

Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

Print Summary All, Non-Public

Chapter 12 Improvement Goals Reading	
<p>281--IAC 12.8(3)(b)</p> <p>NONPUBLIC</p> <p>The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.</p> <ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>All students at Central Lutheran School will achieve at high levels in Reading Comprehension. (Revised and approved, June 2009)</p> <p>Beginning with the 2009-2010 school year, we will be using NWEA's Measures of Academic Progress (MAP) for annual school year goals.</p>
<p>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Included in the 2008-2009 goal will be students who have maintained a grade equivalency of 13+ for one year. These students were not included in the 2007-2008 goal.</p> <p>School Wide Reading Goal</p> <p>Based on the National Grade Equivalency (NGE) the following Annual Improvement Goal has been developed for Reading Comprehension. We will be using the date from the 2008-2009 school year.</p> <p>By the end of the 2008-2009 school year, the percentage of all students (*school-wide 3rd - 8th grade) will show an achievement of at least one year's growth in Reading Comprehension.</p> <p>Indicators of goal achievement will be determined for the following: ITBS (base line is 47%)</p> <p>*2nd grade is not included because no growth will have been determined with only one year of assessment.</p>
<p>Were the Annual Goals Met?</p>	<p>YES</p>
<p>Supporting Data to demonstrate that the district has or</p>	<p>For the 2008-2009 school year in reading comprehension the answer to that question is yes. Our goal was that by the end of the 2008-2009 school year, the percentage of all students(*school-wide 3rd - 8th grade) will show an achievement of at least one year's growth in Reading Comprehension .</p> <p>Indicators of goal achievement will be determined for the following: ITBS (base line is 47%)</p>

<p>has not met its goal:</p>	<p>*2nd grade is not included because no growth will have been determined with only one year of assessment We did meet this goal.</p> <p>During the 2008-2009 school year 72.4% of our students showed an achievement of at least one year's growth in Reading Comprehension.</p> <p>Our goal predicted we would see an increase in the number of students who showed at least one year's growth in Reading comprehension, which is what we expected.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>(Not Required)</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>We have decided to use MAP results for reporting purposes. We are pleased with this testing program and have been told that we can use MAP scores for APR reporting purposes.</p> <p>2009-2010: Based on MAP testing the following Annual Improvement Goal has been developed for Literal Reading Comprehension. We will be comparing spring data from the 2008-2009 and 2009-2010 school year.</p> <p>By the end of the 2009-2010 school year, 75% of all students (*school wide 4th - 8th grade) will show an increase of at least two in their "Goal RIT Range" on their MAP test in Literal Reading Comprehension.</p> <p>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p>

<p>Chapter 12 Improvement Goals Math</p>	
<p>281--IAC 12.8(3)(b)</p> <p>NONPUBLIC</p> <p>The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.</p> <ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
<p>Long-Range Goals from CSIP: 281--IAC</p>	<p>All students at Central Lutheran School will achieve at high levels in Math. (Revised and approved, June 2009)</p> <p>Beginning with the 2009-2010 school year, we will be using NWEA's Measures of Academic</p>

