nontraditional setting.

The Washington High School Learning Center is located in the Armory building on campus and is offered in conjunction with Washington High School. The purpose of the learning center is to provide a second chance opportunity to students who are at risk of not graduating, who have dropped out of school, or who remain in school in what is determined to be an inappropriate educational setting.

The program addresses the needs of students who are unable to adjust or function in the traditional school setting. The Washington High School Learning Center utilizes an individualized, independent study approach with a less formal structure. Attendance and productivity greatly influence progress, and the participant controls each factor. Students will learn they are responsible for their own success. This builds self-esteem as well as a sense of accomplishment. Completion of this program will help the participant become a productive and successful citizen in the community.

Cherokee Middle School

Principal: Neil Phipps

Telephone: 712-225-6750

Grades 5 through 8

Attendance

Research shows that a student's attendance is directly related to academic performance. Regular attendance is a life skill we stress in our schools. The school benefits most when attendance rates are high. The current attendance rate for the State of Iowa is 95.7%.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
96%	95%	96%	96%	96%	96%	96%	95%	95%	96%	95.5%	96%	95.7%	96.2%

2015-2016 Spring MAP (Measures of Academic Progress) Data

	Reading	Math	Science	Language Arts
5th Grade	N=83	N=83	N=82	N=83
	58 students with average or above RIT	32 students with average or above RIT	58 students with average or above RIT	55 students with average or above RIT
	69.9%	38.6%	70.7%	66.3%
6th Grade	N=71	N=71	N=71	N=71
	45 students with average or above RIT	35 students with average or above RIT	49 students with average or above RIT	55 students with average or above RIT
	63.3%	49.3%	69.0%	77.5%
7th Grade	N=69	N=65	N=57	N=69
	48 students with average or above RIT	46 students with average or above RIT	45 students with average or above RIT	52 students with average or above RIT
	69.6%	70.8%	78.9%	75.4%
8th Grade	N=75	N=75	N=75	N=71
	57 students with average or above RIT	50 students with average or above RIT	57 students with average or above RIT	50 students with average or above RIT
	76.0%	66.7%	76.0%	70.4%

Roosevelt Elementary School
Principal: Valery Fuhman
Telephone: 712-225-6760
Transitional Kindergarten through Grade 4

Attendance

Research shows that a student’s attendance is directly related to academic performance. Regular attendance is a life skill we stress in our schools. The school benefits most when attendance rates are high. The current attendance rate for the State of Iowa is 95.7%.

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
96%	96%	96%	97%	96%	96%	96%	95%	95%	96.8%	96.2%	96.7%	96%	96%

What is FAST?

In the past, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was used as an assessment for students in Kindergarten through third grade. This year the State of Iowa has made FAST (Formative Assessment for Teachers) available as a part of the Early Literacy Initiative. This assessment is given in the fall, winter, and spring. The following are descriptions of the data that is retrieved upon completion of the spring testing period.

Kindergarten Composite test scores include assessments of concepts of print, onset sounds, letter names, and letter sounds. 1st Grade Composite test scores include assessments in word segmenting, nonsense words (decoding), sight words, and sentence reading. 1st-4th Grades take the CBM assessment as a measurement of reading fluency (rate of speed) and accuracy. Kindergarten-4th Grades take the aReading assessment as a measurement of reading comprehension.

The following is the available data from the FAST testing:

Test Name	Fall 2015	Winter 2015	Spring 2016
aReading	60.6% (1 st -4 th grades)	69.7% (K-4 th grades)	69.4% (K-4 th grades)
CBM	56.1% (2 nd -4 th grades)	66.6% (1 st -4 th grades)	64.4% (1 st -4 th grades)

K-3 Students Proficient at the End of the Year

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Math K	97%	98%	99%	97%	100%	100%	94%	94%	95%	93%	93%	86%	93%
Math 1	93%	89%	92%	92%	94%	89%	94%	95%	85%	96%	95%	92%	93%
Math 2	85%	75%	91%	89%	97%	92%	93%	91%	93%	96%	91%	96%	92%
Math 3	72%	84%	78%	80%	91%	75%	81%	60%	60%	69%	73%	64%	83%

K-3 Math Assessments Proficient = 80% and above for all levels

Kindergarten: Recognition of numbers, shapes & patterns, and counting.

