

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.

2003-2004	2004-2005	2005-2006
75.4	91.6	75.0

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	2003-2004	2004-2005	2005-2006
HIGH	9.3	25.5	13.4
INTERMEDIATE	66.1	66.1	61.6
LOW	24.6	8.5	25.0

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

	2003-2004	2004-2005	2005-2006
Males	69.0	92.5	73.0
Females	80.5	90.6	76.9

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	66.6	80.9	60.8
Not enrolled in Free/Reduced Lunch Program	83.0	97.4	86.2

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 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.

2003-2004	2004-2005	2005-2006
70.7	84.8	59.6

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	2003-2004	2004-2005	2005-2006
HIGH	7.7	11.9	9.6
INTERMEDIATE	63.0	72.9	50.0
LOW	29.3	15.3	40.4

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

	2003-2004	2004-2005	2005-2006
Males	62.1	85.1	65.3
Females	77.8	84.3	53.8

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	60.0	85.8	52.2
Not enrolled in Free/Reduced Lunch Program	80.1	84.2	65.5

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.

2003-2004	2004-2005	2005-2006
55.9	64.2	59.1

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	2003-2004	2004-2005	2005-2006
HIGH	7.8	12.2	11.8
INTERMEDIATE	48.1	52.0	47.3
LOW	44.2	35.8	40.8

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

	2003-2004	2004-2005	2005-2006
Males	51.5	64.7	57.9
Females	61.0	63.8	60.5

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	50.0	55.5	33.4
Not enrolled in Free/Reduced Lunch Program	58.6	67.5	71.2

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	0.0	11.1	6.7
Non-Disabled Students	70.5	76.2	72.2

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 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.

2003-2004	2004-2005	2005-2006
59.0	68.3	86.8

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	2003-2004	2004-2005	2005-2006
HIGH	9.0	11.2	15.8
INTERMEDIATE	50.0	57.1	71.0
LOW	41.0	31.6	13.1

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

	2003-2004	2004-2005	2005-2006
Males	51.4	76.5	92.1
Females	66.7	59.7	81.6

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	52.0	51.8	79.1
Not enrolled in Free/Reduced Lunch Program	62.3	74.6	90.4

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	12.5	55.5	86.7
Non-Disabled Students	71.0	71.2	86.9

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.

2003-2004	2004-2005	2005-2006
70.6	79.6	88.1

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	2003-2004	2004-2005	2005-2006
HIGH	9.0	15.3	9.2
INTERMEDIATE	61.6	64.3	78.9
LOW	29.5	20.4	11.8

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

	2003-2004	2004-2005	2005-2006
Males	68.7	80.3	89.5
Females	73.8	78.7	86.8

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	56.0	81.5	83.3
Not enrolled in Free/Reduced Lunch Program	77.5	78.8	90.4

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	56.2	77.8	100.0
Non-Disabled Students	74.2	80.1	85.3

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.

2003-2004	2004-2005	2005-2006
71.0	75.3	72.8

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	2003-2004	2004-2005	2005-2006
HIGH	21.6	15.1	20.2
INTERMEDIATE	49.4	60.2	52.6
LOW	29.2	24.8	27.2

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

	2003-2004	2004-2005	2005-2006
Males	59.4	75.5	66.0
Females	79.0	75.0	79.6

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	58.3	70.0	59.2
Not enrolled in Free/Reduced Lunch Program	73.0	75.9	77.8

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	33.3	38.5	35.7
Non-Disabled Students	84.5	81.1	78.9

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.

2003-2004	2004-2005	2005-2006
68.4	73.1	68.7

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	2003-2004	2004-2005	2005-2006
HIGH	24.1	15.1	23.2
INTERMEDIATE	44.3	58.0	45.5
LOW	31.7	26.9	31.3

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

	2003-2004	2004-2005	2005-2006
Males	62.1	82.3	68.0
Females	73.7	64.5	69.4

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	58.3	50.0	59.2
Not enrolled in Free/Reduced Lunch Program	70.1	75.9	72.2

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	23.8	23.1	21.4
Non-Disabled Students	84.5	81.2	76.4

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.

2003-2004	2004-2005	2005-2006
72.2	81.8	69.8

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	2003-2004	2004-2005	2005-2006
HIGH	21.6	22.6	14.2
INTERMEDIATE	50.6	59.2	55.6
LOW	27.8	18.3	30.3

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

	2003-2004	2004-2005	2005-2006
Males	59.4	82.3	68.0
Females	86.9	81.2	71.4

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

	2003-2004	2004-2005	2005-2006
Enrolled in Free/ Reduced Lunch Program	75.0	60.0	66.6
Not enrolled in Free/Reduced Lunch Program	71.5	84.4	70.9

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

	2003-2004	2004-2005	2005-2006
Students with Disabilities	33.3	69.2	21.4
Non-Disabled Students	86.2	83.8	77.6

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

**2005-2006 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	75.0	78.0	60.0
Grade 4 Math Total	59.6	78.8	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	59.1	70.6	60.0
Grade 8 Math Total	86.8	73.8	60.0
Grade 8 Science	88.1	79.2	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	72.8	77.0	60.0
Grade 11 Math Concepts and Problem Solving	68.7	78.4	60.0
Grade 11 Science	69.8	79.7	60.0

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2005-2006**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in kindergarten-fifth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the third year of using this assessment in grades K-3 and the first year in grades 4-5. This assessment was not administered to special education students. 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.