12.8(3)(b)(3)	Progress (MAP) for annual school year goals.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	<p>Included in the 2008-2009 goal will be students who have maintained a grade equivalency of 13+ for one year. These students were not included in the 2007-2008 goal.</p> <p>School Wide Math Goal</p> <p>Based on the National Grade Equivalency (NGE) the following Annual Improvement Goal has been developed for Math. This goal was developed using the previous year's (2007-2008) data as a baseline.</p> <p>By the end of the 2008-2009 school year, the percentage of all students (*school-wide 3rd - 8th grade) will show an achievement of at least one year's growth in Math.</p> <p>Indicators of goal achievement will be determined for the following: ITBS (baseline is 82%)</p> <p>*2nd grade is not included because no growth will have been determined with only one year of assessment.</p>
Were the Annual Goals Met?	NO
Supporting Data to demonstrate that the district has or has not met its goal:	<p>For the 2008-2009 school year in reading comprehension the answer to that question is no.</p> <p>Our goal was that by the end of the 2008-2009 school year, the percentage of all students(*school-wide 3rd - 8th grade) will show an achievement of at least one year's growth in Math .</p> <p>Indicators of goal achievement will be determined for the following: ITBS (base line is 82%)</p> <p>*2nd grade is not included because no growth will have been determined with only one year of assessment.</p> <p>We did not meet this goal. During the 2008-2009 school year 69.2% of our students showed an achievement of at least one year's growth in Math.</p> <p>Our goal predicted we would see an increase in the number of students who showed at least one year's growth in Math, which is not what we expected.</p>
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	<p>After careful study of the data, we know that 70% (69.2%) of our students did show at least one year's growth in math. Further, out of all students who took the test, only three students scored below the grade equivalent. Those three students averaged .8 below grade equivalency. Both the classroom teachers and resource teacher are in communication with one another about working with these students. While we didn't reach the goal, an extremely high percentage of our students are at or above grade level on this test, or within a few months of being at grade level. We have decided to use MAP results for reporting purposes. We are pleased with this testing program and have been told that we can use MAP scores for APR reporting purposes.</p>
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	<p>Based on MAP testing the following Annual Improvement Goal has been developed for Math. We will be comparing spring data from the 2008-2009 and 2009-2010 school year.</p> <p>By the end of the 2009-2010 school year, 75% of all students (*school wide 4th - 8th grade) will show an increase of at least two in their "Goal RIT Range" on their MAP test in Math.</p> <p>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p>

Chapter 12 Improvement Goals Science

281--IAC 12.8(3)(b)

NONPUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

<input checked="" type="checkbox"/> Grade 8 is served. <input type="checkbox"/> Grade 11 is served. <input type="checkbox"/> Neither Grade 8 or Grade 11 is served.	SCIENCE ONLY: Accredited nonpublic schools (e.g., K-6) that do not serve students in grade 8 and/or grade 11 do not have to report science goals and science goal progress at this time. <u>The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.</u>
--	---

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	All students at Central Lutheran School will achieve at high levels in Science. (Revised and approved, June 2009) Beginning with the 2009-2010 school year, we will be using NWEA's Measures of Academic Progress (MAP) for annual school year goals.
---	--

2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	Included in the 2008-2009 goal will be students who have maintained a grade equivalency of 13+ for one year. These students were not included in the 2007-2008 goal. School Wide Science Goal Based on the National Grade Equivalency (NGE) the following Annual Improvement Goal has been developed for Science. By the end of the 2008-2009 school year, the percentage of all students (*school-wide 3rd through 8th grade) will show an achievement of at least one year's growth in Science. Indicators of goal achievement will be determined for the following: ITBS (base line is 62%)
---	---

Were the Annual Goals Met?	YES
-----------------------------------	------------

Supporting Data to demonstrate that the district has or has not met its goal:	For the 2008-2009 school year, in science, the answer to that question is yes. Our goal was that by the end of the 2008-2009 school year, the percentage of all students(*school-wide 3rd - 8th grade) will show an achievement of at least one year's growth in Science . Indicators of goal achievement will be determined for the following: ITBS (base line is 62%) *2nd grade is not included because no growth will have been determined with only one year of assessment
--	--

	<p>We did meet this goal. During the 2008-2009 school year 69.4% of our students showed an achievement of at least one year's growth in Science.</p> <p>Our goal predicted we would see an increase in the number of students who showed at least one year's growth in Reading comprehension, which is what we expected.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>(Not Required)</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>We have decided to use MAP results for reporting purposes. We are pleased with this testing program and have been told that we can use MAP scores for APR reporting purposes.</p> <p>2009-2010: Based on MAP testing the following Annual Improvement Goal has been developed for Science Concepts and Processes. We will be comparing spring data from the 2008-2009 and 2009-2010 school year.</p> <p>By the end of the 2009-2010 school year, 75% of all students (*school wide 4th - 8th grade) will show an increase of at least two in their "Goal RIT Range" on their MAP test in Science Concepts and Processes.</p> <p>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p>

Chapter 12 Alternative Assessment - Reading

281--IAC 12.8(3)(a)(1)

