

*MFL MarMac CSD  
Annual Progress Report  
2009-2010*

## **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.*

2007-2008	2008-2009	2009-2010
69.1	74.5	74.1

### **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	2007-2008	2008-2009	2009-2010
HIGH	16.4	18.1	20.7
INTERMEDIATE	52.7	56.4	53.4
LOW	31.0	25.5	25.8

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	62.6	72.4	57.6
<b>Females</b>	78.2	76.9	87.6

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	54.2	62.9	68.6
<b>Not enrolled in Free/Reduced Lunch Program</b>	80.6	85.7	82.6

**Percentage of 3rd Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	0.0	NA	NA
<b>Non-Disabled Students</b>	86.4	NA	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 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.*

2007-2008	2008-2009	2009-2010
72.8	81.8	77.5

### **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	2007-2008	2008-2009	2009-2010
HIGH	7.3	16.3	10.3
INTERMEDIATE	65.5	65.5	67.2
LOW	27.3	18.2	22.4

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	71.9	86.1	80.7
<b>Females</b>	73.8	76.9	75.1

**Percentage of 3<sup>rd</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	58.4	74.0	71.4
<b>Not enrolled in Free/Reduced Lunch Program</b>	83.9	89.4	86.9

**Percentage of 3rd Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	45.5	NA	NA
<b>Non-Disabled Students</b>	79.5	NA	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

## **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.*

2007-2008	2008-2009	2009-2010
83.1	79.0	73.1

### **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	2007-2008	2008-2009	2009-2010
HIGH	9.8	21.1	20.7
INTERMEDIATE	73.3	57.9	53.4
LOW	16.9	21.1	25.8

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	80.0	73.5	71.4
<b>Females</b>	87.1	86.8	75.1

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	79.4	70.3	60.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	86.4	86.6	85.1

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	15.4	NA
<b>Non-Disabled Students</b>	NA	97.8	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 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.*

2007-2008	2008-2009	2009-2010
81.1	80.7	88.4

### **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	2007-2008	2008-2009	2009-2010
HIGH	21.7	14.0	19.2
INTERMEDIATE	59.4	66.7	69.2
LOW	18.8	19.3	11.5



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

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Males</b>	90.0	79.4	92.9
<b>Females</b>	68.9	82.6	83.3

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

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Enrolled in Free/ Reduced Lunch Program</b>	75.1	66.6	84.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	86.4	93.3	92.5

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

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Students with Disabilities</b>	NA	46.2	NA
<b>Non-Disabled Students</b>	NA	91.0	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

## **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.*

2007-2008	2008-2009	2009-2010
79.2	86.3	75.5

### **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	2007-2008	2008-2009	2009-2010
HIGH	11.3	17.8	2.0
INTERMEDIATE	67.9	68.5	73.5
LOW	20.8	13.6	24.4

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	71.3	85.0	74.1
<b>Females</b>	88.0	87.9	77.2

**Percentage of 5<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	79.0	77.2	59.1
<b>Not enrolled in Free/Reduced Lunch Program</b>	79.4	94.8	88.9

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	NA	9.1
<b>Non-Disabled Students</b>	NA	NA	94.7

**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 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.*

2007-2008	2008-2009	2009-2010
90.5	80.9	75.5

### 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	2007-2008	2008-2009	2009-2010
HIGH	18.8	19.2	8.2
INTERMEDIATE	71.7	61.7	67.3
LOW	9.4	19.2	24.5

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	96.4	90.0	70.3
<b>Females</b>	84.0	69.6	81.8

**Percentage of 5<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/Reduced Lunch Program</b>	79.0	65.7	59.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	97.1	94.7	88.9

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	NA	9.1
<b>Non-Disabled Students</b>	NA	NA	94.8

**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 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.*

2007-2008	2008-2009	2009-2010
66.8	70.2	70.2

### **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	2007-2008	2008-2009	2009-2010
HIGH	10.6	12.3	10.8
INTERMEDIATE	56.2	57.9	59.4
LOW	33.4	29.9	29.7

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	72.0	69.9	70.8
<b>Females</b>	62.5	70.3	69.8

**Percentage of 6<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	55.5	47.6	58.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	76.6	83.3	80.0

**Percentage of 6<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	15.4	20.0	NA
<b>Non-Disabled Students</b>	81.9	80.9	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 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.*

