



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

DISTRICT 623 • ANNUAL REPORT ON CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT • 2011

A letter from the Superintendent

October 2011

Dear Friends:

Everyone can tell you stories about their favorite teacher. Most often that favorite teacher also had a reputation for fairness. That great teacher most likely explained things clearly, and they stood out because of their compassion and sense of “fairness.”

Why am I mentioning teachers from our youth? Because I believe all of us could learn from our teachers’ sense of fair play and the way they made EVERY student feel successful no matter their gifts or abilities.

I believe we, in Roseville Schools, are very fortunate because our teachers review each student’s academic progress and focus on the student’s individual growth. I know that Roseville teachers never accept less than a student’s best effort. Our teachers build confidence and provide motivation to every student so they always do their best. They motivate their students with positive and uplifting feedback - not by publicly embarrassing them or pointing out their shortcomings.

As you are aware, the students of Roseville Area Schools and all other schools in Minnesota are evaluated

“We all know fairness when we see it and even more so when we experience a lack of it.” — AUTHOR UNKNOWN

under the No Child Left Behind Act. The Minnesota NCLB assessment measures student results and issues a pass or a fail pronouncement. One missed assessment cell, and you are labeled as “failing.” The assessment does not take into consideration if the student is from a disadvantaged family, has special learning disabilities, comes from a home where English is a second language or if the student has switched schools three times in the past year. It seems unfair to me that a school like Edgerton Elementary School is labeled a failure when 94.4% of student groups are successful in meeting their assessment targets.

I believe that each and every student should be evaluated on their successes and held accountable for anything less than their best effort. I am not requesting a free pass, I am just requesting a level playing field where students are allowed to start in the same place and teachers can be recognized for the effort, work ethic and their student’s progress. I believe our students and their teachers are doing their best and ask that you evaluate their success on their academic progress and not on an artificial bar that does not pass the “smell test” for fairness or take into consideration where students start their academic journey.

This Annual Report on Curriculum, Instruction and Student Achievement is an opportunity for Roseville Area

Schools to celebrate our successes, acknowledge our progress and accept accountability where and when appropriate. It shows our learning family is making steady progress (8% growth) on our academic journey, but also indicates that there are additional miles to go before we reach our final destination.

After reviewing the Annual Report I hope you will recognize and celebrate the good work and extra effort of our teachers’ and the young people they serve. Please remember that great teacher from your youth that provided encouragement and provided you with “you can do it” messages that motivated you to work toward excellence, and encouraged you to improve. I believe the same type of encouragement motivates our Roseville students to continue working towards academic success, to fairly acknowledge their growth areas and never cease in their desire to improve.

Sincerely,

Dr. John Thein
Superintendent

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Roseville Area Schools

Mission Statement—Our Core Purpose

Quality Teaching and Learning for All...Equity in All We Do

OUR VISION 2015

What we intend to create

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated and high achieving lifelong learners.

We demonstrate this Vision when:

- Each learner thrives in a safe, equitable, and respectful learning environment that fosters confidence, excellence and a sense of belonging while honoring difference.
- Each learner receives high quality, personally relevant instruction enhanced by all members of the learning community.
- Each learner studies a challenging academic curriculum, which enhances social, emotional, physical and ethical development.
- Each learner meets rigorous academic standards and is prepared for future learning and success in a multicultural society.

CORE VALUES

What drives our words and actions

- Equity
- Responsibility
- Integrity
- Respect
- Compassion
- Commitment
- Sense of Belonging
- Curiosity

EQUITY VISION

In alignment with the District Vision, Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family and staff member regardless of:

- Race
- Gender
- Sexual Orientation
- Socioeconomic Status
- Ability
- Home or First Language
- Religion
- National Origin
- Age
- Physical Appearance

STRATEGIC DIRECTIONS

Our focused allocation of resources

- C**ommunity • Engaging and partnering with the whole community.
- L**eadership • Building a culture that nurtures the leadership potential in each member of the diverse learning community.
- E**quity • Ensuring each individual develops and thrives; eliminating systemic barriers to success.
- A**chievement • Aligning systems, practices, and instruction to the individual's needs, abilities and goals.
- R**esources • Securing, managing and leveraging our human, financial, and physical capital responsibly and creatively.

