

# Cherokee Community Schools

*"Empowering Learners"*

Annual Progress Report  
2014-2015

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 2014-15**

President – Dr. Jack Creel  
Vice President - Jim Haselhoff  
Board Secretary – Joyce Lundsgaard  
Calvin Carver  
Laura Dawson  
Deb Johnson

## **Board of Directors 2015-16**

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

**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**

**2014-2015**

- 1. Implement a successful 1:1 technology initiative to enhance student learning, instruction, and achievement.**
- 2. Utilize Characteristics of Effective Instruction and the Universal Constructs to support the implementation of the Iowa Core.**
- 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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## 2014-15 District Data

### *Cherokee Community Schools serve:*

Pre-Kindergarten	63
TK	9
Kindergarten	88
First Grade	83
Second Grade	77
Third Grade	81
Fourth Grade	84
Fifth Grade	69
Sixth Grade	74
Seventh Grade	72
Eighth Grade	75
Ninth Grade	78
Tenth Grade	67
Eleventh Grade	79
Twelfth Grade	72
LSSC / SAVE	6

### *Proudly serving Cherokee Students: (FTE)*

Administrators	4
Activities Director	.5
Curriculum Director	.5
Teachers	77.5
Counselors	3
Teacher Associates	29
Director of Technology	1
Technology Assistant	1
Business Manager	1
Secretaries	7
Library Coordinator	1
Library Associates	2
Nurse	1.5
Director of Buildings and Grounds	1
Custodians	8
Printing Coordinator	1
Director of Food Service	1
Food Service	8.5
Director of Transportation	1
Bus Driver/Transportation Assistant	5

Average Teacher to Student Ratio is 1:14. This is determined by dividing the total number of students seated in our classrooms by the number of teachers on staff (1077 / 77.5).



## Budget 2014-15

General fund	10,628,058
Physical Plant & Equipment Fund	401,500
<b>Total</b>	<b>11,029,558</b>

### Fiscal Report

	Operating	Management	PPEL
Beg. Balance 07/01/14	1,915,436	443,900	122,385
Receipts	10,350,328	312,078	353,671
Expenditures	10,313,771	234,691	296,495
End. Balance 06/30/15	1,951,993	521,287	179,561
	Activity	Nutrition	Capital Projects
Beg. Balance 07/01/14	85,212	98,329	1,411,704
Receipts	270,881	447,279	1,001,009
Expenditures	290,813	471,132	1,791,185
End. Balance 06/30/15	65,280	74,476	621,528

Funding Sources (Operating Fund)		Expenditures (Operating Fund)	
Property Tax	2,885,722	Education Programs	7,326,049
State Aid	5,776,761	Administration	1,065,337
Federal Aid	307,028	Plant Operations	1,154,302
Miscellaneous	965,747	Transportation	353,014
AEA (Area Education Agency)	415,070	AEA Services	415,070
<b>Total</b>	<b>10,350,328</b>	<b>Total</b>	<b>10,313,771</b>

# **Student Achievement in the Cherokee Schools**

## **CSIP Goal Statements 2014-15**

**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.



## 2014-2015 Annual Improvement Goals

### Reading

By May of the 2014-2015 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 2014-2015 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 2014-2015 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 (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades) of the current testing year to the previous testing year (3<sup>rd</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades).

All Cherokee students enrolled on the dates of testing took the Iowa Assessments in grades two through eleven. Participation rates for grades four and eight are 100%. The eleventh grade students did not meet the participation goal for the 2015 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 81% of our students at proficiency in reading, 84.5% of our students at proficiency in math, and 86.7% of our students at proficiency in science for the 2014-15 school year.

## Biennium Data for All Students Using Iowa Testing Program 2014-15

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	01-02	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
State Trajectory	64.0	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
District Trajectory	74.0	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
Cherokee 4, 8, 11	74.4	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
Cherokee 4	74.5	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
Cherokee 8	70.9	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
Cherokee 11	77.9	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

### Math Data

Biennium Year	01-02	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
State Trajectory	64.0	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
District Trajectory	78.0	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
Cherokee 4, 8, 11	77.9	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
Cherokee 4	73.5	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
Cherokee 8	75.7	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
Cherokee 11	84.5	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

### Science Data

Biennium Year	01-02	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
State Trajectory	64.0	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
District Trajectory	80.0	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
Cherokee 8, 11	80.1	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
Cherokee 8	73.1	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
Cherokee 11	87.0	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

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 tested at each grade level.

