



The
State Report Card

for
No Child Left Behind

September 2009

Iowa Department of Education

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for
No Child Left Behind



Iowa Department of Education

2009



Printed on Recycled Paper

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State of Iowa
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The State Report Card for No Child Left Behind

Iowa Department of Education

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September 2009

Dear Citizens of Iowa:

As director of the Iowa Department of Education (DE), I have the opportunity to talk with many people about education in Iowa. In addition to national and state leaders, educators, and parents, I specifically take time to listen to Iowa students. I ask them about their hopes, their dreams, and their expectations for the future.

Students in Iowa want to make significant and important achievements. To make sure all of our students are on the right path to achieve their goals, I not only listen to their personal stories, but also look at their academic stories through data. The information provided in *The State Report Card for No Child Left Behind* is just some of the data we study at the DE. We also share this with you, Iowa's citizens.

To help navigate this year's report card, I would like you to take note of some additional information we are providing this year. As in the past, the report card includes achievement scores, professional qualifications of Iowa's teachers and average daily attendance numbers. However, this year's report is slightly different because of changes in federal reporting requirements.

For the first time, *The State Report Card for No Child Left Behind for 2009* provides National Assessment of Educational Progress (NAEP) data. NAEP is the only national representative and continuing assessment of America's students. It is just one of many indicators of achievement that Iowa reviews in looking at student achievement.

The report also includes enhanced data on Iowa's graduation rate. The DE is beginning to transition to a new method for calculating the state's high school graduation rate. The 2008 graduating class is the first group of Iowa students to have a statewide identification number for all four years. With this information, Iowa can now implement a cohort rate, which follows the same group of students over several years. Therefore, Iowa is now able to report three- and four-year cohort graduation rates.

And finally, the report provides enhanced information regarding schools and districts identified as in need of assistance. If you turn to page 49, you will see the category for which the school or district is identified and the number of years they have been identified. It also shows if the school or district is making progress with a "delay" status indicated. Please review the "Schools and Districts in Need of Assistance" section for more information.

I encourage you to take time to read this report. With this information you can partner with the Iowa Department of Education in our efforts to help Iowa students achieve their goals.

Sincerely,



Judy Jeffrey, Director
Iowa Department of Education

Acknowledgments

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INTRODUCTION

The *No Child Left Behind Act* (NCLB) of 2001 requires each state to provide an annual report card to inform stakeholders and the public about the progress of students and schools on indicators of student achievement and other information that relates to student success. The *State Report Card for No Child Left Behind* provides state-level data to serve as a comparison for schools and districts as they consider and implement improvement efforts to increase the success for all Iowa students. The *State Report Card* contains the critical elements of accountability under NCLB as specified in the No Child Left Behind Act 1111(h)(1)(C)(i). These are listed below:

- The comparison between the percent of public school students in each group scoring at proficient level on the Iowa Tests of Basic Skills (ITBS) or the Iowa Tests of Educational Development (ITED) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula. The AMO results represent the performance of students that enrolled in Iowa public schools for a full academic year in grades 3 to 8 and 11.
- The percent of public school students, by group, who did participate in the ITBS, ITED, or alternate assessment in grades 3 to 8 and 11.
- The participation rates and assessment results for students with disabilities in grades 3 to 8 and 11.
- The percent of students scoring at each achievement level on ITBS for grades 3 to 8, and ITED for grade 11 or alternate assessment in grades 3 to 8 and 11. The results are for the public school students who were enrolled for a full academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- The most recent results of National Assessment of Educational Progress (NAEP) for Iowa grades 4 and 8 in reading and mathematics.
- Other academic indicators included the public school statewide attendance rates for kindergarten to grade 8 and graduation rates for public high schools.
- The percentage of classes not taught by highly qualified teachers (HQT) in the aggregate and disaggregate by high-poverty and low-poverty schools and by school level and academic area.
- Schools that did not make adequate yearly progress for two consecutive years under NCLB, section 1116, are identified as schools in need of assistance. Schools remain identified until they have AYP for two consecutive years.
- Districts that did not make adequate yearly progress for two consecutive years under NCLB are identified as districts in need of assistance. Districts remain identified until they have AYP for two consecutive years.

ANNUAL MEASURABLE OBJECTIVES

The state's Annual Measurable Objectives (AMO) represent a minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO targets increase every three years from 2001-2002 to 2009-2010. Beginning in 2010-2011 to 2013-2016, AMO targets will increase every year. The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2008-2009 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 include the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) assessment results for the public school students that were enrolled in the state for a full academic year as well as the alternate assessment results for students with disabilities. For accountability purposes, a full academic year will be determined for each individual student who was enrolled on the first day of the testing period in the previous school year and enrolled through the academic year to the first day of the testing period for the current school year.

Table 1

READING AND MATHEMATICS 2008-2009							
ANNUAL MEASURABLE OBJECTIVES TARGET VS. READING							
AND MATHEMATICS PERFORMANCE BY GRADE AND SUBGROUPS							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2008-2009)	74.1%	76.0%	76.4%	69.7%	71.5%	73.3%	79.3%
All Students	76.8	81.2	80.3	69.7	72.9	74.3	76.8
African American	54.0	60.0	56.1	44.4	48.2	49.6	52.0
American Indian	63.9	67.2	63.3	55.0	55.7	64.6	56.3
Asian	78.3	83.9	80.8	74.4	78.3	78.2	77.2
Hispanic	59.2	66.5	62.5	47.8	51.7	51.8	57.1
White	80.1	83.9	83.4	73.2	75.9	77.4	79.1
Male+	73.7	79.3	79.3	67.2	70.5	71.6	73.3
Female+	80.1	83.3	81.3	72.2	75.5	77.3	80.4
Disability*	38.5	45.0	43.2	28.1	28.2	27.7	28.6
Migrant**+	53.2	60.5	53.5	39.0	32.4	42.5	45.1
English Language Learner	52.0	58.4	51.8	31.4	35.9	34.9	34.8
Low Socioeconomic Status	64.1	69.6	67.3	53.6	58.0	57.8	61.4
	Mathematics						
AMO (2008-2009)	73.9%	77.4%	76.6%	72.8%	72.0%	72.0%	79.3%
All Students	77.0	81.2	79.9	74.8	79.4	77.0	77.8
African American	50.2	58.3	53.3	44.9	54.3	47.4	49.7
American Indian	57.9	60.0	63.5	59.5	62.3	63.6	63.1
Asian	81.3	82.1	84.6	81.8	86.9	82.6	80.0
Hispanic	60.2	65.3	62.9	56.9	62.9	58.3	56.3
White	80.4	84.2	83.1	78.3	82.1	80.0	80.3
Male+	78.2	81.6	81.3	75.6	79.1	77.5	79.1
Female+	75.7	80.8	78.5	73.9	79.7	76.5	76.5
Disability*	47.5	50.0	46.3	35.5	37.0	32.5	35.2
Migrant**+	62.4	56.5	56.3	50.0	53.8	56.2	46.5
English Language Learner	55.7	58.6	54.7	44.0	52.6	43.5	41.1
Low Socioeconomic Status	64.4	70.1	67.8	59.4	65.7	61.0	61.5

Sources: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress (AYP) Report.

*Disability status is determined by the presence of an individualized education program (IEP).

**Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

STUDENT PARTICIPATION RATES

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the annual measurable objectives (AMO) data, the participation rates include students enrolled less than a full academic year. Table 2 presents the 2008-2009 state level assessment participation rates by grade and subject areas for all students and students by subgroups.

Table 2

READING AND MATHEMATICS 2008-2009							
PARTICIPATION RATES BY GRADE AND SUBGROUP							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
All Students	99.6%	99.6%	99.8%	99.7%	99.6%	99.7%	99.0%
African American	99.3	99.1	99.7	99.3	99.0	99.1	97.1
American Indian	99.4	100.0	99.0	99.6	99.5	99.0	97.5
Asian	99.2	99.1	98.6	99.1	98.8	99.6	98.6
Hispanic	98.9	99.3	99.3	99.6	99.4	99.1	97.9
White	99.7	99.7	99.8	99.8	99.7	99.8	99.1
Male+	99.5	99.5	99.7	99.7	99.5	99.6	99.0
Female+	99.7	99.7	99.2	99.8	99.6	99.7	99.0
Disability*	99.3	99.4	99.4	99.4	99.1	99.4	98.1
English Language Learner	98.7	98.7	98.3	98.3	98.3	98.2	98.3
Migrant**+	100.0	99.2	99.1	100.0	96.0	99.1	96.6
Low Socioeconomic Status	99.2	99.5	99.4	99.6	99.4	99.3	98.4
Mathematics							
All Students	99.5%	99.7%	99.7%	99.7%	99.6%	99.5%	98.9%
African American	99.1	99.0	99.1	99.1	99.0	98.4	97.4
American Indian	98.3	100.0	99.5	99.6	99.5	98.0	97.5
Asian	99.2	99.6	99.6	99.5	99.3	99.4	98.5
Hispanic	99.1	99.5	99.5	99.4	99.7	99.2	97.8
White	99.6	99.8	99.7	99.7	99.7	99.6	99.1
Male+	99.5	99.7	99.7	99.6	99.4	99.4	99.0
Female+	99.6	99.8	99.1	99.3	99.7	99.6	98.9
Disability*	99.0	99.4	99.1	99.4	99.1	96.8	98.3
English Language Learner	99.0	99.2	99.5	98.7	99.5	98.3	98.7
Migrant**+	100.0	99.2	100.0	100.0	99.2	100.0	97.7
Low Socioeconomic Status	99.3	99.5	99.2	99.4	99.5	98.9	98.4

Sources: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress (AYP) Report.

*Disability status is determined by the presence of an individualized education program (IEP).

**Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

ASSESSMENT RESULTS

FOR STUDENTS WITH DISABILITIES

There are three ways that students with disabilities may participate in assessments: by taking the regular assessment without accommodations, taking the regular assessment with accommodations, or taking Iowa's Alternate Assessment (IAA). These options are available for both the reading and mathematics sections of the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED). The method of participation is determined for each student by an Individualized Education Program team and is documented in the student's Individualized Education Program (IEP).

Table 3 shows the achievement by test type in reading and mathematics for students with disabilities in grades 3 to 8 and 11 who were enrolled for a full academic year.

Table 3

2008-2009 READING AND MATHEMATICS ACHIEVEMENT FOR STUDENTS WITH DISABILITIES BY TEST TYPE							
Test Type	Percent Proficient						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2008-2009)	74.1%	76.0%	76.4%	69.7%	71.5%	73.3%	79.3%
ITBS/ITED (ITP)*	35.6	43.2	41.8	26.2	26.2	25.7	27.9
ITP w/Accommodations**	27.4	36.2	36.0	21.5	22.6	22.3	25.2
ITP wo/Accommodations**	71.4	79.0	75.5	62.3	59.1	55.5	45.0
Iowa Alternate Assessment (IAA)	78.3	73.8	65.5	62.9	63.1	63.0	40.5
ITP or IAA***	38.5	45.0	43.2	28.1	28.2	27.7	28.6
	Mathematics						
AMO (2008-2009)	73.9%	74.7%	76.6%	72.8%	72.0%	72.0%	79.3%
ITBS/ITED (ITP)*	45.8	48.8	45.2	33.7	35.7	30.8	34.5
ITP w/Accommodations**	39.6	43.1	40.4	29.2	32.8	28.2	31.9
ITP wo/Accommodations**	73.3	79.6	74.0	68.3	62.7	55.0	50.1
Iowa Alternate Assessment (IAA)	70.9	70.7	64.0	69.2	61.9	61.8	46.9
ITP or IAA***	47.5	50.0	46.3	35.5	37.0	32.5	35.2

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: * ITP (Iowa Testing Program) indicates ITBS and ITED.

**2008-2009 was the first year that accommodations data were available at the student level for the State Report Card. This resulted in changes in the percent of students who were proficient with and without accommodations, but also provided more valid and reliable data for these measures.

***Students with disabilities who took either the ITBS/ITED (ITP) or IAA. Achievement data are for students enrolled for full academic year (FAY) only.

Table 4 shows a range of 96.8 to 99.4 percent of students with disabilities in grades 3 to 8 and 11 who participated in reading and mathematics assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with approximately 5.5 percent of Iowa's students with disabilities participating in the alternate assessment for reading and 5.4 percent in the alternate assessment for mathematics.

Table 4

2008-2009 READING AND MATHEMATICS PARTICIPATION RATES FOR STUDENTS WITH DISABILITIES BY TEST TYPE							
Test Type	Number and Percent of Students						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
FAY ITBS/ITED (ITP)	3,648	4,120	4,367	4,434	4,325	4,279	3,925
FAY ITBS/ITED (ITP) with Accommodations	2,956	3,458	3,749	3,952	3,927	3,882	3,431
FAY ITBS/ITED (ITP) without Accommodations	692	662	618	482	398	397	494
FAY Iowa Alternate Assessment (IAA)	258	256	261	237	241	238	242
FAY ITP or IAA	3,906	4,376	4,628	4,671	4,566	4,517	4,167
Total ITP or IAA (FAY and non-FAY)	4,222	4,769	4,991	5,032	4,974	4,990	4,555
Total Enrollment for Students with Disabilities	4,251	4,800	5,020	5,061	5,019	5,019	4,643
Participation Rates for Students with Disabilities	99.3%	99.4%	99.4%	99.4%	99.1%	99.4%	98.1%
	Mathematics						
FAY ITBS/ITED (ITP)	3,633	4,124	4,356	4,429	4,325	4,255	3,931
FAY ITBS/ITED (ITP) with Accommodations	2,947	3,463	3,738	3,948	3,927	3,863	3,442
FAY ITBS/ITED (ITP) without Accommodations	686	661	618	481	398	392	489
FAY Iowa Alternate Assessment (IAA)	254	259	261	237	239	238	241
Total FAY ITP or IAA	3,887	4,380	4,617	4,666	4,564	4,493	4,172
Total ITP or IAA (FAY and non-FAY)	4,199	4,770	4,977	5,026	4,967	4,960	4,561
Total Enrollment for Students with Disabilities	4,241	4,799	5,020	5,057	5,013	5,125	4,642
Participation Rates for Students with Disabilities	99.0%	99.4%	99.1%	99.4%	99.1%	96.8%	98.3%

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: FAY indicates full academic year.

ITP (Iowa Testing Program) indicates ITBS and ITED.

STUDENT PERFORMANCE

One of the requirements for *The State Report Card for No Child Left Behind* is to show public school students scoring at each achievement level on Iowa Tests of Basic Skills (ITBS) for grades 3 to 8 and Iowa Tests of Educational Development (ITED) for grade 11 as well as the alternate assessment in these grades.

For many years, statewide achievement data from the ITBS and ITED were shown as average scores for each of grades 3 to 12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement data was reported by levels—Low, Intermediate, and High. For a full description, please see below. Achievement levels were also reported by districts to provide system- and building-level results. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance, rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

- The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education (DE) has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. For accountability purposes, the DE uses the national percentile rank scale from the ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
- Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, “Low” in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
- Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, “Low” in grade 4 reading comprehension does not mean the same thing as “Low” in grade 4 mathematics.
- Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

The Iowa Alternate Assessment (IAA) measures what students know and can do at their grade level in reading and mathematics as compared to the Iowa’s Alternate Achievement Standards and is designed for students with the most significant cognitive disabilities. There are three levels of proficiency for the IAA: Basic (non-proficient), Proficient, and Advanced (proficient and advanced are put together to form “Proficient” for AYP).

Reading

Table 5 shows student performance by achievement level for 2008-2009. Figures 1 to 21 show the reading trends for all public school students in grades 4, 8 and 11 and by subgroups. Figures for grades 3, 5, 6, and 7 are not presented because only four years of data exist.

Table 5

READING PERFORMANCE BY ACHIEVEMENT LEVEL 2008-2009

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	Grade 3				Grade 4			
All Students	76.8%	17.4%	59.4%	23.2%	81.2%	25.1%	56.1%	18.8%
African American	54.0	6.3	47.8	46.0	60.0	10.5	49.5	40.0
American Indian	63.9	6.1	57.8	36.1	67.2	10.6	56.7	32.8
Asian	78.3	22.5	55.8	21.7	83.9	27.2	56.7	16.1
Hispanic	59.2	6.3	53.0	40.8	66.5	10.1	56.3	33.5
White	80.1	19.1	61.0	19.9	83.9	27.4	56.5	16.1
Male	73.7	15.8	57.9	26.3	79.3	23.4	55.8	20.7
Female	80.1	19.1	61.0	19.9	83.3	26.8	56.4	16.7
Disability*	38.5	5.7	32.8	61.5	45.0	7.5	37.5	55.0
Migrant	53.2	2.1	51.1	46.8	60.5	4.7	55.8	39.5
ELL	52.0	3.3	48.7	48.0	58.4	5.0	53.4	41.6
Low SES**	64.1	8.4	55.7	35.9	69.6	13.1	56.5	30.4
	Grade 5				Grade 6			
All Students	80.3	19.7	61.3	19.7	69.7	12.9	56.7	30.3
African American	56.1	5.6	50.5	43.9	44.4	4.6	39.8	55.6
American Indian	63.3	7.9	55.4	36.7	55.0	4.0	51.0	45.0
Asian	80.8	23.8	57.0	19.2	74.4	13.4	60.9	25.6
Hispanic	62.5	7.2	55.2	37.5	47.8	4.8	43.0	52.2
White	83.4	20.8	62.6	16.6	73.2	14.2	59.0	26.8
Male	79.3	18.7	60.6	20.7	67.2	12.0	55.2	32.8
Female	81.3	19.4	61.9	18.7	72.2	13.8	58.4	27.8
Disability*	43.2	5.4	37.8	56.8	28.1	2.7	25.3	71.9
Migrant	53.5	5.8	47.7	46.5	39.0	1.2	37.8	61.0
ELL	51.8	4.2	47.7	48.2	31.4	1.2	30.3	68.6
Low SES**	67.3	9.7	57.6	32.7	53.6	5.5	48.1	46.4
	Grade 7				Grade 8			
All Students	72.9	17.0	55.9	27.1	74.3	17.3	57.0	25.7
African American	48.2	6.1	42.0	51.8	49.6	4.7	44.9	50.4
American Indian	55.7	6.0	49.7	44.3	64.6	7.4	57.1	35.4
Asian	78.3	22.9	55.4	21.7	78.2	20.6	57.6	21.8
Hispanic	51.7	5.2	46.5	48.3	51.8	4.9	46.8	48.2
White	75.9	18.5	57.4	24.1	77.4	18.9	58.4	22.6
Male	70.5	16.7	53.7	29.5	71.6	16.7	54.9	28.4
Female	75.5	17.4	58.1	24.5	77.3	18.0	59.3	22.7
Disability*	28.2	2.8	25.4	71.8	27.7	3.3	24.4	72.3
Migrant	32.4	1.0	31.4	67.6	42.5	1.4	41.1	57.5
ELL	35.9	1.8	34.1	64.1	34.9	1.0	33.9	65.1
Low SES**	58.0	7.6	50.4	42.0	57.8	7.9	50.2	41.8
	Grade 11							
All Students	76.8	17.8	59.1	23.2				
African American	52.0	4.9	47.1	48.0				
American Indian	56.3	6.0	50.3	43.7				
Asian	77.2	24.5	52.6	22.8				
Hispanic	57.1	4.8	52.3	42.9				
White	79.1	18.9	60.2	20.9				
Male	73.3	15.4	58.0	26.7				
Female	80.4	20.2	60.2	19.6				
Disability*	28.6	0.7	27.9	71.4				
Migrant	45.1	4.2	40.8	54.9				
ELL	34.8	0.9	33.9	65.2				
Low SES**	61.4	7.9	53.4	38.6				

Source: Iowa Department of Education, AYP file.

