

Monticello Community School District



2014-2015
Adequate Yearly Progress (AYP)
Annual Progress Report (APR)



Monticello Community School District

Educational Foundations

Vision

Providing rigorous, authentic, personalized learning utilizing the local and global communities

Mission

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

Core Values

Effective Instruction
Technology & 21st Century Learning
Collaborative Relationships

Broad District Goals

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

Annual Progress Report (APR)

APR Goals

2012-2013 APR Goals:

Reading Goal: To reduce the number of low-proficient students in the 4th grade in Reading Comprehension on the Iowa tests. **Goal Met**

Math Goal: To reduce the number of low-proficient students on the Iowa Assessments 4th grade Math Assessment **Goal Met**

Science Goal: To reduce the number of low-proficient 4th grade students in Science on the Iowa tests. **Goal Met**

2013-2014 APR Goals

Reading Goal: The goal of the Monticello Community School district is to increase the percentage of proficient students in the 8th grade on the Iowa Assessments reading battery. **Goal Met**

Math Goal: The goal of the Monticello Community School district is to increase the percentage of proficient students in the 8th grade on the Iowa Assessments mathematics battery **Goal Met**

Science Goal: The goal of the Monticello Community School district is to increase the percentage of proficient students in the 8th grade on the Iowa Assessments science battery. **Goal Met**

2014-2015 APR Goals

Reading Goal: The goal of the Monticello Community School district increase the percentage of proficient students in the 6th grade on the Iowa Assessments reading battery.

Math Goal: The goal of the Monticello Community School district increase the percentage of proficient students in the 6th grade on the Iowa Assessments mathematics battery.

Science Goal: The goal of the Monticello Community School district increase the

percentage of proficient students in the 6th grade on the Iowa Assessments science battery.

Mission, Vision and Goals

- 1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math? Yes**

Please report on the progress of those goals for Early Intervention for 2012-2013.

Goal 1. The district will effectively communicate with parents about reading strategies.

This goal was met. Reading strategy information and strategies to may your child a better reader were sent home in weekly parent communication folders.

Goal 2. Annually increase student achievement in reading grades Kindergarten through fourth.

This school year, our district used the FAST Reading Assessment through Iowa TIER to determine our academic success on our APR goals for Early Intervention.

Our FAST data shows that each grade level 1-4 increased the percentage of students that are proficient from the fall of 2013 to the spring of 2014

Kindergarten

	Overall Composite	Concepts of Print	Letter Naming	Onset Sounds	Letter Sounds	Word Segmentation	Nonsense Words	Sight Words
Fall	78%	85%	64%	79%	85%			
Spring	69%				74%	58%	86%	45%

First Grade

	Overall	Sight	Word	Nonsense	Sentence	CBM
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	Composite	Words	Segmentation	Words	Reading	Fluency
Fall	94%	92%	84%	98%	79%	
Spring	87%	79%	75%	89%		86%

Second, Third and Fourth CBM Fluency

	Second	Third	Fourth
Fall	92%	78%	48%
Spring	89%	59%	48%

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

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

- At Shannon Elementary (grades PK-1) an additional teaching position was maintained to support lower class sizes.
- At Carpenter Elementary (grades 2-4) an additional teaching position maintained to support a large class sizes at Carpenter Elementary.

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

All k-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Please provide the district's annual reading goals for 2013-2014.

Reading Goal: The goal of the Monticello Community School district increase the percentage of proficient students in the 8th grade on the Iowa Assessments reading battery.

The goal of the Monticello Community School district is to increase the percentage of proficient students in the 8th grade on the Iowa Assessments reading battery.

2012-2013 8th grade reading data based on achievement ranges set by the Iowa Testing Programs

- 64.92% overall proficient
- 35.08% non proficient - low proficient range
- 53.85% middle proficient range

- 11.07% high proficient range

4. Were the district's annual reading goals met in 2013-2014? – Yes –

5. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2013-2014.

2012-2013 8th grade reading data based on achievement ranges set by the Iowa Testing Programs - Goal Met

Year	Overall Proficient	Non-Proficient
2012-2013	64.92%	35.08%
2013-2014	78.41%	21.59%

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

The goal of the Monticello Community School district increase the percentage of proficient students in the 6th grade on the Iowa Assessments reading battery.

