

## READING COMPREHENSION 4<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES

### Percentage of 4<sup>th</sup> Grade Students Proficient in Reading Comprehension

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.*

2000-2001	2001-2002	2002-2003
49.5	69.7	63.6

### 4<sup>th</sup> Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection's main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection's main ideas and analyze its style and structure.

### Percentage of 4<sup>th</sup> Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	7.8	10.6	13.6
INTERMEDIATE	41.7	59.1	50.0
LOW	50.5	30.3	36.3

### 4<sup>th</sup> Grade Participation Rates

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	96%	Race Ethnicity:	100%
Male:	97%	IEP:	71%
Female:	94%	Migrant Students:	N/A
Low Socioeconomic:	100%	ELL:	N/A

**Percentage of 4<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Males</b>	53.5	57.1	55.8
<b>Females</b>	44.7	83.8	71.9

**Percentage of 4<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	51.3	33.3	47.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	52.0	75.4	72.2

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Students with Disabilities-- The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## MATHEMATICS 4<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES

### Percentage of 4<sup>th</sup> Grade Students Proficient in Mathematics

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.*

2000-2001	2001-2002	2002-2003
58.8	65.2	62.7

### 4<sup>th</sup> Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

Intermediate Performance Levels: Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

Low Performance Levels: Sometimes can understand math concepts, but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs and tables.

### Percentage of 4<sup>th</sup> Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	14.7	18.2	6.0
INTERMEDIATE	44.1	47.0	56.7
LOW	41.2	34.8	37.3

### 4<sup>th</sup> Grade Participation Rates

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	97%	Race Ethnicity:	100%
Male:	100%	IEP:	86%
Female:	94%	Migrant Students:	N/A
Low Socioeconomic:	100%	ELL:	N/A

**Percentage of 4<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	65.5	60.0	60.1
<b>Females</b>	51.0	70.9	65.5

**Percentage of 4<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	61.6	33.3	52.2
<b>Not enrolled in Free/Reduced Lunch Program</b>	57.9	70.2	68.1

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Students with Disabilities-- The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## READING COMPREHENSION 8<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES

### Percentage of 8<sup>th</sup> Grade Students Proficient in Reading Comprehension

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.*

2000-2001	2001-2002	2002-2003
61.5	56.4	57.4

### 8<sup>th</sup> Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, and can interpret information in new contexts. Can determine a selection's main ideas, identify its author's purpose or viewpoint, and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret information in new contexts. Sometimes can determine a selection's main ideas, identify its author's purpose or viewpoint, and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences or interpret information in new contexts. Seldom can determine a selection's main ideas, identify its author's purpose or viewpoint.

### Percentage of 8<sup>th</sup> Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	13.3	8.9	8.5
INTERMEDIATE	48.2	47.5	48.9
LOW	38.6	43.6	42.6

### 8<sup>th</sup> Grade Participation Rates

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	100%	Race Ethnicity:	100%
Male:	100%	IEP:	100%
Female:	100%	Migrant Students:	N/A
Low Socioeconomic:	100%	ELL:	100%

**Percentage of 8<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	38.5	57.2	52.1
<b>Females</b>	81.8	55.8	62.3

**Percentage of 8<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	57.9	46.1	50.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	62.5	60.0	60.3

**Percentage of 8<sup>th</sup> Grade Students with Disabilities Proficient in Reading Comprehension on the ITBS Assessment**

2001-2002	2002-2003
0.0	N/A This class had fewer than 10 students

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## **MATHEMATICS 8<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 8<sup>th</sup> Grade Students Proficient in Mathematics**

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.*

2000-2001	2001-2002	2002-2003
67.4	59.4	61.7

### **8<sup>th</sup> Grade ITBS Mathematics Achievement Level Descriptors**

High Performance Levels: Understands math concepts and is able to solve word problems. Usually can use estimation methods. Is able to interpret data from graphs and tables.

Intermediate Performance Levels: Usually can understand math concepts and sometimes is able to solve word problems. Sometimes can use estimation methods and usually is able to interpret data from graphs and tables.

