



0072 0000-Albert City-Truesdale 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 2012-2013.

PAT Rhyming:

Kindergarten: 72% at grade level

First Grade: 90% at grade level

PAT Segmentation:

Kindergarten: 28% at grade level

First Grade: 90% at grade level

PAT Isolation:

Kindergarten: 11% at grade level

First Grade: 90% at grade level

PAT Deletion:

Kindergarten: 33% at grade level

First Grade: 90% at grade level

PAT Substitution:

Kindergarten: 22% at grade level

First Grade: 70% at grade level

PAT Blending:

Kindergarten: 11% at grade level

First Grade: 100% at grade level

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes No

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

2012-2013 Classroom Ratios:

2nd Grade: 1:20

3rd Grade: 1:10

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

All K-6 students will achieve at high levels in reading comprehension, prepared for success throughout his/her life.

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

The reading goal for the 2012-2013 school year is to increase the percentage of students at proficiency of the Reading portion of the Iowa Assessments 3rd-6th grade students, as indicated for reading on the Iowa Assessment, formerly the Iowa Test of Basic Skills.

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

Yes No

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

Last year, in 2011-2012, 80% of the students in grades 3rd-6th tested proficiently on the Reading portion of the Iowa Assessments. In 2012-2013, 83% of the 3rd-6th grade students tested at the Proficient or Advanced levels on the Iowa Assessments Reading subtest. This was an increase of 3%, thus our goal was met.

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

The reading goal for the 2013-2014 school year is to increase the average standard score for reading comprehension at grades 3rd-6th, as indicated for reading on the Iowa Assessment. In 2012-2013, the average standard score was 207.2.

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

All students will achieve at high levels in mathematics, prepared for success throughout his/her life.

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

The math goal for the 2012-2013 school year is to increase the percentage of students at proficiency of the Mathematics portion of the Iowa Assessments 3rd-6th grade students, as indicated for math on the Iowa Assessment, formerly the Iowa Test of Basic Skills.

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

Yes No

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

Last year, in 2011-2012, 84% of the students in grades 3rd-6th tested proficiently on the Mathematics portion of the Iowa Assessments. In 2012-2013, 85% of the 3rd-6th grade students tested at the Proficient or Advanced levels on the Iowa Assessments Mathematics subtest. This was an increase of 1%, thus our goal was met.

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

The math goal for the 2013-2014 school year is to increase the average standard score for mathematics at grades 2nd-6th, as indicated for math on the Iowa Assessments. The average standard score in 2012-2013 was

204.1.

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

All K-6 students will achieve at high levels in science, prepared for success beyond 6th grade.

Learning Environment

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

Average Daily Attendance

The Iowa Collaborative Assessment Modules for reading comprehension and mathematics problem solving are administered to grade four students. Results are analyzed to determine strengths and to identify areas in need of improvement.

Character Counts reinforced at all grade levels.

Implementation of the Common Core Curriculum.

Additional programs in place to enhance student learning.

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

Average Daily Attendance rate in 2012-2013 was 95.10%

Eighteen 4th graders took the ICAM math modules in 2012-2013. These students obtained an average score of 10.8.

Number of students obtaining a score of 0-5: 1 (6%)

Number of students obtaining a score of 6-10: 8 (44%)

Number of students obtaining a score of 11-15: 8 (44%)

Number of students obtaining a score of 16-20: 1 (6%)

Nineteen 4th graders took the ICAM reading modules in 2012-2013. These students obtained an average score of 12.4.

Number of students obtaining a score of 0-5: 0 (0%)

Number of students obtaining a score of 6-10: 4 (21%)

Number of students obtaining a score of 11-15: 13 (68%)

Number of students obtaining a score of 16-20: 2 (11%)

Character Counts is reinforced by all staff members throughout the daily schedule.

Teachers are receiving training on the characteristics of effective instruction, through collaborative professional development focused on implementing the Common Core Curriculum.

Reading First strategies are imbedded in reading instruction at Albert City-Truesdale. Student achievement in the area of reading is closely monitored. The Reading Plus Program provides additional data regarding student progress and areas of difficulty. Title I services are available for students needing interventions in the areas of reading and math.

