

2011-2012 Annual Progress Report

IKM-Manning Community School District



Home of
Irwin Elementary
Manning Elementary
IKM-Manning Middle School
IKM-Manning High School



Mission Statement

“Leading and Challenging Our Students to Excel
through Rigorous and Relevant Instruction”

Student Learning Goals:

The students of the IKM-Manning Community School District will:

- A. Demonstrate Effective Communication Skills
 - Work collaboratively
 - In a variety of formats and contexts
- B. Develop Complex Thinking Skills
 - Problem solving
 - Critical thinking
 - Creative thinking
- C. Exhibit Community Awareness
 - Local, State, National, International
 - Credible citizens
 - Contributing members
- D. Improve Personal, Interpersonal, and Social Responsibility
 - Self-directed learning
 - Work collaboratively
 - Effective leadership
 - Contributing members
 - Physical, social, and emotional health

Long Range Goals:

1. The performance of all students will improve toward higher levels of achievement on district-wide assessments in reading.
2. The performance of all students will improve toward higher levels of achievement on district-wide assessments in math.
3. The performance of all students will improve toward higher levels of achievement on district-wide assessments in science.
4. All students will develop proficiencies in 21st Century Skills in all curricular areas.
5. All students will feel safe in their learning environments, engaged in their own education, and hopeful about their future.

The IKM-Manning Community School District has prepared this community report. It is a report of the 2011-2012 school year. For additional copies or for more information, call (712) 654-2852.

District Superintendent
High School Principal
Middle School Principal
Elementary Principal
Curriculum Director

Dr. Thomas Ward
Brian Wall
Sharon Whitson
Wendy Hammrich
Denise Wall

tward@ikm-manning.k12.ia.us
bwall@ikm-manning.k12.ia.us
swhitson@ikm-manning.k12.ia.us
whammrich@ikm-manning.k12.ia.us
dwall@ikm-manning.k12.ia.us

IKM-Manning Community School District
755 Main Street, PO Box 580
Manilla, Iowa 51454

Student Achievement

Locally Defined Indicators

Effective schools research indicates that high attendance is an indicator of potential student achievement. School attendance is an indicator of school and later career success. Therefore, the IKM-Manning Community School District recognizes the importance of student attendance and monitors the average daily attendance in each building. Concurrent Enrollment course data is based on the number of seniors who participate in at least one concurrent enrollment course. The student who successfully completes a concurrent enrollment course receives DMACC credit as well as IKM-Manning High School credit toward graduation requirements. The IKM-Manning Community School District believes it is important for students to have access to rigorous, high-level instructional content. Providing concurrent enrollment courses within the IKM-Manning High School building gives students access to these types of courses during the school day and without added travel time. Therefore, the district strives to increase the percentage of 12th grade students enrolling in at least one concurrent enrollment course.

2011-2012 School Year Attendance Data:

Average Daily Attendance Percentage:

Manning Elementary (K-4) -- 97.08%
Irwin Elementary (K-4) -- 97.08%
IKM-Manning Middle School (5-8) -- 96.69%
IKM-Manning High School (9-12) -- 92.54%

2011-2012 School Year Concurrent Enrollment Data:

Percentage of 2012 Seniors Enrolled/Completed at least One Concurrent Enrollment Course: 62.5%

State Indicators of Achievement

Dropout Data 2010-2011	
Dropout Rate, 7-12	0.85%
Statewide Dropout Rate, 7-12	NA
Female Dropout Rate, 7-12	0%
Male Dropout Rate, 7-12	1.79%
Graduation Data	
Number of Seniors	60
Graduation Rate	98.3%
State of Iowa Graduation Rate	NA
State of Iowa Graduation Rate Goal	90.3%
Postsecondary Plans of Graduating Class	
Intend to Pursue	81.36%
Core Program Completion of Graduating Class	
% Graduates Completing Core	100%
College Entrance Scores (ACT)	
Number of 9-12 grade students who took ACT	51
Number of 9-12 grade students (who took ACT) Scoring 20 or Above	41
% Participants Scoring 20 or Above	80.39%

Annual Improvement Goals

Reading

Annual Improvement Goal for 2011-2012:

During the 2011-2012 school year the IKM-Manning Community School District will increase the percentage of 7th grade students proficient or above in Reading Comprehension, as measured by the Iowa Tests, compared to their previous year's total percent proficient.

