



*The*  
State Report Card  
*for*  
No Child Left Behind

August 2005

Iowa Department of Education



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**State Report Card**  
*for*  
**No Child Left Behind**

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**Iowa Department of Education**

**2005**



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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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# STATE OF IOWA

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DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, DIRECTOR

August 2005

Dear Citizens of Iowa,

Iowa's education success depends on data that helps monitor and guide school and student achievement. The information in this 2005 Report Card, which is part of our No Child Left Behind reporting requirements, will be analyzed in further detail in the coming months and the complete results, along with a wide range of school-related information, will be published in the *2005 Annual Condition of Education Report*.

Because research shows parents and educators have the biggest impact on student success, we encourage them to be familiar with their student achievement indicators — including the achievement scores, professional qualifications of teachers, and school safety data you will find in this report.

Web-based data from this report is available on the Iowa Department of Education website at <http://www.iowaschoolprofiles.com/>.

Sincerely,

A handwritten signature in black ink that reads "Judy Jeffrey".

Judy Jeffrey  
Director

# Acknowledgments

The authors of the *State Report Card for No Child Left Behind* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A special acknowledgment is extended to Dr. David Frisbie, Iowa Testing Programs, who made important contributions in sharing their data and thoughts with us.

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# Introduction

The No Child Left Behind Act of 2001 requires each state to provide an annual report card to inform stakeholders about the progress of students and schools on indicators of student achievement and other information that is related to student success. The law requires *The State Report Card for No Child Left Behind* to be released prior to the start of each school year. The Iowa Department of Education currently releases a more comprehensive report, *The Annual Condition of Education Report*, in the fall of each year. This *State Report Card* contains the critical elements of accountability under No Child Left Behind. *The State Report Card* (as specified in NCLB, 1111(h)(1)(C)(i)) includes information about:

- 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.
- The percent of public school students, by group, who did not participate in the ITBS, ITED, or alternate assessment.
- The participation rates and assessment results for students with disabilities.
- The percent of students scoring at each achievement level on the ITBS for grades 4 and 8, the ITED for grade 11, or the statewide alternate assessment (for students with disabilities who were unable to participate in the ITBS or ITED). The results are presented by the following categories: race/ethnicity, gender, disability status, migrant status, English proficiency, and socioeconomic status. The assessment results in this part of the report include statewide students (public and nonpublic) in grades 4, 8, and 11 that took ITBS or ITED. The students (public and nonpublic) in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- Other academic indicators which include the statewide attendance rates at elementary and middle school levels, and graduation rates for high schools.
- The professional qualifications of all public school teachers.
- The percentage of classes taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools.
- The schools that did not make adequate yearly progress under NCLB, section 1116 and are identified as Schools in Need of Assistance.
- The districts that did not make Adequate Yearly Progress under No Child Left Behind are identified as Districts in Need of Assistance.

In addition to fulfilling the requirements of No Child Left Behind, this report provides information for schools and school districts as they engage in school improvement activities. This state-level information serves as one comparison for school districts as they consider and implement improvement efforts to increase the success for all of Iowa's students.



# Annual Measurable Objectives

The No Child Left Behind (NCLB) Accountability System establishes statewide annual measurable objectives (AMO). The state's annual measurable objectives are consistent with state's intermediate goals and identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the state's academic assessments. The state's annual measurable objectives are the same throughout the state for each public school and each subgroup of students. Table 1 shows the AMO targets for 2004-2005 and provides a comparison to 2004-2005 student performance in Reading and Math by grade level, and by subgroup. The AMO data in Table 1 includes the ITBS and ITED assessment results of the public school students that were enrolled in the state for a full academic year. The alternate assessment results for students with disabilities are also included.

**Table 1**

| <b>2004-2005 READING AND MATH ANNUAL MEASURABLE OBJECTIVES TARGETS VS. READING AND MATH PERFORMANCE BY GRADE AND SUBGROUP</b> |  |              |              |
|---|--|--------------|--------------|
|   | Reading (Percent of Students Proficient) |              |              |
|   | Grade 4                                  | Grade 8      | Grade 11     |
| <b>Reading AMO (2004-2005 Target)</b>   | <b>70.0%</b>                             | <b>66.7%</b> | <b>74.2%</b> |
| Subgroup  |  |              |              |
| State (all Students)  | 79.4%                                    | 72.0%        | 76.1%        |
| White   | 81.9                                     | 74.3         | 77.8         |
| African American  | 56.9                                     | 48.5         | 54.4         |
| Hispanic  | 59.2                                     | 47.3         | 48.7         |
| Asian   | 81.5                                     | 72.6         | 75.3         |
| American Indian   | 69.1                                     | 61.7         | 66.7         |
| Free/Reduced Price Lunch Eligible   | 66.4                                     | 55.1         | 59.5         |
| Disability*   | 39.3                                     | 26.5         | 29.5         |
| ELL (English Language Learner)  | 47.4                                     | 23.2         | 25.3         |
| Migrant**+  | 54.0                                     | 34.1         | 27.9         |
| Female+   | 81.6                                     | 75.0         | 80.2         |
| Male+   | 77.3                                     | 69.3         | 72.1         |
|   | Math (Percent of Students Proficient)    |              |              |
| <b>Math AMO (2004-2005 Target)</b>  | <b>68.3%</b>                             | <b>65.0%</b> | <b>74.2%</b> |
| Subgroup  |  |              |              |
| State (all Students)  | 80.8%                                    | 75.1%        | 78.9%        |
| White   | 83.2                                     | 77.4         | 80.9         |
| African American  | 57.6                                     | 46.1         | 48.7         |
| Hispanic  | 62.8                                     | 53.7         | 52.5         |
| Asian   | 84.5                                     | 76.3         | 79.5         |
| American Indian   | 66.0                                     | 60.6         | 65.1         |
| Free/Reduced Price Lunch Eligible   | 68.8                                     | 58.4         | 62.4         |
| Disability*   | 48.1                                     | 30.5         | 37.8         |
| ELL (English Language Learner)  | 55.3                                     | 36.4         | 33.5         |
| Migrant**+  | 57.1                                     | 40.2         | 38.6         |
| Female+   | 80.1                                     | 75.4         | 77.9         |
| Male+   | 81.4                                     | 74.8         | 80.0         |

Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: \*Disability Status is determined by the presence of an individualized education plan (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 principal means of livelihood.

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



# Student Participation Rates

The Iowa Department of Education collects assessment participation rates for students at grades 4, 8, and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO measurement, the participation rate includes students enrolled less than a full academic year in the calculation. Based on the 2004-2005 AYP report, the current report card presents state level participation rates by grade and by subject areas for all students and students by subgroups.

**Table 2**

| <b>READING AND MATH 2004-2005</b>                          |         |         |          |             |         |          |
|--|---------|---------|----------|-------------|---------|----------|
| <b>ESTIMATED PARTICIPATION RATES BY GRADE AND SUBGROUP</b> |         |         |          |             |         |          |
|  | Reading |         |          | Mathematics |         |          |
|  | Grade 4 | Grade 8 | Grade 11 | Grade 4     | Grade 8 | Grade 11 |
| State (all students)                                       | 99.7%   | 99.5%   | 98.8%    | 99.6%       | 99.4%   | 98.8%    |
| White  | 99.8    | 99.6    | 98.9     | 99.6        | 99.5    | 98.8     |
| African American   | 99.2    | 98.4    | 97.7     | 99.0        | 98.2    | 96.2     |
| Hispanic   | 98.9    | 98.3    | 97.4     | 99.3        | 98.9    | 99.7     |
| Asian  | 99.1    | 98.9    | 99.4     | 99.8        | 99.7    | 99.2     |
| American Indian  | 98.2    | 99.1    | 98.5     | 98.2        | 98.7    | 98.5     |
| Free/Reduced Price<br>Lunch Eligible                       | 99.4    | 99.0    | 98.0     | 99.5        | 99.1    | 98.0     |
| English Language Learner                                   | 97.4    | 96.2    | 94.8     | 98.3        | 97.0    | 95.2     |
| Disability*  | 98.8    | 99.1    | 97.7     | 98.8        | 98.8    | 97.7     |

Source: Iowa Department of Education, 2005 School Profiles.

Note: \*Disability Status is determined by the presence of an individualized education plan (IEP).



# Assessment Results for Students with Disabilities

All students in accredited schools in Iowa are required to participate in state and district-wide assessments. Students with disabilities have three different ways in which they can participate. The method of participation is a decision made by an individualized education program team and is documented in the student's individualized education plan (IEP). Students with disabilities may take both the reading and mathematics sections of the ITBS or ITED with or without accommodations. If a student with an IEP cannot participate in the ITBS or ITED with appropriate accommodations the student must participate in Iowa's Alternate Assessment.

Table 3 shows that at least 98 percent of the students with disabilities in grades 4, 8, and 11 participated in reading and math assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with only about 0.6 percent of Iowa's students participating in the alternate assessment.

**Table 3**

| <b>2004-2005 READING AND MATH PARTICIPATION RATES<br/>FOR STUDENTS WITH DISABILITIES BY TEST TYPE</b> |         |       |       |       |       |       |
|---|---------|-------|-------|-------|-------|-------|
|   | Reading |       |       | Math  |       |       |
|   | 4th     | 8th   | 11th  | 4th   | 8th   | 11th  |
| Number Students with Disabilities Participating in ITBS/ITED with/without Accommodation               | 4,320   | 5,726 | 4,334 | 4,330 | 5,707 | 4,339 |
| Number Students with Disabilities Participating in Iowa Alternate Assessment                          | 208     | 234   | 241   | 205   | 233   | 240   |
| Total Number Students with Disabilities Participating in ITBS/ITED or Alternate Assessment            | 4,528   | 5,960 | 4,575 | 4,535 | 5,940 | 4,579 |
| Total Enrollment for Students with Disabilities   | 4,562   | 5,989 | 4,652 | 4,564 | 5,985 | 4,654 |
| Participation Rates for Students with Disabilities  | 99.3%   | 99.5% | 98.3% | 99.4% | 99.2% | 98.4% |

Source: Iowa Department of Education, Bureau of Children, Family, and Community Services.

Table 4 shows the achievement in reading and math for students with disabilities that were enrolled for a full academic year. The information in Table 4 shows that 27 to 48 percent of students with IEPs were proficient (24 to 47 percent on ITBS or ITED with or without accommodations and 79 to 86 percent on the Iowa Alternate Assessment) in grades 4, 8, and 11.

**Table 4**

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**2004-2005 PERCENT OF STUDENTS WITH DISABILITIES  
PROFICIENT IN READING AND MATH BY TEST TYPE**

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|   | Reading |       |       | Math  |       |       |
|---|---------|-------|-------|-------|-------|-------|
|   | 4th     | 8th   | 11th  | 4th   | 8th   | 11th  |
| Percent Proficient for Students with Disabilities Participating in ITBS/ITED with/without Accommodation | 37.0%   | 24.3% | 26.5% | 46.5% | 28.5% | 35.4% |
| Percent Proficient for Students with Disabilities Participating in the Iowa Alternate Assessment        | 86.1%   | 79.1% | 82.2% | 83.4% | 80.7% | 81.3% |
| Percent Proficient for Students with Disabilities Participating in ITBS/ITED Alternate Assessment       | 39.3%   | 26.5% | 29.5% | 48.1% | 30.5% | 37.8% |

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Source: Iowa Department of Education, Bureau of Children, Family, and Community Services.

