



The
State Report Card
for
No Child Left Behind

October 2007

Iowa Department of Education

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for
No Child Left Behind



Iowa Department of Education

2007



Printed on Recycled Paper

State Board of Education

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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The State Report Card for No Child Left Behind

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October 2007

Dear Citizens of Iowa,

At the Iowa Department of Education, we know the power of solid data and research. It can tell us where we have been and help us set goals for tomorrow. We also know that it is important to share this information with the citizens of Iowa so you, too, can evaluate how well and how much our children are learning.

The *2007 State Report Card for No Child Left Behind* not only contributes to our federal No Child Left Behind reporting requirements, it also provides valuable information about student achievement in Iowa. This document and The *Annual Condition of Education* report are essential tools to understanding Iowa's educational system. These documents and other data are available on the Iowa Department of Education's website at www.iowa.gov/educate.

This year, the *State Report Card* reflects an effort to track student progress over time. Previously, Iowa districts used the common status model, which compares one class of students to another to determine academic progress. The Iowa Department of Education wanted to track student growth year to year; much like a parent tracks a child's growth from year to year. The U.S. Department of Education has approved the Iowa's "growth model" to determine if students across Iowa are making progress toward academic proficiency.

I invite you to review and study the important information in this report. The Iowa Department of Education continues to do so, and is collecting and analyzing a variety of school and student achievement indicators in order to meet our goal of continuous improvement. We know this may be a challenging objective, particularly for a state that already shows very strong student achievement, safe schools, and highly qualified teachers. However, we must continually set our expectations higher to best serve the children of Iowa.

Sincerely,

A handwritten signature in cursive script that reads "Judy Jeffrey".

Judy Jeffrey
Director

Acknowledgments

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

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INTRODUCTION

The No Child Left Behind Act (NCLB) of 2001 requires each state to provide an annual report card to inform stakeholders and the public about the progress of students and schools on indicators of student achievement and other information that relates to student success. The *State Report Card 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 3-8 and 11.
- The percent of public school students, by group, who did not participate in the ITBS, ITED, or alternate assessment in grades 3-8 and 11.
- The participation rates and assessment results for students with disabilities in grades 3-8 and 11.
- The percent of students scoring at each achievement level on ITBS for grades 4 and 8, and ITED for grade 11. The assessment results in this report include students statewide (public and nonpublic) in grades 4, 8, and 11 that took the ITBS or ITED. The students (public and nonpublic) in the population are those who were enrolled for a full academic year as well as those who were enrolled only part of the academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- Other academic indicators included the public school statewide attendance rates for grades K-8 and graduation rates for public high schools.
- The percentage of classes taught by highly qualified teachers (HQT) in the aggregate and disaggregate by high-poverty and low-poverty schools and by school level and academic area.
- Schools that did not make adequate yearly progress for two consecutive years under NCLB, section 1116, are identified as schools in need of assistance or have met AYP for one year after being identified as a school in need of assistance.
- Districts that did not make adequate yearly progress for two consecutive years under NCLB are identified as districts in need of assistance or have met AYP for one year after being identified as a district in need of assistance.

ANNUAL MEASURABLE OBJECTIVES

The state's Annual Measurable Objectives (AMO) represents a minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO targets increase every three years from 2001-2002 to 2009-2010. Beginning in 2010-2011 to 2013-2016, AMO targets will increase every year. The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2006-2007 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 includes the ITBS and ITED assessment results for the public school students that were enrolled in the state for a full academic year as well as the alternate assessment results for students with disabilities.

Table 1

READING AND MATHEMATICS 2006-2007 ANNUAL MEASURABLE OBJECTIVES TARGETS VS. READING AND MATHEMATICS PERFORMANCE BY GRADE AND SUBGROUPS							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
AMO (2006-2007)	67.7%	70.0%	70.5%	62.1%	64.4%	66.7%	74.2%
State (all students)	77.0	80.2	79.7	68.9	71.9	73.3	76.5
White	79.8	82.9	82.3	72.1	75.0	76.1	78.5
African American	54.7	58.4	56.8	42.7	47.0	47.3	51.5
Hispanic	60.0	63.4	61.9	44.0	46.7	50.3	51.3
Asian	80.8	83.1	83.0	74.0	74.3	78.1	76.2
American Indian	67.9	75.3	62.4	50.9	59.0	62.6	68.1
Free/Reduced Price Lunch Eligibility	64.3	67.4	66.3	52.2	55.0	56.4	59.3
English Language Learner	53.0	54.3	50.7	27.9	31.5	32.1	28.9
Disability*	37.7	42.3	41.0	25.7	26.9	26.5	27.4
Migrant**+	49.4	57.7	52.9	29.8	34.3	35.9	38.6
Female+	80.0	82.2	81.5	71.8	74.4	75.4	80.1
Male+	74.2	78.4	77.9	66.1	69.6	71.3	73.0
	Mathematics						
AMO (2006-2007)	67.4%	68.3%	70.8%	66.0%	65.0%	65.0%	74.2%
State (all students)	77.9	81.6	79.5	74.3	78.2	76.3	78.7
White	80.7	84.2	82.2	77.4	81.2	79.1	80.9
African American	53.4	60.0	53.7	45.9	48.7	46.8	48.2
Hispanic	62.1	65.2	63.5	53.5	57.9	55.0	53.3
Asian	81.3	85.0	83.8	79.9	84.4	82.9	80.5
American Indian	63.0	68.4	61.3	57.0	59.8	62.6	65.2
Free/Reduced Price Lunch Eligibility	65.6	70.1	67.0	58.6	63.0	59.7	61.3
English Language Learner	57.6	58.1	53.2	41.8	47.1	43.7	39.4
Disability*	47.1	50.7	44.2	34.5	36.4	31.7	35.1
Migrant**+	59.3	58.6	52.0	46.6	47.9	47.9	45.2
Female+	76.7	80.7	78.6	74.0	78.4	76.0	77.3
Male+	79.0	82.4	80.5	74.7	78.0	76.6	80.0

Sources: Iowa Testing Programs, University of Iowa.
Iowa Department of Education, AYP file.

Notes: *Disability Status is determined by the presence of an individualized education plan (IEP).
**Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.
+Not required for Adequate Yearly Progress (AYP) Report.

STUDENT PARTICIPATION RATES

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO data, the participation rates include students enrolled less than a full academic year. Table 2 presents the 2006-2007 state level assessment participation rates by grade and subject areas for all students and students by subgroups.

Table 2

READING AND MATHEMATICS 2006-2007							
PARTICIPATION RATES BY GRADE AND SUBGROUP							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
State (all students)	99.7%	99.7%	99.7%	99.7%	99.7%	99.7%	98.7%
White	99.8	99.8	99.8	99.8	99.7	99.7	98.9
African American	98.8	99.3	99.5	99.2	99.3	99.0	95.8
Hispanic	99.3	99.5	99.7	99.3	99.2	99.5	96.5
Asian	99.0	98.8	99.0	98.8	99.4	99.1	96.9
American Indian	99.5	100.0	99.5	99.5	99.5	99.5	96.3
Free/Reduced Price Lunch Eligibility	99.4	99.5	97.1	99.4	99.3	99.3	97.7
English Language Learner	98.4	98.7	98.8	98.5	98.8	98.5	96.5
Disability*	99.0	98.7	99.3	99.1	98.8	98.9	97.4
Mathematics							
State (all students)	99.5%	99.7%	99.7%	99.6%	99.6%	99.6%	98.6%
White	99.5	99.7	99.7	99.7	99.7	99.6	98.9
African American	98.8	98.7	99.3	98.8	98.9	98.5	95.3
Hispanic	99.3	99.8	99.6	99.3	99.3	99.3	96.3
Asian	99.7	99.5	99.7	99.6	99.9	99.3	97.2
American Indian	97.3	97.6	99.0	100.0	100.0	99.5	96.3
Free/Reduced Price Lunch Eligibility	99.3	99.4	97.0	99.2	99.3	99.1	97.8
English Language Learner	99.2	99.4	99.6	98.8	99.3	98.9	96.8
Disability*	98.4	98.6	99.1	99.0	98.8	98.6	97.4

Source: Iowa Department of Education, AYP file.

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

ASSESSMENT RESULTS

FOR STUDENTS WITH DISABILITIES

Students with disabilities have three different ways in which they can participate. The method of participation is a decision made by an individualized education program team and is documented in the student's individualized education plan (IEP). Students with disabilities may take both the reading and mathematics sections of the ITBS or ITED with or without accommodations. If a student with an IEP cannot participate in the ITBS or ITED with appropriate accommodations, the student must participate in Iowa's Alternate Assessment (IAA).

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

Table 3

2006-2007 READING AND MATHEMATICS ACHIEVEMENT FOR STUDENTS WITH DISABILITIES BY TEST TYPE								
Test Type	Grade 3	Grade 4	Percent Proficient				Grade 8	Grade 11
			Grade 5	Grade 6	Grade 7	Grade 8		
				Reading				
AMO (2006-2007)	67.7%	70.0%	70.5%	62.1%	64.4%	66.7%	74.2%	
ITBS/ITED (ITP)	36.9%	41.8%	40.2%	24.4%	25.7%	25.7%	26.3%	
Iowa Alternate Assessment (IAA)	52.1%	51.6%	55.2%	56.3%	50.8%	43.7%	49.8%	
ITP or IAA	37.7%	42.3%	41.0%	25.7%	26.9%	26.5%	27.4%	
				Mathematics				
AMO (2006-2007)	67.4%	68.3%	70.8%	66.0%	65.0%	65.0%	74.2%	
ITBS/ITED (ITP)	47.6%	51.0%	44.0%	33.9%	36.2%	31.5%	34.7%	
Iowa Alternate Assessment (IAA)	39.5%	43.7%	48.0%	46.2%	39.6%	36.3%	42.7%	
ITP or IAA	47.2%	50.7%	44.2%	34.5%	36.4%	31.7%	35.1%	

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

Table 4 shows a range of 97.4 to 99.3 percent of the students with disabilities in grades 3 to 8 and 11 who participated in reading and math assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with less than 0.5 percent of Iowa's students with disabilities participating in the alternate assessment.

Table 4

**2006-2007 READING AND MATHEMATICS PARTICIPATION RATES
FOR STUDENTS WITH DISABILITIES BY TEST TYPE**

Test Type	Number of Students						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
FAY ITBS/ITED (ITP)	3,685	4,230	4,359	4,389	4,689	4,995	4,326
FAY ITBS/ITED (ITP) with Accommodations	2,484	3,160	3,509	3,708	3,948	4,262	3,396
FAY ITBS/ITED (ITP) without Accommodations	1,201	1,070	850	681	741	733	930
FAY Iowa Alternate Assessment (IAA)	215	215	221	199	236	245	217
FAY ITP or IAA	3,900	4,445	4,580	4,588	4,925	5,240	4,543
Total ITP or IAA	4,245	4,813	4,950	4,994	5,321	5,642	4,838
Total Enrollment for Students with Disabilities	4,286	4,876	4,986	5,039	5,383	5,704	4,965
Participation Rates for Students with Disabilities	99.0%	98.7%	99.3%	99.1%	98.8%	98.9%	97.4%
	Mathematics						
FAY ITBS/ITED (ITP)	3,680	4,224	4,354	4,384	4,680	4,975	4,321
FAY ITBS/ITED (ITP) with Accommodations	2,479	3,154	3,504	3,703	3,939	4,242	3,391
FAY ITBS/ITED (ITP) without Accommodations	1,201	1,070	850	681	741	733	930
FAY Iowa Alternate Assessment (IAA)	215	215	221	199	235	245	218
Total FAY ITP or IAA	3,895	4,439	4,575	4,583	4,915	5,220	4,539
Total ITP or IAA	4,241	4,806	4,945	4,986	5,313	5,620	4,834
Total Enrollment for Students with Disabilities	4,308	4,876	4,989	5,035	5,378	5,701	4,961
Participation Rates for Students with Disabilities	98.4%	98.6%	99.1%	99.0%	98.8%	98.6%	97.4%

Source: Iowa Department of Education, Bureau of Student and Family Support Services.

