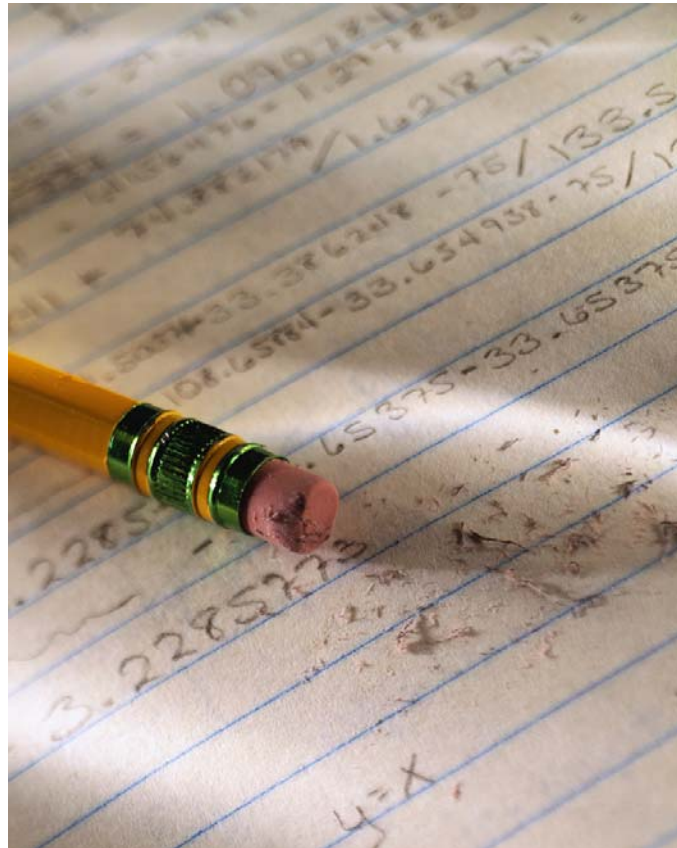


ANNUAL REPORT OF CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT



Fall 2007

**Jackson County Central Schools
District #2895**

Annual Report of Curriculum, Instruction and Student Achievement

Approved on _____

Signature of School Board Chairperson _____

Purpose

This report is a communication tool to the constituents of JCC School District as to the performance of the school district as measured by NCLB and state assessments. On an annual basis this report is published providing information about the school district and the testing data that is collected. There is a significant amount of data on student achievement that the school district collects annually and is posted on various websites for the constituents to access. This report reflects some of the data collected.

Advisory Committee Members, Terms, Selection and Application Date

The advisory committee is a cross section of people from all levels of school personnel, community members, school board representatives, and support staff. Terms are on an annual basis. People are solicited to serve on this committee in the spring of the year to begin their term in the fall. The committee will collect and review data to be used as a basis for recommendations of systemic improvement efforts. The committee make's recommendations to the school board on district-wide standards, assessments and program evaluation. One of the goals of the advisory committee is to ensure active community participation in all phases of planning and improvement efforts.

The present members of the committee are: Sam Marek, Tami Egge, Paula Hakes, Shirley Anderson, Jennifer Rollings, Rhonda Schmidt, Nate Hanson, Paula Larson, Lori O'Connor, Liezl Butzon, Julie Place, Cindy Kotewa, Andrea Sitzmann, Robin Carlson, Barb Egeland, Gery Arndt, Dave DeJong, Jim Hirman, Kari Wilkinson, Tammy Timko, Kent Ringkob.. If you would like to be a member of this advisory committee, please contact the school district office at 847-3608 in the spring of 2008.

