

Sebeka Public School
Independent School District 820

ANNUAL REPORT ON CURRICULUM, INSTRUCTION,
AND STUDENT PERFORMANCE

September 30, 2013

Sebeka School Vision: “To provide and promote a secure and respectful environment which encourages the educational development of the individual potential for competing in an every changing global society.”

Sebeka School Mission Statement: “To educate our students to become responsible citizens and lifelong learners.”

Instructional and Curriculum Advisory Committee

The mission of public education in Minnesota, a system for lifelong learning, is to ensure individual academic achievement, an informed citizenry, and a highly productive workforce. Throughout each school year, Sebeka Public School uses many different means in an attempt to keep you, the members of the district constituency, informed of the business of educating our young people. One such means is this “Annual Report on Curriculum, Instruction and Student Performance.” By October 1st of each year, the Local School Board of Sebeka Public School, using standard statewide reporting procedures developed by the Commissioner of the Minnesota Department of Education, produces and adopts this report. It contains Advisory Committee membership, student achievement goals, district improvement plan, progress on 2012-2013 improvement plan, and results of 2012-2013 statewide testing.

Sebeka Public School has established a Systems Accountability Report Committee. This committee has the duties and responsibilities of an instructional and curriculum advisory committee under the Minnesota Department of Education system and accountability requirements. The current MDE guidance indicates that the committee:

1. Ensures active community participation in all phases of planning and improving instruction and curriculum affecting state graduation standards.
2. Shall reflect the diversity of the district and its learning sites, to the extent possible.
3. Shall include teachers, parents, support staff, pupils and other community residents.

4. Shall recommend to the school board district wide education standards, assessments and program evaluations; and
5. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

The following people comprise the Systems Accountability Report Committee. This committee will focus on school improvement through the implementation of the Minnesota Graduation Requirements. It will look at and make recommendations on curriculum and staff development issues.

Current SAR Committee Membership, Representation, and Term Information

Member Name	Representing	Term	Term Expires
Kathy Fjeldheim	7-12 Staff	2 years	2014
Trudy Kreklau	Community Member	3 years	2015
Catherine Baumgart	Para	2 years	2015
Shannon Lausten	Parent	3 years	2015
Yvonne Cannon	Parent	3 years	2016
Brenda Wegscheid	K-6 Staff	2 years	2014
Mary Schmitt	Board Member	3 years	2014

Biannual evaluation of district testing

Sebeka Public Schools District Assessment Team has reviewed the District Assessment Plan. Team members included Rachel Close, Counselor; Jill Walter, Title I/ Assistant Principal, Dave Fjeldheim, K-12 Principal/Superintendent,

The written objectives for the Sebeka Public Schools District Assessment Plan include:

1. Continued individual and group assessment and evaluation;
2. Curriculum development and improvement;
3. Counseling students concerning course and career choices;

The tests used in the District Assessment Plan are shown below along with the grade levels at which they are administered and the District's use of the test results.

Test Name	Grade Level	Districts Use Of Test Results
ACT	11,12	College entrance exam (optional)
American College Tests		
Minnesota Comprehensive Assessment Test III in Math	3,4,5,6,7,8 – 10 th -Reading	Student guidance, parent information, curriculum development
Minnesota Comprehensive Assessment Test II	11 th - Math	Student guidance, parent information, curriculum development
ASVAB Armed Services Vocational Aptitude Battery	11,12	Military entrance exam
PSAT Preliminary Scholastic Achievement Test	11	College entrance exam (optional test taken junior year)
MCAII	9th	Writing
Graduation Components	10th	Reading
	11th	Math
	10th,11th & 12th	Retakes for Grad portion of test Writing, Reading & Math

Student performance goals for meeting graduation standards

Basic Requirements:

Students must complete standardized set of high school level courses (24 credits) in order to graduate. These credits must include: 4 credits in Language Arts and Social Studies; 4 credits in Science (Physical Science, Biology, 2 student's choice) and 4 credits in Math (encompassing algebra, geometry, statistics, & probability); 1 credit of PE and Health; 1/2 credit in Careers; and 6 elective credits, one of which is fine arts.

Students graduating with the Class of 2015 must complete the Algebra I credit by the end of 8th grade, and must complete an Algebra II or its equivalent, in addition to the other math requirements. Students in Class of 2015 must have a credit in biology and a credit in chemistry or physics as part of the 3-credit requirement.

Students must also demonstrate competency in the statewide standards in Written Composition on the applicable Minnesota Tests of Basic Requirements. The District may not choose any other commercially available tests for this testing purpose. The Minnesota Department of Education allows only the Minnesota GRAD Test in Mathematics, Reading, and Written Composition.

Sebeka test scores are designed to monitor student progress, provide data for staff to evaluate present programs, meet requirements of Minnesota Department of Education and provide data for students to start planning for life after high school.

