


Annual Report on Curriculum,  
Instruction, and Student Achievement  
Canby Public Schools, ISD 891

Systems Accountability

*Approved October 8, 2013*

**2012-2013**



## **An Overview of the Report on Curriculum, Instruction, and Student Achievement**

The annual report on curriculum, instruction, and student achievement, or the Systems Accountability Report (SAR), is the community's opportunity to review Canby School District's progress as we



continuously strive toward the goal of high student achievement.

This report contains our students' achievement scores on standardized tests, parent survey results, general information about the district and its Systems Accountability Committee, and

a summary of the goals developed to serve our students.

Parents, guardians, and community members are invited to stay connected to our students and our district now and in the future through school involvement in any capacity available.

## **An Overview of Systems Accountability**

The Canby Systems Accountability and Staff Development Committee is an advisory committee of teachers, staff, parents, and community members that has the overall goal of improving curriculum and academic instruction.

The Canby Systems Accountability and Staff Development Committee meets the first Friday of the month at 7:30 a.m. and alternates sites between the Canby Elementary School and the Canby High School.

Current members of the Canby Systems Accountability and Staff Development Committee include:

**Parents/Community:** Eric Hansen

**School Board Member:** Kari Harding

**Elementary Staff:** MaryBeth Struck, Mary Slaba, Deanna Baer

**High School Staff:** Sara Hemish, Amy Gorder, Barrie Citrowske

**Special Education:** Kristi Arndt

**Paraprofessional:** Sara Wollum

**Administration:** Laura Schuster, Dr. Robert Slaba,  
Ryan Arndt

The Canby Systems Accountability and Staff Development Committee are always looking for community members interested in joining the committee. If you would like more information or would like to join this committee, please contact Canby Superintendent, Laura Schuster, at 507-223-2001.

## **District 891 Communities and Schools**

Independent School District 891 serves approximately 600 students in grades PreK-Grade 12. District 891 serves the communities of Canby, Porter, St. Leo, and Taunton. Many students open enroll from outside the Canby School District as well into District 891. The school district has one elementary building and one high school building located in Canby. Other academic programs offered in the Canby School District include Early Childhood Family Education, Early Childhood Special Education, and Adult Basic Education.



## **District 891 School Board**

Minnesota public schools operate for the residents of a school district under the guidance of a district's school board. In District 891, there are six elected members on the school board who represent the public. Members of the school board develop policy, which is then carried out by the district's administration and staff.

Current Canby School Board Members are: Greg Pederson, Brenda Full, Alan Saltee, Kari Harding, Laurie Driessen, and Nathan Thorpe.

# District 891 Education Goals

## Philosophy of our School

We will attempt to create and conduct activities that will promote optimum growth in all academic areas, and permit students to gain their highest level of accomplishment within each of their own physical and mental limitations. We also believe that our educational program should prepare each student for the privileges and responsibilities of our democratic society.

## Educational Goals

In order to achieve this philosophy, the Canby School Board of Independent School District #891 has adopted the following district-wide curriculum goals. This is a condensation and summary of Educational Goals established as early as 1982.

1. **BASIC SKILLS** - The K-12 curriculum should emphasize the development of basic skills in reading, writing, speaking, and listening. This requires a basic foundation in communications, mathematics, science, and social science for all students.
2. **PERSONAL DEVELOPMENT** - Individual student needs and the development of a set of basic values should be a necessary focus. This requires learning activities such as feelings of self-worth, self-respect, good character, pride in work, and respect for others with whom they live and work.
3. **EXPANDED SKILLS in GENERAL EDUCATION** - Basic skills are to be expanded to include wider applications of the minimal levels indicated under basic skills programs. [This should allow for broader programs aimed at the Gifted Learner in its broadest sense.]

