



# Bondurant-Farrar Community School District

# Annual Report 2015-2016



### Mission Statement:

*"To help all children develop their talents in order that they may become productive citizens."*

# Administration

|                    |   |
|--------------------|---|
| Rich Powers        | Superintendent  |
| Becky Durand       | Human Resources & Curriculum Director                 |
| Mike Kramer        | High School Principal                                 |
| Maury Ruble        | Assistant High School Principal/Activities Director   |
| Chad Carlson       | Middle School Principal                               |
| Jeremiah Ostrem    | Assistant Middle School Principal/Activities Director |
| Mel Hewitt         | Anderson Elementary Principal                         |
| Ben Anderson       | Morris Elementary Principal                           |
| Kevin VanderLinden | PK-5 Associate Principal                              |

# Facilities

| Morris Elementary  | Anderson Elementary  | Middle School  | High School   |
|--|--|--|---|
| 700 Garfield Street SW<br>Bondurant, IA 50035<br>K-2 Enrollment: 484 | 400 Garfield Street SW<br>Bondurant, IA 50035<br>PK, 3-5 Enrollment: 577 | 300 Garfield Street SW<br>Bondurant, IA 50035<br>6-8 Enrollment: 416 | 1000 Grant Street N.<br>Bondurant, IA 50035<br>9-12 Enrollment: 499 |

**Total Enrollment: 1,976**

# Our Staff

*“Dedicated to Excellence”*

**Total number of employees (full and part-time)**

|                                   |     |                   |     |
|-----------------------------------|-----|-------------------|-----|
| Teachers:                         | 154 | Classified Staff: | 132 |
| High School:                      | 40  | Business Office:  | 3   |
| Middle School:                    | 35  | Custodial:        | 19  |
| Anderson Elementary:              | 41  | Food Service:     | 23  |
| Morris Elementary:                | 38  | Nursing:          | 4   |
| Administration:                   | 9   | Paraprofessional: | 53  |
| Business Manager/Board Secretary: | 1   | Secretary:        | 10  |
| Directors:                        | 4   | Transportation:   | 17  |
|                                   |     | Other:            | 3   |

## VISITORS ARE WELCOME

In the best interest of student and staff safety, visitors are asked to set up an appointment to view district facilities. Visitors must present their state issued identification card and check in at each office upon arrival.

## QUESTIONS OR CONCERNS

Parents/guardians are encouraged to contact their student’s teacher regarding questions or concerns.

Visit our website: [www.bfschools.org](http://www.bfschools.org)

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# District

## District / Board Goals

**I. Use the District’s Vision, Mission and Philosophy statements to guide our decision making.**

**II. Consider students first in Board decisions.**

*“How will this decision affect our students’ learning?”*

**III. Student Achievement**

Develop strategic long term and short term plans for the use of technology and its alignment with student achievement.

Develop/modify policies and procedures necessary for robust evaluations of staff utilizing new tools and to meet developing legislative requirements.

Monitor the effectiveness of PLC time and other district efforts in meeting state and federal guidelines and the direct correlation to student achievement.

**IV. Financial**

Insure continued improvement of processes around activity funds

Create an effective process to develop bottom-up financial forecasts in a timely manner

Develop workable policies for purchase orders

**VI. Buildings, Grounds, and Transportation**

Insure continued progress on current and future building projects

Monitor/update district’s short-, intermediate-, and long-term plans for facilities and equipment

Develop/modify comprehensive maintenance plans/schedule for facilities and equipment

**V. Classified Staff**

Provide an enriched environment where employees are competitively compensated with performance differentiating pay

**VI. Certified Staff**

Partner with certified staff to develop a contract that meets State of Iowa guidelines

## 2015-2016 Certified Enrollment

| School Year | Resident Students | Students Provided Services |
|-------------|-------------------|----------------------------|
| 2011-12     | 1349.7            | 1471.25                    |
| 2012-13     | 1420.3            | 1540.0                     |
| 2013-14     | 1540.3            | 1657.3                     |
| 2014-15     | 1636.5            | 1762.63                    |
| 2015-16     | 1759.5            | 1893.67                    |

These numbers are reflective of our certified enrollment count from the fall of 2015. Pre-school students are not included, as well as, other students who are served in our district, but are not allowed to be counted per state guidelines.

## Open Enrollment

The Bondurant-Farrar Community School District enjoys a reputation as one of the top schools in Central Iowa. With the rapid growth of the District, the Board of Education closed all K-12 classes to new open enrollment applications due to lack of classroom space.

The following Open Enrollment figures were reported to the Department of Education in 2015-2016.

| District Name                            | Into B-F   | Out of B-F |
|--|------------|------------|
| (OE into B-F is closed to new students.) |            |            |
| Ankeny                                   | 19         | 12         |
| Carlisle                                 | 0          | 1          |
| Colfax-Mingo                             | 27         | 0          |
| Collins-Maxwell                          | 5          | 5          |
| Des Moines                               | 13         | 11         |
| North Polk                               | 5          | 3          |
| Saydel                                   | 0          | 5          |
| SE Polk                                  | 62         | 14         |
| West Marshall                            | 1          | 0          |
| <b>TOTAL</b>                             | <b>132</b> | <b>51</b>  |

## Class Enrollments

| Grade Level   | Class Total |
|---------------|-------------|
| ECSE/PK       | 93          |
| Kindergarten  | 160         |
| 1st           | 178         |
| 2nd           | 146         |
| 3rd           | 161         |
| 4th           | 168         |
| 5th           | 155         |
| 6th           | 141         |
| 7th           | 136         |
| 8th           | 139         |
| 9th           | 128         |
| 10th          | 126         |
| 11th          | 124         |
| 12th          | 121         |
| <b>TOTAL*</b> | <b>1976</b> |

\*This reflects the actual number of students served in 2015-16.

## Vision Statement

The Bondurant-Farrar Community School District is committed to providing:

- Optimal opportunities and sincere encouragement to students to succeed socially, emotionally, and academically.
- A safe and orderly environment where all students are comfortable and secure.
- A mutually supportive, collaborative, and productive home-school partnership.
- A curriculum to meet the needs of a diverse learning community.
- Research-based instruction designed to meet the needs of all students.
- Teaching and modeling the character qualities of trustworthiness, respect, responsibility, fairness, caring, and citizenship to students.

## Educational Objectives

The Bondurant-Farrar Community School's educational program will provide opportunities for students to:

- understand the necessity and pleasure of reading from a variety of sources;
- develop the ability to use language and communicate effectively;
- use mathematical knowledge and methods to solve problems;
- use abstractions and symbols;
- apply and understand scientific knowledge and methods;
- use technology and understand its potential;
- explore various vocational areas in a career education format;
- develop an awareness of other languages and cultures;
- apply knowledge about health, nutrition, and physical activity;
- express oneself through the arts and to appreciate the artistic expressions of others;
- use logical and critical thinking skills in academic and applied situations;
- become informed decision-makers;
- recognize and use one's full potential; and,
- become a lifelong learner.

The curriculum must be responsive to changing student needs and reflect a multicultural and diverse society.

## Educational Philosophy

The primary purpose of the Bondurant-Farrar Community Schools is to help all children develop their talents in order that they may become productive citizens in our democratic society. To accomplish this purpose, the school shall require the teaching of basic skills with the appropriate background information. (See Reference Code 101)

To ensure equity for all people, it is the policy of the District not to discriminate on the basis of race, creed, sex, marital status, national origin, religion, age, sexual orientation, gender identity, socio-economic status, or disability in its educational programs, activities, or employment policies as required by Title VI and Title XIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the Federal Rehabilitation Act of 1973.

The school is dedicated to providing academic, cultural, social, vocational, and extra-curricular experiences. The school joins with the home and community in helping students develop a system of standards and specified values. The school is committed to providing quality personnel, educational programs, and facilities within the constraints of the community's ability and willingness to support financially.

The Bondurant-Farrar Community School District staff is committed to continually seek-out teaching and learning experiences that are research based, utilizing those that result in continuous educational growth for both students and staff. The school district is committed to promoting the correlates that define an "effective school," namely:

1. Students have a safe and orderly environment.
2. The school permeates a climate of high expectancy for success and that students can and will learn.
3. The school will have a clear and focused mission.
4. The school will have quality instructional leadership.
5. Students have the opportunity to learn. Time is spent on task!
6. Student's progress is monitored frequently.
7. A solid home/school relationship is in existence.

**The mastery of essential skills is basic to the success of each and every graduate of the Bondurant-Farrar Community Schools as we prepare them for life.**

# District

## School Board Members



*Pictured Above: (front) Director Tom Looft, Vice President Kristin Swift, Director Chris Freese; (back) Director Steve Davis, President Sue Ugulini, Board Secretary Jared Abel*

These volunteer leaders are responsible for formulating school system policy, approving curricula, maintaining school facilities and adhering to state and federal education law. Our deepest appreciation is extended to the dedicated men and women who serve as Bondurant-Farrar CSD Board Members. We salute these public servants whose commitment and civic responsibility make local control of public schools in our community possible. Please join us by saying “thanks” to our school board members for serving our students and community in this vital role.

### 2015-2016 SCHOOL BOARD MEMBERS:

**Susan Ugulini-President**  
**Kristin Swift- Vice President**  
**Chris Freese**  
**Steve Davis**  
**Tom Looft**

“Nobody can do everything, but everyone can do something.”

- Anonymous

### Student Transportation

|                                   |         |
|-----------------------------------|---------|
| Miles traveled.....               | 118,680 |
| Buses (84, 77, 65 passenger)..... | 21      |
| Suburbans/Vans.....               | 7       |
| Bus Drivers.....                  | 25      |
| Van Drivers.....                  | 5       |
| Total # of Drivers.....           | 30      |

### Nutrition

| <u>Meals Served</u> | <u>Lunches</u> | <u>Breakfasts</u> |
|---------------------|----------------|-------------------|
| Morris Elem.        | 59,828         | 14,297            |
| Anderson Elem.      | 63,421         | 14,826            |
| Middle School       | 53,138         | 11,035            |
| High School         | 55,178         | 8,053             |
| <b>TOTAL</b>        | <b>231,565</b> | <b>48,211</b>     |

*\*These numbers do not include Ala Carte items.*

## Elementary PTO

The Parent Teacher Organization (PTO) supports our elementary schools by sponsoring assemblies, speakers, and other programs throughout the school year. An example of this support includes the Scholastic Book Fair hosted at Anderson and Morris Elementary schools. During Parent/Teacher Conferences and Open House PTO provided staff with meals. During the 2015-2016 school year, and in years past, the PTO has sponsored one field trip per grade level including the admission fees when necessary. This year the PTO generously donated funds towards the Morris playground expansion project and Family Literacy night. The PTO is a wonderful organization doing great things for students and staff at our elementary schools.



## Graduation Requirements

A total of **48** semester credits are required for graduation.

Credits to Include:

- 8 semesters of English
- 6 semesters of Math
- 6 semesters of Science
- 6 semesters of Social Studies

Specific Required Courses:

- English 9, 10, 11
- Algebra I
- Physical Science
- Biology
- American History
- American Government
- Physical Education

**Minimum Competency in Math:** Students in grades 9-12 scoring below proficiency on the Iowa Assessments will be referred to an extended study mathematics class. Students may be evaluated a second time by the mathematics teacher in the extended study program using a standardized test.

**Minimum Competency in Reading:** Students in Grade 9 scoring below proficiency on the Iowa Assessments are required to enroll in the class Literacy 9. Students scoring below proficiency on the Iowa Assessments will be recommended to enroll in the class Literacy 10-12.

### Student Achievement Goals and Standards

**Student Goal #1:** All students will demonstrate in academic and applied situations a high level of mastery of essential skills (in reading and comprehension).

**Student Goal #2:** Students will communicate effectively both orally and in writing for a variety of purposes and audiences.

