

## **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.*

2002-2003	2003-2004	2004-2005
63.6	75.4	91.6

### **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	2002-2003	2003-2004	2004-2005
HIGH	13.6	9.3	25.5
INTERMEDIATE	50.0	66.1	66.1
LOW	36.3	24.6	8.5

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	55.8	69.0	92.5
<b>Females</b>	71.9	80.5	90.6

**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**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	47.8	66.6	80.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	72.2	83.0	97.4

**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 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.*

2002-2003	2003-2004	2004-2005
62.7	70.7	84.8

### **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	2002-2003	2003-2004	2004-2005
HIGH	6.0	7.7	11.9
INTERMEDIATE	56.7	63.0	72.9
LOW	37.3	29.3	15.3

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	60.1	62.1	85.1
<b>Females</b>	65.5	77.8	84.3

**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**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	52.2	60.0	85.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	68.1	80.1	84.2

**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**

## **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.*

2002-2003	2003-2004	2004-2005
57.4	55.9	64.2

### **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	2002-2003	2003-2004	2004-2005
HIGH	8.5	7.8	12.2
INTERMEDIATE	48.9	48.1	52.0
LOW	42.6	44.2	35.8

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	52.1	51.5	64.7
<b>Females</b>	62.3	61.0	63.8

**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**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	50.0	50.0	55.5
<b>Not enrolled in Free/Reduced Lunch Program</b>	60.3	58.6	67.5

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

	2002-2003	2003-2004	2004-2005
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	0.0	11.1
<b>Non-Disabled Students</b>	N/A	70.5	76.2

**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**

## **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.*

2002-2003	2003-2004	2004-2005
61.7	59.0	68.3

### **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	2002-2003	2003-2004	2004-2005
HIGH	11.7	9.0	11.2
INTERMEDIATE	50.0	50.0	57.1
LOW	38.3	41.0	31.6

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

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Males</b>	58.4	51.4	76.5
<b>Females</b>	64.3	66.7	59.7

**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**

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	46.1	52.0	51.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	67.7	62.3	74.6

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

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	12.5	55.5
<b>Non-Disabled Students</b>	N/A	71.0	71.2

**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**

## **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.*

2002-2003	2003-2004	2004-2005
71.3	70.6	79.6

### **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	2002-2003	2003-2004	2004-2005
HIGH	12.8	9.0	15.3
INTERMEDIATE	58.5	61.6	64.3
LOW	28.7	29.5	20.4

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

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Males</b>	64.5	68.7	80.3
<b>Females</b>	77.6	73.8	78.7

**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**

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	61.5	56.0	81.5
<b>Not enrolled in Free/Reduced Lunch Program</b>	75.1	77.5	78.8

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

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	56.2	77.8
<b>Non-Disabled Students</b>	N/A	74.2	80.1

**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.*

2002-2003	2003-2004	2004-2005
79.5	71.0	75.3

### **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	2002-2003	2003-2004	2004-2005
HIGH	21.9	21.6	15.1
INTERMEDIATE	57.6	49.4	60.2
LOW	20.6	29.2	24.8

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	73.7	59.4	75.5
<b>Females</b>	85.7	79.0	75.0

**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 Reading Comprehension on the ITED Assessment**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	42.9	58.3	70.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	83.4	73.0	75.9

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

	2002-2003	2003-2004	2004-2005
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	33.3	38.5
<b>Non-Disabled Students</b>	N/A	84.5	81.1

**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 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.*

2002-2003	2003-2004	2004-2005
86.3	68.4	73.1

### **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	2002-2003	2003-2004	2004-2005
HIGH	32.9	24.1	15.1
INTERMEDIATE	53.4	44.3	58.0
LOW	13.7	31.7	26.9

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	92.1	62.1	82.3
<b>Females</b>	80.0	73.7	64.5

**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 Mathematics on the ITED Assessment**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	71.5	58.3	50.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	88.0	70.1	75.9

