



Medford School Accountability Report

Annual Report • 2009-2010 • System Accountability Report on Curriculum, Instruction and Student Achievement • ISD 763

2009-2010 Medford School AYP Results

Making AYP	Math Participation Rate	Math Percent Proficient	Math Target	Reading Participation Rate	Reading Percent Proficient	Reading Target	Yearly Attendance Rate	Graduation Rate
All Students	100	73	74	100	80	79	95	98
White	100	74	74	100	81	79	95	100
Free/Reduced Price Lunch	100	59	73	100	67	76	95	100
Special Education	100	51	70	100	54	75	95	80
Hispanic		46	63		65	68	95	
Did Medford make AYP for all categories?	YES	NO		YES	NO		YES	YES

"In order for a school to make Adequate Yearly Progress (AYP), it must be proficient in all sub cell categories along with the four main categories. The school district does not make AYP if one sub cell category is non proficient."

Medford AYP State Standards

The Minnesota AYP plan looks at the following four areas in determining whether a school or district has made adequate yearly progress (AYP).

For the 2009-2010 school year, Medford had to meet the following proficiency rates:

1. Participation: Schools and districts must test 95% of students in tested grades on the Minnesota Comprehensive Assessments (MCAs).

- All Students:** 74% math, 79% reading
- White Students:** 74% math, 79% reading
- Free/Reduced:** 73% math, 76% reading
- Special Ed.** 70% math, 74% reading
- Hispanic** 63% math, 68% reading

2. Proficiency: Students in tested grades must show adequate yearly progress towards proficiency and be 100% proficient in reading and mathematics by 2013-2014. Proficiency is measured by tested students scoring at or above grade level on the MCAs.

3. Attendance Rate: Average daily attendance rate of 90%.

4. Graduation Rate: High Schools average graduation rate of 80%.

THE BREAKDOWN

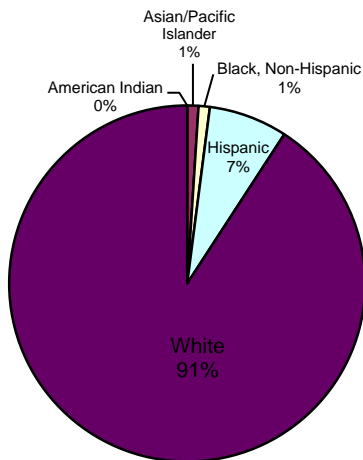
Medford Students

- Limited English 4%
- Free/Reduced Lunch 29%
- Special Education 10%

Who We Are

2009-2010 Medford School K-12 Student Demographics

Student Population: 783



Math

MCA (Minnesota Comprehensive Assessment) Proficiency Scores

The growth model charts below identify all 2009 grade levels tested (3-8 & 10 reading, 11 math) with growth from the previous year shown as the percent of Medford District students who were proficient in math and reading. The individual cells shown below equate how all students progressed during the 2009-2010 school year toward knowing and understanding the content of academic standards at their grade level.

Math

MCA Proficiency Scores

	Growth Over the 2009-10 School Year		
2009 Status	Low	Medium	High
Proficient	17% 53 students were proficient but made low growth	28% 91 students continued to grow	16% 50 students made exceptional growth
Not Proficient	12% 39 students were not proficient and made low growth	14% 44 students were not proficient but made some growth	14% 44 students were not proficient but made exceptional growth

Reading

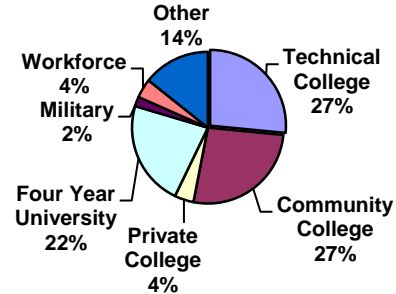
MCA Proficiency Scores

	Growth Over the 2009-10 School Year		
2009 Status	Low	Medium	High
Proficient	24% 82 students were proficient but made low growth	29% 99 students continued to grow	18% 63 students made exceptional growth
Not Proficient	6% 22 students were not proficient and made low growth	11% 39 students were not proficient but made some growth	11% 38 students were not proficient but made exceptional growth