Students must pass the graduation component of the MCAII and MCA III tests. Students take the Reading MCA III in the 10th grade and the Mathematics component in the 11th grade. They take the Minnesota Grad test in written composition in the 9th grade. Students who do not pass one or more of the three state tests have the opportunity for retesting in each subsequent year on the dates specified by the Minnesota Department of Education. Students have an additional retest opportunity each summer in conjunction with a summer Targeted Services Remediation Program, offered by the Sebeka School in conjunction with Freshwater Ed. District, based on student interest. Students with qualifying special needs as determined by the individual student's IEP team or 504 Plan receive appropriate accommodations or modifications. Once a student has passed, been given credit for passing, or been permanently exempted from taking any of the

State tests in Mathematics, Reading, or Written Composition; they do not have to take that specific State test again.

The State established achievement for Written Composition on a 0-6 point scale with a score of three being the minimum passing score. The complete rating scheme is not included here because of its length. However, it is available in MN Rule 3501 at part 3501.0250.

In order for a student to graduation from Sebeka or any Minnesota School, a student must:

- Achieve at or above proficiency level on the MCAII or MCA III Assessment
- Achieve a passing score on that GRAD Component portion of the MCA-II Assessment that measures the essential requirements for success beyond high school
- Or demonstrate successful student performance as a student with an IEP or 504 Plan through a formal review by the student's IEP or 504 Team that establishes an appropriate passing standard for the student.

District Testing Results:

Minnesota Comprehensive Assessments

What comprises the Minnesota Comprehensive Assessments?

With the updating of Standards, our students are now taking the MCA III tests, with the exception of the 11th grade Math students who are still tested under the MCA II Standards.

The state of Minnesota and individual school districts use these series of tests to:

- **Evaluate student progress toward achievement of the high standards**
- **Chart progress of schools and districts over time**
- **Generate information for school improvement and school accountability**
- **Compare schools and districts in Minnesota to identify programs and strategies that improve student achievement**

Rather than have a pass-fail point, the tests instead break down our students' performance into four achievement levels. They are:

Exceeds Standard: Students at this level are working above grade level and demonstrate solid or advance academic performance and competence in the knowledge and skills necessary for satisfactory work in the state's content standards

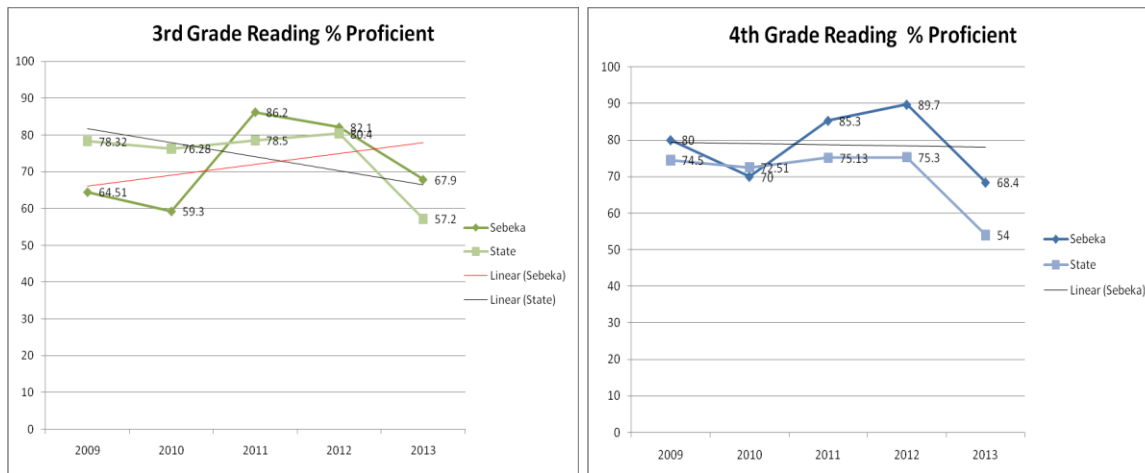
Meets Standards: Students in this level are working on grade-level material and are on track to achieving satisfactory work in the states content standard.