**Student Goal #3:** Students will be able to apply mathematical principles.

**Student Goal #4:** Students will be able to apply scientific principles.

**Student Goal #5:** Students will be able to access and use information.

**Student Goal #6:** Students will be self-directed learners who draw directly from their learning experiences to create a positive future vision for themselves, prioritize options, develop and monitor achievable goals that support career/life role success.

**Student Goal #7:** Students will be collaborative workers who work effectively and use appropriate group interaction skills to be productive contributors in a variety of cultural and organizational settings.

**Student Goal #8:** Students will practice a healthy lifestyle.

**Student Goal #9:** Students will be community contributors who demonstrate responsibility for others in their families, school, work place, communities and world.

## Post Graduation Intentions for 2015

| Data  | # of Students | % of Students |
|---|---------------|---------------|
| Attend a four-year private college/university     | 10            | 8.6%          |
| Attend a four-year public college/university      | 35            | 30%           |
| Attend a two-year public college/training program | 48            | 41.7%         |
| Attend a two-year private college                 | 0             | 0%            |
| Attend other post-secondary education             | 1             | .8%           |
| Enter the military                                | 3             | 2.4%          |
| Start full-time employment                        | 17            | 14.7%         |
| Unknown   | 1             | .8%           |
| <b>TOTAL NUMBER OF SENIORS:</b>                   | <b>89</b>     | <b>100%</b>   |

- All of Bondurant-Farrar students completed a four-year core program that includes four years of English/Language Arts and three or more years of mathematics, science, and social studies.
- 83.5% of Bondurant-Farrar students intend to pursue post-secondary education/training.

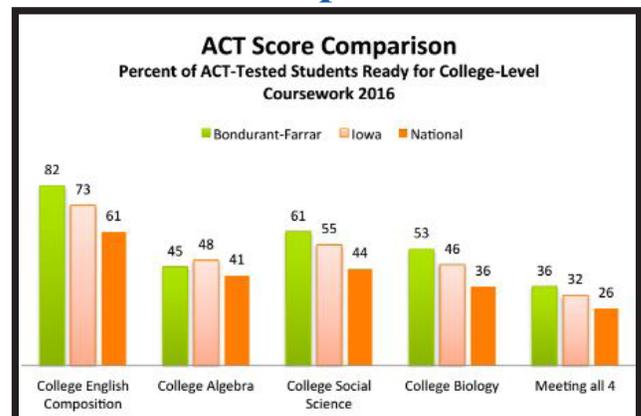
## Assessment of Technology Benchmarks

### 8th Grade

Bondurant-Farrar C.S.D. has developed technology benchmarks. Students are assessed in eighth grade for proficiency with technology skills. Proficiency is defined as a score of eighty percent or higher.

|                | # of Students | % of Students |
|----------------|---------------|---------------|
| Proficient     | 126           | 93.4          |
| Non-proficient | 9             | 6.6           |

## ACT Score Comparison



# District

## Education Foundation

The Bondurant-Farrar Education Foundation is an independent, non-profit organization dedicated to supporting high quality programs, activities, and facilities for our students. The Foundation partners with the Bondurant-Farrar Community School District to create opportunities for alumni, friends, and the community to support and enhance educational excellence. The Foundation is a 501(c) (3) organization that offers tax benefits to donors such as alumni, individuals and businesses interested in tax-deductible donations. The Foundation now offers an endowment fund that is eligible for the Endow Iowa Tax Credit.

Since its establishment in 2008, the Bondurant-Farrar Education Foundation has made a positive impact for our schools. In 2012, with the support and dedication of the Fine Arts Boosters, PTO, and Athletic Boosters, the Foundation organized the first Party of Blue Jays. The goal of Party of Blue Jays is to raise funds for the B-F school district in all areas including academics, fine arts and athletics. This year, at the fourth annual Party of Blue Jays, over \$130,000 was raised to support the school district and to make an impact in the lives of students. Since inception, Party of Blue Jays has contributed over half a million dollars to the B-F school district. Please visit the Foundation's website at <http://bfeducationfoundation.org/> to learn more about supporting the B-F school district. The Education Foundation's President is Aaron Clayton.

## Special Education

The Special Education program, in conjunction with Heartland Area Education Agency, provided educational services for more than 188 students. Kindergarten through twelfth grade students received services in reading, written language, and math according to an individualized education plan, known as an IEP. The Early Childhood Special Education program for three to five year old children works on preschool readiness and communication skills. The Bondurant-Farrar Special Education program offers children a free and appropriate public education in the Least Restrictive Environment.

## Wellness Committee

The Bondurant-Farrar Community School Wellness program is designed to promote healthy lifestyles for students and staff by supporting wellness, good nutrition and regular physical activity as a part of the school learning environment. The committee is comprised of school nurses, teachers from each building, the food service director, administration, students, and community members. The committee meets quarterly and has been involved in a variety of activities throughout the year.

This year students and staff participated in the Live Healthy Iowa: Walk-to-School Day. The walk began at the high school on a brisk morning in October where students, staff, and many parents walked the distance all the way south to the middle school and elementary buildings. This has become a popular event for students as it encourages healthy living and good exercise.

During the winter months, staff were offered opportunities to participate in a ZUMBA exercise class for 6 weeks. Additionally, a self-defense class was offered for staff members to learn how they can overcome potentially dangerous situations. CPR classes were also offered to staff members in an effort to help employees be better prepared to handle a life-threatening emergency.

A favorite event for staff is the school Spa Day. During the spring months local massage therapists set up shop in each building and provided staff members with a brief 10-15 minute massage, as well as heating pads and aromatherapy. During their break periods, staff members were encouraged to relax and rejuvenate.

The Wellness Committee sponsored other activities this school year and is excited to promote active lifestyles and healthy choices. We are always looking for new ideas to promotions for our staff and students. If you have a great "HEALTHY" idea, please contact the school.

"Education is the most powerful weapon we can use to change the world."

- Nelson Mandela

## Health Services

One nurse works five days per week in each building.

Duties include but are not limited to:

- Providing acute care for students and staff
- Managing student chronic health care needs
- Monitoring, managing and following up on communicable disease outbreaks
- Making plans for student health care
- Assisting in writing the Section 504 plans and IEP as medically necessary
- Performing screening procedures for vision, hearing, height and weight
- Maintaining compliant student records subject to annual State of Iowa audits such as immunizations, dental, lead records
- CPR training for staff/coaches and students 8-12th grades as mandated by the Iowa Healthy Kids Act
- Providing drug/alcohol testing for bus drivers
- Maintain and perform all aspects of monthly Medicaid billing process for all eligible and qualified students in the district
- Record keeping duties with regard to OSHA compliance
- Preparing student/teacher information and presentations
- Member of staff Wellness Program
- Managing and maintaining confidentiality of student and staff information according to HIPPA and FERPA guidelines and regulations
- Member of Student/Staff Crisis Team
- Managing and maintaining annual physicals for appropriate student athletic and extra-curricular activity participation

## First Aid Training for Staff

On April 7, 2016, twenty staff members were taught CPR for adults and children over 1 year of age. Upon completion, staff performed the skills and were assessed for understanding and accuracy. The skills performed were compressions, breaths with and without a mask, scene safety, brief assessment and Automatic External Defibrillator. The preschool staff is required by law to be CPR/first aid certified. The eight preschool staff members all received CPR Cards that are valid for two years. Their first aid certification was done last year in May.

## CPR Training at the High School

It was decided that CPR training this year be switched from 8th grade to seniors. Class sizes will be smaller until the class of 2019 become seniors, when all seniors will be required to take CPR. High School seniors who moved into the district were given CPR/AED training during April 2015, during their study halls by Joyce Higgins.

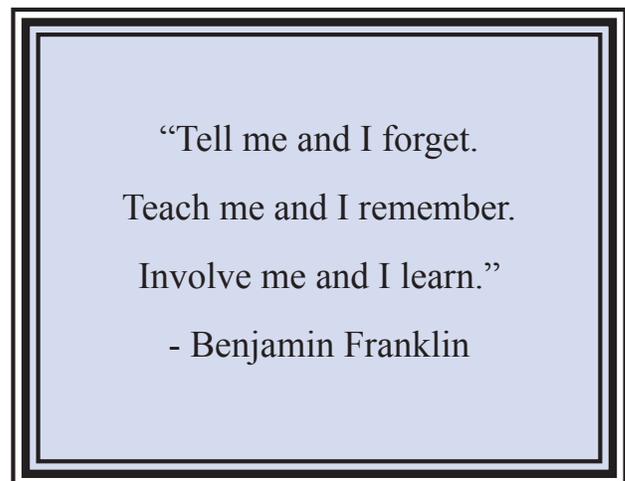
CPR is a requirement for graduation and a copy of the CPR assessment was placed in each student's health record for proof of the CPR requirement completion.

*The information below was pulled from the Iowa Department of Education's website:*

### **What is the requirement for CPR in the Healthy Kids Act?**

Answer: Prior to graduating, a student in a school district or accredited nonpublic district must complete a course in CPR. There is no requirement that the student receive a certification for having completed the course. However, the course must include components that one would find in a course that leads to certification.

The purpose is to provide students with the skills to assist a classmate or staff member in cardiac distress. If a course meets that purpose, the DE believes that the course is acceptable. The rules do not permit an infant-only CPR course for the reason that such a course would not equip a student with the skills necessary to assist a peer or adult.



# Special Programs

## Elementary At-Risk

The focus of the Anderson Elementary At Risk Program is to support students in obtaining maximum success in the general education setting. This support was provided through reading and math interventions and developing social skills. Students were seen in small group or in a one-on-one setting. During the 2015-16 school year, 51 students received services through the program.

Thirty-nine 5th grade students were seen for approximately 45 minutes per week for reading support. These students were identified through FAST assessments and the groups were readjusted, as needed, following Fall and Winter benchmark assessments. Materials used in reading support classes were research based and complement the Journey's curriculum.

## Learning Center At-Risk Program

The focus of the Learning Center at the Middle School level is to monitor student work completion, follow-up on student attendance, and provide academic support. Students receive assistance with completing assignments in a small group setting under the supervision of the Learning Center Coordinator. The Learning Center serves students in 6th through 8th grades. During the 2015-2016 school year the Learning Center served 34 students.

## Learning Center Academy Program

The Bondurant-Farrar Learning Center Academy Program had another successful year in allowing students the opportunity to continue their pursuit of a high school diploma. The B-F LCAP served 20 students this past school year, helping six students earn enough credits to graduate on time with their class in earning the Alternative Program Diploma. Students work independently at their own pace completing online courses with the help of the PLATO Software program.

## Learning Center Program

The 9th through 12th Learning Center Program served 37 students. Students who were involved in the Learning Center Guided Study Hall Program received assistance in completing their daily work as well as working with classroom teachers to get any possible work that was late and could be made up for possible credit. Other students used the Learning Center to take credit recovery courses in order to regain credits lost so that they may graduate on time with their class.

## Technology

Technology continues to make a significant impact on the district. Our second full year in a 1:1 digital learning environment at the high school proved successful again. Teachers and students have become more comfortable with the MacBooks and using various software and programs to enrich their learning.

With the success of the high school initiative, preparations were made to begin a 1:1 digital learning environment at our middle school. HP 11 Chromebooks were purchased and prepared for students to have access to both at school and at home. Teachers received professional development over the year on Chromebooks, Google Apps for Education, and 1:1 teaching and learning in order to prepare for this shift.

Anderson Elementary also received Chromebooks for daily use in the classroom. Two 30-device carts were given to each grade level. The teachers have been able to provide keyboarding instruction as well as allow for integrating Google Apps for Education. These apps allow for collaborative writing, presentations, and communication. Anderson Elementary became our second school to have an interactive whiteboard installed in every classroom. The interactive whiteboards are used in the lower grade levels to increase participation through technology and to give another way for students to learn.

