

District 2135 Annual Report on Curriculum, Instruction and Student Performance 2009-10

About this Report

Independent School District 2135 works to continually improve its curriculum and instructional practices to prepare students to be competitive and competent citizens. The results of these efforts are evident throughout this report, especially in the continued outstanding performance of our students on state assessments.

We would like to encourage everyone in our community to keep informed on the progress of the many projects that are in process in the district. This “**Annual Public Report on Curriculum, Instruction, and Student Performance**” is intended to provide you a picture of our progress in the Maple River School District. This will be posted on the district web site. Hard copies of the report will be available at each respective school site administrative office.

District Administration

District Testing Program

Maple River will use mandated state testing in order to comply with state testing expectations and regulations plus the requirements of the Federal No Child Left Behind Law. **It is our goal that all students pass the MCA’s and perform at the state established level of “proficiency” which indicates whether or not students are at or above grade level. Beginning in 2009-10 school year Maple River will also implement the Aim’s Web which is a formative assessment system that “informs” the teaching and learning process by providing continuous student performance data and reporting improvement to students, parents, teachers, and administrators.**

Maple River MCA Testing Schedule 09-10

High School Schedule

- Nov. 3 Tues **Grades 10-12 GRAD Written Comp Retest** (*State mandated date*)
Makeup Nov. 10 (*State mandated date*)
- April 13 Tues **Grade 9 GRAD Written Composition Test** (*State mandated date*)
Makeup April 20 (*State mandated date*)
Grade 11 Math – Segments 1 & 2 (*State mandated date and segments*)
Grade 10 Reading – Segments 1 & 2 (*State mandated date and segments*)
- April 14 Wed **Grade 11 Math – Segments 3 & 4** (*State mandated date and segments*)
Grade 10 Reading – Segments 3 & 4 (*State mandated date and segments*)
Makeup for Math & Reading (all segments) April 21, 22, 27, 28 (*State mandated dates*)
- April 20 Tues **Senior Only GRAD Written Comp Retest** (*State mandated date*)
Makeup April 27 (*State mandated date*)
- May 12 Wed **High School Science Test – online**
Makeup on May 13 a.m.

Middle School Schedule

April 13 Tues **Grades 6, 7, 8** Math (segments 1 & 2)

April 14 Wed **Grades 6, 7, 8** Math (segments 3 & 4)

April 20 Tues **Grades 6,7, 8** Reading (segments 1 & 2)

April 21 Wed **Grades 6,7, 8** Reading (segments 3 & 4)

MCA Makeups can be any day after designated testing date, but completed by April 30

May 11 Tues **Grade 8** Science Test – online

Makeup on May 13 a.m.

Elementary Schedule

April 13 Tues **Grades 3, 4, 5** Math (segments 1 & 2)

April 14 Wed **Grades 3, 4, 5** Math (segments 3 & 4)

April 20 Tues **Grades 3, 4, 5** Reading (segments 1 & 2)

April 21 Wed **Grades 3, 4, 5** Reading (segments 3 & 4)

MCA Makeups can be any day after designated testing date, but completed by April 30

May 4 Tues **Grade 5** Science Test – online – East

Makeup on May 6 p.m.

May 5 Wed **Grade 5** Science Test – online – West

Makeup on May 6 a.m.

MTAS – Reading and Math Testing Window is March 29 – April 30

MTAS- Science Testing Window is March 29 – May 21

K-12 ELL Testing

March 8-26 TEAE & MN Solom

April 12 – April 30 MTELL – online

Student Achievement Goals

Executive Summary

Under the No Child Left Behind legislation, Maple River Public Schools (MRPS) every effort to ensure that all students are Proficient in the core academic subjects by 2013-14. To meet the challenge of AYP the district formed an improvement team to review data regarding this issue and to develop strategies to meet AYP requirements. The improvement team includes representation from the major stakeholder groups.

