

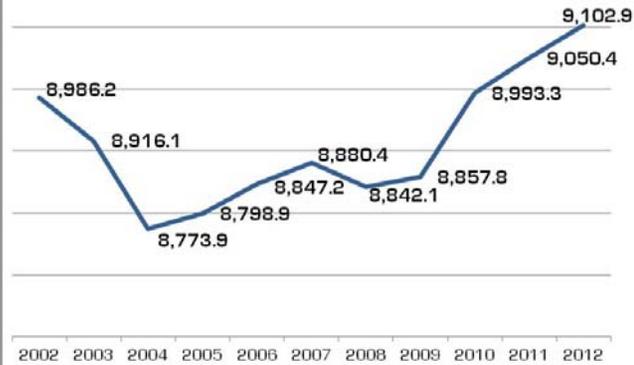
STUDENT DATA SNAPSHOT

WEST DES MOINES COMMUNITY SCHOOLS

Preparing learners for life through data-driven decision-making.

November 2012

TOTAL ENROLLMENT

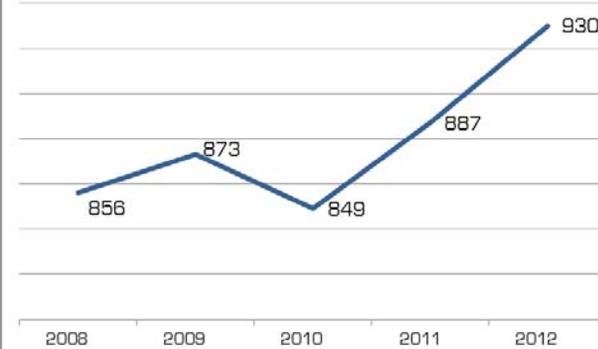


What does this mean?

While enrollment has grown in the past couple of years, estimated projections generally show no significant increases or decreases.



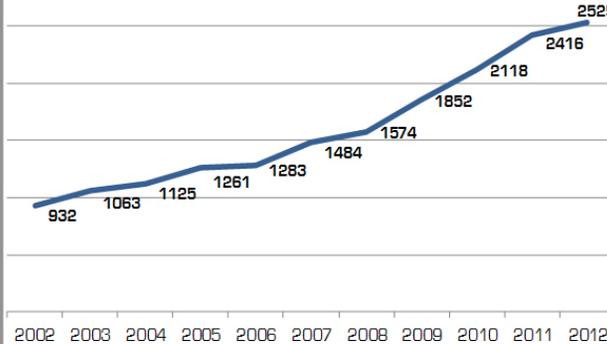
SPECIAL EDUCATION ENROLLMENT



What does this mean?

The number of students being served in our special education program has increased from 858 to 930 in five years.

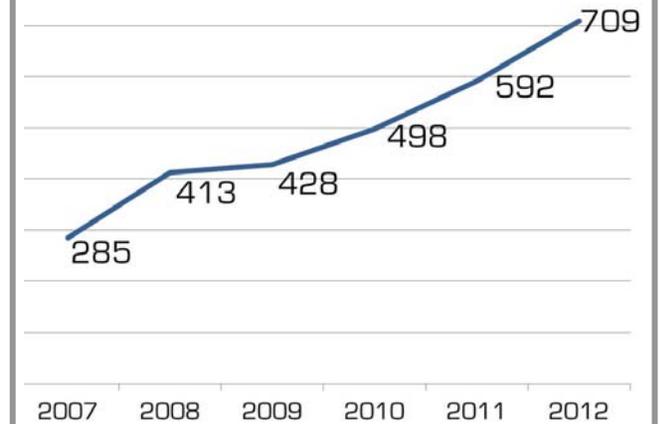
FREE & REDUCED MEALS PROGRAM ENROLLMENT



What does this mean?

In 2002, only 10 percent of our student population received free or reduced meals, an indicator of poverty. Today, that percentage is 28 percent.

