



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

September 2010

Iowa Department of Education





# THE 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

**2010**

Printed on Recycled Paper





# STATE BOARD OF EDUCATION

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14th St  
Des Moines, IA 50319-0146

Rosie Hussey, President, Clear Lake  
Charles C. Edwards, Jr., Vice President, Des Moines  
Sister Jude Fitzpatrick, West Des Moines  
Brian Gentry, Des Moines  
Michael L. Knedler, Council Bluffs  
Valorie J. Kruse, Sioux City  
Ana Lopez-Dawson, Pella  
Max Phillips, Woodward  
LaMetta Wynn, Clinton  
Coery Anderson, Student Member, Clive

## **Administration**

Kevin Fangman, Acting Director and Executive Officer  
of the State Board of Education  
Gail M. Sullivan, Chief of Staff

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. § 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515-281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

# 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

Xiaoping Wang, Administrative Consultant

Mary Linnenbrink, Consultant

Tom Deeter, Lead Consultant

Dianne Chadwick, Administrative Consultant

### **Division of PK-12 Education**

Kevin Fangman, Administrator

#### **Bureau of Teaching and Learning Services**

Connie Maxson, Chief

Paul Cahill, Administrative Consultant, Title I

August 2010

Dear Citizens of Iowa:

As a former elementary school principal and teacher, I have witnessed the joy of a student who has felt success. I have seen a second grader's eyes light up when she understood a math concept for the first time and the pride on a fifth grader's face when he shared a poem that uses literary elements and eloquent language to express a thought.

These moments are at the heart of the information provided here in the *2010 State Report Card for No Child Left Behind*. The data and the numbers presented here reflect work done in classrooms across Iowa to help our students achieve moments of understanding again and again. The goal is to prepare students to become productive citizens in a democratic society and successful participants in a global community.

Data not only reflects the work that has been completed, but helps us along the way. They assist educators in making decisions — from superintendents realigning district-wide objectives to teachers setting individual student goals. It also provides you, Iowa's citizens, information about local school districts and education in Iowa as a whole.

As explained later in this report, there have been changes at the federal level that are impacting the data presented here. Specifically, the recent change in how race and ethnicity are reported.

The U.S. Department of Education (USDE) is requiring states to change how they collect and report the race and ethnicity of students and staff. The USDE's mandate is aligned with requirements for all federal agencies and with the U.S. Census Bureau's 2000 collection. The change will help Iowa schools to better serve and support their students. Please see pages 1 and 2 for a full explanation of the change.

As always, we, at the Iowa Department of Education, encourage the citizens of Iowa to take time to review this report. By being informed and working together, we can make sure all Iowa students succeed.

Sincerely,

A handwritten signature in black ink that reads "Kevin Fangman". The signature is written in a cursive, flowing style.

Kevin Fangman, Acting Director  
Iowa Department of Education

# 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.

# Contents

Introduction.....	1
Annual Measurable Objectives.....	3
Student Participation Rates.....	5
Assessment Results for Students with Disabilities.....	7
Student Performance.....	9
Reading.....	9
Mathematics.....	21
National Assessment of Educational Progress.....	35
High School Graduates and Graduation Rates.....	39
High School Graduates.....	39
High School Graduation Rates.....	40
Average Daily Attendance.....	42
Highly Qualified Teachers.....	45
Districts and Schools in Need of Assistance.....	49



# INTRODUCTION

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

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

In the fall of 2009, Iowa school districts re-identified all students according to a new race and ethnicity coding. The Iowa Department of Education changed race and

ethnicity code standards to reflect population changes over the years. The new standards are also consistent with Census data and other national data sets, align with other agencies already using the new standards (such as health agencies), and are required for federal education eligibility and accountability reporting (such as No Child Left Behind and the Individuals with Disabilities Education Act).

This re-identification was composed of a two-part question, ethnicity (Hispanic or Latino) and race, and allowed students to identify as more than one race. The Asian or Pacific Islander racial group was also split out into two separate racial groups: Asian and Native Hawaiian or Other Pacific Islander. This change in coding changed the racial/ethnic look of Iowa's students. Hispanics and new racial categories appeared to increase in the state while all other groups appeared to decrease. (All students identified as Hispanic ethnicity are reported as Hispanic, regardless of race.)

Iowa's Race/Ethnicity Reporting Categories	
2008-2009 school year and previous	2009-2010 school year and future
<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• American Indian or Alaskan Native</li> <li>• Asian or Pacific Islander</li> <li>• Hispanic</li> <li>• White</li> </ul>	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Hispanic or Latino</li> <li>• Native Hawaiian or Other Pacific Islander</li> <li>• White</li> <li>• Two or More Races</li> </ul>

The race and ethnicity of Iowa students was collected in a new manner beginning in 2009-2010. Iowa is making this change in accordance to federal government requirements. These changes could impact the reporting of disaggregations by race/ethnicity. Trend lines could differ between 2008-2009 and 2009-2010 when looking at subgroup data because of the different method of collecting race/ethnicity information (see Figures 3, 10, 17, 24, 31, and 38).

# 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, AMO targets will increase every year until 2013-2014. 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 2009-2010 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 include the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) assessment results for the public school students that were enrolled in the state for a full academic year as well as the alternate assessment results for students with disabilities. For accountability purposes, a full academic year will be determined for each individual student who was enrolled on the first day of the testing period in the previous school year and enrolled through the academic year to the first day of the testing period for the current school year.

**Table 1**

<b>READING AND MATHEMATICS 2009-2010</b>							
<b>ANNUAL MEASURABLE OBJECTIVES TARGET VS. READING</b>							
<b>AND MATHEMATICS PERFORMANCE BY GRADE AND SUBGROUPS</b>							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
<b>AMO (2009-2010)</b>	<b>74.1%</b>	<b>76.0%</b>	<b>76.4%</b>	<b>69.7%</b>	<b>71.5%</b>	<b>73.3%</b>	<b>79.3%</b>
All Students	76.4	78.5	78.5	70.2	72.4	73.7	78.9
African American	51.4	54.5	54.1	41.9	47.3	45.9	50.0
American Indian	61.3	66.2	67.8	52.9	58.6	61.5	71.0
Asian	79.3	81.6	80.7	77.1	79.3	79.1	83.2
Hawaiian or Pacific Islander	64.1	60.9	64.7	56.7	56.3	51.6	67.6
Hispanic	59.7	61.2	64.7	55.0	58.1	58.5	61.5
White	79.7	81.8	81.4	73.3	75.2	76.4	81.2
Two or More Races	74.7	77.6	72.8	64.7	67.4	68.7	74.7
Male+	73.9	76.5	76.8	68.3	70.1	71.8	76.1
Female+	79.1	80.6	80.3	72.1	74.9	75.7	81.8
Disability*	39.4	41.2	41.3	26.8	26.7	28.8	35.2
Migrant**+	46.5	54.5	46.4	37.2	44.9	29.5	31.1
English Language Learner	50.2	51.3	52.0	32.6	36.4	35.3	34.6
Low Socioeconomic Status	64.5	66.6	66.9	55.6	57.5	59.0	63.5
	Mathematics						
<b>AMO (2009-2010)</b>	<b>73.9%</b>	<b>77.4%</b>	<b>76.6%</b>	<b>72.8%</b>	<b>72.0%</b>	<b>72.0%</b>	<b>79.3%</b>
All Students	77.2	80.1	80.6	77.0	77.3	76.5	78.2
African American	49.3	51.0	56.3	47.0	47.3	45.9	42.0
American Indian	59.6	74.1	63.3	68.8	63.5	60.1	73.9
Asian	79.8	84.6	86.6	83.1	85.3	83.3	82.7
Hawaiian or Pacific Islander	69.2	67.4	63.6	63.3	62.5	41.9	73.0
Hispanic	61.7	64.4	66.3	60.4	61.8	59.9	58.5
White	80.6	83.5	83.5	80.3	80.5	79.6	81.1
Two or More Races	70.6	74.1	71.0	68.4	72.0	69.2	67.5
Male+	77.8	81.2	81.1	77.8	77.5	76.6	78.7
Female+	76.5	78.9	80.0	76.1	77.1	76.4	77.7
Disability*	50.2	50.1	48.9	37.0	34.3	31.4	32.5
Migrant**+	55.8	53.4	56.0	50.6	58.0	48.3	45.7
English Language Learner	54.8	55.7	57.8	42.6	45.3	41.5	34.8
Low Socioeconomic Status	65.9	68.6	69.6	63.3	63.3	62.1	61.5

Sources: Iowa Department of Education, AYP file.

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

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

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



# STUDENT PARTICIPATION RATES

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the annual measurable objectives (AMO) data, the participation rates include students enrolled less than a full academic year. Table 2 presents the 2009-2010 state level assessment participation rates by grade and subject areas for all students and students by subgroups.

**Table 2**

<b>READING AND MATHEMATICS 2009-2010</b>							
<b>PARTICIPATION RATES BY GRADE AND SUBGROUP</b>							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
All Students	99.7	99.8	99.7	99.8	99.8	99.7	99.0
African American	99.6	99.5	99.5	99.1	99.6	99.2	95.8
American Indian	98.9	100.0	99.4	99.5	99.5	100.0	96.7
Asian	98.4	99.5	98.7	99.1	99.0	99.7	98.1
Hawaiian or Pacific Islander	100.0	100.0	100.0	100.0	97.8	100.0	97.6
Hispanic	99.4	99.4	99.4	99.7	99.6	99.5	98.0
White	99.8	99.8	99.8	99.9	99.8	99.8	99.2
Two or More Races	99.5	99.9	99.5	100.0	100.0	99.4	98.6
Male+	99.6	99.7	99.7	99.8	99.7	99.6	98.9
Female+	99.8	99.8	99.8	99.9	99.8	99.8	98.9
Disability*	98.9	99.4	99.4	99.6	99.5	99.3	98.0
Migrant**+	99.2	96.9	100.0	98.3	93.3	96.9	97.0
English Language Learner	98.9	98.9	98.3	98.9	98.5	98.8	97.0
Low Socioeconomic Status	99.6	99.5	99.5	99.7	99.6	99.5	98.1
	Mathematics						
All Students	99.7	99.7	99.7	99.8	99.7	99.7	99.0
African American	99.3	99.1	99.4	99.2	99.4	99.2	95.9
American Indian	99.4	100.0	99.4	99.5	98.4	99.5	97.8
Asian	99.4	99.7	99.1	99.4	99.4	99.7	98.4
Hawaiian or Pacific Islander	100.0	100.0	97.4	100.0	100.0	100.0	97.6
Hispanic	99.4	99.2	99.5	99.7	99.6	99.4	98.3
White	99.7	99.8	99.8	99.8	99.7	99.7	99.3
Two or More Races	99.3	99.9	99.7	100.0	100.0	99.2	98.2
Male+	99.6	99.7	99.6	99.7	99.7	99.6	99.0
Female+	99.6	99.7	99.8	99.8	99.8	99.6	99.1
Disability*	99.3	99.3	99.3	99.6	99.3	99.2	98.6
Migrant**+	99.2	96.9	100.0	98.3	93.4	96.9	98.5
English Language Learner	99.2	98.8	98.7	99.5	98.9	99.2	97.4
Low Socioeconomic Status	99.5	99.5	99.5	99.6	99.5	99.3	98.2

Sources: Iowa Department of Education, AYP file.

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

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

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



# ASSESSMENT RESULTS

## FOR STUDENTS WITH DISABILITIES

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

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

**Table 3**

<b>2009-2010 READING AND MATHEMATICS ACHIEVEMENT FOR STUDENTS WITH DISABILITIES BY TEST TYPE</b>							
Test Type	Percent Proficient						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2009-2010)	<b>74.1%</b>	<b>76.0%</b>	<b>76.4%</b>	<b>69.7%</b>	<b>71.5%</b>	<b>73.3%</b>	<b>79.3%</b>
ITBS/ITED (ITP)*	36.7	39.1	39.6	25.6	24.9	26.9	34.0
ITP w/Accommodations	28.3	32.9	34.3	21.5	21.0	23.7	32.4
ITP wo/Accommodations	68.3	70.5	70.1	56.6	58.1	55.7	43.8
Iowa Alternate Assessment (IAA)	77.6	74.0	69.6	61.3	60.5	61.5	53.3
ITP or IAA**	39.4	41.2	41.3	26.8	26.7	28.8	35.2
	Mathematics						
AMO (2009-2010)	<b>73.9%</b>	<b>74.7%</b>	<b>76.6%</b>	<b>72.8%</b>	<b>72.0%</b>	<b>72.0%</b>	<b>79.3%</b>
ITBS/ITED (ITP)*	49.0	48.7	47.8	36.0	32.7	29.6	31.0
ITP w/Accommodations	42.9	43.3	43.8	32.3	29.1	27.0	29.2
ITP wo/Accommodations	70.6	76.1	70.5	64.1	63.1	52.4	42.1
Iowa Alternate Assessment (IAA)	71.0	71.4	67.3	64.4	65.8	63.4	55.1
ITP or IAA**	50.2	50.1	48.9	37.0	34.3	31.4	32.5

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

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

\*\*Students with disabilities who took either the ITBS/ITED (ITP) or IAA.

Achievement data are for students enrolled for full academic year (FAY) only.

Table 4 shows a range of 98.0 to 99.6 percent of students with disabilities in grades 3 to 8 and 11 who participated in reading and mathematics assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with approximately 4.9 percent of Iowa's students with disabilities participating in the alternate assessment for reading and mathematics.

**Table 4**

<b>2009-2010 READING AND MATHEMATICS PARTICIPATION RATES FOR STUDENTS WITH DISABILITIES BY TEST TYPE</b>							
Test Type	Number and Percent of Students						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
FAY ITBS/ITED (ITP)	3,623	3,996	4,280	4,284	4,350	4,235	3,825
FAY ITBS/ITED (ITP) with Accommodations	2,857	3,332	3,645	3,784	3,887	3,815	3,294
FAY ITBS/ITED (ITP) without Accommodations	766	664	635	500	463	420	531
FAY Iowa Alternate Assessment (IAA)	250	258	260	150	223	247	257
FAY ITP or IAA	3,873	4,254	4,540	4,434	4,573	4,482	4,082
Total ITP or IAA (FAY and non-FAY)	4,283	4,713	4,990	4,921	5,037	4,949	4,548
Total Enrollment for Students with Disabilities	4,331	4,742	5,020	4,940	5,064	4,983	4,640
Participation Rates for Students with Disabilities	98.9%	99.4%	99.4%	99.6%	99.5%	99.3%	98.0%
	Mathematics						
FAY ITBS/ITED (ITP)	3,624	3,988	4,268	4,284	4,334	4,231	3,852
FAY ITBS/ITED (ITP) with Accommodations	2,854	3,327	3,634	3,780	3,874	3,809	3,317
FAY ITBS/ITED (ITP) without Accommodations	770	661	634	504	460	422	535
FAY Iowa Alternate Assessment (IAA)	248	259	260	149	222	246	256
Total FAY ITP or IAA	3,872	4,247	4,528	4,433	4,556	4,477	4,108
Total ITP or IAA (FAY and non-FAY)	4,280	4,710	4,972	4,919	5,017	4,942	4,576
Total Enrollment for Students with Disabilities	4,311	4,744	5,009	4,940	5,051	4,981	4,643
Participation Rates for Students with Disabilities	99.3%	99.3%	99.3%	99.6%	99.3%	99.2%	98.6%

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 Programs) indicates ITBS and ITED.

# STUDENT PERFORMANCE

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

Achievement data are reported by levels—Low, Intermediate, and High.

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

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

## Reading

Table 5 shows student performance by achievement level for 2009-2010. Figures 1 to 21 show the reading trends for all public school students in grades 4, 8 and 11 and by subgroups.

Table 5

## READING PERFORMANCE BY ACHIEVEMENT LEVEL 2009-2010

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	<b>Grade 3</b>				<b>Grade 4</b>			
All Students	76.4	17.3	59.2	23.6	78.5	18.9	59.7	21.5
African American	51.4	5.2	46.1	48.6	54.5	6.3	48.2	45.5
American Indian	61.3	8.7	52.7	38.7	66.2	7.0	59.2	33.8
Asian	79.3	21.3	58.0	20.7	81.6	25.0	56.6	18.4
Hawaiian or Pacific Islander	64.1	10.3	53.8	35.9	60.9	10.9	50.0	39.1
Hispanic	59.7	6.5	53.2	40.3	61.2	7.6	53.6	38.8
White	79.7	19.1	60.6	20.3	81.8	20.7	61.0	18.2
Two or More Races	74.7	15.4	59.3	25.3	77.6	16.9	60.7	22.4
Male	73.9	15.8	58.1	26.1	76.5	17.3	59.2	23.5
Female	79.1	18.8	60.3	20.9	80.6	20.5	60.1	19.4
Disability*	39.4	6.1	33.3	60.6	41.2	7.0	34.2	58.8
Migrant	46.5	4.7	41.9	53.5	54.5	3.4	51.1	45.5
ELL	50.2	3.3	46.9	49.8	51.3	3.5	47.9	48.7
Low SES**	64.5	9.3	55.2	35.5	66.6	9.4	57.2	33.4
	<b>Grade 5</b>				<b>Grade 6</b>			
All Students	78.5	16.6	61.9	21.5	70.2	14.6	55.6	29.8
African American	54.1	5.5	48.6	45.9	41.9	4.2	37.7	58.1
American Indian	67.8	11.4	56.4	32.2	52.9	8.9	43.9	47.1
Asian	80.7	19.3	61.5	19.3	77.1	23.6	53.5	22.9
Hawaiian or Pacific Islander	64.7	8.8	55.9	35.3	56.7	10.0	46.7	43.3
Hispanic	64.7	6.6	58.1	35.3	55.0	5.4	49.7	45.0
White	81.4	18.3	63.1	18.6	73.3	16.0	57.3	26.7
Two or More Races	72.8	13.2	59.6	27.2	64.7	9.2	55.5	35.3
Male	76.8	15.5	61.3	23.2	68.3	14.9	53.4	31.7
Female	80.3	17.8	62.5	19.7	72.1	14.3	57.9	27.9
Disability*	41.3	5.6	35.7	58.7	26.8	2.4	24.4	73.2
Migrant	46.4	1.2	45.2	53.6	37.2	2.6	34.6	62.8
ELL	52.0	2.4	49.6	48.0	32.6	2.5	30.1	67.4
Low SES**	66.9	8.3	58.6	33.1	55.6	6.6	49.1	44.4
	<b>Grade 7</b>				<b>Grade 8</b>			
All Students	72.4	15.1	57.4	27.6	73.7	14.6	59.1	26.3
African American	47.3	5.2	42.1	52.7	45.9	4.6	41.3	54.1
American Indian	58.6	4.1	54.4	41.4	61.5	7.7	53.8	38.5
Asian	79.3	19.6	59.7	20.7	79.1	21.9	57.2	20.9
Hawaiian or Pacific Islander	56.3	21.9	34.4	43.8	51.6	6.5	45.2	48.4
Hispanic	58.1	5.4	52.7	41.9	58.5	4.9	53.6	41.5
White	75.2	16.6	58.7	24.8	76.4	15.8	60.6	23.6
Two or More Races	67.4	9.3	58.1	32.6	68.7	11.6	57.1	31.3
Male	70.1	15.3	54.8	29.9	71.8	15.4	56.4	28.2
Female	74.9	14.8	60.1	25.1	75.7	13.7	62.1	24.3
Disability*	26.7	2.7	23.9	73.3	28.8	2.1	26.7	71.2
Migrant	44.9	4.3	40.6	55.1	29.5	1.6	27.9	70.5
ELL	36.4	0.7	35.8	63.6	35.3	1.3	34.0	64.7
Low SES**	57.5	6.4	51.0	42.5	59.0	6.6	52.4	41.0
	<b>Grade 11</b>							
All Students	78.9	18.6	60.2	21.1				
African American	50.0	4.1	45.9	50.0				
American Indian	71.0	10.3	60.6	29.0				
Asian	83.2	25.6	57.7	16.8				
Hawaiian or Pacific Islander	67.6	8.1	59.5	32.4				
Hispanic	61.5	7.4	54.2	38.5				
White	81.2	19.9	61.3	18.8				
Two or More Races	74.7	15.5	59.2	25.3				
Male	76.1	18.4	57.7	23.9				
Female	81.8	18.9	62.9	18.2				
Disability*	35.2	2.0	33.2	64.8				
Migrant	31.1	0.0	31.1	68.9				
ELL	34.6	0.4	34.2	65.4				
Low SES**	63.5	8.1	55.4	36.5				

Source: Iowa Department of Education, AYP file.