## School Year 2014-15

(Using 2000 Norms)

	Low	Intermediate	High	14-15 Proficiency	13-14 Proficiency
<b>Reading</b>					
3 <sup>rd</sup> (N=79)	20.3	59.5	20.3	79.8	88.5
4 <sup>th</sup> (N=85)	23.5	58.8	17.6	76.4	72.4
5 <sup>th</sup> (N=67)	16.4	64.2	19.4	83.6	78.6
6 <sup>th</sup> (N=73)	17.8	50.7	31.5	82.2	63
7 <sup>th</sup> (N=67)	25.4	47.8	26.9	74.7	75.3
8 <sup>th</sup> (N=75)	13.3	60	26.7	86.7	75.3
11 <sup>th</sup> (N=75)	20	74.7	5.3	80	82.7
<b>Math</b>					
3 <sup>rd</sup> (N=79)	19	58.2	22.8	81	76.9
4 <sup>th</sup> (N=85)	21.2	61.2	17.6	78.8	86.2
5 <sup>th</sup> (N=67)	23.9	59.7	16.4	76.1	81.5
6 <sup>th</sup> (N=73)	20.5	65.8	13.7	79.5	75.3
7 <sup>th</sup> (N=67)	19.4	65.7	14.9	80.6	69.9
8 <sup>th</sup> (N=75)	10.7	64	25.3	89.3	88.9
11 <sup>th</sup> (N=75)	14.7	58.7	26.7	85.4	82.7
<b>Science</b>					
5 <sup>th</sup> (N=67)	14.9	73.1	11.9	85	91.4
6 <sup>th</sup> (N=73)	17.8	54.8	27.4	82.2	79
7 <sup>th</sup> (N=67)	14.9	65.7	19.4	85.1	82.2
8 <sup>th</sup> (N=75)	9.3	64	26.7	90.7	85.1
11 <sup>th</sup> (N=75)	17.3	56	26.7	82.7	86.4

**Reading:** For the CSIP, the 2014-15 goal of increasing the percent of students in grades 4, 8, & 11 scoring at the proficient level was not met.

Last year 72.4% of 3<sup>rd</sup> grade students were proficient; this year the proficiency for 4<sup>th</sup> grade was 76.4%.  
Last year 75.3% of 7<sup>th</sup> grade students were proficient; this year the proficiency for 8<sup>th</sup> grade was 86.7%.  
Last year 82.7% of 10<sup>th</sup> grade students were proficient; this year the proficiency for 11<sup>th</sup> grade was 80%.  
Students in 4<sup>th</sup> and 8<sup>th</sup> grades showed an increase in proficiency.

Other results are as follows:

Last year 88.5% of 2<sup>nd</sup> grade students were proficient; this year the proficiency for 3<sup>rd</sup> grade was 79.8%.  
Last year 78.6% of 4<sup>th</sup> grade students were proficient; this year the proficiency for 5<sup>th</sup> grade was 83.6%.  
Last year 63% of 5<sup>th</sup> grade students were proficient; this year the proficiency for 6<sup>th</sup> grade was 82.2%.  
Last year 75.3% of 6<sup>th</sup> grade students were proficient; this year the proficiency for 7<sup>th</sup> grade was 74.7%.

**Math:** For the CSIP, the 2014-15 goal of increasing the percent of students in grades 4, 8, and 11 scoring at the proficient level was not met.

Last year 86.2% of 3<sup>rd</sup> grade students were proficient; this year the proficiency for 4<sup>th</sup> grade was 78.8%.  
Last year 88.9% of 7<sup>th</sup> grade students were proficient; this year the proficiency for 8<sup>th</sup> grade was 89.3%.  
Last year 82.7% of 10<sup>th</sup> grade students were proficient; this year the proficiency for 11<sup>th</sup> grade was 85.4%.  
Students in 8<sup>th</sup> and 11<sup>th</sup> grades showed an increase in proficiency.