**Percentage of 11<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITED Assessment**

	2002-2003	2003-2004	2004-2005
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	23.8	23.1
<b>Non-Disabled Students</b>	N/A	84.5	81.2

**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

## **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.*

2002-2003	2003-2004	2004-2005
83.6	72.2	81.8

### **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	2002-2003	2003-2004	2004-2005
HIGH	32.9	21.6	22.6
INTERMEDIATE	50.7	50.6	59.2
LOW	16.5	27.8	18.3

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

	2002-2003	2003-2004	2004-2005
<b>Males</b>	79.0	59.4	82.3
<b>Females</b>	88.5	86.9	81.2

**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**

	2002-2003	2003-2004	2004-2005
<b>Enrolled in Free/ Reduced Lunch Program</b>	71.4	75.0	60.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	84.9	71.5	84.4

**Percentage of 11<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Science on the ITED Assessment**

	2002-2003	2003-2004	2004-2005
<b>Students with Disabilities</b>	N/A This class had fewer than 10 students	33.3	69.2
<b>Non-Disabled Students</b>	N/A	86.2	83.8

**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**

**2004-2005 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	91.6	76.7	60.0
Grade 4 Math Total	84.8	76.8	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	64.2	69.4	60.0
Grade 8 Math Total	68.3	72.2	60.0
Grade 8 Science	79.6	78.0	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	75.3	76.8	60.0
Grade 11 Math Concepts and Problem Solving	73.1	78.5	60.0
Grade 11 Science	81.8	79.0	60.0

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2004-2005**

**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 second 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**

<b><u>Assessment</u></b>	<b><u>Fall Goal</u></b>	<b><u>Fall Results</u></b>	<b><u>Winter Goal</u></b>	<b><u>Winter Results</u></b>	<b><u>Spring Goal</u></b>	<b><u>Spring Results</u></b>
<b>Initial Sound Fluency</b>	8	9.9	25	19.6		
<b>Letter Naming Fluency</b>	8	12	27	30.8	40	38.9
<b>Phoneme Segmentation Fluency</b>			18	17	35	32.1
<b>Nonsense Word Fluency</b>			13	13	25	24.3

**1<sup>st</sup> GRADE**

<b><u>Assessment</u></b>	<b><u>Fall Goal</u></b>	<b><u>Fall Results</u></b>	<b><u>Winter Goal</u></b>	<b><u>Winter Results</u></b>	<b><u>Spring Goal</u></b>	<b><u>Spring Results</u></b>
<b>Letter Naming Fluency</b>	37	40.3				

<b>Phoneme Segmentation Fluency</b>	35	33	35	52.2	35	52.7
<b>Nonsense Word Fluency</b>	24	26.3	50	46.8	50	62
<b>Oral Reading Fluency</b> Words Per Minute			20	34.1	40	59.4

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2004-2005**

**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 second 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.

**2<sup>nd</sup> GRADE**

<b><u>Assessment</u></b>	<b>Fall Goal</b>	<b>Fall Results</b>	<b>Winter Goal</b>	<b>Winter Results</b>	<b>Spring Goal</b>	<b>Spring Results</b>
<b>Nonsense Word Fluency</b>	50	60.3				
<b>Oral Reading Fluency</b> Words Per Minute	44	52.7	68	89.2	90	103.7

**3<sup>rd</sup> GRADE**

<b><u>Assessment</u></b>	<b>Fall Goal</b>	<b>Fall Results</b>	<b>Winter Goal</b>	<b>Winter Results</b>	<b>Spring Goal</b>	<b>Spring Results</b>
<b>Oral Reading Fluency</b> Words Per Minute	77	81.6	92	100.4	110	115.5

**Additional Reading Assessment  
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	Comprehension		Accuracy		Fluency	
	Fall	Spring	Fall	Spring	Fall	Spring
4	82.07%	82.98%	96.81%	97.65%	101 WPM	113 WPM
5	64.14%	82.41%	94.12%	98.07%	101 WPM	110 WPM