Staff Development

The mission of the school district's staff development committee is to develop and secure current and applicable knowledge, skills, and techniques appropriate for use in the process of education. This will be achieved through various staff development programs and activities designed to improve the instructional process. Our goal is to improve the ability of all students to meet the educational standards established and to maximize the rigor for students learning potential. The committee will review, interpret, develop and recommend systemic improvement plans for the school district. The following goals were established for the year:

District Goals:

1. Maintain a consistent Curriculum Cycle
 - a. Align state and national standards
 - b. Curriculum mapping Pre-K-12
 - c. Align writing instruction and assessment to state standards
2. Continue the Mentoring Program and Peer Coaching
3. Develop methods to deal with a diverse student population
4. Upgrade skills and knowledge of technology

5. Analyze data from state and national test results to effectively improve student performance
6. Promote staff morale through in-service activities

The ultimate goal of this process is to have every member of the school district's instructional, support and administrative staff achieve continuing professional growth, personal growth and self-renewal to improve the learning opportunities for the students who attend school in this school district. The quality of the professional development initiatives will be focused on meeting the state's content standards in all content areas.

Prior to the end of the school year a review of that year's goals and initiatives takes place gathering data on those improvement efforts. Through using NWEA testing and its related training, we have been able to better understand student data and work to improve student achievement. Through our integration plan we work with other school districts to better meet the diversity and cultural understanding of our area residents. Our school integration program supports a better transition of the cultural aspects of diverse populations into school and communities.

We also continue to work on violence prevention through training opportunities focused on recognition and prevention of bullying, crisis management workshops, and developing essential character traits for life long success.

JCC EDUCATIONAL GOALS

EDUCATION

1. Continue to meet state standards at each grade level, work to meet Adequate Yearly Progress (AYP), and promote change.
2. Research and develop a district-wide system of staff evaluation that focuses on accountability and promotes improvement.
3. Critically evaluate learning environment (how we teach kids and how they learn), based on research and best practices, including exploring other systems of course delivery.
4. Maintain quality programs, staff, and facilities.

FACILITIES

1. Promote community utilization of facilities, especially new Fine Arts Center and Fitness Center.
2. Maintain the facilities district-wide and keep in good condition.
3. Continue to efficiently utilize buildings in the district.

EXTRA-CURRICULAR

1. Decrease out-of-class time and travels costs while still maintaining quality competition for our students.
2. Maximize the level of student participation by providing strong and varied programs.
3. Continue to provide strong support to fine arts.
4. Emphasize the importance of good sportsmanship and the positive image of JCC athletic teams in the school and in the communities.

COMMUNITY

1. Promote wellness for our staff, students, and community.
2. Maintain the marketing plan to promote JCC Schools to our constituents and those of neighboring school districts (web page, brochure, staff and administration public relations).
3. Keep citizens informed of activities in the school district, including finances.
4. Promote a safe, chemical-free environment in our school district.

FINANCES

1. Maintain financial stability with positive fund balances, avoiding deficit spending by pursuing all available options.
2. Continue to pressure legislature to fund K-12 Education.
3. Continue to upgrade and maintain technology.

Local Assessment Data

Each year the school district administers a variety of assessments to students attending the various schools. Several of these assessments are mandated by state and federal laws associated with No Child Left Behind Legislation. Many of the other assessments are for local use and individual student growth development. All of the assessments taken are used to provide data to the school to assess the school districts' progress on meeting the state content standards.

The following assessments are administered each year:

Assessment	Grade level
Student assessments used for individual growth.	
• NWEA	3-10
• AGS	K-2
• Kuder Career Assessment	9
• PLAN	10
• ASVAB; PSAT; ACT	11
• ACT	12
Mandated student assessments administered under state and federal laws.	
• Minnesota Comprehensive Assessment(MCA) Reading & Mathematics	3, 4, 5, 6, 7, 8, 10, 11
• Minnesota Comprehensive Assessment(MCA) Written Composition	9
• Minnesota Science Test	5,8,10
• MNSOLOM/TEAE/MTELL	K-12

The MCA-IIs are reading and mathematics tests that help measure student progress toward the state's academic standards. Beginning in 2006 these tests were given in grades 3-8, 10 and 11. In 2008 the science MCA-IIs will be operational in grades 5, 8 and the high school.

The BST assessment is being administered annually to students who still need to meet the guidelines established by the state. Students have the opportunity to take these assessments each year during designated assessment time in February and July. Senior students who have not completed these assessments successfully have an additional opportunity to complete these assessments in April.