Technology continued to grow at Morris Elementary, too. More iPads were added during the year for teachers to use in whole class settings with their students. This will help teachers provide more consistent technology integration into their lessons. Teachers also continue to utilize the interactive whiteboards in their classrooms.

Along with the infusion of more technology another big project during the school year was the new website. A list of twenty-one vendors was narrowed down to four. Then, a Request for Proposal was developed to send to the four vendors so one vendor could be chosen overall. The choice was made to go with Blackboard-SchoolWires for our new website. The process has begun to develop the new site with the go live date of August 1st. The new website will be the first to use our new domain of bfschools.org. We hope parents find this to be a more user-friendly experience.

# Special Programs

## Expanding Horizons- TAG

During the 2015-2016 school year, forty-six Kindergarten through fifth grade students received special services through the gifted program. These students were identified as being eligible to receive gifted education services through nomination by teachers / parents and screening which includes Iowa Assessments and SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students). Identified students participated in accelerated learning opportunities, enrichment activities, and academic competitions during their small-group classes which met from one hundred fifty to three hundred minutes weekly, depending on their needs. K-5 students competed in Thinking Cap Quiz Bowl, Battle of the Books, Noetic Mathematics contests, Sumdog contests and MathFax contests. Their work focused on advanced reading and math skills, vocabulary and computer coding skills.

This year, sixty Kindergarten through fifth grade students were nominated and screened for possible placement in the Expanding Horizons Program. Through multiple assessments, thirty-three of these students qualified for placement in the gifted program.

During the 2015-2016 school year the middle school TAG program had students working on a multitude of different projects. The 7th and 8th graders had projects ranging from toothpick bridges to the Rubik's Cube to Ciphers. At the same time the 6th graders worked on projects with computer programming, windmill, and gravity cruiser. The students additionally had to work on small one day challenges by using teamwork, resourcefulness, and ingenuity. At the high school ten students took above level college level courses as either freshmen or sophomores. Additionally eight students took the high school TAG class where they worked on independent projects ranging from finding the probabilities of real life events to the effects of soil conservation on soil samples.

Throughout the school year there were twenty-one students in 6th – 8th grade were nominated and screened for placement in the Expanding Horizons program. Through multiple assessments sixteen of them were placed into the program.

## School Libraries

This year the B-F Libraries celebrated the “Year of Many Cultures.” Several major cultures were displayed within our libraries, along with great reading materials and resources shared with staff and students. We hoped to encourage students to be proud of their heritage and to tolerate and celebrate other cultures and traditions.

The elementary school libraries are a vibrant, inviting part of the students’ educational day at Morris and Anderson! The students at Morris learned about book care, vocabulary such as Index, Table of Contents, Glossary, Fiction, Nonfiction, and many more. At Anderson, students wrote and acted in their own plays. They learned about internet safety while gaming, in chat rooms or engaging in other types of social media. Students enjoyed Reader’s Theater on various topics. They learned about different types of poetry, and wrote their own poems, which were displayed in the hall.

The middle school saw an active year with Books and Breakfast, March Madness basketball with brackets for top authors, as well as reading promotions and activities. Comic Con was a week of fun with a photo booth, arcade games, drawing contest, artist visits and reading of graphic novels. This library worked with the guidance counselor to provide Culture Workshops for all middle school students. An opportunity to learn and discuss other cultures and traditions.

The high school library provided the Jay Café again this year, which gives students an opportunity to visit the library before school to purchase a snack or drink. A Culture Preview was provided to many of the students before the displays hit the library. Thought provoking videos and discussions as well as information on different cultures was shared. Open Mic was also a new option for this year that will continue in the future. This is some craziness during the lunch hour where students can perform their talents or participate in karaoke. There is a Makerspace in the high school library where a special project was completed this year. 75 sturdy shoulder bags were fashioned from old grocery sacks to aid the homeless of Central Iowa.

The HS and MS libraries offered a Summer Check Out program for the first time. Students were allowed to check out up to 10 books to take home for the summer. Approximately 100 students took advantage of this project. All books are due once school begins again.

## Fine Arts Booster Club

The Fine Arts Booster Club is committed to advancing the opportunities of all students involved with the arts, including: instrumental and vocal music, art, drama, and speech.

The Fine Arts Boosters (FAB) hold their meetings at 6:30 on the 3rd Monday of each month in the high school library. The organization is open to anyone who has a love of the arts. FAB is always looking to increase its membership and welcomes new voices in planning its mission.

FAB was able to purchase formal attire for the chorus program and several instruments for the MS and HS bands to help with the growing amount of musicians participating. The HS and MS art programs benefitted with cameras, a cart for clay projects, art supplies, and the installation expenses for a kiln.

The Fine Arts Awards Night was held on May 11, 2016 in the MS Auditorium. There were many outstanding achievements to be recognized! The Fine Arts Awards Banquet is held each May to recognize the most outstanding of BFHS performers and artists.

Join us on Facebook at B-F FAB (Fine Arts Boosters). For more information contact a FAB officer at FABulousBF@gmail.com.

## Bluejay Athletic Booster Club

The Bondurant-Farrar Athletic Booster Club continues to provide support to Bluejay athletic programs in many ways.

Funatics night is a celebration of the athletic successes during the previous year and a kickoff of the new sports season. Funatics is also our main membership drive and we continue to see record numbers of membership. We expect this trend to continue as the number of athletes grows with increased school enrollment.

The Booster Club meets monthly on the first Tuesday of the month as a general rule. Check out the school calendar or the Club's Facebook page for dates, time, and location. The meetings are open to the public and all members can vote. Participation of all is encouraged. Join and let your voice be heard.

## FAST

The Formative Assessment System for Teachers (FAST) is a suite of assessment tools developed by researchers at the University of Minnesota. The assessments have been approved by the Iowa Department of Education for use as universal screening and/or progress monitoring measures to meet the requirements of 279.68/ELI. Students are screened three times a year.

### IDGIs (Preschool)

Individual Growth & Development Indicators (IGDIs) are a set of preschool assessments for monitoring the growth and development of children on the pathway to kindergarten. Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success, IGDIs can also be used to measure developmental gains and inform instructional needs of individual children.

### Early Reading (Kindergarten and 1st Grade)

Early Reading is an evidence-based assessment used to screen and monitor student progress in the early primary grades. Each assessment is designed to be highly efficient and inform instruction. The assessments analyze skills that span concepts of print, letter sounds/names, phonological awareness, blending/segmenting, decoding, sight words, and sentence reading.

### CBMReading (1st - 3rd Grades)

Curriculum Based Measurement for Reading (CBM-Reading) is an evidence-based assessment used to screen and monitor student progress across the grades. It is a simple and efficient procedure whereby teachers listen and evaluate student performance while they read aloud from a grade level passage.

### aReading (1st - 8th Grades)

Adaptive Reading (aReading) is an evidence-based computer adaptive measure of broad reading that is individualized for each student. There are both auditory and visual stimuli presented for each question. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Substantial research shows that aReading provides a robust estimate of broad reading achievement in grades K-12.

“Education is the key to unlock the golden door of freedom.”

- George Washington Carver

## Comprehensive School Improvement Plan Goals

In 2015, Congress adopted the Every Student Succeeds Act (ESSA), a reauthorization of the Elementary and Secondary Education Act of 1965. This update replace the No Child Left Behind Act of 2001 and restores the proper balance between the role of states and the federal government in accountability for the success of all children.

ESSA requires the states develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. The 2016-17 school year will be a transitional period, with full implementation of Iowa’s state plan under the ESSA in the 2017-18 school year. Bondurant-Farrar’s student achievement goals reflect changes as we move from No Child Left Behind to Every Student Succeeds.

## District Level Long Range Goals

\*Due to changes to State Reporting, Bondurant-Farrar CSD revised our Chapter 12 goals to meet the reporting requirements for CASA.

### Long Range Goals (By the year 2022):

- 90% of kindergarteners will be at or above benchmark on the FAST earlyReading K Composite Assessment.
- 90% of 1st grade will be at or above benchmark on the FAST earlyReading 1st Composite Assessment.
- 90% of 2nd grade will be at or above benchmark on the FAST CBMreading (CBMR) assessment.
- 90% of 3rd grade will be at or above benchmark on the FAST CBMreading (CBMR) assessment.
- 90% of 4th & 5th grade will be at or above benchmark on the FAST Adaptive Reading (aReading) assessment.
- 90% of 6th grade will be at or above benchmark on the FAST Adaptive Reading (aReading) assessment.

### Annual Goals for the 2016-17 School Year:

**Kindergarten:** In the spring of 2016, 82% of **kindergarteners** were at or above benchmark on the FAST earlyReading K Composite assessment. In the spring 2017, 84% will be at or above benchmark on the FAST earlyReading K Composite assessment.

**1st Grade:** In the spring of 2016, 75% of **1st grade** students were at or above benchmark on the FAST earlyReading 1st Composite assessment. In the spring of 2017, 79% of 1st grade will be at or above benchmark on the FAST earlyReading 1st Composite assessment

*(District Level Long Range Goals Continued on Next Page)*

## Iowa Assessments

Percentage of subgroups students enrolled who participated in and are represented in the data for the Iowa Assessments (Reading, Math and Science) or Iowa Alternate Assessment.

| Subgroup                               | Grade Level |     |     |     |     |     |      |
|--|-------------|-----|-----|-----|-----|-----|------|
|  | 3rd         | 4th | 5th | 6th | 7th | 8th | 11th |
| Males                                  | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| Females                                | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| Low Socioeconomic                      | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| Special Education (students with IEPs) | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| Migrant                                | NA          | NA  | NA  | NA  | NA  | NA  | NA   |
| English Language Learner               | NA          | NA  | NA  | NA  | 100 | NA  | NA   |
| White (not of Hispanic origin)         | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| African American or Black              | 100         | 100 | 100 | 100 | NA  | NA  | 100  |
| Hispanic/Latino                        | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| American Indian or Alaskan Native      | NA          | NA  | NA  | NA  | NA  | NA  | NA   |
| Native Hawaiian or Pacific Islander    | NA          | NA  | NA  | NA  | NA  | NA  | NA   |
| Multiple Groups                        | 100         | 100 | 100 | 100 | 100 | 100 | 100  |
| Asian                                  | 100         | 100 | 100 | 100 | 100 | 100 | 100  |

NA= No students in this group

## District Level Goals (Continued)

**Second Grade:** In the spring of 2016, 74% of **2nd grade** students were at or above benchmark on the FAST CBMreading (CBMR) assessment. By spring 2017 we will increase that percentage to 78%.

**Third Grade:** In the spring of 2016, 67% of **3rd grade** students were at or above benchmark on the FAST CBMreading (CBMR) assessment. By the spring of 2017, we will increase that percentage to 72%.

**Fourth & Fifth Grade:** In the spring of 2016, 63% of **4th and 5th grade** students were at or above benchmark on the FAST Adaptive Reading (aReading) assessment. By the spring of 2017, we will increase that percentage to 67%.

**Sixth Grade:** In the spring of 2016, 71% of **6th grade** students were at or above benchmark on the FAST Adaptive Reading (aReading) assessment. By the spring of 2017, we will increase that percentage to 75%.

