



Iowa Department of Education



School Year: <input type="text" value="2006-2007"/> <input type="button" value="Go"/>	Form: <input type="text" value="96 Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
Form Must Be Completed By: Both Public and Non-Public	
District: 1611 School: 0000 Name: Davenport Comm School District	

Division of PK-12 Education

Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

Print Summary All, Public

THE DISTRICT HAS CERTIFIED

Changes can no longer be made to this form.

Chapter 12 Improvement Goals Reading

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b) (3)	All K-12 students will reach high levels of literacy achievement.
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2006-2007 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	Utilizing the district's long-range comprehensive school improvement goals, it is the goal of the district to annually improve the percentage of all students scoring as "proficient" in reading comprehension at the reporting grade levels (grades 4, 8, and 11).
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Were the Annual Goals Met?	NO
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Supporting Data to demonstrate that the district has or has not met its goal:	Reading Comprehension results for the 2006-2007 school year, as compared to 2005-2006 are as follows:				
		2005-06 %	2006-07 %	Proficiency Change	Gap Goal
	Grade	Proficient	Proficient	Increase/Decrease	Improvement
	All Students				
	04	66.90%	73.80%	6.90% Increase	
	08	59.20%	60.02%	0.82% No Change	
	11	66.10%	68.04%	1.94% Increase	
	Subgroup details:				
	Euro/White				
	04	73.15%	78.77%	5.62% Increase	
	08	66.35%	65.38%	-0.97% Decrease	
	11	73.23%	74.22%	0.99% No Change	
Afr-Am					
04	50.85%	57.79%	6.94% Increase	Yes	
08	37.83%	44.90%	7.07% Increase	Yes	
11	36.46%	42.45%	5.99% Increase	Yes	

Hisp/Latino						
04	57.69%	76.86%	19.17%	Increase	Yes	
08	48.35%	48.96%	0.61%	No Change	No	
11	47.46%	62.90%	15.44%	Increase	Yes	
Free/Reduced						
04	56.16%	65.60%	9.44%	Increase	Yes	
08	43.51%	49.14%	5.63%	Increase	Yes	
11	50.23%	51.44%	1.21%	Increase	No	

The gap goal was not met for 8th Grade Hispanic/Latinos and for 11th Grade Free/Reduced students.

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4)

The plan to meet future goals includes the following:

In all grades, students are involved in programs that provide challenging achievement goals and opportunities for student-designed projects--whether core classes, advanced placement, college credit or electives. Classroom experiences are focused on achievement and effective preparation of students for their varied futures. The district has embarked on a significant restructuring of curriculum benchmark assessment--especially for subgroups who are not yet meeting expected targets. The district DINA plan that was submitted to the DE provides specific goals and action plans that will address achievement gaps for targeted groups.

2007-2008 Next School Year Annual Goals: 281--IAC 12.8(3)(b) (4)

It is the goal of the district to improve the percentage of all students, and the indicated subgroups, scoring as "proficient" in reading comprehension on the Iowa Tests to the following levels:

	Baseline	2007-2008
Reading Comprehension Grades 3-5 (State Trajectory)		
All Students (District)	73.8%	76.0%
Euro/White	77.0%	82.0%
African American	54.7%	63.8%
IEP Students	19.0%	35.2%
Reading Comprehension Grades 6-8 (State Trajectory)		
All Students (District)	60.0%	73.3%
Euro/White	66.7%	73.4%
African American	41.1%	52.9%
IEP Students	11.4%	29.1%
Reading Comprehension Grade 11 (State Trajectory)		
All Students (District)	68.1%	79.3%
Euro/White	68.0%	74.4%
African American	35.4%	48.3%
IEP Students	12.9%	30.3%

Chapter 12 Improvement Goals Math

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b) (3)

All K-12 students will achieve at high levels in mathematics.

2006-2007 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)

Utilizing the district's long-range comprehensive school improvement goals, it is the goal of the district to annually improve the percentage of all students scoring as "proficient" in Math Total at the reporting grade levels (grades 4, 8, and 11).

Were the Annual Goals Met?

