

## Technical Assistance

# APR Checklist

**Annual Progress Report for the 2003-04 School Year**

**PUBLIC SCHOOL DISTRICTS**

Mail **four copies** of this document by **Monday, August 16, 2004**, to the address below and one copy to the the chief administrator of your AEA:

Iowa Department of Education  
ATTN: Jeanette McGreevy  
Bureau of Administration and School Improvement Services  
Grimes State Office Building  
Des Moines, IA 50319-0146

Iowa Department of Education  
June 3, 2004



## STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR  
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
TED STILWILL, DIRECTOR

### **APR 2003-04 Transition Year Two to Meet NCLB Reporting Requirements Public School Districts**

TO: Public School District Administrators  
FROM: Judy Jeffrey  
DATE: June 4, 2004

To assist Iowa schools in making the transition to new federal reporting requirements under NCLB legislation, the following reporting modifications will again occur for the 2003-04 annual progress report (APR) and the federal adequate yearly progress (AYP):

Issue	AYP Federal Reporting	APR State Reporting
1. When does reporting occur?	As soon as the web site is available.	August 15, 2004
2. How does this reporting occur?	Each Iowa school district will enter data for the second year into a Department web-based AYP reporting system. (Date projected for availability: June 15)	Each Iowa school district will again submit a paper APR to the Department. Each district distributes the APR reporting requirements to its local community and area education agency.
3. Which reporting process will be used to report reading and mathematics goals and progress with those goals?	The web-based reporting process will be used for accountability for progress with reading and mathematics AYP goals.	To assist with the transition to NCLB requirements, the APR for the 2003-04 school year does not have to contain local AIG for reading and mathematics and progress with those goals for districts at or below the state trajectory. Districts above the state trajectory include this information in the APR.
4. What are the new federal reporting requirements for the 2003-04 APR?	ICN sessions will be scheduled in the future to inform districts of new requirements	<ul style="list-style-type: none"><li>▪ District graduation rate compared with state graduation rate</li><li>▪ District average daily attendance for elementary and middle schools compared to the state average daily attendance</li></ul>

Multiple new federal requirements pursuant to NCLB are challenging to state and local systems; however, the Department appreciates the on-going commitment of local schools to provide the highest quality education for the students in their care.

Sincerely,

Judy Jeffrey, Administrator  
Division of Early Childhood, Elementary, and Secondary Education

## 2003-04 School Year: Annual Progress Report (APR) Minimum Requirements Public School Districts

Due Date: Monday, August 16, 2004 (Attach this checklist with your APR.)  
Iowa Department of Education

- Each school district is required to submit an Annual Progress Report (that contains, at a minimum, for the 2003-04 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 two to meet local and state reporting requirements for NCLB, and the APR requirements listed in this document are intended to accommodate this transition.
- **Federal reporting requirements for Adequate Yearly Progress (AYP) (e.g., participation rates, reading goals, and mathematics goals) under NCLB will be a separate, web-based process. As a result, those requirements do not appear in this document for the 2003-04 school year to avoid a duplicative process.** Please Note: Even though participation rates, reading goals, and mathematics goals will not be verified through the APR for the 2003-04 school year, each school district may include that information in its APR.

This public school district form is available on the DE Web site: [www.state.ia.us/educate/](http://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 \_\_\_\_\_

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

Total Enrollment \_\_\_\_\_ AEA \_\_\_\_\_

Address \_\_\_\_\_

Local Contact Person for This Report \_\_\_\_\_

E-mail Address for APR Contact Person \_\_\_\_\_

Department of Education School Improvement Consultant \_\_\_\_\_  
(The Name of your 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 \_\_\_\_\_

Grade level(s) sent to another district \_\_\_\_\_

### 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. **If we had fewer than 10 students in a subgroup for reporting purposes, we still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate.**

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. \_\_\_\_\_

Signature of the school district superintendent. \_\_\_\_\_

C3. Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please place the page number(s) where each reporting requirement appears in your 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 your 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 2003-04 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 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)	
Page(s)	Page(s)	<b><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u></b> NCLBA, 281--IAC 12.8(3)(b)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high achievement levels on the ITBS.</u> )
1r. _____	1m. _____	
		<b><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 4 includes <b>both</b> 10 or more males <b>and</b> 10 or more females.</i> At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high achievement levels on the ITBS.</u> )
2r. _____	2m. _____	
		<b><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u> —grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high achievement levels on the ITBS.</u> )
3r. _____	3m. _____	

