

2008-09 Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

THE DISTRICT AND STATE HAVE CERTIFIED

Chapter 12 Improvement Goals Reading	
<p>281--IAC 12.8(3)(b)</p> <p>PUBLIC</p> <p>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.</p> <p>Annual improvement goals must be measurable.</p> <p>Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</p>	
<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Goal 1: All K-12 students will achieve at high levels in reading comprehension. (LRG1, MCGF3, AR6, EIG1)</p> <p>The following indicators will measure district progress with Goal 1:</p> <p>1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.</p> <p>1b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed reading assessments.</p>
<p>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Reading Goal for 2008-09 at East Elementary: 82% of 4th grade students will be proficient in reading as measured by Iowa Tests of Basic Skills. 96% of students in the fourth grade will score at/above grade level on SuccessMaker computer reading program. 95% of fourth grade students will score at proficient or advanced levels on Language Arts Content Standards/Benchmarks.</p> <p>8th Grade Middle School READING GOAL for 2008-09: The percentage of 8th grade students proficient in reading will reach 70% as measured by Iowa Tests of Basic Skills based on the reading goal trajectory.</p> <p>11th Grade High School READING GOAL for 2008-09: The percent of students proficient in reading will be 86.0% as measured by the ITED.</p>
<p>Were the Annual Goals Met?</p>	<p>NO</p>
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>4th Grade Status: 89.0% of fourth grade students were proficient on the Iowa Tests of Basic Skills in reading comprehension. Fourth grade students surpassed their goal of 82% proficiency on the Iowa Test of Basic Skills. 99% of fourth grade students scored at or above grade level on the SuccessMaker CCC computer reading program. Fourth grade students exceeded our goal of 96% of fourth grade students scoring at or above grade level on the SuccessMaker computer reading program. 94% of students in the fourth grade scored proficient or advanced levels on Language Arts Content Standards/Benchmarks. Fourth grade students did not reach our goal of 95% of fourth grade students scoring at the proficient or advanced level on Language Arts Content Standards/Benchmarks.</p> <p>8th Grade Status: Our goal was to have 70% of 8th grade students proficient on the reading test of ITBS. The 8th grade</p>

	<p>students exceeded that goal. 80% of eight grade students were proficient on the Iowa Tests of Basic Skills in reading comprehension. This was an increase of 19.1 percentage points from last year when our proficiency rate was 60.9%.</p> <p>11th Grade Status: 84.2% of the students were proficient in reading, which was less than the 2008-09 Reading Goal by 1.8 percentage points, according to the Iowa Test of Educational Development.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>4th Grade Strategies: We will continue using the SuccessMaker computer program and monitor students progress each week. Students who score low in an area will receive extra time to work on those skills. Teachers will continue targeting the content standards by teaching, assessing and analyzing the data. We will use the Title I reading program to work with at-risk students. Teachers will continue using strategies learned through district staff development days, e.g. think-alouds; fluency, guided reading strategies, and vocabulary strategies.</p> <p>8th Grade Strategies: Accelerated Reader has been updated and upgraded to include more tests at a wide variety of student reading levels. We will also continue to implement e2t2 units and strategies including QAR, Read Alouds, vocabulary building, and fluency. Lexiled leveled reading will also be practiced in reading and other classrooms. The BRI will be administered to all students in order to identify areas of need. Finally, teachers will examine current curriculum and identify areas of overlap and gap in comparison with the elementary and high school.</p> <p>11th Grade Strategies: High school teachers will develop action plans focused on improved student reading and writing skills to address deficiencies identified by ITED results using the Effective Schools Model. The fifth year of Orab Reading time will be monitored to check student progress. ITED item analysis including all of the disaggregated data will be used to improve curriculum coverage. The high school staff will be focusing on improving student writing skills through professional development activities.</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Reading Goal for 2009-10 at East Elementary: 90% of 4th grade students will be proficient in reading as measured by Iowa Tests of Basic Skills. 99% of students in the fourth grade will score at/above grade level on SuccessMaker computer reading program. 95% of fourth grade students will score at proficient or advanced levels on Language Arts Content Standards/Benchmarks.</p> <p>8th Grade Middle Sschool READING GOAL for 2009-10: The percentage of 8th grade students proficient in reading will reach 80.1% as measured by Iowa Tests of Basic Skills based on the reading goal trajectory.</p> <p>11th Grade High Sschool READING GOAL for 2009-10: The percent of students proficient in reading will be 85% as measured by the ITED.</p>

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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.

