

# Annual Progress Report (APR)

## Minimum Requirements

Due Date: September 15

### Print Summary All, Non-Public

| <b>Chapter 12 Improvement Goals Reading</b>   |   |
|---|---|
| <b>281--IAC 12.8(3)(b)</b>  |   |
| <b>NONPUBLIC</b>  |   |
| <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"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul> |   |
| <p><b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b></p>  | <p>Long Range Goals from CSIP Reading<br/>           All students at Central Lutheran School will achieve at high levels in Reading Comprehension. (Revised and approved, June, 2009)<br/>           Beginning with 2009-2010 school year, we will be using NWEA's Measures of Academic Progress (MAP for annual school year goals.</p>   |
| <p><b>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b></p>  | <p>Based on MAP testing the following Annual Improvement Goal has been developed for Literal Reading Comprehension. We will be comparing spring data from the 2009-2010 and 2010-2011 school year.</p> <p>By the end of the 2010-2011 school year, each class will average at least a growth of two in their "Goal RIT Range" in Literal Reading Comprehension. (*school wide 4th - 8th grade)<br/>           *3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p>   |
| <p><b>Were the Annual Goals Met?</b></p>  | <p><b>YES</b></p>   |
| <p><b>Supporting Data to demonstrate that the district has or has not met its goal:</b></p>   | <p>For the 2010-2011 school year in reading comprehension the answer to that question is "yes". Our goal was that by end of the 2010-2011 school year each class will average at least a growth of two in their "Goal RIT Range" on their MAP test in Reading Comprehension. Third grade is not included because MAP testing begins in 3rd grade and no growth will have been measured.</p> <p>We met this goal. During the 2010-2011 school year, the overall average of students in grade 4 through 8 was a 4.14 increase in Reading Comprehension.</p> <p>Our goal predicted we would see an increase by at least two in their "Goal RIT Range", and we surpassed that goal.</p> |
| <p><b>If the District Did Not Meet</b></p>  | <p>(Not Required)</p>   |

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| <p>its Goal<br/>281--IAC<br/>12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>    |   |
| <p><b>2011-2012</b><br/><b>Next School Year Annual Goals:</b><br/><b>281--IAC</b><br/><b>12.8(3)(b)(4)</b></p> | <p>By the end of the 2011-2012 school year, the overall class average will grow at least 2.1 in their "Goal RIT Range" in Literal Reading Comprehension (*school wide 4th through 8th grade).<br/>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p> |

**Chapter 12 Improvement Goals Math**

**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.

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| <p><b>Long-Range Goals from CSIP:</b><br/><b>281--IAC</b><br/><b>12.8(3)(b)(3)</b></p> | <p>Long Range Goals from CSIP Math<br/>All students at Central Lutheran School will achieve at high levels in Math. (Revised and approved, June, 2009)<br/>Beginning with 2009-2010 school year, we will be using NWEA's Measures of Academic Progress (MAP) for annual school year goals.</p> |
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| <p><b>2010-2011</b><br/><b>Current School Year Annual Goals:</b><br/><b>281--IAC</b><br/><b>12.8(3)(b)(4)</b></p> | <p>Based on MAP testing the following Annual Improvement Goal has been developed for Math. We will be comparing spring data from the 2009-2010 and 2010-2011 school year.</p> <p>By the end of the 2010-2011 school year, each class will average at least a growth of two in their "Goal RIT Range" in Math. (*school wide 4th - 8th grade)</p> <p>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p> |
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|  |                   |
|--|-------------------|
| <p><b>Were the Annual Goals Met?</b></p> | <p><b>YES</b></p> |
|--|-------------------|

|   |  |
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| <p><b>Supporting Data to demonstrate that the district has or has not met</b></p> | <p>For the 2010-2011 school year in math the answer to that question is "yes".</p> <p>Our goal was that by the end of the 2010-2011 school year each class will average at least a growth of two in their "Goal RIT Range" on their MAP test in math. Third grade is not included because MAP testing begins in 3rd grade and no growth will have been measured.</p> |
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| <b>its goal:</b>  | We met this goal. During the 2010-2011 school year, the overall average of students in grade 4 through 8 was a 6.48 increase in Math.<br><br>Our goal predicted we would see an increase by at least two in the "Goal RIT Range", and we surpassed that goal.              |
| <b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</b><br><br><b>The plan to meet future goals includes the following:</b> | (Not Required)   |
| <b>2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>  | By the end of the 2011-2012 school year, the overall class average will grow at least 2.1 in the "Goal RIT Range" in Math. (*school wide 4th - 8th grade). *Third grade is not included because MAP testing begins in third grade and no growth will have been determined. |

