



The
State Report Card
for
No Child Left Behind

August 2004

Iowa Department of Education

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for
No Child Left Behind



Iowa Department of Education

2004



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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August 2004

Dear Citizens of Iowa,

Each year the Iowa Department of Education collects, analyzes, and publishes a variety of school and student achievement indicators. This 2004 Report Card contributes to our federal No Child Left Behind reporting requirements, and also provides valuable information to help parents and educators evaluate how well and how much their students are learning.

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

Please use this data in combination with other reports and information from the Department of Education, including our annual Condition of Education report, web-based School Profiles, and other data located at www.state.ia.us/educate

Sincerely,

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

Judy Jeffrey
Interim 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.

Table of Contents

Introduction	1
Annual Measurable Objectives	3
Student Participation Rates	5
Student Performance	7
Reading	9
Mathematics	30
Graduation Rates	51
Average Daily Attendance	55
Highly Qualified Teachers	57
Schools and Districts in Need of Assistance.....	61

Introduction

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

- The comparison between the percent of students in each group scoring proficient or higher on the Iowa Tests of Basic Skills (ITBS) or Iowa Tests Educational Development (ITED) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula.
- The percent of students, by group, who did not participate in the ITBS, ITED, or alternate assessment.
- The percent of students scoring at each proficiency level on the ITBS for grades 4 and 8, the ITED for grade 11, or the statewide alternate assessment (for students with disabilities who were unable to participate in the ITBS or ITED). The results are presented by the following categories: race/ethnicity, gender, disability status, migrant status, English proficiency, and socioeconomic status.
- Trends in student achievement for reading and mathematics for grades 4, 8, and 11.
- Other academic indicators which include the statewide attendance rates at elementary and middle school levels, and graduation rates for high schools.
- The professional qualifications of all public school teachers.
- The percentage of classes taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools.
- The schools that did not make adequate yearly progress under NCLB, section 1116 and are identified as Schools in Need of Assistance.
- The districts that did not make Adequate Yearly Progress under No Child Left Behind are identified as Districts in Need of Assistance.

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

Annual Measurable Objectives

The No Child Left Behind (NCLB) Accountability System establishes statewide annual measurable objectives (AMO). The state annual measurable objectives are consistent with a state's intermediate goals and identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the state's academic assessments. The state's annual measurable objectives are the same throughout the state for each public school and each subgroup of students. Table 1 shows the AMO targets for 2002-2003 and 2003-2004 and compares to 2001-2003 and 2002-2004 student performance based on the 2000 national norms in Reading, by grade level, and by subgroups.

Table 1

READING 2002-2004 ANNUAL MEASURABLE OBJECTIVES TARGETS VS. 2001-2003 AND 2002-2004 READING PERFORMANCE BY GRADE AND SUBGROUPS			
AMO (2002-2004 Target)	Reading (At or Above Proficient Level)		
	Grade 4	Grade 8	Grade 11
	65.0%	61.0%	69.0%
	2001-2003 Performance		
Subgroup			
State (all Students)	75.9%	69.3%	77.0%
White	78.6	72.0	78.6
African American	48.4	35.9	49.7
Hispanic	52.6	43.0	53.5
Asian	75.5	68.6	75.1
American Indian	60.6	49.2	62.5
Free/Reduced Price Lunch Eligible	60.5	49.7	60.8
Disability*	29.1	22.9	27.5
ELL (English Language Learner)	40.6	27.2	31.6
Migrant**+	43.6	30.4	26.0
Female+	78.1	72.2	81.7
Male+	73.7	66.5	72.6
	2002-2004 Performance		
Subgroup			
State (all Students)	76.7%	69.4%	76.8%
White	79.5	72.1	78.6
African American	50.2	36.6	49.6
Hispanic	52.4	42.0	51.2
Asian	77.4	69.0	74.2
American Indian	65.2	51.9	61.9
Free/Reduced Price Lunch Eligible	61.4	49.6	60.1
Disability*	31.0	20.1	28.8
ELL (English Language Learner)	42.4	25.9	33.7
Migrant**+	41.1	32.8	36.8
Female+	79.0	72.0	81.6
Male+	74.4	67.0	72.2

Sources: Iowa Testing Programs, University of Iowa.

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

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

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

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

Table 2 shows the AMO targets for 2002-2003 and 2003-2004 and compares to 2001-2003 and 2002-2004 student performance based on the 2000 national norms in Math, by grade level, and by subgroups.

Table 2

**MATH 2002-2004 ANNUAL MEASURABLE OBJECTIVES
TARGETS VS. 2001-2003 AND 2002-2004
MATH PERFORMANCE BY GRADE AND SUBGROUPS**

AMO (2002-2004 Target)	Math (At or Above Proficient Level)		
	Grade 4	Grade 8	Grade 11
	64.0%	63.0%	69.0%
	2001-2003 Performance		
Subgroup			
State (all Students)	75.0%	71.6%	79.2%
White	77.8	74.4	81.1
African American	42.7	33.0	43.8
Hispanic	53.0	42.9	52.8
Asian	80.0	76.7	78.6
American Indian	55.8	48.3	61.3
Free/Reduced Price Lunch Eligible	59.4	50.9	62.4
Disability*	35.0	24.9	32.8
ELL (English Language Learner)	45.4	34.3	39.8
Migrant**+	49.4	39.0	37.0
Female+	74.2	71.6	78.9
Male+	75.9	71.2	79.5
	2002-2004 Performance		
Subgroup			
State (all Students)	76.8%	72.2%	78.6%
White	79.8	75.3	80.5
African American	45.6	34.1	44.0
Hispanic	55.7	42.8	51.6
Asian	82.0	77.5	78.8
American Indian	58.4	51.1	59.5
Free/Reduced Price Lunch Eligible	62.0	51.8	61.5
Disability*	38.5	23.5	32.4
ELL (English Language Learner)	49.3	34.2	40.8
Migrant**+	49.5	39.7	43.8
Female+	76.2	72.3	78.4
Male+	77.6	72.0	78.6

Sources: Iowa Testing Programs, University of Iowa.

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

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

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

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

Student Participation Rates

The Iowa Department of Education collects assessment participation rates for students at grades 4, 8, and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Unlike the AMO measurement, the participation rate includes students enrolled less than a full academic year in the calculation. Based on the 2002-03 AYP report, the current report card presents last year's state level participation rates by grade and by subject areas for all students and students by subgroups.

Table 3

READING AND MATH 2002-2003
ESTIMATED PARTICIPATION RATES BY GRADE AND SUBGROUP

	Reading			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
State (all students)	99.2%	98.6%	95.1%	99.1%	98.5%	95.1%
White	99.4	99.0	96.0	99.3	98.9	95.9
African American	97.5	95.3	82.5	97.6	94.4	82.5
Hispanic	97.7	92.6	85.4	95.3	93.2	85.2
Asian	96.9	97.6	92.2	96.3	97.9	92.5
American Indian	95.7	95.9	76.1	98.0	96.3	76.2
Free/Reduced Price Lunch Eligible	98.2	97.1	91.3	98.1	96.8	91.4
English Language Learner	93.6	82.5	84.7	92.8	83.9	85.7
Disability*	97.4	96.9	91.9	97.7	96.4	92.2

Source: Iowa Department of Education, 2003 School Profiles.

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

Student Performance

For purposes of the NCLB accountability, all public schools and districts in Iowa will be evaluated by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). For the next few school years the accountability system will apply to the percentage of all students and subgroups in grades 4, 8, and 11 achieving proficient level or higher in reading and mathematics. All public schools and districts will be required to administer tests in the additional grades (3, 5, 6 and 7) in 2005-2006. In 2006-2007, all grades 3-8 and grade 11 will be included in the Adequate Yearly Progress (AYP) determinant.

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

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

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

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

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

1. The approximate number of students per grade per year upon which the percentages for 2003-2004 are based are: grade 4, 37,900; grade 8, 41,600; and grade 11, 36,400.
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 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 2002-2004 bienniums, however, only the 2000 norms were used.

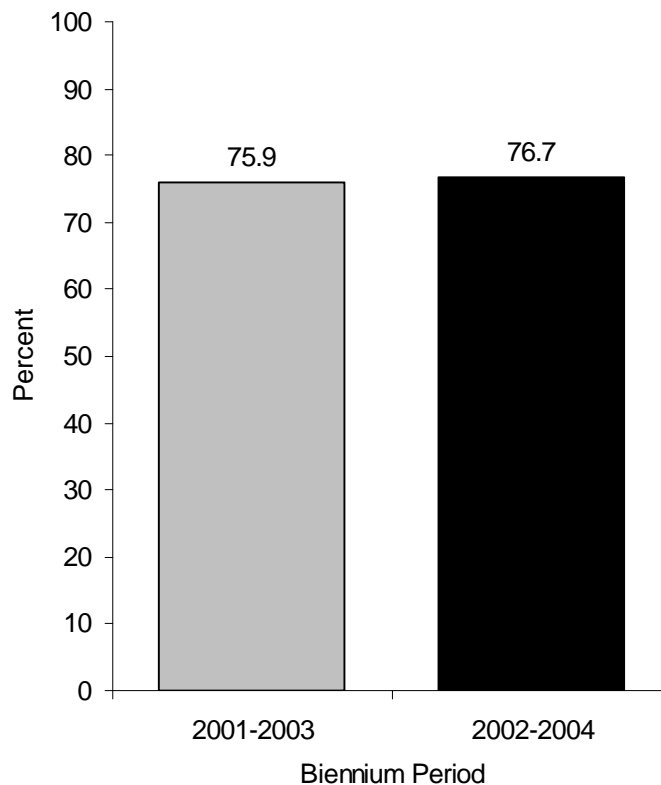
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included on the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED Tests. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range are percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
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, and 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

Percentages of 4th, 8th, and 11th grade students achieving proficient or higher reading status on the ITBS or ITED Reading Comprehension Tests are shown in Figures 1 to 21 for all students and by gender, race/ethnicity, socioeconomic, disability, primary language, and migrant statuses. The trend data for all students and by subgroups in 2001-2003 and 2002-2004 biennium are based on 2000 national norms.

Figure 1

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

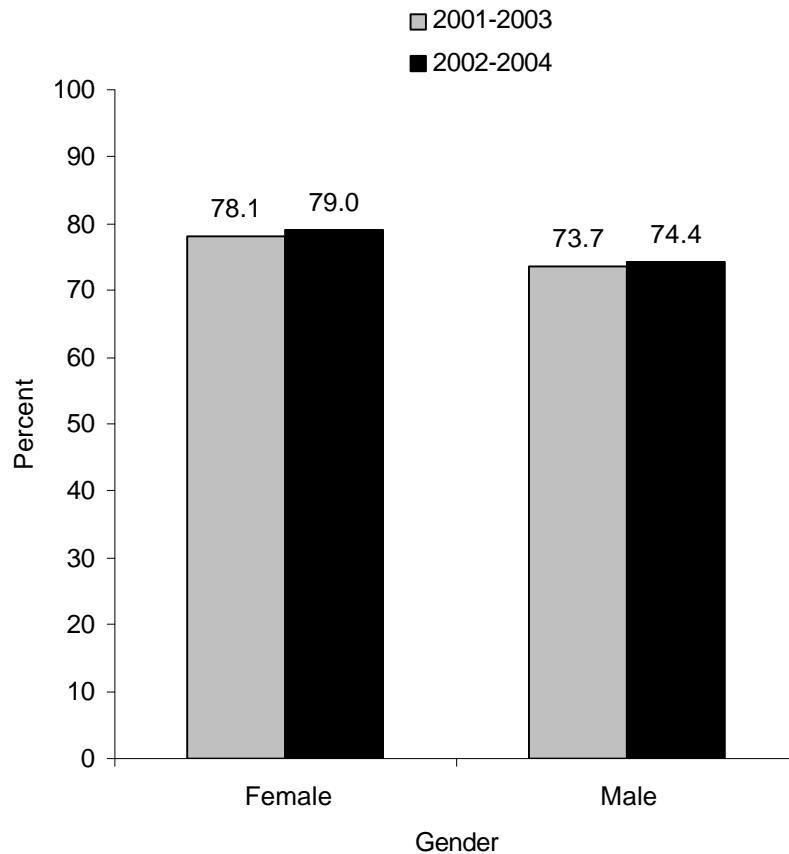
Usually understands factual information and new words in context.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

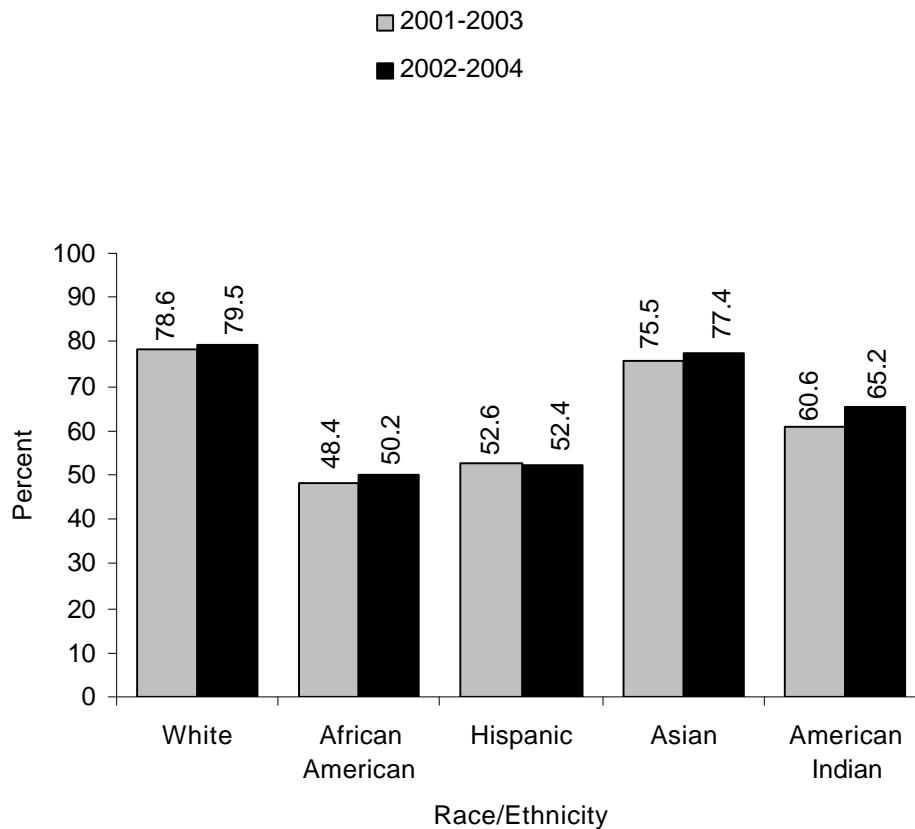
Usually understands factual information and new words in context.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

