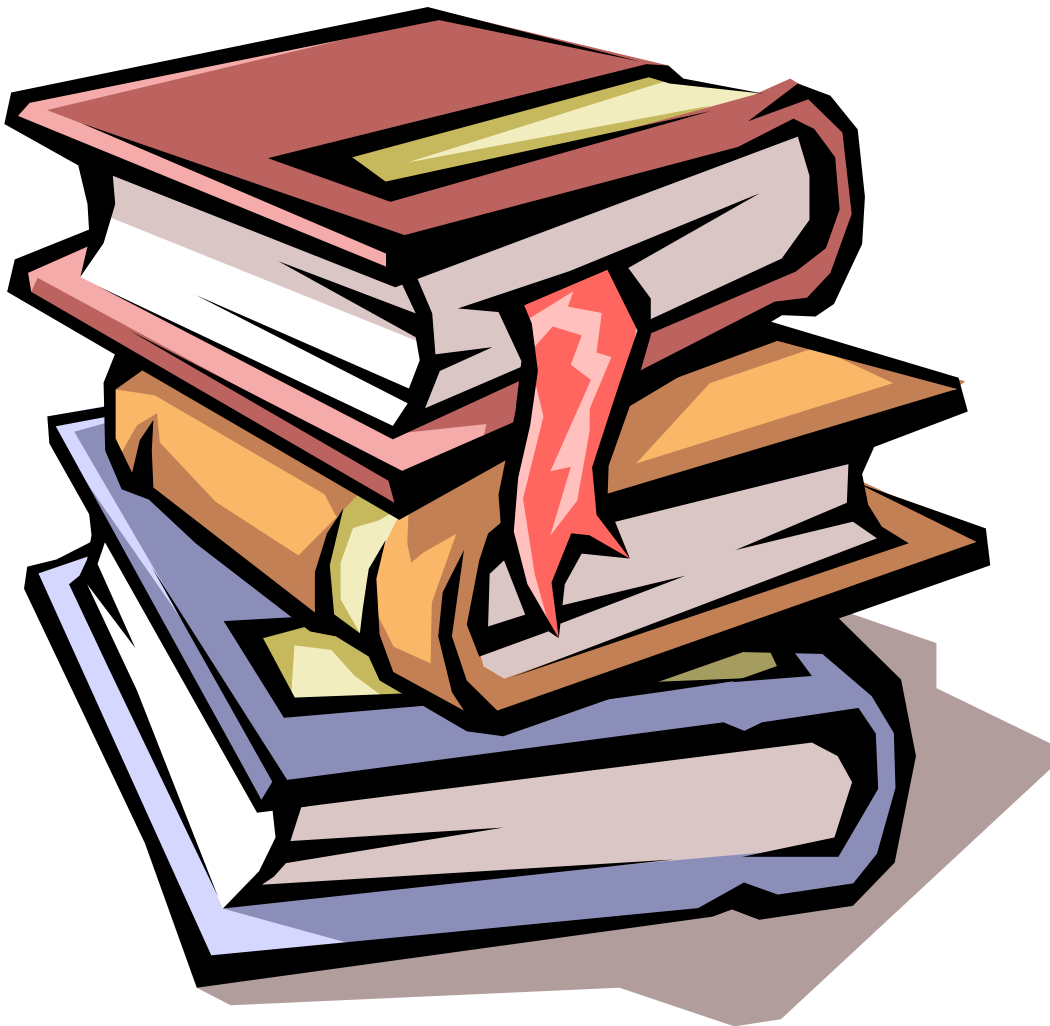


**ANNUAL REPORT ON CURRICULUM,
INSTRUCTION, AND STUDENT
PERFORMANCE**



**FALL 2010
Hills-Beaver Creek School District #671**

Purpose

This report's purpose is to inform the residents of the Hills-Beaver Creek school district that the school district is challenging students to meet the changes set forth by the No Child Left Behind Legislation (NCLB). It also provides information on student progress, school accountability and improvement efforts. This accountability report is published on an annual basis and reflects board policy aligned with state and national educational efforts. The Hills-Beaver Creek Board of Education acts upon this report in September annually.