As a school system, data is used to quantify our efforts in meeting the challenges of student progress and classroom success. The data collected is one strand of a complex strategic process to align the instruction to student growth as measured with the state assessments. This collected data is our building block for future improvement efforts and system accountability.

Students who wish to take the ACT assessment during their junior or senior year have the opportunity to complete the school satisfaction survey. On an average this is approximately 80% of the senior class. The trends expressed by this group of students reflect their satisfaction with the variety of classes and courses offered in the school system. The students expressed a higher interest in more availability to post-secondary planning on this selected response.

Basic Standards Reporting

The BSTs are reading, mathematics, and writing tests that students who entered grade 8 in 2004-05 or earlier must pass to receive a diploma from a public high school. The reading and mathematics tests were first administered to these students in grade 8 and the writing test in grade 10. Students can re-take any of these tests twice each year and three times in grade 12 grade. Below are the results from the students who still tested in grades 9-12.

	Total enrollment membership	Total # of students tested	Total # of students who passed	Total # of students who passed on Individual Basis
WRITTEN COMPOSITION TEST				
9 th grade	98	97	88	0
10 th grade	75	74	71	0
11 th grade	99	7	2	0
12 th grade	108	4	2	2
READING TEST				
10 th grade	75	10	2	0
11 th grade	99	7	1	0
12 th grade	108	9	2	7
MATH TEST				
10 th grade	75	10	3	0
11 th grade	99	7	2	0
12 th grade	108	9	6	3

Students who have IEP's are expected to attempt to take the BST at each opportunity offered. The school district expects students to choose this option to assist in making an individual assessment for student's progress with the necessary modifications. The IEP team may establish a passing score on an individual basis for these students as well.

In 2007, no student used a test in a language other than English. Students who have 504's in place were provided the modifications established in their plan to complete these tests. There were no students this past year who requested modifications as a result of their individual 504 plan. There were no students who were exempt from these tests.

Students entering grade 8 in 2005-06 or later do not take the BST, but will take the MCA-II/GRAD (Written Composition in grade 9, Reading in grade 10, Mathematics in grade 11). They must obtain a satisfactory score on each of these tests to graduate from a public school in Minnesota. The Test of Written Composition remains a test required for graduation, but moves from grade 10 to grade 9

Graduation Requirements

To graduate from Jackson County Central Schools a student must complete the local and state requirements. Locally, each student in high school is to complete 47 credits in various academic areas as well as general elective courses. One credit refers to a semester length course. The credit requirements are as follows:

- English 8 credits
- Social 8 credits
- Mathematics 6 credits
- Science 6 credits
- Physical Education 2 credits
- Art 2 credits
- Health 2 credits
- Electives 13 credits

The local school district is realigning its curriculum and graduation requirements to the new graduation plan established by the state. As the state establishes the requirements, the local school board will take the necessary action to come in alignment with these initiatives.

Students who meet the entrance requirements have the opportunity to participate in an extensive offering of concurrent enrollment classes. These classes are taught by certified staff members who have gone through a selection process by post-secondary schools. Students who participate in this program earn high school course credit as well as college credit. By accessing this program students may earn over 20 college credits.

Students must satisfactorily complete the BST Writing Test at the established level of achievement. The Writing assessment will be administered for the first time to all 9th grade students. The BST in Reading and Math has been replaced by the MCAII/GRAD as a graduation requirement for students entering 8th grade in the 2005-2006 school year(Graduation year 2010).

Any senior, who has not completed this testing sequence, will have the opportunity to test in April of their senior year. Students who are in this situation are contacted about this testing opportunity and a specific plan is established to build the skills necessary to complete these assessments.

Data / Assessment Results

The following appendices reflect the collection of student data of some of the assessments the students were involved during the school year.. This accumulated data is reviewed and assessed through a data decision making model of curriculum development. Not only is this information shared with the community it is extensively reviewed by various committees and specific curriculum areas.

School wide assessments are administered as well. With the new standards and increased accountability in place with the NCLB law school wide assessment data is shared locally as well as compared across the state.