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

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

\*\*SES means socioeconomic status.

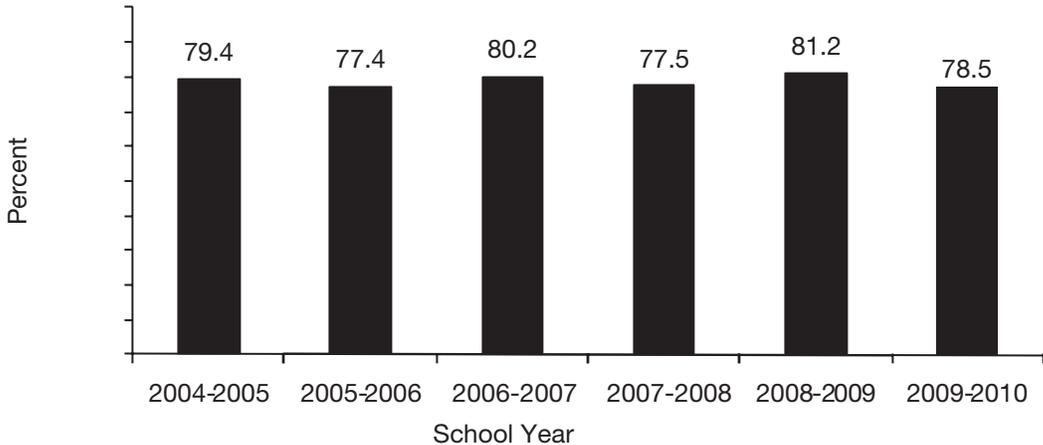
Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 1

---

**PERCENT OF IOWA FOURTH GRADE STUDENTS  
PROFICIENT IN READING 2004-2005 TO 2009-2010**

---



---

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.

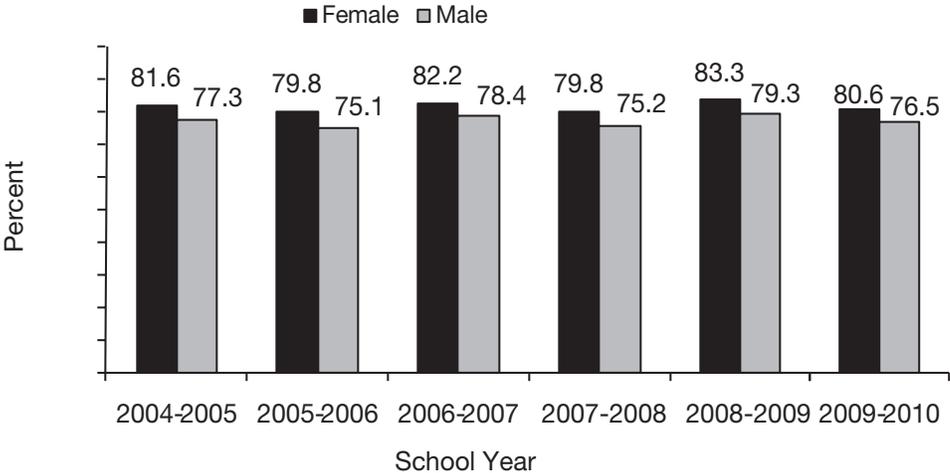
---

Figure 2

---

**PERCENT OF IOWA FOURTH GRADE STUDENTS  
PROFICIENT IN READING BY GENDER 2004-2005 TO 2009-2010**

---



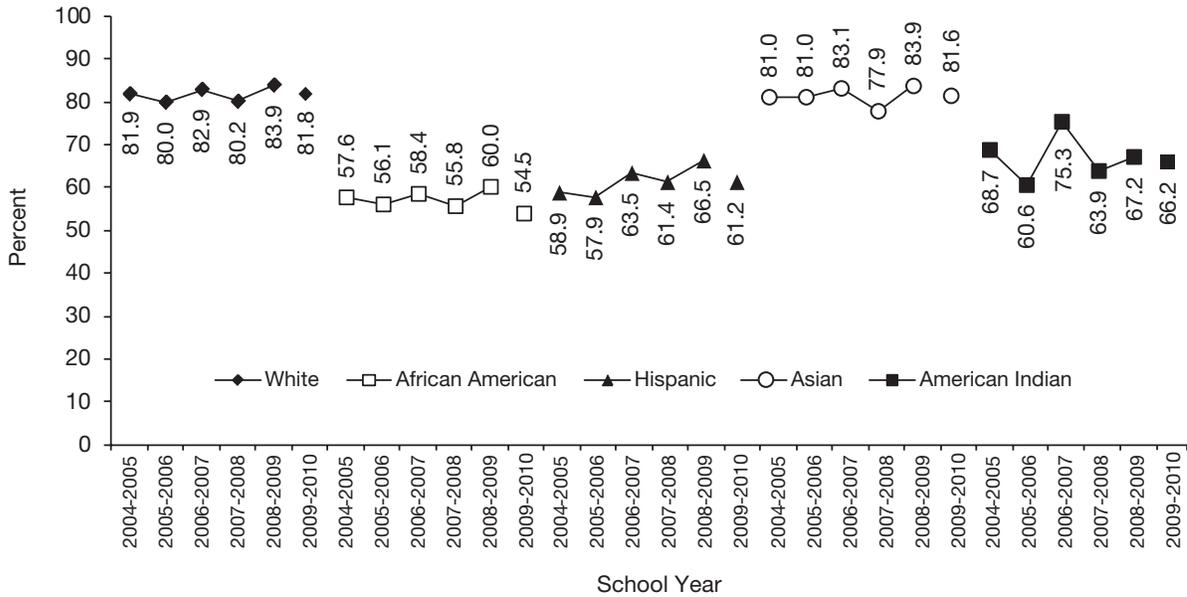
---

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 2009-2010**

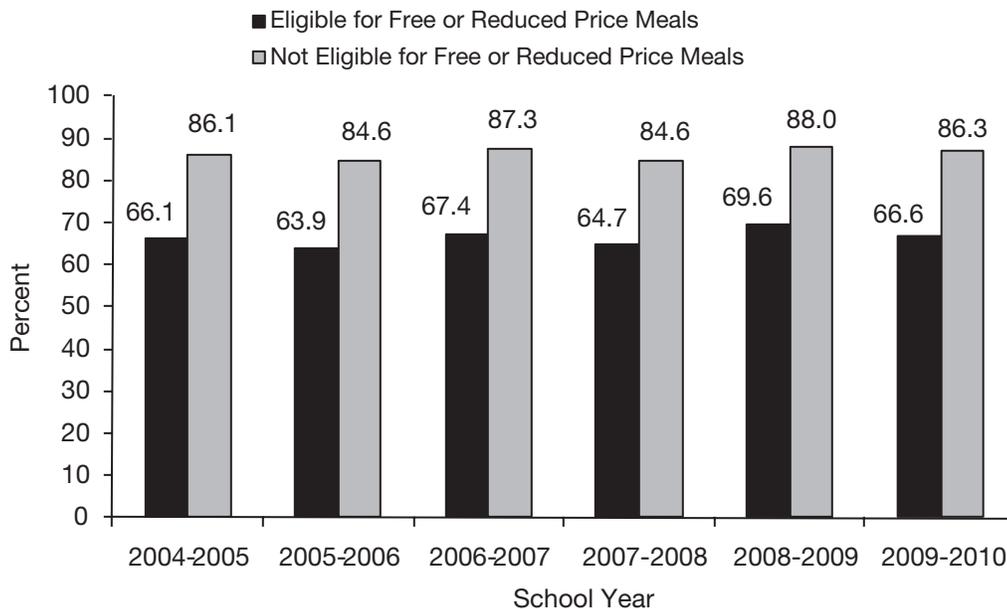


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009-2010, 60.9 percent of the students in the Hawaiian or Pacific Islander race and 77.6 percent of the students in the Two or More Races subgroup are proficient.

Figure 4

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING  
BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**

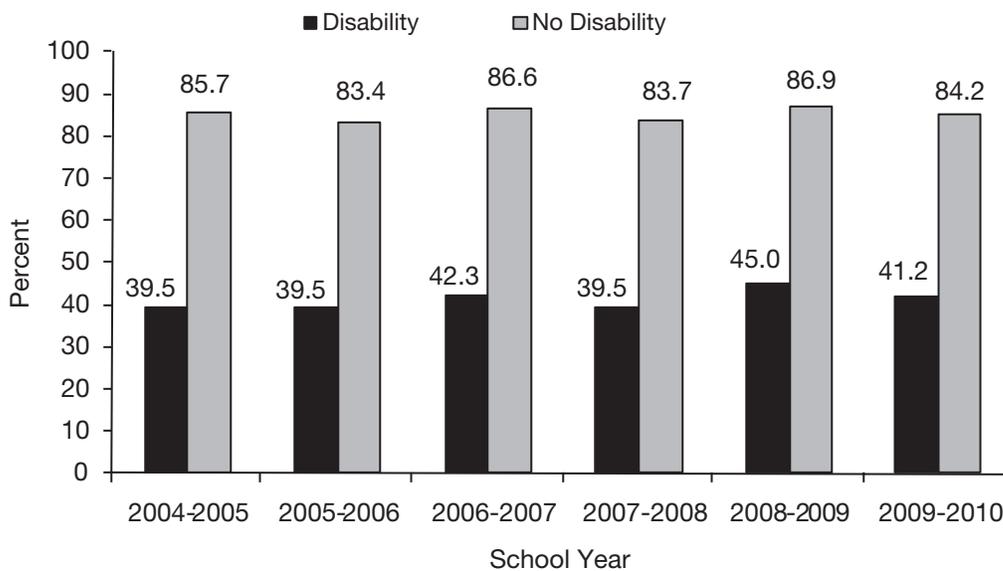


Source: Iowa Department of Education, AYP file.

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

Figure 5

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
IN READING BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**



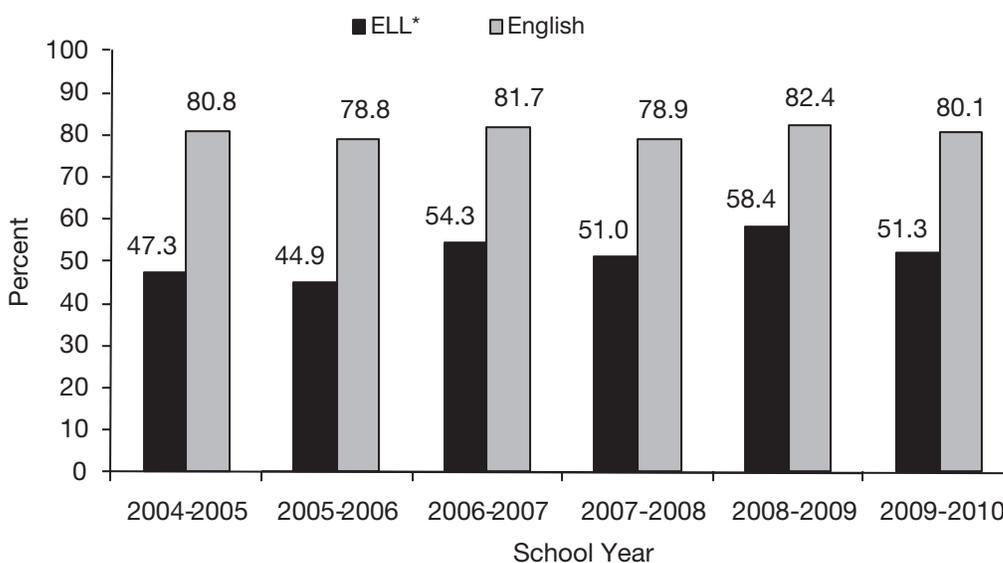
Source: Iowa Department of Education, AYP file.

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

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

Figure 6

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
IN READING BY PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010**



Source: Iowa Department of Education, AYP file.

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

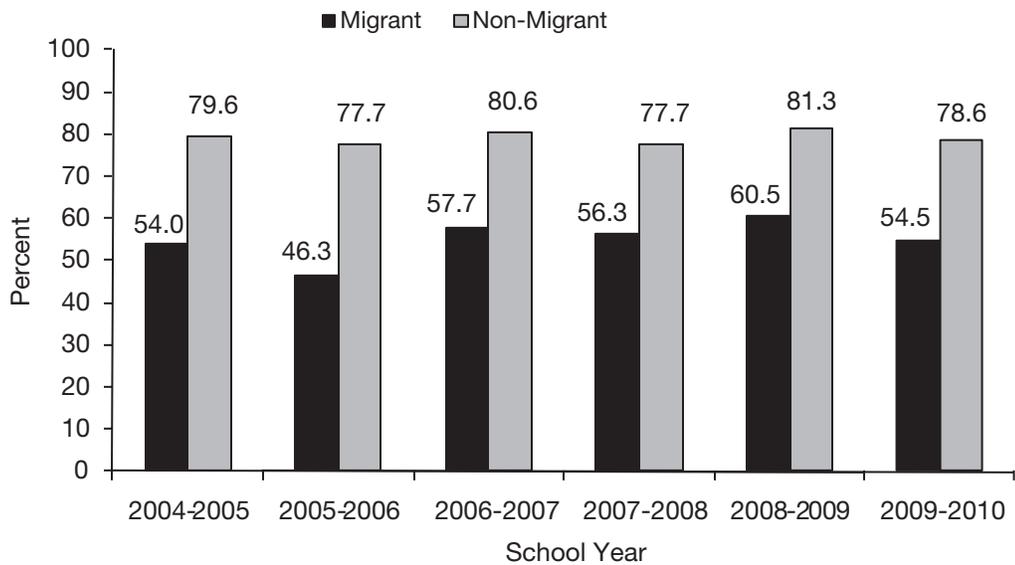
\*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic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

Figure 7

---

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN READING  
BY MIGRANT STATUS\* 2004-2005 TO 2009-2010**

---



Source: Iowa Department of Education, AYP file.

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

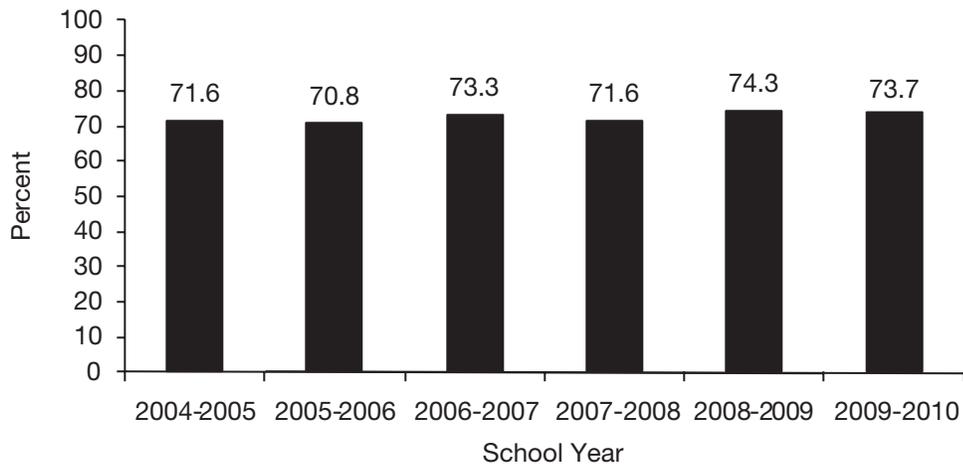
---

Figure 8

---

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
IN READING 2004-2005 TO 2009-2010**

---



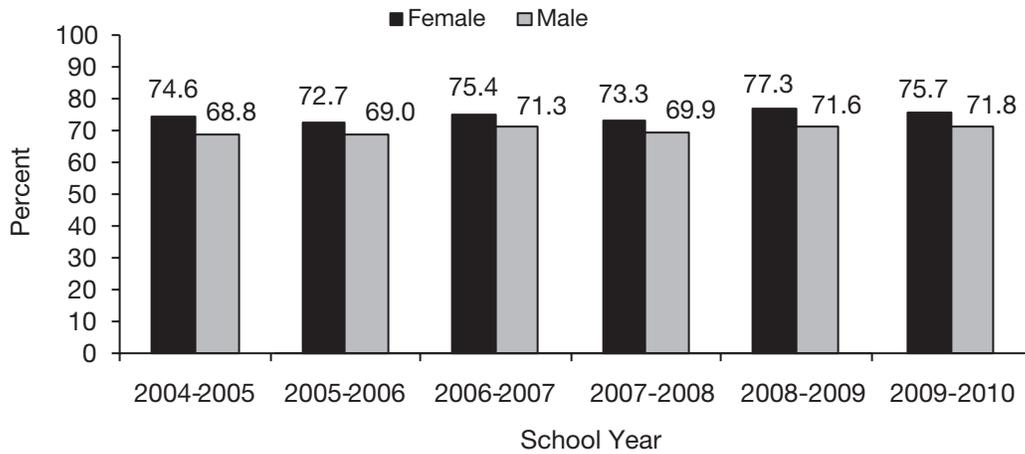
Source: Iowa Department of Education, AYP file.

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 2009-2010**

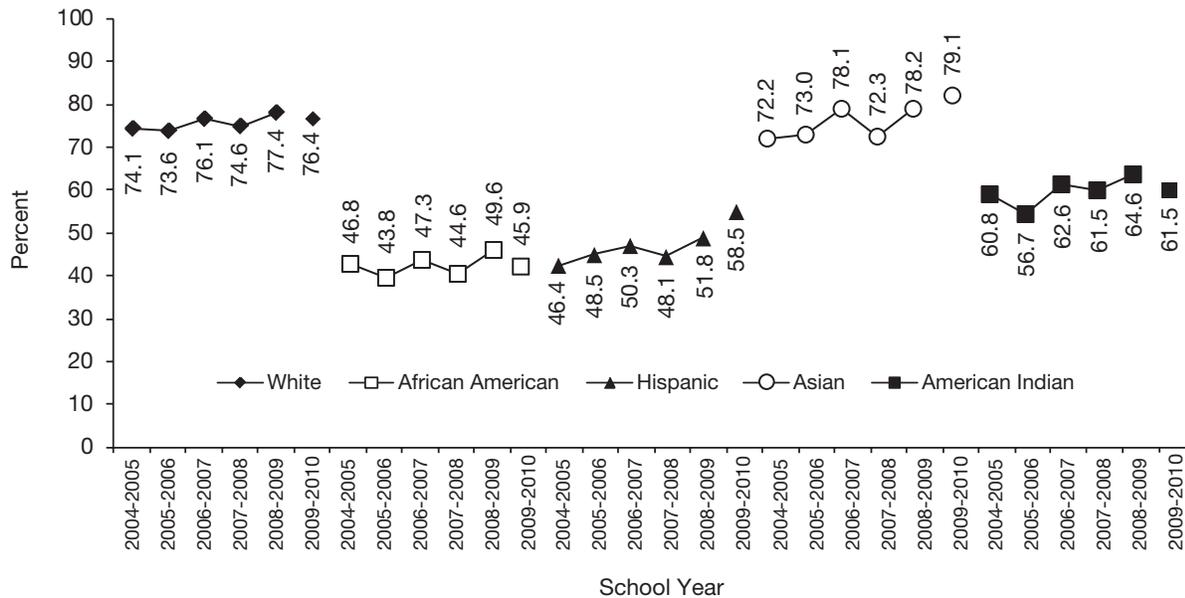


Source: Iowa Department of Education, AYP file.

