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4773 0000-Northeast Comm School District**APR-Assurances**

1. 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 No
2. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. Yes No
3. The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No
4. The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No
5. The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No
6. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. Yes No

APR***Vision, Mission, Goals***

1. What are the district's measureable, long-range goals to address improvement in reading?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

2. Please provide the district's annual reading goals for 2011-2012.

By the year 2012, the percentage of students in grades 3-5, 6-8, and 11 who are proficient in ITBS/ITED reading comprehension will increase from 2011 scores. In 2011, 83.3% of students in grades 3-5, 80.9% in grades 6-8 and 78.0% in grade 11 were proficient.

3. Were the district's annual reading goals met in 2011-2012?

Yes No

1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

4. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

Our goal was to increase the percentage of students in grades 3-5, 6-8 and 11 who were proficient in reading. We did not meet this goal. Although the percentage of proficient students in grades 3-5 increased from 83.3 to 86.2, as did the percentage of proficient students in grades 11 from 78.0 to 85.7, the percentage of proficient students in grades 6-8 decreased from 80.9 to 71.0.

5. Please provide the district's annual reading goals for next school year.

Elementary Goal

- o To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 3-5.

Middle School Goal

- o To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 6-8.

High School Goal

- o To meet or exceed state percentages of ACT tested students ready for college level coursework in English, math, reading and science.
- o To increase the participation rate of students taking ACT.

Special Education Goal

- o To have 90% of special education students meet or exceed the expected growth rates of students at the 50th percentile in reading, math and science on the Iowa Assessments in grades 3-8 and 11.

6. What are the district's measureable, long-range goals to address improvement in mathematics?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

7. Please provide the district's annual mathematics goals for 2011-2012.

By the year 2012, 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 2011, 88.9% of students in grades 3-5, 93.4% in grades 6-8 and 80.0% in grade 11 were proficient.

8. Were the district's annual mathematics goals met in 2011-2012?

- Yes
- No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

9. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

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 88.9 to 93.3, as did the percentage of proficient students in grades 11 from 80.0 to 85.7, the percentage of proficient students in grades 6-8 decreased from 93.4 to 84.7.

10. Please provide the district's annual mathematics goals for next school year.

Elementary Goal

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 3-5.

Middle School Goal

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 6-8.

High School Goal

- To meet or exceed state percentages of ACT tested students ready for college level coursework in English, math, reading and science.
- To increase the participation rate of students taking ACT.

Special Education Goal

- To have 90% of special education students meet or exceed the expected growth rates of students at the 50th percentile in reading, math and science on the Iowa Assessments in grades 3-8 and 11.

11. What are the district's measureable, long-range goals to address improvement in science?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

12. Please provide the district's annual science goals for 2011-2012.

By the year 2012, the percentage of students in grades 3-5, 6-8, and 11 who are proficient in ITBS/ITED science will increase from 2011 scores. In 2011, 88.2% of students in grades 3-5, 87.4% in grades 6-8 and 81.6% in grade 11 were proficient.

13. Were the district's annual science goals met in 2011-2012?

Yes No

1. Since the district did not meet its annual science goals, please provide the plan to meet future goals.

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

14. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

Our goal was to increase the percentage of students in grades 3-5, 6-8 and 11 who were proficient in science. We did not meet this goal. Although the percentage of proficient students in grade 11 increased from 81.6 to 92.9, the percentage of proficient students in grades 3-5 decreased from 88.2 to 86.5, as did the percentage of proficient students in grades 6-8 from 87.4 to 75.6.

15. Please provide the district's annual science goals for next school year.

Elementary Goal

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 3-5.

Middle School Goal

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 6-8.

High School Goal

- To meet or exceed state percentages of ACT tested students ready for college level coursework in English, math, reading and science.
- To increase the participation rate of students taking ACT.

Special Education Goal

- To have 90% of special education students meet or exceed the expected growth rates of students at the 50th percentile in reading, math and science on the Iowa Assessments in grades 3-8 and 11.

16. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

- Yes No

1. Please report on the progress of those goals for 2011-2012.

In 2011-2012 89% of our third grade students were proficient in reading and 98% of our third grade students were proficient in math on the Iowa Assessments.

17. Is the district accepting Early Intervention funding to be spent on class size reduction?

- Yes No

1. Please report on the progress of those goals for 2011-2012.

In 2011-2012 89% of our third grade students were proficient in reading and 98% of our third grade students were proficient in math on the Iowa Assessments.

Learning Environment

18. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input checked="" type="checkbox"/> Coach interventions |
| <input checked="" type="checkbox"/> Study hall/study table | <input checked="" type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input checked="" type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services | <input checked="" type="checkbox"/> At-risk program |
| <input checked="" type="checkbox"/> Progress reports | <input type="checkbox"/> Other |

19. Please describe the district's locally defined indicators.

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.

20. Explain the progress the district has made on these indicators.

The average daily attendance rate in 2011-2012 was 96.6% for grades K-6 and 95.1% for grades 7-12.

Monitoring and Accountability

21. All information required for this APR has been or will be reported to the local community.

Yes No

1. Date(s) the required APR content was or will be reported to the community.

9.15.12

22. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

Yes No

23. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Work Keys (ACT product)	

24. Please explain how the students do on this/these reading assessment(s).

In 2011-2012 84% of our juniors scored at level 4 or above on the Work Keys Reading assessment.

25. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Work Keys (ACT product)	

26. Please explain how the students do on this/these math assessment(s).

In 2011-2012 88% of our juniors scored at level 4 or above on the Work Keys mathematics assessment.

27. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

28. Please explain how the students do on this/these science assessment(s).

in 2011-2012 93% of our sophomores scored at the proficient level or higher on the district developed science assessment.

29. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

30. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

- 31. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:
- 32. Total number of 9-12 grade students in the district who took the test:
- 33. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:
- 34. Total number of seniors in the district who intend to pursue post-secondary education/training:
- 35. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:
- 36. Total number of seniors in the district who completed a core program:
- 37. Total number of seniors in the district who have graduated:
- 38. Percent of seniors in the district who completed a core program upon graduating:
- 39. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:
- 40. Total number of 7-12 grade students in the district in 2010-2011:
- 41. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:
- 42. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:
- 43. Total number of 7-12 grade female students in the district in 2010-2011:
- 44. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:
- 45. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:
- 46. Total number of 7-12 grade male students in the district in 2010-2011:
- 47. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:
- 48. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
- 49. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011:

- 50. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
- 51. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
- 52. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:
- 53. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
- 54. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
- 55. Total number of 7-12 grade Hispanic students in the district in 2010-2011:
- 56. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
- 57. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
- 58. Total number of 7-12 grade Asian students in the district in 2010-2011:
- 59. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
- 60. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
- 61. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:
- 62. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
- 63. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
- 64. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:
- 65. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
- 66. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:
- 67. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:
- 68. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

69. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

0

70. Total number of 7-12 grade students with an IEP in the district in 2010-2011:

47

71. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

0.00

72. Total number of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0

73. Total number of 7-12 grade English language learner students in the district in 2010-2011:

2

74. Percent of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0.00