Retelling Fluency: The ability to retell a story immediately after reading the passage.

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	11.6	25	24.5		
Letter Naming Fluency	8	15.1	27	35.5	40	41.9
Phoneme Segmentation Fluency			18	23	35	36.4
Nonsense Word Fluency			13	17.8	25	25.4

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	37.4				
Phoneme	35	35.1	35	48.8	35	52.8

Segmentation Fluency						
Nonsense Word Fluency	24	22.9	50	44.3	50	51.1
Oral Reading Fluency Words Per Minute			20	30.2	40	49.6
Retelling Fluency			10	16.3	20	26.3

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2005-2006**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in kindergarten-fifth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the third year of using this assessment in grades K-3 and the first year in grades 4-5. This assessment was not administered to special education students. 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.

Retelling Fluency: The ability to retell a story immediately after reading the passage.

2nd GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Nonsense Word Fluency	50	60				
Oral Reading Fluency Words Per Minute	44	55	68	89	90	98.3
Retelling Fluency	22	23.9	34	37.4	45	47.6

3rd GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
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Oral Reading Fluency Words Per Minute	77	82.4	92	99.4	110	114.5
Retelling Fluency	38	36.6	46	43	55	45.8

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2005-2006**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in kindergarten-fifth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the third year of using this assessment in grades K-3 and the first year in grades 4-5. This assessment was not administered to special education students. The following skills are assessed and reported:

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

Retelling Fluency: The ability to retell a story immediately after reading the passage.

4th GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Oral Reading Fluency Words Per Minute	93	89	105	107	118	118.5
Retelling Fluency	46	38.7	52	54.8	59	55.2

5th GRADE

<u>Assessment</u>	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Oral Reading Fluency Words Per Minute	104	114.2	115	127.6	124	131.7
Retelling Fluency	52	55.9	57	57.2	62	57.6

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2005-2006**

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 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.

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	4.29	12.4	20.92
2	7.8	11.59	18.1	22.36
3	16.2	18.78	30.7	30.82
4	21.2	20.41	34.7	37.96
**5	73.8	65.86	83.6	104.97

6th 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.

2005-2006

	Total 6 th Grade Class	6 th grade Females	6 th grade Males	6 th grade Students with IEPs	6 th grade Students without IEPs
Percentage of 6 th grade students PROFICIENT Scoring 48-100%	47.6	54.8	40.6	0.0	50.0
Percentage of 6 th grade students NOT PROFICIENT, Scoring 0-47%	52.4	45.2	59.4	100.0	50.0

2004-2005

	Total 6 th Grade Class	6 th grade Females	6 th grade Males	6 th grade Students	6 th grade Students
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				with IEPs	without IEPs
Percentage of 6 th grade students PROFICIENT Scoring 48-100%	40.2	43.8	37.1	16.7	45.5
Percentage of 6 th grade students NOT PROFICIENT, Scoring 0-47%	59.7	56.3	62.9	83.3	54.5

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2005-2006**

8th Grade General Math Aptitude Assessment

The 8th grade math test is given to all 8th 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.

2005-2006

	Total 8 th Grade Class	8 th grade Females	8 th grade Males	8 th grade Students with IEPs	8 th grade Students without IEPs
Percentage of 8 th grade students PROFICIENT Scoring 60-100%	68.4	65.8	71.1	23.1	77.8
Percentage of 8 th grade students NOT PROFICIENT, Scoring 0-59%	31.6	34.2	28.9	76.9	22.2

2004-2005

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

Scoring 0-59%					
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DISTRICT-WIDE MULTIPLE ASSESSMENT DATA 2005-2006

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.

2005-2006 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%	11.9	12.8	11.1
Proficient 79-40%	63.1	66.7	60.0
Below Proficiency 39-0%	25.0	20.5	28.9

2004-2005 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%	11.7	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

<u>Test Scores</u>	Percentage of 11 th Grade Students	Percentage of 11 th Grade Male Students	Percentage of 11 th Grade Female Students
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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

**READING, MATHEMATICS, AND SCIENCE
ANNUAL PROGRESS REPORT
LONG RANGE IMPROVEMENT GOALS**

2004-2008 CSIP Long Range Goals

- Goal 1: All K-12 students will increase proficiency in reading comprehension.
 Goal 2: All K-12 students will increase proficiency in mathematics.
 Goal 3: All K-12 students will increase in proficiency in science

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)

**2005-2006 ITBS/ ITED Testing Results
National Percentile Ranking***

	Reading	Math	Science
4th Grade	62	54	70
8th Grade	49	66	66
11th Grade	52	62	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.

