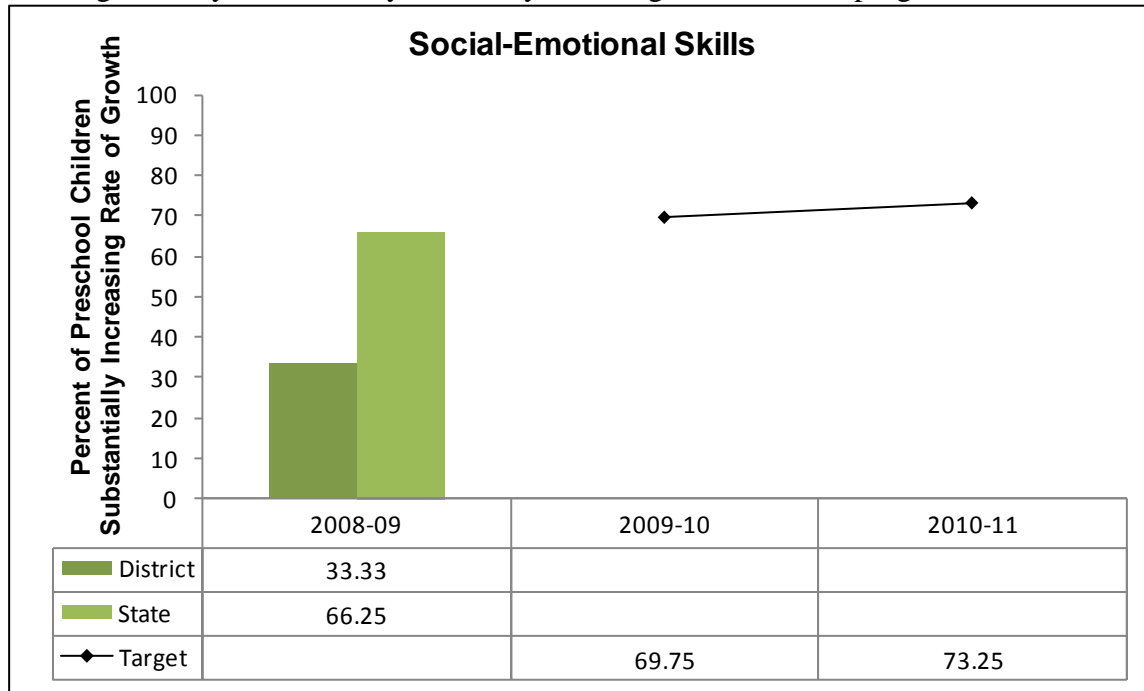


Anamosa District Profile
Iowa FFY 2008 (2008-2009)
Individuals with Disabilities Education Act (IDEA) Part B

Outcome 1: Students with disabilities enter school ready to learn at high levels

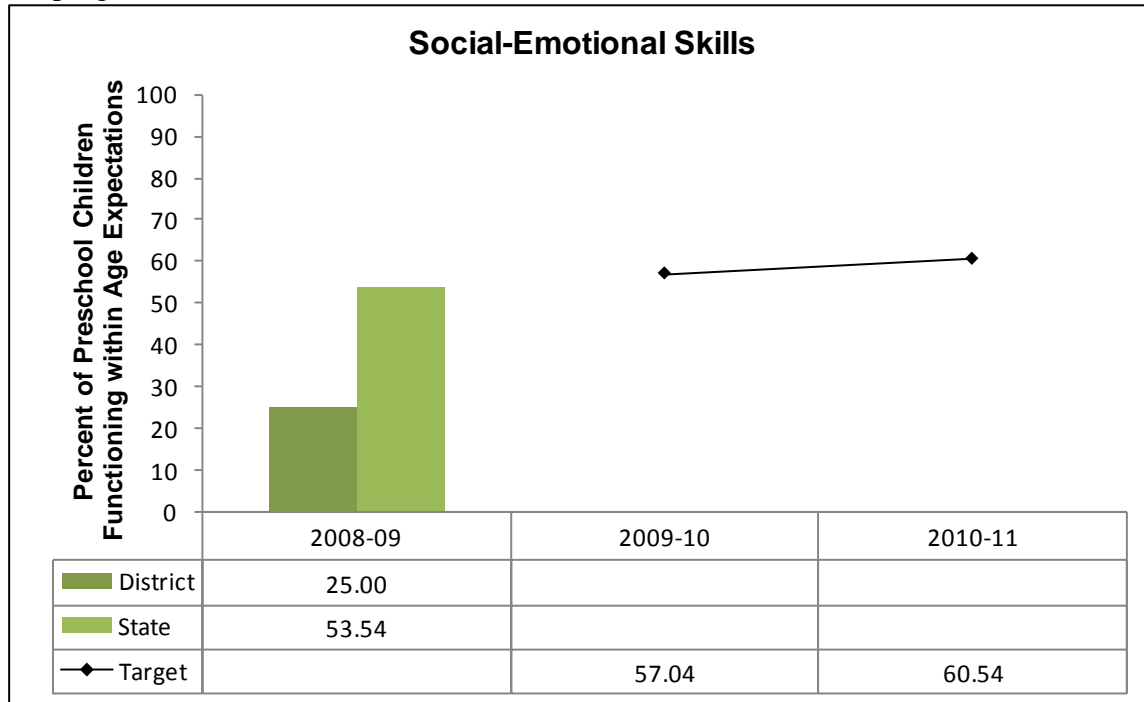
Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

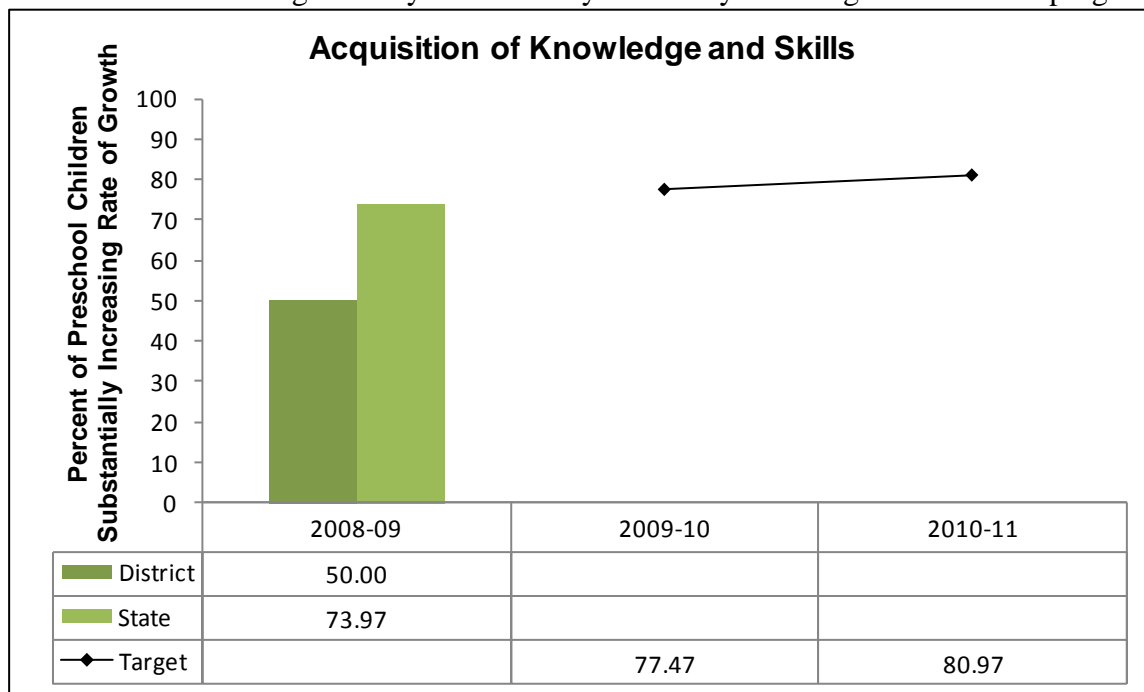
Summary Statement 2: The percent of preschool students who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

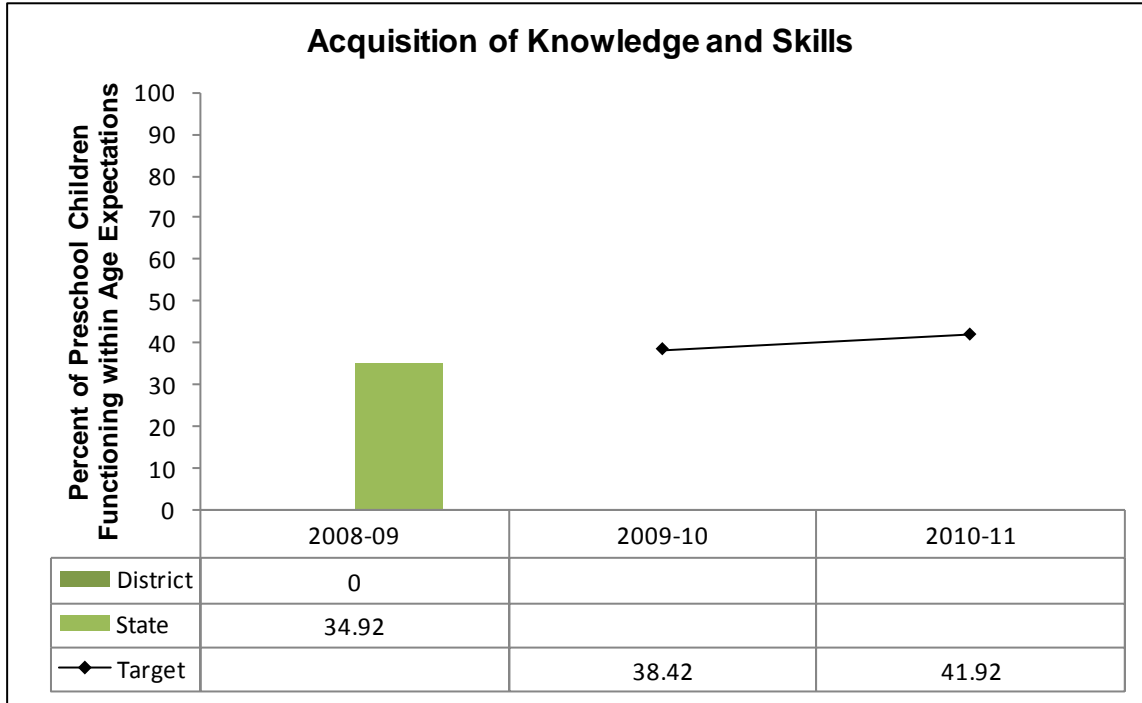
Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquisition and use of knowledge and skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

