

REPORT ON EXCELLENCE

Annual Report for Atlantic Community School District
October, 2010

Atlantic Community Schools Mission

ANNUAL REPORT INTRODUCTION

Dr. Michael K. Amstein, Superintendent

The Atlantic Community School District will prepare all learners to be creative, innovative, and productive citizens by providing diverse opportunities to learn and apply relevant skills and knowledge in a positive, disciplined and challenging environment.

*Academic Achievement For
2009-10 Charts*

*Other Assessment Data for
2009-10*

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:

Atlantic Community School
District
1100 Linn Street
Atlantic, Iowa 50022

Phone: 712-243-4252

This document can be viewed
<http://www.atlantic.k12.ia.us>
Community Annual Report

The Atlantic Community School District continues to focus on the achievement of students in the areas of reading, math and science. With the ever-increasing achievement benchmarks for the No Child Left Behind Act of 2001 (NCLB), students are being asked annually to raise their performance levels in reading and math. Based on the benchmark trajectory, all students will be expected to be proficient in reading and math by 2014. Teachers and administrators in the school district are working with all students to increase academic performance by providing more opportunities to master concepts and content.

Test results for the 2009-10 school year reveal that Atlantic Community Schools have been identified as a district in need of improvement (DINA) in reading by the Iowa Department of Education. This designation was made because the district did not make adequate yearly progress (AYP) in the area of reading for 2 consecutive years as determined by NCLB. Furthermore, Atlantic Middle School has been identified as a school in need of improvement (SINA) in the both reading and math based on the 2009-10 student test data. Both Atlantic High School (math) and Washington Elementary (reading) are on a watch list as determined by NCLB as both schools did not make AYP based on 2009-10 test data.

To better serve students, teachers in the Atlantic Community School District have been involved in professional development focused on Authentic Intellectual Work (AIW) and Iowa Core/Common Core. District teachers and administrators have been involved in professional learning communities at each school and district-wide to create strong and effective instructional lesson plans in all disciplines. Teachers have also been involved in reviewing the Iowa Core Curriculum and making the necessary revisions to the district's current curriculum maps to ensure proper alignment for the required core instruction.

The district continues to utilize the School Improvement Local Option tax (SILO) to fund the geothermal HVAC updates within the schools. The HVAC project at Schuler Elementary was substantially completed in the fall of 2010. Although some work is still pending, the HVAC system is functional and operating at appropriate capacity. The district continues to proceed with to provide a controlled climate environment in all school buildings.

The district is capitalizing on the use of technology within the district. Using Microsoft settlement funds, the district has implemented a supplemental reading program, Achieve 3000. Students are able to access this web-based program through classroom computers, in a computer lab or at home. This program helps students work at their reading level with challenging, non-fiction content and vocabulary. Atlantic Middle School and Schuler Elementary utilized Microsoft funds to implement Reading Assistant, a computer generated and managed intensive reading program for struggling readers. Students are able to develop fluency and comprehension skills while working through computer generated activities which are designed to be specific to the individual student needs.

2009-2014 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.

