

**Annual Report on Curriculum, Instruction, and Student Achievement
2008-2009**

BHM Student Achievement Goals

District Goal #1: Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs (*Minnesota Comprehensive Assessments*) in math, and demonstrate a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Supporting Data (evidence of need):

The BHM district is currently cited as a district “needing improvement” because it has not met the AYP standards.

Students demonstrating proficiency	Math	Reading
Actual results 2007-2008	65.4%	71.5%
Actual results 2008-2009	67.7%	74.2%
Target results 2009-2010	74.2%	79.4%

District Goal #2: Demonstrate a 5% increase in the overall percentage of students meeting annual MAP (*Measures of Academic Progress*) growth targets within two years.

Supporting Data (evidence of need):

Students meeting growth targets	Math	Reading
Actual results 2008-2009	71%	68%
Target results 2009-2010	73.5%	70.5%
Target results 2010-2011	76%	73%

**District/Community Teaching & Learning Council
2009-2010 Membership**

- | | |
|----------------------------|---|
| 1. Pam Miller | Director of Teaching & Learning |
| 2. Joy Kieffer | Director of Special Education Services |
| 3. Jack Brady | District Assessment Coordinator |
| 4. Don Metzler | Tatanka Elementary Principal |
| 5. Julie Swaggert | Buffalo Community Middle School Principal |
| 6. Jennifer Fonkert | Tatanka Elementary Teacher |
| 7. Bev Koopman | Discovery Elementary Teacher |
| 8. Shelly Hoard | Buffalo Community Middle School English Teacher |
| 9. Ryan Rehnstrand | Buffalo Community Middle School Special Education Teacher |
| 10. Ed Cox | Buffalo High School Science Teacher |
| 11. Shana Bregenzer-Brenny | Buffalo High School English Language Development Teacher |
| 12. Sheri Tamte | Buffalo High School Arts Magnet Coordinator/Teacher |
| 13. Scott Timmerman | Parent |
| 14. Tony Poll | Parent |
| 15. Julie Eittreim | Parent |
| 16. Lynn Hill | Parent |
| 17. Joleen Simonson | Parent |
| 18. Billy Soden | Parent |
| 19. Julie Kiernan | Parent |
| 20. Kim Gleason | Parent |

21. Joan Danielson	Parent
22. Ann Mock	Parent
23. Anastasia Martin	Community Member
24. Elissa Paige	Community Member
25. Sue Lee	School Board Member
26. Melissa Brings	School Board Member

Assessing Student Achievement

There are a variety of tests that are used to evaluate the achievement of students as well as instructional programs in the Buffalo-Hanover-Montrose Schools (BHM). Students are tested in order to determine instructional level, measure basic skills, evaluate student progress towards achieving state academic standards, and to evaluate program effectiveness.

Major statewide assessments completed during 2008-2009 included the *Minnesota Comprehensive Assessments (MCA-II)*, *Graduation Required Assessment for Diploma (GRAD)* and *Basic Skills Tests (BST)*. Limited English Proficient students are also required to be assessed with the *Test of Emerging Academic English (TEAE)* and the *Minnesota SOLOM*. BHM also assesses students in math and reading with *Measures of Academic Progress (MAP)* tests. Juniors also are administered the PLAN test from ACT and many juniors and seniors take ACT college entrance examinations throughout the year.

Tests Administered in BHM Schools

Measures of Academic Progress Tests (MAP)	These computerized math and reading tests, administered fall and spring, are aligned with Minnesota standards. They measure identify students' instructional levels and are used by teachers in planning instructional activities.
Minnesota Comprehensive Assessments (MCA-II)	Federal and state-mandated tests that assess student progress toward achieving Minnesota standards in reading, math and science. Data are used for school and district accountability by the state.
Graduation Required Assessments for Diploma (GRAD)	State-mandated tests that measure whether a student has learned the essential skills needed to live and work in today's society. Students must pass GRAD tests in reading, math and written composition to be eligible to graduate from a Minnesota public school. The first administration of the math and reading tests are embedded in MCA-IIs given at high school.
Test of Emerging Academic English (TEAE)	The TEAE is a reading and writing language proficiency test for English language learners designed to assess progress in acquiring the academic English language.
ACT	The ACT test assesses high school students' general educational development and their ability to complete college-level work. Most students pursuing post-secondary education take the ACT in their junior or senior years.
PLAN	Administered in the fall of Grade 10, this test provides information about academic achievement, career planning, instructional support, and program evaluation.

