

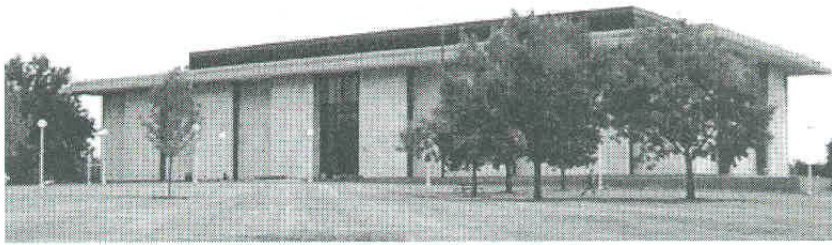


The
State Report Card
for
No Child Left Behind

September 2008

Iowa Department of Education

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State Report Card
for
No Child Left Behind



Grimes State Office Building in Des Moines - Home of the Iowa Department of Education

Iowa Department of Education

2008



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The State Report Card for No Child Left Behind

Iowa Department of Education

Division of School Support and Information

James Addy, Administrator

Bureau of Planning, Research, Development and Evaluation Services

Jay Pennington, Chief

September 2008

Dear Citizens of Iowa:

Today's world is different in many ways from the past. Our students face greater technological advancements and a global economy. Students in Iowa must be prepared for these challenges and others yet unknown. In Iowa, we are always looking at how to best meet the educational needs of students so they are successful citizens of Iowa and the world.

One way we do this is by looking at data—what are the current trends, where do gaps exist, and where are we gaining in student achievement. We review data in detail and also report it to you, the citizens of Iowa. *The State Report Card for No Child Left Behind*, which is part of the No Child Left Behind (NCLB) reporting requirements, is one of the many reports we make available for all Iowans.

As in the past, the report card includes achievement scores, professional qualifications of Iowa's teachers, graduation rates, average daily attendance numbers, and much more. However, this year's report is slightly different because of changes in federal reporting requirements.

The 2008 Report Card shows the percent of students in Iowa that scored either at the low, intermediate, or high achievement levels on the Iowa Tests of Basic Skills for all grades between 3 and 8, and also on the Iowa Tests of Educational Development for grade 11, and the Iowa Alternate Assessment. Previous, only three grades were presented. In addition, annual achievement data is presented. In the past, biennium results—or an average of two years data—were presented.

Another change is also reflected. This year, Iowa increased the minimum percent of students across the state that must be proficient in reading and math. On average, the targets increased by approximately 6 percent. These targets are increased at three-year intervals to ensure all schools reach 100 percent student proficiency in reading and math by the 2013-2014 school year as required by the NCLB law.

I encourage all Iowa citizens to review the following pages in order to know more about education in Iowa and so we may all help prepare our students for tomorrow.

Sincerely,



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. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs.

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INTRODUCTION

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

- The comparison between the percent of public school students in each group scoring at proficient level on the Iowa Tests of Basic Skills (ITBS) or the Iowa Tests of Educational Development (ITED) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula. The AMO results represent the performance of students that enrolled in Iowa public schools for a full academic year in grades 3 to 8 and 11.
- The percent of public school students, by group, who did participate in the ITBS, ITED, or alternate assessment in grades 3 to 8 and 11.
- The participation rates and assessment results for students with disabilities in grades 3 to 8 and 11.
- The percent of students scoring at each achievement level on ITBS for grades 3 to 8, and ITED for grade 11 or alternate assessment in grades 3 to 8 and 11. The results are for the public school students who were enrolled for a full academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- Other academic indicators included the public school statewide attendance rates for grades K to 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 or have met AYP for one year after being identified as a school 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 or have met AYP for one year after being identified as a district in need of assistance.

ANNUAL MEASURABLE OBJECTIVES

The state's Annual Measurable Objectives (AMO) represent a minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO targets increase every three years from 2001-2002 to 2009-2010. Beginning in 2010-2011 to 2013-2016, AMO targets will increase every year. The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2007-2008 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 include 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. For accountability purposes, a full academic year will be determined for each individual student who was enrolled on the first day of the testing period in the previous school year and enrolled through the academic year to the first day of the testing period for the current school year.

Table 1

READING AND MATHEMATICS 2007-2008 ANNUAL MEASURABLE OBJECTIVES TARGET VS. READING AND MATHEMATICS PERFORMANCE BY GRADE AND SUBGROUPS							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2007-2008)	74.1%	76.0%	76.4%	69.7%	71.5%	73.3%	79.3%
All Students	75.3	77.5	77.1	69.1	70.4	71.6	77.4
African American	54.6	55.8	57.1	44.1	44.9	44.6	53.2
American Indian	66.1	63.9	67.7	53.7	55.2	61.5	62.8
Asian	77.0	77.9	81.1	75.1	75.2	72.3	79.0
Hispanic	55.9	61.4	59.8	50.5	49.6	48.1	56.6
White	78.3	80.2	79.8	71.9	73.4	74.6	79.4
Male+	72.3	75.2	75.6	66.9	67.5	69.9	74.1
Female+	78.5	79.8	78.7	71.5	73.5	73.3	80.8
Disability*	37.1	39.5	38.6	26.8	24.8	25.9	33.0
Migrant**+	51.3	56.3	49.4	40.4	45.2	40.5	43.8
English Language Learner	48.1	51.0	49.7	36.6	34.4	32.3	34.1
Low Socioeconomic Status	62.1	64.7	64.0	54.0	52.7	54.2	61.1
	Mathematics						
AMO (2007-2008)	73.9%	74.7%	76.6%	72.8%	72.0%	72.0%	79.3%
All Students	75.9	79.9	80.4	77.1	76.6	75.7	77.9
African American	51.5	54.6	58.4	50.6	48.7	45.5	45.2
American Indian	58.7	65.3	62.2	57.1	62.9	57.1	61.0
Asian	76.6	84.5	87.2	83.6	82.7	80.6	77.1
Hispanic	57.0	64.5	66.4	59.7	56.6	54.6	55.7
White	79.2	82.8	82.9	79.9	79.5	78.8	80.4
Male+	76.6	80.9	81.4	77.1	76.5	75.8	78.0
Female+	75.1	78.9	79.3	77.0	76.7	75.7	77.8
Disability*	45.7	49.3	47.2	37.4	33.6	31.4	33.0
Migrant**+	51.9	60.6	56.1	47.4	49.4	46.6	50.0
English Language Learner	51.9	58.2	60.7	48.9	44.4	44.3	38.1
Low Socioeconomic Status	63.4	67.7	68.1	62.5	60.5	59.1	60.8

Sources: Iowa Department of Education, AYP file.

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

*Disability status is determined by the presence of an individualized education 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.

STUDENT PARTICIPATION RATES

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO data, the participation rates include students enrolled less than a full academic year. Table 2 presents the 2007-2008 state level assessment participation rates by grade and subject areas for all students and students by subgroups.

Table 2

READING AND MATHEMATICS 2007-2008							
PARTICIPATION RATES BY GRADE AND SUBGROUP							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
All Students	99.7%	99.7%	99.7%	99.6%	99.5%	99.6%	98.6%
African American	99.4	99.4	99.5	99.6	99.3	99.4	95.9
American Indian	100.0	99.5	100.0	99.5	99.5	99.5	94.9
Asian	98.8	99.2	99.2	99.0	98.9	99.0	97.9
Hispanic	99.4	99.4	99.5	99.0	99.3	99.5	97.2
White	99.8	99.8	99.8	99.7	99.5	99.7	98.8
Male+	99.8	99.7	99.7	99.6	99.5	99.6	98.5
Female+	99.8	99.7	99.8	99.8	99.6	99.7	99.0
Disability*	99.1	99.3	99.4	99.2	98.8	99.3	97.5
English Language Learner	98.8	98.1	98.9	98.3	98.8	99.1	95.7
Migrant**+	97.8	96.6	99.5	98.3	98.9	97.5	99.2
Low Socioeconomic Status	99.3	99.6	99.6	99.4	99.2	99.4	97.7
	Mathematics						
All Students	99.5%	99.6%	99.6%	99.6%	99.3%	99.5%	98.5%
African American	98.6	99.2	99.2	99.2	99.1	98.5	95.3
American Indian	99.5	100.0	99.0	99.1	98.0	99.5	94.9
Asian	99.9	99.7	99.7	99.7	98.9	99.3	97.7
Hispanic	99.5	99.6	99.6	99.3	99.2	99.2	97.2
White	99.6	99.6	99.7	99.7	99.4	99.5	98.8
Male+	99.5	99.6	99.6	99.6	99.4	99.5	98.5
Female+	99.6	99.7	99.7	99.8	99.4	99.5	98.9
Disability*	98.9	99.2	99.0	99.1	98.1	98.5	97.3
English Language Learner	99.5	99.5	99.4	99.3	99.1	99.6	95.7
Migrant**+	98.9	99.4	100.0	98.9	100.0	98.8	100.0
Low Socioeconomic Status	99.1	99.5	99.5	99.4	99.1	99.1	97.7

Sources: Iowa Department of Education, AYP file.

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

*Disability status is determined by the presence of an individualized education 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.

ASSESSMENT RESULTS

FOR STUDENTS WITH DISABILITIES

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 by test type in reading and mathematics for students in grades 3 to 8 and 11 with disabilities that were enrolled for a full academic year.

Table 3

2007-2008 READING AND MATHEMATICS ACHIEVEMENT FOR STUDENTS WITH DISABILITIES BY TEST TYPE							
Test Type	Percent Proficient						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2007-2008)	74.1%	76.0%	76.4%	69.7%	71.5%	73.3%	79.3%
ITBS/ITED (ITP)	34.6	37.9	36.9	24.8	22.9	24.2	31.9
ITP w/Accommodations	36.8	40.7	37.5	25.3	23.2	24.7	33.3
ITP wo/Accommodations	29.2	27.1	33.5	21.6	20.6	20.4	24.4
Iowa Alternate Assessment (IAA)	77.9	69.1	71.0	71.4	63.1	60.6	52.9
ITP or IAA	37.1	39.5	38.6	26.8	24.8	25.9	33.0
	Mathematics						
AMO (2007-2008)	73.9%	74.7%	76.6%	72.8%	72.0%	72.0%	79.3%
ITBS/ITED (ITP)	44.4	48.2	46.4	36.2	32.1	30.3	31.6
ITP w/Accommodations	47.4	51.9	47.2	36.9	32.5	31.0	33.0
ITP wo/Accommodations	37.4	34.5	42.0	31.5	28.8	25.3	24.1
Iowa Alternate Assessment (IAA)	66.7	67.3	61.0	65.0	63.6	52.6	60.8
ITP or IAA	45.7	49.3	47.2	37.4	33.6	31.4	33.0

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

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 97.3 to 99.4 percent of the students with disabilities in grades 3 to 8 and 11 who participated in reading and mathematics assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with less than 0.5 percent of Iowa's students with disabilities participating in the alternate assessment.

Table 4

**2007-2008 READING AND MATHEMATICS PARTICIPATION RATES
FOR STUDENTS WITH DISABILITIES BY TEST TYPE**

Test Type	Number of Students						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
FAY ITBS/ITED (ITP)	3,698	4,157	4,409	4,362	4,39	4,575	4,098
FAY ITBS/ITED (ITP) with Accommodations	2,603	3,286	3,729	3,812	3,910	4,085	3,456
FAY ITBS/ITED (ITP) without Accommodations	1,095	871	680	550	489	490	642
FAY Iowa Alternate Assessment (IAA)	226	230	221	196	222	218	210
FAY ITP or IAA	3,924	4,387	4,630	4,558	4,621	4,793	4,308
Total ITP or IAA	4,248	4,737	5,038	4,973	5,040	5,260	4,669
Total Enrollment for Students with Disabilities	4,286	4,769	5,070	5,011	5,102	5,298	4,787
Participation Rates for Students with Disabilities	99.1%	99.3%	99.4%	99.2%	98.8%	99.3%	97.5%
	Mathematics						
FAY ITBS/ITED (ITP)	3,689	4,150	4,390	4,352	4,392	4,544	4,085
FAY ITBS/ITED (ITP) with Accommodations	2,594	3,279	3,710	3,802	3,903	4,054	3,443
FAY ITBS/ITED (ITP) without Accommodations	1,095	871	680	550	489	490	642
FAY Iowa Alternate Assessment (IAA)	225	229	218	197	220	213	212
Total FAY ITP or IAA	3,914	4,379	4,608	4,549	4,612	4,757	4,297
Total ITP or IAA	4,241	4,729	5,016	4,963	5,032	5,208	4,660
Total Enrollment for Students with Disabilities	4,287	4,765	5,067	5,008	5,132	5,289	4,789
Participation Rates for Students with Disabilities	98.9%	99.2%	99.0%	99.1%	98.1%	98.5%	97.3%

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

Notes: FAY indicates full academic year.

ITP (Iowa Testing Program) indicates ITBS and ITED.

STUDENT PERFORMANCE

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

For many years, statewide achievement data from the ITBS and ITED were shown as average scores for each of grades 3 to 12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement levels were used to report system and building results to each school district in Iowa. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

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

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

Reading

Table 5 shows student performance by achievement level for 2007-2008. Figures 1 to 21 show the reading trends for all public school students in grades 4, 8 and 11 and by subgroups. Figures for grades 3, 5, 6, and 7 are not presented because only three years of data exist.