Notes: FAY indicates full academic year.

ITP (Iowa Testing Program) includes ITBS and ITED.

STUDENT PERFORMANCE

One of the requirements for the *State Report Card for No Child Left Behind* is to show the statewide assessment results for students in both public and nonpublic schools regardless of a full academic year or less than full academic year. Achievement level data for the biennium 2005-2007 and trend data for biennium 1993-1995 to 2005-2007 are included for all students in grades 4, 8, and 11 and by subgroup in this year's *Report Card*. Statewide biennium data for grades 3 and 5 to 7 may be available for the 2008 *State Report Card*.

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

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

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

Scores are combined for pairs of consecutive years for the biennium reporting for several reasons. The merging of test results from two years provides greater stability in the information than would be apparent if results from each single year were used.

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

1. The approximate number of students per grade per year upon which the percentages for 2006-2007 are based are: grade 4 - 37,000; grade 8 - 39,700; and grade 11 - 38,400.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning baseline to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and subsequent bienniums, however, only the 2000 norms were used.
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
4. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, “Low” in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
5. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, “Low” in grade 4 reading comprehension does not mean the same thing as “Low” in grade 4 mathematics.
6. Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

Reading

This section presents the performance of students in 4th, 8th, and 11th grades state-wide (including public and nonpublic school students) in reading comprehension on the ITBS and ITED. Table 5 shows student performance by achievement level for the 2005-2007 biennium period. Figures 1 to 21 show the reading trends for all students and by subgroups.

Table 5

READING PERFORMANCE BY ACHIEVEMENT LEVEL, 2005-2007

	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 4 - ITBS				
State (all students)	79.0	21.2	57.8	21.0
White	81.9	23.1	58.8	18.2
African American	56.2	7.8	48.4	43.8
Hispanic	59.9	7.2	52.7	40.2
Asian	82.0	24.5	57.5	18.0
American Indian	67.7	8.3	59.4	32.3
Free/Reduced Price Lunch Eligibility	65.6	10.1	55.5	34.4
English Language Learner	48.7	3.2	45.5	51.3
Disability	38.9	4.0	34.9	61.1
Migrant	51.6	3.6	48.0	48.6
Female	81.2	22.8	58.4	18.8
Male	76.8	19.6	57.2	23.2
Grade 8 - ITBS				
State (all students)	72.3	15.7	56.6	27.8
White	75.2	17.0	58.2	24.9
African American	44.4	4.0	40.4	55.6
Hispanic	49.0	4.8	44.2	51.0
Asian	74.0	19.4	54.6	26.0
American Indian	59.1	6.2	52.9	40.8
Free/Reduced Price Lunch Eligibility	55.0	6.4	48.6	45.0
English Language Learner	31.8	1.8	30.0	68.2
Disability	24.7	1.2	23.5	75.3
Migrant	34.8	4.0	30.8	65.2
Female	74.2	15.7	58.5	25.8
Male	70.2	15.6	54.6	29.6
Grade 11 - ITED				
State (all students)	77.0	18.6	58.4	23.0
White	79.1	19.6	59.5	20.9
African American	50.1	5.2	44.9	50.0
Hispanic	53.2	6.2	47.0	46.7
Asian	77.6	22.8	54.8	22.4
American Indian	66.4	9.0	57.4	33.6
Free/Reduced Price Lunch Eligibility	59.8	8.2	51.6	40.2
English Language Learner	35.2	2.2	33.0	64.8
Disability	29.5	1.3	28.2	70.4
Migrant	34.6	2.0	32.6	65.4
Female	80.6	20.5	60.1	19.4
Male	73.6	16.8	56.8	26.4

Source: Iowa Testing Programs, University of Iowa.

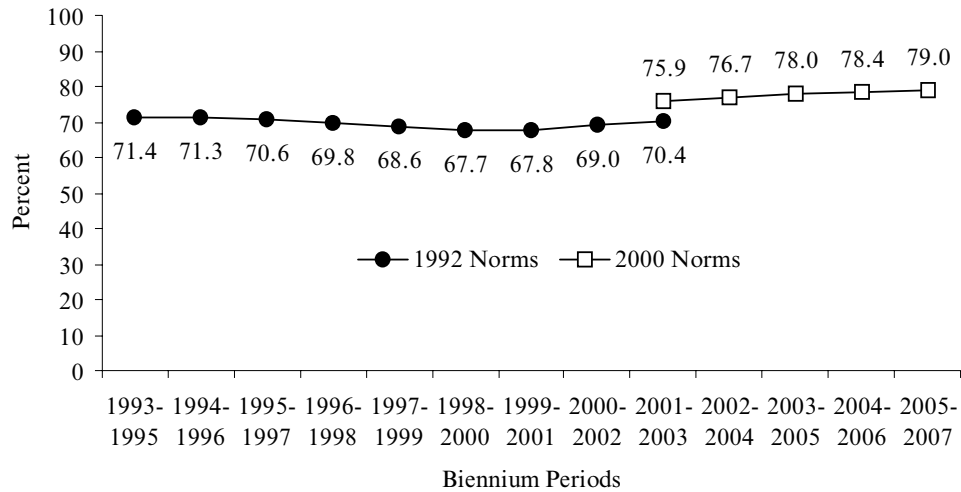
Notes: Disability Status is determined by the presence of an individualized education plan (IEP).

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

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

Figure 1

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**



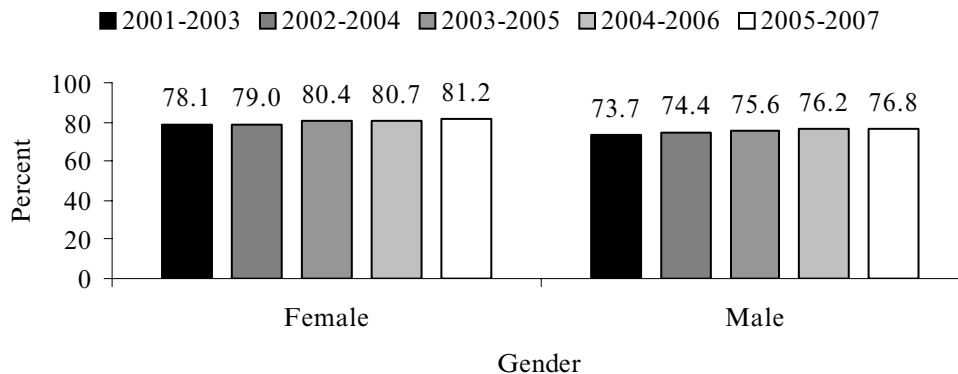
Source: Iowa Testing Programs, University of Iowa.

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

- Usually understands factual information and new words in context.
- Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
- Often can determine a selection's main idea and analyze its style and structure.

Figure 2

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



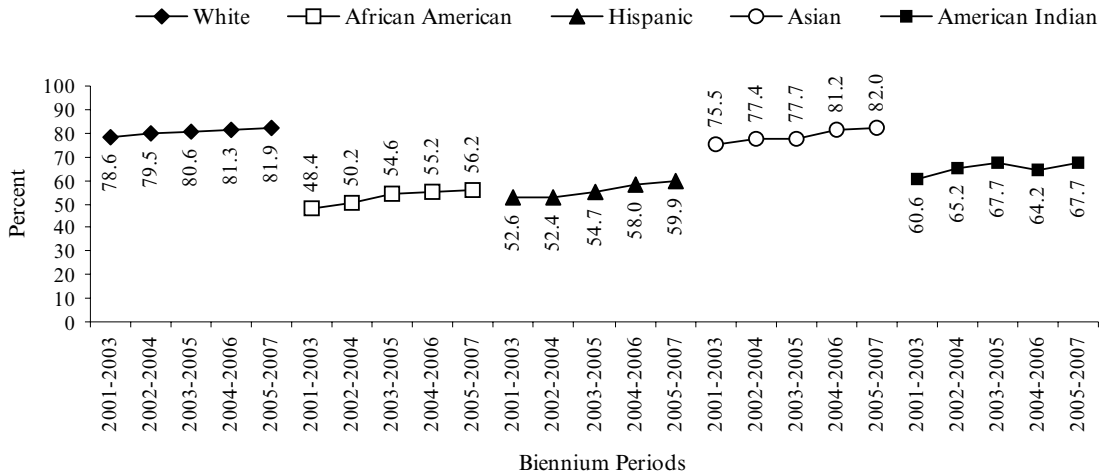
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

- A student designated as proficient can, at a minimum, do the following:
- Usually understands factual information and new words in context.
 - Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
 - Often can determine a selection's main idea and analyze its style and structure.

Figure 3

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

Figure 4

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



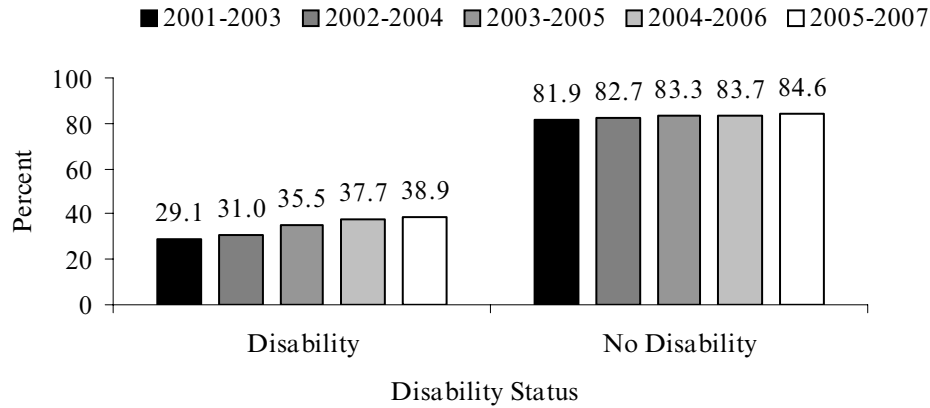
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 5

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

Usually understands factual information and new words in context.

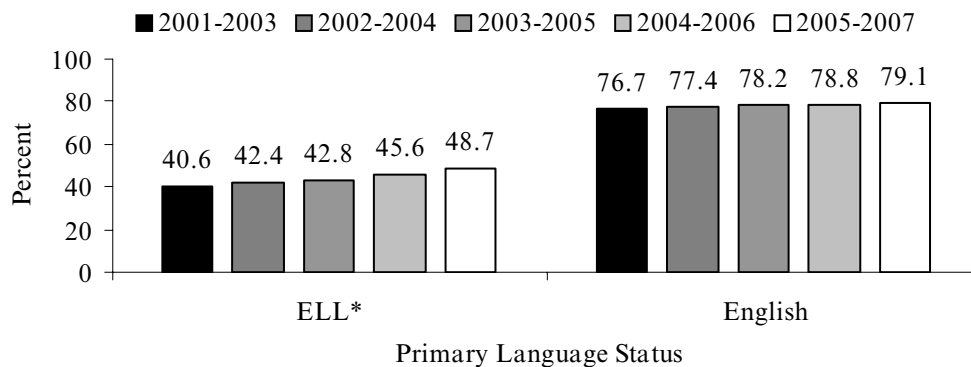
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 6

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

Usually understands factual information and new words in context.