BHM Test Schedule for 2009-2010

September 14 - October 2	MAP Testing (Grades 1-11)
November 3	GRAD Written Composition Retests (Grades 10-12)
March 8	TEAE/MN SOLOM (ELL) Testing Begins (ends 3/26)
March 29	MTAS (alternate assessment) Reading, Math, & Science Begin
April 13	MCA-II Reading (Grades 3-8, 10: Segments 1 & 2) MCA-II Math/MTELL (Grade 11 only: Segments 1 & 2) GRAD Grade 9 Written Composition
April 14	MCA-II Reading (Grades 3-8, 10: Segments 3 & 4) MCA-II Math/MTELL (Grade 11 only: Segments 3 & 4)
April 20	MCA-II Math (Grades 3-8: Segments 1 & 2) GRAD Writing Retest (Seniors Only)
April 21	MCA-II Math (Grades 3-8: Segments 3 & 4)

April 26 – May 14

May 17 – May 21

July 20

MAP Testing Begins (Grades 2-10)

MCA Science Testing Begins (Grades 5, 8 and biology students)

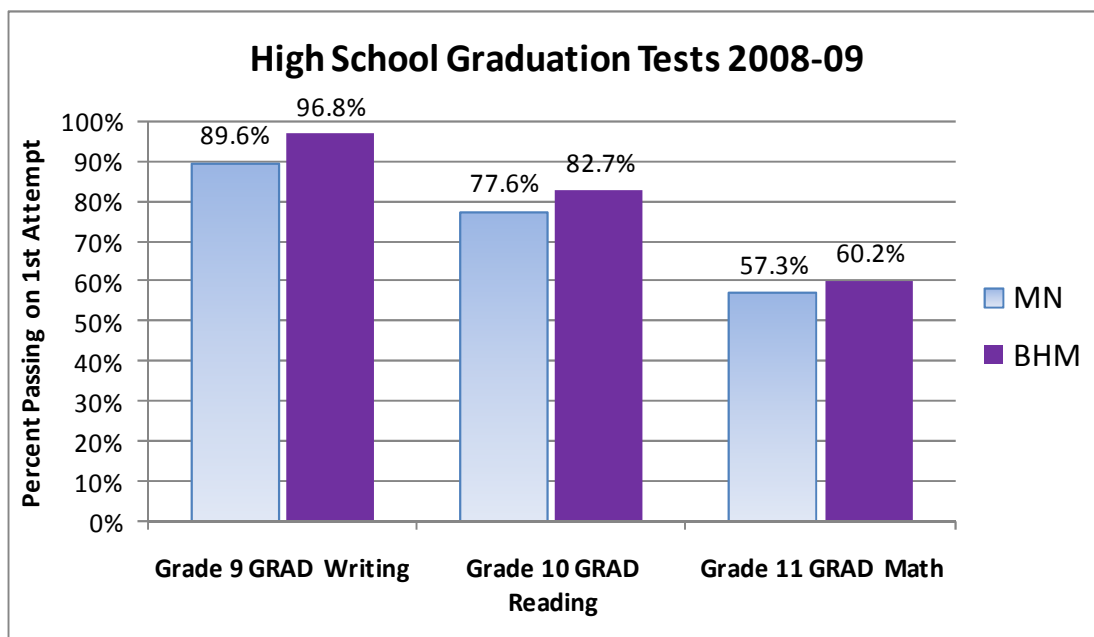
GRAD Written Composition Retest (Grades 10-12)

- High School GRAD retests in math and reading are scheduled during the first week of each month.
- Please plan family vacations with these dates in mind. Federal legislation requires 95% of district students to participate in the MCA's because the results determine if adequately yearly progress is made towards *No Child Left Behind*.

Minnesota GRAD Tests

All students in Minnesota schools are required to demonstrate basic competencies in reading, math and written composition in order to be eligible for a Minnesota public high school diploma. These assessments provide a safety net assuring that all Minnesota students graduate with the basic skills of reading, writing and mathematics.

