



# Iowa Department of Education



School Year: <input type="text" value="2007-2008"/> <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: <b>Both Public and Non-Public</b>	
District: 1611 School: 0000 Name: <b>Davenport Comm School District</b>	

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.

#### 2007-2008 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 2006-07 results, the percentage of all students, and the indicated subgroups, scoring as "proficient" on the Reading Comprehension subtest of the Iowa Tests for the following grade levels:

	2006-2007 % Proficient		
	4th Grade	8th Grade	11th Grade
All Students	73.8	60.0	68.0
Euro-American	78.8	65.4	74.2
African-American	57.8	44.9	42.5
IEP Students	22.1	12.7	13.9

#### Were the Annual Goals Met?

**NO**

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

Although the Davenport Community School District did not meet its overall Reading Comprehension Goal, we did see gains in the Reading Comprehension subtest for 8th grade students in all subgroups; and for 11th grade students in the African American and IEP students subgroups. The results for the 2007-2008 school year, as compared to 2006-2007 are as follows:

	2006-07 % Proficient	2007-08 % Proficient	Proficiency Change
Grade 4			
All Students	73.8	69.4	-4.4
Euro-American	78.8	76.2	-2.6
African-American	57.8	50.5	-7.3

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	All Students	60.0	62.3	+2.3																								
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<b>If the District Did Not Meet its Goal 281--IAC 12.8(3) (b)(4)</b> <b>The plan to meet future goals includes the following:</b>	<p>The plan to meet the future goals includes the following:</p> <ol style="list-style-type: none"> <li>1. implementation of comprehensive reading and language arts program PreK-6 and monitoring through formative and summative assessment.</li> <li>2. implementation of core comprehension reading strategies embedded in the PreK-6 reading program.</li> <li>3. implementation of selected literacy strategies within content areas in grades 6-12.</li> <li>4. implementation of reading intervention programs.</li> <li>5. on-going professional development aligned to district goals and initiatives.</li> <li>6. implementation of Iowa Core Curriculum.</li> <li>7. development and implementation of formative assessments grades 7-12.</li> <li>8. implementation of differentiated instruction.</li> <li>9. implementation of the Pathways to Knowledge research model.</li> </ol>																											
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### Chapter 12 Improvement Goals Science

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

##### PUBLIC

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- 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.**

<b>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</b>	All students will reach high levels of literacy, mathematics, and science and will feel safe and connected to school.																
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<b>Were the Annual Goals Met?</b>	<b>YES</b>																
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### 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

<b>Assessment Used:</b>	Other (405)		
<b>Other Assessment:</b> Name/description/comment about the other assessment, or N/A if whole grade sharing.	Degrees of Reading Power - 8th grade		
<b>Explanation -- How did the students do on this test?</b>	Degrees of Reading Power - 8th grade (measured in %)		
	2006-2007	2007-2008	
Exceeds	17.19	59.00	
Meets	16.96	12.65	
Needs	65.85	28.35	
% Proficient	34.15 N=449	71.65 N=1083	A 37.50% increase in proficiency.

#### Math

<b>Assessment Used:</b>	Other (405)		
<b>Other Assessment:</b> Name/description/comment about the other assessment, or N/A if whole grade sharing.	Performance Based Assessment - Math		
<b>Explanation -- How did the students do on this test?</b>	Grade 4: Comprehensive Math (measured in %)		
	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
			2007-2008
			5.18
			59.93
			41.89
			65.11
			An 11.39% increase in proficiency.
	Grade 8: Pre-Algebra End-of-Course (measured in %)		
	2006-2007	2007-2008	
Exceeds	9.33	8.68	
Meets	45.13	36.50	
Needs	45.54	54.82	
% Proficient	54.56	45.18	A 9.28% decrease in proficiency.
	Grade 11: Algebra End-of-Course (measured in %)		
	2006-2007	2007-2008	
Exceeds	9.33	5.10	
Meets	45.13	43.74	
Needs	45.54	51.56	

