

READING COMPREHENSION 4th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 4th Grade Students Proficient in Reading Comprehension

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

2001-2002	2002-2003	2003-2004
69.7	63.6	75.4

4th 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 4th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	10.6	13.6	9.3
INTERMEDIATE	59.1	50.0	66.1
LOW	30.3	36.3	24.6

Percentage of 4th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Males	57.1	55.8	69.0
Females	83.8	71.9	80.5

Percentage of 4th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	33.3	47.8	66.6
Not enrolled in Free/Reduced Lunch Program	75.4	72.2	83.0

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

MATHEMATICS 4th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 4th Grade Students Proficient in Mathematics

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

2001-2002	2002-2003	2003-2004
65.2	62.7	70.7

4th 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 4th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	18.2	6.0	7.7
INTERMEDIATE	47.0	56.7	63.0
LOW	34.8	37.3	29.3

Percentage of 4th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Males	60.0	60.1	62.1
Females	70.9	65.5	77.8

Percentage of 4th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	33.3	52.2	60.0
Not enrolled in Free/Reduced Lunch Program	70.2	68.1	80.1

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 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Reading Comprehension

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

2001-2002	2002-2003	2003-2004
56.4	57.4	55.9

8th 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 8th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	8.9	8.5	7.8
INTERMEDIATE	47.5	48.9	48.1
LOW	43.6	42.6	44.2

Percentage of 8th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Males	57.2	52.1	51.5
Females	55.8	62.3	61.0

Percentage of 8th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	46.1	50.0	50.0
Not enrolled in Free/Reduced Lunch Program	60.0	60.3	58.6

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	0.0	N/A This class had fewer than 10 students	0.0
Non-Disabled Students	65.5	N/A	70.5

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 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Mathematics

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

2001-2002	2002-2003	2003-2004
59.4	61.7	59.0

8th 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 8th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	7.9	11.7	9.0
INTERMEDIATE	51.5	50.0	50.0
LOW	40.6	38.3	41.0

Percentage of 8th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Males	63.2	58.4	51.4
Females	55.7	64.3	66.7

Percentage of 8th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	30.8	46.1	52.0
Not enrolled in Free/Reduced Lunch Program	69.3	67.7	62.3

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	7.1	N/A This class had fewer than 10 students	12.5
Non-Disabled Students	67.8	N/A	71.0

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 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Science

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

2001-2002	2002-2003	2003-2004
67.4	71.3	70.6

8th 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 8th Grade Students at each ITBS Science Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	14.9	12.8	9.0
INTERMEDIATE	52.5	58.5	61.6
LOW	32.7	28.7	29.5

Percentage of 8th Grade Male and Female Students Proficient in Science on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Males	69.4	64.5	68.7
Females	65.4	77.6	73.8

Percentage of 8th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	42.3	61.5	56.0
Not enrolled in Free/Reduced Lunch Program	76.0	75.1	77.5

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Science on the ITBS Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	7.1	N/A This class had fewer than 10 students	56.2
Non-Disabled Students	77.0	N/A	74.2

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 11th ITED GRADE ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Reading Comprehension

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

2001-2002	2002-2003	2003-2004
81.7	79.5	71.0

11th 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 11th Grade Students at each ITED Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	19.7	21.9	21.6
INTERMEDIATE	62.0	57.6	49.4
LOW	18.3	20.6	29.2

Percentage of 11th Grade Male and Female Students Proficient in Reading Comprehension on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Males	79.0	73.7	59.4
Females	84.4	85.7	79.0

Percentage of 11th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	71.4	42.9	58.3
Not enrolled in Free/Reduced Lunch Program	84.3	83.4	73.0

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	N/A This class had fewer than 10 students	N/A This class had fewer than 10 students	33.3
Non-Disabled Students	N/A	N/A	84.5

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 11th GRADE ITED ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Mathematics

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

2001-2002	2002-2003	2003-2004
85.9	86.3	68.4

11th 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 11th Grade Students at each ITED Mathematics Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	14.1	32.9	24.1
INTERMEDIATE	71.8	53.4	44.3
LOW	14.1	13.7	31.7

Percentage of 11th Grade Male and Female Students Proficient in Mathematics on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Males	86.9	92.1	62.1
Females	84.4	80.0	73.7

Percentage of 11th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	85.7	71.5	58.3
Not enrolled in Free/Reduced Lunch Program	85.9	88.0	70.1

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	N/A This class had fewer than 10 students	N/A This class had fewer than 10 students	23.8
Non-Disabled Students	N/A	N/A	84.5

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 11th GRADE ITED ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Science

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

2001-2002	2002-2003	2003-2004
78.9	83.6	72.2

11th 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 11th Grade Students at each ITED Science Achievement Level

