



ANNUAL REPORT ON
CURRICULUM INSTRUCTION AND
STUDENT ACHIEVEMENT

ADA-BORUP PUBLIC SCHOOLS
District #2854

School year – 2012-13
Report - October 2013

Ada-Borup Schools ISD #2854

2012-13 ANNUAL REPORT ON CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT

From Mike Kolness, Superintendent of Schools

School districts annually publish an Annual Report on Curriculum, Instruction, and Student Achievement. This document is the report for the 2012-13 school year for the Ada-Borup School District. This report is sometimes referred to as the System Accountability Report and is meant to inform and educate school district residents and to serve as a form of accountability for the district. Each year, we spend time collecting the information that is included in this report with the hope that it demonstrates accountability and also helps others become more aware of aspects of the Ada-Borup School District. I would encourage you to take time to review this document and become more familiar with our school district. I believe the information in this report represents what a quality district we are fortunate to be a part of. If you have any questions about this report or any aspect of our school district, please feel free to contact me. I can be reached by phone at 218-784-5312 or by email at MichaelK@ada.k12.mn.us. The Ada-Borup School Board approved this report on October 8, 2013.

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District Advisory Committee: SAR committee:

<u>Members</u>	<u>Position</u>	<u>Expiration Date of term</u>
Mike Kolness	Supt./ High School Principal	Indefinite
Sam Marek	Elem. Principal	Indefinite
Nick Wagner	Student	10/1/2013
Hannah Poehler	Student	10/1/2014
Miki Lee	Student	10/1/2013
Mick Thompson	Board Member	10/1/2015
Shirley Trickle	Teacher	10/1/2014
Dave Solseng	Parent	10/1/2014
Cindy Heitman	Parent	10/1/2014
Janet Brainard	Parent	10/1/2014
Kim Moen	Teacher	10/1/2014

The members of this committee are selected by the administration or personally volunteer and must be accepted by the current committee and the Ada-Borup School Board. Any community resident who wishes to serve on the committee must apply in writing to the superintendent of schools by May 31st of the current school year, in order to be considered for serving on the committee in the upcoming school year. Terms are limited to four consecutive years.

2012-13 Ada-Borup School District Goals:

- Improve student achievement of Minnesota Academic Standards in all areas of the curriculum.
- Improve student achievement on the Basic Skills and Minnesota Comprehensive Assessments to meet the No Child Left Behind Legislation.
- Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, bullying, and teach nonviolent alternatives for conflict resolution.
- Encourage all students to demonstrate the ability to reason, solve problems, apply knowledge, write and communicate effectively, and use technology skills successfully.
- Promote professional development activities that will lead to improved knowledge and skills needed to instruct and prepare all students for the next century.
- Provide an atmosphere conducive to the educational development of every student regardless of racial, ethnic, or socioeconomic differences or modes of learning.
- Provide a system of communication for parents and students, which will result in a better understanding of the schools and greater parent involvement.



Student Achievement Goals for meeting State Academic Standards

The Graduation-Required Assessments for a Minnesota Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available.

Special testing accommodations may be made for students with special learning plans (i.e. IEP, 504, LEP). Some students may be assessed by an Alternative Assessment.

The Ada-Borup School District also requires that students complete 28 credits in grades 9-12 to graduate.

The Minnesota Academic Standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

District Improvement Plan for 2012-13

- Study MCA science test data and adjust curriculum to meet MN Standards.
- Collect data, complete a needs assessment and set goals for the K-12 mathematics program.
- Collect data, complete needs assessment and set goals for the K-12 reading program.
- Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, bullying, and teaches nonviolent alternatives for conflict resolution.
- Investigate the potential implementation of a 1:1 electronic device program
- Provide an atmosphere conducive to the educational development of every student regardless of racial, ethnic, or socioeconomic differences or modes of learning.
- Monitor the implementation of the Minnesota Academic Standards.
- Review system of communication with students, parents, and community.
- Encourage all students to demonstrate the ability to reason, solve problems, apply knowledge, write and communicate effectively, and use technology skills successfully.

Progress on previous improvement plans:

Goal 1: Study MCA science test data and adjust curriculum to meet MN Standards.

Progress: The Minnesota Academic Standards are on a review cycle set by the Minnesota Department of Education. Science standards were revised in the 2008-09 year, to be fully implemented in 2011-12. MCAIII Test Specification & Item Development took place in 2009-10. MCAIII items will be field tested in 2010-11.