Goal Report:

The goal was met. During the 2010-2011 school year, 63.4% of 6th grade students were proficient or above. During the 2011-2012 school year, 77.0% of 7th grade students were proficient or above which is an increase of 13.6% from their previous year's total percent proficient

Annual Improvement Goal for 2012-2013:

During the 2012-2013 school year the IKM-Manning Community School District will increase the percentage of 7th grade students proficient or above in Reading, as measured by the Iowa Assessments, compared to their previous year's total percent proficient.

2011-2012 Status:

During the 2011-2012 school year, 60.9% of 6th grade students were proficient or above.

Math

Annual Improvement Goal for 2011-2012:

During the 2011-2012 school year the IKM-Manning Community School District will increase the percentage of 3rd grade students in the proficient or above levels in Math Total, as measured by the Iowa Tests, compared to their previous year's total percent proficient.

Goal Report:

The goal was not met. During the 2010-2011 school year, 68.2% of 2nd grade students were proficient or above. During the 2011-2012 school year, 55.6% of 3rd grade students were proficient or above. This is a decrease of 12.6%.

Annual Improvement Goal for 2012-2013:

During the 2012-2013 school year the IKM-Manning Community School District will increase the percentage of 4th grade students in the proficient or above levels in Math, as measured by the Iowa Assessments, compared to their previous year's total percent proficient.

2011-2012 Status:

During the 2011-2012 school year, 55.6% of 3rd grade students were proficient or above.

Science

Annual Improvement Goal for 2011-2012:

During the 2011-2012 school year the IKM-Manning Community School District will increase the percentage of 11th grade students in the proficient or above levels in Science, as measured by the Iowa Tests, compared to their previous year's total percent proficient.

Goal Report:

The goal was met. During the 2010-2011 school year, 87.3% of 10th grade students were proficient or above. During the 2011-2012 school year, 96.8% of 11th grade students were proficient or above. This is an increase of 9.5%.

Annual Improvement Goal for 2012-2013:

During the 2012-2013 school year the IKM-Manning Community School District will increase the percentage of 7th grade students in the proficient or above levels in Science, as measured by the Iowa Assessments, compared to their previous year's total percent proficient.

2011-2012 Status:

During the 2011-2012 school year, 73.9% of 6th grade students were proficient or above.

Data Trends

All Students

Reading Comprehension / Reading

Reading -- All Student Trendline Data								
Grade Level	Percent Proficient 2009-10	Student Count	Percent Proficient 2010-11	Student Count	Percent Proficient 2011-12	Student Count	National % Proficient	State % Proficient
2 nd	91.3%	46	88.6%	44	80.3%	51	60%	NA
3 rd	86.2%	58	88.0%	50	68.9%	45	60%	75.78%
4 th	70.2%	47	91.1%	56	79.5%	44	60%	73.36%
5 th	79.4%	63	74.5%	47	79.0%	62	60%	73.42%
6 th	69.1%	55	63.4%	60	60.9%	46	60%	63.4%
7 th	68.8%	64	76.4%	51	77.0%	61	60%	66.41%
8 th	71.4%	56	85.6%	63	80.8%	52	60%	64.92%
9 th	83.3%	60	84.0%	50	80.3%	66	60%	NA
10 th	74.6%	59	77.8%	63	86.5%	52	60%	NA
11 th	90.2%	61	78.0%	59	81.0%	63	60%	82.57%