ENGLISH LANGUAGE LEARNERS ENROLLMENT GROWTH



What does this mean?

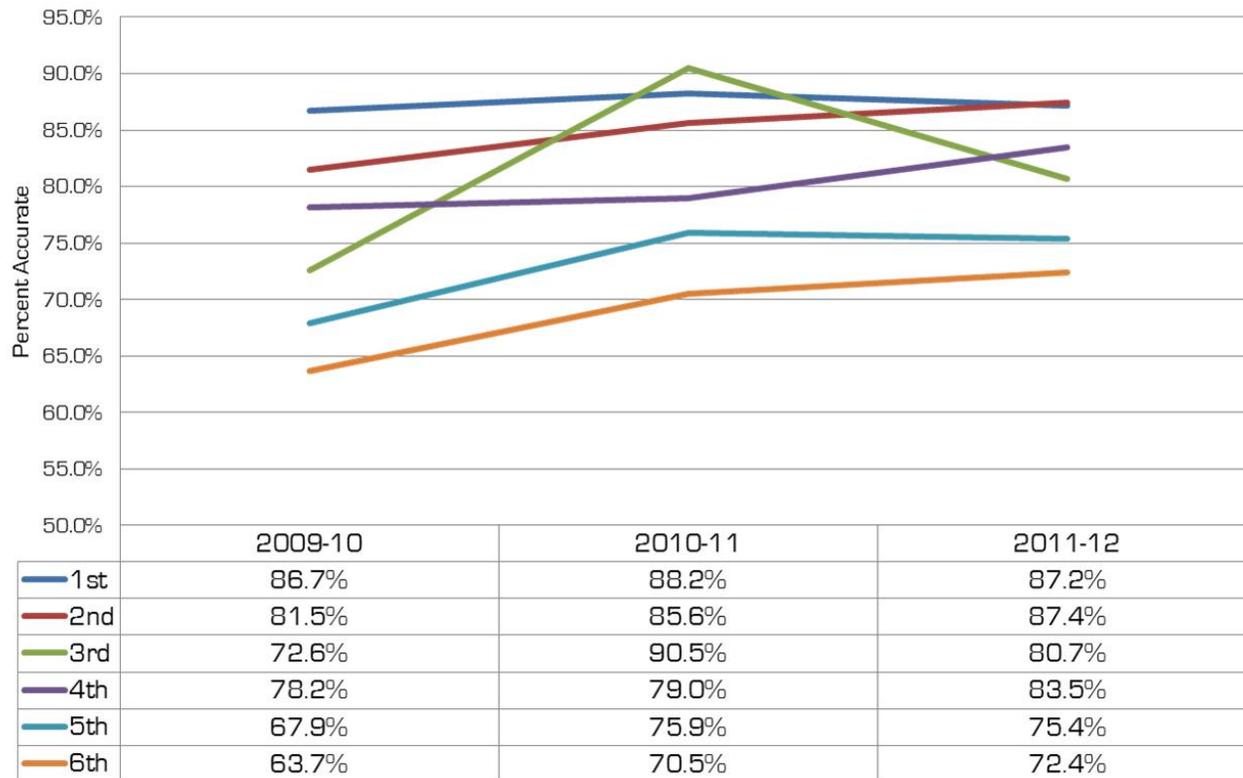
The number of students whose first language is something other than English has increased from 285 in 2007 to 709 in 2012. There has been a significant increase in the number of students the district serves in providing English language instruction.

DID YOU KNOW?

The WDMCS is the ninth largest school district in the state of Iowa, according to the Iowa Department of Education.

EVERYDAY MATH: THREE-YEAR TREND

This test is one of the district's indicators of student achievement. It is taken at the end of the school year. The students tested are not a cohort—or from the same group—year to year. The assessment is directly aligned with curriculum being delivered. The graph shows the percent of test questions answered correctly by students. (Spring 2012 data)



What does this mean?

In general, student performance on the Everyday Math assessment shows students have made steady overall improvement. However, the higher the grade level, the lower number of questions students answer correctly.