Notes: *Disability status is determined by the presence of an Individualized Education Program (IEP).

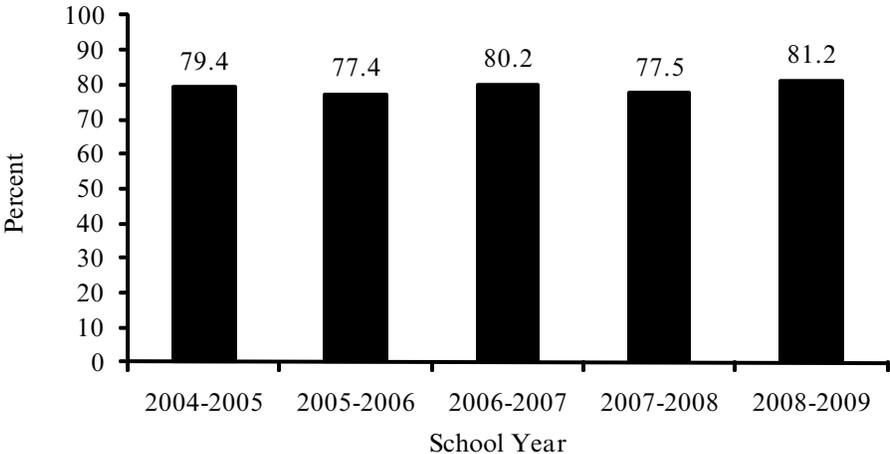
The Iowa Department of Education has combined the "Intermediate and High" achievement levels to define a single achievement level called "Proficient".

**SES means socioeconomic status.

Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 1

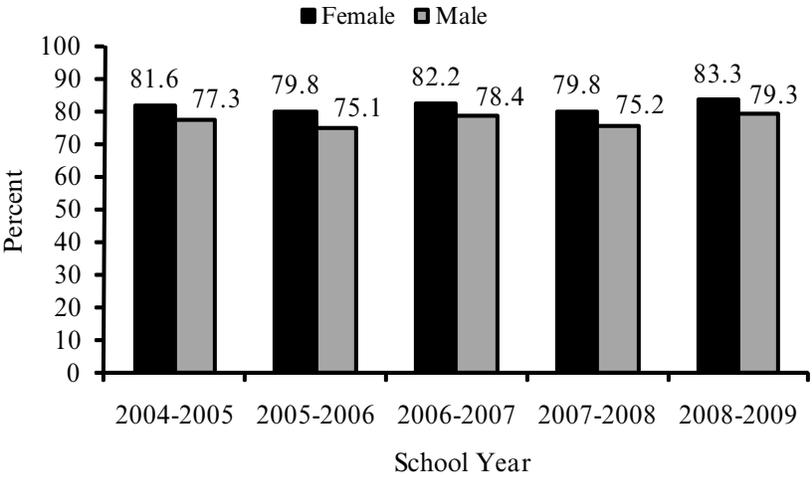
**PERCENT OF IOWA FOURTH GRADE STUDENTS
PROFICIENT IN READING 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.
Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 2

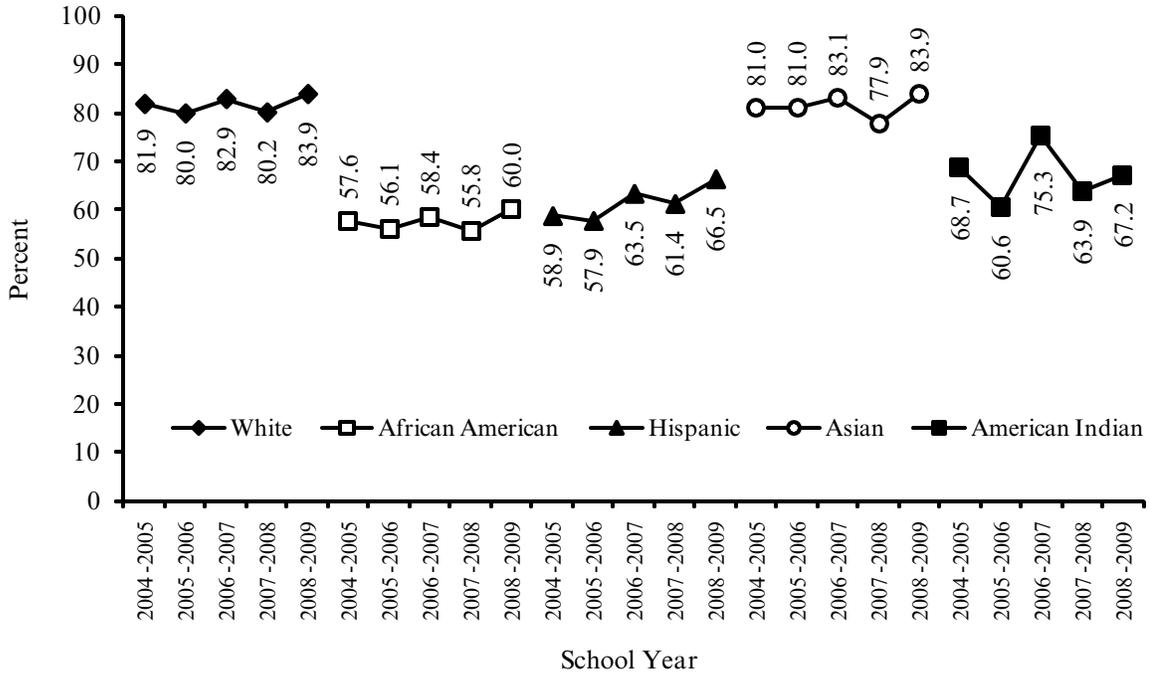
**PERCENT OF IOWA FOURTH GRADE STUDENTS
PROFICIENT IN READING BY GENDER 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.
Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 3

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY RACE/ETHNICITY 2004-2005 TO 2008-2009**

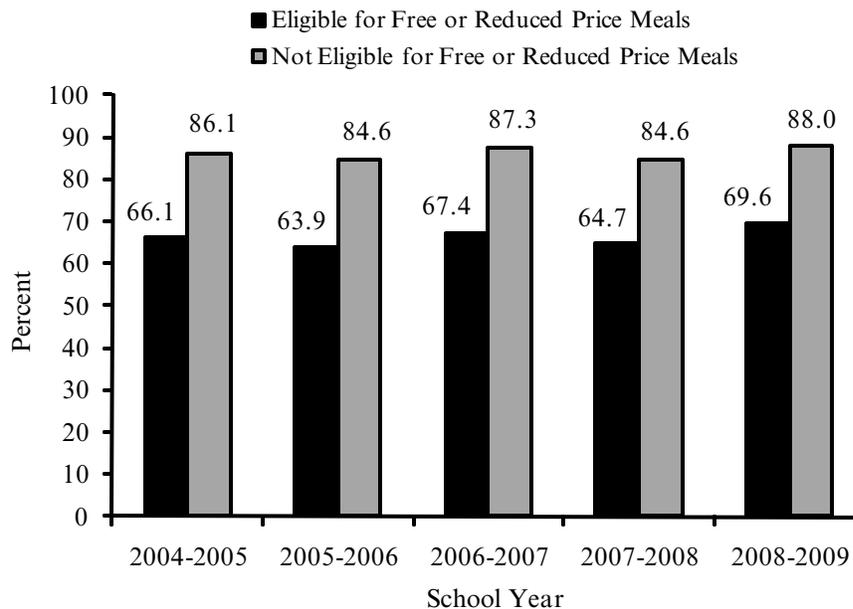


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 4

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009**



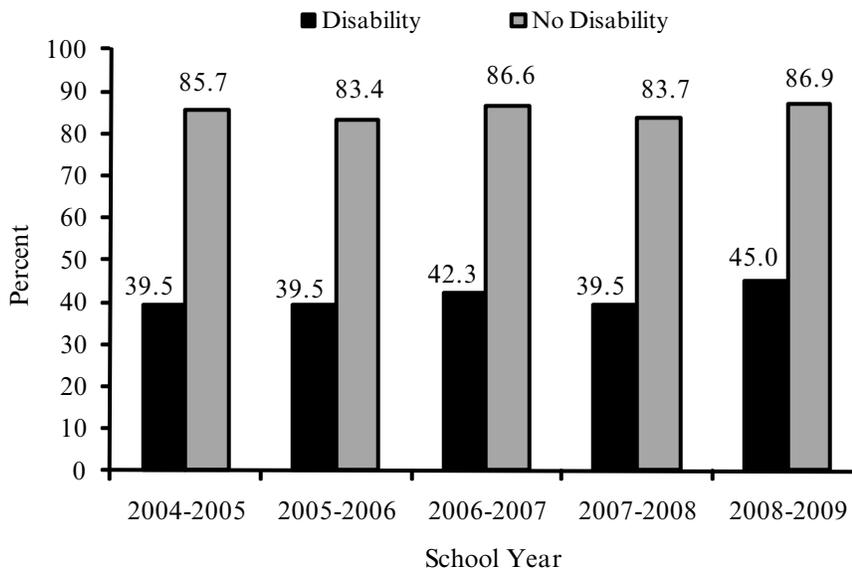
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 5

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2008-2009**



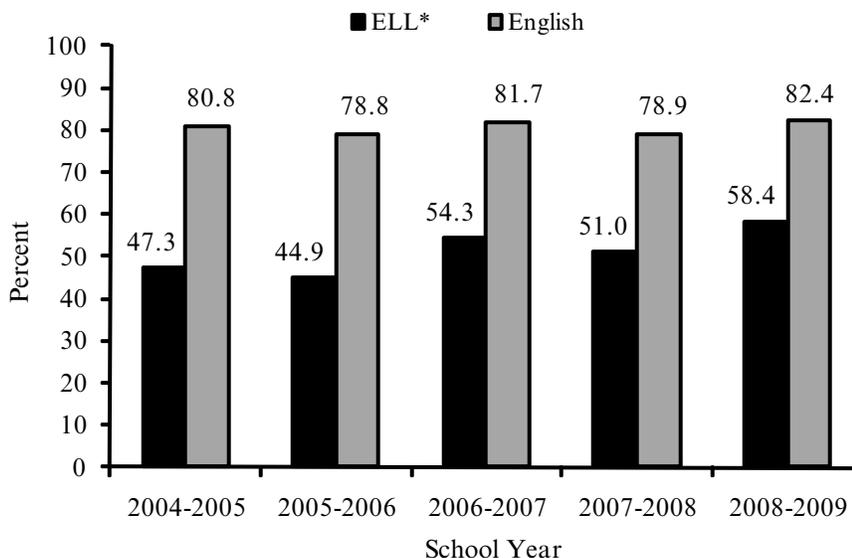
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 6

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN READING BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**



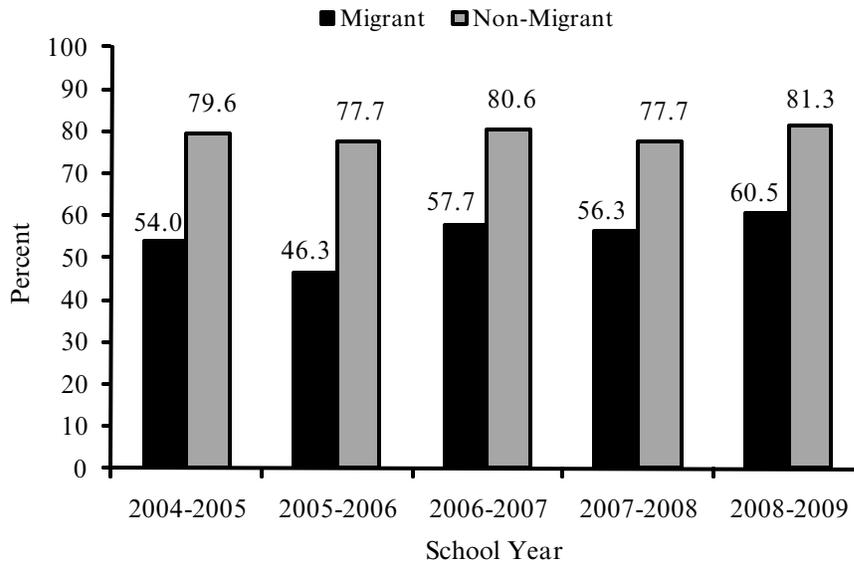
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 7

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY MIGRANT STATUS* 2004-2005 TO 2008-2009**



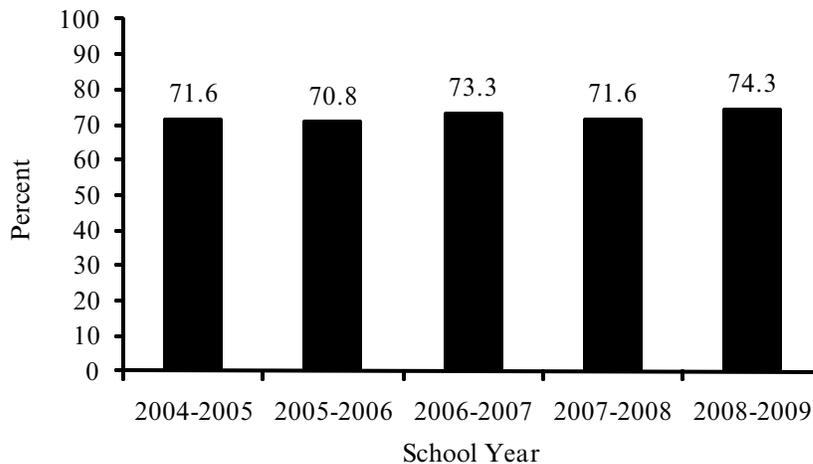
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 8

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING 2004-2005 TO 2008-2009**

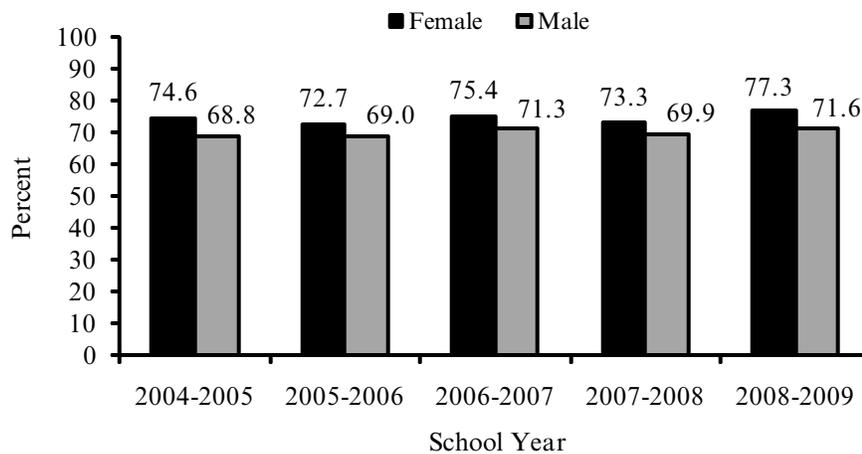


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 9

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY GENDER 2004-2005 TO 2008-2009**

