

West Des Moines Community School District

Annual Progress Report



2006-2007

Teaching and Learning Services

Dr. Donna Wilkin, Associate Superintendent

Brian Abeling, Director of Technology

Dave Blum, Director of Curriculum

Angie Calhoun, Director of Special Education

Dr. Gordon Dahlby, Director of Curriculum and Technology

Dr. Phyllis Staplin, Director of Curriculum

Mission Statement

Working in partnership with each family and the community, it is the mission of the district to educate responsible, lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth and values to thrive in and contribute to a diverse and changing world.

Guiding Principles

Continuous Improvement
Personalized Learning
Optimum Use of Resources
Integration
Diversity

Shared Vision

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

District Goals

Using the Mission Statement as our foundation and the Guiding Principles to inform our actions, the district will work towards the realization of the Shared Vision by accomplishing the following goals set forth by the Board of Education.

1. Close the gap between present practices and the Shared Vision.
2. Improve student achievement through effective instructional and assessment practices.

Table of Contents

<i>Table of Contents</i>	1
<i>Glossary</i>	3
<i>Student Achievement Goals</i>	4
Long Range Goals	4
2006-2007 Annual Improvement Goals	4
2007-2008 Annual Improvement Goals	5
<i>NCLB Annual Measurable Objective</i>	6
Grade 4	6
Grade 8	7
Grade 11	8
<i>Iowa Test of Basic Skills System Summary, Fall 2006</i>	9
<i>Iowa Tests of Educational Development System Summary, Fall 2006</i>	10
<i>ITBS Subgroup Scores – National Grade Equivalent Grades 4 & 8</i>	11
<i>ITBS Subgroup Scores – National Percentile Ranking – Grades 4, 8, 11</i>	13
<i>Proficiency Groups: District</i>	15
<i>Proficiency Groups: American Indian</i>	18
<i>Proficiency Groups: Asian</i>	18
<i>Proficiency Groups: Black American</i>	19
<i>Proficiency Groups: Hispanic</i>	20
<i>Proficiency Groups: White</i>	21
<i>Proficiency Groups: Free/Reduced Lunch</i>	22
<i>Proficiency Groups: Not Free/Reduced Lunch</i>	23
<i>Proficiency Groups: English Language Learners</i>	24
<i>Proficiency Groups: Not English Language Learners</i>	25
<i>Proficiency Groups: With IEP’s</i>	26
<i>Proficiency Groups: No IEP’s</i>	27
<i>Local, State and National Comparisons</i>	28
<i>Building Achievement Levels: Elementary Grade 4</i>	29
<i>Building Achievement Levels: Grades 8 & 11</i>	31
<i>Longitudinal Growth Analysis: Core Totals</i>	33
<i>Longitudinal Growth Analysis: Reading Comprehension</i>	34
<i>Longitudinal Growth Analysis: Language Total</i>	35
<i>Longitudinal Growth Analysis: Mathematics</i>	36
<i>Longitudinal Growth Analysis: Sources of Information Total Scores</i>	37

Mathematics Benchmark Assessment Results 38

Grades 1-6 38

Mathematics Benchmark Assessment Results 39

Grades 7 & 8 39

Grade 11: Valley High School 40

Benchmark Assessment Results: Science 41

Grades 8 & 11 41

Reading Benchmark Assessment Results 06-07 42

Grade 4 Narrative..... 42

Grade 4 Expository..... 42

Grade 8 43

Grade 10 43

Drop-Out Data..... 44

Graduation & Attendance Rate 44

Post-secondary Data: ACT 45

Advanced Placement: 2007..... 48

Discipline Report Summary..... 49

Schools in Need of Improvement..... 51

Standard Error of Measurement 52

Glossary

Abbreviation	Definition
ACT	American College Test
AIG	Annual Improvement Goal
AMO	Annual Measurable Objective: the target percent of students who should be at or above proficient as negotiated by the state of Iowa with the Federal Department of Education in compliance with the No Child Left Behind Act
AP	Advanced Placement
Expository	the act of describing and discussing a theory, problem, or proposal or commenting on a written text
Free/Reduced Lunch	A federal department of agriculture assistance program to assist households with reduced cost or free lunches. This is managed by the district nutrition department. These data are used as measures of socio-economic status.
Full Academic Year (FAY)	Students taking the ITBS or ITED that were in attendance in the school at the time of the prior year testing. This is coded two different ways to the Iowa Testing Service. Students within the district who have changed schools of equivalent grade range, such as a transfer from Jordan Creek to Crestview, are coded as one category. Students who are new to the district are coded as a second category. This is used mostly for SINA and watch-list determinations.
Grade Equivalent (GE)	Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represent the third grade, ninth month of the school year.
IGE	Iowa Grade Equivalent (grade and months, such as 4.3 represents 4 th grade, 3 rd month of school)
IGE Avg ISS	Iowa Grade Equivalent of Average Iowa Student Scores
IPR Avg ISS- IA Student Norms	Iowa Percentile Rank of Average Iowa Student Score based on Iowa Student Norms
ITBS	Iowa Tests of Basic Skills
ITED	Iowa Tests of Education Development
Narrative	relating to or involving the art of storytelling
NCLB	No Child Left Behind
NGE	National Grade Equivalent (grade and months, such as 4.3 represents 4 th grade, 3 rd month of school)
NGE Avg. NSS	National Grade Equivalent of Average National Student Scores
NPR of Avg NSS- Nat. Stu Norm	National Percentile Rank of Average National Student Scores based on National Student Norms
School Norm (Iowa or National)	Averages of all students in a building who completed a certain level test compared to all other schools who took the test at the same time of year. The distribution of school norms varies less than individual student norms.
SES	Socio-economic status
SINA	School In Need of Assistance also SINI (school in need of improvement) is sometimes used

Student Achievement Goals

Long Range Goals

All students will improve achievement in mathematics.

All students will improve achievement in reading.

All students will improve achievement in science.

*From the district Comprehensive School Improvement Plan, September 2006.

2006-2007 Annual Improvement Goals

The district's Annual Improvement Goals (AIG) were evaluated by comparing the scores of students tested in 2005-06 in grades 4, 8 and 11 with scores of students tested in 2006-07 in grades 4, 8 and 11. These AIG's have been recommended to the Board of Education by the Building a Learning Community Committee.

	Goal	2006-2007 Results	Met AIG?
Mathematics Grades 3-8	Grade levels 4-8 will grow an average of at least 1.2 years (NGE) on the ITBS from the previous year (cohort).	1.48 Average NGE Growth	Yes
Mathematics Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2005-06 86.3% 2006-07 86.3 % No change	No
Mathematics Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2005-06 86.4% 2006-07 86.7% Increase (+0.3 %)	Yes
Mathematics Grade 11	Grade 11 will increase the percentage of students in the ITED "Proficiency" level from the previous year.	2005-06 84.7% 2006-07 85.4% Increase (+0.7 %)	Yes
Reading Grades 3-8	Grade levels 4-8 will grow an average of at least 1.2 years (NGE) on the ITBS from the previous year (cohort).	1.27 Average NGE Growth	Yes
Reading Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2005-06 85.8% 2006-07 87.0% Increase (+1.2 %)	Yes
Reading Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2005-06 79.5% 2006-07 83.2% Increase (+3.7%)	Yes
Reading Grade 11	Grade 11 will increase the percentage of students in the ITED "Proficiency" level from the previous year.	2005-06 84.3% 2006-07 84.0% Decrease (-0.3 %)	No
Science Grade 8	The 8 th grade class will grow at least 1.2 years (NGE) from 7 th grade (cohort)	2005-06 7 th : 9.9 NGE 2006-07 8 th : 12.1 NGE +2.2 NGE Growth	Yes
Mathematics Grade 11	The 11 th grade class of 2006-07 will increase the percentage of students proficient in mathematics from the 2004-05 9 th grade on the ITED (cohort)	2004-05 9 th : 85.6% 2006-07 11 th : 85.4% Decrease (-0.2 %)	No
Reading Grade 11	The 2006-07 11 th grade class will increase the percentage of students proficient in reading from the 2004-05 9 th grade on the ITED (cohort)	2004-05 9 th : 84.4% 2006-07 11 th : 84.0% Decrease (-0.4 %)	No
Science Grade 11	The 2006-07 11 th grade class of will increase the percentage of students proficient in science from the 2004-05 9 th grade on the ITED (cohort)	2004-05 9 th : 85.7% 2006-07 11 th : 89.2% Increase (+3.5%)	Yes

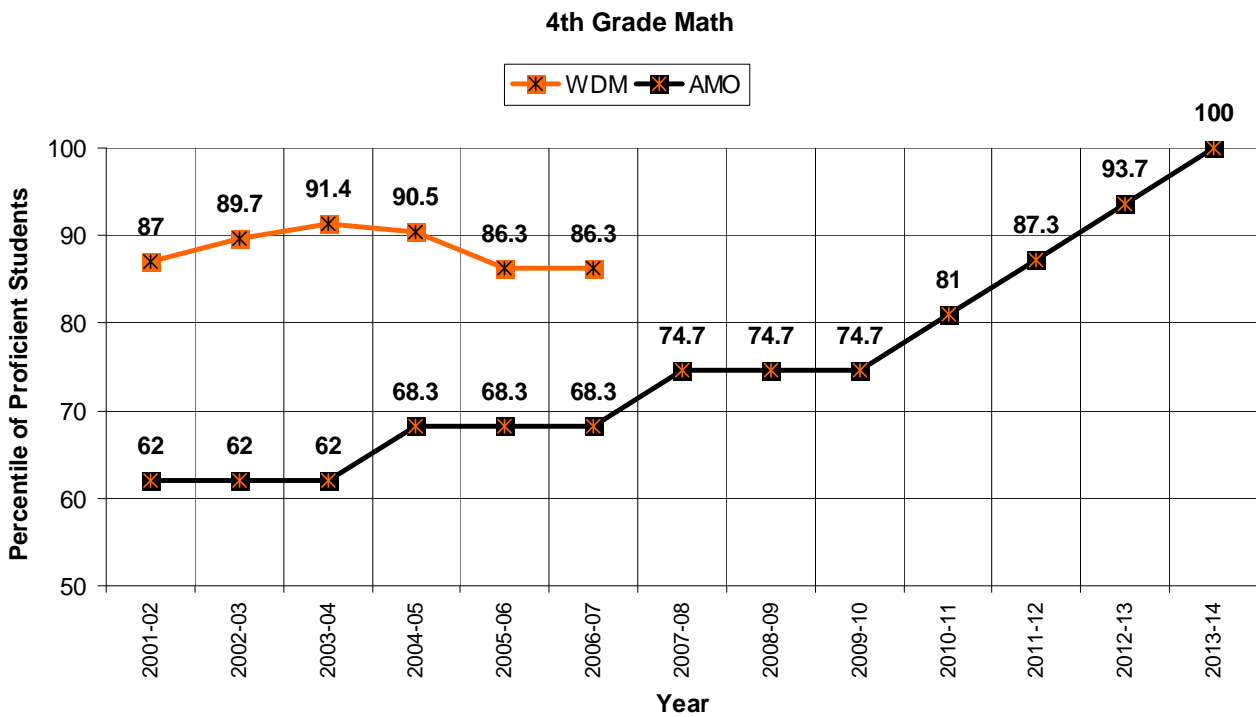
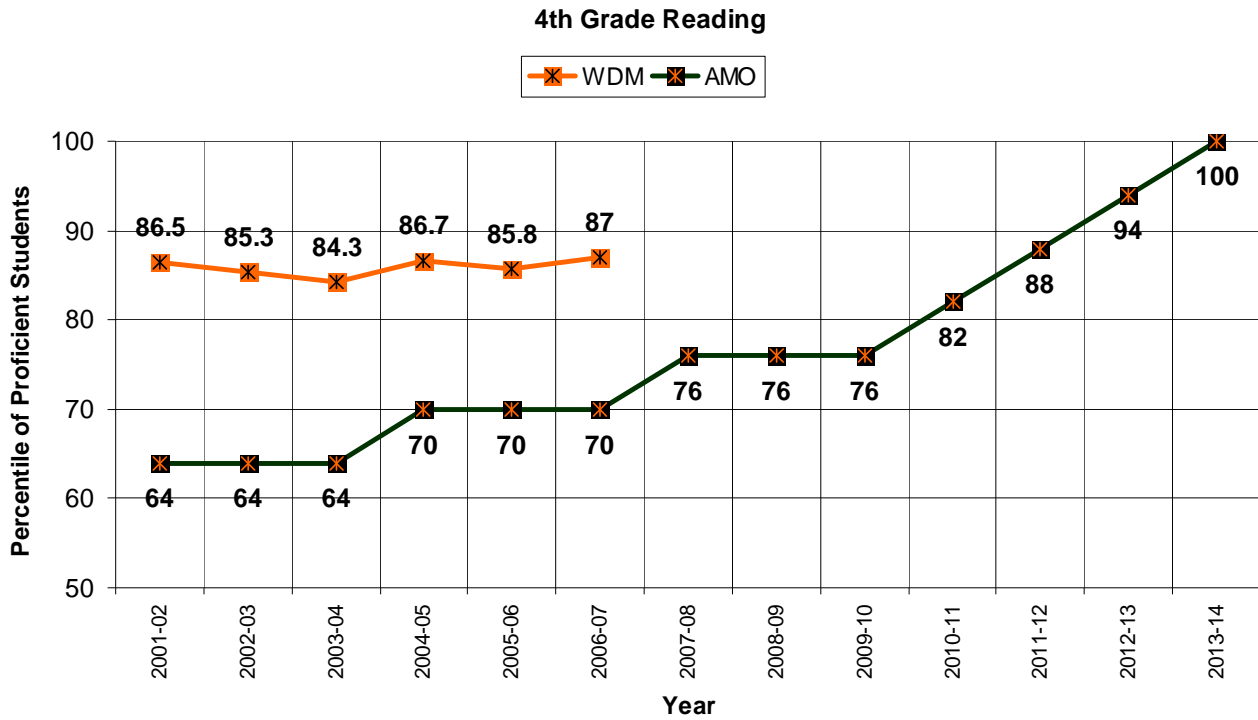
2007-2008 Annual Improvement Goals

The district's Annual Improvement Goals have been recommended to and approved by the Board of Education by the Building a Learning Community Committee.

	Goal
Mathematics Grades 3-8	Grade levels 4-8 will grow an average of at least 1.2 years (NGE) on the ITBS from the previous year (cohort).
Mathematics Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Mathematics Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Mathematics Grade 11	Grade 11 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Reading Grades 3-8	Grade levels 4-8 will grow an average of at least 1.2 years (NGE) on the ITBS from the previous year (cohort).
Reading Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Reading Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Reading Grade 11	Grade 11 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Science Grade 8	The 8 th grade class will grow at least 1.2 years (NGE) from 7 th grade (cohort).
Mathematics Grade 11	The 11 th grade class of 2007-08 will increase the percentage of students proficient in mathematics from the 2005-06 9 th grade on the ITED (cohort).
Reading Grade 11	The 2007-08 11 th grade class will increase the percentage of students proficient in reading from the 2005-06 9 th grade on the ITED (cohort).
Science Grade 11	The 2007-08 11 th grade class of will increase the percentage of students proficient in science from the 2005-06 9 th grade on the ITED (cohort).

