

Technical Assistance

School District:

AEA:

APR Checklist

Annual Progress Report for the 2004-05 School Year

PUBLIC SCHOOL DISTRICTS

Mail **four copies** of this document by **Thursday, September 15, 2005**, to the address below and one copy to the the chief administrator of your AEA:

Iowa Department of Education
ATTN: Del Hoover, Deputy Division Administrator
Division of Early Childhood, Elementary, and Secondary Education
Grimes State Office Building
Des Moines, IA 50319-0146

Iowa Department of Education
May 31, 2005

2004-05 School Year: Annual Progress Report (APR) Minimum Requirements Public School Districts

Due Date: Thursday, September 15, 2005 (Attach this checklist with district's APR.)

- Each school district is required to submit an Annual Progress Report (that contains, at a minimum, for the 2004-05 school year all reporting requirements in this document) to its local community, its respective AEA, and the Department of Education.
- Iowa is in transition year three to meet local and state reporting requirements for NCLB. The APR requirements listed in this document are intended to accommodate this transition.

Federal reporting requirements for Adequate Yearly Progress (AYP) under NCLB will be a separate, web-based process. As a result, AYP requirements do not appear in this document for the 2004-05 school year to avoid duplication.

This public school district form is available on the DE Web site: www.state.ia.us/educate/. Please attach a paper copy of this document to the front of each of the **four** annual progress reports submitted.

School District Name: Davenport Community School District

Districts that whole-grade share: If the district is not legally consolidated with another district, you must submit a separate APR for each district. Write only the official name of the district above. The APR contains data only about students served in attendance centers in your district.

Total Enrollment: 16,312 AEA: Mississippi Bend AEA 9
Address: 1606 Brady Street, Davenport, Iowa 52803

Local Contact Person for This Report: Robert Mata

E-mail Address for APR Contact Person: matar@davenportschools.org

Department of Education School Improvement Consultant: Tom Cooley
(The name of the School Improvement Consultant assigned to your district may be found on the DE web site.)

(Check one to indicate the grade levels served.) K-12 K-6 K-8 9-12 Other

We whole-grade with another district (yes) (no)
Name of district with which we whole-grade share: NA
Grade level(s) sent to another district: NA

Assurances:

C1. Yes No All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level

C2. Yes No All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community. 9/19/05

Signature of the school district superintendent.

C3. Name: _____ Date: _____

Please place the page number(s) where each reporting requirement appears in the APR on the line provided. If a “yes” or “no” response is required, check whichever blank applies. Place “N/A” in the blank before any item that does not apply.

Place “N/A” on the line in the following situations:

- A required reporting grade level contains fewer than 10 students.
- A required reporting subgroup contains fewer than 10 students at a grade level.
- A requirement applies to a reporting grade level or levels that the school district does not serve as a result of whole-grade sharing. (The receiving district will report the data.)

District-Wide Progress with Student Achievement

- **Include in these data the scores of all enrolled students—students for whom the district provides an educational program even for part of the academic year.** Note: Full academic year does not apply to APR reporting for Chapter 12. Full academic year applies to AYP federal requirements—which will be completed through a separate Department web-based process for the 2004-05 school year.
- Include students who attend the district through a whole-grade sharing agreement.
- Do NOT include nonpublic students who attend only specific courses in the public school district.
- Do NOT include students who reside in the district but attend school in another district or nonpublic school.
- Do NOT include students who receive home school assistance or who are involved in dual enrollment situations.

Grade 4 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when there are less than 10 students.