District 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, Board of Education Representatives, and support staff. Terms are on an annual basis. Committee membership is solicited annually in the fall to serve for that current school year.

Current members of the District Advisory Committee: Heidi Gehrke, Heather Erickson, Vonnie Baker, Lois DeHaan, Glenda Kuehl, Sue Stueven, Lois Leenderts, Holly Mulder, Shelly Fischer, Michele Baker, Don Bosshart, Dan Ellingson, Ann Boeve, Todd Holthaus, Steve Wiertzema, David Deragisch and Senior High Student Council President and Vice-President will serve as our student representatives.

If you would like to become a member of the District Advisory Committee, please contact Todd Holthaus prior to December 1, 2009 at 507-673-2541.

Staff Development

The mission of the school district's staff development committee is to review, interpret, develop and recommend systematic improvement plans for the H-BC School District. This objective is met through the staff development process. The Staff Development Committee establishes goals for district improvement. The following goals were established for this year:

Board of Education Five Year Goal

100% of Hills Beaver Creek students will meet Adequate Yearly Progress by the year 2014.

H-BC Elementary School 2009-2010 Goals

Through professional learning communities, the elementary staff will develop strategies and interventions to implement during RTI for those students who have shown a need based on research-based assessments.

H-BC High School 2009-2010 Goals

The high school staff will seek to maximize time and effort to help meet each student's individual needs, as to ensure the attainment of the Minnesota state standards and increase test scores.

Educational Assistant 2009-2010 Goals

Through seminars and training, we will develop skills to assist in the implementation of the Response to Intervention program.

Program Improvement Process (PIP)

As part of a continuous improvement plan to increase student learning, curricular areas go through a program improvement process (PIP). The intent of this process is to review and revise PreK-12 curriculum and programs.

Phase One

1. Assemble study team, may include representative educators, administrators, Curriculum Advisory committee Members.
2. Conduct needs assessment to assess current program and/or resources and allocate possible budget.
3. Review student achievement data, including Curriculum Based Measures (CBMs), Minnesota Comprehensive Assessments (MCAs) and Basic Skills Test (BST) results and NWEA MAP results.
4. Access best practice research (e.g. visit sites with exemplary programs, attend conferences, review current research).
5. Review and/or update program purpose and beliefs.
6. Develop quality program standards that reflect diverse perspectives, incorporate technology, align state and national standards ensure differentiation and high rigor.
7. Articulate PreK-12 goals, outcomes and expectations (topics/units of study and focus areas) grade or course.
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. Secure necessary resources within the budgetary process.
12. Report results to the Board of Education and to the public.

Phase Two

1. Provide staff development and technical assistance for implementation.
2. Incorporate key instructional strategies and delivery systems that support student learning.
3. Identify baseline data and set targets for improvement in student achievement (via CBMs, MCAs, and BSTs).
4. Implement new curriculum.

Phase Three

1. Gather data on student achievement.
2. Interpret the results to evaluate program effectiveness and student learning. Make recommendations for continual improvement.

**2009-2010 Program Improvement Process (PIP)
Content Area Highlights**

K-12 World Language, Family Consumer Science (FACS), Library Media, K-10 Health and PE Standards

Phase one PIP

- Researched K-12 Standards, Goals and Outcomes

Phase two PIP

- Provide assistance for curricular tools implementation

Phase Three PIP

- Continued implementation of Minnesota State Standards

Other Program Improvement Items

- Research Based Response to Intervention (RTI)

Local Assessment Data Objective

On an annual basis H-BC Schools administer a variety of student assessments. The school district uses the data from these various assessments to evaluate and plan curriculum development efforts. Some of the assessments are identified by the state to be administered as part of the Minnesota Graduation Standards. Other assessments are administered at various grade levels to assess student growth as well as career development plans. The following assessments are administered each year:

