



# 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: <b>Both Public and Non-Public</b>	
District: <b>0126</b> School: <b>8000</b> Name: <b>Bishop Garrigan Schools</b>	

Division of PK-12 Education  
**Annual Progress Report (APR)**  
**Minimum Requirements**  
 Due Date: September 15  
**Print Summary All, Non-Public**

Chapter 12 Improvement Goals Reading	
<b>281--IAC 12.8(3)(b)</b> <b>NONPUBLIC</b> 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. <ul style="list-style-type: none"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul>	
<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	By 2014, our long range student achievement goal in reading is: To increase student competence in reading. Our annual improvement goals will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year (i.e. 5th grade)
<b>2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	By the fall of 2009, 91.3% of students in grade 11 will be proficient in reading, based on ITEDs results.
<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not</b>	79.1% of students in grade 11 were proficient in reading in the fall of 2009.

<p><b>met its goal:</b></p>	
<p><b>If the District Did Not Meet its Goal</b>  <b>281--IAC 12.8(3)(b)(4)</b>   <b>The plan to meet future goals includes the following:</b></p>	<p>Articulation groups will continue to meet and study results of ITBS/ITEDS and make recommendations to the appropriate groups.</p> <p>Textbook consultants will inservice teachers in the use of new textbooks purchased.</p> <p>Continued inservice will be provided by AEA staff in the area of comprehension and reading in the content area as determined by the Iowa Test results.</p>
<p><b>2010-2011 Next School Year Annual Goals:</b>  <b>281--IAC 12.8(3)(b)(4)</b></p>	<p>2010-2011 reading target is: The percentage of students in 6th grade scoring at the proficient level or the advanced level will increase, using the following measure: compare data involving cohort data groups in 6th grade of the current year testing to the previous testing year (i.e. 5th grade)</p>

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<b>Chapter 12 Improvement Goals Math</b>	
<p><b>281--IAC 12.8(3)(b)</b></p> <p><b>NONPUBLIC</b></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"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul>	
<p><b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b></p>	<p>By 2014, our long range student achievement goal in math is: To increase student competence in math. Our annual improvement goals will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year (i.e. 5th grade)</p>
<p><b>2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b></p>	<p>By fall of 2009, 93.8% of students in grade 11 will be proficient in math, based on ITED results.</p>
<p><b>Were the Annual Goals Met?</b></p>	<p><b>NO</b></p>
<p><b>Supporting Data to demonstrate that the district has or has not met its goal:</b></p>	<p>Proficiency rate in fall 2009 was 81.3%</p>
<p><b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</b></p> <p><b>The plan to meet future goals includes the following:</b></p>	<p>Articulation groups will continue to meet and study results of ITBS/ITEDS and make recommendations to the appropriate groups. Continued inservice will be provided by AEA staff in the area of math as determined by the Iowa Test results.</p>
<p><b>2010-2011 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b></p>	<p>2010-2011 math target is: The percentage of students in 6th grade scoring at the proficient level or the advanced level will increase, using the following measure: compare data involving cohort data groups in 6th grade of the current year testing to the previous testing year (i.e. 5th grade</p>

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**Chapter 12 Improvement Goals Science**

**281--IAC 12.8(3)(b)**

**NONPUBLIC**

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:** Accredited nonpublic schools (e.g., K-6) that do not serve students in grade 8 and/or grade 11 do not have to report science goals and science goal progress at this time. **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.**

<p><b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b></p>	<p>By 2014, our long range student achievement goal in science is: To increase student competence in reading. Our annual improvement goals will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year (i.e. 5th grade)</p>
<p><b>2009-2010 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b></p>	<p>By fall of 2009, 91.1% of students in grade 11 will be proficient in science, based on ITEDs results.</p>
<p><b>Were the Annual Goals Met?</b></p>	<p><b>NO</b></p>
<p><b>Supporting Data to demonstrate that the district has or has not met its goal:</b></p>	<p>In fall of 2009, 86% of students in grade 11 were proficient in science.</p>
<p><b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</b></p> <p><b>The plan to meet future goals includes the following:</b></p>	<p>Articulation groups will continue to meet and study results of ITBS/ITEDS and make recommendations to the appropriate groups.</p> <p>Continued inservice will be provided by AEA staff in the content area as determined by the Iowa Test results.</p>
<p><b>2010-2011 Next School Year Annual Goals: 281--IAC</b></p>	<p>2010-2011 science target is: The percentage of students in 6th grade scoring at the proficient level or the advanced level will increase, using the following measure: compare data involving cohort data groups in 6th grade of the current year testing to the previous testing year (i.e. 5th grade)</p>