4r. _____ 4m. _____	<p><b><u>Low Socioeconomic Status —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-03 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total—grade 4. (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
5r. _____ 5m. _____	<p><b><u>Students with Disabilities —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-03 and 2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Total—grade 4. (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
6r. _____ 6m. _____	<p><b><u>Migrant Students —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
7r. _____ 7m. _____	<p><b><u>ELL Students —Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>

## 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. _____      8m. _____      8s. _____	<p><b><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science</u></b>                  NCLBA, 281--IAC 12.8(3)(b)(1) and (2)                  At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science—grade 8. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
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9r. _____      9m. _____      9s. _____	<p><b><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b>                  281--IAC 12.8(3)(a)(1) and (2)  <i>Note: Report trend line data only if the student population for grade 8 includes <b>both</b> 10 or more males <b>and</b> 10 or more females.</i>                  At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total—grade 8. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).                  At a minimum, report two years of data for the percentage of students in grade 8 by gender who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium data (2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
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10r. _____      10m. _____      10s. _____	<p><b><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b>                  281--IAC 12.8(3)(a)(1) and (2)                  At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each subgroup with 10 or more students</u>—grade 8. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).                  At a minimum, report two years of data for the percentage of students in grade 8 for <u>each subgroup with 10 or more students</u> who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium data (2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
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11r. _____ 11m. _____ 11s. _____	<p><b><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-03 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total—grade 8. At a minimum, report two years of annual data (2002-03 and 2003-04) <b>OR</b> biennium data (2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Science—grade 8. <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
12r. _____ 12m. _____ 12s. _____	<p><b><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-03 and 2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Total—grade 8. At a minimum, report two years of annual data (2002-03 and 2003-04) <b>OR</b> biennium data (2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Science—grade 8. <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
13r. _____ 13m. _____ 13s. _____	<p><b><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Total—grade 8. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). At a minimum, report two years of data for the percentage of migrant students in grade 8 who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium data (2002-04). <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
14r. _____ 14m. _____ 14s. _____	<p><b><u>ELL Students—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Total—grade 8. Report annual data ((2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). At a minimum, report two years of data for the percentage of ELL students in grade 8 who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium data (2002-04). <i>(Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

## Grade 11 Reading, Mathematics, and Science Achievement Data

### ITED Student Achievement Data

#### Reporting Group/Subgroup Data Guidance

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

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

15r. _____	15m. _____	15s. _____	<p><b><u>ITED Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science</u></b>                      NCLBA, 281--IAC 12.8(3)(b)(1) and (2)                      At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
16r. _____	16m. _____	16s. _____	<p><b><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u></b>                      281--IAC 12.8(3)(a)(1) and (2)  <i>Note: Report trend line data only if the student population for grade 11 includes <b>both</b> 10 or more males <b>and</b> 10 or more females.</i>                      At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).                      At a minimum, report two years of data for the percentage of students in grade 11 by gender who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium (2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
17r. _____	17m. _____	17s. _____	<p><b><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u></b>                      281--IAC 12.8(3)(a)(1) and (2)                      At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving for <u>each group with 10 or more students</u>—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04)                      At a minimum, report two years of data for the percentage of students in grade 11 for <u>each group with 10 or more students</u> who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium data (2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>

18r. \_\_\_\_\_ 18m. \_\_\_\_\_ 18s. \_\_\_\_\_

**Low Socioeconomic—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**  
(e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1)  
At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) **OR** biennium data (2001-02 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11.  
At a minimum, report two years of annual data (2002-03 and 2003-04) **OR** biennium data (2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Science—grade 11.  
(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

19r. \_\_\_\_\_ 19m. \_\_\_\_\_ 19s. \_\_\_\_\_

**Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**  
(e.g., students with IEPs--504 students not included)  
281--IAC 12.8(3)(a)(1)  
At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) **OR** biennium data (2001-02 and 2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11.  
At a minimum, report two years of annual data (2002-03 and 2003-04) **OR** biennium data (2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Science—grade 11.  
(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

20r. \_\_\_\_\_ 20m. \_\_\_\_\_ 20s. \_\_\_\_\_

**Migrant Students—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**  
281--IAC 12.8(3)(a)(1)  
At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04)  
At a minimum, report two years of data for the percentage of migrant students in grade 11 who are proficient in Science (2002-03, 2003-04) **OR** biennium data (2002-04).  
(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

**ELL Students —Percentage of Students Proficient  
in Reading Comprehension, Math Concepts and Problem  
Solving, and Science (ITED)**

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

21r. \_\_\_\_\_ 21m. \_\_\_\_\_ 21s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of ELL students in grade 11 who are proficient in Science (2002-03, 2003-04) **OR** biennium (2002-04) data.