## Disaggregated Data

The Iowa Department of Education requires districts to compile and disaggregate student achievement data in the following subgroups: Gender, Eligible for Free or Reduced Lunch, Special Education, Migrant and ELL (English Language Learners), and Ethnicity.

| ETHNICITY BREAKDOWN | 4th: Asian 2<br>African American/Black 2<br>Caucasian 147<br>Hispanic/Latino 4<br>Multi-racial 10 | 8th: Asian 1<br>African American/Black 1<br>Caucasian 126<br>Hispanic/Latino 5<br>Multi-racial 5 | 11th: Asian 3<br>African American/Black 3<br>Caucasian 106<br>Hispanic/Latino 2<br>Multi-racial 3 |
|---------------------|---|--|---|
|---------------------|---|--|---|

| 2015-16                                |              | 4th Grade            |            |          | 8th Grade            |            |          | 11th Grade           |            |          |
|--|--------------|----------------------|------------|----------|----------------------|------------|----------|----------------------|------------|----------|
| Grade & Subgroup                       | Subject Area | Less Than Proficient | Proficient | Advanced | Less Than Proficient | Proficient | Advanced | Less Than Proficient | Proficient | Advanced |
| <b>2015-16</b>                         |              |                      |            |          |                      |            |          |                      |            |          |
| Male                                   | Reading      | 22.2                 | 41.1       | 36.7     | 10.8                 | 51.4       | 37.8     | 17.3                 | 63.5       | 19.2     |
|  | Math         | 12.2                 | 50.0       | 37.8     | 12.2                 | 64.9       | 23.0     | 11.5                 | 67.3       | 21.2     |
|  | Science      | 8.9                  | 60.0       | 31.1     | 2.7                  | 82.4       | 14.9     | 13.5                 | 55.8       | 30.8     |
| Female                                 | R            | 16.0                 | 45.3       | 38.7     | 4.7                  | 53.1       | 42.2     | 7.7                  | 63.5       | 19.2     |
|  | M            | 16.0                 | 52.0       | 32.0     | 15.6                 | 65.6       | 18.8     | 9.2                  | 83.1       | 7.7      |
|  | S            | 13.3                 | 54.7       | 32.0     | 4.7                  | 78.1       | 77.2     | 16.9                 | 53.8       | 29.2     |
| Eligible for Free or Reduced Lunch     | R            | 40.0                 | 43.3       | 16.7     | 20.7                 | 51.7       | 27.6     | 25.0                 | 67.9       | 7.1      |
|  | M            | 23.3                 | 50.0       | 26.7     | 27.6                 | 69.0       | 3.4      | 17.9                 | 82.1       | 0.0      |
|  | S            | 20.0                 | 63.3       | 16.7     | 10.3                 | 86.2       | 3.4      | 32.1                 | 53.6       | 14.3     |
| Not Eligible for Free or Reduced Lunch | R            | 15.7                 | 46.3       | 38.0     | 4.6                  | 52.3       | 43.1     | 12.8                 | 69.1       | 18.1     |
|  | M            | 23.3                 | 50.0       | 36.1     | 16.0                 | 60.6       | 23.4     | 14.9                 | 53.2       | 31.9     |
|  | S            | 8.9                  | 56.3       | 34.8     | 4.3                  | 79.8       | 16.0     | 10.1                 | 55.1       | 34.8     |
| Special Education                      | R            | 52.0                 | 36.0       | 12.0     | 42.9                 | 57.1       | 0.0      | 64.3                 | 35.7       | 0.0      |
|  | M            | 48.0                 | 40.0       | 12.0     | 64.3                 | 35.7       | 0.0      | 50.0                 | 50.0       | 0.0      |
|  | S            | 32.0                 | 44.0       | 24.0     | 7.1                  | 92.9       | 0.0      | 57.1                 | 42.9       | 0.0      |
| General Education                      | R            | 13.6                 | 44.3       | 42.1     | 4.0                  | 51.6       | 44.4     | 4.9                  | 77.7       | 17.5     |
|  | M            | 7.9                  | 52.9       | 39.3     | 8.1                  | 68.5       | 23.4     | 4.9                  | 79.6       | 15.5     |
|  | S            | 7.1                  | 60.0       | 32.9     | 3.2                  | 79.0       | 17.7     | 9.7                  | 56.3       | 34.0     |
| Ethnicity Caucasian                    | R            | 17.0                 | 45.6       | 37.4     | 8.7                  | 50.0       | 41.3     | 10.4                 | 73.6       | 16.0     |
|  | M            | 11.6                 | 52.4       | 36.1     | 12.7                 | 65.1       | 22.2     | 8.5                  | 77.4       | 14.2     |
|  | S            | 8.8                  | 60.5       | 30.6     | 2.4                  | 81.0       | 16.7     | 33.3                 | 33.3       | 33.3     |

\* Data not reported due to fewer than ten students in subgroup.  
 Bondurant-Farrar C.S.D. has fewer than 10 English language learners and zero migrant students.  
 Bondurant-Farrar C.S.D. has fewer than 10 students in ethnic categories other than Caucasian.

## District-Developed Test / 2nd Assessment

| Grade | Proficiency Level    | Reading | Math | Science |
|-------|----------------------|---------|------|---------|
| Kind. | Less than Proficient | 6.1     | 3.8  | NA      |
|       | Proficient           | 14.3    | 12.3 | NA      |
|       | Advanced             | 79.6    | 83.9 | NA      |
| 1st   | Less than Proficient | 13.0    | 5.7  | 4.0     |
|       | Proficient           | 48.9    | 28.7 | 30.4    |
|       | Advanced             | 38.0    | 65.5 | 65.5    |
| 2nd   | Less than Proficient | 13.3    | 6.0  | 0.6     |
|       | Proficient           | 56.0    | 40.0 | 16.6    |
|       | Advanced             | 30.6    | 54.0 | 82.6    |
| 3rd   | Less than Proficient | 42.3    | 41.1 | 34.9    |
|       | Proficient           | 48.4    | 53.3 | 58.2    |
|       | Advanced             | 9.2     | 5.5  | 6.7     |
| 4th   | Less than Proficient | 24.5    | 44.9 | 23.9    |
|       | Proficient           | 62.2    | 42.5 | 54.4    |
|       | Advanced             | 13.1    | 12.5 | 21.5    |
| 5th   | Less than Proficient | 44.5    | 71.3 | 34.3    |
|       | Proficient           | 43.3    | 28.6 | 59.8    |
|       | Advanced             | 12.1    | 0.0  | 5.7     |

| Grade            | Proficiency Level    | Reading | Math | Science |
|------------------|----------------------|---------|------|---------|
| 6 <sup>th</sup>  | Less than Proficient | 33.3    | 25.5 | 43.2    |
|                  | Proficient           | 52.4    | 49.6 | 53.1    |
|                  | Advanced             | 14.1    | 24.8 | 3.5     |
| 7 <sup>th</sup>  | Less than Proficient | 25.0    | 66.4 | 54.6    |
|                  | Proficient           | 60.0    | 32.8 | 39.5    |
|                  | Advanced             | 15.0    | 0.7  | 5.7     |
| 8 <sup>th</sup>  | Less than Proficient | 11.7    | 86.7 | 44.7    |
|                  | Proficient           | 66.1    | 13.2 | 47.7    |
|                  | Advanced             | 22.0    | 0.0  | 7.4     |
| 9 <sup>th</sup>  | Less than Proficient | 53.2    | 79.5 | 77.3    |
|                  | Proficient           | 45.0    | 17.2 | 21.0    |
|                  | Advanced             | 1.6     | 3.2  | 1.6     |
| 10 <sup>th</sup> | Less than Proficient | 62.8    | 75.0 | 47.5    |
|                  | Proficient           | 33.0    | 24.1 | 47.5    |
|                  | Advanced             | 4.1     | 0.9  | 4.9     |
| 11 <sup>th</sup> | Less than Proficient | 28.9    | 85.4 | 74.7    |
|                  | Proficient           | 55.3    | 12.9 | 24.3    |
|                  | Advanced             | 15.7    | 1.5  | 0.8     |

Bondurant-Farrar developed grade/content level tests to assess our district's standards and benchmarks. After piloting the assessments, we worked with Heartland AEA to ensure technical adequacy of our assessments. Our goal was to align our assessment with the standards, benchmarks, and curriculum taught. Students in kindergarten through eleventh grade were assessed in reading, math, and science. Scores were divided into the categories of less than proficient, proficient, and advanced.

- Less than proficient – Students scoring below acceptable levels of performance. We want fewer students in this category.
- Proficient – Students scoring at least, as well as, acceptable levels of performance. We want more students in this category.
- Advanced - Students scoring far above acceptable levels of performance. We want more students to be in this category.

Scores reflect the percentage of students scoring at each proficiency level.

## Progress on Goals

### Annual Yearly Progress - Morris Elementary

The Morris Elementary staff used professional development time throughout the 2015-2016 school year to develop lessons that incorporated their new curricular materials in handwriting, as well as implementing teaching strategies learned through Visual Phonics training. Staff continued to develop quality lessons in Reading/Language Arts (*Journey's and Being a Writer*) and Math (*GoMath!*), as well as discussed and developed assessments that aligned with the skills being taught in their grade level Professional Learning Communities.

Morris staff continued to monitor the progress of K-2 reading through the FAST/Tier state approved reading screeners and database. Students were screened three times throughout the year, just as they were last school year. Data was used to drive instruction in classrooms throughout the building as students not meeting benchmark were subject to state approved interventions and were progress monitored weekly. With two full years of implementation of this system, Morris Elementary will continue with this procedure, as well as increase the focus of professional development in the area of math.

# Progress on Goals

## Annual Yearly Progress – Anderson Elementary

Our Annual Goal will continue to be that we meet the Annual Yearly Progress for the required testing in the content areas of Reading, Math, and Science. In order to meet our goals we will continue to strive to improve the scores of third, fourth and fifth grade students in general education, special education and all subgroups in the area of Reading Comprehension and Mathematics.

In preparation for the 2015-2016 school year, Anderson Elementary grade level teams examined data from multiple sources (Iowa Assessment, FAST, and District Developed Benchmark Tests) to determine the action we would take to work towards improving student achievement for all students and across grade levels. After further analysis of the data, teams developed goals that follow the SMART criteria (specific, measurable, attainable, relevant and time bound). The goal of the Anderson elementary staff will continue to be that we meet Adequate Yearly Progress in the areas of Math, Reading and Science.

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## Annual Yearly Progress – Middle School

The middle school staff used professional development time during the 2015-16 school year to refine their Professional Learning Community (PLC) practices. Each content team started by identifying group norms and establishing SMART goals for the school year. From there they began the process of identifying essential learnings for each course, one grade level at a time. Some groups were able to move on to refining and developing common formative assessments that would help teachers identify if students were grasping the essential learnings. This process will continue into the future as the process of developing assessments will continue. Teachers will study the data from assessments to identify which students need additional support to better grasp the essential learnings and to determine enhancements for those that do understand.

A team of eight middle school educators attended the PLC Institute in Minneapolis in June of 2016 with the goal to continue moving forward with PLC's. Other summer plans included the Step-Up Team planning curriculum for the 2016-17 school year to help middle school students with the social-emotional side of school. Lessons planned include those for digital citizenship as well as beefing up positive behavior supports.

Technology training was provided to help staff add to their repertoire skills that could be used in the classroom to improve student learning. At the end of the school year, technology training focused on preparing staff for the 1:1 Initiative to start at the middle school in August of 2016.

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## Annual Yearly Progress – High School

During the 2015-2016 School Year, the high school staff worked on professional development through focus on Questions 1 & 2 of the PLC process (What do we expect our students to learn? & How will we know they are learning?). This work included reviewing courses for the essential concepts, or things students must retain in order to be successful in the next course, future studies, or for permanence. Along with this work, teachers identified the key assessments they use in order to measure student learning. As this process continued to unfold, discussions turned to review of those assessments and if they are accurately measuring student learning, and adjustments needed to continue maximizing these of accurate student learning data.

Students maintained a trajectory of improvement in Iowa Assessment data, continuing a trend of growth in overall average Standard Score and Percentile Rank in the major tests of Reading, Math, Science, and Social Studies across grades 9-11. Staff continues to work to break down group data as well to discover individual student data that will be useful in addressing the learning needs of students.

