



Shenandoah CSD

Annual Report 2024

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Annual Progress Report

Shenandoah Community School District is a dynamic PK-12 educational system that includes preschool programs for children ages 3 and 4. The District serves approximately 1200 students from Shenandoah and nearby communities. Committed to academic excellence and holistic development, our dedicated educators foster a love for learning in a safe and inclusive environment. Embracing innovation and community engagement, we empower students to explore their unique talents while cultivating a strong sense of responsibility and respect for others. Together, we are building brighter futures for our students and the entire community.

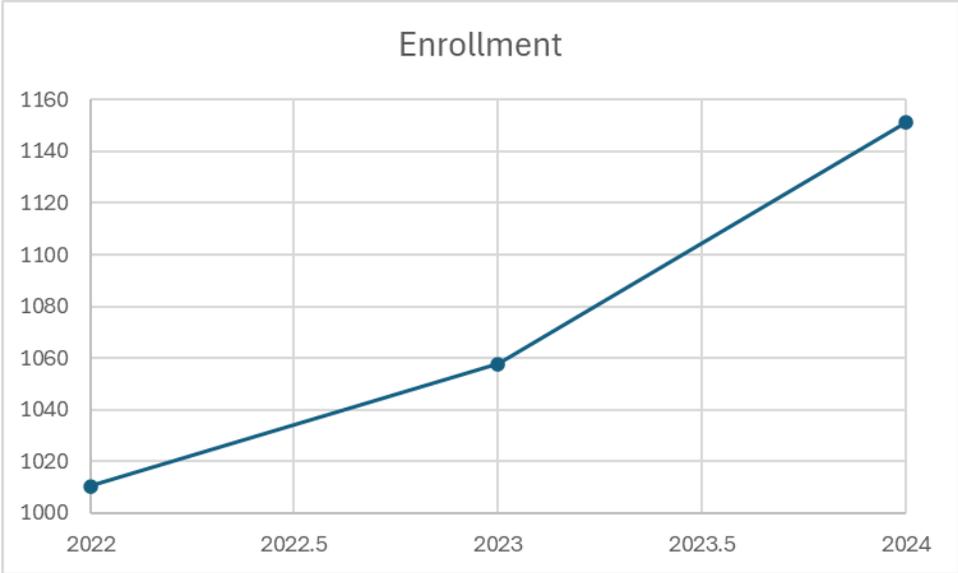
IGNITE Online and Personalized Learning is a fully accredited online & hybrid school that serves K-12 students in alternative education and hybrid students who participate in career technical education. This school is part of the Shenandoah Community School District and is fully accredited by the Iowa Department of Education.

Enrollment Trends

Shenandoah Community School District has experienced tremendous enrollment growth. Over the past three years, enrollment increased by 13.93%. This growth can be largely attributed to the expansion of the IGNITE Online and Personalized Learning School, which allows students to attend school virtually and maximize work-based learning opportunities. The online school started as a response to retaining students in a post-COVID environment and bolstering the district's alternative education. Today, it serves students in 33 districts in Iowa and has an enrollment of over 230 students.

It is fantastic to see the growth, but there are challenges associated. We ask ourselves daily how we can ensure that the work we are doing and the instruction we are providing is highly reliable, effective, and robust. It has caused us to seek feedback from students, staff, and other stakeholders, knowing that if we do this, we will become stronger and serve our students better. As a result, we are increasing our instructional staff and adding a new Online Enrollment and Student Support Specialist to ensure we engage our online students and meet their needs.