The MCAIII test will be operational in the 2011-12 school year. The science teachers continually meet to update curriculum in their area, so that all skills are taught at the appropriate level. Grades 5 & 8 tests data and curriculum content were reviewed and adjusted.

In 2012-13, the 5th grade and 10th grade test scores showed excellent growth and all three tested grade levels exceeded the state average for proficiency.

Goal 2: Collect data, complete a needs assessment and set goals for the K-12 mathematics program.

Progress: The K-12 mathematics teachers met during staff development sessions to start the process of reviewing test data and curriculum analysis. The mathematics curriculum was under review during the 2012-13 school year and will be up for adoption in 2013-14. We will continue to remediate students before retesting of the MCA/GRAD tests in 2012-13 and beyond. Teachers are informed of the Standards Revision timeline and new MCA test schedule at fall workshop. They continually update their curriculum to meet those timelines. Students in grades 3-10 in need of remediation will also be assigned to the Success Academy.

Goal 3: Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, bullying, and teaches nonviolent alternatives for conflict resolution.

Progress: Our school counselor and social worker meet with classrooms as needed to address bullying, harassment and character issues.

Mrs. Sterton spoke to grades 1 and 4 on red flag green flag; grade K on friendship/safety lessons; and grade 3 conducted weekly groups focusing on friendship and classroom skills. She also taught the Smart Side curriculum to grade 3.

Mrs. Anderson, Mrs. Sterton and Mrs. McClafin coordinated the Rachel's Challenge lyceum and met on a regular basis with a group of ABHS students to continue the program. The group brainstormed to develop activities to help make every student feel important and involved.

Goal 4: Provide an atmosphere conducive to the educational development of every student regardless of racial, ethnic, or socioeconomic differences or modes of learning.

Progress: ESL services, Title 1 services, and tutoring, are provided K-12. Our counselor provides day to day guidance, scholarship information, and higher education assistance. Our Social worker provides intervention ideas to staff and conducts mini-lessons to classes when needed.

Goal 5: Provide a system of communication for parents and students, which will result in a better understanding of the schools and greater parent involvement.

Progress: The Ada-Borup Public School website offers up to date information to parents and community members. Staff members post lesson plans on the website and enter student grades on the secure site. Parents can access attendance records and grade book information for the children via Synergy. Daily announcements are e-mailed to a large parent list and posted on the school website daily. The district also purchased SchoolReach, which is a parent notification system used to send out mass (or small group) e-mails, texts and voice messages.

Goal 6: Encourage all students to demonstrate the ability to reason, solve problems, apply knowledge, write and communicate effectively, and use technology skills successfully.

Progress: This is an ongoing goal addressed by all staff throughout the curriculum. Technology is embedded in the lessons where ever possible. Smartboards have been installed in all academic classrooms and staff members have received training on their use and integration of technology in their classrooms.

2012-13 Staff Development Priorities / Goals

Ada-Borup Elementary

- 🐾 Grades 3 - 6 reading scores will meet or exceed the Minnesota State average on the MCA III Test**
- 🐾 Grades 3 - 6 math scores will meet or exceed the Minnesota State average on the MCA III Test**
- 🐾 Grade five science scores will meet or exceed the Minnesota State average on the MCA III Test**
- 🐾 75% of students in grades 1 – 6 will either meet their spring reading NWEA RIT target score or score above the 50th percentile on their NWEA reading test.**
- 🐾 75% of students in grades 1 – 6 will either meet their spring math NWEA RIT target score or score above the 50th percentile on their NWEA math test.**
- 🐾 Embed science terms and concepts into other subject areas. Example: Reading more non-fiction science selections in reading.**
- 🐾 Work to establish a bank of review problems that focus on the MN Standards.**
- 🐾 Continue to align MN Standards to the curriculum.**
- 🐾 Implement a talent development program that gives students additional opportunities for academic enrichment.**
- 🐾 Continue to develop RTI at the elementary level.**
- 🐾 Continue to offer fitness and wellness opportunities for our students**

Ada-Borup High School

AREA 1 - STUDENT ACHIEVEMENT

- To promote and develop lifelong learners
- To increase gifted and talented opportunities for our students
- To provide the necessary academic support to ensure success for all students by continuing or implementing the following programs.
 - TAT meetings two times per month
 - Home Run for all 7th grade students
 - Success Academy
- To have all areas of the MCA and ACT testing be at or above the state averages
- To increase career education and post-secondary planning opportunities for high school students
 - ASVAB testing and evaluations for all seniors
- Reduce missed class time and absences
- Increase communication with parents
 - Average one parent contact per day