ACHIEVEMENT LEVEL	2001-2002	2002-2003	2003-2004
HIGH	14.1	32.9	21.6
INTERMEDIATE	64.8	50.7	50.6
LOW	21.1	16.5	27.8

Percentage of 11th Grade Male and Female Students Proficient in Science on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Males	71.1	79.0	59.4
Females	87.5	88.5	86.9

Percentage of 11th 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

	2001-2002	2002-2003	2003-2004
Enrolled in Free/ Reduced Lunch Program	85.7	71.4	75.0
Not enrolled in Free/Reduced Lunch Program	77.2	84.9	71.5

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Science on the ITED Assessment

	2001-2002	2002-2003	2003-2004
Students with Disabilities	N/A This class had fewer than 10 students	N/A This class had fewer than 10 students	33.3
Non-Disabled Students	N/A	N/A	86.2

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

**2003-2004 ITBS and ITED
LOCAL STUDENT ACHIEVEMENT DATA
COMPARED WITH STATE AND NATION**

	Local Percentage of 4 th Grade Students Proficient	State Percentage of 4 th Grade Students Proficient	Nation Percentage of 4 th Grade Students Proficient
Grade 4 Reading Comprehension	75.4	75.9	60.0
Grade 4 Math Total	70.7	75.0	60.0

	Local Percentage of 8 th Grade Students Proficient	State Percentage of 8 th Grade Students Proficient	Nation Percentage of 8 th Grade Students Proficient
Grade 8 Reading Comprehension	55.9	69.3	60.0
Grade 8 Math Total	59.0	71.6	60.0
Grade 8 Science	70.6	77.3	60.0

	Local Percentage of 11 th Grade Students Proficient	State Percentage of 11 th Grade Students Proficient	Nation Percentage of 11 th Grade Students Proficient
Grade 11 Reading Comprehension	71.0	77.0	60.0
Grade 11 Math Concepts and Problem Solving	68.4	79.2	60.0
Grade 11 Science	72.2	78.7	60.0

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2003-2004**

Reading Probes Grades 4-5

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
4	84.13%	86.77%	96.54%	97.39%	90 WPM	106 WPM
5	62.95%	80.31%	96.66%	97.97%	107 WPM	125 WPM

Math Probes Grades 1- 5

**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 student 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.

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	5	12.4	28
2	7.8	11	18.1	21
3	16.2	16	30.7	37
4	21.2	18	34.7	35
**5	73.8	57	83.6	118

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2003-2004**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in Kindergarten, First, Second, and Third Grades to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the first year of using this assessment. The following skills are assessed and reported:

Initial Sound Fluency: The ability to give correct beginning sounds in words.

Letter Naming Fluency: The ability to identify letters.

Phonemic Segmentation Fluency: The ability to give the individual sounds that make up words.

Nonsense Word Fluency: The ability to read and pronounce words or the sounds that are in the words.

Oral Reading Fluency: A timed oral reading on three passages to measure the student's rate of words per minute.

KINDERGARTEN

<u>Assessment</u>	<u>Fall Goal</u>	<u>Fall Results</u>	<u>Winter Goal</u>	<u>Winter Results</u>	<u>Spring Goal</u>	<u>Spring Results</u>
Initial Sound Fluency	8	12.2	25	24.6		
Letter Naming Fluency	8	15.6	27	37.6	40	44.3
Phoneme Segmentation Fluency			18	19.9	35	32.8
Nonsense Word Fluency			13	17.6	25	22.9

1st GRADE

<u>Assessment</u>	<u>Fall Goal</u>	<u>Fall Results</u>	<u>Winter Goal</u>	<u>Winter Results</u>	<u>Spring Goal</u>	<u>Spring Results</u>
Letter Naming Fluency	37	44.7				

Phoneme Segmentation Fluency	35	52.8	35	52.1	35	55.1
Nonsense Word Fluency	24	28.4	50	54.4	50	65.8
Oral Reading Fluency Words Per Minute			20	42.5	40	61.8

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2003-2004**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in Kindergarten, First, Second, and Third Grades to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the first year of using this assessment. The following skills are assessed and reported:

Nonsense Word Fluency: The ability to read and pronounce words or the sounds that are in the words.

Oral Reading Fluency: A timed oral reading on three passages to measure the student's rate of words per minute.

2nd GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Nonsense Word Fluency	50	55.8				
Oral Reading Fluency Words Per Minute	44	59.2	68	86.3	90	102.9

3rd GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Oral Reading Fluency Words Per Minute	77	87.1	92	101.4	110	120.9

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2003-2004**

11th Grade Locally Created Science Assessment

The 11th 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 required students to group vocabulary words and use them in a sentence. In doing this, they demonstrate the ability to think and communicate ideas using scientific vocabulary. The third test is a group of two scenarios in 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.

