# Technical Assistance

## School District: AEA:


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

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

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

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

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

# 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) | |
|---|---|---|---|
| 15r.25 | 15m.25 | 15s.25 | **ITED Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science**<br>NCLBA, 281--IAC 12.8(3)(b)(1) and (2)<br>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).<br>(*Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)* |
| 16r.26 | 16m.26 | 16s.27 | **Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**<br>281--IAC 12.8(3)(a)(1) and (2)<br>*Note: Report trend line data only if the student population for grade 11 includes **both** 10 or more males **and** 10 or more females.*<br>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).<br>*(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)* |
| 17r.28-32 | 17m.28-32 | 17s.28-32 | **Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**<br>281--IAC 12.8(3)(a)(1) and (2)<br>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 each group with 10 or more students-grade11. Report annual data (2002-03, 2003-04, and 2004-05) **OR** biennium data (2001-03, 2002-04, and 2003-05)<br>*(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)* |

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

# 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.37 | 22m.37 | Percentage of students proficient achievement data for grade 4 compared with the state 281--IAC 12.8(1)(f)(1) |
| 23r.37 | 23m.37 | 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.37 | 24m.37 | 24s.37 | Percentage of students proficient achievement data for grade 8 compared with the state 281--IAC 12.8(1)(f)(1) |
| 25r.37 | 25m.37 | 25s.37 | 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.37 | 26m.37 | 26s.37 | Percentage of students proficient achievement data for grade 11 compared with the state 28--IAC 12.8(1)(f)(1) |
| 27r.37 | 27m.37 | 27s.37 | Percentage of students proficient achievement data for grade 11compared 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.38-42 | 28m.43,44 | 28s.45 | **Student achievement data (2004-05) school year at a minimum) from at least one additional assessment**<br>281--IAC 12.8(3)(b)(5)<br>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 report science data for the grade level or levels served by another district.<br><br>*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).* |

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

| | |
|---|---|
| 35s.50 | **2004-05 Science Goals Not Met: Corrective Actions**<br>Corrective actions to address not meeting goals.<br>281--IAC 12.8(3)(b)(4)<br><br>*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.*<br><br>*If you checked **YES** for #33s, write N/A in the blank.* |
| 36r.48,50 | **Annual Improvement Goal(s) for Reading for 2005-06**<br><br>Annual improvement goal(s) for Reading for 2005-06.<br>• An annual improvement goal must describe a desired measurable annual improvement.<br>• 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. |
| 37m.48-50 | **Annual Improvement Goal(s) for Math for 2005-06**<br><br>Annual improvement goal(s) for Math for 2005-06.<br>• An annual improvement goal must describe a desired measurable annual improvement.<br>• 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. |
| 38s.48-50 | **Annual Improvement Goal(s) for Science for 2005-06**<br><br>Annual improvement goal(s) for science for 2005-06.<br>• An annual improvement goal must describe a desired measurable annual improvement.<br>• 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.

**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.*

39.51 **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:**

57.37 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 |

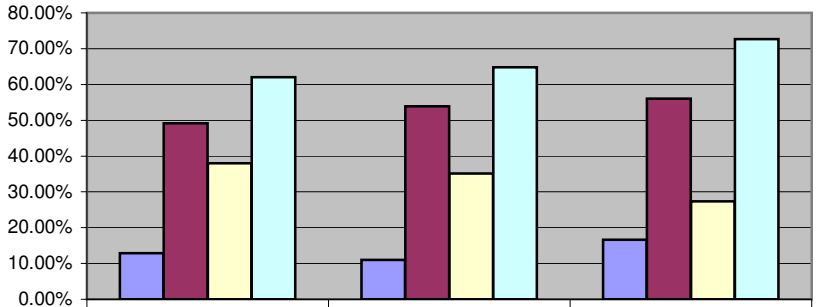
## Annual Progress Report - 2004-2005 Academic Year:

## ITBS Achievement Levels and Proficiency 4th Grade: Reading, Math, Science

# Trend Lines and Participation Rates - Grade 4

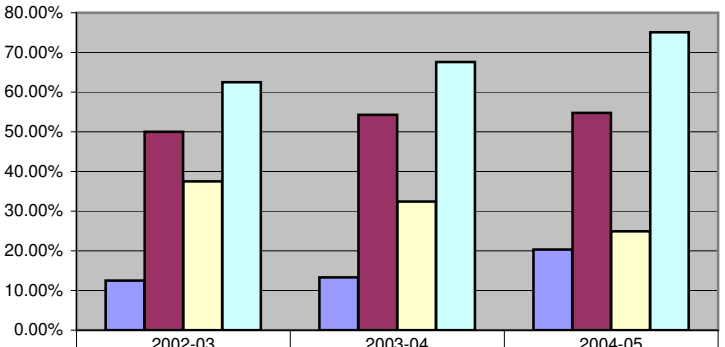
| School Year | # Enrolled | # Part. | % Part. |
|---|---|---|---|
| 2002-2003 | 1250 | 1230 | 98.40% |
| 2003-2004 | 1165 | 1162 | 99.74% |
| 2004-2005 | 1103 | 1098 | 99.55% |

### Reading Comprehension



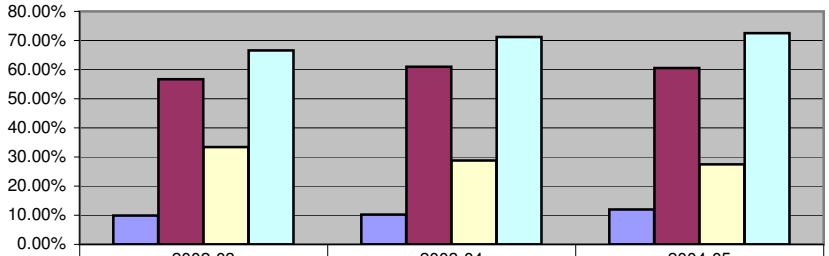

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 12.90% | 10.95% | 16.59% |
| Reading Intermediate | 49.20% | 53.88% | 56.06% |
| Reading Low | 38.00% | 35.17% | 27.35% |
| Reading % Proficient | 62.00% | 64.83% | 72.65% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 12.50% | 13.28% | 20.31% |
| Math Intermediate | 50.00% | 54.31% | 54.74% |
| Math Low | 37.50% | 32.41% | 24.95% |
| Math % Proficient | 62.50% | 67.59% | 75.05% |

### Science Total

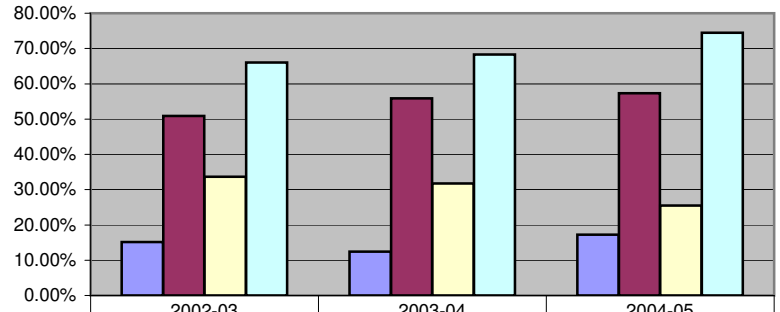



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 9.90% | 10.26% | 11.93% |
| Science Intermediate | 56.70% | 60.95% | 60.56% |
| Science Low | 33.40% | 28.79% | 27.50% |
| Science % Proficient | 66.60% | 71.21% | 72.49% |

# Annual Progress Report 2004-2005 Academic Year:

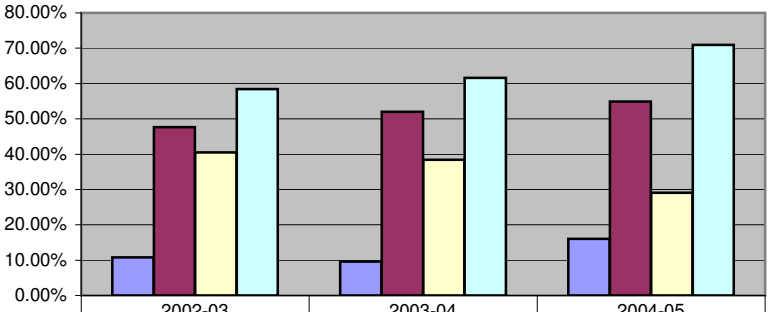
## ITBS 4TH GRADE - Gender Disaggregated Achievement Data

### Female - Reading Comprehension



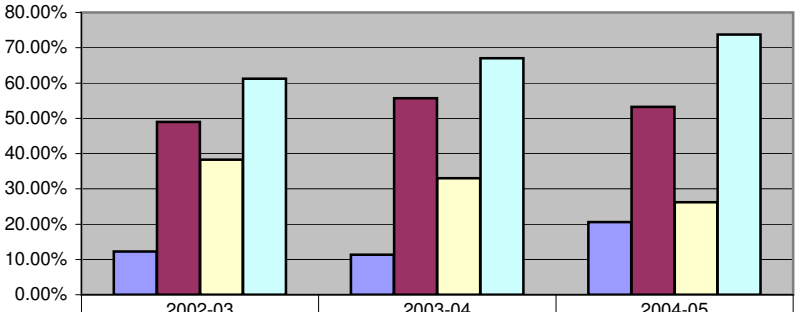

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 15.14% | 12.41% | 17.20% |
| Reading Intermediate | 50.85% | 55.85% | 57.28% |
| Reading Low | 33.67% | 31.74% | 25.52% |
| Reading % Proficient | 65.99% | 68.26% | 74.48% |

### Male - Reading Comprehension



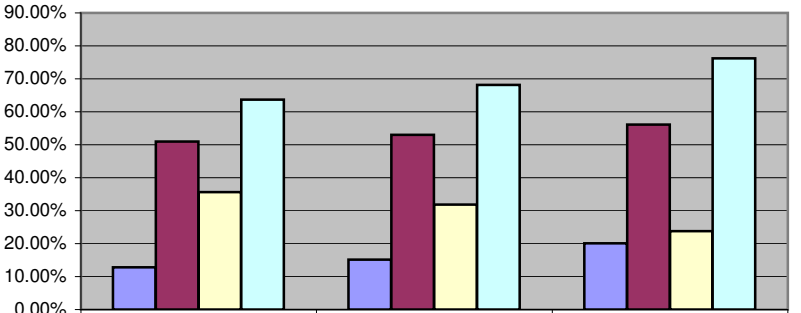

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 10.75% | 9.56% | 16.02% |
| Reading Intermediate | 47.66% | 52.01% | 54.93% |
| Reading Low | 40.50% | 38.42% | 29.05% |
| Reading % Proficient | 58.41% | 61.58% | 70.95% |

### Female - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 12.24% | 11.35% | 20.57% |
| Math Intermediate | 48.98% | 55.67% | 53.21% |
| Math Low | 38.27% | 32.98% | 26.23% |
| Math % Proficient | 61.22% | 67.02% | 73.78% |

### Male - Math Total

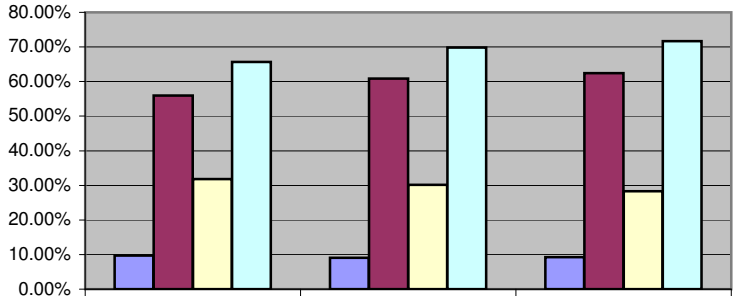



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 12.77% | 15.10% | 20.07% |
| Math Intermediate | 50.93% | 53.02% | 56.16% |
| Math Low | 35.67% | 31.88% | 23.77% |
| Math % Proficient | 63.70% | 68.12% | 76.23% |

## Annual Progress Report 2004-2005 Academic Year:

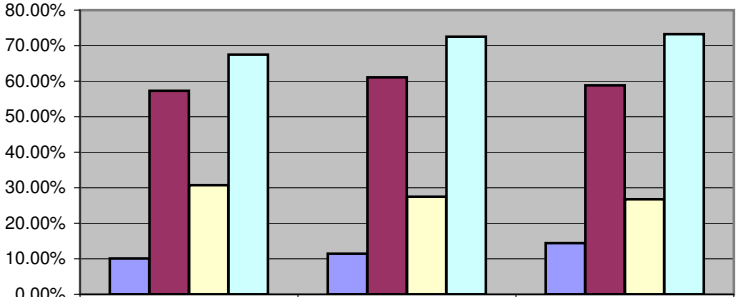
## ITBS 4TH GRADE - Gender Disaggregated Achievement Data

### Female - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 9.69% | 9.04% | 9.25% |
| Science Intermediate | 55.95% | 60.82% | 62.45% |
| Science Low | 31.80% | 30.14% | 28.30% |
| Science % Proficient | 65.64% | 69.86% | 71.70% |

### Male - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 10.12% | 11.41% | 14.44% |
| Science Intermediate | 57.32% | 61.07% | 58.80% |
| Science Low | 30.69% | 27.52% | 26.76% |
| Science % Proficient | 67.44% | 72.48% | 73.24% |

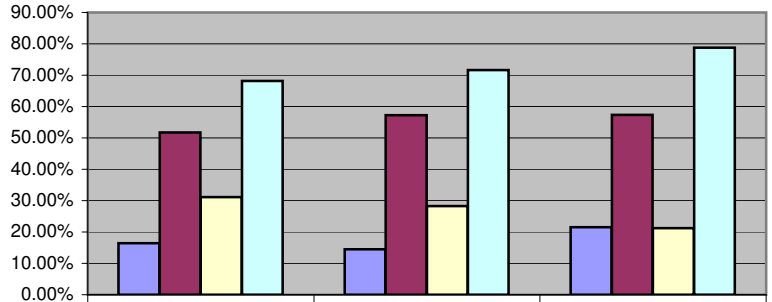
## Gender Disaggregated Percent Paticipating - Grade 4

| | Gender | # Part. | # Enrolled | % Part. |
|---|---|---|---|---|
| 2002-2003 | Female | 588 | 589 | 99.83% |
| | Male | 642 | 661 | 97.13% |
| | Total | 1230 | 1250 | 98.40% |
| | | | | |
| 2003-2004 | Female | 566 | 567 | 99.82% |
| | Male | 596 | 598 | 99.67% |
| | Total | 1162 | 1165 | 99.74% |
| | | | | |
| 2004-2005 | Female | 530 | 533 | 99.44% |
| | Male | 568 | 570 | 99.65% |
| | Total | 1098 | 1103 | 99.55% |

## Annual Progress Report 2004-2005 Academic Year:

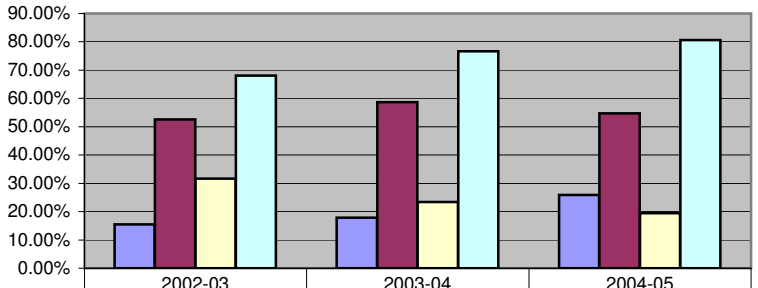
## ITBS 4TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Euro American - Reading Comprehension



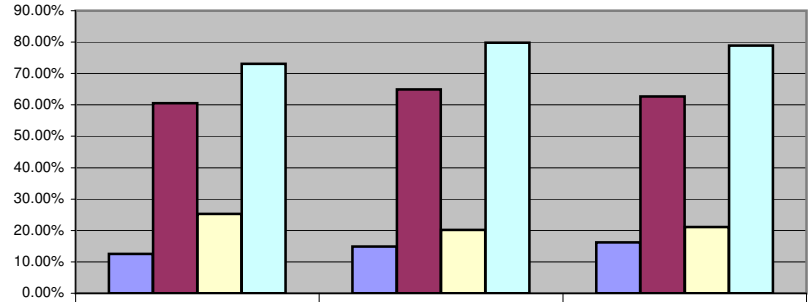

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 16.43% | 14.44% | 21.49% |
| Reading Intermediate | 51.77% | 57.22% | 57.30% |
| Reading Low | 31.09% | 28.24% | 21.21% |
| Reading % Proficient | 68.20% | 71.66% | 78.79% |

### Eruo American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 15.48% | 17.88% | 25.90% |
| Math Intermediate | 52.60% | 58.73% | 54.68% |
| Math Low | 31.68% | 23.38% | 19.42% |
| Math % Proficient | 68.08% | 76.62% | 80.58% |

### Euro American - Science Total

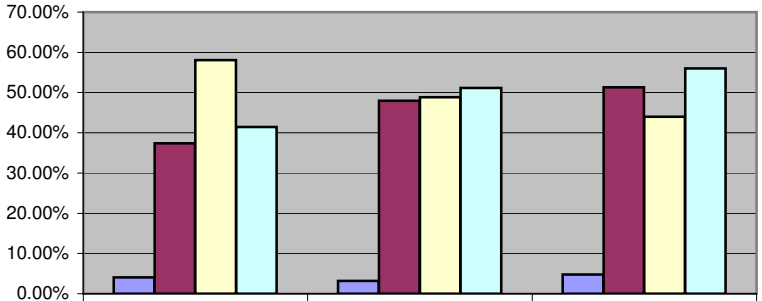



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 12.53% | 14.86% | 16.25% |
| Science Intermediate | 60.52% | 64.92% | 62.67% |
| Science Low | 25.30% | 20.22% | 21.07% |
| Science % Proficient | 73.05% | 79.78% | 78.92% |

## Annual Progress Report 2004-2005 Academic Year:

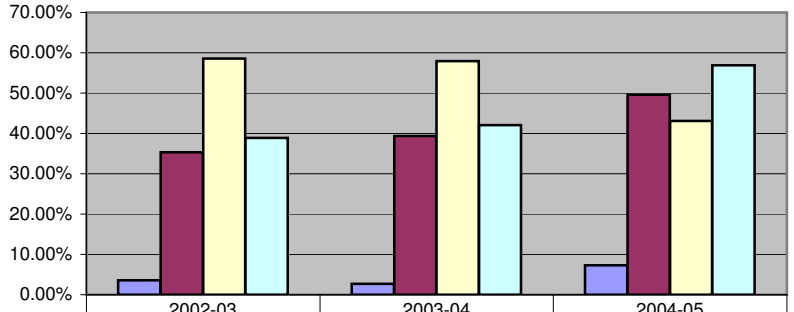
## ITBS 4TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### African American - Reading Comprehension



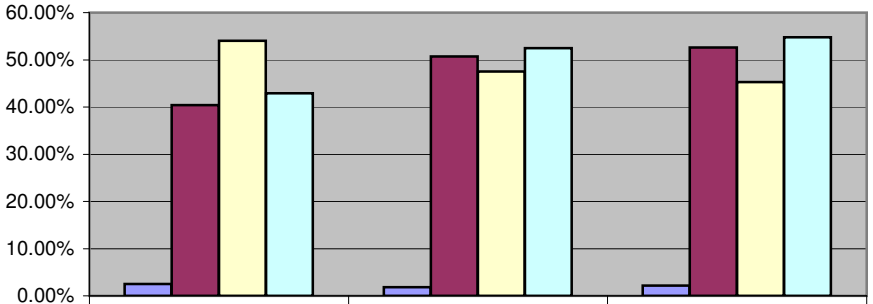

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 4.04% | 3.17% | 4.74% |
| Reading Intermediate | 37.37% | 47.96% | 51.29% |
| Reading Low | 58.08% | 48.87% | 43.97% |
| Reading % Proficient | 41.41% | 51.13% | 56.03% |

### African American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 3.54% | 2.71% | 7.33% |
| Math Intermediate | 35.35% | 39.37% | 49.57% |
| Math Low | 58.59% | 57.92% | 43.10% |
| Math % Proficient | 38.89% | 42.08% | 56.90% |

### African American - Science Total

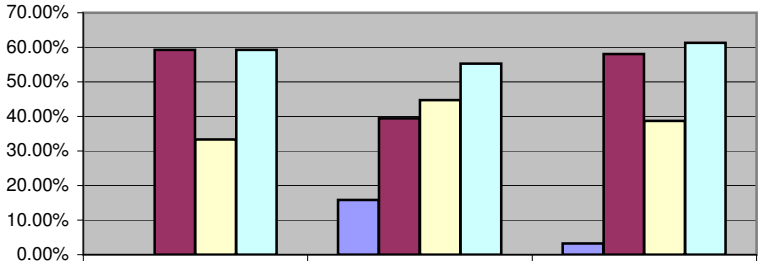



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 2.53% | 1.81% | 2.16% |
| Science Intermediate | 40.40% | 50.68% | 52.59% |
| Science Low | 54.04% | 47.51% | 45.26% |
| Science % Proficient | 42.93% | 52.49% | 54.75% |

## Annual Progress Report 2004-2005 Academic Year:

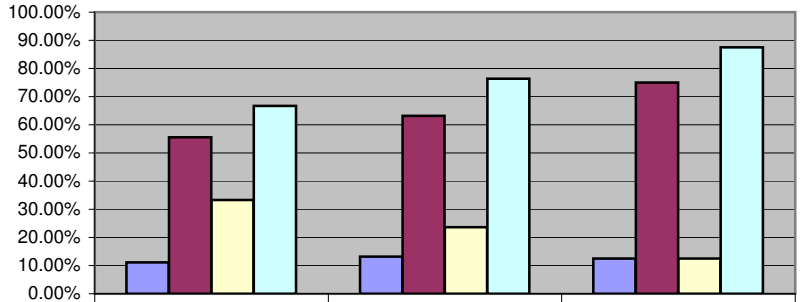
## ITBS 4TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Asian American/Pacific Islander - Reading Comprehension