### 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"/> <b>Grade 8 is served.</b><br><input type="checkbox"/> Grade 11 is served.<br><input type="checkbox"/> Neither Grade 8 or Grade 11 is served. | <b>SCIENCE ONLY:</b> 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> |
|--|---|

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|---|--|
| <b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b> | All students at Central Lutheran School will achieve at high levels in Science. (Revised and approved, June 2009)<br><br>Beginning with the 2009-2010 school year, we will be using NWEA's Measures of Academic Progress (MAP) for annual school year goals. |
| <b>2010-2011 Current School Year</b>                      | Based on MAP testing the following Annual Improvement Goal has been developed for Science. We will be comparing spring data from the 2009-2010 and 2010-2011 school year.  |

|   |  |
|---|--|
| <b>Annual Goals:<br/>281--IAC<br/>12.8(3)(b)(4)</b>   | <p>By the end of the 2010-2011 school year, each class will average at least a growth of two in their "Goal RIT Range" in Science Concepts and Processes. (*school wide 4th - 8th grade)</p> <p>*3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined.</p>  |
| <b>Were the Annual Goals Met?</b>   | <b>YES</b>   |
| <b>Supporting Data to demonstrate that the district has or has not met its goal:</b>  | <p>For the 2010-2011 school year in Science Concepts and Processes the answer to the question is "yes".</p> <p>Our goal was that by the end of the 2012-2011 school year each class will average at least a growth of two in their "Goal RIT Range" on their MAP test in Science Concepts and Processes. Third grades is not included because MAP testing begins in 3rd grade and no growth will have been measured.</p> <p>We met this goal. During the 2010-2011 school year, the overall average of students in grades 4-8 was a 2.32 increase in Science Concepts and Processes.</p> <p>Our goal predicted we would see an increase by at least two in the "Goal RIT Range", and we surpassed that goal.</p> |
| <b>If the District Did Not Meet its Goal<br/>281--IAC<br/>12.8(3)(b)(4)</b><br><br><b>The plan to meet future goals includes the following:</b> | <p>(Not Required)</p>  |
| <b>2011-2012 Next School Year Annual Goals:<br/>281--IAC<br/>12.8(3)(b)(4)</b>  | <p>By the end of the 2011-2012 school year, the overall class average will grow at least 2.1 in the "Goal RIT Range" in Science Concepts and Processes. (*school wide 4th - 8th grade).</p> <p>*Third 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**, testing is NOT done using only ITBS and/or the ITED. We are using Alternative Assessment(s) for Reading, see additions below.

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  |
| <b>10-11</b> 87<br><b>09-10</b> 90<br><b>08-09</b> 90 | <b>10-11</b> 80<br><b>09-10</b> 92<br><b>08-09</b> 90 | <b>10-11</b> 0<br><b>09-10</b> 42<br><b>08-09</b> 54 | <b>10-11</b> 80<br><b>09-10</b> 50<br><b>08-09</b> 36 | <b>10-11</b> 20<br><b>09-10</b> 8<br><b>08-09</b> 10 |

| Subgroup<br>Are there are 10, or more, students in this subgroup? | Disaggregated Performance Level Data for School Year 2010-2011 |        |                |       |
|---|--|--------|----------------|-------|
|   | % Proficient   | % High | % Intermediate | % Low |
| <b>NO Female</b>  | 0  | 0      | 0              | 0     |
| <b>NO Male</b>  | 0  | 0      | 0              | 0     |
| <b>YES White (not of Hispanic origin)</b>                         | 80   | 0      | 80             | 20    |
| <b>NO Black (not of Hispanic origin)</b>                          | 0  | 0      | 0              | 0     |
| <b>NO Hispanic</b>  | 0  | 0      | 0              | 0     |
| <b>NO American Indian or Alaskan Native</b>                       | 0  | 0      | 0              | 0     |
| <b>NO Low Socioeconomic Status</b>                                | 0  | 0      | 0              | 0     |
| <b>NO Disabled/IEP</b>  | 0  | 0      | 0              | 0     |

