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A SPECIAL TESTING RESULTS EDITION OF...

THE INSIDER

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Spring Lake Park School District 16

Spring Lake Park School District 16 meets all AYP requirements

Significant MCA test score gains are made at all levels, state requirements met in 179 of 180 subgroups

An explanation of the 2004-05 academic progress of our students as measured by Minnesota's No Child Left Behind (NCLB) accountability plan.



Significant gains in test results

Spring Lake Park School District 16 is excited about the academic progress being made throughout the district. Some highlights and explanations are provided for you below:

■ *District 16 accomplished all Adequate Yearly Progress (AYP) requirements as measured in 2004-05 as part of No Child Left Behind (NCLB).*

When requirements are reviewed by schools as well, there are 180 separate measures. Across the district, requirements were met in 179 of 180 subgroups.

■ *District 16 is seeing academic gains, across all subgroups and achievement levels, in reading and math, in grades 3, 5, and 7.*

This is a tribute to the work our teachers, principals, and support staff have engaged in for the past couple years.

It is important to note that this achievement is improving across the spectrum of students. There are gains within subgroups, and students who have already met proficiency are demonstrating ever greater achievement with greater numbers of students moving from level three, which demonstrates proficiency, to levels four and five, the top two achievement levels.

■ *The Minnesota Comprehensive Assessments (MCAs) are one measure of a complex system—a snapshot in time—on one achievement test.*

Our MCA results demonstrate signs of significant improvement, and we are

encouraged by these. However, the district also uses a number of additional ongoing assessments to measure student learning.

For example, students take a computerized assessment, the Measures of Academic Progress (MAP), three times a year in grades 2-8, and we are piloting it this year at Spring Lake Park High School.

In addition, common assessments are developed by grade level teachers and departments to measure student progress towards learning targets.

District 16 also conducts a deeper analysis of MCA results than is provided by NCLB, which simply compares, for instance, this year's 5th graders to last years.

An example of the deeper study conducted by the district involves examining progress made from 3rd to 5th grade, as well as progress made on specific elements of the test. This analysis is not provided or considered by the State, and that is not taken into account by the NCLB system.

Focusing on each student's individual needs, progress

There is always room for improvement, and there are still gaps in achievement that staff throughout the district are working to close.

Teachers will continue to work in collaborative professional teams (we call them Professional Learning Communities or PLCs) to identify learning targets, assess student progress towards these expectations, and respond to the individual needs of their learners.

Professional Learning Communities clarify learning targets, or what we expect all students to learn, assess student to progress towards these expectations, and provide support to those students who are having difficulty, as well as extend the learning of those who are exceeding expectations.

MCA? No Child Left Behind?

Each year, Minnesota Comprehensive Assessments (MCA) are given to students in reading, math, and writing.

Results of these tests, given in grades 3, 5, 7, 10, and 11, are then used by districts to measure progress toward Minnesota academic standards as required by the federal No Child Left Behind act.

For the No Child Left Behind (NCLB), accountability plan, progress is measured for all students in the categories of American Indian, Asian/Pacific Islander, and Black (non-Hispanic).

Also Hispanic, White, Limited English Proficiency, Special Education, Free/Reduced Price Lunch, Entire Student Population of School or District.

At a glance: encouraging results

The district was very encouraged by the 2005 MCA results. At the elementary level we improved the number of students demonstrating proficiency in reading and/or math by better than 20% in a number of schools.

In addition, students who already had met proficiency demonstrated a deeper level of learning as our percentage of students in levels 4 and 5, the top two achievement levels, improved significantly.

MCA Testing: District 3rd Graders

Reading

■ 2005: 73% in levels 3,4 or 5 (up from 66% in 2004)

Math

■ 2005: 70% in levels 3,4 or 5 (up from 64% in 2004)

MCA Testing: District 5th Graders

Reading

■ 2005: 76% in levels 3,4 or 5 (up from 76% in 2004, 68% as third graders in 2003)

■ 2005: 70% in levels 4&5 (up from 62% in 2004)

Math

■ 2005: 80% in levels 3,4 or 5 (up from 73% in 2004, 69% as 3rd graders in 2003)

■ 2005: 70% in levels 4&5 (up from 58% in 2004)

MCA Testing: District 7th Graders

Reading

■ 2005: 77% in levels 3,4 or 5 (up from 66% in 2004)

Math

■ 2005: 73% in levels 3,4 or 5 (up from 65% in 2004)

At a glance: academic progress by school

Woodcrest Elementary

Made AYP in reading for all 9 subgroups, and in math in 8 out of 9 subgroups

Woodcrest Elementary had exceptional results, including a better than 20% gain in percentage of students demonstrating proficiency at the third grade level.