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

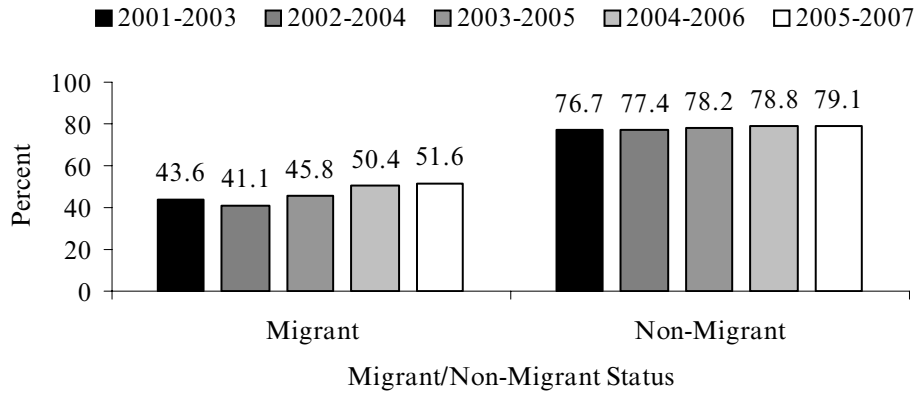
Often can determine a selection's main idea and analyze its style and structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than

English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 7

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

Usually understands factual information and new words in context.

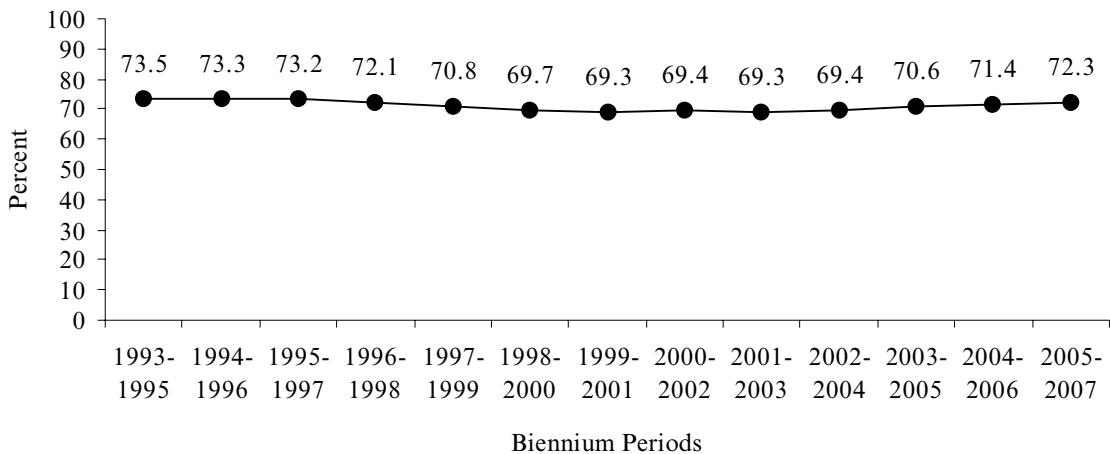
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 8

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

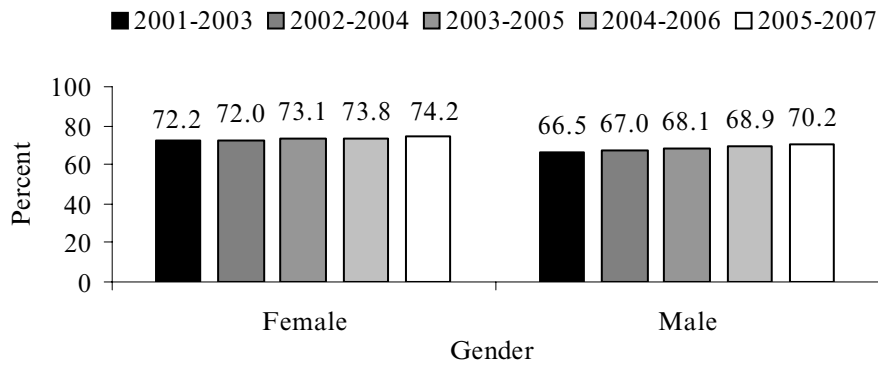
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 9

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

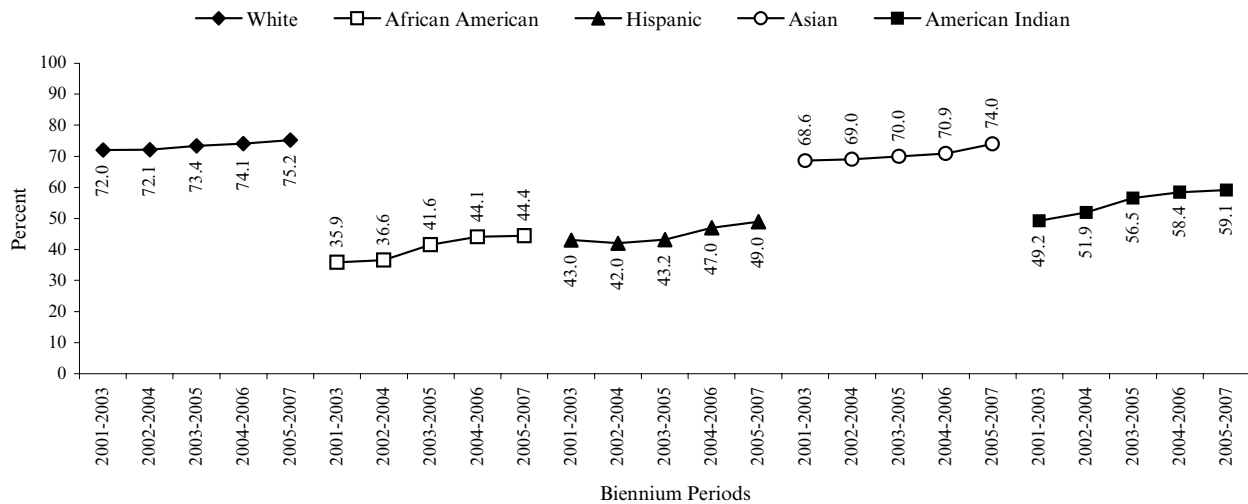
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 10

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

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

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

Figure 11

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

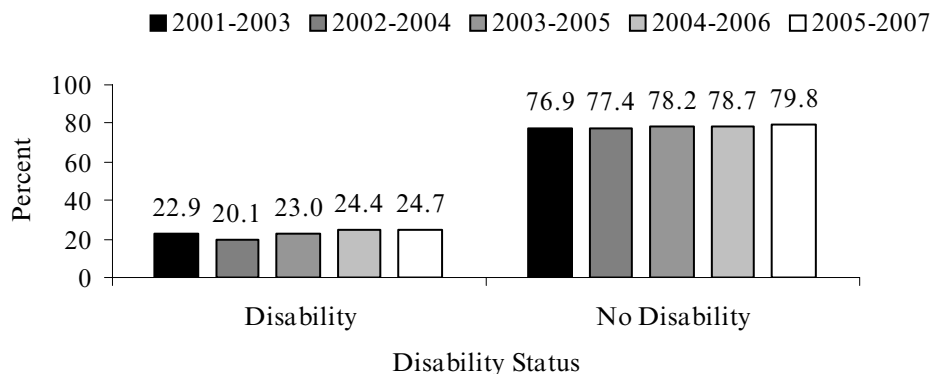
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 12

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

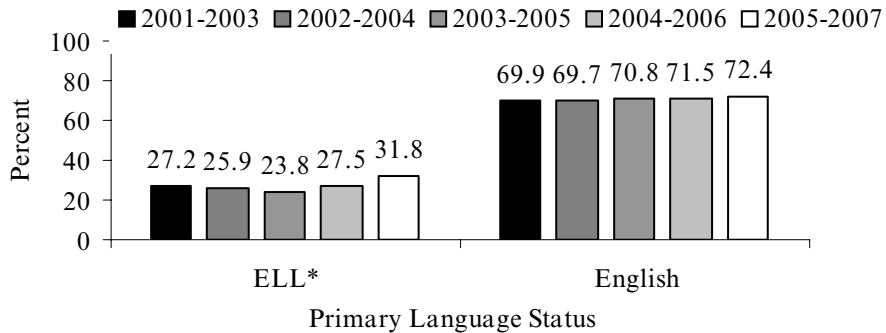
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 13

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

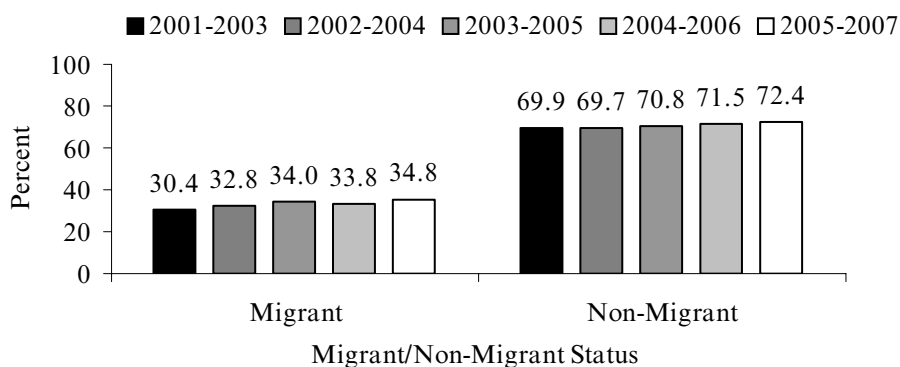
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 14

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

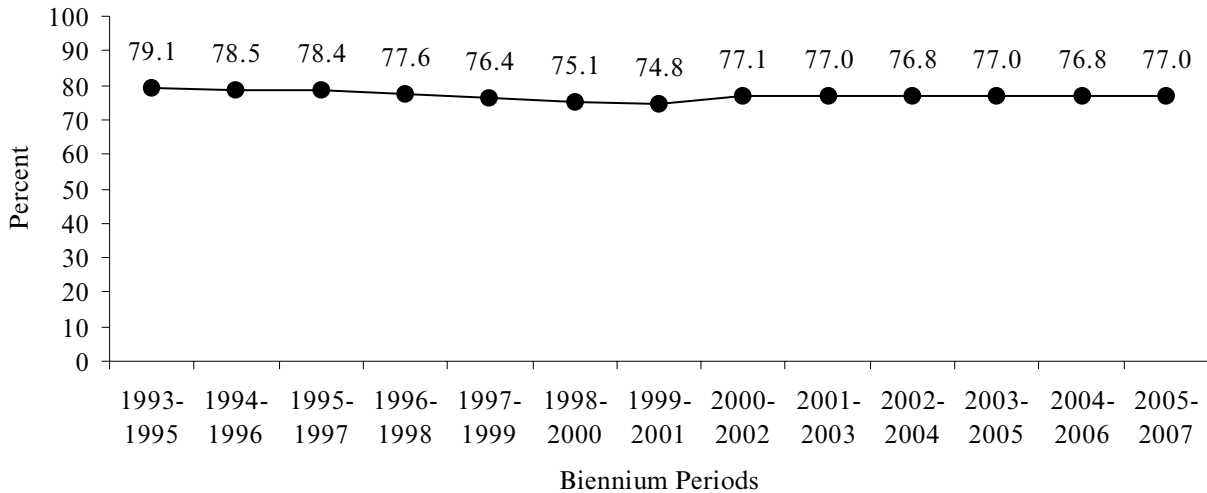
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 15