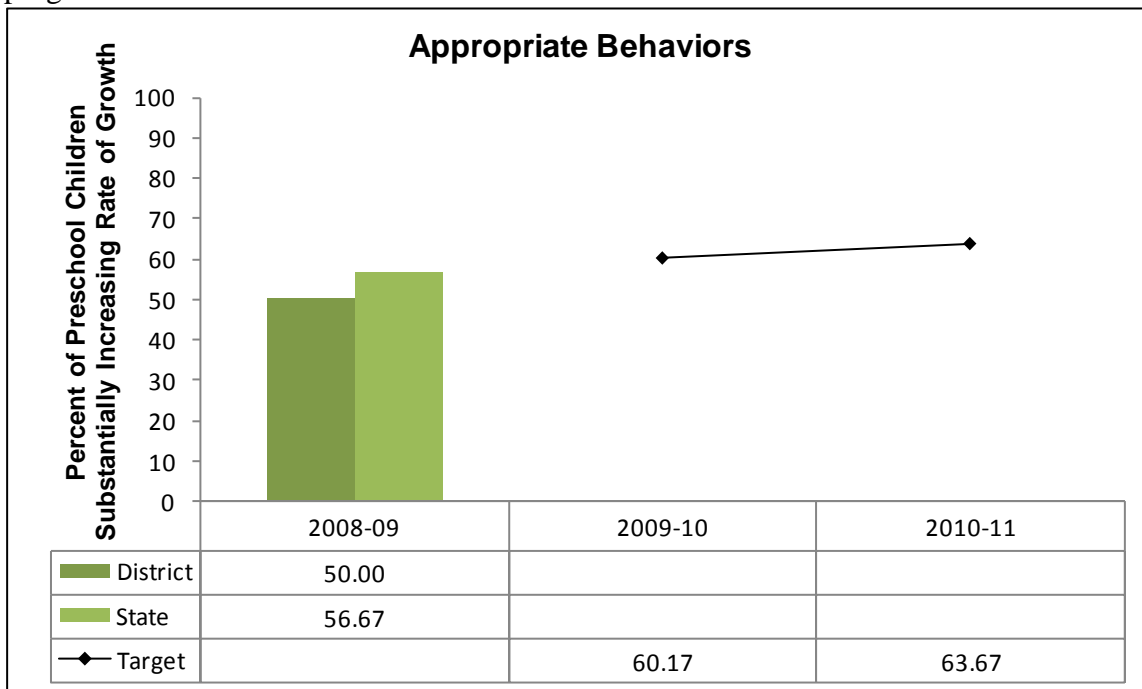
Summary Statement 2: The percent of preschool students who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

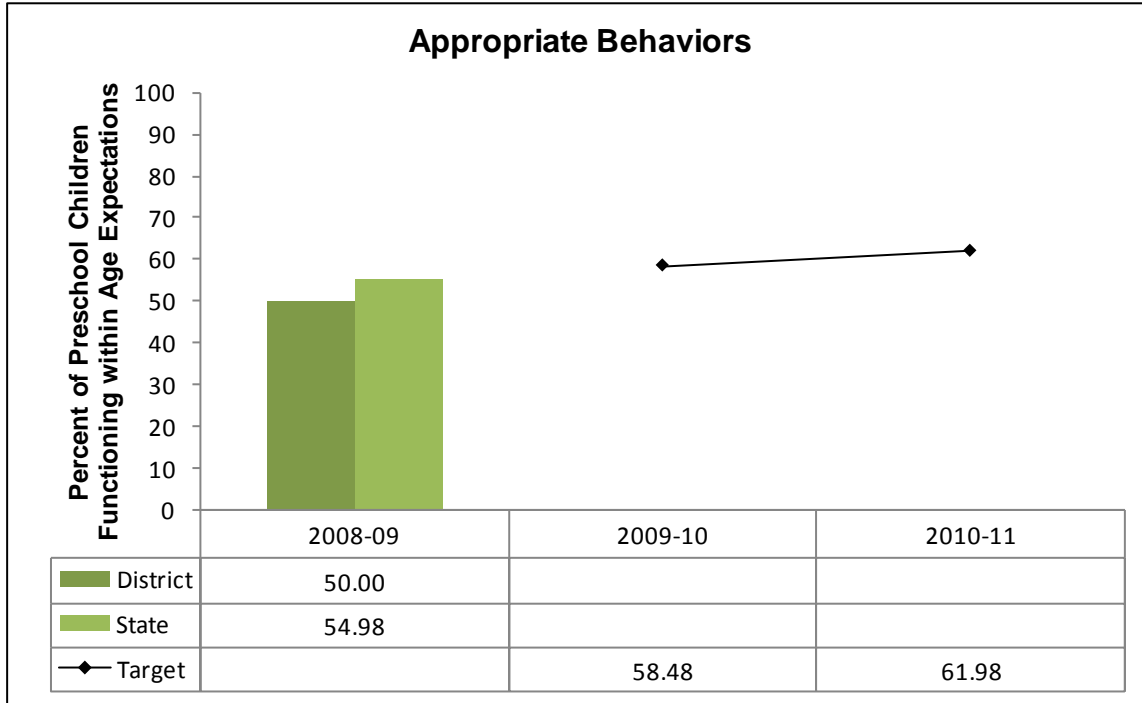
Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

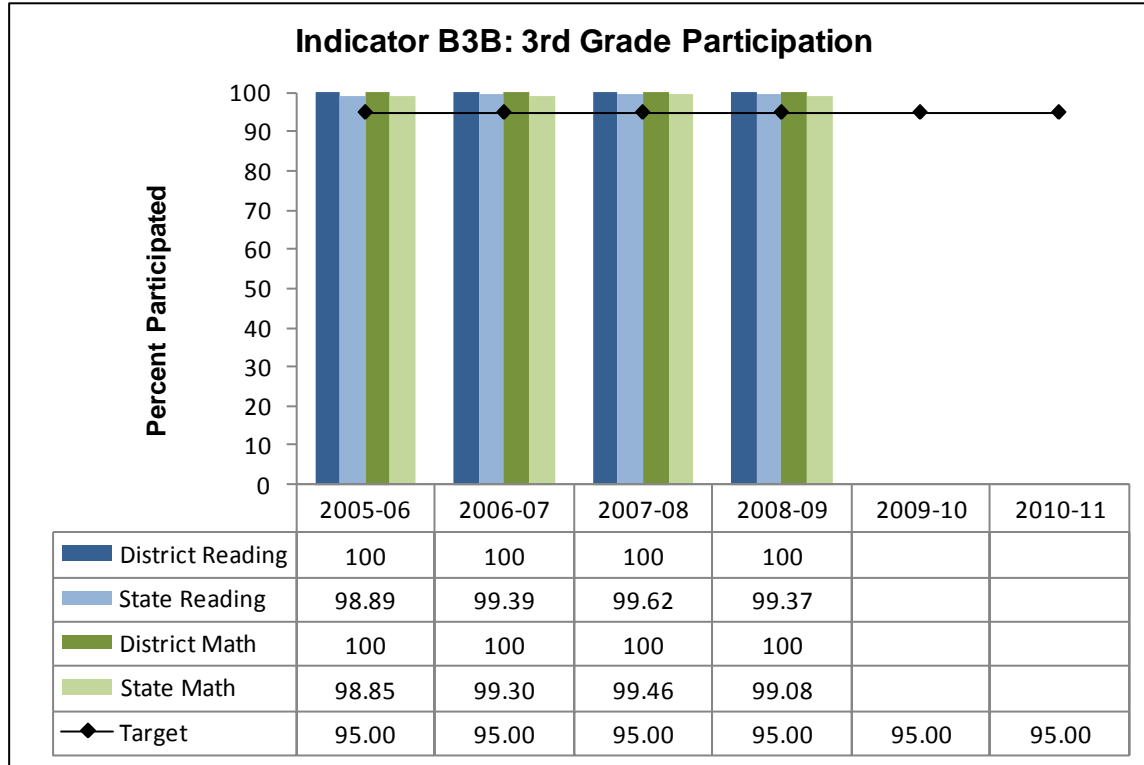


Data source: IMS. Missing district data in the above chart for any year indicate data were unavailable or not provided.

Outcome 2: Students with disabilities participate in district wide assessments

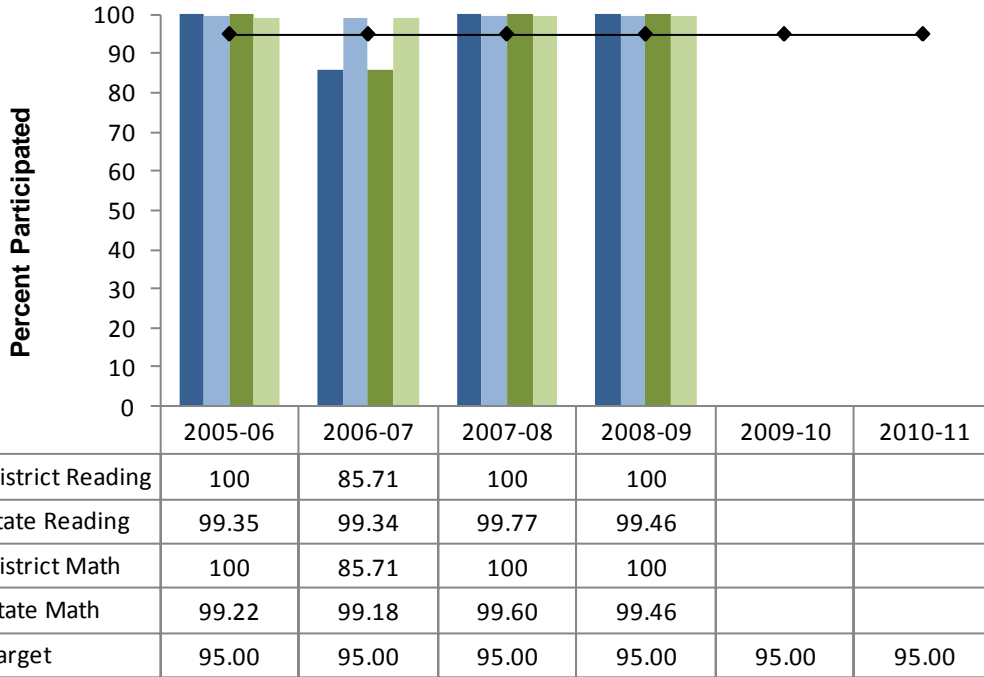
Indicator B3: Participation and performance of students with disabilities on statewide assessments.

