

Virginia Public Schools



ISD 706

Virginia, Minnesota

Welcome to the:

*Annual Report on
Curriculum and
Instruction and
Student
Achievement*

2009-10

Welcome to the 2009-2010 Annual Report on Curriculum and Instruction and Student Achievement



What is Systems Accountability?

The Curriculum Committee is an advisory board of teachers, staff, parents, students and community members that has the overall goal of improving curriculum and academic instruction.

The committee is part of a statewide system of accountability that reviews, researches and ultimately makes recommendations regarding curriculum and instruction policy and materials to the school board. The group also is charged with compiling an annual report on curriculum, instruction and student achievement.

The District 706 Curriculum Committee met quarterly throughout the school year. All meetings are open to the public. Community

members on the 2009-2010 Curriculum Committee include: Shannon Malovrh, Wayne Christiansen, Cindy Carey, Bryan Carey, Wendy Jo McAllister, Kim Stokes, and Paul Cerkvenik. The school board was represented by Bill Hafdahl, while the school staff representatives included Terri Kowalski, Carol Peterson, and Deborah Filander. The principals were represented by Willie Spelts (Roosevelt Elementary School Principal) as facilitator, Laverne Hakly (VHS Principal), and Mike Krebsbach (Parkview Learning Center Principal). Both volunteers and individuals recommended by others may be appointed by the school board for terms concurrent with the school year, which will be, but are not limited to, three years in length. The Curriculum Committee is currently seeking four to five individuals who are interested in joining the committee. Parents and other community members are especially encouraged to apply. Please contact Willie Spelts at 218-742-3943 or wspelts@virginia.k12.mn.us.

About District 706:



School District 706 had a 2009-2010 K-12 student enrollment of approximately 1,585. District 706 serves the city of Virginia and surrounding communities.

The school district operates two elementary buildings: Parkview Learning Center: Birth - 3rd grade. Roosevelt Elementary School: grades 4th - 6th and Virginia High School: grades 7th-12th.

The school district operates other academic programs including: Early Childhood/ Family Education and Community Education.

Independent School District 706 School Board and Administration:

Public schools in Minnesota are operated for the residents of a school district and under the guidance of a district's school board. In District 706, six elected members of the school board represent the public.

District 706 school board members are elected to four-year terms, which expire on a rotational basis so that no more than three terms expire at the same time. School board elections take place with general elections in November of even numbered years, except in the case of an unanticipated vacancy.

Members of the school board develop policy, which is then carried out by the district administration and staff.

2009-2010 School Board members were:

- Tim Riordan: Virginia, MN 55792
- Paul Cerkvenik: Virginia, MN 55792
- Wendy McAllister: Virginia, MN 55792
- Dennis Hendricks: Virginia, MN 55792
- Dave Johnson: Virginia, MN 55792
- Bill Hafdahl: Virginia, MN 55792

District 706 Administration:

- Chuck Futterer (Superintendent): Telephone: 218-742-3901
- Spencer Aune (Business Manager): Telephone: 218-742-3941

District administration offices are located at 411 5th Avenue South, Virginia, MN 55792

Standardized Testing:

There are numerous ways to measure student achievement. That said, however, standardized testing is the method used for measuring the success of a district's student population against state and federal requirements. Virginia Public Schools administered the NWEA MAP tests to students in grades K-6. Data and information from this standardized test is used to make data based educational decisions about student programming and to differentiate instruction to improve student academic success. Our key standardized test is the Minnesota Comprehensive Assessments - Series II (MCA II). This test has been developed by the state and helps school districts measure progress toward meeting the state standards set for each grade level. MCA II reading tests are given in grades 3 through 8 and grade 10. MCA II math tests are given in grades 3 through 8 and grade 11. MCA-II Science Tests are given in grade 5, grade 8 and grade 10.



Standardized testing is only one method of gauging student achievement. Teachers rely on a variety of measures to make the accommodations appropriate to both individual student and classroom needs. Utilizing a variety of assessments provides a comprehensive view of student achievement.

MCA II test results for the previous years can be found on the Minnesota Department of Education website at: <http://education.state.mn.us>.



