



Iowa Department of Education



School Year: 2010-2011 <input type="button" value="Go"/>	Form: 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 AND STATE HAVE 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 students will reach high levels of literacy, mathematics, and science and feel safe and connected to school.								
2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	It is the goal of the Davenport Community School District to improve, from the 2009-10 results, the percentage of All Students as "proficient" on the Reading Comprehension subtest of the Iowa Tests for the following grade levels: <table style="margin-left: 40px;"> <tr> <td></td> <td>2009-10 Results</td> </tr> <tr> <td>Grade 4</td> <td>70.4</td> </tr> <tr> <td>Grade 8</td> <td>59.0</td> </tr> <tr> <td>Grade 11</td> <td>67.2</td> </tr> </table> Please note: print copies of this document do not maintain spacing and tabs.		2009-10 Results	Grade 4	70.4	Grade 8	59.0	Grade 11	67.2
	2009-10 Results								
Grade 4	70.4								
Grade 8	59.0								
Grade 11	67.2								
Were the Annual Goals Met?	NO								
Supporting Data to demonstrate that the district has or has not met its goal:	Reading Comprehension results for 2010-11, as compared to 2009-10 results: <table style="margin-left: 40px;"> <tr> <td></td> <td>Proficiency Change</td> </tr> <tr> <td>Grade 4</td> <td>+0.8</td> </tr> <tr> <td>Grade 8</td> <td>-3.8</td> </tr> <tr> <td>Grade 11</td> <td>-2.8</td> </tr> </table> NOTE: print copies of this document do not maintain spacing and tabs.		Proficiency Change	Grade 4	+0.8	Grade 8	-3.8	Grade 11	-2.8
	Proficiency Change								
Grade 4	+0.8								
Grade 8	-3.8								
Grade 11	-2.8								
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4) The plan to meet future goals includes the following:	The plan to meet the future goals includes the following: <ol style="list-style-type: none"> 1. Implementation of a comprehensive reading and language arts program PreK-6. 2. Monitoring of language arts program through formative and summative assessments. 3. Implementation of core comprehension reading strategies embedded in the PreK-6 program. 4. Implementation of selected literacy strategies within content areas in grades 7-12. 5. Implementation of reading intervention programs. 6. Development and implementation of formative assessments. 7. Implementation of differentiated instruction. 8. On-going professional development aligned to district goals and initiatives. 								

2011-2012
Next School Year
Annual Goals:
281--IAC 12.8(3)(b)
(4)

The 2011-12 goal of the Davenport Community School District is that 55% of All Students will make one-year's growth based on National Standard Scores on the Reading Comprehension subtest of the Iowa Assessments for each of the following grade level bands: Grades 3-4, Grades 7-8, and Grades 10-11.

...

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 students will reach high levels of literacy, mathematics, and science and feel safe and connected to school.
--	--

2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	<p>It is the goal of the Davenport Community School District to improve, from the 2009-10 results, the percentage of All Students as "proficient" on the Math Total subtest of the Iowa Tests for the following grade levels:</p> <table style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">2009-10 Results</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">72.1</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">63.2</td> </tr> <tr> <td>Grade 11</td> <td style="text-align: center;">69.1</td> </tr> </table> <p>Please note: print copies of this document do not maintain spacing and tabs.</p>		2009-10 Results	Grade 4	72.1	Grade 8	63.2	Grade 11	69.1
	2009-10 Results								
Grade 4	72.1								
Grade 8	63.2								
Grade 11	69.1								

Were the Annual Goals Met?	NO
-----------------------------------	-----------

Supporting Data to demonstrate that the district has or has not met its goal:	<p>Math Totals results for 2010-11, as compared to 2009-10 results:</p> <table style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">Proficiency Change</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">+4.1</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">-2.2</td> </tr> <tr> <td>Grade 11</td> <td style="text-align: center;">-5.7</td> </tr> </table> <p>NOTE: print copies of this document do not maintain spacing and tabs.</p>		Proficiency Change	Grade 4	+4.1	Grade 8	-2.2	Grade 11	-5.7
	Proficiency Change								
Grade 4	+4.1								
Grade 8	-2.2								
Grade 11	-5.7								

If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4)	The plan to meet the future goals includes the following:
The plan to meet future goals includes the following:	<ol style="list-style-type: none"> 1. Implementation of a standards-based mathematic program PreK-7. 2. Implementation of Every Student Counts strategies coordinated with district math program 3. Implementation of math activities and intervention programs in grades K-12 4. Development and implementation of formative assessments. 5. Implementation of differentiated instruction. 6. On-going professional development aligned to district goals and initiatives.