<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Goal 2: All K-12 students will achieve at high levels in mathematics. (LRG2, MCGF3, AR6, EIG1) The following indicators will measure district progress with Goal 2: 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup. 2b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed mathematics assessment.</p>
<p>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Math Goal for 2008-09 at East Elementary: The percent of 4th grade students proficient in mathematics will be 90% or higher as measured by the Iowa Test of Basic Skills. 98% of fourth grade students will score at or above grade level on SuccessMaker computer mathematics program. 95% of fourth grade students will score at proficient or advanced level on Mathematics Content Standards/Benchmarks.</p> <p>8th Grade Math Goal for 2008-09: A minimum of 85.4% of 8th grade students will be proficient in Math as measured by ITBS.</p> <p>11th Grade Math Goal for 2008-09: The percent of students proficient in mathematics will be 88% or higher as measured by the ITED.</p>
<p>Were the Annual Goals Met?</p>	<p>NO</p>
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>4th Grade Status: As measured on the Iowa Test of Basic Skills, 94% of fourth grade students were proficient during the 2008-09 school year. 95% of students in the fourth grade scored at or above grade level on SuccessMaker computer mathematics program. 93% of fourth grade students scored at the proficient or advanced level on Mathematics Content Standards/Benchmarks. Fourth grade students met their goal for the ITBS, however, they did not meet their goals on the SuccessMaker computer mathematics program or the Mathematics Content Standards/Benchmarks. Even though the 4th grade students exceeded 90% proficiency in both areas, they did not meet their goals.</p> <p>8th Grade Status: Our goal was 85.4% of students being proficient on math as measured by ITBS. The 8th grade students met that goal. 88.5% of 8th grade students were proficient on Iowa Tests of Basic Skills. This was an increase from the previous year.</p> <p>11th Grade Status: 81.7% of the students were proficient. This level of proficiency fell short of our goal, and we are comparing information to assure continued progress forward.</p>
<p>If the District Did Not Meet</p>	<p>4th Grade Strategies: We will continue the use of the Everyday Mathematics series as well as one-minute math and ADD</p>

<p>its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>math in the classrooms. Teachers will utilize the SuccessMaker program and at-risk students will work on skills that they are not proficient in. We will also continue the after school program which works with at-risk students on low skill areas as well as homework completion. Non-proficient areas in math will be targeted and extra practice will be given in these areas.</p> <p>8th Grade Strategies: We will strive to increase the time available to reteach skills at 7/8th grade levels by freeing up math teachers from study hall duties and utilizing their time for remediation and enrichment for students. The after school and summer school programs will be used to allow students who need it more time to grasp the critical skills in the math areas. We will also delve more into the Skills Iowa websites to pinpoint instruction to student's individual needs. Reading strategies such as vocabulary building and graphic organizers will also be used frequently with our instruction.</p> <p>11th Grade Strategies: ITED item analysis including all of the disaggregated data will be used to improve curriculum coverage. Compare the HS critical skills and the Iowa Core Curriculum to the ITED analysis to determine areas of concern. Teachers will create professional goals based on the areas where improvement is needed and scores will be monitored.</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Math Goal for 2009-10 at East Elementary: The percent of 4th grade students proficient in mathematics will be 95% or higher as measured by the Iowa Test of Basic Skills. 96% of fourth grade students will score at or above grade level on SuccessMaker computer mathematics program. 94% of fourth grade students will score at proficient or advanced level on Mathematics Content Standards/Benchmarks.</p> <p>8th Grade Math Goal for 2009-10: A minimum of 88.9% of 8th grade students will be proficient in Math as measured by ITBS.</p> <p>11th Grade Math Goal for 2009-10: The percent of students proficient in mathematics will be 85% or higher as measured by the ITED.</p>

