

Iowa School Report Card

Anamosa
2015-2016

Reporting Categories

Below are the cuts. It is important to note that all scores are calculated and reported to one-tenth of a percent. This means that calculations are rounded to the third decimal point (0.001 or 0.1%).

Category	High Schools	Middle Schools	Elementary Schools
Exceptional	75 and above	71 and above	79 and above
High performing	70-74.9	68-70.9	73-78.9
Commendable	65.4-69.9	64-67.9	67-72.9
Acceptable	60-65.3	57-63.9	61-66.9
Needs improvement	56.0-59.9	53-56.9	55-60.9
Priority	55.9 and below	52.9 and below	54.9 and below

* Round all scores using accepted rules of rounding.

These cuts were based on the creation of a normal distribution by each school level when the 2016 results were released. All scores were rated and the cuts were made by standard deviations from the mean. The cut scores were not changed from 2016 to 2017.

Report Parameters

Measure	Data Year(s)	High School	Middle School	Elementary
Proficiency (IA Assessment)	2014-2015 & 2015-2016	10 th and 11 th	5 th , 6 th , 7 th , and 8 th	3 rd and 4 th
Closing Achievement Gap (IA Assessment)	2015-2016	10 th and 11 th	5 th , 6 th , 7 th , and 8 th	3 rd and 4 th
College and Career Ready Growth (IA Assessment)	2014-2015 & 2015-2016	11 th	5 th , 6 th , 7 th , and 8 th	4 th
Annual Expected Growth (IA Assessment)	2014-2015 & 2015-2016	11 th	5 th , 6 th , 7 th , and 8 th	4 th
College and Career Readiness (IA Assessment)	2014-2015 & 2015-2016	10 th and 11 th	5 th , 6 th , 7 th , and 8 th	N/A
Graduation Rate (SRI)	2012-2013 & 2013-2014	12 th	N/A	N/A
Attendance Rate Daily Attendance (SRI)	2013-2014 & 2014-2015	9 th , 10 th , 11 th , 12 th	5 th , 6 th , 7 th , and 8 th	3 rd and 4 th
Staff Retention (BEDS)	2014-2015 & 2015-2016			

The IA Assessment has been taken annually in October.

Calculation Structure

Measure	Percentage/Points Possible	High School Weighting Factor	Middle School Weighting Factor	Elementary Weighting Factor
Proficiency (IA Assessment)	100	22.2%	25.0%	28.6%
Closing Achievement Gap (IA Assessment)	100*	22.2%	25.0%	28.6%
College and Career Ready Growth (IA Assessment)	100	11.1%	12.5%	14.3%
Annual Expected Growth (IA Assessment)	100	11.1%	12.5%	14.3%
College and Career Readiness (IA Assessment)	100	11.1%	12.5%	N/A
Graduation Rate (SRI)	100	11.1%	N/A	N/A
Attendance Rate Daily Attendance (SRI)	100	5.6%	6.3%	7.1%
Staff Retention (BEDS)	100	5.6%	6.3%	7.1%

** Achieved through a T-Scale calculation to resolve a – or decrease in a gap.*

Grade Structures of Data

(Proficiency, Closing the Achievement Gap, College and Career Readiness)

Strawberry Hill Report Card 2016			
2014-2015		2015-2016	
Grade		Grade	
3 rd	4 th	3 rd	4 th
Graduating Year		Graduating Year	
2024	2023	2025	2024

Anamosa Middle School Report Card 2016							
2014-2015				2015-2016			
Grade				Grade			
5 th	6 th	7 th	8 th	5 th	6 th	7 th	8 th
Graduating Year				Graduating Year			
2022	2021	2020	2019	2023	2022	2021	2020

Anamosa High School Report Card 2016			
2014-2015		2015-2016	
Grade		Grade	
10 th	11 th	10 th	11 th
Graduating Year		Graduating Year	
2017	2016	2018	2017

Grade Structures of Data

(College and Career Ready Growth and Annual Expected Growth)

Strawberry Hill Report Card 2016	
2014-2015	2015-2016
Grade	Grade
4 th	4 th
Graduating Year	Graduating Year
2023	2024

Anamosa Middle School Report Card 2016							
2014-2015				2015-2016			
Grade				Grade			
5 th	6 th	7 th	8 th	5 th	6 th	7 th	8 th
Graduating Year				Graduating Year			
2022	2021	2020	2019	2023	2022	2021	2020

Anamosa High School Report Card 2016	
2014-2015	2015-2016
Grade	Grade
11 th	11 th
Graduating Year	Graduating Year
2016	2017

Achievement Comparison - AHS

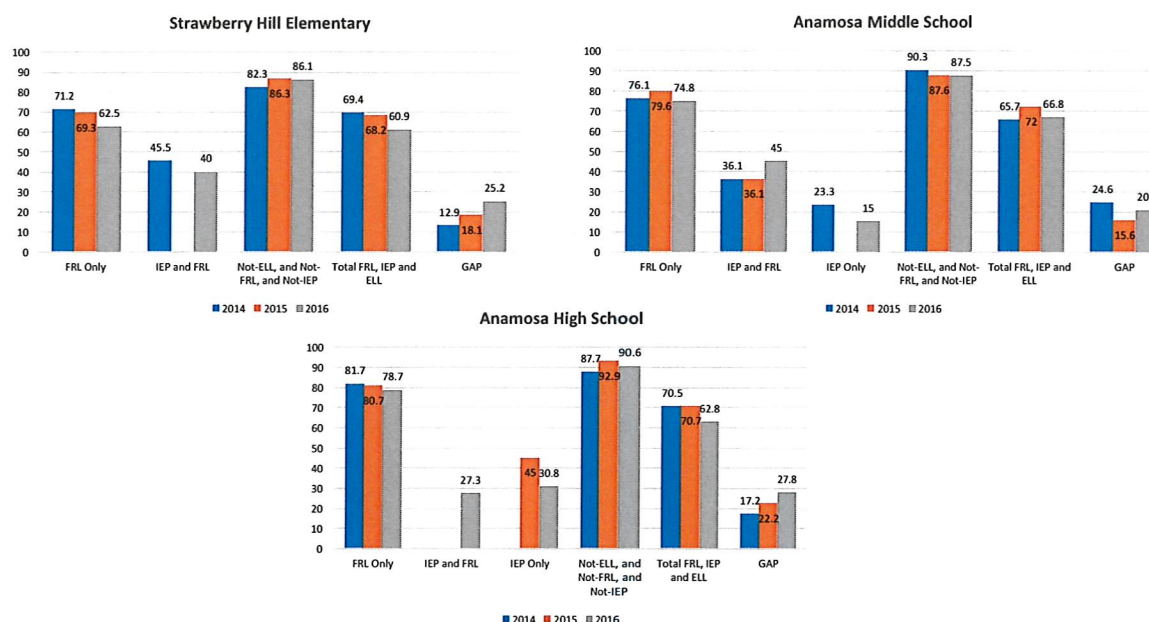
Measure	Anamosa	School A	School B	School C	School D
Ranking	Needs Improvement	Acceptable	Acceptable	Acceptable	High Performing
Score	58.3	64	60.3	64.9	73.1
Proficiency	79.8	79	77	88.5	94.1
Closing Achievement Gap	38.7	65.2	51.4	44.5	63.8
College and Career Ready Growth	29.6	28.6	28.9	39.4	40.4
Annual Expected Growth	41.4	42.7	44.6	49.8	44.2
College and Career Readiness	36.9	30.2	29.6	43.4	62.8
Graduation Rate	94.9	93.5	94.4	93.1	97.8
Attendance Rate	94.1	94.6	93.3	95.9	96.1
Staff Retention	75	88.6	89.5	88.5	94.2
FRL, IEP, ELL %	47.7	51.8	52.6	28.3	15.1

Achievement Comparison - AMS

Measure	Anamosa	School A	School B	School C	School D
Ranking	Commendable	Needs Improvement	Acceptable	Acceptable	Commendable
Score	65.1	56.0	58.4	58.3	67.5
Proficiency	79.1	70.6	71.8	74.7	89.4
Closing Achievement Gap	56.2	49.6	54.8	45.1	49.9
College and Career Ready Growth	52.3	44.9	46.8	49.8	56.5
Annual Expected Growth	54.4	51.2	51.9	53	58.8
College and Career Readiness	39.4	25.7	27.1	31.4	48.8
Graduation Rate	N/A	N/A	N/A	N/A	N/A
Attendance Rate	95.7	94.1	94.3	95.9	95.9
Staff Retention	87.7	77.6	85.7	89.1	98.3
FRL, IEP, ELL %	44.2	59.4	58.6	33.9	17.6
Grades	5 th -8 th	6 th -8 th	5 th -8 th	5 th – 8 th	5 th -8 th

Achievement Comparison – Strawberry Hill

Measure	Anamosa	School A	School B	School C	School D
Ranking	Acceptable	Acceptable	Acceptable	High Performing	Commendable
Score	62.1	66.1	64.8	77.2	70.0
Proficiency	75.1	74.1	76.1	82.9	89.3
Closing Achievement Gap	36.6	56.2	54.7	79.5	52.9
College and Career Ready Growth	59.7	53.5	51	59.9	55
Annual Expected Growth	59.7	55.3	52.3	59.9	55.2
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A
Attendance Rate	95.9	95.1	94.7	96.5	96
Staff Retention	88.5	90.1	83.5	94.3	95.7
FRL, IEP, ELL %	52	57.7	66.8	33.1	20.1
Grades	Kdg-4 th	3 rd -5 th	Kdg-4 th	2 nd -4 th	Kdg-4 th

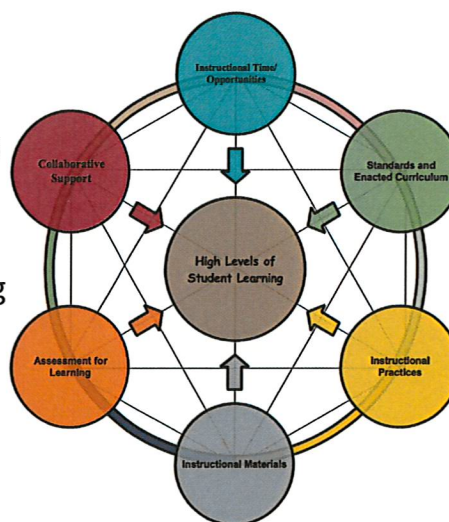


Reflections

- Districtwide students perform better in math than reading
- Middle school meets or exceeds almost all state average growth indicators
- 6th grade reading results continue to indicate challenges of curriculum and programming. With IA Assessment taken in October, this is a greater reflection of 5th grade curriculum & programming.
- Students not identified with instructional challenges of FRL, ELL and/or an IEP demonstrate stable proficiency levels of 86% (SH), 87% (AMS) and 90%(AHS)
- The district remains challenged to meet the learning needs of students with identified instructional challenges such as FRL, ELL and IEP's
- The district's instructional system is not ensuring consistency of learning in a grade across time.

Steps to Improvement

- Align instruction to required and or recognized standards/learning expectations
- Implement multi-tiered support systems (Intervention Systems)
- Design and implement professional learning systems based in PLC
- Develop teacher leadership
- Develop teacher/administrative capacity



Overall Rating: How is a school's overall rating calculated?

Overview

The **Iowa's School Report Card (SRC)** is comprised of multiple measures which are combined to determine an overall performance rating. Iowa Schools are categorized into one of six performance categories: *Exceptional, High Performing, Commendable, Acceptable, Needs Improvement* and *Priority*. The **SRC** includes eight measures:

- Academic Proficiency
- Closing the Achievement Gap
- Annual Growth
- College and Career Ready Growth
- On-Track for College Readiness
- Graduation Rate
- Average Daily Attendance
- Staff Retention

Each of the measures has a value between **0** and **100** and is then multiplied by a weight amount, producing a score for each measure. The weighting is a value assigned to each indicator. The score for each measure is determined and then all measures are added together to create an overall score.

Of the eight measures included in the **SRC**, all but one is a percentage which ranges from **0** to **100**. For example, an elementary school which has annual growth rate of **60%** has a majority of students making year-to-year progress in both **Reading** and **Math**. In this example, the natural score of **60%** would be used in the calculation to determine the score for this measure. This is important because any improvement in this measure in future years would be reflected in an increase in the overall score for this school.

A school's annual growth score would be multiplied by the weighting percent for that measure to get the overall score. In this example, this elementary school would receive **8.58 points** for the annual growth measure.

Growth score multiplied by weighting value equals total points: **60 x .143 = 8.58 points**.

The only exception to the **0** to **100** score is the *Closing the Achievement Gap* score. More detailed information about this score can be found in the technical guide listed under the More Information section of this website.