APPENDICES

Each year a report card is published indicating the school and districts progress. The Adequate Yearly Progress (AYP) designation under the NCLB law has a variety of elements included in the report card. Academic achievement is only one of the elements within this report. The report also identifies sub-group populations as well. The past year, the school district did not make adequate yearly progress in one of the subgroup areas, this being Special Education. During the 2005-06 school year, the school district was identified under AYP as a district in need of improvement in the sub-group of Special Education Mathematics. The result of the assessments for 2006-07 also indicate that this sub-group did not meet the proficiency level needed and is identified as a school district in need of improvement. Also, during the 2006-07 assessment process additional areas have been identified as areas in need of improvement for not meeting the proficiency level. These areas are Special Education Reading at the district level and Special Education Reading in the middle school.

When a district is identified as needing improvement, the school district must write a corrective action plan. This plan will be developed by a committee of teachers, staff, administration and community members. At this time the school district is at the beginning of this process for this school year. The corrective action plan, when completed, will be forwarded to the MN Dept of Ed for their approval. To avoid further penalties the sub group population of special education must demonstrate significant improvement on the MCA Tests in 2008.

The following graph indicates the student performance on the ACT College Test for the graduation class of 2006. A total of 74 seniors had taken this test out of a class size of 108.

ACT HIGH SCHOOL PROFILE: SECTION I, EXECUTIVE SUMMARY PAGE 7
 HS Graduating Class of 2007 Code 241215
 High School Report JACKSON COUNTY CENTRAL HS
 Total Students in Report: 74 JACKSON, MN

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
	Local	State	English		Mathematics		Reading		Science		Meeting All Four	
			Local	State	Local	State	Local	State	Local	State	Local	State
2003	76	42,892	71	75	34	49	53	61	30	35	22	27
2004	87	42,163	64	76	39	51	47	61	29	36	18	28
2005	60	41,646	68	76	58	53	58	61	38	37	35	29
2006	72	41,650	64	76	50	52	61	62	32	37	25	28
2007	74	43,534	81	78	50	56	61	62	24	38	20	31

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
	Local	State	English		Mathematics		Reading		Science		Composite	
			Local	State	Local	State	Local	State	Local	State	Local	State
2003	76	42,892	19.7	21.2	20.5	21.8	21.3	22.4	21.6	22.2	20.9	22.0
2004	87	42,163	19.3	21.4	20.6	22.0	20.6	22.6	21.5	22.3	20.6	22.2
2005	60	41,646	20.8	21.6	22.7	22.1	22.5	22.7	22.6	22.4	22.3	22.3
2006	72	41,650	19.9	21.6	21.9	22.1	21.8	22.6	22.0	22.3	21.5	22.3
2007	74	43,534	21.0	21.8	22.1	22.5	22.6	22.8	22.0	22.5	22.0	22.5

