Iowa Department of Education

6 FKRRQ HDU 2008-2009 Go	) IRUP II 96 Print Summary All IIIII Go I Exit Form Must Be Completed By: **Both Public and Non-Public**
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Division of PK-12 Education

Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

Print Summary All, Public

Chapter 12 Improvement Goals Reading

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	District Long-Range Goals Long-range goals define the desired targets to be reached over several years. The long-range goals serve two purposes: 1) to address state and federal mandates and 2) to meet locally determined students goals. Goal I: All K-12 students will perform at grade level in reading. (LRG1, MCGF3, AR6, EIG1, FTP1) The following indicators will measure district progress with Goal 1. 1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED reading comprehension. Data will be disaggregated by appropriate subgroups, including some groups with fewer than 10 students. (gender, socioeconomic) 2. The percentage of students at instruction level on the BRI test in third grade 3. Students K-2 will be measured in phonenic awareness, fluency and comprehension by DIBELS and BRI. Teachers will use fall data to adjust instruction for the rest of the year. Students will be checked again in the spring to measure growth. Phonemic awareness instruction will begin in Kindergarten and continue through second grade as needed. Fluency is an ongoing instructional strategy as is comprehension. Students will take the Iowa Tests of Basic Skills in third grade as the first measure on a standardized test. IEI1
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The students in 8th grade, October 2007, scored ISS of 236. As 9th graders in the fall of 2008 they will raise their score by 5 points to 2440 on reading comprehension.

Were the Annual Goals Met?	**YES**
Supporting Data to demonstrate that the district has or has not met its goal:	The class improved their proficiency level in reading from 52% as 8th graders to 93% in 9th grade reading on the Iowa Basics.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) **The plan to meet future goals includes the following:**	(Not Required)
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The 6th, 7th, 8th, and 10th graders all had proficiency levels of less than 70% in reading. We would like to get at least three of those grades to improve to at least the 70% proficiency level as 7th, 8th, 9th, and 11th graders in 2009-2010.

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Chapter 12 Improvement Goals Math

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	District Long-Range Goals Long-range goals define the desired targets to be reached over several years. The long-range goals serve two purposes: 1) to address state and federal mandates and 2) to meet locally determined students goals. All K-12 students will perform at grade level in math. (LRG2, AR6, EIG1) The following indicators will measure district progress toward Goal 2. 1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED math total, disaggregated the same way as in goal 1. 2. The percentage of students who perform at intermediate or high on ICAM tests in grades 4, 8, and 11.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The students in 5th grade October 2007 scored NCSS of 204.3. As 6th graders in the fall of 2008, they will raise their score by 5 points to 209.3 in math total.
Were the Annual Goals Met?	**YES**
Supporting Data to demonstrate that the district has or has not met its goal:	We met our goal as 71% of our 6th graders tested proficient in math compared to only 46% who did so as 5th graders the previous year.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) **The plan to meet future goals includes the following:**	(Not Required)
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	We would like to have our 4th, 9th, and 11th graders increase the level of proficiency in math in 2009-2010. Each of these classes had proficiency levels of 60% or lower.

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Chapter 12 Improvement Goals Science

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

☑ **Grade 8 is served.**

☑ **Grade 11 is served.**

☐ Neither Grade 8 or Grade 11 is served.

SCIENCE ONLY: At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. **The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.**

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Essex School's Advisory Committee and Leadership team have adopted district goals aligned with student needs. (LC5) District Broad Student Outcomes District Long-Range Goals Long-range goals define the desired targets to be reached over several years. The long-range goals serve two purposes: 1) to address state and federal mandates and 2) to meet locally determined students goals. Goal III: All K-12 students will perform at grade level in science. (LRG3, AR6, EIG1) The following indicators will measure district progress toward goal 3: 1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED science, disaggregated the same way as in goal 1. 2. Percentage of students who perform at Level 2 and Level 3 on SCASS alternative science test. Goal IV: All students will become proficient in the use of technology by graduation. The following indicators will measure district progress toward goal 4, FTP1: 1. All students will pass minimum competencies in 9th grade keyboarding and core class. 2. All 12th grade students will use advanced technology skills to produce a portfolio suitable for college and job applications before graduation. Goal V: All students will develop and demonstrate a strong sense of self in order to get along with others and to interact appropriately in society. SDF9 The following indicators will measure district progress toward goal 5: 1. Attendance rates as reported on the CAR 2. Graduation rates calculated by the Iowa Department of Education 3. Numbers and percentages of students referred to office, number of after-school detentions, suspensions and expulsions. (SDF5, SDF6, SDF7) 4. Percentage of students reporting alcohol, tobacco and other drug use as reported by 6th, 8th and 11th grade students on the Iowa Youth Survey.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The students in 10th grade October 2007 scored NSS of 269.9. As 11th graders in the fall of 2008 they will raise their score by 5 points to 274.9 on science.
Were the Annual Goals Met?	**YES**

Supporting Data to demonstrate that the district has or has not met its goal:	As juniors 80% of the class tested at the proficient level. This was a big increase over the previous year when only 47% of the class tested proficient in science.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) **The plan to meet future goals includes the following:**	(Not Required)
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	Our sophomores were the lowest scoring class on the science tests. They had 73% test proficient. As juniors our goal is to see this class have at least 80% of the class reach proficiency in science.

