

MDE requires school boards to receive the Annual Report of Curriculum, Instruction, and Student Performance. The report provides standardized testing information relative to the 2011-12 school year.

See below for report.

Becker ISD 726

Annual Report on Curriculum, Instruction and Student Achievement 2011-2012

Preparing self-directed learners to thrive in a changing global community

This annual report, written for the constituents of the Becker School District, contains information related to the curriculum, instruction and student achievement progress over the past school year.

The Minnesota Department of Education provides a checklist to school districts requiring the following information:

- Student Achievement Goals for Minnesota Standards
- Results of local assessment data, and any additional test data
- Annual improvement plans including staff development goals
- Previous Improvement Plan Progress
- District Advisory Committee information

Additional copies are available from the District Office.

District Advisory Committee

Each of the state's K-12 Public Schools participate in the Minnesota System Accountability Process which encourages the district's citizens to provide advice and feedback to the school system regarding educational program effectiveness. This report is one part of this process. To accomplish the System Accountability goals, each district must have a committee, composed of citizens and school personnel, who assure that the district has processes in place to meet the requirements of the law. Our District Curriculum Advisory Committee provides this system accountability. Meetings are held a minimum of three times per year.



Members 2012-2013

Parents and Community Members

Kristen Ryan, Lori Molus, Bruce Parsons, Heather Thiesen, Sarah Johnson,
Mike Steckelberg, Kris Reichle, Rollie Oliver, Nancy Hendrickson

Student Representatives

Nicole Kortz, senior, Student Council
Kendra Buettner, junior, Student Council

School Board Representatives

Mark Lumley, Phil Norgaard

BEA Representatives

Regan Anderson
Julie Knutsen

Committee membership is open to parents and other members of the community who are interested in curriculum. A second criterion is to balance our membership with parents of children from all four buildings. Finally, we strive to include members who do not have children in our school but have a passion for the continuous improvement of our school district. Members serve three-year terms. If you are interested in becoming a member, call or stop by the District Office to pick up an application. Applications are available on the district website and are due by June 1 but the deadline will be extended if additional members are needed.

Becker School District Assessment Plan 2012 - 2013

Grade	Dibels Reading	NWEA Reading	NWEA Math	MCA Reading	MCA Math	MCA Science	GRAD Writing	Plan	ACT	Fall 12-13	Winter 12-13	Spring 12-13
K	X									Dibels R*	Dibels R	Dibels R
1st	X	X	X							Dibels R NWEA M & R	Dibels R NWEA M & R	Dibels R NWEA M & R
2nd	X	X	X							Dibels R NWEA M & R	Dibels R NWEA M & R	Dibels R NWEA M & R
3rd	X	X	X	X	X					Dibels R	Dibels R NWEA M & R	Dibels R NWEA M & R
4th	X	X	X	X	X					Dibels R	Dibels R NWEA M & R	Dibels R NWEA M & R MCA M & R
5th	X	X	X	X	X	X				Dibels R	Dibels R NWEA M & R	Dibels R NWEA M & R MCA M,R,S
6th		X	X	X	X						OLPA Math	NWEA M & R MCA M & R
7th		X	X	X	X						OLPA Math	NWEA M & R MCA M & R
8th		X	X	X	X	X					OLPA Math	NWEA M & R MCA M,R,S
								X			PLAN	
9th		X					GRAD				NWEA R	MCA/GRAD W*
10th			X	GRAD		X		X			NWEA M	MCA/GRAD R MCA Science
11th					GRAD				X		PSAT/SAT ACT	MCA/GRAD M
12th												

NWEA Testing Windows

Fall 6-Sep 21-Sep
 Winter 7-Jan 25-Jan
 Spring 6-May 24-May

DIBELS Testing Window

Fall 4-Sep 11-Sep
 Winter 7-Jan 25-Jan
 Spring 6-May 31-May

*R denotes reading

*M denotes math

*W denotes writing

Curriculum Review Cycle

	2010 – 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 – 2016
Year 1 Research, Planning and Design	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention Business Ed.	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed. Informational Literacy
Year 2 Review Instructional Methods and Materials	Science World Lang. Art Music	Music Social Studies Business Ed. Informational Literacy	Social Studies Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music
Year 3 Implementation	Math Technology Education	Science World Lang. Art	Music HS Science Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education
Year 4 Monitor and Adjust	Language Arts ELL Special Ed. Intervention	Math Technology Education	El. Science World Lang. Art	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention
Year 5 Program Review	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed Informational Literacy	Health Phy. Ed FACS



BECKER PUBLIC SCHOOLS CURRICULUM REVIEW PROCESS

VISION: Preparing self-directed learners to thrive in a changing global community

YEAR 1: Research, Planning & Design

- Continue to review data (from year 5)
- Compare current curriculum to Minnesota state standards and/or National standards, research, and best-practice recommendations
- Identify strengths of the current program and areas for improvement
 - Research trends and issues that affect the subject area
 - Investigate best practices
 - Gather parent input through advisory committees
 - Identify model programs and/or experts to consult
 - Conduct school visits to observe programs and make comparisons
- Develop improvement plan - goals/timeline for research/self-study