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade level standards or alternate assessment against alternate achievement standards.



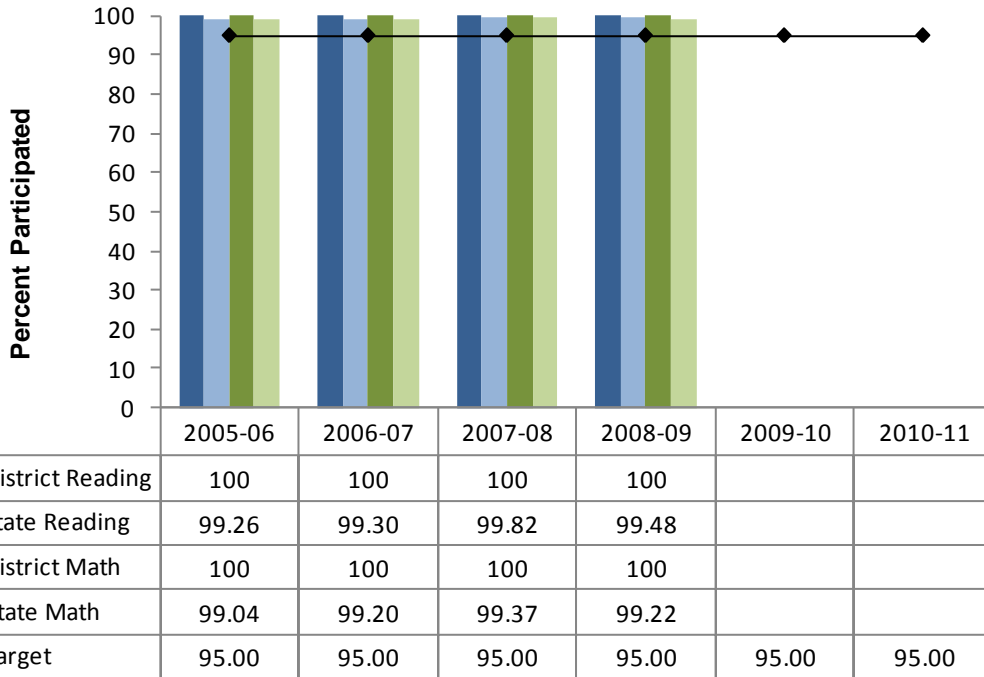
Data source: AYP Database.

Indicator B3B: 4th Grade Participation



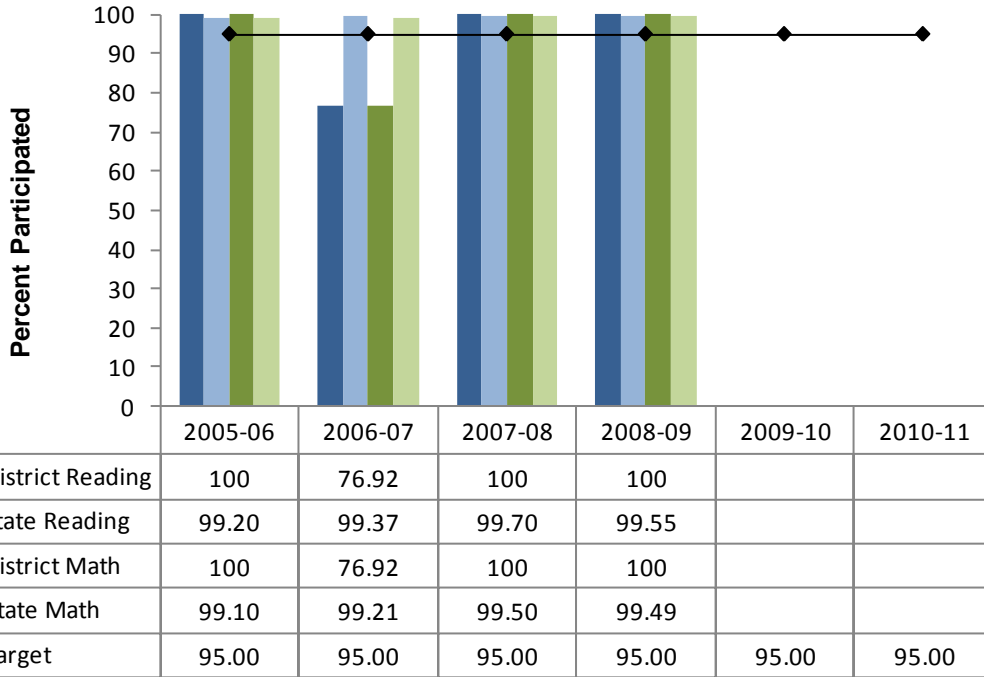
Data source: AYP Database.

Indicator B3B: 5th Grade Participation



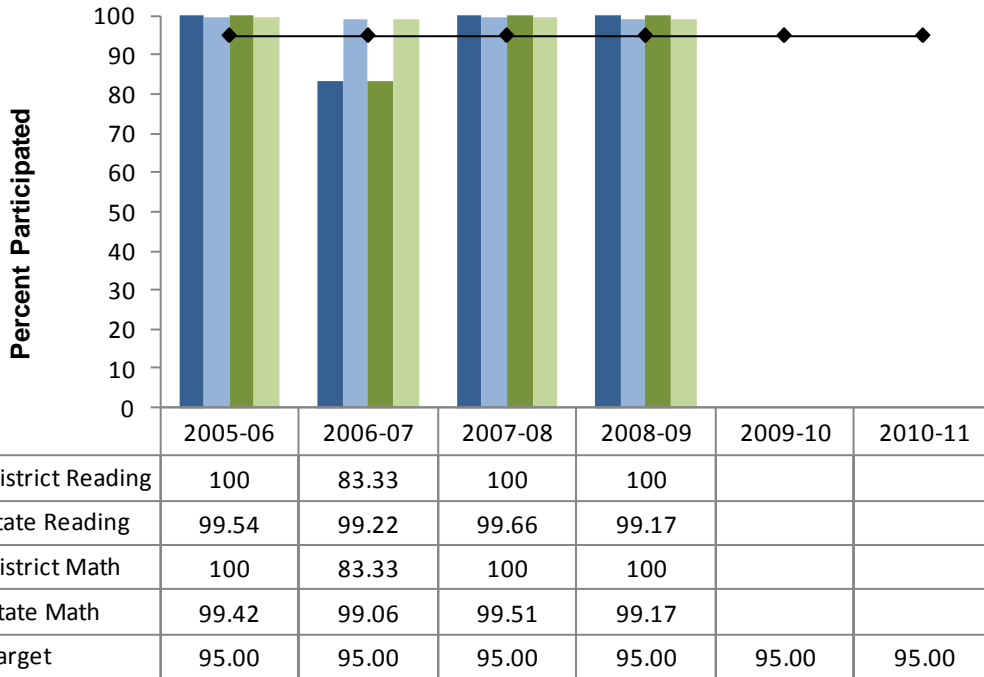
Data source: AYP Database.

Indicator B3B: 6th Grade Participation



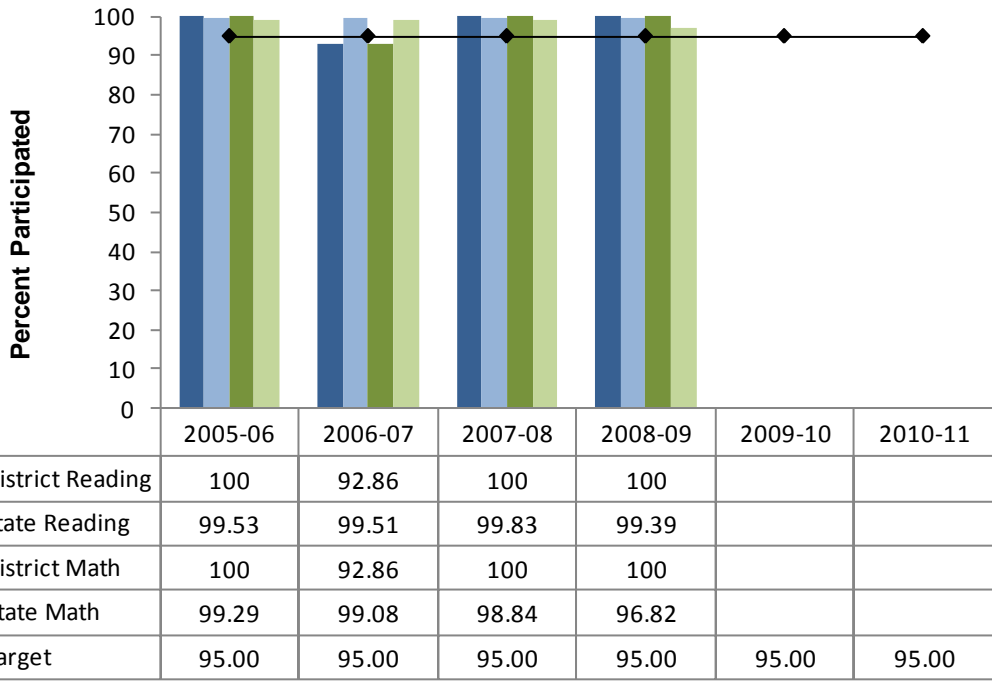
Data source: AYP Database.

Indicator B3B: 7th Grade Participation



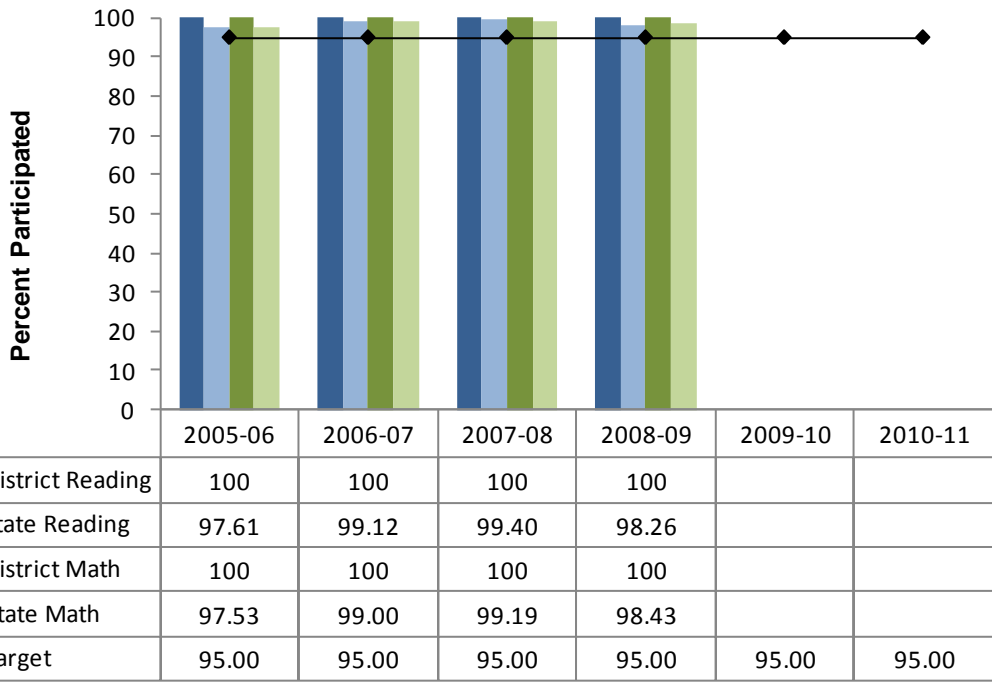
Data source: AYP Database.