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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)

Goal 3: All K-12 students will achieve at high levels in science. (LRG3, MCGF3, AR6, EIG1)
 The following indicators will measure district progress with Goal 3:
 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
 3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessment.

2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)

8th Grade Middle School SCIENCE GOAL for 2008-09:
 The percentage of 8th grade students proficient in science will be 87%.

 11th Grade High School SCIENCE GOAL for 2008-09:
 The percent of students proficient in science will be 80% or higher as measured by the ITED.

Were the Annual Goals Met?

YES

Supporting Data to demonstrate that the district has or has not met its goal:

8th Grade Status for 2008-09:
 The 8th Grade proficiency level was 97.2%. The eight grade class meet our science achievement goal.

 11th Grade Status for 2008-09:
 89.1% of the students were proficient. The eleventh grade class met our science achievement goal.

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)

The plan to meet future goals includes the following:

Even though both the 8th grade students and the 11th grade students met their Science achievement goals the school district will continue the following strategies during the 2009-10 school year.

8th Grade Strategies:
 Iowa Tests of Basic Skills data will be analyzed to identify consistent low areas and gaps in achievement in the area of science. Reading strategies (such as vocabulary, lexiled leveled reading, QAR, etc.) will be employed to address these low areas and gaps. The grade level benchmarks for 5-8th grade science will also be studied. Units will be developed with a new series of textbooks that include technology components, integration with other curricular areas, and graphic organizers.

11th Grade Strategies:

	High school teachers will complete a questionnaire on the implementation of technical reading across the curriculum. ITED item analysis including all of the disaggregated data will be used to improve curriculum coverage. Compare the HS critical skills to the ITED analysis.
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	8th Grade Middle School SCIENCE GOAL for 2009-10: The percentage of 8th grade students proficient in science will be 97.3%. 11th Grade High School SCIENCE GOAL for 2009-10: The percent of students proficient in science will be 90% or higher as measured by the ITED.

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Chapter 12 Alternative Assessment - Reading
<p>281--IAC 12.8(3)(a)(1)</p> <p>PUBLIC Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.</p> <p><input checked="" type="checkbox"/> YES ITBS and/or the ITED are the only tests used to measure progress toward annual improvement goals in Reading .</p> <p><u>The rest of this form will not display if YES is selected due to using <u>only</u> the ITBS and/or the ITED for measuring progress toward annual improvement goals.</u></p> <p>If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade level(s) for which the annual improvement goal(s) has been established. <input type="checkbox"/> 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
<p>281--IAC 12.8(3)(a)(1)</p> <p>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.</p> <p><input checked="" type="checkbox"/> YES ITBS and/or the ITED are the only tests used to measure progress toward annual improvement goals in Math .</p> <p><u>The rest of this form will not display if YES is selected due to using <u>only</u> the ITBS and/or the ITED for measuring progress toward annual improvement goals.</u></p> <p>If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade level(s) for which the annual improvement goal(s) has been established. <input type="checkbox"/> 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

...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.