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# Student Performance

For purposes of the NCLB accountability, all public schools and districts in Iowa will be evaluated by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Since 2003, the accountability system has been applied to the percentage of all students and subgroups in grades 4, 8, and 11 achieving proficient level in reading and mathematics. All public schools and districts will be required to administer tests in the additional grades (3, 5, 6 and 7) in 2005-2006. In 2005-2006, collapsing of grades 3 to 5, 6 to 8 and grade 11 will be included in the Adequate Yearly Progress (AYP) determinant.

The following statements, prepared by the staff at Iowa Testing Programs have been included to provide guidance in interpreting biennium period, national norm effect, and achievement level definitions.

The biennium summaries of Iowa statewide achievement data describe student performance in reading and mathematics on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). The purpose of the summaries is to use scores from two consecutive school years to describe annual achievement changes.

Until the mid 1990's, statewide achievement data from the ITBS and ITED were shown as average scores for each of grades 3-12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement levels were used to report system and building results to each school district in Iowa. These achievement levels also have been made available to describe Iowa statewide achievement trends in *The Annual Condition of Education Report*. 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.

Scores are combined for pairs of consecutive years for the biennium reporting for several reasons. The merging of test results from two years provides greater stability in the information than would be apparent if results from each single year were used. Because all Iowa schools have not always tested every year in each of the three grades used for reporting (4, 8, and 11), annual data are subject to fluctuations due to these inconsistent annual testing patterns. Two-year averages help overcome this problem.

Several additional pieces of information about the achievement level summaries are needed for interpretive purposes. These are outlined below:

1. The approximate number of students per grade per year upon which the percentages are based are for 2003-2004: 4th grade, 37,900; 8th grade, 41,600; and 11th grade, 36,400 and for 2004-2005: 4th grade, 37,000; 8th grade, 40,500; and 11th grade, 37,300.

2. 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 on the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED Tests. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range are percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
3. 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.
4. 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.
5. Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language and migrant subgroups. These subgroups vary in size in a given biennium, and each varies 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.

## Reading

This section presents the performance of students in 4th, 8th, and 11th grades statewide in reading comprehension on the ITBS or ITED.

Tables 5 to 7 show percent of students performing at proficient level and student performance distributions by achievement level (High, Intermediate, and Low) in 2003-2005 biennium period.

Figures 1 to 21 show the reading trends between 2001-2003 and 2003-2005 biennium periods for all students and subgroups.

### Grade 4 Reading

Grade 4 students performed better in 2003-2005 compared to the biennium periods 2001-2003 and 2002-2004. Females out performed males for all three periods shown and white students had higher performance than minority groups. The race/ethnicity performance gaps are decreasing. Asian performed higher than other minority groups and had a higher percentage of High achievement students than whites. In general, most subgroups in grade 4 increased percentage points of students at proficient level.

**Table 5**

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### GRADE 4 READING PERFORMANCE BY ACHIEVEMENT LEVEL 2003-2005

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| Subgroup                          | Percent of Students Achievement Level |       |              |       |
|-----------------------------------|---------------------------------------|-------|--------------|-------|
|                                   | Proficient                            | High  | Intermediate | Low   |
| State (all students)              | 78.0%                                 | 20.2% | 57.8%        | 22.1% |
| White                             | 80.6                                  | 21.8  | 58.8         | 19.4  |
| African American                  | 54.6                                  | 6.4   | 48.2         | 45.4  |
| Hispanic                          | 54.7                                  | 6.5   | 48.2         | 45.4  |
| Asian                             | 77.7                                  | 22.3  | 55.4         | 22.2  |
| American Indian                   | 67.7                                  | 7.4   | 60.3         | 32.4  |
| Free/Reduced Price Lunch Eligible | 63.6                                  | 9.4   | 54.2         | 36.4  |
| Disability*                       | 35.5                                  | 3.4   | 32.1         | 64.5  |
| ELL (English Language Learner)    | 42.8                                  | 2.4   | 40.4         | 57.2  |
| Migrant**+                        | 45.8                                  | 3.6   | 42.2         | 54.2  |
| Female+                           | 80.4                                  | 21.6  | 58.8         | 19.6  |
| Male+                             | 75.6                                  | 18.8  | 56.8         | 24.4  |

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Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: \*Disability Status is determined by the presence of an individualized education plan (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 principal means of livelihood.

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

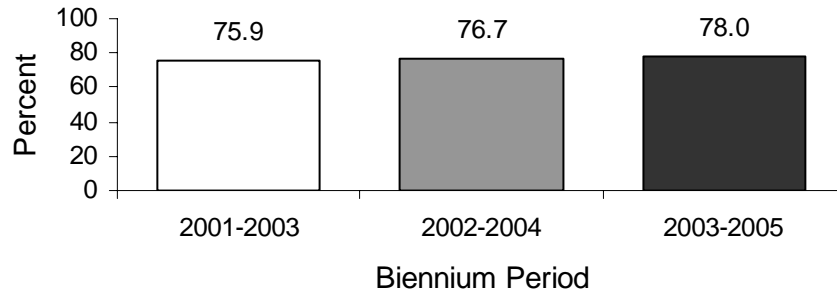
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**Figure 1**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands factual information and new words in context.  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often can determine a selection's main idea and analyze its style and structure.

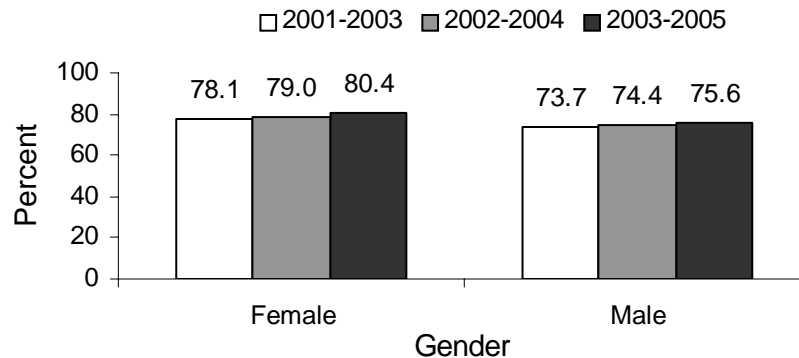
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**Figure 2**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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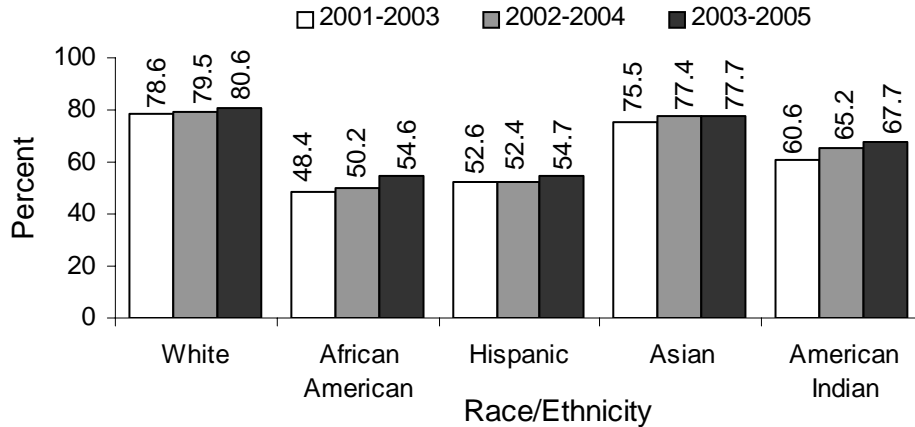
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands factual information and new words in context.  
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.  
Often can determine a selection's main idea and analyze its style and structure.

---

**Figure 3**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

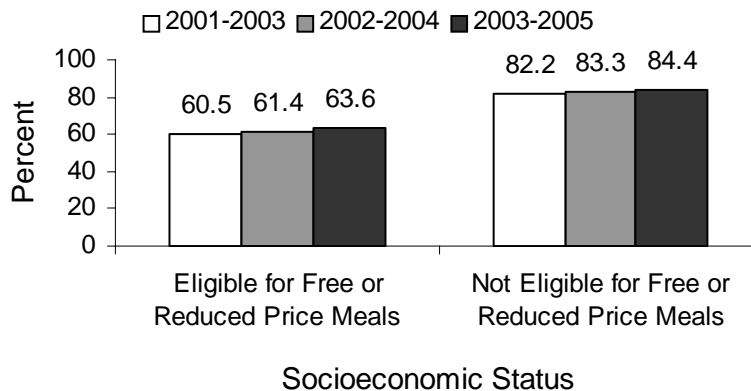
Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

**Figure 4**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

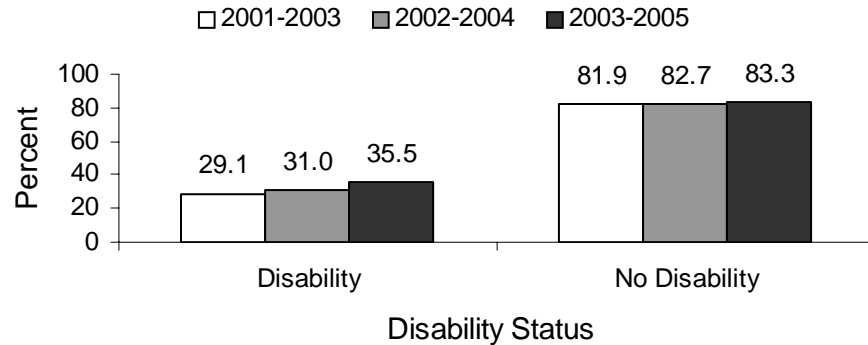
\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

**Figure 5**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

\*Disability Status is determined by the presence of an individualized education plan (IEP).

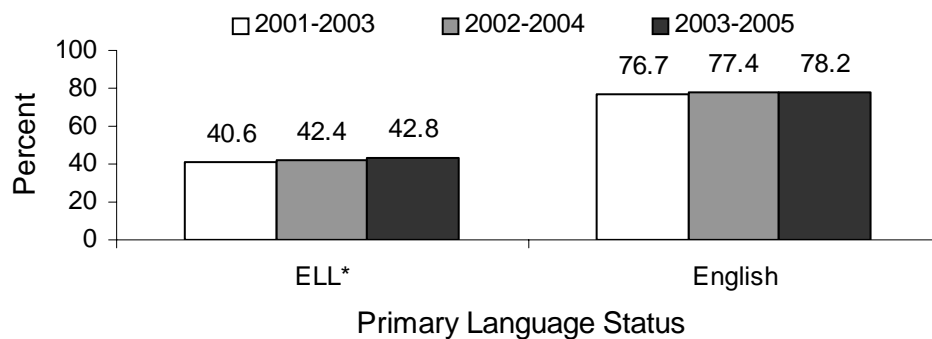
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**Figure 6**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

\*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.

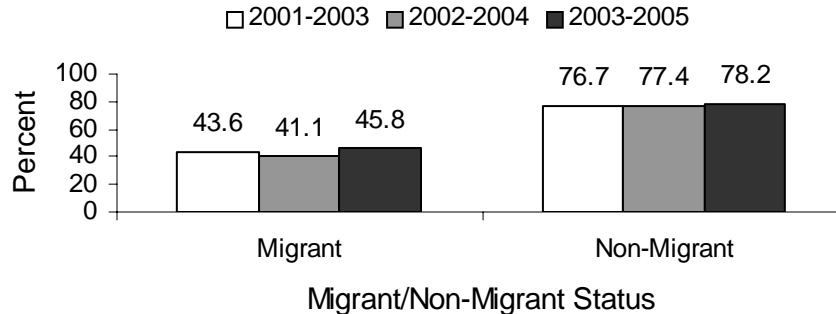
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**Figure 7**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

\*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 principal means of livelihood.