Indicator B3B: 8th Grade Participation



Data source: AYP Database.

Indicator B3B: 11th Grade Participation

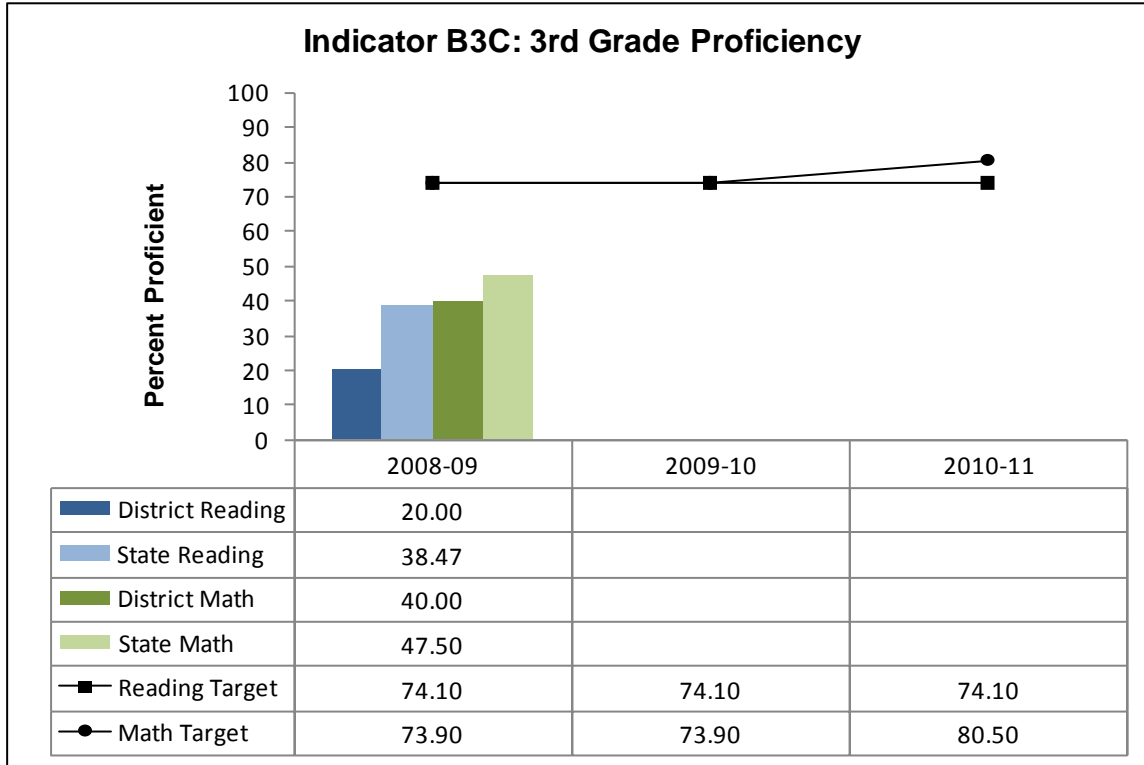


Data source: AYP Database.

Outcome 3: Students with disabilities meet proficiency on district wide assessments

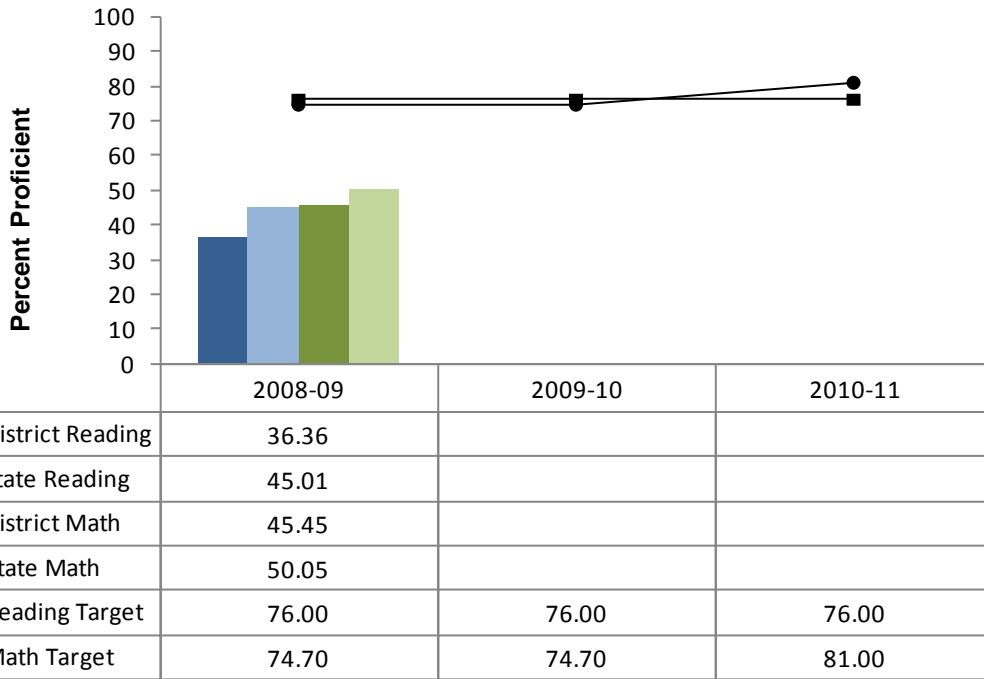
Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Note: Per federal requirements, proficiency rates for students with IEPs have been aligned with NCLB requirements and include only FAY (full academic year) students. Trend data are not available.



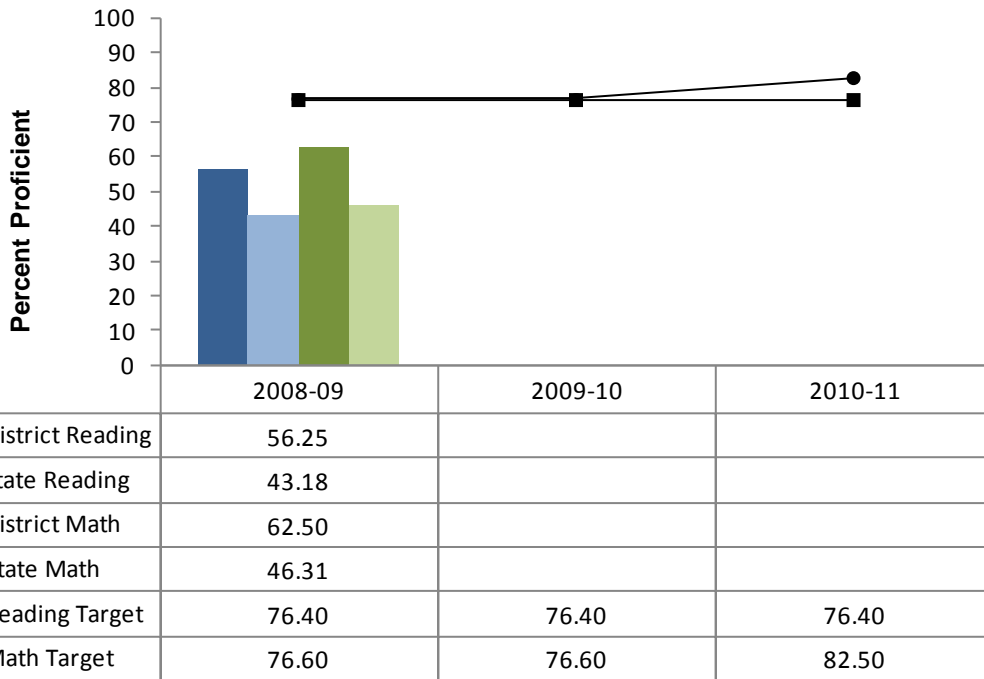
Data source: AYP Database.

Indicator B3C: 4th Grade Proficiency



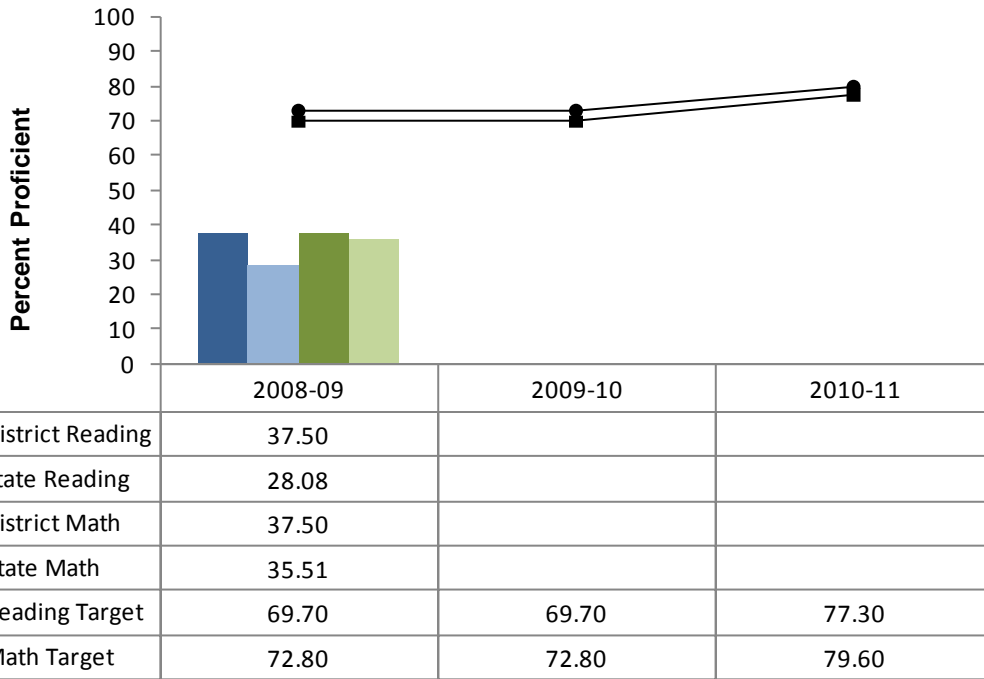
Data source: AYP Database.

