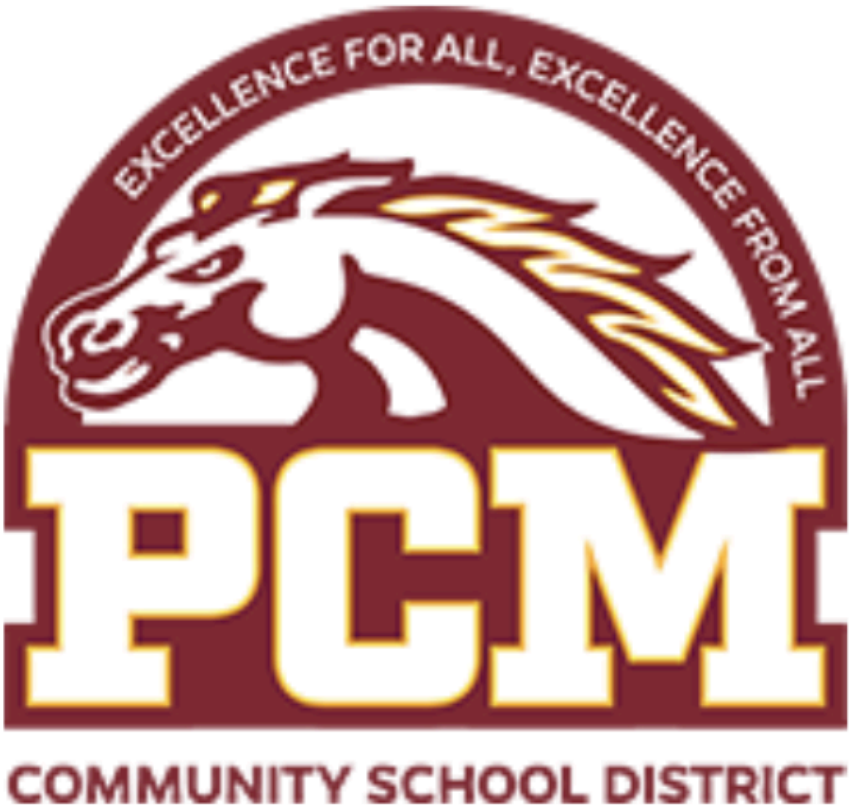

PCM Community Schools

Annual Academic Report

2024-2025

"Excellence for All, Excellence from All"

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Introduction:

The PCM School District is proud to present the Annual Academic Report for the 2024/25 school year. This document will contain definitions of assessments used along with building and district performance data from multiple measures. The purpose of this report is to provide all stakeholders with accurate, clear and timely information regarding our students' academic performance.

Assessment Definitions and Information

1.) **FastBridge (Grades K-12):** This series of screenings offer an assessment of curriculum based measures and a wide range of skills focused on Literacy, Math, and Social and Emotional Behavior. These screeners adopt a "what the student needs right now" approach to identify the next steps staff and students need to take in order to achieve grade level proficiency.

a.) Literacy Screeners through FastBridge

i.) Early Reading (K-1) *This screener is an indicator of student reading development. It is designed to assess reading skills that predict successful reading connected text. There are 13 total subtests, not all of them are used at once. All subtests are organized to be given to generate a composite score for each student.*

ii.) Curriculum Based Measurement (CBMr)(1-6): *This screener is intended to check students' reading performance at least three times/year (Fall, Winter, Spring). This assessment is an oral reading of a grade level passage three times and the average of accuracy and fluency are calculated into a composite score. CBMR provides different scores for each passage.*

iii.) Adaptive Reading (aReading) (2-12): *The aReading screener is an adaptive reading assessment that is designed to assess and monitor students' reading skills, including comprehension, fluency, and vocabulary. aReading adapts the difficulty of questions in real-time based on student responses, providing an accurate measurement of their reading abilities. This assessment is an efficient procedure for screening students' broad reading abilities. aReading is administered three times/year.*

b.) Math Screeners through FastBridge

i.) earlyMath (K-1): *This screener is an indicator of student math development. It is designed to assess initial math skills that predict later mathematical performance. Subtests are organized to be given together to generate a composite score for each student.*

ii.) Adaptive Math (aMath) (2-12): *aMath is an adaptive math assessment that is designed to assess and monitor students' math skills and abilities. Similar to aReading, aMath adapts the difficulty of questions in real-time based on student responses, providing a precise measurement of their math proficiency. aMath is administered three times/year.*