The chart below is results from the MCA-II, state test, for the 2009-2010 school year. You will see district proficiency in math, reading, science and writing along with each grade level performance.

2009-2010 MCA-II Test Scores*								
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Tested Grades
Virginia	83.33	87.50	78.94	62.93	56.56	59.23	41.22	66.58
State of Minnesota	82.84	76.99	68.64	68.96	64.36	58.55	43.27	65.89
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Tested Grades
Virginia	80.00	82.95	88.59	81.03	70.29	75.38	86.71	80.80
State of Minnesota	76.27	76.27	76.38	71.61	66.07	68.09	75.34	72.34
Science	Grade 5	Grade 8	High School					All Tested Grades
Virginia	56.25	63.56	66.66					62.39
State of Minnesota	46.00	47.87	51.75					48.58
Writing	Grade 9							
Virginia	96.58							
State of Minnesota	90.58							
								As of 9-8-10

*information obtained from the Minnesota Department of Education, 2009-10 school year

District 706 students achieve!



District 706 makes Adequate Yearly Progress (AYP) in categories: What is Adequate Yearly Progress or AYP?

Adequate Yearly Progress or AYP is a measure of student achievement required by the federal government as part of the “No Child Left Behind Act.”

School districts are designated as making AYP based on meeting benchmark scores on reading and math assessment tests – the MCA-II tests. School districts that are designated as not making AYP have not met those benchmark scores and must provide a plan for improvement.

The Minnesota Department of Education has an annual AYP report card. School and student results are calculated and applied to this report card. There are 9 cells that can be applied to school districts. Inside these nine cells are two subjects: math and reading. These 9 cells are broken down by demographic identifiers:

- | | | |
|------------------|--------------------------------|--------------------------------|
| •All students | •American Indian | •Asian/Pacific Islander |
| •Hispanic | •Black, not of Hispanic origin | •White, not of Hispanic origin |
| •Limited English | •Special Education | •Free/Reduced Priced Lunch |

A school district must have 20 kids in a particular cell to have that cell measured for meeting proficiency AYP. Virginia is measured in the above cells except Asian/Pacific Islander, Hispanic, and Limited English Proficient. To be considered proficient, a school district must meet its target index rate set forth by the State of Minnesota and the Federal Government No Child Left Behind Act. If a school district does not meet its target index rate, the school district is then categorized as not meeting AYP in the identified cells. From the 2010 results, Virginia met AYP in all cells with the exception of Black, not of Hispanic origin math cell.

AYP assessments also measure a school district performance in the areas of participation, attendance and graduation rates. Under the provisions of the “No Child Left Behind Act,” all schools must achieve 100 percent proficiency by the 2013-2014 school year.

In 2010, all three Virginia Schools met AYP. District 706 exceeded the 90 percent attendance target by achieving an attendance rate of 95 percent and exceeded the graduation rate target of 80 percent by achieving a graduation rate of 96 percent.

When measuring AYP, subgroups of students and individual schools are also assessed. Virginia High School – Special Education – Math has been identified as a sub group that did not make AYP in 2008 and in 2009. In 2010, VHS met AYP with this subgroup. A sub-group can be removed from the designation of needing improvement after two consecutive years of making AYP. Roosevelt Elementary School removed itself from the “Not meeting AYP” list by meeting and exceeding the state target index rates in reading and math which therefore identified Roosevelt as now “Meeting AYP”. This is quite an achievement considering the high index rates that Virginia students have to meet as compared to surrounding districts. Index rates are different for individual schools and districts as they all are working toward 100% proficiency by 2014.

District 706 students make the grade on ACT:

The ACT is a curriculum-based achievement test created to measure college readiness. This demanding test gauges ability across the subject areas of English, math, reading and science and includes an optional writing section.

The ACT sets benchmark performance scores – minimum scores at which a student has a 50 percent chance of obtaining a B grade or better in subject-related, college-level coursework. Benchmark scores for each test area are: English – 18; math – 22; reading – 21 and science – 24.

