



**Annual Progress Report  
2008-2009**



# Board of Education

Chris Sonner, President  
Mike Farrell, Vice-President  
Tyler Buller  
Jackie Heiser  
Jill Morrill  
Tracey Orman  
Ralph Young  
Clay Guthmiller, Superintendent

## JCSD Mission

The Johnston Community School District's mission is to prepare our community of learners for a changing world by providing the knowledge and skills necessary to be responsible, contributing citizens committed to excellence.



## Our Students

**98.9%** High school seniors who graduated in 2008

### Plans after graduation:

**53.8%** 4 year college/university

**29.6%** 2 year college

**2.7%** Technical school

**3.0%** Full-time employment

**1.1%** Military

**9.8%** Other/Unknown

|              | Students served | Minority | Free & Reduced Lunch | English Language Learner | Special Education |
|--------------|-----------------|----------|----------------------|--------------------------|-------------------|
| Beaver Creek | 675             | 12.25%   | 11.8%                | <1.0%                    | 9.6%              |
| Horizon      | 587             | 9.46%    | 10.0%                | 1.6%                     | 10.6%             |
| Lawson       | 477             | 17.86%   | 20.4%                | <1.0%                    | 12.4%             |
| Timber Ridge | 553             | 15.98%   | 11.5%                | 13.5%                    | 8.1%              |
| Wallace      | 516             | 12.03%   | 15.2%                | 8.0%                     | 9.4%              |
| Summit       | 919             | 14.47%   | 12.3%                | 3.6%                     | 12.0%             |
| JMS          | 822             | 10.83%   | 11.1%                | 1.6%                     | 11.7%             |
| JHS          | 1,301           | 9.68%    | 11.9%                | 1.5%                     | 10.2%             |



## ACT

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

**504** Johnston students took the test and **421** or **83.53%** of them scored 20 or above.

|           | National | State | Johnston |
|-----------|----------|-------|----------|
| English   | 20.6     | 21.9  | 23.0     |
| Math      | 21.0     | 21.9  | 22.9     |
| Reading   | 21.4     | 22.9  | 24.2     |
| Science   | 20.9     | 22.4  | 23.3     |
| Composite | 21.1     | 22.4  | 23.5     |

## ITBS/ITED

| Subject | Grade | % Proficient or Higher |
|---------|-------|------------------------|
| Reading | 3-5   | 91.49%                 |
|         | 6-8   | 88.46%                 |
|         | 11    | 89.61%                 |
| Math    | 3-5   | 90.13%                 |
|         | 6-8   | 92.11%                 |
|         | 11    | 88.83%                 |
| Science | 3-5   | 89.61%                 |
|         | 6-8   | 89.31%                 |
|         | 11    | 90.86%                 |



# Reading Goals

Johnston's Annual Improvement Goal – Reduce the number of non-proficient students in grades 3-5, 6-8 and 11 in all subgroups by 10% annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Reading Comprehension subtest as reported on the Adequate Yearly Progress Report. (AYP)

District Reading proficiency rates increased during the 2008-2009 school year. While improvements were seen, Johnston's goal calls for all subgroups to increase proficiency rates by 10%. The district did not meet this goal. This extremely challenging goal has caused staff to focus on improvement of each and every student.

In 2008-2009 the subgroup non-proficiency rates in grades 3-5 improved in four reported subgroups; Special Education by 14.52% to 62.09% proficient, English Language Learners by 5% to 60%, African American by 8.69% to 88.10% and White by 2.5 % to 92.5%.

In Grades 6-8 Reading proficiency rates improved in all reported subgroups. Low SES by 5.56% to 73.73%, Special education by 10.37% to 54.17%, English Language Learners by 9.39% to 54.55% African American 16.73% to 65.12% Asian, by 1.24% to 93.24% Hispanic by 8.44% to 72.73% and White by 2.62% to 89.56%.

In 11th grade Reading proficiency rates improved in two areas, Low SES by 4.79% to 70.0% and White by 3.32% to 90.28%.

**2008-2009 proficiency results for all students:** Grade 3-5; 91.49%, grade 6-8; 88.46%, grade 11; 89.61% (all grade spans showed increased proficiency)



# Math Goals

Johnston's Annual Improvement Goals – Reduce the number of non-proficient students in grades 3-5, 6-8 and 11 in all subgroups by 10% annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Math Total subtest as reported on the Adequate Yearly Progress Report. (AYP)

District Math proficiency rates increased during the 2008-2009 school year. While improvements were seen, Johnston's goal calls for all subgroups to increase proficiency rates by 10%. The district did not meet this goal. This extremely challenging goal has caused staff to focus on improvement of each and every student.

In 2008-2009 the subgroup non-proficiency rates in grades 3-5 improved in three reported subgroups; Special Education by 4.69% to 59.69% proficient, African American by 16.24% to 80.95% and White by 0.5% to 91.15%.