2.) **Iowa Statewide Assessment of Student Progress (ISASP) (Grades 3-11)**

a.) ISASP (3-11): *The Iowa Statewide Assessment of Student Progress (ISASP) is the state assessment that our department of education requires annually. All assessments are developed for the state of Iowa and aligned with grade-specific Iowa Core standards. Assessments are administered each spring in the following subjects and grade levels:*

i.) Math: Grades 3-11

ii.) ELA (Includes Reading and Writing): Grades 3-11

iii.) Science: Grades 5, 8, and 10

3.) myIGDIs (PK)

a.) myIGDIs: myIGDIs is an individual growth and development indicator for early literacy. Specifically, this screener is given to preschool students to determine the student's skills in picture reading, rhyming, sound identification and alliteration.

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FastBridge Data

2024/25 PCM Elementary FastBridge Literacy Data

PCM ELEMENTARY REPORTED DATA	**Literacy:** earlyReading/CBMr**		**Literacy:** aReading	
	Stud. Proficient / Total Students	Percent Proficient	Stud.Proficient / Total Students	Percent Proficient
Kindergarten	ME: 55/62	**89%**		
1st Grade	ME: 43/63	**68%**		
2nd Grade	ME: 40/60	**66%**	ME: 51/61	**84%**
3rd Grade	PCE: 52/69	**75%**	PCE: 41/66	**63%**
4th Grade	PCE: 60/95	**63%**	PCE: 58/95	**61%**
5th Grade	PCE: 41/70	**59%**	PCE: 34/70	**48%**
Overall Building Proficiency	**PCE:** 153/234	**65%**	**PCE:** 133/231	**58%**
	ME: 138/185	**75%**	**ME:** 51/61	**84%**

* Percentages represent the percentages of students who were at benchmark for the 2024/25 spring screening window.

**This is the elementaries reported assessment. Public schools must designate a literacy/math test to report to the state.

***To see like-cohorts to compare grade-levels please go to page 7-8

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2024/25 PCM Elementary FastBridge Math Data

PCM ELEMENTARY REPORTED DATA	**Math:** earlyMath/aMath**	
	Stud. Proficient / Total Students	Percent Proficient
Kindergarten	ME: 52/60	**87%**
1st Grade	ME: 43/64	**67%**
2nd Grade	ME: 47/60	**78%**
3rd Grade	PCE: 51/69	**74%**
4th Grade	PCE: 67/95	**70%**
5th Grade	PCE: 36/70	**52%**
Overall Building Proficiency	**PCE: 154/234**	**66%**
	ME: 142/184	**77%**

* Percentages represent the percentages of students who were at benchmark for the 2024/25 spring screening window.

**This is the elementaries reported assessment. Public schools must designate a literacy/math test to report to the state.

***To see like-cohorts to compare grade-levels please go to page 7-8

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2024/25 PCM Middle School FastBridge Literacy Data

PCM Middle School and High School REPORTED DATA	**Literacy:** aReading	
	Stud.Proficient/Total Students	Percent Proficient
6th Grade	59/81	**73%**
7th Grade	53/72	**74%**
8th Grade	43/79	**55%**
Overall Building Proficiency	**Middle School:** 155/232	**67%**

2024/25 PCM Middle School FastBridge Math Data

PCM Middle School and High School REPORTED DATA	**Math:** aMath	
	Stud.Proficient/Total Students	Percent Proficient
6th Grade	64/81	**79%**
7th Grade	50/70	**72%**
8th Grade	44/79	**56%**
Overall Building Proficiency	**Middle School:** 158/230	**69%**

* Percentages represent the percentages of students who were at benchmark for the 2024/25 spring screening window.