Assessment	Grade Level
AIMsWeb ASSESSMENT—Probes in Reading and Math Skills	Kindergarten-6
Methods of Academic Progress (MAP) Fall and Spring	Grades 2-6
Minnesota Comprehensive Assessment II (MCA) Reading, Math, and Writing	Grades 3, 4 5 6 7, 8,
Minnesota Comprehensive Assessment II (MCA II) Science	5, 8, 10
MN Graduation Test in Written Composition	9
MN Graduation Test in Reading	10
MN Graduation Test in Math	11
EXPLORE TEST	8
PLAN	10
A.C.T.	11 and 12

Student Demographics

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Total	27	26	30	19	102

GRAD (Graduation-Required Assessment for Diploma) Tests

All students must pass the state GRAD assessments in reading, writing, and math in order to graduate from high school. The writing portion is assessed in 9th grade, reading in 10th grade, and math in 11th grade. The GRAD reading and math tests are embedded in the 10th and 11th grade MCA-II tests. If a student does not reach proficiency on the GRAD tests, they may retake them prior to graduation.

The graduating class of 2010 had **no** students denied a high school diploma as a result of not passing one or more of the GRAD Tests. All who have IEP's (Individualized Education Plan) are expected to attempt to take the GRAD test 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.

No students used a test in a language other than English. Students who have 504's (health related education plan) in place were provided the modifications established in their plan to complete these tests. Last year we had too few students to report this number.

Graduation Requirements

To graduate from Hills-Beaver Creek Schools a student must earn a minimum number of credits in grades nine (9) through twelve (12) (With one exception, in social studies, which is offered to eighth graders.) or above to count for these requirements. The number of graduation credits is as follows:

Required Credits
29

Required Course Credits:

Subject Area	Number of Credits Needed
English	4
Social Studies	(4 in 5 years Includes grade 8)
Physical Education	1
Mathematics	3
Science	3
Health	1
Computer	1

Basic Requirement testing

Retakes of the GRAD

If a student fails to pass a portion of the GRAD test, the student will have an opportunity to retake the basic requirement test each month beginning in October and going through August as needed. This is an online computerized test.

Remediation

Remediation for students failing to pass the test of Basic Requirements will occur with one on one tutoring given by a teacher with expertise in the area the student is deficient.

Senior testing opportunities

A Senior student may request additional GRAD requirements testing opportunities by notifying in writing the District Assessment Coordinator. The senior student must have fulfilled all other requirements to graduate to request the additional testing opportunities.

Appeals Process

If a student is not satisfied with the decision for further testing opportunities of the basic requirement test, he or she may appeal to the District Superintendent. The decision of the Superintendent will be final.

Test Security

To report a breach in security you may call or email our District Assessment Coordinator, Dan Ellingson 507-962-3240 or email dellingson@hbc.mntm.org. He will document and proceed with an investigation based on the allegations of test security breaches.



