



TREYNOR COMMUNITY SCHOOL DISTRICT

ANNUAL REPORT 2025

Excellence is Expected & Excellence Is Achieved

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Introduction

Welcome to the 2025 Annual Report for Treynor Community School District. This report provides comprehensive insights into the year 2025 through the lens of our three district goals: student achievement and growth, district culture, and resource management. It highlights our successes and outlines our plans to continue enhancing the educational experience for our students and community.

In the area of student achievement and growth, Treynor CSD strives to ensure all students show growth throughout their educational experience, from preschool through high school and beyond. Indicators for student achievement and growth discussed in this report include ranking reports, post-secondary exploration while in school, and graduation.

District culture is another priority at Treynor CSD. Indicators for district culture explored in this report include staff retention rates and results from a stakeholder survey.

The third area of focus in this annual report revolves around resource management. Tax levy rates, budgeting amounts, and facility maintenance and improvements are indicators of Treynor Community School District's resource management contained in this report.

Mission Statement

To provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.

Student Achievement & Growth

This section highlights our commitment to fostering meaningful academic growth and measurable achievement for every student. Key indicators such as the ranking in the Iowa School Performance Profile, post-secondary readiness measures, and graduation data provide a comprehensive picture of student success and school effectiveness. Together, these outcomes reflect not only student learning and preparedness for life outside the academic setting but also the collective efforts of educators, families, and the school community to uphold high expectations and drive for continuous improvement.



Treynor Receives Top Ratings in Iowa School Performance Profile

We are pleased to announce that Treynor CSD is rated as the highest school district in southwest Iowa, based on the Iowa School Performance Profile (ISPP), with an overall rating of **"High Performing."** In addition, our elementary school was rated **"High Performing,"** our middle school was rated **"High Performing,"** and our high school was rated as **"Exceptional."** Our high school has been the second-highest-ranked high school in the state for two consecutive years, and our elementary school has received a "High Performing" rating or higher for the past eight years in a row, with our middle school earning a "High Performing" rating 5 consecutive years.

The [Iowa School Performance Profile](#) is a tool developed by the Iowa Department of Education to provide a comprehensive overview of how public schools across the state are performing. The ratings are based on a set of accountability measures required by the federal Every Student Succeeds Act (ESSA) and state law.

The profile uses a variety of metrics to evaluate school performance, including:

- **Student Proficiency:** Measures student achievement in reading, mathematics, and science based on the Iowa Statewide Assessment of Student Progress (ISASP).
- **Student Growth:** Gauges the academic growth of students over the course of a school year, regardless of their starting proficiency level.
- **Chronic Absenteeism:** Tracks the percentage of students who miss 10% or more of the school year.
- **Graduation Rate (High School):** The percentage of students who graduate from high school within four or five years.
- **Postsecondary Readiness (High School):** Measures a high school's success in preparing students for life after graduation, including indicators like college credit earned and participation in work-based learning.

The Iowa School Performance Profile assigns one of six ratings to each school. These ratings reflect a school's overall score, which is a composite of the various performance measures. The six ranking categories are: Exceptional, High Performing, Commendable, Acceptable, Needs Improvement, and Priority.

Treynor Community School District is proud to be among the select schools in the state and area to achieve these top-tier rankings. This success underscores our commitment to providing every student with a rigorous and well-rounded education, preparing them for a successful future.

School Improvement Advisory Committee

Treynor's School Improvement Advisory Committee (SIAC)'s goal is to meet or exceed the state average on each of the indicators of the Iowa School Performance Profile (ISPP) and to show growth in each indicator. We are proud to say that out of the 15 district indicators from the ISPP, we met our goal in 13 out of the 15 indicators. Proficiency in English Language Arts, Mathematics, and Science are some of the more notable indicators, along with our results in the Post-Secondary Readiness Index College Credits. One area for improvement is attendance growth for students who were previously chronically absent.

Preschool

During the spring of 2025, Treynor Elementary's preschool program underwent an extensive audit by the Iowa Department of Education. State auditors reviewed ten program standards, covering nearly 130 criteria. Treynor's preschool program earned a 100% rating and received full accreditation. This recognition is the result of a great deal of planning, preparation, and dedication from staff. We are incredibly proud of our preschool program and the outstanding work being done for our youngest Treynor Cardinals. In addition to the 100% rating, our first class of preschool graduates all met or exceeded their kindergarten FAST assessment standard for reading and math during the fall of 2024. In the fall of 2025, kindergarteners who attended Treynor's preschool program had a FAST assessment pass rate of 96% for reading and math.