The below breakdown shows the final weight for each measure at each school level:

Measures	High School	Middle School	Elementary School
Proficiency	22.2%	25.0%	28.6%
Closing Achievement Gap	22.2%	25.0%	28.6%
College and Career Ready Growth	11.1%	12.5%	14.3%
Annual Expected Growth	11.1%	12.5%	14.3%
College and Career Readiness	11.1%	12.5%	NA
Graduation Rate	11.1%	NA	NA
Attendance	5.6%	6.3%	7.1%
Staff Retention	5.6%	6.3%	7.1%
	100.0%	100.0%	100.0%

Interpreting Scores

An overall school rating does not provide contextual information about a school nor does it make a conclusion about the quality of the staff or provide important information about ongoing work to raise student achievement. The report card should create a constructive dialog between educators, administrators and parents about the work that is currently under way in the school to support all students in achieving their full potential.

While the report card may not "tell the whole story" about a school, it does offer a high level view of student performance across a number of measures. A composite score is generated from multiple years of data which depicts a stable picture of performance across time. Consumers can use these data to compare a school against the state average and to see if the information provides any trends in performance. Schools can use this information to assist in developing achievement goals and to guide their improvement efforts.



Anamosa High School

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12

2016

Demographics Contact information and student counts by sub-group

School Information

Principal: Jacqueline Lahey

Address: 209 Sadie St

Anamosa, Iowa

Phone: (319) 462-3594

Fax: (319) 462-2332

Email: jlahey@anamosa.k12.ia.us

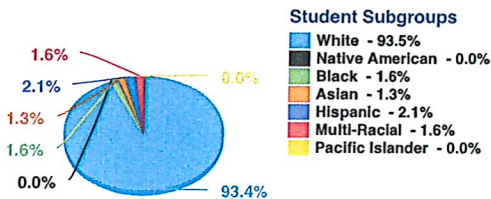
Website: www.anamosa.k12.ia.us



52.1% Male
47.9% Female

School Demographics

Total Students: 384



12.5%
Individualized Educ
Programs



0.3%
English Language
Learners



40.4%
Free or Reduced
Lunch



Anamosa High School

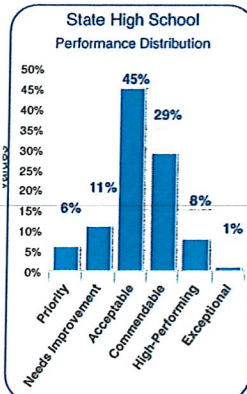
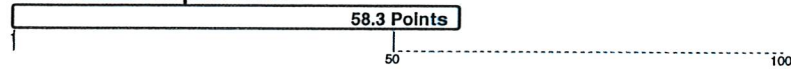
Grant Wood | Anamosa Community | High School

Grades: 09, 10, 11, 12 | Total Students: 384

Expand all

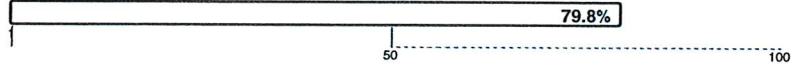
2016

Rank: Needs Improvement

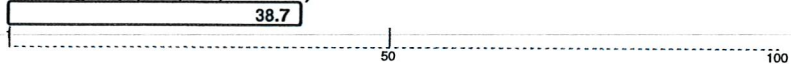


Previous Year:
Needs Improvement 59.9 pts

Proficiency



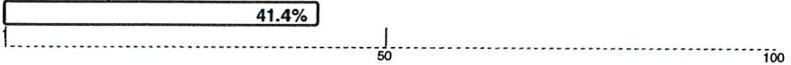
Closing Gap (FRL, IEP, and ELL)



College and Career Ready Growth



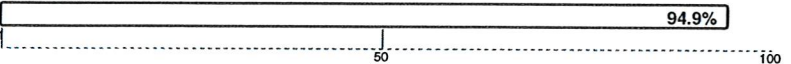
Annual Expected Growth



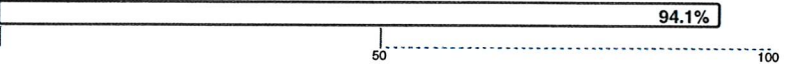
College and Career Readiness



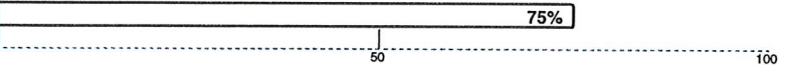
Graduation Rate



Attendance

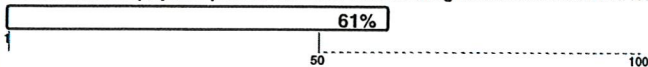


Staff Retention



Parent Involvement Teacher Survey Results

NEW: As this is the first year for this survey, the result data is not included in the school rating calculation. It's displayed to provide additional context and generate discussion and feedback.





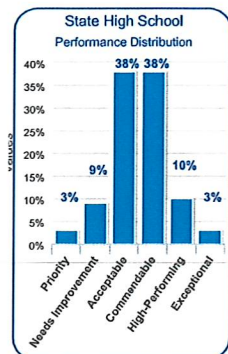
Anamosa High School

Grant Wood | Anamosa Community | High School

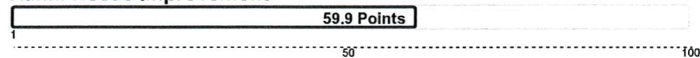
Grades: 09, 10, 11, 12 | Total Students: 382

Expand all

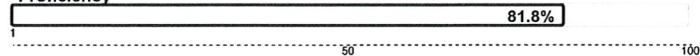
2015



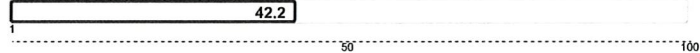
Rank: Needs Improvement



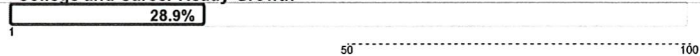
Proficiency



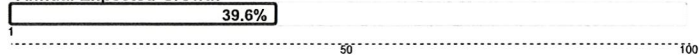
Closing Gap (FRL, IEP, and ELL)



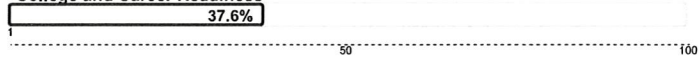
College and Career Ready Growth



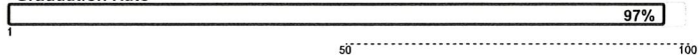
Annual Expected Growth



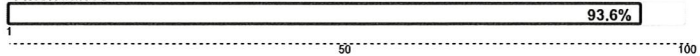
College and Career Readiness



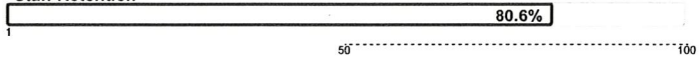
Graduation Rate



Attendance



Staff Retention





Anamosa High School

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12 I Total Students: 384

2016

Proficiency What percent of students meet or exceed proficiency targets?

Report Card Proficiency

Combined Math & Reading		
2015 - 2016	79.8%	○
2016	77.3%	○
2015	82.3%	○

2016		○
Math	76.7%	○
Reading	77.9%	

2015		○
Math	84.6%	○
Reading	80%	

Proficiency Year-to-Year Comparison

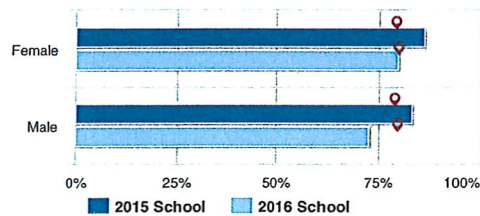
Combined		
2016	77.3%	○
2015	82.3%	-5 ↓

Math		○
2016	76.7%	○
2015	84.6%	-7.9 ↓

Reading		○
2016	77.9%	○
2015	80%	-2.1 ↓

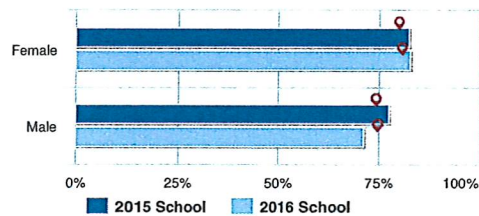
Math by Gender

Subgroups with less than 20 students are intentionally redacted



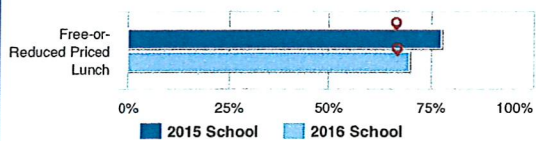
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



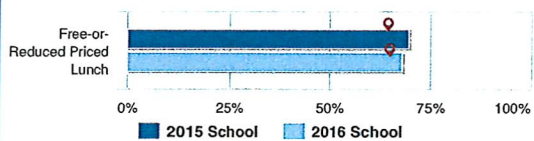
Math by Program

Subgroups with less than 20 students are intentionally redacted



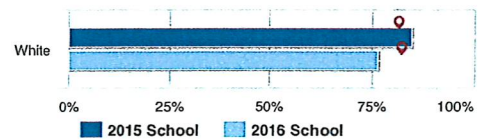
Reading by Program

Subgroups with less than 20 students are intentionally redacted



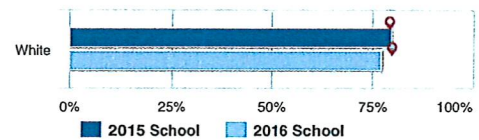
Math by Ethnicity

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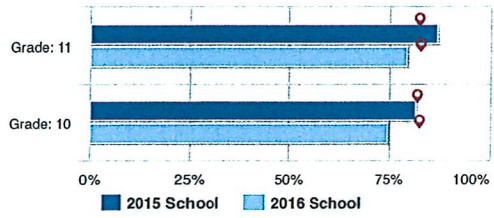
Reading by Ethnicity

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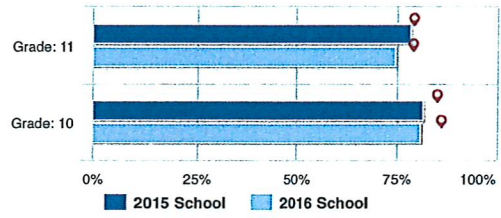
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Anamosa High School

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12

Closing Achievement Gap (FRL, IEP and ELL)

Is progress being made in closing the achievement gap between students that traditionally lag in achievement, compared to the rest of the school?

Achievement gap in education refers to the disparity in academic performance between groups of students. Iowa faces significant gaps in achievement for students who are part of these groups:

- individualized education program (IEP)
- students whose first language is not English (ELL)
- students who face economic hardship (Iowa uses free or reduced priced lunch FRL eligibility as a proximate measure for economic diversity)

For this measure, an aggregate group of these students who are FRL, IEP and/or ELL is compared to the rest of the students in this school who are not eligible for FRL, do not have an IEP and are not English language learners (ELL).

The combined Math and Reading proficiency is compared for the last three most recent years.

2016 Tested Student Population



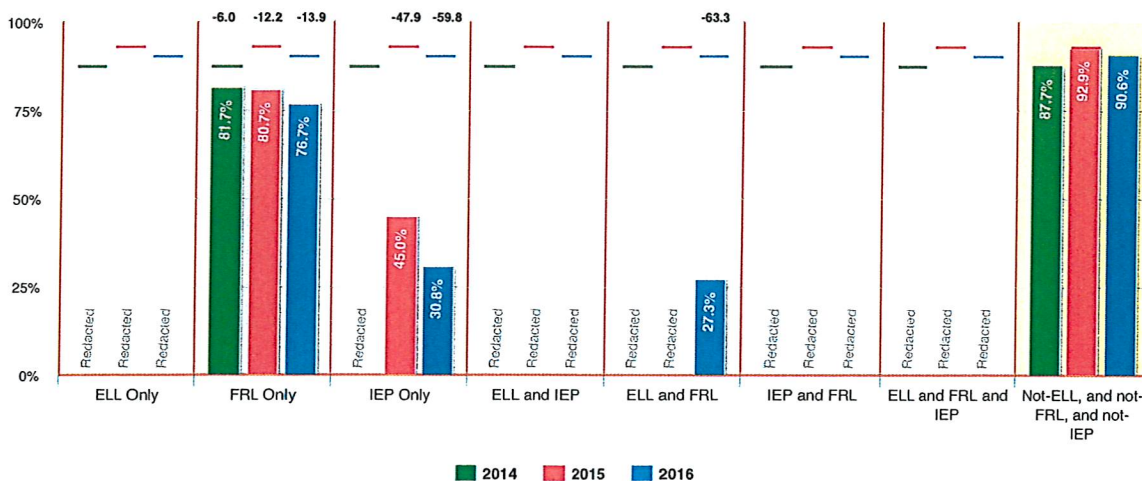
FRL, IEP and ELL	Percentage	Count
FRL Only	33.7%	58
IEP Only	7.6%	13
IEP and FRL	6.4%	11
Total:	47.7%	82

Non-FRL, IEP and ELL	Percentage	Count
Not-ELL, and not-FRL, and not-IEP	52.3%	90
Total:	52.3%	90

Year	Groups	Proficiency Percentage	Achievement Gap	Closing Gap	Average Closing Gap	Closing Gap Score (T-Score)
2016	FRL, IEP and ELL	62.8%	27.8	5.6	5.2	38.7
	Not FRL, IEP or ELL	90.6%				
2015	FRL, IEP and ELL	70.7%	22.2	4.9	5.2	38.7
	Not FRL, IEP or ELL	92.9%				
2014	FRL, IEP and ELL	70.5%	17.3			
	Not FRL, IEP or ELL	87.7%				

Last Three Years: Proficiency Breakdown by Program Group

Subgroups with less than 10 students are intentionally redacted





Anamosa High School

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12 | Total Students: 384

2016

College and Career Ready Growth

What is the percent of students who are growing each year toward college and career readiness?

