

Planning Evaluating Reporting

1981 - 1982

ANNUAL REPORT

PINE CITY PUBLIC SCHOOLS

C.M. ESPESETH, SUPERINTENDENT

INDEPENDENT SCHOOL DISTRICT NO. 578

605 SIXTH STREET

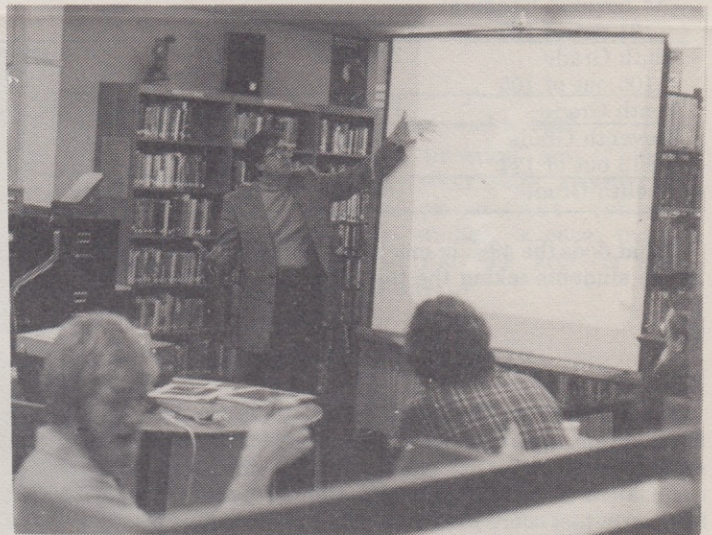
PINE CITY, MINNESOTA 55063

WHAT IS P.E.R.?

Adopted by the Minnesota State Legislature and signed into law by the governor in 1976, P.E.R. legislation encourages school districts to do educational planning, evaluating, and reporting. The law further provides that by August 1st of each year, the school district will provide an "information copy" to the State Board of Education.

Our school district has been involved in establishing educational goals (which we did as a school and community in 1978), evaluating our current educational program, and developing plans that will "bridge the gap" between where we are and where we want to be.

It is the purpose of this brochure to inform you with regard to the progress our school district has made during the 1981-82 academic year and to encourage your further involvement in the process.



Dr. Gil Valdez, Curriculum Development Supervisor at the Minnesota State Department of Education, discusses the implications of brain growth research on curriculum development.



New curriculum committee members Gerrie Mach, Jeanne Hawley, and Nancy Mach are pictured with faculty representative Marian Lones.

TEACHER IN-SERVICE

In addition to the graduate classes at area colleges and universities that teachers take in their own areas of professional responsibility, they participate in workshops and in-service as a regular part of their work. This year there have been ten in-service meetings for teachers. Topics have included basic skills, discipline, listening and perception, nutrition education, chemical health, curriculum development and brain growth.

CURRICULUM COMMITTEE

This year the Pine City School Board appointed four new members to the curriculum committee. They are Gerrie Mach, Jeanne Hawley, Nancy Mach, and Judy Genereux. The committee is composed of one school board member, superintendent, three principals, curriculum director, three teachers, and nine community members.

During the 1981-82 academic year, the curriculum committee dealt with the following topics: restoring confidence in the public schools, the Opportunities in Science Project, our school's K-12 language arts curriculum, the Primary Grades Health Curriculum Project, and plans for our elementary and secondary educational programs for next year.

