

# **Linn-Mar Community School**

**2003-04 Annual Report of Student Achievement**

## Quality Indicators of Student Achievement

Linn-Mar Community Schools are committed to the delivery of a quality education for our students and families. The information presented in the **2003-04 Annual Report of Student Achievement** communicates the quality indicators the State of Iowa requires public school districts to report to the public.

### Student Enrollment...

<b>District Buildings</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
Early Child Special Ed.	NA	NA	NA	NA	35
Alternative Kindergarten	NA	NA	NA	NA	62
Bowman Woods	476	462	463	525	512
Indian Creek	434	420	430	426	407
Oak Ridge K-8	NA	NA	NA	NA	492
Novak Elementary	477	492	473	487	368
Westfield Elementary	404	454	493	495	406
Wilkins Elementary	450	472	455	434	459
LM Middle School	998	998	1065	1122	NA
Excelsior MS 6-8	NA	NA	NA	NA	893
LM High School	1294	1301	1274	1250	1314
Marion Learn Center	NA	NA	NA	NA	10
<b>Total</b>	<b>4533</b>	<b>4599</b>	<b>4653</b>	<b>4739</b>	<b>4986</b>
<b>Open Enrollment</b>					
In	166	170	138	128	134.9
Out	385.3	458	481.1	489.4	490.5
<b>Students Receiving Special Education</b>					
Resident Special Education			458	509	535
Non-Resident Special Education			11	11	46
<b>Total Special Education Students</b>			<b>469</b>	<b>520</b>	<b>581</b>

Daily school attendance is an important aspect of student achievement. Daily attendance is monitored to assess student participation rates and to assist families with factors that impact student achievement.

### Graduation

The graduation rate, as provided by the Iowa Department of Education, for the 2002-03 school year for the Linn-Mar Schools was calculated by using the number of students receiving a diploma divided by the number of these students present as 9<sup>th</sup> graders.

State Average – 89.4%

Linn-Mar Community Schools	2001-2002	2002-2003
	98.64%	97.24%

# Drop Out Rate – Grades 7-12

Linn-Mar Community Schools has a drop out rate that is lower than the average of other public schools in Iowa. During the 2003-2004 school year, the drop out rate for students in grades 7-12 was less than one percent, with only eight students leaving LM.

## General Dropout Rate for Grade 7-12

Dropout Rate - All Students	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Total Drops</b>	11	10	8	7	3	11/1882	13/1984	10/1280
<b>Percentage</b>	NA	NA	NA	NA	0.48%	.58%	.66%	.78%
<b>Male Drops</b>	7	5	5	4	3	11	10	6
<b>Male Drop rate</b>	1.1%	0.8%	0.8%	0.61%	0.48%	.58%	.5%	.48%
<b>Female Drops</b>	3	5	3	3	0	0	3	3
<b>Female Dropout rate</b>	0.5%	0.9%	0.5%	0.49%	0	0	.15%	.23%
<b>Minority Drops</b>	2	0	0	0	0	2	2	1
<b>Minority Dropout rate</b>	4.3%	0.0%	0.0%	0.0%	0	.10%	.1%	.07%
<b>F &amp; R Drops</b>	5	3	1	1	2	5	7	2
<b>F &amp; R Drop rate</b>	8.9%	5.4%	1.4%	1.2%	0.025%	.26%	.35%	.15%
<b>Sp. Ed. Drops</b>	NA	NA	NA	NA	0	0	0	0
<b>Sp. Ed. Drop rate</b>	NA	NA	NA	NA	0	0	0	0

## 2003-04 Dropout Information by Ethnicity

White		Black		Asian		Hispanic		Native Am.	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
8	0	0	1	0	0	0	0	0	0

# Core Program Completion Rate

The percentage of all 2002-03 Linn-Mar high school graduates who completed a core program, which includes four years of English/language arts, and three or more years each of mathematics, science, and social studies is listed below.

### Core Completers

### Non-Core Completers

Linn-Mar Schools -

54.2%

45.8%

# 9-12 Average Daily Attendance Compared to the State Average

The average daily attendance rate was provided by the Iowa Department of Education for the 2003-04 school year for the Linn-Mar Schools.

Ave. Daily Attendance	2002	2003	State Average
K-8	96.5254%	96%	95.6%

# ACT Scores ...

The performance of LM students on the ACT assessment indicates one of the highest achievement levels for Iowa students.

ACT Test Scores	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
# Tested	173	203	170	183	215	213	223	221	221
English	22.1	23.1	22.0	21.9	22.3	23.0	22.0	22.5	22.1
Math	22.7	23.7	23.0	23.1	23.6	24.0	23.7	23.8	23.6
Reading	23.3	24.1	22.9	22.5	23.0	24.1	23.0	23.6	23.2
Science	23.3	24.3	22.9	23.0	23.1	24.0	23.3	23.0	23
Composite	23.0	23.9	23.0	22.8	23.1	23.9	23.1	23.3	23.1
Iowa	21.9	22.1	21.9	22.1	22.0	22.0	22.0	22.0	22.0
National	20.9	21.0	21.0	21.0	21.0	21.0	20.8	20.8	20.9
Composite - Core	24.3	24.5	23.1	23.1	23.4	24.2	23.0	24.1	23.4
Iowa Core	23.0	23.1	23.2	23.0	23.0	22.9	22.9	22.9	23
English	23.1	23.6	22.4	22.6	22.7	22.4	21.8	23.2	22.4
Math	24.3	24.4	23.8	23.4	24.1	22.6	23.9	24.8	23.9
Reading	24.7	24.5	23.0	22.5	23.1	23.2	22.8	24.3	23.2
Science	24.3	24.8	22.8	23.1	23.4	23.0	23.0	23.5	23.4
Composite -Non Core	22.1	22.0	22.7	22.5	22.7	23.6	23.7	22.6	22.8
Iowa	19.8	20.0	20.0	19.7	20.0	20.0	19.9	20.0	20.2
English	21.3	22.5	21.3	21.1	22.0	19.2	22.6	21.7	21.8
Math	21.4	22.8	23.4	22.8	22.8	19.4	23.8	22.9	23.2
Reading	22.2	23.6	22.7	22.4	22.9	20.3	23.8	22.9	23
Science	22.6	23.6	22.9	22.9	22.7	20.5	24.0	22.5	22.5

LM students continue to score higher than both the state and national averages of students that complete the ACT assessment. A score of 20 or higher on the ACT test is a general indicator of potential post-secondary success. The percentage of LM students that scored 20 or higher was 78 %.

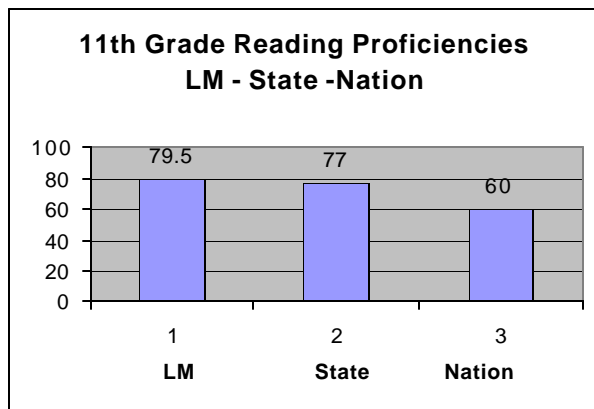
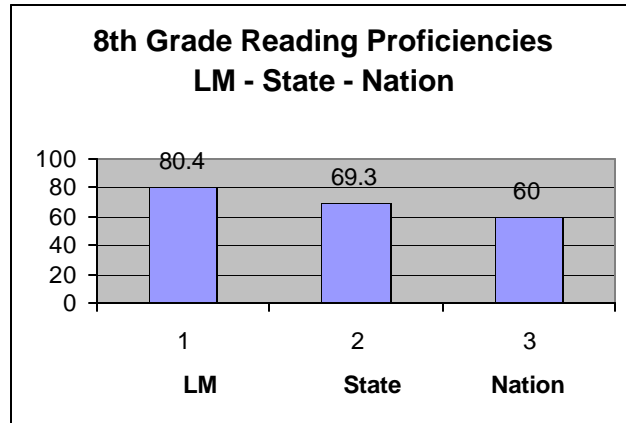
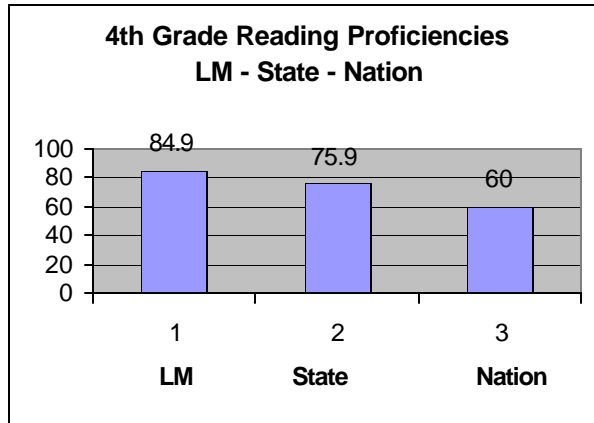
ACT Composite				
	00-01	01-02	02-03	03-04
Local	81	80	84	78
State	69	69	69	69
Nation	60	58	58	59
English				
	00-01	01-02	02-03	03-04
Local	73	69	75	67
State	62	62	63	63
Nation	54	54	52	55
Math				
	00-01	01-02	02-03	03-04
Local	79	78	77	74
State	61	67	61	61
Nation	52	58	50	51
Reading				
	00-01	01-02	02-03	03-04
Local	75	72	80	70
State	67	67	67	67
Nation	58	58	58	59
Science Reasoning				
	00-01	01-02	02-03	03-04
Local	82	83	80	82
State	73	72	73	74
Nation	62	59	60	62

