

Print

Export To Word (.doc)

3312 0000-Keokuk 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

- 1. Report how class size reduction funds were used to meet these goals for 2012-2013.

The funds provide additional staffing. Without these funds we would not be able to afford to provide additional staffing to lower class sizes.

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

Goal: We will increase reading achievement specifically reducing the percentage of students performing in the less than proficient category and increasing the percentage proficient as measured by the Iowa Assessments.

- 4. Please provide the district's annual reading goals for 2012-2013.

- Goal 1: 89.9 percent of 4th graders will be proficient on the Iowa Assessments (Spring 2013) in reading comprehension.
- Goal 2: The percentage of 4th grade students reading at the 4.8 grade level or above on the Spring 2013 Iowa Assessments will be 85%.
- Goal 3: 87.4 percent of 8th grade students will be proficient on the Iowa Assessments (Spring 2013) in reading comprehension.
- Goal 4: 90.5 percent of 11th grade students will be proficient on the Iowa Assessments (Spring 2013) in reading comprehension.

- 5. Were the district's annual reading goals met in 2012-2013?

Yes No

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

We will continue to implement professional development, program evaluation, and data analysis in regards to reading instruction to ensure our teachers have the ability to make quality instructional decisions. The following are examples:

1. Curriculum development: Ensuring we are implementing the intended Curriculum of the Iowa Core Curriculum.
2. Continued professional development of learning and implementation of the Gradual Release of Responsibility
3. Continued professional development of learning and implementation of Professional Learning Communities.

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2012-2013.

Grade/Percent Proficient (As measured by ITBS/ITED)

-4/75.22%

-8/51.70%

-11/65.97%

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

***As measured by ITBS/ITED**

Grade 4: Decrease by 6 (Students) the number of non-proficient students increasing the percent proficient to 80%. Increase the number of advanced proficient students.

Grade 8: Decrease by 18 (Students) the number of non-proficient students increasing the percent proficient to 80%. Increase by 4 the number of advanced proficient students.

Grade 11: Decrease by 9 (Students) the number of non-proficient students increasing the percent proficient to 70%. Increase by 5 the number of advanced proficient students.

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

Goal: We will increase student math achievement, specifically reducing the percentage of students performing in the less than proficient category and increasing the percentage performing in the advanced category.

9. Please provide the district's annual mathematics goals for 2012-2013.

- Goal 1: 89.9 percent of 4th graders will be proficient on the Iowa Assessments. (Spring 2012) in mathematics.
- Goal 2: 85 percent of 4th grade students will perform at the 4.8 grade level or above on the Spring 2012 STAR Math.
- Goal 3: 87.4 percent of 8th grade students will be proficient on the Iowa Assessments (Spring 2012) in mathematics.

- Goal 4: 80 percent of 8th grade students will perform at the 9.0 grade level or above on the spring STAR assessment.
- Goal 5: 90.7 percent of 11th grade students will be proficient on the Iowa Assessments (Spring 2012) in mathematics.
- Goal 6: 80 percent of 11th grade students will perform at the 10.0 grade level or above on the spring STAR assessment.

10. Were the district's annual mathematics goals met in 2012-2013?

Yes No

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

We will continue to implement professional development, program evaluation, and data analysis in regards to math instruction to ensure our teachers have the ability to make quality instructional decisions. The following are examples:

1. Curriculum development: Ensuring we are implementing the intended Curriculum of the Iowa Core Curriculum.
2. Continued professional development of learning and implementation of the Gradual Release of Responsibility
3. Continued professional development of learning and implementation of Professional Learning Communities.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2012-2013.

Grade/Percent Proficient (As measured by ITBS/ITED)

-4/82.30%

-8/62.33%

-11/66.67%

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

***As measure by ITBS/ITED**

Grade 4: Decrease by 6 (Students) the number of non-proficient students increasing the percent proficient to 85%. Increase by 3 the number of advanced proficient students.

Grade 8: Decrease by 6 (Students) the number of non-proficient students increasing the percent proficient to 80%. Increase by 4 the number of advanced proficient students.

Grade 11: Decrease by 20 (Students) the number of non-proficient students increasing the percent proficient to 75%. Increase by 5 the number of advanced proficient students.

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

Goal: We will increase student science achievement specifically reducing the percentage of students performing in the less than proficient category and increasing the percentage performing in the advanced category.

14. Please provide the district's annual science goals for 2012-2013.

Goal 1: 85 percent of 4th grade students will be proficient on the Spring 2013 Iowa Assessments in science.

Goal 2: 80 percent of the 4th grade students will score above the 4.8 grade level on the Spring 2013 Iowa Assessments in science.

Goal 3: 91 percent of 8th grade students will be proficient on the Spring 2013 Iowa Assessments.

