



Iowa Department of Education



School Year: <input type="text" value="2009-2010"/> <input type="button" value="Go"/>	Form: <input type="text" value="96 Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/> Form Must Be Completed By: Both Public and Non-Public
District: 1476 School: 0000 Name: Council Bluffs 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	
<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. • 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>Long term goals were developed through the strategic planning process and reviewed and approved by SIAC committee. Goals are as follows (LC5):</p> <ol style="list-style-type: none"> 1. By 2015, all students will meet or exceed district and state standards in reading, writing, math, science and social studies. 2. By 2015, all students will develop and consistently demonstrate the 21st century skills and attributes to make a successful transition to further leaning and a meaningful career. 3. By 2015, 100% of our students will meet or exceed the requirements for graduation.

<p>2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Short Term Goal I (Literacy) (LRG1): Increase the percent of students each year scoring at the proficient and above proficient levels on district measures of reading and writing.</p> <ul style="list-style-type: none"> o Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in reading comprehension while continually increasing the students scoring at or above the 50th percentile by 2009-2010. o Increase the percent of students scoring a 3 or 4 in district writing assessments. o Increase the percent of students each year who achieve the ACT benchmark for probable success in freshmen college English. o Increase the percent of junior high students each year that score above their expected grade equivalent.
<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>The district continues to be identified as a District in Need of Assistance (DINA). All four secondary buildings are identified as SINA i reading and three elementary buildings have been identified as SINA.</p> <p>Overall, we saw an increase in proficiencies at the elementary level and slight increases at grade 11. Scores at the middle school declined significantly. Increases were reported specifically at grades 2, 4, and 11.</p>
<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>	<p>The following action plans were identified as a focus for the 2010-2011 school year by the strategic planning steering committee, district administration and SIAC.</p> <p>2-8 Implement routine use of assessment data for instructional decision making</p> <p>7-2 Establish innovative learning environment that actively engage secondary students in their own learning.</p> <p>7-8 Improve differentiated instruction within regular classrooms as a means of early intervention.</p> <p>8-2 Create joint partnerships between public and private sector employers and the school district that enhance career education.</p> <p>At the elementary level we are implementing a the Partnership for Literacy Model developed by Dr. Linda Dorn. At the secondary level we are implementing the gradual release of responsibility using Fisher and Frey's work.</p>
<p>2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Increase the percent of students each year scoring at the proficient and above proficient levels on district measures of reading and writing.</p> <ul style="list-style-type: none"> o Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in reading comprehension while continually increasing the students scoring at or above the 50th percentile by 2010-2011. o Increase the percent of students each year who achieve the ACT benchmark for probable success in freshmen college English.

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Chapter 12 Improvement Goals Math

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.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)

Long term goals were developed through the strategic planning process and reviewed and approved by SIAC committee. Goals are as follows (LC5):

1. By 2015, all students will meet or exceed district and state standards in reading, writing, math, science and social studies.
2. By 2015, all students will develop and consistently demonstrate the 21st century skills and attributes to make a successful transition to further learning and a meaningful career.
3. By 2015, 100% of our students will meet or exceed the requirements for graduation.

2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)

Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in mathematics while continually increasing the students scoring at or above the 50th percentile by 2009-2010.

Were the Annual Goals Met?

NO

Supporting Data to demonstrate that the district has or has not met its goal:

The district continues to be identified as DINA. All secondary schools are identified as SINA and one elementary school has SINA status.

Increases in NPR were reported at grades 2, 4, 5, and 11.

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)

The following action plans were identified as a focus for the 2010-2011 school year by the strategic planning steering committee, district administration and SIAC.

- 2-8 Implement routine use of assessment data for instructional decision making
- 7-2 Establish innovative learning environment that actively engage secondary students in their own learning.
- 7-8 Improve differentiated instruction within regular classrooms as a means of early intervention.

The plan to meet future

- 8-2 Create joint partnerships between public and private sector employers and the school district that enhance career education.

goals includes the following:	At the elementary level we are implementing a district math coach to help create model classrooms. At the secondary level we are implementing math lab. Districtwide we are in year 2 of the curriculum revision process.
2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in mathematics while continually increasing the students scoring at or above the 50th percentile by 2010-2011.

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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.**

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)

Long term goals were developed through the strategic planning process and reviewed and approved by SIAC committee. Goals are as follows (LC5):
 1. By 2015, all students will meet or exceed district and state standards in reading, writing, math, science and social studies.
 2. By 2015, all students will develop and consistently demonstrate the 21st century skills and attributes to make a successful transition to further learning and a meaningful career.
 3. By 2015, 100% of our students will meet or exceed the requirements for graduation.

