

West Des Moines Community School District

Annual Progress Report



2007-2008

Teaching and Learning Services

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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.

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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 Educational 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.

2007-2008 Annual Improvement Goals

The district's Annual Improvement Goals (AIG) were evaluated by comparing the scores of students tested in 2006-07 in grades 4, 8 and 11 with scores of students tested in 2007-08 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	2007-2008 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 NGE Growth	Yes
Mathematics Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2006-07 86.3% 2007-08 86.7% Increase (+0.4%)	Yes
Mathematics Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2006-07 86.7% 2007-08 88.0% Increase (+1.3%)	Yes
Mathematics Grade 11	Grade 11 will increase the percentage of students in the ITED "Proficiency" level from the previous year.	2006-07 85.4% 2007-08 81.5% Decrease (-3.9%)	No
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).	1.25 NGE Growth	Yes
Reading Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2006-07 87.0% 2007-08 85.1% Decrease (-1.9%)	No
Reading Grade 8	Grade 8 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.	2006-07 83.2% 2007-08 80.6% Decrease (-2.6%)	No
Reading Grade 11	Grade 11 will increase the percentage of students in the ITED "Proficiency" level from the previous year.	2006-07 84.0% 2007-08 86.6% Increase (+2.6%)	Yes
Science Grade 8	The 8 th grade class will grow at least 1.2 years (NGE) from 7 th grade (cohort).	2006-07 7 th : 10.0 NGE 2007-08 8 th : 11.8 NGE +1.8 NGE Growth	Yes
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).	2005-06 9 th : 84.9% 2007-08 11 th : 81.5% Decrease (-3.4%)	No
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).	2005-06 9 th : 84.1% 2007-08 11 th : 86.6% Increase (+2.5%)	Yes
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).	2005-06 9 th : 83.0% 2007-08 11 th : 81.2% Decrease (-1.8%)	No

2008-2009 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.

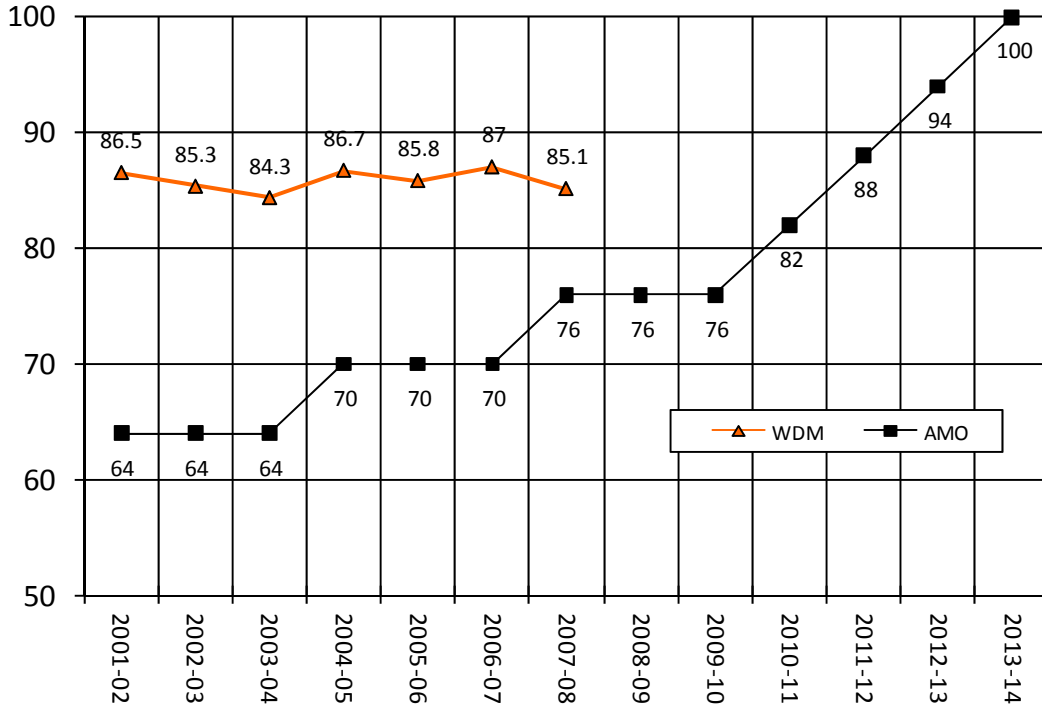
	Goal
Mathematics Grades 3-8	Grade levels 4-8 will grow an average of at least 1.2 years (NGE) on the ITBS from the previous year (cohort).
Mathematics Grade 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level from the previous year.
Mathematics Grade 8	Grade 8 will increase 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 ITED "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 4	Grade 4 will increase the percentage of students in the ITBS "Proficiency" level in the subgroups scoring below the district average 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 ITED "Proficiency" level from the previous year.
Science Grade 8	The eighth grade class will grow at least 1.2 years (NGE) from 7 th grade (cohort).
Mathematics Grade 11	The 2008-09 eleventh grade class will increase the percentage of students in the ITED "Proficiency" level in mathematics from the 2006-07 ninth grade (cohort).
Reading Grade 11	The 2008-09 eleventh grade class will increase the percentage of students in the ITED "Proficiency" level in reading from the 2006-07 ninth grade (cohort).
Science Grade 11	The 2008-09 eleventh grade class will increase the percentage of students in the ITED "Proficiency" level in science from the 2006-07 ninth grade (cohort).

Proficiency is defined in Iowa as students scoring at the 40th National Percentile Rank (NPR) or above.