| Subgroup  | Disaggregated Trend Line Data<br>% Proficient Over Three Years<br>(High + Intermediate = Proficient) |           |           |
|---|--|-----------|-----------|
|   | 2010-2011  | 2009-2010 | 2008-2009 |
| <b>Female</b><br>By year, are there 10, or more, students in this subgroup?                         | 0<br>NO  | 0<br>NO   | 0<br>NO   |
| <b>Male</b><br>By year, are there 10, or more, students in this subgroup?                           | 0<br>NO  | 0<br>NO   | 0<br>NO   |
| <b>White (not of Hispanic origin)</b><br>By year, are there 10, or more, students in this subgroup? | 80<br>YES  | 0<br>NO   | 0<br>NO   |
| <b>Black (not of Hispanic origin)</b><br>By year, are there 10, or more, students in this subgroup? | 0<br>NO  | 0<br>NO   | 0<br>NO   |

|  |         |         |         |
|--|---------|---------|---------|
| <b>Hispanic</b><br>By year, are there 10, or more, students in this subgroup?                          | 0<br>NO | 0<br>NO | 0<br>NO |
| <b>American Indian or Alaskan Native</b><br>By year, are there 10, or more, students in this subgroup? | 0<br>NO | 0<br>NO | 0<br>NO |
| <b>Low Socioeconomic Status</b><br>By year, are there 10, or more, students in this subgroup?          | 0<br>NO | 0<br>NO | 0<br>NO |
| <b>Disabled/IEP</b><br>By year, are there 10, or more, students in this subgroup?                      | 0<br>NO | 0<br>NO | 0<br>NO |

### Chapter 12 Alternative Assessment - Math

#### 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 , testing is NOT done using only ITBS and/or the ITED. We are using Alternative Assessment(s) for Math, see additions below.

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                          |
| 10-11 91<br>09-10 94<br>08-09 79   | 10-11 91<br>09-10 100<br>08-09 83   | 10-11 27<br>09-10 23<br>08-09 66 | 10-11 64<br>09-10 77<br>08-09 17 | 10-11 9<br>09-10 0<br>08-09 17 |

| Subgroup<br>Are there are 10, or more, students in this subgroup? | Disaggregated Performance Level Data for School Year 2010-2011 |        |                |       |
|---|--|--------|----------------|-------|
|   | % Proficient   | % High | % Intermediate | % Low |
| NO Female   | 0  | 0      | 0              | 0     |
| NO Male   | 0  | 0      | 0              | 0     |
| YES White (not of Hispanic origin)                                | 91   | 27     | 64             | 9     |

| <b>NO Black (not of Hispanic origin)</b>   | <b>0</b>  | <b>0</b>              | <b>0</b> | <b>0</b>              |
|--|---|-----------------------|----------|-----------------------|
| <b>NO Hispanic</b>   | <b>0</b>  | <b>0</b>              | <b>0</b> | <b>0</b>              |
| <b>NO American Indian or Alaskan Native</b>  | <b>0</b>  | <b>0</b>              | <b>0</b> | <b>0</b>              |
| <b>NO Low Socioeconomic Status</b>   | <b>0</b>  | <b>0</b>              | <b>0</b> | <b>0</b>              |
| <b>NO Disabled/IEP</b>   | <b>0</b>  | <b>0</b>              | <b>0</b> | <b>0</b>              |
| <b>Subgroup</b>  | <b>Disaggregated Trend Line Data<br/>% Proficient Over Three Years</b><br><small>(High + Intermediate = Proficient)</small> |                       |          |                       |
|  | <b>2010-2011</b>  | <b>2009-2010</b>      |          | <b>2008-2009</b>      |
| <b>Female</b><br>By year, are there 10, or more, students in this subgroup?                            | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>Male</b><br>By year, are there 10, or more, students in this subgroup?                              | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>White (not of Hispanic origin)</b><br>By year, are there 10, or more, students in this subgroup?    | <b>91</b><br><b>YES</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>Black (not of Hispanic origin)</b><br>By year, are there 10, or more, students in this subgroup?    | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>Hispanic</b><br>By year, are there 10, or more, students in this subgroup?                          | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>American Indian or Alaskan Native</b><br>By year, are there 10, or more, students in this subgroup? | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>Low Socioeconomic Status</b><br>By year, are there 10, or more, students in this subgroup?          | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |
| <b>Disabled/IEP</b><br>By year, are there 10, or more, students in this subgroup?                      | <b>0</b><br><b>NO</b>   | <b>0</b><br><b>NO</b> |          | <b>0</b><br><b>NO</b> |

**Chapter 12 Alternative Assessment - Science**

**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** , testing is NOT done using only ITBS and/or the ITED. We are using Alternative Assessment(s) for Science, see additions below.

