

## ANNUAL PROGRESS REPORT FOR THE 2011-2012 SCHOOL YEAR

The Mission of the New Hampton Community School District is to empower all students to succeed in a changing world.

## Iowa Public School Districts by Enrollment Category, 2007-2008

New Hampton Community Schools

## Enrollment Category

$\square$
$\square$
$\square$
$\square$
$\square$
$\square$
Less than 250
250 to 399
400 to 600
600 to 999
1,000 or More
Enrollment of 7,500+

## District statistics

## District Enrollment 1,029

K-8 attendance rate $94.28 \%$
Graduation rate $92.24 \%$
Free and reduced lunch count $\mathbf{2 8 . 7 8 \%}$
Teachers 89
$100 \%$ of classes taught by a highly qualified teacher
Total Employees 166
Total General Fund taxable property valuations $\$ 376,713,719$
Total General Fund taxable property valuations including TIF values $\mathbf{\$ 3 9 0 , 7 0 9 , 3 4 9}$
Per pupil regular program district cost $\$ \mathbf{5 , 8 8 3}$
Tax rate per thousand (General Fund) \$9.27265
Tax rate per thousand (Management Fund) \$.46302
Tax rate per thousand (Physical Plant and Equipment Levy) \$. 33
Debt Service tax $\mathbf{\$ . 0 0}$
Total Tax Rate per thousand (all funds) \$10.06567
Total property taxes $\$ 3,796,494$
Statewide School Infrastructure sales and services tax (one cent sales tax) \$834,949

## TESTING

Beginning with the 2011-2012 school year, the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) were replaced by a new test called the Iowa Assessments. In order for a student to be deemed proficient on these tests, they must score at or above the $41{ }^{\text {st }}$ National Percentile Rank. This ranking is based on the year 2000 ITBS/ITED Iowa Norms.

The new Iowa Assessments uses a "Standard Score" to measure proficiency. A "cut" score has been calculated using this standard score, compared to the $\mathbf{4 1}^{\text {st }}$ National Percentile Rank on the previous tests.

National Percentile Rank: A percentile rank is a score that tells the percent of students in a group with a lower score on the test than your student. This shows your student's rank in that group. Percentile ranks range from $\mathbf{1}$ to 99 . A National Percentile Rank (NPR) indicates your students rank with other students in the nation.

Standard Score: The National Standard Score (NSS) is a score that describes your student's achievement on a standard test. The average NSS for the Iowa Assessments is shown below. For example, if your sixth grade student receives a standard score of $\mathbf{2 1 0}$ on the Iowa Assessments Reading Test in the fall, this means your student is performing like the typical sixth grade student in reading.

| GRADE | FALL | MIDYEAR | SPRING |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | $\mathbf{1 3 8}$ | $\mathbf{1 4 3}$ | $\mathbf{1 5 0}$ |
| 2 | $\mathbf{1 5 7}$ | $\mathbf{1 6 2}$ | $\mathbf{1 6 8}$ |
| $\mathbf{3}$ | $\mathbf{1 7 6}$ | $\mathbf{1 8 1}$ | $\mathbf{1 8 5}$ |
| $\mathbf{4}$ | $\mathbf{1 9 2}$ | $\mathbf{1 9 6}$ | $\mathbf{2 0 0}$ |
| 5 | $\mathbf{2 0 5}$ | $\mathbf{2 1 0}$ | $\mathbf{2 1 4}$ |
| $\mathbf{6}$ | $\mathbf{2 1 9}$ | $\mathbf{2 2 3}$ | $\mathbf{2 2 7}$ |
| 7 | $\mathbf{2 3 1}$ | $\mathbf{2 3 5}$ | $\mathbf{2 3 9}$ |
| $\mathbf{8}$ | $\mathbf{2 4 3}$ | $\mathbf{2 4 6}$ | $\mathbf{2 5 0}$ |
| $\mathbf{9}$ | $\mathbf{2 5 4}$ | $\mathbf{2 5 7}$ | $\mathbf{2 6 0}$ |
| 10 | $\mathbf{2 6 3}$ | $\mathbf{2 6 5}$ | $\mathbf{2 6 8}$ |
| $\mathbf{1 1}$ | $\mathbf{2 7 0}$ | $\mathbf{2 7 3}$ | $\mathbf{2 7 5}$ |

