



07  
08

# annual report



on curriculum, instruction & student achievement

## our schools

- Early Childhood Family Centers  
*(birth to 5 years)*  
Pond Center  
Southwood Center
- Elementary (K-5)  
Hillcrest Community  
Indian Mounds  
Normandale Hills  
Oak Grove  
Olson  
Poplar Bridge  
Ridgeview  
Valley View  
Washburn  
Westwood
- Middle School (6-8)  
Oak Grove Middle  
Olson Middle  
Valley View Middle
- High School (9-12)  
Thomas Jefferson  
John F. Kennedy
- Alternative Learning Centers  
Beacon High School  
Under 21 HS Diploma

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## our mission:

The Bloomington Public School District is an educational leader developing in ALL of our learners the ability to thrive in a rapidly changing world.





Research shows that a school system needs a strong supportive community to be successful. Bloomington Public Schools has a long-standing tradition of providing a quality education because we are part of an outstanding community.

Bloomington's vibrant business sector, financially sound city government, outstanding faith leaders, supportive residents, and our deeply committed teachers, principals and support staff have worked together to develop one of the best school districts in Minnesota, which has long been known to be among the best school systems in the country.

This past year, we were proud to learn two of our schools - Hillcrest Community and Oak Grove Elementary - were named National Blue Ribbon Schools. There were eight Minnesota school districts to receive this honor. To have two of those schools in the state earn the designation was truly an honor for Bloomington Public Schools and the City of Bloomington.

Other honors we are very proud of, include:

- **Dr. Gail Swor**, Principal at Poplar Bridge Elementary School, being named Minnesota's Distinguished National Principal for 2008.
- **Four of our elementary schools - Indian Mounds, Olson, Valley View and Washburn** - earned the 2008-09 Minnesota School of Excellence designation. We are the only school district in the state to have multiple schools earn the honor this year.
- **As a district**, we received the National School Public Relations Association's Gold Medallion award for outstanding community relations efforts.
- **Our students** excelled in the classroom, on the playing fields and performance stages, and earned recognition for outstanding achievements.

It is easy to be a great cheerleader for Bloomington Public Schools. Outstanding schools with high expectations for student achievement and active parents are what set us apart from our neighboring districts, and they are what attract families to Bloomington.

The accomplishments of this past year are the result of a community team effort and we invite you to review this report to see how, together, we are building on our achievements and a tradition of success.

Bloomington Public Schools has a long-standing tradition of providing a quality education because we are part of an outstanding community.



We are pleased to present to our community the Bloomington Public Schools' 2007-08 Annual Report. This report provides an overview of our students' efforts over the last year. It offers highlights of accomplishments and a summary of areas where additional improvement is needed.

While we must be mindful of financial figures and test scores, they are but a piece of the puzzle our wonderful staff work to complete each day - the achievement and well being of our community's children.

Our committed staff of teachers, principals, support staff and administrative leadership will continue to focus on ways to help all children learn and become productive members of society. But what makes the most profound impact on the lives of our young people is a cooperative and collaborative effort of educators, parents, community leaders, and elected officials all working together to further public education and lasting student achievement.

As Bloomington Public Schools moves into the future, such teamwork will be vital to its success. Our schools - our children - are counting on us.

Maureen Bartolotta  
Board of Education Chair

*The Board of Education is the policy-making body for Bloomington Public Schools. While the Board is responsible for school programs and operations by law, it delegates some portion of that authority to the Superintendent. The School Board is governed by a Chair and a Vice Chair who are elected by the School Board membership. The School Board meets on the second and fourth Mondays of the month at 7:00 p.m. in the Community Room at the Educational Services Center, 1350 West 106th Street Bloomington, MN. Public comment is welcome.*



## 2007 - 2008 Bloomington Board of Education

Maureen Bartolotta, Chair

Jim Sorum, Vice Chair

Chuck Walter, Clerk

Arlene Bush, Treasurer

Tim Culver, Director

Mark Hibbs, Director

Maureen Peterson, Director

### Bloomington Public Schools Student Enrollment Chart:

Schools	Oct. 1, 2006	Oct. 1, 2007	Difference
Elementary (K-5)	4,466	4,476	10
Middle School (6-8)	2,367	2,333	-34
High School (9-12)	3,501	3,450	-51
<b>Overall</b>	<b>10,334</b>	<b>10,259</b>	<b>-75</b>

Bloomington Public Schools' overall student retention is 84 percent, which earned a Superior rating on the District's Success Measure for Enrollment. With 11,731 total resident students eligible, 9,831 of those students choose Bloomington Public Schools.

The District's net student enrollment gain - the difference between non-resident students choosing BPS and resident students not choosing BPS - is +104 students. Any positive gain in the net student enrollment provides additional funding as a majority of school district funding is based on per pupil funds. There are 438 non-resident students choosing Bloomington Public Schools, while 334 resident students attend school out of the District.

### Other Demographics:

Types of Students	No.	Percentage
Students Eligible for Free or Reduced Price Lunch	3,192	31.1%
Title 1 Students	379	3.7%
Special Services Students	1,224	11.9%
Non-Resident Students	430	4.2%
English as a Second Language (ESL) Students	1,076	10.5%

### Small Class Sizes a Priority

Bloomington strives to put as much revenue as possible in the classroom where it can directly benefit students. This commitment is displayed through smaller class sizes – a goal important to Bloomington – but challenging in times of tight resources.

Compared to neighboring school districts, Bloomington provides small class sizes that enable teachers to give students more individual attention.

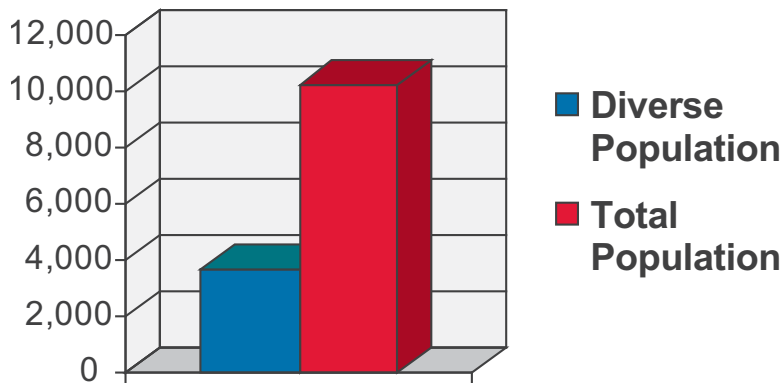
#### Average Elementary Class Sizes – 2007-08

Bloomington .....	21.03
Richfield.....	22.64
Hopkins.....	24.17
Edina .....	24.23
Eden Prairie.....	24.46



Bloomington Public Schools is proud to provide a quality learning environment for students of all ethnic and racial backgrounds.