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**



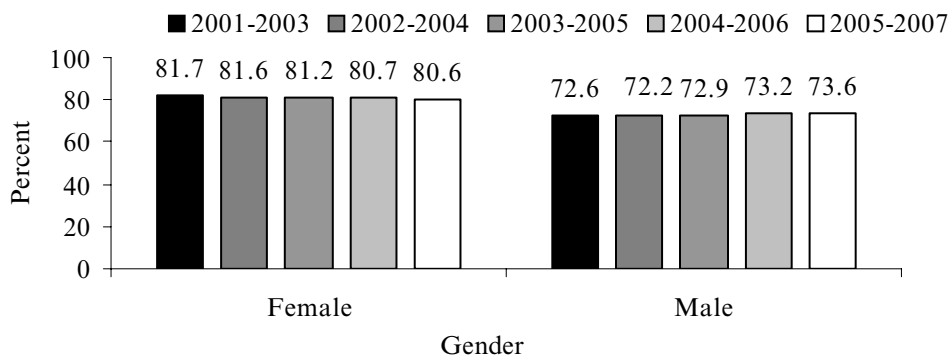
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 16

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



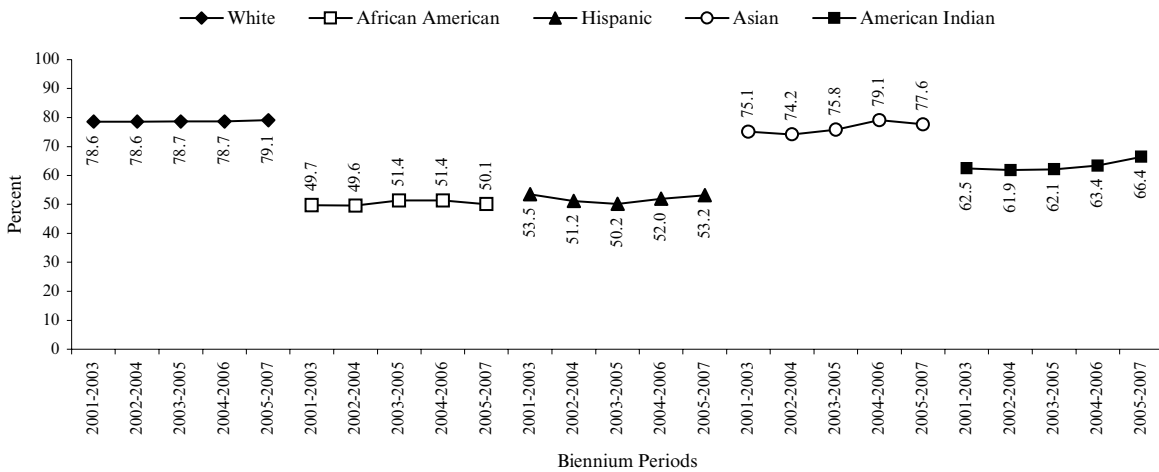
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 17

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



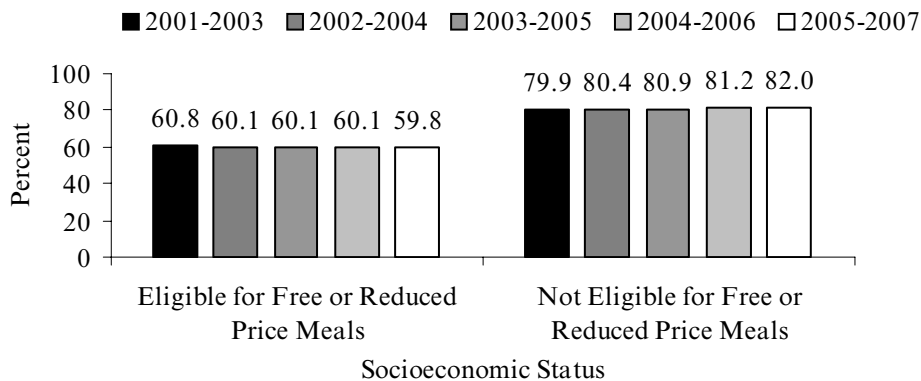
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 18

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

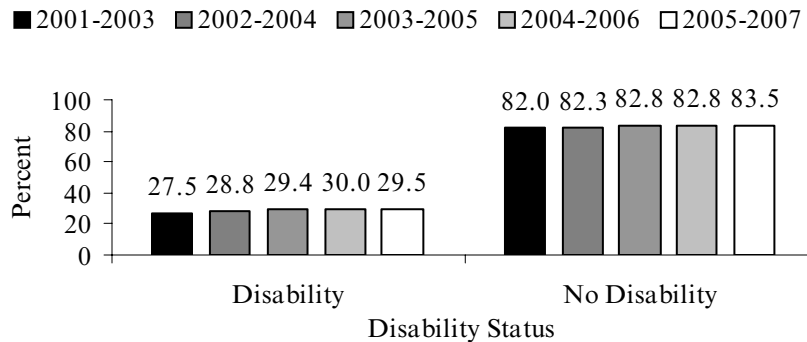
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 19

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

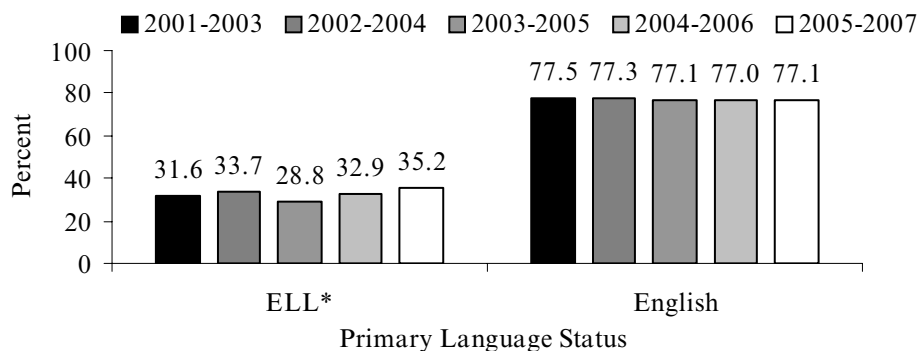
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 20

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

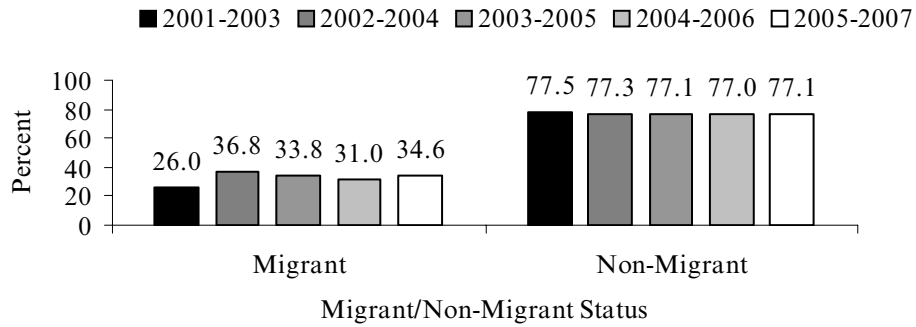
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 21

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

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

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

Mathematics

The mathematics assessment results of all students in Iowa (including public and nonpublic school students) are presented in this section. Table 6 shows student performance by achievement level for the 2005-2007 biennium period. Figures 22 to 42 show the math trends for all students and by subgroups.

Table 6

MATHEMATICS PERFORMANCE BY ACHIEVEMENT LEVEL, 2005-2007				
	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 4 - ITBS				
State (all students)	80.6	24.0	56.6	19.4
White	83.4	26.3	57.1	16.6
African American	56.6	7.8	48.8	43.4
Hispanic	63.6	8.6	55.0	36.4
Asian	84.3	29.4	54.9	15.6
American Indian	63.6	6.4	57.2	36.3
Free/Reduced Price Lunch Eligibility	68.7	12.3	56.4	31.2
English Language Learner	56.9	5.2	51.7	43.2
Disability	49.1	6.1	43.0	51.0
Migrant	56.3	6.9	49.4	43.7
Female	79.7	21.6	58.1	20.2
Male	81.4	26.4	55.0	18.6
Grade 8 - ITBS				
State (all students)	75.5	18.8	56.7	24.4
White	78.6	20.4	58.2	21.4
African American	42.4	3.2	39.2	57.6
Hispanic	53.6	5.6	48.0	46.4
Asian	81.7	28.1	53.6	18.2
American Indian	58.9	8.5	50.4	41.0
Free/Reduced Price Lunch Eligibility	58.5	7.4	51.1	41.4
English Language Learner	44.5	4.8	39.7	55.4
Disability	29.0	1.4	27.6	71.0
Migrant	45.2	5.0	40.2	54.8
Female	75.1	15.8	59.3	25.0
Male	76.0	21.8	54.2	24.0
Grade 11 - ITED				
State (all students)	78.4	22.4	56.0	21.6
White	80.6	23.6	57.0	19.3
African American	46.3	5.1	41.2	53.6
Hispanic	55.2	6.2	49.0	44.8
Asian	79.3	28.8	50.5	20.6
American Indian	61.1	7.0	54.1	39.0
Free/Reduced Price Lunch Eligibility	60.8	9.2	51.6	39.2
English Language Learner	44.2	4.6	39.6	55.8
Disability	33.0	1.6	31.4	66.8
Migrant	43.4	3.6	39.8	56.6
Female	77.7	17.8	59.9	22.2
Male	78.9	26.7	52.2	21.0

Source: Iowa Testing Programs, University of Iowa.

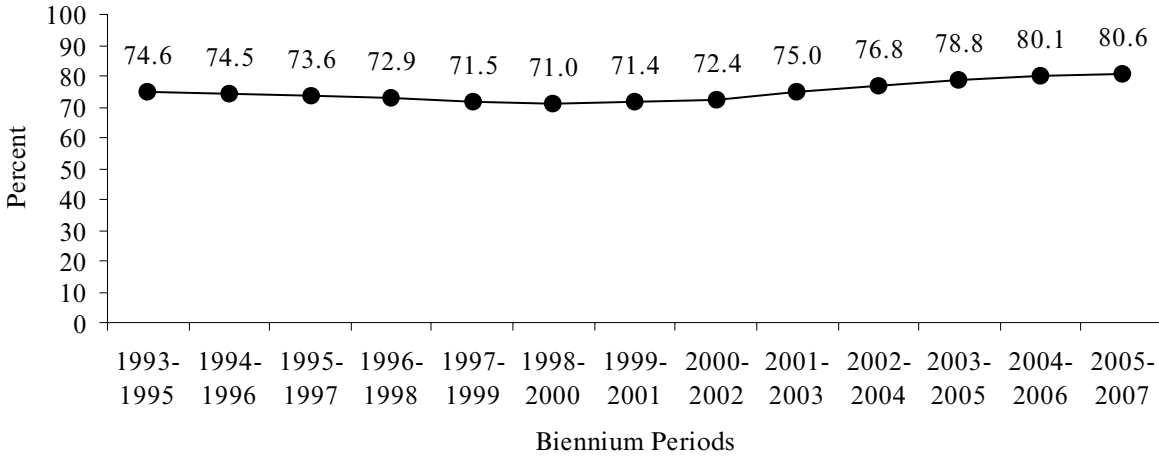
Notes: Disability Status is determined by the presence of an individualized education plan (IEP).

