



Iowa Department of Education



School Year: 2008-2009 <input type="button" value="Go"/>	Form: 96 Print Summary All Form Must Be Completed By: Both Public and Non-Public <input type="button" value="Go"/> <input type="button" value="Exit"/>
	District: 6101 School: 0000 Name: Southeast Polk Comm School District

Division of PK-12 Education

Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

Print Summary All, Public

THE DISTRICT AND STATE HAVE CERTIFIED

Changes can no longer be made to this form.

Chapter 12 Improvement Goals Reading															
281--IAC 12.8(3)(b) PUBLIC 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. <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. 															
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Increase the percentage of students who score as proficient and above (41-99NPR) in reading comprehension in grades 4-8 and 11 as measured by ITBS/ITED.														
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	During the 2008-2009 school year, the percent proficient of students with IEPs in grades 4-8 and 11 will increase compared to the same students from 2007-2008 on the Reading Comprehension subtest of the ITBS and ITED. <table> <thead> <tr> <th>percent proficient 2007-2008</th> <th>percent proficient 2008-2009</th> </tr> </thead> <tbody> <tr> <td>grade 3 = 41.27</td> <td>grade 4 = 45.67</td> </tr> <tr> <td>grade 4 = 46.58</td> <td>grade 5 = 59.68</td> </tr> <tr> <td>grade 5 = 52.78</td> <td>grade 6 = 50.63</td> </tr> <tr> <td>grade 6 = 52.78</td> <td>grade 7 = 37.93</td> </tr> <tr> <td>grade 7 = 29.85</td> <td>grade 8 = 35.59</td> </tr> <tr> <td>grade 10 = 15.63</td> <td>grade 11 = 15.38</td> </tr> </tbody> </table>	percent proficient 2007-2008	percent proficient 2008-2009	grade 3 = 41.27	grade 4 = 45.67	grade 4 = 46.58	grade 5 = 59.68	grade 5 = 52.78	grade 6 = 50.63	grade 6 = 52.78	grade 7 = 37.93	grade 7 = 29.85	grade 8 = 35.59	grade 10 = 15.63	grade 11 = 15.38
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grade 10 = 15.63	grade 11 = 15.38														
Were the Annual Goals Met?	NO														
Supporting Data to demonstrate that the district has or has not met its goal:	Students in grades 4, 5, and 8 with IEP's met the goal. Students with IEP's in grade 4 scored 45.67% proficient as compared to 41.27% proficient as 3rd graders. Students with IEP's in grade 5 scored 59.68% proficient as compared to 46.58% proficient as 4th graders. Students with IEP's in grade 8 scored 35.59% proficient as compared to 29.85% proficient														

	<p>as 7th graders.</p> <p>Students in grades 6, 7, and 11 with IEP's did not meet the goal. Students with IEP's in grade 6 scored 50.63% proficient as compared to 52.78% proficient as 5th graders. Students with IEP's in grade 7 scored 37.93% proficient as compared to 52.78% proficient as 6th graders. Students with IEP's in grade 11 scored 15.38 % proficient as compared to 15.63% proficient as 10th graders.</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>The district's action plan includes professional development for K-12 teachers on the implementation of academic vocabulary in the content area classrooms, visual phonics, structures of informational text and the Iowa Core Curriculum. General education and special education reading specialists will meet together in combined efforts to analyze student reading data and develop individual student action plans for reading interventions.</p> <p>All buildings develop Building Improvement Plans based on the district Comprehensive School Improvement Plan. These building plans are developed after thorough review of student achievement data from ITBS/ITED and classroom assessment. Student data is analyzed by district, building, grade level, subgroup and individual student.</p> <p>A renewed emphasis to improve the implementation fidelity of district professional development focuses on walk through/observation checklists used by building principals will monitor the use of appropriate reading strategies. Building staff will regularly engage in modeling, coaching, practice, and providing feedback for one another to enhance implementation.</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)</p>	<p>During the 2009-2010 school year, the percent of students proficient and above (41-99 NPR) in grades 4-8 and 11 will increase compared to the same students from 2008-2009 on the Reading Comprehension subtest of the ITBS and ITED.</p> <p>Percent proficient 2008-2009</p> <p>grade 3 = 76.86 grade 4 = 84.11 grade 5 = 83.27 grade 6 = 71.89 grade 7 = 78.07 grade 8 = 80.40 grade 9 = 75.86 grade 10 = 71.21</p>