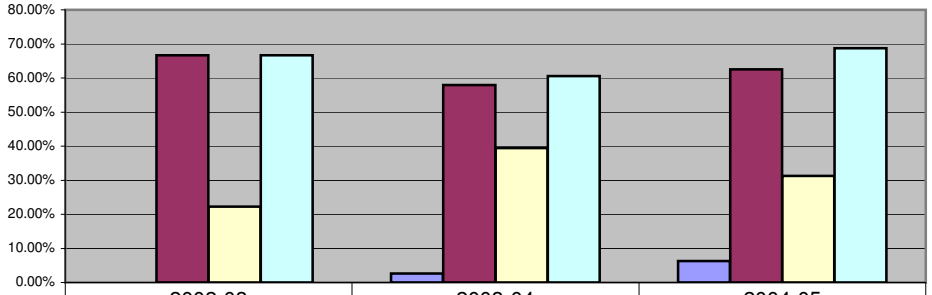

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 0.00% | 15.79% | 3.23% |
| Reading Intermediate | 59.26% | 39.47% | 58.06% |
| Reading Low | 33.33% | 44.74% | 38.71% |
| Reading % Proficient | 59.26% | 55.26% | 61.29% |

### Asian American/Pacific Islander - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 11.11% | 13.16% | 12.50% |
| Math Intermediate | 55.56% | 63.16% | 75.00% |
| Math Low | 33.33% | 23.68% | 12.50% |
| Math % Proficient | 66.67% | 76.32% | 87.50% |

### Asian American/Pacific Islander - Science Total

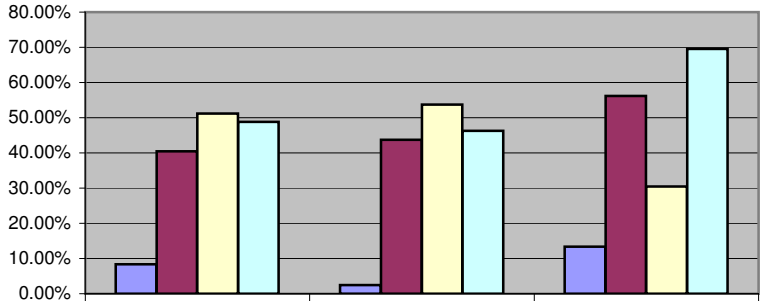



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 0.00% | 2.63% | 6.25% |
| Science Intermediate | 66.67% | 57.89% | 62.50% |
| Science Low | 22.22% | 39.47% | 31.25% |
| Science % Proficient | 66.67% | 60.53% | 68.75% |

## Annual Progress Report 2004-2005 Academic Year:

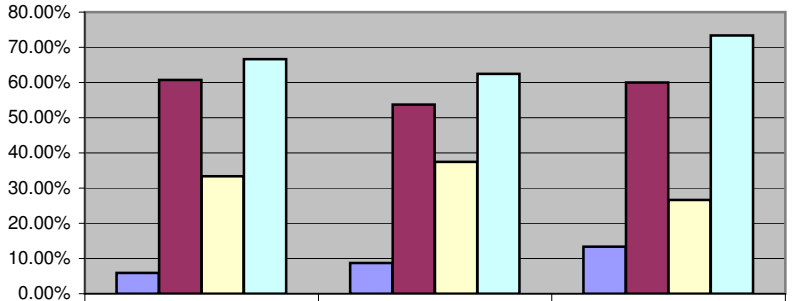
## ITBS 4TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Hispanic/Latino - Reading Comprehension



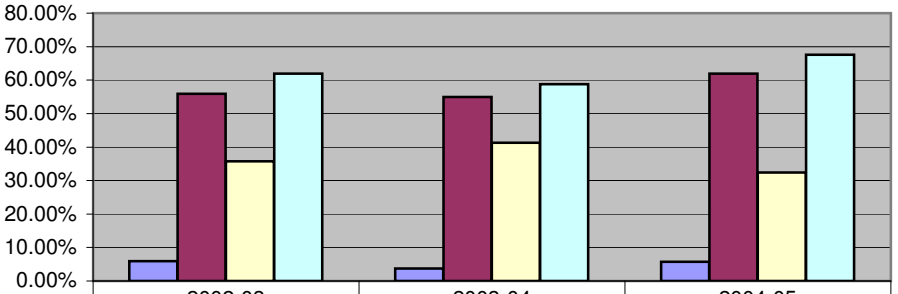

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 8.33% | 2.50% | 13.33% |
| Reading Intermediate | 40.48% | 43.75% | 56.19% |
| Reading Low | 51.19% | 53.75% | 30.48% |
| Reading % Proficient | 48.81% | 46.25% | 69.52% |

### Hispanic/Latino - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 5.95% | 8.75% | 13.33% |
| Math Intermediate | 60.71% | 53.75% | 60.00% |
| Math Low | 33.33% | 37.50% | 26.67% |
| Math % Proficient | 66.66% | 62.50% | 73.33% |

### Hispanic/Latino - Science Total

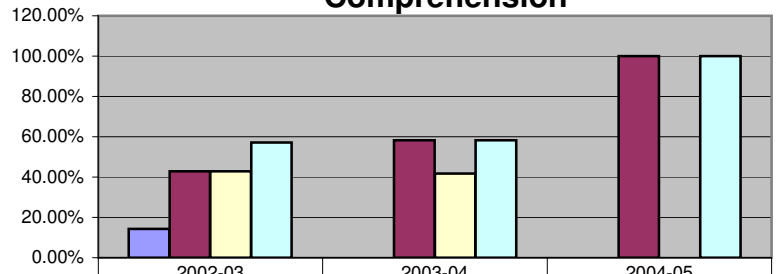



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 5.95% | 3.75% | 5.71% |
| Science Intermediate | 55.95% | 55.00% | 61.90% |
| Science Low | 35.71% | 41.25% | 32.38% |
| Science % Proficient | 61.90% | 58.75% | 67.61% |

# Annual Progress Report 2004-2005 Academic Year:

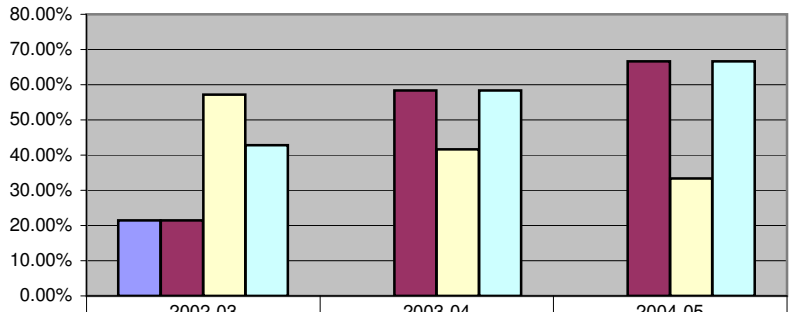
## ITBS 4TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### American Indian/Alaskan Native - Reading Comprehension



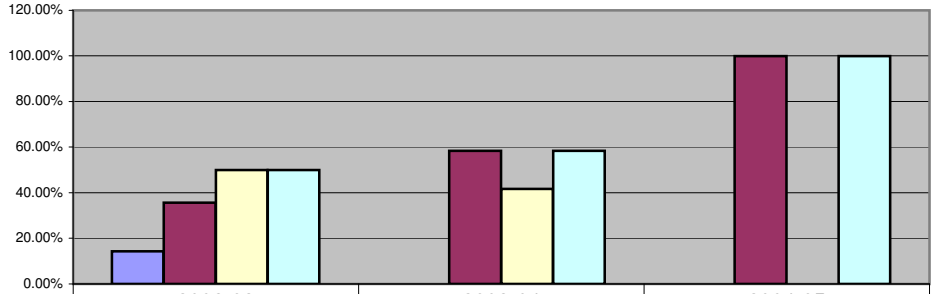

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 14.29% | 0.00% | 0.00% |
| Reading Intermediate | 42.86% | 58.33% | 100.00% |
| Reading Low | 42.86% | 41.67% | 0.00% |
| Reading % Proficient | 57.15% | 58.33% | 100.00% |

### American Indian/Alaskan Native - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 21.43% | 0.00% | 0.00% |
| Math Intermediate | 21.43% | 58.33% | 66.67% |
| Math Low | 57.14% | 41.67% | 33.33% |
| Math % Proficient | 42.86% | 58.33% | 66.67% |

### American Indian/Alaskan Native - Science Total

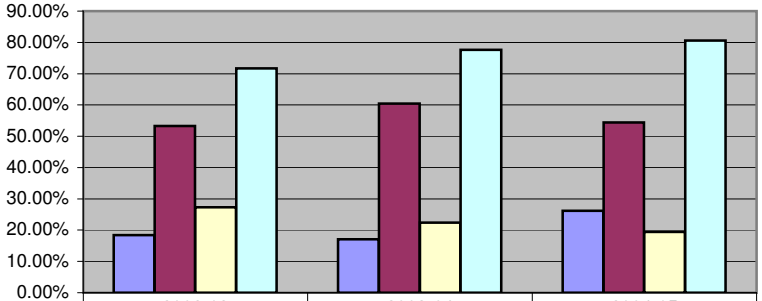



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 14.29% | 0.00% | 0.00% |
| Science Intermediate | 35.71% | 58.33% | 100.00% |
| Science Low | 50.00% | 41.67% | 0.00% |
| Science % Proficient | 50.00% | 58.33% | 100.00% |

## Annual Progress Report 2004-2005 Academic Year:

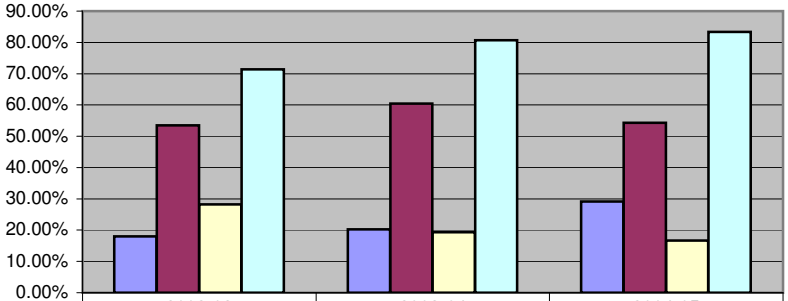
## ITBS 4TH GRADE - Socioeconomic Status - NOT ELIGIBLE

### Reading Comprehension



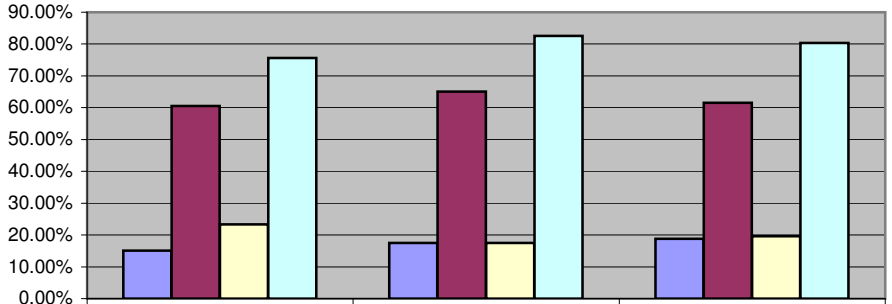

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 18.43% | 17.12% | 26.14% |
| Reading Intermediate | 53.30% | 60.47% | 54.46% |
| Reading Low | 27.34% | 22.40% | 19.41% |
| Reading % Proficient | 71.73% | 77.60% | 80.60% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 17.97% | 20.22% | 29.11% |
| Math Intermediate | 53.46% | 60.47% | 54.26% |
| Math Low | 28.26% | 19.31% | 16.63% |
| Math % Proficient | 71.43% | 80.69% | 83.37% |

### Science Total

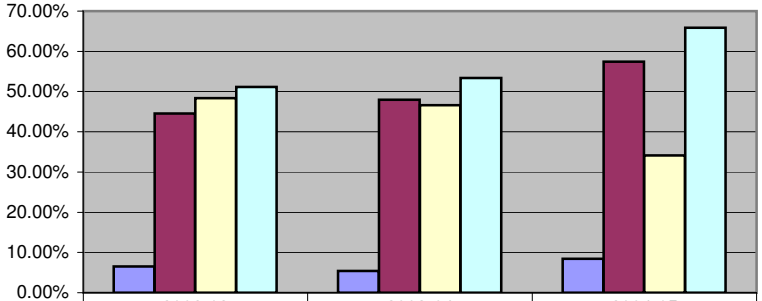



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 15.05% | 17.49% | 18.81% |
| Science Intermediate | 60.52% | 65.03% | 61.58% |
| Science Low | 23.35% | 17.49% | 19.60% |
| Science % Proficient | 75.57% | 82.52% | 80.39% |

# Annual Progress Report 2004-2005 Academic Year:

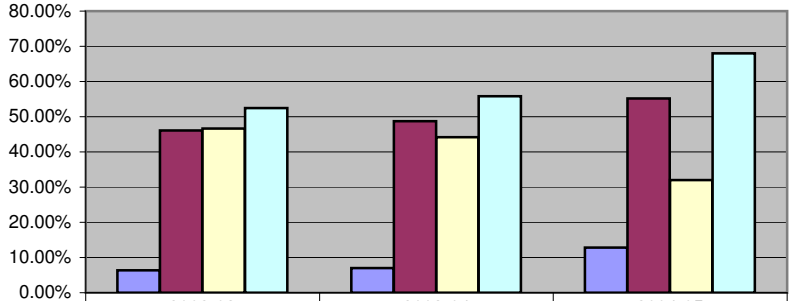
## ITBS 4TH GRADE - Socioeconomic Status - ELIGIBLE

### Reading Comprehension



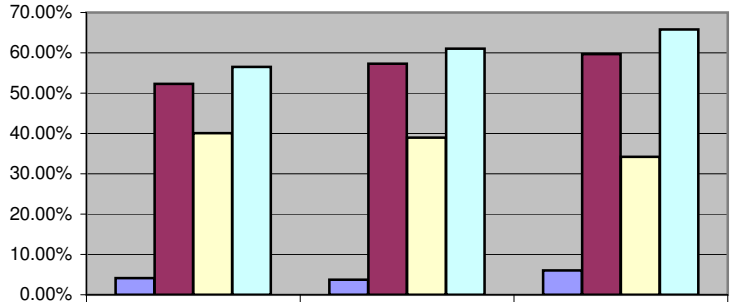

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 6.56% | 5.40% | 8.45% |
| Reading Intermediate | 44.56% | 47.95% | 57.43% |
| Reading Low | 48.36% | 46.64% | 34.12% |
| Reading % Proficient | 51.12% | 53.36% | 65.88% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 6.39% | 7.04% | 12.82% |
| Math Intermediate | 46.11% | 48.77% | 55.14% |
| Math Low | 46.63% | 44.19% | 32.04% |
| Math % Proficient | 52.50% | 55.81% | 67.96% |

### Science Total

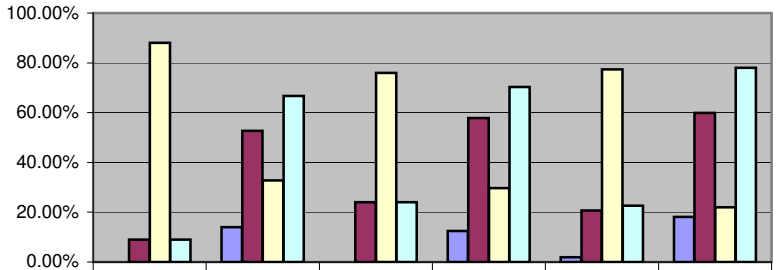



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 4.15% | 3.76% | 6.07% |
| Science Intermediate | 52.33% | 57.28% | 59.70% |
| Science Low | 40.04% | 38.95% | 34.23% |
| Science % Proficient | 56.48% | 61.04% | 65.77% |

# Annual Progress Report 2004-2005 Academic Year:

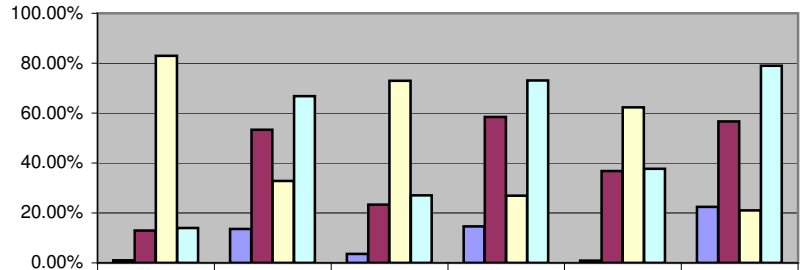
## ITBS 4TH GRADE - Students With Disabilities

### Reading Comprehension



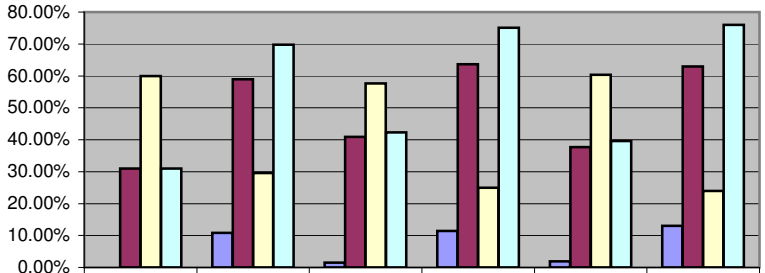

| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Reading High | 0.00% | 13.98% | 0.00% | 12.41% | 1.89% | 18.16% |
| Reading Intermediate | 9.00% | 52.74% | 24.09% | 57.87% | 20.75% | 59.84% |
| Reading Low | 88.00% | 32.74% | 75.91% | 29.72% | 77.36% | 22.00% |
| Reading % Proficient | 9.00% | 66.72% | 24.09% | 70.28% | 22.64% | 78.00% |

### Math Total




| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Math High | 1.00% | 13.54% | 3.65% | 14.57% | 0.94% | 22.38% |
| Math Intermediate | 13.00% | 53.27% | 23.36% | 58.46% | 36.79% | 56.65% |
| Math Low | 83.00% | 32.83% | 72.99% | 26.98% | 62.26% | 20.97% |
| Math % Proficient | 14.00% | 66.81% | 27.01% | 73.03% | 37.73% | 79.03% |

### Science Total

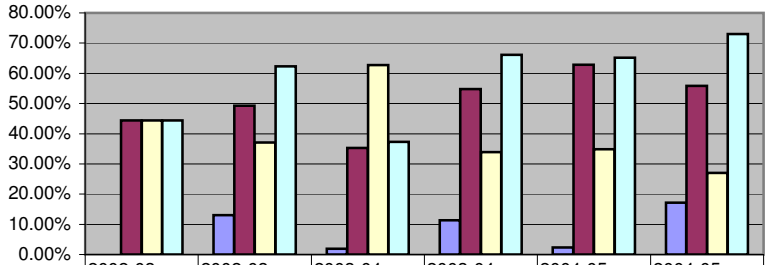



| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Science High | 0.00% | 10.80% | 1.46% | 11.44% | 1.89% | 13.00% |
| Science Intermediate | 31.00% | 58.94% | 40.88% | 63.64% | 37.74% | 63.00% |
| Science Low | 60.00% | 29.56% | 57.66% | 24.93% | 60.38% | 23.99% |
| Science % Proficient | 31.00% | 69.74% | 42.34% | 75.07% | 39.63% | 76.00% |

# Annual Progress Report 2004-2005 Academic Year:

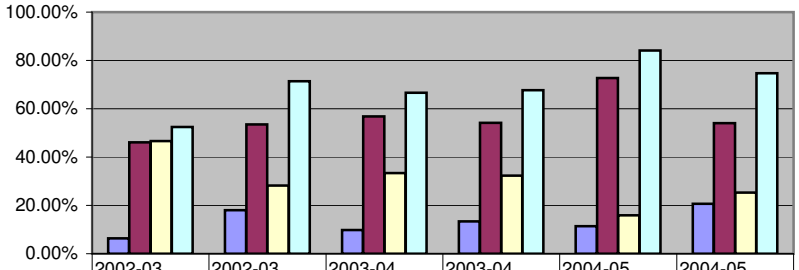
## ITBS 4TH GRADE - ELL Students

### Reading Comprehension



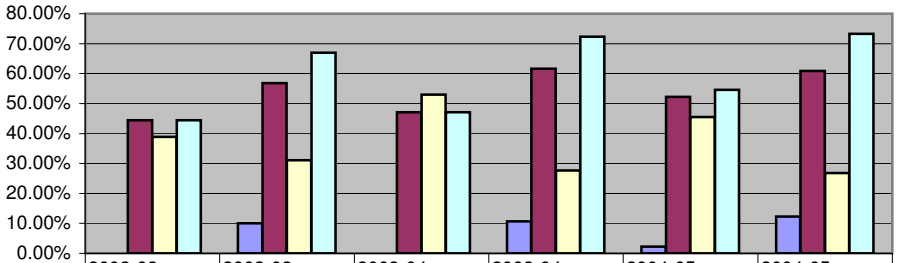

| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Reading High | 0.00% | 13.04% | 1.96% | 11.36% | 2.33% | 17.17% |
| Reading Intermediate | 44.44% | 49.26% | 35.29% | 54.73% | 62.79% | 55.79% |
| Reading Low | 44.44% | 37.13% | 62.75% | 33.90% | 34.88% | 27.04% |
| Reading % Proficient | 44.44% | 62.30% | 37.25% | 66.10% | 65.12% | 72.96% |

### Math Total




| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Math High | 6.39% | 17.97% | 9.80% | 13.44% | 11.36% | 20.68% |
| Math Intermediate | 46.11% | 53.46% | 56.86% | 54.19% | 72.73% | 53.98% |
| Math Low | 46.63% | 28.26% | 33.33% | 32.37% | 15.91% | 25.33% |
| Math % Proficient | 52.50% | 71.43% | 66.67% | 67.63% | 84.09% | 74.66% |

### Science Total




| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Science High | 0.00% | 10.07% | 0.00% | 10.73% | 2.27% | 12.33% |
| Science Intermediate | 44.44% | 56.85% | 47.06% | 61.59% | 52.27% | 60.91% |
| Science Low | 38.89% | 31.11% | 52.94% | 27.68% | 45.45% | 26.76% |
| Science % Proficient | 44.44% | 66.92% | 47.06% | 72.32% | 54.54% | 73.24% |

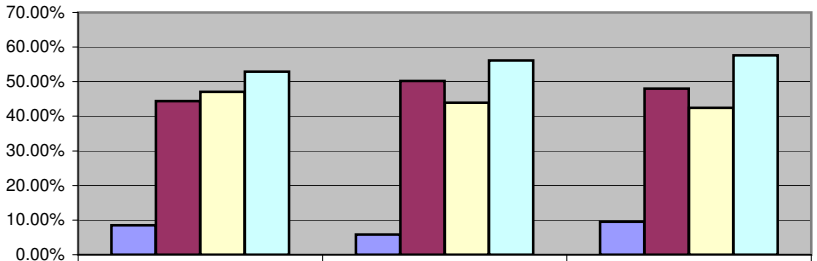
## Annual Progress Report 2004-2005 Academic Year:

## ITBS Achievement Levels and Proficiency 8th Grade: Reading, Math, Science

### Trend Lines and Participation Rates - Grade 8

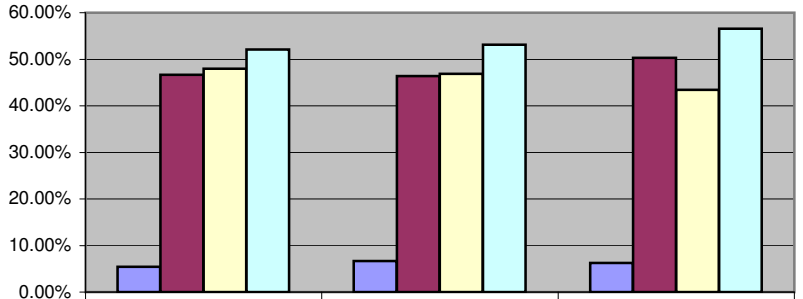
| School Year | # Enrolled | # Part. | % Part. |
|---|---|---|---|
| 2002-2003 | 1284 | 1266 | 98.60% |
| 2003-2004 | 1212 | 1205 | 99.42% |
| 2004-2005 | 1250 | 1245 | 99.60% |

### Reading Comprehension



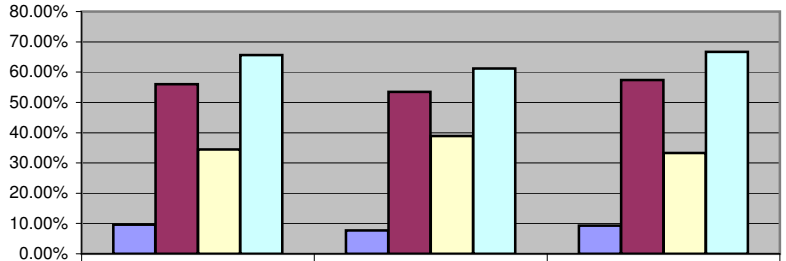

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 8.50% | 5.86% | 9.56% |
| Reading Intermediate | 44.40% | 50.25% | 48.03% |
| Reading Low | 47.10% | 43.89% | 42.41% |
| Reading % Proficient | 52.90% | 56.11% | 57.59% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 5.40% | 6.70% | 6.27% |
| Math Intermediate | 46.70% | 46.40% | 50.28% |
| Math Low | 48.00% | 46.90% | 43.45% |
| Math % Proficient | 52.10% | 53.10% | 56.55% |

### Science Total

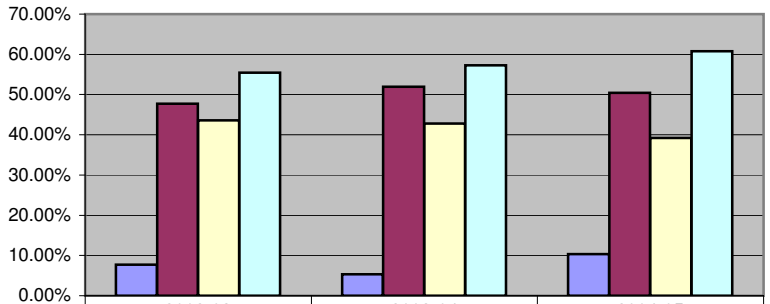



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 9.60% | 7.71% | 9.32% |
| Science Intermediate | 56.00% | 53.43% | 57.35% |
| Science Low | 34.40% | 38.86% | 33.33% |
| Science % Proficient | 65.60% | 61.14% | 66.67% |

# Annual Progress Report 2004-2005 Academic Year:

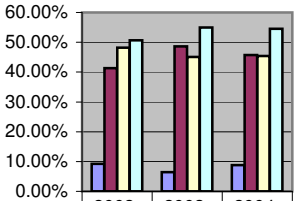
## ITBS 8TH GRADE - Gender Disaggregated Achievement Data

### Female - Reading Comprehension



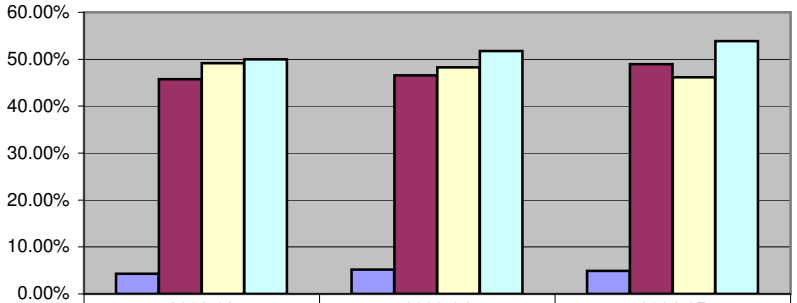

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 7.73% | 5.32% | 10.38% |
| Reading Intermediate | 47.70% | 51.91% | 50.41% |
| Reading Low | 43.59% | 42.76% | 39.21% |
| Reading % Proficient | 55.43% | 57.24% | 60.79% |

### Male - Reading Comprehension



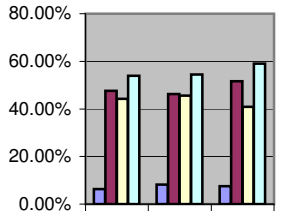

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 9.27% | 6.41% | 8.78% |
| Reading Intermediate | 41.34% | 48.57% | 45.77% |
| Reading | 48.18% | 45.03% | 45.45% |

### Female - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 4.28% | 5.16% | 4.94% |
| Math Intermediate | 45.72% | 46.59% | 48.93% |
| Math Low | 49.18% | 48.25% | 46.13% |
| Math % Proficient | 50.00% | 51.75% | 53.87% |

### Male - Math Total

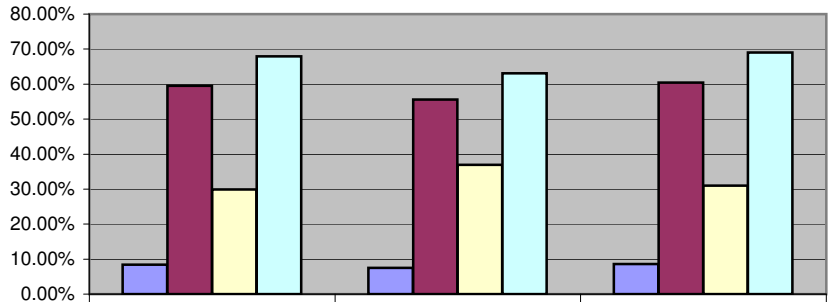



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 6.38% | 8.26% | 7.52% |
| Math Intermediate | 47.57 % | 46.21 % | 51.57 % |
| Math | 44.22 | 45.53 | 40.91 |

## Annual Progress Report 2004-2005 Academic Year:

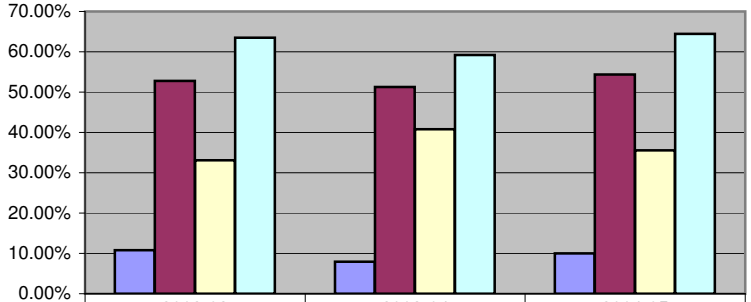
## ITBS 8TH GRADE - Gender Disaggregated Achievement Data

### Female - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 8.39% | 7.49% | 8.57% |
| Science Intermediate | 59.54% | 55.57% | 60.46% |
| Science Low | 29.93% | 36.94% | 30.97% |
| Science % Proficient | 67.93% | 63.06% | 69.03% |

### Male - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 10.79% | 7.93% | 10.03% |
| Science Intermediate | 52.74% | 51.26% | 54.39% |
| Science Low | 33.13% | 40.81% | 35.58% |
| Science % Proficient | 63.53% | 59.19% | 64.42% |

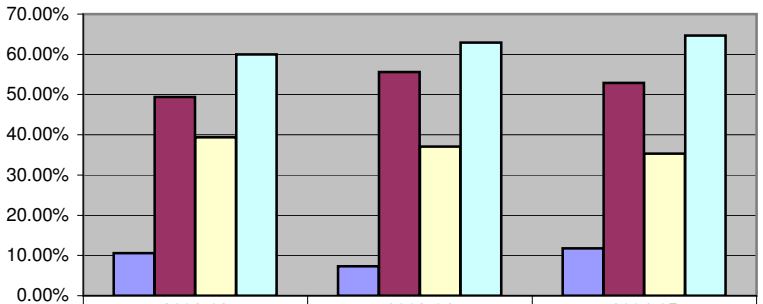
## Gender Disaggregated Percent Participating - Grade 8

| | Gender | #Part | #Enrolled | % Part |
|---|---|---|---|---|
| 2002-03 | Female | 608 | 618 | 98.38% |
| | Male | 658 | 666 | 98.80% |
| | Total | 1266 | 1284 | 98.60% |
| | | | | |
| 2003-04 | Female | 608 | 610 | 99.67% |
| | Male | 597 | 602 | 99.17% |
| | Total | 1205 | 1212 | 99.42% |
| | | | | |
| 2004-05 | Female | 607 | 611 | 99.35% |
| | Male | 638 | 639 | 99.84% |
| | Total | 1245 | 1250 | 99.60% |

Annual Progress Report 2004-2005 Academic Year:

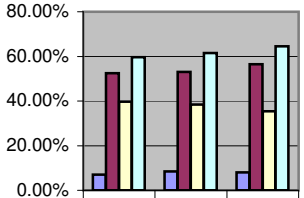
# ITBS 8TH GRADE - Race/Ethnicity Disaggregated Achievement Data

## Euro American - Reading Comprehension



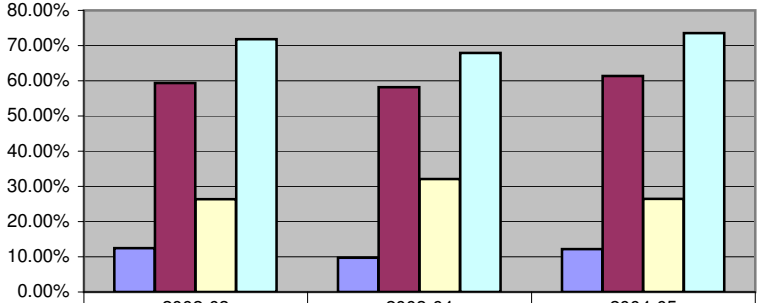

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 10.59% | 7.34% | 11.74% |
| Reading Intermediate | 49.41% | 55.62% | 52.91% |
| Reading Low | 39.35% | 37.04% | 35.35% |
| Reading % Proficient | 60.00% | 62.96% | 64.65% |

## Euro American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 7.03% | 8.52% | 8.10% |
| Math Intermediate | 52.54% | 53.02% | 56.44% |
| Math Low | 39.68% | 38.46% | 35.46% |
| Math % | 59.57% | 61.54% | 64.54% |

## Euro American - Science Total

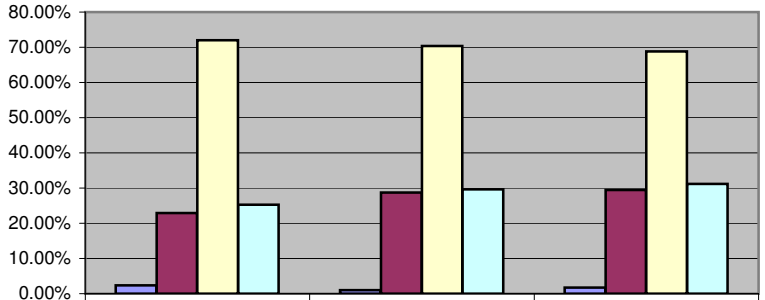



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 12.43% | 9.70% | 12.20% |
| Science Intermediate | 59.35% | 58.22% | 61.35% |
| Science Low | 26.38% | 32.07% | 26.45% |
| Science % Proficient | 71.78% | 67.92% | 73.55% |

# Annual Progress Report 2004-2005 Academic Year:

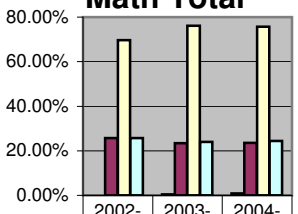
## ITBS 8TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### African American - Reading Comprehension



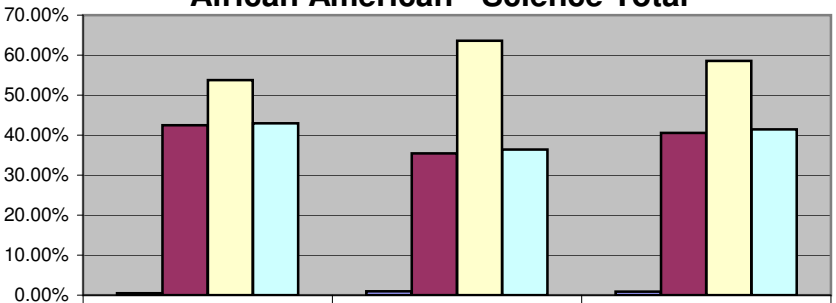

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 2.34% | 0.96% | 1.71% |
| Reading Intermediate | 22.90% | 28.71% | 29.49% |
| Reading Low | 71.96% | 70.33% | 68.80% |
| Reading % Proficient | 25.24% | 29.67% | 31.20% |

### African American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 0.00% | 0.48% | 0.85% |
| Math Intermediate | 25.70% | 23.44% | 23.50% |
| Math Low | 69.63% | 76.08% | 75.64% |
| Math % | 25.70% | 23.92% | 24.35% |

### African American - Science Total

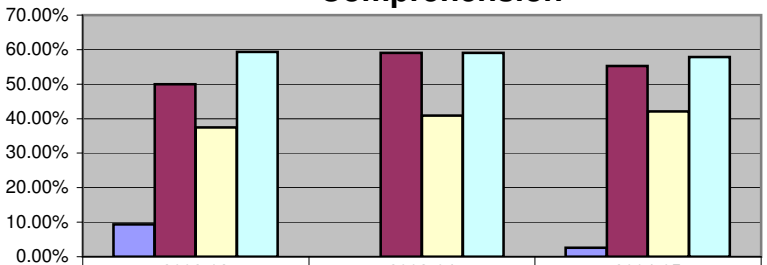



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 0.47% | 0.96% | 0.85% |
| Science Intermediate | 42.52% | 35.41% | 40.60% |
| Science Low | 53.74% | 63.64% | 58.55% |
| Science % Proficient | 42.99% | 36.37% | 41.45% |

# Annual Progress Report 2004-2005 Academic Year:

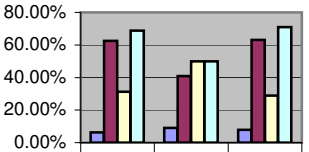
## ITBS 8TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Asian American/Pacific Islander - Reading Comprehension



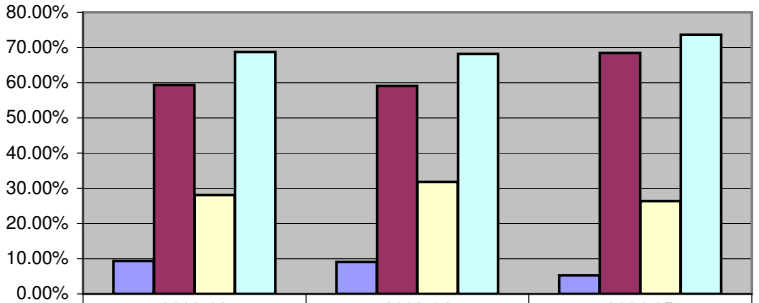

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 9.38% | 0.00% | 2.63% |
| Reading Intermediate | 50.00% | 59.09% | 55.26% |
| Reading Low | 37.50% | 40.91% | 42.11% |
| Reading % Proficient | 59.38% | 59.09% | 57.89% |

### Asian American/Pacific Islander - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 6.25% | 9.09% | 7.89% |
| Math Intermediate | 62.50% | 40.91% | 63.16% |
| Math Low | 31.25% | 50.00% | 28.95% |

### Asian American/Pacific Islander - Science Total

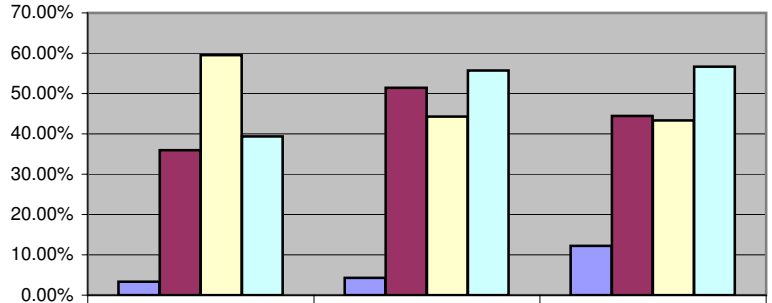



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 9.38% | 9.09% | 5.26% |
| Science Intermediate | 59.38% | 59.09% | 68.42% |
| Science Low | 28.13% | 31.82% | 26.32% |
| Science % Proficient | 68.76% | 68.18% | 73.68% |

# Annual Progress Report 2004-2005 Academic Year:

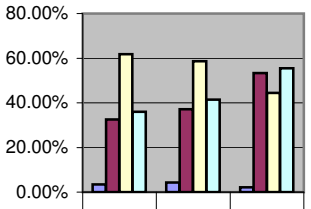
## ITBS 8TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Hispanic/Latino - Reading Comprehension



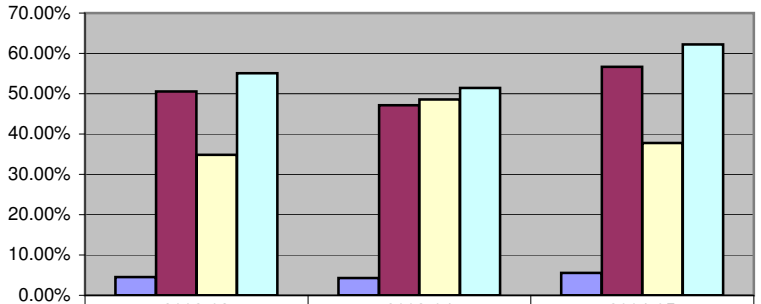

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 3.37% | 4.29% | 12.22% |
| Reading Intermediate | 35.96% | 51.43% | 44.44% |
| Reading Low | 59.55% | 44.29% | 43.33% |
| Reading % Proficient | 39.33% | 55.72% | 56.66% |

### Hispanic/Latino - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 3.37% | 4.29% | 2.22% |
| Math Intermediate | 32.58% | 37.14% | 53.33% |
| Math Low | 61.80% | 58.57% | 44.44% |
| Math % | 35.95% | 41.43% | 55.55% |

### Hispanic/Latino - Science Total

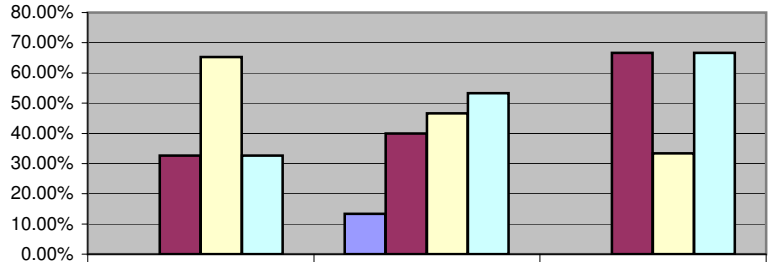



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 4.49% | 4.29% | 5.56% |
| Science Intermediate | 50.56% | 47.14% | 56.67% |
| Science Low | 34.83% | 48.57% | 37.78% |
| Science % Proficient | 55.05% | 51.43% | 62.23% |

# Annual Progress Report 2004-2005 Academic Year:

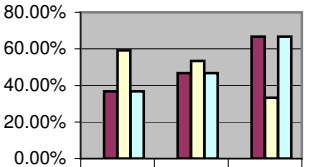
## ITBS 8TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### American Indian/Alaskan Native -Reading Comprehension



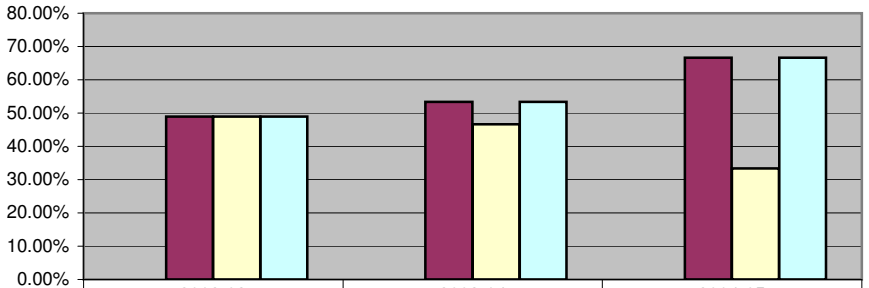

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 0.00% | 13.33% | 0.00% |
| Reading Intermediate | 32.65% | 40.00% | 66.67% |
| Reading Low | 65.31% | 46.67% | 33.33% |
| Reading % Proficient | 32.65% | 53.33% | 66.67% |

### American Indian/Alaskan Native - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 0.00% | 0.00% | 0.00% |
| Math Intermediate | 36.73% | 46.67% | 66.67% |
| Math Low | 59.18% | 53.33% | 33.33% |

### American Indian/Alaskan Native - Science Total

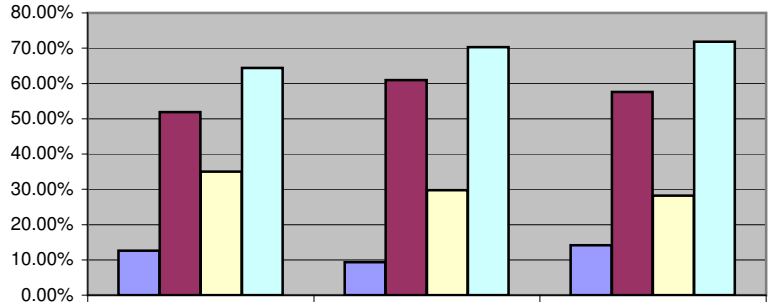



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 0.00% | 0.00% | 0.00% |
| Science Intermediate | 48.98% | 53.33% | 66.67% |
| Science Low | 48.98% | 46.67% | 33.33% |
| Science % Proficient | 48.98% | 53.33% | 66.67% |