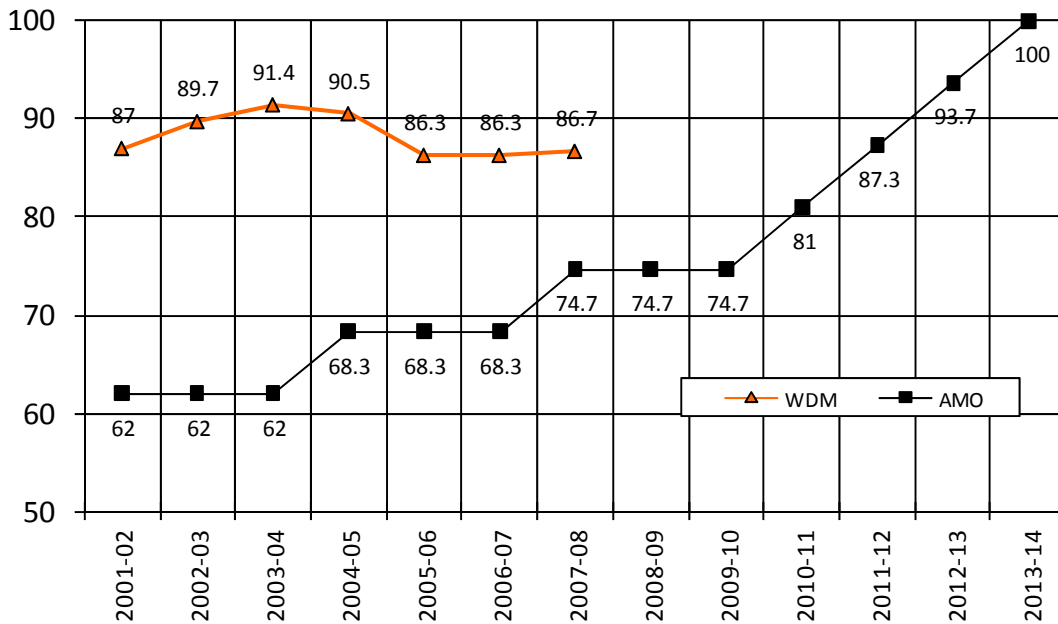
NCLB Annual Measurable Objective

Grade 4

Grade 4: Reading

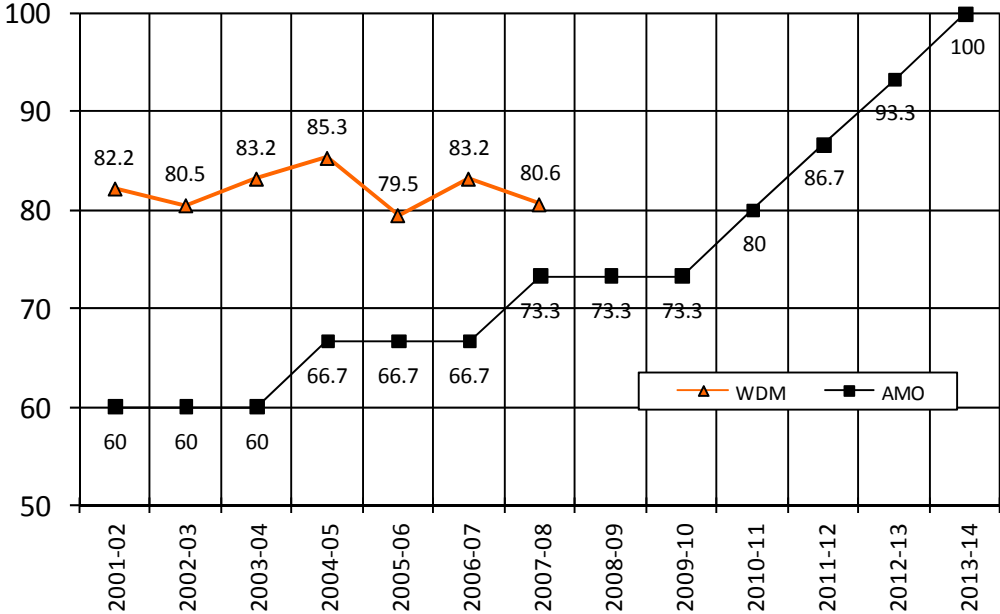


Grade 4: Math

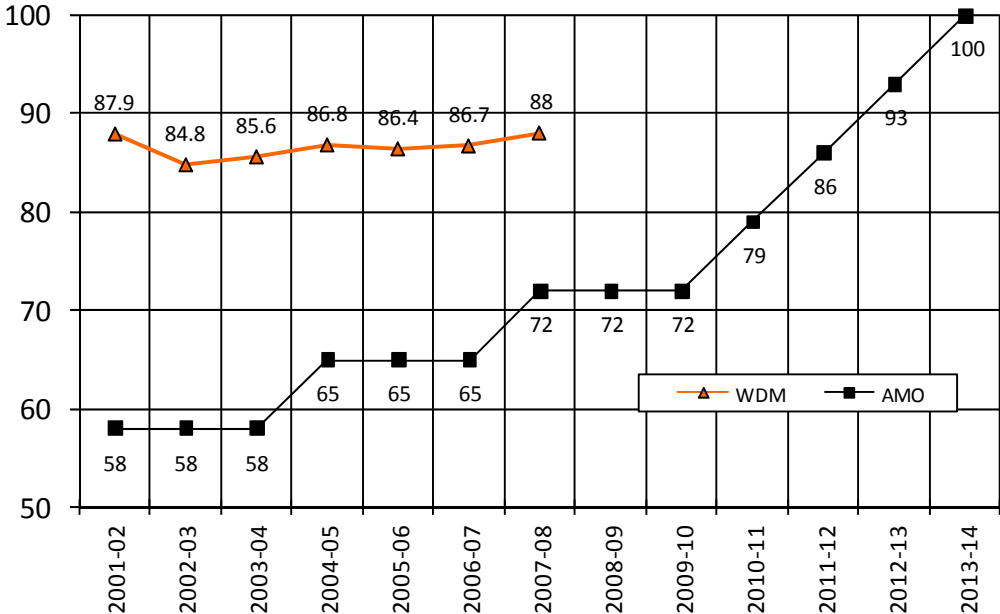


Grade 8

Grade 8: Reading

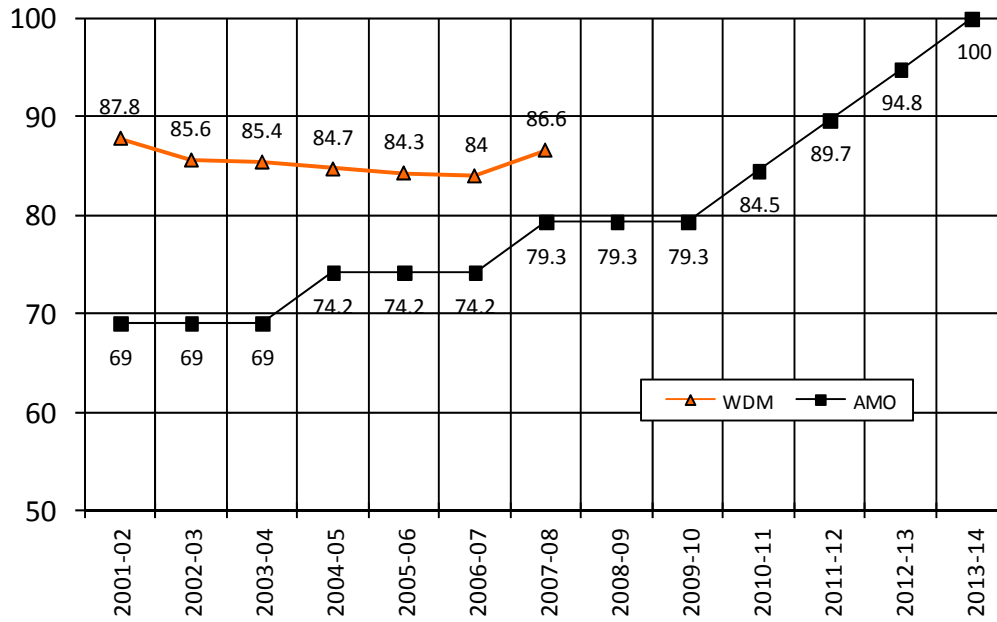


Grade 8: Math

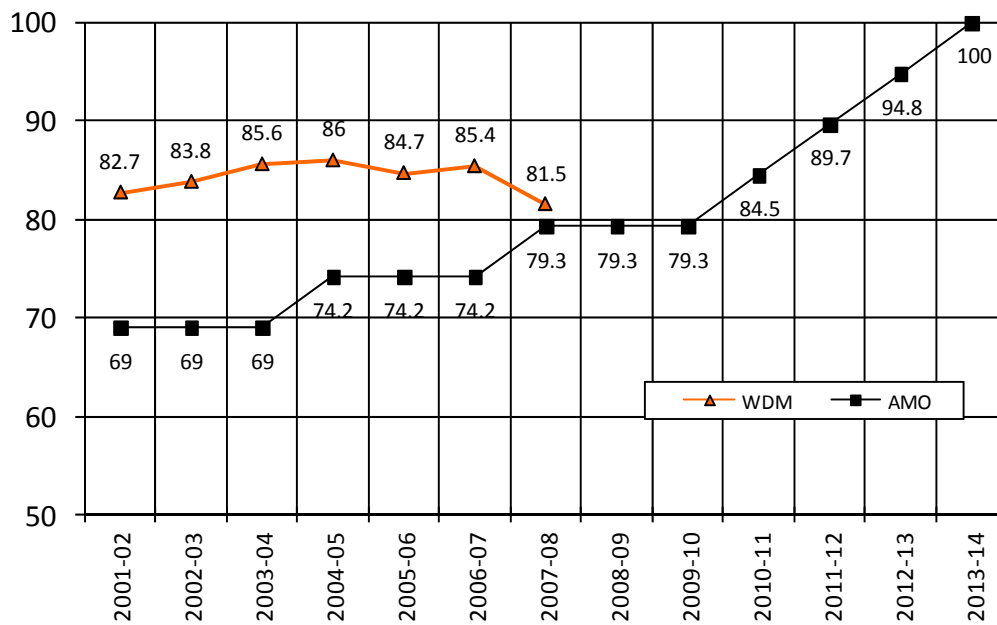


Grade 11

Grade 11: Reading



Grade 11: Math



Iowa Tests of Basic Skills System Summary, Fall 2007

November, 2007

November 2007		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 (632)	631	628	628	630	630	630	628	627	629	631	627	628	623	273	622	625	622	622
	IGE Avg ISS	3.4	3.5	3.4	3.6	3.4	3.8	3.6	3.5	3.4	3.5	3.5	3.4	3.5	3.4	3.5	3.4	3.6	3.5
	IPR Avg ISS- IA Student Norms	56	59	58	67	58	69	62	62	59	60	66	59	61	56	59	60	64	61
	NGE Avg. NSS	3.9	4.1	4.0	3.9	4.0	4.5	4.4	4.1	3.8	4.1	3.6	3.9	4.0	4.1	4.2	4.3	4.2	4.3
	NPR of Avg NSS- Nat. Stu Norm	72	74	74	77	74	83	79	79	71	76	75	74	78	74	77	80	82	81
	NPR of Avg NSS- Nat. School Norms	84	88	87	94	88	95	91	96	89	88	87	89	93	92	92	91	98	97
Grade 4	N (635)	635	635	635	635	634	634	634	633	635	635	635	635	633	341	627	634	630	630
	IGE Avg ISS	4.4	4.5	4.5	4.6	4.8	5.4	4.8	4.8	4.5	4.8	4.4	4.6	4.7	4.3	4.6	4.5	5.1	4.7
	IPR Avg ISS- IA Student Norms	57	56	57	61	62	72	62	62	63	65	57	63	62	54	59	59	69	63
	NGE Avg. NSS	5.2	5.5	5.3	5.2	6.2	6.6	6.1	6.0	5.2	5.8	4.6	5.5	5.5	5.4	5.6	5.8	6.1	5.9
	NPR of Avg NSS- Nat. Stu Norm	73	73	75	76	81	83	78	81	80	79	70	80	80	74	76	80	85	84
	NPR of Avg NSS- Nat. School Norms	86	89	89	95	96	98	94	99	93	95	84	96	95	88	93	94	99	99
Grade 5	N (676)	675	675	675	675	675	675	675	675	675	676	676	675	674	358	676	675	675	675
	IGE Avg ISS	5.7	5.5	5.4	5.7	5.6	6.2	6.0	5.8	5.8	6.2	5.0	6.0	5.8	5.4	5.7	5.9	5.8	5.9
	IPR Avg ISS- IA Student Norms	61	55	57	62	57	64	62	60	66	67	47	67	61	55	59	62	63	62
	NGE Avg. NSS	6.5	6.6	6.5	6.4	7.4	7.8	7.6	7.2	6.5	7.3	5.4	6.8	6.8	6.6	7.1	7.4	7.0	7.2
	NPR of Avg NSS- Nat. Stu Norm	76	72	75	73	76	77	77	77	77	79	58	79	77	74	76	78	80	79
	NPR of Avg NSS- Nat. School Norms	89	89	90	93	94	96	94	97	92	97	66	96	94	88	92	96	95	95
Grade 6	N (644)	644	643	643	644	644	644	644	644	643	644	644	643	642	343	642	643	643	643
	IGE Avg ISS	6.6	6.7	6.6	7.0	6.5	7.6	7.5	7.0	7.1	8.2	7.0	7.2	6.9	6.7	6.8	7.0	7.1	7.1
	IPR Avg ISS- IA Student Norms	58	56	57	63	54	64	63	61	66	64	66	65	62	57	59	60	63	62
	NGE Avg. NSS	7.0	7.3	7.2	7.4	7.8	8.9	8.5	8.1	7.5	8.3	7.2	7.8	7.6	7.8	8.0	8.4	8.1	8.3
	NPR of Avg NSS- Nat. Stu Norm	64	65	65	69	67	73	71	71	73	74	68	74	72	70	72	73	74	74
	NPR of Avg NSS- Nat. School Norms	74	79	78	88	82	92	88	90	88	92	82	90	88	83	86	90	89	91

November 2007		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 (621)	620	621	620	620	620	620	620	620	621	621	621	621	620	617	620	619	620	619
	IGE Avg ISS	7.8	7.8	7.8	8.5	8.1	9.1	8.6	8.6	8.4	8.8	9.0	8.6	8.2	8.3	8.2	8.3	8.6	8.4
	IPR Avg ISS- IA Student Norms	59	57	59	67	58	64	63	63	68	66	74	66	64	62	63	61	65	63
	NGE Avg. NSS	8.3	8.8	8.7	9.2	9.8	11.0	10.1	10.0	9.4	10.5	9.5	9.9	9.5	9.9	10.0	10.4	9.9	10.1
	NPR of Avg NSS- Nat. Stu Norm	67	68	70	74	69	73	72	74	78	77	79	77	76	74	76	76	75	76
	NPR of Avg NSS- Nat. School Norms	81	82	84	94	88	94	89	93	94	96	95	96	91	91	93	93	91	93
Grade 8	N (684)	682	683	682	682	682	682	682	682	682	682	683	682	681	678	682	680	681	680
	IGE Avg ISS	9.0	9.0	9.1	9.4	9.4	10.2	9.7	9.6	9.5	9.8	10.1	9.7	9.4	9.0	9.4	9.1	9.2	9.1
	IPR Avg ISS- IA Student Norms	60	58	60	64	58	62	61	62	65	63	70	64	62	58	61	57	59	58
	NGE Avg. NSS	9.6	10.3	10.1	10.0	12.5	12.5	11.8	11.6	10.9	11.7	10.8	11.4	11.0	10.2	11.8	11.6	10.8	11.2
	NPR of Avg NSS- Nat. Stu Norm	69	69	70	70	72	71	71	73	77	73	74	76	74	67	75	72	70	71
	NPR of Avg NSS- Nat. School Norms	80	83	83	89	90	90	87	90	93	95	90	94	89	78	92	89	84	85

Iowa Tests of Educational Development System Summary, Fall 2007

November, 2007 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 (700)	697	700	697	697	697	698	699	698	695	696	696	697	694	
	IGE Average ISS	10.1	10.9	10.8	10.8	11.9	10.4	12.4	10.4	11.0	10.9	11.3	9.8	10.8	
	IPR Average ISS- IA Student Norms	61	63	63	64	66	60	71	60	65	62	64	55	62	
	NGE Avg. NSS	11.0	12.7	12.2	11.6	13+	13+	13+	12.5	13+	13+	13+	11.4	12.9	
	NPR of Average NSS- Nat. Student Norm	70	72	73	70	75	74	75	74	76	72	75	65	74	
	NPR of Avg NSS- Nat. School Norms	83	89	85	89	91	91	91	91	89	85	90	73	91	
Grade 10	N (653)	644	648	643	646	643	650	651	650	640	636	646	632	624	
	IPR Average ISS- IA Student Norms	64	63	65	61	62	59	69	59	64	57	59	56	61	
	NPR of Average NSS- Nat. Student Norm	68	71	71	61	67	69	69	69	71	67	72	66	71	
	NPR of Avg NSS- Nat. School Norms	80	86	82	75	80	84	83	84	83	77	82	74	85	
Grade 11	N (652)	576	651	576	574	579	649	649	649	571	572	646	561	558	
	IPR Average ISS- IA Student Norms	68	62	70	62	65	54	64	54	67	61	57	59	64	
	NPR of Average NSS- Nat. Student Norm	76	76	81	67	75	72	69	72	80	76	76	72	79	
	NPR of Avg NSS- Nat. School Norms	89	93	92	83	90	87	83	87	93	91	89	87	94	

