



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

December 2006

Iowa Department of Education



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*for*  
**No Child Left Behind**

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**Iowa Department of Education**

**2006**



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**Department of Education**  
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Des Moines, Iowa 50319-0146

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# The State Report Card for No Child Left Behind

Iowa Department of Education

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DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, INTERIM DIRECTOR

December 2006

Dear Citizens of Iowa,

Each year the Iowa Department of Education collects, analyzes, and publishes a variety of school and student achievement indicators. This *2006 Report Card* contributes to our federal No Child Left Behind reporting requirements, and also provides valuable information to help parents and educators evaluate how well and how much their students are learning.

In addition to providing a look back to how we've done, the data also helps us look ahead to where we should go. Our educational goal is continuous improvement - and while that is particularly challenging for a state that already shows very strong student achievement, safe schools, and highly qualified teachers, we know we must continually set our expectations higher.

Please use this data in combination with other reports and information from the Department of Education, including our annual Condition of Education report, web-based School Profiles, and other data located at [www.iowa.gov/educate/](http://www.iowa.gov/educate/)

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

- The comparison between the percent of public school students in each group scoring at proficient level on the Iowa Tests of Basic Skills (ITBS) or the Iowa Tests of Educational Development (ITED) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula. The AMO results represent the performance of students that enrolled in Iowa public schools for a full academic year (grades 4, 8, and 11 previously and additional grades 3, 5, 6 and 7 in the current report for the first time).
- The percent of public school students, by group, who did not participate in the ITBS, ITED, or alternate assessment (grades 4, 8, and 11 previously and additional grades 3, 5, 6 and 7 in the current report for the first time).
- 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 state alternate assessment (for students with disabilities who were unable to participate in the ITBS or ITED – less than 1 percent). 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 report include statewide students (public and nonpublic) in grades 4, 8, and 11 that took the ITBS or ITED. The students (public and nonpublic) in the population are those who were 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 included the public school statewide attendance rates for grades K-8, and graduation rates for public high schools.
- The percentage of classes taught by highly qualified teachers (HQT) in the aggregate and disaggregate by high-poverty and low-poverty schools and by school level, and academic area.
- Schools that did not make adequate yearly progress for two consecutive years under NCLB, section 1116 are identified as Schools in Need of Assistance.
- Districts that did not make adequate yearly progress for two consecutive years under NCLB are identified as Districts in Need of Assistance.



# ANNUAL MEASURABLE OBJECTIVES

The state's Annual Measurable Objectives (AMO) are consistent with the state's intermediate goals and identify for each year a minimum percentage of students who must meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2005-2006 in reading and mathematics by grade and subgroup. In addition to grades 4, 8, and 11, the current report shows the data for grades 3, 5, 6 and 7 for the first time. The AMO data in Table 1 includes the ITBS and ITED assessment results for the public school students that were enrolled in the state for a full academic year as well as the alternate assessment results for students with disabilities.

Table 1

<b>READING 2005-2006 ANNUAL MEASURABLE OBJECTIVES TARGETS VS. READING AND MATH PERFORMANCE BY GRADE AND SUBGROUPS</b>							
	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
	<b>Reading</b>						
<b>AMO (2005-2006)</b>	<b>67.7%</b>	<b>70.0%</b>	<b>70.5%</b>	<b>62.1%</b>	<b>64.4%</b>	<b>66.7%</b>	<b>74.2%</b>
State (all students)	74.3	77.4	76.7	68.7	70.0	70.8	77.7
White	77.2	80.0	79.4	71.7	72.6	73.5	79.4
African American	52.4	56.1	54.0	40.5	44.3	43.8	51.5
Hispanic	54.2	57.9	55.8	44.9	49.4	48.5	56.0
Asian	78.8	81.0	80.6	72.8	76.0	73.0	81.0
American Indian	69.4	60.6	64.9	60.8	60.7	56.7	65.2
Free/Reduced Price							
Lunch Eligibility	60.7	64.0	62.7	51.6	52.3	53.9	61.2
English Language Learner	44.7	44.9	43.2	32.6	33.3	28.7	31.0
Disability*	35.0	39.5	37.5	25.3	25.1	26.7	35.2
Migrant**+	48.3	46.3	45.1	30.3	38.2	35.6	34.3
Female+	77.5	79.8	78.5	71.2	73.0	72.7	81.1
Male+	71.4	75.1	75.0	66.3	67.2	69.0	74.4
	<b>Mathematics</b>						
<b>AMO (2005-2006)</b>	<b>67.4%</b>	<b>68.3%</b>	<b>70.8%</b>	<b>66.0%</b>	<b>65.0%</b>	<b>65.0%</b>	<b>74.2%</b>
State (all students)	75.9	79.7	79.4	74.9	74.8	74.8	78.3
White	78.7	82.3	81.9	78.0	77.9	77.7	80.4
African American	51.7	55.3	53.7	44.7	42.5	41.1	46.3
Hispanic	58.6	63.8	63.2	52.8	53.1	53.7	58.0
Asian	80.9	84.0	86.9	78.4	82.1	81.2	79.1
American Indian	59.6	58.9	62.0	62.4	54.7	55.9	61.1
Free/Reduced Price							
Lunch Eligibility	62.7	67.4	66.8	58.4	57.4	57.7	60.9
English Language Learner	52.8	57.3	57.1	43.4	42.9	43.3	40.0
Disability*	45.3	49.7	47.0	35.9	31.7	30.0	34.7
Migrant**+	57.5	55.6	55.5	40.2	39.6	42.8	46.0
Female+	74.7	78.6	78.4	74.3	74.6	74.6	78.4
Male+	76.9	80.8	80.3	75.5	75.0	75.0	78.3

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 principle 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 in grades 4, 8, and 11 (plus students in grades 3 and 5 through 7 in the 2006 report) through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO data, the participation rates include students enrolled less than a full academic year. Table 2 presents the 2005-2006 state level assessment participation rates by grade and subject areas for all students and students by subgroups.

**Table 2**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>READING AND MATH 2005-2006</b>							
<b>ESTIMATED PARTICIPATION RATES BY GRADE AND SUBGROUP</b>							
				<b>Reading</b>			
State (all students)	99.6%	99.7%	99.7%	99.6%	99.6%	99.6%	98.8%
White	99.7	99.8	99.8	99.7	99.7	99.7	99.0
African American	99.4	99.2	99.5	99.0	98.9	99.0	96.9
Hispanic	98.9	99.2	99.1	99.5	98.9	99.3	97.3
Asian	99.5	98.8	99.0	99.7	99.6	99.4	98.4
American Indian	97.9	99.5	99.5	98.6	99.6	98.6	95.7
Free/Reduced Price Lunch Eligibility	99.5	99.5	99.5	99.2	99.2	99.4	98.2
English Language Learner	98.6	98.5	98.0	98.9	97.7	98.4	95.2
Disability*	98.9	99.4	99.3	99.2	99.5	99.5	97.6
				<b>Mathematics</b>			
State (all students)	99.4%	99.6%	99.7%	99.5%	99.6%	99.5%	98.8%
White	99.5	99.7	99.7	99.6	99.6	99.6	98.9
African American	98.8	98.6	99.2	98.5	98.6	98.8	96.1
Hispanic	99.1	99.3	99.1	99.5	99.4	99.3	97.1
Asian	98.6	99.0	99.1	99.4	99.7	99.0	98.9
American Indian	98.5	99.5	99.5	98.6	99.6	98.1	95.7
Free/Reduced Price Lunch Eligibility	99.2	99.4	99.4	99.2	99.1	99.2	98.1
English Language Learner	98.7	98.9	98.0	98.9	98.7	98.6	96.2
Disability*	98.8	99.2	99.0	99.1	99.4	99.3	97.5

Source: Iowa Department of Education, AYP file.

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 (IAA).

Table 3 shows the achievement in reading and mathematics for students with disabilities that were enrolled for a full academic year. The information in Table 3 shows that 25 to almost 50 percent of students with IEPs were proficient (22 to 47 percent on ITBS or ITED with or without accommodations and 84 to 90 percent on the Iowa Alternate Assessment) in grades 3-8, and 11.

**Table 3**

<b>2005-2006 READING AND MATHEMATICS ACHIEVEMENT FOR STUDENTS WITH DISABILITIES BY TEST TYPE</b>							
<b>Percent Proficient</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
				<b>Reading</b>			
ITBS/ITED (ITP)	32.0%	36.9%	34.9%	22.4%	22.0%	23.7%	32.6%
ITBS/ITED (ITP) with Accommodations	21.1%	30.7%	30.6%	18.9%	19.6%	20.4%	31.8%
ITBS/ITED (ITP) without Accommodations	62.9%	64.3%	61.9%	44.1%	37.7%	42.9%	36.1%
Iowa Alternate Assessment (IAA)	87.4%	86.5%	90.3%	88.6%	84.5%	84.7%	85.8%
ITP or IAA	35.0%	39.5%	37.5%	25.3%	25.1%	26.7%	35.2%
				<b>Mathematics</b>			
ITBS/ITED (ITP)	42.8%	47.4%	44.9%	33.4%	28.9%	26.9%	31.9%
ITBS/ITED (ITP) with Accommodations	34.4%	43.0%	42.2%	31.1%	27.2%	25.0%	30.8%
ITBS/ITED (ITP) without Accommodations	67.0%	67.1%	61.0%	46.8%	39.7%	37.1%	36.2%
Iowa Alternate Assessment (IAA)	87.8%	90.0%	88.8%	88.6%	84.5%	88.5%	90.1%
ITP or IAA	45.3%	49.7%	47.0%	35.9%	31.7%	30.0%	34.7%

Sources: Iowa Department of Education, Bureau of Children, Family, and Community Services.  
 Notes: Achievement data are for students enrolled for full academic year (FAY) only.  
 ITP (Iowa Testing Program) indicates ITBS and ITED.

Table 4 shows a range of 97.5 to 99.5 percent of the students with disabilities in grades 3-8 and 11 who 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 4**

**2005-2006 READING AND MATHEMATICS PARTICIPATION RATES  
FOR STUDENTS WITH DISABILITIES BY TEST TYPE**

Number of Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	<b>Reading</b>						
FAY ITBS/ITED (ITP)	3,594	4,034	4,375	4,590	4,993	5,070	4,227
FAY ITBS/ITED (ITP) with Accommodations	560	1,009	1,152	744	849	883	1,072
FAY ITBS/ITED (ITP) without Accommodations	589	478	376	285	251	321	308
FAY Iowa Alternate Assessment (IAA)	206	229	216	210	258	261	211
FAY ITP or IAA	3,800	4,263	4,591	4,800	5,251	5,331	4,438
Total ITP or IAA	4,111	4,609	4,946	5,182	5,638	5,737	4,737
Total Enrollment for Students with Disabilities	4,157	4,639	4,983	5,224	5,664	5,764	4,853
Participation Rates for Students with Disabilities	98.9%	99.4%	99.3%	99.2%	99.5%	99.5%	97.6%
	<b>Mathematics</b>						
FAY ITBS/ITED (ITP)	3,591	4,035	4,365	4,573	4,980	5,048	4,222
FAY ITBS/ITED (ITP) with Accommodations	915	1,415	1,593	1,229	1,177	1,082	1,040
FAY ITBS/ITED (ITP) without Accommodations	624	498	368	301	263	278	308
FAY Iowa Alternate Assessment (IAA)	205	229	215	210	258	261	212
Total FAY ITP or IAA	3,796	4,264	4,580	4,783	5,238	5,309	4,434
Total ITP or IAA	4,108	4,608	4,934	5,166	5,626	5,717	4,733
Total Enrollment for Students with Disabilities	4,156	4,644	4,982	5,213	5,659	5,758	4,853
Participation Rates for Students with Disabilities	98.8%	99.2%	99.0%	99.1%	99.4%	99.3%	97.5%

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

Notes: FAY indicates full academic year.

