

West Monona Community School District



Fiscal Year 2022 Annual Report

The purpose of this report is to provide the West Monona Community with information about the performance of our school district. The report includes financial, facility, academic, attendance and other data related to the 2021-22 school year.

Once a Spartan, Always a Spartan

West Monona Community Schools - Preparing our students for the world in which they will live.

Financial Health

The district's revenue for all funds in FY2022 totaled \$12,550,767. State and Federal Aid makes up 51 percent of this revenue, property tax and income surtax revenue is 38 percent of all revenue. The remaining 11% is a combination of multiple sources including fees, excise taxes, and gifts. Total district expenditures for FY 2022 were \$12,040,275.

General Fund expenditures totaled \$8,779,313 in Fiscal Year 2022. The following percentages show how these expenditures were categorized:

- 60% district instruction,
- 9% maintenance
- 4% transportation
- 7% administration
- 11% other support services and technology
- 4% Northwest AEA services
- 1% nursing
- 2% guidance, mental health, behavior
- 2% business services

The chart below summarizes the three most recent years of financial health indicators for the West Monona Community School District.

School Year	2019-20	2020-21	2021-22
Taxable Valuation	\$278,969,479	\$315,272,869	\$330,858,812
Unspent Balance	\$2,352,249	\$2,558,799	\$2,797,876
Fund Balance	\$3,526,284	\$3,660,137	\$3,751,252
Tax Rate	\$15.49	\$14.62	\$14.10
Solvency Ratio	48.4%	48%	43.8%

Taxable Valuation refers to the total assessed value of property within the school district.

Unspent Balance refers to the ability to spend. This number is generated from state formulas as well as miscellaneous income and does not reflect cash. An analogy of unspent balance would be a credit card limit available after paying bills.

Fund Balance is a term used to define the cash the district has available. This cash is used to support the unspent balance. An analogy for this would be the cash in your savings to support paying bills on time or an unexpected emergency.

Tax Rate shows the amount per thousand dollars of taxable property valuation that would be paid in school taxes.

Solvency Ratio shows the relationship between a year's revenues in comparison to fund balance.

Facilities and Equipment

Financing Facilities and Equipment

The financing of district facility and equipment upgrades as well as repairs currently come through three sources, SAVE, PPEL and Bonded Debt. SAVE funds are generated at the state level through a one cent sales tax. These receipts are distributed to schools on a per student basis. PPEL is generated through two local levies, one approved by the board in five year increments and one approved by district voters in ten year increments. The voter approved PPEL levy was recently renewed in March of 2021. The third revenue source is general obligation bonding which is voter approved to pay off bonded debt.

Current Debt

West Monona Community School District currently is paying debt incurred in 2012 when the elementary school was constructed as well as debt from 2010 when the new gym was added to the high school. This debt is divided into three separate bonds. Of these bonds one is general obligation meaning it was voter approved and is being paid through a property tax levy of \$2.63 per thousand dollars of valuation. This debt will expire at the end of fiscal year 2025. The other two bonds are revenue bonds meaning payment comes through SAVE funds from the state of Iowa. These bonds expire in fiscal year 2029.

Projects Completed in 2022

Each year, the board of education's PPEL committee, with input from administration, maintenance, transportation, and technology directors, reviews district facilities and equipment and develop a plan to address identified needs. This recommendation is then taken to the full board for approval. Large projects identified and addressed during the 2021-22 school year included:

- Wrestling room mat replacements
- Phone system upgrade throughout the district
- Vehicle replacement
- Snow removal equipment replacement
- Auditorium seating and sound panels
- Auditorium roof replacement
- Bus cameras
- Main gym upgrades
- Sprinkler systems on the football field and practice area
- Weight and fitness equipment replacement

Student Attendance

The chart below shows attendance rates for the last three years. The data is broken down into grade spans, by gender, and also by ethnicity. To be disaggregated into subgroups (gender/ethnicity) there must be at least thirty students in the subgroup. School attendance is a key contributor to student academic achievement.