High school students are required to pass the *Graduation Required Assessment for Diploma (GRAD)* test of written composition administered at Grade 9, and either be proficient on the *Minnesota Comprehensive Assessments (MCA-IIs)* in mathematics and reading, or attain a scale score of 50 (approximately 75% percent correct) on GRAD tests contained within them.



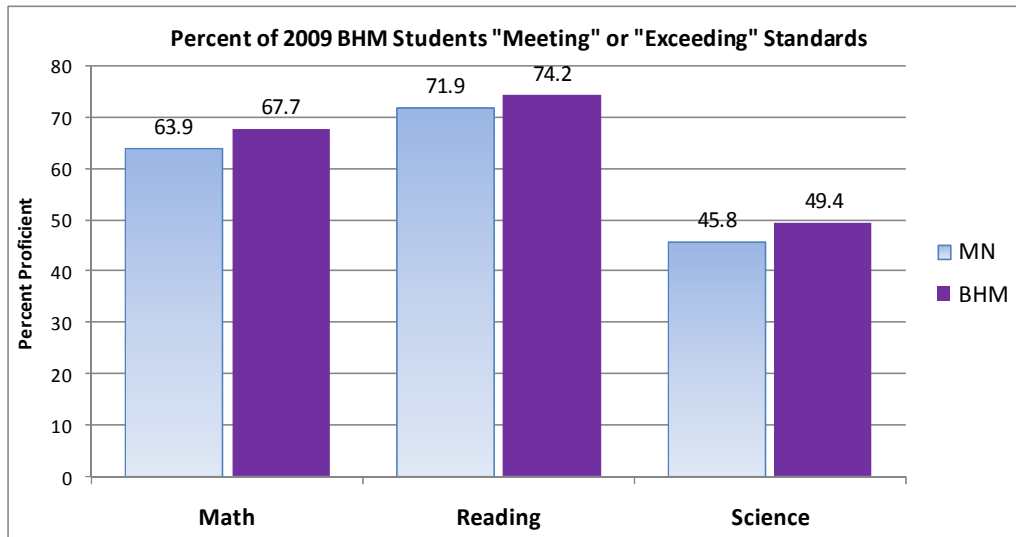
96.8% of BHM Grade 9 students passed the GRAD written composition assessment administered last April compared to 89.6% of Minnesota students. 82.7% of BHM Grade 10 students passed the GRAD reading requirement, compared to 77.6% of Minnesota students. 60.2% of BHM Grade 11 students passed the GRAD math requirement when first administered last spring, compared to 57.3% of Minnesota students.

If students do not pass a GRAD test the first time they are administered, there are multiple opportunities to take them again. Students who do not pass GRAD tests in math or reading have opportunities to retest every other month, and there are two or three opportunities to retest in written composition during the year.

A variety of remedial opportunities are available for students who have not yet passed GRAD tests. Staff will contact parents of students who have not yet passed one or more of these tests during the year to discuss remediation options. Remediation may include basic courses at the high school, summer school courses, after-school clinics or special education services for eligible students.

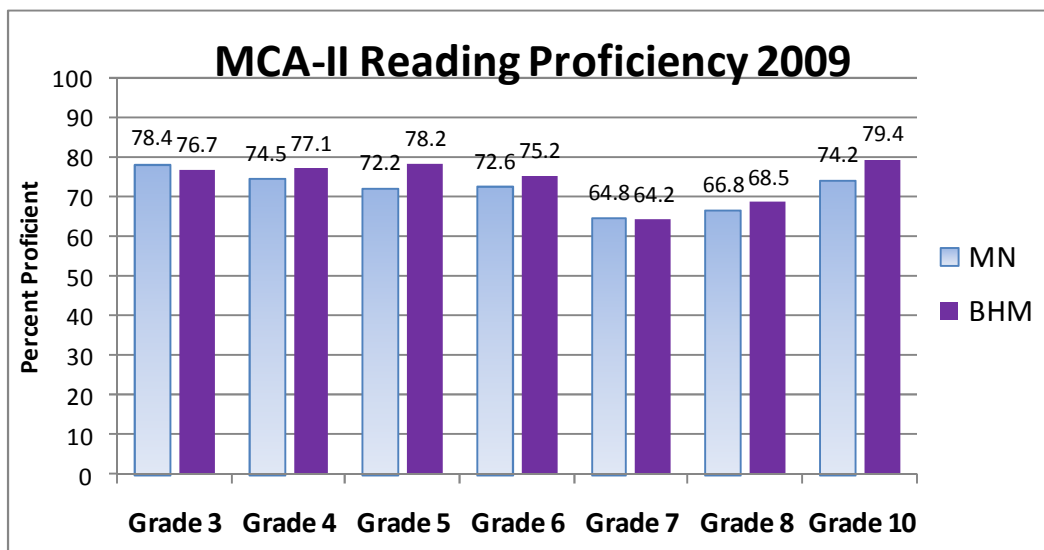
The Minnesota Comprehensive Assessments (MCA-IIs)

