

# P E R

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1983 - 84

## ANNUAL REPORT

**PINE CITY PUBLIC SCHOOLS**

Joseph A. Hobson, *SUPERINTENDENT*

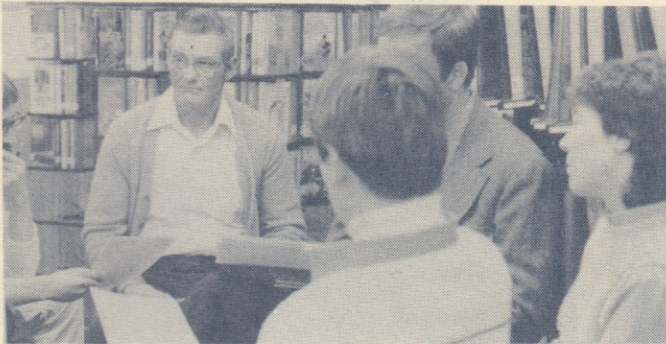
**INDEPENDENT SCHOOL DISTRICT NO. 578**  
605 SIXTH STREET  
PINE CITY, MINNESOTA 55063

### 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 now 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 1983-84 academic year and to encourage your further involvement in the process.



Like 265 other districts in the state, Pine City hosted a town meeting in conjunction with the Minnesota Dialogue on Education this year. Citizens, board members, and teachers are pictured above discussing educational priorities.

For respondents both locally and statewide, the two most popular purposes of education included the development of basic skills (e.g; math, reading, writing) and learning to think, solve problems, and make decisions. Specifics of Pine City's community and student responses are included in this report.

### Education Policy

Independent School District No. 578 has a written educational policy that contains goals, a process for achieving the goals, and procedures for reporting to the public the progress toward achieving those goals. Copies of this document are available to the public; stop by the district office to pick one up, or call 629-2576. Also available are copies of the district's technology utilization plan.

### School Effectiveness Project

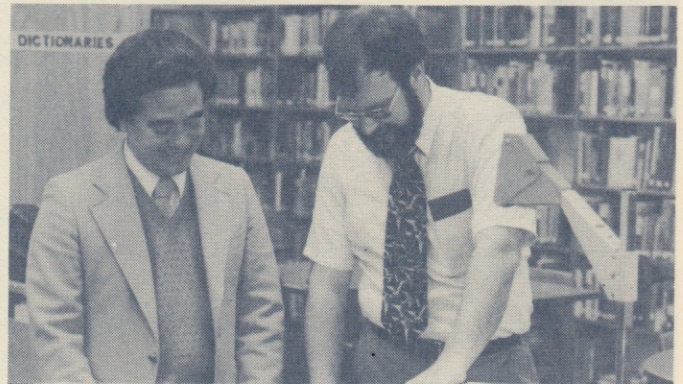
Pine City was selected as one of twenty-six schools in the state to pilot test the Minnesota School Effectiveness Model. This is an exciting possibility, especially at a time when we'll soon be moving in to new and newly remodeled physical facilities.

One central office administrator, one building principal, and four classroom teachers attended an initial training session from June 17-22. The six included Candice Ames, Rick Houston, George Johnson, Roger Hagstrom, Chuck Anderson, and Gene Carlson.

### Teacher Effectiveness Project

The primary staff development thrust in our district again this year was the Teacher Effectiveness Project, which presented a framework for professional teaching and effective instruction. Twenty-two participants volunteered over twenty hours each in the project. The purpose was to provide each participant with a thorough knowledge of classroom teaching skills by focusing on teaching behaviors, principles of learning, and elements of instruction.

Plans for next year include follow-up for past years' participants, a program for a new group of teachers, and further training in clinical supervision of instruction for administrators.



Joel Suzuki is pictured working with high school librarian Dennis Harker. Suzuki, a Ph.D. candidate in educational administration at the University of Minnesota, spent time in our school district this year observing teachers and conferencing with them on ways to make instruction even better.

