

# **Stephen-Argyle Central Schools Educational Goals**

## **Mission Statement of the Stephen-Argyle Central School District**

To plan and provide the best quality environment that enhances learning. Working cooperatively with home, school and community, all learners will develop knowledge and skills for citizenship to be successful participants in our democratic society and the rapidly changing world.

### **District Advisory Committee Members**

Christopher E. Mills, Superintendent and Elementary Principal (annual)  
Mark A. Kroulik, Secondary Principal (annual)  
Kevin Kuznia, Athletic Director/Elementary teacher (annual)  
Mary Chwialkowski, Special Education Teacher/parent (annual)  
Jill Adolphson, School Counselor and Secondary teacher (annual)  
Ethan Marquis, Technology Coordinator (annual)  
Gail Yutrzenka, School Board Member/parent (2014)  
Melanie McGlynn, Secondary teacher/parent (2015)  
Lenore Pietruszewski, Elementary teacher (2014)  
Jackie Chwialkowski, Elementary teacher (2015)  
Garry Kotts, Secondary teacher/parent (2015)

*Our District Advisory Committee is open to all district residents and only requires a letter requesting inclusion on the committee. To receive additional information regarding membership on this committee please contact a member of the school administration. Application deadline is November 15.*

### **Stephen-Argyle Central District-Wide Strategic Plan: 2010-2015**

**Goal #1:** To raise academic achievement of all students by providing resources, training, setting high expectations for all students, identifying growth for individual students.

**Goal #2:** To create an educational system that is fiscally accountable based on long-term planning and facility management.

**Goal #3:** To develop an educational system that places a priority on communication between educational stakeholders.

**Goal #4:** To develop and implement a plan to increasing productive technology utilization by staff, students and community.

**Goals #5:** To develop a social environment that promotes safety, social, academic and emotional growth for all students.

### **Comprehensive Student Performance Goals**

The comprehensive goals of the SAC Schools are that our students will be:

- a. purposeful thinkers
- b. effective communicators
- c. creative problem solvers
- d. self-directed learners
- e. productive group participants and
- f. responsible citizens

To evaluate these six performance goals, we evaluate student performance based on standardized test scores in core curriculum areas and age levels, and by way of direct staff observation.

Observing student success after they graduate from our high school is a long-term evaluation of the achievement levels of our comprehensive student performance goals.

### **Basic Student Performance Goals**

To reach the comprehensive student performance goals, we set our base performance goal as striving to ensure that our students gain a solid foundation in the basic skills: reading, writing and mathematics. To evaluate our needs regarding this basic performance goal we use the data from the wide variety of standardized assessments identified later in this report.

### **Evaluation of the Previous Improvement Plan**

Our 2012-2013 Improvement Plan included the following focus areas:

- #1. To utilize assessment data and program evaluation data to evaluate our curriculum and instruction to ensure increased student learning.
- #2. A focused effort by leadership teams will review curriculum and instruction in Science by integrating STEM philosophy and curriculum with the goal of improving the assessed level of student performance.
- #3. To continue to review and enhance our identification, remedial and support instructional programs for students “not meeting proficiency benchmarks” to ensure all students pass GRAD level diploma requirements.
- #4. To continue to expand and integrate the use of technology as an instructional tool to engage students thereby increasing student learning to better prepare students for the world of tomorrow.
- #5. To review our educational programs to ensure we are providing students with a rigorous level of instruction preparing all students for post-secondary education.

Evaluation: During the 2012-13 school year we worked to create time for program/curriculum evaluation during “early-out dismissal days” for students. Lacking available time was often cited by our staff as being the primary roadblock to more effective utilization of assessment data. While many staff observed these part-days useful to some degree, the time periods available were often too short for extended professional discussion. An additional limitation of utilizing the MCA state-testing data is that with late spring testing, the potentially useful data is not available until late summer, leaving limited time available for school changes. The MCA OLPA testing in math and the NWEA/MAP (grades 2-6) were effectively utilized to assess student growth.