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## **Grade 8 Reading**

Most subgroups in grade 8 also performed better in 2003-2005 compared to the last two biennium periods. Females performed higher than males for all three periods shown and white students had higher performance than minority groups. The race/ethnicity performance gaps decreased slightly in grade 8. The African American had 5-percentage point increase in terms of the percent of students proficient. Asian had the highest percent of students achieving the High level (18.3%) in 2003-2005. English language learner was the only subgroup in grade 8 that decreased the percentage of students proficient on reading comprehension.

**Table 6**

**GRADE 8 READING PERFORMANCE BY ACHIEVEMENT LEVEL  
2003-2005**

| Subgroup                          | Percent of Students Achievement Level |       |              |       |
|-----------------------------------|---------------------------------------|-------|--------------|-------|
|                                   | Proficient                            | High  | Intermediate | Low   |
| State (all students)              | 70.6%                                 | 15.4% | 55.2%        | 29.4% |
| White                             | 73.4                                  | 16.4  | 57.0         | 26.6  |
| African American                  | 41.6                                  | 4.4   | 37.2         | 58.4  |
| Hispanic                          | 43.2                                  | 5.2   | 38.0         | 56.8  |
| Asian                             | 70.0                                  | 18.3  | 51.7         | 30.0  |
| American Indian                   | 56.5                                  | 8.9   | 47.6         | 43.6  |
| Free/Reduced Price Lunch Eligible | 51.9                                  | 6.6   | 45.3         | 48.1  |
| Disability*                       | 23.0                                  | 1.2   | 21.8         | 77.0  |
| ELL (English Language Learner)    | 23.8                                  | 1.0   | 22.8         | 76.2  |
| Migrant**+                        | 34.0                                  | 2.2   | 31.8         | 66.0  |
| Female+                           | 73.1                                  | 15.4  | 57.7         | 26.8  |
| Male+                             | 68.1                                  | 15.3  | 52.8         | 31.8  |

Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

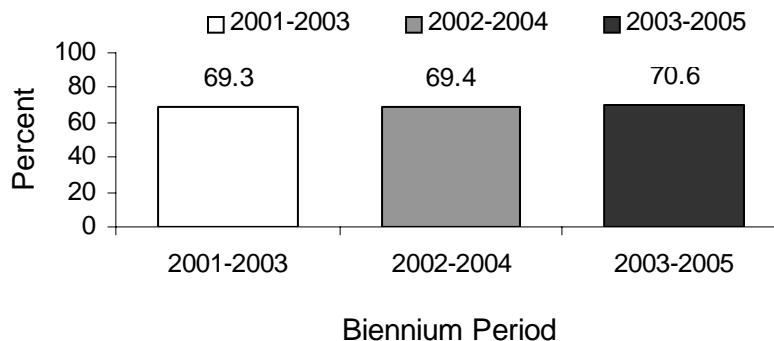
Notes: \*Disability Status is determined by the presence of an individualized education plan (IEP).

\*\*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 principal means of livelihood.

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

**Figure 8**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

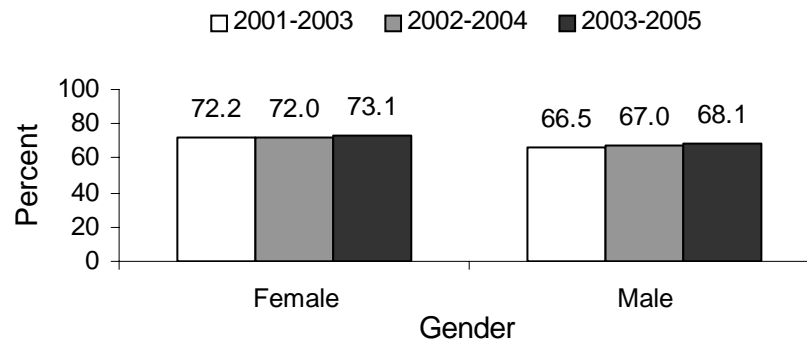
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.



**Figure 9**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

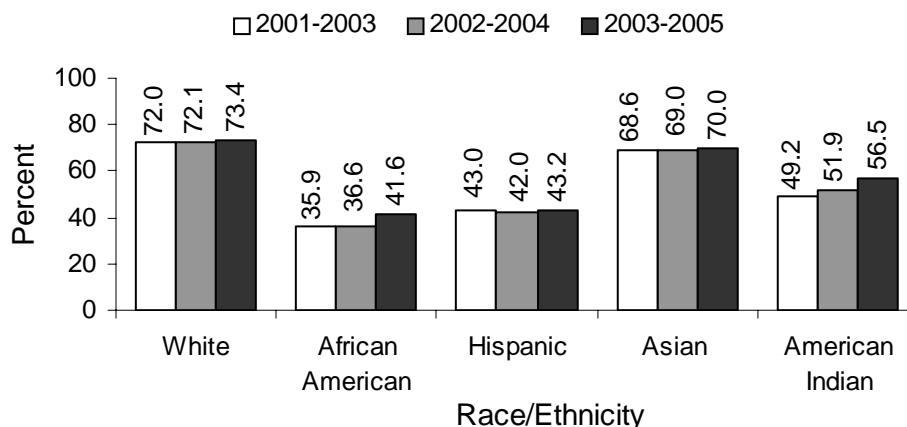
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

**Figure 10**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

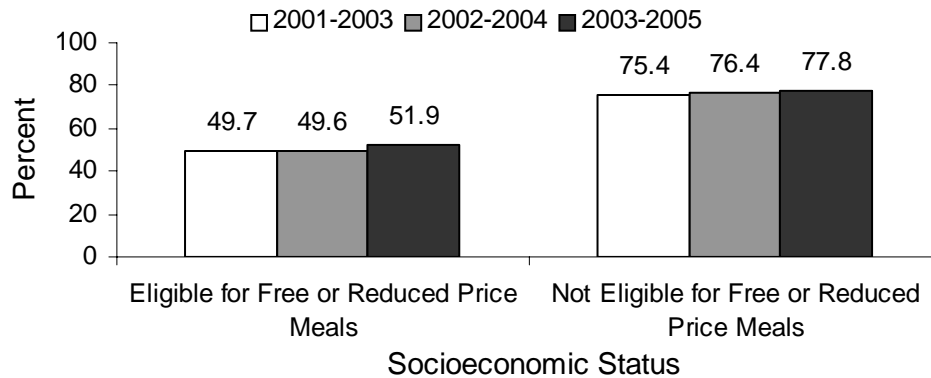
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 11

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**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

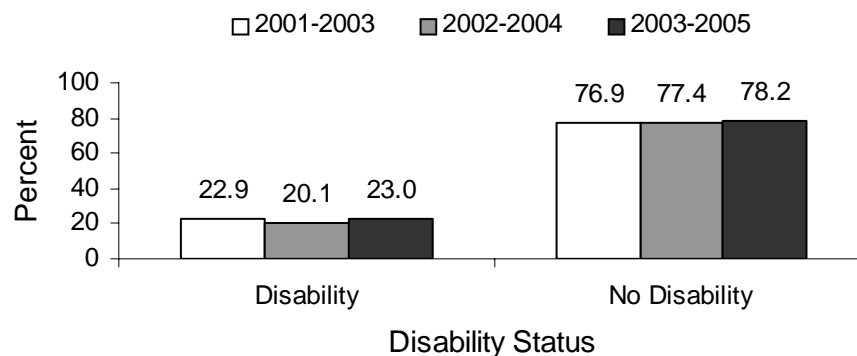
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Figure 12

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**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

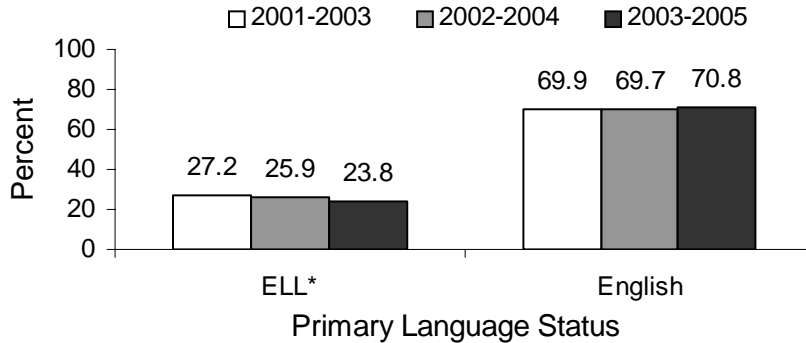
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

\*Disability Status is determined by the presence of an individualized education plan (IEP).

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**Figure 13**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

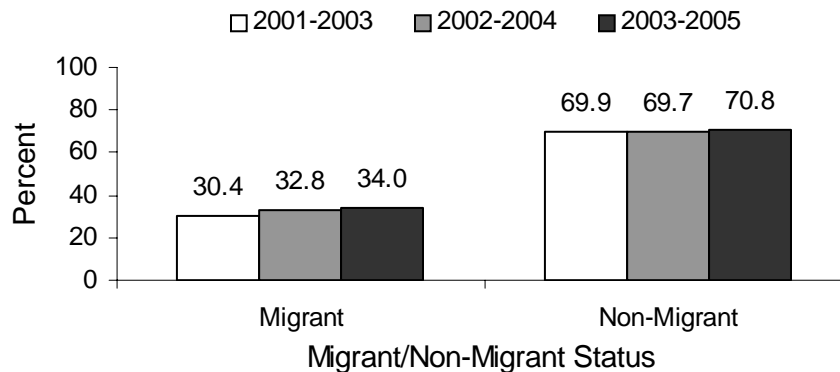
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

\*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 ON  
ITBS READING COMPREHENSION TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

\*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 principal means of livelihood.

## Grade 11 Reading

During 2003-2005, most subgroups in grade 11 remained the same in terms of percent of students proficient compared to the biennium periods 2001-2003 and 2002-2004. Gender difference is the largest in grade 11 compared to grades 4 and 8. Over 81 percent of the females performed at proficient level while slightly less than 73 percent of the males achieved the same level. Of the race/ethnicity subgroups, White had the highest percent of students (78.7%) at proficiency, while the Asian subgroup performed at the second highest in grade 11 reading. In 2003-2005, the ELL subgroup had almost a 5-percentage point decrease for the students performing at proficient level compared to 2002-2004.

