

Adair-Casey Community Schools



The Pride of Our Community; The Foundation of Our Future

Annual Community Progress Report

January 2017



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The Adair-Casey Community Schools, like every public school district in Iowa, is governed by a board of directors. Members are responsible for determining policies, setting the budget, and maintaining standards of excellence in education on behalf of the community. They are elected by Adair and Casey voters for four-year terms. Because AC school board members are committed to their own life-long learning, they are regular participants in training and board development opportunities through the Iowa Association of School Boards.



Annual Progress Report to the Community

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Adair-Casey
Community School District

Adair, Iowa 50002

We welcome your comments!

This community report was prepared by the Adair-Casey Community School District. To receive additional copies, more information, or to comment about anything in this report, call (641) 742-3310 or 746-2242.

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ADAIR-CASEY COMMUNITY SCHOOL DISTRICT

The Adair-Casey Community School District serves the communities of Adair, Casey and the surrounding rural area. The district encompasses the north and western portions of Adair County, a small section of Eastern Audubon County as well, and the western part of Guthrie County. Six bus routes transport students to the educational facilities.

The junior-senior high school, grades 7-12, is located at 3384 Indigo Ave., 3.5 miles east of Adair and 3.5 miles west of Casey. The building was built in 1960 to serve as the Junior and Senior High School for the two communities. The junior-senior high school offers a range of courses and various extra-curricular activities designed to involve all students.

The elementary school is also located at 3384 Indigo Ave. The facility was built in 1976, when the two elementary schools in Adair and Casey decided to combine. Students in Pre-K through 6 are organized into self-contained classrooms with the full range of Special Education, Extended Learning Program, and Title I Reading and Math programs.

32 full and part-time teachers serve two hundred seventy-two students. In the district 30% of students are eligible for free and reduced lunches. The majority of students are Caucasian.

No private or parochial schools exist in the district. Forty students are open-enrolled out of the district and six students are open-enrolled into the district. Five students are home-schooled. Nineteen students were enrolled in the Voluntary Preschool Program.

Although the community is largely dependent on an agricultural economy, several businesses have been added to the community in the last ten years.

A Glance at the Enrollment History of Adair-Casey Community Schools

<u>Enrollment:</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-15</u>	<u>2015-16</u>
JR/SR High School	159	155	152	136	129	143
Elementary	196	199	205	192	158	148
District Total	355	354	357	328	287	291

The enrollment has steadily decreased over the last few years, but a large decline in enrollment occurred during the 2013-2014 school year.

Mission:

It is the mission of Adair-Casey Community School District to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences.

District Philosophy

As a school corporation of Iowa, the Adair-Casey Community School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to all its students within the limitations of the school district's ability and willingness to furnish financial support in cooperation with their parents. It offers students the opportunity to develop a healthy social, intellectual, emotional and physical self-concept in a learning environment that provides guidance and encourages critical thinking for a lifetime.

The board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the community, and attain recognition as individuals. In order to achieve this goal, the board seeks qualified employees dedicated to the development of their professional skills for the betterment of the educational program.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life are taught as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

Belief Statements:

We believe all individuals have equal worth and deserve equal opportunities.

We believe the school board is responsible for establishing policy, and the administration, teachers, students and community serve in an advisory capacity in the decision-making process.

We believe parents and community are an important influence on a child's development, behavior, & attitude about learning.

We believe a dedicated teacher is one who sincerely cares about students & strives to motivate, educate, & maximize their potential.

We believe an effective classroom relationship exists when teacher & student cooperate together in a respectful manner toward a common goal where both, as a team, work for the good of the student & the school.

We believe that instructional decisions should be made by collecting and evaluating relevant data.

We believe it to be our responsibility to provide all students with a positive, safe and orderly, academically-focused learning environment.

We believe an effective school should aid in the development of all employees to the best of their abilities so they may reach their full potential as life-long learners, be responsible members of the community, and contributing citizens of society.

We believe a quality instructional, co-curricular, & extra-curricular program offers opportunities & challenges that create an environment for all students to be successful.

We believe successful students are able to think and reason for themselves & are responsible, respectful, & resourceful individuals.

We believe it is critical to the success of the learning process to apply knowledge & practice learned skills.

Measuring Student Success

Anticipated Student Exit Outcomes

To become a contributing, productive citizen an Adair-Casey student will have...