**2005-2006 ITBS / ITED Testing Results
Percent of Students Achieving Proficiency**

	Reading	Math	Science
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4th Grade	75.0	59.6	80.7
8th Grade	59.1	86.8	88.1
11th Grade	72.8	68.7	69.8

ANNUAL IMPROVEMENT GOALS FOR 2005-2006

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 11th grade level. At fourth grade there was no change in proficiency. At the 8th grade level, there was a decline in proficiency.

Class and Current Grade Level	Percent Below Proficiency 2004-2005	Percent Below Proficiency 2005-2006
Class of 2014 / 4 th grade	25.0	25.0
Class of 2010 / 8 th grade	34.7	41.7
Class of 2007 / 11 th grade	35.6	21.1

2005-2006 Reading Goals Not Met: Corrective Actions

MFL MarMac School District has implemented researched based strategies in grades K-5 from Every Child Reads. In addition, the entire teaching staff will be learning and implementing QAR (Question, Answer, Relationships) in their classrooms to help improve students' reading comprehension. Lastly, 6-8th grade students will be using PASS KEY, a web-based reading comprehension program, to help students scoring below proficiency on the ITBS.

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, 8th and 11th grade levels.

Class and Current Grade Level	Percent Below Proficiency 2004-2005	Percent Below Proficiency 2005-2006
Class of 2014 / 4 th grade	43.7	40.4
Class of 2010 / 8 th grade	29.7	13.2
Class of 2007 / 11 th grade	34.4	31.3

1.3 Science

The MFL MarMac School District did meet its Annual Improvement Goal for science at the 8th grade level, but **not** at the 11th grade levels. The percentage of students in the low level at the 8th grade level decreased as compared to the previous year. In return, the 11th grade students did not show a change in proficiency.

Class and Current Grade Level	Percent Below Proficiency 2004-2005	Percent Below Proficiency 2005-2006
Class of 2010 / 8 th grade	24.3	11.8
Class of 2007 / 11 th grade	24.7	24.7

2005-2006 Science Goals Not Met: Corrective Actions

All MFL MarMac district teachers will be implementing QAR (Question, Answer, Relationships) within their content areas during the 2006-2007 school year. QAR will help students with content comprehension instruction and test preparation. In addition,

our ninth grade science teacher will be implementing strategies learned from a 2006 summer workshop regarding technology and weather forecasting.

ANNUAL IMPROVEMENT GOALS FOR 2006-2007

Annual Improvement Goal 1.1: The percentage of 4th grade students will increase in proficiency in reading comprehension on the ITBS Group Narrative Summary on an annual basis.

Annual Improvement Goal 1.2: The percentage of 8th grade students will increase in proficiency in math on the ITBS Group Narrative Summary on an annual basis.

Annual Improvement Goal 1.3: The percentage of 11th grade students will increase in proficiency in science on the ITED Group Narrative Summary on an annual basis.

DROPOUT DATA FOR GRADES 7-12 IN 2004-2005

	Percentage of Students Considered Dropouts in Grades 7-12
Total Population	.58%
Females	.75%
Males	.39%
Students with an IEP	1.06%
Students without an IEP	.004%
Whites	.59%
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

POST-SECONDARY DATA GRADUATING CLASS OF 2006

Percentage of all high school seniors who intend to pursue post-secondary education or training	82.0%
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	64.6%
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.	41.1%

GRADUATION RATE

Percentage of students who graduated from MFL MarMac High School with a diploma for the 2004-2005 school year	94.04%
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State graduation rate goal for 2004-2005	90.7%
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AVERAGE DAILY ATTENDANCE

K-8 MFL MarMac CSD average daily attendance for 2004-2005	95.8%
K-8 state average daily attendance goal for 2004-2005	95.8%

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 2005-2006
2nd	NA	2.4
3rd	NA	3.5
4th	3.6	4.7
5th	5.6	6.2
6th	6.5	6.1
7th	6.5	7.1
8th	7.5	8.1
9th	8.5	9.2

ITBS/ITED Iowa Grade Equivalent Assessment Results for Mathematics

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2005-2006
2nd	NA	2.1
3rd	NA	3.3
4th	3.2	4.3
5th	5.0	6.5
6th	5.5	6.7
7th	6.5	7.7
8th	8.1	9.9
9th	8.8	9.7

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
2005-2006	346

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