YEAR 2: Review Instructional Methods and Materials

- Review improvement plan – what do we plan to accomplish?
- Develop an implementation plan to ensure PK-12 articulation and inclusion of 21st Century skills
- Create a standards-based alignment chart and identify units of study
- Review and select materials (including digital resources) for purchase
- Identify professional development needs to support implementation

YEAR 3: Implementation

- Provide appropriate professional development for faculty on content and/or instructional strategies
- Implement new materials and/or instructional strategies
- Continue to align curriculum, linking standards, resources, and assessments
- Identify Essential Learner Outcomes for appropriate grades/classes
- Spring – review alignment charts to ensure coverage of standards, and make necessary revisions (curriculum, instruction, and/or pacing)

YEAR 4: Monitor and Adjust

- Implement revisions and update alignment charts
- Design standards-based common formative and summative assessments using a variety of assessment types – focus on Essential Learner Outcomes
- Examine data and gather teacher input on effectiveness of programming
- Make necessary revisions (curriculum, instruction, and/or pacing)

YEAR 5: Program Review

- Implement revisions (curriculum, instruction, and/or pacing) and update alignment charts
- Review program to ensure consistency in PK-12 program
- Review data: surveys, district, state, and national assessments, teacher observations
- Compare actual to intended results (review goals from year 1)

Minnesota Comprehensive Assessment Results

Reading, Mathematics & Science

The Reading MCAs are given to students in grades 3-8 and 10. The Math MCAs are given to students in grade 11. The Science MCAs are given to students in the fifth grade, eighth grade and all high school students completing life science. In addition, a written comprehension assessment is given in grade 9.

Minnesota Comprehensive Assessments tests have two purposes:

- (1) To document, or measure, student's achievement with regard to the MN Standards.
- (2) To inform curriculum decisions at the school and district level.
 - Principals and teachers review test data to identify individual student's needs and determine program adjustments.
 - The Director of Curriculum examines this data with the language arts, mathematics and science teachers to determine if program revisions are needed.
 - The District Advisory Committee reviews the assessment results provided in this report in an advisory capacity to the school board.

While the MCA II provides only a snapshot of student achievement related to the MN Standards, the district uses this information to the fullest extent possible. Multiple data sources must be considered when determining student progress.

Our Student Achievement Goals include:

- Increasing the percent of students scoring at or above grade level proficiency.
- Decreasing the percent of students not meeting or partially meeting proficiency.
- Increasing the grade level average scale score.

Achievement Level - Based on the number of questions answered correctly, the student will be classified as: Does not meet the standards, Partially meets the standards, Meets the standards, or Exceeds the standards. Following is a description of each Achievement Level.

Does not meet the standards: Students at this level succeed at few of the most fundamental skills of the Minnesota Academic Standards.

Partially meets the standards: Students at this level partially meet the skills of the Minnesota Academic Standards.

Meets the standards: Students at this level meet the skills of the Minnesota Academic Standards.

Exceeds the standards: Students at this level exceed the skills of the Minnesota Academic Standards.

Students are assigned an achievement level based on their scale score. The commissioner approves cut scores used to assign achievement levels. The cut score for levels P (Partially) and M (Meets) are 640 and 650 respectively. The cut score for level E (Exceeds) will vary slightly by grade, subject and year. However, the difficulty required to meet that score remains the same.

The Graduation-Required Assessments for 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.

(taken from Minnesota Department of Education website)

MCA Spring 2012 Highlights

- Becker School **District** scored higher on both Reading and Math in comparison to other MN students for 2012.
- Becker students in **6 of seven grades** tested, scored higher in Math than the state average.
- In all 7 grades tested Becker scored higher in Reading than the state average.

Reading: MCA II's			
Grades	Becker 2011	Becker 2012	MN 2012
District	80.32	80.4	76.0
3	83.5	83.6	80.4
4	81.9	80.6	75.3
5	84.3	82.2	79.4
6	82.2	78.3	76.3
7	80.7	78.5	71.4
8	70.6	78.9	72.4
10	79.4	80.6	76.8