Math Total / Mathematics

Math -- All Student Trendline Data								
Grade Level	Percent Proficient 2009-10	Student Count	Percent Proficient 2010-11	Student Count	Percent Proficient 2011-12	Student Count	National % Proficient	State % Proficient
2 nd	89.1%	46	68.2%	44	76.5%	51	60%	NA
3 rd	75.9%	58	80.0%	50	55.6%	45	60%	78.4%
4 th	68.1%	47	78.6%	56	70.5%	44	60%	77.12%
5 th	84.1%	63	72.3%	47	74.2%	62	60%	77.07%
6 th	89.1%	55	85.1%	60	73.9%	46	60%	70.22%
7 th	84.4%	64	86.3%	51	95.1%	61	60%	77.76%
8 th	80.3%	56	85.7%	63	86.5%	52	60%	73.3%
9 th	86.7%	60	94%	50	87.9%	66	60%	NA
10 th	69.5%	59	79.4%	63	84.6%	52	60%	NA
11 th	90.2%	61	72.9%	59	82.5%	63	60%	81.43%

Science

Science -- All Student Trendline Data								
Grade Level	Percent Proficient 2009-10	Student Count	Percent Proficient 2010-11	Student Count	Percent Proficient 2011-12	Student Count	National % Proficient	State % Proficient
2 nd	82.6%	46	77.3%	44	70.5%	51	60%	NA
3 rd	93.2%	59	90.0%	50	77.7%	45	60%	79.07%
4 th	74.5%	47	89.3%	56	88.7%	44	60%	81.01%
5 th	92.1%	63	78.8%	47	83.9%	62	60%	75.83%
6 th	87.3%	55	90.1%	60	73.9%	46	60%	73.75%
7 th	84.4%	64	88.3%	51	80.3%	61	60%	69.78%
8 th	84.0%	56	93.7%	63	86.5%	52	60%	75.1%
9 th	98.3%	60	90.0%	50	92.4%	66	60%	NA
10 th	89.9%	59	87.3%	63	94.2%	52	60%	NA
11 th	88.5%	61	86.4%	59	96.8%	63	60%	84.55%

Data Trends

Gender

Reading Comprehension / Reading

Gender Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count
2 nd	100%	22	83.3%	24	81.0%	21	95.7%	23	84.2%	19	78.1%	32
3 rd	81.3%	32	92.3%	26	95.2%	21	82.8%	29	70.8%	24	66.7%	21
4 th	66.7%	27	75.0%	20	87.9%	33	95.7%	23	94.7%	19	68.0%	25
5 th	84%	25	76.4%	38	71.4%	28	79.0%	19	83.3%	36	73.1%	26
6 th	75%	28	62.9%	27	68.2%	22	60.6%	38	71.4%	28	44.4%	18
7 th	64.6%	34	73.3%	30	76.0%	25	76.9%	26	87.0%	23	71.1%	38
8 th	75.8%	33	65.1%	23	86.2%	36	85.1%	27	84.6%	26	76.9%	26
9 th	82.8%	29	83.9%	31	82.8%	29	85.7%	21	76.3%	38	85.7%	28
10 th	76.5%	34	72%	25	86.7%	30	69.7%	33	85.7%	28	87.5%	24
11 th	91.9%	37	87.5%	24	84.8%	33	69.3%	26	86.7%	30	75.8%	33