As reflected by the MCA Science assessments (grades 5, 8 and high school) we believe our work on curriculum review, alignment with standards, and adjusted instruction has results in positive growth in the achievement level of our students in Science. During the last three years our assessed proficiency rate based on the MCA Science tests has increased over 20%.

We continue to be pleased with the overall performance and completion rate of our students who could be identified as ‘high risk’. The special efforts we provide to these students have resulted in the very high rate of successful GRAD test performance by our challenged students. In the graduating classes of 2012 and 2013, 100% of the students successfully passed the GRAD Reading and Writing tests and 97% of all the students successfully met the GRAD benchmark in mathematics.

We believe that during the 2012-13 school year we made positive strides in integrating the use of technology in our instruction and that this was a positive factor in increasing student engagement in learning.

Increasing the ‘rigor’ of our high school curriculum is an ongoing project which will involve continued work with our Leadership Teams. While we are pleased with the number of College in the High School offerings and student participation (students in our school earned 562 college semester credits during the 2013-13 school year), we remain concerned that our student achievement level on college entrance examinations is not yet matching our level of expectations.

### **District Improvement Plan for 2013-14**

1. Through increased efforts by our Professional Learning Communities, we will show growth in the exploration and integration of ‘best practice’ instruction in our classrooms.
2. Faculty and administration will work to ensure that the ‘required common core standards’ are included as critical parts of the scope and sequence of our basic curriculum.
3. our Leadership Teams will utilize data based planning to raise the ‘rigor’ in all classes to ensure students are ready for the world beyond high school.
4. our Leadership Teams will promote ‘relevance’ in education thereby increasing student engagement in learning and better preparing our children through career and post-secondary readiness.
5. a focused effort by leadership teams will review curriculum and instruction in Science with the goal of continued student achievement growth as demonstrated by the assessed level of student performance.

### **District Assessment Program Goals**

1. to indicate to students, teachers and administrators the level of achievement of individual students as measured by independent means
2. to indicate to teachers and administrators the level of achievement of a certain grade level or 'sub-group' category of students as measured by independent means
3. to provide data for accountability reports such as the "Annual Report on Curriculum, Instruction and Student Performance". These reports are available to parents, staff, district residents and the MDE.
4. to provide student eligibility information for student support programs such as: Title I, Special Education, 'extended day, extended year' or RTI programs, gifted/talented programs. Etc
5. to assist faculty, administrators and our board of education in evaluating areas of curriculum strength and weaknesses in general and specifically related to subject areas, sub-groups of students, or class units.
6. to indicate to individual students or counselors/advisors, areas of personal strengths and weaknesses which may be used to guide students regarding post-secondary education and career readiness.
7. to assist the school counselor in guiding students through the career development process. Interest inventories, aptitude and achievement tests may serve as useful tools in motivating students regarding their role in the world of work.
8. to determine graduation eligibility for students required to demonstrate benchmark proficiency in writing, reading and math as measured by the MCA GRAD tests.

### **Assessments included in our District Program in 2012-13**

MCA: Reading and Mathematics, grades 3 – 8	April, 2013
(MCA OLPA Math, grades 7 & 8 completed in December and Feb)	
MCA GRAD Reading, grade 10	April, 2013
MCA GRAD Mathematics, grade 11	April, 2013
MCA GRAD Writing, grade 9	April, 2013
MCA Science, grades 5, 8 and high school	May, 2013
NWEA/MAP: grades 2 – 6	September, January and May 2012-13
PSAT/NMSQT, optional for grade 11	October, 2012
ASVAB interest inventory, grade 11	October, 2012
ACT, college entrance examination	various dates throughout the year
EXPLORE, grade 8 career exploration assessment	December, 2012
PLAN, grade 10 career exploration assessment	December, 2012
Accuplacer, college placement exam	May, 2013
Minnesota Student Survey (three year survey grades 6, 9 & 12)	February, 2013

### **Evaluation of the District Assessment Program**

At this time we believe the array of assessments we use provides our school with valuable information, which we can use to evaluate our curriculum, instruction, and growth in student learning. Data from the most current Minnesota Student Survey should provide valuable insights regarding the non-academic strengths and concerns of our students.