Table 5

READING PERFORMANCE BY ACHIEVEMENT LEVEL 2007-2008

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	Grade 3				Grade 4			
All Students	75.3%	17.7%	57.5%	24.7%	77.5%	18.4%	59.0%	22.5%
African American	54.6	7.0	47.6	45.3	55.8	5.5	50.3	44.1
American Indian	66.1	6.1	60.0	33.9	63.9	7.1	56.8	36.1
Asian	77.0	18.4	58.6	23.0	77.9	20.6	57.3	22.1
Hispanic	55.9	5.5	50.4	44.1	61.4	5.7	55.7	38.5
White	78.3	19.5	58.7	21.7	80.2	20.3	59.9	19.8
Male	72.3	16.0	56.3	27.7	75.2	17.5	57.7	24.8
Female	78.5	19.6	58.9	21.5	79.8	19.4	60.4	20.2
Disability*	37.1	5.6	31.4	62.9	39.5	5.9	33.6	60.4
Migrant	51.3	2.6	48.7	48.7	56.3	2.8	53.5	43.7
ELL	48.1	2.1	46.0	51.8	51.0	4.0	47.0	48.9
Low SES	62.1	8.7	53.4	37.9	64.7	9.2	55.5	35.3
	Grade 5				Grade 6			
All Students	77.1	16.4	60.7	22.9	69.1	13.6	55.5	30.9
African American	57.1	6.4	50.7	43.0	44.1	4.7	39.4	55.9
American Indian	67.7	6.3	61.4	32.3	53.7	4.2	49.5	46.3
Asian	81.1	19.2	61.9	18.9	75.1	21.8	53.3	24.9
Hispanic	59.8	5.9	53.8	40.2	50.5	4.5	46.0	49.5
White	79.8	17.9	61.9	20.2	71.9	14.7	57.2	28.1
Male	75.6	15.7	59.9	24.4	66.9	13.5	53.4	33.1
Female	78.7	17.2	61.5	21.3	71.5	13.8	57.7	28.5
Disability*	38.6	5.5	33.1	61.4	26.8	3.2	23.7	73.2
Migrant	49.4	3.2	46.2	50.6	40.4	2.0	38.4	59.6
ELL	49.7	2.8	46.9	50.3	36.6	1.9	34.7	63.4
Low SES	64.0	8.3	55.7	36.0	54.0	5.4	48.6	46.0
	Grade 7				Grade 8			
All Students	70.4	14.0	56.5	29.6	71.6	13.5	58.0	28.4
African American	44.9	3.7	41.2	55.0	44.6	4.3	40.2	55.4
American Indian	55.2	4.1	51.2	44.8	61.5	5.5	56.0	38.5
Asian	75.2	21.2	54.0	24.8	72.3	18.9	53.4	27.7
Hispanic	49.6	4.0	45.7	50.4	48.1	4.7	43.4	51.9
White	73.4	15.1	58.2	26.6	74.6	14.5	60.1	25.3
Male	67.5	14.2	53.3	32.5	69.9	14.4	55.5	30.1
Female	73.5	13.7	59.8	26.5	73.3	12.6	60.7	26.7
Disability*	24.8	2.2	22.7	75.1	25.9	2.1	23.8	74.1
Migrant	45.2	1.3	43.9	54.8	40.5	0.8	39.7	59.5
ELL	34.4	1.5	32.9	65.6	32.3	1.3	30.9	67.7
Low SES	52.7	5.3	47.4	47.2	54.2	5.4	48.8	45.8
	Grade 11							
All Students	77.4	18.0	59.3	22.6				
African American	53.2	5.8	47.3	46.6				
American Indian	62.8	11.6	51.2	37.2				
Asian	79.0	23.6	55.4	21.0				
Hispanic	56.6	6.3	50.3	43.4				
White	79.4	19.0	60.4	20.5				
Male	74.1	17.8	56.3	25.9				
Female	80.8	18.3	62.5	19.2				
Disability*	33.0	2.2	30.7	66.9				
Migrant	43.8	2.9	41.0	56.2				
ELL	34.1	1.7	32.4	66.0				
Low SES	61.1	8.3	52.8	38.9				

Source: Iowa Department of Education, AYP file.

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

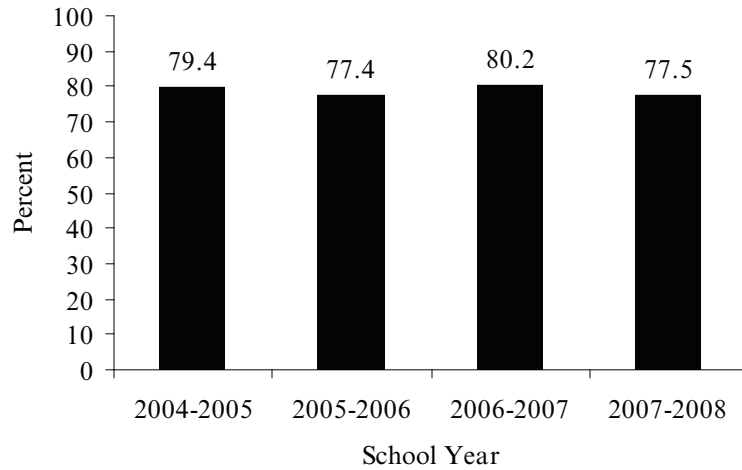
The Iowa Department of Education has combined the "Intermediate and High" performance levels to define a single achievement level called "Proficient".

SES means socioeconomic status.

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

Figure 1

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PROFICIENT IN READING 2004-2005 TO 2007-2008**

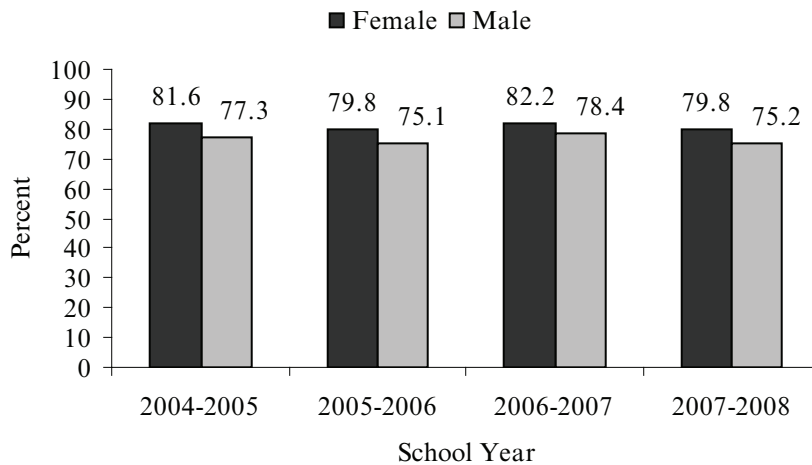


Source: Iowa Department of Education, AYP file.

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

Figure 2

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PROFICIENT IN READING BY GENDER 2004-2005 TO 2007-2008**

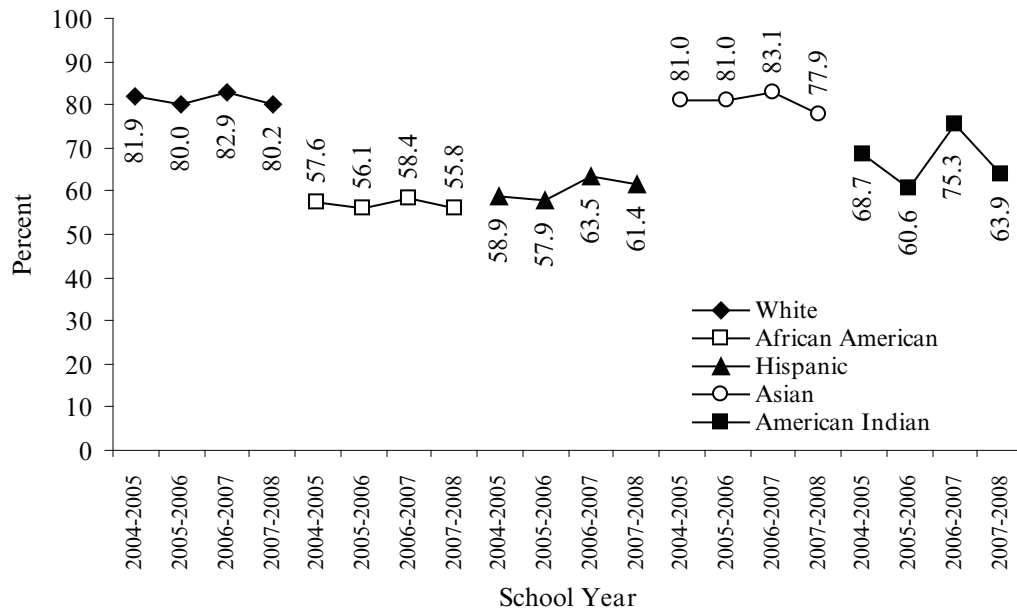


Source: Iowa Department of Education, AYP file.

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

Figure 3

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY RACE/ETHNICITY 2004-2005 TO 2007-2008**

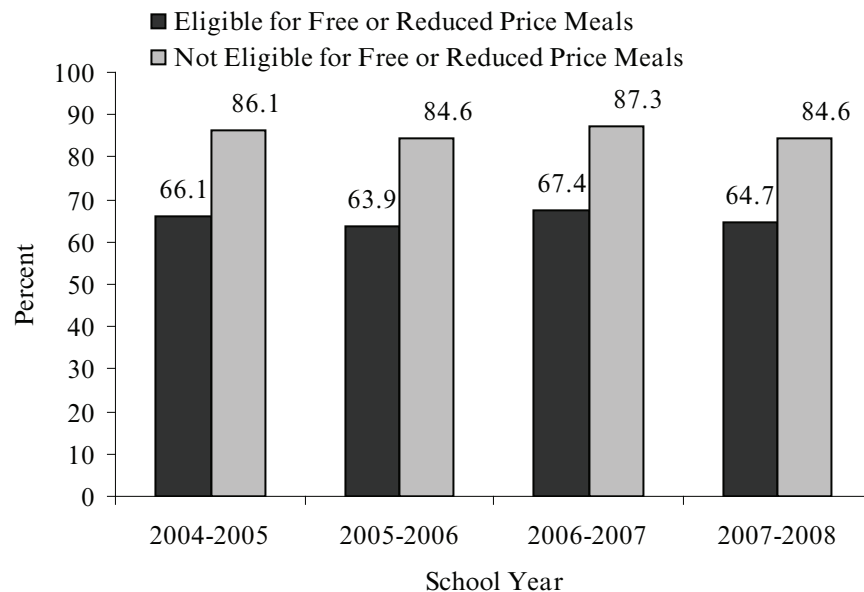


Source: Iowa Department of Education, AYP file.

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

Figure 4

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008**



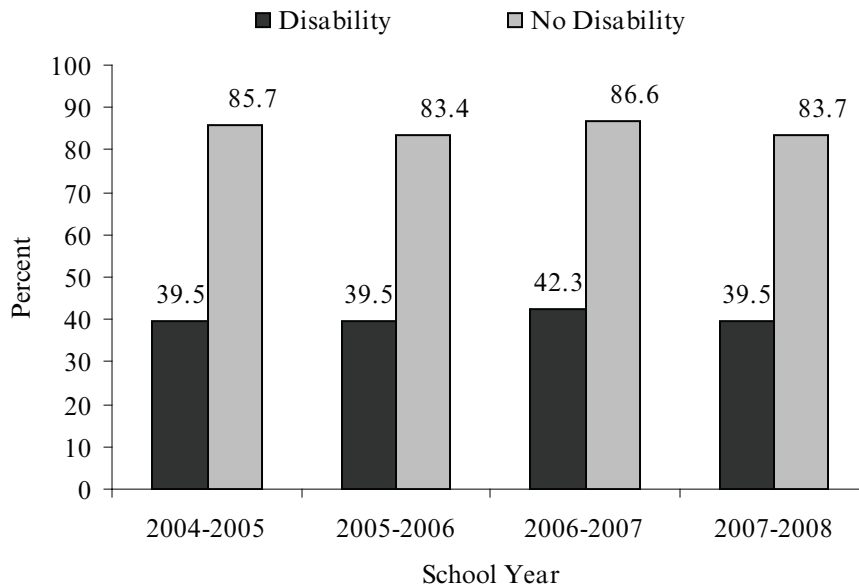
Source: Iowa Department of Education, AYP file.

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

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

Figure 5

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2007-2008**



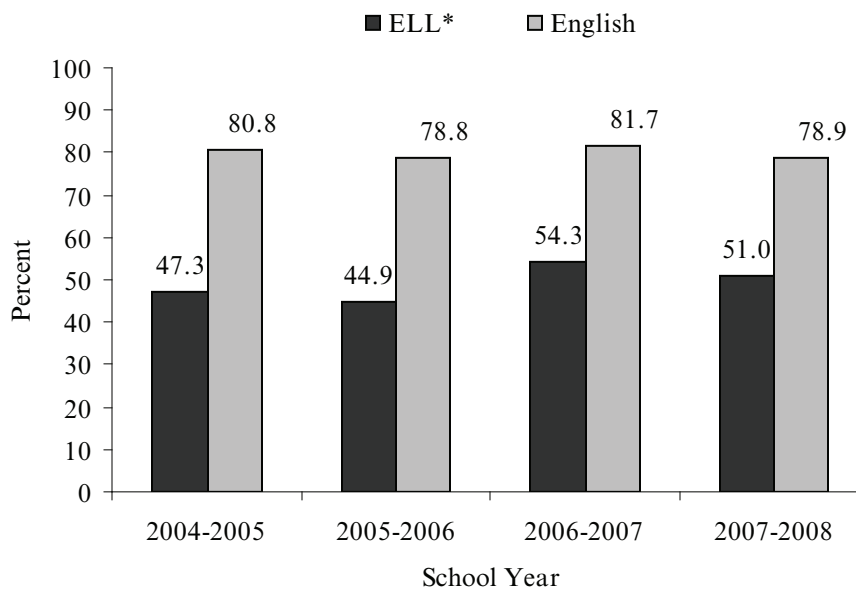
Source: Iowa Department of Education, AYP file.

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

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

Figure 6

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN READING BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**



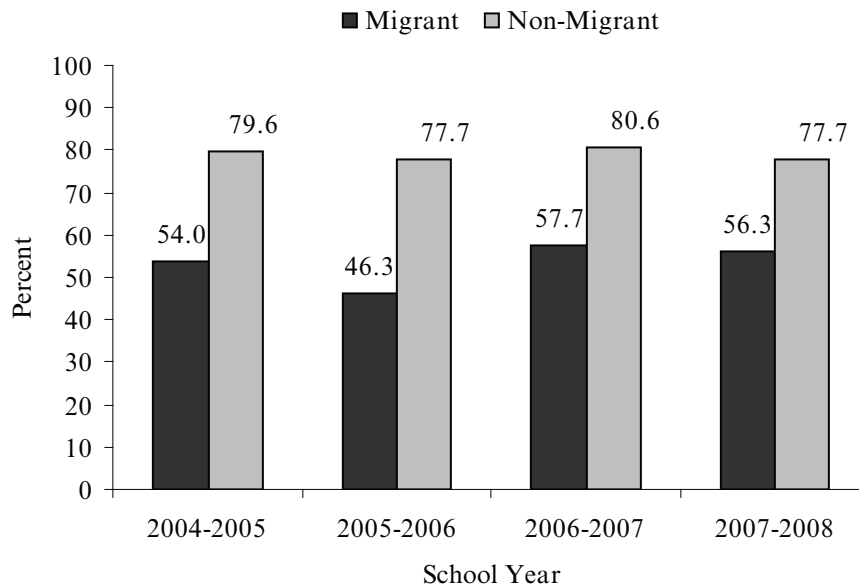
Source: Iowa Department of Education, AYP file.