**Table 7**

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### GRADE 11 READING PERFORMANCE BY ACHIEVEMENT LEVEL 2003-2005

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| Subgroup                          | Percent of Students<br>Proficient | Percent of Students<br>Achievement Level |              |       |
|-----------------------------------|-----------------------------------|--|--------------|-------|
|                                   |                                   | High                                     | Intermediate | Low   |
| State (all students)              | 77.0%                             | 19.0%                                    | 58.0%        | 23.2% |
| White                             | 78.7                              | 19.8                                     | 58.9         | 21.2  |
| African American                  | 51.4                              | 6.0                                      | 45.4         | 48.6  |
| Hispanic                          | 50.2                              | 6.0                                      | 44.2         | 49.8  |
| Asian                             | 75.8                              | 20.8                                     | 55.0         | 24.2  |
| American Indian                   | 62.1                              | 8.8                                      | 53.3         | 37.8  |
| Free/Reduced Price Lunch Eligible | 60.1                              | 8.6                                      | 51.5         | 39.9  |
| Disability*                       | 29.4                              | 1.0                                      | 28.4         | 70.6  |
| ELL (English Language Learner)    | 28.8                              | 1.6                                      | 27.2         | 71.2  |
| Migrant**+                        | 33.8                              | 2.0                                      | 31.8         | 66.1  |
| Female+                           | 81.2                              | 20.8                                     | 60.4         | 18.9  |
| Male+                             | 72.9                              | 17.2                                     | 55.7         | 27.2  |

Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: \*Disability Status is determined by the presence of an individualized education plan (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 principal means of livelihood.

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

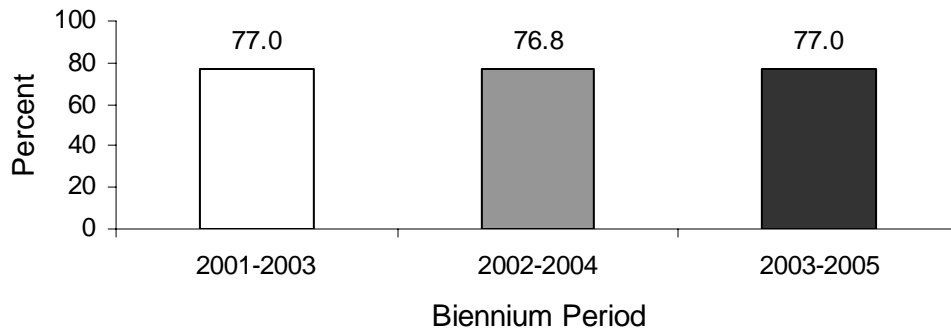
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**Figure 15**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED READING COMPREHENSION TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

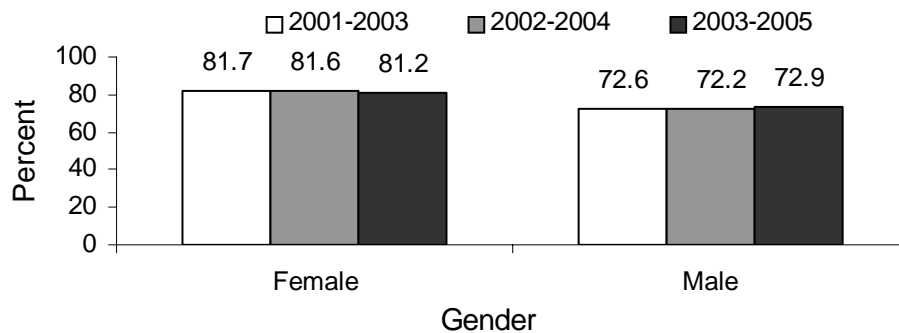
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**Figure 16**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED READING COMPREHENSION TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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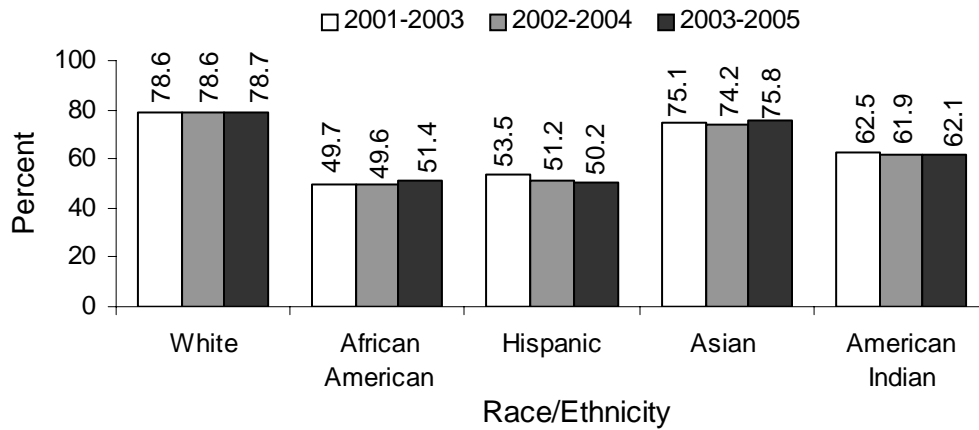
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

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**Figure 17**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED READING COMPREHENSION TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



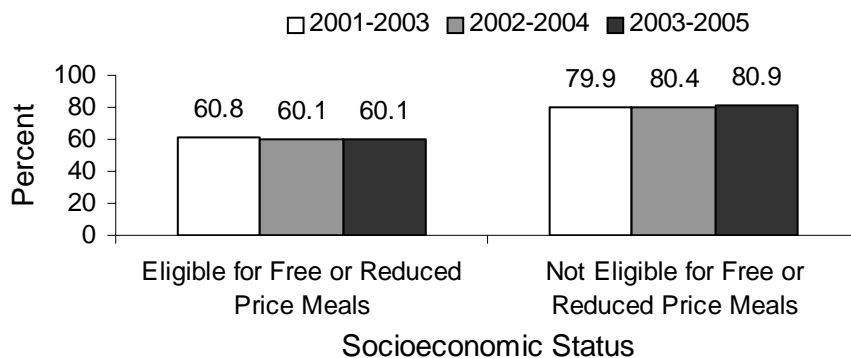
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

**Figure 18**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

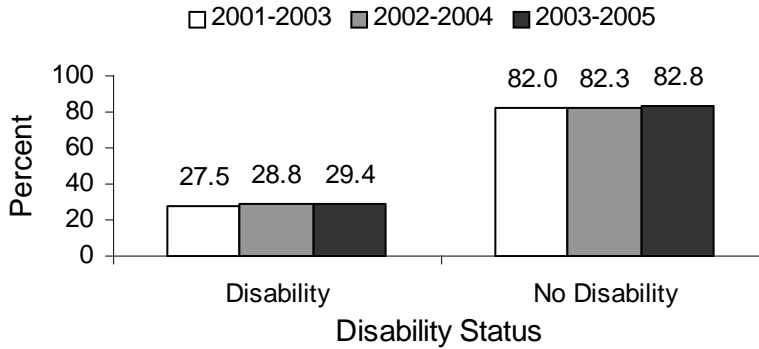
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 19

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS\* BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

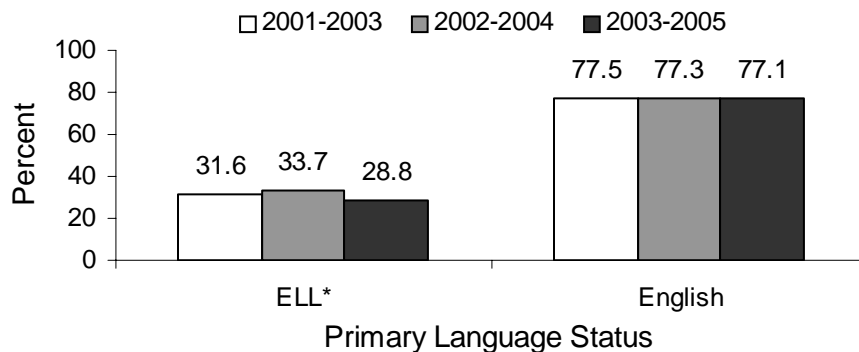
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

\*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 20

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\* BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

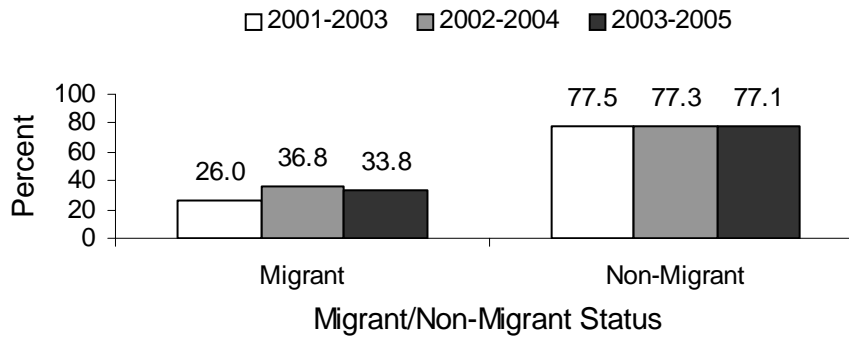
\*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic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

**Figure 21**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED READING COMPREHENSION TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as 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 principal means of livelihood.

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## Mathematics

The assessment results based on the ITBS math for grades 4 and 8 and ITED math for grade 11 students are discussed in this section.

The percentage of the students in grades 4, 8, and 11 performing at proficient level and achievement level (High, Intermediate, and Low) distributions by grade for the 2003-2005 biennium period are reported in Tables 8 to 10.

Figures 22 to 42 show the math trends between 2001-2003 and 2003-2005 biennium periods for all students and subgroups.

### Grade 4 Mathematics

Grade 4 students performed better in math in 2003-2005. White and Asian out performed all other subgroups in each biennium shown. The race/ethnicity performance gaps are decreasing in grade 4 math. Math performance is up for every subgroup in grade 4.

**Table 8**

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### GRADE 4 MATH PERFORMANCE BY ACHIEVEMENT LEVEL 2003-2005

---

| Subgroup                          | Percent of Students<br>Proficient | Percent of Students<br>Achievement Level |              |       |
|-----------------------------------|-----------------------------------|--|--------------|-------|
|                                   |                                   | High                                     | Intermediate | Low   |
| State (all students)              | 78.8%                             | 21.6%                                    | 57.2%        | 21.2% |
| White                             | 81.6                              | 23.4                                     | 58.2         | 18.4  |
| African American                  | 51.9                              | 5.6                                      | 46.3         | 48.1  |
| Hispanic                          | 58.4                              | 7.0                                      | 51.4         | 41.6  |
| Asian                             | 81.3                              | 24.9                                     | 56.4         | 18.7  |
| American Indian                   | 63.6                              | 8.4                                      | 55.2         | 36.4  |
| Free/Reduced Price Lunch Eligible | 65.2                              | 10.6                                     | 54.6         | 34.9  |
| Disability*                       | 44.4                              | 5.0                                      | 39.4         | 55.6  |
| ELL (English Language Learner)    | 51.1                              | 4.2                                      | 46.9         | 48.8  |
| Migrant**+                        | 52.2                              | 5.0                                      | 47.2         | 47.8  |
| Female+                           | 78.0                              | 19.2                                     | 58.8         | 22.0  |
| Male+                             | 79.6                              | 23.9                                     | 55.7         | 20.4  |

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Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: \*Disability Status is determined by the presence of an individualized education plan (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 principal means of livelihood.