NONPUBLIC
Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

NO ITBS and/or the ITED are **NOT**, or are **NOT** the only, tests used to measure progress toward annual improvement goals in Reading .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Grade: 5, Assessment: Measures of Academic Progress				
% Trend Line Data Over Three Years	Performance Levels Over Three Years			
	% Proficient	% High	% Intermediate	% Low
08-09 76	08-09 75	08-09 66	08-09 9	08-09 25
07-08 85	07-08 100	07-08 92	07-08 8	07-08 0
06-07 79	06-07 54		06-07 36	06-07

		06-07 18		46
Subgroup Are there are 10, or more, students in this subgroup?				
Disaggregated Performance Level Data for School Year 2008-2009				
	% Proficient	% High	% Intermediate	% Low
NO Female	0	0	0	0
NO Male	0	0	0	0
YES White (not of Hispanic origin)	80	20	60	20
NO Black (not of Hispanic origin)	0	0	0	0
NO Hispanic	0	0	0	0
NO American Indian or Alaskan Native	0	0	0	0
NO Asian or Pacific Islander	0	0	0	0
NO Disabled/IEP	0	0	0	0
NO Low Socioeconomic Status	0	0	0	0
Disaggregated Trend Line Data % Proficient Over Three Years (High + Intermediate = Proficient)				
Subgroup	2008-2009	2007-2008	2006-2007	
Female By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO	
Male By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO	
White (not of Hispanic origin) By year, are there 10, or more, students in this subgroup?	80 YES	0 NO	0 NO	
Black (not of Hispanic origin) By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO	
Hispanic By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO	
American Indian or Alaskan Native By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO	
Asian or Pacific Islander By year, are there 10, or more, students in this	0 NO	0 NO	0 NO	

subgroup?			
Disabled/IEP By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
Low Socioeconomic Status By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO

Chapter 12 Alternative Assessment - Math

281--IAC 12.8(3)(a)(1)

NONPUBLIC

Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

NO ITBS and/or the ITED are **NOT**, or are **NOT** the only, tests used to measure progress toward annual improvement goals in Math .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Grade: 7, Assessment: Measures of Academic Progress

% Trend Line Data Over Three Years	Performance Levels Over Three Years			
	% Proficient	% High	% Intermediate	% Low
08-09 78.6 07-08 72.6 06-07 72.6	08-09 83 07-08 100 06-07 54	08-09 66 07-08 92 06-07 18	08-09 17 07-08 8 06-07 36	08-09 17 07-08 0 06-07 46

Subgroup Are there are 10, or more, students in this subgroup?	Disaggregated Performance Level Data for School Year 2008-2009			
	% Proficient	% High	% Intermediate	% Low
NO Female	0	0	0	0
NO Male	0	0	0	0
YES White (not of Hispanic origin)	91	41	50	9
NO Black (not of Hispanic origin)	0	0	0	0
NO Hispanic	0	0	0	0
NO American Indian or Alaskan Native	0	0	0	0

NO Asian or Pacific Islander	0	0	0	0
NO Disabled/IEP	0	0	0	0
NO Low Socioeconomic Status	0	0	0	0
Subgroup	Disaggregated Trend Line Data % Proficient Over Three Years <small>(High + Intermediate = Proficient)</small>			
	2008-2009	2007-2008		2006-2007
Female By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Male By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
White (not of Hispanic origin) By year, are there 10, or more, students in this subgroup?	91 YES	0 NO		0 NO
Black (not of Hispanic origin) By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Hispanic By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
American Indian or Alaskan Native By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Asian or Pacific Islander By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Disabled/IEP By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Low Socioeconomic Status By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO

Chapter 12 Alternative Assessment - Science

281--IAC 12.8(3)(a)(1)