Goal 4: 80 percent of the 8th grade students will score above the 8.8 grade level on the Spring 2013 Iowa Assessments.

Goal 5: 90 percent of 11th grade students will be proficient on the Spring 2013 Iowa Assessments.

15. Were the district's annual science goals met in 2012-2013?

Yes No

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

We will continue to implement professional development, program evaluation, and data analysis in regards to Science instruction to ensure our teachers have the ability to make quality instructional decisions. The following are examples:

1. Curriculum development: Ensuring we are implementing the intended Curriculum of the Iowa Core Curriculum.
2. Continued professional development of learning and implementation of the Gradual Release of Responsibility
3. Continued professional development of learning and implementation of Professional Learning Communities.
4. Secondary (Middle School and High School) participation in the Science Network dedicated to analyzing the Next Generation Science Standards. Training provided by Great Prairie AEA.

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2012-2013.

Grade/Percent Proficient (As measured by ITBS/ITED)

-Grade 4/87.61% (Met goal)

-Grade 8/61.22%

-Grade 11/74.31%

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

Grade/Percent Proficient (As measured by ITBS/ITED)

-Grade 4: 85% proficient

-Grade 8: 91% proficient

-Grade 11: 90% proficient

Learning Environment

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

Indicator 1: We will increase the percentage of K-8 students in attendance each day.

Indicator 2: We will increase the percentage of students who graduate in four years while providing supports for those that may take longer than four years to graduate.

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

Indicator 1: In 2011-2012 our average district attendance was 94.86% and in the the 2012-2013 school year our average district attendance was 95.22%. We increased our average district attendance for students by 0.36%.

Indicator 2: In 2011-2012 we saw a 2.0% decrease in the number of students who dropped out as compared to the 2010-2011 school year.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

- 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:

116

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

162

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

71.600000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2011-2012:

27

25. Total number of 7-12 grade students in the district in 2011-2012:

960

- 26. Percent of 7-12 grade students in the district who are dropouts in 2011-2012:
- 27. Total number of 7-12 grade female students in the district who are dropouts in 2011-2012:
- 28. Total number of 7-12 grade female students in the district in 2011-2012:
- 29. Percent of 7-12 grade female students in the district who are dropouts in 2011-2012:
- 30. Total number of 7-12 grade male students in the district who are dropouts in 2011-2012:
- 31. Total number of 7-12 grade male students in the district in 2011-2012:
- 32. Percent of 7-12 grade male students in the district who are dropouts in 2011-2012:
- 33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
- 34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2011-2012:
- 35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
- 36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
- 37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2011-2012:
- 38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
- 39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:
- 40. Total number of 7-12 grade Hispanic students in the district in 2011-2012:
- 41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:
- 42. Total number of 7-12 grade Asian students in the district who are dropouts in 2011-2012:
- 43. Total number of 7-12 grade Asian students in the district in 2011-2012:
- 44. Percent of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012:

11

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

1

52. Total number of 7-12 grade Multi-racial students in the district in 2011-2012:

64

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

1.56

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

6

55. Total number of 7-12 grade students with an IEP in the district in 2011-2012:

153

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

3.92

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

0

58. Total number of 7-12 grade English language learner students in the district in 2011-2012:

2

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

0

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2012-2013?

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 2012-2013.

Assessment	Other
STAR	

Accelerated Reader (a.k.a. - Accelerated Reader Computer Assessment; Accelerated Reading Program; Accelerated Reading Tests)	
ACT Assessment (ACT product)	
Chapter Tests	
Checklists	
Classroom Assessments	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	
End of Year Reading Series Test	
ITBS - Iowa Tests of Basic Skills	
ITED - Iowa Tests of Educational Development	
Measures of Academic Progress	

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

The district primarily uses the following district-wide assessments to measure reading achievement. STAR Early Literacy (K-3), STAR Reading (1-11), Iowa Assessments (2-11), and the Measures of Academic Progress (1-11). The primary second assessment is STAR Early Literacy and STAR Reading. Goals for student achievement are set for each of the assessments and measured using the spring administration of these computer-based tests (the assessments are also administered early in the fall).