ITP (Iowa Testing Program) includes ITBS and ITED.



# 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). For the next few school years the accountability system will apply to the percentage of all students and subgroups in grades 4, 8, and 11 achieving proficient level or higher in reading and mathematics. All public schools and districts were required to administer tests in the additional grades (3, 5, 6 and 7) in 2005-2006. In 2006-2007, all grades 3-8 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.

For many years, 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 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.

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 for 2005-2006 are based are: grade 4 - 36,800; grade 8 - 39,800 and grade 11 - 38,200.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and subsequent bienniums, however, only the 2000 norms were used.
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education 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. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
4. 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.
5. 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.
6. 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 state-wide (include public and nonpublic school students) in reading comprehension on the ITBS and ITED. Table 5 shows student performance by achievement level for the 2004-2006 biennium period. Figures 1 to 21 show the reading trends for all students and by subgroups.

**Table 5**

	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 4 - ITBS</b>				
State (all students)	78.4	20.6	57.8	21.5
White	81.3	22.3	59.0	18.8
African American	55.2	7.8	47.4	44.8
Hispanic	58.0	6.4	51.6	42.0
Asian	81.2	25.2	56.0	18.8
American Indian	64.2	6.8	57.4	35.8
Free/Reduced Price Lunch Eligibility	64.9	9.8	55.1	35.1
English Language Learner	45.6	2.2	43.4	54.4
Disability	37.7	3.8	33.9	62.4
Migrant	50.4	2.6	47.8	49.8
Female	80.7	22.0	58.7	19.2
Male	76.2	19.2	57.0	23.7
<b>Grade 8 - ITBS</b>				
State (all students)	71.4	15.4	56.0	28.6
White	74.1	16.5	57.6	26.0
African American	44.1	4.3	39.8	56.0
Hispanic	47.0	5.4	41.6	53.1
Asian	70.9	18.3	52.6	29.1
American Indian	58.4	7.8	50.6	41.6
Free/Reduced Price Lunch Eligibility	54.2	6.8	47.4	45.9
English Language Learner	27.5	1.6	25.9	72.5
Disability	24.4	1.2	23.2	75.6
Migrant	33.8	2.0	31.8	66.2
Female	73.8	15.3	58.5	26.2
Male	68.9	15.4	53.5	31.0
<b>Grade 11 - ITED</b>				
State (all students)	76.8	19.0	57.8	23.2
White	78.7	19.9	58.8	21.3
African American	51.4	6.0	45.4	48.6
Hispanic	52.0	6.4	45.6	47.9
Asian	79.1	23.8	55.3	20.9
American Indian	63.4	11.0	52.4	36.4
Free/Reduced Price Lunch Eligibility	60.1	8.6	51.5	40.0
English Language Learner	32.9	2.3	30.6	67.1
Disability	30.0	1.4	28.6	70.0
Migrant	31.0	1.9	29.1	69.0
Female	80.7	21.1	59.6	19.4
Male	73.2	17.0	56.2	26.9

Source: Iowa Testing Programs, University of Iowa.

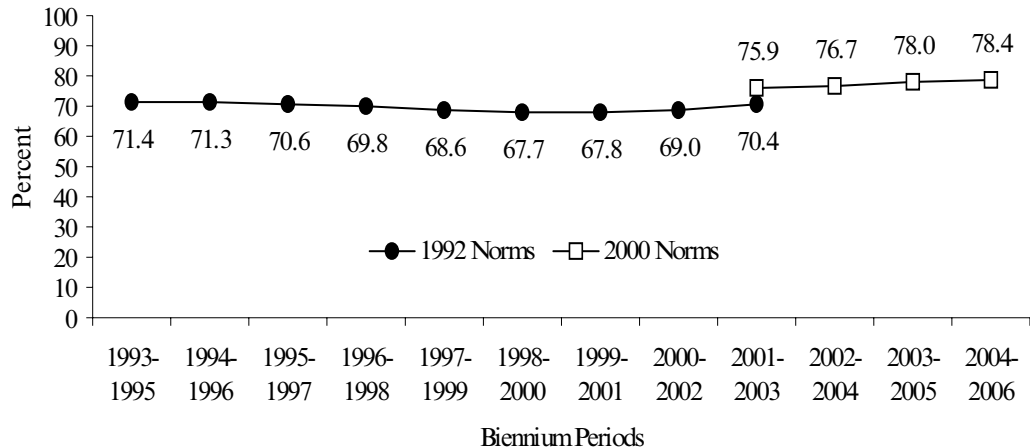
Notes: Disability Status is determined by the presence of an individualized education plan (IEP).

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

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

**Figure 1**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**

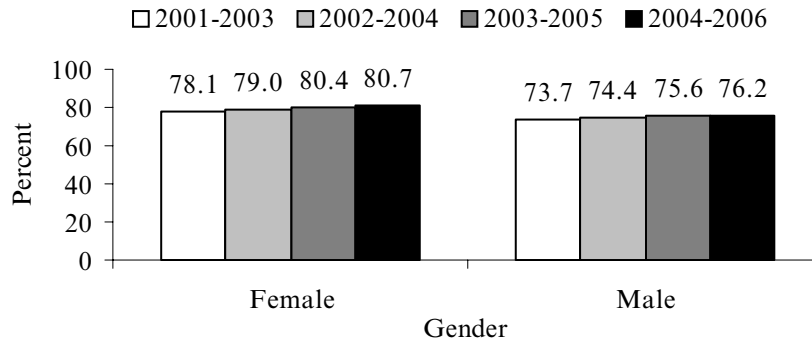


Source: Iowa Testing Programs, University of Iowa.

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 2**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY GENDER  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

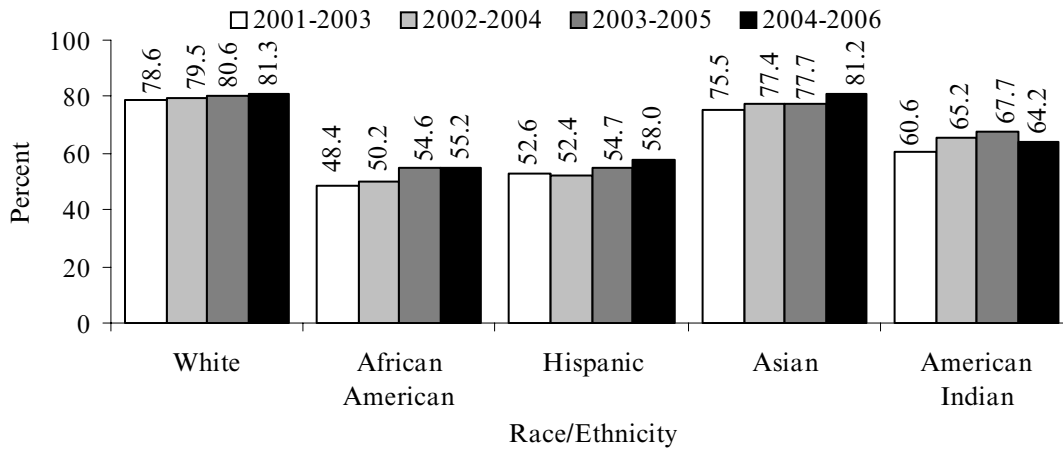


Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**

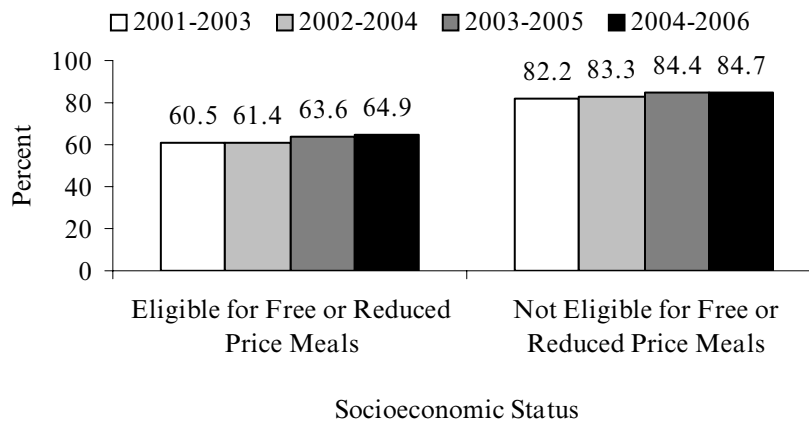


Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



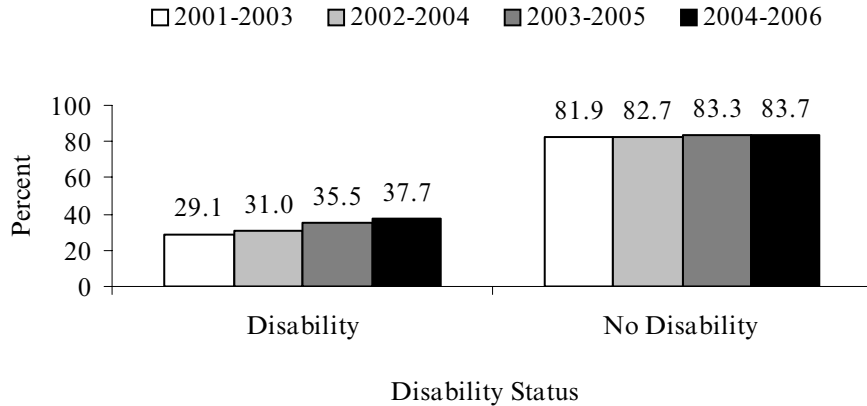
Source: Iowa Testing Programs, University of Iowa.

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**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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.

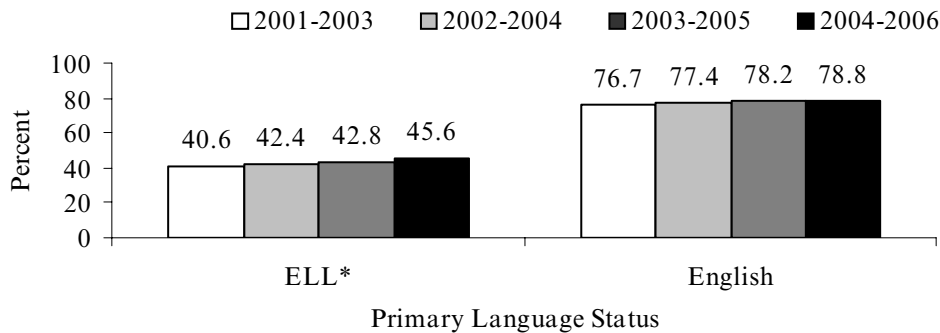
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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).