2007-2008	2008-2009	2009-2010
63.2	66.6	74.3

### **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	2007-2008	2008-2009	2009-2010
HIGH	14.1	15.8	20.3
INTERMEDIATE	49.1	50.8	54.0
LOW	36.8	33.3	25.7



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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	68.0	66.6	80.5
<b>Females</b>	59.3	66.6	66.6

**Percentage of 6<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	51.8	42.8	64.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	73.3	80.5	82.5

**Percentage of 6<sup>th</sup> Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	7.7	20.0	NA
<b>Non-Disabled Students</b>	79.6	76.7	NA

**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.*

2007-2008	2008-2009	2009-2010
81.7	67.8	75.5

### **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	2007-2008	2008-2009	2009-2010
HIGH	10.0	12.5	14.1
INTERMEDIATE	71.7	55.3	61.4
LOW	18.3	32.1	24.5

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	77.7	66.6	79.2
<b>Females</b>	84.8	68.9	71.4

**Percentage of 7<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	66.7	56.0	49.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	91.6	77.5	91.4

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	7.7	10.0
<b>Non-Disabled Students</b>	NA	86.0	89.3

**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 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.*

2007-2008	2008-2009	2009-2010
78.3	60.7	73.7

### **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	2007-2008	2008-2009	2009-2010
HIGH	13.3	17.8	22.8
INTERMEDIATE	65.0	42.9	50.9
LOW	21.6	39.3	26.3

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	74.0	66.6	82.7
<b>Females</b>	81.9	55.1	64.3

**Percentage of 7<sup>th</sup> Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment**

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/Reduced Lunch Program</b>	70.8	44.0	50.0
<b>Not enrolled in Free/Reduced Lunch Program</b>	83.2	74.2	88.5

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	0.0	30.0
<b>Non-Disabled Students</b>	NA	79.1	83.0

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

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

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

## **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.*

2007-2008	2008-2009	2009-2010
72.3	79.0	63.6

### **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	2007-2008	2008-2009	2009-2010
HIGH	12.3	8.0	16.3
INTERMEDIATE	60.0	71.0	47.3
LOW	27.7	21.0	36.4

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	53.2	81.4	59.2
<b>Females</b>	90.9	77.2	67.9

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	66.7	70.8	40.8
<b>Not enrolled in Free/Reduced Lunch Program</b>	75.0	84.1	78.7

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	NA	8.3
<b>Non-Disabled Students</b>	NA	NA	79.1

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

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

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

## **MATHEMATICS 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.*

2007-2008	2008-2009	2009-2010
69.3	80.9	60.1

### **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	2007-2008	2008-2009	2009-2010
HIGH	10.8	19.0	12.8
INTERMEDIATE	58.5	61.9	47.3
LOW	30.8	19.1	40.0



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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	56.3	82.1	55.5
<b>Females</b>	81.9	80.0	64.2

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	57.1	70.8	40.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	74.9	87.2	72.8

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	NA	8.3
<b>Non-Disabled Students</b>	NA	NA	74.4

**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 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.*

2007-2008	2008-2009	2009-2010
76.9	90.4	60.0

### **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	2007-2008	2008-2009	2009-2010
HIGH	7.7	14.2	21.8
INTERMEDIATE	69.2	76.2	38.2
LOW	23.0	9.5	40.0

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	62.5	85.7	59.2
<b>Females</b>	90.9	94.4	60.7

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	71.4	91.7	40.9
<b>Not enrolled in Free/Reduced Lunch Program</b>	79.6	89.7	72.8

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	NA	NA	16.7
<b>Non-Disabled Students</b>	NA	NA	72.1

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

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

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

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

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

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

2007-2008	2008-2009	2009-2010
77.7	77.1	80.6

### **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	2007-2008	2008-2009	2009-2010
HIGH	9.6	8.8	14.9
INTERMEDIATE	68.1	68.3	65.7
LOW	22.4	22.8	19.4

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	76.4	78.9	73.3
<b>Females</b>	79.2	75.7	86.5

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	63.2	56.5	55.6
<b>Not enrolled in Free/Reduced Lunch Program</b>	81.4	85.7	89.8

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	12.5	35.3	40.0
<b>Non-Disabled Students</b>	91.0	88.7	87.7

**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 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.*

2007-2008	2008-2009	2009-2010
71.2	78.5	80.6

### **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	2007-2008	2008-2009	2009-2010
HIGH	14.8	22.8	13.4
INTERMEDIATE	56.4	55.7	67.2
LOW	28.7	21.5	19.4

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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	80.3	81.6	83.3
<b>Females</b>	60.5	75.5	78.4