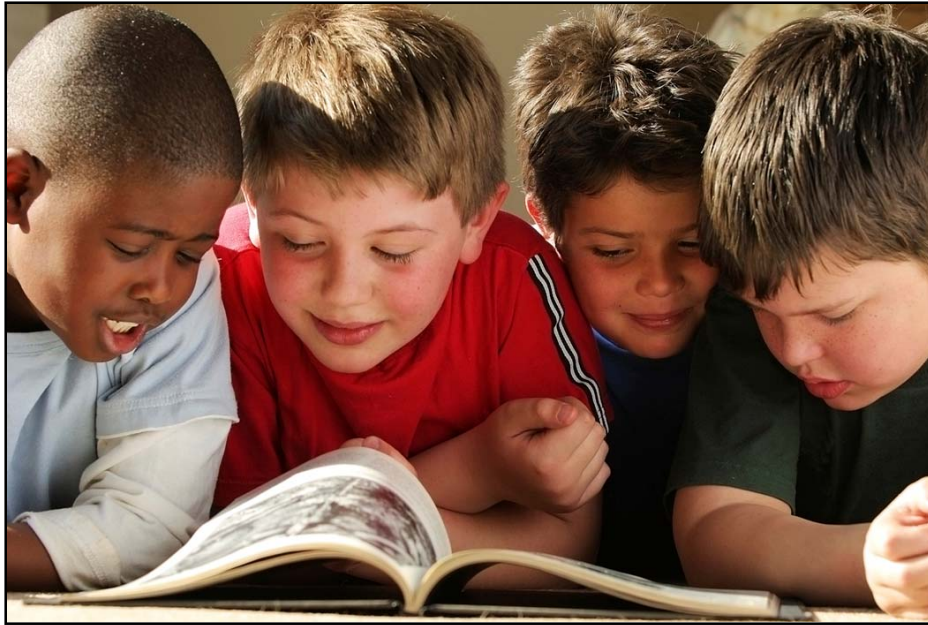
Math: MCA III's			
Grades	Becker 2011	Becker 2012	MN 2012
District	76.3	80.1	65.4
3	76.1	83.6	75.6
4	50.2	79.3	73.3
5	55.8	71.0	62.3
6	68.3	76.1	59.9
7	69.2	84.1	58.6
8	55.9	85.8	62.0
11 (MCA II)	55.91	40.9	42.5

Science Percent Proficient 2012

- Becker 5th, 8th & 10th grade scored higher in Science than other MN students.
- Becker 5th & 10th grades improved from 2011.

Science: MCA III's					
Grades	Becker 2009	Becker 2010	Becker 2011	Becker 2012	MN 2012
5	48.6%	44.3	48.9	64.6	57.7
8	40.4%	39.8	51.9	46.6	41.9
HS	45.5%	54.6	58.4	58.6	51.7





Average Reading Scale Scores

Grade 3 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	366.84	365.34	203
2007	365.5	363.2	236
2008	365.6	363.1	234
2009	364.2	363.3	220
2010	366.6	362.3	206
2011	366.3	364.3	206
2012	365	365	226

Grade 4 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	459.69	459.62	192
2007	459.7	457.0	217
2008	461.1	457.2	234
2009	459.3	457.7	241
2010	459.4	458.5	214
2011	461.4	458.7	199
2012	459	459	217

Grade 5 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	558.11	559.06	192
2007	557.0	557.5	210
2008	557.6	557.1	223
2009	558.3	556.9	241
2010	559.6	558.5	233
2011	559.2	560.3	217
2012	560	560	202

Grade 6 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	653.51	655.99	189
2007	656.0	654.1	192
2008	656.2	655	207
2009	657.8	656.1	233
2010	659.8	656.5	237
2011	659.1	657.6	219
2012	657	658	221

Grade 7 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	752.49	754.61	204
2007	752.8	752.7	192
2008	754.3	753.6	196
2009	755.0	754.2	214
2010	756.3	754.7	230
2011	759.3	755.7	233
2012	758	756	223

Grade 8 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	852.58	853.26	165
2007	852.7	853.4	207
2008	857.6	853.4	194
2009	854.3	854.2	191
2010	855.6	855.0	213
2011	855.9	855.2	225
2012	859	857	227

Grade 10 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2006	1055.33	1053.82	178
2007	1053.1	1052.6	199
2008	1056.1	1055.8	167
2009	1056.2	1056.7	201
2010	1057.7	1056.7	198
2011	1057.3	1056.7	175
2012	1058	1057	191



2011 Average Math Scale Scores

2011 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
Gr. 3	358	358	225
Gr. 4	456	458	217
Gr. 5	552	552	207
Gr. 6	655	651	218
Gr. 7	755	751	220
Gr. 8	859	852	225
Gr. 11	1148	1146	164

MCA II Reading Percent Proficient - All Students by Grade

Goals include:

- Increasing the percentage of students in the “Meets” and “Exceeds” Standards.
- Decreasing the percentage of students in the “Does Not Meet”.

Grade 3 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	6.40%	9.04%	8.37%	9.35%	26.11%	26.52%	59.11%	55.09%
2007	7.60%	11.20%	6.80%	9.30%	29.70%	30.70%	55.9%	48.90%
2008	5.1%	11.4%	10.7%	25.4%	27.4%	26.9%	56.8%	52.0%
2009	8.2%	11.2%	9.1%	10.5%	29.1%	27.9%	53.6%	50.5%
2010	5.33%	13.25%	5.33%	10.47%	31.06%	25.38%	58.25%	50.88%
2011	3.9%	10.6%	12.6%	10.9%	25.2%	24.7%	58.3%	53.58%
2012	9.3%	10.5%	7.1%	9.1%	29.6%	25.9%	54%	54.4%