Indicator B3C: 5th Grade Proficiency



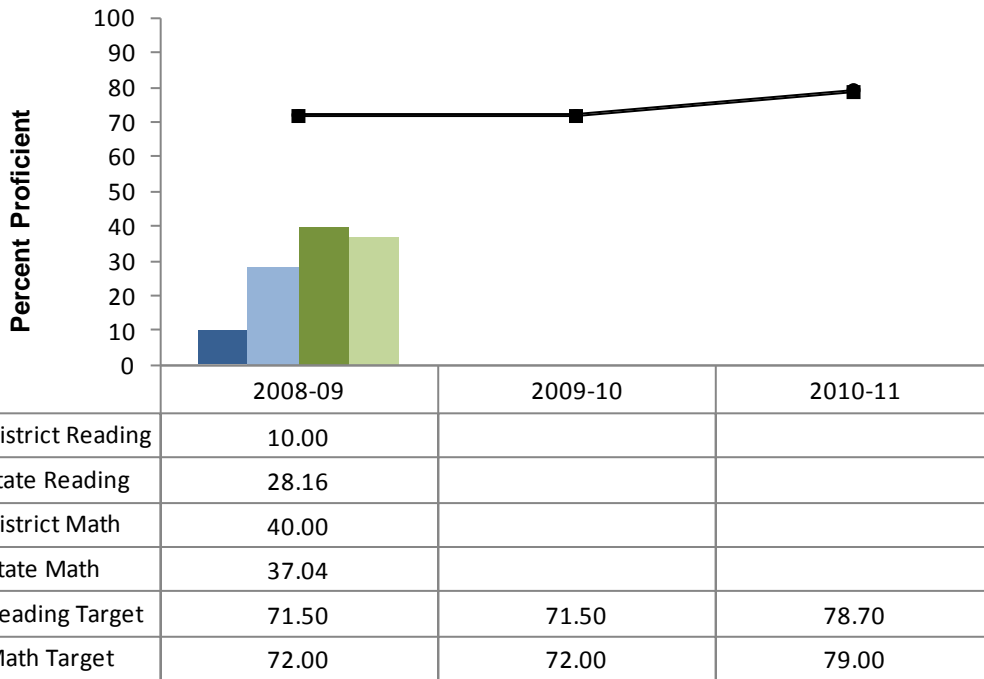
Data source: AYP Database.

Indicator B3C: 6th Grade Proficiency



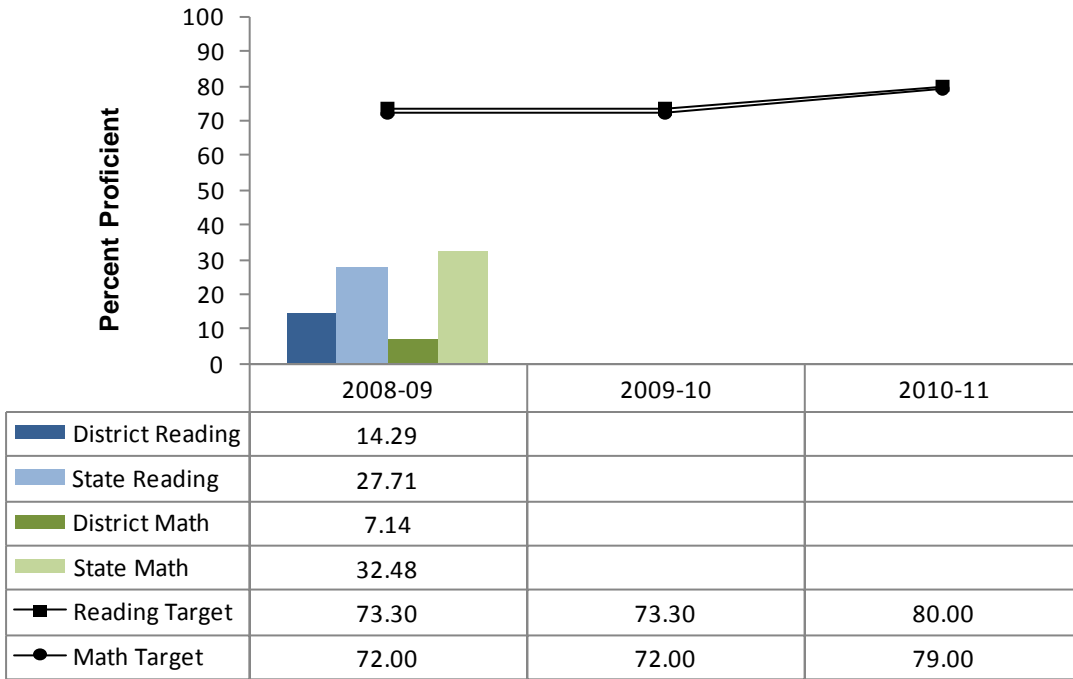
Data source: AYP Database.

Indicator B3C: 7th Grade Proficiency



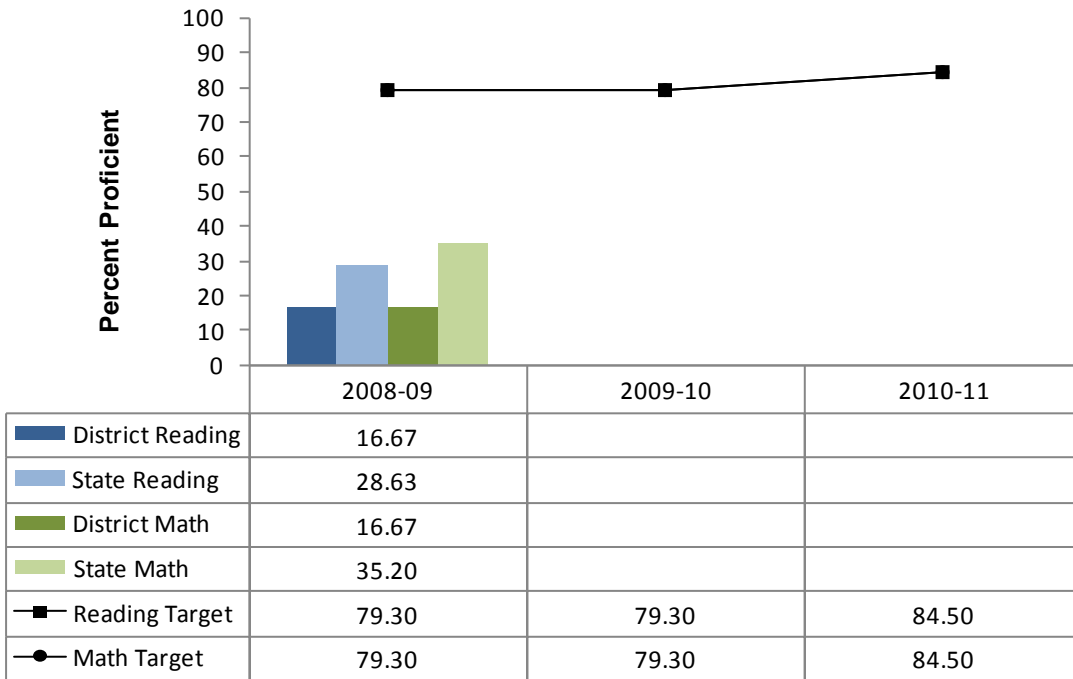
Data source: AYP Database.

Indicator B3C: 8th Grade Proficiency



Data source: AYP Database.

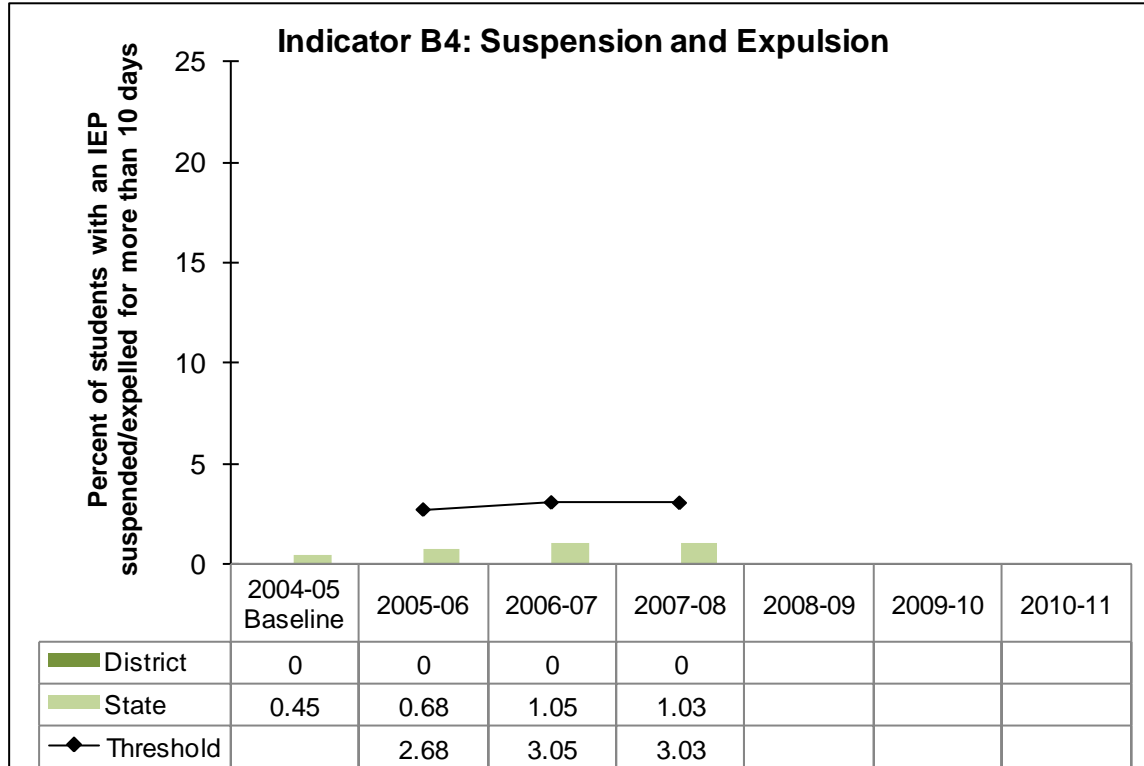
Indicator B3C: 11th Grade Proficiency



Data source: AYP Database.