**Figure 6**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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.

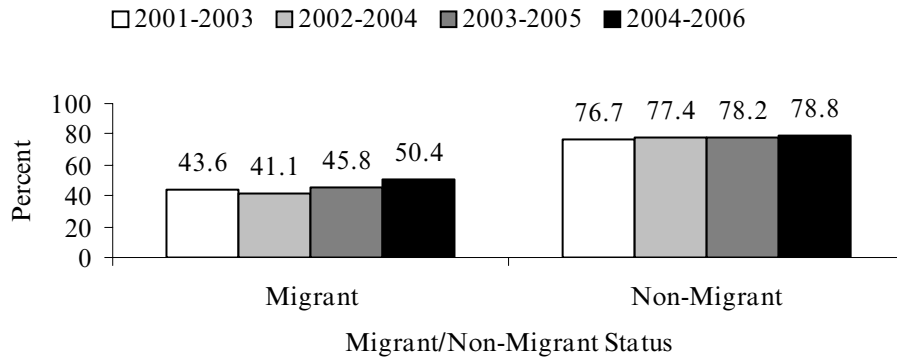
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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.

**Figure 7**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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.

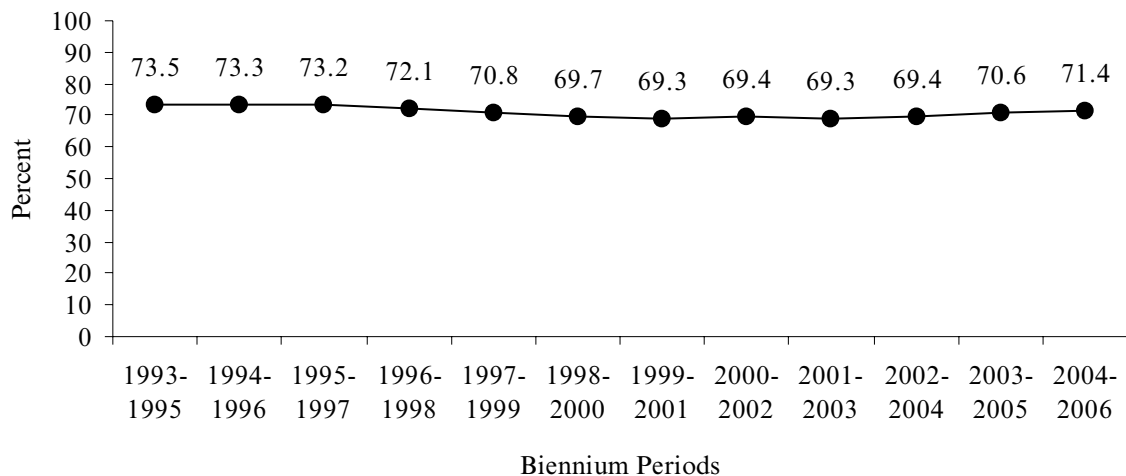
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 principle means of livelihood.

**Figure 8**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

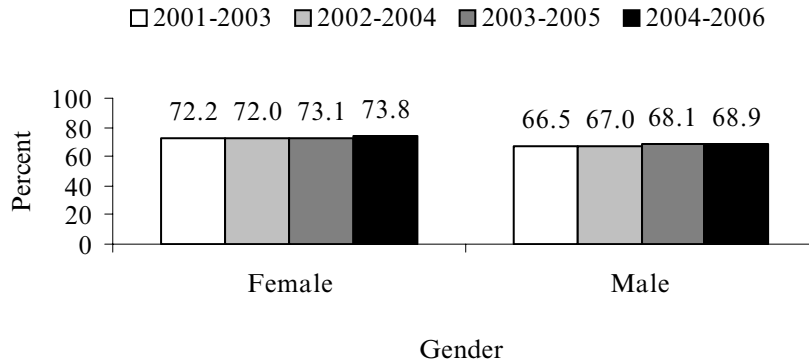
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

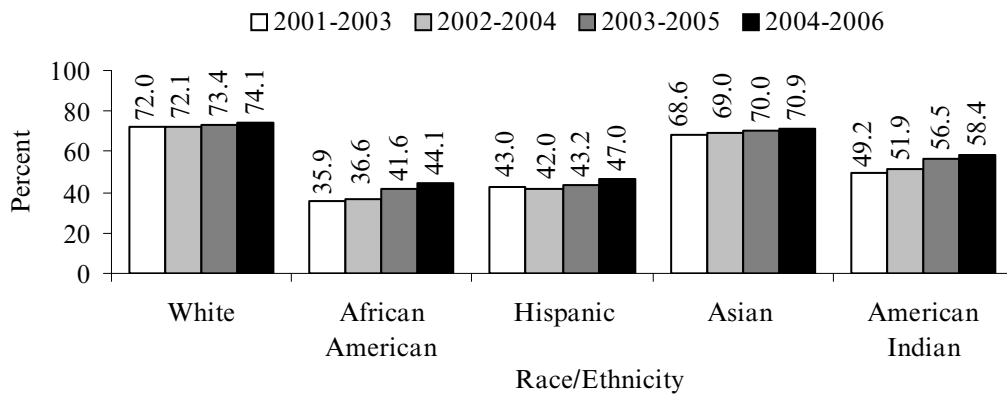
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

Note: 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:

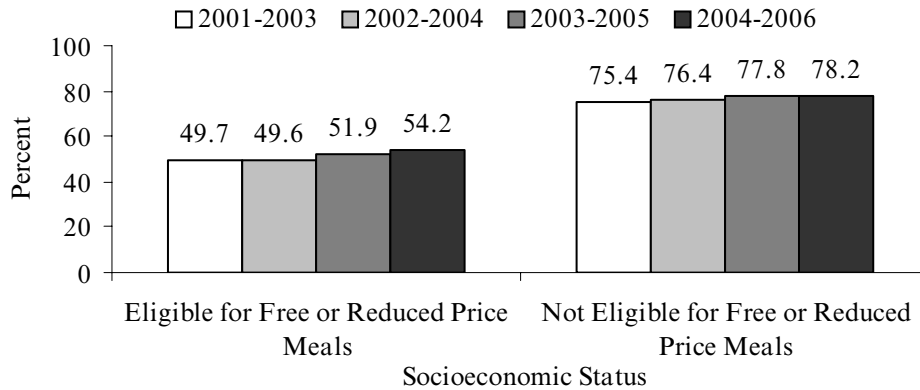
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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:

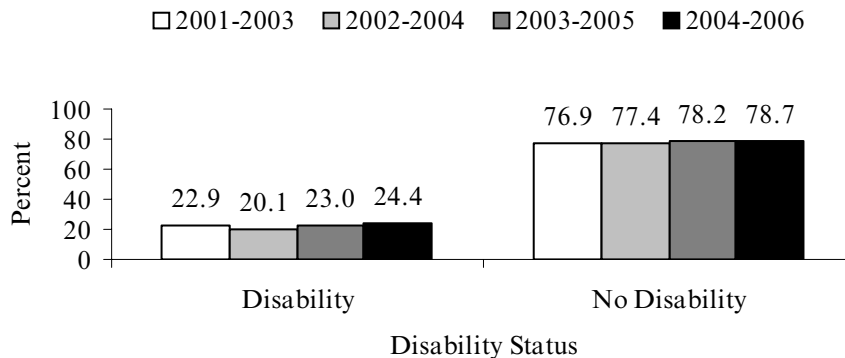
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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.

Figure 12

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS  
READING COMPREHENSION TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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:

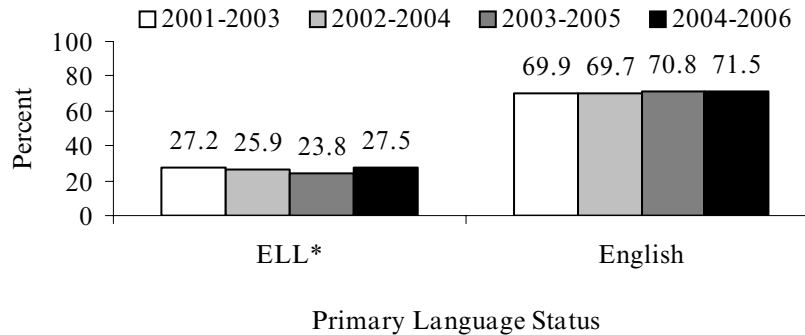
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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).

Figure 13

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



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:

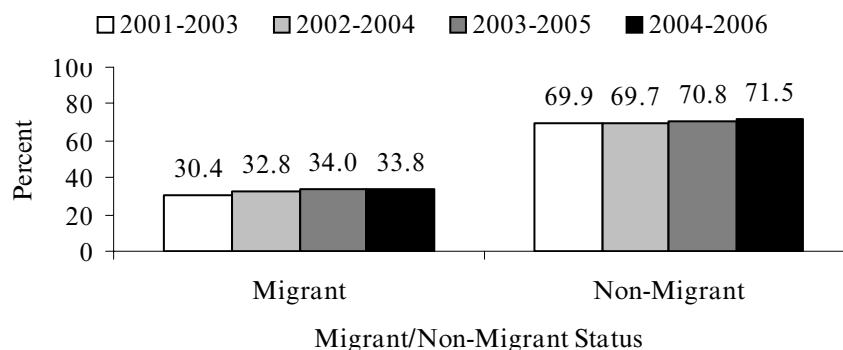
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 TO 2004-2006**



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:

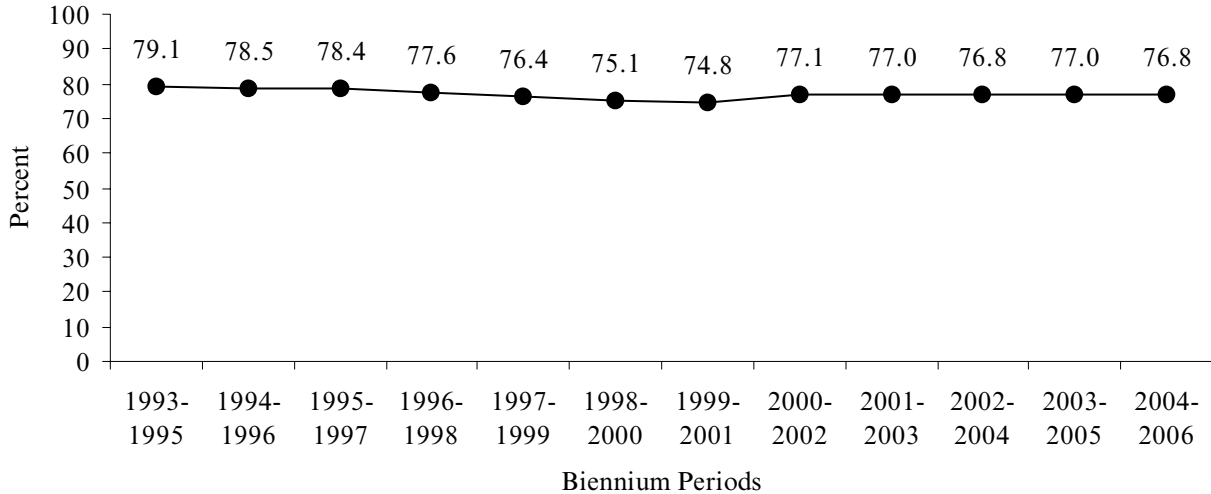
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 principle means of livelihood.