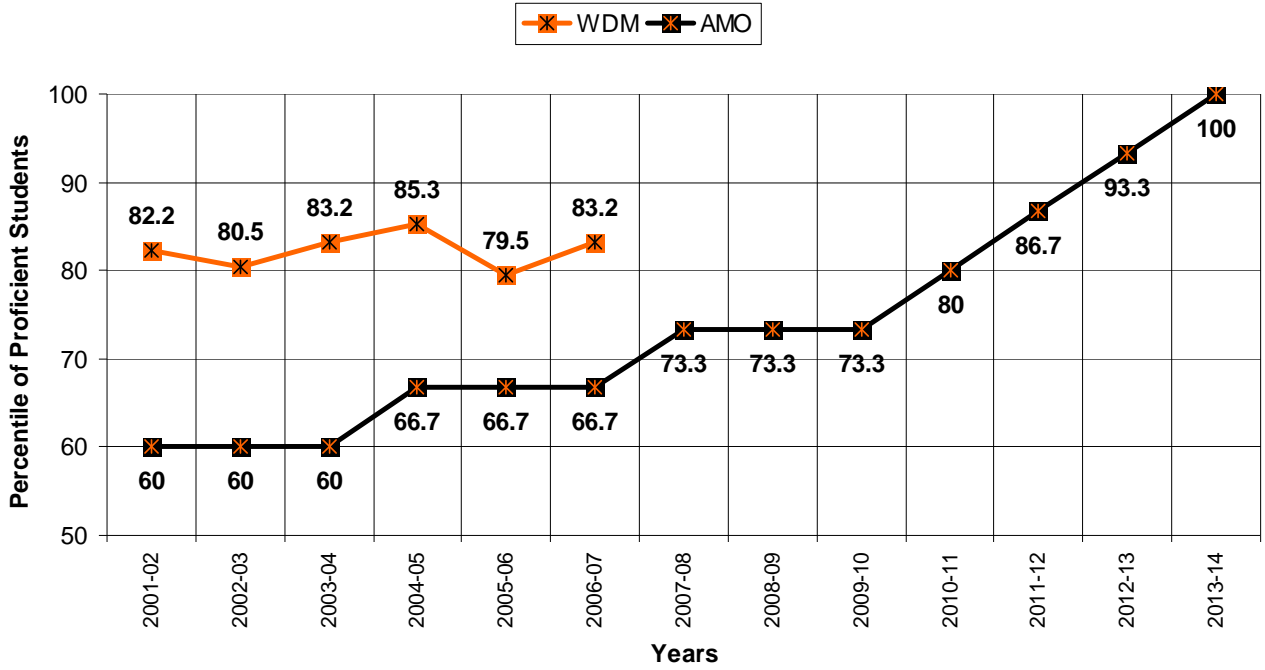
NCLB Annual Measurable Objective

Grade 4

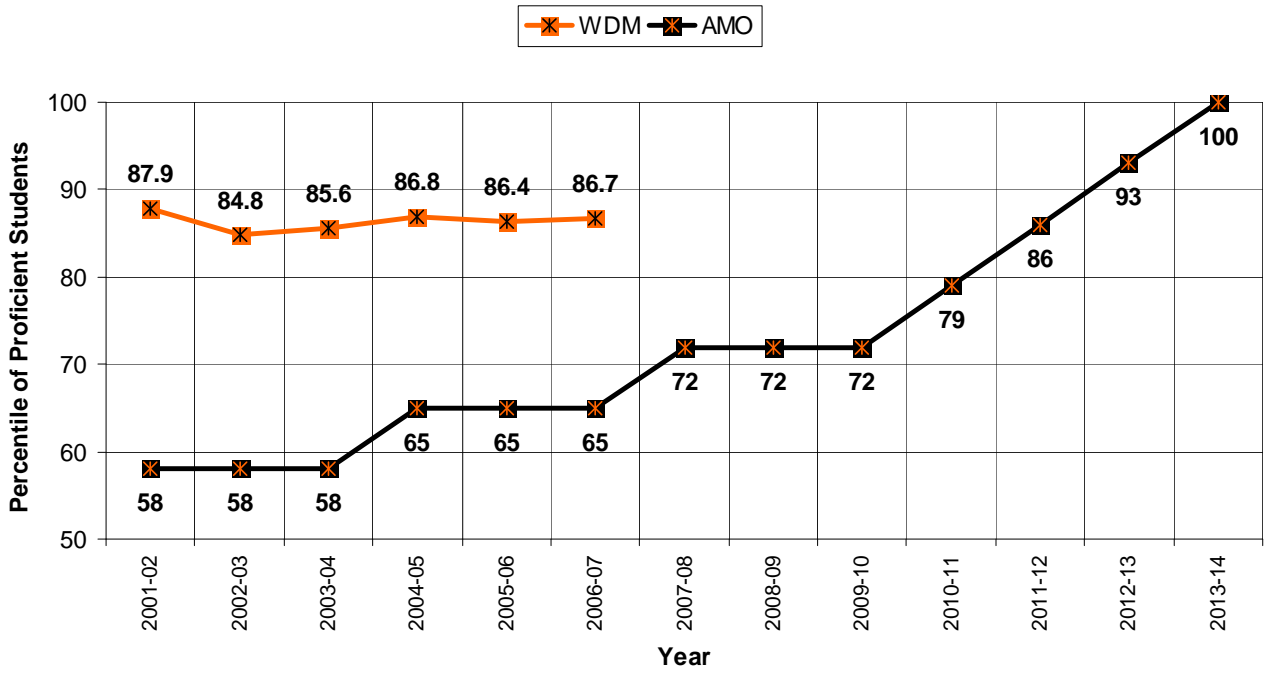


Grade 8

8th Grade Reading

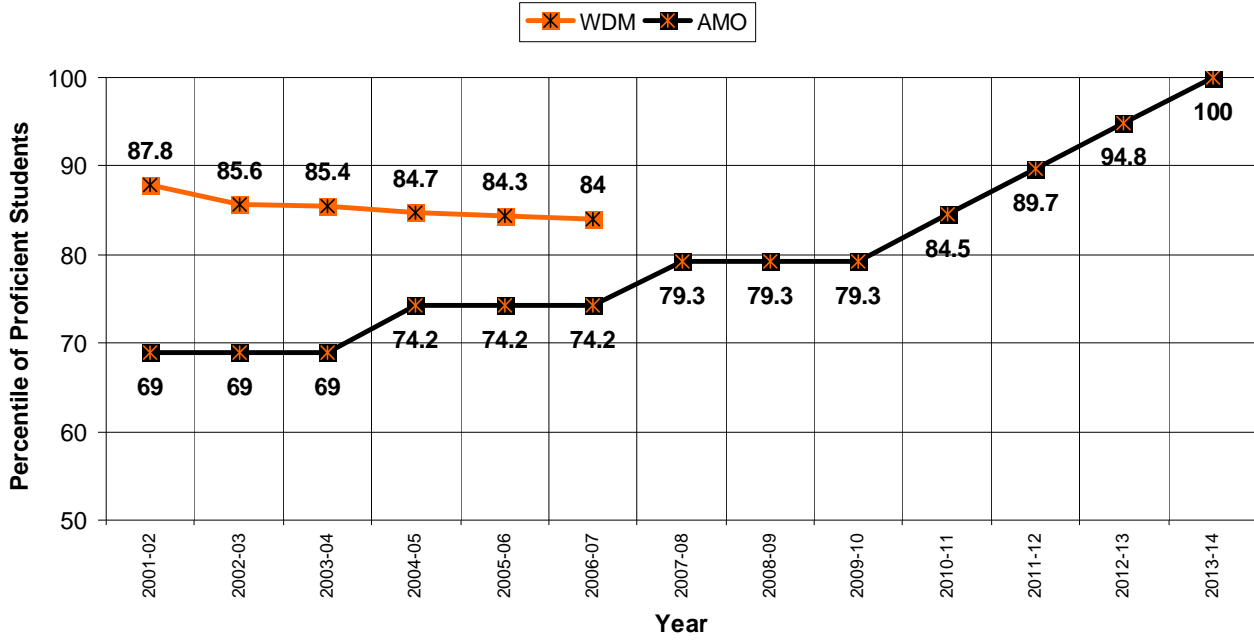


8th Grade Math

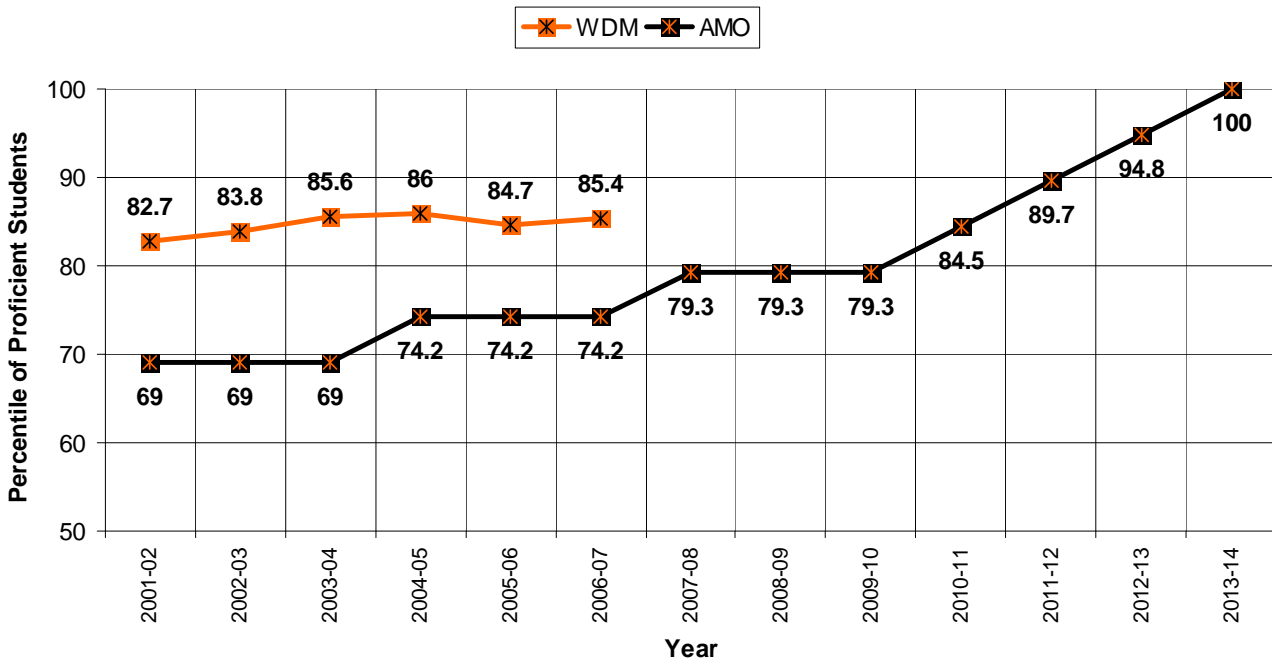


Grade 11

11th Grade Reading



11th Grade Math



Iowa Test of Basic Skills System Summary, Fall 2006

November, 2006

		READING			LANGUAGE					MATHEMATICS				CORE TOTAL	Social Studies	Science	SOURCES OF INFORMATION		
		Vocabulary	Compre-hension	TOTAL	Spelling	Capital-ization	Punctu-ation	Usage & Express	TOTAL	Concept/ Estimation	Probs/ Data	Compu-tation	TOTAL				Maps & Diagrams	Ref. Materials	Total
Grade 3	N (633)	628	632	627	627	626	626	628	626	628	632	630	628	621	190	275	550	550	549
	IGE Avg ISS	3.5	3.4	3.4	3.4	3.4	3.8	3.3	3.4	3.5	3.3	3.3	3.4	3.4	3.5	3.5	3.5	3.4	3.4
	IPR Avg ISS- IA Student Norms	58	57	58	61	57	68	55	59	62	56	57	59	59	60	61	61	59	60
	NGE Avg. NSS	4.0	4.0	4.0	3.9	3.8	4.4	4.2	4.0	3.8	4.0	3.5	3.9	4.0	4.3	4.3	4.3	4.1	4.2
	NPR of Avg NSS- Nat. Stu Norm	72	73	74	75	71	83	76	76	73	74	68	74	77	77	78	80	77	79
	NPR of Avg NSS- Nat. School Norms	85	86	87	92	84	94	87	93	91	86	75	89	91	95	94	91	94	96
Grade 4	N (665)	664	664	663	662	662	662	662	662	665	664	662	664	660	300	519	586	587	586
	IGE Avg ISS	4.4	4.7	4.6	4.6	4.9	5.3	4.9	4.9	4.6	5.0	4.2	4.8	4.8	4.4	4.6	4.5	4.7	4.6
	IPR Avg ISS- IA Student Norms	56	60	59	61	63	71	64	63	65	68	54	67	64	57	61	59	64	61
	NGE Avg. NSS	5.2	5.6	5.4	5.2	6.4	6.6	6.2	6.1	5.3	5.9	4.6	5.6	5.7	5.5	5.8	5.9	5.8	5.8
	NPR of Avg NSS- Nat. Stu Norm	72	76	77	77	83	82	79	82	81	80	68	82	82	77	78	80	82	82
	NPR of Avg NSS- Nat. School Norms	85	92	91	95	97	98	96	99	94	97	80	98	97	92	95	95	98	98
Grade 5	N (642)	642	641	641	642	642	642	642	642	642	642	642	642	641	319	486	565	560	560
	IGE Avg ISS	5.5	5.6	5.5	5.5	5.5	6.1	6.2	5.8	5.6	6.0	5.1	5.8	5.8	5.2	5.3	5.9	5.8	5.9
	IPR Avg ISS- IA Student Norms	58	59	58	58	56	63	64	60	60	65	49	63	61	52	54	62	63	62
	NGE Avg. NSS	6.3	6.8	6.6	6.2	7.4	7.7	7.7	7.2	6.2	7.2	5.5	6.7	6.8	6.4	6.7	7.5	7.0	7.2
	NPR of Avg NSS- Nat. Stu Norm	74	74	76	72	76	77	78	77	73	78	60	76	77	71	72	78	79	79
	NPR of Avg NSS- Nat. School Norms	87	92	91	90	94	95	94	97	87	96	68	93	94	84	87	96	95	96
Grade 6	N (607)	606	606	605	606	606	606	605	605	607	607	607	607	604	329	469	539	539	539
	IGE Avg ISS	6.7	6.7	6.7	7.0	6.8	7.2	7.8	7.1	7.3	7.4	7.2	7.4	7.1	6.5	6.5	7.0	6.9	7.0
	IPR Avg ISS- IA Student Norms	59	58	59	64	58	62	66	62	70	66	68	67	64	55	55	60	61	61
	NGE Avg. NSS	7.1	7.4	7.3	7.4	8.2	8.6	8.9	8.2	7.7	8.4	7.3	8.0	7.8	7.7	7.8	8.4	7.9	8.2
	NPR of Avg NSS- Nat. Stu Norm	66	66	67	68	70	71	74	72	76	75	70	75	74	68	69	73	72	73
	NPR of Avg NSS- Nat. School Norms	77	81	81	88	87	90	92	91	91	93	85	92	90	81	82	90	87	90

		READING			LANGUAGE					MATHEMATICS				CORE TOTAL	Social Studies	Science	SOURCES OF INFORMATION		
		Vocabulary	Comprehension	TOTAL	Spelling	Capitalization	Punctuation	Usage & Express	TOTAL	Concept/Estimation	Probs/Data	Computation	TOTAL				Maps & Diagrams	Ref. Materials	Total
Grade 7	N (683)	682	683	682	681	681	681	682	680	683	683	683	683	680		681	679	680	678
	IGE Avg ISS	8.1	8.0	8.2	8.1	8.8	9.0	9.1	8.7	8.6	8.7	8.6	8.7	8.4		8.2	8.3	8.4	8.4
	IPR Avg ISS- IA Student Norms	64	60	63	63	64	64	66	64	70	65	70	67	66		62	61	63	62
	NGE Avg. NSS	8.8	9.1	9.1	8.8	10.6	11.0	10.6	10.3	9.6	10.4	9.0	9.9	9.8		10.0	10.5	9.7	10.0
	NPR of Avg NSS- Nat. Stu Norm	72	71	74	71	73	74	74	76	80	77	74	78	78		76	76	74	75
	NPR of Avg NSS- Nat. School Norms	88	87	90	90	92	94	92	94	96	96	90	96	93		93	94	89	92
Grade 8	N (677)	675	676	675	676	674	674	675	674	676	674	675	674	674		672	673	672	672
	IGE Avg ISS	9.3	9.3	9.4	9.2	9.6	10.0	10.1	9.7	9.3	9.5	10.2	9.4	9.5		9.7	9.2	9.5	9.3
	IPR Avg ISS- IA Student Norms	65	61	64	61	60	61	64	62	64	60	70	62	62		63	58	61	59
	NGE Avg. NSS	9.9	10.7	10.5	9.8	13+	12.3	12.6	11.7	10.6	11.3	109	11.0	11.0		12.1	11.8	11.1	11.5
	NPR of Avg NSS- Nat. Stu Norm	73	71	73	68	73	70	73	74	75	71	74	74	75		76	73	71	72
	NPR of Avg NSS- Nat. School Norms	85	87	86	87	91	90	91	91	91	92	91	91	89		93	90	86	87

Iowa Tests of Educational Development System Summary, Fall 2006

GE: Grade equivalent		READING			LANGUAGE		MATHEMATICS			CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
		Vocabulary	Comprehension	TOTAL	Spelling	Revising Writing	Concepts & Prob. Solving	Computation	TOTAL					
Grade 9	N (655)	649	648	648	649	649	647	648	647	645	648	647	649	643
	IGE Average ISS	10.4	10.9	10.9	10.1	11.3	10.0	12.7	10.0	10.7	10.3	10.8	10.0	10.6
	IPR Average ISS- IA Student Norms	63	63	64	59	63	58	73	58	63	58	62	57	61
	NGE Avg. NSS	11.3	12.8	12.3	10.8	13+	12.5	13+	12.5	12.8	12.3	13+	11.5	12.7
	NPR of Average NSS- Nat. Student Norm	72	72	73	65	72	72	77	72	74	69	74	66	72
	NPR of Avg NSS- Nat. School Norms	85	89	86	82	87	88	93	88	87	82	88	75	89
Grade 10	N (602)	595	600	595	596	596	601	600	601	590	592	598	591	586
	IPR Average ISS- IA Student Norms	65	57	62	60	61	58	72	58	62	63	71	60	64
	NPR of Average NSS- Nat. Student Norm	69	65	69	60	66	69	72	69	70	72	80	70	73
	NPR of Avg NSS- Nat. School Norms	81	78	78	73	78	84	86	84	82	85	97	81	88
Grade 11	N (670)	609	669	609	609	611	670	670	670	605	605	669	607	604
	IPR Average ISS- IA Student Norms	65	67	71	64	62	56	64	56	66	61	65	59	65
	NPR of Average NSS- Nat. Student Norm	74	75	79	68	72	74	69	74	79	76	81	73	80
	NPR of Avg NSS- Nat. School Norms	88	91	90	85	86	89	83	89	91	91	97	87	94

ITBS Subgroup Scores – National Grade Equivalent Grades 4 & 8

Average National Equivalent of Average National Score: National Student Norms

NGE of NSS		Total	Gender		Socio-Economic Status		Ethnicity* Native American N<10				English Language Learners		Special Education		Proficiency Level (FAY)		
		System	System Male	System Female	System Free/Reduced	System Not Free/Reduced	System White	System Black	System Asian	System Hispanic	ELL	Not ELL	IEP	No IEP	Low 1-40%	Inter-mediate 41-89%	High 90-99%
4th Gr. Mathematics Total	1998-99	5.4	5.4	5.3	4.3	5.4	5.4	4.6	5.5	4.0			X	X	14.2	56.0	29.8
	1999-00	5.5	5.7	5.2	4.2	5.6	5.5	4.7	5.3	4.0			3.9	5.6	12.2	55.8	32.0
	2000-01	5.4	5.5	5.4	4.3	5.6	5.5	4.1	5.9	4.8			4.0	5.6	12.2	55.6	32.2
	2001-02	5.6	5.8	5.3	4.3	5.7	5.6	4.6	5.8	X			3.6	5.7	13.0	57.5	29.5
	2002-03	5.7	5.7	5.6	4.8	5.8	5.8	4.9	6.0	4.5			3.9	5.9	10.3	54.6	35.2
	2003-04	5.6	5.7	5.5	4.8	5.8	5.8	4.6	5.9	4.4			4.0	5.8	8.6	58.2	33.3
	2004-05	5.7	5.8	5.7	4.5	6.0	5.9	4.5	5.8	4.7	3.6	5.8	4.1	5.9	9.5	54.0	36.5
	2005-06	5.5	5.6	5.3	4.5	5.7	5.6	4.0	5.6	4.4	4.0	5.5	4.1	5.6	13.7	55.6	30.7
	2006-07	5.6	5.7	5.4	4.4	5.9	5.8	4.5	5.6	4.4	4.1	5.7	4.2	5.8	13.7	50.9	35.4
4th Gr. Reading Comprehension	1998-99	5.1	5.1	5.1	3.9	5.2	5.2	4.5	5.1	3.8			X	X	20.0	60.6	19.4
	1999-00	5.4	5.4	5.3	4.3	5.5	5.5	5.0	4.9	4.6			3.9	5.5	17.5	55.3	27.2
	2000-01	5.2	5.1	5.4	4	5.5	5.4	3.7	5.4	4			3.7	5.5	18.3	59.5	22.2
	2001-02	5.8	5.7	5.9	4.4	6.0	5.9	4.7	6.2	X			3.5	6.0	13.4	60.5	26.1
	2002-03	5.4	5.3	5.6	4.6	5.5	5.5	4.5	5.6	4.2			3.6	5.6	14.7	57	28.3
	2003-04	5.4	5.4	5.4	4.4	5.6	5.5	4.8	5.4	4.1			3.9	5.5	15.7	58.9	25.5
	2004-05	5.4	5.5	6.0	4.3	6.0	5.9	4.3	5.6	4.6	3.5	5.8	3.9	5.9	13.3	57.8	29.0
	2005-06	5.6	5.5	5.9	4.3	6.0	5.8	4.6	5.5	4.1	3.4	5.8	3.7	5.9	14.2	59.6	26.2
	2006-07	5.6	5.6	5.7	4.4	6.0	5.8	4.8	6.0	4.2	3.8	5.8	3.8	5.9	12.9	59.2	27.8