4. **CAREERS & VOCATIONS** - The K-12 program must prepare students for adult life, along with its privileges and responsibilities. This requires:
- (a) the ability to find information and use resources, such as counseling, in relation to the field of work and careers; and,
  - (b) the development of the skills to select career paths compatible with their abilities and interests.
5. **INSTRUCTION** - In teaching skills, the student's thought process should be foremost with constant emphasis being placed on the student's strong and inherent desire to learn and to make sense of his/her environment.
6. **MEDIA/INFORMATION TECHNOLOGY** - The K-12 curriculum for students will include the essential Media/Information Technology to ensure that each student acquires the skills necessary to become a self-reliant, lifelong learner. Therefore, the student will have equal and timely access to all forms of information and technology.



## **Staff Development and Student Achievement Goals**

Canby Public Schools prides itself on academic excellence and opportunities for its students. The teacher is an extremely important variable in the achievement and success of students' academic success. The continual improvement in instructional practices is vital to the overall success of the students. Below are the district's staff development goals for the 2012-2013 school year to guide the process of increasing student achievement.

### Canby Public Schools District Staff Development Goal:

- Continue to provide staff development opportunities throughout the year that will allow staff to assist students in meeting and exceeding challenging state academic standards.

### Canby Public Schools Staff Development Goal:

- Continue to provide staff development opportunities throughout the year that will allow staff to help meet and exceed challenging state academic standards
- The High School and Elementary testing goals were combined and now states: To stay at or increase the state's percentages in the areas of math, reading and writing.



# District 891 Curriculum Review Cycle

Canby Public Schools has a 6-year curriculum review cycle. This cycle designates that the following occur within each year for certain curriculum areas. Each curriculum area has a place within each year of the cycle.

## Canby Curriculum Review Cycle

- YEAR 1:** Instructional materials are evaluated and selected for the program to be implemented.
- YEAR 2:** Subject area learner outcomes and changes (such as new curriculum materials) are implemented.
- YEAR 3:** Subject area departments review learner outcomes and assess the impact on student performance.
- YEAR 4:** The research cycle recycles. Data is collected and shared within the department.
- YEAR 5:** Subject areas researched and Learner Outcomes written.
- YEAR 6:** The subject area is tested and evaluated.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review, Report, Order	Implement	Implement	Recycle	Learner Outcomes	Evaluate
<b>09 10</b>	Art PE/HE	Social St. World Lang.	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts
<b>10 11</b>	Reading Lang. Arts	Art PE/HE	Social St. World Lang.	Vocational Math	Science Music	Reading Lang. Arts
<b>11 12</b>	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE	Social St. World Lang.	Vocational Math	Science Music
<b>12 13</b>	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE	Social St. World Lang.	Vocational Math
<b>13 14</b>	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE	Social St. World Lang.
<b>14 15</b>	Social St. World Lang.	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE



## District 891 Testing and Evaluation Program

Assessment	Objectives	Grade	Administered	Subjects
MCA-II & III	State requirement, measures progress with standards; guides curriculum, systems accountability	3-8; 9 10 11	Spring Spring Spring Spring	Reading/Math Writing Reading Math
MCA Science	State requirement	5, 8 10	Spring Spring	Gen. Science Life Science
Aimsweb Curriculum Based Measures	Monitors progress of literacy acquisition	K-6	Fall, Winter, Spring	Reading
ASVAB	Post-Secondary Planning	11	Fall	College Readiness
ACT	Post-secondary planning	11, 12	Ongoing	College Readiness
National Assessment of Education Program (NAEP)	Assess national standards	4, 8, 12	As assigned by state	Reading, Math, Science

## **District 891 Graduation Requirements**

To be eligible for graduation from Canby High School, a student must earn a total of 30 credits.

**COURSE and CREDIT REQUIREMENTS:** Students graduating from high school must meet the following minimum requirements:

### **For the classes of 2013 and beyond:**

- a. 4 credits in Language Arts (one credit each year, grades 9-12);
- b. 3.5 credits in Social Studies (one credit each year, grades 9-12);
- c. 3 credits of Math: Algebra I, Geometry, and Algebra II
- d. 3 credits of Science
- e. 1 credit of Physical Education/Health;
- f. 1/2 credit in Computer Skills



## District 891 Adequate Yearly Progress Results

Adequate Yearly Progress or AYP is a measure of student achievement required by the federal government as part of the “No Child Left Behind” Act. School districts are designated as making AYP based on meeting benchmark scores on reading and math assessment tests. In Minnesota the tests that are used are called the Minnesota Comprehensive Assessments or MCA-II and MCA-III. School districts that have been designated as “Not Making AYP” have not met those benchmark scores in specific categories.