AREA 2 – CHARACTER AND SAFETY EDUCATION

- To promote and provide community service opportunities for students and staff
 - Student groups
 - Organize and schedule a spring clean-up day for our communities – student driven
- To build Student Leaders using organizations and other areas - Use student leaders in the planning process
- Bring outside organizations in for character building
 - Rachel's Challenge
 - Distracted driving education
- Respect and use the “Cougar Code”
- To get every student and staff members involved in a group and feel like a contributing member of the ABHS Team
- To provide a warm and welcoming environment for all students and visitors

AREA 3 – CURRICULUM, TECHNOLOGY AND STAFF DEVELOPMENT

- To increase training time for staff:
 - to provide a technology coach for staff members
 - Provide time for staff members to work with technology coach
 - for department and/or grade level meetings
 - to analyze and adjust curriculum to meet MN Standards
- To provide opportunities for HS staff members to gather quarterly and K-12 staff once per semester to build relationships outside of the school day
- To investigate and plan the implementation of a 1:1 technology program

No Child Left Behind Act

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the minimum level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB).

In Minnesota, four areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation, proficiency, attendance, and graduation rate for all students. There are nine subgroups including; ESL (English as a Second Language), students receiving free or reduced lunch, special education, and students who are White, Black, Asian-Pacific Islander, American Indian, or Hispanic.

School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

Results of the Minnesota Comprehensive Assessments are used to determine whether a school meets the participation and proficiency requirements.

After multiple years of not meeting AYP, then sanctions would take effect. The sanctions only apply to Title 1 schools.

NCLB requires that students are tested in grades 3-8 and in high school. Reading, Mathematics and Writing are tested at specific grade levels. Science is tested in grades 5, 8, and one high school grade.

Integration of Technology:

Technology is used for grading purposes in grades 3-12, teaching keyboarding, meeting Minnesota Academic Standards, several high school elective classes, and the NWEA test. The science MCA is computer based and all other MCA tests are being developed to be delivered via computer. Starting in 2010-11, several of the MCA tests were administered on-line.

MEEP Leadership Teams

The Ada-Borup Elementary schools and the Ada-Borup High School have Leadership Teams. The teams are made up of: staff, administration and board members. The team is responsible for initiating progress, curriculum improvements, and solving problems that affect their building. They are also responsible for making recommendations on where the Staff Development budget of \$24,000 should be spent.

District-Wide Testing 2012-13

Tests	Grades Tested	Objectives/Uses
NWEA Primary Assessments	Grades K-1	To measure student progress and growth. Use for Parent Teacher Conference, and Curriculum Planning.
NWEA MAP (Measures of Academic Progress)	Grades 2-11	To measure student progress and growth. Use for Parent Teacher Conference and Curriculum Planning.
MCA III (Minnesota Comprehensive Assessment Test)	Grades 3, 4, 5, 6, 7, 8, 10, 11	To Monitor achievement of the Academic Standards in reading and mathematics. Use for Parent Teacher Conferences, curriculum review/planning, and accountability.
MCAII Science test	Grades 5, 8, and HS	To Monitor achievement of the Academic Standards in science. Use for Parent Teacher Conferences and curriculum review/planning. Participation required in HS for graduation.
GRAD/Written Composition	Grade 9	To ensure minimum competency in the area of writing; required for graduation in Minnesota.
Reading/GRAD	Grade 10	To ensure minimum competency in the area of reading; required for graduation in Minnesota.
Mathematics/GRAD	Grade 11	To ensure minimum competency in the area of mathematics; required for graduation in Minnesota.
EXPLORE PLAN PSAT ACT SAT ASVAB	Grade 8 Grade 10 Grade 11 Grade 11-12 Grade 11-12 Grade 12	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests or career planning tests.