Report Card College and Career Ready Growth

Combined Math & Reading

2015 - 2016	29.6%
2016	29.9%
2015	29.3%

2016

Math	45.5%
Reading	14.3%

2015

Math	38%
Reading	20.7%

College and Career Ready Growth Year-to-Year Comparison

Combined

2016	29.9%
2015	29.3%

0.6↑

Math

2016	45.5%
2015	38%

7.5↑

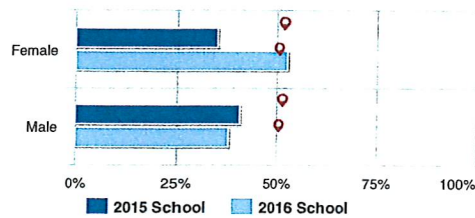
Reading

2016	14.3%
2015	20.7%

-6.4↓

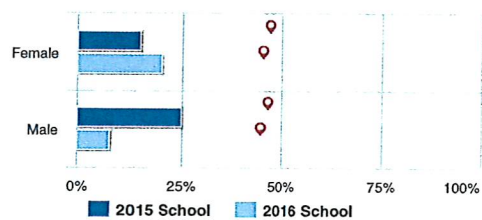
Math by Gender

Subgroups with less than 20 students are intentionally redacted



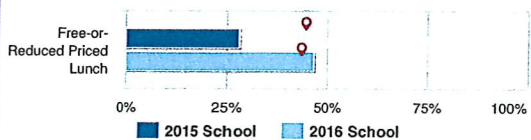
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



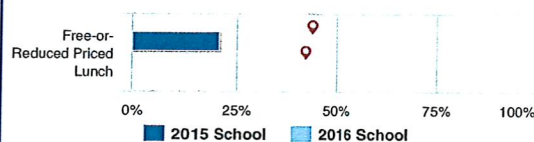
Math by Program

Subgroups with less than 20 students are intentionally redacted



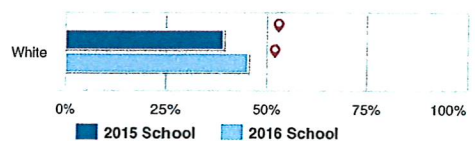
Reading by Program

Subgroups with less than 20 students are intentionally redacted



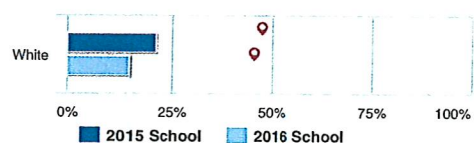
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



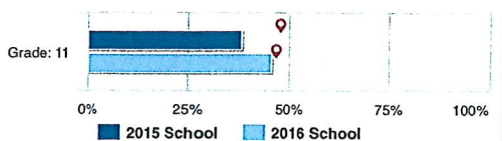
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



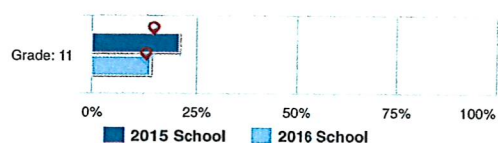
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Anamosa High School

Grant Wood | Anamosa Community | High School

Grades: 09, 10, 11, 12 | Total Students: 384

2016

Annual Expected Growth

What is the percent of students achieving a year of academic growth in a year's time?

Report Card Annual Expected Growth

Combined Math & Reading

2015 - 2016	41.4%
2016	42.2%
2015	40.8%

2016

Math	59.7%
Reading	24.7%

2015

Math	56.5%
Reading	25%

Annual Expected Growth Year-to-Year Comparison

Combined

2016	42.2%
2015	40.8%

1.4↑

Math

2016	59.7%
2015	56.5%

3.2↑

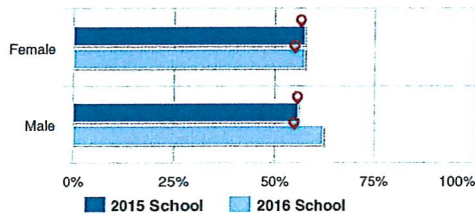
Reading

2016	24.7%
2015	25%

-0.3↓

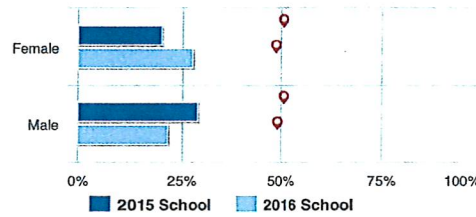
Math by Gender

Subgroups with less than 20 students are intentionally redacted



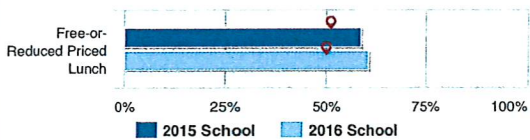
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



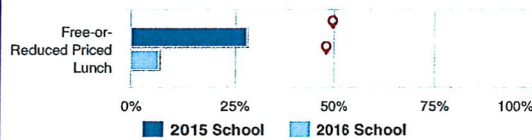
Math by Program

Subgroups with less than 20 students are intentionally redacted



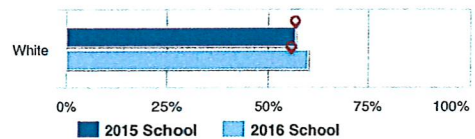
Reading by Program

Subgroups with less than 20 students are intentionally redacted



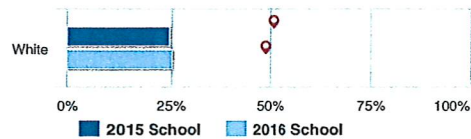
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



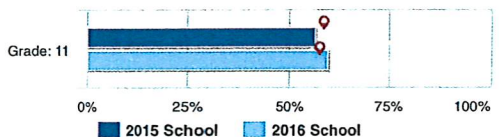
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



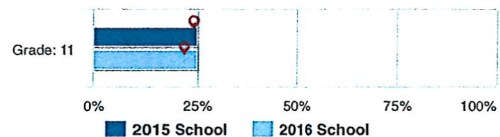
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Anamosa High School

Grant Wood | Anamosa Community | High School

Grades: 09, 10, 11, 12 | Total Students: 384

2016

College and Career Readiness

What is the percent of students that are at or above a college readiness benchmark?

Report Card College and Career Readiness

Combined Math & Reading

2015 - 2016	36.9%
2016	36.3%
2015	37.6%

2016	9
Math	40.4%
Reading	32.2%

2015	9
Math	43.9%
Reading	31.2%

College and Career Readiness Year-to-Year Comparison

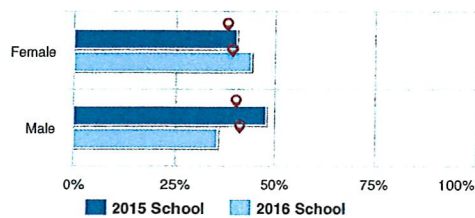
Combined	9
2016	36.3%
2015	37.6%
	-1.3↓

Math	9
2016	40.4%
2015	43.9%
	-3.5↓

Reading	9
2016	32.2%
2015	31.2%
	1↑

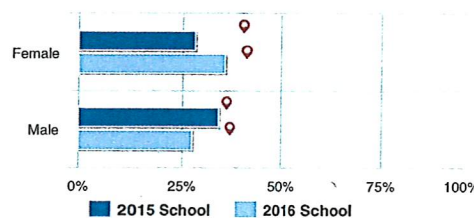
Math by Gender

Subgroups with less than 20 students are intentionally redacted



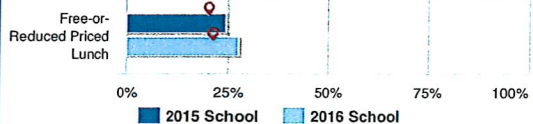
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



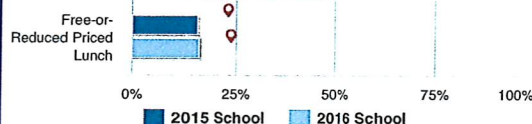
Math by Program

Subgroups with less than 20 students are intentionally redacted



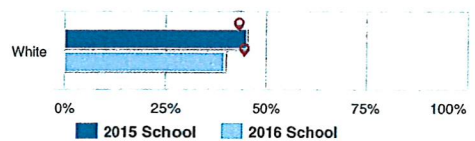
Reading by Program

Subgroups with less than 20 students are intentionally redacted



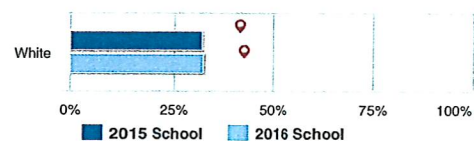
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



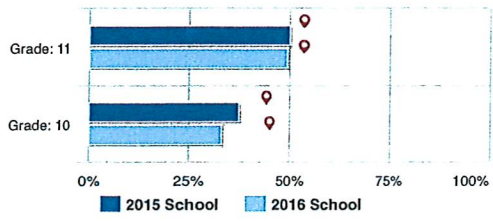
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



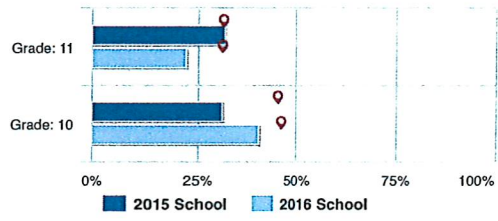
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted



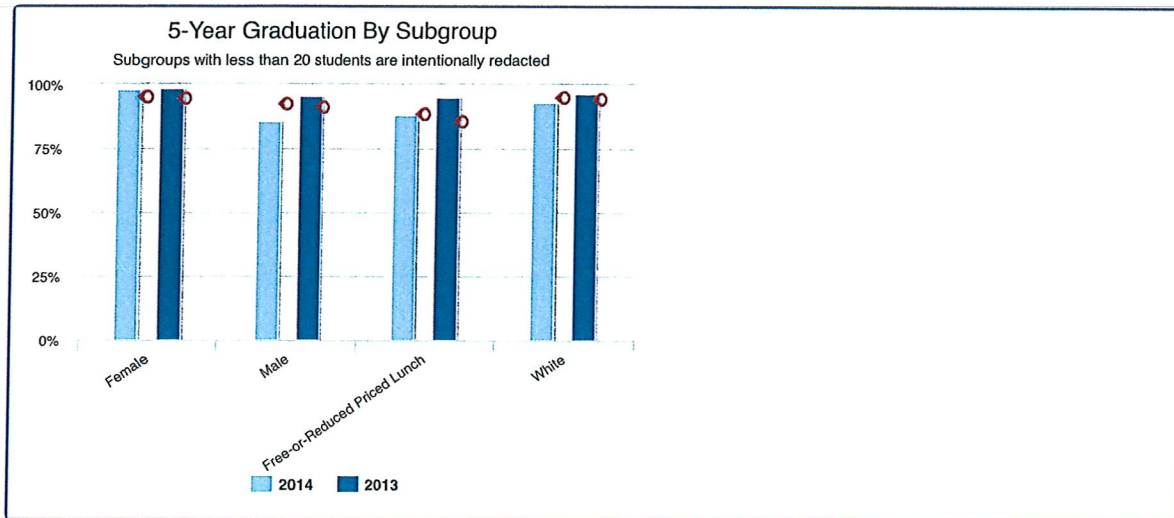
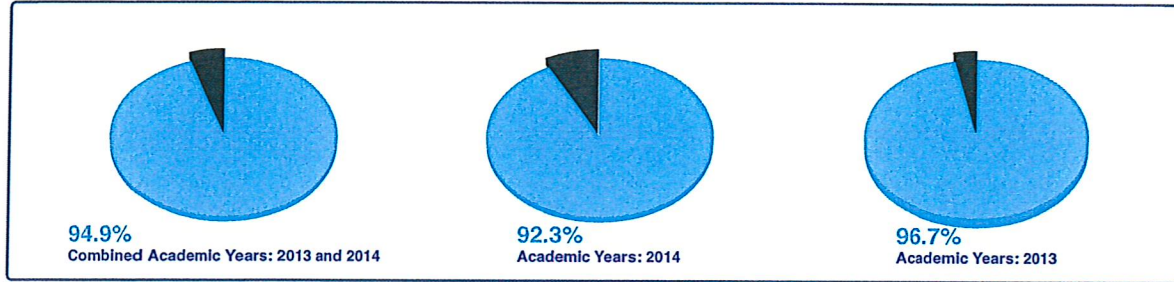


Anamosa High School 2016

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12

Graduation Rate What percent of students complete high school in five-years?