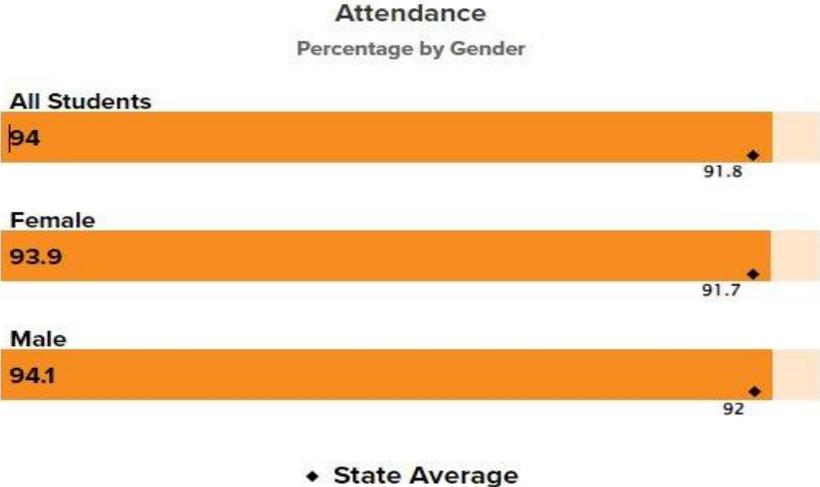
While IGNITE has made a sizable contribution, the district has also reduced the number of students who are open enrolled out of the district by 2.95% this year. This is a positive indicator of the work that is being done in several areas across the district.



Attendance

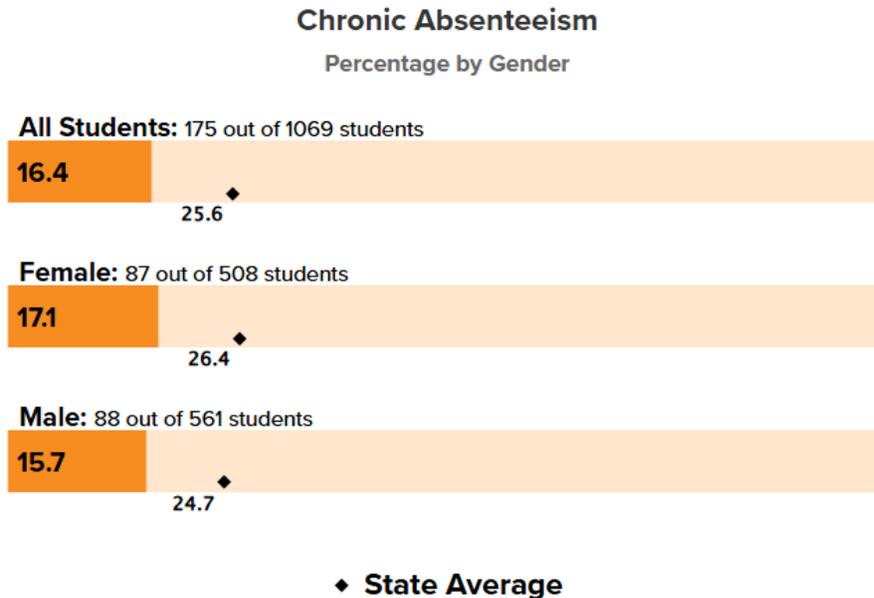
Attendance and chronic absenteeism have become a more serious issue and increasingly important indicator of successful schools. The Iowa Department of Education recently added chronic absenteeism into the weighted formula for how schools are rated on the Iowa School Performance Profile which increased all schools' awareness of just how significant a concern it has become. The district has initiated new policies to address chronic absenteeism that are aligned with the Iowa Department of Education's guidelines for attendance.

The chart below shows students the percentage of daily average attendance in the district compared to the average across the state.



*The chart is reproduced from the Iowa School Performance Profiles website found at <https://www.iaschoolperformance.gov/ECP/Home/Index>

This chart shows the percentage of students in the district considered chronically absent compared to the State.



*The chart is reproduced from the Iowa School Performance Profiles website found at <https://www.iaschoolperformance.gov/ECP/Home/Index>

Graduation and Dropout Rate

The district has a 97.73% 4-year graduation rate and 98.8% 5-year graduation rate. In comparison, the State 4-year graduation rate is 89.86% and the 5-year graduation rate is 92.51%. The dropout rate for the district is 1.38%, which is a strong indicator of a successful comprehensive high school program.

Iowa School Performance Profiles

The Iowa School Performance Profiles are the Iowa Department of Education's public rating system for Iowa Schools. The district has traditionally rated well on these measures. IGNITE was identified as a priority school. The staff participated in the state ESSA differentiated accountability support through GHAEA to develop an improvement plan for the school. The plan focuses on providing more personal contact, additional intervention support and reducing class sizes by adding staff to the program.

You can read more about the ratings and the measures that are used to determine the ratings on [this site](#).