More details of achievement can be found at:
https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000


## APR STATE STUDENT ACHIEVEMENT DATA

District: New Hampton Comm School District, 4662-0000 (New Hampton)
v Select
School Building: AL
Bar Chart Line Chart


The data for this Annual Progress Report student achievement site is based on the student's attending district and school. For those categories where the number of students is less than ten, the data will be suppressed for all data in that subgroup.


## APR STATE STUDENT ACHIEVEMENT DATA



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## APR STATE STUDENT ACHIEVEMENT DATA



## APR STATE STUDENT ACHIEVEMENT DATA



District: New Hampton Comm School District, 4662-0000 (New Hampton) v Select
School Building: ALL $\vee$ Select
Click here to view all data(lncluding subgroups $<10$ )

Bar Chart Line Chart


|  |  | 2005 |  |  |  | 2006 |  |  |  | 2007 |  |  |  | 2008 |  |  |  | 2009 |  |  |  | 2010 |  |  |  | 2011 |  |  |  | 2012 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | Field | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High |
| State | All Students | 75.46 | 24.54 | 56.57 | 18.89 | 76.96 | 23.04 | 58.65 | 18.31 | 75.66 | 24.34 | 57.56 | 18.10 | 76.45 | 23.55 | 58.82 | 17.63 | 75.78 | 24.22 | 58.55 | 17.23 | 77.5 | 22.49 | 59.60 | 17.90 | 76.77 | 23.24 | 59.27 | 17.50 | 82.57 | 17.43 | 68.71 | 13.86 |
| $\begin{aligned} & \text { Keystone } \\ & \text { AEA } \end{aligned}$ | All Students | 77.76 | 22.24 | 60.20 | 17.56 | 78.91 | 21.09 | 59.96 | 18.95 | 77.6 | 22.41 | 59.61 | 17.99 | 80.49 | 19.50 | 62.35 | 18.14 | 77.59 | 22.41 | 60.44 | 17.15 | 79.57 | 20.44 | 62.73 | 16.84 | 79.49 | 20.51 | 62.43 | 17.06 | 84.45 | 15.55 | 69.10 | 15.35 |
| New <br> Hampton <br> Comm <br> School <br> Sistrict | All Students | 82.57 | 17.43 | 60.55 | 22.02 | 85.19 | 14.81 | 68.52 | 16.67 | 81.66 | 18.35 | 62.39 | 19.27 | 82.76 | 17.24 | 62.07 | 20.69 | 78.9 | 21.10 | 61.47 | 17.43 | 79.78 | 20.22 | 68.54 | 11.24 | 76.19 | 23.81 | 53.33 | 22.86 | 80 | 20.00 | 60.00 | 20.00 |
| National Average | All Students | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A |

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NA-Data are only displayed for subgroups with 10 or more students.

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## APR STATE STUDENT ACHIEVEMENT DATA



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## APR STATE STUDENT ACHIEVEMENT DATA

District: New Hampton Comm School District, 4662-0000 (New Hampton) $\vee$ Select
School Building: ALL $\vee$ Select

Bar Chart Line Chart


State All Students
New Hampton Comm School District All Studerts Keystone AEA All Students