List of All Available Assessments

Reading

Assessment Used:	Other (405)												
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Stanford Diagnostic Reading Test												
Explanation -- How did the students do on this test?	<p>East Elementary administers the Stanford Diagnostic Reading Test twice a year in the fall and spring to students in the 2nd, 3rd & 4th grade. Students take the same test in the spring and then again in the fall so teachers can see what was retained over the summer months. Three main areas are looked at on the reading test. They are the following: Phonetic Analysis, Vocabulary and Comprehension. Teachers use this data to identify students for the Title I Program as well as the After School Tutor Program. It also gives the teachers a baseline of where their students' start the year. It also shows them the growth students make throughout the school year.</p> <p>Stanford Reading Scores Spring 2009:</p> <table border="1"> <thead> <tr> <th></th> <th>Grade Equivalent</th> <th>Percentile Rank</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>4.3</td> <td>69%</td> </tr> <tr> <td>3rd</td> <td>5.4</td> <td>63%</td> </tr> <tr> <td>4th</td> <td colspan="2">Only tested in fall.</td> </tr> </tbody> </table>		Grade Equivalent	Percentile Rank	2nd	4.3	69%	3rd	5.4	63%	4th	Only tested in fall.	
	Grade Equivalent	Percentile Rank											
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3rd	5.4	63%											
4th	Only tested in fall.												

Math

Assessment Used:	Other (405)																								
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	CCC - Computer Curriculum Corporation (a.k.a. Successmaker)																								
Explanation -- How did the students do on this test?	<p>East Elementary uses Successmaker as a data point for math in grades K-4. Teachers can view this data daily, weekly and monthly to see students' progress in math. Students attend the computer lab and work with the CCC program 4-5 times a week for 20-25 minutes depending on the grade level. Teachers are able to see what skills students are struggling with and reteach those skills in the classroom. They can also set the program to work on specific skills students need extra practice with.</p> <p>SuccessMaker Math Scores:</p> <table border="1"> <thead> <tr> <th></th> <th>Grade Equivalent</th> <th>Accuracy</th> <th>Annual Gain</th> </tr> </thead> <tbody> <tr> <td>Kind.</td> <td>1.22</td> <td>83%</td> <td>1.21</td> </tr> <tr> <td>1st</td> <td>2.22</td> <td>84%</td> <td>1.63</td> </tr> <tr> <td>2nd</td> <td>3.23</td> <td>88%</td> <td>1.59</td> </tr> <tr> <td>3rd</td> <td>4.33</td> <td>85%</td> <td>1.68</td> </tr> <tr> <td>4th</td> <td>5.01</td> <td>81%</td> <td>1.34</td> </tr> </tbody> </table>		Grade Equivalent	Accuracy	Annual Gain	Kind.	1.22	83%	1.21	1st	2.22	84%	1.63	2nd	3.23	88%	1.59	3rd	4.33	85%	1.68	4th	5.01	81%	1.34
	Grade Equivalent	Accuracy	Annual Gain																						
Kind.	1.22	83%	1.21																						
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4th	5.01	81%	1.34																						
Science																									
Assessment Used:	Teacher Created Assessment (355)																								
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Teacher Assessments																								
Explanation -- How did the students do on this test?	Sheldon High School Junior's results for the second assessment in Science for 2008-2009 school year. Science proficiency is based on 56 seniors that took Chemistry. 56 students represent 77% of the graduating class. 89% of the juniors scored at a proficiency level of a "C" or better on a teacher developed test. That compares to 99% in 05-06, 99% in 06-07, and 92% in 07-08.																								

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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:

The measure used was the ACT, the cut score for probable post-secondary success is 20.

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.

98 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: **98**. Iowa Testing information from Project EASIER BEDS table.)

115 Total number of students who took the test.

(Number of students who took the ACT test: **115**. Iowa Testing information from Project EASIER BEDS table.)

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

85.22% 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.

67 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: **67**. Data from Project EASIER BEDS table.)

73 Total number of seniors who have graduated. (Number of seniors: **73**. Data from Project EASIER BEDS table.)

91.78% 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 of mathematics, science, and social studies.

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

73 Total number of high school graduates.

78.08% 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.

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

11 Total number of All Dropouts, grades 7-12.

507 Total number of All Students, grades 7-12.

2.17% 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

5 Total number of Female Dropouts, grades 7-12.

242 Total number of Female Students, grades 7-12.

2.07% 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

6 Total number of Male Dropouts, grades 7-12.

265 Total number of Male Students, grades 7-12.

2.26% 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

9 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.

