

2012-2013 Report to the Community

Keokuk Community School District

2012-2013

Board of Education

- Mike Beard
- John Davis
- Alka Khanolkar
- Roger Kokemuller
- Tyler McGhghy (Board President)
- Mark Pfaffe
- Sandy Stark (Board Vice-President)
- Tim Hood (Superintendent)
- Jill Ver Dught (Board Secretary)

2012-2013

Central Office Staff

- Tim Hood (Superintendent)
- Greg Reynolds (Secretary/Treasurer)
- Jill VerDught (Recording Secretary)

2012-2013

Building Administrators

- Keokuk High School
 - Principal: Larry Frakes
 - Associate Principal: Lisa Harrington
- Keokuk Middle School
 - Principal: Gary Benda
 - Associate Principal: Corey St. John
- George Washington Elementary
 - Principal: Russ Derr
- Hawthorne Elementary
 - Principal: Donna Tracy
- Torrence Elementary
 - Principal: Russ Derr

2012-2013

District Mission Statement

The Keokuk Community School District provides an educational foundation where students are active participants in becoming adaptable and critical thinkers along with achieving the skills necessary (academic and vocational) for lifetime success.

2012-2013

Beliefs of the Keokuk School District

We believe:

- Child development and education are the highest priorities for the Keokuk Community School District
- In students mastering basic academic skills in the early grades confirmed by comprehensive assessment
- In identifying proficiencies in all levels and content areas based on high standards and confirmed by comprehensive assessment
- In a secure and nurturing environment that builds self-esteem
- In a learning environment appropriate for the changing needs of our students and work world
- In clean and safe facilities

2012-2013

Beliefs of the Keokuk Community School District Cont.

- In schools which value and understand each student' uniqueness and enable all students to reach their full potential
- In treating all students with respect
- In the development of social responsibility and citizenship
- Schools should create opportunities for exploration and preparation for a diversity of careers
- In providing effective professional staff leadership
- That staff are more effective when supported by family and community
- That involvement by and communication among the community, family, staff and learners is vital to education at all levels
- In utilizing technology to improve student achievement

2012-2013

Objectives of the Keokuk Community School District

1. Provide a safe learning environment where each student is accepted, valued, respected, encouraged and supported.
2. Provide a wide range of programs that actively engage and assist students in becoming critical thinkers and good citizens.
3. Build a curriculum that focuses on learning and assessment.
4. Provide preparation for a diversity of careers to enrich students' future which may require college, special training, or technical skills.
5. Increase student, faculty, family and community participation in the educational environment.
6. Ensure all staff have the necessary training, skills, and knowledge to support the educational environment.
7. Provide efficient, clean, safe, well-maintained and well-equipped facilities to create a positive learning environment.

2012-2013 Annual Achievement Goals

*IA=Iowa
Assessment

Grade	Reading	Math	Science
4	89.9% proficient and 85% of students reading at 4.8 grade level (IA)	89.9% proficient (IA) and 85% will be perform at the 4.8 grade level or above on the STAR assessment	85% proficient and 80% will score above the 4.8 grade level (IA)
8	87.4% proficient (IA)	87.4% proficient (IA) and 80% performing at the 9.0 grade level on STAR assessment	91% proficient and 80% will score above the 8.8 grade level (IA)
11	90.5% proficient (IA)	90.7% proficient (IA) and 80% will perform at the 10.0 grade level on the STAR assessment	90% proficient (IA)

2013-2014

4th Grade Annual Achievement Goals

Grade	Reading	Math	Science
4 th	Decrease by 6 (Students) the number of non-proficient students increasing the percent proficient to 80%. Increase the number of advanced proficient students	Decrease by 6 the number of non proficient students increasing the percent proficient to 85%. Increase by 3 the number of advanced proficient students	85% Proficient