NGE of NSS		Total	Gender		Socio-Economic Status		Ethnicity* Native American N<10				English Language Learners		Special Education		Proficiency Level (FAY)		
		System	System Male	System Female	System Free/Reduced	System Not Free/Reduced	System White	System Black	System Asian	System Hispanic	ELL	Not ELL	IEP	No IEP	Low 1-40%	Inter-mediate 41-89%	High 90-99%
8th Gr. Mathematics* Total	1999-00	11.2	12.1	11.7	7.8	12.2	12.2	10.0	12.1	7.9			6.7	12.6	12.1	49.6	38.3
	2000-01	11.8	11.6	11.3	8.3	11.8	11.7	8.0	12.1	9.4			6.9	12.2	12.6	55.3	32.2
	2001-02	11.4	10.9	10.7	8.1	11.2	11.1	9.1	10.9	7.7			6.9	11.3	12.1	50.8	37.1
	2002-03	10.9	11.2	10.8	7.6	11.5	11.4	8.2	11.6	7.2			6.7	11.7	15.2	58.0	26.8
	2003-04	11.0	12.0	11.2	7.7	12.2	11.9	7.7	13+	7.5			6.6	12.5	14.4	47.7	38.0
	2004-05	11.5	11.4	11.1	8.3	11.7	11.6	8.1	13+	8.2	6.9	11.4	8.1	11.8	13.2	53.4	33.4
	2005-06	11.2	11.5	10.8	8.2	11.7	11.5	8.8	12.4	8.8	9.0	11.2	7.4	12.0	13.6	55.3	31.1
	2006-07	11.0	11.3	10.7	8.2	11.5	11.2	8.7	13+	8.1	6.7	11.2	7.4	11.6	13.2	58.5	28.2
8th Gr. Reading* Comprehension	1999-00	9.8	9.8	9.9	7.2	10.1	10.2	9.4		7			6.2	10.5	18.6	63.1	18.3
	2000-01	9.6	9.6	9.6	7.1	9.9	9.8	7.1	9.5	X			6.0	10.3	20.9	58	21.1
	2001-02	10.1	9.9	10.3	7.2	10.4	10.4	9.4	10.0	6.5			6.1	10.6	17.8	57.4	24.8
	2002-03	10.1	10.0	10.4	6.8	10.7	10.5	7.6	10.0	6.6			6.3	10.8	19.5	54.6	25.9
	2003-04	10.2	10.4	10.1	7.4	10.7	10.6	7.4	10.8	7.0			6.6	10.8	16.8	59.6	23.6
	2004-05	10.6	10.6	10.9	8.2	11.2	11.2	7.8	11.9	7.7	5.6	10.9	6.9	11.5	14.7	57.5	27.9
	2005-06	10.3	10.2	10.3	7.5	10.8	10.4	8.0	12	7.9	6.4	10.4	6.1	11.1	20.5	55.7	23.8
	2006-07	10.7	10.3	11.1	7.7	11.3	10.9	8.6	12.4	7.7	5.5	10.8	6.9	11.3	16.8	57.5	25.7
8th Gr. Science*	2001-02	10.7	10.7	10.6	7.7	11.0	10.9	9.5	10.6	7.5			7.3	11.1	15.7	55.1	29.2
	2002-03	11.6	11.7	11.5	7.9	12.2	12.1	8.0	11.5	7.5			7.3	12.4	13.3	60.7	26.0
	2003-04	11.4	11.8	11.1	7.9	12.0	11.8	8.5	12.4	7.0			7.5	12.1	14.0	58.2	27.7
	2004-05	12.2	12.4	12.0	9.2	12.8	12.8	8.7	13+	9.4	7.6	12.4	8.7	13+	9.3	61.3	29.4
	2005-06	11.4	11.4	11.3	8.2	11.9	11.7	8.6	12.8	8.7	7.0	11.5	7.6	12.1	14.6	58.9	26.4
	2006-07	12.1	12.5	11.7	8.9	12.9	12.6	8.9	13+	8.5	6.3	12.4	8.6	12.8	8.8	63.3	27.9

*ITBS not given in 8th Grade Prior to 1999-2000 *ITBS did not provide sub-group data for science prior to 2001-2002 X = fewer than 10 students

ITBS Subgroup Scores – National Percentile Ranking – Grades 4, 8, 11

National Percentile Ranking (NPR) of Average National Standard Score (NSS): National Student Norms

NPR of Avg. NSS		Total		Gender		Socio-Economic Status		Ethnicity Native American < 10				English Language Learners		Special Education		Proficiency Level (FAY)		
		System Nat'l School Norms	System Nat'l Student Norms	System Male	System Female	System Free/Reduced	System Not Free/Reduced	System White	System Black	System Asian	System Hispanic	ELL	Not ELL	IEP	No IEP	Low 1-40%	Intermediate 41-89%	High 90-99%
4th Gr. Mathematics	1998-99	95	78	79	76	55	79	79	66	81	X			X	X	14.2	56.0	29.8
	1999-00	97	80	84	76	53	82	81	67	82	47			47	82	12.2	55.8	32.0
	2000-01	93	79	81	79	57	82	81	49	86	70			47	82	12.2	55.6	32.2
	2001-02	-	80	-	-	-	-	-	-	-	-			-	-	13	57.5	29.5
	2002-03	99	83	83	82	68	84	84	69	87	58			43	85	10.3	54.6	35.2
	2003-04	98	82	83	81	65	84	84	63	85	58			43	84	8.6	58.2	33.3
	2004-05	99	83	84	83	58	86	85	60	84	64	38	84	50	85	9.5	54.0	36.5
	2005-06	96	80	82	78	61	83	82	47	82	57	43	81	49	82	13.7	55.6	30.7
2006-07	98	82	83	79	57	85	84	59	82	57	47	83	51	84	13.7	50.9	35.4	
4th Gr. Reading Comprehension	1998-99	87	72	71	72	46	74	73	59	71	X			X	X	20.0	60.6	19.4
	1999-00	92	76	76	75	53	77	77	69	67	60			46	78	17.5	55.3	27.2
	2000-01	89	73	72	76	48	77	76	40	76	47			41	77	18.3	59.5	22.2
	2001-02	-	79	-	-	-	-	-	-	-	-			-	-	13.4	60.5	26.1
	2002-03	93	78	76	80	61	80	80	58	80	50			35	81	14.7	57.0	28.3
	2003-04	92	77	74	79	56	80	80	64	78	48			43	80	15.7	58.9	25.5
	2004-05	93	77	74	80	52	80	79	54	74	59	33	78	41	79	13.3	57.8	29.0
	2005-06	92	76	72	79	53	80	78	59	73	49	31	78	35	79	14.2	59.6	26.2
2006-07	92	76	76	77	54	79	78	62	80	51	40	78	40	79	12.9	59.2	27.8	
8th Gr. Mathematics	1999-00	97	80	81	79	48	82	82	69	81	49			34	84	12.1	49.6	38.3
	2000-01	95	78	78	77	53	80	79	50	81	65			36	82	12.6	55.3	32.2
	2001-02	-	78	-	-	-	-	-	-	-	-			-	-	12.1	50.8	37.1
	2002-03	92	74	74	72	44	77	76	51	78	40			35	78	15.2	58.0	26.8
	2003-04	95	77	79	75	44	80	79	46	88	43			33	81	14.4	47.7	38.0
	2004-05	93	75	76	74	52	78	77	50	89	51	37	76	50	79	13.2	53.4	33.4
	2005-06	93	75	73	77	51	78	77	57	81	56	58	75	41	79	13.6	55.3	31.1
	2006-07	91	74	76	72	51	77	75	55	88	50	35	75	42	77	13.2	57.5	28.2
8th Gr. Reading Comprehension	1999-00	82	69	69	69	39	71	71	65	66	38			29	74	18.6	63.1	18.3
	2000-01	77	67	68	67	38	69	69	38	70	59			26	72	20.9	58	21.1
	2001-02	-	71	-	-	-	-	-	-	-	-			-	-	17.8	57.4	24.8
	2002-03	83	70	68	72	33	74	73	43	76	31			27	75	19.5	54.6	25.9
	2003-04	84	71	72	70	40	74	74	40	70	35			31	75	16.8	59.6	23.6
	2004-05	86	73	71	73	50	75	74	46	79	45	24	73	36	77	14.7	57.5	27.9
	2005-06	83	68	69	70	42	72	70	48	79	48	32	69	30	75	20.5	55.7	23.8
	2006-07	87	71	68	74	45	75	73	54	80	45	22	72	38	75	16.8	57.5	25.7

NPR of Avg. NSS		Total		Gender		Socio-Economic Status		Ethnicity Native American < 10				English Language Learners		Special Education		Proficiency Level (FAY)		
		System Nat'l School Norms	System Nat'l Student Norms	System Male	System Female	System Free/Reduced	System Not Free/Reduced	System White	System Black	System Asian	System Hispanic	ELL	Not ELL	IEP	No IEP	Low 1-40%	Intermediate 41-89%	High 90-99%
8 th Gr. Science	1999-00	85	70	72	68	47	71	71	59	72	50			35	74			
	2000-01	79	67	69	65	44	69	68	40	72	68			32	71			
	2001-02	-	74	-	-	-	-	-	-	-	-			-	-	15.7	55.1	29.2
	2002-03	90	74	74	73	47	76	76	48	73	42			41	77	13.3	60.7	26.0
	2003-04	89	73	75	71	47	76	75	54	77	37			42	76	14.0	58.2	27.7
	2004-05	94	76	77	76	60	78	78	55	80	61	43	77	55	79	9.3	61.3	29.4
	2005-06	89	73	73	73	51	75	74	55	78	55	37	74	43	76	14.6	58.9	26.4
2006-07	93	76	77	75	56	78	78	62	79	53	30	77	55	78	8.8	63.3	27.9	
11 th Gr. Mathematics	1998-99	96	80	80	80	64	80	80	62	84	81			X	X			
	1999-00	93	77	80	74	64	78	79	X	71	45			38	78	9.8	48.8	41.4
	2000-01	95	80	81	79	X	X	81	X	83	X			48	81	18.7	39.3	41.9
	2001-02	-	72	-	-	-	-	-	-	-	-			-	-	10.6	49.2	40.2
	2002-03	88	73	76	69	51	74	74	60	86	52			34	77	17.3	49.5	33.3
	2003-04	91	75	78	73	47	77	77	51	82	55			36	79	16.2	53.6	30.2
	2004-05	93	77	80	73	46	80	79	57	80	49	29	78	38	80	14.6	51.6	33.8
2005-06	88	73	74	71	46	76	76	40	83	39	30	73	30	77	14.0	50.4	35.5	
2006-07	89	74	77	71	40	77	76	47	80	44	27	75	26	78	14.6	49.9	35.5	
11 th Gr. Reading Comprehension	1998-99	93	78	72	83	61	78	78	64	80	76			X	X			
	1999-00	87	75	72	78	68	76	77	X	75	49			40	76	14.5	52.0	33.5
	2000-01	89	77	75	80	X	X	78	X	79	X			45	79	20.6	51.0	28.4
	2001-02	-	77	-	-	-	-	-	-	-	-			-	-	14.8	51.3	33.9
	2002-03	87	77	76	77	51	77	78	57	87	57			37	80	12.2	57.8	30.0
	2003-04	90	79	77	80	42	80	81	56	79	56			31	82	14.4	54.3	31.4
	2004-05	90	79	71	80	44	79	78	59	74	42	21	77	35	79	14.4	54.3	31.2
2005-06	89	73	71	74	39	76	75	44	80	36	24	73	30	76	15.3	53.2	31.5	
2006-07	91	75	70	79	36	78	77	53	74	44	15	76	28	78	16.0	49.4	34.6	
11 th Gr. Science	1999-00	95	79	77	80	67	79	81	X	75	48			48	80			
	2000-01	99	85	84	86	X	X	86	X	86	X			64	86	15.0	44.1	40.9
	2001-02	-	77	-	-	-	-	-	-	-	-			-	-	7.8	41.2	51.0
	2002-03	93	78	79	78	58	79	80	63	86	56			37	81	16.5	50.4	33.1
	2003-04	98	82	81	83	56	83	83	72	85	67			44	84	15.8	47.7	36.5
	2004-05	98	83	83	82	55	85	84	72	86	59	29	84	51	85	12.7	48.0	39.3
	2005-06	97	81	81	82	46	83	81	50	85	45	31	79	40	84	10.4	44.9	44.7
2006-07	97	81	81	80	50	83	83	56	85	50	29	81	39	83	10.8	47.7	41.5	

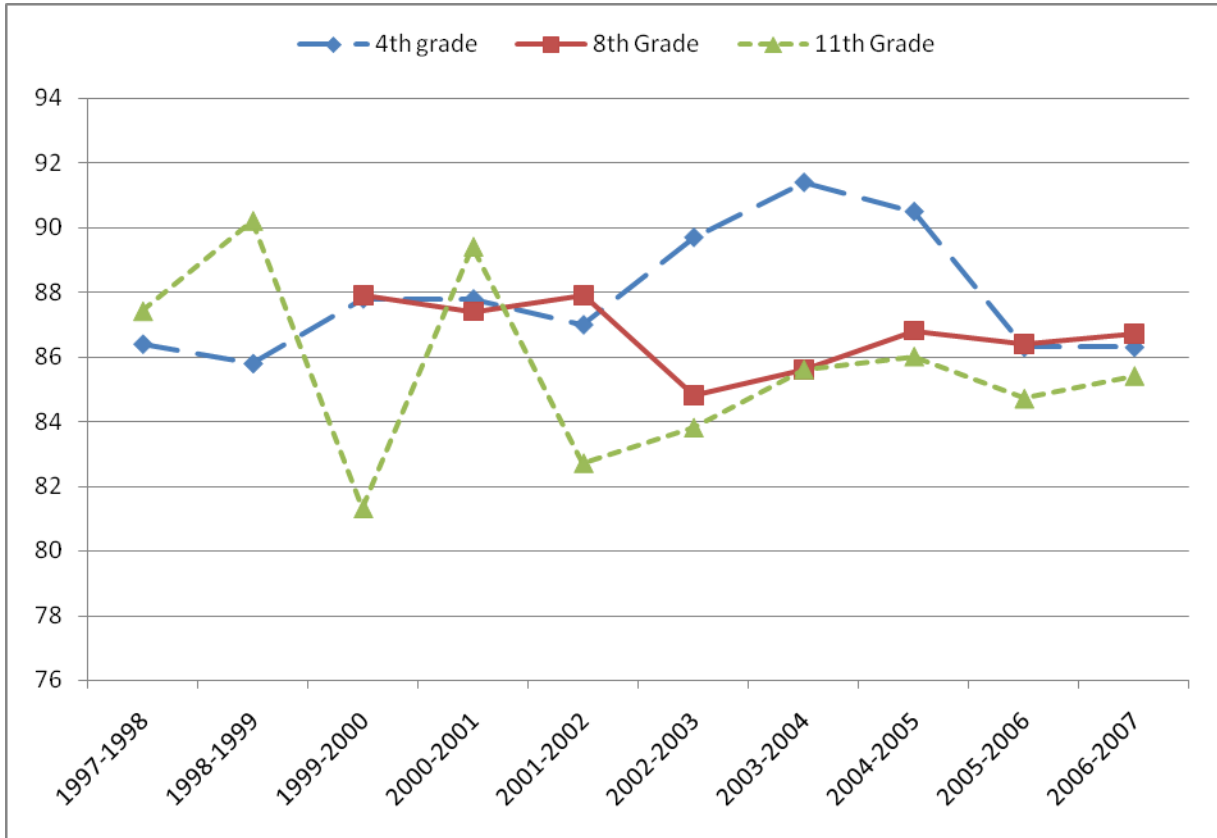
X = fewer than 10 students

ITBS/ITED did not provide sub-group data (Grade Equivalent & Percentile Rank) in 2001-02

Proficiency Groups: District Scoring Above the 40th Percentile on the ITBS or ITED

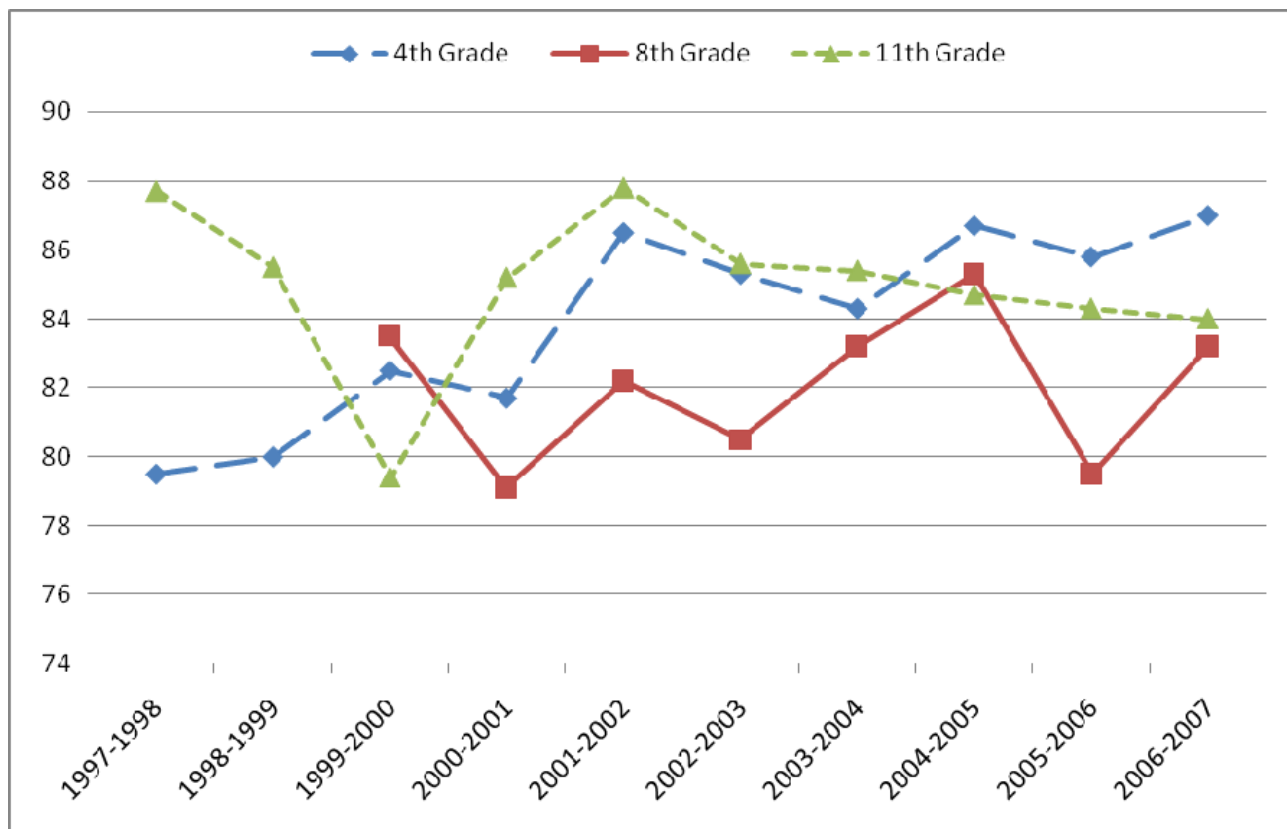
Data since 2003-2004 is from "Full Academic Year" students only.
N represents the number of students tested.

