

# REPORT ON EXCELLENCE

*Annual Report for Atlantic Community School District  
September, 2006*

## Atlantic Community Schools Mission

## ANNUAL REPORT INTRODUCTION

Wendy Prigge, PH.D, Superintendent

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.

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.

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.

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.

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.

[Academic Achievement For 2005-2006 Charts](#)

[Other Assessment Data for 2005-2006](#)

[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](#)

Send any comments or suggestions to:

### 2005-10 DISTRICT LONG-RANGE GOALS

**GOAL 1: All K-12 students will achieve at high levels in reading.**

**GOAL 2: All K-12 students will achieve at high levels in mathematics.**

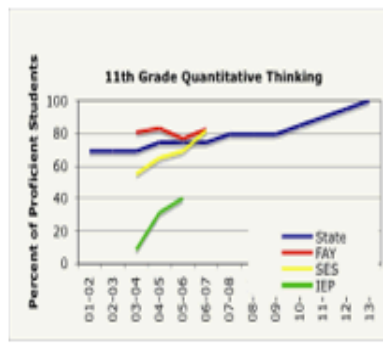
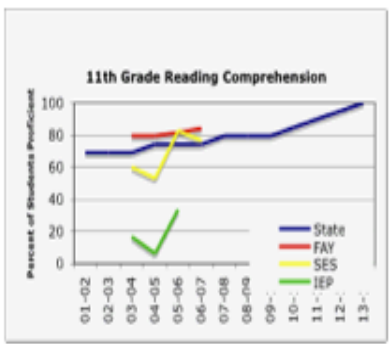
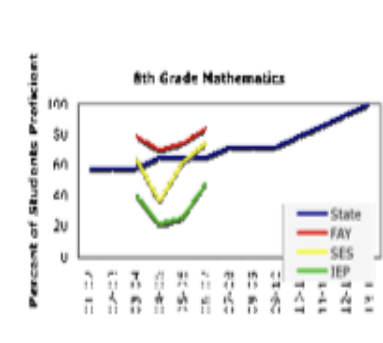
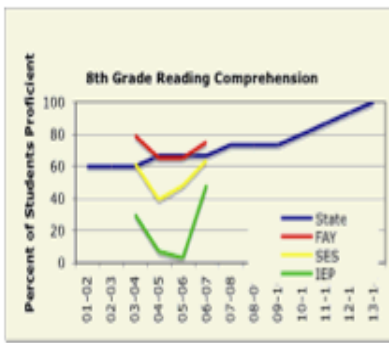
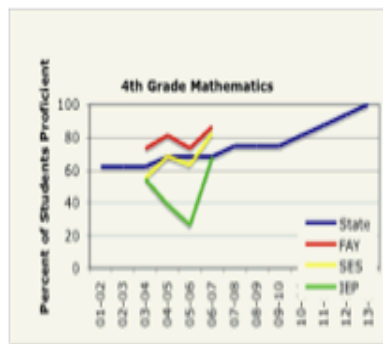
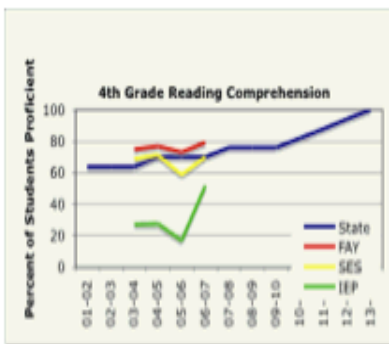
**GOAL 3: All K-12 students will achieve at high levels in science.**

**GOAL 4: All K-12 students will integrate technology into their learning**

## ACSD Academic Achievement 2006-2007

The following charts show the percent of Full Academic Year (FAY) 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 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 40<sup>th</sup> percentile (NPR) on these standardized achievement tests. Proficiencies of all (FAY) students, low socioeconomic students (SES), and students on Individualized Educational Plans (IEP) are shown below. Beginning 05-06, the scores indicate compacted grades levels, grades 3-5, 6-8, and grade 11.

\*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.