# Proficiency on ITBS/ITED ...Reading

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile.

The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

## Reading Proficiencies – Linn-Mar compared to the State and Nation



## 2003-04 Annual Improvement Goals Met or Not Met

### Primary Goal: Reading

It is the district's goal that students will increase academic achievement in reading comprehension.

**Goal Met:** The District met the reading goal for four of the five grade spans.

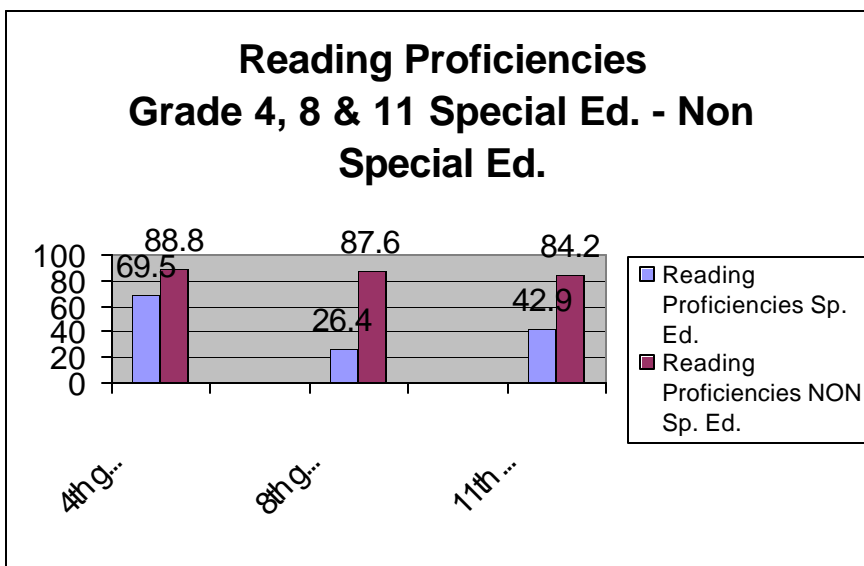
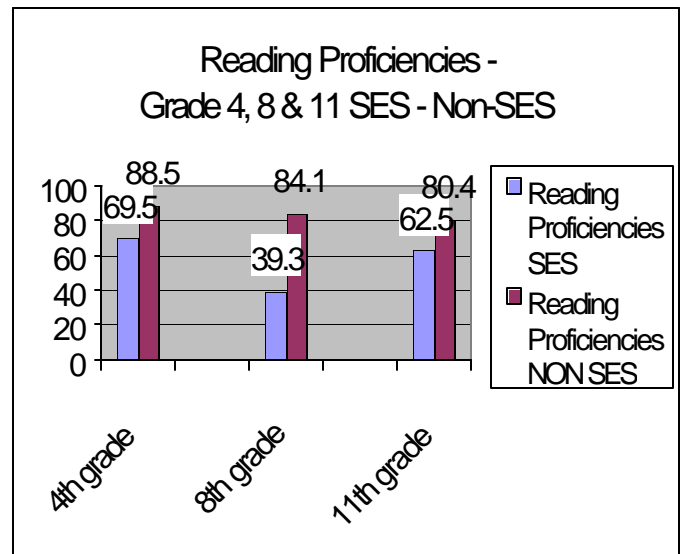
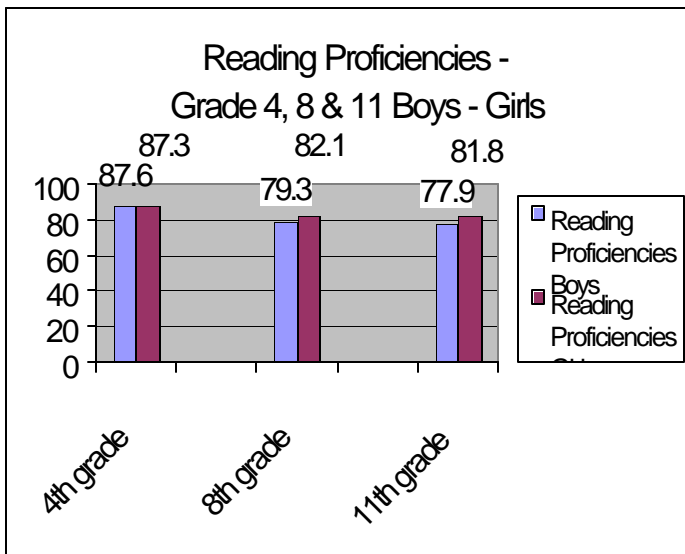
- An average grade equivalent growth rate will exceed one year of growth between the 2002 and 2003 school years. The following summarizes the grade equivalent growth rates:
- | 2002 Grade | 2003 Grade | NGE Growth |
|------------|------------|------------|
| 3          | 4          | 1.3        |
| 4          | 5          | 1.3        |
| 5          | 6          | 0.7        |
| 6          | 7          | 1.5        |
| 7          | 8          | 1.1        |

# District Reading Proficiencies for Students Enrolled at Linn-Mar a Full Academic Year:

## Gender Differences (Boys – Girls)

## Social Economic Status (Free & Reduced Lunch)

Reading is an important basic skill and is the foundation for learning. Students that are proficient in reading understand factual information and can draw conclusions and inferences about the characters in the story. Students with reading proficiency are able to identify the main idea, can evaluate the style and structure of the text, and begin to identify the author’s viewpoint, style and make judgements of the validity of the text.



## District Summary of Reading Proficiency Levels Grades 4, 8 & 11

Reading Comprehension									
		1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Elementary	Grade 4	73.7	73	79.2	77.2	77.4	85.7	85.2	84.9
Middle School	Grade 8	83.5	79.4	81.2	85.9	89.8	81.3	83.7	80.4
High School	Grade 11	93.5	81.5	86.4	87	89	86.1	82.9	79.5

## District-Wide Multiple Assessment Data - Reading

The District is required to assess all students in one grade level using a multiple assessment measure. The District is reporting two multiple measures for reading comprehension.

### Degrees of Reading Power (DRP) Results – 2003-2004 8<sup>th</sup> Grade Students

#### Middle Schools Multiple Measure

**Goal:** To reduce the percentage of students that score below the 41<sup>st</sup> percentile by 5% from the sixth grade to the eighth grade test.  
**Goal Met:** A reduction of 6.6% in the low performance level (< 40<sup>th</sup> percentile) indicated the goal was met.

Linn-Mar Comparison Chart for 6-8<sup>th</sup> graders 2001 to 8<sup>th</sup> Graders 2004 – Using DRP National Percentile Scores

Percentile Range	Number of Linn-Mar 8 <sup>th</sup> Grade Students In National Corresponding Range		Percent of Linn-Mar 8 <sup>th</sup> Grade Students in the National Corresponding Range	
	Fall 2001	Spring 2004	Fall 2001	Spring 2004
90-99 <sup>th</sup>	63	87	16.4%	22.1%
75-89 <sup>th</sup>	79	105	20.6%	26.7%
41-74 <sup>th</sup>	156	139	40.6%	35.4%
25-40 <sup>th</sup>	35	42	9.1%	10.7%
0-24 <sup>th</sup>	51	20	13.3%	5.1%

### Gates MacGinite Reading Test Results – 2003-2004 7<sup>th</sup> Grade Students

#### Middle School Multiple Measure

- Goal:** Reduce by 5% the percentage of 7<sup>th</sup> grade students in the low achievement level as measured by the Gates MacGinite test.  
**Goal Met:** A reduction of 29.7% in the low achievement level indicates the goal was met.