Other results are as follows:

Last year 76.9% of 2<sup>nd</sup> grade students were proficient; this year the proficiency for 3<sup>rd</sup> grade was 81%.  
Last year 81.5% of 4<sup>th</sup> grade students were proficient; this year the proficiency for 5<sup>th</sup> grade was 76.1%.  
Last year 75.3% of 5<sup>th</sup> grade students were proficient; this year the proficiency for 6<sup>th</sup> grade was 79.5%.  
Last year 69.9% of 6<sup>th</sup> grade students were proficient; this year the proficiency for 7<sup>th</sup> grade was 80.6%.

**Science:** For the CSIP, the 2014-15 goal of increasing the percent of students in grades 8 & 11 scoring at the proficient level was not met.

Last year 85.1% of 7<sup>th</sup> grade students were proficient; this year the proficiency for 8<sup>th</sup> grade was 90.7%.  
Last year 86.4% of 10<sup>th</sup> grade students were proficient; this year the proficiency for 11<sup>th</sup> grade was 82.7%.  
Students in 8<sup>th</sup> grade showed an increase in proficiency.

Other results are as follows:

Last year 91.4% of 4<sup>th</sup> grade students were proficient; this year the proficiency for 5<sup>th</sup> grade was 85%.  
Last year 79% of 5<sup>th</sup> grade students were proficient; this year the proficiency for 6<sup>th</sup> grade was 82.2%.  
Last year 82.2% of 6<sup>th</sup> grade students were proficient; this year the proficiency for 7<sup>th</sup> grade was 85.1%.



**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 2014-15 school year. The second number, which is in parentheses, is from the 2013-14 school year. This is cohort data, which means it is each grade is compared to itself in the previous year. (IEP = Special Education / FRL = Free/Reduced Lunch / Low Socioeconomic)

	Male	Female	IEP	Non-IEP	F/RL	Non-F/RL
<b>Reading</b>						
3rd	85.7 (86.2)	76.5 (89.8)	14.3 (100)	86.1 (87.1)	57.1 (83.9)	92.2 (91.5)
4th	70 (66.7)	82.2 (77.1)	0 (10)	87.8 (80.5)	69.4 (62.2)	81.6 (80)
5th	72.7 (65.7)	94.1 (91.4)	28.6 (25)	90 (85.5)	64 (64.3)	95.2 (88.1)
6th	80 (55.3)	84.2 (69.8)	25 (0)	93.4 (70.8)	79.3 (64.9)	84.1 (61.4)
7th	74.2 (75)	75 (75.7)	22.2 (20)	82.8 (84.1)	69 (67.7)	78.9 (81)
8th	79.4 (64.9)	92.7 (84.1)	55.6 (58.3)	90.9 (78.3)	88.5 (75.9)	85.7 (75)
11th	77.8 (86.1)	87.2 (86.7)	44.4 (47.4)	91.2 (93.5)	63 (66.7)	89.6 (92.2)
<b>Math</b>						
3rd	85.7 (86.2)	78.4 (71.4)	28.6 (62.5)	86.1 (78.6)	67.9 (64.5)	88.2 (85.1)
4th	80 (84.6)	77.8 (87.5)	63.6 (80)	81.1 (87)	63.9 (78.4)	89.8 (92)
5th	75.8 (74.3)	76.5 (88.6)	14.3 (50)	83.3 (85.5)	60 (71.4)	85.7 (88.1)
6th	80 (76.3)	78.9 (74.4)	16.7 (0)	91.8 (84.7)	75.9 (64.9)	81.8 (84.1)
7th	71 (66.7)	88.9 (73)	33.3 (20)	87.9 (77.8)	75.9 (74.2)	84.2 (66.7)
8th	94.1 (94.6)	85.3 (84.1)	66.7 (50)	92.4 (95.7)	73.1 (82.8)	98 (92.3)
11th	83.3 (86.1)	87.2 (80)	55.6 (52.6)	94.7 (91.9)	70.4 (70)	93.8 (90.2)
<b>Science</b>						
5th	87.9 (82.9)	82.3 (100)	71.4 (87.5)	86.7 (91.9)	76 (89.3)	90.5 (92.9)
6th	82.9 (76.3)	81.6 (81.4)	50 (66.7)	88.5 (80.6)	72.4 (75.7)	88.6 (81.8)
7th	80.6 (80.6)	88.9 (83.8)	33.3 (50)	93.1 (87.3)	79.3 (77.4)	89.5 (85.7)
8th	88.2 (86.5)	92.7 (84.1)	55.6 (58.3)	95.5 (89.9)	84.6 (82.8)	93.9 (86.5)
11th	77.8 (86.1)	87.2 (86.7)	50 (78.9)	93 (88.7)	63 (80)	93.8 (90.2)
<b># of Students</b>						
3rd	28 (29)	51 (49)	7 (8)	72 (70)	28 (31)	51 (47)
4th	40 (39)	45 (48)	11 (10)	74 (77)	36 (37)	49 (50)
5th	33 (35)	34 (35)	7 (8)	60 (62)	25 (28)	42 (42)
6th	35 (38)	38 (43)	12 (9)	61 (72)	29 (37)	44 (44)
7th	31 (36)	36 (37)	9 (10)	58 (63)	29 (31)	38 (42)
8th	34 (37)	41 (44)	9 (12)	66 (69)	26 (29)	49 (52)
11th	36 (36)	39 (45)	18 (19)	57 (62)	27 (30)	48 (51)