In 2007, the District's diverse student population (minority or students of color) grew by two percent from 34 percent to 36 percent. The District annually averages a two percent increase in students of color.



**Total Students within District**

The number of K-12 teachers of color within Bloomington Public Schools is competitive with surrounding school districts.

Diverse K-12 Classroom Teachers	Total FTE's	Diverse FTE's	% of Total
State-wide	52,795.99	1,714.33	3%
Minneapolis	2,278.73	345.64	15%
<b>Bloomington</b>	<b>630.25</b>	<b>28.63</b>	<b>5%</b>
Hopkins	458.43	22.88	5%
Robbinsdale	794.90	41.57	5%
Richfield	286.57	11.79	4%
Eden Prairie	541.82	30.37	6%
Burnsville	634.33	13.58	2%
Rosemount/Eagan/Apple Valley	1,751.16	31.57	2%
Lakeville	667.03	2.84	0%

*Information is based on 06-07 staffing for these districts*

*FTE = Full Time Employee*

Bloomington Public Schools strives to provide support for its diverse community. The Office of Educational Equity (OEE) ensures ALL students have the opportunity to thrive in an educational environment. OEE's purpose is to support the District's diverse population by enhancing interracial and multi-cultural educational opportunities to promote student achievement, and to provide training for staff and parents to increase interactions and understanding.

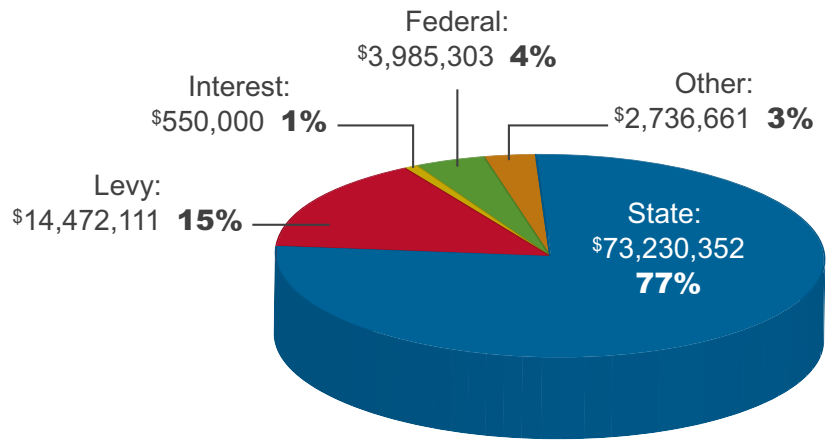
Click [here](#) to visit the Office of Educational Equity's Web site for more information.

## Funds Received to Help Each Student Succeed

State revenue has not kept pace with inflation for funding school districts, leaving schools struggling to meet students' needs. That's why many Minnesota school districts turn to their local voters for additional support for programs and services through levies. In Bloomington, 15 cents of every district revenue dollar comes from local levies.

The funds spent to help each student succeed have exceeded those received for the 2008-09 school year. The passage of the 2007 operating referendum will help balance the budget for the coming school year.

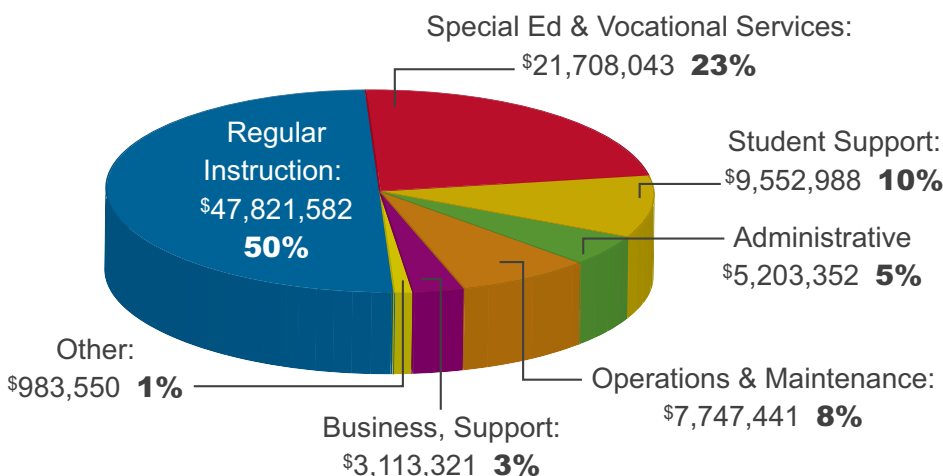
Revenue Detail
<u>State</u> : Includes state formula for funding, special education and other revenues.
<u>Federal</u> : Includes Title programs and Special Education
<u>Levy</u> : Includes Operating Referendum, Safe Schools, Equity, Career Tech and other miscellaneous levy items.
<u>Other</u> : Includes fees, tuition, rental, and other contributions.



General operating fund revenue = \$94,974,607 (2008-09)

## Funds Spent to Help Each Student Succeed

Seventy-three cents of every operating dollar spent directly supports classroom instruction, special education, and career and technical education services. Other funds pay for curriculum development, teacher training and school support that ensure a high-quality learning experience for students in all grades.