Monitoring and Accountability

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

2

- 17. Total number of 7-12 grade students in the district in 2011-2012:
- 18. Percent of 7-12 grade students in the district who are dropouts in 2011-2012:
- 19. Total number of 7-12 grade female students in the district who are dropouts in 2011-2012:
- 20. Total number of 7-12 grade female students in the district in 2011-2012:
- 21. Percent of 7-12 grade female students in the district who are dropouts in 2011-2012:
- 22. Total number of 7-12 grade male students in the district who are dropouts in 2011-2012:
- 23. Total number of 7-12 grade male students in the district in 2011-2012:
- 24. Percent of 7-12 grade male students in the district who are dropouts in 2011-2012:
- 25. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
- 26. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2011-2012:

27. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
66.67
28. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
0
29. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2011-2012:
0
30. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:
0
31. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:
0
32. Total number of 7-12 grade Hispanic students in the district in 2011-2012:
0
33. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:
0
34. Total number of 7-12 grade Asian students in the district who are dropouts in 2011-2012:
0
35. Total number of 7-12 grade Asian students in the district in 2011-2012:
1
36. Percent of 7-12 grade Asian students in the district who are dropouts in 2011-2012:
0
37. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:
0

- 38. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012:
0
- 39. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:
0
- 40. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:
0
- 41. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012:
0
- 42. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:
0
- 43. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:
0
- 44. Total number of 7-12 grade Multi-racial students in the district in 2011-2012:
0
- 45. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:
0
- 46. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:
2
- 47. Total number of 7-12 grade students with an IEP in the district in 2011-2012:
4
- 48. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:
50

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

0

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

0

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

0

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

Yes No

53. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013.

Assessment	Other
BRI - Basic Reading Inventory (a.k.a. - John's BRI)	

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

Albert City-Truesdales' 2nd - 6th grade students take the BRI test four times a year.

During the 2012-2013 school year, students fell into each of the following performance categories:

BRI Comprehension

Independent:

2nd grade: 16%

3rd grade: 90%

4th grade: 72%

5th grade: 67%

6th grade: 60%

Instructional:

2nd grade: 26%

3rd grade: 10%

4th grade: 28%

5th grade: 25%

6th grade: 40%

Frustration:

2nd grade: 58%

3rd grade: 0%

4th grade: 0%

5th grade: 8%

6th grade: 0%

BRI Accuracy:

Independent:

2nd grade: 16%

3rd grade: 60%

4th grade: 83%

5th grade: 84%

6th grade: 80%

Instructional:

2nd grade: 26%

3rd grade: 30%

4th grade: 11%

5th grade: 8%

6th grade: 0%

Frustration:

2nd grade: 58%

3rd grade: 10%

4th grade: 6%

5th grade: 8%

6th grade: 20%

BRI Fluency:

Above Grade Level:

2nd grade: 16%

3rd grade: 20%

4th grade: 22%

5th grade: 17%

6th grade: 0%

At Grade Level:

2nd grade: 10%

3rd grade: 40%

4th grade: 44%

5th grade: 33%

6th grade: 20%

Below Grade Level:

2nd grade: 37%

3rd grade: 20%
 4th grade: 17%
 5th grade: 17%
 6th grade: 60%
 Much Below Grade Level:
 2nd grade: 37%
 3rd grade: 20%
 4th grade: 17%
 5th grade: 33%
 6th grade: 20%

55. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013.

Assessment	Other
ICAM - Iowa Collaborative Assessment Modules (from ICILC)	

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

Eighteen 4th graders took the ICAM math modules in 2012-2013. These students obtained an average score of 10.8.

Number of students obtaining a score of 0-5: 1 (6%)

Number of students obtaining a score of 6-10: 8 (44%)
 Number of students obtaining a score of 11-15: 8 (44%)
 Number of students obtaining a score of 16-20: 1 (6%)

57. ~~Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013.~~

Assessment	Other
Stanford Achievement Test (a.k.a. - SAT 9; Stanford 9)	

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

The Stanford 10 assessment was administered as a second measure of achievement. The 2012-2013 results were as follows:

Science

Grade 8:

At/Above the NPR: 62%

Local Percentile Rank: 50.5%

Median Grade Equivalent: 9.9

Grade 10:

At/Above the NPR: 72%

Local Percentile Rank: 50.5%

Median Grade Equivalent: 11.8

8th grade data shows the majority of the students scored in the average range.
 10th grade data shows the majority of the students scored in the average range.
 The median grade equivalency was above grade level for 8th and 10th grade.

59. 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.

9/20/2013