Minnesota Comprehensive Assessments (MCA-IIs) were administered in math, reading and science. Reading MCA-IIs are administered at grades 3-8 and 10, math at Grades 3-8 and 11, and science at Grades 5, 8 and once in high school during the year students take biology. The purpose of these assessments is to evaluate student progress towards achieving state academic standards and determine adequate yearly progress as mandated by Minnesota's plan for No Child Left Behind legislation.



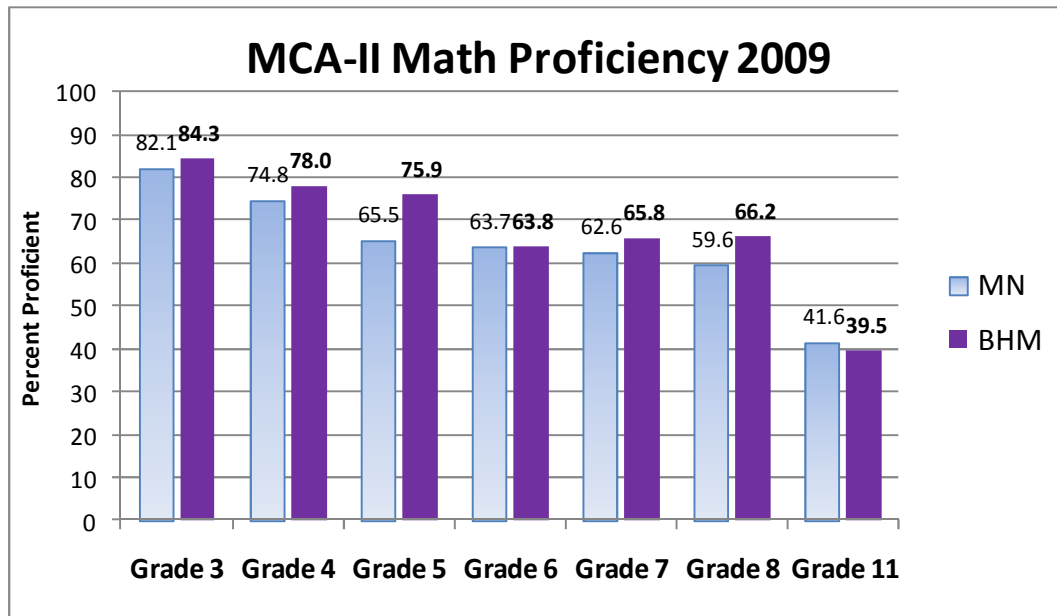
Results from the 2009 MCA-IIs show the percentage of BHM students scoring at the “meets” or “exceeds” standards up slightly in both reading and math when compared to 2008. In reading, 74.2% of BHM students (up from 71.5% in 2008) were judged proficient compared to 71.9% of Minnesota students. In math, 67.7% of BHM students (up from 65.4% in 2008) scored at proficient levels in math compared to 63.9% for the state.

Reading proficiency in BHM increased slightly at five of seven grades tested when compared to 2008. BHM students also had a higher percentage of students scoring at “meets standards” or “exceeds standards” in reading than the Minnesota average at five of seven grades. The greatest increase occurred at Grade 10 where proficiency rates were 10.4% higher than 2008. Students at Grades 5 and 10 both were both more than 5% higher than the state.