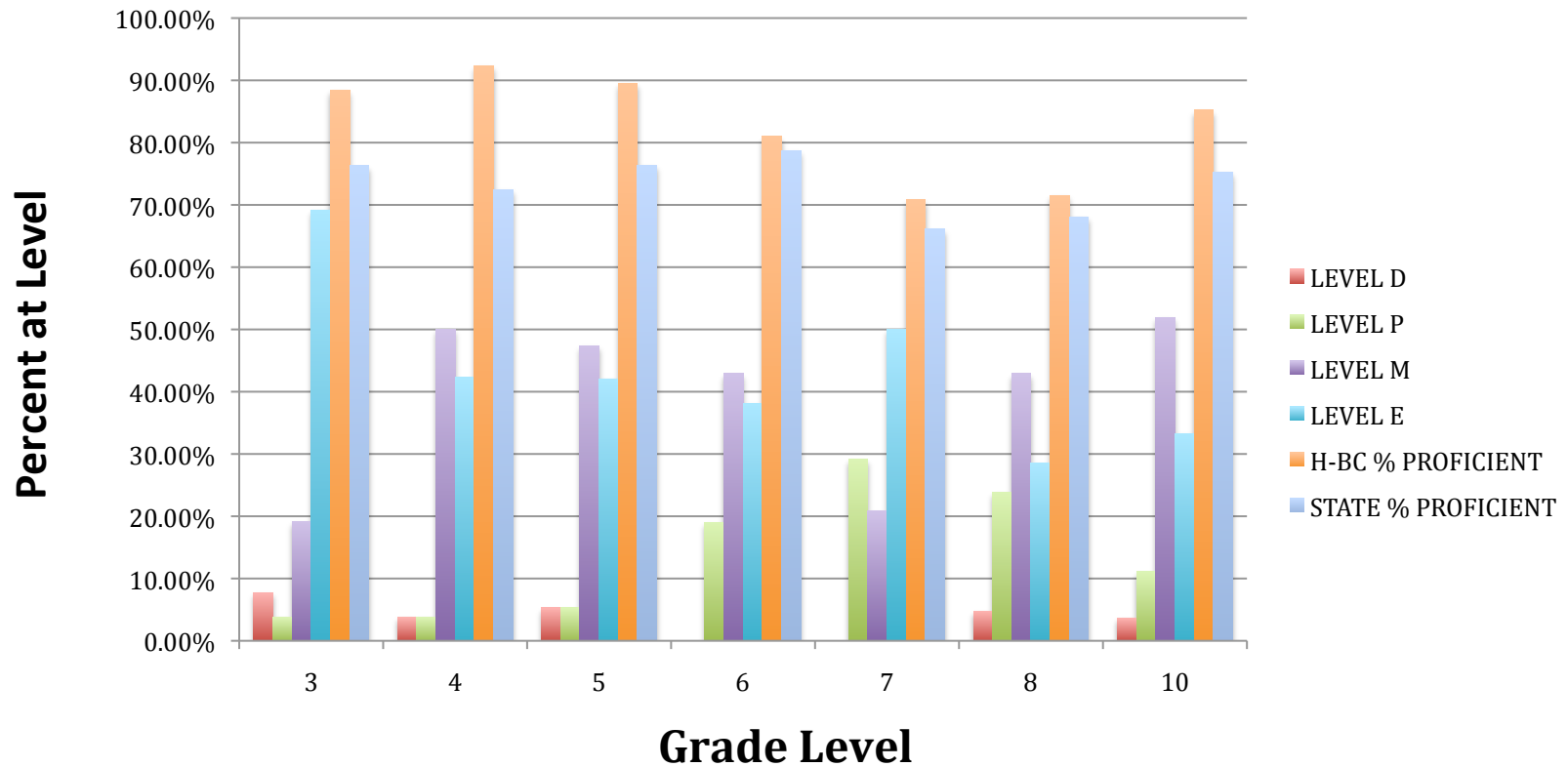
State Assessment Results
The following Charts and Graphs show how H-BC
students performed on the MCA II assessments
during the Spring of 2010

Grades and Percent of Students at Each Level
MCA II READING

GRADE	LEVEL D	LEVEL P	LEVEL M	LEVEL E	H-BC % PROFICIENT	STATE % PROFICIENT
3	7.7%	3.8%	19.2%	69.2%	88.4%	76.3%
4	3.8%	3.8%	50%	42.3%	92.3%	72.5%
5	5.3%	5.3%	47.4	42.1%	89.5%	76.4%
6	0%	19%	42.9%	38.1%	81%	78.7%
7	0%	29.2%	20.8%	50%	70.8%	66.1%
8	4.8%	23.8%	42.9%	28.6%	71.5%	68.1%
10	3.7%	11.1%	51.9%	33.3%	85.2%	75.3%

KEY: **Level D**– student does not meet the standards, **Level P** – student partially meets the standards, **Level M** – student meets the standards, **Level E**– student exceeds the standards, **(Level M+Level E = Proficient)**

MCA Reading Levels 2009-2010



KEY:

Level D– student does not meet the standards, **Level P** – student partially meets the standards,

