


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

Systems Accountability

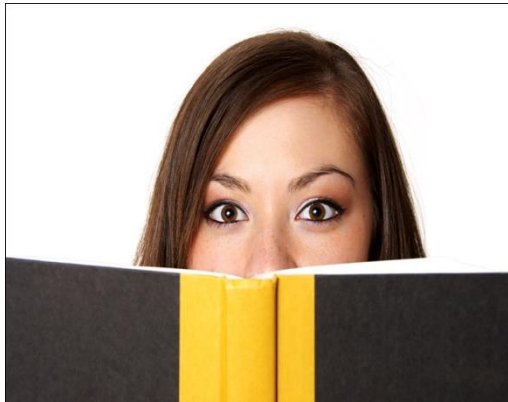
Approved September 18, 2017

2016-2017



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:

School Board Member: Kari Harding

Elementary Staff: Kevin Hansen, Amy Drietz, Allyson Pesek

High School Staff: Jennifer Ufkin, Barb Antony, Laurie Kallhoff

Special Education: Melanie Gohring

Paraprofessional: Sara Wollum

Administration: Ryan Nielsen, 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, Ryan Nielsen, at 507-223-2001.

District 891 Communities and Schools

Independent School District 891 serves approximately 500 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 2016-2017 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 science. Also to push students to the next level on MCA scores.



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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review, Report, Order	Implement	Implement	Recycle	Learner Outcomes	Evaluate
13 14	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE Social St.	Math World Lang.	Vocational Math
14 15	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE Social St.	Math World Lang.
15 16	Math World Lang.	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE Social St.
16 17	Art PE/HE Social St.	Math World Lang.	Vocational Math	Science Music	Reading Lang. Arts	Reading Lang. Arts
17 18	Reading Lang. Arts	Art PE/HE Social St.	Math World Lang.	Vocational Math	Science Music	Reading Lang. Arts
18 19	Reading Lang. Arts	Reading Lang. Arts	Art PE/HE Social St.	Math World Lang.	Vocational Math	Science Music

District 891 Testing and Evaluation Program

Assessment	Objectives	Grade	Administered	Subjects
MCA-III	State requirement, measures progress with standards; guides curriculum, systems accountability	3-8; 10 11	Spring Spring Spring	Reading/Math 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, Math
ASVAB	Post-Secondary Planning	11	Fall	College Readiness
Aspire	Post-Secondary Planning	10	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 28 credits for the graduation class of 2017. Graduates beyond the class of 2017, a student must earn 27 credits.

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

For the classes of 2017 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 credit of Fine Art
- g. 1/2 credit in Computer Skills
- h. 12 Electives for the class of 2017; 11 Electives for classes after 2017



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-III. School districts that have been designated as “Not Making AYP” have not met those benchmark scores in specific categories. **With the Adoption of the Every Student Succeeds Act (ESSA) there isn’t an AYP Calculation done for the 2016-2017 school year**

Adequate Yearly Progress (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.



Multiple Measurement System Summary

Multiple Measurement System Summary

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 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. **With the Adoption of the Every Student Succeeds Act (ESSA) there isn't an MMR Calculation done for the 2016-2017 school year**

District 891 MCA-III Results

Standardized testing is the method used for measuring the success of a district regarding state and federal requirements. The 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-III 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.

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	2017	Canby	23.5	56.9	11.8	7.8
		State of MN	29.0	39.1	16.5	15.5
	2016	Canby	43.8	40.6	12.5	3.1
		State of MN	30.0	39.4	16.0	14.6
	2015	Canby	30.3	51.5	12.1	6.1
		State of MN	31.1	39.8	15.4	13.7

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2017	Canby	57.9	26.3	10.5	5.3
		State of MN	32.7	34.0	15.0	18.3
	2016	Canby	74.3	17.1	5.7	2.9
		State of MN	34.9	33.8	14.6	16.7
	2015	Canby	45.7	48.6	5.7	0.0
		State of MN	35.6	34.4	14.5	15.5

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2017	Canby	37.8	51.4	10.8	0.0
		State of MN	19.7	37.4	22.4	20.5
	2016	Canby	24.2	45.5	27.3	3.0
		State of MN	20.3	38.5	22.1	19.0
	2015	Canby	22.7	56.8	18.2	2.3
		State of MN	21	38.7	22.3	18.1

