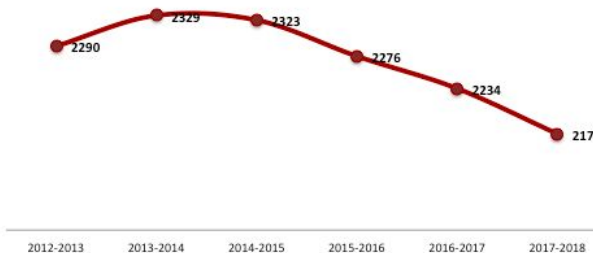




STUDENT DATA DASHBOARD

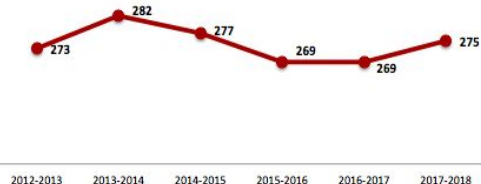
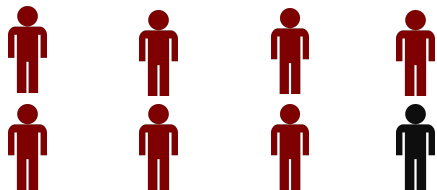
Total student enrollment down over the past four years.

District certified enrollment has been declining over the past four years. Enrollment is taken on Oct. 1 of each year and determines funding for the next year. These certified enrollment numbers do not include students in our Home School Assistance program or those students who are dual enrolled.



We have an average daily student attendance of **95%**

One in eight students has an IEP.



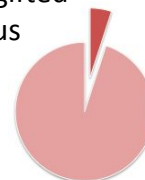
Just under half of students live in poverty.



This number is based on the number of students receiving free or reduced price meals and has hovered around 50% for the past five years.

Approximately 5% of students served in the TAG program.

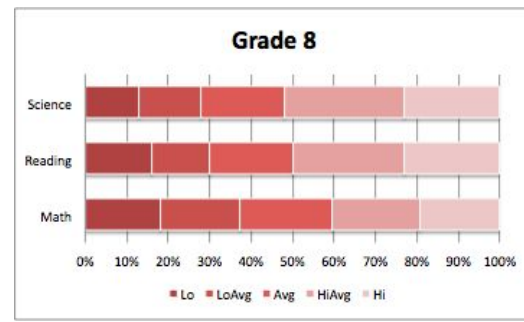
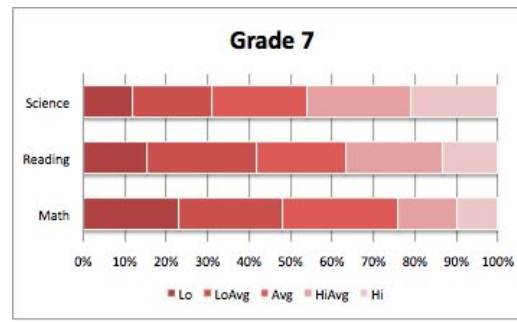
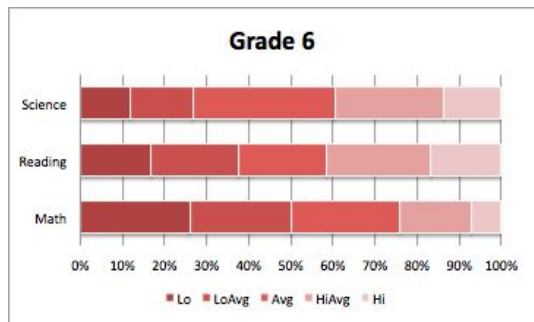
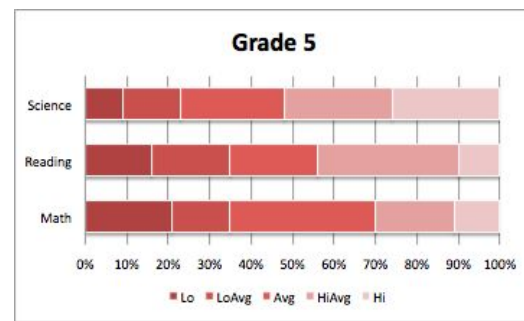
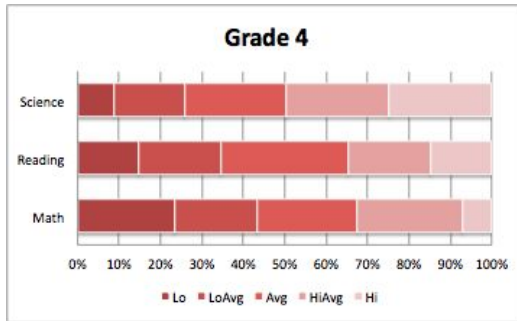
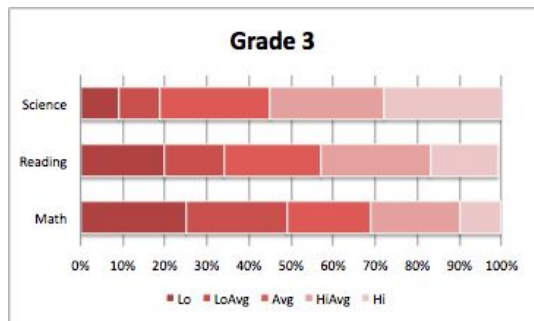
The TAG program facilitates, provides, and supports programming for talented and gifted students in various academic areas.



