



## Annual Report on Curriculum, Instruction, & Student Achievement (2010-2011)

### WELCOME TO BENSON PUBLIC SCHOOLS

We are looking forward to working with you as parents, students and life-long learners during this exciting new school year. Visit our website: [www.benson.k12.mn.us](http://www.benson.k12.mn.us)

**PARENTS:** Active involvement in your child's school is the most important part of his or her education... it shows your child that their education is important to you!

**STUDENTS:** The Minnesota State High School League reports that active involvement and participation in school activities is a better indicator of success in life than either grades or test scores...so get involved!

**COMMUNITY MEMBERS:** Schools are not just places to teach children, they are centers for the entire community. Our school district is committed to life-long learning and provides opportunities for all ages through our extensive Community Education program. We believe that through Community Education we can work together to improve the quality of life in our community. We are committed to making our resources available to all citizens.

## BENSON DISTRICT GOALS

To Improve Student Achievement, Provide a Positive School Climate, and Maintain Fiscal Responsibility

*Educational Excellence Legislation (1996) stated, "Minnesota School Districts are responsible for developing a process of review and improvement of instruction, curriculum and assessment which focuses on Minnesota's Standards." The process includes policies, advisory committees and reporting. This Report on Curriculum, Instruction and Student Achievement (also known as the System Accountability Report) is the official report to the community and was approved by the Benson Board of Education on September 19, 2011. In addition to Minnesota guidelines, the federal government recently passed the "No Child Left Behind" law, which will require additional testing throughout several grades. We are working diligently to track student progress, improve student performance, continue to provide a positive climate for our students to experience quality educational opportunities and meet the provisions of NCLB.*



## Our Vision

1. Our Vision is for all the learners in Minnesota to perform and produce at a higher level and in different ways than in the past so that there is growth and development for the individual, preparation for citizenship in our democracy, and economic growth for our state.
2. Our Vision is to provide different and more opportunities for learners so that individuals can develop their potential to the best of their ability.
3. Our Vision is to increase involvement of parents in the education experience of their children so that educators, learners, and parents are working together in a partnership.
4. Our Vision is to support professional development for teachers, principals, superintendents, and support staff so that their knowledge, skills and attitudes will make it possible to provide a higher level and different kinds of learning.
5. Our Vision is to create a positive school climate, emphasizing self-worth, a respect for the work ethic, a proper mode of behavior and a sense of self responsibility commensurate with today's changing society.

## Beliefs...

An educated population is necessary to sustain a democratic society.

The well-being and education of our children are vital to the future of our society.

Everyone shares in the responsibility for the education of our children.

Every individual has a contribution to make to society and has a responsibility to do so.

The quality of our schools directly affects the quality of our community.

Challenge, effort, self-discipline and opportunity are necessary for students to reach their full potential.

All people can learn. Learning is a life-long process.

People are our most important resource.

Each individual has worth and deserves respect.

The family unit provides the foundation for learning.

Parents have the responsibility and the right to be meaningfully involved with their child's education.

Individuals are responsible for their own actions.

A basic role of an educational system is the intellectual growth and development of the student.



## Mission Statement

Empower all Learners to Become Productive & Responsible Citizens

### Benson students have exposure to several annual tests

Benson students have exposure to several different tests each school year. The objectives of the testing program utilized by ISD 777 are:

- To evaluate student progress
- To identify students with special educational needs
- To ensure all students are working at grade level equivalent, and
- To meet the requirements of the State of Minnesota and the federal government in determining Adequate Yearly Progress.

The Minnesota Statewide Assessment system includes several programs for assessing student learning.

These tests are designed to measure the basic (or minimum) knowledge and skill the State of Minnesota has determined as necessary in order to graduate from high school. Students who have not yet passed the GRAD test (11th Graders and younger) in reading, writing or math will still need to pass these tests in order to be eligible to receive a diploma.

The Minnesota Comprehensive Assessments II's (MCA-II) are given to determine how well students are learning the requirements of the State High

Standards in reading, math and science. These are not pass or fail tests. Instead, the results are used by schools to make decisions about curriculum and instructional practices. The MCA-II's will now be given to students in grades 3-8, 10 and 11.

The Benson School District also uses the Northwest Evaluation Assessments (NWEA). This assessment is given to students in grades 2-11. These tests provide feedback to students and their parents regarding the student's achievement and performance in the areas of reading, language usage, mathematics and this past year science. Our students' performance is compared to national norms. In addition, the district uses the summary information to:

- Assist in curriculum development on an ongoing basis;
- Place new students in the appropriate course or instructional setting;
- Focus instruction for new students;
- Monitor growth in student achievement over time;
- Determine student proficiency related to the district's graduation standards; and
- Screen students for Title 1 eligibility, special education services, and gifted programs.