	2019-20	2020-21	2021-22
Elementary Attendance Rate			
Male	93.94%	95.82%	95.32%
Female	93.86%	95.8%	95.57%
Total	93.90%	95.81%	95.42%
Middle School Attendance Rate			
Male	92.07%	93.57%	93.75%
Female	93.75%	92.36%	93.33%
Total	92.93%	92.97%	93.54%
High School Attendance Rate			
Male	92.48%	92.91%	89.54%
Female	91.54%	92.37%	89.74%
Total	92.05%	92.64%	89.64%
K -12 Attendance Rate by Race (a minimum of 30 students in subgroup for data to be provided)			
Black	93.6%	93.3%	90.84%
Hispanic	89.81%	95.43%	91.02%
Native American	88.23%	91.00%	90.17%
White	93.47%	94.50%	93.56%

Academics

Four Year Cohort Graduation Rates for West Monona CSD

The four-year cohort graduation rate is calculated for the class of 2021 by dividing the number of students in

the cohort who graduate with a regular high school diploma (numerator) in four years or less by the number of first-time 9th graders enrolled in the fall of 2017 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

	Overall	Low Socio-Economic Status (FRL)	Female	Male
2021	83.7%	78.1%	88.9%	77.3%
2020	93.2%	89.5%	94.4%	92.3%
2019	100%	100%	100%	100%

2021-22 ISASP Data

These test are the required standardized assessments in the State of Iowa. The Chart below shows West Monona student performance on the ISASP tests that were taken in 2022. The average of students in each grade from the state is also displayed. The Cohort Proficiency Increase, compares the same group of students over a two year period.

ELA

Grade	Low (Not Proficient)	Intermediate (Proficient)	High (Advanced)	Total District Proficient	Average State Proficient	Cohort Proficiency Increase
3	29%	65%	5%	70%	65%	NA
4	24%	66%	11%	77%	74%	+24%
5	19%	81%	0%	81%	67%	+7%
6	22%	72%	7%	79%	69%	+3%
7	21%	75%	4%	79%	73%	13%
8	14%	77%	9%	86%	76%	+23%
9	23%	74%	3%	77%	71%	+10%
10	25%	66%	9%	75%	73%	+23%
11	16%	70%	14%	84%	73%	+5%

Math

Grade	Low (Not Proficient)	Intermediate (Proficient)	High (Advanced)	Total District Proficient	Average State Proficient	Cohort Proficiency Increase
3	24%	69%	7%	76%	73%	NA
4	42%	55%	3%	58%	69%	+11%
5	38%	57%	5%	62%	65%	-5%
6	30%	59%	11%	70%	67%	+16%
7	33%	65%	2%	67%	65%	+3%
8	20%	80%	0%	80%	69%	+13%

9	37%	58%	5%	63%	58%	+5%
10	48%	45%	7%	52%	61%	+6%
11	30%	61%	9%	70%	60%	+6%

Science

Grade	Low (Not Proficient)	Intermediate (Proficient)	High (Advanced)	Total District Proficient	Average State Proficient
5	33%	67%	0%	67%	61%
8	27%	68%	5%	73%	67%
10	45%	46%	9%	55%	64%

2021-22 FAST Testing Data

FAST testing data is another standardized test that we give students in grades two through eight. We give this test three times a year to determine growth in both reading and math. The data is used to identify students who may need additional support. The charts below show the percentage and total number of students in each category for both math and reading. The first category is Advanced, which shows that a student is exceeding grade level expectations. The next category is Proficient that shows the student is meeting grade level expectations. The third category is Slightly Below, showing that a student is not yet meeting grade level expectations. The final category is High Risk, showing that a student is significantly behind their peers.