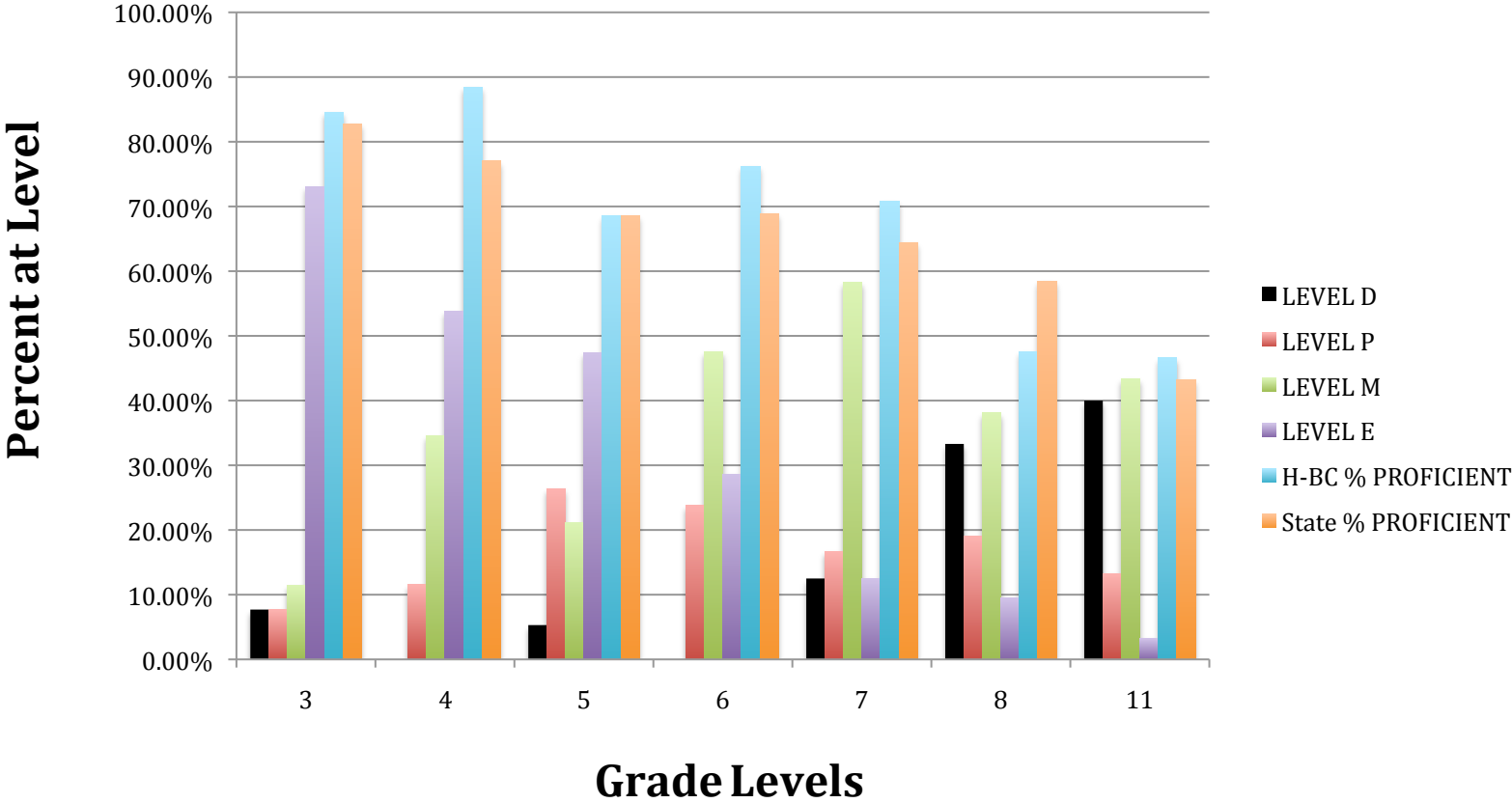
Level M – student meets the standards. **Level E**– student exceeds the standards (**Level M+Level E = proficient**)