Math Total / Mathematics

Gender Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count
2 nd	95.5%	22	83.3%	24	57.1%	21	78.3%	23	78.9%	19	75.0%	32
3 rd	72.7%	33	80.0%	25	85.7%	21	75.9%	29	50.0%	24	61.9%	21
4 th	66.7%	27	70.0%	20	75.8%	33	82.6%	23	73.7%	19	68.0%	25
5 th	76%	25	89.6%	38	71.4%	28	73.7%	19	69.4%	36	80.8%	26
6 th	82.2%	28	96.3%	27	81.7%	22	86.9%	38	75.0%	28	72.2%	18
7 th	76.4%	34	93.4%	30	88.0%	25	84.6%	26	100.0%	23	92.1%	38
8 th	78.8%	33	82.5%	23	83.3%	36	88.8%	27	92.3%	26	80.8%	26
9 th	86.2%	29	87.1%	31	93.1%	29	95.2%	21	84.2%	38	92.9%	28
10 th	76.5%	34	60%	25	73.3%	30	84.8%	33	82.1%	28	87.5%	24
11 th	89.2%	37	91.6%	24	78.9%	33	65.3%	26	73.3%	30	90.9%	33

Science

Gender Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count	% Proficient Females	Student Count	% Proficient Males	Student Count
2 nd	81.8%	22	83.3%	24	76.2%	21	78.3%	23	73.7%	19	68.8%	32
3 rd	90.9%	33	96.2%	26	95.2%	21	86.2%	29	66.7%	24	90.5%	21
4 th	74.1%	27	75.0%	20	84.8%	33	95.7%	23	94.7%	19	84.0%	25
5 th	92%	25	92%	38	78.6%	28	78.9%	19	80.6%	36	88.5%	26
6 th	85.7%	28	88.8%	27	90.9%	22	89.6%	38	75.0%	28	72.2%	18
7 th	76.5%	34	93.3%	30	84.0%	25	92.2%	26	82.6%	23	78.9%	38
8 th	87.7%	33	78.3%	23	91.6%	36	96.2%	27	84.6%	26	88.5%	26
9 th	96.6%	29	100%	31	93.1%	29	85.7%	21	92.1%	38	92.9%	28
10 th	91.2%	34	88%	25	93.3%	30	81.8%	33	92.9%	28	95.8%	24
11 th	91.9%	37	83.2%	24	91.0%	33	80.7%	26	96.7%	30	97.0%	33

Data Trends

Socioeconomic Status

Reading Comprehension / Reading

SES Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count
2 nd	87.5%	16	93.3%	30	81.8%	22	95.5%	22	76.0%	25	84.6%	26
3 rd	75.0%	24	94.1%	34	81.0%	21	93.1%	29	71.4%	21	66.7%	24
4 th	59.1%	22	80.0%	25	77.3%	22	100%	34	60.0%	15	89.7%	29
5 th	81.3%	16	78.7%	47	66.7%	21	80.7%	26	60.0%	30	96.9%	32
6 th	68.2%	22	69.7%	33	61.5%	13	63.9%	47	38.9%	18	75.0%	28
7 th	44.4%	18	78.3%	46	80.0%	15	75.1%	36	71.4%	14	78.7%	47
8 th	70.0%	20	82.2%	36	78.9%	19	88.6%	44	84.6%	13	79.5%	39
9 th	68.2%	22	92.1%	38	86.7%	15	82.9%	35	65.2%	23	88.4%	43
10 th	57.1%	14	80%	45	58.3%	24	89.7%	39	68.8%	16	94.4%	36
11 th	82.4%	17	93.2%	44	68.8%	16	81.4%	43	76.2%	21	83.3%	42

Math Total / Mathematics

SES Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count
2 nd	81.3%	16	93.3%	30	68.2%	22	68.2%	22	68.0%	25	84.6%	26
3 rd	68.0%	25	81.8%	33	66.7%	21	89.7%	29	52.4%	21	58.3%	24
4 th	54.5%	22	80.0%	25	72.7%	22	82.4%	34	40.0%	15	86.2%	29
5 th	81.3%	16	85.1%	47	61.9%	21	80.7%	26	63.3%	30	84.4%	32
6 th	86.4%	22	90.9%	33	76.9%	13	87.2%	47	61.1%	18	82.1%	28
7 th	55.6%	18	95.7%	46	100%	15	80.6%	36	85.7%	14	97.9%	47
8 th	75.0%	20	83.3%	36	68.4%	19	93.1%	44	92.3%	13	84.6%	39
9 th	81.8%	22	89.5%	38	86.7%	15	97.1%	35	78.3%	23	93.0%	43
10 th	42.9%	14	77.8%	45	66.7%	24	87.2%	39	75.0%	16	88.9%	36
11 th	82.4%	17	93.2%	44	62.6%	16	76.8%	43	71.4%	21	88.1%	42