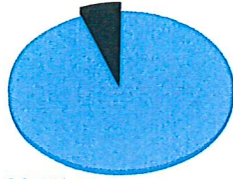
Anamosa High School

Grant Wood I Anamosa Community I High School

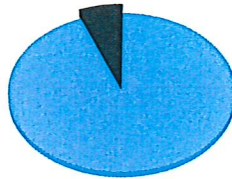
Grades: 09, 10, 11, 12

2016

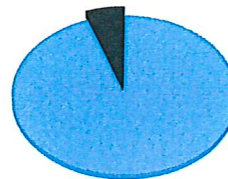
Attendance What is the average daily attendance of students?



94.1%
Academic Years: 2014 and 2015



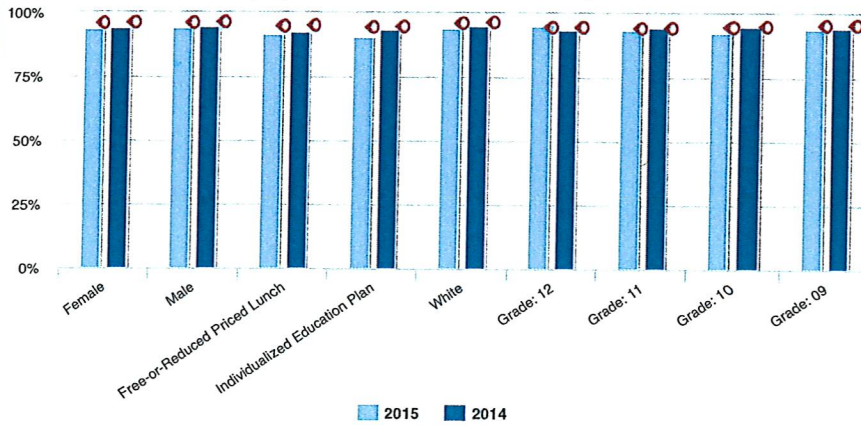
93.8%
Academic Years: 2015



94.4%
Academic Years: 2014

Average Daily Attendance, By Subgroup

Subgroups with less than 20 students are intentionally redacted





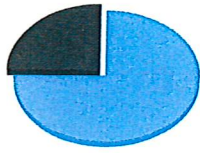
Anamosa High School

Grant Wood I Anamosa Community I High School

Grades: 09, 10, 11, 12

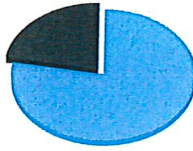
2016

Staff Retention What percentage of licensed staff are retained?



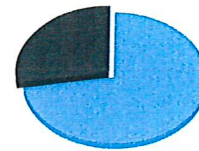
75.0%

Combined Retention for: 2015 and 2016



77.8%

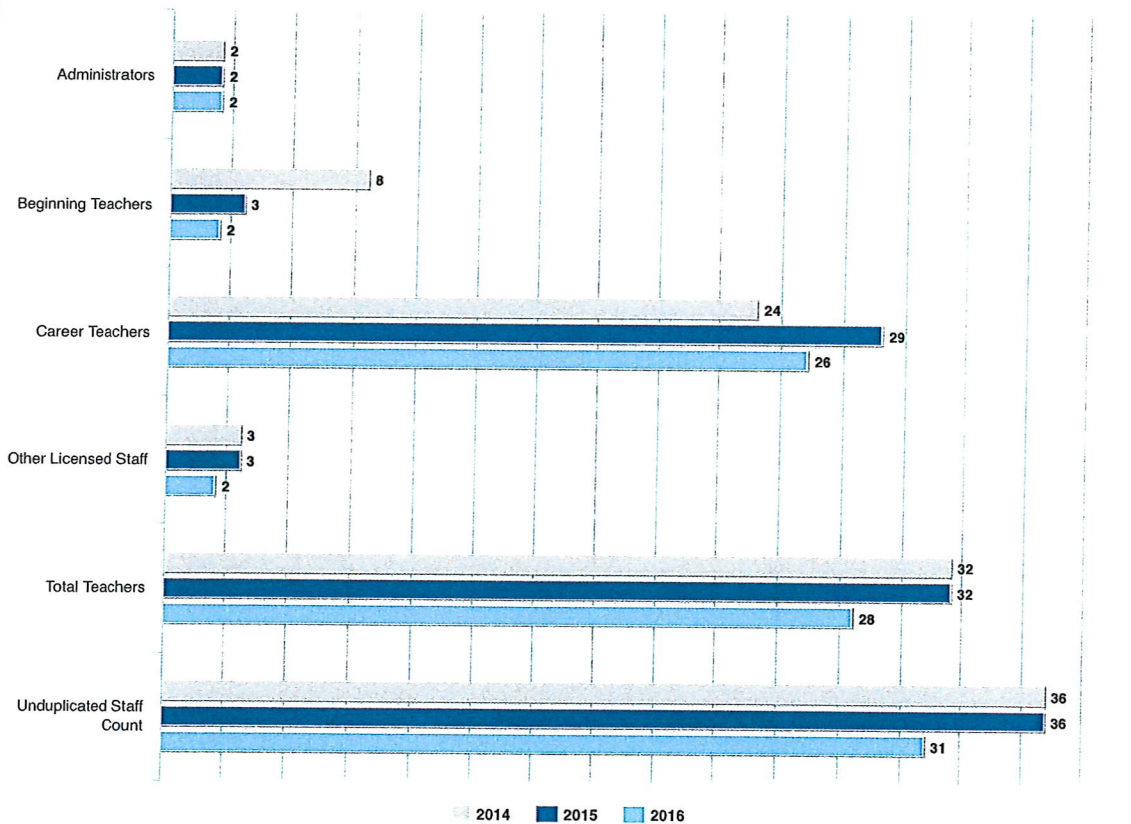
Retention for Year: 2016



72.2%

Retention for Year: 2015

Staff Count By Licensed Position





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08

2016

Demographics Contact information and student counts by sub-group

School Information

Principal: Linda Vaughn

Address: 410 Old Dubuque Road

Anamosa, Iowa

Phone: (319) 462-3553

Fax: (319) 462-3309

Email: lvaughn@anamosa.k12.ia.us

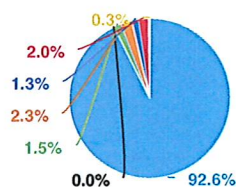
Website:



51.5% Male
48.5% Female

School Demographics

Total Students: 392

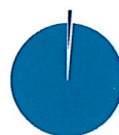


Student Subgroups

White - 92.6%
Native American - 0.0%
Black - 1.5%
Asian - 2.3%
Hispanic - 1.3%
Multi-Racial - 2.0%
Pacific Islander - 0.3%



8.9%
Individualized Educ
Programs



1.3%
English Language
Learners



42.9%
Free or Reduced
Lunch



Anamosa Middle School

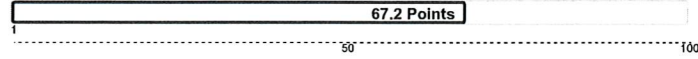
Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08 | Total Students: 386

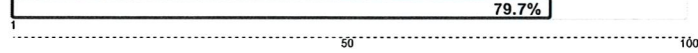
Expand all

2015

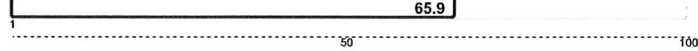
Rank: Commendable



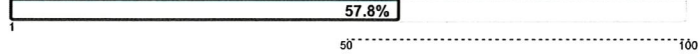
Proficiency



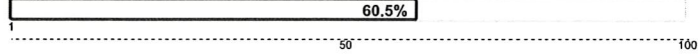
Closing Gap (FRL, IEP, and ELL)



College and Career Ready Growth



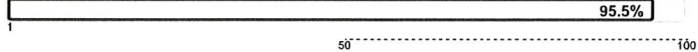
Annual Expected Growth



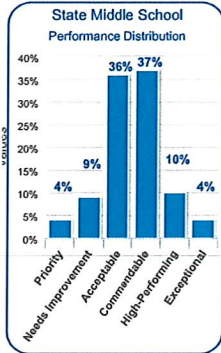
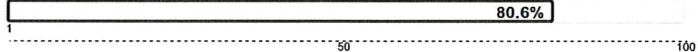
College and Career Readiness



Attendance



Staff Retention





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08 | Total Students: 392

Expand all

2016

Rank: Commendable

65.1 Points

Proficiency

79.1%

Closing Gap (FRL, IEP, and ELL)

56.2

Closing Gap (Minority student within school comparison)

60.3

Closing Gap (Minority student to state average)

77

College and Career Ready Growth

52.3%

Annual Expected Growth

54.4%

College and Career Readiness

39.4%

Attendance

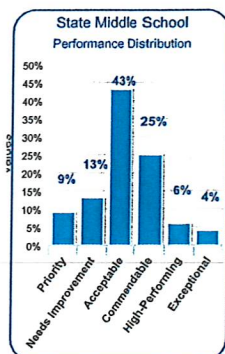
95.7%

Staff Retention

87.7%

Parent Involvement Teacher Survey Results

No survey results are found for this school.



Previous Year:
Commendable 67.2 pts



Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08 | Total Students: 392

2016

Proficiency What percent of students meet or exceed proficiency targets?

Report Card Proficiency

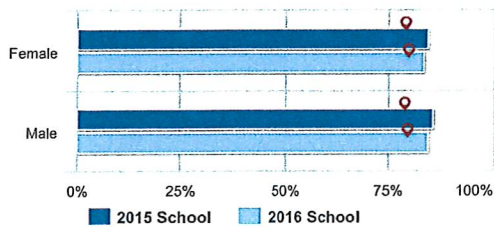
Combined Math & Reading		
2015 - 2016	79.1%	📍
2016	78.3%	📍
2015	79.9%	📍
2016		
Math	84%	📍
Reading	72.6%	📍
2015		
Math	85.2%	📍
Reading	74.7%	📍

Proficiency Year-to-Year Comparison

Combined		
2016	78.3%	📍
2015	79.9%	-1.6↓
Math		
2016	84%	📍
2015	85.2%	-1.2↓
Reading		
2016	72.6%	📍
2015	74.7%	-2.1↓

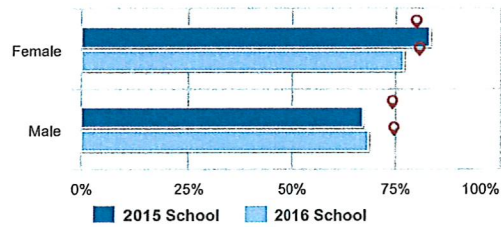
Math by Gender

Subgroups with less than 20 students are intentionally redacted



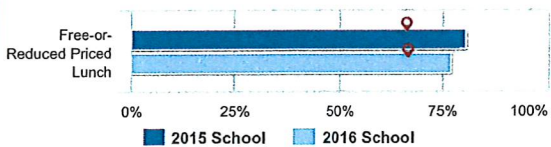
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



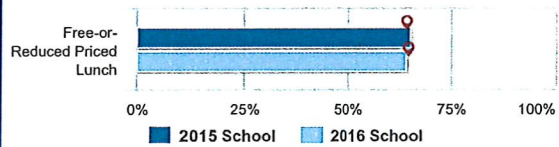
Math by Program

Subgroups with less than 20 students are intentionally redacted



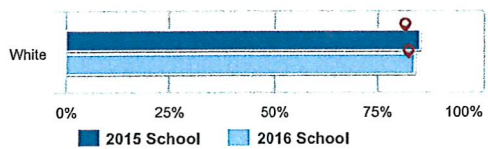
Reading by Program

Subgroups with less than 20 students are intentionally redacted



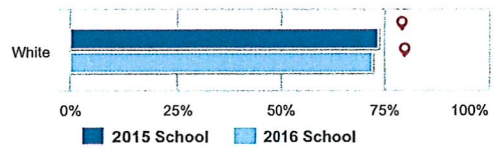
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



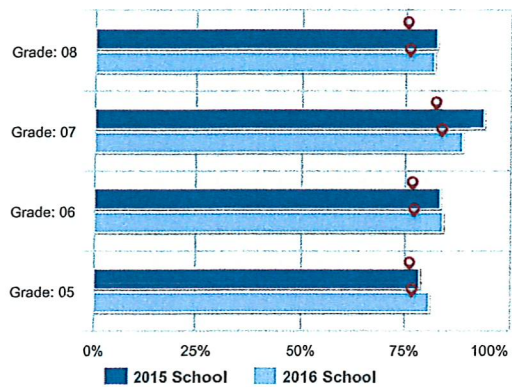
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



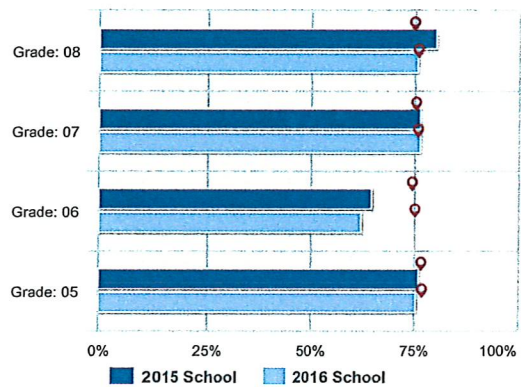
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08

Closing Achievement Gap (FRL, IEP and ELL)

Is progress being made in closing the achievement gap between students that traditionally lag in achievement, compared to the rest of the school?