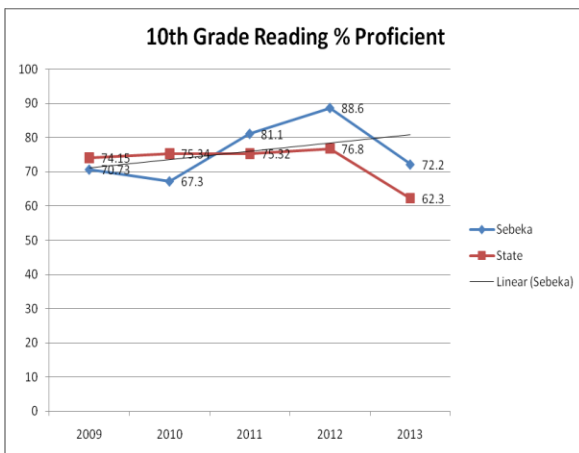
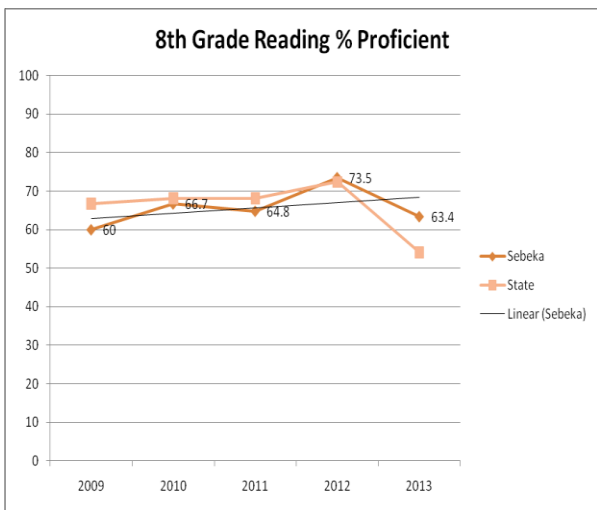
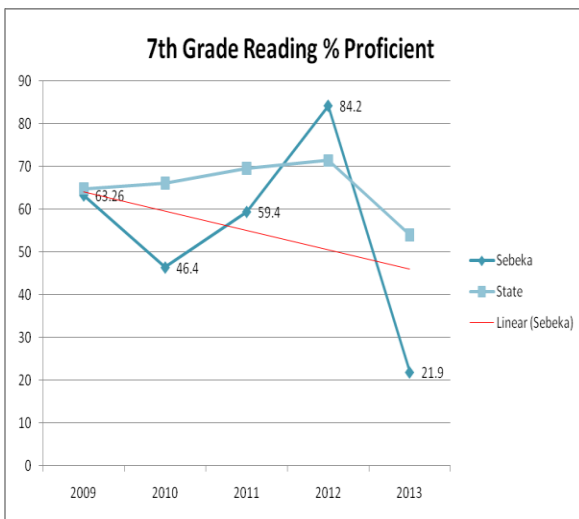
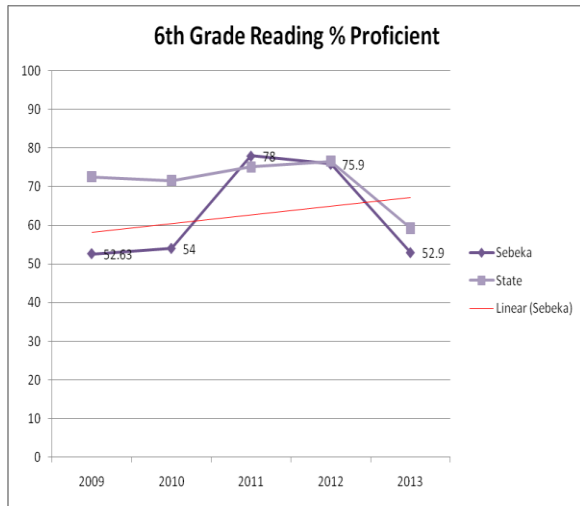
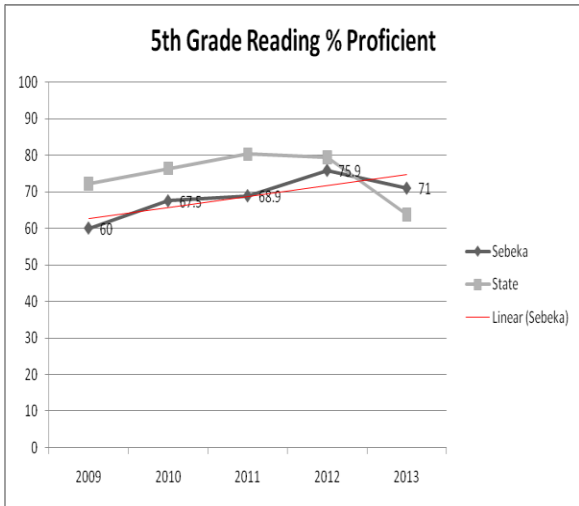
Partially Meets Standards: Students in this level have partial knowledge and skills necessary for the states content standards. They typically are working on slightly below grade-level material in one or more content areas.

Does not meet Standards: Students at this level have gaps in knowledge and skills necessary for the state's content standards. These students typically are working significantly below grade level and typically need additional instruction to progress beyond finding obvious answers and simple detail.