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  |
| <b>10-11</b> 90<br><b>09-10</b> 90<br><b>08-09</b> 90 | <b>10-11</b> 89<br><b>09-10</b> 92<br><b>08-09</b> 90 | <b>10-11</b> 18<br><b>09-10</b> 42<br><b>08-09</b> 54 | <b>10-11</b> 71<br><b>09-10</b> 50<br><b>08-09</b> 36 | <b>10-11</b> 11<br><b>09-10</b> 8<br><b>08-09</b> 10 |

| Subgroup<br>Are there are 10, or more, students in this subgroup? | Disaggregated Performance Level Data for School Year 2010-2011 |        |                |       |
|---|--|--------|----------------|-------|
|   | % Proficient   | % High | % Intermediate | % Low |
| <b>NO Female</b>  | 0  | 0      | 0              | 0     |
| <b>YES Male</b>   | 86   | 14     | 72             | 14    |
| <b>YES White (not of Hispanic origin)</b>                         | 89   | 18     | 71             | 11    |
| <b>NO Black (not of Hispanic origin)</b>                          | 0  | 0      | 0              | 0     |
| <b>NO Hispanic</b>  | 0  | 0      | 0              | 0     |
| <b>NO American Indian or Alaskan Native</b>                       | 0  | 0      | 0              | 0     |
| <b>NO Low Socioeconomic Status</b>                                | 0  | 0      | 0              | 0     |
| <b>NO Disabled/IEP</b>  | 0  | 0      | 0              | 0     |

| Subgroup  | Disaggregated Trend Line Data<br>% Proficient Over Three Years<br>(High + Intermediate = Proficient) |           |           |
|---|--|-----------|-----------|
|   | 2010-2011  | 2009-2010 | 2008-2009 |
| <b>Female</b><br>By year, are there 10, or more, students in this subgroup? | 0<br>NO  | 0<br>NO   | 0<br>NO   |
| <b>Male</b><br>By year, are there 10, or more, students in this subgroup?   | 86<br>YES  | 0<br>NO   | 0<br>NO   |
| <b>White (not of Hispanic origin)</b>                                       | 89   | 0         | 0         |

|  |                 |                 |                 |
|--|-----------------|-----------------|-----------------|
| By year, are there 10, or more, students in this subgroup?   | <b>YES</b>      | <b>NO</b>       | <b>NO</b>       |
| <b>Black (not of Hispanic origin)</b><br>By year, are there 10, or more, students in this subgroup?    | <b>0<br/>NO</b> | <b>0<br/>NO</b> | <b>0<br/>NO</b> |
| <b>Hispanic</b><br>By year, are there 10, or more, students in this subgroup?                          | <b>0<br/>NO</b> | <b>0<br/>NO</b> | <b>0<br/>NO</b> |
| <b>American Indian or Alaskan Native</b><br>By year, are there 10, or more, students in this subgroup? | <b>0<br/>NO</b> | <b>0<br/>NO</b> | <b>0<br/>NO</b> |
| <b>Low Socioeconomic Status</b><br>By year, are there 10, or more, students in this subgroup?          | <b>0<br/>NO</b> | <b>0<br/>NO</b> | <b>0<br/>NO</b> |
| <b>Disabled/IEP</b><br>By year, are there 10, or more, students in this subgroup?                      | <b>0<br/>NO</b> | <b>0<br/>NO</b> | <b>0<br/>NO</b> |

### 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

|   |   |
|---|---|
| <b>Assessment Used:</b>   | Measures of Academic Progress (216)   |
| <b>Other Assessment:</b><br>Name/description/comment about the other assessment, or N/A if whole grade sharing. | (No Other Assessment Data)  |
| <b>Explanation -- How did the students do on this test?</b>   | <p>DISTRICT WIDE ASSESSMENT - Scores and Comparisons<br/>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 2010-11.</p> <p style="text-align: center;">High &gt; 66%                      Average 66% - 34%</p> <p>Lo &lt;34%</p> |

|  |             |    |    |
|--|-------------|----|----|
|  | 3rd grade   | 50 | 25 |
|  | 25          |    |    |
|  | 4th grade   | 75 | 25 |
|  | 0           |    |    |
|  | 5th grade   | 67 | 20 |
|  | 13          |    |    |
|  | 6th grade   | 81 | 18 |
|  | 0           |    |    |
|  | 7th grade   | 55 | 27 |
|  | 18          |    |    |
|  | 8th grade   | 76 | 18 |
|  | 6           |    |    |
|  | School wide | 68 | 22 |
|  | 10          |    |    |