2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)

Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in science while continually increasing the students scoring at or above the 50th percentile by 2009-2010.

Were the Annual Goals Met?

YES

Supporting Data to demonstrate that the district has or has not met its goal:

An increase in the percent proficient was reported for all grade spans (3-5, 6-8, and grad 11). An increase in the percent scoring at 75th percentile was reported at grades 4 and 11.

If the District Did

(Not Required)

<p>Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes the following:</p>	
<p>2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>Increase the percent of students scoring in the middle and high bands each year on the ITBS/ ITED in science while continually increasing the students scoring at or above the 50th percentile by 2010-2011.</p>

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Chapter 12 Alternative Assessment - Reading**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 ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Reading .

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 Reading

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Chapter 12 Alternative Assessment - Math**281--IAC 12.8(3)(a)(1)****PUBLIC**

Only **NON-PUBLICS** complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED are the **only** tests 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**

Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests 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.

[View Complete Assessments List](#)

[List of All Available Assessments](#)

Reading

Assessment Used:	BRI - Basic Reading Inventory (a.k.a. – John’s BRI) (30)																																
Other Assessment: Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)																																
Explanation -- How did the students do on this test?	<p>The percent of students scoring at the Independent Level (90% or higher) in reading comprehension ranged from 55% to 81% for grades one through three.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 15%; text-align: center;">2008-09</td> <td style="width: 15%; text-align: center;">vs. 2009 -10</td> <td style="width: 30%; text-align: right;">2004-05</td> </tr> <tr> <td>vs. 2009 -10</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 1-</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">to</td> <td style="text-align: right;">70% to</td> </tr> <tr> <td>81%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 2-</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">to</td> <td style="text-align: right;">56% to</td> </tr> <tr> <td>56%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 3-</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">to</td> <td style="text-align: right;">66% to</td> </tr> <tr> <td>55%</td> <td></td> <td></td> <td></td> </tr> </table>		2008-09	vs. 2009 -10	2004-05	vs. 2009 -10				Grade 1-	82%	to	70% to	81%				Grade 2-	59%	to	56% to	56%				Grade 3-	65%	to	66% to	55%			
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Grade 2-	59%	to	56% to																														
56%																																	
Grade 3-	65%	to	66% to																														
55%																																	

Math

Assessment Used:	Other (405)																		
Other Assessment: Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	District benchmark assessments																		
Explanation -- How did the students do on this test?	<p>Following is the average score for students on the district end of year math benchmark assessment</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">Grade Total</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>Level</td> <td style="text-align: center;">Possible</td> <td style="text-align: center;">2006-07</td> <td style="text-align: center;">2007-08</td> <td style="text-align: center;">2008-09</td> <td style="text-align: center;">2009-10</td> </tr> <tr> <td>Grade 1</td> <td style="text-align: center;">25</td> <td style="text-align: center;">20.5</td> <td style="text-align: center;">20.2</td> <td style="text-align: center;">20.3</td> <td></td> </tr> </table>		Grade Total					Level	Possible	2006-07	2007-08	2008-09	2009-10	Grade 1	25	20.5	20.2	20.3	
	Grade Total																		
Level	Possible	2006-07	2007-08	2008-09	2009-10														
Grade 1	25	20.5	20.2	20.3															

	20.4				
Grade 2	30	23.4	23.4	22.7	
24.8					
Grade 3	30	21.8	22.3	22.3	21.6
Grade 4	35	25.2	25.3	24.7	
25.5					
Grade 5	35	24.8	25.1	24.6	
24.8					
Grade 6	35	22.5	22.3	22.3	
22.5					
Grade 7	50	33.2	33.4	32.6	
Grade 8	50	27.8	27.5	30.1	

Science

Assessment Used:	PLAN (ACT product) (264)
Other Assessment: Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
Explanation -- How did the students do on this test?	The 10th Grade Students' average Plan Science score was 17.5 compared to 17.2 the previous year.

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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.

<p>List assessment used and cut score:</p>	<p>ACT-- score of 20</p>
<p>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> <p>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</p>	<p>279 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: 279. Iowa Testing information from Project EASIER BEDS table.)</p> <p>426 Total number of students who took the test. (Number of students who took the ACT test: 426. Iowa Testing information from Project EASIER BEDS table.)</p> <p>65.49% 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>

Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

<p>All high school seniors who intend to pursue post-secondary education or training.</p> <p>PUBLIC These data are from the last available Spring B.E.D.S.</p>	<p>434 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 434. Data from Project EASIER BEDS table.)</p> <p>620 Total number of seniors who have graduated. (Number of seniors: 620. Data from Project EASIER BEDS table.)</p> <p>70.00% 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.</p>
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Core Program Completers 281--IAC 12.8(3)(a)(7)

<p>All high school graduates who completed a core program which includes four years of English/language</p>	<p>620 Total number of high school graduates who completed a core program.</p> <p>620 Total number of high school graduates.</p> <p>100.00% Total percentage of high school graduates who completed a</p>
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arts and three or more years each of mathematics, science, and social studies.