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

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

Figure 7

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING
BY MIGRANT STATUS* 2004-2005 TO 2007-2008**

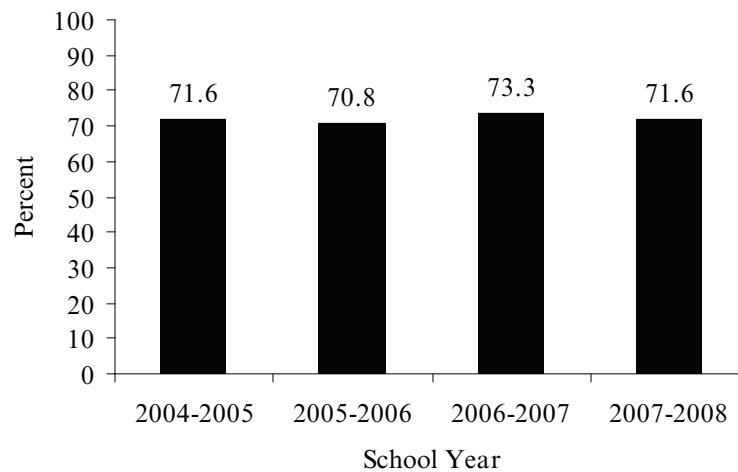


Source: Iowa Department of Education, AYP file.

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

Figure 8

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING 2004-2005 TO 2007-2008**

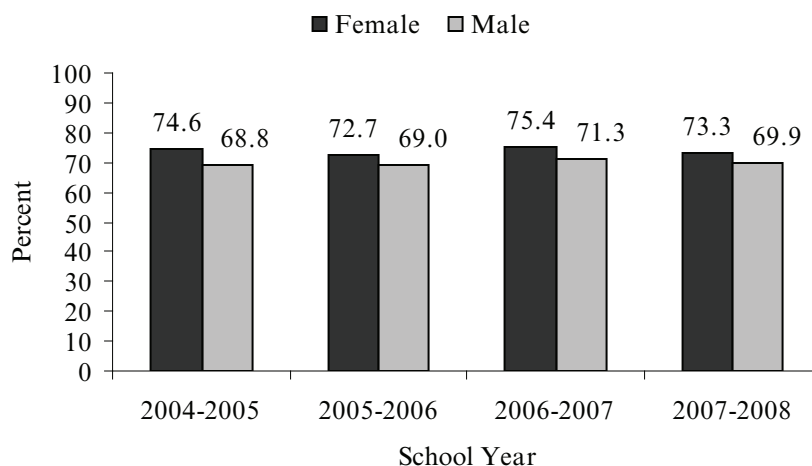


Source: Iowa Department of Education, AYP file.

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

Figure 9

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY GENDER 2004-2005 TO 2007-2008**

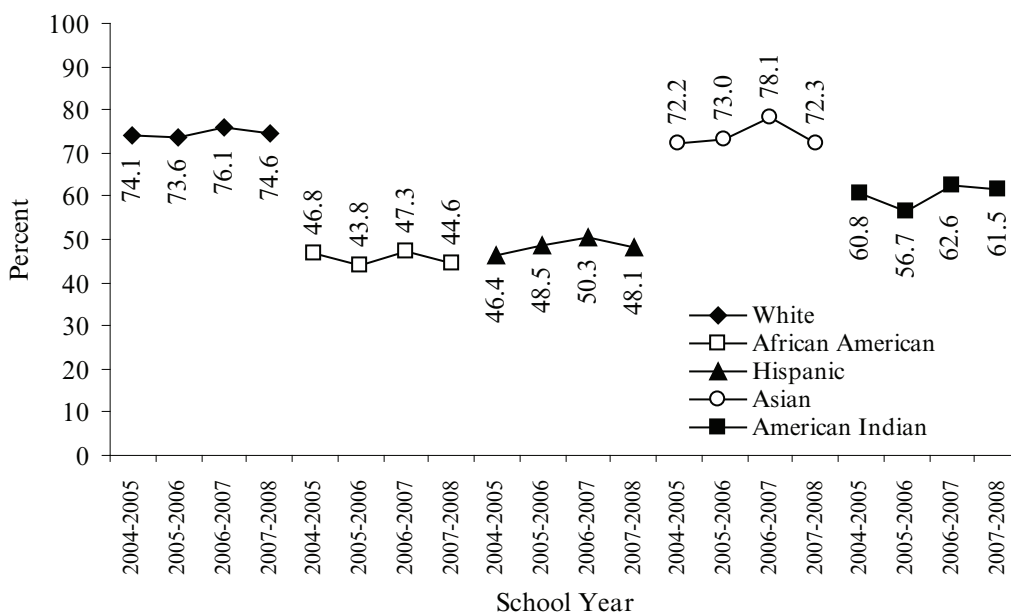


Source: Iowa Department of Education, AYP file.

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

Figure 10

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY RACE/ETHNICITY 2004-2005 TO 2007-2008**

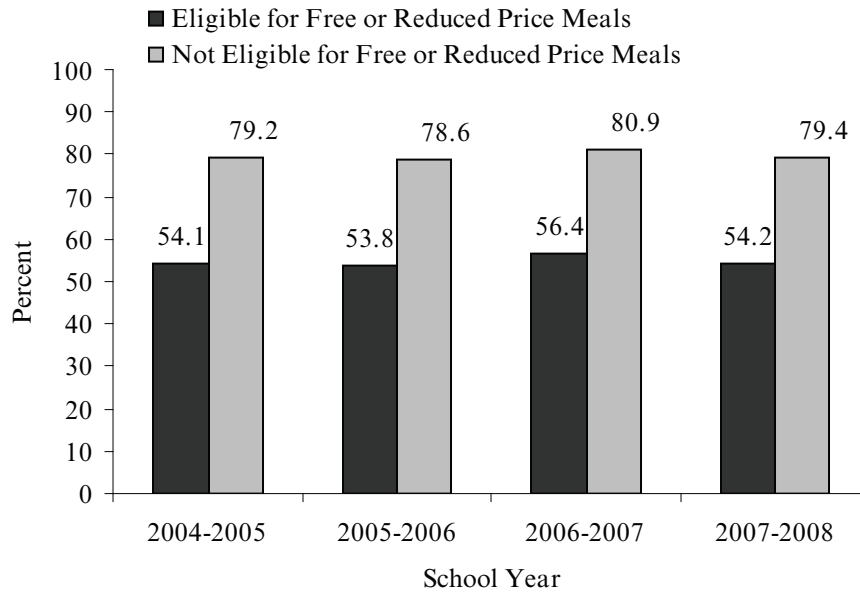


Source: Iowa Department of Education, AYP file.

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

Figure 11

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING
BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008**

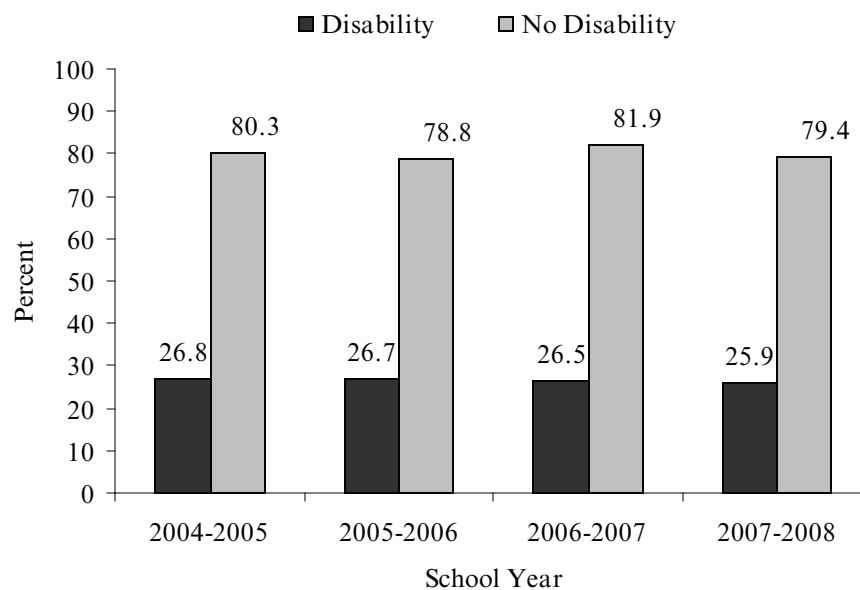


Source: Iowa Department of Education, AYP file.

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

Figure 12

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2007-2008**

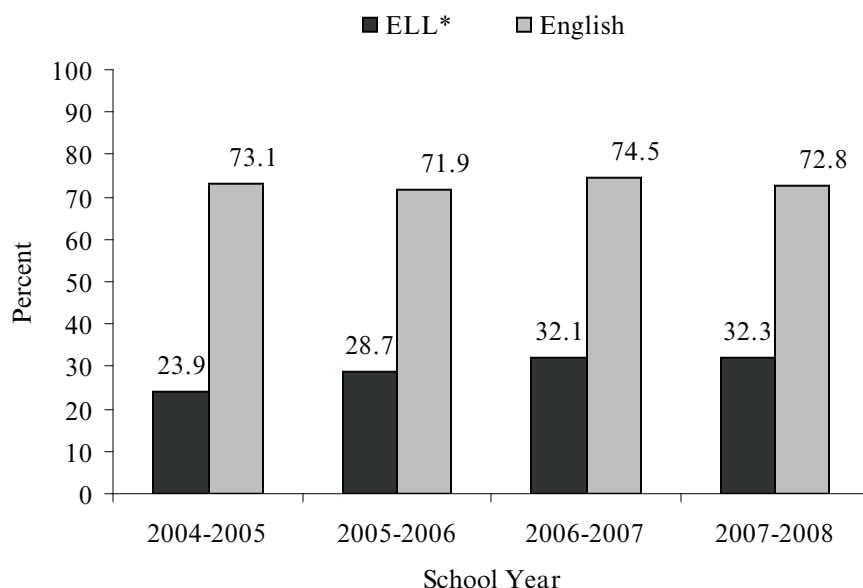


Source: Iowa Department of Education, AYP file.

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

Figure 13

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**

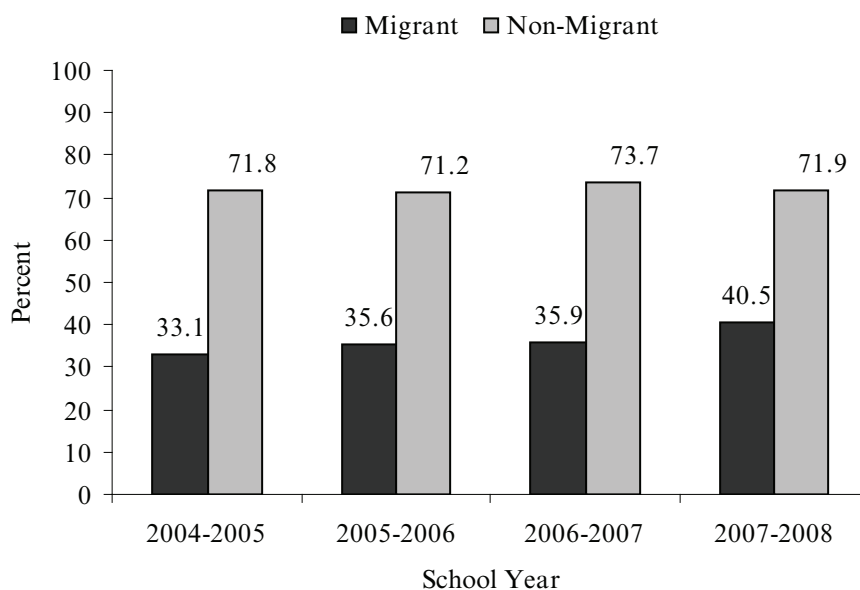


Source: Iowa Department of Education, AYP file.

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

Figure 14

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN
READING BY MIGRANT STATUS* 2004-2005 TO 2007-2008**

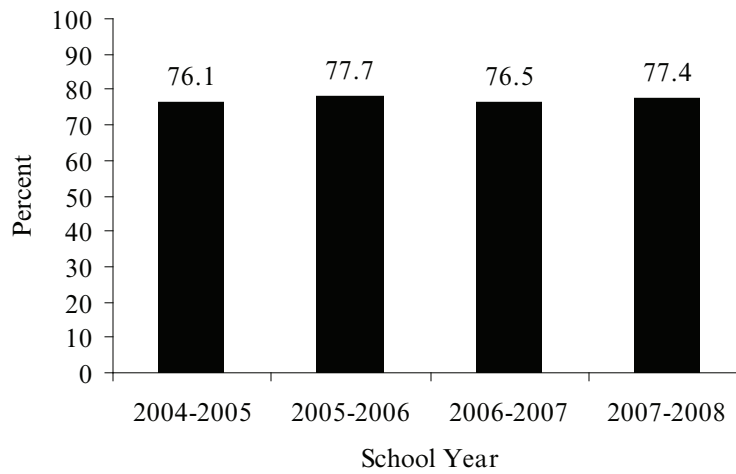


Source: Iowa Department of Education, AYP file.

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

Figure 15

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING 2004-2005 TO 2007-2008**

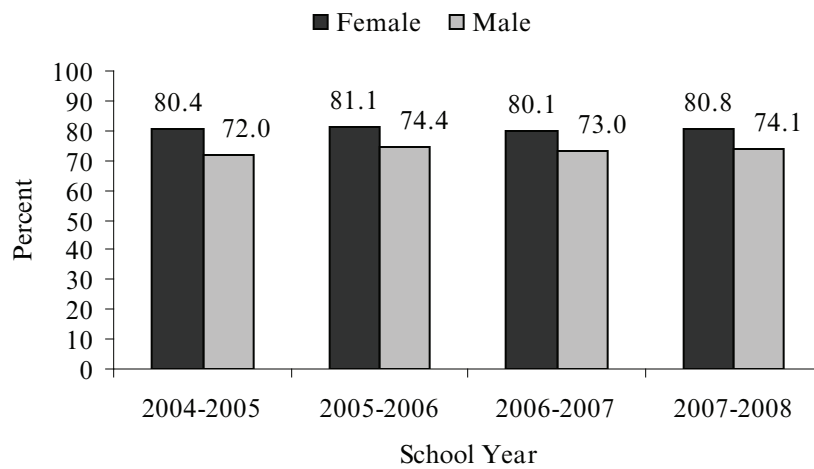


Source: Iowa Department of Education, AYP file.