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

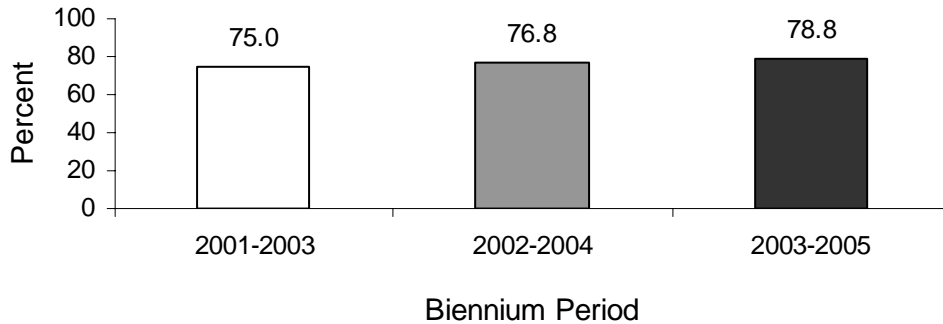
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**Figure 22**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

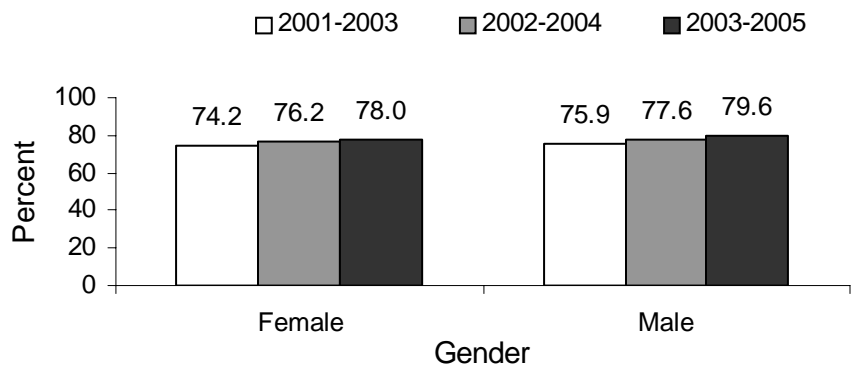
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**Figure 23**

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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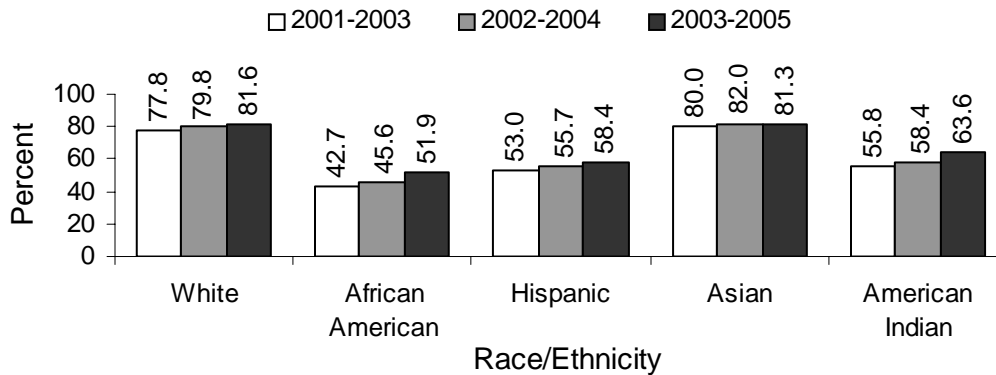
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

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**Figure 24**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

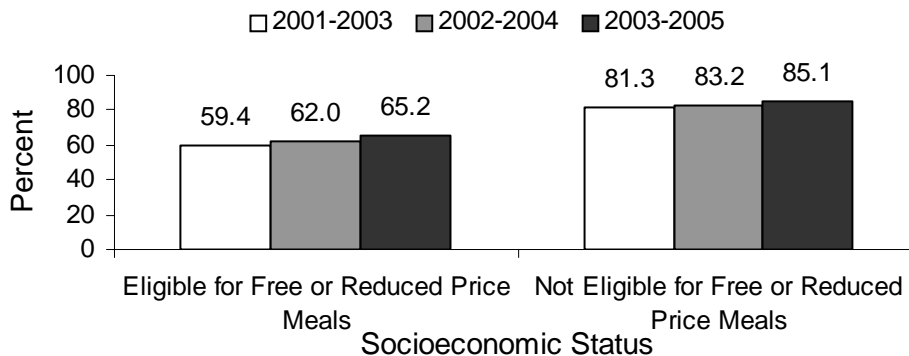


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

**Figure 25**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



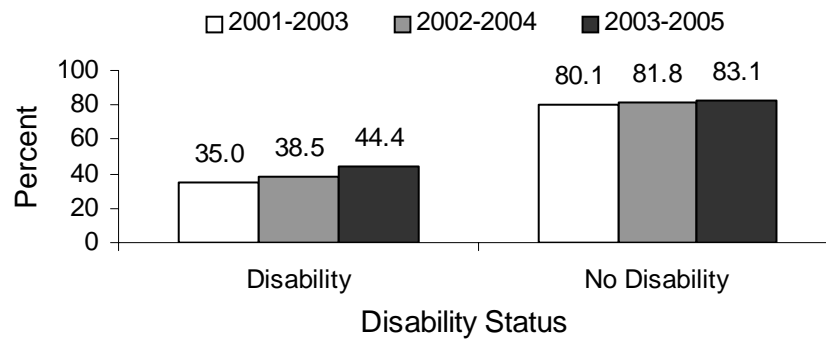
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 26

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

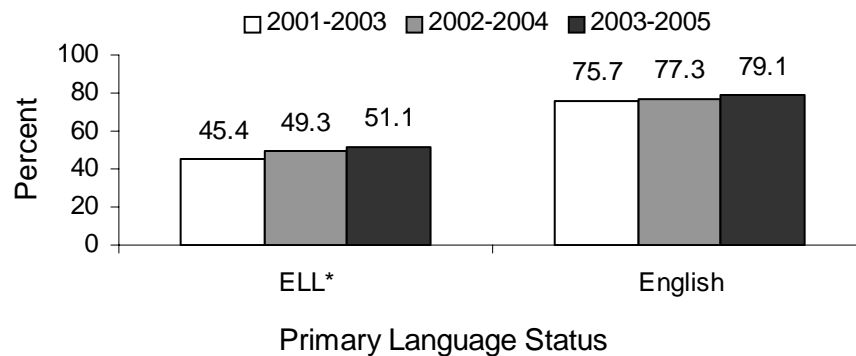
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

\*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 27

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

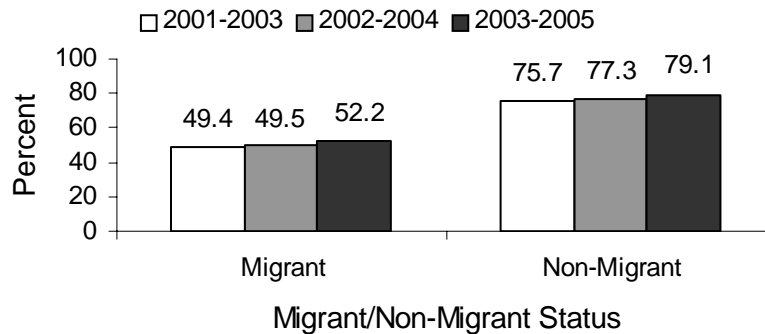
\*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic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

Figure 28

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**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as 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 principal means of livelihood.

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### Grade 8 Mathematics

Most subgroups in grade 8 performed better in 2003-2005 compared to the last two biennium periods. African American, Hispanic, and American Indian had a significant percent increase for students performing at proficient level in grade 8 math. Asian had the highest percent of students achieving the High level (24.4%) in 2003-2005 but was down slightly in terms of percent of students at proficient level. Math performance is up for students eligible for free or reduced price lunch and for students with disabilities in grade 8.

**Table 9**

**GRADE 8 MATH PERFORMANCE BY ACHIEVEMENT LEVEL  
2003-2005**

| Subgroup                          | Percent of Students |       | Percent of Students Achievement Level |       |
|-----------------------------------|---------------------|-------|---------------------------------------|-------|
|                                   | Proficient          | High  | Intermediate                          | Low   |
| State (all students)              | 73.8%               | 17.6% | 56.2%                                 | 26.4% |
| White                             | 76.5                | 18.8  | 57.7                                  | 23.4  |
| African American                  | 38.9                | 3.0   | 35.9                                  | 61.1  |
| Hispanic                          | 46.0                | 4.2   | 41.8                                  | 53.9  |
| Asian                             | 76.9                | 24.4  | 52.5                                  | 23.0  |
| American Indian                   | 54.8                | 6.6   | 48.2                                  | 45.1  |
| Free/Reduced Price Lunch Eligible | 54.7                | 6.8   | 47.9                                  | 45.3  |
| Disability*                       | 26.8                | 1.2   | 25.6                                  | 73.2  |
| ELL (English Language Learner)    | 33.2                | 2.6   | 30.6                                  | 66.8  |
| Migrant**+                        | 39.6                | 2.7   | 36.9                                  | 60.4  |
| Female+                           | 73.9                | 14.8  | 59.1                                  | 26.2  |
| Male+                             | 73.5                | 20.2  | 53.3                                  | 26.5  |

Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

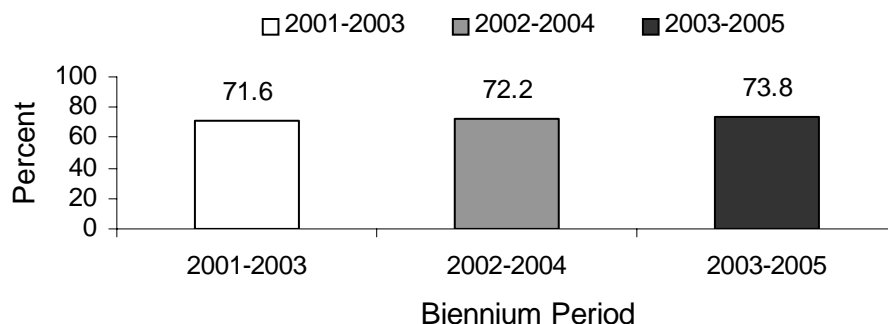
Notes: \*Disability Status is determined by the presence of an individualized education plan (IEP).

\*\*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 principal means of livelihood.