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	57.9	47.7	61.1
<b>Not enrolled in Free/Reduced Lunch Program</b>	74.7	91.1	87.8

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	6.3	41.2	60.0
<b>Non-Disabled Students</b>	84.6	88.8	84.2

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

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

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

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

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

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

2007-2008	2008-2009	2009-2010
87.3	84.8	76.1

### **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	2007-2008	2008-2009	2009-2010
HIGH	16.0	19.0	19.4
INTERMEDIATE	71.3	65.8	56.7
LOW	12.7	15.2	23.9



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

	2007-2008	2008-2009	2009-2010
<b>Males</b>	88.2	84.3	73.3
<b>Females</b>	86.1	85.4	78.4

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

	2007-2008	2008-2009	2009-2010
<b>Enrolled in Free/ Reduced Lunch Program</b>	84.3	69.5	66.7
<b>Not enrolled in Free/Reduced Lunch Program</b>	88.0	91.2	79.6

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

	2007-2008	2008-2009	2009-2010
<b>Students with Disabilities</b>	43.8	52.9	20.0
<b>Non-Disabled Students</b>	96.2	93.5	86.0

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

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

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

**2009-2010 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	74.1	77.6	75.5	NA
Grade 3 Math Total	77.5	80.7	76.2	NA
Grade 3 Science	88.0	83.1	80.3	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
Grade 4 Reading Comprehension	73.1	78.7	77.6	60.0
Grade 4 Math Total	88.4	81.7	79.2	60.0
Grade 4 Science	80.8	84.8	83.8	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	75.5	78.4	77.6	NA
Grade 5 Math Total	75.5	82.4	79.7	NA
Grade 5 Science	73.5	84.8	83.0	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	70.2	70.6	69.4	NA
Grade 6 Math Total	75.3	80.8	76.2	NA
Grade 6 Science	79.5	81.8	80.8	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	75.5	73.0	71.5	NA
Grade 7 Math Total	73.7	80.5	76.4	NA
Grade 7 Science	71.9	82.2	80.8	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	63.6	76.1	72.6	60
Grade 8 Math Total	60.1	79.1	75.3	60
Grade 8 Science	60.0	80.2	80.5	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	79.7	79.6	77.5	60
Grade 11 Math Total	79.7	79.0	76.8	60
Grade 11 Science	75.0	81.1	80.5	60

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2009-2010**

**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. 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>Fall Goal</b>	<b>Fall Results</b>	<b>Winter Goal</b>	<b>Winter Results</b>	<b>Spring Goal</b>	<b>Spring Results</b>
<b>Initial Sound Fluency</b>	8	9.8	25	23.7		
<b>Letter Naming Fluency</b>	8	14.4	27	35.3	40	44.4
<b>Phoneme Segmentation Fluency</b>			18	29.7	35	48.9
<b>Nonsense Word Fluency</b>			13	25.7	25	34.1

**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	40.6				
<b>Phoneme Segmentation Fluency</b>	35	46.4	35	56.1	35	58
<b>Nonsense Word Fluency</b>	24	30	50	48.8	50	57.8
<b>Oral Reading Fluency Words Per Minute</b>			20	36.7	40	57.2
<b>Retelling Fluency</b>			10	17.9	20	24.8

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2009-2010**

**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. 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><u>Assessment</u></b>	<b>Fall Goal</b>	<b>Fall Results</b>	<b>Winter Goal</b>	<b>Winter Results</b>	<b>Spring Goal</b>	<b>Spring Results</b>
<b>Nonsense Word Fluency</b>	50	75.1				
<b>Oral Reading Fluency</b> Words Per Minute	44	55.2	68	87	90	101.4
<b>Retelling Fluency</b>	22	24	34	36.6	45	45.5

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

<b><u>Assessment</u></b>	<b>Fall Goal</b>	<b>Fall Results</b>	<b>Winter Goal</b>	<b>Winter Results</b>	<b>Spring Goal</b>	<b>Spring Results</b>
<b>Oral Reading Fluency</b> Words Per Minute	77	79.7	92	96.5	110	109.4
<b>Retelling Fluency</b>	38	40.8	46	46.2	55	48.4

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2009-2010**

**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. 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><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	93	87.3	105	105.5	118	115.6
<b>Retelling Fluency</b>	46	39.5	52	61	59	58

**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	95.7	115	101	124	116.3
<b>Retelling Fluency</b>	52	50.5	57	55.6	62	56.8