ITBS Subgroup Scores – National Grade Equivalent Grades 4 & 8

Average National Equivalent of Average National Score: National Student Norms

		Total	Gender		Socio-Economic Status		Ethnicity (Native American N<10)				English Language Learners		Special Education		Proficiency Level (FAY)		
NGE of NSS		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%	Intermediate 41-89%	High 90-99%
4th Grade Mathematics Total	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
	2007-08	5.5	5.5	5.4	4.8	5.6	5.5	4.7	6.0	4.5	4.3	5.5	4.0	5.7	13.4	54.8	31.9
4th Grade Reading Comprehension	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	57.0	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
	2007-08	5.5	5.4	5.6	4.5	5.6	5.6	4.5	5.7	4.0	3.6	5.6	3.7	5.7	14.9	64.3	20.8

X= Not reported that year due to fewer than 10 students in the sub-group

		Total	Gender		Socio-Economic Status		Ethnicity (Native American N<10)				English Language Learners		Special Education		Proficiency Level (FAY)		
NGE of NSS		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%	Intermediate 41-89%	High 90-99%
8th Grade Mathematics Total	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
	2007-08	11.4	12.0	10.8	8.5	11.8	11.6	9.2	13+	7.9	7.9	11.5	7.5	12.1	12.0	56.9	31.1
8th Grade Reading Comprehension	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
	2007-08	10.3	10.4	10.1	7.6	10.7	10.6	8.6	12.2	6.8	6.0	10.4	6.7	10.9	19.4	58.6	22.0
8th Grade 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
	2007-08	11.8	12.2	11.5	8.8	12.3	12.2	11.3	13+	7.3	7.2	11.9	7.9	12.6	12.3	60.0	27.7

X= Not reported that year due to fewer than 10 students in the sub-group

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 Grade Mathematics	2001-02	-	80	-	-	-	-	-	-	-	-	-	-	-	-	13.0	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
	2007-08	96	80	81	79	66	82	81	65	86	60	53	81	46	83	13.4	54.8	31.9
4th Grade Reading Comprehension	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
	2007-08	89	73	71	76	56	76	76	57	77	44	34	75	37	77	14.9	64.3	20.8
8th Grade Mathematics	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
	2007-08	94	76	79	72	54	79	77	60	89	48	48	77	43	80	12.0	56.9	31.1
8th Grade Reading Comprehension	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
	2007-08	83	69	70	68	44	72	71	54	80	35	28	70	34	73	19.4	58.6	22.0

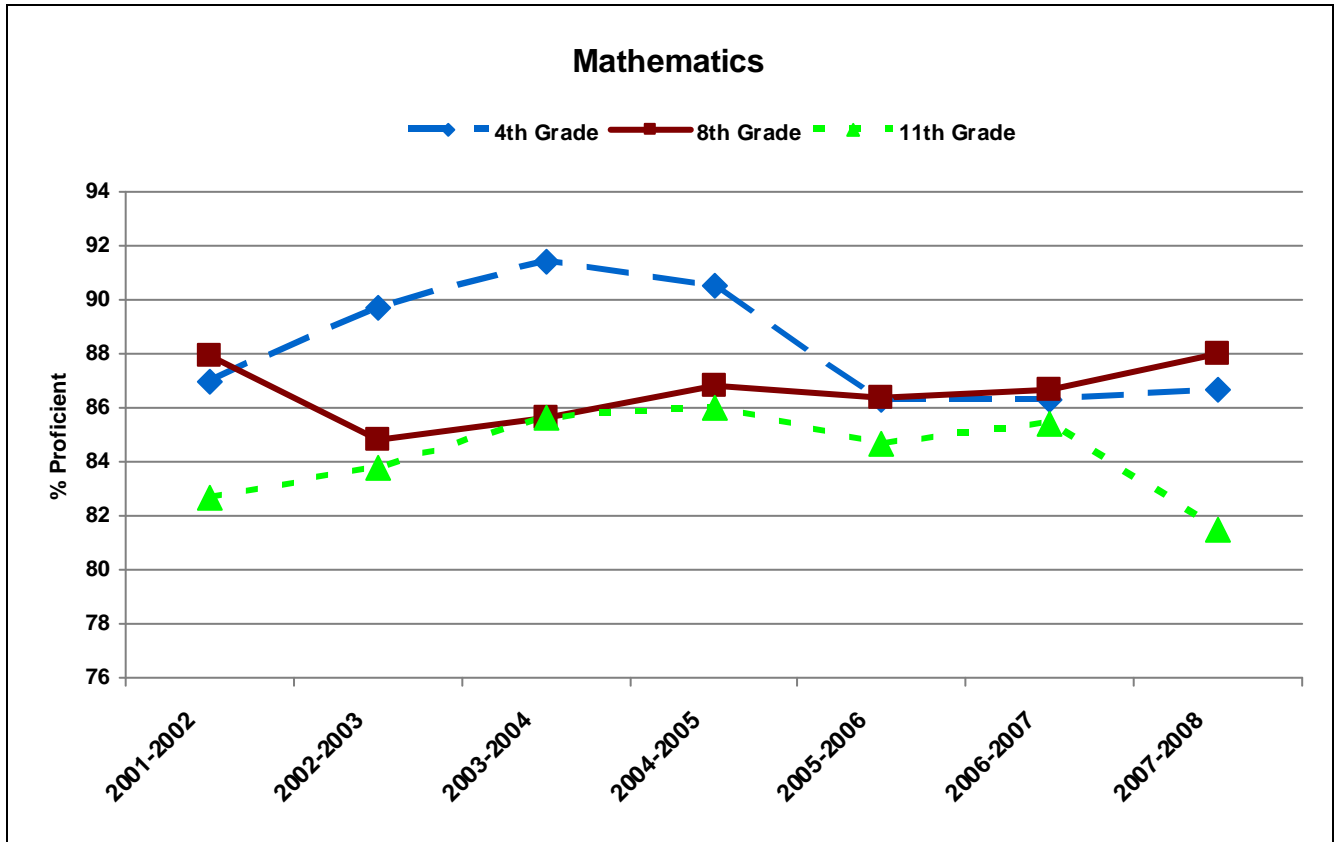
X= Not reported that year due to fewer than 10 students in the sub-group
 ITBS/ITED did not provide sub-group data (Grade Equivalent & Percentile Rank) in 2001-02

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 Grade Science	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
	2007-08	92	75	76	73	56	77	76	72	80	41	39	75	47	78	12.3	60.0	27.7
11 th Grade Mathematics	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 Grade Reading Comprehension	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
	2007-08	93	76	75	76	51	79	78	43	85	52	33	76	34	79	13.5	52.2	34.4
11 th Grade Science	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
	2007-08	89	76	75	76	47	78	78	36	90	49	21	76	28	79	18.7	45.7	35.5

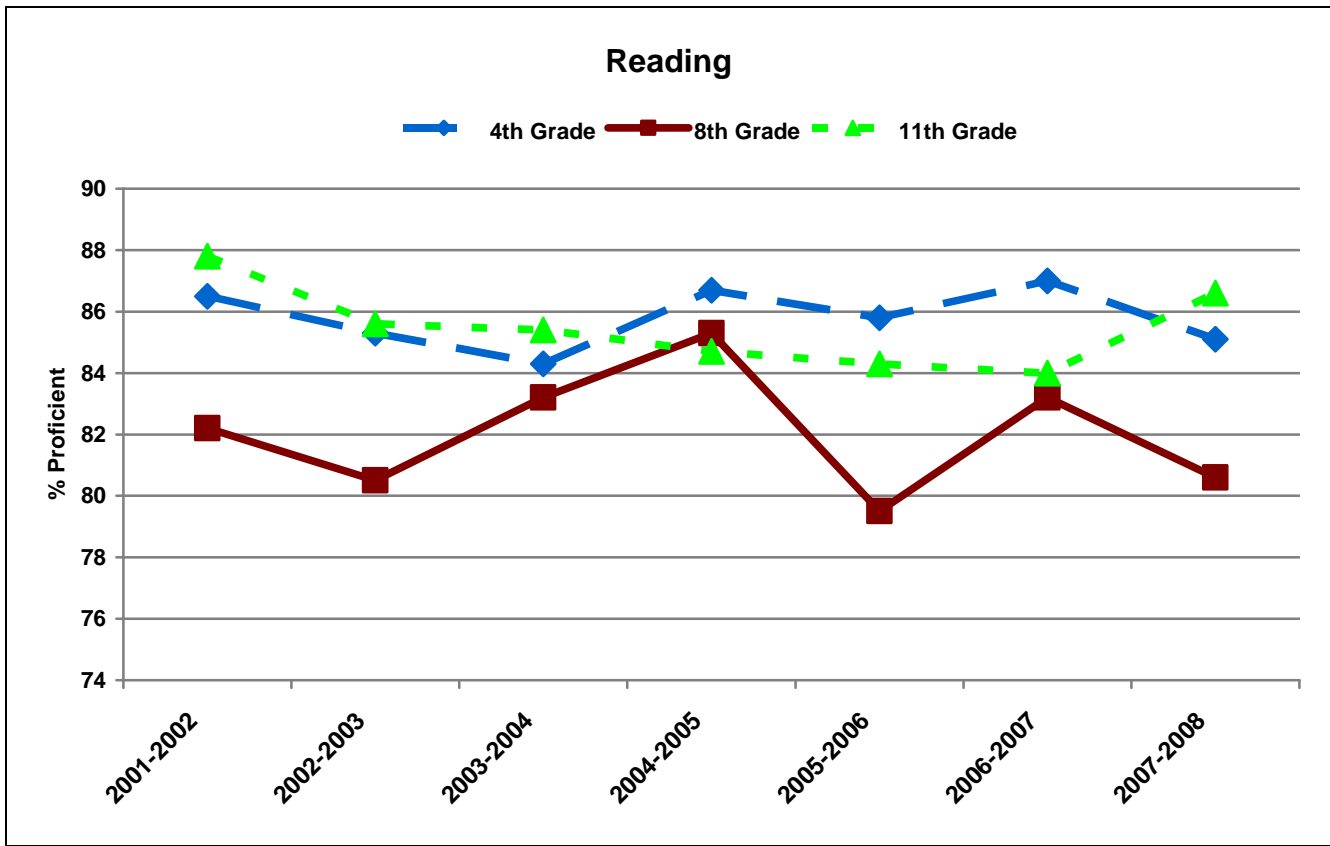
X= Not reported that year due to fewer than 10 students in the sub-group
ITBS/ITED did not provide sub-group data (Grade Equivalent & Percentile Rank) in 2001-02