Name	Grades Served	Comprehensive Status	Targeted Status	ESSA Support Year	Overall Score/Rating
IGNITE Online & Personalized Learning	Other 04, 06, 07, 08, 09, 10, 11, 12	Not-Met	Targeted	Targeted Year 1	42.89 Priority
Shenandoah Elementary School	Elementary KG, 01, 02, 03, 04	Met	Met	No Support Required	61.09 High Performing
Shenandoah High School	High 09, 10, 11, 12	Met	Met	No Support Required	61.26 High Performing
Shenandoah Middle School	Middle 05, 06, 07, 08	Met	Met	No Support Required	51.27 Acceptable

*The chart is reproduced from the Iowa School Performance Profiles website found at <https://www.iaschoolperformance.gov/ECP/Home/Index>

Other Indicators: US News and World Reports

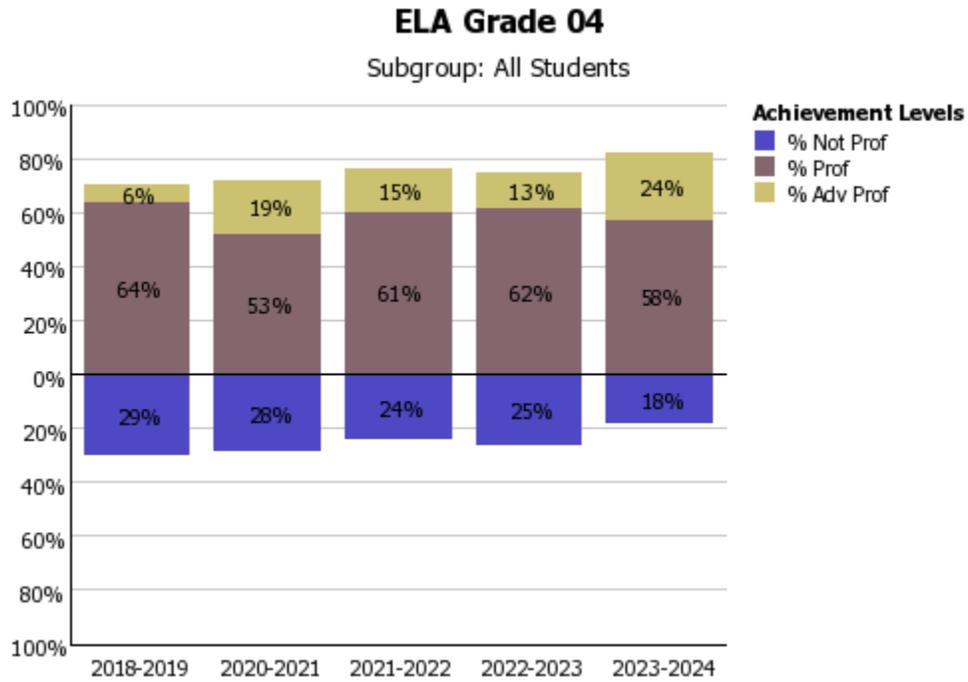
US News and World Reports use a separate set of criteria to evaluate schools. It is based more on the overall percentage of students who are proficient in academic subjects whereas the Iowa School Performance Profiles have traditionally been focused on growth.

Shenandoah High School and Shenandoah Middle School were both named as BEST High Schools and Middle Schools in Iowa.