Where We're Going



Class of 2010
Post High School Plans



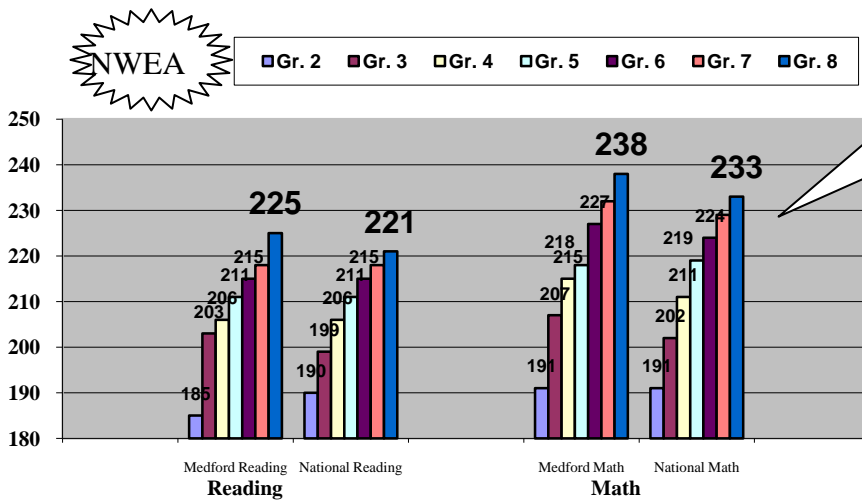
District Testing Program

NAME OF TEST	PURPOSE	GRADES ADMINISTERED
Basic Skills Test & MCA GRAD Test	Ensures that all students demonstrate essential competencies in reading, mathematics, and written composition. The BST must be passed to be eligible for graduation. The class of 2009 will be the last class required to pass the BST's. The class of 2010 and beyond will be required to pass the GRAD's (Graduation Required Assessments for Diplomas). BST's were not given to the 2005-2006 8 th grade class.	8 - Reading and Math (BST) 9 - Written Composition (GRAD) 10 - Written Composition (BST) 10 - Reading (GRAD) 11 - Math (GRAD) (Repeat as necessary until passed)
Minnesota Comprehensive Assessments (MCA II's)	Assesses how well students are prepared to meet Minnesota Academic Standards. Results are used to make decisions about curriculum and instructional practices. Also used to determine Adequate Yearly Progress as defined by the federal "No Child Left Behind" legislation.	3-8 - Reading and Math 10 - Reading (GRAD) 10 - Science (Not AYP yet) 11 - Mathematics (GRAD starting 08-09)
Test of Emerging Academic English (TEAE)	Annually measures growth in the areas of reading and writing in English and replaces the MCA II's for English Language Learners.	3-12 (English Language Learners Only)
Minnesota Student Oral Language Observation Matrix (MNSOLOM)	Assesses listening and speaking as part of Title I and Title III accountability.	K-12 (English Language Learners Only)
Northwest Evaluation Association (NWEA's)	NWEA's uniquely produce scores that make it possible to monitor student growth throughout the academic year as well as from year to year. These tests are scheduled for the Fall and Spring of each school year. NWEA tests completed on a computer and the testing program automatically adjusts to the individual students performance level. NWEA's have replaced the Iowa Tests of Basic Skills as our nationally normed referenced test because test data is reported within days. NWEA's reveal areas of strength as well as areas of improvement by students, classroom, and grade. The inaugural NWEA assessment was given in the Spring of 2006 to second through sixth graders in the areas of math and reading. *NWEA's are aligned with the Minnesota State Academic Standards and expected student outcomes.	2-9 Mathematics and Reading
PSAT/NMQT (Preliminary SAT/ National Merit Scholarship Qualifying Test)	The National Merit Scholarship Program is a privately financed academic competition for recognition and scholarships. The program, which began in 1955, is conducted by National Merit Scholarship Corporation (NMSC), a not-for-profit organization that operates without government assistance.	11
Scholastic Aptitude Test (SAT)	Assesses general educational development and ability to complete college-level work. Testing is optional, but may be a requirement for specific post-secondary institutions.	11 and 12