*Goal measured by Iowa Assessment

2013-2014

8th Grade Annual Achievement Goals

Grade	Reading	Math	Science
8 th	Decrease by 18 the number of non-proficient students increasing the percent proficient to 80%. Increase by 4 the number of advanced proficient students.	Decrease by 6 the number of non-proficient students increasing the percent proficient to 80%. Increase by 4 the number of advanced proficient students.	91% Proficient

*Goal measured by Iowa Assessment

2013-2014

11th Grade Annual Achievement Goals

Grade	Reading	Math	Science
11 th	Decrease by 9 the number of non-proficient students increasing the percent proficient to 70%. Increase by 5 the number of advanced proficient students.	Decrease by 20 the number of non-proficient students increasing the percent proficient to 75%. Increase by 5 the number of advanced proficient students.	90% Proficient

*Goal measured by Iowa Assessment

2012-2013

Long Term Future Goals

- ① We will increase the number of students who show a year's plus growth on district assessments by improving teaching and learning practices.
- ② We will improve the culture and climate in the district through the use of Positive Behavior and Intervention and Supports (PBIS).
- ③ We will begin to implement the Iowa Core Curriculum, and continue to improve quality instructional strategies through the use of various resources including technology.

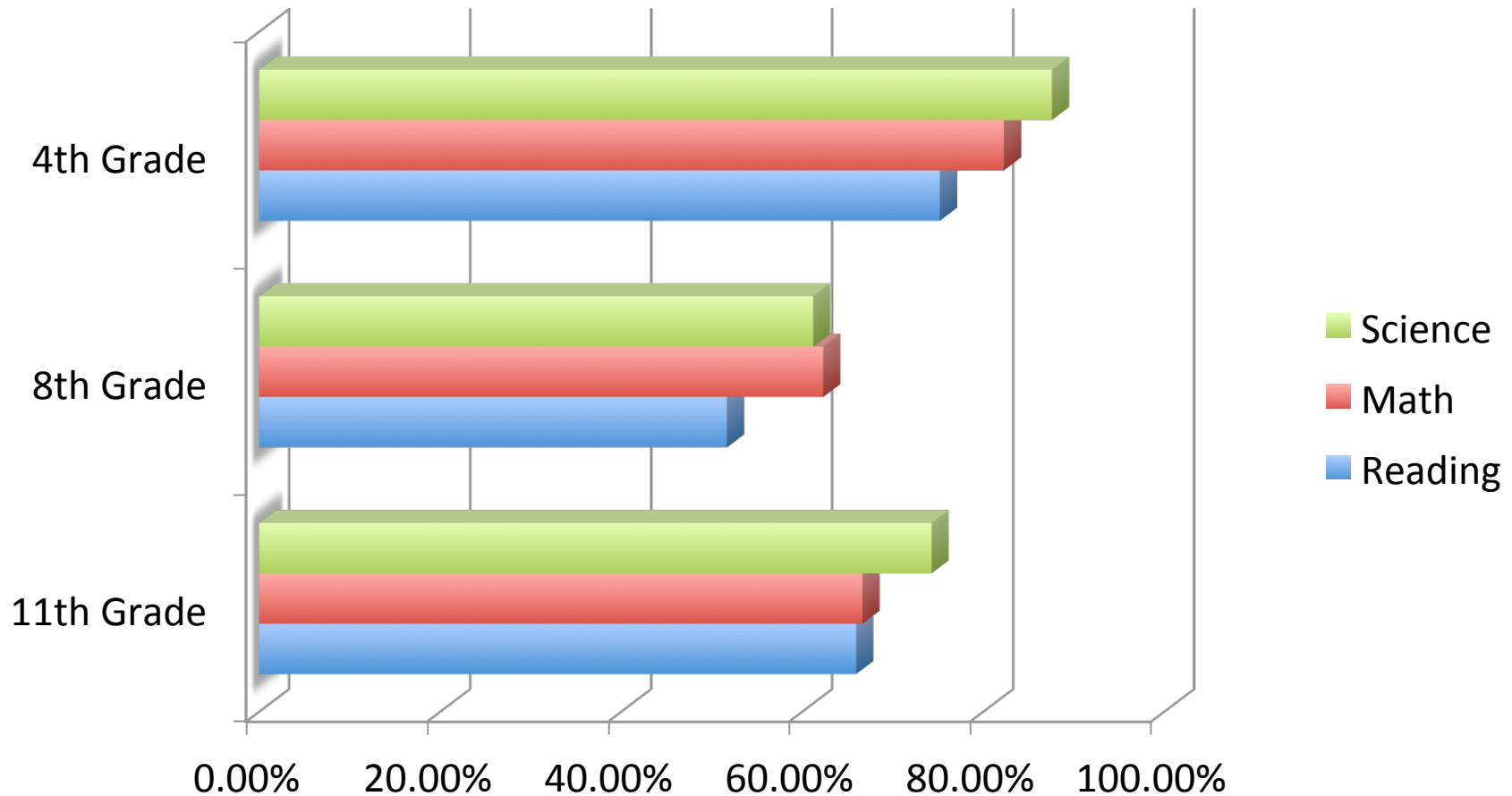
2012-2013

District Assessments Administered

- Iowa Assessment
 - Grades 2-11 in April
- Measurement of Academic Progress (MAP)
 - Grades 1-11 (Fall, Winter and Spring)
 - Reading, Math, Science (Not all buildings administer Science)
- Pre-School GOLD Assessment
- STAR Reading and STAR Math
 - Grades K-3 STAR Early Literacy
 - Grades 1-12 STAR Reading and Math