Group of Students	AMath 2021-2022 Test Results							
	Benchmark	Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2021 %	Spring 2021 Students	Change of Students %
District	Advanced	19	50	20	53	20	57	1%
-	Proficient	39	104	36	96	34	96	-5%
-	Slightly Below	24	65	31	85	32	88	8%
-	HIGH RISK	18	48	13	35	14	39	-4%
Two								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	42	18	36	16	33	15	-9%
-	Proficient	16	7	34	15	27	12	11%
-	Slightly Below	21	9	14	6	22	10	1%
-	HIGH RISK	21	9	16	7	18	8	-3%
Three								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	25	13	31	17	27	15	2%
-	Proficient	37	19	30	16	30	17	-7%
-	Slightly Below	13	7	22	12	27	15	14%
-	HIGH RISK	25	13	17	9	16	9	-9%
Four								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	21	8	16	6	15	6	-6%
-	Proficient	38	14	32	12	36	14	-2%
-	Slightly Below	19	7	34	13	39	15	20%
-	HIGH RISK	22	8	18	7	10	4	-12%
Five								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	0	0	5	1	10	2	10%
-	Proficient	55	11	38	8	33	7	-22%
-	Slightly Below	45	9	52	11	43	9	-2%
-	HIGH RISK	0	0	5	1	14	3	14%
Six								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	10	4	8	3	11	5	1%
-	Proficient	44	19	41	16	41	19	-3%
-	Slightly Below	30	13	43	17	35	16	5%
-	HIGH RISK	16	7	8	3	13	6	-3%
Seven								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	10	3	14	4	14	4	4%
-	Proficient	38	11	34	10	29	8	-9%
-	Slightly Below	45	13	45	13	50	14	5%
-	HIGH RISK	7	2	7	2	7	2	0%
Eight								
		Fall 2021 %	Fall 2021 Students	Winter 2021 %	Winter 2021 Students	Spring 2022 %	Spring 2022 Students	Change of Students %
-	Advanced	9	4	14	6	22	10	13%
-	Proficient	54	23	43	19	42	19	-12%
-	Slightly Below	16	7	29	13	20	9	4%
-	HIGH RISK	21	9	14	6	16	7	-5%

Areading test Results 2021-2022									
Group of Students		Fall 2021		Winter 2021		Spring 2022		Change of Students	
District	Benchmark	%	Students	%	Students	%	Students	%	Students
-	Advanced	22	60	26	70	23	74	1%	14
-	Proficient	31	83	35	92	33	105	2%	22
-	Slightly Below	23	63	24	65	27	84	4%	21
-	HIGH_RISK	24	63	15	41	17	53	-7%	-10
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Two	Advanced	23	10	32	14	36	16	13%	6
-	Proficient	33	14	16	7	13	6	-20%	-8
-	Slightly Below	23	10	29	13	33	15	10%	5
-	HIGH_RISK	21	9	23	10	18	8	-3%	-1
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Three	Advanced	17	9	26	14	16	9	-1%	0
-	Proficient	25	13	33	18	43	24	18%	11
-	Slightly Below	27	14	28	15	21	12	-6%	-2
-	HIGH_RISK	31	16	13	7	20	11	-11%	-5
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Four	Advanced	11	4	16	6	15	6	4%	2
-	Proficient	32	12	53	20	38	15	6%	3
-	Slightly Below	24	9	13	5	26	10	2%	1
-	HIGH_RISK	33	12	18	7	21	8	-12%	-4
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Five	Advanced	25	5	33	7	34	7	9%	2
-	Proficient	40	8	33	7	38	8	-2%	0
-	Slightly Below	15	3	24	5	14	3	-1%	0
-	HIGH_RISK	20	4	10	2	14	3	-6%	-1
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Six	Advanced	33	15	29	12	21	9	-12%	-6
-	Proficient	29	13	40	17	36	16	7%	3
-	Slightly Below	29	13	17	7	27	12	-2%	-1
-	HIGH_RISK	9	4	14	6	16	7	7%	3
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Seven	Advanced	24	7	20	5	21	6	-3%	-1
-	Proficient	31	9	32	8	36	10	5%	1
-	Slightly Below	14	4	28	7	29	8	15%	4
-	HIGH_RISK	31	9	20	5	14	4	-17%	-5
		Fall 2021		Winter 2021		Spring 2022		Change of Students	
		%	Students	%	Students	%	Students	%	Students
Eight	Advanced	23	10	16	6	21	9	-2%	-1
-	Proficient	33	14	39	15	34	15	1%	1
-	Slightly Below	23	10	34	13	34	15	11%	5
-	HIGH_RISK	21	9	11	4	11	5	-10%	-4