As reported on the Minnesota Department of Education website, “Of 2,291 Minnesota schools earning an AYP status in 2010, 1,060 schools made AYP compared to 1,066 schools in 2009. There were 1,048 schools that did not make AYP in 2010, which remained the same as in 2009.” Not making AYP for a district is determined by aggregating the results of academic achievement measures in reading and math, student participation rates in these assessments, graduation rates, and attendance rates. Sometimes subgroups that are tested are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one district level report, the numbers may qualify the district as not making AYP.



The chart below provides the MCA-III, attendance, and graduation results for all groups of students in District 891.

**2012-2013 AYP Results for Canby School District**

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All Students	Yes	Yes	Yes	Yes
American Indian	*	*	*	*
Asian	*	*	*	*
Hispanic	*	*	*	*
Black	*	*	*	*
White	Yes	Yes	Yes	Yes
Limited English	*	*	*	*
Special Education	Yes	Yes	Yes	*
Free/Reduced Lunch	Yes	Yes	Yes	*

\*Not enough students in this category to calculate AYP

Overall, District 891 students scored a reading proficiency index of 76.21, which is 12.38 index points above the 2013 target index of 63.83. In math District 891 students scored a math proficiency index of 71.98, which is 2.92 index points above the 2013 target index of 69.06.

The chart below provides the MCA-III, attendance, and graduation results for all groups of students at Canby Elementary School.

**2012-2013 AYP Results for Canby Elementary School**

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All Students	Yes	Yes	Yes	N/A
American Indian	*	*	*	N/A
Asian	*	*	*	N/A
Hispanic	*	*	*	N/A
Black	*	*	*	N/A
White	Yes	Yes	Yes	N/A
Limited English	*	*	*	N/A
Special Education	Yes	Yes	*	N/A
Free/Reduced Lunch	Yes	Yes	Yes	N/A

\*Not enough students in this category to calculate AYP

Overall, Canby Elementary students scored a reading proficiency index of 81.62, which is 10.66 index points above the 2013 target index of 70.96. In math Canby Elementary students scored a math proficiency



index of 84.19, which is 13.23 index points above the 2013 target index of 70.96.

The chart below provides the MCA-III, attendance, and graduation results for all groups of students at Canby High School.

**2012-2013 AYP Results for Canby High School**

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All Students	No	Yes	Yes	Yes
American Indian	*	*	*	*
Asian	*	*	*	*
Hispanic	*	*	*	*
Black	*	*	*	*
White	No	Yes	Yes	Yes
Limited English	*	*	*	*
Special Education	*	*	*	*
Free/Reduced Lunch	Yes	Yes	Yes	*

\*Not enough students in this category to calculate AYP

Overall, Canby High School students scored a reading proficiency index of 69.64, which is 8.07 index points above the 2013 target index of 61.57. In math Canby High School students scored a math proficiency index of 57.14, which is 6.10 index points below the 2013 target index of 63.24.



## \*MMR Rating

Each Multiple Measurement domain has common summary components that are averaged to create the Multiple Measurement Rating for a school. Summary numbers for number of students (n-counts), raw numbers, percentile ranks and final MMR points are shown below. If a school does not qualify for any one domain, the Multiple Measurement Rating is determined using available information. Further domain detail is available in the charts below.