NONPUBLIC

Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

NO ITBS and/or the ITED are **NOT**, or are **NOT** the only, tests used to measure progress toward annual improvement goals in Science .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further

below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Grade: 8, Assessment: Measures of Academic Progress				
% Trend Line Data Over Three Years	Performance Levels Over Three Years			
	% Proficient	% High	% Intermediate	% Low
08-09 90 07-08 93 06-07 93	08-09 90 07-08 89 06-07 90	08-09 54 07-08 55 06-07 60	08-09 36 07-08 34 06-07 30	08-09 10 07-08 11 06-07 10
Subgroup Are there are 10, or more, students in this subgroup?	Disaggregated Performance Level Data for School Year 2008-2009			
	% Proficient	% High	% Intermediate	% Low
NO Female	0	0	0	0
NO Male	0	0	0	0
NO White (not of Hispanic origin)	0	0	0	0
NO Black (not of Hispanic origin)	0	0	0	0
NO Hispanic	0	0	0	0
NO American Indian or Alaskan Native	0	0	0	0
NO Asian or Pacific Islander	0	0	0	0
NO Disabled/IEP	0	0	0	0
NO Low Socioeconomic Status	0	0	0	0
Subgroup	Disaggregated Trend Line Data % Proficient Over Three Years <small>(High + Intermediate = Proficient)</small>			
	2008-2009	2007-2008		2006-2007
Female By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
Male By year, are there 10, or more, students in this subgroup?	0 NO	0 NO		0 NO
White (not of Hispanic origin) By year, are there 10, or more, students in this	0 NO	0 NO		100 YES

subgroup?			
Black (not of Hispanic origin) By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
Hispanic By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
American Indian or Alaskan Native By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
Asian or Pacific Islander By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
Disabled/IEP By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO
Low Socioeconomic Status By year, are there 10, or more, students in this subgroup?	0 NO	0 NO	0 NO

Chapter 12 Multiple Assessments

Assessment Selections 281--IAC 12.8(3)(b)(5)

NONPUBLIC

- Accredited nonpublic schools that do not serve students in grade 8 or grade 11 (or both) do not have to report science data at this time.
- These data may be from any level within the K-12 grade span. All accredited nonpublic schools must report data from multiple assessments in reading and mathematics. Only accredited nonpublic schools that serve students in grade 8 and/or grade 11 must report multiple measure data for science.

[List of All Available Assessments](#)

Reading

Assessment Used:	Measures of Academic Progress (216)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
Explanation -- How did the students do on this test?	<p>DISTRICT WIDE ASSESSMENT - Scores and Comparisons</p> <p>Northwest Education Association Measures of Academic Progress was adopted during the 2007-2008 school year as the assessment we were going to use to replace the Constructed Response Supplement to the Iowa Test of Basic Skills for Reading.</p> <p>Determined proficiency levels according to this assessment are listed below.</p> <p>The following scores are the percentiles for grades 3-8 for 2008-2009.</p>

	High > 66%	Average 66% - 34%
Lo <34%		
3rd grade	73	13
13		
4th grade	60	33
6		
5th grade	66	8
25		
6th grade	52	23
23		
7th grade	58	33
8		
8th grade	81	9
9		
School wide	65	20
9		

Math

Assessment Used:	Measures of Academic Progress (216)																																																
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)																																																
Explanation -- How did the students do on this test?	<p>Central Lutheran School DISTRICT WIDE ASSESSMENT - Scores and Comparisons Northwest Education Association Measures of Academic Progress was adopted during the 2007-2008 school year as the assessment we were going to use to replace the Constructed Response Supplement to the Iowa Test of Basic Skills for Math.</p> <p>Determined proficiency levels according to this assessment are listed below.</p> <p>The following scores are the percentiles for grades 3-8 for 2008-2009</p> <table border="1"> <thead> <tr> <th></th> <th>high >66%</th> <th>average 66%-34%</th> </tr> </thead> <tbody> <tr> <td>Lo < 34%</td> <td></td> <td></td> </tr> <tr> <td>3rd grade</td> <td>20</td> <td>53</td> </tr> <tr> <td>26</td> <td></td> <td></td> </tr> <tr> <td>4th grade</td> <td>73</td> <td>20</td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>5th grade</td> <td>66</td> <td>16</td> </tr> <tr> <td>16</td> <td></td> <td></td> </tr> <tr> <td>6th grade</td> <td>71</td> <td>14</td> </tr> <tr> <td>14</td> <td></td> <td></td> </tr> <tr> <td>7th grade</td> <td>83</td> <td>16</td> </tr> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>8th grade</td> <td>90</td> <td>9</td> </tr> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>School wide</td> <td>67</td> <td>21</td> </tr> <tr> <td>10</td> <td></td> <td></td> </tr> </tbody> </table>		high >66%	average 66%-34%	Lo < 34%			3rd grade	20	53	26			4th grade	73	20	6			5th grade	66	16	16			6th grade	71	14	14			7th grade	83	16	0			8th grade	90	9	0			School wide	67	21	10		
	high >66%	average 66%-34%																																															
Lo < 34%																																																	
3rd grade	20	53																																															
26																																																	
4th grade	73	20																																															
6																																																	
5th grade	66	16																																															
16																																																	
6th grade	71	14																																															
14																																																	
7th grade	83	16																																															
0																																																	
8th grade	90	9																																															
0																																																	
School wide	67	21																																															
10																																																	