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 (2008-2009), while the APR itself is in the current school year (2009-2010).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational 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 educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2008-2009

140 Total number of All Dropouts, grades 7-12.

4052 Total number of All Students, grades 7-12.

3.46% Total percentage of All Dropouts, grades 7-12.
[Percent arrived at by dividing the number of Dropouts by the total number of Students.](#)

DROPOUT SUBGROUPS

Female 2008-2009

70 Total number of Female Dropouts, grades 7-12.

2027 Total number of Female Students, grades 7-12.

3.45% Total percentage of Female Dropouts, grades 7-12.
[Percent arrived at by dividing the number of Dropouts by the total number of Students.](#)

Male 2008-2009

70 Total number of Male Dropouts, grades 7-12.

2025 Total number of Male Students, grades 7-12.

	<p>3.46% Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
White (not of Hispanic origin) 2008-2009	<p>126 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>3478 Total number of White (not of Hispanic origin) Students, grades 7-12.</p> <p>3.62% 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) 2008-2009	<p>4 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>134 Total number of Black (not of Hispanic origin) Students, grades 7-12.</p> <p>2.99% 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 2008-2009	<p>9 Total number of Hispanic Dropouts, grades 7-12.</p> <p>373 Total number of Hispanic Students, grades 7-12.</p> <p>2.41% 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 2008-2009	<p>1 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p>30 Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p>3.33% 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 or Pacific Islander 2008-2009	<p>0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p>37 Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p>0.00% Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2008-2009	<p>27 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>736 Total number of Disabled/IEP Students, grades 7-12.</p> <p>3.67% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of</p>

	Students.
English Language Learners (ELL) 2008-2009	2 Total number of English Language Learners (ELL) Dropouts, grades 7-12.
	231 Total number of English Language Learners (ELL) Students, grades 7-12.
	0.87% 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.

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Additional State Requirements

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

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 indicator.

Low SES Percentage Comparison
 Percentage of students in 4-8-11 above 90th Percentile

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.

Progress Report for Early Intervention Block Grant Funds
 2010-2011 School Year

Goal 1: To develop a comprehensive intervention model that includes Reading Recovery.
 Progress: 55% or fewer students successfully disconstituted from Reading Recovery score as proficient on ITBS in grade 2 and 3.

Goal 2: To provide a Building Coach and Reading Interventionist at each school to support implementaiton of the CBLM model and to provide intervention for at-risk readers.
 Progress: Restructed positions allows for Interventionists to work with small groups of students. Interventionists reduce class size during reading instruction and provide additional intervention for at-risk readers. Building coaches provide in classroom coaching and provide professional development to teachers.

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

<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>The student must be enrolled in enough courses each semester to be on schedule to graduate within a four-year course of study. A senior must be enrolled and passing a minimum of five credits.</p> <p>The student must pass all classes taken in which credit is given at the end of the semester. If an athletic participant does not pass all classes taken at the end of the semester, the student is ineligible to participate for 20 consecutive school days in public events or contests in which the student is a "bona fide contestant." If not "in season," the period of ineligibility shall begin with the first legal playing date (of the "bona fide" sport. If the athlete is currently participating in a sport, the period of ineligibility shall begin on the first school day of the next semester. For summer activities , if a student fails a second-semester class, the period of ineligibility begins the next day after the end of the second semester and will continue four consecutive weeks starting with the first public event or contest. The period of ineligibility due to first semester grades would be the same as not "in season" participants.</p> <p>Students in grades 7 - 8 must be passing all classes at the time of an event in order to be eligible for participation in a performance or competition.</p> <p>Appropriate interventions and necessary academic supports will be provided to students failing or at risk of failing. Special Education and/or students under a 504 plan will be required to be making appropriate progress on their Individual Education Program or individual 504 plan.</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.
YES	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: November 1, 2010

District Information	
Authorized Agency	Council Bluffs Comm School District 12 Scott St Council Bluffs, Iowa 51503-0782 AEA: AEA 13 Green Hills (<i>district filed under aea control code 9213</i>)
Primary APR Contact	Name: * Dr. Ann Mausbach Title: * Executive Director of Curricul Telephone: * 712 - 328 - 6424 Extension: 322 FAX: * 712 - 328 - 6449 Email: * Click, below, to email contact: amausbach@cbcsd.org