

# the **DISTRICT REPORT CARD** 2017-18

Indianola Community Schools

## Belief Guiding Action

The District Report Card offers a snap shot of the academic achievement in the Indianola Community School District. While academic achievement is at the heart of our work, and test scores are one measure of achievement, our district mission, "Indianola Community School District is committed to excellence and achieving a lifetime of success," is much broader than that. Fortunately, we have many dedicated staff members serving students as they take important steps on this mission. We also have the right beliefs, which are shared in the district's strategic plan:

- We will put students first.
- We will meet the needs of all students so that they can learn at high levels and be prepared for next steps along the way.
- We will provide safe and supportive schools.
- We will be fiscally responsible and thoughtful about resource allocation.
- Our actions will reflect our beliefs.

We put students first by having the most highly trained, dedicated staff to be found anywhere. We consistently assess our district curriculum and use technology and other tools to engage students in their learning. We strive to meet the needs of all students through a variety of programs, opportunities, and support.

Safe and supportive schools are what we want every student to experience. Facilities, plans, procedures, and preparedness are important. Every bit as important are caring adults and positive relationships with students. We strive to educate the whole child, head and heart, and take seriously our responsibility to help our students grow academically and socially.

We effectively manage resources, always remembering our responsibility to students. We know that the public supports our mission with tax dollars; we want to help create great citizens for our community.

I stated that we have the right beliefs, but these beliefs only have power if our actions reflect our beliefs. We appreciate the interest and support of the community as we do this important work. Thank you for taking the time to review this District Report Card, and thank you for being part of the Indianola Community, which is such a great place to work and learn and live!

*Art Sathoff*

Indianola CSD Superintendent



## Our Staff

- **497** full and part-time district employees
- **255** certified staff members
- **123** advanced master's and doctoral degrees
- **57** bachelor's degrees + 15 or more credit hours
- **75** bachelor's degrees
- **113** with 16+ years of teaching experience
- **84** with 6-15 years of teaching experience
- **58** with at least 5 years teaching experience

## **2017-18 Board of Education**

*Kariann Voigts, President*

*Dacni Gabel, Vice President*

*Laurie Abernathy*

*Ken Bresnan*

*Carolyn Langenwalter*

*Rene Staudacher*

*Jay Wilkinson*

### **Superintendent**

*Art Sathoff*

### **Our Vision...**

*Proud Traditions... Unlimited Possibilities*

### **Our Mission...**

*Indianola CSD is Committed to Excellence and Achieving a Lifetime of Success*

### **Our Beliefs...**

- *We will put students first.*
- *We will meet the needs of all students so that they can learn at high levels and be prepared for next steps along the way.*
- *We will provide safe supportive schools.*
- *We will be fiscally responsible and thoughtful about resource allocation.*
- *Our actions will reflect our beliefs.*



## GOAL 1

### Continuous School Improvement for Learner Benefit

#### *Theory of Action:*

- If the community is aware of and supportive of essential core skills
- If the school board has an understanding of current best practices in teaching and learning and responsibly allocates resources aligned with goals
- If administrators understand district goals and initiatives and actively help others make connections and if administrators are accountable for implementation of best practices and essential skills
- If teachers provide high levels of instruction using best practices and relate the content to students' lives beyond school
- If parents understand and promote active, consistent attendance and active classroom participation
- If students understand why the Iowa Core content is important and relevant to their lives and are engaged in learning

**T**hen all students will master the essential Iowa Core Skills and national standards so that they can apply those skills in life beyond school.

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## GOAL 2

### Effective Communication and School District Promotion

#### *Theory of Action:*

- If the district has a recognizable brand, or clearly articulated identity, promoted through social media and traditional platforms
- If information is readily available through the district website, district and building newsletters, local media, and social media
- If the board supports efforts to promote the school district locally, statewide, and nationally
- If all students, sponsors/coaches, and staff are empowered to share success stories and the district consistently celebrates successes
- If teachers openly share their practice and students' successes
- If parents and community utilize avenues of communication that are offered and contribute to sharing good news
- If students are given a voice, feel safe and connected, and get involved in their own education

**T**hen there will be effective communication between students, staff and community, resulting in community awareness, engagement, and support for education.

## GOAL 3

### Effective Technology Growth and Integration

#### *Theory of Action:*

- If the school board provides adequate funding for technology
- If the district maintains a robust technology infrastructure
- If the administration appropriately allocates technology resources so that the right tools are used the right ways at the right places
- If appropriate technology standards are implemented with integrity
- If administrators, teachers, and students make a continuous effort to be aware of the latest trends in technology
- If teachers receive appropriate professional development and put learning into action
- If teachers and students continue progressing in the SAMR Model (substitution, augmentation, modification, redefinition)

**T**hen the district will maintain a reliable and scalable infrastructure that fosters the innovative integration of technology into educational programs and operational processes.