**Grades and Percent of All Students at Each Level
MCA II MATHEMATICS**

GRADE	LEVEL D	LEVEL P	LEVEL M	LEVEL E	H-BC % PROFICIENT	State % PROFICIENT
3	7.7%	7.7%	11.5%	73.1%	84.6%	82.8%
4	0%	11.55%	34.6%	53.8%	88.4%	77%
5	5.3%	26.3%	21.1%	47.4%	68.5%	68.6%
6	0%	23.8%	47.6%	28.6%	76.2%	68.9%
7	12.5%	16.7%	58.3%	12.5%	70.8%	64.4%
8	33.3%	19%	38.1%	9.5%	47.6%	58.5%
11	40%	13.3%	43.3%	3.3%	46.6%	43.2%

KEY: Level D– student does not meet the standards, Level P – student partially meets the standards, Level M – student meets the standards, Level E– student exceeds the standards, (Level M+Level E = Proficient)

MCA Math Levels 2009-2010

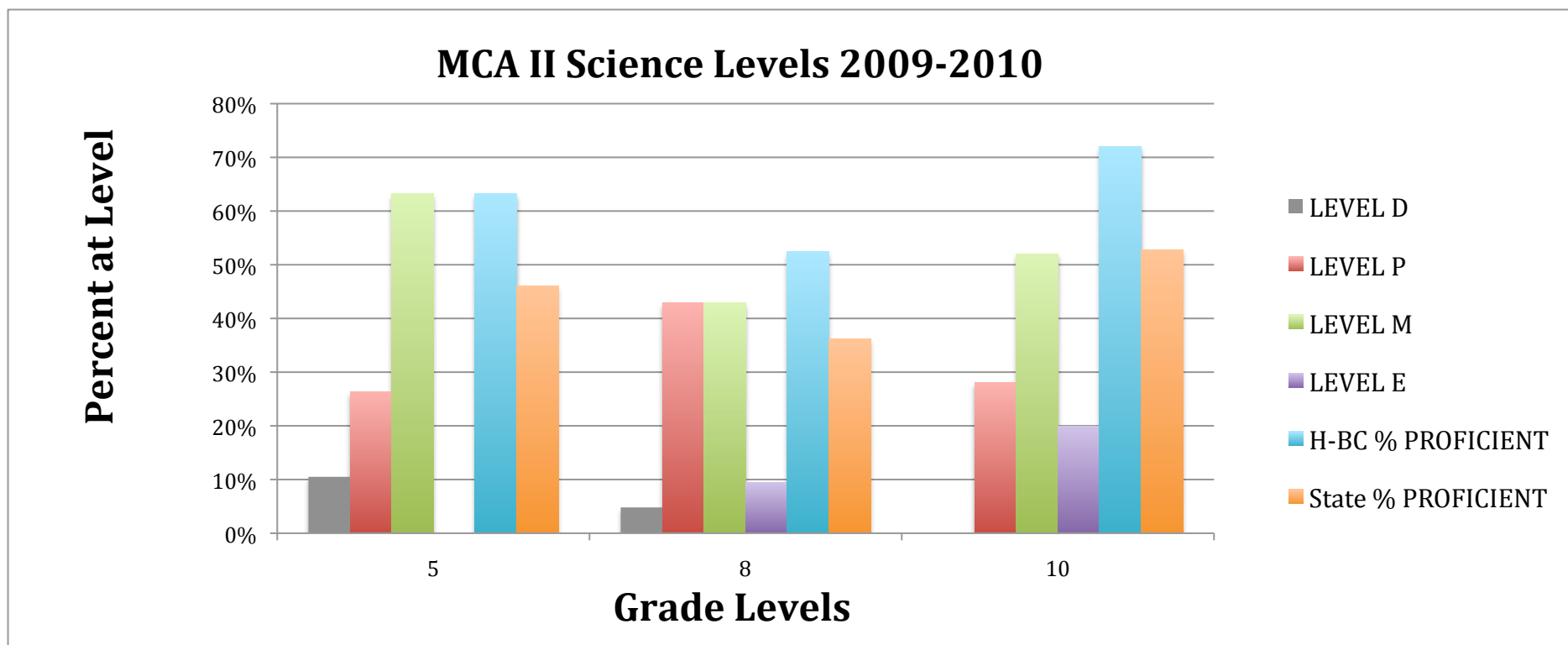


KEY:
Level D– student does not meet the standards, **Level P** – student partially meets the standards,
Level M – student meets the standards, **Level E**– student exceeds the standards (**Level M+Level E = proficient**)