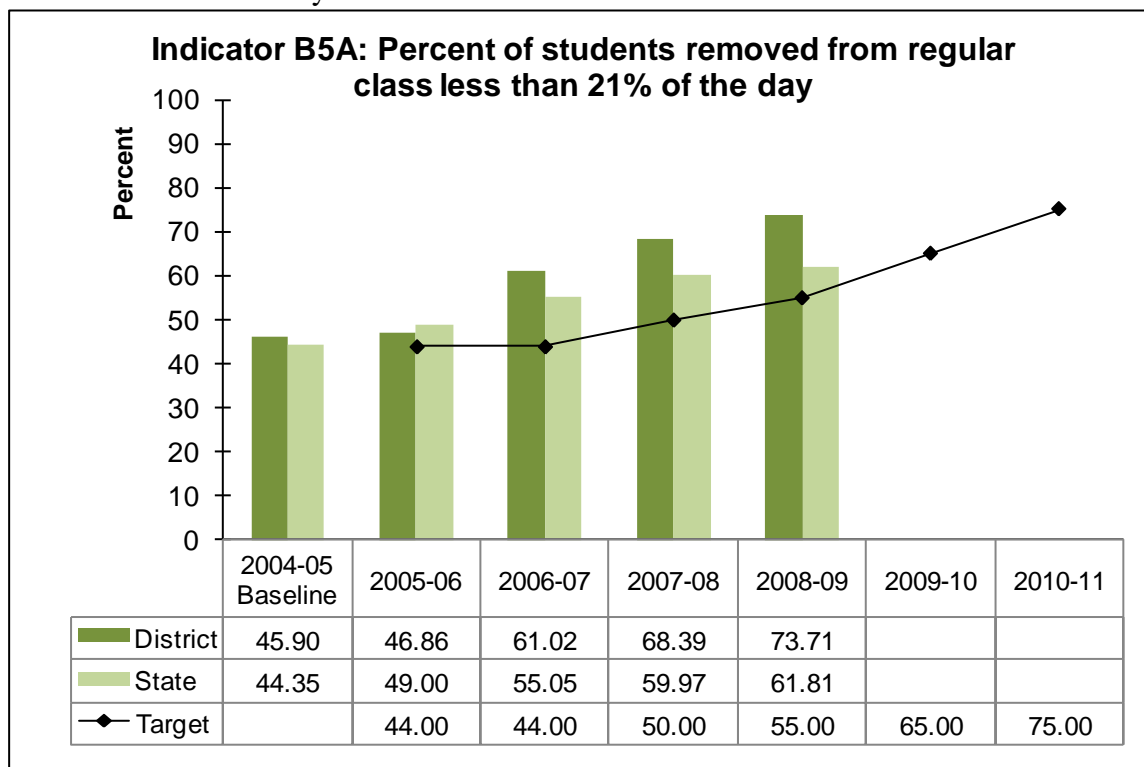
Outcome 4: Students with disabilities are being served in appropriate settings

Indicator B4: Percent of students with IEPs suspended or expelled for more than 10 days.



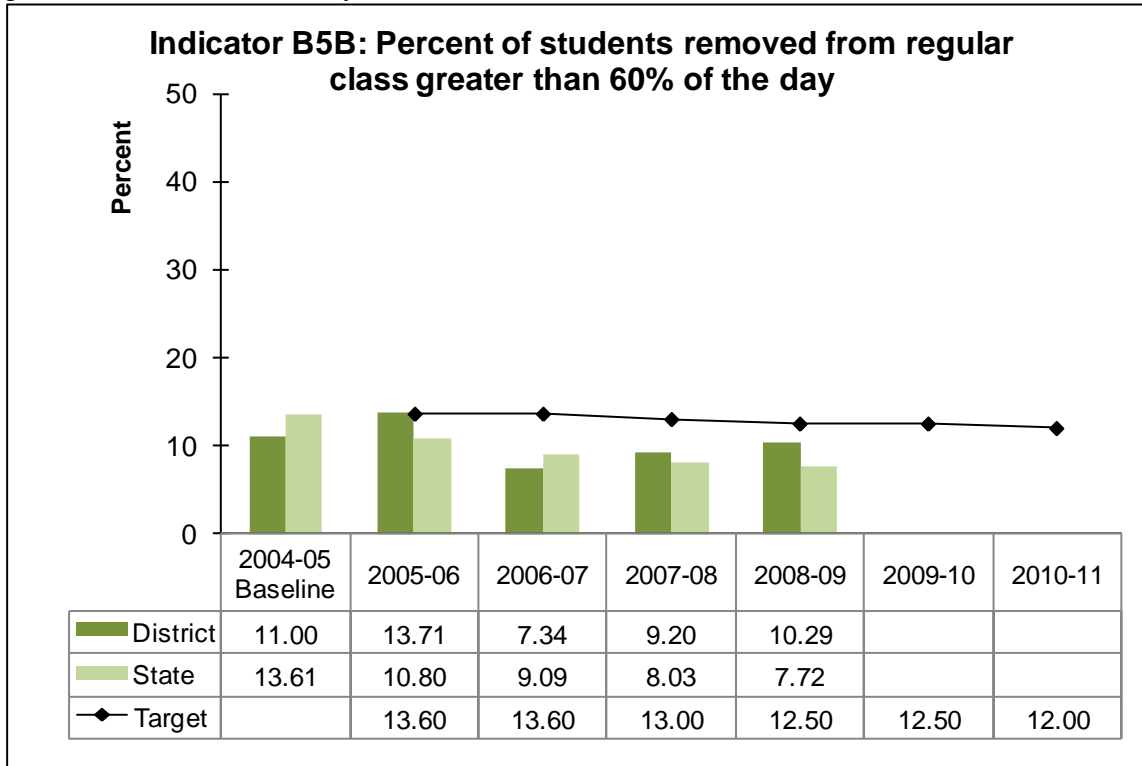
Data source: Project EASIER. Note: Target range is less than threshold for significant discrepancy.

Indicator B5A: Percent of students with IEPs aged six through 21 removed from regular class less than 21 % of the day.



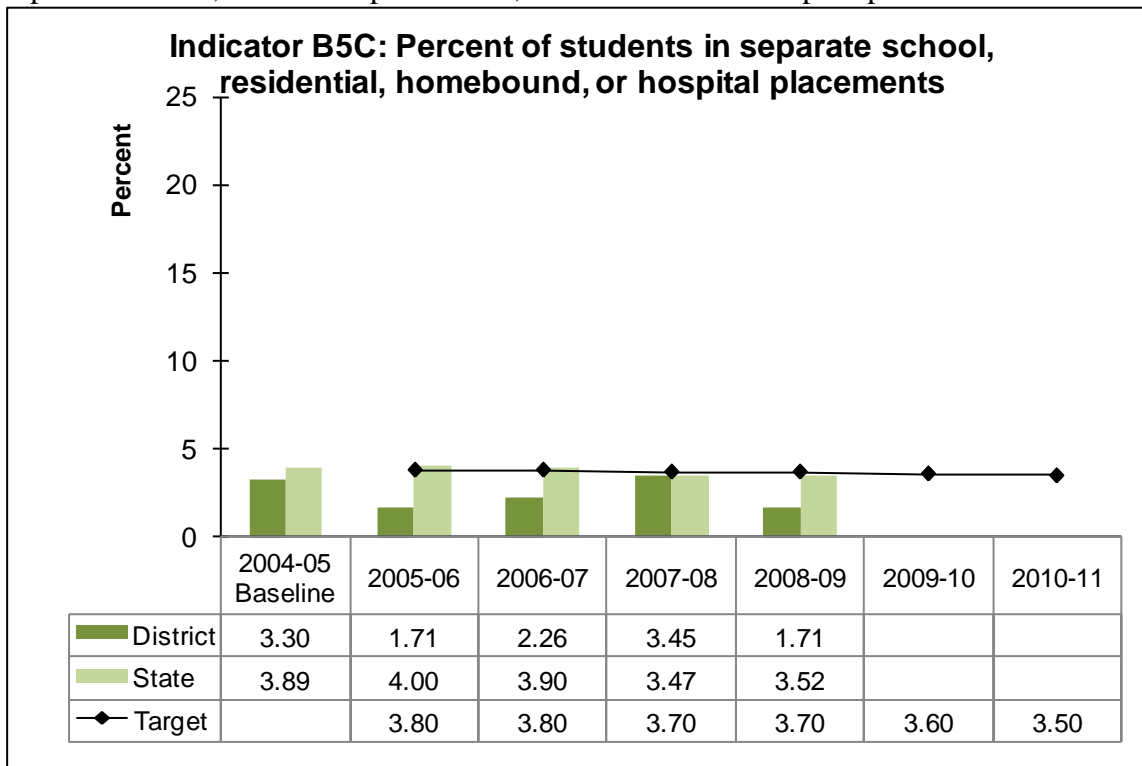
Data source: IMS.

Indicator B5B: Percent of students with IEPs aged six through 21 removed from regular class greater than 60% of the day.



Data source: IMS. Note: Target range is less than or equal to target value.

Indicator B5C: Percent of students with IEPs aged six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.



Data source: IMS. Note: Target range is less than or equal to target value.

