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0171 0000-Alta 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.

Students are showing growth in the areas of reading and math based on Iowa Assessment scores. The growth is evident when looking at 4th grade scores compared to their achievement in 3rd grade. The use of early interventions has supported and continued the growing proficiency in our students by targeting specific deficiencies of struggling students and administering a deliberate intervention to increase student achievement.

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.

Early Intervention funding is used to reduce class size by paying the employee cost for a transitional kindergarten teacher.

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.

4. Please provide the district's annual reading goals for 2013-2014.

The percentage of 4th grade students who score proficient or higher on the Iowa Assessment will increase as compared to their performance in grade 3 (69.5%).

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

Yes No

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2013-2014.

4th graders taking the Iowa Assessments in the area of reading increased from 69.5% in 3rd grade to 73.5% in the 2013-2014 school year.

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

The percentage of 4th grade students who score proficient or higher on the Iowa Assessment will increase as compared to their performance in grade 3 (72.1%).

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.

9. Please provide the district's annual mathematics goals for 2013-2014.

The percentage of students in grade 4 scoring proficient or higher on the Iowa Assessment will increase as compared to their assessment performance in grade 3 (62.2%).

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

Yes No

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2013-2014.

4th graders taking the Iowa Assessments in the area of math increased from 62.2% in 3rd grade to 70.6% in the 2013-2014 school year.

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

The percentage of students in grade 4 scoring proficient or higher on the Iowa Assessment will increase as compared to their assessment performance in grade 3 (81.4%).

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.

14. Please provide the district's annual science goals for 2013-2014.

The percentage of students in grade 4 scoring proficient or higher on the Iowa Assessment will increase as compared to their assessment performance in grade 3 (91.7%).

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.

Students will engage in a more hands on approach to the delivery of science in grades 3, 4, and 5. Teachers will need to use the Next Generation Science Standards in correlation with the Iowa Core standards to ensure that all students are being exposed to the material that aligns with their grade level.

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2013-2014.

4th graders taking the Iowa Assessments in the area of science decreased from 91.7% in 3rd grade to 66.6% in the 2013-2014 school year.

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

The percentage of students in grade 4 scoring proficient or higher on the Iowa Assessment will increase as compared to their assessment performance in grade 3 (95.3%).

Learning Environment

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

Goal #1 Reading

- 80% of 4th grade students who score at the proficient level or above on the local standards and benchmark assessment
- 75% of students in grade 4 who are independently reading at grade level on the BRI

Goal # 2 Mathematics

- 75% of students who score at the proficient level (80%) or above in grade 5 on the locally developed benchmark assessment.
- Percentage of students in grade 11 who achieve at 60% or above on the district developed math assessment.

Goal #3 Science

- Percentage of students in grade 11 who achieve at 60% or above on the district developed science assessment.

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

Teachers are using formative benchmark assessments to level set their students in interventions. Students and teachers engage in intensive interventions for 2.5 hours weekly in addition to the small group instruction. Students are responding well to the interventions. Although we have not yet met our goal, the percentage of students meeting proficiency in the areas of math and reading are increasing.

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 type="checkbox"/> Coach interventions |
| <input checked="" type="checkbox"/> Study hall/study table | <input type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input 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:

36

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

43

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

83.72000000000000

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

3

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

204

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

1

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

2

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

97

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

2

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

1

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

107

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

0

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

2

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013:

165

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

1

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013:

0

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

0

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

1

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

30

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

3

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

0

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

0

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

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013:

0

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:

18

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
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	
Local Design Test	

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

Fourth Grade DIBELS Composite Scoring

Proficient - 75%

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
Other	Boulder Valley

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

Fourth Grade Math Assessment Composite Scoring

Proficient - 84%

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
District Developed Tests; District Wide Assessments	

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

High School Science Assessment Composite Scoring

Proficient - 58%

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:

36

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

52

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

69.230

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.

10/13/2014