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Chapter 12 Improvement Goals Math															
281--IAC 12.8(3)(b)															
PUBLIC															
<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>Increase the percentage of students who score as proficient and above (41-99 NPR) in mathematics in grades 4-8 and 11 as measured by ITBS and ITED.</p>														
<p>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2008-2009 school year, the percent proficient of students with IEPs in grades 4-8 and 11 will increase compared to the same students in 2007-2008 on the Math Total subtest of the ITBS and ITED.</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;">percent proficient 2007-2008</th> <th style="text-align: left;">percent proficient 2008-2009</th> </tr> </thead> <tbody> <tr> <td>grade 3 = 47.62</td> <td>grade 4 = 46.1</td> </tr> <tr> <td>grade 4 = 54.8</td> <td>grade 5 = 56.25</td> </tr> <tr> <td>grade 5 = 47.22</td> <td>grade 6 = 41.77</td> </tr> <tr> <td>grade 6 = 54.02</td> <td>grade 7 = 42.53</td> </tr> <tr> <td>grade 7 = 49.25</td> <td>grade 8 = 34.48</td> </tr> <tr> <td>grade 10 = 6.25</td> <td>grade 11 = 21.15</td> </tr> </tbody> </table>	percent proficient 2007-2008	percent proficient 2008-2009	grade 3 = 47.62	grade 4 = 46.1	grade 4 = 54.8	grade 5 = 56.25	grade 5 = 47.22	grade 6 = 41.77	grade 6 = 54.02	grade 7 = 42.53	grade 7 = 49.25	grade 8 = 34.48	grade 10 = 6.25	grade 11 = 21.15
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<p>Were the Annual Goals Met?</p>	<p>NO</p>														
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>Students with IEP's in grades 5 and 11 met the goal.</p> <p style="padding-left: 20px;">Students with IEP's in grade 5 scored 56.25% proficient compared to 54.8% proficient as 4th graders.</p> <p style="padding-left: 20px;">Students with IEP's in grade 11 scored 21.15% proficient compared to 6.25% proficient as 10th graders.</p> <p>Students with IEP's in grades 4, 6, 7, and 8 did not meet the goal.</p> <p style="padding-left: 20px;">Students with IEP's in grade 4 scored 46.1% proficient compared to 47.62% proficient as 3rd graders.</p> <p style="padding-left: 20px;">Students with IEP's in grade 6 scored 41.77% proficient compared to 47.22% proficient as 5th graders.</p> <p style="padding-left: 20px;">Students with IEP's in grade 7 scored 42.53% proficient compared to 54.02% proficient as 6th graders.</p> <p style="padding-left: 20px;">Students with IEP's in grade 8 scored 34.48% proficient compared to 49.25% proficient as 7th graders.</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>Regular and special education math teachers will participate in problem-based mathematics training together. This training includes a new method for effective progress monitoring and formative assessment. The plan also includes professional development for special education math teachers for increased use of problem-based mathematics, Thinking with Numbers, Basic Math Facts, and daily math routines.</p> <p>All buildings develop Building Improvement Plans based on the district Comprehensive School Improvement Plan. These building plans are developed after thorough review of student achievement data from ITBS/ITED and classroom assessment. Student data is analyzed by district, building, grade level, subgroup and individual student.</p> <p>A renewed emphasis on the fidelity of implementation of district professional development focuses on walk through/observation checklists for building principals' monitoring of appropriate math instructional strategies. Building staff will regularly engage in modeling, coaching, practice, and providing feedback for one another to enhance implementation.</p>														