Science

SES Trendline Data												
	2009-10				2010-11				2011-12			
Grade Level	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count	% Proficient Low SES	Student Count	% Proficient Not Low SES	Student Count
2 nd	75.0%	16	86.7%	30	77.3%	22	77.3%	22	64.0%	25	76.9%	26
3 rd	92.0%	25	94.1%	34	90.5%	21	89.7%	29	71.4%	21	83.3%	24
4 th	59.1%	22	88.0%	25	81.8%	22	94.1%	34	66.7%	15	100.0%	29
5 th	100%	16	89.4%	47	76.2%	21	80.7%	26	76.7%	30	90.6%	32
6 th	90.9%	22	84.8%	33	84.6%	13	91.5%	47	55.6%	18	85.7%	28
7 th	77.8%	18	87.0%	46	100%	15	83.3%	36	71.4%	14	83.0%	47
8 th	85.0%	20	83.3%	36	89.4%	19	95.5%	44	92.3%	13	84.6%	39
9 th	95.5%	22	100%	38	86.7%	15	91.4%	35	82.6%	23	97.7%	43
10 th	85.7%	14	91.1%	45	79.2%	24	92.3%	39	87.5%	16	97.2%	36
11 th	64.7%	17	97.7%	44	81.4%	16	88.4%	43	95.2%	21	97.6%	42

Multiple Assessment Data

(District-Wide)

DIBELS -- Oral Reading Fluency									
	2009-2010			2010-2011			2011-2012		
	% Intensive	% Strategic	% Core	% Intensive	% Strategic	% Core	% Intensive	% Strategic	% Core
Grade 1	3.6%	10.9%	85.5%	12.9%	9.3%	77.8%	10.6%	12.8%	76.6%
Grade 2	6.4%	10.6%	83.0%	4.7%	2.3%	93%	7.9%	17.6%	74.5%
Grade 3	8.5%	33.9%	57.6%	2.1%	12.2%	85.7%	8.9%	17.8%	73.3%
Grade 4	17.0%	23.4%	59.6%	1.8%	10.7%	87.5%	8.9%	20.0%	71.1%
Grade 5	6.3%	17.2%	76.5%	NA	NA	NA	8.1%	32.2%	59.7%
Grade 6	9.1%	32.7%	58.2%	NA	NA	NA	4.3%	6.4%	89.3%

NWEA Measures of Academic Performance -- Reading									
	Spring 2010			Spring 2011			Spring 2012		
	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced
Grade 9	27%	65%	8%	23.5%	72.5%	4.0%	15.2%	81.8%	3.0%
Grade 10	NA	NA	NA	22.2%	68.3%	9.5%	9.6%	90.4%	0.0%
Grade 11	NA	NA	NA	33.9%	61.0%	5.1%	20.0%	73.8%	6.2%

NWEA Measures of Academic Performance -- Math									
	Spring 2010			Spring 2011			Spring 2012		
	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced
Grade 7	23%	77%	0%	21.6%	78.4%	0.0%	21.6%	76.7%	1.7%
Grade 8	26%	70%	4%	19.0%	79.4%	1.6%	15.1%	81.1%	3.8%

NWEA Measures of Academic Performance -- Science (General Science)									
	Spring 2010			Spring 2011			Spring 2012		
	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced	% Less Than Proficient	% Proficient	% Advanced
Grade 8	22%	67%	11%	12.7%	76.2%	11.1%	15.1%	79.2%	5.7%