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

1. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. 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 adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment Yes No

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

1. 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 2014-2015.

We did not achieve our early reading goal of 90% proficiency. Our results were:

Iowa Assessment 3rd-5th Reading - 80.3%

Preschool Phonics - 75.8%

FAST K-2nd Phonics - 87.8%

FAST K-2nd Fluency - 88.4%

FAST K-2nd Comprehension - 82.1%

FAST 3rd-5th Fluency - 67.2%

FAST 3rd-5th Comprehension - 72.2%

We did achieve our early math goal of 90% proficiency. Our results were:

Iowa Assessment 3rd-5th Math - 90.9%

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

Yes No

1. Report how class size reduction funds were used to meet these goals for 2014-2015.

A third teacher was hired in Kindergarten to reduce sections from 27 students each to 18 students each.

An additional teacher was hired to teach a combined 1st/2nd grade class to reduce sections from 25 each to 20 each.

3. 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.

4. Please provide the district's annual reading goals for 2014-2015.

Elementary Goal

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

5. Were the district's annual reading goals met in 2014-2015?

Yes No

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

Implement a Multi Tiered System of Supports in grades K-12; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12; implement the FAST assessment system in grades K-5 to measure the success of our core and our supplemental instruction.

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2014-2015.

We did not achieve our elementary reading goal of 90% proficiency. Our results were:

Iowa Assessment 3rd-5th Reading - 80.3%

Preschool Phonics - 75.8%

FAST K-2nd Phonics - 87.8%

FAST K-2nd Fluency - 88.4%

FAST K-2nd Comprehension - 82.1%

FAST 3rd-5th Fluency - 67.2%

FAST 3rd-5th Comprehension - 72.2%

We did not achieve our middle school goal of 90% proficiency. Our results were:

Iowa Assessment 6th-8th Reading - 88.0%

We did not achieve our high school goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in English and reading. Our results were:

ACT English - State percentage: 75%; District percentage: 89%

ACT Reading - State percentage: 52%; District percentage: 36%

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

Elementary Goal

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

8. 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.

9. Please provide the district's annual mathematics goals for 2014-2015.

Elementary Goal

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

10. Were the district's annual mathematics goals met in 2014-2015?

Yes No

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

Implement a Multi Tiered System of Supports in grades K-12; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2014-2015.

We did not achieve our elementary math goal of 90% proficiency. Our results were:

Iowa Assessment 3rd-5th Math - 88.8%

We did achieve our middle school math goal of 90% proficiency. Our results were:

Iowa Assessment 6th-8th Math - 97.1%

We did not achieve our high school goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in math. Our results were:

ACT Math - State percentage: 48.%; District percentage: 35%

12. 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 and on the Literacy Assessments in grades PreK-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.

13. 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.

14. Please provide the district's annual science goals for 2014-2015.

Elementary Goal

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

15. Were the district's annual science goals met in 2014-2015?

Yes No

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

Implement a Multi Tiered System of Supports in grades K-12; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2014-2015.

We did not achieve our elementary science goal of 90% proficiency. Our results were:

Iowa Assessment 3rd-5th Science - 86.9%

We did not achieve our middle school goal of 90% proficiency. Our results were:

Iowa Assessment 6th-8th Science - 89.6%

We did achieve our high school goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in science. Our results were:

ACT Science - State percentage: 47%; District percentage: 49%

17. 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 and on the Literacy Assessments in grades PreK-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.

Learning Environment

18. 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.

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

The district has consistently remained above a 95% average student attendance rate. We recently also began targeting students who miss more than 10 days each school year, with the goal of increasing the percent of students who attend at least 95% of the time. We have increased this percentage both at the elementary and middle/high school levels.