### Canby Elementary

<b>Domains</b>	<b>Year</b>	<b>Number of Students</b>	<b>Measurement</b>	<b>Score</b>	<b>Percentile Rank</b>	<b>Points</b>
<a href="#">Proficiency</a>	2013	136	Weighted Percent of Cells Reaching Target	100.0%	99th	24.99
<a href="#">Growth</a>	2013	90	Average Growth Z Score	0.4724	99th	24.72
<a href="#">Achievement Gap Reduction</a>	2013	42	Achievement Gap Score	-0.2948	98th	24.61

2013 MMR: 74.32 total points out of 75 possible points = 99.09%

\*Reward School Designation

### Canby High School

#### Multiple Measurement Domain Summary

<b>Domains</b>	<b>Year</b>	<b>Number of Students</b>	<b>Measurement</b>	<b>Score</b>	<b>Percentile Rank</b>	<b>Points</b>
<a href="#">Proficiency</a>	2013	112	Weighted Percent of Cells Reaching Target	61.2%	23rd	5.75
<a href="#">Growth</a>	2013	146	Average Growth Z Score	-0.2012	21st	5.16
<a href="#">Achievement Gap Reduction</a>	2013	63	Achievement Gap Score	0.4531	12th	2.94
<a href="#">Graduation</a>	2013	41	Weighted Percent of Cells Reaching Target	100.0%	99th	24.96

2013 MMR: 38.81 total points out of 100 possible points = 38.81%

The current No Child Left Behind legislation requires all schools to achieve 100 percent proficiency by the 2013-2014 school year.

AYP data is also collected on the school district's performance in the areas of attendance and graduation rates. District 891 exceeded the 90 percent attendance target with an attendance rate of 96.54 and exceeded the graduation rate target of 90 percent with a graduation rate of 100.0 in 2013.

Canby Elementary School met AYP in all areas and subgroups during the 2012-2013 school year and was designated as a "Reward School".

District 891 made AYP in all areas. Canby High School made AYP in all areas except Math-All students and White, not of Hispanic origin math. The district continues to work on student learning strategies, curriculum improvement, data analysis and staff development opportunities to provide the tools necessary for continued instructional improvement.

## **District 891 MCA-II Results**

Standardized testing is the method used for measuring the success of a district regarding state and federal requirements. The Minnesota Comprehensive Assessments-II and Minnesota Comprehensive Assessments-III were developed by the state and assists school districts in measuring progress toward meeting the standards set for each grade level. MCA-II reading tests are administered in grades 3 through 8 and grade 10. MCA-III math tests are given in grades 3 through 8 and grade 11. Students are assigned one of four proficiency categories based on test performance: exceeds, meets, partially meets, or does not meet standards.



Below is the assessment data for District 891's student performance on the MCA-II math and reading tests by grade level.

**MCA-II Math-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
03	2010	Canby	36.11	36.11	22.22	5.55
		State of MN	42.2	40.64	12.55	4.59
	2009	Canby	44.1	29.4	20.6	5.9
		State of MN	38.2	43.9	13.7	4.2
	2008	Canby	39.29	39.29	21.43	0.0
		State of MN	35.26	46.1	13.73	4.91

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2010	Canby	17.64	58.82	17.64	5.88
		State of MN	42.2	40.64	12.55	4.59
	2009	Canby	18.5	66.7	11.1	3.7
		State of MN	30.2	44.6	17.1	8.0
	2008	Canby	17.14	48.57	25.71	8.57
		State of MN	31.14	40.35	18.43	9.92

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2010	Canby	25.92	37.03	33.33	3.7
		State of MN	32.11	36.52	18.86	12.49
	2009	Canby	11.8	47.1	23.5	17.6
		State of MN	30.3	35.2	20.3	14.3
	2008	Canby	10.0	40.0	30.0	20.0
		State of MN	25.61	40.41	19.28	14.7

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2010	Canby	36.36	51.51	9.09	3.03
		State of MN	24.13	44.83	19.0	12.02
	2009	Canby	37.5	40.6	15.6	6.3
		State of MN	21.5	42.2	21.0	15.2
	2008	Canby	26.32	44.74	21.05	7.89
		State of MN	20.52	44.11	21.53	13.83

**MCA-II Math-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
07	2010	Canby	10.3	53.8	28.2	7.7
		State of MN	23.9	40.5	21.8	13.8
	2009	Canby	6.3	47.9	31.3	14.6
		State of MN	20.9	41.7	21.5	15.9
	2008	Canby	26.5	30.6	34.7	8.2
		State of MN	21.4	40.0	22.3	16.3