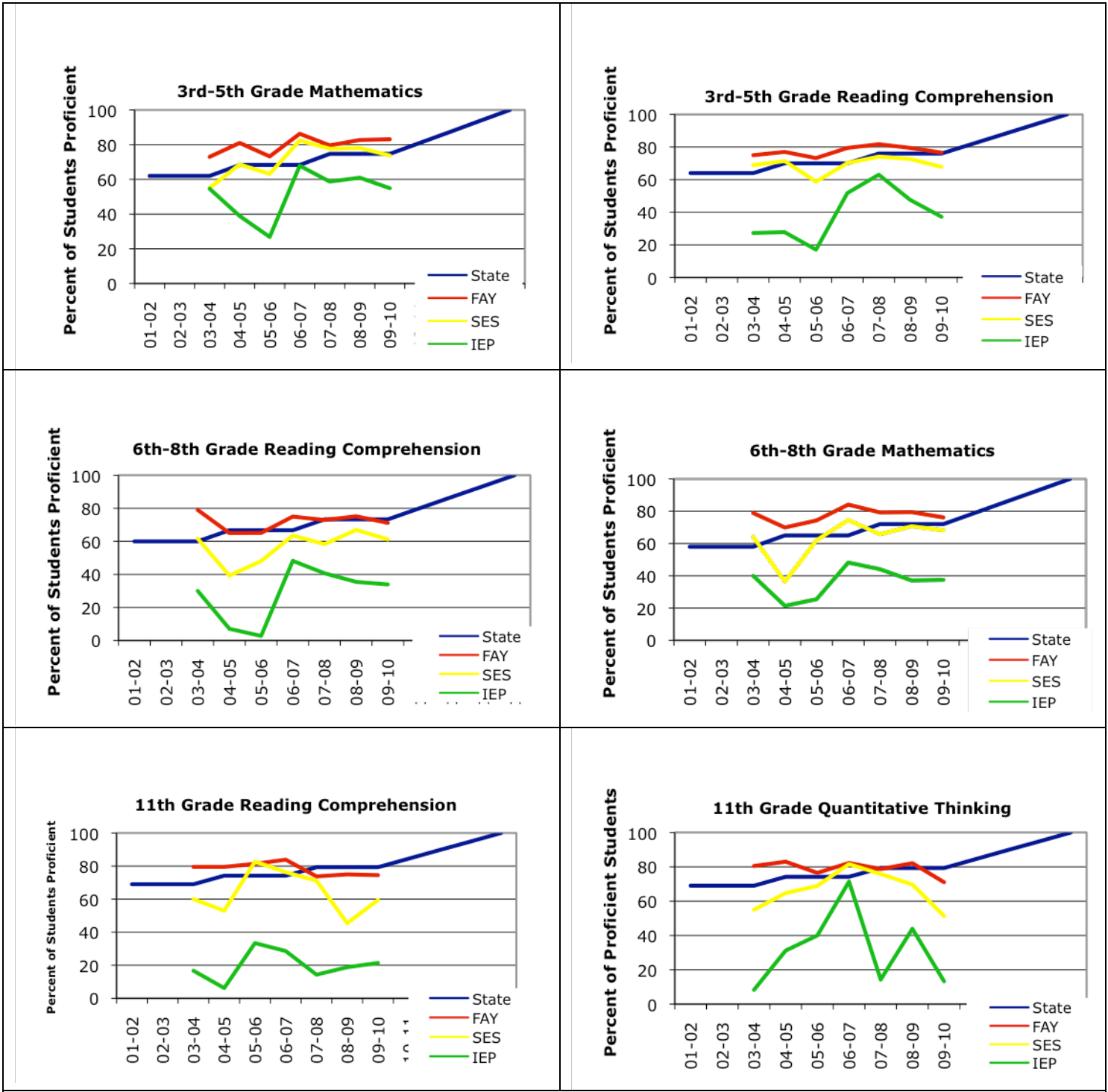
**GOAL 4: All K-12 students will integrate technology into their learning
(reading, math, and science).**

GOAL 5: All students will feel safe at and connected to school.

ACSD Academic Achievement 2009-2010

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 (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 (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.

% of Students Scoring above the 40th NPR on ITBS/ITED															
	Reading Comprehension					Math Total					Science				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
4th Grade	71%	79%	82%	79%	77%	72%	86%	80%	83%	83%	78%	87%	74%	75%	83%
8th Grade	64%	75%	73%	75%	71%	76%	84%	79%	79%	76%	69%	84%	76%	79%	76%
11th Grade	80%	84%	74%	75%	75%	75%	82%	79%	79%	71%	77%	80%	73%	82%	73%

Beginning in 2005-2006, grade levels were compacted so 4th grade contains the % proficient in grades 3-5 and 8th grade contains the % in grades 6-8.