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Elementary (Combined) CBMr FastBridge 6-year Proficiency Trend

Literacy: CBMr	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1st Grade	70%	69%	55%	60%	75%	68%
2nd Grade	66%	64%	59%	56%	67%	66%
3rd Grade	65%	55%	69%	67%	55%	75%
4th Grade	66%	51%	75%	83%	64%	63%
5th Grade	56%	68%	78%	60%	59%	59%

*Proficiencies based on Spring Testing other than 2019/20 is Winter due to Covid

**To follow the same students through the years go across the table diagonally

District aReading FastBridge 7-year Proficiency Trend

Literacy: aReading	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
2nd Grade*	60%	74%	70%	63%	65%	67%	84%
3rd Grade*	85%	69%	81%	78%	64%	54%	63%
4th Grade*	65%	72%	66%	79%	76%	61%	61%
5th Grade*	69%	67%	74%	69%	75%	75%	48%
6th Grade	64%	78%	64%	77%	59%	78%	73%
7th Grade	69%	71%	78%	66%	73%	62%	74%
8th Grade	82%	63%	64%	66%	58%	70%	55%

*Combined elementary data

**Proficiencies based on Spring Testing other than 19/20 (winter due to Covid)

***To follow the same students through the years go across the table diagonally

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District aMath FastBridge 6-year Proficiency Trend

Math: aMath	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
2nd Grade*	87%	87%	86%	85%	75%	85%	78%
3rd Grade*	65%	85%	76%	82%	82%	64%	74%
4th Grade*	49%	71%	56%	70%	87%	71%	70%
5th Grade*	30%	62%	65%	52%	74%	90%	52%
6th Grade	58%	61%	51%	63%	51%	70%	79%
7th Grade	68%	69%	59%	59%	67%	57%	72%
8th Grade	73%	61%	64%	73%	63%	64%	56%

*Combined elementary data

**Proficiencies based on Spring Testing other than 19/20 (winter due to Covid)

***To follow the same students through the years go across the table diagonally

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ISASP Data

PCM District Overview 2024-25 ISASP Proficiency

Grade Level	ELA	Math	Science
3rd Grade	73.91%	84.06%	
4th Grade	73.96%	73.96%	
5th Grade	71.01%	60.87%	68.57%
Building Proficiency:	**PCE: 73.08%**	**PCE: 73.08%**	**68.57%**
6th Grade	80%	77.5%	
7th Grade	91.55%	84.51%	
8th Grade	81.48%	72.84%	56.79%
Building Proficiency:	**84.05%**	**78.02%**	**56.79%**
9th Grade	80.23%	68.6%	
10th Grade	78.82%	58.82%	70.59%
11th Grade	83.72%	82.56%	
Building Proficiency:	**80.93%**	**70.04%**	**70.59%**

**Percentage based on number of students who were proficient vs how many students tested in each grade level.*

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ISASP PCM School District Overview Data: Trends

District 5-Year Trend: ELA ISASP					
Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25
3rd	ME: 56% PCE: 75%	ME: 77% PCE: 74%	ME: 39% PCE: 78%	ME: 42% PCE: 70%	**74%**
4th	ME: 61% PCE 90%	ME: 84% PCE: 90%	93%	75%	**74%**
5th	ME: 72% PCE: 74%	ME: 53% PCE: 72%	74%	73%	**71%**
6th	64%	69%	65%	92%	**80%**
7th	74%	76%	87%	83%	**92%**
8th	78%	89%	77%	89%	**81%**
9th	81%	80%	82%	81%	**80%**
10th	84%	86%	81%	83%	**79%**
11th	83%	85%	78%	68%	**84%**

District 5-Year Trend: Math ISASP					
Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25
3rd	ME: 78% PCE 89%	ME: 90% PCE 94%	ME: 69% PCE 86%	ME: 56% PCE: 73%	**84%**
4th	ME: 53% PCE: 67%	ME: 47% PCE: 79%	95%	84%	**74%**
5th	ME: 53% PCE 64%	ME:30% PCE:66%	79%	79%	**61%**
6th	58%	58%	53%	76%	**78%**
7th	58%	56%	78%	64%	**85%**
8th	76%	81%	71%	74%	**73%**
9th	63%	58%	64%	65%	**69%**
10th	54%	62%	74%	75%	**59%**
11th	64%	72%	79%	70%	**83%**

**By including 5-years worth of scores you can track the grade cohort growth by working diagonally down the chart (ie. 3rd grade 20-21 score could be compared to 4th grade's 21-22 score to see growth within the cohort)*

