

4662 0000-New Hampton 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

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

☐ Yes ☒ No

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 2014-2015.

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of fifth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of sixth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of seventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of eighth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.
The number of eleventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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.

Added for 2015-16

1. Elementary-- began FAST, Fast forward program
2. Middle School-- Skills Iowa assessment and analyzing data for individual assistance through intervention
3. High School-- implementation of second chance reading program during advisory time

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

Reading FAY proficiency percent per grade level for Spring 2015:

2nd grade: 81%

3rd grade: 85%

4th grade: 86%

5th grade: 83.30%

6th grade: 83.82%

7th grade: 76.20%

8th grade: 84.62%

11th grade: 82.9%

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

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fifth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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

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

The number of eighth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eleventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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 2014-2015.

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fifth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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

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

The number of eighth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eleventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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.

Elementary-- ST math is being implemented; math investigations to assist in teacher understand of the Core.

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

Math FAY proficiency percent per grade level for Spring 2015:

2nd: 81.0%

3rd: 88.0%

4th: 86.0%

5th: 81.81%

6th: 85.29%

7th: 88.89%

8th: 79.49%

11th: 89.47%

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

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

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 2014-2015.

The 7th grade students will improve the percentage of students proficient in their cohort by at least 10% or 77% of the students will be proficient in science as measured by the Iowa Assessments.

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.

78.46% were proficient for the entire grade level, 84.13% of FAY students were proficient in the 7th grade group.

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

3rd grade cohort score of students proficient will improve by 10% compared to their score as 2nd graders, reaching 78% proficient.

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. 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.

The district will be transitioning to the use of Skills Iowa, FAST assessments, and a secondary indicator that is yet to be locally determined.

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

MAP mean RIT scores for Language Usage, Fall 2014 to Spring 2015 and Growth

Grade	Fall 2014	Spring 2015	Growth
3	189.4	202.1	12.7
4	206.6	210.7	4.1
5	207.8	213.5	5.7
6	216.0	219.2	3.2
7	219.6	224.9	5.3
8	222.7	226.2	3.5
9	224.0	225.1	1.1
10	225.1	227.3	2.2

MAP mean RIT score in Reading Fall 2014 to Spring 2015 and Growth

1	171.0	182.8	11.8
2	185.0	194.2	9.2
3	187.4	198.8	11.4
4	202.4	208.3	5.9
5	208.3	215.7	7.4
6	214.2	219.8	5.6
7	215.5	222.1	6.6
8	222.0	226.4	4.4
9	224.1	224.2	0.1
10	224.9	225.9	1.0

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:

66

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

84

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

78.57000000000000

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

10

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

502

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:

240

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:

8

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

262

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

3

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

7

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

462

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:

5

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:

2

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

27

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

7

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:

2

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:

5

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:

60

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:

1

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

17

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

5

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).

Spring proficiency data from MAP testing 2015:

1st grade: 96%

2nd grade: 95%

3rd grade: 45%

4th grade: 74%

5th grade: 80%

6th grade: 80%

7th grade: 68%

8th grade: 84%

9th grade: 61%

10th grade: 63%

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).

Spring proficiency data from MAP testing 2015:

5th grade: 73%

6th grade: 74%

7th grade: 72%

8th grade: 72%

9th grade: 55%

10th grade: 58%

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).

Percentile and Mean RIT on general science Spring 2015

	Percentile	RIT
3	60%	196.8
5	74%	209.2
6	59%	210.0
7	75%	214.7
8	78%	218.0

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.

ACT

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:

81

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

70.37

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.

11/1/2015