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

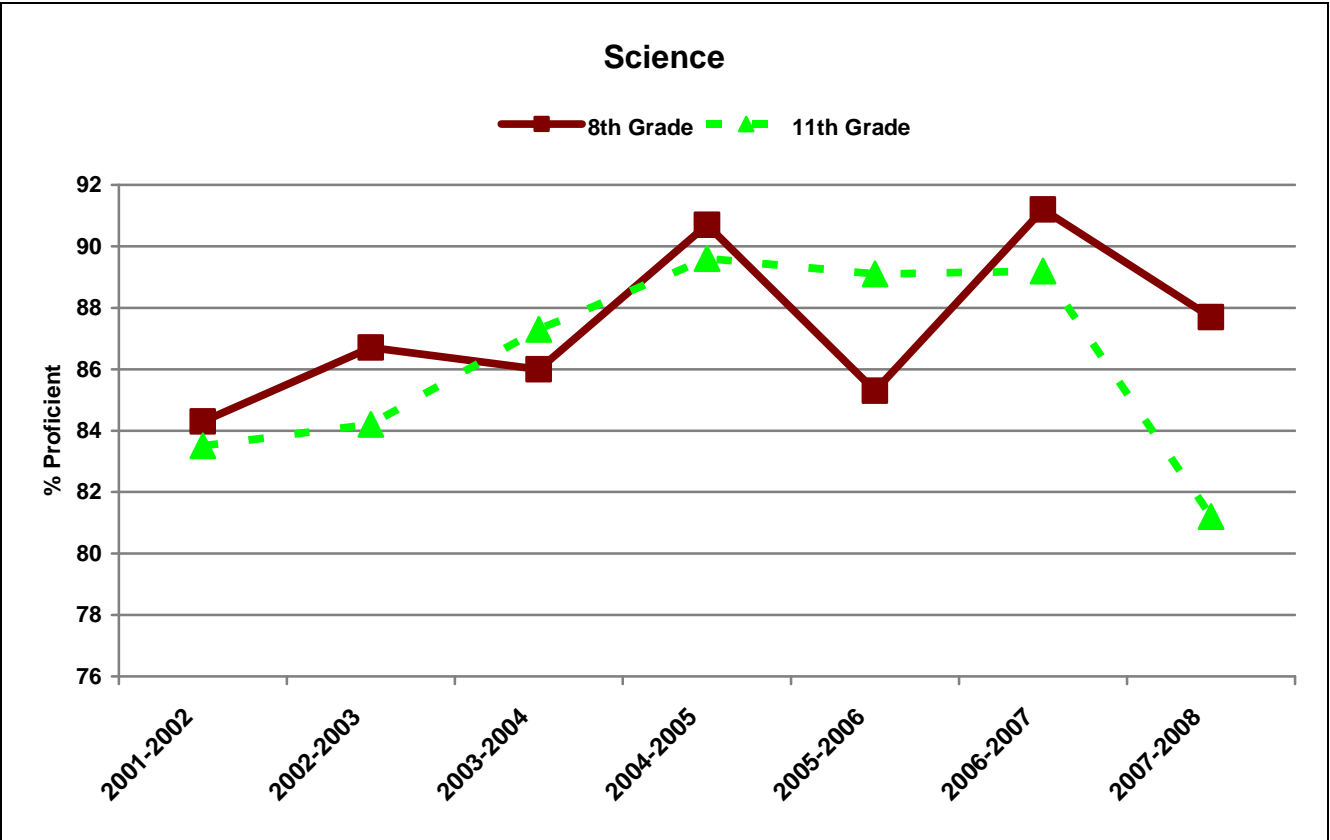
Data since 2003-2004 is from "Full Academic Year" students only.
N represents the number of students tested.



School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	86.7	577	88.0	650	81.5	606



School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	85.1	577	80.6	650	86.6	608



School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	87.7	650	81.2	603

NA= ITBS was not administered to that grade level that year in WDM Schools
 X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	94.5	37	99.9	42	87.8	33

Reading

Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	86.4	37	88.1	42	93.8	32

Science

Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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	29
2007-2008	NA	----	95.2	42	88.0	33

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

Proficiency Groups: African-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
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
2007-2008	70.0	30	76.9	26	31.8	22

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	73.3	30	69.2	26	65.1	23

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	80.7	26	36.4	22

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	71.4	35	62.9	35	58.5	29

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	54.3	35	42.9	35	65.4	29

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	45.8	35	48.2	29

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	88.4	473	89.2	546	85.1	511

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	88.0	473	83.0	546	88.8	513

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	90.1	546	84.8	508

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	75.0	92	65.7	73	52.1	69

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	65.2	92	52.0	73	59.3	69

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
2007-2008	NA	----	65.8	73	51.4	68

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

**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
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
2007-2008	88.8	485	90.8	577	85.3	537

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	88.9	485	84.3	577	90.0	539

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
2007-2008	NA	----	90.5	577	85.1	535

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
2001-2002	X	8	33.3	15	X	6
2002-2003	X	4	9.1	11	X	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
2007-2008	66.7	33	66.6	12	14.3	7

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
2001-2002	X	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
2007-2008	45.4	33	50.0	12	28.6	7

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	50.0	12	0.0	7

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	87.8	544	88.5	638	82.3	599

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	87.5	544	81.3	638	87.1	558

Science

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	NA	----	88.5	638	82.2	596

NA= ITBS was not administered to that grade level that year in WDM Schools

X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	56.3	64	50.0	72	28.0	50

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	48.5	64	41.7	72	38.0	50

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
2007-2008	NA	----	58.4	72	32.0	47

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 X= Not reported that year due to fewer than 10 students in the sub-group

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
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
2007-2008	90.5	513	92.7	578	86.4	556

Reading

School Year	4 th Grade		8 th Grade		11 th Grade	
	% Proficient	N	% Proficient	N	% Proficient	N
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
2007-2008	89.6	513	85.4	578	90.9	558

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
2007-2008	NA	----	91.4	578	85.4	556

NA= ITBS was not administered to that grade level that year in WDM Schools
 X= Not reported that year due to fewer than 10 students in the sub-group

Local, State and National Comparisons

Average Percentile Rank of Student Norms

2007-2008		Grade 4	Grade 8	Grade 11
Mathematics WDM Schools	National Percentile Rank	80	76	72
	Iowa Percentile Rank	63	64	54
Reading Comprehension WDM Schools	National Percentile Rank	73	69	76
	Iowa Percentile Rank	63	58	62
Science WDM Schools	National Percentile Rank	NA	75	76
	Iowa Percentile Rank	NA	61	57

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

		Grade 4		Grade 8		Grade 11	
		06-07	07-08	06-07	07-08	06-07	07-08
Mathematics	WDM Schools	85	85	86	88	83	80
	Nation	60	60	60	60	60	60
	State	81	79	75	74	78	77
Reading	WDM Schools	85	84	82	80	82	85
	Nation	60	60	60	60	60	60
	State	80	77	73	70	76	76
Science	WDM Schools	88	87	91	87	88	79
	Nation	60	60	60	60	60	60
	State	82	84	83	79	80	80

Building Achievement Levels: Elementary Grade 4

ITBS and ITED Scores

N = Number of students; NPR = National Percentile Rank: National Student Norms; Low = % of WDM students with NPR between 1-40
Int. (Intermediate) = % of WDM students with NPR between 41-89 High = % of WDM students with NPR between 90-99

		Mathematics					Reading				
		N	NPR	Low	Int.	High	N	NPR	Low	Int.	High
Clive	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
	2007-2008	42	78	21.4	38.1	40.4	42	69	26.2	52.3	21.5
Crestview	2001-2002	75	84	12.0	54.7	33.3	75	84	9.3	60.0	30.7
	2002-2003	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
	2007-2008	54	70	16.7	59.3	24.1	54	61	24.1	61.1	14.8
Crossroads	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
	2007-2008	72	81	9.7	62.5	27.7	72	79	4.2	68.1	27.8
Fairmeadows	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
	2007-2008	61	77	18.0	47.6	34.4	61	72	11.5	65.6	23.0
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
	2007-2008	86	76	15.2	56.9	27.9	86	69	23.2	57.0	19.8
<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	28.0	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
	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	
Jordan Creek	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
	2007-2008	94	83	10.7	54.3	35.1	94	74	11.7	67.0	21.3

		Mathematics					Reading				
		N	NPR	Low	Int.	High	N	NPR	Low	Int.	High
Western Hills	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
	2007-2008	53	84	9.4	54.7	35.8	53	78	11.4	64.1	24.5
Westridge	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
	2007-2008	86	85	8.1	57.0	34.9	86	76	9.3	72.1	18.7

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

N = Number of students; NPR = National Percentile Rank: National Student Norms; Low = % of WDM students with NPR between 1-40
Int. (Intermediate) = % of WDM students with NPR between 41-89 High = % of WDM students with NPR between 90-99

	Mathematics					Reading				
	# of Students	NPR	Low	Int.	High	# of Students	NPR	Low	Int.	High
Indian Hills										
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
2007-2008	285	79	7.7	59.6	32.7	285	71	14.1	62.8	23.1
Stilwell										
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
2007-2008	343	74	14.0	56.0	30.0	343	67	22.4	56.6	21.0
Valley										
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	544	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
2007-2008	543	75	13.8	50.9	35.4	545	79	9.2	53.8	37.1
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
2007-2008	39	40	56.4	35.9	7.7	40	43	57.5	32.5	10.0

	Science				
	# of Students	NPR	Low	Int.	High
Indian Hills					
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
2007-2008	285	77	9.9	59.3	30.8
Stilwell					
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
2007-2008	343	73	13.5	61.8	24.8
Valley					
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
2007-2008	540	78	15.0	46.3	38.7
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
2007-2008	39	45	46.2	43.6	10.3

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

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

Longitudinal Growth Analysis: Core Totals

NATIONAL GRADE EQUIVALENTS (NGE) 2007-2008

Fall 2007												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	1.2	11.0	7.0	5.0	2012
2003	4.2	1.6	5.8	1.1	6.9	0.9	7.8	1.7	9.5			5.3	4.0	2013
2004	4.1	1.5	5.6	1.2	6.8	0.8	7.6					3.5	3.0	2014
2005	4.0	1.7	5.7	1.1	6.8							2.8	2.0	2015
2006	4.0	1.5	5.5									1.5	1.0	2016
2007	4.0													2017

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	1.54	5.53	1.25	6.78	1.18	7.95	1.55	9.53	1.48	11.00	1.40

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) 2007-2008

Fall 2007

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	1.2	10.3	6.2	5.0	2012
2003	4.2	1.2	5.4	1.2	6.6	0.8	7.4	1.4	8.8			4.6	4.0	2013
2004	4.1	1.5	5.6	1.2	6.8	0.5	7.3					3.2	3.0	2014
2005	4.0	1.6	5.6	1.0	6.6							2.6	2.0	2015
2006	4.0	1.5	5.5									1.5	1.0	2016
2007	4.1													2017

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
3.98	1.41	5.39	1.12	6.49	1.03	7.48	1.35	8.85	1.36	10.20	1.25