LANGUAGE ARTS
SRA RESULTS

			Mechanics	Usage	Spelling	Total	
Third Grade	1981-82	%	49%	42%	40%	43%	
91 out of 92 tested		Grade Equivalent	3-1	2-7	2-8	2-9	
Fourth Grade	1981-82	%	43%	53%	46%	50%	
115 out of 116		G.E.	3-6	4-3	3-8	4-1	
Fifth Grade	1981-82	%	37%	44%	48%	43%	
96 out of 98		G.E.	4-0	4-5	4-8	4-6	
Sixth Grade	1981-82	%	51%	55%	48%	52%	
117 out of 117		G.E.	6-3	6-5	5-9	6-3	
Seventh Grade	1981-82	%	48%	45%	40%	42%	
112 out of 118		G.E.	6-8	6-4	6-3	6-4	
Eighth Grade	1980-81	%	48%	55%	46%	48%	
(As Seventh Graders)		G.E.	6-9	7-9	6-7	6-9	
Ninth Grade	1981-82	%	48%	54%	43%	48%	
105 out of 105		G.E.	8-8	9-5	8-7	8-7	
Tenth Grade	1981-82	Tenth graders do not take the SRA test.					
Eleventh Grade	1981-82	%	45%	Not tested	41%	41%	
113 out of 124		G.E.	10-9	at this level	10-2	10-2	
Twelfth Grade	1981-82	Twelfth graders do not take the SRA test					

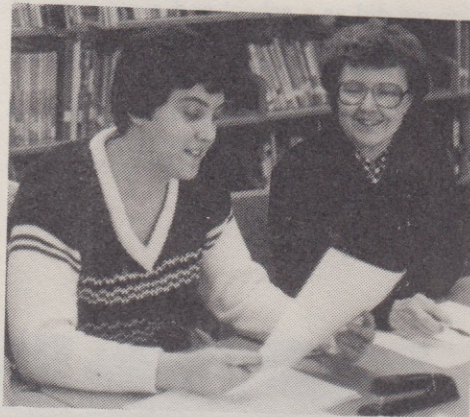
What does the 49% in mechanics mean? It indicates that Pine City students as a group of third graders scored better than 49% of the students taking the test in national norms.

FACULTY INTERPRETATIONS

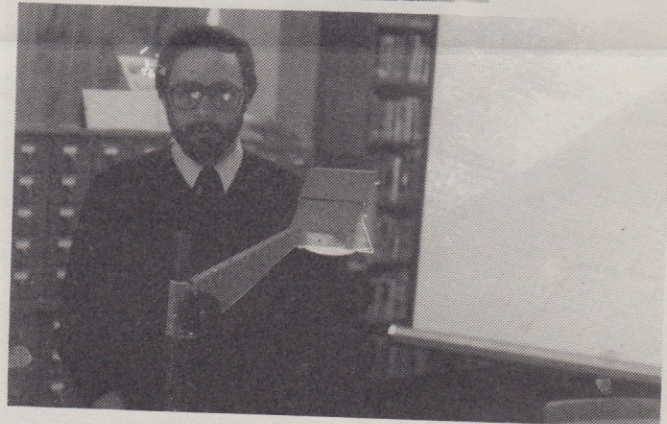
The national percentage of the mean of this year's Pine City ninth grade students taking the SRA Achievement Series in reading was 64%; in language arts this dropped to 48%. Counselors Howard Olson and George Johnson indicate that long-term test score data suggests that language arts is an area where Pine City students have traditionally scored lower than their work in other areas. There are probably many reasons for this. A k-12 language arts committee has met over a dozen times this year to discuss what the reasons might be and to remediate the problem. Communications specialist Mark Youngstrom from the State Department of Education spent a day here this year at the request of administration and faculty to try to give us some new perspectives on the problem.

In an attempt to make our instruction more effective, we're making the following changes for next year:

1. Completion of K-12 language arts scope and sequence
2. Completion of plans for K-12 cumulative writing folders
3. Implementation of a 2-hour block integrated reading-English program in the junior high for students who have not completed the reading series
4. Reorganization of the English curriculum and requirement of a semester of basic English for 7-12 students plus two quarters of elective English.



Junior high English teachers Marian Lones and Mary Kay Sloan plan integrated reading-English units for use at the junior high level.



English Department Chairman George Johnson describes our school's K-12 language arts program to the curriculum committee.