Academic Achievement Data

The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

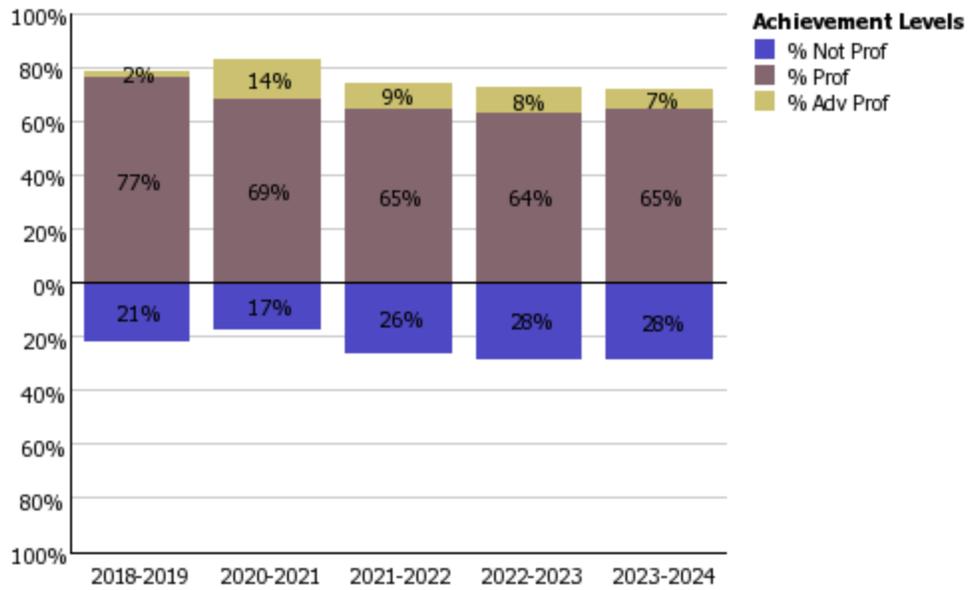
4th Grade Results

ELA, by Grade and Subgroup			2023-2024 ELA (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
4	All Students	All Students	13	18%	43	58%	18	24%
	Gender	Male	7	15%	29	62%	11	23%
		Female	6	22%	14	52%	7	26%
	Race/Ethnicity	Asian	1	50%	0	0%	1	50%
		Black or African American	NA	NA	NA	NA	NA	NA
		Hispanic / Latino	1	50%	1	50%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	1	50%	0	0%	1	50%
		White	10	15%	42	62%	16	24%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
	FRL	FRL	6	15%	29	72%	5	12%
		Non-FRL	7	21%	14	41%	13	38%
	IEP	IEP	7	41%	9	53%	1	6%
		Non-IEP	6	11%	34	60%	17	30%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

ELA Grade 08

Subgroup: All Students



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

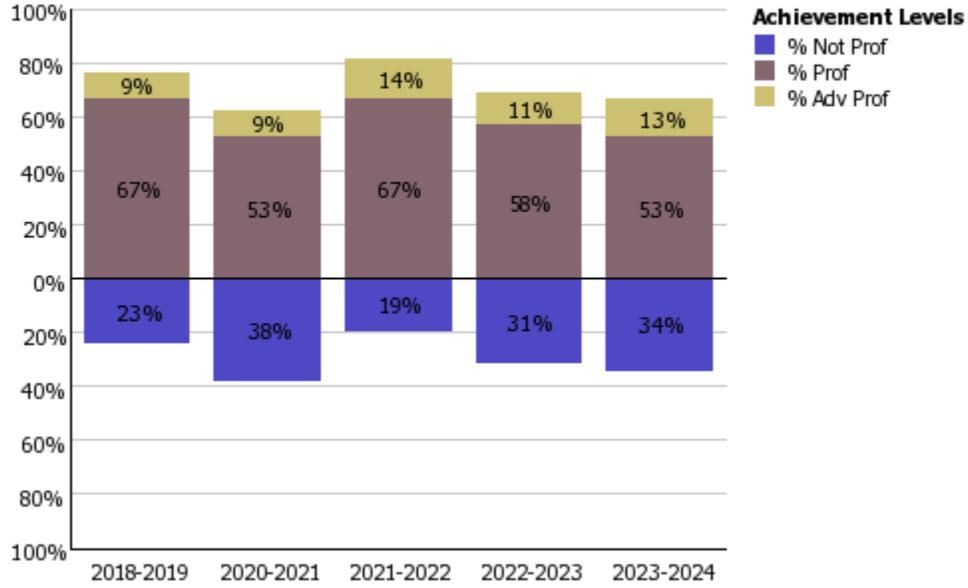
8th Grade Results

ELA, by Grade and Subgroup			2023-2024 ELA (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
8	All Students	All Students	26	28%	60	65%	6	7%
	Gender	Male	18	40%	22	49%	5	11%
		Female	8	17%	38	81%	1	2%
	Race/Ethnicity	Asian	NA	NA	NA	NA	NA	NA
		Black or African American	1	100%	0	0%	0	0%
		Hispanic / Latino	2	67%	1	33%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	0	0%	3	100%	0	0%
		White	23	27%	56	66%	6	7%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
		FRL	FRL	17	36%	28	60%	2
		Non-FRL	9	20%	32	71%	4	9%
	IEP	IEP	11	73%	4	27%	0	0%
		Non-IEP	15	19%	56	73%	6	8%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