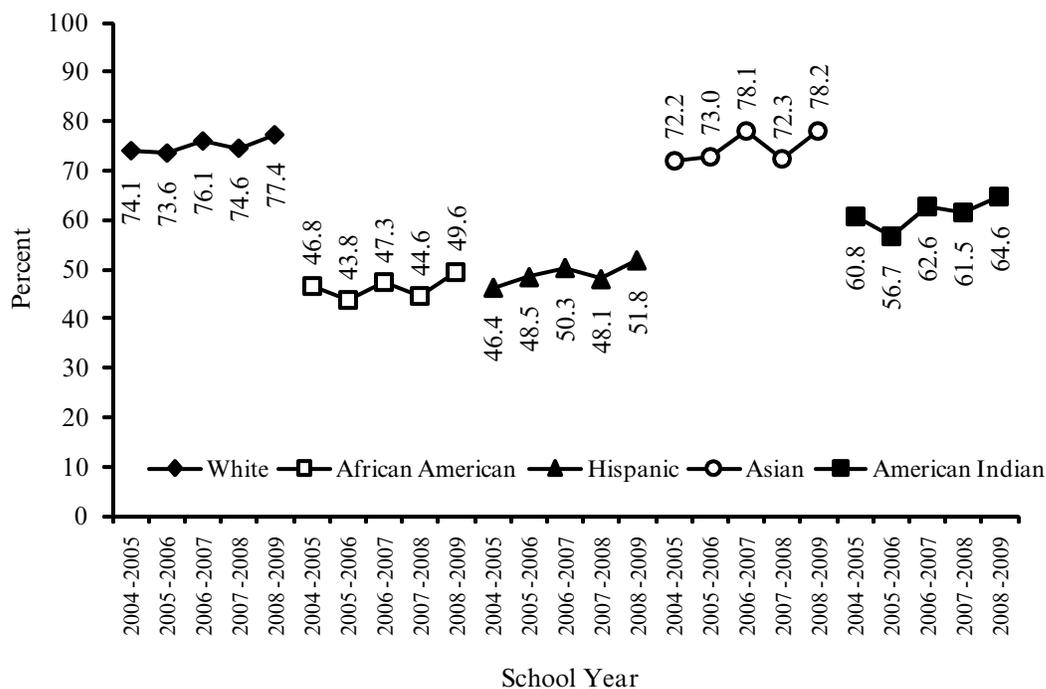


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 10

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY RACE/ETHNICITY 2004-2005 TO 2008-2009**

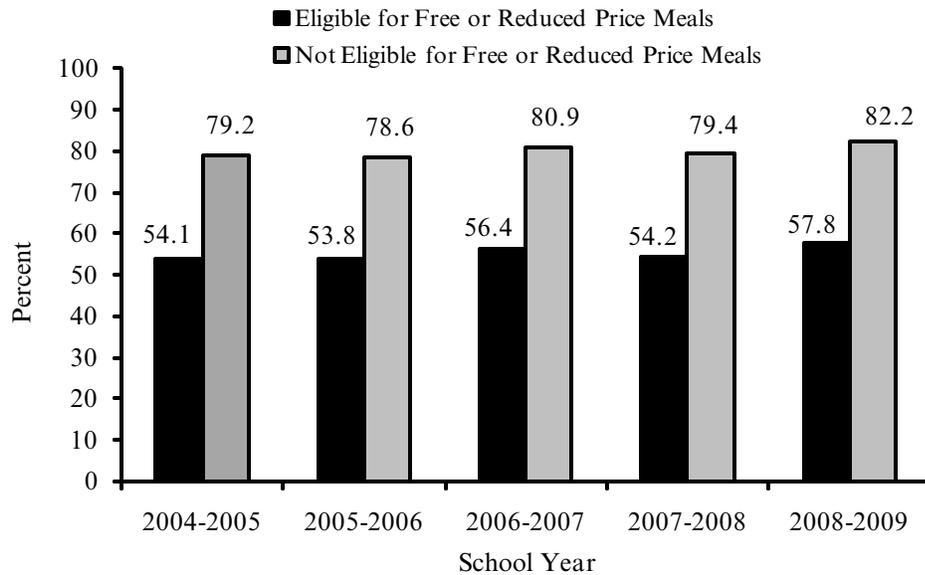


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 11

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING
BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009**

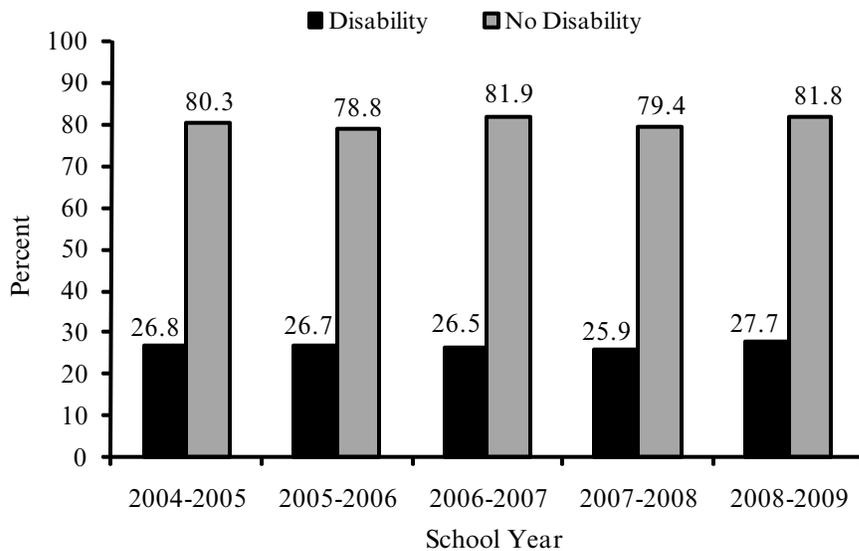


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 12

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2008-2009**

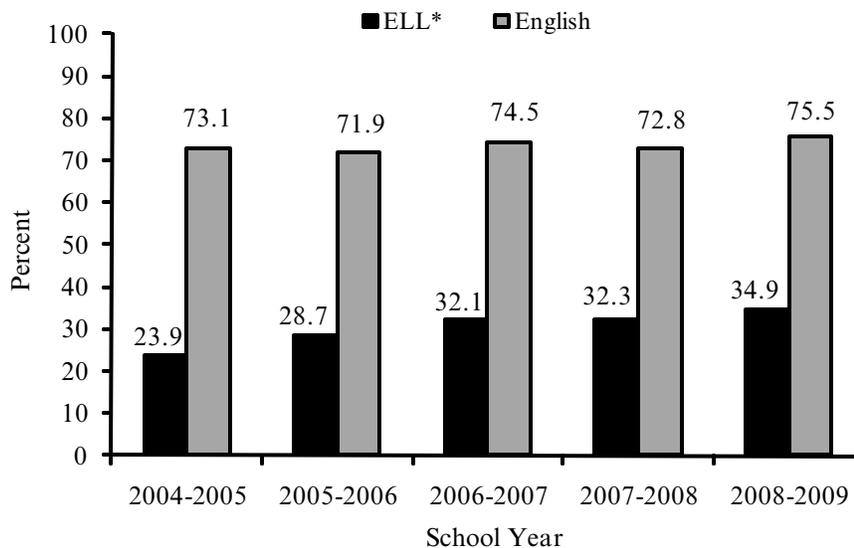


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Disability status is determined by the presence of an individualized education program (IEP).

Figure 13

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**

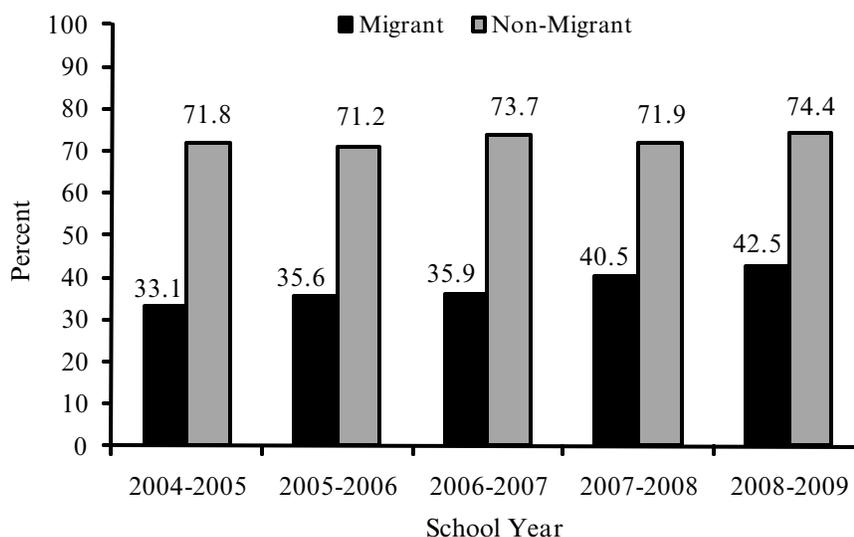


Source: Iowa Department of Education, AYP file.

Notes: *Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 14

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN
READING BY MIGRANT STATUS* 2004-2005 TO 2008-2009**

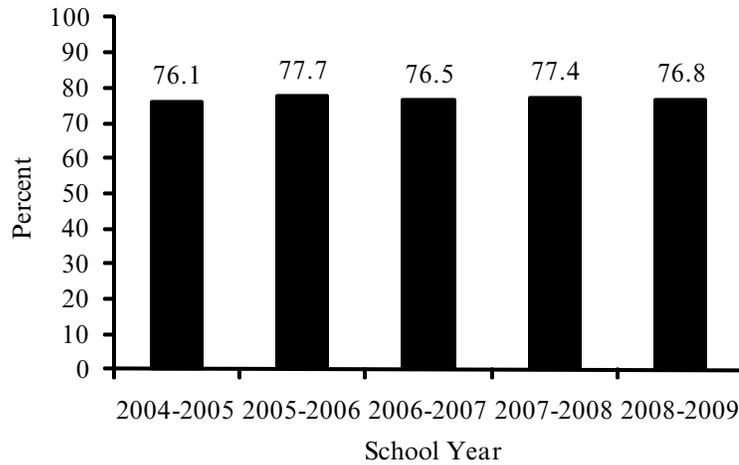


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. *Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 15

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING 2004-2005 TO 2008-2009**

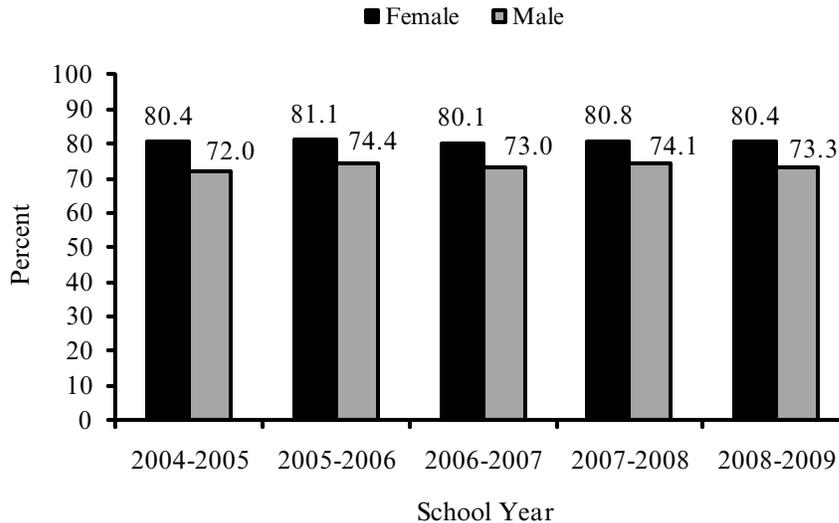


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 16

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY GENDER 2004-2005 TO 2008-2009**

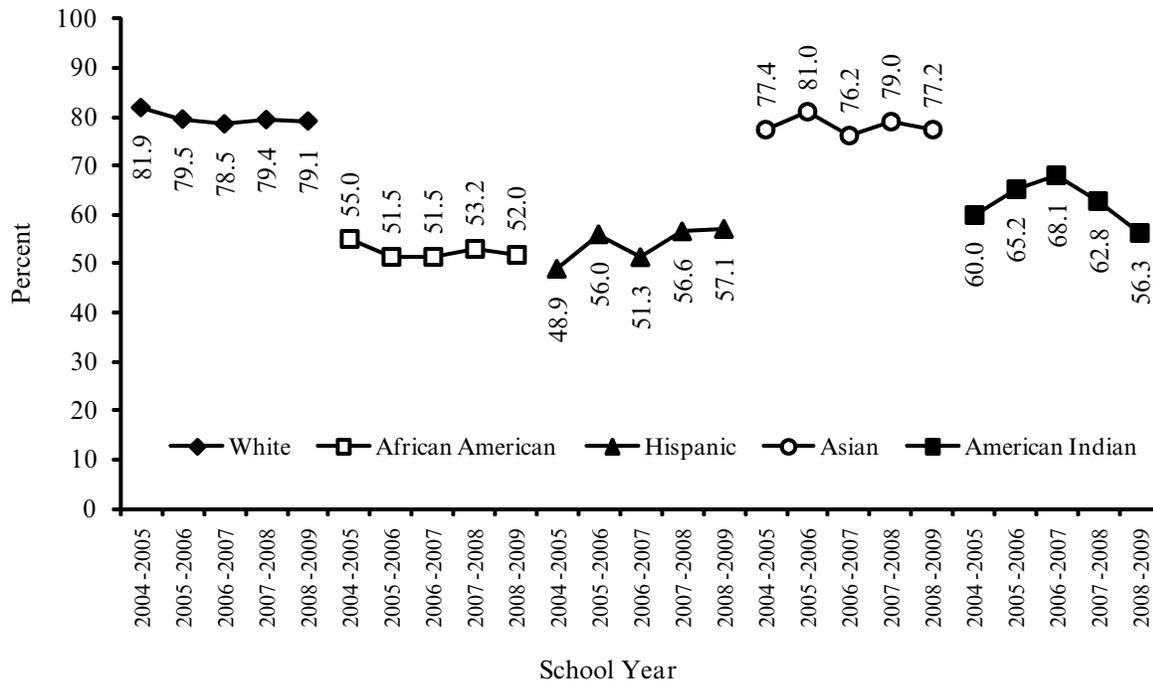


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 17

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN READING
BY RACE/ETHNICITY 2004-2005 TO 2008-2009**

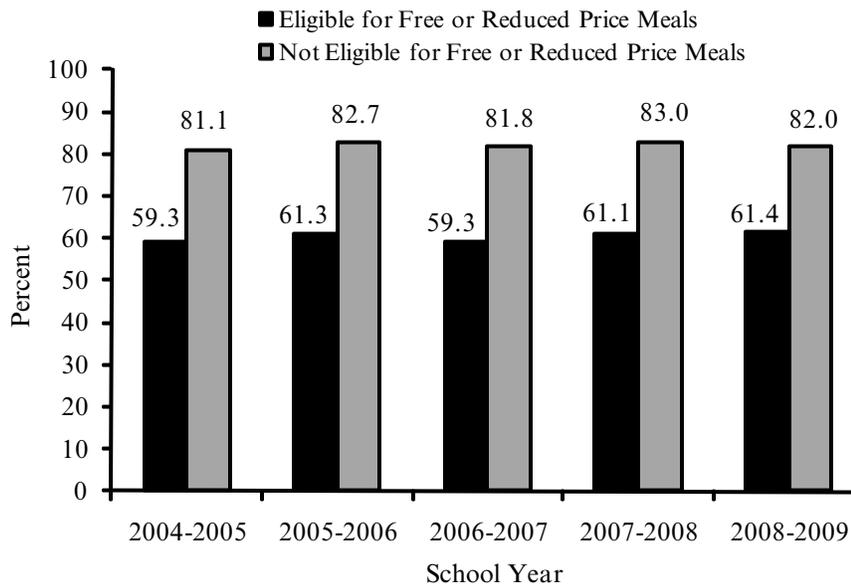


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 18

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN
READING BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009**



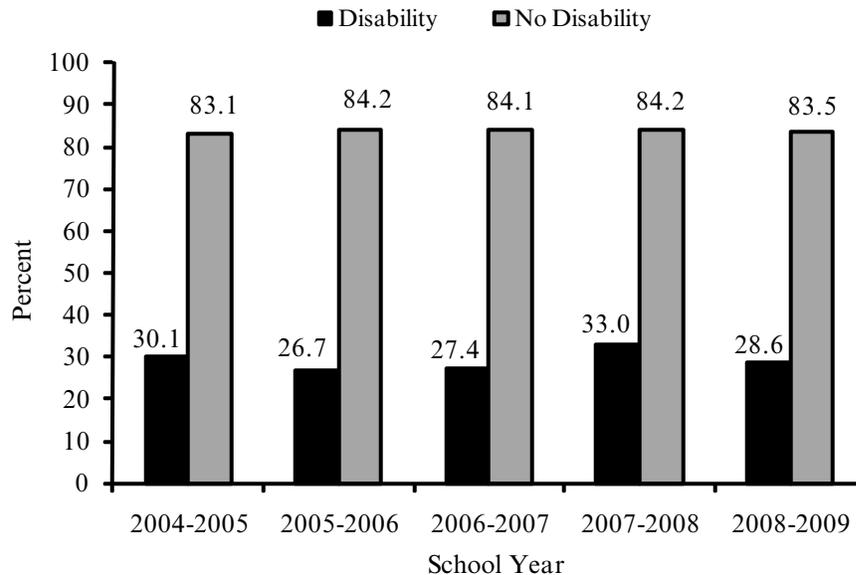
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 19

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2008-2009**



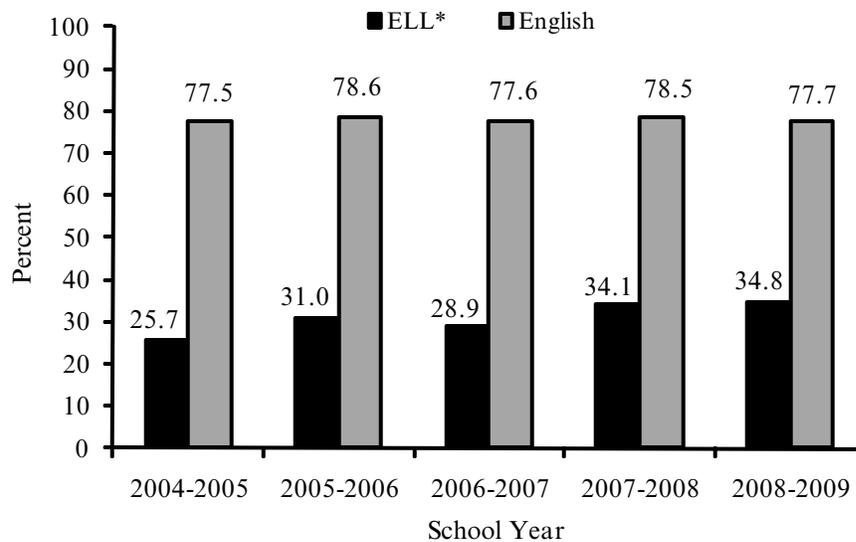
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 20

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**



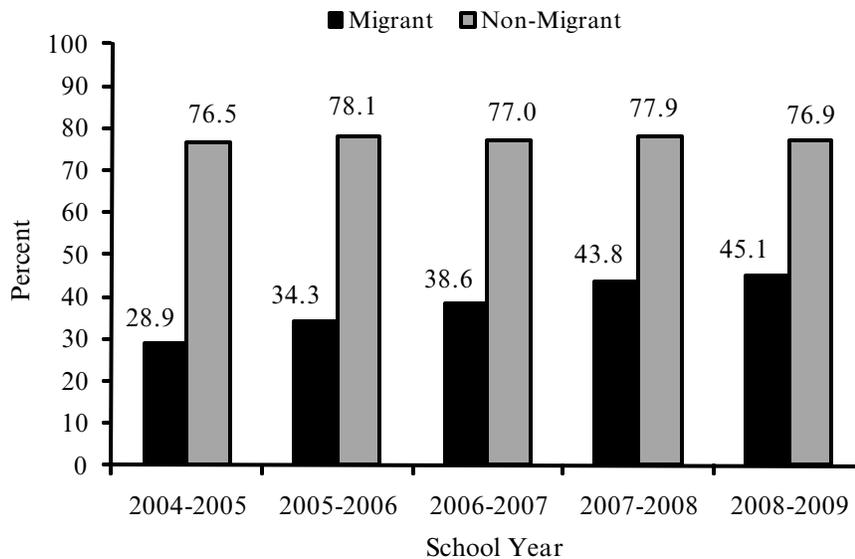
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 21

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY MIGRANT STATUS* 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 6 shows grades 3 to 8 and 11 student performance by achievement level for 2008-2009. Figures 22 to 42 show the mathematics trends for all students for grades 4, 8, and 11 and by subgroups. Figures for grades 3, 5, 6, and 7 are not presented because only four years of data exist.