- Skills Iowa Assessments
- Classroom Formative/Summative Assessments

2012-2013

IA Assessment (FAY-Percent Proficient)



*Percent of students who are proficient by National Standards Score as measured by Iowa Assessment

2012-2013

District Student Achievement

Pg.'s 18-25:

ALL percentages of proficiencies are measured by the Iowa Assessment

*=Represents less than 10 students within a category

2012-2013

3rd Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	75.21%	79.49%	82.05%
White	75.00%	80.00%	83.00%
African American	83.33%*	66.67%*	66.67%*
Hispanic	80.00%*	80.00%*	60.00%*
Students with an IEP	21.05%	42.11%*	68.42%
Students without an IEP	85.71%	86.73%	84.69%
Free/Reduced	67.57%	77.03%	83.78%
Non Free/Reduced	88.37%	83.72%	79.07%

2012-2013

4th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	75.22%	82.30%	87.61%
White	76.92%	81.32%	89.01%
African American	71.43%*	71.43%*	71.43%*
Hispanic	80.00%*	100.00%*	100.00%*
Students with an IEP	26.67%*	53.33%*	73.33%
Students without an IEP	82.65%	86.73%	89.80%
Free/Reduced	70.13%	76.62%	84.42%
Non Free/Reduced	86.11%	94.44%	94.44%

2012-2013

5th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	77.78%	79.20%	79.37%
White	79.25%	79.05%	82.08%
African American	66.67%*	88.89%*	66.67%*
Hispanic	80.00%*	100.00%*	60.00%*
Students with an IEP	42.31%	46.15%	53.85%
Students without an IEP	87.00%	87.88%	86.00%
Free/Reduced	78.75%	74.68%	75.00%
Non Free/Reduced	76.09%	86.96%	86.96%

2012-2013

6th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	55.71%	51.08%	68.57%
White	57.98%	52.54%	70.59%
African American	50.00%*	33.33%*	50.00%*
Hispanic	33.33%*	55.56%*	66.67%*
Students with an IEP	8.33%*	20.83%*	33.33%*
Students without an IEP	65.52%	57.39%	75.86%
Free/Reduced	50.52%	46.88%	60.82%
Non Free/Reduced	67.44%	60.47%	86.05%