1st Grade: Counting by 1s, 5s, & 10s; recognition of patterns, place value, addition with sums up to 11, subtraction with differences up to 5.

2nd Grade: Comparison of sets & numbers, counting coins to \$1.00, place value, addition/subtraction with and without regrouping, telling time to nearest 5 minutes.

3rd Grade: Comparison of sets & numbers, counting money to \$10.00, place value, addition/subtraction with and without regrouping, telling time to nearest minute, metric measurement, geometry, fractions, basic multiplication/division.

Early Childhood Learning Center

Principal: Valery Fuhrman

Telephone: 712-225-6760

Preschool and Preschool Special Needs

The Early Childhood Learning Center (ECLC) has been in operation since 1991 and serves 3 and 4 year-old preschool students. The 2015-16 school year was a transition year as the ECLC program lost the state funded Shared Visions Grant which allowed a 3 and 4 year-old multi aged room. During the 2015-16 year, we had three 4 year-old sessions (5 half days a week) and one 3 year-old session (3 mornings a week). The program also provided full day integrated special education programming for students. The program had 2.5 teachers who were highly qualified in early childhood facilitating instruction for our preschool students.

Accreditation

After reviewing current Iowa law and preschool programming standards, it was decided to transition to accreditation with the Quality Preschool Program Standards (QPPS) which are specific to Iowa school based preschool programs. The 10 QPPS standards are aligned with the NAEYC standards to include: relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, and leadership/management.

The ECLC meets standards with the Department of Human Services through the Quality Rating Scales (QRS) standards including the Early Childhood Environment Rating Scale (ECERS). As a school based program, ECLC follows the Iowa Department of Education regulations for using the Statewide Voluntary Preschool Program standards, the Iowa Early Learning Standards, GOLD assessment, the Iowa Board of Educational Examiner licensing requirements for preschool teachers, and the Iowa Teaching Standards for evaluation of our teachers.

Location

In the 2015-16 school year, the ECLC remained located in the shared building with the Bright Beginnings Daycare and Preschool. We have relocated the program to be housed at the Roosevelt Elementary building beginning in the 2016-17 school year. This benefits the students and staff by making many more services available to them including office staff, a full time school nurse, and custodial support throughout the day. It also allows for more interaction with the K-4 program and transition activities for the ECLC students as they advance to Kindergarten.

Funding

Our 4-year-old students are able to attend a half-day session of preschool free of charge through funding provided by the State of Iowa in the Statewide Voluntary Preschool Program grant. Our 3-year-old students participate through a parent paid tuition. Parents may apply for scholarship money through Northwest Early Childhood Iowa to qualify based on financial need. The ECLC program was able to serve 62 students during the course of the 2015-16 school year.

Curriculum

The ECLC is dedicated to using a developmental approach to early childhood education and to meeting the individual needs of children. The program uses the High Scope Curriculum which includes daily activities of greeting/morning message, planning/work time, snacks, large group time, small group time, and outside time. Students are assessed using the GOLD assessment which includes objectives in the areas of social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. Students benefit from an indoor and outdoor environment for exploring and learning. Music is used to enhance language development. The children are allowed to exercise choice as a building block to decision making and problem solving strategies.

How is technology enhancing instruction for the students in our school?

During the 2015-2016 school year the technology director delivered information to teachers at each building to help guide the integration of technology. During professional development time, sessions were held to help high school teachers implement the new 1:1 chromebooks. Chromebooks were provided to each student in the 5th through 12th grades and it was the first full year of 1:1 implementation at Washington High School.

At the elementary school, technology integration focused on access for students. Using a variety of funding and reallocating devices, each TK-4 grade classroom had at least 6 iPads available within the classroom and an option for grade level use of up to 24 iPads at a time for whole class activities. Professional development was provided to the classroom teachers for using the online resources provided by the new reading textbooks.

In what professional development opportunities does our staff engage during 2015-16?

A majority of the professional development time was spent with staff implementing the scoring of tasks for Authentic Intellectual Work (AIW) at the 5th through 12th grade levels. The teams met for 2-4 hours each month to learn how to score teaching tasks and, in the spring, they started learning how to score instruction. This was made possible by having a regular one-hour early out schedule on Wednesdays. During the AIW Site Visits, the lead team worked with Jody Herbold. The Mid-Year AIW Conference was held with neighboring districts at Sioux City North High School on February 26, 2016.