Table 6

MATHEMATICS PERFORMANCE BY ACHIEVEMENT LEVEL 2008-2009

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	Grade 3				Grade 4			
All Students	77.0%	20.2%	56.8%	23.0%	81.2%	25.6%	55.6%	18.8%
African American	50.2	6.0	44.2	49.8	58.3	8.6	49.7	41.7
American Indian	57.9	12.4	45.5	42.1	60.0	13.9	46.1	40.0
Asian	81.3	26.9	54.4	18.7	82.1	31.1	51.0	17.9
Hispanic	60.2	7.7	52.5	39.8	65.3	9.3	55.9	34.7
White	80.4	22.2	58.2	19.6	84.2	28.1	56.2	15.8
Male	78.2	21.9	56.3	21.8	81.6	26.8	54.8	18.4
Female	75.7	18.4	57.4	24.3	80.8	24.3	56.4	19.2
Disability*	47.5	7.1	40.4	52.5	50.0	7.3	42.8	50.0
Migrant	62.4	4.3	58.1	37.6	56.5	5.9	50.6	43.5
ELL	55.7	5.3	50.5	44.3	58.6	5.9	52.6	41.4
Low SES**	64.4	10.2	54.3	35.6	70.1	13.7	56.4	29.9
	Grade 5				Grade 6			
All Students	79.9	24.6	55.4	20.1	74.8	19.5	55.3	25.2
African American	53.3	7.3	46.0	46.7	44.9	5.2	39.7	55.1
American Indian	63.5	12.9	50.6	36.5	59.5	7.5	52.0	40.5
Asian	84.6	35.4	49.3	15.4	81.8	27.0	54.8	18.2
Hispanic	62.9	9.0	53.8	37.2	56.9	6.6	50.3	43.1
White	83.1	26.8	56.3	16.9	78.3	21.4	56.9	21.7
Male	81.3	27.3	53.9	18.7	75.6	21.3	54.3	24.4
Female	78.5	21.6	56.8	21.5	73.9	17.5	56.4	26.1
Disability*	46.3	6.4	39.9	53.7	35.5	4.0	31.5	64.5
Migrant	56.3	5.7	50.6	43.7	50.0	3.7	46.3	50.0
ELL	54.7	6.2	48.5	45.3	44.0	3.5	40.5	56.1
Low SES**	67.8	12.7	55.2	32.2	59.4	8.7	50.7	40.6
	Grade 7				Grade 8			
All Students	79.4	21.9	57.5	20.6	77.0	19.2	57.8	23.0
African American	54.3	6.5	47.8	45.7	47.4	4.8	42.7	52.6
American Indian	62.3	3.3	59.0	37.7	63.6	2.9	60.7	36.4
Asian	86.9	35.1	51.8	13.1	82.6	28.5	54.1	17.4
Hispanic	62.9	6.9	56.0	37.1	58.3	5.2	53.1	41.7
White	82.1	23.8	58.3	17.9	80.0	20.9	59.1	20.0
Male	79.1	24.3	54.8	20.9	77.5	22.0	55.5	22.5
Female	79.7	19.4	60.3	20.3	76.5	16.2	60.3	23.5
Disability*	37.0	3.5	33.5	63.0	32.5	2.5	30.0	67.5
Migrant	53.8	2.8	50.9	46.2	56.2	2.7	53.4	43.8
ELL	52.6	3.7	48.9	47.4	43.5	2.6	40.9	56.5
Low SES**	65.7	9.9	55.8	34.3	61.0	7.8	53.2	39.0
	Grade 11							
All Students	77.8	21.9	55.9	22.2				
African American	49.7	4.8	44.9	50.3				
American Indian	63.1	8.3	54.8	36.9				
Asian	80.0	31.6	48.4	20.0				
Hispanic	56.3	6.5	49.7	43.7				
White	80.3	23.3	56.9	19.7				
Male	79.1	26.5	52.6	20.9				
Female	76.5	17.2	59.3	23.5				
Disability*	35.2	2.4	32.8	64.8				
Migrant	46.5	2.8	43.7	53.5				
ELL	41.1	5.0	36.1	58.9				
Low SES**	61.5	9.1	52.4	38.5				

Source: Iowa Department of Education, AYP file.

Notes: *Disability status is determined by the presence of an individualized education program (IEP).

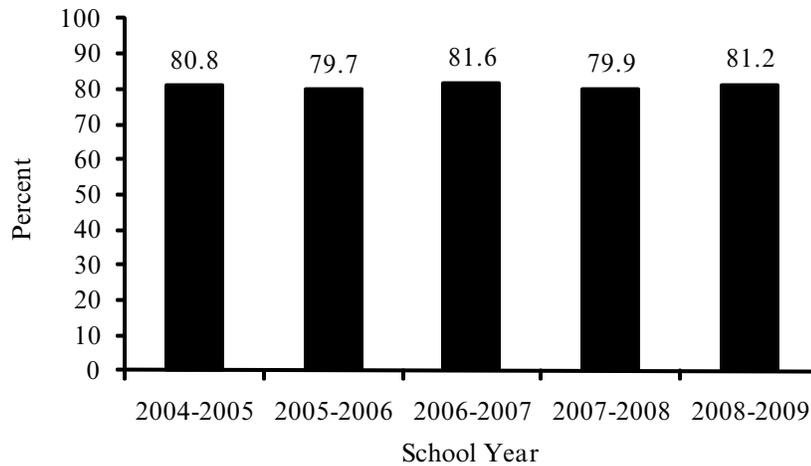
The Iowa Department of Education has combined the "Intermediate and High" achievement levels to define a single achievement level called "Proficient".

**SES means socioeconomic status.

Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 22

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS 2004-2005 TO 2008-2009**

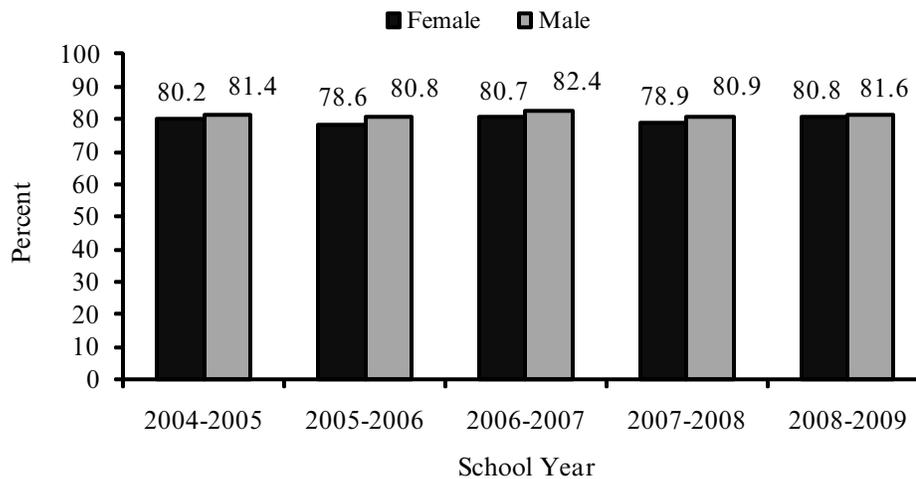


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 23

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2008-2009**

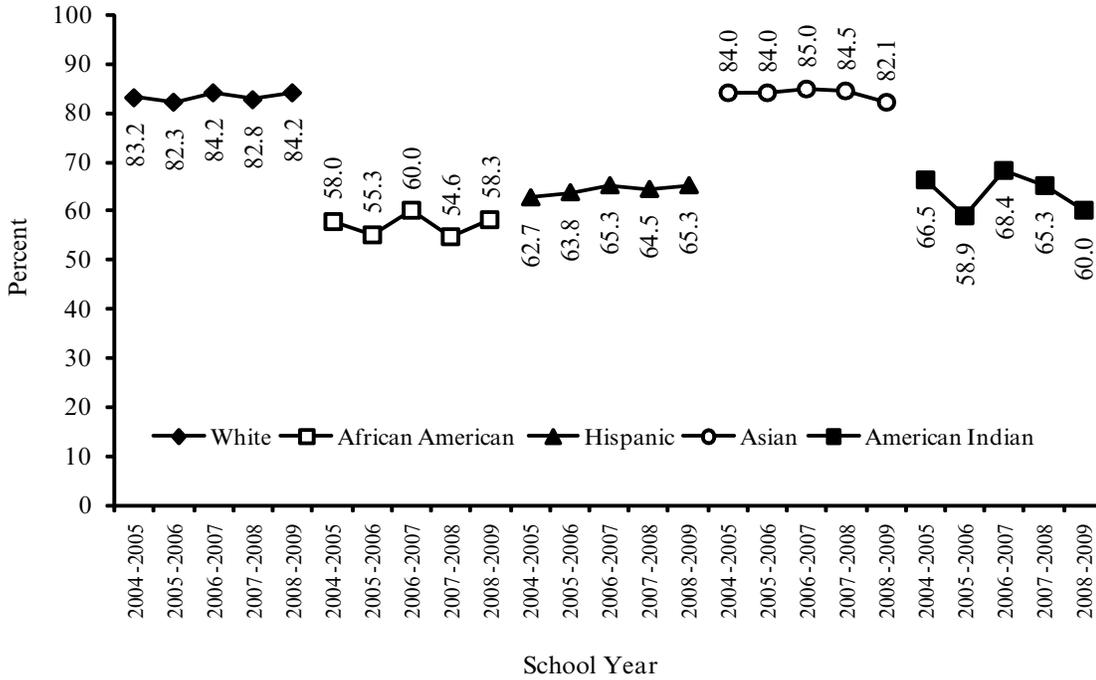


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 24

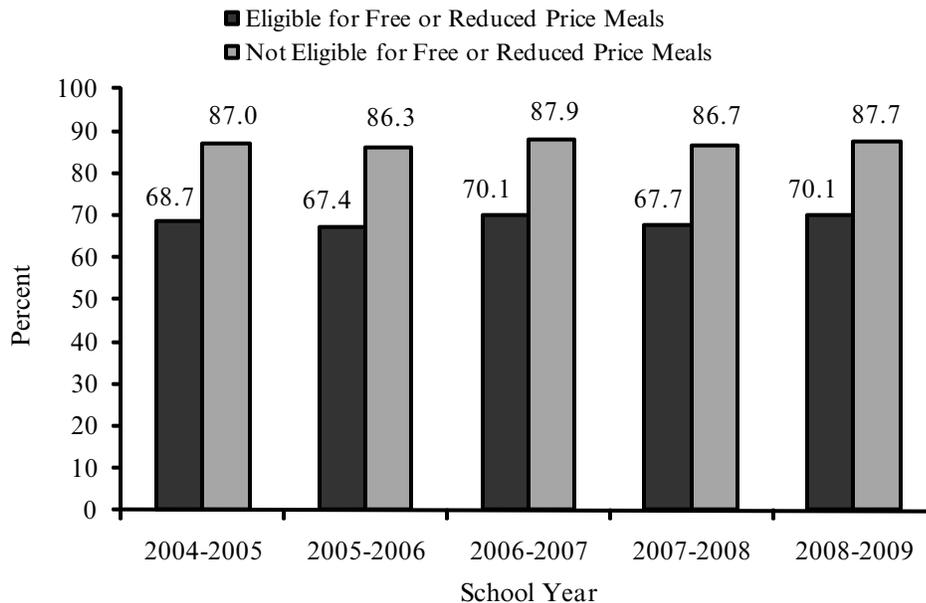
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2008-2009



Source: Iowa Department of Education, AYP file.
 Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 25

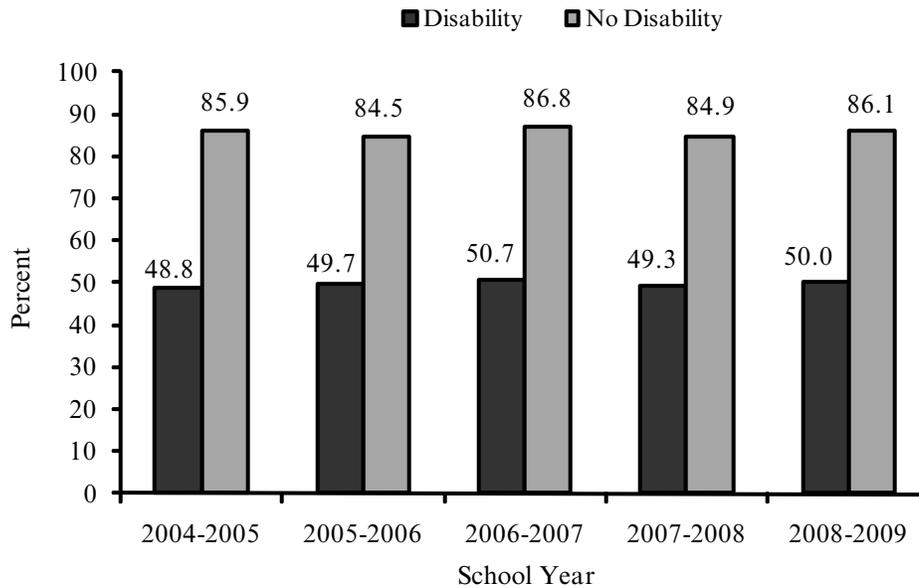
PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009



Source: Iowa Department of Education, AYP file.
 Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
 *Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 26

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY DISABILITY STATUS* 2004-2005 TO 2008-2009**



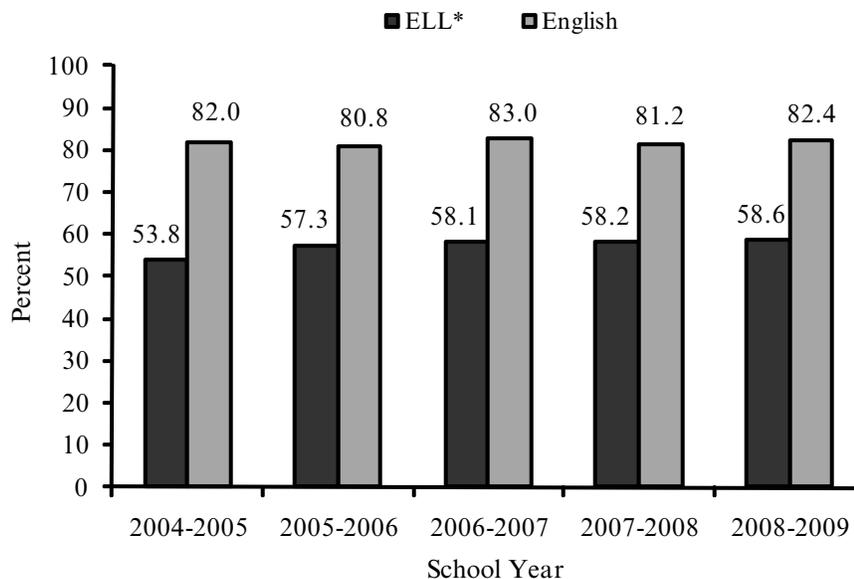
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 27

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**

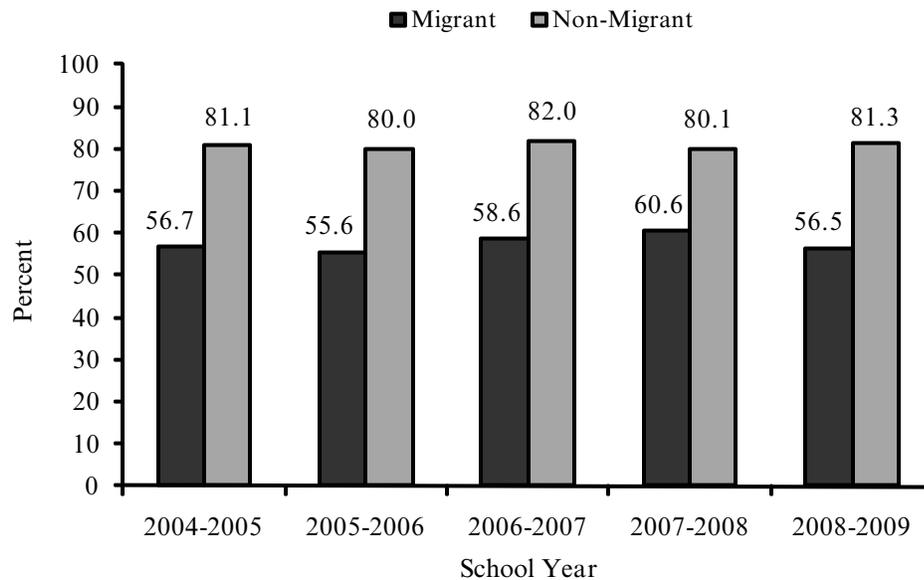


Source: Iowa Department of Education, AYP file.