District Career & Academic Planning Sees Success

The District Career and Academic Plan (DCAP) is a roadmap for district implementation of career development and support for students' individual career and academic goals. These plans are designed alongside Mrs. Danie Floerchinger, 6-12 school counselor, and Mrs. Jenny Berens, 6-12 career coach. Mrs. Floerchinger and Mrs. Berens manage and advise on aspects of academic planning and college and career readiness for students. This involves coordinating communication and acting as the information liaison between parents, students, teachers, and school administration.

Each student's plan consists of several essential components: self-understanding, career information, career exploration experiences, postsecondary exploration, and career/postsecondary decisions.

The goals for the DCAP during the 2024-2025 school year were met and surpassed with overwhelming success. These goals included setting up yearly campus visits to local postsecondary institutions starting in 8th grade; writing required reflections after all college or career experiences for high school students; having 60% of high school staff incorporate career-related activities into their curriculum map; and having all students create a resume in 8th grade and update it annually with the academic success coach.

Goals for the future include: having all juniors complete one job shadow by the end of the school year; increasing the percentage of students who receive an Industrial Recognized Credential during high school; increasing the percentage of students who receive a certificate, diploma, or Associate's Degree during high school; and planning and implementing a student-led 8th grade Career Day during the spring semester.



Post-Secondary Readiness Statistics

College Credits Earned By the Class of 2025



8 out of 10 Graduates

Earned a semester's worth
of college credits (12+)



6 out of 10 Graduates

Earned a year's worth of
college credits (24+)



1 out of 5 Graduates
Earned 1.5 year's worth of
college credits (36+)