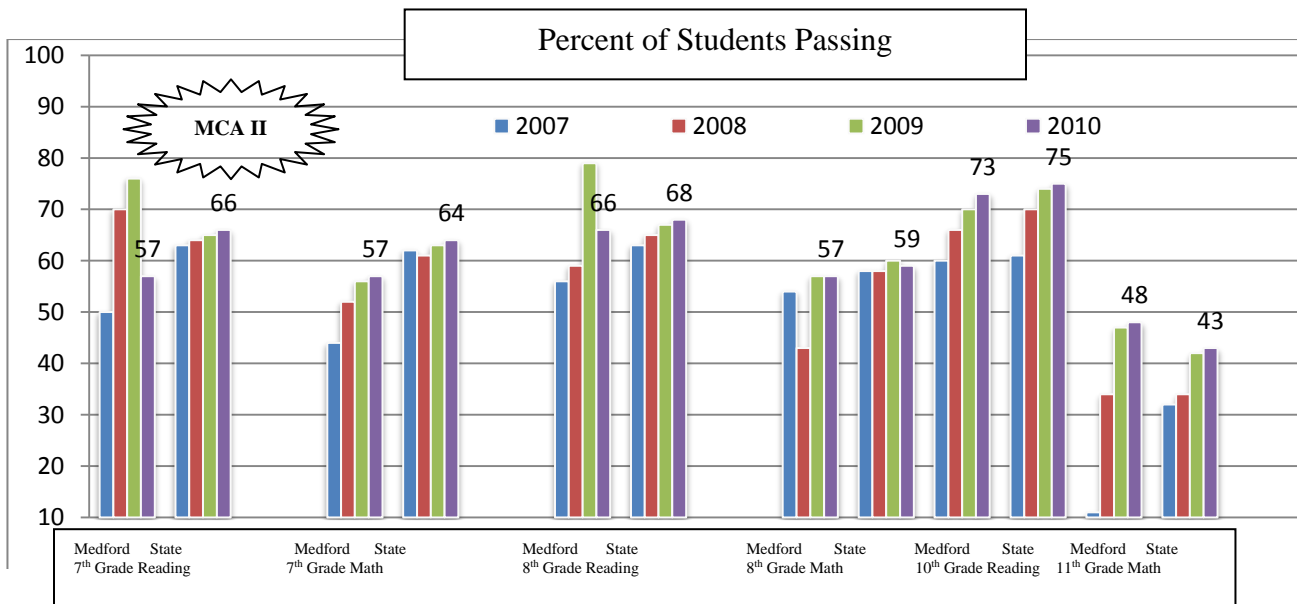
ACT	Assesses general educational development and ability to complete college-level work. Testing is optional, but may be a requirement for specific post-secondary institutions.	11 and 12
PLAN (College Prep and Academic Achievement Test)	The PLAN program helps 10th graders build a solid foundation for future academic and career success. The PLAN is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years	10

The Medford School testing program incorporates various assessments mandated by the State of Minnesota in addition to nationally normed reference tests that compare Medford students with all students in the United States.

Northwest Evaluation Association Results (NWEA's) Spring of 2010



NWEA's are measured by a RIT Scale. Like units on a ruler, this scale is divided into equal intervals-called Rasch Units (RIT)- and is independent of grade level.



Graduation Requirements

Requirements for Graduation:

A. Credit requirements:

4.5 English/Language Arts

- English 9 (1 credit)
- English 10 (1 credit)
- English 11 (1 credit)
- English 12 (1 credit)
- Speech (0.5 credit)

4.5 Social Studies

- American Studies 9 (1 credit)
- American Studies 10 (1 credit)
- World Studies (1 credit)
- Political Science (0.5 credit)
- Economics (0.5 credit)
- Geography (0.5 credit)

3 Mathematics

- Algebra I (1 credit)
- Geometry (1 credit)
- Algebra II or Intermediate Algebra (1 credit)

3 Science

- Science 9 (1 credit)
- Biology (1 credit)
- Elective lab science (1 credit)

1 Health

- Health 9 (.5 credit)

1 Physical Education

- Physical Education 9 (.5 credit)

1 Fine Arts

- Band or Choir or Art (1 credit)

7 Other Elective credits

24 TOTAL

B. Passing the state GRAD/BSTs in Reading, Math, and Writing.

Local Standards for Electives

School districts must offer courses in health and physical education, vocational and technical education, and world languages. These areas do not require State standards, but local standards will be developed.

State reading, math and science tests will be administered; however, state tests will not be given for social studies, arts or other electives.



Staff Development Site Funding

Each school year, staff development funding is provided for activities at three levels (district, high school, and elementary). This money is determined at a rate based on the number of licensed staff at each site. During 2009-2010, a total of \$60,072 was allocated for staff development for elementary, high school, and district wide activities.

This money is used for building level staff development activities that support district initiatives included in the District Strategic Plan and other school board goals. At each site, a committee representative of the building staff is appointed to oversee and distribute this money. A year-end report is submitted to the district and to the Minnesota Department of Education.



District Improvement & Staff Development

2009-2010 Highlights

* Provided continued instructional support for teachers in language arts, mathematics, science, and social studies.

* The Board of Education continues to support the NWEA testing program upon the recommendation of the K-12 Curriculum Committee and the District Advisory Council. This computer-based, nationally norm referenced, test has replaced the Iowa Tests of Basic Skills and is aligned with Minnesota State Academic Standards, the test data is available within days, monitors achievement gains made by students throughout the school year as well as from year to year, and by classrooms and grade.