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Chapter 12 Alternative Assessment - Reading

281--IAC 12.8(3)(a)(1)

PUBLIC
Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Reading .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Reading

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Chapter 12 Alternative Assessment - Math

281--IAC 12.8(3)(a)(1)

PUBLIC
Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Math .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Math

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Chapter 12 Alternative Assessment - Science

281--IAC 12.8(3)(a)(1)

PUBLIC
Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Science .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Science

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Chapter 12 Multiple Assessments

Assessment Selections 281--IAC 12.8(3)(b)(5)

PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

View Complete Assessments List | List of All Available Assessments

Reading

Assessment Used:	ICAM – Iowa Collaborative Assessment Modules (from ICIIC) (141)
Other Assessment: Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
Explanation -- How did the students do on this test?	Students in grades 4, 8, and 11 took the ICAM reading tests in the spring of 2008. The results show that in 4th grade, 80% scored at level two or three. In 8th grade, 52.2% scored in level two and three. In 11th grade the percent was 75% at levels two and three.

Math

Assessment Used:	ICAM – Iowa Collaborative Assessment Modules (from ICIIC) (141)
Other Assessment: Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
Explanation -- How did the students do on this test?	Essex students in grades 4, 8 and 11 took ICAM Math tests in the spring of 2008. The fourth grade class had 95% in levels 2 and 3. This year's eighth grade had 65.2% in the upper two levels. This year's 11th grade scored 87.5% in levels 2 and 3.

Science

Assessment Used:	SCASS (State Collaborative on Assessment and Student Standards) (313)
Other Assessment: Name/description /comment about the "other" assessment, or	(No "Other" Assessment Data)

N/A if whole grade sharing.	
Explanation -- How did the students do on this test?	The Essex School District administers the Stanford 9 Open-ended assessment as a second measure of Science achievement. Essex students in 7th and 10th grade took this assessment in the spring of 2008. 76.5% of the 7th graders scored average or above. 92.3% of the 10th graders scored average or above. Results indicate minimal difference between males and females. Both subgroups demonstrated overall science skills in the average range.

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Chapter 12 Post-Secondary Data

Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

List assessment used and cut score:

There were 14 seniors who took the ACT. Of that group of students those who scored at or above an ACT score of 20 are as listed below:

Composite 64%
English 64%
Math 43%
Reading 79%
Science 64%

This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.

If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.

12 Total number of students achieving a score or status on a measure indicating probable post-secondary success.
If the measure used is the ACT, the cut score for probable post-secondary success is 20.
(Number of students who took the ACT test with probable post-secondary success: **12**. Iowa Testing information from Project EASIER BEDS table.)

14 Total number of students who took the test.
(Number of students who took the ACT test: **21**. Iowa Testing information from Project EASIER BEDS table.)

85.71% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success.
The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.

Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

All high school seniors who intend to pursue post-secondary education or training.

PUBLIC These data are from the last available Spring B.E.D.S.

23 Total number of seniors who intend to pursue post-secondary education/training.
(Number of seniors who declared post-secondary education intentions: **23**. Data from Project EASIER BEDS table.)

24 Total number of seniors who have graduated.
(Number of seniors: **24**. Data from Project EASIER BEDS table.)

95.83% Total percentage of seniors intending to pursue post-secondary education/training.
The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.

Core Program Completers 281--IAC 12.8(3)(a)(7)

All high school graduates who completed a core program which includes four years of English/language arts and three or more years each

11 Total number of high school graduates who completed a core program.

25 Total number of high school graduates.

44.00% Total percentage of high school graduates who completed a core program.
Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.

of mathematics, science, and social studies.	

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Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2007-2008), while the APR itself is in the current school year (2008-2009).

Dropout Definitions
Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
   a. transfer to another public school district, private school, or state or district-approved educational program,
   b. temporary school-recognized absence due to suspension or illness,
   c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2007-2008	**1** Total number of All Dropouts, grades 7-12. **116** Total number of All Students, grades 7-12. **0.86%** Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
DROPOUT SUBGROUPS	
Female 2007-2008	**0** Total number of Female Dropouts, grades 7-12. **48** Total number of Female Students, grades 7-12. **0.00%** Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Male 2007-2008	**1** Total number of Male Dropouts, grades 7-12. **68** Total number of Male Students, grades 7-12. **1.47%** Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2007-2008	**1** Total number of White (not of Hispanic origin) Dropouts, grades 7-12. **112** Total number of White (not of Hispanic origin) Students, grades 7-12. **0.89%** Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Black (not of Hispanic origin) 2007-2008	**0** Total number of Black (not of Hispanic origin) Dropouts, grades 7-12. **2** Total number of Black (not of Hispanic origin) Students, grades 7-12.