# SOCIAL STUDIES

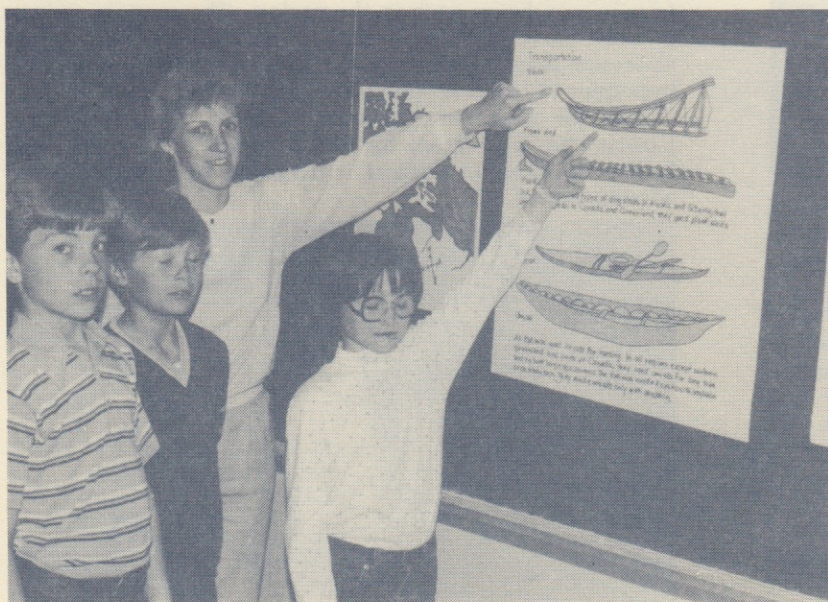
## SRA RESULTS

<b>Fifth grade</b> 98 out of 99 tested	1983-84	% Grade Equivalent	<b>54%</b> <b>5-4</b>	<b>EAS</b>
<b>Sixth grade</b> 120 out of 123 tested	1983-84	% Grade Equivalent	<b>56%</b> <b>6-6</b>	
<b>Seventh grade</b> 103 out of 109 tested	1983-84	% Grade Equivalent	<b>58%</b> <b>8-0</b>	<b>61%</b>
<b>Eighth grade</b>	1982-83	% Grade Equivalent	<b>58%</b> <b>8-1</b>	<b>57%</b>
<b>Ninth grade</b>	1983-84	% Grade Equivalent	<b>63%</b> <b>10-6</b>	<b>56%</b>
<b>Eleventh grade</b>	1983-84	% Grade Equivalent	<b>53%</b> <b>11-3</b>	<b>64%</b>

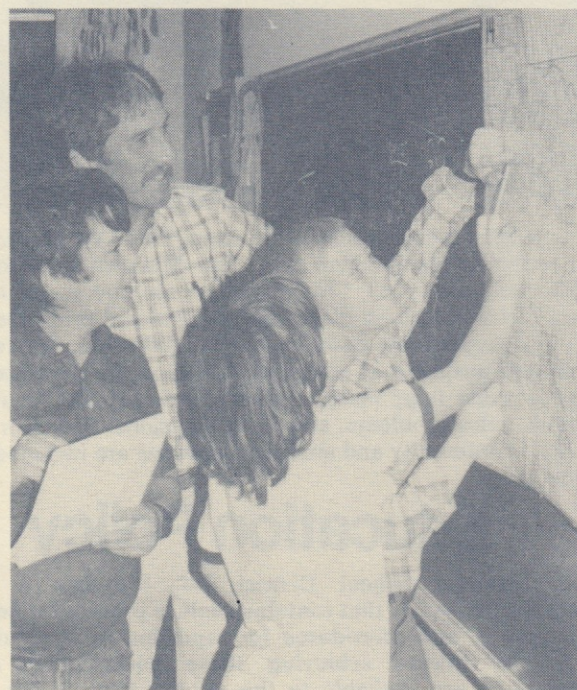
**WHAT DO THESE SCORES MEAN?** Take the 53% for eleventh grade students as an example. This means that, as a group, eleventh graders at Pine City High School scored higher than 53% of the students taking the test in national norms. While they were tested in the first month of the eleventh grade, their grade equivalent was the third month of the eleventh grade, so they were slightly "ahead" of many eleventh graders nationally. EAS is an educational ability series, which allows teachers to compare a student's ability with his/her actual classroom performance. Again using this year's eleventh graders as an example, this means that they're performing below their ability level-- the difference between 53% performance in social studies and 64% ability level.

