

(hidden)

## 6961 8000-Seton Catholic School System

### APR-Assurances

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.

Yes   
No

### APR

#### ***Vision, Mission, Goals***

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

All students graduating from 8th grade will be proficient using the NSS (232 - 292+) on the reading subtest of the Iowa Assessments.

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

In 2014/15, a higher percentage of students in grade 4 will be proficient based on NSS (182-223) on the reading subtest of the Iowa Assessment as compared to their performance in 3rd grade.

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

Yes  No

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

During the 2013/14 school year 79% (37 students) scored in the NSS proficient range on the reading subtest of the Iowa Assessments. During the 2014/15 school year 80% (40 students) scored in the NSS proficient range on the reading subtest of the Iowa Assessments.

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

In 2015/16, a higher percentage of students in grade 4 will be proficient based on NSS (182-223) on the reading subtest of the Iowa Assessment as compared to their performance in 3rd grade.

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

All students graduating from 8th grade will be proficient using the NSS (229 - 281) on the math subtest of the Iowa Assessments

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

In 2014/15, a higher percentage of students in grade 4 will be proficient based on NSS on the math subtest of the Iowa Assessment as compared to their performance in 3rd grade.

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

Yes  No

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

In 2013/14 81% (28 students) scored in proficient range using NSS on the math subtest of the Iowa Assessments. In 2014/15 88% (44 students) scored in the proficient range using NSS on the math subtest of the Iowa Assessments.

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

In 2015/16, a higher percentage of students in grade 4 will be proficient based on NSS on the math subtest of the Iowa Assessment as compared to their performance in 3rd grade.

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

All students graduating from 8th grade will be proficient in science as measured by the Iowa Assessment.

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

In 2014/15, a higher percentage of students in grade 4 will be proficient based on NSS (181 - 224+) on the Science subtest of the Iowa Assessment as compared to their performance in 3rd grade.

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

Yes  No

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

During the 2013/14 school year 85% (40 students) scored in the proficient level using NSS on the science subtest of the Iowa Assessments. During the 2014/15 school year 88% (44 students) scored in the proficient level using the same scores on the same subtest.

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

In 2015/16, a higher percentage of students in grade 4 will be proficient based on NSS (181 - 224+) on the Science subtest of the Iowa Assessment as compared to their performance in 3rd grade.

### ***Learning Environment***

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

Seton Catholic School will provide a safe environment in which all students can learn and achieve at high levels. The Olweus Bullying Prevention program was implemented during the 2012 - 13 school year. This program continues to be a focus.  
During the 2014-15 school year we began a soft implementation of the The Seven Habits of Healthy Kids.  
During the 2015-16 school year we will continue to implement The Seven Habits of Healthy Kids and Teens. Our goal is to provide all students with skills and opportunities to be leaders. Three teachers attended the Leader in Me Symposium last spring and are leading full implementation of the program.  
Integration of technology into classroom instruction.

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

During the 2014/15 school year a soft roll out of 1:1 computing was done with our 7th grade students. This year all middle school students will begin the year in a 1:1 chromebook environment. The rollout process was wonderful in helping the teachers embrace the implementation of one to one philosophy.

### ***Monitoring and Accountability***

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

0

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

100

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

0

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

0

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

55

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

0

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

0

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

45

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

0

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

0

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

100

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

0

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

0

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

0

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

NaN

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

0

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

0

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

NaN

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

0

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

0

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

NaN

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

0

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

0

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

NaN

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

0

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

0

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

NaN

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

0

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

0

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

NaN

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

0

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

14

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

0

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

0

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

0

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

NaN

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

Yes  No

55. 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)	

high frequency words	
Teacher Created Assessment	
CBM – Curriculum-based Measurement	
Checklists	
Classroom Observations	
teacher observations	
Letter and Sound (a.k.a. – Letter Sound Identification; Letter/sound knowledge)	
Observation Data	
Oral Reading Fluency	
Measures of Academic Progress	

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

Seton Catholic Used the FAST assessment during the 2014/15 school year
FAST Assessment Levels - Percent Proficient
Fall/Spring
K    85/97
1    96/97
2    72/76
3    70/66
4    51/57
5    81/89
Students at or above Norm Grade Level Mean RIT
Grade 6    17/28
Grade 7    23/33
Grade 8    22/39

57. 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
Basic Math Facts Test	
Chapter Tests	
Classroom Assessments	
teacher observations	
Textbook assess	
Measures of Academic Progress	

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

Students at or above Norm Grade Level Mean RIT
Grade 8    30/39    77%
Grade 7    20/33    61%
Grade 6    19/27    70%
Grade 5    30/38    79%

59. 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
Teacher Created Assessment	<input type="checkbox"/>
Teacher Designed Alternate Assessments	<input type="checkbox"/>
Teacher Designed Authentic Tasks	<input type="checkbox"/>
teacher observations	<input type="checkbox"/>
Text Designed Tests	<input type="checkbox"/>
Measures of Academic Progress	<input type="checkbox"/>

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

Grade 7 23/33 students at or above Norm Grade Level Mean RIT.  
Seventy percent of the students are at or above Norm Grade Level Mean RIT

61. The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals.

Yes  No

1. Date(s) SIAC recommendations were presented:

February 17, 2015

62. 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.

9/18/2015

*(hidden)*