District 3-Year Trend: Science Data ***Different Classes of Students**					
Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25
5th Grade	**58%**	**52%**	**77%**	**77%**	**69%**
8th Grade	**66%**	**77%**	**76%**	**71%**	**57%**
10th Grade	**69%**	**61%**	**61%**	**72%**	**71%**

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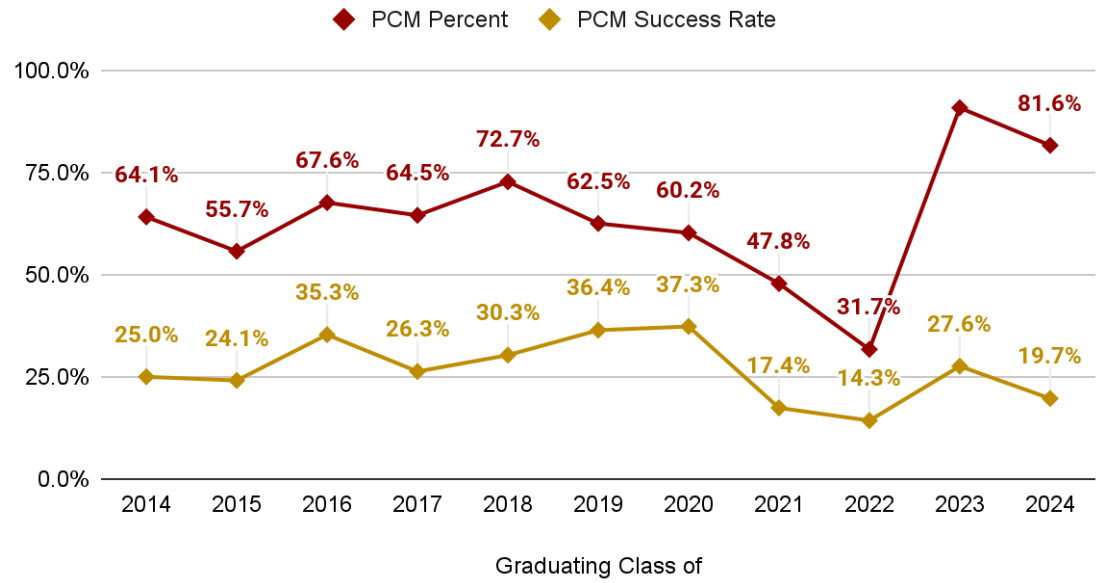
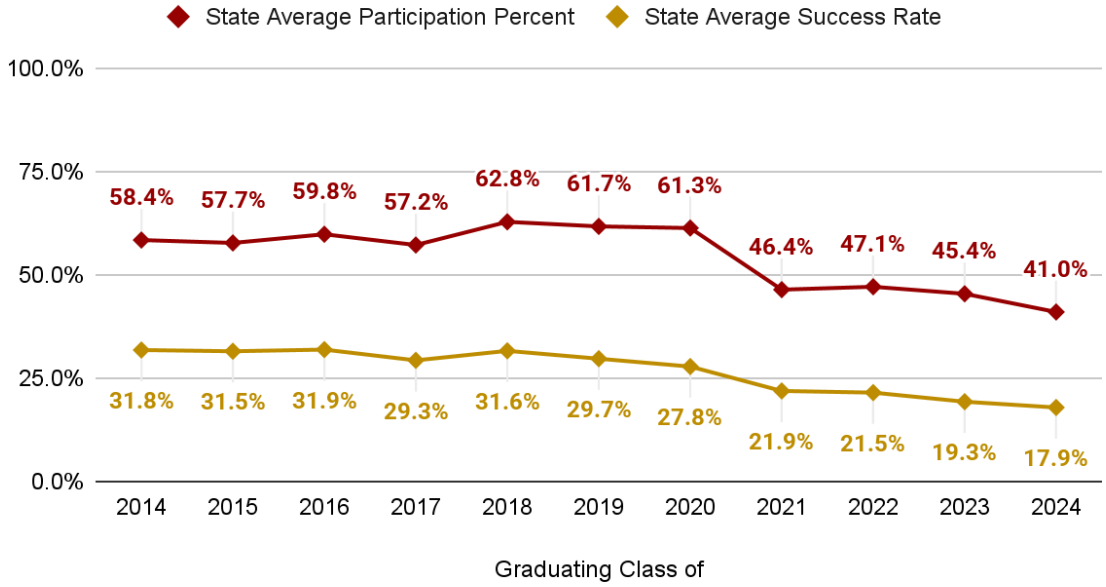
Postsecondary Indicators

