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3231 0000-Johnston Comm School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment ☒ Yes ☐ No
2. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. ☒ Yes ☐ No
3. The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. ☒ Yes ☐ No
4. The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. ☒ Yes ☐ No
5. The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. ☒ Yes ☐ No
6. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. ☒ Yes ☐ No

APR

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on class size reduction?

☒ Yes ☐ No

1. Please report on the progress of those goals for 2011-2012.

Reading:

The current state of all students' proficiency rates in grades 3-5 is 88.61% with an updated annual growth goal of 5.76% to 94.37% proficient.

In grades 6-8 the proficiency rate is 83.67% proficient with an updated annual growth goal of 9.19% to 92.86% proficient.

In grade 11 the proficiency rate is 87.9% proficient with an updated annual growth goal of 3.7% to 91.6%.

Math:

The current state of all students' proficiency rates in grades 3-5 is 90.82% with an updated annual growth goal of 3.66% to 94.48% proficient.

In grades 6-8 the proficiency rate is 91.82% proficient with an updated annual growth goal of 3.41% to 95.23% proficient.

In grade 11 the proficiency rate is 90.7% proficient with an updated annual growth goal of 1.5% to 92.2%.

2. Were the district's annual reading goals met in 2011-2012?

☐ Yes ☒ No

1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we

respond when students don't learn it? and 4. How will we respond when students have already learned it?

All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.

Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Plans call for the implementation of Science note booking and journaling to enhance student processing skills, which links Reading skills with Science skills.. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level. The district developed a Professional Development Committee comprised of teachers and administrators to review student achievement data, curriculum and professional development implementation data and to plan and deliver research based professional development to address the learning needs of all students.

3. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the reading test and detailed below.

While improvement was seen in 11th grade data growth, was not seen in the 3-5th grade and 6-8th grade spans with growth below the set targets. The table below displays 2010-2011 and 2011-2012 reading results, growth goals, increase or decrease between 2010-2011 and 2011-2012 and if the grade span goal was met.

District APR Proficiency Targets 2011-2012

All Students ITBS/ITED

(Without growth model and alternative assessment)

Grade	Reading Results 2010-2011	Growth Goal 2011-2012	Reading Target 2011-2012	Increase/Decrease	Reading Results 2011-12	Goal Met
3-5	91.18%	3.19%	94.37%	-2.57%	88.61%	No
6-8	86.18%	6.68%	92.86%	-2.51%	83.67%	No
11	86.20%	5.40%	91.60%	1.70%	87.90%	No

4. Please provide the district's annual mathematics goals for 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the math test and detailed below.

Math:

The current state of all students' proficiency rates in grades 3-5 is 90.82% with an updated annual growth goal of 3.66% to 94.48% proficient.

In grades 6-8 the proficiency rate is 91.82% proficient with an updated annual growth goal of 3.41% to 95.23% proficient.

In grade 11 the proficiency rate is 90.7% proficient with an updated annual growth goal of 1.5% to 92.2%.

5. Were the district's annual mathematics goals met in 2011-2012?

☐ Yes ☒ No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.

The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?

All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.

Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level. The district developed a Professional Development Committee comprised of teachers and administrators to review student achievement data, curriculum and professional development implementation data and to plan and deliver research based professional development to address the learning needs of all students.

6. Please provide the district's annual science goals for 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the science test and detailed below.

Science:

The current state of all students' proficiency rates in grades 3-5 is 92.46% with an updated annual growth goal of 2.11% to 94.57% proficient.

In grades 6-8 the proficiency rate is 86.29% proficient with an updated annual growth goal of 8.55% to 94.84% proficient.

In grade 11 the proficiency rate is 93.0% proficient with an updated annual growth goal of 1.0% to 94.0%.

7. Were the district's annual science goals met in 2011-2012?

☐ Yes ☒ No

1. Since the district did not meet its annual science goals, please provide the plan to meet future goals.

The Johnston Community School District's school improvement process has again been reviewed and refined to focus on student learning. The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?

All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.

Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Plans call for the implementation of Science note booking and journaling to enhance student processing skills. Building Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of these plans. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all student regardless of their current achievement level. The district developed a Professional Development Committee comprised of teachers and administrators to review student achievement data, curriculum and professional development implementation data and to plan and deliver research based professional development to address the learning needs of all students.

8. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

☒ Yes ☐ No

1. Please report on the progress of those goals for 2011-2012.

Reading:

The current state of all students' proficiency rates in grades 3-5 is 88.61% with an updated annual growth goal of 5.76% to 94.37% proficient.

In grades 6-8 the proficiency rate is 83.67% proficient with an updated annual growth goal of 9.19% to 92.86% proficient.

In grade 11 the proficiency rate is 87.9% proficient with an updated annual growth goal of 3.7% to 91.6%.

Math:

The current state of all students' proficiency rates in grades 3-5 is 90.82% with an updated annual growth goal of 3.66% to 94.48% proficient.

In grades 6-8 the proficiency rate is 91.82% proficient with an updated annual growth goal of 3.41% to 95.23% proficient.

In grade 11 the proficiency rate is 90.7% proficient with an updated annual growth goal of 1.5% to 92.2%.

9. What are the district's measureable, long-range goals to address improvement in reading?

Reading Goals: (based on all student taking the Iowa Assessments)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: 100% of all student proficient by 2013-2014

10. Please provide the district's annual reading goals for next school year.

Reading:

The current state of all students' proficiency rates in grades 3-5 is 88.61% with an updated annual growth goal of 5.76% to 94.37% proficient.

In grades 6-8 the proficiency rate is 83.67% proficient with an updated annual growth goal of 9.19% to 92.86% proficient.

In grade 11 the proficiency rate is 87.9% proficient with an updated annual growth goal of 3.7% to 91.6%.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the math test and detailed below.

While improvement was seen in the 6-8th grade and 11th grade spans, data growth was not seen in the 3-5th grade with growth below the set targets. The table below displays 2010-2011 and 2011-2012 reading results, growth goals, increase or decrease between 2010-2011 and 2011-2012 and if the grade span goal was met.

District APR Proficiency Targets 2011-2012

All Students ITBS/ITED

(Without growth model and alternative assessment)

Grade	Math Results 2010-2011	Growth Goal 2011-2012	Math Target 2011-2012	Increase/Decrease	Math Results 2011-2012	Goal Met
3-5	91.86%	2.62%	94.48%	-1.04%	90.82%	No
6-8	90.29%	4.94%	95.23%	+1.53%	91.82%	No
11	88.70%	3.50%	92.20%	+2.0%	90.70%	No

12. Please provide the district's annual mathematics goals for next school year.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the math test and detailed below.

Math:

The current state of all students' proficiency rates in grades 3-5 is 90.82% with an updated annual growth goal of 3.66% to 94.48% proficient.

In grades 6-8 the proficiency rate is 91.82% proficient with an updated annual growth goal of 3.41% to 95.23% proficient.

In grade 11 the proficiency rate is 90.7% proficient with an updated annual growth goal of 1.5% to 92.2%.

13. What are the district's measureable, long-range goals to address improvement in mathematics?

Math Goals: (based on all student taking the Iowa Assessments)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: 100% of all student proficient by 2013-2014

14. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the science test and detailed below.

While improvement was seen in the 3-5th grade span and 11th grade, data growth was not seen in the 6-8th grade with growth below the set targets. Eleventh grade did surpass the goal of 91.16% proficient with 93% of 11th grade students proficient. The table below displays 2010-2011 and 2011-2012 reading results, growth goals, increase or decrease between 2010-2011 and 2011-2012 and if the grade span goal was met.

District APR Proficiency Targets 2011-2012

All Students ITBS/ITED

(Without growth model and alternative assessment)

Grade	Science Results 2010-2011	Growth Goal 2011-2012	Science Target 2011-2012	Increase/Decrease	Science Results 2011-2012	Goal Met
3-5	92.13%	2.44%	94.57%	+0.33%	92.46%	No
6-8	89.15%	5.69%	94.84%	-2.86%	86.29%	No
11	90.60%	0.56%	91.16%	+2.4%	93.00%	Yes

15. Please provide the district's annual reading goals for 2011-2012.

Annual improvement goals: Increase the percent of all proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the reading test and detailed below.

