

Annual Report
on
Curriculum, Instruction,
and
Student Achievement

Bertha-Hewitt School
Independent School District 786

2008-2009

Bertha-Hewitt School
Independent School District 786

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120B.11 (Subd.5) Report

This report was presented to and accepted by the School Board of Bertha-Hewitt Independent School District 786 at its scheduled board meeting on September 15, 2009.

This report is distributed to the public by posting on the district web site, www.bertha-hewitt.k12.mn.us. Notice of this report is published in the Bear Facts (monthly newsletter). This report will be on file and kept in the district office. Copies of this report are available upon request in the district office.

Jerry Haase,
Chair, Bertha-Hewitt School Board

Introduction – Keeping the Community Informed

Throughout each school year, Bertha-Hewitt uses many different means in an attempt to keep you, the members of the district constituency, informed of the business of educating our young people. One such means is the “Annual Report on Curriculum, Instruction and Student Achievement”. By October 1 of each year, the Local School Board, Bertha-Hewitt, using standard statewide reporting procedures developed by the Commissioner of the Minnesota Department of Education (MDE), produces and adopts this report.

Adopting Policies

120B.11 (Subd. 2)

Students enrolled in Bertha-Hewitt School are required to satisfy both district graduation requirements and State of Minnesota Graduation Standards as articulated by the Minnesota Department of Education in order to graduate and receive a diploma. Bertha-Hewitt School has adopted policies and procedures that explain for students, teachers, administrators, parents, staff, and other interested parties, in a clear concise manner, the requirements/standards for graduation established by the district and State of Minnesota. The policies and procedures governing the administration and implementation of the Minnesota Graduation Standards in the District are available for public reading in the district office.

District Advisory Committee

120B.11 (Subd. 3)

District 786 has established the Staff Development Committee, with that committee having the duties and responsibilities of an instructional and curriculum advisory committee under State system and accountability requirements. The committee to the extent possible:

1. Ensures active community participation in all phases of planning and improving instruction and curriculum affecting state graduation standards;
2. Reflects the diversity of the district and its learning sites;
3. Includes teachers, parents, support staff, students, and other community residents;
4. Recommends to the school board district-wide education standards assessments, and program evaluations; and
5. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

Advisory Committee Membership

120B.11 (Subd. 4)

Application Date

New members are secured through advertisement and recommendations from community or previous members. Positions are filled as vacancies occur. Those interested in serving should contact the district office. Selection is based on representation of community members, parents, teachers and students, and the number of positions open as mandated by State guidelines.

Member Name	Representing	Term	Term Expires
Bob Sieling	Superintendent	On-going	n/a
Mary Merchant	Principal	On-going	n/a
Diane Teigland	Elementary Administrator/Teacher	On-going	n/a
Ann Wachlin	Parent/ Nonteaching Staff	On-going	n/a
Kristy Finck	Special Education	3 years	2012
Meg Schuller	Teacher/Parent/Community Mbr	3 years	2009
Roxanne Lundeen	Teacher	3 years	2012
Dale Finck	Teacher	3 years	2011
Peggy Leitch	Teacher	3 years	2009
Cathy Riewer	Teacher	3 years	2011
Mark Frethem	Teacher	3 years	2009
Barb Richter	Paraprofessional	3 years	2011
Sharon Thiel	School Board Member	4 years	2010
Carla Schwantz	School Board Member	4 years	2012

Student Achievement Goals for Meeting Academic Standards.

District goals for improving student achievement include curriculum alignment to Minnesota Academic Standards, Best Practice, and Achievement Assessment results. Staff Development has implemented a multi-year goal to increase student achievement through evaluation of data analysis of test assessments. Periodic team meetings are used to share ideas on data usage and other functional items pertaining to assessment.

The Academic Standards have been set in place for students who will graduate from Minnesota schools. Beginning with the class of 2010 students must achieve proficiency in written composition, reading and mathematics based on State Standards. The minimum coursework are as follows: 4 years of English/Language Arts, 3 years of Mathematics (encompassing Algebra, Geometry and Statistics/Probability), 3 years of Science (one year of Biology), 3.5 years of Social Studies (one year of U.S. History, one year of Geography, ½ year of Economics, and ½ year of Government/Citizenship) and one year in the Arts, ½ year Technology, 1 year Physical Education, ½ year Health Education. District 786 requires 48 semester credits for graduation.