Reading (r)	Mathematics (m)	
Page(s)	Page(s)	
1r.1	1m.1	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> NCLBA, 281--IAC 12.8(3)(b)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u> -grade 4. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
2r.2	2m.2...sci 3	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 4 includes both 10 or more males and 10 or more females.</i> At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u> -grade 4. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>3r.<u>4-8</u> 3m.<u>4-8</u></p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u>-grade 4. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>4r.<u>9, 10</u> 4m.<u>9, 10</u></p>	<p><u>Low Socioeconomic Status —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data for the percentage of students proficient (2002-03, 2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup in Reading Comprehension and Math Total for <u>each subgroup with 10 or more students</u> -grade 4. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>5r.<u>11</u> 5m.<u>11</u></p>	<p><u>Students with Disabilities —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03, 2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Total for <u>each subgroup with 10 or more students</u> -grade 4. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>6r.<u>NA</u> 6m.<u>NA</u></p>	<p><u>Migrant Students —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Total for <u>each subgroup with 10 or more students</u> -grade 4. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

<p>7r.<u>12</u> 7m.<u>12</u></p>	<p>ELL Students —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Total for <u>each subgroup with 10 or more students</u> -grade 4. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
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Grade 8 Reading, Mathematics, and Science Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.

Reading (r) Mathematics (m) Science (s)

<p>8r.<u>13</u> 8m.<u>13</u> 8s.<u>13</u></p>	<p>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science NCLBA, 281--IAC 12.8(3)(b)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science—grade 8. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>9r.<u>14</u> 9m.<u>14</u> 9s.<u>15</u></p>	<p>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS) 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 8 includes both 10 or more males and 10 or more females.</i> At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Total, and Science—grade 8. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>10r.<u>16-20</u> 10m.<u>16-20</u> 10s.<u>16-20</u></p>	<p>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS) 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science for <u>each subgroup with 10 or more students</u>—grade 8. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>11r.<u>21,22</u> 11m.<u>21,22</u> 11s.<u>21,22</u></p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03, 2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Total, and Science for <u>each subgroup with 10 or more students</u> -grade 8. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>12r.<u>23</u> 12m.<u>23</u> 12s.<u>23</u></p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03, 2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension, Math Total, and Science for <u>each subgroup with 10 or more students</u> -grade 8. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>13r.<u>NA</u> 13m.<u>NA</u> 13s.<u>NA</u></p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension, Math Total, and Science for <u>each subgroup with 10 or more students</u> - grade 8. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>14r.<u>24</u> 14m.<u>24</u> 14s.<u>24</u></p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension, Math Total, and Science for <u>each subgroup with 10 or more students</u> -grade 8. Report annual data ((2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

Grade 11 Reading, Mathematics, and Science Achievement Data

ITED Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.

Reading (r) Mathematics (m) Science (s)

<p>15r.<u>25</u> 15m.<u>25</u> 15s.<u>25</u></p>	<p><u>ITED Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science</u> NCLBA, 281--IAC 12.8(3)(b)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science-grade 11. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>16r.<u>26</u> 16m.<u>26</u> 16s.<u>27</u></p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 11 includes both 10 or more males and 10 or more females.</i> At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science-grade 11. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>17r.<u>28-32</u> 17m.<u>28-32</u> 17s.<u>28-32</u></p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students</u>-grade 11. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05) <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>18r.<u>33,34</u> 18m.<u>33,34</u> 18s.<u>33,34</u></p>	<p><u>Low Socioeconomic—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03, 2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students</u> -grade 11. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>19r.<u>35</u> 19m.<u>35</u> 19s.<u>35</u></p>	<p><u>Students with Disabilities Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03,2003-04 and 2004-05) OR biennium data (2001-03, 2002-04 and 2003-05) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students</u> -grade 11. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>20r.<u>NA</u> 20m.<u>NA</u> 20s.<u>NA</u></p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students</u> -grade 11. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05) <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>21r.<u>36</u> 21m.<u>36</u> 21s.<u>36</u></p>	<p><u>ELL Students —Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students</u> -grade 11. Report annual data (2002-03, 2003-04, and 2004-05) OR biennium data (2001-03, 2002-04, and 2003-05). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

Local Student Achievement Data Compared with State and Nation Percentage of Students Proficient On ITBS and ITED

Grade 4 Reading Comprehension and Math Total

The school district must compare the local percentage of students proficient with the following state and national data:

- **State—Percentage of Students Proficient:** 76.7%% (reading comprehension) and 76.8% (math total)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)
- **Nation—Percentage of Students Proficient:** 60.0% (reading comprehension) and 60.0% (math total)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)