"Mary, this essay on your cat bears a striking resemblance to the one your sister turned in last year."
"Yes, Mrs. Sloan," replied Mary, "it should, it's the same cat."

OUR READING PROGRAM: COMMONLY ASKED QUESTIONS

1. Q. How do children start in the program?

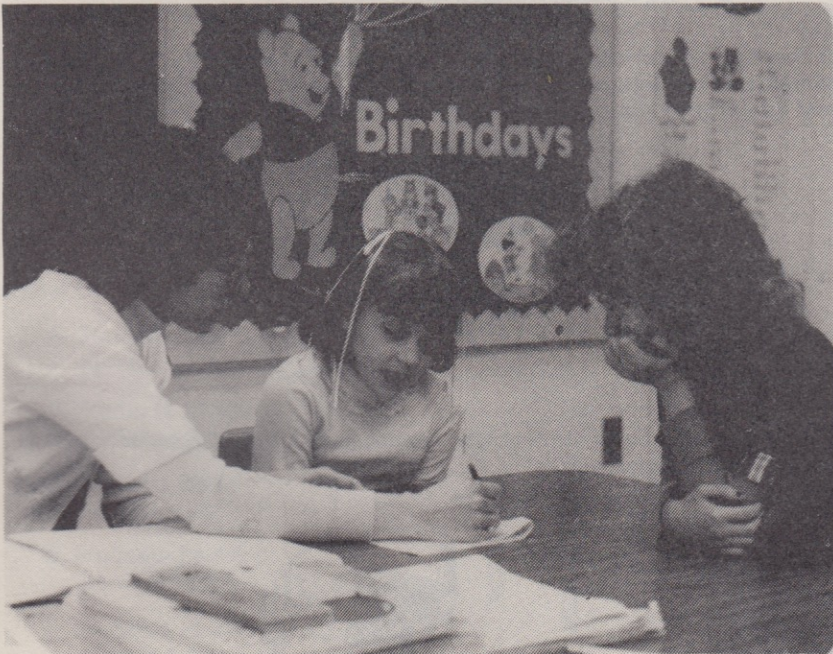
A. In the early months of kindergarten students go through "Ready Steps," a prereading readiness program that helps to determine a child's abilities in ten prerequisite skills for reading. New students in the district are given a placement test.

2. Q. When do they learn how to decode words?

A. In "Getting Ready to Read," introduced in the later months of kindergarten and extending into first grade, students are taught the decoding strategy that is developed and maintained throughout the program. They learn, practice, and apply the strategy of using eighteen beginning consonant sounds plus oral context to decode words.

3. Q. What is the goal of the program?

A. The Houghton Mifflin series aims at building independent readers. From the very beginning children use context as well as letter-sounding associations. Children are encouraged to think about what they are reading and decide if it makes sense. It is the goal of the program to have all of our students read to at least the sixth grade level.



First grade teacher Cheryl Kozitza is pictured working with one of her reading groups. This year all primary grades adopted the new edition of the Houghton Mifflin reading program. Next year the intermediate grades and junior high will also be in the new program.

4. Q. What do students read about?

4. Q. What do students read about?

A. Selections in the program are of high literary quality and represent many award-winning authors. Reading in the content areas—including social studies, science, math, career awareness, and the fine arts—is also represented in the readers.

5. Q. This is a "mastery" program. What does that mean?

A. The sequence of instruction is: teach, practice, test, and then reteach those who don't yet understand the material until they do. Students must pass a test at the 80% mastery level to move on. There are also enrichment activities for students who are learning rapidly.

6. Q. How do I know if my child is at "grade level?"

A. We're trying to get away from emphasizing arbitrary and pre-determined levels of achievement. It's more important to instruct children at their ability levels and see that they really learn the material rather than rushing through it.

7. Q. How can parents help?

A. Read to your children. Try to provide books, magazines and newspapers; and encourage your children to read them. Let your children see you reading for your own information and enjoyment. Call reading directors Marian Lones or Betty Ramsdell or your child's teacher to get more ideas for activities that you can carry on at home to reinforce specific reading skills.