Current Seniors – Class of 2026

25%

of graduates will
earn certificates or
certifications

15%

of graduates on
track for an
Associate's Degree

40%

of graduates will
have been involved
in internships

College Visits by Grade Level



8th
Grade



9th
Grade



10th
Grade



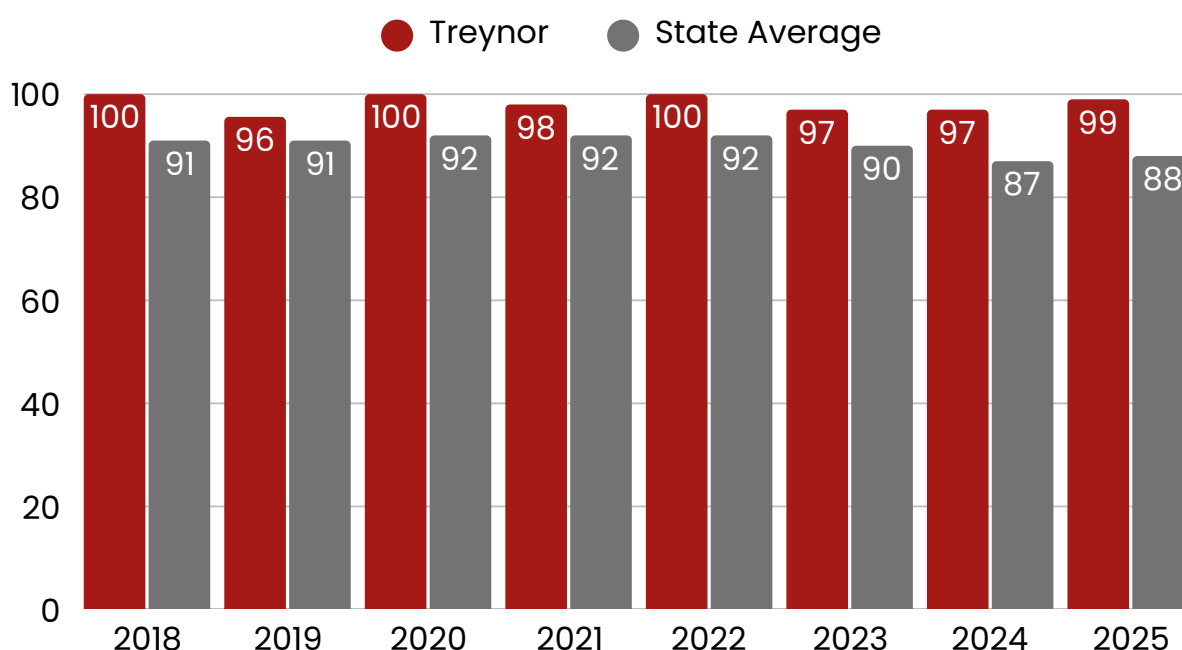
11th
Grade

Treynor Graduation Rate Tops State Average

Treynor's graduation rates consistently demonstrate strong student achievement and school effectiveness when compared to state outcomes. From 2018 through 2025, Treynor maintained an average graduation rate of 98.4%, frequently reaching 100%. Treynor's graduation rates consistently outperformed the state average every year. Even as statewide rates fluctuated and declined in recent years, Treynor's graduation rates remained remarkably stable, reflecting sustained support for all students. These results highlight Treynor's continued success in ensuring students remain engaged, supported, and prepared to complete their high school experience.



Graduation Rates for Treynor vs. State Average



District Culture

This section of the annual report highlights Treynor Community School District's culture of high expectations, shared responsibility, and continuous improvement. Meaningful academic growth and measurable achievement are the result of a collective commitment to student success, supported by educators, families, and the broader school community. Indicators such as district survey results and teacher retention illustrate Treynor Community School District's culture of accountability and support extending beyond the classroom.



District Survey Results

In the winter of 2025, Treynor Community School District conducted a survey of stakeholders, including parents, community members, students, and staff. The district received 506 completed surveys.

Four areas of excellence stood out for stakeholders across the board. There was strong encouragement that Treynor's students are encouraged to do their very best, teachers emphasize student learning & well-being, staff care about students, and students have opportunities to be involved in a variety of extracurricular activities.

Three other areas that were highly rated by a large percentage of stakeholders included: there are ample extracurricular activities; the district uses a variety of effective methods to communicate; and students are challenged academically in our schools.

The district was also able to identify areas for improvement based on responses from the survey. "Students feel safe from bullying and harassment in our schools" was identified by two of the adult stakeholder groups as an area for improvement, and "decisions related to funding are transparent, and resources are allocated properly" was identified by three of the adult stakeholder groups for improvement. Looking to the future, these are two areas that the district will keep at the forefront for continuous improvement.

By continuing to gather input from stakeholders, Treynor Community School District is able to prioritize the educational and social-emotional needs of students across the district and community. We'd like to express our appreciation to all the stakeholders who took the time to complete this survey.

Teacher Retention Rate



94% average teacher retention over the past three years

Extracurricular Activities

Instrumental Music



2 Students selected for
Iowa All-State Music
Class 2A 1st Place in Parade & Field
Competition at Clarinda

Girls' Track



2025 State Champions
in Relay Events

Boys' Track



State Champions in Relays
and Individual events

Coch Coach Hartigan



50 Years of Service
to Track & Field

Girls' XC



2025 Class 2A
State Champions

Speech



Large Group All-State - Group Improv &
Short Film
Individual All-State - Poetry, Solo
Musical Theatre, Review, and Improv

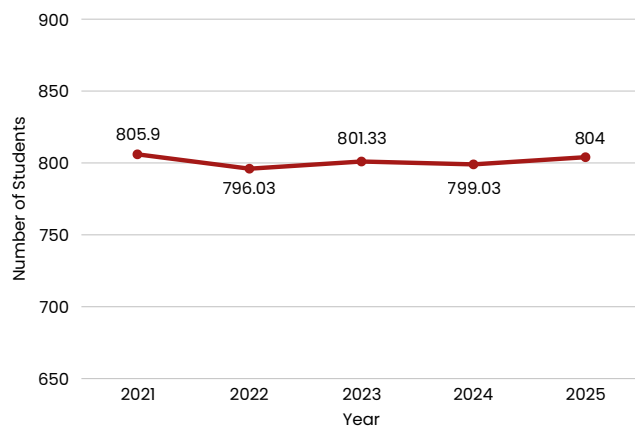
Resource Management

The final district goal explored in this annual report is resource management. The primary driver of revenue for school districts is enrollment. By providing an insight into the district's financial situation, Treynor Community School District strives to continue a tradition of responsible resource management through various funding sources and facility improvements.