**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	124.1	120	124.7	125	127.5
<b>Retelling Fluency</b>	55	56.9	60	70.8	63	60.8

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2009-2010**

**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.

**2009-2010**

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	4.12	12.4	24.33
2	7.8	12.1	18.1	23.2
3	16.2	26.1	30.7	36.6
4	21.2	23.2	34.7	38.7
**5 (scores do not include IEP students)	73.8	75.4	83.6	99.0

**2008-2009**

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	5.5	12.4	24.6
2	7.8	10.43	18.1	22.18
3	16.2	21.19	30.7	36.84
4	21.2	21.29	34.7	37.65
**5	73.8	63.96	83.6	108.43

**2007-2008**

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	4.53	12.4	21.56
2	7.8	10.34	18.1	22.22
3	16.2	18.06	30.7	32.79
4	21.2	24.2	34.7	40.51
**5	73.8	67.96	83.6	109.31

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA  
2009-2010**

**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.

**2009-2010**

	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%	68.6	61.3	74.4	20.0	72.3
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	31.4	38.7	25.6	80.0	27.7

**2008-2009**

	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%	56.9	57.1	56.7	0.0	70.2
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	43.1	42.9	43.3	100.0	29.8

**2007-2008**

	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%	30.9	30.0	32.0	0.0	40.5
Percentage of 6 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-47%	69.0	70.0	68.0	100.0	59.5



**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA**  
**2009-2010**  
**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.

**2009-2010**

	<u>Total 8<sup>th</sup> Grade Class</u> *The test was not administered to IEP students for this school year only	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%	39.2	46.2	29.2	NA	NA
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	60.8	53.8	70.8	NA	NA

**2008-2009**

	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%	72.1	68.8	75.9	16.7	78.1
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	27.9	31.3	24.1	83.3	21.8

**2007-2008**

	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%	66.7	74.2	57.2	20.0	75.5
Percentage of 8 <sup>th</sup> grade students NOT PROFICIENT, Scoring 0-59%	33.3	25.7	42.9	80.0	24.5

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA**  
**Stanford 10 Diagnostic Assessment**

Starting in 2008, MFL MarMac High School began using the Stanford 10 Diagnostic Assessment to analyze students' progress in the areas of reading comprehension, mathematics, science and more. The chart below shows the percentage of students at grade level or above on each subtest for the past two years.

**11<sup>th</sup> Grade**

	2009	2010	2009	2010	2009	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
<b>Reading Comprehension</b>	93.8	86.7	94.5	92.3	94.1	100
<b>Mathematics</b>	68.3	58.1	76.7	60.7	60.6	55.9
<b>Science</b>	78.1	72.6	90.3	75.0	69.7	52.2
<b>Social Studies</b>	53.7	57.4	67.7	53.6	41.7	60.6

**10<sup>th</sup> Grade**

	2009	2010	2009	2010	2009	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
<b>Reading Comprehension</b>	100	96.5	100	91.3	100	100
<b>Mathematics</b>	66	60.0	61	50.0	70.5	65.7
<b>Science</b>	89	83.3	93	90.0	85	78.1
<b>Social Studies</b>	67.7	68.9	70	77.3	65.6	71.4

**9<sup>th</sup> Grade**

	2009	2010	2009	2010	2009	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
<b>Reading Comprehension</b>	90.5	100	86.7	100	93.9	100
<b>Mathematics</b>	47.7	80.7	52.6	80.0	48	81.3
<b>Science</b>	81	82.5	80	88.0	84	78.1
<b>Social Studies</b>	64	89.1	63	88.5	67	82.8

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

**2009-2014 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 class 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.

**2009-2010 ITBS/ ITED Testing Results  
National Percentile Ranking**

	Reading	Math	Science
<b>4<sup>th</sup> Grade</b>	68	75	71
<b>8<sup>th</sup> Grade</b>	53	51	53
<b>11<sup>th</sup> Grade</b>	66	62	69

**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.

**2009-2010 ITBS / ITED Testing Results  
Percent of Students Achieving Proficiency**

	Reading	Math	Science
<b>4<sup>th</sup> Grade</b>	73.1	88.4	80.7
<b>8<sup>th</sup> Grade</b>	63.6	60.1	60.0
<b>11<sup>th</sup> Grade</b>	80.6	80.6	76.1

## ANNUAL IMPROVEMENT GOALS FOR 2009-2010

**Reading:**

- a. In 2009-2010, Grades 4, 5, 7, and 8 full academic year Low SES students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS than Grades 3,4, 6, and 7 full academic year Low SES students in 2008-2009.
- b. In 2009-2010, Grade 8 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS than Grade 7 full academic year students in 2008-2009.
- c. In 2009-2010, Grade 11 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 11 full academic year students in 2008-2009.