Mathematics



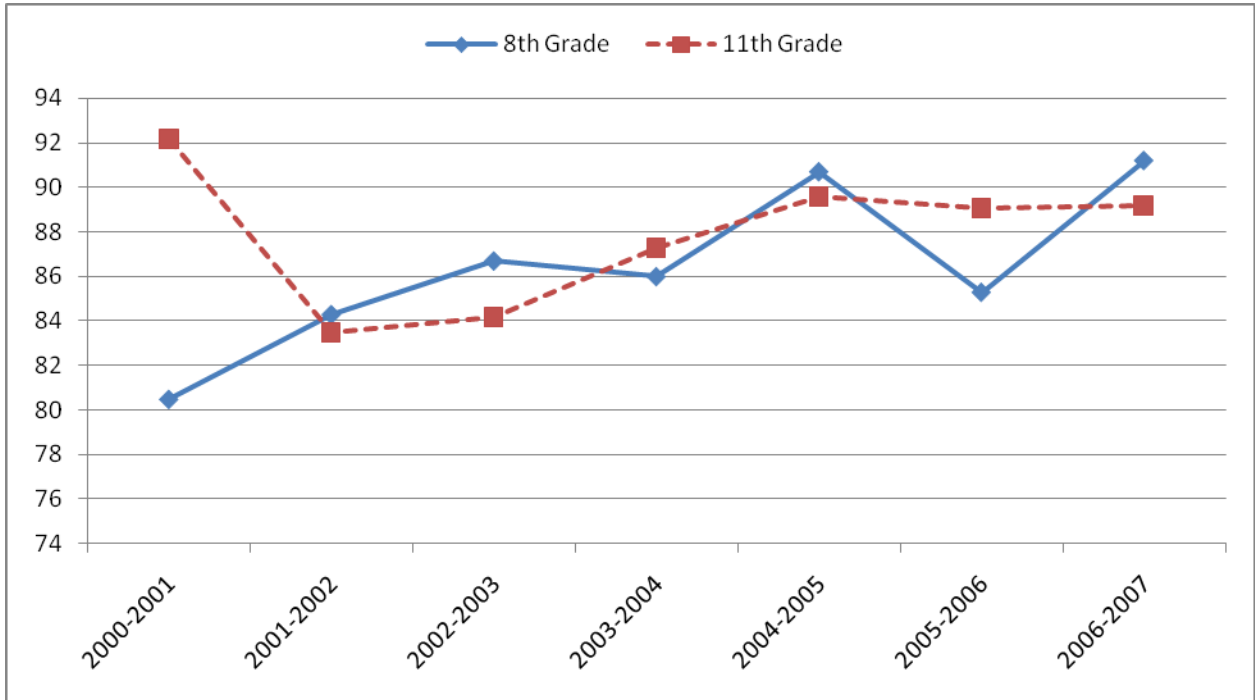
School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	86.4	564	NA	----	87.4	436
1998-1999	85.8	684	NA	----	90.2	498
1999-2000	87.8	690	87.9	655	81.3	534
2000-2001	87.8	626	87.4	653	89.4	463
2001-2002	87.0	645	87.9	620	82.7	562
2002-2003	89.7	691	84.8	685	83.8	597
2003-2004	91.4	605	85.6	677	85.6	644
2004-2005	90.5	587	86.8	607	86.0	589
2005-2006	86.3	629	86.4	662	84.7	633
2006-2007	86.3	596	86.7	637	85.4	631

Reading



School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	79.5	561	NA	----	87.7	415
1998-1999	80.0	691	NA	----	85.5	490
1999-2000	82.5	691	83.5	581	79.4	525
2000-2001	81.7	625	79.1	655	85.2	446
2001-2002	86.5	641	82.2	622	87.8	564
2002-2003	85.3	694	80.5	687	85.6	599
2003-2004	84.3	605	83.2	678	85.4	643
2004-2005	86.7	587	85.3	607	84.7	590
2005-2006	85.8	622	79.5	663	84.3	631
2006-2007	87.0	596	83.2	638	84.0	631

Science



School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	80.5	655	92.2	461
2001-2002	NA	----	84.3	623	83.5	559
2002-2003	NA	----	86.7	680	84.2	594
2003-2004	NA	----	86.0	675	87.3	596
2004-2005	NA	----	90.7	606	89.6	588
2005-2006	NA	----	85.3	662	89.1	582
2006-2007	NA	----	91.2	635	89.2	631

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: American Indian

All N values are fewer than 10 students.

Proficiency Groups: Asian

Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	92.0	25	NA	----	NS	----
1998-1999	87.5	24	NA	----	95.5	22
1999-2000	89.7	28	89.5	19	81.0	21
2000-2001	83.9	31	90.9	22	82.9	28
2001-2002	90.0	20	89.3	28	87.0	23
2002-2003	95.2	21	79.1	19	94.0	17
2003-2004	94.3	27	91.7	24	84.2	19
2004-2005	87.0	23	92.3	26	88.9	27
2005-2006	87.1	31	90.8	22	86.9	23
2006-2007	91.4	35	96.9	32	93.1	29

Reading

Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	64.0	25	NA	----	NS	---
1998-1999	91.7	24	NA	----	90.5	21
1999-2000	85.7	28	79.9	19	81.0	21
2000-2001	80.6	31	86.4	22	82.1	28
2001-2002	85.0	20	82.1	28	91.7	24
2002-2003	85.7	21	68.4	19	94.1	17
2003-2004	85.2	27	83.3	24	84.2	19
2004-2005	87.0	23	88.5	26	88.9	27
2005-2006	77.5	31	86.3	22	82.6	23
2006-2007	97.2	35	87.6	32	79.3	29

Science

Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	81.8	22	NS	----
2001-2002	NA	----	85.7	28	87.0	23
2002-2003	NA	----	89.0	18	100	17
2003-2004	NA	----	95.8	24	88.9	18
2004-2005	NA	----	88.5	26	92.6	27
2005-2006	NA	----	81.7	22	81.8	22
2006-2007	NA	----	97.0	32	100.0	29

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: Black American
Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	47.9	19	NA	----	NS	----
1998-1999	76.7	15	NA	----	80.0	15
1999-2000	80.0	25	87.5	16	X	8
2000-2001	60.8	23	50.0	16	X	6
2001-2002	66.7	18	60.0	15	63.6	11
2002-2003	70.9	24	68.6	16	85.7	14
2003-2004	81.0	21	62.5	16	64.5	11
2004-2005	77.3	22	61.9	21	55.0	20
2005-2006	65.2	23	56.6	30	54.5	22
2006-2007	63.5	22	75.8	29	57.2	28

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	57.9	19	NA	----	NS	----
1998-1999	66.7	15	NA	----	66.7	15
1999-2000	72.0	25	62.5	16	X	8
2000-2001	54.2	24	56.3	16	X	6
2001-2002	62.5	16	68.8	16	60.0	10
2002-2003	75.1	24	43.7	16	80.0	15
2003-2004	61.9	21	62.4	16	45.4	11
2004-2005	77.3	22	65.7	21	70.0	20
2005-2006	82.5	23	50.0	30	52.5	21
2006-2007	69.4	23	68.9	29	67.8	28

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	43.8	16	NS	----
2001-2002	NA	----	68.7	18	50.0	10
2002-2003	NA	----	53.3	15	78.6	14
2003-2004	NA	----	60.0	15	75.0	8
2004-2005	NA	----	66.6	21	75.0	20
2005-2006	NA	----	66.7	30	55.0	20
2006-2007	NA	----	89.7	29	67.8	28

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: Hispanic
Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	61.9	12	NA	----	NS	---
1998-1999	X	---	NA	----	60.0	15
1999-2000	46.7	15	70.6	19	40.0	10
2000-2001	73.7	19	77.8	18	X	8
2001-2002	X	9	38.9	18	64.3	14
2002-2003	70.9	24	47.1	17	58.3	12
2003-2004	68.2	22	37.5	16	57.2	21
2004-2005	75.0	36	62.1	29	57.7	26
2005-2006	67.3	49	74.3	35	46.5	28
2006-2007	71.9	32	58.8	34	54.6	22

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	42.9	25	NA	----	NS	----
1998-1999	X	---	NA	----	83.3	12
1999-2000	73.3	15	64.7	17	50.0	10
2000-2001	61.1	18	72.2	18	X	8
2001-2002	X	9	33.3	18	71.4	14
2002-2003	52.2	23	29.4	17	69.3	13
2003-2004	45.5	22	43.7	16	59.1	22
2004-2005	69.5	36	65.5	29	50.0	26
2005-2006	63.2	49	54.3	35	39.3	28
2006-2007	71.9	32	52.9	34	59.0	22

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	88.9	18	NS	----
2001-2002	NA	----	44.4	18	71.4	14
2002-2003	NA	----	58.8	17	46.2	13
2003-2004	NA	----	43.8	16	60.0	20
2004-2005	NA	----	75.9	29	69.2	26
2005-2006	NA	----	74.2	35	60.8	23
2006-2007	NA	----	58.8	34	63.7	22

NA= ITBS was not administered that year in WDM Schools **NS**= No sub-group data **X**= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: White
Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	87.9	564	NA	----	NS	----
1998-1999	88.5	599	NA	----	90.3	483
1999-2000	89.2	618	89.6	579	83.9	465
2000-2001	89.4	547	89.7	573	89.9	416
2001-2002	87.4	541	91.0	491	84.7	478
2002-2003	91.2	576	87.3	571	85.3	514
2003-2004	92.2	499	87.8	573	88.0	540
2004-2005	92.3	504	88.8	529	88.4	515
2005-2006	88.8	516	88.6	570	87.7	559
2006-2007	87.9	504	88.6	542	87.8	551

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	82.2	561	NA	----	NS	----
1998-1999	81.7	605	NA	----	82.2	561
1999-2000	83.4	619	83.5	581	81.3	460
2000-2001	83.7	546	80.5	574	86.5	399
2001-2002	88.1	540	85.8	492	89.4	481
2002-2003	87.2	579	84.0	573	86.6	514
2003-2004	86.4	499	85.6	574	88.5	540
2004-2005	88.3	505	87.0	529	86.9	516
2005-2006	88.3	514	82.1	571	87.9	558
2006-2007	88.1	503	85.7	543	86.0	551

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	82.5	575	NS	----
2001-2002	NA	----	87.0	492	85.5	476
2002-2003	NA	----	89.3	568	86.4	510
2003-2004	NA	----	87.4	573	89.6	502
2004-2005	NA	----	92.6	528	91.0	514
2005-2006	NA	----	87.1	570	91.9	516
2006-2007	NA	----	72.9	540	90.7	551

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: Free/Reduced Lunch
Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	66.2	68	NA	----	NS	----
1998-1999	63.8	58	NA	----	86.7	15
1999-2000	56.7	60	57.1	35	56.2	16
2000-2001	69.4	72	60.0	60	X	9
2001-2002	66.1	56	58.3	60	50.0	20
2002-2003	81.9	83	46.6	73	61.6	26
2003-2004	80.9	68	45.9	61	51.2	41
2004-2005	73.8	61	64.0	61	54.4	57
2005-2006	71.8	103	61.0	82	57.7	59
2006-2007	65.4	78	61.7	76	48.1	54

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	53.0	66	NA	----	NS	----
1998-1999	54.2	59	NA	----	73.3	15
1999-2000	53.0	59	47.1	34	73.3	15
2000-2001	60.6	71	46.7	60	X	9
2001-2002	63.6	55	41.7	60	47.4	19
2002-2003	70.7	82	38.3	73	55.6	27
2003-2004	64.7	68	47.5	61	58.5	41
2004-2005	65.6	61	62.3	61	57.9	57
2005-2006	62.1	103	45.1	82	41.3	58
2006-2007	73.1	78	58.5	77	44.5	54

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2001-2002	NA	----	48.3	60	61.1	18
2002-2003	NA	----	53.5	71	61.5	26
2003-2004	NA	----	48.3	60	62.5	32
2004-2005	NA	----	73.8	61	62.5	56
2005-2006	NA	----	64.6	82	54.3	46
2006-2007	NA	----	71.1	76	68.5	54

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: Not Free/Reduced Lunch Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	89.0	562	NA	----	NS	----
1998-1999	87.8	621	NA	----	80.3	483
1999-2000	90.9	627	89.8	610	82.0	518
2000-2001	90.0	551	90.2	589	89.4	454
2001-2002	89.0	589	91.1	560	83.9	542
2002-2003	90.8	608	89.4	612	84.7	571
2003-2004	92.7	537	89.6	616	87.7	602
2004-2005	92.4	526	89.4	546	89.3	532
2005-2006	89.1	525	90.0	580	87.5	574
2006-2007	89.4	518	90.1	561	89.0	577

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1997-1998	82.7	561	NA	----	NS	----
1998-1999	82.6	626	NA	----	85.9	475
1999-2000	85.2	629	83.5	612	79.6	510
2000-2001	84.4	551	82.2	590	85.2	437
2001-2002	88.3	586	86.5	562	89.2	545
2002-2003	87.3	612	85.5	614	87.1	512
2003-2004	86.8	537	86.7	617	87.4	603
2004-2005	89.2	526	87.9	546	87.6	533
2005-2006	90.4	523	84.3	581	88.6	573
2006-2007	89.2	518	86.6	561	87.6	577

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2001-2002	NA	----	88.1	563	84.3	541
2002-2003	NA	----	90.6	609	85.2	568
2003-2004	NA	----	89.6	615	88.7	564
2004-2005	NA	----	92.6	545	92.5	532
2005-2006	NA	----	88.3	580	92.0	536
2006-2007	NA	----	93.9	559	91.2	577

NA= ITBS was not administered that year in WDM Schools NS= No sub-group data X= Fewer than 10 students in the sub-group
ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: English Language Learners

Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	X	8	X	9	90.9	11
2000-2001	61.6	13	X	9	54.5	11
2001-2002	X	8	33.3	15	X	6
2002-2003	X	4	9.1	11	X	---
2003-2004	87.6	16	13.4	15	11.1	9
2004-2005	46.2	13	27.3	11	30.8	13
2005-2006	53.6	41	87.6	16	53.4	15
2006-2007	62.5	24	30.8	13	33.3	9

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	X	---	X	9	81.8	11
2000-2001	58.3	12	X	9	50.0	10
2001-2002	X	---	6.7	15	X	7
2002-2003	X	4	9.1	11	X	5
2003-2004	56.2	16	26.7	15	11.1	9
2004-2005	30.8	13	27.3	11	15.4	13
2005-2006	58.5	41	25.1	16	13.4	15
2006-2007	58.4	24	23.1	13	11.1	9

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	X	9	NS	----
2001-2002	NA	----	6.7	15	X	6
2002-2003	NA	----	18.2	11	X	5
2003-2004	NA	----	40.0	15	11.1	9
2004-2005	NA	----	45.5	11	30.8	13
2005-2006	NA	----	37.6	16	33.4	15
2006-2007	NA	----	38.5	13	33.3	9

NA= ITBS was not administered that year in WDM Schools **NS**= No sub-group data **X**= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: Not English Language Learners

Scoring Above the 40th Percentile on the ITBS or ITED

Data since 2003-2004 is from "Full Academic Year" students only.

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	88.1	687	88.4	544	81.2	521
2000-2001	88.3	613	88.2	643	89.4	443
2001-2002	87.3	637	89.3	605	83.5	556
2002-2003	89.9	687	86.0	674	84.0	593
2003-2004	91.6	589	87.3	662	86.4	634
2004-2005	91.4	574	88.0	596	87.1	576
2005-2006	89.1	587	86.4	646	85.4	618
2006-2007	87.2	572	87.9	624	86.2	622

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	82.7	687	81.9	645	79.5	512
2000-2001	82.1	613	79.8	645	86.0	436
2001-2002	87.0	633	84.0	607	88.5	557
2002-2003	83.5	690	81.6	676	86.0	594
2003-2004	85.1	589	84.5	663	86.6	635
2004-2005	87.9	574	86.5	596	86.3	577
2005-2006	89.0	585	80.8	647	86.0	616
2006-2007	88.4	572	84.5	625	85.0	622

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	NA	----	81.2	645	NS	----
2001-2002	NA	----	86.2	608	84.1	553
2002-2003	NA	----	87.9	669	84.6	589
2003-2004	NA	----	86.9	660	88.4	587
2004-2005	NA	----	91.6	595	91.0	575
2005-2006	NA	----	86.6	646	90.5	567
2006-2007	NA	----	92.3	622	90.0	622

NA= ITBS was not administered that year in WDM Schools **NS**= No sub-group data **X**= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: With IEP's
Scoring Above the 40th Percentile on the ITBS or ITED
 Data since 2003-2004 is from "Full Academic Year" students only.
IEP: Individual Education Plans

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	NS	----	NS	----	38.9	18
2000-2001	55.9	59	39.5	76	55.4	26
2001-2002	37.5	48	37.7	61	29.7	37
2002-2003	47.3	57	34.3	73	41.8	55
2003-2004	46.8	47	30.1	73	40.4	57
2004-2005	60.5	38	53.3	75	38.9	54
2005-2006	63.6	63	46.4	84	25.8	58
2006-2007	59.0	56	29.7	68	23.9	46

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
1999-2000	NS	----	NS	----	33.3	18
2000-2001	35.6	59	22.7	75	56.0	25
2001-2002	32.6	43	32.7	61	47.1	34
2002-2003	33.4	57	23.2	73	38.2	55
2003-2004	38.4	47	28.7	73	33.4	57
2004-2005	44.7	38	42.9	75	44.5	54
2005-2006	50.8	61	32.2	84	31.7	57
2006-2007	50.1	56	37.6	69	26.1	46

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2001-2002	NA	----	43.5	62	45.7	35
2002-2003	NA	----	56.1	73	38.2	55
2003-2004	NA	----	42.4	73	48.0	48
2004-2005	NA	----	66.7	75	57.5	54
2005-2006	NA	----	53.6	84	42.0	50
2006-2007	NA	----	73.6	68	47.9	46

NA= ITBS was not administered that year in WDM Schools **NS**= No sub-group data **X**= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms.

