

Iowa Department of Education

School Year:	Form: Form Must Be Completed By: Both Public and Non-Public
	District: 3841 School: 0000 Name: Louisa-Muscatine Comm School District

Division of PK-12 Education
Annual Progress Report (APR)
 Minimum Requirements
 Due Date: September 15
Print Summary All, Public

Chapter 12 Improvement Goals Reading	
<h2>281--IAC 12.8(3)(b)</h2> <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. 	
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	All K-12 students will achieve at high levels in reading comprehension, prepared for success after high school.
2010-2011 Current School Year Annual	During the 2010-2011 school year, Louisa-Muscatine CSD will increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Reading assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Reading Test as compared to their performance in 8th grade (45.5% proficient).

Goals: 281--IAC 12.8(3)(b)(4)	
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	Our 2010-2011 school year reading goal was to increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Reading assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Reading Test as compared to their performance in 8th grade (45.5% proficient). We did meet the goal. Our goal predicted that we would see an increase. This year 57.6% of these students scored in the proficient range. This is a 12.1% increase from 45.5% in 2010-11.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	(Not Required)
2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	During the 2011-2012 school year, Louisa-Muscatine CSD will increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Reading assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Reading Test as compared to their performance in 8th grade (57.5% proficient).

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Chapter 12 Improvement Goals Math
<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.

	<ul style="list-style-type: none"> Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.
<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>All K-12 students will achieve at high levels in mathematics, prepared for success after high school.</p>
<p>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2010-2011 school year, Louisa-Muscatine CSD will increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Math assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Math Test as compared to their performance in 8th grade (60.6% proficient).</p>
<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>Our 2010-2011 math goal was to increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Math assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Math Test as compared to their performance in 8th grade (60.6% proficient). We did not meet the goal. Our goal predicted an increase and 59.1% of these students scored in the proficient range. This was a decrease of 1.5% from the 60.1% of the students who were proficient in 2010-11.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:</p>	<p>Work was done this summer to identify gaps in our math curriculum when compared to the Iowa Core Mathematics Standards. The Iowa Core Alignment Tool (ICAT) was completed, gaps were identified and then prioritized as to what gaps needed to be corrected first to provide our students the best mathematical knowledge and skills. Strategies were chosen at each grade level to address the prioritized gaps. Grade 9 and 10 math teachers customized the Cognitive Tutor curriculum (with the guidance of the AEA Cognitive Tutor rep) to provide more continuity in the presentation of concepts and practice of skills. The Grade 8 math instructor and co-teacher are attending math workshops this summer to work collaboratively with other math instructors to develop lessons and units to develop skills and concept understandings aligned with the Iowa Core.</p>
<p>2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2011-2012 school year, Louisa-Muscatine CSD will increase the percent of grade 8 general population students (this includes all grade 8 students taking the ITBS Math assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Basic Skills Math Test as compared to their performance in 7th grade (61.9% proficient).</p>

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Chapter 12 Improvement Goals Science

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.

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

Grade 8 is served.
Grade 11 is served.
 Neither Grade 8 or Grade 11 is served.

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. **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.**

<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>All K-12 students will achieve at high levels in science, prepared for success after high school.</p>
<p>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2010-2011 school year, Louisa-Muscatine CSD will increase the percent of grade 10 general population students (this includes all grade 10 students taking the ITED Science assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Science Test as compared to their performance in 9th grade (69.9% proficient).</p>
<p>Were the Annual Goals Met?</p>	<p>YES</p>
<p>Supporting Data to demonstrate that the district has or has not met</p>	<p>Our 2010-2011 science goal was to increase the percent of grade 10 general population students (this includes all grade 10 students taking the ITED Science assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Science Test as compared to their performance in 9th grade (69.9% proficient). We did meet this goal. We predicted that we would see an increase in the score. This year 71.2% of these students scored</p>

its goal:	in the proficient range. This is a 1.3% increase from the 2010-11 69.9%.
<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>	(Not Required)
<p>2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>During the 2011-2012 school year, Louisa-Muscatine CSD will increase the percent of grade 9 general population students (this includes all grade 9 students taking the ITED Science assessment) who score in the proficient range (41 percentile or above) as measured by the Iowa Tests of Educational Development Science Test as compared to their performance in 8th grade (66.7% proficient).</p>

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Chapter 12 Alternative Assessment - Reading
<p>281--IAC 12.8(3)(a)(1)</p> <p>PUBLIC</p> <p>Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.</p> <p>YES , testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.</p> <p><u>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.</u></p> <p>If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:</p> <ul style="list-style-type: none"> • 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

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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

- 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.