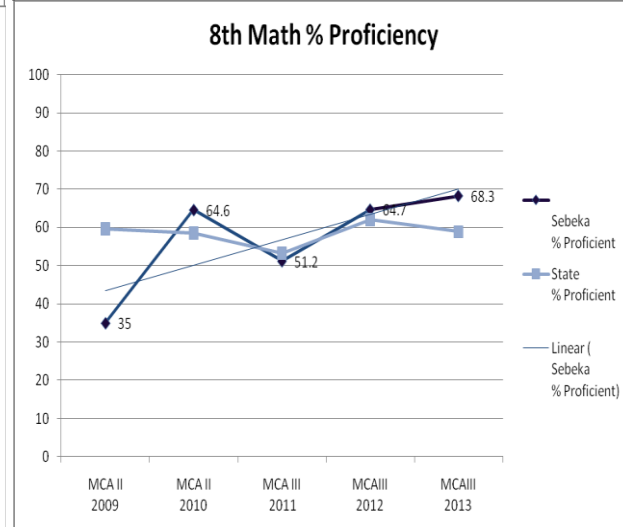
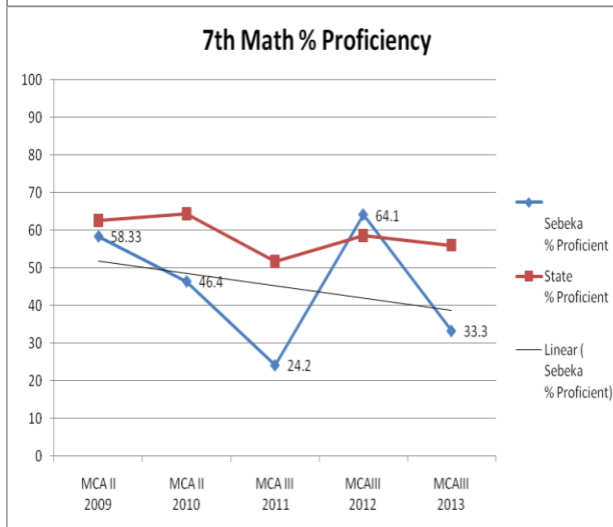
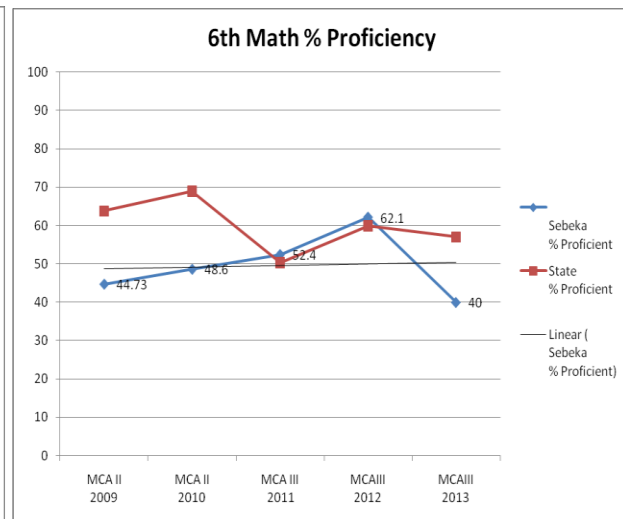
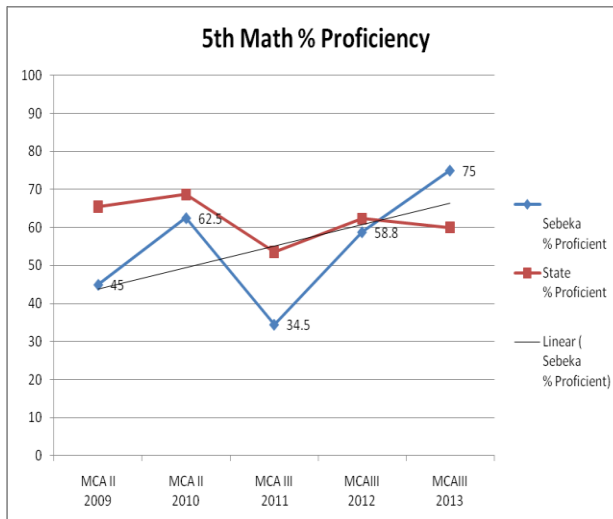
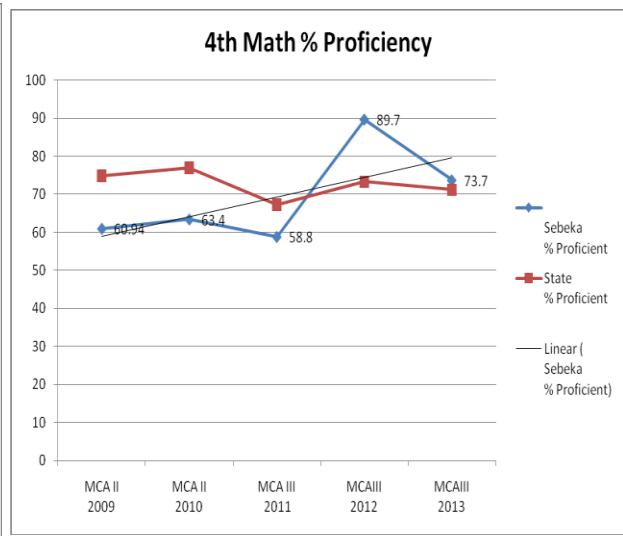
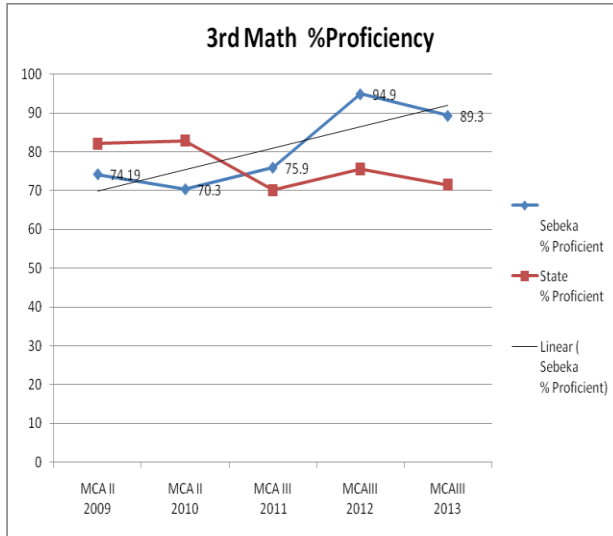
Reading 2012-2013 Results:

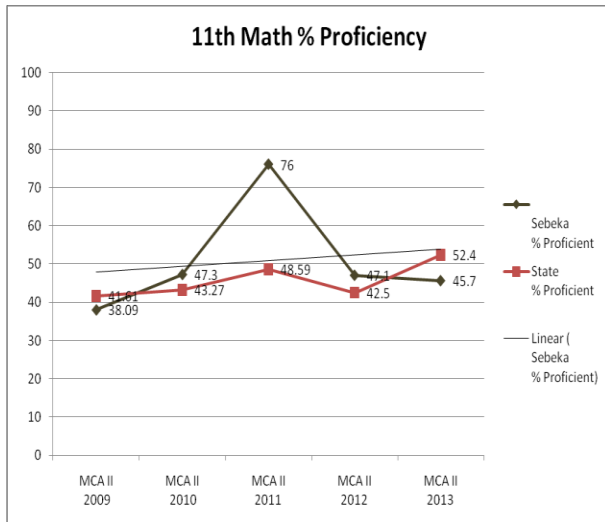
* The 2012-13 test in reading is a based on different standards than the 2009-12 test results which explains the decrease at all grade levels. The test was also given electronically for the first time.



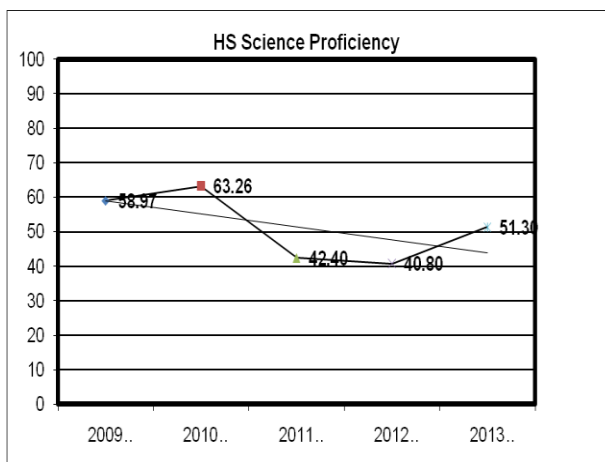
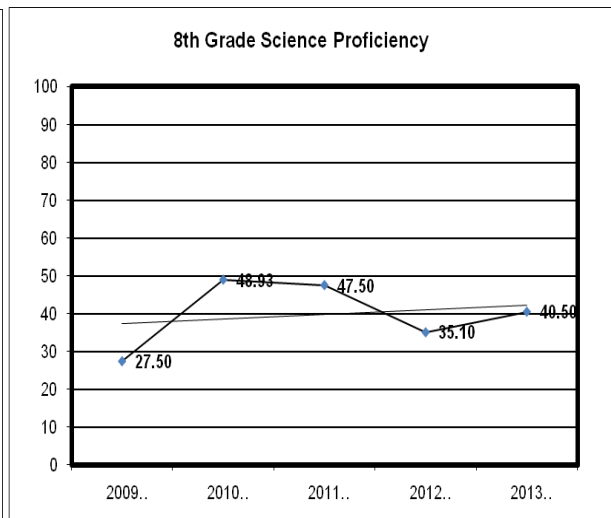
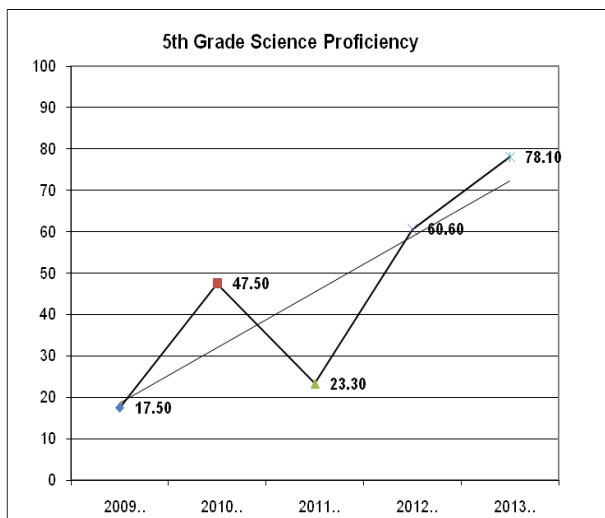