- a working understanding of technology to meet individual needs.
- the ability to read, write, and comprehend.
- skills necessary to apply basic math and science concepts.
- the ability to interact and communicate with others in an appropriate manner.
- respect for the dignity of others.
- an appreciation for life-long learning.
- an awareness of and interaction with the fine arts.
- an awareness of civic and social responsibilities.
- skills to promote a healthy and safe lifestyle.
- competencies necessary to seek and maintain employment.
- the ability to problem solve using critical and creative thinking.
- skills necessary to function within a family unit.

Curriculum

The Adair-Casey School's curriculum is designed to ensure that AC students fulfill the district's student achievement goals. The curriculum is based around the Iowa Common Core Standards.

Our district's elementary and junior high curriculum is designed from proven practice in education to provide students with a foundation in the basic skills, problem solving, teamwork, citizenship, career awareness and positive behavior.

The high school curriculum offers many courses in language arts, mathematics, science, social studies, foreign language, fine arts, physical education, vocational education, health education and driver's education. Eligible students may choose online courses for high school or college credit and post secondary enrollment options for college credit. These courses integrate lifelong learning and employability skills.

Student achievement is the bottom line for success in the Adair-Casey Community School District. The district uses a variety of ways to measure the achievement of students. Classroom teachers assess student learning every day in a multitude of ways, both formally and informally. Classroom discussions, quizzes, homework, reports, projects, and tests are among the tools used to gauge each student's progress. Furthermore, our interest at the district level goes beyond individual student progress to measure the overall success of the district in helping students learn what is expected. This report to the community covers many of the measures we use to paint that picture of achievement district-wide.

Dropout Rates: 2014-2015

Of the 128 students in grades 7-12 during the 2014-2015 school year, no student dropped out. (The Adair-Casey Schools offer extra assistance to students considered at-risk of dropping out.)

Attendance: 2015-2016

Student attendance is a valuable indicator of success in school as well as success in a career. Research indicates that effective schools have consistently high attendance rates.

On average 96.2% of Adair-Casey students are in attendance each day.

Graduates Intending to Pursue Post Secondary Education/ Training



Out of 27 students in last year's senior class, 22 intended to pursue post-secondary education/training.

This represents 81% of the graduating class.

Completion of a Core Program

Students who complete a rigorous program of required and elective courses in core areas generally score substantially higher on college entrance exams. A core program is defined as four years of English/ language arts and three or more years of mathematics, science, and social studies. All of Adair-Casey's graduates (100%) completed a core program.

College Entrance Scores

The American College Testing (ACT) Program is the usual entrance exam taken by students who intend to go on to college. A score of 20 or higher on a 36-point scale for the test indicates probable success in college.

2015-16 Average ACT Score Comparisons

	Adair-Casey	Iowa
English	18.9	21.4
Math	19.4	21.4
Reading	20.2	22.7
Science Reasoning	19.8	22.3
Composite	19.7	22.1

Reading

Reading is the foundation for learning and the Adair-Casey Community School District strives to ensure that all students learn to read well.

Annual Improvement Goal for 2015-2016:

During the 2015-2016 school year, Adair-Casey CSD will increase the percentage of students in grades 4-11 in the proficient and above range (41-99%) as measured by the Reading Comprehension subtest of the Iowa Assessments. As students in grades 3-10 in 2014-2015, 74.6% of students were proficient and above.

Progress Report:

Currently we have two major district-wide assessments for reading: Iowa Assessment and Northwest Evaluation Association. Our goal, for the 2015-16 school year, was to increase the number of students in grades 4-11 that were proficient on the Iowa Assessment comprehension section the percent proficient was 74.5%. We did meet this goal in 2015-2016. The percent proficient was 74.7%

Action Plan to Meet the Goal:

Continue to implement MTSS at K-12 and the strategies associated with this process

Explore in detail and implement Iowa Common Core Literacy Standards (K-12)

Emphasize vocabulary & reading strategies/skills K-12 to enhance reading comprehension in content areas using MCGF and career education materials

Focus on 7th and 8th grade Reading Instruction and Strategies

Provide interventions/ accommodations for students in reading grades K-12 using technology and other resources available

Implement Study Skills and Note-taking strategies K-12

Reading Proficiency

Grade Level	2013-2014	2014-2015	2015-2016
3 rd	71	87.5	70.6
4 th	90	73.7	72.2
5 th	65	70.3	69
6 th	67	80.6	71.4
7 th	64	78.9	73.7
8 th	74	70	66.7
9 th	94	61	87
10 th	86	89	85
11 th	76	80	84.6
Average	83	74.5	74.7

Mathematics



Annual Improvement Goal for 2015-16:

During the 2015-2016 school year, Adair-Casey CSD will increase the percentage of students in grades 4-11 in the proficient and above range (41-99%) as measured by the Math Total test of the Iowa Assessments. In grades 3-10 in 2014-2015, 85.5% of students were proficient and above.