Achievement gap in education refers to the disparity in academic performance between groups of students. Iowa faces significant gaps in achievement for students who are part of these groups:

- individualized education program (IEP)
- students whose first language is not English (ELL)
- students who face economic hardship (Iowa uses free or reduced priced lunch FRL eligibility as a proximate measure for economic diversity)

For this measure, an aggregate group of these students who are FRL, IEP and/or ELL is compared to the rest of the students in this school who are not eligible for FRL, do not have an IEP and are not English language learners (ELL).

The combined Math and Reading proficiency is compared for the last three most recent years.

2016 Tested Student Population



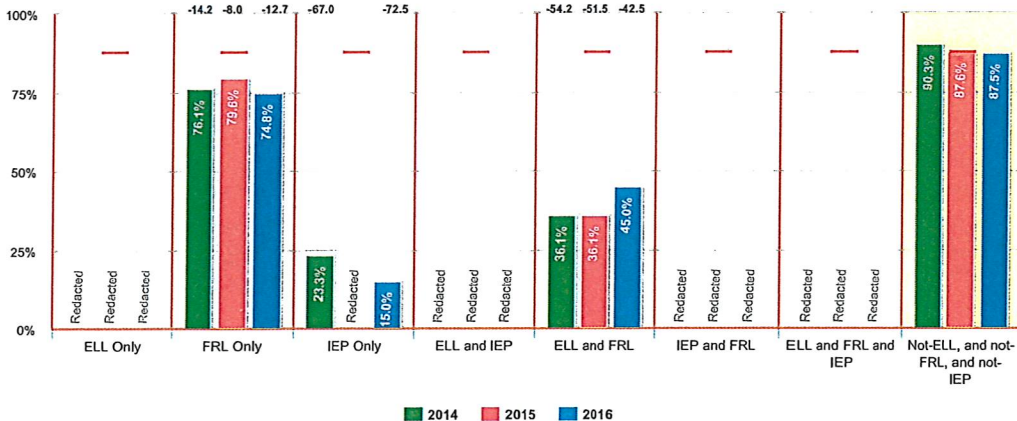
FRL, IEP and ELL	Percentage	Count
ELL Only	0.3%	1
FRL Only	34.5%	121
IEP Only	2.8%	10
ELL and IEP	0.3%	1
ELL and FRL	0.6%	2
IEP and FRL	5.7%	20
Total:	44.2%	155

Non-FRL, IEP and ELL	Percentage	Count
Total:	55.8%	196

Year	Groups	Proficiency Percentage	Achievement Gap	Closing Gap	Average Closing Gap	Closing Gap Score (T-Score)
2016	FRL, IEP and ELL	66.8%	20.7	5.2		
	Not FRL, IEP or ELL	87.5%				
2015	FRL, IEP and ELL	72%	15.5	-9.1	-2	56.2
	Not FRL, IEP or ELL	87.6%				
2014	FRL, IEP and ELL	65.7%	24.6			
	Not FRL, IEP or ELL	90.3%				

Last Three Years: Proficiency Breakdown by Program Group

Subgroups with less than 10 students are intentionally redacted





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08

2016

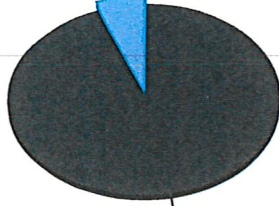
Closing Achievement Gap (Minority students within school comparison)

Is progress being made in closing the achievement gap between minority and white students within this school?

Achievement gap in education refers to the disparity in academic performance between groups of students. Here, the difference in academic achievement is examined by comparing this school's minority student proficiency to that of white students within the school. The aggregate combined Math and Reading proficiency scores of this school's minority students are compared to the aggregate combined Math and Reading proficiency scores of white students.

2016 Tested Student Population

Population of Minority Students to White Students In This School

Minority Students
6.0%

White Students
94.0%

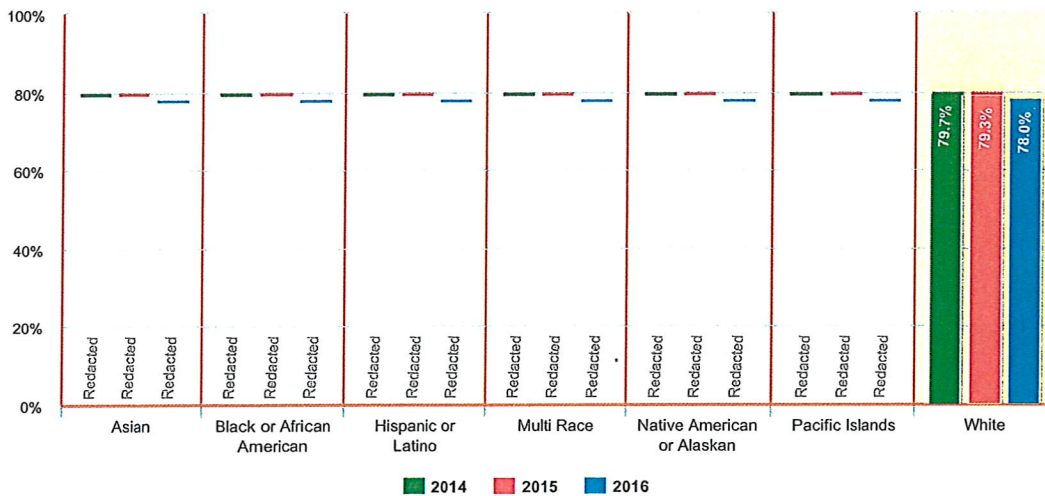
Student Breakdown	Percentage	Count
Asian	2.3%	8
Black or African American	0.6%	2
Hispanic or Latino	1.1%	4
Multi Race	2%	7
Minority Students	6.0%	21

Student Breakdown	Percentage	Count
White	94%	330
White Students	94.0%	330

Year	Groups	Proficiency Percentage	Achievement Gap	Closing Gap	Average Closing Gap	Closing Gap Score (T-Score)
2016	Minority Students	83.3%	-5.3	4	-4.5	60.3
	White Students	78%				
2015	Minority Students	88.6%	-9.3	-13	-4.5	60.3
	White Students	79.3%				
2014	Minority Students	75.9%	3.7			
	White Students	79.7%				

Last Three Years: Proficiency Breakdown by Student Group

Subgroups with less than 10 students are intentionally redacted





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08

2016

Closing Achievement Gap (Minority students to state average)

Is progress being made in closing the achievement gap between this school's minority students and the state average?

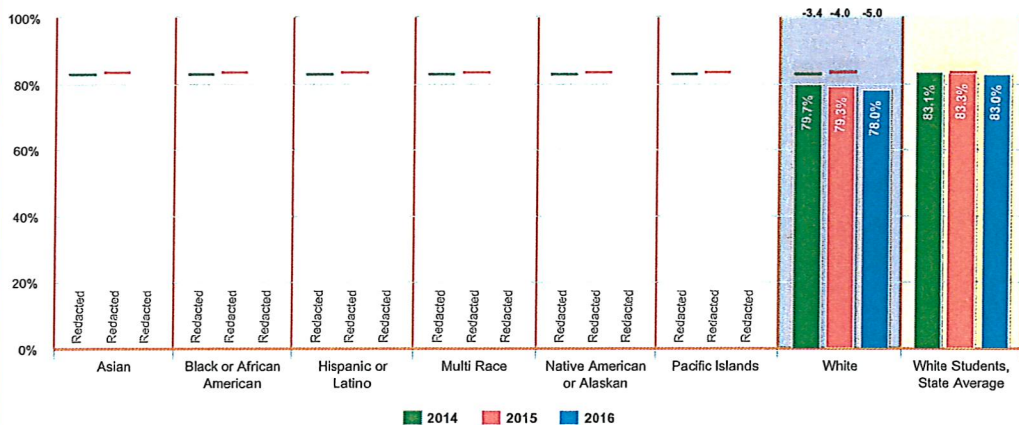
The achievement gap in education refers to the disparity in academic performance between groups of students. Here, the difference in academic achievement is examined by race/ethnicity within this school compared to a statewide target. An aggregate of combined Math and Reading proficiency of the minority students in this school are compared to the statewide Math and Reading proficiency of white students.

Minority Student Breakdown	Percentage	Count
Asian	2.3%	8
Black or African American	0.6%	2
Hispanic or Latino	1.1%	4
Multi Race	2%	7
Total	6.0%	21

Year	Groups	Proficiency Percentage	Achievement Gap	Closing Gap	Average Closing Gap	Closing Gap Score (T-Score)
2016	Minority Students	83.3%	-0.4	4.9		
	State Average	83%				
2015	Minority Students	88.6%	-5.3	-12.4	-3.8	77
	State Average	83.3%				
2014	Minority Students	75.9%	7.1			
	State Average	83.1%				

Last Three Years: Proficiency Breakdown by Student Group

Subgroups with less than 10 students are intentionally redacted



** The proficiency breakdown of White students is not included in the "Minority" yearly aggregates, they are displayed here only to provide broader context



Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08 | Total Students: 392

2016

College and Career Ready Growth

What is the percent of students who are growing each year toward college and career readiness?

Report Card College and Career Ready Growth

Combined Math & Reading

2015 - 2016	52.3%
2016	52.4%
2015	52.2%

2016	
Math	55.5%
Reading	49.4%

2015	
Math	56.6%
Reading	47.8%

College and Career Ready Growth Year-to-Year Comparison

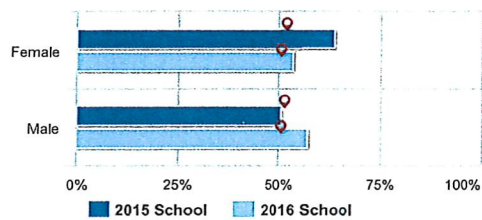
Combined		
2016	52.4%	0.2↑
2015	52.2%	

Math		
2016	55.5%	-1.1↓
2015	56.6%	

Reading		
2016	49.4%	1.6↑
2015	47.8%	

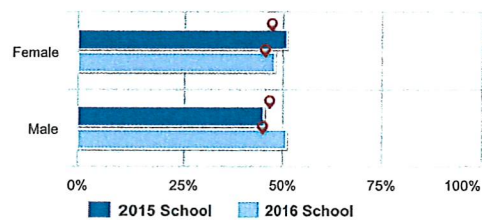
Math by Gender

Subgroups with less than 20 students are intentionally redacted



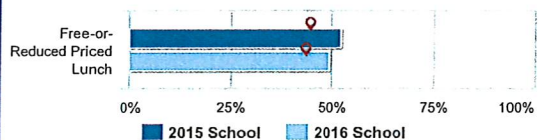
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



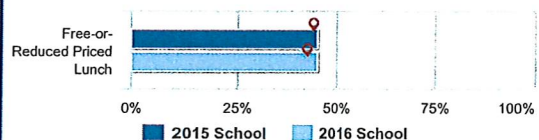
Math by Program

Subgroups with less than 20 students are intentionally redacted



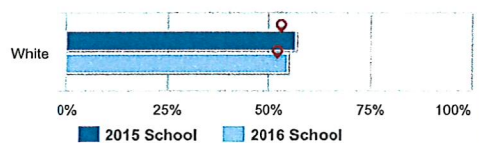
Reading by Program

Subgroups with less than 20 students are intentionally redacted



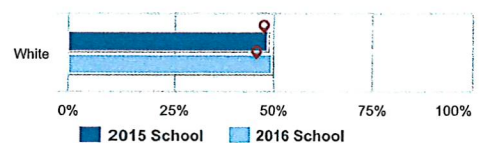
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



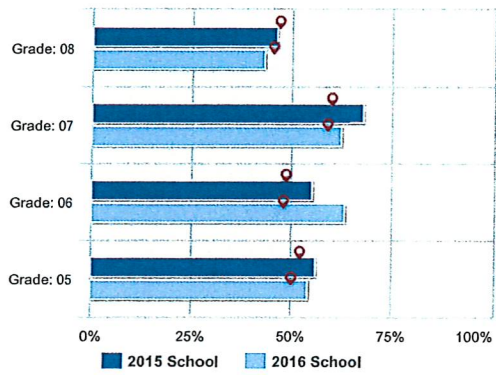
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



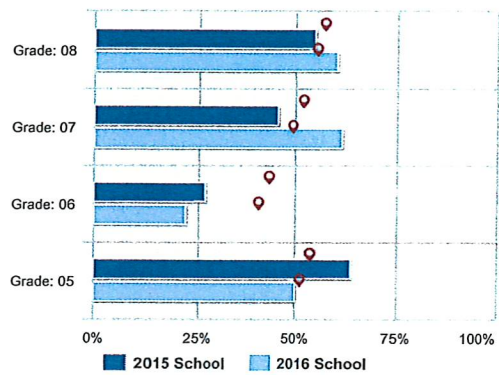
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

Grades: 05, 06, 07, 08 | Total Students: 392

2016

Annual Expected Growth

What is the percent of students achieving a year of academic growth in a year's time?