#### Percentile Proficiency Level Student Distribution Results

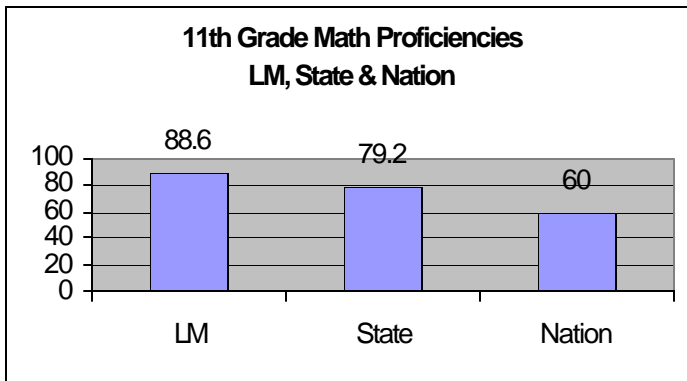
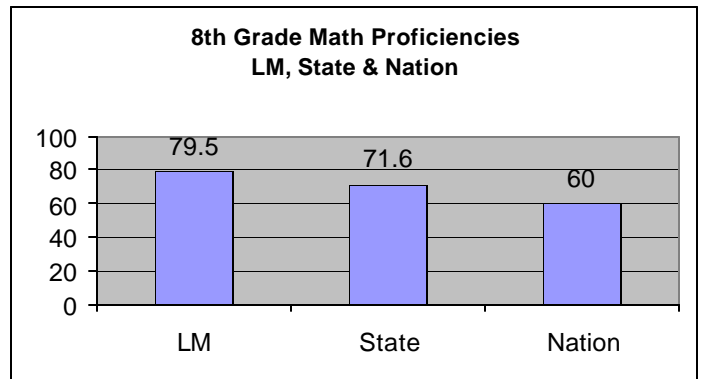
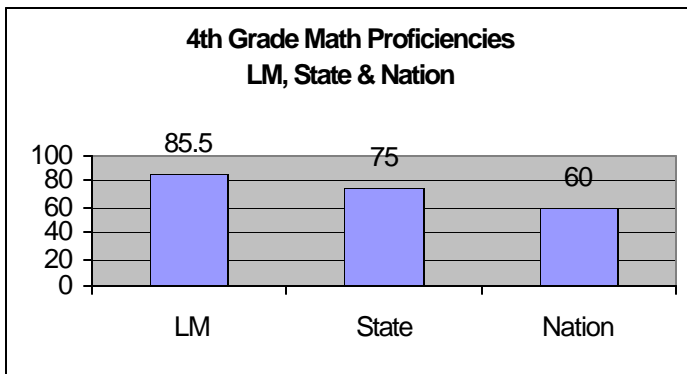
Proficiency Level	Fall Results 2003	Spring Results 2004	Fall to Spring Growth
0 – 40 <sup>th</sup> percentile	101/374 students 27.01%	73/374 students 19 %	Reduced 30 students 29.7% Reduction
41 – 99 <sup>th</sup> percentile	273/374 students 72.99 %	303/374 students 81.02 %	

# Proficiency on ITBS/ITED ...Mathematics

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile.

The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

## Mathematics Proficiencies – Linn-Mar compared to the State and Nation



### 2003-04 Annual Improvement Goals Met or Not Met

#### Primary Goal: Mathematics

It is the district's goal that students will increase academic achievement in mathematics. The District met the primary goal of one year of growth for each grade span.

- An average grade equivalent growth rate will exceed one year of growth between the 2002- 03 and 2003 - 04 school years. The following summarizes the grade equivalent growth rates:

2002 Grade	2003 Grade	Growth
3	4	1.5
4	5	1.3
5	6	1.2
6	7	1.6
7	8	1.1

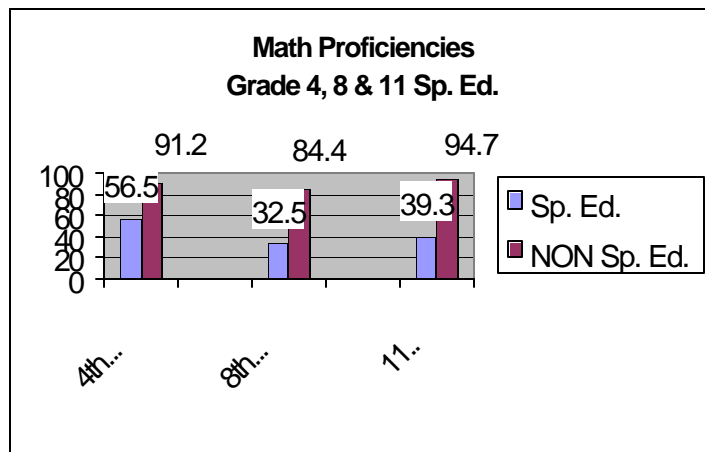
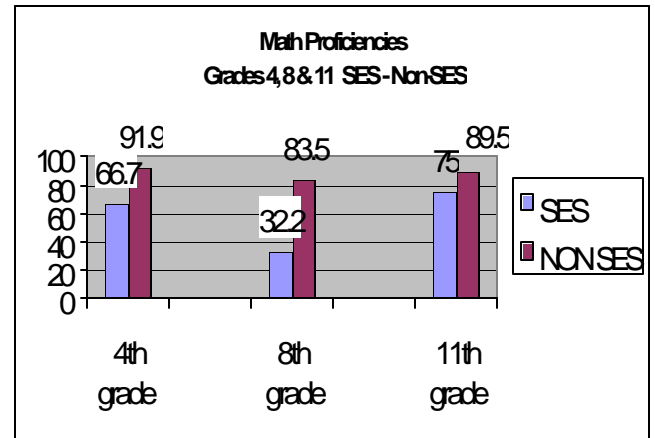
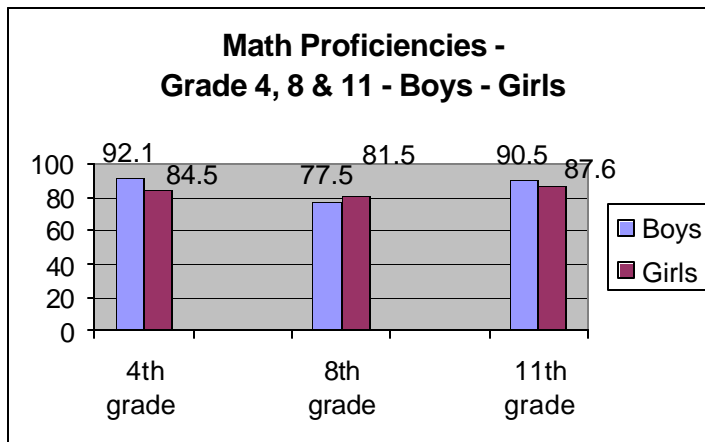
## District Summary of Proficiency Levels Grades 4, 8 & 11

Mathematics		1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Elementary	Grade 4	82.1	78.9	80.4	78.8	81.1	85	83.4	85.5
Middle School	Grade 8	86.4	87.3	79.2	91.2	89	80.4	84.1	79.5
High School	Grade 11	93.7	89.5	92.3	95.2	92.3	91.9	92	88.6

### District Mathematics Proficiencies for Students Enrolled at Linn-Mar a Full Academic Year:

#### Gender Differences (Boys – Girls)

#### Social Economic Status (Free & Reduced Lunch)



# District-Wide Multiple Assessment Data - Mathematics

The District is required to assess all students in one grade level using a multiple assessment measure. The District is reporting two multiple measures for mathematics.

## Mathematics - Linn-Mar Middle School - 8<sup>th</sup> Grade Mathematics Whole Number Computation Assessment - Fractions

- **Goal:** 80% of the 7<sup>th</sup> grade students will score at or above the proficient achievement level (80%) on the Linn-Mar Middle School Fraction Computation Assessment.
- **Goal Met:** 87.8% of the 7<sup>th</sup> grade students achieved the 80% proficiency level accomplishing this goal.

