



# Iowa Department of Education



School Year: <input type="text" value="2008-2009"/> <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: 2988 School: 0000 Name: <b>Hinton Comm School District</b>	

Division of PK-12 Education

## Annual Progress Report (APR)

### Minimum Requirements

Due Date: September 15

## Print Summary All, Public

**THE DISTRICT AND STATE HAVE CERTIFIED  
Changes can no longer be made to this form.**

### Chapter 12 Improvement Goals Reading

#### 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)**

All K-12 students score at proficiency levels in reading as measured by the Iowa Test of Basic Skills and Iowa Test of Educational Development.

**2008-2009  
Current  
School Year  
Annual  
Goals:  
281--IAC  
12.8(3)(b)(4)**

Decrease the number of non-proficient students from 5th grade 07 to 6th grade 08 in reading comprehension as measured by the Iowa Test of Basic Skills

<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	Our goal was to decrease the number of non-proficient students from 5th grade 07 to 6th grade 08 in reading comprehension as measured by the Iowa Test of Basic Skills. In 2007, the 5th grade was at 72.9% proficient, in 2008 in grade 6 they were 65.2% proficient. Thus the non-proficient went from 29.3% to 34.8 %.
<b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</b>  <b>The plan to meet future goals includes the following:</b>	The plan includes revising professional development to a PreK-12 grade focus. Staff will be trained using DuFour's Professional Learning Communities model. In the PLC, staff will be teaching the student of reading comprehension strategies. The district is also working on alignment with Iowa Core Curriculum. The ICC Team has scheduled monthly meeting to design an implementation plan for each outcome of the Iowa Core. This Team will also aid in planning the professional development activities. The plan also includes adding Title One services to grades 4-6 to focus on the non-proficient students. The district has had no services for struggling readers at these grade levels. The district will also pilot a research-based reading materials in grades 4 and 5.
<b>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	The goal will Decrease the number of non-proficient students from 5th grade 08 to sixth grade 09 in reading comprehension as measured by the Iowa Test of Basic Skills from 34.8%..

### 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.

<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	All K-12 students score at proficiency levels in math as measured by the Iowa Test of Basic Skills and Iowa Test of Educational Development.
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<b>2008-2009 Current School Year Annual Goals:</b>	Decrease the percent of non-proficient 3rd graders in math concepts and estimation by 5%; from 27.8% to 21.8% during the 2008-2009 school year.
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281--IAC 12.8(3)(b)(4)	
Were the Annual Goals Met?	NO
Supporting Data to demonstrate that the district has or has not met its goal:	Our goal was to decrease the percent of non-proficient 3rd graders in math concepts and estimation by 5%; from 27.8% to 21.8% during the 2008-2009 school year. Our students scored at 22.8% non-proficient
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)  The plan to meet future goals includes the following:	The district will use the alignment process with the Iowa Core Curriculum in Curriculum Mapper to look at alignment issues.
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The goal will be to decrease the number of non-proficient third-grade students in math (concepts and estimation) by 5% as measured by the Iowa Test of Basic Skills.

**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.

<input checked="" type="checkbox"/> <b>Grade 8 is served.</b> <input checked="" type="checkbox"/> <b>Grade 11 is served.</b> <input type="checkbox"/> Neither Grade 8 or Grade 11 is served.	<b>SCIENCE ONLY:</b> 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. <b><u>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.</u></b>
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<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	All K-12 students score at proficiency levels in science as measured by the Iowa Test of Basic Skills and Iowa Test of Educational Development. .
<b>2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	Increase the percent of students proficient from 9th to 10th grade as measured by the ITED.
<b>Were the Annual Goals Met?</b>	<b>NO</b>
<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	Our goal was to increase the percent of students proficient in science from 9th to 10th grade as measured by the ITED. Our students went from 92.8% proficient to 89% proficient.
<b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)  The plan to meet future goals includes the following:</b>	The district will continue to map the enacted curriculum in Curriculum Mapper. The district will continue to align with Iowa Core Curriculum.
<b>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</b>	The goal is to increase the percent of students proficient from 9th to 10th grade as measured by the ITED.

