

2016 0000-Elk Horn-Kimballton 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 | <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?

Yes No

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

The math goal stated that we had 82% of the 2nd graders proficient in math. ^ So now in 3rd grade when we are teaching math we have the special education teacher in the room along with the general education teacher. ^ They are team teaching this subject area.

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 teacher/student ratio in 2011-2012 was as follows:

Kindergarten 1:15

First Grade 1:15

Second 1: 14

Third 1:15

We are implementing a combination room in 2012-2013 due to staff reduction and to keep the classroom ratios 1:25 or below.

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

Long Range Reading Goal: A

Students will improve reading skills for reading comprehension as measured by ITBS and ITED with the intent of having 100% of the students proficient by 2013-2014.

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

2011-2012 Exira-EHK Annual Improvement Goal in Reading:

We currently have 68% of our students in grades 8-10 proficient in reading using the ITBS/ITED Reading Comprehension. Our Annual Improvement Goal for 2011-2012 is to increase the percentage of students proficient in the grades 9-11 cohort group. A (This is a collapsed baseline of Exira and Elk Horn-Kimballton students in grades 8-10 from last year).

A

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

Yes No

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 9-11 scoring at the proficient or above level on the Reading portion of the Iowa Assessments as compared to this same group of students as 8th-10th graders the year before.

Last year 68% of the 8th-10th graders were proficient in Reading Comprehension when tested. A 75% of this year's 9th-11th graders were proficient in Reading. A This was an increase of 7%, thus our goal was 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?

Long Range Mathematics Goal:

Students will improve mathematical skills for demonstrating math competency as measured by ITBS and ITED with the intent of having 100% of the students proficient by 2013-2014.

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

2011-2012 Exira-EHK Annual Mathematics Goal:

We currently have 76% of our students in grades 8-10 proficient in math according to the ITBS/ITED Math subtest. Our Annual Improvement Goal for 2011-2012 is to increase the percentage of students proficient in the grades 9-11 cohort group. (This is a collapsed baseline of Exira and Elk Horn-Kimballton students in grades 8-10 from last year).

10. 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.

We plan to align our math curriculum through Math Investigations with the AEA. There will also be a shift in teaching, allowing the utilization of one of the district's math teachers within both buildings of the Exira-Elk Horn Kimballton schools.

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 grades 9-11 scoring at the proficient or above level on the Mathematics portion of the Iowa Assessments as compared to this same group of students as 8th-10th graders the year before.

Last year 76% of the 8th-10th graders were proficient in Mathematics when tested. 73% of this year's 9th-11th graders were proficient in Mathematics. This was a decrease of 3% from the previous year, thus our goal was not 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.

Our

Annual

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

Long Range Science Goal:

Increase the percentage of students proficient in the area of science.

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

2011-2012 Exira-EHK Annual Improvement Goal in Science:

We currently have 75% of our students in grades 8-10 proficient in science. Our goal for 2011-2012 is to increase the percentage of students proficient in grades 9-11 on the ITBS/ITED Science subtest. (This is a collapsed baseline of Exira and Elk Horn-Kimballton students in grades 8-10 from last year).

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

Yes No

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 9th-11th grades scoring at the proficient or above level on the Science portion of the Iowa Assessments as compared to this same group of students as 8th-10th graders the year before.

Last year 75% of the 8th-10th graders were proficient in Science when tested. 79% of this year's 9th-11th graders were proficient. This was an increase of 4% from the previous year, thus our goal was 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.

Our 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 2-3 and 9-11): 78% of our students tested proficiently

2nd Grade: 96% proficient

3rd Grade: 73% proficient; 67% showed growth

9th Grade: 67% proficient; 60% showed growth

10th Grade: 77% proficient; 74% showed growth

11th Grade: 81% proficient; 65% showed growth

MATH:

Schoolwide (grades 2-3 and 9-11): 75% of our students tested proficiently

2nd Grade: 82% proficient

3rd Grade: 73% proficient; 100% showed growth

9th Grade: 67% proficient; 47% showed growth

10th Grade: 77% proficient; 65% showed growth

11th Grade: 75% proficient; 52% showed growth

SCIENCE:

Schoolwide (grades 2-3 and 9-11): 81% of our students tested proficiently

2nd Grade: 75% proficient

3rd Grade: 96% proficient; 86% showed growth

9th Grade: 82% proficient; 70% showed growth

10th Grade: 82% proficient; 70% showed growth

11th Grade: 72% proficient; 65% showed growth

20. 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 type="checkbox"/> Study hall/study table | <input type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input type="checkbox"/> Classroom interventions |
| <input 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:

34

22. Total number of seniors in the district who completed a core program:

18

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

38

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

89.47

25. Percent of seniors in the district who completed a core program upon graduating:

47.37

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

2

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

126

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

1.59

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

0

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

67

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

0.00

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

2

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

59

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

3.39

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

2

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

121

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

1.65

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

0

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

0

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

0.00

41. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
42. Total number of 7-12 grade Hispanic students in the district in 2010-2011:
43. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
44. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
45. Total number of 7-12 grade Asian students in the district in 2010-2011:
46. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
47. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
48. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:
49. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
50. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
51. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:
52. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
53. Total number of 7-12 grade Multi-racial students in the district who are

dropouts in 2010-2011:

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

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

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

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

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

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

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

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

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

 Yes No

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 reading in 2011-2012.

Assessment	Other
ASVAB – Armed Services Vocational Aptitude Battery	

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

Exira-EHK 11th graders took the ASVAB (Armed Services Vocational Aptitude Battery) in February of 2012.

Proficiency levels are based upon the students' Same Grade Percentile Ranks on the Verbal Composite score:

0-40 = Not Proficient

41-89 = Proficient

90-99 = Advanced

Our students' performance on these tests were as follows:

Not Proficient: 25%

Proficient: 66%

Advanced: 9%

75% were at or above proficiency

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 mathematics in 2011-2012.

Assessment	Other
ASVAB – Armed Services Vocational Aptitude Battery	

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

Exira-EHK's 11th graders took the ASVAB (Armed Services Vocational Aptitude Battery) in February of 2012.

Proficiency levels are based upon the students' Same Grade Percentile Ranks on the Math Skills score:

0-40 = Not Proficient

41-89 = Proficient

90-99 = Advanced

Our students' performance on these tests were as follows:

Not Proficient: 25%

Proficient: 62%

Advanced: 13%

75% were at or above proficiency

67. 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
ASVAB – Armed Services Vocational Aptitude Battery	

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

Exira-EHK's 11th graders took the ASVAB (Armed Services Vocational Aptitude Battery) in February of 2012.

Proficiency levels are based upon the students' Same Grade Percentile Ranks on the Science and Technical Skills score:

0-40 = Not Proficient

41-89 = Proficient

90-99 = Advanced

Our students' performance on these tests were as follows:

Not Proficient: 31%

Proficient: 66%

Advanced: 3%

69% were at or above proficiency

69. 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.

70. 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

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

12

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

26

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

46.15

74. 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