Performance Level	Percentage	Total Excelsior	Total Oak Ridge	Total District
4	90-100	39.8%	NA	NA
3	80-89	33.3%	NA	NA
<b>Proficient</b>		<b>73.1%</b>	<b>74%</b>	<b>73.55%</b>
2	70-79	6.5%		
1	<70	20.3%	26%	26.4%

### LM Student Math Growth District Summary Using NWEA MAP Assessment Norms

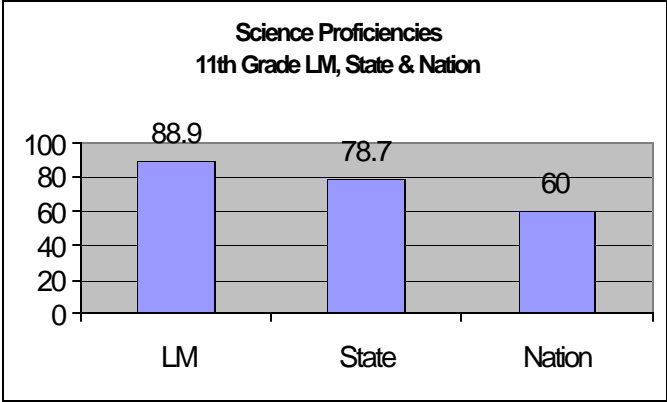
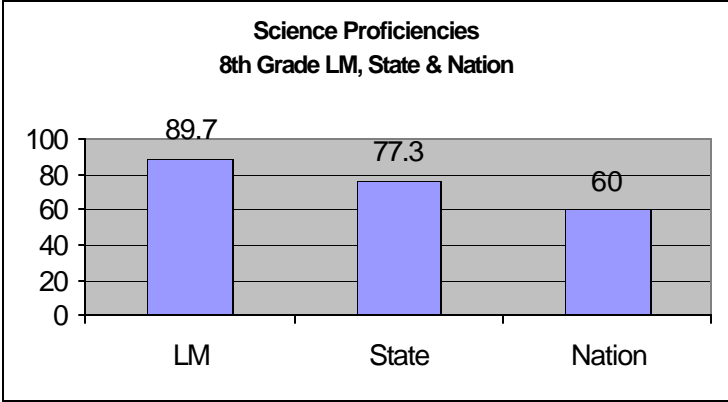
The NWEA MAP test was administered during the 2003-04 school year for the first time. The goal of the District was to implement the test, provide teachers with professional staff development on data interpretation and utilization and begin to develop a baseline of test data for future usage.

The Linn-Mar schools did not achieve the mean growth as compared to the NWEA norm group. The Linn-Mar students did begin at a higher RIT than the NWEA norm group but the students did not grow at the same rate as the norm group.

			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			208.9	216.4		
			Fall 2003	Spring 2004	Linn-Mar	NWEA
School	Grade	Number	Mean RIT	Mean RIT	Mean Growth	Mean Growth
Elementary	5	374	217.2	224.6	7.4	8.8
			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			227.2	234		
School	Grade	Number	Mean RIT	Mean RIT	Mean Growth	Mean Growth
MS	8	378	240.0	244.6	4.6	7.1
			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			232.7	248.2		
School	Grade	Number	Mean RIT	NWEA Norm	Mean Growth	Mean Growth
HS	10	278	245.7	244.8	-0.9	4.8

## Science Proficiencies – Compared to the State and Nation

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The Linn-Mar School District does not assess students at the fourth grade level in the science area.



### 2003-04 Annual Improvement Goals Met or Not Met

#### Goal Science

It is the district’s goal that students will increase academic achievement in science.

**Goal Met** The District met the science goal of more than one year of grade equivalent growth at each grade span.

- The average of one year of growth, using grade equivalent measures for the cohort group 7<sup>th</sup> /8<sup>th</sup> are summarized below:
 

2001 Grade	2002 Grade	Growth
6	7	2.4
7	8	1.5
8	9	Grade equivalent has reached 13+ the highest level recorded

### District Summary of Proficiency Levels Grades 4, 8 & 11

Science		1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Elementary	Grade 4	NA	NA	NA	NA	NA	NA	NA	NA
Middle School	Grade 8	NA	NA	NA	NA	78.4	91.7	94.2	89.7
High School	Grade 11	NA	NA	NA	NA	72	87.1	87.5	88.9

### District-Wide Multiple Assessment Data Science

#### Scientific Inquiry Assessment 8<sup>th</sup> grade students

- Goal :** 70% of the 8<sup>th</sup> grade students will achieve the proficient level (> 70%) on the LMMS Scientific Inquiry Assessment
- Goal:** 88.2% of the 8<sup>th</sup> grade students met the Scientific Assessment goal.

Grade Level	N	5	4	3	2	1
8 <sup>th</sup> Grade	391	105	173	69	28	16
Percent		26.8%	44.2%	17.6%	7%	4%





## ITBS/ITED Achievement Level Trend Lines and Participation Rates – Science (All Students)

The 2002 test data reported is based on 2000 norm scores. All prior years data is based on 1992 norm scores. 2000--2001 Biennium Percent of Iowa Students scoring in each Achievement Level compared to Linn-Mar Students are presented in bold. Low = < 41 percentile, Intermediate = 41 to 89 percentile, High = > 90 percentile

State Grade 8 Science*				NA			NA			NA		
	N	N	N									
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
LMMS 8 <sup>th</sup>	316	340		17.2	5.9		64.6	65.3		18.2	28.9	
Excelsior			283			12.4			65.7			21.9
Oak Ridge			113			5.3			69			25.7
Total MS			396			10.4			66.7			23
Participation Rate	396/408=											
	97.05%											
State Grade 11 Science*				NA			NA			NA		
	N	N	N									
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
LMHS 11 <sup>th</sup>	288	311	298	12.9	12.6	16.1	53	56.3	50	34.1	31.2	33.9
Participation Rate	298/306=97.3%											

## Comparison of Proficiency in Reading Comprehension, Mathematics and Science For All Students that completed the Iowa Tests

This data is based on the sum of the percent of all students that scored in the intermediate (41-89 percentile) and high achievement (90-99 percentile) levels, as defined by Iowa Testing. The data represents the percentage of students that defined as proficient. A higher percentage of Linn-Mar students perform in the proficient range compared to both the State and Nation in the areas of reading, mathematics and science.

Reading Comprehension	ITBS and ITED Reading Comprehension Scores using 2000 Norms					
Grade Level	Local		State (biennium report)		Nation	
Year	2002	2003	2002	2003	2002	2003
4	85.2	84.9	69.9	75.9	60	60
8	83.7	80.4	69.4	69.3	60	60
11	82.9	79.5	77.1	77	60	60

Mathematics	ITBS and ITED Mathematics Scores using 2000 Norms					
Grade Level	Local		State (biennium report)		Nation	
Year	2002	2003	2002	2003	2002	2003
4	83.4	85.5	71.4	75	60	60
8	84.1	79.5	73.6	71.6	60	60
11	92	88.6	79.6	79.2	60	60

Science	ITBS and ITED Science Scores using 2000 Norms					
Grade Level	Local		State (biennium report)		Nation	
Year	2002	2003	2002	2003	2002	2003
8	94.2	89.7	NA	NA	60	60
11	87.5	88.9	NA	NA	60	60

# Other Measures of Student Achievement

## Academic Achievement

Grade point average is one indicator of student academic achievement. Academic achievement is recorded by grade level to track trends in student performance.

Academic Achievement	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
<b>Mean Grade Point Ave.</b>	3.11	3.06	3.04	3.07	3.05	3.064	3.081	3.09
Grade 9	3.04	3.06	2.89	2.94	2.906	2.935	2.8667	3.037
Grade 10	3.02	3.06	3.01	3.02	3.09	3.000	3.0477	2.954
Grade 11	3.04	3.03	3.03	3.12	3.106	3.155	3.1429	3.125
Grade 12	3.35	3.10	3.23	3.18	3.258	3.167	3.2668	3.245

## 2003-04 Postsecondary Enrollment Options Act Report

Students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades may enroll in college level course work under the Post Secondary Enrollment Options Act (PSEO) at area colleges. Freshman and sophomores may enroll in college course work through the gifted education program. The number of students that participate in the PSEO program represents the Linn-Mar commitment to higher learning opportunities.