Proficiency Groups: No IEP's
Scoring Above the 40th Percentile on the ITBS or ITED
 Data since 2003-2004 is from "Full Academic Year" students only.
IEP: Individual Education Plans

Mathematics

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	91.1	570	93.7	577	90.8	437
2001-2002	90.9	597	93.4	559	86.4	525
2002-2003	93.4	634	90.8	612	87.9	542
2003-2004	95.2	558	92.3	604	89.2	586
2004-2005	94.9	55.0	92.1	605	90.1	545
2005-2006	88.9	565	92.1	578	90.6	575
2006-2007	89.0	540	92.4	569	90.2	585

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2000-2001	86.3	569	86.4	580	86.9	421
2001-2002	90.5	598	87.5	561	90.4	530
2002-2003	90.0	637	87.3	614	90.4	544
2003-2004	88.2	558	89.7	605	90.7	587
2004-2005	89.5	565	86.3	579	89.5	574
2005-2006	89.5	565	86.3	579	89.5	574
2006-2007	90.9	540	88.7	569	88.5	585

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2001-2002	NA	----	88.8	561	86.1	524
2002-2003	NA	----	90.5	607	88.8	539
2003-2004	NA	----	91.2	602	90.7	548
2004-2005	NA	----	91.2	605	90.1	545
2005-2006	NA	----	89.9	578	93.4	532
2006-2007	NA	----	93.3	567	92.5	585

NA= ITBS was not administered that year in WDM Schools **NS**= No sub-group data **X**= Fewer than 10 students in the sub-group
 ITBS/ITED results since 2001-2002 are based on 2000 Norms; results prior to 2001-2002 are based on 1992 Norms

Local, State and National Comparisons

Average Percentile Rank of Student Norms

2006-2007		Grade 4	Grade 8	Grade 11
Mathematics WDM Schools	National Percentile Rank	82	74	74
	Iowa Percentile Rank	67	62	56
Reading Comprehension WDM Schools	National Percentile Rank	76	71	75
	Iowa Percentile Rank	60	61	67
Science WDM Schools	National Percentile Rank	NA	76	81
	Iowa Percentile Rank	NA	63	65

Percent of Students Proficient Scoring above the 40th Percentile on ITBS/ITED

2005-06/2006-2007		Grade 4	Grade 8	Grade 11
Mathematics	WDM Schools	88.94/86.59	85.50/86.35	88.60/83.85
	Nation	60.00/60.00	60.00/60.00	60.00/60.00
	State	80.2/79.1	74.06/73.83	78.00/77.59
Reading	WDM Schools	85.50/86.08	83.49/70.19	85.96/83.66
	Nation	60.00/60.00	60.00/60.00	60.00/60.00
	State	78.96/76.63	71.34/69.97	75.46/76.96
Science	WDM Schools	78.28/84.98	89.81/85.34	92.42/88.7
	Nation	60.00/60.00	60.00/60.00	60.00/60.00
	State	81.18/83.21	81.46/78.38	80.49/79.59

APR State Report of all students attending West Des Moines CSD. Science is reported, but not part of AYP.

Building Achievement Levels: Elementary Grade 4

ITBS and ITED Scores

Full Academic Year

Low = % of WDM students with NPR between 1-40 **Intermediate** = % of WDM students with NPR between 41-89 **High** = % of WDM students with NPR between 90-99 **NPR** = National Percentile Rank: National Student Norms

		Mathematics					Reading				
		N	NPR	Low	Int.	High	N	NPR	Low	Int.	High
Clive	1998-1999	68	79	17.6	52.9	29.4	68	71	23.5	54.4	22.1
	1999-2000	63	81	14.3	50.8	34.9	63	73	19.0	60.3	20.6
	2000-2001	59	75	13.6	59.3	27.1	59	68	18.6	64.4	16.9
	2001-2002	70	79	21.4	42.9	35.7	70	71	20.0	61.4	18.6
	2002-2003	63	82	11.1	54.0	34.9	63	74	12.7	71.5	15.8
	2003-2004	77	81	9.4	54.7	36.0	77	74	9.4	67.2	23.5
	2004-2005	50	83	15.9	50.0	34.1	50	71	22.8	54.6	22.7
	2005-2006	68	70	25.8	41.9	32.3	68	70	17.7	61.3	20.9
	2006-2007	52	78	15.4	51.9	32.7	52	74	17.3	53.9	28.8
Crestview	1998-1999	85	82	5.9	58.8	35.3	85	79	9.4	67.1	23.5
	1999-2000	81	84	9.9	45.7	44.4	81	77	14.8	51.9	33.3
	2000-2001	79	81	12.7	53.2	34.2	79	71	24.1	54.4	21.5
	2001-2002	75	84	12.0	54.7	33.3	75	84	9.3	60.0	30.7
	2002-003	78	85	9.0	47.4	43.6	78	77	16.7	56.4	26.9
	2003-2004	79	87	2.9	51.5	45.6	79	79	8.9	63.2	28.0
	2004-2005	75	82	13.0	46.4	40.5	74	77	15.9	55.0	28.9
	2005-2006	67	73	17.6	63.2	19.1	67	67	26.5	51.4	22.1
	2006-2007	63	78	12.7	57.1	30.1	64	65	25.0	56.2	18.8
Crossroads	1998-1999	75	76	9.3	58.7	32.0	77	76	15.6	62.3	22.1
	1999-2000	63	78	6.3	65.1	28.6	65	79	15.4	43.1	41.5
	2000-2001	53	83	5.7	64.2	30.2	53	76	13.2	66.0	20.8
	2001-2002	78	80	10.3	64.1	25.6	78	81	10.3	57.7	32.1
	2002-2003	73	84	9.5	55.4	35.1	76	81	10.5	51.3	38.2
	2003-2004	71	83	6.9	58.6	34.5	72	75	17.2	48.3	34.5
	2004-2005	70	83	4.9	59.0	36.1	70	80	6.6	54.1	39.4
	2005-2006	79	80	19.0	49.3	31.7	79	79	10.1	64.6	25.4
	2006-2007	63	82	17.5	47.6	35.0	63	79	11.1	54.0	35.0
Fairmeadows	1998-1999	77	74	16.9	55.8	27.3	77	72	13.0	67.5	19.5
	1999-2000	81	74	14.8	64.2	21.0	79	74	16.5	58.2	25.3
	2000-2001	63	81	14.3	50.8	34.9	61	78	8.2	65.6	26.2
	2001-2002	65	80	15.4	53.8	30.8	66	79	10.4	58.2	31.3
	2002-2003	64	86	7.8	50.0	42.2	63	82	7.9	61.9	30.1
	2003-2004	70	82	7.7	63.1	29.3	70	77	12.3	70.8	16.9
	2004-2005	66	85	8.6	50.0	41.3	66	79	12.0	51.7	36.2
	2005-2006	71	76	23.2	49.2	27.5	71	67	18.8	63.7	17.3
	2006-2007	66	83	10.6	56.1	33.3	66	77	12.1	66.6	21.3
Hillside	2004-2005	97	76	15.7	61.8	27.5	97	70	15.7	67.4	16.9
	2005-2006	83	80	5.3	68.0	26.7	83	71	17.3	57.3	25.3
	2006-2007	94	74	19.2	58.5	22.4	94	70	12.8	64.9	22.3
<i>Clegg Park</i>	2001-2002	39	76	10.3	69.2	20.5	39	74	10.3	71.8	17.9
	2002-2003	75	71	18.6	60.0	21.4	75	63	28	61.3	10.7
	2003-2004	41	59	33.3	58.3	8.4	41	56	33.3	62.5	4.2
<i>Rex Mathes</i>	2001-2002	50	76	14.0	68.0	18.0	47	67	27.7	48.9	23.4
	2002-2003	45	80	8.9	68.9	22.3	45	66	25.0	53.0	22.0
	2003-2004	50	72	18.9	56.7	24.3	50	58	32.4	59.4	8.1

		Mathematics					Reading				
		N	NPR	Low	Int.	High	N	NPR	Low	Int.	High
Jordan Creek	1998-1999	95	83	10.5	50.5	38.9	95	77	13.7	64.2	22.1
	1999-2000	94	78	10.6	54.3	35.1	93	83	11.8	61.3	26.9
	2000-2001	96	84	8.3	55.2	36.5	97	80	10.3	68.0	21.6
	2001-2002	105	80	10.5	60.0	29.5	105	77	13.3	60.0	26.7
	2002-2003	104	85	4.8	56.7	38.5	105	81	12.4	59.1	28.6
	2003-2004	102	88	3.2	55.3	41.5	102	84	13.8	53.2	33.0
	2004-2005	101	84	5.4	59.7	34.8	102	79	8.6	61.3	30.2
	2005-2006	108	82	8.9	57.5	33.7	108	79	8.9	60.4	30.7
2006-2007	103	86	9.7	42.7	47.6	103	80	10.7	57.3	32.0	
Western Hills	1998-1999	69	69	8.7	63.8	27.5	71	79	28.2	50.7	21.1
	1999-2000	90	79	3.3	54.4	42.2	90	86	15.6	55.6	28.9
	2000-2001	66	80	7.6	48.5	43.9	66	86	10.6	59.1	30.3
	2001-2002	53	83	9.4	58.5	32.1	50	82	8.0	68.0	24.0
	2002-2003	83	85	10.8	50.6	38.5	81	83	12.3	46.9	40.7
	2003-2004	66	82	6.2	67.2	26.6	66	82	12.5	53.2	34.4
	2004-2005	59	82	2.0	56.9	41.1	59	86	11.7	47.0	41.2
	2005-2006	54	89	3.7	44.4	51.9	52	87	3.8	50.0	46.2
2006-2007	44	85	11.4	56.8	31.9	43	83	4.7	58.2	37.2	
Westridge	1998-1999	111	80	12.6	55.9	31.5	111	73	19.8	60.4	1.8
	1999-2000	100	75	9.0	60.0	31.0	101	82	14.9	59.4	25.7
	2000-2001	109	79	10.1	57.8	32.1	108	76	19.4	57.4	23.1
	2001-2002	110	81	13.6	54.5	31.8	110	78	13.6	61.8	24.5
	2002-2003	103	82	12.6	53.4	34.0	106	81	12.3	55.6	32.1
	2003-2004	98	84	5.6	56.2	38.2	98	78	12.3	57.3	30.3
	2004-2005	106	82	6.3	50.0	43.7	106	72	13.7	62.1	24.3
	2005-2006	77	83	7.5	60.2	32.2	77	79	9.7	65.6	24.8
2006-2007	96	85	12.5	43.8	43.8	96	81	9.4	57.3	33.4	

2001-2002 ITBS/ITED results are based on 2000 Norms; results from previous years are based on 1992 Norms

Building Achievement Levels: Grades 8 & 11

ITBS and ITED Scores

Full Academic Year

Jr. High = Grade 8 Walnut Creek Campus and Valley High School= Grade 11

Low = % of WDM students with NPR between 1-40 **Intermediate** = % of WDM students with NPR between 41-89 **High** = % of WDM students with NPR between 90-99 **NPR** = National Percentile Rank; National Student Norms

	Mathematics					Reading				
	# of Students	NPR	Low	Int.	High	# of Students	NPR	Low	Int.	High
Indian Hills										
1997-1998	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1998-1999	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1999-2000	312	81	11.5	50.6	37.8	314	70	17.2	64.0	18.8
2000-2001	322	82	12.7	55.6	31.7	324	70	17.6	61.7	20.7
2001-2002	299	78	11.4	53.8	34.8	300	72	13.7	60.7	25.7
2002-2003	332	72	14.8	61.7	23.5	334	74	16.5	54.5	29.1
2003-2004	315	75	15.0	51.8	33.3	318	69	17.7	61.5	20.9
2004-2005	309	70	16.4	53.9	29.6	309	69	15.4	61.1	23.5
2005-2006	321	75	14.0	56.5	29.5	321	69	19.2	57.0	23.8
2006-2007	281	73	12.8	59.4	27.7	282	72	17.7	54.9	27.3
Stilwell										
1997-1998	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1998-1999	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1999-2000	342	79	12.6	48.8	38.6	341	68	19.9	62.5	17.6
2000-2001	331	89	12.4	55.0	32.6	331	66	24.2	54.4	21.5
2001-2002	321	78	12.8	48.0	39.3	321	69	21.7	54.3	23.9
2001-2003	352	71	15.7	54.3	30.7	352	67	22.5	54.5	23.0
2003-2004	398	78	13.1	44.4	42.5	399	71	16.3	57.6	26.0
2004-2005	342	79	10.0	53.3	36.7	340	74	13.7	55.1	31.2
2005-2006	341	75	13.4	54.3	32.4	341	68	22.0	54.3	23.8
2006-2007	351	74	13.4	57.8	28.8	351	71	15.7	59.5	24.8
Valley										
1997-1998	436	82	12.6	44.5	42.9	415	78	12.3	50.1	37.6
1998-1999	498	80	9.8	48.8	41.4	490	78	14.5	52.0	33.5
1999-2000	534	77	18.7	39.3	41.9	525	75	20.6	51.0	28.4
2000-2001	446	80	10.6	49.2	40.2	446	77	14.8	51.3	33.9
2001-2002	549	73	16.2	49.9	33.9	546	78	11.1	58.5	30.4
2002-2003	545	75	13.9	53.6	32.4	54.4	79	10.1	56.1	33.8
2003-2004	587	79	11.5	52.5	36.1	587	77	12.3	54.3	33.3
2004-2005	548	80	11.5	49.5	39.0	548	78	13.1	52.9	33.9
2005-2006	621	75	13.0	53.3	33.7	620	74	13.1	55.6	31.2
2006-2007	593	76	13.0	49.8	37.3	593	76	14.5	49.6	35.9
Walnut Creek										
2002-2003	52	45	40.3	53.9	5.7	55	42	56.4	36.4	7.2
2003-2004	58	42	60.0	32.5	7.5	61	50	42.5	52.5	5.0
2004-2005	62	50	40.0	57.5	2.5	63	51	35.0	60.0	5.0
2005-2006	52	48	38.9	55.6	5.6	51	49	40.0	48.6	11.4
2006-2007	24	45	37.5	58.3	4.2	24	46	33.3	45.8	20.9

	Science				
	# of Students	NPR	Low	Int.	High
Indian Hills					
1999-2000	325	70	19.2	61.2	19.6
2000-2001	322	67	20.4	60.5	19.1
2001-2002	301	75	15.0	58.1	26.9
2002-2003	330	71	13.3	62.1	24.5
2003-2004	316	74	11.3	61.6	27.1
2004-2005	307	74	9.0	67.8	23.3
2005-2006	322	75	11.4	62.5	26.0
2006-2007	281	75	5.0	69.8	25.3
Stilwell					
1999-2000	328	74	11.5	67.8	20.6
2000-2001	331	67	17.6	67.0	15.4
2001-2002	322	75	16.5	52.2	31.4
2002-2003	349	74	13.2	59.3	27.6
2003-2004	397	72	16.4	55.1	28.6
2004-2005	340	78	9.0	56.3	34.6
2005-2006	340	71	17.9	55.6	26.5
2006-2007	349	74	11.8	58.4	29.8
Valley					
1999-2000	533	95	13.1	46.0	40.9
2000-2001	461	85	7.8	41.2	51.0
2001-2002	548	77	15.7	50.7	33.6
2002-2003	544	80	12.6	48.2	39.1
2003-2004	585	82	12.3	48.1	39.5
2004-2005	546	85	7.5	49.1	48.4
2005-2006	620	81	10.4	50.1	39.5
2006-2007	593	83	9.0	47.2	43.9
Walnut Creek					
2002-2003	50	44	50.0	42.0	8.0
2003-2004	X	X	X	X	X
2004-2005	63	57	37.5	55.0	7.5
2005-2006	X	X	X	X	X
2006-2007	24	44	41.7	54.2	4.2

Jr. High = Grade 8 Walnut Creek Campus and Valley High School= Grade 11

2001-2002 ITBS/ITED results are based on 2000 Norms; results from previous years are based on 1992 Norms

Low = % of WDM students with NPR between 1-40 **Intermediate** = % of WDM students with NPR between 41-89 **High** = % of WDM students with NPR between 90-99 **NPR** = National Percentile Rank: National Student Norms

Longitudinal Growth Analysis: Core Totals

NATIONAL GRADE EQUIVALENTS (NGE) 2006-2007

Fall 2006												AVERAGE GAIN OF CLASS (SAME POPULATION)		
Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4 th Gain	Grade 4 Avg. NGE	4th to 5 th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7th to 8th Gain	Grade 8 Avg. NGE	Actual Gain	Expected Gain	Year of Graduation
1993	3.9	1.5	5.4	1.2	6.6	1.5	8.1	1.5	9.6	NA	NA	5.7	4.0	2003
1994	3.9	1.4	5.3	1.3	6.6	1.6	8.2	1.0	9.2	1.9	11.1	7.2	5.0	2004
1995	3.8	1.6	5.4	1.3	6.7	1.3	8.0	1.8	9.8	1.0	10.8	7.0	5.0	2005
1996	4.1	1.5	5.6	1.2	6.8	1.4	8.2	1.1	9.3	1.9	11.2	7.1	5.0	2006
1997	3.9	1.4	5.3	1.1	6.4	1.4	7.8	1.7	9.5	1.3	10.8	6.9	5.0	2007
1998	4.0	1.4	5.4	1.2	6.6	1.5	8.1	1.5	9.6	1.5	11.1	7.1	5.0	2008
1999	4.0	1.4	5.4	1.7	7.1	0.9	8.0	1.4	9.4	1.7	11.1	7.1	5.0	2009
2000	3.9	1.7	5.6	1.4	7.0	0.9	7.9	1.8	9.7	1.2	10.9	7.0	5.0	2010
2001	4.0	1.7	5.7	1.2	6.9	0.9	7.8	1.6	9.4	1.6	11.0	7.0	5.0	2011
2002	4.0	1.7	5.7	1.2	6.9	1.0	7.9	1.9	9.8			5.8	4.0	2012
2003	4.2	1.6	5.8	1.1	6.9	0.9	7.8					3.6	3.0	2013
2004	4.1	1.5	5.6	1.2	6.8							2.7	2.0	2014
2005	4.0	1.7	5.7									1.7	1.0	2015
2006	4.0													2016

AVERAGE GAIN AND NGE OF GRADE LEVEL SINCE 1993 (DIFFERENT POPULATIONS)

Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7 th Gain	Grade 7 Avg. NGE	7th to 8th Gain	Grade 8 Avg. NGE	ALL GRADES/ALLYEARS AVERAGE GAIN
3.99	1.55	5.53	1.26	6.77	1.21	7.98	1.53	9.53	1.51	11.00	1.41

It is expected that students would show a years gain (1.0) at each time of testing.
 Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represents the third grade, ninth month of the school year.
 Testing was resumed in eighth grade beginning with the 1999-2000 school year.
 In 2001, ITBS/ITED is revised and uses 2000 norms.