Our Literacy 9 program also continues to have an impact on student achievement, helping to move between 52% and 63% of 9th grade non-proficient readers to proficiency.

## Pre-School

The Bluejay Beginnings Preschool served 20 students who were three years olds and 72 students who were four years old during the 2015-2016 school year. Bluejay Beginnings Preschool is funded via Statewide Voluntary Preschool Grant dollars, Early Childhood Iowa Funds, tuition dollars, and Special Education dollars. All students are prioritized via lottery format, with the exception of those who qualify for financial assistance prior to lottery drawing.

Bluejay Beginnings Preschool is a Standards Based Early Childhood Program that follows the Quality Preschool Program Standards, Iowa Early Learning Standards, and uses the Teaching Strategies GOLD assessment tool to assess the development of all three to five year old students. The preschool team continued to use Creative Curriculum, which is the curriculum that aligns with the GOLD assessment. We also added a Phonemic Awareness curriculum which focuses on literacy skills such as segmenting, blending, isolating letter sounds, and alliteration. This year we began implementing IGDIs with the 4 year old students. IGDIs (Individual Growth and Development Indicators) is a preschool screening assessment for literacy skills.

At Bluejay Beginnings Preschool, family involvement is extremely important. Home visits are conducted prior to the school year, and teachers use initial and ongoing assessment to make instructional decisions for the students. A parent advisory committee is recommended by the Department of Education. Assembling a committee was successful for the 2015-2016 school year to receive parent input.

During the course of the 2015-2016 school year, Bluejay Beginnings Preschool attended a trip to the Center Grove Apple Orchard in Cambridge, Iowa. We hosted a family night in the month of February to provide families with developmentally appropriate STEM activities. Preschool participated in parent teacher conferences in the fall and spring. A graduation ceremony for those four year olds who will be moving on to kindergarten for the 2016-2017 school year was held on Wednesday, May 25th. The ceremony was held at Bondurant Federated Church. The children performed songs and activities commonly used in our classrooms. These events are examples of occasions that encourage school to home communication and consistency that the Bluejay Beginnings Preschool prides itself in establishing.

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## Developmental Kindergarten

The Developmental Kindergarten (DK) program is an age appropriate program for children who are five on or before September 15, Kindergarten Age, but have a late spring, summer or fall birthday. The program is also structured for those students who show academic or social discrepancies from their peers. The Developmental Kindergarten program is designed to give children, who may not be ready for the rigors of Kindergarten, more time to develop their skills. It gives them an extra year to work on their academic and fine motor skills, social and emotional growth, or need for more play. During the spring, parents may apply for their child to participate in the DK program. An assessment process is then used to identify students with the most need and based on the results determinations are made for which students would be the best fit for the program.

DK is a hands-on program that focuses on pre-reading, pre-math, and the social skills that are needed for kindergarten. The ultimate goal in DK is to give students an extra year of opportunities to work on readiness skills before entering kindergarten. The teacher to student ratio in the DK program will be a ratio of no more than 1:14. The DK program uses a whole child approach to education: auditory, visual, and kinesthetic. All three styles of teaching are used in order to meet every child's unique way of learning. The curriculum is very similar to a Kindergarten curriculum and is tailored to suit the needs of each individual student; however DK is not a special education program.

# 180 Days - Elementary

## Morris Art

This has been a creative year at Morris Elementary! Students explored art through a variety of materials, art forms, and artists from around the world while learning about art history, aesthetics, criticism, and production. In other words, students saw art, discussed it, created, and reflected. Students embraced that art is not just about a product, but about gathering ideas, looking at possibilities, collaborating, experimenting, problem solving, and expressing thoughts and feelings.

Over 125 students represented Morris Elementary at the annual K-12 Bondurant-Farrar District Art Show at the Ankeny Art Center. Over the summer, four students had their creations displayed at the Nurturing a Student's Vision Art Exhibition at the Des Moines Art Festival.

To end the year, the entire Morris student body worked together to decorate two generously donated Buddy Benches which will be located on the Morris playground.

## Anderson Art

This is the 16th year for the Anderson Elementary art program. Students experienced a wide variety of materials and art forms from around the world while they learned about art history, aesthetics, criticism, and production.

The art program focuses, not only on art production but also, on the idea that art is about real life feelings, experiences, beliefs, and attitudes. Students explore art in contemporary society and throughout history to gain a comprehensive view of art. The students experience project-based tasks, independent challenges, and cooperative learning situations as they create and learn.

This was the sixth year that Artsonia was offered to students and their families at Anderson Elementary for grades 3-5. For the 2015-16 school year, 456 students have registered. This year we have published over 2,800 pieces of art and directly earned nearly \$450.94 to date from purchases made off of the website. That money has purchased extra needed art supplies for the Anderson art department.

Finally, in February, the annual K-12 Bondurant District Art Show was held at the Ankeny Art Center. The show was a success and an open house was held to honor the participants.

## Morris Music

Kindergarteners were able to explore music through singing alone and with others, steady beat, listening, playing instruments, movement, echo songs, songtales, performing, and circle games. They ended the year performing for friends and families at their first concert!

1st graders built on experiences learned in kindergarten as well as exploring more complex music standards. Students sang with confidence and performed rhythm patterns using ta's, ti-ti's and rests. They played mallet instruments with ease, and learned how to sing different solfège patterns!

2nd graders were able to develop even more skills this year! They learned how to read and organize music. Students showed wonderful improvement with singing on pitch, as well as creating and performing difficult rhythm patterns. They added half notes and whole notes to their rhythmic repertoire. Students also learned about bar lines, measures, and time signatures. They learned many passing games that required a lot of teamwork!

## Anderson Music

It has been a busy, fun and musical year in the 3-5 Vocal Music Program! Each grade levels performed their own concerts and learned new ways to showcase their musical talents. In addition to learning about music from all over the world, we continued to explore ways to move to music and encourage active listening skills through the use of movement and props, as well as continuing to work towards mastery of performance skills and rhythm.

The 5th grade prepared for their musical "American Voices" which studied how music was closely tied to the history of our country. 5th graders increased their music vocabulary and continued to study the recorder.

The 4th grade's musical entitled "Summer Camp" was full of super fun songs detailing the Summer Camp experience. The 4th grade finished up the year by learning how to play the recorder.

The 3rd grade performed a musical about the sport of soccer. Entitled "Goal!", this musical used a variety of musical genres to tell the story of team work and excitement that go into playing the sport of soccer!

Thanks to everyone involved in the music programs for your support and making this a memorable year!

## Morris Physical Education

We had another great year in PE at Morris Elementary. Morris students participated in Jump Rope for Heart again this year. Together students raised \$4,200 for the American Heart Association! Morris field days were fortunate to have great weather as students rotated through a number of different stations. Parent volunteers were a huge help in making the event so successful. Favorite games and activities this year were parachute, Battleship and Space Invaders.

## Anderson Physical Education

The 2015–16 school year at Anderson Elementary was a lot of fun in physical education. In the fall, the students participated in the annual Walk to School Day. Another walk that occurred in the fall was the Safe Routes to School Walk. For over 30 years now, Anderson Elementary has been participating in Jump Rope for Heart. It was a huge success. We raised over \$5,700 for the American Heart Association. Playing the game called Steal the Jewels was probably the students' favorite game to play. Their least favorite would definitely have been running the mile at the end of the school year.

## Early Intervention/Classroom Size Management Grades K-3

The Bondurant-Farrar CSD Board of Education and Administrative team strive to keep a low teacher-to-student ratio at Anderson and Morris elementary schools. The State of Iowa Early Intervention enrollment target is one teacher per seventeen students (1:17) in grades K-3 for math and reading. During the 2015-16 school year, we had a K-3 May enrollment of six hundred forty-seven students and thirty-one homeroom teachers (1:21).

In addition to the homeroom teachers, there are seven special education teachers and two at-risk teachers who work with students in reading and math. When these nine positions are factored in the teacher-to-student ratio drops to one teacher for every sixteen students (1:16). If we were to include counselors, teacher librarian, and Title I the ratio drops significantly.

## Elementary Guidance

The goal of the Elementary School Counseling Program is to help students develop their skills and talents in order that they may become productive citizens. Through consistent guidance instruction and counseling, the students acquire knowledge to aid in the successful development of the whole child. The school counselors help children learn and practice important skills to enable them to better handle the everyday concerns they encounter now and may encounter in the future. The school counselors work with parents and staff to help students have a positive educational experience.

Meeting once per cycle week throughout the duration of the 2015-2016 school year, the counselors provided classroom guidance lessons and activities that focused on goal setting, career exploration, teasing, bullying, problem solving, conflict resolution, recognizing our strengths and the 40 Developmental Assets, among other important topics. The counselors also provided small group and individual counseling that dealt with a variety of topics designed to focus on behavioral, social/emotional, and academic concerns that may interfere with learning.

Students were referred to the counselors by their teachers, parents/guardians and/or principals. Students were also able to request a meeting with the counselors either by filling out a request form or by talking to their teacher or the counselor directly.

## Title 1 at Morris Elementary

Morris Elementary students needing additional instruction in reading are provided services through Title 1 funding. Student eligibility is based on need shown through classroom work, teacher observations, and assessment scores on FAST (Formative Assessment System for Teachers). Students are given instruction in small groups that meet daily. One full time teacher provided remedial services for 70 students in grades K-2 during the 2015-2016 school year. Students worked on skills in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## Building Recognition Programs

Attendance Awards (3-5), Champions of Character (3-5), Classroom Recognitions, Bondurant's Best (Behavior Awards), Counselor Recognitions, Art Teacher Recognitions (Principal Gallery)

# 180 Days - Middle School

## 6th Grade General Music

In the fall, we welcomed 6th graders with exciting sights and sounds. Students met for general music every third day in 45 minute class periods. Students learned fundamental skills of music including; rhythmic patterns, singing solfege, reading music, and studying the seven elements of music. 6th graders had in-depth discussions of Classical music, Jazz music, and famous composers. We created rhythmic compositions and learned instrument names and the sounds they create. At the March concert, students sang six different songs, each about travel and fun in springtime. With approximately 140 students on stage, the 6th grade concert was a huge success! Students also studied specific genres that we hear today; subjects like rock and pop got the students engaged and discussing music they like and listen to. To finish up the year, we dove into final projects with topics chosen by each student.

6th graders are excited about music making, and plan to participate in either band or choral ensembles!

## 5th-7th Instrumental Music

The school year began with the 7th-8th grade students marching in the homecoming parade to the hit tune “Cheerleader!” 49% of the fifth grade participated in band this year and performed two concerts, one in February and one in May. The sixth and seventh grade bands performed three concerts, one in November, one in March, and the final concert in May. Every student in the program receives one 20 minute band lesson per week. The seventh grade students participated in a local solo contest where they perform a prepared solo for a judge to demonstrate individual growth. They receive ratings and valuable constructive feedback after their performance. A highlight of the year was the Blue Man Group at CY Stephens in Ames which was attended by 60 students from the sixth, seventh, and eighth grades. One seventh grade student was selected to SCIBA Honor band in the fall, two seventh grade students participated in the Simpson Honor Band, nine sixth grade students participated in the Gilbert Honor Band, and five sixth grade students participated in the PCM Honor Band. Many seventh grade students elected to participate in jazz band in the spring and performed on the May concert. All ensembles this year worked toward improving overall tone quality, keeping track of the beat, and gave much attention to the proper identification and counting of rhythms.

