



Report on Excellence

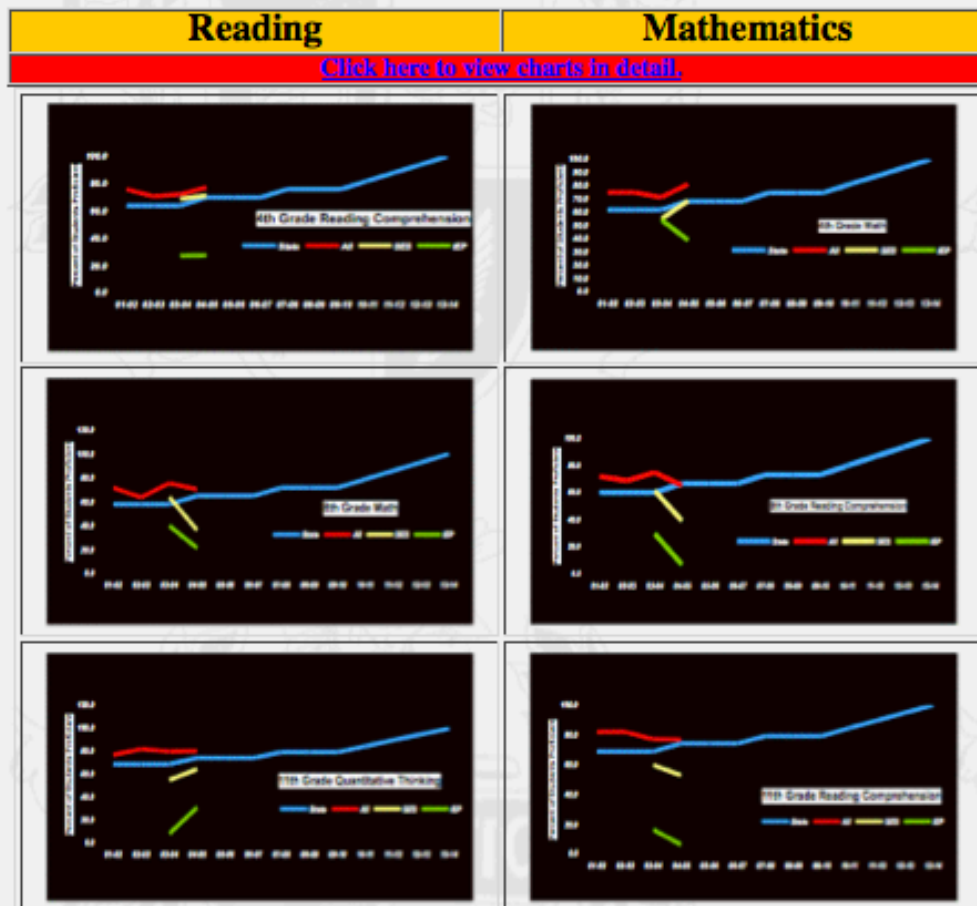
Annual Report for Atlantic Community School District
September, 2005

<p>Atlantic Community Schools Mission</p>	<p>ANNUAL REPORT INTRODUCTION Wendy Prigge, PH.D, Superintendent</p>										
<p><u>Mission Statement</u> The mission of Atlantic Community School District in collaboration with home and community, is to prepare all learners to be creative, innovative, and productive citizens and workers in a changing society providing diversified opportunities to learn and apply relevant skills and knowledge in a positive, disciplined and challenging environment.</p>	<p>Student achievement in reading, math, and science is the focus of the Atlantic Community Schools. Student learning is reinforced by state of the art technology and an award-winning School-To-Work program. Staff members collaborate with parents and community members to create a positive learning climate where all students feel safe and connected to school.</p> <p>Achievement in reading, math and science sets the stage for future learning. Many resources have been committed to continue progress towards high achievement in the core areas and to increase proficiency levels for struggling students. Test results show that the majority of Atlantic students are proficient in reading, math, and science, but we can do better. Our Iowa percentile ranks show that our students perform as other Iowa students and score in the average ranges for their Iowa classmates.</p>										
<p><u>Inside</u></p> <table border="1"> <tr><td>Academic Achievement for 2004-05 Charts</td></tr> <tr><td>District Enrollment</td></tr> <tr><td>Building & Staff Profile</td></tr> <tr><td>Atlantic Board of Education</td></tr> <tr><td>Comprehensive School Improvement Plan (CSIP)</td></tr> <tr><td>Community Financial Support</td></tr> <tr><td>Physical Plant & Equipment Levy (PPEL) Projects</td></tr> <tr><td>Instructional Support Levy</td></tr> <tr><td>School Improvement Local Option (SILO)</td></tr> <tr><td>Budget Report/Notice of Nondiscrimination</td></tr> </table>	Academic Achievement for 2004-05 Charts	District Enrollment	Building & Staff Profile	Atlantic Board of Education	Comprehensive School Improvement Plan (CSIP)	Community Financial Support	Physical Plant & Equipment Levy (PPEL) Projects	Instructional Support Levy	School Improvement Local Option (SILO)	Budget Report/Notice of Nondiscrimination	<p>During the 2003-2004 school year, voters in our district passed both an Instructional Support Levy and a School Infrastructure Local Option tax. This has provided excellent support for instructional materials, programs for high risk students, and for professional development. Great teachers are the key to increasing student achievement. The best teachers continually improve their strategies and their own skills to help students reach their full scholastic potential.</p> <p>In Atlantic teachers and support staff strive to increase the achievement of all learners, from the talented and gifted to those with special learning needs, from preschool learners to adults who teach their peers new learning strategies. Atlantic students will continue to leave high school well prepared to face challenging futures.</p>
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<p>Send any comments or suggestions to:</p> <p>Atlantic Community School District 1100 Linn Street Atlantic, Iowa 50022 Phone: 712-243-4252</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: yellow; padding: 5px;">2004-09 DISTRICT LONG-RANGE GOALS</td> </tr> </table> <p>GOAL 1: All K-12 students will achieve at high levels in reading</p> <p>GOAL 2: All K-12 students will achieve at high levels in mathematics.</p> <p>GOAL 3: All K-12 students will achieve at high levels in science.</p> <p>GOAL 4: All K-12 students will integrate technology into their learning (reading, math, and science).</p> <p>GOAL 5: All students will feel safe at and connected to school.</p>	2004-09 DISTRICT LONG-RANGE GOALS									
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ACSD Academic Achievement 2004-2005