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 2009-2010**

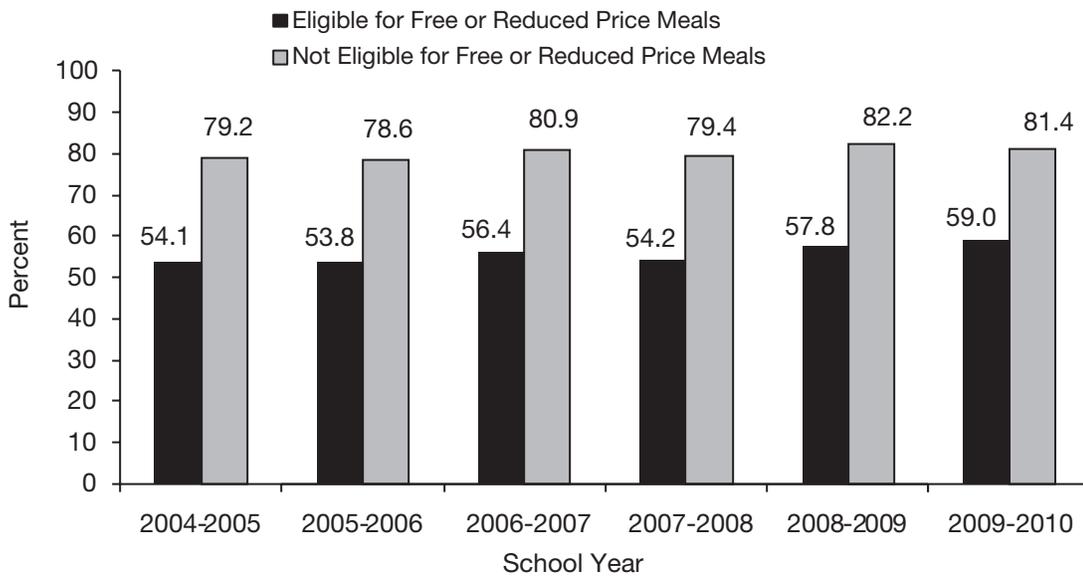


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009-2010, 51.6 percent of the students in the Hawaiian or Pacific Islander race and 68.7 percent of the students in the Two or More Races subgroup are proficient.

Figure 11

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING  
BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**



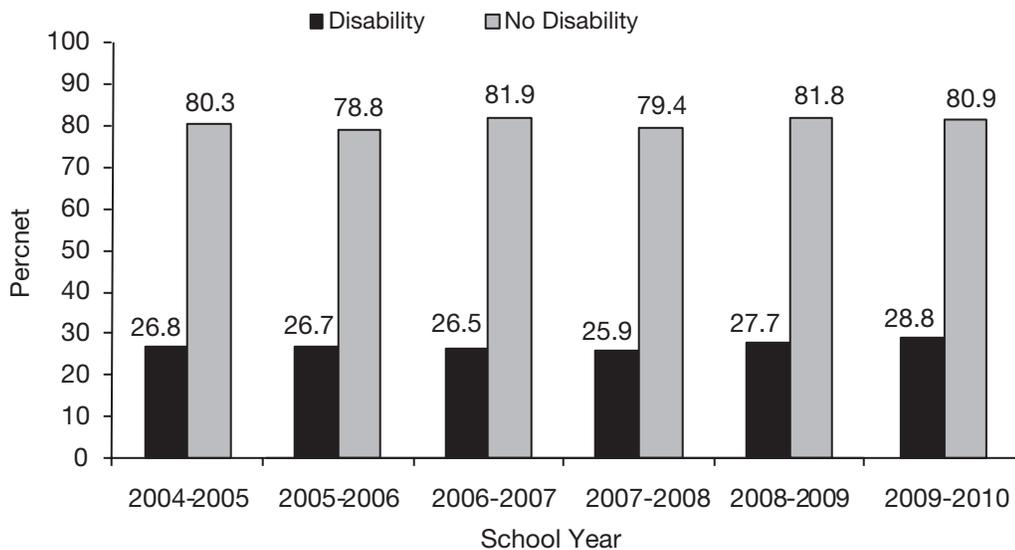
Source: Iowa Department of Education, AYP file.

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

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

Figure 12

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
IN READING BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**



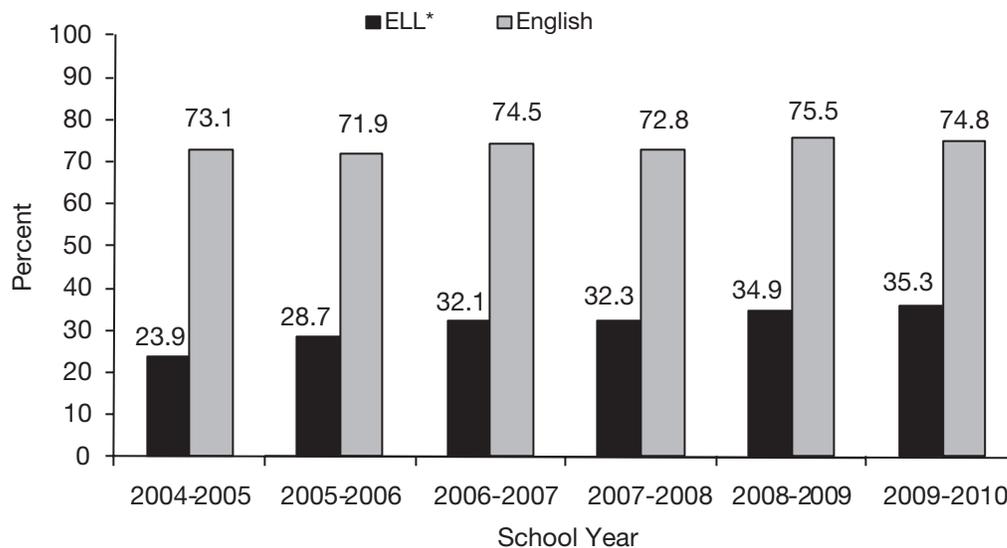
Source: Iowa Department of Education, AYP file.

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

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

Figure 13

### PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING BY PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010

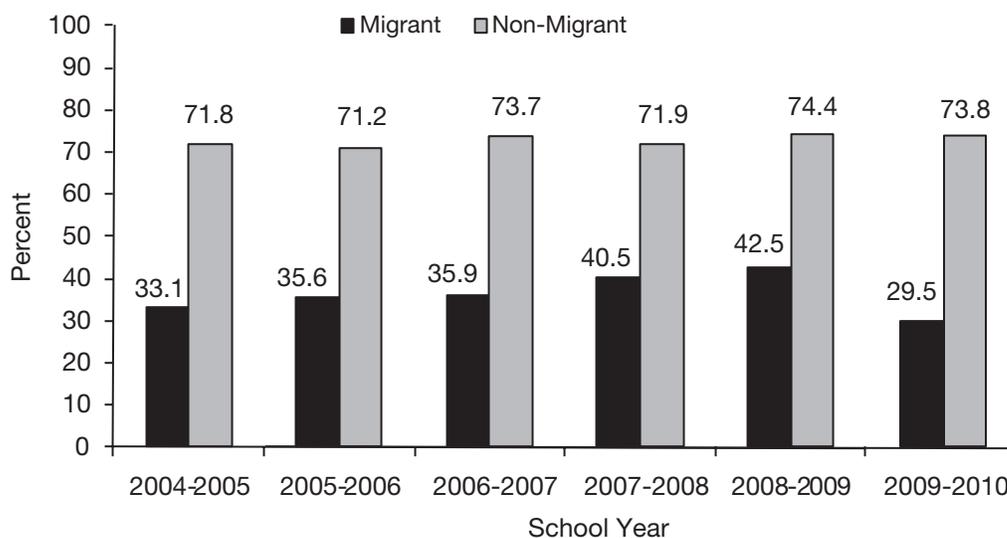


Source: Iowa Department of Education, AYP file.

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

Figure 14

### PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN READING BY MIGRANT STATUS\* 2004-2005 TO 2009-2010



Source: Iowa Department of Education, AYP file.

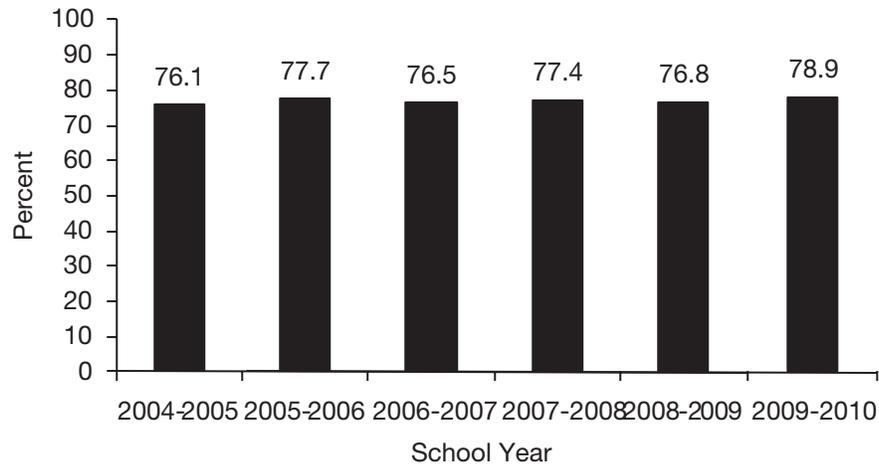
Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. \*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another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

Figure 15

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN READING 2004-2005 TO 2009-2010**

---



---

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.

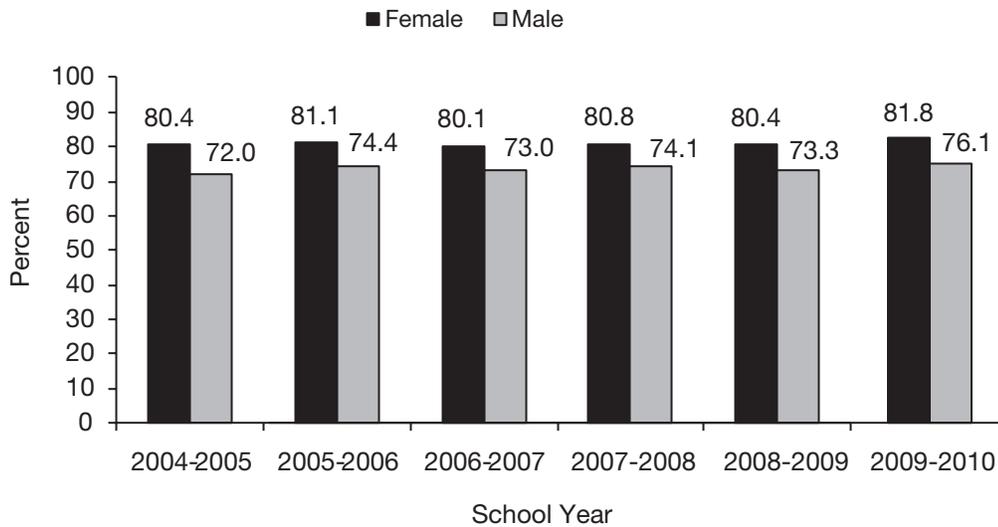
---

Figure 16

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN READING BY GENDER 2004-2005 TO 2009-2010**

---



---

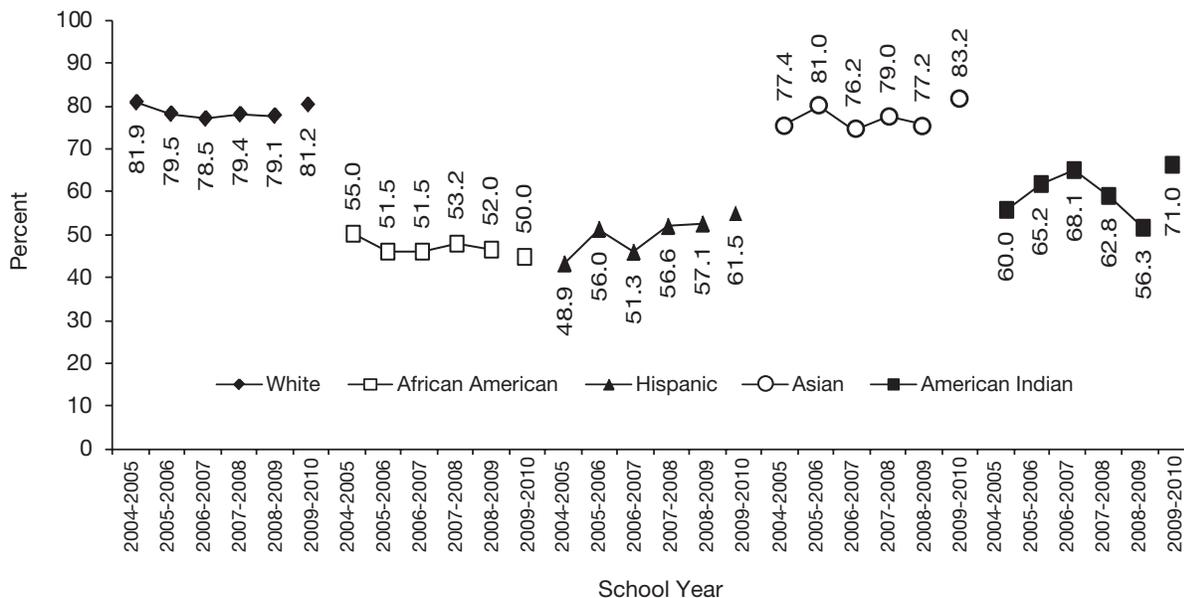
Source: Iowa Department of Education, AYP file.

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 2009-2010**

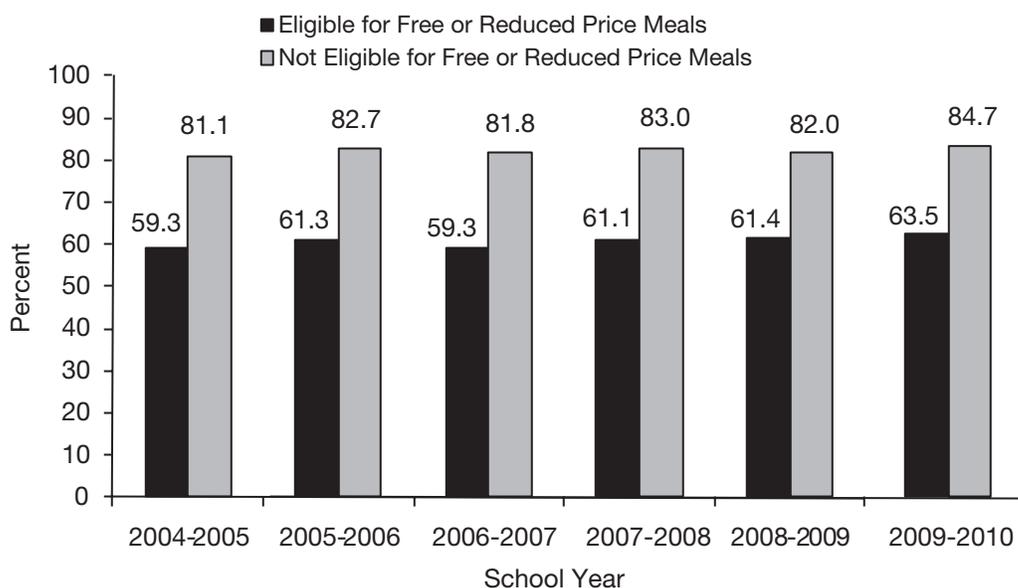


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009-2010, 67.6 percent of the students in the Hawaiian or Pacific Islander race and 74.7 percent of the students in the Two or More Races subgroup are proficient.

Figure 18

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN  
READING BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**

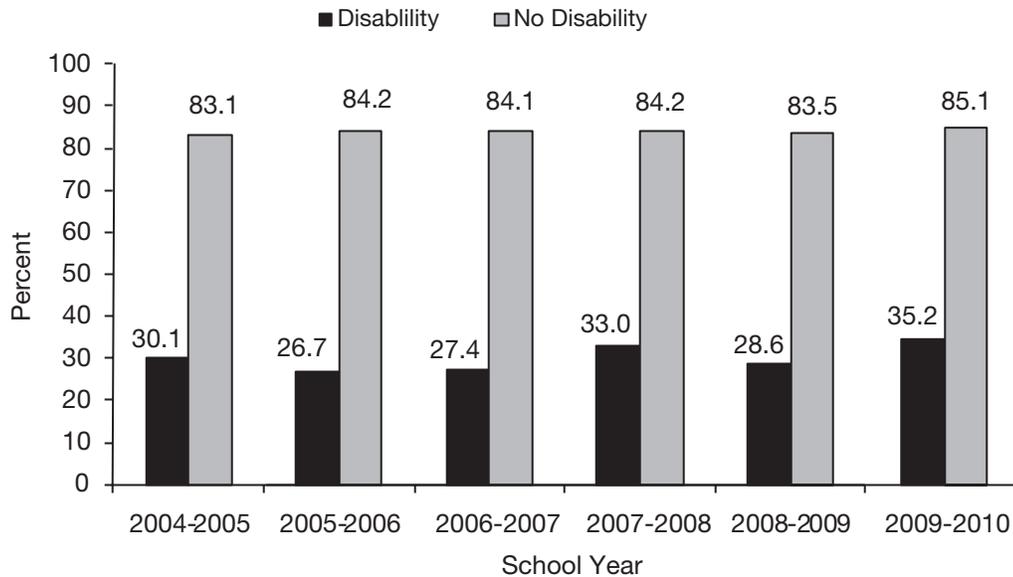


Source: Iowa Department of Education, AYP file.

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

Figure 19

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN READING BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**

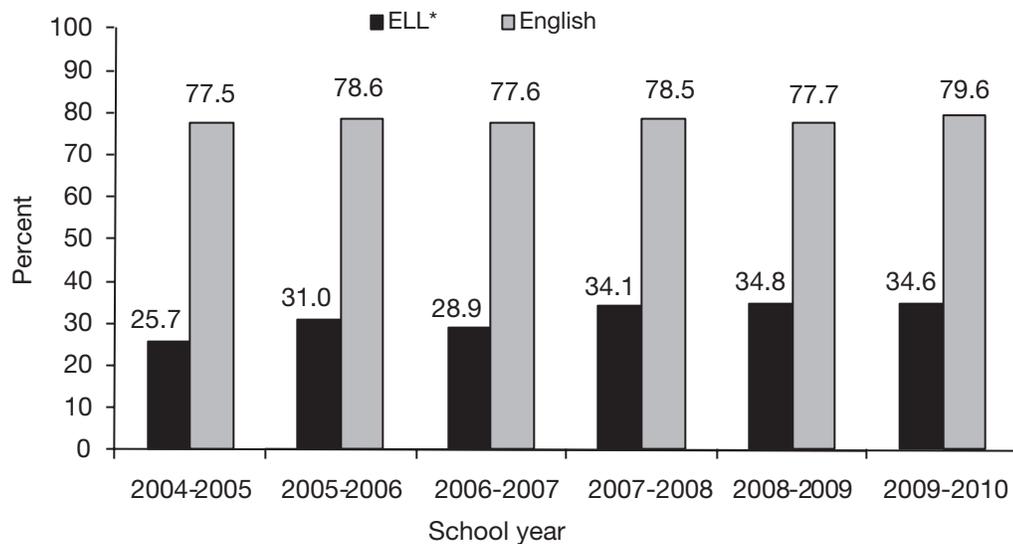


Source: Iowa Department of Education, AYP file.

