

281--IAC 12.8(3) (b)(4) The plan to meet future goals includes the following:	in grades K-3. Implement Authentic Intellectual Work professional development in grades K-12. Implement a Second Chance Reading program in grades 7-10. Implement Iowa Core professional development in grades K-12.
2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)	By the year 2011, the percentage of students in grades 3-5, 6-8, and 11 who are proficient in ITBS/ITED reading comprehension will increase from 2010 scores. In 2010, 83.0% of students in grades 3-5, 82.0% in grades 6-8 and 83.0% in grade 11 were proficient.

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Chapter 12 Improvement Goals Math

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.
2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	By the year 2010, the percentage of students in grades 3-5, 6-8 and 11 who are proficient in ITBS/ITED math will increase from 2009 scores. In 2009, 84.2% of students in grades 3-5, 93.3% in grades 6-8 and 82.7% in grade 11 were proficient.
Were the Annual Goals Met?	NO
Supporting Data to demonstrate that the district has or has not met its goal:	Our goal was to increase the percentage of students in grades 3-5, 6-8, and 11 who were proficient in math. We did not meet this goal. Although the percentage of proficient students in grades 3-5 increased from 84.2% to 89.0%, as did the percentage of proficient students in grade 11 from 82.7% to 94.2% the percentage of proficient students in grades 6-8 decreased from 93.3% to 89.0%.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	Our plan to meet future goals includes the following: Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.
2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	By the year 2011, the percentage of students in grades 3-5, 6-8, and 11 who are proficient in ITBS/ITED math will increase from 2010 scores. In 2010, 89.0% of students in grades 3-5, 89.0% in grades 6-8 and 94.2% in grade 11 were proficient.

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Chapter 12 Improvement Goals Science

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

- Grade 8 is served.**
 Grade 11 is served.
 Neither Grade 8 or Grade 11 is served.

SCIENCE ONLY: At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. **The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.**

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.
2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	By the year 2010, the percentage of students in grades 3-5, 6-8 and 11 who are proficient in ITBS/ITED science will increase from 2009 scores. In 2009, 82.9% of students in grades 3-5, 87.3% in grades 6-8 and 88.2% in grade 11 were proficient.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	Our goal was to increase the percentage of students in grades 3-5, 6-8, and 11 who were proficient in science. We did meet this goal. The percentage of proficient students in grades 3-5 increased from 82.9% to 87.7%, the percentage of proficient students in grades 6-8 from 87.3% to 91.3% and the percentage of proficient students in grade 11 increased from 88.2% to 92.5%.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	Our plan to meet future goals includes the following: Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.
2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	By the year 2011, the percentage of students in grades 3-5, 6-8, and 11 who are proficient in ITBS/ITED science will increase from 2010 scores. In 2010, 87.7% of students in grades 3-5, 91.3% in grades 6-8 and 92.5% in grade 11 were proficient.

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Chapter 12 Alternative Assessment - Reading**281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Reading

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Chapter 12 Alternative Assessment - Math**281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Math.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Math

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Chapter 12 Alternative Assessment - Science**281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Science.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Science

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Chapter 12 Multiple Assessments

Assessment Selections 281--IAC 12.8(3)(b)(5)

PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

[View Complete Assessments List](#)
[List of All Available Assessments](#)

Reading

Assessment Used:	Other (405)
Other Assessment: Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	Work Keys Assessment (ACT product)
Explanation -- How did the students do on this test?	Students in 11th grade are given the Work Keys assessment. For the 2009-2010 school year, 92% of our students scored at the proficiency level of 4 or above for reading comprehension.

Math

Assessment Used:	Other (405)
Other Assessment: Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	Work Keys Assessment (ACT product)
Explanation -- How did the students do on this test?	Students in 11th grade are given the Work Keys assessment. For the 2009-2010 school year, 96% of our students scored at the proficiency level of 4 or above for mathematics.

Science

Assessment Used:	District Developmental Assessments (84)
Other Assessment: Name/description /comment about the "other" assessment, or	(No "Other" Assessment Data)

N/A if whole grade sharing.	
Explanation -- How did the students do on this test?	Students in 10th grade are given a district developed science assessment. For the 2009-2010 school year, 79.2% of our students scored at the proficiency level or above for science.

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Chapter 12 Post-Secondary Data

Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

List assessment used and cut score: The American College Testing Program (ACT) is the usual college-bound entrance exam taken by students in Iowa. Students who score 20 or higher on this assessment demonstrate a strong indication of probable post-secondary success.

This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.

If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.

49 Total number of students achieving a score or status on a measure indicating probable post-secondary success.
If the measure used is the ACT, the cut score for probable post-secondary success is 20.
(Number of students who took the ACT test with probable post-secondary success: **49**. Iowa Testing information from Project EASIER BEDS table.)

70 Total number of students who took the test.
(Number of students who took the ACT test: **70**. Iowa Testing information from Project EASIER BEDS table.)

70.00% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success.
The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.

Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

All high school seniors who intend to pursue post-secondary education or training.

PUBLIC
These data are from the last available Spring B.E.D.S.

48 Total number of seniors who intend to pursue post-secondary education/training.
(Number of seniors who declared post-secondary education intentions: **48**. Data from Project EASIER BEDS table.)

57 Total number of seniors who have graduated.
(Number of seniors: **57**. Data from Project EASIER BEDS table.)

84.21% Total percentage of seniors intending to pursue post-secondary education/training.
The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.