468 Total number of White (not of Hispanic origin) Students, grades 7-12.

1.92% 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.
	16 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	2 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.
	7 Total number of American Indian or Alaskan Native Students, grades 7-12.
	28.57% 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.
	14 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	2 Total number of Disabled/IEP Dropouts, grades 7-12.
	55 Total number of Disabled/IEP Students, grades 7-12.
	3.64% 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.
	5 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	Goal 5: Students will have a positive attitude about school. The following indicators will measure district progress with goal 5: 5a. Iowa Youth Survey (SDF5, SDF6, SDF7). 5b. Selected questions from Iowa Youth Survey collected annually.
	Climate Goal for 2008-09 at East Elementary: The percent of 4th grade students with a positive attitude about school will be 90%.
	Elementary School Climate Goal Status: 95% of fourth grade students had a positive attitude about. Students will continue having guidance lessons every other week with the guidance counselor. Third and fourth grade students will have a class meeting every other week to discuss issues happening in their classroom.
	Elementary School Climate Goal for 2009-10: 96% of 4th grade students will have a positive attitude

<p>least one additional locally determined indicator.</p>	<p>about school.</p> <p>Climate Goal for 2008-09 at Sheldon Middle School: The percent of 8th grade students with a positive attitude about school will increase to 85%.</p> <p>Middle School Climate Goal Status: The number of students with a positive attitude about school increased from 84.9% to 89.4%. The Middle school staff will continue to develop and implement more activities in grades 5-8 that will promote group cohesiveness. We will also specifically target all school rules, respect issues, and bullying. The Boystown skills will be taught, practiced, and routinized at all grade levels.</p> <p>Middle School Climate Goal for 2009-10: 89.5% of 8th grade students will have a positive attitude about school.</p> <p>Climate Goal for 2008-09 at Sheldon High School: The percent of 11th grade students with a positive attitude about school will increase to 75%.</p> <p>High School Climate Goal Status: The number of students with a positive attitude about school increased to 81.9%.</p> <p>High School Climate Goal for 2009-10: 82% of 11th grade students will have a positive attitude about school.</p>
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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.

<p>Did the school districts accept Early Intervention funding?</p>	<p>YES</p>
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<p>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</p>	<p>The Sheldon Community School District places an emphasis on early interventions in grades K-3 at East Elementary. We provide a preschool for special needs students at East Elementary. Students ages 3-6 utilize this program. We have maintained instructional time and developmentally appropriate activities for kindergarten by maintaining an all-day-everyday kindergarten program. We continue to maintain small class sizes in the primary grades. Finally, we provide a volunteer coordinator who contacts parents for volunteer hours. Many of these hours are spent in direct contact with individual students.</p>
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Athletic Eligibility Report for the Iowa State Board of Education

Assistance for Student Athletes

<p>Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.</p>	<input checked="" type="checkbox"/>	Classroom teacher interventions
	<input checked="" type="checkbox"/>	Coach interventions
	<input 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

Other

<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>Middle school students participating in co-curricular activities (both athletic and non-athletic activities) are covered by the academic component of the school district's eligibility code.</p> <p>At the high school level, all co-curricular activities (both athletic and non-athletic activities) are covered by the academic component of the school district's eligibility code.</p>
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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.
YES	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	<p>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:</p> <p>October 26 & 27, 2009 & March 29 & 30, 2010</p>
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District Information**Authorized Agency**

Sheldon Comm School District
1700 East Fourth Street
Sheldon, Iowa 51201
AEA: **AEA 12 Northwest** (*district filed under aea control code 9212*)

**Primary APR
Contact**Name: * **Robin W. Spears**Title: * **Superintendent**Telephone: * **712 - 324 - 2504** Extension:FAX: * **712 - 324 - 5607**Email: * Click, below, to email contact:
rspears@sheldon.k12.ia.us