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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. 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. 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 2013-2014.

Iowa Assessment Data indicate 87.3% of our third grade students were proficient in reading and 93.6 were proficient in math.

FAST and IGDIs 2013-2014

	Composite Score			Fluency			aReading		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Preschool	38.5	48.7	59.0						
K	91.4	91.4	80.0						
1st	97.9	89.6	83.7		83.3	81.6		79.2	
2nd				82.1	71.4	85.7		61.1	
3rd				75.5	63.3	77.1		71.4	
4th				64.0	65.3	57.1		83.7	77.1
5th				71.9	75.4	82.1		63.2	69.8
6th				53.5	63.8	56.9		43.1	

- 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 2013-2014.

In 2013-2014 class size reduction funds were used to hire an additional teacher in kindergarten so that class sizes in this grade would be reduced.

- 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 2013-2014.

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.

5. Were the district's annual reading goals met in 2013-2014?

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 Multi Tiered System of Supports in grades K-8; 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 2013-2014.

The district did not meet its annual reading goal of 90% proficiency in grades 3-5 (actual percentage was: 87.6%).

The district did not meet its annual reading goal of 90% proficiency in grades 6-8 (actual percentage was: 83.6%).

The district did meet its annual reading goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in English (actual district percentage was 89% vs the state percentage of 75%).

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 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.

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 2013-2014.

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.

10. Were the district's annual mathematics goals met in 2013-2014?

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 Multi Tiered System of Supports in grades K-8; 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 2013-2014.

The district did meet its annual math goal of 90% proficiency in grades 3-5 (actual percentage was: 91.5%).

The district did meet its annual math goal of 90% proficiency in grades 6-8 (actual percentage was: 95.4%).

The district did not meet its annual math goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in Algebra (actual district percentage was 35% vs the state percentage of 48%).

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 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.

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 2013-2014.

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.

15. Were the district's annual science goals met in 2013-2014?

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 Multi Tiered System of Supports in grades K-8; 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 2013-2014.

The district did not meet its annual science goal of 90% proficiency in grades 3-5 (actual percentage was: 87.6%).

The district did not meet its annual science goal of 90% proficiency in grades 6-8 (actual percentage was: 85.7%).

The district did meet its annual science goal of meeting or exceeding the state percentages of ACT tested students ready for college level coursework in Biology (actual district percentage was 49% vs the state percentage of 47%).

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 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.

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 average daily attendance remains above the state average of 95%. The average daily attendance for the elementary was 96.3% and the average daily attendance for the middle/high school was 96.1%.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2013-2014:

- | | |
|---|--|
| <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 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:

87.50000000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2012-2013:

0

25. Total number of 7-12 grade students in the district in 2012-2013:

454

26. Percent of 7-12 grade students in the district who are dropouts in 2012-2013:

0

27. Total number of 7-12 grade female students in the district who are dropouts in 2012-2013:

0

28. Total number of 7-12 grade female students in the district in 2012-2013:

240

29. Percent of 7-12 grade female students in the district who are dropouts in 2012-2013:

0

30. Total number of 7-12 grade male students in the district who are dropouts in 2012-2013:

0

31. Total number of 7-12 grade male students in the district in 2012-2013:

214

- 32. Percent of 7-12 grade male students in the district who are dropouts in 2012-2013:
- 33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
- 34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013:
- 35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
- 36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
- 37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013:
- 38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
- 39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:
- 40. Total number of 7-12 grade Hispanic students in the district in 2012-2013:
- 41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:
- 42. Total number of 7-12 grade Asian students in the district who are dropouts in 2012-2013:
- 43. Total number of 7-12 grade Asian students in the district in 2012-2013:
- 44. Percent of 7-12 grade Asian students in the district who are dropouts in 2012-2013:
- 45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:
- 46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013:
- 47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:
- 48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:
- 49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013:
- 50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

0

52. Total number of 7-12 grade Multi-racial students in the district in 2012-2013:

0

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

0

55. Total number of 7-12 grade students with an IEP in the district in 2012-2013:

34

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

0

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

0

58. Total number of 7-12 grade English language learner students in the district in 2012-2013:

0

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

0

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2013-2014?

Yes No

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 2013-2014.

Assessment	Other
PLAN (ACT product)	

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

The PLAN is administered to all sophomores in the fall of the year. A cut score has been determined by ACT to demonstrate which students are on track to be successful in college in the areas of English, Mathematics, Reading and Science.

In the area of Reading, 63.9% of our students met or exceeded the benchmark.

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 2013-2014.

Assessment	Other
PLAN (ACT product)	

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

The PLAN is administered to all sophomores in the fall of the year. A cut score has been determined by ACT to demonstrate which students are on track to be successful in college in the areas of English, Mathematics, Reading and Science.

In the area of Mathematics, 30.1% of our students met or exceeded the benchmark.

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 2013-2014.

Assessment	Other
PLAN (ACT product)	

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

The PLAN is administered to all sophomores in the fall of the year. A cut score has been determined by ACT to demonstrate which students are on track to be successful in college in the areas of English, Mathematics, Reading and Science.

In the area of Science, 19.3% of our students met or exceeded the benchmark.

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:

59

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

90

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

65.560

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.

9/15/2014