Low Performance Levels: Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

### **Percentage of 8<sup>th</sup> Grade Students at each ITBS Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	12.0	7.9	11.7
INTERMEDIATE	55.4	51.5	50.0
LOW	32.5	40.6	38.3

### **8<sup>th</sup> Grade Participation Rates**

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	100%	Race Ethnicity:	100%
Male:	100%	IEP:	100%
Female:	100%	Migrant Students:	N/A
Low Socioeconomic:	100%	ELL:	100%

**Percentage of 8<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	53.9	63.2	58.4
<b>Females</b>	79.6	55.7	64.3

**Percentage of 8<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	57.9	30.8	46.1
<b>Not enrolled in Free/Reduced Lunch Program</b>	70.3	69.3	67.7

**Percentage of 8<sup>th</sup> Grade Students with Disabilities Proficient in Mathematics on the ITBS Assessment**

2001-2002	2002-2003
7.1	N/A This class had fewer than 10 students

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**



## **SCIENCE 8<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 8<sup>th</sup> Grade Students Proficient in Science**

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.*

2000-2001	2001-2002	2002-2003
67.0	67.4	71.3

### **8<sup>th</sup> Grade ITBS Science Achievement Level Descriptors**

**High Performance Levels:** Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

**Intermediate Performance Levels:** Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

**Low Performance Levels:** Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of inquiry.

### **Percentage of 8<sup>th</sup> Grade Students at each ITBS Science Achievement Level**

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	14.0	14.9	12.8
INTERMEDIATE	53.0	52.5	58.5
LOW	33.0	32.7	28.7

### **8<sup>th</sup> Grade Participation Rates**

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	100%	Race Ethnicity:	100%
Male:	100%	IEP:	100%
Female:	100%	Migrant Students:	N/A
Low Socioeconomic:	100%	ELL:	100%

**Percentage of 8<sup>th</sup> Grade Male and Female Students Proficient in Science on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	NA	69.4	64.5
<b>Females</b>	NA	65.4	77.6

**Percentage of 8<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Science on the ITBS Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	NA	42.3	61.5
<b>Not enrolled in Free/Reduced Lunch Program</b>	NA	76.0	75.1

**Percentage of 8<sup>th</sup> Grade Students with Disabilities Proficient in Science on the ITBS Assessment**

2001-2002	2002-2003
0.0	N/A This class had fewer than 10 students

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## READING COMPREHENSION 11<sup>th</sup> ITED GRADE ACHIEVEMENT SCORES

### Percentage of 11<sup>th</sup> Grade Students Proficient in Reading Comprehension

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.*

2000-2001	2001-2002	2002-2003
78.8	81.7	79.5

### 11<sup>th</sup> Grade ITED Reading Comprehension Achievement Level Descriptors

High Performance Level: Understands stated information and ideas; infers implied meaning, draws conclusions, and interprets nonliteral language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Intermediate Performance Level: Sometimes understands stated information and ideas; sometimes infers implied meaning, draws conclusions, and interprets nonliteral language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Low Performance Level: Seldom understands stated information and ideas; rarely infers implied meaning, draws conclusions, or interprets nonliteral language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.

### Percentage of 11<sup>th</sup> Grade Students at each ITED Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	12.9	19.7	21.9
INTERMEDIATE	65.9	62.0	57.6
LOW	21.2	18.3	20.6

### 11<sup>th</sup> Grade Participation Rates

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	95%	Race Ethnicity:	100%
Male:	97%	IEP:	100%
Female:	93%	Migrant Students:	N/A
Low Socioeconomic:	88%	ELL:	N/A

**Percentage of 11<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	66.6	79.0	73.7
<b>Females</b>	92.5	84.4	85.7

**Percentage of 11<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	92.8	71.4	42.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	77.2	84.3	83.4

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Students with Disabilities-- The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## **MATHEMATICS 11<sup>th</sup> GRADE ITED ACHIEVEMENT SCORES**

### **Percentage of 11<sup>th</sup> Grade Students Proficient in Mathematics**

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.*

2000-2001	2001-2002	2002-2003
76.4	85.9	86.3

### **11<sup>th</sup> Grade ITED Mathematics Achievement Level Descriptors**

**High Performance Level:** Makes inferences with quantitative information and solves a variety of quantitative reasoning problems; usually applies math concepts and procedures.