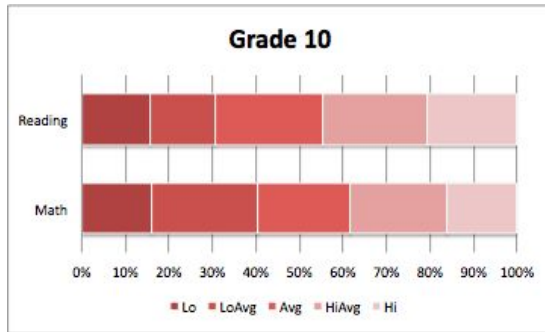
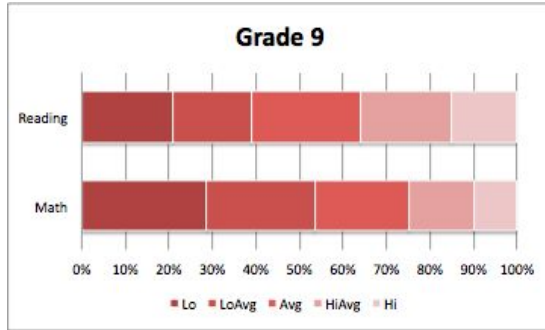
In 2016, our graduation rate was **84.97%**

1:1 Chromebooks for students in grades 3-12

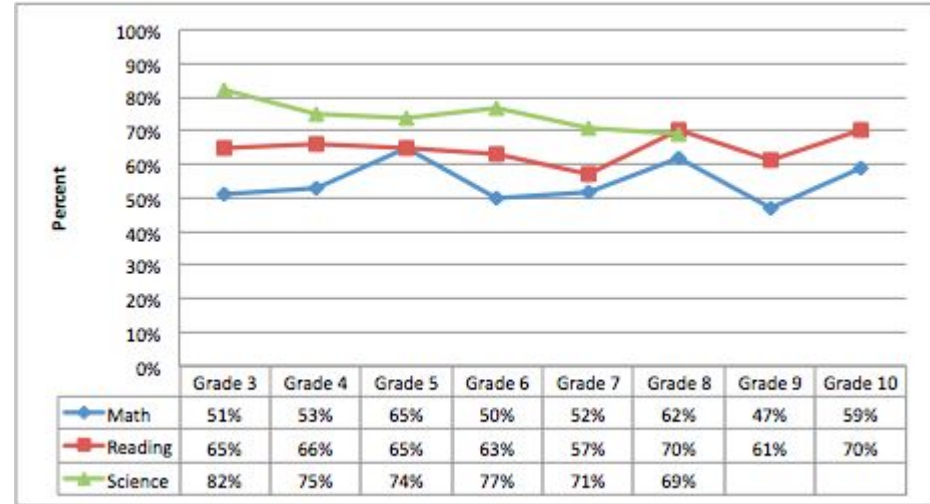
The MAP Growth Assessment is given to students in grades 3-8 in the areas of math, reading, and science. This assessment is aligned to the Iowa Core standards in all three subject areas. Students who score in the Avg, HiAvg, or Hi ranges are proficient on the assessment. The data from this assessment provides teacher valuable information on what skills students have learned and still need to learn.



