

6759 0000-Wapello 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.

In 2012-13, 23/31 first graders scored at the proficient or higher level on Iowa Assessments in Reading. 19/31 first graders scored at the proficient or higher level on Iowa Assessments in Math.

^

In 2012-13, 33/38 second graders scored at the proficient or higher level on Iowa Assessments in Reading. When examined as a cohort, this is an increase of 2 students over the previous year. 29/38 second graders scored at the proficient or higher level on Iowa Assessments in Math. When examined as a cohort, this is an increase of 2 students over the previous year.

^

In 2012-13, 23/34 third graders scored at the proficient or higher level on Iowa Assessments in Reading. When examined as a cohort, this shows no change from the previous year. 23/34 third graders scored at the proficient or higher level on Iowa Assessments in Math. When examined as a cohort, this shows a decrease of 1 student from the previous year.

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

Yes No

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

Goal 3: Develop an organization that focuses on continually improving student achievement. 3a: Students will improve in reading comprehension. The following indicators will measure district progress with Goal 3a: Percentage of students who score at the proficient level or above on Iowa Assessments Reading Comprehension Test in grades 2 through 11, including data disaggregated by subgroup.

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

Increase the percentage of 7th and 8th grade students scoring proficient in reading comprehension as measured by the Iowa Assessments.

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

Yes No

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

Wapello Community School District will continue to use Second Chance Reading strategies in literacy instruction for all 7th and 8th graders. In addition, the data teams model will be used to analyze formative data and make informed instructional decisions. Wapello is beginning to move toward a Response to Intervention model. Finally, Positive Behavior Interventions and Supports is being implemented in Wapello Community School District.

^

^

^

^

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

In grades 6-8, 58.02% of FAY students achieved proficiency or acceptable growth. This is compared to 58.86% in 2011-12. For our low SES population, 2012-13 percentage was 50.60 compared to 52.17 in 2011-12. For our SPED subgroup, the percentage was 28.13, compared to 24.24 in 2011-12. For our white subgroup, the percentage was 59.71, compared to 63.08 in 2011-12. Since all of our subgroups did not demonstrate growth, the goal was not met.

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

Increase the percentage of 3rd-11th grade students scoring proficient in reading comprehension as measured by the Iowa Assessments by 5% over the 2012-13 results.

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

Goal 3: Develop an organization that focuses on continually improving student achievement. 3b: Students will improve in mathematics.

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

Our goal for 2012-13 will be to decreased the percentage of nonproficient students in 6th grade in the area of math as measured by Iowa Assessments.

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

Yes No

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

Wapello has adopted a new math curriculum, PK-12. The data teams model will be used to analyze formative assessment and make informed educational decisions. Wapello is starting to move toward the Response to Intervention Model. In addition, Positive Behavior Interventions and Supports is being implemented throughout the district.

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

In 2012-13, eleven fewer students were proficient on the Iowa Assessment test of Math. This only includes FAY students.

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

Our goal for 2013-14 will be to increase the number of students in grades 3-11 who are proficient in math, as measured by Iowa Assessments, by 5% over the 2012-13 results.

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

Goal 3: Develop an organization that focuses on continually improving student achievement. 3b: Students will improve in science.

14. Please provide the district's annual science goals for 2012-2013.

Our goal for the 2012-13 school year will be to increase the percentage of students (7-11) who score at the proficient or above level on the science test, as measured by Iowa Assessments.

15. Were the district's annual science goals met in 2012-2013?

Yes No

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

Our goal for the 2012-13 school year will be to increase the percentage of students (7-11) who score at the proficient or above level on the science test, as measured by Iowa Assessments. In 2011-12, 71% of students in grades 7-11 scored at the proficient or above level. In 2012-13, 79% of students in grades 7-11 scored at the proficient or above level.

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

Our goal for the 2013-14 school year will be to increase the percentage of students (3-11) who score at the proficient or above level on the science test, as measured by Iowa Assessments, by 3% over the 2012-13 results.

Learning Environment

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

Achievement in reading, achievement gaps between subgroups, and achievement in math are all measured through the Iowa Assessments. Character education will be monitored through the use of electronic surveys.

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

From 2011-12 to 2012-13, we saw mixed progress in closing achievement gaps among subgroups. In 3-5 Reading, the achievement gap in our subgroups closed. In 6-8 Reading, our achievement gap closed for Low SES students and SPED students. However, our white subgroup saw a decline in proficiency. In 11th Reading, our white subgroup showed a decline in proficiency. In 3-5 math, the achievement gap in all of our subgroups decreased. In 6-8 math, the achievement gap for Low SES decreased, but the gap for SPED and white subgroups increased. In 11th Math, the performance of our white subgroup improved.

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

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

45

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

57

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

78.95000000000000

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

3

25. Total number of 7-12 grade students in the district in 2011-2012:

335

26. Percent of 7-12 grade students in the district who are dropouts in 2011-2012:

0.9

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

1

28. Total number of 7-12 grade female students in the district in 2011-2012:

169

29. Percent of 7-12 grade female students in the district who are dropouts in 2011-2012:

0.59

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

2

31. Total number of 7-12 grade male students in the district in 2011-2012:

166

32. Percent of 7-12 grade male students in the district who are dropouts in 2011-2012:

1.2

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

3

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2011-2012:

269

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

1.12

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2011-2012:

5

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

0

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

0

40. Total number of 7-12 grade Hispanic students in the district in 2011-2012:

54

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:

0

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

0

43. Total number of 7-12 grade Asian students in the district in 2011-2012:

0

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012:
47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:
48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:
49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012:
50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:
51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:
52. Total number of 7-12 grade Multi-racial students in the district in 2011-2012:
53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:
54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:
55. Total number of 7-12 grade students with an IEP in the district in 2011-2012:
56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:
57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

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

20

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

0

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

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 2012-2013.

Assessment	Other
Constructed-Response Supplement to The Iowa Tests	

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

in 4th grade, we had 40/45 students achieve proficiency on the alternate assessment in reading.

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 2012-2013.

Assessment	Other
Constructed-Response Supplement to The Iowa Tests	

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

In 4th grade, we had 19/46 students achieve proficiency on the alternative assessment in mathematics.

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 2012-2013.

Assessment	Other
Constructed-Response Supplement to The Iowa Tests	

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

In 5th grade, we had 56/58 students achieve proficiency on the alternate assessment in science.

Â

In 8th grade, we had 60/63 students achieve proficiency on the alternate assessment in science.

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:

11

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

38

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

28.95

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.

8/19/2013
