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1968 0000-East Marshall 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

1. Please report on the progress of those goals for 2014-2015.

The district growth on the reading and math goal was 86%. We didn't make either goal as we achieved 84% and 85% respectively.

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.

The funds paid for teacher wages to provide smaller class size. Instead of offering 3 kindergarten classroom sizes of 24, we added a transitional kindergarten class. Three of our kindergarten classes had 19 students while the transitional kindergarten was 13 students.

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

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1)

Reading goals for the district are established using Iowa Assessments and MAP results. Long Range Goals – 2010-2015:

- The curriculum will be evaluated and continually updated.
- The MAP Test will be administered K-11 two times a year.
- At all grade levels, the percentage of students in the area of proficient or higher performance on the Iowa Assessment composite will increase.

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

Reading: For the 2014-15 school year, 86% (achieved 83% in 13-14) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in reading.

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

Yes No

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

Our goal for 14-15 was 86%, but we achieved 84% and increased 1% from last year's performance.

Our plan to improve reading achievement is: We will continue NIET best practice rubric including field testing strategies.

The elementary summer reading program was moved from early June to late July in order to avoid the summer slide.

In addition, district master teachers will field test student engagement as well as reading strategies from the NIET rubric.

Building principals received reference material on student engagement for implementation in their respective buildings.

Teachers were trained and are piloting the literacy workshop model in grades 1, 3, and 7.

Elementary parents receive resources to support student learning in the area of reading.

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

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

For the 2015-16 school year, 86% (achieved 84% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in **reading.**

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

Math Goals:

Math: For the 2014-15 school year, 86% (achieved 83% in 13-14) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in math.

Long Range Goals

- **The curriculum will be evaluated and continually updated.**
- **The MAP Test will be administered K-11 two times a year.**
- **At all grade levels, the percentage of students in the area of proficient or higher performance**

on the Iowa Assessment composite will increase.

- The high school math department will maintain curriculum for meeting the needs of all learners at high rigor level.
- Flipped class room in selected math courses.
- Expanded Curricular offerings to support struggling students.
- Continued implementation CGI philosophy at the elementary.
- Adopted Everyday Math in grades K-3 and Saxon grades 4-8.
- Established intervention times to meet the needs of all students K-12

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

For the 2014-15 school year, 86% or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments* in math.

10. Were the district's annual mathematics goals met in 2014-2015?

Yes No

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

Cluster teams in each building, led by the master teachers will increase the focus of student engagement to increase strategies in math as well as other subjects.

We are re-evaluating the curriculum cycle of new math resources in K-12.

The master teachers will emphasize explicit instruction and this will include the math standards and instruction.

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

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

For the 2015-16 school year, 86% (achieved 85% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in **math**.

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

Science Goals:

Science goals for the district are established using Iowa Assessment results. The MAP Test will be administered two times a year in grades K-11.

Long Range Goals:

- **The curriculum will be evaluated and continually updated.**
- **The MAP Test will be administered K-11 two times a year.**
- **At all grade levels, the percentage of students in the area of proficient or higher performance on the Iowa Assessment composite will increase.**

The EM science department will evaluate MAP test scores and revise curriculum to ensure proper

alignment between written, taught and tested curriculum **connected to the Iowa Core.**

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

Science: For the 2014-15 school year, 83% (achieved 79% in 13-14) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in science.

15. Were the district's annual science goals met in 2014-2015?

Yes No

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

Provide the professional development for the Next Generation Standards in all science classes.

Update the science resources that will be needed to teach the Next Generation Standards.

Align the science curriculum to the Next Generation Standards.

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

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

For the 2015-16 school year, 83% (achieved 75% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in **science.**

Learning Environment

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

Attendance District Wide - 2014-15 school year

District Wide attendance for 984 students was 96%

ELEM attendance for 345 students was 95%

MS attendance for 310 students was 95.71%.

HS attendance for 303 students was 95%

In School and Out of School Suspensions 2014-15 school year:

- Elementary= 1%
- Middle School = 9.4% out of 310 students or 29 different students receiving ISS/ OSS

- High School = just under 2%

Students in grades 7-12 that participate in extra-curricular activities.

- 7 - 8 participation in 2014-15 school year- There were 126 students in seventh (46) or eighth grade (51) in at least one extra curricular activity. The splits between genders were close with 21 boys and 25 girls involved in seventh grade. In eighth grade the gender split was 23 boys and 28 girls. The total students of the combined classes was 127. Participation rate was 75% for seventh grade students in at least one extra curricular activity including athletics and music. Participation rate was 78% for eighth grade students in at least one extra curricular activity including athletics and music.
- 9-12 participation in 2014-15 school year There were 303 students in high school, by grade 76 freshmen, 76 sophomores, 70 juniors, 81 seniors. There were 66 freshmen that participated in an extra curricular activity for a 87% participation. There were 69 out of the 76 class members in the sophomore class that participated in extra curricular activities for an 91% participation. The junior class had a 83% participation or 58 out of the 70 class members participating. The senior class had 71 out of 81 students for an 88% participation rate. The over all high school participation rate was at 87% where the students were involved in at least one extra curricular activity including athletics, music, speech, Future Farmers of America and Trap Shooting Club.

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

Attendance was about the same district wide about 95-96%

In School and Out of School Suspensions - little change from 2013-14 to 2014-15.

The percentage dropped at the middle school because of an addition of another grade increased the overall # of students in the building. ISS/ OSS overall #s have been consistent at the middle school for the last 4 years including 14-15.

7-8 Participation in extracurricular activities- The number dropped because we had fewer students interested in athletics compared to previous years.

9-12 Participation in extracurricular activities stayed about the same.

The 9-12 gr. students, parents, superintendent and board members were not happy with the volleyball, football, and basketball coaching in 2013-14 and 2014-15, and I believe it effected the participation rates of the students a small percentage. Coaches have been moved on and there are new football coaches, new basketball coaches, and some improvement documented in the volleyball games. After winning our first football game of the 15-16 season, and hiring all new coaching in football, this may be the answer for improving our extra-curricular participation in the high school. The changes were definitely improvements.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2014-2015:

| | |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input checked="" type="checkbox"/> Coach interventions |
| <input checked="" type="checkbox"/> Study hall/study table | <input checked="" type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input checked="" type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services | <input checked="" type="checkbox"/> At-risk program |
| <input checked="" type="checkbox"/> Progress reports | <input type="checkbox"/> Other |

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

59

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

75

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

78.67000000000000

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

9

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

454

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

1

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

2

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

237

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:

7

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

217

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

3

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

9

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

407

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

2

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

0

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

6

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

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

0

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

23

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

0

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

0

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

2

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

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

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:

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

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

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

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015?

 Yes No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015.

| Assessment | Other |
|-------------------------------|-------|
| Measures of Academic Progress | |

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

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015.

| Assessment | Other |
|-------------------------------|-------|
| Measures of Academic Progress | |

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

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015.

| Assessment | Other |
|-------------------------------|-------|
| Measures of Academic Progress | |

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

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

ACT and Compass

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:

28

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

41

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

68.29

72. All information required for this APR has been or will be reported to the local community.

Yes No

1. Date the required APR content was or will be reported to the community.

11/20/2015

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