*(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 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:** 75.9%% (reading comprehension) and 75.0% (math total)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)
- **Nation—Percentage of Students Proficient:** 60.0% (reading comprehension) and 60.0% (math total)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)

**Reading (r)      Mathematics (m)**

22r. _____	22m. _____	Percentage of students proficient achievement data for grade 4 compared with the state 281--IAC 12.8(1)(f)(1)
23r. _____	23m. _____	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:** 69.3% (reading comprehension), 71.6% (math total), and 77.3% (science)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)
- **Nation—Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math total), and 60.0% (science)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)

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

24r. _____	24m. _____	24s. _____	Percentage of students proficient achievement data for grade 8 compared with the state 281--IAC 12.8(1)(f)(1)
25r. _____	25m. _____	25s. _____	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:** 77.0% (reading comprehension), 79.2% (math concepts and problem solving), and 78.7%(science)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math concepts and problem solving), and 60.0% (science)  
(2001-2003 Biennium Period, 2000 norms. *Condition of Education Report*, Iowa Department of Education, 2003)

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

26r. _____	26m. _____	26s. _____	Percentage of students proficient achievement data for grade 11 compared with the state 28--IAC 12.8(1)(f)(1)
27r. _____	27m. _____	27s. _____	Percentage of students proficient achievement data for grade 11 compared with the nation 281--IAC 12.8(1)(f)(1)

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

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

**Student achievement data (2003-04 school year at a minimum) from at least one additional assessment**

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

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.

28r. \_\_\_\_\_      28m. \_\_\_\_\_      28s. \_\_\_\_\_

*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).*

### NCLB Transition Year Two Reading and Mathematics Goal Progress Adequate Yearly Progress (AYP)—Federal Requirements Annual Improvement Goals (AIG)—Iowa Accreditation Requirements

- Iowa school districts for the second year will report reading and mathematics student achievement data for AYP goals into a Department web-based student management system during the summer of 2004.
- As a result of the second year of NCLB transition, each school district is required to report, at a minimum, science goals and progress with science goals in its APR for the 2003-04 school year. **Each school district may report information beyond minimum requirements in its APR for 2003-04.**

### 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.

Science (s)

**Long-range Goals for Science**

29s. \_\_\_\_\_      Long-range goal(s) 281--IAC 12.8(3)(b)(3)

**2003-04 Annual Improvement Goals for Science**

30s. \_\_\_\_\_      Annual improvement goal(s) for science for 2003-04  
281--IAC 12.8(3)(b)(4)

**2003-04 Annual Improvement Goals for Science Met or Not Met**

Were annual improvement goal(s) for science met for 2003-04?  
(Check "yes" or "no.")

31s. \_\_\_\_\_ **Yes**      \_\_\_\_\_ **No** (Science)

\_\_\_\_\_ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.

One example:

Our goal was **(annual improvement goal)**. We **(did/did not)** meet the goal. Last year our students scored **(data for 2002-03)**. Our goal predicted we would see a change of **(amount of change)**. This year our students scored **(data for 2003-04)**, which is **(more/less/same)** than what was expected.

32s. \_\_\_\_\_

**2003-04 Science Goals Not Met: Corrective Actions**

Corrective actions to address not meeting goals.

281--IAC 12.8(3)(b)(4)

*If you checked **NO** for #31s, the APR must contain a brief description to the local community about actions to meet the 2003-04 science goals.*

*If you checked **YES** for #31s, write N/A in the blank.*

33s. \_\_\_\_\_

**Annual Improvement Goal(s) for Science for 2004-05**

Annual improvement goal(s) for science for 2004-05.

