

**MFL MarMac CSD  
Annual Progress  
Report  
2006-2007**

## **READING COMPREHENSION 3<sup>rd</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 3<sup>rd</sup> Grade Students Proficient in Reading Comprehension**

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

2004-2005	2005-2006	2006-2007
75.0	64.9	80.0

### **3<sup>rd</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 and information in new contexts. Usually 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. Often is able to make inferences and interpret either nonliteral language or information in new contexts. Sometimes 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. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

### **Percentage of 3<sup>rd</sup> Grade Students at each ITBS Reading Comprehension Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	12.5	7.0	15.7
INTERMEDIATE	62.5	57.9	64.3
LOW	25.0	35.1	20.0

**Percentage of 3<sup>rd</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Males</b>	75.0	60.0	71.3
<b>Females</b>	75.0	70.4	92.8

**Percentage of 3<sup>rd</sup> Grade Students Enrolled in the Free / Reduced Lunch Program versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	56.3	55.6	71.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	84.4	69.2	87.2

**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 3<sup>rd</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 3<sup>rd</sup> Grade Students Proficient in Mathematics**

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

2004-2005	2005-2006	2006-2007
56.2	66.6	74.3

### **3<sup>rd</sup> Grade ITBS Mathematics Achievement Level Descriptors**

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

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

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

### **Percentage of 3<sup>rd</sup> Grade Students at each ITBS Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	8.3	7.0	14.3
INTERMEDIATE	47.9	59.6	60.0
LOW	43.8	33.3	25.7

**Percentage of 3<sup>rd</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Males</b>	62.5	73.3	78.6
<b>Females</b>	50.0	59.3	67.8

**Percentage of 3<sup>rd</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>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	31.3	61.1	67.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	68.8	69.2	79.5

**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 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.*

2004-2005	2005-2006	2006-2007
91.6	75.0	78.0

### **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	2004-2005	2005-2006	2006-2007
HIGH	25.5	13.4	22.1
INTERMEDIATE	66.1	61.6	55.9
LOW	8.5	25.0	22.0

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	92.5	73.0	76.6
<b>Females</b>	90.6	76.9	79.2

**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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	80.9	60.8	70.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	97.4	86.2	82.1

**Percentage of 4<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	NA	NA	40.0
<b>Non-Disabled Students</b>	NA	NA	85.7

**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 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.*

2004-2005	2005-2006	2006-2007
84.8	59.6	83.1

### **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	2004-2005	2005-2006	2006-2007
HIGH	11.9	9.6	17.0
INTERMEDIATE	72.9	50.0	66.1
LOW	15.3	40.4	16.9

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	85.1	65.3	90.0
<b>Females</b>	84.3	53.8	75.8

**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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	85.8	52.2	80.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	84.2	65.5	84.6

**Percentage of 4<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathetmatics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	NA	NA	60.0
<b>Non-Disabled Students</b>	NA	NA	87.8

**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

## **READING COMPREHENSION 5<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 5<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.*

2004-2005	2005-2006	2006-2007
85.0	86.4	73.6

### **5<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 and information in new contexts. 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. Often is able to make inferences and interpret nonliteral language and information in new contexts. Usually 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. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

### **Percentage of 5<sup>th</sup> Grade Students at each ITBS Reading Comprehension Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	11.7	16.9	18.9
INTERMEDIATE	73.3	69.5	54.7
LOW	15.0	13.6	26.4

**Percentage of 5<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Males</b>	82.1	96.0	72.0
<b>Females</b>	87.5	79.4	74.9

**Percentage of 5<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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/Reduced Lunch Program</b>	85.7	77.3	54.2
<b>Not enrolled in Free/Reduced Lunch Program</b>	84.4	91.9	89.6

**Percentage of 5<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	NA	NA	10.0
<b>Non-Disabled Students</b>	NA	NA	88.5

**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 5<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 5<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.*