PCM High School ACT Participation/Success Rate



**ACT Success is determined by the percent of students who scored at least a 22 on the ACT*
***The denominator for each measure in the chart is all high school graduates in the selected group*

State Average ACT Participation/Success Rate



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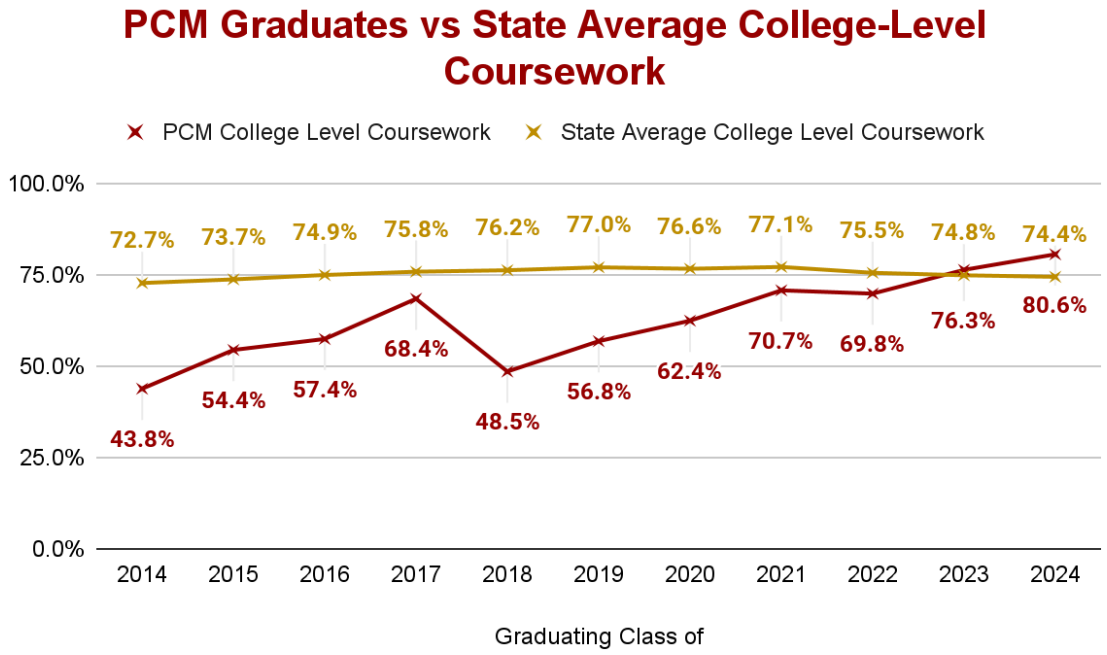
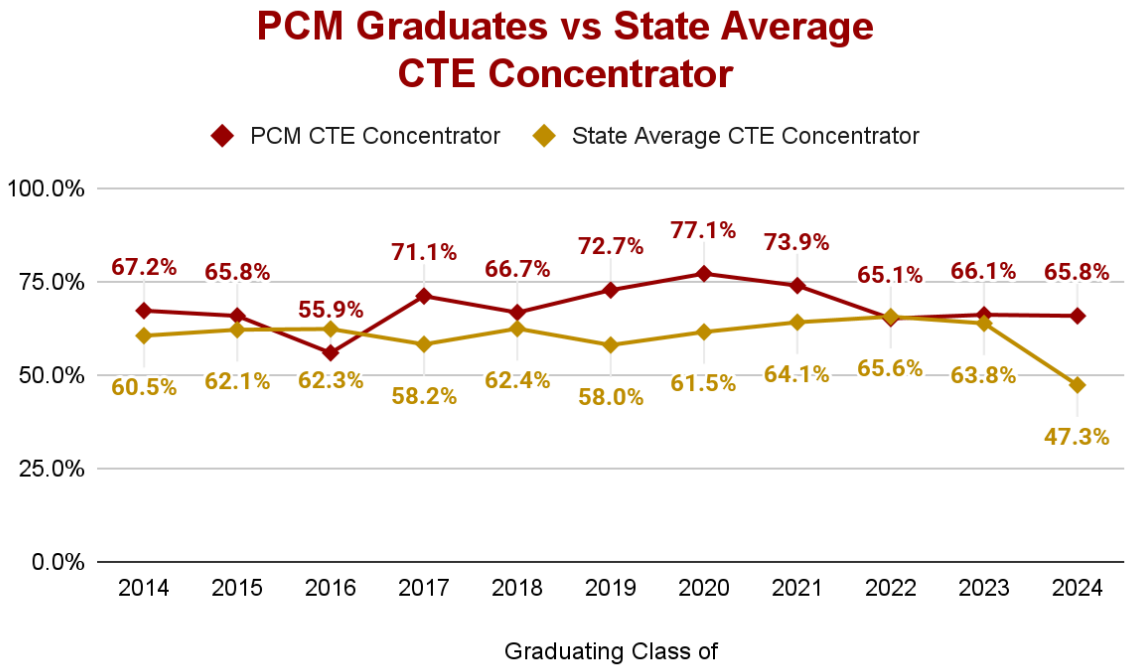
Postsecondary Indicators