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) 2007-2008

Fall 2007												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 7 th 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	1.3	11.6	7.5	5.0	2012
2003	4.2	2.0	6.2	1.2	7.4	0.8	8.2	1.8	10.0			5.8	4.0	2013
2004	4.0	1.9	5.9	1.3	7.2	0.9	8.1					4.1	3.0	2014
2005	4.0	2.1	6.1	1.1	7.2							3.2	2.0	2015
2006	4.0	2.0	6.0									2.0	1.0	2016
2007	4.1													2017

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 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	ALL GRADES/ALL YEARS AVERAGE GAIN
4.01	1.81	5.81	1.35	7.15	1.26	8.41	1.45	9.88	1.66	11.56	1.51

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) 2007-2008

Fall 2007												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 6 th 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	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	1.5	11.4	7.3	5.0	2012
2003	4.1	1.6	5.7	1.1	6.8	1.2	8.0	1.9	9.9			5.8	4.0	2013
2004	4.0	1.5	5.5	1.2	6.7	1.1	7.8					3.8	3.0	2014
2005	3.9	1.7	5.6	1.2	6.8							2.9	2.0	2015
2006	3.9	1.6	5.5									1.6	1.0	2016
2007	3.9													2017

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/ALLYEARS AVERAGE GAIN
3.98	1.53	5.51	1.27	6.78	1.23	8.02	1.70	9.74	1.66	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) 2007-2008

AVERAGE GAIN OF CLASS
(SAME POPULATION)

Fall 2007

Tested in Grade 3	Grade 3 Avg. NGE	3rd to 4th	Grade 4	4th to 5th	Grade 5	5th to 6th	Grade 6	6th to 7th	Grade 7	7th to 8th	Grade 8	Actual Gain	Expected Gain	Year of Graduation
		Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE			
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	1.2	11.2	6.9	5.0	2012
2003	4.4	1.4	5.8	1.4	7.2	1.0	8.2	1.9	10.2			5.8	4.0	2013
2004	4.2	1.7	5.9	1.3	7.2	1.1	8.3					4.1	3.0	2014
2005	4.3	1.5	5.8	1.4	7.2							2.9	2.0	2015
2006	4.2	1.7	5.9									1.7	1.0	2016
2007	4.3													2017

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

Grade 3	3rd to 4th	Grade 4	4th to 5th	Grade 5	5th to 6th	Grade 6	6th to 7th	Grade 7	7 th to 8 th	Grade 8	ALL GRADES/ALLYEARS
Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	Gain	Avg. NGE	AVERAGE GAIN
4.16	1.42	5.57	1.55	7.10	1.25	8.34	1.55	9.91	1.47	11.36	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 Percent Proficient May 2002 - May 2008

Bench mark	Grade 1		Grade 2		Grade 3	
	Topic	Dist % 02-03-04-05-06-07-08	Topic	Dist % 02-03-04-05-06-07-08	Topic	Dist % 02-03-04-05-06-07-08
A	Write number sentence	93-92-92-91-88-90-90	Word problems + and –	93-93-80-90-91-91-91	Problem solving/word problems	76-76-81-88-87-83-85
B	Measure to inch	93-91-90-92-89-89-89	Word problems w/ pictures	87-89-91-84-83-82-85	Time to minute	87-88-83-91-88-87-88
C	Mental Math	76-77-78-78-74-75-73	Time to 5 minutes	92-92-82-89-91-90-92	Weight – estimation	79-82-87-86-88-85-87
D	Add to 12	94-94-95-95-95-94-94	Coins to 99¢	83-84-90-82-81-81-81	Measure to ½ inch	74-73-79-89-81-85-86
E	Subtract to 12	92-92-80-91-90-91-90	Reasoning	91-92-89-88-90-88-89	Coins \$1.00- \$10.00	76-77-77-79
F	Draw Shapes	98-99-99-98-98-99-99	Add to 18	96-98-98-96-98-96-97	Mental Math	82-82-73-83-81-77-84
G	Bar Graph	97-98-97-97-96-96-96	Subtract to 18	94-94-95-93-94-94-93	Round to 10 & 100	92-92-90-93-93-91-92
H	Count By 5's & 10'S	83-81-82-94-90-91-91	2 digit addition w/ trading	86-86-83-83-86-81-84	4 digit + with regroup	84-86-84-87-87-86-86
I	Place value to 99	87-86-87-84-78-80-81	2 digit subtraction w/ trading	80-80-76-84-80-78-78	4 digit – with regroup	61-68-67-78-69-67-69
J			Draw:	99-100-99-92-93-93-93	Single digit multiplication	90-91-88-90-91-90-89
K			Graphs – construct	95-97-98-91-91-93-93	Division 2 digit/1 digit	90-89-89-86
L			Graphs – analyze	91-92-89-94-95-90-92	Ordering to 100,000	91-94-91-80-94-76-78
M			Place value through 100's	92-93-92-90-91-95-96	Fractions of whole	77-77-74-94-76-92-94
N			Count by 2's, 5's, 10's	97-97-97-97-96-97	Angles & lines	90-92-90-93-92-92-93
O					Bar graphs – analyze	77-81-79-82-80-80-80
P					Number patterns	74-75-74-74-77-73-75

Bench mark	Grade 4		Grade 5		Grade 6	
	Topic	Dist % 02-03-04-05-06-07-08	Topic	Dist % 02-03-04-05-06-07-08	Topic	Dist % 02-03-04-05-06-07-08
A	Problem solving/word	78-80-83-82-81-80-78	Problem solve w/ table	79-78-77-82-80-79-82	Multi-step problems	80-77-76-74-76-77-75
B	Length, volume, weight	75-79-79-84-83-82-81	Prob. Solve w/ extra data	89-91-89-90-89-88-88	Prob. Solve - non routine	81-81-78-79-80-81-80
C	Round to 1,000	89-91-90-93-92-93-92	Multi-step problems	67-73-69-75-75-75-70	Area of quadrilateral	59-55-53-65-70-72-69
D	Mental Math	84-84-92-83-82-83-84	Measure to ¼ inch	75-76-76-80-78-77-77	Perimeter of quadrilateral	68-65-64-63-65-68-69
E	Fractions	86-87-87-89-87-87-86	Measure to gallons	90-91-92-92-91-89-91	Volume - Rectangular prism	72-71-66-66-68-70-69
F	Multiplication 1 by 4 digits	83-84-83-87-86-86-82	Round to millions	94-96-95-88-83-82-85	Estimation w/ decimals	82-80-80-78-78-80-79
G	Division - basic facts	90-91-90-92-94-92-89	Prob. solve organized list	87-90-87-88-84-80-83	Fractions to percents	84-84-83-83-84-85-82
H	Place value to millions	84-91-91-89-91-91-89	Fractions +	98-97-98-96-96-94-97	Fractions to decimals	63-69-64-70-72-73-72
I	Multiplication 2 digit x 2 digit	85-77-76-75	Fractions –	92-91-91-96-92-92-94	Exponents	76-86-85-91-84-86-85
J	Angles	93-94-96-94	Fractions reduce	84-86-85-87-87-87-87	Division with decimals	70-75-74-71-68-73-73
K	Graphs and tables	79-81-80-85-81-79-79	Decimals (4 digit +)	91-93-92-93-93-90-93	Fractions + and –	73-80-78-78-81-79-76
L	Number patterns	82-80-77-80-81-79-78	Decimals (4 digit –)	81-85-84-87-84-83-83	Multiply Fractions	60-57-59-71
M			Decimals (multiply 3 digits)	66-73-72-75-72-68-70	3-D figures - number of faces	85-86-85-82-83-83-82
N			Division (3 digit/1 digit)	88-83-82-82	Similar/Congruent	72-70-70-68-71-74-70
O			Angles	94-95-93-93-93-92-96	Circle graphs – analyze	95-94-95-94-95-94-95
P			Bar graph – analyze	83-84-81-84-83-79-81	Tables – analyze	61-64-59-60-61-61-57
Q			Line graph – analyze	84-85-84-85-83-82-82	Functions & Number patterns	87-85-85-82-85-85-85
R			Place value to millions	88-91-91-90-88-87-89		

Mathematics Benchmark Assessment Results

Grades 7 & 8 Percent Proficient May 2000 - May 2008

Bench mark	Grade 7		Grade 8	
	Topic	District % 00-01-02-03-04-05-06-07-08	Topic	District % 00-01-02-03-04-05-06-07-08*
A	Write algebraic expressions	76-76-76-72-78-86-74-72-72	Write number phrases & sentences	67-67-69-69-74-66-67-66-59
B	Solve 1-step equations	83-83-85-84-90-87-87-85-87	Write one variable equations for 1+ unknowns	48-48-58-56-68-60-55-48-43
C	Classify types of angles	91-97-99-97-98-98-97-98-99	Solve transformations	65-65-68-61-67-61-59-58-42
D	Perimeter and area of polygons	73-70-72-73-74-70-68-71-72	Perimeter & area of irregular polygons	34-36-41-42-48-42-43-39-25
E	Area and circumference of circles	45-43-43-51-55-57-50-53-53	Metric unit & standard unit conversions	66-73-77-75-79-73-74-71-65
F	Divisibility rules of 2, 5, 10	88-91-94-92-97-94-95-95-96	Divisibility rules of 2, 3, 4, 5, 6, 9, 10	67-71-74-71-68-69-72-66-61
G	Multiply & divide by powers of 10	73-76-78-74-82-83-77-77-80	Apply distributive property	63-67-65-71-73-66-72-66-53
H	Round to given place value	81-82-83-81-80-78-78-82-81	Estimation	88-92-91-90-93-87-90-88-88
I	Commutative, associative, identity property	66-69-68-68-74-74-72-74-74	Simplify order of operations with integers	59-63-64-61-68-60-64-61-52
J	Order of operations	65-65-64-73-81-84-81-80-83	Solve problems with rational number	53-56-60-61-63-53-58-53-37
K	Multiply & divide fractions	67-63-61-60-69-66-70-69-71	Solve word problems using percents	54-69-72-66-74-65-68-60-46
L	Add, subtract, multiply, divide integers	73-74-69-78-81-76-77-75-77	Angle relationships of parallel lines	61-73-73-71-75-71-70-69-61
M	Percent of a number	52-55-58-55-59-57-56-51-53	Complementary, supplementary, vertical angles	55-70-71-71-73-71-72-70-65
N	Convert percents, fractions, decimals	77-82-81-81-85-82-83-83-87	Histograms and scatter plots	64-73-72-75-80-73-73-70-65
O	Calculate LCM and GCF of set of numbers	61-53-62-63-70-64-65-63-65	Measure central tendency/stem-and-leaf plot	63-71-73-74-76-71-72-66-65
P	Identify polygons having 5-10 sides	80-78-85-84-93-85-84-87-90	Use formula for volume and surface area	40-46-46-53-64-55-60-51-34
Q	Graph ordered pairs	68-72-73-76-72-77-70-70-72	Solve function problems	65-72-74-73-79-74-76-68-63
R	Classify triangles by sides and angles	82-85-87-86-90-86-85-88-90	Numbers in scientific notation & standard form	61-71-71-80-82-70-77-73-51
S	Classify quadrilaterals	71-66-68-76-80-77-71-74-77	Square roots	73-76-81-84-85-79-84-82-80
T	Calculate mean, median, mode, range	71-76-71-72-81-76-68-65-72		
U	Analyze circle, bar, line graphs	56-56-55-56-58-55-55-53-55		
V	Evaluate number in exponential form	80-76-78-82-87-85-85-85-86		
W	Use proportion to solve word problem	79-80-80-80-85-80-79-79-83		

Scores are shown for 1999-2000 through 2007-2008 school years, in that order.