## ISD #777 students continue to score above state average on GRAD writing test.

The BHS 9th graders scored well on the GRAD Test for Writing. This was the 5th year that the GRAD writing test has been used. The State average for the year was 89.1%. During the 2011 administration of the 9th Grade Written test 94.5% of our students received a passing score.

BHS Students - BST/GRAD Percent Passing Writing Test												
Year	2011 GRAD	2010 GRAD	2009 GRAD	2008 GRAD	2007 GRAD	2007 BST	2006 BST	2005 BST	2004 BST	2003 BST	2002 BST	2001 BST
Percent Passing	94.5	95.3	96	93.7	96.8	93.1	96.4	96.1	95.9	91.8	92.3	92.6
Number Passing	89.1	61	78	89	61	81	80	73	94	90	84	101

BENSON TESTING 2011-2012											
Grade	Test	Time of year	What does it assess?	Why do you give this test?	Source of assessment (created by)	How soon are results available?	Who sees results?	Do results add value?	Why or why not?	Who uses data to look for trends?	What action results from the assessment?
3rd-9th	NWEA	Fall & Spring	Reading, Language Usage & Mathematics	National comparisons & Student growth	Professional	Same School Year	Staff, Parents, Students	Yes	Content at grade level	Staff	Academic decisions
3rd-8th	MCA-II	Spring	Reading & Mathematics	NCLB Federal Mandate	State of Minnesota	Next School Year	Parents and Public		Standards at grade level	Staff & State	Curriculum analysis, Mediation & Progress toward target
5th, 8th & 10th	MCA-II		Science			Next School Year					
9th	MCA-GRAD		Writing	State Mandate (must pass to graduate)		Next School Year					
10th	MCA-GRAD		Reading			Next School Year					
11th	MCA-GRAD		Mathematics	NCLB Federal Mandate		Next School Year					
8th	EXPLORE	Fall/Winter /Spring	Aptitude	College entrance	Professional		Students		Potential college success	Guidance & Student	Practice for ACT
10th	PLAN	Fall/Winter /Spring									Practice for ACT
11th-12th	ACT	Fall/Winter /Spring									College entrance
K-12th ELL	TEAE and MNSOLOM	Fall & Spring	Emerging ability to read and write English	Title III Federal Mandate	State of Minnesota	Next School Year	Staff and Public		Growth in emerging English skills	Staff & State	Progress and proficiency



## ISD#777 NWEA scores continue to be at or above “National Norm” for students in grades 2-8 in areas of Reading, Mathematics and Language Usage.

The NWEA (Northwest Evaluation Association) – Measures of Academic Progress (MAP) is a series of tests that provides both students and educators information about academic growth and student learning. Benson 2nd – 8th graders continue to score at or above in both the reading and math tests.

The NWEA tests are computerized tests created individually and dynamically as students take the test. As students answer correctly, the questions become more difficult, and as they answer incorrectly, they become easier. This allows the program to find the level of achievement for each student as the testing proceeds. As they finish the testing, a preliminary score appears on the screen, so students have immediate feedback about their performance. What’s more, the information we receive will not only give us information about one day in a student’s educational life, but with tests administered both fall and spring, we can monitor student growth.

Because each student takes a test at his or her achievement level, each has the opportunity to succeed and maintain a positive attitude toward testing. This also makes it possible to administer shorter tests and use less class time. Key benefits of this NWEA are to:

- Monitor the progress of students toward state and district standards.
- Measure growth in student achievement over time.
- Place students in appropriate courses or instructional settings.
- Provide instructional focus.
- Screen students for Title 1 eligibility and special education services.
- Evaluate program effectiveness.
- Communicate to parents and the community.

<b>Benson School District - Spring 2011</b>						
<b>NWEA Mean Test Score Comparison - Benson Students to National Norm Grades 2-11 in Mathematics &amp; Reading</b>						
	<b>Mathematics</b>			<b>Reading</b>		
<b>Grade</b>	<b>2010</b>	<b>2011</b>	<b>Nation</b>	<b>2010</b>	<b>2011</b>	<b>Nation</b>
<b>2nd</b>	193.3	195.6	191.3	190.1	190	189.2
<b>3rd</b>	206.5	204.5	203.5	199.8	198.6	199.2
<b>4th</b>	211	216.2	212.4	204.2	206.8	206.3
<b>5th</b>	225.6	219.1	220.7	213.4	209.5	212.4
<b>6th</b>	230.1	232.5	226	216.1	217.8	216.2
<b>7th</b>	235.9	236.2	230.9	217.5	219.1	219.6
<b>8th</b>	244.3	241.9	234.4	223	221.9	222.6
<b>9th</b>	250.2	247.8	235.3	228	227.5	222.9
<b>10th</b>	248.7	252.5	237.5	229.8	233.4	223.9
<b>11th</b>	254.1	253.1	No Data			