NO

Supporting Data to demonstrate that the district has or has not met its goal:

Math Total results for the 2006-2007 school year, as compared to 2005-2006 are as follows:

Grade	2005-06 % Proficient	2006-07 % Proficient	Proficiency Change Increase/Decrease	Gap Goal Improvement
All Students				
04	74.80%	77.63%	2.83% Increase	
08	60.90%	61.37%	0.47% No Change	
11	64.50%	64.92%	0.42% No Change	
Subgroup details:				
Euro/White				
04	82.41%	83.56%	1.15% Increase	
08	69.07%	68.00%	-1.07% Decrease	
11	72.67%	70.04%	-2.63% Decrease	
Afr-Am				
04	54.27%	59.32%	5.05% Increase	Yes
08	28.70%	42.86%	14.16% Increase	Yes
11	30.39%	43.17%	12.78% Increase	Yes
Hisp/Latino				
04	61.54%	77.69%	16.15% Increase	Yes
08	59.34%	46.88%	-12.47% Decrease	No
11	52.54%	61.29%	8.75% Increase	Yes
Free/Reduced				
04	65.19%	68.95%	3.76% Increase	Yes
08	47.40%	49.14%	1.74% Increase	Yes
11	45.81%	48.88%	3.07% Increase	Yes

The gap goal was not met for 8th Grade Hispanic/Latinos.

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4)

In all grades, students are involved in programs that provide challenging achievement goals and opportunities for student-designed projects--whether core classes, advanced placement, college credit or electives. Classroom experiences are focused on achievement and effective preparation of students for their varied futures. The district has embarked on a significant restructuring of curriculum benchmark assessment--especially for subgroups who are not yet meeting expected targets. The district DINA plan that was submitted to the DE provides specific goals and action plans that will address achievement gaps for targeted groups.

The plan to meet future goals includes the following:

2007-2008 Next School Year

It is the goal of the district to improve the percentage of all students, and the indicated subgroups, scoring as "proficient" in Math Total on the Iowa Tests to the following levels:

Annual Goals:
281--IAC 12.8(3)(b)
(4)

	Baseline	2007-2008
Math Total		
Grades 3-5 (State Trajectory)		74.7%
All Students (District)	77.6%	74.7%
Euro/White	81.5%	85.3%
African American	56.9%	65.5%
IEP Students	38.1%	50.5%

	Baseline	2007-2008
Math Total		
Grades 6-8 (State Trajectory)		72.0%
All Students (District)	61.3%	72.0%
Euro/White	72.3%	78.0%
African American	43.5%	54.8%
IEP Students	17.5%	34.0%

	Baseline	2007-2008
Math Total		
Grade 11 (State Trajectory)		79.3%
All Students (District)	65.0%	79.3%
Euro/White	70.4%	76.3%
African American	43.2%	54.6%
IEP Students	21.7%	37.4%

Chapter 12 Improvement Goals Science

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

- Grade 8 is served.**
- Grade 11 is served.**
- Neither Grade 8 or Grade 11 is served.

SCIENCE ONLY: 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 are not required to have science goals or report science goal progress for the grade level or levels served by another district. **The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.**

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b) (3)

All K-12 students will achieve at high levels in science.

2006-2007 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)

Utilizing the district's long-range comprehensive school improvement goals, it is the goal of the district to annually improve the percentage of all students scoring as "proficient" in Science Total at the reporting grade levels (grades 4, 8 and 11).

Were the Annual Goals Met?

NO

Supporting Data to demonstrate that the district has or has not met its goal:

Science Total results for the 2006-2007 school year, as compared to 2005-2006 are as follows:

Grade	2005-06 % Proficient	2006-07 % Proficient	Proficiency Change Increase/Decrease	Gap Goal Improvement
All Students				
04	74.70%	72.06%	-2.64% Decrease	
08	69.70%	68.55%	-1.15% Decrease	
11	66.10%	67.71%	1.61% Increase	
Subgroup details:				
Euro/White				
04	82.01%	79.45%	-2.56% Decrease	
08	76.86%	73.13%	-3.74% Decrease	
11	72.78%	72.73%	-0.05% Decrease	
Afr-Am				
04	54.27%	52.85%	-1.42% Decrease	Yes
08	43.04%	54.29%	11.25% Increase	Yes
11	39.78%	48.20%	8.42% Increase	Yes
Hisp/Latino				
04	63.46%	69.42%	5.96% Increase	Yes
08	72.53%	61.46%	-11.07% Decrease	No
11	55.93%	62.90%	6.97% Increase	Yes
Free/Reduced				
04	65.02%	63.41%	-1.61% Decrease	Yes
08	58.44%	58.35%	-0.09% Decrease	Yes
11	53.26%	56.87%	3.61% Increase	Yes

The gap goal was not met for 8th Grade Hisipanic/Latinos.