# Annual Progress Report 2004-2005 Academic Year:

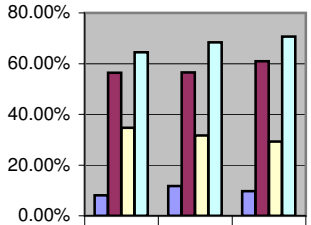
## ITBS 8TH GRADE - Socioeconomic Status - NOT ELIGIBLE

### Reading Comprehension



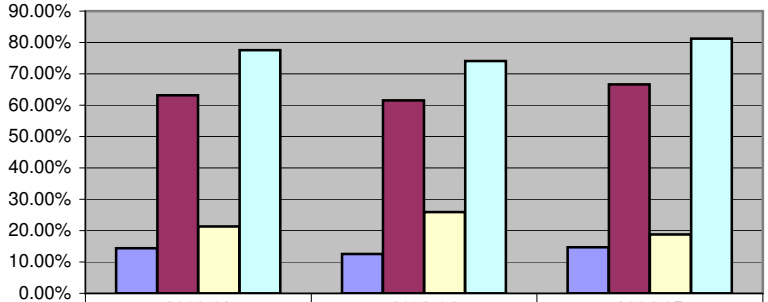

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 12.59% | 9.32% | 14.17% |
| Reading Intermediate | 51.85% | 60.93% | 57.64% |
| Reading Low | 35.02% | 29.74% | 28.19% |
| Reading % Proficient | 64.44% | 70.25% | 71.81% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 8.07% | 11.74% | 9.76% |
| Math Intermediate | 56.36% | 56.59% | 60.94% |
| Math Low | 34.75% | 31.67% | 29.29% |
| Math % | 64.43% | 68.33% | 70.70% |

### Science Total

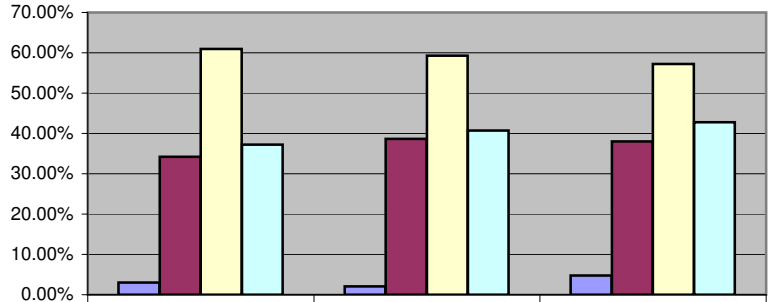



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 14.36% | 12.54% | 14.65% |
| Science Intermediate | 63.20% | 61.58% | 66.61% |
| Science Low | 21.34% | 25.88% | 18.74% |
| Science % Proficient | 77.56% | 74.12% | 81.26% |

# Annual Progress Report 2004-2005 Academic Year:

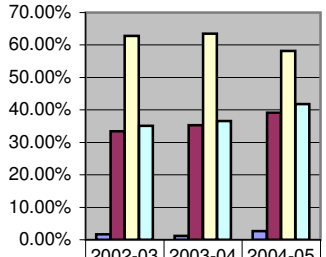
## ITBS 8TH GRADE - Socioeconomic Status - ELIGIBLE

### Reading Comprehension



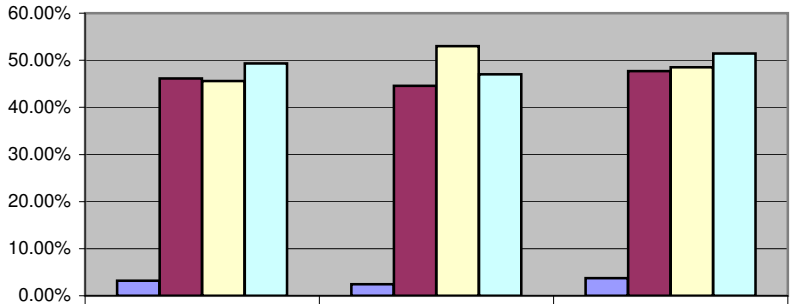

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 2.99% | 2.10% | 4.75% |
| Reading Intermediate | 34.21% | 38.64% | 38.03% |
| Reading Low | 60.93% | 59.27% | 57.21% |
| Reading % Proficient | 37.20% | 40.74% | 42.78% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 1.68% | 1.22% | 2.62% |
| Math Intermediate | 33.46% | 35.31% | 39.18% |
| Math Low | 62.80% | 63.46% | 58.20% |
| Math % | 35.14% | 36.53% | 41.80% |

### Science Total

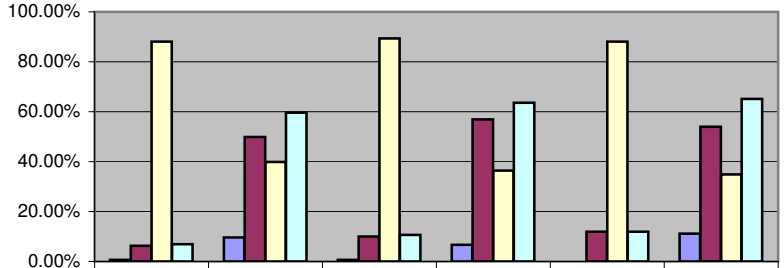



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 3.18% | 2.45% | 3.77% |
| Science Intermediate | 46.17% | 44.58% | 47.70% |
| Science Low | 45.61% | 52.97% | 48.52% |
| Science % Proficient | 49.35% | 47.03% | 51.47% |

# Annual Progress Report 2004-2005 Academic Year:

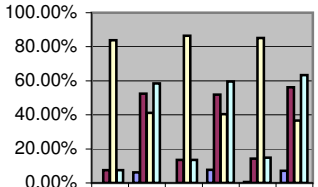
## ITBS 8TH GRADE - Students With Disabilities

### Reading Comprehension



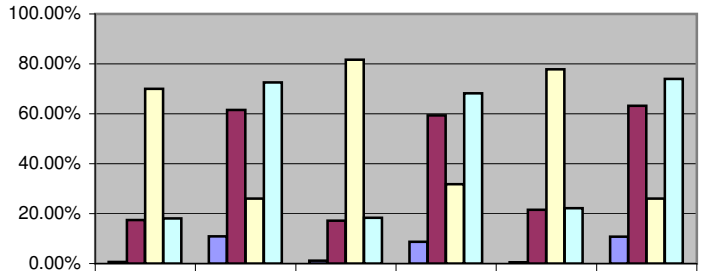

| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Reading High | 0.63% | 9.67% | 0.59% | 6.73% | 0.00% | 11.13% |
| Reading Intermediate | 6.25% | 49.91% | 10.06% | 56.88% | 11.93% | 53.98% |
| Reading Low | 88.13% | 39.87% | 89.35% | 36.39% | 88.07% | 34.89% |
| Reading % Proficient | 6.88% | 59.58% | 10.65% | 63.61% | 11.93% | 65.11% |

### Math Total




| | 200 IEP | 200 NO IEP | 200 IEP | 200 NO IEP | 200 IEP | 200 NO IEP |
|---|---|---|---|---|---|---|
| Math High | 0.0 | 6.1 | 0.0 | 7.8 | 0.5 | 7.2 |
| Math Intermediate | 7.50% | 52.35% | 13.61% | 51.80% | 14.20% | 56.22% |
| Math Low | 83. | 41. | 86. | 40. | 85. | 36. |
| Math % | 7.5 | 58. | 13. | 59. | 14. | 63. |

### Science Total

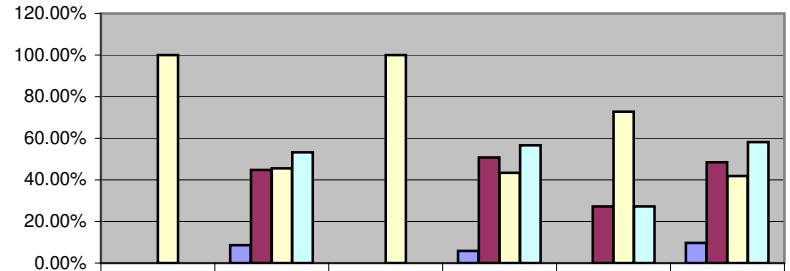



| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Science High | 0.63% | 10.94% | 1.18% | 8.78% | 0.57% | 10.76% |
| Science Intermediate | 17.50% | 61.57% | 17.16% | 59.41% | 21.59% | 63.24% |
| Science Low | 70.00% | 26.04% | 81.66% | 31.80% | 77.84% | 26.01% |
| Science % Proficient | 18.13% | 72.51% | 18.34% | 68.19% | 22.16% | 74.00% |

# Annual Progress Report 2004-2005 Academic Year:

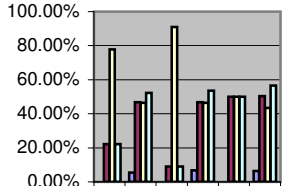
## ITBS 8TH GRADE - ELL Students

### Reading Comprehension



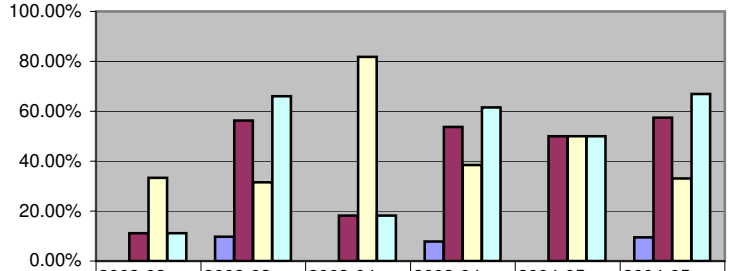

| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Reading High | 0.00% | 8.59% | 0.00% | 5.92% | 0.00% | 9.73% |
| Reading Intermediate | 0.00% | 44.71% | 0.00% | 50.72% | 27.27% | 48.41% |
| Reading Low | 100.00% | 45.58% | 100.00% | 43.36% | 72.73% | 41.86% |
| Reading % Proficient | 0.00% | 53.30% | 0.00% | 56.64% | 27.27% | 58.14% |

### Math Total




| | 200 ELL | 200 NO ELL | 200 ELL | 200 NO ELL | 200 ELL | 200 NO ELL |
|---|---|---|---|---|---|---|
| Math High | 0.00% | 5.41% | 0.00% | 6.76% | 0.00% | 6.38% |
| Math Intermediate | 22.22% | 46.86% | 9.09% | 46.75% | 50.00% | 50.29% |
| Math Low | 77.78 | 46.38 | 90.91 | 46.49 | 50.00 | 43.34 |

### Science Total




| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Science High | 0.00% | 9.71% | 0.00% | 7.78% | 0.00% | 9.48% |
| Science Intermediate | 11.11% | 56.32% | 18.18% | 53.76% | 50.00% | 57.48% |
| Science Low | 33.33% | 31.58% | 81.82% | 38.46% | 50.00% | 33.03% |
| Science % Proficient | 11.11% | 66.03% | 18.18% | 61.54% | 50.00% | 66.96% |

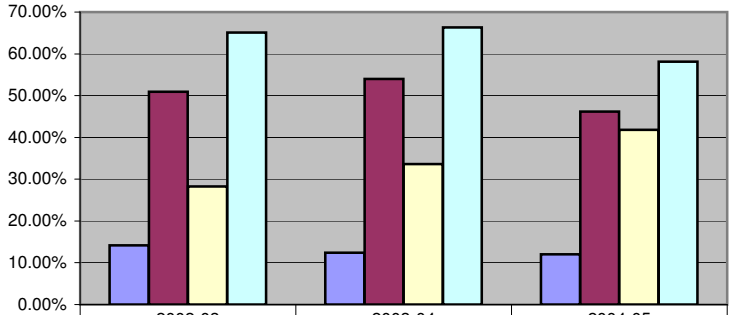
## Annual Progress Report - 2004-2005 Academic Year:

## ITED ACHIEVEMENT LEVELS AND PROFICIENCY 11TH GRADE: Reading, Math, Science

### Trend Lines and Participation Rates - Grade 11

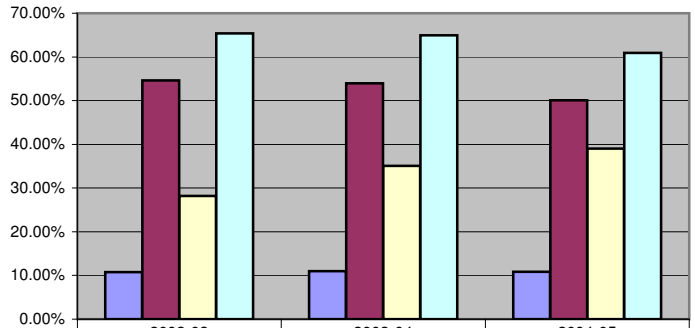
| School Year | # Enrolled | # Part | % Part |
|---|---|---|---|
| 2002-2003 | 1089 | 1263 | 86.22% |
| 2003-2004 | 1075 | 1050 | 97.67% |
| 2004-2005 | 1076 | 1068 | 99.26% |

**Reading Comprehension**



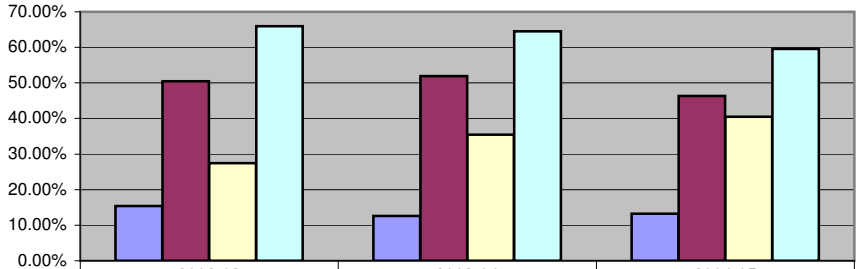

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 14.14% | 12.39% | 11.99% |
| Reading Intermediate | 50.96% | 53.96% | 46.16% |
| Reading Low | 28.28% | 33.65% | 41.85% |
| Reading % Proficient | 65.11% | 66.35% | 58.15% |

**Math Total**




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 10.74% | 10.96% | 10.86% |
| Math Intermediate | 54.64% | 53.96% | 50.09% |
| Math Low | 28.19% | 35.08% | 39.04% |
| Math % Proficient | 65.38% | 64.92% | 60.95% |

**Science Total**

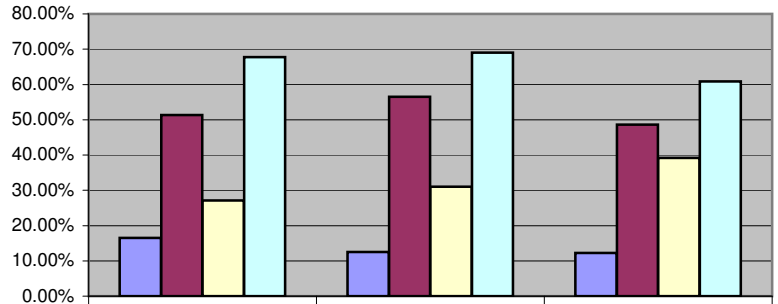



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 15.43% | 12.58% | 13.20% |
| Science Intermediate | 50.51% | 51.95% | 46.35% |
| Science Low | 27.46% | 35.46% | 40.45% |
| Science % Proficient | 65.93% | 64.54% | 59.55% |

# Annual Progress Report - 2004-2005 Academic Year:

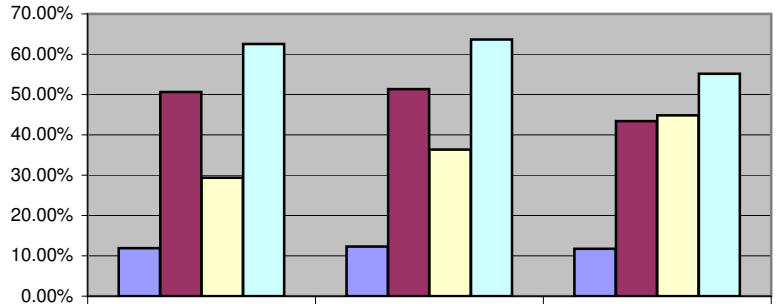
## ITED 11TH GRADE - Gender Disaggregated Achievement Data

### Female - Reading Comprehension



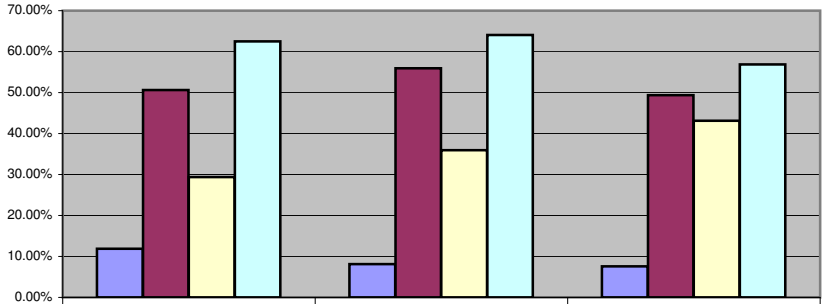

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 16.48% | 12.48% | 12.21% |
| Reading Intermediate | 51.31% | 56.52% | 48.65% |
| Reading Low | 27.15% | 31.00% | 39.14% |
| Reading % Proficient | 67.79% | 69.00% | 60.86% |

### Male - Reading Comprehension



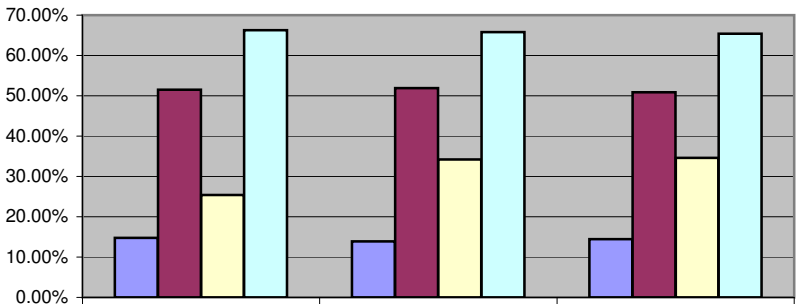

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 11.89% | 12.31% | 11.74% |
| Reading Intermediate | 50.63% | 51.35% | 43.44% |
| Reading Low | 29.37% | 36.35% | 44.81% |
| Reading % Proficient | 62.52% | 63.65% | 55.18% |

### Female - Math Total




| | 2002-2003 | 2003-2004 | 2004-05 |
|---|---|---|---|
| High | 11.89% | 8.13% | 7.54% |
| Intermediate | 50.63% | 55.95% | 49.37% |
| Low | 29.37% | 35.92% | 43.09% |
| %Proficient | 62.52% | 64.08% | 56.91% |

### Male - Math Total

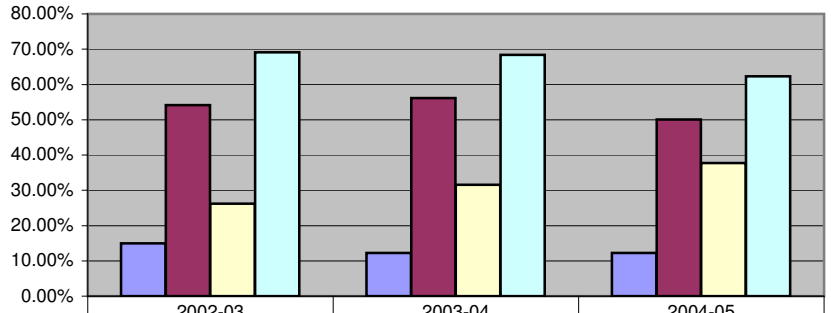



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 14.77% | 13.85% | 14.48% |
| Math Intermediate | 51.53% | 51.92% | 50.88% |
| Math Low | 25.41% | 34.23% | 34.64% |
| Math % Proficient | 66.30% | 65.77% | 65.36% |

## Annual Progress Report - 2004-2005 Academic Year:

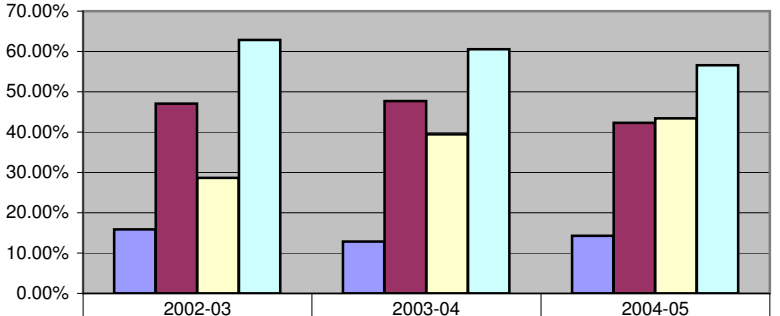
## ITED 11TH GRADE - Gender Disaggregated Achievement Data

### Female - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 14.98% | 12.29% | 12.21% |
| Science Intermediate | 54.12% | 56.14% | 50.09% |
| Science Low | 26.22% | 31.57% | 37.70% |
| Science % Proficient | 69.10% | 68.43% | 62.30% |

### Male - Science Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 15.86% | 12.88% | 14.29% |
| Science Intermediate | 47.03% | 47.69% | 42.27% |
| Science Low | 28.65% | 39.42% | 43.44% |
| Science % Proficient | 62.89% | 60.57% | 56.56% |