The MAP Growth Assessment is given to students in grades 9 and 10 in the areas of math and reading.



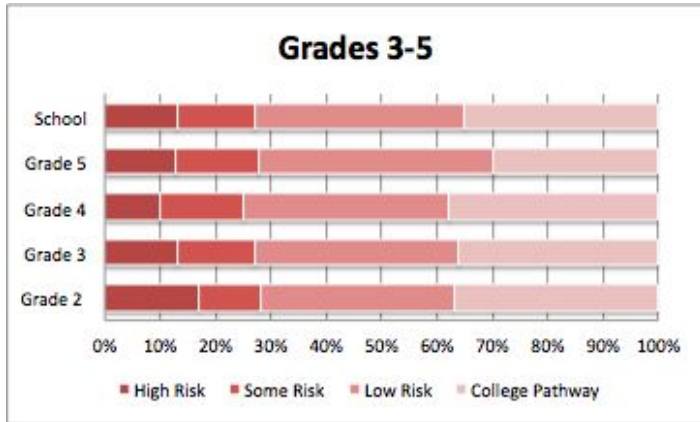
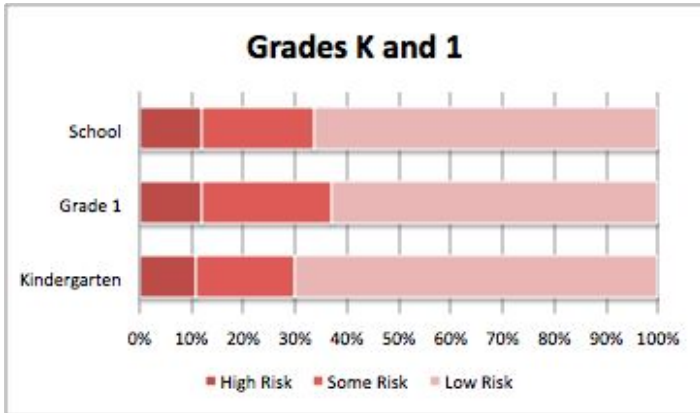
Percent of students proficient on the MAP Growth assessment highest in science.



The percent of students proficient on the MAP Growth assessment is lowest in the area of math. The percent of students proficient is relatively consistent between the grade levels. Students scored highest on the science assessment - with the exception of eighth grade where they scored highest in reading.

The NWEA MAP assessment is given in the fall and winter of each school year.

By the end of the 2017-2018 school year, 81% of students will be proficient on the FAST assessment.



What is a screening assessment?

A systematic assessment of all students given to predict or identify students who may be at risk. These quick and simple assessments are used in conjunction with other assessments to determine the needs of a student.

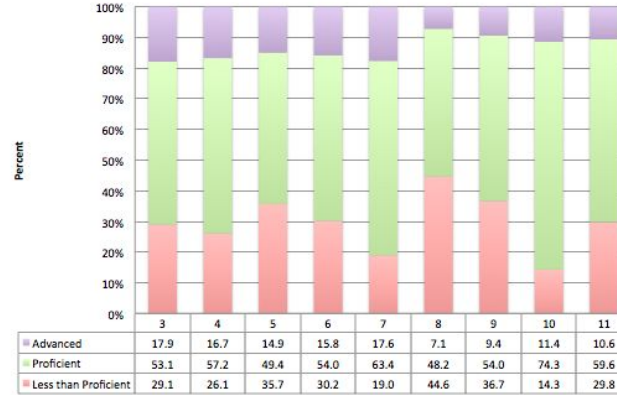
The FAST assessment is a screening assessment given to students in grades K-5. The Kindergarten and first grade students take the earlyReading assessment which tests their readiness in beginning reading skills. The students in grades two through five take the CBM assessment which is a measure of fluency and accuracy on grade level reading passages. Both our teachers and the state use this data to identify students who may need additional supports in reading.