## **Second Assessment Data 2014-15**

**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, Cherokee Middle School reported with Measures of Academic Progress (MAP), and Washington High School reported with the Armed Services Vocational Aptitude Battery (ASVAB). The results are as follows:**

### **Roosevelt Elementary**

78 students took the STAR Reading Assessment at the end of the school year. 33 of those students (42%) scored at the 4th grade equivalent or higher.

78 students took the STAR Math Assessment at the end of the school year. 33 of those students (42%) scored at the 4th grade equivalent or higher.

### **Cherokee Middle School**

74 students took the Reading portion of the MAP Assessment in April of 2015. 47 students (66%) were at or above the Norm Level Mean RIT Score.

74 students took the Math portion of the MAP Assessment in April of 2015. 47 students (66%) were at or above the Norm Level Mean RIT Score.

77 students took the Science portion of the MAP Assessment in April of 2015. 56 students (73%) were at or above the Norm Level Mean RIT Score.

### **Washington High School**

75 students took the ASVAB in October of 2014. The scores reflect proficiency at the 50<sup>th</sup> percentile, which is the standard used by the military.

37 students (49%) scored proficient on the Verbal Ability Composite. In the sub-tests, 30 students (40%) were proficient in Word Knowledge and 54 students (72%) were proficient in Paragraph Comprehension.

41 students (55%) scored proficient on the Math Ability Composite. In the sub-tests, 40 students (53%) were proficient in Arithmetic Reasoning and 51 students (68%) were proficient in Mathematics Knowledge.

38 students (51%) scored proficient on the Science and Technical Ability Composite. In the sub-test, 44 students (59%) were proficient in General Science, 32 students (43%) were proficient in Electronics Information, 22 students (29%) were proficient in Auto & Shop Information, and 40 students (53%) were proficient in Mechanical Comprehension.

**Washington High School**  
**Principal: Neil Phipps (2014-15)**  
**Scot Aden (Current)**  
**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 9<sup>th</sup> 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 2014 is 94.3%. The four-year graduation rate for the State of Iowa is 91.9%.

**\*\*Core Students:** One hundred percent of the Cherokee Class of 2015 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 2015, intend to pursue the following:

4-years college/university (26 / 68)	38%
2-year college/technical (24 / 68)	35%
Employment (7 / 68)	10%
Military (7 / 68)	10%
Undecided (4 / 68)	6%

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**  
**2014-15**

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-eight of the sixty-eight seniors took the ACTs. Of these, 29 of the 38 students (76%) 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%.

2001-2002	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
94%	94%	88%	94%	95%	95%	94%	94%	94%	94%	94%	94%	95%	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 5 dropouts in the 2013-14 school year. That equals 1.1 % 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 2014-15 school year, there were 13 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 2014-15 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. Eighty-one percent of the students in grades 9-12 participated in extra-curricular programs during the 2014-15 school year.