Performance highlights

Each year, leadership teams in each school in the district engage in the process of setting goals for the school year focusing on the district equity and achievement goals.

The school teams develop detailed action steps they will follow in efforts to meet their goals, an assessment plan to measure progress on goals and the professional development that is needed to help achieve their goals.

MAP Tests

Measures of Academic Progress (MAP) provide teachers and students with concrete data used to set both individual and school goals. MAP is a set of computerized tests in reading and math. The computerized system adjusts the difficulty level of questions based on the student's pattern of correct/incorrect answers.

Students in grades 2-8 take the MAP at least twice (once in the Fall and again in the Spring). When students take the MAP in the Fall a target score for each student is set based on national averages, and then the MAP is taken again in the Spring. Actual student growth can be compared to the target growth. Beyond measuring growth, MAP also gives information about specific areas of strength or weakness in reading and math.

The charts on page 4 show the average amount of growth made in RIT points, the scale used on the MAP. The blue bars indicate the average growth of Roseville students and the red squares indicate the national average.

High School Test Results

The district graduation rate remains high, with 98% or more of the students passing state required GRAD tests in all three subject areas (math, reading and writing) by graduation. High school students outperformed state averages on the MCA II reading and math tests, with 82.03% of the tenth grade students

Test Primer

Standardized tests are not the only method used to look at student progress. Teachers evaluate student achievement through a variety of other means throughout the year, and also consider the broad educational needs of children. However, standardized tests offer a measure for comparison across district, state, and national levels. Here is a brief primer about the standardized tests given in ISD 623.

ACT/PLAN/EXPLORE: A series of national tests that helps assess a student's preparedness for college. Students receive scores in English, Math, Reading and Science Reasoning, as well as a composite score. In addition, the PLAN test provides information that helps improve a student's career preparation. The EXPLORE and PLAN are given to students in 8th and 10th grade. Students self-select to take the ACT. Typically, about 70% of Roseville students choose to take the ACT.

CogAT: Designed to measure students' reasoning abilities, the Cognitive Abilities Test (CogAT) is made up of three subtests: verbal, quantitative, and nonverbal (spatial). The test is administered to students in grade three and five in the Fall.

MAP: A computerized adaptive assessment, Measures of Academic Progress (MAP) measures each student's academic growth in reading, language use and mathematics. MAP tests align with state standards. Test results show a student's strengths and weaknesses, allowing staff and parents to determine methods to help the student meet the projected growth for their age group.

MCA-II/III: MCA is a statewide standardized achievement test that assesses student progress toward achieving Minnesota standards in reading, math and science. Test results are used to monitor trends in student achievement. They are also used to determine if schools and districts have made Adequate Yearly Progress (AYP) according to the No Child Left Behind (NCLB) federal act. Proficiency is an important word in understanding MCA results. Students who score in the top two achievement levels—"Meets Standard" and "Exceeds Standard"—meet the adequate yearly progress (AYP) requirements and are considered proficient.

GRAD: Graduation Required Assessments for Diploma (GRAD) measure whether students have mastered the skills in reading, math, and writing that are required to graduate by the State of Minnesota. Students must achieve a passing score in all three subjects to be eligible for a public school diploma.