Reading (r)	Mathematics (m)	
22r. <u>37</u>	22m. <u>37</u>	Percentage of students proficient achievement data for grade 4 compared with the state 281--IAC 12.8(1)(f)(1)
23r. <u>37</u>	23m. <u>37</u>	Percentage of students proficient achievement data for grade 4 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 8 Reading Comprehension, Math Total, and Science

The school district must compare the local percentage of students proficient with the following state and national data:

- **State—Percentage of Students Proficient:** 69.4% (reading comprehension), 72.2% (math total), and 78.0% (science)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)
- **Nation—Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math total), and 60.0% (science)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)

Reading (r)	Mathematics (m)	Science (s)	
24r. <u>37</u>	24m. <u>37</u>	24s. <u>37</u>	Percentage of students proficient achievement data for grade 8 compared with the state 281--IAC 12.8(1)(f)(1)
25r. <u>37</u>	25m. <u>37</u>	25s. <u>37</u>	Percentage of students proficient achievement data for grade 8 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 11 Reading Comprehension, Math Concepts and Problem Solving, and Science

The school district must compare the local percentage of students proficient with the following state and national data:

- **State—Percentage of Students Proficient:** 76.8% (reading comprehension), 78.5% (math concepts and problem solving), and 79.0%(science)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math concepts and problem solving), and 60.0% (science)
 (2002-2004 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2004)

Reading (r)	Mathematics (m)	Science (s)	
26r. <u>37</u>	26m. <u>37</u>	26s. <u>37</u>	Percentage of students proficient achievement data for grade 11 compared with the state 28--IAC 12.8(1)(f)(1)
27r. <u>37</u>	27m. <u>37</u>	27s. <u>37</u>	Percentage of students proficient achievement data for grade 11 compared with the nation 281--IAC 12.8(1)(f)(1)

Note: This is a comparison of the percentage of students proficient and NOT the percentile rank.

District-Wide Multiple Assessment Data Reading, Mathematics, and Science

Reading (r) Mathematics (m) Science (s)

28r. <u>38-42</u> 28m. <u>43,44</u> 28s. <u>45</u>	<p><u>Student achievement data (2004-05) school year at a minimum) from at least one additional assessment</u> 281--IAC 12.8(3)(b)(5) At this time, whole grade sharing districts that <u>do not serve students in grade 8 or grade 11 (or both)</u> because they send these students to another district do not have to report science data for the grade level or levels served by another district.</p> <p><i>These data may be from any level within the K-12 grade spans. All school districts must report data from multiple assessments in reading, mathematics, and science. N/A only applies in the area of science for whole-grade sharing districts that do not serve students in grade 8 or grade 11 (or both).</i></p>
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Reading, Math, and Science Improvement Goals

At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district do not have to have science goals or report science goal progress for the grade level or levels served by another district.

Pages

29r. <u>38-42</u>	<p><u>Long-range Goals for Reading</u> Long-range goal(s) 281--IAC 12.8(3)(b)(3)</p>
30m. <u>43-44</u>	<p><u>Long-range Goals for Math</u> Long-range goal(s) 281--IAC 12.8(3)(b)(3)</p>
31s. <u>45-47</u>	<p><u>Long-range Goals for Science</u> Long-range goal(s) 281--IAC 12.8(3)(b)(3)</p>
32s. <u>49, 50</u>	<p><u>2004-05 Annual Improvement Goals for Science</u> Annual improvement goal(s) for science for 2004-05 281--IAC 12.8(3)(b)(4)</p>
33s. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Science)	<p><u>2004-05 Annual Improvement Goals for Science Met or Not Met</u> Were annual improvement goal(s) for science met for 2004-05? (Check "yes" or "no.")</p>
34s. <u>49,50</u>	<p>Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.</p> <p>One example: Our goal was (<u>annual improvement goal</u>). We (<u>did/did not</u>) meet the goal. Last year our students scored (<u>data for 2003-04</u>). Our goal predicted we would see a change of (<u>amount of change</u>). This year our students scored (<u>data for 2004-05</u>), which is (<u>more/less/same</u>) than what was expected.</p>