## 7th-8th Vocal Music

This year, the middle school choral program saw promising student numbers with over 65 students participating in 7th and 8th grade choir. In November, the 7th and 8th grade choirs had the privilege to sing a concert with the high school’s Select Choir as their premier showcase of the year. This gave the middle school students a chance to see choral music making with Bondurant’s finest. In January, students from the 7th and 8th grade choirs were chosen to perform in the middle school talent show. This gave a lot of students the chance to sing, dance, and perform their talents in front of the entire school! Even the 7th and 8th grade choirs collaborated for a special musical performance. In February, three middle school choir students were selected to perform in the Bondurant-Farrar Variety Show. Cierra Culbertson, Savannah Miller, and Carissa Noland represented the middle school wonderfully, with a special dance act to entertain the crowds. In April, the 7th and 8th grade choirs performed fresh, spring themed music in their second and final concert of the school year. Each group brought beautiful sounds and sights to the audience as we welcomed the warmer weather. Bondurant’s singers have worked toward unified and blended sounds, while maintaining and progressing their musical skills. The 8th graders look forward to joining the high school choir and the 7th graders are excited to sing new repertoire and learn brand new skills. It was a great year for Middle School Vocal Music and we are looking forward to more success in the future!

## 8th Instrumental Music

The 8th graders began the year by preparing to march in the Homecoming parade. Following that, students prepared several songs for a December concert, working on fundamental musical skills. In February, students were required to perform a solo/small group for a judge at the middle school, with the focus on individual growth. Through performances in March and May, students worked on a variety of skills demonstrating growth rhythm reading, tone quality, balance and blend. A middle school jazz band met in the mornings before school from the middle of March through May, working on several different styles of music and improvised soloing, with both the middle school jazz band and concert band performing a May concert with the high school bands.

## Middle School Art

The 2015-16 school year was one of many incredible achievements in the Middle Art Department! 6th-8th grade students studied a variety of art movements, artists, techniques, and media, all the while discovering more about themselves and the world around them. There were many opportunities for growth, learning, and celebration of their accomplishments!

The Middle School Art Department at Bondurant-Farrar is in its 10th year of existence. It has been through some changes throughout the years, all with the best interests of students in mind. Currently 6th graders receive art once every three days, and 7th-8th graders as an exploratory class (every day for 6 weeks). If students wish to receive art more frequently, there is also Art Club available as an After School Activity. An exciting change for next year is the addition of an advanced art class for 7th-8th graders, which will meet for a full semester every other day.

Besides seeing the amazing artwork of our talented students around the school, it is also displayed or published in numerous other locations. At school it can be seen throughout the halls, display cases, library, and on the Artist of the Month boards located in the art room and office. Students' work is also featured in an online student art museum, [www.artsonia.com](http://www.artsonia.com). On Artsonia students can share their artwork with family and friends, develop fan clubs, and purchase items with their artwork printed on them (the Middle School Art Department receives 20% of all purchases on Artsonia!). Over fifty middle school students had artwork at the Ankeny Art Center this fall, and four of our students had art appearing in the Des Moines Art Festival. As usual, one student per grade is also featured in the annual Art Activity Calendar. Finally, one male and one female from each grade were also awarded the "Golden Brush" for the creation of outstanding artwork.

Thanks for your continued support of the arts at Bondurant-Farrar Middle School! We sincerely appreciate the support, as well as the sharing of your children and students' talents!

*Do something  
CREATIVE  
everyday.*

## Student Recognition

The President's Award for Education Excellence is awarded to each student grades 6-8 that qualify. Students qualify by receiving all A's (A-'s included) in each core course for both semesters and by scoring at the 90th percentile (equivalent) nationally on the core composite of the Iowa Assessments. Students are also recognized for perfect and outstanding attendance. Perfect attendance is for zero marks (one mark = one tardy or half day absent). Outstanding attendance is for two marks or fewer. Students who made the honor roll were recognized in the newsletter at the end of each semester.

New this past year, students were nominated by staff and peers for doing "good" things in school. These could include exhibiting positive behaviors, being helpful to teachers and peers, and demonstrating acts of kindness. At the end of each month, two students from each grade level were selected from those nominated as "Students of the Month". From January through May, 30 students were recognized in the daily announcements, newsletter articles and a "Student of the Month" luncheon at the end of the year. Incentives were also offered for students that were proficient, made improvements upon, or scored at high levels of the Iowa Assessments. An incentive day during the last week of school included a dunk tank with teachers in it, large inflatables in the gym and various other outdoor activities.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - That is the goal of true education."

- Martin Luther King, Jr.

# 180 Days - Secondary

## Silver Cord

The Bondurant-Farrar Silver Cord Program encourages students to make contributions to their community through service and to recognize and reward volunteerism. Students benefit the community while developing their own leadership and citizenship skills. This is a self-directed program and the student is responsible for turning in their hours.

Seniors who have completed a minimum of 200 hours of approved volunteer service during their four years at Bondurant-Farrar High School are awarded a Silver Cord to be worn during graduation and will be recognized at Senior Award Night.

While it is a suggested requirement that students complete a minimum of 50 hours of approved service activities per year to reach the 200 total hours, students may accumulate their 200 hours in varying amounts during their four years of high school.

The Silver Cord Advisor maintains a log of student completion of approved service activities for all students. It is the sole responsibility of the student to contact the Advisor with paperwork for verification of hours.

### **The following criteria are required:**

- Most service hours must be attained during non-school time
- Service hours must be completed for "non-pay"
- Service hours must be submitted in a timely-fashion upon completion

## Scholarship Foundation

The Bondurant-Farrar Scholarship Foundation was formed to help our students realize their dreams of attending a post-secondary institution.

A great majority of Bondurant-Farrar students go on to a vocational school, community college, college, or university. Applications are made available to students in the spring of their senior year to apply for scholarship assistance. Recipients are recognized on Senior Awards Night in May. Along with those students receiving the award from the Scholarship Foundation, more than \$110,000 in total awards were presented to graduating Seniors during the awards ceremony.

## National Honor Society

The local chapter of the National Honor Society started with year with 33 seniors and 27 juniors. Elizabeth Johnson was elected president, Mackenzie Clayton vice president, Harrison Vermie secretary, Blake Beck treasurer and Nick Swift parliamentarian. Mrs. Erin Fynaardt served as the advisor.

The four pillars of NHS are character, scholarship, leadership and service. NHS chose to have each member complete 25 hours of community service on numerous projects: tutoring, mentoring, athletic camps, Meals from the Heartland, literacy night, After-Prom, concession stand duty, Freedom for Youth, nursing homes, Bright Kavanagh House, Ducks Unlimited, Animal Rescue League, construction projects, church missions trips, among many other worthy service projects.

In April, the induction ceremony was held, and 17 new members were inducted. These new members included 1 senior and 16 sophomores.

## Mentor Program

The Bondurant-Farrar Junior Senior High School mentor program is in its 22nd year. Students in 7th/8th grades from the Middle School building are excused from their study hall to mentor students in the Anderson Elementary building. Teachers sign-up for days/times for mentors to either work 1:1 with students or in small groups on reading, math and social skills. High School mentors work with Middle School and Morris students.

Mentors offer positive support and friendship. Students show an increase in classroom skills and self-esteem after working together. The criteria set for mentors to participate includes: a G.P.A. of 3.0 or higher, good representative of school and community, and the ability to make good peer choices. This program will continue as long as teachers find the additional classroom assistance to be positive and favorable to all involved.

## Student Council

Student Council has been hard at work this school year making meaningful contributions to our school and community. Student Council was responsible for several Homecoming activities including the Homecoming Parade, dress-up days, decorate and host the Homecoming dance, and the 4th year, Blue White Game Night held on Thursday evening.

The Council provided Thanksgiving and Christmas dinners, along with gifts to our “adopted” family during the holiday season. We also hosted our Annual “Senior Citizen Dinner” in December assisted by the B-F kitchen staff.

In addition, our members attended leadership conferences, a student exchange, recognized teachers for appreciation week, posted staff college board, posted seniors college bound board, helped raise school spirit and student recognition with various activities. This year we initiated an academic awards breakfast and hosted over 125 students. We continue to receive accolades as an Honor Council by the Iowa Association of Student Councils.

Student Council consists of a group of hard-working students with big hearts. In addition to above-mentioned activities, students work very diligently to raise funds in order to help the community and school. The majority of funds come from Homecoming ticket sales and from the Student run May Day 5K Run/Walk. We also hosted a school dance. This year our May Day 5K was in honor of the Wounded Warriors organization. We were a high school ambassador for this National Program.

Annually we offer and fund a Scholarship in memory of our past School Board Member and community friend Allison Bishop.

## Academic Recognition Awards

High school students who earn a 3.25 grade point average (GPA) on a 4-point scale for two consecutive semesters are awarded an Academic Honor Pin.

Students may also earn an Academic Letter in one of two ways:

- Earning a 3.5 GPA for two consecutive semesters
- Earning a 3.25 GPA for four consecutive semesters

## Student Ambassador Program

The Student Ambassador Program, in its 9th year, offers the opportunity for new students to be more welcomed into our school. New students and current students fill out a student profile. The advisor matches students with common interests to offer a welcoming environment during transition and possible friend connection. To be selected, current students must be in good standing with school and community. Ambassadors will learn how to interact and greet new students.

As program funding is established, students will be educated in the areas of conflict management and no child eats alone training. Additional trainings will be offered as needed. As well, students may become active in community service opportunities. This program continues to be of assistance to new students and has received high praise from parents.

## High School Art

The art students at Bondurant-Farrar had its most prolific art year in the last 20 years with art awards ranging from the from most conference recognitions to state and national awards. Various students were involved in 13 contests and exhibitions this year.

### Highlights include:

- B-F had the most pieces from any one school accepted into the 2015 Iowa State Fair. B-F Alum Ashley Huisman: 1st place; Bailey Bellon: 3rd place; Tracie Webb: Honorable Mention
- In the statewide Scholastics Art Competition, B-F art students received 6 Honorable Mentions, 10 Silver Keys, and 2 Gold Keys. Tracie Webb and Bailey Bellon received an Honorable Mention on their Senior Portfolios.
- At the Raccoon River Conference Show, B-F students received eight 1st places, six 2nd places, three 3rd places, and seven Honorable Mentions.
- Bailey Bellon received a National Silver Medal in the Scholastics Art Competition.
- Kallan Paulsen won Congressional Art Competition. She also received a free trip to the award ceremony in Washington D.C.
- Carrie Norton is the first B-F student to be selected to the All-State Art Team.
- Bailey Bellon and Carrie Norton received The Buck Outstanding Artist of the Year Award. (First time two individual received so many awards in one year since 1992.)

# 180 Days - Secondary

## Vocal Music

It was another successful year in the Vocal Music department. We had a little over 100 students in choir. The future is bright for the program!

On October 25th, Hope Carlson, Matthew Lorentzen, Simona Flores, Jacob Thrap, Julianna Knoot and Nicholas Carrant travelled to Indianola to audition for the Iowa All-State Chorus, along with almost 3000 other students across the state of Iowa.

Select Choir showed their versatility as an ensemble by competing at Valley Vocal Jazz Festival and State Jazz Festival, at which they earned a Division I (Superior) rating from all three judges, the only ensemble at that center to do so. The students in this ensemble performed at the State Solo/Ensemble Contest, where they earned another Division I (Superior) rating. To round out the year, Select Choir earned a Division I (Superior) rating at IHSMA State Large Group Contest, complete with two perfect scores.

We also had the privilege to take 14 8th and 9th grade students to the Central College Honor Choir this year. Those students are: Molly Hormann, Raegan Little, Emma Wahlert, Marshall Moore, Ethan Wengert, Abi McCaslin, and Elly Fulton.

On March 31, 14 students from Bondurant-Farrar took part in our own Solo Contest. Students were required to learn a song and sing that song in front of a judge. Those who earned a Division II (Excellent) rating at contest were: Chloe Hildreth, Molly Hormann, Marshall Snelson, Sarah Davis, and Faith Benson. Those who earned a Division I (Superior) rating at contest were: Julianna Knoot, Nicholas Carrant, Abi McCaslin, Allison Ramsey, Brenna Hamborg, Peyton Maulsby, Matthew Lorentzen, Simona Flores, and Hope Carlson.