Science

Assessment Used:	Measures of Academic Progress (216)																																				
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)																																				
Explanation -- How did the students do on this test?	<p>DISTRICT WIDE ASSESSMENT - Scores and Comparisons Northwest Education Association Measures of Academic Progress was adopted during the 2007-2008 school year as the assessment we were going to use to replace the Constructed Response Supplement to the Iowa Test of Basic Skills for Science.</p> <p>Determined proficiency levels according to this assessment are listed below.</p> <p>The following scores are the percentiles for grades 3-8 for 2008-2009 in General Science.</p> <table border="1"> <thead> <tr> <th></th> <th>High >66%</th> <th>Average 66 - 34%</th> <th>Lo</th> </tr> </thead> <tbody> <tr> <td><34%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd grade</td> <td>73</td> <td>20</td> <td>6</td> </tr> <tr> <td>4th grade</td> <td>60</td> <td>40</td> <td>0</td> </tr> <tr> <td>5th grade</td> <td>41</td> <td>41</td> <td>16</td> </tr> <tr> <td>6th grade</td> <td>47</td> <td>47</td> <td>4</td> </tr> <tr> <td>7th grade</td> <td>50</td> <td>8</td> <td>41</td> </tr> <tr> <td>8th grade</td> <td>54</td> <td>36</td> <td>9</td> </tr> <tr> <td>School wide</td> <td>54</td> <td>23</td> <td>13</td> </tr> </tbody> </table>		High >66%	Average 66 - 34%	Lo	<34%				3rd grade	73	20	6	4th grade	60	40	0	5th grade	41	41	16	6th grade	47	47	4	7th grade	50	8	41	8th grade	54	36	9	School wide	54	23	13
	High >66%	Average 66 - 34%	Lo																																		
<34%																																					
3rd grade	73	20	6																																		
4th grade	60	40	0																																		
5th grade	41	41	16																																		
6th grade	47	47	4																																		
7th grade	50	8	41																																		
8th grade	54	36	9																																		
School wide	54	23	13																																		

This nonpublic (0609-8204) has no high school and is not required to complete the CHAPTER 12 POST-SECONDARY DATA form.

Chapter 12 Post-Secondary Dropout Data
<p>Dropout Data 281--IAC 12.8(3)(a)(4)</p> <p>Dropout means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.</p> <p>IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2007-2008), while the APR itself is in the current school year (2008-2009).</p> <p>Dropout Definitions Students who satisfy one or more of the following conditions are considered dropouts:</p> <ol style="list-style-type: none"> 1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or 2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and 3. Has not graduated from high school or completed a state or district-approved educational program; and

4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2007-2008	<p>0 Total number of All Dropouts, grades 7-12.</p> <p>23 Total number of All Students, grades 7-12. (Total number from BEDS enrollment table is 21.)</p> <p>0.00% Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
-----------------------------------	---

DROPOUT SUBGROUPS

Female 2007-2008	<p>0 Total number of Female Dropouts, grades 7-12.</p> <p>17 Total number of Female Students, grades 7-12. (Total number from BEDS enrollment table is 15.)</p> <p>0.00% Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
-----------------------------	--