*The social studies SRA test items measure use of skills in recognition, recall, interpretation, and extension to analyze materials in:*

- **Sociology**
- **Anthropology**
- **History**
- **Government**
- **Geography**
- **Economics**



**FOURTH GRADE TEACHER** *Bonnie Porter* and her students examine some posters on the Polar Region. Other social studies units in the fourth grade include modes of transportation, globe study, Africa, and Japan. Several of these units are activity-oriented and involve parents.



**FIFTH GRADERS** demonstrate their ability to locate sites on the Minnesota map to teacher *John Eberhart*.

# MAJOR UNITS

## *in Elementary Social Studies*

- \*Kindergarten
  - Farm
  - Cowboy
  - Circus
  - Careers
  - "Me"
- \*Grade 1
  - Alaska/Eskimos
  - Safety
  - Introduction to maps
  - Self-concept.



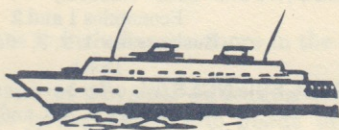
- \*Grade 2
  - Hawaii
  - Pioneers
  - Christmas around the world
  - Community helpers--bakery
  - Transportation

- \*Grade 3
  - Trading post as community
  - Indians and pioneers
  - Indians of the Southwest
  - Scandinavia
  - Maps

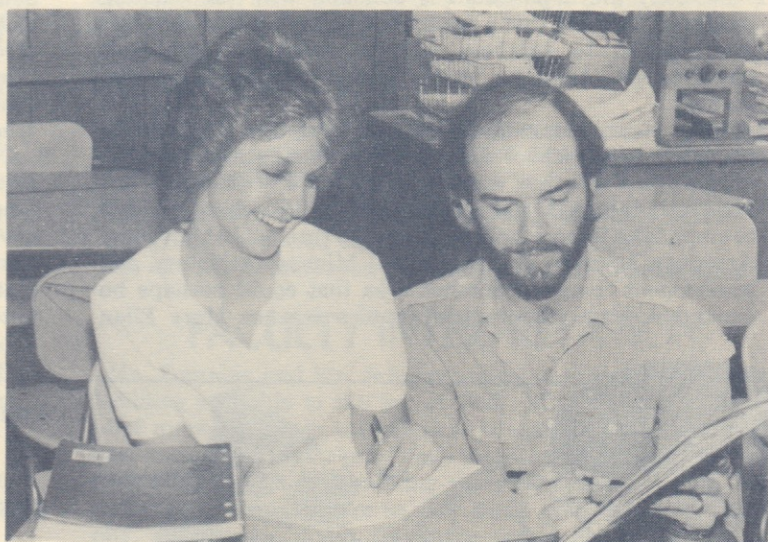
- \*Grade 4
  - Polar Region
  - Modes of transportation
  - World study/globe study
  - Africa
  - Japan

- \*Grade 5
  - Pre-Columbian Indians of the U.S.
  - Period of exploration and discovery
  - American colonial period
  - Establishment of the U.S. government
  - Minnesota map

- \*Grade 6
  - Canada
  - Minnesota
  - Current events



FIFTH GRADE TEACHER Pam Jambeck is pictured helping students to complete a social studies lesson on the computer.



Mr. Farquharson TEACHES ALL of the PCHS world history classes as well as some economics electives. Some of the major units covered in economics include an introduction to this social science, inflation, and personal economics.

## SECONDARY REQUIREMENTS

- \*Grade 7
  - One year of American history with emphasis on the pre-Civil War period

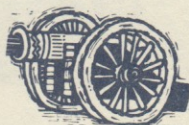
- \*Grade 8
  - One year of geography

- \*Grade 9
  - One year of civics

- \*Grade 10
  - One semester of world history

- \*Grade 11
  - One semester of American history with emphasis on post-Civil War period

- \*Grade 12
  - One semester of American government



FOR THE FIRST SEMESTER every year, senior high social studies teacher Jim Hanson works with seniors in 12th grade American government. He teaches elective classes third and fourth quarters. One recent addition to the curriculum is an area studies class on China.