Reading:

The current state of all students' proficiency rates in grades 3-5 is 88.61% with an updated annual growth goal of 5.76% to 94.37% proficient.

In grades 6-8 the proficiency rate is 83.67% proficient with an updated annual growth goal of 9.19% to 92.86% proficient.

In grade 11 the proficiency rate is 87.9% proficient with an updated annual growth goal of 3.7% to 91.6%.

16. What are the district's measureable, long-range goals to address improvement in science?

Science Goals: (based on all student taking the Iowa Assessments)

Goal 3: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.

Long range goal: 100% of all student proficient by 2013-2014

17. Please provide the district's annual science goals for next school year.

Annual Improvement Goals - Increase the percent of proficient students in grades 3-5, 6-8 and 11 annually as measured by the Iowa Tests on the Science subtest.

Science:

The current state of all students' proficiency rates in grades 3-5 is 92.46% with an updated annual growth goal of 2.11% to 94.57% proficient.

In grades 6-8 the proficiency rate is 86.29% proficient with an updated annual growth goal of 8.55% to 94.84% proficient.

In grade 11 the proficiency rate is 93.0% proficient with an updated annual growth goal of 1.0% to 94.0%.

Learning Environment

18. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input checked="" type="checkbox"/> Coach interventions |
| <input type="checkbox"/> Study hall/study table | <input type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input checked="" type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services | <input checked="" type="checkbox"/> At-risk program |
| <input checked="" type="checkbox"/> Progress reports | <input type="checkbox"/> Other |

19. Please describe the district's locally defined indicators.

District Learning Goals were developed with community, staff, and student input. Performance assessments were created to assess the goals. The assessments require a student response to a problem. Student read a prompt then respond, typically in writing. Some constructed response assessments are short answers while others require detailed responses. Teacher teams score the assessments using a scoring guide that discriminates between different levels of performance. Assessments used are: Grade 3,7,11 Math, Grade 5,7,9 Writing, Grade 8 Reading, Grade 8,11 Science.

20. Explain the progress the district has made on these indicators.

The results of district performance assessments are as follows:

3rd Math given in March: student proficiency Understanding (solution) 48%, Communication 45%, Strategy and Reasoning 64%,

7th Math given in November: student proficiency Understanding(solution) 42%, Communication 76%, Strategy/Reasoning 75%,

11th ICAM Geometry given in March 88% proficient problem solving.

5th Writing given in March: student proficiency Use of Ideas 75%, Organization 78%, Voice 86%, Word Choice 73%, Sentence Fluency 61%, Conventions 66%.

7th Writing given in November: student proficiency Use of Ideas 70%, Organization 84%, Voice 91%, Word Choice 74%, Sentence Fluency 83%, Conventions 78%.

9th Writing given in December: student proficiency Use of Ideas 81%, Organization 85%, Voice 92%, Word Choice 73%, Sentence Fluency 61%, Conventions 70%.

8th Reading (BRI) given in May: student proficiency Accuracy 99.1%, Comprehension 97.4%, Rate 90.4% @ 133 words/minute

8th Science given in December: student proficiency Multiple Choice Response 77%, Short Answer 76%, Extended Response 74%.

11th Science given in February: student proficiency Multiple Choice Response 81%, Short Answer 85%, Extended Response 53%.