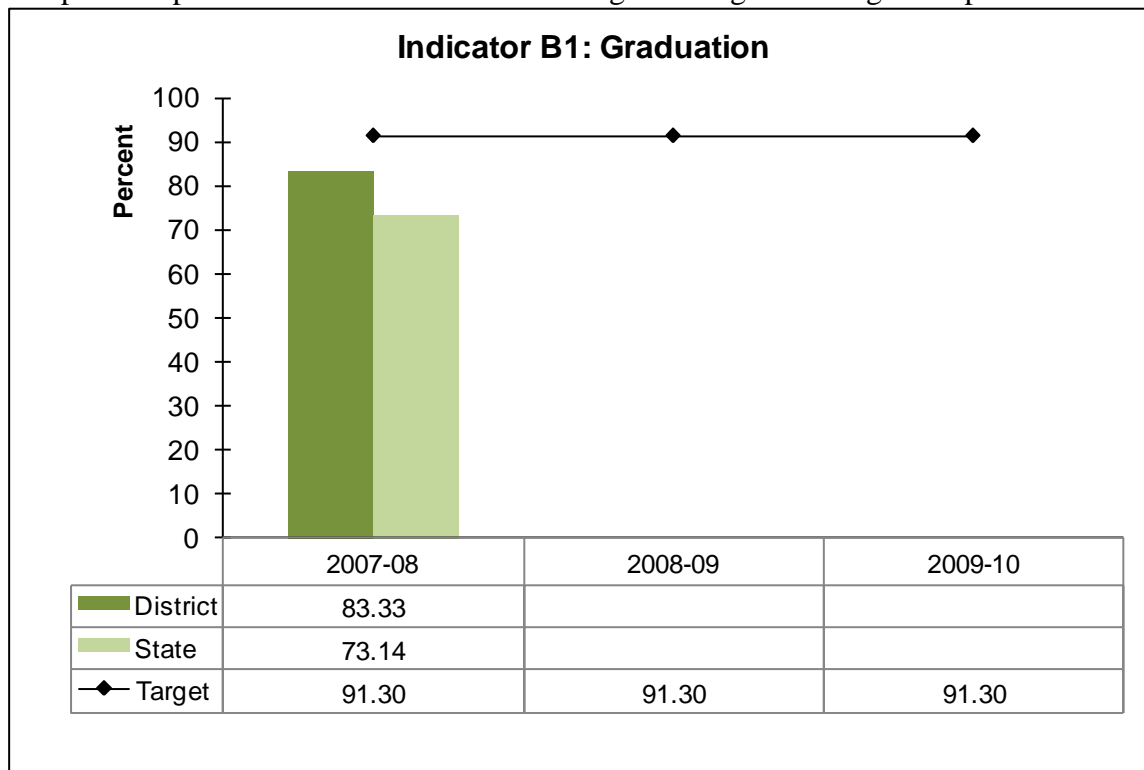
Indicator B6: Percent of preschool students with IEPs who received special education and related services in settings with typically developing peers.

Not reported for FFY 2008 (2008-2009). New baseline and targets for Indicator B6 will be reported for FFY 2009 (2009-2010).

Outcome 5: Students with disabilities are prepared for success beyond high school

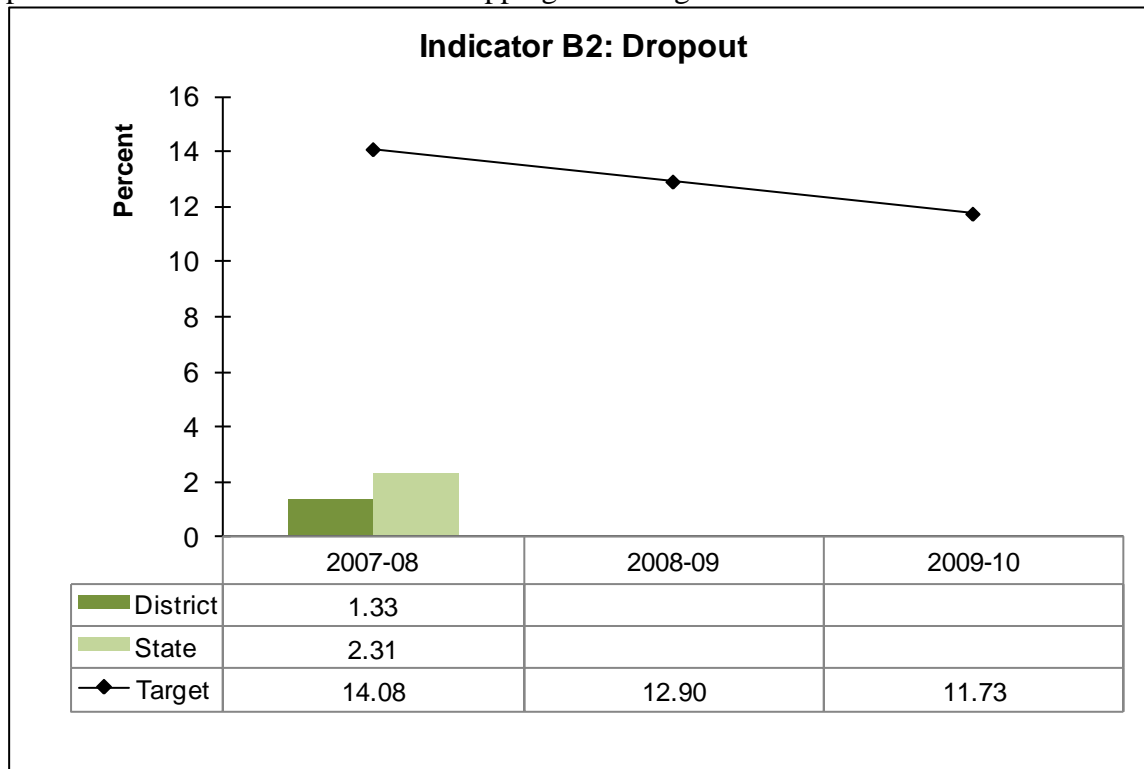
Note: The Title I cohort graduation rate will be calculated and reported beginning with the 2010-2011 school year, consistent with federal requirements. Currently the graduation rate in Iowa is calculated using a four year cohort rate. Because a unique student identifier was available statewide beginning in 2004-05, we are currently able to calculate a four-year cohort rate for FFY 2007 (2007-2008) for the purposes of measuring state and district performance against the target. The cohort rate is calculated as the number of on-time graduates in 2007-08 divided by the number of 9th graders in fall of 2004. Students who transfer in or out are excluded from the calculation, and students with IEPs are given additional time to graduate, per Iowa's NCLB accountability plan. The dropout rate is calculated using the same data used in the four-year cohort graduation rate for Indicator B1. The resulting calculation is a four-year dropout cohort rate.

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma compared to percent of all students in the state graduating with a regular diploma.



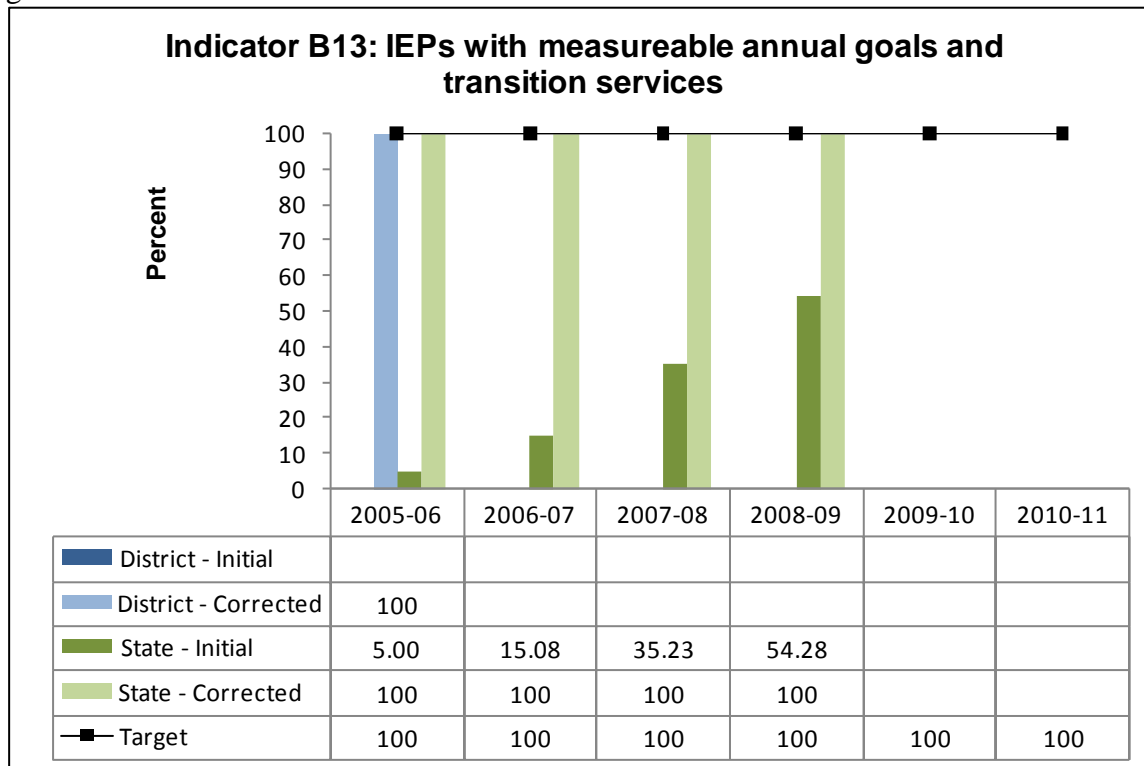
Data source: Project EASIER. Note: Target range is less than or equal to target value.

Indicator B2: Percent of students with IEPs dropping out of high school compared to the percent of all students in the state dropping out of high school.



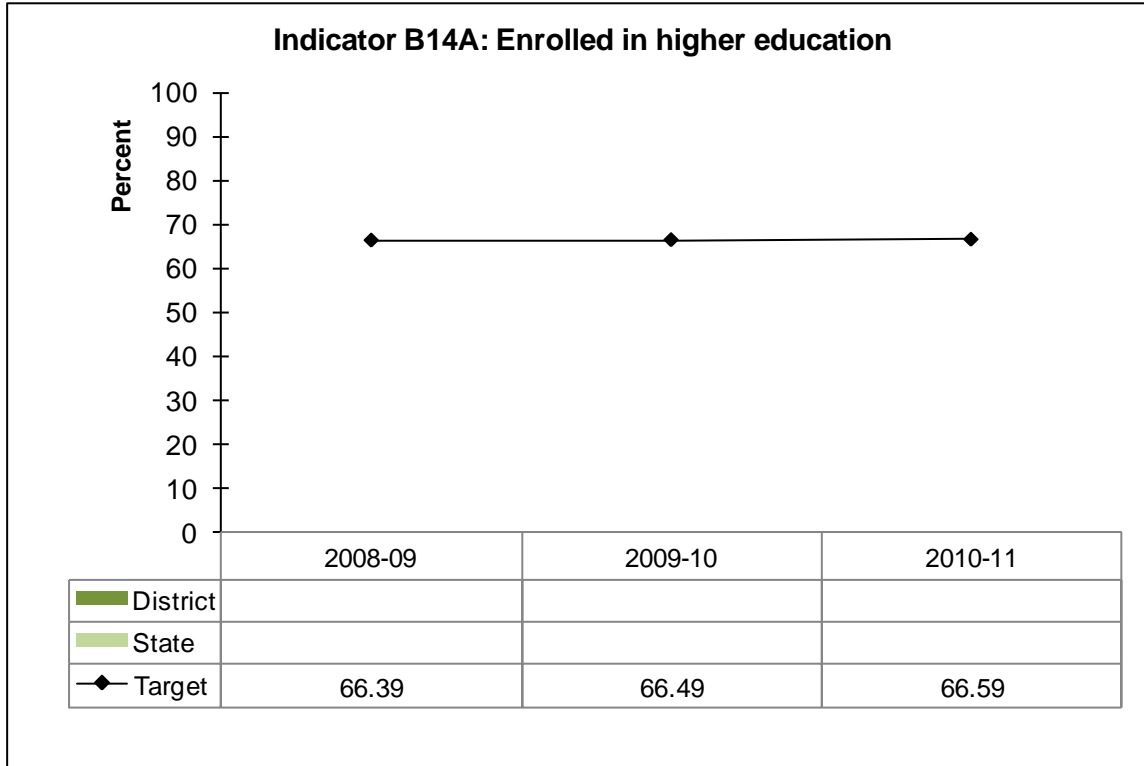
Data source: Project EASIER. Note: Target range is less than or equal to target value.