Other assessment data for 2009-2010:

- The Atlantic Community School District met participation rate in reading and mathematics. The district did not meet the annual measurable objective (AMO) in reading or mathematics. The district is a District in Need of Assistance, year 1, in reading and on the Watch List for mathematics.
 - The Atlantic High School is on the Watch List for math.
 - The Atlantic Middle School is on the School in Need of Assistance, year 2, in reading and a School in Need of Assistance, year 1, in mathematics.
 - The subgroups in grades 3-5 missed Annual Yearly Progress in reading and mathematics.
- 79.63% of the 2010 graduating seniors intended to pursue post-secondary education/training.
- 68.52% of the 2010 graduates completed a core program of studies: 4 years of English, 3 or more years each of mathematics, science, and social studies compared to 55.28% (09) 61.6% (08).
 - The average ITBS/ITED National Percentile Rank for grades 2-8, and 11 in reading comprehension decreased from 64.4 (fall 2008) to 61.6 (fall 2009).
 - The average ITBS/ITED National Percentile Rank for grades 2-8, and 11 in mathematics decreased from 67.8(fall 2008) to 66.5(fall 2009). As a class, grades 4, 7, 8, and 9 made a year's growth or more (NGE) in reading, grades 3, 4, 5, 7, 8, and 9 in math, and grades 3, 4, 5, and 7 in science.
 - In grades 3-8, 5 out of the 6 grades exceeded the expected (typical) growth on NWEA reading and 6 out of the 6 grades in math.
 - 38% of the 72 sophomores taking the PLAN scored in the upper quartile in reading. 36% of the 72 sophomores taking the PLAN scored in the upper quartile in mathematics.
 - 82.14% of the students, grades 9-12, who took ACT during 2009-2010 scored above the cut score of 20 (Spring, 2010 BEDS). 81% of the 2010 graduates scored above the cut score.
 - District assessments used to measure academic achievement are listed below.

2009-2010 District Assessments*	Grade Level
CBM	K-5 th math
ITBS/ITED	2 nd -9 th , and 11 th
DIBELS	K- 5 th reading
NWEA	3 rd – 8 th reading and math
NWEA	4 th -8 th science
PLAN (partial group)	10 th reading, math, and science
ASVAB	12 th

*Results of these measures can be found at <http://www.atlantic.k12.ia.us>. Click on APR 2009-2010.

- The district's focus at each level during 2010–2011 will be to increase student achievement in the area of reading comprehension and mathematics.

Other assessment data for 2009-2010:

- The Atlantic High School graduating class of 2009 had a graduation rate of 88.4%, an increase of 0.82% from 2008, compared to the state graduation rate of 87.21% (09).
- The dropout rate increased for grades 9-12 from 3.54% state 2.85% (07-08) to 4.76% state 3.15% (08-09). There were no dropouts in grades 7 and 8.
- K-8 average daily attendance in 2009-2010 was 96.1%, an increase of 0.1% from 2008-2009.

DISTRICT ENROLLMENT

The district's enrollment had continued to decline since 2000-2001, and in 2009-10 there was a decrease of 26 students. Enrollment is projected to stabilize in 2010-11.

CERTIFIED ENROLLMENT 2000-2001 - 2008-2009

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
2009-10	424	18	286	219	406	18	32.03	1403.03
2008-09	448	20	312	191	406	16	36.2	1429.2
2007-08	474	17	284	180	421	30	53.1	1459.1
2006-07	455	14	309	199	416	17	48.8	1458.8
2005-06	464	16	324	210	406	18	53	1491.0
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

STUDENTS SERVED BY ATLANTIC COMMUNITY SCHOOL DISTRICT – SEPTEMBER, 2009

<u>HIGH SCHOOL</u>	<u>MIDDLE SCHOOL</u>	<u>SCHULER ELEM</u>	<u>WASHINGTON ELEM</u>
<i>Grade 12</i> 122	<i>Grade 8</i> 101	<i>Grade 5</i> 105	<i>Grade 3</i> 101
<i>Grade 11</i> 107	<i>Grade 7</i> 101	<i>Grade 4</i> 114	<i>Grade 2</i> 96
<i>Grade 10</i> 101	<i>Grade 6</i> 84		<i>Grade 1</i> 103
<i>Grade 9</i> 94			<i>Kindergarten</i> 106
			<i>Disc Garden</i> 18