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2017	Canby	42.9	40.0	17.1	0.0
		State of MN	23.8	31.4	21.6	23.1
	2016	Canby	50.0	39.1	8.7	2.2
		State of MN	24.0	31.9	21.2	22.9
	2015	Canby	53.6	39.3	3.6	3.6
		State of MN	24	33.6	21.1	21.2

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

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
07	2017	Canby	20.8	50.9	20.8	7.5
		State of MN	22.3	32.6	25.2	19.9
	2016	Canby	25.7	42.9	17.1	14.3
		State of MN	22.7	33.5	25.3	18.5
	2015	Canby	16.7	52.8	27.8	2.8
		State of MN	21.5	33.6	26.0	18.8

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2017	Canby	7.9	55.3	23.7	13.2
		State of MN	27.4	30.6	21.2	20.8
	2016	Canby	13.9	58.3	16.7	11.1
		State of MN	27.0	31.0	21.4	20.6
	2015	Canby	21.7	39.1	23.9	15.2
		State of MN	26.8	31.0	22.0	20.2

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
11	2017	Canby	0.0	30.6	28.6	40.8
		State of MN	18.1	30.2	22.0	29.7
	2016	Canby	8.1	32.4	37.8	21.6
		State of MN	17.3	29.7	23.1	29.8
	2015	Canby	6.7	33.3	35.6	24.4
		State of MN	17.9	30.8	22.5	28.8

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	2017	Canby	13.7	45.1	27.5	13.7
		State of MN	14.5	42.0	16.6	26.8
	2016	Canby	15.6	56.3	21.9	6.3
		State of MN	15.3	42.0	15.9	26.8
	2015	Canby	6.1	60.6	18.2	15.2
		State of MN	15.5	43.2	15.4	25.8

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
04	2017	Canby	31.6	47.4	15.8	5.3
		State of MN	16.8	40.0	20.8	22.4
	2016	Canby	31.4	51.4	8.6	8.6
		State of MN	18.2	40.1	20.3	21.4
	2015	Canby	5.7	68.6	20.0	5.7
		State of MN	17.6	40.3	21.0	21.1

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
05	2017	Canby	29.7	54.1	8.1	8.1
		State of MN	21.2	46.3	17.2	15.3
	2016	Canby	18.2	57.6	18.2	6.1
		State of MN	20.6	47.1	17.7	14.6
	2015	Canby	14.3	69.0	14.3	2.4
		State of MN	20.4	46.3	18.7	14.6

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
06	2017	Canby	17.1	62.9	17.1	2.9
		State of MN	25.4	38.0	17.5	19.1
	2016	Canby	37.0	52.2	8.7	2.2
		State of MN	25.7	36.6	17.1	20.6
	2015	Canby	32.1	60.7	7.1	0.0
		State of MN	25.4	38.4	16.8	19.4

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	2017	Canby	13.2	54.7	24.5	7.5
		State of MN	17.3	40.2	19.8	22.7
	2016	Canby	14.3	57.1	11.4	17.1
		State of MN	16.8	39.8	20.0	23.4
	2015	Canby	8.3	58.3	22.2	11.1
		State of MN	17.4	38.2	20.1	24.3

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2017	Canby	7.9	47.4	21.1	23.7
		State of MN	20.7	38.0	18.9	22.4
	2016	Canby	13.9	47.2	30.6	8.3
		State of MN	20.2	36.9	19.3	23.6
	2015	Canby	30.4	30.4	21.7	17.4
		State of MN	19.8	36.2	18.8	25.2

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
10	2017	Canby	22.9	39.6	14.6	22.9
		State of MN	22.4	37.9	20.3	19.4
	2016	Canby	15.9	38.6	31.8	13.6
		State of MN	21.5	37.4	21.4	19.7
	2015	Canby	14.3	40.0	28.6	17.1
		State of MN	20.8	36.2	21.0	22.0

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	2017	Canby	18.9	62.2	8.1	10.8
		State of MN	13.9	45.9	19.8	20.3
	2016	Canby	6.1	60.6	15.2	18.2
		State of MN	13.1	48.4	21.1	17.5
	2015	Canby	11.4	61.4	15.9	11.4
		State of MN	12.0	47.1	19.8	21.0