## MN COMPREHENSIVE ASSESSMENTS (MCA-II)

In April, all public school 3rd – 8th graders took the State test in mathematics and reading. All 10th graders had to take the MCA-II test in reading and 11th grade students took the State test in Mathematics. 5th, 8th and 10th graders also took the MCA-II science. These tests measure student performance against Minnesota’s Academic Standards for primary and intermediate levels. The results of the MCA’s give us a good picture of where we are and where we need to go as we implement the state standards.

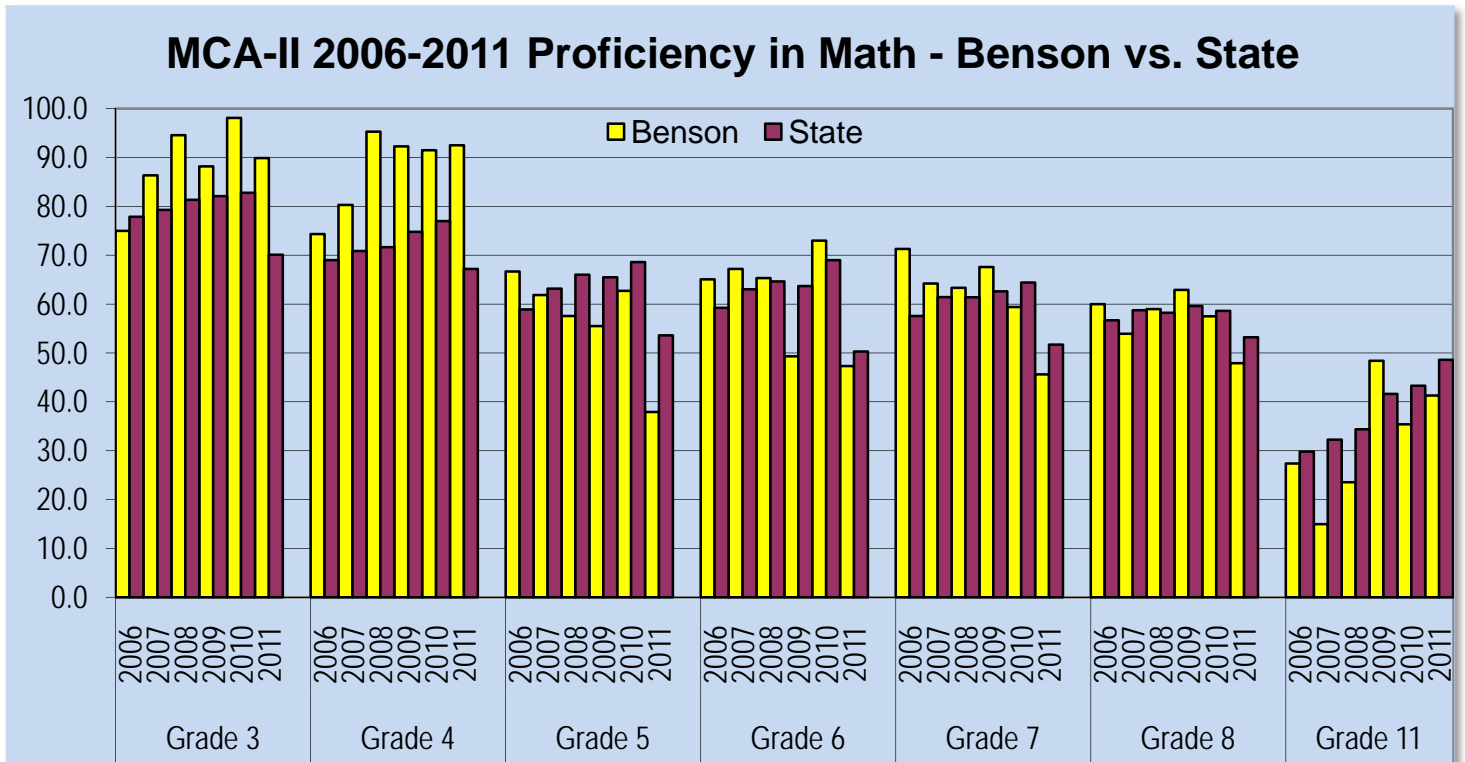
Student performance on the tests is broken down into four achievement levels “D” – did not meet standard, “P” – partially met standards, “M” – meets standards, or “E” – exceeds standards. This is not a pass/fail type of test, but it is a benchmark. Students in Level D and P are at risk. Students should attain Level M or above to be proficient with grade level material.