# FACULTY INTERPRETATION

Under the direction of social studies department chairman *Wally Connaker, junior* and senior high social studies teachers met throughout the year to:

1. Examine the existing 7-12 social studies curriculum
2. Determine the extent to which the current program is consistent with district social studies goals
3. Insure that our students are getting a balanced program in all areas of the social studies
4. Drop electives that seemed either dated or not at the correct level of difficulty for students
5. Plan a staff development experience for social studies teachers

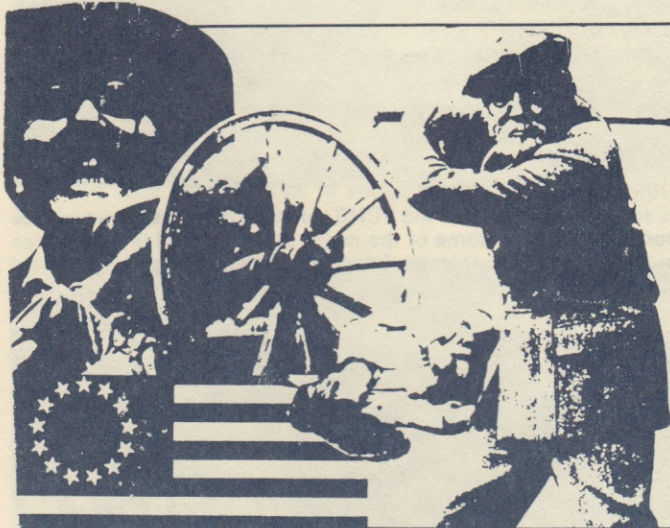


Conclusions with regard to each of these areas follow:

1. Basically the department is satisfied with the existing program. They felt that a particular strength is that students are exposed to teachers with a variety of academic backgrounds, teaching styles, and methods in social studies.
2. While it was concluded that the program is generally consistent with school district goals, the faculty noted a couple areas that they want to stress more. Citizenship has been a traditional social studies goal, and teachers decided to emphasize it more by explaining the reasons behind some American holidays and traditions. Minnesota history and government comprise another area that could perhaps be expanded; high school social studies teacher Mary Ellen

Sausser will attend a workshop on that topic at the University of Minnesota this summer. Yet another area of concern is career education. Next year we will cooperate with Educational Cooperative Service Unit career education consultant Danith Clausen to determine the needs in our school and to develop a program in that area.

3. Currently students are required to take one semester of instruction in world history at the tenth grade level, American history in eleventh grade, and American government in twelfth grade. All other social studies credits were totally elective. The department decided, however, that learners would get a more balanced program if required to take at least one elective in each of the following areas:



## HISTORY AND GOVERNMENT (We offer six classes.)

- World history 3 and 4
- American government 3 and 4
- American political behavior 1 and 2

## ECONOMICS (We offer seven classes.)

- Economics 1 and 2
- Business law 1, 2, 3, and 4
- Taxes

## BEHAVIORAL SCIENCES (We offer seven classes.)

- Psychology 1, 2, 3, and 4
- Anthropology and world cultures
- China

## PERSONAL AND SOCIAL DEVELOPMENT (We offer six classes.)

- Sociology
- Social problems
- Persuasion and propaganda
- Women and minorities in American history and society
- You, your problems, and your times
- Careers

4. Department members concluded that the curricular materials for the behavioral sciences 1 and 2 classes were dated; moreover, the classes were too difficult for many learners. Therefore, these classes were dropped. The Curriculum Committee had recommended including some classes that helped students to learn about other people and cultures. Thus the department added anthropology and world cultures.

5. The two areas identified for staff development are

### \*Recent trends in teaching social studies

\*Interdisciplinary teaching (helping students to see the relationships among the subjects they study in school)

Al Wolfer from the Interdisciplinary Studies Department at St. Cloud State University will offer a workshop to social studies teachers on these topics during the 1984-85 school year.

# They Fought for Freedom...

# Physical Education

## Elementary

Elementary physical education teacher *Bill Harter* indicated that the elementary phy. ed. program is divided into primary and intermediate with the following characteristics:

### PRIMARY

- \*Developmental with almost no emphasis on competition
- \*Deals with large muscle development, coordination, and basic movement skills
- \*Helps the children to learn to work well with others
- \*Involves some problem-solving skills
- \*Includes frequent changes of activity to accommodate the short attention spans of children of this age.
- \*Incorporates frequent reviews of previously learned skills