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
08	2017	Canby	2.6	28.9	47.4	21.1
		State of MN	12.0	33.7	29.3	25.0
	2016	Canby	5.6	55.6	30.6	8.3
		State of MN	10.3	36.7	29.2	23.8
	2015	Canby	4.3	43.5	30.4	21.7
		State of MN	9.8	35.4	28.9	25.8

Grade	Year	Entity	Exceeds	Meets	Partially Meets	Does Not Meet
HS	2017	Canby	8.3	45.8	29.2	16.7
		State of MN	18.5	37.5	23.2	20.8
	2016	Canby	6.8	52.3	25.0	15.9
		State of MN	16.9	38.6	23.6	20.9
	2015	Canby	11.4	37.1	34.3	17.1
		State of MN	16.4	38.2	24.6	20.8

District 891 Aspire Results for 2016-2017

ACT Aspire test was given to all seventh and tenth grade students in November 2016. The test was administered online. The Aspire test replaced the Explore and Plan tests previously given. The Aspire test is linked to ACT College Readiness Benchmarks and aligned with the Common Core State Standards.

The Aspire test is anchored by the capstone college readiness assessment. The Aspire test has the following subject areas:

English, math, reading, science, and writing.

REPORTING

In addition to subject scores, there are reporting categories based on the ACT College and Career Readiness Standards and aligned to the other sets of college and career readiness standards being used by states (of which the Common Core State Standards are one).

SCORING

College-Career-Readiness Act-Aspire results are reported on a 3-digit score scale. Aspire test results also report an “ACT Readiness Benchmark” for English, reading, writing, math and science at each grade level to provide additional perspectives on student readiness.

The following chart depicts Canby Public School vs. the National Norm Group that is at or above the ACT Readiness Benchmark. The National Average is the mean score of all students in the norm group for the grade and subject shown.

Canby Public School (7th Grade) vs. National Norm Group

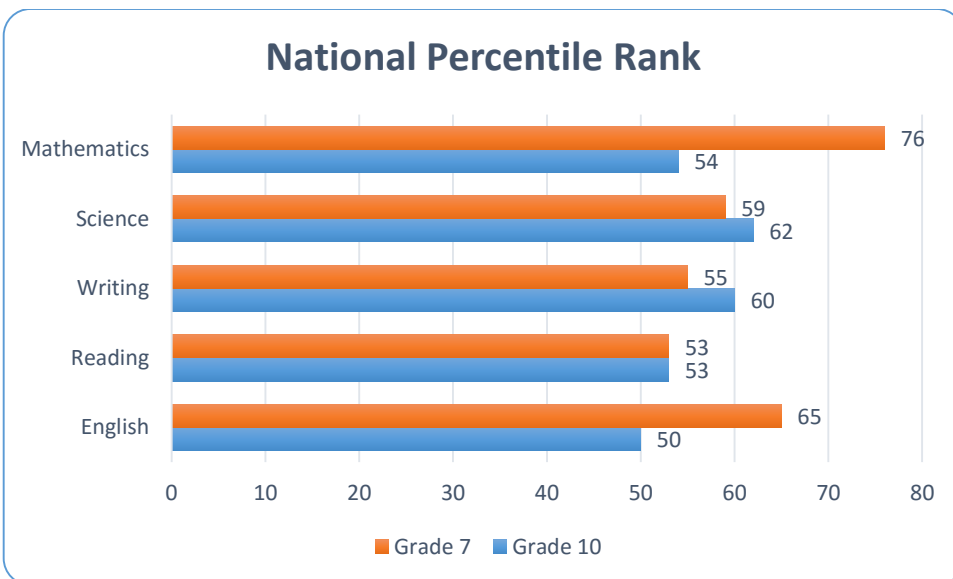
	Writing	English	Reading	Math	Science
Canby Public Schools	17%	93%	38%	68%	46%
National Norm Group	28%	75%	41%	43%	41%

Canby Public School (10th Grade) vs. National Norm Group

	Writing	English	Reading	Math	Science
Canby Public Schools	55%	72%	39%	30%	36%
National Norm Group	52%	62%	38%	32%	34%

National Percentile Rank for 7th and 10th Grade Aspire Test

The rank below shows how this group performed in comparison to other grade 10 students in the nation. For example, if the median Writing score is at the 56th percentile, the typical student in this group achieved as well as or better than 56% of the students in the nation.