*College-Level Coursework: Percent of graduates who took at least one college-level course



*CTE Concentrator: Percent of graduates who took at least 1.5 or more Carnegie units of CTE Coursework while in High School (2.0 or more units for 2024 Graduates).

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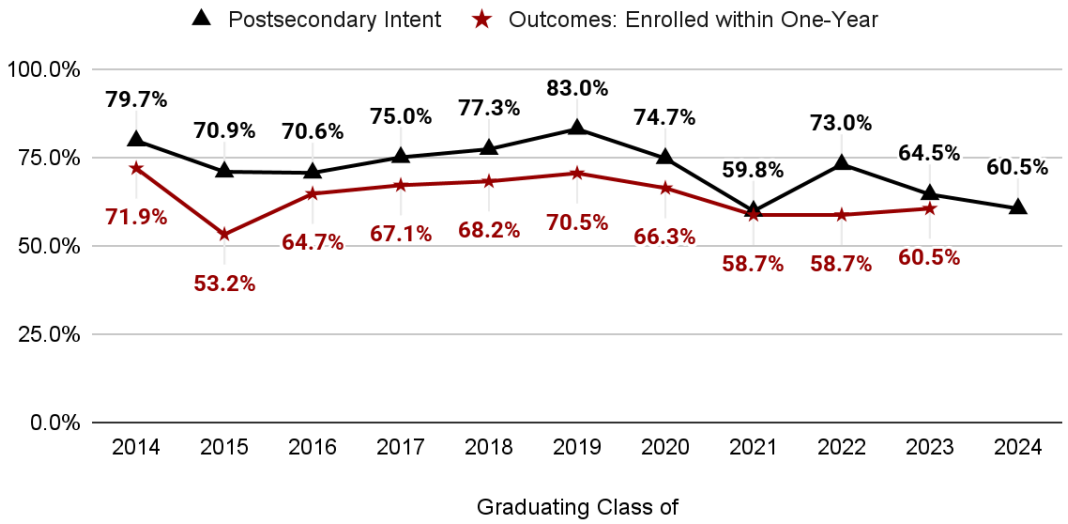
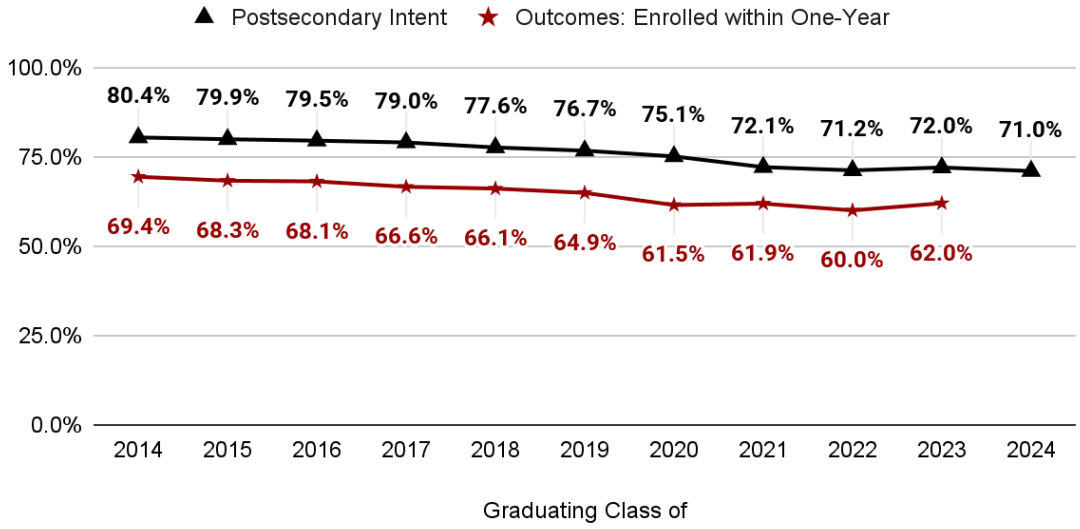
Postsecondary Indicators