Notes: *Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY MIGRANT STATUS* 2004-2005 TO 2008-2009**

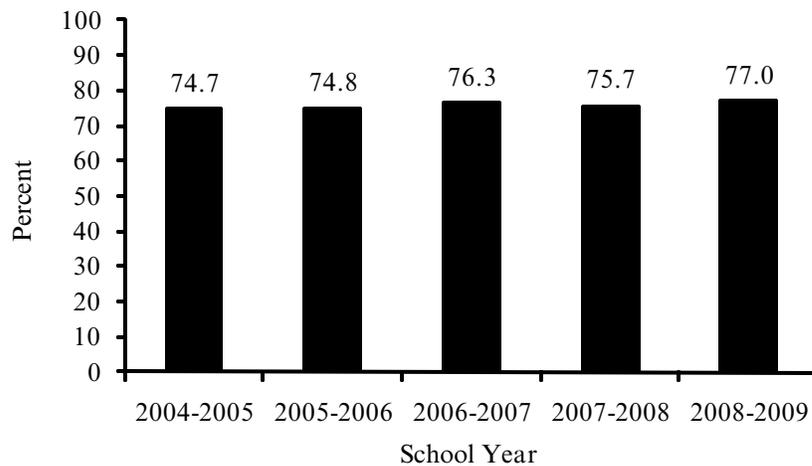


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 29

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS 2004-2005 TO 2008-2009**

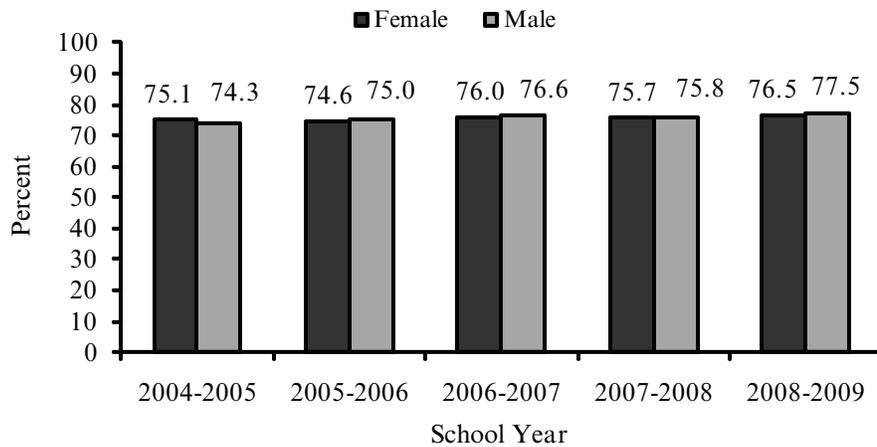


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 30

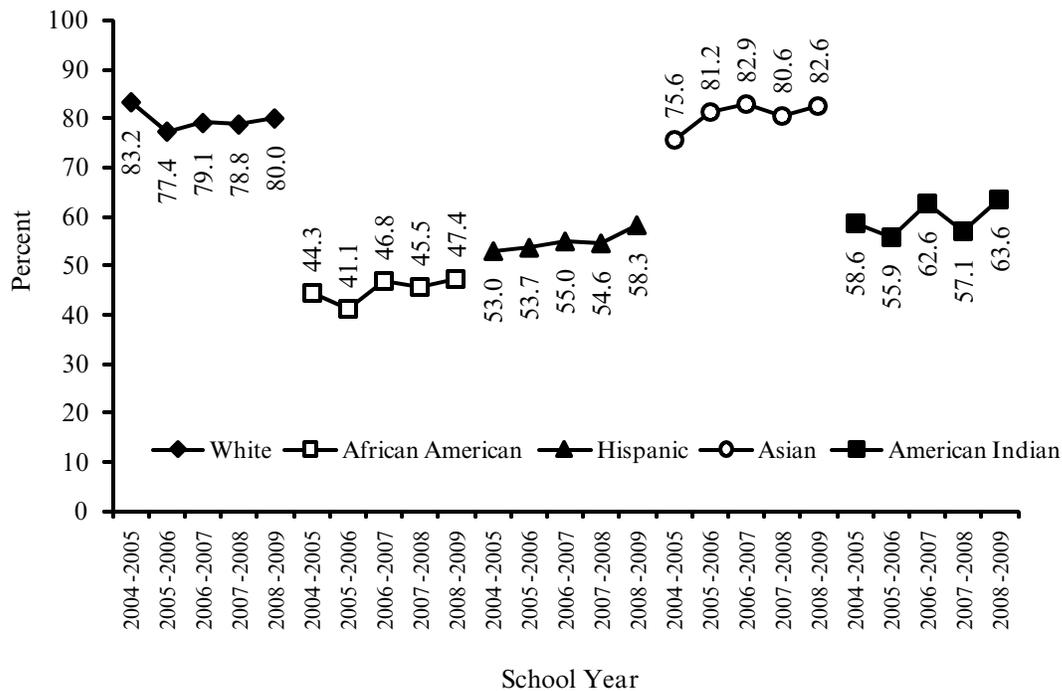
**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.
 Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 31

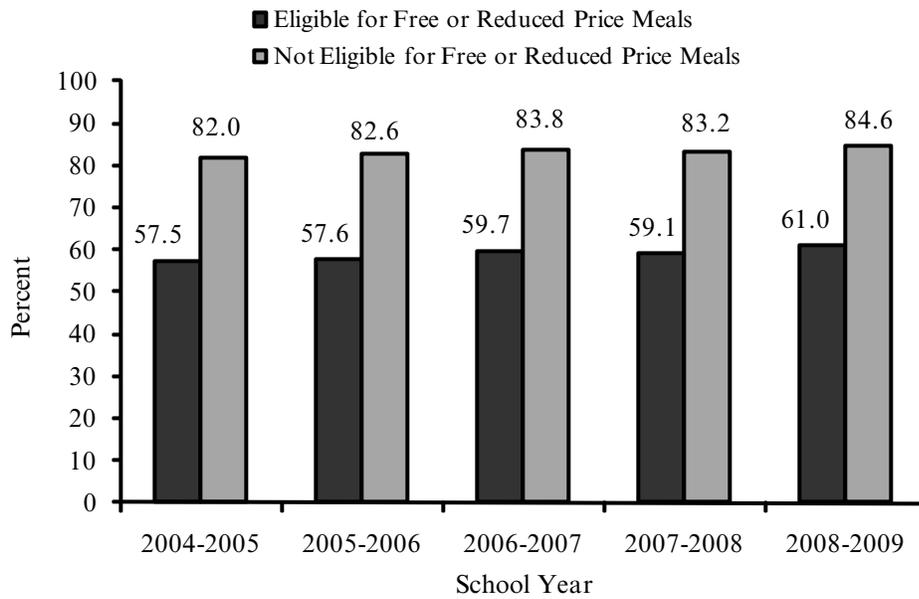
**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.
 Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 32

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009



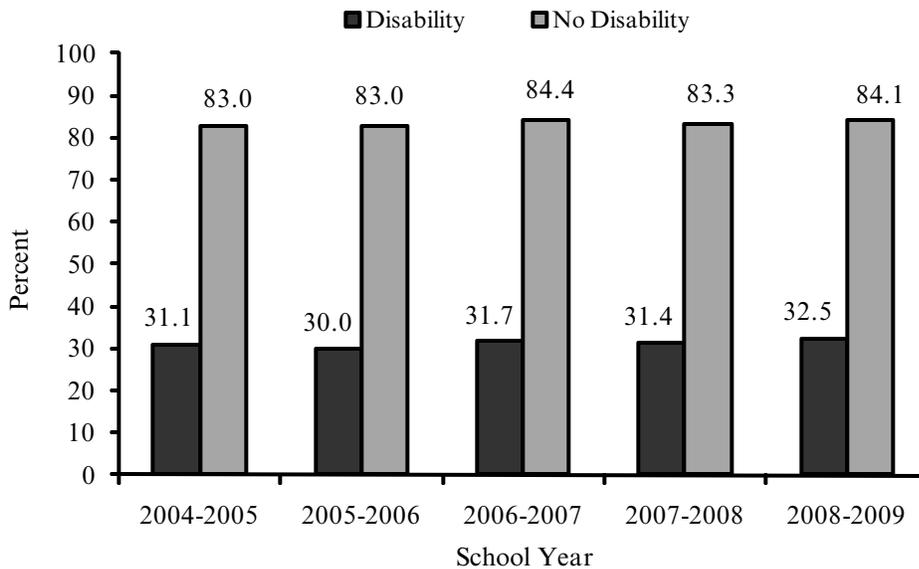
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 33

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY DISABILITY STATUS* 2004-2005 TO 2008-2009



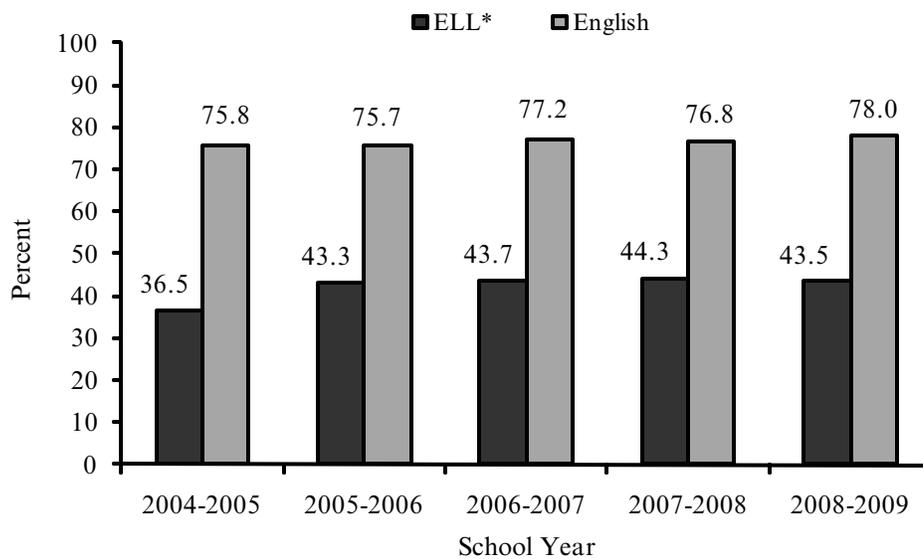
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 34

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**

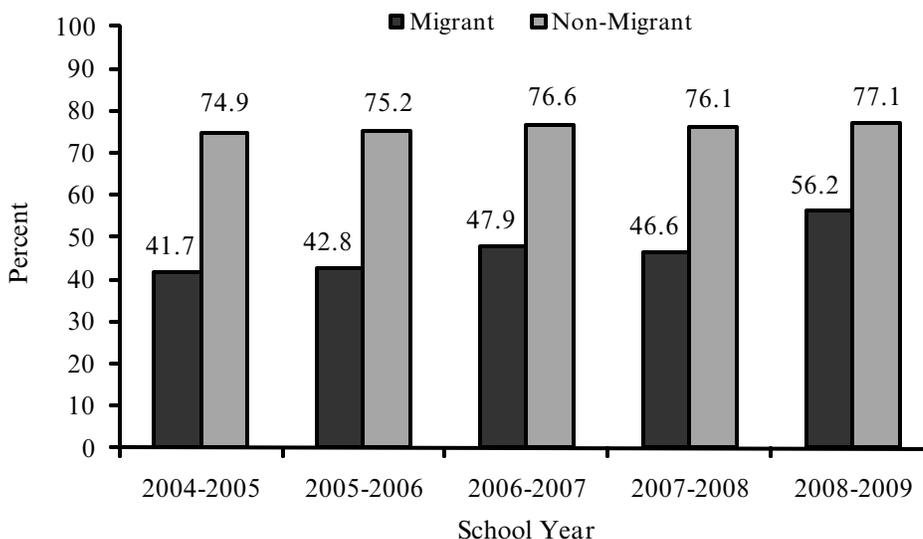


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 35

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY MIGRANT STATUS* 2004-2005 TO 2008-2009**