In the fifth grade, the percentage of students in the top two levels (levels 4 and 5) improved by 10% in both reading and math.

While one subgroup at Woodcrest did not meet AYP in math (it missed by the narrowest margin possible) we are pleased to report that the individual students within this subgroup have demonstrated improvement and learning individually on our local assessments.

While they did not meet proficiency on the MCAs, they made strides towards this target.

3rd Grade Reading

■ 2005: 75% levels 3,4,5 (up from 55% in 2004)

3rd Grade Math

■ 2005: 74% levels 3,4,5 (up from 55% in 2004)

5th Grade Reading

■ 2005: 69% levels 3,4,5 (72% in 2004)

■ 2005: 64% in levels 4 & 5 (up from 59% in 2004)

5th Grade Math

■ 2005: 69% levels 3,4,5 (71% in 2004)

■ 2005: 59% in levels 4 & 5 (up from 50 in 2004)

Park Terrace Elementary

Made AYP in 2005 for all 18 subgroups

We are excited to report the overall improvement demonstrated at Park Terrace, especially the dramatic improvement witnessed by the 5th graders since 2003.

3rd Grade Reading

■ 2005: 66% levels 3,4,5 (up from 64% in 2004)

3rd Grade Math

■ 2005: 62% levels 3,4,5

5th Grade Reading

■ 2005: 78% levels 3,4,5 (up from 74% in 2004, & 57% in 2003)

5th Grade Math

■ 2005: 78% levels 3,4,5 (up from 73% in 2004, & 60% in 2003)

Kenneth Hall Elementary

Made AYP in 2005 for all 18 subgroups

The fifth grade cohort made outstanding gains from third to fifth grade.

3rd Grade Reading

■ 2005: 73% levels 3,4,5

3rd Grade Math

■ 2005: 60% levels 3,4,5

5th Grade Reading

■ 2005: 88% levels 3,4,5 (up from 81% in 2004, 77% in 2003)

5th Grade Math

■ 2005: 91% levels 3,4,5 (up from 75% in 2004)

Westwood Elementary

Made AYP in 2005 for all 18 subgroups

Very positive and consistent improvement in achievement was demonstrated at Westwood Elementary in 2005. The percentage of students in the top two

achievement levels improved a great deal since 2003 and 2004.

3rd Grade Reading

■ 2005: 75% levels 3,4,5

■ 2005: 64% levels 4&5 (up from 61% in 2004)

3rd Grade Math

■ 2005: 77% levels 3,4,5 (up from 68% in 2004)

5th Grade Reading

■ 2005: 75% levels 3,4,5 (was 75% in 2004, 69% in 2003)

■ 2005: 68% levels 4&5 (up from 59% in 2004)

5th Grade Math

■ 2005: 84% levels 3,4,5 (up from 74% in 2004)

Westwood Middle School

Made AYP for 2005 in all 18 subgroups

The outstanding gains in test results at Westwood Middle School are exciting. These gains were consistent on MCAs, the Minnesota Basic Skills Test (BSTs), and local assessments.

The Westwood Middle School staff focused on these areas during the 2004-05 school year and the results reward the hard work. Again, the focus is not on the test, but the learning targets the district has for students.

If students meet these targets the result will be improved results on the assessments.

Reading

■ 2005 MCAs: 77% levels 3,4,5 (up from 67% in 2004)

■ 2005 BSTs: 85% passed (up from 83% in 2004)

Math

■ 2005 MCAs: 74% levels 3,4,5 (up from 66 % in 2004)

■ 2005 BSTs: 76% passed (up from 69 % in 2004)

The Minnesota Basic Standards Tests (BST) results were the highest we have ever had, and it is the first time we surpassed the state average in reading and math.

Spring Lake Park High School

Made AYP for 2005 in all 18 subgroups

Spring Lake Park High School met all AYP requirements in reading and math. In addition, students had better than 90% proficiency on the writing test.

It is great to see so many of our students doing well, yet there is room for improvement and teachers are continuing to address the individual needs of their learners.

Reading

■ 2005: 84.3% levels 3,4,5 (in 2004 it was 86.6%)

Math

■ 2005: 75.4% levels 3,4,5 SLP High School was identified as a 4 star school, indicating results in the top 25% in the state

Learning Alternatives

Made AYP for 2005 in all 18 subgroups

Students in District 16 Learning Alternatives –Area Learning Center program continue to make progress. While we expect higher levels of proficiency among these students in the future, we feel good about the progress among individual students.

Reading

■ 2005: 35.7% levels 3,4,5 (37.5% in 2004)

Math

■ 2005: 46.8% levels 3,4,5 (up from 13% in 2004)