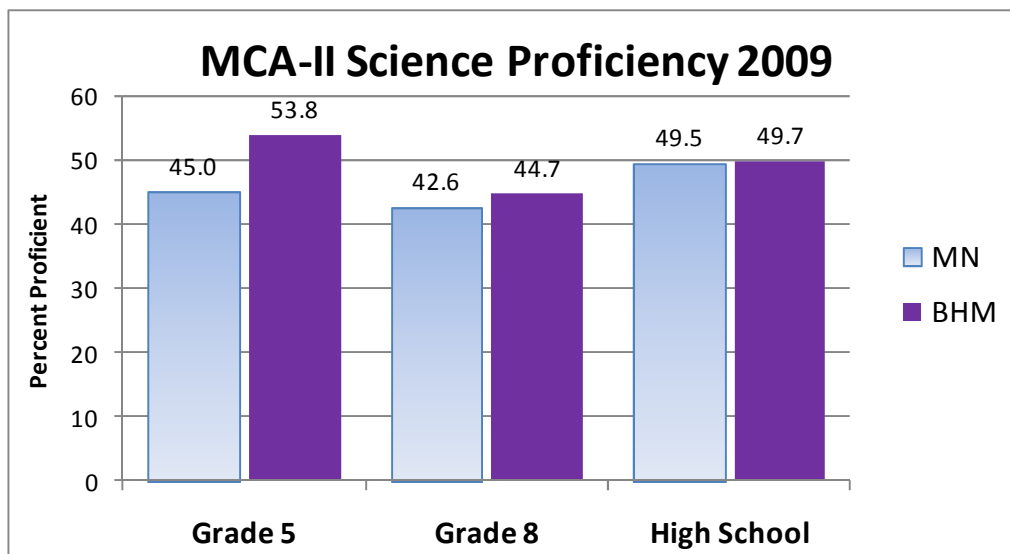


In math, BHM students had a higher percentage of students scoring at “meets standards” or “exceeds standards” in math at six of seven grades when compared to 2008. BHM students had a higher percentage of students scoring at the proficient level than the Minnesota average at six of the seven grades tested.

Like the rest of the state, the greatest increase in math proficiency occurred at Grade 11 math where the district’s proficiency rate was 4.8% higher than 2008. This can be partially attributed to the new more rigorous graduation requirement which provided an additional incentive for students to perform well. However, despite this increase, Grade 11 BHM students scored slightly below state averages. Fifth graders preformed particularly well and scored over 10% higher than the state average.



All students at Grades 5 and 8, as well as high school students who completed Biology during the 2008-09 school year (mostly 10th graders) were administered the MCA-II Science assessment. As a district, 49.4% of BHM students were proficient in science compared to 45.8% of MN students. BHM students outperformed their statewide counterparts at all three grade levels assessed. While the MCA-II science test is a mandatory NCLB assessment, it is not used to determine a district’s Adequate Yearly Progress.