WHAT ARE OUR GOALS FOR STUDENT ACHIEVEMENT?

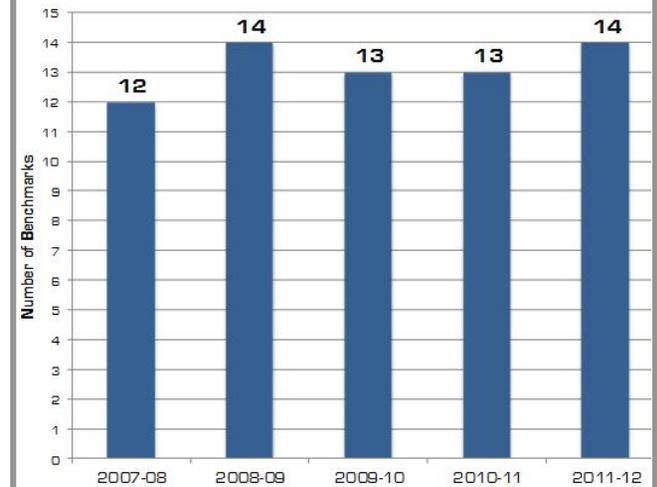
1. To close the gap between present practices and the Shared Vision.
2. To improve student achievement through effective instructional and assessment practices.

(Reviewed last April 2012)

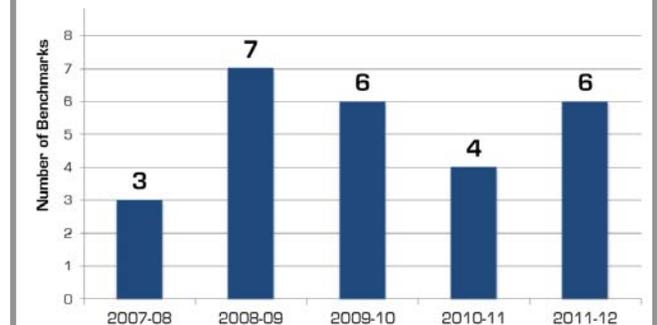
SCIENCE: FIVE-YEAR TREND

This test is one of the district's indicators of student achievement in science. It is taken at the end of the school year. The assessment is directly aligned to the district's 15 benchmarks.

8th Grade: Proficiency Set at 70%



8th Grade: Proficiency Set at 80%



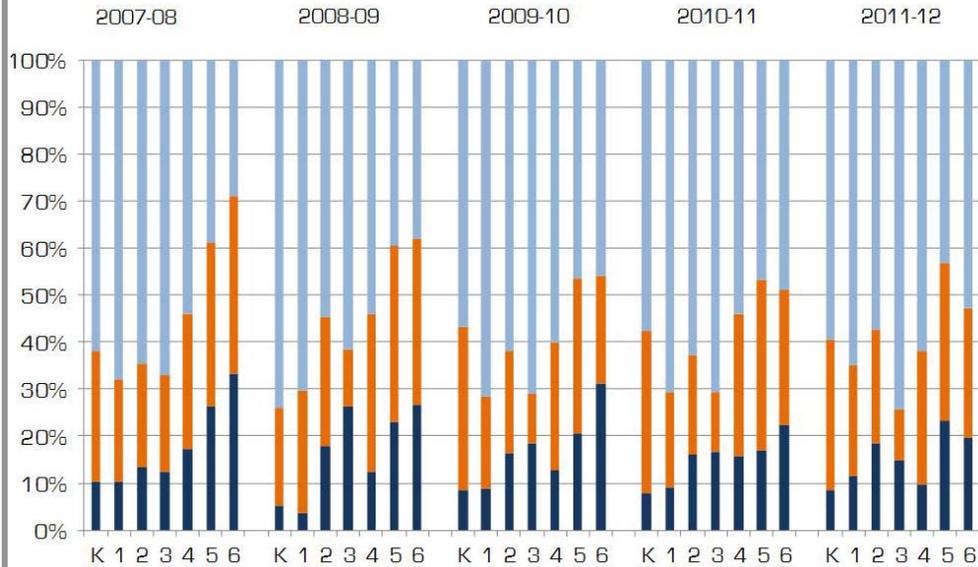
What does this mean?

