

2151 0000-Exira Comm School District

APR-Assurances

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

APR

Vision, Mission, Goals

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Please report on the progress of those goals for 2011-2012.
Kindergarten Spring Testing:
Letter Naming Fluency:
100% at benchmark
Phoneme Segmentation Fluency:

100% at benchmark

Nonsense Word Fluency:

100% at benchmark

2. 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.

The Kindergarten class in the Exira building had a student / teacher ratio of 10:1.

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

All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

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

Comparing Full Academic Year (FAY) students in grades 4-8th in 2011-2012 with 4-8th graders tested in 2010-2011, Exira will increase the percentage of students scoring proficient and above on the Reading Comprehension portion of the ITBS/ITED. The percent of students in grades 4-8 testing proficient and above in 2010-2011 was 63%.

5. 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.

Action plans for reading:

*Develop more IDM reading time for grades four and five

*Possibly eliminate afternoon recess for academic time

*Have time for transition meetings with third grade teachers to discuss student data

*Move athletics to after school to provide time for IDM reading for grades sixth through eighth

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

Our reading goal was to increase the percentage of students in grades 4-8 scoring at the proficient or above level on the Reading portion of the Iowa Assessments as compared to

the 4th-8th graders the year before.

Last year 63% of the 4th-8th graders were proficient in Reading Comprehension when tested. 58% of this year's 4th-8th graders were proficient. This was a decrease of 5%, thus our goal was not met.

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

2012-2013 Exira-EHK Annual Improvement Goal in Reading:

On the 2011-2012 Iowa Assessments, 67% of the 8th-10th grade cohort of students were proficient in Reading. Our Annual Improvement Goal is to increase the percentage of students proficient in grades 9th-11th on the Reading portion of the 2012-2013 Iowa Assessments.

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

All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

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

Comparing Full Academic Year (FAY) students in grade 7 in 2011-2012 with the same group of students as 6th graders tested in 2010-2011, Exira will increase the percentage of students scoring proficient and above on the Math Total portion of the ITBS/ITED. The percent of students in grade 6 testing proficient and above in 2010-2011 was 65%.

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

Yes No

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

Our math goal was to increase the percentage of students in grade 7 scoring at the proficient or above level on the Mathematics portion of the Iowa Assessments as compared to this same group of students as 6th graders the year before.

Last year 65% of the 6th graders were proficient in Mathematics when tested. 86% of this year's 7th graders were proficient in Mathematics. This was an increase of 21% from the previous year, thus our goal was met.

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

2012-2013 Exira-EHK Annual Improvement Goal in Mathematics:

On the 2011-2012 Iowa Assessments, 82% of the Class of 2022 cohort were proficient in Mathematics. Our Annual Improvement Goal is to increase the percentage of students proficient in this cohort on the 2012-2013 Iowa Assessments.

13. What are the district's measureable, long-range goals to address

improvement in science?

All K-12 students will achieve at high levels in science, prepared for success beyond high school.

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

Comparing Full Academic Year (FAY) students in grades 4-8th in 2011-2012 with the 4-8th graders tested in 2010-2011, Exira will increase the percentage of students scoring proficient and above on the Science portion of the ITBS/ITED. The percent of students in grades 4-8 testing proficient and above in 2010-2011 was 80%.

15. 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.

Action Plans for Science:

* Use Professional Development time for teachers to plan lessons in science that will target the areas in which students are struggling

* Use Professional Development time for teachers in third grade to talk with teachers in fourth grade on planning science lessons for those students who are struggling

* Remove students from extra activities who are struggling in science to receive extra help from teachers

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

Our science goal was to increase the percentage of students in grades 4-8 scoring at the proficient or above level on the Science portion of the Iowa Assessments as compared to the 4th-8th graders the year before.

Last year 80% of the 4th-8th graders were proficient in Science when tested. 75% of this year's 4th-8th graders were proficient. This was a decrease of 5% from the previous year, thus our goal was not met.