**Intermediate Performance Level:** Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

**Low Performance Level:** Seldom applies math concepts and procedures, makes inferences with quantitative information, or solves quantitative reasoning problems.

### **Percentage of 11<sup>th</sup> Grade Students at each ITED Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	12.9	14.1	32.9
INTERMEDIATE	63.5	71.8	53.4
LOW	23.5	14.1	13.7

### **11<sup>th</sup> Grade Participation Rates**

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	95%	Race Ethnicity:	100%
Male:	97%	IEP:	100%
Female:	93%	Migrant Students:	N/A
Low Socioeconomic:	88%	ELL:	N/A

**Percentage of 11<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	82.3	86.9	92.1
<b>Females</b>	70.0	84.4	80.0

**Percentage of 11<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	71.4	85.7	71.5
<b>Not enrolled in Free/Reduced Lunch Program</b>	77.2	85.9	88.0

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Students with Disabilities-- The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**

## SCIENCE 11<sup>th</sup> GRADE ITED ACHIEVEMENT SCORES

### Percentage of 11<sup>th</sup> Grade Students Proficient in Science

*Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.*

2000-2001	2001-2002	2002-2003
61.2	78.9	83.6

### 11<sup>th</sup> Grade ITED Science Achievement Level Descriptors

High Performance Level: Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

Intermediate Performance Level: Sometimes makes inferences and predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Low Performance Level: Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

### Percentage of 11<sup>th</sup> Grade Students at each ITED Science Achievement Level

ACHIEVEMENT LEVEL	2000-2001	2001-2002	2002-2003
HIGH	10.6	14.1	32.9
INTERMEDIATE	50.6	64.8	50.7
LOW	38.8	21.1	16.5

### 11<sup>th</sup> Grade Participation Rates

Percent of enrolled students in each subgroup who participated in and are represented:

Total Enrolled Population:	95%	Race Ethnicity:	100%
Male:	97%	IEP:	100%
Female:	93%	Migrant Students:	N/A
Low Socioeconomic:	88%	ELL:	N/A

**Percentage of 11<sup>th</sup> Grade Male and Female Students Proficient in Science on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Males</b>	NA	71.1	79.0
<b>Females</b>	NA	87.5	88.5

**Percentage of 11<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Science on the ITED Assessment**

	2000-2001	2001-2002	2002-2003
<b>Enrolled in Free/ Reduced Lunch Program</b>	NA	85.7	71.4
<b>Not enrolled in Free/Reduced Lunch Program</b>	NA	77.2	84.9

**Race/Ethnicity—The reporting grade level contains fewer than 10 students**

**Students with Disabilities-- The reporting grade level contains fewer than 10 students**

**Migrant Students—The reporting grade level contains fewer than 10 students**

**ELL Students – The reporting grade level contains fewer than 10 students**



**2002-2003 ITBS and ITED  
LOCAL STUDENT ACHIEVEMENT DATA  
COMPARED WITH STATE AND NATION**

	Local Percentage of 4 <sup>th</sup> Grade Students Proficient	State Percentage of 4 <sup>th</sup> Grade Students Proficient	Nation Percentage of 4 <sup>th</sup> Grade Students Proficient
Grade 4 Reading Comprehension	63.6	69.0	60.0
Grade 4 Math Total	62.7	72.4	60.0

	Local Percentage of 8 <sup>th</sup> Grade Students Proficient	State Percentage of 8 <sup>th</sup> Grade Students Proficient	Nation Percentage of 8 <sup>th</sup> Grade Students Proficient
Grade 8 Reading Comprehension	57.4	69.4	60.0
Grade 8 Math Total	61.7	73.1	60.0
Grade 8 Science	71.3	NA	60.0

	Local Percentage of 11 <sup>th</sup> Grade Students Proficient	State Percentage of 11 <sup>th</sup> Grade Students Proficient	Nation Percentage of 11 <sup>th</sup> Grade Students Proficient
Grade 11 Reading Comprehension	79.5	77.1	60.0
Grade 11 Math Concepts and Problem Solving	86.3	81.3	60.0
Grade 11 Science	83.6	NA	60.0

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2002-2003**

**Reading Probes Grades 1- 5**

Students were asked to read a passage orally. Teachers timed each student and marked errors made. After the reading, students were asked questions to test comprehension. This assessment is given in the fall and spring.