**District Improvement Plans Including Staff Development Goals
Section 122A.60.**

District Goals 2008-2009	How Progress Will Be Measured
To continue to implement the academic standards as adopted by the State Legislature.	Faculty and administrators will review progress on implementing Minnesota academic standards prior to registration of classes for the 2008-2009 school year.
To continue to utilize the Curriculum Review Cycle and Curriculum Mapping.	Staff will complete reports on the phase a given subject area is at on the Curriculum Review Cycle and update Curriculum Maps.
Staff Development Goals	
Create a strong working partnership and communicate openly with students, parents, and the community.	Evaluation of the use of communication through e-mail, instant alert, telephone and personal contact. In addition, feedback from parents at conferences, hits on the district website and the number of parents utilizing online grading access will be documented.
Integrate academics, technology, fine arts, athletics, and life skills in our curriculum and programs with an emphasis in reading.	The number of students participating in activities will be documented by the Activities Director. Student achievement will be monitored.

**Minnesota Rules
3501.0160**

The graduating class of 2009 will be the last class to receive diplomas under Minnesota Rules 3501.0160 District Reporting Requirements and Minnesota Rules 3501/040 Test Administration related to the Basic Skills Tests. Due to data privacy issues, districts are not required to report the data when the number of students that have not met the BST requirement is nine or fewer students.

MCA-II/GRAD

The Minnesota Comprehensive Assessment II's/GRAD (Graduation Required Assessments for Diploma) include written composition, reading, and mathematics tests for students in grades 7-11. Students in grade 9 must achieve proficiency in written composition, students in grade 10 must achieve proficiency in reading and students in grade 11 must achieve proficiency in mathematics to receive a diploma from a public high school in Minnesota.

The class of 2010 will be the first class needing to pass the mathematics test for graduation.

The Graduation Required Assessments for Diploma (GRAD) measure the reading, writing and mathematics proficiency of high school students. By requiring high school graduates to reach a specified level on each of these assessments, Minnesota is making sure students are on track to have the essential skills and knowledge necessary for graduation in the 21st century.

Basic Skills Reporting Results 2008-2009
3501.0160

Grade Level	9	10	11	12
The number of students at each grade in grades 9-12 enrolled according to Minnesota Automated Reporting Student Systems (MARSS).	38	39	40	41
The number of students at each grade level passing each State test at the State standard level.				
State test of Mathematics			23/40	
State test of Reading		20/39		
State test of Written Composition	30/38			
The number of students at each grade level passing each State test at the individual level under IEP or 504 plan.				
State test of Mathematics				
State test of Reading				
State test of Written Composition				
The number of students at each grade level passing each State test that has been translated into a language other than English.				
State test of Mathematics				
State test of Reading				
State test of Written Composition				
The number of students at each grade level exempt from each State test.				
State test of Mathematics				
State test of Reading				
State test of Written Composition				
For 12 th grade only, the number of students currently denied a high school diploma because of not passing the state standard for a State test when all other graduation requirements have been met.				0

Number of Retake Opportunities Available/ Opportunities for Remediation for Students Who Do Not Pass

Opportunities for retesting are provided for those students who do not pass any of the State tests in each subsequent year on a periodic basis after participating in remediation. Students and parents will be informed in writing when the scheduled remediation and testing will occur. Appropriate accommodations or modifications may be made for students with qualifying special needs as determined by the individual student's IEP team.

Process for Seniors to Request Additional Testing or Accommodations
Process to Appeal District's Response to Request Additional Testing or Accommodations

The District's process for requesting an additional resting opportunity and test accommodations for a senior who has met all other district graduation requirements but has not passed one or more basic requirements tests is contained in the district testing policy. The policy also includes the District's process for appealing the District's response to request that is not favorably considered.

How to Report Breaches in Test Security to District and The Department

Anyone who suspects a breach in test or testing security should report suspected breaches to the District by contacting the District Office at 218-924-2500. Suspected breaches in test security may also be reported directly to MDE at 651-582-8200.