* In 2008, 8th grade algebra students took a different benchmark test, and were therefore not included in the benchmark results above.

Mathematics Benchmark Assessment Results

Grade 11: Valley High School

Percent Proficient May 2000 - May 2008

Bench mark	Topic	May 2000	May 2001	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007	May 2008
A	Write algebraic expressions	84	84	85	90	82	82	93	89	83
B	Evaluate algebraic expressions	86	84	81	77	90	89	75	77	73
C	Solve for given variable	85	84	84	79	92	85	74	81	73
D	Use formula to determine area of plane figure	33	64	50	73	51	54	63	59	69
E	Use formula to determine volume of solid figure	81	84	66	88	79	73	75	75	73
F	Use formula to determine lateral area & total surface area of figure	40	59	52	69	48	56	58	61	69
G	Use deductive reasoning to make a valid conclusion	46	51	51	37	62	62	41	38	67
H	Divisibility rules & multiplication/division by powers of 10	87	85	84	91	84	76	88	88	89
I	Rounding and estimation	73	71	78	64	85	85	64	64	73
J	Solve linear equations and inequalities	56	57	58	49	69	48	48	53	52
K	Solve proportions	77	75	79	89	78	62	87	86	79
L	Simply rational expressions	69	64	61	52	82	83	41	52	63
M	Simplify problems using order of operations	76	76	76	86	72	80	82	78	69
N	Identification of plane geometric figures by name	81	82	82	76	82	76	80	75	77
O	Classify triangles by sides/angles	93	94	92	91	99	93	87	90	73
P	Identify & compute angle relationships of parallel lines	49	54	43	69	50	47	61	54	77
Q	Collect and apply information from a graph	57	50	45	64	34	42	51	51	69
R	Calculate mean, median, range	59	66	71	53	79	69	58	60	X
S	Analyze bar graphs	51	75	66	78	67	69	71	68	X
T	Use Pythagorean relationship to solve problems	68	77	67	50	92	74	56	65	71
U	Use proportion to solve a problem	85	85	83	92	77	66	91	87	77
V	Select and use formula to find area, surface area and volume	76	73	72	53	85	86	58	61	73
W	Understand functional notation	41	46	52	70	55	60	63	55	46

X = Benchmark not tested in given year.

Science Benchmark Assessment Results

Grades 8 & 11

Percent Proficient May 2002 - May 2008

Grade 8								
	Benchmark	2002	2003	2004	2005	2006	2007	2008
A	Explain cause & effect of earthquakes & volcanoes.	60	61	71	73	62	61	74
B	Identify the characteristics of rocks & minerals.	68	49	52	55	47	51	71
C	Understand how the organ systems of humans interact to maintain life.	70	78	75	72	69	74	83
D	Explain how organisms survive in a constantly changing environment.	55	61	63	66	65	69	68
E	Compare & contrast properties of matter & energy.	74	72	77	75	69	69	78
F	Apply physical science concepts using mathematical formulas.	54	51	50	52	40	42	62
G	Apply Newton's Laws of Motion.	X	73	76	75	76	75	71
H	Use a periodic table to provide basic information about elements.	67	68	73	78	67	70	69
I	Interpret a graph.	76	74	78	78	82	81	79
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	76
K	Explain how parts of an Iowa ecosystem interact.	77	65	61	65	63	67	70
L	Analyze humans' positive & negative impacts on Iowa's environment.	58	62	67	65	66	73	72
M	Identify the major female & male reproductive organs of the human body.	60	89	90	89	90	90	92
N	Describe the developmental stages of male & females from conception to maturity.	74	72	70	72	70	69	72
O	State the physical, social, & emotional consequences of being sexually active as a teenager.	87	83	83	85	90	83	91

Grade 11								
	Benchmark	2002	2003	2004	2005	2006	2007	2008
A	Analyze a weather map.	63	67	61	64	60	66	X
B	Understand the unique qualities of the earth that make life possible.	54	69	74	75	76	55	74
C	Identify natural factors that affect the earth's surface.	46	41	68	62	63	60	X
D	Understand that populations of organisms change over time.	66	67	66	67	75	79	82
E	Identify factors affecting transmission of disease.	66	67	84	82	72	85	61
F	Understand that DNA is the common thread of living organisms.	62	76	62	67	66	72	71
G	Understand the structure of the atom.	69	69	74	75	82	74	57
H	Understand forces acting on macroscopic and microscopic objects.	58	54	65	62	62	69	47
I	Identify forms of energy and energy transfer.	63	62	52	51	76	66	52
J	Understand the properties of matter through physical & chemical changes.	59	83	97	91	73	82	50
K	Construct or develop a graph from experimental data.	73	76	64	67	43	60	55
L	Determine relationship between variables by interpreting graph/chart table (visual representation of data).	68	71	65	69	54	64	X
M	Be able to make & interpret accurate & precise measurements.	60	60	57	61	58	55	55
N	Explain the effect of population growth on the earth's resources.	65	74	74	72	40	71	74
O	Understand the cyclical nature of the earth's resources.	63	64	65	65	65	69	61
P	Understand the basic functions of the human body.	X	78	59	65	60	56	X
Q	Identify key components of a healthy lifestyle.	63	82	87	86	81	93	X

X = Benchmark not tested in given year.

Reading Benchmark Assessment Results 2007-2008

Grade 4 Narrative

School	Fall/Spring	Below	On Grade Level	Above	Grand Total
Clive	On Grade Level=O to P (Fall)	26.8% (15)	26.8% (15)	46.4% (26)	100.0% (56)
	On Grade Level=S to T (Spring)	26.8% (15)	30.4% (17)	42.9% (24)	100.0% (56)
Crestview	On Grade Level=O to P (Fall)	17.7% (11)	19.4% (12)	62.9% (39)	100.0% (62)
	On Grade Level=S to T (Spring)	17.2% (11)	35.9% (23)	46.9% (30)	100.0% (64)
Crossroads	On Grade Level=O to P (Fall)	23.8% (19)	15.0% (12)	61.3% (49)	100.0% (80)
	On Grade Level=S to T (Spring)	41.0% (34)	16.9% (14)	42.2% (35)	100.0% (83)
Fairmeadows	On Grade Level=O to P (Fall)	9.3% (7)	30.7% (23)	60.0% (45)	100.0% (75)
	On Grade Level=S to T (Spring)	5.4% (4)	47.3% (35)	47.3% (35)	100.0% (74)
Hillside	On Grade Level=O to P (Fall)	21.2% (22)	15.4% (16)	63.5% (66)	100.0% (104)
	On Grade Level=S to T (Spring)	14.1% (14)	34.3% (34)	51.5% (51)	100.0% (99)
Jordan Creek	On Grade Level=O to P (Fall)	8.1% (8)	8.1% (8)	83.8% (83)	100.0% (99)
	On Grade Level=S to T (Spring)	7.1% (7)	17.2% (17)	75.8% (75)	100.0% (99)
Western Hills	On Grade Level=O to P (Fall)	3.1% (2)	6.2% (4)	90.8% (59)	100.0% (65)
	On Grade Level=S to T (Spring)	7.7% (5)	18.5% (12)	73.8% (48)	100.0% (65)
Westridge	On Grade Level=O to P (Fall)	12.0% (11)	13.0% (12)	75.0% (69)	100.0% (92)
	On Grade Level=S to T (Spring)	21.3% (19)	31.5% (28)	47.2% (42)	100.0% (89)
District	On Grade Level=O to P (Fall)	15.0% (95)	16.1% (102)	68.9% (436)	100.0% (633)
	On Grade Level=S to T (Spring)	17.3% (109)	28.6% (180)	54.1% (340)	100.0% (629)

Grade 4 Expository

School	Fall/Spring	Below	On Grade Level	Above	Grand Total
Clive	On Grade Level=O to P (Fall)	34.5% (19)	14.5% (8)	50.9% (28)	100.0% (55)
	On Grade Level=S to T (Spring)	33.9% (19)	23.2% (13)	42.9% (24)	100.0% (56)
Crestview	On Grade Level=O to P (Fall)	21.0% (13)	21.0% (13)	58.1% (36)	100.0% (62)
	On Grade Level=S to T (Spring)	28.1% (18)	46.9% (30)	25.0% (16)	100.0% (64)
Crossroads	On Grade Level=O to P (Fall)	17.5% (14)	8.8% (7)	73.8% (59)	100.0% (80)
	On Grade Level=S to T (Spring)	33.7% (28)	15.7% (13)	50.6% (42)	100.0% (83)
Fairmeadows	On Grade Level=O to P (Fall)	13.3% (10)	32.0% (24)	54.7% (41)	100.0% (75)
	On Grade Level=S to T (Spring)	12.2% (9)	39.2% (29)	48.6% (36)	100.0% (74)
Hillside	On Grade Level=O to P (Fall)	18.0% (18)	16.0% (16)	66.0% (66)	100.0% (100)
	On Grade Level=S to T (Spring)	28.3% (28)	26.3% (26)	45.5% (45)	100.0% (99)
Jordan Creek	On Grade Level=O to P (Fall)	12.1% (12)	10.1% (10)	77.8% (77)	100.0% (99)
	On Grade Level=S to T (Spring)	9.1% (9)	18.2% (18)	72.7% (72)	100.0% (99)
Western Hills	On Grade Level=O to P (Fall)	6.2% (4)	6.2% (4)	87.7% (57)	100.0% (65)
	On Grade Level=S to T (Spring)	15.4% (10)	33.8% (22)	50.8% (33)	100.0% (65)
Westridge	On Grade Level=O to P (Fall)	26.4% (24)	9.9% (9)	63.7% (58)	100.0% (91)
	On Grade Level=S to T (Spring)	46.0% (40)	19.5% (17)	34.5% (30)	100.0% (87)
District	On Grade Level=O to P (Fall)	18.2% (114)	14.5% (91)	67.3% (422)	100.0% (627)
	On Grade Level=S to T (Spring)	25.7% (161)	26.8% (168)	47.5% (298)	100.0% (627)

- 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	7.0% (46)	73.5% (480)	19.4% (127)	100.0% (653)
2	6.3% (41)	70.2% (456)	23.5% (153)	100.0% (650)
3	7.4% (47)	71.4% (454)	21.2% (135)	100.0% (636)

Grade 10

Standard	Below Proficient	Proficient	Advanced	Total
1	5.9% (29)	66.3% (328)	27.9% (138)	100.0% (495)
2	4.6% (23)	63.3% (318)	32.1% (161)	100.0% (502)
3	3.0% (13)	64.4% (277)	32.6% (140)	100.0% (430)

Drop-Out Data

Grades 7-12 Reporting Year*	Total Number of Students in Group				Percent Drop-Outs in Group (Number)			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08**
All	3998	4024	4084	-	2.03% (81)	1.14% (46)	1.18% (48)	(38)
Female	1952	1965	2027	-	1.49% (29)	0.97% (19)	0.99% (20)	(18)
Male	2046	2059	2057	-	2.54% (52)	1.31% (27)	1.36% (28)	(20)
White	3498	3472	3491	-	1.69% (59)	1.01% (35)	0.92% (32)	(34)
Black	151	164	177	-	7.28% (11)	1.83% (3)	3.95% (7)	(8)
Hispanic	176	206	224	-	6.25% (11)	3.40% (7)	4.02% (9)	(1)
American Indian/ Alaskan Native	7	4	5	-	0% (0)	0% (0)	0% (0)	(0)
Asian/ Pacific Islander	166	178	187	-	0% (0)	0.56% (1)	0% (0)	(0)
With IEP's	516	447	437	-	1.55% (8)	1.34% (6)	0.46% (2)	-
ELL	-	-	73	-	-	-	1.37% (1)	-

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

- = not available at time of printing

** as reported on Spring data submission. Data will be updated upon fall 2008 data submission.

Graduation & Attendance Rate

School Year	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Increase/ Decrease	State Goal	Result
K-8 Average Daily Attendance Rate (%)	96.3	96.1	96.5	96.30	96.40	96.10	-0.30	95.8	Met Goal
Graduation Rate (%)	89.64	89.48	90.95	91.74	93.00	92.10	-0.90	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 2004-05 school year that graduated from high school with a diploma in the 2007-08 school year, as reported by the Iowa Department of Education is 92.10%. This compares to the state graduation rate of 90.49%.

