

# Madrid Community Schools

## Performance Report 2003-2004



### Our Mission

The Community of Madrid will work together to maximize the ability of all students to succeed in society.

### What We Look Like

		<u>    </u> K-6	<u>    </u> 7-12	<u>    </u> K-12	
Students		309	259	568	
Certified Staff	22	23		45	
Administration	1	1		4 <sup>1</sup>	
Classroom Support			4	1	5
School Support <sup>2</sup>	13	14		27	

<sup>1</sup> Includes central office administrators.

<sup>2</sup> Includes office, clerical, food service, custodians, and bus drivers.

### Keeping you informed

This report provides information about how well the Madrid Community Schools are performing. It gives a general picture of where we are succeeding and where there is room for improvement. A full copy of the district's Annual Progress Report can be found at all school building offices, city hall and the public library. For more information about Madrid Schools, call (515) 795-3241 or check out our web site at <http://madrid.k12.ia.us>

## District Goals

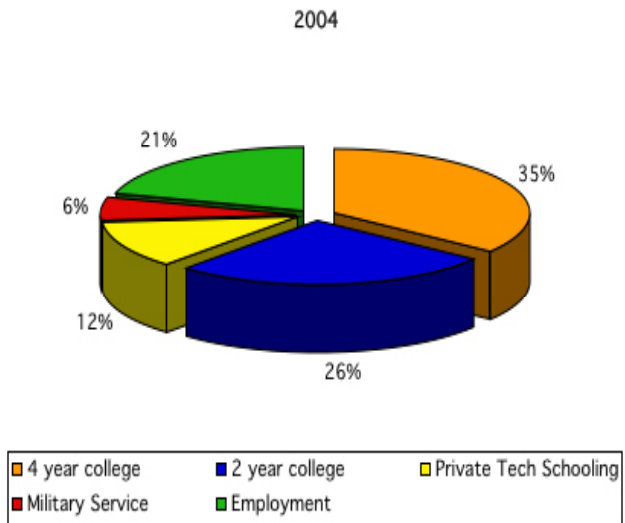
- To create a climate of high expectations for all students to succeed.
- To effectively communicate the opportunities and importance of the community's role in achieving the district mission.
- To be an effective school, the instructional leaders must understand, communicate, and apply the district mission to the entire community.
- To have on-going multiple assessments of student progress to improve student learning and instruction.
- To have schools that embrace an atmosphere which is safe and conducive to learning.
- To develop a cooperative environment where board members, administrators, staff, students, parents and the community are accountable for meeting curricular goals.
- To effectively use instructional time to address essential standards for student development.

## Madrid Student Learning Goals

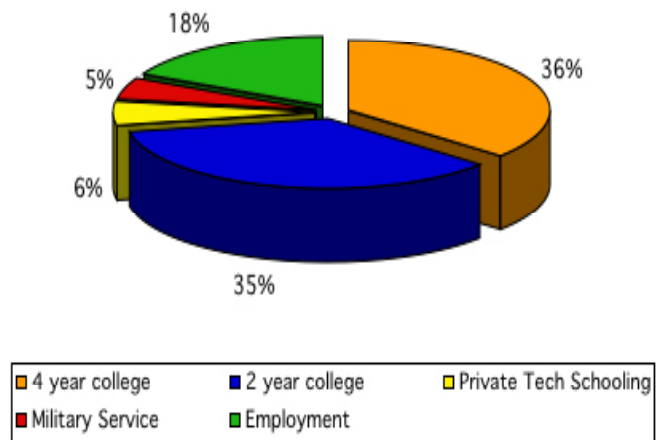
- Solve problems
- Use technology
- Work respectfully with others
- Be life-long learners
- Be productive and contributing members of society
- Be able to communicate through speaking, writing, reading and listening
- Be responsible and accountable academically and socially
- Develop social skills necessary to make healthy life choices

## Our Graduates

Our most important job as a school district is to prepare students for the world after graduation. The graph below illustrates after-graduation plans of seniors from 1996-2004.



