

Marshall Public Schools
Minnesota Comprehensive Assessment II
Student Achievement Report

October 1, 2006

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What are the Minnesota Comprehensive Assessments Series II? (MCA II)

These are reading and math tests Minnesota schools give every year to measure student performance on our state academic standards. These standards define what our students should know and do in a particular grade.

The Minnesota comprehensive Assessments were administered through Minnesota in the following testing window” April 17-May 5, 2006.

- Marshall administered the tests:
- April 19 MCA-II Read 10th grade
 - April 20 MCA-II Math 11th grade
 - April 25 MCA-II Read 3-8 grade
 - April 26 MCA-II Read 3-8 grade
 - May 2 MCA-II Math 3-8 grade
 - May 3 MCA-II Math 3-8 grade

Why do we give these tests?

We use the MCA-II’s to show how well students have learned the concepts and skills. After the test is administered parents and students will receive a report that explains the student’s progress. The report gives information on the student’s reading and math skills as well as shows how well the student is doing in comparison to other students in the state.

Schools use the information from these tests to improve teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can alter the ways they teach these areas or increase the instructional time they give to them.

Minnesota rules for testing and the federal No Child Left behind Act require that tests be given in grades 3-8 and in high School 2006.

Who must take these tests?

With the few exceptions, all public school students in grades 3-8 take the reading and math MCA-II’s. In addition, students in grade 10 take the reading MCA-II and students in grade 11 take the MCA-II math. In some cases English Language Learners will not take the reading MCA-II.

What is covered on the tests?

Reading

On the reading test, students read both fiction and nonfiction such as poems, short stories, or informational passages. They answer questions about the concepts and skills like these:

- Main idea
- Setting, characterization, plot
- Fact and opinion

- Author's view of view
- Analysis or evaluation of the text.
- Vocabulary in context
- Information contained in charts and graphs.

Mathematics

On the math test, students solve problems involving computations and problem solving. They answer questions about concepts and skills like these:

- Identifying patterns in numbers, shapes, tables, and graphs
- Finding mean, median, mode, and range
- Mathematical reasoning
- Number sense and computation
- Patterns and algebra
- Probability
- Shape, space, and measurement

All questions are based on the Minnesota academic standards.

Are these test aligned with the state's new academic standards?

In 2003, Minnesota adopted new academic standards in reading and math. After a few years of transition, this year (2006) the new MCA-II will be aligned with the new standards.

What is the format of the test?

Each MCA-II is divided into four segments. Each segment has a number of multiple choice questions and a short answer, or constructed response, question. Students must attempt at least four items in each of the four segments in order to receive a score. There is no penalty for guessing.

What is the difference between the MCA-IIs and the national tests students in some districts take?

The MCA-IIs are specific to Minnesota. We use these tests to help us learn what Minnesota students know about Minnesota Standards. Some schools and districts also use national tests such as the Iowa Basic Skills or NWEA to learn how their students' knowledge and skills compare to other students throughout the country.

How do you find out about your child MCA-II results?

The individual student reports are sent to school districts which then usually mail them to parents. Because this is the first year of the MCA-IIs when many additional steps are involved, the test results will be delayed till Nov.15, 2006. Normally test results arrive in August.

What is a passing score?

Students do not pass or fail the MCA-IIs. Instead, parents and schools get information on how students perform in math and reading. You can use the information to review the progress of your child in school. Schools can use the information to guide decisions about teaching and learning.

The score system is as follows: X50 is at grade level. So for example if a student is in 3 grade and they are at grade level their score would be 350 or higher. If the student is not at grade level their score could be 340 and below.

350= 3rd grade

450=4th grade

550= 5th grade

650=6th grade

750= 7th grade

850=8th grade

Note: The MCAII/GRAD is a pair of high school tests in reading and mathematics that all students, beginning with the Class of 2010, must pass in order to graduate from a public high School in Minnesota. The GRAD component of the reading and mathematics MCA-II/Grad has replaced the reading and mathematics BSTs for these students. The Test of Written Composition remains a test required for graduation, but moves from 10 to grade 9 and is no longer called a BST.