On April 2, some of these same students traveled to Jefferson to participate in the IHSMA State Solo and Ensemble Contest. Those who earned a Division II (Excellent) Rating at contest were: Peyton Maulsby, Brenna Hamborg, and Julianna Knoot. Those who earned a Division I (Superior) Rating at contest were: Nicholas Carrant, Hope Carlson, Matthew Lorentzen, Abi McCaslin, and Select Choir, consisting of: Beth Johnson, Kendra Fulton, Sierra Bailey, Lindsey Ross, Star Farrell, Alexis Forest, Matthew Lorentzen, Nicholas Carrant, Spencer Swanson, Louis Long, Walter Long, Drew Hormann, Caleb Townsend, Jacob Thrap, Jessica Fenton, Hope Carlson, Simona Flores, Megan Kramer, Julianna Knoot and Sarah Davis.

In December, Matthew Lorentzen and Caleb Townsend were selected for the elite Iowa State University Honor Choir. Over 500 students in the state auditioned for this prestigious honor choir, and these two are the first students accepted for Bondurant-Farrar.

We were one of 34 schools across the state of Iowa to participate in the Iowa High School Musical Theatre Association's Awards this year, and we were able to walk away with several recognitions. This event, sponsored by the Des Moines Performing Arts, is a chance for students in choir to be recognized for furthering their musical theatre abilities.

Students are asked each year to nominate their peers for the Section Leader Awards, as well as nominate anyone to receive the Excellence in Vocal Music Award and a senior for the Most Inspirational Senior Award. Section Leaders in Concert Choir this year were: Mark Campbell, Jacob Rowe, Peyton Maulsby and Abi McCaslin. Section Leaders in Select Choir were: Matthew Lorentzen, Caleb Townsend, Simona Flores and Beth Johnson. Hope Carlson was awarded the Excellence in Vocal Music Award, as well as the Most Inspirational Senior Award.

To cap off our year, both Concert Choir and Select Choir attended IHSMA State Large Group Contest, where they performed three songs for three judges. Concert Choir walked away with straight Division I (Superior) ratings, the second year in a row this has happened for this non-auditioned group. Again, Select Choir walked away with straight Division I (Superior) ratings, complete with two perfect scores. Overall, it was a great way to end the year.

“Education isn’t just about feeding the brain. Art and music feed the heart and soul.”

- Julie Garwood

## Mass Media

The Mass Media class at Bondurant Farrar High School explored many different media outlets. Students learned about media bias, the underlying purposes of many types of mass media, and how mass media is spread. Students wrote blog posts, conducted a variety of interviews, and even created their own documentary at the end of the semester. Using technology such as iMovie, Garageband, and more, they completed a ten minute feature. In this project, students took on tasks such as directing, editing, interviewing, and screenwriting.

## FBLA

The B-F Future Business Leaders of America (FBLA) organization began in 2013 with a small group of students and has grown to roughly 30 members. Throughout the year the students have participated in multiple community service activities from making a meal for the women's shelter in Des Moines to sending a care package to a soldier in Afghanistan. Students also held multiple social and fundraising events such as Winter Formal and Mr. B-F, which were very successful.

Fundraising helps to go towards the State Leadership Conference. This conference takes place in March and students compete in events in hopes to make it to Nationals. Events include Business Communication, Business Law, Client Service, Digital Video Production, Economics, Global Business, Introduction to Business, Management Decision Making, Personal Finance, Public Service Announcement, Publication Design, and Website Design. This year members earned two first place, one second place, one fifth place, and two sixth place awards. Four students competed at the national competition in Atlanta.

New for next year, members voted to change from FBLA to DECA.

## Yearbook

The 2015-2016 "jOURney" yearbook includes 144 pages of color photographs and stories providing a historical record for grades 9-12. Modeled after a travel-worn suitcase, the cover features a cut-out section that reveals a full color spread of pictures from our students. Photographs came from yearbook staff, Mr. Christian Vandelaar, and Mr. Ben Fuller. This year's focus was on tying captions to the yearbook theme, which is all about going on a journey through high school at B-F.

## Prom

The Bondurant-Farrar Jr./Sr. Prom was held on Saturday, April 2, 2016, at the A.H. Blank Golf Course in Des Moines. This year's selected theme was The Roaring Twenties. Guests were welcomed in to the dance amid gold draped columns, a lit cityscape and balloon pearls. The strong 50-degree breezes on the patio allowed the guests to cool off quickly. Guests danced to the music of DJ Dominique Rowland from KDPS of Central Campus, and Ben Fuller from Photos by Ben was on hand to capture the evening with professional photographs. Baratta's catered the event. Junior class officers Mark Campbell, Emily Dearden, Rebecca Jackson, and Kiersten Kreuder worked diligently throughout the year to plan and provide a spectacular evening for everyone. The evening ended with the crowning of the 2016 Prom King Harrison Vermie, and Prom Queen Megan Roth. A special thank you goes to Ben and Kathy Fuller for putting together the senior video, which was shown at pre-prom. The night was an impressive event that the students will be able to treasure for years.

**School Colors:**

**Blue and White**

**Conference:**

**Raccoon River**

**Mascot:**

**Bluejay**



# 180 Days - Secondary

## 9th-12th Instrumental Music

The 2015-2016 school year was another great year for the Bondurant-Farrar Bands. The high school opened the year with marching band performances at home football games and competitive performances at Pella (Outstanding Color Guard) Urbandale, ValleyFest, Mid-Iowa and State Marching Band Contest, where the band received a fourth consecutive Division I rating of their show “Russian Colors.” The band presented a combined winter concert with the choir in December and a jazz band/concert band concert in late February.

The band and choir presented another combined concert in May in preparation for State Large Group Contest, with marked improvement from earlier in the year. The band received their third consecutive Division I at IHSMA Large Group Festival. The final concert of the year was a combined performance with the 7-8 band where the high school performed highlights of marching band shows past. Twenty five students also participated in jazz band. They rehearsed 3 mornings a week and performed at 3 concerts. Band students also provided pep band performances for several home basketball games. Several students also participated in the IHSMA Solo/Ensemble festival, earning 6 Division I ratings and 6 Division II ratings, and the B-F Solo Festival, earning 6 Division I ratings and 5 Division II ratings. The Drake Honor Band included 5 B-F students, RRC included 14 B-F students and the Iowa All-State Band included Hunter Jontz, who was selected to on bass clarinet for the second consecutive year. Of the 58 students in the high school band this year, there was a very talented group of 7 seniors who will be missed.

Thank you to all those who support the band! We appreciate the continued support from the B-F community.

## Speech Department

The B-F speech team began to prepare for the Iowa High School Speech Association’s contest season in November. Contests began in late January and were completed in late March. The large group and individual teams compete with schools of all sizes from across the state. B-F speech students consistently perform at an exceptional level. B-F’s participation and success is greater than many large schools.

During 2015-2016, 63 students participated in large group speech at the district level in 18 events; 15 events were advanced to the state level, where 11 events received Division “I” ratings and 9 events, comprised of 58 students in choral reading, readers theatre, solo mime, group mime, group improvisational acting, ensemble acting (2), short film and, radio broadcasting were recognized as All-State performances. Only the top 3% of all speech performances in the state are given this honor.

The individual team was comprised of 31 students in 42 entries, the most a school can enter. B-F was one of 4 schools in the SW District to earn this distinction. Thirty-six entries were advanced to state with a Division “I” rating. At state, students received 31 “I” ratings and 7 All-State honors—B-F’s Individual All-State speakers were Simona Flores- After Dinner Speaking; Hope Carlson-Solo Musical Theatre; Kendra Fulton-Expository Address; Joe McGovern-Expository Address; Cassie Bucklin-Acting; Elizabeth Johnson-Improvisational Acting and Acting.

Both the large group and individual speech teams also received the highest academic recognition from the IHSSA.

“I see my life in terms of music.”

- Albert Einstein

“Always walk through life as if you have something new to learn and you will.”

- Vernon Howard

# 180 Days - Athletics

## Football

The 2015 Bondurant-Farrar Bluejay football team completed another successful season culminating in a varsity playoff berth. The 89 team members were led by a new coaching staff, including head coach Zach Pfantz. The varsity football team finished the regular season with a 6-3 record before bowing out in the first round of the 3A state playoffs to eventual state runner-up Norwalk. In the process the Bluejays led Class 3A, District 6 in Total Offense and Passing Offense while breaking several school records along the way. The Junior Varsity team compiled a 6-2 record, while the freshman finished up at 5-3.

Cole Schlenker earned 1st team All-State honors for the Bluejays. Schlenker, Dylon Storey, Jarrid Clark, Casey Zarr, Matt Eckert, Payton Duit, and Keller Paulson all earned 1st team All-District honors.

## Cross Country

The 2015 cross country team had much to be proud of this season. The girls increased their race distance to a 5k and tackled the challenge with hard work and discipline. As a result, Jamie Larsen is our new cross country record holder and earned All-Conference honors.

Highlights from the boys' side include a meet win at the Johnston Invitational, a third place finish at the Raccoon River Conference Meet, and four All-Conference recipients including: Nick Swift, Drake VanBaale, Isaac McCleary and Caleb Townsend. This team went on to finish sixth at the State-Qualifying Meet and Nick Swift finished eighth to qualify for the state meet as an individual.

### Team Awards:

Female MVP: Jamie Larsen

Male MVP: Nick Swift

Female Rookie of the Year: Elly Fulton

Male Rookie of the Year: Ryan Eckert

### 2015 Female Letter Winners:

Jamie Larsen, Ashlee Osier, Kendra Fulton, Elizabeth Schmeiser, Peyton Harless, Kinsey Lester, Elly Fulton, Madison Dicks, Allison Dicks

### 2015 Male Letter Winners:

Nick Swift, Jacob Yatchak, Brady Steeples, Daniel Hellstern, Drake VanBaale, Caleb Townsend, Isaac McCleary, Ryan Eckert, Ian Montgomery

## Cheerleading

The Bondurant-Farrar Jr./Sr. High School has an active junior high and high school program. The programs both stress high academic goals, safety, leadership, and teamwork. We practice approximately 6-8 hours per week, plus the extra "spirit" things we do for the teams weekly.

Annually the high school students receive academic excellence recognition. This year Varsity Football, Varsity Wrestling, Varsity Basketball all received a cumulative G.P.A. of over 3.0- 3.6 per squad for distinguished academic honors.

Varsity High School students have the opportunity to be involved on a competition squad. We participate each year at the Iowa Cheerleading Coaches Association State Cheerleading Championships in November. These competitions require an additional 4 – 7 hours per week to prepare and learn choreography.

Because of Superior ratings at competition camps, cheerleaders are invited to attend and perform at the World Strides Heritage Performance Bowl games. We try to receive high camp ratings each year and go every other year to bowl games.

Each year we raise money for Susan G. Komen Breast Cancer Foundation with a PINK Week of activities. We end the week at "Cheer for a Cure" in the annual Susan G. Komen Race. We also volunteered at Meals From the Heartland, Juvenile Diabetes and Kidney Walk. We have cheerleaders receive President's Volunteer Service Awards each year. Collectively this year they served over 1000 hours of community service. Many Silver Cord hours for service are earned at Cheer volunteer events each year.

In addition to our annual junior jays fall spirit clinic, we have a homecoming coronation spirit clinic. Clinics include K-6th grades and practice after school to prepare performances. The high school cheerleaders continue to sell homecoming corsages, have car washes and host the Junior High Cheer Camp.

We also have a junior high buddy program. The high school cheerleaders have a 7th/8th grade cheer "buddy". They work together at practice, assist with homework needs and leave "spirit" surprises in their lockers. All intended to make the Junior High transition a little more positive and comfortable.