School Improvement Team 2009-2010

- Margaret Rengstorf Language Arts 6-12 PLC Leader
- Sue Burman Science 6-12 PLC Leader
- Jeff Cole Social Studies 6-12 PLC Leader
- Lori Ganske High School Special Education PLC Leader
- Cheryl Schuch Elementary Special Education PLC Leader
- Audrey Morken 6-12 Math PLC Leader
- John Pfeffer Physical Education PLC Leader
- Cindy Sindelir K PLC Leader
- Deanna Shanahan First Grade PLC Leader
- Renee Adnerson Second Grade PLC Leader
- Jonie Peterson-Marti Third Grade PLC Leader
- Wendy Howieson Fourth Grade PLC Leader
- Cory Roeker Fifth Grade PLC Leader
- John Ek Electives PLC Leader
- Sandy Sawatsky Media and Counseling PLC Leader
- Willis Schoeb Superintendent
- Dan Anderson Principal 6-12
- Jim Bisel Elementary Principal & Testing Coordinator
- Deanne Rengstorf Elementary Principal & Title I Coordinator

External Provider: Quintin Pettigrew, Educational Consultant

School List for District: MAPLE RIVER SCHOOL DISTRICT (2135-01)

| School | AYP Status | 2009 In need of Improvement Implementation |
|--|-------------------|---|
| <u>MAPLE RIVER SENIOR HIGH</u> | Making AYP | Not Title I in 2010 |
| <u>MAPLE RIVER MIDDLE SCHOOL</u> | Making AYP | Not Title I in 2010 |
| <u>MAPLE RIVER EAST ELEMENTARY</u> | Making AYP | Title I in 2010 |
| <u>MAPLE RIVER WEST ELEMENTARY</u> | Not Making AYP | Title I in 2010 |

Maple River MCA II & Adequate Yearly Progress

2010 Adequate Yearly Progress

Making Adequate Yearly Progress depends on schools and school districts achieving [annual proficiency](#) targets on state reading and math tests. For more information click on the hyperlinks below. Hyphens may appear in table below, indicating areas where subgroup counts were too few to measure.

MAPLE RIVER SCHOOL DISTRICT has 18 eligible groups and has met 100.0% of the requirements for [Adequate Yearly Progress](#) under No Child Left Behind.

| | Reading | | Mathematics | | <u>Attendance</u> | <u>Graduation</u> |
|----------------------------------|----------------------|--------------------|----------------------|--------------------|-------------------|-------------------|
| | <u>Participation</u> | <u>Proficiency</u> | <u>Participation</u> | <u>Proficiency</u> | | |
| All Students | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> |
| American Indian / Alaskan Native | = | = | = | = | | |
| Asian/Pacific Islander | = | = | = | = | | |
| Hispanic | = | = | = | = | | |
| Black | = | = | = | = | | |
| White | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | | |
| Limited English Proficient | = | = | = | = | | |
| Special Education | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | | |
| Free/Reduced Price Lunch | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | <u>Yes</u> | | |

Results of Minnesota Comprehensive Assessment Testing in District 2135 (MCA IIs)

Grade 3 – 11

Proficiency Percentages (Passed Grade Level)

2009-10 School Year

| Grade | Subject | State | District |
|-------|---------|-------|----------|
| 3 | Math | 82.84 | 85.13 |
| 3 | Reading | 76.27 | 79.22 |
| 4 | Math | 76.99 | 84.94 |
| 4 | Reading | 72.51 | 79.78 |
| 5 | Math | 68.64 | 75.86 |
| 5 | Reading | 76.38 | 82.55 |
| 5 | Science | 46.0 | 56.81 |
| 6 | Math | 68.96 | 75.0 |
| 6 | Reading | 71.61 | 80.0 |
| 7 | Math | 64.36 | 86.95 |
| 7 | Reading | 66.07 | 84.05 |
| 8 | Math | 58.55 | 74.39 |
| 8 | Reading | 68.09 | 92.77 |
| 8 | Science | 47.87 | 67.07 |
| 10 | Reading | 75.34 | 77.02 |
| 11 | Math | 43.27 | 32.22 |
| 11 | Science | 51.75 | 59.25 |
| All | Math | 65.89 | 72.71 |
| All | Reading | 82.21 | 72.34 |
| All | Science | 45.58 | 61.02 |

Minnesota Growth Model

As part of Minnesota's assessment system, The Minnesota Department of Education measures whether or not students are meeting the state math and reading academic standards, which are what they should know and be able to do in a particular grade.