		10-11	11-12	12-13	13-14	14-15
Average Daily Attendance	Elementary	96.0	96.6	95.7	96.3	96.4
	Secondary	95.4	95.1	95.4	96.1	95.6
Percent of students attending school at least 95% of the time	Elementary	76.8	68.5	74.6	81.1	
	Secondary	66.2	69.0	70.6	77.5	

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2014-2015:

- Classroom teacher interventions
- Study hall/study table
- Parent involvement
- Problem solving team
- Coach interventions
- Tutors
- Classroom interventions
- 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 |

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

70

22. Total number of seniors in the district who have graduated:

80

23. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

87.500000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2013-2014:

2

25. Total number of 7-12 grade students in the district in 2013-2014:

454

26. Percent of 7-12 grade students in the district who are dropouts in 2013-2014:

0

27. Total number of 7-12 grade female students in the district who are dropouts in 2013-2014:

0

28. Total number of 7-12 grade female students in the district in 2013-2014:

228

29. Percent of 7-12 grade female students in the district who are dropouts in 2013-2014:

0

30. Total number of 7-12 grade male students in the district who are dropouts in 2013-2014:

2

31. Total number of 7-12 grade male students in the district in 2013-2014:

226

32. Percent of 7-12 grade male students in the district who are dropouts in 2013-2014:

0

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

2

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014:

422

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2013-2014:

7

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

- 39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:
- 40. Total number of 7-12 grade Hispanic students in the district in 2013-2014:
- 41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:
- 42. Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
- 43. Total number of 7-12 grade Asian students in the district in 2013-2014:
- 44. Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
- 45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
- 46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:
- 47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
- 48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
- 49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:
- 50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
- 51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:
- 52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:
- 53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:
- 54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:
- 55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:
- 56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:
- 57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

58. Total number of 7-12 grade English language learner students in the district in 2013-2014:

2

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

0

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015?

Yes No

1. Use the link below to add information about the alternative assessment used to measure annual improvement goals in reading, mathematics, and science.

Trend Data

reading

Grade Level 10th
 Alternative Assessment ACT Assessment (ACT product)

Trend Line Data

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Disaggregated Trend Line Data 281-1AC 12.8(3)(a)(1)

Female

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Male

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

White (not of Hispanic origin)

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Black (not of Hispanic origin)

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Hispanic

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

American Indian or Alaskan Native

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Asian

School Year 2015-2016 0.00 %
 School Year 2014-2015 0.00 %
 School Year 2013-2014 0.00 %

Pacific Islander

School Year 2015-2016	0.00 %
School Year 2014-2015	0.00 %
School Year 2013-2014	0.00 %
Multiple (2+ Race/Ethnicity)	
School Year 2015-2016	0.00 %
School Year 2014-2015	0.00 %
School Year 2013-2014	0.00 %
Disabled/IEP	
School Year 2015-2016	0.00 %
School Year 2014-2015	0.00 %
School Year 2013-2014	0.00 %
Low Socioeconomic Status	
School Year 2015-2016	0.00 %
School Year 2014-2015	0.00 %
School Year 2013-2014	0.00 %

Performance Level Data

reading

Grade Level	10th
Alternative Assessment	ACT Assessment (ACT product)

Performance Level Data for School Year 2015-2016

Date Tested

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

Performance Level Data for School Year 2014-2015

Date Tested

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

Performance Level Data for School Year 2013-2014

Date Tested

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

Disaggregated Performance Level Data for School Year 2015-2016

Female

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

Male

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

White (not of Hispanic Origin)

High	0.00 %
Intermediate	0.00 %
Low	0.00 %

Black (not of Hispanic Origin)	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Hispanic	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
American Indian or Alaskan Native	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Asian	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Pacific Islander	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Multiple (2+ Race/Ethnicity)	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Disabled/IEP	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %
Low Socioeconomic Status	
High	0.00 %
Intermediate	0.00 %
Low	0.00 %

61. 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 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

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

This was our first time giving the ACT Aspire assessment. 85.3% of our tenth grade students were proficient in the English subtest and 53.3% were proficient on the Reading subtest. This aligns well with our results from the ACT college entrance exam.

63. 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 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

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

This was our first time giving the ACT Aspire assessment. 45.3% of our tenth grade students were proficient in the Math subtest. This aligns well with our results from the ACT college entrance exam.

65. 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 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

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

This was our first time giving the ACT Aspire assessment. 56.0% of our tenth grade students were proficient in the Math subtest. This aligns well with our results from the ACT college entrance exam.

67. 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.

68. 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

69. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

54

70. Total number of 9-12 grade students in the district who took the test:

99

71. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

54.55

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

Yes No

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

9/15/2015