## GOAL 4

### Meeting Student Needs

#### *Theory of Action:*

- If district leaders focus on what we can control locally
- If district administrators and teachers collaborate and communicate with parents, community, and other stakeholders
- If all district staff believe in proud traditions and unlimited possibilities for students and make decisions accordingly
- If the school board and administration develop objective, student-focused decision making criteria regarding facilities, staffing, programming, resource allocation, etc.
- If district administrators and teachers evaluate outcomes based on stated goals
- If district administrators and teachers develop our human capital, understanding that our human resources are our greatest resources and investing in students and staff
- If all education stakeholders nurture relationships with and among students, teachers, support staff, administrators, and community
- If the school board, administration, and staff provide students with a safe, supportive, and positive learning environment

**T**hen we will best meet the social, emotional, academic, and physical needs of students.



## GOAL 5

### District and Community Pride and Identity

#### *Theory of Action:*

- If we embrace our identity as a school in a thriving community that has a small town feel with big city opportunities and amenities
- If we have effective visionary leadership of systemically developed academic, co-curricular, and extra-curricular programs and continuity and teamwork between students, teachers, coaches/sponsors, administrators, the school board, and community
- If we have consistent program standards and practices and a culture of high expectations
- If we have passionate staff who believe in students' ability and potential to be successful
- If the school staff and community help students realize and support their ambitions and dreams
- If we provide the appropriate support (staff, facilities, coaches, finances, technology, sponsors)
- If we promote our programs and activities
- If students take advantage of the opportunities, activities, and resources
- If we have a supportive community
- If the school has mutually beneficial partnerships with other community entities and staff are involved in the community
- If students, staff, and community are willing to work together to address concerns and correct problems
- If we believe WE CAN

**T**hen we will have a clear sense of identity, pride in the school and community will be obvious, and a culture of success will be prevalent.

**Indianola elementary and middle schools received commendable and high-performing rankings from the Iowa Department of Education on the 2018 Iowa School Report Card.**

**For more information please go to:  
<http://reports.educateiowa.gov/schoolreportcard>**

## Academic Goals & Student Assessment

The goals listed below are a requirement of the State of Iowa Department of Education. The Indianola Community School District staff uses the following information to determine where gaps exist in order to make adjustments in teaching.

### Reading

The 2017-18 goal of Indianola CSD in the area of reading indicated the percent of 4th grade students in the proficient range, as defined by the Iowa Assessment Reading Comprehension Test, would increase by at least 1.8% when compared to the percentage of 3rd grade students who were in the proficient range on the assessment in the spring of 2017.

As we followed this cohort group of students, the data indicated that in the spring of 2017, as 3rd grade students, 83.3% of all students were proficient on the Iowa Assessment Reading Comprehension Test, and then as 4th grade students in the spring of 2018, 78.9% were proficient. This is a decrease of 4.3% and does not meet our goal.

#### **We did not meet the district goal in reading.**

In the spring of 2019 students in grades 3-11 will be taking a new State assessment. As a result, spring scores will serve as a baseline for academic goals in the area of reading

### Math

The 2017-18 goal of Indianola CSD in the area of math indicated the percent of 11th grade students in the proficient range, as defined by the Iowa Assessment Mathematics Test, would increase by at least 1.8% when compared to the percentage of 10th grade students who were in the proficient range on the assessment in the spring of 2017.

As we followed this cohort group of students, the data indicated that in the spring of 2017, as 10th grade students, 85.2% of all students were proficient on the Iowa Assessment Mathematics Test, and then as 11th grade students, in the spring of 2018, 84.1% were proficient. This is a decrease of 1.1% and does not meet our goal.

#### **We did not meet the district goal in math.**

In the spring of 2019 students in grades 3-11 will be taking a new State assessment. As a result, spring scores will serve as a baseline for academic goals in the area of math.

### Science

The 2017-18 goal of Indianola CSD in the area of science indicated the percent of 8th grade students in the proficient range, as defined by the Iowa Assessment Science Test, would increase by 1.6% when compared to the percentage of 7th grade students who were in the proficient range on the assessment in the spring of 2017.

As we followed this cohort group of students, the data indicated that in the spring of 2017 as 7th grade students, 80.2% of all students were proficient on the Iowa Assessment Science Test, and then as 8th grade students in the spring of 2018, 83.5% were proficient on the same test. This is an increase of 3.3% and does meet our goal.

*Continued on page 7.*



# Academic Goals & Student Assessment

Continued from page 6.

## We did meet the district goal in science.

In the spring of 2019 students in grades 3-11 will be taking a new State assessment. As a result, spring scores will serve as a baseline for academic goals in the area of science.

## Three Levels of Achievement

A reporting requirement of the No Child Left Behind Act requires student data to be reported according to three different proficiency achievement levels. The three levels are as follows:

- Low – Students score between 1st - 40th percentile
- Intermediate – Students score between 41st - 89th percentile
- High – Students score between 90th - 99th percentile

The following charts and graphs illustrate the three levels of achievement for 3rd, 8th and 11th grade students in the areas of reading, math and science for the 2017-18 school year. Additional sub-sets of student demographic categories including gender, Individualized Education Plans and socioeconomic status follow on the next few pages.