Core Program Completers 281--IAC 12.8(3)(a)(7)

All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.

56 Total number of high school graduates who completed a core program.

56 Total number of high school graduates.

100.00% Total percentage of high school graduates who completed a core program.
Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.

Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2008-2009), while the APR itself is in the current school year (2009-2010).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2008-2009	<input type="text" value="1"/> Total number of All Dropouts, grades 7-12.
	<input type="text" value="329"/> Total number of All Students, grades 7-12.
	<input type="text" value="0.30%"/> Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
DROPOUT SUBGROUPS	
Female 2008-2009	<input type="text" value="1"/> Total number of Female Dropouts, grades 7-12.
	<input type="text" value="163"/> Total number of Female Students, grades 7-12.
	<input type="text" value="0.61%"/> Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Male 2008-2009	<input type="text" value="0"/> Total number of Male Dropouts, grades 7-12.
	<input type="text" value="166"/> Total number of Male Students, grades 7-12.
	<input type="text" value="0.00%"/> Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2008-2009	<input type="text" value="1"/> Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	<input type="text" value="312"/> Total number of White (not of Hispanic origin) Students, grades 7-12.
	<input type="text" value="0.32%"/> Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Black (not of Hispanic origin) 2008-2009	<input type="text" value="0"/> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.
	<input type="text" value="8"/> Total number of Black (not of Hispanic origin) Students, grades 7-12.

	<p>0.00% Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Hispanic 2008-2009	<p>0 Total number of Hispanic Dropouts, grades 7-12.</p> <p>4 Total number of Hispanic Students, grades 7-12.</p> <p>0.00% Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
American Indian or Alaskan Native 2008-2009	<p>0 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p>4 Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p>0.00% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Asian or Pacific Islander 2008-2009	<p>0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p>1 Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p>0.00% Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2008-2009	<p>0 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>45 Total number of Disabled/IEP Students, grades 7-12.</p> <p>0.00% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2008-2009	<p>0 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>0 Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p>0.00% Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

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Additional State Requirements

Other Locally Determined Indicators 281--IAC 12.8(3)

<p>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.</p>	<p>ATTENDANCE MEASURE</p> <p>Attendance is an indicator of success in school as well as success in a career. Research indicates that effective schools have consistently high attendance rates.</p> <p>The average daily attendance rate in 2009-2010 was 95.8% for grades K-6 and 95.4% for grades 7-12.</p> <p>SAFE AND DRUG FREE SCHOOLS PERFORMANCE MEASURES</p> <p>Annual Improvement Goal: To increase the demonstration of positive personal, social, service, and leadership skills.</p> <p>Data Indicators:</p> <p>The total number of 7th-12th grade behavior referrals dropped from 477 in 05-06 to 463 in 06-07 to 359 in 07-08 to 207 in 08-09 and down to 182 in 09-10.</p> <p>The total number of 7th-12th grade out of school suspension days varied from 16 in 05-06 to 21 in 06-07 to 28.5 in 07-08 to 20 in 08-09 to 12 in 09-10.</p> <p>The total number of 7th-12th grade in school suspension days remained constant at 24 in 05-06 and 06-07 and increased to 29 in 07-08 and 26 in 08-09 to 24 in 09-10.</p> <p>The percent of students reporting using tobacco dropped from 42 to 12% in 11th grade.</p> <p>The percent of students reporting using alcohol dropped from 55 to 30% in 11th grade.</p> <p>The percent of students reporting using drugs dropped from 17 to 6% in 11th grade.</p>
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Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.

Early intervention goal(s) might also be class size reduction goals.

Did the school districts accept Early Intervention funding?

YES

All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.

Literacy is the cornerstone for our kindergarten through 12th grade curriculum. Providing all students with a rigorous reading program in the early grades lays the foundation for the rest of our students' education. Through this belief we have been able to:

- *Maintain a high rate of reading proficiency in our lower grades: For 2009-2010, we had 93.2% of our first grade students proficient, 89.3% of our second grade students proficient and 86.8% of our third grade students proficient on the ITBS.
- *Provide professional development in reading and writing instruction utilizing the Every Child Reads materials.
- *Create a differentiation period in the daily schedule to provide additional time in reading instruction for students who are experiencing difficulty in reading.
- *Develop a comprehensive reading assessment program for grades K-6.
- *Provide additional resources, including Title I services, to students who are experiencing difficulty in reading.

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Athletic Eligibility Report for the Iowa State Board of Education**Assistance for Student Athletes**

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At-risk program
- Progress reports

Other

Describe any other student athletic standards or assistance mechanisms for your school district.

Our district also determines athletic eligibility through a "Good Conduct" policy, whereby students who choose not to follow district rules may become ineligible for extra-curricular activities. The period of ineligibility depends on the number and severity of the student offense.

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Assurances	
Assurances -- Public ONLY	
YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.
Assurances -- Public and Non-Public	
YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: 9.15.10

District Information	
Authorized Agency	Northeast Comm School District 1450 370th Ave Goose Lake, Iowa 52750 AEA: AEA 9 Mississippi Bend (<i>district filed under aea control code 9209</i>)
Primary APR Contact	Name:* Diane Schumacher Title:* Curriculum Director Telephone:* 563 - 577 - 2249 Extension: 616 FAX:* 563 - 577 - 2450 Email:* <small>Click, below, to email contact:</small> diane_schumacher@northeast.k12.ia.us