ADDITIONAL STUDENTS SERVED BY ATLANTIC COMMUNITY SCHOOL DISTRICT

<i>Open Enrolled In</i>	95
<i>Home School Open Enrolled In</i>	5
<i>Special Education Tuition In</i>	29

Students attending are from:

Adair-Casey - AHST - Anita - C & M - Corning - Council Bluffs - Elk Horn-Kimbalton – Exira - Griswold
Harlan - IKM - Nodaway Valley - Red Oak - Riverside - Tri-Center - Walnut

TOTAL STUDENTS SERVED BY THE DISTRICT = 1493

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	35.3	Custodial / Maintenance	14	12.81
Middle School	27.83	Food Service	22	12.78
Schuler Elementary	18	Para-Educators / Teacher's Aides	45	39.38
Washington Elementary	35	Secretarial	7	6.28
Nurses	3	Transportation	10	5.81
Technology Director	1	Supervisors	3	2.83
Administrators	6	Central Office	4	3.83

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.

Phil Hascall, President
Jon Martens, Vice President
Dennis Davis, Director
Glen Smith, Director
Kristy Pellett, Director
Dr. Michael Amstein, Superintendent
Mary Beth Fast, 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 that 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 2009-10, the district was able to purchase computers, a mower, a bus, a radio communication system, a snowplow, and a sound system for baseball/softball complex. Additionally the following maintenance and repairs were paid with PPEL dollars: district-wide cement work and grading, door replacement, and roof repair for Schuler Elementary. Copiers and buses were leased with the use of PPEL funds

Total PPEL expenditures for 2009-10 were \$616,522.

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)

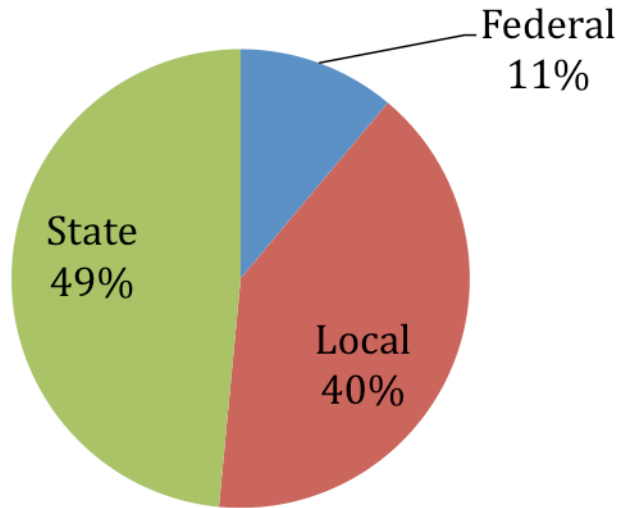
On August 24, 2004 Cass County residents voted to implement a School Infrastructure Local Option sales tax. The tax provides an alternative to property taxes for funding school buildings and capital expenditures. A portion of the tax will also be used to offset debt obligations.

Revenues and Expenditures

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 79.0% of the budget is expended for personnel costs. The State of Iowa provides 48.0% of the total district revenue.

FY 2009-10	General Fund Revenues	\$14,501,730
	Assessed valuation per pupil	\$ 239,008
	Per pupil expenditure	\$ 10,324
	Average teacher salary (without co-curricular)	\$ 49,208
	Tax rate per \$1,000 tax valuation	\$ 14.81532

Sources of Revenue



Expenditures

Capital	0.01%
Equipment and supplies	9.95%
Purchased Services	11.00%
AEA 13	0.04%
Salary and Wages	79.00%

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."