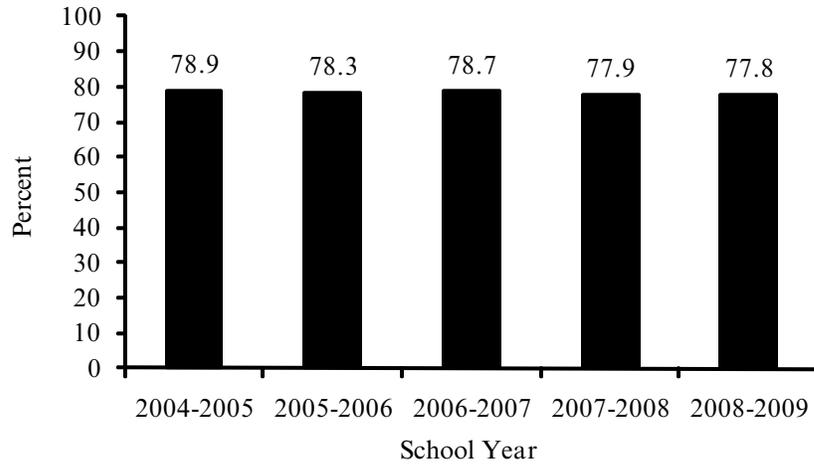


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 36

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS 2004-2005 TO 2008-2009**

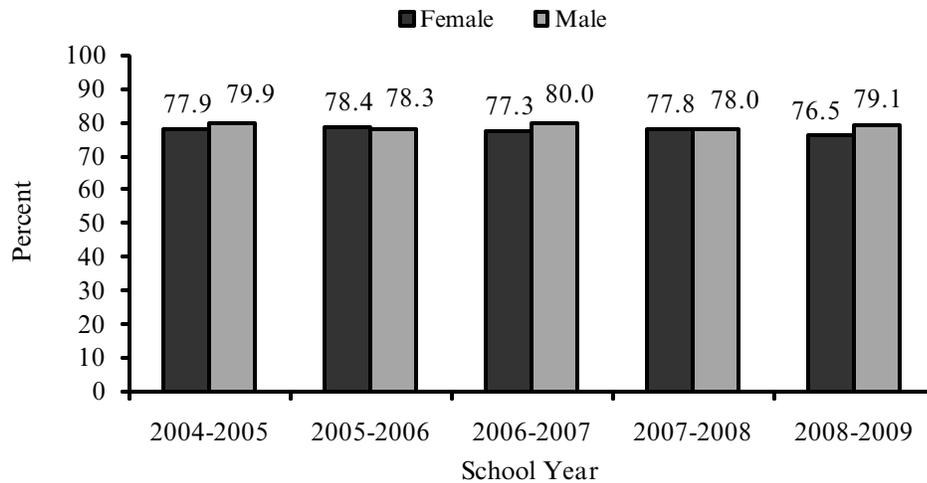


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 37

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2008-2009**

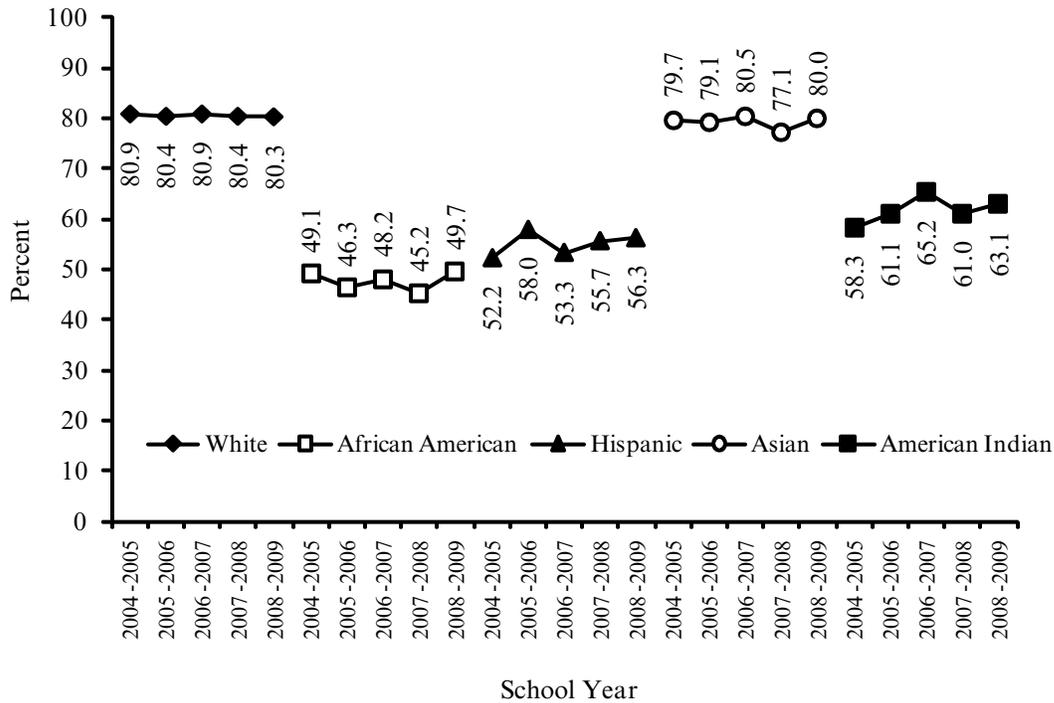


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 38

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2008-2009**

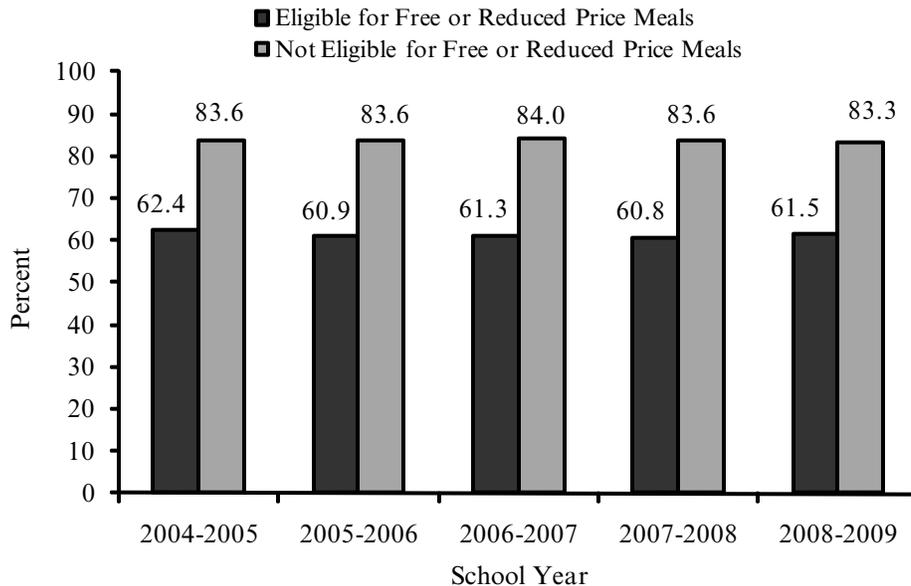


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

Figure 39

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2008-2009**



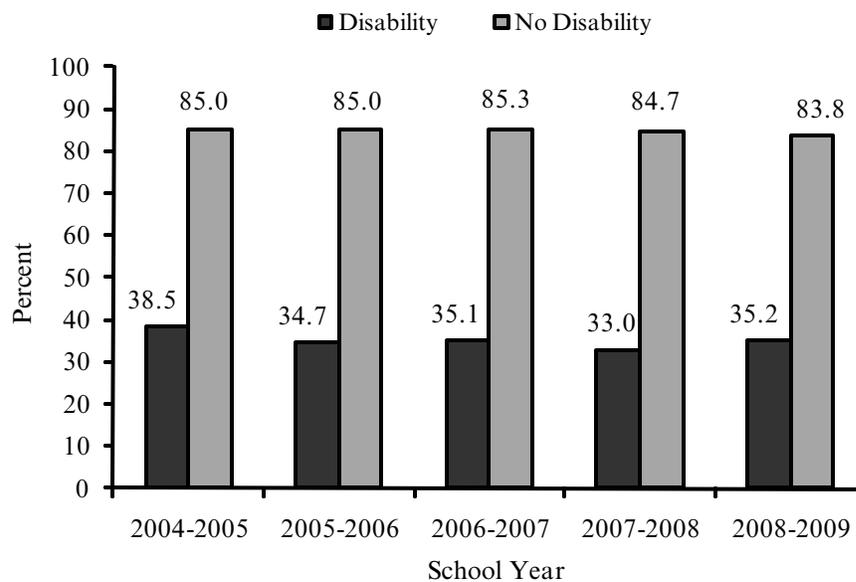
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY DISABILITY STATUS* 2004-2005 TO 2008-2009**



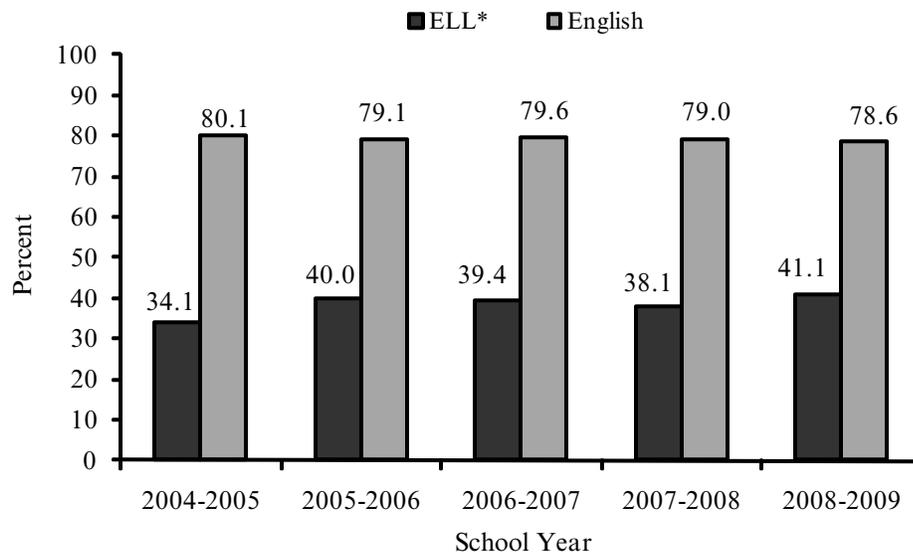
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2008-2009**



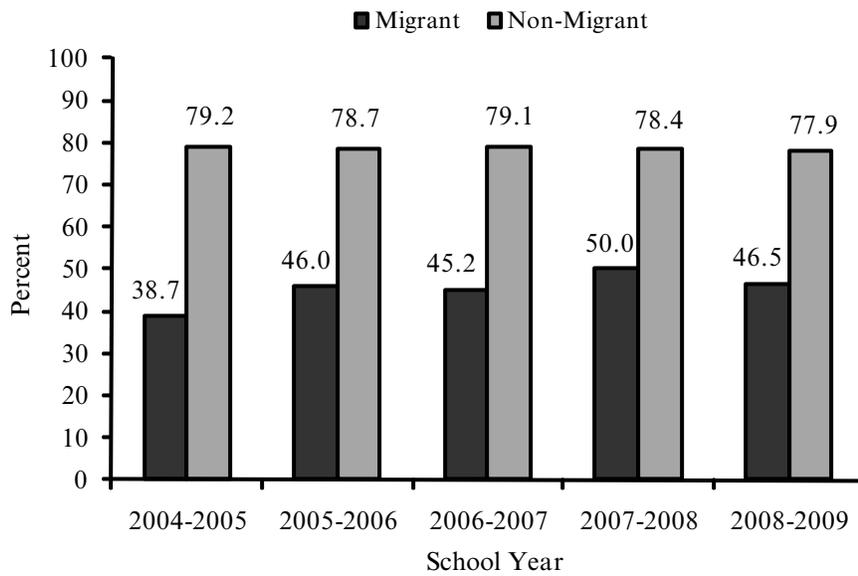
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.

*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 42

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY MIGRANT STATUS* 2004-2005 TO 2008-2009**



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.
*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Tests.

Table 7

INCLUSION RATES: PERCENT INCLUDED IN THE ASSESSMENT					
	Jurisdiction	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	Iowa	90.0%	69.6%	84.7%	71.6%
	Nation	80.4	65.6	70.1	65.6
Limited English Proficient Students	Iowa	96.1	72.9	97.2	74.3
	Nation	92.3	80.0	88.9	77.3

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics; National Assessment of Educational Progress (NAEP), 2007 Assessment.

Table 8

NAEP READING 2007, GRADE 4, AVERAGE SCALE SCORE AND PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	26%	38%	29%	7%	34%	34%	24%	7%
African American	45%	39%	13%	2%	54%	32%	12%	2%
American Indian/ Alaska Native	NA	NA	NA	NA	49%	31%	16%	4%
Asian/Pacific Islander	18%	34%	34%	15%	24%	32%	30%	14%
Hispanic	47%	35%	17%	1%	51%	32%	14%	3%
White	24%	38%	30%	8%	23%	36%	31%	10%
Eligible for NSLP	40%	38%	20%	2%	50%	33%	14%	2%
Not Eligible for NSLP	19%	38%	33%	10%	21%	35%	33%	12%
Students with Disabilities	77%	17%	5%	0%	64%	23%	10%	2%
English Language Learner	56%	31%	11%	2%	70%	23%	6%	1%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Note: NA: Reporting standards not met (insufficient sample size).

NAEP "Percent At or Above Basic" is the most directly comparable statistic for ITBS/ITED "Percent At or Above Proficient."

Table 9

NAEP READING 2007, GRADE 8, AVERAGE SCALE SCORE AND PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	20%	44%	33%	2%	27%	43%	27%	2%
African American	42%	41%	16%	1%	46%	42%	11%	0%
American Indian/ Alaska Native	NA	NA	NA	NA	42%	39%	17%	2%
Asian/Pacific Islander	NA	NA	NA	NA	21%	39%	35%	5%
Hispanic	39%	45%	15%	1%	43%	43%	14%	1%
White	18%	44%	35%	3%	17%	44%	35%	3%
Eligible for NSLP	35%	43%	21%	1%	42%	43%	15%	1%
Not Eligible for NSLP	14%	44%	39%	3%	18%	43%	36%	4%
Students with Disabilities	66%	30%	4%	0%	66%	27%	7%	0%
English Language Learner	NA	NA	NA	NA	71%	25%	4%	0%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Note: NA: Reporting standards not met (insufficient sample size).

NAEP "Percent At or Above Basic" is the most directly comparable statistic for ITBS/ITED "Percent At or Above Proficient."

Table 10

NAEP MATHEMATICS 2007, GRADE 4, AVERAGE SCALE SCORE AND PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	13%	44%	38%	5%	19%	43%	33%	5%
African American	34%	49%	16%	1%	37%	48%	14%	1%
American Indian/ Alaska Native	NA	NA	NA	NA	28%	46%	23%	3%
Asian/Pacific Islander	NA	NA	NA	NA	9%	32%	43%	16%
Hispanic	29%	46%	22%	3%	31%	48%	20%	1%
White	11%	43%	40%	6%	9%	40%	43%	8%
Eligible for NSLP	24%	50%	24%	2%	30%	49%	20%	1%
Not Eligible for NSLP	8%	40%	45%	7%	9%	38%	44%	9%
Students with Disabilities	42%	44%	13%	2%	40%	40%	17%	2%
English Language Learner	41%	45%	14%	0%	44%	43%	12%	1%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Note: NA: Reporting standards not met (insufficient sample size).
NAEP "Percent At or Above Basic" is the most directly comparable statistic for ITBS/ITED "Percent At or Above Proficient."

Table 11

NAEP MATHEMATICS 2007, GRADE 8, AVERAGE SCALE SCORE AND PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	23%	42%	28%	7%	30%	39%	24%	7%
African American	60%	28%	9%	3%	53%	36%	10%	1%
American Indian/ Alaska Native	NA	NA	NA	NA	44%	38%	15%	2%
Asian/Pacific Islander	NA	NA	NA	NA	18%	33%	32%	17%
Hispanic	50%	37%	12%	1%	46%	39%	13%	2%
White	19%	43%	30%	7%	19%	41%	32%	9%
Eligible for NSLP	39%	41%	17%	3%	45%	39%	14%	2%
Not Eligible for NSLP	16%	43%	33%	9%	19%	39%	32%	10%
Students with Disabilities	67%	27%	5%	1%	67%	25%	7%	1%
English Language Learner	59%	34%	6%	1%	70%	24%	5%	1%

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Note: NA: Reporting standards not met (insufficient sample size).
NAEP "Percent At or Above Basic" is the most directly comparable statistic for ITBS/ITED "Percent At or Above Proficient."

GRADUATION RATES

Since 2003, public high school graduation rates have been one of the indicators for the No Child Left Behind (NCLB) Accountability System.

The Iowa Department of Education (DE) has reported the National Center for Education Statistics (NCES) Leaver Rate formula since 2003 for public school graduation rates from the class of 1998 to the class of 2006. Twenty-seven states report graduation rates using the Leaver formula. The Leaver Rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically: the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where: GR_i is the graduation rate for a given year (i).

G_i is the number of students achieving a regular high school diploma for year i.

D_i is the number of dropouts in grade 12 for year i.

$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).

$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).

$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

The NCLB Act defines the regular diploma recipients as high school graduates. Therefore, the Iowa Accountability Plan has a narrower definition for high school graduates:

- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

Other completers, students who have finished the high school program, but did not earn a diploma, are not high school graduates based on the *Iowa Consolidated State Application Accountability Workbook*.

The *Annual Condition of Education Report* has applied the NCLB definition for the data analyses and excluded other completers from the Iowa graduates since 2003. There are less than 100 other completers each year in Iowa and many of them are foreign exchange students. Under the current graduation rate model, other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

Table 12 shows the high school graduation data by gender and state total for graduating classes 1998 through 2006. The graduation rates increased annually from 1998 to 2006 for both gender and total groups except 2004 for all and 2006 for males. The highest female graduation rate was in 2006. Females had higher graduation rates than the males for all the classes from 1998 to 2006.

Table 12

**IOWA PUBLIC HIGH SCHOOL LEAVER RATES BY GENDER
GRADUATING CLASSES 1998 TO 2006**

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1998	17,156	17,033	34,189	89.7%	86.5%	88.1%
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4
2004	17,080	17,259	34,339	91.0	88.6	89.8
2005	16,585	16,962	33,547	91.7	89.7	90.7
2006	16,845	16,848	33,693	92.1	89.5	90.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

This year, the DE is also implementing the National Governors Association (NGA) Cohort Rate. A four-year cohort graduation has been calculated for the graduating class of 2008 to make annual yearly progress decision.

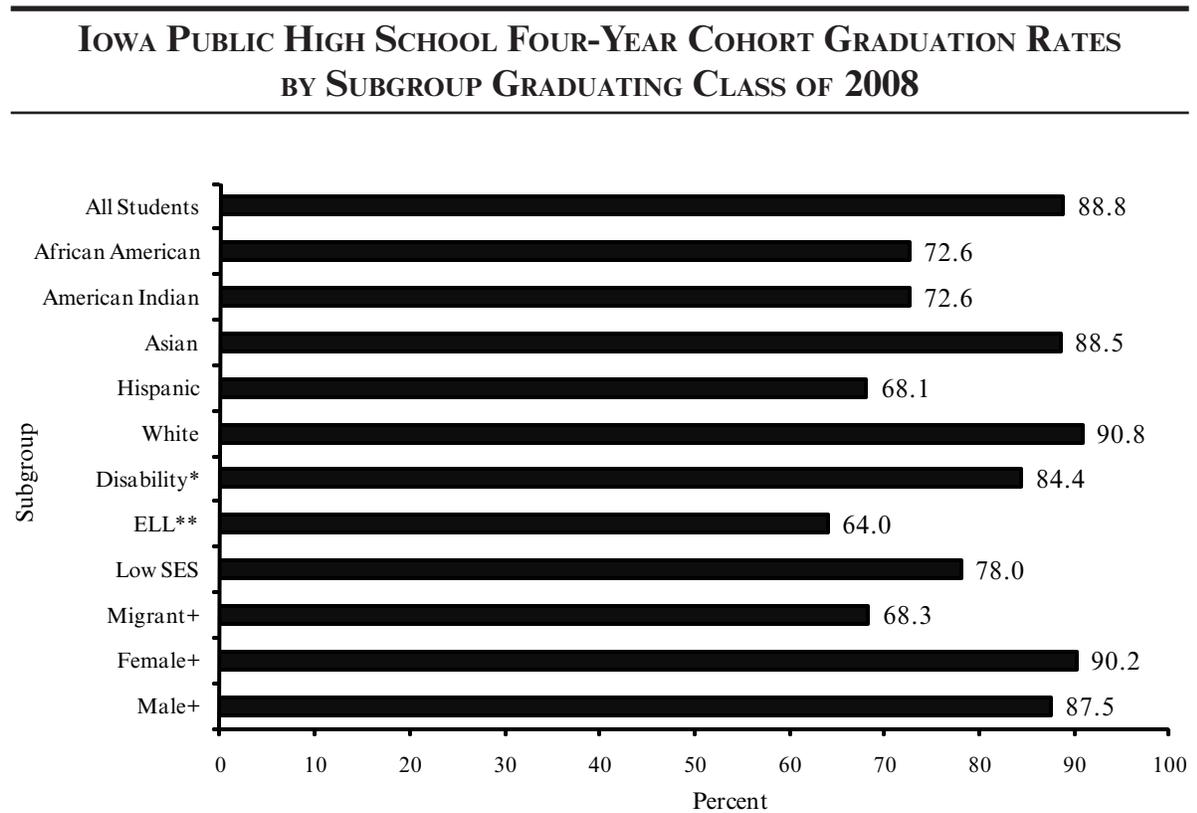
In 2005, governors of all 50 states signed the Graduation Counts Compact to create a common method of calculating graduation rates. Iowa's 2008 graduating class is the first group of students to have a statewide identification number for all four years. With this information, Iowa can now follow the same group of students over several years and implement the NGA Cohort Rate.

The four-year NGA rate is calculated by dividing the number of on time graduates in 2008 by the number of 9th graders in the fall of 2004 minus number transferred out plus total transferred in students. The formula allows an adjustment for special education students who take longer to graduate and early graduates.

For the first time, a four-year cohort graduation rate is calculated for the graduating class of 2008 to make AYP decisions. The rate is calculated by dividing the number of on time graduates in 2008 by the number of 9th grade enrollment in fall of 2004 minus number transferred out plus total transferred in students. The formula allows an adjustment for special education students who take longer to graduate and early graduates who are in and out the cohort.

Figure 43 shows the four-year cohort graduation rates for the public school graduating class of 2008 by subgroup, (Asian and white had the highest graduation rates for all groups shown). The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates significantly below the state average.

Figure 43



Source: Iowa Department of Education, Project EASIER Enrollment file.