Last year we were one of the top 50 districts in the state for growth on the FAST assessment.

Iowa Assessments

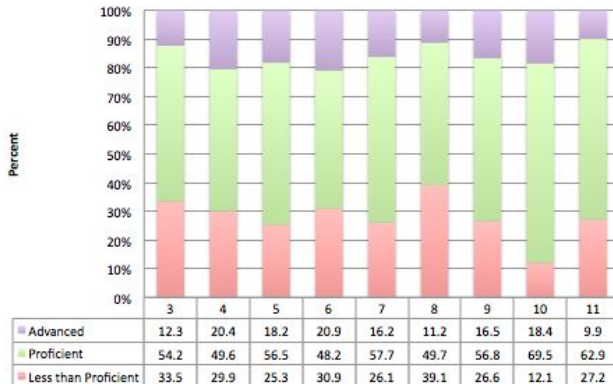
Given in the spring
each year

Percent Proficient Math - Grades 3-11



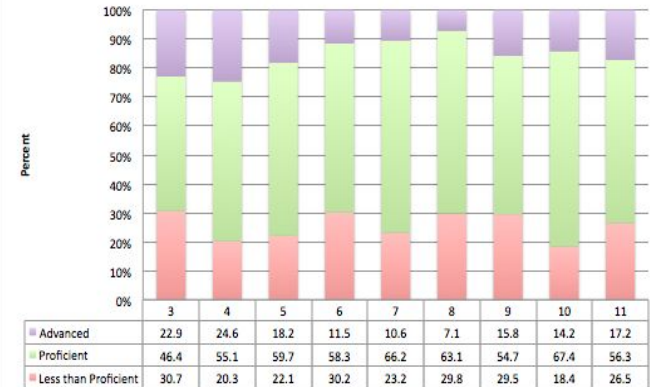
Iowa Assessments report a National Standard Score (NSS). This score determines where each student falls on a standard scale of achievement and places them in one of three categories; Advanced, Proficient, or Less than Proficient on each subtest. The NSS cut points are based on many years of data analysis.

Percent Proficient Reading - Grades 3-11



We have the most students scoring in the Advanced or Proficient range in the areas of science and reading. The largest percentage of students fall in the Proficient category on all three subtests. The second largest category is Less than Proficient.

Percent Proficient Science - Grades 3-11



Reading		2014			2015			2016		
Grade	Number of Students	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced
3	179							33.5	54.2	12.3
4	137				26.3	59.9	13.9	29.9	49.6	20.4
5	154	23.4	66.9	9.7	30.5	51.3	18.2	25.3	56.5	18.2
6	139	36.7	41.7	21.6	30.2	47.25	22.3	30.9	48.2	20.9
7	142	19.7	47.2	33.1	21.1	47.9	31.0	26.1	57.7	16.2
8	169	35.5	47.9	16.6	41.4	48.5	10.1	39.1	49.7	11.2
9	139	35.3	46.8	18.0	38.1	43.2	18.7	26.6	56.8	16.5
10	141	26.2	55.3	18.4	17	64.5	18.4	12.1	69.5	18.4
11	151	25.2	53.6	21.2	19.9	62.3	17.9	27.2	62.9	9.9

Matched Cohort data shows consistency in most grade levels.

Matched cohort proficiency percentages for only those students who remained in our district for all years of testing. This type of data gives us a glimpse into how our curriculum is working for students who remain in our system over time.