The first chart shows that students consistently demonstrate proficiency on almost all of the science benchmarks. However, when the proficiency cut point is raised to 80 percent correct, students have attained proficiency on less than half the science benchmarks.

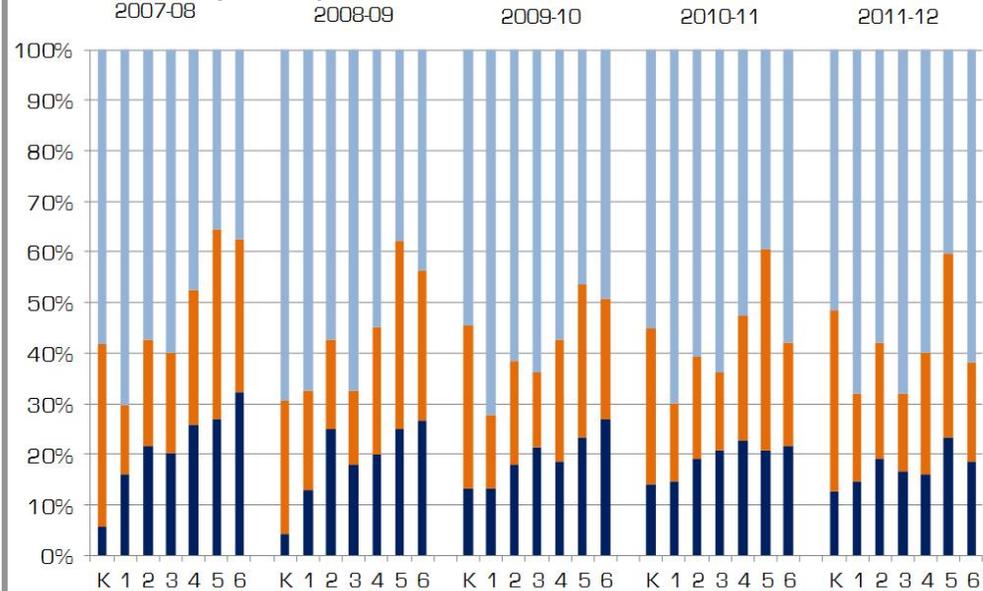
READING: FIVE-YEAR TREND

This test is one of the district's indicators of student achievement in reading. It assesses students on district-created benchmarks. Beginning in the 2012-13 school year the district benchmark assessment for kindergarten through sixth grade will change to the Fountas and Pinnell assessment.