TEAE and MN SOLOM: Tests given to students with limited English proficiency, the Tests of Emerging Academic English (TEAE) and Minnesota Student Oral Language Observation Matrix (MN SOLOM) are designed to demonstrate growth in English from year to year. The TEAE is a reading and writing test given in grades 3-12. The MN SOLOM is a listening and speaking assessment given K-12.

reaching proficiency in reading, compared to 75.32% in the state. On the math MCA II, 53.09% of the eleventh grade students reached proficiency in math, compared to 48.59% in the state. Roseville students performed exceptionally well on the ACT. The ACT is used by many colleges as an entrance exam. The percentage of students taking the ACT remained high in 2010-11 with 76% of the graduating class participating in the exam. The test includes English, mathematics, reading and science. Roseville Area High students were above the state and national scores in every category, a particularly outstanding result considering the number of students that take the test. The composite score for Roseville students was 23.6 compared to 22.9 for Minnesota, and 21.1 nationally.

ACT Results Over Time

Average scale scores; based on scale of 36 points

	% TAKING TEST	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE
District 623						
2010-11	76%	23.3	23.7	23.6	23.3	23.6
2009-10	73%	23.5	23.7	24.4	23.8	24.0
2008-09	74%	23.4	23.7	24.6	23.9	24.0
2007-08	71%	22.5	22.8	24.0	23.3	23.3
2006-07	71%	22.9	23.0	23.9	23.7	23.4
State						
2010-11		22.3	23.0	22.9	22.8	22.9
2009-10		22.3	22.9	23.2	22.8	22.9
2008-09		22.0	22.7	23.1	22.6	22.7
2007-08		21.9	22.6	23.0	22.5	22.6
2006-07		21.8	22.5	22.8	22.5	22.5
National						
2010-11		20.6	21.1	21.3	20.9	21.1
2009-10		20.5	21.0	21.3	20.9	21.0
2008-09		20.6	21.0	21.4	20.9	21.1
2007-08		20.6	21.0	21.4	20.8	21.1
2006-07		20.7	21.0	21.5	21.0	21.5

MCA Scores

Districts throughout the state administer the Minnesota Comprehensive Assessments (MCA's) each year to measure student performance against state standards and to assess the yearly progress of schools in meeting the federal requirements of the No Child Left Behind legislation. MCA's are adjusted following the revision of the state's standards in each

discipline. In 2010-2011, school districts in Minnesota used the MCA II for reading and for 11th grade math. The MCA III was introduced in 2010-2011 for math in grades 3-8, with 11th grade math switching to MCA III in 2013-2014. The MCA III in science is scheduled for operational use in 2011-2012 and the MCA III for reading is scheduled for implementation in 2012-2013.

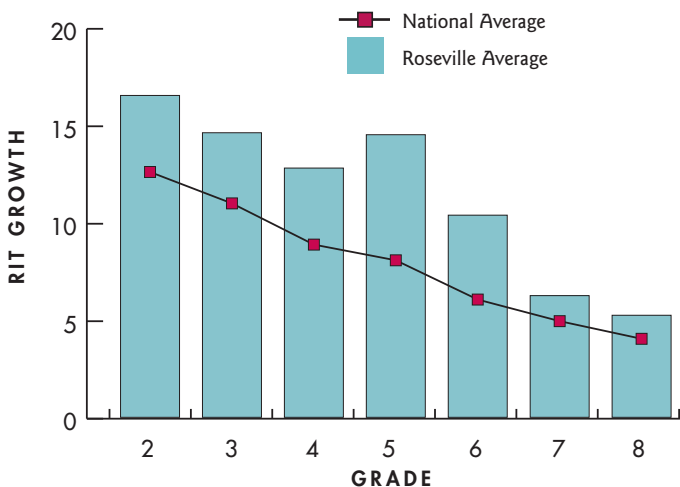
District 623 students performed higher than the state averages on the 2010-2011 MCA's in many areas:

- Roseville Area Schools outperformed the state of Minnesota in the percent of students proficient in grades 5, 6, and 10 for Reading. The District and State performed in a comparable manner at grade 7. The State outperformed the District in Reading in grades 3, 4, and 8.