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

Figure 16

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY GENDER 2004-2005 TO 2007-2008**

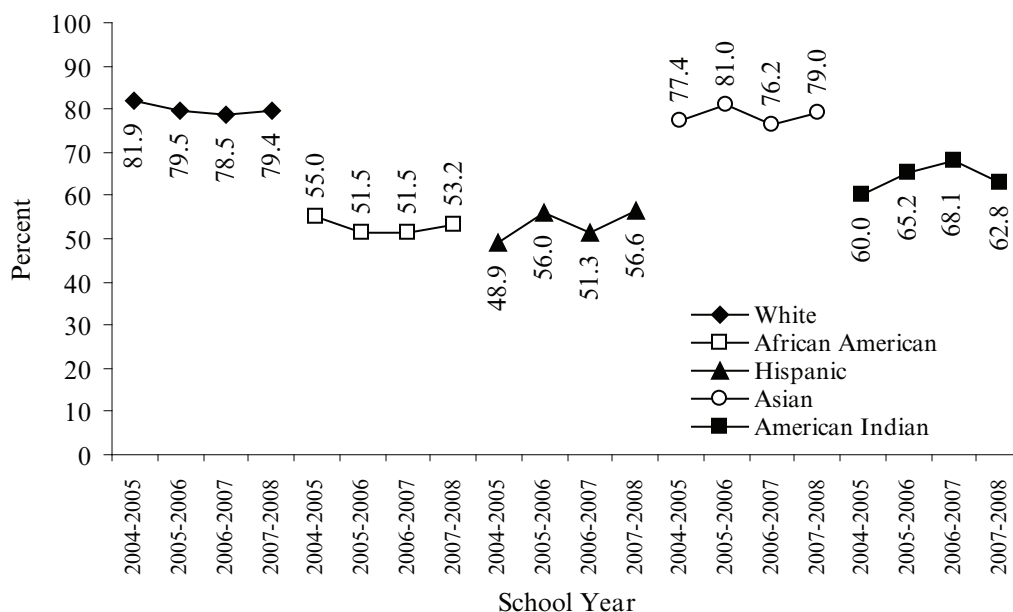


Source: Iowa Department of Education, AYP file.

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

Figure 17

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN READING
BY RACE/ETHNICITY 2004-2005 TO 2007-2008**

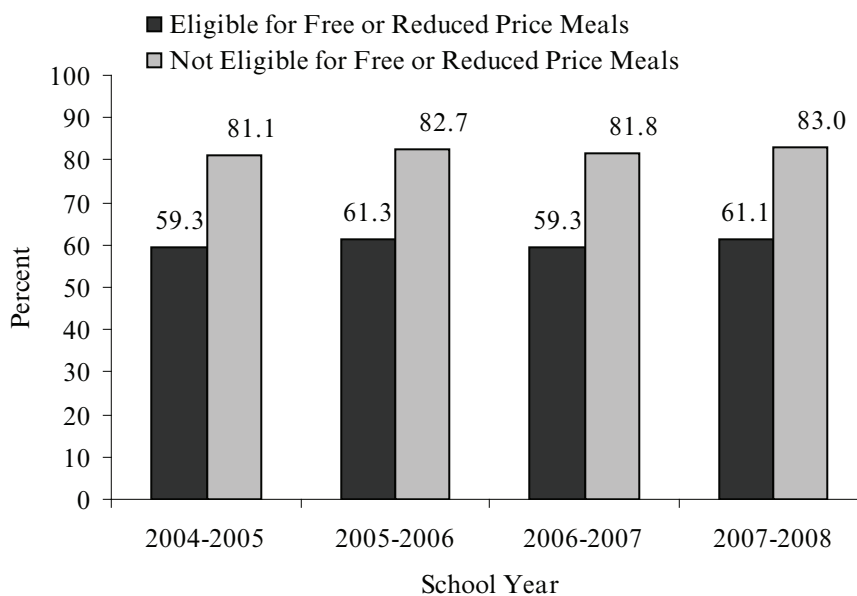


Source: Iowa Department of Education, AYP file.

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

Figure 18

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN
READING BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008**



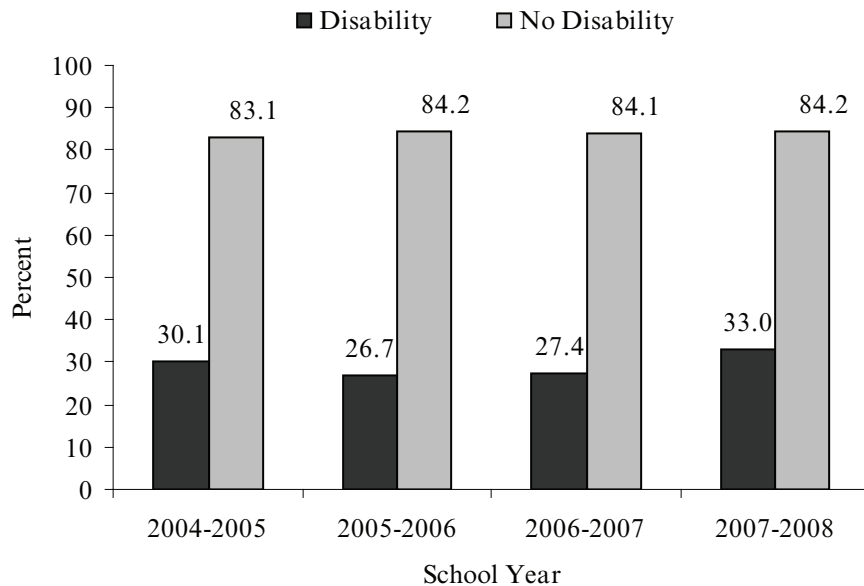
Source: Iowa Department of Education, AYP file.

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

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

Figure 19

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY DISABILITY STATUS* 2004-2005 TO 2007-2008**



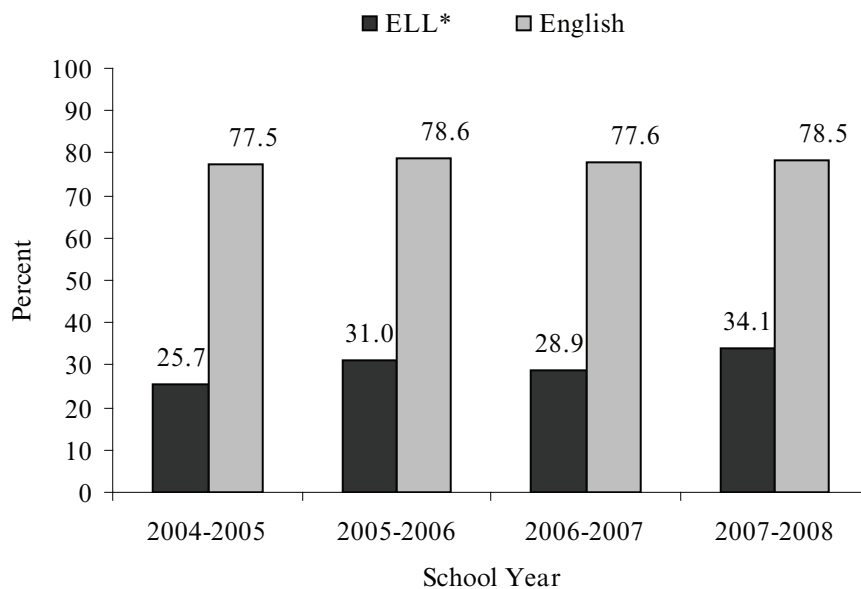
Source: Iowa Department of Education, AYP file.

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

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

Figure 20

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**



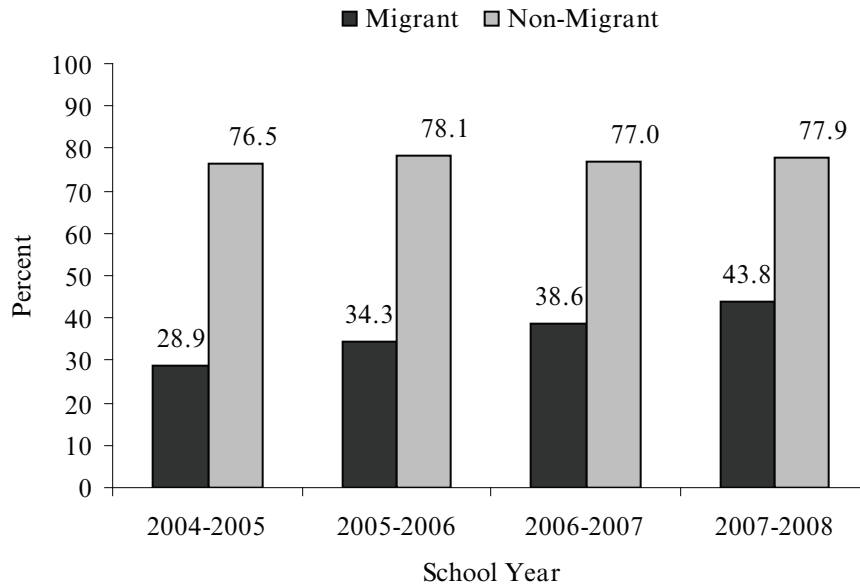
Source: Iowa Department of Education, AYP file.

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

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

Figure 21

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN READING BY MIGRANT STATUS* 2004-2005 TO 2007-2008**



Source: Iowa Department of Education, AYP file.

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

Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 6 shows grades 3 to 8 and 11 student performance by achievement level for 2007-2008. Figures 22 to 42 show the mathematics trends for all students for grades 4, 8, and 11 and by subgroups. Figures for grades 3, 5, 6, and 7 are not presented because only three years of data exist.

Table 6

MATHEMATICS PERFORMANCE BY ACHIEVEMENT LEVEL 2007-2008

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	Grade 3				Grade 4			
All Students	75.9%	19.8%	56.1%	24.1%	79.9%	23.6%	56.3%	20.1%
African American	51.5	6.7	44.8	48.5	54.6	7.6	47.0	45.4
American Indian	58.7	10.6	48.0	41.3	65.3	11.8	53.5	34.7
Asian	76.6	26.2	50.4	23.4	84.5	35.2	49.3	15.5
Hispanic	57.0	6.7	50.3	43.0	64.5	8.2	56.3	35.5
White	79.2	21.6	57.5	20.9	82.8	25.7	57.1	17.2
Male	76.6	21.5	55.1	23.4	80.9	26.6	54.2	19.1
Female	75.1	17.9	57.2	24.9	78.9	20.5	58.5	21.1
Disability*	45.7	6.1	39.6	54.3	49.3	6.9	42.3	50.7
Migrant	51.9	5.1	46.8	48.1	60.6	4.2	56.3	39.4
ELL	51.9	4.6	47.3	48.1	58.2	6.4	51.8	41.8
Low SES	63.4	10.0	53.4	36.6	67.7	12.3	55.4	32.3
	Grade 5				Grade 6			
All Students	80.4	22.7	57.7	19.6	77.1	20.7	56.4	22.9
African American	58.4	6.8	51.6	41.6	50.6	6.1	44.5	49.4
American Indian	62.2	9.0	53.2	37.8	57.1	4.8	52.4	42.9
Asian	87.2	32.1	55.1	12.9	83.6	30.1	53.5	16.4
Hispanic	66.4	9.6	56.8	33.6	59.7	6.1	53.6	40.3
White	82.9	24.6	58.3	17.1	79.9	22.5	57.4	20.1
Male	81.4	25.2	56.2	18.6	77.1	24.0	53.1	22.9
Female	79.3	20.0	59.3	20.7	77.0	17.2	59.8	23.0
Disability*	47.2	5.6	41.6	52.8	37.4	4.0	33.4	62.6
Migrant	56.1	3.2	52.9	43.9	47.4	3.3	44.1	52.6
ELL	60.7	5.8	54.9	39.3	48.9	2.9	46.0	51.1
Low SES	68.1	11.0	57.1	31.9	62.5	9.1	53.4	37.5
	Grade 7				Grade 8			
All Students	76.6	20.4	56.2	23.4	75.7	20.0	55.7	24.3
African American	48.7	5.8	42.9	51.3	45.5	5.1	40.4	54.5
American Indian	62.9	4.1	58.8	37.1	57.1	10.4	46.7	42.9
Asian	82.7	33.0	49.8	17.3	80.6	26.7	54.0	19.4
Hispanic	56.6	6.7	49.9	43.4	54.6	7.1	47.5	45.4
White	79.5	22.0	57.5	20.5	78.8	21.6	57.2	21.2
Male	76.5	23.2	53.3	23.5	75.8	23.5	52.3	24.2
Female	76.7	17.5	59.2	23.4	75.7	16.5	59.2	24.3
Disability*	33.6	3.1	30.5	66.4	31.4	2.4	29.0	68.6
Migrant	49.4	3.8	45.5	50.6	46.6	2.3	44.3	53.4
ELL	44.4	4.8	39.6	55.6	44.3	3.2	41.1	55.7
Low SES	60.5	8.8	51.7	39.5	59.1	8.4	50.8	40.9
	Grade 11							
All Students	77.9	21.3	56.6	22.1				
African American	45.2	4.2	41.1	54.8				
American Indian	61.0	12.8	48.2	39.0				
Asian	77.1	27.2	49.9	22.9				
Hispanic	55.7	6.6	49.1	44.3				
White	80.4	22.6	57.8	19.6				
Male	78.0	25.7	52.4	22.0				
Female	77.8	16.7	61.1	22.2				
Disability*	33.0	2.7	30.3	66.9				
Migrant	50.0	5.7	44.3	50.0				
ELL	38.1	3.1	34.9	61.9				
Low SES	60.8	8.6	52.2	39.2				

Source: Iowa Department of Education, AYP file.

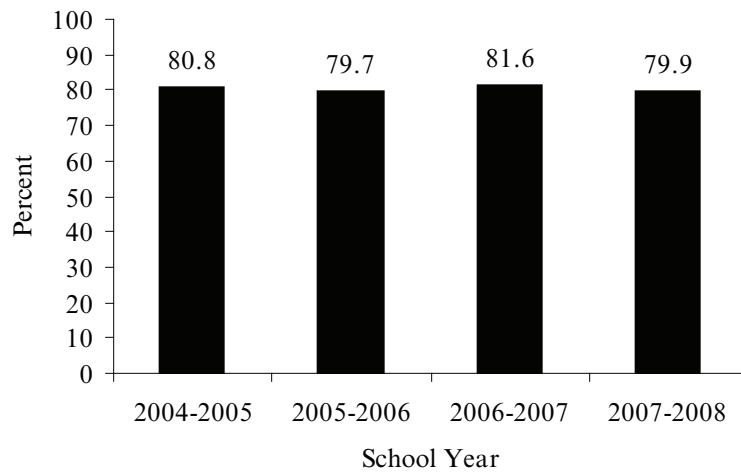
Notes: *Disability status is determined by the presence of an individualized education plan (IEP).