Longitudinal Growth Analysis: Reading Comprehension

NATIONAL GRADE EQUIVALENTS (NGE) 2006-2007

Fall 2006

AVERAGE GAIN OF CLASS
(SAME POPULATION)

Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7th to 8th Gain	Grade 8 Avg. NGE	Actual Gain	Expected Gain	Year of Graduation
1993	3.9	1.4	5.3	0.9	6.2	1.5	7.7	1.2	8.9	NA	NA	5.0	4.0	2003
1994	3.9	1.2	5.1	1.3	6.4	1.2	7.6	1.1	8.7	1.1	9.8	5.9	5.0	2004
1995	3.7	1.6	5.3	0.9	6.2	1.4	7.6	0.9	8.5	1.1	9.6	5.9	5.0	2005
1996	4.1	1.3	5.4	1.2	6.6	1.0	7.6	0.9	8.5	1.7	10.2	6.1	5.0	2006
1997	3.8	1.3	5.1	0.9	6.0	1.3	7.3	1.6	8.9	1.2	10.1	6.3	5.0	2007
1998	4.0	1.4	5.4	0.9	6.3	1.3	7.6	1.5	9.1	1.1	10.2	6.2	5.0	2008
1999	3.9	1.3	5.2	1.5	6.7	0.7	7.4	1.4	8.8	1.8	10.6	6.7	5.0	2009
2000	3.9	1.5	5.4	1.3	6.7	0.7	7.4	1.7	9.1	1.2	10.3	6.4	5.0	2010
2001	4.0	1.7	5.7	0.9	6.6	1.2	7.4	1.5	8.9	1.8	10.7	6.7	5.0	2011
2002	4.1	1.3	5.4	1.3	6.7	0.7	7.4	1.7	9.1			5.0	4.0	2012
2003	4.2	1.2	5.4	1.2	6.6	0.8	7.4					3.2	3.0	2013
2004	4.1	1.5	5.6	1.2	6.8							2.7	2.0	2014
2005	4.0	1.6	5.6									1.6	1.0	2015
2006	4.0													2016

AVERAGE GAIN AND NGE OF GRADE LEVEL SINCE 1993 (DIFFERENT POPULATIONS)

Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7 th to 8 th Gain	Grade 8 Avg. NGE	ALL GRADES/ALLYEARS AVERAGE GAIN
3.97	1.41	5.38	1.13	6.48	1.07	7.49	1.35	8.85	1.38	10.2	1.27

It is expected that students would show a years gain (1.0) at each time of testing.

Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represents the third grade, ninth month of the school year.

Testing was resumed in eighth grade beginning with the 1999-2000 school year.

In 2001, ITBS/ITED is revised and uses 2000 norms.

Longitudinal Growth Analysis: Language Total

NATIONAL GRADE EQUIVALENTS (NGE) 2006-2007

Fall 2006												AVERAGE GAIN OF CLASS (SAME POPULATION)		
Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7 th to 8th Gain	Grade 8 Avg. NGE	Actual Gain	Expected Gain	Year of Graduation
1993	3.9	1.7	5.6	1.3	6.9	1.5	8.4	1.4	9.8	NA	NA	5.9	4.0	2003
1994	3.9	1.8	5.7	1.6	7.3	1.4	8.7	0.7	9.4	1.6	11.0	7.1	5.0	2004
1995	4.0	1.6	5.6	1.3	6.9	1.5	8.4	1.3	9.7	1.3	11.0	7.0	5.0	2005
1996	4.2	1.6	5.8	0.9	6.7	2.0	8.7	1.0	9.7	2.5	12.2	8.0	5.0	2006
1997	4.0	1.4	5.4	1.5	6.9	1.2	8.1	1.9	10.0	1.4	11.4	7.4	5.0	2007
1998	4.0	1.5	5.5	1.3	6.8	1.9	8.7	1.3	10.0	1.9	11.9	7.9	5.0	2008
1999	4.1	1.4	5.5	2.1	7.6	0.9	8.5	1.4	9.9	1.8	11.7	7.6	5.0	2009
2000	3.7	2.3	6.0	1.4	7.4	1.1	8.5	1.5	10.0	1.5	11.5	7.8	5.0	2010
2001	4.0	2.0	6.0	1.4	7.4	0.8	8.2	1.7	9.9	1.6	11.7	7.7	5.0	2011
2002	4.0	2.1	6.1	1.2	7.3	1.1	8.4	1.9	10.3			6.3	4.0	2012
2003	4.2	2.0	6.2	1.2	7.4	0.8	8.2					4.0	3.0	2013
2004	4.0	1.9	5.9	1.3	7.2							3.2	2.0	2014
2005	4.0	2.1	6.1									2.1	1.0	2015
2006	4.0													2016

AVERAGE GAIN AND NGE OF GRADE LEVEL SINCE 1993 (DIFFERENT POPULATIONS)

Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7th to 8th Gain	Grade 8 Avg. NGE	ALL GRADES/ALLYEARS AVERAGE GAIN
4.00	1.80	5.80	1.38	7.15	1.29	8.44	1.41	9.87	1.70	11.55	1.52

It is expected that students would show a years gain (1.0) at each time of testing.
 Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represents the third grade, ninth month of the school year.
 Testing was resumed in eighth grade beginning with the 1999-2000 school year.
 In 2001, ITBS/ITED is revised and uses 2000 norms.

Longitudinal Growth Analysis: Mathematics

NATIONAL GRADE EQUIVALENTS (NGE) 2006-2007

AVERAGE GAIN OF CLASS (SAME POPULATION)

Fall

Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4th	Grade 4 Avg. NGE	4th to 5th	Grade 5 Avg. NGE	5th to 6 th	Grade 6 Avg. NGE	6th to 7th	Grade 7 Avg. NGE	7th to 8th	Grade 8 Avg. NGE	Actual Gain	Expected Gain	Year of Graduation
		Gain	Gain	Gain	Gain	Gain	Gain	Gain						
1993	4.0	1.5	5.5	1.3	6.8	1.3	8.1	1.9	10	NA	NA	6.0	4.0	2003
1994	3.9	1.5	5.4	1.3	6.7	1.4	8.1	1.3	9.4	2.4	11.8	7.9	5.0	2004
1995	3.9	1.5	5.4	1.6	7.0	1.1	8.1	1.6	9.7	1.7	11.4	7.5	5.0	2005
1996	4.2	1.3	5.5	1.3	6.8	1.3	8.1	1.6	9.7	1.9	11.6	7.4	5.0	2006
1997	4.0	1.4	5.4	1.2	6.6	1.2	7.8	1.8	9.6	1.4	11.0	7.0	5.0	2007
1998	4.0	1.5	5.5	1.2	6.7	1.4	8.1	1.7	9.8	1.7	11.5	7.5	5.0	2008
1999	4.0	1.4	5.4	1.4	6.8	1.3	8.1	1.6	9.7	1.5	11.2	7.2	5.0	2009
2000	4.0	1.5	5.5	1.4	6.9	1.1	8.0	1.8	9.8	1.4	11.2	7.2	5.0	2010
2001	3.9	1.8	5.7	1.1	6.8	1.1	7.9	1.7	9.6	1.4	11.0	7.1	5.0	2011
2002	4.0	1.6	5.6	1.2	6.8	1.3	8.1	1.8	9.9			5.9	4.0	2012
2003	4.1	1.6	5.7	1.1	6.8	1.2	8.0					3.9	3.0	2013
2004	4.0	1.5	5.5	1.2	6.7							2.7	2.0	2014
2005	3.9	1.7	5.6									1.7	1.0	2015
2006	3.9													2016

AVERAGE GAIN AND NGE OF GRADE LEVEL SINCE 1993 (DIFFERENT POPULATIONS)

Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6 th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7th to 8 th Gain	Grade 8 Avg. NGE	ALL GRADES/ALL YEARS AVERAGE GAIN
3.99	1.52	5.52	1.28	6.78	1.25	8.04	1.68	9.72	1.68	11.34	1.48

It is expected that students would show a years gain (1.0) at each time of testing.

Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represents the third grade, ninth month of the school year.

Testing was resumed in eighth grade beginning with the 1999-2000 school year.

In 2001, the ITBS/ITED is revised and uses 2000 norms.

Longitudinal Growth Analysis: Sources of Information Total Scores

NATIONAL GRADE EQUIVALENTS (NGE) 2006-2007

Fall 2006												AVERAGE GAIN OF CLASS (SAME POPULATION)		
Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7th to 8th Gain	Grade 8 Avg. NGE	Actual Gain	Expected Gain	Year of Graduation
1993	3.9	1.5	5.4	1.5	6.9	1.5	8.4	1.4	9.8	NA	NA	5.9	4.0	2003
1994	4.0	1.1	5.1	1.6	6.7	1.7	8.4	1.2	9.6	2.2	11.8	7.8	5.0	2004
1995	3.9	1.3	5.2	1.6	6.8	1.6	8.4	1.4	9.8	1.1	10.9	7.0	5.0	2005
1996	4.3	1.1	5.4	1.7	7.1	1.0	8.1	1.4	9.5	2.1	11.6	7.3	5.0	2006
1997	4.0	1.3	5.3	1.5	6.8	1.3	8.1	2.0	10.1	1.2	11.3	7.3	5.0	2007
1998	4.2	1.1	5.3	1.8	7.1	1.5	8.6	1.4	10.0	1.3	11.3	7.1	5.0	2008
1999	4.1	1.2	5.3	2.1	7.4	0.9	8.3	1.7	10.0	1.5	11.5	7.4	5.0	2009
2000	4.1	1.7	5.8	1.6	7.4	1.0	8.4	1.6	10.0	1.1	11.1	7.0	5.0	2010
2001	4.2	1.6	5.8	1.4	7.2	1.1	8.3	1.7	10.0	1.5	11.5	7.3	5.0	2011
2002	4.3	1.7	6.0	1.3	7.3	1.3	8.6	1.4	10.0			5.7	4.0	2012
2003	4.4	1.4	5.8	1.4	7.2	1.0	8.2					3.8	3.0	2013
2004	4.2	1.7	5.9	1.3	7.2							3.0	2.0	2014
2005	4.3	1.5	5.8									1.5	1.0	2015
2006	4.2													2016

AVERAGE GAIN AND NGE OF GRADE LEVEL SINCE 1993 (DIFFERENT POPULATIONS)

Grade 3 Avg. NGE	3rd to 4th Gain	Grade 4 Avg. NGE	4th to 5th Gain	Grade 5 Avg. NGE	5th to 6th Gain	Grade 6 Avg. NGE	6th to 7th Gain	Grade 7 Avg. NGE	7 th to 8 th Gain	Grade 8 Avg. NGE	ALL GRADES/ALLYEARS AVERAGE GAIN
4.15	1.40	5.55	1.57	7.09	1.26	8.35	1.52	9.88	1.50	11.38	1.45

It is expected that students would show a years gain (1.0) at each time of testing.

Grade equivalents (G.E.) represent the grade and month, for example, 3.9 represents the third grade, ninth month of the school year.

Testing was resumed in eighth grade beginning with the 1999-2000 school year.

In 2001, the ITBS/ITED tests are revised and use 2000 norms.

Mathematics Benchmark Assessment Results

The WDMCS Mathematics and Science Benchmarks were locally developed and are well anchored in standards and benchmark documents authored by the *National Council of Teachers of Mathematics* and the *National Science Teachers Association*. These benchmarks are written as “things we want our students to be able to know and do” as they exit a particular grade level. The assessments for these benchmarks are also locally written and are administered each year during the month of May. Scores represent the percent of correct answers by all students for the questions covering the given benchmark.

Although these mathematics and science benchmarks assist in targeting instruction, there is general consensus that these benchmarks are more rigorous and challenging than many of the objectives and outcomes assessed with ITBS and ITED. Even though the norm-referenced ITBS and ITED assessments are designed to spread scores out, they do limit how well many of our students can perform in certain areas as they have a ceiling of rigor at each grade level. The district’s mathematics and science benchmark assessments are criterion-referenced and in many cases reflect a higher ceiling of rigor than ITBS & ITED. Since our benchmark assessments are administered in eleventh grade, it is very possible that several of the benchmarks have not been experienced by a significant number of VHS students, based on the courses that they have already taken. As a result, trend line data over time indicate that our students generally do not score as well on our benchmark assessments as the ITED assessments, especially in the secondary grade levels.

Grades 1-6

May 2007

Bench mark	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Topic	Dist % 01-02-03-04-05-06-07	Topic	Dist % 01-02-03-04-05-06-07	Topic	Dist % 01-02-03-04-05-06-07	Topic	Dist % 01-02-03-04-05-06-07	Topic	Dist % 01-02-03-04-05-06-07	Topic	Dist % 01-02-03-04-05-06-07
A	Write number sentence	91-93-92-92-91-88-90	Word problems + and -	93-93-93-80-90-91-91	Problem solving/ word problems	76-76-76-81-88-87-83	Problem solving/ word	80-78-80-83-82-81-80	Problem solve With table	78-79-78-77-82-80-79	Multi-step problems	80-80-77-76-74-76-77
B	Measure to inch	93-93-91-90-92-89-89	Word problems w/pictures	83-87-89-91-84-83-82	Time to minute	89-87-88-83-91-88-87	Length, volume, weight	77-75-79-79-84-83-82	Prob. Solve With extra data	89-89-91-89-90-89-88	Prob. Solve non routine	83-81-81-78-79-80-81
C	Mental Math	78-76-77-78-78-74-75	Time to 5 minutes	90-92-92-82-89-91-90	Weight - estimation	78-79-82-87-86-88-85	Round to 1,000	89-89-91-90-93-92-93	Multi-step problems	65-67-73-69-75-75-75	Area of quadrilateral	56-59-55-53-65-70-72
D	Add to 12	94-94-94-95-95-95-94	Coins to 99¢	83-83-84-90-82-81-81	Measure to ½ inch	73-74-73-79-89-81-85	Mental Math	84-84-84-92-83-82-83	Measure to ¼ inch	77-75-76-76-80-78-77	Perimeter of quadrilateral	69-68-65-64-63-65-68
E	Subtract to 12	93-92-92-80-91-90-91	Reasoning	92-91-92-89-88-90-88	Coins \$1.00- \$10.00	76-77-77	Fractions	88-86-87-87-89-87-87	Measure to gallons	90-90-91-92-92-91-89	Volume Rectangular prism	69-72-71-66-66-68-70
F	Draw Shapes	98-98-99-99-98-98-99	Add to 18	97-96-98-98-96-98-96	Mental Math	84-82-82-73-83-81-77	Multiplication 1 by 4 digits	82-83-84-83-87-86-86	Round to millions	95-94-96-95-88-83-82	Estimation With decimals	79-82-80-80-78-78-80
G	Bar Graph	98-97-98-97-97-96-96	Subtract to 18	94-94-94-95-93-94-94	Round to 10 & 100	94-92-92-90-93-93-91	Division - basic facts	90-90-91-90-92-94-92	Prob. solve organized list	86-87-90-87-88-84-80	Fractions to percents	83-84-84-83-83-84-85
H	Count By 5's & 10'S	82-83-81-82-94-90-91	2 digit addition w/trading	86-86-86-83-83-86-81	4 digit + with regroup	87-84-86-84-87-87-86	Place value to millions	84-84-91-91-89-91-91	Fractions +	97-98-97-98-96-96-94	Fractions to decimals	63-63-69-64-70-72-73
I	Place value to 99	86-87-86-87-84-78-80	2 digit subtraction w/trading	74-80-80-76-84-80-78	4 digit - with regroup	69-61-68-67-78-69-67	Multiplication 2 digit x 2 digit	85-77-76	Fractions -	85-92-91-91-96-92-92	Exponents	77-76-86-85-91-84-86
J			Draw: λ v σ	99-99-100-99-92-93-93	Single digit multiplication	92-90-91-88-90-91-90	Angles	93-94-96	Fractions reduce	85-84-86-85-87-87-87	Division with decimals	73-70-75-74-71-68-73
K			Graphs - construct	95-95-97-98-91-91-93	Division 2 digit/1 digit	90-89-89	Graphs and tables	79-79-81-80-85-81-79	Decimals 4 digit +	90-91-93-92-93-93-90	Fractions + and -	71-73-80-78-78-81-79
L			Graphs - analyze	89-91-92-89-94-95-90	Ordering to 100,000	91-91-94-91-80-94-76	Number patterns	81-82-80-77-80-81-79	Decimals 4 digit -	82-81-85-84-87-84-83	Multiply Fractions	60-57-59
M			Place value through 100's	93-92-93-92-90-91-95	Fractions of whole	75-77-77-74-94-76-92			Decimals multiply 3 digits	68-66-73-72-75-72-68	3-D figures - number of faces	85-85-86-85-82-83-83
N			Count by 2's, 5's, 10's	97-97-97-97-97-97-96	Angles & lines	91-90-92-90-93-92-92			Division 3 digit/1digit	88-83-82	Similar/Congruent	71-72-70-70-68-71-74
O					Bar graphs - analyze	80-77-81-79-82-80-80			Angles	94-94-95-93-93-93-92	Circle graphs - analyze	95-95-94-95-94-95-94
P					Number patterns	73-74-75-74-74-77-73			Bar graph - analyze	84-83-84-81-84-83-79	Tables - analyze	59-61-64-59-60-61-61
Q									Line graph - analyze	87-84-85-84-85-83-82	Functions & Number patterns	86-87-85-85-82-85-85
R									Place value to millions	87-88-91-91-90-88-87		

Mathematics Benchmark Assessment Results

Grades 7 & 8

May 2007

Benchmark	Grade 7		Grade 8	
	Topic	District % 00-01-02-03-04-05-06-07	Topic	District % 00-01-02-03-04-05-06-07
A	Write algebraic expressions	76-76-76-72-78-86-74-72	Write number phrases & sentences	67-67-69-69-74-66-67-66
B	Solve 1-step equations	83-83-85-84-90-87-87-85	Write one variable equations for 1+ unknowns	48-48-58-56-68-60-55-48
C	Classify types of angles	91-97-99-97-98-98-97-98	Solve transformations	65-65-68-61-67-61-59-58
D	Perimeter and area of polygons	73-70-72-73-74-70-68-71	Perimeter & area of irregular polygons	34-36-41-42-48-42-43-39
E	Area and circumference of circles	45-43-43-51-55-57-50-53	Metric unit & standard unit conversions	66-73-77-75-79-73-74-71
F	Divisibility rules of 2, 5, 10	88-91-94-92-97-94-95-95	Divisibility rules of 2, 3, 4, 5, 6, 9, 10	67-71-74-71-68-69-72-66
G	Multiply & divide by powers of 10	73-76-78-74-82-83-77-77	Apply distributive property	63-67-65-71-73-66-72-66
H	Round to given place value	81-82-83-81-80-78-78-82	Estimation	88-92-91-90-93-87-90-88
I	Commutative, associative, identity property	66-69-68-68-74-74-72-74	Simplify order of operations with integers	59-63-64-61-68-60-64-61
J	Order of operations	65-65-64-73-81-84-81-80	Solve problems with rational number	53-56-60-61-63-53-58-53
K	Multiply & divide fractions	67-63-61-60-69-66-70-69	Solve word problems using percents	54-69-72-66-74-65-68-60
L	Add, subtract, multiply, divide integers	73-74-69-78-81-76-77-75	Angle relationships of parallel lines	61-73-73-71-75-71-70-69
M	Percent of a number	52-55-58-55-59-57-56-51	Complementary, supplementary, vertical angles	55-70-71-71-73-71-72-70
N	Convert percents, fractions, decimals	77-82-81-81-85-82-83-83	Histograms and scatter plots	64-73-72-75-80-73-73-70
O	Calculate LCM and GCF of set of numbers	61-53-62-63-70-64-65-63	Measure central tendency/stem-and-leaf plot	63-71-73-74-76-71-72-66
P	Identify polygons having 5-10 sides	80-78-85-84-93-85-84-87	Use formula for volume and surface area	40-46-46-53-64-55-60-51
Q	Graph ordered pairs	68-72-73-76-72-77-70-70	Solve function problems	65-72-74-73-79-74-76-68
R	Classify triangles by sides and angles	82-85-87-86-90-86-85-88	Numbers in scientific notation & standard form	61-71-71-80-82-70-77-73
S	Classify quadrilaterals	71-66-68-76-80-77-71-74	Square roots	73-76-81-84-85-79-84-82
T	Calculate mean, median, mode, range	71-76-71-72-81-76-68-65		
U	Analyze circle, bar, line graphs	56-56-55-56-58-55-55-53		
V	Evaluate number in exponential form	80-76-78-82-87-85-85-85		
W	Use proportion to solve word problem	79-80-80-80-85-80-79-79		

Scores are shown for 1999-2000 through 2005-2006 school years, in that order.