*The Board of Education approved the Advanced Placement program at Medford Senior High. This program will provide rigorous course work for students who are looking for a challenge.

*The K-12 Language Art Curricular team met to map the standards and supplement the current curriculum. The elementary is focusing on grammar and writing and the high school purchased novels and reading materials.

*The K-12 Math Curricular team met and mapped standards. Grade levels then met to make sure all standards are being met.

* The Medford district in our commitment to staff development implemented monthly grade level meeting. These meetings were used to study and use the data to drive instruction.

*Response to Intervention was added the 4th grade in the elementary and piloted in the 7-8grades. The high school assembled a team for the Jr. High program.

* A district improvement plan was created in response to the district not making AYP for the second consecutive year. The district was identified as not making progress toward targets in the free and reduced lunch cell for both math and reading.

* The high school started to research and discuss implementing Positive Behavior Intervention Strategies. There was a staff development session held to start the implementation process

As part of a continuous improvement plan to maximize student learning, areas of the curriculum go through a review cycle. The intent of this process is to review and revise existing K-12 curriculum and programs.

Phase One

1. Assemble Curriculum Review Study Team, including representative educators and administrators.
2. Conduct a needs assessment to assess current program and/or resources.
3. Review student achievement data, including Northwest Education Assessment (NWEA) and Minnesota Comprehensive Assessments II's (MCA)
4. Access best practice research (e.g. visit sites with exemplary programs, attend conferences, review current research).
5. Review and/or update program purpose, beliefs, and develop a mission statement.
6. Develop quality program standards that reflect diverse perspectives, incorporate technology, align with state and national standards and ensure differentiation and high rigor.
7. Articulate K-12 goals, outcomes and expectations (topics/units of study and focus areas) by grade or course. Link Graduation Rule performance assessments and K-12 State academic standards to outcomes.
8. Seek input from additional content area teachers, parents, community members and business (if applicable).
9. Establish criteria for resource selection.
10. Evaluate and recommend resources for district review.
11. K-12 Curriculum Review Study Team gathers input and feedback, from faculty and administrators, of resources the district reviewed.
12. Propose a K-12 Curriculum and a staff development plan.
13. Evaluate resources necessary within the budgetary process.
14. Report to the District Advisory Council for curriculum approval.
15. Propose a K-12 Curriculum and a staff development plan to the Board of Education and to the public for recommendation for adoption.

Phase Two

16. Provide staff development and technical assistance for implementation.
17. Incorporate key instructional strategies and delivery systems that support student learning.
18. Identify baseline data and set targets for improvement in student achievement.
19. Implement new curriculum.

Phase Three

20. Gather data on student achievement under the new curriculum.
21. Interpret results to evaluate program effectiveness and student learning. Make recommendations for continual improvement.

Medford Public School Mission

To provide quality education, preparing our children, and the community, for the future.

Medford Board of Education

Jim Thon	Chair
Allison Janke	Vice-Chair
William Cronin	Treasurer
Jane Keller	Clerk
Gary Wiersma	Director
John Gross	Director
Robert Jirele	Director
Gary R. Hanson	Superintendent

District Advisory Committee

Purpose: The mission of the Medford School "District Advisory Committee" is to provide guidance and support to the Board of Education in the development of curriculum, staff development and student achievement.

Current Members:

Mary Cronin	Chair, Parent
Dayna Gerlach	Parent
Allison Janke	Board Member and Parent
Diane Larson	Parent
Gary Wiersma	Board Member and Parent
Jeannie Ness	Teacher
Katie Larson	Student
Lauren Larson	Student
Megan Klapperich	Student
Austin Parrish	Student
Jeff Sampson	Principal
Mark Ristau	Principal
Julie Bjorklund	Teacher
Alicia Dolentz	Teacher
Angie Finholdt	Parent
Jeri Madsen	Parent
Carolyn Kanne	Parent
Dave Bon	Teacher
Gillian Needham	Student

If you are interested in being a member of the District Advisory Committee, please contact the High School or Elementary office anytime. Terms for officers will expire in 2009. Former officers may still serve on this committee.

This is the Medford School District Annual Report. It is published on the Medford Public School website at www.medford.k12.mn.us.

This report is designed to highlight school curriculum, student accomplishment, in addition to displaying the district's progress toward meeting the Minnesota high school graduation standards.

More data regarding this information may be found on the Minnesota Department of Education website.