**Figure 15**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**



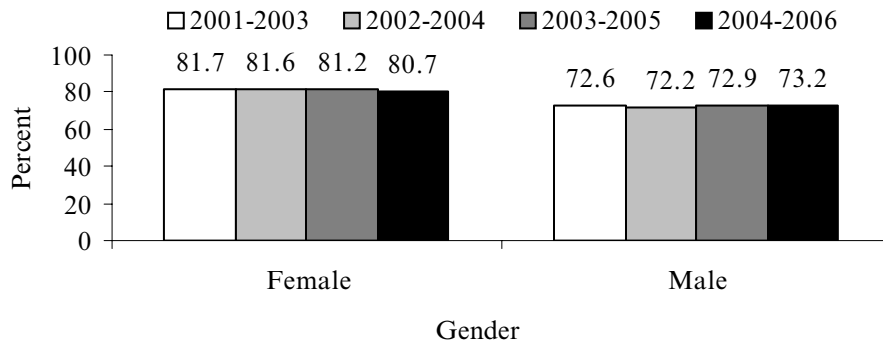
Source: Iowa Testing Programs, University of Iowa.

Note: 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 16**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST BY GENDER  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



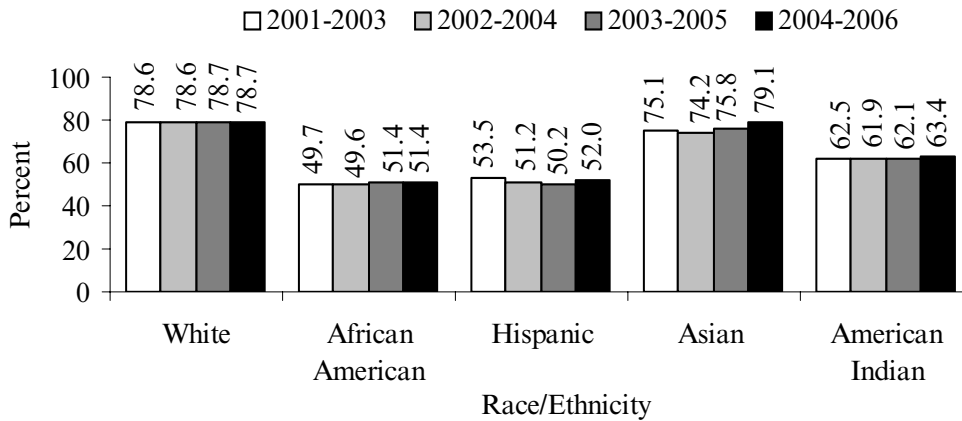
Source: Iowa Testing Programs, University of Iowa.

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 17**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



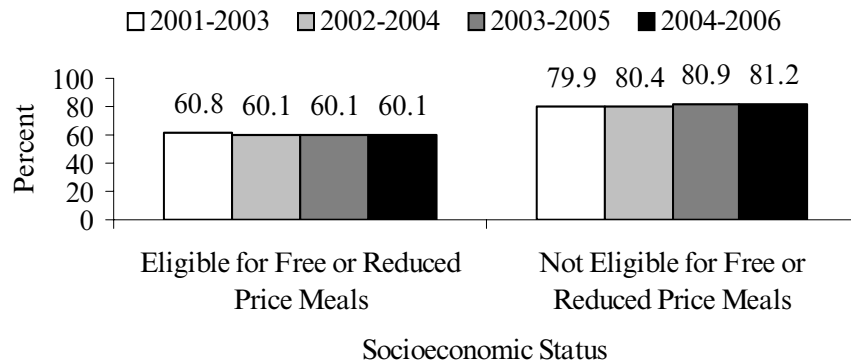
Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



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.

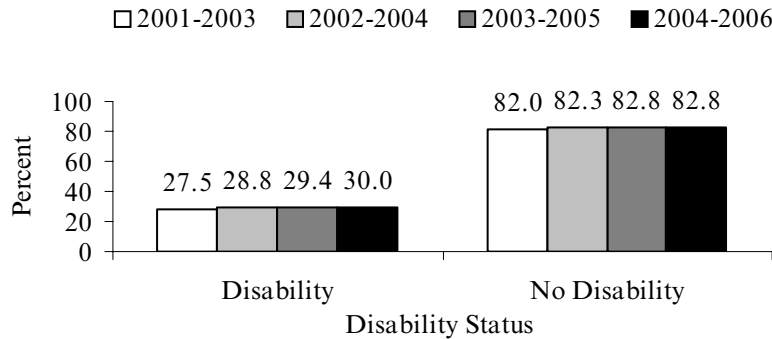
\*Socioeconomic Status is determined by eligibility for free or reduced price meals.

**Figure 19**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

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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.

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

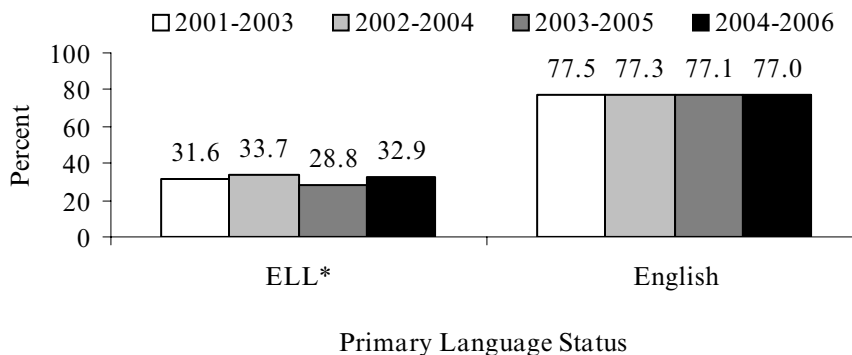
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**Figure 20**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

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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.

\*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.

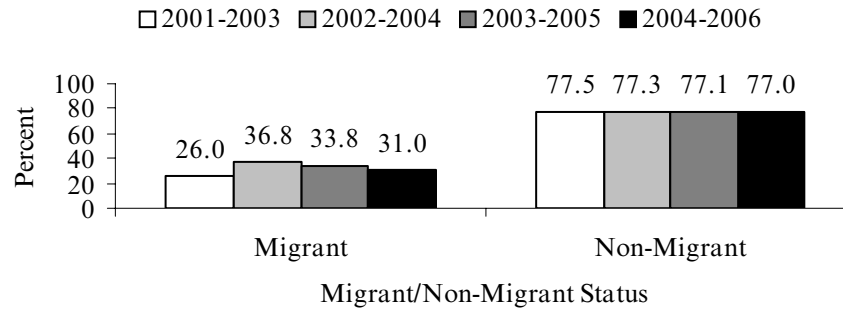
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**Figure 21**

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**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED READING COMPREHENSION TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

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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 principle means of livelihood.

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# Mathematics

The mathematics assessment results of all students in Iowa (include public and nonpublic school students) are presented in this section. Table 6 shows student performance by achievement level for the 2004-2006 biennium period. Figures 22 to 42 show the math trends for all students and by subgroups.

**Table 6**

<b>MATHEMATICS PERFORMANCE BY ACHIEVEMENT LEVEL, 2004-2006</b>				
	Proficient	Percent of Students		
		High	Intermediate	Low
<b>Grade 4 - ITBS</b>				
State (all students)	80.1	23.1	57.0	20.0
White	82.7	25.1	57.6	17.2
African American	55.5	7.1	48.4	44.5
Hispanic	61.8	7.8	54.0	38.2
Asian	83.5	28.5	55.0	16.5
American Indian	62.2	7.2	55.0	37.8
Free/Reduced Price Lunch Eligibility	67.8	11.8	56.0	32.2
English Language Learner	55.5	4.8	50.7	44.6
Disability	47.6	5.6	42.0	52.4
Migrant	55.2	5.6	49.6	44.8
Female	79.3	20.8	58.5	20.8
Male	80.8	25.4	55.4	19.1
<b>Grade 8 - ITBS</b>				
State (all students)	74.8	18.2	56.6	25.2
White	77.6	19.5	58.1	22.4
African American	41.8	3.4	38.4	58.2
Hispanic	51.8	5.0	46.8	48.2
Asian	79.0	25.6	53.4	21.0
American Indian	57.3	8.0	49.3	42.7
Free/Reduced Price Lunch Eligibility	57.6	7.3	50.3	42.4
English Language Learner	40.5	3.9	36.6	59.5
Disability	28.1	1.4	26.7	72.0
Migrant	40.0	2.2	37.8	60.0
Female	74.7	15.2	59.5	25.2
Male	74.7	20.9	53.8	25.3
<b>Grade 11 - ITED</b>				
State (all students)	78.5	22.4	56.1	21.6
White	80.7	23.6	57.1	19.4
African American	46.8	5.0	41.8	53.2
Hispanic	54.4	7.2	47.2	45.6
Asian	80.0	28.2	51.8	20.0
American Indian	60.4	11.0	49.4	39.5
Free/Reduced Price Lunch Eligibility	61.3	9.7	51.6	38.7
English Language Learner	41.8	4.0	37.8	58.1
Disability	34.0	2.0	32.0	66.0
Migrant	42.2	3.8	38.4	57.8
Female	78.0	18.2	59.8	22.0
Male	78.9	26.4	52.5	21.1

Source: Iowa Testing Programs, University of Iowa.

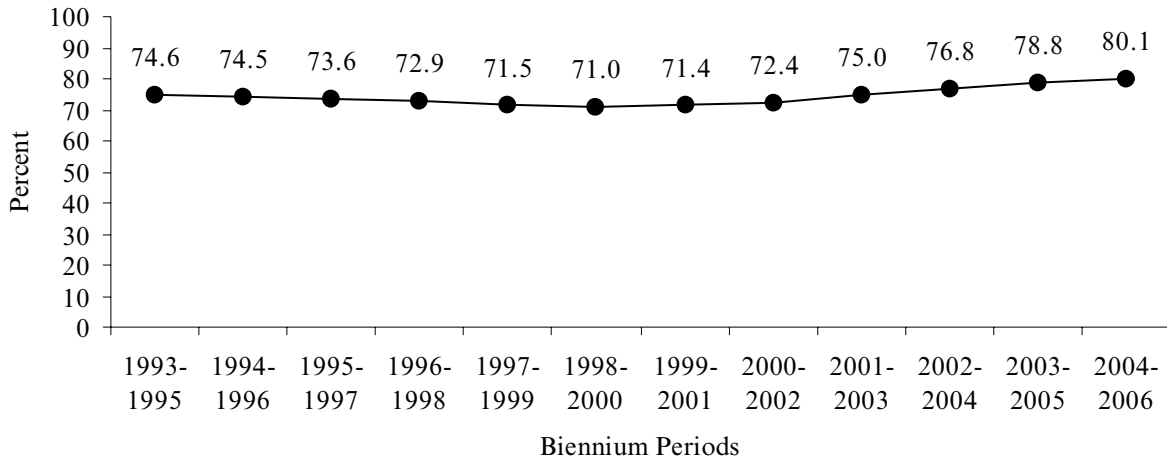
Notes: Disability Status is determined by the presence of an individualized education plan (IEP).