Grade Level	<u>Comprehension</u>		<u>Accuracy</u>		<u>Fluency</u>	
	Fall	Spring	Fall	Spring	Fall	Spring
1		92%		94%		51WPM
2	82%	94%	93%	98%	64 WPM	101WPM
3	91%	91%	97%	98%	91 WPM	101WPM
4	85%	86%	97%	98%	89 WPM	109 WPM
5	65%	82%	97%	98%	108 WPM	127 WPM

**Math Probes Grades 1- 5**

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	5	12.4	25
2	7.8	11	18.1	23
3	16.2	15	30.7	34
4	21.2	22.5	34.7	35.0
**5	73.8	62.5	83.6	106.3

\*\*All students in grade 1 through 5 are given the math assessment in the fall and the spring. First through fourth grade students are allowed two minutes for the test. Students in fifth grade test for four minutes. The tests are scored on the basis of how many digits a students identifies correctly in a problem. For example, if the answer is 121 and the student puts 101, the student would receive credit for having 2 digits correct.

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2002-2003**

**11<sup>th</sup> Grade Locally Created Science Assessment**

The 11<sup>th</sup> grade science assessment test was designed to achieve two purposes. First, the students must be tested on their level of functioning; ability to understand scientific words and definitions, being able to communicate scientifically and be able to reason scientifically. Second, the test was aligned to the Science Standards and Benchmarks as written by the MFL MarMac Community School District.

This assessment was written in three parts. The first part is matching and will assess the student's ability to make connections between scientific vocabulary and definitions. This is a very basic functioning level necessary for any kind of scientific literacy. The second test is an essay, written from a list of 25 science words. The student chooses 15 of them and writes sentences and paragraphs using them. In doing this, they demonstrate that they can think and communicate ideas using scientific vocabulary. The third test is a group of two scenarios which the student must read and then process at still a higher level. Students are expected to identify the question, hypothesize, design a test of the hypothesis, present the data in an organized way, analyze the data and draw a conclusion. This requires higher order thinking.

**Assessment Results**

<b><u>Test Scores</u></b>	Percentage of 11 <sup>th</sup> Grade Students	Percentage of 11 <sup>th</sup> Grade Male Students	Percentage of 11 <sup>th</sup> Grade Female Students
Above Proficient 100-80%	24.6	27.8	21.2
Proficient 79-40%	59.4	58.3	60.6
Below Proficiency 39-0%	15.9	13.9	18.1

## READING, MATHEMATICS, AND SCIENCE LONG RANGE IMPROVEMENT GOALS

### **Board Goal #1 (Student Achievement)**

Provide programs which will assist students in the primary curriculum areas of the language arts, math, science, and social studies, developing healthy lifestyles, preparation for the world of work, continuing education, and the Iowa 280.18 student achievement areas and employability skills.

### **Long Range Improvement Goal 1.1**

The scores for all students in grades 4, 8, and 11 will be at or above the 40th PR in reading comprehension, math, and **science** total scores using the National Student Norms on the ITBS / ITED as indicated on the Report of System Averages.

#### **2002-2003 ITBS/ ITED Testing Results** **National Percentile Ranking**

	Reading	Math	Science
4th grade	60	57	58
8th grade	48	54	58
11th grade	67	72	76

### **Long Range Improvement Goal 1.2**

The percent of students achieving at the average and above average (at least 40%) using the National Student Norms on the ITBS / ITED using the Group Narrative Summary will meet or exceed 75% in reading comprehension, math, and **science**.

#### **2002-2003 ITBS / ITED Testing Results** **Percent of Students Achieving Proficiency**

	Reading	Math	Science
4th grade	63.6	62.7	62.3
8th grade	57.4	61.7	71.3
11th grade	79.5	86.3	83.6

### **Long Range Improvement Goal 1.3**

Students below 40% will progress at the same rate as the other students.

**READING, MATHEMATICS, AND SCIENCE  
2002-2003 ANNUAL IMPROVEMENT GOALS**

**Annual Improvement Goal 1.1:** Annually there will be a movement of students from the low achieving area as identified on the ITBS / ITED Group Narrative Summary to the average or above average areas on the reading totals at grades 4, 8 and 11.