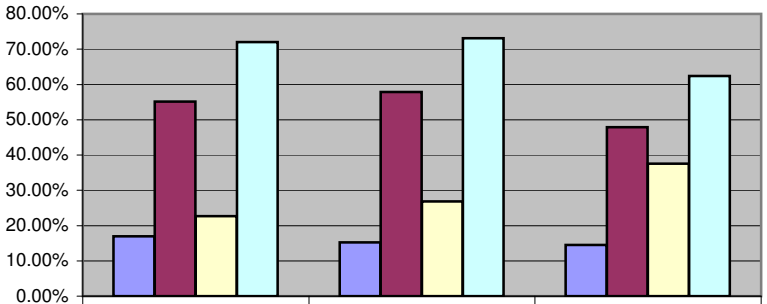
## Gender Disaggregated Percent Participating - Grade 11

| | Gender | # Part | # Enrolled | % Part |
|---|---|---|---|---|
| 2002-03 | Female | 534 | 615 | 86.83% |
| | Male | 555 | 648 | 85.65% |
| | Total | 1089 | 1263 | 86.22% |
| | | | | |
| | Gender | Participating | Enrolled | Percent |
| 2003-04 | Female | 529 | 538 | 98.33% |
| | Male | 521 | 537 | 97.02% |
| | Total | 1050 | 1075 | 97.67% |
| | | | | |
| | Gender | Participating | Enrolled | Percent |
| 2004-05 | Female | 557 | 560 | 99.46% |
| | Male | 511 | 516 | 99.03% |
| | Total | 1068 | 1076 | 99.26% |

## Annual Progress Report - 2004-2005 Academic Year:

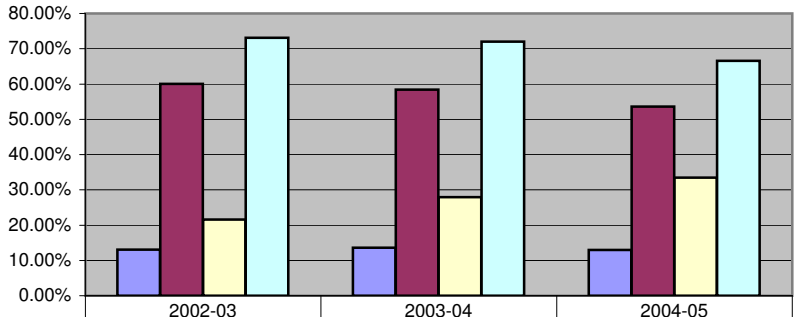
## ITED 11TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Euro American - Reading Comprehension



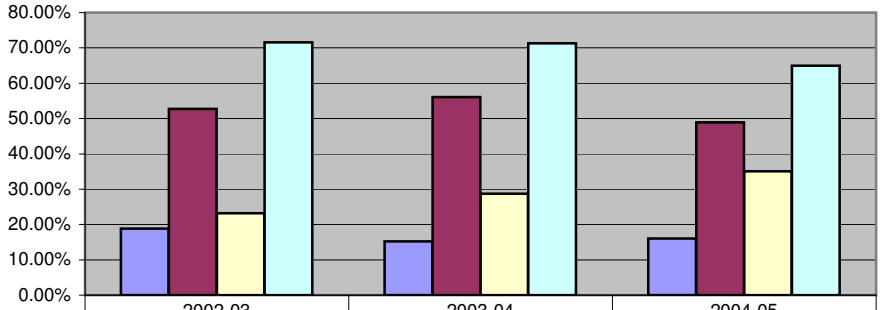

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 16.92% | 15.21% | 14.55% |
| Reading Intermediate | 55.11% | 57.91% | 47.89% |
| Reading Low | 22.68% | 26.87% | 37.56% |
| Reading % Proficient | 72.03% | 73.13% | 62.44% |

### Euro American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 13.04% | 13.62% | 12.94% |
| Math Intermediate | 60.05% | 58.40% | 53.61% |
| Math Low | 21.62% | 27.98% | 33.46% |
| Math % Proficient | 73.09% | 72.02% | 66.55% |

### Euro American - Science Total

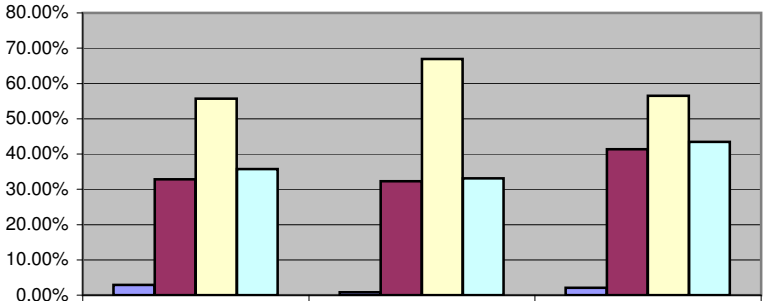



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 18.80% | 15.21% | 16.04% |
| Science Intermediate | 52.76% | 56.07% | 48.88% |
| Science Low | 23.15% | 28.71% | 35.07% |
| Science % Proficient | 71.56% | 71.28% | 64.92% |

## Annual Progress Report - 2004-2005 Academic Year:

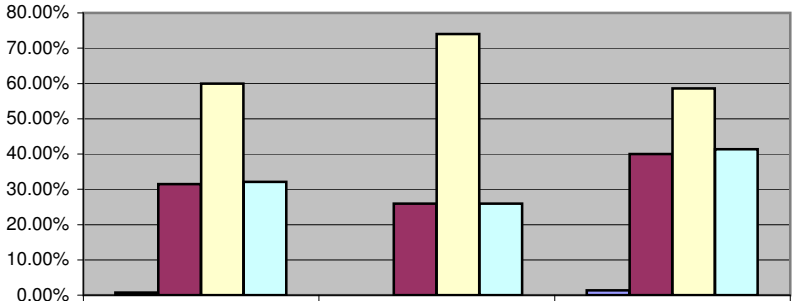
## ITED 11TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### African American - Reading Comprehension



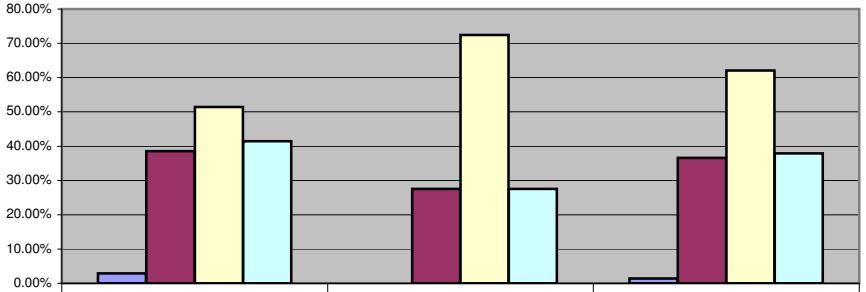

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 2.86% | 0.79% | 2.07% |
| Reading Intermediate | 32.86% | 32.28% | 41.38% |
| Reading Low | 55.71% | 66.93% | 56.55% |
| Reading % Proficient | 35.72% | 33.07% | 43.45% |

### African American - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 0.71% | 0.00% | 1.38% |
| Math Intermediate | 31.43% | 25.98% | 40.00% |
| Math Low | 60.00% | 74.02% | 58.62% |
| Math % Proficient | 32.14% | 25.98% | 41.38% |

### African American - Science Total

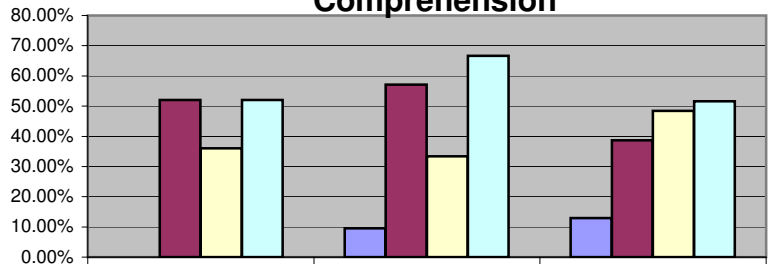



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Series1 | 2.86% | 0.00% | 1.38% |
| Science Intermediate | 38.57% | 27.56% | 36.55% |
| Science Low | 51.43% | 72.44% | 62.07% |
| Science % Proficient | 41.43% | 27.56% | 37.93% |

## Annual Progress Report - 2004-2005 Academic Year:

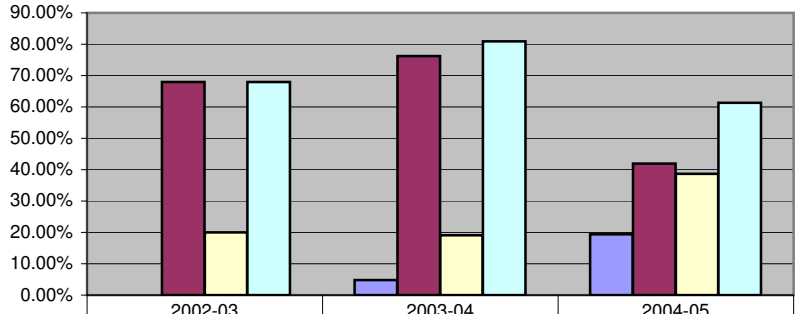
## ITED 11TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Asian American/Pacific Islander - Reading Comprehension



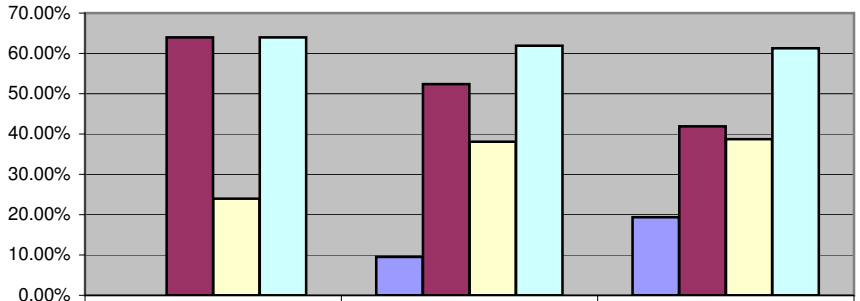

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 0.00% | 9.52% | 12.90% |
| Reading Intermediate | 52.00% | 57.14% | 38.71% |
| Reading Low | 36.00% | 33.33% | 48.39% |
| Reading % Proficient | 52.00% | 66.67% | 51.61% |

### Asian American/Pacific Islander - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 0.00% | 4.76% | 19.35% |
| Math Intermediate | 68.00% | 76.19% | 41.94% |
| Math Low | 20.00% | 19.05% | 38.71% |
| Math % Proficient | 68.00% | 80.95% | 61.29% |

### Asian American/Pacific Islander - Science Total

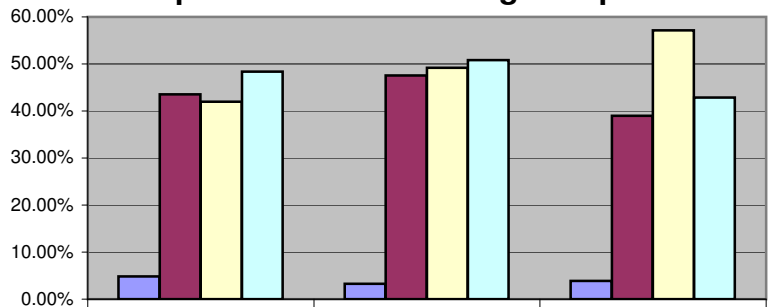



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 0.00% | 9.52% | 19.35% |
| Science Intermediate | 64.00% | 52.38% | 41.94% |
| Science Low | 24.00% | 38.10% | 38.71% |
| Science % Proficient | 64.00% | 61.90% | 61.29% |

# Annual Progress Report - 2004-2005 Academic Year:

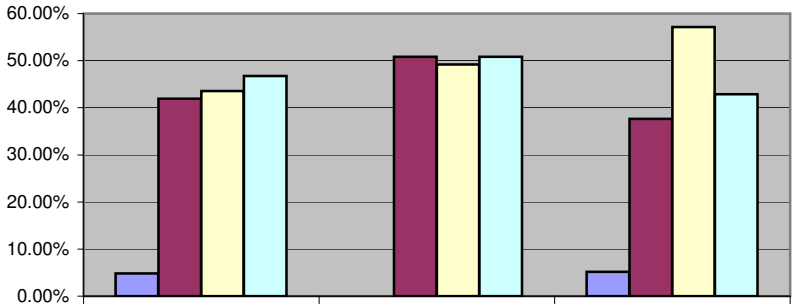
## ITED 11TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### Hispanic/Latino - Reading Comprehension



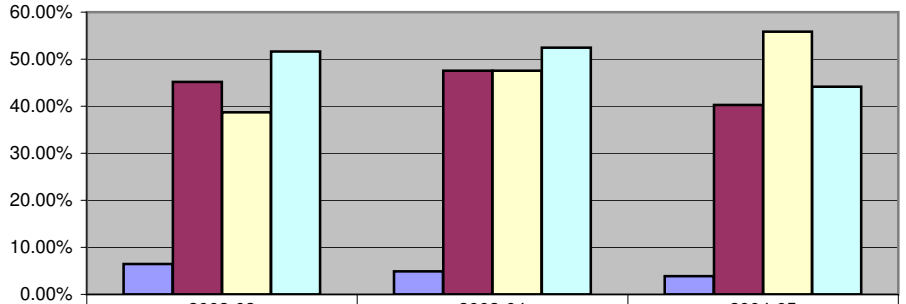

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 4.84% | 3.28% | 3.90% |
| Reading Intermediate | 43.55% | 47.54% | 38.96% |
| Reading Low | 41.94% | 49.18% | 57.14% |
| Reading % Proficient | 48.39% | 50.82% | 42.86% |

### Hispanic/Latino - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 4.84% | 0.00% | 5.19% |
| Math Intermediate | 41.94% | 50.82% | 37.66% |
| Math Low | 43.55% | 49.18% | 57.14% |
| Math % Proficient | 46.78% | 50.82% | 42.85% |

### Hispanic/Latino - Science Total

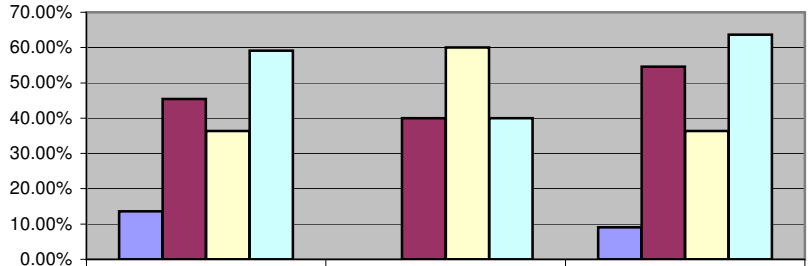



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 6.45% | 4.92% | 3.90% |
| Science Intermediate | 45.16% | 47.54% | 40.26% |
| Science Low | 38.71% | 47.54% | 55.84% |
| Science % Proficient | 51.61% | 52.46% | 44.16% |

## Annual Progress Report - 2004-2005 Academic Year:

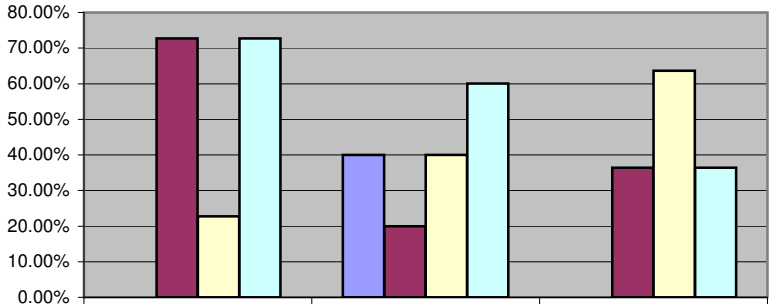
## ITED 11TH GRADE - Race/Ethnicity Disaggregated Achievement Data

### American Indian/Alaskan Native - Reading Comprehension



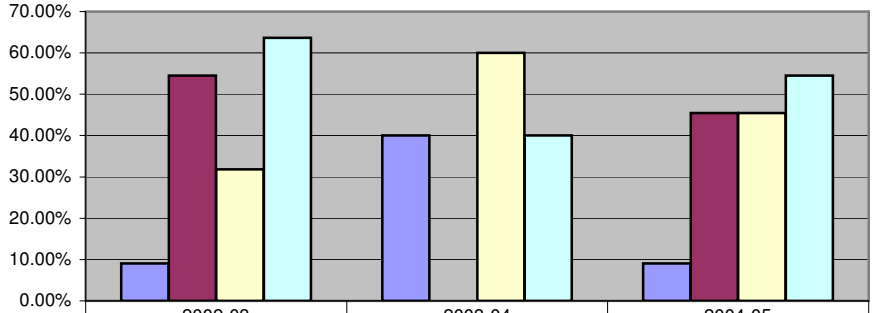

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 13.64% | 0.00% | 9.09% |
| Reading Intermediate | 45.45% | 40.00% | 54.55% |
| Reading Low | 36.36% | 60.00% | 36.36% |
| Reading % Proficient | 59.09% | 40.00% | 63.64% |

### American Indian/Alaskan Native - Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 0.00% | 40.00% | 0.00% |
| Math Intermediate | 72.73% | 20.00% | 36.36% |
| Math Low | 22.73% | 40.00% | 63.64% |
| Math % Proficient | 72.73% | 60.00% | 36.36% |

### American Indian/Alaskan Native - Science Total

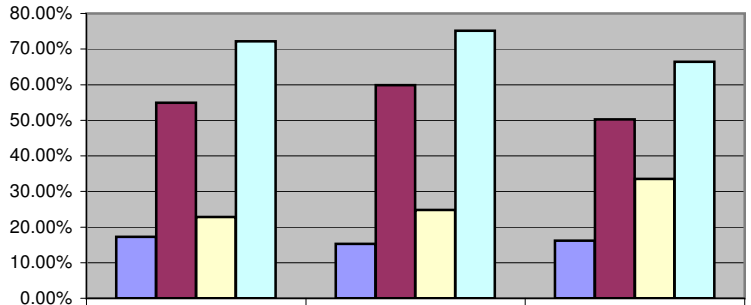



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 9.09% | 40.00% | 9.09% |
| Science Intermediate | 54.55% | 0.00% | 45.45% |
| Science Low | 31.82% | 60.00% | 45.45% |
| Science % Proficient | 63.64% | 40.00% | 54.54% |

## Annual Progress Report - 2004-2005 Academic Year:

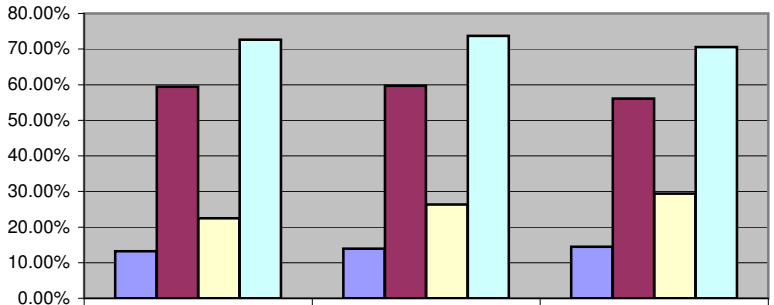
## ITED 11TH GRADE - Socioeconomic Status - NOT ELIGIBLE

### Reading Comprehension



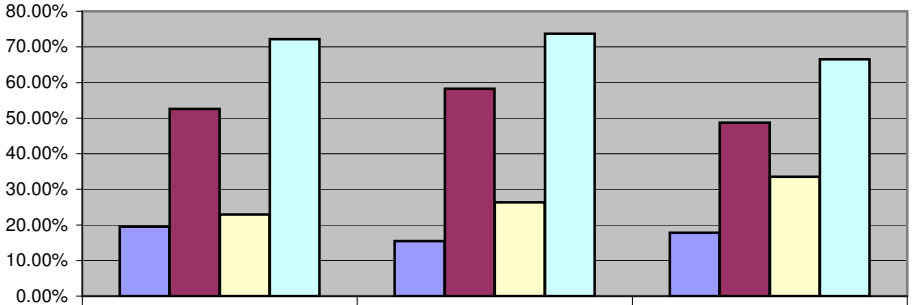

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 17.28% | 15.30% | 16.19% |
| Reading Intermediate | 54.88% | 59.87% | 50.28% |
| Reading Low | 22.82% | 24.83% | 33.52% |
| Reading % Proficient | 72.16% | 75.17% | 66.47% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 13.24% | 13.96% | 14.49% |
| Math Intermediate | 59.39% | 59.73% | 56.11% |
| Math Low | 22.45% | 26.31% | 29.40% |
| Math % Proficient | 72.63% | 73.69% | 70.60% |

### Science Total

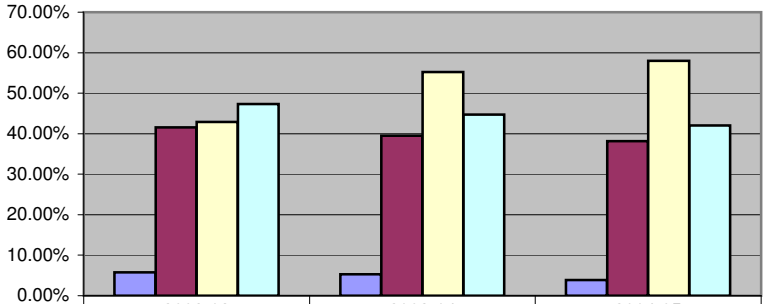



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 19.55% | 15.44% | 17.76% |
| Science Intermediate | 52.59% | 58.26% | 48.72% |
| Science Low | 22.95% | 26.31% | 33.52% |
| Science % Proficient | 72.14% | 73.70% | 66.48% |

# Annual Progress Report - 2004-2005 Academic Year:

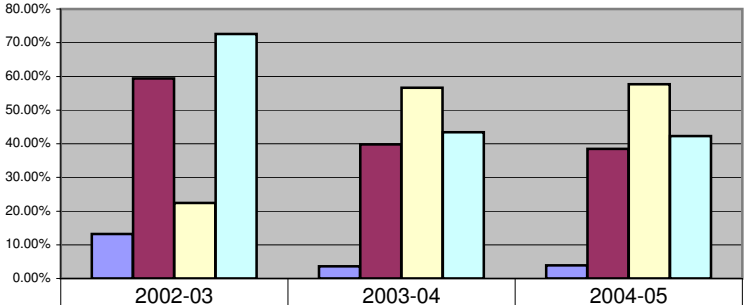
## ITED 11TH GRADE - Socioeconomic Status - ELIGIBLE

