

RESOURC
EFFUL
PROBLEM SOLVERS
SKILLED COMMUNICATORS
INSPIRE
INTRINSIC VALUE
CONFIDENCE
COURAGE
LIFELONG LEARNER
SELF-DIRECTED
STRATEGIC
DELIMITERS
ACHIEVE
DREAMS
COURAGE
RESPONSIBLE

2012-2013 ANNUAL REPORT



CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

OSSEO AREA SCHOOLS

ISD  279



ABOUT OSSEO AREA SCHOOLS

ISD 279-Osseo Area Schools is an award-winning school system that inspires and prepares all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

ISD 279 is the fifth-largest school district in the state, serving all or parts of Brooklyn Center, Brooklyn Park, Corcoran, Dayton, Maple Grove, Osseo, Plymouth, and Rogers.

The district is known for excellence in areas ranging from academics and arts to sports and finance. ISD 279 is the only Minnesota school district honored as one of the nation's "Best Communities for Music Education" every year since 2009. The district is home to three National Blue Ribbon elementary schools: Cedar Island (1990); Park Brook (1997); and Rush Creek (2007). Woodland Elementary was named a Minnesota School of Excellence (2011) and a Family Friendly School (2009). Magnet schools have earned state and national recognition as Schools of Excellence or Schools of Distinction. The district's careful stewardship of taxpayer funds has been recognized by the Minnesota Department of Education and the Association of School Business Officials International.

Osseo is the only school district in the nation that has earned certification as an authorized training site for the International Society for Technology in Education, sharing that status with prestigious companies such as Intel, Verizon, PBS, and Adobe.

ISD 279 has what parents want in an excellent school district, according to SchoolMatch, a national school evaluation company.

Magnet schools allow students to deepen their learning in special focus areas. At Weaver Lake Elementary: A Science, Math & Technology School, students discover the scientists in themselves through inquiry-based, hands-on classroom science and math activities, using current technology and equipment for collecting and analyzing data. Birch Grove School for the Arts offers students opportunities to achieve through the integration of fine arts, dance, drama, and music.

North View Junior High (7-9) and Park Center Senior High (10-12) offer the International Baccalaureate Middle Years and Diploma Programmes, recognized worldwide for their challenging international

education and rigorous assessment programs. Brooklyn Junior High offers a school-wide STEAM (STEM plus Arts) magnet program, and Osseo Senior High offers a Health Science magnet program.

Gifted Education programs serve the academic, social and emotional needs of gifted/talented learners. Every high school, plus Brooklyn Junior High, offers college-level courses through the Advanced Placement program.

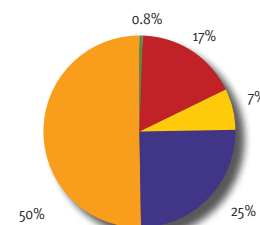
ISD 279 students reflect the global community, coming from homes where more than 80 dialects or languages other than English are spoken. Diverse demographics contribute to rich, real-life learning environments that prepare students for the 21st century workplace.

Preschool is offered at both early childhood centers and four elementary schools. All-day kindergarten options (some tuition-based) and/or before- and after-school child care (gr. K-6) are available at all elementary sites. Starting in Fall 2014, the kindergarten program provided will be all-day kindergarten districtwide.

Student demographics (2012-2013)

Ethnicity

■ American Indian/Alaskan Native	0.8%
■ Asian/Pacific Islander	17%
■ Hispanic	7%
■ Black, not of Hispanic origin	25%
■ White, not of Hispanic origin	50%



Free/Reduced Lunch:	40%
English Learners:	10%
Special Education:	14%

K-12 enrollment (2012-2013)

Elementary	11,100
Junior High	4,388
Senior High	4,585
Total, K-12:	20,073

Data Sources: Minnesota Dept. of Education, Osseo Area Schools

In addition to K-12 students, Osseo Area Schools serves nearly 4,000 Early Childhood and Adult Basic Education learners.