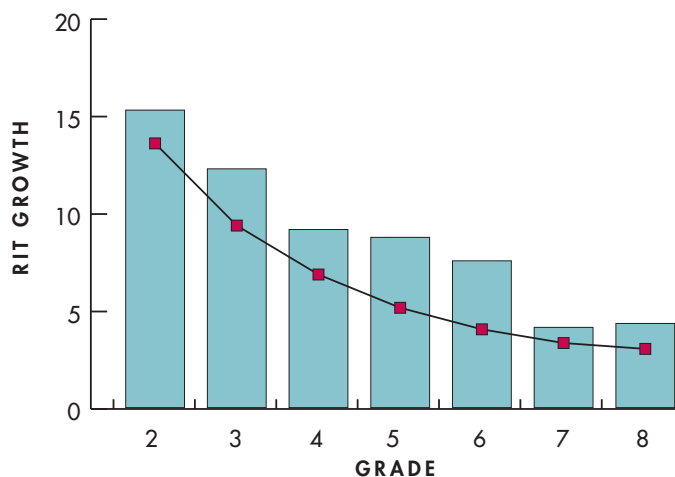
Student Growth

Measures of Academic Progress (MAP)
Fall 2009 to Spring 2010

Mathematics



Reading



- Roseville Area Schools outperformed the state of Minnesota in the percent of students proficient in grades 5, 6, and 11 for Mathematics. The District and State performed in a comparable manner at grade 7. The State outperformed the District in Mathematics in grades 3, 4, and 8.
- Roseville Area Schools outperformed the state of Minnesota in the percent of students performing at the highest achievement level in 4 out of 7 grades in Reading and in 5 out of 7 grades in Mathematics

The following table shows where Roseville Area Schools met state goals for MCA II participation, performance, attendance and graduation results for various groups of students.

The Details of AYP

The Federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress (AYP) toward achieving the goal of all students being proficient in reading and math by 2014. AYP results are tabulated based on all accountability tests which include MCA, MTAS and MTELL. Roseville Area Schools has been designated as a district in corrective action due to not making AYP during the past five years in reading and math. In addition, three elementary schools in the Roseville district are in consequence phases of AYP as a result of not making AYP in the same subject (math or reading) for the second or third year.

Schools that receive Title 1 funding and do not meet AYP for two or more consecutive years enter stages of AYP consequences.

Brimhall Elementary made AYP in math but failed to do so in reading for Limited English Proficient students as well as for free and reduced price meals students. This is Brimhall's first time in not making AYP in any subject so Brimhall remains in stage 0 with no consequences in 2011-2012.

Little Canada Elementary will continue to be in the first stage of consequences which is School Choice.

<i>District 623 MCA Results</i>							
Percent of Students Proficient in Mathematics							
GRADE LEVEL	3	4	5	6	7	8	11
State	70.18	67.19	53.60	50.29	51.73	53.27	48.59
District	61.68	64.76	57.86	57.33	51.20	46.31	53.09

Percent of Students Proficient in Reading							
GRADE LEVEL	3	4	5	6	7	8	10
State	78.50	75.13	80.27	75.09	69.61	68.10	75.32
District	77.14	71.75	81.73	77.72	69.04	67.29	82.03

Student Group	AYP GOALS MET/STUDENT GROUP				Attendance	Graduation Rate
	Math Participation/Performance		Reading Participation/Performance			
All Students (avg.)	Yes	Yes	Yes	No	Yes	Yes
American Indian	Yes	Yes	Yes	Yes	Yes	*
Asian/Pacific Isl	Yes	Yes	Yes	No	Yes	Yes
Hispanic	Yes	No	Yes	Yes	Yes	*
Black	Yes	No	Yes	Yes	Yes	*
White	Yes	Yes	Yes	Yes	Yes	Yes
LEP	Yes	No	Yes	No	Yes	*
Free/Reduc Lunch	Yes	No	Yes	No	Yes	Yes
Special Education	Yes	No	Yes	Yes	Yes	*

**Not sufficient number of students to meet the cell size minimum*

Little Canada made AYP in math and reading both in 2010-2011. NCLB regulations stipulate that a school must make AYP for 2 consecutive years before the school can exit the stage of consequences. Little Canada will be developing and implementing a School Improvement Plan and will provide their families with School Choice again in 2011-2012.