	0.00% Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Hispanic 2007-2008	**0** Total number of Hispanic Dropouts, grades 7-12. **2** Total number of Hispanic Students, grades 7-12. **0.00%** Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
American Indian or Alaskan Native 2007-2008	**0** Total number of American Indian or Alaskan Native Dropouts, grades 7-12. **0** Total number of American Indian or Alaskan Native Students, grades 7-12. **0.00%** Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Asian or Pacific Islander 2007-2008	**0** Total number of Asian or Pacific Islander Dropouts, grades 7-12. **0** Total number of Asian or Pacific Islander Students, grades 7-12. **0.00%** Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Disabled/IEP 2007-2008	**0** Total number of Disabled/IEP Dropouts, grades 7-12. **11** Total number of Disabled/IEP Students, grades 7-12. **0.00%** Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
English Language Learners (ELL) 2007-2008	**0** Total number of English Language Learners (ELL) Dropouts, grades 7-12. **0** Total number of English Language Learners (ELL) Students, grades 7-12. **0.00%** Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

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Additional State Requirements

Other Locally Determined Indicators 281--IAC 12.8(3)

These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.	Regular school attendance has been shown to be important for student achievement. The average attendance rate for 2004-2005 was 95.8% Our goal for the 2005-2006 school year was 96%, and that goals was met. At Essex Community School District we believe participation in school activities helps students feel part of the school. That attachment keeps students involved in school and provides an incentive to do well academically. Our goal for the 2006-2007 school year was the percentage of 9-12 students involved in some sort of extra curricular activity would increase from the 89% participation rate during the previous year. The participation rate for extra curricular activities was 82% for the 2006-2007 school year. Our goal for 2007-2008 was to increase that percentage to 85%. Unfortunately, we only achieved a rate of 74.3 percent in 2007-2008. Our goal for 2008-2009 will be to increase that percentage back up to at least 80%.

Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.
Early intervention goal(s) might also be class size reduction goals.

Did the school districts accept Early Intervention funding?	**YES**
All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.	Being a small school with one section of each grade, our class sizes vary from 14-28. When one or more small classes are in the primary grades, our average class size is quite small. When one or more of the large classes are in the lower grades, our class sizes increase. We use our Class Size Early Intervention funds to pay for a 1/2 time elementary teacher. That person teaches reading and math to part of the largest class in the primary grades. This past year and the year before she taught in first grade. The previous year she taught third grade students. We will continue to use the funds to reduce class sizes as much as possible. Our base year in 2005-2006 our average class size per teacher K-3 was 20.0. Students continue to make good progress in the lower grades as measured by two tests, DIBLES and BRI. DIBLES measures letter recognition in kindergarten spring and fall and letter recognition, phonemic awareness and oral reading in first grade. BRI measures vocabulary and comprehension in second grade. In 2006-2007 kindergarten students improved their letters known from 19.1 in the fall to 47 in the spring. Initial sound fluency increased from 6.9 to 15.7. In 2007-2008 kindergarten students improved their letters known from 13 in the fall to 53 int her spring. Initial sound fluency increased form 6.9 to 15.5. First grade students improved in Phoneme Segmentation Fluency, a measure of phonemic awareness, from 39 in the fall to a score of 50 in the fall. Their Oral Reading Passage average score improved from 13.6 to 65.0. Second grade students increased their independent reading grade level from primary .9 in the fall to grade 2.7 in the spring. Their instruction level increased from 1.9 to 3.7 during the year.

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Athletic Eligibility Report for the Iowa State Board of Education

Assistance for Student Athletes

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.	☑ **Classroom teacher interventions** ☑ **Coach interventions** ☐ **Study hall/study table** ☐ **Tutors** ☑ **Parent involvement** ☐ **Classroom interventions** ☐ **Problem solving team** ☑ **Before/after school help** ☑ **Counseling services** ☑ **At-risk program** ☑ **Progress reports**

Other

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.	Students' grades are turned in to the office each Friday. Any student receiving an F in a class for two consecutive weeks is ineligible for at least one week, or until the grade is passing again. The list is refigured each Friday. All teachers and coaches receive the report. Letters are written to parents letting them kmow of the first failure and the need to raise the grade before the next week or the athlete will become ineligible.

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Assurances

Assurances -- Public ONLY

YES	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	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content **Reading** Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content **Math** Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content **Science** Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
NO	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.

Assurances -- Public and Non-Public

YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: **September 30, 2009**

District Information

Authorized Agency	**Essex Comm School District** **111 Forbes St** **Essex, Iowa 51638** AEA: **AEA 13 Loess Hills** ***(district filed under aea control code 9213)***
Primary APR Contact	Name:* **Ron Flynn** Title:* **Superintendent** Telephone:* **712 - 379 - 3114 Extension: 10** FAX:* **712 - 379 - 3200** Email:* Click, below, to email contact: **rflynn@heartland.net**