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2010	Canby	4.2	41.7	33.3	20.8
		State of MN	20.2	38.3	22.3	19.1
	2009	Canby	15.7	37.3	37.3	9.8
		State of MN	21.2	38.4	22.0	18.3
	2008	Canby	7.7	46.2	33.3	12.8
		State of MN	22.3	35.9	20.6	21.2

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
11	2011	Canby	5.4	27.0	32.4	35.1
		State of MN	21.2	27.4	18.5	32.9
	2010	Canby	6.1	32.7	34.7	26.5
		State of MN	15.0	28.2	22.2	34.5
	2009	Canby	7.4	22.2	27.8	42.6
		State of MN	17.7	23.9	22.0	36.4

**MCA-III Math-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
03	2013	Canby	12.5	64.6	14.6	8.3
		State of MN	30.4	41.1	15.4	13.1
	2012	Canby	15.4	65.4	15.4	3.8
		State of MN	29.9	45.6	13.2	11.2
	2011	Canby	36.7	46.37	16.7	0.0
		State of MN	29.1	41.0	16.4	13.4

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2013	Canby	14.8	70.4	3.7	11.1
		State of MN	34.0	37.2	14.3	14.4
	2012	Canby	26.7	66.7	6.7	0.0
		State of MN	31.4	41.9	13.6	13.1
	2011	Canby	20.6	41.2	20.6	17.6
		State of MN	30.5	36.7	16.4	16.4

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2013	Canby	12.5	62.5	21.9	3.1
		State of MN	19.7	40.3	23.8	16.2
	2012	Canby	9.4	46.9	25.0	18.8
		State of MN	18.6	43.7	22.5	15.2
	2011	Canby	6.1	45.5	27.3	21.2
		State of MN	15.9	36.7	26.6	19.8

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2013	Canby	51.6	19.4	22.6	6.5
		State of MN	21.6	35.4	24.2	18.8
	2012	Canby	37.1	40.0	22.9	0.0
		State of MN	20.5	39.3	22.9	17.2
	2011	Canby	25.9	37.0	29.6	7.4
		State of MN	17.8	32.5	26.7	23.0

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
07	2013	Canby	12.8	30.8	30.8	25.6
		State of MN	21.2	34.9	28.0	16.0
	2012	Canby	5.9	44.1	35.3	14.7
		State of MN	20.3	38.3	26.8	14.6
	2011	Canby	7.3	41.5	39.0	12.2
		State of MN	18.3	33.4	29.3	18.9

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2013	Canby	3.0	45.5	36.4	15.2
		State of MN	25.6	33.2	23.7	17.4
	2012	Canby	7.3	58.5	22.0	12.2
		State of MN	24.4	37.6	22.7	15.3
	2011	Canby	2.5	30.0	40.0	27.5
		State of MN	21.4	31.8	25.7	21.0

**MCA-II Reading-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
03	2012	Canby	53.8	38.5	7.7	0.0
		State of MN	54.6	25.8	9.1	10.5
	2011	Canby	53.3	36.7	10.0	0.0
		State of MN	53.8	24.7	10.9	10.6
	2010	Canby	43.24	24.32	16.21	16.21
		State of MN	50.88	25.38	10.47	13.25

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2012	Canby	43.3	53.3	3.3	0.0
		State of MN	44.1	31.2	14.4	10.3
	2011	Canby	44.1	32.4	17.6	5.9
		State of MN	37.8	37.4	14.7	10.2
	2010	Canby	29.41	47.05	14.7	8.82
		State of MN	39.7	32.8	16.51	10.97

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2012	Canby	42.4	33.3	24.2	0.0
		State of MN	39.3	40.0	14.0	6.7
	2011	Canby	34.4	50.0	6.3	9.4
		State of MN	40.2	50.0	6.3	9.4
	2010	Canby	14.81	70.37	14.81	0.0
		State of MN	31.01	45.36	15.15	8.46