1996-2004



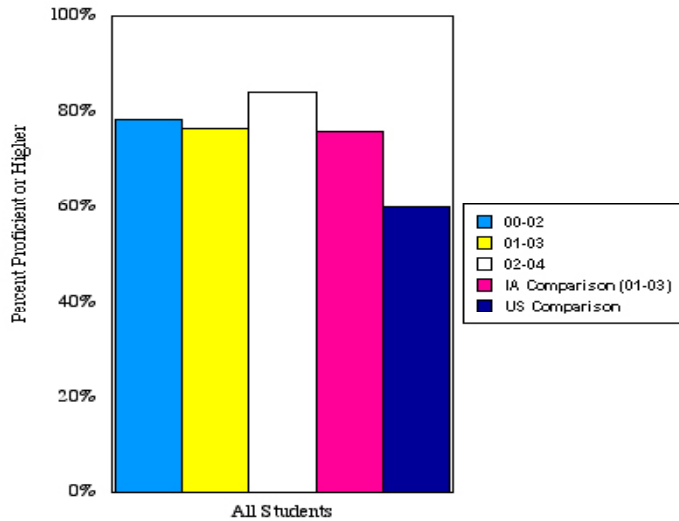
Over the last eight years, 77% of Madrid graduates have continued on to some sort of advanced education.

Last year, 73% of Madrid graduates continued on to some sort of advanced education.

About 20% of Madrid graduates are going directly into the workforce.

# 4th Grade Achievement

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS/ITED Reading Comprehension  
Grade 04 All Students**



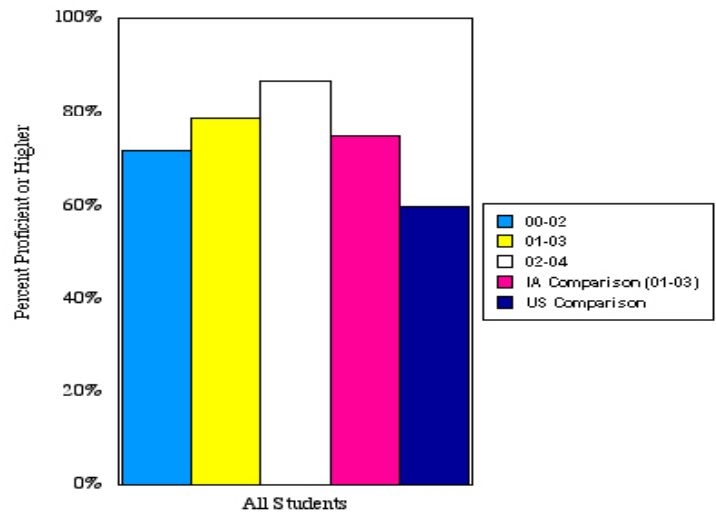
The graph to the left shows how 4th grade students achieved on the Iowa Test of Basic skills in reading. The graph shows the percent of Madrid 4th graders that scored at a proficient level on the Reading Comprehension test. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

ITBS/ITED data prior to 2001-2002 are based on 1992 norms. ITBS/ITED data from 2001-2002 onward are based on 2000 norms. Make comparisons across norm periods with caution. Differences in scores may be due to changes in student performance and/or differences between test norms.

Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 04	78.2%	78
01-03-Grade 04	76.5%	85
02-04-Grade 04	84.4%	90
IA Comparison (01-03)	75.9%	—
US Comparison	60.0%	—

The graph to the right shows how 4th grade students achieved on the Iowa Test of Basic skills in math. The graph shows the percent of Madrid 4th graders that scored at a proficient level on the Math Core. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS Math Total/ITED Concepts and Problems  
Grade 04 All Students**