Edgerton Elementary made AYP in reading in 2010-2011. Edgerton failed to make AYP in math for Limited English Proficient students and therefore will remain in the Supplemental Education Services (SES) phase of consequences. Edgerton will be developing and implementing a School Improvement Plan and will provide their families with School Choice and SES in 2011-2012.

Central Park Elementary did not make AYP in either math or reading in 2010-2011 so will therefore move to the phase entitled Corrective Action for 2011-2012. Central Park will be developing and implementing a Corrective Action Plan for significant improvement in both math and reading and will provide their families with School Choice and SES in 2011-2012.

Fairview Alternative High School (FAHS) became a Title I school for the first time in the 2011-2012 school year and is therefore not subject to any stage of consequences

The school improvement teams at all four Title I elementary schools will be analyzing all available assessment information to pinpoint strengths and challenges that will be addressed through professional development and a

review of the curriculum. In addition, the district will be developing a district improvement plan to address ways to strengthen our programs and services.

The following table shows the percentage of math and reading targets that each school met.

ADEQUATE YEARLY PROGRESS		
Site	Percent of Math Targets Met	Percent of Reading Targets Met
District	44%	55%
Brimhall	100%	78%
Central Park	44%	67%
Edgerton	89%	100%
Falcon Heights	100%	100%
Little Canada	100%	100%
Emmet D. Williams	89%	100%
Parkview	100%	100%
Roseville Area Middle School	44%	67%
Roseville Area High School	78%	100%

DCAC

The District Curriculum Advisory Committee (DCAC) plays an important role in improving student achievement. The DCAC advises the School Board and district administrators, ensuring active community participation in planning and improving instruction and curriculum.

The DCAC reviews reports of curriculum study committees, results of student achievement tests, and other assessments of student learning. It also shares information with the community about student performance goals, test results, district improvement plans, and progress on previous improvement plans.

The committee includes parent representatives and district staff members. The principal and parent groups help to recruit a representative. Thank you to current council members.

Parent Representatives

Craig Allen
 Todd Anderson
 Joe Brown Thunder
 Erin Cronin
 Mike Fitzgerald
 Lisa Johansson
 Jill Johnson
 Bruce Martin
 Chris Reedy

Student Representative

Katherine Allen
 Luc Schlosser
 Lee Stecklein

Staff Representatives

Becky Berkas
 Maureen Foreman
 Diane Jilek
 Mona Langston
 Connie Nicholson
 Kristen Smith Olson

BUILDING

Roseville Area High School
 Brimhall Elementary
 Falcon Heights Elementary
 Edgerton Elementary
 Central Park Elementary
 Roseville Area Middle School
 Emmet D. Williams Elementary
 Roseville Area High School
 Parkview Center School

TERM ENDS

2011
 2011
 2013
 2013
 2013
 2011
 2013
 2011
 2011
 2013
 2013
 2011
 2011
 2012
 2013
 2012
 2011
 2011
 —
 2013

Membership Criteria:

Each K-6 building in the District has one representative to the DCAC; Parkview, Roseville Area Middle School, and the High School, each have two seats on the DCAC. Building representatives serve 3-year terms. Staff members represent various components of the District, both programs and sites. Composition of the DCAC voting membership is 75% citizens and 25% staff. Citizens interested in serving should contact their building principal, or Jake Von De Linde.

Application Date:

The first meeting is typically mid-late September; the goal is to have established membership before that first meeting. If membership is not complete by the first meeting, District staff will continue to seek the full slate of members until the roster is filled.