2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)	During the 2009-2010 school year, the percent of students proficient and above (41-99 NPR) in grades 4-8 and 11 will increase compared to the same students in 2008-2009 on the Math Total subtest of the ITBS and ITED. Percent proficient 2008-2009 grade 3 = 78.03 grade 4 = 85.21 grade 5 = 83.92 grade 6 = 77.03 grade 7 = 81.29 grade 8 = 79.41 grade 9 = 71.00 grade 10 = 68.97
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Chapter 12 Improvement Goals Science															
<p>281--IAC 12.8(3)(b)</p> <p>PUBLIC</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><input checked="" type="checkbox"/> Grade 8 is served.</p> <p><input checked="" type="checkbox"/> Grade 11 is served.</p> <p><input type="checkbox"/> Neither Grade 8 or Grade 11 is served.</p> <p>SCIENCE ONLY: At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. <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></p>															
<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Increase the percentage of students who scored as proficient and above (41-99NPR) in science in grades 4-8 and 11 as measured by ITBS/ITED.</p>														
<p>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2008-2009 school year, the percent proficient of students with IEPs in grades 4-8 and 11 will increase compared to the same students in 2007-2008 on the Science subtest of the ITBS and ITED.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">percent proficient 2007-2008</td> <td style="width: 50%;">percent proficient 2008-2009</td> </tr> <tr> <td>grade 3 = 58.33</td> <td>grade 4 = 71.18</td> </tr> <tr> <td>grade 4 = 74.65</td> <td>grade 5 = 71.05</td> </tr> <tr> <td>grade 5 = 73.62</td> <td>grade 6 = 48.10</td> </tr> <tr> <td>grade 6 = 63.09</td> <td>grade 7 = 58.02</td> </tr> <tr> <td>grade 7 = 68.85</td> <td>grade 8 = 62.96</td> </tr> <tr> <td>grade 10 = 25.00</td> <td>grade 11 = 25.00</td> </tr> </table>	percent proficient 2007-2008	percent proficient 2008-2009	grade 3 = 58.33	grade 4 = 71.18	grade 4 = 74.65	grade 5 = 71.05	grade 5 = 73.62	grade 6 = 48.10	grade 6 = 63.09	grade 7 = 58.02	grade 7 = 68.85	grade 8 = 62.96	grade 10 = 25.00	grade 11 = 25.00
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<p>Were the Annual Goals Met?</p>	<p>NO</p>														
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>Students with IEP's in grade 4 met the goal. Students with IEP's in grade 4 scored 71.18% proficient compared to 58.33 as 3rd graders.</p> <p>Students with IEP's in grades 5, 6, 7, 8, and 11 did not meet the goal. Students with IEP's in grade 5 scored 71.05% proficient compared to 74.65% proficient as 4th graders. Students with IEP's in grade 6 scored 48.1% proficient compared to 73.62% proficient as 5th graders. Students with IEP's in grade 7 scored 58.02% proficient compared to 63.09% proficient as 6th graders. Students with IEP's in grade 8 scored 62.96% proficient compared to 68.85% proficient as 7th graders. Students with IEP's in grade 11 scored 25% proficient, the same as they did the previous year in 10th grade.</p>														
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to</p>	<p>Overall science proficiency is highest among the three subjects (reading, math and science), ranging near or above the Iowa state trajectory toward full proficiency in 2014.</p> <p>The district's action plan for increasing proficiency in science includes continued focus on hands-on, inquiry-based laboratory instruction and implementation of the Iowa Core Curriculum. All buildings develop Building Improvement Plans based on the district Comprehensive School Improvement Plan. These building plans are developed after thorough review of student achievement data from ITBS/ITED and classroom assessment. Student data is analyzed by</p>														

<p>meet future goals includes the following:</p>	<p>district, building, grade level, subgroup and individual student. A renewed emphasis on the fidelity of implementation of district professional development focuses on walk through/observation checklists used by building principals to monitor the appropriate science inquiry strategies. Building staff will regularly engage in modeling, coaching, practice, and providing feedback for one another to enhance implementation.</p>
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)</p>	<p>During the 2009-2010 school year, the percent of students proficient and above (41-99 NPR) in grades 4-8 and 11 will increase compared to the same students in 2008-2009 on the Science subtest of the ITBS and ITED.</p> <p>percent proficient 2008-2009 grade 3 = 89.19 grade 4 = 86.22 grade 5 = 87.33 grade 6 = 81.07 grade 7 = 85.62 grade 8 = 90.73 grade 9 = 78.62 grade 10 = 82.37</p>

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Chapter 12 Alternative Assessment - Reading**281--IAC 12.8(3)(a)(1)****PUBLIC**

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

YES, testing is done using ONLY ITBS and/or the ITED; and, are 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.

Not currently using Alternative Assessment for Reading

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Chapter 12 Alternative Assessment - Math**281--IAC 12.8(3)(a)(1)****PUBLIC**

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

YES, testing is done using ONLY ITBS and/or the ITED; and, are 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.