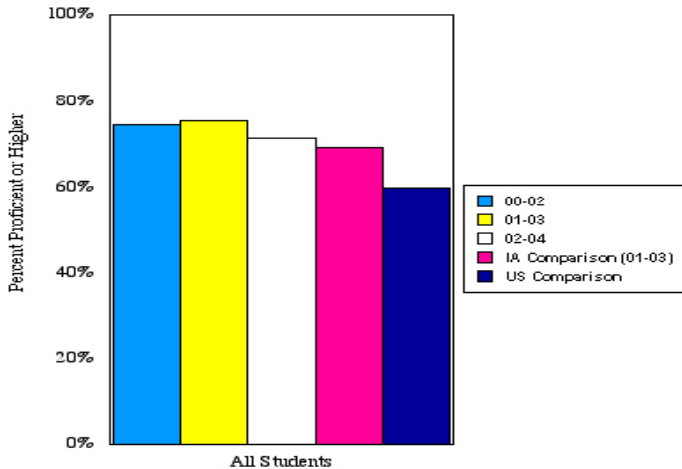
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Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 04	71.8%	78
01-03-Grade 04	78.8%	85
02-04-Grade 04	86.7%	90
IA Comparison (01-03)	75.0%	—
US Comparison	60.0%	—

\*Biennium averaging is an average of two years of test scores. This is done by schools to increase the sample size and provide more reliable data.

# 8th Grade Achievement

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS/ITED Reading Comprehension  
Grade 08 All Students**



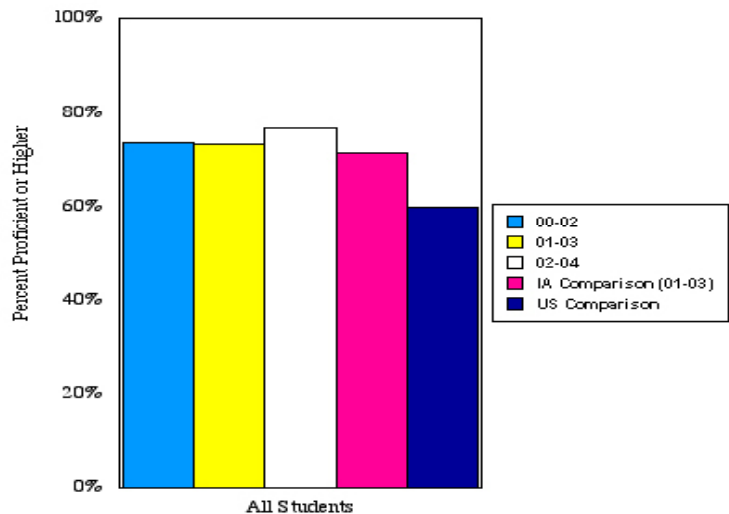
The graph to the left shows how 8th grade students achieved on the Iowa Test of Basic skills in reading. The graph shows the percent of Madrid 8th graders that scored at a proficient level on the Reading Comprehension test. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

ITBS/ITED data prior to 2001-2002 are based on 1992 norms. ITBS/ITED data from 2001-2002 onward are based on 2000 norms. Make comparisons across norm periods with caution. Differences in scores may be due to changes in student performance and/or differences between test norms.

Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 08	74.7%	91
01-03-Grade 08	75.5%	102
02-04-Grade 08	71.4%	91
IA Comparison (01-03)	69.3%	—
US Comparison	60.0%	—

The graph to the right shows how 8th grade students achieved on the Iowa Test of Basic skills in math. The graph shows the percent of Madrid 8th graders that scored at a proficient level on the Math Core of the test. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS Math Total/ITED Concepts and Problems  
Grade 08 All Students**