Graduation Tests

All students graduating in Roseville Area Schools take the Graduation Required Assessments for Diploma (GRAD) test. The writing test is taken for the first time in 9th grade, the reading test in 10th grade, and the mathematics test in 11th grade. The content of the tests reflect the state's graduation standards. Students who do not pass have multiple opportunities to retake each test; however they must have a minimum of six weeks for remedial instruction before their next test. Students who do not pass the math GRAD are still eligible to receive a diploma if they have completed/passed all required coursework, have participated in prescribed remediation, and have re-taken the GRAD math test at least twice.

In 2010-11, passing rate after first test administration included 90.16% of Roseville 9th grade students passing the GRAD writing test (compared to 89.06% state wide), 84.63% of Roseville 10th grade students passing their GRAD reading test (compared to 78.70% state wide), and 60.12% of Roseville 11th grade students passing the GRAD math test (compared to 59.21% state wide).

Test Schedule for 2011–12

ALTERNATIVE ASSESSMENTS

Grade 3-11 MTAS Reading and Math	March 26–April 27
Grades 5, 8 and High School MTAS Science	March 26–April 27
Grade 9 Alt Writing	March 26–April 27

COGAT

Grades 3 & 5	October 24–28
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EL TESTS

Grade K-12 WIDA	February 6–March 23
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MCA AND MCA MODIFIED

Math (online & paper pencil) Grade 3–8	April 9–27
Reading Grade 3–8, Segments 1 & 2	April 17
Grade 3–8, Segments 3 & 4	April 18

MCA SCIENCE ONLINE

Grade 5	May 1 & 2
Grade 8	May 1–4
RAHS: Grade 9–12 who have completed Biology by Tri 2	March 26–30
Grade 9–12 who will complete Biology in Tri 3	May 14–18
FAHS: Grade 9–12 who have completed Biology	May 14–18

MCA/GRAD AND MCA MODIFIED

Grade 9 Writing	April 17
Grade 10 Reading & Grade 11 Math Segments 1, & 2	April 17
Grade 10 Reading & Grade 11 Math Segments 3, & 4	April 18

NWEA MAP

Fall MAP	September 15–30
Winter MAP	January 4–20
Spring MAP	May 3–18

OTHER TESTS

Grade 8, EXPLORE, PCS	November 23
RAMS (AVID only)	October 19
Grade 10, PLAN	November 23
Grade 11, PSAT	October 12
Grade 10–12, ACT	October 22 & April 14

GRAD RETESTS

See school schedule for retests

Moving Forward

Brimhall

Achievement Goal: Brimhall collectively collaborated around students who were not meeting their individual growth goals in both math and reading. Teachers measured student progress in reading through a variety of methods. Professional learning communities (PLC work), common formative assessment, flexible grouping, and creating and executing intervention plans for specific students/groups of students were put into place. Teachers used MAP data, MCA data, assessment data, BAS, Dibels, AimsWeb, and other measures as appropriate.

Achievement Goal Results: This year, all measured student cells made AYP in math and reading, except for our English Learner cells and our Free and Reduced cells in reading.

Equity Goal: Brimhall successfully implemented and completed our Equity Goal for 2010-2011. Our equity team convened and created a sequence of lessons that they brought to the staff at monthly staff meetings and on staff development days. The focus for this year was to lay a foundation of common vocabulary (4 agreements; 6 conditions), and to continually apply an equity lens to the work we are doing in literacy, math, and in our PBIS initiative. This goal was also measured by our PBIS (Positive Behavior Intervention System) data collection system. Our goal was to reduce the numbers of students of color who were referred to the office for behavioral infractions and is at vision (less than 10% over-representation).

Equity Goal Results: Although we diminished our numbers and closed the gap, we did have not yet reached vision.

Central Park

Achievement Goal: In May 2011, the percentage of students in grades 2 through 6 attending Central Park Elementary School who meet or exceed their annual growth target in reading will be at least 2.6 percentage points higher than it was in May 2010. (68.4% to 71% as measured by NWEA MAP). This growth will result in Central Park Elementary School moving from progress to vision on the VisionCard.

