

Annual Report
on
Curriculum, Instruction,
and
Student Achievement

Bertha-Hewitt School
Independent School District 786

2010-2011

*Bertha-Hewitt School
Independent School District 786*

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Minnesota Statutes 120B.11: School District Process

Minnesota Statutes 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 19, 2011.

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.

Sharon Thiel
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.

Minnesota Statutes 120B.11 Subd. 2: Adopting Policies

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 are written in the student handbook and are available for public reading in the district office.

Minnesota Statutes 120B.11, Subd. 3: District Advisory Committee

District 786 has established a K-12 Leadership Team, 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.

Minnesota Statutes 120B.11, Subd. 4: Building Team

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
Brian Koslofsky	Superintendent/Elem Principal	On-going	n/a
Mary Merchant	High School Principal	On-going	n/a
Ann Wachlin	Parent/ Nonteaching Staff	On-going	n/a
Roxanne Lundeen	Teacher	3 years	2012
Cathy Riewer	Teacher/Parent/Community Mbr	3 years	2014
Bev Desotell	Teacher	3 years	2014
Tracy Kjeldergaard	Special Education/Parent	3 years	2014
Chris Lence	Teacher	3 years	2014
Mike Barthel	Teacher/Parent/Community Mbr	3 years	2014
Kenny Miller	Teacher	3 years	2013
Mary Kloster	Special Education	3 years	2014
Barb Richter	Paraprofessional	3 years	2014
Sharon Thiel	School Board Member	3 years	2013
Carla Schwantz	School Board Member	3 years	2013

**Annual Public Reporting
Minnesota Statutes 120B.11, Subd. 5: Report**

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. K-12 Leadership Team has implemented a multi-year goal to increase student achievement through evaluation of data analysis of test assessments. Periodic team meetings share ideas on data usage and other functional items pertaining to assessment.

Academic Standards have been set in place for students who will graduate from Minnesota schools. 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), one year in the Arts, ½ year Technology, 1 year Physical Education, ½ year Health Education. District 786 requires 48 semester credits for graduation.

Minnesota Statutes 122A.60: Staff Development Goals

District Goals 2010-2011	How Progress Will Be Measured
To improve achievement levels of our students so that all students will increase in reading proficiency.	Progress will be measured by the MCA II's.
Staff Development Goals	
To improve achievement levels of our students so that all students will increase in reading proficiency.	MCA II's for elementary and high school students. AIMS Web for elementary and junior high students.

Minnesota Statutes 120B.11, Subd. 6: Student Evaluation

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. Components of the survey include evaluation of the district, staff and curriculum.

Minnesota Statutes 120B.11, Subd, 7: Periodic Report

Bertha-Hewitt School plans to conduct a constituency survey on a periodic cycle (every 3 years). The survey took place during the 2009-2010 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.

Every three years, Bertha-Hewitt School conducts a survey of its constituent in the district. 38 people completed the survey. The following is a summary of the Constituency Survey on School Effectiveness.

Rating 1.00 to 5.00 (1=Excellent, 2=Good, 3=Fair, 4=Poor, 5=Very Poor)

Our District...	
Utilizes the facilities effectively.	1.56
Offers services to help meet individual needs.	1.56
Provides a safe environment while riding the bus.	2.15
Provide a safe environment during school hours.	1.68
Provides facilities with adequate space for programs and students.	1.63
Provides adequate availability of computers/technology for student use.	1.69
Has administrators who are supportive of students.	1.67
Fairly enforces rule, regulations, and policies.	2.03
Our Staff...	
Are available to help students who need help.	1.44
Provide students with quality instruction.	1.61
Know students as individuals.	1.50
Provide information so students know what is expected from them.	1.66
Provide an atmosphere of respect for all students, regardless of achievement level.	1.81
Our Curriculum...	
Provides meaningful homework assignments and receives student feedback.	1.61
Offers enough opportunities to prepare students for life after high school.	2.0
Provides equal value for academics, athletics and performing arts.	1.64
Provides quality classroom instruction.	1.57
Provides an adequate number and variety of courses offered.	1.94
Has fair grading practices.	1.82
Provides extra help for students needing assistance in learning.	1.58
Provides challenging learning opportunities for academically advanced students.	1.89

Minnesota Statutes 120B.11, Subd. 8: Biennial Evaluation; Assessment Program

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.

2010-2011

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 2010-2011	Students Tested % Proficient 2009-2010	Students Tested % Proficient 2008-2009	Students Tested % Proficient 2007-2008	Students Tested % Proficient 2006-2007
Grade 8 MCA-II Math	Pending	32 46.87%	39 38.46%	40 37.5%	11/33 33%
Grade 8 MCA-II Reading	Pending	32 46.87%	39 38.46%	40 32.5%	13/33 19%
Grade 9 GRAD Written Composition	Pending	35 82.85%	38 78.94%	37 86.48%	36/43 83%
Grade 10 MCA-II Reading	Pending	40 72.5% MCAII	40 75% GRAD	39 51.28%	44 68.18%
Grade 11 MCA-II Mathematics	Pending	31 38.70% MCA II	31 58.06% GRAD	40 57.49%	41 14.63%

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 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.

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.

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.