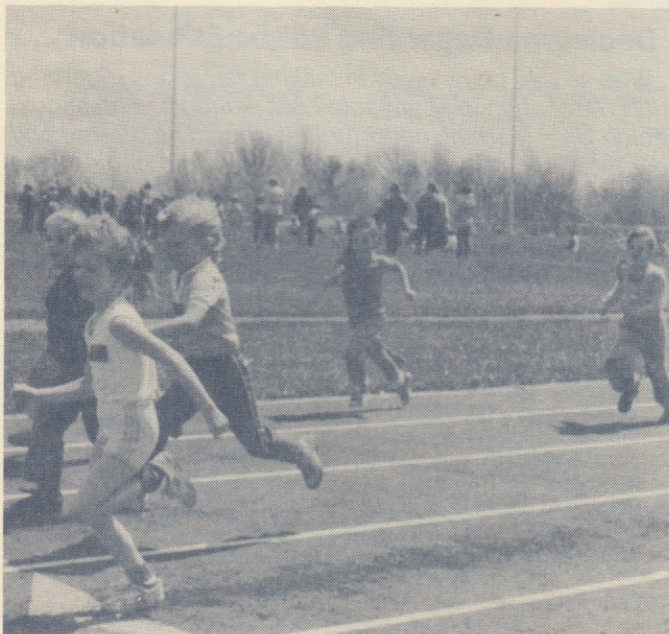
### INTERMEDIATE

- \*Is more structured than primary in the sense that it includes warm-up activities and squad formation
- \*Emphasizes physical development skills rather than learning specific games
- \*Attempts to teach students skills they can apply at home and on the playground
- \*Includes increased focus on fine muscle development
- \*Alters game rules to meet the level of student development
- \*Especially geared for transfer of skills to new situations

### FACULTY INTERPRETATION

Instructor *Bill Harter* thinks that the program we have is basically a sound one, but we aren't devoting the amount of time mandated by the State Dept. of Ed. Our students receive instruction on alternate days in the elementary schools. **Suggestions for program improvement are as follows:**

1. To consider hiring another half time physical education teacher so students in K-6 receive instruction on a daily basis
2. To expand the curriculum to include even more in the area of physical fitness
3. To implement some type of physical education testing program to enable us to better assess the needs of our students



**THE CULMINATION OF the physical education program is the annual field day.** This event combines a sense of challenge, tradition, and community participation and is a highlight of the elementary program.

## Secondary

In a general summary of their program, secondary physical education teachers *Kathy Fontaine* and *Earl Schuler* gave the following description:

- 7th grade- introduction to fundamental secondary skills
- 8th grade - renewed emphasis on phy. ed. safety
- 9th and 10th - increased proficiency in fundamental skills

### FACULTY INTERPRETATION

*Ms. Fontaine* and *Mr. Schuler* indicated that with the new facilities available in the fall of 1985, PCHS will be able to offer more variety in the physical education program. They also note that we currently have more of a team focus, and they recommend incorporating more activities that can be performed individually or in very small groups. Senior high phy. ed. teacher *Roger Hagstrom* would like to see more emphasis on the "wellness" concept and lifelong sports.

**Specific suggestions include:**

1. To include instruction in the area of gymnastics
2. To use a "station approach" that would enable the department to teach a larger selection of individual and partner recreational sports
3. To coordinate the health and physical education curricula by focusing on the "wellness" concept
4. To offer more opportunities to take electives in lifelong sports at the senior high level
5. To develop a secondary program for disabled and homebound students

## Suggestions for Parents

Elementary physical education teacher *Bill Harter* offers the following suggestions for parents:

*"Show interest in what your child is doing, and let him/her show you the skills learned in phy. ed. Not everyone will be a great athlete, so encourage your child to set realistic goals. Remember that we're trying to reach a spirit of cooperation rather than competition. Please reinforce that message at home."*

# DIALOGUE ON EDUCATION

Results of Random Telephone Survey of 50 Parents and Community Members  
February, 1984

## Public Education Intervals

Minnesota school districts currently are in session approximately 175 days (9 months) per school year, and the length of the average high school day is approximately 6 hours long.