Iowa Assessment Reading: Percent Proficient

Grade 3: 75.21%

Grade 4: 75.22%

Grade 5: 77.78%

Grade 6: 55.71%

Grade 7: 67.14%

Grade 8: 51.70%

Grade 9: 61.90%

Grade 10: 64.50%

Grade 11: 65.97%

STAR Early Literacy: Our students achievement on STAR Early Literacy (national scaled scores) is outlined below:

Grade K: 647

Early Emergent Reader (6 Students, 3.4%)

Late Emergent Reader (98 Students, 56.0%)

Transitional Reader (59 Students, 33.7%)

Probable Reader (12 Students, 6.0%)

Grade 1: 767

Early Emergent Reader (1 Students, 0.7%)

Late Emergent Reader (20 Students, 13.5%)

Transitional Reader (47 Students, 31.8%)

Probable Reader (80 Students, 54.1%)

Grade 2: 827

Early Emergent Reader (0 Students, 0.0%)

Late Emergent Reader (1 Students, 0.8%)

Transitional Reader (18 Students, 15.3%)

Probable Reader (99 Students, 83.9%%)

Grade 3: 801

Early Emergent Reader (1 Students, 1.6%)

Late Emergent Reader (6 Students, 9.4%)

Transitional Reader (12 Students, 18.8%)

Probable Reader (45 Students, 70.3%)

STAR Reading: STAR Reading is administered grades 3rd through 11th to all students except those participating in alternative assessments.

STAR Reading (Average Scaled Score)

Grade 1: 307

Grade 2: 371

Grade 3: N/A

Grade 4: 568

Grade 5: 626

Grade 6: 689

Grade 7: 808

Grade 8: 874

Grade 9: 918

Grade 10: 940

Grade 11: 1016

Grade 12: 802

STAR Reading: Grade Equivalent

Grade 2: 2.6

Grade 3: N/A

- Grade 4: 5.3
- Grade 5: 5.8
- Grade 6: 6.3
- Grade 7: 7.2
- Grade 8: 7.8
- Grade 9: 8.4
- Grade 10: 8.6
- Grade 11: 9.4
- Grade 12: 7.2

Measures of Academic Progress (MAP): This data from the MAP test is used primarily at the building and classroom level. Teachers and administrators review that data three times per year (fall, winter and spring) and chart student growth.

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 2012-2013.

Assessment	Other
STAR Math	<input type="checkbox"/>
ITBS - Iowa Tests of Basic Skills	<input type="checkbox"/>
ITED - Iowa Tests of Educational Development	<input type="checkbox"/>
Measures of Academic Progress	<input type="checkbox"/>
Accelerated Math	<input type="checkbox"/>

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

The district uses STAR Math (1st-11th grades), Iowa Assessments (2nd-11th grades), and the Measures of Academic Progress (1st-11th grades) to measure mathematics achievement. The primary second assessment is STAR Math, a computer-based assessment. Goals for student achievement are set for each of the above assessments and measured using the spring administration. STAR Math and the Measures of Academic Progress are also given in the early fall which allows us to measure student growth in mathematics over the

course of a school year.

Iowa Assessment Math: Percent Proficient

Grade 3: 79.49%

Grade 4: 82.30%

Grade 5: 79.20%

Grade 6: 51.08%

Grade 7: 75.71%

Grade 8: 62.33%

Grade 9: 71.40%

Grade 10: 59.90%

Grade 11: 66.67%

STAR Math (Average Scaled Score)

Grade 1: 401

Grade 2: 512

Grade 3: 617

Grade 4: 697

Grade 5: 730

Grade 6: 719

Grade 7: 758

Grade 8: 793

Grade 9: 770

Grade 10: 788

Grade 11: 820

STAR Math (GE= Grade Equivalent)

Grade 1: 1.9 GE

Grade 2: 3.0 GE

Grade 3: 4.2 GE

Grade 4: 5.5 GE

Grade 5: 6.1 GE

Grade 6: 5.9 GE

Grade 7: 6.8 GE

Grade 8: 8.0 GE

Grade 9: 7.2 GE

Measures of Academic Progress: The data from the MAP test is used primarily at the building and classroom level. Teachers and administrators review that data three times per year (fall, winter and spring) and chart student growth.

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 2012-2013.

Assessment	Other
District Developed Tests; District Wide Assessments	<input type="checkbox"/>
Measures of Academic Progress	<input type="checkbox"/>

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

We developed a second science assessment in May 2003 and at the High School level we chose this year to use the Measures of Academic progress for the second science assessment for 2012-2013. The reason being: A second nationally normed assessment so we can compare our students' scores with those across the nation, ease of scoring, and quality of the assessment. We will use Measures of Academic Progress for the second science assessment in the Middle School in the year of 2013-2014 for the same reasons we determined the usage for the High School in the previous school year.

Science Data--Percent proficient (41 percent or higher)

Grade 8 (District Developed Assessment): 75% proficient

Grade 9 (MAP): Score not available Assessment not administered

Grade 10 (MAP): Score not available Assessment not administered

Grade 11 (MAP): Score not available Assessment not administered

***For the 2012-2013 second Science assessment we intended on using the Measurement of Academic Progress (MAP) assessment at Keokuk High School. The assessment was never administered due to sudden turnover of administration at the end of the school year. In the spring of 2014 we will administer the second Science assessment using the MAP assessment.**

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

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:

56

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

86

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

65.12

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.

By September 30th