Freshman	Sophomores	Juniors	Seniors
<b>0</b>	<b>0</b>	<b>3</b>	<b>34</b>

## AP Exams Data

The Advanced Placement program (AP) provides rigorous course work that may receive college credit from area post secondary institutions upon successful completion of the course exam. AP courses offered at Linn-Mar span the academic areas of History, Biology, Chemistry, Literature, Calculus, Psychology, Composition, Government and Spanish. AP exams are scored on a 1-5 scale, with 5 the highest score.

### How students scored

Year	No. of Students	No. of Exams	5	4	3	2	1
1992	22	33	13	13	7	0	0
1993	27	35	8	8	12	5	2
1994	46	71	11	20	31	9	0
1995	49	73	9	23	25	11	5
1996	47	59	6	14	30	9	0
1997	59	85	8	29	30	16	2
1998	53	69	3	16	34	14	2
1999	61	74	7	16	23	24	4
2000	87	104	14	19	45	21	5
2001	76	85	17	24	34	9	1
2002	71	107	23	28	34	15	7
2003	52	129	33	32	45	14	5
2004	107	213	36	44	40	21	3
<b>Total</b>	<b>821</b>	<b>1125</b>	<b>180</b>	<b>282</b>	<b>390</b>	<b>168</b>	<b>36</b>

## Diagnostic Reading/Early Intervention Block Grant 2003-04 Goals

The following data was collected at the conclusion of the 2003-04 school year for State Classroom Diagnostic usage and Early Intervention Block Grant Progress Reporting. The Linn-Mar Community Schools elected to assess all students in grades K-3 to obtain a holistic picture of the entire system. Two data reports are enclosed for this reporting requirement: Kindergarten Reading and Mathematics Assessments and the first through third grade Linn-Mar Schools Reading Diagnostic Assessment.

### **Kindergarten**

Kindergarten students are assessed on their alphabet letter recognition (upper and lower case) and on their number recognition (0-31) in the fall and spring.

#### Academic Goal-

Reading: 85% of all kindergarten students will recognize 95% of 52 alphabet letters (upper and lower case).

Mathematics: 80% of all kindergarten students will recognize numbers 0-31.

#### Goals Met -

Reading – 95.4% of all kindergarten students were able to recognize 95% or more of 52 alphabet letters (upper and lower case) on the end of the year assessment.

Mathematics – 91% of all kindergarten students were able to recognize numbers 0-31 on the end of the year assessment.

### **First – Third Grade Reading Diagnostic Assessment**

The Reading Diagnostic Assessment is an assessment conducted twice per year using a grade level passage on a one-to-one (student to teacher) read aloud administration.

Accuracy is a measurement of the percentage of students at 90% or higher in reading words accurately.

Fluency is a measurement of words read per minute (each grade level has a specific wpm proficiency range).

Comprehension is a measurement of the percentage of student proficiency (70% to 100%) on questions over a grade level passage.

#### Goals:

Accuracy – 90% of students per grade level will read at the proficient reading level (proficient = 90% accurate on a grade level passage) in the spring assessment. **Goal Met:**

Comprehension – 90% of students per grade level will achieve the proficient level (proficient = 70% correct on questions over a grade level passage) in the spring assessment. **Goal Met:**

Fluency – 90% of students per grade level will achieve the proficient level (proficient = > 84 wpm @ 2<sup>nd</sup> grade, 104 wpm @ 3<sup>rd</sup> grade) in the spring assessment. **Goal Met:**

Grade Level	Accuracy			Fluency			Comprehension		
	Fall 2003	Spring 2004	Growth	Fall 2003	Spring 2004	Growth	Fall 2003	Spring 2004	Growth
	90% or greater is proficient			2 <sup>nd</sup> > 43 wpm 3 <sup>rd</sup> > 69 wpm 4 <sup>th</sup> > 89 wpm 5 <sup>th</sup> > 95 wpm	> 84 wpm > 104 wpm > 108 wpm > 118 wpm		70% or greater is proficient		
<b>First Grade</b>	89.04%	93.7%	4.66%	NA	NA	NA	96.7%	97.1%	4%
<b>Second Grade</b>	73.49%	96.4%	2.3%	54.47	67.9	13.43%	87.6%	96.4%	8.8%
<b>Third Grade</b>	83.4%	93.7%	10.3%	65.83	66.4	.57%	8.7%	91.3%	2.6%

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

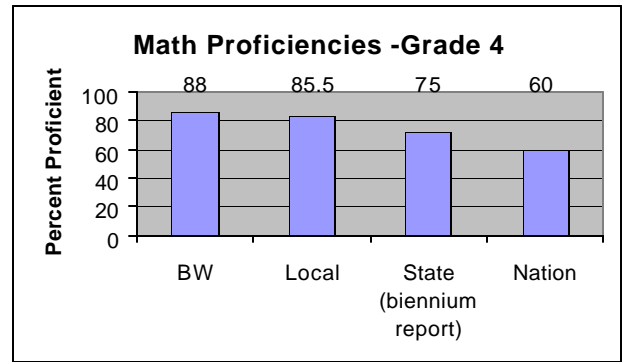
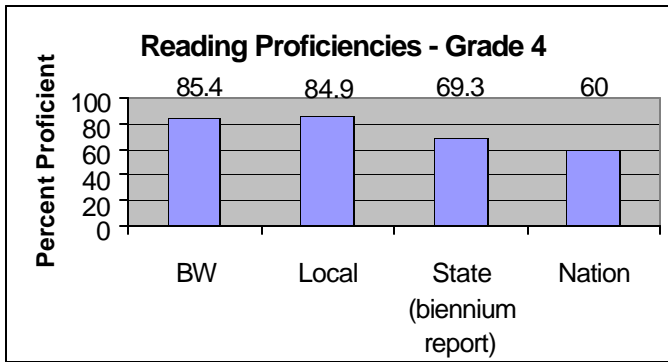
### Bowman Woods Elementary

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

#### Reading Proficiencies – Bowman Woods Compared to the District average, State and Nation

#### Math Proficiencies – Bowman Woods compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Bowman Woods		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = 4.3	4 <sup>th</sup> grade = 6.1	1.8
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = 5.8	5 <sup>th</sup> grade = 7.3	1.5

#### Mathematics

District			Bowman Woods		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = 2.0	4 <sup>th</sup> grade = 5.5	1.5
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = 5.8	5 <sup>th</sup> grade = 7.3	1.5

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

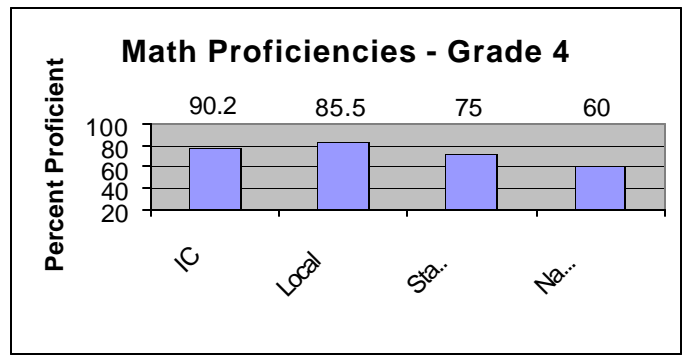
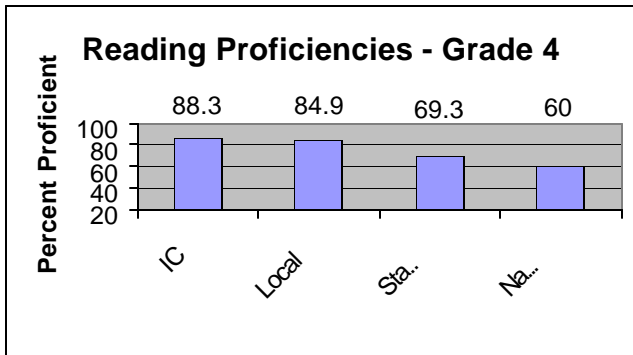
### Indian Creek Elementary

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

Reading Proficiencies – Indian Creek compared to the District average, State and Nation

Math Proficiencies – Indian Creek compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Indian Creek		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = 4.5	4 <sup>th</sup> grade = 5.7	1.2
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = 5.8	5 <sup>th</sup> grade = 7.4	1.6

#### Mathematics

District			Indian Creek		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = 4.0	4 <sup>th</sup> grade = 5.5	1.5
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = 5.3	5 <sup>th</sup> grade = 6.2	0.9