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

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

**Figure 22**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE  
PROFICIENT LEVEL ON ITBS MATHEMATICS TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**

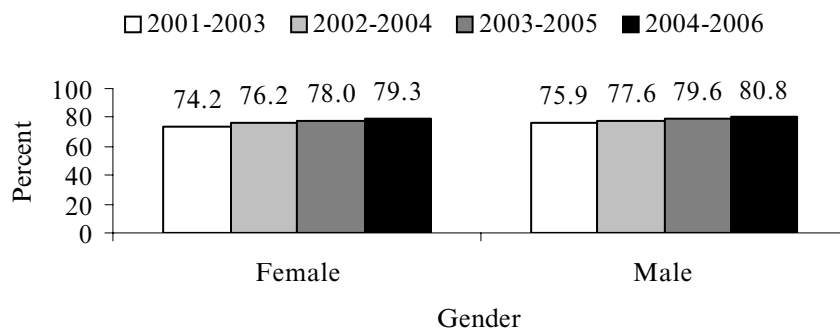


Source: Iowa Testing Programs, University of Iowa.

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 23**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



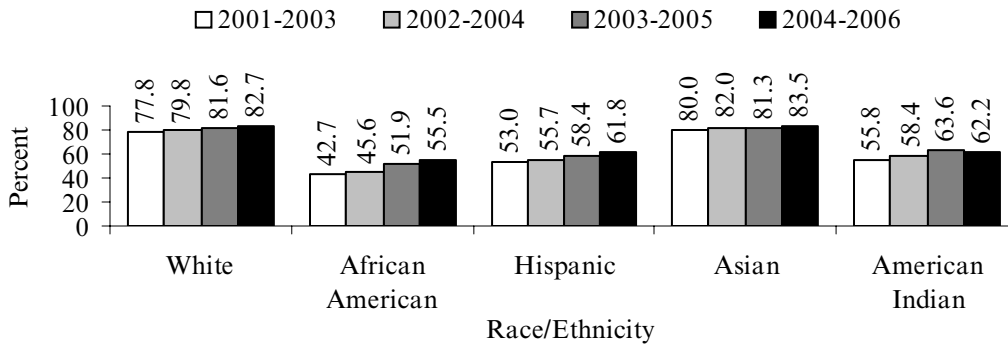
Source: Iowa Testing Programs, University of Iowa.

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 24**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

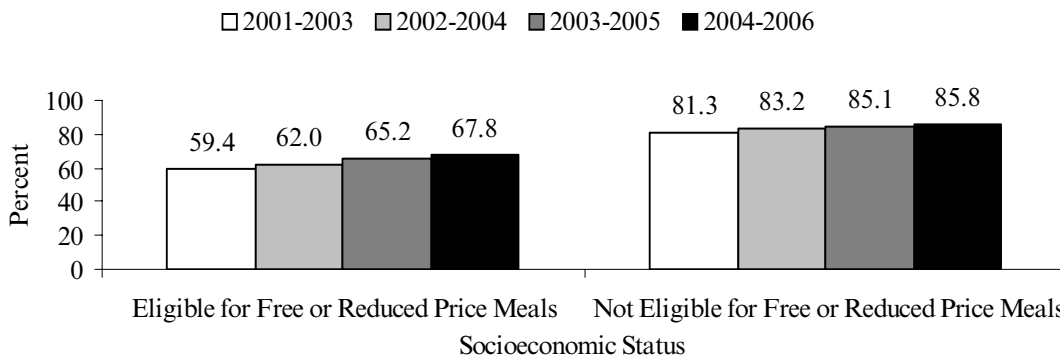


Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



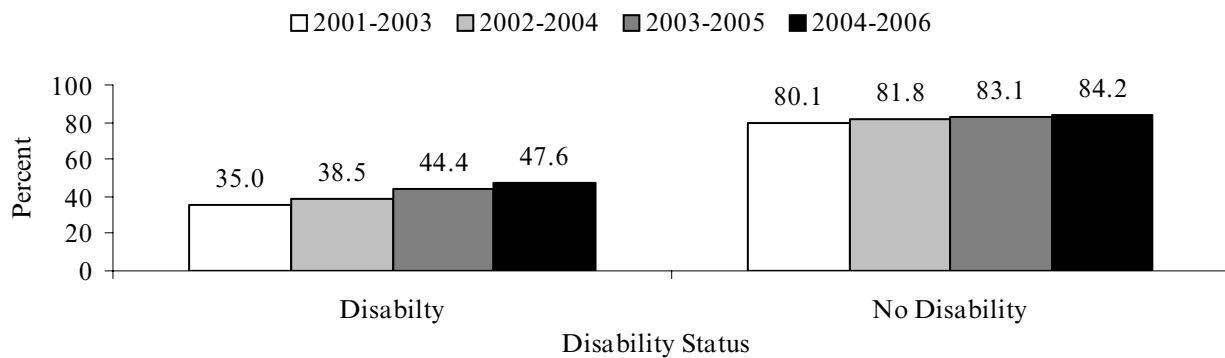
Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

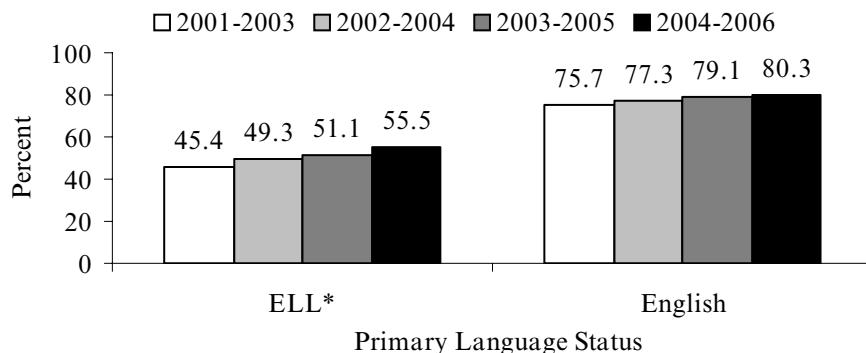
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

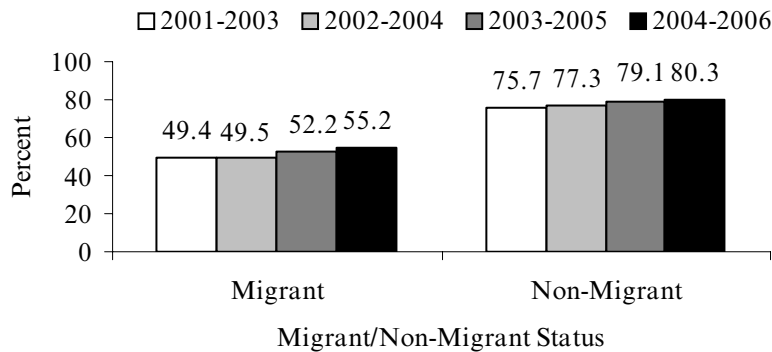
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

**Figure 28**

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST BY MIGRANT STATUS\*  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

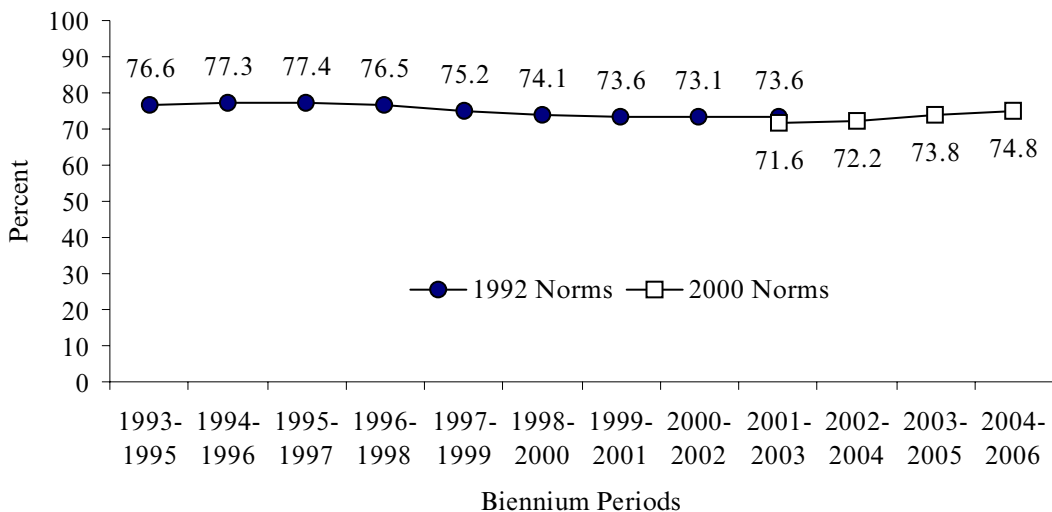
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 principle means of livelihood.

**Figure 29**

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
ON ITBS MATHEMATICS TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**



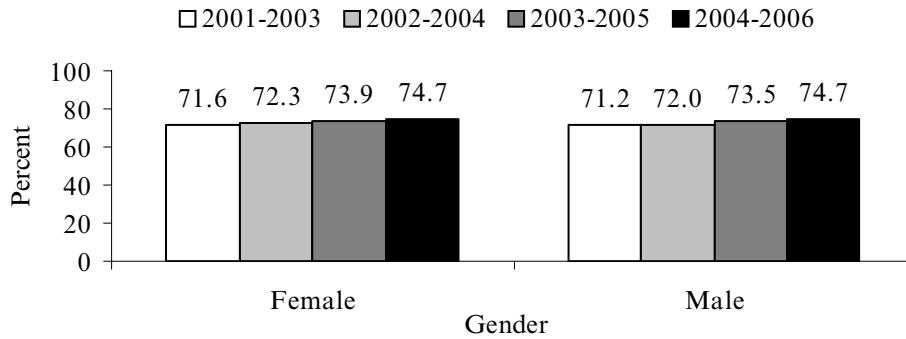
Source: Iowa Testing Programs, University of Iowa.