Indicator B13: Percent of students with IEPs age 16 and above with measureable, annual IEP goals and transition services.



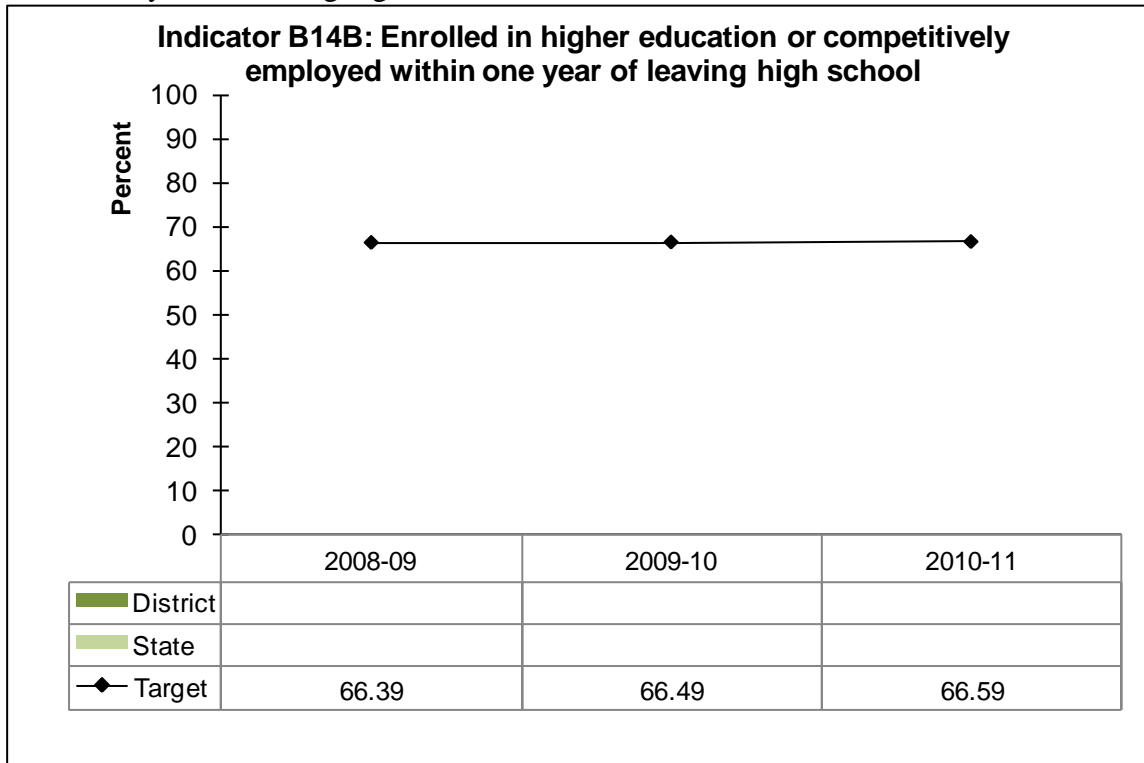
Data source: ISTAR. Note: Missing district data in the above chart for any year indicate that the district did not participate in the file review for that year.

Indicator B14A: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.



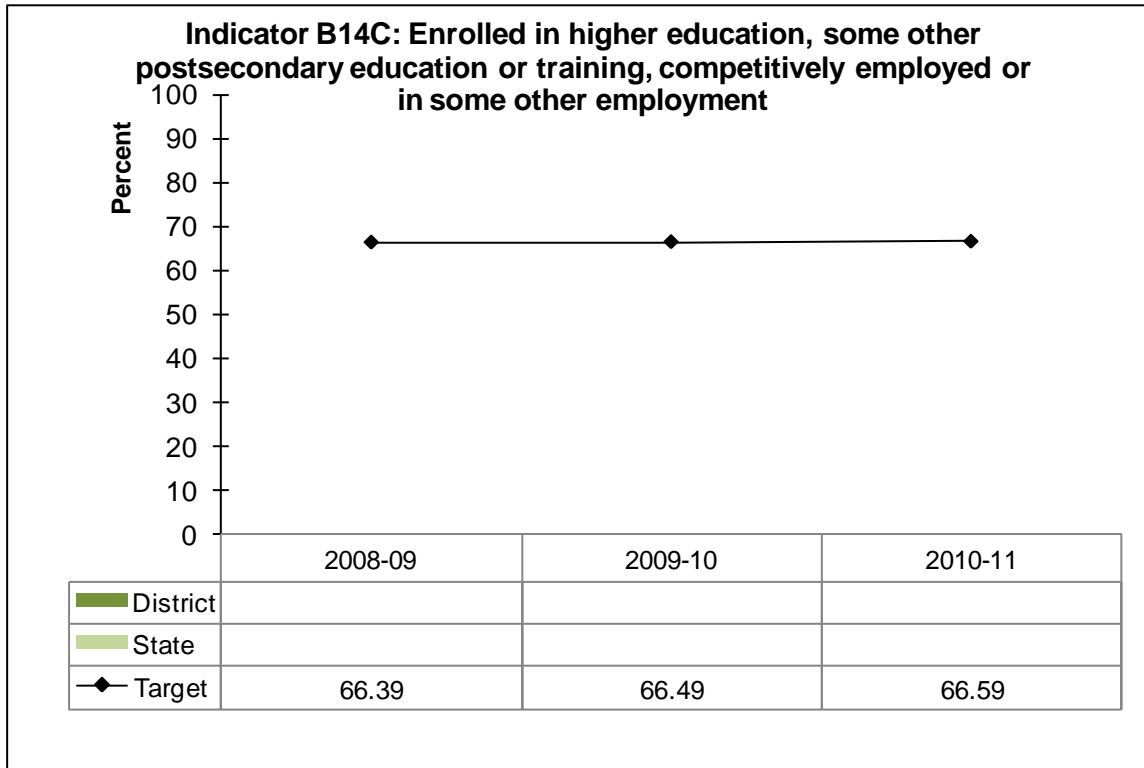
Data source: Iowa Department of Education Survey. Note: Missing district data in the above chart for any year indicate that the district did not participate in the Indicator B14 survey for that year.

Indicator B14B: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or were competitively employed within one year of leaving high school.



Data source: Iowa Department of Education Survey. Note: Missing district data in the above chart for any year indicate that the district did not participate in the Indicator B14 survey for that year.

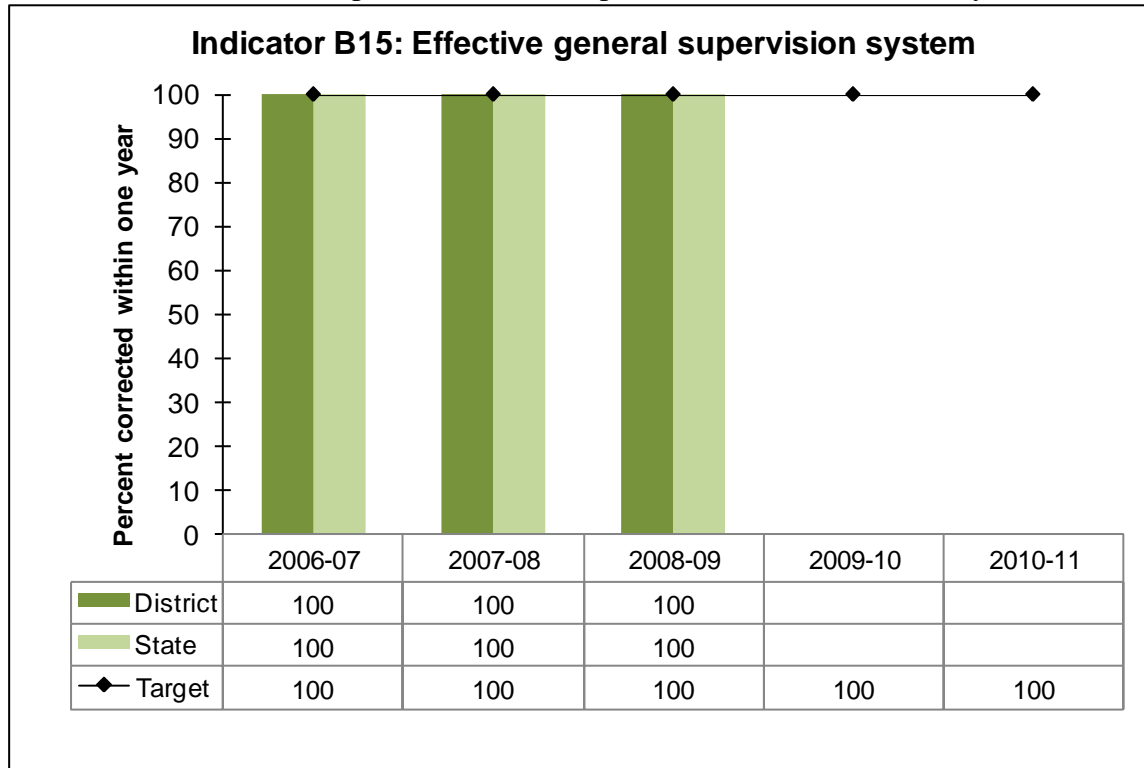
Indicator B14C: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



Data source: Iowa Department of Education Survey. Note: Missing district data in the above chart for any year indicate that the district did not participate in the Indicator B14 survey for that year.

District Compliance

Indicator B15: Percent of procedural noncompliance corrected within one year of identification.



Data source: ISTAR.

Indicator B20: Data are timely and accurate.

Requirement Met