PCM High School Postsecondary Intent/Enrollment within One-Year



State Average Postsecondary Intent/Enrollment within One-Year



**Postsecondary Intent is percent of graduates who planned to enroll in postsecondary education or training*

**Outcomes: Enrolled Within One-Year: Percent of students who enrolled in postsecondary education within 1-year following graduation.*

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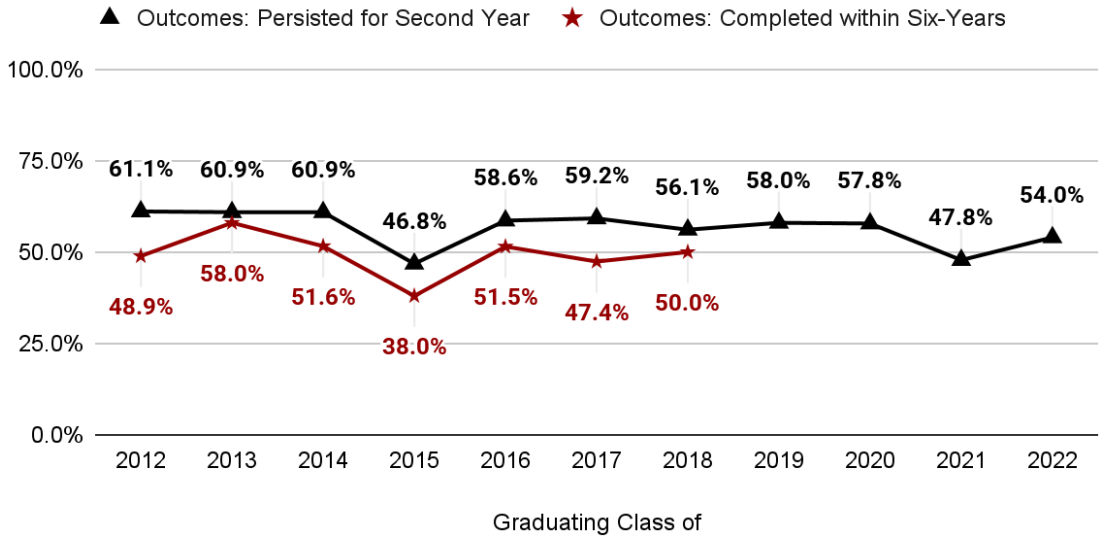
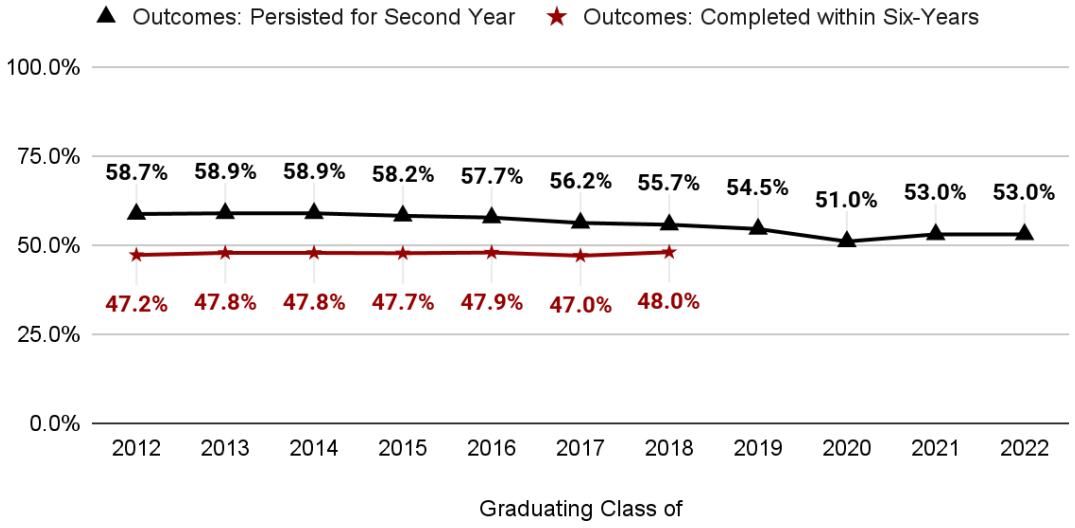
Postsecondary Indicators