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

Figure 20

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN READING BY PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010**



Source: Iowa Department of Education, AYP file.

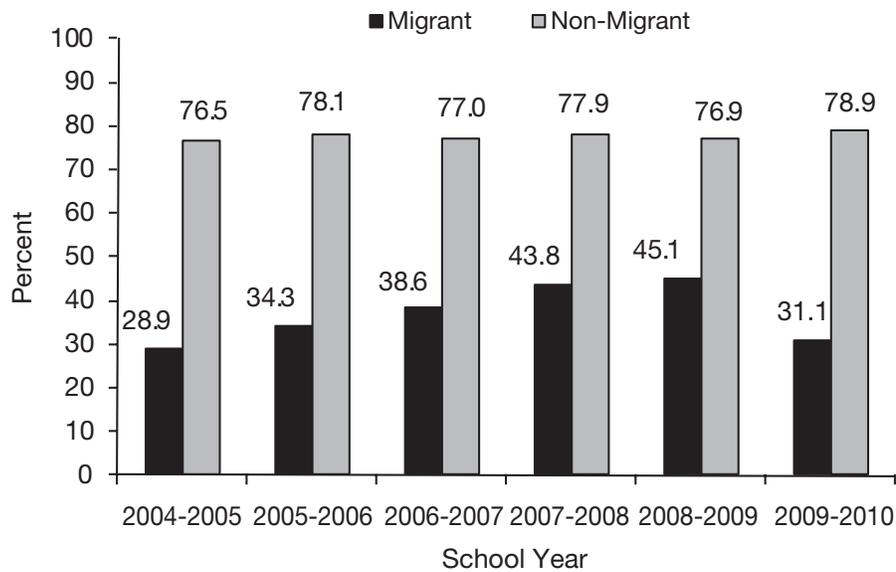
Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment.  
\*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who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

Figure 21

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN READING BY MIGRANT STATUS\* 2004-2005 TO 2009-2010**

---



---

Source: Iowa Department of Education, AYP file.

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

---

## Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 6 shows grades 3 to 8 and 11 student performance by achievement level for 2009-2010. Figures 22 to 42 show the mathematics trends for all students for grades 4, 8, and 11 and by subgroups.

Table 6

## MATHEMATICS PERFORMANCE BY ACHIEVEMENT LEVEL 2009-2010

	Percent of Students							
	Proficient	High	Intermediate	Low	Proficient	High	Intermediate	Low
	<b>Grade 3</b>				<b>Grade 4</b>			
All Students	77.2	20.6	56.6	22.8	80.1	23.4	56.7	19.9
African American	49.3	6.0	43.2	50.7	51.0	6.1	44.9	49.0
American Indian	59.6	13.9	45.7	40.4	74.1	7.7	66.4	25.9
Asian	79.8	29.8	50.0	20.2	84.6	32.2	52.5	15.4
Hawaiian or Pacific Islander	69.2	10.3	59.0	30.8	67.4	13.0	54.3	32.6
Hispanic	61.7	8.5	53.2	38.3	64.4	10.3	54.1	35.6
White	80.6	22.6	58.0	19.4	83.5	25.8	57.7	16.5
Two or More Races	70.6	16.4	54.3	29.4	74.1	17.9	56.2	25.9
Male	77.8	22.9	55.0	22.2	81.2	25.6	55.6	18.8
Female	76.5	18.2	58.3	23.5	78.9	21.1	57.8	21.1
Disability*	50.2	6.3	43.9	49.8	50.1	7.5	42.6	49.9
Migrant	55.8	4.7	51.2	44.2	53.4	6.8	46.6	46.6
ELL	54.8	5.9	48.9	45.2	55.7	5.9	49.8	44.3
Low SES**	65.9	10.6	55.3	34.1	68.6	12.1	56.5	31.4
	<b>Grade 5</b>				<b>Grade 6</b>			
All Students	80.6	23.6	57.0	19.4	77.0	21.7	55.3	23.0
African American	56.3	6.7	49.6	43.7	47.0	5.6	41.4	53.0
American Indian	63.3	13.3	50.0	36.7	68.8	12.7	56.1	31.2
Asian	86.6	35.4	51.2	13.4	83.1	35.6	47.5	16.9
Hawaiian or Pacific Islander	63.6	3.0	60.6	36.4	63.3	6.7	56.7	36.7
Hispanic	66.3	9.6	56.8	33.7	60.4	8.7	51.7	39.6
White	83.5	25.9	57.6	16.5	80.3	23.7	56.6	19.7
Two or More Races	71.0	15.5	55.5	29.0	68.4	15.6	52.8	31.6
Male	81.1	25.8	55.3	18.9	77.8	25.1	52.7	22.2
Female	80.0	21.3	58.7	20.0	76.1	18.1	58.0	23.9
Disability*	48.9	5.7	43.2	51.1	37.0	3.9	33.0	63.0
Migrant	56.0	3.6	52.4	44.0	50.6	3.9	46.8	49.4
ELL	57.8	4.3	53.5	42.2	42.6	3.6	39.0	57.4
Low SES**	69.6	11.7	57.9	30.4	63.3	10.0	53.2	36.7
	<b>Grade 7</b>				<b>Grade 8</b>			
All Students	77.3	20.8	56.5	22.7	76.5	20.6	55.9	23.5
African American	47.3	4.9	42.4	52.7	45.9	6.0	39.9	54.1
American Indian	63.5	7.2	56.3	36.5	60.1	8.9	51.2	39.9
Asian	85.3	31.1	54.2	14.7	83.3	33.7	49.7	16.7
Hawaiian or Pacific Islander	62.5	21.9	40.6	37.5	41.9	9.7	32.3	58.1
Hispanic	61.8	7.4	54.4	38.2	59.9	6.5	53.4	40.1
White	80.5	23.0	57.5	19.5	79.6	22.5	57.1	20.4
Two or More Races	72.0	13.2	58.7	28.0	69.2	12.5	56.7	30.8
Male	77.5	23.2	54.3	22.5	76.6	24.0	52.6	23.4
Female	77.1	18.4	58.8	22.9	76.4	17.0	59.4	23.6
Disability*	34.3	3.2	31.1	65.7	31.4	2.2	29.2	68.6
Migrant	58.0	2.9	55.1	42.0	48.3	0.0	48.3	51.7
ELL	45.3	3.1	42.2	54.7	41.5	2.6	38.9	58.5
Low SES**	63.3	9.4	53.9	36.7	62.1	9.1	53.0	37.9
	<b>Grade 11</b>							
All Students	78.2	21.6	56.7	21.8				
African American	42.0	4.8	37.3	58.0				
American Indian	73.9	10.2	63.7	26.1				
Asian	82.7	30.9	51.8	17.3				
Hawaiian or Pacific Islander	73.0	10.8	62.2	27.0				
Hispanic	58.5	7.7	50.8	41.5				
White	81.1	23.2	58.0	18.9				
Two or More Races	67.5	13.1	54.3	32.5				
Male	78.7	25.9	52.8	21.3				
Female	77.7	17.0	60.7	22.3				
Disability*	32.5	2.3	30.3	67.5				
Migrant	45.7	2.2	43.5	54.3				
ELL	34.8	1.1	33.6	65.2				
Low SES**	61.5	8.8	52.7	38.5				

Source: Iowa Department of Education, AYP file.

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

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

\*\*SES means socioeconomic status.

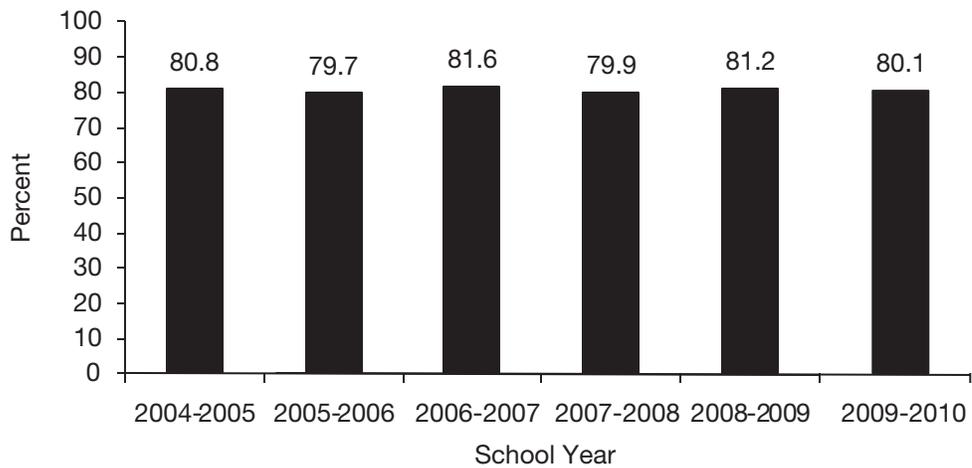
Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 22

---

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS 2004-2005 TO 2009-2010**

---



---

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.

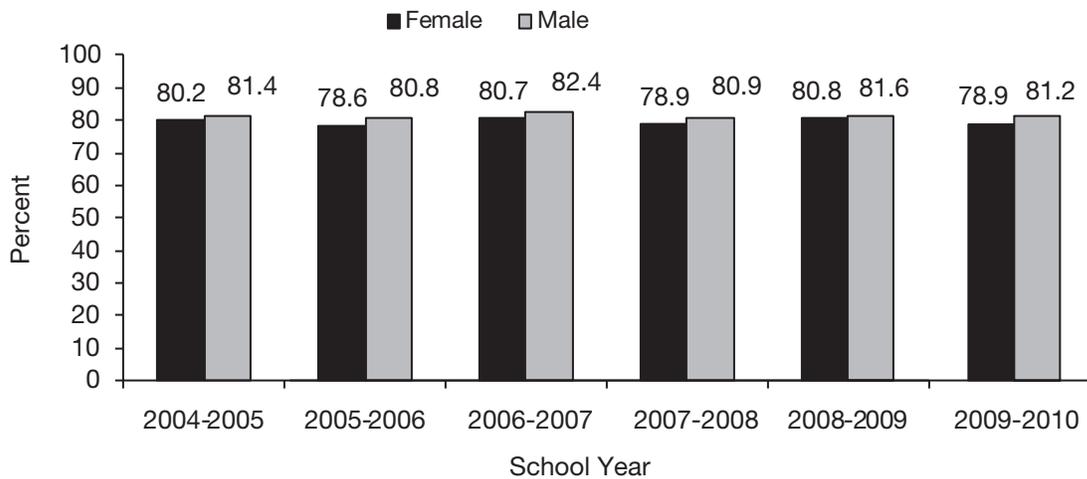
---

Figure 23

---

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY GENDER 2004-2005 TO 2009-2010**

---



---

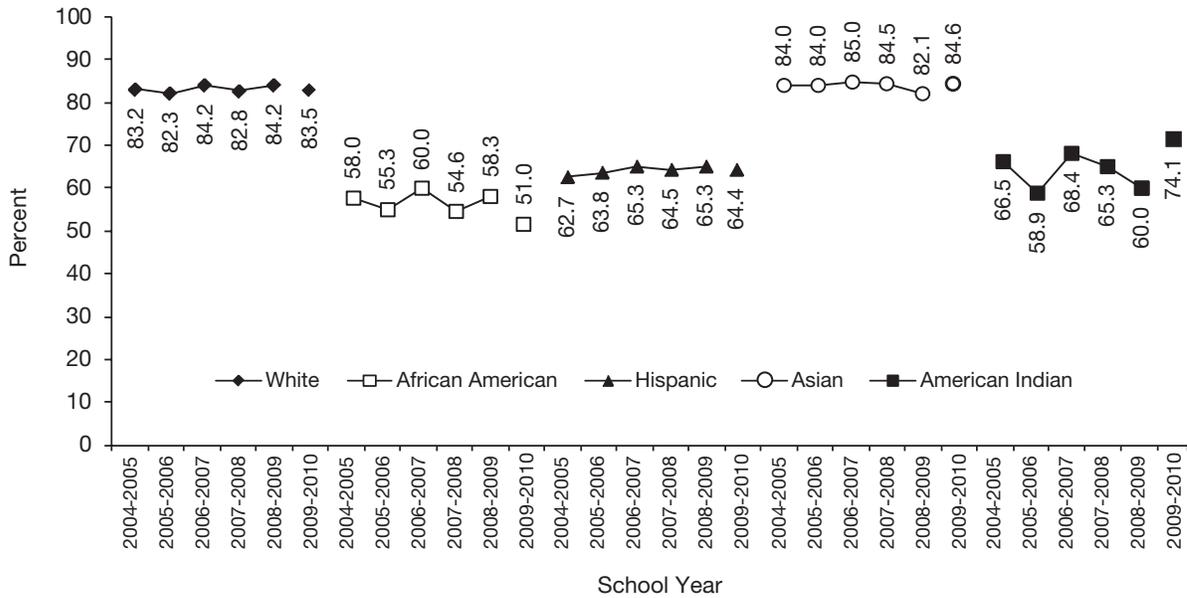
Source: Iowa Department of Education, AYP file.

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 2009-2010**

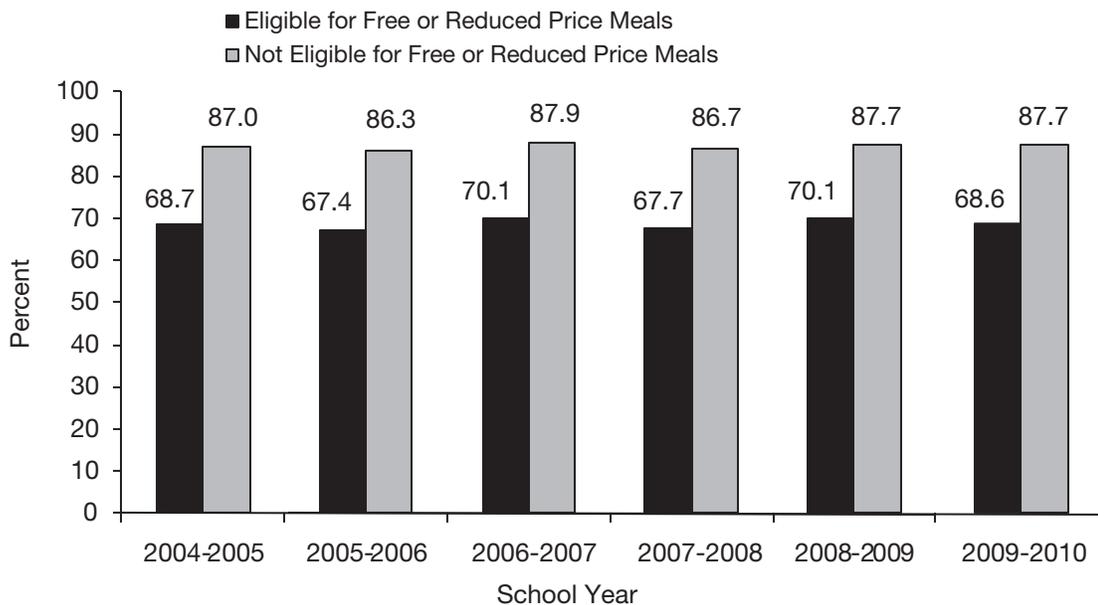


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009-2010, 67.4 percent of the students in the Hawaiian or Pacific Islander race and 74.1 percent of students in the Two or More Races subgroup are proficient.

Figure 25

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**

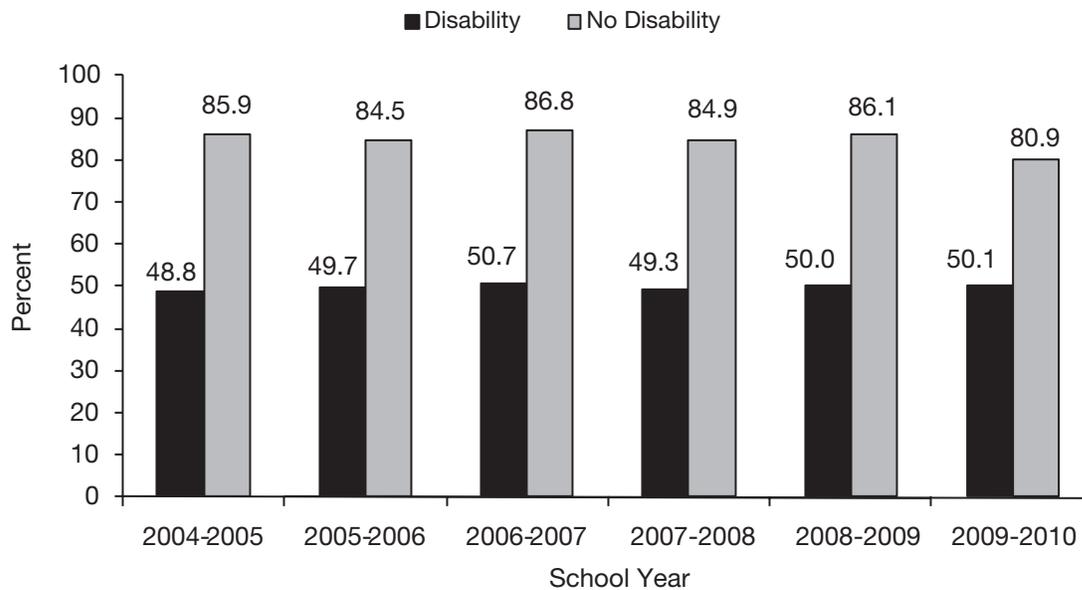


Source: Iowa Department of Education, AYP file.

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

Figure 26

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS  
BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**



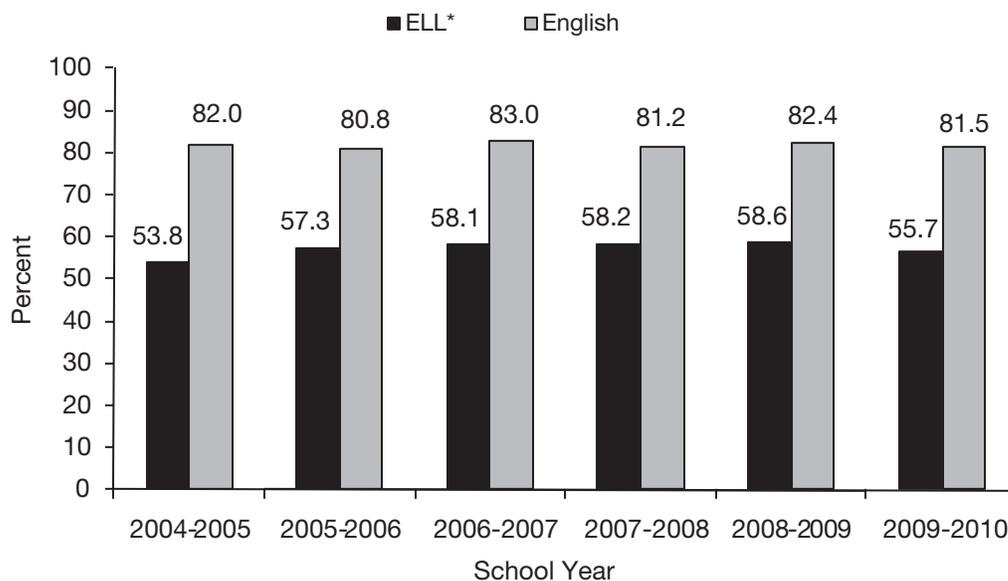
Source: Iowa Department of Education, AYP file.