The following charts show the percent of Atlantic students proficient in reading, math, and science using the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). These proficiencies are compared to the Iowa state reading and math trajectories established for proficiency for No Child Left Behind (NCLB). For a student to be considered proficient, the student must score above the 40th percentile (NPR) on these standardized achievement tests. Proficiencies of all ALL students, low socioeconomic students (SES), and students on Individualized Educational Plans (IEP) are shown below.

*The complete 2004-2005 Annual Progress Report (APR) can be found at <http://www.atlantic.k12.ia.us> or a paper copy at the Office of the Superintendent.



% of Students Scoring above the 40th NPR on ITBS/ITED

	Reading Comprehension				Math Total				Science			
	01-02	02-03	03-04	04-05	01-02	02-03	03-04	04-05	01-02	02-03	03-04	04-05
4th Grade	76%	71%	72%	78%	75	73	71	81%	NA	NA	NA	NA
8th Grade	72%	69%	75%	65%	72%	64%	76%	70%	72%	71%	79%	80%
11th Grade	82%	82%	78%	77%	77%	82%	80%	80%	77%	78%	76%	73%

Other assessment data for 2004-2005:

- The participation rate of students included in the 2004-2005 district assessments was 100%.
- No building has been identified as Schools in Need of Assistance (SINA).
- The proficiency of students in one subgroup (SES) is below the state trajectory's confidence band at the eighth grade level in reading and math. Therefore, AMS is on the state's watch list.
 - The 2004-2005 dropout rate for grades 7-12 was 0.72% with no dropouts in grades 7 and 8.
 - 86.7% of the 2005 graduating seniors intended to pursue post-secondary education/training.
- 46.7% of the 2005 graduates completed a core program of studies: 4 years of English, 3 or more years each of mathematics, science, and social studies.
- The average National Percentile Rank for grades 2-8, and 11 in reading comprehension had gradually increased from 60.4 (fall 2001) to 62.9 (fall 2002) then dropped to 60.8 (fall 2004).
- The average National Percentile Rank for grades 2-8, and 11 in mathematics has gradually increases from 58.7(fall 1998) to 63.6(fall 2004).
- Students take the ACT to qualify for college entrance or to assist with post high school planning. The scores in the table below are for the graduating classes.
- 80.2% of the students, grades 9-12, who took ACT during 2003-2004 scored above the cut score of 20.

Graduates in the Year...	Atlantic Composite	State Composite	National Composite
2005	21.9	22.0	20.9
2004	23.0	22.0	20.9
2003	21.6	22.0	20.8
2002	23.4	22.0	21.8
2001	21.6	22.0	21.0
2000	22.1	22.0	21.0

- Other district assessments were used to measure academic achievement.

*Results of these measures can be accessed at <http://www.atlantic.k12.ia.us> . Click on APR 2004-2005.

Other 2004-2005 District Assessments*	Grade Level
CBM	K-5 th math
DIBELS	K- 5 th
NWEA	3 rd – 8 th reading and math
NWEA	4 th -8 th science
PLAN	10 th reading, math, and science
ASVAB	12 th

Other assessment data for 2002-2003 (reported in 2003-2004):

- The Atlantic High School graduating class of 2004 had a graduation rate of 96.69% compared to the state graduation rate of 89.78% .
- The average K-8 daily attendance was 96% in 2003-2004 compared to the state average of 95.8%.