The man who does not read good books has no advantage over the man who can't read them.

—Mark Twain

ANNUAL CONSUMER EVALUATION

During the week of April 26, Pine City Public Schools conducted a survey as part of an annual evaluation of the schools. All 12th graders were surveyed as well as a random sample of 250 parents in our school district. Five school employees called parents' homes and asked responses to seven questions. Thanks to all who took time to participate. We'll use your answers to help improve our educational program.

The questions and responses are printed below, followed by some frequently cited comments.

1. One of the goals of our school has been to keep parents informed about what their children are doing at school through communications from teachers, the newsletter, newspaper articles, and radio announcements. How well have we succeeded in keeping parents informed?

- a. Well: Students 22.2% ,
parents 71.3%
- b. Adequately: Students 60% ,
parents 24.5%
- c. Not well: Students 16.7% ,
parents 4.3% .



2. Another goal we have been trying to implement is cooperative curriculum planning. This means involving students, parents and other community members with teachers and administrators in determining what pupils will study. We would like to know how much the community will get involved. Would you be likely to volunteer some of your time to do school planning?

- a. Definitely would: Students 8.9% ,
parents 29.3% .
- b. Might but not sure: Students 36.7% ,
parents 18.6% .
- c. Probably but not sure: Students 23.3% ,
parents 13.3% .
- d. Definitely not: Students 28.9% ,
parents 38.8% .



3. Our school uses a "mastery" approach in reading. This means that a student who cannot pass a test at a certain level is retaught until he/she can pass. Do you agree or disagree with this approach?

- a. Definitely or strongly agree: Students 62.2% ,
parents 88.3% .
- b. Mixed, but more agree than disagree: Students 24.4% ,
parents 7.4% .
- c. Mixed, but more disagree than agree: Students 10% ,
parents 2.7% .
- d. Definitely disagree: Students 2.2% ,
parents 1.6% .



4. We are considering adding a "mastery" component to our senior high math curriculum next year. Students would be given a "math mastery" test in tenth grade. Those students scoring poorly would be required to take a remedial basic math course for one semester. Do you agree or disagree with this change?

- a. Definitely or strongly agree: Students 42.2% ,
parents 85.1% .
- b. Mixed, but more agree than disagree: Students 32.2% ,
parents 9.6% .
- c. Mixed, but more disagree than agree: Students 12.2% ,
parents 2.7% .
- d. Definitely disagree: Students 11.1% ,
parents 2.1% .



5. Currently students are not required to take science at the senior high level, although most do. We are considering adding a one-semester science requirement to insure that all students would be exposed to science sometime during grades 10, 11, or 12. Do you agree or disagree with this requirement?

- a. Definitely or strongly agree: Students 27.8%
parents 58%
- b. Mixed, but more agree than disagree: Students 35.6%
parents 12.2%
- c. Mixed, but more disagree than agree: Students 17.8%
parents 8.5%
- d. Definitely disagree: Students 17.8%
parents 20.7%

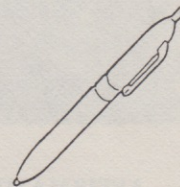
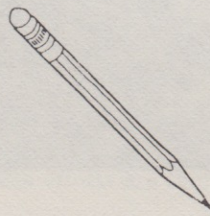
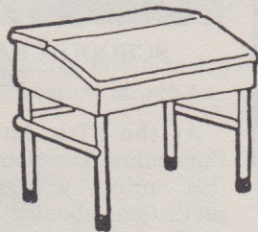
6. Students are often given the grades of A, B, C, D, or F to indicate the quality of their work. Suppose the curriculum, that is the courses and materials students have available in the Pine City Public Schools, was graded in the same way. What grade would you give the school curriculum?