### Reading Comprehension



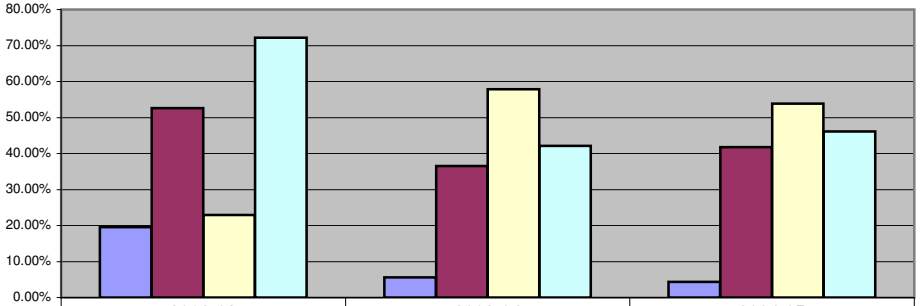

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Reading High | 5.74% | 5.26% | 3.85% |
| Reading Intermediate | 41.55% | 39.47% | 38.19% |
| Reading Low | 42.91% | 55.26% | 57.97% |
| Reading % Proficient | 47.29% | 44.73% | 42.04% |

### Math Total




| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Math High | 13.24% | 3.62% | 3.85% |
| Math Intermediate | 59.39% | 39.80% | 38.46% |
| Math Low | 22.45% | 56.58% | 57.69% |
| Math % Proficient | 72.63% | 43.42% | 42.31% |

### Science Total

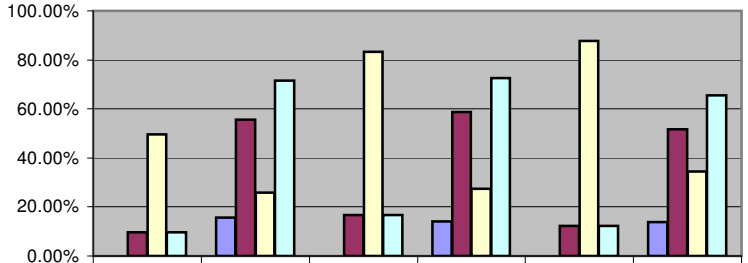



| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Science High | 19.55% | 5.59% | 4.40% |
| Science Intermediate | 52.59% | 36.51% | 41.76% |
| Science Low | 22.95% | 57.89% | 53.85% |
| Science % Proficient | 72.14% | 42.10% | 46.16% |

## Annual Progress Report - 2004-2005 Academic Year:

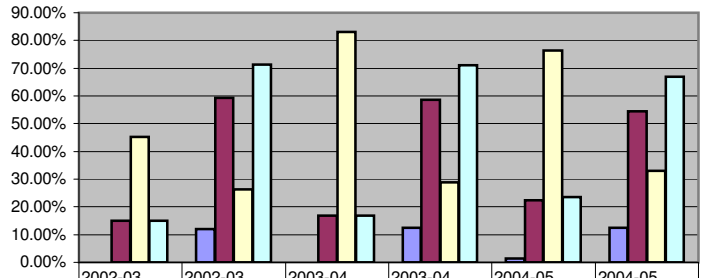
## ITED 11TH GRADE - Students With Disabilities

### Reading Comprehension



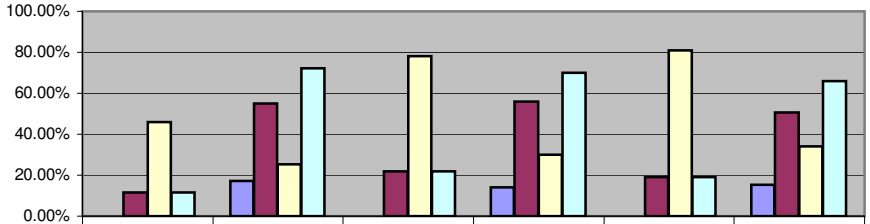

| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Reading High | 0.00% | 15.78% | 0.00% | 13.98% | 0.00% | 13.91% |
| Reading Intermediate | 9.73% | 55.74% | 16.81% | 58.71% | 12.16% | 51.63% |
| Reading Low | 49.56% | 25.82% | 83.19% | 27.31% | 87.84% | 34.46% |
| Reading % Proficient | 9.73% | 71.52% | 16.81% | 72.69% | 12.16% | 65.54% |

### Math Total




| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Math High | 0.00% | 11.99% | 0.00% | 12.37% | 1.35% | 12.39% |
| Math Intermediate | 15.04% | 59.22% | 16.81% | 58.71% | 22.30% | 54.57% |
| Math Low | 45.13% | 26.23% | 83.19% | 28.92% | 76.35% | 33.04% |
| Math % Proficient | 15.04% | 71.21% | 16.81% | 71.08% | 23.65% | 66.96% |

### Science Total

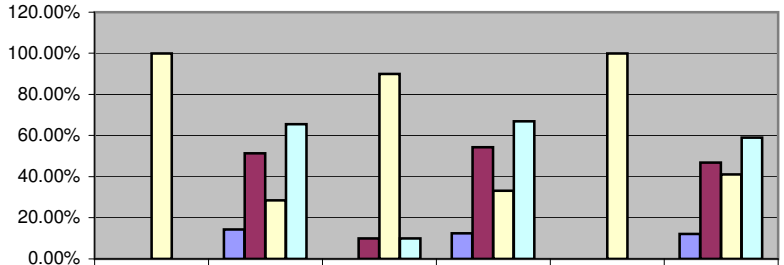



| | 2002-03 IEP | 2002-03 NO IEP | 2003-04 IEP | 2003-04 NO IEP | 2004-05 IEP | 2004-05 NO IEP |
|---|---|---|---|---|---|---|
| Science High | 0.00% | 17.21% | 0.00% | 14.19% | 0.00% | 15.33% |
| Science Intermediate | 11.50% | 55.02% | 21.85% | 55.81% | 18.92% | 50.76% |
| Science Low | 46.02% | 25.31% | 78.15% | 30.00% | 81.08% | 33.91% |
| Science % Proficient | 11.50% | 72.23% | 21.85% | 70.00% | 18.92% | 66.09% |

# Annual Progress Report - 2004-2005 Academic Year:

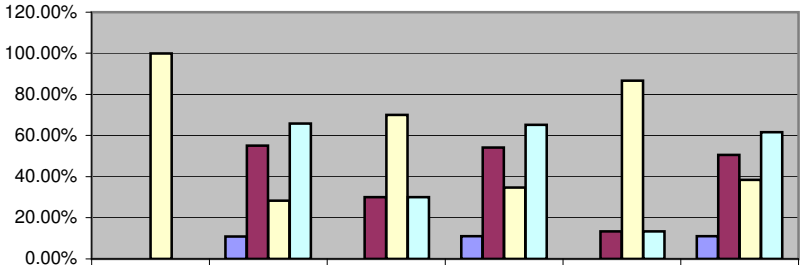
## ITED 11TH GRADE - ELL Students

### Reading Comprehension



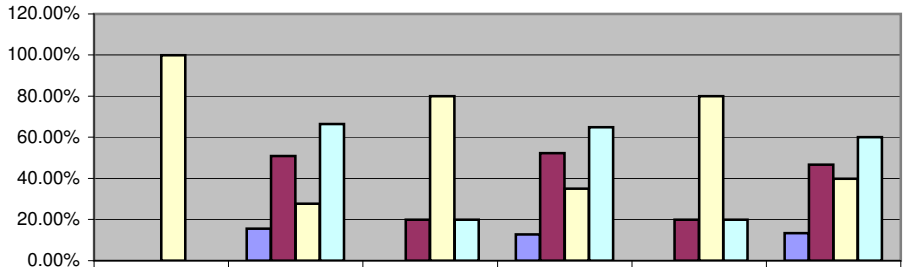

| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Reading High | 0.00% | 14.25% | 0.00% | 12.51% | 0.00% | 12.16% |
| Reading Intermediate | 0.00% | 51.34% | 10.00% | 54.38% | 0.00% | 46.82% |
| Reading Low | 100.00% | 28.49% | 90.00% | 33.11% | 100.00% | 41.03% |
| Reading % Proficient | 0.00% | 65.59% | 10.00% | 66.89% | 0.00% | 58.98% |

### Math Total




| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Math High | 0.00% | 10.82% | 0.00% | 11.07% | 0.00% | 11.02% |
| Math Intermediate | 0.00% | 55.04% | 30.00% | 54.19% | 13.33% | 50.62% |
| Math Low | 100.00% | 28.40% | 70.00% | 34.74% | 86.67% | 38.37% |
| Math % Proficient | 0.00% | 65.86% | 30.00% | 65.26% | 13.33% | 61.64% |

### Science Total




| | 2002-03 ELL | 2002-03 NO ELL | 2003-04 ELL | 2003-04 NO ELL | 2004-05 ELL | 2004-05 NO ELL |
|---|---|---|---|---|---|---|
| Science High | 0.00% | 15.54% | 0.00% | 12.70% | 0.00% | 13.39% |
| Science Intermediate | 0.00% | 50.88% | 20.00% | 52.26% | 20.00% | 46.72% |
| Science Low | 100.00% | 27.66% | 80.00% | 35.03% | 80.00% | 39.89% |
| Science % Proficient | 0.00% | 66.42% | 20.00% | 64.97% | 20.00% | 60.11% |

## Annual Progress Report – 2004-2005 Academic Year:

# Student Achievement Data – Local, State, and National Comparisons

## ITBS and ITED Percent Proficient

**Content Area: Reading 2004-2005**

| Grade | Local | State | National |
|---|---|---|---|
| 4 | 72.7 | 76.7 | 60.0 |
| 8 | 57.6 | 69.4 | 60.0 |
| 11 | 58.2 | 76.8 | 60.0 |

**Content Area: Mathematics 2004-2005**

| Grade | Local | State | National |
|---|---|---|---|
| 4 | 75.0 | 76.8 | 60.0 |
| 8 | 56.6 | 72.2 | 60.0 |
| 11 | 61.0 | 78.5 | 60.0 |

**Content Area: Science 2004-2005**

| Grade | Local | State | National |
|---|---|---|---|
| 4 | 72.5 | na | na |
| 8 | 66.7 | 78.0 | 60.0 |
| 11 | 59.6 | 79.0 | 60.0 |

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 | Grade11 | 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 |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Reading**

**Names of Assessments: Degrees of Reading Power, Basic Reading Inventory**
**Grade Span: 3-5, 6-8, 9-12**
**Grade Assessed: 6, 9**

### Degrees of Reading Power - Grade 6 - 2002-2003 School Year

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| **Form G-6** | | | | | | |
| Smart | 6-8 | 238 | 6 | 24.3% | 15.5% | 60.2% |
| Sudlow | 6-8 | 232 | 6 | 40.4% | 10.8% | 48.8% |
| Walcott | 6-8 | 148 | 6 | 48.6% | 15.3% | 36.1% |
| Williams | 6-8 | 262 | 6 | 35.8% | 12.5% | 51.7% |
| Wood | 6-8 | 250 | 6 | 47.9% | 11.8% | 40.3% |
| Young | 6-8 | 125 | 6 | 42.2% | 8.8% | 49.0% |
| Kimb Cent | 6-8 | 5 | 6 | 0.0% | 33.3% | 66.7% |
| **District** | **6-8** | **1260** | **6** | **39.7%** | **12.7%** | **47.7%** |
| | | | | | | |
| **Form G-4** | | | | | | |
| Central | 9-12 | 353 | 9 | 49.0% | 20.2% | 30.8% |
| North | 9-12 | 275 | 9 | 38.4% | 21.6% | 40.0% |
| West | 9-12 | 655 | 9 | 41.5% | 22.8% | 35.8% |
| Kimb Cent | 9-12 | 98 | 9 | 9.5% | 24.3% | 66.2% |
| **District** | **9-12** | **1381** | **9** | **41.0%** | **21.9%** | **37.1%** |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Reading**

**Names of Assessments: Degrees of Reading Power, Basic Reading Inventory**
**Grade Span: 3-5, 6-8, 9-12**
**Grade Assessed 6, 9**

### Degrees of Reading Power - Grade 6 - 2003-2004 School Year

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| **Form G-6** | | | | | | |
| Smart | 6-8 | 206 | 6 | 21.4% | 11.7% | 67.0% |
| Sudlow | 6-8 | 234 | 6 | 52.1% | 11.1% | 36.8% |
| Walcott | 6-8 | 129 | 6 | 48.8% | 10.9% | 40.3% |
| Williams | 6-8 | 268 | 6 | 38.4% | 13.1% | 48.6% |
| Wood | 6-8 | 244 | 6 | 40.6% | 14.3% | 45.1% |
| Young | 6-8 | 115 | 6 | 16.5% | 10.4% | 73.0% |
| Kimb Cent | 6-8 | 1 | 6 | 100.0% | 0.0% | 0.0% |
| **District** | **6-8** | **1197** | **6** | **37.7%** | **12.2%** | **50.1%** |
| | | | | | | |
| **Form G-4** | | | | | | |
| Central | 9-12 | 370 | 9 | 49.2% | 20.0% | 30.8% |
| North | 9-12 | 252 | 9 | 38.1% | 22.2% | 39.7% |
| West | 9-12 | 558 | 9 | 40.5% | 22.4% | 37.1% |
| Kimb Cent E | 9-12 | 17 | 9 | 11.8% | 17.7% | 70.5% |
| Kimb Cent W | 9-12 | 12 | 9 | 8.3% | 0.0% | 91.7% |
| **District** | **9-12** | **1197** | **9** | **41.9%** | **21.3%** | **36.7%** |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Reading**

**Names of Assessments: Degrees of Reading Power, Basic Reading Inventory**
**Grade Span: 3-5, 6-8, 9-12**
**Grade Assessed: 6, 9**

### Degrees of Reading Power - Grade 6 - 2004-2005 School Year

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| **Form G-6** | | | | | | |
| Smart | 6-8 | 203 | 6 | 26.11% | 13.30% | 60.59% |
| Sudlow | 6-8 | 206 | 6 | 40.29% | 15.05% | 44.66% |
| Walcott | 6-8 | 140 | 6 | 47.14% | 15.00% | 37.86% |
| Williams | 6-8 | 265 | 6 | 38.49% | 15.47% | 46.04% |
| Wood | 6-8 | 266 | 6 | 36.84% | 13.91% | 49.25% |
| Young | 6-8 | 119 | 6 | 26.05% | 8.40% | 65.55% |
| Kimb Cent | 6-8 | 4 | 6 | 25.00% | 0.00% | 75.00% |
| **District** | **6-8** | **1203** | **6** | **36.08%** | **13.88%** | **50.04%** |
| | | | | | | |
| **Form G-4** | | | | | | |
| Central | 9-12 | 366 | 9 | 43.17% | 21.31% | 35.52% |
| North | 9-12 | 240 | 9 | 32.50% | 22.50% | 45.00% |
| West | 9-12 | 486 | 9 | 40.33% | 21.81% | 37.86% |
| Kimb Cent | 9-12 | 58 | 9 | 14.00% | 10.00% | 76.00% |
| **District** | **9-12** | **1150** | **9** | **38.26%** | **21.22%** | **40.52%** |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Reading**

**Names of Assessments: Degrees of Reading Power, Basic Reading Inventory**
**Grade Span: 3-5, 6-8, 9-12**
**Grade Assessed: 6, 9**

### Basic Reading Inventory - Grade 5 - 2002-2003 School Year

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| Adams | K-5 | 112 | 5 | 42.0% | 42.9% | 15.2% |
| Blue Grass | K-5 | 53 | 5 | 18.9% | 79.3% | 1.9% |
| Buchanan | K-5 | 75 | 5 | 0.0% | 74.7% | 25.3% |
| Buffalo | K-5 | 47 | 5 | 38.4% | 51.1% | 10.6% |
| Eisenhower | K-5 | 75 | 5 | 30.8% | 55.4% | 13.8% |
| Fillmore | K-5 | 55 | 5 | 60.0% | 32.7% | 7.3% |
| Garfield | K-5 | 101 | 5 | 50.5% | 40.6% | 9.9% |
| Harrison | K-5 | 79 | 5 | 48.1% | 48.1% | 3.8% |
| Hayes | K-5 | 70 | 5 | 18.6% | 70.0% | 11.4% |
| Jackson | K-5 | 46 | 5 | 32.6% | 54.4% | 13.0% |
| Jeff-Edison | K-5 | 90 | 5 | 15.6% | 40.0% | 44.4% |
| Lincoln | K-5 | 35 | 5 | 40.0% | 34.3% | 25.7% |
| Madison | K-5 | 44 | 5 | 25.0% | 68.2% | 6.8% |
| McKinley | K-5 | 52 | 5 | 15.4% | 34.6% | 50.0% |
| Monroe | K-5 | 73 | 5 | 53.4% | 43.8% | 2.7% |
| Truman | K-5 | 62 | 5 | 47.7% | 44.6% | 7.7% |
| Walcott | K-5 | 33 | 5 | 51.5% | 48.5% | 0.0% |
| Washington | K-5 | 49 | 5 | 28.6% | 71.4% | 0.0% |
| Wilson | K-5 | 103 | 5 | 7.8% | 67.9% | 24.3% |
| **District** | **K-5** | **1254** | **5** | **49.1%** | **27.6%** | **23.3%** |

*2002-2003 is the first year for administering the BRI at 5th grade.



### Basic Reading Inventory - Grade 5 - 2003-2004 School Year

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| Adams | K-5 | 99 | 5 | N/A | 88.9% | 11.1% |
| Blue Grass | K-5 | 51 | 5 | N/A | 90.2% | 9.8% |
| Buchanan | K-5 | 64 | 5 | N/A | 84.4% | 15.6% |
| Buffalo | K-5 | 62 | 5 | N/A | 80.6% | 19.4% |
| Eisenhower | K-5 | 73 | 5 | N/A | 83.6% | 16.4% |
| Fillmore | K-5 | 78 | 5 | N/A | 74.4% | 26.5% |
| Garfield | K-5 | 65 | 5 | N/A | 83.1% | 16.9% |
| Harrison | K-5 | 90 | 5 | N/A | 96.7% | 3.3% |
| Hayes | K-5 | 47 | 5 | N/A | 84.8% | 15.2% |
| Jackson | K-5 | 49 | 5 | N/A | 81.6% | 18.4% |
| Jeff-Edison | K-5 | 43 | 5 | N/A | 69.6% | 30.4% |
| Lincoln | K-5 | 49 | 5 | N/A | 91.8% | 8.2% |
| Madison | K-5 | 64 | 5 | N/A | 87.5% | 12.5% |
| McKinley | K-5 | 61 | 5 | N/A | 86.9% | 13.1% |
| Monroe | K-5 | 76 | 5 | N/A | 89.5% | 10.5% |
| Truman | K-5 | 50 | 5 | N/A | 96.0% | 4.0% |
| Walcott | K-5 | 29 | 5 | N/A | 79.3% | 20.7% |
| Washington | K-5 | 38 | 5 | N/A | 71.1% | 28.9% |
| Wilson | K-5 | 126 | 5 | N/A | 85.7% | 14.3% |
| **District** | **K-5** | **1214** | **5** | **N/A** | **85.2%** | **14.8%** |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Reading**

**Names of Assessments: Degrees of Reading Power, Basic Reading Inventory**
**Grade Span: 3-5, 6-8, 9-12**
**Grade Assessed: 6, 9**

**Basic Reading Inventory - Grade 5 - 2004-2005 School Year**

| School | Grade Span | Total Number Tested | Grade Level | Exceeds | Meets | Needs |
|---|---|---|---|---|---|---|
| Adams | K-5 | 84 | 5 | NA | 82.1% | 17.9% |
| Blue Grass | K-5 | 57 | 5 | NA | 86.0% | 14.0% |
| Buchanan | K-5 | 71 | 5 | NA | 87.3% | 12.7% |
| Buffalo | K-5 | 47 | 5 | NA | 66.0% | 34.0% |
| Eisenhower | K-5 | 66 | 5 | NA | 80.3% | 19.7% |
| Fillmore | K-5 | 56 | 5 | NA | 83.9% | 16.1% |
| Garfield | K-5 | 82 | 5 | NA | 87.8% | 12.2% |
| Harrison | K-5 | 81 | 5 | NA | 88.9% | 11.1% |
| Hayes | K-5 | 56 | 5 | NA | 89.3% | 10.7% |
| Jackson | K-5 | 69 | 5 | NA | 88.4% | 11.6% |
| Jeff-Edison | K-5 | 79 | 5 | NA | 74.0% | 26.0% |
| Lincoln | K-5 | 38 | 5 | NA | 73.7% | 26.3% |
| Madison | K-5 | 43 | 5 | NA | 93.0% | 7.0% |
| McKinley | K-5 | 56 | 5 | NA | 78.6% | 21.4% |
| Monroe | K-5 | 55 | 5 | NA | 78.2% | 21.8% |
| Truman | K-5 | 55 | 5 | NA | 94.5% | 5.5% |
| Walcott | K-5 | 40 | 5 | NA | 95.0% | 5.0% |
| Washington | K-5 | 44 | 5 | NA | 86.4% | 13.6% |
| Wilson | K-5 | 79 | 5 | NA | 96.2% | 3.8% |
| **District** | **K-5** | **1158** | **5** | **NA** | **84.9%** | **15.1%** |

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Mathematics**

**Name of Assessment: Growing With Math**
**Grade Span: 3-5**
**Grade Assessed: 3,4,5**

**Goal: Increase student achievement in mathematics**

**New Assessment for the 2004-2005 School Year**

### Grade 4: Comprehensive Math (District)

| | 2004-2005 |
|---|---|
| Exceeds | 2.45% |
| Meets | 42.56% |
| Needs | 54.99% |
| % Proficient | 45.01% |

# Annual Progress Report - 2004-2005 Academic Year:

## District Wide Multiple Assessment Data - Mathematics

### Grade 8: Performance Sub-Skill - Algebra and Functions (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 32.86% | 38.73% | 38.17% |
| Meets | 56.43% | 48.55% | 31.66% |
| Needs | 10.71% | 12.72% | 30.16% |
| % Proficient | 89.29% | 87.28% | 69.83% |

*New Assessment - Algebra Thinking II - Assessment 2

### Grade 11: Performance Sub-Skill - Algebra I - Algebra and Functions (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 11.77% | 9.09% | 13.51% |
| Meets | 35.29% | 46.97% | 35.14% |
| Needs | 52.94% | 43.94% | 51.35% |
| % Proficient | 47.06% | 56.06% | 48.65% |

*New Assessment - Algebra 5B

### Grade 11: Performance Sub-Skill - PreCalculus I - Algebra and Functions (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 37.50% | 36.62% | 39.74% |
| Meets | 42.19% | 34.51% | 38.46% |
| Needs | 20.31% | 28.87% | 21.79% |
| % Proficient | 79.69% | 71.13% | 78.20% |