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

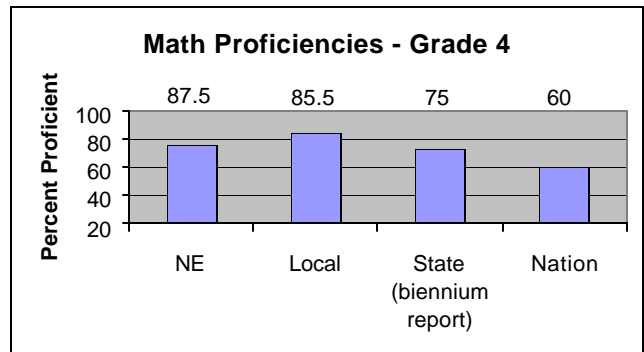
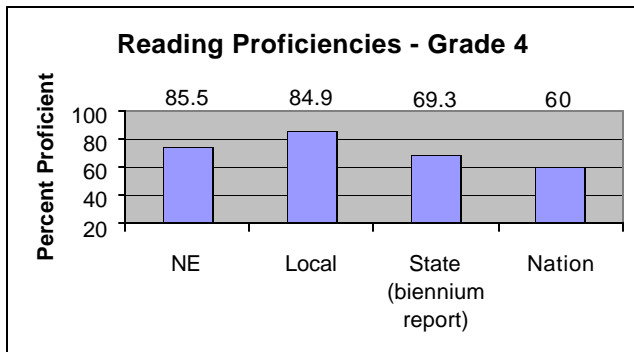
### Novak Elementary

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

#### Reading Proficiencies – Novak compared to the District average, State and Nation

#### Math Proficiencies – Novak compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Novak Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = 4.5	4 <sup>th</sup> grade = 5.5	1.0
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = 5.2	5 <sup>th</sup> grade = 6.1	0.9

#### Mathematics

District			Novak Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = 3.7	4 <sup>th</sup> grade = 5.4	1.7
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = 5.1	5 <sup>th</sup> grade = 6.2	1.1

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

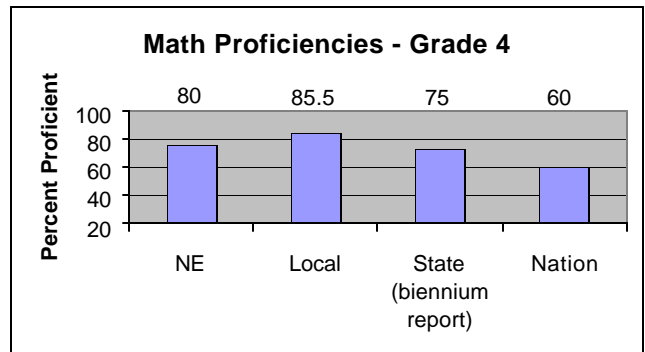
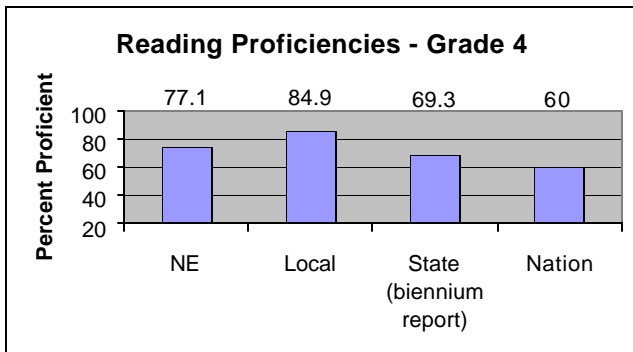
### Oak Ridge Elementary

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

Reading Proficiencies – Oak Ridge compared to the District average, State and Nation

Math Proficiencies –Oak Ridge compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Oak Ridge Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = NA	4 <sup>th</sup> grade = 6.0	NA
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = NA	5 <sup>th</sup> grade = 6.7	NA

#### Mathematics

District			Oak Ridge Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = NA	4 <sup>th</sup> grade = 5.6	NA
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = NA	5 <sup>th</sup> grade = 6.5	NA

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

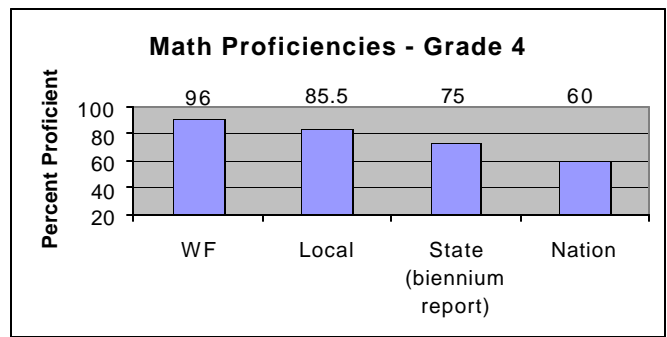
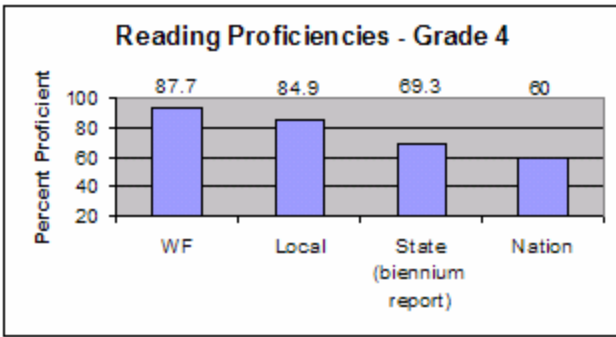
### Westfield Elementary

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

Reading Proficiencies – Westfield compared to the District average, State and Nation

Math Proficiencies – Westfield compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Westfield Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = 4.5	4 <sup>th</sup> grade = 5.8	1.3
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = 6.2	5 <sup>th</sup> grade = 7.2	1.0

#### Mathematics

District			Westfield Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = 3.5	4 <sup>th</sup> grade = 5.4	1.9
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = 4.5	5 <sup>th</sup> grade = 6.8	2.3

# Linn-Mar Community School

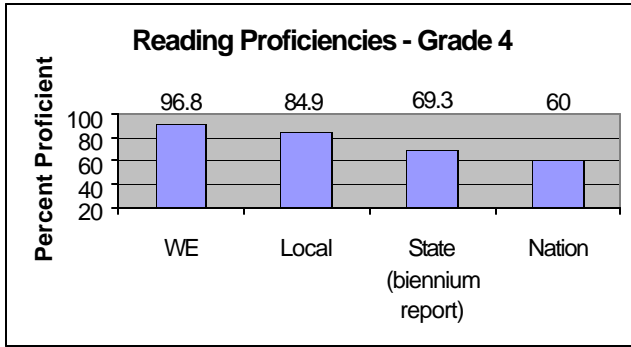
## 2003-04 Annual Report of Student Achievement

### Wilkins Elementary

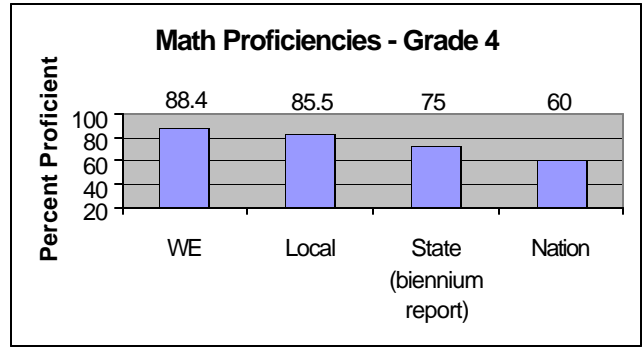
#### Proficiency on ITBS ...

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#### Reading Proficiencies – Wilkins Elementary compared to the District average, State and Nation



#### Math Proficiencies – Wilkins Elementary compared to the District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading and mathematics. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years. The district met this goal.