If a student meets those standards, they are considered to be proficient.

With input from educators, the Minnesota Department of Education has created a growth model. The growth model is designed to help parents and educators to track students' progress toward proficiency from year-to-year, in order to better determine whether they are gaining and maintaining skills necessary to be successful after high school.

The growth model chart below identifies the percent of students in the Maple River District who were proficient in 2010. The individual boxes show how all students progressed during the 2009-10 school year towards knowing and understanding the content of academic standards at their grade level.

- Proficient but made low growth
- Proficient and continued to grow
- Proficient and made exceptional growth
- Not proficient and made low growth toward proficiency
- Not proficient but made some growth toward proficiency
- Not proficient but made exceptional growth toward proficiency

Math

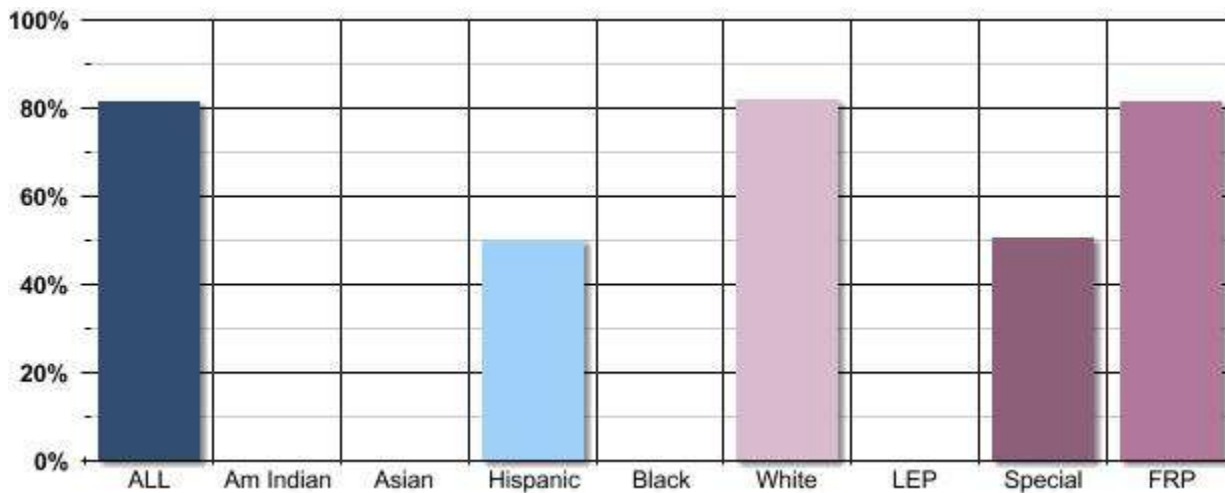
| | Growth Over the 2008-09 School Year | | |
|----------------|--|---|---|
| 2008 Status | Low | Medium | High |
| Proficient | <p>20%</p> <p>99 students were proficient but made low growth</p> | <p>34%</p> <p>164 students continued to grow</p> | <p>23%</p> <p>111 students made exceptional growth</p> |
| Not Proficient | <p>2%</p> <p>11 students were not proficient and made low growth</p> | <p>8%</p> <p>39 students were not proficient but made some growth</p> | <p>13%</p> <p>63 students were not proficient but made exceptional growth</p> |

Reading

| | Growth Over the 2008-09 School Year | | |
|----------------|---|--|---|
| 2008 Status | Low | Medium | High |
| Proficient | 18% 89 students were proficient but made low growth | 33% 162 students continued to grow | 27% 133 students made exceptional growth |
| Not Proficient | 4% 21 students were not proficient and made low growth | 7% 35 students were not proficient but made some growth | 9% 45 students were not proficient but made exceptional growth |