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

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

Figure 27

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT IN MATHEMATICS  
BY PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010**



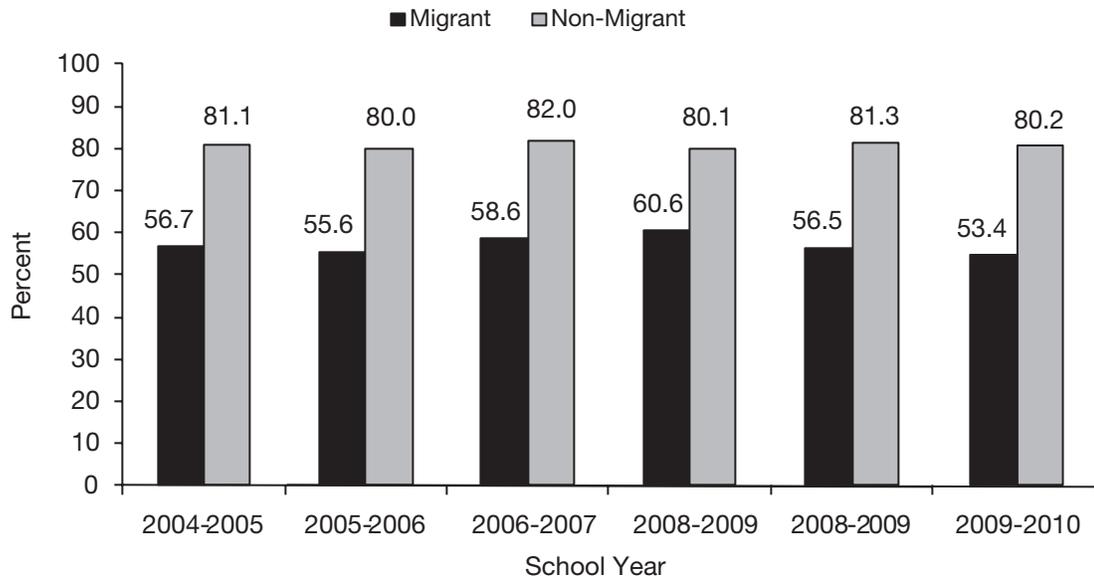
Source: Iowa Department of Education, AYP file.

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

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

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY MIGRANT STATUS\* 2004-2005 TO 2009-2010**

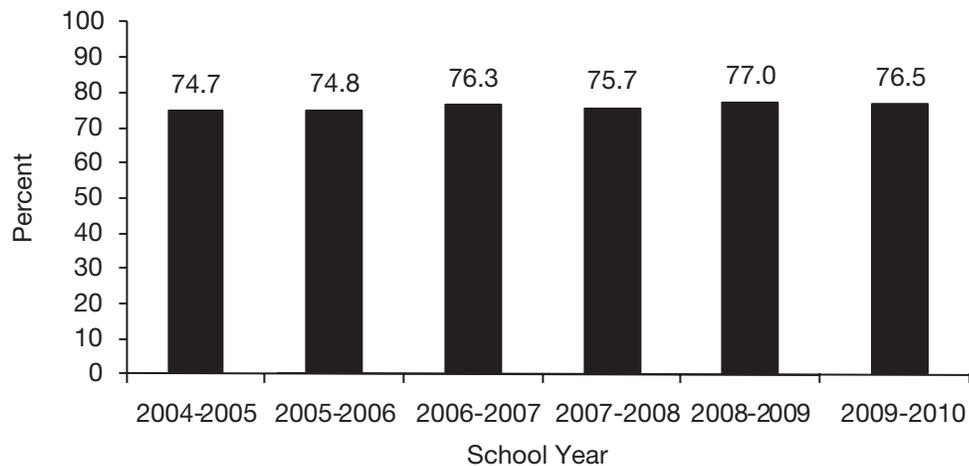


Source: Iowa Department of Education, AYP file.

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

Figure 29

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS 2004-2005 TO 2009-2010**

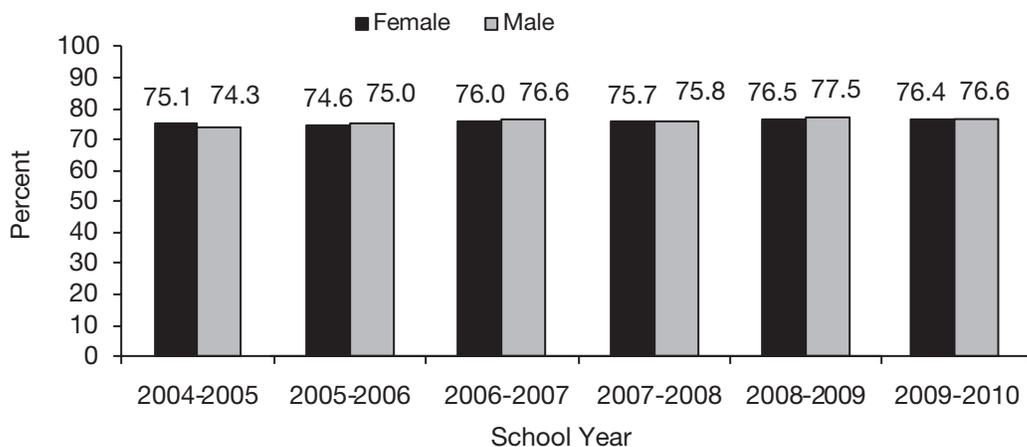


Source: Iowa Department of Education, AYP file.

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

Figure 30

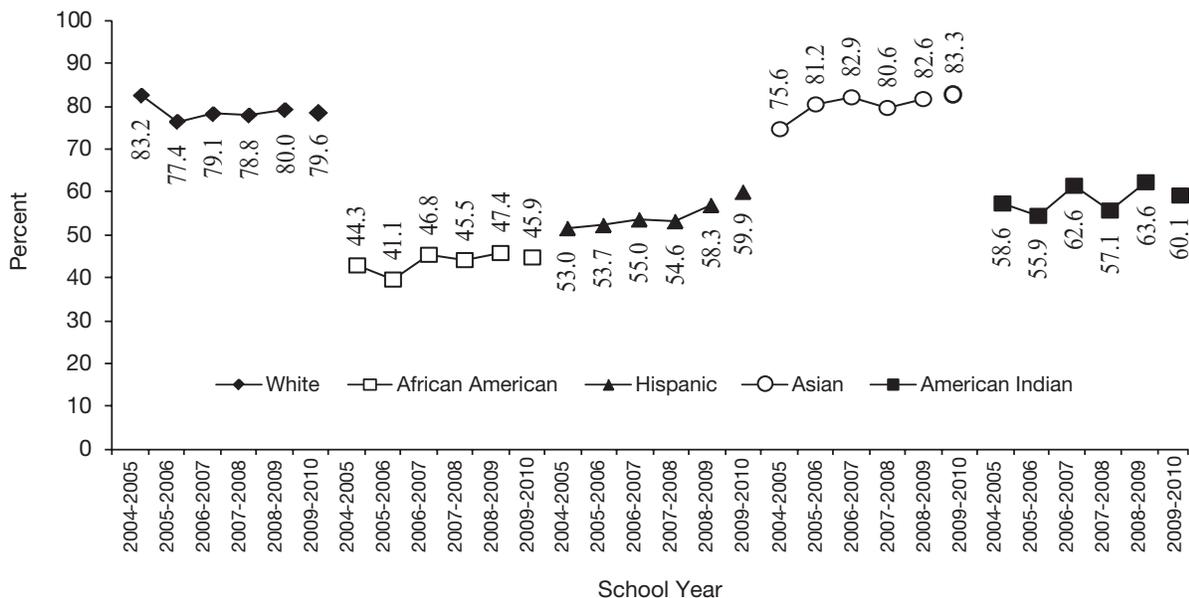
**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY GENDER 2004-2005 TO 2009-2010**



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

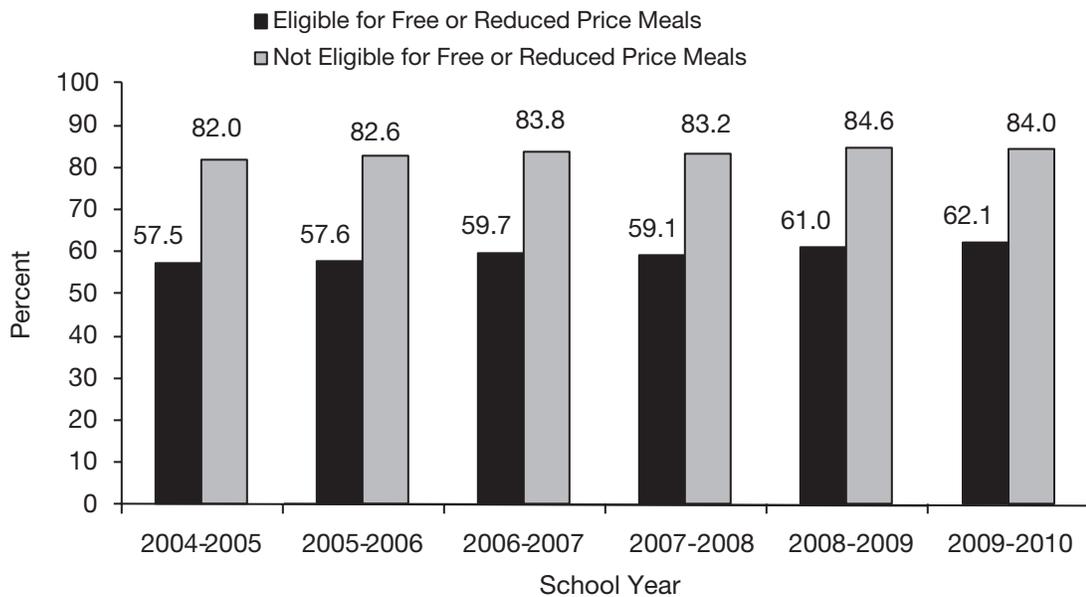
**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY RACE/ETHNICITY 2004-2005 TO 2009-2010**



Source: Iowa Department of Education, AYP file.  
 Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009-2010, 41.9 percent of the students in Hawaiian or Pacific Islander race and 69.2 percent of the students in the Two or More Races subgroup are proficient.

Figure 32

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**

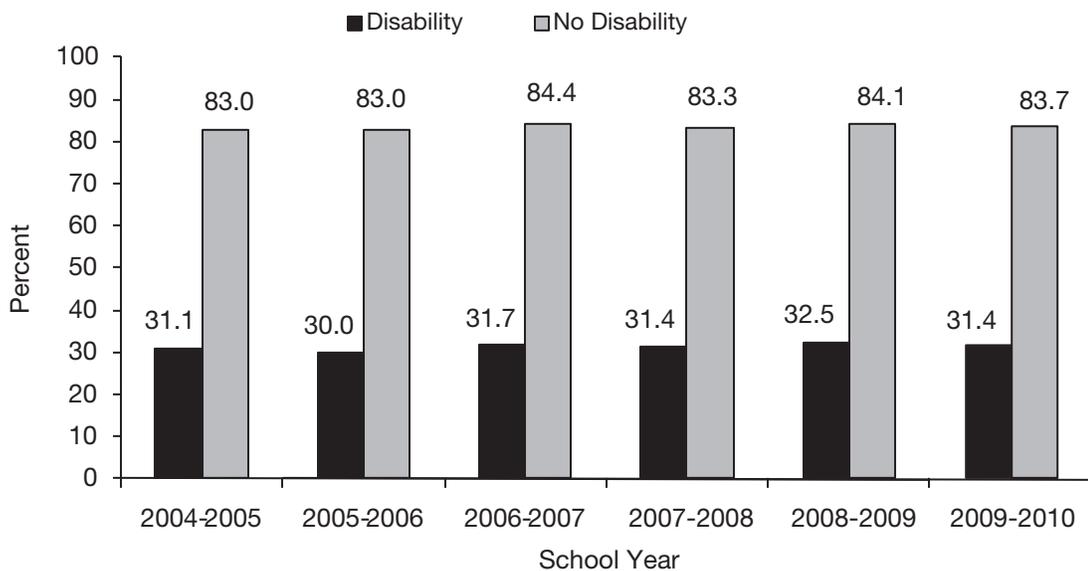


Source: Iowa Department of Education, AYP file.

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

Figure 33

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**

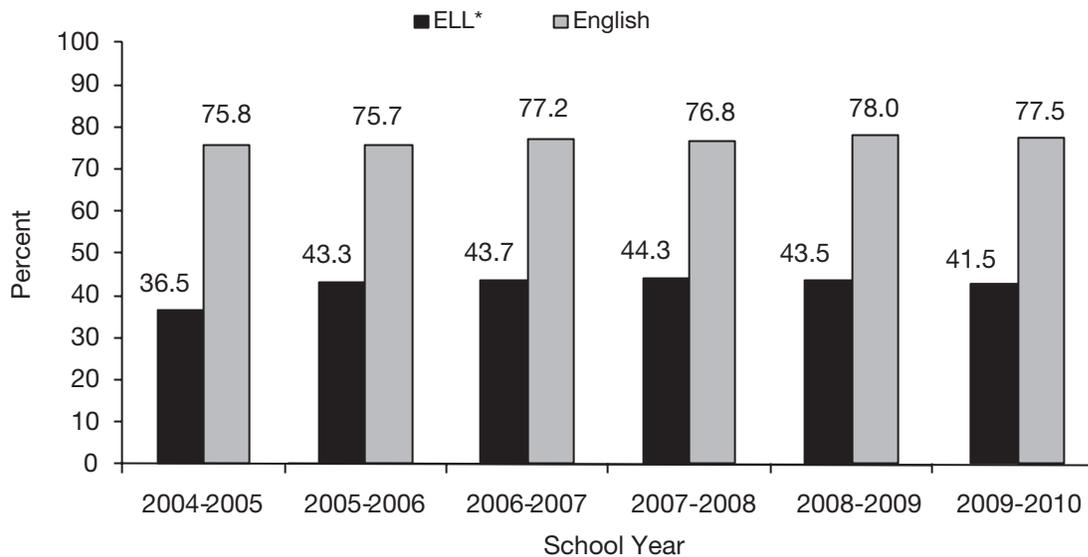


Source: Iowa Department of Education, AYP file.

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

Figure 34

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS  
BY PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010**

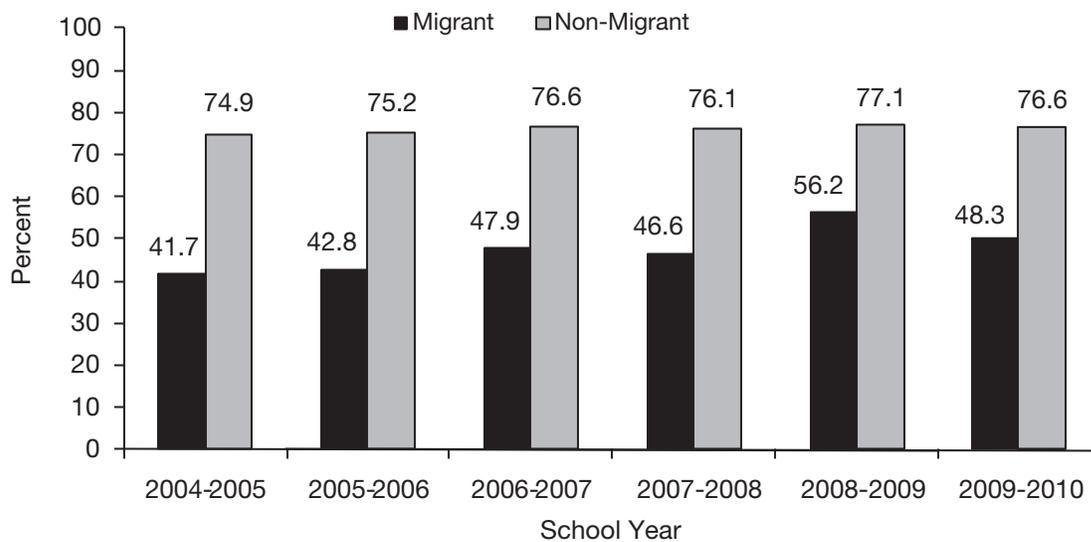


Source: Iowa Department of Education, AYP file.

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

Figure 35

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT IN MATHEMATICS  
BY MIGRANT STATUS\* 2004-2005 TO 2009-2010**



Source: Iowa Department of Education, AYP file.

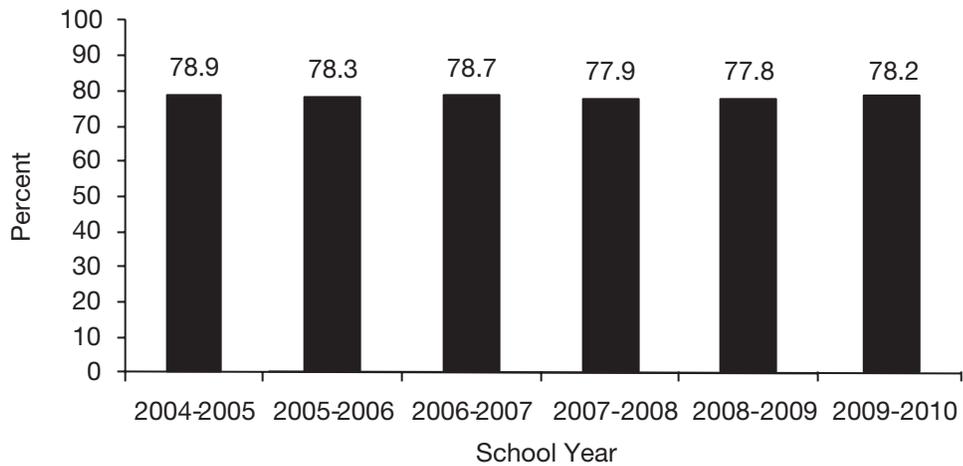
Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. \*Migrant status is defined as migrant or non-migrant as follows: Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another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

Figure 36

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS 2004-2005 TO 2009-2010**

---



---

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.