2013-2014 6th grade reading data based on achievement ranges set by the Iowa Testing Programs

- 70.59% overall proficient
- 29.41% non proficient - low proficient range
- 68 = student count

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

All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

9. Please provide the district's annual mathematics goals for 2013-2014.

The goal of the Monticello Community School district increase the percentage of proficient students in the 8th grade on the Iowa Assessments mathematics battery.

10. Were the district's annual mathematics goals met in 2013-2014? –Yes-

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2013-2014.

School Year	Disaggregation Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2012-2013	All Students	24	28.57%	60	71.43%	84
2013-2014	All Students	15	17.5%	73	82.95%	88

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

The goal of the Monticello Community School district it so increase the percentage of proficient students in the 6th grade on the Iowa Assessments mathematics battery.

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

All K-12 students will achieve at high levels in science, prepared for success beyond high school

14. Please provide the district's annual science goals for 2013-2014.

The goal of the Monticello Community School district increase the percentage of proficient students in the 8th grade on the Iowa Assessments science battery

15. Were the district's annual science goals met in 2013-2014? –Yes –

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2013-2014

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

The goal of the Monticello Community School district is to increase the percentage of proficient students in the 8th grade on the Iowa Assessments science battery.

2012-2013 8th grade science data based on achievement ranges set by the Iowa Testing Programs

School Year	Disaggregation	Group	Count Not Proficient	% Not Proficient	Count Proficient	% Proficient	Total
2012-2013	All Students	All Students	21	25.00	63	75.00	84

8th Grade Science achievement data – Iowa Assessments

Learning Environment

1. Please describe the district's locally defined indicators

1. K-4 - Participation in Mentor Program
2. 9-12 - Participation in Community Service opportunities, earning silver service cord for graduation
3. 7-12 - Participation in School Activates
4. K-12 Participation on PBIS
5. K-12 Students that receive support from the district CLD teacher
6. K-12 Percentage of parents that participate in Conferences

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

1. The mentor program (K-4): Students that participate in the mentor program are identified as at-risk and needed supplemental support and positive adult role modeling and interaction. The average students in the program per year are 15.
2. Students in grades (9-12) participate in the Silver Service program. Students are required to complete 300 hours of community service throughout their high school careers. There were 15 students that received their Silver Service cord in May 2014. I have approximately 98 students grades 9-11 completed hours towards Silver Service during the 2013-2014 school year. This does not include incoming freshman, as they have until December to turn hours in.

3. 90% of students in grades 7 & 8 participate in at least one extra curricular activity. There are a minimum of 30 students per year in grades 5 & 6 that participate in after school STEM programming.
4. The Monticello Community School District has completed three years of PBIS professional development and is working to improve upon existing systems
5. There were 12 students that received ELL teacher support last year, in 2013-2014 that number has increased to 22 students. A full-time ELL teacher has been added to the Monticello Schools PK-12 teaching staff
6. The following were reported from each building for parent/teacher conference attendance in 2012-2013.

Shannon Elementary:

Number of Possible Conferences: 175

Number attended: 144

% of attendance: 82%

Carpenter Elementary:

96% parental attendance at Nov. 2013 conferences

98% at Feb. 2014 conferences.

Middle School:

- 83% of 5th grade parents attended (61 of 84)
- 74% of 6th grade parents attended (48 of 66)
- 71% of 7th grade parents attended (58 of 82)
- 59% of 8th grade parents attended (51 of 86)

High School:

Grade	% Attending
9	56.7
10	43.5
11	33.9
12	36.7

3. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

- | | |
|---|--|
| <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

Graduation and Drop-Out Data 2012-2013

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

57

Total number of seniors in the district who have graduated:

77

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

74.03000000000000

Total number of 7-12 grade students in the district who are dropouts in 2012-2013:

5

Total number of 7-12 grade students in the district in 2012-2013:

510

Percent of 7-12 grade students in the district who are dropouts in 2012-2013:

0

Total number of 7-12 grade female students in the district who are dropouts in 2012-2013:

3

Total number of 7-12 grade female students in the district in 2012-2013:

268

Percent of 7-12 grade female students in the district who are dropouts in 2012-2013:

1

Total number of 7-12 grade male students in the district who are dropouts in 2012-2013:

2

Total number of 7-12 grade male students in the district in 2012-2013:

242

Percent of 7-12 grade male students in the district who are dropouts in 2012-2013:

0
Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
5
Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013:
488
Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
1
Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013:
0
Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Hispanic students in the district in 2012-2013:
12
Percent of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Asian students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Asian students in the district in 2012-2013:
0
Percent of 7-12 grade Asian students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013:
0
Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013:
0
Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

0
Total number of 7-12 grade Multi-racial students in the district in 2012-2013:
0
Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade students with an IEP in the district in 2012-2013:
78
Percent of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:
0
Total number of 7-12 grade English language learner students in the district in 2012-2013:
0
Percent of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:
0

1. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2013-2014? – No –

2. 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.