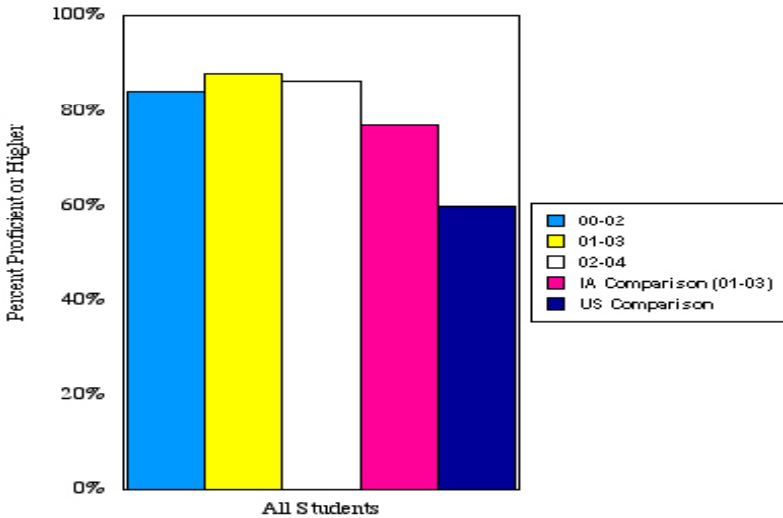
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Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 08	73.6%	91
01-03-Grade 08	73.5%	102
02-04-Grade 08	76.9%	91
IA Comparison (01-03)	71.6%	—
US Comparison	60.0%	—

\*Biennium averaging is an average of two years of test scores. This is done by schools to increase the sample size and provide more reliable data.

# 11th Grade Achievement

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS/ITED Reading Comprehension  
Grade 11 All Students**



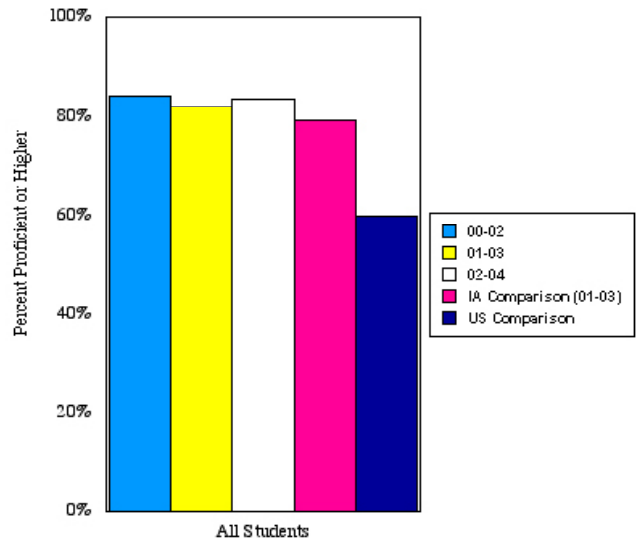
The graph to the left shows how 11th grade students achieved on the Iowa Test of Educational Development in reading. The graph shows the percent of Madrid 11th graders that scored at a proficient level on the Reading Comprehension test. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

ITBS/ITED data prior to 2001-2002 are based on 1992 norms. ITBS/ITED data from 2001-2002 onward are based on 2000 norms. Make comparisons across norm periods with caution. Differences in scores may be due to changes in student performance and/or differences between test norms.

Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 11	84.2%	101
01-03-Grade 11	88.1%	84
02-04-Grade 11	86.3%	73
IA Comparison (01-03)	77.0%	—
US Comparison	60.0%	—

The graph to the right shows how 11th grade students achieved on the Iowa Test of Educational Development in math. The graph shows the percent of Madrid 11th graders that scored at a proficient level on the Math Core of the test. To be considered proficient, a student must score at the 41st national percentile rank or higher on the test. Also included is the percentage of students that scored in the proficient range for the state and nation. As can be seen, Madrid has scored higher than Iowa and the nation for the last three biennium\* years.

**Student Proficiency Graph with Biennium Averaging  
Madrid - District-Wide  
ITBS Math Total/ITED Concepts and Problems  
Grade 11 All Students**



ITBS/ITED data prior to 2001-2002 are based on 1992 norms. ITBS/ITED data from 2001-2002 onward are based on 2000 norms. Make comparisons across norm periods with caution. Differences in scores may be due to changes in student performance and/or differences between test norms.