ELA Grade 11

Subgroup: All Students



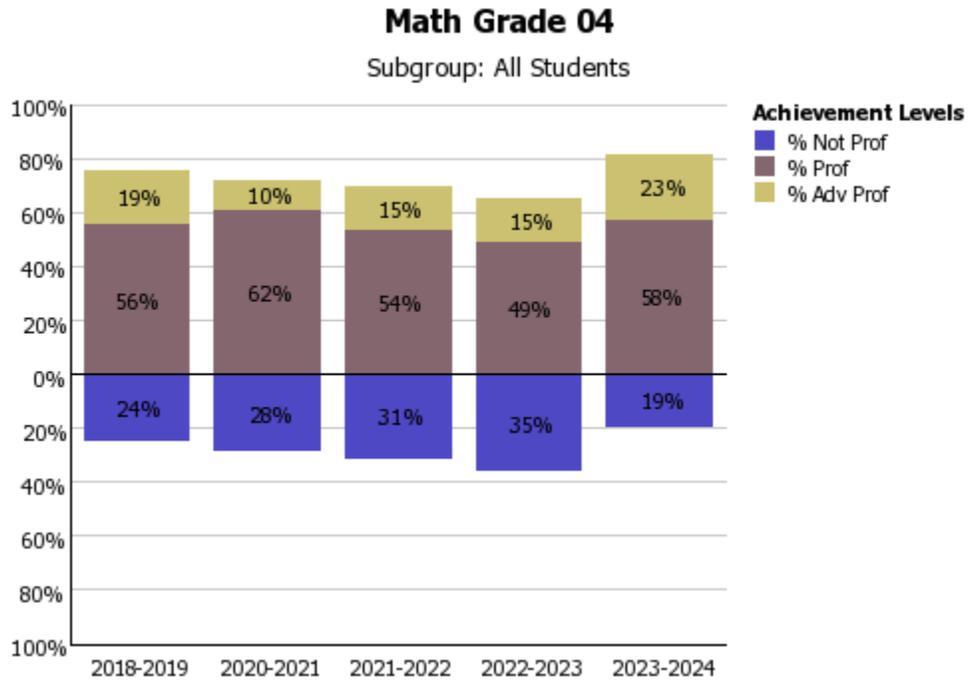
*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

11th Grade Results

ELA, by Grade and Subgroup			2023-2024 ELA (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
11	All Students	All Students	34	34%	54	53%	13	13%
	Gender	Male	19	42%	21	47%	5	11%
		Female	15	27%	33	59%	8	14%
	Race/Ethnicity	Asian	NA	NA	NA	NA	NA	NA
		Black or African American	0	0%	1	100%	0	0%
		Hispanic / Latino	0	0%	2	67%	1	33%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	2	67%	1	33%	0	0%
		White	31	33%	50	54%	12	13%
		American Indian or Alaska Native	1	100%	0	0%	0	0%
	FRL	FRL	18	35%	27	52%	7	13%
		Non-FRL	16	33%	27	55%	6	12%
	IEP	IEP	1	50%	1	50%	0	0%
		Non-IEP	33	33%	53	54%	13	13%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher mathematics status using at least three achievement levels and for gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