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

2012-2013 Exira-EHK Annual Improvement Goal Science:

On the 2011-2012 Iowa Assessments, 75% of the Class of 2022 cohort were proficient in Science. Our Annual Improvement Goal is to increase the percentage of students proficient in this cohort on the 2012-2013 Iowa Assessments.

Learning Environment

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

The district looks at reading, math and science proficiency levels at every grade level, and also on a school-wide basis. In addition, we look at the growth of every student in each of these curricular areas from one year to the next.

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

READING:

Schoolwide (grades 4-8): 58% of our students tested proficiently

4th Grade: 71% proficient; 71% showed growth

5th Grade: 77% proficient; 45% showed growth

6th Grade: 29% proficient; 20% showed growth

7th Grade: 60% proficient; 53% showed growth

8th Grade: 52% proficient; 25% showed growth

MATH:

Schoolwide (grades 4-8): 79% of our students tested proficiently

4th Grade: 79% proficient; 58% showed growth

5th Grade: 77% proficient; 30% showed growth

6th Grade: 68% proficient; 32% showed growth

7th Grade: 87% proficient; 68% showed growth

8th Grade: 80% proficient; 46% showed growth

SCIENCE:

Schoolwide (grades 4-8): 76% of our students tested proficiently

4th Grade: 88% proficient; 77% showed growth

5th Grade: 77% proficient; 55% showed growth

6th Grade:Â 68% proficient;Â 40% showed growth

7th Grade:Â 65% proficient;Â 42% showed growth

8th Grade:Â 84% proficient;Â 38% showed growth

Monitoring and Accountability

20. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

1

21. Total number of 7-12 grade students in the district in 2010-2011:

95

22. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:

1.05

23. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

1

24. Total number of 7-12 grade female students in the district in 2010-2011:

44

25. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:

2.27

26. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:

0

27. Total number of 7-12 grade male students in the district in 2010-2011:

51

28. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:

0.00

29. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

1

30. Total number of 7-12 grade White (not of Hispanic origin) students in the

district in 2010-2011:

92

31. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

1.09

32. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0

33. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:

1

34. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0.00

35. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0

36. Total number of 7-12 grade Hispanic students in the district in 2010-2011:

0

37. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0.00

38. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0

39. Total number of 7-12 grade Asian students in the district in 2010-2011:

1

40. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0.00

41. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0

42. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:

0

43. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0.00

44. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0

45. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:

1

46. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0.00

47. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0

48. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:

0

49. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0.00

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

0

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

9

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

0.00

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

0

54. Total number of 7-12 grade English language learner students in the district

in 2010-2011:

0

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

0.00

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

57. 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
Explore (ACT product)	

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

<p>Exira-EHK 8th grade students took the EXPLORE test in January of 2012.</p> <p>70% of the students scored proficiently on the Reading portion of the test. Of these students, 66% scored at the Proficient level, and 4% scored at the Advanced level.</p> <p>30% of the students were not proficient on the Reading portion of the test.</p> <p>Proficiencies were based upon national norms with the following guidelines:</p> <p>0-40th percentile = Not Proficient</p> <p>41-89th percentile = Proficient</p> <p>90-100th percentile = Advanced</p>

59. 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
Explore (ACT product)	

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

<p>Exira-EHK 8th grade students took the EXPLORE test in January of 2012.</p> <p>87% of the students scored proficiently on the Math portion of the test. Of these</p>
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students, 74% scored at the Proficient level, and 13% scored at the Advanced level.

13% of the students were not proficient on the Math portion of the test.

Proficiencies were based upon national norms with the following guidelines:

0-40th percentile = Not Proficient

41-89th percentile = Proficient

90-100th percentile = Advanced

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 science in 2011-2012.

Assessment	Other
Explore (ACT product)	

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

Exira-EHK 8th grade students took the EXPLORE test in January of 2012.

54% of the students scored proficiently on the Science portion of the test. Of these students, 46% scored at the Proficient level, and 8% scored at the Advanced level.

46% of the students were not proficient on the Science portion of the test.

Proficiencies were based upon national norms with the following guidelines:

0-40th percentile = Not Proficient

41-89th percentile = Proficient

90-100th percentile = Advanced

63. 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.

October 2012