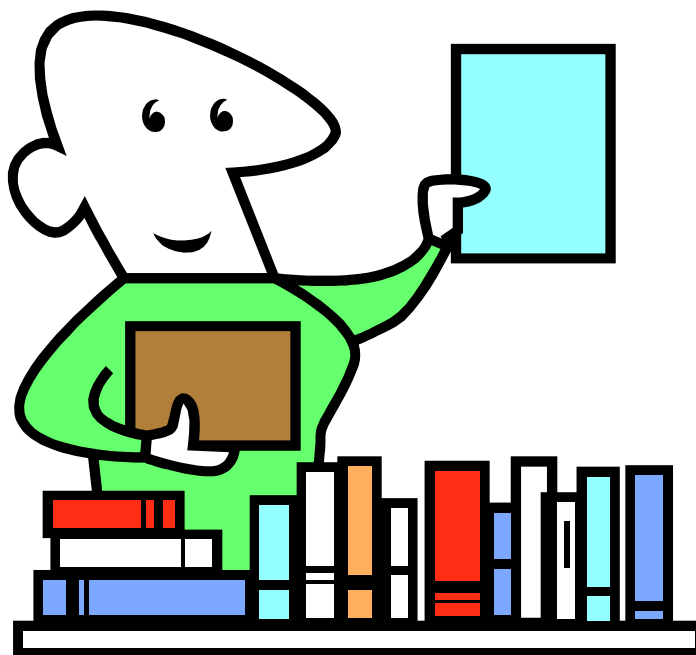
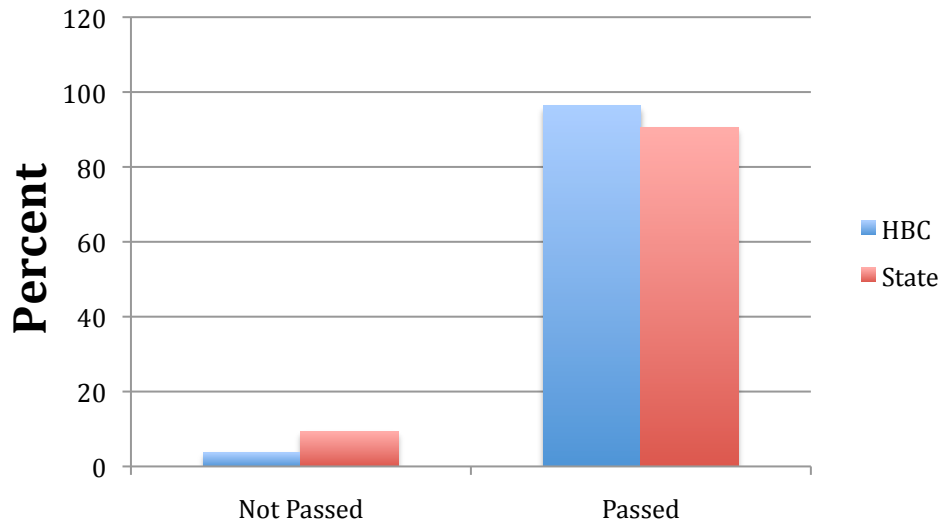
Grades and Percent of Students at Each Level MCA II SCIENCE

GRADE	LEVEL D	LEVEL P	LEVEL M	LEVEL E	H-BC % PROFICIENT	State % PROFICIENT
5	10.5%	26.3%	63.2%	0%	63.2%	46%
8	4.8%	42.9%	42.9%	9.5%	52.4%	36.2%
10	0%	28%	52%	20%	72%	52.8%