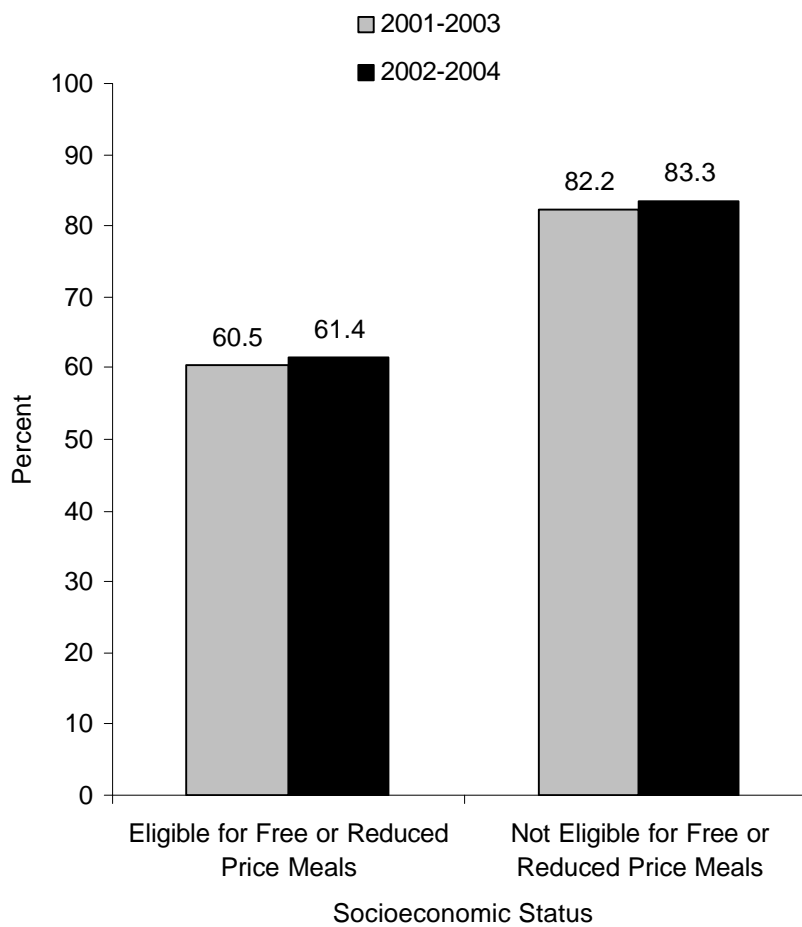
Usually understands factual information and new words in context.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

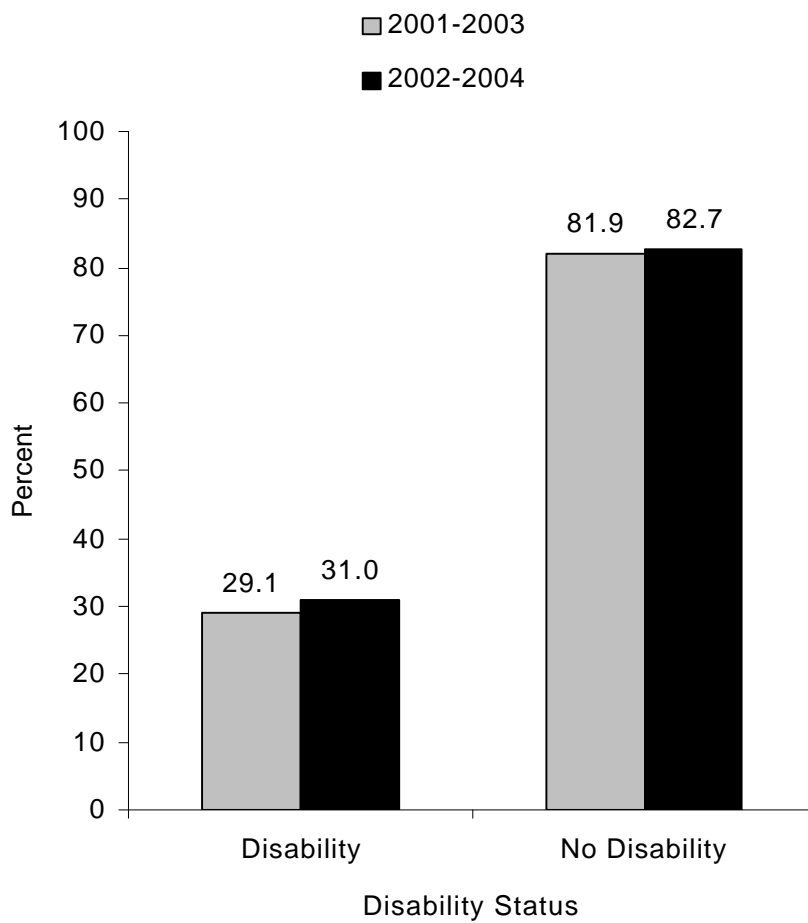
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

- 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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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.

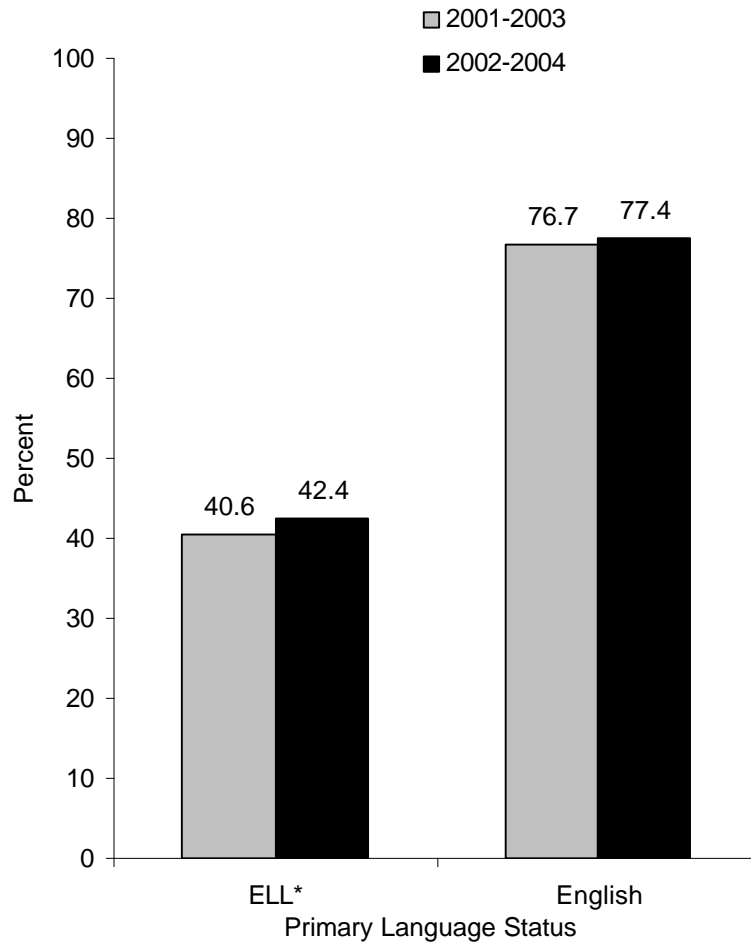
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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.

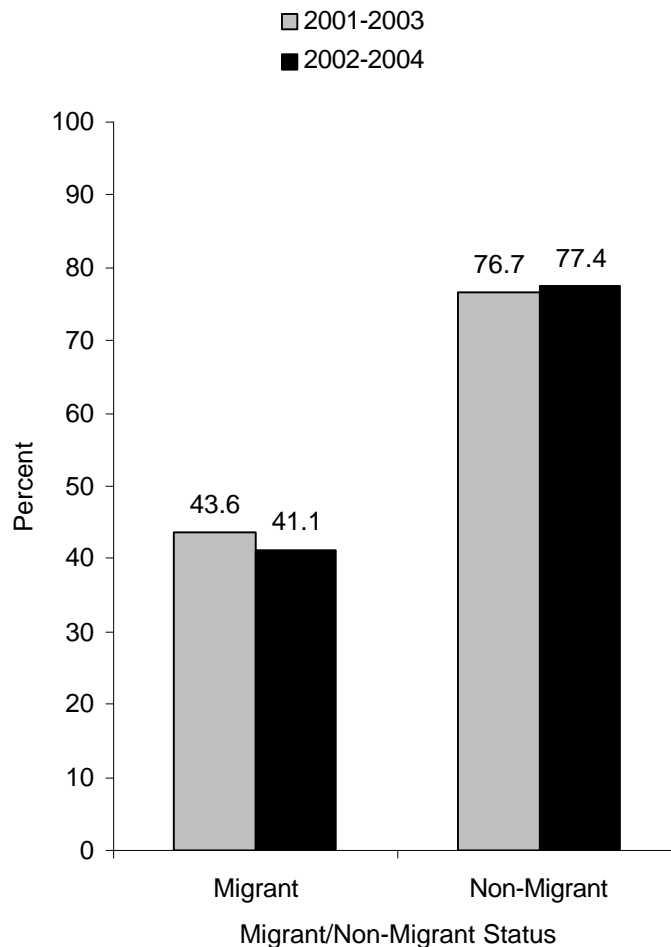
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

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

Usually understands factual information and new words in context.

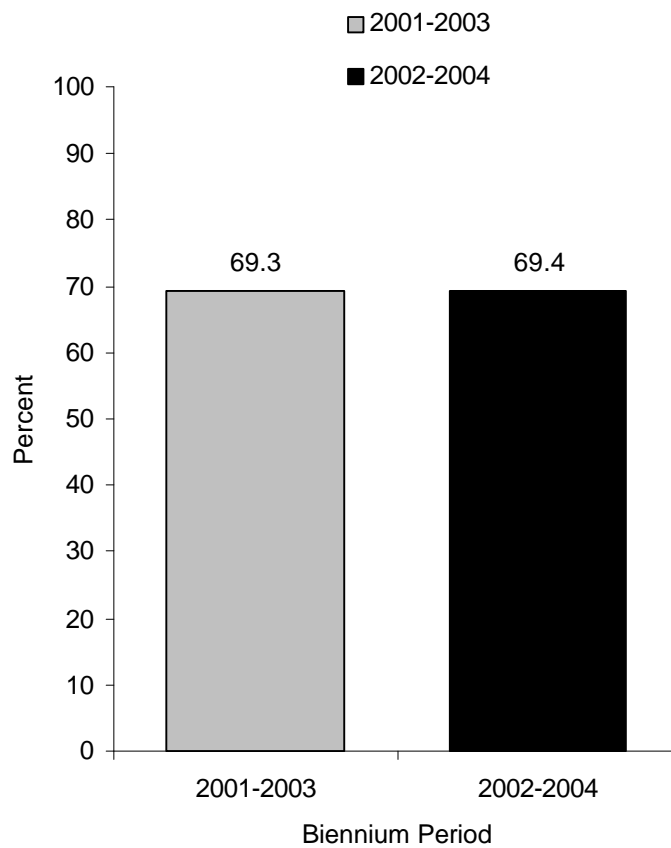
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

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

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

Figure 8

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

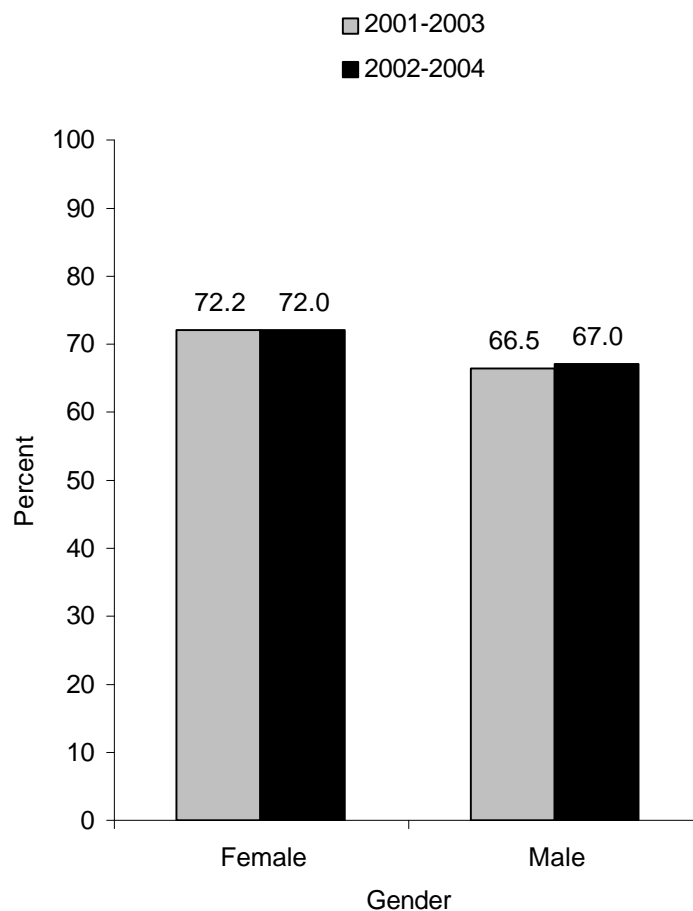
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 9