#### Reading

District			Wilkins Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.4	4th grade = 5.9	1.5	3rd grade = 4.3	4 <sup>th</sup> grade = 6.0	1.7
4th grade = 5.8	5th grade = 6.9	1.1	4th grade = 6.1	5 <sup>th</sup> grade = 6.9	0.8

#### Mathematics

District			Wilkins Elementary		
2002	2003	Growth	2002	2003	Growth
3rd grade = 4.0	4th grade = 5.5	1.5	3rd grade = 3.6	4 <sup>th</sup> grade = 5.3	1.7
4th grade = 5.5	5th grade = 6.8	1.3	4th grade = 5.8	5 <sup>th</sup> grade = 6.5	0.7

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

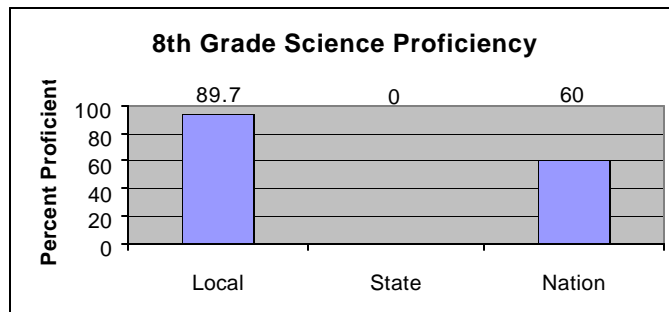
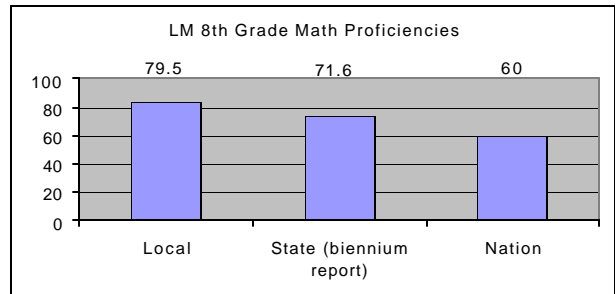
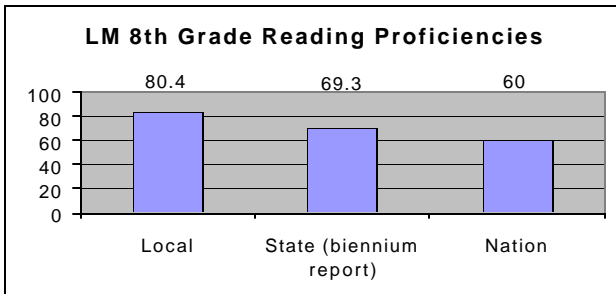
### Linn-Mar Middle School

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

#### Reading Proficiencies – LM MS comparing District average, State and Nation

#### Math Proficiencies – LM MS comparing District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading, mathematics and science. The goal was to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth between the 2002 and 2003 school years.

Reading			Mathematics		
2002	2003	Growth	2002	2003	Growth
5 <sup>th</sup> grade = 7.2	6 <sup>th</sup> grade = 7.9	0.7	5 <sup>th</sup> grade = 7.0	6 <sup>th</sup> grade = 7.9	0.9
6 <sup>th</sup> grade = 7.5	7 <sup>th</sup> grade = 9.1	1.6	6 <sup>th</sup> grade = 7.7	7 <sup>th</sup> grade = 9.3	1.6
7 <sup>th</sup> grade = 9.3	8 <sup>th</sup> grade = 10.0	0.7	7 <sup>th</sup> grade = 9.5	8 <sup>th</sup> grade = 10.6	1.1

Science		
2002	2003	Growth
6 <sup>th</sup> grade = 8.0	7 <sup>th</sup> grade = 10.4	2.4
7 <sup>th</sup> grade = 10.3	8 <sup>th</sup> grade = 11.8	1.5
8 <sup>th</sup> grade = 13+	9 <sup>th</sup> grade = 13+	NA

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

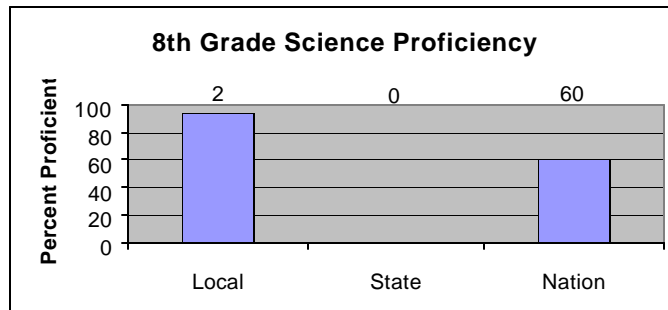
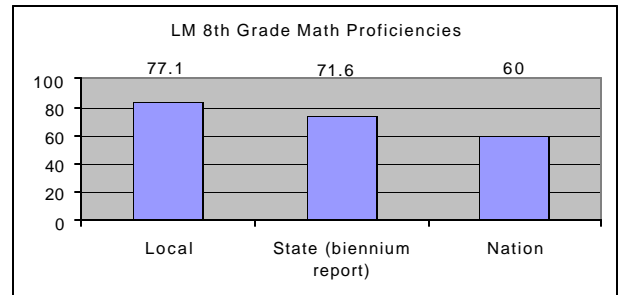
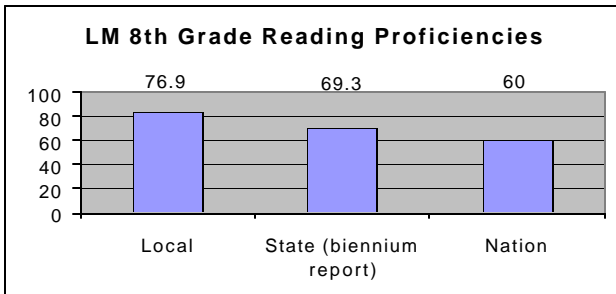
### Linn-Mar Excelsior Middle School

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

#### Reading Proficiencies – EX MS comparing District average, State and Nation

#### Math Proficiencies – EX MS comparing District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increase academic achievement in reading, mathematics and science. The goal is to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth. This was the first year with two middle schools. Data exists for the 2003 school year only.

Reading			Mathematics		
2002	2003	Growth	2002	2003	Growth
5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 7.9	NA	5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 7.9	NA
6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 9.0	NA	6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 9.2	NA
7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 9.8	NA	7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 10.2	NA
8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 12.0	NA	8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 13+	NA

Science		
2002	2003	Growth
5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 9.2	NA
6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 10.1	NA
7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 11.4	NA
8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 13+	NA

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

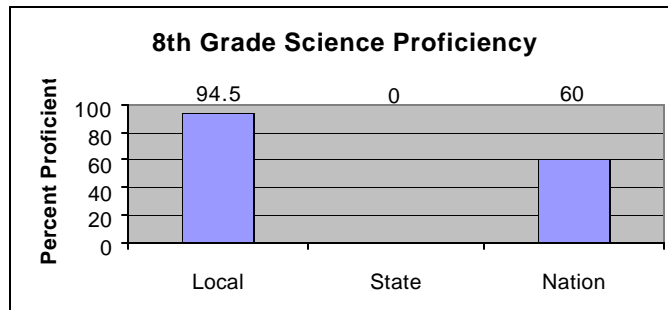
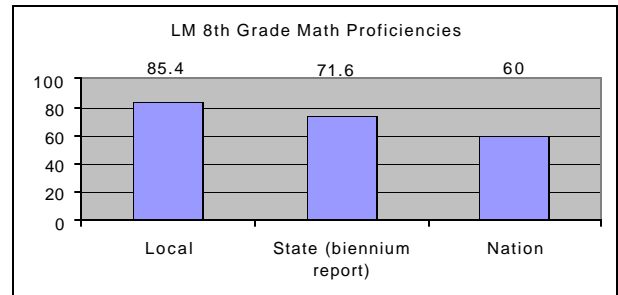
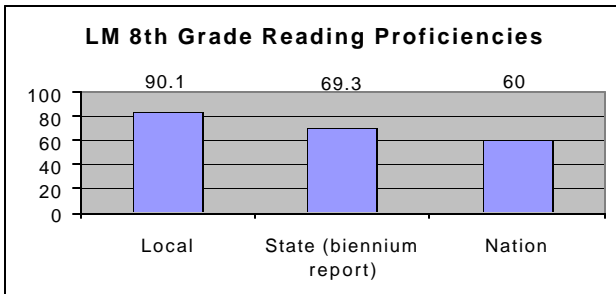
### Linn-Mar Oak Ridge Middle School

#### Proficiency on ITBS ...

Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41 percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

#### Reading Proficiencies – OR MS comparing District average, State and Nation

#### Math Proficiencies – OR MS comparing District average, State and Nation



#### Annual Improvement Goals Met or Not Met?

It was the district's goal to increasing academic achievement in reading, mathematics and science. The goal is to have the average grade equivalent growth rate (NGE) reach or exceed one year of growth. This was the first year with two middle schools. Data exists for the 2003 school year only.