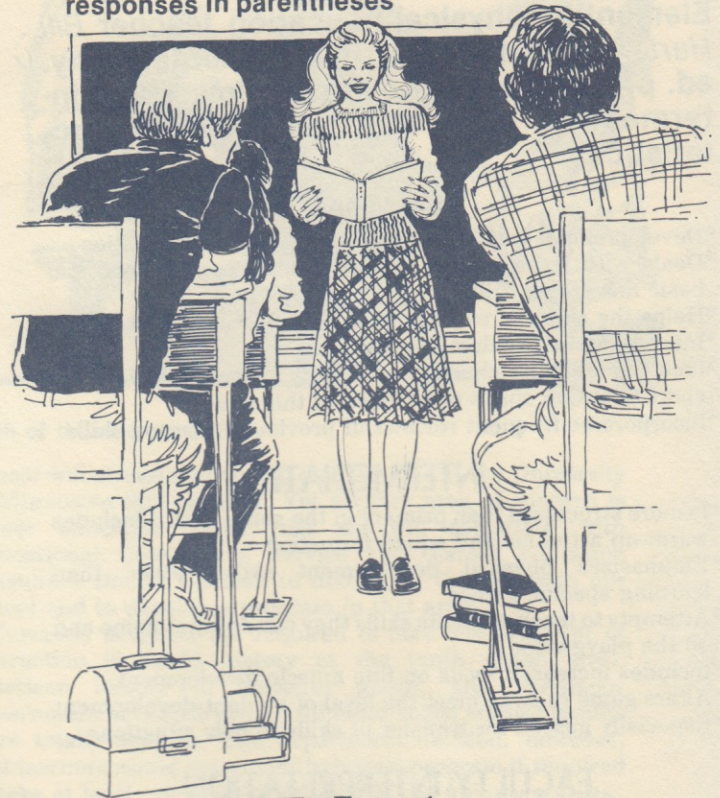
- At what age do you think public education should begin?  
below 3 (0) 3 (2) 4 (4) 5 (40) 6 (11) 7 (0) 8 (1) 9 (0)
- At what age should public education end?  
14 (0) 15 (0) 16 (2) 17 (7) 18 (43) 19 (2) 20 (1) 21 or over (2)
- Should the instructional time in our schools be increased?  
YES (22) NO (36)
- The length of the school week should be:  
3 days (0) 4 days (4) 5 days (52) Other (2)
- The length of the school day should be:  
5 hours (7) 6 hours (32) 7 hours (17) 8 hours (2)
- The length of the school year should be:  
less than 9 months (6) 9 months (46) 10 months (5)  
11 months (0) 12 months (1)
- What do you think is the average amount of time an elementary student should spend doing homework?  
No homework (9) 30 minutes (23) 1 hour (24) more than 1 hour (1)
- What do you think is the average amount of time per night a student in grades 7-12 should spend doing homework?  
No homework (2) 30 minutes (5) 1 hour (27) 90 minutes (11) 2 hours + (11)

## The Purpose of Education in the 80s

As the world we live in changes, we need to examine why we educate children. What should be the purposes of education? Out of the 12 purpose statements listed, the community members who were interviewed on the telephone were asked to think about which ones they felt were most important for education in the 1980s, select the three most important, and then number their most important choice with number 1, their second choice with number 2, and their third choice with number 3.

- To develop basic skills (e.g. math, reading, writing)  
1: (39) 2: (7) 3: (2)
- To learn to think, solve problems, and make decisions  
1: (6) 2: (16) 3: (6)
- To prepare for future living  
1: (0) 2: (6) 3: (7)
- To prepare for getting a job  
1: (1) 2: (7) 3: (3)
- To gain an understanding of careers, occupations, and the world of work  
1: (2) 2: (3) 3: (4)
- To learn to live and work in the new "information society," where information is valuable and rapidly changing  
1: (0) 2: (3) 3: (4)
- To learn to become a responsible member of our society, and how to participate as an informed citizen  
1: (1) 2: (6) 3: (7)
- To prepare to live, do business, and work with people from other parts of the world  
1: (1) 2: (1) 3: (1)
- To gain an appreciation of arts and culture  
1: (0) 2: (0) 3: (1)
- To provide the opportunity for each student to develop his/her individual potential  
1: (4) 2: (5) 3: (13)
- To provide educational opportunities to meet the learning needs of ALL children (e.g. handicapped, gifted)  
1: (2) 2: (3) 3: (5)
- To provide for social development through athletics and other extracurricular activities  
1: (0) 2: (0) 3: (3)

responses in parentheses



# With great expectations

## Decisions Regarding Public Education

Who should be involved in making decisions regarding public education in Minnesota? For example, who should decide what learning opportunities should be offered and how they will be offered? Also, who should decide how these should be financed? The community members were asked to choose the three groups from the following list which they felt should be most involved, with the most involved being number 1, etc.