2004-2005	2005-2006	2006-2007
70.0	93.2	71.7

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

**High Performance Levels:** Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods.

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

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

### **Percentage of 5<sup>th</sup> Grade Students at each ITBS Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	8.3	18.6	15.1
INTERMEDIATE	61.7	74.6	56.6
LOW	30.0	6.8	28.3

**Percentage of 5<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Males</b>	60.7	100.0	68.0
<b>Females</b>	78.1	88.2	75.1

**Percentage of 5<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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	67.9	81.8	66.7
<b>Not enrolled in Free/Reduced Lunch Program</b>	71.9	100.0	75.8

**Percentage of 5<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	NA	NA	10.0
<b>Non-Disabled Students</b>	NA	NA	86.1

**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 6<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 6<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.*

2004-2005	2005-2006	2006-2007
63.0	64.7	80.1

### **6<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 nonliteral language and information in new contexts. 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. Often is able to make inferences and interpret nonliteral language or information in new contexts. Usually 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. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas and analyze its style and structure.

### **Percentage of 6<sup>th</sup> Grade Students at each ITBS Reading Comprehension Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	9.2	6.2	11.7
INTERMEDIATE	53.8	58.5	68.4

LOW	36.9	35.4	20.0
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**Percentage of 6<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Males</b>	51.5	46.9	82.2
<b>Females</b>	75.0	81.8	80.7

**Percentage of 6<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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	45.0	56.7	70.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	71.1	71.4	85.0

**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 6<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 6<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.*

2004-2005	2005-2006	2006-2007
66.1	70.7	83.4

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

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

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

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

### **Percentage of 6<sup>th</sup> Grade Students at each ITBS Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	12.3	9.2	8.4
INTERMEDIATE	53.8	61.5	75.0
LOW	33.8	29.2	16.7

**Percentage of 6<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Males</b>	57.6	62.5	85.7
<b>Females</b>	75.0	78.8	80.6

**Percentage of 6<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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	45.0	63.3	75.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	75.6	77.1	87.5

**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 7<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 7<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.*

2004-2005	2005-2006	2006-2007
63.5	73.3	66.2

### **7<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 nonliteral language and information in new contexts. 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. Often is able to make inferences and interpret nonliteral language or information in new contexts. Sometimes 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. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

### **Percentage of 7<sup>th</sup> Grade Students at each ITBS Reading Comprehension Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	10.8	11.3	8.8

INTERMEDIATE	52.7	50.7	57.4
LOW	36.5	38.0	33.9

**Percentage of 7<sup>th</sup> Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
Males	62.2	58.3	54.8
Females	64.9	65.7	75.6

**Percentage of 7<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**

	2004-2005	2005-2006	2006-2007
Enrolled in Free/Reduced Lunch Program	58.3	50.0	53.8
Not enrolled in Free/Reduced Lunch Program	66.0	68.1	73.8

**Percentage of 7<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
Students with Disabilities	18.8	20.0	NA
Non-Disabled Students	75.9	68.9	NA

**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 7<sup>th</sup> GRADE ITBS ACHIEVEMENT SCORES**

### **Percentage of 7<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.*

2004-2005	2005-2006	2006-2007
70.3	64.8	66.6

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

High Performance Levels: Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods.

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

Low Performance Levels: Seldom understands math concepts, solves word problems, or uses estimation methods. Sometimes is able to interpret data from graphs or tables.

### **Percentage of 7<sup>th</sup> Grade Students at each ITBS Mathematics Achievement Level**

ACHIEVEMENT LEVEL	2004-2005	2005-2006	2006-2007
HIGH	16.2	12.7	10.1

INTERMEDIATE	54.1	52.1	56.5
LOW	29.7	35.2	33.3

**Percentage of 7<sup>th</sup> Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Males</b>	73.0	61.1	56.3
<b>Females</b>	67.6	68.6	75.6

**Percentage of 7<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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/Reduced Lunch Program</b>	62.5	45.8	57.6
<b>Not enrolled in Free/Reduced Lunch Program</b>	74.0	74.5	72.0

**Percentage of 7<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment**

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	31.3	10.0	30.0
<b>Non-Disabled Students</b>	81.0	30.0	72.9