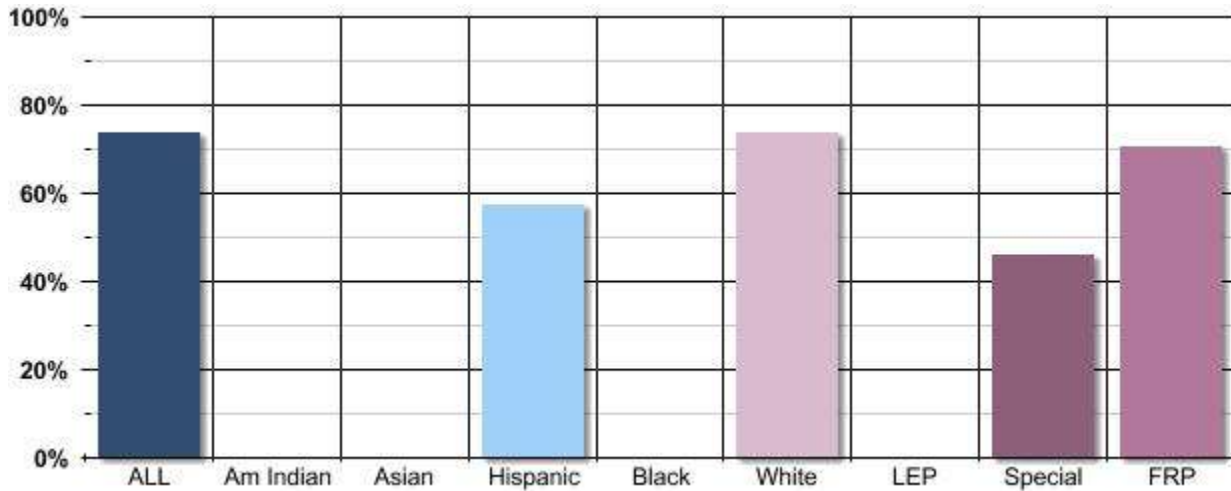
Reading Proficiency – Maple River Schools

This chart shows the percent of students who are proficient in reading across all grades on the [MCA-II](#) and [MTAS](#).



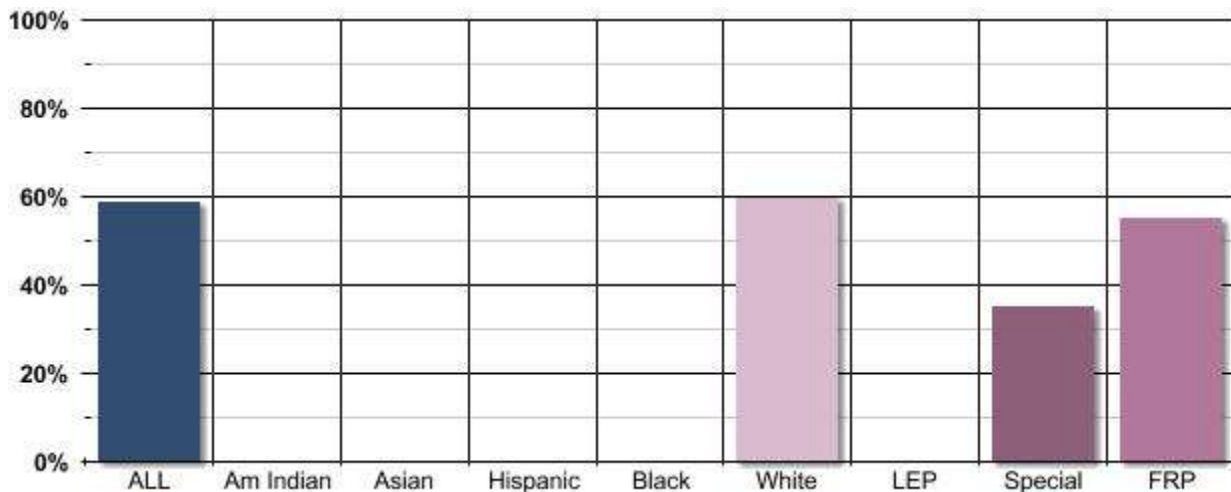
Math Proficiency – Maple River Schools

This chart shows the percent of students who are proficient in math across all grades on the [MCA-II](#), [MTAS](#) and [MTELL](#).