\*\*2006-2007 Iowa Growth Model applied to percent proficient.\*\*

\*\*The number of IEP students in 2006-2007 in 11<sup>th</sup> grade were less than 10 so no percent proficient shown.\*\*

<b>% of Students Scoring above the 40th NPR on ITBS/ITED</b>															
	<b>Reading Comprehension</b>					<b>Math Total</b>					<b>Science</b>				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
<b>4th Grade</b>	71%	72%	78%	71%	79%	73%	71%	81%	72%	86%	NA	NA	NA	78%	87%
<b>8th Grade</b>	69%	75%	65%	64%	75%	64%	76%	70%	76%	84%	71%	79%	80%	69%	84%
<b>11th Grade</b>	82%	78%	77%	80%	84%	82%	80%	80%	75%	82%	78%	76%	73%	77%	80%

### **Other assessment data for 2006-2007:**

•No building has been identified as School in Need of Assistance (SINA) or on the Watch List.

•80.58% of the 2007 graduating seniors intended to pursue post-secondary education/training.

•61% of the 2007 graduates completed a core program of studies: 4 years of English, 3 or more years each of mathematics, science, and social studies compared to 52.83% of the 2006 graduates.

•The average ITBS/ITED 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 decreased from 60.8 (fall 2004) to 60.6 (fall 2005) and increased to 64.3(fall 2006).

•The average ITBS/ITED National Percentile Rank for grades 2-8, and 11 in mathematics has gradually increased from 58.7(fall 1998) to 67.8(fall 2006).

•In grades 3-8, 5 out of the 6 grades exceeded their expected (typical) growth on NWEA reading and math.

•30% of the 2006-2007 sophomores scored in the upper quartile on the PLAN.

•77.27% of the students, grades 9-12, who took ACT during 2006-2007 scored above the cut score of 20 (Spring, 2007 BEDS).

•District assessments used to measure academic achievement are listed below

2006-2007 District Assessments*	Grade Level
CBM	K-5 <sup>th</sup> math
ITBS/ITED	2 <sup>nd</sup> -9 <sup>th</sup> , and 11 <sup>th</sup>
DIBELS	K- 5 <sup>th</sup> reading
NWEA	3 <sup>rd</sup> – 8 <sup>th</sup> reading and math
NWEA	4 <sup>th</sup> -8 <sup>th</sup> science
PLAN	10 <sup>th</sup> reading, math, and science
ASVAB	12 <sup>th</sup>

\*Results of these measures can be found at <http://www.atlantic.k12.ja.us>. Click on APR 2006-2007.

•The district's long-range goals for all K-12 students emphasize high levels of achievement in mathematics, reading, and science. During 2006-2007, 6 out of the 8 indicators for increasing student achievement were met in math, 5 out of 8 indicators in reading, and 4 out of 5 indicators in science.

•The district's focus at each level during 2007-2008 will be to increase student achievement in the area of reading comprehension.

#### **Other assessment data for 2005-2006 (reported in 2006-2007):**

•The Atlantic High School graduating class of 2007 had a graduation rate of 91.3%, a decrease of 3.8% from 2006, compared to the state graduation rate of 90.7%.

•The 2005-2006 dropout rate for grades 7-12 was 2.59% with no dropouts in grades 7 and 8.

•K-8 average daily attendance in 2006-2007 was 96.4% which was a 0.1 decrease from 2005-2006.

## DISTRICT ENROLLMENT

The district's enrollment had continued to decline since 1995-96, and in 2006-07 there was a decrease of 33 students. Enrollment is projected to decrease again in 2007-08

### CERTIFIED ENROLLMENT 1998-99 – 2006-07

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
2006-07	455	14	309	199	416	17	48.8	<b>1458.8</b>
2005-06	464	16	324	210	406	18	53	<b>1491.0</b>
2004-05	439	11	340	195	388	23	44.6	<b>1440.6</b>
2003-04	423	14	350	205	388	25	51.0	<b>1456.0</b>
2002-03	457	10	365	210	402	27	55.5	<b>1526.5</b>
2001-02	456	18	342	232	408	29	64.6	<b>1549.6</b>
2000-01	504	19	347	248	433	20	50.3	<b>1621.3</b>
1999-00	534	18	341	245	443	26	47.3	<b>1654.3</b>
1998-99	552	18	366	230	483	25	72.1	<b>1746.1</b>