## Math

| <b>Assessment Used:</b>  | Measures of Academic Progress (216)  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
|--|--|-----------------|-----------|-----------------|----------|--|--|-----------|----|----|----|--|--|-----------|----|----|---|--|--|-----------|----|----|----|--|--|-----------|----|----|---|--|--|-----------|----|----|---|--|--|-----------|----|----|---|--|--|-------------|----|----|----|--|--|
| <b>Other Assessment:</b><br>Name/description/comment<br>about the other<br>assessment, or N/A if<br>whole grade sharing. | (No Other Assessment Data)   |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| <b>Explanation -- How did<br/>the students do on this<br/>test?</b>  | <p>Central Lutheran School<br/>DISTRICT WIDE ASSESSMENT - Scores and Comparisons<br/>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 2010-2011</p> <table border="1"> <thead> <tr> <th></th> <th>high &gt;66%</th> <th>average 66%-34%</th> </tr> </thead> <tbody> <tr> <td>Lo &lt; 34%</td> <td></td> <td></td> </tr> <tr> <td>3rd grade</td> <td>25</td> <td>42</td> </tr> <tr> <td>33</td> <td></td> <td></td> </tr> <tr> <td>4th grade</td> <td>67</td> <td>25</td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> <tr> <td>5th grade</td> <td>47</td> <td>40</td> </tr> <tr> <td>13</td> <td></td> <td></td> </tr> <tr> <td>6th grade</td> <td>73</td> <td>27</td> </tr> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>7th grade</td> <td>73</td> <td>18</td> </tr> <tr> <td>9</td> <td></td> <td></td> </tr> <tr> <td>8th grade</td> <td>71</td> <td>23</td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>School wide</td> <td>59</td> <td>29</td> </tr> <tr> <td>12</td> <td></td> <td></td> </tr> </tbody> </table> |                 | high >66% | average 66%-34% | Lo < 34% |  |  | 3rd grade | 25 | 42 | 33 |  |  | 4th grade | 67 | 25 | 8 |  |  | 5th grade | 47 | 40 | 13 |  |  | 6th grade | 73 | 27 | 0 |  |  | 7th grade | 73 | 18 | 9 |  |  | 8th grade | 71 | 23 | 6 |  |  | School wide | 59 | 29 | 12 |  |  |
|  | high >66%  | average 66%-34% |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| Lo < 34%   |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 3rd grade  | 25   | 42              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 33   |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 4th grade  | 67   | 25              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 8  |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 5th grade  | 47   | 40              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 13   |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 6th grade  | 73   | 27              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 0  |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 7th grade  | 73   | 18              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 9  |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 8th grade  | 71   | 23              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 6  |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| School wide  | 59   | 29              |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |
| 12   |  |                 |           |                 |          |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |    |  |  |           |    |    |   |  |  |           |    |    |   |  |  |           |    |    |   |  |  |             |    |    |    |  |  |

## Science

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>Assessment Used:</b> | Measures of Academic Progress (216) |
|-------------------------|-------------------------------------|