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

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

Figure 22

**PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE
PROFICIENT LEVEL ON ITBS MATHEMATICS TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**

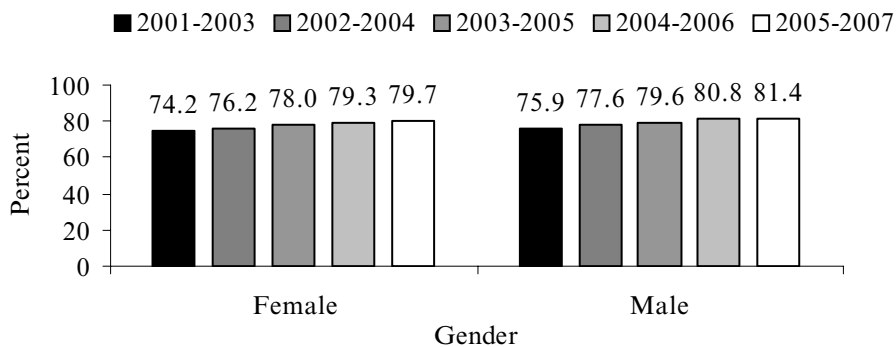


Source: Iowa Testing Programs, University of Iowa.

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

Figure 23

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**

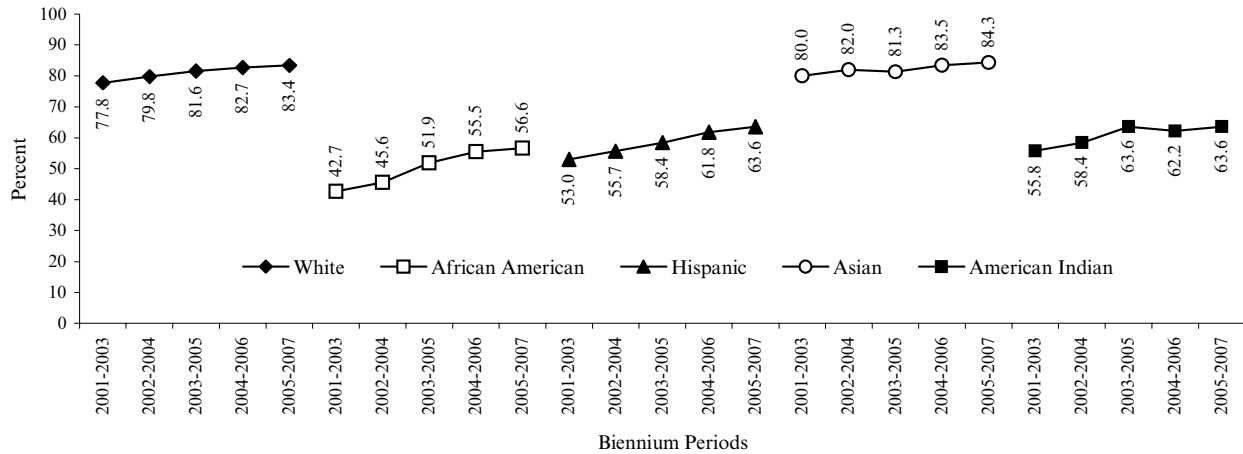


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
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Figure 24

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**

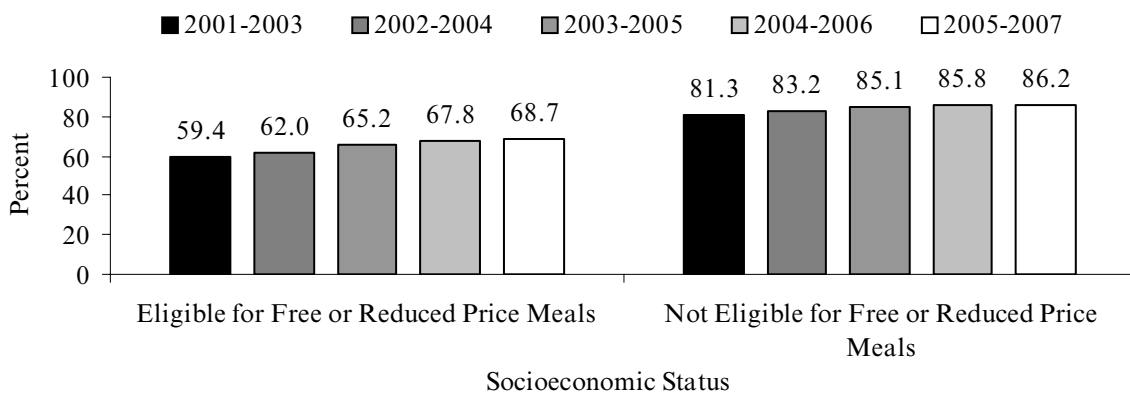


Source: Iowa Testing Programs, University of Iowa.

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

Figure 25

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



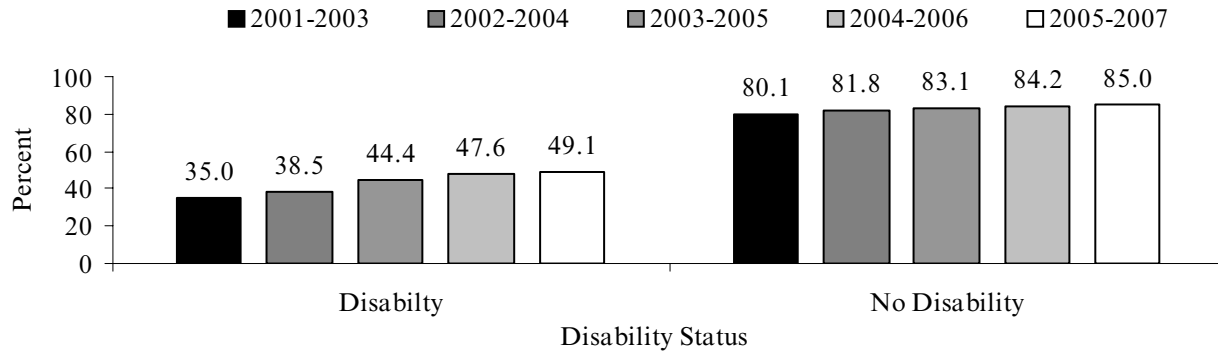
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 26

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

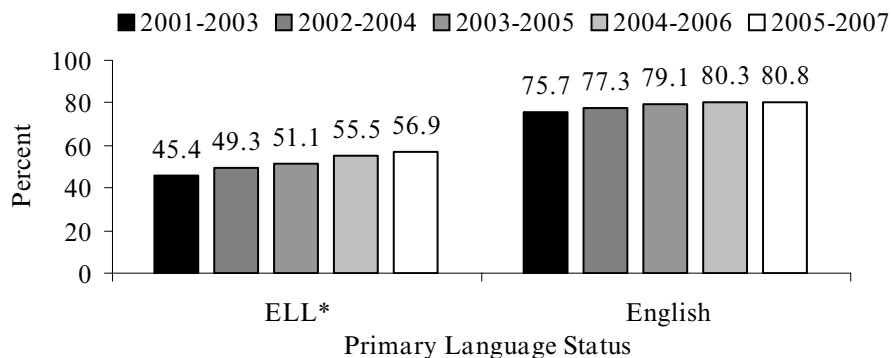
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 27

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

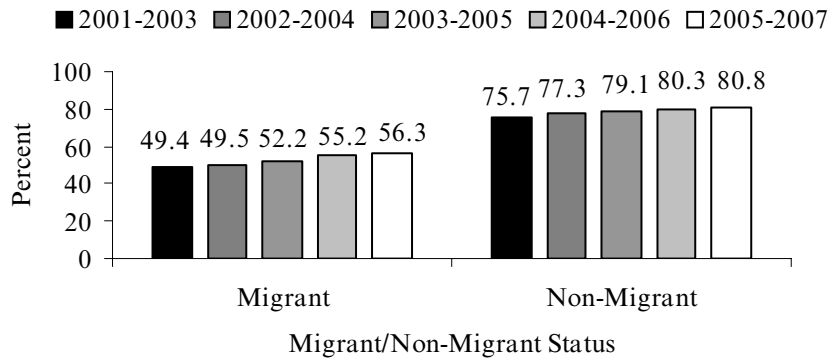
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

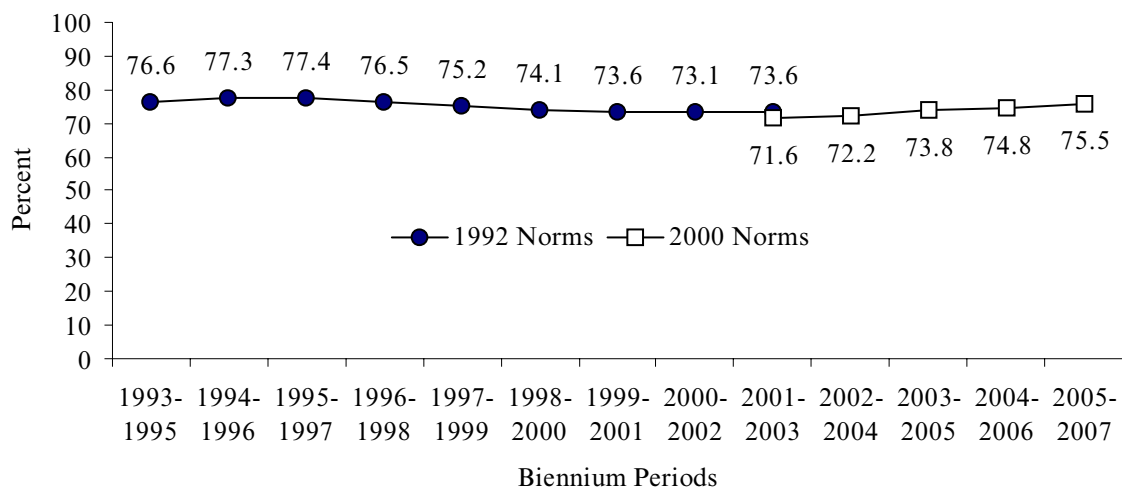
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered 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
ON ITBS MATHEMATICS TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**



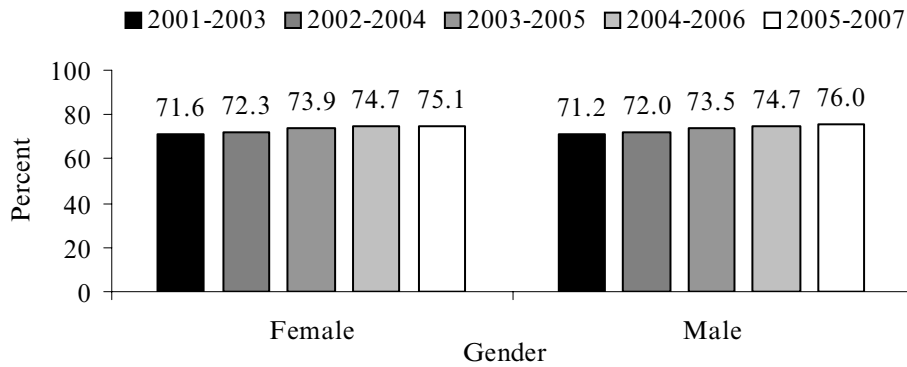
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 30