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 PROFICIENT
IN MATHEMATICS 2004-2005 TO 2007-2008**

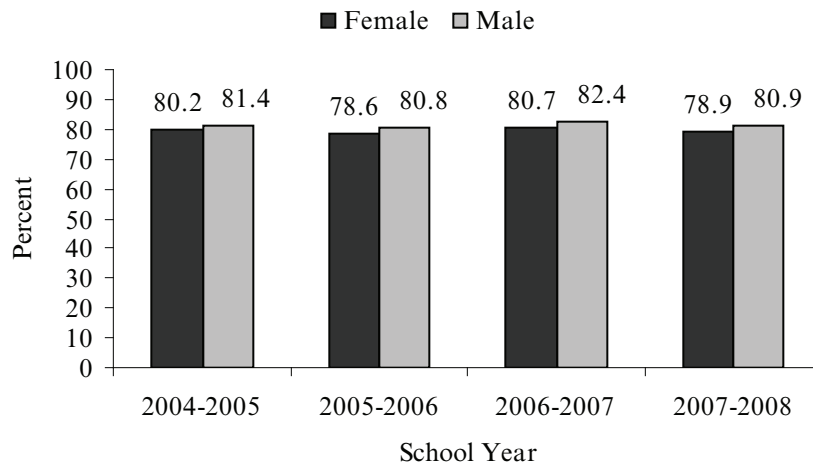


Source: Iowa Department of Education, AYP file.

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

Figure 23

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2007-2008**

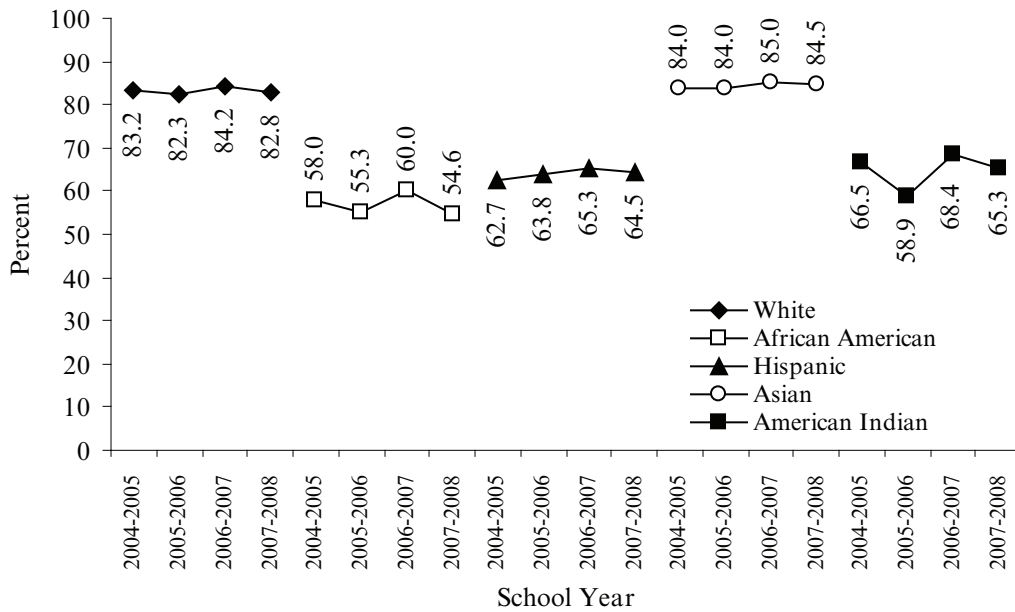


Source: Iowa Department of Education, AYP file.

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

Figure 24

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2007-2008**

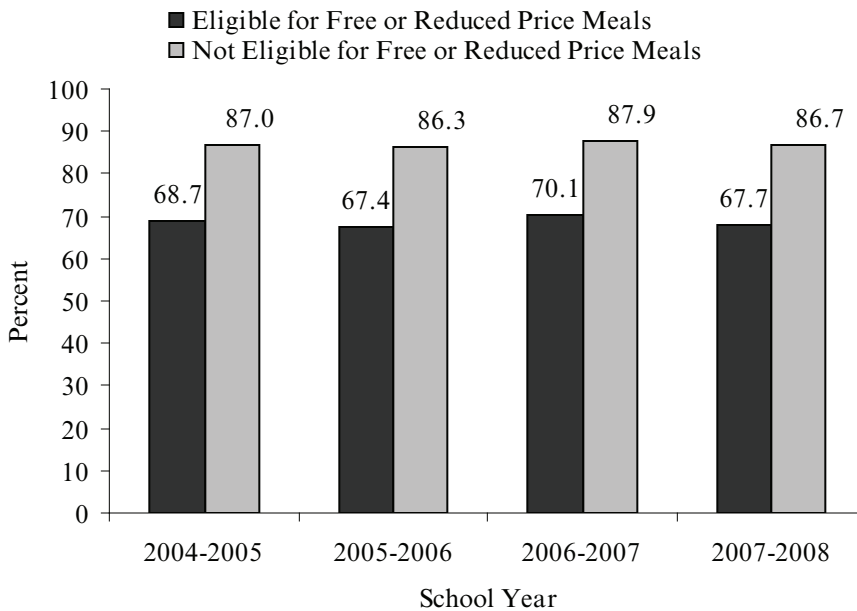


Source: Iowa Department of Education, AYP file.

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

Figure 25

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN
MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008**



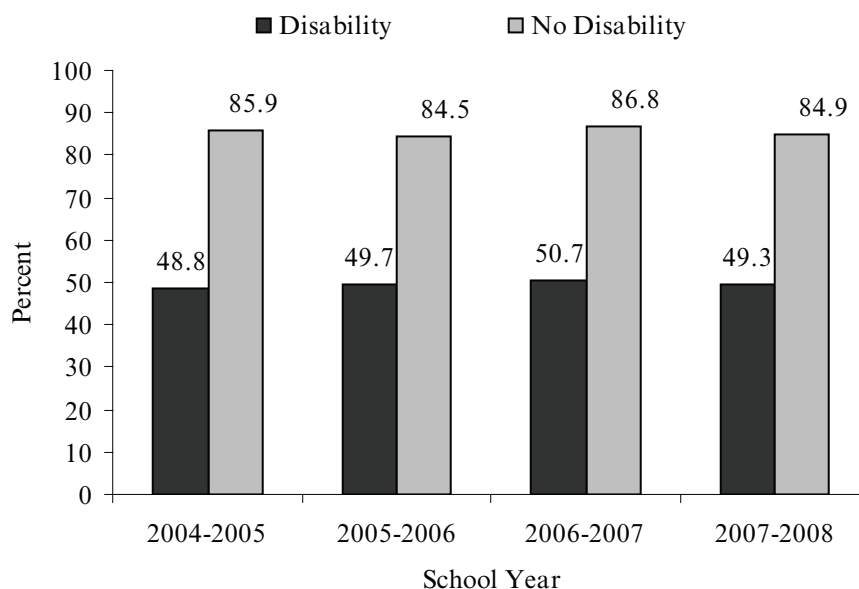
Source: Iowa Department of Education, AYP file.

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

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

Figure 26

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY DISABILITY STATUS* 2004-2005 TO 2007-2008**



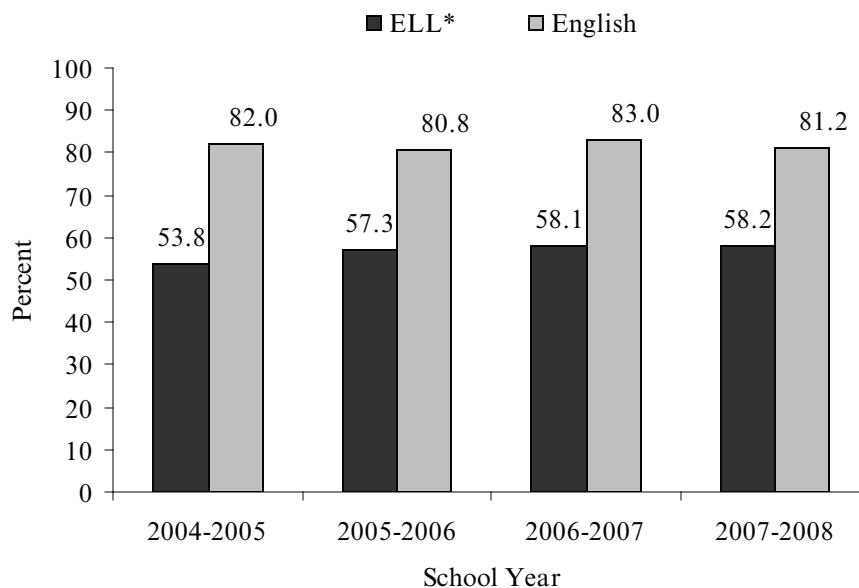
Source: Iowa Department of Education, AYP file.

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

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

Figure 27

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**

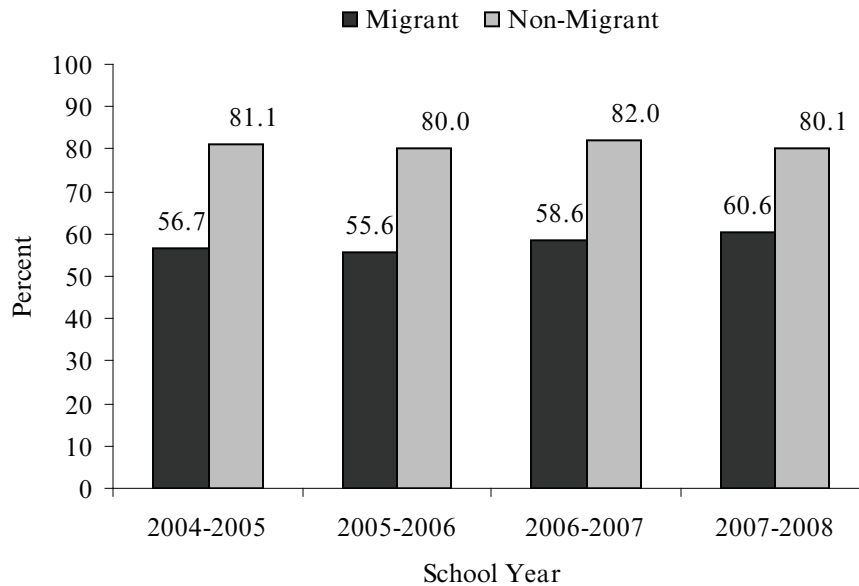


Source: Iowa Department of Education, AYP file.

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

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY MIGRANT STATUS* 2004-2005 TO 2007-2008**

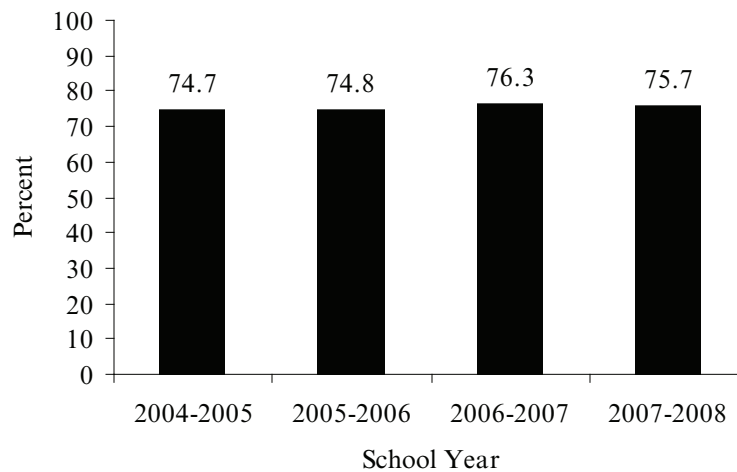


Source: Iowa Department of Education, AYP file.

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

Figure 29

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS 2004-2005 TO 2007-2008**

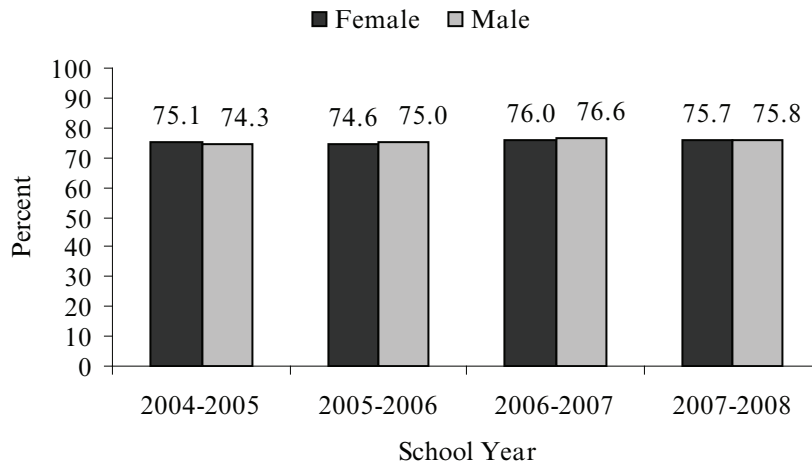


Source: Iowa Department of Education, AYP file.

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

Figure 30

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2007-2008**

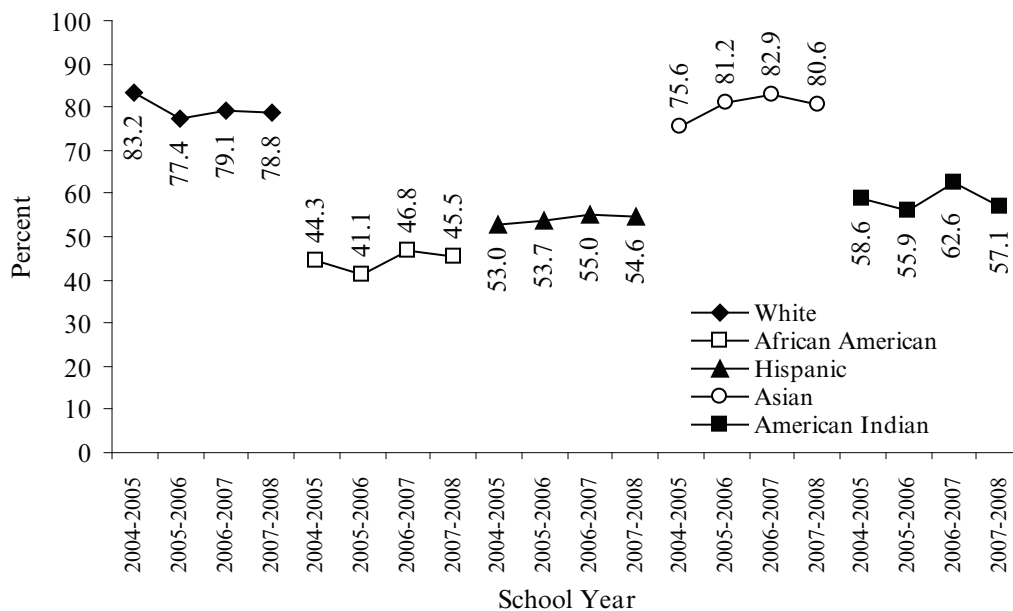


Source: Iowa Department of Education, AYP file.