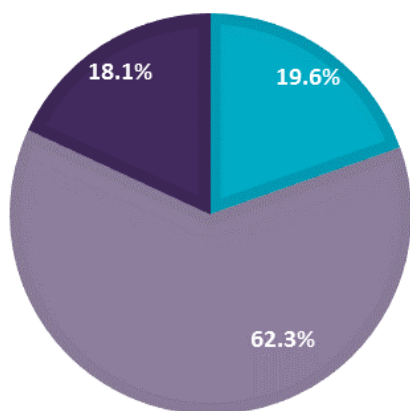
### Our Schools

- 3,676 students served
- 4 elementary buildings (PreK-5)
- 1 middle school (6-8)
- 1 high school (9-12)
- 94.1% elementary average daily attendance
- 95.0% middle school average daily attendance
- 87.0%\* high school average daily attendance (\*This calculation may reflect errors identified during the first year of student information system use.)

## All Students

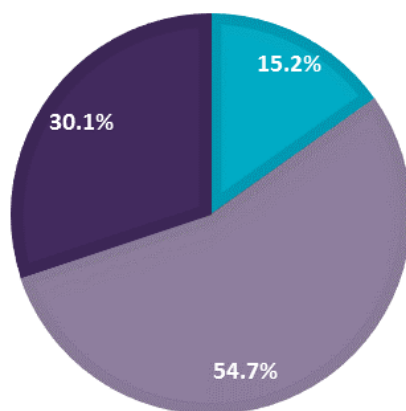
### 3RD GRADE READING

■ Low ■ Intermediate ■ High



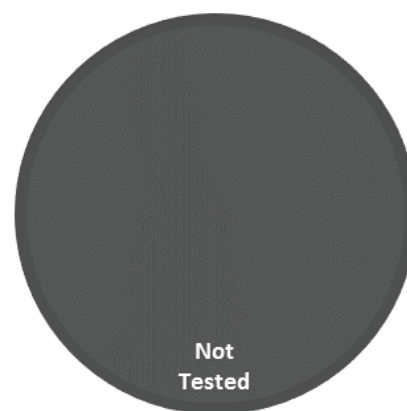
### 3RD GRADE MATH

■ Low ■ Intermediate ■ High



### 3RD GRADE SCIENCE

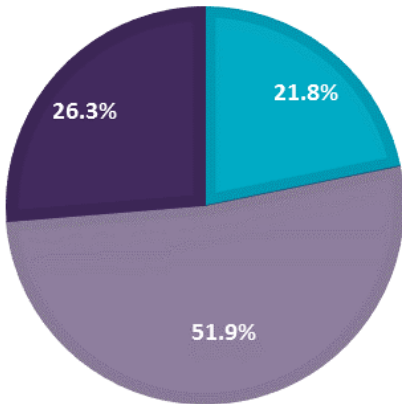
■ Low ■ Intermediate ■ High



## All Students

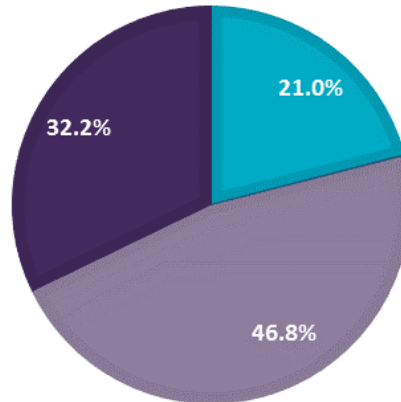
### 8TH GRADE READING

■ Low ■ Intermediate ■ High



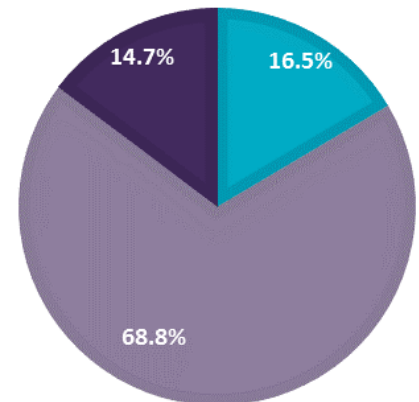
### 8TH GRADE MATH

■ Low ■ Intermediate ■ High



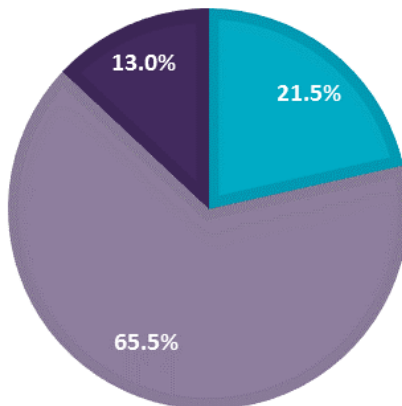
### 8TH GRADE SCIENCE

■ Low ■ Intermediate ■ High



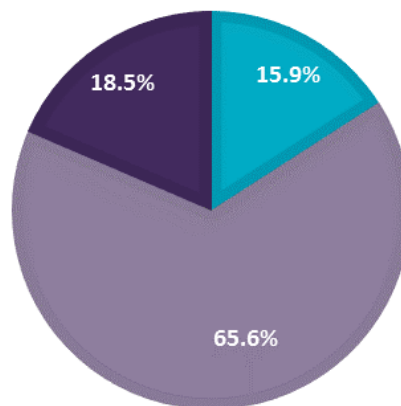
### 11TH GRADE READING

■ Low ■ Intermediate ■ High



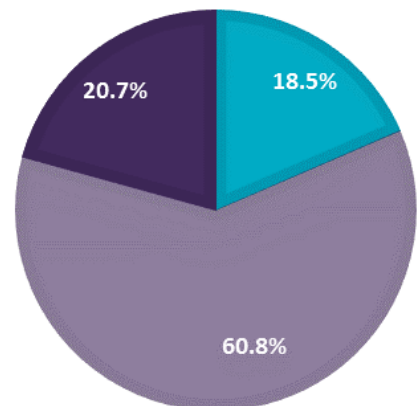