Minnesota Comprehensive Assessments (MCAs)

Percentage of students achieving proficiency in 2012-13

	Reading				Math				Science				Written Composition	
	Ada-Borup	Minnesota	Ada-Borup	Minnesota	Ada-Borup	Minnesota	Ada-Borup	Minnesota	Ada-Borup	Minnesota	Ada-Borup	Minnesota	Ada-Borup	Minnesota
Grade 3	61.8%	57.2%	67.6%	71.5%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 4	70.8%	54.0%	91.3%	71.2%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 5	60.4%	63.8%	60.4%	60.0%	70.8%	59.7%	NA	NA	NA	NA	NA	NA	NA	NA
Grade 6	62.2%	59.3%	55.3%	57.0%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 7	55.0%	54.0%	59.0%	56.0%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 8	46.7%	54.0%	58.1%	58.0%	43.8%	43.8%	NA	NA	NA	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA	NA	100.0%	91.9%	NA	NA	NA	NA	NA	NA
Grade 10	69.4%	62.3%	NA	NA	71.4%	53.0%	NA	NA	NA	NA	NA	NA	NA	NA
Grade 11	NA	NA	59.1%	52.4%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

District as a whole:

	Ada-Borup	State							
Reading	60.6%	57.8%							
Math (Gr 3-8)	63.4%	62.6%							
Math - 11	59.1%	52.4%							
Science	63.5%	52.1%							

MCAlI's measure academic knowledge in Reading, Math, Written Composition, and Science. Results from these tests help the district make decisions about curriculum and assist in determining progress on the Minnesota Academic Standards.

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2012-13 NWEA Growth Chart

Grade	Reading			Mathematics			Language Usage			Totals		
	Total Tested	Met Target	%	Total Tested	Met Target	%	Total Tested	Met Target	%	Total Tested	Met Target	%
1	32	26	81%	31	28	90%	NA	NA	NA	63	54	86%
2	32	25	78%	32	23	72%	NA	NA	NA	64	48	75%
3	31	23	74%	30	19	63%	NA	NA	NA	61	42	69%
4	22	17	77%	22	21	95%	NA	NA	NA	44	38	86%
5	48	30	63%	47	35	74%	NA	NA	NA	95	65	68%
6	38	31	82%	38	27	71%	NA	NA	NA	76	58	76%
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Gr 1-6	203	152	75	200	153	77	0	0	0	403	305	76
Gr 7-11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
District	203	152	75%	200	153	77%	0	0	0	403	305	76%

2000-2013 ACT Comparison Chart

Year (AB)	# Tested	English		Mathematics		Reading		Science		Composite	
		Local	State	Local	State	Local	State	Local	State	Local	State
2000-2001	23	21.0	21.3	20.4	21.9	21.2	22.4	21.3	22.3	21.2	22.1
2001-2002	35	19.7	21.2	20.3	22.0	21.5	22.5	21.5	22.3	20.9	22.1
2002-2003	19	19.7	21.2	17.0	21.8	20.4	22.4	19.2	22.2	19.2	22.0
2003-2004	30	21.2	21.4	20.7	22.0	22.9	22.6	21.2	22.3	21.6	22.2
2004-2005	25	20.4	21.6	19.6	22.1	22.1	22.7	21.0	22.4	20.9	22.3
2005-2006	37	19.9	21.6	19.4	22.1	20.2	22.6	20.5	22.3	20.2	22.3
2006-2007	33	20.3	21.8	21.4	22.5	22.2	22.8	21.9	22.5	21.5	22.5
2007-2008	30	22.3	21.9	22.1	22.6	20.7	23.0	22.2	22.5	22.0	22.6
2008-2009	26	21.2	22.0	22.8	22.7	22.6	23.1	23.2	22.6	22.5	22.7
2009-2010	33	22.2	22.3	22.4	22.9	23.4	23.2	22.2	22.8	22.7	22.9
2010-2011	31	23.3	22.3	22.0	23.0	22.8	22.9	23.4	22.8	23.1	22.9
2011-2012	35	22.3	22.1	22.7	23	23.1	22.9	22.5	22.7	22.8	22.8
2012-2013	30	21.0	22.2	22.8	23.1	23.3	23.1	23.4	22.9	22.7	23.0

District Student Demographics 2012-13

	2012-13	2011-12	2010-11
Student population	540	561	571
American Indian	2.4%	3.6%	2.8%
Asian	0.1%	0.9%	1.2%
Black	1.4%	1.1%	1.4%
Hispanic	8.2%	9.3%	7.7%
Limited English Proficient	1.3 %	1.8%	1.9%
Special Education	18.4%	16.6%	17.6%
Free & Reduced Price Lunch	44.2%	44.0%	44.6%
AYP attendance rate	95.8%	96.0%	96.0%
Graduation Rate	100%	93.5%	98.0%
Students from other districts who attend school in this district	54	61	71
Students from this district who attend school in another district	53	44	37



College Courses at Ada-Borup High School Summary 2013-14

College in the High School Courses (CIHS):