2012-2013

7th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	67.14%	75.71%	67.86%
White	67.50%	75.83%	68.33%
African American	28.57%*	57.14%*	42.86%*
Hispanic	100.00%*	85.71%*	100.00%*
Students with an IEP	18.52%*	29.63%*	22.22%*
Students without an IEP	78.76%	86.73%	78.76%
Free/Reduced	58.62%	71.26%	60.92%
Non Free/Reduced	81.13%	83.02%	79.25%

2012-2013

8th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	51.70%	62.33%	61.22%
White	53.03%	65.15%	62.12%
African American	0.00%*	0.00%*	0.00%*
Hispanic	33.33%*	33.33%*	33.33%*
Students with an IEP	8.70%*	13.04%*	17.39%*
Students without an IEP	59.68%	71.54%	69.35%
Free/Reduced	39.76%	53.66%	53.01%
Non Free/Reduced	67.19%	73.44%	71.88%

2012-2013

9th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	61.90%	71.40%	75.50%
White	63.80%	73.20%	76.30%
African American	50.00%*	50.00%*	75.50%*
Hispanic	37.50%*	37.50%*	50.00%*
Students with an IEP	12.50%*	25.00%*	45.80%
Students without an IEP	71.50%	80.50%	81.30%
Free/Reduced	55.40%	65.10%	69.90%
Non Free/Reduced	70.30%	79.70%	82.80%

2012-2013

10th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	64.50%	59.90%	73.10%
White	65.80%	66.70%	74.10%
African American	66.70%*	66.70%*	83.30%*
Hispanic	68.90%*	46.20%*	61.60%*
Students with an IEP	13.60%*	18.20%*	31.80%*
Students without an IEP	73.10%	69.30%	80.00%
Free/Reduced	57.80%	56.70%	68.90%
Non Free/Reduced	74.20%	69.30%	79.10%

2012-2013

11th Grade IA Assessment % Proficient

Subgroup	Reading	Math	Science
All (FAY)	65.97%	66.67%	74.31%
White	70.09%	70.94%	77.78%
African American	50.00%*	50.00%*	50.00%*
Hispanic	66.67%*	33.33%*	33.33%*
Students with an IEP	11.11%*	22.22%*	38.89%*
Students without an IEP	73.81%	73.02%	79.37%
Free/Reduced	57.69%	56.41%	69.23%
Non Free/Reduced	75.76%	78.79%	80.30%

2012-2013 STAR Early Literacy (Kindergarten)

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	6	3.4%
488-674	Late Emergent Reader	98	56.0%
675-774	Transitional Reader	59	33.7%
775-900	Probable Reader	12	6.9%

2012-2013 STAR Early Literacy (First Grade)

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	1	0.7%
488-674	Late Emergent Reader	20	13.5%
675-774	Transitional Reader	47	31.8%
775-900	Probable Reader	80	54.1%

2012-2013 STAR Early Literacy (Second Grade)

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	0	0.0%
488-674	Late Emergent Reader	1	0.8%
675-774	Transitional Reader	18	15.3%
775-900	Probable Reader	99	83.9%

2012-2013 STAR Early Literacy (Third Grade)

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	1	1.6%
488-674	Late Emergent Reader	16	9.4%
675-774	Transitional Reader	12	18.8%
775-900	Probable Reader	45	70.3%