Math		2014			2015			2016		
Grade	Number of Students	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced
3	179							29.1	53.1	17.9
4	138				17.4	59.4	23.2	26.1	57.2	16.7
5	154	31.2	53.2	15.6	36.4	48.7	14.9	35.7	49.4	14.9
6	139	29.5	57.6	12.9	30.9	52.5	16.5	30.2	54.0	15.8
7	142	24.6	47.9	27.5	23.2	53.5	23.2	19.0	63.4	17.6
8	168	44.0	46.4	9.5	36.9	56.0	7.1	44.6	48.2	7.1
9	139	24.5	60.4	15.1	39.6	43.2	17.3	36.7	54.0	9.4
10	140	19.3	62.9	17.9	22.9	68.6	8.6	14.3	74.3	11.4
11	151	29.1	60.3	10.6	29.8	56.3	13.9	29.8	59.6	10.6

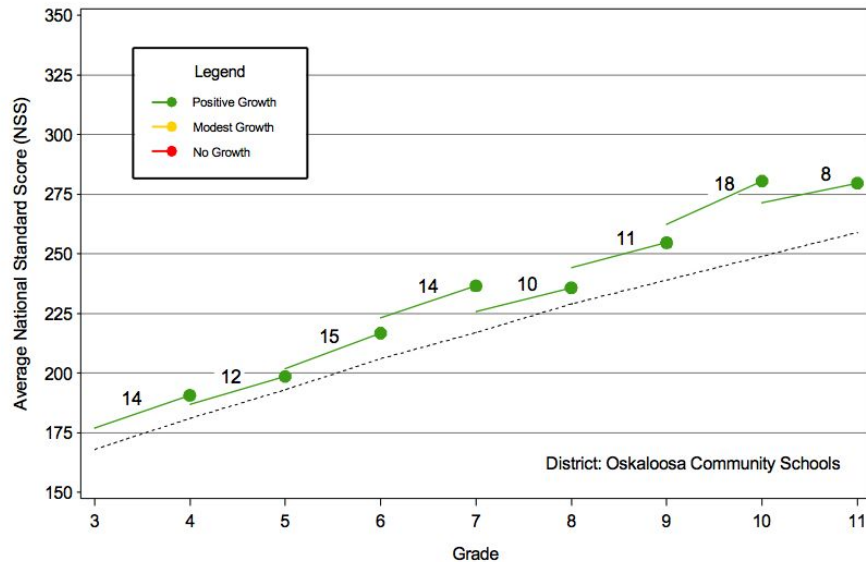
Beginning in the spring of 2018, a new state assessment will be administered to students.

This assessment will be given to students in grades 3-11 on the computer. It will be better aligned to our state standards and provide more accurate data to teachers.