District 891 ACT Results for 2017

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. 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	Canby	State	Canby	State
2017	19.4	20.4	20.4	21.5	21.6	21.8
2016	19.2	20.0	20.1	21.2	20.3	21.3
2015	20.1	21.8	21.5	22.8	21.8	23.0
2014	19.4	22.1	20.2	23.0	20.5	23.1
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

GRAD YR	Science		Composite	
	Canby	State	Canby	State
2017	22.0	21.6	21.0	21.5
2016	21.2	21.3	20.3	21.1
2015	22.8	22.7	21.6	22.7
2014	21.0	22.9	20.4	22.9
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

**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

Canby Elementary Parent Survey Results	
Rating Scale: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4= Agree; 5=Strongly Agree	
1. I am well informed about my child's progress.	4.28 out of 5.0
2. My child is making academic progress.	4.33 out of 5.0
3. My child understands his/her responsibilities at Canby Elementary.	4.38 out of 5.0
4. I believe that my child has the opportunity to learn in a variety of ways.	4.20 out of 5.0
5. My child is given sufficient opportunities to use technology.	4.11 out of 5.0
6. The school has a friendly and warm atmosphere.	4.32 out of 5.0
7. My child feels comfortable asking the school staff for help.	4.21 out of 5.0
8. My child takes responsibility for his/her own homework and class assignments.	4.23 out of 5.0
9. I feel comfortable communicating with my child's teacher or teachers.	4.55 out of 5.0
10. Our school is doing an excellent job teaching:	
a. Reading	4.27 out of 5.0
b. Writing	4.24 out of 5.0
c. Math	4.17 out of 5.0
d. Science	4.11 out of 5.0
e. Social Studies	4.10 out of 5.0
f. Music	4.33 out of 5.0
g. Physical Education	3.84 out of 5.0
h. Technology	4.06 out of 5.0
11. The Accelerated Reader programs help my child practice reading fluently and with understanding.	4.15 out of 5.0
12. Our school's discipline policies are fair and effective.	4.07 out of 5.0
13. Our school provides students and teachers with a safe and orderly environment.	3.98 out of 5.0

14. Teachers and administrators at our school demonstrate genuine concern for the well-being of students.	4.37 out of 5.0
15. As a parent, I receive information I need about the school's programs and activities.	4.33 out of 5.0
16. Over the last year I have seen improvements in my school that benefit my student.	4.37 out of 5.0
17. I use the school's online resources.	3.94 out of 5.0

CHS Parent Survey 2016-2017	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
When I visit or phone the school, I am greeted in a friendly, courteous manner.	0	3	15	66
I feel welcome and respected at my school.	2	5	25	52
The administration has a visible presence and is accessible to me when needed.	3	4	24	53
The administration responds to my calls in a timely manner.	3	4	24	53
Students are well behaved and respectful at CHS.	1	8	42	33
I feel my child feels safe at school.	2	3	34	45
Bullying is a problem for my student at school.	36	23	17	8
The school maintains high standards for behavior.	1	10	41	32
My student(s) feels stressed and rushed during the school day.	21	28	26	9
I feel comfortable communicating with my child's teachers.	3	10	26	45
I feel my student's teachers care about my student's success.	4	12	34	34
I feel my student's teacher(s) keep me informed of my student(s) academic performance.	9	15	31	29
I am satisfied with the amount/difficulty of homework my student(s) is assigned.	5	11	44	24
I know the teachers will call me if my student has a problem in class.	15	24	25	20
My school has a positive learning environment.	3	6	46	29
I feel technology and computer services at my school meet my students need.	2	8	43	31
There is enough technology at our home for our student(s) to adequately do their homework.	3	11	28	42
Technology is used efficiently to enhance my child's learning.	2	9	44	29

CHS Parent Survey 2016-2017	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel my student(s) receive enough information regarding career and college options.	6	24	34	20
My school keeps me well-informed of activities through emails, announcements, parent portal, etc.	2	11	34	37
I am satisfied with the number and variety of after school activities (clubs/sports/fine arts) offered at CHS.	2	1	35	46
I utilize Canby High Schools JMC On-line parent/student information system.	3	8	18	55