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

Figure 31

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2007-2008**

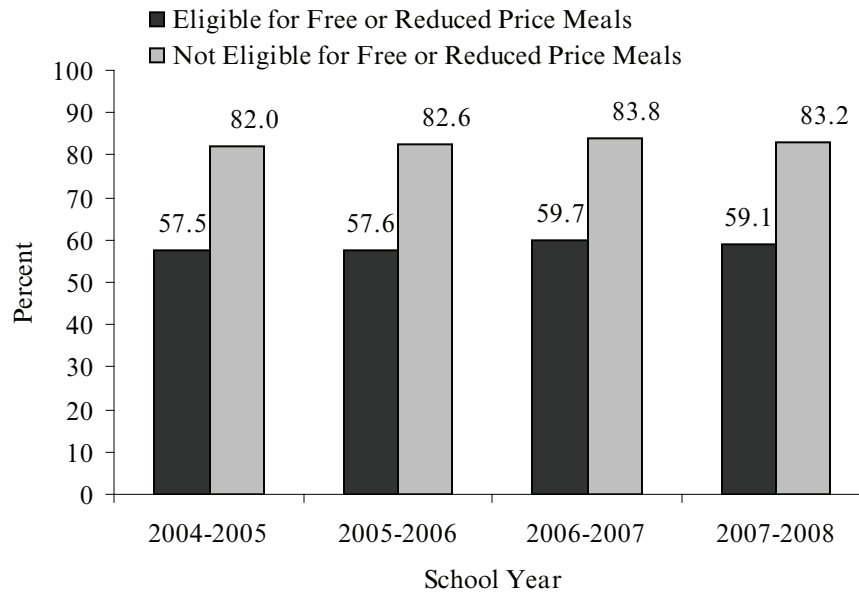


Source: Iowa Department of Education, AYP file.

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

Figure 32

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008

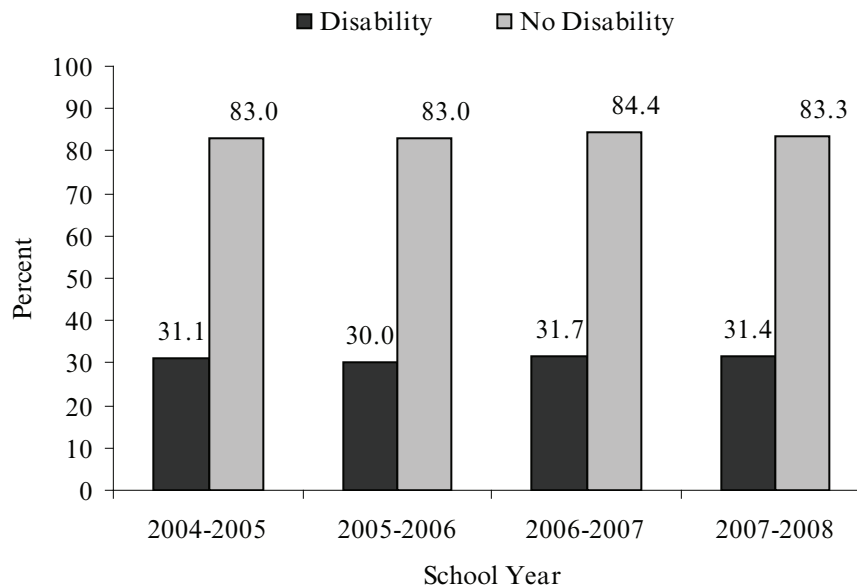


Source: Iowa Department of Education, AYP file.

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

Figure 33

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY DISABILITY STATUS* 2004-2005 TO 2007-2008

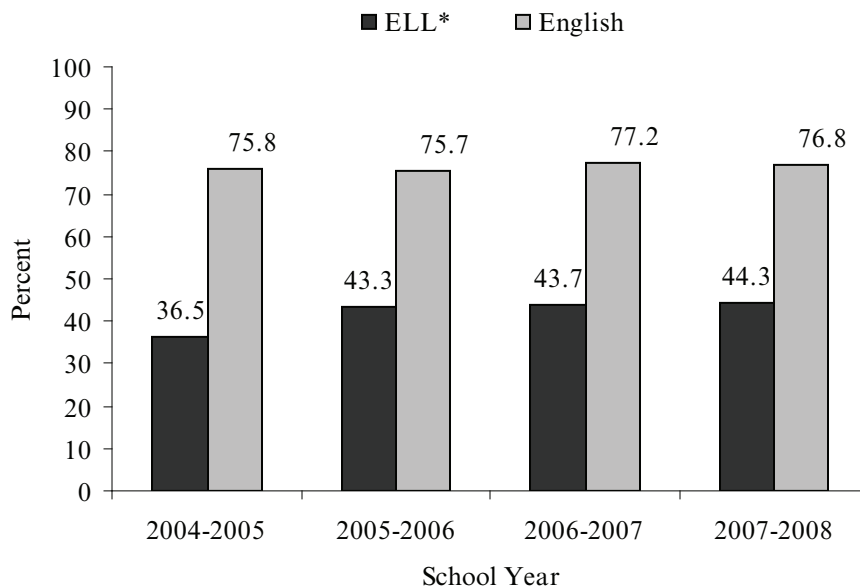


Source: Iowa Department of Education, AYP file.

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

Figure 34

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**

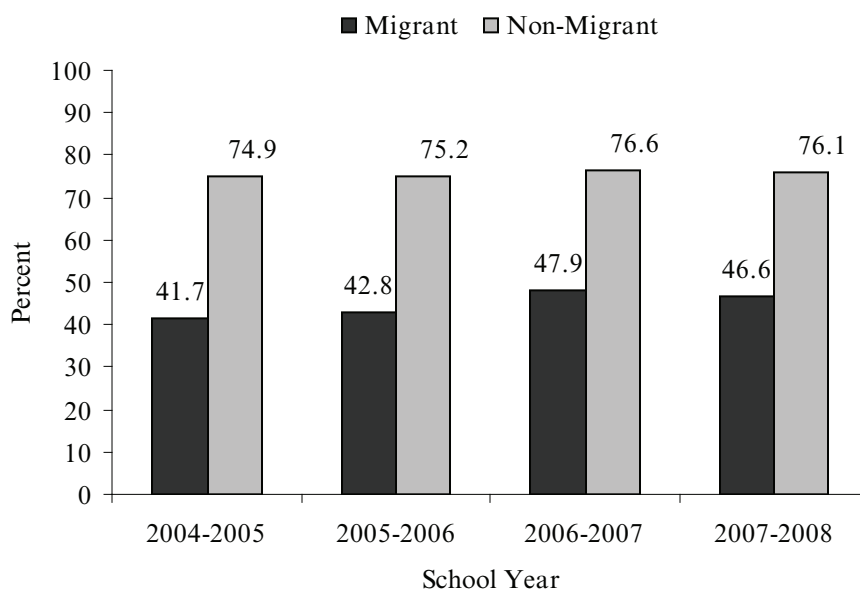


Source: Iowa Department of Education, AYP file.

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

Figure 35

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY MIGRANT STATUS* 2004-2005 TO 2007-2008**

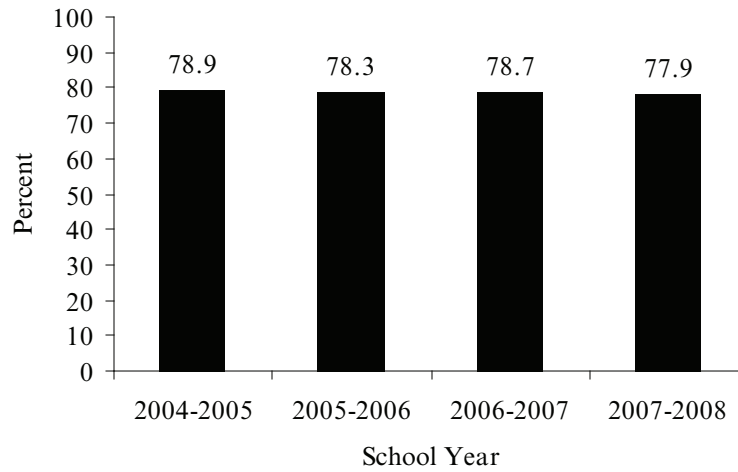


Source: Iowa Department of Education, AYP file.

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

Figure 36

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS 2004-2005 TO 2007-2008**

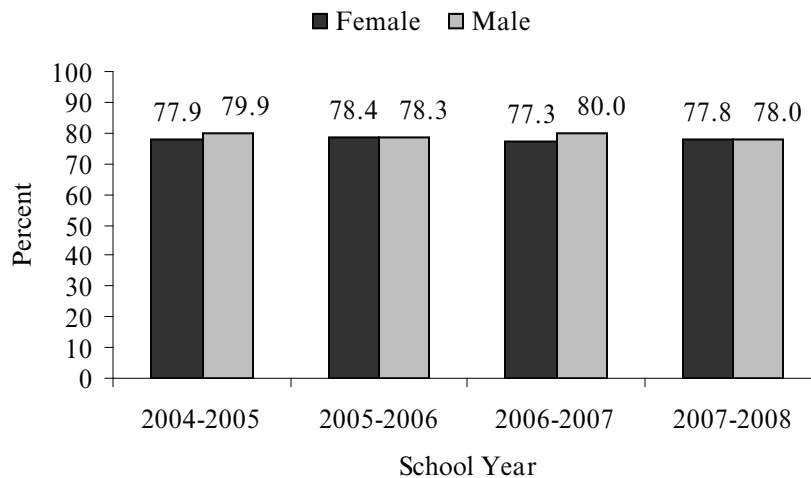


Source: Iowa Department of Education, AYP file.

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

Figure 37

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY GENDER 2004-2005 TO 2007-2008**

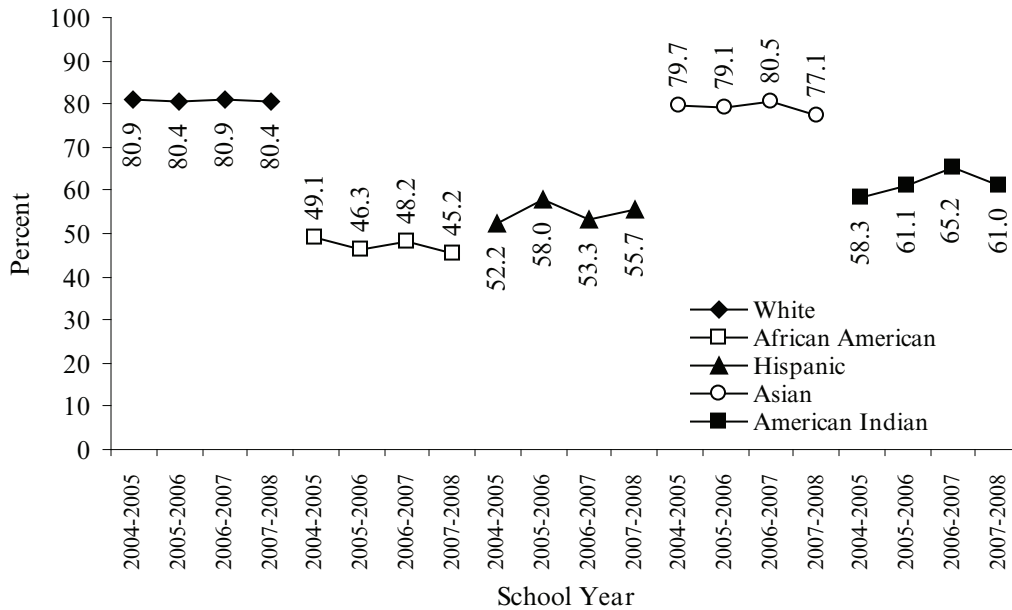


Source: Iowa Department of Education, AYP file.

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

Figure 38

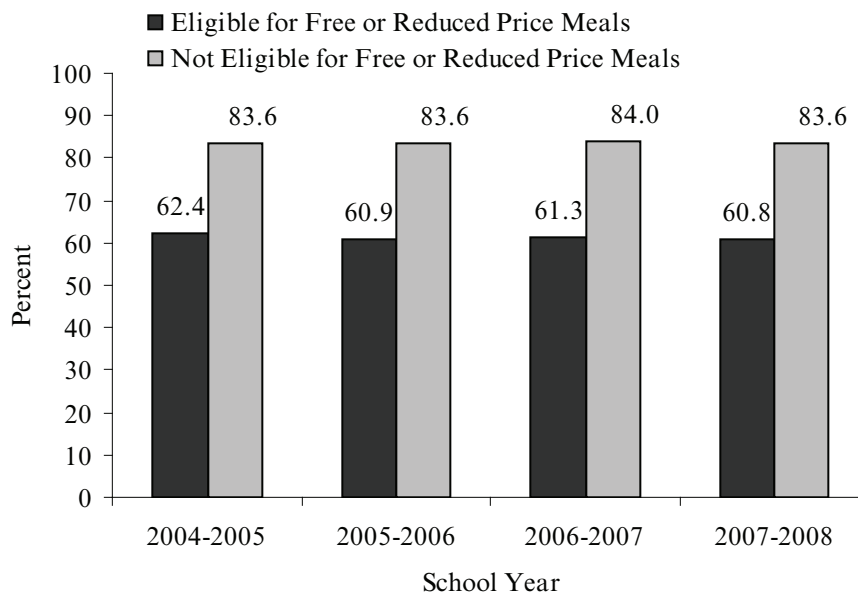
**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2007-2008**



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

Figure 39

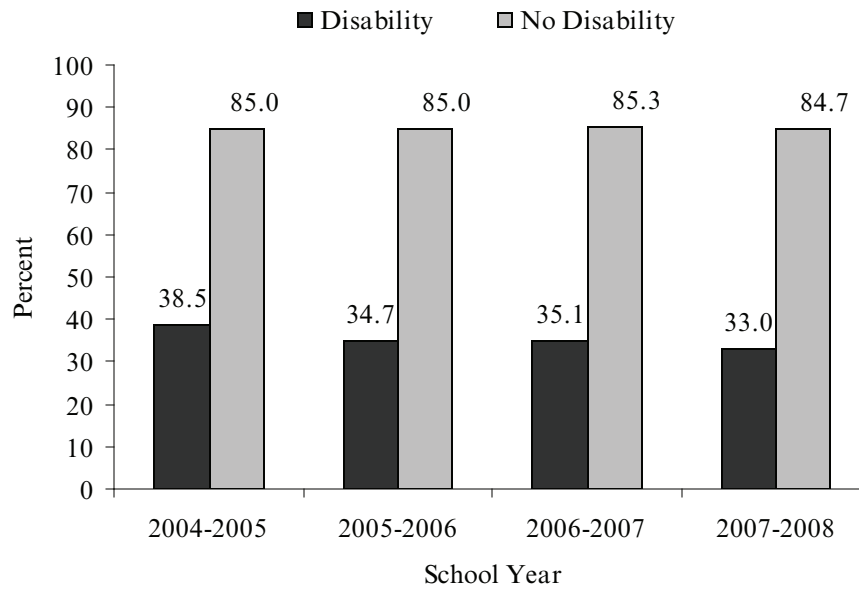
**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY SOCIOECONOMIC STATUS* 2004-2005 TO 2007-2008**