*New Assessment Pre Calculus - Assessment 1

### Grade 11: Performance Sub-Skill - AP Calculus II - Algebra and Functions (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 53.85% | 69.23% | 75.00% |
| Meets | 30.77% | 23.08% | 25.00% |
| Needs | 15.38% | 7.69% | 0.00% |
| % Proficient | 84.62% | 92.31% | 100.00% |

*New Assessment AP Calculus - Assessment 4

## Annual Progress Report - 2004-2005 Academic Year:

**District Wide Multiple Assessment Data - Science**

**Name of Assessment: Science**
**Grade Span: 6-8, 9-12**
**Grade Assessed: 8, 11**
**Goal: Increase student achievement in science**

### Grade 8: Performance Sub-Skill - Physical Science (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 60.34% | 42.71% | 58.73% |
| Meets | 34.22% | 42.26% | 30.95% |
| Needs | 5.44% | 15.03% | 10.32% |
| % Proficient | 94.56% | 84.97% | 89.68% |

*New Assessment - Science - Assessment 6

### Grade 11: Performance Sub-Skill - Chemistry (District)

| | 2002-2003 | 2003-2004 | 2004-2005* |
|---|---|---|---|
| Exceeds | 35.64% | 27.43% | 14.29% |
| Meets | 50.00% | 46.84% | 62.34% |
| Needs | 14.36% | 25.73% | 23.38% |
| % Proficient | 85.64% | 74.27% | 76.63% |

*New Assessment - Chemistry - Assessment 1

# Annual Progress Report - 2004-2005 Academic Year

| Comparison of 2003-2004 to 2004-2005 | Annual improvement goal for 2004-05: The achievement gap for each subgroup will decrease by an average of 7 percentage points in reading comprehension | | | | Annual improvement goal for 2004-05: The achievement gap for each subgroup will decrease by an average of 7 percentage points in math | | | | Annual improvement goal for 2004-05: The achievement gap for each subgroup will decrease by an average of 7 percentage points in science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Grade 4 Reading | Grade 8 Reading | Grade II Reading | Average Change in Reading | Grade 4 Math | Grade 8 Math | Grade II Math | Average Change in Math | Grade 4 Science | Grade 8 Science | Grade II Science | Average Change in Science |
| Increase/decrease in % African American student proficiency | 4.90% | 1.53% | 10.38% | 5.60% | 14.82% | 0.43% | 15.40% | 10.22% | 2.26% | 5.08% | 10.37% | 5.90% |
| Increase/decrease in % Euro American student proficiency | 7.13% | 1.69% | -10.69% | -0.62% | 3.96% | 3.00% | -5.47% | 0.50% | -0.86% | 5.63% | -6.36% | -0.53% |
| INCREASE/DECREASE IN GAP | 2.23% | 0.16% | **-21.07%** | **-6.23%** | **-10.86%** | 2.57% | **-20.87%** | **-9.72%** | **-3.12%** | 0.55% | **-16.73%** | **-6.43%** |
| Increase/decrease in % Hispanic student proficiency | 23.27% | 0.94% | -7.96% | 5.42% | 10.83% | 14.12% | -7.97% | 5.66% | 8.86% | 10.80% | -8.30% | 3.79% |
| Increase/decrease in % Euro American student proficiency | 7.13% | 1.69% | -10.69% | -0.62% | 3.96% | 3.00% | -5.47% | 0.50% | -0.86% | 5.63% | -6.36% | -0.53% |
| INCREASE/DECREASE IN GAP | **-16.14%** | 0.75% | **-2.73%** | **-6.04%** | **-6.87%** | **-11.12%** | 2.50% | **-5.16%** | **-9.72%** | **-5.17%** | 1.94% | **-4.32%** |
| Increase/decrease in % Low SES student proficiency | 12.52% | 2.04% | -2.69% | 3.96% | 12.15% | 5.27% | -1.11% | 5.44% | 4.73% | 4.44% | 4.06% | 4.41% |
| Increase/decrease in % Euro American student proficiency | 7.13% | 1.69% | -10.69% | -0.62% | 3.96% | 3.00% | -5.47% | 0.50% | -0.86% | 5.63% | -6.36% | -0.53% |
| INCREASE/DECREASE IN GAP | **-5.39%** | **-0.35%** | **-8.00%** | **-4.58%** | **-8.19%** | **-2.27%** | **-4.36%** | **-4.94%** | **-5.59%** | 1.19% | **-10.42%** | **-4.94%** |

Bold Numbers indicate reductions in the achievement gap

Underlined Bold indicate that the annual improvement goal was met

## Annual Progress Report - 2004-2005 Academic Year

Annual improvement goal for 2004-05: The percentage of fourth, eighth, and eleventh grade students scoring in the proficient category on ITBS/ITED in reading, math, and science will increase by an average of 3 percentage points.

| | Year | Grade 4 | Grade 8 | Grade 11 | Average Change |
|---|---|---|---|---|---|
| Reading | 2002-03 | 62.00% | 52.90% | 65.11% | |
| | 2003-04 | 64.83% | 56.11% | 66.35% | |
| | 2004-05 | 72.65% | 57.59% | 58.15% | |
| Difference | | **7.82%** | 1.48% | -8.20% | 0.37% |
| | | | | | |
| Math | 2002-03 | 62.50% | 52.10% | 65.38% | |
| | 2003-04 | 67.59% | 53.10% | 64.92% | |
| | 2004-05 | 75.05% | 56.55% | 60.95% | |
| Difference | | **7.46%** | **3.45%** | -3.97% | 2.31% |
| | | | | | |
| Science | 2002-03 | 66.60% | 65.60% | 65.93% | |
| | 2003-04 | 71.21% | 61.14% | 64.54% | |
| | 2004-05 | 72.49% | 66.67% | 59.55% | |
| Difference | | 1.28% | **5.53%** | -4.99% | 0.61% |

Underlined Bold indicate that the annual improvement goal was met

## Annual Progress Report - 2004-2005 Academic Year

STUDENT ACHIEVEMENT GOAL….

ANNUAL: The percentages of 4th, 8th, and 11th grade students scoring in the proficient category on ITBS/ITED (Iowa Tests of Basic Skills/Iowa Tests of Educational Development) in reading, mathematics, and science will increase by 3 percentage points, and the achievement gap for each subgroup will decrease

LONG-RANGE: By 2006, percentages of 4th, 8th, and 11th grade students scoring in the proficient category on ITBS/ITED in reading, mathematics and science will increase by an average of 3 percentage points, and the achievement gap for each subgroup will decrease by an average of 7 percentage points

Reading:

ITBS/ITED Reading Comprehension Subtest

| Grade | FAY Proficient | | | Difference | Increase in Proficiency | Plus 3% goal met |
|---|---|---|---|---|---|---|
| | 2002-03 | 2003-04 | 2004-05 | | | |
| 4 | 62.00% | 64.83% | 72.65% | 7.82% | yes | yes |
| 8 | 52.90% | 56.11% | 57.59% | 1.48% | yes | no |
| 11 | 65.11% | 66.35% | 58.15% | -8.20% | no | no |

A district wide emphasis on the core subject of reading, especially in the elementary primary grades, continues to be reflected in these reading comprehension subtest results, which show 4th graders increasing their percent proficient by 7.82%. In 8th grade there was an increase of 1.48%.

## Annual Progress Report - 2004-2005 Academic Year

Math:

ITBS/ITED Math Subtest

| Grade | FAY Proficient | | | Difference | Increase in Proficiency | Plus 3% goal met |
|---|---|---|---|---|---|---|
| | 2002-03 | 2003-04 | 2004-05 | | | |
| 4 | 62.50% | 67.59% | 75.05% | 7.46% | yes | yes |
| 8 | 52.10% | 53.10% | 56.55% | 3.45% | yes | yes |
| 11 | 65.38% | 64.92% | 60.95% | -3.97% | no | no |

In 4th and 8th grade, the percentage of students proficient in mathematics increased and exceeded the district's goal. This is the third year that there has been a decline in the math total scores at 11th grade.

Science:

ITBS/ITED Science Subtest

| Grade | FAY Proficient | | | Difference | Increase in Proficiency | Plus 3% goal met |
|---|---|---|---|---|---|---|
| | 2002-03 | 2003-04 | 2004-05 | | | |
| 4 | 66.60% | 71.21% | 72.49% | 1.28% | yes | no |
| 8 | 65.60% | 61.14% | 66.67% | 5.53% | yes | yes |
| 11 | 65.93% | 64.54% | 59.55% | -4.99% | no | no |

Increases in the percentage of students proficient in science were achieved in 4th and 8th grade…with 8th grade exceeding district goals. This is the third year that there has been a decline in the science scores at 11th grade.

# Annual Progress Report - 2004-2005 Academic Year

## Achievement Gap: ITBS/ITED closing the Achievement Gap Between Euro-American Students and Three Other Sub Groups

| Grade & Sub Group | Reading | | Mathematics | | Science | |
|---|---|---|---|---|---|---|
| | Change in Gap | Minus 7% Goal Met | Change in Gap | Minus 7% Goal Met | Change in Gap | Minus 7% Goal Met |
| 4th Afr Am | 2.23% | no | -10.86% | yes | -3.12% | no |
| 4th Hispanic/Latino | -16.15% | yes | -6.87% | no | -9.72% | yes |
| 4th Low socio Economic | -5.39% | no | -8.19% | yes | -5.59% | no |
| | | | | | | |
| 8th Afr Am | 0.16% | no | 2.57% | no | 0.55% | no |
| 8th Hispanic/Latino | 0.75% | no | -11.12% | yes | -5.17% | no |
| 8th Low socio Economic | -0.35% | no | -2.27% | no | 1.19% | no |
| | | | | | | |
| 11th Afr Am | -21.07% | yes | -20.87% | yes | -16.73% | yes |
| 11th Hispanic/ Latino | -2.73% | no | 2.50% | no | 1.94% | no |
| 11th Low socio Economic | -8.00% | yes | -4.36% | no | -10.42% | yes |

All K-12 students will achieve at high levels in science: The following indicators will measure district progress:

a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grades 9, 10, 11, including data disaggregated by subgroups

b. Percentage of students in grades 4, 8, and 11 who score at the proficient level or above on the district content based performance science assessment

c. Reduction of the achievement gap including the percentage of low SES students and students of color, particularly African American students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grades 9, 10, 11

# Annual Progress Report 2004-2005 School Year

## Additional State Indicators - Dropout Data

The percentage of all students considered as dropouts for grades 7 to 12 for the 2004-2005 school year: 5.2%

| | |
|---|---|
| Total number of dropouts in grades 7-12: | 403 |
| Total number of students in grades 7-12: | 7681 |

The percentage of students considered as dropouts for grades 7 to 12 by gender:

| | |
|---|---|
| Females: | 5.0% |
| Males: | 5.0% |

| | |
|---|---|
| Total number of female dropouts 7-12 | 196 |
| Total number of females in grades 7-12 | 3809 |

| | |
|---|---|
| Total number of male dropouts 7-12 | 207 |
| Total number of males in grades 7-12 | 3872 |

The percentage of students considered as dropouts for grades 7-12 by race/ethnicity:

| | 7-12 | | |
|---|---|---|---|
| | Percent | # Drops | # Enrolled |
| Euro American | 4.2% | 231 | 5736 |
| African American | 8.7% | 112 | 1294 |
| Hispanic/Latino | 6.0% | 30 | 498 |
| American Indian/Alaskan Native | 1.5% | 10 | 65 |
| Asian American/Pacific Islander | 4.4% | 8 | 180 |
| Biracial/Other | 5.9% | 12 | 205 |

The percentage of students with a disability (students with IEP's) considered as dropouts for grades 7 to 12:

| | | | |
|---|---|---|---|
| Total number of dropouts with IEP's 7-12 | 37 | PERCENTAGE | 3.60% |
| Total number of students with IEP's 7-12 | 1026 | | |

# Annual Progress Report 2004-2005 School Year

## Additional State Indicators - Post-Secondary Data

| | |
|---|---|
| The percentage of all high school seniors who intend to pursue post-secondary education/training: | 78.8% |
| The total number of seniors who intend to pursue post-secondary education/training: | 753 |
| The total number of seniors: | 955 |
| The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success: | 59.0% |
| The total number of students achieving a score or status on a measure indicating probable post-secondary success: | 305 |
| The total number of students who took the test: | 514 |
| The percentage of all 2004-2005 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: | 37.0% |
| The total number of high school graduates who completed a core program: | 351 |
| The total number of high school graduates: | 955 |
| The graduation rate for the Davenport Community School District: (2003-04) | 86.3% |
| The graduation rate for the state of Iowa (2003-04) | 89.8% |
| Average Daily Attendance (District) (2003-04) | 93.6% |
| Average Daily Attendance (State) (2003-04) | 95.8% |

## Annual Progress Report - 2004-2005 Academic Year

### Other Locally Determined Indicators - Talented and Gifted

| Elementary Schools | Nat Amer | % Nat Amer | Afr. Amer | % Afr. Amer | Asian | % Asian | Hispanic | % Hispanic | Cau-casian | % Caucasian | Bi-racial | % Biracial | Total | Female | % Female | Male | % Male | Total | SPEC EDUC | ELL | 504 | SES | Solution Focus |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adams | 0 | 0.00% | 0 | 0.00% | 2 | 5.56% | 1 | 2.78% | 31 | 86.11% | 2 | 5.56% | **36** | 19 | 52.78% | 17 | 47.22% | **36** | 2 | 0 | 0 | 6 | 1 |
| Blue Grass | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 4 | 7.27% | 50 | 90.91% | 1 | 1.82% | **55** | 24 | 43.64% | 31 | 56.36% | **55** | 0 | 0 | 0 | 2 | 0 |
| Buchanan | 0 | 0.00% | 3 | 10.71% | 8 | 28.57% | 0 | 0.00% | 14 | 50.00% | 3 | 10.71% | **28** | 16 | 57.14% | 12 | 42.86% | **28** | 0 | 8 | 0 | 17 | 0 |
| Buffalo | 1 | 2.86% | 0 | 0.00% | 0 | 0.00% | 1 | 2.86% | 33 | 94.29% | 0 | 0.00% | **35** | 14 | 40.00% | 21 | 60.00% | **35** | 0 | 0 | 0 | 8 | 1 |
| Eisenhower | 0 | 0.00% | 6 | 6.74% | 5 | 5.62% | 0 | 0.00% | 72 | 80.90% | 6 | 6.74% | **89** | 37 | 41.57% | 52 | 58.43% | **89** | 0 | 0 | 0 | 13 | 0 |
| Fillmore | 0 | 0.00% | 7 | 20.00% | 0 | 0.00% | 1 | 2.86% | 19 | 54.29% | 8 | 22.86% | **35** | 20 | 57.14% | 15 | 42.86% | **35** | 1 | 0 | 0 | 23 | 0 |
| Garfield | 0 | 0.00% | 7 | 10.00% | 2 | 2.86% | 5 | 7.14% | 46 | 65.71% | 10 | 14.29% | **70** | 33 | 47.14% | 37 | 52.86% | **70** | 1 | 0 | 0 | 21 | 3 |
| Harrison | 0 | 0.00% | 5 | 7.14% | 0 | 0.00% | 1 | 1.43% | 59 | 84.29% | 5 | 7.14% | **70** | 42 | 60.00% | 28 | 40.00% | **70** | 0 | 0 | 0 | 4 | 0 |
| Hayes | 0 | 0.00% | 9 | 20.45% | 0 | 0.00% | 4 | 9.09% | 31 | 70.45% | 0 | 0.00% | **44** | 22 | 50.00% | 22 | 50.00% | **44** | 1 | 0 | 0 | 20 | 1 |
| Jackson | 1 | 2.94% | 1 | 2.94% | 1 | 2.94% | 6 | 17.65% | 23 | 67.65% | 2 | 5.88% | **34** | 13 | 38.24% | 21 | 61.76% | **34** | 0 | 0 | 0 | 6 | 0 |
| Lincoln | 0 | 0.00% | 8 | 33.33% | 1 | 4.17% | 1 | 4.17% | 13 | 54.17% | 1 | 4.17% | **24** | 12 | 50.00% | 12 | 50.00% | **24** | 0 | 0 | 0 | 10 | 0 |
| Madison | 0 | 0.00% | 5 | 14.29% | 0 | 0.00% | 1 | 2.86% | 28 | 80.00% | 1 | 2.86% | **35** | 18 | 51.43% | 17 | 48.57% | **35** | 0 | 0 | 0 | 20 | 0 |
| McKinley | 0 | 0.00% | 0 | 0.00% | 9 | 24.32% | 2 | 5.41% | 24 | 64.86% | 2 | 5.41% | **37** | 24 | 64.86% | 13 | 35.14% | **37** | 0 | 0 | 0 | 9 | 0 |
| Monroe | 0 | 0.00% | 5 | 7.14% | 2 | 2.86% | 7 | 10.00% | 48 | 68.57% | 8 | 11.43% | **70** | 29 | 41.43% | 41 | 58.57% | **70** | 2 | 1 | 0 | 59 | 9 |
| Truman | 0 | 0.00% | 3 | 7.89% | 1 | 2.63% | 1 | 2.63% | 30 | 78.95% | 3 | 7.89% | **38** | 26 | 68.42% | 12 | 31.58% | **38** | 0 | 0 | 0 | 9 | 1 |
| Walcott | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 19 | 100.00% | 0 | 0.00% | **19** | 10 | 52.63% | 9 | 47.37% | **19** | 0 | 0 | 0 | 2 | 0 |
| Washington | 0 | 0.00% | 5 | 21.74% | 0 | 0.00% | 4 | 17.39% | 13 | 56.52% | 1 | 4.35% | **23** | 13 | 56.52% | 10 | 43.48% | **23** | 0 | 0 | 1 | 8 | 2 |
| Wilson | 0 | 0.00% | 12 | 19.67% | 4 | 6.56% | 3 | 4.92% | 39 | 63.93% | 3 | 4.92% | **61** | 30 | 49.18% | 31 | 50.82% | **61** | 0 | 5 | 0 | 23 | 0 |
| **Total** | **2** | **0.25%** | **76** | **9.46%** | **35** | **4.36%** | **42** | **5.23%** | **592** | **73.72%** | **56** | **6.97%** | **803** | **402** | **50.06%** | **401** | **49.94%** | **803** | **7** | **14** | **1** | **260** | **18** |
| | | | | | | | | | | | | | | | | | | | | | | | |
| **Intermediate Schools** | | | | | | | | | | | | | **Total** | | | | | | | | | | |
| Smart | 2 | 3.17% | 1 | 1.59% | 5 | 7.94% | 6 | 9.52% | 46 | 73.02% | 3 | 4.76% | **63** | 36 | 57.14% | 27 | 42.86% | **63** | 0 | 0 | 2 | 26 | 3 |
| Sudlow | 1 | 1.14% | 12 | 13.64% | 3 | 3.41% | 3 | 3.41% | 61 | 69.32% | 8 | 9.09% | **88** | 37 | 42.05% | 51 | 57.95% | **88** | 0 | 0 | 0 | 21 | 9 |
| Walcott | 1 | 2.22% | 0 | 0.00% | 1 | 2.22% | 2 | 4.44% | 40 | 88.89% | 1 | 2.22% | **45** | 23 | 51.11% | 22 | 48.89% | **45** | 1 | 0 | 1 | 8 | 0 |
| Williams | 2 | 1.82% | 14 | 12.73% | 9 | 8.18% | 9 | 8.18% | 72 | 65.45% | 4 | 3.64% | **110** | 48 | 43.64% | 62 | 56.36% | **110** | 1 | 6 | 0 | 23 | 1 |
| Wood | 0 | 0.00% | 8 | 7.02% | 2 | 1.75% | 2 | 1.75% | 96 | 84.21% | 6 | 5.26% | **114** | 54 | 47.37% | 60 | 52.63% | **114** | 0 | 0 | 0 | 0 | 0 |
| Young | 0 | 0.00% | 13 | 30.95% | 1 | 2.38% | 2 | 4.76% | 24 | 57.14% | 2 | 4.76% | **42** | 19 | 45.24% | 23 | 54.76% | **42** | 0 | 0 | 0 | 19 | 2 |
| **Total** | **6** | **1.30%** | **48** | **10.39%** | **21** | **4.55%** | **24** | **5.19%** | **339** | **73.38%** | **24** | **5.19%** | **462** | **217** | 46.97% | **245** | 53.03% | **462** | **2** | **6** | **3** | **97** | **15** |
| | | | | | | | | | | | | | | | | | | | | | | | |
| **High Schools** | | | | | | | | | | | | | | | | | | | | | | | |
| Central | 0 | 0.00% | 6 | 15.00% | 2 | 2.17% | 2 | 2.17% | 80 | 86.96% | 2 | 2.17% | **92** | 54 | 58.70% | 38 | 41.30% | **92** | 0 | 0 | 2 | 8 | 0 |
| North | 0 | 0.00% | 3 | 2.13% | 2 | 5.00% | 0 | 0.00% | 35 | 87.50% | 0 | 0.00% | **40** | 26 | 65.00% | 14 | 35.00% | **40** | 0 | 1 | 0 | 7 | 0 |
| West | 0 | 0.00% | 6 | 2.20% | 5 | 3.55% | 6 | 4.26% | 124 | 87.94% | 0 | 0.00% | **141** | 69 | 48.94% | 72 | 51.06% | **141** | 0 | 0 | 0 | 25 | 0 |
| **Totals** | **0** | **0.00%** | **15** | **5.49%** | **9** | **3.30%** | **8** | **2.93%** | **239** | **87.55%** | **2** | **0.73%** | **273** | **149** | 54.58% | **124** | 45.42% | **273** | **0** | **1** | **2** | **40** | **0** |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | **1 Nat Amer** | **% Nat Amer** | **2 Afr. Amer** | **% Afr. Amer** | **3 Asian** | **% Asian** | **4 Hispanic** | **% Hispanic** | **5 Cau-casian** | **% Cau-casian** | **6 Bi-racial** | **% Bi-racial** | **Total** | **Female** | **% Female** | **Male** | **% Male** | **Total** | **SPEC EDUC** | **LEP** | **504** | **SES** | **Solution Focus** |
| **District Totals** | **8** | **0.52%** | **139** | **9.04%** | **65** | **4.23%** | **74** | **4.81%** | **1170** | **76.07%** | **82** | **5.33%** | **1538** | **768** | **49.93%** | **770** | **50.07%** | **1538** | **9** | **21** | **6** | **397** | **33** |