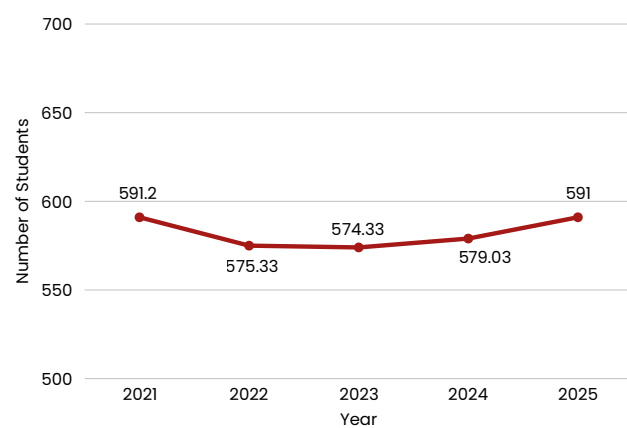
Student Demographics:

- Enrollment: 804 students
- Students with IEP's: 6.9% (Special Education)
- English Language Learners: 0.1%
- Low Socio-Economic Status: 14.7%
- Demographic Breakdown: White 94.6%, Hispanic 2.9%, Asian 1.0%, Multi-Racial 1.1%, Black/African American 0.1%, Hawaiian/Pacific Islander 0.3%

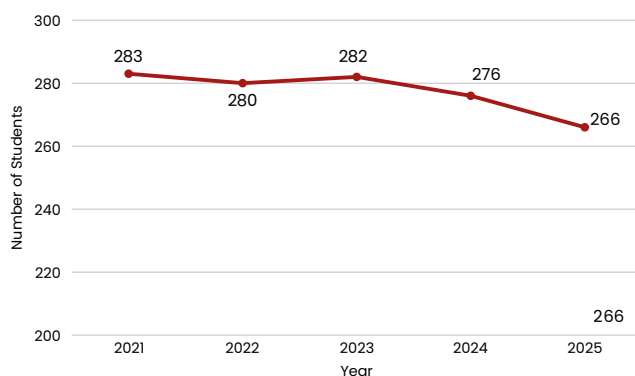
Total Students Served



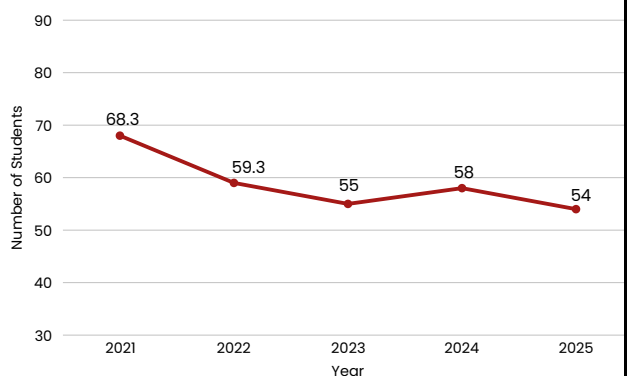
Certified (Resident) Students



Open Enrollment In



Open Enrollment Out



Treynor CSD Financial Snapshot

School districts' finances are a bit different than other businesses in the fact that they have several categorical funds. In other words, some dollars can only be used for certain purposes (like facilities, nutrition, and activities) and cannot be used for regular classroom operating costs. This structure helps ensure tax dollars are used for their intended purposes, but can sometimes create challenges for the funding of some expenses and operating costs.

The General Fund supports daily instruction and operations, with the largest share of expenditures invested in staff and student services in the form of wages and benefits.

Here are a few of the categorical funds assigned to support specific district needs:

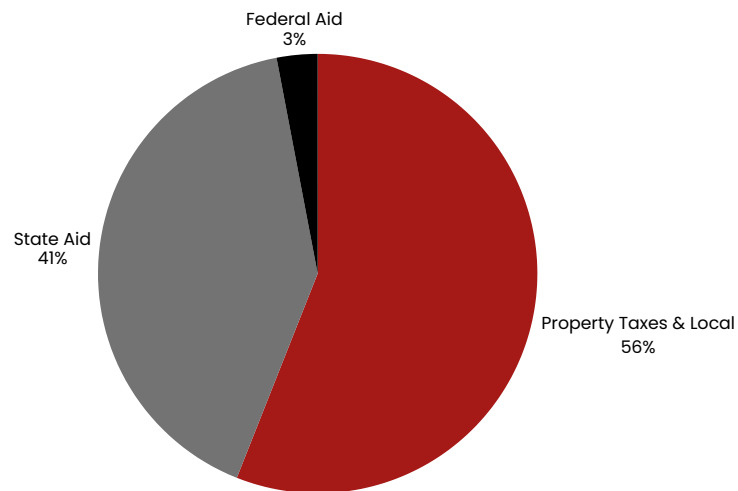
- The **SAVE Fund**, funded by statewide sales tax, supports facility projects, major equipment, technology, and approved debt. In FY25, it recorded \$843,084 in revenue and \$649,994 in expenditures.
- The **PPEL Fund**, a voter-approved levy, funds building repairs, maintenance, and equipment. FY25 revenue was \$231,525 with \$132,341 in expenditures.
- The **Activity Fund** supports extracurricular programs and student activities, with \$225,635 in revenue and \$180,119 in expenditures in FY25.
- The **Nutrition Fund** supports school meal programs and food service operations. In FY25, it generated \$536,828 in revenue and had \$657,230 in expenditures.

Finally, the district's FY26 debt plan reflects a continued commitment to long-term financial responsibility while addressing facility and infrastructure needs.

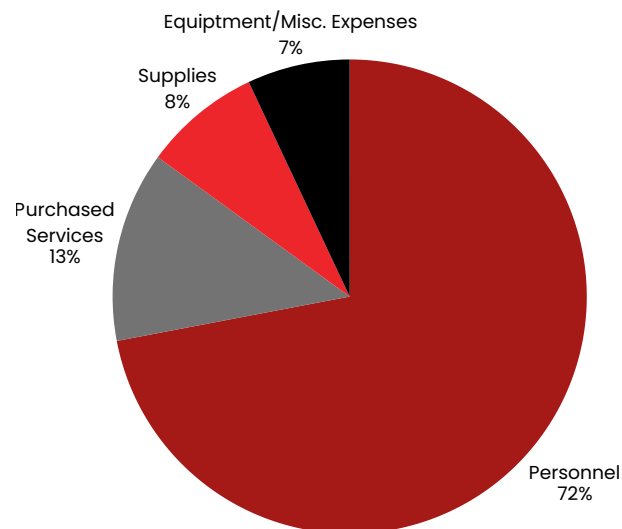


Financial Statistics

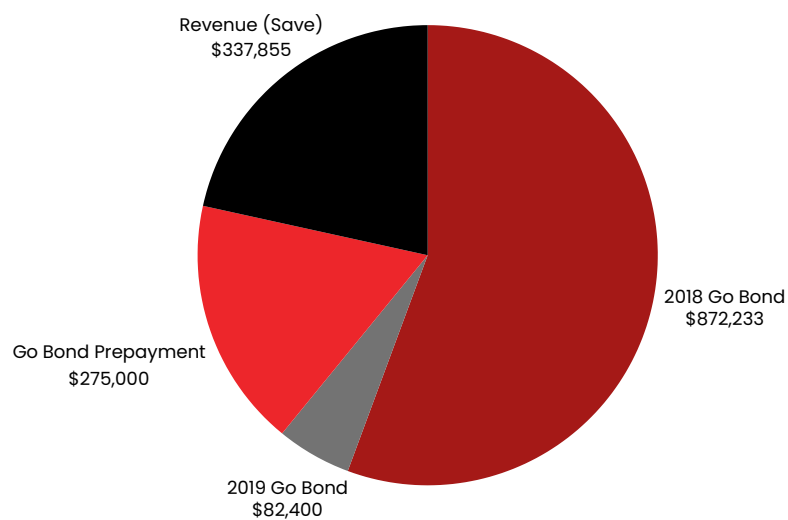
FY25 General Fund Revenue



General Fund Expenditures



FY26 Debt Prepayment



Conclusion

By focusing on these strategic goals and initiatives, Treynor Community School District is committed to continuing its tradition of excellence and providing an outstanding educational experience for all students. We look forward to the opportunities and challenges of the coming year, confident in our ability to achieve our objectives and support the growth and development of our students and community.

We extend our deepest gratitude to the students, families, staff, and community partners who have contributed to our success this year. Your support and dedication have been instrumental in achieving our goals and ensuring a brighter future for Treynor Community School District.

Treynor Community School District looks forward to another year of growth and achievement, building on the strong foundation we have established. Together, we will continue to create an enriching educational environment that fosters academic excellence, personal growth, and community engagement.



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