Math 2012-2013 Results





Science 2011-12 Results



Graduation-Required Assessment for Diploma

In Minnesota, students must pass the GRAD portion of the MCA tests. The GRAD Writing Test focuses on Composing, Style, Sentence Formation, Usage/Grammar and Mechanics/Spelling. The Reading and Math GRAD Test is embedded in the Math and Reading MCA II & III Tests. This test will be composed of questions that satisfy both the MCA test and the GRAD Test. If students do not pass the GRAD Test, they will have opportunities to retest only the GRAD portion of the test. The GRAD component in reading includes benchmarks assessed on the MCA-III and 3 additional Essential Learning Benchmarks-vocabulary using context clues, summarize and paraphrase main ideas, and inferences and conclusions from text. The Grad Component in math includes benchmarks assessed on the MCA-II plus 11 additional Essential Learning benchmarks within 4 strands-Number Sense, Patterns, Functions and Algebra, Data, Statistics and Probability and Spatial Sense, Geometry and Measurement.

District Basic Requirements Tests Results Reporting

This district, like every other Independent School District in the state, is required to report annually to the public, group information concerning how district students are performing on the Minnesota GRAD Tests in Mathematics, Reading, and Written Composition. The Sebeka School District reports this information according to the end of year Minnesota Automated Reporting Student System (MARSS) report and includes students enrolled in grades 9-12.

District Graduation-Required Assessments for Diploma (GRAD) 2012 - 2013

	9th	10th	11th	12th
The number of students enrolled at each grade level according to the end of year MARSS report.	38	42	52	41
The number of students that took the State Grad Test (2011 - 2012)				
State GRAD test of Mathematics	X	X	52	8
State GRAD test of Reading	X	42	4	0
State GRAD test of Written Composition	38	4	0	1
The number of students at each grade level passing each State test and have met the graduation requirements.				
State GRAD test of Mathematics	X	X	38	37
State GRAD test of Reading	X	40	51	41

State GRAD test of Written Composition	27	41	52	41
The number of students at each grade level passing each State test at the Individualized level under an IEP or section 504 accommodation plan.				
State GRAD test of Mathematics	X	X	0	3
State GRAD test of Reading	X	0	1	1
State GRAD test of Written Composition	0	1	0	1

ACT Test

Eighteen Sebeka students participated in ACT testing during the 2012-2013 school year. The table below reflects the results of this testing.

	English	Math	Reading	Science Reasoning	Composite
Sebeka	20.3	22.1	21.9	21.9	21.7
MN	22.2	23.1	23.1	22.9	23
USA	20.2	20.9	21.1	20.7	20.9

ACT Composite	National	State	Sebeka
2013	20.9	23	21.7
2012	21.1	22.8	23.5
2011	21.0	22.6	21.3
2010	21.0	22.9	21.3
2009	21.1	22.7	21.3
2008	22.1	22.6	21.9
2007	21.2	22.5	22.7
2006	21.1	22.3	20.5
2005	20.9	22.3	20.5
2004	20.9	22.2	21.9

Fourteen Sebeka students participated in PSAT testing in October 2013. The table below reflects the results of this testing.

PSAT	National			State			Sebeka		
	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing
2012-13	47.7	48.6	46.5	51	52.5	49.0	52	52.9	49.4
2011-12	47.6	48.3	45.6	51	52.5	47.7	56.13	56.13	50.63
2010-11	47.3	48.9	45.4	50.2	52.2	47.2	51.07	57.69	48.23
2009-10	46.9	48.2	45.8	49.3	51.4	47.3	52.67	53.73	49.6
2008-09	47	49	46	49.3	49.3	47.2	52.4	55.6	51.1
2007-08	46.7	48.2	45.9	49.7	51.7	48.1	47.5	51.1	45.8
2006-07	47.7	48.5	45.8	51.5	52.3	48.5	58	56.8	58.4
2005-06	47.5	49.2	49.3	51	52.9	51.6	57.4	66.2	57
2004-05	46.9	48.8	50.5	50.4	52.2	52.7	45.3	53	52.5
2003-04	47.2	48.1	49.8	49.8	51.3	52.3	43.4	45.9	48.1

Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is the Armed Forces Vocational Aptitude Test. Test results determine (1) whether or not one qualifies for military service, and (2) if so, what jobs they qualify for. Thirty- five juniors participated in ASVAB testing during the 2012-2013 school year.

ASVAB Test Composts & Subtests	Sebeka Standard Score Mean
Verbal Ability	53.61
Math Ability	53.08
Science and Technical Ability	53.96
General Science	53.27
Arithmetic Reasoning	52.51
Word Knowledge	52.41
Paragraph Comprehension	55.04
Mathematics Knowledge	53.39
Electronics Information	52.69
Auto & Shop Information	51.16
Mechanical Comprehension	54.90

Armed Forces Qualification Test Scores

Air Force	36
Army	31
Marine Corp	32
Navy	35
Coast Guard	40

Progress made relative to the 2012-2013 school year district improvement plan

Sebeka Public School adopted the following goals related to curriculum, instruction, and the Minnesota Graduation Standards in their annually required district improvement plan for the 2012-2013 school year. Following is the progress made in the accomplishment of each of these goals.