### 11TH GRADE MATH

■ Low ■ Intermediate ■ High



### 11TH GRADE SCIENCE

■ Low ■ Intermediate ■ High



**In 2017 there were 333 public school districts in the state of Iowa. Indianola CSD is the 27th largest public school district in Iowa for the number of students served.**

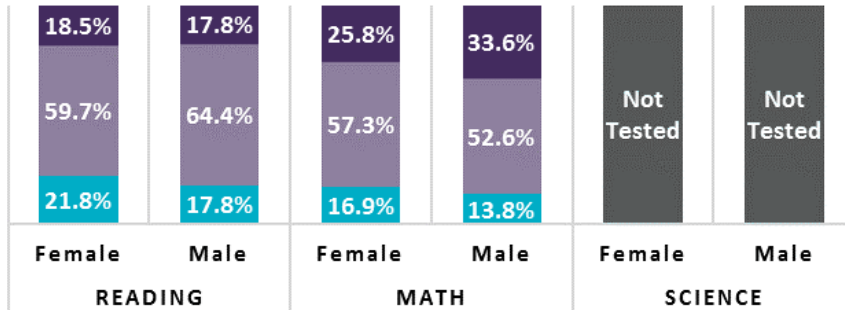




# Gender

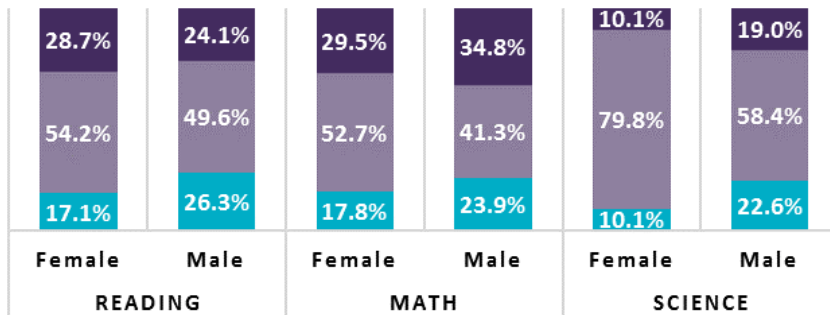
## 3RD GRADE

■ Low ■ Intermediate ■ High



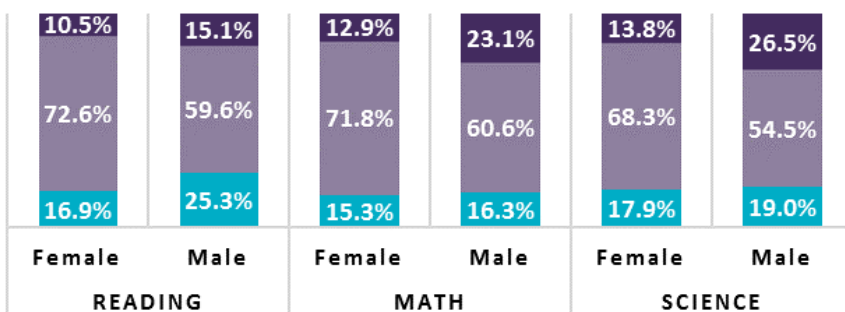
## 8TH GRADE

■ Low ■ Intermediate ■ High



## 11TH GRADE

■ Low ■ Intermediate ■ High



## Equal Opportunity Statement

Students, parents, employees and others doing business with or performing services for the Indianola Community School District are hereby notified that this school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Equity Coordinator  
 Indianola Community School District  
 1301 East 2nd Avenue  
 Indianola, IA 50125  
 515.961.9500

The Equity Coordinator has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and the ADA, § 504 and Iowa Code § 280.3 (2007).

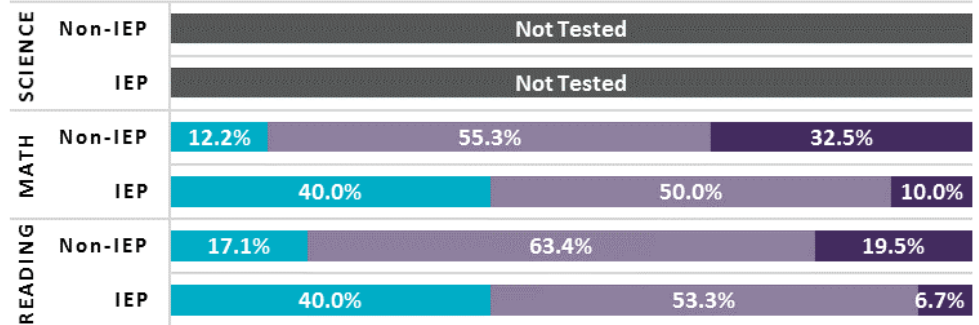
Individualized Education Plans are for students who qualify for Special Education services.