NWEA Measures of Academic Progress

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

Grade Level	RIT Norm Fall/Spring	Mean Rit Fall	Mean Rit Spring	Percent of Students
				Fall 2013 to Spring 2014 Meeting Growth Targets
2	175.9/189.6	185.2	198.5	56.0
3	189.9/199.2	189.9	199.3	52.6
4	199.8/206.7	197.8	207	57.5
5	207.1/212.3	208.3	213	51.9
6	212.3/216.4	212.6	215.9	49.1
7	216.3/219.7	217	218.8	47.4
8	219.3/222.4	223.2	226.5	52.5
9	221.4/222.9	220.5	222.3	50.7
10	223.2/223.8	227.8	227.3	37.3

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

Grade Level	RIT Norm Fall/Spring	Mean Rit Fall	Mean Rit Spring	Percent of Students
				Fall 2013 to Spring 2014 Meeting Growth Targets
2	178.2/191.3	189	204.3	70.7
3	192.1/203.1	189.3	199.9	32.6
4	203.8/212.5	199	206.6	45
5	212.9/221	208.6	216.2	50.6
6	219.6/225.6	220.5	225.2	44.4
7	225.6/230.5	224.1	227.8	50.6
8	230.2/234.5	233.6	237.3	51.3
9	233.8/236	231.2	233.3	53.8
10	234.2/236.6	239.7	244.4	67.5

5. 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.

Grade Level	RIT Norm Fall/Spring	Mean Rit Fall	Mean Rit Spring	Percent of Students
				Fall 2013 to Spring 2014 meeting Growth Targets
2	178.2/191.3	189	204.3	70.7
3	192.1/203.1	189.3	199.9	32.6
4	203.8/212.5	199	206.6	45
5	212.9/221	208.6	216.2	50.6
6	219.6/225.6	220.5	225.2	44.4
7	225.6/230.5	224.1	227.8	50.6
8	230.2/234.5	233.6	237.3	51.3
9	233.8/236	231.2	233.3	53.8
10	234.2/236.6	239.7	244.4	67.5

** General Science Scores

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

The district uses ACT data to measure potential for post secondary success as well as College Readiness data collected and distributed by Kirkwood Community College.

46. 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

47. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success: As of 10/23/14 Iowa Testing Service had not uploaded ACD data

48. Total number of 9-12 graders in the district who took the test: As of 10/23/14 Iowa Testing Service had not uploaded ACD data

49. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success: *As of 10/23/14 Iowa Testing Service had not uploaded ACD data*

50. All information required for this APR has been or will be reported to the local community. Yes – on 10/27/2014

Adequate Yearly Progress

Adequate Yearly Progress, or **AYP**, is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

AYP Goals for Assessment (Using the Iowa Assessments)

- 2011-2012 = Reading 88% of students proficient, Math 83.7% of students proficient
- 2012-2013 = Reading 94% of students proficient, Math 93.75% of students proficient
- 2013-2014 = Reading 100% of students proficient, Math 100% of students proficient
- 2014-2015 = Reading 100% of students proficient, Math 100% of students proficient

IF this is not met then . . .

Biennium – if a school misses AYP for the year then go to Biennium data that is three grade levels worth of data collapsed (3rd grade 2013 & 4th grade 2013) if missed then....

Triennium – three years of data collapsed (3rd, grade, 4th grade, 5th grade), if missed then.....

Growth Model is Applied -

- **Safe Harbor & SINA Delay**
 - To reach safe harbor you must have an additional 10% of the total percentage proficient from the previous year reach proficiency
 - Students that have not met proficiency, but have shown growth (according to NCLB) are counted in the + growth category . In order to count they must jump from one percentile achievement band to another.
 - A student can be calculated into the +growth category one time only.
 - SINA Delay follows the same model as Safe Harbor. If you are on SINA Delay for 2 consecutive years, you are removed from the SINA list