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2012	Canby	44.1	44.1	8.8	2.9
		State of MN	42.3	33.9	15.9	7.8
	2011	Canby	59.3	33.3	7.4	0.0
		State of MN	42.6	32.5	16.5	8.4
	2010	Canby	45.45	30.30	24.24	0.0
		State of MN	39.85	31.76	18.03	10.34

**MCA-II Reading-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
07	2012	Canby	26.5	41.2	26.5	5.9
		State of MN	40.3	31.1	17.8	10.7
	2011	Canby	31.7	36.6	22.0	9.8
		State of MN	37.7	31.9	18.9	11.4
	2010	Canby	30.8	41.0	12.8	15.4
		State of MN	37.0	29.1	20.3	13.6

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2012	Canby	30.0	43.5	20	7.5
		State of MN	41.3	31.1	16.8	10.7
	2011	Canby	27.5	35.0	30.0	7.5
		State of MN	37.9	30.2	20.0	11.9
	2010	Canby	29.2	37.5	27.1	6.3
		State of MN	36.4	31.7	19.0	12.9

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
10	2012	Canby	21.7	50.0	23.9	4.3
		State of MN	34.5	42.3	16.1	7.1
	2011	Canby	28.6	59.2	10.2	2.0
		State of MN	36.1	39.2	16.5	8.1
	2010	Canby	36.8	36.8	15.8	10.5
		State of MN	38.1	37.2	15.8	8.8

**MCA-III Reading-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
03	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	10.4	50.0	27.0	12.5
		State of MN	13.0	44.2	17.3	25.6

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	14.8	62.9	14.8	7.4
		State of MN	14.8	39.2	23.4	22.6

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	12.5	71.8	12.5	3.1
		State of MN	18.8	45.1	20.7	15.4

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	42.4	24.2	24.2	9.0
		State of MN	21.2	38.1	19.8	20.8

**MCA-III Reading-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
07	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	12.8	48.7	12.8	25.6
		State of MN	17.7	36.3	20.9	25.1

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	12.1	27.2	39.3	21.2
		State of MN	17.6	36.5	20.5	25.3

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
10	2015	Canby				
		State of MN				
	2014	Canby				
		State of MN				
	2013	Canby	17.0	48.7	26.8	7.3
		State of MN	23.5	38.9	21.5	16.2



**MCA-II Science-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2011	Canby	0.0	36.4	36.4	27.3
		State of MN	8.6	37.4	30	24
	2010	Canby	7.4	22.22	48.14	22.22
		State of MN	9.25	36.74	30.01	23.98
	2009	Canby	0.0	45.45	36.36	18.18
		State of MN	7.43	37.59	29.96	25.0

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2011	Canby	7.5	47.5	40.0	5.0
		State of MN	13.8	30.6	35.0	20.6
	2010	Canby	2.12	25.53	53.19	19.14
		State of MN	12.49	35.37	33.65	18.46
	2009	Canby	5.88	27.45	58.82	7.84
		State of MN	12.5	30.13	37.24	20.12

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
HS	2011	Canby	6.1	63.3	24.5	6.1
		State of MN	8.4	45.4	28.5	17.7
	2010	Canby	0.0	44.73	39.47	15.78
		State of MN	8.27	43.47	30.38	17.86
	2009	Canby	6.0	30.0	42.0	22.0
		State of MN	9.47	40.02	30.24	20.25

**MCA-III Science-District Comparison with State of Minnesota**  
**Proficiency Percentages by Grade Level**

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2014	Canby				
		State of MN				
	2013	Canby	0.0	62.5	28.1	9.4
		State of MN	12.0	47.7	19.9	20.3
	2012	Canby	5.9	50.0	8.8	35.3
		State of MN	11.8	45.8	22.4	19.9

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2014	Canby				
		State of MN				
	2013	Canby	9.1	30.3	36.4	24.2
		State of MN	9.8	34.0	29.9	26.3
	2012	Canby	2.4	36.6	51.2	9.8
		State of MN	8.4	33.6	32.4	25.6

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
HS	2014	Canby				
		State of MN				
	2013	Canby	2.4	34.1	46.3	17.1
		State of MN	14.3	38.7	25.8	21.3
	2012	Canby	4.4	40.0	37.8	17.8
		State of MN	16.5	35.3	25.1	23.2