ALMOST PERFECT: MAPLE GROVE SENIOR HIGH

EARNED NEARLY PERFECT SCORES
ON THE TWO KEY MEASURES IN
THE 2013 MULTIPLE MEASUREMENT
RATING SYSTEM (MMRS).

GARDEN CITY ELEMENTARY,
PARK BROOK ELEMENTARY
AND NORTH VIEW JR HIGH
ARE ELIGIBLE TO APPLY, BASED
ON THEIR 2013 MMR RESULTS,
FOR STATE-LEVEL RECOGNITION

The State of Minnesota began using the Multiple Measurement Rating (MMR) as a school accountability system in 2012. The MMR includes MCA proficiency, growth, achievement gap reduction, and graduation rates. Results are available on the Minnesota Department of Education website, www.education.state.mn.us.

PROFICIENCY INDICATORS

All charts in this section reflect percent of students who are proficient, as measured by the MCA exams.

Reading

In 2013, the state introduced a new accountability test in reading, the MCA-III, which set a new baseline for results. Previous year results, taken under a different test, cannot be compared to 2013 results. The Reading MCA is given in grades 3-8 and grade 10.

The data below provide evidence of a key strength of the instructional staff in Osseo Area Schools. **While many students start in our system with lower-than-average proficiency, they make significant gains over time, catching up to or surpassing their statewide peers.**

READING MCA-III

	DISTRICT		STATE	
	2013		2013	
Grade 3	51%		57%	
Grade 4	48%		54%	
Grade 5	60%		64%	
Grade 6	60%		59%	
Grade 7	55%		54%	
Grade 8	54%		54%	
Grade 10	65%		62%	

Math

The state's accountability test in math is given in grades 3-8 and grade 11. **In every grade but one, student proficiency increased from 2011-2013.**

**Statewide in 2011-2012, there were three opportunities for students in grades 3-8 to take the MCA-III in Math, and the highest score was reported. Those extra opportunities helped increase the proficiency and growth results for 2012, but may have had a negative effect on 2013 scores. In 2012-2013, there was only one opportunity to take the MCA-III in Math.*

MATH MCA-III (Gr. 3-8) and MATH MCA-II (Gr. 11)

	DISTRICT			STATE		
	2011	2012	2013	2011	2012	2013
Grade 3	66%	67%	62%	70%	70%	72%
Grade 4	60%	68%	67%	67%	72%	71%
Grade 5	49%	59%	58%	54%	64%	60%
Grade 6	48%	55%	58%	50%	61%	57%
Grade 7	49%	53%	54%	52%	60%	56%
Grade 8	52%	64%	57%	53%	72%	59%
Grade 11	47%	37%	50%	49%	43%	52%

Science

The MCA-II Science test is given in grades 5 and 8, and in high school. **From 2011-2013, student proficiency in science increased in grade 5 and in high school grades.** Mirroring the state trend, proficiency in grade 8 held steady.

SCIENCE MCA-II

	DISTRICT			STATE		
	2011	2012	2013	2011	2012	2013
Grade 5	42%	49%	47%	46%	58%	60%
Grade 8	34%	33%	34%	44%	42%	44%
High School	54%	52%	56%	54%	52%	53%



GROWTH

**IS A GOOD REFLECTION OF THE
HARD WORK**

OF STUDENTS, PARENTS AND STAFF.

OSSEO STUDENTS

GREW MORE THAN

THEIR STATEWIDE PEERS IN

BOTH MATH AND READING,

AND POSTED GROWTH

RATES ABOVE THE NATIONAL

AVERAGE IN BOTH SUBJECTS.

GROWTH INDICATORS

In addition to measuring proficiency, which measures where students are at a specific point in time, the MCA assessments allow districts to look at individual student growth to see how much each student has improved over time. Each student tested has a predicted growth rate for the following year that represents expected growth over one academic year. Growth is measured as high growth, medium growth, or low growth.