**Annual Improvement Goal 1.2:** Annually there will be a movement of students from the low achieving area as identified on the ITBS / ITED Group Narrative Summary to the average or above average areas on the math totals at grades 4, 8 and 11.

**Annual Improvement Goal 1.3:** Annually there will be a movement of students from the low achieving area as identified on the ITBS / ITED Group Narrative Summary to the average or above average areas on the science totals at grades 4, 8, and 11.

**ANNUAL IMPROVEMENT GOALS  
DATA ANALYSIS AND CORRECTIVE ACTIONS**

**1.1 Reading**

The MFL MarMac School District met its Annual Improvement Goal for reading at the 4th and 11th grade levels, but not at the 8th grade level. In 4th and 11th grade there was a lower percentage of students in the low level at this grade level as compared to the previous year. Our 8th grade students had a very slight increase of students below proficiency from the previous year.

Class and Current Grade Level	Percent Below Proficiency 2001-2002	Percent Below Proficiency 2002-2003
Class of 2011 / 4 <sup>th</sup> grade	40.6	36.3
Class of 2007 / 8 <sup>th</sup> grade	42.0	42.6
Class of 2004 / 11 <sup>th</sup> grade	27.3	20.6

**ANNUAL IMPROVEMENT GOALS  
DATA ANALYSIS AND CORRECTIVE ACTIONS**

**1.2 Mathematics**

The MFL MarMac School District met its Annual Improvement Goal for math at the 4th and 11th grade levels, but not at the 8th grade level. In 4th and 11th grade there was a lower percentage of students in the low level at this grade level as compared to the previous year. Our 8th grade students had a slight increase of students below proficiency from the previous year.

Class and Current Grade Level	Percent Below Proficiency 2001-2002	Percent Below Proficiency 2002-2003
Class of 2011 / 4 <sup>th</sup> grade	51.6	37.3
Class of 2007 / 8 <sup>th</sup> grade	37.5	38.3
Class of 2004 / 11 <sup>th</sup> grade	21.4	13.7

**1.3 Science**

The MFL MarMac School District did meet its Annual Improvement Goal for science at the 11th grade level, but **not** at the 4th or 8th grade levels. The percentage of students in the low level at the 11th grade level decreased as compared to last year. In return, the 4th and 8th grade students had an increase in the percentage of students performing below proficiency.

Class and Current Grade Level	Percent Below Proficiency 2001-2002	Percent Below Proficiency 2002-2003
Class of 2011 / 4 <sup>th</sup> grade	32.3	37.7
Class of 2007 / 8 <sup>th</sup> grade	25.0	28.7
Class of 2004 / 11 <sup>th</sup> grade	20.2	16.5

**2002-2003 Science Goals Not Met: Corrective Actions**

We spent a portion of our Phase III budget to work on standards, benchmarks, curriculum and assessment this year. We have a district-wide assessment based on our standards and benchmarks which will be given to all students in 8th and 11th grades.

## ANNUAL IMPROVEMENT GOALS FOR 2003-2004

**Annual Improvement Goal 1.1:** The percentage of 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students will increase in proficiency in reading comprehension on the ITBS/ITED Group Narrative Summary on an annual basis.

**Annual Improvement Goal 1.2:** The percentage of 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students will increase in proficiency in math on the ITBS/ITED Group Narrative Summary on an annual basis.

**Annual Improvement Goal 1.3:** The percentage of 8<sup>th</sup> and 11<sup>th</sup> grade students will increase in proficiency in **science** on the ITBS/ITED Group Narrative Summary on an annual basis.