## District 891 GRAD Results for 2013

(Graduation-Required Assessments for Diploma)

Graduation-Required Assessments for Diploma (GRAD) refers to three tests (written composition, reading and mathematics) that students who entered grade 8 in 2005–06 or later must pass in order to graduate from a Minnesota public high school. These tests measure proficiency on the Minnesota Academic Standards. The Written Composition GRAD was first given to ninth-graders in April 2007. The Reading GRAD was first given to tenth-graders in April 2008 and the Mathematics GRAD was given to eleventh-graders in April 2009. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be remediation and retest opportunities available.

District 891 GRAD Test Results			
	GRAD Writing	GRAD Reading	GRAD Math
Class of 2010	100%	100%	100%
Class of 2011	100%	100%	100%
Class of 2012	100%	100%	100%
Class of 2013	100%	100%	100%
Class of 2014	100%	100%	55%

## District 891 ACT Results for 2013

### 2011 AMERICAN COLLEGE TESTING (ACT) SCORE RESULTS & FIVE YEAR SUMMARY

The ACT Assessment is designed for students who plan to attend a university, junior college, and some two-year colleges. The test focuses on a recommended course of study consisting of four years of English, three years of Math, three years of Social Studies and three years of Natural Science. The following chart illustrates the average ACT scores achieved by all Canby students who took the test, not just students who followed a core college preparatory curriculum. Canby results are compared to students testing statewide and nationally. The definition of Core classes is: four years English, three years Math, three years of Social Studies and three years Natural Science. These scores illustrate results from the graduated Senior Classes, of which, their last ACT test score is used in the data, not their best test score.

#### Average ACT DISTRICT VS. STATE VS. NATIONAL Scores for all students tested

GRAD YR	English			Math			Reading		
	Canby	State	Nat'l	Canby	State	Nat'l	Canby	State	Nat'l
2013	22.4	22.2		22.3	23.1		23.2	23.1	
2012	20.0	22.1		19.5	23.0		20.7	22.9	
2011	19.7	22.3		20.3	23.0		20.7	22.9	
2010	21.1	22.3		21.1	22.9		21.9	22.9	
2009	19.9	22.0		20.9	22.7		21.5	23.1	
2008	21.9	21.9		21.0	22.6		23.0	23.0	

GRAD YR	Science			Composite		
	Canby	State	Nat'l	Canby	State	Nat'l
2013	23.1	22.9		22.9	23.0	
2012	21.6	22.7		20.6	22.8	
2011	20.2	22.8		20.3	22.9	
2010	22.8	22.8		21.9	22.9	
2009	21.5	22.6		21.0	22.7	
2008	22.0	22.5		22.1	22.6	

\*\*Note: The ACT High School Profile report has changed. This report no longer reports State or National Core and Less Than Core Composite Score Data.

## District 891 Parent Survey Results

<b>Canby Elementary Parent Survey Results</b>	
Rating Scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree	
1. I am well informed about my child's progress.	3.65 out of 4.0
2. My child is making academic progress.	3.60 out of 4.0
3. My child understands his/her responsibilities at Canby Elementary.	3.65 out of 4.0
4. I believe that my child has the opportunity to learn in a variety of ways.	3.55 out of 4.0
5. My child is given sufficient opportunities to use technology.	3.65 out of 4.0
6. The school has a friendly and warm atmosphere.	3.63 out of 4.0
7. My child feels comfortable asking the school staff for help.	3.45 out of 4.0
8. My child takes responsibility for his/her own homework and class assignments.	3.43 out of 4.0
9. I feel comfortable communicating with my child's teacher or teachers.	3.66 out of 4.0
10. Our school is doing an excellent job teaching:	
a. Reading	3.25 out of 4.0
b. Writing	3.51 out of 4.0
c. Math	3.45 out of 4.0
d. Science	3.42 out of 4.0
e. Social Studies	3.63 out of 4.0
f. Music	3.33 out of 4.0
g. Physical Education	3.46 out of 4.0
h. Technology	3.43 out of 4.0
11. The Accelerated Reader programs help my child practice reading fluently and with understanding.	3.45 out of 4.0
12. Our school's discipline policies are fair and effective.	3.41 out of 4.0
13. Our school provides students and teachers with a safe and orderly environment.	3.68 out of 4.0
14. Teachers and administrators at our school demonstrate genuine concern for the well-being of students.	3.61 out of 4.0
15. As a parent, I receive information I need about the school's programs and activities.	3.52 out of 4.0
16. Over the last year I have seen improvements in my school that benefit my student.	3.10 out of 4.0
17. I use the school's online resources.	3.01 out of 4.0