District Goals 2012-2013	Progress Made on District Goals
Improve standardized test scores K-12.	State testing: In reading we scored above the state but our scores significantly dropped more than state levels did by more than 20%. In math our 3-8 th grades score the same as the state while our 11 th grade taking the MCAII test scored lower than the state. Looking at a 5 year trend in reading our 3rd, 5th, 6th, 8th & 10 th grades are trending upwards, while 4th is staying level and 7th are trending down. In Math our 3rd, 4th, 5th, 6th, 8th, & 10th are trending upwards, while our 7 th grade is trending down.
To continue implementation of new staff development procedures in the Sebeka Public School system. Staff Development Members will be given opportunities to attend workshops.	Year-end-reports were filed with the Sebeka School District Staff and Board of Education on how well the new procedures are doing. Through Q-Comp, the Sebeka Teachers received 18 hours of Staff Development plus 18 hours of PLC time.
To continue the curriculum mapping process in all subject areas and classes taught in the Sebeka Public School	All classes have updated curriculum maps at the end of the 2012-2013 school year. Teachers used these maps to have conversation on what is taught in each class/subject area K-12.

<p>To provide an after school Targeted Services program to students K-8 who need remedial academic help. The Targeted Services classes meet twice a week during the school year Oct. - Apr. Fifty four K-8 students participated in the program.</p>	<p>A survey was provided for all teachers on the academic progress in the classroom. Teachers made suggestions as to which students would benefit from the Targeted Services program. This program educated the whole child as we use the Academy of Math and Reading and a Physical Education component, and added a MCA testing component to help struggling students practice taking the MCA-III test. Attendance for this program was as follows: first quarter 50 kids second quarter 48 kids third quarter 47 kids fourth quarter 47 kids</p>
<p>The implementation and use of the Curriculum Leadership Institute curriculum review model will continue in the Industrial Tech program this year. Physical Education and Health Instructors will meet to evaluate and review their curriculum. They will finish by adopting new curriculum and purchase new materials. The IT teacher will implement his new Programs.</p>	<p>The Industrial Tech teacher did extensive research in their area of teaching and adopted new curriculum.</p>
<p>Targeted services will be provided for students who need remediation with reading & math. This program will be conducted during the summer to help those students who failed the MCA III.</p>	<p>Targeted services held summer school for K-6 students, for 4 weeks in the summer – 46 student At the same time HS students had the opportunity to attend a credit recovery class to obtain credit for classes they failed or were incomplete, 8 students attended.</p>
<p>Grades K-8 will continue to use the Accelerated Reading program in order to maximize the effectiveness of our reading program.</p>	<p>All students were administered the STAR reading test which measures reading growth throughout the school year. Teachers gave this test three times during the school year; in the beginning, middle and end of the year.</p>
<p>Grades 3-6 will continue to use the Accelerated Math program in order to supplement our existing Chicago Math curriculum.</p>	<p>Teachers in grades 3-6 used the Accelerated Math program to supplement the Everyday Math curriculum. Student progress was recorded and used to evaluate student growth.</p>

Students in grades 2-8 will use the intervention program, Academy of Reading and Academy of Math to improve our Math and Reading Scores	Students used the Academy of Reading program 3 times a week and the Academy of Math program twice a week for a 25 min. period. They were tested three times during the year and their test scores were used as an assessment tool by the teachers and principal.
Using Q-Comp money, all Sebeka teachers will be involved in PLCs.	Sebeka teachers met for two 50 min. session a month in PLC groups.. They also met two 50 min. periods for other staff development meetings. Staff Development topics were presented by various teachers in the District and the staff had a number of choices each month to pick from to fulfill their SD requirements.

Goals established for the 2013-2014 School year district improvement plan

Sebeka Public School adopted the following goals related to curriculum, instruction, and the Minnesota Graduation Standards in their annually required district improvement plan for the 2013-2014 school year. Each goal is followed by the indication of how progress toward achieving that goal will be measured.

District Goals 2013-2014	How Progress Will Be Measured
Improving the standardized testing for grades K-12. We will score above the state average for student proficiency as a school district. At each grade level we will be at or above the state average for student proficiency and reach the following goals at each grade. (Reading : 3 rd Grade - 69% proficient, 4 th Grade – 70% proficient , 5 th Grade - 71 % proficient, 6 th Grade – 60% proficient, 7 th grade – 54% proficient, 8 th Grade – 65% proficient, and 10 th Grade - 74% proficient. Math: 3 rd grade - 90% proficient, 4 th grade – 74% proficient, 5 th Grade – 76% proficient, 6 th grade - 57 % proficient, 7 th grade - 56 % proficient, 8 th grade - 70% proficient, 11 th grade - 53% proficient.	Progress will be measured by comparing the 2013-14 test scores to 2012-13 test scores.
Teachers will attend a minimum of 2 staff development (Professional Development) sessions each month to enhance and improve instructional techniques in their classrooms. The Staff Development committee will oversee	Teachers will document the PD workshops they attend and at the end of the year send this information to Mr. Fjeldheim, Year-end reports will be filed with the Sebeka School District Staff and Board of Education on money spent