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  
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON  
ITBS MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**



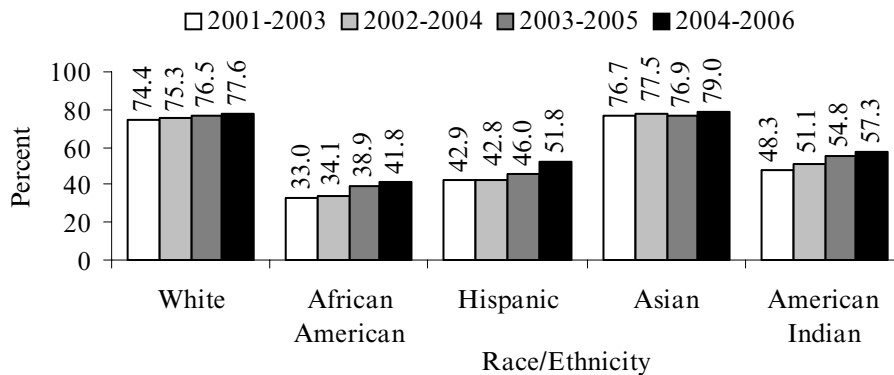
Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



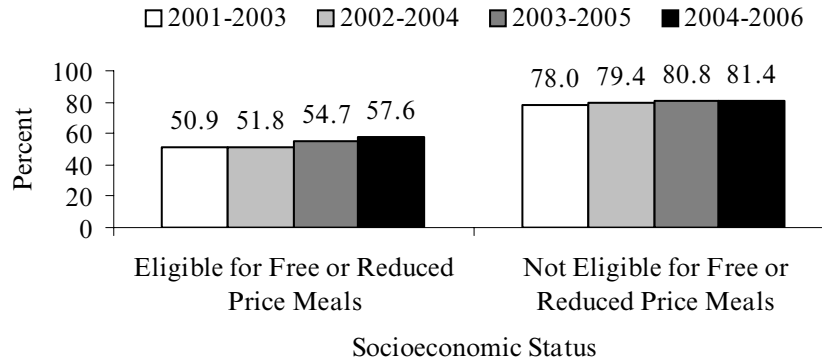
Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

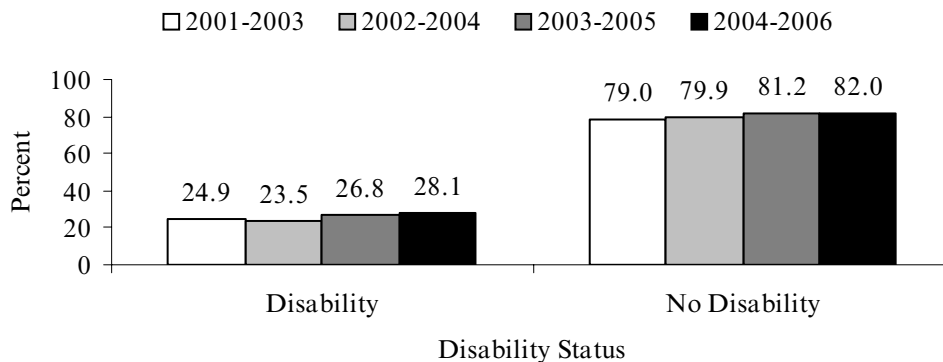
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

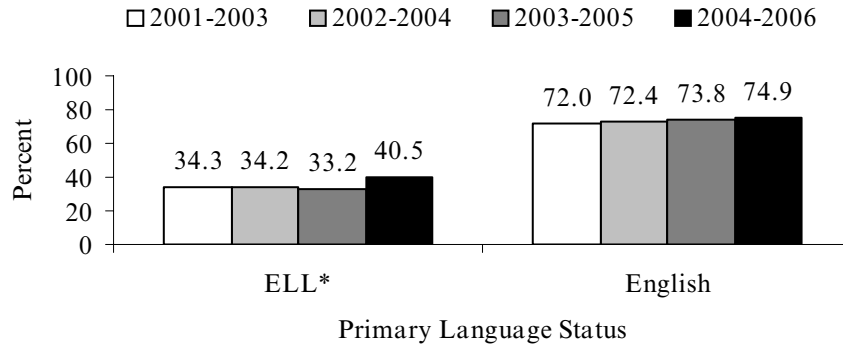
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

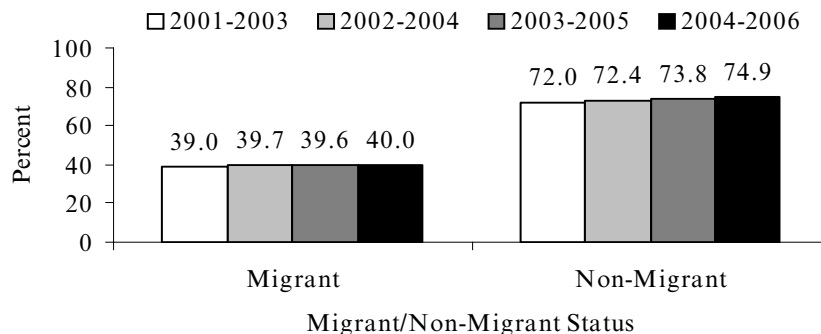
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

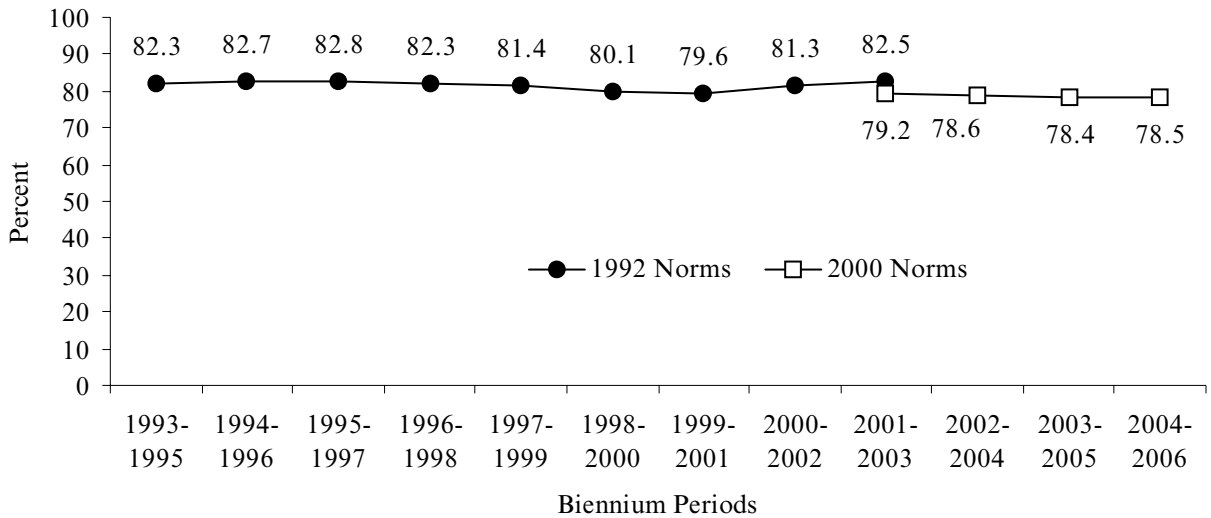
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 principle means of livelihood.

**Figure 36**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED MATHEMATICS TEST  
BIENNIUM PERIODS 1993-1995 TO 2004-2006**

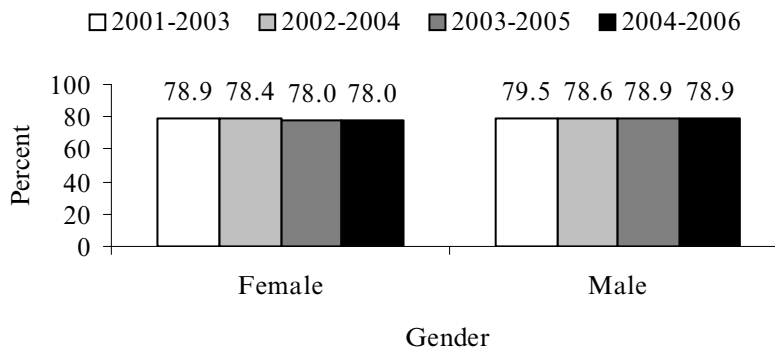


Source: Iowa Testing Programs, University of Iowa.

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 37**

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED MATHEMATICS TEST BY GENDER  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

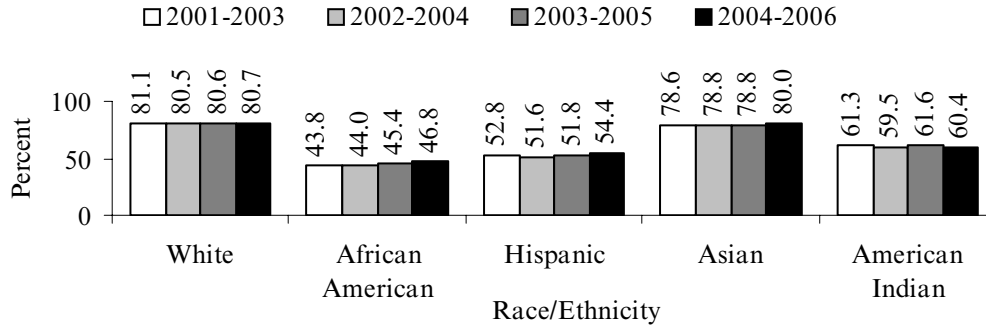


Source: Iowa Testing Programs, University of Iowa.

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 38

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
ON ITED MATHEMATICS TEST BY RACE/ETHNICITY  
BIENNIUM PERIODS 2001-2003 TO 2004-2006**

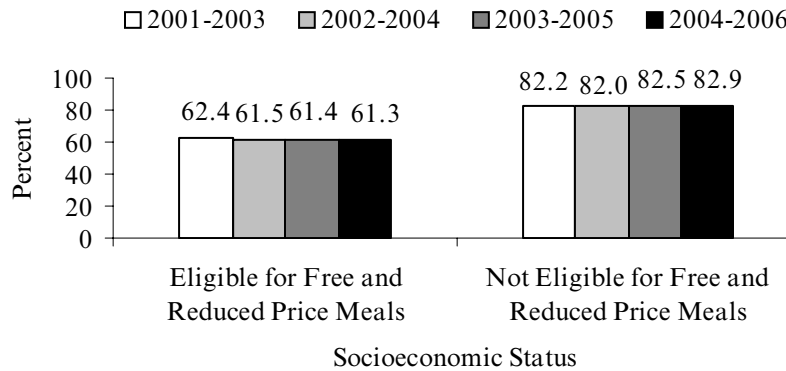


Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



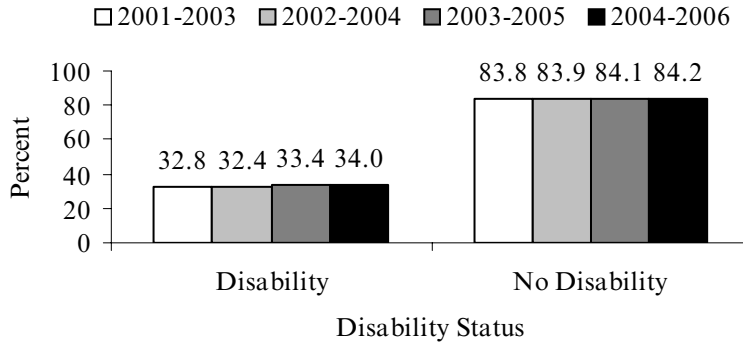
Source: Iowa Testing Programs, University of Iowa.