ACT Test Data

Year	Percentage of Students Tested		English		Math		Reading		Science		Composite	
	WM	State	WM Avg.	State Avg.	WM Avg.	State Avg.	WM Avg.	State Avg.	WM Avg.	State Avg.	WM Avg.	State Avg.
2022	62.2	49	18.6	20.4	18.1	20.6	21.1	22.3	19.7	21.6	19.5	21.4

Career and Technical Enrollment (CTE)

The chart below shows enrollment data for the CTE courses offered at West Monona.

Business		Family and Consumer Science		Industrial Arts		HOSA (Health Occupations)	
Male	Female	Male	Female	Male	Female	Male	Female
81	62	54	82	21	2	1	4

Students Receiving Special Education Services

The chart below displays the percentage of students who are served with an IEP (Individualized Education Plan) within the West Monona School District. The information is broken down by gender and also by subgroups. Subgroups must be comprised of at least thirty students to be displayed to protect student identity so student who are black, hispanic, pacific islander, american indian, or asian are combined in the category of people of color

Percentage of Total IEP Students				Percentage of Specific Student Population on an IEP			
White		People of Color		White		People of Color	
Male	Female	Male	Female	Male	Female	Male	Female
48.5%	27.8%	10.5%	13%	17.1%	10.2%	21.1%	21.7%

Post-Secondary Plans of the Class of 2022

- 38% plan to enter a (4-year) college or university.
- 38% plan to enter a community college or trade school
- 4% plan to enter the military.
- 20% plan to enter the workforce.

Enrollment Health

The chart below displays information related to enrollment health at West Harrison. There are four different metrics that are considered related to enrollment health. The data in the charts reflect October 1st of each year which is the date specified by the Department of Education for official student enrollment.

- Certified Enrollment - This is the number of resident students in the district and includes students who attend West Monona, students who open enroll, and home school students who attend part-time. Certified enrollment is the main driver of school budgets.
- Served Enrollment - This is the number of students, residents and open enrolled in, who physically attend school at West Monona.
- Open Enrolled Out - This is the number of students who are residents of West Monona but choose to attend another school.
- Open Enrolled In - This is the number of students who attend West Monona from another district.

	2019	2020	2021	2022
Certified Enrollment	633.72	630.21	614.8	601.8
Served Enrollment	614.72	603.21	605.8	607.2
Open Enrollment Out	59	64	56	52
Open Enrollment In	40	37	47	57.4

Iowa School Performance Profile for 2021-22

Each year the State of Iowa uses multiple indicators to award school district's with performance profile. More information on the performance profile can be found at the website below.

<https://www.iaschoolperformance.gov/ECP/Home/Index>

West Monona Elementary - Commendable

West Monona Middle School - Commendable

West Monona High School - Commendable

Did You Know

Here are some interesting facts about our district.

Last year our buses traveled 71,675 miles transporting our students.

Our school district covers 230 square miles.

Our buses travel 400 miles each day providing transportation to students.

233 of our students utilize bus transportation.

We have 187,652 square feet of school building space.

Our school district maintains 750 networked devices for use by students and staff.

Last year we served 34,620 breakfasts and 82,373 lunches to students.

Our school district employs 128 people in full or part-time positions.

64% of our 7-12 students participate in at least one extracurricular activity.

Last year fuel costs for student transportation were \$37,280.

Electrical, heating, and cooling costs were \$66,541 for school year 21-22.

In 2021-2022 our students earned 336 college credits while in high school.