**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

## **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.*

2004-2005	2005-2006	2006-2007
64.2	59.1	78.0

### **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	2004-2005	2005-2006	2006-2007
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HIGH	12.2	11.8	16.4
INTERMEDIATE	52.0	47.3	61.6
LOW	35.8	40.8	21.9

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	64.7	57.9	68.5
<b>Females</b>	63.8	60.5	88.6

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

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/Reduced Lunch Program</b>	55.5	33.4	73.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	67.5	71.2	80.0

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

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	11.1	6.7	70.0
<b>Non-Disabled Students</b>	76.2	72.2	79.3

**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**

**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.*

2004-2005	2005-2006	2006-2007
68.3	86.8	78.0

**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	2004-2005	2005-2006	2006-2007
HIGH	11.2	15.8	15.0

INTERMEDIATE	57.1	71.0	63.0
LOW	31.6	13.1	21.9

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	76.5	92.1	76.3
<b>Females</b>	59.7	81.6	80.0

**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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	51.8	79.1	69.5
<b>Not enrolled in Free/Reduced Lunch Program</b>	74.6	90.4	82.0

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

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	55.5	86.7	90.0
<b>Non-Disabled Students</b>	71.2	86.9	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**

**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.*

2004-2005	2005-2006	2006-2007
79.6	88.1	84.9

**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	2004-2005	2005-2006	2006-2007
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HIGH	15.3	9.2	19.2
INTERMEDIATE	64.3	78.9	65.7
LOW	20.4	11.8	15.1

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	80.3	89.5	84.2
<b>Females</b>	78.7	86.8	85.7

**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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	81.5	83.3	73.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	78.8	90.4	90.0

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

	2004-2005	2005-2006	2006-2007
<b>Students with Disabilities</b>	77.8	100.0	90.0
<b>Non-</b>	80.1	85.3	84.0

Disabled Students			
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**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.*

2004-2005	2005-2006	2006-2007
75.3	72.8	62.6

#### **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	2004-2005	2005-2006	2006-2007
HIGH	15.1	20.2	16.0
INTERMEDIATE	60.2	52.6	46.6
LOW	24.8	27.2	37.4

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

	2004-2005	2005-2006	2006-2007
Males	75.5	66.0	47.0
Females	75.0	79.6	74.5

**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 Reading Comprehension on the ITED Assessment**

	2004-2005	2005-2006	2006-2007
Enrolled in Free/ Reduced Lunch Program	70.0	59.2	40.0
Not enrolled in Free/Reduced Lunch Program	75.9	77.8	71.0

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

	2004-2005	2005-2006	2006-2007
Students with Disabilitie s	38.5	35.7	16.7

Non-Disabled Students	81.1	78.9	71.5
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**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.*

2004-2005	2005-2006	2006-2007
73.1	68.7	69.4

#### **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	2004-2005	2005-2006	2006-2007
HIGH	15.1	23.2	16.0
INTERMEDIATE	58.0	45.5	53.4
LOW	26.9	31.3	30.7

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

	2004-2005	2005-2006	2006-2007
<b>Males</b>	82.3	68.0	62.5
<b>Females</b>	64.5	69.4	74.4

**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**

	2004-2005	2005-2006	2006-2007
<b>Enrolled in Free/ Reduced Lunch Program</b>	50.0	59.2	55.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	75.9	72.2	74.6

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

	2004-2005	2005-2006	2006-2007
<b>Students with</b>	23.1	21.4	16.7

Disabilities			
Non-Disabled Students	81.2	76.4	79.3

**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

### **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.*

2004-2005	2005-2006	2006-2007
81.8	69.8	69.3

#### **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	2004-2005	2005-2006	2006-2007
HIGH	22.6	14.2	17.3
INTERMEDIATE	59.2	55.6	52.0
LOW	18.3	30.3	30.7