2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	The 2011-12 goal of the Davenport Community School District is that 55% of All Students will make one-year's growth based on National Standard Scores on the Math Totals subtest of the Iowa Assessments for each of the following grade level bands: Grade 3-4, Grade 7-8, and Grade 10-11.
---	--

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 students will reach high levels of literacy, mathematics, and science and feel safe and connected to school.								
2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	It is the goal of the Davenport Community School District to improve, from the 2009-10 results, the percentage of All Students as "Proficient" on the Science subtest of the Iowa Tests for the following grade levels: <table style="margin-left: 40px;"> <tr><td colspan="2" style="text-align: center;">2009-10 Results</td></tr> <tr><td>Grade 4</td><td style="text-align: right;">73.3</td></tr> <tr><td>Grade 8</td><td style="text-align: right;">72.2</td></tr> <tr><td>Grade 11</td><td style="text-align: right;">74.0</td></tr> </table> Please note: print copies of this document do not maintain spacing and tabs.	2009-10 Results		Grade 4	73.3	Grade 8	72.2	Grade 11	74.0
2009-10 Results									
Grade 4	73.3								
Grade 8	72.2								
Grade 11	74.0								
Were the Annual Goals Met?	NO								
Supporting Data to demonstrate that the district has or has not met its goal:	Science results for 2010-11, as compared to 2009-10 results: <table style="margin-left: 40px;"> <tr><td colspan="2" style="text-align: center;">Proficiency Change</td></tr> <tr><td>Grade 4</td><td style="text-align: right;">-0.5</td></tr> <tr><td>Grade 8</td><td style="text-align: right;">+0.1</td></tr> <tr><td>Grade 11</td><td style="text-align: right;">-2.6</td></tr> </table> NOTE: print copies of this document do not maintain spacing and tabs.	Proficiency Change		Grade 4	-0.5	Grade 8	+0.1	Grade 11	-2.6
Proficiency Change									
Grade 4	-0.5								
Grade 8	+0.1								
Grade 11	-2.6								
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b) (4) The plan to meet future goals includes the following:	The plan to meet the future goals includes the following: <ol style="list-style-type: none"> 1. Implementation of science notebooks (linking literacy and numeracy) in grades K-12 2. Development and implementation of formative assessments. 3. Implementation of differentiated instruction. 4. On-going professional development aligned to district goals and initiatives. 								
2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3)(b) (4)	The 2011-2010 goal of the Davenport Community School District is that 55% of All Students will make one-year's growth based on National Standard Scores on the Science subtest of the Iowa Assessments for each of the following grade level bands: Grade 3-4, Grade 7-8, and Grade 10-11.								

Chapter 12 Alternative Assessment - Reading

281--IAC 12.8(3)(a)(1)**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Reading

Chapter 12 Alternative Assessment - Math

281--IAC 12.8(3)(a)(1)**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Math.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Math

Chapter 12 Alternative Assessment - Science

281--IAC 12.8(3)(a)(1)**PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Science.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Science

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.	ACT EXPLORE and ACT PLAN																				
Explanation -- How did the students do on this test?	<p>Reading Test for EXPLORE and PLAN (average score)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2009-2010</th> <th colspan="2">2010-2011</th> </tr> <tr> <th></th> <th>EXPLORE (8th)</th> <th>PLAN (10th)</th> <th>EXPLORE (8th)</th> <th>PLAN (10th)</th> </tr> </thead> <tbody> <tr> <td>DSCD</td> <td>13.9</td> <td>16.2</td> <td>13.4</td> <td>16.1</td> </tr> <tr> <td>NATL</td> <td>13.8</td> <td>16.9</td> <td>13.8</td> <td>16.9</td> </tr> </tbody> </table> <p>Note: print copies of this document do not maintain spacing and tabs</p>		2009-2010		2010-2011			EXPLORE (8th)	PLAN (10th)	EXPLORE (8th)	PLAN (10th)	DSCD	13.9	16.2	13.4	16.1	NATL	13.8	16.9	13.8	16.9
	2009-2010		2010-2011																		
	EXPLORE (8th)	PLAN (10th)	EXPLORE (8th)	PLAN (10th)																	
DSCD	13.9	16.2	13.4	16.1																	
NATL	13.8	16.9	13.8	16.9																	