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2004-2005**

**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	4.7	12.4	23.0
2	7.8	11.5	18.1	21.8
3	16.2	16.3	30.7	30.7
4	21.2	19.9	34.7	34.9
**5	73.8	50.3	83.6	106.0

**6<sup>th</sup> Grade Algebra Aptitude Assessment**

All sixth grade students are administered the Algebra Aptitude Test. This assessment measures students' ability to interpret mathematical information that is presented in graphs or text, to translate problems from English to algebraic symbols, to find formulas for numerical relationships, and to understand the important symbols of algebra. The assessment data helps the math teachers and counselor to place students in future math courses.

	Total 6 <sup>th</sup> Grade Class	6 <sup>th</sup> grade Females	6 <sup>th</sup> grade Males	6 <sup>th</sup> grade Students with IEPs	6 <sup>th</sup> grade Students without IEPs
Percentage of 6 <sup>th</sup> grade students	40.2	43.8	37.1	16.7	45.5

PROFICIENT Scoring 48-100%					
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	59.7	56.3	62.9	83.3	54.5

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2004-2005**

**8<sup>th</sup> General Math Aptitude Assessment**

The 8<sup>th</sup> grade math test is given to all 8<sup>th</sup> grade students in the spring to measure students' aptitude in general math. Concepts cover adding, subtracting, multiplying, division, fractions, decimals, rounding, and word problems. The assessment data helps the math teachers and counselors to place students in future math courses.

	Total 8 <sup>th</sup> Grade Class	8 <sup>th</sup> grade Females	8 <sup>th</sup> grade Males	8 <sup>th</sup> grade Students with IEPs	8 <sup>th</sup> grade Students without IEPs
Percentage of 8 <sup>th</sup> grade students PROFICIENT Scoring 60-100%	57.3	59.2	55.3	66.3	12.5
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	42.7	40.8	44.7	33.8	87.5

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2004-2005**

**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 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.

**2004-2005 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%	11.7	14.3	9.3
Proficient 79-40%	63.5	57.1	69.8
Below Proficiency 39-0%	24.7	28.6	20.9

**2003-2004 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%	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**

<b>Test Scores</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**

**School 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 Percentile Ranking 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)**

**2004-2005 ITBS/ ITED Testing Results**  
**National Percentile Ranking\***

	<b>Reading</b>	<b>Math</b>	<b>Science</b>
<b>4<sup>th</sup> Grade</b>	75	72	74
<b>8<sup>th</sup> Grade</b>	54	56	65
<b>11<sup>th</sup> Grade</b>	61	59	70

**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.

**2004-2005 ITBS / ITED Testing Results**  
**Percent of Students Achieving Proficiency**

	<b>Reading</b>	<b>Math</b>	<b>Science</b>
<b>4<sup>th</sup> Grade</b>	91.6	84.8	91.5
<b>8<sup>th</sup> Grade</b>	64.2	68.3	79.6
<b>11<sup>th</sup> Grade</b>	75.3	73.1	81.8

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

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

#### **ANNUAL IMPROVEMENT GOALS FOR 2004-2005**

**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.

#### **ANNUAL IMPROVEMENT GOALS DATA ANALYSIS**

##### **1.1 Reading**

The MFL MarMac School District met its Annual Improvement Goal for reading at the 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade levels.

<b>Class and Current Grade Level</b>	<b>Percent Below Proficiency 2003-2004</b>	<b>Percent Below Proficiency 2004-2005</b>
Class of 2013 / 4 <sup>th</sup> grade	32.8	8.5
Class of 2009 / 8 <sup>th</sup> grade	49.0	35.7
Class of 2006 / 11 <sup>th</sup> grade	45.4	24.7

##### **1.2 Mathematics**

The MFL MarMac School District met its Annual Improvement Goal for math at the 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade levels.