List of All Available Assessments

Reading

Assessment Used:	Other (405)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Stanford Diagnostic Reading Test
Explanation -- How did the students do on this test?	<p>Wanting to have a measure that diagnosed specific reading learning needs of 7th and 8th grade students we began using the Stanford Diagnostic Reading Test. Tests are given in the fall and then again in the spring. Fall scores are used for placement in special programming and to identify specific lacking skills for all students that need to be addressed during the year. Spring testing is used to measure growth of the students. Of 64 7th graders tested in fall and spring, 50%(32) showed some type of gain or topped out in scoring both in fall and spring. 50% of those showing growth (16) grew 1+ years. Of 58 8th graders tested in fall and spring, 62% (36) showed some type of gain or topped out in scoring both in fall and spring. 50% (18) of those showing growth grew 1+ years.</p> <p>This is baseline data as this is the first year that we tested all 7th and 8th graders. As we become better using this data for guiding instruction, we plan to see even more gains in 7th and 8th graders' reading progress.</p>

Math

Assessment Used:	Other (405)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Skills Iowa Benchmark Math Assessments (Assess. aligned to ITBS given 3 times/year in grades 3-6.)
Explanation -- How did the students do on this test?	Wanting a test that provided us with formative assessment information we have chosen to use the on-line Skills Iowa Math Benchmark test as a multiple assessment in grades 3-6. Results from these assessments are used to place students in Skills Tutor lessons addressing areas

	<p>needing improvement. Results are also compared to all other Iowa schools taking the assessments, and to other Iowa schools of comparable size. There are four performance levels based on the percent of correct answers: Exceeds Standards (86-100%), Meets Standards (71-85%), Approaching Standards (51-71%), Below Standard (49% and below).</p> <p>Results: Grade 3: Students exceeded the state performance on 2 of 3 assessments. When compared to schools similar in size students ranked 3 out of 5.</p> <p>Grade 4: Students exceeded the state performance on 1 of 3 assessments. When compared to schools similar in size students ranked 3 out of 3. Teachers have looked at administration of the assessments and will monitor this more closely next year. These scores were lower than what the summative ITBS scores would indicate that these students can do.</p> <p>Grade 5: Students exceeded the state performance on 1 of 3 assessments. When compared to schools similar in size students ranked 3 out of 5. Teachers worked this summer to align math curriculum more closely to Iowa Core.</p> <p>Grade 6: Students exceeded the state performance on 3 of 3 assessments. When compared to schools similar in size students ranked 2 out of 4. Teachers work to align 6th grade math curriculum to Iowa Core has shown increases in performance on this assessment as well as on ITBS.</p>
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Science

Assessment Used:	Other (405)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Iowa End of Course Assessment Programs- Physical Science
Explanation -- How did the students do on this test?	<p>Working to improve the rigor and alignment of our science program, we have chosen to use Iowa End of Course Assessment Programs. We believe these assessments are better aligned to Iowa Core Curriculum than our district made assessments, and will eventually allow us to compare our performance beyond our district. This comparison is important to us because we are a one high school district. We are reporting out on the Physical Science End of Course Assessment for the first year. The test consists of 30 items covering 6 areas: Chemical Reactions (2), Conservation of Energy % Increase in Disorder (6), Interactions of Energy & Matter (3), Motions & Forces (11), Structure & Properties of Matter (5), Structure of Atoms (3)</p> <p>Year 1 Baseline Data:</p>