PCM High School Persistence for Second-Year and Completion Data



State Average Persistence for Second-Year and Completion Data



**Persisted for Second Year: Percent of graduates who enrolled within 1-year AND either enrolled for their 2nd year or earned a degree/award.*

**Completed within Six Years: Percent of students who earned a postsecondary degree or award within 6-years after graduation.*

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PCM School District Graduation Rates

4-Year Graduation Rate Trend			5-Year Graduation Rate Trend		
Graduating Class	PCM	State Avg.	Graduating Class	PCM	State Avg.
2018	98.48%	91.41%	2017	98.65%	93.31%
2019	94.56%	91.55%	2018	98.48%	93.50%
2020	97.56%	91.81%	2019	96.74%	93.79%
2021	96.81%	90.15%	2020	97.56%	93.51%
2022	96.88%	89.86%	2021	97.87%	92.51%
2023	90.24%	87.46%	2022	98.44%	89.65%
2024	90.12%	88.27%	2023	91.46%	89.88%

***** *4-year graduation rate represents the percentage of students who completed high school on-time within 4 years.*

**5-year graduation rate shows the percent of students who needed an additional year to complete high school*

PCM Chronic Absenteeism Overview

	Monroe Elementary	Prairie City Elementary	PCM Middle School	PCM High School
PCM 2024-25 Percent of Students Chronically Absent	**N/A**	**7.41%**	**9.88%**	**8.94%**
State Average 2024-25 Percent of Students Chronically Absent **15.81%**				

**Chronic Absenteeism show the percentage of students who missed 10% or more school days for any reason, excused or unexcused.*

***Due to new law the way this was calculated changed for the current year, with that there is no prior data to compare.*

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Iowa School Report Card Designations: Overall Performance

Iowa school report cards often assign an overall performance rating or grade to each school. This rating is based on a combination of factors, such as student proficiency in key subjects (like math and reading), student growth over time, and other performance indicators. Below is how each school building has performed within these indicators over the past 5 years. The ratings are from highest rating at the top (Exceptional) to the lowest at the bottom (Priority/Comprehensive).

Rating Category
Exceptional
High Performing
Commendable
Acceptable
Needs Improvement
Priority/Comprehensive

Overall Performance Rating						
Reporting year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Monroe Elem.	Needs Improvement		Acceptable	Needs Improvement	Acceptable	**Needs Improvement****
Prairie City Elem.	Needs Improvement		Commendable	Commendable	Acceptable	**Needs Impovement**
PCM Middle School	Acceptable		Acceptable	Commendable	Commendable	**Commendable**
PCM High School	Commendable		Commendable	Commendable	Commendable	**Commendable**

**Due to COVID-19 there was not a new report for the 2020 Iowa School Report Card. All information found on the state website is a rollover from the 2019 data.*

***Not enough variables to calculate an individual school rating, the score given to ME is mapped from the PCE index score.*

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Conclusion:

In conclusion, the data in this report has provided valuable insights into our educational system's performance and trends. We have identified several strengths and weaknesses in our district's educational landscape that demand our attention and strategic planning moving forward.

This data presentation serves as a valuable tool for our district's leadership to make informed decisions and set priorities for the future. It is essential that we continue to build upon our strengths while addressing the identified weaknesses to ensure that every student in our district receives a high-quality education. With a collaborative effort from all stakeholders, we can work towards a more equitable and successful educational system for our students.

If you have any questions about the data above please feel free to contact us.

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