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 AND 2002-2004**

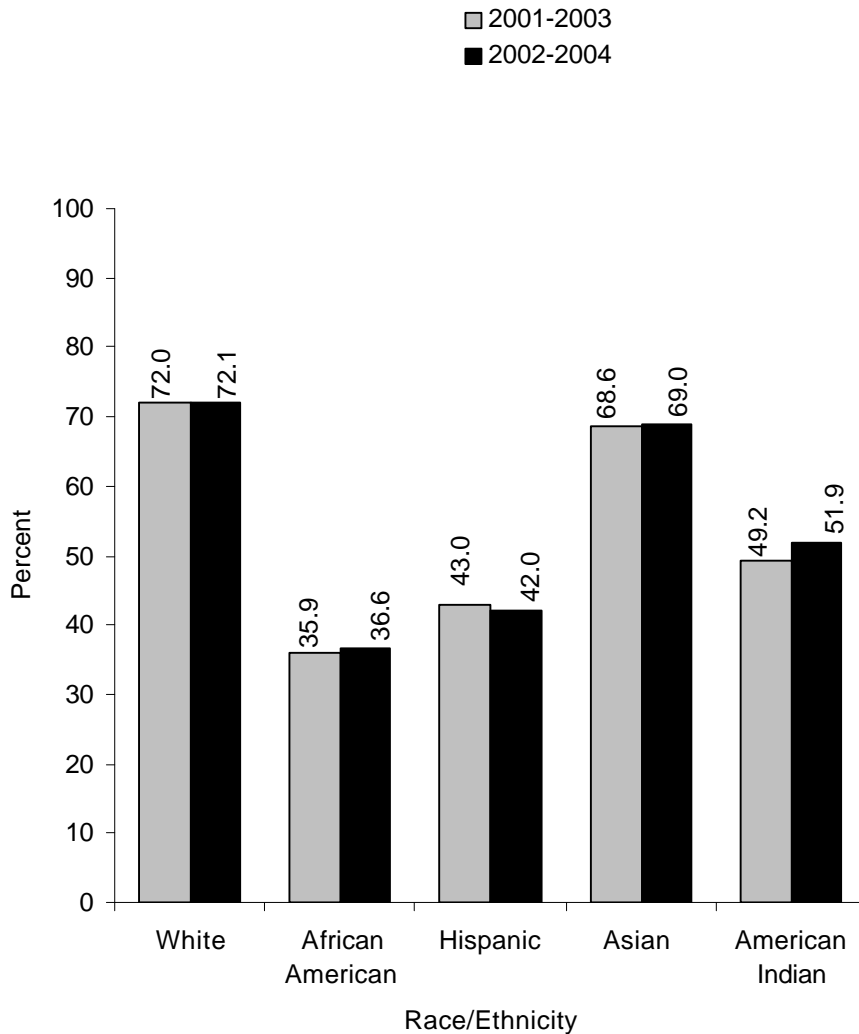


Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

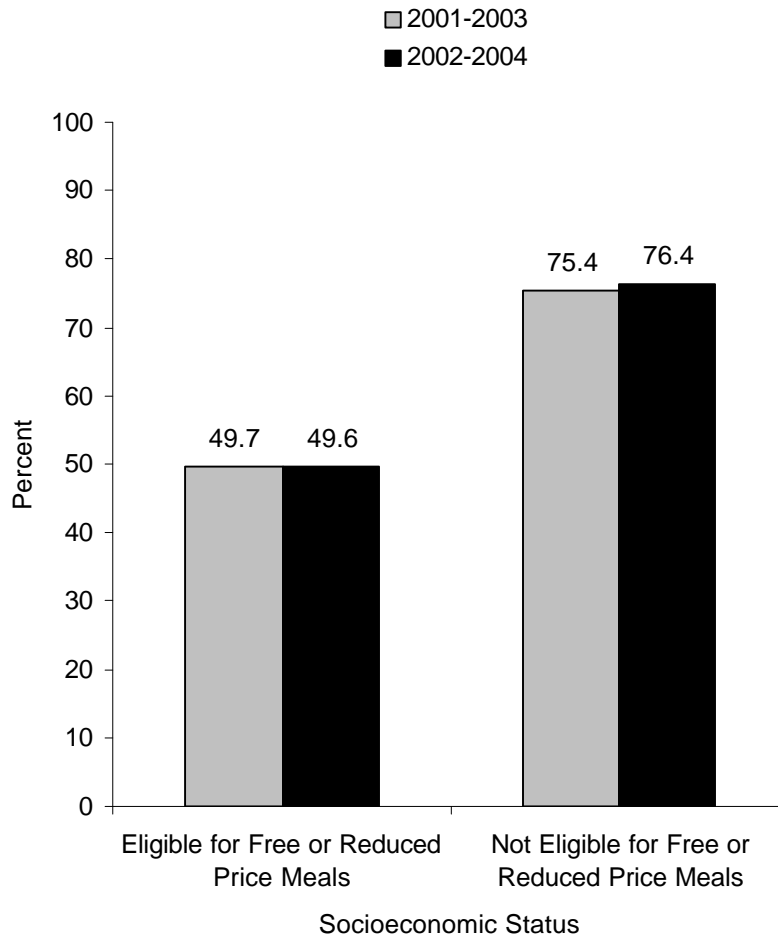
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 11

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

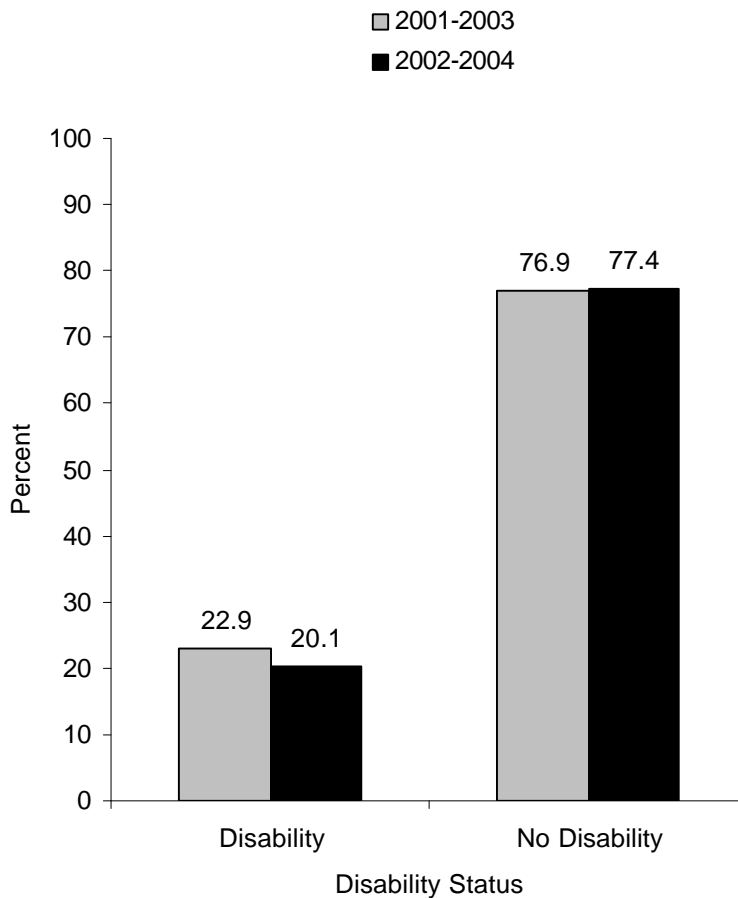
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

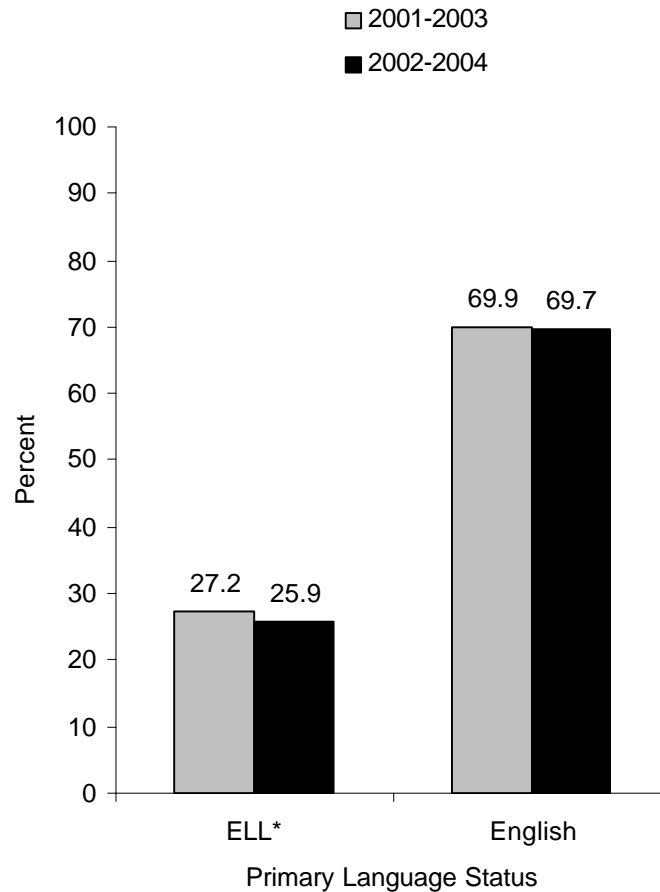
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



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:

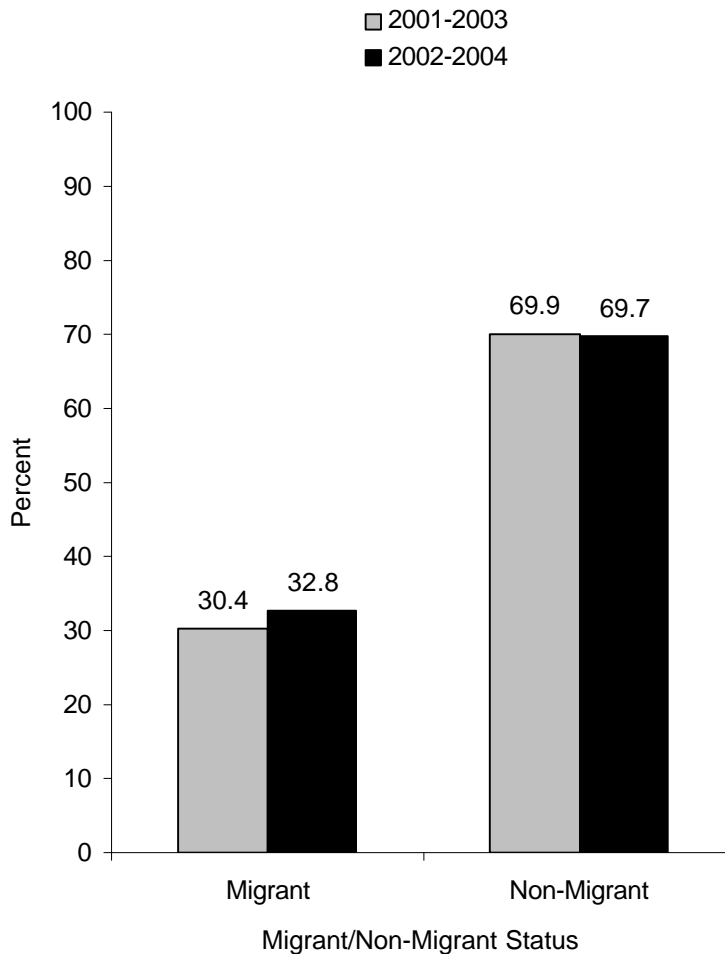
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

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

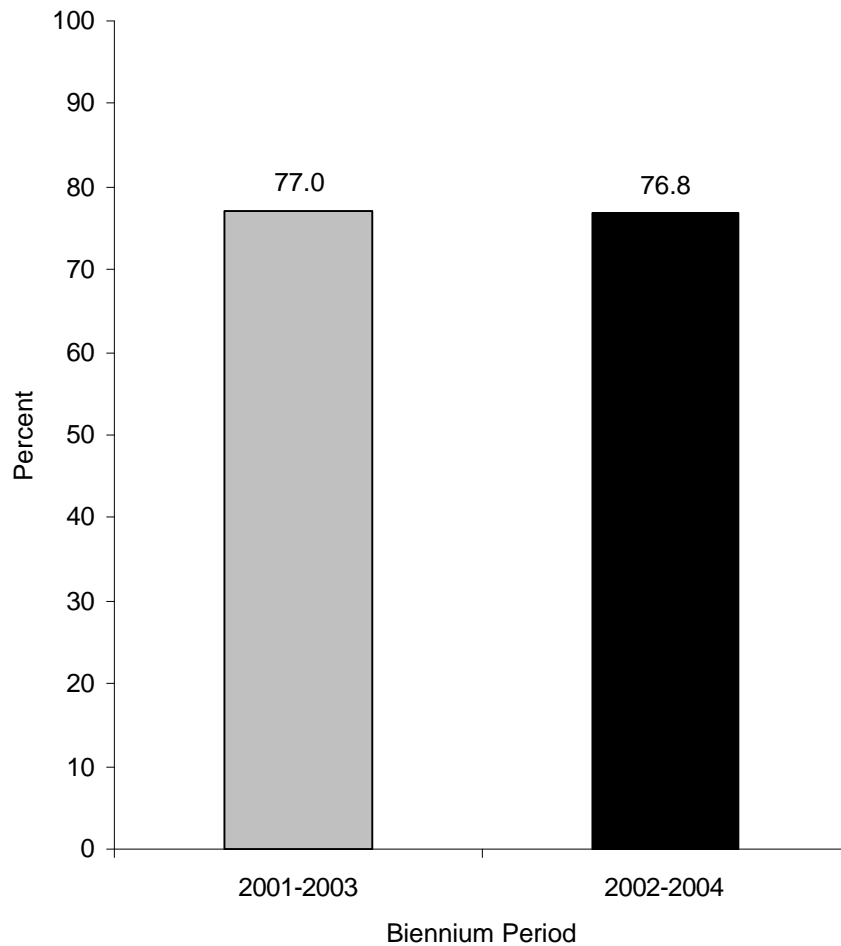
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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

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

Figure 15

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED READING COMPREHENSION TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



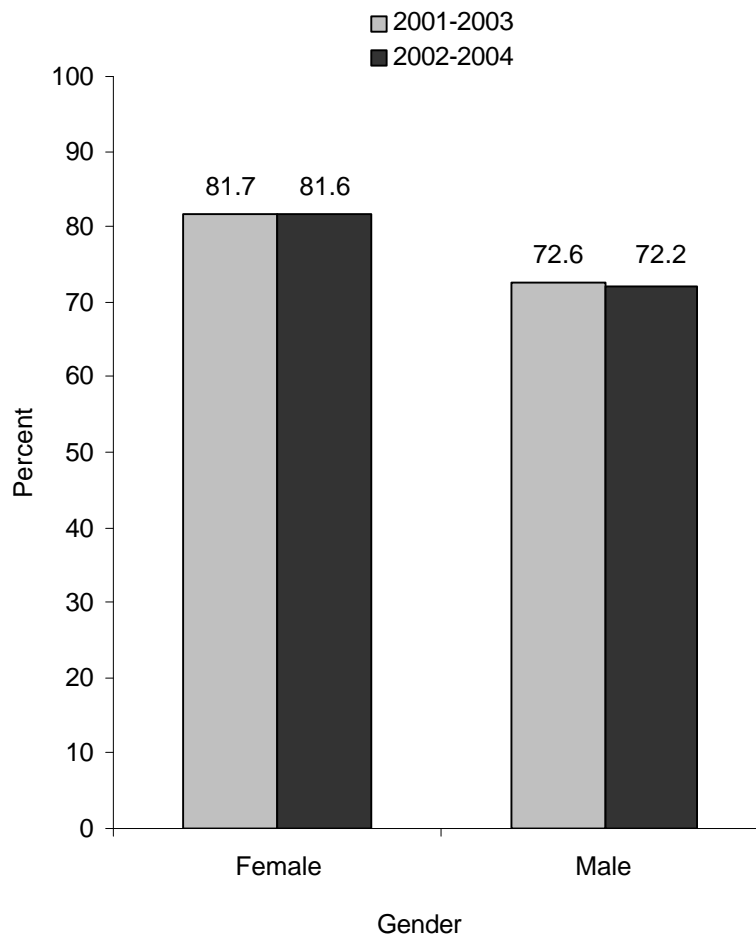
Source: Iowa Testing Programs, University of Iowa.