Reading			Mathematics		
2002	2003	Growth	2002	2003	Growth
5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 7.9		5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 8.3	
6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 8.2		6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 10.0	
7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 9.2		7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 11.6	
8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 12.0		8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 13+	

Science		
2002	2003	Growth
5 <sup>th</sup> grade =	6 <sup>th</sup> grade = 9.2	
6 <sup>th</sup> grade =	7 <sup>th</sup> grade = 11.3	
7 <sup>th</sup> grade =	8 <sup>th</sup> grade = 13+	
8 <sup>th</sup> grade =	9 <sup>th</sup> grade = 13+	

## District-Wide Multiple Assessment Data - Reading

### Gates MacGinite Reading Test Results – 7<sup>th</sup> Grade

- **Goal:** Reduce by 5% the percentage of 7<sup>th</sup> grade students in the low achievement level as measured by the Gates MacGinite test.
- **Goal Met:** A reduction of 29.7% in the low achievement level indicates the goal was met.

#### Percentile Proficiency Level Student Distribution Results

Proficiency Level	Fall Results 2003	Spring Results 2004	Fall to Spring Growth
0 – 40 <sup>th</sup> percentile	101/374 students 27.01%	73/374 students 19 %	Reduced 30 students 29.7% Reduction
41 – 99 <sup>th</sup> percentile	273/374 students 72.99 %	303/374 students 81.02 %	

## District-Wide Multiple Assessment Data - Mathematics

### Whole Number Computation Assessment - Fractions (Transition, Algebra, Geometry, Math 8)

#### Fraction Computation Assessment Average for All 8<sup>th</sup> Grade Math

- **Goal:** 80% of the 8<sup>th</sup> grade students will score at or above the proficient achievement level (80%) on the Linn-Mar Middle School Fraction Computation Assessment.
- **Goal Un-Met:** 73.55% of the 8<sup>th</sup> grade students achieved the 80% proficiency level accomplishing this goal.

Performance Level	Percentage	Total % Excelsior	Total % Oak Ridge	Total % District
4	90-100	39.8%		
3	80-89	33.3%		
<b>Proficient</b>		73.1%	74%	73.55%
2	70-79	6.5%		
1	<70	20.3%	26%	26.4%

### NWEA MAP Assessment Data

The NWEA MAP test was administered during the 2003-04 school year for the first time. The goal of the District was to implement the test, provide teachers with professional staff development on data interpretation and utilization and begin to develop a baseline of test data for future usage.

The Linn-Mar schools did not achieve the mean growth as compared to the NWEA norm group. The Linn-Mar students did begin at a higher RIT than the NWEA norm group but the students did not grow as the same rate as the norm group.

			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			208.9	216.4		
			Fall 2003	Spring 2004	Linn-Mar	NWEA
School	Grade	Number	Mean RIT	Mean RIT	Mean Growth	Mean Growth
Elementary	5	374	217.2	224.6	7.4	8.8
			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			227.2	234		

School	Grade	Number	Mean RIT	Mean RIT	Mean Growth	Mean Growth
MS	8	378	240.0	244.6	4.6	7.1
			NWEA Norm	NWEA Norm	LM Fall to Spring	NWEA Fall to Spring
			232.7	248.2		
School	Grade	Number	Mean RIT	NWEA Norm	Mean Growth	Mean Growth
HS	10	278	245.7	244.8	-0.9	4.8

## District-Wide Multiple Assessment Data Science

### MS Scientific Inquiry Assessment

#### LMMS Scientific Inquiry Assessment for 8<sup>th</sup> grade students

- **Goal :** 80% of the 8<sup>th</sup> grade student will be proficient on the science inquiry assessment (75% or higher).
- **Goal Met:** 88.7% of the 8<sup>th</sup> grade students were proficient on the science inquiry assessment.

#### Annual Improvement Goal 2004-05 for District-wide multiple measures:

**Goal:** 80% of the 8<sup>th</sup> grade student will be proficient on the science inquiry assessment (75% or higher).

Grade Level	N	5	4	3	2	1
	Total	95-100	94-85	84-75	74-64	<64
8 <sup>th</sup> Grade 2004	391	105	173	69	28	16
	%	26.8%	44.2%	17.6%	7%	4%

# Linn-Mar Community School

## 2003-04 Annual Report of Student Achievement

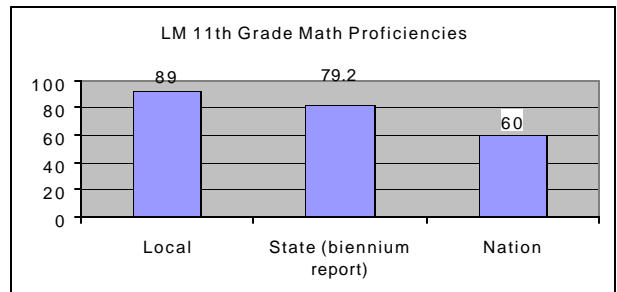
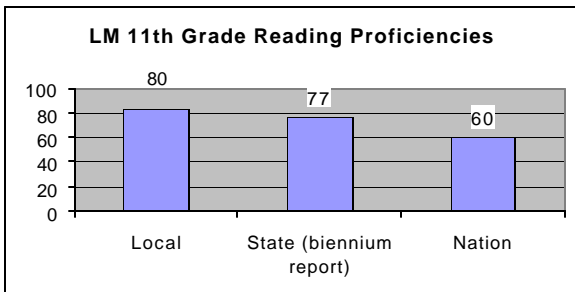
### Linn-Mar High School

**Proficiency on ITBS/ITED ...**

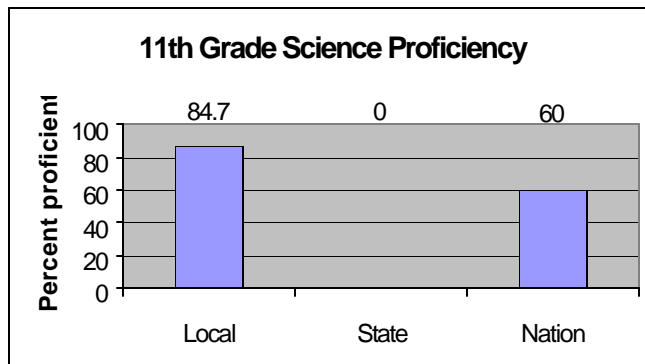
Proficiency, as defined by the Iowa Testing Program, is the percentage of students that perform in the intermediate and high achievement ranges on the ITBS/ITED assessments. The range of proficient achievement on the ITBS/ITED tests is from the 41percentile to the 99 percentile. The ITBS/ITED test is a norm-referenced assessment, which measures the general knowledge of students. A norm-referenced assessment compares the achievement of students to achievement progress of other students. The results of these tests are used to measure individual growth, assist teachers with academic planning and communicate achievement to parents and the community.

**Reading Proficiencies – LM HS compared to the District average, State and Nation**

**Math Proficiencies – LM HS compared to the District average, State and Nation**



**Science Proficiencies –HS compared to the Nation. State comparison data is not available at this time.**



## Linn-Mar High School Secondary Reading Assessment Inventory – 10<sup>th</sup> grade

**Goal:** 90% of the 10<sup>th</sup> grade students will perform in the proficient level (60% or higher).

**Goal Met:** On the constructed response assessment given to 10<sup>th</sup> grade students in the spring of 2003, Ninety-five (95) percent scored above the proficient level (60% or higher) accomplishing the reading goal.

2002-03 Secondary Reading Assessment Inventory Reported by Proficiency Level					
	100% - 80%	79% - 70%	69% - 60%	59% - 41%	40% - 1%
2002 Spring Total N = 336	88% - N = 295	7% - N = 23	2% - N = 7	5% - N = 16	
2003 Spring Total N = 293	81% - N = 237	9% - N = 26	6% - N = 18	4% - N = 12	3% - N = 9
2004 Spring Total N = 309	82% - N = 253	11% - N = 34	4% - N = 12	1% - N = 3	2% - N = 6
2001-2002 Participation rate = $294/336 = 87.5\%$ Percent proficient $279/294 = 94.8\%$ of the completers (60% or higher).					
2002-2003 Participation rate = $293/293 = 100\%$ Percent proficient $281/293 = 96\%$ of the completers (60% or higher).					
2003-2004 Participation rate = $163/309 = 52.7\%$ Percent proficient $299/309 = 96.7\%$ of the completers (60% or higher).					