

6937 0000-West Burlington Ind School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment Yes No
2. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. Yes No
3. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. Yes No

APR

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

Yes No

1. Please report on the progress of those goals for 2014-2015.

STAR Assessments for reading and math proficiency.

Kindergarten end of year reading proficiency 87.3% ^ math proficiency 55.4%

1st Grade^ end of year reading proficiency 79.5% ^ math proficiency 80.8%

2nd Grade^ end of year reading proficiency 75.3% ^ math proficiency 76.5%

3rd Grade^ end of year reading proficiency 75% ^ math proficiency 75%

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

Yes No

1. Report how class size reduction funds were used to meet these goals for 2014-2015.

We utilized the funds to provide additional teachers where needed. ^ ^ ^

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

READING ^ K-12 Standards
Sub-Domain: ^ Foundational Skills

Students will demonstrate understanding of the organization and basic features of print
Students will demonstrate understanding of spoken words, syllables, and sounds
Students know and apply grade-level phonics and word analysis skills in decoding words
Students will read with sufficient accuracy and fluency to support comprehension

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

All ^ students at WBISD will score proficient or ^ meet ^ and/or ^ exceed the expected growth rate ^ as measured by ^ the Iowa Assessments.

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

Yes No

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

Additional professional development time has been allotted for: 1. ^ Vertical articulation 2. Common core analysis ^ ^ ^ ^ ^ ^ ^ 3. Collaboration. ^ 4. Instructional strategies ^ 5. Data analysis

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

During the 2014-2015 school year, the following percentages of students were proficient or grew the expected growth rate in each grade:

Grade 3: 92% (In 2013-2014, 85% were proficient.)

Grade 4: Â 81% (In 2013-2014, 80% were proficient.)

Grade 5: Â 79% (In 2013-2014, 75% were proficient.)

Grade 6:Â 95%

Grade 7: 83%

Grade 8: 75%

Grade 9: 94%

Grade 10: 96%

Grade 11: 90%

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

All students at WBISD will score proficient or meet and/or exceed the expected growth rate as measured by the Iowa Assessments

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

1. Understands and applies problem solving strategies. (K-12)
2. Understands and applies concepts of numbers and operations. (K-12)
3. Understands and applies concepts of measurements. (K-12)
4. Understands and applies properties of geometry. (K-12)
5. Understands and applies concepts of data analysis and probability. (K-12)
6. Understands and applies concepts of algebra and function. (K-12)
7. Communicates and reasons mathematically. (K-12)

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

All students at WBISD will score proficient or meet and/or exceed the expected growth rate as measured by the Iowa Assessments

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

Yes No

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

Additional professional development time has been allotted for: 1. Vertical articulation 2. Common core analysis 3. Collaboration. 4. Instructional strategies 5. Data analysis

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

During the 2014-2015 school year, the following percentages of students were proficient or met the expected growth rate on the Iowa Assessments in each grade:

Grade 3: 89% (In 2013-2014, 89% were proficient.)

Grade 4: 81% (In 2013-2014, 84% were proficient.)

Grade 5: 69% (In 2013-2014, 83% were proficient.)

Grade 6: 85%

Grade 7: 93%

Grade 8: 78%

Grade 9: 89%

Grade 10: 92%

Grade 11: 88%

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

1. Understands and applies problem solving strategies. (K-12)
2. Understands and applies concepts of numbers and operations. (K-12)
3. Understands and applies concepts of measurements. (K-12)
4. Understands and applies properties of geometry. (K-12)
5. Understands and applies concepts of data analysis and probability. (K-12)
6. Understands and applies concepts of algebra and function. (K-12)
7. Communicates and reasons mathematically. (K-12)

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

1. Understands basic features of the Earth. (K-12)
2. Understands basic Earth processes. (K-12)
3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it. (K-12)
4. Knows about the diversity and unity that characterize life. (K-12)
5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next. (K-12)
6. Knows the general structure and functions of cells in organism. (K-12)
7. Understands how species depend on one another and on the environment for survival. (K-12)
8. Understands the cycling of matter and flow of energy through the living environment. (K-12)
9. Understands the basic concepts of the evolution of the species. (5-12)
10. Understands basic concepts about structure and properties of matter. (K-12)
11. Understands energy types, sources, conversions, and their relationship to heat and

temperature. (K-12)

12. Understands motion and the principles that explain it. (K-12)

13. Understands the nature of scientific inquiry. (K-12)

14. Understands the scientific enterprise. (5-12)

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

All students at WBISD will score proficient or meet and/or exceed the expected growth rate as measured by the Iowa Assessments

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

Yes No

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

Additional professional development time has been allotted for: 1. Vertical articulation 2. Common core analysis 3. Collaboration. 4. Instructional strategies 5. Data analysis

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

During the 2014-2015 school year, the following percentages of students were proficient or met the expected growth rate as measured by the Iowa Assessments.

Grade 4: ^ 84% (In 2013-2014, 85.5% were proficient.)

Grade 7:^ 89%

Grade 8:^ 88%

Grade 9: 77%

Grade 10: 90%

Grade 11: 86%

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

All^ students at WBISD will score proficient or^ meet ^ and/or^ exceed the expected growth rate ^ as measured by ^ the Iowa Assessments

Learning Environment

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

Goal 1: All students will feel safe at and connected to school.

Goal 2: All students will lead healthy life styles.

