

September 23, 2013

**Waterville-Elysian-Morristown Public Schools
I.S.D. #2143 Annual Report on
Curriculum, Instruction, and Student Achievement
2012-2013 School Year**

One of the many ways that the Waterville-Elysian-Morristown School District shares information with the public is through the Annual Report on Curriculum, Instruction and Student Achievement. The report is available at the district office and on the school website. The address of the school website is www.wem.k12.mn.us

The mission statement of public education in Minnesota is to ensure individual achievement, an informed citizenry, and a highly productive work force. Information and assistance regarding district and school level processes are outlined in school board policies. These policies include the process for evaluating individual student progress, a system for evaluating and reviewing all instruction and curriculum. They also include a plan to improve instruction, curriculum, and student achievement. These policies are found in the district office and on the school website.

WATERVILLE-ELYSIAN-MORRISTOWN S.A.R. ADVISORY COMMITTEE

Members and Year of Committee Expiration

<u>2012</u>	<u>2013</u>	<u>2014</u>
Mitch Stephenson	Lisa Androli	Yet to be determined
Kim Kewatt	Scott Dorenkemper	
Debbie Lindquist	Becky Fessel	
	Ruth Ann Olson	

School Board and Staff Members

Andrea Jewison, Board Member	Tom Little, Board Member
Karen Krause, Elementary	Janet Jones, High School
Lisa Androli, Intermediate	

Administration

Joel Whitehurst, Superintendent, Report Coordinator
John E. Kaplan, Secondary Principal
Bernardine Sauter, Elementary/Junior High Principal
Joel Timmerman, Elementary Principal

School Board Members

Toya Schmidtke, Chairperson
Andrea Jewison
Dan Houlihan
Tom Little
Gary Michael
Wendy Atherton
Jay Schneider

MINNESOTA GRAD TESTS

	GRADE 9 <u>Grad Writing</u>	GRADE 11 GRAD <u>MATH</u>	GRADE 10 MCA III <u>READING</u>
● Number of students taking exam	59	62	67
● passing basic tests at state level	57	45	41
● passing basic tests at individual level under IEP or 504 plan	5	1	0
● passing basic tests translated into language other than English	0	0	0
● exempt from basic tests	0	0	0

ACT American College Test

The ACT contains an interest inventory and a Student Profile Section which serves as an aid in future planning. The score report provides information on the admission requirements for colleges the student has indicated an interest in, the availability of financial aid at those colleges, the likelihood of attaining a C average or higher at those schools, the cost of each school, and whether or not the student's major field of study is offered. In addition, the student is given information on how their ACT score compares with the ACT scores of other students at the schools they have listed.

The ACT is the major college entrance test in the Midwest. Nationwide there are slightly more states that use the ACT for their college entrance requirements. The SAT is the preferred college entrance test on both coasts.

The ACT Assessment emphasizes rhetorical skills, advanced math skills, a reading test which features inferential and reasoning skills and a science test which measures science reasoning skills. Students are permitted to use calculators on the math portion of the ACT.

Class of	2009	2010	2011	2012	2013
	Score/Percentile	Score/Percentile	Score/Percentile	Score/Percentile	Score/Percentile
English	20/51%	20/50%	19/42%	20/50%	20/50%
Math	21/58%	19/46%	21/57%	22/62%	23/67%
Reading	22/58%	21/53%	20/47%	21/54%	22/60%
Science Reasoning	21/56%	21/56%	22/65%	22/64%	22/63%
Composite	21/57%	20/48%	21/55%	21/55%	22/62%
English + Writing					20/47%

37 seniors took the ACT

Graduates' Future Plans	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Four year college	29/47%	32/52%	17/30%	25/41%	32/50%
Technical & Community College	22/36%	19/31%	30/54%	28/46%	26/41%
Military Service	8/13%	2/3%	1/2%	5/8%	NA
Undecided/Work	3/5%	8/13%	9/16%	3/5%	6/9%

64 seniors in the
Class of 2013

64 seniors
in the class of 2013

The Plan Test

The PLAN Test was taken by all high school sophomores. The PLAN is a multiple choice test that measures English, Math, Reading, and Science Reasons skills. The PLAN also includes an interest inventory and a needs assessment. The results are used to help student make appropriate career and college choices.

PLAN TEST RESULTS

The results are shown in percentile.

<u>Class of 2013</u>	Score	Percentile	<u>Class of 2014</u>	Score	Percentile
English	16	49	English	16	54
Math	17	57	Math	18	64
Reading	16	50	Reading	16	52
Science	19	69	Science	18	63
Composite	17	54	Composite	17	58

<u>Class of 2015</u>	Score	Percentile
English	17	63
Math	19	71
Reading	18	67
Science	20	80
Composite	19	74

66 sophomores took the PLAN.