2012-2013 STAR Reading

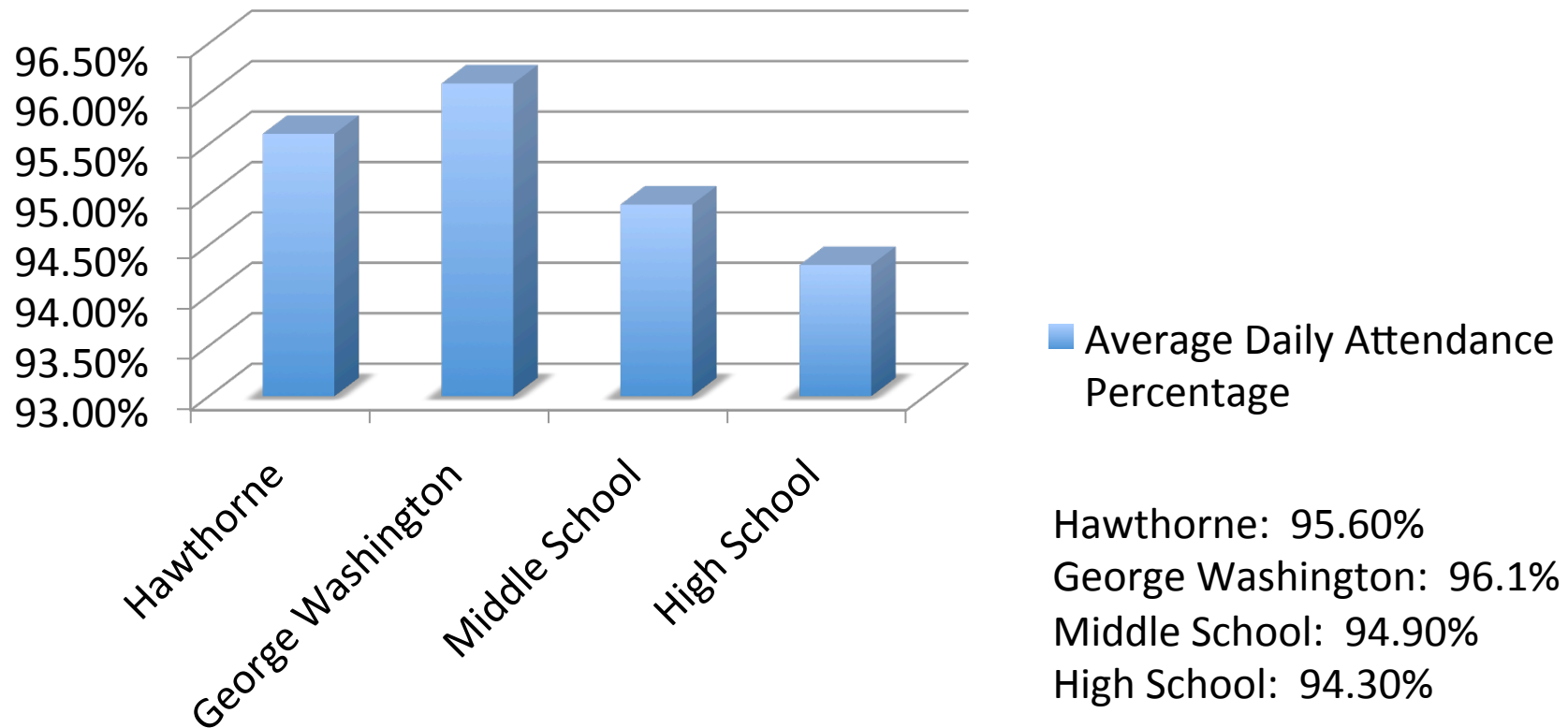
Grade	Average Scaled Score	Average Grade Equivalent
1	307	2.6
2	371	3.2
4	568	5.3
5	626	5.8
6	689	6.4
7	808	7.3
8	874	7.8
9	918	8.4
10	940	8.6
11	1016	9.4
12 *11 Students Tested	802	7.2

2012-2013 STAR Math

Grade	Average Scaled Score	Average Grade Equivalent
1	401	1.9
2	512	3.0
3	617	4.2
4	697	5.5
5	730	6.1
6	719	5.9
7	758	6.8
8	793	8.0
9	770	7.2
10	788	7.8
11	820	10.0

2012-2013 Daily Attendance

Average Daily Attendance Percentage



2012-2013 Dropout Rate

9-12 Dropout Rate Percentage