The pie charts show student growth across all grades in reading and math during the 2012-2013 school year. **Osseo Area Schools students again outperformed the state in total percentage of medium and high growth on the MCA in Reading and Mathematics.**

Student growth during the 2012-13 school year

Osseo Area Schools Reading

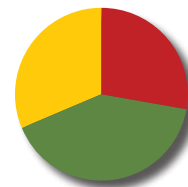
Growth	Percent
Low	23.6%
Medium	41.4%
High	35.0%



Student growth during the 2012-13 school year

Minnesota Reading

Growth	Percent
Low	27.9%
Medium	40.8%
High	31.3%



Student growth during the 2012-13 school year

Osseo Area Schools Math

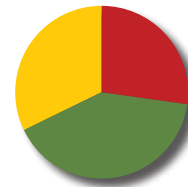
Growth	Percent
Low	25.0%
Medium	42.9%
High	32.1%



Student growth during the 2012-13 school year

Minnesota Math

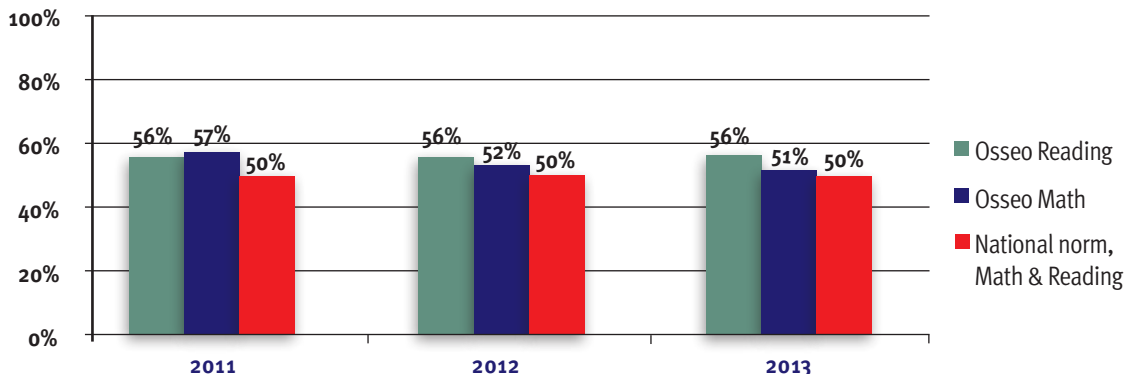
Growth	Percent
Low	27.4%
Medium	40.5%
High	32.1%



Osseo students above national averages for meeting growth targets

In addition to looking at local growth compared to other Minnesota students, staff looks at the percentage of students who meet their individual growth targets compared to national peers as determined by Measures of Academic Progress (MAP). The MAP test is a nationally normed, computerized adaptive assessment developed by the Northwest Evaluation Association. On the MAP test, Osseo student growth is well above the national average in reading and slightly above in math.

MAP growth 2011-2013: local results vs. national norm



OTHER PROGRESS INDICATORS

ACT scores hold steady

The ACT is a college entrance exam taken by approximately 60% of seniors in Osseo Area Schools. In each of the four ACT subjects, District 279 student scores are close to the state average and well above the national average.

AVERAGE ACT SCORES

		2011	2012	2013
ENGLISH	District	21.8	21.7	21.4
	State	22.3	22.1	22.2
	Nation	20.6	20.5	20.2
MATH	District	23.1	23.0	22.7
	State	23.0	23.0	23.1
	Nation	21.1	21.1	20.9
READING	District	22.5	22.3	22.3
	State	22.9	22.9	23.1
	Nation	21.3	21.3	21.1
SCIENCE	District	22.6	22.5	22.4
	State	22.8	22.7	22.9
	Nation	20.9	20.9	20.7
COMPOSITE	District	22.6	22.5	22.3
	State	22.9	22.8	23.0
	Nation	21.1	21.1	20.9

Improving on-time graduation rates

Our school district's on-time graduation rates are higher than the state for all student racial/ethnic groups. In addition, the district ranks #1 among similar districts in two key areas:

- Highest overall graduation rate for black students;
- Highest rate of improvement in graduation rates for black students.