1050= 10th grade (passing)

1150= 11th grade (passing)

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They levels that are: (X is replaced with grade for example 3 replaces X for 3rd grade and score reads 360, 350 etc.)

Exceeds Standards: X60 and up

Meets Standards: X50

Partially Meets Standards: X40

Does Not Meet Standards: Anything below:X30

How do I find MCA-II results for my school and district?

MCA-II- results are sent to the district and parents can contact the school that their child is in and get the results. The results are also sent to the local news paper and it is also posted on the Minnesota Department Education website:

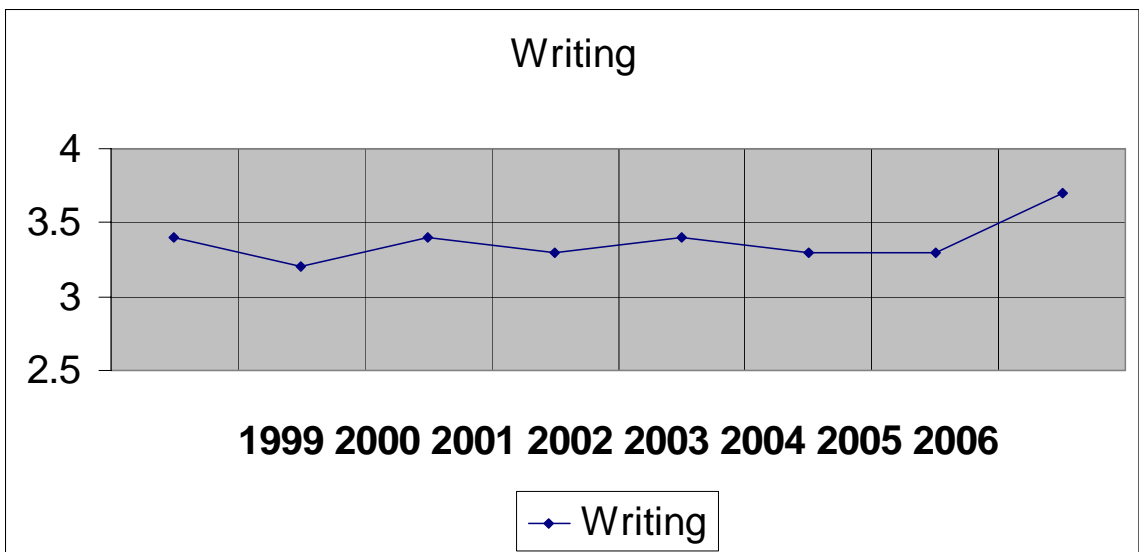
<http://education.state.mn.us>

NOTE: This year’s NEW MCAII test results will not be available until Nov.15, 2006.

The following test results are the old MCA test results and this year’s 10th grade writing results. No 8th grade BST results are reported because last year’s 8th graders did not take the test. Last year’s 8th graders/this year’s 9th graders are now under the new MCII/GRAD test system.

This year’s MCA II scores and test can not be correlated to the previous year’s tests scores as the new test was written with the new Minnesota Standards and the scoring system is different. This year’s test scores will be base line data for Marshall Public Schools.

The following chart shows the longitudinal writing date for Marshall’s 10th graders on the Basic Standards Test.