In reading, students had to read short stories, poems, recipes, and excerpts from grade level textbooks. They had to identify the main ideas, retell events and/or draw conclusions.

In math, they had to apply concepts like measurement, probability, and shape to estimate the time that it takes to get from one location to another, estimate the length of a line, or do calculations of proper change.

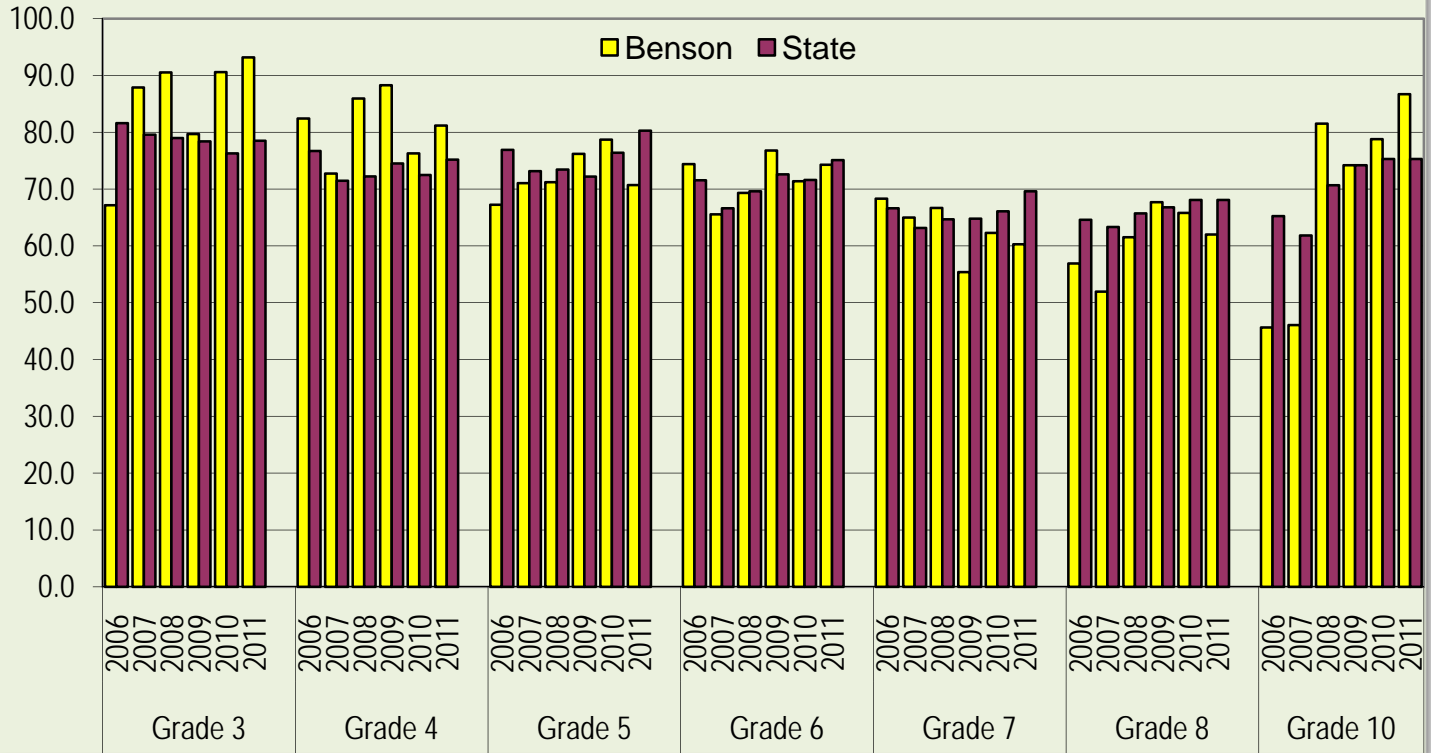
In 2011 students in grades 3-8 took the new MCA-III for mathematics. This test was aligned to the new math standards and was considered more rigorous than the MCA-II test. The state saw a sharp decline in the overall proficiency in students.

Proficiency results are shown on the following graphs. This data is from the 2010-2011 school year.