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4)

In all grades, students are involved in programs that provide challenging achievement goals and opportunities for student-designed projects--whether core classes, advanced placement, college credit or electives. Classroom experiences are focused on achievement and effective preparation of students for their varied futures. The district has embarked on a significant restructuring of curriculum benchmark assessment--especially for subgroups who are not yet meeting expected targets. The district DINA plan that was submitted to the DE provides specific goals and action plans that will address achievement gaps for targeted groups.

The plan to meet

future goals
includes the
following:

2007-2008
Next School Year
Annual Goals:
281--IAC 12.8(3)(b)
(4)

It is the goal of the district to improve the percentage of all students scoring as "proficient" in Science Total on the Iowa Tests at the reporting grade levels (grades 4, 8 and 11).

Chapter 12 Multiple Assessments

Assessment Selections 281--IAC 12.8(3)(b)(5)

PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

[View Complete Assessments List](#)

[List of All Available Assessments](#)

Reading

Assessment Used:	Other (405)										
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Degrees of Reading Power - Secondary										
Explanation -- How did the students do on this test?	Reading	EXCEEDS		MEETS		NEEDS		Total Proficient			
	Grade	#	%	#	%	#	%	#	%		
	05	369	35.48%	318	30.58%	353	33.94%	1040	66.06%		
	08	77	17.19%	76	16.96%	295	65.85%	448	34.15%		
	10	20	7.04%	82	28.87%	182	64.08%	284	35.92%		
Comment: Changes were made in terms of the grades tested for 2006-07. This is new baseline data.											

Math

Assessment Used:	Other (405)											
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Performance Based Assessment - Math											
Explanation -- How did the students do on this test?	Grade 4: Comprehensive Math (District)											
		2004-2005		2005-2006		2006-2007						
	Exceeds	2.45%		4.26%		3.77%						
	Meets	42.56%		50.05%		49.95%						
	Needs	54.99%		45.69%		46.28%						
	% Proficient	45.01%		54.31%		53.72%		- A decrease of 0.59% in proficiency				
	Grade 8: Pre-Algebra/Algebra 1 EOT											
		2006-2007										
	Exceeds	9.33%										
	Meets	45.13%										
	Needs	45.54%										
	% Proficient	54.46%		- New multiple measure for 2006-2007. New baseline.								
	Grade 11: Algebra 1 EOT											
		2006-2007										
	Exceeds	5.60%										
Meets	41.53%											
Needs	52.87%											
% Proficient	47.13%		- New multiple measure for 2006-2007. New baseline.									

Science

Assessment Used:	Other (405)									
Other Assessment: Name/description/comment										

about the other assessment, or N/A if whole grade sharing.

Performance Based Assessment - Science

Explanation -- How did the students do on this test?

Grade 8: Performance Sub-Skill – Physical Science			
Know that atoms may combine to form other substances			
	2004-2005*	2005-2006	2006-2007
Exceeds	58.73%	59.72%	47.17%
Meets	30.95%	34.17%	39.93%
Needs	10.32%	6.11%	12.90%
% Proficient	89.68%	93.89%	87.10% - a decrease of 6.79% in proficiency
Grade 11: Performance Sub-Skill – Chemistry (District)			
Understands the energy associated with individual atoms and understands molecules can be used to identify the substance they comprise.			
	2004-2005	2005-2006	2006-2007
Exceeds	14.29%	26.52%	9.95%
Meets	62.34%	49.24%	30.84%
Needs	23.38%	24.24%	21.50%
% Proficient	76.63%	75.76%	40.79% - a decrease of 34.97% in proficiency

Chapter 12 Post-Secondary Data

Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

List assessment used and cut score:	Assessment: ACT Cut Score: 20 or greater
<p>This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</p> <p>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</p>	<p>362 Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: 362. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>531 Total number of students who took the test. (Number of students who took the ACT test: 598. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>68.17% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</p>

Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

<p>All high school seniors who intend to pursue post-secondary education or training.</p> <p>PUBLIC These data are from the last available Spring B.E.D.S.</p>	<p>850 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 850. Data from Project EASIER BEDS table.)</p>
	<p>1038 Total number of seniors who have graduated. (Number of seniors: 1038. Data from Project EASIER BEDS table.)</p>
	<p>81.89% Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</p>