	<p>Total Assessment: Avg. % Correct - 55.5%</p> <p>Chemical Reactions: Avg. % Correct -50%</p> <p>Conservation of Energy & Increase in Disorder: Avg. % Correct - 57.1%</p> <p>Interactions of Energy & Matter: Avg. % Correct - 57.4%</p> <p>Motions & Forces: Avg. % Correct - 62.7%</p> <p>Structure & Properties of Matter: Avg. % Correct - 36.6%</p> <p>Structure of Atoms: Avg. % Correct - 59.6%</p> <p>The teacher of the course used these scores in conjunction with his Iowa Core Alignment Tool results to choose strategies and plan lessons that will provide students instruction more aligned to the Iowa Core.</p>
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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:	ACT with cut score of 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.	<p>27 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: 27. Iowa Testing information from Project EASIER BEDS table.)</p> <p>39 Total number of students who took the test. (Number of students who took the ACT test: 39. Iowa Testing information from Project EASIER BEDS table.)</p> <p>69.23% 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>
If available, ACT data will be automatically provided. These data are from the last available Project EASIER Spring/B.E.D.S.	
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 Project EASIER Spring/B.E.D.S.

60 Total number of seniors who intend to pursue post-secondary education/training.
(Number of seniors who declared post-secondary education intentions: **60**. Data from Project EASIER BEDS table.)

70 Total number of seniors who have graduated.
(Number of seniors: **70**. Data from Project EASIER BEDS table.)

85.71% 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.

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.

70 Total number of high school graduates who completed a core program.

70 Total number of high school graduates.

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.

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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 (2009-

2010), while the APR itself is in the current school year (2010-2011).

Dropout Definitions

According to the CCD definition, a dropout is an individual who

1. was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
2. is not enrolled as of Count Day 2010
3. has not graduated from high school or completed a state- or district-approved education 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 education 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.

All Dropouts 2009-2010	<p>8 Total number of All Dropouts, grades 7-12.</p> <p>438 Total number of All Students, grades 7-12.</p> <p>1.83% Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
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DROPOUT SUBGROUPS

Female 2009-2010	<p>3 Total number of Female Dropouts, grades 7-12.</p> <p>209 Total number of Female Students, grades 7-12.</p> <p>1.44% Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
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Male 2009-2010	<p>5 Total number of Male Dropouts, grades 7-12.</p> <p>229 Total number of Male Students, grades 7-12.</p> <p>2.18% Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
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White (not of Hispanic origin)	<p>6 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>395 Total number of White (not of Hispanic origin) Students, grades 7-12.</p>
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2009-2010	<p>1.52% Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Black (not of Hispanic origin) 2009-2010	<p>0 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12. 0 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.</p>
Hispanic 2009-2010	<p>1 Total number of Hispanic Dropouts, grades 7-12. 33 Total number of Hispanic Students, grades 7-12. 3.03% 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 2009-2010	<p>1 Total number of American Indian or Alaskan Native Dropouts, grades 7-12. 5 Total number of American Indian or Alaskan Native Students, grades 7-12. 20.00% 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 2009-2010	<p>0 Total number of Asian Dropouts, grades 7-12. 2 Total number of Asian Students, grades 7-12. 0.00% Total percentage of Asian Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Pacific Islander 2009-2010	<p>0 Total number of Pacific Islander Dropouts, grades 7-12. 0 Total number of Pacific Islander Students, grades 7-12. 0.00% Total percentage of Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Multiple (2+ Race/Ethnicity) 2009-2010	<p>0 Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. 3 Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12. Students are only counted once on this form. This field is not used unless the student is counted in this field only. This field is not used if the multiple race/ethnicity includes Hispanic, the Hispanic field is used, instead.</p>

	<p>0.00% Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2009-2010	<p>2 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>50 Total number of Disabled/IEP Students, grades 7-12.</p> <p>4.00% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2009-2010	<p>0 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>0 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>

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Additional State Requirements