**Mathematics:**

- a. In 2009-2010, Grade 11 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITED than full academic year students in Grade 11 in 2008-2009.
- b. In 2009-2010, Grades 7 and 8 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITBS than full academic year students in Grades 6 and 7 in 2008-2009.
- c. In 2009-2010, Grades 5, 6, 7, 8, and 11 full academic year Low SES students will have a greater percentage of students proficient on the mathematics total subtest of the ITBS/ITED than full academic year students in grades 4, 5, 6, 7, and 10 in 2008-2009.

**Science:**

- a. In 2009-2010, Grade 8 Low SES students will have a greater percentage of students proficient on the science subtest of the ITBS than Low SES students in Grade 7 in 2008-2009.

### ANNUAL IMPROVEMENT GOALS DATA ANALYSIS

#### Reading Goal A

The MFL MarMac School District did not meet its Annual Improvement Goal for reading at Grades 4, 5, and 8 full academic year Low SES students. The goal was made at Grade 7.

ITBS Reading Comprehension Proficiency	2008-2009 FAY Low SES Students Proficient	2009-2010 FAY Low SES Students Proficient
Grade 3 to Grade 4	63.0	60.8
Grade 4 to Grade 5	69.6	59.1
Grade 6 to Grade 7	50.0	50.1
Grade 7 to Grade 8	59.1	45.0

#### Reading Goal Corrective Actions

The district will designate professional development throughout the school year in the hopes to help, encourage, and improve achievement for students of low socio-economic status. Teachers will increase the use of graphic organizers and encourage students to invest more time into reading individually.

### Reading Goal B

The MFL MarMac School District did not meet its Annual Improvement Goal for reading for full academic year students in grade 8.

ITBS Reading Comprehension Proficiency	2008-2009 FAY Students Proficient	2009-2010 FAY Students Proficient
Grade 7 to Grade 8	71.2	65.4

### Reading Goal Corrective Actions

Teachers will help students increase vocabulary knowledge by teaching a new vocabulary word using real-world examples. Words will be taken from textbooks, students' reading books, television, radio, etc. In addition, students will learn and reinforce reading comprehension strategies while reading weekly stories. Lastly, teacher will help students practice test taking skills throughout the school year.

### Reading Goal C

The MFL MarMac School District met its Annual Improvement Goal for reading at the 11<sup>th</sup> grade level.

ITED Reading Comprehension Proficiency	2008-2009 FAY Students Proficient	2009-2010 FAY Students Proficient
Grade 11	78.4	80.9

### Mathematics Goal A

The MFL MarMac School District met its Annual Improvement Goal for math at the 11th grade level.

ITED Math Proficiency	2008-2009 FAY Students Proficient	2009-2010 FAY Students Proficient
Grade 11	78.4	79.3

### Mathematics Goal B

The MFL MarMac School District met fifty percent of its Annual Improvement Goal for math. Grade 7 full academic year students met mathematics goal, but Grade 8 had less students proficient than the year before.

ITBS Math Proficiency	2008-2009	2009-2010
Grade 6 to Grade 7	67.9	77.3
Grade 7 to Grade 8	63.5	61.6

**Mathematics Goal Corrective Actions for Math Goal B**

Teachers will incorporate more math word problems as well as integrate repetitive fact practice. In 8<sup>th</sup> grade, teachers will focus on math computation, concepts and estimation in both Pre-Algebra and Math Concepts classes and adjust curriculum accordingly. Also, teachers will develop more hands on activities and increase use of technology by using videos on [www.teachertube.com](http://www.teachertube.com), Discovery streaming videos, and Webquests.

**Math Goal C**

The MFL MarMac School District did not meet its Annual Improvement Goal for math for grades 5,6,8,and 11 full academic year Low SES students. The district did make the goal at Grade 7.

ITBS/ITED Math Proficiency	2008-2009 FAY Low SES Students Proficient	2009-2010 FAY Low SES Students Proficient
Grade 4 to Grade 5	69.6	59.0
Grade 5 to Grade 6	66.7	66.6
Grade 6 to Grade 7	45.0	55.6
Grade 7 to Grade 8	45.5	45.0
Grade 10 to Grade 11	61.1	58.8

**Mathematics Goal Corrective Actions**

The district will designate professional development throughout the school year in the hopes to help, encourage, and improve achievement for students of low socio-economic status.