In grades 6-8th Math proficiency rates increased in 5 reported subgroups; Low SES by 3.65% to 74.58%, Special Education by 10.43% to 59.17%, English Language Learners by 17.30% to 81.82%, Hispanic by 13.96% to 81.82% and White by 1.06% to 93.17%

In 11th grade Math proficiency rates increased in two subgroups; Asian by 4.24% to 90.91% and White by 1.55% to 89.44%.

**2008-2009 proficiency results for all students:** Grade 3-5; 90.13%, grade 6-8; 92.11%, grade 11; 88.83% (all grade spans showed increased proficiency)



## Science Goals

# Science Goals

Johnston's Annual Improvement Goals – Reduce the number of non-proficient students in grades 3-5, 6-8 and 11 in all subgroups by 10% annually as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development on the Science subtest.

District Science proficiency rates increased during the 2008-2009 school year. While improvements were seen, Johnston's goal calls for all subgroups to increase proficiency rates by 10%. The district did not meet this goal. This extremely challenging goal has caused staff to focus on improvement of each and every student.

In 2008-2009 the subgroup non-proficiency rates in grades 3-5 improved in six reported subgroups; Special Education by 4.82% to 68.10% proficient, English Language Learners by 0.04% to 66.0%, African American by 6.05% to 71.43%, Asian by 0.8% to 89.47%, Hispanic by 0.17% to 67.74% and White by 0.59% to 90.96%.

In grades 6-8 five subgroups showed improvement; Low SES by 5.76% to 74.56%, Special Education by 2.75% to 56.25%, African American, 0.91% to 65.91%, Hispanic by 8.21% to 72.73% and White by 0.21% to 90.73%.

In grade 11 four subgroups showed improvement; Low SES by 9.9% to 72.4%, Special Education by 1.4% to 40.70%, Asian by 2.66% to 90.9% and White by 5.61% to 91.62%.

**2008-2009 proficiency results for all students:** Grade 3-5; 89.61%, grade 6-8 89.31%, grade 11; 90.6% (all grade spans showed increased proficiency)





## Our Schools

### 8 Schools

Five elementary schools (K-5)  
Two middle schools (6/7 and 8/9)  
One high school (10-12)

**5,856** Students served

**14th** Largest public school district  
in Iowa for students served

**200** Average new student growth  
per year over the last ten years





## Our Staff

**836** Full and part-time employees

**179** Advanced degrees (MA/PhD)

**153** Bachelor's degree plus 10 or more credit hours

**101** Bachelor's degree

**54** 16+ years teaching experience

**97** 5 or less years teaching experience



**719,924** Lunches served

**83,438** Breakfasts served

**380,105** Normal bus route/  
activity miles traveled

**128,168** Special Ed route/  
activity miles traveled

**32,202** KTC & Community  
Support miles traveled

**541,075** Total miles traveled

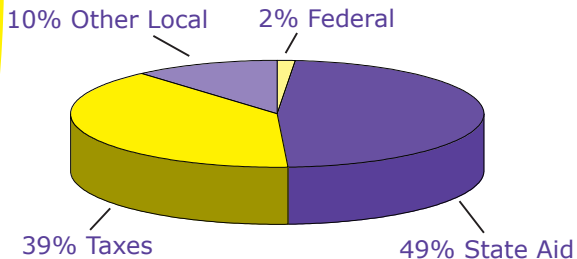
**1,342,254** Square feet of  
indoor space

**187** Acres maintained outdoors

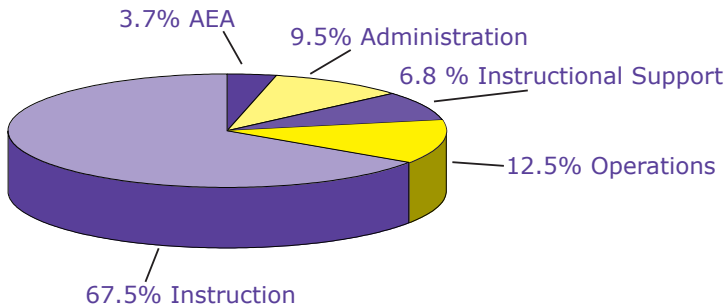


# Finances

General Fund Revenue



General Fund Expenditure





**639** Classes/programs held

**22,732** Class/program  
participants

**813** Kids/Teen Connection (KTC)  
attendees

**286** Preschool students

## **Use of School Facilities**

**155** Non-school User Groups

**2,850** Total uses

**7,533** Hours used



## Our Future

The remaining funds from the 2005 bond referendum will be used for completion of the transportation/warehouse facility, purchase of land in the northern part of the district for a future school and renovations to Lawson Elementary. The district has been working with consultants in the areas of facility planning and enrollment analysis to help plan for future growth and needs.

The district will continue to move towards creating digital classrooms for all buildings that include a laptop, ceiling mounted projector, speakers, document camera and VCR/DVD player with a TV tuner.