Mathematics Benchmark Assessment Results

Grade 11: Valley High School

May 2007

Benchmark	Topic	May 2000	May 2001	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007
A	Write algebraic expressions	84	84	85	90	82	82	93	89
B	Evaluate algebraic expressions	86	84	81	77	90	89	75	77
C	Solve for given variable	85	84	84	79	92	85	74	81
D	Use formula to determine area of plane figure	33	64	50	73	51	54	63	59
E	Use formula to determine volume of solid figure	81	84	66	88	79	73	75	75
F	Use formula to determine lateral area & total surface area of figure	40	59	52	69	48	56	58	61
G	Use deductive reasoning to make a valid conclusion	46	51	51	37	62	62	41	38
H	Divisibility rules & multiplication/division by powers of 10	87	85	84	91	84	76	88	88
I	Rounding and estimation	73	71	78	64	85	85	64	64
J	Solve linear equations and inequalities	56	57	58	49	69	48	48	53
K	Solve proportions	77	75	79	89	78	62	87	86
L	Simply rational expressions	69	64	61	52	82	83	41	52
M	Simplify problems using order of operations	76	76	76	86	72	80	82	78
N	Identification of plane geometric figures by name	81	82	82	76	82	76	80	75
O	Classify triangles by sides/angles	93	94	92	91	99	93	87	90
P	Identify & compute angle relationships of parallel lines	49	54	43	69	50	47	61	54
Q	Collect and apply information from a graph	57	50	45	64	34	42	51	51
R	Calculate mean, median, range	59	66	71	53	79	69	58	60
S	Analyze bar graphs	51	75	66	78	67	69	71	68
T	Use Pythagorean relationship to solve problems	68	77	67	50	92	74	56	65
U	Use proportion to solve a problem	85	85	83	92	77	66	91	87
V	Select and use formula to find area, surface area and volume	76	73	72	53	85	86	58	61
W	Understand functional notation	41	46	52	70	55	60	63	55

Benchmark Assessment Results: Science

Grades 8 & 11

Percent Proficient

Years 2001-2002 through 2006-07

		Grade 8					
	Benchmark	2002	2003	2004	2005	2006	2007
A	Explain cause & effect of earthquakes & volcanoes.	60	61	71	73	62	61
B	Identify the characteristics of rocks & minerals.	68	49	52	55	47	51
C	Understand how the organ systems of humans interact to maintain life.	70	78	75	72	69	74
D	Explain how organisms survive in a constantly changing environment.	55	61	63	66	65	69
E	Compare & contrast properties of matter & energy.	74	72	77	75	69	69
F	Apply physical science concepts using mathematical formulas.	54	51	50	52	40	42
G	Apply Newton's Laws of Motion.	X	73	76	75	76	75
H	Use a periodic table to provide basic information about elements.	67	68	73	78	67	70
I	Interpret a graph.	76	74	78	78	82	81
J	Given a problem, form a hypothesis, plan an investigation with controlled variables, record data, & draw one or more conclusions.	69	71	73	76	72	77
K	Explain how parts of an Iowa ecosystem interact.	77	65	61	65	63	67
L	Analyze humans' positive & negative impacts on Iowa's environment.	58	62	67	65	66	73
M	Identify the major female & male reproductive organs of the human body.	60	89	90	89	90	90
N	Describe the developmental stages of male & females from conception to maturity.	74	72	70	72	70	69
O	State the physical, social, & emotional consequences of being sexually active as a teenager.	87	83	83	85	90	83
P							
Q							

		Grade 11					
	Benchmark	2002	2003	2004	2005	2006	2007
	Analyze a weather map.	63	67	61	64	60	66
	Understand the unique qualities of the earth that make life possible.	54	69	74	75	76	55
	Identify natural factors that affect the earth's surface.	46	41	68	62	63	60
	Understand that populations of organisms change over time.	66	67	66	67	75	79
	Identify factors affecting transmission of disease.	66	67	84	82	72	85
	Understand that DNA is the common thread of living organisms.	62	76	62	67	66	72
	Understand the structure of the atom.	69	69	74	75	82	74
	Understand forces acting on macroscopic and microscopic objects.	58	54	65	62	62	69
	Identify forms of energy and energy transfer.	63	62	52	51	76	66
	Understand the properties of matter through physical & chemical changes.	59	83	97	91	73	82
	Construct or develop a graph from experimental data.	73	76	64	67	43	60
	Determine relationship between variables by interpreting graph/chart table (visual representation of data).	68	71	65	69	54	64
	Be able to make & interpret accurate & precise measurements.	60	60	57	61	58	55
	Explain the effect of population growth on the earth's resources.	65	74	74	72	40	71
	Understand the cyclical nature of the earth's resources.	63	64	65	65	65	69
	Understand the basic functions of the human body.	X	78	59	65	60	56
	Identify key components of a healthy lifestyle.	63	82	87	86	81	93

Reading Benchmark Assessment Results 06-07

Grade 4 Narrative

School	Fall/Spring	Below	On Grade Level	Above	Grand Total
Clive	On Grade Level=O to P (Fall)	34.4% (22)	26.6% (17)	39.1% (25)	100.0% (64)
	On Grade Level=R (Spring)	27.0% (17)	25.4% (16)	47.6% (30)	100.0% (63)
Crestview	On Grade Level=O to P (Fall)	17.1% (13)	17.1% (13)	65.8% (50)	100.0% (76)
	On Grade Level=R (Spring)	18.4% (14)	22.4% (17)	59.2% (45)	100.0% (76)
Crossroads	On Grade Level=O to P (Fall)	10.6% (7)	13.6% (9)	75.8% (50)	100.0% (66)
	On Grade Level=R (Spring)	13.6% (9)	3.0% (2)	83.3% (55)	100.0% (66)
Fairmeadows	On Grade Level=O to P (Fall)	8.2% (6)	12.3% (9)	79.5% (58)	100.0% (73)
	On Grade Level=R (Spring)	4.1% (3)	57.5% (42)	38.4% (28)	100.0% (73)
Hillside	On Grade Level=O to P (Fall)	20.8% (22)	10.4% (11)	68.9% (73)	100.0% (106)
	On Grade Level=R (Spring)	17.9% (19)	14.2% (15)	67.9% (72)	100.0% (106)
Jordan Creek	On Grade Level=O to P (Fall)	2.7% (3)	8.1% (9)	89.2% (99)	100.0% (111)
	On Grade Level=R (Spring)	1.8% (2)	5.4% (6)	92.8% (103)	100.0% (111)
Western Hills	On Grade Level=O to P (Fall)	11.3% (6)	11.3% (6)	77.4% (41)	100.0% (53)
	On Grade Level=R (Spring)	11.3% (6)	11.3% (6)	77.4% (41)	100.0% (53)
Westridge	On Grade Level=O to P (Fall)	12.6% (13)	9.7% (10)	77.7% (80)	100.0% (103)
	On Grade Level=R (Spring)	14.6% (15)	16.5% (17)	68.9% (71)	100.0% (103)
District	On Grade Level=O to P (Fall)	14.1% (92)	12.9% (84)	73.0% (476)	100.0% (652)
	On Grade Level=R (Spring)	13.1% (85)	18.6% (121)	68.4% (445)	100.0% (651)

Grade 4 Expository

School	Fall/Spring	Below	On Grade Level	Above	Grand Total
Clive	On Grade Level=O to R (Fall)	31.3% (20)	31.3% (20)	37.5% (24)	100.0% (64)
	On Grade Level=R (Spring)	49.2% (31)	12.7% (8)	38.1% (24)	100.0% (63)
Crestview	On Grade Level=O to R (Fall)	28.6% (22)	9.1% (7)	62.3% (48)	100.0% (77)
	On Grade Level=R (Spring)	32.5% (25)	24.7% (19)	42.9% (33)	100.0% (77)
Crossroads	On Grade Level=O to R (Fall)	13.6% (9)	10.6% (7)	75.8% (50)	100.0% (66)
	On Grade Level=R (Spring)	23.1% (15)	3.1% (2)	73.8% (48)	100.0% (65)
Fairmeadows	On Grade Level=O to R (Fall)	11.0% (8)	8.2% (6)	80.8% (59)	100.0% (73)
	On Grade Level=R (Spring)	5.5% (4)	50.7% (37)	43.8% (32)	100.0% (73)
Hillside	On Grade Level=O to R (Fall)	21.7% (23)	8.5% (9)	69.8% (74)	100.0% (106)
	On Grade Level=R (Spring)	26.4% (28)	15.1% (16)	58.5% (62)	100.0% (106)
Jordan Creek	On Grade Level=O to R (Fall)	3.6% (4)	7.2% (8)	89.2% (99)	100.0% (111)
	On Grade Level=R (Spring)	0.9% (1)	6.3% (7)	92.8% (103)	100.0% (111)
Western Hills	On Grade Level=O to R (Fall)	9.4% (5)	15.1% (8)	75.5% (40)	100.0% (53)
	On Grade Level=R (Spring)	18.9% (10)	22.6% (12)	58.5% (31)	100.0% (53)
Westridge	On Grade Level=O to R (Fall)	17.5% (18)	11.7% (12)	70.9% (73)	100.0% (103)
	On Grade Level=R (Spring)	35.0% (36)	23.3% (24)	41.7% (43)	100.0% (103)
District	On Grade Level=O to R (Fall)	16.7% (109)	11.8% (77)	71.5% (467)	100.0% (653)
	On Grade Level=R (Spring)	23.0% (150)	19.2% (125)	57.8% (376)	100.0% (651)

Standard #1: Reading for Information: Students will read and understand informational materials, describe characteristics of informational text and use facts, ideas and perspectives in developing concepts.

Standard #2: Reading Literature: Students will read and understand a variety of classic and contemporary literature representing diverse historical and cultural perspectives to build an understanding of themselves and others, their environment and the world.

Standard #3: Process of Reading: Students will demonstrate their understanding of the reading process by using reading and thinking skills and strategies to achieve their purposes in reading

Grade 8

Standard	Below Proficient	Proficient	Advanced	Total
1	7.5% (52)	67.5% (470)	25.0% (174)	100.0% (696)
2	8.3% (52)	61.6% (386)	30.1% (189)	100.0% (627)
3	8.5% (52)	59.4% (365)	32.1% (197)	100.0% (614)

Grade 10

Standard	Below Proficient	Proficient	Advanced	Total
1	20.2% (101)	41.9% (210)	37.9% (190)	100.0% (501)
2	15.8% (78)	46.4% (229)	37.9% (187)	100.0% (494)
3	20.6% (98)	45.0% (214)	34.5% (164)	100.0% (476)

Drop-Out Data

Grades 7-12	Total Number of Students in Group			Percent Drop-Outs in Group (Number)		
	Reporting Year*	2004-05	2005-06	2006-07	2004-05	2005-06
All	3998	3998	4024	2.03% (81)	0.85% (34)	1.14% (46)
Female	1952	1953	1965	1.49% (29)	0.56% (11)	0.97% (19)
Male	2046	2045	2059	2.54% (52)	1.13% (23)	1.31% (27)
White	3498	3498	3472	1.69% (59)	0.72% (25)	1.01% (35)
Black	151	151	164	7.28% (11)	1.99% (3)	1.83% (3)
Hispanic	176	176	206	6.25% (11)	3.41% (6)	3.40% (7)
American Indian/ Alaskan Native	7	7	4	0% (0)	0% (0)	0.00% (0)
Asian/ Pacific Islander	166	166	178	0% (0)	0% (0)	0.56% (1)
With IEP's	516	464	447	1.55% (8)	0.86% (4)	1.34% (6)
English Language Learners (ELL)	***	***	79	***	***	1.27% (1)

*Note: Attendance, graduation rate, and drop out data on the APR are always one year behind.

***: Data not collected in previous years

Graduation & Attendance Rate

School Year	2002-03	2003-04	2004-05	2005-06	2006-07	Increase/Decrease	State Goal	Result
K-8 Average Daily Attendance Rate (%)	96.3	96.1	96.5	96.30	96.40	+0.10	95.8	Met Goal
Graduation Rate (%)	89.64	89.48	90.95	91.74	93.09	+1.35	90.3	Met Goal

*Note: Attendance, graduation rate, and drop out data on the APR are always one year behind.

The percent of WDM students who entered WDM Schools as freshman in the 2002-03 school year that graduated from high school with a diploma in the 2006-07 school year, as reported by the Iowa Department of Education is 93.09%. This compares to the state graduation rate of 90.66%.

In 2005-06, the WDM Schools K-8 average daily attendance was 96.3%, as compared to the state K-8 average daily attendance of 95.8%.

Attendance 2006-2007

District	K-8 Ratio	K-12 Ratio
WDM	96.28	95.68
State	95.80	95.18

Post-secondary Data: ACT

The number of 2006-07 graduates is 623 (558 Valley HS, 65 WCC).

According to ACT, the number of seniors who intended to pursue post-secondary education/training is 347 (73.7%) of 471 seniors tested.

According to the ACT, the number of seniors scoring a 20 or above is 85% (445 of 471). This measure is an indication of how well West Des Moines graduates will meet success in post-secondary education and training.

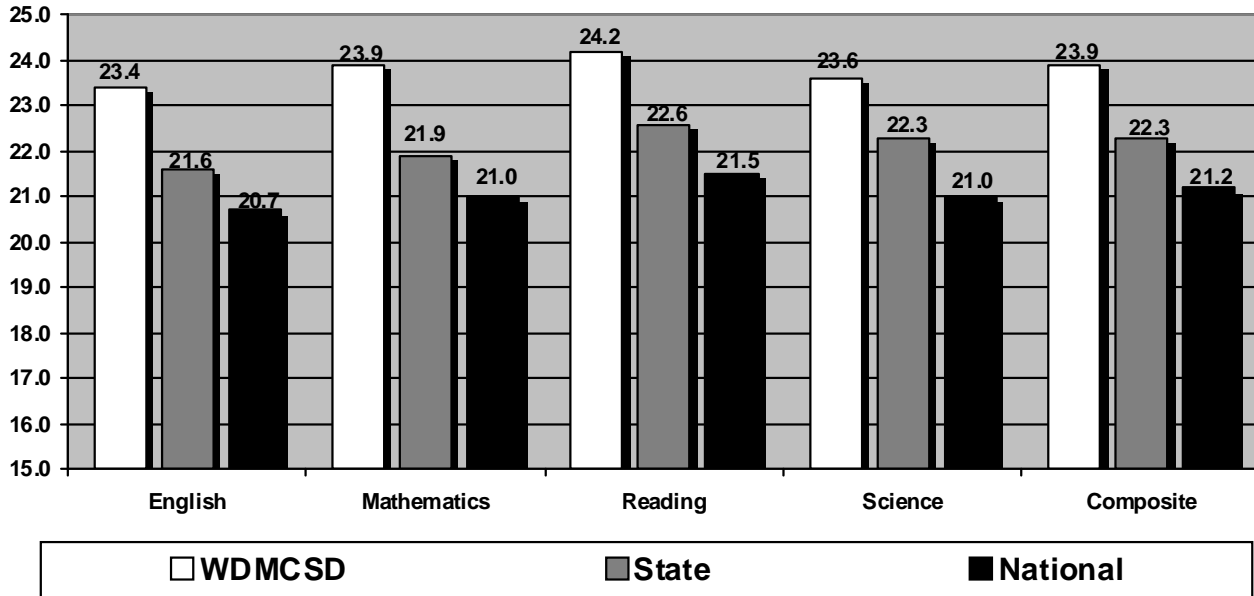
According to the ACT, the number of seniors who have completed a core preparation program is 239 (50.7%). A core preparation program is described by the ACT as a student who completes four years of language arts, at least three years of mathematics, science and social studies. Students self-report these data.

The district average ACT composite score was 23.9. The state average was 22.3 and the national average was 21.2.