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



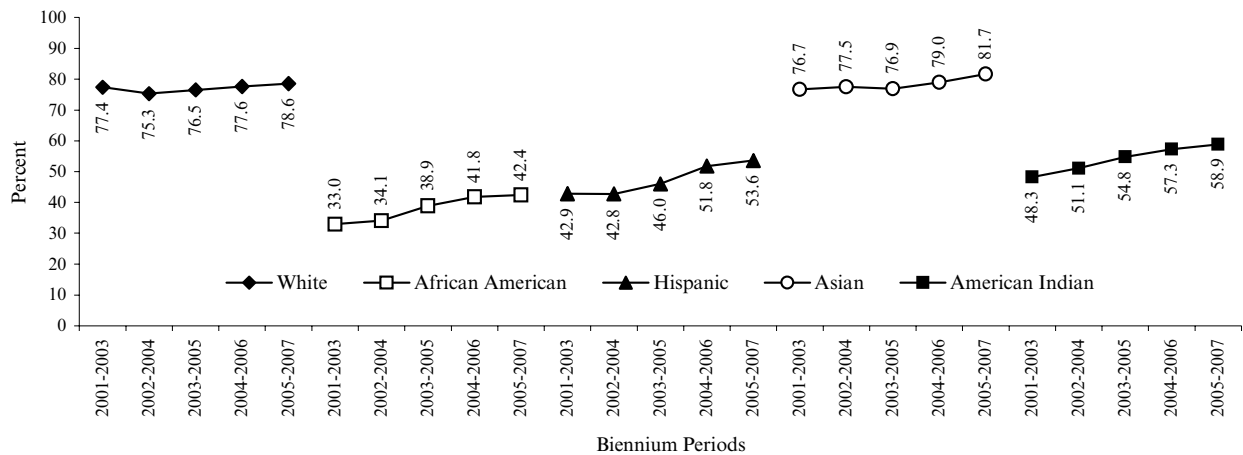
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 31

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

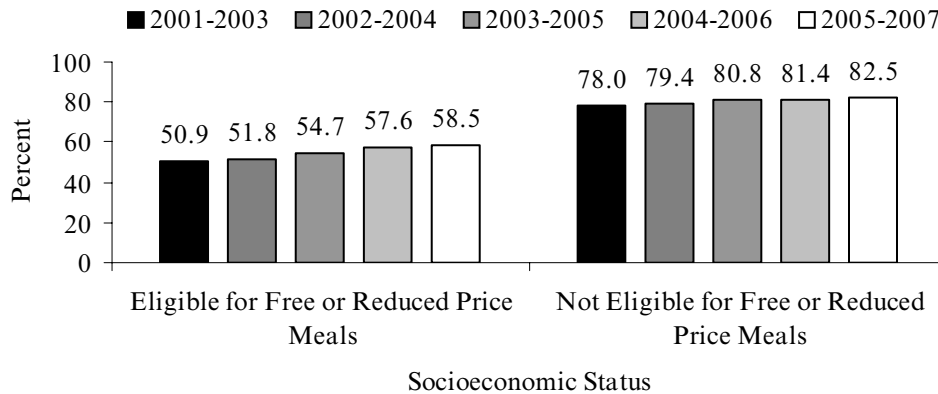
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

A student designated as proficient can, at a minimum, do the following:

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

Figure 32

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

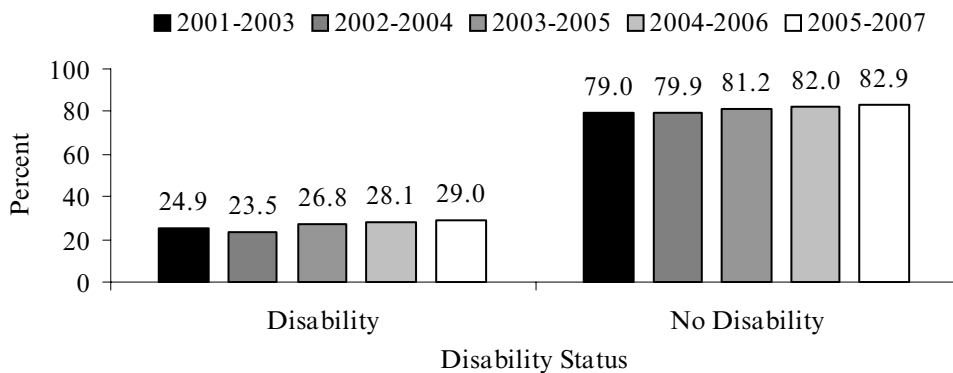
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 33

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

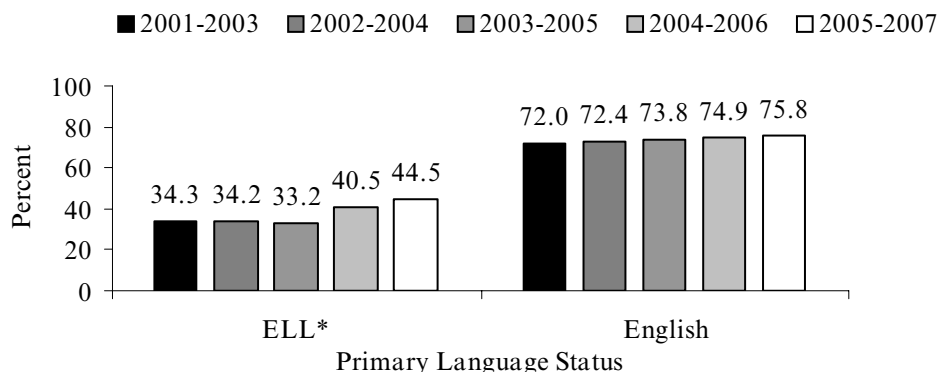
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 34

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

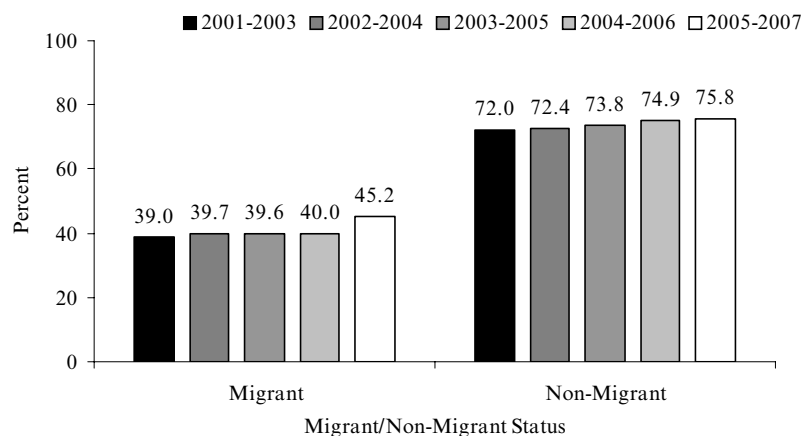
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 35

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON
ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

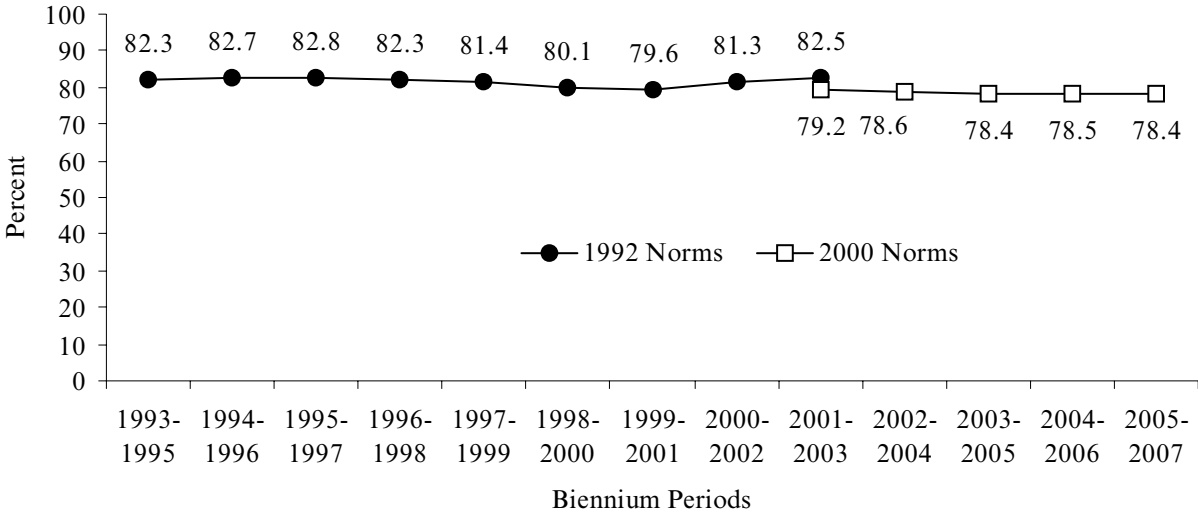
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 36

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST
BIENNIUM PERIODS 1993-1995 TO 2005-2007**

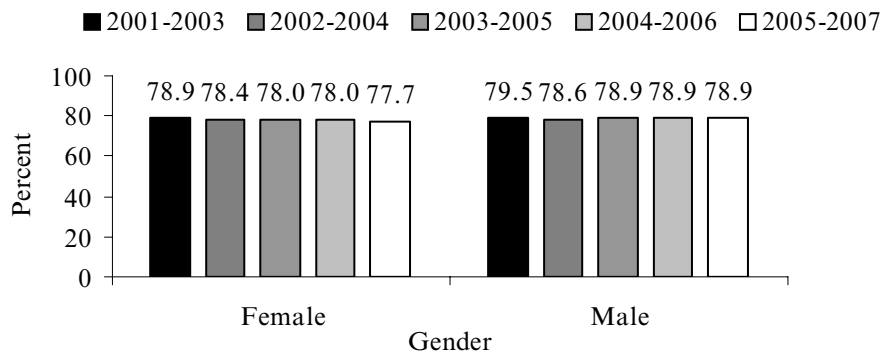


Source: Iowa Testing Programs, University of Iowa.

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

Figure 37

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2005-2007**

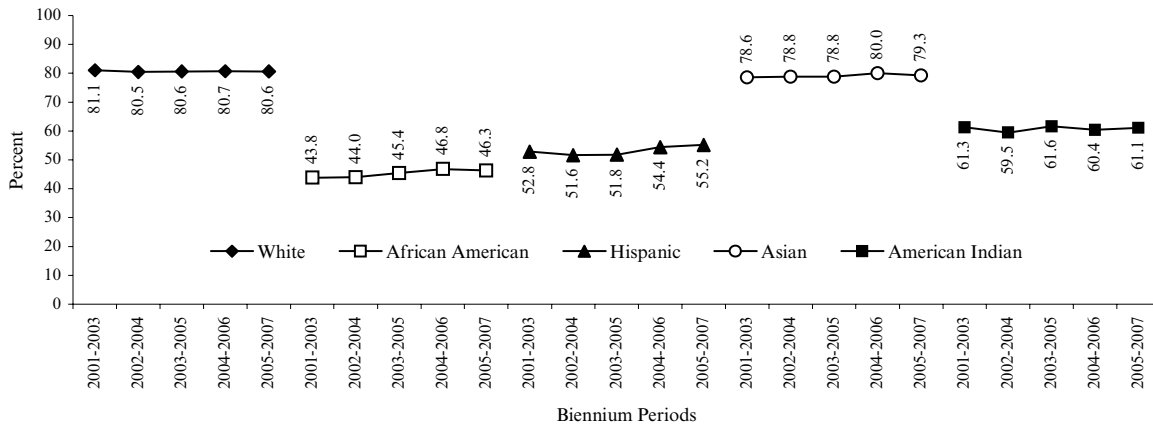


Source: Iowa Testing Programs, University of Iowa.