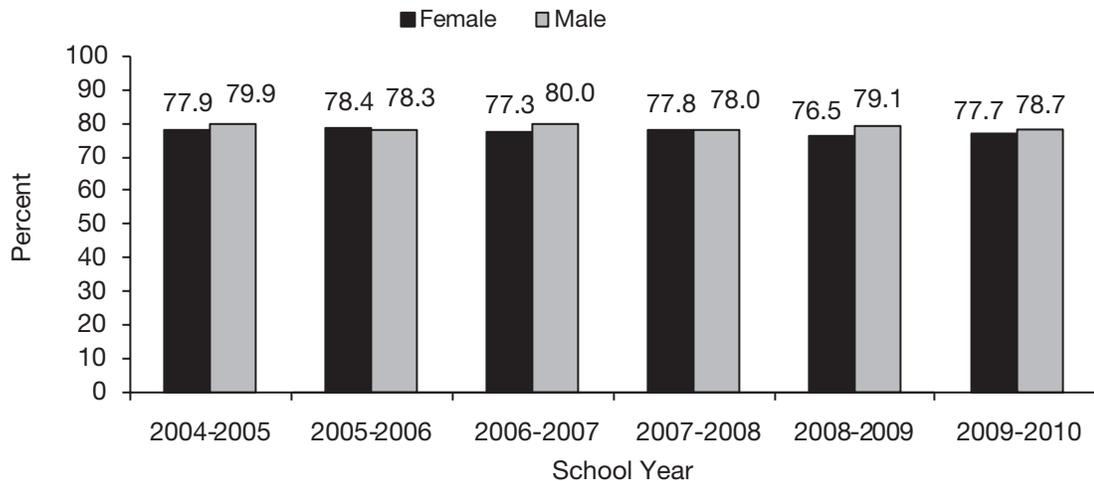
---

Figure 37

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY GENDER 2004-2005 TO 2009-2010**

---



---

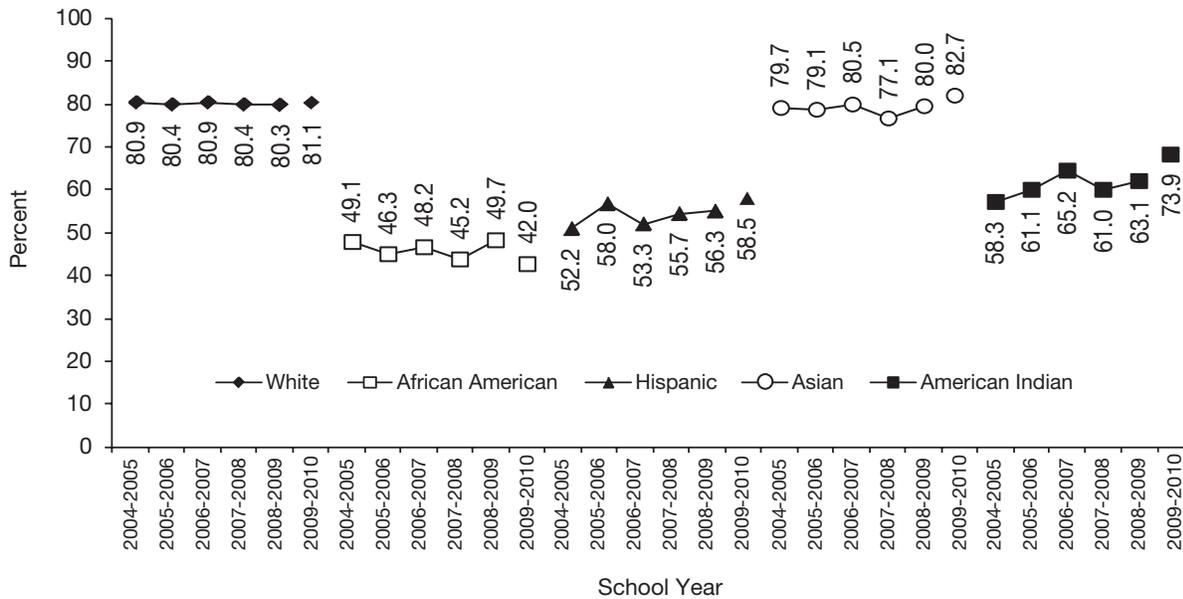
Source: Iowa Department of Education, AYP file.

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 2009-2010**

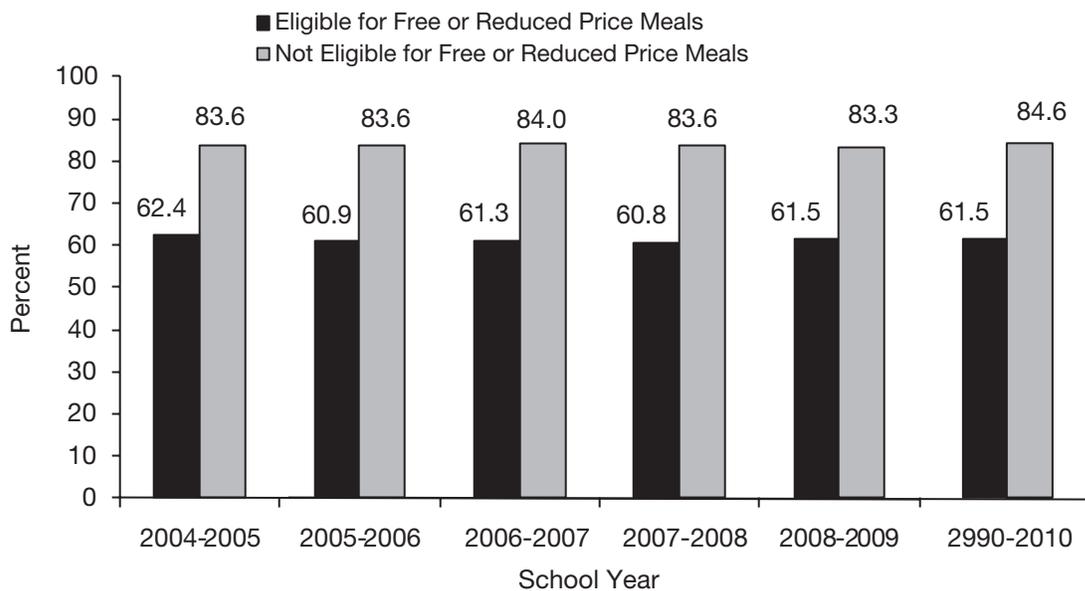


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from Iowa's Alternate Assessment. In 2009 -2010, 73.0 percent of the students in the Hawaiian or Pacific Islander race and 67.5 percent of the students in the Two or More Races subgroup are proficient.

Figure 39

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY SOCIOECONOMIC STATUS\* 2004-2005 TO 2009-2010**

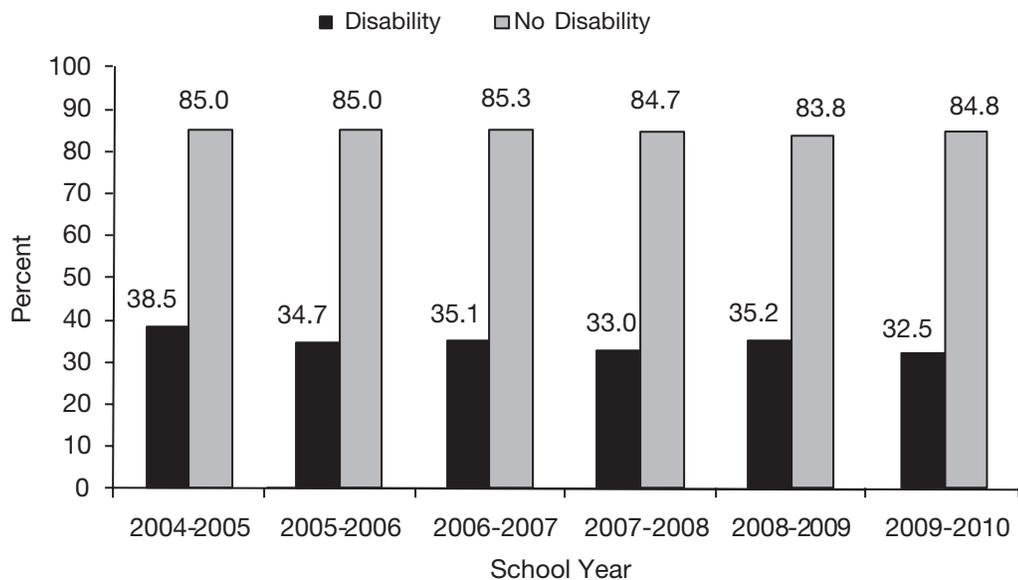


Source: Iowa Department of Education, AYP file.

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

Figure 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY DISABILITY STATUS\* 2004-2005 TO 2009-2010**



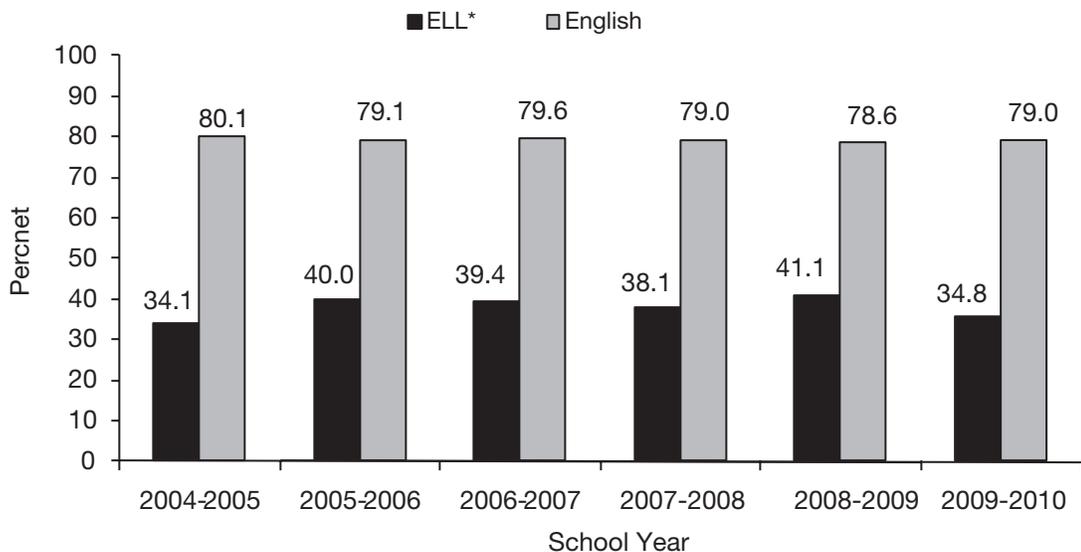
Source: Iowa Department of Education, AYP file.

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

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

Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT IN MATHEMATICS BY  
PRIMARY LANGUAGE STATUS\* 2004-2005 TO 2009-2010**



Source: Iowa Department of Education, AYP file.

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

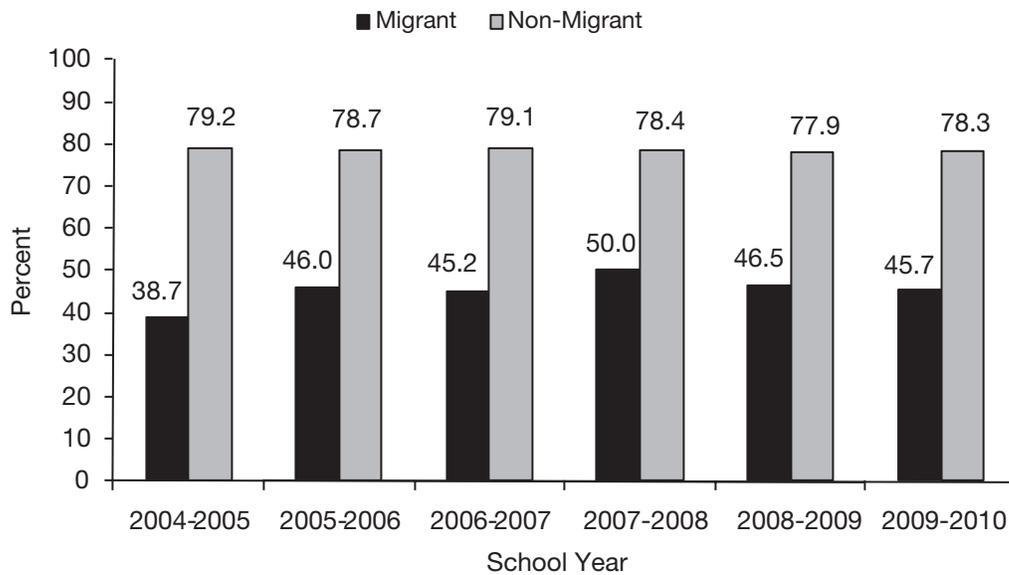
\*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic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

Figure 42

---

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT  
IN MATHEMATICS BY MIGRANT STATUS\* 2004-2005 TO 2009-2010**

---



---

Source: Iowa Department of Education, AYP file.

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

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

---



# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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

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

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

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

**Table 7**

<b>INCLUSION RATES: PERCENT INCLUDED IN THE NAEP 2009 ASSESSMENT</b>					
	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	71.6%	87.7%	71.7%	83.9%
	Nation	71.4	84.3	72.1	78.2
Limited English Proficient Students	Iowa	80.1	93.9	81.4	84.7
	Nation	83.8	94.4	82.5	91.9

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics; National Assessment of Educational Progress (NAEP), 2009 Assessment.

**Table 8**

**NAEP READING 2009, GRADE 4, PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION**

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	31%	35%	27%	7%	34%	34%	24%	7%
African American	51	26	19	3	53	32	13	2
American Indian/ Alaska Native	n/a	n/a	n/a	n/a	48	30	17	5
Asian/Pacific Islander	28	26	30	16	21	30	32	17
Hispanic	47	34	17	3	52	32	14	2
White	28	36	29	8	23	36	31	10
Eligible for NSLP	46	33	18	3	49	34	15	2
Not Eligible for NSLP	23	36	32	9	21	35	33	12
Students with Disabilities	81	15	4	#	66	22	10	2
English Language Learner	66	25	9	1	71	23	6	#

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Note: NA: Reporting standards not met (insufficient sample size). #: Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

**Table 9**

**NAEP READING 2009, GRADE 8, PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR IOWA AND THE NATION**

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

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

Note: NA: Reporting standards not met (insufficient sample size). #: Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 10

---

**NAEP MATHEMATICS 2009, GRADE 4, PERCENT OF STUDENTS AT EACH  
ACHIEVEMENT LEVEL FOR IOWA AND THE NATION**

---

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	13%	45%	36%	5%	19%	43%	33%	6%
African American	31	52	17	1	37	48	15	1
American Indian/ Alaska Native	n/a	n/a	n/a	n/a	32	45	21	2
Asian/Pacific Islander	6	28	43	23	9	31	43	18
Hispanic	36	47	17	1	30	49	20	1
White	10	45	39	6	10	40	42	8
Eligible for NSLP	23	52	24	2	29	49	20	1
Not Eligible for NSLP	7	42	44	7	9	37	44	10
Students with Disabilities	40	48	12	1	41	40	17	2
English Language Learner	38	48	14	1	43	45	11	1

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Note: NA: Reporting standards not met (insufficient sample size). #: Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

---

Table 11

---

**NAEP MATHEMATICS 2009, GRADE 8, PERCENT OF STUDENTS AT EACH  
ACHIEVEMENT LEVEL FOR IOWA AND THE NATION**

---

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	24%	42%	27%	7%	29%	39%	25%	7%
African American	50	40	8	2	51	37	11	1
American Indian/ Alaska Native	n/a	n/a	n/a	n/a	43	37	16	3
Asian/Pacific Islander	n/a	n/a	n/a	n/a	16	31	33	20
Hispanic	43	42	14	1	44	39	15	2
White	21	43	29	7	18	40	32	10
Eligible for NSLP	39	44	15	2	43	40	15	2
Not Eligible for NSLP	16	41	33	9	17	38	33	12
Students with Disabilities	73	22	4	1	64	27	8	1
English Language Learner	n/a	n/a	n/a	n/a	72	23	4	1

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

Note: NA: Reporting standards not met (insufficient sample size). #: Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

---



# HIGH SCHOOL GRADUATES AND GRADUATION RATES

This section reports ten years of trend data on number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate for the graduating class of 2009.

## High School Graduates

A public high school completer can receive one of the two types of diplomas or a certificate. The No Child Left Behind (NCLB) Act defines the regular diploma recipients as high school graduates.

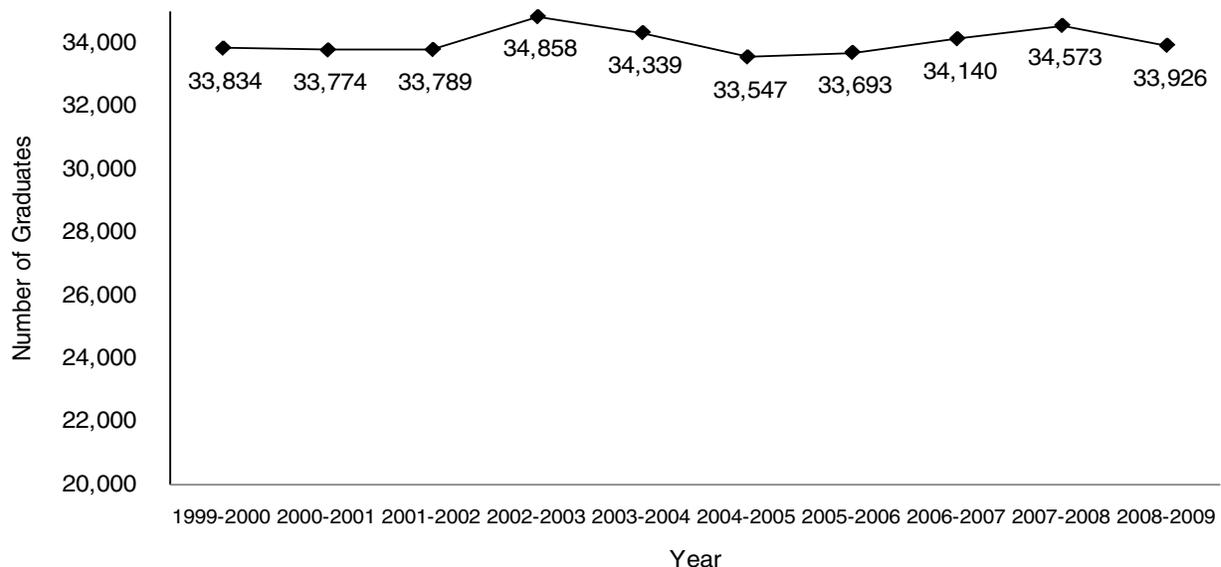
- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

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.

Figure 43 shows the numbers of regular diploma recipients by school year from 1999-2000 to 2008-2009. The counts in this figure include the students to earn a regular diploma in four years and students to complete high school in less or more than four years.

Figure 43

### NUMBER OF IOWA PUBLIC HIGH SCHOOL GRADUATES 1999-2000 TO 2008-2009



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, State Educational Data Survey and Project EASIER files.

## High School Graduation Rates

Iowa's 2009 graduating class is the first group of students to have a statewide identification number for five years. With this identification system and Project EASIER data, Iowa can now follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshmen year were not included in the cohort). For the class of 2009, the Iowa Department of Education (DE) is reporting the National Governor Association (NGA) Adjusted Cohort Rate. The NGA rate is calculated by dividing the number of on-time graduates (including transferred in graduates) by the number of first-time 9th graders four years previous minus the number of transferred out and plus total transferred in students. The NGA formula used by the DE allows an adjustment for special education students who take longer to graduate and early graduates who take less than four year to complete high school.

Iowa NGA Adjusted Cohort Graduation Rate -

$$(FG + TIG + EIG + IEPIG) / (F + TI - TO + EIG + IEPIG - EOG - IEPNG)$$

For the graduating class of 2009 -

FG = First-time 9th grade students in fall of 2005 and graduated in 2009,

TIG = Students who transferred in grades 9 to 12 and graduate in 2009,

EIG = Early graduates in 2009 who should graduate in 2010 or later,

IEPIG = IEP graduates in 2009 who should graduate in 2008 or earlier,

F = First-time 9th grade student in fall of 2005,

TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,

TO = Transfer out (including emigrates and deceased),

EOG = Students who started with this cohort and graduated in 2008 or earlier,

IEPNG = IEP students who started with this cohort, fail to graduate in 2009 and still enrolled in school.

Students included in the denominator of the cohort graduation rate calculation are first-time freshmen and students who transferred into a given cohort in grades 9 to 12. First-time freshmen in fall of 2005 include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuitioned in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school student enrolled in another district but taking courses on a part time basis; and foreign exchange students.