Grade 4 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	4.69%	9.50%	15.10%	13.78%	37.50%	34.44%	42.71%	42.27%
2007	6.90%	12.10%	12.40%	16.40%	33.60%	33.20%	47.00%	38.20%
2008	5.1%	9.8%	13.7%	24.9%	33.3%	33.5%	47.9%	38.7%
2009	7.9%	10.9%	12.0%	14.6%	43.6%	36.5%	36.5%	38.0%
2010	5.14%	10.97%	16.35%	16.51%	38.31%	32.80%	40.18%	39.70%
2011	4.5%	10.2%	13.6%	14.7%	34.7%	37.4%	47.2%	37.8%
2012	6.4%	10.4%	12.8%	14.4%	36.7%	30.9%	44.0%	44.3%

Grade 5 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	4.69%	8.04%	17.19%	15.04%	48.96%	41.50%	29.17%	35.42%
2007	5.70%	11.30%	18.10%	15.50%	49.00%	40.20%	27.10%	33.00%
2008	6.3%	2.9%	12.6%	11.1%	49.8%	39.8%	31.4%	33.6%
2009	6.2%	10.1%	14.9%	17.6%	47.7%	43.5%	31.1%	28.7%
2010	3.86%	8.46%	13.73%	15.15%	50.64%	45.36%	31.75%	31.01%
2011	4.6%	6.6%	11.1%	13.1%	50.7%	40.1%	33.6%	40.2%
2012	2.9%	7.5%	14.4%	14.5%	47.1%	39.1%	35.6%	38.9%

Grade 6 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	12.70%	9.54%	23.81%	18.90%	35.45%	36.18%	28.04%	35.37%
2007	6.80%	14.20%	21.90%	19.20%	40.60%	35.20%	30.70%	31.40%
2008	8.2%	4.8%	13.5%	13.8%	40.1%	32.2%	38.2%	37.4%
2009	5.6%	11.7%	14.6%	15.7%	41.6%	35.2%	38.2%	37.4%
2010	5.90%	10.34%	12.65%	18.03%	29.11%	31.76%	52.32%	39.85%
2011	5.5%	8.4%	12.3%	16.5%	33.8%	32.5%	48.4%	42.6%
2012	4.7%	8.9%	16.8%	16.1%	39.7%	33.1%	38.8%	41.9%



Grade 7 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	17.16%	13.41%	25.98%	19.97%	25.00%	30.83%	31.86%	35.79%
2007	15.10%	16.40%	20.30%	20.50%	38.00%	31.30%	26.60%	31.90%
2008	10.7%	2.9%	22.4%	11.9%	32.1%	2.0%	34.7%	36.7%
2009	11.2%	15.6%	19.2%	19.6%	29.0%	27.3%	40.7%	37.5%
2010	12.17%	13.60%	18.26%	20.32%	30.0%	29.11%	39.56%	36.95%
2011	6.0%	11.4%	13.3%	18.9%	30.5%	31.9%	50.2%	37.7%
2012	8.3%	11.3%	14.0%	18.1%	37.1%	30.7%	40.6%	39.9%

Grade 8 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	15.15%	14.46%	21.21%	20.95%	36.36%	32.07%	27.27%	32.52%
2007	18.40%	16.20%	20.30%	20.50%	28.50%	27.00%	32.90%	36.30%
2008	7.7%	4.6%	20.1%	13.0%	27.8%	30.8%	44.3%	34.9%
2009	8.9%	14.3%	22.0%	18.9%	41.4%	31.0%	27.7%	35.8%
2010	10.79%	12.89%	18.30%	19.00%	31.45%	31.70%	39.43%	36.38%
2011	12.9%	11.9%	16.4%	20.0%	34.2%	30.2%	36.4%	37.9%
2012	4.6%	11.0%	17.7%	17.3%	31.2%	30.7%	46.4%	41.0%

Grade 10 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	7.87%	15.45%	19.66%	19.30%	43.26%	33.45%	29.21%	31.79%
2007	13.60%	17.70%	24.10%	20.50%	30.70%	32.50%	31.70%	29.40%
2008	3.6%	10.1%	22.2%	22.7%	44.3%	34.6%	29.9%	36.1%
2009	6.0%	9.2%	17.9%	16.6%	45.3%	34.5%	30.8%	39.7%
2010	6.56%	8.82%	17.17%	15.82%	33.83%	37.22%	42.42%	38.12%
2011	4.0%	8.1%	16.6%	16.5%	48.0%	39.2%	31.4%	36.1%
2012	3.6%	7.3%	16.1%	16.2%	45.1%	42.2%	35.2%	34.2%

MCA III Mathematics Percent Proficient - All Students by Grade

Goals include:

- Increasing the percentage of students in the “Meets” and “Exceeds” Standards.
- Decreasing the percentage of students in the “Does Not Meet”.