12.8(3)(b)(4)

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**Chapter 12 Alternative Assessment - Reading****281--IAC 12.8(3)(a)(1)****NONPUBLIC**

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**

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

**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)****NONPUBLIC**

**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)**

**NONPUBLIC**

- Accredited nonpublic schools that do not serve students in grade 8 or grade 11 (or both) do not have to report science data at this time.
- These data may be from any level within the K-12 grade span. All accredited nonpublic schools must report data from multiple assessments in reading and mathematics. Only accredited nonpublic schools that serve students in grade 8 and/or grade 11 must report multiple measure data for science.

[View Complete Assessments List](#)

[List of All Available Assessments](#)

**Reading**

<b>Assessment Used:</b>	Other (405)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	ASSET tests used at Grade 10, BRI gr. 4, 8
<b>Explanation -- How did the students do on this test?</b>	Proficiency rates on the Basic Reading Inventory used in April of 2010:  Gr. 3 97%  Gr. 8 86%  Gr. 10 ASSET results 90.5% proficient

**Math**

<b>Assessment Used:</b>	Other (405)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	Diocese of Sioux City Math Assessment Measure gr. 4, 8; ASSET test in gr. 10
<b>Explanation -- How did the students do on this test?</b>	Proficiency rates on the Diocesan Math Assessment used in April of 2010:  Gr. 4 92%  Gr. 8 82%  ASSET test results at gr. 10 93.5% proficient

**Science**

<b>Assessment Used:</b>	Other (405)
<b>Other Assessment:</b> Name/description/comment about the "other" assessment, or N/A if	AEA 3 Science Assessment gr. 8, 11

<a href="#">whole grade sharing.</a>	
<b>Explanation -- How did the students do on this test?</b>	Proficiency rates on the AEA3 Science Assessment used in April of 2010:  Gr. 8     94%  Gr. 11    86%

**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><b>List assessment used and cut score:</b></p>	<p>ACT Cut Score 20</p>
<p><b>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.</b></p> <p><b>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</b></p>	<p><b>18</b> Total number of students achieving a score or status on a measure indicating probable post-secondary success. <i>If the measure used is the ACT, the cut score for probable post-secondary success is 20. (No Iowa Testing ACT data available in Project EASIER BEDS table.)</i></p> <p><b>26</b> Total number of students who took the test. <i>(No Iowa Testing ACT data available in Project EASIER BEDS table.)</i></p> <p><b>69.23%</b> Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. <i>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.</i></p>

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

<p><b>All high school seniors who intend to pursue post-secondary education or training.</b></p> <p><b>NON-PUBLIC</b> <b>If available, Senior Post-Secondary Education/Training Intentions data will be automatically provided. These data are from the last available Spring B.E.D.S.</b></p>	<p><b>39</b> Total number of seniors who intend to pursue post-secondary education/training. <i>(No post-secondary education intentions data available in Project EASIER BEDS file.)</i></p> <p><b>39</b> Total number of seniors who have graduated. <i>(Number of seniors: 0. Data from Project EASIER BEDS table.)</i></p> <p><b>100.00%</b> Total percentage of seniors intending to pursue post-secondary education/training. <i>The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</i></p>
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**Core Program Completers 281--IAC 12.8(3)(a)(7)**

<p><b>All high school graduates who completed a core program which includes four years of English/language</b></p>	<p><b>39</b> Total number of high school graduates who completed a core program.</p> <p><b>39</b> Total number of high school graduates.</p> <p><b>100.00%</b> Total percentage of high school graduates who completed a core program. <i>Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</i></p>
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**arts and three or more years each of mathematics, science, and social studies.**

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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.