PSAT/MNSQT The Preliminary Scholastic Aptitude Test

The PSAT is a multiple choice test that measures verbal, mathematical reasoning abilities and writing skills important to doing college work. The PSAT is given in October to high school juniors who register for the test. The individual student's scores are compared with other college-bound juniors nationwide. The test results forecast how each student will do on the SAT plus giving the student an idea of what the SAT is like. Taking the PSAT is the only way to qualify for certain scholarships such as the National Merit Scholarship. Taking the PSAT provides the student with an opportunity to compare himself scholastically with other college-bound juniors. PSAT scores help identify students who might benefit from review or additional work in math, reading or writing to prepare for college. The PSAT also provides a Student Search Service which sends students' names to colleges and government-sponsored scholarship programs. Students are permitted to use calculators when taking the PSAT.

Class of	2010	2011	2012	2013	2014
	Score/Percentile	Score/Percentile	Score/Percentile	Score/Percentile	Score/Percentile
Critical Reading	44/40%	40/29%	45/41%	45/38%	44/35%
Math	48/48%	47/43%	47/47%	48/47%	50/55%
Writing	43/41%	41/35%	43/40%	43/40%	42/38%
Composite	134/41%	129/35%	135/43%	135/42%	136/43%
Selection Index					

Subject Score Range 1-80, Selection Index Range 60-240. Twenty-nine Juniors took the PSAT.

Waterville-Elysian-Morristown Mission Statement

The Mission of the Waterville-Elysian-Morristown School District is to prepare our students for the future, helping them achieve their highest potential through an educational system which is characterized by a safe, respectful, learning environment. We will provide an equitable and quality environment for students to learn, where their creative abilities can be used to become productive citizens in this highly technological society.

District Wide Testing for Program Evaluation and Graduation Standards

Type of Assessment	Rationale	Tests/ Subjects	Grades	Specific Evaluations and Reporting Uses
Northwest Evaluation Assessment (NWEA)	Measures and promotes academic student growth and school improvement	NWEA	K-11	<ol style="list-style-type: none"> 1. Identify the skills and concepts individual students have learned 2. Diagnose instruction needs 3. Monitor academic growth over time 4. Make data-driven decisions at the classroom, school, and district levels 5. Place new students into appropriate instructional programs.
Minnesota Comprehensive Assessment (MCA II/III)	Document or measure Minnesota student achievement with regard to the Minnesota Academic Standards	Reading & Math	3-8	<ol style="list-style-type: none"> 1. Inform curriculum decisions at the district and school level 2. Inform teaching at the classroom level. 3. Demonstrate growth from year to year for students or groups of students using both cohort and longitudinal student data.
		Science	5,8, High School	
		Writing Reading Math	9 10 11	
MCAII/GRAD Test	Must pass in order to graduate			<ol style="list-style-type: none"> 1. These test measure proficiency on the Minnesota Academic Standards and other essential skills.
***Minnesota Basic Standard Tests	Measure student achievement relative to state minimum competencies	Reading	12 retakes	<ol style="list-style-type: none"> 1. Certification requirements for a high school diploma 2. Identification of students who lack basic skills and selection for remedial instruction 3. Report group achievement scores to the general public 4. Report individual achievement to parents
		Math	12 retakes	
		Writing	10-11 retakes	
Test of Emerging Academic English (TEAM)	Given to students identified as limited English proficient (LEP)	Reading Writing	3-12 3-12	Demonstrate growth in English from year to year
EXPLORE and PLAN	Prepares students for their high school course work and post-high school choices	English Mathematics Reading Science	8 & 10	<ol style="list-style-type: none"> 1. Career preparation 2. Improve academic achievement
American College Test (ACT)	Assesses high school student's general educational development and their ability to complete college-level work	English Mathematics Reading Science Writing	11-12	College Entrance Exam
Standard Achievement Test (SAT)	Measures critical thinking skills needed for academic success in college. Assesses how well students analyze and solve problems.	Critical Reading Mathematics Writing	11-12	<ol style="list-style-type: none"> 1. College Admission 2. Course Placement 3. Advise students about course selection

***MBST and the MCAII/GRAD Test re-administered until standards are attained.

Implementation Plan for the Minnesota Academic Standards

Minnesota requires all schools and districts to meet Adequate Yearly Progress (AYP) standards under the federally funded No Child Left Behind Act. Students meet proficiency with K-12 Academic Standards and course credit requirements for graduation.

Basic Testing Administration: Students must pass the Reading, Mathematics, and Written Composition Basic Skills Tests in order to graduate. Retest opportunities are given as scheduled by the MN Department of Education.

Students who do not pass the Basic Skills Reading, Mathematics, and Written Composition Tests in grades 9-12 will be enrolled in a computer-assisted instruction Lab using SuccessMaker, in combination with direct instruction from a paraprofessional or teacher.

The District Assessment Coordinator will automatically schedule Seniors who have not passed the Basic Skills Tests for April testing with all accommodations available to them from the MN Department of Education Guidelines.