Course Title	Dept	Course No.	Credits	College	Students Enrolled	Total Cr.
College Algebra	MATH	1031	3	UMC	24	72
Survey of Calculus	MATH	1142	3	UMC	8	24
Pre-Calculus	MATH	1250	4	UMC	8	32
College Writing I	ENGL	1101	3	M State-F.F.	27	81
Writing about Lit.	ENGL	1102	3	M State-F.F.	27	81
Intermediate Spanish I	SPAN	2211	4	M State-F.F.	8	32
Intermediate Spanish II	SPAN	2212	4	M State-F.F.	8	32
Fund. Concepts of Chem.	CHEM	1111	5	M State-F.F.	16	80
CIHS Totals			29 Cr.			434 Cr.

Approx. Cost Per Credit:

MSUM (\$264.17)

UMC (\$385.77)

NDSU (\$298.95)

UND (\$334.34)

Average from above = \$320.80/credit

Total Student Savings

\$139,227.20

2012-13 Goal Summary

The following is a summary of what building goals were met during the 2012-13 school year. A double star (**) will be listed after the goal if it was met and comments will be highlighted in yellow.

Ada-Borup Elementary

- 1) Grades 3 - 6 reading scores will meet or exceed the Minnesota State average on the MCA III Test
- 2) ** Grades 3, 4 & 6 met this goal
- 3) Grades 3 - 6 math scores will meet or exceed the Minnesota State average on the MCA III Test
- 4) ** Grades 4 & 5 met this goal
- 5) Grade five science scores will meet or exceed the Minnesota State average on the MCA III Test **
- 6) 75% of students in grades 1 – 6 will either meet their spring reading NWEA RIT target score or score above the 50th percentile on their NWEA reading test.
- 7) 75% of students in grades 1 – 6 will either meet their spring math NWEA RIT target score or score above the 50th percentile on their NWEA math test.
- 8) Embed science terms and concepts into other subject areas. Example: Reading more non-fiction science selections in reading. **
- 9) Work to establish a bank of review problems that focus on the MN Standards.
- 10) Continue to align MN Standards to the curriculum. **
- 11) Implement a talent development program that gives students additional opportunities for academic enrichment. **
- 12) Continue to develop RTI at the elementary level. **
- 13) Continue to offer fitness and wellness opportunities for our students **

Ada-Borup High School Annual Goals

- 1) To promote and develop lifelong learners **
- 2) To increase gifted and talented opportunities for our students
- 3) To provide the necessary academic support to ensure success for all students by continuing or implementing the following programs. **
 - a. TAT meetings two times per month **
 - b. Home Run for all 7th grade students **
 - c. Success Academy **
- 4) To have all areas of the MCA ** and ACT testing be at or above the state averages
- 5) To increase career education and post-secondary planning opportunities for high school students
 - a. ASVAB testing and evaluations for all seniors **
- 6) Reduce missed class time and absences
- 7) Increase communication with parents ** & average one parent contact per day
 - To promote and provide community service opportunities for students and staff
 - Organize and schedule a spring clean-up day for our communities – student driven
 - Build Student Leaders using organizations and other areas & use student leaders in the planning process **
 - Bring outside organizations in for character building (Rachel's Challenge & Distracted Driver Education) **
 - Respect and use the "Cougar Code" **
 - To get every student and staff members involved in a group and feel like a contributing member of the ABHS **
- To increase training time for staff: **
 - to provide a technology coach for staff members
 - for department and/or grade level meetings
 - to analyze and adjust curriculum to meet MN Standards
- To provide opportunities for HS staff members to gather quarterly and K-12 staff once per semester to build relationships outside of the school day **
- To investigate and plan the implementation of a 1:1 technology program **

Constituent Communication:

Reporting to the Public:

Reporting to the public is an on-going process in the Ada-Borup School District. The following are used in communication with our constituents:

- Parent-Teacher conferences
- Open house
- Newsletters from building principals
- Ada-Borup Public School website
- Daily bulletin
- Parent advisory committees
- Elementary Parent Teacher Council
- Formal and informal letters of notification to parents
- Press releases and news stories in the Index
- Annual Report on Curriculum, Instruction and Student Achievement.

This Report was approved by the Curriculum, Instruction, and Student Achievement Committee at their meeting held on October 8, 2013.

This report was approved by the Ada-Borup School Board at their meeting held on October 8, 2013.

Mike Kolness
Michael Kolness, Superintendent

Nancy Merkens
Nancy Merkens,
Chair, Board of Education