### 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

#### 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

#### 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

#### 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.

**List of All Available Assessments**

<b>Reading</b>	
<b>Assessment Used:</b>	ICAM – Iowa Collaborative Assessment Modules (from ICIIIC) (141)
<b>Other Assessment:</b> Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Reading Comprehension Literature Module was administered:</p> <p>Grade 4: 49 students</p> <p>Low: 22.4% - a decrease from last year            Intermediate: 55.1% increase            High: 22.4% up from just 9% last year</p> <p>Grade 8 41 students - last year 54            Low: 26.8% a 10% increase            Intermediate: 61% an increase            High: 12.2% half of last year</p> <p>Grade 11: 48 students, compared to 51 students last year            Low: 14.9%            Intermediate: 63.8% - increase            High: 21.5% decrease</p>
<b>Math</b>	
<b>Assessment Used:</b>	ICAM – Iowa Collaborative Assessment Modules (from ICIIIC) (141)
<b>Other Assessment:</b> Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Number Concepts and Operations:</p> <p>Grade 4: 49 students</p> <p>Low: 12.2% down from 20.93%            Intermediate: 63.3% compared to only 34.9% last year            High: 24.5% a decrease</p> <p>Grade 8 41 students compared to 54 students            Low: students up from 11.67% to 24.4%            Intermediate: Decrease from 68.5% to 56.1%            High: 20.4% to 19.5%</p> <p>Grade 11: 48 students compared to 50 students last year            Low: 16% to 16.7% - no significant increase/decrease            Intermediate: increase to 66.7% from 56%            High: Decrease to 16.7 from 28%</p>

<b>Science</b>	
<b>Assessment Used:</b>	AEA Assessment (11)
<b>Other Assessment:</b> Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	A test was constructed using an assessment database aligned to the National Science Education Standards of inquiry, physical science, life science earth/space science, and personal/social perspectives at the grade spans of 5-8 and 9-12. The 30-question test was administered to 41 students in the 8th grade. The cut score for proficiency was 18, with 88% of the students scoring an 18 or above

### 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.

<b>List assessment used and cut score:</b>	ACT cut score is 20 or above
<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>  <b>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</b>	<b>2</b> 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: <b>49</b> . Iowa Testing information from Project EASIER BEDS table.)
	<b>2</b> Total number of students who took the test. (Number of students who took the ACT test: <b>71</b> . Iowa Testing information from Project EASIER BEDS table.)
	<b>100.00%</b> 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.

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

<b>All high school seniors who intend to pursue post-secondary education or training.</b>	<b>50</b> Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: <b>50</b> . Data from Project EASIER BEDS table.)
	<b>53</b> Total number of seniors who have graduated. (Number of seniors: <b>53</b> . Data from Project EASIER BEDS table.)

<p><b>PUBLIC</b>  <b>These data are from the last available Spring B.E.D.S.</b></p>	<p><b>94.34%</b> 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 arts and three or more years each of mathematics, science, and social studies.</p>	<p><b>48</b> Total number of high school graduates who completed a core program.</p>
	<p><b>48</b> Total number of high school graduates.</p>
	<p><b>100.00%</b> Total percentage of high school graduates who completed a core program.  Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</p>

**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 (2007-2008), while the APR itself is in the current school year (2008-2009).

**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.

<p><b>All Dropouts 2007-2008</b></p>	<p><b>1</b> Total number of All Dropouts, grades 7-12.</p>
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	<p><b>317</b> Total number of All Students, grades 7-12.</p> <p><b>0.32%</b> Total percentage of All Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>DROPOUT SUBGROUPS</b>	
<b>Female 2007-2008</b>	<p><b>0</b> Total number of Female Dropouts, grades 7-12.</p> <p><b>169</b> Total number of Female Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of Female Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>Male 2007-2008</b>	<p><b>1</b> Total number of Male Dropouts, grades 7-12.</p> <p><b>148</b> Total number of Male Students, grades 7-12.</p> <p><b>0.68%</b> Total percentage of Male Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>White (not of Hispanic origin) 2007-2008</b>	<p><b>1</b> Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>310</b> Total number of White (not of Hispanic origin) Students, grades 7-12.</p> <p><b>0.32%</b> Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>Black (not of Hispanic origin) 2007-2008</b>	<p><b>0</b> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p><b>1</b> Total number of Black (not of Hispanic origin) Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>Hispanic 2007-2008</b>	<p><b>0</b> Total number of Hispanic Dropouts, grades 7-12.</p> <p><b>2</b> Total number of Hispanic Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of Hispanic Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>American Indian or Alaskan Native 2007-2008</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.</p> <p><b>0.00%</b> Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>
<b>Asian or Pacific Islander 2007-2008</b>	<p><b>0</b> Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p><b>3</b> Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of Asian or Pacific Islander Dropouts, grades 7-12.  <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a></p>

<b>Disabled/IEP 2007-2008</b>	<b>1</b> Total number of Disabled/IEP Dropouts, grades 7-12.
	<b>16</b> Total number of Disabled/IEP Students, grades 7-12.
	<b>6.25%</b> Total percentage of Disabled/IEP Dropouts, grades 7-12. <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>
<b>English Language Learners (ELL) 2007-2008</b>	<b>0</b> Total number of English Language Learners (ELL) Dropouts, grades 7-12.
	<b>0</b> Total number of English Language Learners (ELL) Students, grades 7-12.
	<b>0.00%</b> Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. <a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>

### Additional State Requirements

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

<p><b>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.</b></p>	<p>Iowa Youth Survey was administered to students in Fall of 2008: Data has not been received as of June 09; this data will be analyzed by staff during the 2009-2010 school year.</p> <p>Other climate data was collected during the 2008-2009 school year:</p> <ul style="list-style-type: none"> <li>72% of students think the students treat them with respect</li> <li>88% feel safe at school</li> <li>88% have never or hardly ever been bullied at school</li> <li>87% report that teachers stop bullying when they see it</li> <li>72% report bullying or say something to help the targeted student</li> </ul>
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#### 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.