**Science Goal**

The MFL MarMac School District did not meet its Annual Improvement Goal for science at the 8th grade level for low SES students. Grade 8 had less students proficient than the year before.

ITBS Science Proficiency	2008-2009 FAY Low SES Students Proficient	2009-2010 Low SES Students Proficient
Grade 7 to Grade 8	50.0	45.0

**Science Goal Corrective Actions**

The district will designate professional development throughout the school year in the hopes to help, encourage, and improve achievement for students of low socio-economic status. Teachers will integrate vocabulary across the curriculum and practice test taking strategies. Teachers will also continue to use *Science News* magazine and outside resources such as the naturalists at Osborne Nature Center in Clayton County.

## 2010-2011 Annual Improvement Goals

### Reading Annual Goals

- a. In 2010-2011, Grade 9 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 8 full academic year students in 2009-2010.
- b. In 2010-2011, Grade 11 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 10 full academic year students in 2009-2010.
- c. In 2010-2011, Grades 4, 5, 6, 7, 8, 9, and 11 full academic year Low SES students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS/ITED than Grades 3, 4, 5, 6, 7, 8, and 10 full academic year Low SES students in 2009-2010.

### Math Annual Goals

- a. In 2010-2011, Grades 6 and 9 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITBS/ITED than full academic year students in Grades 5 and 8 in 2009-2010.
- b. In 2010-2011, Grade 11 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITED than full academic year students in Grade 11 in 2009-2010.
- c. In 2010-2011, Grades 4, 6, 7, 8, 9, and 11 full academic year Low SES students will have a greater percentage of students proficient on the mathematics subtest of the ITBS/ITED than Grades 3, 5, 6, 7, 8, and 10 full academic year Low SES students in 2009-2010.

### Science Annual Goal

- a. In 2010-2011, Grade 9 Low SES students will have a greater percentage of students proficient on the science subtest of the ITED than Low SES students in Grade 8 in 2009-2010.

## DROPOUT DATA FOR GRADES 7-12 IN 2008-2009

2008-2009	Percentage of Students Considered Dropouts in Grades 7-12
Total Population	.45
Females	0
Males	.92
Students with an IEP	2.33
Whites	.46
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

**POST-SECONDARY DATA  
GRADUATING CLASS OF 2010**

Percentage of all high school seniors who intend to pursue post-secondary education or training	82.43
Percentage of high school students grades 9-12 who took the ACT assessment and achieved a score 20 or higher during the 2008-2009 school year	66.67
Percentage of high school seniors who completed a core program of four years of English and three or more years each of mathematics, science, and social studies.	100

**GRADUATION RATE**

Percentage of students who graduated from MFL MarMac High School with a diploma for the 2006-2007 school year	94.79
State graduation rate goal for 2006-2007	90.49

The graduation rate is defined as the number of students receiving a diploma divided by the estimated number of students present as 9<sup>th</sup> graders. The high school graduates collected through the spring Project EASIER data collection is defined as diploma recipients. Diploma recipients are those students completing unmodified graduation requirements, as well as, those students completing modified graduation requirements due to alternate placement or modification in accordance with a disability.

Not included are "other completers" defined as graduates who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

**AVERAGE DAILY ATTENDANCE**

K-8 MFL MarMac CSD average daily attendance for 2007-2008	95.95
K-8 state average daily attendance goal for 2007-2008	95.72
K-12 MFL MarMac CSD average daily attendance for 2007-08	95.35
K-12 state average daily attendance goal for 2008-2009	94.87



**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 2009-2010
2nd	NA	2.5
3rd	2.6	3.4
4th	3.2	4.1
5th	4.0	4.5
6th	5.3	6.2
7th	6.1	7.0
8th	6.6	7.4
9th	8.2	9.7

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

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2009-2010
2nd	NA	2.0
3rd	1.9	3.1
4th	3.3	4.4
5th	4.0	4.8
6th	5.4	6.5
7th	6.1	7.3
8th	6.5	7.0
9th	8.1	9.3

Annual Improvement Goal 1.5:

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

School Year	Number of Discipline Referrals
2008-2009	36
2009-2010	53

## **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-5 with the reading curriculum.

## **Schools in Need of Assistance**

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

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