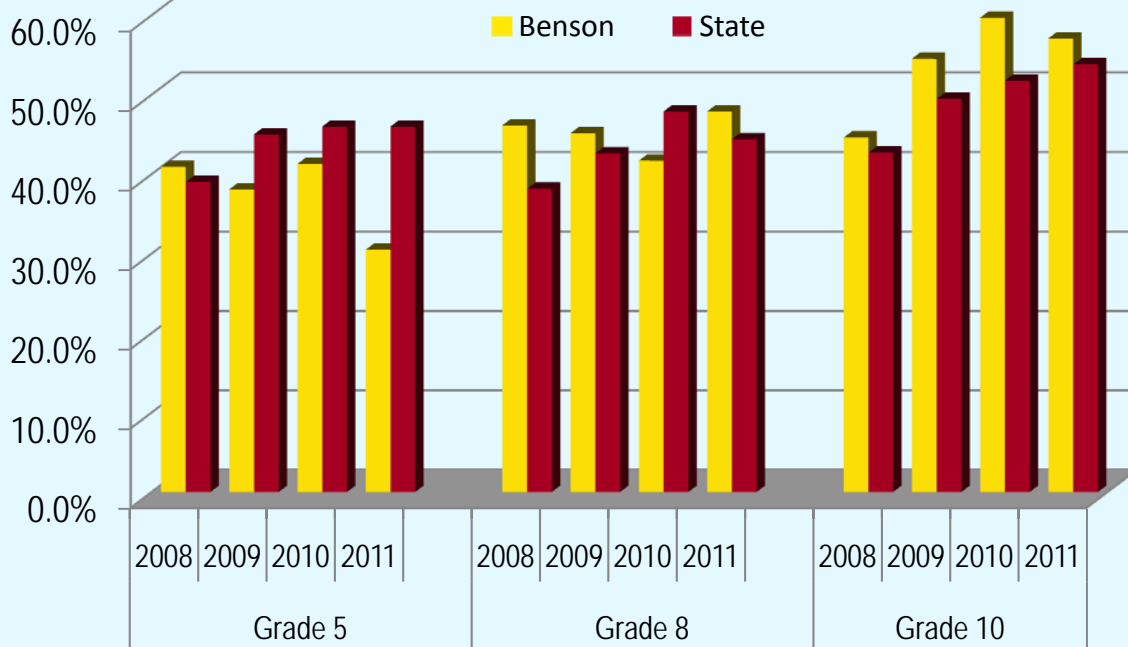




## MCA-II 2006-2011 Proficiency in Reading Benson vs. State



## MCA-II 2008-2011 Proficiency in Science - Benson vs. State





The following information regarding AYP can be found on the Minnesota Department of Education's webpage.

<http://education.state.mn.us/ReportCard2005/index.do>

## Benson 2010 Adequate Yearly Progress Report

Making Adequate Yearly Progress depends on schools and school districts achieving [annual proficiency](#) targets on state reading and math tests. For more information regarding AYP and the Benson School District/Benson Schools go to the address above. Hyphens may appear in table below, indicating areas where subgroup counts were too few to measure.

BENSON PUBLIC SCHOOL DISTRICT did not meet the requirements for [Adequate Yearly Progress](#) under No Child Left Behind for 2011. We will be placed in stage 0 for the 2011-2012 school year.

