

2010-2011 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

PAYNESVILLE AREA SCHOOLS INDEPENDENT SCHOOL DISTRICT 741

District Mission Success For Everyone Through Quality Learning

The Annual Report on Curriculum, Instruction, and Student Achievement is a way for District 741 to share information with the community and at the same time comply with the System Accountability regulation originally passed in 1996 by the Minnesota legislature. Subject and program areas are reviewed according to a six-year-cycle. This 2010-2011 report addresses the vocational curriculum areas of agriculture, business, family and consumer science (FACS), industrial technology, and land transportation. As required by law, it also provides information on the Minnesota Graduation Standards. Approved by the Paynesville Area School Board on October 25, 2011.

NOTICE OF NON-DISCRIMINATION

The Paynesville Area School District 741 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

GOALS FOR STUDENT ACHIEVEMENT

The staff of Paynesville Area Schools has worked hard to align the many components of the Minnesota Content standards in the curriculum. As legislation dictates content standards, staff will make the appropriate changes. Goals for student achievement are as follows:

1. All students in kindergarten through eighth grade will learn the content standards in language arts and mathematics.
2. All high school students will complete the standards that are incorporated into their course work.
3. By the end of twelfth grade all students will have passed the GRAD tests in reading, mathematics, and writing.

DISTRICT IMPROVEMENT GOALS FOR 2010-2011

Each summer the Paynesville School Board develops District Improvement Goals for the coming school year. The following are the goals developed for the 2010-2011 school year:

1. Continue to study additional learning opportunities which challenge all students in district 741, including:
 - a. Enrichment programs and activities
 - b. Continue to utilize and expand our use of technology to increase student achievement.

- c. Increase the number of students achieving at the “Exceeds” category on the MCAs.
- 2. Continue communication efforts in connecting with students and community.
 - a. Utilize Community Education to engage all stakeholders through class offerings, web page, fitness center and sponsoring special programs.
 - b. Communicate our vision for the operational referendum in the fall of 2012.
 - c. Communicate and create positive relations in our athletic and fine arts arena.
 - d. Communicate with “Sup’s On” column. Continue to enhance our web page.
 - e. Incorporate “Doghouse News” on our webpage and Paynesville Press.
- 3. Increase Student Achievement
 - a. The percentage of students proficient in reading and math will increase incrementally until 100% is reached by 2014.
 - b. curriculum review process will incorporate required state and national standards to prepare students to succeed as adults.
 - c. All subgroups will attain AYP status, with targeted interventions for special education students and free/reduced students.
 - d. Staff will utilize Viewpoint and AIMSweb to assist students in becoming proficient.
 - e. Increase the number of students achieving at the “Exceeds” category on the MCAs.
 - f. Increase our growth rate: students moving from “not meeting” to partially meeting” and “partially meeting” to “meeting.”
- 4. Operate an efficient budget, maintaining a fund balance between six and eight percent.
 - a. Develop a plan for budget reductions for the 2012-2013 school year.

CURRICULUM COMMITTEES ESTABLISHED PLANS FOR CAREER AND TECHNICAL EDUCATION

Over the past year the teachers assigned to CTE: Business, Land Trans, FACS, Agriculture, Industrial Tech reviewed their current programs. They analyzed data from a variety of sources including MDE (Minnesota Department of Education) and ICLE (International Center for Leadership Education) content standards, National Essential Skills Survey, Student work, Student test data and teacher observations.

Business Education – CORA HOHNSTADT

Strengths:

We are able to offer a variety of business courses even though there is only one teacher in the department. Students easily have access to computers for use during the class hour. We are able to offer computer Microsoft skills to 7th and 8th grade students for a quarter each year. There are several cameras available for students to use for taking yearbook photos. There is a color copier in the department for use with the Desktop Publishing class.

Concerns: The computers are older and are running the 2003 platform. There are limited textbooks for some of the courses. With decreasing grade class sizes it is difficult to meet the minimum class size that the board would like. We should purchase a couple textbooks for use in each class. Purchasing more, however, would probably not be cost effective when the class is not run each year.

Improvement Plan:

This year the Introduction to Business course was mapped. Areas where math standards and English standards were met in the course were identified in the mapping. The courses offered this year were pretty well set as far as equipment and materials were concerned. Some of the necessary text material was ordered last spring so was here for this school year. We are scheduled for an upgrade to the Microsoft 10 next spring or summer, which is one of the few changes that the department does need. With recent camera acquisitions as well as cameras and a color copier purchased two years ago we are fortunate to have good quality equipment to use. At this point there are not any major purchases that we need to bring the department up to date on equipment (other than the previously mentioned computers).