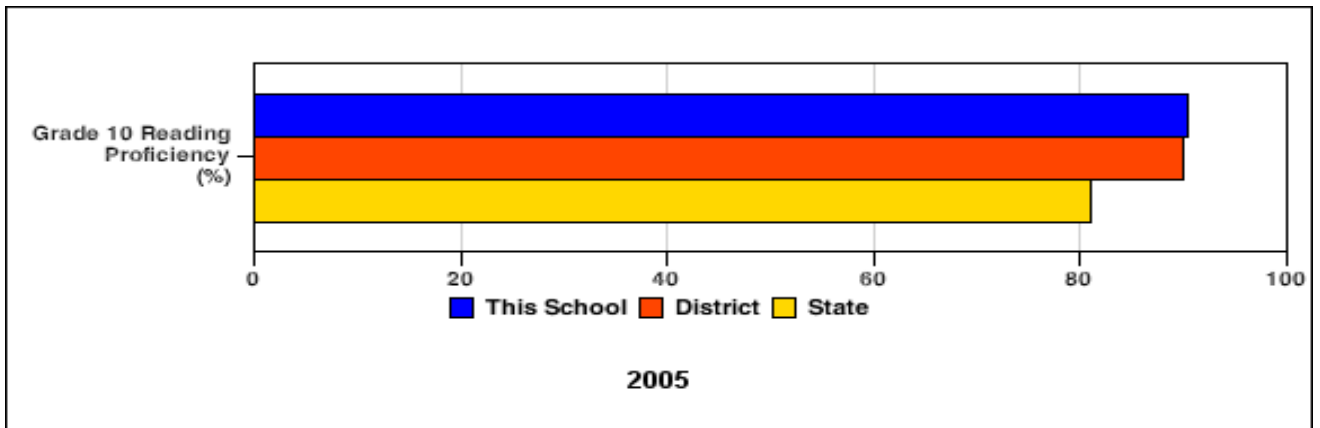


| Score: Grade 10 - Writing Performance of All Students | | |
|---|---------------|---------------|
| | Average Score | Number Tested |
| MARSHALL SENIOR HIGH | 3.7 | 214 |
| MARSHALL PUBLIC SCHOOL DISTRICT | 3.7 | 221 |
| STATE | 3.5 | |

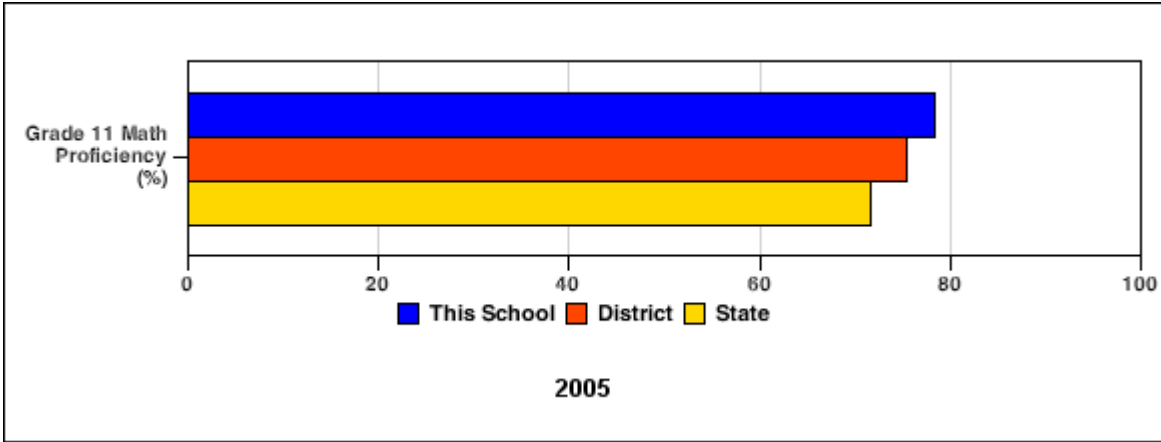
| Average Score: Grade 10 - Writing Performance of All Students | | |
|---|---------------|---------------|
| | Average Score | Number Tested |
| MEC LEARNING ALTERNATIVES | * | 7 |
| MARSHALL PUBLIC SCHOOL DISTRICT | 3.7 | 221 |
| STATE | 3.5 | |

The following data is MCA data from the previous year just for reference data.

These state test results show how well students have mastered reading skills in comparison to state standards. State test results alone do not convey a complete picture of academic achievement, and should be viewed with other performance and demographic information.