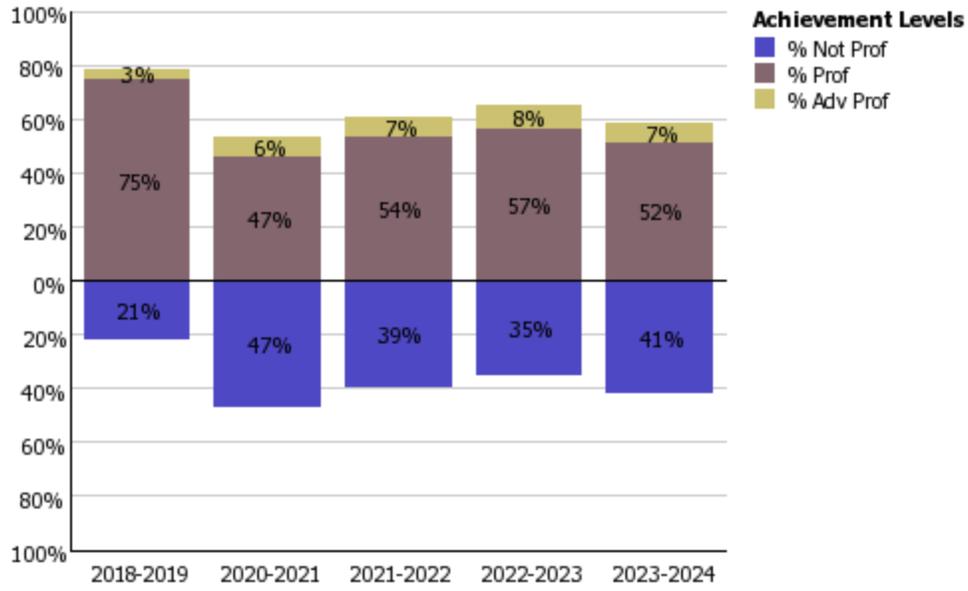
4th Grade Results

Math, by Grade and Subgroup			2023-2024 (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
4	All Students	All Students	14	19%	43	58%	17	23%
	Gender	Male	7	15%	27	57%	13	28%
		Female	7	26%	16	59%	4	15%
	Race/Ethnicity	Asian	1	50%	0	0%	1	50%
		Black or African American	NA	NA	NA	NA	NA	NA
		Hispanic / Latino	1	50%	1	50%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	0	0%	1	50%	1	50%
		White	12	18%	41	60%	15	22%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
	FRL	FRL	8	20%	24	60%	8	20%
		Non-FRL	6	18%	19	56%	9	26%
	IEP	IEP	6	35%	10	59%	1	6%
		Non-IEP	8	14%	33	58%	16	28%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

Math Grade 08

Subgroup: All Students



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

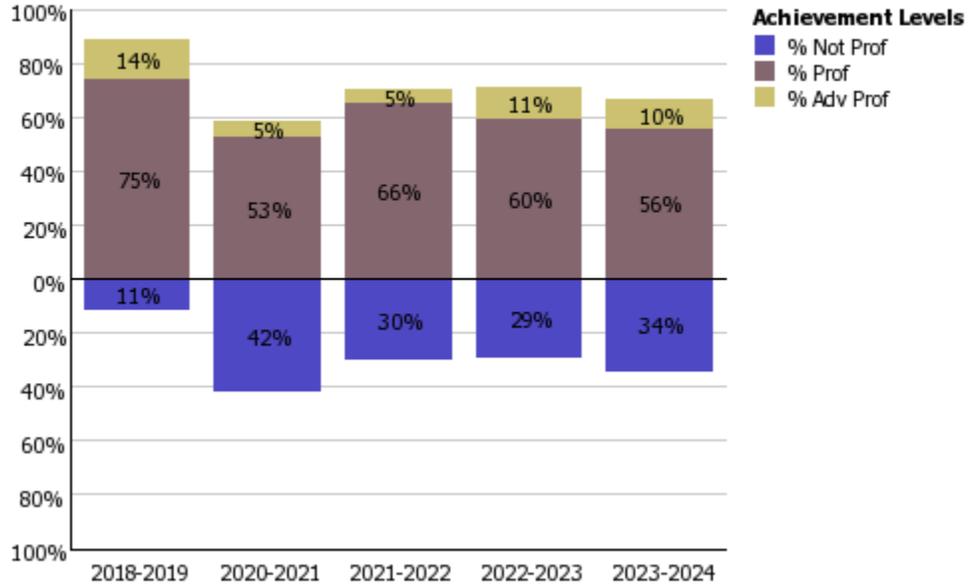
8th Grade Results

Math, by Grade and Subgroup			2023-2024 (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
8	All Students	All Students	38	41%	48	52%	6	7%
	Gender	Male	23	51%	18	40%	4	9%
		Female	15	32%	30	64%	2	4%
	Race/Ethnicity	Asian	NA	NA	NA	NA	NA	NA
		Black or African American	1	100%	0	0%	0	0%
		Hispanic / Latino	3	100%	0	0%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	2	67%	1	33%	0	0%
		White	32	38%	47	55%	6	7%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
	FRL	FRL	26	55%	20	43%	1	2%
		Non-FRL	12	27%	28	62%	5	11%
	IEP	IEP	11	73%	4	27%	0	0%
		Non-IEP	27	35%	44	57%	6	8%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