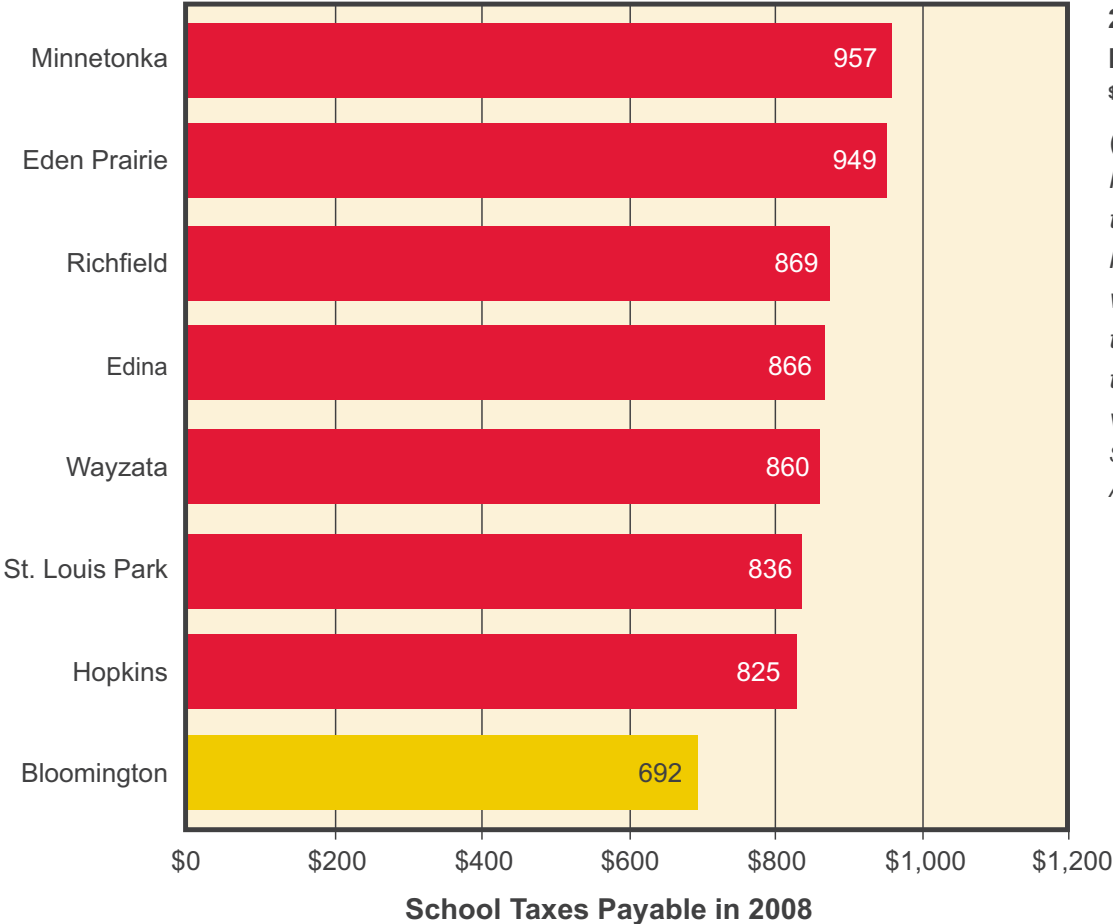


General operating fund expenses = \$96,100,277 (2008-09) *This is pending approval*

Expense Detail
<u>Student Support</u> : Assistant Principals, Media Center, Staff Development, Counseling, Health Services, Social Workers and Curriculum Specialists.
<u>Administration</u> : Superintendent, Assistant Superintendent, Principals, Special Education Director, School Board and Instructional Services directors.
<u>Operations &amp; Maintenance</u> : Custodial, Maintenance and Utilities.
<u>Business Support</u> : Accounting, Human Resources, Payroll, Technology and Community Relations.
<u>Other</u> : Property and Casualty Insurance and Fund Transfers.

## Bloomington's School Property Taxes Lowest Among Neighboring Districts

### Comparison to Other Districts



**2008 School Taxes Payable on a \$250,000 home.**  
*(The figures to the left do not include the impact of the homestead credit, which will decrease the school portion of the property taxes by varying amounts.)*  
Source: Ehlers and Associates



Success Measures is an evaluation tool for the District’s Strategic Plan, which document performance results of the five Strategic Directions approved by the Board of Education, and initiated by the Superintendent and Administrative Cabinet.

Strategic Directions, also referred to as goals, are designed to A) drive improvement in student achievement; B) close the achievement gap between white students and students of color; C) provide meaningful staff development; D) strengthen partnerships that expand learning opportunities; and E) increase the District’s funding base while maximizing current use of existing resource.

Each “measure” within a Strategic Direction has performance outcomes - from concern to vision. Performance results will provide a basis for improving the Strategic Plan’s goals.

The results in this first year of reporting follows, and includes a highlighted area (yellow) showing the result of this year’s outcome.

*NOTE: Data used for the Success Measures are found in reported results elsewhere in this year’s Annual Report.*

**Strategic Direction A:** *Maximize student achievement and eliminate the achievement gap.*

Measures	Concern	Satisfactory	Superior	Vision
Gap in equivalent growth in CALT measures for NCLB groups	>20% (29.6%)	11-20%	5-10%	<5%
Gap in proficiency rates for NCLB groups	>20% (45.5%)	11-20%	5-10%	<5%
Gap in graduation rates for NCLB groups	>30%	15-30%	5-14%	<5%
Gap in percentage of report card grades of Ds & Fs for NCLB groups	>30%	15-30%	5-14%	<5%
The percentage of beginning kindergarten students scoring at the “Ready to Learn” level	<60%	61-80%	81-90% (82%)	>90%
The percentage of adult basic education ESL students advancing one level per year as measured by Federal National Reporting System (NRS) standards	<32%	32-38%	39-69% (47%)	>69%

**Strategic Direction B:** *Develop educational programs in response to research, best practices, and market conditions.*

Measures	Concern	Satisfactory	Superior	Vision
Satisfaction with Academic Climate and Communications - Annual Survey - percent of satisfied and highly satisfied				
Parents	<81%	81-85%	86-90% (87%)	>90%
Students	<81% (73%)	81-85%	86-90%	>90%
Staff ( <i>No data currently available</i> )	<81%	81-85%	86-90%	>90%
Program Development/Review for new and existing programs	No programs enhanced or started	One program enhanced	One program enhanced	Two programs enhanced

**Strategic Direction C:** Provide meaningful staff development for ALL staff, including competency with diverse populations.

Measures	Concern	Satisfactory	Superior	Vision
Professional Learning Community Satisfaction ( <i>percent of teachers satisfied or very satisfied with professional growth resulting from PLCs</i> )	<70%	71-80%	81-99% (87%)	100%
Staff Development Satisfaction ( <i>percent of staff satisfied or very satisfied with staff development responsiveness to professional growth needs</i> )	<60%	61-90%	91-99%	100%

**Strategic Direction D:** Strengthen partnerships that expand learning opportunities and enhance our image.

Measures	Concern	Satisfactory	Superior	Vision
Faith Community Partnerships	No Change (9 current)	Add 1 partnership	Add 2 partnerships	Partnerships w/ all faith community
Business Community Partnerships	No Change (30 current)	Add 2 partnerships	Add 3 partnerships	Partnerships w/ all businesses
Net Enrollment Gain ( <i>difference between non-resident students choosing BPS and resident students not choosing BPS</i> )	>-110	-110 to -100	-99 to -50	> -50 (+104)
Overall Student Retention ( <i>percent of resident students choosing to remain in BPS</i> )			(83.7%)	