- ### Services
- 113 students served through summer learning programs
  - 280 students attending Indianola Child Care
  - 271,500 lunches served
  - 59,734 breakfasts served
  - 298,442 miles logged by Indianola bus drivers
  - 210 summer child care students served
  - 680,312 square feet of indoor space
  - 100 outdoor acres maintained

## Individualized Education Plans

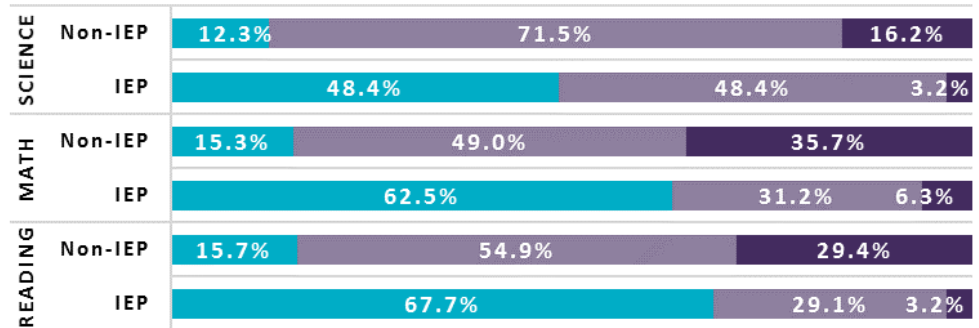
### 3RD GRADE IEP

■ Low ■ Intermediate ■ High



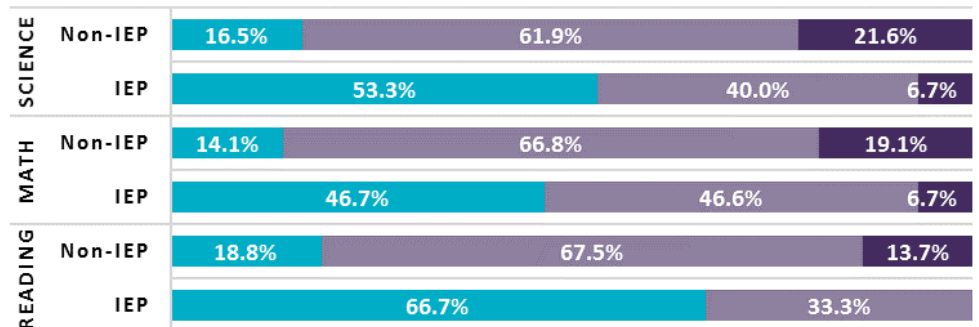
### 8TH GRADE IEP

■ Low ■ Intermediate ■ High



### 11TH GRADE IEP

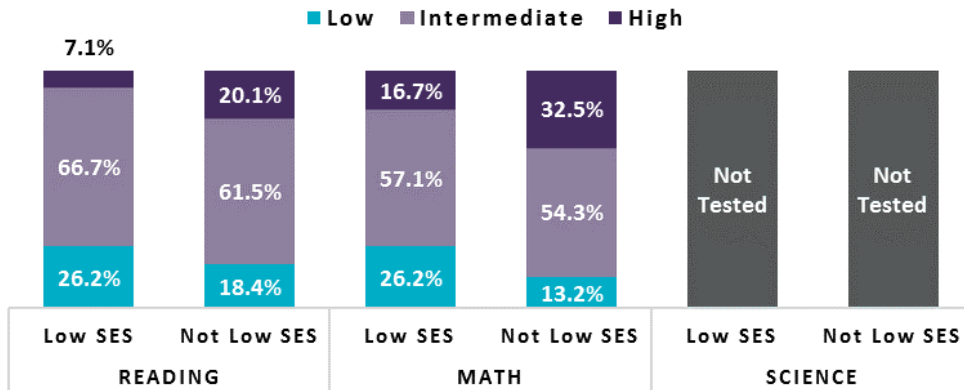
■ Low ■ Intermediate ■ High





## Socioeconomic Status

### 3RD GRADE SOCIOECONOMIC STATUS



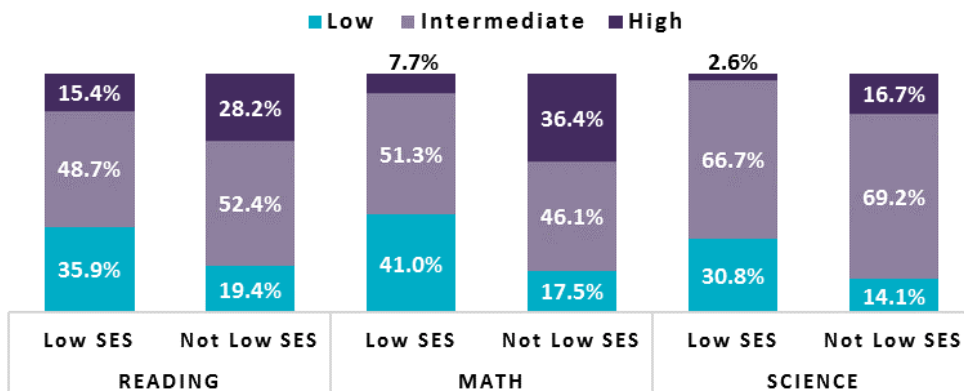
Socioeconomic status is based on those who qualify for free and reduced price lunch.

