

Print

Export To Word (.doc)

**1602 0000-Danville 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.

On FAST spring 2015 scores:

Kindergarten 66% at benchmark (composite)

1st Grade 77.8% at benchmark (composite)

2nd Grade 82.6% at benchmark (fluency)

3rd grade 38.3% at benchmark (fluency)

The following scores are the percent proficient in MAP spring math testing:

K	74%
Grade 1:	74%
Grade 2:	94%
Grade 3:	60%

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 third grade was split into three sections, dropping class sizes from 31 down to 21.

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

The district's long-range goal is to increase student achievement in reading for all students. The district has implemented MAP and FAST testing three times a year. In 2012-2013, the district established a baseline for each student. Between these two assessments and the Iowa Assessments, we will be able to measure student academic growth and proficiency. Using this data, we have implemented LETRS, Words Their Way, and Boost/Blitz/Blast to address gaps in literacy instruction.

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

During the 2014-2015 school year, the Danville Community School District will increase the percentage of 5th

grade students proficient or above on the Reading portion of the Iowa Assessments. Last year as 4th graders, 71.5% were proficient. We want to see an increase in the percentage of those students scoring in the proficient or above range as 5th graders.

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

Yes  No

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

The fifth graders raised their Iowa Assessment proficiency scores from 71.5% in fourth grade to 79.1% this year, so they met their goal.

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

During the 2015-2016 school year, the Danville Community School District will increase the percentage of 5th grade students proficient or above on the Reading portion of the Iowa Assessments. Last year as 4th graders, 55.0% were proficient. We will to see an increase in the percentage of those students scoring in the proficient or above range as 5th graders.

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

The district will increase student achievement in math for all students. The district is implementing MAP testing three times a year. In 2012-2013, we established a baseline for each student. Between this assessment and the Iowa Assessments, we will be able to measure student academic growth and proficiency.

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

During the 2014-2015 school year, the Danville Community School District will increase the percentage of 10th grade students proficient or above on the Math portion of the Iowa Assessments. Last year as 9th graders, 76.0% were proficient. We want to see an increase in the percentage of those students scoring in the proficient or above range as 10th graders.

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

Yes  No

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

Last year as 9th graders, 76.0% were proficient. This year as 10th graders, 83.3% were proficient, therefore we met our goal.

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

During the 2015-2016 school year, the Danville Community School District will increase the percentage of 4th grade students proficient or above on the Math portion of the Iowa Assessments. Last year as 3rd graders, 78.7% were proficient. We will to see an increase in the percentage of those students scoring in the proficient or above range as 4th graders.

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

The district will increase student achievement in science for all students.

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

During the 2014-2015 school year, the Danville Community School District will increase the percentage of 8th grade students proficient or above on the Science portion of the Iowa Assessments. Last year as 7th graders, 74.2% were proficient. We want to see an increase in the percentage of those students scoring in the proficient or above range as 8th graders.

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

Yes  No

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

Last year as 7th graders, 74.2% were proficient. This year as 8th graders, 77.6% were proficient, therefore we met our goal.

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

During the 2015-2016 school year, the Danville Community School District will increase the percentage of 7th grade students proficient or above on the Science portion of the Iowa Assessments. Last year as 6th graders, 72.3% were proficient. We will to see an increase in the percentage of those students scoring in the proficient or above range as 7th graders.

**Learning Environment**

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

**Hire Me First**

The Hire Me First Program was continued at Danville this year. Hire Me First is a program that encourages students to develop qualities and skills that employers in the workforce desire. Some of these qualities include good attendance, punctuality, preparedness, cooperation, and respect for others.

There are numerous benefits of the Hire Me First Program. First, the program helps students improve their self worth and maximize their own personal potential. Second, the program promotes student understanding and importance of good work ethic while establishing expected school and work behaviors that are related. This program also provides opportunities for students to function as responsible individuals and leaders in their world. Finally, Hire Me First enables students to refer to being a cardholder on a resume, as well as presenting it during job interviews.

To obtain a card, a student must meet the following criteria:

1. Excellent Attendance and Punctuality
2. 2.0 Academic GPA
3. 3.0 Employability GPA
4. No suspensions

At the end of the school year, instructors evaluate each of their sophomores, juniors, and seniors using the Employability and Life Skills Assessment rubric. A review of employability achievement is made on each student. Determination of which students qualify for the card is made. Cards are then issued with validity dates stated. Evaluation of each student and the program is on going.

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

Here is the progress form 2014 to 2015 indicating the percentage of students that earned a Hire Me First Card:

	2014	2015
Seniors	76%	76%
Juniors	63%	81%
Sophomores	67%	75%

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 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:

36

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

40

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

90.00000000000000

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

3

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

290

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:

0

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

139

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:

3

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

151

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

1

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

3

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

259

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

1

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:

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

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

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

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

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

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

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

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

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

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:

0

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

1

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

0

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).

The elementary school used FAST testing to monitor fluency, accuracy, and comprehension. aReading scores improved form 66.49% in Fall 2014 to 80% in Spring 2015. In fluency, 82.61% of all second graders met benchmark. The district experience the same 4th grade dip as other schools across the state where only 31.7% of all fourth grade Danville students reached benchmark in fluency. On Iowa Assessments, seven out of the nine reported grades had a proficiency of 75% or higher, lead by the 10th grade at 89.6%.

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).

On Iowa assessments, all nine reported grades scored 78.7% proficiency or higher, led by the fourth grade at 90%. On MAP assessments, over 80% of all students are at level or higher.

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
District Developed Tests; District Wide Assessments	

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

In May 2013, a locally developed second assessment was given. 29 out of 49 students were proficient, 59.2% The same assessment was given in May 2014. 25 out of 38 students were proficient, 63.16%.

On Iowa Assessments, all nine reported classes scored 72.3% or higher, led by the fourth grade at 90.2%.

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:

19

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

31

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

61.29

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.

9/15/2015