**Strategic Direction E:** Increase our funding base and maximize our use of existing resources.

Measures	Concern	Satisfactory	Superior	Vision
General Fund Balance ( <i>less Transportation and Capital</i> ) - Achieve 5% Goal	< 2 years	3 years	4 years	≥ 5 years
Other Fund Balance ( <i>including Transportation, Capital, Food Service and Community Education</i> )	< \$1.0 M	≥ \$1.0 M	> \$1.2 M	> \$1.5 M
Budget Management ( <i>variation between budget and actual</i> )	> 2.2%	2.2% - 1.8%	< 1.8%	< 1.0%
Annual revenue increase per pupil	< 1.5%	1.5% - 2.0%	> 2.0%	> 3.0%

## Bloomington Parents Support Schools, District

Parents are a child's first and best teacher, but teachers and other adults in a school are part of a team helping to educate their children. When parents are involved in schools and education, children have higher grades and standardized test scores, improved behavior at home and school, and better social skills.

Bloomington Public Schools embrace and encourage parent involvement in schools. We measure parent satisfaction through an annual spring survey that focuses on academics, climate and safety, and communication. The results continue to be very positive, with 88 percent of parents who strongly agree/agree with the District's focus on academics; 84 percent favorable with the climate and safety of our schools; and 90 percent favorable towards communication.

### Survey Results for Academics (*strongly agree/agree by percentage*):

#	Question	2008 Results N = 2,099	2007 Results N = 1,819
1	This school is doing a good job teaching skills in reading.	93.1	93.6
2	This school is doing a good job teaching skills in math.	91.6	91.5
3	This school is doing a good job teaching skills in writing.	89.9	91.1
4	This school is doing a good job teaching thinking and problem solving skills.	88.2	88.8
5	The expectations that teachers have for my child are appropriate.	88.2	91.0
6	Teachers give me good ideas about how I can help my child learn.	81.0	83.1
7	This school is doing a good job teaching students to be responsible citizens.	88.7	88.6
8	This school is teaching students to understand and get along with people.	87.0	87.3
9	This school is doing a good job teaching about multiple cultures.	78.0	80.5
10	The total educational program at this school is of high quality.	90.4	90.3
<b>Averages</b>		<b>87.6</b>	<b>88.6</b>



Bloomington Public Schools  
embrace and encourage  
parent involvement  
in schools.

Survey Results for Climate & Safety (*strongly agree/agree by percentage*):

#	Question	2008 Results N = 2,099	2007 Results N = 1,819
11	This school has a feeling of community spirit and pride.	90.7	90.5
12	I feel welcome at this school.	92.8	92.8
13	My child looks forward to going to school each day.	86.6	86.9
14	I feel my child is treated respectfully by schools staff.	93.4	94.0
15	I feel my child is treated respectfully by other students.	82.9	84.2
16	I believe the school rules are administered fairly to my child.	92.1	93.3
17	I feel teachers know my child well.	89.7	90.2
18	I am satisfied that my child has friends at school.	92.8	92.1
19	Discipline is not a serious problem in this school.	74.0	75.1
20	Theft is not a serious problem in this school.	71.8	70.5
21	Cheating is not a serious problem in this school.	70.1	69.5
22	Vandalism is not a serious problem in this school.	74.8	74.0
<b>Averages</b>		<b>84.3</b>	<b>84.4</b>

Survey Results for Communication (*strongly agree/agree by percentage*):

#	Question	2008 Results N = 2,099	2007 Results N = 1,819
23	I am well informed about what my child is studying.	86.8	88.7
24	I like the report card system used in this school.	85.5	86.3
25	I like the system of parent-teacher conferences in this school.	87.0	88.0
26	I am satisfied with the communication I have had with my child's teacher(s).	88.0	88.4
27	I am satisfied with the communication I have had with my school administration.	80.9	81.5
28	The school web site is a good place for me to get information.	80.1	78.6
29	The school's newsletters are a good source of information for me.	84.2	84.1
30	I have opportunities to be involved in this school.	90.2	89.6
<b>Averages</b>		<b>85.3</b>	<b>85.7</b>

N = Number of survey respondents

## Community Education

Bloomington Public Schools supports lifelong learning for residents of the Bloomington and Richfield community.

The mission of Bloomington-Richfield Community Education is to bring together school and community resources to meet each individual's unique needs by:

- Facilitating development of lifelong learning for all;
- Encouraging citizen involvement and participation in education and community development;
- Building partnerships and promoting maximum cooperation and coordination of programs, services, and resources.

## Community Education Programs and Services

**Youth Programs** are meant to provide additional learning and development opportunities for kids of all different ages. These programs are meant for kids who need additional help with the curriculum or for working families who would like a safe and fun learning environment for their child after school. The specific programs offered include:

- Early Learners Academy
- Galaxy Youth Center
- Kids' Safari
- Musical Avenues
- Summer Spectrum
- Targeted Services
- Volunteer Connection



Click [here](#) for more information on Youth Programs.

**Adult Basic Education** provides instruction in the basic skills of reading, writing and mathematics to adult learners in order to prepare them for transitioning into the labor market or higher academic or vocational training. ABE courses are provided at and through the following centers:

- Beacon
- South Hennepin Adult Programs in Education (SHAPE)

SHAPE learners have one of the highest adult achievement rates in the state. Of the 2,993 adult learners in SHAPE, 48 percent achieved a level gain compared with 41 percent for all adult learners in Minnesota's education consortiums. Over 50 percent of the 547 adult learners working towards their high school diploma achieved a level gain, compared with the state average of 41 percent. In the English as a Second Language program, 47 percent of the adult learners achieved a level gain, compared with 44 percent statewide.

**Jefferson and Kennedy Activity Centers** are a cooperative operation between Community Education and Bloomington's two high schools. Both centers opened in 2002, adding another 150,000 square feet of recreational space for Bloomington Public Schools. Community members benefit by using the facilities to maintain active fitness lifestyles.

**Summer Programs** are provided through Community Education, including:

- GRASP, a nine-week correspondence program for K-8 students to help maintain their reading and math skills.
- Operation Adventure is a program of outdoor education providing students the opportunity to observe, study and enjoy the environment through camping, canoeing, kayaking and hiking.
- Summer Musical is a unique musical theater experience for students entering eighth grade through graduating seniors. Opportunities are available for dancers, orchestra, singers, set builders and technical crew.
- Kids' SAFARI offers a full-day summer program.
- Summer Spectrum is a collaborative summer enrichment program for students in fourth through eighth grade, and is designed by Community Education, Bloomington Park and Recreation, and the Bloomington Art Center.
- Galaxy Youth Center offers a summer of service for middle school youth.
- Summer Academic Support is available for students qualifying for additional help in reading and math.