Notes: +Not required for Adequate Yearly Progress (AYP) report.

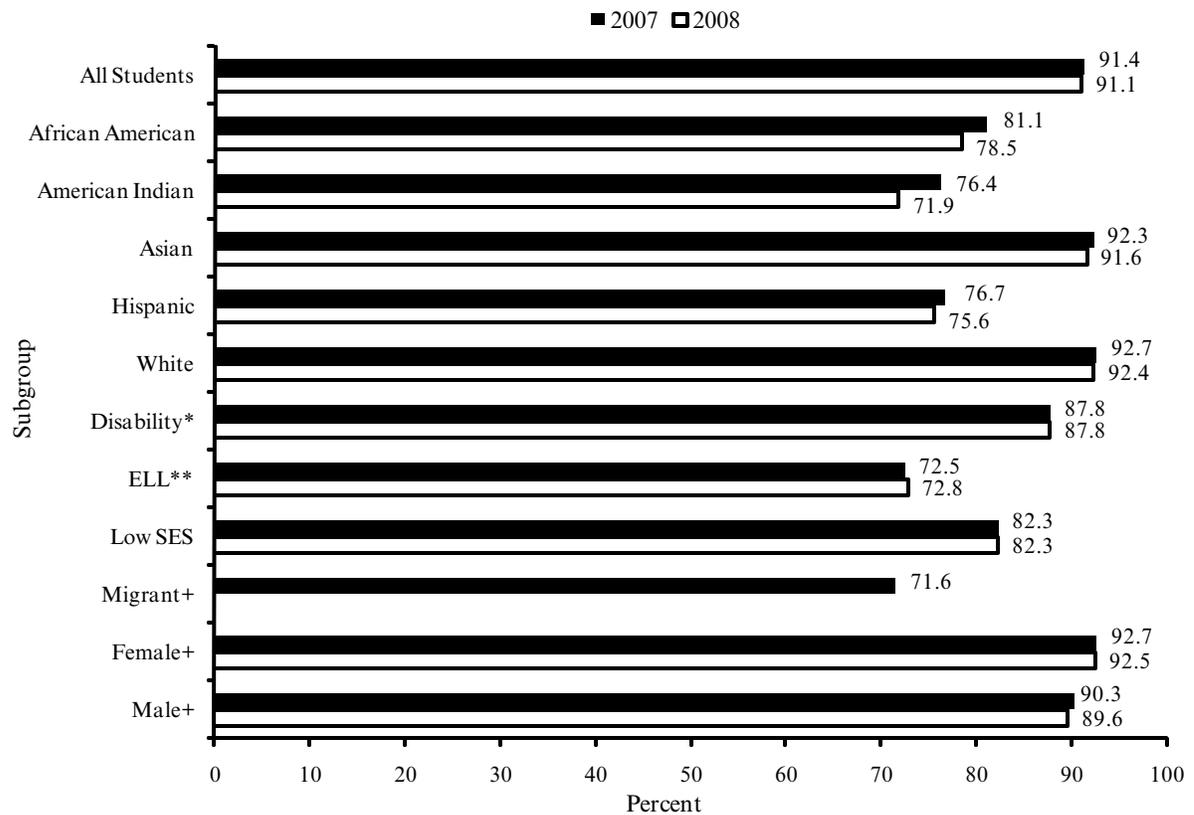
*Disability status is determined by the presence of an individualized education program (IEP).

**English language learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

For the graduating class of 2007, the three-year NGA rates are available by subgroup. Figure 44 compares the three-year cohort graduation rates for the class of 2008 to the rates for the class of 2007 by subgroup.

Figure 44

**IOWA PUBLIC HIGH SCHOOL THREE-YEAR COHORT GRADUATION RATES
BY SUBGROUP GRADUATING CLASSES OF 2007 AND 2008**



Source: Iowa Department of Education, Project EASIER Enrollment file.

Notes: +Not required for Adequate Yearly Progress (AYP) report.

*Disability status is determined by the presence of an individualized education program (IEP).

**English language learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

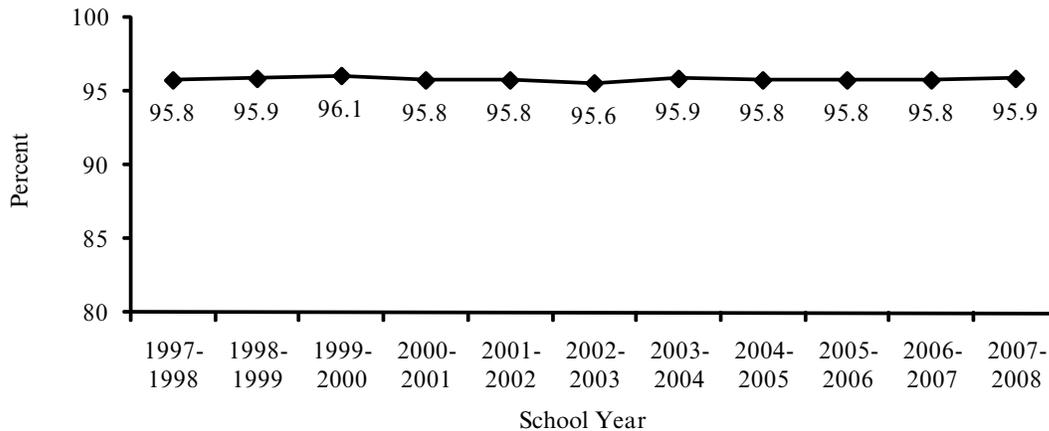
The rate for the Migrant group in 2007 was not available.

AVERAGE DAILY ATTENDANCE

The average daily attendance (ADA) rate for grades K to 8 is one of the additional academic indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance (days present) in a school or school district divided by the aggregate days of enrollment. The 2007-2008 aggregate K-8 ADA rate for Iowa public schools was 95.9 percent, an increase of 0.1 percent over last year's rate. Figure 45 shows the ADA trend for Iowa public schools for the past 11 school years. The aggregate K-8 ADA rates for Iowa public schools were essentially unchanged between 1998 and 2008.

Figure 45

IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2007-2008

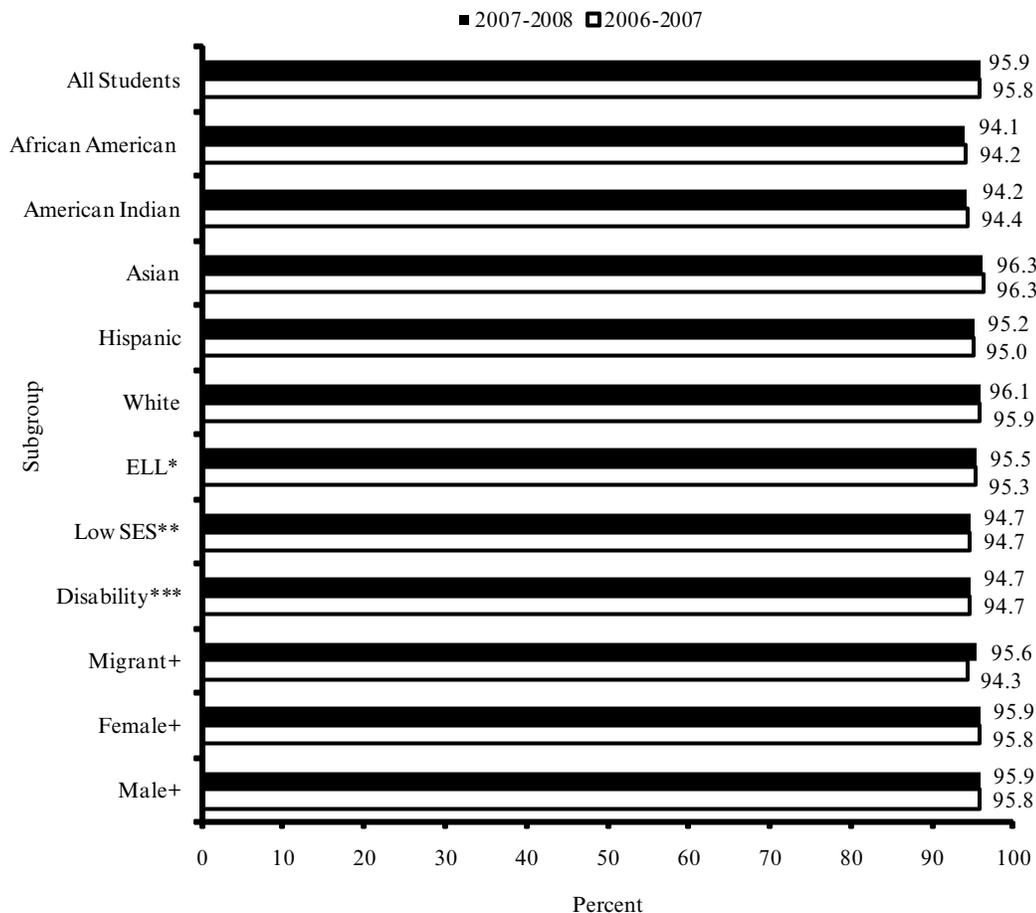


Source: Iowa Department of Education, Certified Annual Reports and Project EASIER file.

Figure 46 displays the disaggregated ADA data by subgroup for school years 2007-2008 and 2006-2007. ADA rates did not make any meaningful change within any subgroups in the past year, varying by 0.2 percent at the most with the exception of migrants, whose ADA rate increased by 1.3 percent from 2006-2007 to 2007-2008.

Figure 46

**AVERAGE DAILY ATTENDANCE RATES BY SUBGROUP
2006-2007 AND 2007-2008**



Source: Iowa Department of Education, Project EASIER Enrollment file.

Notes: *English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

**Socioeconomic status is determined by the eligibility for free or reduced price meals.

***Disability status is determined by the presence of an individualized education program (IEP).

+Not required for Adequate Yearly Progress (AYP) report.

HIGHLY QUALIFIED TEACHERS

The No Child Left Behind (NCLB) Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school to determine the poverty quartiles. Table 13 shows the comparison of teacher characteristics between high and low poverty public schools by school level in 2008-2009. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There were 8,576 more public school students in the low poverty schools compared to high poverty schools. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 14 to 16. Table 15 further breaks down not HQT sections by school level and Table 16 breaks down the not HQT sections by school poverty level. For academic areas shown, all twelve areas are above 96 percent.

Table 13

	HIGHLY QUALIFIED TEACHER (HQT) DATA FOR 2008-2009 BY SCHOOL LEVEL AND POVERTY STATUS								
	All Level Schools			Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Schools	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
# Sections in Selected Areas	38,666	41,112	144,430	21,875	24,826	83,634	16,791	16,286	60,796
# Sections in Selected Areas Not Taught by HQT	49	26	177	16	5	76	33	21	101
% Sections in Selected Areas Not Taught by HQT	0.13%	0.06%	0.12%	0.07%	0.02%	0.09%	0.20%	0.13%	0.17%
# Full-Time Teachers	9,423	8,928	33,645	6,627	6,096	22,920	2,796	2,832	10,725
# Advanced Degrees	2,975	2,462	9,419	2,029	1,618	6,173	946	844	3,246
% Advanced Degrees	31.6%	27.6%	28.0%	30.6%	26.5%	26.9%	33.8%	29.8%	30.3%
# Bachelor Degrees	6,448	6,466	24,226	4,598	4,478	16,747	1,850	1,988	7,479
Avg. District Experience	10.9	10.0	11.1	11.2	10.1	11.5	10.3	9.8	10.4
Avg. Total Experience	14.1	13.8	14.6	14.1	13.6	14.7	14.2	14.2	14.6
Average Age	42.3	40.3	42.0	42.0	40.0	41.8	43.1	41.1	42.3
Average Salary	\$49,045	\$48,909	\$48,363	\$49,097	\$49,102	\$48,539	\$48,920	\$48,493	\$47,986
# Students Served	124,218	132,794	469,664	83,471	91,787	317,153	40,747	41,007	152,511

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment and Staff files.

Notes: District office and AEA teachers and students are NOT included. High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch. The selected academic areas include English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, elementary (K-8), and special education.

Table 14

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2008-2009**

Academic Area	Sections for All Building Teachers		Sections for Building, District Office and AEA Teachers		Sections for Building and District Office Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,265	0.08%	16,403	0.08%	16,403	0.08%
Reading/Language Arts	8,162	0.16	8,218	0.16	8,216	0.16
Mathematics	14,596	0.01	14,706	0.01	14,706	0.01
Science	13,076	0.13	13,157	0.17	13,157	0.17
Foreign Language	6,191	0.23	6,212	0.23	6,212	0.23
Civics/Government	6,313	0.00	6,363	0.00	6,363	0.00
Economics	704	0.14	723	0.14	723	0.14
Arts	26,883	0.00	27,027	0.00	27,024	0.00
History	4,556	0.48	4,640	0.06	4,640	0.06
Geography	630	0.00	629	0.00	629	0.00
Elementary (K-8)	22,929	0.10	23,251	0.10	23,236	0.10
Special Education	24,125	0.37	24,989	0.37	24,414	0.37
Total	144,430	0.12	146,318	0.13	145,723	0.13

Source: Iowa Department of Education, Teacher Licensure files and Basic Educational Data Survey, Enrollment and Staff files.

Table 15

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2008-2009**

Academic Area	Sections for All Building Teachers		Sections for Elementary Building (K-8) Teachers		Sections for Secondary Building (9-12) Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,265	0.08%	5,495	0.15%	10,770	0.05%
Reading/Language Arts	8,162	0.16	7,546	0.08	616	1.14
Mathematics	14,596	0.01	5,314	0.00	9,282	0.02
Science	13,076	0.13	4,393	0.09	8,683	0.15
Foreign Language	6,191	0.23	1,074	0.00	5,117	0.27
Civics/Government	6,313	0.00	4,219	0.00	2,094	0.00
Economics	704	0.14	36	0.00	668	0.15
Arts	26,883	0.00	19,044	0.00	7,839	0.00
History	4,556	0.48	126	0.00	4,430	0.07
Geography	630	0.00	58	0.00	572	0.00
Elementary (K-8)	22,929	0.10	22,386	0.11	543	0.00
Special Education	24,125	0.37	13,943	0.24	10,182	0.55
Total	144,430	0.12	83,634	0.09	60,796	0.17

Source: Iowa Department of Education, Teacher Licensure files and Basic Educational Data Survey, Enrollment and Staff files.

Note: Secondary indicates a regular and alternative grade 9-12 building and elementary indicates grade level K-8.

Table 16

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND POVERTY STATUS 2008-2009**

Academic Area	Sections for All Building Teachers		Sections for High Poverty Building Teachers		Sections for Low Poverty Building Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,265	0.08%	3,878	0.03%	4,724	0.02%
Reading/Language Arts	8,162	0.16	2,579	0.27	1,935	0.00
Mathematics	14,596	0.01	3,771	0.00	3,966	0.05
Science	13,076	0.13	3,241	0.00	3,753	0.03
Foreign Language	6,191	0.23	1,318	0.00	2,062	0.68
Civics/Government	6,313	0.00	1,358	0.00	1,837	0.00
Economics	704	0.14	159	0.63	216	0.00
Arts	26,883	0.00	7,156	0.00	8,021	0.00
History	4,556	0.48	1,397	0.21	1,220	0.00
Geography	630	0.00	106	0.00	207	0.00
Elementary (K-8)	22,929	0.10	6,052	0.02	7,051	0.04
Special Education	24,125	0.37	7,651	0.47	6,120	0.08
Total	144,430	0.12	38,666	0.13	41,112	0.06

Source: Iowa Department of Education, Teacher Licensure files and Basic Educational Data Survey, Enrollment and Staff files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

In 2008-2009, there were no public school teachers in Iowa with an emergency or provisional license (Table 17).

Table 17

**NUMBER AND PERCENT OF TEACHERS WITH
EMERGENCY/PROVISIONAL LICENSES 2008-2009**

	Number of Teachers	Percent of Teachers
All Schools	0	0%
Elementary Schools	0	0
Secondary Schools	0	0
High Poverty Schools	0	0
Low Poverty Schools	0	0

Source: Iowa Department of Education, Teacher Licensure files and Basic Educational Data Survey, Enrollment and Staff files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

SCHOOLS AND DISTRICTS IN NEED OF ASSISTANCE

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 3 to 8 and 11 and students by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts.

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance. If a school does not meet the goals for its other academic indicator (K to 8 average daily attendance rate or high school graduation rate) for two consecutive years, it is also identified as a school in need of assistance. Schools remain identified until they have AYP for two consecutive years.

If a district does not meet the annual AYP state participation goals or state AMO in either the “all students” group or any one of the subgroups within the required grade spans (3 to 5, 6 to 8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance. If a district does not meet the goals for district level K to 8 average daily attendance rate and high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance. Districts remain identified until they have AYP for two consecutive years.

In 2008-2009, there were 1,442 Iowa public schools that provided services to students in grades 3 to 8 or 11. A total of 293 public schools (20.3 percent) were identified as a school in need of assistance and 24 of 362 (6.6 percent) public school districts were identified as a district in need of assistance.

During the 2008-2009 school year three schools made significant achievement gains and are no longer identified as a school in need of assistance. These schools are Waukee Middle School, Carroll Middle School, and Johnston Middle School.

Table 18 shows the list of the schools in need of assistance and Table 19 shows the list of districts in need of assistance.