LAND TRANSPORTATION, OUTDOOR POWER EQUIPMENT, INTRO TO AUTO BODY REPAIR, BASIC AUTO MAINTENANCE FOR GIRLS , AUTO BODY WELDING I -- MIKE GUENTHER

Strengths:

- Very comprehensive programs covering all areas of the transportation industry including automotive service, auto body service, outdoor power equipment/ATV service, and tractor/ AG equipment service/repair.
- Students gain real world vocational hands-on experience with all diagnostics, maintenance, repair, and safety procedures used in the industry.
- Allows students to gain experience and explore career opportunities in the transportation industry.
- Students are able to create relationships between the community/businesses and the school.
- Classes are articulated with Technical and Community colleges for credit in general service course offered in automotive, auto body, and diesel technician programs.
- Classes make use of equipment that is currently used in the transportation industry for diagnostics, maintenance, and repair procedures.
- Students learn all aspects of safety involved with the transportation industry.
- Curriculum is aligned to include current standards.

Concerns:

- Budget is limited for updating Mitchell 1 computer information diagnostic systems for automotive and auto body repair on a yearly basis.
- Funding for expansion of the auto body repair class to include a paint booth and paint mixing room. There is a great interest among my students for learning refinishing techniques and all aspects of body repair.

-Some aspects of the building could use some upgrading including bathrooms, classroom tables, chairs, desk, ceiling tiles, classroom doors, and classroom windows.

Improvement Plan:

- New equipment purchases will help students learn diagnostic, maintenance, repair, and safety techniques used currently in the transportation industry.
- Many standards are included in the daily learning process tied into the class curriculum for all classes.
- Students are challenged and engaged with the learning experiences involved when using new equipment purchases in class.
- Continue to spark interest in non- traditional students in the transportation industry.
- Continue to work jointly with local industry professionals to gain their input and appreciation for what the students are learning in the classes we offer.

FACS-HS - DIANE FORTNEY

Strengths:

A variety of activities with all types of learners accommodated. Every lesson incorporates FACS, math, science, language arts, reading, visual art, and/or social studies standards. The note packets and tests I make myself that the students have to read in order to find the answers. The labs, I try to go beyond the student's comfort zone and mistakes or flops or to learn from.

Concerns:

My concerns are the need for books for the Bake Shoppe classes, enough sewing machines that work, Electrical circuits are not adequate for modern appliances including sewing machine (we have popped circuits about 5 times this year in the sewing area, and getting hot water in our lab sinks.

Improvement Plan: My improvement plan is to use the CTE money for new sewing machines and cabinets and books for Bake Shoppe, I am slowly replacing some kitchen appliances that are from the 70's. I would also like to invest in a on demand point hot water system so that we get hot water for sanitation purposes. I also would like to improve my skills and use of the smart board that we just got with Carl Perkins funds. I also would like to find a remote for the projector that actually works so not have to stand on a chair to turn on & off and to use as my white board easier.

FACS 7 & 8 – JEANNE VIRANT

Strengths: We are updating curriculum to align with standards. Curriculum is timely and in line with cultural demands and academic standards. Instructor is freshly acquainted with current standards and trends. The department is about to undergo technical upgrades to include a smart board. The department is now supplied with a laptop and projector capabilities. Technical support from district media specialist is positive and as much technology as possible is added as funds are available. The physical room remains a positive space that is up to date and flexible.

Concerns: Physical room appearance is becoming an issue. Paint and outlet repairs are

needed. Faucets are leaky.

Improvement Plan: Utilize smart board capabilities (once installed) and incorporate into curriculum. Continue to concentrate on engaging boys, encouraging technical reading and reinforcing core subject standards which can improve our test scores and support our DINI status.

CTE COURSES: WOODWORKING, DRAFTING, AND INTRO TO CONSTRUCTION -GREG KAPSNER

Strengths:

- Teaches students the basic knowledge on how to use a wide variety of tools safely.
- Allow students to excel at courses other than the core courses.
- Provides students with an opportunity to learn home improvement skills needed later in life.
- Introduces students to possible careers.
- Creates relationships between the community and the school.

Concerns:

- Working with a limited budget.
- Keeping up with the newest technology
- Limited amount of space
- Increase in state standards in other curricular areas are pulling students out of our classes.