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 16

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



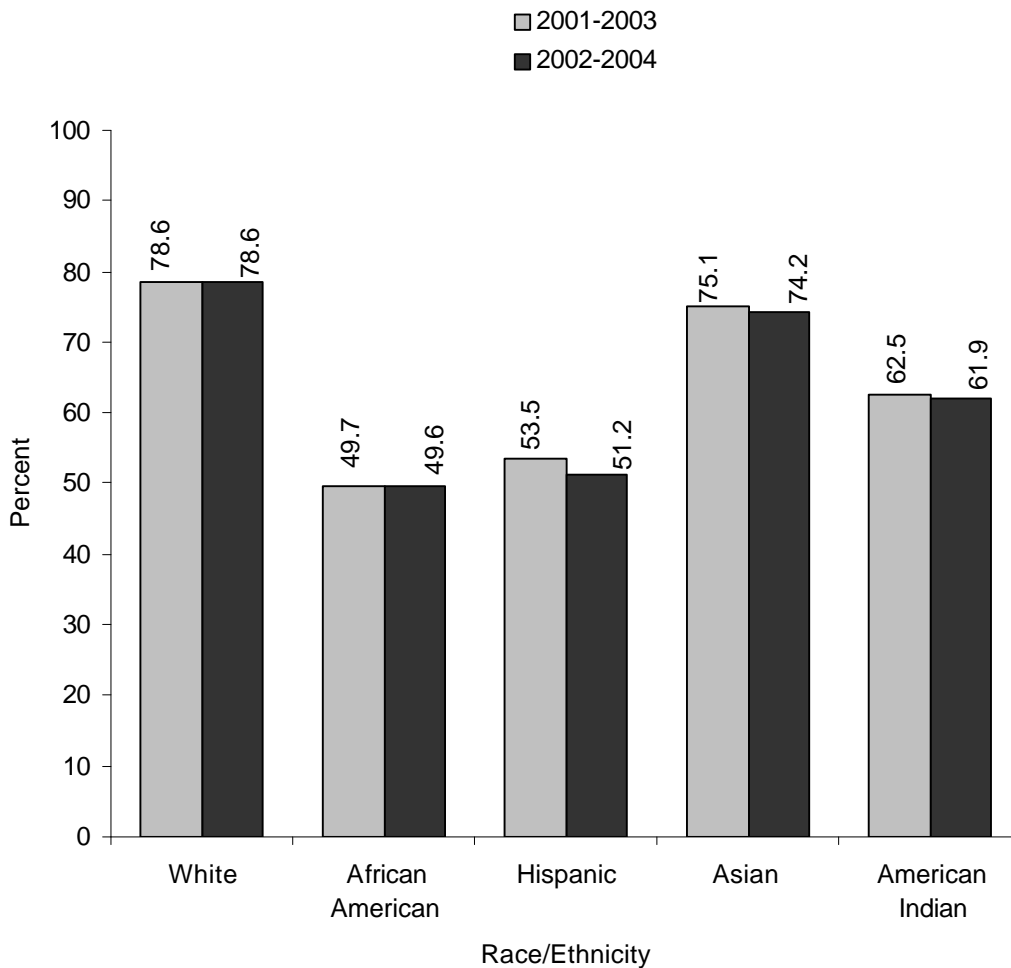
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



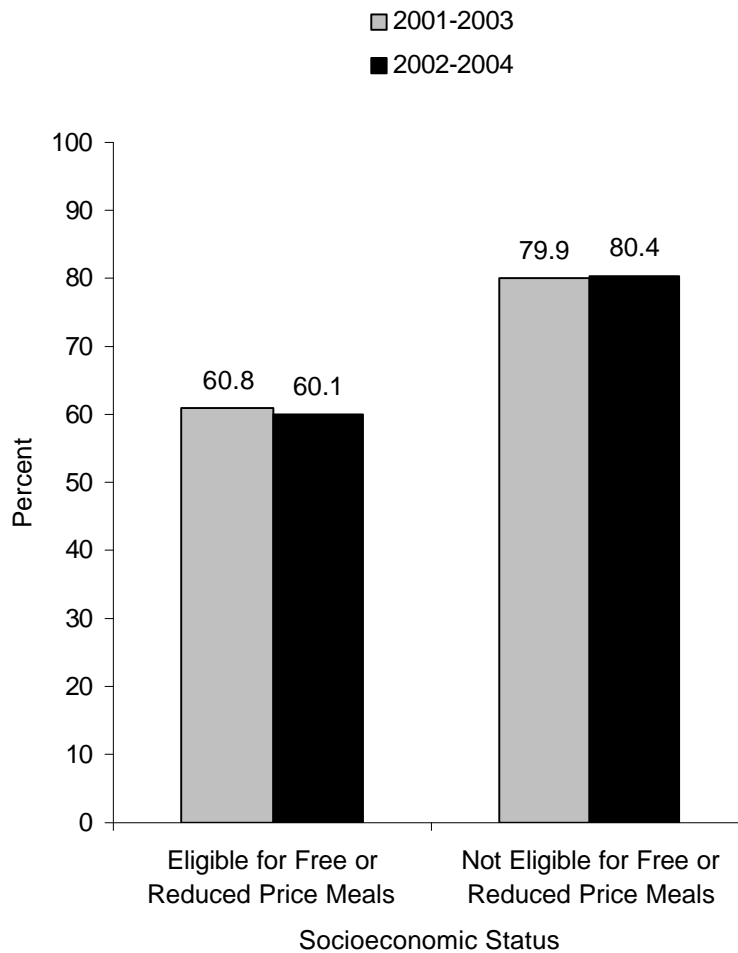
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

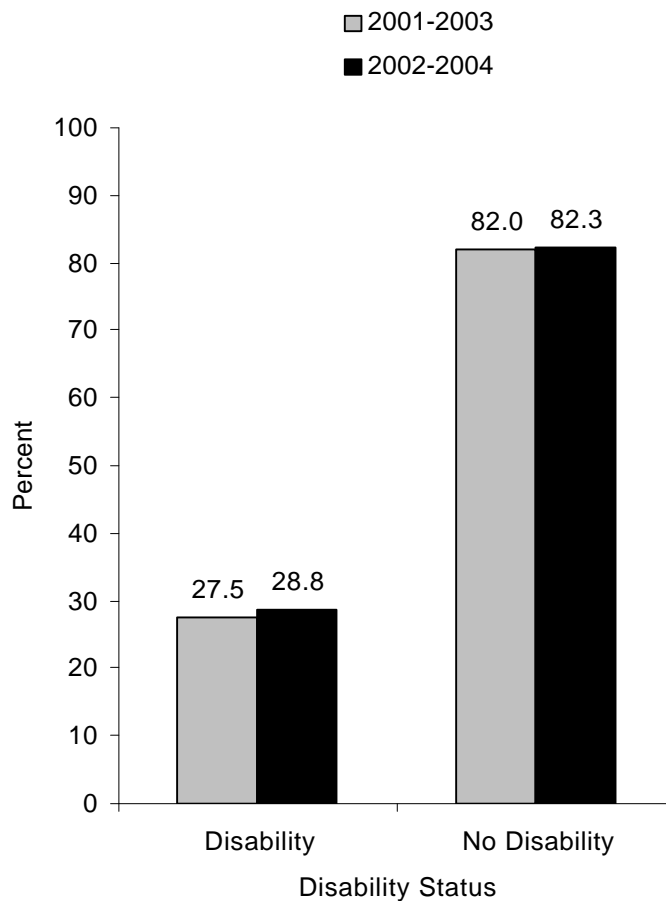
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

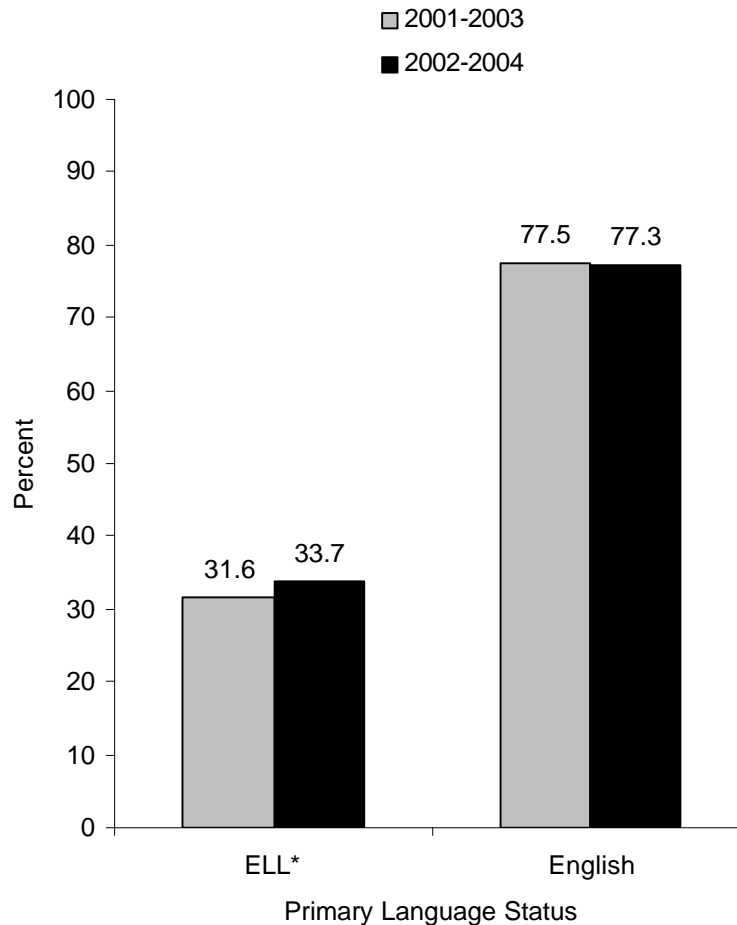
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITED READING
COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

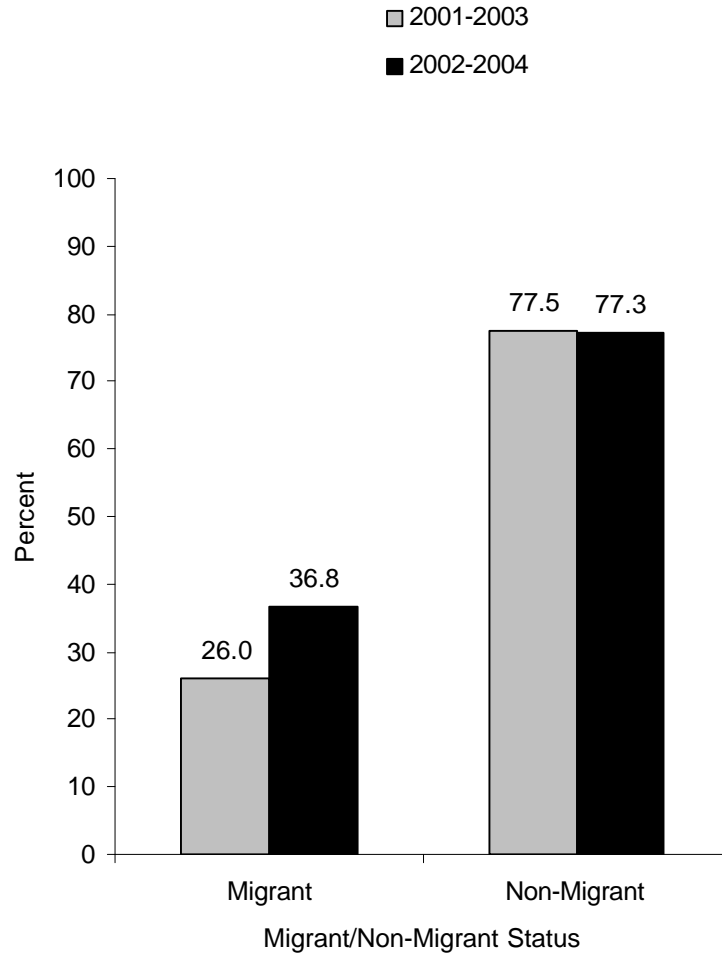
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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 PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITED READING
COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

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

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

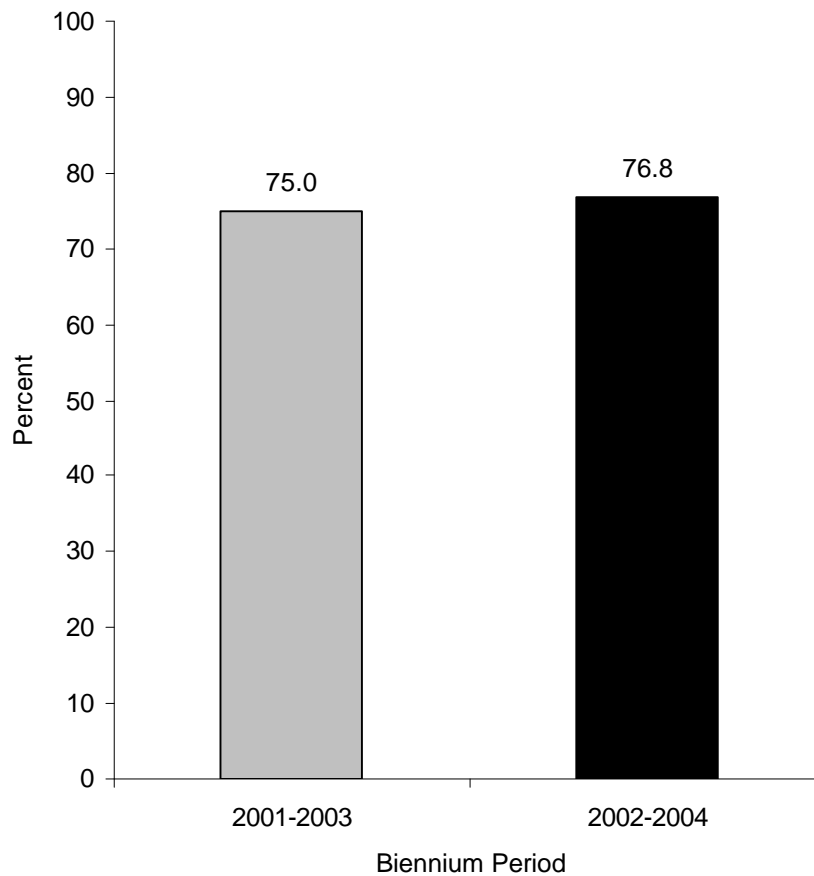
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Mathematics

Percentages of 4th, 8th, and 11th grade students achieving proficient or higher mathematics status on the ITBS or ITED Mathematics Tests are shown in Figures 22 to 42 for all students by gender, race/ethnicity, socioeconomic, disability, primary language, and migrant status. The trend data for all students and by subgroups in 2001-2003 and 2002-2004 biennium are based on 2000 national norms.