### Homeless Notice

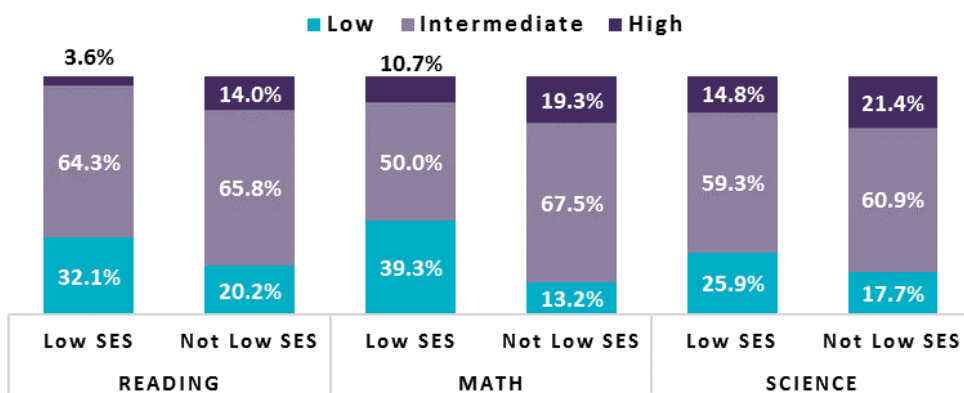
The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education, which may exist in district policies and practices.

The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Local Homeless Liaison.

### 8TH GRADE SOCIOECONOMIC STATUS



### 11TH GRADE SOCIOECONOMIC STATUS



A complete version of the Comprehensive School Improvement Plan that is reported to the state is available at: [www.indianola.k12.ia.us](http://www.indianola.k12.ia.us) under the School Improvement department tab.

**98%**  
of Indianola  
High School  
seniors earned  
their diploma in  
**2018**

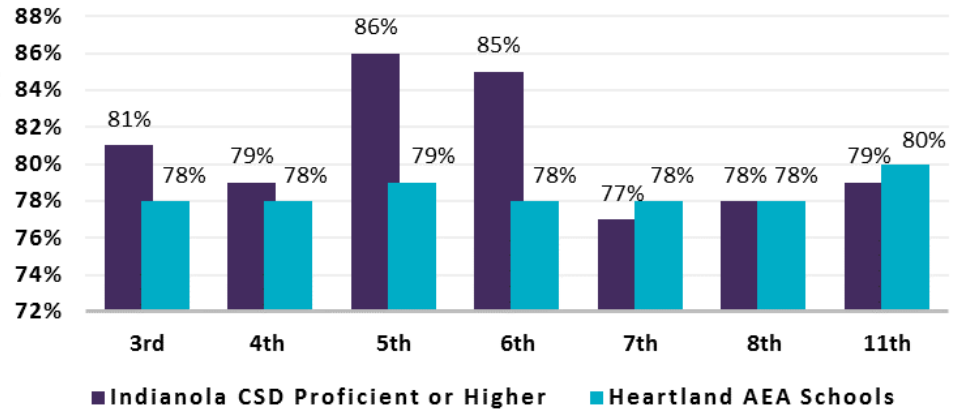


### Seniors' Plans After Graduation

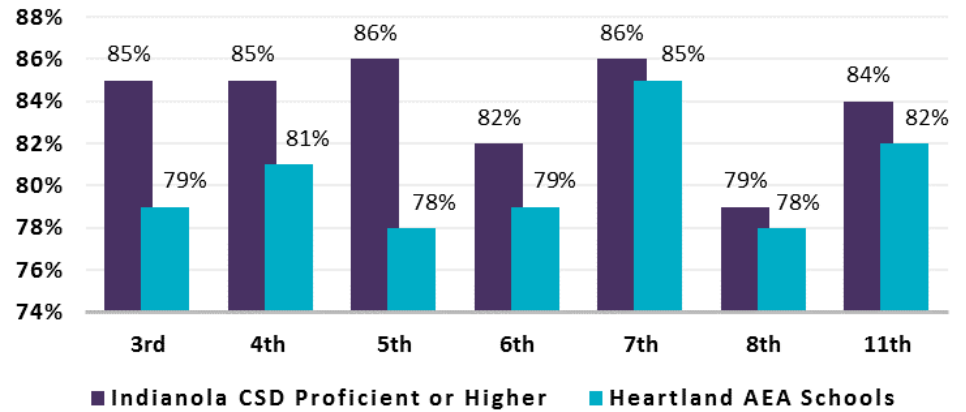
Four Year College/ University	42%
Two Year College	32%
Technical School	1%
Full-time Employment	24%
Military	1%
Other	0%