2003-2004 Assessment Results

<u>Test Scores</u>	Percentage of 11 th Grade Students	Percentage of 11 th Grade Male Students	Percentage of 11 th Grade Female Students
Above Proficient 100-80%	11.5	7.4	16.0
Proficient 79-40%	63.5	59.3	68.0
Below Proficiency 39-0%	25.0	33.3	16.0

2002-2003 Assessment Results

<u>Test Scores</u>	Percentage of 11 th Grade Students	Percentage of 11 th Grade Male Students	Percentage of 11 th Grade Female Students
Above Proficient 100-80%	24.6	27.8	21.2
Proficient	59.4	58.3	60.6

79-40%			
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.

(*CLASS AVERAGE USED)

2003-2004 ITBS/ ITED Testing Results
National Percentile Ranking*

	Reading	Math	Science
4th Grade	61	58	67
8th Grade	47	50	59
11th Grade	56	60	64

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.

2003-2004 ITBS / ITED Testing Results
Percent of Students Achieving Proficiency

	Reading	Math	Science
4th Grade	75.4	70.7	83.1

8th Grade	55.9	59.0	70.6
11th Grade	71.0	68.4	72.2

Long Range Improvement Goal 1.3

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

ANNUAL IMPROVEMENT GOALS FOR 2003-2004

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

**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, 8th and 11th grade levels.

Class and Current Grade Level	Percent Below Proficiency 2002-2003	Percent Below Proficiency 2003-2004
Class of 2012 / 4 th grade	31.75	24.62

Class of 2008 / 8 th grade	46.34	44.16
Class of 2005 / 11 th grade	35.71	29.11

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 were a lower percentage of students in the low level at this grade level as compared to the previous year. Our 8th grade students had an increase of students below proficiency from the previous year.

Class and Current Grade Level	Percent Below Proficiency 2002-2003	Percent Below Proficiency 2003-2004
Class of 2012 / 4 th grade	39.68	29.23
Class of 2008 / 8 th grade	36.59	41.03
Class of 2005 / 11 th grade	32.14	31.65

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 8th grade levels. The percentage of students in the low level at the 11th grade level decreased as compared to the previous year. In return, the 8th grade students had an increase in the percentage of students performing below proficiency from the previous year.

Class and Current Grade Level	Percent Below Proficiency 2002-2003	Percent Below Proficiency 2003-2004
Class of 2008 / 8 th grade	28.05	29.49
Class of 2005 / 11 th grade	33.33	27.85

2003-2004 Science Goals Not Met: Corrective Actions

MFL MarMac School District formed a science team with K-12 representatives to discuss strategies to increase student proficiency. We will evaluate our local assessments to better fit our needs.

ANNUAL IMPROVEMENT GOALS FOR 2004-2005

Annual Improvement Goal 1.1: The percentage of 4th, 8th, and 11th 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 4th, 8th, and 11th 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 8th and 11th 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 2003-2004

	Percentage of Students Considered Dropouts in Grades 7-12
Total Population	1.1%
Females	1.1%
Males	1.1%
Students with an IEP	2%
Students without an IEP	.91%
Whites	1.1%
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

**POST-SECONDARY DATA
GRADUATING CLASS OF 2004**

Percentage of all high school seniors who intend to pursue post-secondary education or training	87 %
Percentage of high school students grades 9-12 who took the ACT assessment and achieved a score 20 or higher during the 2003-2004 school year	67%
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.	58%

GRADUATION RATE

Percentage of students who graduated from MFL MarMac High	96.39%
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School with a diploma for the 2002-2003 school year	
State graduation rate for 2002-2003	90.4%

AVERAGE DAILY ATTENDANCE

K-8 MFL MarMac CSD average daily attendance for 2002-2003	95.5%
K-8 state average daily attendance for 2002-2003	95.6%

Other Locally Determined Indicators

Annual Improvement Goal 1.4:

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

ITBS/ITED Grade Equivalent Assessment Results

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2003-2004
4th	3.3	4.8
5th	4.6	6.1
6th	6.1	6.4
7th	6.2	7.2
8th	7.6	8.4
9th	8.3	10.2

Annual Improvement Goal 1.5:

Annually there will be less middle school discipline referral forms than the year before as reported by the middle school principal.

School Year	Number of Discipline Referrals
2002-2003	552
2003-2004	460

The overall number of referrals decreased from the previous academic year. Character Counts education in the classroom as well as preventative actions established by the McGregor Center staff contributed to the decrease in the number of referrals.

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 Assistance

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

Zero percent of MFL MarMac Community School District buildings are in need of of improvement