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

Figure 38

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2005-2007**

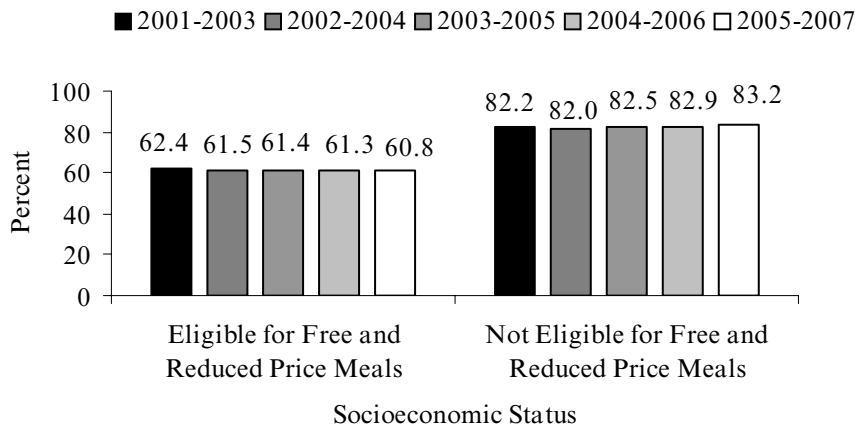


Source: Iowa Testing Programs, University of Iowa.

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

Figure 39

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

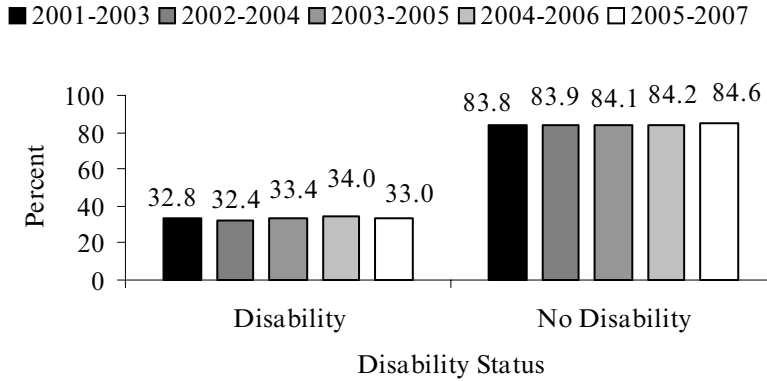
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

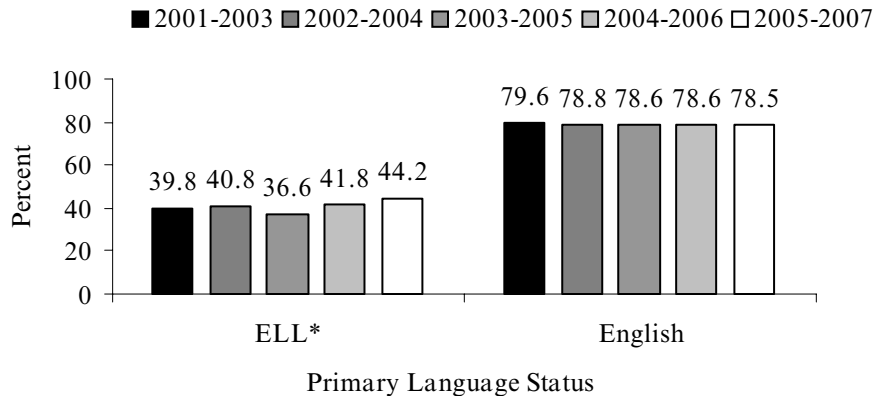
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

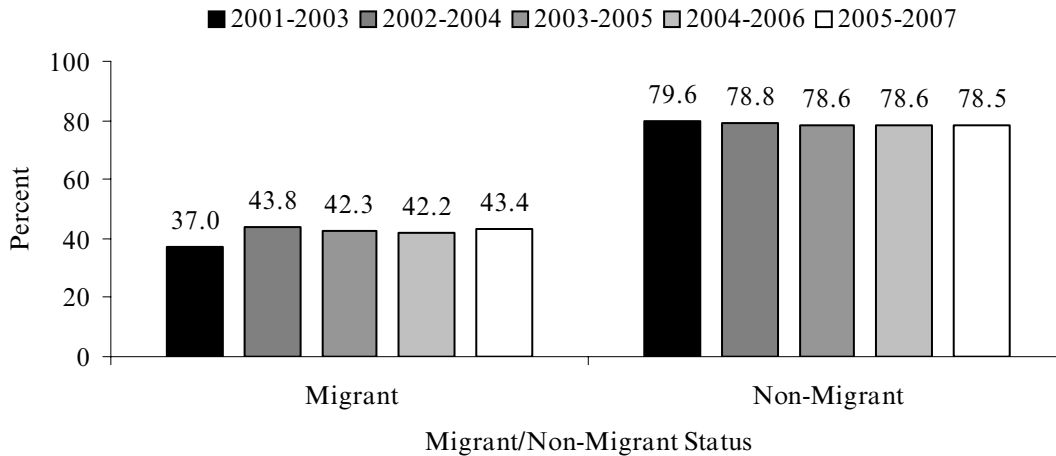
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 42

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2005-2007**



Source: Iowa Testing Programs, University of Iowa.

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

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

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

GRADUATION RATES

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. In the spring of 2005, the Iowa Department of Education started to collect high school senior graduation status and their diploma types at student level through Project EASIER. School level graduate counts by diploma type have been reported in the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. There were over two decades of the public high school graduation data by district available in Iowa. Based on the National Center for Education Statistics (NCES) definitions, high school completers can be grouped into three categories:

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

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

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

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

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

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically: the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4.

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

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

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

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

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

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

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

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

Table 7 shows the high school graduation data by gender and state total for graduating classes 1996 through 2006. The graduation rates increased annually from 1997 to 2006 for both gender and total groups except 2004. The highest female graduation rate was in 2006. Females had higher graduation rates than the males for all the classes from 1996 to 2006 (also see Figure 43).

Table 7

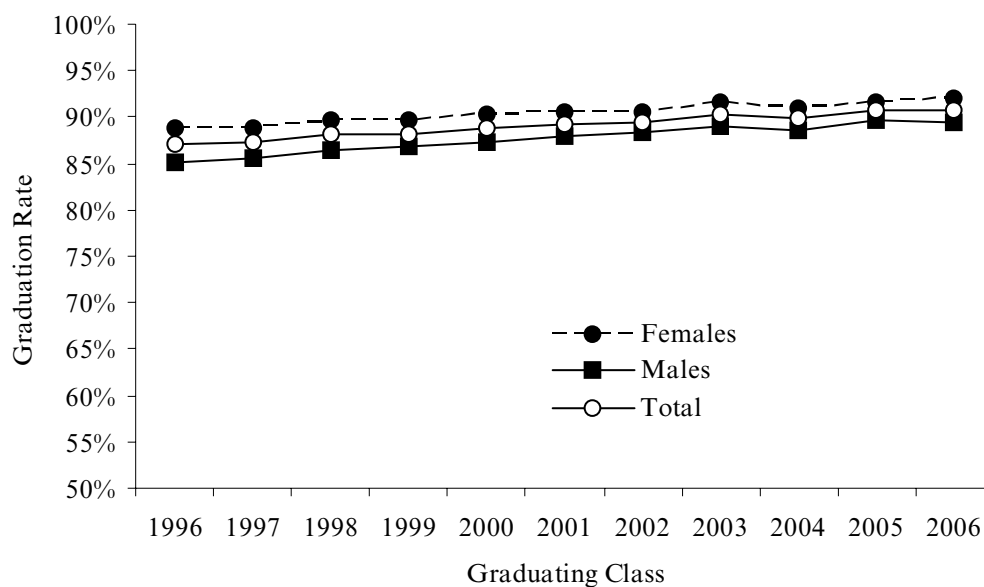
**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY GENDER, GRADUATING CLASSES, 1996 TO 2006**

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4
2004	17,080	17,259	34,339	91.0	88.6	89.8
2005	16,585	16,962	33,547	91.7	89.7	90.7
2006	16,845	16,848	33,693	92.1	89.5	90.8

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

Figure 43

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY GENDER AND STATE TOTAL, GRADUATING CLASSES 1996 TO 2006**



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

The 11-year trends of graduates and graduation rates by race/ethnicity are reported in Table 8. Asian and White had the highest graduation rates for all groups shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

Table 8

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY RACE/ETHNICITY, GRADUATING CLASSES 1996 TO 2006**

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Race/Ethnicity											
Number of Graduates with Diplomas											
Am. Indian	55	73	84	90	74	212	108	124	121	164	156
Hispanic	408	524	531	500	537	582	660	748	928	999	1,100
Asian	508	555	508	496	546	684	657	656	672	655	695
African Am.	648	614	696	673	734	678	756	857	900	1,021	1,091
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473	31,718	30,708	30,651
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339	33,547	33,693
Race/Ethnicity											
Graduation Rates											
Am. Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%	62.7%	77.0%	70.6%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7	72.4	74.1	75.4
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0	91.4	90.8	93.2
African Am.	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5	73.6	76.5	76.6
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3	91.1	92.0	92.1
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7	90.8

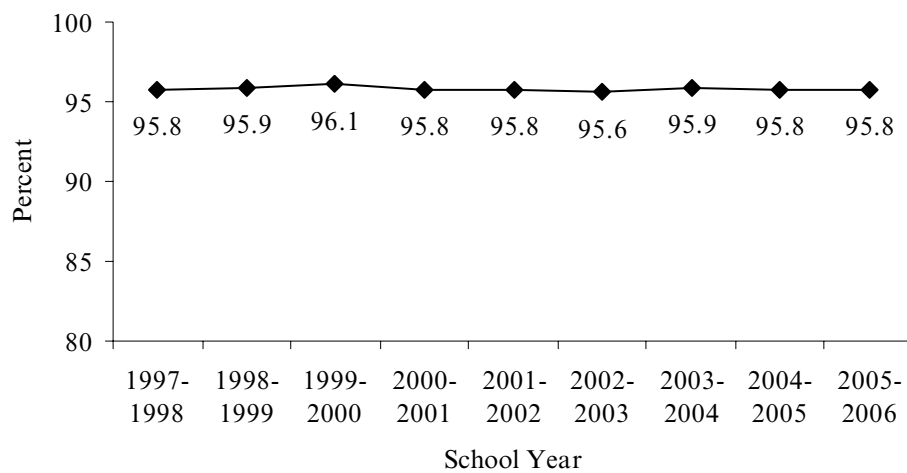
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

AVERAGE DAILY ATTENDANCE

The average daily attendance (ADA) rate for grades K-8 is one of the additional indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Figure 44 shows the ADA trend for Iowa public schools. The aggregated K-8 ADA rates for Iowa public schools were basically unchanged between 1998 and 2006 and the disaggregated ADA data by subgroup are not yet available for this year's report.