responses in parentheses

- Students 1: (3) 2: (5) 3: (13)
- Parents 1: (26) 2: (12) 3: (7)
- Teachers 1: (10) 2: (14) 3: (11)
- School Building Administrators 1: (1) 2: (7) 3: (3)
- Local School Boards 1: (9) 2: (11) 3: (16)
- Business 1: (0) 2: (1) 3: (1)
- Groups of districts, such as the Pine County Special Ed Co-op  
1: (1) 2: (3) 3: (3)
- State Government (MN Dept. of Ed., Legislature, etc.)  
1: (4) 2: (1) 3: (5)
- Federal Government  
1: (0) 2: (2) 3: (0)

# DIALOGUE ON EDUCATION

Student's responses  
in parentheses

Results of Random Survey of 90 Senior High School Students  
February 7, 1984

Student's responses  
in parentheses

## Public Education Intervals

*Minnesota school districts currently are in session approximately 175 days (9 months) per school year, and the length of the average high school day is approximately 6 hours long.*

1. At what age do you think public education should begin?  
Below 3 (1) 3 (9) 4 (20) 5 (50) 6 (9) 7 (0) 8  
8 (0) 9 (0)
2. At what age should public education end?  
14 (1) 15 (0) 16 (4) 17 (17) 18 (51) 19 (10)  
20 (2) 21 or over (5)
3. Should the instructional time in our schools be increased?  
**YES (17) NO (59)**
4. The length of the school week should be:  
3 days (1) 4 days (34) 5 days (56) Other (0)
5. The length of the school day should be:  
5 hours (18) 6 hours (47) 7 hours (20) 8 hours (6)
6. The length of the school year should be:  
9 months (55) 10 months (5) 11 months (1)  
less than 9 months (29) 12 months (0)
7. What do you think is the average amount of time an elementary student should spend doing homework?  
no homework (10) 30 minutes (11) 1 hour (18)  
More than one hour (4)
8. What do you think is the average amount of time per night a student in grades 7 - 12 should spend doing homework?  
No homework (10) 30 minutes (11) 1 hour (41)  
90 minutes (20) 2 hours plus (9)

Student's  
Responses in parentheses

## Decisions Regarding Public Education

*Who should be involved in making decisions regarding public education in Minnesota? For example, who should decide what learning opportunities should be offered and how they should be offered? Also, who should decide how these should be financed? The students were asked to choose the three groups from the group listed below which they felt should be the most involved, with the most involved being number 1, etc.*

1. Students 1: (24) 2: (10) 3: (18)
2. Parents 1: (23) 2: (22) 3: (17)
3. Teachers 1: (6) 2: (24) 3: (10)
4. School Building Administrators 1: (2) 2: (6) 3: (6)
5. Local School Boards 1: (9) 2: (10) 3: (11)
6. Business 1: (1) 2: (3) 3: (4)
7. Groups of districts, such as the Pine County Spec. Ed. Co-op  
1: (5) 2: (3) 3: (9)
8. State Government (MN Dept. of Education, Legislature, etc.)  
1: (13) 2: (7) 3: (8)
9. Federal Government 1: (6) 2: (1) 3: (3)

## The Purpose of Education in the '80s

*As the world we live in changes, we need to examine why we educate children. What should be the purposes of education? Out of the 12 purpose statements listed, the students were asked to think about which ones they felt were most important for education in the 1980s, select the three most important, and then number their most important choice with number 1, their second choice with number 2, and their third choice with number 3.*

1. To develop basic skills (e.g. math, reading, writing)  
1: (51) 2: (6) 3: (5)
2. To learn to think, solve problems, and make decisions  
1: (12) 2: (16) 3: (13)
3. To prepare for future living  
1: (0) 2: (10) 3: (9)
4. To prepare for getting a job  
1: (4) 2: (15) 3: (12)
5. To gain an understanding of careers, occupations, and the world of work  
1: (6) 2: (4) 3: (7)
6. To learn to live and work in the new "information society," where information is valuable and rapidly changing  
1: (2) 2: (3) 3: (3)
7. To learn how to become a responsible member of our society, and how to participate as an informed citizen in our democracy  
1: (0) 2: (4) 3: (10)
8. To prepare to live, do business, and work with people from other parts of the world  
1: (0) 2: (2) 3: (4)
9. To gain an appreciation of arts and culture  
1: (0) 2: (1) 3: (1)
10. To provide the opportunity for each student to develop his/her own potential  
1: (11) 2: (24) 3: (8)
11. To provide educational opportunities to meet the learning needs of ALL children (e.g. handicapped, gifted)  
1: (2) 2: (3) 3: (10)
12. To provide for social development through athletics and other extra-curricular activities  
1: (1) 2: (2) 3: (7)

