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0234 0000-Anamosa Comm School District

APR-Assurances

- 1. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. Yes No
- 2. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. 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

- 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.

The class size reduction funds were used to support an additional 1.54 staff in order to maintain smaller class sizes ranging as follows:

Class Size Ranges for 2014-2015 School Year		
Grade	Min	Max
Kdg	20	22
1st	18	21
2nd	20	23
3rd	20	22

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

All students will achieve at high levels in reading.

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

By October 2014, 56% of all FAY students in 4th -11th grade will meet or exceed the expected average NSS growth on the Iowa Assessment Reading total.

- 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.

The district will continue to identify patterns involving gaps to curriculum and instruction as well as continue work on building a strong multi-tiered support system. Results will be monitored.

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

According to Iowa Assessment results for all FAY students as tested in 2014-2015, 54% of the students met the expected average NSS growth rates in reading as per the reading comprehension subtest.

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

By October 2015, 56% of all FAY students in 4th -11th grade will meet or exceed the expected average NSS growth on the Iowa Assessment Reading total.

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

All students PK-12 will achieve at high levels in math.

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

By October 2014, 61% of all FAY students in 4th -11th grade will meet or exceed the expected average NSS growth on the Iowa Assessment Mathematics Test.

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.

The district will continue to identify patterns involving gaps to curriculum and instruction as well as continue work on building a strong multi-tiered support system. Results will be monitored.

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

According to Iowa Assessment results for all FAY students as tested in 2014-2015, 58% of the students met the expected average NSS growth rates in mathematics.

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

By October 2015, 61% of all FAY students in 4th -11th grade will meet or exceed the expected average NSS growth on the Iowa Assessment Mathematics Test.

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

All students PK-12 will achieve at high levels in science.

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

By October 2014, 55% of all FAY students in 4th -11th grade will meet or exceed the expected NSS growth on the Iowa Assessment Science Test.

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.

The district will continue to identify patterns involving gaps to curriculum and instruction as well as continue work on building a strong multi-teired support system. Results will be monitored.

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

According to Iowa Assessment results for all FAY students as tested in 2014-2015, 50% of the students met the expected average NSS growth rates in science.

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

By October 2015, 55% of all FAY students in 4th -11th grade will meet or exceed the expected NSS growth on the Iowa Assessment Science Test.

Learning Environment

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

Attendance has been shown to be a strong indicator of academic success therefore Anamosa Community Schools monitors attendance within our schools. Ongoing efforts are being made to improve attendance, particularly of the number of students with significant absences and the degree of significance.

Research as well has indicated that a student's involvement in the school setting is also a quality indicator of academic success. The district monitors this indicator as well.

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

The baseline attendance data from the high school is calculated with a cut score of 12+ absences. The chart below indicateds the grade level, enrollments, total absences including excused absences of 12 or more and unexcused absences of 12 or more. We will continue to identify factors contributing to excessive absences.

Grade	12+ Total Absences	12+Unexcused Absences
9th Grade 101 students	15 students 15%	2 students .02%
10th Grade 93 students	23 students 25%	1 student .01%
11th Grade 93 students	29 students 31%	5 students .05%
12th Grade 88 students	24 students 27%	6 students .07%

Student involvement in activities including athletics, music, clubs etc at the HS. This baseline information includes grade level enrollments as well as students involved in multiple activities. The district will continue to monitor this data as an indicator of involvement engagement.

Grade	0 Activities	1 Activity	2 Activities	3 Activities	4 or more Activities	Totals
9th	32	18	16	14	21	68%
10th	32	21	17	12	11	66%

11th	25	29	13	9	17	73%
12th	36	21	7	9	15	59%
Totals	125	89	53	44	64	67%

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

<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 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:

72

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

96

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

75.00000000000000

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

7

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

578

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

1

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

2

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

294

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:

5

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

284

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

1

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

6

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014:
543
35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:
1
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:
11
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:
0
40. Total number of 7-12 grade Hispanic students in the district in 2013-2014:
9
41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:
0
42. Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
0
43. Total number of 7-12 grade Asian students in the district in 2013-2014:
6
44. Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
0
45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
0
46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:
0
47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
0
48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
0
49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:
1
50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
0
51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:
0
52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:
8

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

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

1

55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:

71

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

1

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

0

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

1

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

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
Measures of Academic Progress	

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

Analysis of the MAP results for grades 2nd through 10th for reading indicate the following:

Based on the mean RIT score:

2nd graders from fall to spring increased by 13.7

3rd graders from fall to spring increased by 9.3

4th graders from fall to spring increased by 6.9

5th graders from fall to spring increased by 7

6th graders from fall to spring increased by 7.4

7th graders from fall to spring increased by 4.6

8th graders from fall to spring increased by 3.8

9th graders from fall to spring decreased by -1.5

10th graders from fall to spring increased by 2.5

Data indicates that all grades demonstrate growth except for the 9th grade. Data also indicates that students demonstrate greater growth in younger grades with incremental declines as the grades increase. Factors for this steady decline in growth are currently being identified.

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

Measures of Academic Progress

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

Analysis of the MAP results for grades 2nd through 10th for math indicate the following:

Based on the mean RIT score:

2nd graders from fall to spring increased by 13.1

3rd graders from fall to spring increased by 11

4th graders from fall to spring increased by 8.7

5th graders from fall to spring increased by 12.3

6th graders from fall to spring increased by 7.9

7th graders from fall to spring increased by 8.1

8th graders from fall to spring increased by 4.2

9th graders from fall to spring increased by .7

10th graders from fall to spring increased by 2.1

Data indicates that all grades demonstrate growth. Data also indicates that students demonstrate greater growth in younger grades with incremental declines as the grades increase. Factors for this steady decline in growth are currently being identified.

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
Measures of Academic Progress	

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

Analysis of the MAP results for grades 5th through 10th for the general science test indicate the following:

Based on the mean RIT score:

5th graders from fall to spring increased by 3.4

6th graders from fall to spring increased by 4.0

7th graders from fall to spring increased by 2.5

8th graders from fall to spring increased by 2.5

9th graders from fall to spring decreased by -.5

10th graders from fall to spring decreased by .3

Data indicates that all grades demonstrate growth except for 9th grade. It also indicates that students demonstrate greater growth in younger grades with incremental declines as the grades increase. Factors for this steady decline in growth are currently being identified.

67. Which assessment does the district use as a measure for post-secondary success?

The district uses ACT data to gauge as a measure of potential post-secondary success.

Additionally the district monitors post-secondary success through graduate interviews on a periodic basis. These are done via voice or electronic surveys as well as face-to-face opportunities.

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:

56

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:

56.57

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