K-6th Grade Narrative Benchmark Data



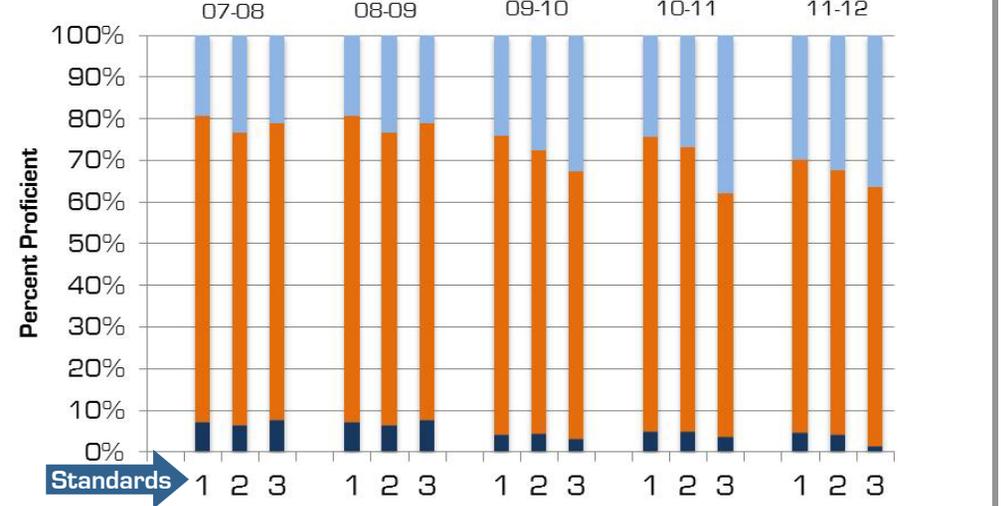
K-6th Grade Expository Benchmark Data



What does this mean?

The majority of our K-6 students are proficient or advanced as assessed through the district's reading benchmarks. More students are proficient or advanced on the narrative (fiction) reading than on the expository (non-fiction) reading.

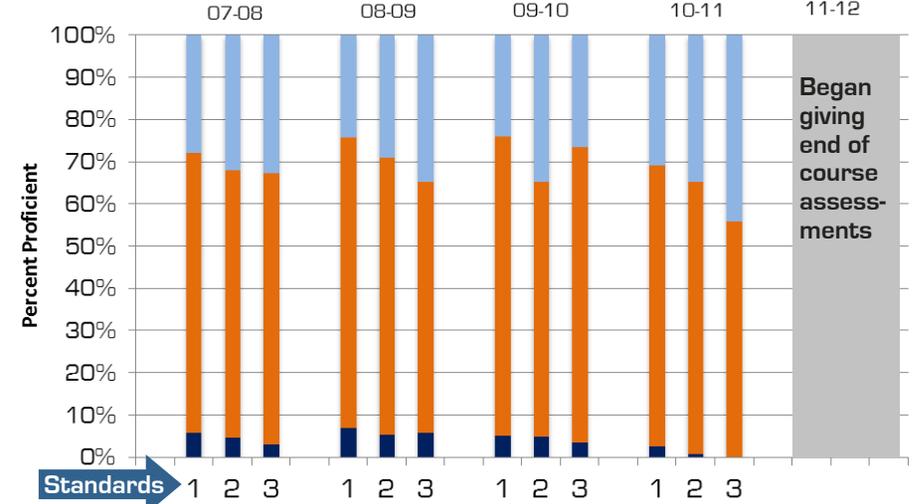
8th Grade Benchmark Data



What does this mean?

The majority of our eighth grade students are proficient or advanced on all three reading standards. The number of below-proficient students has decreased over the past five years.