**DROPOUT DATA FOR GRADES 7-12 IN 2002-2003**

	<b>Percentage of Students Considered Dropouts in Grades 7-12</b>
Total Population	<b>.95%</b>
Females	<b>1.1%</b>
Males	<b>.76%</b>
Students with an IEP	<b>1.1%</b>
Students without an IEP	<b>.90%</b>
Whites	<b>.97%</b>
Black	<b>NA</b>
Hispanic	<b>NA</b>
American Indian/ Alaskan Native	<b>NA</b>
Asian/Pacific Islander	<b>NA</b>
Other/Multiple Races	<b>NA</b>

**POST-SECONDARY DATA  
GRADUATING CLASS OF 2003**

Percentage of all high school seniors who intend to pursue post-secondary education or training	84 %
Percentage of high school students who took the ACT assessment and achieved a score 20 or higher during the 2002-2003 school year	65%
Percentage of high school seniors who completed a core program of four years of English and three or more years each of mathematics, science, and social studies.	41%
Percentage of students who graduated from high school with a diploma for the 2001-2002 school year	93.9%



## **Other Locally Determined Indicators**

### **Annual Improvement Goal 1.4:**

Each class on average will progress at least one grade level annually.

Due to the ambiguous nature of this goal, it is hard to say if we achieved it. Each class in grades 4-9 did progress to the next grade level in their achievement on the ITBS/ITED scores. Grades 6 and 8 did not advance a full grade level from the previous year. We plan to rewrite the goal to be more specific in the data needed, grade levels to be examined, and be more specific in how we will achieve this goal.

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2002-2003
4th	3.3	4.6
5th	4.7	6.1
6th	5.7	6.2
7th	6.4	7.6
8th	7.6	8.3
9th	8.3	9.6

The MFL MarMac Community School District also participates in the Iowa Youth Survey. This is taken every three years and is used to help determine immediate needs of students to prevent violence, drug, and alcohol abuse, and improve school climate.

## **Progress with Early Intervention Goals**

The district's early intervention goal is to meet class size reduction standards set by the state. In order to do this we hired additional teaching and associate staff, who focus on helping students in grades K-3 with the reading curriculum.

## **Schools in Need of Improvement**

The MFL MarMac Community School District has zero buildings identified in need of improvement.

# Grade Level Expectations in Reading and Mathematics

## READING

**Standard 1.1 Reads informational materials to develop understanding and expertise and produces written and oral work.**

### GRADE LEVEL EXPECTATIONS

#### Grade 3

- Differentiate between fact and opinion.
- Gain an appreciation for a wide variety of literature and be able to analyze, discuss and evaluate it.
- Apply comprehension strategies; understand meaning.
- Show increasing ability to make inferences and to read critically.

#### Grade 4

- Uses a variety of references to gather information.
- Use: index, table of contents, glossary, etc.
- Make and confirm predictions about what will be found in a text.
- Apply the reading process and strategies to: directions and procedures, folk tales, realistic fiction, fantasy, and informational texts etc., maps, graphs, charts, diagrams, etc.

#### Grade 5

- Summarize and structure information through the use of note cards and outlines.
- Read for a variety of purposes: including independent reading.

#### Grade 6

- Determines the appropriateness of an information source.
- Gathers data for research topics from interviews.

#### Grade 7

- Uses information to support or enhance a project.
- Uses a variety of resource materials to gather information for research topics (magazines, newspapers, etc.)

### Grade 8

- Accurately identifies author's purpose and point of view.
- Reads for a variety of purposes including: to answer a specific question, to form an opinion, and/or to skim for facts.

### Grade 11

- Develop a proposal based on data obtained.

## **Standard 2.1 Demonstrates competence in general skills and strategies of the reading process.**

### GRADE LEVEL EXPECTATIONS

#### Grade 3

- Read and apply factual information.
- Use decoding skills and strategies, including phonetic skills and structural analysis skills.
- Read orally with fluency and expression.
- Be able to predict, to draw conclusions, and to summarize about information from a story.

#### Grade 4

- Decode and determine the meanings of unknown words by the use of phonetics, context clues, and glossaries using structural, contextual, and a variety of resources
- Identify: setting, plot, and main characters, purpose and point of view, main idea and concept.
- Read for a variety of purposes: including independent reading.
- Read orally with fluency and expression.

### Grade 5

- Read for a variety of purposes including independent reading.
- Decode unknown words using: phonetic and structural analysis, a variety of context clues.
- Determine the meanings of unknown words using: a variety of context clues, a glossary or dictionary.
- Make and confirm predictions about what will be found in a text.
- Identify: setting, plot, and main characters, purpose and point of view, main idea and concept.
- Use: index, table of contents, glossary, etc.
- Apply the reading process and strategies to: directions and procedures, folk tales, realistic fiction, mysteries, adventure stories, historical fiction, informational texts etc., graphs, charts, diagrams, etc.
- Use encyclopedias, dictionaries, indexes, and available technology to gather information.
- Read orally with fluency and expression.