Roosevelt Elementary School: Teachers at Roosevelt Elementary spent time learning about and working with FAST (Formative Assessment System for Teachers). AEA provided professional development on using the data from FAST for data driven decision making and to consider how the universal instruction is providing the right level of support for grade levels. RES teachers also spent time reviewing the ELA standards from Iowa Core Curriculum and determining priority standards at every grade level.

Cherokee Middle School: Teachers at Cherokee Middle School continued to administer and interpret data from the Measures of Academic Progress (MAP) test. This data was used to help determine Reading and Math interventions for the SINA plan. In addition, this group of teachers worked on technology integration through Tech Time and Genius Hour. Teachers utilized Authentic Intellectual Work (AIW) to improve instruction. Teachers analyzed Iowa Assessment data to help improve student's instructional needs. Science teachers also worked on alignment with the Next Gen Standards.

Washington High School: Teachers at Washington High School spent time working on technology integration. Time was split between genius hour and tech share. Genius hour focused on teachers researching tech tools that could be used in their classrooms. Tech share was a collaboration of all building teachers sharing tech tools that are being used successfully in their classrooms.

All teachers participated in Intruder Training with Chad Sheehan. Teachers were trained in how to handle an intruder being in the building and practiced "SAVE yourself" techniques.

What are we doing to make progress toward our goals in 2015-16?

Reading

At the high school level, Boys and Girls Town's *FAME* program continues to be implemented for students in grade 9 who are not reading at grade level. Increases in individual reading levels were evident in comparative data of standardized tests from beginning of the year to the end for participating students. This program will continue for incoming freshmen.

At the middle school level the Second Chance Reading Program was continued. This program gives struggling readers the opportunity to get more help, so they can read closer to grade level. By reaching learners earlier,

this may reduce the number of students who will qualify to take *FAME* when they get to high school. Teachers are also working collaboratively to help students attain proficiency. The SINA Plan is helping teachers meet specific needs of learners who may be at risk. The Measures of Academic Progress (MAP) Test was administered again this year and provided useful data for teachers to help students in their areas of need. Students also get additional help in their STAR groups.

At the elementary level, teachers implemented a new framework for a more systematic structure of reading instruction through the use of a guided reading hour at each grade level. This framework helps to increase the amount of time students are engaged in literacy activities to between 90-120 minutes per day at each grade level. It allowed for a system of flexible small group instruction for grade levels to complement the whole group instruction. Intervention “double dips” are provided during this block of time for students most needing the extra supports from our most highly qualified teachers.

Mathematics

The high school continues to collaborate to help students attain proficiency and also reviewed curriculum maps for gaps and overlaps in programming.

At the middle school level, teachers are also working collaboratively to help students attain proficiency. The SINA Plan is helping teachers meet specific needs of learners who may be at risk. This year the Measures of Academic Progress (MAP) Test was administered. This test provided much data for teachers to be able to help students with areas of need. Students get additional help in their STAR groups.

The elementary school continues to use the Saxon math curriculum in grades K-4 (note that in 2016-17 K is transitioning to a teacher created curriculum for more developmentally appropriate learning activities that fits better with the sequencing of other learning activities). This series provides a scripted structure for instruction including a morning math time and whole group instruction. There is a high focus on fact fluency and cyclic review of skills throughout the year.

Science

At the high school Odyssey Ware and Edgenuity software were used to offer more educational opportunities to students. It has also become an option for students who need credit recovery. The high school has also added a SUCCESS Hour. Students are assigned to this time to catch up on missed assignments when teachers had the one-hour early out professional development on Wednesdays.

At the middle school, teachers are working collaboratively to help students attain proficiency by reviewing MAP data to determine areas of need.

Teachers at the elementary school are developing units aligned to the NGSS (Next Generation Science Standards). There has been a higher focus on science learning through inquiry, literacy, and notebooking.

At the elementary, middle, and high school levels more inquiry labs are being incorporated into lesson design. Through this process approach, students at the middle school level have shown marked growth for conceptual understanding. This is the second year of implementation since the adoption of new / revised materials. This is also the first year that the Science portion of the MAP Test has been given at the middle school level.

**We invite you to visit our district website at
www.ccsd.k12.ia.us**