Grade 3 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	6.8%	13.4%	17.0%	16.4%	44.7%	41.0%	31.6%	29.1%
2012	5.3%	11.2%	11.1%	13.2%	60.9%	45.7%	22.7%	29.9%

Grade 4 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	11.4%	16.4%	12.4%	40.3%	36.7%	36.4%	35.8%	30.5%
2012	6.9%	13.2%	14.2%	13.6%	57.3%	42.0%	21.6%	31.2%

Grade 5 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	14.9%	19.8%	34.8%	26.6%	41.6%	37.7%	8.6%	15.9%
2012	11.0%	16.0%	17.7%	22.5%	62.2%	43.3%	9.1%	18.2%

Grade 6 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	14.0%	23.0%	30.2%	26.7%	39.6%	32.5%	16.2%	17.8%
2012	4.8%	18.1%	21.3%	23.0%	48.7%	38.8%	25.2%	20.0%

Grade 7 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	7.8%	18.9%	23.9%	29.3%	40.0%	33.4%	23.8%	18.3%
2012	4.3%	15.6%	14.8%	27.2%	56.1%	37.1%	24.8%	20.0%

Grade 8 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	9.3%	21.0%	21.6%	25.7%	38.8%	31.8%	30.4%	21.4%
2012	2.1%	16.1%	13.9%	23.2%	41.4%	36.8%	42.6%	24.0%



Grade 11 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2006	43.35%	49.16%	21.97%	21.03%	23.7%	19.69%	10.98%	10.11%
2007	51.7%	48.6%	26.1%	20.2%	14.8%	19.8%	7.4%	11.5%
2008	39.9%	46%	22.9%	20%	25%	20.4%	12.2%	13.9%
2009	32.9%	36.4%	27.6%	22.0%	21.8%	23.9%	17.6%	17.7%
2010	28.71%	34.50%	23.58%	22.22%	34.87%	28.24%	12.82%	15.03%
2011	25.8%	32.9%	18.3%	18.5%	31.2%	27.4%	24.7%	21.2%
2012	30.9%	34.6%	28.4%	23.5%	24.1%	23.7%	16.7%	18.1%

MCA II Science Becker and MN Proficiency

2012 Scores are **BOLD**

Becker	Science MCA II	Count Tested	Percent Does Not Meet Standard	Percent Partially Meets Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Proficient	Average Score
2008	Becker 5th	223	27.8	29.1	37.2	5.8	43	546.2
2009	Becker 5th	239	19.7	31.8	42.3	6.3	48.6	548.7
2010	Becker 5 th	235	18.3	37.4	40.0	4.3	44.3	547.9
2011	Becker 5 th	225	13.8	37.3	43.6	5.3	48.9	549.5
2012	Becker 5th	207	12.6	22.7	53.1	11.6	64.7	553
2008	Becker 8th	195	16.4	42.1	31.8	9.7	41.5	847.0
2009	Becker 8th	188	16.5	43.1	28.2	12.2	40.4	847.6
2010	Becker 8 th	211	13.7	46.4	30.3	9.5	39.8	847.6
2011	Becker 8 th	231	11.3	36.8	35.9	16.0	51.9	850.0
2012	Becker 8th	236	14.8	38.4	37.6	9.3	46.6	849
2008	Becker 10th	167	24.6	40.1	32.9	2.4	35.3	1045.9
2009	Becker 10th	200	18.0	36.5	42.0	3.5	45.5	1047.6
2010	Becker 10 th	196	16.3	29.1	48.0	6.6	54.6	1049.1
2011	Becker 10 th	178	17.4	24.2	51.1	7.3	58.4	1049.7
2012	Becker 10th	190	15.3	25.8	40.5	18.4	58.9	1051

State	Science MCA II	Count Tested	Percent Does Not Meet Standard	Percent Partially Meets Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Proficient	Average Score
2008	MN 5 th	58227	31.9	29.0	32.2	6.9	39.1	545.2
2009	MN 5 th	58259	25.0	30.0	37.6	7.4	45.0	547.1
2010	MN 5 th	58750	24.0	30.0	36.7	9.3	46	547.8
2011	MN 5 th	59762	24.0	30.0	37.4	8.6	46	547.7
2012	MN 5th	60495	19.8	22.3	45.9	12.0	57.9	551
2008	MN 8 th	60942	24.4	37.5	29.1	9.1	38.2	845.8
2009	MN 8 th	59664	20.1	37.2	30.1	12.5	42.6	847.2
2010	MN 8 th	58895	18.5	33.7	35.4	12.5	47.9	847.9
2011	MN 8 th	59726	20.6	35.0	30.6	13.8	44.4	847.8
2012	MN 8th	59333	25.4	32.1	33.8	8.7	42.5	846
2008	MN HS	62518	22.3	35.0	38.1	4.6	42.7	1046.5
2009	MN HS	63255	20.3	30.2	40.0	9.5	49.5	1048.1
2010	MN HS	60833	17.9	30.4	43.5	8.3	51.8	1048.6
2011	MN HS	59731	17.7	28.5	45.4	8.4	53.8	1049.0
2012	MN HS	57090	23.0	25.0	35.2	16.7	51.9	1049.0

MCAII Across Years 2006-2012

Percent Proficient and Average Scale Scores

MATHEMATICS Percent of Students Proficient

YEAR	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2006	84.91	73.1	59.58	68.79	66.83	68.08			34.68
2007	78.4	72.3	56.6	71.6	71	64.2			22.2
2008	85.1	71.8	65.4	75.4	65.5	74.8			37.2
2009	81.9	73.8	64.1	68.8	69.6	70.2			39.4
2010	90.77	76.74	70.12	77.11	76.52	73.70			47.69
2011									55.9
2012									40.9