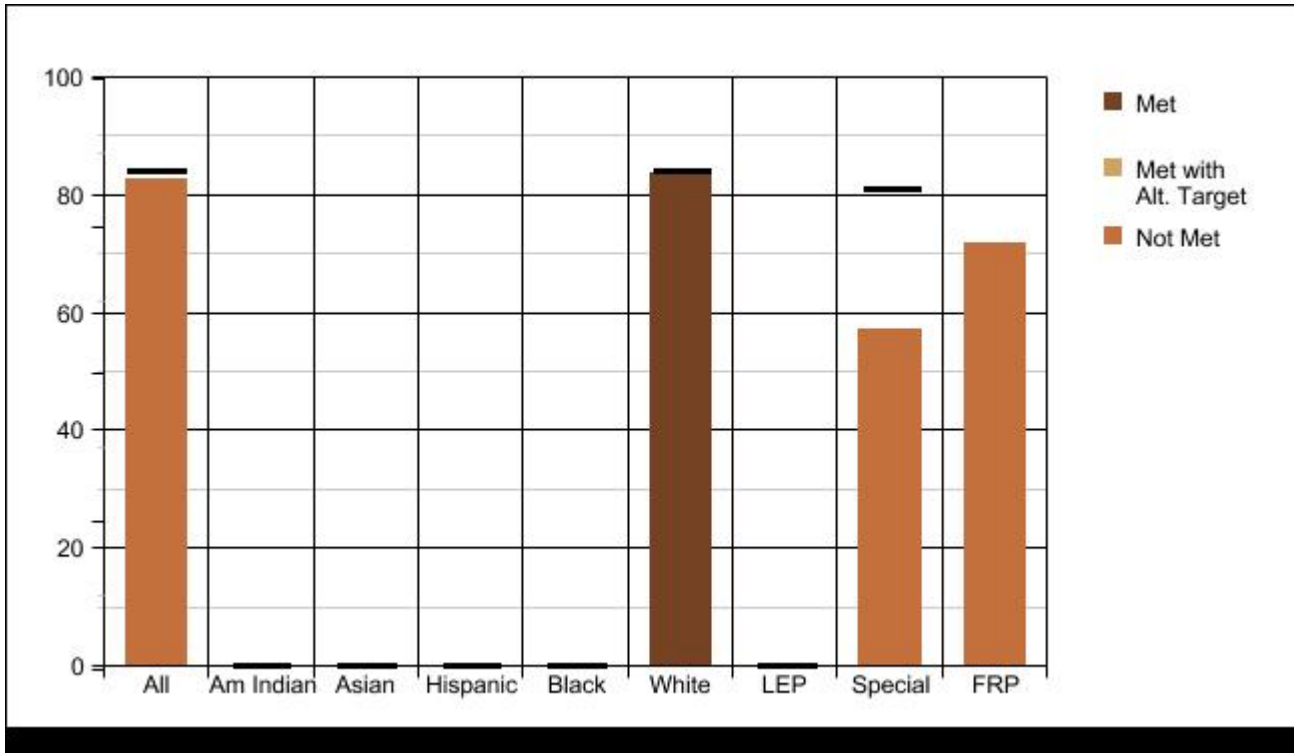
	Reading		Mathematics		Attendance	Graduation
	Participation	Proficiency	Participation	Proficiency		
All Students	<u>Yes</u>	No	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
American Indian / Alaskan Native	=	=	=	=		
Asian/Pacific Islander	=	=	=	=		
Hispanic	=	=	=	No		
Black	=	=	=	=		
White	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	Yes	Yes
Limited English Proficient	=	=	=	=		
Special Education	<u>Yes</u>	No	<u>Yes</u>	No	Yes	=
Free/Reduced Price Lunch	<u>Yes</u>	No	<u>Yes</u>	<u>Yes</u>	Yes	=

**BENSON PUBLIC SCHOOL DISTRICT is not making AYP.** There are 433 Minnesota districts (79.3%) that serve Title I schools. BENSON PUBLIC SCHOOL DISTRICT will serve [Title I Schools](#) in 2011-12.



## Reading Proficiency

This chart shows the percent of students who are proficient in reading across all grades on the [MCA-II](#) and [MTAS](#).



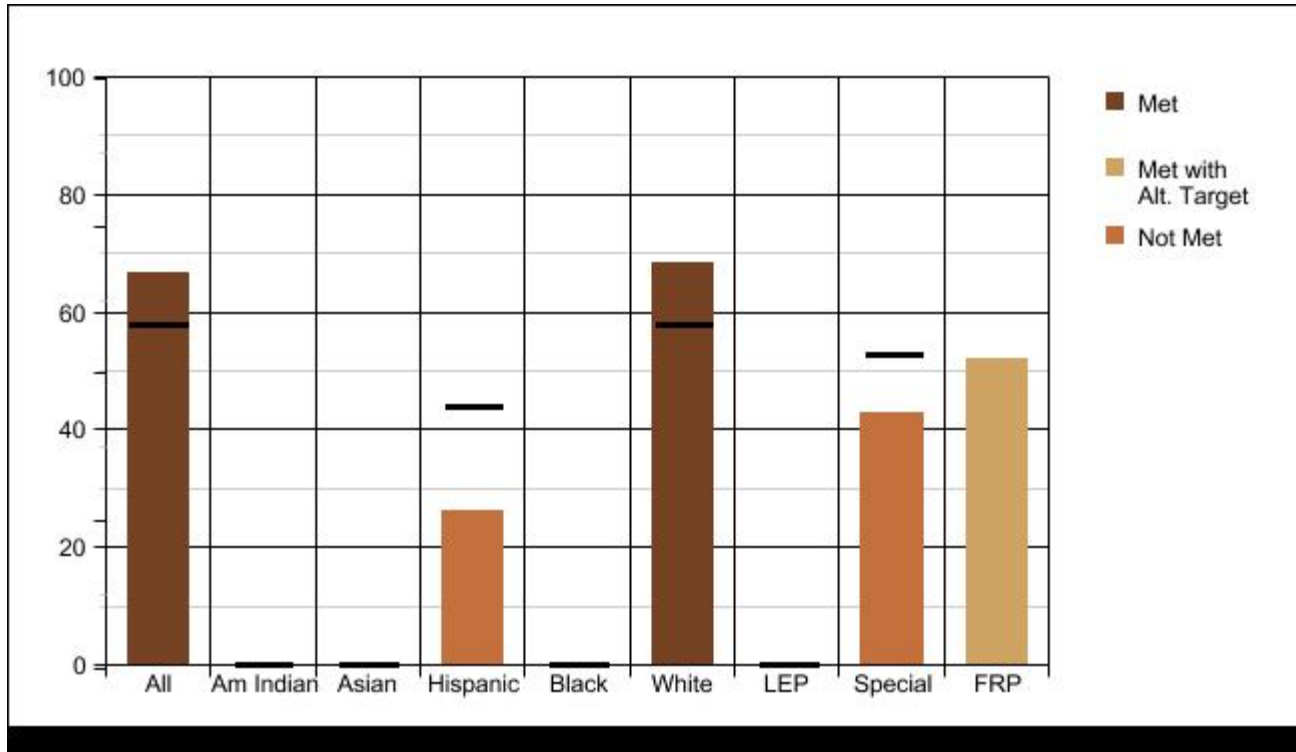
The reading proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. Proficiency is based on students enrolled during the test window who received a valid score on their MCA-II. There are nine possible groups included in this calculation. The graph shows a bar for groups of 20 students or more. Groups that do not meet minimum size requirements are not shown. Targets are different for each group because they are individually calculated based on the exact number of students at each grade level. Targets for each group are shown as black lines floating over each bar.