|  |  | 2005 |  |  |  | 2006 |  |  |  | 2007 |  |  |  | 2008 |  |  |  | 2009 |  |  |  | 2010 |  |  |  | 2011 |  |  |  | 2012 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | Field | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High |
| State | All <br> Students | 74.06 | 25.94 | 57.47 | 16.59 | 73.86 | 26.13 | 55.10 | 18.76 | 75.37 | 24.63 | 57.50 | 17.87 | 74.44 | 25.56 | 55.11 | 19.33 | 75.87 | 24.13 | 57.27 | 18.60 | 75.28 | 24.73 | 55.31 | 19.97 | 76.46 | 23.54 | 57.88 | 18.58 | 73.3 | 26.70 | 55.17 | 18.13 |
| Keystone AEA | $\begin{array}{\|l\|} \hline \text { All } \\ \text { Students } \end{array}$ | 77.16 | 22.83 | 58.78 | 18.38 | 77.42 | 22.59 | 56.39 | 21.03 | 79.5 | 20.51 | 61.00 | 18.50 | 77.62 | 22.39 | 55.23 | 22.39 | 79.85 | 20.14 | 57.52 | 22.33 | 79.09 | 20.92 | 55.83 | 23.26 | 79.92 | 20.09 | 58.05 | 21.87 | 78.77 | 21.24 | 57.53 | 21.24 |
| New Hampton Comm School District | All Students | 81 | 19.00 | 62.00 | 19.00 | 75.27 | 24.73 | 50.54 | 24.73 | 71.62 | 28.38 | 58.11 | 13.51 | 78.83 | 21.18 | 54.12 | 24.71 | 76.05 | 23.94 | 60.56 | 15.49 | 70.24 | 29.76 | 52.38 | 17.86 | 82.09 | 17.91 | 62.69 | 19.40 | 66.23 | 33.77 | 55.84 | 10.39 |
| National Average | All <br> Students | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A |

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School Building: ALL $\vee$ Select
Click here to view all data(Including subgroups $<10$ )
Bar Chart Line Chart

|  |  | 2005 |  |  |  | 2006 |  |  |  | 2007 |  |  |  | 2008 |  |  |  | 2009 |  |  |  | 2010 |  |  |  | 2011 |  |  |  | 2012 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | Field | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High | \% Prof | Low | Middle | High |
| State | All Students | 78 | 22.00 | 56.01 | 21.99 | 77.59 | 22.41 | 55.87 | 21.72 | 77.83 | 22.17 | 55.80 | 22.03 | 76.82 | 23.19 | 56.17 | 20.65 | 76.64 | 23.36 | 55.53 | 21.11 | 76.78 | 23.21 | 56.14 | 20.64 | 76.41 | 23.59 | 54.40 | 22.01 | 81.43 | 18.58 | 64.53 | 16.90 |
| Keystone AEA | All Students | 81.03 | 18.97 | 57.52 | 23.51 | 80.56 | 19.44 | 56.66 | 23.90 | 82.18 | 17.82 | 58.26 | 23.92 | 80.59 | 19.42 | 58.53 | 22.06 | 80.8 | 19.20 | 56.34 | 24.46 | 79 | 21.00 | 57.16 | 21.84 | 80.33 | 19.67 | 55.03 | 25.30 | 85.93 | 14.07 | 66.99 | 18.94 |
| New Hampton Comm School District | All Students | 90.83 | 9.17 | 62.39 | 28.44 | 92.6 | 7.41 | 57.41 | 35.19 | 87.15 | 12.84 | 55.96 | 31.19 | 87.07 | 12.93 | 57.76 | 29.31 | 88.07 | 11.93 | 56.88 | 31.19 | 78.02 | 21.98 | 52.75 | 25.27 | 80 | 20.00 | 54.29 | 25.71 | 88 | 12.00 | 64.00 | 24.00 |
| National Average | All Students | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A | 60 | N/A | N/A | N/A |

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v Select
School Building: ALL $\vee$ Select
Bar Chart Line Chart





District: New Hampton Comm School District, 4662-0000 (New Hampton) $\vee$ select

## School Building: ALL

$\checkmark$ Select
Click here to view all data(Including subgroups $<10$ )

Bar Chart Line Chat






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## APR STATE STUDENT ACHIEVEMENT DATA



## APR

## Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?
$\bigcirc \mathrm{Yes}^{\circ} \mathrm{No}$
2. Is the district accepting Early Intervention funding to be spent on class size reduction?