# 180 Days - Athletics

## Boys Basketball

The Bondurant Boys Varsity Basketball team this past season had some near misses and pulled out some close games as they finished with a 12-11 overall record. They finished 4th in the RRC with a 7-7 record. They were eliminated in post-season play by eventual state tournament qualifier Pella in the District Final.

The Bluejays ended the season with 35 players in their program (9-12) and had very successful seasons at the 9th and Junior Varsity levels. The Varsity Jays will return 9 of their 11 players for next year, which brings optimism for the future of Bluejay basketball.

Senior Dylon Storey was tabbed unanimous 1st team All-Conference as well as being named to the All-Substate team. He also was named to the 3rd Team Iowa Newspaper Association team. Senior Payton Duit was awarded 2nd Team All-Conference and Junior Casey Zarr was an Honorable Mention selection.

The BF coaches want to congratulate the following Bluejays for their efforts and contributions to the Bluejay program and will be missed: Seniors- Dylon Storey and Payton Duit.

The coaches for this year's team were Travis Evans, Bob Wiersma, Drake Bailey, and Patrek Tufts.

## Baseball

The Bluejay Baseball program had its best year. At the Varsity Level the team finished with an overall record of 27-11 and a conference record of 8-6 good enough for 4th place finish. With great pitching and timely offense the team was crowned district champions for the second year in a row and fell in the sub state final to Carlisle 10-8. The Junior Varsity team also had another nice season finishing with a 5 game winning streak to finish with an overall record of 10-12. 9th grade program finish with a overall record of 14-12.

### All-Conference:

First Team: Jarrid Clark, Payton Duit  
Second Team: Hunter Kennedy, Tanner Beider  
Honorable Mention: Brandon Johnson, Walter Long

### All District:

First Team: Jarrid Clark, Payton Duit  
Second Team: Walter Long

Letter Winners: Jarrid Clark, Hunter Kennedy, Payton Duit, Casey Zarr, Brandon Johnson, Tyler Flannery, Walter Long, Will Hoyle, Josh Meier, Tanner Bedier, Hogan Mcintosh

## Girls Basketball

The varsity girls' basketball team battled in every game this season. Even though their record (5 – 16) might not show a winning season, it was. Throughout the season, they learned many lessons about the game of basketball and life.

One of the biggest wins this season was beating Perry who the girls had previously lost to, by over 20 points.

Our seniors will definitely be missed. They played a large role in this program for the last 4 years. They include Lizzy Trulson, Logan Farmer, Emily Campbell, Kailee Robben, Josie McShane, and Joey Kamman. Lizzy was named to the All-Conference team and also to 4A District 7 1st team. A lot of special memories and relationships were built with this group of girls.

Coaches for this year's team were Max Zarr, Brad Hamilton, and Kenny Ramus.

## Softball

The 2016 softball season was a rebuilding year for the Lady Jays. With just one senior on the squad, the majority of the team was underclassman. As tradition stands, the season was stacked with tough competition with top teams like Carlisle, Winterset, and ADM. The Lady Jays played many ranked teams over the course of the season.

The season did provide some good memories and experiences for many younger players. Some of those positive memories included a victory over Clark of Osceola in round one of postseason. For those familiar with Bondurant-Farrar softball, there is a long history between these two schools.

The 2017 season is looking bright for the team as all but one starter will be returning for the Lady Jays. We graduated one senior, Erin Handley, who proved to be a strong leader in the classroom and on the softball field. Returning to the line-up will be senior, Abbie Osborn. She will be a good addition on the mound with sophomore, Hope Holzworth. This gives us four seniors; Kenzie Adkins, Isla Ekstam, Abbie Osborn, and Kenzie Peters. They will provide tough defense in the field and will have an impact at the plate for the Lady Jays.

All though our record may not show have shown it, the Lady Jays showed improvement throughout the season, made many memories along the way, and we're looking forward to getting back out on the field. Once a Lady Jay, always a Lady Jay.

## Boys Golf

The team has grown to 22 participants. Of those 22, Dylon Storey, Jayden Brady, Isaac Hanson, Caleb Barnett, Mason Storey earned varsity letters. Over the course of the season there were eight players who played in varsity meets. The varsity team typically consisted of one senior, three sophomores, and two freshman.

Dylon Storey completed in a playoff at the Raccoon River Conference meet for first place and lost by a stroke and ended up placing 2nd. The team advanced out of sectionals to the district meet. If the team would not have advanced, Dylon Storey had a qualifying score as an individual. The last time an individual advanced to the district meet was in 1995. The last time a team advanced to the district meet is unknown. Dylon Storey missed advancing to the state meet by 4 strokes.

The golfers are committed to putting in the time necessary during the summer to continue to improve. Three of the six golfers played on courses they have never played on before.

Seniors: Brian England, Ben Hansen, Daniel Hellstern, Tristin Hick, Dylan Powell, Dylon Storey

Juniors: Mark Campbell, Zach Fenton, Josiah Hellstern, Drew Hormann, Caleb Olcott

Sophomores: Caleb Barnett, Jayden Brady, Isaac Hanson, Quinn Waterhouse

Freshman: Andrew Beeman, Jordan Collins, Connyr Duden, Jalen Kruse, Mason Storey, Tanner Valentine

## Girls Track & Field

The 2016 BF girls' track team had 37 athletes participate. There were 9 seniors, 8 juniors, 4 sophomores, and 16 freshmen. The team was able to win two track meets this year including the Clarke invitational and the BF COED meet. It was the first meet title in the past 6 years. The team was very competitive this year finishing in the top 3 in 6 of their meets. Mariah Miller was a state qualifier in the long jump as a freshmen.

## Girls Soccer

Lady Jays Soccer play in the Raccoon River Conference filled with two 1A schools and six 2A schools. We finished in 3rd place with a 5-2 record. Our only conference losses came to ADM and Winterset. Our final season record was 7-12 overall, our worst winning percentage over the last five seasons. This was again a season of near misses. We lost 8 matches to ranked teams and 5 of our 12 losses were by one goal. We dealt with severe injuries all season, but really became a team through the adversity.

Raccoon River All Conference honors go to Brynn Beresford, Erin Kruse and Kallan Paulsen for 1st Team, Madison Conner, Jessi Altman and Kelcey Perry for 2nd Team, Emily Campbell and Erin Winders for Honorable Mention. Brynn Beresford was also voted 2nd Team All-SE District.

There were 36 girls out for soccer this year, continuing to allow for more opportunities to enhance our schedule, We played a full JV schedule and showed a great improvement from the previous season. The Lady Jays were represented by 9 seniors, 9 juniors, 14 sophomores and 4 freshman.

The Lady Jays would like to thank their fans for the great support all season through all of our adversity, you never stopped cheering. We would also like to thank our 9 seniors; Brynn Beresford, Emily Campbell, Haley Jontz, Jamie Schaper, Madison Conner, Amanda Ramsey, Mackenzie Clayton, Amber Miranda and Erin Winders for their commitment and leadership and wish them well in their next chapter in life.

Next season we plan on building on our strong tradition and learn from our season to improve in our play on the field. Thank you again for all your support of Lady Jays soccer.

## Boys Track & Field

Thirty-eight boys finished the track season this year in boys track. There were 9 freshmen, 16 sophomores, 3 juniors and 9 seniors. The team finished 5th in the RRC meet. The team qualified individuals for state in the shot, discus, long jump, high jump, WC 100, WC 200, WC 400, shuttle hurdle relay, 4x200, 4x100 relays.

# GRADUATION

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## Presenting the class of 2016

Noah Howard Altman  
Madyson Leigh Bailey  
Megan Brianna Bailey\*#+  
Payton Kay Bailey  
Sierra Michelle Bailey#  
Blake Weston Beck\*# +  
Bailey Shayne Bellon \*-  
Brynn Cora Beresford#  
Isaac Allen Boyd  
Abbey Elizabeth Burris\*#-  
Emily Ann Campbell\*-  
Hope Jaclynn Carlson  
Jarrid Levi Clark  
Mackenzie Aaryn Clayton\*# -  
Madison Mackenzie Conner  
Cody Robert Cross -  
Noah Scott Culbertson  
Sydney Elane Curnes#  
Cassandra Marie Day\*-  
Jenson Mitchell Duffy  
Payton Michael Duit  
Matthew Paul Eckert\*+  
Tanner Bradley Edwards\*+  
Brian James England  
Logan Nicole Farmer\*  
Simona Piedad Flores\*#  
Anna Josephine Fogarty#  
Alexis Suzanne Forest  
Mikayla Marie George -  
Akila Aditi Goel\*#-+  
Luz Itzsel Gudino  
Abigail Mae Hale\*# -  
Damien Michael Hall  
Erin Delaney Handley\*#+  
Jonathan Cameron Handley#-  
Benjamin Lee Hansen  
Trace Michael Harken  
Cambri Jean Hartman  
Joshua Wells Haynes

Daniel Joon Hyun Hellstern  
Tristan Robert Hick  
Brooklynn Marie Hickle  
Katelyn JoAnn Higgins  
Justice Michael Hitchcock+  
Logen James Hohenshell  
Daylene Annique Iverson\*  
Elizabeth Ann Johnson\*-  
Haley Jean Jontz\*  
Hunter Joyce Jontz\*-  
JoLynn Elizabeth Kamman  
Hunter Andrew Kennedy#  
Kameron George Kinmonth  
Matthew Aaron Klapp  
Jacob Ellis Kloster  
Meghan Irene Lamb  
Nicholas Gunther Lanes  
Jamie Lynn Larsen  
Dawson Dale Lester#  
Casey Benjamin Loftis-Boatwright\*  
Austin Thomas McIntyre  
Josie Lynn McShane  
Jared Christian Mellody  
Amber Marie Miranda  
Sarah Elizabeth Moody\*#- +  
Noah Lee Myers  
Christopher Jade Neff  
Jasmine Lynn Nelson  
Steffannie MaeLynn Newton  
Ryan Lee Nicholas  
Bailey Renee Nissen#  
Jessica Anne Noonan\*  
Carrie Lee Norton\*#  
Richard Salvador Onofre  
Ashlee Renee Osier\*#  
Colten James Parsons  
Keller Christian Paulsen  
Shelbie Annette Pavon  
Alec Jacob Pierce

Kaily Marie Poffenberger  
Dylan Thomas Powell  
Callista Pearl Presnall  
Amanda Sue Ramsey  
Brandon Dean Rivera  
Kailee Renee Robben\*#  
Ryan James Rose  
Lindsey Elise Ross\*  
Megan Taylor Roth  
Jacob Austin James Rowe  
Sydney Ann Rowe#  
Amanda Jean Elizabeth Rush  
Spencer Ivan Russell  
Carlos Sanchez Rosado ^  
Dustin Eugene Scarlett  
Jamie Dyann Schaper  
Alyssa Jo Scheeler  
Cole Allen Schlenker  
Savannah Joy Christine Schultz +  
Konner Stewart Smith  
Amber Rae Somers  
Hunter James Stafford  
Steven Dean Stamper  
Brady Stephen Steeples\*  
Dillon Wallace Stone  
Dylon John Storey\*  
Nicholas David Swift\*#  
Elizabeth Eileen Trulson\*  
Givanna Krystal Vance  
DeAndre Shay Vaughn#  
Harrison Allan Vermie\*#+  
Nathan Jeffrey Walker  
Tracie Jo Webb\*  
Carter Reed Wiederin  
Erin Nicole Winders\*  
Brenna Noelle Wood  
Jacob Michael Yatchak  
Joseph Richard Yeager

- Indicates Academic Department Award, + Indicates Honorary Diploma, \* Indicates National Honor Society, # Indicates Silver Cord

*Congratulations 2016 Graduates!*

**Bondurant-Farrar Community School District**  
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OR

Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560, Facsimile: (312) 730-1576, Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)