Park Center Senior High is #1 in the state among similar schools for improving its black student graduation rate.

Our success in helping more students graduate on time is important for our community because graduates earn more money over their lifetimes and are more likely to become economically self-sufficient.

ON-TIME GRADUATION

	Class of 2010	Class of 2011	Class of 2012*
District	80.7%	81.4%	80.8%
State	75.5%	76.9%	77.6%

* Most current data available

Strong Advanced Placement (AP) and National Merit results

In 2013, the number of AP Scholar Awards hit a three-year high of 127; the number of students earning this high level of recognition has nearly tripled since 2008. More than 60% of the 2013 AP exams earned scores of 3 or above, which are generally considered eligible for college credit.

At Maple Grove Senior High, 91 students earned recognition as follows: 47 AP Scholars; 18 AP Scholars with Honors; and 26 AP Scholars with Distinction. Aniket Ketkar was named a National AP Scholar.

At Osseo Senior High, 36 students earned recognition as follows: 22 AP Scholars; 4 AP Scholars with Honors; and 10 AP Scholars with Distinction.

Twelve (12) students were honored as National Merit Semifinalists or Commended Students by the National Merit Scholarship Program for their outstanding performance on the 2012 PSAT exam. Emma Folke (OSH), Emily Leonard (MGSH) and Malavika Suresh (MGSH) were named Semifinalists. Commended Students were: Jessica Barry (MGSH), Kerry J. Bloomfield (OSH), Jason Fotso (MGSH), Sofia Maltseva (MGSH), Allen Miller (MGSH), Vivian Nguyen (MGSH), Michael Rouleau (MGSH), Rory J. Stiller (OSH), and Olivia Trudeau (MGSH). One student, Jason Fotso of Maple Grove Senior High, was also named a National Achievement Scholarship Semifinalist by the National Merit Scholarship Program.

Excellent participation and performance in International Baccalaureate (IB) Programme

In 2012-2013, an all-time high of 387 Park Center Senior High students participated in the rigorous and internationally recognized IB exams, an increase of 32% over the prior year.

The number of IB Diploma recipients more than doubled over the prior year. The IB Diploma is a prestigious academic credential that is recognized around the world as one of the highest achievements for high school students. IB Diploma graduates were: Monika Agbonkhese, Uyen Dinh, Joseph Kust, Bailey Lutz, Paige Myers, Lacy Myrman, Samuel Myszkowski, Sophia Myszkowski, Rael Ogega, Sean Payette, and Jolene Rotich.

To earn an IB Diploma, a student must take six IB exams, averaging a score of at least 4 in each one; write a 4,000-word research paper; and complete more than 150 hours of service work.





District Planning Advisory Council

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives, and in reporting of findings and recommendations to the entire school community.

2012-2013 Council members:

Parents: Charlotte Alexander, JoVan Birkhofer, Jennifer Brown, Danielle Carter, Amy Chouinard, Marty Cohen, Robin Dolan, Geoff Dopkins, Kathy Frederickson, Sonali Gore, Debbie Hulke, Greg Hulne, Lorie Humphrey, Maggie Kiefer, Karen Kieser, Brian LaRose, Laura Kelly Lovdahl, Jodelle Migely, Erika Novak, Mary Jo Sandretsky, Andrew Sawatzke, Derrick Strom, April Tatur, Shonda Thomas, Michelle Zimmerman. **Students:** Jin Chang, Anisha Dhamipragada, Selena Dwarka, Robyn Huber, Ashley Williams. **Community:** Lisa Berglund, Pam Paulsen, Brenda Troiani. **School Board:** Jim Burgett. **Staff:** Wendy Biallas-Odell, Kathy Bushman, Tony Hudson, Don Pascoe.