Math

Assessment Used:	Other (405)																																								
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	Performance Based Assessment , ACT EXPLORE ,and ACT PLAN																																								
Explanation -- How did the students do on this test?	<p>Comprehensive Math Assesement (4th grade) (measured in %)</p> <table border="1"> <tbody> <tr> <td>Exceeds</td> <td>16.6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Meets</td> <td>57.7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Needs</td> <td>26.1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Proficient</td> <td>74.3</td> <td colspan="3">A 19.6% increase in profociency from 2000-10.</td> </tr> </tbody> </table> <p>Mathematics Test for EXPLORE (8th grade) and PLAN (10th grade) (average score)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2009-10</th> <th colspan="2">2010-11</th> </tr> <tr> <th></th> <th>EXPLORE (8th)</th> <th>PLAN (10th)</th> <th>EXPLORE (8th)</th> <th>PLAN (10th)</th> </tr> </thead> <tbody> <tr> <td>DSCD</td> <td>14.6</td> <td>16.3</td> <td>14.1</td> <td>16.7</td> </tr> <tr> <td>NATL</td> <td>15.1</td> <td>17.4</td> <td>15.1</td> <td>17.4</td> </tr> </tbody> </table> <p>Note: print copies of this document do not maintain spacing and tabs</p>	Exceeds	16.6				Meets	57.7				Needs	26.1				Proficient	74.3	A 19.6% increase in profociency from 2000-10.				2009-10		2010-11			EXPLORE (8th)	PLAN (10th)	EXPLORE (8th)	PLAN (10th)	DSCD	14.6	16.3	14.1	16.7	NATL	15.1	17.4	15.1	17.4
Exceeds	16.6																																								
Meets	57.7																																								
Needs	26.1																																								
Proficient	74.3	A 19.6% increase in profociency from 2000-10.																																							
	2009-10		2010-11																																						
	EXPLORE (8th)	PLAN (10th)	EXPLORE (8th)	PLAN (10th)																																					
DSCD	14.6	16.3	14.1	16.7																																					
NATL	15.1	17.4	15.1	17.4																																					

Science

Assessment Used:	Other (405)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	ACT EXPLORE and ACT PLAN

Explanation -- How did the students do on this test?	Science Test for EXPLORE and PLAN (average score)			
	2009-10		2010-11	
	EXPLORE (8th)	PLAN (10th)	EXPLORE (8th)	PLAN (10th)
DSCD	16.0	17.5	15.8	17.1
NATL	15.9	18.2	15.2	18.2

Note: print copies of this document do not maintain spacing and tabs

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.

<p>List assessment used and cut score:</p>	<p>Assessment: ACT PLAN (10th grade) Cut Score: percent of students who meet the benchmark for College Readiness</p> <p>English: 57% Mathematics: 24% Reading: 41% Science: 14%</p>
<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 Project EASIER Spring/B.E.D.S.</p>	<p>296 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. (No Iowa Testing ACT data available in Project EASIER BEDS table.)</p> <p>470 Total number of students who took the test. (No Iowa Testing ACT data available in Project EASIER BEDS table.)</p> <p>62.98% 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 Project EASIER Spring/B.E.D.S.</p>	<p>768 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 768. Data from Project EASIER BEDS table.)</p> <p>950 Total number of seniors who have graduated. (Number of seniors: 950. Data from Project EASIER BEDS table.)</p> <p>80.84% 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>943 Total number of high school graduates who completed a core program.</p> <p>943 Total number of high school graduates.</p> <p>100.00% 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 (2009-2010), while the APR itself is in the current school year (2010-2011).

Dropout Definitions

According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
- is not enrolled as of Count Day 2010
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state- or district-approved education programs
 - b. temporary absence due to suspension or school-approved illness; or
 - c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.
2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
3. Individuals who are not accounted for on October 1 are considered dropouts.
4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.

All Dropouts 2009-2010

440 Total number of All Dropouts, grades 7-12.

6803 Total number of All Students, grades 7-12.

6.47% 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 2009-2010

193 Total number of Female Dropouts, grades 7-12.

3311 Total number of Female Students, grades 7-12.

5.83% Total percentage of Female Dropouts, grades 7-12.
Percent arrived at by dividing the number of Dropouts by the total number of Students.

Male 2009-2010

247 Total number of Male Dropouts, grades 7-12.

3492 Total number of Male Students, grades 7-12.

7.07% 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) 2009-2010

247 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.

4337 Total number of White (not of Hispanic origin) Students, grades 7-12.

5.70% 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) 2009-2010

122 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.