Figure 22

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



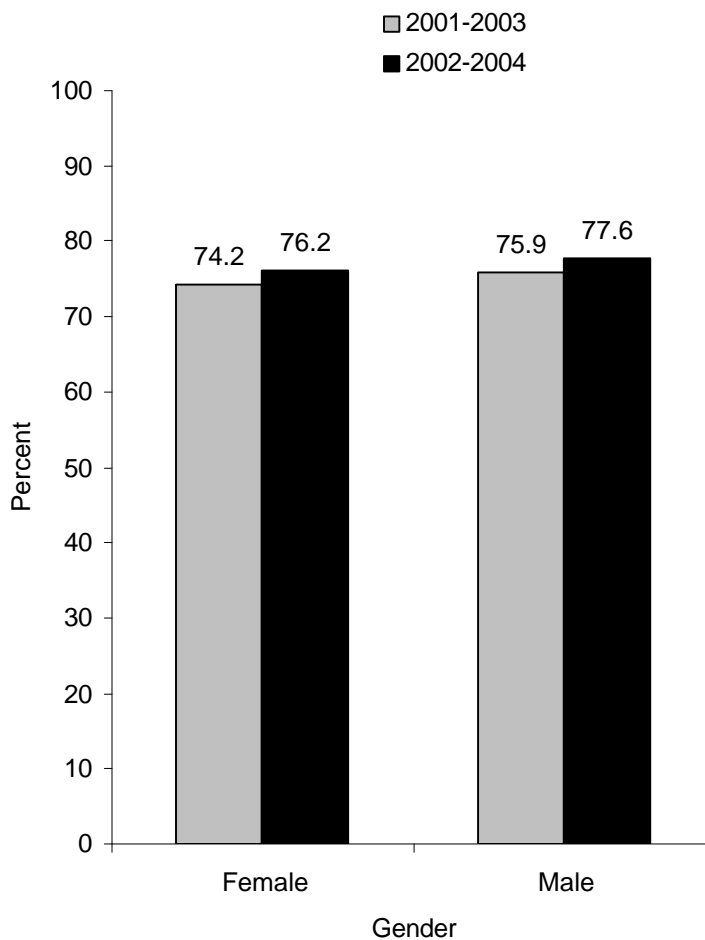
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



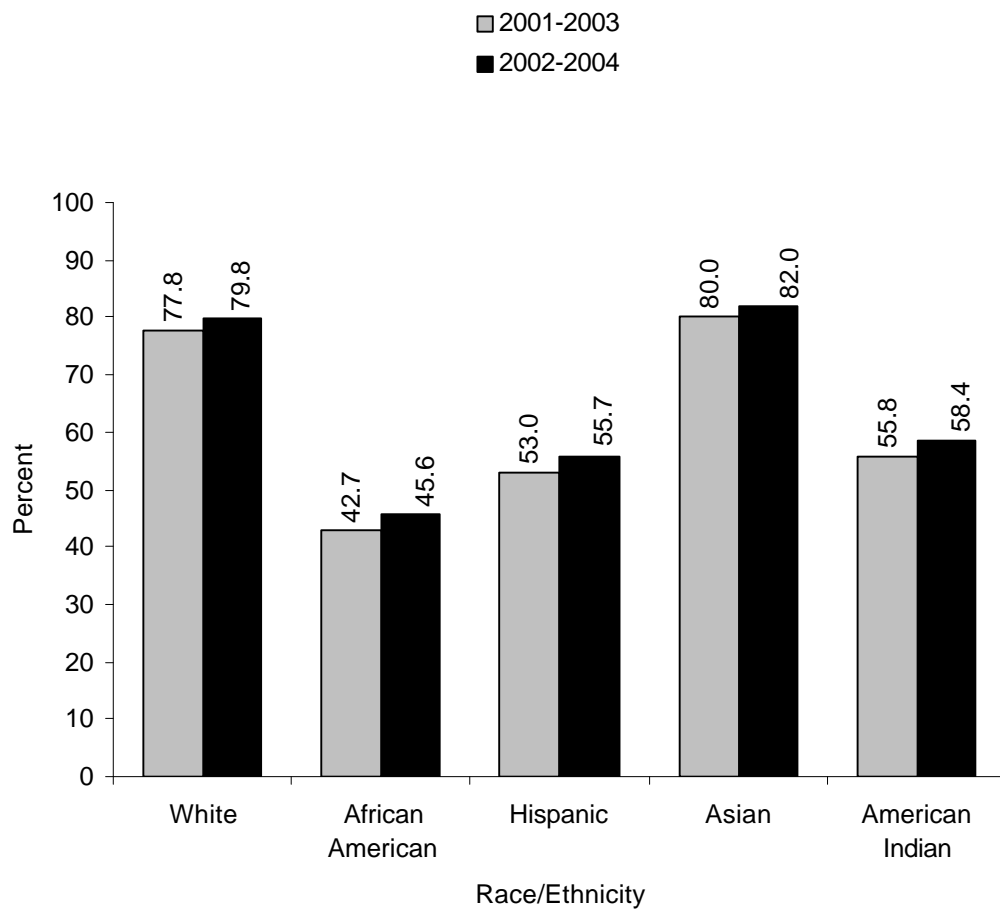
Source: Iowa Testing Programs, University of Iowa.

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

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

Figure 24

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



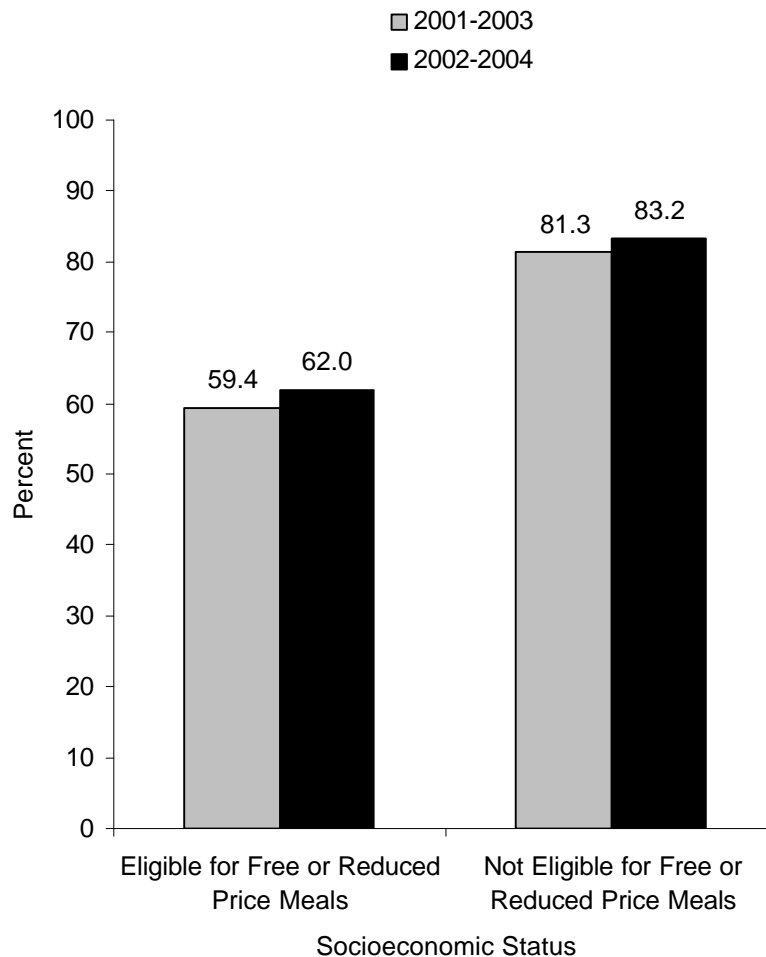
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

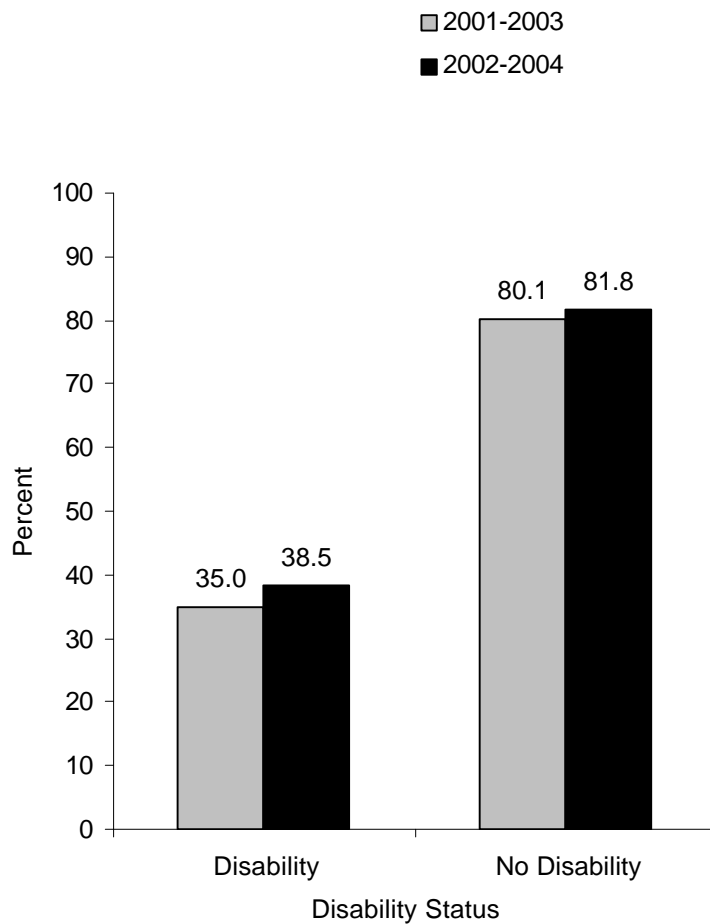
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

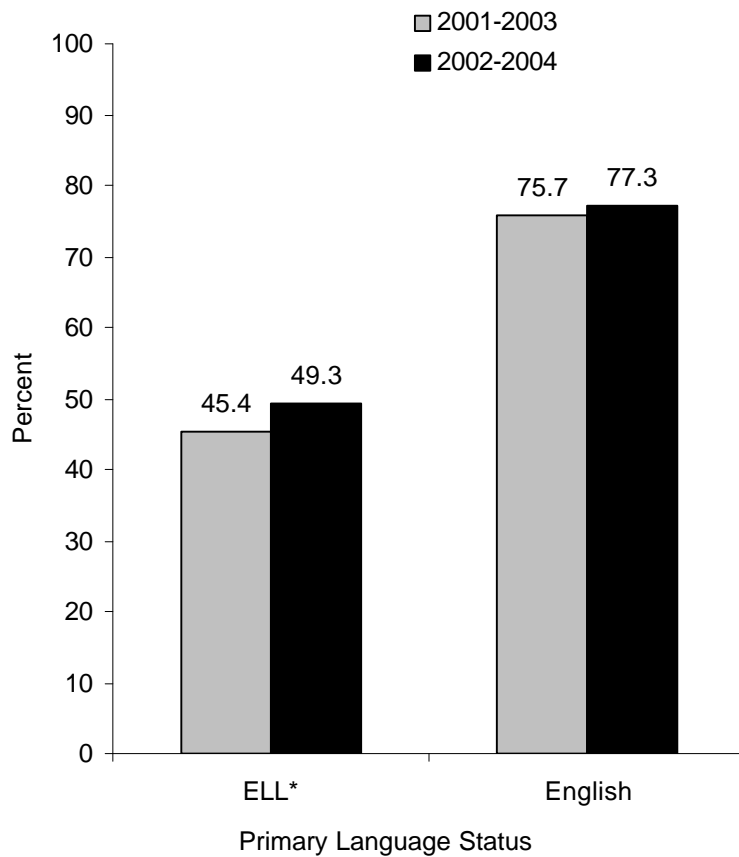
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

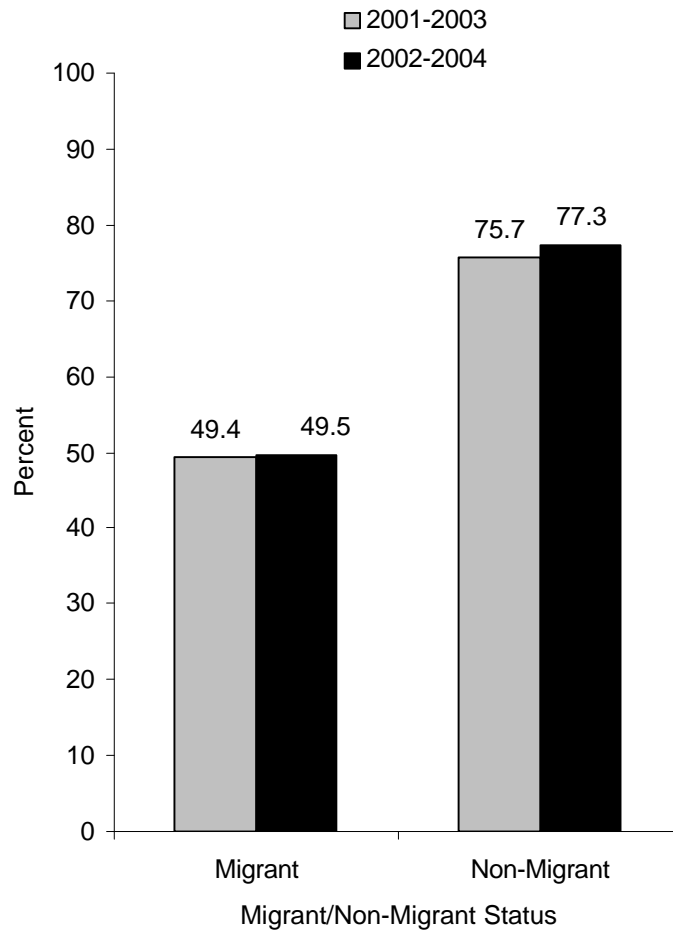
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

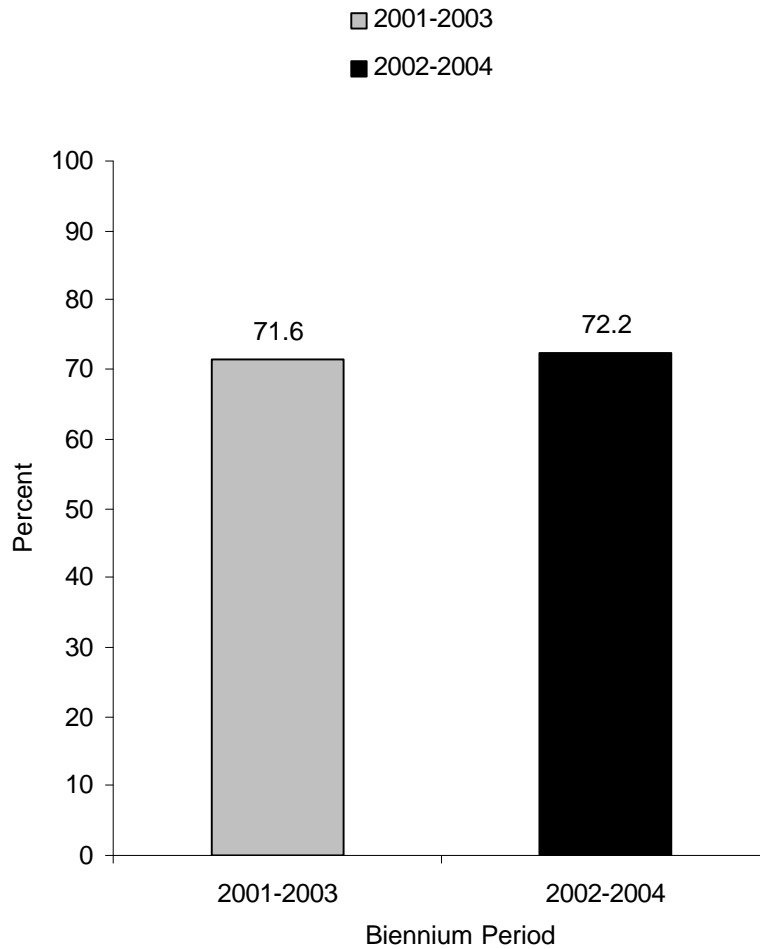
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 29