**new 2011 - MCA III*

*2011	76.3	76.1	50.2	55.8	68.3	69.2			
*2012	83.6	79.3	71.0	76.1	84.1	85.8			

MATHEMATICS Average Scale Scores

YEAR	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2006	360.12	456.60	552.33	655.16	754.43	854.55			1142.76
2007	358.4	455.7	552.2	655.4	758.3	853.00			1137.40
2008	359.5	457.3	552.6	656.5	754.5	856.8			1143
2009	359.1	456.7	554.7	654.1	757.0	856.1			1146.8
2010	363.3	456.0	555.3	656.9	758.3	856.0			1146.9
2011									1150.0
2012									1148.0

**new 2011 – MCA III*

*2011	358.4	459.0	548.6	651.2	753.6	854.9			
*2012	358	456	552	655	755	859			

READING Percent of Students Proficient

YEAR	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2006	85.22	80.21	78.13	63.49	56.86	63.63		72.47	
2007	85.6	80.6	76.1	71.3	64.6	61.4		62.4	
2008	84.2	81.2	81.2	78.3	66.8	72.1		74.2	
2009	82.7	80.1	78.8	79.8	69.7	69.1		76.1	
2010	89.32	78.50	82.40	81.43	69.56	70.89		76.26	
2011	83.5	81.9	84.3	82.2	80.7	70.6		79.4	
2012	83.6	80.6	82.2	78.3	78.5	78.9		80.6	

READING Average Scale Scores

YEAR	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2006	366.84	459.69	558.11	653.51	752.49	852.58		1055.33	
2007	365.5	459.7	557.0	656.0	752.8	852.7		1053.1	
2008	365.6	461.1	557.6	656.2	754.3	857.6		1056.1	
2009	364.2	459.3	558.3	657.8	755.0	854.3		1056.2	
2010	366.6	459.4	559.6	659.8	756.3	855.6		1057.7	
2011	366.3	461.4	559.2	651.1	759.3	855.9		1057.3	
2012	365	459	560	657	758	859		1058.0	



GRAD Spring 2012 Highlights

All Becker Students Compared to Minnesota

Writing

- Becker students exceeded the state average 2007-12.

Reading

- Becker students exceeded the state average 2008, 2009, 2011 and 2012.

Math

- Becker students exceeded the state average 2009, 2010 and 2011 and 2012.

BECKER Writing GRAD Grade 9 Percent of Students Passing			
	Number Tested	% Passing	
		Becker	State
2007	170	95.9%	90.8%
2008	202	96.5%	89.5%
2009	199	95%	89.6%
2010	186	97.3%	90.6%
2011	206	93.7%	89.1%
2012	231	93.9%	91.9%

BECKER Reading GRAD Grade 10 Percent of Students Passing			
	Number Tested	% Passing	
		Becker	State
2008	167	80%	75%
2009	201	81.6%	78%
2010	199	77%	78%
2011	178	84.0%	78.7%
2012	191	85.3%	80.4%

BECKER Mathematics GRAD Grade 11 Percent of Students Passing			
	Number Tested	% Passing	
		Becker	State
2009	170	58.8%	57%
2010	196	65.3%	58%
2011	190	71.0%	59%
2012	164	62.8%	57.7%

The ACT composite score for all classes 2006-2012 have exceeded the national average.

Composite ACT Scores	National	Becker
2012	22.1	22.8
2011	21.1	22.7
2010	21	22.2
2009	21.1	23
2008	21.1	22.1
2007	21.2	22
2006	21.1	21.6

Becker High School AP Calculus Scored

AB CALCULUS EXAM¹

YEAR	BECKER MEAN	MN MEAN	GLOBAL MEAN
2012	3.73	3.08	2.97
2011	4.143	3.04	2.82
2010	3.813	2.92	2.81
2009	4.333	3.08	2.99
2008	4.300	3.11	3.03
2007	3.357		2.94
2006	3.125		3.03
2005	4.00		2.94

SCORE DISTRIBUTION

YEAR	5	4	3	2	1
2012	8	7	8	2	0
2011	13	7	7	1	0
2010	5	3	8	0	0
2009	10	2	0	1	1
2008	5	3	2	0	0
2007	4	5	1	1	2
2006	3	0	1	3	1
2005	1	1	1	0	0

BC CALCULUS EXAM²

YEAR	BECKER MEAN	MN MEAN	GLOBAL MEAN
2012	4.21	3.79	3.87
2011	4.182	3.61	3.77
2010	4.714	3.78	3.86
2009	3.5	3.52	3.72
2008	3.667	3.65	3.72
2007	5.00		3.71

SCORE DISTRIBUTION

YEAR	5	4	3	2	1
2012	8	3	1	2	1
2011	5	3	3	0	0
2010	5	2	0	0	0
2009	2	0	1	0	1
2008	2	0	0	0	1
2007	1	0	0	0	0

SCORING

5 = Extremely Well Qualified

4 = Well Qualified

3 = Qualified

2 = Possibly Qualified

1 = No Recommendation

¹The AB Calculus Exam is taken by Becker Students after AP Calculus 2. Students with scores of 3-5 can qualify for one semester of College Calculus. In 2010 every Becker AP Calculus 2 student passed the AP exam and qualified for college calculus credit.