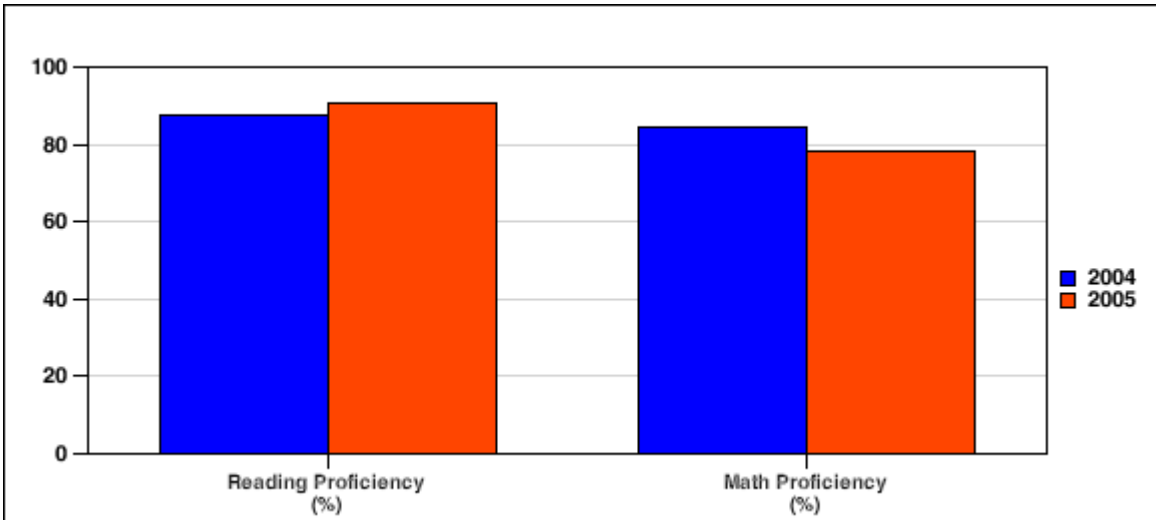


These state test results show how well students have mastered math skills in comparison to state standards. State test results alone do not convey a complete picture of academic achievement, and should be viewed with other performance and demographic information.