### **Student Demographics**

Based on MDE reporting the SAC Schools had 322 students in grades K – 12 during the 2012-13 school year. Of the enrolled students (K-12), 36% qualified for Free or Reduced Lunches. The identified "Special Education" population was 11.29% of our enrollment. Our "ESL/ELL population is reported at >1% of our students. 89.4% of our students are identified as 'white', 8.4% Hispanic, 1.6% black, and >1% Asian/Am. Indian. Average daily attendance for 2012-13 at our K-12 school was 96%

### **Minnesota Comprehensive Assessments – GRAD STANDARDS TESTING**

Based on Minnesota Law, to qualify for a high school diploma, students were required to demonstrate proficiency in Writing, Reading and Mathematics as measured by the MCA-GRAD assessments. The Writing test is first completed by students in grade 9, the Reading test by students in grade 10 and the GRAD Mathematics test by students in grade 11. Students are allowed many opportunities to retake the test prior to graduation if they were not successful on their first attempt. In math, students not reaching the minimum benchmark are required to complete three retests in order to qualify for a diploma. Students identified as qualifying for Special Education/504 plans are allowed test modifications or accommodations as identified on their educational plan.

#### **Successful GRAD Test Proficiency rates; graduating Classes of 2004 – 2013 N = 290**

GRAD Writing: 99% proficient  
 GRAD Reading: 99.8% proficient  
 GRAD Math: 98% proficient

#### **SAC Class of 2013 GRAD Assessment Proficiency rate: N = 28**

GRAD Writing: 100% proficient  
 GRAD Reading: 100% proficient  
 GRAD Math: 96% proficient

In the spring of 2013, legislation was passed in Minnesota that will redirect the focus of these tests, away from being high-stakes graduation required tests and in the direction of identifying college and career readiness. More specific information regarding these changes will be available later this year.

### **Grades 3 – 8 MCA/Title I Assessments in Mathematics: April, 2013 testing** **Comparing SAC and State Proficiency Rates**

<i>Grade</i>	<i>SAC Proficiency %</i>	<i>Statewide Proficiency %</i>	<i>SAC vs State +/-</i>
3 <sup>rd</sup> (Class of 2022)	61.5%	71.5%	- 10
4 <sup>th</sup>	82.6%	71.3%	+ 11.3
5 <sup>th</sup>	55.6%	59.1%	- 3.5
6 <sup>th</sup>	84.0%	55.9%	+ 28.1
7 <sup>th</sup>	61.3%	54.3%	+ 7.0
8 <sup>th</sup>	63.2%	57.3%	+ 10.9

### **Grades 3 – 8, 10 MCA Reading Assessments; April 2013 testing**

3 <sup>rd</sup>	61.5%	57.4%	+ 4.1
4 <sup>th</sup>	65.2%	54.2%	+ 11
5 <sup>th</sup>	44.4%	63.1%	- 18.7
6 <sup>th</sup>	48%	58.8%	- 10.8
7 <sup>th</sup>	64.5%	53.9%	+ 10.6
8 <sup>h</sup>	57.9%	53.8%	+ 4.1
10 <sup>th</sup>	58.9%	57.6%	+ 2.3

### **Grade 9 (Class of 2016), MCA GRAD Written Composition test: April 2013**

During their 9<sup>th</sup> grade year, students take the MCA GRAD test in Writing. Students must meet a minimum proficiency benchmark (score of 3 or greater on a 5 point scale) to be eligible to earn a high school diploma. Each student must write a composition demonstrating their writing skills and is scored according to established rubrics.