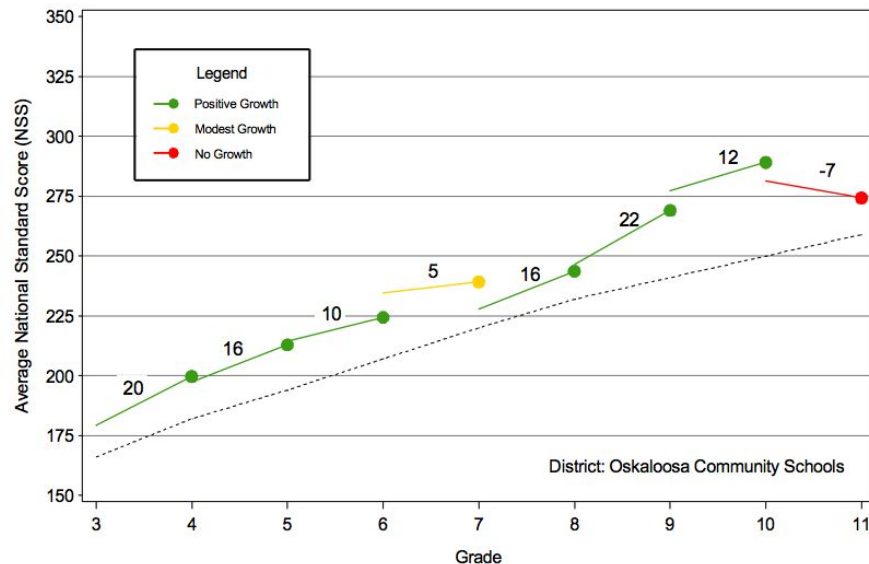
Science		2014			2015			2016		
Grade	Number of Students	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced	Less than Proficient	Proficient	Advanced
3	179							30.7	46.4	22.9
4	138				19.6	52.2	28.3	20.3	55.1	24.6
5	154	25.3	48.1	26.6	16.2	64.3	19.5	22.1	59.7	18.2
6	139	13.7	68.3	18.0	16.5	69.8	13.7	30.2	58.3	11.5
7	142	20.4	58.5	21.1	24.6	57.7	17.6	23.2	66.2	10.6
8	168	42.9	49.4	7.7	38.7	57.7	3.6	29.8	63.1	7.1
9	139	25.6	59.7	14.4	23.0	61.9	15.1	29.5	54.7	15.8
10	141	12.1	10.9	17.0	13.5	65.2	21.3	18.4	67.4	14.2
11	151	27.2	59.6	13.2	23.8	60.9	15.2	26.5	56.3	17.2

Iowa Assessment shows positive growth in almost all grade levels in both reading and math.

Cohort Growth in Mathematics
for the 2015-2016 to 2016-2017 School Years



Cohort Growth in Reading
for the 2015-2016 to 2016-2017 School Years



The above graph depicts the growth of students in our district. Each line segment represents a different cohort. The dots indicate this year's average NSS for each grade. The line attached and the number above it show the amount of growth a particular cohort made over the past year. The dashed line indicates the level of achievement required for proficiency. Note that growth was not calculated using matched cohorts.

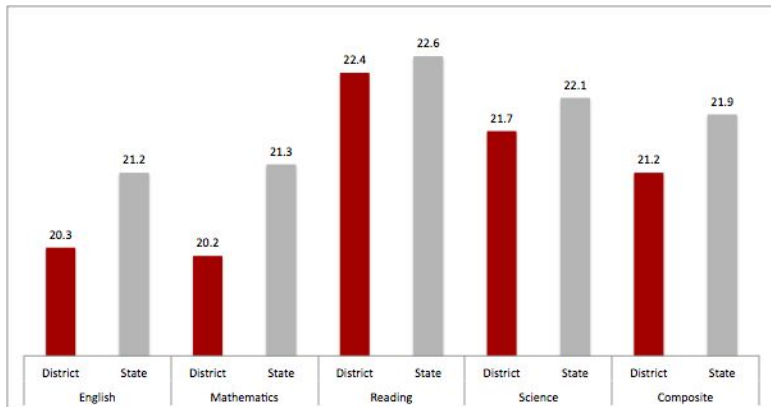
Students who take remedial courses in college lower than AEA and state average.

Oskaloosa	AEA	State
12.7%	16.3%	21.7%

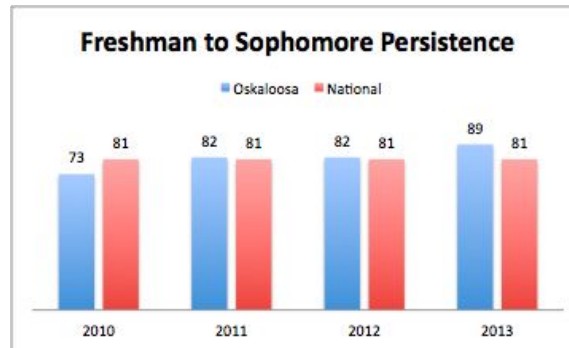
Data from EdInsight (2015)

High School Data

Average ACT scores just below state average.



Students who return to college for a second year higher than national average.