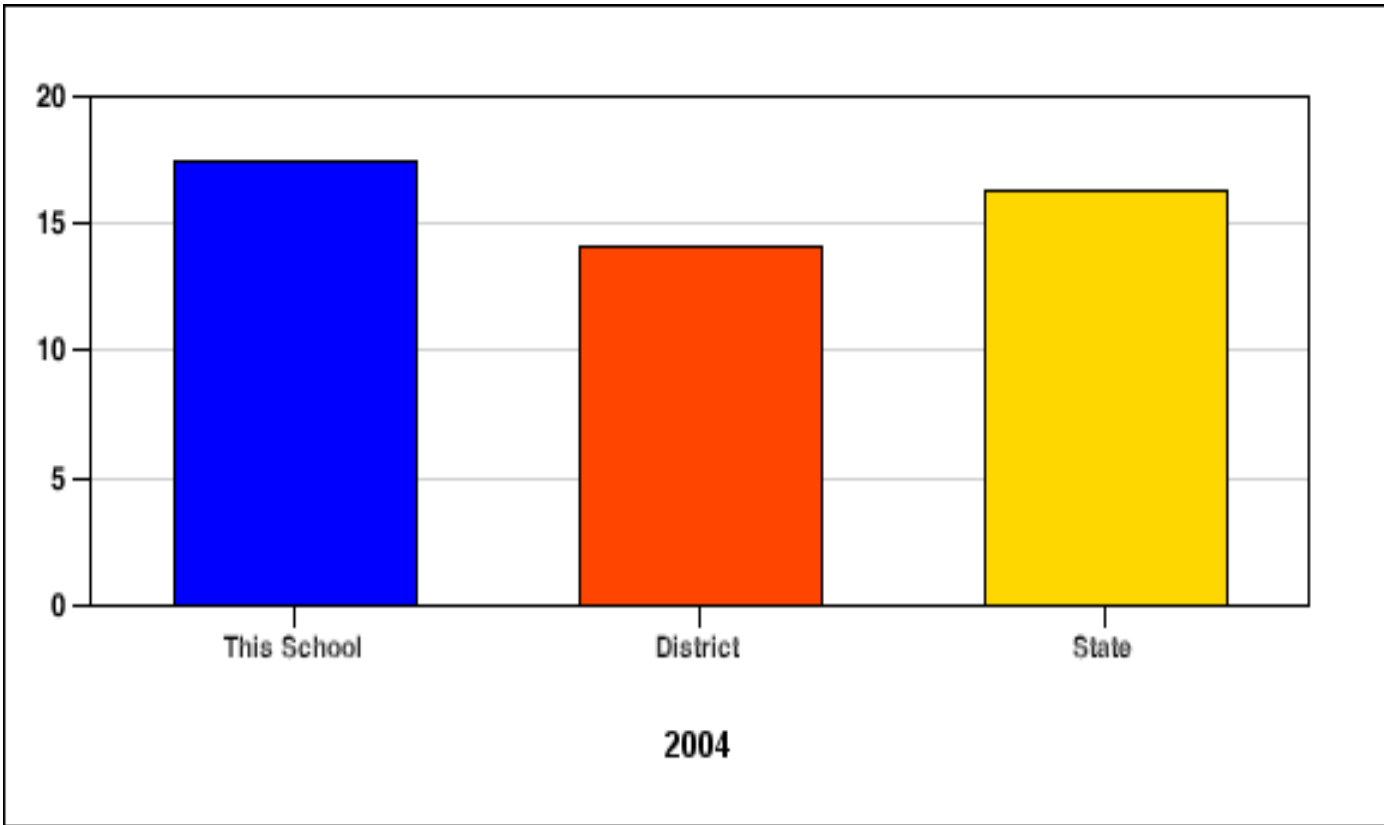


How Students Performed on State Reading and Math Tests over Time

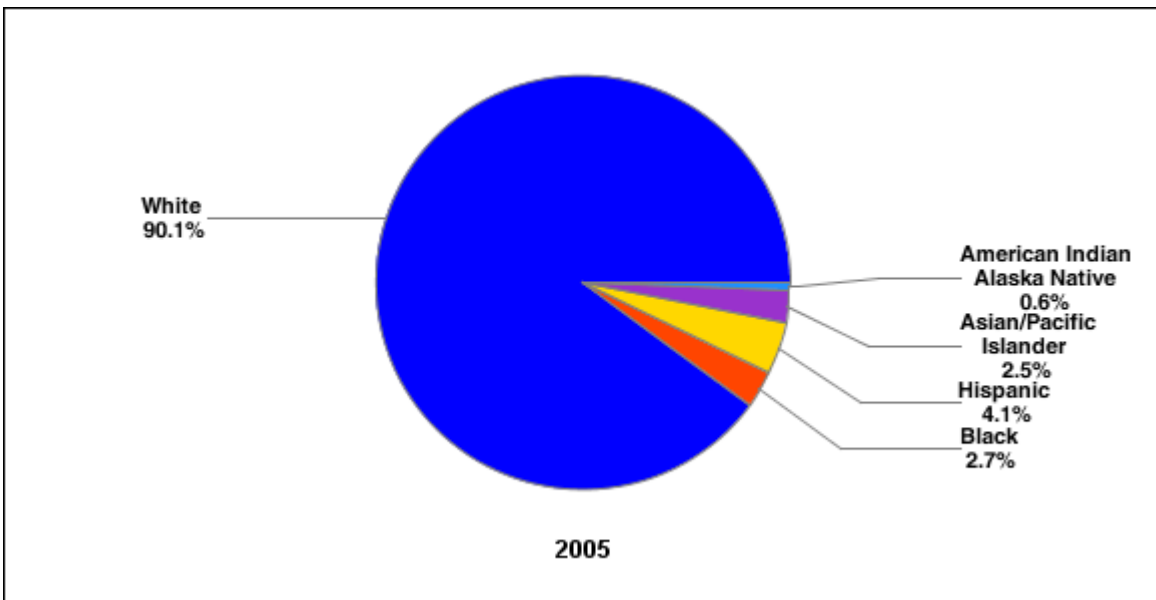
In addition to comparing student performance on state tests to other comparison groups, it is important to compare the school to itself over time as a means of understanding the school's success in increasing student achievement.



The number of students per teacher presents an estimate of class size. While smaller classes may allow for more individualized attention and permit greater flexibility in teaching strategies, the benefits of smaller classes are not consistent.



