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6453 0000-Treynor 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 2014-2015.

Our district has been fortunate to experience increased enrollment over the last 15 school years. Therefore, we continued to employ additional classroom teachers and teacher associates at the primary level to work at keeping our K-3 class sizes small . Our K-3 class size trends are listed below:

Year	Class Size
2000-01	19.1
2001-02	19.3
2002-03	20.4
2003-04	20.3
2004-05	17.6
2005-06	18.6
2006-07	19.0
2007-08	18.0
2008-09	18.6
2009-10	19.2
2010-11	19.8
2011-12	20.9
2012-13	20.6
2013-14	19.6
2014-15	19.25

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

All K-12 students will demonstrate growth at high levels in reading comprehension, prepared for success beyond high school.

The following indicators will measure district progress with the Reading goal:

1. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessments Reading Comprehension Test in grades 3 through 8 and the Iowa Assessments Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
2. Percentage of students in grades K-3 who are progressing on the Dynamic Indicators of Basic Early Language Skills (DIBELS) Assessment.

One hundred percent alignment measured by using planbookedu.

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

Decrease the percent of students below the proficiency level from grade 5 (13-14) to grade 6 (14-15) as measured on the Reading section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 19.35%.

5. Were the district's annual reading goals met in 2014-2015?

Yes No

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

With 19.35% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of students performing below proficiency. When tested during the 2014-15 school year, the percent of students performing below proficiency was 13%.

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

Decrease the percent of students below the proficiency level from grade 4 (14-15) to grade 5 (15-16) as measured on the Reading section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 14%.

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

All K-12 students will demonstrate growth at high levels in mathematics, prepared for success beyond high school.
The following indicators will measure district progress with the Math goal:

1. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessments Mathematics Total Test in grades 3 through 8 and the Iowa Assessments Mathematics Test in grade 11, including data disaggregated by subgroup.

One hundred percent alignment measured by using planbookedu.

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

Decrease the percent of students below the proficiency level from grade 5 (13-14) to grade 6 (14-15) as measured on the Math section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 19.35%.

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.

With 19.35% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of

students performing below proficiency. When tested during the 2014-15 school year, the percent of students performing below proficiency was 9%.

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

Decrease the percent of students below the proficiency level from grade 4 (14-15) to grade 5 (15-16) as measured on the Math section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 21%.

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

All K-12 students will demonstrate growth at high levels in science, prepared for success beyond high school.
The following indicators will measure district progress with the Science goal:

1. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessments Science Test in grades 5 and 8 and the Iowa Assessments Science Test in grade 11, including data disaggregated by subgroup

One hundred percent alignment measured by using planbookedu.

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

Decrease the percent of students below the proficiency level from grade 2 (13-14) to grade 3 (14-15) as measured on the Science section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 18.75%.

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.

With 18.75% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of students performing below proficiency. When tested during the 2014-15 school year, the percent of students performing below proficiency was 11%.

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

Decrease the percent of students below the proficiency level from grade 5 (14-15) to grade 6 (15-16) as measured on the Science section of the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 17%.

Learning Environment

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

The Treynor Community School has always had an attendance policy that requires us to keep track of absences and our policy states 10 absences as being chronic. We have noticed a trend over the last several years of our attendance declining, although slightly, but we decided to tweak our policy to specifically require documentation from our parents for "documented" absences. We will then keep track of our "undocumented" absences and follow-through on our policy with students who fall in chronic absenteeism based on the undocumented absences. It is our hope that we will see our overall attendance for grades 6-12 start to increase with the tweaking of this policy.

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

Attendance Totals for grades 6-12

School Years & Percentages for each are listed below.

10-11	11-12	12-13	13-14	14-15
96.66	96.52	96.27	96.00	95.67

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 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:

49

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

50

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

98.00000000000000

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

1

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

341

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:

182

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:

1

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

159

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:

1

- 34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014:
- 35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:
- 36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:
- 37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2013-2014:
- 38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:
- 39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:
- 40. Total number of 7-12 grade Hispanic students in the district in 2013-2014:
- 41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:
- 42. Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
- 43. Total number of 7-12 grade Asian students in the district in 2013-2014:
- 44. Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014:
- 45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
- 46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:
- 47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:
- 48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
- 49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:
- 50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:
- 51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:
- 52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:

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:

22

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
STAR Reading Assessment	<input type="checkbox"/>

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

We purchased STAR reading and math for this coming school year 15-16 so we could use this as our second data piece for assessing our students in reading and math. Our goal is to assess all students in grades 6-11 in both reading and math at least twice per school year, once at the beginning of the year and then again towards the end of the school year. We will not be able to start comparing this data then until the end of the 16-17 school year.

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
STAR Math	<input type="checkbox"/>

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

We purchased STAR reading and math for this coming school year 15-16 so we could use this as our second data piece for assessing our students in reading and math. Our goal is to assess all students in grades 6-11 in both reading and math at least twice per school year, once at the beginning of the year and then again towards the end of the school year. We will not be able to start comparing this data then until the end of the 16-17 school year.

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
ASVAB - Armed Services Vocational Aptitude Battery	<input type="checkbox"/>

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

Students have started taking the ASVAB test, rather than local competency exams. The 2014-15 school year was our first year in implementing this test so we will have to wait until the end of the 15-16 school year to compare the data from the science portion of this test.

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:

79

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

122

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

64.75

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