	English	Math	Reading	Science	Composite
Virginia	22.5	23.4	24.7	22.6	23.4
Minnesota	22.3	22.9	23.2	22.8	22.9
Nation	20.6	21	21.4	20.8	21.1

As has been the case in recent years, District 706 students who took this challenging test in 2010 scored above their peers at the state level. This achievement is particularly noteworthy because Minnesota, for the fourth consecutive year, led the nation in ACT scores, with about 70 percent of graduates taking the exam in 2009-2010.

Minnesota students scored a 22.9 average composite score, compared to a nationwide average of 21.1 out of a possible 36. District 706 students scored above this, with an average composite score of 23.4.

District 706 students surpassed the state average, demonstrating higher readiness levels for college English composition, college level algebra, college social science and college biology.

Both students who took the exam and educators of the district can be proud of District 706 student performance on the ACT. With global competition at the center of educational concerns, it is evident that students who are taking rigorous coursework in our high school score favorably, compared to both Minnesota and the nation, on this assessment.



THE SCHOOL BOARD FOR THE VIRGINIA PUBLIC SCHOOLS CONGRATULATES

THE VHS CLASS OF 2010

You were our leaders as our district successfully completed the 2009-2010 school year. Your positive influence helped produce many success stories this past school year, here are just a few; Virginia Board of Education recognizes the senior class of 2010:

ACADEMICALLY:

The Virginia School District once again “rules the Range, when it comes to statewide standardized testing” according to the July 4, 2010 edition of the Mesabi Daily News. You helped lead your school district to this #1 ranking. First in Reading four years running, Second in Mathematics four years running, First in Science each year the test has been held and either First or Second in Writing each year. Your ACT scores were also outstanding. Your composite score in reading was one of the highest ever recorded for ISD 706. Your overall composite score and your scores in English, Mathematics and Reading were above the Minnesota averages, and since the ACT scores from Minnesota students have annually been either ranked #1 or #2 in the nation, your scores were outstanding.

	English	Math	Reading	Science	Composite
Virginia	22.5	23.4	24.7	22.6	23.4
Minnesota	22.3	22.9	23.2	22.8	22.9

A classmate was named to the Academic All-State Boys’ Tennis Team and the VHS Knowledge Bowl Team qualified for the state meet.

ARTS & ACTIVITIES:

One of the Speech Team members qualified for the state meet. The Virginia Varsity Choir received a Superior Rating in Section 7A. An individual choir member received a Superior Rating in Section 7A. Your Industrial Technology Team placed first in the MRCTC Skills Fair. The Concert Band and Wind Ensemble received a Superior Rating in Section 7A. The Marching Blues received awards in two judged parades. A Flute Duet and a Clarinet Trio also earned Superior Ratings in section 7A.

ATHLETICS:

- You led the Girls & Boys Tennis Teams, Boys Hockey Team, and Boys Golf Team to the **state tournament**.
- Your teammates in Boys and Girls Alpine Skiing, Boys Swimming, Boys Cross Country Running, Wrestling, Boys Track and Girls Golf also qualified for the **state tournaments and meets**.
- The Boys Basketball Team and Boys and Girls Golf Teams won the **conference championship**.
- Your classmate won the Herb Brooks Hockey Award at the **state tournament**.

AS SCHOOL BOARD MEMBERS:

We support the fact that you and your parents or guardians chose to set high standards and goals in academics, arts, activities and athletics. You have continued to uphold Virginia High School's Tradition of Excellence and set the bar high for those students who choose to attend Virginia Public Schools in the future. We are proud of the fact that we could provide the rigorous curriculum and co-curricular opportunities that assisted you in achieving your goals. We are pleased that we could help you prepare for your future whether that includes college, work, or technical school. It is rewarding that we are able to provide employees that set high standards including: teachers, bus drivers, secretaries, administrators, custodians, coaches, managers, para-educators, food service staff and all those who assisted you as you strove for excellence.

SCHOOL BOARD DIRECTORS:

Tim Riordan, Bill Hafdahl, Wendy McAllister, Dennis Hendricks, Dave Johnson, Paul Cerkvenik.

Congratulations



District 706 Happenings:

Recent months have been filled with change and exciting new developments in District 706. The following are notable developments and new programming changes for students and families of District 706:

Concurrent Enrollment

- Concurrent enrollment is active at Virginia High School. This program allows students who are academically successful to obtain high school and college credits while remaining on the high school campus.