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

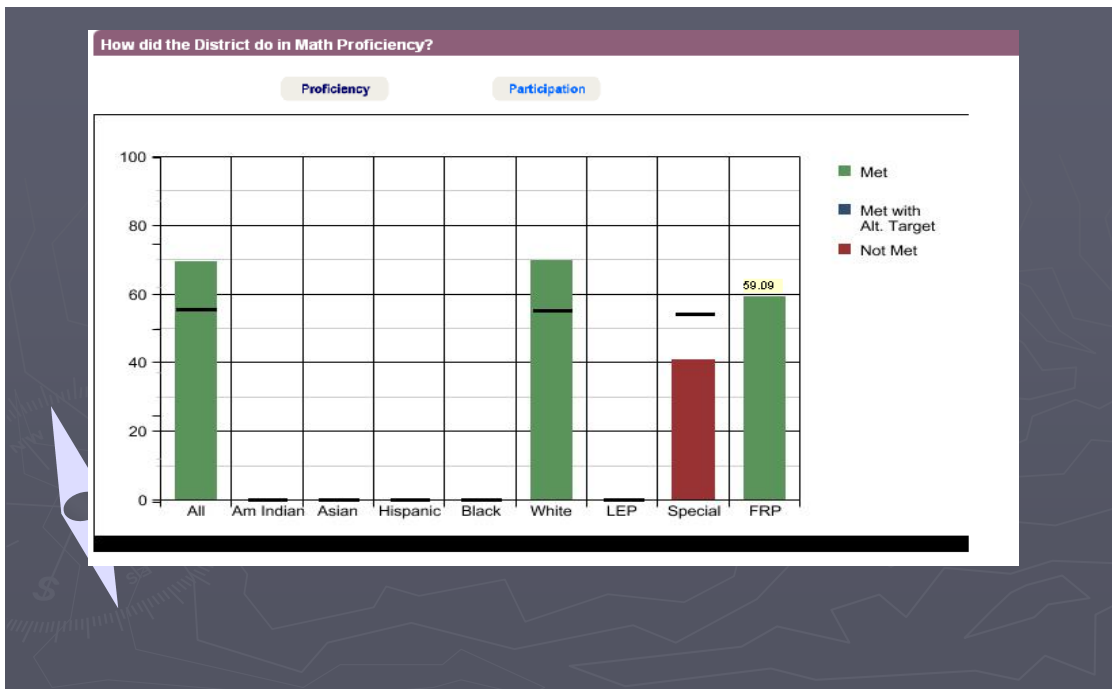
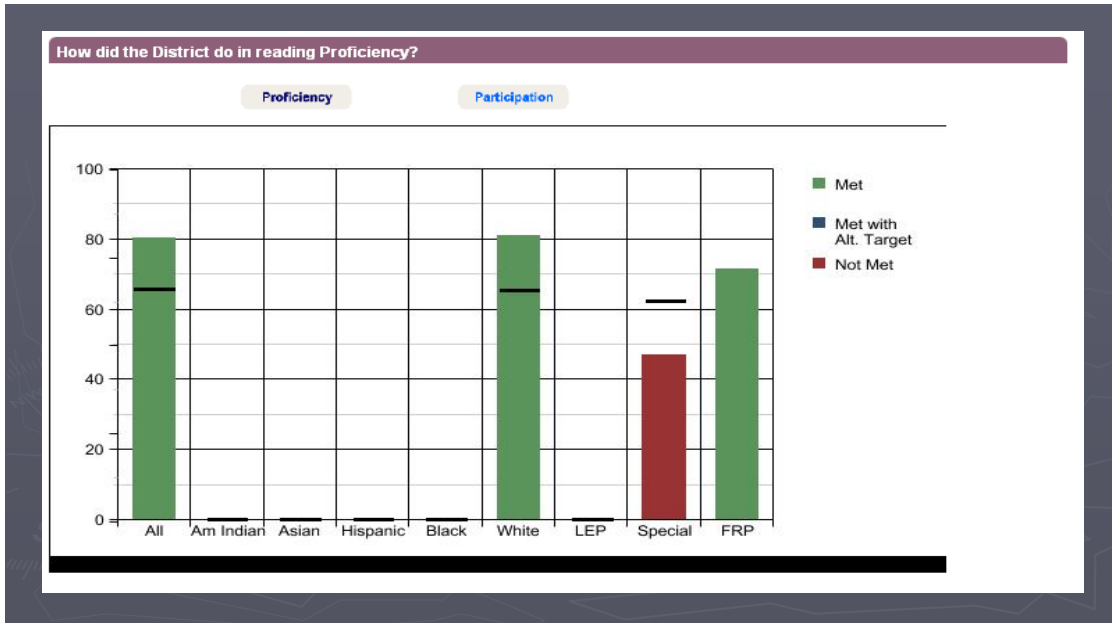
Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

The information presented in these graphs are a comparison of graduating classes for the past 5 years. The comparison of information is reflected of the students who locally graduated from JCC High School, State of Minnesota, and national student population.

APPENDICES

Scores reflected in these graphs are a composite of the entire student population who had taken this test. No individual student scores are reported.

The following two graphs indicate the school districts student performance on Minnesota Comprehensive Assessments in achieving proficiency for Reading and Mathematics.



The school district did not make proficiency in one sub-strand area in both math and reading. The student performance in math is the second consecutive year and the school district will be imposed sanctions under the NCLB Act.