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 TO 2004-2006**



Source: Iowa Testing Programs, University of Iowa.

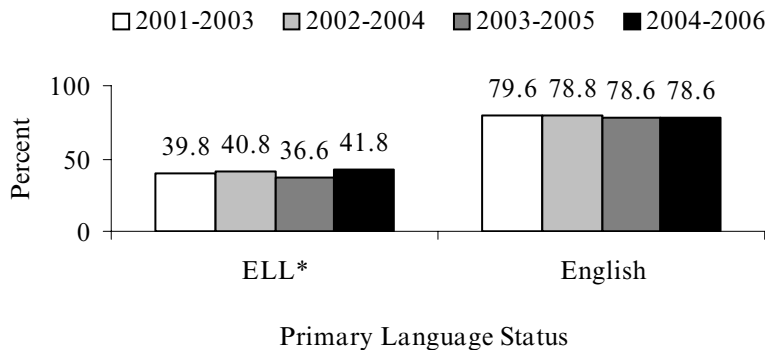
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 TO 2004-2006**



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.

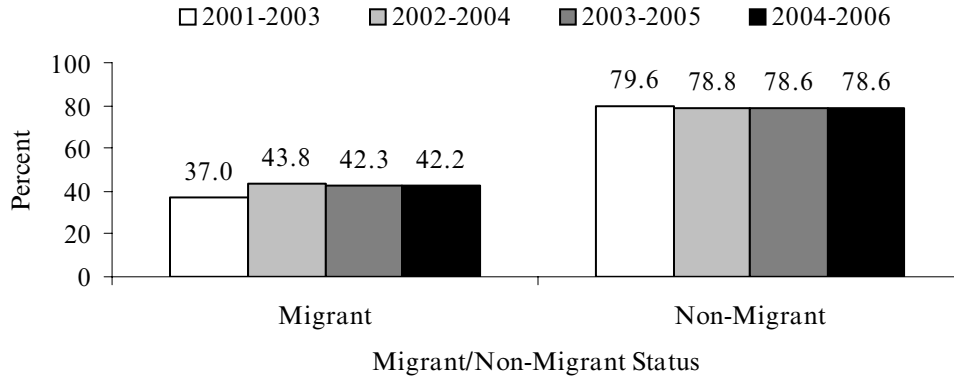
\*Primary Language Status as classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic 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\*  
BIENNIIUM PERIODS 2001-2003 TO 2004-2006**

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

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# GRADUATION RATES

In the spring of 2005, the Department of Education started to collect high school senior graduation status and their diploma types at student level through Project EASIER. School level graduate counts by diploma type have been reported in the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. There were over two decades of the public high school graduation data by district available in Iowa. Based on the National Center for Education Statistics (NCES) definitions, high school completers can be grouped into three categories:

- **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 Plan 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.

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

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 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

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

Where:  $G_{Ri}$  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 ( $i-3$ ).

Iowa has a statewide ID system implemented since the summer of 2004. The state will be able to calculate an actual four-year graduation rate for the graduating class 2008. Before then, the estimated graduation rates will be reported based on the formula above.

Table 7 shows the high school graduation data by gender and state total for graduating classes 1996 through 2005. 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 and some increases for both gender and state averages in 2004-2005. The 2004-2005 rates for males and statewide reached the all time high. The highest female graduation rate was a tie in 2002-2003 and 2004-2005. Females had higher graduation rates than the males for all the classes from 1996 to 2005, however, the gender gap is getting smaller over the years shown (also see Figure 43).

Table 7

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**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES  
BY GENDER, GRADUATING CLASSES, 1996 TO 2005**

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Graduating Class	Number of Graduates			Graduation Rate		
	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
2005	16,585	16,962	33,547	91.7	89.7	90.7

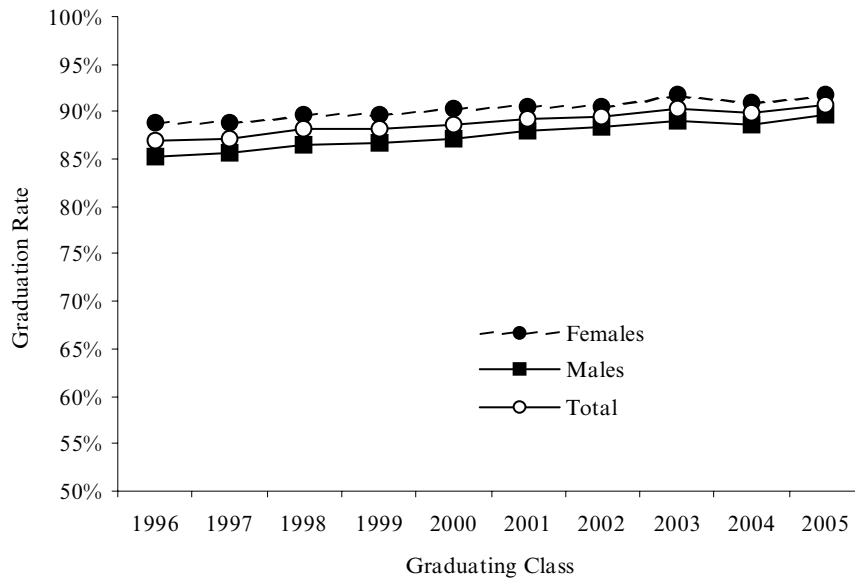
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Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout files.

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**Figure 43**

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES  
BY GENDER AND STATE TOTAL, GRADUATING CLASSES 1996 TO 2005**



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

The ten-year trends of graduates and graduation rates by race/ethnicity are reported in Table 8. 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.

**Table 8**

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES  
BY RACE/ETHNICITY, GRADUATING CLASSES 1996 TO 2005**

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Race/Ethnicity	Number of Graduates with Diplomas									
American Indian	55	73	84	90	74	212	108	124	121	164
Hispanic	408	524	531	500	537	582	660	748	928	999
Asian	508	555	508	496	546	684	657	656	672	655
African American	648	614	696	673	734	678	756	857	900	1,021
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473	31,718	30,708
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339	33,547
Race/Ethnicity	Graduation Rates									
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%	62.7%	77.0%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7	72.4	74.1
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0	91.4	90.8
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5	73.6	76.5
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3	91.1	92.0
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7

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



# AVERAGE DAILY ATTENDANCE

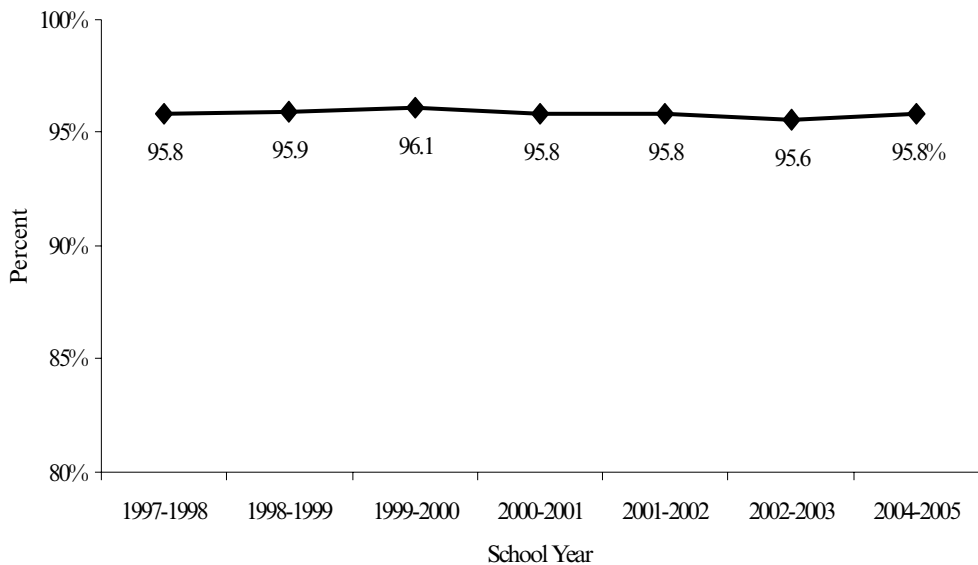
The average daily attendance (ADA) rate for grades K-8 is one of the additional indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Figure 44 shows the ADA trend for Iowa public schools. The aggregated K-8 ADA rates for Iowa public schools were unchanged between 1998 and 2005 and the disaggregated ADA data by subgroup are not yet available for this year's report.

Figure 44

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## IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2004-2005

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Source: Iowa Department of Education, Certified Annual Reports.

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# HIGHLY QUALIFIED TEACHERS

The NCLB Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school to determine the poverty quartiles. Table 8 shows the comparison of teacher characteristics between high and low poverty public schools in 2005-2006. Since the Department does not collect teachers' class assignment, the data in Table 8 are the teacher characteristics by teachers' grade and curriculum assignments. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There were over 13,000 more public school students and over 1,800 more teacher assignments in the low poverty schools compared to high poverty schools. The differences in the percentage of teachers with advanced degrees, average experience, and average salary are relatively small. Table 8 also shows teacher characteristics by poverty status and school level. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 9 and 10. Table 9 further breaks down HQT assignments by school level and Table 10 breaks down the HQT assignments by poverty level. For all academic areas shown, ten of the eleven are nearly 90 percent or greater. Geography has the lowest HQT rate at about 78 percent.

**Table 8**

## HIGHLY QUALIFIED TEACHER (HQT) DATA FOR 2005-2006 BY SCHOOL LEVEL AND POVERTY STATUS

	All Level Schools			Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Schools	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
Total # Assignment	8,277	10,078	35,466	4,550	4,029	16,243	4,388	6,308	20,847
# Assignment Taught by HQT	8,070	9,882	34,613	4,467	3,972	15,987	4,232	6,162	20,218
% Assignment Taught by HQT	97.5%	98.1%	97.6%	98.2%	98.6%	98.4%	96.4%	97.7%	97.0%
# of Full-Time Tchrs	7,340	9,234	34,175	4,349	3,747	15,082	4,223	6,027	19,688
# of Adv Degrees	2,177	2,626	9,292	1,219	894	3,518	1,360	1,840	5,380
% of Adv Degrees	29.7%	28.4%	27.2%	28.0%	23.9%	23.3%	32.2%	30.5%	27.3%
# of Bachelor Degrees	5,163	6,608	24,883	3,130	2,853	11,564	2,863	4,187	14,308
Avg District Experience	11.8	11.4	11.5	11.8	11.6	12.6	11.4	11.1	11.5
Avg Total Experience	15.0	15.0	15.0	14.6	14.7	15.5	15.3	15.1	15.4
Average Age	42.71	41.17	42.3	42.18	41.05	42.38	43.20	41.16	42.06
Average Salary	\$42,394	\$42,764	\$41,996	\$42,209	\$42,013	\$41,349	\$42,801	\$43,021	\$41,662
# of Students Served	125,839	139,117	476,656	52,928	63,500	211,762	72,911	75,617	256,239

Notes: District office and AEA teachers were included in all schools, but not in elementary and secondary. High/low poverty based on top and bottom 25% of schools in term of percent of their students eligible for free/reduced price lunch.