²The BC Calculus exam is taken by Becker students after AP Calculus 3. Students with scores of 3-5 can qualify for one year of College Calculus. In 2010 every Becker AP Calculus 3 student passed the AP exam and qualified for college calculus credit.

NWEA Measure of Academic Progress

The Northwest Evaluation Association (NWEA) **Measure of Academic Progress (MAP)** is a **reading and math assessment for students in grades 1-10**. The NWEA is a norm-referenced standardized achievement test. It is computer-based and adaptive to each student. The MAP is not a timed test, students are given time to complete a full set of questions. As the student works, the test adapts based on the student responses. If the answers given are correct, the question difficulty increases. If answers are incorrect, the question difficulty is reduced.

Once a student has taken the test in the spring or fall the district has access to annual typical growth norms for students at this same level. In addition, NWEA provides individualized and small group instructional recommendations for teachers.

The NWEA is also aligned to Minnesota State Standards and MCA's and can help teachers predict student success on the next season MCA test.

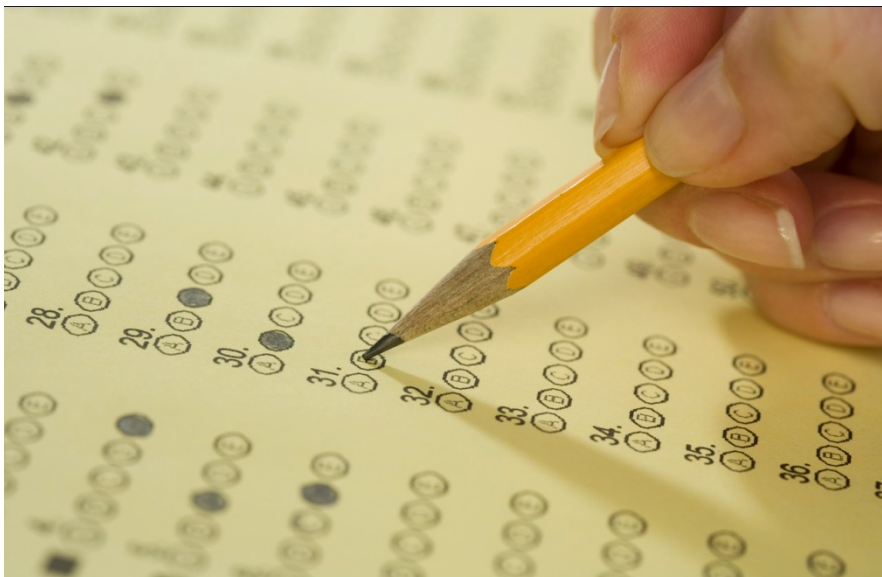
The administration of the NWEA Measurement of Academic Progress in the Becker Public Schools has two purposes:

- 1) To document and measure student achievement over time.
- 2) To inform instructional decisions at the classroom, school, and district level.

The district uses the NWEA data, combined with other district assessment data, to continuously analyze student growth and achievement.

Student achievement goals related to NWEA include:

- Increasing the percentage of students meeting annual target growth.
- Increasing the Mean RIT score at each grade level.



NWEA Student Growth Information

Reading: 2008 – 2009

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1						
2	209	172.6	189.9	14.9	120	57.4%
3	216	190.3	202.9	9.3	151	69.9%
4	241	202.9	210.5	6.3	143	59.3%
5	240	210.4	217.3	4.6	168	70.0%
6	224	215.4	220.6	4.0	141	62.9%

Reading: 2009 – 2010

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1						
2	192	172.0	189.5	15.1	120	62.5%
3	205	191.3	205.0	9.0	156	76.1%
4	213	201.6	210.5	6.5	143	67.1%
5	232	210.6	218.7	4.6	169	72.8%
6	231	217.3	223.1	3.7	145	62.8%
7	225	220.3	222.3	3.5	97	43.1%

Reading: 2010 – 2011

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1						
2	210	179.0	190.6	13.2	96	45.7%
3	202	190.9	204.6	9.1	152	75.2%
4	197	204.4	213.1	6.0	137	69.5%
5	223	211.0	217.6	4.6	152	68.2%
6	215	217.5	221.6	3.7	122	56.7%
7	121	222.0	224.5	3.3	63	52.1%

Reading: 2011-2012

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1	173	162.1	179.8	16.9	99	57.3%
2	196	178.8	189.1	13.3	71	36.2%
3	221	191.9	204	9.1	143	68.4%
4	204	204.2	211.7	6.5	116	56.9%
5	194	213.7	218.8	4.9	110	56.7%

Grade	Number of student tested	Spring 2011 Mean Score	Spring 2012 Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
6	211	217.8	221.9	4.1	111	52.6%
7	197	221.6	226.2	4.6	111	56.3%
8	113	224.7	227.8	3.1	56	49.6%

*Grade level **Mean Growth Target** is based on the most recent NWEA RIT Scale Norms study.