Listening to our community

In June 2012, an independent survey was conducted to learn about district residents' perceptions of the school district. The survey showed some improvements over previous survey results from 2007, including:

- 78% find the quality of education good or excellent (up 8%).
- 77% trust the Board and Administration to do what is right for students (up 3%).
- The top two most serious issues reported by respondents are “funding concerns” and “large class sizes.”
- Respondents have high regard for the job performance of teachers and principals.

Setting and meeting goals

District-level goals

The Osseo Area Schools Strategic Plan describes the priority work to be undertaken by the school system in any given year. Multiple forms of input are taken into consideration as the Superintendent develops her recommendations for priority work to be approved by the School Board for the following year.

Process for developing recommendations:

- A filter for all considerations is that district leaders prioritize action that will have the biggest impact on student achievement.
- Next, the Superintendent considers recommendations from current and former community advisory groups, primarily the Core Planning Team, District Planning Advisory Council, and the Mission Forward Task Force.
- Leaders also assess progress on the current year’s work to determine what needs to continue into the next year.
- Then, the Superintendent considers other priorities that the Executive Leadership Team has identified.
- Finally, the Superintendent assesses staff capacity to take on new work or to transform the work they are already doing.

School-level goals

Every school develops an annual School Improvement Plan which includes both academic and district priority goals. The academic goals selected are based on state and district student achievement data from the previous year. Each school improvement goal is accompanied by a staff development goal and action plan. Most staff development goals revolve around improving student achievement in math and reading and enhancing school climate.

Osseo Area Schools Assessment Plan

Standardized tests are given for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Osseo Area Schools students with national, state, and other norms; and identifying students who may need some extra help or who may benefit from special programs.

STATE MANDATED

Test	Description	Main Uses	Grades and Frequency
Minnesota Comprehensive Assessments (MCA) Reading & Math	State-mandated to fulfill “No Child Left Behind” (NCLB) in reading and math	Student and school progress reports System accountability	3rd–8th Grade Reading and Math 10th Grade Reading 11th Grade Math
Minnesota Comprehensive Assessment (MCA) Science	State-mandated to fulfill NCLB; computer-based with multi-media to measure students’ achievement in science	Student and school progress reports To evaluate curriculum and instruction System accountability	Students in Grades 5, 8, and senior high Biology
Graduation-Required Assessment for Diploma (GRAD)	State-mandated measures of graduation standards in reading, math, and written composition	Certify students for graduation System and individual accountability	Grade 9 Written Comp Grade 10 Reading Grade 11 Math Retests are given to those students who did not pass in Grades 10–12
ACCESS for ELLs® test	State-mandated measures of English proficiency for English Learners (EL) in reading, writing, speaking, and listening	Student and school progress reports EL program accountability	Test in Spring: English Learners Grade K-12
DIBELS NEXT	Passage read orally for accuracy and fluency	Tracking early readers’ progress Student differentiation	Three times a year in Grades K-6
Measures of Academic Progress (MAP)	District-purchased, computer-adapted tests with national measures in reading and math	Student placement, classroom differentiation, improvement planning for sites, programs and curricular areas	Administered to students up to three times a year. District-wide test given to Grade 3–8 in Spring for reading and math
Explore & PLAN	State-offered national norm standardized tests in reading, math, English, and science	Informing students and parents of academic progress, interests, and career plans	Grade 8 - Explore Grade 10 - PLAN
American College Testing (ACT), Scholastic Aptitude Test (SAT), & Advanced Placement (AP)	College preparation and admission tests	Applying to and selection by colleges	Four times a year for ACT and SAT; AP exams given in May to 10–12 grade students who choose to take them

DISTRICT

2012-2013 ISD 279 School Board

Dean G. Henke - Chairperson

Teresa Lunt - Vice Chairperson

Tammie Epley - Clerk

Jim Burgett - Treasurer

Linda Etim - Director

Jacki Girtz - Director

Kate Maguire, Ed.D. - Superintendent

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