<p>35s.<u>50</u></p>	<p><u>2004-05 Science Goals Not Met: Corrective Actions</u> Corrective actions to address not meeting goals. 281--IAC 12.8(3)(b)(4)</p> <p><i>If you checked NO for #33s, the APR must contain a brief description to the local community about actions to meet the 2004-05science goals.</i></p> <p><i>If you checked YES for #33s, write N/A in the blank.</i></p>
<p>36r.<u>48,50</u></p>	<p><u>Annual Improvement Goal(s) for Reading for 2005-06</u></p> <p>Annual improvement goal(s) for Reading for 2005-06.</p> <ul style="list-style-type: none"> • An annual improvement goal must describe a desired measurable annual improvement. • An annual improvement goal must be based upon student achievement data from at least one district-wide assessment that meets technical adequacy requirements, has at least three achievement levels, and has disaggregated student achievement data by all required subgroups.
<p>37m.<u>48-50</u></p>	<p><u>Annual Improvement Goal(s) for Math for 2005-06</u></p> <p>Annual improvement goal(s) for Math for 2005-06.</p> <ul style="list-style-type: none"> • An annual improvement goal must describe a desired measurable annual improvement. • An annual improvement goal must be based upon student achievement data from at least one district-wide assessment that meets technical adequacy requirements, has at least three achievement levels, and has disaggregated student achievement data by all required subgroups.
<p>38s.<u>48-50</u></p>	<p><u>Annual Improvement Goal(s) for Science for 2005-06</u></p> <p>Annual improvement goal(s) for science for 2005-06.</p> <ul style="list-style-type: none"> • An annual improvement goal must describe a desired measurable annual improvement. • An annual improvement goal must be based upon student achievement data from at least one district-wide assessment that meets technical adequacy requirements, has at least three achievement levels, and has disaggregated student achievement data by all required subgroups.

Additional State Indicators

Place page numbers below. Report percentages in the APR.



39.51

Dropout Data 281--IAC 12.8(3)(a)(4)

Note: A "dropout" means a school-age student who is served by a school district and enrolled in any of grades seven through twelve and who does not attend school, or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option of return.

Percentage (place APR page number in the blank; report the percentage in the APR) of all students considered as dropouts for grades 7 to 12.
Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

403 (Total number of dropouts in grades 7-12.)

7681 (Total number of students in grades 7-12.)

40.51

Percentage (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by gender
Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

196 (Total number of female dropouts in grades 7-12.)

3809 (Total number of females in grades 7-12.)

207 (Total number of male dropouts in grades 7-12.)

3872 (Total number of males in grades 7-12.)

41.51

Percentage (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by race
Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

231 (Total number of White dropouts in grades 7-12.)

5736 (Total number of White students in grades 7-12.)

112 (Total number of Black dropouts in grades 7-12.)

1294 (Total number of Black students in grades 7-12.)

30 (Total number of Hispanic dropouts in grades 7-12.)

498 (Total number of Hispanic students in grades 7-12.)

10 (Total number of American Indian/Alaskan Native dropouts in grades 7-12.)

65 (Total number of American Indian/Alaskan Native students in grades 7-12.)

8 (Total number of Asian/Pacific Islander dropouts in grades 7-12.)

180 (Total number of Asian/Pacific Islander students in grades 7-12.)

12 (Total number of Other dropouts in grades 7-12.)

205 (Total number of Other students in grades 7-12.)

Place page numbers below.
Report percentages in the
APR.



42.51

Percentage (place APR page number in the blank; report the percentage in the APR) of students with a disability (students with IEPs) considered as dropouts for grades 7 to 12

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

37 (Total number of dropouts with IEPs in grades 7-12.)

1026 (Total number of students with IEPs in grades 7-12.)