- Yes ${ }^{C}$ No

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

In Kindergarten, $96 \%$ of students were at or above the district's benchmark for proficiency (Dibels and running records)
In First Grade, $91 \%$ of students were at or above the district's benchmark for proficiency (Dibels and running records)
In Second Grade, $88 \%$ of students were at or above the district's benchmark for proficiency (Dibels and running records)
In Third Grade, $75 \%$ of students were at or above the district's benchmark for proficiency (Dibels and running records)
3. What are the district's measureable, long-range goals to address improvement in reading?

All K-12 students will achieve proficiency levels in reading comprehension in order to be successful beyond high school.
4. Please provide the district's annual reading goals for 2011-2012.

The percentage of students scoring at the proficient level and above on the ITBS Reading assessment will increase by $10.9 \%$ for the eighth grade students of the 2011-12 school year using their proficiency percentage as seventh graders (75.8\%) as a benchmark for this improvement.A
5. Were the district's annual reading goals met in 2011-2012?
${ }^{\circ} \mathrm{Yes}{ }^{\circ}$ No

## 1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

The district is implementing a program to increase small group instruction in reading in our middle school to allow our students the opportunity to read at their grade level. Â In addition, a Fusion Reading program is being implemented to address the needs of students who are below proficiency in reading. Â Finally, the Empowerment program instructors will also be emphasizing reading skills in their programs. Â A
6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.
Only $59 \%$ of the 8th graders were proficient in reading as measured by the Iowa Assessments. Â
7. Please provide the district's annual reading goals for next school year.

The number of sixth grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments. A

The number of seventh grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments. A

The number of eighth grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments. A
8. What are the district's measureable, long-range goals to address improvement in mathematics?

All K-12 students will achieve proficiency levels in mathematics in order to be successful beyond high school.
9. Please provide the district's annual mathematics goals for 2011-2012.

The percentage of students scoring at the proficient level and above on the ITBS math assessmeny wil increase by $6.5 \%$ for the fourth grade students using their proficiency percentage as third graders of $80.5 \%$ as a benchmark for this improvement.
10. Were the district's annual mathematics goals met in 2011-2012?

$$
\odot \mathrm{Yes}^{C} \mathrm{No}
$$

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.
$96 \%$ of the fourth grade students were proficient in math as determined by the Iowa Assessments. $\hat{A}$
12. Please provide the district's annual mathematics goals for next school year.

The percentage of third grade students scoring at or above the proficient level on the Iowa Assessments will be higher then the state trajectory. Â
13. What are the district's measureable, long-range goals to address improvement in science?

All K-12 students will achieve proficiency in science in order to be successful beyond high school.
14. Please provide the district's annual science goals for 2011-2012.

The percentage of students scoring at the proficient level and above on the ITBS/ITED science assessment will increase by $4.5 \%$ for the eleventh grade students using their proficiency percentage as tenth graders of $81 \%$ respectively as a benchmark for this improvement.
15. Were the district's annual science goals met in 2011-2012?
$\bigcirc$ Yes ${ }^{C}$ No
16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.
$85 \%$ of the 11th grade students were proficient in science on the Iowa Assessments. A
17. Please provide the district's annual science goals for next school year.

The percentage of students in 8th grade students scoring proficient on the Iowa Assessments will increase by $5 \%$ based on the cohort's group scores in 7th grade of $67 \%$. A

## Learning Environment

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

The district uses the Measures of Academic Progress Assessment in English Language Arts as it's locally defined indicator.
$\hat{\text { A }}$ This assessment uses a RIT score which allows the district to monitor cohort practice over time to see growth or any concerns that may arise. A
19. Explain the progress the district has made on these indicators.