1209 Total number of Black (not of Hispanic origin) Students, grades 7-12.

10.09% 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 2009-2010	48 Total number of Hispanic Dropouts, grades 7-12.
	789 Total number of Hispanic Students, grades 7-12.
	6.08% Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
American Indian or Alaskan Native 2009-2010	5 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.
	47 Total number of American Indian or Alaskan Native Students, grades 7-12.
	10.64% 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.
Asian 2009-2010	2 Total number of Asian Dropouts, grades 7-12.
	146 Total number of Asian Students, grades 7-12.
	1.37% Total percentage of Asian Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Pacific Islander 2009-2010	1 Total number of Pacific Islander Dropouts, grades 7-12.
	7 Total number of Pacific Islander Students, grades 7-12.
	14.29% Total percentage of Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Multiple (2+ Race/Ethnicity) 2009-2010	15 Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12.
	268 Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12. Students are only counted once on this form. This field is not used unless the student is counted in this field only. This field is not used if the multiple race/ethnicity includes Hispanic, the Hispanic field is used, instead.
	5.60% Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Disabled/IEP 2009-2010	10 Total number of Disabled/IEP Dropouts, grades 7-12.
	827 Total number of Disabled/IEP Students, grades 7-12.
	1.21% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
English Language Learners (ELL) 2009-2010	1 Total number of English Language Learners (ELL) Dropouts, grades 7-12.
	49 Total number of English Language Learners (ELL) Students, grades 7-12.
	2.04% 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.

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>	<p>DCSD offers students the opportunity to take joint enrollment classes where students can receive both high school and college-level credit for the same course. These courses are in the vocational areas of: Business (Accounting, JAVA-CIS, Visual Basic, Fundamentals of Web Design, Employment Strategies), Family and Consumer Science (Sanitation and Safety, Industry Management, Child Health Safety and Nutrition, Early Childhood Guidance), Industrial Technology (Project Lead the Way - Pre-Engineering, Student Built Home, Auto Technology, Vocational Welding); as well as in the academic areas of: Math for Liberal Arts, Environmental Science, Introduction to Psychology, Contemporary World Issues, Exploring Teaching, Educational Foundations, and Public Speaking. In the 2010-11 school year, 665 students received joint enrollment credit with 582 students receiving 3 or more college credits.</p> <p>In addition to joint enrollment courses, DCSD offers 12 Advanced Placement (AP) courses. Any student who enrolls in an AP course is required to take the AP exam. In the 2010-11 school year, 361 students took 560 AP exams with 112 students taking more than one exam. Over 37% of our students received a score of 3 or higher on the AP exams.</p> <p>Please note: print copies of this document do not maintain spacing and tabs</p>
---	---

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>
---	-------------------

<p>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</p>	<p>DIBELS - Kindergarten (measured in %)</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td align="center">At-Risk</td> <td align="center">Some-Risk</td> <td align="center">Low-Risk</td> </tr> <tr> <td>Letter Naming</td> <td align="center">12.8</td> <td align="center">17.5</td> <td align="center">69.7</td> </tr> <tr> <td>Nonsense Word</td> <td align="center">15.2</td> <td align="center">15.7</td> <td align="center">69.1</td> </tr> <tr> <td>Phonemene Segmentation</td> <td align="center">6.2</td> <td align="center">14.2</td> <td align="center">79.7</td> </tr> </table> <p>Please note: print copies of this document do not maintain spacing and tabs</p>		At-Risk	Some-Risk	Low-Risk	Letter Naming	12.8	17.5	69.7	Nonsense Word	15.2	15.7	69.1	Phonemene Segmentation	6.2	14.2	79.7
	At-Risk	Some-Risk	Low-Risk														
Letter Naming	12.8	17.5	69.7														
Nonsense Word	15.2	15.7	69.1														
Phonemene Segmentation	6.2	14.2	79.7														

Athletic Eligibility Report for the Iowa State Board of Education
--

Assistance for Student Athletes
--

<p>Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.</p>	<input checked="" type="checkbox"/> Classroom teacher interventions <input checked="" type="checkbox"/> Coach interventions <input checked="" type="checkbox"/> Study hall/study table <input checked="" type="checkbox"/> Tutors <input checked="" type="checkbox"/> Parent involvement <input checked="" type="checkbox"/> Classroom interventions <input checked="" type="checkbox"/> Problem solving team <input checked="" type="checkbox"/> Before/after school help <input checked="" type="checkbox"/> Counseling services <input checked="" type="checkbox"/> At-risk program <input checked="" type="checkbox"/> Progress reports
--	---

Other

<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>No additional data.</p>
---	----------------------------

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: June - through building level report cards, Sept - electronic insert on website and LSIAC
------------	---

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:* Dawn Anderson Rascher Title:* Dir Assessment/Equity/Rec Ser Telephone:* 563 - 336 - 5000 Extension: 3805 FAX:* 563 - 336 - 5002 Email:* Click, below, to email contact: andersonrascherd@davenportschools.org