Year/Grade	Percent Proficient or Higher	Student Count
00-02-Grade 11	84.2%	101
01-03-Grade 11	82.1%	84
02-04-Grade 11	83.6%	73
IA Comparison (01-03)	79.2%	—
US Comparison	60.0%	—

\*Biennium averaging is an average of two years of test scores. This is done by schools to increase the sample size and provide more reliable data.

## ACT Scores

	% of Class	Madrid	National	Iowa	taking test	Average
<u>Average</u>	<u>Average</u>					
2004	62%	23.2	20.8	22.0		
2003	61%	22.1	20.8	22.0		
2002	72%	21.0	20.8	22.0		
2001	64%	22.8	21.0	22.0		
2000	81%	23.2	21.0	22.0		
1999	58%	23.4	21.0	22.0		
1998	57%	23.2	21.0	22.1		
1997	55%	23.0	21.0	22.1		



## District Data

### Teacher Education

Number of teaching staff	45
Certified Teachers	100%
Percent with BA degree	64%
Percent with BA +28	20%
Percent with Masters degree	16%

### Participation Rates

Over 78% of 9th-12th and over 82% of 7th-8th students are involved in at least one extra/co-curricular activity.

### Graduation Rate

The percent of students who graduated from high school with a diploma for the 2002-2003 school year was 94.23%. This is higher than the state graduation average of 90.4%. These numbers are provided to the district by the State Department of Education.

### Parent-Teacher Conference Attendance

<u>Grade Span</u>	<u>Fall</u>	<u>Spring</u>
K-6	98.2%	93.4%
7-12	83.0%	63.0%

### 02-03 K-8 Attendance

The K-8 average daily attendance rate for the Madrid School District was 95.6%. This rate matches the state average which was also 95.6%.

### Teacher Experience

0-4 years	18%
5-9 years	13%
10-14 years	7%
15+ years	62%

### Dropout Rate

The Madrid Community School District 7-12 dropout rate for 03-04 was 0.0%.

## Number of students per teacher

K-2	14.04
3-6	12.94
7-12	11.93

There are 2 full-time counselors. One is located at the elementary, the other at the Jr./Sr. High School. There is one K-12 Media Specialist. These are not counted in the previous figures.

## Number of Computers

K-6	77
7-12	105

## Where the money comes from

(\$16.62128 tax rate per \$1,000 taxable valuation)  
% of

Source	Budget	Amount
Property Tax	28%	\$1,079,625
State Aid	51%	\$2,013,075
Instr. Support	1%	\$34,964
Misc. Income	20%	\$791,674

## Where the money goes

% of

Expense	Expense	Amount	Salaries
	62%	\$2,511,772	
Employee			
Benefits	15%	\$618,946	
Supplies & Materials	5%	\$219,130	
Capital Outlay Purchased	2%	\$100,765	
Services	11%	\$464,321	
Technology AEA	1%	\$42,510	
Flowthrough	4%	\$155,671	

## Student Transportation

Miles traveled		53,971
65-Passenger Buses	6	
10-12 Passenger Buses	2	
Vans/Trucks/Station Wagons	5	
Drivers		7

## Nutrition

Meals Served	Lunch	Breakfast
Elementary	48,690	9,117
Jr./Sr. High	<u>40,047</u>	<u>7,037</u>
TOTAL	88,737	16,154

## Building and Grounds

The district has 125,338 square feet of indoor space that is maintained daily.

Over 50 acres are maintained outdoors.

The district plans to have all facilities air-conditioned by the summer of 2004.

## Our Celebrations

- Continued improvement in student achievement as tracked by State indicators.