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

<p>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply — every school district must report at least one additional locally determined</p>	<ol style="list-style-type: none"> 1. Decrease the 7-12 dropout rate for 09-10 from the 08-09 dropout rate of 0.65%. * 09-10 7-12 Drop-out rate was 1.83% (8 of 438 students). This was an increase of 1.18%. As we work to increase our rigor and better prepare students we realize there will be a year or two of increase as students adjust to these higher expectations, but we believe the long range goal of better prepared students is worth the increase. 2. Increase in the percentage of high school seniors who intend to pursue post-secondary education/training. *86.96% of our 2011 graduates stated they were pursuing post-secondary education. This is an increase of 5.02% from the 81.94% of 2010 graduates, and an increase from our high of 82.5% in 2008. We believe we are continuing to see the benefits of giving all students the PLAN, counseling students on career choices beginning in grade 8, and reviewing academic plans annually. 3. Increase in the percent of students achieving college success indicator of 20 or above on ACT. *69.23% of our students taking the ACT scored a composite of 20 or above. This is an increase of 1.66 percent from the 67.57% of 09-10 students taking ACT. This increase is not as great as the increase from 08-09 (6.03%) but does maintain a positive trend-line. We continue our alignment work with the Iowa Core to increase the rigor of our courses to meet college skill levels.
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indicator.

Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

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.

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.

1. Louisa-Muscatine will maintain the following Pupil/Teacher ratio for grades K-3.
*K= 17:1: In 10-11 we maintained a 21:1 pupil teacher ratio, not meeting our goal.
*1st= 19:1: In 10-11 we maintained a 19.4:1 pupil/teacher ratio, meeting our goal.
*2nd= 20:1: In 10-11 we maintained a 20:1 pupil/teacher ratio, meeting our goal.
*3rd= 20:1: In 10-11 we maintained a 20:1 pupil/teacher ratio, meeting our goal.

2. Louisa-Muscatine will show an increase in the percent of 1st-3rd grade general population students proficient in reading as measured by the Iowa Tests of Basic Skills' Reading Comprehension tests (score 41 percentile or higher).
Spring 2007: 68.1% (124/182 students) were proficient.
Spring 2008: 72.8% (134/184 students) were proficient.
Spring 2009: 77.1% (128/166 students) were proficient.
Spring 2010: 76.0% (130/171 students) were proficient.
Spring 2011: 75.0% (132/176 students) were proficient.
5 year trend-line has improved even though we have shown a small decrease since our high in '09. Results support the restructuring of student support and our professional development of differentiated instruction.

2. Louisa-Muscatine will show an increase in the percent of 1st-3rd grade general population students proficient in math as measured by the Iowa Tests of Basic Skills' total math score. (score 41 percentile or higher).
Spring 2007: 74.7% (136/182 students) were proficient.
Spring 2008: 78.9% (145/184 students) were proficient.
Spring 2009: 78.9% (131/166 students) were proficient.
Spring 2010: 79.5% (136/171 students) were proficient.
Spring 2011: 77.2% (136/176 students) were proficient.
This summer teachers completed the ICAT to identify gaps between present curriculum and Iowa Core. Gaps were prioritized and each grade level is adding content to address most prevalent gap. Curriculum is being reviewed and new curriculum will be purchased for 2012-13 school year.

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Athletic Eligibility Report for the Iowa

State Board of Education

Assistance for Student Athletes

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

<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>Must be aware of and follow district Good Conduct Policy.</p> <p>All parents of athletes must attend AD/Parent meetings prior to sport season to be advised on expectations.</p> <p>All coaches hold Coaches/Parents/Players meetings to share expectations.</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.

NO	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: 8/11/11 report available @ registration & posted on school website

District Information	
Authorized Agency	Louisa-Muscatine Comm School District 14478 170th St Letts, Iowa 52754 AEA: AEA 9 Mississippi Bend (district filed under aea control code 9209)
Primary APR Contact	Name:* Peggy J. Colton Title:* Curriculum Director Telephone:* 319 - 726 - 3541 Extension: 354 FAX:* 319 - 726 - 3334 Email:* Click, below, to email contact: pcolton@louisa-muscatine.k12.ia.us