Curriculum Adoptions

in 2009-2010. These new programs are designed with technology support that puts parents and students in a powerful position to access the book and tutorials in their own home via the Internet. These new programs will help the district meet federal and state testing requirements. These curriculum purchases are possible due to the wonderful community support for the levy referendum that passed in 2005. We are on a seven year cycle of reviewing curriculum. In 2009-10, Career and Technical curriculum was reviewed and in 2010-11, P.E., Music, Health and Art will review curriculum. In 2011-12, World Languages, Visual, and Fine Arts will next review curriculum.

- Parkview Learning Center, Roosevelt Elementary School, and Virginia High School adopted new science curriculum

Accelerated Reader - AR

- A high level of reading proficiency for students in District 706 remained a top priority in 2009-2010. The district has the goal of ensuring that all students are proficient in reading by the end of the third grade and provides continuing reading instruction throughout a student's K-12 education. Virginia teachers are currently undergoing continuous training to become more proficient at spotting reading problems so that extra help can be offered when needed. Virginia Public Schools now uses AR district wide.

District Improvement Plan

- The Virginia School District staff met to improve student performance in the subject of math. We worked hand-in-hand with the Northeast Service Cooperative in creating a District Improvement Plan that focused on math instruction and student performance. All three schools were well represented, including special education staff. Data was researched and analyzed to best serve the students of the school district. This research provided the staff with a framework to improve the teaching and learning of math. Math test scores rose tremendously because of this focus.

Educational Delivery

VIRGINIA PUBLIC SCHOOLS, THE SCHOOL THAT PREPARES YOUR CHILDREN TO COMPETE IN A GLOBAL ECONOMY

- Over 610 computers being used to deliver educational services to 1575 students.
- New fiber optic cable serving the school with a capacity of 30 megabits with bursts to 50 or the equivalent to 67 T1 lines.
- A sound amplification system in every classroom at Parkview and Roosevelt, and 10 High School classrooms.
- DLP video projectors mounted overhead integrated with the Teacher's computer in every classroom at Parkview and Roosevelt and 37 High School classrooms.
- Over 70 classrooms equipped with interactive white boards including every Parkview and Roosevelt classroom and 28 High School classrooms.
- I-pod Touches, I-pads, I-tunes, MacBook Pro, MacBooks, and many more mobile learning devices are available for increasing student achievement.
- Several touch screen capable computers in Special Education and audio listening capabilities for books in Special Education.
- Student information system software (JMC Parent Portal) which allows parents and students to access grade information for each class
- Website access with information on each classroom
- Northwest Educational Assessment (NWEA) software matched to the State Standards allowing Teachers and Parents to understand the progress of individual students and each class as a whole.
- Odyssey/Compass Learning program integrated into the NWEA software which allows students and staff to focus learning exactly where state tests indicate.
- High School Technologies: A Synergy Lab with a Plasma Cutter included in the course introduction to Engineering in Industrial Technology. Graphing calculators used in Mathematics. Digital Photography courses in Art. Computer Application and Multi-Media Courses in Business Education. Web Site Design and Video Graphics courses in Computer Science. Electronic microscopes and computer software used for controlled experiments in Science labs. New large screen flat panel monitors for better communication of information throughout the Roosevelt and High School Complex.

Graduation Standards



District 706 Graduation Standards follow Minnesota Graduation Requirements: A total of 24 credits in grades 9-12 at Virginia High School must include:

- 4 credits in English;
- 3 credits in math;
- 3 credits in science;
- 4 credits in social studies;
- 1 credits in fitness/wellness;
- 1 credit in the arts
- 0.5 credit in communication
- 1.0 credit in Computer Applications
- 6.5 elective credits

Student Achievement:

- Each student will read and comprehend a variety of materials, locate and apply information at grade level or above.
- Each student will effectively communicate and use technology at grade level or above.
- Each student will apply math/science skills to analyze and solve problems at grade level or above.
- Each student will have opportunity to experience activities that will develop a well-rounded citizen.
- Each student will develop/demonstrate responsibility for learning and self-management.
- Each student will graduate from high school.