Not currently using Alternative Assessment for Math

Chapter 12 Alternative Assessment - Science**281--IAC 12.8(3)(a)(1)****PUBLIC**

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

YES, testing is done using ONLY ITBS and/or the ITED; and, are 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.

Not currently using Alternative Assessment for Science

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Chapter 12 Multiple Assessments	
Assessment Selections 281--IAC 12.8(3)(b)(5)	
PUBLIC	
<ul style="list-style-type: none"> All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district. Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district. Whole grade sharing districts only report data within grade levels served by the district. 	
View Complete Assessments List	List of All Available Assessments

Reading	
Assessment Used:	Constructed-Response Supplement to The Iowa Tests (57)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	EXPLORE/PLAN
Explanation -- How did the students do on this test?	<p>83% of 5th graders were proficient on the Constructed-Response Supplement to the Iowa Tests.</p> <p>46% of 8th graders met benchmark at the level of college readiness expected of 8th graders on the ACT-EXPLORE test.</p> <p>52% of 10th graders met benchmark at the level of college readiness expected of 10th graders on the ACT-PLAN test.</p>

Math	
Assessment Used:	Constructed-Response Supplement to The Iowa Tests (57)
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>51% of 5th graders were proficient on the Constructed-Response Supplement to the Iowa Tests.</p> <p>37% of 8th graders met benchmark at the level of college readiness expected of 8th graders on the ACT-EXPLORE test.</p> <p>28% of 10th graders met benchmark at the level of college readiness expected of 10th graders on the ACT-PLAN test.</p>

Science	
Assessment Used:	SCASS (State Collaborative on Assessment and Student Standards) (313)
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?

69% of 5th graders were proficient on the State Collaborative on Assessment and Student Standards.

13% of 8th graders met benchmark at the level of college readiness expected of 8th graders on the ACT-EXPLORE test.

28% of 10th graders met benchmark at the level of college readiness expected of 10th graders on the ACT-PLAN test.

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Chapter 12 Post-Secondary Data	
Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)	
Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.	
List assessment used and cut score:	The assessment is the ACT. The cut score that indicates probable post-secondary success is 20.
This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution. If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.	<p>215 Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: 215. Iowa Testing information from Project EASIER BEDS table.)</p> <p>308 Total number of students who took the test. (Number of students who took the ACT test: 308. Iowa Testing information from Project EASIER BEDS table.)</p> <p>69.81% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</p>
Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)	
All high school seniors who intend to pursue post-secondary education or training. PUBLIC These data are from the last available Spring B.E.D.S.	<p>351 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 350. Data from Project EASIER BEDS table.)</p> <p>412 Total number of seniors who have graduated. (Number of seniors: 412. Data from Project EASIER BEDS table.)</p> <p>85.19% Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</p>
Core Program Completers 281--IAC 12.8(3)(a)(7)	
All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.	<p>414 Total number of high school graduates who completed a core program.</p> <p>414 Total number of high school graduates.</p> <p>100.00% Total percentage of high school graduates who completed a core program. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</p>

Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

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.

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).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