Math Grade 11

Subgroup: All Students



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

11th Grade Results

Math, by Grade and Subgroup			2023-2024 (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
11	All Students	All Students	34	34%	57	56%	10	10%
	Gender	Male	18	40%	21	47%	6	13%
		Female	16	29%	36	64%	4	7%
	Race/Ethnicity	Asian	NA	NA	NA	NA	NA	NA
		Black or African American	0	0%	1	100%	0	0%
		Hispanic / Latino	0	0%	1	33%	2	67%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	1	33%	2	67%	0	0%
		White	32	34%	53	57%	8	9%
	FRL	American Indian or Alaska Native	1	100%	0	0%	0	0%
		FRL	20	38%	25	48%	7	13%
	IEP	Non-FRL	14	29%	32	65%	3	6%
		IEP	2	100%	0	0%	0	0%
		Non-IEP	32	32%	57	58%	10	10%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

The percentage of all eighth and tenth grade students achieving proficient or higher science status using at least three achievement levels.

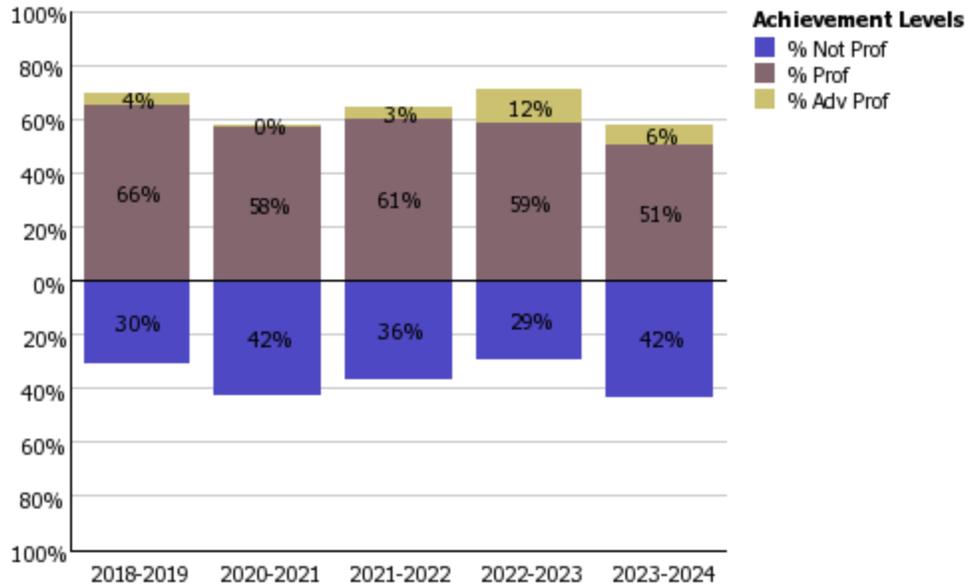
8th Grade Results

Science, by Grade and Subgroup			2023-2024 (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
8	All Students	All Students	30	33%	57	62%	5	5%
	Gender	Male	18	40%	22	49%	5	11%
		Female	12	26%	35	74%	0	0%
	Race/Ethnicity	Asian	NA	NA	NA	NA	NA	NA
		Black or African American	1	100%	0	0%	0	0%
		Hispanic / Latino	2	67%	1	33%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	0	0%	3	100%	0	0%
		White	27	32%	53	62%	5	6%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
	FRL	FRL	19	40%	26	55%	2	4%
		Non-FRL	11	24%	31	69%	3	7%
	IEP	IEP	10	67%	4	27%	1	7%
		Non-IEP	20	26%	53	69%	4	5%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