## Annual Progress Report 2004-2005 Academic Year

**Other Locally Determined Indicators - Suspensions**

# DAVENPORT COMMUNITY SCHOOL DISTRICT
# END OF YEAR SUSPENSION REPORT 2004-2005

| SCHOOL | YEAR | | | 04-05 GENDER | | | | 04-05 ETHNIC | | | | | | | 04-05 DAYS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 04-05 | 03-04 | 02-03 | M | F | M | F | 1 | 2 | 3 | 4 | 5 | 6 | MIN % | 1 | 2 | 3 | 4 | 5 | OTH |
| CENTRAL | 103 | 171 | 117 | 73 | 30 | 71% | 29% | 2 | 54 | | 7 | 34 | 6 | 67% | 1 | 4 | 2 | 1 | 14 | 81 |
| NORTH | 164 | 109 | 167 | 122 | 42 | 74% | 26% | 2 | 95 | | 9 | 52 | 6 | 68% | 25 | 26 | 38 | 4 | 41 | 30 |
| WEST | 336 | 359 | 368 | 255 | 81 | 76% | 24% | 2 | 60 | 6 | 33 | 231 | 4 | 31% | 48 | 91 | 72 | 7 | 31 | 87 |
| **HIGH SCHOOL** | **603** | **639** | **652** | **450** | **153** | **75%** | **25%** | **6** | **209** | **6** | **49** | **317** | **16** | **47%** | **74** | **121** | **112** | **12** | **86** | **198** |
| SMART | 217 | 338 | 427 | 174 | 43 | 80% | 20% | 4 | 40 | | 11 | 150 | 12 | 31% | 62 | 71 | 43 | 2 | 3 | 36 |
| SUDLOW | 180 | 131 | 101 | 116 | 64 | 64% | 36% | 3 | 94 | | 5 | 68 | 10 | 62% | | 23 | 128 | | 10 | 19 |
| WALCOTT | 57 | 59 | 25 | 51 | 6 | 89% | 11% | | | | 1 | 56 | | 2% | 3 | 2 | 16 | | 26 | 10 |
| WILLIAMS | 149 | 207 | 156 | 123 | 26 | 83% | 17% | | 63 | 2 | 6 | 71 | 7 | 52% | 25 | 24 | 34 | 2 | 9 | 55 |
| WOOD | 193 | 72 | 197 | 148 | 45 | 77% | 23% | | 77 | | 2 | 99 | 15 | 49% | 187 | 3 | 1 | | | 2 |
| YOUNG | 277 | 235 | 438 | 193 | 84 | 70% | 30% | | 165 | 1 | 21 | 65 | 25 | 77% | 46 | 76 | 104 | 6 | 15 | 30 |
| **INTERMEDIATE** | **1073** | **1042** | **1344** | **805** | **268** | **75%** | **25%** | **7** | **439** | **3** | **46** | **509** | **69** | **53%** | **323** | **199** | **326** | **10** | **63** | **152** |
| Kimberly Ctr. E | 70 | 48 | | 32 | 38 | 46% | 54% | | 29 | | 1 | 39 | 1 | 44% | 5 | 8 | 34 | | 9 | 14 |
| Kimberly Ctr. W | 64 | 71 | | 48 | 16 | 75% | 25% | | 39 | | | 22 | 3 | 66% | 30 | 7 | 14 | 2 | 3 | 1 |
| HARRISON STREET | 14 | 2 | | 12 | 2 | 86% | 14% | | 5 | | | 9 | | 36% | 1 | 4 | 2 | | 1 | 6 |
| **ALTERNATIVE** | **148** | **121** | **183** | **92** | **56** | **62%** | **38%** | **0** | **73** | **0** | **1** | **70** | **4** | **53%** | **36** | **19** | **50** | **2** | **13** | **21** |
| ADAMS | 1 | 4 | | | 1 | 0% | 100% | | | | | 1 | | 0% | 1 | | | | | |
| BLUE GRASS | | 1 | | | | #DIV/0! | #DIV/0! | | | | | | | #DIV/0! | | | | | | |
| BUCHANAN | 20 | 6 | | 18 | 2 | 90% | 10% | | 10 | | 1 | 5 | 4 | 75% | 4 | 5 | 8 | | 1 | 1 |
| BUFFALO | 7 | 5 | | 7 | | 100% | 0% | | | | | 7 | | 0% | 4 | | | | | 3 |
| EISENHOWER | | | | | | | | | | | | | | | | | | | | |
| FILLMORE | 41 | 74 | | 38 | 3 | 93% | 7% | | 26 | | | 12 | | 63% | 24 | 9 | 7 | | | 1 |
| GARFIELD | 1 | 49 | | 1 | | 100% | 0% | | 1 | | | | | 100% | 1 | | | | | |
| HARRISON | 32 | 30 | | 29 | 3 | 91% | 9% | | 23 | | | 8 | 1 | 75% | 24 | 5 | 3 | | | |
| HAYES | 15 | 20 | | 14 | 1 | 93% | 7% | | 2 | | | 13 | | 13% | 1 | 6 | 1 | | | 7 |
| HOOVER | | | | | | | | | | | | | | | | | | | | |
| JACKSON | | 2 | | | | #DIV/0! | #DIV/0! | | | | | | | #DIV/0! | | | | | | |
| JEFFERSON | 3 | | | 2 | 1 | | | | 1 | | | 2 | | | | | 2 | | | 1 |
| LINCOLN | 15 | 18 | | 11 | 4 | 73% | 27% | | 8 | | | 4 | 3 | 73% | 12 | | 3 | | | |
| MADISON | 9 | 19 | | 8 | 1 | 89% | 11% | 2 | 5 | | 1 | 1 | | 89% | 6 | | 1 | | | 2 |
| MCKINLEY | 17 | 25 | | 16 | 1 | 94% | 6% | | 13 | | | 3 | 1 | 82% | 11 | 2 | 4 | | | |
| MONROE | 11 | 11 | | 11 | | 100% | 0% | | 7 | | | 4 | | 64% | 5 | 5 | 1 | | | |
| TRUMAN | 14 | | | 12 | 2 | 86% | 14% | 1 | 4 | | | 9 | | | 7 | 3 | 4 | | | |
| WALCOTT | 5 | 1 | | 5 | | 100% | 0% | | | | 1 | 4 | | 20% | 2 | | 1 | | | 2 |
| WASHINGTON | 29 | 43 | | 22 | 7 | 76% | 24% | | 15 | 1 | 1 | 8 | 4 | 72% | 23 | 5 | | | 1 | |
| WILSON | 2 | 5 | | 1 | 1 | 50% | 50% | | 2 | | | | | 100% | | 1 | | | | 1 |
| **ELEMENTARY** | **222** | **313** | **246** | **195** | **27** | **88%** | **12%** | **3** | **117** | **1** | **4** | **81** | **13** | **62%** | **125** | **41** | **35** | **0** | **2** | **18** |
| **DISTRICT** | **2046** | **2115** | **2326** | **1542** | **504** | **75%** | **25%** | **16** | **838** | **10** | **100** | **977** | **102** | **52%** | **558** | **380** | **523** | **24** | **164** | **389** |

## Annual Progress Report - 2004-2005 Academic Year

**Other Locally Determined Indicators - Expulsions/Exclusions**

| | Grade | Gender | Ehtnic | IEP |
|---|---|---|---|---|
| First Quarter | | | | |
| (0) | | | | |
| Second Quarter | 8 | MALES | (1) Afr Am | NO |
| (2) | | | (1) Hisp | NO |
| Third Quarter | | | | |
| (0) | | | | |
| Fourth Quarter | 8 | MALES | (1) Euro | NO |
| (1) | | | | |

| **2004-2005 School Year** |
|---|
| 3 - Males 0 - Female |
| 1 - Afr Am |
| 1 - Hispanic |
| 1 - Euro |
| 0 - IEP |

# Annual Progress Report 2004-2005 Academic Year:

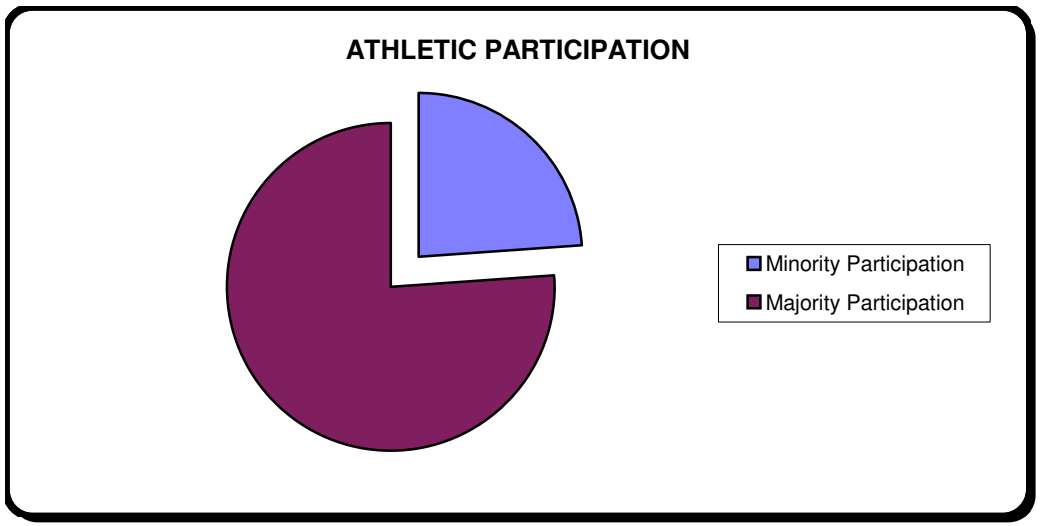
## Other Locally Determined Indicators - Ethnic Participation in Athletics

### Davenport Community School District
### Athletic Department

### 2004-2005 Minority Athletic Participation Report Summary

| School | Total Participants | Total Minority Participants | Minority Participation Percentage |
|---|---|---|---|
| Central | 734 | 169 | 23.00% |
| North | 745 | 203 | 27.20% |
| West | 704 | 86 | 12.20% |
| | | | |
| Smart | 143 | 36 | 25.20% |
| Sudlow | 193 | 81 | 42.00% |
| Walcott | 181 | 3 | 1.70% |
| Williams | 208 | 46 | 22.10% |
| Wood | 177 | 87 | 49.20% |
| Young | 74 | 43 | 58.10% |
| | | | |
| **District Total** | **3,159** | **754** | **23.87%** |

| Minority Participation | Majority Participation |
|---|---|
| 754 | 2,405 |



# Annual Progress Report – 2004-2005 Academic Year:

## Instructional Technology

- **New and Renovated Facilities** – The Local Option Tax on Sales and Services has provided funding for construction projects in three additional schools to be completed by October 2005, bringing the total number to 24 in the last 5 years. All include new library media centers with new computer labs as have 19 of the previous 21 projects.
- **Iowa Communications Network** – Currently the district is not involved in courses over the ICN – neither originating nor subscribing to others. The primary use of the classrooms is for special events and meetings. We have a few teachers who participate in collaborative lessons, including units on forensic medicine and story telling. North High has been using the ICN to attend monthly High School That Works meetings bringing together all the HSTW schools in the state so that they can share experiences and share staff development opportunities to improve student achievement. The Davenport CSD has incorporated the ICN into its data network infrastructure by utilizing the ICN fiber terminating in five district sites. Bandwidth was increased to four of the five sites. Along with the ICN, the DCSD is involved in a local cooperative to investigate measures to improve the network infrastructure and services for government and education in our community.
- **Staff Development** – District provided workshops are being focused on specific integration strategies and applications in support of district and building CSIP goals. On-demand workshops and an on-line help desk are available to meet specific needs.
- **Assessment** – The district implement Quality Education Data, or QED, a Davenport Schools developed program to provide consistent and easy assessment data collection and reporting for teachers and administrators. QED is a subordinate system to the eSIS program and works to provide custom features and data tracking capabilities not found in that program. QED receives a daily update of student demographic data including courses and teacher associations. This enables us to provide secure access by teachers to their students with respect to eSIS and FERPA (Federal Education Rights to Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act rules. It also ensures that data entry will not be duplicated across multiple systems and that the most up to date information drives our systems.
- **Technology Integration** – Computer and other technological advances are only tools in the learning process. In order to help fulfill the student learning goals of the district, it is important that their use in the classroom be planned and guided by teachers. Recent district-wide applications include:
  - Textbooks for Algebraic Principles, Intermediate Math, Advance Placement Statistics, Advanced Placement Chemistry were adopted for 2005-06 and came with computer CDs that provide additional resources to enhance the curriculum. Online activities and videos enhance student learning. The online texts provide reading support with audio for struggling readers.
  - In 2004-05 math and science teachers in 6-12 had Spreadsheet Integration training to facilitate their implementation of the district Spreadsheet Integration Project. The district has results in 6-12 math and science students

for the second year of the spreadsheet implementation. On-going voluntary spreadsheet training workshops for middle school math and science teachers are scheduled in August 2005 to review the spreadsheet process and train new math and science staff.

- ♦ ALEKS, an online Internet based K-12 math program, was used at most middle schools during 2004-05 to support and enhance the district's 6-8 "Algebra for All" program after ALEKS was introduced to the middle schools during the 2003-04 school year. Teachers requested additional ALEKS training on the program which was provided in October 2004 so they could implement the program more effectively. ALEKS interacts with the student much as a skilled human tutor would, moving between explanation and practice as needed, correcting and analyzing errors, defining terms and changing topics on request. Students receive a password that will enable them to work at school as well as home allowing parents the opportunity to observe their student's progress. Davenport's Gifted and Talented Program is also using this program.
- ♦ Davenport Community School's high schools completed their third year of the "Cognitive Tutor" Algebra I Program. This program is a results-based curriculum that integrates software and print materials into a comprehensive course that engages students, enhances the role of the teacher, accelerates learning and delivers results. This program was recognized as Exemplary by the U.S. Department of Education's expert panel. This program is supported by 15 years of research and over 10 years of field-testing. Empirical studies conduced by Carnegie Mellon University's primary investigators show that the unique combinations of the Cognitive Tutor Algebra I Program curriculum and the classroom teacher have increased student achievement, pass rates, and subsequent success in mathematics. In July of 2004, the district developed an assessment to be administered during the 2004-05 school year to all students in the Cognitive Tutor and traditional Algebra I programs. Enrollment in Cognitive Tutor Algebra has increased each year of the program's implementation. Students fail Cognitive Tutor Algebra at a lower percentage rate than traditional Algebra I.
- ♦ North High School is field testing a new precursor course, "Bridge to Algebra", to Cognitive Tutor Algebra during the 2005-06 school year to determine if this course will increase the success rate in both Cognitive Tutor Algebra and Algebra I.
- ♦ North High School and West High School received a Scott County River Boat grant for two math labs to support the Cognitive Tutor Algebra program at each school. With the completion of the two labs, these two schools will be better equipped to expand the program in the future to include Geometry.
- ♦ Scholastic Read 180 and Scholastic Red are the technology components of our Enhancing Education Through Technology grant. READ 180 is a comprehensive reading intervention program designed to meet the needs of students in elementary to high school whose reading achievement is below the proficient level. Successfully piloted at Young Intermediate for 2 years, the program was expanded to our remaining 5 intermediate schools with a focus

on a select group of low achieving grade 6 students. The first year results were mixed but should improve as the fidelity of implementation improves in this coming year. Second year results showed that the reading comprehension of students involved in READ 180 was half that of the rest of their non-READ 180 classmates. This is encouraging data, and the district continues to monitor for implementation with fidelity.

Scholastic Red Professional Development provides intensive teacher support for raising student achievement in reading. Red provides a full range of customized online courses and integrated onsite support. Training in Red was provided for 5 teachers in each intermediate school and will be expanded in 2004-05. In 2005-06, interdisciplinary teams from each of the four high schools participated in this on-line staff development. The target area was again reading comprehension across subject areas.

- *Pathways to Knowledge: Follett's Information Skills Model* was adopted several years ago to provide us with a means to achieve the district essential learning standard for information and technological literacy – to use media and technology to access, organize, prepare, and analyze information for a variety of purposes. Two activities designed to assess student use of the model were developed in the summer of 2003 and implemented this past year – one in relation to a grade 5 social studies unit on conflict and the other to the grade 8 language arts I-search project. Teacher survey results follow. An additional activity was developed in 2004-05 for 6th grade LA to be implemented during 2005-06.

**Grade 5 Pathways Teacher Response Summary (N=41)**

1. Did your knowledge of the Pathways Model increase during the research activities?
   Yes – 38 No - 3
2. Did your awareness and use of the Pathways language increase as you worked through the process with your students?
   Yes – 34 No - 7
3. Did you become more comfortable using the Pathways language as you worked through the process?
   Yes – 35 No - 6
4. I collaborated with the following on this project:
   Library Media Specialist – 33 TAG Facilitator – 14
   SpEd Personnel – 21 Reading Teacher – 6
   Another Teacher - 30
5. Did the collaboration result in better research papers?
   Yes – 40 No - 1
6. Did use of the Pathways model increase the number of research papers turned in?
   Yes – 28 No - 13
7. Did having the students stop and reflect at each stage help my teaching?

Yes – 29 No – 12

**Grade 8 Pathways Teacher Response Summary (N=11)**

1. Did your knowledge of the Pathways Model increase during the I-Search activities?
   Yes - 10 No - 1
2. Did your awareness and use of the Pathways language increase as you worked through the process with your students?
   Yes - 10 No - 1
3. Did you become more comfortable using the Pathways language as you worked through the process?
   Yes - 10 No - 1
4. I collaborated with the following on this project:
   Library Media Specialist – 8 TAG Facilitator – 7
   SpEd Personnel – 1 Another Teacher – 5
5. Did the collaboration result in better I-Search papers?
   Yes - 9 No - 2
6. Did use of the Pathways model increase the number of I-Search papers turned in?
   Yes - 7 No - 4
   7. Did having the students stop and reflect at each stage help my teaching?
   Yes - 9 No - 2

- The Spreadsheet Integration Project is designed to ensure that all students have the opportunity to learn technology and information skills while working to achieve content benchmarks. Over the course of the last 4 years, district teachers have been developing spreadsheet activities addressing math, science, and social studies benchmarks in grades 3-12. The results of the intermediate assessment in social studies follow. Of all intermediate students, 86.03% were proficient – a 0.67% decrease over last year.

| Spreadsheet Integration Project<br>Assessment in Social Studies | | | | | |
|---|---|---|---|---|---|
| Grade | Year | Data | Proficient | Assessed | Gain |
| 6 | 2004-05 | Count | 985 | 1161 | |
| | | Percent | 84.84% | | -2.66% |
| | 2003-04 | Count | 987 | 1128 | |
| | | Percent | 87.50% | | 0.79% |
| | 2002-03 | Count | 1031 | 1189 | |
| | | Percent | 86.71% | | |
| 7 | 2004-05 | Count | 910 | 1052 | |
| | | Percent | 86.50% | | -2.20% |
| | 2003-04 | Count | 1005 | 1133 | |
| | | Percent | 88.70% | | 0.95% |
| | 2002-03 | Count | 881 | 1004 | |

## Annual Progress Report – 2004-2005 Academic Year:

| | | | | | |
|---|---|---|---|---|---|
| | | Percent | 87.75% | | |
| 8 | 2004-05 | Count | 962 | 1108 | |
| | | Percent | 86.82% | | 2.45% |
| | 2003-04 | Count | 1155 | 1369 | |
| | | Percent | 84.37% | | 2.32% |
| | 2002-03 | Count | 1248 | 1521 | |
| | | Percent | 82.05% | | |

# Annual Progress Report 2004-2005 Academic Year:

## Progress With Early Intervention Goals



### Primary Assessed Learning (Mathematics) PAL-M

**Kindergarten**

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Exceeds | 39.49% | 38.37% | 34.55% |
| Meets | 57.35% | 57.60% | 61.73% |
| Needs | 3.16% | 4.03% | 3.72% |
| % Proficient | 96.84% | 95.97% | 96.28% |

**1st Grade**

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Exceeds | 11.02% | 12.09% | 13.61% |
| Meets | 68.59% | 70.38% | 66.42% |
| Needs | 20.38% | 17.53% | 19.97% |
| % Proficient | 79.61% | 82.47% | 80.03% |

**2nd Grade**

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Exceeds | 17.79% | 20.60% | 20.17% |
| Meets | 67.75% | 63.47% | 65.89% |
| Needs | 14.46% | 15.94% | 13.94% |
| % Proficient | 85.54% | 84.07% | 86.06% |

### Kindergarten Information and Development Survey (KIDS)

**Kindergarten**

| | 2002-03 | 2003-04 | 2004-05 |
|---|---|---|---|
| Exceeds | 28.06% | 32.21% | 31.33% |
| Meets | 50.00% | 47.99% | 48.13% |
| Needs | 21.94% | 19.80% | 20.54% |
| % Proficient | 78.06% | 80.20% | 79.46% |

### Phonemic Awareness Test (PAT)

**Kindergarten**

| | 2003-2004 | 2004-05 |
|---|---|---|
| Exceeds | 28.70% | 29.30% |
| Meets | 56.30% | 57.40% |
| Needs | 15.00% | 13.30% |
| % Proficient | 85.00% | 86.70% |

# Annual Progress Report 2004-2005 School Year

## Schools In Need of Improvement (SINA)

| | |
|---|---|
| **Total Number of School Buildings Identified In Need of Improvement:** | 6 |
| **Percentage of Total School Buildings (in the district) Identified in Need of Improveme** | 20.70% |

**Name of Each School Building Identified as in Need of Improvement**

| | |
|---|---|
| North High School | Smart Intermediate |
| West High School | Sudlow Intermediate |
| | Wood Intermediate |
| | Young Intermediate |
| | |
| | Davenport Community School District |

**Number of Years Each School Building Has Been Identified as in Need of Improvement**

| | |
|---|---|
| Central High School | year 2 delayed |
| North High School | year 1 SINA |
| West High School | year 1 SINA |
| | |
| Kimberly Center | year 2 delayed |
| | |
| Smart Intermediate | year 2 SINA |
| Sudlow Intermediate | year 2 SINA |
| Williams Intermediate | year 2 SINA |
| Wood Intermediate | year 2 SINA |
| Young Intermediate | year 2 SINA |
| | |
| Buchanan Elementary | year 4 delayed |
| | |
| Davenport Community Schools | year 2 SINA |