NWEA Student Growth Information

Mathematics: 2008 - 2009

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1						
2	208	179.6	196.1	13.4	150	72.1
3	215	196.0	208.8	10.4	147	68.4
4	240	209.0	219.1	8.9	143	59.6
5	239	219.4	229.6	7.1	166	69.5
6	227	225.4	233.5	6.3	148	65.2
7	212	232.3	237.4	5.5	121	57.1
8	187	236.3	243.4	4.1	136	72.7

Mathematics: 2009 – 2010

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1						
2	195	180.1	195.1	13.4	112	63.6
3	207	195.8	212.2	10.4	157	83.6
4	213	206.2	216.0	9.0	127	59.6
5	231	217.1	229.0	7.3	189	81.8
6	231	227.6	236.7	6.2	169	73.2
7	227	232.4	239.5	5.5	138	60.8
8	206	240.0	243.8	3.8	111	53.9

Mathematics: 2010 – 2011

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1	183	163.5	180.7	15.4	120	65.6
2	210	184.5	197.4	12.7	108	56.2
3	202	195.7	211.1	10.5	166	82.2
4	198	210.8	222.7	8.8	139	70.2
5	223	216.9	229.1	7.3	168	75.3
6	223	227.5	237.8	6.1	171	76.7
7	239	236.0	244.6	5.2	185	77.4

Mathematics: 2011-2012

Grade	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
1	186	163.2	183.8	15.8	131	70.5
2	207	183.7	198.0	12.5	104	50.2
3	228	195.7	210.1	10.9	145	63.6
4	221	209.4	220.8	8.8	141	63.8
5	215	223	236.6	8.0	113	52.6

Grade	Number of student tested	Spring 2011 Mean Score	Spring 2012 Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
6	210	229.5	237.3	7.8	131	62.4%
7	208	238.2	240.9	2.7	67	32.2%
8	214	244.4	245.2	.8	61	28.5%

*Grade level target mean growth is based on the most recent NWEA RIT Scale Norms study.



District Goals for 2012 – 2013

~ HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS ~

- 1) **PLCs: Teachers will use the PLC framework to determine what we want students to know (Essential Learning Outcomes), how we will know they know it (common assessments and data analysis), what will we do if they don't know it (intervention), and what will we do if they already know it (enrichment).**
- 2) **Marzano-iObs: Staff will understand the Marzano Instructional Framework and embed it in classroom instruction to grow as professionals.**
- 3) **Ramp-Up to Readiness: Create a culture that expects post-secondary education and training for all students**

District Staff Development Goals 2012 - 2013

- 1) All faculty members will participate in weekly PLC meetings with colleagues teaching the same grade level or similar content. These groups will follow protocols to engage in a continuous cycle of improvement by analyzing current student performance data, setting a goal for improvement, and collaborating on lesson planning and improving teaching strategies to achieve the goal. Teachers will focus their discussion on the following questions:
 - a. What do we want students to know or learn to do?
 - b. How will we know if they are learning?
 - c. What will we respond when individual students do not learn?
 - d. How will we enrich and extend the learning for those students who are proficient?
- 2) Implementation of the Marzano Instructional Model will be extended through use of the Marzano/iObs systems for peer observations and teacher growth. Teachers will be provided with training in the Marzano model and in the use of the iObs system. All teachers will conduct at least two peer observations.
- 3) The District Marzano Leadership Team attended three days training in June 2012. This team will continue to meet with regional cohort leaders throughout the year.

District Curriculum Goals 2012 - 2013

- 1) Monitor implementation of new materials in K- 5 Music and Spanish
- 2) Identify Essential Learner Outcomes in all curricular areas
- 3) Begin grade 6-12 writing alignment
- 4) Select standards-based instructional materials for K-5 Social Studies
- 5) Redesign 7th and 8th grade social studies to meet new US Studies and Global Studies requirements
- 6) Begin the review process for Family and Consumer Science, Business Education and Language Arts
- 7) Continue review process for Health and Physical Education

District Student Achievement Goals 2012 - 2013

Primary School

Student Achievement Goal:

- By June 2013, 90% of the second grade students will read at or above grade level as measured by NWEA and Dibels.

Intermediate School

Student Achievement Goal:

- By June 2013, 90% of the 3rd – 5th grade students will score at or above grade level as measured by NWEA/DIBELS/MCA's.

Middle School

Student Achievement Goal I:

- By June 2013, 82% of all 6th grade students will perform at proficient (M) or advanced (E) levels in reading as measured on the MCAII.
- By June 2013, 82% of all 7th grade students will perform at proficient (M) or advanced (E) levels in reading as measured on the MCAII.
- By June 2013, 82% of all 8th grade students will perform at proficient (M) or advanced (E) levels in reading as measured on the MCAII.

High School

Student Achievement Goal:

- By June 2013, 82% of all students will perform at proficient (M) or advanced (E) levels in reading as measured on the MCAII.
By June 2013, 58% of all students will perform at proficient (M) or advanced (E) levels in math as measured on the MCAII.



The Annual Report on Curriculum, Instruction and Student Achievement was submitted to the Becker Board of Education on December 3, 2012