- A Students 12.2%
parents 20.7%
- B Students 27.8%
parents 54.3%
- C Students 41.1%
parents 16.5%
- D Students 8.9%
parents 2.7%
- F Students 5.6%
parents 0.5%



7. Now, suppose the discipline in Pine City Public Schools was graded. By discipline we mean how well we enforce appropriate school behavior. What grade would you give school discipline?

- A Students 14.4%
parents 21.3%
- B Students 17.8%
parents 28.7%
- C Students 26.7%
parents 25%
- D Students 24.4%
parents 13.3%
- F Students 11.1%
parents 5.3%



NOTE: In some cases you will see that the percentages add up to less than 100. That is because occasionally we'd have an individual who didn't understand a particular question, declined to respond, or gave a response that was difficult to code.

FREQUENTLY CITED COMMENTS

1. Many students indicated concern about using dated curriculum materials in some of their classes. (It is true, especially in the case of text books, that we use them for five to ten years for reasons of economy. However, we try to supplement these by exposing students to current magazines and newspapers.)
2. Students were worried about inadequate selection of high school classes next year. (This is a valid concern, because there will be 23 fewer sections each quarter due to budget cuts. We have attempted to reorganize the curriculum to remediate some of the problems though.)
3. Both students and parents emphasized the need for consistent patterns of discipline.
4. Both urged a continued stress on home-school communication. Some parents indicated the need for more than one conference; some said they appreciate phone calls from teachers on a routine basis—not only when problems arise.
5. Parents seemed to desire a focus on written expression in the curriculum. (A K-12 language arts committee has met over a dozen times this year in this regard. We have implemented a "Communications Handbook" to standardize writing expectations.)
6. Parents express interest over whether high school students have too much freedom at noon. (School officials are considering the closed campus. Several problems emerge: where we would put 350 students at noon, whether we have adequate staff to supervise them, and whether resentment over loss of freedom at noon would result in more severe discipline problems during the instructional hours of the day.)

TITLE I

Title I is a federally funded program designed to assist children who are having problems with reading and math. Title I teachers give students a second dose of instruction to clarify and deepen their understanding of concepts taught in the classroom.

In the area of reading, the Title I teachers meet with small groups of children after they have received instruction from their classroom teachers. The Title I teacher uses materials especially designed to practice the specific skills and vocabulary the child needs to master.

Title I teachers assess students' math skills to find their individual weaknesses. The teachers then plan activities to strengthen these weaknesses and to help the child in his/her classroom work.

The "Eager Beaver" and "Student of the Week" programs are used in the Title I Program to motivate and reward students. Teaching materials are also especially selected to create high interest and enthusiasm in children.



AFFIRMATIVE ACTION

It is the policy of Independent School District #578, Pine City, not to discriminate on the basis of race, color, national origin, religion, creed, age, marital status, status with regard to public assistance, disability, or sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed by Andy Rohweder, Title IX Coordinator, Independent School District #578, Pine City, Minnesota 55063 (629-2576) or to the Director of the Office for Civil Rights, Department of Health and Human Services.

EDUCATIONAL POLICY

Independent School District #578 has a written educational policy that contains district goals, a process for achieving the goals, and procedures for reporting to the public the progress toward those goals. Copies of this document are available to the public; stop by the district office to pick one up, or call 629-2576.

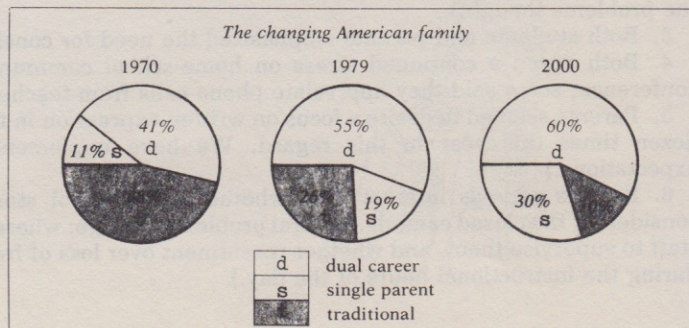


SCHOOLS CHALLENGED TO RESPOND TO NEEDS OF CHANGING FAMILIES

At the 37th Annual Association for Supervision and Curriculum Development Conference in Anaheim, California, this spring, a team of experts discussed census bureau predictions about the American family and the impact of these predictions on the school.