Improvement Plan:

- Purchase new Saw Stop table saws.
- Replace some of our outdated tools with new and improved ones.
- Incorporate the Tech Colleges into our courses for college credit.
- Work with local industries to increase the interest of the courses.

PROGRESS REPORT ON IMPROVEMENT PLAN FROM PREVIOUS YEAR

During the past year teachers in math k-5; communications 7-12, and Special Education PK-12 worked on the improvement plans that they had developed during the 2009-2010 school year. The original improvement plan item is given, *followed by comments on its status in italics.*

Math, K-5 -

Improvement Plan:

Purchase new materials and resources for K-6. – *Completed by purchasing enVisions from Pearson publishing for K-5.*

Continue training with SWSC Math Teacher Academy- *did not do this, but instead formed professional learning communities focusing on math.*

Continue training with Resource Training and Solutions Math Cohorts – *had representatives attend both the literacy in the content areas and math. Three professional learning communities focused on implementing enVisions math.*

Communications 7-12

Committee: Mary Leyendecker, Jane Leitzman, Michelle Andersen, Amy Flanders

Improvement Plan:

1. Explore available data to assist with curriculum updates and student groupings/remediation.
Hiring a reading specialist, Rachel Kunde, assisted teachers in this area. Data analysis was the basis of student selection for specialized remedial reading/MCA prep classes.
2. Attend reading cohorts to learn of best practices connected to MCA II state reading test preparation.
Rachel Kunde attended two cohort sessions. This year English teachers were not part of such cohorts since teachers in other curricular areas were asked to attend the cohorts instead. (Michelle Andersen and Mary Leyendecker attended monthly reading cohort sessions during the 2009-2010 school year).
3. Locate a formal Greek/Latin roots and affixes vocabulary program. Implement such vocab. instruction grades 6-12.
Partially met (gr. 10-12). Imbedded in grade 6 curriculum. Grades 7-9 implemented new vocabulary program using new materials:
Callella, Trisha. *Prefixes and Suffixes*. Creative Teaching Press, Inc.: Huntington Beach, 2004.
Callella, Trisha. *Greek and Latin Roots*. Creative Teaching Press, Inc.: Huntington Beach, 2004.
Callella, Trisha. *More Prefixes and Suffixes*. Creative Teaching Press, Inc.: Huntington Beach, 2007.
Callella, Trisha. *More Greek and Latin Roots*. Creative Teaching Press, Inc.: Huntington Beach, 2007.
4. Rework curriculum, as needed, for more in-depth test preparation, including a focus on more poetry selections.
Met in Honors English, and included more poetry instruction in all grades 6-12 classes. Grade 7 also purchased new test prep materials which seemed to be an effective change.
**Grade 7 Test Prep*. Spark Publishing: New York, 2005.
Also, new literature books for grades 7 and 9 listed below included strong poetry units. We will continue to emphasize further poetry instruction in upcoming years.
5. Purchase new literature texts for grades 7 and 9, making certain a variety of resources are included that can be shared with SPED department.
Arp, Thomas R., and Greg Johnson. *Perrine's Literature: Structure, Sound, and Sense*, 11th ed. Wadsworth: Boston, 2012. Print. (For Honors Eng.)
McDougal Littell Literature: Built for Minnesota. McDougal Littell: Evanston, Illinois, 2008. Print. (For grade 9).
Minnesota McDougal Littell Literature. McDougal Littell: Evanston, Illinois, 2008. Print. (For grade 7).

Special Education K-12

Improvement Plan:

Purchase resources that are aligned to general education curriculum and MCA standards.

Train staff in Standards Based IEP writing. *Staff were trained in Standards Based IEPs on February 26th and April 26th by Maura O'Connor from WCED.*

Develop life skills curriculum and units.

Review list of students taking alternative assessments.