- An annual improvement goal must describe a desired measurable annual improvement.
- An annual improvement goal must be based upon student achievement data from at least one district-wide assessment that meets technical adequacy requirements, has at least three achievement levels, and has disaggregated student achievement data by all required subgroups.

## Additional State Indicators

Place page numbers below. Report percentages in the APR.



**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.*

34. \_\_\_\_\_

**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.*

\_\_\_\_\_ (Total number of dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of students in grades 7-12.)

35. \_\_\_\_\_

**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.*

\_\_\_\_\_ (Total number of female dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of females in grades 7-12.)  
\_\_\_\_\_ (Total number of male dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of males in grades 7-12.)

36. \_\_\_\_\_

**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.*

\_\_\_\_\_ (Total number of White dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of White students in grades 7-12.)  
\_\_\_\_\_ (Total number of Black dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of Black students in grades 7-12.)  
\_\_\_\_\_ (Total number of Hispanic dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of Hispanic students in grades 7-12.)  
\_\_\_\_\_ (Total number of American Indian/Alaskan Native dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of American Indian/Alaskan Native students in grades 7-12.)  
\_\_\_\_\_ (Total number of Asian/Pacific Islander dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of Asian/Pacific Islander students in grades 7-12.)  
\_\_\_\_\_ (Total number of Other dropouts in grades 7-12.)  
\_\_\_\_\_ (Total number of Other students in grades 7-12.)

Place page numbers below.  
Report percentages in the  
APR.



37. \_\_\_\_\_

**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.

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

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

38. \_\_\_\_\_

**Post-Secondary Data**

**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.

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

\_\_\_\_\_ (Total number of seniors)

39. \_\_\_\_\_

**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 2003-04 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. You would divide the number of students who took the ACT in 2003-04 and scored 20 or higher and divide it by the number of students who took the ACT and report the percentage. If the district does not receive ACT scores by the August 16, 2004, submission date, please send requirement #39 as soon as possible. If ACT scores miss the district's APR printing deadline, attach requirement #39 to each of the four APRs submitted.*

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

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

\_\_\_\_\_ (Total number of students who took the test)

40. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of all 2003-04 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 2003-04 graduates who completed a core program by the total number of 2003-04 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.

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

\_\_\_\_\_ (Total number of high school graduates)

Place page numbers below.



41. \_\_\_\_\_

**District Graduation Rate** (Additional academic indicator required by NCLB.)  
The percentage of students who graduated with a district diploma for the **2002-03** school year. The district graduation rate should be taken from the AYP website. *This data point will always be a year behind.*  
**Place the page number in the blank. Report the percentage in the APR.**

42. \_\_\_\_\_

**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 **2002-03** school year compared to the state graduation rate for **2002-03**. The state graduation rate for **2002-03** is 90.4%.  
*These data will always be a year behind.*

43. \_\_\_\_\_

**Average Daily Attendance** (Additional academic indicator required by NCLB.)  
The K-8 district average daily attendance for **2002-03**. The district K-8 average daily attendance should be taken from the AYP website.  
*This data point will always be a year behind.*

44. \_\_\_\_\_

**Average Daily Attendance Compared with the state Average Daily Attendance** (Additional academic indicator required by NCLB.)  
The K-8 district average attendance for **2002-03** compared to the state average daily attendance. The state K-8 average daily attendance for **2002-03** is 95.6%.  
*These data will always be a year behind.*

45. \_\_\_\_\_

**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.**

46. \_\_\_\_\_

**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 4<sup>th</sup> 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 improvement to their local communities prior to the beginning of each school year.

Place page numbers below.



**Prior to August 1, 2004, the Department will provide each district with information to report requirements #47- #50. As a result of tight timelines, this information may be attached to the APR (that may have already been printed).**

47. \_\_\_\_\_ Total number of school buildings identified in need of improvement. To be considered in need of improvement, a building must be identified for two consecutive years in reading or mathematics. **Note: Each school district will be notified by August 1, 2004, about its buildings, if any, identified as in need of improvement under NCLB requirements.**
48. \_\_\_\_\_ Percentage of total school buildings (in the district) identified in need of improvement. **Place the page number in the blank. Report the percentage in the APR.**
49. \_\_\_\_\_ Name of each school building identified as in need of improvement.
50. \_\_\_\_\_ Number of years each school building has been identified as in need of improvement. **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.**