Achievement Goal Results: Sixty-one percent of the of Central Park students in grade 2 through 6 met or exceeded their annual growth target in reading; the goal was not met.

Equity Goal: As of June 2011, Central Park will reduce by 7% the overrepresentation of black/African American students in regards to office referrals relative to discipline (from 17% overrepresentation in 2009-2010 to 10% in 2010-2011). Genesis student information system will be used to collect data.

Equity Goal Results: The goal of reducing overrepresentation of black/African American students in regards to office referrals relative to discipline was not met.

Edgerton

Achievement Goal: In May of 2011 the percentage of 2-6 grade students who meet or exceed their annual MAP growth target (RIT) in Reading will increase from 66.2% (progressing) in May of 2010 to 70% (vision).

Achievement Goal Results: In May of 2011 the percentage of 2-6 grade students who met or exceeded their annual MAP growth target (RIT) in Reading was 65.7%. Edgerton did not reach their growth goal target, but are encouraged by the significant progress they made toward proficiency as

measured by the State MCA II Reading test showing 100% of the targets making Adequate Yearly Progress. (AYP)

Equity Goal: Edgerton will maintain or decrease the number of out of classroom referrals for students of color as measured by benchmark data as vision/level 5 on the VisionCard.

Equity goal results: When Edgerton data was directly compared to the benchmark data for number of out of classroom referrals for students of color we were 6% over represented when compared to our demographic data or level 5 on the VisionCard. While we did stay within level 5 on the vision card we still saw an increase from the benchmark data which showed a 6% under representation of referrals for students of color at Edgerton.

ED Williams

Achievement Goal: In May of 2011, the number of 2nd-6th grade students meeting or exceeding individual growth norms in reading will increase from 72.1% (Level 4 Progressing) to 75% (Level 5 Vision.)

Achievement Goal Results: EDW students exceeded the goal with 77.1% of 2nd to 6th grade students meeting or exceeding individual growth norms in reading placing them solidly at Vision (Level 5.)

Equity Goal: EDW will remain in Level 5 vision and move from 89% of students self-identifying as feeling welcome to 92% of students self-identifying as feeling welcome as evidenced by responses to 3rd and 5th grade survey.

Equity goal results: The goal was exceeded with 97.5% of EDW 3rd and 5th grade students self-identifying as feeling welcome; squarely placing our school at vision (level 5).

Fairview Alternative High School (FAHS)

Achievement Goal: The percentage of all students in grades 11 and 12 at Fairview Alternative High School who have scored at least 40 by the fall without passing, and retest by the spring testing date and pass the GRAD portion of the Reading MCA will increase from 44.4% in 2010 to at least 47.1% in 2011. (This would include students who scored at least 40 prior to the fall.)

Achievement Results: Of the students who scored at least a 40 by the fall 2010 and retested by spring 2011, 66% of the students passed the GRAD portion of the Reading MCA test.

Equity Goal: E1: In May of 2011, 90% of FAHS students will report by taking the Welcoming, Safety and Belonging survey that they have experienced a perception of being welcome, safe, and belong to our school.

Equity Goal Results: By creating a community of learners at FAHS (both students and staff), our 86% of FAHS students reported that they have experienced being welcome, safe, and belong to our school. Combining two programs (FAHS and ELL) at FAHS during the 2010-11 school year, created some challenges. These challenges allow us to continue to learn more about each other and we will continue to improve the relationships we have with students at FAHS to make this the best school community we can.

Falcon Heights

Achievement Goal: Through the development and implementation of systemic strategies, the percent of students making one year's growth in reading in 2010-11 will increase by at least 2 percentage points (72.7 to 74.7%) from test data gathered in spring of 2010. One year's growth will be measured by the difference between the fall and spring MAP tests in grades 2

through 6. Grades K and 1 will implement their own assessments to mirror this goal.

Achievement Goal Results: FHES students in grades 2-6 had a cumulative MAP reading score of 75% (Vision). Our students in grades K & 1 also exceed their reading achievement goals.