## Little Sioux Success Center: An Alternative Educational Program

The Little Sioux Success Center is an alternative program for students who have completed the ninth grade or are 16 years of age. The purpose of the center is to enable students who are at risk of not graduating, who have dropped out of school, and/or who remain in school in what is determined to be an inappropriate educational setting, to complete their high school education.

The Little Sioux Success Center (LSSC) provides a second chance to individuals who realize the importance and value of a high school diploma in becoming productive and successful citizens in their community. Since 1999, the Little Sioux Success Center has graduated 93 students. This past year, two students earned diplomas from LSSC.

### LSSC Mission Statement

To prepare lifelong learners with the desire and skills to be productive citizens of a changing world. With pride and commitment, a knowledgeable staff will model these skills, teaching a challenging, meaningful curriculum, in an environment that promotes learning.



**Cherokee Middle School**  
**Principal: Larry Weede (2014-15)**  
**Neil Phipps (Current)**  
**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%.

2001-2002	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
96%	96%	95%	96%	96%	96%	96%	96%	95%	95%	96%	95.5%	96%	95.7

## National Assessment of Educational Progress (NAEP) 2013

**Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation**

	Average Score	Below Basic	Basic	Proficient	Advanced
<b>Reading Grade 4</b>					
<b>Iowa</b>	<b>224</b>	<b>28%</b>	<b>34%</b>	<b>29%</b>	<b>9%</b>
<b>National Public</b>	<b>221</b>	<b>33%</b>	<b>33%</b>	<b>26%</b>	<b>8%</b>
<b>Reading Grade 8</b>					
<b>Iowa</b>	<b>269</b>	<b>19%</b>	<b>44%</b>	<b>34%</b>	<b>3%</b>
<b>National Public</b>	<b>266</b>	<b>23%</b>	<b>42%</b>	<b>31%</b>	<b>4%</b>
<b>Mathematics Grade 4</b>					
<b>Iowa</b>	<b>246</b>	<b>13%</b>	<b>39%</b>	<b>38%</b>	<b>9%</b>
<b>National Public</b>	<b>241</b>	<b>18%</b>	<b>41%</b>	<b>34%</b>	<b>8%</b>
<b>Mathematics Grade 8</b>					
<b>Iowa</b>	<b>285</b>	<b>24%</b>	<b>40%</b>	<b>29%</b>	<b>7%</b>
<b>National Public</b>	<b>284</b>	<b>27%</b>	<b>39%</b>	<b>26%</b>	<b>8%</b>

**Source: U.S. Department of Education, Institute of Education, Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment**

**Roosevelt Elementary School**  
**Principal: Barb Radke (2014-15)**  
**Valery Fuhman (Current)**  
**Telephone: 712-225-6760**  
**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%.

2001-2002	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
96%	96%	96%	96%	97%	96%	96%	96%	95%	95%	96.8%	96.2%	96.7%	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. 1<sup>st</sup>-4<sup>th</sup> Grades take the CBM assessment as a measurement of reading fluency (rate of speed) and accuracy. Kindergarten-4<sup>th</sup> Grades take the aReading assessment as a measurement of reading comprehension.

The following is the available data from the FAST testing:

Test Name	Fall 2014	Winter 2014	Spring 2015
aReading	65.3% (1 <sup>st</sup> -4 <sup>th</sup> grades)	62.0% (K-4 <sup>th</sup> grades)	73.1% (K-4 <sup>th</sup> grades)
CBM	54.2% (2 <sup>nd</sup> -4 <sup>th</sup> grades)	56% (1 <sup>st</sup> -4 <sup>th</sup> grades)	63.3% (1 <sup>st</sup> -4 <sup>th</sup> grades)

**K-3 Students Proficient at the End of the Year**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Math K	97%	97%	98%	99%	97%	100%	100%	94%	94%	95%	93%	93%	86%
Math 1	90%	93%	89%	92%	92%	94%	89%	94%	95%	85%	96%	95%	92%
Math 2	88%	85%	75%	91%	89%	97%	92%	93%	91%	93%	96%	91%	96%
Math 3	91%	72%	84%	78%	80%	91%	75%	81%	60%	60%	69%	73%	64%

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

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

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

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

**3<sup>rd</sup> 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: Barb Radke (2014-15)**

**Valery Fuhrman (Current)**

**Telephone: 712-225-6760**

**Preschool and Preschool Special Needs**

The Early Childhood Learning Center (ECLC), located at 400 N. Roosevelt in Cherokee, has been in operation since 1991 and is the hub of activity for students in the 3 and 4 year-old education program. There are three preschool programs at ECLC. The 3 and 4-year-old multi-age is funded in part by a Shared Visions grant and in part by in-kind contributions. There are three teachers who are highly qualified in early childhood facilitating instruction for our preschool students. One classroom provides an integrated special education program for students with special needs. The ECLC is accredited by the National Association for the Education of Young Children (NAEYC).