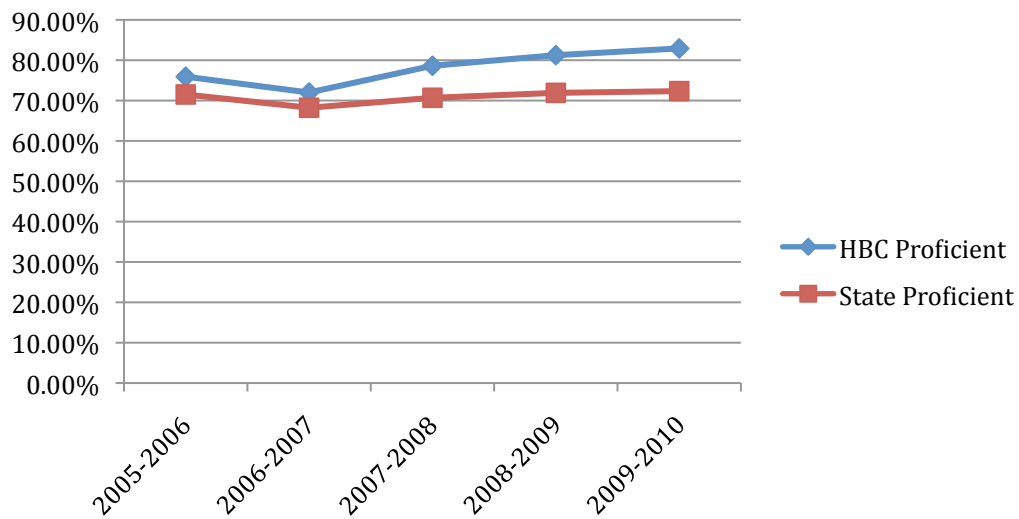
KEY: Level D– student does not meet the standards, Level P – student partially meets the standards, Level M – student meets the standards, Level E– student exceeds the standards



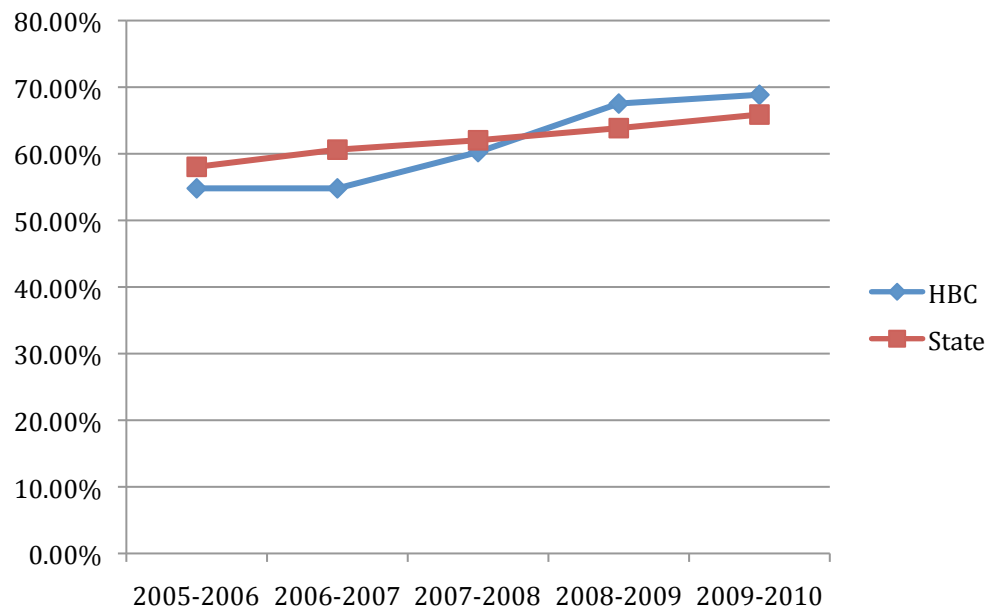
H-BC 9th Grade GRAD Writing 2009-2010



MCA II HBC Reading Proficiency Trend 2005-2009



MCA II HBC MATH Proficiency Trend 2005-2009



ACT NATIONAL/STATE/LOCAL COMPARISON

Scores are reported as a composite of all students who took the ACT as a junior or senior in high school. The composite reflects those students who took core (college preparatory curriculum) and those who have not.

**Almost all of H-BC's Juniors and Seniors take the ACT.