Equity Goal: Increase students' experience/perception of their feeling welcome and belonging, as measured by the district climate survey taken by grades 3 and 5 in the spring of 2011, so the results for boys and children of color are within 10% of the results for white students.

Equity Goal Results: We exceeded our goal in regard to boys and children of color. There was a 1% difference in boys and children of color feeling of welcome and belonging as compared to white students.

Little Canada

Achievement Goal: Little Canada Elementary School will increase the percent of students proficient in Reading from the current Roseville Vision Card status of Level 2 – High Concern (70.3%) to the Vision Card level of Baseline (72%-78%) as measured by the 2011 MCA tests.

Achievement Results: In 2011, Little Canada Elementary School made AYP in all cells and met our academic goal for the year. 73% of Little Canada 3-6 grade students scored in the proficient ranges on the 2011 MCAII reading assessment achieving the goal level of Baseline on the District Vision Cards.

Equity Goal: Little Canada Elementary School will decrease the difference of the most discrepant race based achievement disparity in math (White-79% and Black 45.7%) from the current Roseville Vision card Level 1 – Intervene (33%) to the Vision Card level of High Concern (20%-24%) as measured by the 2011 MCA tests.

Equity Results: Little Canada's achievement disparity in math for White Students and Black Students was cut in half as the achievement disparity decreased from 33% to 17%.

Parkview Center School

Achievement Goal: By Spring 2011, Parkview Center School students will move from Level 4 Progressing to Level 5 Vision, increasing by 2% from 69% to 71% of students meeting typical growth in RIT targets in Reading as measured by NWEA.

Achievement Goal Results: In the spring of 2011 Parkview Center School achieved level 4 Progressing with 65.4% of students meeting typical growth in RIT targets in Reading as measured by NWEA.

Equity Goal: Through family and student surveys, by the end of the 2010-2011 school year, Parkview Center School will be at a Level 5 Vision with greater than 90% of our students of color reporting experiencing / perceiving welcoming, safety, and belonging.

Equity Goal Results: Through student surveys in 3rd and 5th grade at the end of the 2010-2011 school year, Parkview Center School was at level 4 Progressing with 86% of our students of color reporting experiencing / perceiving welcoming, safety, and belonging.

Roseville Area Middle School

Achievement Goal: In Spring 2011, the percentage of all students in grade 7-8 at Roseville Area Middle School who attain their typical growth target in Reading, as measured by the NWEA MAP Reading Test, will be two percentages higher than it was in spring, 2010. (from 58.4% in spring 2010 to 60.4% in Spring 2011)

Achievement Goal Results: RAMS met the goal. 61.3% of our students attained their typical growth target in reading.

Equity Goal: During the 2010-11 school years, RAMS will reduce the discipline referrals to less than 10% over-representation of students of color.

RAMS did not meet the goal to reduce discipline referrals to less than 10% over representation, but will continue to work on this goal in the 2011-2012 school year.

Roseville Area High School (RAHS)

Achievement Goal: Raise student subgroup scores 10% to improve racial disparities as measured on VisionCard in areas A4 & A5.

Achievement Results: MCA Math – RAHS did not meet the goal of reducing racial disparities by 10%.

MCA Reading – RAHS met AYP in all sub-groups. This improvement is cited by a 45% increase in sub-group proficiency. RAHS made gains in reducing racial disparities in ALL racial sub-groups. RAHS has implemented an all-faculty Reading Development Program. The intent is to improve reading across ALL curricular areas (including Mathematics)

Equity Goal: All student subgroups will report a more safe and welcoming experience at RAHS as measured by the Climate Survey. Under-representation of subgroup scores will move into a minimum Level 4 on the Visioncard. (E1)

Equity Results: RAHS student subgroups continue to feel safe and welcomed at RAHS as evidenced by our Climate Survey Data.

RAHS did not meet our goal of reducing racial disparities within our discipline referrals.