Transferred-in students included in the cohort consist of students with the same entry codes as the freshman in fall of 2005 and students who joined the cohort in grade 9 in 2005-2006, grade 10 in 2006-2007, grade 11 in 2007-2008, and grade 12 in 2008-2009.

Students receiving regular diplomas are included as graduates in the numerator. Other completers, students who have finished the high school program, but did not earn a diploma are neither counted as graduates nor counted as dropouts. Early graduates from the cohort are removed from denominator and included in the cohort with the year they graduate. For this reason, the 2009 cohort will pick up some early graduates from later cohorts (2010 and 2011), those early graduates will be inserted into the numerator and denominator.

Students with an Individualized Education Program (IEP) are given more flexibility under Iowa's NGA Adjusted Cohort Graduation Rate. If a student with an IEP remains enrolled, the student has until age 21 to graduate if stated in their IEP. These students are removed from the denominator of the cohort if they do not graduate in four years. Once they graduate, they are placed in the denominator and numerator of the cohort that is graduating that year.

Although the NGA graduation rate and other cohort rates expect students to complete high school in four years, the Iowa Department of Education plans to calculate extended year graduate rates in 2010 and beyond once six years or more of student-level data are available.

Table 12 displays the adjusted cohort graduation rates for the graduating class of 2009. The rates listed are for all student group and 11 subgroups. For the all student group, the number of on time graduates was 33,478, the number of graduates counted in graduation rate is 448 fewer than the total graduates in 2009 (in Table 12). This is because, the adjusted NGA cohort graduation rates focuses on four year graduates (except IEP students and the early graduates) and excludes shared time and foreign exchange students. The rate for the all student group was 87.21 percent for the first time freshmen class of 2009. In gender comparison, females had a higher graduation rate than males on average, 89.17 percent vs. 85.33 percent; in the comparisons among the ethnic/race subgroups, White and Asian students had higher graduation rates than other ethnic/race groups; the students who were eligible for free and reduced-price lunch, students with IEPs, English Language Learners (ELL), and migrant students had graduation rates lower than the all student group on average.

**Table 12**

**IOWA PUBLIC HIGH SCHOOL NGA ADJUSTED COHORT GRADUATION RATES BY SUBGROUP - GRADUATING CLASS OF 2009**

Group	Numerator	Denominator	Graduation Rate
All Students	33,478	38,387	87.21%
African American	1,299	1,895	68.55
American Indian	149	215	69.30
Asian	616	691	89.15
Hispanic	1,307	1,826	71.58
White	30,107	33,760	89.18
Disability*	4,445	5,586	79.57
ELL**	664	993	66.87
Low SES***	9,779	12,891	75.86
Migrant	115	184	62.50
Female	16,814	18,857	89.17
Male	16,664	19,530	85.33

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER files.

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

\*\*ELL indicates English Language Learner.

\*\*\* Low SES is determined by eligibility for free or reduced price meals.

# AVERAGE DAILY ATTENDANCE

The average daily attendance (ADA) rate for kindergarten to grade 8 is one of the additional academic indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance (days present) in a school or school district divided by the aggregate days of enrollment. The 2008-2009 aggregate K-8 ADA rate for Iowa public schools was 95.8 percent, a decrease of 0.1 percent from last year's rate. Figure 44 shows the ADA trend for Iowa public schools for the past 12 school years. The aggregate K-8 ADA rates for Iowa public schools were essentially unchanged between 1998 and 2009.

Figure 44

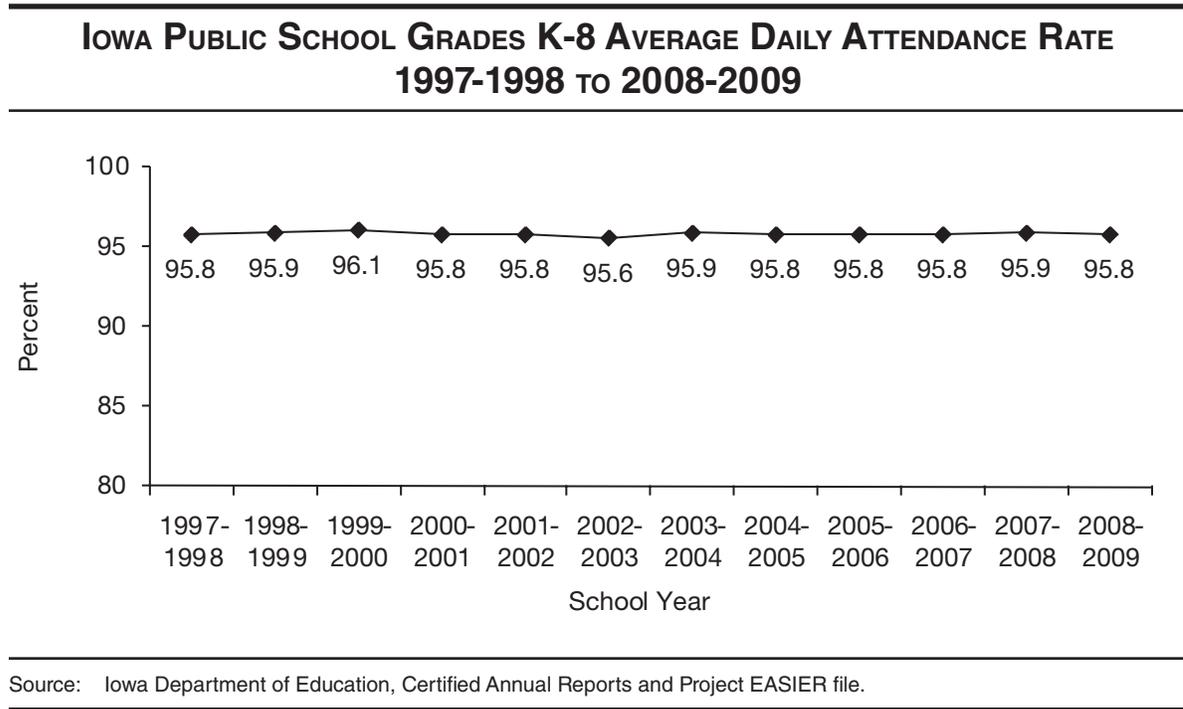


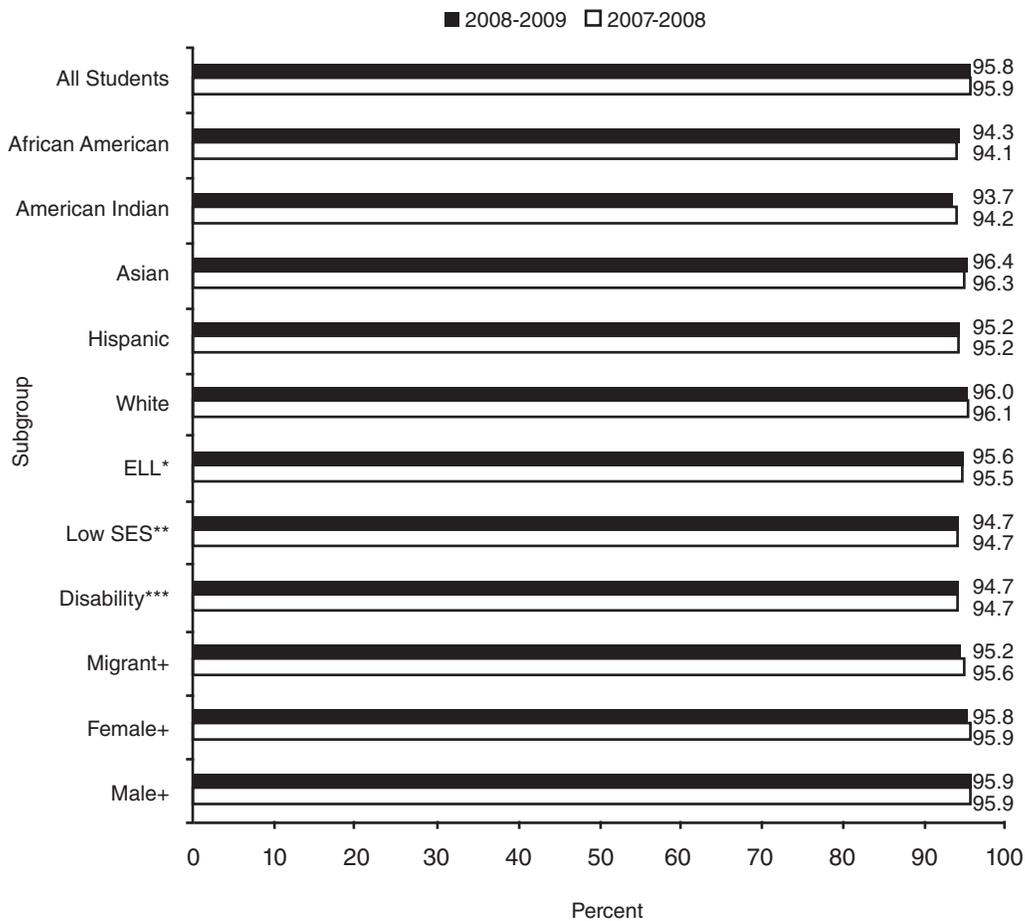
Figure 45 displays the disaggregated ADA data by subgroup for school years 2008-2009 and 2007-2008. ADA rates did not make any meaningful change within any subgroups in the past year, varying by 0.2 percent at the most with the exception of American Indians and migrants, whose ADA rate decreased by .05 and .04 percent respectively, from 2007-2008 to 2008-2009.

Figure 45

---

**AVERAGE DAILY ATTENDANCE RATES BY SUBGROUP  
2007-2008 AND 2008-2009**

---



---

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

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

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

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

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

---



# HIGHLY QUALIFIED TEACHERS

The No Child Left Behind (NCLB) Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school to determine the poverty quartiles. Table 13 shows the comparison of teacher characteristics between high and low poverty public schools by school level in 2009-2010. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 14 to 16. Table 15 further breaks down not HQT sections by school level and Table 16 breaks down the not HQT sections by school poverty level. For academic areas shown, all twelve areas had below 0.36 percent of sections that are taught by not Highly Qualified Teachers.

**Table 13**

## HIGHLY QUALIFIED TEACHER (HQT) DATA FOR 2009-2010 BY SCHOOL LEVEL AND POVERTY STATUS

	All Level Schools			Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Schools	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
# Sections in Selected Areas	41,651	37,696	148,399	25,351	20,917	89,421	16,300	16,779	60,495
# Sections in Selected Areas Not Taught by HQT	11	12	82	3	5	61	8	7	21
% Sections in Selected Areas Not Taught by HQT	0.03%	0.03%	0.06%	0.01%	0.02%	0.07%	0.05%	0.04%	0.03%
# Full-Time Teachers	9,545	8,179	33,738	6,879	5,300	23,009	2,666	2,879	10,729
# Advanced Degrees	3,108	2,470	9,785	2,189	1,550	6,481	919	920	3,304
% Advanced Degrees	32.6%	30.2%	29.0%	31.8%	29.2%	28.2%	34.5%	32.0%	30.8%
# Bachelor Degrees	6,437	5,709	23,953	4,690	3,750	16,528	1,747	1,959	7,425
Avg. District Experience	42.5	40.6	11.2	42.1	40.1	41.9	43.5	41.6	42.5
Avg. Total Experience	14.3	13.9	14.7	14.2	13.6	14.7	14.5	14.6	14.8
Average Age	11.0	10.1	42.1	11.2	10.0	11.6	10.5	10.2	10.5
Average Salary	\$50,292	\$50,201	\$49,433	\$50,409	\$50,510	\$49,644	\$49,991	\$49,860	\$48,979
# Students Served	126,178	122,100	467,461	86,798	80,904	317,211	39,380	41,196	150,250

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

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

Table 14

---

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED SCHOOL  
TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2009-2010**

---

Academic Area	Sections for All Building Teachers		Sections for Building, District Office and AEA Teachers		Sections for Building and District Office Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	17,082	0.02%	17,194	0.02%	17,194	0.02%
Reading/Language Arts	8,626	0.35	8,671	0.35	8,669	0.35
Mathematics	15,296	0.05	15,403	0.05	15,403	0.05
Science	13,534	0.01	13,604	0.01	13,604	0.01
Foreign Language	6,299	0	6,321	0	6,321	0
Civics/Government	7,574	0.01	7,627	0.01	7,627	0.01
Economics	673	0	684	0	684	0
Arts	27,349	<0.01	27,506	<0.01	27,503	<0.01
History	5,071	0	5,147	0	5,147	0
Geography	576	0	578	0	578	0
Elementary (K-8)	24,701	0.04	25,081	0.04	25,075	0.04
Special Education	21,618	0.13	22,069	0.13	21,783	0.13
Total	148,399	0.06	149,885	0.05	149,588	0.05

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

Table 15

---

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED SCHOOL  
TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL 2009-2010**

---

Academic Area	Sections for All Building Teachers		Sections for Elementary Building (K-8) Teachers		Sections for Secondary Building (9-12) Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	17,082	0.02%	5,958	0%	11,143	0.03%
Reading/Language Arts	8,626	0.35	8,060	0.35	568	0.35
Mathematics	15,296	0.05	5,915	0	9,442	0.07
Science	13,534	0.01	4,687	0.02	8,847	0.01
Foreign Language	6,299	0	1,130	0	5,197	0
Civics/Government	7,574	0.01	4,839	0.02	2,735	0
Economics	673	0	0	0	673	0
Arts	27,349	<0.01	20,546	0	6,882	0.01
History	5,071	0	17	0	5,060	0
Geography	576	0	0	0	576	0
Elementary (K-8)	24,701	0.04	24,690	0.04	48	0
Special Education	21,618	0.13	13,579	0.15	9,324	0.08
Total	148,399	0.06	89,421	0.07	60,495	0.03

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

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

Table 16

---

**NUMBER AND PERCENT OF SECTIONS NOT TAUGHT BY HIGHLY QUALIFIED SCHOOL  
TEACHERS BY ACADEMIC AREA AND POVERTY STATUS 2009-2010**

---

Academic Area	Sections for All Building Teachers		Sections for High Poverty Building Teachers		Sections for Low Poverty Building Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	17,082	0.02%	4,206	0.02%	4,643	0.60%
Reading/Language Arts	8,626	0.35	3,143	0	1,458	0
Mathematics	15,296	0.05	3,972	0	4,013	0.17
Science	13,534	0.01	3,282	0	3,691	0
Foreign Language	6,299	0	1,387	0	2,078	0
Civics/Government	7,574	0.01	1,877	0	1,891	0
Economics	673	0	180	0	189	0
Arts	27,349	<0.01	8,081	0	7,020	0
History	5,071	0	1,414	0	1,423	0
Geography	576	0	71	0	206	0
Elementary (K-8)	24,701	0.04	7,098	0	6,345	0
Special Education	21,618	0.13	6,940	0.14	4,739	0.11
Total	148,399	0.06	41,651	0.03	37,696	0.03

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

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

---

In 2009-2010, there were no public school teachers in Iowa with an emergency or provisional license (Table 17).

Table 17

---

**NUMBER AND PERCENT OF TEACHERS WITH  
EMERGENCY/PROVISIONAL LICENSES 2009-2010**

---

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

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

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

---



# DISTRICTS AND SCHOOLS 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 other academic indicators for public school districts.

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

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

Based on 2009-2010 performance, 27 of 361 (7.5 percent) public school districts were identified as a district in need of assistance for the 2010-2011 school year. There were 1,427 Iowa public schools that provided services to students in grades 3 to 8 or 11. A total of 356 public schools (24.9 percent) were identified as a school in need of assistance.

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

**Table 18**

---

**DISTRICTS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

---

<b>District</b>	<b>Math Proficiency</b>	<b>Reading Proficiency</b>
Atlantic		DINA-1
Burlington	Delay-1	
Cedar Falls		Delay-1
Cedar Rapids	DINA-4	DINA-5
Clinton	DINA-2	DINA-4
Council Bluffs	DINA-5	DINA-5
Davenport	DINA-5	DINA-6
Denison	DINA-2	DINA-2
Des Moines	DINA-2	DINA-4
Dubuque	DINA-2	DINA-2
Fort Dodge	DINA-2	DINA-6
Iowa City	DINA-5	DINA-5
Keokuk	DINA-2	
Lewis Central		Delay-1
Marshalltown	DINA-5	DINA-2
Mason City		DINA-2
Mount Pleasant	Delay-1	
Muscatine		Delay-1
Newton	Delay-1	DINA-2
Ottumwa	DINA-2	DINA-4
Perry	DINA-1	
Sioux City	DINA-5	DINA-5
South Tama County	Delay-1	
Vinton-Shellsburg		DINA-1
Waterloo	DINA-5	DINA-5
West Des Moines	DINA-2	DINA-1
West Liberty		Delay-1