<p><b>Did the school districts accept Early Intervention funding?</b></p>	<p><b>YES</b></p>
<p><b>All school districts receiving</b></p>	<p>Progress with Early Intervention Goals          Preschool The Hinton "Little Hawks" Preschool and Daycare was opened in the fall of 2005. The addition was added through funding received from the Demonstration</p>

<p><b>Early Intervention block grant funds shall report progress with their early intervention goals.</b></p>	<p>Construction Grant in 2004. Fourteen students ages 3, 4, &amp; 5 were enrolled. The preschool/daycare is licensed to serve up to twenty five students. Twenty Four students are enrolled for the 09/10 school. The Preschool/Daycare is rated at level 3 on the Quality Rating System. Teachers are trained in High Scope Curriculum.</p> <p>Discovergarten Hinton School has successfully implemented "Discovergarten". This program is designed to serve children that are five, but have chosen to wait a year before enrolling in Kindergarten. Twenty two students were enrolled in the 2006-2008-2009school year.</p> <p>Reading Recovery During the 2008-2009 school year, A total of 11 students were served in grade 1, 10 in grade 2, 11 in grade 3. 19 males and 13 females.</p>
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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>	<p><input checked="" type="checkbox"/> Classroom teacher interventions</p> <p><input checked="" type="checkbox"/> Coach interventions</p> <p><input type="checkbox"/> Study hall/study table</p> <p><input checked="" type="checkbox"/> Tutors</p> <p><input checked="" type="checkbox"/> Parent involvement</p> <p><input checked="" type="checkbox"/> Classroom interventions</p> <p><input checked="" type="checkbox"/> Problem solving team</p> <p><input checked="" type="checkbox"/> Before/after school help</p> <p><input checked="" type="checkbox"/> Counseling services</p> <p><input checked="" type="checkbox"/> At-risk program</p> <p><input checked="" type="checkbox"/> Progress reports</p>
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#### Other

<p><b>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</b></p>	<p>To be eligible for co-curricular activity a student cannot have any "F"s during any grading period (approximately two weeks long). These eligibility requirements do not apply to music concerts and contests but do affect all other co-curricular activities, including show choir and drill team. Semester grades will be the determining factor in meeting the new athletic union (Iowa Code) guidelines for eligibility. A tutor is available for all students to access during the day for academic help in any subject.</p>
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### Assurances

#### Assurances -- Public ONLY

<p><b>YES</b></p>	<p>The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.</p>
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<b>YES</b>	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
<b>YES</b>	The district has incorporated Core Content <b>Reading</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Math</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Science</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has students that are English Language Learners (ELL).
<b>YES</b>	The district has adopted English Language Proficiency (ELP) standards for ELL students.
<b>Assurances -- Public and Non-Public</b>	
<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>October 1, 2009</b>

<b>District Information</b>											
<b>Authorized Agency</b>	<b>Hinton Comm School District</b> 315 W Grand Hinton, Iowa 51024 AEA: <b>AEA 12 Northwest</b> ( <i>district filed under aea control code 9212</i> )										
<b>Primary APR Contact</b>	<table border="1"> <tr> <td>Name:</td> <td><b>Jane Krehbiel</b></td> </tr> <tr> <td>Title:</td> <td><b>Curriculum Coordinator</b></td> </tr> <tr> <td>Telephone:</td> <td><b>712 - 947 - 4329 Extension:</b></td> </tr> <tr> <td>FAX:</td> <td><b>712 - 947 - 4427</b></td> </tr> <tr> <td>Email:</td> <td>Click, below, to email contact: <a href="mailto:krehbielj@hintonschool.com">krehbielj@hintonschool.com</a></td> </tr> </table>	Name:	<b>Jane Krehbiel</b>	Title:	<b>Curriculum Coordinator</b>	Telephone:	<b>712 - 947 - 4329 Extension:</b>	FAX:	<b>712 - 947 - 4427</b>	Email:	Click, below, to email contact: <a href="mailto:krehbielj@hintonschool.com">krehbielj@hintonschool.com</a>
Name:	<b>Jane Krehbiel</b>										
Title:	<b>Curriculum Coordinator</b>										
Telephone:	<b>712 - 947 - 4329 Extension:</b>										
FAX:	<b>712 - 947 - 4427</b>										
Email:	Click, below, to email contact: <a href="mailto:krehbielj@hintonschool.com">krehbielj@hintonschool.com</a>										