### **Accreditation**

In 1985, NAEYC established a national voluntary accreditation system to set professional standards for early childhood education programs, and to help families identify high-quality programs. The ECLC went through the process during the 2008-2009 year to reach this qualification.

The Voluntary 4-year-old Program is funded by money provided by the State of Iowa. With this financial support, and through collaborative efforts with Bright Beginnings, the district is able to offer preschool to 50 children who might otherwise not have the opportunity to attend preschool in our community. With fewer preschools available, this grant allows more children to experience an accredited program with a certified preschool teacher and a certified paraprofessional. Students who participate in this program attend free of charge.

The Bright Beginnings staff and its clients continue to share the remodeled school building with the ECLC. There are many possibilities for a collaborative spirit, joining two organizations that are committed to enhancing learning for children 8 weeks through 5 years of age in our community. The goal is to provide a seamless learning environment for all young children in our Cherokee Schools.

The ECLC is dedicated to using a developmental approach to early education and to meeting the individual needs of children. The program emphasizes a high-scope curriculum and an environment for early learners that is spacious and allows free movement. Inside and outside play areas are available for exploring and 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. The ECLC is accredited through NAEYC by virtue of meeting the ten program standards under four vital focus areas: children, teaching staff, partnerships, and program administration. More specifically, these standards are addressed in performance categories of relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, and leadership and management.



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

During the 2014-15 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 prepare for the upcoming 1:1 implementation. In the sessions Chromebooks were used and two carts were available for classroom. Chromebooks were available for high school teachers to check out so they could be accustomed to the device for the upcoming school year. Chromebooks were provided to each student in the 5<sup>th</sup> through 8<sup>th</sup> grades and it was the first full year of 1:1 implementation at Cherokee Middle School.

### **In what professional development opportunities does our staff engage during 2014-15?**

A majority of the professional development time was spent with the pilot team members working with remaining staff to learn the initial steps for Authentic Intellectual Work (AIW). The teams met for four hours a month to learn how to score teaching tasks. This was made possible by having a regular one-hour early out schedule on Wednesdays. During AIW Site Visits, the lead team worked with Jodi Herbold. Joe Mueting came to answer questions with the first year teams during one of the sessions.

Teachers at Roosevelt Elementary School spent time learning about and working with FAST (Formative Assessment System for Teachers). They also took time to write the SINA plan and to begin putting the strategies in place. Sara Youngers took time to teach more reading strategies and do sessions on AIW and Unpacking the Core.

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 interventions for the SINA plan. In addition this group of teachers worked on technology integration with all students since each student had a Chromebook.

Teachers at Washington High School spent time working on technology integration for the upcoming 1:1 implementation. The teachers visited Spirit Lake School District to visit with teacher and to see how 1:1 looks in their school district.

The district had the opportunity to work more on using technology in the classroom. The Grovo platform was available to all teachers in the school district. This is a site where individuals can look at training videos to learn how to use different programs and apps that are available via the Internet.

District wide the teachers also had the opportunity to disaggregate the Iowa Assessment Data. All teachers were presented information on how to work with Talented and Gifted students in their classrooms. All teachers were also shown how to use Universal Constructs and Characteristics of Effective Instruction from the Iowa Core. There was time given to work on curriculum mapping, either updating maps or completing maps for the classes they teach.

What are we doing to make progress toward our goals in 2014-15?

### **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.

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.

### **Mathematics**

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.

### **Science**

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.

At the high school Odyssey Ware software is being 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 on Wednesdays.

**We invite you to visit our district website at  
[www.ccsd.k12.ia.us](http://www.ccsd.k12.ia.us)**