| <p><b>Other Assessment:</b><br/>Name/description/comment about the other assessment, or N/A if whole grade sharing.</p> | <p>(No Other Assessment Data)</p>   |                  |           |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
|---|---|------------------|-----------|------------------|---------|-----------|----|----|----|-----------|----|----|---|-----------|----|----|----|-----------|----|---|---|-----------|----|----|---|-----------|----|----|---|-------------|----|----|----|
| <p><b>Explanation -- How did the students do on this test?</b></p>  | <p>DISTRICT WIDE ASSESSMENT - Scores and Comparisons<br/>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 2010-2011 in Science Concepts and Processes.</p> <table border="1"> <thead> <tr> <th></th> <th>High &gt;66%</th> <th>Average 66 - 34%</th> <th>Lo &lt;34%</th> </tr> </thead> <tbody> <tr> <td>3rd grade</td> <td>42</td> <td>25</td> <td>33</td> </tr> <tr> <td>4th grade</td> <td>59</td> <td>33</td> <td>8</td> </tr> <tr> <td>5th grade</td> <td>67</td> <td>20</td> <td>13</td> </tr> <tr> <td>6th grade</td> <td>82</td> <td>9</td> <td>9</td> </tr> <tr> <td>7th grade</td> <td>55</td> <td>45</td> <td>0</td> </tr> <tr> <td>8th grade</td> <td>70</td> <td>24</td> <td>6</td> </tr> <tr> <td>School wide</td> <td>63</td> <td>26</td> <td>11</td> </tr> </tbody> </table> |                  | High >66% | Average 66 - 34% | Lo <34% | 3rd grade | 42 | 25 | 33 | 4th grade | 59 | 33 | 8 | 5th grade | 67 | 20 | 13 | 6th grade | 82 | 9 | 9 | 7th grade | 55 | 45 | 0 | 8th grade | 70 | 24 | 6 | School wide | 63 | 26 | 11 |
|   | High >66%   | Average 66 - 34% | Lo <34%   |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 3rd grade   | 42  | 25               | 33        |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 4th grade   | 59  | 33               | 8         |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 5th grade   | 67  | 20               | 13        |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 6th grade   | 82  | 9                | 9         |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 7th grade   | 55  | 45               | 0         |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| 8th grade   | 70  | 24               | 6         |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |
| School wide   | 63  | 26               | 11        |                  |         |           |    |    |    |           |    |    |   |           |    |    |    |           |    |   |   |           |    |    |   |           |    |    |   |             |    |    |    |

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

|   |
|---|
| <p><b>Chapter 12 Post-Secondary Dropout Data</b></p>  |
| <p><b>Dropout Data 281--IAC 12.8(3)(a)(4)</b></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><b>IMPORTANT</b> 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 (2009-2010), while the APR itself is in the current school year (2010-2011).</p> <p><b>Dropout Definitions</b><br/>According to the CCD definition, a dropout is an individual who</p> <ul style="list-style-type: none"> <li>• was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)</li> <li>• is not enrolled as of Count Day 2010</li> <li>• has not graduated from high school or completed a state- or district-approved education program; and</li> <li>• does <u>not</u> meet any of the following exclusionary conditions:             <ol style="list-style-type: none"> <li>a. transfer to another public school district, private school, or state- or district-approved education</li> </ol> </li> </ul> |

programs

- b. temporary absence due to suspension or school-approved illness; or
- c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.
2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
3. Individuals who are not accounted for on October 1 are considered dropouts.
4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.

|   |   |
|---|---|
| <b>All Dropouts<br/>2009-2010</b>                           | <p><b>0</b> Total number of All Dropouts, grades 7-12.</p> <p><b>31</b> Total number of All Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 31)</p> <p><b>0.00%</b> Total percentage of All Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>  |
| <b>DROPOUT SUBGROUPS</b>                                    |   |
| <b>Female<br/>2009-2010</b>                                 | <p><b>0</b> Total number of Female Dropouts, grades 7-12.</p> <p><b>12</b> Total number of Female Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 12)</p> <p><b>0.00%</b> Total percentage of Female Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>   |
| <b>Male<br/>2009-2010</b>                                   | <p><b>0</b> Total number of Male Dropouts, grades 7-12.</p> <p><b>19</b> Total number of Male Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 19)</p> <p><b>0.00%</b> Total percentage of Male Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>   |
| <b>White (not of<br/>Hispanic<br/>origin)<br/>2009-2010</b> | <p><b>0</b> Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>31</b> Total number of White (not of Hispanic origin) Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 31)</p> <p><b>0.00%</b> Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p> |
| <b>Black (not of<br/>Hispanic<br/>origin)<br/>2009-2010</b> | <p><b>0</b> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Black (not of Hispanic origin) Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12.</p>  |