---

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

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

---

Table 19

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
AGWSR	AGWSR MS			SINA-1	SINA-1	
Algona	Otto B Laing MS				SINA-1	
Ames	Ames HS			Delay-1		
Ames	Ames MS			SINA-4	SINA-2	
Anamosa	West MS			Delay-1		
Ankeny	Ankeny HS			SINA-1	SINA-1	
Ankeny	Parkview MS			SINA-2	Delay-2	
Ankeny	Northview MS			SINA-1	SINA-3	
Atlantic	Educational Opportunity Center				SINA-1	
Atlantic	Atlantic MS			SINA-1	SINA-2	
Atlantic	Link Center				SINA-1	
Belmond-Klemme	Belmond-Klemme ES			Delay-1	SINA-2	
Benton	Benton MS				Delay-2	
Bettendorf	Bettendorf HS			SINA-1	SINA-1	
Bettendorf	Bettendorf MS			SINA-5	SINA-4	
Bondurant-Farrar	Anderson ES			SINA-1		
Boone	Boone MS			SINA-1		
Boone	Franklin ES			SINA-1		
Burlington	Burlington HS			SINA-4	SINA-6	
Burlington	Burlington Alt			Delay-1		
Burlington	James Madison MS			SINA-2	SINA-2	
Burlington	Oak Street MS			SINA-2		
Burlington	Sunnyside ES			Delay-1		
CAL	CAL HS				Delay-1	
Camanche	Camanche MS			SINA-2	SINA-3	
Cardinal	Cardinal MS/Sr HS			SINA-2	SINA-2	
Cedar Falls	Cedar Falls HS			SINA-2	Delay-3	
Cedar Falls	Cedar Falls Alt				Delay-1	
Cedar Falls	Holmes JHS			SINA-2	SINA-4	
Cedar Falls	Peet JHS				SINA-2	
Cedar Rapids	Thomas Jefferson HS			SINA-4	SINA-4	
Cedar Rapids	John F Kennedy HS				SINA-3	
Cedar Rapids	George Washington HS			SINA-5	SINA-5	
Cedar Rapids	Metro HS	SINA-7	SINA-7	SINA-4	SINA-4	
Cedar Rapids	Franklin MS			SINA-2	SINA-5	
Cedar Rapids	Harding MS			SINA-2	SINA-2	
Cedar Rapids	McKinley MS			SINA-2	SINA-6	
Cedar Rapids	Roosevelt MS			SINA-5	SINA-5	
Cedar Rapids	Taft MS			SINA-3	SINA-3	
Cedar Rapids	Wilson MS			SINA-2	SINA-2	
Cedar Rapids	Cleveland ES				SINA-2	
Cedar Rapids	Garfield ES				SINA-1	
Cedar Rapids	Grant Wood ES			Delay-1	SINA-2	
Cedar Rapids	Harrison ES			Delay-1	SINA-2	
Cedar Rapids	Hiawatha ES				Delay-1	
Cedar Rapids	Hoover ES				Delay-1	
Cedar Rapids	Johnson ES			SINA-4	SINA-4	
Cedar Rapids	Madison ES			SINA-1	SINA-1	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Cedar Rapids	Polk ES			Delay-1	Delay-1	
Cedar Rapids	Van Buren ES			SINA-1	Delay-1	
Cedar Rapids	Wilson ES			SINA-2	SINA-1	
Center Point-Urbana	Center Point-Urbana MS				SINA-1	
Centerville	Centerville HS			SINA-1		
Centerville	Lakeview ES			Delay-1	SINA-2	
Central Decatur	Central Decatur MS/Sr HS			Delay-1	SINA-3	
Central Decatur	North ES				SINA-1	
Chariton	Chariton MS				SINA-1	
Chariton	Van Allen ES			SINA-2		
Charles City	Charles City MS			SINA-2	SINA-2	
Clarinda	Clarinda MS				SINA-1	
Clarinda	Garfield ES			SINA-1		
Clarke	Clarke HS			Delay-1		
Clarke	Clarke ES			SINA-1	SINA-1	
Clear Creek Amana	Clear Creek Amana MS			SINA-3		
Clinton	Clinton HS			SINA-2	SINA-2	
Clinton	Lincoln HS			SINA-2	SINA-2	
Clinton	Lyons MS			SINA-2	SINA-2	
Clinton	Washington MS			Delay-1	Delay-1	
Clinton	Bluff ES				Delay-1	
Clinton	Jefferson ES				SINA-2	
Colfax-Mingo	Colfax-Mingo MS			SINA-3		
College	Prairie HS			SINA-2	SINA-5	
Columbus	Columbus HS			SINA-1	SINA-2	SINA-1
Columbus	Columbus MS			SINA-4	SINA-2	
Columbus	Roundy ES			SINA-1	SINA-2	
Council Bluffs	Thomas Jefferson HS			SINA-4	SINA-6	
Council Bluffs	Abraham Lincoln HS			SINA-4	SINA-6	
Council Bluffs	Gerald W Kirn JHS			SINA-5	SINA-3	
Council Bluffs	Woodrow Wilson JHS			SINA-2	SINA-2	
Council Bluffs	Bloomer ES				Delay-1	
Council Bluffs	Carter Lake ES				Delay-1	
Council Bluffs	Walnut Grove ES			SINA-1	SINA-2	
Creston	Creston HS			SINA-2		
Creston	Creston MS			SINA-1	SINA-1	
Dallas Center-Grimes	Dallas Center-Grimes MS			Delay-1		
Davenport	Central HS			SINA-4	SINA-6	
Davenport	North HS			SINA-6	SINA-6	
Davenport	West HS			SINA-6	SINA-6	
Davenport	Kimberly Center East			SINA-2	SINA-4	
Davenport	Wood Int			SINA-6	SINA-5	
Davenport	Frank L Smart Int			SINA-2	SINA-2	SINA-1
Davenport	Sudlow Int			SINA-4	SINA-6	
Davenport	Walcott Int			SINA-1	SINA-1	
Davenport	Williams Int			Delay-4	SINA-5	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Davenport	J B Young Int			SINA-2	SINA-2	
Davenport	Buchanan ES				SINA-1	
Davenport	Fillmore ES			SINA-1	SINA-2	
Davenport	Jackson ES				Delay-1	
Davenport	Jefferson ES			SINA-2	SINA-2	
Davenport	Lincoln Academy of Fine Arts			Delay-1	Delay-1	
Davenport	Madison ES			SINA-1	SINA-1	
Davenport	Monroe ES			SINA-2	SINA-2	
Davenport	Washington ES			SINA-2		
Davis County	Davis County MS			Delay-1	Delay-1	
Denison	Denison HS			SINA-2	SINA-3	
Denison	Denison Alt HS			SINA-2	SINA-2	
Denison	Denison MS			SINA-2	SINA-5	
Denison	Broadway ES				SINA-1	
Des Moines	East HS	Delay-6	Delay-6	SINA-5	SINA-5	
Des Moines	Hoover HS			SINA-6	SINA-4	
Des Moines	Lincoln HS			SINA-5	SINA-5	
Des Moines	North HS	Delay-1	Delay-1	SINA-2	SINA-2	
Des Moines	Roosevelt HS	Delay-1		SINA-3	SINA-4	
Des Moines	Scavo Alt HS	Delay-6	Delay-6	SINA-2	SINA-2	SINA-2
Des Moines	Brody MS			SINA-2	SINA-2	
Des Moines	Callanan MS			SINA-3	SINA-4	
Des Moines	Goodrell MS			SINA-4	SINA-3	
Des Moines	Harding MS			SINA-4	SINA-5	
Des Moines	Hiatt MS			SINA-5	SINA-5	
Des Moines	Hoyt MS			SINA-1	SINA-5	
Des Moines	McCombs MS			SINA-7	SINA-2	
Des Moines	Meredith MS			SINA-7	SINA-7	
Des Moines	Merrill MS			SINA-4	SINA-7	
Des Moines	Weeks MS			SINA-2	SINA-2	
Des Moines	Capitol View ES			SINA-2	SINA-2	
Des Moines	Carver ES			SINA-2	SINA-1	
Des Moines	Cattell ES			Delay-1	SINA-2	
Des Moines	Edmunds Fine Arts Academy				Delay-1	
Des Moines	Findley ES			SINA-2	SINA-3	
Des Moines	Garton ES			SINA-2	SINA-2	
Des Moines	Greenwood ES				SINA-2	
Des Moines	Hillis ES			SINA-2		
Des Moines	Howe ES			SINA-2	SINA-2	
Des Moines	Hubbell ES				SINA-2	
Des Moines	Jackson ES			SINA-1	SINA-3	
Des Moines	King ES			SINA-4	SINA-1	
Des Moines	Lovejoy ES			SINA-2	SINA-2	
Des Moines	Madison ES				SINA-2	
Des Moines	McKinley ES			SINA-2	SINA-2	
Des Moines	Monroe ES			SINA-2	SINA-4	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Des Moines	Moulton ES			SINA-3	SINA-3	
Des Moines	Brubaker ES			SINA-2		
Des Moines	Oak Park ES			SINA-2		
Des Moines	Park Ave ES			Delay-1	Delay-1	
Des Moines	Perkins ES				SINA-2	
Des Moines	River Woods ES			SINA-2	SINA-2	
Des Moines	Samuelson ES			SINA-1	SINA-1	
Des Moines	Smouse Opportunity School			SINA-2	Delay-1	
Des Moines	South Union ES			SINA-3	SINA-4	
Des Moines	Stowe ES				SINA-2	
Des Moines	Morris ES			SINA-1	SINA-2	
Des Moines	Willard ES			SINA-1	SINA-2	
Des Moines	Windsor ES			SINA-2	Delay-1	
Des Moines	Wright ES			SINA-2	SINA-2	
Dubuque	Dubuque HS			SINA-5	SINA-5	
Dubuque	Hempstead HS				SINA-1	
Dubuque	Central Alt HS			SINA-2	SINA-2	
Dubuque	Thomas Jefferson MS			SINA-2	SINA-2	
Dubuque	George Washington MS			SINA-2	SINA-2	
Dubuque	Fulton ES				SINA-1	
Dubuque	Lincoln ES			SINA-2	SINA-2	
Dubuque	Marshall ES				SINA-2	
Dubuque	Prescott ES			SINA-5	SINA-4	
Eagle Grove	Robert Blue School			Delay-1	SINA-1	
East Greene	Grand Junction HS				SINA-2	
East Greene	Rippey ES			SINA-1	SINA-2	
East Marshall	East Marshall MS			Delay-1	SINA-1	
Edgewood-Colesburg	Edgewood-Colesburg HS			SINA-1	Delay-1	
Estherville Lincoln Central	Estherville Lincoln Central MS			SINA-2	SINA-3	
Fairfield	Fairfield MS			SINA-2	Delay-1	
Fort Dodge	Fort Dodge HS			SINA-7	SINA-7	
Fort Dodge	Gordon Willard Alt Ed HS			SINA-2	SINA-6	
Fort Dodge	Phillips MS			SINA-6	SINA-6	
Fort Dodge	Fair Oaks MS			SINA-1	SINA-5	
Fort Dodge	Butler ES				Delay-1	
Fort Dodge	Duncombe ES				SINA-2	
Fort Madison	Fort Madison HS				SINA-1	
Fort Madison	Fort Madison MS			SINA-2		
Fremont-Mills	Fremont-Mills MS/Sr HS				SINA-1	
Fremont-Mills	Fremont-Mills ES				Delay-1	
Gladbrook-Reinbeck	Gladbrook-Reinbeck MS			Delay-1	SINA-2	
Glenwood	Glenwood MS			SINA-2		
Grinnell-Newburg	Davis ES				SINA-1	
Hampton-Dumont	Hampton-Dumont MS			SINA-1	SINA-4	
Hampton-Dumont	South Side ES			Delay-1		
Harlan	Harlan MS			SINA-2		
Howard-Winneshiek	Cresco JHS				SINA-2	
Independence	Independence MS			SINA-1	SINA-2	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Independence	West ES			SINA-1		
Indianola	Indianola MS			SINA-1		
Iowa City	Iowa City HS			SINA-2	SINA-2	
Iowa City	West Senior HS			SINA-6	SINA-5	
Iowa City	Elizabeth Tate Alt HS			SINA-5	SINA-5	
Iowa City	Northwest JHS			SINA-5	SINA-6	
Iowa City	Southeast JHS			SINA-6	SINA-7	
Iowa City	Kirkwood ES			SINA-2	SINA-2	
Iowa City	Hills ES				Delay-1	
Iowa City	Robert Lucas ES			Delay-2	SINA-2	
Iowa City	Penn ES			SINA-1	SINA-1	
Iowa City	Roosevelt ES			SINA-1		
Iowa City	Mark Twain ES			SINA-2	SINA-3	
Iowa City	Grant Wood ES			SINA-2	SINA-2	
Iowa City	James Van Allen ES			SINA-2	SINA-1	
Iowa Falls	Iowa Falls - Alden HS				Delay-1	
Iowa Falls	Rock Run ES				SINA-1	
Johnston	Johnston Senior HS				SINA-1	
Keokuk	Keokuk HS			SINA-6	SINA-6	
Keokuk	Keokuk MS			SINA-6	SINA-1	
Knoxville	Knoxville HS			SINA-1	Delay-1	
Laurens-Marathon	Laurens-Marathon MS				SINA-1	
Laurens-Marathon	Laurens-Marathon ES				SINA-1	
Lewis Central	Lewis Central HS			SINA-1	Delay-2	
Lewis Central	Lewis Central MS			SINA-2	SINA-4	
Lewis Central	Titan Hill Int			SINA-2	SINA-2	
North Cedar	North Cedar MS				SINA-2	
Linn-Mar	Linn-Mar HS			SINA-2	SINA-4	
Linn-Mar	Excelsior MS			SINA-1	SINA-1	
Linn-Mar	Oak Ridge School			Delay-1	SINA-2	
Louisa-Muscatine	Louisa-Muscatine HS			Delay-1	Delay-1	
Maquoketa	Maquoketa MS			SINA-4	SINA-4	
Maquoketa	Briggs ES			SINA-2	SINA-2	
Marion	Francis Marion Int				Delay-1	
Marshalltown	Marshalltown HS			SINA-6	SINA-6	
Marshalltown	B R Miller MS			SINA-5	SINA-4	
Marshalltown	Anson ES			SINA-2	Delay-1	
Marshalltown	Franklin ES			SINA-2		
Marshalltown	Fisher ES				Delay-1	
Marshalltown	Lenihan Int			SINA-2	SINA-2	
Marshalltown	Rogers ES			SINA-1	SINA-2	
Mason City	Mason City HS			SINA-4	SINA-3	
Mason City	Alt School				SINA-2	
Mason City	John Adams MS			SINA-2	SINA-2	
Mason City	Roosevelt MS			SINA-2		
Mason City	Harding ES			Delay-1	SINA-1	
Mason City	Roosevelt ES			SINA-2		

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Midland	Midland MS/HS				SINA-1	
Mid-Prairie	Mid-Prairie MS			SINA-2	SINA-2	
Missouri Valley	Missouri Valley MS			SINA-1		
Mormon Trail	Mormon Trail ES			SINA-1	SINA-2	
Mount Ayr	Mount Ayr HS				SINA-1	
Mount Pleasant	Mount Pleasant HS			SINA-1	Delay-2	
Mount Pleasant	WisdomQuest Education Center			Delay-1		
Mount Pleasant	Mount Pleasant MS			Delay-1	SINA-2	
Mount Vernon	Mount Vernon MS			Delay-1	Delay-1	
Muscatine	Muscatine HS			SINA-5	SINA-5	
Muscatine	Central MS			Delay-1	SINA-2	
Muscatine	West MS			SINA-5	SINA-2	
Nashua-Plainfield	Nashua-Plainfield MS				Delay-1	
Nevada	Nevada MS				SINA-2	
Newton	Newton HS			Delay-1	Delay-1	
Newton	Basics and Beyond Alt			Delay-1	SINA-2	
Newton	Berg MS			Delay-4	SINA-5	
Newton	Aurora Heights ES			SINA-1	SINA-1	
Newton	Berg ES			SINA-2		
North Scott	North Scott Senior HS			SINA-3	SINA-3	
North Scott	North Scott JHS			SINA-2		
Norwalk	Norwalk MS			Delay-1	SINA-2	
Oelwein	Oelwein HS			SINA-1		
Oelwein	Oelwein MS				Delay-1	
Olin Consolidated	Olin Junior-Senior HS				Delay-1	
Oskaloosa	Oskaloosa HS			SINA-2	SINA-2	
Oskaloosa	Oskaloosa MS			SINA-5	SINA-2	
Ottumwa	Ottumwa HS			SINA-6	SINA-7	
Ottumwa	Evans MS			SINA-5	SINA-4	
Ottumwa	Douma ES				SINA-1	
Ottumwa	Wilson ES			SINA-2		
Perry	Perry HS			SINA-5	SINA-6	
Perry	Perry MS			SINA-1	SINA-4	
Perry	Perry ES			SINA-2	SINA-5	
Pleasant Valley	Pleasant Valley JHS			SINA-1	SINA-3	
Pleasantville	Pleasantville MS				SINA-1	
Postville	Cora B Darling ES/MS			Delay-1		
Red Oak	Red Oak MS			SINA-1	SINA-2	
Red Oak	Washington Int				SINA-1	
Riceville	Riceville HS				SINA-1	
Rockwell-Swaledale	West Fork MS				SINA-1	
Saydel	Woodside MS			SINA-4	SINA-1	
Saydel	Norwoodville ES				Delay-1	
Sergeant Bluff-Luton	Sergeant Bluff-Luton ES				Delay-1	
Shenandoah	Shenandoah MS			Delay-1		
Sioux City	East HS			SINA-4	SINA-3	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Sioux City	North HS			SINA-6	SINA-5	
Sioux City	West HS			SINA-4	SINA-6	
Sioux City	East MS			SINA-5	SINA-2	
Sioux City	North MS			SINA-2	SINA-2	SINA-1
Sioux City	West MS			SINA-5	SINA-6	
Sioux City	Bryant ES			Delay-1		
Sioux City	Everett ES			Delay-1	Delay-1	
Sioux City	Irving ES			SINA-2		
Sioux City	Longfellow ES				Delay-1	
Sioux City	Riverside ES				SINA-2	
Sioux City	Roosevelt ES			SINA-2		
Sioux City	Smith ES			Delay-1	Delay-1	
Sioux City	Whittier ES			SINA-2		
Southeast Webster Grand	Southeast Webster JHS				Delay-1	
South Tama County	South Tama County HS			Delay-1	Delay-1	
South Tama County	South Tama County MS			SINA-2	SINA-2	
South Tama County	South Tama County ES			Delay-3	SINA-2	
Southeast Polk	Southeast Polk HS			SINA-2	SINA-2	
Southeast Polk	Southeast Polk JHS			SINA-2	SINA-5	
Southeast Polk	Willowbrook ES				Delay-1	
Southeast Polk	Clay ES				SINA-1	
Spencer	Spencer MS				SINA-4	
Spencer	Fairview Park ES				SINA-1	
Spencer	Lincoln ES			SINA-1		
Spirit Lake	Spirit Lake MS			SINA-1		
Starmont	Starmont MS			Delay-1		
Storm Lake	Storm Lake HS			SINA-3	SINA-5	
Storm Lake	Storm Lake MS			SINA-1	SINA-6	
West Central Valley	West Central Valley MS			SINA-2	Delay-1	
Tipton	Tipton MS			SINA-1		
Twin Cedars	Twin Cedars ES				Delay-1	
Union	Union MS				SINA-1	
Urbandale	Urbandale MS			SINA-2	SINA-2	
Vinton-Shellsburg	Vinton-Shellsburg HS			Delay-1	SINA-2	
Vinton-Shellsburg	Vinton-Shellsburg MS			SINA-2	SINA-4	
Vinton-Shellsburg	Shellsburg ES				SINA-2	
Wapello	Wapello JHS			Delay-1	Delay-1	
Washington	Lincoln Upper ES			Delay-2	Delay-2	
Washington	Stewart ES			SINA-2	SINA-2	
Waterloo	East HS			SINA-6	SINA-3	
Waterloo	Expo HS			SINA-4	SINA-4	
Waterloo	West HS			SINA-5	SINA-6	
Waterloo	Bunger MS			SINA-2	SINA-2	
Waterloo	Central MS			SINA-6	SINA-6	
Waterloo	Hoover MS			SINA-5	SINA-4	
Waterloo	Poyner ES			SINA-1	SINA-1	

**Table 19** (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2010-2011 SCHOOL YEAR  
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicators
Waterloo	Edison ES			SINA-2	SINA-2	
Waterloo	Cunningham School			SINA-2	SINA-1	
Waterloo	Irving ES			SINA-2	SINA-2	
Waterloo	Kittrell ES			SINA-2	SINA-2	
Waterloo	Lincoln ES			SINA-2	SINA-2	
Waterloo	Lowell ES				SINA-1	
Waterloo	Highland ES			SINA-5	Delay-4	
Waterloo	George Washington Carver Academy			SINA-5	SINA-5	Delay-1
West Burlington	West Burlington HS					SINA-1
West Delaware County	West Delaware MS				SINA-1	
West Delaware County	Lambert ES				SINA-1	
West Des Moines	Valley HS			SINA-5	SINA-4	
West Des Moines	Walnut Creek Campus	Delay-1	Delay-1	SINA-2	SINA-2	
West Des Moines	Valley Southwoods			SINA-5	SINA-4	
West Des Moines	Indian Hills JHS			SINA-1	SINA-3	
West Des Moines	Stilwell JHS				Delay-1	
West Des Moines	Crestview ES			SINA-1		
West Des Moines	Crossroads Park ES			SINA-1	SINA-1	
West Des Moines	Hillside ES			SINA-1	SINA-2	
West Harrison	West Harrison HS			SINA-1		
West Harrison	West Harrison ES			SINA-1		
West Liberty	West Liberty HS			SINA-2	Delay-1	
West Liberty	West Liberty MS			Delay-1	SINA-2	
West Marshall	West Marshall MS				SINA-1	
West Monona	West Monona MS				Delay-1	
Westwood	Westwood ES				SINA-1	
Wilton	Wilton Jr-Sr HS				SINA-1	
Winterset	Winterset JHS				SINA-2	
Winterset	Winterset ES				SINA-2	

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

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