Attendance 2006-2007

District	K-8 Ratio	K-12 Ratio
WDM	96.41	95.25
State	95.80	95.12

Post-secondary Data: ACT

The number of 2007-08 graduates is 626 (559 Valley HS, 67 WCC).

According to ACT, the number of seniors who intended to pursue post-secondary education/training is 396 (85.2%) of 465 seniors tested.

According to the ACT, the number of seniors scoring a 20 or above is 86% (398 of 465). This measure is an indication of how well West Des Moines graduates will meet success in post-secondary education and training.

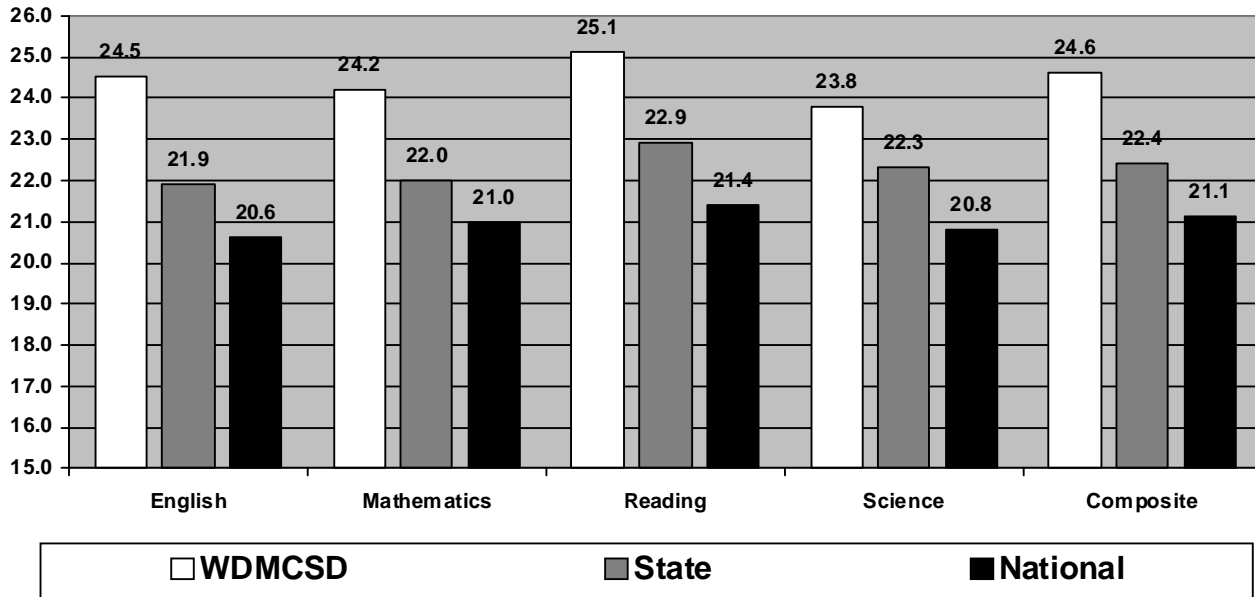
According to the ACT, the number of seniors who have completed a core preparation program is 318 (68%). A core preparation program is described by the ACT as a student who completes four years of language arts, at least three years of mathematics, science and social studies. Students self-report these data.

The district average ACT composite score was 24.6. The state average was 22.4 and the national average was 21.1.

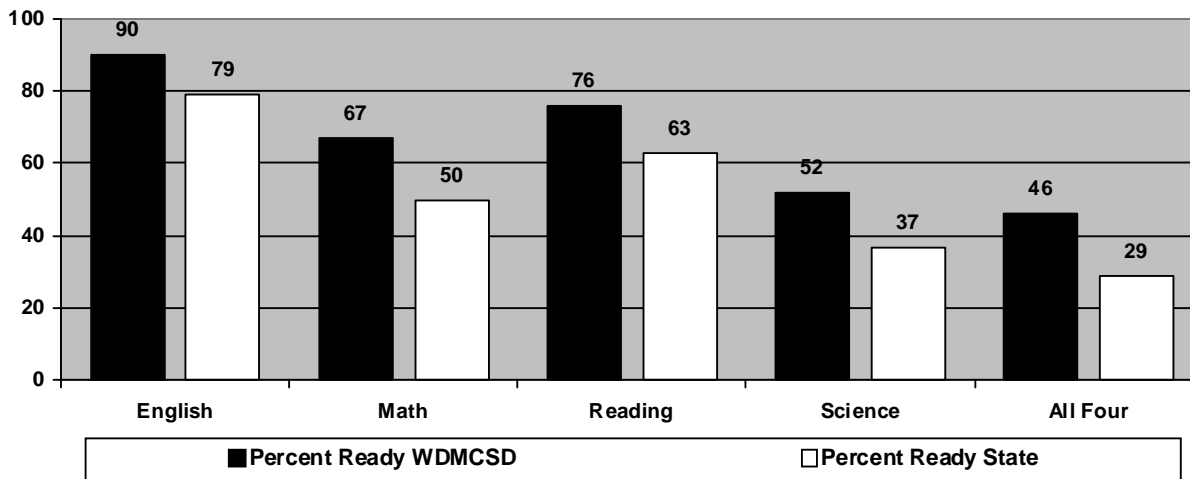
Trend Data

	Graduation Year	2002	2003	2004	2005	2006	2007	2008
	# Students in District	418	456	440	459	426	471	465
Composite	District	23.8	23.6	24.0	23.9	24.3	23.9	24.6
	State	22.0	22.0	22.0	22.0	22.1	22.3	22.4
	Nationwide	20.8	20.8	20.9	20.9	21.1	21.2	21.1
English	District	23.4	23.1	23.4	23.4	23.9	23.4	24.5
	State	21.2	21.3	21.4	21.5	21.6	21.6	21.9
	Nationwide	20.2	20.3	20.4	20.4	20.6	20.7	20.6
Mathematics	District	23.8	23.8	24.2	24.2	24.5	23.9	24.2
	State	21.7	21.6	21.8	21.7	21.8	21.9	22.0
	Nationwide	20.6	20.6	20.7	20.7	20.8	21.0	21.0
Reading	District	24.2	24.0	24.3	24.2	24.3	24.2	25.1
	State	22.4	22.4	22.4	22.4	22.5	22.6	22.9
	Nationwide	21.1	21.2	21.3	21.3	21.3	21.5	21.4
Science	District	23.3	23.1	23.7	23.4	23.8	23.6	23.8
	State	22.1	22.1	22.1	22.1	22.1	22.3	22.3
	Nationwide	20.8	20.8	20.9	20.9	20.9	21.0	20.8

2008 Average ACT Scores by Subject Test



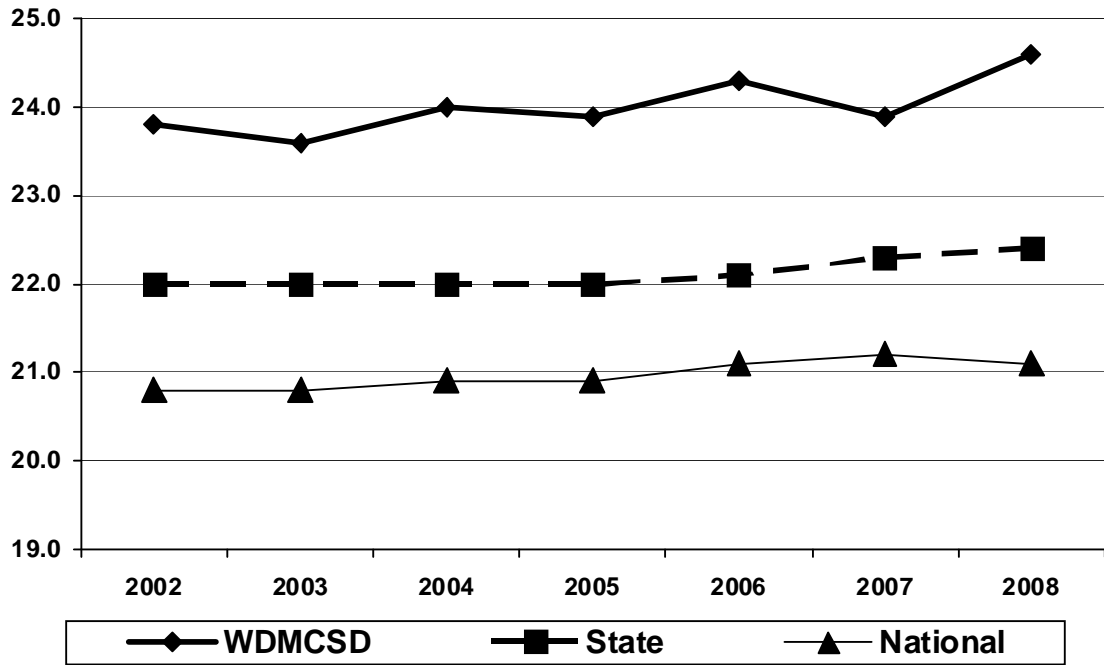
Percent of Students Meeting ACT College Readiness Benchmark Scores **