Core Program Completers 281--IAC 12.8(3)(a)(7)

<p>All 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.</p>	<p>375 Total number of high school graduates who completed a core program.</p>
	<p>1038 Total number of high school graduates.</p>
	<p>36.13% Total percentage of high school graduates who completed a core program. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</p>

Chapter 12 Post-Secondary Dropout Data

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

Dropout means a school-age student who is served by a public school district, or accredited nonpublic school, 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 to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2005-2006), while the APR itself is in the current school year (2006-2007).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2005-2006	356	Total number of All Dropouts, grades 7-12.
	7549	Total number of All Students, grades 7-12.
	4.72%	Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

DROPOUT SUBGROUPS

Female 2005-2006	168	Total number of Female Dropouts, grades 7-12.
	3707	Total number of Female Students, grades 7-12.
	4.53%	Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

Male 2005-2006	188	Total number of Male Dropouts, grades 7-12.
	3842	Total number of Male Students, grades 7-12.
	4.89%	Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

White (not of Hispanic origin) 2005-2006	192	Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	5344	Total number of White (not of Hispanic origin) Students, grades 7-12.
	3.59%	Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

Black (not of Hispanic origin) 2005-2006	117	Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.
	1399	Total number of Black (not of Hispanic origin) Students, grades 7-12.
	8.36%	Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

Hispanic 2005-2006	38	Total number of Hispanic Dropouts, grades 7-12.
	532	Total number of Hispanic Students, grades 7-12.
	7.14%	Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.

American	9	Total number of American Indian or Alaskan Native Dropouts, grades 7-12.
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Indian or Alaskan Native 2005-2006	<p>68 Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p>13.24% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Asian or Pacific Islander 2005-2006	<p>0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p>206 Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p>0.00% Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2005-2006	<p>75 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>1040 Total number of Disabled/IEP Students, grades 7-12.</p> <p>7.21% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2005-2006	<p>2 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>112 Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p>1.79% Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

Additional State Requirements

Other Locally Determined Indicators 281--IAC 12.8(3)

<p>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.</p>	2004-2005 School year TAG Program	2005-2006 year TAG Program	2006-2007 year TAG Program
	Total enrolled 1538	Total enrolled 1704	Total Enrolled 1671
	Total Female 768	Total Female 821	Total Female 831
	Total Male 770	Total Male 883	Total Male 840
	Total Minority 368	Total Minority 414	Total Minority 363
	Total SES 397	Total SES 227	Total SES 218
	2005-2006 Out of School Suspensions/Expulsions*		
	300 Elementary		
	2061 Secondary *(of this number only 3 secondary students went through the Board as Expulsion)		
	2006-2007 Out of School Suspensions/Expulsions*		
Elementary			
Secondary *(of this number only 3 secondary students went through the Board as Expulsion)			

Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(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.

<p>Did the school districts accept Early Intervention funding?</p>	<p>YES</p>
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<p>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</p>	DIBELS - New Baseline Data				
	Kindergarten				
		At-Risk	Low-Risk	Some Risk	Grand Total
	Spring - Letter Naming:	# 187 % 16.62%	719 63.91%	219 19.47%	1125 100.00%
	Spring - Nonsense Word:	# 174 % 15.44%	748 66.37%	205 18.19%	1127 100.00%
	Spring - Phoneme Segmentation:	# 65 % 5.78%	900 80.07%	159 14.15%	1124 100.00%
	Total Number	# 426 % 12.62%	2367 70.11%	583 17.27%	3376 100.00%

Athletic Eligibility Report for the Iowa State Board of Education

Assistance for Student Athletes

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At-risk program
- Progress reports

Other

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.

No additional data.

Assurances

Assurances -- Public ONLY

YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.

Assurances -- Public and Non-Public

YES	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: Upon certification from the DE, the APR will be presented to the school board.
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District Information

Authorized Agency	Davenport Comm School District 1606 Brady St Davenport, Iowa 52803 AEA: AEA 9 Mississippi Bend (<i>district filed under aea control code 9209</i>)
Primary APR Contact	Name:* Bob Mata Title:* Dir Assessment/Equity/Rec Ser Telephone:* 563 - 336 - 5000 Extension: 3805 FAX:* 563 - 336 - 5002 Email:* <small>Click, below, to email contact:</small> matar@davenportschools.org