Click [here](#) for more information on the Activity Centers.

## Early Childhood Family Education Pays Dividends

Over time, an increasing amount of data has supported the correlation between a child's development early in life and the level of success experienced later in life. By the time a child has reached the age of five years old, 75 percent of their brain already has been developed. It is critical for educators and parents to understand this vital period in a child's life and provide learning opportunities to help them succeed intellectually. In fact, studies indicate that parental involvement can be the key driver for a child's success in school.

Early Childhood Family Education (ECFE) courses give parents the learning tools to teach their children at home. This is especially valuable for those parents who were not strong students themselves or struggle speaking English. Parents involved in ECFE report feeling more supported and more confident in their role as parents. They also report having a better understanding of how children develop, and improved parenting skills.

ECFE is not only a large benefit to families with young children, but also to the community. Research strongly suggests that dollars spent on ECFE are more than repaid by savings in remedial health, education and welfare costs. This may be why the State of Minnesota is a leader in supporting Early Childhood Family Education. It offers the largest and oldest program, and is a national model for Family Education, according to the Harvard Family Research Project and Carnegie Corporation of America.

Bloomington Public Schools understands the importance of early childhood education and offers programs to support children during this critical period in their life.

Last year Bloomington Public Schools supported:

- 1,500 families in ECFE classes
- 1,430 children from ages three to six in Early Childhood Screening
- 495 children in Family Center Preschools
- 28 families in Family Literacy programs



## Questions?

For more information on ECFE or early childhood education in general click [here](#) to visit Bloomington Public Schools' Early Childhood Family Center Web site.

## Gifted Programs Challenge Students

Gifted, talented, and creative students are effectively served in every Bloomington school. Three levels of programs and services are provided to these students to help them reach their learning potential:

**Level 1—Differentiation of Curriculum** focuses on expanding, extending and enhancing learning opportunities for all students in the regular classroom. These opportunities are provided within the school's curriculum by the classroom teacher.

**Level 2—Enrichment and Extensions** are student-selected activities that extend enrichment or expansion of experiences beyond the exploration provided through the regular classroom curriculum. Gifted and Talented Specialists work with schools to develop greater choices at this level.

**Level 3—Individualized Services** provide comprehensive learning plans for those students with unique, advanced educational needs not met by Levels 1 or 2 instruction. These services include Gr. 3-5 cluster classrooms; middle school Honors classes; Honors, Advanced Placement (AP) and College in the Schools classes in the high schools.

Dimensions Academy serves highly/profoundly gifted students in fourth through eighth grade. The Academy is a self-contained classroom-based program that meets the unique educational and social/emotional needs of gifted children who have exceptional academic skills. Highly rigorous content is taught at an accelerated pace.



In its five year history, the program's overall satisfaction rating is consistently over 90% for parents and 80% for students. The most recent Spring 2008 survey results reported 92% of parents and 84% of students felt the Dimensions Academy was a challenging program. Parents and students will be surveyed again next year.

Current Student Enrollment: 130  
83 resident (64%)  
47 non-resident (36%)

Retention Rate Into High School  
100% residents  
75% of non-residents



For more information about these programs please click [here](#) to visit Bloomington Public Schools' Gifted and Talented Web site.

## Curriculum Decisions Come From the Community

The community's voice is heard in the curriculum review process through the Planning- Evaluation-Reporting (PER) Committee. This district-wide advisory committee recommends educational standards, assessments and program evaluations to the School Board.

### 2007-08 Officers:

**Larry Frost**, *Chairperson*

**Mike Jones**, *Vice Chair*

**Fred Alonzi**, *Secretary*

### Parent and Community Representatives:

**Tim Anderson**

**Cindy McInroy**

**Jim Angermeyr**

**Cheryl Offerman**

**Gene Andreotti**

**Larry Pearson**

**Laura Beeth**

**John Reinhardt**

**Kyle Elbert**

**Marcia Sytsma**

**Catherina Kipper**

**Wayne Terry**

**Kate Martin**

**Melissa Wiklund**

The community's voice is heard in the curriculum review process through the Planning- Evaluation-Reporting (PER) Committee.



## Curriculum Review Cycle Ensures Continuous Improvement

Bloomington Public Schools uses an ongoing curriculum review process to measure and regulate the success of teaching methods and information students are exposed to in the classroom. Student achievement is the primary goal of these assessments. To help meet this goal each curriculum area goes through a five-step review process:

1. Determine the best practices in teaching and learning. Evaluate the current curriculum and explore alternative options.
2. Select curriculum materials that meet newly defined standards and goals.
3. Implement the new curriculum while providing staff training and support.
4. Assess how well the new curriculum is being used.
5. Monitor implementation.

Each step in the review process takes one year, and each subject is reviewed regularly. In fall 2008, three subject areas will implement new curriculum and resources: Health for sixth through twelfth grade, Math for kindergarten through eighth grade and Physical Education for kindergarten through twelfth grade.

### **Health: Sixth through Twelfth grade**

The grades six through twelfth Health Steering Committee spent the last three years researching best practices in health education, developing a vision and mission, and identifying state and national standards as the curriculum framework. Bloomington Public Schools will strive to educate our students to be health literate adults who can have a life long commitment to wellness.

The purpose of the Bloomington Health curriculum is to enhance the well being of students by creating an environment that promotes self-responsibility, motivation and the knowledge to make choices that enhance the quality of life.

Students will be able to:

- Obtain, interpret, and apply health information and available services.
- Demonstrate the knowledge of health-enhancing behaviors and reduce health risks.
- Understand the skills necessary to develop healthy personal relationships.
- Comprehend concepts related to health promotion and disease prevention.
- Demonstrate the ability to use goal setting.
- Demonstrate the ability to advocate for personal, family and community health.

During the 2008-09 school year, kindergarten through fifth grade elementary teachers will be developing a integrated Health curriculum including Science and Health standards, which will be implemented in the 2009-10 school year.

The Bloomington School Board adopted an Abstinence Plus Health Curriculum in June of 2008.

## **Math: Kindergarten through Eighth grade**

The Mathematics Steering Committee completed its revision of the curriculum in kindergarten through eighth grades.

The Bloomington Public Schools are committed to ensuring that all of our students are prepared to be proficient in mathematics so that they will thrive in our rapidly changing world. The term “proficient” has been defined as having the understanding of key concepts, achieving automaticity as appropriate, developing flexible, accurate and automatic execution of algorithms and using these competencies to solve problems.