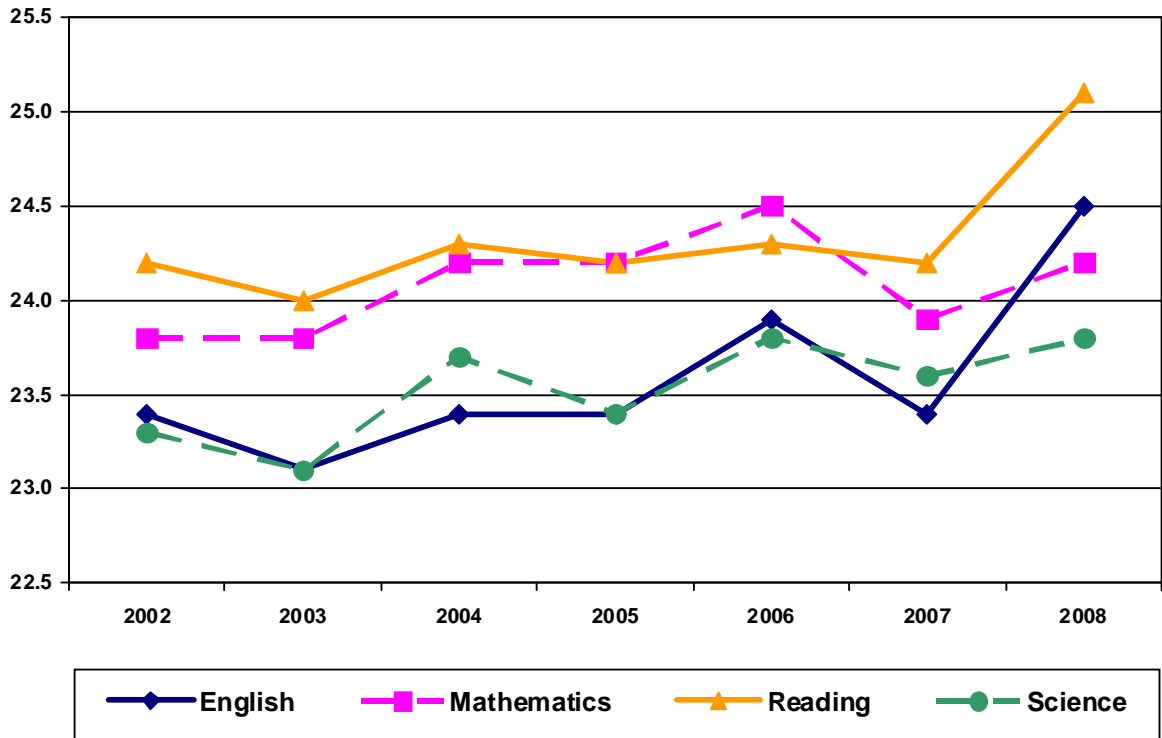
**A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Subject	ACT Benchmark
English	18
Math	22
Reading	21
Science	24

Average ACT Scores –Yearly Trend Report



WDMCSD Average ACT Scores by Subject Test – Yearly Trend Report



Advanced Placement: 2007

VHS 05-06 Enrolled	52	31	13	116	10	0	0	13	35	54	6	0	0	15	30	0	26	0	43	50	53	0	0	0	547	
# taking test 05-06	14	7	11	14	6	4	2	11	30	54	2	1	3	3	9	4	8	0	2	1	28	0	0	0	214	
VHS 06-07 Enrolled	38	35	20	112	13	0	0	13	43	68	14	0	0	20	42	0	20	25	0	0	51	0	0	0	514	
# taking test 06-07	23	10	13	30	7	0	0	9	27	50	4	0	9	16	14	14	8	2	3	1	22	0	0	0	262	
VHS 07-08 Enrolled	44	51	18	157	13	1	2	25	36	86	12	0	44	30	47	2	28	39	0	0	89	2	3	0	729	
# taking test 07-08	44	38	21	136	10	3	4	35	37	81	5	1	14	21	37	1	20	10	2	2	79	4	5	1	611	
DMACC Credit	Y	Y	Y	Y	Y			Y	Y	Y				Y			Y				Y					
Score/Course	Biology	Calculus AB	Calculus BC	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	Physics B	Psychology	Spanish Lang	Studio Art-Drawing	Studio Art-2D Design	Studio Art-3D Design	US History	Statistics	World History	Chinese Lang	TOTALS	
5	12	12	10	6	2	2	0	9	6	13	0	1	2	8	8	0	3	0	0	0	15	1	2	1	113	
4	15	14	3	19	0	0	2	13	15	25	0	0	5	4	11	0	4	0	0	0	25	3	3	0	161	
3	4	11	4	34	1	1	2	11	14	32	1	0	5	6	10	1	4	4	2	0	19	0	0	0	166	
2	9	1	3	28	3	0	0	2	2	4	2	0	1	3	7	0	4	4	0	2	14	0	0	0	89	
1	4	0	1	49	4	0	0	0	0	7	2	0	1	0	1	0	5	2	0	0	6	0	0	0	82	
Percent by Score by Test																										
5	27%	32%	48%	4%	20%	67%	0%	26%	16%	16%	0%	100%	14%	38%	22%	0%	15%	0%	0%	0%	19%	25%	40%	100%	19%	
4	34%	37%	14%	14%	0%	0%	50%	37%	41%	31%	0%	0%	36%	19%	30%	0%	20%	0%	0%	0%	32%	75%	60%	0%	26%	
3	9%	29%	19%	25%	10%	33%	50%	31%	38%	40%	20%	0%	36%	29%	27%	100%	20%	40%	100%	0%	24%	0%	0%	0%	27%	
2	20%	3%	14%	21%	30%	0%	0%	6%	5%	5%	40%	0%	7%	14%	19%	0%	20%	40%	0%	100%	18%	0%	0%	0%	15%	
1	9%	0%	5%	36%	40%	0%	0%	0%	0%	9%	40%	0%	7%	0%	3%	0%	25%	20%	0%	0%	8%	0%	0%	0%	13%	

- 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.
- In 2007-08 72% of students scored 3 or higher.

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 2006-07 and 2007-08) [number of years increase from previous year, number of years decrease or no increase from previous year] for the years 1999-00 through 2007-08.

Alcohol, Drug or Tobacco incidents:

Possession or under influence of alcohol (-19) [3, 5]
 Under influence of a controlled substance (+8) [6, 2]
 Possession of a controlled substance (-3) [5, 3]
 Distribution of a controlled substance (+27) [5, 3]
 Possession of drug paraphernalia (-9) [2, 6]
 Smoking (-9) [3, 5]
 Possession of tobacco (-2) [4, 4]

Behavior incidents:

General disciplinary referral (+1061) [3, 5]
 Disturbing, inciting a disturbance (+38) [6, 2]
 Harassment (-17) [4, 4]
 Insubordination, disrespect (+195) [4, 4]
 Profanity (+34) [4, 4]
 Physical abuse of a staff member (-4) [4, 4]
 Theft (+10) [4, 4]

Violence incidents:

Threat of Violence (+9) [5, 3]
 Extortion (+3) [1, 7]
 Fighting (-27) [4, 4]
 Vandalism (+10) [3, 5]
 Weapon or dangerous object (+2) [6, 2]

Of these 19 items, the overall district-wide frequency of referrals decreased in 8 categories from the previous year and increased in 11 areas. Substantial increases are observed in behavior areas in the last year. 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
07-08	0	0	2	1	50	
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
07-08	0	0	4	5	24	

OFFENSE	Year	IH	ST	VS	WC	VA
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
07-08	0	1	3	0	24	
CSS: Controlled Subst. Sale/Distribution	99-00	0	1	0	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
07-08	0	1	22	0	15	

OFFENSE	Year	IH	ST	VS	WC	VA
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	*	*	*	*	*
07-08	0	0	0	1	4	
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
07-08	0	0	2	9	5	
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
07-08	0	0	0	6	3	
DR: Discipline Referral	99-00	10	10	24	223	1,345
	00-01	7	0	7	146	2,222
	01-02	11	19	7	223	1,792
	02-03	16	42	7	316	1,481
	03-04	3	49	11	185	1,394
	04-05	25	47	3	179	2,609
	05-06	4	79	6	106	1,667
	06-07	17	1	11	79	822
07-08	6	10	28	87	1,860	
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
07-08	12	30	17	9	10	
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
07-08	15	12	16	2	15	
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
07-08	13	43	99	18	184	
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
07-08	6	11	20	9	28	

OFFENSE	Year	IH	ST	VS	WC	VA
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
07-08	0	1	0	0	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
07-08	4	5	22	0	10	
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
07-08	1	8	0	5	12	
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
07-08	0	0	3	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
07-08	9	3	18	18	20	
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
07-08	3	2	6	1	12	
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
07-08	0	1	4	1	3	

2007-2008 Schools in Need of Improvement

Name of each school identified as In Need of Assistance*	Number of Years or Status (Area)
Valley HS/Valley Southwoods	SINA Year 3 (Mathematics Proficiency) - Low SES
Valley HS/Valley Southwoods	SINA Year 2 (Reading Proficiency) - Low SES
Indian Hills Junior High	Delay-1 (Reading Proficiency) - '06-07 Spec. Ed.

*As per August 7, 2008 AYP Notification from Kevin Fangman, Iowa Department of Education

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

Delay-1 indicates this school improved in the area noted and will be removed from the list after another year of meeting or exceeding the expectations.

Did not meet Adequate Yearly Progress

	Reading		Mathematics	
	Participation	Proficiency	Participation	Proficiency
Valley High School and Valley Southwoods	Spec. Ed. (88.2%)	Low SES (65.9%)	Spec. Ed. (88.24%)	Low SES (56.1%)
Walnut Creek	All Students (89.9%)	All Students (42.5%)	All Students (89.9%)	All Students (43.6%)
	White (87.7%)	White (46.9%)	White (87.7%)	White (41.9%)
Graduation Rate 61.9% does not meet state standards				
Stilwell		Low SES (66.3%) Spec. Ed. (53.85%) Hispanic (52.0%)		
Crestview		Low SES (52.1%) Spec. Ed. (40.0%) ELL (29.4%)		
Hillside		Low SES (70.6%) ELL (43.3%) Hispanic (60.4%)		
Phenix				All Students (51.6%)
District		Grades 3-5 - ELL (48.0%)		Grade 3-5 - Spec. Ed. (59.5%)
		Grades 3-5 - Special Educ. (53.8%)		
		Grades 3-5 - Low SES (66.7%)		
		Grade 3-5 - Hispanic (63.9%)		
		Grades 6-8 - Low SES (60.9%)		Grades 6-8 - Low SES (66.7%)
		Grades 6-8 - Special Educ. (49.1%)		Grades 6-8 - ELL (50.7%)
		Grades 6-8 - Hispanic (53.4%)		Grades 6-8 - Hispanic (63.4%)
		Grade 11- Spec. Ed. (90.5%)		Grade 11- Spec. Ed. (90.5%) Grade 11 - Spec. Ed. (28.0%)
			Grade 11 - Hispanic (56.3%)	

Calculation: # Prof + Additional Meeting Growth/FAY=% Prof + Growth; % = Percent Proficient; SES=socio-economic status; ELL=English limited learners
Participation rates are required to be 95% or greater. Graduation rate goal is 90.3%.

Target AMO by Grade and Subject (2007-2008)

Grade Level	Reading (percent proficient)	Mathematics (percent proficient)
4 th	76.0	74.7
8 th	73.3	72.0
11 th	79.3	79.3

These target objectives are set by the State of Iowa and grow toward a goal of 100% proficient by 2013. The target objectives for 2008-09 will be the same as 2007-08. The targets increased in the 2007-08 year.

K-8 Attendance Rate: 96.1 District Graduation Rate: 92.1

2006-2007 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 Education (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 Tests of Basic Skills (ITBS) and Iowa Tests 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