PAYNESVILLE AREA SCHOOLS CURRICULUM CYCLE

SCHOOL YEAR	CAC FOCUS	PURSHASE AND IMPLEMENT	MONITOR AND ADJUST	MONITOR AND ADJUST	MONITOR AND ADJUST
2010-2011	Ag; FACS Business Inc Tech Land Trans	Comm 6-12 Math K-5 Special Education	Science Health Art	Social Studies Physical Education	Reading K-5 World Lang Guidance
2011-2012	Math 6-12 Music Media Comm K-5	Ag; FACS Business Inc Tech Land Trans	Comm 6-12 Math K-5 Special Education	Science Health Art	Social Studies Physical Education
2012-2013	Reading K-5 World Lang Guidance	Math 6-12 Music Media Comm K-5	Ag; FACS Business Inc Tech Land Trans	Comm 6-12 Math K-5 Special Education	Science Health Art
2013-2014	Social Studies Physical Education	Reading K-5 World Language Guidance	Math 6-12 Music Media Comm K-5	Ag; FACS Business Inc Tech Land Trans	Comm 6-12 Math K-5 Special Education
2014-2015	Science Health Art	Social Studies Physical Education	Reading K-5 World Lang Guidance	Math 6-12 Music Media Comm K-5	Ag; FACS Business Inc Tech Land Trans
2015-2016	Comm 6-12 Math K-5 Special Education	Science Health Art	Social Studies Physical Education	Reading K-5 World Lang Guidance	Math 6-12 Music Media Comm K-5

GRAD TESTS:

Students in grade 12 and below in 2010-11 must pass the Graduation-Required Assessment for Diploma (GRAD) tests in writing, reading and mathematics. They are given for the first time as follows: writing in 9th grade, reading in tenth grade, and mathematics in eleventh grade. A student who does not pass the test the first time he/she takes it will have many opportunities to re-take each test. Once a student has passed a test, he/she does not have to take it again. All students in the class of 2011 passed the GRAD tests in mathematics, reading, and writing, qualifying them for graduation. Most passed at the state level. Some students passed based on their IEP or 504 Plans. Some students who did not pass the GRAD mathematics test are eligible to receive a diploma because they completed the remediation program and took the test three times.

	Number of Paynesville students that took the test	% of Paynesville students that passed the first time	State % of students that passed the first time
9 th Grade Writing	72	94.4%	89%
10 th Grade Reading	79	82.2%	79%
11 th Grade Math	70	60.0%	59%

MINNESOTA COMPREHENSIVE ASSESSMENTS II

2010-2011 was the 13th year that school districts gave the Minnesota Comprehensive Assessments (MCA). This is actually the sixth year for MCAs in reading and science, and the first year for MCAs in math. Third through eighth graders were tested in reading and mathematics. Grades 5, 8 and 10 took the on-line science assessment. The purpose of the assessments is to determine if the students have the knowledge and skills needed to do satisfactory work on the state standards. Students are considered proficient when they achieve level M or E.

At the high school students need to be proficient in the assessments in order to graduate. The current 9th graders took the writing test which they will need to pass in order to graduate. Students needed to score a 3.0 or above to pass. 90.78% of PAHS students passed the writing test the first time.

The test scores are categorized according to the following:

- Level D– student does not meet the standards
- Level P – student partially meets the standards
- Level M – student meets the standards
- Level E– student exceeds the standards

The following chart shows the assessment results with the percentage of students who achieved each level for 2009-2010 compared to 2010-2011.

READING	Level D		Level P		Level M		Level E		%Proficient	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
Grade 3	13.51	9.5	9.45	8.3	16.21	16.7	60.81	65.5	77.02	82.2
Grade 4	7.69	12.7	17.94	13.9	52.56	34.2	21.79	39.2	74.35	73.4
Grade 5	5.0	5.3	20.0	12.0	57.49	54.7	17.5	28.0	74.99	82.7
Grade 6	1.44	6.8	26.08	27.4	33.33	28.8	39.13	37.0	72.46	65.8
Grade 7	8.45	4.3	30.98	17.1	35.21	41.4	25.35	37.1	50.56	78.5
Grade 8	17.10	13.9	25.0	36.1	30.26	26.4	27.68	23.6	57.89	50.0
Grade 10	4.28	2.8	10.0	9.9	34.28	35.2	51.42	52.1	85.7	87.3
MATH	Level D		Level P		Level M		Level E		%Proficient	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
Grade 3	4.05	10.7	9.45	13.1	32.43	36.9	54.09	39.3	86.51	76.2
Grade 4	8.97	20.3	25.64	16.5	43.58	39.2	21.79	24.1	65.37	63.3
Grade 5	12.50	20.0	31.25	50.7	43.75	22.7	12.5	6.7	56.25	29.4
Grade 6	8.69	36.5	20.28	36.5	55.07	23.0	15.94	4.1	71.01	27.1
Grade 7	4.28	12.9	27.14	28.6	50.0	44.3	18.57	14.3	68.57	58.6
Grade 8	18.42	8.6	21.05	37.1	48.68	40.0	11.84	14.3	60.52	54.3
Grade 11	33.33	30.3	22.66	16.7	34.66	30.3	9.33	22.7	43.99	53.0