Based on the Minnesota State Academic Standards, the mathematics scope and sequence in Bloomington defines a rigorous, developmentally appropriate sequence of mathematical concepts that effectively and logically progress with increasing sophistication from kindergarten through eighth grade (the revision of ninth through twelfth grades will be completed in 2008-09).

Kindergarten through fifth grade standards address the need for developing mathematical understanding and critical foundations for Algebra. This development is initiated in kindergarten with concrete work in whole numbers, fractions, and introductions to measurement and geometry. Throughout the elementary years, the sophistication of these concepts increases to include decimals, percentages, positive and negative integers and fractions. These areas have been defined as the Critical Foundations of Algebra, and are supported by the National Mathematics Advisory Panel.

The sixth and seventh grade curriculum includes standards that help build a solid foundation for the algebraic concepts in eighth grade and beyond. Students further explore and solidify the concepts of geometry in real-world problems, proportional reasoning, negative numbers, and manipulating symbols into the most useful form. In eighth grade students explore linear relationships and how they can be used to model real world situations and solve problems. Throughout the middle school years students develop conceptual understanding, conceptual fluency, and problem solving skills in all strands of mathematics.

To prepare students for Algebra the curriculum must collectively develop conceptual understanding, fluency, and problem solving skills. When combined these capabilities are mutually supportive – each facilitating the learning of the others.



## Physical Education: Kindergarten through Twelfth grade

The kindergarten through twelfth grade Physical Education Steering Committee recently completed its revision process, and is ready to implement the appropriate curriculum in this school year. The committee based their updates on the belief that physical education is an essential part of every student's education. Through physical education students will acquire the skills, knowledge, and ethics to achieve and maintain a lifetime of physical wellness.

The goal of physical education is for every student to:

- value physical activity and its contribution to a healthy mental, social, and physical lifestyle;
- set goals and develop a plan to become a physically fit individual through informed decision-making;
- learn the necessary skills to perform a variety of individual and/or group physical activities;
- enjoy and regularly participate in physical activity;
- demonstrate ethical behavior and respect for people during all physical activities.

Elementary students will develop a variety of skills such as sliding, galloping, skipping, catching, balancing, passing and throwing. Middle school students extend their skills to flexibility, strength, cardiovascular endurance, agility and team play. Students will also develop a personal fitness plan designed to improve their fitness level using results from data collected during fitness testing. High school students will have an opportunity to choose from a variety of physical education courses designed to improve their current fitness level. These courses are designed to build the knowledge and skills necessary to maintain a lifetime of physical wellness.

To learn more about any of the newly revised standards, course descriptions or expanded curriculum guides, click [here](#).



## Minnesota Basic Skills Tests (BST) and Graduation Required Assessments for Diploma (GRAD)

Basic reading and math skills are essential to function in adult life, from employment to further education. The Basic Skills in Reading, Mathematics, and Written Composition are part of Bloomington Public Schools' graduation requirements. Students must pass these tests and earn passing grades in specific courses to receive a high school diploma.

During the 2005 special legislative session, the state made modifications in the Basic Skills Tests. These changes were made partly to offset the amount of testing that students are experiencing with the increase in other state tests that are required to meet federal No Child Left Behind requirements. Beginning with the graduating class of 2010 (this year's 11th graders), students will no longer be tested with the BST. For this class a new requirement called GRAD (Graduation Required Assessments for Diploma) will determine whether they are meeting basic requirements.

Reading and Math assessments will be embedded within the Minnesota Comprehensive Assessments – Second Edition (MCA-II) that students take in 10th grade (Reading) and 11th grade (Math). The Written Composition requirement, which was formerly given in 10th grade moved to 9th grade during the 2006-07 school year. Students in all grades who have not yet passed the BST or GRAD requirements for their grade will continue to be assessed each year until they pass.

For some special education students or students with extenuating medical conditions, schools have the option of setting an alternative, individual passing score that is lower than the state score. Table 1 below shows the testing status of all students enrolled at the end of the 2007-08 school year. Note: 11th and 12th grade students still fall under the old BST requirement.

*Table 1*  
**Spring 2008 Status of Basic Skills Tests (BST) and Graduation Required Assessments for Diploma (GRAD)**

2007-08 Grade	Enrolled with Test Record	Required Assessment	Subject	# Passing at State Standard	# Passing at Individual Standard	# Exempt
9	830	GRAD	Writing	748 (90%)	1	17
10	904	GRAD	Writing	838 (93%)	3	12
		GRAD	Reading	684 (76%)	0	15
11	835	BST	Writing	753 (90%)	5	21
		BST	Reading	762 (91%)	16	20
		BST	Math	712 (85%)	15	21
12	843	BST	Writing	805 (95%)	6	22
		BST	Reading	811 (96%)	9	18
		BST	Math	787 (93%)	17	17

## Measuring Students' Progress Against State Standards

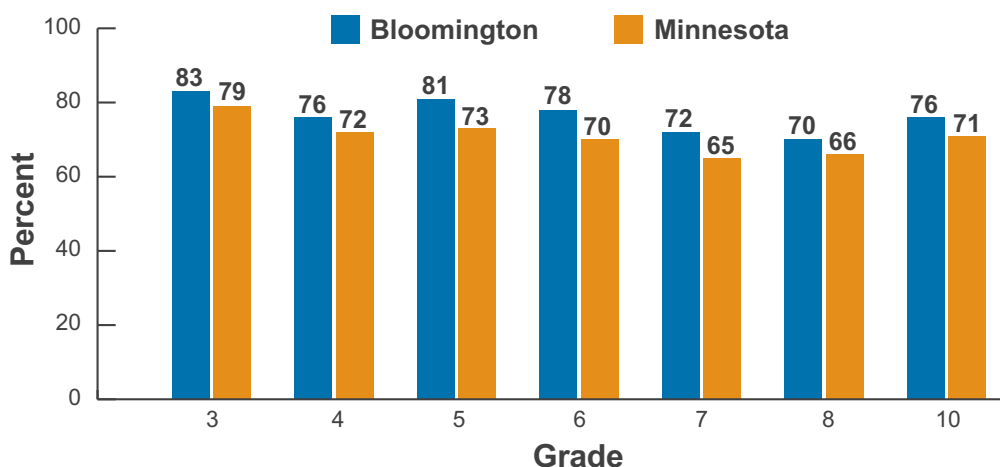
The Minnesota Comprehensive Assessments, Second Edition (MCA-II) are tests that measure how well a student has mastered the state's academic standards, which define what a student should know and be able to do at each grade level. All third to eighth grade students take these tests in Reading and Math. In addition, 10th grade students take a Reading test and 11th grade students take a Math test.