Dorothy Rich of the Home and School Institute and James Van Dien of Trinity College, both in Washington, D.C., and Beverly Mattox of Fairfax County, Virginia, Schools noted the predicted decrease in the "traditional" family with the mother at home and an increase in the dual career family and the single parent family.

They also pointed out that problems of schools rated highest on the Gallup Poll—discipline and drugs—involved the family as much as the school. The speakers urged that schools and homes "work together. . .to provide a wide range of services to changing families." (ASCD Update, May 1982, p. 7)



SCHOOL IMPROVEMENT PLANS

Objectives for the improvement of our educational program during the 1982-83 academic year include the following:

ELEMENTARY

1. Implementation of the new reading program in the intermediate grades
2. Pilot testing of Holt and Harcourt Brace mathematics materials
3. Implementation of the Primary Grades Health Curriculum Project
4. Continued stress on unit development

SECONDARY

1. Reorganization of the English curriculum and requirement of a semester of basic English for 7-12 students
2. Implementation of a 2-hour block integrated reading-English program in the junior high for students who have not completed the reading series
3. Reorganization of the social studies curriculum and requirement of a semester of world history, American history, and American government
4. Administration of a "math mastery" test to all tenth graders, with those scoring poorly receiving remedial instruction in senior high
5. Addition of a one-semester science requirement at the senior high level
6. Revision of the communications handbook given to each 7-12 student to promote consistent standards for writing

K-12

1. Completion of K-12 language arts scope and sequence
2. Completion of plans for K-12 cumulative writing folders
3. Continuation of the school's efforts to communicate with the public through the newsletter, mass media, and surveys of public attitudes about educational issues
4. Further emphasis on school/community cooperative educational efforts such as "The Arts in Education Month"



Third grade teachers Marsha Johnson, Evelyn Doft, Mae Martin, and Gene Carlson preview the Holt math materials our school will pilot next year.



UNIT DEVELOPMENT

Elementary teachers have continued to develop written curriculum units during 1981-82. Fifth graders Jon McClary, Duane Jacobson, Audra Nowling, and Diana Reineccius are pictured working on a computer unit designed by fifth grade teacher John Eberhart. During the 1982-83 school year, teachers at each grade level will develop at least two new science units plus two in the social studies area.

DROPOUTS AND THE DROPOUT PRONE

Approximately 5% of the students in any given Pine City senior high class drop out each year—a cumulative total of 15% of each class by graduation day. Senior high counselor Howard Olson notes that the school makes efforts on a continuing basis to meet the needs of dropouts and the dropout prone. Included in these efforts are the:

G.E.D. PROGRAM

The Pine City Public School has an Adult Basic Education and G.E.D. prep program designed to help students brush up on reading and math skills in preparation for the regular G.E.D. tests.

People who enroll in the night school program are given the opportunity to take a strictly confidential test to help analyze their grammar, punctuation, and spelling; reading; and mathematical skills. Instruction is then provided in needed areas.

There are no fees charged for this instruction. For more detailed information and enrollment instructions, come to room 102 at Pine City High School at 7:00 p.m. any Monday or Wednesday evening or call Howard Olson at 629-7511.

MARRIED/PREGNANT STUDENTS

Married students have the same educational opportunities in this school system as unmarried students.

Pregnant girls are encouraged to remain in school, and services for them are made a regular part of the school system. In cases where needs assessments indicate that the regular classroom is not the appropriate alternative, specific educational plans are devised to fit the girls' needs.