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



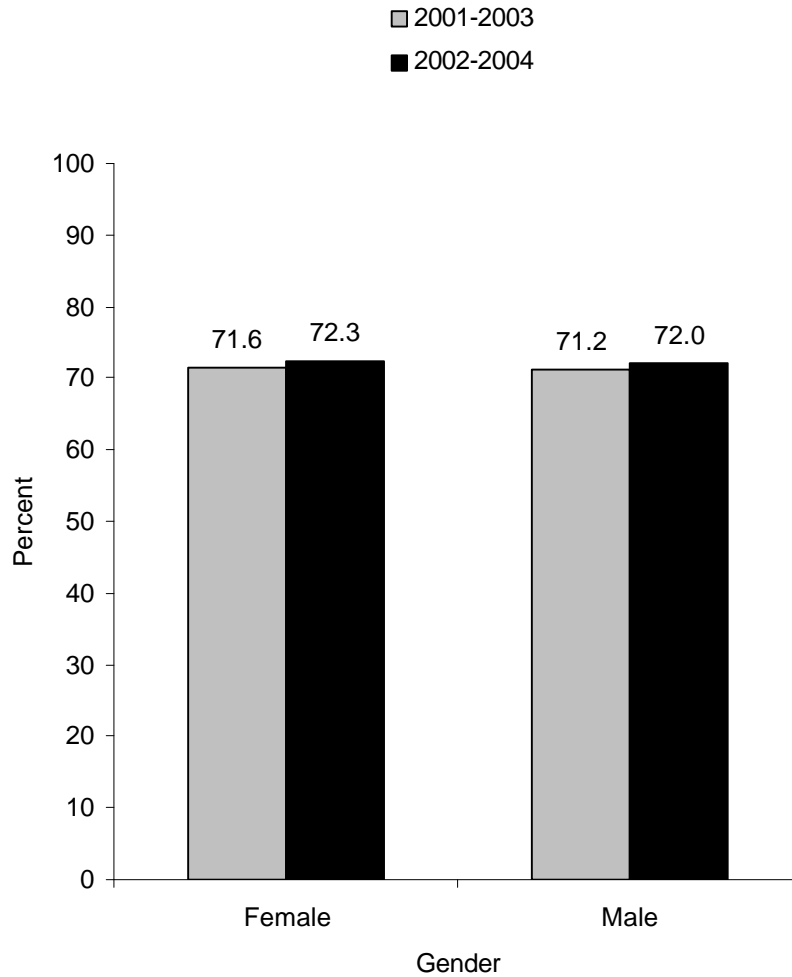
Source: Iowa Testing Programs, University of Iowa.

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 AND 2002-2004**



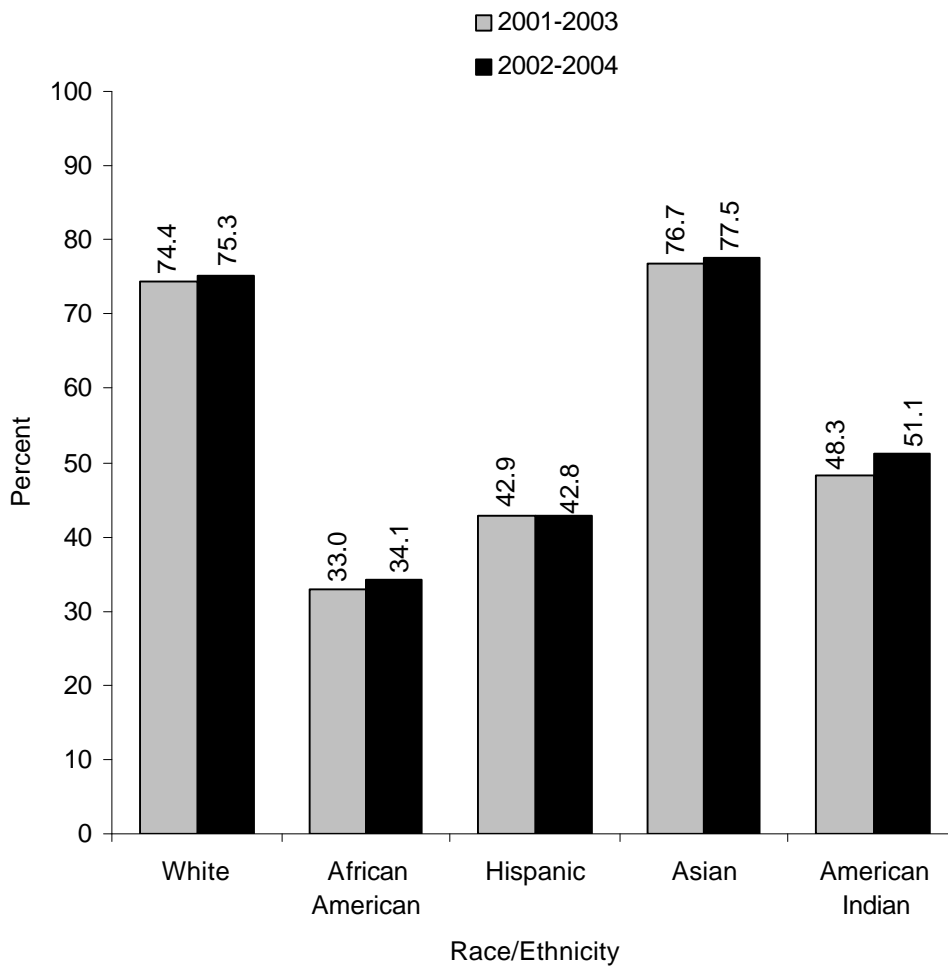
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



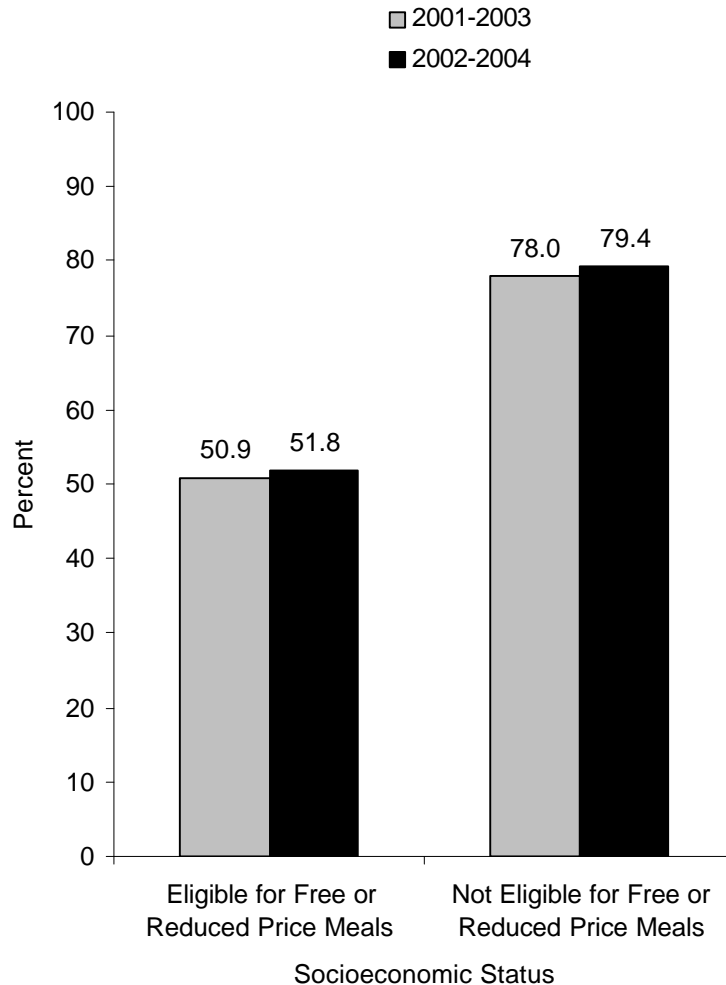
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

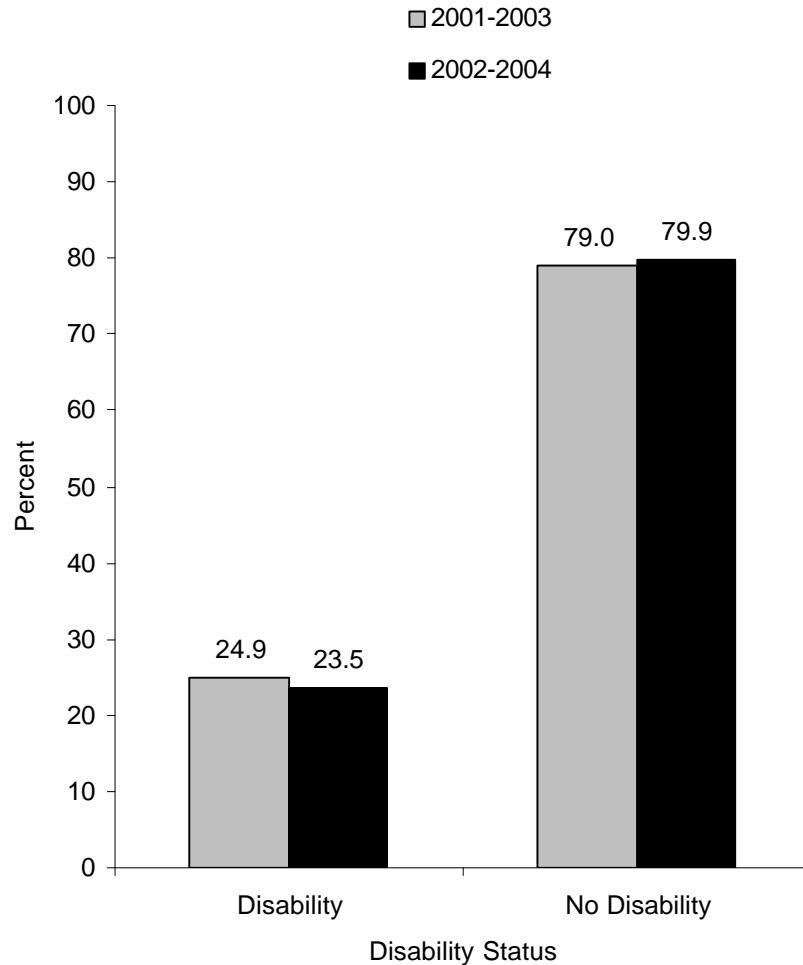
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

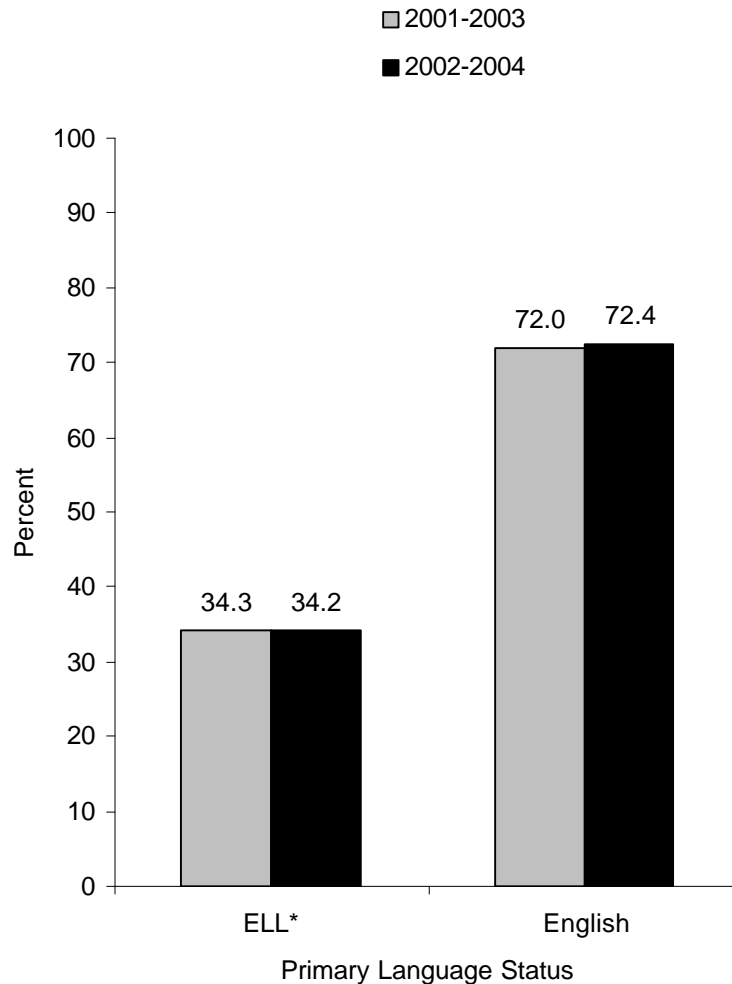
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

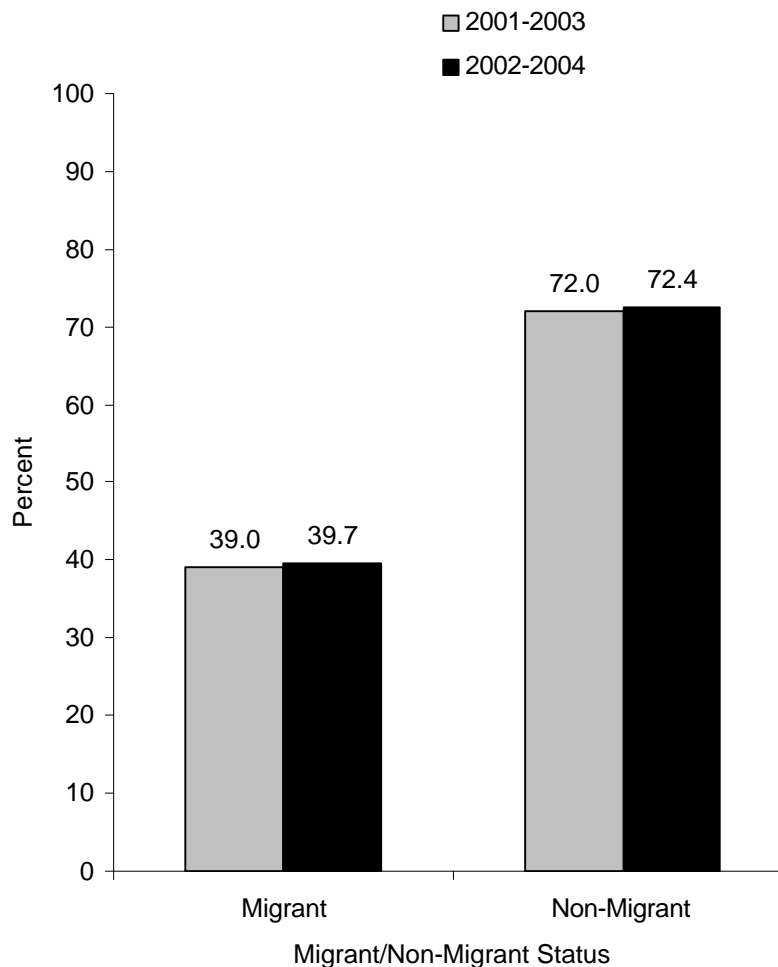
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