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

**Figure 29**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



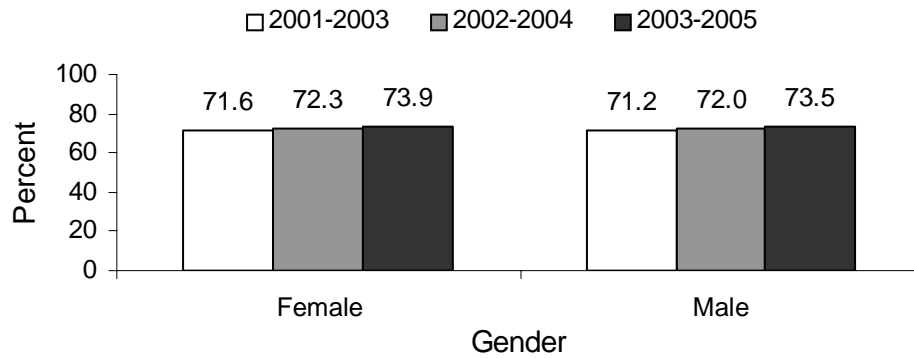
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

**Figure 30**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

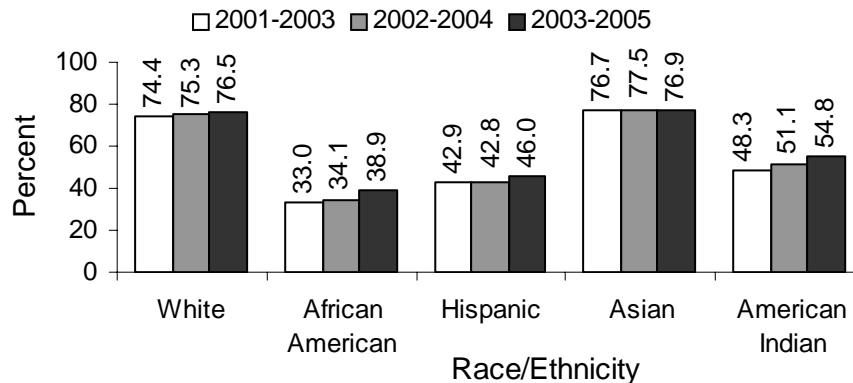


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

**Figure 31**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

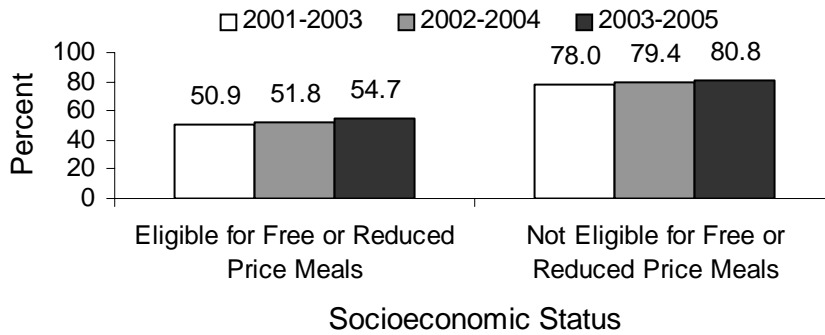


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 32

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

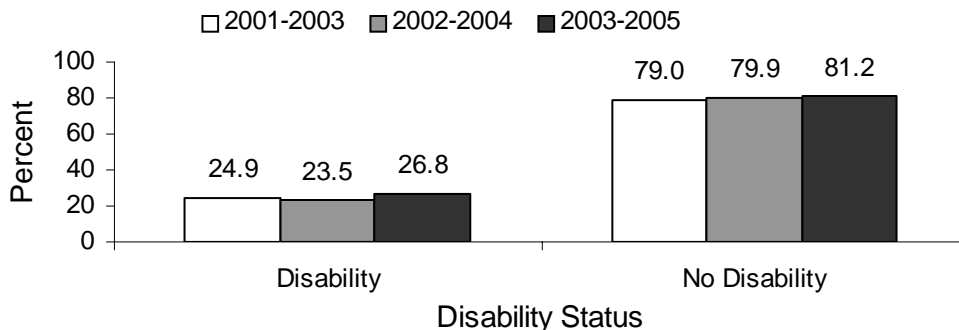
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 33

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

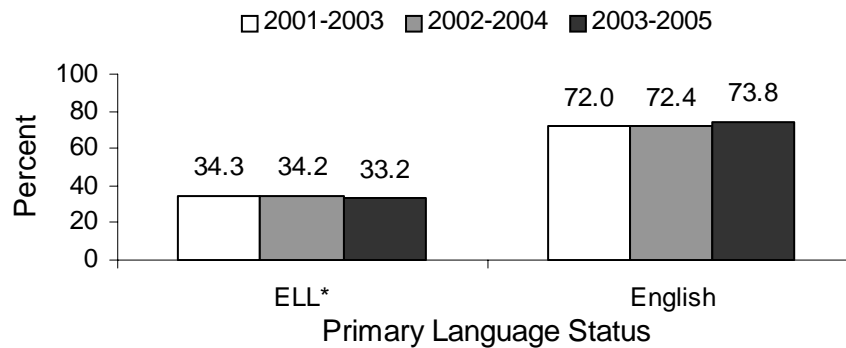
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

\*Disability Status is determined by the presence of an individualized education plan (IEP).



**Figure 34**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON  
ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

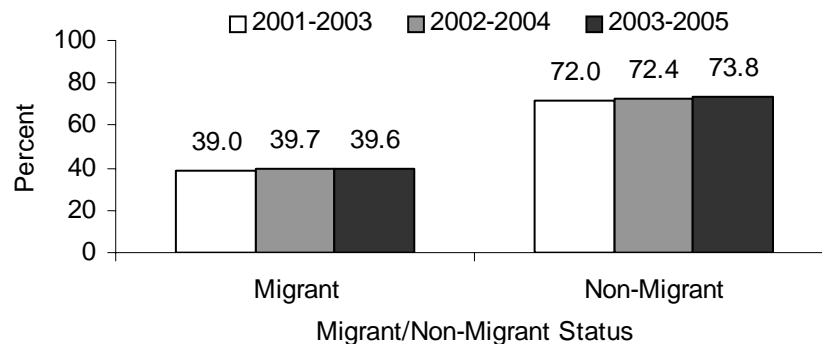
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

\*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 ON  
ITBS MATHEMATICS TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as 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 principal means of livelihood.

## Grade 11 Mathematics

During 2003-2005, ITED Math performance for all students in grade 11 and most subgroups remain unchanged from the two previous biennium periods. White had the highest percent of students performing at the proficient level compared to the other race/ethnicity groups. The Asian subgroup had the highest percentage of students performing at High achievement level. In 2003-2005, ELL proficient students decreased about 4 percentage points compared to the figure in 2002-2004.

**Table 10**

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### GRADE 11 MATH PERFORMANCE BY ACHIEVEMENT LEVEL 2003-2005

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| Subgroup                          | Percent of Students Achievement Level |       |              |       |
|-----------------------------------|---------------------------------------|-------|--------------|-------|
|                                   | Proficient                            | High  | Intermediate | Low   |
| State (all students)              | 78.4%                                 | 22.1% | 56.3%        | 21.6% |
| White                             | 80.6                                  | 23.2  | 57.4         | 19.4  |
| African American                  | 45.4                                  | 4.5   | 40.9         | 54.6  |
| Hispanic                          | 51.8                                  | 7.0   | 44.8         | 48.2  |
| Asian                             | 78.8                                  | 26.9  | 51.9         | 21.2  |
| American Indian                   | 61.6                                  | 10.8  | 50.8         | 38.3  |
| Free/Reduced Price Lunch Eligible | 61.4                                  | 10.0  | 51.4         | 38.8  |
| Disability*                       | 33.4                                  | 1.8   | 31.6         | 66.6  |
| ELL (English Language Learner)    | 36.6                                  | 3.4   | 33.2         | 63.4  |
| Migrant**+                        | 42.3                                  | 3.5   | 38.8         | 57.6  |
| Female+                           | 78.0                                  | 17.8  | 60.2         | 21.9  |
| Male+                             | 78.9                                  | 26.3  | 52.6         | 21.1  |

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Sources: Iowa Testing Programs, University of Iowa.

Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: \*Disability Status is determined by the presence of an individualized education plan (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 principal means of livelihood.

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

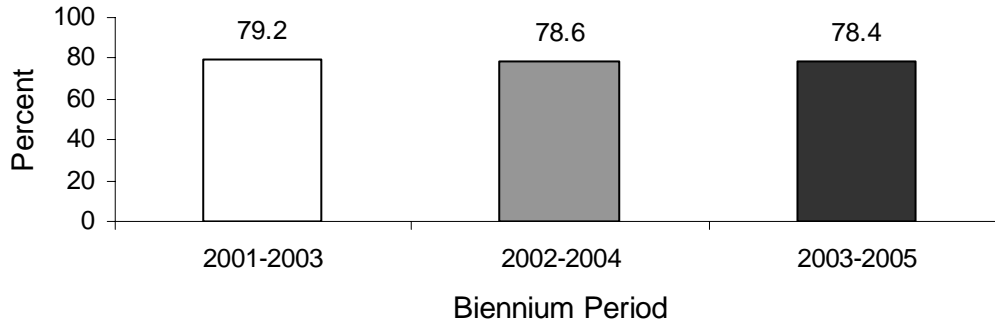
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**Figure 36**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

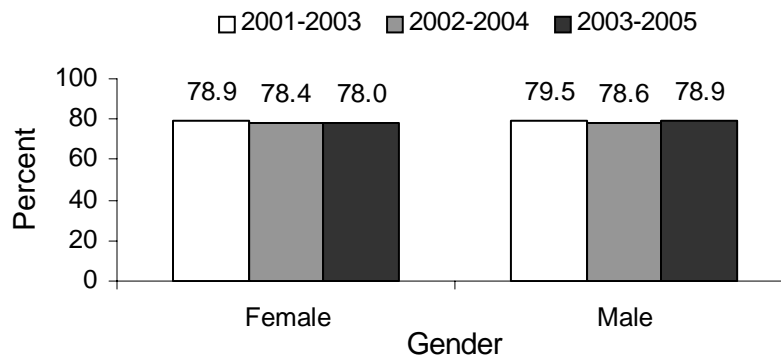
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**Figure 37**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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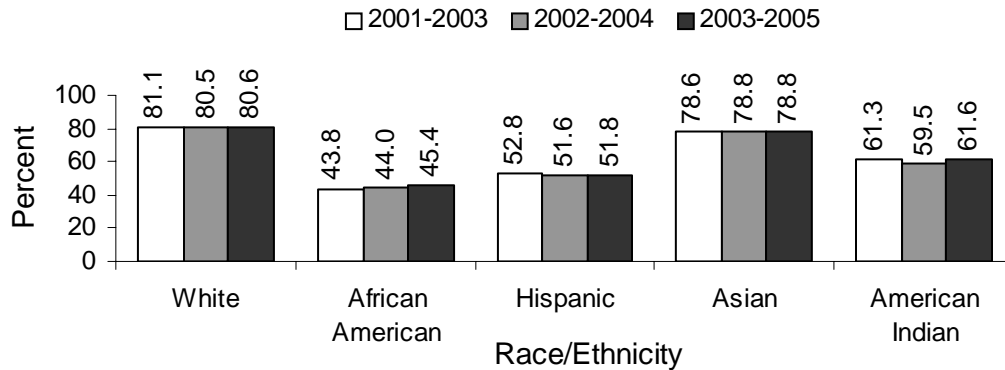
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:  
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

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**Figure 38**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



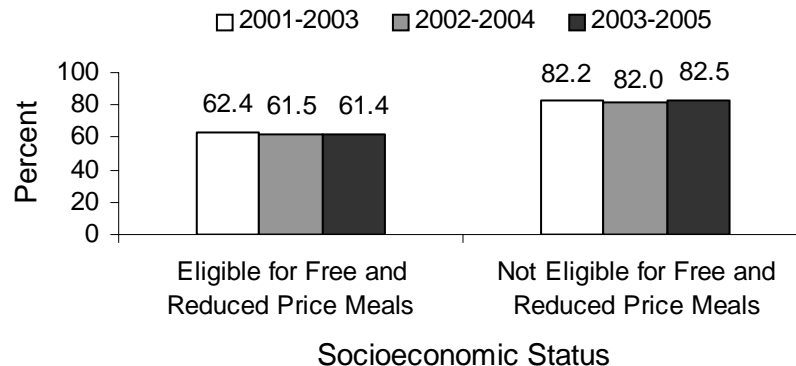
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

**Figure 39**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

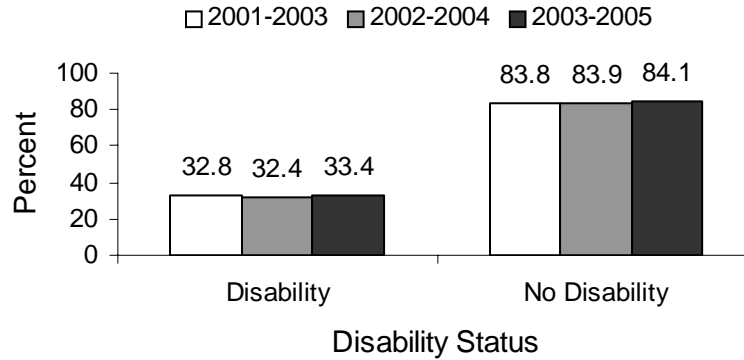
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