Class and Current Grade Level	Percent Below Proficiency 2003-2004	Percent Below Proficiency 2004-2005
Class of 2013 / 4 <sup>th</sup> grade	29.3	15.3
Class of 2009 / 8 <sup>th</sup> grade	53.6	31.6
Class of 2006 / 11 <sup>th</sup> grade	35.1	26.9

### 1.3 Science

The MFL MarMac School District met its Annual Improvement Goal for science at the 8<sup>th</sup> and 11<sup>th</sup> grade levels. Our goal was 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. We measure this goal by looking at the percentage of students below proficiency from the year before. This year there was a lower percentage of students below proficiency compared to the year before.

Class and Current Grade Level	Percent Below Proficiency 2003-2004	Percent Below Proficiency 2004-2005
Class of 2009 / 8 <sup>th</sup> grade	47.4	20.4
Class of 2006 / 11 <sup>th</sup> grade	46.4	18.3

**ANNUAL IMPROVEMENT GOALS FOR 2005-2006**

**Annual Improvement Goal 1.1:** The percentage of 4<sup>th</sup>, 8<sup>th</sup>,

**DROPOUT DATA FOR GRADES 7-12 IN 2004-2005**

	Percentage of Students Considered Dropouts in

	<b>Grades 7-12</b>
Total Population	0.8%
Females	0.8%
Males	2.0%
Students with an IEP	2.3%
Students without an IEP	0.5%
Whites	0.8%
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

**POST-SECONDARY DATA  
GRADUATING CLASS OF 2005**

Percentage of all high school seniors who intend to pursue post-secondary education or training	82.3%
Percentage of high school students grades 9-12 who took the ACT assessment and achieved a score 20 or higher during the 2004-2005 school year	70.0%
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.	36.7%

**GRADUATION RATE**

Percentage of students who graduated from MFL MarMac High School with a diploma for the 2003-2004 school year	92.94%
State graduation rate for 2003-2004	89.78%

**AVERAGE DAILY ATTENDANCE**

K-8 MFL MarMac CSD average daily attendance for 2003-2004	96.10%
K-8 state average daily attendance for 2003-2004	95.82%

**Other Locally Determined Indicators**

Annual Improvement Goal 1.4:

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

**ITBS/ITED Iowa Grade Equivalent Assessment Results  
for Reading Comprehension**

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2004-2005
2nd	NA	2.3
3rd	NA	3.0
4th	3.1	4.6
5th	4.1	5.3
6th	5.4	5.8
7th	5.4	6.5
8th	5.6	7.5
9th	7.2	9.1

### ITBS/ITED Iowa Grade Equivalent Assessment Results for Mathematics

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2004-2005
2nd	NA	1.8
3rd	NA	2.8
4th	3.0	4.2
5th	4.0	4.7
6th	5.0	5.9
7th	6.0	6.9
8th	5.9	7.4
9th	7.1	9.3

#### 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
2004-2005	412

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 improvement

## Standard Error of Measure (SEM) for the ITBS and ITED

As per the state’s agreement with the USDE, Iowa school districts are now required to submit information to their public regarding the Standard Error of Measure (SEM) for the ITBS and ITED. The SEM is an estimate of possible error associated with an individual student’s test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student’s true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student’s true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED), the SEM’s are presented in ranges, indicating where the student’s true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
<b>41<sup>st</sup> Percentile (Fall Testing)</b>	27-55	31-51	28-56	26-58	26-55	28-56
<b>41<sup>st</sup> Percentile (Mid-year Testing)</b>	27-53	31-51	30-53	26-56	27-55	27-55
<b>41<sup>st</sup> Percentile (Spring Testing)</b>	30-53	31-51	30-53	28-56	28-54	26-55
<b>90<sup>th</sup> Percentile (Fall Testing)</b>	81-96	82-95	83-94	80-96	81-96	83-94
<b>90<sup>th</sup> Percentile (Mid-year Testing)</b>	81-96	84-95	83-94	79-97	82-95	83-91
<b>90<sup>th</sup> Percentile (Spring Testing)</b>	80-95	83-95	84-94	79-97	83-96	83-95