High School Parent Survey				
<b>SCHOOL VISITS</b>		Strongly Agree		
When I visit or phone the school, I am greeted in a friendly, courteous manner.	3.82			
I feel comfortable communicating with my child's teachers.	3.55			
The administration is accessible and responsive to my needs.	3.51			
<b>ACADEMIC EXPECTATIONS</b>		Strongly Agree		
Canby HS offers an academic program that is meaningful & relevant with high expectations.	3.48			
I am aware of what the academic expectations are for my child.	3.42			
Attendance is important for students to stay "caught up" in classes.	3.87			
<b>RESPECT/CARING</b>		Strongly Agree		
In this school all students are respected.	3.21			
There is someone in this school that my child can count on and talk to.	3.37			
<b>COUNSELING DEPARTMENT</b>		Strongly Agree		
The counseling department is accessible and responsive to my needs.	3.30			
The counseling department deals with student/parent concerns effectively.	3.51			
I receive enough information regarding post-secondary options.	3.21			
I am aware of and utilize the counseling departments web-site to gather information on post secondary opportunities and scholarships.	3.10			
<b>ATHLETIC DEPARTMENT</b>		Strongly Agree		
The athletic department is accessible and responsive to my needs.	3.52			
The athletic department deals with student/parent concerns effectively.	3.34			
I receive enough information regarding activities at CHS.	3.40			
<b>SAFETY/DISCIPLINE</b>		Strongly Agree		
Canby High School is a safe place.	3.62			
I (parent/guardian) believe that the school discipline program is fair and relevant.	3.51			
<b>HOME-SCHOOL COMMUNICATION</b>		Strongly Agree		
Parents are kept informed about their child's academic progress at school.	3.46			
I utilize Canby High School's JMC On-line student information system.	3.46			
Rank the following information outlets from Canby High School from 1 through 4 with 1 being the most used.	CHS Website	Canby News	Mailings Home	Other
I gather information regarding CHS from----	3.14	1.92	3.29	0.6

## **District 891 and the Flexible Learning Year**

Beginning in the fall of 2010, twenty-five southwestern Minnesota school districts have committed to collaborating together to make a systemic change to the traditional school calendar that has been prevalent in the Minnesota education system. The twenty-five districts include 1,380 licensed professionals and 16,153 students from southwest Minnesota. The districts successfully petitioned the Minnesota Commissioner of Education to implement a flexible learning year (FLY) and will start the school year early. The proposal has three focus areas. The focus areas include capturing more high impact learning days prior to mandated state testing, districts working collaboratively to improve teacher effectiveness, and alignment of the K-16 calendar. Canby Public Schools is one of the districts participating in the flexible learning year.

Within the proposal, each district committed to eight days in which all districts will have a common calendar. The eight days include the first day of school, the ending of the first semester, the beginning of the second semester, three full days reserved for joint professional development, and two early out days for joint professional development. The first day of classes with students in these twenty-five school districts began on August 23, 2010 which is ten school days earlier than the normal after Labor Day start currently required by state statute. The first semester of classes will end prior to the Christmas break and the end of the school year will be in the middle of May.

There is no monetary incentive or benefit for any of the districts to be part of this consortium. The pure intent is to improve student achievement and staff effectiveness. Professional development activities will be high quality and planned by representatives from each of the 25 districts. Professional Learning Communities and a comprehensive teacher induction program will be the primary focus areas of these activities.