Science Grade 10

Subgroup: All Students



*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

10th Grade Results

Science, by Grade and Subgroup			2023-2024 (ISASP)					
			Not/Yet Proficient		Proficient		Advanced	
			#	%	#	%	#	%
10	All Students	All Students	47	42%	57	51%	7	6%
	Gender	Male	23	41%	30	54%	3	5%
		Female	24	44%	27	49%	4	7%
	Race/Ethnicity	Asian	0	0%	0	0%	1	100%
		Black or African American	NA	NA	NA	NA	NA	NA
		Hispanic / Latino	4	80%	1	20%	0	0%
		Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA
		Two or more	1	50%	1	50%	0	0%
		White	42	41%	55	53%	6	6%
		American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
		FRL	FRL	24	44%	29	53%	2
		Non-FRL	23	41%	28	50%	5	9%
	IEP	IEP	8	89%	1	11%	0	0%
		Non-IEP	39	38%	56	55%	7	7%

*The chart is reproduced from the EdInsight website found on the Iowa Portal website found at <https://portal.ed.iowa.gov/iowalandingpage/landing.aspx>

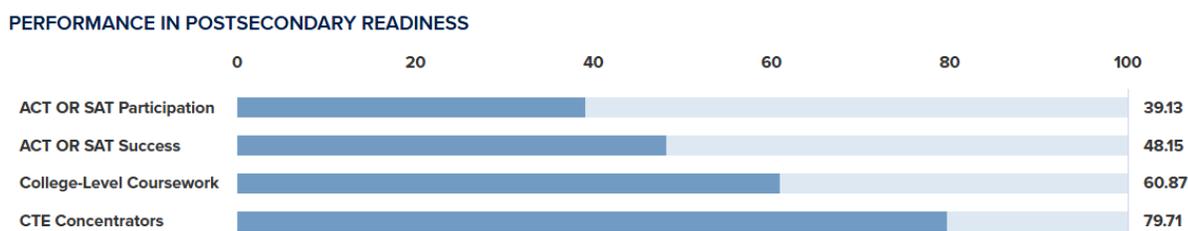
The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law.

The dropout rate for the district is 1.38%, which is a strong indicator of a successful comprehensive high school program. The number of students who dropped out of school is too small to provide disaggregated data as it would easily identify the individual students.

The percentage of high school seniors who intend to pursue postsecondary education/training.

According to the [Iowa Postsecondary Readiness Reports](#), 66% of students who graduate from the district intend to pursue postsecondary education.

The percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a postsecondary institution.



*The chart is reproduced from the Iowa School Performance Profiles website found at <https://www.iaschoolperformance.gov/ECP/Home/Index>

The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science, and social studies.

The district has a 97.73% 4-year graduation rate and 98.8% 5-year graduation rate. In comparison, the State 4-year graduation rate is 89.86% and the 5-year graduation rate is 92.51%.

Areas of Focus

Science of Reading

The district is focused on continuing to increase student achievement in reading, specifically in grades kindergarten through sixth grade. Professional learning time for staff who teach reading has been focused on the Science of Reading and LETRS training. The Science of Reading is not a set of instructional materials, but an evidence-based approach to teaching reading that includes five central components including phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. The staff is participating in the LETRS training provided by the Iowa Department of Education.

Provide Ongoing Job Embedded Professional Learning for New and Established Staff Members

The district has developed a highly effective teacher leadership model using full-time instructional coaches and mentor teachers. The Instructional Coaches and mentor teachers provide training, model instructional practices, conduct in class observations, provide feedback, and coach new and established staff members at varying stages of their career. They also focus on ensuring District initiatives are implemented with fidelity.

Increase Personal Contact and Intervention for Students Participating in IGNITE

The district participated in the ESSA Differentiated Accountability Support through GHAEA to develop an improvement plan for the Online school. The plan focuses on providing more personal contact, additional intervention support and reducing class sizes by adding staff to the program.

Non-Discrimination Notice

It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this related to this policy, please contact the district's Equity Coordinator: Aaron Burdorf, 601, Dr. Creighton Cir., Shenandoah, IA 51601, (712) 246-2520, burdorfa@shencsd.com.

References & Sources of Data

Iowa School Performance Profiles

<https://www.iaschoolperformance.gov/ECP/Home/Index>

Iowa Post Secondary Readiness Reports

<https://reports.educateiowa.gov/PostSecondaryReadiness/home/highSchoolDashboard>

US News & World Reports

<https://www.usnews.com/education/best-high-schools/rankings-overview>