|  |   |
|--|---|
|  | Percent arrived at by dividing the number of Dropouts by the total number of Students.  |
| <b>Hispanic<br/>2009-2010</b>                                  | <p><b>0</b> Total number of Hispanic Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Hispanic Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of Hispanic Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>   |
| <b>American<br/>Indian or<br/>Alaskan Native<br/>2009-2010</b> | <p><b>0</b> Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p><b>0</b> Total number of American Indian or Alaskan Native Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>  |
| <b>Asian<br/>2009-2010</b>                                     | <p><b>0</b> Total number of Asian Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Asian Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of Asian Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>  |
| <b>Pacific<br/>Islander<br/>2009-2010</b>                      | <p><b>0</b> Total number of Pacific Islander Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Pacific Islander Students, grades 7-12.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of Pacific Islander Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>   |
| <b>Multiple (2+<br/>Race/Ethnicity)<br/>2009-2010</b>          | <p><b>0</b> Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12.<br/>Students are only counted once on this form. Do not use this field unless the student is counted in this field only.<br/>Do not use this field if the multiple race/ethnicity includes Hispanic, use the Hispanic field, instead.<br/>(Total number from BEDS enrollment table: 0)</p> <p><b>0.00%</b> Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12.<br/>Percent arrived at by dividing the number of Dropouts by the total number of Students.</p> |
| <b>Disabled/IEP<br/>2009-2010</b>                              | <p><b>0</b> Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Disabled/IEP Students, grades 7-12.<br/>Students are only counted once on this form. Do not use this field unless the student is counted in this field only.<br/>Do not use this field if the multiple race/ethnicity includes Hispanic, use the Hispanic field, instead.<br/>(Total number from BEDS enrollment table: Not Available/Not Collected)</p> <p><b>0.00%</b> Total percentage of Disabled/IEP Dropouts, grades 7-12.<br/>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><b>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.</b></p> | <p>School Wide Achievements for the 2010-2011 school year:</p> <p>one of our graduates was the valedictorian of the senior class at Benton Community High School</p> <p>17 eighth graders graduated in May</p> <p>our preschool teacher completed her Master's program in Early Childhood Education at Concordia University, Seward, NE</p> <p>six of our 17 eighth graders participated in MATHCOUNTS</p> <p>one of our 7th graders participated in a leadership conference for middle school students at Concordia University, Seward, NE</p> <p>a third faculty member participated in technology coursework through GWAEA</p> <p>5/6th graders attended a 3 day/2 night outdoor education experience at Camp Okoboji in the fall</p> <p>a school-wide science fair was held in the fall, and winner went on to compete in the District science fair in Lutheran Interparish School in Williamsburg</p> <p>Red Ribbon Week was planned by Student Council</p> <p>our new "gymnasium" and kitchen remodeling was completed and dedicated December 5</p> <p>faculty wrote and implemented a new "Cougar Code of Conduct"</p> <p>sex education was taught to 5-8th graders during February</p> <p>National Lutheran Schools Week was again observed the first week in March</p> <p>Several large fundraisers helped us purchase items not included in the budget such as science tables</p> <p>Grades 5-8 put on a musical</p> <p>We hosted an event in our new gym during with Benton Community during "Week of the Young Child"</p> <p>implemented a new outreach program to gain more studnets and hired and Admissions Counselor</p> <p>Central students participated in our Fine Arts Festival here at Central and also at the District level in Readlyn</p> <p>Central students participated in our spelling bee and qualifiers when on to the District finals at Valley Lutheran Jr/Sr High School in Cedar Falls.</p> <p>Band students participated in two festivals this year, and a number were selected for Honor Band at Coe College</p> |
|---|--|

## Assurances

### Assurances -- Non-Public ONLY

|            |  |
|------------|--|
| <b>YES</b> | <p>The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals. Date SIAC recommendations were presented:<br/><b>June 1, 2011</b></p>   |
| <b>YES</b> | <p>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.</p> |

### Assurances -- Public and Non-Public

|            |  |
|------------|--|
| <b>YES</b> | <p>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:<br/><b>September 15, 2011</b></p> |
|------------|--|

## Non-Public Information

|                            |   |
|----------------------------|---|
| <b>Authorized Agency</b>   | <b>Central Lutheran School</b><br><b>310 3rd St W</b><br><b>Newhall, Iowa 52315-0190</b><br>AEA: <b>AEA 10 Grant Wood</b> ( <i>district filed under aea control code 9210</i> )<br>Non-Public District Enrollment Size: <b>160</b> , for the <b>2009-2010</b> school year.<br>Current Grades Served at this Agency: <b>PreKindergarten, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th Not Served, 10th Not Served, 11th Not Served, 12th Not Served</b> |
| <b>Primary APR Contact</b> | Name:* <b>Janet S. Doellinger</b><br>Title:* <b>Principal</b><br>Telephone:* <b>319 - 223 - 5271</b> Extension:<br>FAX:* <b>319 - 223 - 5257</b><br>Email:* <small>Click, below, to email contact:</small> <a href="mailto:jdoellinger@centrallutherschool.org">jdoellinger@centrallutherschool.org</a>   |