Report Card Annual Expected Growth

Combined Math & Reading		
2015 - 2016	54.4%	
2016	54%	
2015	54.8%	

2016		
Math	56.6%	
Reading	51.4%	

2015		
Math	57.8%	
Reading	51.9%	

Annual Expected Growth Year-to-Year Comparison

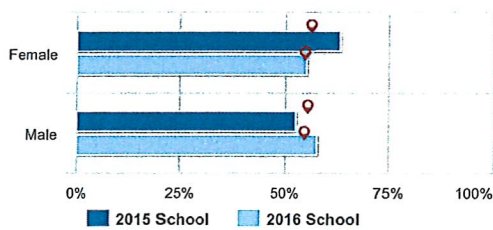
Combined		
2016	54%	
2015	54.8%	-0.8↓

Math		
2016	56.6%	
2015	57.8%	-1.2↓

Reading		
2016	51.4%	
2015	51.9%	-0.5↓

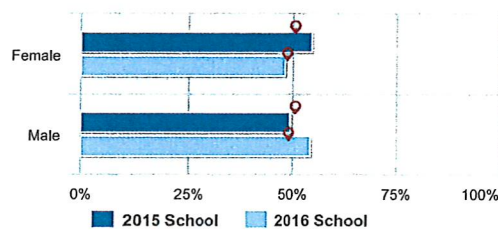
Math by Gender

Subgroups with less than 20 students are intentionally redacted



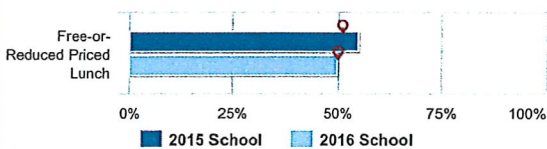
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



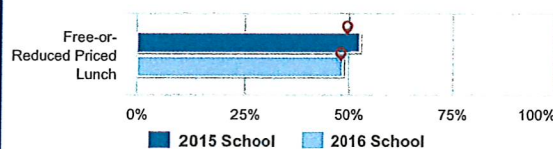
Math by Program

Subgroups with less than 20 students are intentionally redacted



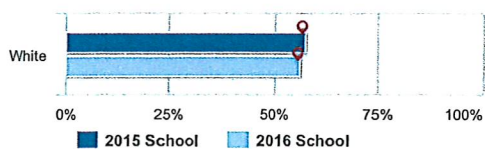
Reading by Program

Subgroups with less than 20 students are intentionally redacted



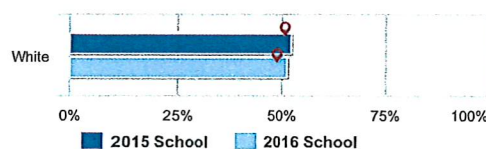
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



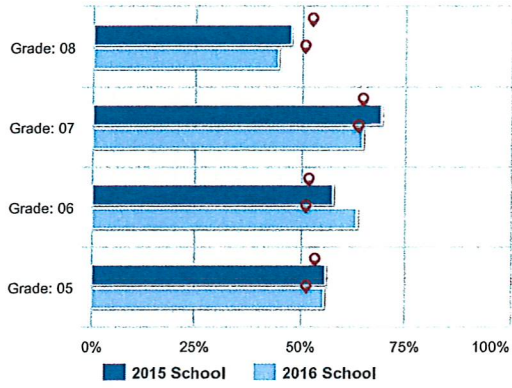
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



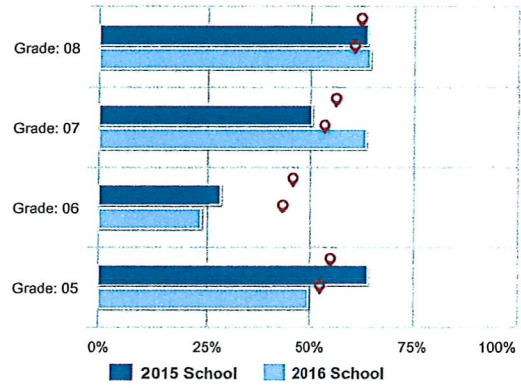
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted



College and Career Ready Growth

What is the percent of students who are growing each year toward college and career readiness? [Search All of Iowa.gov... \(https://www.iowa.gov/search\)](https://www.iowa.gov/search)

Report Card College and Career Ready Growth

Combined Math & Reading

2015 - 2016	52.3%
2016	52.4%
2015	52.2%

2016	
Math	55.6%
Reading	49.4%

2015	
Math	56.6%
Reading	47.8%

College and Career Ready Growth Year-to-Year Comparison

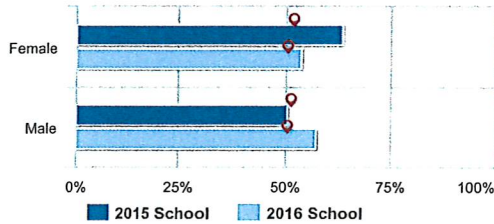
Combined		
2016	52.4%	0.2↑
2015	52.2%	

Math		
2016	55.5%	-1.1↓
2015	56.6%	

Reading		
2016	49.4%	1.6↑
2015	47.8%	

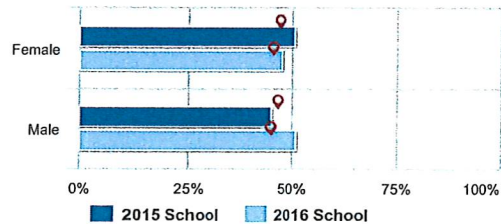
Math by Gender

Subgroups with less than 20 students are intentionally redacted



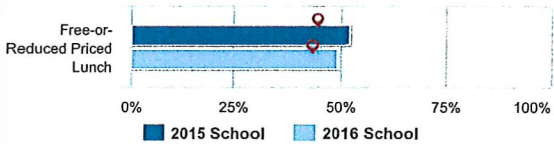
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



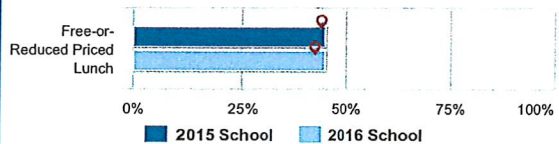
Math by Program

Subgroups with less than 20 students are intentionally redacted



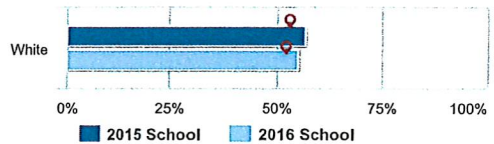
Reading by Program

Subgroups with less than 20 students are intentionally redacted



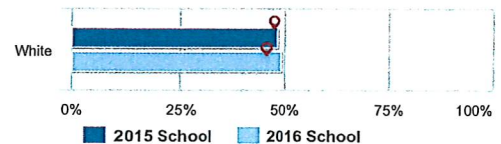
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



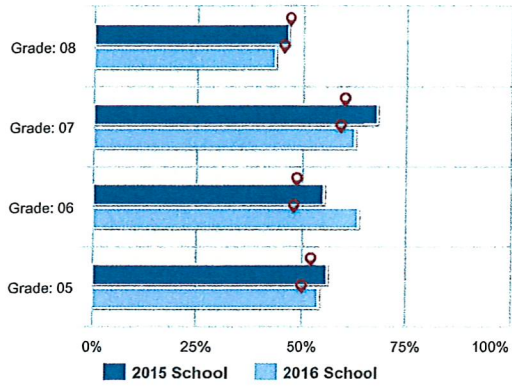
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



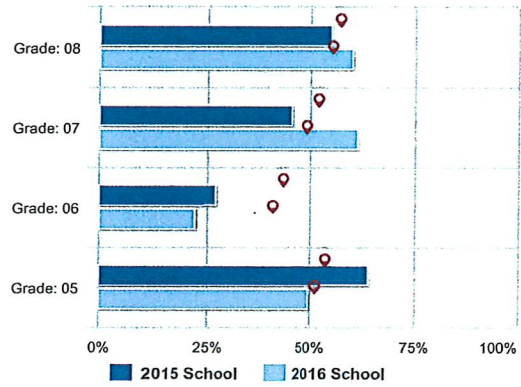
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





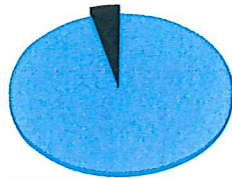
Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

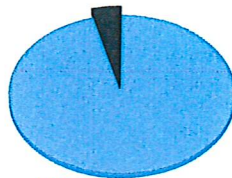
Grades: 05, 06, 07, 08

2016

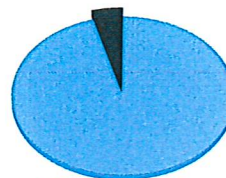
Attendance What is the average daily attendance of students?



95.7%
Academic Years: 2014 and 2015



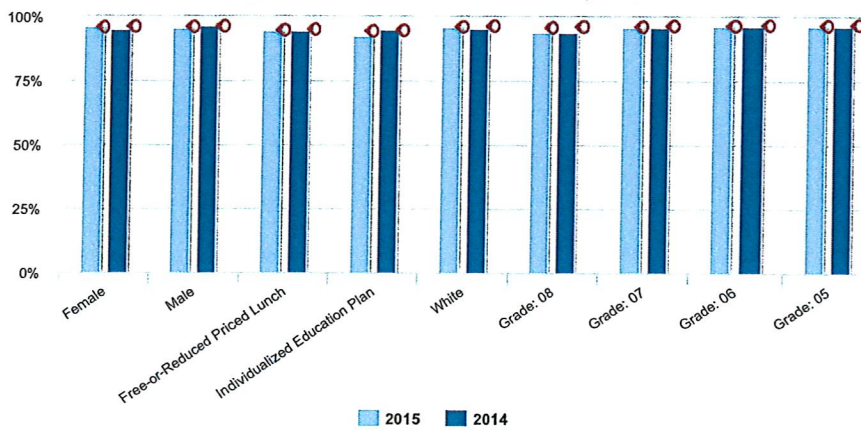
95.8%
Academic Years: 2015



95.6%
Academic Years: 2014

Average Daily Attendance, By Subgroup

Subgroups with less than 20 students are intentionally redacted





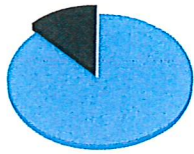
Anamosa Middle School

Grant Wood | Anamosa Community | Middle School

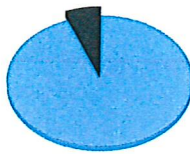
Grades: 05, 06, 07, 08

2016

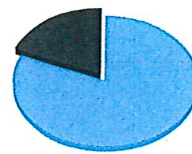
Staff Retention What percentage of licensed staff are retained?