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

Figure 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
IN MATHEMATICS BY DISABILITY STATUS* 2004-2005 TO 2007-2008**



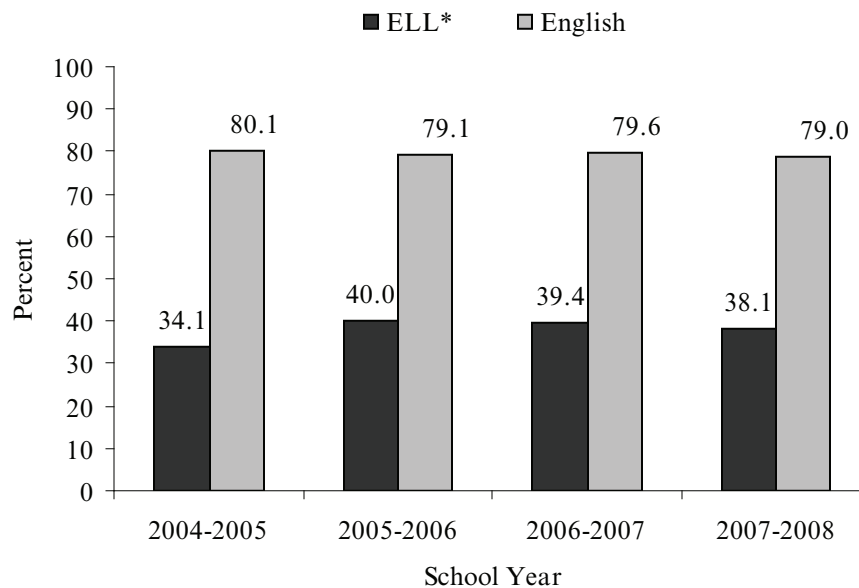
Source: Iowa Department of Education, AYP file.

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

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

Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY PRIMARY LANGUAGE STATUS* 2004-2005 TO 2007-2008**



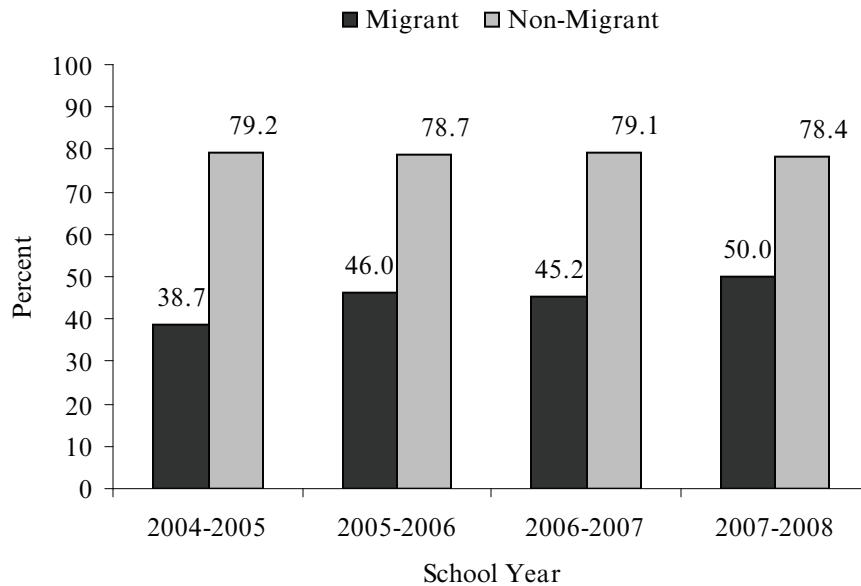
Source: Iowa Department of Education, AYP file.

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

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

Figure 42

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN MATHEMATICS
BY MIGRANT STATUS* 2004-2005 TO 2007-2008**



Source: Iowa Department of Education, AYP file.

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

GRADUATION RATES

Since 2003, public high school graduation rates have been one of the indicators for the No Child Left Behind (NCLB) Accountability System. In the spring of 2005, the Iowa Department of Education started to collect high school senior graduation status and their diploma types by 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.

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

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

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

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

The NCES Leaver Rates have been used since 2003 for public school graduation rates from the class of 1998 to the class of 2006. The Leaver Rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically: the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

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

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

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

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

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

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

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

Iowa has a statewide identification 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.

Table 7 shows the high school graduation data by gender and state total for graduating classes 1998 through 2006. The graduation rates increased annually from 1998 to 2006 for both gender and total groups except 2004. The highest female graduation rate was in 2006. Females had higher graduation rates than the males for all the classes from 1998 to 2006.

Table 7

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

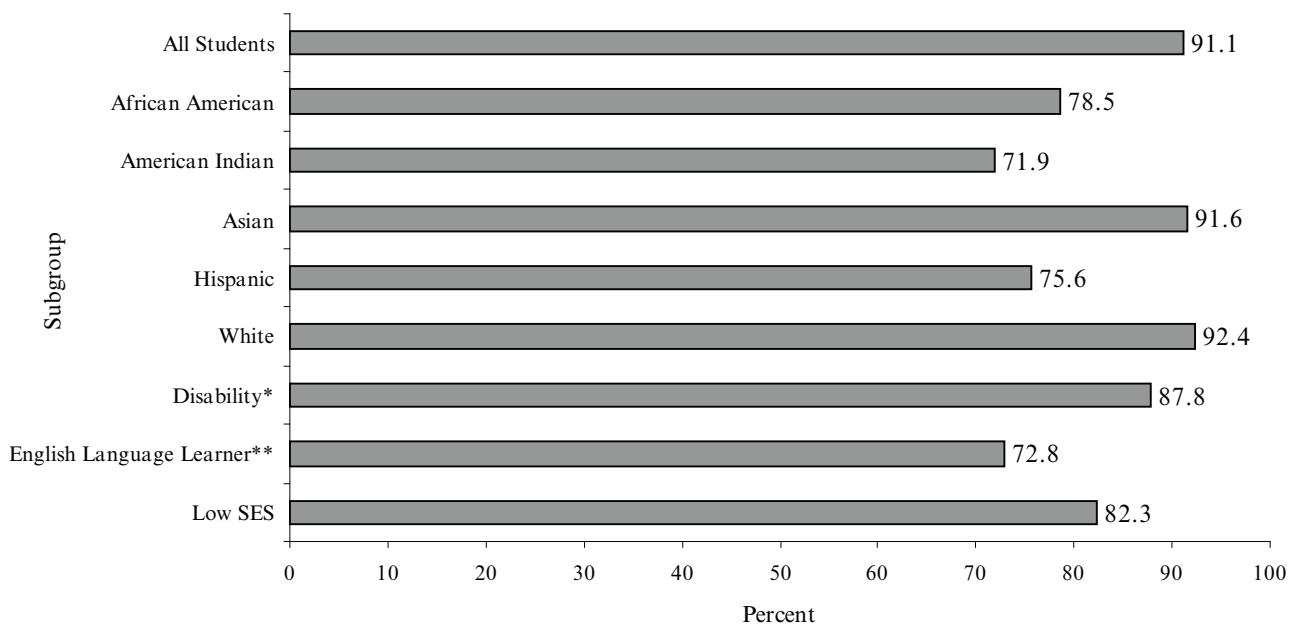
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

For the first time, a cohort graduation rate is calculated for the graduating class of 2007 to make AYP decisions. The three year cohort graduation rate is calculated by dividing the number of on time graduates in 2007 by the number of 10th grade enrollment in fall of 2004 minus number transferred out plus total transferred in students. The formula allows an adjustment for special education students who take longer to graduate and early graduates who are in and out the cohort.

Figure 43 shows the three-year cohort graduation rates for the public school graduating class of 2007 by subgroup, (Asian and white had the highest graduation rates for all groups shown). The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

Figure 43

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



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

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

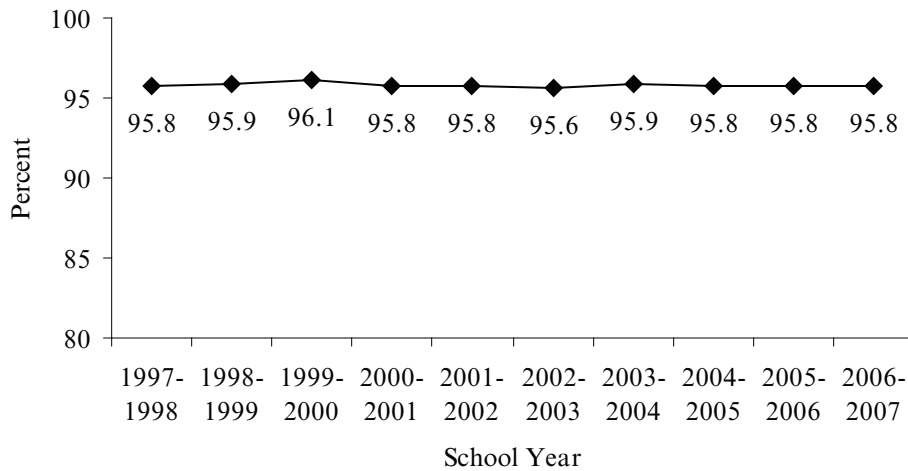
**English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

AVERAGE DAILY ATTENDANCE

The average daily attendance (ADA) rate for grades K to 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 to 8 ADA rates for Iowa public schools were basically unchanged between 1998 and 2007 and the disaggregated ADA data by subgroup are displayed in Figure 45.

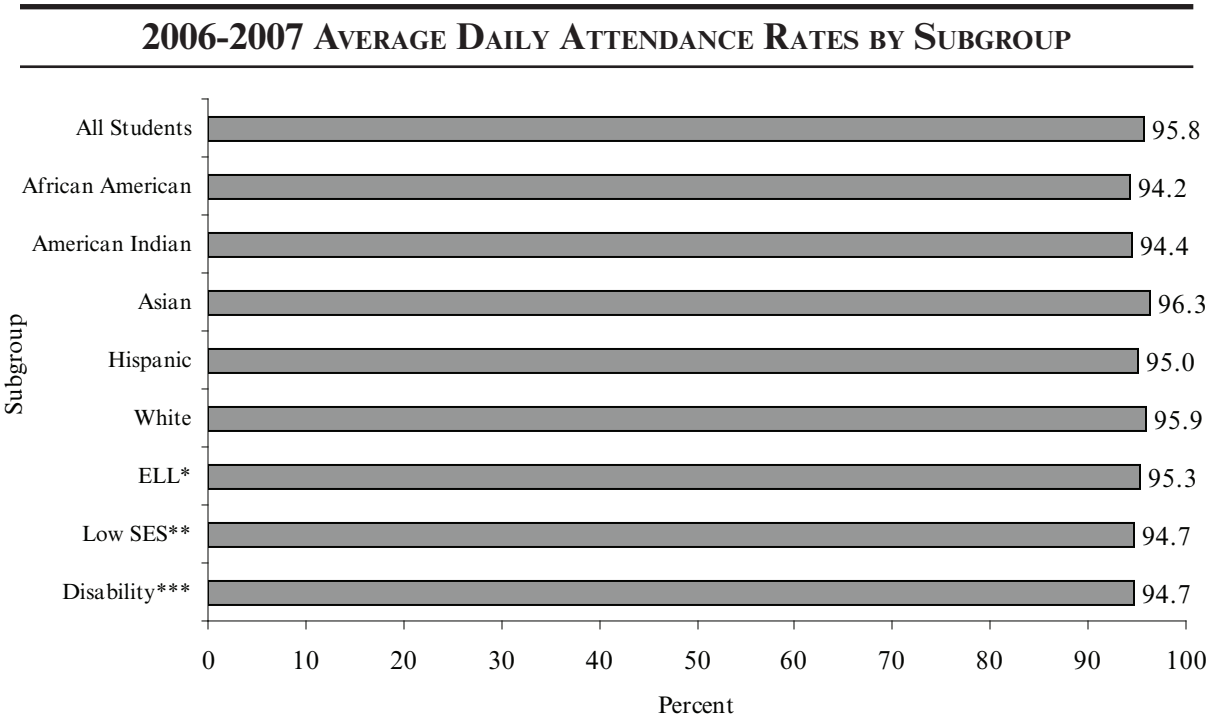
Figure 44

IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2006-2007



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

Figure 45



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

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

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

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

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 by school level in 2007-2008. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There were over 10,000 more public school students in the low poverty schools compared to high poverty schools. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 9 to 11. Table 10 further breaks down HQT assignments by school level and Table 11 breaks down the HQT assignments by school poverty level. For academic areas shown, all twelve areas are above 96 percent.