## IOWA ASSESSMENTS 2017-18

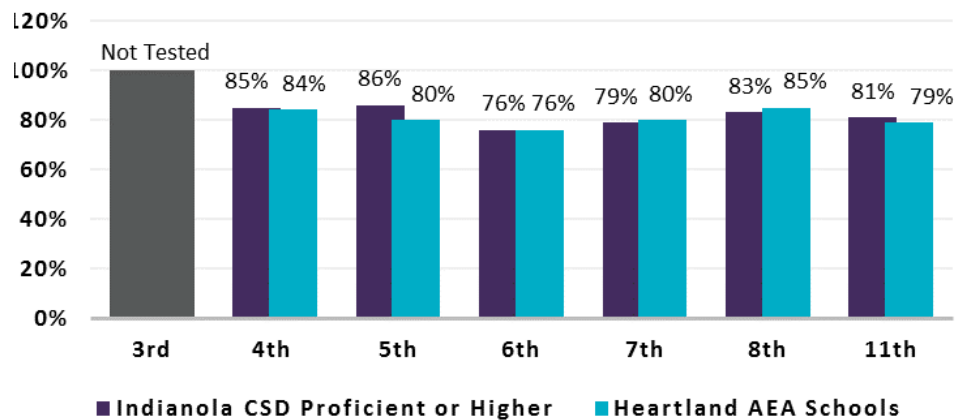
### Iowa Assessment - Reading



### Iowa Assessment - Math



### Iowa Assessment - Science





## ACT

The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. A score of 20 or higher on the 36 point scale for the test indicates probable success in college.

Table 1 shows the five-year trend of our ACT-tested graduates. Beginning with the 2014 graduating class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

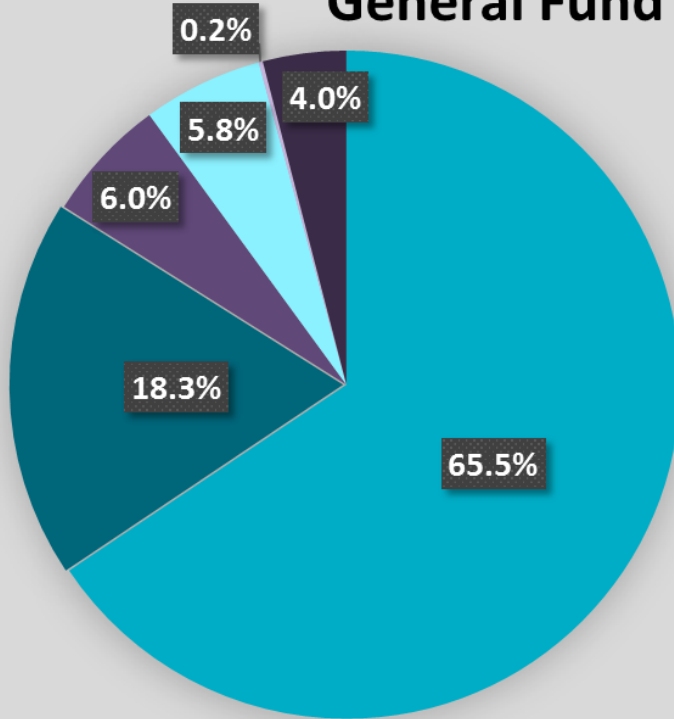
**Table 1: Five Year Trends – Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2014	166	22,931	22.7	21.5	22.3	21.4	23.7	22.5	23.3	22.2	23.2	22.0
2015	171	22,675	22.8	21.6	22.2	21.5	23.9	22.7	23.3	22.3	23.2	22.2
2016	186	23,132	22.0	21.4	21.8	21.4	23.5	22.7	23.1	22.3	22.7	22.1
2017	178	23,306	21.3	21.2	22.1	21.3	23.4	22.6	22.8	22.1	22.6	21.9
2018	173	24,028	21.0	21.0	21.5	21.2	23.7	22.5	22.9	22.0	22.4	21.8

## Student Services

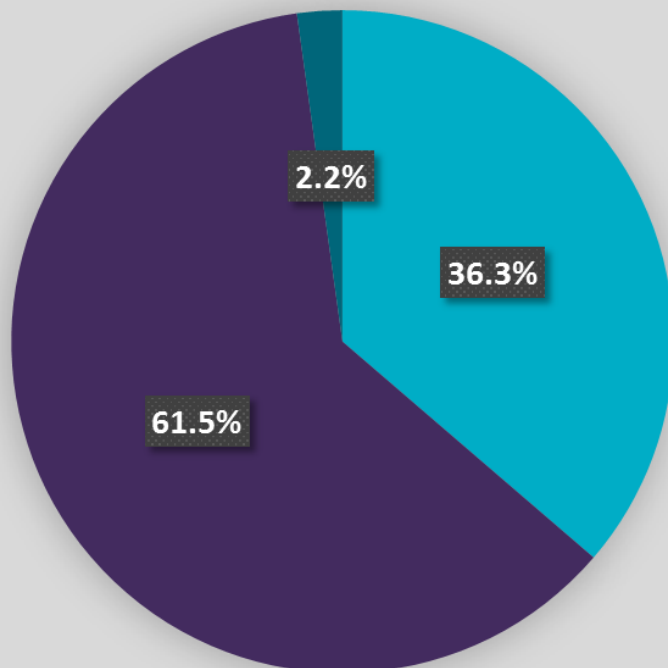
Building	Students Served	Minority	Free & Reduced Price Lunch	English Language Learner	Special Education Students
Emerson	443	10.38%	34.76%	3.83%	6.99%
Irving	462	7.36%	20.78%	1.73%	7.14%
Whittier	438	5.25%	21.46%	0.22%	9.36%
Wilder	382	13.35%	42.15%	2.35%	12.56%
Middle School	810	8.27%	30.37%	1.35%	10.61%
High School	1141	7.19%	25.59%	1.40%	7.53%