DISTRICT ENROLLMENT

**The district's enrollment has continued to decline since 1995-96.
A decline in students is projected over the next five years.**

CERTIFIED ENROLLMENT 1997-98 – 2004-05

School Year	HS Grades 9-12	EOC Grades 9-12	MS Grades 6-8	SE Grades 4-5	WA Grades K-3	Special Ed Preschool, Self Contained, and S&P	All Grades Home School, Tuition Out and Open Enrolled Out	Certified GRAND TOTAL
2004-05	439	11	340	195	388	23	44.6	1440.6
2003-04	423	14	350	205	388	25	51.0	1456.0
2002-03	457	10	365	210	402	27	55.5	1526.5
2001-02	456	18	342	232	408	29	64.6	1549.6
2000-01	504	19	347	248	433	20	50.3	1621.3
1999-00	534	18	341	245	443	26	47.3	1654.3
1998-99	552	18	366	230	483	25	72.1	1746.1
1997-98	551	20	397	225	487	27	73.3	1780.3

STUDENTS SERVED BY ATLANTIC COMMUNITY SCHOOL DISTRICT – SEPTEMBER, 2004

High School		Middle School		Schuler Elementary		Washington Elementary	
Grade 12	101	Grade 8	119	Grade 5	98	Grade 3	99
Grade 11	111	Grade 7	110	Grade 4	97	Grade 2	95
Grade 10	109	Grade 6	111			Grade 1	82
Grade 9	129					Kindergarten	101
						Disc Garden	11

BOARD OF EDUCATION

Serving on the School Board is a challenging responsibility requiring leadership, vision, dedication and a code of ethics. Our school board members are entrusted with one of the most important responsibilities for our children – ensuring that Atlantic Community School District help students obtain the highest levels of educational achievement. While school board members receive no pay, the reward comes with the satisfaction of meeting the needs of our children and our community.

Dennis Davis, President
Glen Smith, Vice President
Phillip Hascall, Director
Steve Jacobs, Director
Jody Lorence, Director

Dr. Wendy Prigge, Superintendent
Barb Nelson, Board Secretary

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP)

Spanning the next five years, the Comprehensive School Improvement Plan (CSIP) will be the guide that benefits students achievements through continuous school improvement. This plan was developed to meet the state law and the federal guidelines required by the No Child Left Behind (NCLB) legislation. The plan evolved from basically four questions:

- 1) What do data tell us about our student-learning needs?
- 2) What do/will we do to meet student-learning needs?
- 3) How do/will we know that student learning has changed?
- 4) How will we evaluate our programs and services to ensure improved student learning?

An integral component is the district's career development plan that focuses on providing staff members training to improve student learning. This staff development must be based on research-based best practices, must be supported by the students' needs based on achievement data, and must be identified in the CSIP. This plan also outlines how the other state and federal programs and services (Title I, II, and IV, the mentoring program, TAG, Perkins, At-Risk, the special education programs and services) from which the Atlantic Community School District receives monies are annually evaluated.

Instructional Support Levy

The Instructional Support Levy has provided resources for instructional equipment and supplies; computers, software, and development of technology; expanded literacy support; textbook adoption; and professional development for staff.

School Infrastructure Local Option (SILO)

On August 24, 2004 Cass County residents voted to implement a School Infrastructure Local Option sales tax. The tax provides an alternative to property taxes for funding school buildings and capital expenditures. A portion of the tax will also be used to offset debt obligations.

Budget Report

The Atlantic Community School District is constantly striving to provide the best educational program possible at the lowest cost to the community. As a service organization 83.4% of the budget is expended for personnel costs. The State of Iowa provides 57.8% of the total district revenue.

FY 2005	Operating Fund	\$10,708,061
	Assessed valuation per pupil	\$ 171,361
	Per pupil expenditure	\$ 7,433
	Average teacher salary (without co-curricular)	\$ 40,952
	Tax rate per \$1,000 tax valuation	\$ 16.33362

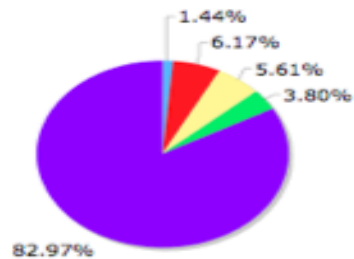
Sources of Revenue

Local Federal State



Expenditures

Capital Equipment Supplies Purchased Services
AEA 13 Salaries & Wages



NOTICE OF NONDISCRIMINATION

It is the policy of Atlantic Community Schools to provide an educational and working environment that provides an equal opportunity to all. In accordance with federal and state law Atlantic Community School District prohibits unlawful discrimination on the basis of disability, sex, age, race, color, national origin, religion, veteran status, sexual orientation, pregnancy, and marital status. This applies to all district administrators, staff, students, applicants for employment, and visitors. Students, parents, staff or other individuals who believes that he/she has been subjected to discrimination or harassment in violation of the District's Equal Employment Opportunity Policy and/or the Harassment Policy may take action through an informal process, or a formal complaint process, or both."