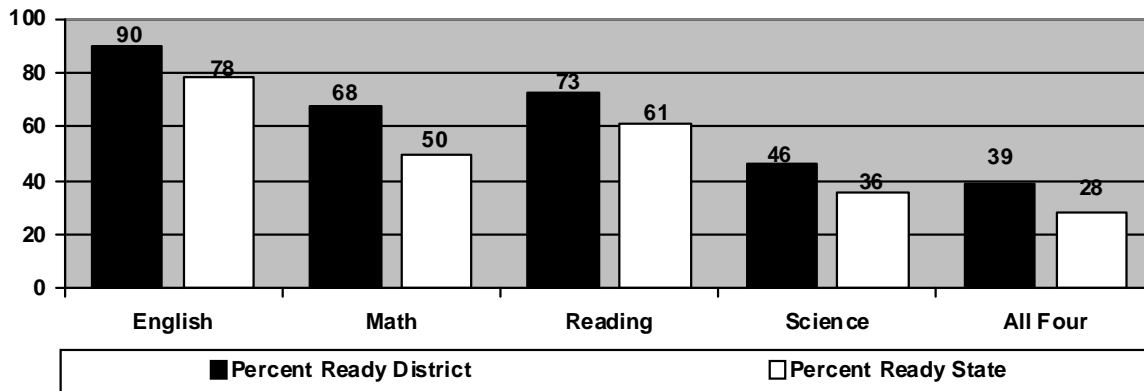
Trend Data

		2002	2003	2004	2005	2006	2007
Graduation Year							
No. students, district		418	456	440	459	426	471
Composite	District	23.8	23.6	24.0	23.9	24.3	23.9
	State	22.0	22.0	22.0	22.0	22.1	22.3
	Nationwide	20.8	20.8	20.9	20.9	21.1	21.2
English	District	23.4	23.1	23.4	23.4	23.9	23.4
	State	21.2	21.3	21.4	21.5	21.6	21.6
	Nationwide	20.2	20.3	20.4	20.4	20.6	20.7
Mathematics	District	23.8	23.8	24.2	24.2	24.5	23.9
	State	21.7	21.6	21.8	21.7	21.8	21.9
	Nationwide	20.6	20.6	20.7	20.7	20.8	21.0
Reading	District	24.2	24.0	24.3	24.2	24.3	24.2
	State	22.4	22.4	22.4	22.4	22.5	22.6
	Nationwide	21.1	21.2	21.3	21.3	21.3	21.5
Science	District	23.3	23.1	23.7	23.4	23.8	23.6
	State	22.1	22.1	22.1	22.1	22.1	22.3
	Nationwide	20.8	20.8	20.9	20.9	20.9	21.0

Average ACT Scores by Subject Test 2007



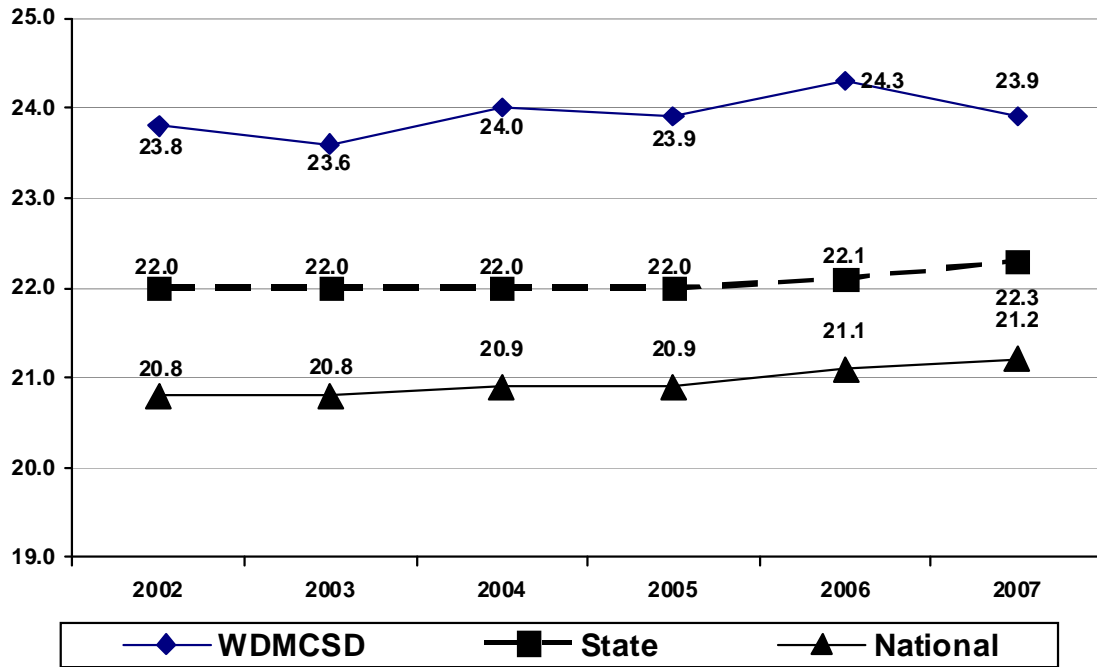
Percent of Students Meeting ACT College Readiness Benchmark Scores



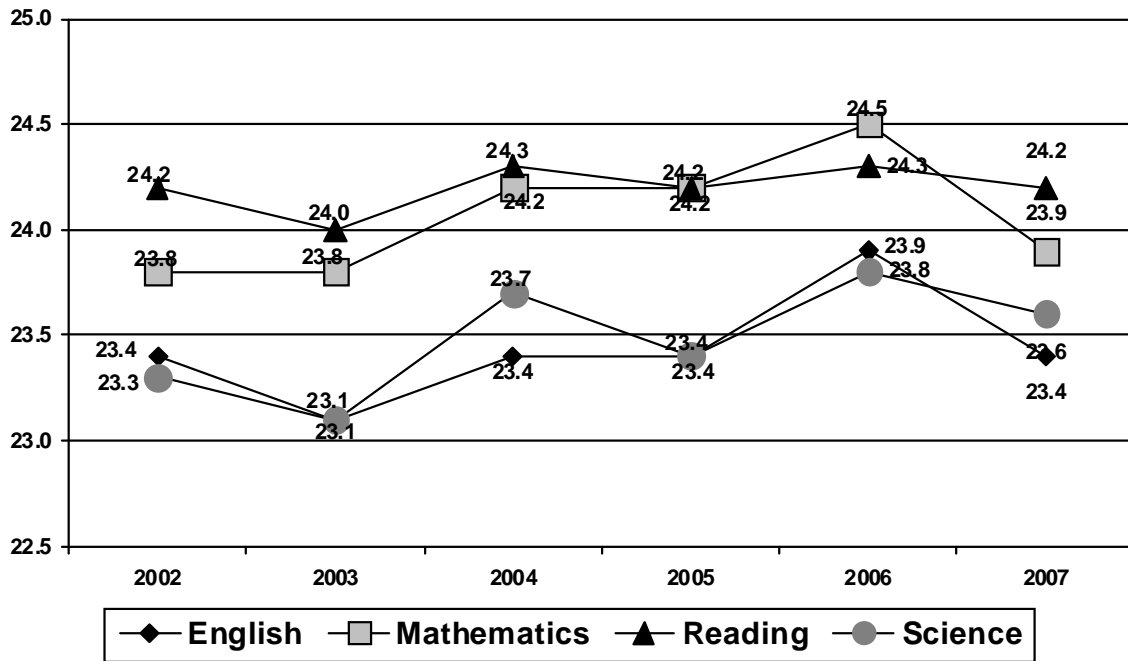
**A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Subject	ACT
English	18
Math	22
Reading	21
Science	24

Average ACT Scores –Five Year Trend



Average ACT Subject Test Scores – 5 Year Trend



Advanced Placement: 2007

VHS 05-06 Enrolled	52	31	13	13	116	10			13	35	54	6			15	15	15	30		26		43	50	53
# taking test 05-06	14	7	11	11	14	6	4	2	11	30	54	2	1	3	3	3	3	9	4	8		2	1	28
VHS 06-07 Enroll	38	35	20	20	112	13			13	43	68	14			20	20	20	42		20	25	25	25	51
# taking test 06-07	23	10	13	14	30	7	0	0	9	27	50	4	0	9	16	16	16	14	14	8	2	3	1	22
DMACC Credit	Y	Y	Y	Y	Y	Y			Y	Y	Y				Y	Y	Y			Y				Y
Score/Course	Biology	Calculus AB	Calculus BC	Calculus AB Sub	Chemistry	Computer Science AB	Econ - Macro	Econ - Micro	Eng Lang Comp	Eng Lit Comp	European History	French Lang	German Lang	Gov&Pol - US	Music Theory	Aural Sub	Nonaural Sub	Physics B	Psychology	Spanish Lang	Studio Art-Drawing	Studio Art-2D Design	Studio Art-3D Design	US History
5	8	4	5	6	2	0	0	0	3	4	12	0	0	2	4	2	4	3	1	2	0	0	0	6
4	8	2	3	6	5	1	0	0	2	12	17	1	0	2	2	5	4	3	4	3	0	1	0	9
3	5	4	4	1	11	0	0	0	2	9	17	2	0	4	6	5	5	8	4	2	1	1	1	6
2	1	0	0	1	8	3	0	0	2	2	2	1	0	1	3	3	1	0	2	0	1	1	0	1
1	1	0	1	0	4	3	0	0	0	0	2	0	0	0	1	1	2	0	3	1	0	0	0	0
Percent by Score by Test																								
5	35%	40%	38%	43%	7%	0%			33%	15%	24%	0%		22%	25%	13%	25%	21%	7%	25%	0%	0%	0%	27%
4	35%	20%	23%	43%	17%	14%			22%	44%	34%	25%		22%	13%	31%	25%	21%	29%	38%	0%	33%	0%	41%
3	22%	40%	31%	7%	37%	0%			22%	33%	34%	50%		44%	38%	31%	31%	57%	29%	25%	50%	33%	100%	27%
2	4%	0%	0%	7%	27%	43%			22%	7%	4%	25%		11%	19%	19%	6%	0%	14%	0%	50%	33%	0%	5%
1	4%	0%	8%	0%	13%	43%			0%	0%	4%	0%		0%	6%	6%	13%	0%	21%	13%	0%	0%	0%	0%

*not all students taking the exams would necessarily be taking the VHS AP course, as some may have taken the test after self-study or coursework outside VHS classrooms

The 2006-07 Board of Education approved a curriculum proposal which would only award a weighted grade for an AP course if the student takes the AP examination for the course.

Discipline Report Summary

One of the data sources addressing the district's long term goal "All students will decrease the use of tobacco, alcohol and other drugs" is disciplinary referrals regarding substance abuse and violence." The district collects and records data on student referrals in the following categories in our two junior highs, the 9th grade building, the high school and the alternative high school (difference between 2005-06 and 2006-07) [number of years increase from previous year, number of years no increase from previous year, 1999-00 through 2006-07]

Alcohol, Drug or Tobacco incidents:

- Possession or under influence of alcohol (-41) [3, 4]
- Under influence of a controlled substance (+8) [5, 2]
- Possession of a controlled substance (+13) [5, 2]
- Distribution of a controlled substance (-4) [4, 3]
- Possession of drug paraphernalia (-1) [2, 5]
- Smoking (-3) [3, 4]
- Possession of tobacco (-10) [4, 3]

Behavior incidents:

- General disciplinary referral (-932) [2, 5]
- Disturbing, inciting a disturbance (+18) [5, 2]
- Harassment (+39) [4, 3]
- Insubordination, disrespect (0) [3, 4]
- Profanity (+5) [3, 4]
- Physical abuse of a staff member (+3) [4, 3]
- Theft (-18) [2, 4]

Violence incidents:

- Threat of Violence (+10) [4, 3]
- Extortion (0) [0, 7]
- Fighting (+20) [4, 3]
- Vandalism (0) [2, 5]
- Weapon or dangerous object (+2) [5, 2]

Of these 19 items, the overall district-wide frequency of referrals decreased in 7 categories from the previous year and increased in 10 areas. Substantial reductions are observed in behavior areas in the last year. Violence incidents increased.

In the 7 years of collected data in these areas, the data show a general increase in violence related incidents, but neither positive or negative trends in other categories. The year-to-year data is very up and down in most categories, with few general trends in either positive or negative directions.

OFFENSE	Year	IH	ST	VS	WC	VA
ALC: Alcohol	99-00	0	0	1	0	15
	00-01	5	0	1	0	12
	01-02	0	4	0	4	6
	02-03	4	0	7	1	21
	03-04	4	0	1	5	20
	04-05	0	3	0	0	19
	05-06	0	0	2	0	111
	06-07	0	0	8	0	64
CSI: Controlled Substance Influence	99-00	0	0	0	0	0
	00-01	0	0	1	0	4
	01-02	0	0	0	2	10
	02-03	0	0	1	2	5
	03-04	0	0	0	6	3
	04-05	0	0	1	1	4
	05-06	1	0	1	6	9
	06-07	0	0	3	2	20

CSP: Controlled Substance Possession	99-00	2	0	3	4	2
	00-01	3	1	0	1	4
	01-02	1	0	0	0	0
	02-03	0	0	0	0	4
	03-04	0	2	3	0	1
	04-05	1	1	4	1	6
	05-06	2	0	4	4	8
	06-07	1	3	2	0	25
	CSS: Controlled Subst-Sale/Distribution	99-00	0	1	0	0
00-01		1	0	0	0	4
01-02		1	0	0	0	3
02-03		0	0	0	0	2
03-04		1	1	1	1	1
04-05		1	0	4	0	2
05-06		0	0	4	0	11
06-07		1	1	3	0	6

DR: Discipline Referral	99-00	10	10	24	223	1345
	00-01	7	0	7	146	2222
	01-02	11	19	7	223	1792
	02-03	16	42	7	316	1481
	03-04	3	49	11	185	1394
	04-05	25	47	3	179	2609
	05-06	4	79	6	106	1667
	06-07	17	1	11	79	822
DST: Disturbance/ Inciting Disturbance	99-00	0	0	3	0	6
	00-01	1	0	3	0	9
	01-02	0	0	0	0	0
	02-03	4	0	1	0	0
	03-04	1	0	2	0	0
	04-05	3	0	3	14	0
	05-06	2	2	0	6	12
	06-07	1	16	6	5	12
DPP: Drug Paraphernalia Possession	99-00	0	0	0	0	0
	00-01	0	0	3	0	0
	01-02	0	0	0	2	0
	02-03	2	0	0	1	0
	03-04	0	0	2	0	0
	04-05	0	0	0	1	0
	05-06	0	0	1	0	0
	06-07	0	0	0	0	0
EXT: Extortion	99-00	0	1	0	0	0
	00-01	0	0	0	0	0
	01-02	0	0	0	0	0
	02-03	0	0	0	0	0
	03-04	0	0	0	0	0
	04-05	0	0	0	0	0
	05-06	0	0	0	0	0
	06-07	0	0	0	0	0
FGT: Fighting	99-00	26	2	14	25	18
	00-01	19	4	18	1	19
	01-02	19	16	13	19	20
	02-03	38	20	21	9	32
	03-04	42	12	30	10	27
	04-05	45	6	15	9	17
	05-06	21	8	25	6	15
	06-07	18	18	33	4	22
HAR: Harassment	99-00	12	0	6	5	3
	00-01	9	0	9	1	3
	01-02	7	7	9	5	17
	02-03	7	6	8	3	32
	03-04	5	11	14	3	9
	04-05	5	16	7	4	17
	05-06	1	3	6	9	19
	06-07	21	18	11	14	13
INS: Insubordination/Disrespect	99-00	17	16	18	134	130
	00-01	0	17	20	21	107
	01-02	2	53	16	66	149
	02-03	12	47	11	40	202
	03-04	23	24	27	37	163
	04-05	22	8	14	54	220
	05-06	8	5	13	38	98
	06-07	8	5	13	38	98
PRO: Profanity	99-00	8	5	23	35	17
	00-01	3	5	26	1	20
	01-02	0	3	11	27	25
	02-03	1	1	7	19	29
	03-04	2	1	5	25	37
	04-05	7	0	9	15	18
	05-06	2	1	4	11	17
	06-07	2	3	7	5	23
PSF: Physical Abuse Staff Member	99-00	0	0	1	0	0
	00-01	0	0	0	0	0
	01-02	2	0	1	0	0
	02-03	3	1	0	0	0
	03-04	0	0	2	0	0
	04-05	1	0	0	0	0
	05-06	0	1	0	0	1
	06-07	4	0	0	0	1

SMK: Smoking	99-00	0	0	0	32	19
	00-01	0	0	1	5	6
	01-02	11	10	4	0	6
	02-03	0	0	1	5	7
	03-04	0	0	0	2	8
	04-05	0	0	2	8	14
	05-06	2	0	0	21	5
	06-07	1	0	3	21	0
THF: Theft	99-00	2	1	1	3	8
	00-01	0	0	1	5	5
	01-02	11	10	4	0	6
	02-03	10	7	6	1	6
	03-04	10	9	7	0	5
	04-05	10	2	2	0	12
	05-06	2	0	5	0	1
	06-07	5	13	11	0	2
TOB: Tobacco (possession of product)	99-00	0	2	0	0	1
	00-01	0	0	1	0	27
	01-02	0	1	2	0	1
	02-03	0	3	3	0	2
	03-04	1	0	1	1	6
	04-05	0	2	2	0	4
	05-06	1	3	0	14	3
	06-07	0	2	0	6	3
TOV: Threat of Violence	99-00	9	4	2	2	5
	00-01	6	3	2	0	3
	01-02	2	9	0	1	5
	02-03	3	10	1	3	2
	03-04	7	5	1	1	1
	04-05	9	2	3	5	1
	05-06	1	0	0	4	2
	06-07	6	3	0	2	6
VAN: Vandalism	99-00	3	0	3	0	3
	00-01	1	0	2	0	3
	01-02	1	2	1	0	8
	02-03	1	0	1	0	7
	03-04	1	2	5	1	0
	04-05	3	0	3	0	1
	05-06	1	5	6	0	2
	06-07	2	1	2	0	9
WPN: Weapon or Dangerous Object	99-00	1	0	1	0	3
	00-01	0	0	0	0	1
	01-02	0	0	2	0	2
	02-03	2	0	2	1	1
	03-04	3	0	2	1	2
	04-05	2	0	1	0	1
	05-06	0	0	1	0	4
	06-07	0	1	0	0	6

Schools in Need of Improvement

*Name of each school building identified in need of assistance	Number of years each school building has been identified as in need of assistance
Valley High School	2
Valley Southwoods Freshman High School	2
Indian Hills Junior High School	1

*As per the August 21, 2007 AYP Notification from Kevin Fangman, DE Administrator

Total number of school buildings identified in need of assistance: 3 21.4% (3 out of 14)

No school is cited for low participation in the assessment process.

In Need of Improvement: Year 2

	Reading	Mathematics
	<i>Proficiency</i>	<i>Proficiency</i>
Valley High School and Valley Southwoods		Special Education (25.64%)

In Need of Improvement: Year 1

	Reading	Mathematics
	<i>Proficiency</i>	<i>Proficiency</i>
Valley High School and Valley Southwoods	Special Education (25.64%)	Low SES (44.19%)
Indian Hills Junior High	Special Education (38.10 %)	

Did not meet Adequate Yearly Progress

	Reading	Mathematics
	<i>Proficiency</i>	<i>Proficiency</i>
Valley High School and Valley Southwoods	Low SES (37.78%) Special Educ. (32.65%)	
Indian Hills		Special Educ. (58.06%)
Stilwell		Special Education (51.90%)
District	Grades 3-5 - ELL (52.33%)	
	Grades 3-5 - Special Educ. (51.65%)	
	Grades 6-8 - ELL (40.00%)	
	Grades 6-8 - Special Educ. (44.34%)	Grades 6-8 - Special Educ. (50.71%)
	Grades 6-8 - Low SES (61.00%)	
	Grade 11- Low SES (46.55%)	Grade 11- Low SES (46.55%)
	Grade 11- Special Educ. (25.58%)	Grade 11- Special Educ. (23.26%)

% = Percent Proficient SES=Socio-economic status

Target AMO by Grade and Subject (2006-2007)

Grade Level	Reading (percent proficient)	Mathematics (percent proficient)
4 th	70.0	68.3
8 th	66.7	65.0
11 th	74.2	74.2

These target objectives are set by the State of Iowa and grow toward a goal of 100% proficient by the 2013. The target objectives for 2006-07 will be the same as 2005-06. The targets increase in the 2007-08 year.

Standard Error of Measurement

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95