Table 8

	All Level Schools			Elementary		All Elem-entary	Secondary		All Second-ary
	High Poverty Schools	Low Poverty Schools	All Schools	High Poverty Schools	Low Poverty Schools		High Poverty Schools	Low Poverty Schools	
# Assignments in Selected Areas	11,512	9,696	43,406	8,382	6,804	31,215	3,130	2,892	12,191
# Assignments in Selected Areas Taught by HQT	11,502	9,619	43,169	8,382	6,744	31,054	3,120	2,875	12,115
% Assignments in Selected Areas Taught by HQT	99.9%	99.2%	99.5%	100.0%	99.1%	99.5%	99.7%	99.4%	99.4%
# Full-Time Teachers	9,291	8,752	33,858	6,548	5,642	22,662	2,743	3,110	11,196
# Advanced Degrees	2,838	2,437	9,292	1,919	1,453	6,003	919	984	3,301
% Advanced Degrees	30.5%	27.8%	27.4%	29.3%	25.8%	26.5%	33.5%	31.6%	29.5%
# Bachelor Degrees	6,453	6,315	24,566	4,629	4,189	16,659	1,824	2,126	7,895
Avg. District Experience	10.7	10.1	11.165	10.8	10.1	11.5	10.5	10.0	10.5
Avg. Total Experience	14.0	13.9	14.7	13.8	13.6	14.6	14.4	14.5	14.7
Average Age	42.24	40.49	41.94	41.77	40.02	41.79	43.36	41.348	42.2548
Average Salary	\$46,057	\$46,018	\$45,354	\$46,036	\$46,025	\$45,594	\$46,106	\$46,004	\$44,8/69
# Students Served	121,689	132,151	471,371	80,938	85,897	310,570	40,751	46,254	160,801

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

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

Table 9

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2007-2008**

Academic Area	Assignments for All Building Teachers		Assignments for Building, District Office and AEA Teachers		Assignments for Building and District Office Teachers	
	Total	% Taught by HQT	Total	% Taught by HQT	Total	% Taught by HQT
English	5,465	99.0%	5,508	99.0%	5,508	99.0%
Reading/Language Arts	2,306	99.2	2,333	99.2	2,331	99.2
Mathematics	5,225	99.5	5,247	99.5	5,247	99.5
Science	4,070	99.4	4,084	99.4	4,084	99.4
Foreign Language	1,026	99.4	1,027	99.4	1,027	99.4
Civics/Government	1,871	98.6	1,879	98.6	1,879	98.6
Economics	268	97.4	274	97.4	274	97.4
Arts	5,379	99.4	5,440	99.4	5,437	99.4
History	1,420	99.7	1,433	99.7	1,433	99.7
Geography	227	98.2	228	98.2	228	98.2
Elementary (K-8)	11,154	99.8	11,173	99.8	11,172	99.8
Special Education	4,995	99.8	5,670	99.8	5,132	99.8
Total	43,406	99.5	44,296	99.5	43,752	99.5

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

Table 10

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2007-2008**

Academic Area	Assignments for All Building Teachers		Assignments for Elementary Building (K-8) Teachers		Assignments for Secondary Building (9-12) Teachers	
	Total	% Taught by HQT	Total	% Taught by HQT	Total	% Taught by HQT
English	5,465	99.0%	3,956	99.1%	1,509	98.9%
Reading/Language Arts	2,306	99.2	1,633	99.3	673	99.1
Mathematics	5,225	99.5	3,723	99.6	1,502	99.3
Science	4,070	99.4	2,876	99.4	1,194	99.3
Foreign Language	1,026	99.4	758	99.5	268	99.3
Civics/Government	1,871	98.6	1,372	98.7	499	98.2
Economics	268	97.4	187	97.9	81	96.3
Arts	5,379	99.4	3,767	99.4	1,612	99.4
History	1,420	99.7	997	99.7	423	99.8
Geography	227	98.2	162	98.1	65	98.5
Elementary (K-8)	11,154	99.8	8,072	99.8	3,082	99.8
Special Education	4,995	99.8	3,712	99.8	1,283	99.8
Total	43,406	99.5	31,215	99.5	12,191	99.4

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

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

Table 11

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED
SCHOOL TEACHERS BY ACADEMIC AREA AND POVERTY STATUS 2007-2008**

Academic Area	Assignments for All Building Teachers		Assignments for High Poverty Building Teachers		Assignments for Low Poverty Building Teachers	
	Total	% Taught by HQT	Total	% Taught by HQT	Total	% Taught by HQT
English	5,465	99.0%	1,570	99.9%	975	98.6%
Reading/Language Arts	2,306	99.2	622	99.8	471	98.3
Mathematics	5,225	99.5	1,433	99.9	1,183	99.3
Science	4,070	99.4	1,115	99.9	797	98.7
Foreign Language	1,026	99.4	277	100.0	211	99.5
Civics/Government	1,871	98.6	523	99.4	415	98.1
Economics	268	97.4	50	100.0	77	97.4
Arts	5,379	99.4	1,317	99.9	1,357	99.1
History	1,420	99.7	368	100.0	326	99.7
Geography	227	98.2	38	100.0	65	98.5
Elementary (K-8)	11,154	99.8	2,834	100.0	2,687	99.6
Special Education	4,995	99.8	1,365	100.0	1,132	99.9
Total	43,406	99.5	11,512	99.9	9,696	99.2

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

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

In 2007-2008, there were no public school teachers in Iowa with an emergency or provisional license (Table 12).

Table 12

**NUMBER AND PERCENT OF TEACHERS WITH
EMERGENCY/PROVISIONAL LICENSES 2007-2008**

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

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

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

SCHOOLS AND DISTRICTS IN NEED OF ASSISTANCE

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

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance. For 2007-2008, the achievement targets for each grade increased.

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

In 2007-2008, there were 1,477 Iowa public schools that provided services to students in grades 3 to 8 or 11, a total of 136 public schools (9.2 percent) were identified as a school in need of assistance and 13 of 364 (3.6 percent) public school districts were identified as a district in need of assistance. Table 13 shows the list of the schools in need of assistance and Table 14 shows the list of districts in need of assistance.

Table 13

SCHOOLS IN NEED OF ASSISTANCE FOR 2008-2009 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE		
District Name	School Name	Identification Area (Reason Identified)
Ames	Ames MS	Math Proficiency
Anamosa	West MS	Reading Proficiency
Ankeny	Parkview MS	Reading Proficiency (Delay)
Ankeny	Northview MS	Reading Proficiency (Delay)
Benton	Benton MS	Math & Reading Proficiency (Delay)
Bettendorf	Bettendorf MS	Reading Proficiency (Delay)
Burlington	Burlington HS	Math & Reading Proficiency
Camanche	Camanche MS	Reading Proficiency
Carroll	Carroll MS	Reading Proficiency (Delay)
Cedar Falls	Cedar Falls HS	Reading Proficiency
Cedar Falls	Holmes Junior HS	Reading Proficiency

Table 13 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2008-2009 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Identification Area (Reason Identified)
Cedar Rapids	Thomas Jefferson HS	Math & Reading Proficiency
Cedar Rapids	John F Kennedy HS	Reading Proficiency
Cedar Rapids	George Washington HS	Math & Reading Proficiency (Delay)
Cedar Rapids	Metro HS	Math & Reading Proficiency Math & Reading Participation
Cedar Rapids	Franklin MS	Reading Proficiency
Cedar Rapids	McKinley MS	Reading Proficiency
Cedar Rapids	Roosevelt MS	Math & Reading Proficiency
Cedar Rapids	Taft MS	Math & Reading Proficiency (Delay)
Cedar Rapids	Johnson ES	Math & Reading Proficiency
Central Decatur	Central Decatur Jr-Sr HS	Reading Proficiency (Delay)
Clear Creek Amana	Clear Creek Amana MS	Math Proficiency
Clinton	Clinton HS	Math & Reading Proficiency
Clinton	Washington MS	Math & Reading Proficiency
Colfax-Mingo	Colfax-Mingo MS	Math Proficiency
College	Prairie HS	Math & Reading Proficiency
College	Prairie MS	Math & Reading Proficiency
Columbus	Columbus MS	Math Proficiency
Council Bluffs	Thomas Jefferson HS	Math & Reading Proficiency
Council Bluffs	Abraham Lincoln HS	Math & Reading Proficiency
Council Bluffs	Kanesville HS	Math & Reading Proficiency Math & Reading Participation
Council Bluffs	Gerald W Kirn JHS	Math & Reading Proficiency
Council Bluffs	Woodrow Wilson HS	Math & Reading Proficiency
Davenport	Central HS	Math & Reading Proficiency
Davenport	North HS	Math & Reading Proficiency
Davenport	West HS	Math & Reading Proficiency
Davenport	Kimberly Center	Reading Proficiency
Davenport	Wood Int	Math & Reading Proficiency
Davenport	Frank L Smart Int	Math & Reading Proficiency
Davenport	Sudlow Int	Math & Reading Proficiency
Davenport	Williams Int	Math & Reading Proficiency
Davenport	J B Young Int	Math & Reading Proficiency
Denison	Denison HS	Reading Proficiency
Denison	Denison MS	Reading Proficiency
Des Moines	East HS	Math & Reading Proficiency Math & Reading Participation
Des Moines	Hoover HS	Math & Reading Proficiency Math Participation (Delay)
Des Moines	Lincoln HS	Math & Reading Proficiency
Des Moines	North HS	Math & Reading Proficiency
Des Moines	Roosevelt HS	Math & Reading Proficiency
Des Moines	Scavo Alternative HS	Math & Reading Participation
Des Moines	Callanan MS	Reading & Math Proficiency (Delay)
Des Moines	Goodrell MS	Math & Reading Proficiency
Des Moines	Harding MS	Math & Reading Proficiency
Des Moines	Hiatt MS	Math & Reading Proficiency
Des Moines	Hoyt MS	Reading Proficiency
Des Moines	McCombs MS	Math Proficiency
Des Moines	Meredith MS	Math & Reading Proficiency

Table 13 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2008-2009 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Identification Area (Reason Identified)
Des Moines	Merrill MS	Math & Reading Proficiency
Des Moines	Weeks MS	Math & Reading Proficiency
Des Moines	Findley ES	Reading Proficiency
Des Moines	Jackson ES	Reading Proficiency
Des Moines	King ES	Math Proficiency (Delay)
Des Moines	Monroe ES	Reading Proficiency
Des Moines	Moulton ES	Math & Reading Proficiency
Des Moines	River Woods ES	Reading Proficiency
Des Moines	South Union ES	Math & Reading Proficiency
Dubuque	Dubuque Senior HS	Math & Reading Proficiency
Dubuque	Thomas Jefferson MS	Math & Reading Proficiency
Dubuque	George Washington MS	Reading Proficiency
Dubuque	Prescott ES	Math & Reading Proficiency
Estherville Lincoln	Estherville Lincoln Central MS	Reading Proficiency
Fort Dodge	Fort Dodge HS	Math & Reading Proficiency
Fort Dodge	Gordon Willard Alt	Reading Proficiency
Fort Dodge	Phillips MS	Math & Reading Proficiency
Fort Dodge	Fair Oaks MS	Reading Proficiency
Hampton-Dumont	Hampton-Dumont MS	Reading Proficiency
Harlan	Harlan MS	Reading Proficiency (Delay)
Iowa City	West Senior HS	Reading Proficiency (Delay) Math Proficiency
Iowa City	Elizabeth Tate Alt HS	Math & Reading Proficiency
Iowa City	Northwest Junior HS	Math & Reading Proficiency
Iowa City	Southeast Junior HS	Math & Reading Proficiency
Iowa City	Kirkwood ES	Reading Proficiency
Iowa City	Robert Lucas ES	Math Proficiency
Iowa City	Mark Twain ES	Reading Proficiency
Johnston	Johnston MS	Reading Proficiency (Delay)
Keokuk	Keokuk HS	Math & Reading Proficiency
Keokuk	Keokuk MS	Math Proficiency
Lewis Central	Lewis Central HS	Reading Proficiency
Lewis Central	Lewis Central MS	Reading Proficiency
Linn-Mar	Linn-Mar HS	Reading Proficiency
Maquoketa	Maquoketa MS	Math & Reading Proficiency
Marshalltown	Marshalltown HS	Math & Reading Proficiency
Marshalltown	B R Miller MS	Math & Reading Proficiency
Mason City	Mason City HS	Math Proficiency Reading Proficiency (Delay)
Mount Pleasant	Mount Pleasant HS	Reading Proficiency (Delay)
Muscatine	Muscatine HS	Math & Reading Proficiency
Muscatine	West MS	Math Proficiency
Newton	Berg MS	Math & Reading Proficiency
North Scott	North Scott Senior HS	Math & Reading Proficiency
North Scott	North Scott Junior HS	Math Proficiency
Oskaloosa	Oskaloosa MS	Math Proficiency (Delay)
Ottumwa	Ottumwa HS	Math & Reading Proficiency
Ottumwa	Evans MS	Math & Reading Proficiency

Table 13 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2008-2009 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Identification Area (Reason Identified)
Perry	Perry HS	Math & Reading Proficiency
Perry	Perry MS	Reading Proficiency (Delay)
Perry	Perry Elementary	Reading Proficiency
Pleasant Valley	Pleasant Valley JHS	Reading Proficiency (Delay)
Red Oak	Red Oak MS	Reading Proficiency
Saydel	Woodside MS	Math Proficiency
Sioux City	Central Campus Individual Learning Center	Math & Reading Proficiency Math & Reading Participation
Sioux City	East HS	Math & Reading Proficiency
Sioux City	North HS	Math & Reading Proficiency Math & Reading Participation
Sioux City	West HS	Math & Reading Proficiency
Sioux City	East MS	Math Proficiency
Sioux City	West MS	Math & Reading Proficiency
South Tama County	South Tama County ES	Math Proficiency
Southeast Polk	Southeast Polk JHS	Reading Proficiency
Spencer	Spencer MS	Reading Proficiency
Storm Lake	Storm Lake HS	Math & Reading Proficiency
Storm Lake	Storm Lake MS	Reading Proficiency (Delay)
Vinton-Shellsburg	Vinton-Shellsburg MS	Reading Proficiency
Washington	Lincoln Upper ES	Math & Reading Proficiency
Waterloo	East HS	Math & Reading Proficiency
Waterloo	Expo HS	Math & Reading Proficiency
Waterloo	West HS	Math & Reading Proficiency
Waterloo	Central MS	Math & Reading Proficiency
Waterloo	Hoover MS	Math & Reading Proficiency
Waterloo	Jack M Logan MS	Math & Reading Proficiency
Waterloo	Kittrell ES	Math Proficiency
Waterloo	Mckinstry ES	Math & Reading Proficiency
Waukee	Waukee MS	Reading Proficiency (Delay)
West Des Moines	Valley HS	Math & Reading Proficiency
West Des Moines	Valley Southwoods	Math & Reading Proficiency
West Des Moines	Indian Hills Junior HS	Reading Proficiency (Delay)
West Liberty	West Liberty HS	Math & Reading Proficiency
West Liberty	West Liberty MS	Reading Proficiency

Source: Iowa Department of Education, Division of PK-12 Education Programs, Adequate Yearly Progress Report.
 Note: ES indicates Elementary School; MS indicates Middle School; HS indicates High School; JHS indicates Junior High School; Jr-Sr HS indicates Junior-Senior High School.; Int indicates Intermediate School; and Alt indicates Alternative School.

Table 14

**DISTRICTS IN NEED OF ASSISTANCE FOR 2008-2009 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District	Identification Area (Reason Identified)
Cedar Rapids	Math and Reading Proficiency
Clinton	Reading Proficiency, Graduation Rate & Attendance Rate
Council Bluffs	Math and Reading Proficiency
Davenport	Math and Reading Proficiency
Des Moines Independent	Reading Proficiency
Fort Dodge	Reading Proficiency
Iowa City	Math and Reading Proficiency
Keokuk	Math Proficiency
Marshalltown	Math Proficiency
Ottumwa	Reading Proficiency
Sioux City	Math and Reading Proficiency
Waterloo	Math and Reading Proficiency
West Liberty	Reading Proficiency

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