Male 2007-2008	<p>0 Total number of Male Dropouts, grades 7-12.</p> <p>6 Total number of Male Students, grades 7-12. (Total number from BEDS enrollment table is 6.)</p> <p>0.00% Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
---------------------------	--

White (not of Hispanic origin) 2007-2008	<p>0 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>22 Total number of White (not of Hispanic origin) Students, grades 7-12. (Total number from BEDS enrollment table is 19.)</p> <p>0.00% Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
---	--

Black (not of Hispanic origin) 2007-2008	<p>0 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>0 Total number of Black (not of Hispanic origin) Students, grades 7-12. (Total number from BEDS enrollment table is 0.)</p> <p>0.00% Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
---	--

Hispanic 2007-2008	<p>0 Total number of Hispanic Dropouts, grades 7-12.</p> <p>0 Total number of Hispanic Students, grades 7-12. (Total number from BEDS enrollment table is 0.)</p> <p>0.00% Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
-------------------------------	--

American Indian or Alaskan Native 2007-2008	<p>0 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p>0 Total number of American Indian or Alaskan Native Students, grades 7-12. (Total number from BEDS enrollment table is 0.)</p> <p>0.00% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Asian or Pacific Islander 2007-2008	<p>0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p>1 Total number of Asian or Pacific Islander Students, grades 7-12. (Total number from BEDS enrollment table is 2.)</p> <p>0.00% Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2007-2008	<p>0 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>0 Total number of Disabled/IEP Students, grades 7-12. (Total number from BEDS enrollment table is Not Available.)</p> <p>0.00% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

Additional State Requirements

Other Locally Determined Indicators 281--IAC 12.8(3)

<p>These are additional indicators that impact student learning as determined by the local school or district. N/A does not apply—every school district must report at least one additional locally determined indicator.</p>	<p>Student Achievements for 2007-2008 school year The 5th -8th grade participated in soccer, volleyball, basketball, softball, baseball, and track games and tournaments throughout the year. Nine 8th grade students received their diplomas in May and will move on to high school next year.</p> <p>School wide Achievements for 2008-2009 school year: The new addition was completed and in use by the time school started. The new Media Center and Technology Lab were in use by our faculty and staff more frequently and for a greater length of time. One of our 7th graders was a finalist in the National Geography Bee at the state level. Teachers completed their professional development classes through Grant Wood AEA, and have the year planned for 2009-2010. Eleven 8th graders graduated in May and will move on to Benton this fall. Our partnership with the 4 year old voluntary preschool grant and Benton Community will begin its 3rd year. We are able to add a part time physical education teacher for the upper grades with the appropriate licensure. Upper grade teachers are working on middle school licensure. A full time 5th grade teacher has been hired, and she has a middle school math endorsement which will be of great benefit in years to come. Our site visit by the state was held in November. We are working on our areas of non-compliance and celebrating our successes. One of 7th graders was asked to attend a conference at Concordia University in Seward, Nebraska for young leaders.</p>
--	--

Assurances

Assurances -- Non-Public ONLY

YES	The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals. Date SIAC recommendations were presented: June 15, 2009
YES	All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. If the school had fewer than 10 students in a subgroup for reporting purposes, it still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate.

Assurances -- Public and Non-Public

YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: September 30, 2009
-----	--

Non-Public Information

Authorized Agency	Central Lutheran School 310 3rd St W Newhall, Iowa 52315-0190 AEA: AEA 10 Grant Wood (<i>district filed under aea control code 9210</i>) Non-Public District Enrollment Size: 171 , for the 2007-2008 school year. Current Grades Served at this Agency: PreKindergarten, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th Not Served, 10th Not Served, 11th Not Served, 12th Not Served
Primary APR Contact	Name:* Janet S. Doellinger Title:* Principal Telephone:* 319 - 223 - 5271 Extension: FAX:* 319 - 223 - 5257 Email:* <small>Click, below, to email contact:</small> jdoellinger@centralluthेरanschool.org