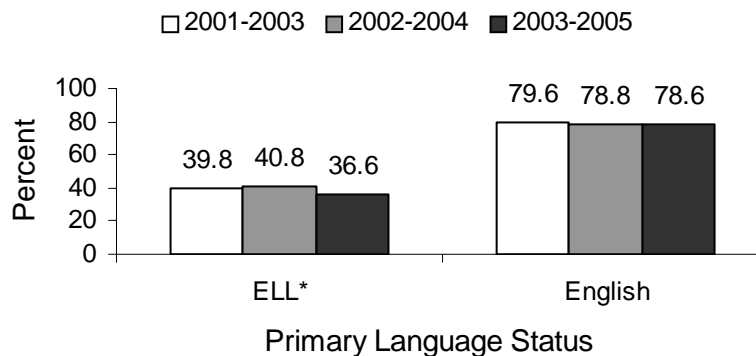
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

\*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

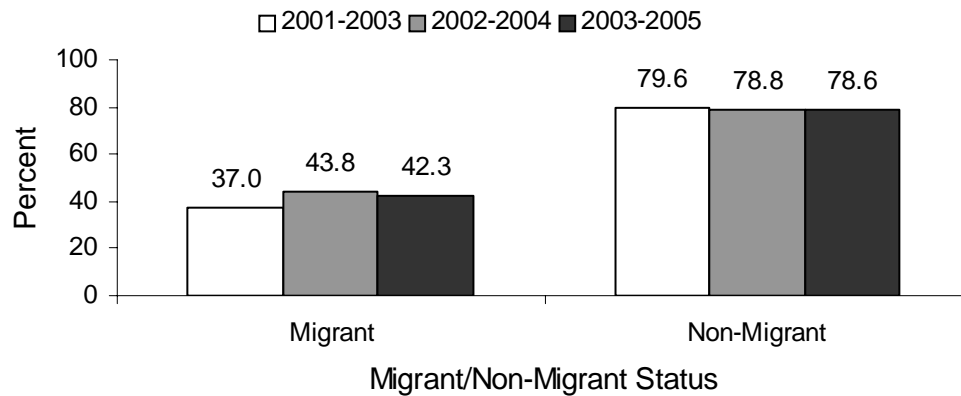
\*Primary Language Status as classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic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

Figure 42

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON  
ITED MATHEMATICS TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003, 2002-2004, AND 2003-2005**

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Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as 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 principal means of livelihood.

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# Graduation Rates

The Department of Education collects high school graduation data from all Iowa public high schools in the spring through Project EASIER. School level graduate counts by diploma type have been reported into the Basic Educational Data Survey (BEDS) since 1991-2000. There were over two decades of district level high school graduation data available in Iowa. Three groups of the high school completers are collected based on the National Center for Education Statistics (NCES) definitions:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- **Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.**
- **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 are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. 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.

The high school graduation 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 for the third previous year, the number of dropouts in grade 10 for the second previous year, the number of dropouts in grade 11 for the first previous year, and the number of dropouts in grade 12 in the same given year.

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

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 National Center for Education Statistics (NCES) definition used for dropouts is students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-recognized absence for suspension or illness, and c) death.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school administered by a public school district is NOT considered a dropout.

The high school graduation data by gender and state total for graduating classes 1996 through 2004 are shown in Table 11. The graduation rates increased annually from 1997 to 2003 for both gender and total groups. There were slight decreases for all three groups in 2003-2004. However, the 2003-2004 figures are the second highest for all years shown. Females had higher graduation rates than the males for all the classes from 1996 to 2004 (also see Figure 43).

In 2003-2004, there were about 500 more 12th graders statewide reported as dropouts and about 500 less high school seniors that received regular diplomas compared to 2002-2003. The shift caused a dropout rate increase and graduation rate decrease in 2003-2004. The data change may be a consequence of the NCLB policy that a student who has left the regular program to attend an adult education program designed to earn an adult high school diploma administered by a community college is considered a dropout.



**Table 11**

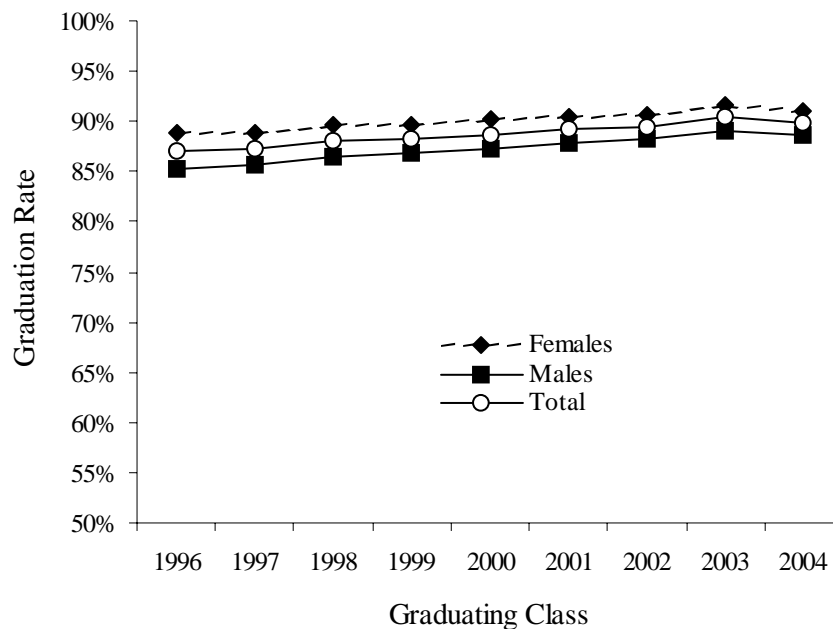
**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES  
BY GENDER, GRADUATING CLASSES 1996-2004**

| Graduating Class | Number of Graduates |        |        | Graduation Rates |       |       |
|------------------|---------------------|--------|--------|------------------|-------|-------|
|                  | Females             | Males  | Total  | Females          | Males | Total |
| 1996             | 15,874              | 15,969 | 31,843 | 88.8%            | 85.2% | 87.0% |
| 1997             | 16,531              | 16,455 | 32,986 | 88.8             | 85.6  | 87.2  |
| 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  |

Source: Iowa Department of Education, Basic Educational Data Survey, High School Completers and Dropout Files.

**Figure 43**

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES  
BY GENDER AND STATE TOTAL, GRADUATING CLASSES 1996 TO 2004**



Source: Iowa Department of Education, Basic Educational Data Survey, High School Completers and Dropout Files.

The racial/ethnic graduation statistics for the last nine years are reported in Table 12. 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 below the state average.



# Average Daily Attendance

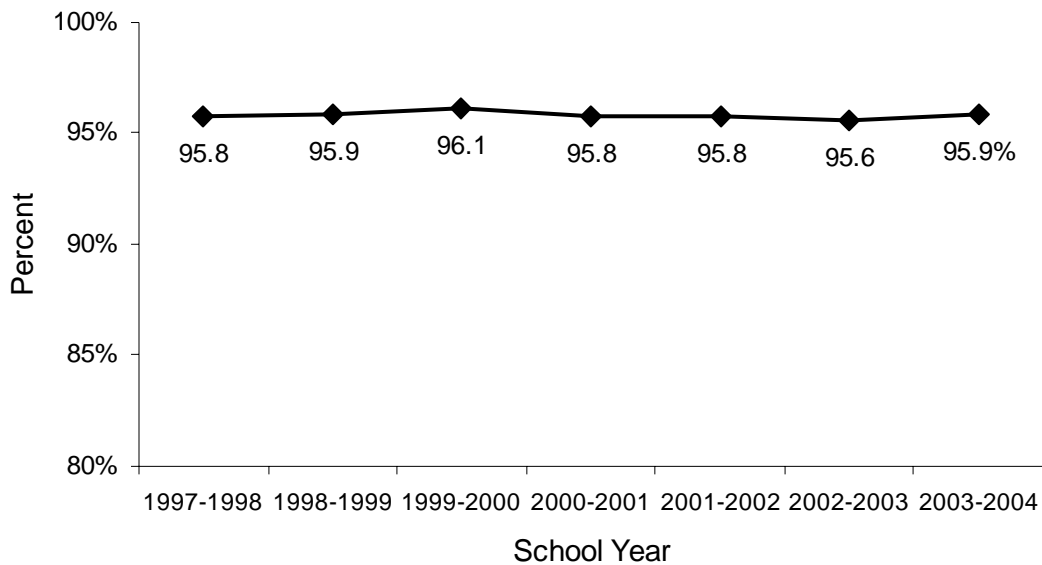
One of the additional indicators for the No Child Left Behind Accountability System is the average daily attendance (ADA) rate for grades K-8. Iowa's average daily attendance is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Iowa's public school grade K-8 average daily attendance has remained at nearly 96 percent for all years shown. The disaggregated ADA data by subgroup may not be available until the 2006 *State Report Card* is developed.

**Figure 44**

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## IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2003-2004

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Source: Iowa Department of Education, Certified Annual Reports.

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# Highly Qualified Teachers

The professional qualifications of Iowa public elementary and secondary school teachers in terms of educational background is presented in Table 13. Approximately 27.1 percent of full-time teachers had an advanced degree in 2004-2005. Of the part-time teachers, nearly 21 percent had an advanced degree.

**Table 13**

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**PROFESSIONAL QUALIFICATIONS OF ALL PUBLIC ELEMENTARY  
AND SECONDARY SCHOOL TEACHERS IN IOWA  
2004-2005**

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|           |         | Baccalaureate<br>Degree Level | Master's<br>Degree Level | Specialist<br>Degree Level | Doctorate<br>Degree Level | Total  |
|-----------|---------|-------------------------------|--------------------------|----------------------------|---------------------------|--------|
| Full-Time | Number  | 24,530                        | 9,024                    | 48                         | 59                        | 33,661 |
|           | Percent | 72.9%                         | 26.8%                    | .1%                        | .2%                       |        |
| Part-Time | Number  | 1,645                         | 430                      | 3                          | 5                         | 2,083  |
|           | Percent | 79.0%                         | 20.6%                    | .1%                        | .2%                       |        |

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Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.

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Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind (NCLB) Act.

The NCLB Act requires that states include in its annual state report the characteristics of teachers in high and low poverty schools. The Act defines high and low poverty schools as those in the top and bottom quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school building to determine the poverty quartiles. Table 14 details the comparison of teacher characteristics between top quartile poverty public schools (school buildings with a high percentage of free or reduced price lunch eligible students) and the bottom quartile poverty schools (school buildings with a low percentage of free or reduced price lunch eligible students). There are approximately 30,000 more students and nearly 900 more teachers in the bottom quartile schools than in the top quartile schools. The differences in the percentage of teachers with advanced degrees, the average experience, and average salary are relatively small.

