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2988 0000-Hinton 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 2014-2015.

90% of our third grade students were proficient on the Iowa Assessments in reading. All students in K-3 showed growth on our grade level diagnostic assessments.

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.

Our district used the class size reduction funds to move first grade from two sections to three sections. Class size reduction goals are to allow the district to have three sections of first grade.

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

All students will score at proficiency levels on Iowa Assessments.

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

All grade levels will increase their standard score averages in reading.

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.

Our teachers have identified non-proficient students. In consultation with the AEA, we have implemented PLCs and will monitor these students' reading progress during the year. Using the MTSS process, non-proficient students will have interventions to increase student achievement and proficiency levels. Growth will be monitored quarterly through the STAR assessment for the 2015-16 school year.

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

Grade 4: from 184 to 222

Grade 5: from 203 to 229

Grade 6: from 229 to 249

Grade 7: from 232 to 259

Grade 8: from 255 to 285

Grade 9: from 274 to 294

Grade 10: from 288 to 299

Grade 11: from 302 to 301

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

All grade levels will increase their standard score averages in reading.

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

All students will score at proficiency levels in math

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

All grade levels will increase standard score averages.

10. Were the district's annual mathematics goals met in 2014-2015?

Yes No

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

Grade 4: from 180 to 207

Grade 5: from 195 to 219

Grade 6: from 211 to 237

Grade 7: from 230 to 248

Grade 8: from 242 to 269

Grade 9: from 255 to 272

Grade 10: from 278 to 296

Grade 11: from 293 to 311

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

All grade levels will increase standard score averages.

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

All students will score at proficiency levels in science

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

All grade levels will show an increase in average standard scores.

15. Were the district's annual science goals met in 2014-2015?

Yes No

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

Grade 4: from 186 to 210

Grade 5: from 200 to 225

Grade 6: from 222 to 244

Grade 7: from 240 to 254

Grade 8: from 256 to 281

Grade 9: from 267 to 290

Grade 10: from 285 to 298

Grade 11: from 302 to 317

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

All grade levels will show an increase in average standard scores.

Learning Environment

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

1. PBIS data for K-3 is in 4th year of implementation, grades 4 -6 in third year.
2. PBIS data indicate physical aggression as a concern in grades PreK-3 and defiance is a concern in grades 4-6.
3. Iowa Youth Survey is also collected and analyzed. The highest need revealed is to improve the student/teacher relationship in grades 6-12.
4. The district also implemented an anti-bullying campaign along with PBIS anti-bullying in PreK-6

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

1. and 2. Data show that physical contact is the highest offense in grades K-3. The number of incidents increased from 594 to 632. While this data shows an increase, it indicates greater teacher awareness and fidelity in reporting behavior incidents. Grades 4-6 data show that disrespect is the biggest concern. The number of incidents dropped from 446 to 329. This data indicate the PBIS strategies of implementing the Blackhawk Code are showing favorable results.

3. In order to improve student/teacher relationships we have implemented weekly community/team building lessons. Our results from the 2014 Iowa Youth Survey show two out of the three grade levels reporting indicate over 50% of the students feel their teachers care about them compared to the 2013 survey that resulted in one out of three grade levels reported feeling cared about by their teachers at least 50% of the time.

4. The district continues to implement weekly lessons from Bully Proofing Your School curriculum at the 7-12 grade levels, along with PBIS bully prevention in grades PK-6.

PBIS teams complete quarterly review of expectations and outline plans to decrease problem behaviors. Data will continue to be collected and shared with staff for problem solving.

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

- ✓ Classroom teacher interventions
- ✓ Study hall/study table
- ✓ Parent involvement
- ✓ Problem solving team
- ✓ Counseling services
- ✓ Progress reports
- ✓ Coach interventions
- ✓ Tutors
- ✓ Classroom interventions
- ✓ Before/after school help
- ✓ At-risk program
- Other

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

51

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

62

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

82.260000000000

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

0

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

349

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

0

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

0

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

165

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:

0

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

184

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

0

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

0

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

331

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

0

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:

1

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:

6

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:

7

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:

0

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:

3

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:

0

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

40

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

0

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:

0

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
ICAM - Iowa Collaborative Assessment Modules (from ICIC)	<input type="checkbox"/>

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

11th grade: 98% at or above proficiency

8th grade: 96% at or above proficiency

4th grade: 96% at or above proficiency

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
ICAM - Iowa Collaborative Assessment Modules (from ICIC)	<input type="checkbox"/>

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

11th grade: 71% at or above proficiency

8th grade: 79% at or above proficiency

4th grade: 83% 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 science in 2014-2015.

Assessment	Other
Classroom Assessments	<input type="checkbox"/>
District Developed Tests; District Wide Assessments	<input type="checkbox"/>

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

Students met basic requirements for passing grades in science.

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:

57

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

104

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

54.81

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.

9/30/2015