Post-Secondary Data

43.52

Percentage (place APR page number in the blank; report the percentage in the APR) of all high school seniors who intend to pursue post-secondary education/training 281--IAC 12.8(3)(a)(5)

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

753 (Total number of seniors who intend to pursue post-secondary education/training)

955 (Total number of seniors)

44.52

Percentage (place APR page number in the blank; report the percentage in the APR) of high school students (any students in grades 9-12 who took ACT during the 2004-05 school year) achieving a score or status on a measure indicating probable post-secondary success. 281--IAC 12.8(3)(a)(6)
Note: This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution. If this measure is the ACT, the cut score for probable post-secondary success is 20. Divide the number of students who took the ACT in 2004-05 and scored 20 or higher by the number of students who took the ACT and report the percentage.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

305 (Total number of students achieving a score or status on a measure indicating probable post-secondary success)

514 (Total number of students who took the test)

45.52

Percentage (place APR page number in the blank; report the percentage in the APR) of all 2004-05 high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies. *Note: Divide the number of 2004-05 graduates who completed a core program by the total number of 2004-05 graduates.* 281--IAC 12.8(3)(a)(7)

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

351 (Total number of high school graduates who completed a core program)

955 (Total number of high school graduates)

Place page numbers below.



46.52

District Graduation Rate (Additional academic indicator required by NCLB.)
The percentage of students who graduated with a district diploma for the **2003-04** school year. **The district graduation rate should be taken from the AYP website <https://www.edinfo.state.ia.us/appmenu.asp>.**
This data point will always be a year behind.
Place the page number in the blank. Report the percentage in the APR.

47.52

District Graduation Rate Compared With State Graduation Rate (Additional academic indicator required by NCLB.) The percentage of students who graduated with a district diploma for the **2003-04** school year compared to the state graduation rate for **2003-04**. The state graduation rate for **2003-04** is **89.78%**.
These data will always be a year behind.

48.52

Average Daily Attendance (Additional academic indicator required by NCLB.)
The K-8 district average daily attendance for **2003-04**. **The district K-8 average daily attendance should be taken from the AYP website.**
This data point will always be a year behind.

49.52

Average Daily Attendance Compared with the state Average Daily Attendance (Additional academic indicator required by NCLB.)
The K-8 district average attendance for **2003-04** compared to the state average daily attendance. The state K-8 average daily attendance for **2003-04** is **95.82%**.
These data will always be a year behind.

50.53-56

Other Locally Determined Indicators. 281--IAC 12.8(3)
These are additional indicators that impact student learning as determined by the local school or school district. **N/A does not apply—every school district must report at least one additional locally determined indicator.**

51.62

Progress with Early Intervention Goals
All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals 281--IAC 12.8(3)(b)(8)
Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.
Early intervention goal(s) might also be class size reduction goals.

Schools in Need of Assistance (SINA)

NCLB legislation requires school districts to report the schools (i.e., buildings) identified in need of assistance to their local communities prior to the beginning of each school year.

Place page numbers below.



Prior to August 1, 2005, the Department will provide each district with information to report requirements #52- #56. As a result of tight timelines, this information may be attached to the APR (that may have already been printed).

- 52.63 Total number of school buildings identified in need of assistance. To be considered in need of improvement, a building must be identified for two consecutive years in reading and/or mathematics. **Note: Each school district will be notified by August 1, 2005, about its buildings, if any, identified as in need of assistance under NCLB requirements.**
- 53.63 Percentage of total school buildings (in the district) identified in need of assistance. **Place the page number in the blank. Report the percentage in the APR.**
- 54.63 Name of each school building identified as in need of assistance.
- 55.63 Number of years each school building has been identified as in need of assistance. **A school building identified for two consecutive years is in its first year as a school in need of assistance (SINA). This count of "number of years" does not include schools on the watch list.**
- 56.CSIP* Actions being taken to improve academic achievement.

As per the state's agreement with the USDE, Iowa school districts are now required to submit information to their public regarding the Standard Error of Measure (SEM) for the ITBS and ITED. School districts should copy and paste the following information into their APR:

57.3Z Information on standard error of measure of ITBS and ITED is reported to the public.

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95