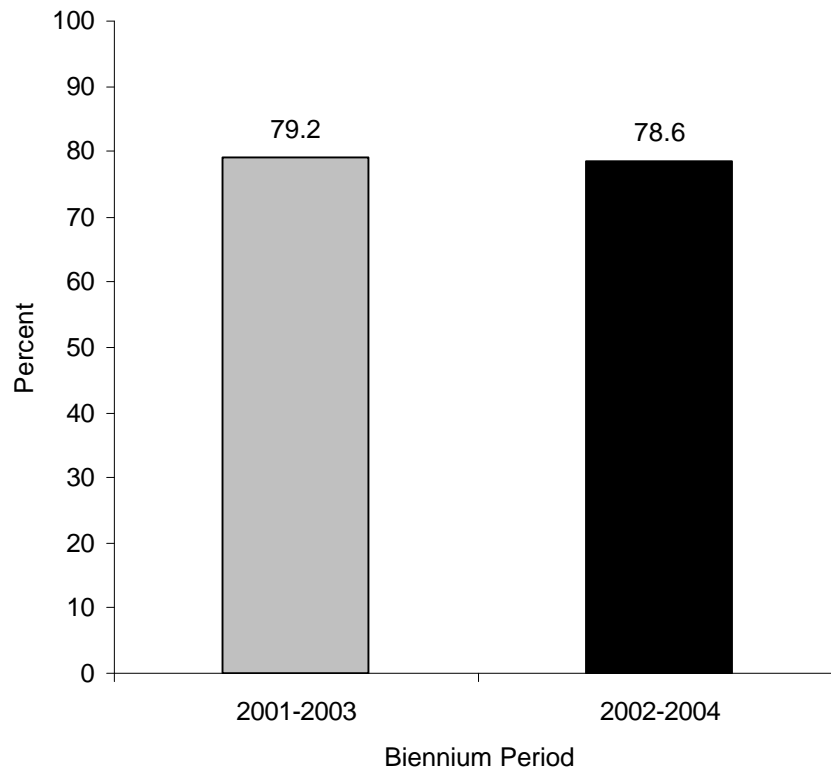
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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

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

Figure 36

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



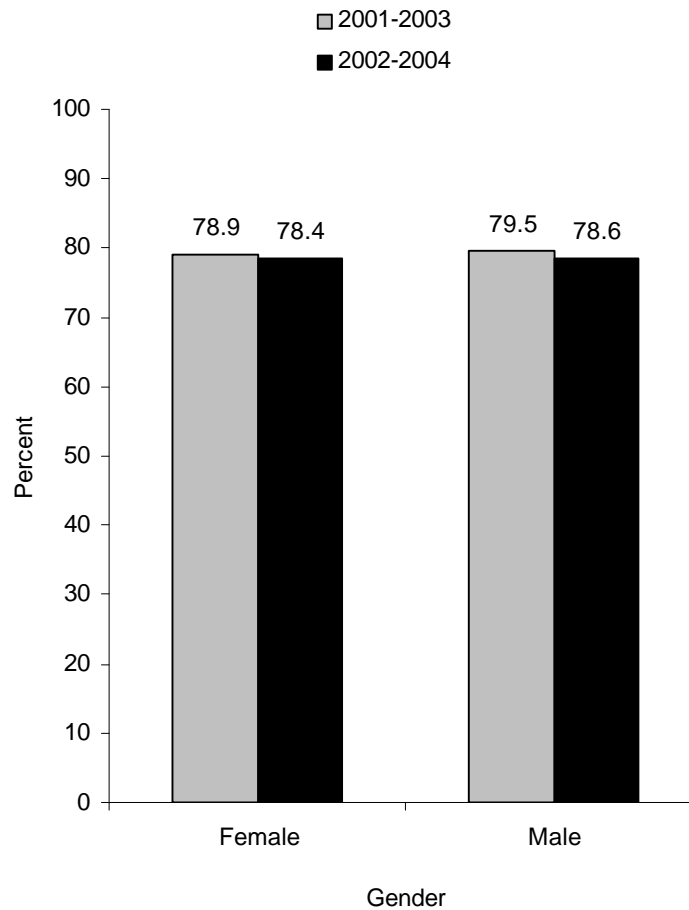
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



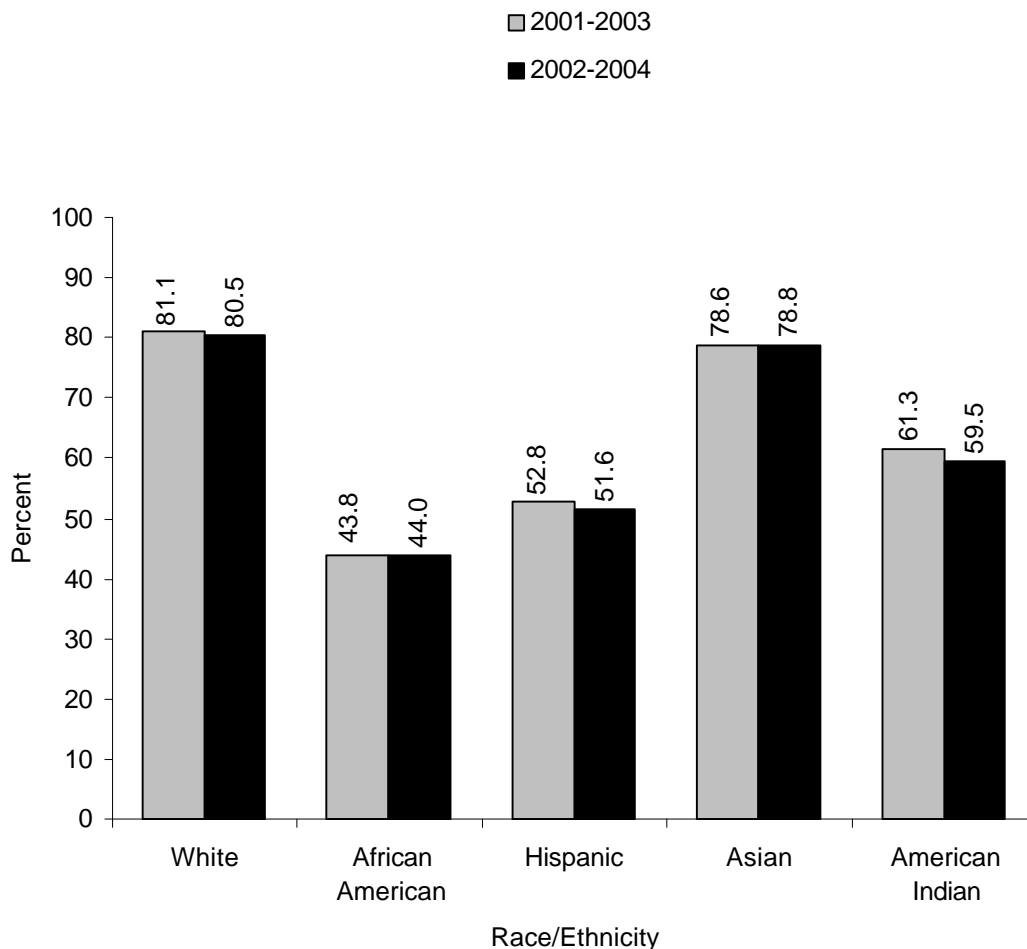
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



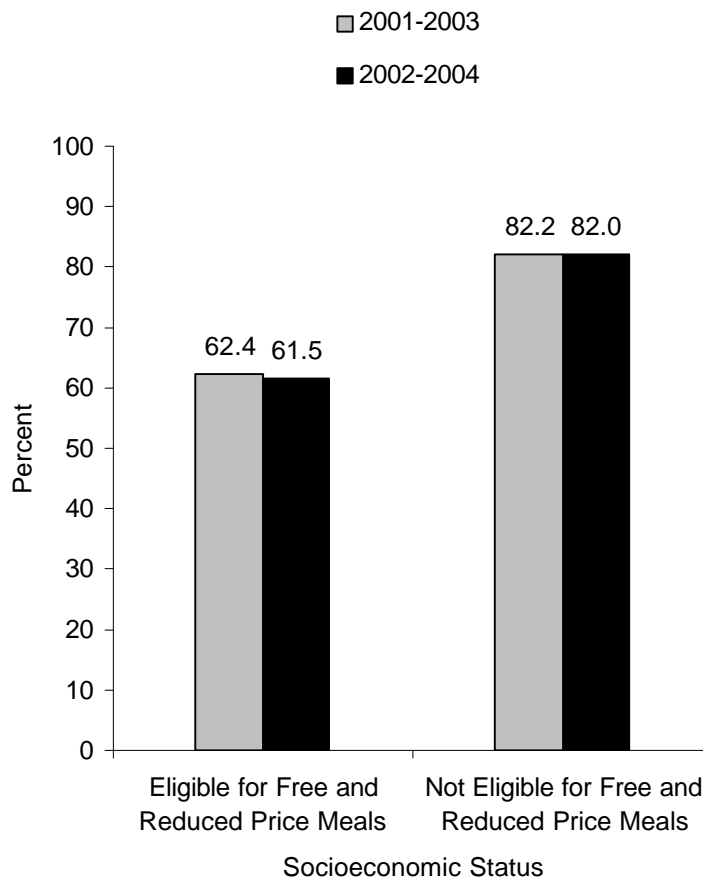
Source: Iowa Testing Programs, University of Iowa.

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

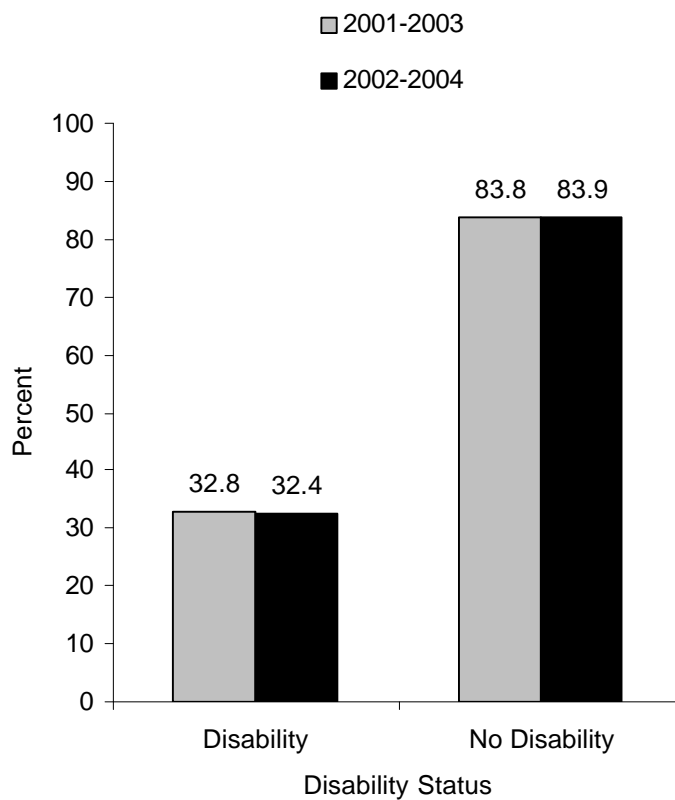
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

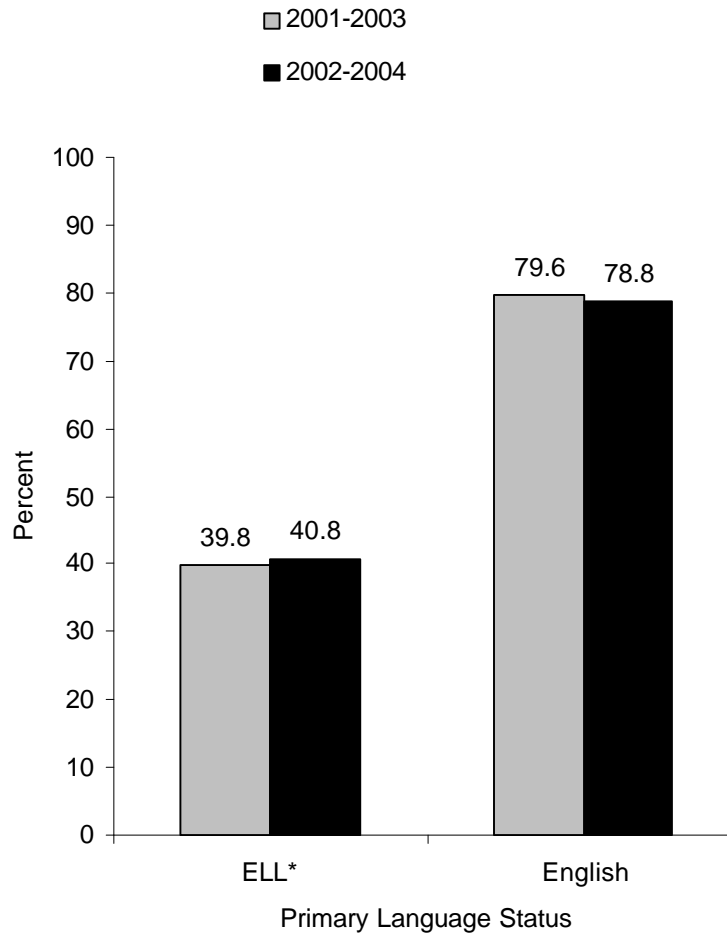
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

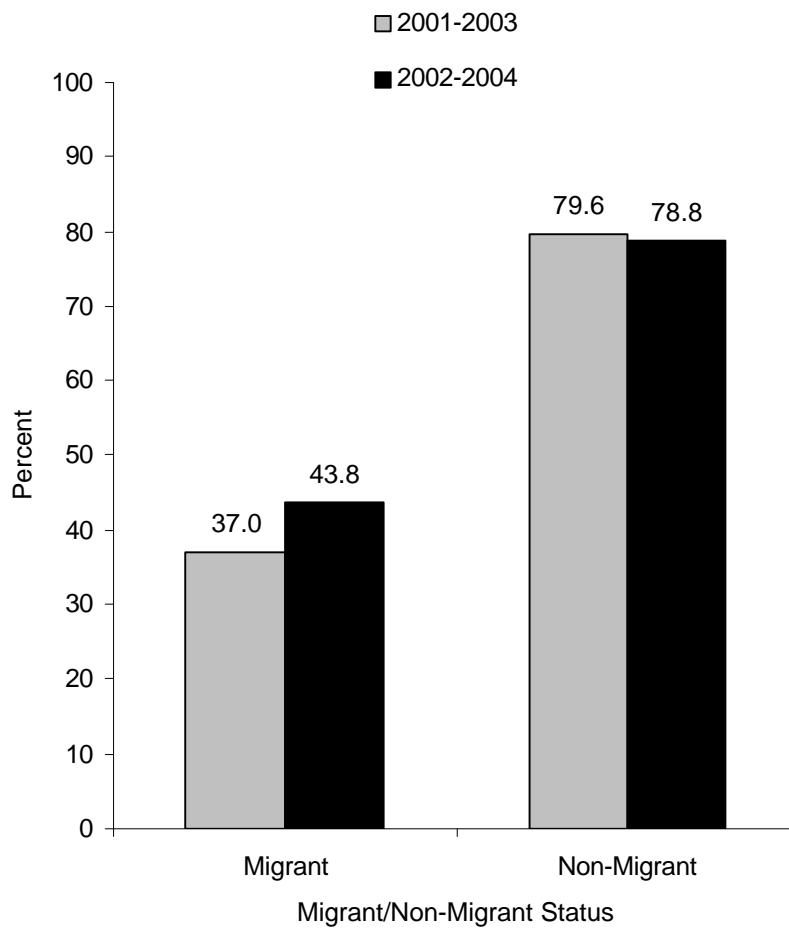
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

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
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 AND 2002-2004**



Source: Iowa Testing Programs, University of Iowa.