10th Grade Benchmark Data

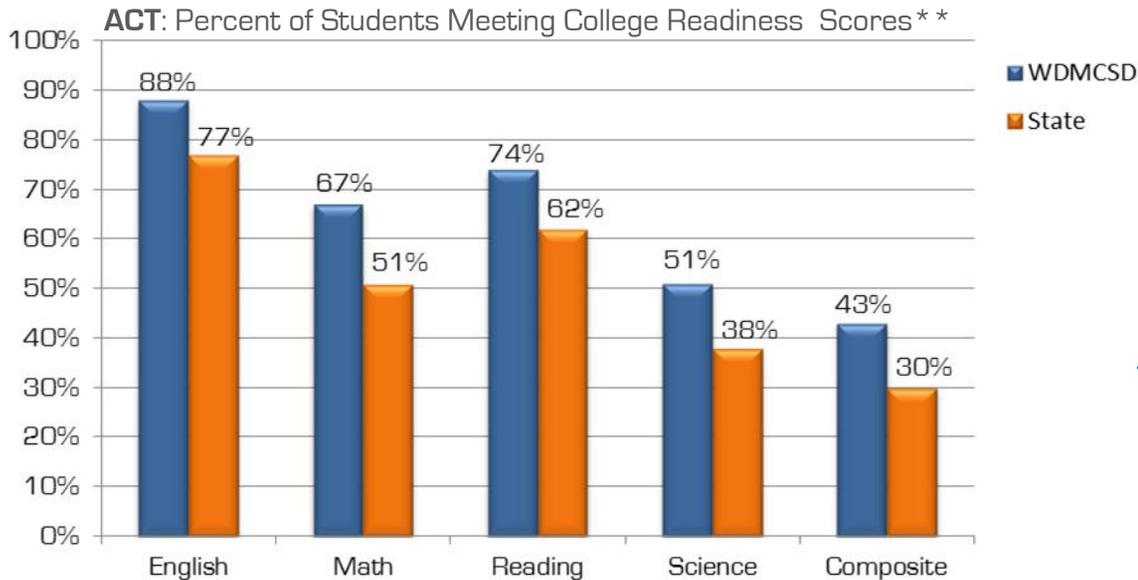
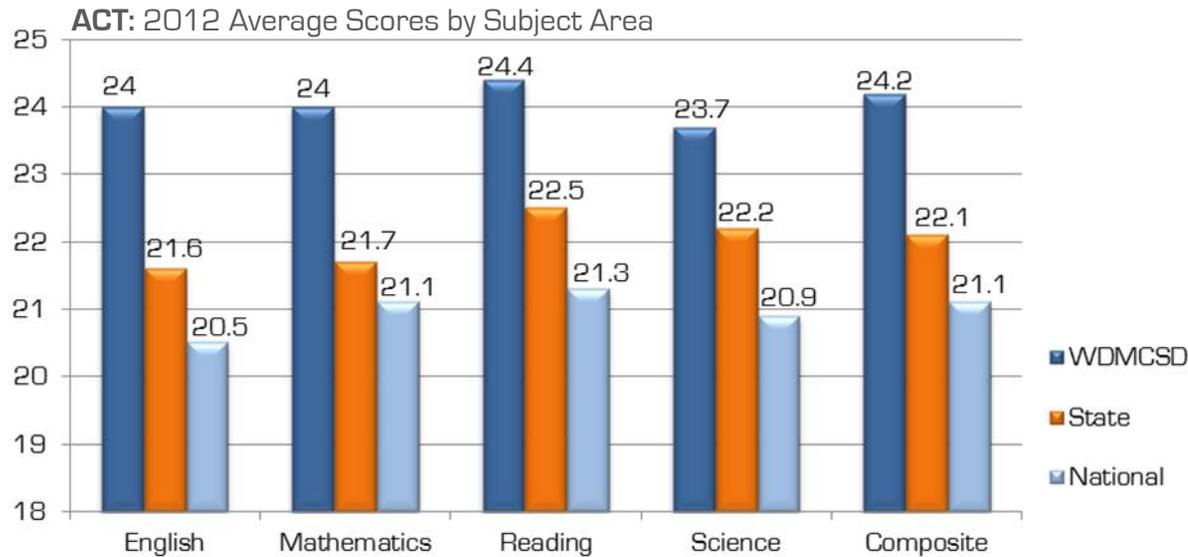


What does this mean?

The district began giving End of Course Assessments written by Iowa Testing Programs during the 2011-12 school year. The majority of our 10th grade students are proficient or advanced on all three reading standards as assessed through the district-created benchmarks through the 2010-11 school year. The number of below proficient students has decreased over the past five years.

ACT: AVERAGE SCORES & COLLEGE READINESS

Only the ACT reports College Readiness Benchmark Scores. ** A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college.



What does this mean? WDMCS students score above state and national averages.

2012 AP RESULTS

Advanced Placement (AP) is a program created by the College Board offering college-level curriculum and examinations to high school students.

Year	Students	No. of Exams (Ave/Student)
2012	391	768 (1.9)
2011	391	723 (1.8)
2010	351	595 (1.7)
2009	341	629 (1.8)
2008	360	612 (1.7)
2007	172	262 (1.5)

What does this mean?

The number of WDMCS students taking AP exams is increasing.

COLLEGE READINESS BENCHMARK SCORES

College Course/ Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24