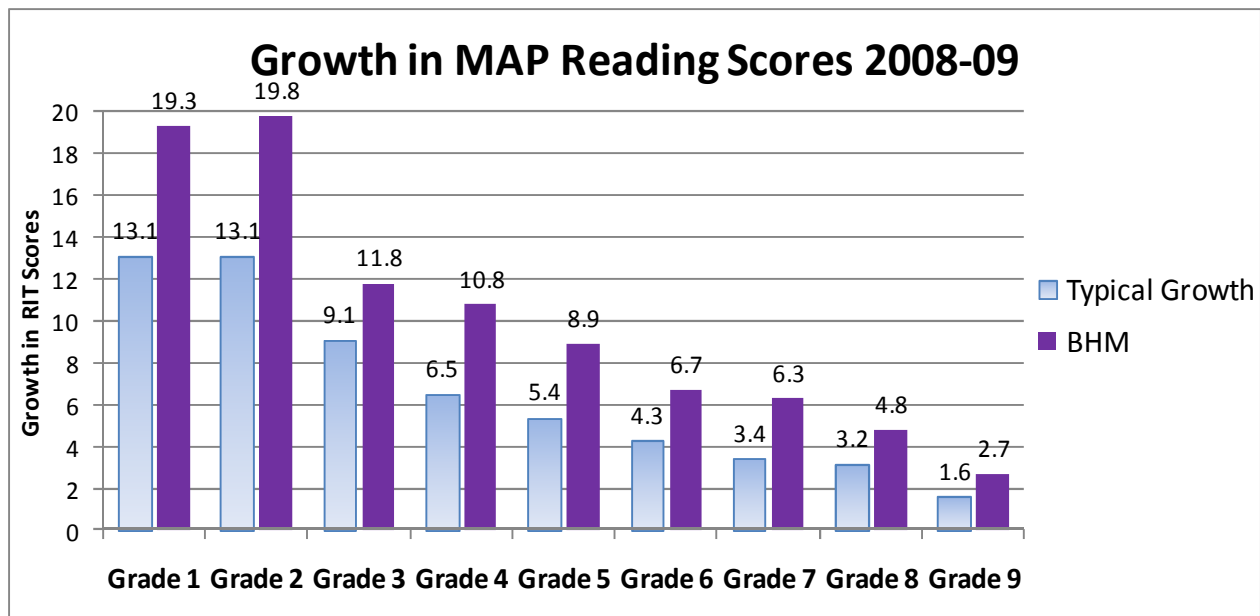


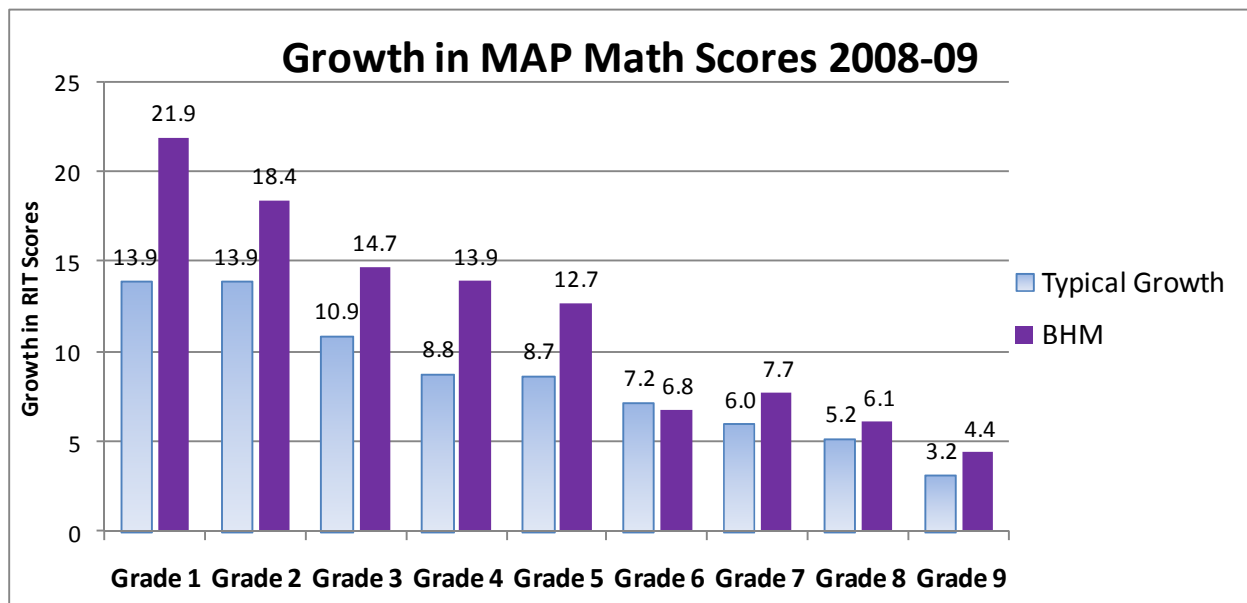
Adequate Yearly Progress

MCA-IIs are used by Minnesota to measure *Adequate Yearly Progress* (AYP) of all students and eight other subgroups in the district. All students and subgroups are expected to make predetermined progress towards 100% proficiency by 2014. District students made AYP in 41 of 47 subgroups during 2008-09. However, Hispanic, Limited English Proficient (LEP), Special Education and students receiving free or reduced lunch did not make AYP in reading and Special Education and students receiving free and reduced lunch also did not make AYP in math. Because this is the fifth year in a row that a subgroup did not make AYP in math, and the second that a subgroup did not make AYP in reading, the district is cited as "needing improvement." As a consequence, a district team of parents and staff developed a district improvement plan that addresses academic areas and populations for which needs are identified and set aside 10% of Title I funds to support this effort until AYP requirements have been met for two consecutive years. The plan will be reviewed by the Board of Education in November and submitted to the Minnesota Department of Education. The plan included professional development for teachers to improve strategies for teaching struggling learners.