Safe Environment:

- Students, staff and visitors will demonstrate respect/responsibility for the learning environment.
- Students will have opportunity to build respect and celebrate diversity.
- Students and staff will have opportunities for safety education.
- The District will provide safe and secure facilities.

Effective and Efficient Systems:

- Data collection/analysis system will support the measurement of District goals.
- Ensure that staff development is aligned with District goals.
- Continuous improvement is significant in planning for the future.
- Communications provide accurate and timely information to staff and the public.

Partnerships:

- The District will actively seek parent, guardian and community involvement.
- Administration, schools, departments, curriculum areas and grade levels will work together.
- The District will work with community to make sure all birth-5 year-olds enter school ready to learn.
- The District will establish partnerships with businesses to ensure all graduates are competent in the workforce skills needed in our community.

District 706 2009-2010 Staff Development Plans:

The highest possible student achievement is always the main focus guiding educational policy and curriculum strategy in District 706.

To help achieve that goal, teaching and administrative staff develop professional goals each year.

Staff development allows teachers, administrators and other staffs to grow as professionals, learn new methods and best practices, increase instructional effectiveness, promote a safe environment, increase efficiencies and create partnerships within the district.

Seminars

Workshops

Best Practices

Ongoing Training

Continuous Improvement

The following is a listing of staff development opportunities that were provided for educators by the district during the 2009-10 school year:

- Provide for individualized technology needs of the staff
- Provide ongoing training in the integration of technology into the curriculum
- Provide continued training and planning for the curriculum, writing, assessment and scoring of the Minnesota Academic Standards
- Provide consultants who will focus on research-based educational topics
- Provide “Best Practice” opportunities
- Support Advanced Placement and College in the Schools training opportunities for staff
- Support continuous improvement processes
- Make Staff Development Committee available to all staff
- Share among staff members a summary of workshops and seminars attended
- Distribute to all staff their building’s individual goals
- Hold curriculum meetings by grade level and department
- Hold District Staff Development meetings
- Conduct full day in-service meeting prior to the start of school
- Conduct before, during and after school meetings and workshops
- Support diversity education for district staff
- Annual training of medical responders

Annual Assessment Information

ASSESSMENT	OBJECTIVES	GRADE	GIVEN	SUBJECTS
<i>MCA II (all students in grade 3-11)</i>	Compliance with state; relative to academic standards; guides curriculum; systems accountability	3-8; 9 10 11 5-9-10 9-12	Spring Spring Spring Spring Spring On going	Read/Math Writing Reading Math Science GRAD
<i>Test of Emerging English(some students)</i>	Defines listening, speaking reading and writing levels	3-12	Spring	Reading, Writing
<i>Test of Emerging English Listening Learners (some students)</i>	Guides curriculum	K-12	Spring	Oral Language
<i>Math Test for English Language Learners (some students)</i>	Guides curriculum; guides program decisions for students	3-8, 11	Spring	Math
<i>NWEA (Given two/three times each year to K-6 students)</i>	Measures individual, class, school and district growth	K-10	Fall, Spring	Reading, Math
<i>Minnesota Student Survey (every 3 yrs)</i>	Guides overall system improvement	6 ,9, 12	Spring	Class content
<i>Classroom Assessment (all students)</i>	Monitor student achievement	K-12	Ongoing	Class content
<i>EXPLORE (Some students)</i>	Assist faculty to identify next steps; interest inventory; H.S. prep; prep for PLAN, ACT	8	Fall	English, Reading, Math, Science
<i>PSAT(some students)</i>	Post-secondary planning	11	Ongoing	Scholarship Qualifying Test
<i>SAT(some students)</i>	Guides Curriculum, Instruction	11, 12	Ongoing	College Readiness
<i>ACT(some students)</i>	Post-secondary planning	11,12	Ongoing	College Readiness
<i>ACT PLAN(some students)</i>	Post-secondary planning	10	Fall	College Readiness
<i>AP – Advanced Placement(some students)</i>	Assess level of student achievement; advanced college placement	10, 11, 12	Spring	English, Math, Reading, Science
<i>National Assessment of Education Program(some students)</i>	Assess national standards	4, 8, 12	assigned	Reading, Math Science

Stay Informed - Visit the School Website at:
www.vmps.org