MATHEMATICS SRA RESULTS

			<u>Concepts</u>	<u>Computation</u>	<u>Problem Solving</u>	<u>Total</u>	<u>EAS</u>
Third Grade	1981-82	%	43%	64%	No Test	56%	
91 out of 92 tested		Grade Equivalent	2-9	3-3		3-2	
Fourth Grade	1981-82	%	49%	65%	No Test	57%	
115 out of 116		G.E.	4-1	4-4		4-4	
Fifth Grade	1981-82	%	45%	46%	57%	50%	
96 out of 98		G.E.	4-8	4-7	5-6	5-1	
Sixth Grade	1981-82	%	52%	47%	51%	51%	
117 out of 117		G.E.	6-2	5-9	6-2	6-1	
Seventh Grade	1981-82	%	56%	51%	52%	53%	51%
112 out of 118		G.E.	7-5	7-2	7-4	7-4	
Eighth Grade	1980-81	%	59%	57%	58%	59%	54%
As Seventh Graders		G.E.	7-7	7-5	8-1	7-8	
Ninth Grade	1981-82	%	70%	65%	72%	70%	65%
		G.E.	11-7	11-4	11-6	11-7	
Eleventh Grade	1981-82	%	54%	No Test	61%	61%	57%
		G.E.	11-5		12-0	12-3	

What do these scores mean? Take the 70% total for ninth grade students as a whole for example. This means that as a group, ninth graders at Pine City High School scored better than 70% of the students taking the test in national norms. Total score reflects an average of their work in concepts, computation, and problem solving. EAS is an educational ability series, which allows teachers to compare a student's ability with his/her actual classroom performance.

FACULTY INTERPRETATION

The math department is generally pleased with the results of the SRA tests. Look back at the ninth grade example again to discover why. The educational ability of our ninth grade students as a group was at the 65th percentile. Compare this to their total performance of 70% and grade equivalent at 11-7. Grade equivalent indicates that as a group our ninth graders were performing as well as could generally be expected of students in the seventh month of the eleventh grade year. In other words, our students as a group seem to be performing at or above their ability level in the area of mathematics.

Does this mean that every student is achieving at this level? No, it does not. K-12 math teachers think that there are still some things that could be done to help students learn even more effectively in the area of mathematics. Several are listed below.

1. During the 1982-83 academic year, we will be piloting the Holt and Harcourt Brace math programs in the elementary school. This will give teachers the opportunity to compare and contrast the two, using their observations to decide which of the programs they'd like to continue using. If they're not pleased

with Holt or Harcourt, we would continue our search until we find a program that seems appropriate for our students and their needs.

2. During the 1981-82 school year, tenth graders were given a "math mastery" test. Students scoring poorly will be required to take a semester of developmental math in senior high. Their teacher will have a computer print-out indicating specifically which objective each student hasn't mastered. Therefore the teacher will be able to teach specifically to the objective(s) the student has not mastered and teach at the correct level of difficulty. We'll see how this works and may have to make some changes for 1983-84.

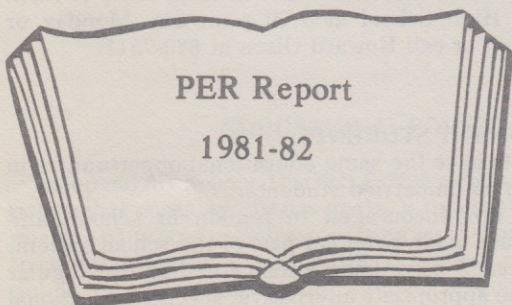
The Pine City Arts Council

reminds residents of the area that the annual art fest will be held in Robinson Park on Saturday, July 17th. Should you be interested in displaying or selling your art work, please call Cindy Novy at 629-2045. Individuals or civic groups interested in sponsoring a food booth are asked to call Kay Kotek at 629-6781.

Photography for this issue by Steve Hallan

Pine City Public Schools
605 Sixth Street

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B O X H O L D E R