	% Proficient	54.56	48.84	A 5.72% decrease in proficiency.																																																													
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<b>Explanation -- How did the students do on this test?</b>	<p>Grade 8: Performance Sub-Skill - Physical Science (measured in %)</p> <p>Uses atomic and molecular theory to show patterns in elements</p> <table border="1"> <thead> <tr> <th></th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-2007</th> <th>2007-2008</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exceeds</td> <td>58.73</td> <td>59.72</td> <td>47.17</td> <td>41.00</td> <td></td> </tr> <tr> <td>Meets</td> <td>30.95</td> <td>34.17</td> <td>39.93</td> <td>42.35</td> <td></td> </tr> <tr> <td>Needs</td> <td>10.32</td> <td>6.11</td> <td>12.90</td> <td>16.64</td> <td></td> </tr> <tr> <td>% Proficient</td> <td>89.68</td> <td>93.89</td> <td>87.10</td> <td>83.35</td> <td>A 3.75% decrease in proficiency.</td> </tr> </tbody> </table> <p>Grade 11: Performance Sub-Skill - Chemistry (measured in %)</p> <p>Shows how the periodicity of the elements relates to atomic structure</p> <table border="1"> <thead> <tr> <th></th> <th>2004-2005</th> <th>2005-2006</th> <th>2006-2007</th> <th>2007-2008</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exceeds</td> <td>14.29</td> <td>26.52</td> <td>15.98</td> <td>23.58</td> <td></td> </tr> <tr> <td>Meets</td> <td>62.34</td> <td>49.24</td> <td>49.51</td> <td>46.93</td> <td></td> </tr> <tr> <td>Needs</td> <td>23.38</td> <td>24.24</td> <td>34.52</td> <td>29.48</td> <td></td> </tr> <tr> <td>% Proficient</td> <td>76.63</td> <td>75.76</td> <td>65.49</td> <td>70.51</td> <td>A 5.02% increase in proficiency.</td> </tr> </tbody> </table>						2004-2005	2005-2006	2006-2007	2007-2008		Exceeds	58.73	59.72	47.17	41.00		Meets	30.95	34.17	39.93	42.35		Needs	10.32	6.11	12.90	16.64		% Proficient	89.68	93.89	87.10	83.35	A 3.75% decrease in proficiency.		2004-2005	2005-2006	2006-2007	2007-2008		Exceeds	14.29	26.52	15.98	23.58		Meets	62.34	49.24	49.51	46.93		Needs	23.38	24.24	34.52	29.48		% Proficient	76.63	75.76	65.49	70.51	A 5.02% increase in proficiency.
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### 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.

<b>List assessment used and cut score:</b>	Assessment: ACT Cut Score: 20 or greater
<b>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.</b>  <b>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</b>	<b>359</b> Total number of students achieving a score or status on a measure indicating probable post-secondary success. <i>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: 359. Iowa Testing information from Project EASIER BEDS table.)</i>
	<b>582</b> Total number of students who took the test. <i>(Number of students who took the ACT test: 582. Iowa Testing information from Project EASIER BEDS table.)</i>
	<b>61.68%</b> Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. <i>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.</i>

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

<b>All high school seniors who intend to pursue post-secondary education or training.</b>  <b>PUBLIC</b> <b>These data are from the last available Spring B.E.D.S.</b>	<b>722</b> Total number of seniors who intend to pursue post-secondary education/training. <i>(Number of seniors who declared post-secondary education intentions: 722. Data from Project EASIER BEDS table.)</i>
	<b>945</b> Total number of seniors who have graduated. <i>(Number of seniors: 945. Data from Project EASIER BEDS table.)</i>
	<b>76.40%</b> Total percentage of seniors intending to pursue post-secondary education/training. <i>The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</i>

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

<b>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.</b>	<b>355</b> Total number of high school graduates who completed a core program.
	<b>950</b> Total number of high school graduates.
	<b>37.37%</b> Total percentage of high school graduates who completed a core program. <i>Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</i>

## 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 (2006-2007), while the APR itself is in the current school year (2007-2008).

#### 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.

<b>All Dropouts 2006-2007</b>	<b>303</b>	Total number of All Dropouts, grades 7-12.
	<b>7400</b>	Total number of All Students, grades 7-12.
	<b>4.09%</b>	Total percentage of All Dropouts, grades 7-12.
	<a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>	

#### DROPOUT SUBGROUPS

<b>Female 2006-2007</b>	<b>126</b>	Total number of Female Dropouts, grades 7-12.
	<b>3598</b>	Total number of Female Students, grades 7-12.
	<b>3.50%</b>	Total percentage of Female Dropouts, grades 7-12.
	<a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>	
<b>Male 2006-2007</b>	<b>177</b>	Total number of Male Dropouts, grades 7-12.
	<b>3802</b>	Total number of Male Students, grades 7-12.
	<b>4.66%</b>	Total percentage of Male Dropouts, grades 7-12.
	<a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>	
<b>White (not of Hispanic origin) 2006-2007</b>	<b>174</b>	Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	<b>5140</b>	Total number of White (not of Hispanic origin) Students, grades 7-12.
	<b>3.39%</b>	Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12.
	<a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>	
<b>Black (not of Hispanic origin) 2006-2007</b>	<b>100</b>	Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.
	<b>1446</b>	Total number of Black (not of Hispanic origin) Students, grades 7-12.
	<b>6.92%</b>	Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12.
	<a href="#">Percent arrived at by dividing the number of Dropouts by the total number of Students.</a>	
<b>Hispanic 2006-2007</b>	<b>19</b>	Total number of Hispanic Dropouts, grades 7-12.
	<b>548</b>	Total number of Hispanic Students, grades 7-12.