**Table 14**


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**TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE  
POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS, 2004-2005**

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|  | Number of<br>Full-Time<br>Teachers | Number of<br>Advanced<br>Degrees | % of<br>Advanced<br>Degrees | Number of<br>Bachelor<br>Degrees | Average<br>Experience | Average<br>Age | Average<br>Salary | Number of<br>Students<br>Served |
|--|------------------------------------|----------------------------------|-----------------------------|----------------------------------|-----------------------|----------------|-------------------|---------------------------------|
| Top Quartile -<br>Schools with highest<br>percentage of students<br>eligible for free or<br>reduced price lunch.   | 8,080                              | 2,339                            | 28.9%                       | 5,471                            | 14.4                  | 42.3           | \$40,425          | 109,568                         |
| Bottom Quartile -<br>Schools with lowest<br>percentage of students<br>eligible for free or<br>reduced price lunch. | 8,973                              | 2,471                            | 27.5%                       | 6,502                            | 14.8                  | 41.3           | \$41,174          | 139,596                         |

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Meal Eligibility and Staff Files.

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Estimated 2004-2005 assignments by academic area are presented in Table 15. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. For all areas shown, approximately 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher. Of the eleven academic areas shown, seven are nearly 90 percent or greater. Economics and geography have the lowest percentage at 67.5 percent (197 out of 292 teachers) and 50.5 percent (110 out of 218 teachers) respectively.

**Table 15**


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**PERCENT OF HIGHLY QUALIFIED PUBLIC SCHOOL TEACHERS  
BY ACADEMIC AREA, 2004-2005**

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| Academic Area         | Percentage of<br>Highly Qualified Teachers | Percentage of Teachers<br>Not Highly Qualified |
|-----------------------|--|--|
| English               | 98.2%                                      | 1.8%   |
| Reading/Language Arts | 93.9                                       | 6.1  |
| Mathematics           | 97.3                                       | 2.7  |
| Science               | 88.3                                       | 11.7   |
| Foreign Language      | 91.3                                       | 8.7  |
| Civics/Government     | 81.3                                       | 18.7   |
| Economics             | 67.5                                       | 32.5   |
| Arts                  | 97.9                                       | 2.1  |
| History               | 90.0                                       | 10.0   |
| Geography             | 50.5                                       | 49.5   |
| Elementary            | 96.8                                       | 3.2  |
| Total                 | 95.0                                       | 5.0  |

Source: Iowa Department of Education, Licensure and Staff Files.

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# 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 4, 8, and 11 and students by subgroups and their test participation rates for the same three grades 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 any one of the grades 4, 8, and 11 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 district does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state AMO in either the “all students” group or any one of the subgroups at all the required grade levels (4, 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-8 average daily attendance rate or high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance.

Ninety-four of 1,532 (6.1 percent) public schools were identified as a school in need of assistance and 14 of 367 (3.8 percent) public school districts were identified as a district in need of assistance following the 2004-2005 school year. Table 16 shows the list of the schools in need of assistance and Table 17 shows the list of the districts in need of assistance.

**Table 16**

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## SCHOOLS IN NEED OF ASSISTANCE 2005

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| District     | School                 | Identification Grade (Gr) and Area                   |
|--------------|------------------------|--|
| Bettendorf   | Bettendorf Middle      | Gr 8 AMO Math  |
| Boone        | Boone Middle           | Gr 8 AMO Math  |
| Burlington   | Burlington High        | Gr 11 AMO Reading                                    |
| Cedar Rapids | George Washington High | Gr 11 AMO Reading/Gr 11 AMO Math                     |
| Cedar Rapids | Thomas Jefferson High  | Gr 11 AMO Reading/Gr 11 AMO Math                     |
| Cedar Rapids | Metro High             | Gr 11 Participation Reading/Gr 11 Participation Math |
| Cedar Rapids | Franklin Middle        | Gr 8 AMO Reading                                     |
| Cedar Rapids | Harding Middle         | Gr 8 AMO Reading/Gr 8 AMO Math                       |
| Cedar Rapids | McKinley Middle        | Gr 8 AMO Reading/Gr 8 AMO Math                       |
| Cedar Rapids | Roosevelt Middle       | Gr 8 AMO Reading/Gr 8 AMO Math                       |
| Cedar Rapids | Taft Middle            | Gr 8 AMO Math  |
| Cedar Rapids | Wilson Elementary      | Gr 4 AMO Reading                                     |
| Cedar Rapids | Harrison Elementary    | Gr 4 AMO Reading/Gr 4 AMO Math                       |
| Cedar Rapids | Johnson Elementary     | Gr 4 AMO Reading                                     |

**Table 16** (continued)

**SCHOOLS IN NEED OF ASSISTANCE**  
**2005** (continued)

| District       | School                      | Identification Grade (Gr) and Area                                   |
|----------------|-----------------------------|--|
| Clinton        | Clinton High                | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| Clinton        | Washington Middle           | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| College        | Prairie High                | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Council Bluffs | Abraham Lincoln High        | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Council Bluffs | Thomas Jefferson High       | Gr 11 AMO Reading  |
| Council Bluffs | Kirn Junior High            | Gr 8 AMO Math  |
| Council Bluffs | Woodrow Wilson Jr High      | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Davenport      | Central High                | Gr 11 AMO & Participation Reading/<br>Gr 11 AMO & Participation Math |
| Davenport      | Kimberly Center             | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| Davenport      | North High                  | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Davenport      | West High                   | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Davenport      | Wood Intermediate           | Gr 8 AMO Math  |
| Davenport      | Frank L. Smart Intermediate | Gr 8 AMO Reading   |
| Davenport      | Sudlow Intermediate         | Gr 8 AMO Reading   |
| Davenport      | Williams Intermediate       | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Davenport      | JB Young Intermediate       | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Davenport      | Buchanan Elementary         | Gr 4 AMO Reading/Gr 4 AMO Math                                       |
| Des Moines     | East High                   | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| Des Moines     | Hoover High                 | Gr 11 Participation Reading/ Gr 11 Participation Math                |
| Des Moines     | Lincoln High                | Gr 11 Participation Reading/ Gr 11 Participation Math                |
| Des Moines     | North High                  | Gr 11 AMO & Participation Reading/<br>Gr 11 AMO & Participation Math |
| Des Moines     | Roosevelt High              | Gr 11 Participation Reading/ Gr 11 Participation Math                |
| Des Moines     | Scavo High                  | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| Des Moines     | Callanan Middle             | Gr 8 Participation Reading/Gr 8 Participation Math                   |
| Des Moines     | Harding Middle              | Gr 8 AMO Reading/Gr 8 Participation Math                             |
| Des Moines     | Hiatt Middle                | Gr 8 AMO Reading/Gr 8 AMO & Participation Math                       |
| Des Moines     | Hoyt Middle                 | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Des Moines     | McCombs Middle              | Gr 8 AMO Math  |
| Des Moines     | Meredith Middle             | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Des Moines     | Merrill Middle              | Gr 8 AMO Reading   |
| Des Moines     | Weeks Middle                | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Des Moines     | Edmunds Elementary          | Gr 4 AMO Math  |
| Des Moines     | Moulton Elementary          | Gr 4 AMO Math  |
| Des Moines     | Wallace Elementary          | Gr 4 AMO Reading   |
| Dubuque        | Central Alternative High    | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| Dubuque        | Dubuque Senior High         | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Dubuque        | Dubuque Hempstead High      | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Dubuque        | Washington Junior High      | Gr 8 AMO Reading   |
| Dubuque        | Jefferson Junior High       | Gr 8 AMO Reading/ Gr 8 AMO Math                                      |
| Fort Dodge     | Fort Dodge High             | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Fort Dodge     | Phillips Middle             | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Fort Dodge     | Fair Oaks Middle            | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Iowa City      | City High                   | Gr 11 AMO Math/Gr 11 Participation Reading                           |
| Iowa City      | West Senior High            | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Iowa City      | Northwest Junior High       | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Iowa City      | Southeast Junior High       | Gr 8 AMO Reading/Gr 8 AMO Math                                       |



**Table 16** (continued)

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**SCHOOLS IN NEED OF ASSISTANCE**  
**2005** (continued)

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| District        | School                | Identification Grade (Gr) and Area                                   |
|-----------------|-----------------------|--|
| Keokuk          | Keokuk High           | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Keokuk          | Keokuk Middle         | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Lewis Central   | Lewis Central Middle  | Gr 8 AMO Math  |
| Marshalltown    | Marshalltown High     | Gr 11 AMO & Participation Reading/<br>Gr 11 AMO & Participation Math |
| Marshalltown    | Anson Middle          | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Marshalltown    | Woodbury Elementary   | Gr 4 AMO Math  |
| Muscatine       | Muscatine High        | Gr 11 Participation Math   |
| Muscatine       | West Middle           | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Newton          | Berg Middle           | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Oskaloosa       | Oskaloosa Middle      | Gr 8 AMO Math  |
| Ottumwa         | Ottumwa High          | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Ottumwa         | Evans Middle          | Gr 8 AMO Math  |
| Perry           | Perry High            | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Perry           | Perry Elementary      | Gr 4 AMO Reading   |
| Saydel          | Woodside Middle       | Gr 8 AMO Reading   |
| Sioux City      | East High             | Gr 11 Participation Reading/<br>Gr 11 AMO & Participation Math       |
| Sioux City      | North High            | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Sioux City      | West High             | Gr 11 AMO Reading  |
| Sioux City      | East Middle           | Gr 8 Participation Reading/<br>Gr 8 AMO & Participation Math         |
| Sioux City      | West Middle           | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Sioux City      | Hunt Elementary       | Gr 4 AMO Math  |
| Southeast Polk  | Southeast Junior High | Gr 8 AMO Reading   |
| Storm Lake      | Storm Lake High       | Gr 11 AMO Reading  |
| Storm Lake      | Storm Lake Middle     | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Waterloo        | West High School      | Gr 11 AMO Reading/Gr 11 AMO Math                                     |
| Waterloo        | East High School      | Gr 11 AMO Math   |
| Waterloo        | Hoover Middle         | Gr 8 AMO Math  |
| Waterloo        | Bunger Middle         | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Waterloo        | Central Middle        | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Waterloo        | Logan Middle          | Gr 8 AMO Reading/Gr 8 AMO Math                                       |
| Waterloo        | McKinstry Elementary  | Gr 4 AMO Math  |
| West Des Moines | Valley High           | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| West Des Moines | Southwoods            | Gr 11 Participation Reading/Gr 11 Participation Math                 |
| West Des Moines | Walnut Creek          | Gr 11 Participation Math   |

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Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

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**Table 17**

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**DISTRICTS IN NEED OF ASSISTANCE  
2005**

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| District       | Identification Area                           |
|----------------|---|
| Burlington     | AMO Reading/AMO Math/Graduation Rate          |
| Cedar Rapids   | AMO Reading/AMO Math                          |
| Clinton        | Graduation Rate                               |
| Council Bluffs | AMO Reading/AMO Math                          |
| Davenport      | AMO Reading/AMO Math                          |
| Fort Dodge     | AMO Reading/AMO Math                          |
| Fort Madison   | Graduation Rate                               |
| Iowa City      | AMO Math                                      |
| Marshalltown   | AMO Math/Graduation Rate                      |
| Newton         | Graduation Rate                               |
| Ottumwa        | AMO Reading/AMO Math/Average Daily Attendance |
| Sioux City     | AMO Reading/AMO Math/Average Daily Attendance |
| Storm Lake     | AMO Reading                                   |
| Waterloo       | AMO Reading/AMO Math                          |

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Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

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