87.7%
Combined Retention for: 2015 and 2016

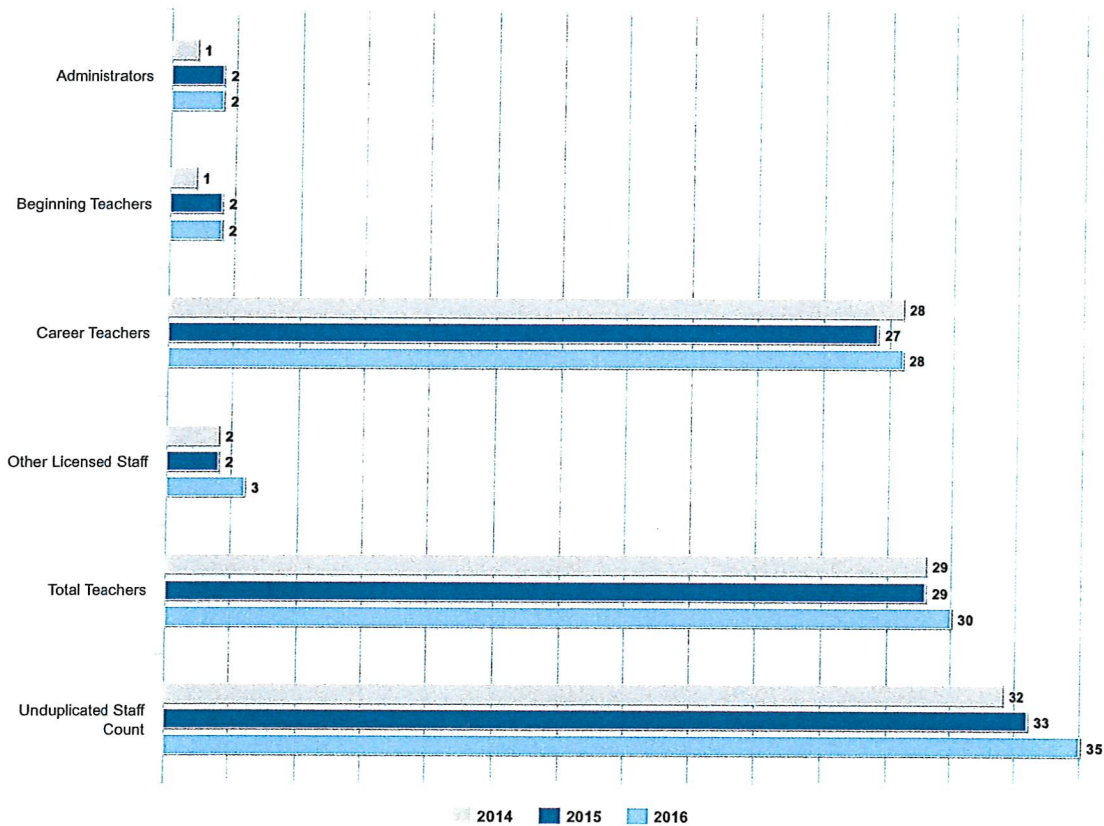


93.9%
Retention for Year: 2016



81.3%
Retention for Year: 2015

Staff Count By Licensed Position





Strawberry Hill

Grant Wood I Anamosa Community I Elementary School

Grades: KG, 01, 02, 03, 04

2016

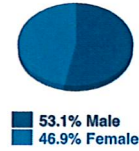
Demographics

Contact information and student counts by sub-group

School Information

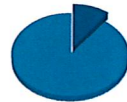
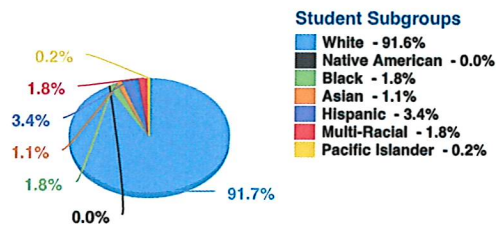
Principal: Val Daily
Address: 203 Hamilton Court
Anamosa, Iowa

Phone: (319) 462-3549
Fax: (319) 462-5317
Email: vdaily@anamosa.k12.ia.us
Website:

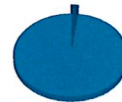


School Demographics

Total Students: 441



10.2%
Individualized Educ
Programs



2.0%
English Language
Learners



52.8%
Free or Reduced
Lunch



Strawberry Hill

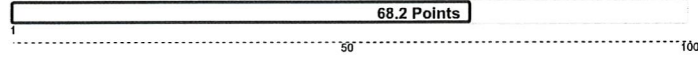
Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04 | Total Students: 444

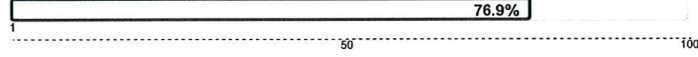
2015

Expand all

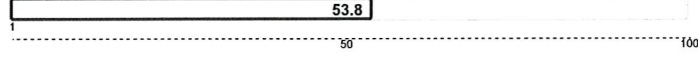
Rank: Commendable



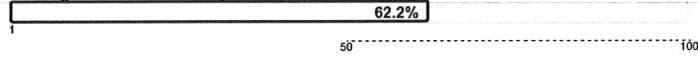
Proficiency



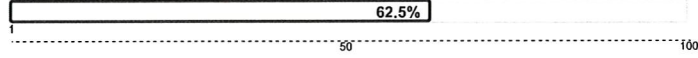
Closing Gap (FRL, IEP, and ELL)



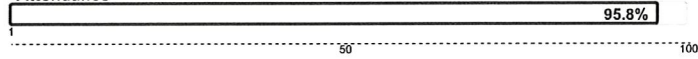
College and Career Ready Growth



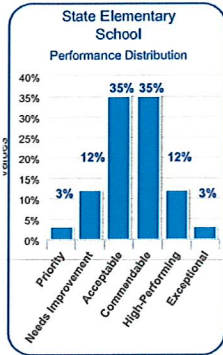
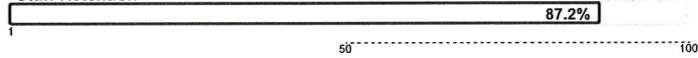
Annual Expected Growth



Attendance



Staff Retention





Strawberry Hill

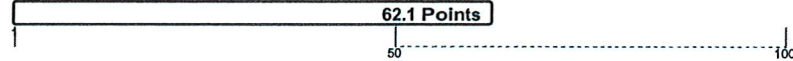
Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04 | Total Students: 441

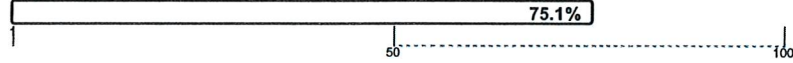
Expand all

2016

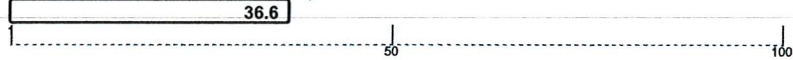
Rank: Acceptable



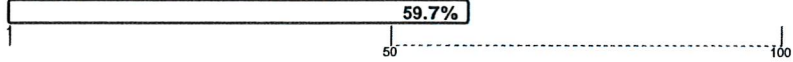
Proficiency



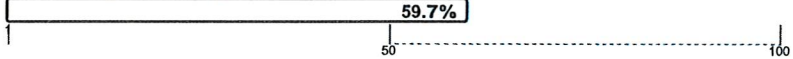
Closing Gap (FRL, IEP, and ELL)



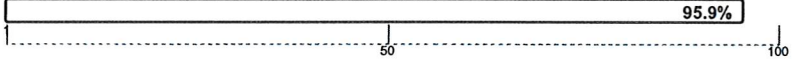
College and Career Ready Growth



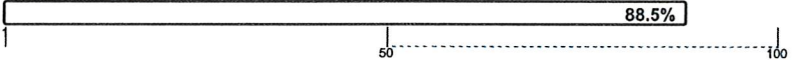
Annual Expected Growth



Attendance

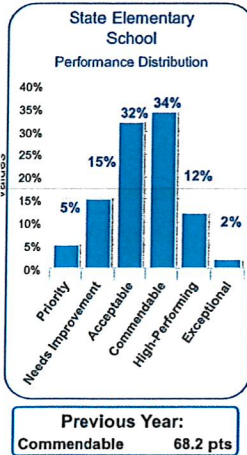
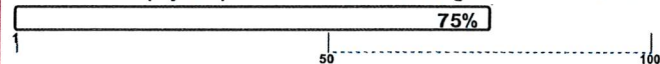


Staff Retention



Parent Involvement Teacher Survey Results

NEW: As this is the first year for this survey, the result data is not included in the school rating calculation. It's displayed to provide additional context and generate discussion and feedback.





Strawberry Hill

Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04 | Total Students: 441

2016

Proficiency

What percent of students meet or exceed proficiency targets?

Report Card Proficiency

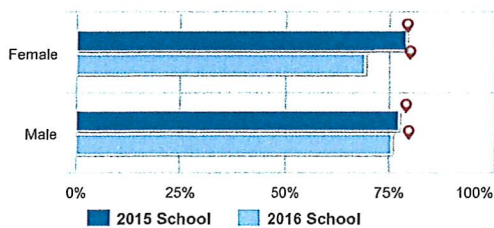
Combined Math & Reading		9
2015 - 2016	75.1%	9
2016	73%	9
2015	77.1%	
2016		
Math	72.7%	9
Reading	73.3%	
2015		
Math	78.1%	9
Reading	76.1%	9

Proficiency Year-to-Year Comparison

Combined		9	
2016	73%	9	-4.1↓
2015	77.1%		
Math			
2016	72.7%	9	-5.4↓
2015	78.1%		
Reading			
2016	73.3%	9	-2.8↓
2015	76.1%		

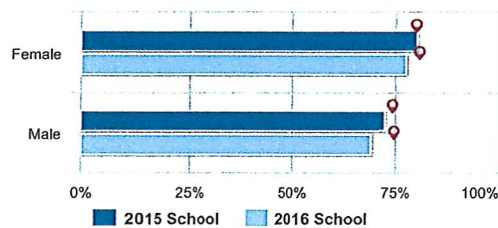
Math by Gender

Subgroups with less than 20 students are intentionally redacted



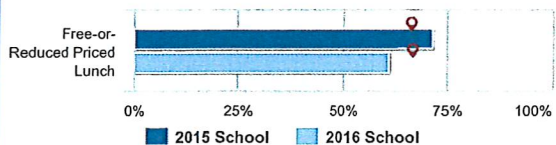
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



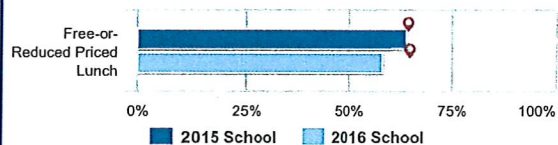
Math by Program

Subgroups with less than 20 students are intentionally redacted



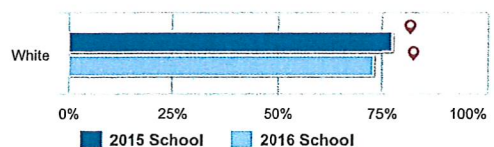
Reading by Program

Subgroups with less than 20 students are intentionally redacted



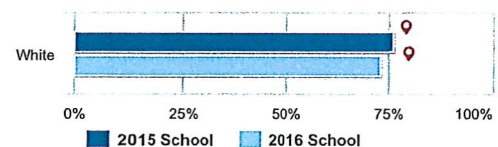
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



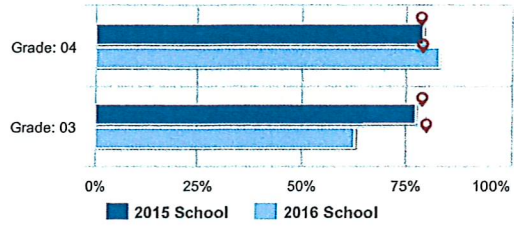
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



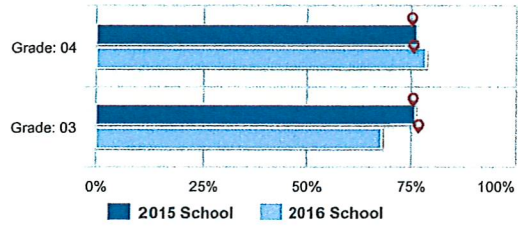
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Strawberry Hill

Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04

Closing Achievement Gap (FRL, IEP and ELL)

Is progress being made in closing the achievement gap between students that traditionally lag in achievement, compared to the rest of the school?

Achievement gap in education refers to the disparity in academic performance between groups of students. Iowa faces significant gaps in achievement for students who are part of these groups:

- individualized education program (IEP)
- students whose first language is not English (ELL)
- students who face economic hardship (Iowa uses free or reduced priced lunch FRL eligibility as a proximate measure for economic diversity)

For this measure, an aggregate group of these students who are **FRL, IEP and/or ELL** is compared to the rest of the students in this school who are not eligible for FRL, do not have an IEP and are not English language learners (ELL).

The combined **Math and Reading** proficiency is compared for the last three most recent years.