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

	2004-2005	2005-2006	2006-2007
Males	82.3	68.0	56.4
Females	81.2	71.4	79.1

**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**

	2004-2005	2005-2006	2006-2007
Enrolled in Free/ Reduced Lunch Program	60.0	66.6	60.0
Not enrolled in Free/Reduced Lunch Program	84.4	70.9	72.7

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

	2004-2005	2005-2006	2006-2007
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Students with Disabilities	69.2	21.4	33.3
Non-Disabled Students	83.8	77.6	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**

**2006-2007 ITBS and ITED  
LOCAL STUDENT ACHIEVEMENT DATA  
COMPARED WITH AEA 1, STATE, AND NATION**

Information found on the website:

<https://www.edinfo.state.ia.us/data/aprchart.asp?s=44190000>

	Local Percentage of 3rd Grade Students Proficient	AEA 1 Percentage of 3rd Grade Students Proficient	State Percentage of 3rd Grade Students Proficient	Nation Percentage of 3rd Grade Students Proficient
Grade 3 Reading Comprehension	80.0	80.89	76.22	NA
Grade 3 Math Total	74.3	79.37	76.95	NA
Grade 3 Science	85.7	83.42	80.31	NA

	Local Percentage of 4 <sup>th</sup> Grade Students Proficient	AEA 1 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
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Grade 4 Reading Comprehension	76.7	81.62	79.91	60.0
Grade 4 Math Total	81.67	83.22	80.87	60.0
Grade 4 Science	84.7	83.5	81.7	60.0

	Local Percentage of 5 <sup>th</sup> Grade Students Proficient	AEA 1 Percentage of 5 <sup>th</sup> Grade Students Proficient	State Percentage of 5 <sup>th</sup> Grade Students Proficient	Nation Percentage of 5 <sup>th</sup> Grade Students Proficient
Grade 5 Reading Comprehension	73.6	81.8	78.95	NA
Grade 5 Math Total	71.7	79.36	78.8	NA
Grade 5 Science	81.1	82.2	81.37	NA

	Local Percentage of 6 <sup>th</sup> Grade Students Proficient	AEA 1 Percentage of 6 <sup>th</sup> Grade Students Proficient	State Percentage of 6 <sup>th</sup> Grade Students Proficient	Nation Percentage of 6 <sup>th</sup> Grade Students Proficient
Grade 6 Reading Comprehension	80.1	70.58	67.99	NA
Grade 6 Math Total	83.3	75.46	73.5	NA
Grade 6 Science	91.6	79.17	75.56	NA

	Local Percentage of 7 <sup>th</sup> Grade Students Proficient	AEA 1 Percentage of 7 <sup>th</sup> Grade Students Proficient	State Percentage of 7 <sup>th</sup> Grade Students Proficient	Nation Percentage of 7 <sup>th</sup> Grade Students Proficient
Grade 7 Reading Comprehension	65.2	72.15	71.09	NA
Grade 7 Math Total	65.7	78.76	77.39	NA
Grade 7 Science	79.7	82.82	80.66	NA

	Local Percentage of 8 <sup>th</sup> Grade Students Proficient	AEA 1 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	77.0	75.08	72.43	60
Grade 8 Math Total	77.02	79.5	75.35	60
Grade 8 Science	84.9	84.95	82.49	60

	Local Percentage of 11 <sup>th</sup> Grade Students Proficient	AEA 1 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	62.7	77.6	75.66	60
Grade 11 Math Total	69.3	82.18	77.83	60
Grade 11 Science	69.3	82.92	80.36	60

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2006-2007**

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

MFL MarMac CSD uses this assessment in kindergarten-sixth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the fourth year of using this assessment in grades K-3, the second year in grades 4-5, and the first year in grade 6. 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**

<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><u>Initial Sound Fluency</u></b>	8	10.5	25	22.8		

<b>Letter Naming Fluency</b>	8	12.8	27	31.8	40	40.8
<b>Phoneme Segmentation Fluency</b>			18	29.2	35	40.8
<b>Nonsense Word Fluency</b>			13	27.4	25	32.6

**1<sup>st</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>Letter Naming Fluency</b>	37	40.7				
<b>Phoneme Segmentation Fluency</b>	35	38	35	55.9	35	54
<b>Nonsense Word Fluency</b>	24	28.7	50	49.1	50	55.9
<b>Oral Reading Fluency</b> Words Per Minute			20	36.8	40	58.7
<b>Retelling Fluency</b>			10	19.1	20	29.8

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2006-2007**

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

MFL MarMac CSD uses this assessment in kindergarten-sixth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the fourth year of using this assessment in grades K-3, the second year in grades 4-5, and the first year in grade 6. 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.