Monitoring and Accountability

21. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

11

22. Total number of 7-12 grade students in the district in 2010-2011:

2637

23. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:

0.42

24. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

6

25. Total number of 7-12 grade female students in the district in 2010-2011:

1285

26. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0

27. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:

67

28. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0.00

29. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

1

30. Total number of 7-12 grade students with an IEP in the district in 2010-2011:

255

31. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

0.39

32. Total number of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0

33. Total number of 7-12 grade English language learner students in the district in 2010-2011:

42

34. Percent of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0.00

35. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

☒ Yes ☐ No

36. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Mid-Iowa 51 Consortium Alternatives (a.k.a. MIALT (Mid-Iowa Achievement Level Tests) customized NWEA)	

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0

38. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:

92

39. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0.00

40. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0

41. Total number of 7-12 grade Hispanic students in the district in 2010-2011:

95

42. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0.00

43. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0

44. Total number of seniors in the district who intend to pursue post-secondary education/training:

370

45. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

86.85

46. Total number of seniors in the district who completed a core program:

426

47. Total number of seniors in the district who have graduated:

426

48. Percent of seniors in the district who completed a core program upon graduating:

100

49. Please explain how the students do on this/these science assessment(s).

Grade 8 & 11 students are administered a district developed Science performance assessment. Students are

given a task to which they are asked to respond in multiple formats including multiple-choice, short answer and extended constructed responses. Teachers are trained in the use of scoring rubrics to analyze student skill proficiency. Additionally, the inter-rater reliability of the teacher scores is monitored to ensure accurate use of the rubrics. Student responses are scored by two to three teacher with the use of a scoring rubric which defines district expectations on district standards and benchmarks.

Seventy-seven percent of 8th grade students were proficient on the multiple-choice items, 77 percent were proficient on the short answer component and 74 percent were proficient on the extended response component of the performance assessment.

Eighty-one percent of 11th grade students were proficient on the multiple-choice items, 85 percent were proficient on the short answer component and 53 percent were proficient on the extended response component of the performance assessment.

50. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:

0.47

51. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:

5

52. Total number of 7-12 grade male students in the district in 2010-2011:

1352

53. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:

0.37

54. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

11

55. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011:

2262

56. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0.49

57. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

58. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

59. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

373

60. Total number of 9-12 grade students in the district who took the test:

465

61. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

80.22

62. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

63. Total number of 7-12 grade Asian students in the district in 2010-2011:

113

64. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0.00

65. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0

66. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:

4

67. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0.00

68. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0

69. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:

4

70. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0.00

71. Please explain how the students do on this/these reading assessment(s).

Students in grades 3-11 are given the electronic MIALT-MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' median, or middle score in Reading exceed the national norm group's median score by at-least 5 RIT score units. For example in third grade the national median RIT score is a 200, Johnston 3rd grade median RIT score was a 205, 4th grade national median was a 207, Johnston 4th grade median 213, 5th grade national median was a 212, Johnston 5th grade median 219, 6th grade national median 216, Johnston 6th grade median 224, 7th grade national median 219, Johnston 7th grade median 229, 8th grade national median 223, Johnston 8th grade median 230, 9th grade national median 224, Johnston 9th grade median 231, 10th grade national median 228, Johnston 10th grade median 234, 11th grade national median 227, Johnston 11th grade median 234.

The fall and spring administration provides teaching staff with pre and post growth data in reading skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.

72. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Mid-Iowa 51 Consortium Alternatives (a.k.a. MIALT (Mid-Iowa Achievement Level Tests) customized NWEA)	

73. Please explain how the students do on this/these math assessment(s).

Students in grades 3-11 are given the electronic MIALT-MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' median or middle score in Math exceed the national norm group's median score by at-least 6 to 14 RIT score units. For example in third

grade the national median RIT score is a 203, Johnston 3rd grade median RIT score was a 209, 4th grade national median was a 211, Johnston 4th grade median 217, 5th grade national median was a 220, Johnston 5th grade median 227, 6th grade national median 225, Johnston 6th grade median 236, 7th grade national median 230, Johnston 7th grade median 244, 8th grade national median 234, Johnston 8th grade median 247, 9th grade national median 236, Johnston 9th grade median 249, 10th grade national median 239, Johnston 10th grade median 251, 11th grade national median 241, Johnston 11th grade median 252.

The fall and spring administration provides teaching staff with pre and post growth data in reading skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.

74. All information required for this APR has been or will be reported to the local community.

☒ Yes ☐ No

1. Date(s) the required APR content was or will be reported to the community.

September 15, 2012