Second Grade RIT Score Â 194
Third Grade RIt Score Â 203
Fourth Grade RIT Score A 212
Fifth Grade RIT Score A 217
Sixth Grade RIT Score A 220
Seventh Grade RIT Score Â 223
Eighth Grade RIT Score A 224
Ninth Grade RIT Score Â 223
Tenth Grade RIT Score Â 225
20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

| $\nabla$ | Classroom teacher interventions | $\ulcorner$ | Coach interventions |
| :--- | :--- | :--- | :--- |
| $\nabla$ | Study hall/study table | $\ulcorner$ | Tutors |
| $\nabla$ | Parent involvement | $\ulcorner$ | Classroom interventions |
| $\nabla$ | Problem solving team | $\nabla \nabla$ | Before/after school help |
| $\nabla$ | Counseling services | $\nabla$ | At-risk program |

## Monitoring and Accountability

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

81
22. Total number of seniors in the district who completed a core program:

100
23. Total number of seniors in the district who have graduated:

100
24. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:
81.00
25. Percent of seniors in the district who completed a core program upon graduating:

100
26. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

21
27. Total number of $7-12$ grade students in the district in 2010-2011: 553
28. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:
3.80
29. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

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

261
31. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:
2.68
32. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011: 14
33. Total number of 7-12 grade male students in the district in 2010-2011:

```
292
```

34. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:
4.79
35. Total number of $7-12$ grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
16
36. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011: 520
37. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 20102011:
3.08
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:

3
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: 4
42. Total number of 7-12 grade Hispanic students in the district in 2010-2011:

23
43. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
17.39
44. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011: 0
45. Total number of $\mathbf{7 - 1 2}$ grade Asian students in the district in 2010-2011: 2
46. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
0.00
47. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 20102011:

0
48. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:

3
49. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011: 0.00
50. Total number of $7-12$ grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0
51. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:

1
52. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 20102011:
0.00
53. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011: 1
54. Total number of 7-12 grade Multi-racial students in the district in 2010-2011: 1
55. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:
100.00
56. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

3
57. Total number of 7-12 grade students with an IEP in the district in 2010-2011: 62
58. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:
4.84
59. Total number of 7-12 grade English language learner students in the district who are dropouts in 20102011:

3
60. Total number of 7-12 grade English language learner students in the district in 2010-2011:

6
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 $\bigcirc$ 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 |
| :--- | :--- |
| DIBELS â€" Dynamic Indicators of Basic Early Literacy Skills |  |
| Measures of Academic Progress |  |

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

In Kindergarten, $96 \%$ of students were proficient.
In First Grade, $91 \%$ of students were proficient.
In Second Grade, $88 \%$ of students were proficient
In Third Grade, $84 \%$ of students were proficient
In Fourth Grade, $94 \%$ of students were proficient
In Fifth Grade, $82 \%$ of students were proficient
In Sixth Grade, $84 \%$ of students were proficient
In Ninth Grade, $77 \%$ of students were proficient
In Tenth Grade, $68 \%$ of students were proficient

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In Seventh Grade, 82% of students were proficient
In Eighth Grade, 84% of students were proficient
In Eleventh Grade,A\hat{A}
Â
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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 20112012.

| Assessment | Other |
| :---: | :---: |
| Measures of Academic Progress |  |

66. Please explain how the students do on this/these math assessment(s).
Third Grade--- $71.4 \%$ proficient
Fourth Grade--- $93.6 \%$ proficient
Fifth Grade---79.8\% proficient
Sixth Grade--- $82.5 \%$ proficient
Seventh Grade---78.3\% proficient
Eighth Grade---65.8\% proficient
Ninth Grade---78.7\% proficient
Tenth Grade---68.2\% proficient
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 |
| :---: | :---: |
| Measures of Academic Progress |  |

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

Third Grade---Mean Score 199.7 Compared to a Norm of 195.5
Tenth Grade--- Â Mean Score 219.1 Compared to a Norm of 216.1
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 postsecondary success:
58
72. Total number of $9-12$ grade students in the district who took the test:

88
73. Percent of $9-12$ grade students in the district achieving a score that indicates probable post-secondary success:
65.91
74. All information required for this APR has been or will be reported to the local community.

$$
\begin{aligned}
& -\quad \text { Yes } \bigcirc \text { No } \\
& \text { 1. Date(s) the required APR content was or will be reported to the community. } \\
& 11 / 1 / 2012
\end{aligned}
$$