Biennial Evaluation; Assessment Program

120B.11 (Subd. 8)

Intent of testing is to check student progress throughout their educational career to insure mastery of minimal reading and mathematics skills. Students are provided with extended opportunities to learn, from the district if they do not receive a predetermined score.

2008-2009

Name of Test	Grade Levels Tested	District's Use of Test Results
MCA-II's: Reading and Mathematics	3, 4, 5, 6, 7, 8, 10, 11	Title 1 Placement, Curriculum Planning/Review, District Accountability, MN Requirement, IEP's
MN Basic Standards Test for Writing	9	Curriculum Planning/Review, district Accountability, MN Requirement, IEP's
PLAN ACT, ACT, SAT, PSAT, ASVAB, EXPLORE	8-12	Optional tests for college entrance, vocational planning, scholarships

Student Achievement Results Compared to Previous Years

MCA-II's/GRAD

	Students Tested % Proficient 2008-2009	Students Tested % Proficient 2007-2008	Students Tested % Proficient 2006-2007
Grade 8 MCA-II Math	39 38.46%	40 37.5%	11/33 33%
Grade 8 MCA-II Reading	39 38.46%	40 32.5%	13/33 19%
Grade 9 GRAD Written Composition	38 78.94%	37 86.48%	36/43 83%
Grade 10 MCA-II Reading	39 51.28%	44 68.18%	14/40 12%
Grade 10 Written Composition			37/41 90%
Grade 11 MCA-II Mathematics	40 57.49%	41 14.63%	

Student Evaluation

120B.11 (Subd. 6)

Each year, Bertha-Hewitt School conducts a survey of its high school graduates or GED recipients who receive a diploma or its equivalent from the district during the reporting period year. 34 of 41 seniors completed the survey. The following is a summary of the School Effectiveness Evaluation for Graduating Seniors from the Class of 2008:
Rating 1.00 to 5.00 (1=Excellent, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)

From my observation, our District...	Rating
Offers services to help meet individual needs	2.29
Adequately communicates between the home and school about what is happening in school	2.15
Provides a safe environment while riding the bus	2.18
Provides an enthusiastic learning environment	2.09
Provides facilities with adequate space for programs and students	1.97
Provides a clean school	1.76
Provides meals that are nutritious and appealing	2.79
Provides adequate availability of computers/technology for my use	2.15
Provides adequate supervision in the hallways during the school day	1.94
Has administration who are supportive of students	1.91
Fairly enforces school rules, regulations, and policies	2.18
From my observation, our Staff...	
Are available to help students who need help	2.06
Provides students with quality instruction they can depend upon	2.26
Knows students as individuals	2.29
Delivers material to students in an interesting and effective manner	2.38
Are friendly and easy to communicate with	2.24
Provides information so students know what is expected from them at the start of each new unit of instruction	2.29
Provides an atmosphere of respect for all students, regardless of achievement level	2.15
From my observation, our Curriculum...	
Provides meaningful homework assignments and receives student feedback	2.97
Offers enough opportunities to prepare students for "life after high school"	2.85
Incorporates the Minnesota Graduation Standards and what the standards mean to me	2.47
Provides an adequate number and variety of courses offered	2.44
Has fair grading policies and practices	2.29
Uses technology appropriately	2.06
Provides challenging learning opportunities for academically advanced students	2.21

Periodic Report
120B.11 (Subd. 7)

Bertha-Hewitt School plans to conduct a constituency survey on a periodic cycle. The survey took place during the 2006-2007 school year. The survey is intended to show:

1. quality of district instruction, curriculum, and student services;
2. quality of district delivery of instruction;
3. utility of district facilities;
4. effectiveness of district administration; and
5. general satisfaction with the school system.

Results of the survey have been reported in the district newsletter. The next survey will take place during the 2009-2010 school year

If A District Has a Site Decision-Making Agreement, the Report Includes Information About the Amount and Type of revenue attributed to Each Site
123B.04

Pursuant to Minnesota Statute 123B.04, the Bertha-Hewitt Independent School District 786 Board of Education has not entered into an agreement with any school site decision-making team concerning the governance, management or control of any school in the district.