Figure 44

IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2005-2006



Source: Iowa Department of Education, Certified Annual Reports.

HIGHLY QUALIFIED TEACHERS

The NCLB Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced price lunch by school to determine the poverty quartiles. Table 9 shows the comparison of teacher characteristics between high and low poverty public schools by school level in 2006-2007. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There were over 18,000 more public school students in the low poverty schools compared to high poverty schools. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 10 and 11. Table 10 further breaks down HQT assignments by school level and Table 11 breaks down the HQT assignments by poverty level. For academic areas shown, all twelve areas are above 95 percent.

Table 9

HIGHLY QUALIFIED TEACHER (HQT) DATA FOR 2006-2007 BY SCHOOL LEVEL AND POVERTY STATUS

	All Level Schools			Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Schools	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
Total # Assignment	10,627	12,182	44,233	4,151	4,420	15,941	6,476	7,762	27,393
# Assignment Taught by HQT	10,522	12,107	43,829	4,133	4,402	15,865	6,389	7,705	27,124
% Assignment Taught by HQT	99.0%	99.4%	99.1%	99.6%	99.6%	99.5%	98.7%	99.3%	99.0%
# of Full-Time Tchrs	9,012	9,109	33,973	4,192	4,268	15,710	4,820	4,841	17,859
# of Adv Degrees	2,793	2,571	9,473	1,201	1,050	3,962	1,592	1,521	5,345
% of Adv Degrees	31.0%	28.2%	27.9%	28.6%	24.6%	25.2%	33.0%	31.4%	29.9%
# of Bachelor Degrees	6,219	6,538	24,500	2,991	3,218	11,748	3,228	3,320	12,514
Avg District Experience	11.0	10.6	11.4	11.2	10.8	11.9	10.8	10.4	10.9
Avg Total Experience	14.3	14.3	14.8	14.0	13.9	14.8	14.4	15.1	14.8
Average Age	42.4	40.8	42.1	41.8	40.2	41.8	42.9	41.4	42.3
Average Regular Salary	\$43,466	\$43,612	\$42,897	\$43,252	\$43,450	\$42,885	\$43,653	\$43,755	\$42,800
# of Students Served	120,812	138,715	474,867	53,233	65,361	244,961	67,579	73,354	229,906

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

Notes: District office teachers were included in all schools, but not in elementary and secondary. High/low poverty based on top and bottom 25% of schools in term of percent of their students eligible for free/reduced price lunch. Elementary indicates grade level K-6 and Secondary indicates grades 7-12.

Table 10

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED
PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA AND SCHOOL LEVEL, 2006-2007**

Academic Area	Number of Assignments Taught by HQT	All Assignments	Percent of Core Taught by HQT		
			All Schools	Elementary	Secondary
English	5,582	5,614	99.43%	100.00%	99.44%
Reading/Language Arts	2,468	2,490	99.12	99.66	98.43
Mathematics	5,319	5,349	99.44	99.71	99.43
Science	4,151	4,170	99.54	100.00	99.55
Foreign Language	1,035	1,041	99.42	100.00	99.50
Civics/Government	1,825	1,849	98.70	98.68	98.75
Economics	272	285	95.44	NA	95.44
Arts	5,348	5,370	99.59	99.66	99.58
History	1,418	1,433	98.95	NA	98.95
Geography	229	235	97.45	NA	97.45
Elementary	11,054	11,070	99.86	99.90	99.43
Special Education	5,128	5,327	96.26	97.52	96.61
Total	43,829	44,233	99.09%	99.52%	99.02%

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

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

Table 11

**NUMBER AND PERCENT OF ASSIGNMENTS TAUGHT BY HIGHLY QUALIFIED PUBLIC
SCHOOL TEACHERS BY ACADEMIC AREA AND POVERTY STATUS, 2006-2007**

Academic Area	Number of Assignments Taught by HQT	All Assignments	Percent of Core Taught by HQT		
			All Schools	High Poverty School	Low Poverty School
English	5,582	5,614	99.43%	99.03%	99.26%
Reading/Language Arts	2,468	2,490	99.12	98.90	99.76
Mathematics	5,319	5,349	99.44	99.01	99.74
Science	4,151	4,170	99.54	99.23	99.67
Foreign Language	1,035	1,041	99.42	99.02	99.49
Civics/Government	1,825	1,849	98.70	98.24	99.38
Economics	272	285	95.44	90.48	96.59
Arts	5,348	5,370	99.59	99.04	99.81
History	1,418	1,433	98.95	98.23	98.92
Geography	229	235	97.45	100.00	100.00
Elementary	11,054	11,070	99.86	99.81	99.94
Special Education	5,128	5,327	96.26	98.19	96.97
Total	43,829	44,233	99.09%	99.01%	99.38%

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

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

SCHOOLS AND DISTRICTS IN NEED OF ASSISTANCE

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

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

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

In 2006-2007, there were 1,491 Iowa public schools that provided services to students in grades 3 to 8 or 11, a total of 121 public schools (8.1 percent) were identified as a school in need of assistance and 12 of 365 (3.3 percent) public school districts were identified as a district in need of assistance. Table 12 shows the list of the schools in need of assistance and Table 13 shows the list of districts in need of assistance.

Table 12

SCHOOLS IN NEED OF ASSISTANCE FOR 2007-2008 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS’ PERFORMANCE

District Name	School Name	Identification Area (Reason Identified)
Ames	Ames MS	Math Proficiency
Ankeny	Ankeny HS	Math Proficiency
Ankeny	Parkview MS	Reading Proficiency
Ankeny	Northview MS	Reading Proficiency
Bettendorf	Bettendorf MS	Reading & Math Proficiency
Burlington	Burlington HS	Reading & Math Proficiency
Camanche	Camanche MS	Reading Proficiency
Carroll	Carroll MS	Reading Proficiency
Cedar Falls	Cedar Falls HS	Reading Proficiency
Cedar Falls	Holmes JHS	Reading Proficiency
Cedar Rapids	Thomas Jefferson HS	Reading & Math Proficiency
Cedar Rapids	George Washington HS	Reading & Math Proficiency
Cedar Rapids	Metro HS	Reading & Math Participation, Reading & Math Proficiency

Table 12 (continued)

**SCHOOLS IN NEED OF ASSISTANCE FOR 2007-2008 SCHOOL YEAR
BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE (CONTINUED)**

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

Table 12 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2007-2008 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE (CONTINUED)		
District Name	School Name	Identification Area (Reason Identified)
Des Moines	South Union ES	Reading & Math Proficiency
Dubuque	Dubuque Sr HS	Reading & Math Proficiency
Dubuque	Central Alt HS	Reading & Math Participation
Dubuque	Thomas Jefferson MS	Reading & Math Proficiency
Dubuque	George Washington MS	Reading Proficiency
Dubuque	Fulton ES	Reading Proficiency
Dubuque	Prescott ES	Reading & Math Proficiency
Fort Dodge	Fort Dodge HS	Reading & Math Proficiency
Fort Dodge	Gordon Willard Alt Ed HS	Reading Proficiency
Fort Dodge	Phillips MS	Reading & Math Proficiency
Fort Dodge	Fair Oaks MS	Reading & Math Proficiency
Hampton-Dumont	Hampton-Dumont MS	Reading Proficiency
Harlan	Harlan MS	Reading Proficiency
Iowa City	West Senior HS	Reading & Math Proficiency
Iowa City	Elizabeth Tate Alt. HS	Reading & Math Proficiency
Iowa City	Northwest JHS	Reading & Math Proficiency
Iowa City	Southeast JHS	Reading & Math Proficiency
Johnston	Johnston MS	Reading Proficiency
Keokuk	Keokuk HS	Reading & Math Proficiency
Keokuk	Keokuk MS	Math Proficiency
Lewis Central	Lewis Central MS	Reading Proficiency
Linn-Mar	Linn-Mar HS	Reading Proficiency
Maquoketa	Maquoketa MS	Reading & Math Proficiency
Marshalltown	Marshalltown HS	Reading & Math Proficiency
Marshalltown	*B R Miller MS	Reading & Math Proficiency
Mason City	Mason City HS	Reading & Math Proficiency
Mount Pleasant	Mount Pleasant HS	Reading Proficiency
Muscatine	Muscatine HS	Reading & Math Proficiency
Muscatine	West MS	Math Proficiency
Newton	Berg MS	Reading & Math Proficiency
Oskaloosa	Oskaloosa MS	Math Proficiency
Ottumwa	Ottumwa HS	Reading & Math Proficiency
Ottumwa	Evans MS	Reading & Math Proficiency
Perry	Perry HS	Reading & Math Proficiency
Perry	Perry MS	Reading Proficiency
Perry	Perry ES	Reading Proficiency
Pleasant Valley	Pleasant Valley JHS	Reading Proficiency
Saydel	Woodside MS	Reading & Math Proficiency
Sioux City	Central Campus Indiv Lrng Cntr	Reading & Math Proficiency
Sioux City	East HS	Math Proficiency
Sioux City	North HS	Reading & Math Proficiency
Sioux City	West HS	Reading & Math Proficiency
Sioux City	East MS	Math Proficiency
Sioux City	West MS	Reading & Math Proficiency
South Tama County	South Tama County ES	Math Proficiency
Southeast Polk	Southeast Polk JHS	Reading Proficiency
Spencer	Spencer MS	Reading Proficiency
Storm Lake	Storm Lake HS	Reading Proficiency
Storm Lake	Storm Lake MS	Reading & Math Proficiency

Table 12 (continued)

SCHOOLS IN NEED OF ASSISTANCE FOR 2007-2008 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE (CONTINUED)		
District Name	School Name	Identification Area (Reason Identified)
Vinton-Shellsburg	Tilford MS	Reading Proficiency
Waterloo	East HS	Math Proficiency
Waterloo	Expo HS	Reading & Math Proficiency
Waterloo	West HS	Reading & Math Proficiency
Waterloo	Central MS	Reading & Math Proficiency
Waterloo	Hoover MS	Reading & Math Proficiency
Waterloo	Jack M Logan MS	Reading & Math Proficiency
Waterloo	McKinstry ES	Reading & Math Proficiency
Waukee	Waukee MS	Reading Proficiency
West Des Moines	Valley HS	Reading & Math Proficiency
West Des Moines	Valley Southwoods	Reading & Math Proficiency
West Des Moines	Indian Hills JHS	Reading Proficiency

Source: Iowa Department of Education, Division of PK-12 Education Programs, Adequate Yearly Progress Report.
Notes: ES indicates Elementary School; HS indicates High School; MS indicates Middle School; and JHS indicates Junior High School.
*Pending for appeal decision.

Table 13

DISTRICTS IN NEED OF ASSISTANCE FOR 2007-2008 SCHOOL YEAR BASED UPON PREVIOUS SCHOOL YEARS' PERFORMANCE	
District	Identification Area (Reason Identified)
Cedar Rapids	Reading & Math Proficiency
Clinton	Reading Proficiency, Graduation Rate, Attendance Rate
Council Bluffs	Reading & Math Proficiency, Graduation & Attendance Rate
Davenport	Reading & Math Proficiency, Graduation & Attendance Rate
Des Moines	Reading Proficiency
Fort Dodge	Reading Proficiency
Iowa City	Reading & Math Proficiency
Marshalltown	Math Proficiency
Ottumwa	Reading Proficiency
Sioux City	Reading & Math Proficiency
Storm Lake	Reading Proficiency
Waterloo	Reading & Math Proficiency

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