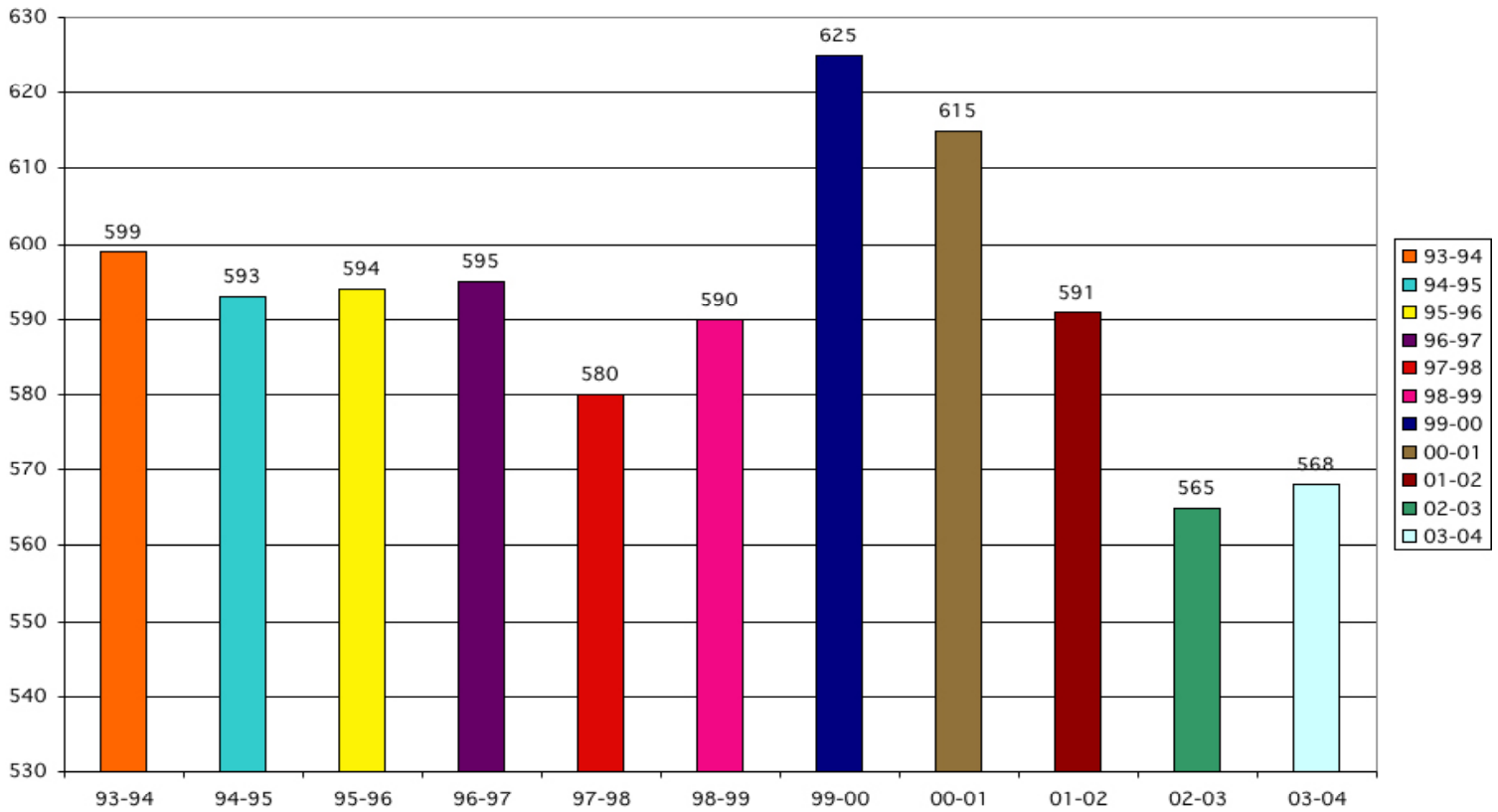
- Updated all computers to most modern operating system.

- Able to maintain sound financial position with reduced state aid

- Continued State recognition with award winners in education, fine arts, and athletics



### Enrollment by Certified Count



Madrid Community School District  
201 N. Main Street  
Madrid, Iowa 50156

Nonprofit Org  
Carrier Route Presort  
Madrid, Iowa  
Permit #20

POSTAL CUSTOMER  
MADRID, IOWA 50156