Index Rate:	2009	2010	2011	
	Rate	Rate	Target	Rate
All	81.94	82.11	83.77	82.70
Am Indian	n/a	n/a	0.0	n/a
Asian	n/a	n/a	0.0	n/a
Hispanic	n/a	n/a	0.0	n/a
Black	n/a	n/a	0.0	n/a
White	83.02	82.79	83.67	83.77
LEP	n/a	n/a	0.0	n/a
Special	56.63	53.66	80.61	56.99
FRP	71.67	72.05	81.93	71.79



## Math Proficiency

This chart shows the percent of students who are proficient in math across all grades on the [MCA](#) and [MTAS](#)



The mathematics proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. Proficiency is based on students enrolled during the test window who received a valid score on their MCA-II. There are nine possible groups included in this calculation. The graph shows a bar for groups of 20 students or more. Groups that do not meet minimum size requirements are not shown. Targets are different for each group because they are individually calculated based on the exact number of students at each grade level. Targets for each group are shown as black lines floating over each bar.

Index Rate:	2009	2010	2011		
	Rate		Rate	Target	Rate
All	77.55	75.05	57.65	66.52	
Am Indian	n/a	n/a	0.0	n/a	
Asian	n/a	n/a	0.0	n/a	
Hispanic	n/a	n/a	43.89	26.19	
Black	n/a	n/a	0.0	n/a	
White	78.49	75.89	57.56	68.44	
LEP	n/a	n/a	0.0	n/a	
Special	63.79	54.07	52.60	42.86	
FRP	67.15	64.24	55.42	51.88	2YR-Multi-year Averaging Over 2 Years



## Benson 2011-2012 Testing Schedule

### SEPTEMBER 2011

Sept. 12<sup>th</sup> - Oct. 7<sup>th</sup>: NWEA Fall testing for students in grades 2-11 for math and reading

### OCTOBER 2011

11<sup>th</sup> & 12<sup>th</sup> - GRAD Re-test for Math and Reading (JH Computer Lab)

### NOVEMBER 2011

2<sup>nd</sup> - GRAD Writing Retests for Grades 10-12

8<sup>th</sup> - GRAD Writing Retest for Grades 10-12 (Make-up day)

### DECEMBER 2011

13<sup>th</sup> & 14<sup>th</sup> - GRAD Re-test for Math and Reading (JH Computer Lab)

### JANUARY 2012

16<sup>th</sup> - 20<sup>th</sup>: NWEA Winter testing session for select students

### FEBRUARY 2012

6<sup>th</sup> - ACCESS for ELLs - Begins

7<sup>th</sup> - MCA-III Field Test - Grade 4

14<sup>th</sup> & 15<sup>th</sup> - GRAD Re-test for Math and Reading (JH Computer Lab)

16<sup>th</sup> & 17<sup>th</sup> - MCA-III Field Test - Grade 7 & 8

23<sup>rd</sup> - NAEP Grade 12 test

27<sup>th</sup> - NWEA Spring Testing Session for grades 2-11

28<sup>th</sup> - NAEP Grade 4 test

### MARCH 2012

1<sup>st</sup> - 16<sup>th</sup>: NWEA Spring Testing Session for grades 2-11

26<sup>th</sup> - MTAS (Reading, Math & Science Begins) - closes May 18th

MCA Science Testing Begins - closes May 18th

### APRIL 2012

10<sup>th</sup> & 11<sup>th</sup> - GRAD Re-test for Math and Reading (JH Computer Lab)