**Paynesville Area Public Schools
Longitudinal MCA II and MCA III Scores**

GRADE	SUBJECT	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	STATE 2010- 2011
3	MATH	86.56	83.78	51.00	86.48	76.2	70.18
3	READING	85.07	85.13	81.81	77.02	82.14	78.50
4	MATH	76.81	80.00	69.87	65.38	63.3	67.19
4	READING	79.71	82.85	78.31	74.35	73.41	75.13
5	MATH	58.10	52.77	68.05	56.25	29.4	53.60
5	READING	69.33	70.83	79.16	75.00	82.66	80.27
6	MATH	43.58	54.05	41.33	71.01	27.1	50.28
6	READING	57.69	70.27	64.00	72.46	65.75	75.09
7	MATH	53.12	46.83	51.89	68.57	58.6	51.73
7	READING	59.37	65.82	53.84	60.56	78.59	69.61
8	MATH	56.00	52.23	52.50	60.52	54.3	53.27
8	READING	72.00	62.68	67.5	57.89	50.00	68.10
10	READING	64.44	73.17	80.76	85.71	87.32	75.32
11	MATH	26.19	20.22	43.58	44.00	53.0	48.59

2011 Online Science Tests

Paynesville students in grades 5, 8, and 10 took the MCA II Science tests. The science tests were taken on the computer. No Child Left Behind legislation mandates the administration of the science tests. The tests are not currently linked to student graduation.

Test Results from MCA II Science Test 2010-2011

Listed below are the results from the MCA II Science test. The chart indicates the percentage of students that are considered proficient in Paynesville Public Schools and also compares Paynesville proficiency with the percentage of students proficient in Minnesota.

	% Proficient Paynesville	% Proficient State
Grade 5	49.3%	46.0%
Grade 8	39.72%	44.37%
Grade 10	54.54%	53.84%
All Grade Levels	48.0%	48.07%

REVIEW OF DISTRICT TESTING PROGRAM

The objectives of the testing program are to provide information that can be used in the following ways:

1. to make decisions regarding curriculum planning,
2. to monitor individual student progress, and
3. to meet state requirements for district accountability.

Test	Grade(s) Tested
AIMSweb Probes: reading and math skills	K-6
Minnesota Comprehensive Assessments II (MCAII) in reading and mathematics (MCAIII)	3, 4, 5, 6, 7, 8
MCAII in science	5, 8, High School
Minnesota Graduation Test in Written Composition	9
Minnesota Graduation Test in Reading	10
Minnesota Graduation Test in Mathematics	11
Minnesota Basic Standards Tests in reading and mathematics (for those who have not passed yet)	12
TEAE and Solum	K-12
ACT Career Planning Program	9
ACT, PSAT, SAT	11, 12
Minnesota Alternative Assessment for special education students (MTAS)	3-11
Early Literacy/STAR reading	K-2/2-8

CURRICULUM ADVISORY COUNCIL MEMBERSHIP

The Curriculum Advisory Council is a way for parents and community members to participate in the curriculum review process. It provides recommendations to the school board and the district staff. The school board is responsible for selection and approval of the members but all community members are welcome to attend at any time. A community person can join at any time during the school year, as long as the maximum number of 21 has not been reached. Representatives for areas in the curriculum development phase of the review cycle are also members. In addition, the superintendent, principals, and curriculum director serve on the council.

2010-2011 Curriculum Advisory Council

Community Representatives	Betty Monson, secretary	2010-2012
	Lu Ann Reeck	2010-2012
	Steve Olson	2010-2012
	Laura Lindeman	2009-2012
	Laurie Gottwald	2009-2011
School Board Representative	Bob Bowden	2009-2011
Students		

Curriculum Representatives CTE: Cora Hohnstadt; Diane Fortney, Jeanne Virant, Mike Guenther, Gregg Kapsner, Natalie Utsch.

Administration	Todd Burlingame	continuing
	Lorie Floura	continuing
	David Oehrlein	continuing

The Paynesville Area School District is proud of the quality education it provides for students. The district would like to compliment students, parents, teachers, and community residents for their outstanding efforts in completing the curriculum review process this year. A special thanks to the Curriculum Advisory Council members for their dedication and hard work.