The twenty-five students in our Class of 2016 successfully completed this exam. **At this time 100% of our enrolled students in grads 10-12 have met this graduation requirement.**

### **Grade 10 (Class of 2015), MCA GRAD Reading Assessment: April, 2013**

The thirty-three sophomores completed the GRAD Reading test in the spring of 2013. The GRAD portion of this test was considered 'high-stakes' as proficiency on this test was a requirement for graduation. Students scoring below the proficiency benchmark will have additional opportunities for remediating and retesting. **On the April testing date, 64% of our sophomores scored at or above the minimum proficiency benchmark.**

**\*\*\*Also of note, all of the 29 students in our Class of 2014 have met the GRAD Reading requirement.**

### **Grade 11, (Class of 2014) MCA GRAD Mathematics Assessment: April 2013**

The MCA GRAD Mathematics test was a high stakes assessment designed to measure a student's proficiency level as related to state math standards. Successful completion or multiple retesting was a requirement to qualify for a Minnesota High School diploma. In the spring of 2013, the legislature changed the requirements and further information will be forthcoming.

SAC MCA Math Proficiency = 46.7%    State-wide Grade 11 MCA Math Proficiency = 51.5%

**66% of our grade 11 students (Class of 2014) demonstrated GRAD level proficiency on the April test.**

**\*\*\* This is a different scoring scale than the benchmark proficiency cited above.**

### **MCA III SCIENCE Assessments, grades 5, 8 and 10: April, 2013 testing**

In May our 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade (high school students) completed the on-line, state-wide MCA III assessment in Science. To be considered 'proficient' students needed to reach a minimum benchmark established by the state. Since this is not a 'high-stakes' test, a required level of achievement is not required to satisfy Minnesota graduation standards.

<u>Grade</u>	<u>SAC Science Proficiency %</u>	<u>State Science Proficiency %</u>	<u>SAC vs State +/-</u>
<b>5<sup>th</sup> grade</b>	<b>55.6%</b>	<b>59.9%</b>	<b>- 4.3</b>
<b>8<sup>th</sup> grade</b>	<b>52.6%</b>	<b>44.3%</b>	<b>+ 8.3</b>
<b>high school</b>	<b>60.6%</b>	<b>53.1%</b>	<b>+ 7.5</b>

### **Measures of Academic Program/NWEA Testing Program: grades 3 – 6 Mathematics, reading and Language Arts**

Since the fall of 2005 our school district has incorporated the use of MAP/NWEA testing for all students in grades 2 – 6. Students in grades 2 – 6 were tested periodically during the school year in the three listed achievement areas. The purpose of the periodic assessments was to better provide diagnostic information to teachers, administrators and parents on the achievement progress of each child. Through close examination of data, prescriptive adjustments can be made to instruction with the goal of moving each child toward his/her projected level of academic achievement. This value added assessment program will continue to be utilized at our elementary school site.

### **ACT Testing for Grades 11 and 12 – Classes of 2014**

The ACT test is an optional college entrance examination. Twenty of our 11<sup>th</sup> grade students completed the ACT in April, 2013. The purposes of the ACT test are to provide post-secondary guidance to individual students and to serve as a college entrance qualifying examination. Caution will need to be used before making broad evaluations regarding school effectiveness based on the optional nature of this assessment.