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

Elementary indicates grade level K-6 and Secondary indicates grades 7-12.

**Table 9**

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED  
PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL, 2005-2006**

Academic Area	Number of Assignments Taught by HQT	All Assignments	Percent of Core Taught by HQT		
			All Schools	Elementary	Secondary
English	4,914	4,992	98.44%	98.44%	98.37%
Reading/Language Arts	2,207	2,294	96.21	96.64	94.57
Mathematics	5,047	5,168	97.66	97.88	97.59
Science	3,938	4,033	97.64	99.03	97.48
Foreign Language	940	1,007	93.35	NA	93.35
Civics/Government	442	483	91.51	NA	91.51
Economics	255	292	87.33	NA	87.33
Arts	5,233	5,309	98.57	99.22	98.39
History	910	955	95.29	NA	95.29
Geography	192	247	77.73	NA	77.73
Elementary	10,535	10,686	98.59	98.59	NA
Total	34,613	35,466	97.59%	98.42%	96.98%

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

Notes: District office teachers were included in all schools, but not in elementary and secondary. Elementary indicates grade level K-6 and Secondary indicates grades 7-12.

**Table 10**

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED PUBLIC  
SCHOOL TEACHERS BY ACADEMIC AREA AND POVERTY STATUS, 2005-2006**

Academic Area	Number of Assignments Taught by HQT	All Assignments	Percent of Core Taught by HQT		
			All Schools	High Poverty School	Low Poverty School
English	4,914	4,992	98.44%	98.47%	98.55%
Reading/Language Arts	2,207	2,294	96.21	96.48	95.69
Mathematics	5,047	5,168	97.66	97.08	98.56
Science	3,938	4,033	97.64	97.73	98.54
Foreign Language	940	1,007	93.35	92.02	94.41
Civics/Government	442	483	91.51	89.04	93.90
Economics	255	292	87.33	86.54	91.49
Arts	5,233	5,309	98.57	98.67	98.60
History	910	955	95.29	93.25	96.37
Geography	192	247	77.73	77.50	83.75
Elementary	10,535	10,686	98.59	98.50	98.84
Total	34,613	35,466	97.59%	97.50%	98.06%

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

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

# SCHOOLS AND DISTRICTS IN NEED OF ASSISTANCE

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

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance.

If a 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 within the required grade spans (3-5, 6-8 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 and high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance.

Ninety-nine of 1,494 (6.6 percent) public schools were identified as a school in need of assistance and 15 of 365 (4.1 percent) public school districts were identified as a district in need of assistance following the 2005-2006 school year. Table 11 shows the list of the schools in need of assistance and Table 12 shows the list of districts in need of assistance.

**Table 11**

<b>SCHOOLS IN NEED OF ASSISTANCE FOR 2006-2007 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE</b>		
District	School	Identification and Area (Reason Identified)
Ankeny	Ankeny High	AMO Mathematics
Bettendorf	Bettendorf Middle	AMO Reading/AMO Mathematics
Burlington	Burlington High	AMO Reading
Burlington	Burlington Alternative	AMO Reading
Cedar Rapids	Geo. Washington High	AMO Reading/AMO Mathematics
Cedar Rapids	Metro High	Participation Reading / Participation Mathematics
Cedar Rapids	Franklin Middle	AMO Reading
Cedar Rapids	McKinley Middle	AMO Reading/AMO Mathematics
Cedar Rapids	Roosevelt Middle	AMO Reading/AMO Mathematics
Cedar Rapids	Johnson Elementary	AMO Reading
Cedar Rapids	Taft Alternative	AMO Reading/AMO Mathematics
Clinton	Clinton High	AMO Reading
Clinton	Geo. Washington Middle	AMO Reading/AMO Mathematics
College	Prairie High	AMO Reading
College	Prairie Middle	AMO Reading/AMO Mathematics
Columbus	Columbus Middle	AMO Mathematics

**Table 11** (continued)

<b>SCHOOLS IN NEED OF ASSISTANCE FOR 2006-2007 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE (CONTINUED)</b>		
District	School	Identification and Area (Reason Identified)
Council Bluffs	Abraham Lincoln High	AMO Reading
Council Bluffs	Kanesville High	AMO & Participation Reading/AMO & Participation Math
Council Bluffs	Thomas Jefferson High	AMO Reading
Council Bluffs	Kim Junior High	AMO Reading/AMO Mathematics
Council Bluffs	Woodrow Wilson Jr Hi	AMO Reading/AMO Mathematics
Davenport	Central High	AMO Reading
Davenport	Kimberly Center	AMO Reading/AMO Mathematics
Davenport	North High	AMO Reading/AMO Mathematics
Davenport	West High	AMO Reading/AMO Mathematics
Davenport	Wood Intermediate	AMO Reading/AMO Mathematics
Davenport	Frank Smart Intermediate	AMO Reading/AMO Mathematics
Davenport	Sudlow Intermediate	AMO Reading/AMO Mathematics
Davenport	Williams Intermediate	AMO Reading/AMO Mathematics
Davenport	JB Young Intermediate	AMO Reading/AMO Mathematics
Denison	Denison Middle	AMO Reading
Des Moines	East High	AMO & Participation Reading/AMO & Participation Math
Des Moines	Hoover High	Participation Reading/AMO & Participation Mathematics
Des Moines	Lincoln High	AMO Reading/AMO Mathematics
Des Moines	North High	AMO Reading/AMO Mathematics
Des Moines	Scavo High	AMO & Participation Reading/Participation Mathematics
Des Moines	Goodrell Middle	AMO Mathematics
Des Moines	Harding Middle	AMO Reading/AMO Mathematics
Des Moines	Hiatt Middle	AMO Reading/AMO Mathematics
Des Moines	Hoyt Middle	AMO Reading/AMO Mathematics
Des Moines	McCombs Middle	AMO Mathematics
Des Moines	Meredith Middle	AMO Reading/AMO Mathematics
Des Moines	Merrill Middle	AMO Reading/AMO Mathematics
Des Moines	Weeks Middle	AMO Reading/AMO Mathematics
Des Moines	King Elementary	AMO Mathematics
Des Moines	Monroe Elementary	AMO Reading
Dubuque	Central Alternative High	Participation Reading/Participation Mathematics
Dubuque	Dubuque Senior High	AMO Reading/AMO Mathematics
Dubuque	Washington Middle	AMO Reading
Dubuque	Jefferson Middle	AMO Reading/AMO Mathematics
Dubuque	Fulton Elementary	AMO Reading
Dubuque	Prescott Elementary	AMO Reading/AMO Mathematics
Fort Dodge	Fort Dodge High	AMO Reading/AMO Mathematics
Fort Dodge	Fair Oaks Middle	AMO Reading/AMO Mathematics
Fort Dodge	Phillips Middle	AMO Reading/AMO Mathematics
Fort Dodge	Gordon Willard Alternative	AMO Reading/AMO Mathematics
Hampton-Dumont	Hampton-Dumont MS	AMO Reading
Iowa City	City High	Participation Reading/AMO Mathematics
Iowa City	West Senior High	AMO Reading/AMO Mathematics
Iowa City	Northwest Junior High	AMO Reading/AMO Mathematics
Iowa City	Southeast Junior High	AMO Reading/AMO Mathematics
Iowa City	Elizabeth Tate Alternative	AMO Reading/AMO Mathematics
Keokuk	Keokuk High	AMO Reading/AMO Mathematics
Keokuk	Keokuk Middle	AMO Reading/AMO Mathematics
Lewis Central	Lewis Central Middle	AMO Reading/AMO Mathematics
Linn-Mar	Linn-Mar High	AMO Reading
Maquoketa	Maquoketa Middle	AMO Reading/AMO Mathematics
Marshalltown	Marshalltown High	AMO & Participation Reading/AMO & Participation Math
Marshalltown	Anson Middle	AMO Reading/AMO Mathematics
Marshalltown	B.R. Miller Middle	AMO Reading/AMO Mathematics
Marshalltown	Woodbury Elementary	AMO Mathematics
Muscatine	Muscatine High	AMO Reading/AMO Mathematics

**Table 11** (continued)

<b>SCHOOLS IN NEED OF ASSISTANCE FOR 2006-2007 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE (CONTINUED)</b>		
District	School	Identification and Area (Reason Identified)
Muscatine	West Middle	AMO Reading/AMO Mathematics
Newton	Berg Middle	AMO Reading/AMO Mathematics
Oskaloosa	Oskaloosa Middle	AMO Mathematics
Ottumwa	Ottumwa High	AMO Reading/AMO Mathematics
Ottumwa	Evans Middle	AMO Mathematics
Perry	Perry High	AMO Reading/AMO Mathematics
Perry	Perry Middle	AMO Reading
Perry	Perry Elementary	AMO Reading
Saydel	Woodside Middle	AMO Reading/AMO Mathematics
Sioux City	North High	AMO Reading/AMO Mathematics
Sioux City	West High	AMO Reading
Sioux City	East Middle	AMO Mathematics
Sioux City	West Middle	AMO Reading/AMO Mathematics
Sioux City	Central Campus Ind Lrng Ctr	AMo Reading/AMO Mathematics/Graduation and ADA Rates
Southeast Polk	Southeast Junior High	AMO Reading
Storm Lake	Storm Lake High	AMO Reading
Storm Lake	Storm Lake Middle	AMO Reading/AMO Mathematics
Storm Lake	Storm Lake Alternative	AMO Reading
Vinton-Shellsburg	Tilford Middle	AMO Reading
Waterloo	West High School	AMO Reading/AMO Mathematics
Waterloo	East High School	AMO Mathematics
Waterloo	Hoover Middle	AMO Reading/AMO Mathematics
Waterloo	Central Middle	AMO Reading/AMO Mathematics
Waterloo	Jack M Logan Middle	AMO Reading/AMO Mathematics
Waterloo	McKinstry Elementary	AMO Reading/AMO Mathematics
West Des Moines	Southwoods High	AMO Mathematics
West Des Moines	Valley High	AMO Mathematics

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

**Table 12**

<b>DISTRICTS IN NEED OF ASSISTANCE FOR 2006-2007 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE</b>	
District	Identification Area (Reason Identified)
Burlington	AMO Reading/Graduation and ADA Rates
Cedar Rapids	AMO Reading/AMO Mathematics
Clinton	Graduation and ADA Rates
Council Bluffs	AMO Reading/AMO Mathematics/Graduation and ADA Rates
Davenport	AMO Reading/AMO Mathematics/Graduation and ADA Rates
Des Moines	AMO Reading
Fort Dodge	AMO Reading/AMO Mathematics
Fort Madison	Graduation and ADA Rates
Iowa City	AMO Reading/AMO Mathematics
Marshalltown	AMO Mathematics/Graduation and ADA Rates
Newton	Graduation and ADA Rates
Ottumwa	AMO Reading/Graduation and ADA Rates
Sioux City	AMO Reading/AMO Mathematics/Graduation and ADA Rates
Storm Lake	AMO Reading
Waterloo	AMO Reading/AMO Mathematics

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