2016 Tested Student Population



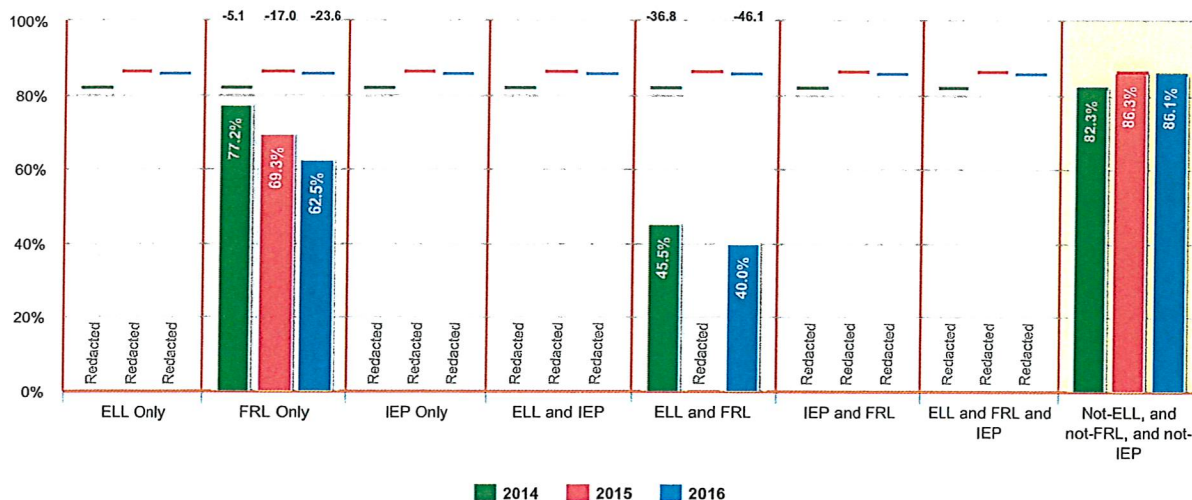
FRL, IEP and ELL	Percentage	Count
FRL Only	40%	60
IEP Only	4%	6
ELL and FRL	1.3%	2
IEP and FRL	6.7%	10
Total:	52.0%	78

Non-FRL, IEP and ELL	Percentage	Count
Not-ELL, and not-FRL, and not- IEP	48%	72
Total:	48.0%	72

Year	Groups	Proficiency Percentage	Achievement Gap	Closing Gap	Average Closing Gap	Closing Gap Score (T-Score)
2016	FRL, IEP and ELL	60.9%	25.2	7.2		
	Not FRL, IEP or ELL	86.1%				
2015	FRL, IEP and ELL	68.2%	18	5	6.1	36.6
	Not FRL, IEP or ELL	86.3%				
2014	FRL, IEP and ELL	69.4%	13			
	Not FRL, IEP or ELL	82.3%				

Last Three Years: Proficiency Breakdown by Program Group

Subgroups with less than 10 students are intentionally redacted





Strawberry Hill

Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04 | Total Students: 441

2016

College and Career Ready Growth

What is the percent of students who are growing each year toward college and career readiness?

Report Card College and Career Ready Growth

Combined Math & Reading

2015 - 2016	59.7%
2016	52%
2015	67.3%

2016

Math	49.3%
Reading	54.7%

2015

Math	68%
Reading	66.7%

College and Career Ready Growth Year-to-Year Comparison

Combined

2016	52%	-15.3↓
2015	67.3%	

Math

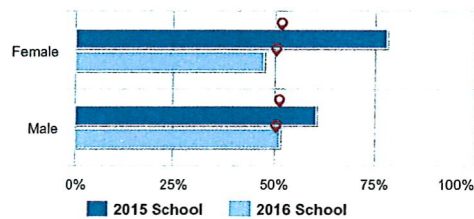
2016	49.3%	-18.7↓
2015	68%	

Reading

2016	54.7%	-12↓
2015	66.7%	

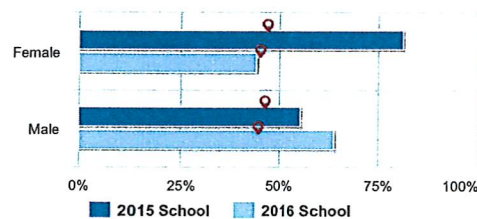
Math by Gender

Subgroups with less than 20 students are intentionally redacted



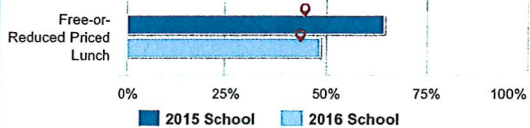
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



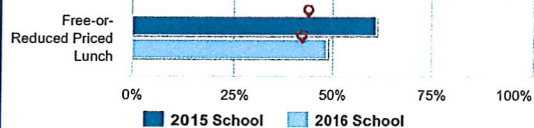
Math by Program

Subgroups with less than 20 students are intentionally redacted



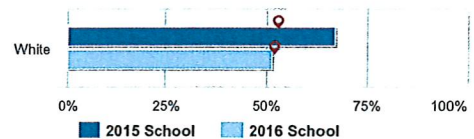
Reading by Program

Subgroups with less than 20 students are intentionally redacted



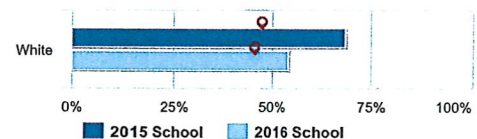
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



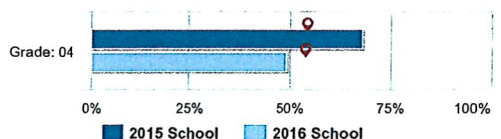
Reading by Ethnicity

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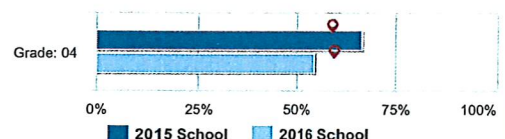
Math by Grade

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Reading by Grade

Subgroups with less than 20 students are intentionally redacted





Strawberry Hill

Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04 | Total Students: 441

2016

Annual Expected Growth

 What is the percent of students achieving a year of academic growth in a year's time?

Report Card Annual Expected Growth

Combined Math & Reading

2015 - 2016	59.7%
2016	52%
2015	67.3%

2016	
Math	49.3%
Reading	54.7%

2015	
Math	68%
Reading	66.7%

Annual Expected Growth Year-to-Year Comparison

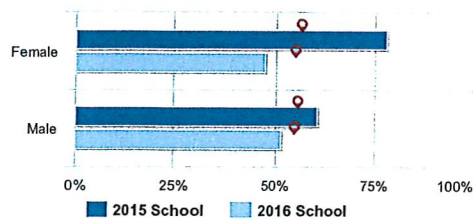
Combined		
2016	52%	-15.3↓
2015	67.3%	

Math		
2016	49.3%	-18.7↓
2015	68%	

Reading		
2016	54.7%	-12↓
2015	66.7%	

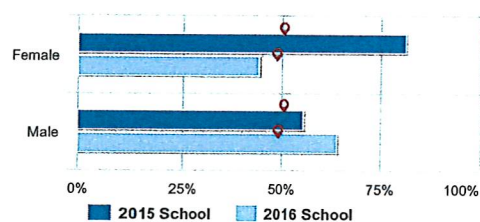
Math by Gender

Subgroups with less than 20 students are intentionally redacted



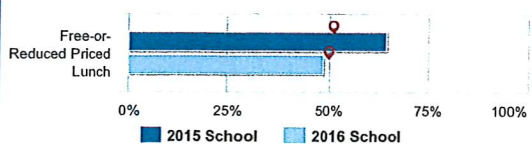
Reading by Gender

Subgroups with less than 20 students are intentionally redacted



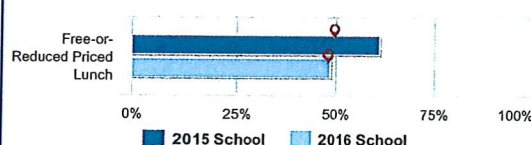
Math by Program

Subgroups with less than 20 students are intentionally redacted



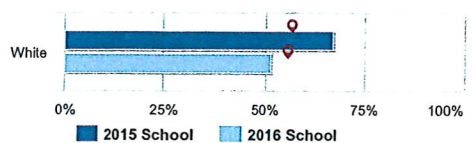
Reading by Program

Subgroups with less than 20 students are intentionally redacted



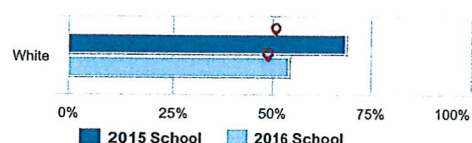
Math by Ethnicity

Subgroups with less than 20 students are intentionally redacted



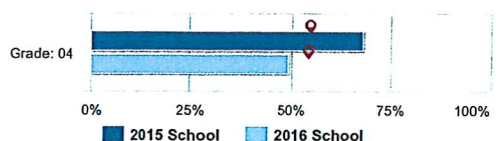
Reading by Ethnicity

Subgroups with less than 20 students are intentionally redacted



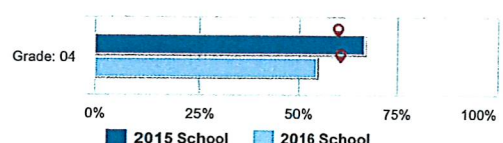
Math by Grade

Subgroups with less than 20 students are intentionally redacted



Reading by Grade

Subgroups with less than 20 students are intentionally redacted





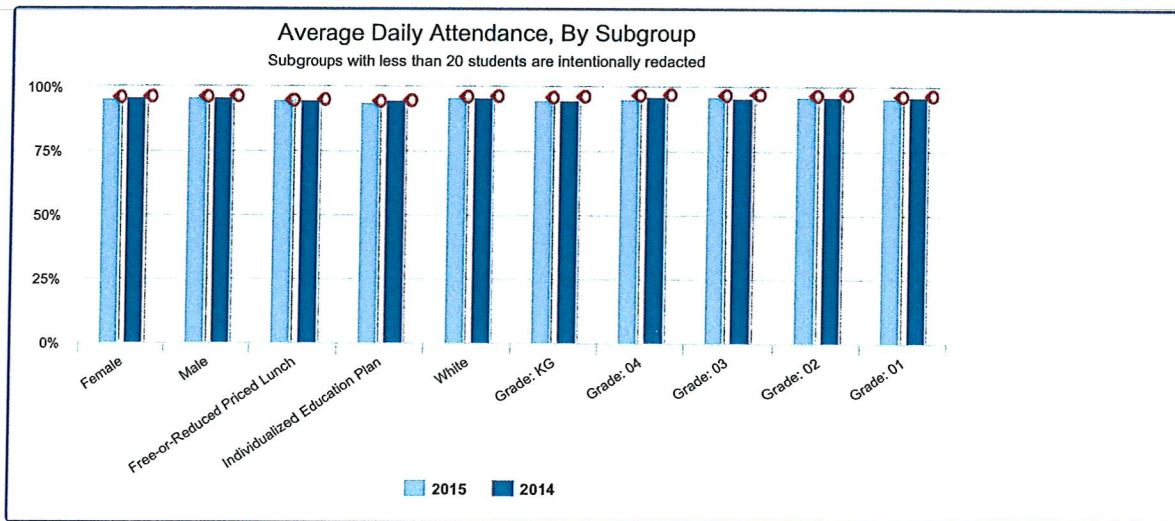
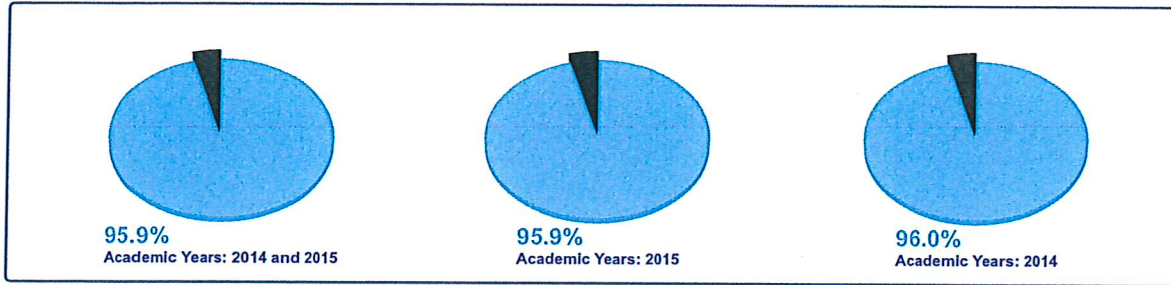
Strawberry Hill

Grant Wood | Anamosa Community | Elementary School

Grades: KG, 01, 02, 03, 04

2016

Attendance What is the average daily attendance of students?





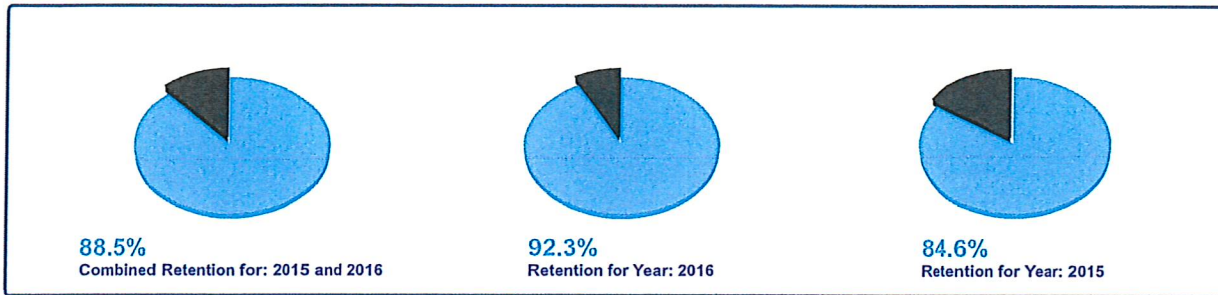
Strawberry Hill

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Grades: KG, 01, 02, 03, 04

2016

Staff Retention What percentage of licensed staff are retained?



Staff Count By Licensed Position