Students do not pass or fail the MCA-II, but are considered "proficient" if they either meet or exceed the state standards. These tests are part of Minnesota's educational accountability system. Schools use MCA-II results to:

- chart progress over time;
- generate information for school improvement and school accountability; and
- allow for comparison of schools and districts in Minnesota.

Teachers and parents use the results as a tool to make decisions that will help improve student achievement. The state uses MCA-II results to identify schools or districts where groups of students are not making adequate yearly progress (AYP) as defined in the federal No Child Left Behind legislation. A school or an entire school district can be identified as not making AYP if any one of nine groups of students fails to reach the state-defined performance target. These nine groups include all students, five racial/ethnic groups, special education students, students receiving limited English proficiency services, and students receiving subsidized or free lunch.

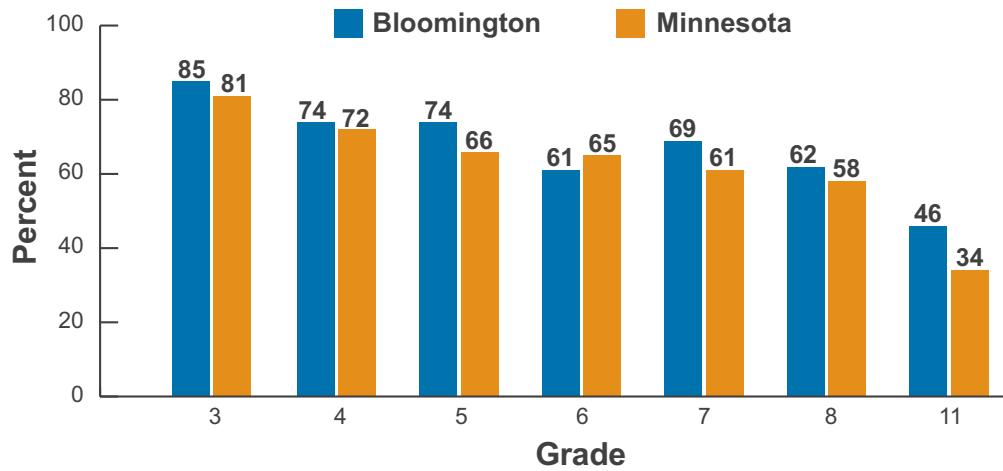
*Figure 1: 2008 MCA-II Reading Proficiency Rates for Bloomington and Total State*



*Figure 1 shows the percentage of students who scored as proficient (meets or exceeds state standard) on the MCA-II in Reading for Bloomington and the State. Figure 2 (next page) shows the same information for Math. Proficiency rates in both Reading and Math exceed the state wide results at nearly every grade level. Proficiency rates decrease at higher grade levels, particularly in Math. This reflects the increased difficulty of the state standards at the higher grade levels, and is an acknowledgment that the MCA-II standards are significantly more difficult for students than the Basic Skills expectations.*



Figure 2: 2008 MCA-II Math Proficiency Rates for Bloomington and Total State

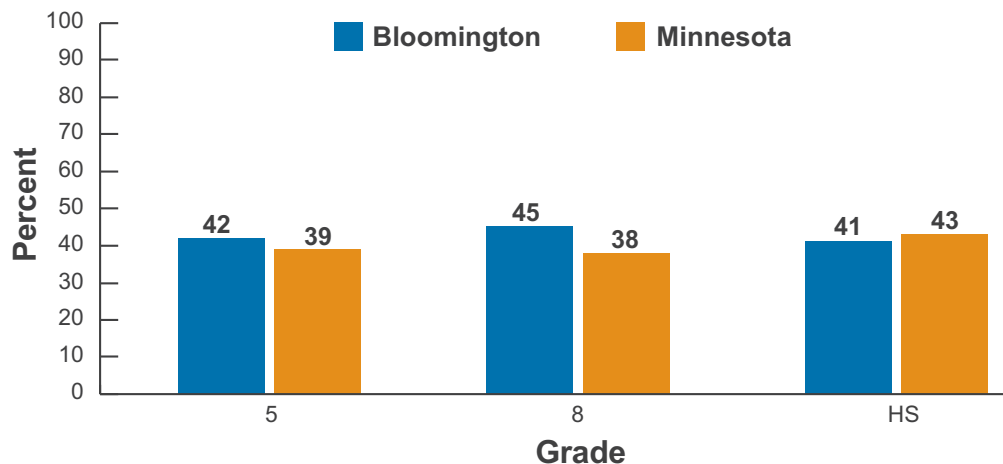


2008 was also the first year the new MCA-II Science tests were given. These innovative measures are taken by students on computers, which allow significantly more variation in the types of test questions that are asked. For example, students not only answer traditional multiple-choice and short-answer items, but also use computer tools to label graphs, drag-and-drop elements on the screen, and click on a various parts of graphics to select their answers.

The Science test is taken in fifth and eighth grade as well as in high school for all students who have completed a biology course during the school year. Science is a required test under the No Child Left Behind federal requirements; however, the scores are not used in the Adequate Yearly Progress (AYP) calculations.

Figure 3 below shows the performance of Bloomington students compared to the state in these three grade levels tested.

Figure 3: 2008 MCA-II Science Proficiency Rates for Bloomington and Total State



## Computerized Achievement Level Tests in Reading and Mathematics

The Computerized Achievement Level Tests (CALT) in Reading and Mathematics have been used in Bloomington Public Schools since 1999 to assess student progress from year to year as well as to evaluate program effectiveness.

Similar to other standardized achievement measures CALT scores provide comparisons to national or state results. Figure 1 is the spring 2008 CALT average scale scores in Reading, which is the most recent data from district-wide testing. Scale scores are designed to show change from one grade to the next, and the graphic gives an indication of the developmental growth of students' reading skills as they move through grade levels. The scores also show Bloomington students performing above average compared to the national sample of students who have taken these measures. Figure 2 shows the same information for the Math tests. While Bloomington students have higher average scores than the national sample, the gap diminishes for both subjects as students move into the middle grades, especially seventh grade.