#### STUDENTS SERVED BY ATLANTIC COMMUNITY SCHOOL DISTRICT – SEPTEMBER, 2006

<u>HIGH SCHOOL</u>	<u>MIDDLE SCHOOL</u>	<u>SCHULER ELEM</u>	<u>WASHINGTON ELEM</u>
Grade 12 118	Grade 8 119	Grade 5 105	Grade 3 85
Grade 11 137	Grade 7 107	Grade 4 107	Grade 2 118
Grade 10 137	Grade 6 109		Grade 1 122
Grade 9 124			Kindergarten 105
			Disc Garden 10

#### ADDITIONAL STUDENTS SERVED BY ATLANTIC COMMUNITY SCHOOL DISTRICT

<i>Open Enrolled In</i>	101.0
<i>Home School Open Enrolled In</i>	4.8
<i>Special Education Tuition In</i>	26.0

*Students attending are from:*

Adair-Casey - AHST - Anita - C & M - Carroll - Elk Horn-Kimballton - Exira - Ft. Dodge - Griswold - Harlan  
Red Oak - Riverside - Shenandoah - Villisca - Walnut - West Monona

**TOTAL STUDENTS SERVED BY THE DISTRICT = 1556.6**

## ***BUILDING and STAFF PROFILE***

**Over 39.5% of Atlantic Community District teachers have training at or beyond a Master's Degree level.**

<i>Certified Staff</i>	FTE	<i>Support Staff</i>	Head Count	FTE
High School	34.33	Custodial / Maintenance	14	12.81
Middle School	28.29	Food Service	22	12.78
Schuler Elementary	15.0	Para-Educators / Teacher's Aides	40	37.88
Washington Elementary	38.0	Secretarial	7	6.28
Nurses	2.75	Transportation	10	5.81
Technology Director	1.0	Supervisors	4	3.5
Administrators	5.0	Central Office	5	5.0

## ***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.

**Phillip Hascall, President**  
**Jody Lorence, Vice President**  
**Dennis Davis, Director**  
**Jon Martens, Director**  
**Kristy Pellett, Director**  
**Dr. Wendy Prigge, Superintendent**  
**Lori Robertson, 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.

## **COMMUNITY FINANCIAL SUPPORT**

### **Physical Plant and Equipment Levy (PPEL) Projects**

On May 8, 2001 the voters of Atlantic School District approved renewal of the Physical Plant and Equipment Levy (PPEL) that is funded through income surtax and local property taxes. The PPEL provides the district with the additional money needed to properly maintain and upgrade buildings and facilities. With declining student enrollment the district is unable to obtain as much "General Fund" money which is needed for education purposes. The PPEL levy provides the district with money for maintenance, repairs, and upkeep of its infrastructure and the purchase of equipment costing over \$500 per item.

With the use of PPEL monies during 2006-07, the district was able to purchase computers, maintenance shed, security cameras, HS phone system, and one (1) school bus. Maintenance and repair items included asbestos abatement and Lincoln demolition, concrete work at the Trojan Bowl, roofing and tuckpointing, and sidewalk repair.

PPEL expenditures for 2006-07 were \$522,114.

### **Instructional Support Levy**

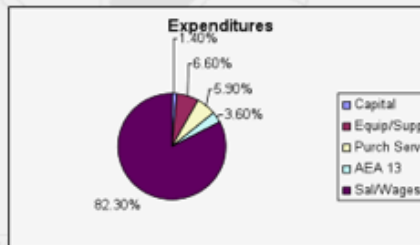
The Instructional Support Levy has provided resources for instructional equipment and supplies; computers, software, and development of technology; expanded literacy support; textbook adoption; and professional development for staff.

### **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.

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 82.3% of the budget is expended for personnel costs. The State of Iowa provides 44.6% of the total district revenue.

FY 2007	<b>Operating Fund</b>	<b>\$12,546,007</b>
	<b>Assessed valuation per pupil</b>	<b>\$ 178,731</b>
	<b>Per pupil expenditure</b>	<b>\$ 8,060</b>
	<b>Average teacher salary (without co-curricular)</b>	<b>\$ 45,251</b>
	<b>Tax rate per \$1,000 tax valuation</b>	<b>\$ 14.60682</b>



**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."