Action Plan to Meet the Goal:

Exploring in detail and implement the Iowa Core Math Curriculum

Use differentiated strategies and Instruction in K-12 math

Implement study skills and note-taking strategies

Use vocabulary & literacy strategies to enhance comprehension in math

Provide interventions/ accommodations for students in math grades K-12

Explore MTSS Math Process in K-6

Mathematics Proficiency

Grade Level	2013-2014	2014-2015	2015-2016
3 rd	86	70.5	94.1
4 th	97	89.5	94.4
5 th	88	88.9	82.8
6 th	83	83.9	89.3
7 th	83	94.7	94.7
8 th	89	87	75
9 th	89	65.2	91.3
10 th	82	94.4	90
11 th	88	80	92.3
Average	87	85.7	88.5

Progress Report:

Currently we have two major district-wide assessments for math: Iowa Assessment and Northwest Evaluation Association. Our goal, for the 2015-2016 school year, was to increase the number of students in grades 4-11 that were proficient on the Iowa Assessment mathematics section. The goal set in 2015-2016 was for 85.5% of the students to be proficient or higher. We did meet this goal in 2015-2016. The percent proficient was 88.5%

Annual Improvement Goal for 2015-2016:

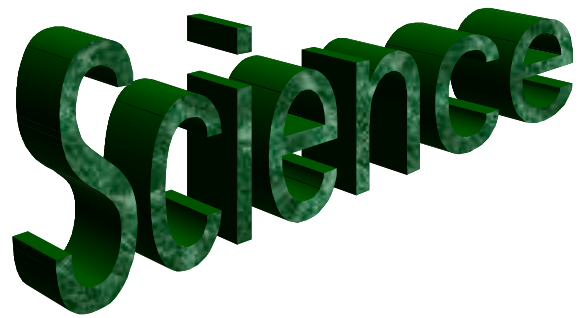
During the 2015-2016 school year, Adair-Casey CSD will increase the percentage of students in grades 4-11 in the proficient and above range (41-99%) as measured by the Science test of the ITBS/ITED. As students in grades 3-10 in 2014-2015, 82% of students were proficient and above.

Progress Report:

Currently we have two major district-wide assessments for reading: Iowa Assessment and Northwest Evaluation Association. Our goal, for the 2015-2016 school year, was to increase the number of students in grades 4-11 that were proficient on the Iowa Assessment comprehension section the percent proficient was 82%. We did meet this goal. The percent proficient was 85.9%

Science Proficiency

Grade Level	2013-2014	2014-2015	2015-2016
3 rd	82	76.4	94.1
4 th	93	89.5	88.9
5 th	76	88.9	89.7
6 th	79	74.2	82.1
7 th	70	89.5	78.9
8 th	89	82.6	83.3
9 th	82	78.3	73.9
10 th	82	83.3	85
11 th	76	80	84.6
Average	81	82.2	85.9



Action Plan to Meet the Goal:

Emphasize inquiry-based instruction and provide activities to analyze and interpret information at all levels

Emphasize vocabulary and reading strategies/skills K-12 to enhance comprehension in science, using MCGF (Multicultural, Gender-Fair) and career education materials

Explore in detail and implement Iowa Core curriculum K-12: "Next Generation Science"

Implement study skills and note-taking strategies

Provide interventions/ accommodations for students K-12 in Science



Equal Opportunity/ Non-Discrimination

It is the policy of the Adair-Casey Community School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, sexual orientation, gender identity, or disability in its educational programs, activities or employment policies as required by the Title VI and VII of the 1964 Civil Rights Act. Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973. It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States, and the variety of careers, roles and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society. Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to: Office of the Superintendent, 3384 Indigo Ave, Adair, IA 50002, phone: 641-742-3661; or The Director of the Civil Rights Commission, Des Moines, IA; or The Director of the Region VII Office of Civil Rights, Dept. of Education, Kansas City, MO

**For a copy of the annual progress report
call (641) 742-3310 or (641) 746-2242
or view the report online at
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