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

<b>Assessment</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	44.2				
<b>Oral Reading Fluency</b> Words Per Minute	44	39.8	68	71.1	90	78.7
<b>Retelling Fluency</b>	22	20	34	33.8	45	38.4

### 3<sup>rd</sup> GRADE

<b>Assessment</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	76.8	92	94	110	107.2
<b>Retelling Fluency</b>	38	40.4	46	46.2	55	50

## DISTRICT-WIDE MULTIPLE ASSESSMENT DATA 2006-2007

### Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in kindergarten-sixth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. This was the fourth year of using this assessment in grades K-3, the second year in grades 4-5, and the first year in grade 6. 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

<b>Assessment</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>	93	86.2	105	107.9	118	118.7

<b>Words Per Minute</b>						
<b>Retelling Fluency</b>	46	38	52	62.8	59	60.3

**5th 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	104	105	115	115	124	124.6
<b>Retelling Fluency</b>	52	52.7	57	54.4	62	53.8

**6th 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	109	123.1	120	125.9	125	122.5
<b>Retelling Fluency</b>	55	50.1	60	63.2	63	48.5

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2006-2007**

**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. Students in sixth grade test for five 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.

**2006-2007**

<b>Grade Level</b>	<b>Grade Level Norms Fall</b>	<b>Grade Level Average Fall</b>	<b>Grade Level Norms Spring</b>	<b>Grade Level Average Spring</b>
1	3.1	5.1	12.4	23.2
2	7.8	8.8	18.1	22.9
3	16.2	23.8	30.7	34.8
4	21.2	22.0	34.7	38.0

**5	73.8	54.1	83.6	81.1
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**2005-2006**

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

**2004-2005**

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

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2006-2007**

**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.

**2006-2007**

	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 PROFICIENT Scoring 48-100%	66.6	68.8	64.3	0.0	70.2
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	33.3	31.3	35.7	100.0	29.8

**2005-2006**

	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 PROFICIENT Scoring 48-100%	47.6	54.8	40.6	0.0	50.0
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	52.4	45.2	59.4	100.0	50.0

**2004-2005**

	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 PROFICIENT Scoring 48-100%	40.2	43.8	37.1	16.7	45.5
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  
2006-2007**

**8<sup>th</sup> Grade 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.

**2006-2007**

	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%	73.2	73.7	72.7	50.0	75.4
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	26.8	26.3	27.2	50.0	24.6

### 2005-2006

	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%	68.4	65.8	71.1	23.1	77.8
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	31.6	34.2	28.9	76.9	22.2

### 2004-2005

	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	87.5
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	42.7	40.8	44.7	33.8	12.5

### DISTRICT-WIDE MULTIPLE ASSESSMENT DATA 2006-2007

#### 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.

#### 2006-2007 Assessment Results

<u>Test Scores</u>	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	12.7	11.1	13.4

100-80%			
Proficient 79-40%	60.3	59.3	61.1
Below Proficiency 39-0%	27.0	29.6	25.0

### 2005-2006 Assessment Results

<u>Test Scores</u>	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%	11.9	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 <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

## 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)**

**2006-2007 ITBS/ ITED Testing Results**  
**National Percentile Ranking\***

	<b>Reading</b>	<b>Math</b>	<b>Science</b>
<b>4<sup>th</sup> Grade</b>	70	74	70
<b>8<sup>th</sup> Grade</b>	62	66	70
<b>11<sup>th</sup> Grade</b>	54	59	62

**Long Range Improvement Goal 1.2**

The percent of students achieving at the average and above average (at least a NPR of 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.