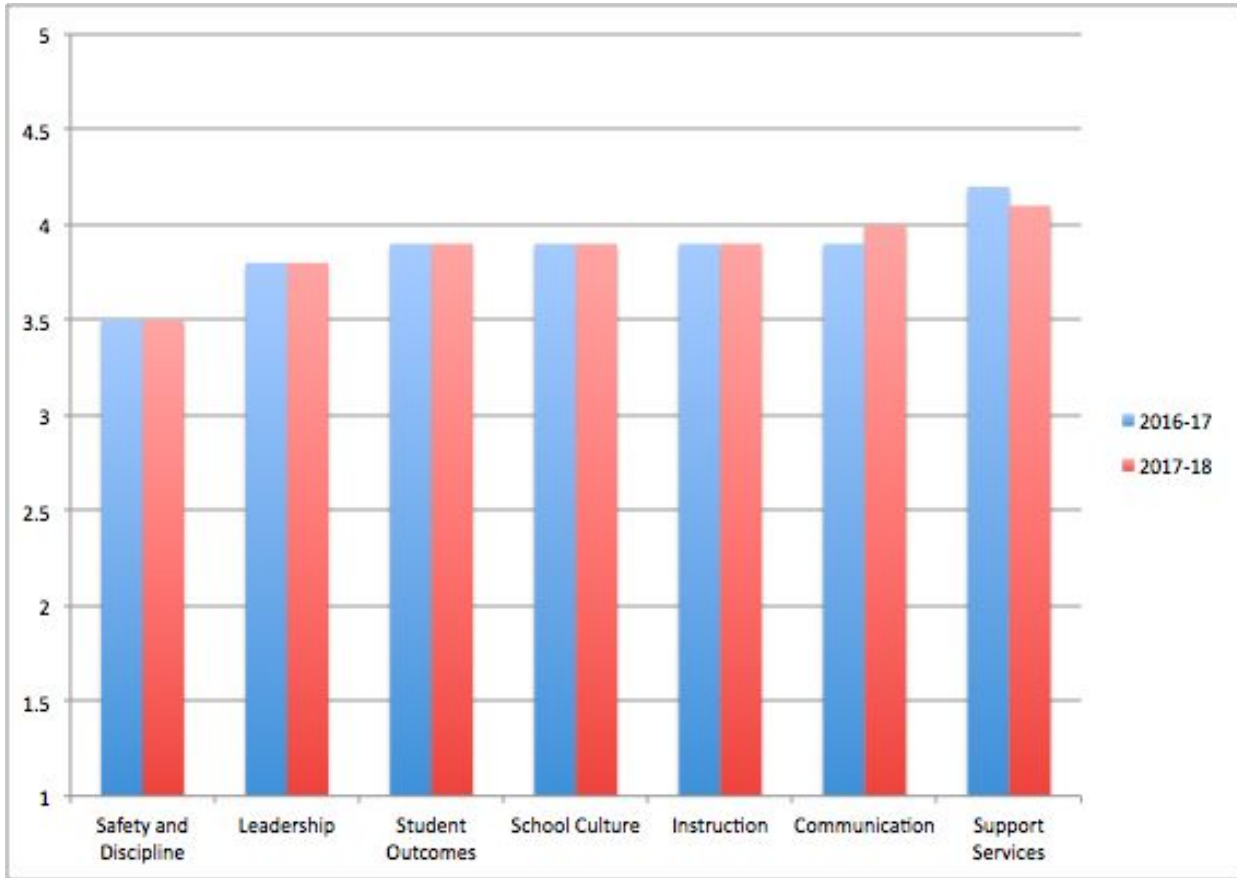


Data from National Student Clearinghouse

Number of students taking college level courses increasing.

Year	Advanced Placement	William Penn	Indian Hills
16-17	38	111	212
15-16	52	108	177
14-15	31	103	187

Community feedback remains consistent over past two years.



Community Survey Data

The same survey around various aspects of our school system was sent to parents in October of 2016 and 2017. The district scored well in all areas with a slight increase in communication and a slight decrease in Support Services.