## General Fund Expenses



- Salaries - \$24,087,940
- Benefits - \$6,722,323
- Purchased Services - \$2,203,043
- Supplies - \$2,145,771
- Equipment - \$93,850
- Other Expenses - \$1,495,032
- Total Expenses - \$36,747,959

## General Fund Receipts



- Local - \$13,634,741
- State - \$23,126,665
- Federal - \$848,612
- Total Receipts - \$37,610,018



## Asbestos Notification

As a result of the Asbestos Hazard Emergency Response Act (AHERA), all elementary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the act is the requirement to notify annually all parents, guardians and staff members, as well as organizations representing them, of activities and events with asbestos-containing building materials.

Asbestos has been used in many building materials due to its outstanding insulating and strengthening properties. When it is undisturbed or intact, it poses little hazard to human health.

In 1989 all buildings under the control of the Indianola Community School District were inspected by EPA-accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, a management program was developed for safely and responsibly dealing with asbestos located within district buildings.

During the 2017-18 school year asbestos abatement was completed in Irving Elementary rooms: 103B, 105, 106, 107, 108, 109, 110, 202, 203, 204, 205A, 205B, 206, 207, 209, 211, storage off gym, & former counselor's room.

At the high school asbestos abatement was completed in rooms: 100, 101, 102, 103, 104, 105, 106, 106 Stage, 107, 108, 109, 124, 126, 306, 308, 309, 310, 333, 335, assistant athletic director's office, dark room, east women's locker room closet, east women's restroom, green room hallway, green room men's & women's restrooms, hallway1-3, teacher's lounge.

Federal law also requires surveillance every six months of each area containing asbestos. In addition, the law requires the re-inspection of all buildings every three years after a management plan is in place. This was last accomplished, under contract with Impact 7G, in July 2017.

The district has a list of locations, types of asbestos-containing materials found in the buildings and a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in each school office or at the Facilities Office. Questions related to the plan should be directed to Tom Trembly at 515-961-9590.

The Indianola Community School District is in compliance with AHERA. It is our policy to maintain a safe and healthy environment for our students and staff members. This shall be accomplished by strict enforcement of the policies regarding asbestos by the Asbestos Program Manager and school officials.

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## New Statewide Assessment Implementation Spring 2019

The new Iowa Statewide Assessment of Student Progress (ISASP) will replace the Iowa Assessment for Indianola students this spring. The ISASP, developed in collaboration with Iowa educators and aligned with grade-specific Iowa Core standards, provides a clear and accurate assessment of student learning outcomes. The new assessments will be administered in the following subjects and grade levels:

- Math: Grades 3-11
- English Language Arts, including reading and writing: Grades 3-11
- Science: Grades 5, 8, and 10

*Continued on page 16.*

# New Statewide Assessment Implementation Spring 2019

*(Continued from page 15.)*

Most Indianola CSD students will take the assessment online. The move to online delivery and innovative technology enhancements heralds a new era in Iowa education. Feedback on learning outcomes will be quicker and more accurate than ever before.

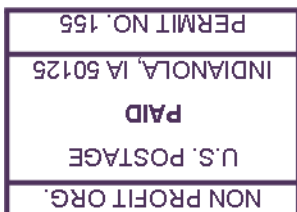
- While previous tests relied heavily on multiple choice questions, the new English, math and science tests will evaluate students' skills using a mix of item types including technology-enhanced questions as well as open-ended essay questions.
- By allowing students to manipulate material on the screen, the technology-enhanced questions provide greater insights into learning than previously used multiple choice questions.
- Online testing broadens its accessibility to students with a wider array of learning needs.
- Math and science tests will be available in Spanish.
- Paper and pencil testing is available for identified students.
- Unlike the previous assessment, the ISASP will not be timed, allowing students to concentrate on sharing what they know.

The new assessments will provide parents with actionable information about their child's learning. Results will provide a detailed analysis of how students performed relevant to the proficiency definitions. And, over time, parents will also be able to access year-over-year analysis of how their child performed from one year to the next.

We're on the web: [www.indianola.k12.ia.us](http://www.indianola.k12.ia.us)



**ECR WSS**  
**Postal Customer**  
**Indianola, Iowa 50125**



Indianola Community Schools  
1301 East Second Avenue  
Indianola, IA 50125