Breaches in test security will be reported to the District Assessment Coordinator and forwarded to the MN Department of Education.

Graduation Requirement: W-E-M will continue to require the current 23 local course credits for graduation. The state requires 21.5 course credits for students graduating in 2008 and beyond. Local credit requirements for students graduating in 2008 and beyond have been adjusted to meet the state mathematics, science, social studies, arts, and elective course work requirements.

Minnesota Academic Standards: W-E-M implements the Minnesota Language Arts, Mathematics, Arts, Science and Social Studies Academic Standards. W-E-M implements local standards and assessments for Health and Physical Education, Vocational and Technical Education and World Languages. Standards embedded in the K-12 curriculum are taught and assessed by teachers. Course grades will reflect the embedded standards.

W-E-M Staff Development Site Teams, Departments, Administration, and the Board evaluate and make needed adjustments to the curriculum throughout the year to meet the accountability requirements of the Minnesota Academic Standards.

Statewide Tests: The 2013 Minnesota Comprehensive Assessments (MCA) in Language Arts, Mathematics, and Science were based on the Minnesota Academic Standards.

2011-12 School Board Goals
Developed August 18, 2011
Synopsis Presented August 22, 2012

- Provide the public with facilities that are safe, secure, and aesthetically pleasing to best meet the current and future needs of our District.

Only the main entrance doors to the buildings are unlocked for the entire day. In addition, we continued to partner with the City of Waterville to provide a school resource police officer. We conducted the prescribed number of Intruder Alert/Lockdown, Fire, and Tornado drills and we have a video surveillance security system monitoring activity in both buildings. Each principal's office is equipped with a NOAA weather alert radio. We had to purchase new two way radios for the District to comply with new FCC regulations. In doing so, we increased the number of hand held sets to improve communications with staff members working with students outside of the building.

During the school year, we completed the initial implementation phase for PBIS allowing us to begin the program in the 2012-13 School Year.

The elevator in Waterville is being renovated to meet current required codes.

At the Waterville building, flower beds were planted in the spring and maintained better than in the past, trees were trimmed throughout the campus, the ag shop was re-sided with the loading dock painted to match, and a nonfunctional center dividing curtain in the gymnasium was removed.

In Morristown, trees were trimmed, the gym lobby entrance was renovated, the gym walls were painted to WEM colors and the purple gym wall mats were resurfaced to Buccaneer green.

- Implement and meet the guidelines established in the Waterville Elementary, Morristown Elementary, Junior High, and Senior High Site Improvement Plans as well as the District's Improvement Plan. Individual student and grade level growth to be measured via NWEA testing and MCA exams to the extent possible.

NWEA tests were administered to students and the results were reviewed in appropriate PLC's. On the MCA state exams growth was made in the 9 of the 14 areas tested. In addition, the percentage of our juniors passing the math test on the first attempt was the highest in the area. All Schools and the District made AYP in all of the subgroups.

- Increase the number of students proficient on the MCA Science Exam at a minimum of 5% per grade level (5,8,10) In addition, monitor individual student growth in science longitudinally as they progress from grades 5 through 10.

Results will not be available until September and then it will be difficult to study longitudinally since this is a different exam.

- Devise a 5 year plan to abate the remaining asbestos from the buildings.

Handout

- Enhance the District's communication with the general public. Included shall be the incorporation of interactive communication with community and civic organizations. (Public Opinion Survey)

In addition to our traditional means of communicating with the public (Lake Region Life/Elysian Enterprise, written teacher updates, school calendar, website, etc.), the Buccaneer Connection newsletter and it's companion website were continued. We also relied heavily upon the "Instant Alert" system from Honeywell to communicate with parents. The Payschool link on our website allows parents to make on line payments for school lunches and activities. The Rschooltoday link on the website allows parents to keep current of athletic schedule changes.

This was the first year where parent teacher entrance conferences were utilized prior to start of the school year for our students in grades K – 4. The parental approval rate was phenomenal. Therefore, we will be continuing this practice.

Mr. Kaplan continued to provide updates of school activities during the half time of football games.

We are currently working with Kristie Campana, Minnesota State University Mankato to develop a public opinion survey.

- Engage with our neighboring school districts to have an open discussion regarding the sharing of resources.

Toya and I met with Brian Dietz and one of the board members from Waseca on April 3, 2012. Waiting for new JWP Superintendent to get his feet on the ground prior to initiating a conversation.

- Investigate and exercise environmentally friendly school operation practices.

Our extensive paper and plastic recycling program continues. In addition, late last spring Steve reconfigured the sump pump in the Waterville building. Instead of pumping the water back into the system just to be pumped again, he developed a series of pipes and shut off valves so the water is pumped to the exterior of the building providing a natural water source for outdoor watering. It has enough pressure to operate two outdoor sprinklers.

Karen Krause initiated a "green sneakers" program where old tennis shoes were donated and given to children in underdeveloped countries.