### Grade 6

- Generates interesting questions to be answered while reading.
- Reflects on what has been learned after reading.

### Grade 7

- Uses strategies to increase comprehension.
- Uses a variety of strategies to define and extend understanding of word meaning.

### Grade 8

- Recognizes and identifies different attitudes in literature.
- Recognizes and identifies values of various time periods in literature.

## Grade 11

- Determines figurative, idiomatic, and technical meanings of terms through context.
- Extends general and specialized reading vocabulary (e.g., meaning of codes, symbols, abbreviations, and acronyms).
- Recognizes the effectiveness of writing techniques in accomplishing an author's purpose.
- Understands influences on a reader's response to a text (e.g., personal values, perspectives, and experiences).
- Represents key ideas and supporting details in outline or graph form.

## **MATHEMATICS**

### **Standard 1-- Compute fluently and make reasonable estimates**

#### GRADE LEVEL EXPECTATIONS

##### Grade 3

- Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as  $30 \times 50$ .

##### Grade 4

- Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
- Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.

##### Grade 5

- Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience;
- Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals;
- Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.

### Grade 6

- Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation, and apply the selected methods.

### Grade 7

- Develop and analyze algorithms for computing with fractions, decimals, and integers and develop fluency in their use.

### Grade 8

- Develop and use strategies to estimate the results of rational-number computations and judge the reasonableness of the results.
- Develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios.

### Grade 11

- Develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases.
- Judge the reasonableness of numerical computations and their results.

## **Standard 2-- Understand patterns, relations, and functions**

### GRADE LEVEL EXPECTATIONS

#### Grade 3

- Describe geometric and numeric patterns.

#### Grade 4

- Describe, extend, and make generalizations about geometric and numeric patterns.

#### Grade 5

- Represent and analyze patterns and functions, using words, tables, and graphs.

#### Grade 6

- Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules.

### Grade 7

- Relate and compare different forms of representation for a relationship.

### Grade 8

- Identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations.

### Grade 11

- Understand relations and functions and select, convert flexibly among, and use various representations for them;

## **Standard 3-- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

### GRADE LEVEL EXPECTATIONS

#### Grade 3

- Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.

#### Grade 4

- Classify two- and three-dimensional shapes according to their properties.
- Develop definitions of classes of shapes such as triangles and pyramids.

#### Grade 5

- Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.
- Explore congruence and similarity.

#### Grade 6

- Precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties.

#### Grade 7

- Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects.

#### Grade 8

- Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.

## Grade 11

- Analyze properties and determine attributes of two- and three-dimensional objects.

### **Standard 4-- Apply appropriate techniques, tools, and formulas to determine measurements.**

#### GRADE LEVEL EXPECTATIONS

##### Grade 3

- Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, (and the size of angles).

##### Grade 4

- Select and use benchmarks to estimate measurements.

##### Grade 5

- Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.
- Develop strategies to determine the surface areas and volumes of rectangular solids.

##### Grade 6

- Use common benchmarks to select appropriate methods for estimating measurements.

##### Grade 7

- Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision;
- Develop strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders.

##### Grade 8

- Develop and use formulas to determine the circumference of circles and the area of triangles parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex shapes.

- Solve problems involving scale factors, using ratio and proportion.

##### Grade 11

- Analyze precision, accuracy, and approximate error in measurement situations'
- Understand and use formulas for the area, surface area, and volume of geometric figures.



**Standard 5-- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.**

GRADE LEVEL EXPECTATIONS

Grade 3

- Collect data using observations, surveys, and experiments.

Grade 4

- Represent data using tables and graphs such as line plots, bar graphs, and line graphs.

Grade 5

- Design investigations to address a question and consider how data-collection methods affect the nature of the data set.

Grade 6

- Collect data about a characteristic shared by two populations or different characteristics within one population.

Grade 7

- Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.

Grade 8

- Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.

Grade 11

- Compute basic statistics and interpret the data.