# EDUCATION IN THE '80s



# School Improvement Plans

Objectives for the improvement of our educational program during the 1984-85 academic year include the following:

## ●● ELEMENTARY ●●

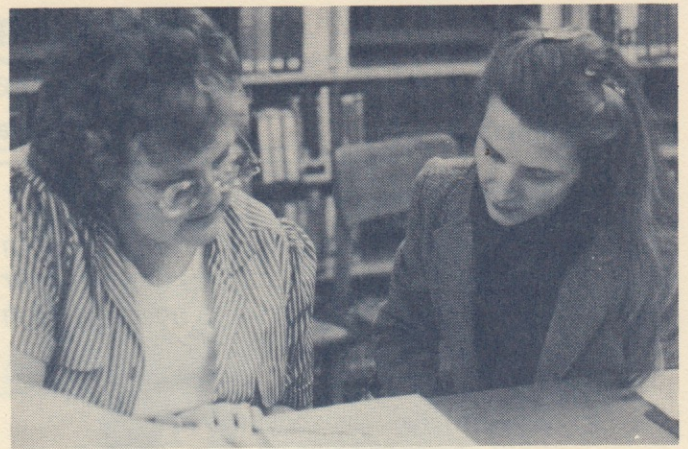
- Implementation of the Zaner-Bloser Handwriting Program and further in-service on it for teachers
- Development of pre-and post-tests for all math skills as well as a reporting system to parents
- Curriculum articulation and in-service for the Pied Piper language arts program
- Incorporation of more experiment oriented science activities in the sixth grade science curriculum
- Development of computer programs on comprehension and vocabulary to accompany the Houghton Mifflin reading series

## ●● SECONDARY ●●

- Addition of a developmental reading class at the ninth grade level that will help selected students read more effectively in the content areas of social studies, science, and math
- Addition of two sections of modified English at the 10th and 11th grade levels
- Implementation of categorial guidelines with regard to students' selection of senior high social studeis electives
- Addition of a new senior high social studeis elective on anthropology
- Addition of a new senior high social studies elective on world cultures (Soviet Union and Eastern Europe, Africa, Japan, India, and Latin America)
- Development of a physical education program for homebound and disabled learners
- Additions to the foreign language program of a Latin class, a second year of Spanish instruction, and a foreign travel experience
- Further individualization of instruction in the alternative program
- Development of an after-school math program for advanced seniors who have completed all current PCHS math offerings
- Organization of a fine arts slide series that could be used by other departments when appropriate

## ●● K-12 ●●

- Focus on the topic of school climate with in-service for both students and staff
- Continuation and expansion of the Teacher Effectiveness Program
- Participation as a pilot school in the statewide school effectiveness project



THE NEWEST MEMBER of the Curriulum Committee is *Denise N. Hofstad*. Ms. Hofstad, who served on a similar committee when she was in college, has a particular interest in education because she has an infant son who will enter the school system in a few years. She is pictured with first grade teacher *Florence Kalenius*, who has been a member of the committee from the start.

## Alternative Program Successful

Under the direction of Mary Ellen Sauser, the Pine City High School Alternative Program experienced a successful first year. Attendance averaged eighteen students per quarter, and two students graduated at the end of the academic year. The program will be expanding services to area residents during 1984-85.

If you dropped out of high school or know someone else who would like to complete a high school diploma, call 629-7511 for a brochure or to schedule an appointment.

## Affirmative Action

It is the policy of Independent School District No. 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 to Andy Rohweder, Title IX Coordinator, Independent School District No. 578, Pine City, MN 55063 (629-2576) or to the Director of the Office for Civil Rights, Department of Health and Human Rights.

Photography for this issue by Steve Hallan

Pine City Public Schools  
605 Sixth Street  
Pine City, Minnesota 55063

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THE 1983-84 P.E.R. REPORT features the areas of social studies and physical education. In the picture above, intermediate students review some concepts from a previous social studies unit.

BOXHOLDER