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

Iowa Youth Survey data

Goal 1: Students feel safe and connected

- WBISD has made vast upgrades in regard to surveillance equipment and general school security.
- All WBISD staff are ALICE Trained.
- Students are annually ALICE trained.
- The SOAR program has provided an avenue to model appropriate student behavior.
- The elementary and secondary have instituted Falcon Families to address the Character Counts curriculum.
- Youth Survey data supports feelings of safety.
- Open enrollment numbers indicate customer satisfaction and a general positive perception of WBISD.
- After school program for grades 1-6. Social time and academic support.
- 1:1 device program

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Goal 2: Healthy Lifestyles

- Physical Education & Health Department has developed a curriculum for life-long learning to encourage healthy choices and exercise
- Hot lunch program adheres to Federal mandated standards on healthy lunches and serving portions.
- The Board of Education has provided more weight training equipment and facilities.
- The Board is considering a bond issue asking for a new elementary gym. This will benefit inside recess, the PE program, and the hot lunch program.
- The Board is considering kitchen upgrades at both sites. This will allow better quality of food. The board is also considering a JH/HS cafeteria upgrade.
- The school district's health insurance carrier is providing numerous healthy life-style activities including:
 - health screening

- healthy lifestyle newsletter

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20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2014-2015:

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

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

45

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

48

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

93.75000000000000

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

4

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

384

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

1

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

1

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

194

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

0

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

3

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

190

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

1

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

2

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

282

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

0

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

0

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

41

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

0

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

0

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

22

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

0

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

0

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

13

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

0

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

0

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

0

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

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:

0

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

0

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

0

52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:

25

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

2

55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:

34

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

5

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

0

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

4

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

0

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015?

Yes No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015.

| Assessment | Other |
|--|-------|
| Fluency Tests (a.k.a. - Fluency Probes; Fluency) | |
| Fountes-Pinnell Word List | |
| FRY | |
| Guided Reading Assessment (a.k.a. - Guided reading benchmark assessment) | |
| STAR | |
| STAR Reading Assessment | |
| BRI - Basic Reading Inventory (a.k.a. â€“ Johnâ€™s BRI) | |
| Brigance | |
| CAT - Cognitive Abilities Test (a.k.a. - COGAT) | |
| CBM â€“ Curriculum-based Measurement | |
| Progress Monitoring | |
| Progress Reports | |
| Reading Recovery | |
| Reading Unit Test | |
| Running Records | |
| Accelerated Reader (a.k.a. - Accelerated Reader Computer Assessment; Accelerated Reading Program; Accelerated Reading Tests) | |

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| ACT Assessment (ACT product) | |
| Chapter Tests | |
| Checklists | |
| Classroom Assessments | |
| Classroom Observations | |
| Concepts of Print (part of the Clay OS) | |
| DIBELS “ Dynamic Indicators of Basic Early Literacy Skills | |
| District Developmental Assessments | |
| District Kindergarten Readiness | |
| District Phonological Processing | |
| Dolch Words | |
| Every Child Reads | |
| Writing Assessments | |
| Writing Portfolios | |
| Letter and Sound (a.k.a. “ Letter Sound Identification; Letter/sound knowledge) | |
| Letter Identification | |
| Marie Clay Observation Survey of Early Literacy Achievement (a.k.a. “ Marie Clay Observation; Marie Clay; Observation Survey (OS)) | |

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

There are multiple reading assessments listed that are not used by all students. Each assessment is used to either as a screen, a diagnostic reading assessment or to progress monitor student growth. The screen assessments that are given currently to all students are the STAR reading assessment and the FAST assessment k-5. The results of these screens lead us to using a diagnostic test to define a student’s area of need..

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015.

| Assessment | Other |
|----------------------------------|-------|
| STAR | |
| STAR Math | |
| Teacher Designed Authentic Tasks | |
| Progress Monitoring | |
| Progress Reports | |
| Reading and Math Rubrics | |
| Rubrics | |
| Running Records | |
| ACT Assessment (ACT product) | |

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| Chapter Tests | |
| Checklists | |
| Classroom Assessments | |
| Classroom Observations | |
| common tasks | |
| District developed writing rubrics | |
| Unit Tests | |
| write a story | |
| Local Design Test | |
| Locally Developed Checklist | |
| Accelerated Math | |

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

There are multiple math assessments listed that are not used by all students. Each assessment is used to either as a screen, a diagnostic math assessment or to progress monitor student growth. The screen assessments that are given currently to all students are the STAR Math assessment. The results of this screen leads us to using a diagnostic test to define a students area of need.

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015.

| Assessment | Other |
|--|-------|
| STAR | |
| CAT - Cognitive Abilities Test (a.k.a. - COGAT) | |
| CBM – Curriculum-based Measurement | |
| ACT Assessment (ACT product) | |
| Authentic performances (a.k.a. Authentic Tasks) | |
| Chapter Tests | |
| Checklists | |
| Classroom Assessments | |
| Classroom Observations | |
| common tasks | |
| Fine Motor Skill Assess | |
| Text Developed Tests | |
| Unit Tests | |
| Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks) | |
| ASVAB – Armed Services Vocational Aptitude Battery | |

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

There are multiple science assessments that are utilized by teachers in the district. Each assessment is used to progress monitor student growth toward obtainment of science standards and benchmarks. The assessments given provide the teaching staff necessary data to make instructional decision for whole group and individual instruction. These assessment are not used to determine whether or not the annual improvement goals are met..

67. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education..

68. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

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

23

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

46

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

50.00

72. All information required for this APR has been or will be reported to the local community.

Yes No

1. Date the required APR content was or will be reported to the community.

October 19, 2015