<b>All Dropouts 2008-2009</b>	<b>0</b> Total number of All Dropouts, grades 7-12.
	<b>263</b> Total number of All Students, grades 7-12. <i>(Total number from BEDS enrollment table is 263.)</i>
	<b>0.00%</b> Total percentage of All Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

#### DROPOUT SUBGROUPS

<b>Female 2008-2009</b>	<b>0</b> Total number of Female Dropouts, grades 7-12.
	<b>143</b> Total number of Female Students, grades 7-12. <i>(Total number from BEDS enrollment table is 143.)</i>
	<b>0.00%</b> Total percentage of Female Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

<b>Male 2008-2009</b>	<b>0</b> Total number of Male Dropouts, grades 7-12.
	<b>120</b> Total number of Male Students, grades 7-12. <i>(Total number from BEDS enrollment table is 120.)</i>
	<b>0.00%</b> Total percentage of Male Dropouts, grades 7-12. <i>Percent arrived at by dividing the number of Dropouts by the total number of Students.</i>

<b>White (not of Hispanic origin) 2008-2009</b>	<b>0</b> Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	<b>260</b> Total number of White (not of Hispanic origin) Students, grades 7-12. <i>(Total number from BEDS enrollment table is 260.)</i>

	<p><b>0.00%</b> 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>
<b>Black (not of Hispanic origin) 2008-2009</b>	<p><b>0</b> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Black (not of Hispanic origin) Students, grades 7-12. (Total number from BEDS enrollment table is 0.)</p> <p><b>0.00%</b> 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>
<b>Hispanic 2008-2009</b>	<p><b>0</b> Total number of Hispanic Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Hispanic Students, grades 7-12. (Total number from BEDS enrollment table is 0.)</p> <p><b>0.00%</b> Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>American Indian or Alaskan Native 2008-2009</b>	<p><b>0</b> Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p><b>1</b> Total number of American Indian or Alaskan Native Students, grades 7-12. (Total number from BEDS enrollment table is 1.)</p> <p><b>0.00%</b> 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>
<b>Asian or Pacific Islander 2008-2009</b>	<p><b>0</b> Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p><b>2</b> Total number of Asian or Pacific Islander Students, grades 7-12. (Total number from BEDS enrollment table is 2.)</p> <p><b>0.00%</b> 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>
<b>Disabled/IEP 2008-2009</b>	<p><b>0</b> Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p><b>0</b> Total number of Disabled/IEP Students, grades 7-12. (Total number from BEDS enrollment table is Not Available.)</p> <p><b>0.00%</b> Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

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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.**

DIBELS (April, 2010 proficiency rates)  
 Kindergarten: 100%  
 Gr 1: Established Readers 100%  
  
 BRI (April, 2010) Gr 2 Established Readers 94%  
  
 Theology long range plan: Increase student knowledge of the Catholic faith, knowledge/use of various prayer forms, participation in service projects.  
 Assessment: ACRE (Assessment of Catechesis Religious Education)  
 Time: January, 2010  
 Student concerns expressed: Inappropriate language, bullying/fighting, cheating  
 Teacher observation: All students participated in at least one service activity, all participated in various prayer forms in 2009-10.

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## Assurances

### Assurances -- Non-Public ONLY

<b>YES</b>	The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals. Date SIAC recommendations were presented: <b>September 21, 2010, Board Meeting</b>
<b>YES</b>	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.

### Assurances -- Public and Non-Public

<b>YES</b>	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: <b>One section of report will be included in parent letter, Oct. 2010-March 2011.</b>
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### Non-Public Information

<b>Authorized Agency</b>	<b>Bishop Garrigan Schools</b> <b>1224 N Mc Coy</b> <b>Algona, Iowa 50511</b> AEA: <b>AEA 8 Prairie Lakes</b> ( <i>district filed under aea control code 9205</i> ) Non-Public District Enrollment Size: <b>550</b> , for the <b>2008-2009</b> school year. Current Grades Served at this Agency: <b>PreKindergarten, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</b>
<b>Primary APR Contact</b>	Name:* <b>Lynn Miller</b> Title:* <b>HS Principal</b> Telephone:* <b>515 - 295 - 3521</b> Extension: FAX:* <b>515 - 295 - 7739</b> Email:* <small>Click below, to email contact:</small> <a href="mailto:millerl@garrigan.pvt.k12.ia.us">millerl@garrigan.pvt.k12.ia.us</a>