16<sup>th</sup> - MCA-Modified Reading - Grades 5-8 Begins - Closes May 4<sup>th</sup>  
MCA Paper Reading & Math Grades 3-8 Begins - Closes May 4<sup>th</sup>

17<sup>th</sup> - MCA & MCA-Modified Paper & Pencil Reading & Math Grades 10 & 11: Segments 1 & 2  
GRAD Grade 9 Writing

Grades 7-8 MCA Reading test segments 1 & 2

18<sup>th</sup> - MCA & MCA-Modified Paper & Pencil Reading & Math Grades 10 & 11: Segments 3 & 4

MCA-II Reading for 3<sup>rd</sup> & 4<sup>th</sup> Grade: Segments 1 & 2

Grades 7-8 MCA Reading test segments 3 & 4

19<sup>th</sup> - MCA-II Reading for 5<sup>th</sup> - 6<sup>th</sup> Grade: Segments 1 & 2

MCA-II Reading for 3<sup>rd</sup> & 4<sup>th</sup> Grade: Segments 3 & 4

20<sup>th</sup> - MCA-II Reading for 5<sup>th</sup> - 6<sup>th</sup> Grade: Segments 3 & 4

24<sup>th</sup> - GRAD Grade 9 Writing (Make-up)  
Writing GRAD Retest (Seniors Only)

25<sup>th</sup> - MCA 5<sup>th</sup> Grade Science Test

26<sup>th</sup> - MCA 8<sup>th</sup> Grade Science test

27<sup>th</sup> - MCA Biology Science Test

### MAY 2012

(3<sup>rd</sup> & 4<sup>th</sup> grades will be testing during the week of April 30<sup>th</sup> and May 7<sup>th</sup>)

1<sup>st</sup> - MCA 5<sup>th</sup> & 6<sup>th</sup> Grade Math Test

2<sup>nd</sup> - MCA 5<sup>th</sup> & 6<sup>th</sup> Grade Math Test

Week of May 7<sup>th</sup> - MCA 7<sup>th</sup> & 8<sup>th</sup> Grade Math Test

18<sup>th</sup> - MCA Mathematics, MCA-Modified Math, MCA Science, and MTAS Science Window Closes

### JULY 2012

10<sup>th</sup> - Re-test for Math and Reading (JH Computer Lab)

24<sup>th</sup> - GRAD Writing Retest Grades 10-12

25<sup>th</sup> - GRAD Writing Retest (Make-up)



## Support Both Sides of Academic Achievement

### Skills and Scores:

Tests and grades matter for student success.

Teachers work with children on skills and scores at school.

- Encourage your child's efforts at completing homework. Homework helps children learn more, be smarter, and be more successful when they grow up.
- Create a good environment for doing homework and make sure your child can find help if needed.
- Learn about report cards and go to school conferences. You and your child's teacher can celebrate successes and deal with any problems when they are still small.
- If your child needs help in skills and scores, make a plan with the teacher for extra help. Many resources are available.

### Attitudes and Behaviors:

Students' feelings about and approaches to schoolwork also effect success. You help your child succeed when you:

- Believe in his or her ability to do well.
- Teach him or her that learning is fulfilling.
- Help your child learn self-control and strategies for completing work.
- Through your own interactions with the teacher, show your child ways to respectfully clearly state needs and questions. Help your child practice these same skills.

### Six Year Review Cycle

District #777 participates in the Minnesota River Valley Education District Curriculum Review and Development Cycle. On a six year rotation schedule, review teams will review instruction and content areas for inclusion, technology integration and diversity. Outcomes, materials, instruction and assessments are also reviewed to assure that they are multicultural and gender fair.

There are six categories to the review process and each area of instruction is reviewed in one of the categories each year. These areas are: Yr. 1 - Research and Review; Yr. 2 - Appropriate Materials and Instruction; Yr. 3- Implementation; Yr. 4 - Implementation, Monitor and Adjust; Yr. 5 - Implementation Monitor and Adjust; and Yr. 6 - Assessment and Evaluation of Improvements.

### ADMINISTRATION • (320) 843-2710

For more information about Benson Public Schools feel free to contact a member of our administrative team:

Lee Westrum, Superintendent  
Brad Johnson, K-4 Principal & Testing Coordinator  
Dennis Laumeyer, 5-12 Principal  
Mike Knutson, Activities Director  
Gary Williams, ALC Director