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

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

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

Graduation Rates

The Department of Education collects high school graduation data from all Iowa public high schools in the spring through the Basic Educational Data Survey (BEDS). Three groups of the high school completers are collected based on the National Center for Education Statistics (NCES) definitions:

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

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

- **Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.**
- **Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.**

The other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. There are less than 100 other completers each year in Iowa and many of the other completers 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 one, the number of dropouts in grade 10 in year two, the number of dropouts in grade 11 in year three, and the number of dropouts in grade 12 in year four.

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

- Where:
- GR_i is the graduation rate for a given year (i).
 - G_i is the number of students achieving a regular high school diploma for year i .
 - D_i is the number of dropouts in grade 12 for year i .
 - $D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year ($i-1$).
 - $D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year ($i-2$).
 - $D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year ($i-3$).

The high school graduation data by gender and state total for graduating classes 1996 through 2003 are shown in Table 4. The graduation rates increased annually for all three groups shown. The largest annual increases were in 2002-2003 for the two gender groups, as well as for the overall class. Females had higher graduation rates than the males for all eight classes shown (also see Figure 43).

Table 4

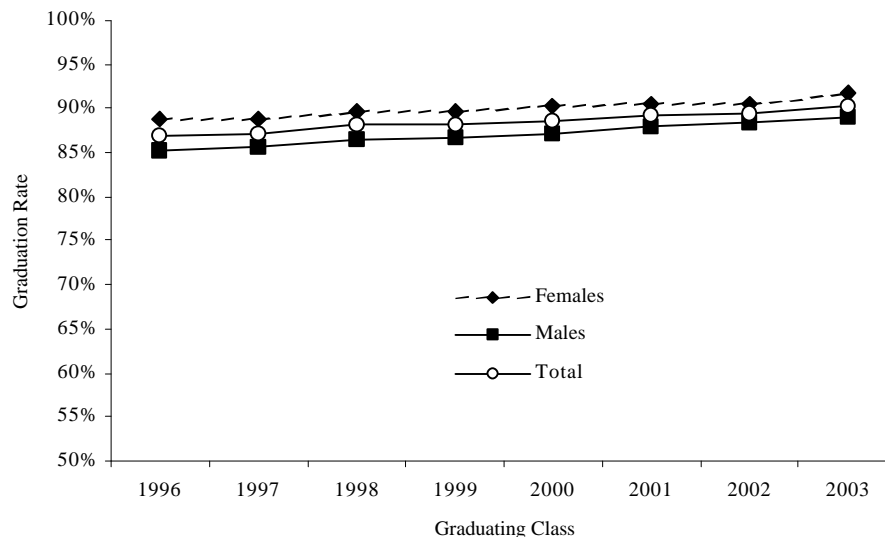
**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY GENDER, GRADUATING CLASSES 1996-2003**

Graduating Class	Number of Graduates			Graduation Rates		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4

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

Figure 43

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES
BY GENDER AND STATE TOTAL GRADUATING CLASSES
1996 TO 2003**



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

Eight years of racial/ethnic graduation statistics are reported in Table 5. Asian and White had the highest graduation rates for all classes shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average. The rates for White have been increasing steadily, from 88.2 percent in 1996 to 91.3 percent in 2003. Even though the minority data are less stable due to small group sizes, gradual upward trends can be seen for most of the racial/ethnic groups in general.

Table 5

IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY RACE/ETHNICITY, GRADUATING CLASSES 1996-2003								
Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003
Race/Ethnicity	Number of Graduates with Diplomas							
American Indian	55	73	84	90	74	212	108	124
Hispanic	408	524	531	500	537	582	660	748
Asian	508	555	508	496	546	684	657	656
African American	648	614	696	673	734	678	756	857
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858
Race/Ethnicity	Graduation Rates							
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4

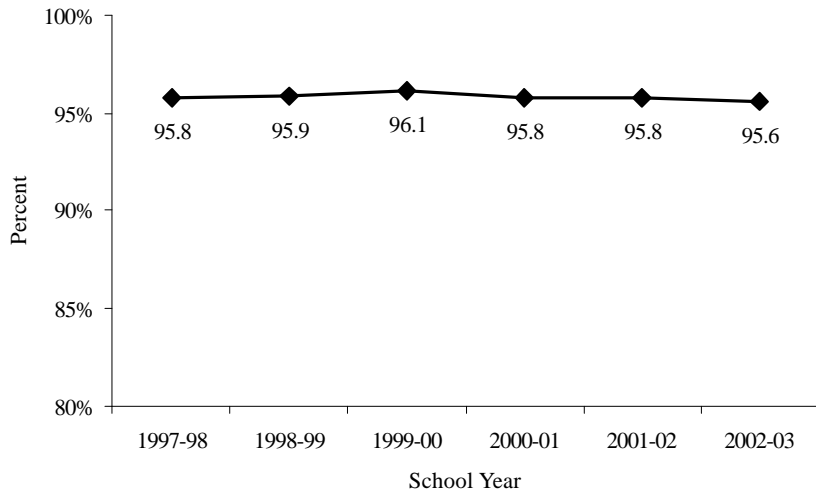
Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Average Daily Attendance

One of the additional indicators for the No Child Left Behind Accountability System is the average daily attendance rate for grades K-8. Iowa's average daily attendance is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Iowa's public school grade K-8 average daily attendance has remained at nearly 96 percent from 1997-1998 to 2002-2003.

Figure 44

IOWA PUBLIC SCHOOL GRADES K-8 AVERAGE DAILY ATTENDANCE RATE 1997-1998 TO 2002-2003



Source: Iowa Department of Education, Certified Annual Reports.

Highly Qualified Teachers

Table 6 shows the professional qualification, in terms of the distribution of teacher education background, of all public school teachers in Iowa. In 2003-2004, about 27 percent of the Iowa public school full-time teachers held an advanced degree while almost 21 percent of the part-time teachers had a degree beyond bachelors.

Table 6

PROFESSIONAL QUALIFICATIONS OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN IOWA 2003-2004						
		Baccalaureate Degree Level	Master's Degree Level	Specialist Degree Level	Doctorate Degree Level	Total
Full-Time	Number	24,636	8,946	48	58	33,688
	Percent	73.1%	26.6%	.1%	.2%	
Part-Time	Number	1,690	436		6	2,132
	Percent	79.3%	20.4%		.3%	

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

Table 7 provides a comparison between full-time teachers in school buildings in the top quartile (school buildings with a high percentage of students eligible for free or reduced price lunch) and full-time teachers in buildings in the bottom quartile (school buildings with a low percentage of students eligible for free or reduced price lunch) for the 2003-2004 school year. Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind (NCLB) Act. The NCLB Act also requires that a state include in its annual state report the characteristics of teachers in high and low poverty schools. High and low poverty schools are defined in NCLB as the top and bottom quartiles of schools in poverty. Schools in the top quartile had significantly fewer students than schools in the bottom quartile. Teachers in the two quartiles did not have significant differences in the percentage with advanced degrees, average experience, average age, or average salary.

Table 7

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2003-2004								
	Number of Full-Time Teachers	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelor Degrees	Average Experience	Average Age	Average Salary	Number of Students Served
Top Quartile - Schools with highest percentage of students eligible for free or reduced price lunch.	7,658	2,182	28.5%	5,476	14.1	42.2	\$39,641	111,641
Bottom Quartile - Schools with lowest percentage of students eligible for free or reduced price lunch.	7,894	2,193	27.8%	5,701	14.9	41.5	\$40,146	145,239

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

The No Child Left Behind (NCLB) Act requires that the number of teachers with emergency/provisional licenses be reported by the state. Emergency/Provisional license type is granted to teachers that have not completed a teacher education program. All licensed Iowa teachers have completed a teacher education program and there are no Iowa teachers with emergency/provisional licenses.

Estimated 2003-2004 assignments by academic area for grades 7-12 are presented in Table 8. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. For all areas shown, approximately 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher. Of the eleven academic areas shown, seven are nearly 90 percent or greater. Economics and Geography have the lowest percentage at 66 percent and 49 percent respectively.

Table 8

**PERCENT OF HIGHLY QUALIFIED PUBLIC SCHOOL TEACHERS
BY ACADEMIC AREA
2003-2004**

Academic Area	Percentage of Highly Qualified Teachers
English	98.1%
Reading/Language Arts	93.6
Mathematics	97.2
Science	88.0
Foreign Language	90.5
Civics/Government	82.3
Economics	66.3
Arts	97.9
History	89.7
Geography	48.9
Elementary	96.9
Total	94.9

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

Schools and Districts In Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 4, 8, and 11 and students by subgroups and their test participation rates for the same three grades in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts.

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in any one of the grades 4, 8, and 11 in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance.

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

Sixty-six of 1,491 (4.4 percent) public schools were identified as a school in need of assistance and 9 of 370 (2.4 percent) public school districts were identified as a district in need of assistance following the 2003-2004 school year. Table 9 shows the list of the schools in need of assistance and Table 10 shows the list of the districts in need of assistance.

Table 9

SCHOOLS IN NEED OF ASSISTANCE 2004

District	School	Identification Grade (Gr) and Area
Bettendorf	Bettendorf Middle	Gr 8 AMO Math
Boone	Boone Middle	Gr 8 AMO Math
Cedar Rapids	Harrison Elementary	Gr 4 AMO Math / Gr 4 AMO Reading
Cedar Rapids	Johnson Elementary	Gr 4 AMO Reading
Cedar Rapids	McKinley Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Cedar Rapids	Metro High	Gr 11 Participation Math / Gr 11 Participation Reading
Cedar Rapids	Taft Middle	Gr 8 AMO Math
Cedar Rapids	Wilson Middle	Gr 8 AMO Reading
Clinton	Washington Middle	Gr 8 AMO Math / Gr 8 AMO Reading
College	Prairie High	Gr 11 AMO Math / Gr 11 AMO Reading
Council Bluffs	Woodrow Wilson Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Buchanan Elementary	Gr 4 AMO Math / Gr 4 AMO Reading
Davenport	Central High	Gr 11 Participation Math / Gr 11 Participation Reading
Davenport	Fillmore Elementary	Gr 4 AMO Math
Davenport	Frank Smart Intermediate	Gr 8 AMO Reading
Davenport	Hayes Elementary	Gr 4 AMO Reading
Davenport	JB Young Intermediate	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Jefferson Elementary	Gr 4 AMO Reading
Davenport	Kimberly Center	Gr 11 Participation Math / Gr 11 Participation Reading
Davenport	Sudlow Intermediate	Gr 8 AMO Reading
Davenport	Williams Intermediate	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Wood Intermediate	Gr 8 AMO Math

Table 9 (continued)

**SCHOOLS IN NEED OF ASSISTANCE
2004** (continued)

District	School	Identification Grade (Gr) and Area
Des Moines	Callanan Middle	Gr 8 Participation Math / Gr 8 Participation Reading
Des Moines	East High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Edmunds Elementary	Gr 4 AMO Math
Des Moines	Harding Middle	Gr 8 Participation Math
Des Moines	Hiatt Middle	Gr 8 Participation Math
Des Moines	Hoover High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Hoyt Middle	Gr 8 AMO Math
Des Moines	Lincoln High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	McCombs Middle	Gr 8 AMO Math
Des Moines	Meredith Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Des Moines	Merrill Middle	Gr 8 AMO Reading
Des Moines	Moulton Elementary	Gr 4 AMO Math
Des Moines	North High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Roosevelt High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Scavo High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Wallace Elementary	Gr 4 AMO Reading
Dubuque	Central Alternative	Gr 11 Participation Math / Gr 11 Participation Reading
Dubuque	Washington Junior High	Gr 8 AMO Reading
Fort Dodge	Fair Oaks Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Fort Dodge	Fort Dodge High	Gr 11 AMO Math / Gr 11 AMO Reading
Fort Dodge	Phillips Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Iowa City	Northwest Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Iowa City	Southeast Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Keokuk	Keokuk High	Gr 11 AMO Math
Keokuk	Keokuk Middle	Gr 8 AMO Reading
Marshalltown	Marshalltown High	Gr 11 Participation Math / Gr 11 Participation Reading
Marshalltown	Woodbury Elementary	Gr 4 AMO Math
Muscatine	Muscatine High	Gr 11 Participation Math
Ottumwa	Evans Middle	Gr 8 AMO Math
Ottumwa	Ottumwa High	Gr 11 AMO Math / Gr 11 AMO Reading
Perry	Perry Elementary	Gr 4 AMO Reading
Saydel	Woodside Middle	Gr 8 AMO Reading
Sioux City	East High	Gr 11 Participation Math / Gr 11 Participation Reading
Sioux City	East Middle	Gr 8 Participation Math / Gr 8 Participation Reading
Sioux City	Hunt Elementary	Gr 4 AMO Math
Southeast Polk	Southeast Polk Junior High	Gr 8 AMO Reading
Storm Lake	Storm Lake Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Bunger Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Central Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Jack M Logan Middle	Gr 8 AMO Reading
Waterloo	West High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Southwoods High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Valley High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Walnut Creek Campus	Gr 11 Participation Math

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

Table 10

**DISTRICTS IN NEED OF ASSISTANCE
2004**

District	Identification Area
Burlington	AMO Math / AMO Reading / Graduation Rate
Cedar Rapids	AMO Math / AMO Reading
Council Bluffs	AMO Math / AMO Reading
Davenport	AMO Math / AMO Reading
Fort Dodge	AMO Math / AMO Reading
Iowa City	AMO Math
Marshalltown	Average Daily Attendance
Ottumwa	AMO Math / AMO Reading / Average Daily Attendance
Storm Lake	AMO Reading

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