Table 18

**SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
AMES					
Ames HS			SINA-1		
Ames MS			SINA-3	SINA-1	
ANAMOSA					
West MS			SINA-1	Delay-1	
ANKENY					
Northview MS				SINA-2	
Parkview MS			SINA-1	SINA-2	
ATLANTIC					
Atlantic MS				SINA-1	
BELMOND-KLEMME					
Belmond-Klemme ES			SINA-1	SINA-1	
BENTON					
Benton MS				SINA-2	
BETTENDORF					
Bettendorf MS			SINA-4	SINA-3	
BURLINGTON					
Burlington Alt			SINA-1		
Burlington HS			SINA-3	SINA-5	
James Madison MS			SINA-1	SINA-1	
Oak Street MS			SINA-1		
Sunnyside ES			SINA-1		
CAL					
CAL HS				SINA-1	
CAMANCHE					
Camanche MS			SINA-1	Delay-2	
CARDINAL					
Cardinal Middle-Senior HS			SINA-1	SINA-1	
CEDAR FALLS					
Cedar Falls Alt				SINA-1	
Cedar Falls HS			SINA-1	SINA-3	
Holmes JHS			SINA-1	SINA-3	
Peet JHS				SINA-1	
CEDAR RAPIDS					
Cleveland ES				SINA-1	
Franklin MS			SINA-1	SINA-4	
George Washington HS			SINA-4	SINA-4	
Grant Wood ES			SINA-1	SINA-1	
Harding MS			SINA-1	SINA-1	
Harrison ES			SINA-1	SINA-1	
Hiawatha ES				SINA-1	
Hoover ES				SINA-1	
John F Kennedy HS				SINA-2	
Johnson ES			SINA-3	Delay-3	
McKinley MS			SINA-1	SINA-5	
Metro HS	SINA-6	SINA-6	SINA-3	SINA-3	
Polk ES			SINA-1	SINA-1	
Roosevelt MS			SINA-4	SINA-4	
Taft MS			SINA-2	SINA-2	
Thomas Jefferson HS			SINA-3	SINA-3	
Van Buren ES				SINA-1	
Wilson ES			SINA-1		
Wilson MS			SINA-1	SINA-1	

Table 18 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE					
District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
CENTERVILLE					
Lakeview 4-5-6 ES			SINA-1	SINA-1	
CENTRAL DECATUR					
Central Decatur MS/SR HS			SINA-1	SINA-2	
CHARITON					
Van Allen ES			SINA-1		
CHARLES CITY					
Charles City MS			SINA-1	SINA-1	
CLARKE					
Clarke HS			SINA-1		
CLEAR CREEK AMANA					
Clear Creek Amana MS			Delay-2		
CLINTON					
Bluff ES				SINA-1	
Clinton HS			SINA-3	SINA-4	
Jefferson ES				SINA-1	
Lincoln HS			SINA-1	SINA-1	
Lyons MS			SINA-1	SINA-1	
Washington MS			SINA-4	SINA-5	
COLFAX-MINGO					
Colfax-Mingo MS			Delay-2		
COLLEGE					
Prairie HS			Delay-1	Delay-4	
Prairie MS			Delay-2	SINA-3	
COLUMBUS					
Columbus HS				SINA-1	
Columbus MS			SINA-3	SINA-1	
Roundy ES				SINA-1	
COUNCIL BLUFFS					
Abraham Lincoln HS			SINA-3	SINA-5	
Bloomer ES				SINA-1	
Carter Lake ES				SINA-1	
Gerald W Kirn JHS			SINA-4	Delay-2	
Thomas Jefferson HS			SINA-3	SINA-5	
Walnut Grove ES				SINA-1	
Woodrow Wilson JHS			SINA-5	Delay-5	
CRESTON					
Creston HS			SINA-1		
DALLAS CENTER-GRIMES					
Dallas Center-Grimes MS			SINA-1		
DAVENPORT					
Central HS			SINA-3	SINA-5	
Fillmore ES				SINA-1	
Frank L Smart Int			SINA-3	SINA-6	
J B Young Int			SINA-5	SINA-5	
Jackson ES				SINA-1	
Jefferson ES			SINA-1	SINA-1	
Kimberly Center East			SINA-1	SINA-3	
Lincoln Academy of Fine Arts			SINA-1	SINA-1	
Monroe ES			SINA-1	SINA-1	

Table 18 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
DAVENPORT (continued)					
North HS			SINA-5	SINA-5	
Sudlow Int			SINA-3	SINA-5	
Washington ES			SINA-1		
West HS			SINA-5	SINA-5	
Williams Int			SINA-4	SINA-4	
Wood Int			SINA-5	SINA-4	
DAVIS COUNTY					
Davis County MS			SINA-1	SINA-1	
DENISON					
Denison Alt HS			SINA-1	SINA-1	
Denison HS			SINA-1	SINA-2	
Denison MS			SINA-1	SINA-4	
DES MOINES					
Brody MS			SINA-1	SINA-1	
Brubaker ES			SINA-1		
Callanan MS			SINA-2	SINA-3	
Capitol View ES			SINA-1	SINA-1	
Carver ES			SINA-1		
Cattell ES			SINA-1	SINA-1	
East HS	SINA-6	SINA-6	SINA-4	SINA-4	
Edmunds Fine Arts Academy				SINA-1	
Findley ES			SINA-1	SINA-2	
Garton ES			SINA-1	SINA-1	
Goodrell MS			SINA-3	SINA-2	
Greenwood ES				SINA-1	
Harding MS			SINA-3	SINA-4	
Hiatt MS			SINA-4	SINA-4	
Hillis ES			SINA-1		
Hoover HS			SINA-5	SINA-3	
Howe ES			SINA-1	SINA-1	
Hoyt MS				SINA-4	
Hubbell ES				SINA-1	
Jackson ES				SINA-2	
King ES			SINA-3		
Lincoln HS			SINA-4	SINA-4	
Lovejoy ES			SINA-1	SINA-1	
Madison ES				SINA-1	
McCombs MS			SINA-6	SINA-1	
McKinley ES			SINA-1	SINA-1	
Meredith MS			SINA-6	SINA-6	
Merrill MS			SINA-3	SINA-6	
Monroe ES			SINA-1	SINA-3	
Morris ES				SINA-1	
Moulton ES			SINA-2	SINA-2	
North HS	SINA-1	SINA-1	SINA-4	SINA-5	
Oak Park ES			SINA-1		
Park Ave ES			SINA-1	SINA-1	
Perkins ES				SINA-1	

Table 18 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE					
District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
DES MOINES (continued)					
River Woods ES			SINA-1	SINA-2	
Roosevelt HS	SINA-1		Delay-2	SINA-3	
Scavo Alt HS	SINA-6	SINA-6	SINA-1	SINA-1	SINA-1
Smouse Opportunity Sch			SINA-1	SINA-1	
South Union ES			Delay-2	SINA-3	
Stowe ES				SINA-1	
Weeks MS			SINA-4	SINA-5	
Willard ES				SINA-1	
Windsor ES			SINA-1	SINA-1	
Wright ES			SINA-1	SINA-1	
DUBUQUE					
Central Alt HS			SINA-1	SINA-1	
Dubuque Senior HS			SINA-4	SINA-4	
George Washington MS			SINA-1	SINA-5	
Lincoln ES			SINA-1	SINA-1	
Marshall ES				SINA-1	
Prescott ES			SINA-4	SINA-3	
Thomas Jefferson MS			SINA-4	SINA-4	
EAGLE GROVE					
Robert Blue School			SINA-1		
EAST GREENE					
Grand Junction HS				SINA-1	
Riphey ES				SINA-1	
EAST MARSHALL					
East Marshall MS			SINA-1		
EDGEWOOD-COLESBURG					
Edgewood-Colesburg HS				SINA-1	
ESTHERVILLE LINCOLN CENTRAL					
Estherville Lincoln Central MS			SINA-2	SINA-2	
FAIRFIELD					
Fairfield MS			SINA-1	SINA-1	
FORT DODGE					
Butler ES				SINA-1	
Duncombe ES				SINA-1	
Fair Oaks MS				Delay-4	
Fort Dodge HS			SINA-6	SINA-6	
Gordon Willard Alt Ed HS			SINA-1	SINA-5	
Phillips MS			SINA-5	Delay-5	
FORT MADISON					
Fort Madison MS			SINA-1		
FREMONT-MILLS					
Fremont-Mills ES				SINA-1	
GLADBROOK-REINBECK					
Gladbrook-Reinbeck MS			SINA-1	SINA-1	
GLENWOOD					
Glenwood MS			SINA-1		
HAMPTON-DUMONT					
Hampton-Dumont Int			SINA-1	SINA-1	
Hampton-Dumont MS				SINA-3	
South Side ES			SINA-1		

Table 18 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE					
District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
HARLAN					
Harlan MS			SINA-1		
HOWARD-WINNESHIEK					
Cresco JHS				SINA-1	
INDEPENDENCE					
Independence MS				SINA-1	
IOWA CITY					
Elizabeth Tate Alt. HS			SINA-4	SINA-4	
Grant Wood ES			SINA-1	SINA-1	
Hills ES				SINA-1	
Iowa City HS			SINA-1	SINA-1	
James Van Allen ES			SINA-1		
Kirkwood ES			SINA-1	Delay-1	
Mark Twain ES			SINA-1	SINA-2	
Northwest JHS			SINA-4	Delay-5	
Robert Lucas ES			SINA-2	SINA-1	
Southeast JHS			SINA-5	SINA-6	SINA-1
West Senior HS			SINA-5	SINA-4	
IOWA FALLS					
Iowa Falls - Alden HS				SINA-1	
KEOKUK					
Keokuk HS			Delay-5	SINA-5	
Keokuk MS			SINA-5		
KNOXVILLE					
Knoxville HS				SINA-1	
LEWIS CENTRAL					
Lewis Central MS			SINA-1	SINA-3	
Lewis Central Senior HS				SINA-2	
Titan Hill Int School			SINA-1	SINA-1	
LINN-MAR					
Linn-Mar HS			SINA-1	SINA-3	
Oak Ridge School			SINA-1	SINA-1	
LOUISA-MUSCATINE					
Louisa-Muscatine Jr-Sr HS			SINA-1	SINA-1	
MAQUOKETA					
Briggs ES			SINA-1	SINA-1	
Maquoketa MS			SINA-3	Delay-3	
MARION					
Francis Marion Int				SINA-1	
MARSHALLTOWN					
Anson ES			SINA-1	SINA-1	
B R Miller MS			SINA-4	SINA-3	
Fisher ES				SINA-1	
Franklin ES			SINA-1		
Lenihan Int			SINA-1	SINA-1	
Marshalltown HS			SINA-5	SINA-5	
Rogers ES				SINA-1	
MASON CITY					
Alternative School				SINA-1	
Harding ES			SINA-1		
John Adams MS			SINA-1	SINA-1	
Mason City HS			SINA-3	SINA-2	

Table 18 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE					
District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
MASON CITY (continued)					
Roosevelt ES			SINA-1		
Roosevelt MS			SINA-1		
MID-PRAIRIE					
Mid-Prairie MS			SINA-1	SINA-1	
MORMON TRAIL					
Mormon Trail ES				SINA-1	
MOUNT PLEASANT					
Mount Pleasant HS				SINA-2	
Mount Pleasant MS			SINA-1	SINA-1	
WisdomQuest Educ Ctr			SINA-1		
MOUNT VERNON					
Mount Vernon MS			SINA-1	SINA-1	
MUSCATINE					
Central MS			SINA-1	SINA-1	
Muscatine HS			SINA-4	SINA-4	
West MS			SINA-4	SINA-1	
NASHUA-PLAINFIELD					
Nashua-Plainfield MS				SINA-1	
NEVADA					
Nevada MS				SINA-1	
NEWTON					
Basics and Beyond Alt			SINA-1	SINA-1	
Berg ES			SINA-1		
Berg MS			SINA-4	SINA-4	
Newton Senior HS			SINA-1	SINA-1	
NORTH CEDAR					
North Cedar MS				SINA-1	
NORTH SCOTT					
North Scott JHS			Delay-1		
North Scott Senior HS			SINA-2	SINA-2	
NORWALK					
Norwalk MS			SINA-1	SINA-1	
OELWEIN					
Oelwein MS				SINA-1	
OLIN					
Olin Jr-Sr HS				SINA-1	
OSKALOOSA					
Oskaloosa HS			SINA-1	SINA-1	
Oskaloosa MS			SINA-4	SINA-1	
OTTUMWA					
Evans MS			SINA-4	SINA-3	
Ottumwa HS			SINA-5	SINA-6	
Wilson ES			SINA-1		
PERRY					
Perry ES			SINA-1	Delay-4	
Perry HS			SINA-4	SINA-5	
Perry MS				SINA-3	
PLEASANT VALLEY					
Pleasant Valley JHS				SINA-2	
POSTVILLE					
Cora B Darling E/MS			SINA-1		

Table 18 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
RED OAK					
Red Oak MS				Delay-1	
SAYDEL					
Norwoodville ES				SINA-1	
Woodside MS			SINA-3		
SERGEANT BLUFF-LUTON					
Sergeant Bluff-Luton ES				SINA-1	
SHENANDOAH					
Shenandoah MS			SINA-1		
SIOUX CITY					
Bryant ES			SINA-1		
Central Campus Indiv Lrng Ctr	SINA-2	SINA-2	SINA-4	SINA-4	
East HS			SINA-3	SINA-2	
East MS			SINA-4	SINA-1	
Everett ES			SINA-1	SINA-1	
Irving ES			SINA-1		
Longfellow ES				SINA-1	
North HS	Delay-1	Delay-1	SINA-5	SINA-4	
North MS			SINA-1	SINA-1	
Riverside ES				SINA-1	
Roosevelt ES			SINA-1		
Smith ES			SINA-1	SINA-1	
West HS			SINA-3	SINA-5	
West MS			SINA-4	SINA-5	
Whittier ES			SINA-1		
SOUTH TAMA COUNTY					
South Tama County ES			SINA-3	SINA-1	
South Tama County HS			SINA-1	SINA-1	
South Tama County MS			SINA-1	SINA-1	
SOUTHEAST POLK					
Southeast Polk HS			SINA-1	SINA-1	
Southeast Polk JHS			SINA-1	SINA-4	
Willowbrook ES				SINA-1	
SOUTHEAST WEBSTER GRAND					
Southeast Webster JH				SINA-1	
SPENCER					
Spencer MS				SINA-3	
STARMONT					
Starmont MS			SINA-1		
STORM LAKE					
Storm Lake HS			SINA-2	SINA-4	
Storm Lake MS				SINA-5	
TWIN CEDARS					
Twin Cedars ES				SINA-1	
URBANDALE					
Urbandale MS			SINA-1	SINA-1	
VINTON-SHELLSBURG					
Shellsburg ES				SINA-1	
Vinton-Shellsburg HS			SINA-1	SINA-1	
Vinton-Shellsburg MS			SINA-1	SINA-3	

Table 18 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE					
District and School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
WAPELLO					
Wapello JHS			SINA-1	SINA-1	
WASHINGTON					
Lincoln Upper ES			SINA-2	SINA-2	
Stewart ES			SINA-1	SINA-1	
WATERLOO					
Bunger MS			SINA-1	SINA-1	
Central MS			SINA-5	SINA-5	
Cunningham School			SINA-1		
East HS			SINA-5	SINA-2	
Edison ES			SINA-1	SINA-1	
Expo HS			SINA-3	SINA-3	
Hoover MS			SINA-4	SINA-3	
Irving ES			SINA-1	SINA-1	
Jack M Logan MS			SINA-4	SINA-4	SINA-1
Kittrell ES			Delay-1	SINA-1	
Lincoln ES			SINA-1	SINA-1	
Mckinstry ES			SINA-4	SINA-4	
West HS			Delay-4	SINA-5	
WEST CENTRAL VALLEY					
West Central Valley MS			SINA-1	SINA-1	
WEST DES MOINES					
Hillside ES				SINA-1	
Indian Hills JHS				SINA-2	
Stilwell JHS				SINA-1	
Valley HS			SINA-4	SINA-3	
Valley Southwoods			SINA-4	SINA-3	
Walnut Creek Campus	SINA-1	SINA-1	SINA-1	SINA-1	
WEST LIBERTY					
West Liberty MS			SINA-1	SINA-2	
West Liberty HS			SINA-2	SINA-2	
WEST MONONA					
West Monona MS				SINA-1	
WINTERSET					
Winterset ES				SINA-1	
Winterset JHS				SINA-1	

Source: Iowa Department of Education, Division of PK-12 Education Programs, Adequate Yearly Progress Report.
 Note: ES indicates Elementary School; MS indicates Middle School; HS indicates High School; JHS indicates Junior High School; Jr-Sr HS indicates Junior-Senior High School.; Int indicates Intermediate School; Alt indicates Alternative School; SINA-# indicates the number of years a school has been on improvement status under NCLB; and Delay-# indicates the status year of the school when it made AYP and was placed on Delay status. If the school meets AYP the following year, it is removed from SINA status.

Table 19

**DISTRICTS IN NEED OF ASSISTANCE FOR 2009-2010 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District	Math Proficiency	Reading Proficiency
Burlington	DINA-1	
Cedar Falls		DINA-1
Cedar Rapids	Delay-3	DINA-4
Clinton	DINA-1	DINA-3
Council Bluffs	DINA-4	DINA-4
Davenport	DINA-4	DINA-5
Denison	DINA-1	DINA-1
Des Moines	DINA-1	DINA-3
Dubuque	DINA-1	DINA-1
Fort Dodge	DINA-1	DINA-5
Iowa City	DINA-4	DINA-4
Keokuk	Delay-1	
Lewis Central		DINA-1
Marshalltown	DINA-4	DINA-1
Mason City		DINA-1
Mount Pleasant	DINA-1	
Muscatine		DINA-1
Newton	DINA-1	DINA-1
Ottumwa	DINA-1	Delay-3
Sioux City	DINA-4	DINA-4
South Tama County	DINA-1	
Waterloo	DINA-4	DINA-4
West Des Moines	DINA-1	
West Liberty		DINA-2

Source: Iowa Department of Education, Division of PK-12 Education Programs, Adequate Yearly Progress Report.

Note: DINA-# indicates the number of years a district has been on improvement status under NCLB. Delay-# indicates the status year of the district when it made AYP and was placed on Delay status. If the school meets AYP the following year, it is removed from DINA status.