The composition of a school's student body is an important contextual factor because of the need to reduce the achievement gaps between student groups.



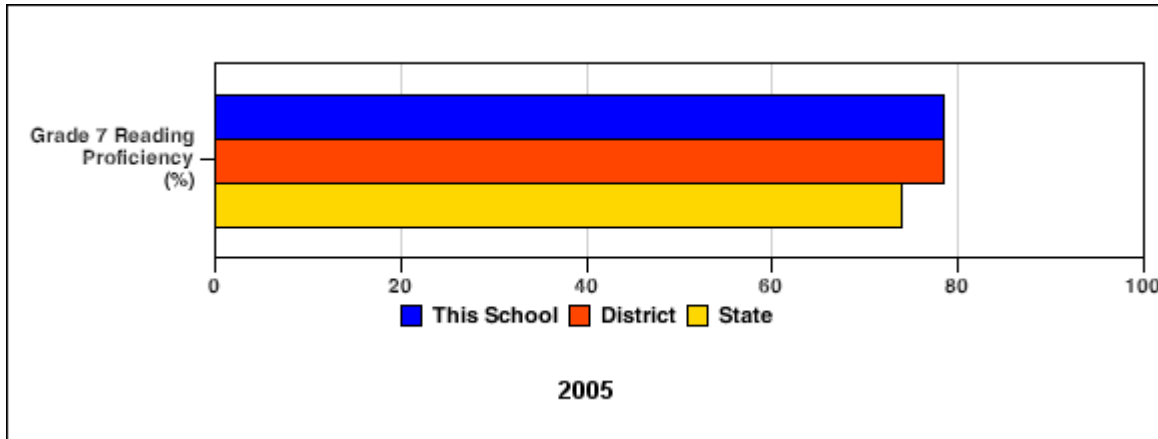
Key Community Information (2005)

When reviewing a school's performance, it is important to learn about the surrounding community, as there is often a relationship between a community's income and education levels and the performance of students in its schools.

| | This School's District | State |
|-------------------------------------|------------------------|---------|
| Median Household Income (\$) | 57,143 | 67,847 |
| Median Home Value (\$) | 93,704 | 119,834 |

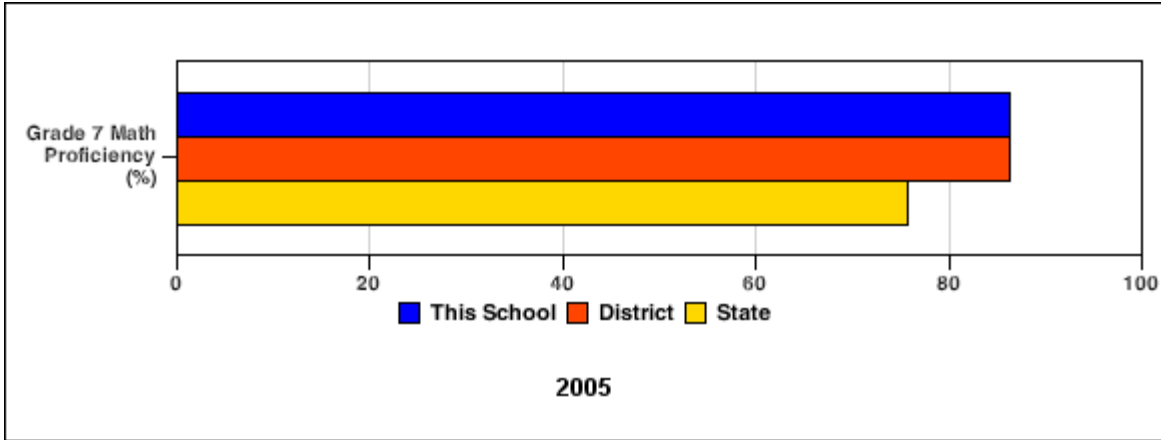
How Students Performed on State Reading Tests

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How Students Performed on State Math Tests

These state test results show how well students have mastered math skills in comparison to state standards. State test results alone do not convey a complete picture of academic achievement, and should be viewed with other performance and demographic information.



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