**2006-2007 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>	77.9	83	84.7
<b>8<sup>th</sup> Grade</b>	78.0	78.1	85
<b>11<sup>th</sup> Grade</b>	62.7	69.3	69.3

**ANNUAL IMPROVEMENT GOALS FOR 2006-2007**

**Annual Improvement Goal 1.1:** The percentage of 4<sup>th</sup> 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 8<sup>th</sup> 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 11<sup>th</sup> grade students will increase in proficiency in science on the 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 4<sup>th</sup> grade level.

Class and Current Grade Level	Percent Below Proficiency 2005-2006	Percent Below Proficiency 2006-2007
Class of 2015 / 4 <sup>th</sup> grade	35.1	22.0

### 1.2 Mathematics

The MFL MarMac School District met its Annual Improvement Goal for math at the 8<sup>th</sup> grade level.

Class and Current Grade Level	Percent Below Proficiency 2005-2006	Percent Below Proficiency 2006-2007
Class of 2011 / 8 <sup>th</sup> grade	35.2	21.9

## ANNUAL IMPROVEMENT GOALS DATA ANALYSIS AND CORRECTIVE ACTIONS

### 1.3 Science

The MFL MarMac School District did not meet its Annual Improvement Goal for science at the 11<sup>th</sup> grade level. The 11<sup>th</sup> grade students did not show a change in proficiency.

Class and Current Grade Level	Percent Below Proficiency 2005-2006	Percent Below Proficiency 2006-2007
Class of 2008 / 11 <sup>th</sup> grade	30.8	30.7

#### 2006-2007 Science Goals Not Met: Corrective Actions

All MFL MarMac district teachers implemented QAR (Question, Answer, Relationships) within their content areas during the 2006-2007 school year. Two of the three high school science teachers received additional training during the 2007 summer. QAR will help students with content comprehension instruction and test preparation. In addition, all district teachers will be inserviced and implementing differentiated instructional strategies during the 2007-2008 school year.

### ANNUAL IMPROVEMENT GOALS FOR 2007-2008

**Annual Improvement Goal 1.1:** The percentage of 4<sup>th</sup> 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 8<sup>th</sup> 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 11<sup>th</sup> 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 2005-2006

	<b>Percentage of Students Considered Dropouts in Grades 7-12</b>
Total Population	1.13
Females	.74
Males	1.54
Students with an IEP	1.16
Students without an IEP	.01
Whites	1.17
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

### POST-SECONDARY DATA GRADUATING CLASS OF 2007

Percentage of all high school seniors who intend to pursue post-secondary education or training	78%
Percentage of high school students grades 9-12 who took the ACT assessment and achieved a score 20 or higher during the 2006-2007 school year	70.83%
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.	42.6%

### GRADUATION RATE

Percentage of students who graduated from MFL MarMac High School with a diploma for the 2005-2006 school year	91.8
State graduation rate goal for 2005-2006	90.78

### AVERAGE DAILY ATTENDANCE

K-8 MFL MarMac CSD average daily attendance for 2005-2006	96.11
K-8 state average daily attendance goal for 2005-2006	95.8
K-12 MFL MarMac CSD average daily attendance for 2005-06	95.01
K-12 state average daily attendance goal for 2005-2006	95.12

### 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 2006-2007
2nd	NA	2.4
3rd	2.4	3.7
4th	3.5	5.0
5th	4.7	6.1
6th	6.2	6.9
7th	6.1	7.7
8th	7.1	9.2
9th	8.1	9.6

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

Current	Grade Equivalent	Grade Equivalent
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Grade Levels	from last year	2006-2007
2nd	NA	2.0
3rd	2.1	3.6
4th	3.3	5.1
5th	4.3	5.8
6th	6.5	7.0
7th	6.7	7.9
8th	7.7	9.8
9th	9.9	10.8

**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
2003-2004	460
2004-2005	412
2005-2006	346
2006-2007	274

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