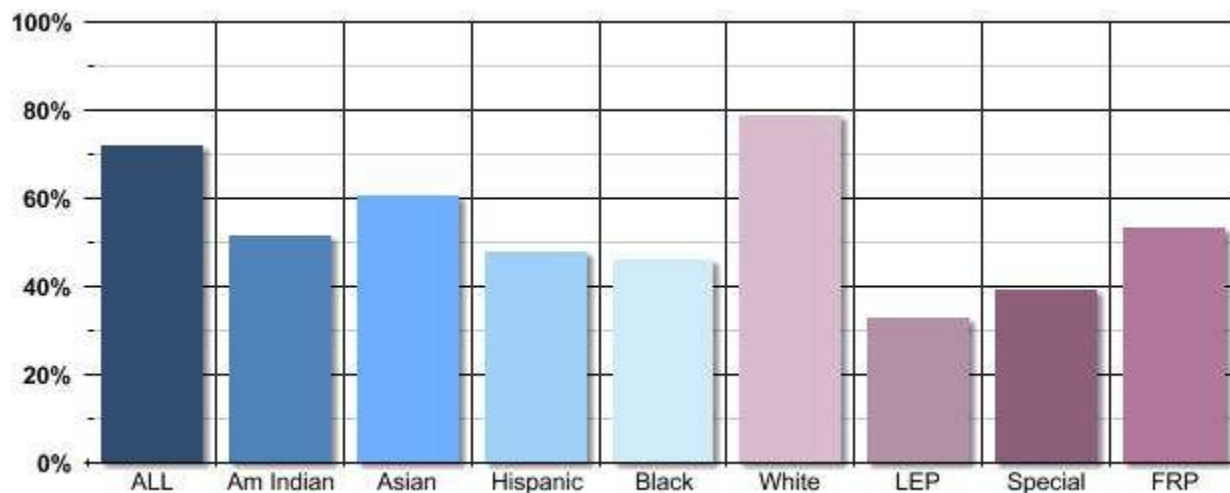


Science Proficiency – Maple River Schools

This chart shows the percent of students who are proficient in science across all grades on the [MCA-II](#) and [MTAS](#).



This chart shows the percent of students who are proficient in reading across all grades on the [MCA-II](#) and [MTAS](#) on a statewide basis.



Teaching and Learning 2009-2010 Goals

The Maple River School District Curriculum Department identified three goals under Teaching and Learning

Goal #1: Establish a responsive curriculum focused on results and student assessment data to meet our current and future needs.

Goal #2: Research, study, and implement best practice instructional methods for student learning. Aims Web was researched and will be implemented during the 09-2010 school year.

Goal #3: Provide staff opportunities for professional learning when implementing changes in curriculum materials, instructional strategies, and assessment practices. Staff will be in-serviced during 4M days on various topics in their PLC.

Progress was made on the established goals at both the district and building level. Noted below is a brief summary of the progress at the district level.

Grade Level/Department Meetings: Periodically throughout the year, staff in like grade levels and/or departments (PLC) from buildings across the district met to discuss a variety of curriculum topics, instructional practices, and assessment strategies. The curriculum grade level and/or department representatives serve as the link back to the administration to share information, gather feedback, and make recommendations. Seven late starts were held in 2009-2010 in order for departments to plan and implement staff and curriculum opportunities.

Staff Development: The intent for staff development is to provide the staff with opportunities for learning new curricula, state of the art instructional practices, and alternative assessment strategies. The ultimate goal of these professional growth opportunities is to improve student learning and student achievement. For the 2009-2010 school year, the staff development committee funded various endeavors of the different department needs identified by their PLC. Through the process the teachers created common assessments and reported to administration the results of their chapter and unit tests in grades 3-8.

Staff Development

Time for our teachers to prepare for the implementation of the academic standards and to meet the No Child Left Behind requirement is essential to our success with this implementation. This process will include:

Goal 1 - Department and associated curriculum committees will meet on Staff Development days to analyze their curricula and identify key concepts, skills, and processes to be taught on a district wide basis.

Goal 2 - The Language Arts/Reading Departments will focus on meeting implementation guidelines for the new state standards and requirements of the No Child Left Behind. Each department will review the standards and benchmarks, plus the scope and sequence in order to align district curricula with these standards for implementation during the 09-10 school year.

Goal 3 - Professional staff will continue to attend conferences related to their discipline area.