<b><u>Subtest</u></b>	<b><u>SAC Mean Scaled Score</u></b>	<b><u>Minnesota Mean Scaled Score</u></b>
English	22.40	22.2
Mathematics	20.75	23.1
Reading	23.55	23.1
Science Reasoning	22.5	22.9
<b>Composite</b>	<b>22.40</b>	<b>23.0</b>
Writing	21.27	na

### **Career and Interest Inventories for Students: EXPLORE, PLAN, ASVAB**

Students in our school have the opportunity to complete three different career/interest inventories. Eighth grade students complete the EXPLORE assessment program and our 10<sup>th</sup> grade students complete the PLAN assessment. Both of these career/interest programs survey the individual student's academic achievement level, interest areas, and then relate that information to potential career areas in the world of work. Students' results are interpreted both in group and individual settings. Our junior class of thirty students completed the ASVAB (Armed Services Vocational Aptitude Battery) in the fall. The ASVAB assesses individual's aptitudes across a wide variety of occupational areas (military and non-military) and is helpful as students explore future occupations.

Each of our seniors also completes a minimum of ten hours of job shadowing/Quality Career Experience. As coordinated by our school counselor, each student selects various career options and through networking is able to spend time with professionals in their work sites.

### **College in the High School 2012-13 – Dual Credit Enrollment Program**

Students in our high school are very fortunate to have the opportunity to complete over 40 college semester credits while attending our high school. We have established positive working relationships with both the University of Minnesota, Crookston and Northland Community and Technical College for these dual-credit and dual-enrollment programs. During the 2012-13 we offered the following college credit classes:

<b><u>Class</u></b>	<b><u>College</u></b>	<b><u>Credits</u></b>	<b><u># of SAC Students enrolled</u></b>	<b><u>total credits earned</u></b>
Sociology	UMC	3	8	24
Psychology	UMC	3	8	24
Prob and Stats	UMC	3	1	3
Calculus	UMC	3	1	3
Physics	UMC-full year	4	29	116
Music Theory	UMC	3	3	9
Speech	NCTC	3	14	42
Composition II	NCTC	3	14	42
College Algebra	NCTC	3	7	21
Trigonometry	NCTC	3	7	21
Anatomy I	NCTC	4	33	132
Anatomy II	NCTC	4	33	132

In total, our Stephen-Argyle Central students earned 562 college semester credits during the 2012-13 school year.

### **On-Line College in the High School Enrollment**

On-line classes from a variety of sources are available to our students. During the 2012-13 school year we did not have any students enrolled in any of these classes.

### **Post High School Plans for the Class of 2013**

The following data represents the post-high school plans for our graduating class of 2013: N = 29 students

Four year college or university	13/29 = 45%
Two year community college/tech college	11/29 = 38%
Work/undecided	5/29 = 17%

The post high school plans of this graduating class are consistent with the plans of our graduates over the Past ten years.

### **Student Evaluations of SAC High School**

The comprehensive Minnesota Student Survey was again completed in February, 2013. At the time of this report the summary information from that survey is not yet available. When the survey data is available additional observations will be completed.

Exit interview information from our graduating Class of 2013 reflected a high level of student satisfaction with our school. Students feel safe and secure in our school. Students made frequent comments about the positive climate in our school. The graduates consistently commented on the advantages of a small school: small class sizes, positive relationships with teachers who they perceive as caring about them as individuals, significant opportunities to participate in co-curricular and extra-curricular activities, and our high level of available technology tools and extensive opportunities to utilize those tools. Students were also very pleased that they were able to complete a number of college credits through our dual enrollment programs with UMC and NCTC.

### **Minnesota Department of Education Stephen-Argyle Central Schools**

#### **Report Card, Assessment information, Demographic information, Proficiency Data**

Parents and district residents are encouraged to utilize our Minnesota Department of Education website: <http://education.state.mn.us>

For testing information parents can access this home page, then click on the Data Center and click on Data for Parents and Educators. This includes: student information, student demographics, achievement assessment results, school opportunities, information on school and district staffing, comparison opportunities between our school and neighboring schools, our AYP status and other general taxpayer information. Please contact our office if you would like assistance accessing this user-friendly site.

### **Stephen-Argyle Central Schools Web Site:**

[www.sac.k12.mn.us](http://www.sac.k12.mn.us)

Be sure to go to our web-site for valuable and interesting information about our school and communities.