Measures of Academic Progress (MAP)

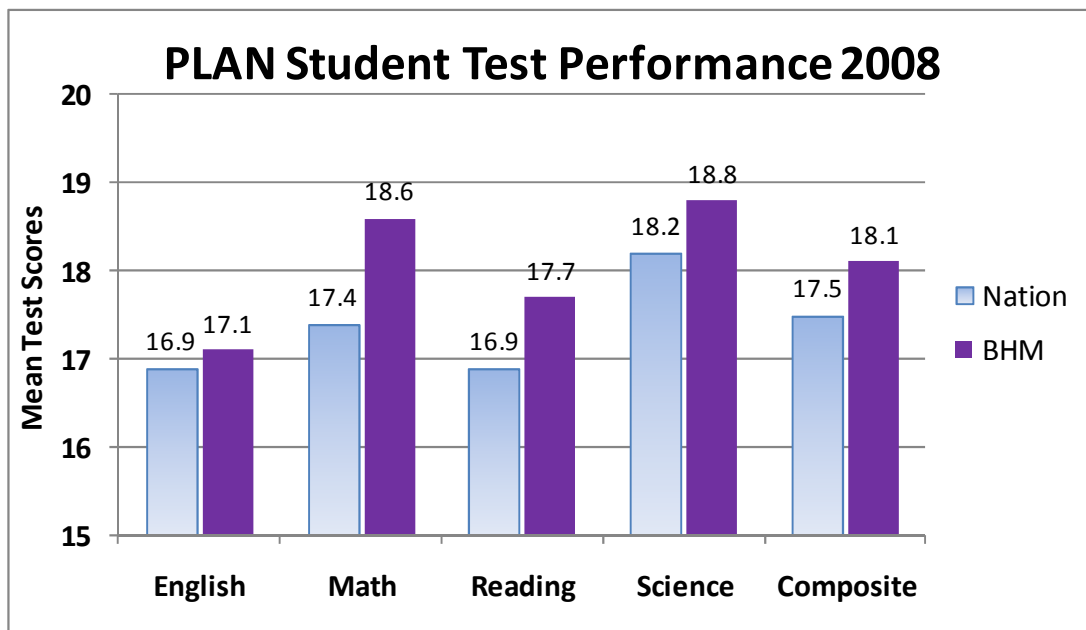
Measures of Academic Progress (MAP) tests were administered at Grades 1-11. Information from these tests is used to identify each student's individual instructional level in reading and math. Both reading and math are assessed during the fall and spring at Grades 2-9. Reading was also assessed at Grade 10 and math at Grade 11 only during the fall. Teachers are provided with detailed information on what reading and math skills students are ready to learn. Fall test scores are used to establish a target growth goal and the spring test determines if the goal has been achieved. BHM students have consistently demonstrated more growth than what is typical in the national sample.





Grade 10 PLAN Test

The PLAN test is given to all BHM students in the fall of Grade 10. The PLAN, administered by the *American College Testing* organization, is a predictor of success on the ACT college entrance exam and focuses on both career preparation and improving academic achievement. PLAN test results are reported by a scale score ranging from 1 to 32. The chart below shows how the score performance of BHM Grade 10 students compares with that of Grade 10 students nationwide. When comparing means, differences of 0.5 or greater are likely to be statistically significant. In all areas BHM students scored significantly higher than their national peers.



The ACT Test

The *American College Test (ACT)* is taken voluntarily by students in their junior or senior years as an entrance exam for post-secondary schools. Minnesota's 2009 high school graduates increased the state's average ACT score from 22.6 to 22.7 on a 0 to 36 scale, pushing Minnesota further ahead of other states where the majority of students take the ACT college entrance exam. Minnesota has led the nation in average ACT scores for five consecutive years and the average score has increased each of the last three years. While the BHM average results are slightly below average when compared to the rest of Minnesota, they increased slightly over 2008 and are considerably above national norms.

Graduating Class	Total Tested	BHM	Minnesota	Nation
2005	228	22.1	22.3	20.9
2006	229	22.2	22.3	21.1
2007	236	22.5	22.5	21.5
2008	252	22.1	22.6	21.1
2009	272	22.4	22.7	21.1