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	14 Total number of All Dropouts, grades 7-12.
	2566 Total number of All Students, grades 7-12.
	0.55% Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
DROPOUT SUBGROUPS	
Female 2007-2008	7 Total number of Female Dropouts, grades 7-12.
	1262 Total number of Female Students, grades 7-12.
	0.55% Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Male 2007-2008	7 Total number of Male Dropouts, grades 7-12.
	1304 Total number of Male Students, grades 7-12.
	0.54% Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2007-2008	13 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	2346 Total number of White (not of Hispanic origin) Students, grades 7-12.
	0.55% 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.
Black (not of Hispanic origin) 2007-2008	0 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.
	57 Total number of Black (not of Hispanic origin) Students, grades 7-12.
	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.
Hispanic 2007-2008	<p>1 Total number of Hispanic Dropouts, grades 7-12.</p> <p>89 Total number of Hispanic Students, grades 7-12.</p> <p>1.12% 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>11 Total number of American Indian or Alaskan Native Students, grades 7-12.</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>63 Total number of Asian or Pacific Islander Students, grades 7-12.</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>2 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>374 Total number of Disabled/IEP Students, grades 7-12.</p> <p>0.53% 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>
English Language Learners (ELL) 2007-2008	<p>0 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>18 Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p>0.00% Total percentage of English Language Learners (ELL) 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)																									
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.	<p>The district's select local indicator impacting student learning is its record of parent involvement as evidenced by parent-teacher conference attendance.</p> <table border="1"> <thead> <tr> <th>BUILDING</th> <th>PERCENT PARENT ATTENDANCE AT CONFERENCE</th> </tr> </thead> <tbody> <tr> <td>Altoona Elem</td> <td>97.2</td> </tr> <tr> <td>Centennial Elem</td> <td>98.9</td> </tr> <tr> <td>Clay Elem</td> <td>97.6</td> </tr> <tr> <td>Delaware Elem</td> <td>97.6</td> </tr> <tr> <td>Four Mile Elem</td> <td>97.7</td> </tr> <tr> <td>Mitchellville Elem</td> <td>97.7</td> </tr> <tr> <td>Runnells Elem</td> <td>100.0</td> </tr> <tr> <td>Willowbrook Elem</td> <td>97.0</td> </tr> <tr> <td>Junior High</td> <td>81.6</td> </tr> <tr> <td>Senior High</td> <td>56.8</td> </tr> <tr> <td>Harbor Alternative</td> <td>59.9</td> </tr> </tbody> </table>	BUILDING	PERCENT PARENT ATTENDANCE AT CONFERENCE	Altoona Elem	97.2	Centennial Elem	98.9	Clay Elem	97.6	Delaware Elem	97.6	Four Mile Elem	97.7	Mitchellville Elem	97.7	Runnells Elem	100.0	Willowbrook Elem	97.0	Junior High	81.6	Senior High	56.8	Harbor Alternative	59.9
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Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)																									
<p>Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3. Early intervention goal(s) might also be class size reduction goals.</p>																									
Did the school districts accept Early Intervention funding?	YES																								
All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.	<p>Southeast Polk uses Iowa Early Intervention block grant funds to pay for part of the district-wide Reading Intervention program. Each elementary building has at least one reading specialist who provides supplemental reading instruction to struggling readers and works with classroom teachers to design and deliver appropriate reading interventions. The program directs efforts to phonemic awareness, visual phonics, pre-reading assistance for kindergartners, and early reading help for first, second and some third graders.</p> <p>The district's Early Intervention goal is to reduce the class size of groups for reading instruction toward attainment of our 3rd grade reading goal.</p> <p>From 2008 to 2009 student proficiency of all 3rd graders decreased from 85.4% to 79.8%, among low SES 3rd graders students increased from 60% to 64.9%, and among students 3rd graders with IEPs decreased from 50% to 47.9%.</p>																								

Athletic Eligibility Report for the Iowa State Board of Education
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Assistance for Student Athletes
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<p>Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classroom teacher interventions <input checked="" type="checkbox"/> Coach interventions <input checked="" type="checkbox"/> Study hall/study table <input checked="" type="checkbox"/> Tutors <input checked="" type="checkbox"/> Parent involvement <input checked="" type="checkbox"/> Classroom interventions <input 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
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Other

<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>Student athletes must pass all subjects. Student athletes must attend school 5 periods of 8 on days they participate in an athletic activity. Students suspended out of school are not allowed to participate for the duration of the suspension. Students suspended in school are allowed to practice, but not to enter competition for the duration of the suspension. Student athletes must have a physical form on file and proof of insurance. (The school offers insurance for families who do not have coverage). All students involved in extra-curricular activities must adhere to the district's code of conduct. Other rules pertaining to athletic eligibility match department of education and boys' and girls' association guidelines and Iowa State Board of Education rules.</p>
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Assurances	
Assurances -- Public ONLY	
YES	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	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.
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 17, 2009

District Information	
Authorized Agency	Southeast Polk Comm School District 8379 NE University Ave Pleasant Hill, Iowa 50327 AEA: AEA 11 Heartland (<i>district filed under aea control code 9211</i>)
Primary APR Contact	Name:* Kristine Condon Title:* Director of Curriculum/Instruc Telephone:* 515 - 957 - 3407 Extension: FAX:* 515 - 967 - 4257 Email:* <small>Click, below, to email contact:</small> condonk@se-polk.k12.ia.us