The board of education along with administration are working to complete a "Plan of Work" that includes the district's mission, beliefs, vision, commitments, institutional supports, and two overriding

goals. The first goal is to improve the academic performance of each student and there are seven targets that will be the focus. The second goal is to help develop character in each student. The "Plan of Work" is a five year plan for the district to move toward improved student achievement. The plan is driven by Professional Learning Communities, which are teams of educators within each building and across the district. These teams collaborate to answer four questions with the end result being improved student performance. These questions are what do we expect students to learn, how do we know if they have learned it, how do we respond if they don't and how do we respond if they already learned it?

# Johnston Community School District Framework for Teaching and Learning

## Learning Goals

- Content Standards & Benchmarks
- Communication Skills
- Collaborative Worker
- Thinking & Reasoning Skills
- Character Development

## Curriculum Maps

## Comprehensive School Improvement Plan Goals

## Iowa Teaching Standards

- Standard 1 - Student Achievement
- Standard 2 - Content Knowledge
- Standard 7 - Professional Growth
- Standard 8 - Professional Responsibilities

## Student Achievement Data

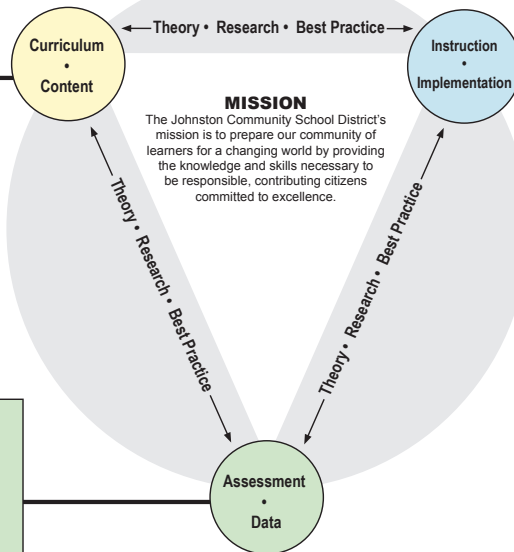
- Standardized Test Scores
- Formative/Summative Assessments

## Program Evaluations

## Professional Development Implementation

## Iowa Teaching Standards

- Standard 5 - Assessment
- Standard 7 - Professional Growth
- Standard 8 - Professional Responsibilities



## Belief Statements

### We believe . . .

- . . . excellence is the hallmark of our school and our measure of accountability.
- . . . high expectations for students, staff, parents, and community lead to excellence.
- . . . all students can and must learn, though not all students learn at the same time or in the same manner.
- . . . learning is more likely to occur when facilitated through varied and challenging teaching strategies.
- . . . that the purpose of our district is to help each student reach and understand his or her potential.
- . . . the involvement of students, staff, parents, and community in cooperative planning at all levels is critical to our success.
- . . . learning is more likely to occur when students are presented with personally relevant and developmentally appropriate content.
- . . . a safe, supportive, and respectful environment promotes maximum learning.
- . . . learning is a life-long process with critical thinking, decision making, and problem solving as key components.
- . . . the learning environment should embrace diversity and promote mutual respect.
- . . . students share in the accountability for their own success.
- . . . that students, staff, parents and community should promote responsible citizenship.
- . . . students learn through the development of positive relationships with students, staff and the community.

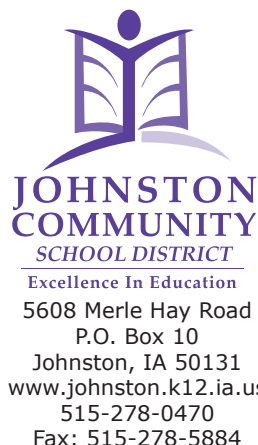
## Research-based Practices

### Iowa Teaching Standards

- Standard 3 - Planning
- Standard 4 - Instructional Strategies
- Standard 6 - Classroom Management
- Standard 7 - Professional Growth
- Standard 8 - Professional Responsibilities



A complete version of the annual progress report that is reported to the state, which includes schools in need of assistance according to the No Child Left Behind Act, is available at [www.johnston.k12.ia.us](http://www.johnston.k12.ia.us).



The Johnston Community School District does not discriminate on providing equal educational opportunities for students and prohibits harassment, bullying, hazing, or any other victimization of students on the basis of race, creed, color, national origin, sex, sexual orientation, gender identity, religion, marital status, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, familial status or age. No employee or applicant shall be discriminated against on the basis of race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability.

Inquiries regarding compliance with equal educational, harassment, employment opportunities and/or affirmative action shall be directed to the Associate Superintendent and Equity Coordinator, 5608 Merle Hay Road, Johnston, Iowa 50131, (515) 278-0470, to the Director of the Iowa Civil Rights Commission in Des Moines, the Director of the Region VII Office of the United States Equal Employment Opportunity Commission or the Director of the Region VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri.

The Johnston Community School District complaint procedure is located in the board of directors' policies. Procedures for parents, students, staff and community members are referred to in board policy 107.1.





**Johnston Community School District**  
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**Johnston, IA 50131**

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