	<p><b>3.47%</b> Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
<b>American Indian or Alaskan Native 2006-2007</b>	<p><b>8</b> Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p><b>59</b> Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p><b>13.56%</b> 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>
<b>Asian or Pacific Islander 2006-2007</b>	<p><b>2</b> Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p><b>207</b> Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p><b>0.97%</b> 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>
<b>Disabled/IEP 2006-2007</b>	<p><b>2</b> Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p><b>997</b> Total number of Disabled/IEP Students, grades 7-12.</p> <p><b>0.20%</b> 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>
<b>English Language Learners (ELL) 2006-2007</b>	<p><b>2</b> Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p><b>123</b> Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p><b>1.63%</b> 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)

<b>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.</b>	TAG Program					
		2004-05	2005-06	2006-07	2007-08	
	Total Enrollment	1538	1704	1671	1417	
	Female	768	821	831	865	
	Male	770	883	840	830	
	Minority	368	414	363	416	
	SES	397	227	218	53	
	Out of School Suspensions/Expulsions*					
	2007-08	232 Elementary 2266 Secondary				
	2006-07	235 Elementary 1892 Secondary *of this number no secondary students went through the Board as Expulsion				
2005-06	300 Elementary 2061 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.

<b>Did the school districts accept Early Intervention funding?</b>	<b>YES</b>																																		
<b>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</b>	DIBELS - Kindergarten (measured in %) <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3" style="text-align: center;">2006-2007</th> <th colspan="3" style="text-align: center;">2007-2008</th> </tr> <tr> <th style="text-align: center;">At-Risk</th> <th style="text-align: center;">Low-Risk</th> <th style="text-align: center;">Some-Risk</th> <th style="text-align: center;">At-Risk</th> <th style="text-align: center;">Low-Risk</th> <th style="text-align: center;">Some-Risk</th> </tr> </thead> <tbody> <tr> <td>Letter Naming</td> <td style="text-align: center;">16.62</td> <td style="text-align: center;">63.91</td> <td style="text-align: center;">19.47</td> <td style="text-align: center;">15.71</td> <td style="text-align: center;">65.47</td> <td style="text-align: center;">18.82</td> </tr> <tr> <td>Nonsense Word 16.69</td> <td style="text-align: center;">15.44</td> <td style="text-align: center;">66.37</td> <td style="text-align: center;">18.19</td> <td style="text-align: center;">15.96</td> <td style="text-align: center;">67.35</td> <td></td> </tr> <tr> <td>Phonemen Segmentation</td> <td style="text-align: center;">5.78</td> <td style="text-align: center;">80.07</td> <td style="text-align: center;">14.15</td> <td style="text-align: center;">4.50</td> <td style="text-align: center;">80.69</td> <td style="text-align: center;">14.81</td> </tr> </tbody> </table>		2006-2007			2007-2008			At-Risk	Low-Risk	Some-Risk	At-Risk	Low-Risk	Some-Risk	Letter Naming	16.62	63.91	19.47	15.71	65.47	18.82	Nonsense Word 16.69	15.44	66.37	18.19	15.96	67.35		Phonemen Segmentation	5.78	80.07	14.15	4.50	80.69	14.81
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<b>Athletic Eligibility Report for the Iowa State Board of Education</b>
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<b>Assistance for Student Athletes</b>
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<p>Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Classroom teacher interventions</li> <li><input checked="" type="checkbox"/> Coach interventions</li> <li><input checked="" type="checkbox"/> Study hall/study table</li> <li><input checked="" type="checkbox"/> Tutors</li> <li><input checked="" type="checkbox"/> Parent involvement</li> <li><input checked="" type="checkbox"/> Classroom interventions</li> <li><input checked="" type="checkbox"/> Problem solving team</li> <li><input checked="" type="checkbox"/> Before/after school help</li> <li><input checked="" type="checkbox"/> Counseling services</li> <li><input checked="" type="checkbox"/> At-risk program</li> <li><input checked="" type="checkbox"/> Progress reports</li> </ul>
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<b>Other</b>
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<p>Describe any other student athletic eligibility standards or assistance mechanisms for your school district.</p>	<p>No additional data.</p>
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<b>Assurances</b>	
<b>Assurances -- Public ONLY</b>	
<b>YES</b>	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
<b>YES</b>	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
<b>YES</b>	The district has incorporated Core Content <b>Reading</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Math</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has incorporated Core Content <b>Science</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
<b>YES</b>	The district has students that are English Language Learners (ELL).
<b>YES</b>	The district has adopted English Language Proficiency (ELP) standards for ELL students.
<b>Assurances -- Public and Non-Public</b>	
<b>YES</b>	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: <b>date(s) will be set after the state releases the information to the public</b>

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