the distribution of Staff Development funds and plan on-site Staff Development workshops to aid all teachers in obtaining licensure renewal units.	and workshops attended. The Staff Development Committee will complete and file with MDE the Staff Development Report.
The teachers will use their updated curriculum maps embedded with standards for their area to drive instruction in their classes.	All classes will have updated curriculum maps at the end of the 2013-2014 school year.
PLC meetings will be held a minimum of 2 times each month for not less than 50 minutes to focus on proven research based instructional strategies the will improve instruction in the classrooms.	Progress will be measured by the understandings and discussions that are created as teachers work together in their PLC groups.
Physical Education and Health teachers will use the Curriculum Leadership Institute Curriculum Review Model to analyze their classroom practices, identify weaknesses, and purchase instructional materials for curriculum improvements.	Physical Education teachers will produce documentation that show alignment of State Physical Education Standards to Sebeka curriculum. They will order curriculum materials that will help them improve instruction.
Targeted services will be provided for students who need remediation with the Math & Reading Skills. This program will be conducted during the summer to help those students who are identified as needing help.	A report by the principal to the school board on a regular basis during the year as to the progress of the targeted services. Test results from the testing service will provide us with student achievement.
The Accelerated Reading Program will continue to be emphasized to promote lifelong readers and to improve Reading through promotional incentives throughout the school year.	The STAR reading test will be given three times during the school year to measure reading growth in the beginning, middle and end of the year.
Accelerated Math will be used in grades K-5 to help supplement the Every Day Math series used for the core instructional time in Mathematics.	Progress reports will be reported by the teachers to the building principal detailing individual student growth throughout the school year.
The Sebeka Data Team will hold Data Retreats with grade level teachers. They will review the MCA Data and any other classroom data. During this time the teachers will identify at risk students in math and reading and develop a team plan of action to help these student become successful learns in math and reading.	A copy of each grade level plan will be sent to the principal and the Data Manager
Students in grades 2 & 3 will use the intervention program, Academy of Reading and Academy of Math to improve Math and Reading Scores. These programs will also be used by our Targeted Service programs	Students will be assessed at the beginning of the school year. They will then be given a training schedule and assessed again at the end of the year.
Struggling students in reading in grade 1-8 will be assessed and given reading interventions in three different programs – EIR, Susan Barton, and Read 180.	Student progress in each program will be recorded and a report filed with the principal and Superintendent.

The use of Q-Comp money is being used for teachers attending PLC's, Professional Development, Pre and Post conferences 9You may want to mention a goal about the Peer Observation model that is in place to help identify strategies that can improve instruction.

PLC Leaders will keep track of teachers required attendance in PLC groups. Note will be taken in each PLC meeting. These notes will be kept by the PLC Leaders and forwarded to the Superintendent.

Sebeka 2012-13 testing program

Test Given	Grade	Dates
ACT	Jr./SR	9/21/2013, 10/26/2013, 12/14/2013, 2/18/2014, 4/12/2014, 6/14/2014
PSAT	Jr.	10/ 16/ 2013
PLAN	So.	12/ 4/2013
ASVAB	Jr./Sr.	9/25/2013


Minnesota Department of

Education

2013–2014 Testing Schedule

While the Minnesota Department of Education strives to ensure this testing schedule remains unaltered, it is subject to change based on assessment decisions made by the state legislature or reauthorization of the Elementary and Secondary Education Act (ESEA).


SEPTEMBER 2013

30  Optional Local Purpose Assessment (OLPA) Mathematics Grades 3–8 Online Begins




NOVEMBER 2013

6 GRAD Written Composition Retest Grades 10–12
12 GRAD Written Composition Retest Grades 10–12 (Make-up)

FEBRUARY 2014

3 ACCESS for ELLs® and Alternate ACCESS for ELLs® Begins
21  Optional Local Purpose Assessment (OLPA) Mathematics Grades 3–8 Online Ends

MARCH 2014



10  MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online Begins
17  MCA-Modified Reading Grades 5–8, 10 and Mathematics Grades 5–8, 11 Online Begins
 MCA Science Begins
MTAS Reading, Mathematics, and Science Begins
21 ACCESS for ELLs® and Alternate ACCESS for ELLs® Ends

APRIL 2014

14 MCA Paper Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Begins
15 GRAD Written Composition Retest Grades 10–12

22 GRAD Written Composition Retest Grades 10–12 (Make-up)

MAY 2014

- 2 MCA Paper Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Ends
 - 9  MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online Ends
 - 9  MCA-Modified Reading Grades 5–8, 10 and Mathematics Grades 5–8, 11 Online Ends
 - MTAS Reading, Mathematics, and Science Ends
 - 16 MCA Science Ends
-