In order to evaluate the effectiveness of our curriculum and instruction the District uses the CALT scores to measure how students' reading and math skills improve from one year to the next compared to what is typical for districts similar to Bloomington. Looking at student growth for the same group of students is the single most effective way to evaluate whether instructional programs and district-wide curriculum is effective. The data in Tables 1 and 2 (*on the next page*) show the annual growth in scores for students who were enrolled for a full year and tested in the spring of the 2007-08 school year, and also in either the fall of last year or the prior spring. The tables reflect Bloomington Public Schools students show better than average growth at all grades in Reading while the growth for Math was slightly below the typical gains for other students across the nation. This lower growth in Math may be a reflection of the increased time and resources spent on the implementation of the Reading curriculum over the past two years.

Additional information about the CALT results, including results from individual buildings, is available from the Research and Evaluation School Data Site.

*Figure 1: Spring 2008 Grade Averages for CALT Reading*

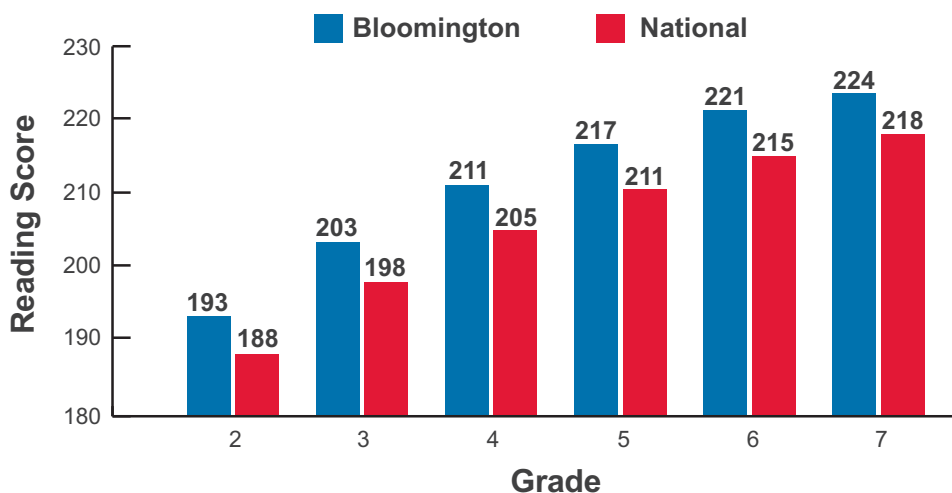
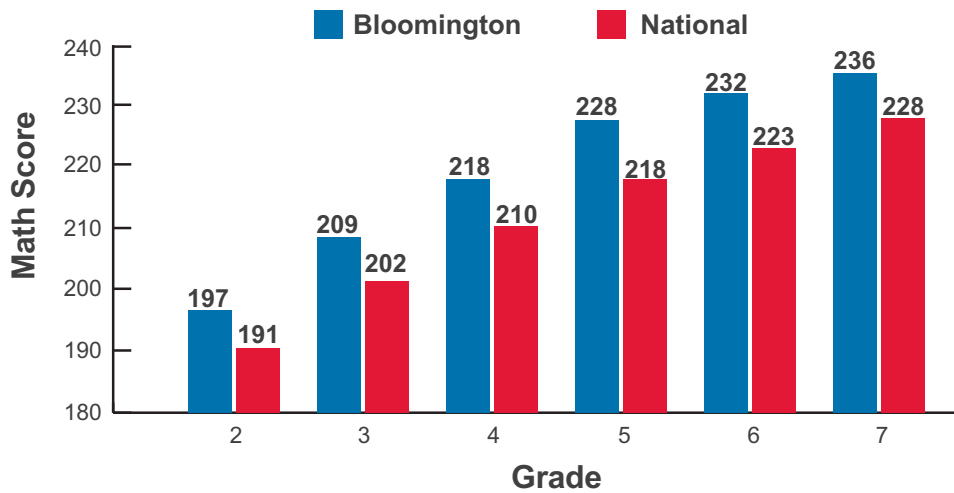


Figure 2: Spring 2008 Grade Averages for CALT Math



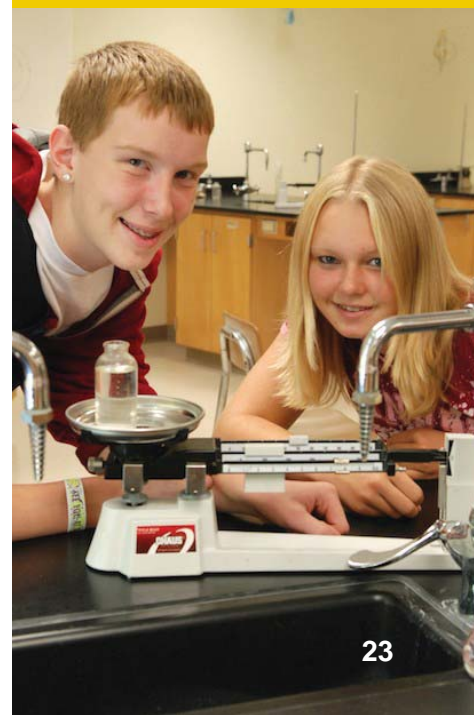
Additional information about the CALT results is available from the Research and Evaluation School Data Site.

Table 1: Annual Gains in Reading CALT

Grade	Pre-Test Score	Spring Score	Gain	Expected Gain
2	177.3	193.2	15.8	15.6
3	195.0	205.0	10.0	9.4
4	205.8	212.1	6.4	6.0
5	212.4	218.1	5.7	5.0
6	217.1	222.1	5.0	3.8
7	219.3	224.0	4.7	3.5

Table 2: Annual Gains in Math CALT

Grade	Pre-Test Score	Spring Score	Gain	Expected Gain
2	183.3	197.3	14.0	15.8
3	200.8	210.2	9.4	10.5
4	212.9	219.5	6.6	8.1
5	222.9	229.4	6.5	8.3
6	230.1	233.5	3.5	5.2
7	234.0	236.1	2.0	5.4



## Adequate Yearly Progress Results

Bloomington Public Schools continues to work to meet the federal Adequate Yearly Progress (AYP) requirements of the No Child Left Behind (NCLB) Act.

Of all schools in the state with a 50 percent or greater poverty rate, Oak Grove Elementary School had the state's highest percentage of students scoring at grade level or better in Reading, despite 53 percent of its students living in poverty, according to this year's AYP results. The elementary school, with 82 percent of its students scoring at grade level or better, was one of nine public schools in the District to make AYP this year.

Other Bloomington schools making AYP include Hillcrest Community, Indian Mounds, Normandale Hills, Olson, Poplar Bridge, Ridgeview and Westwood elementary schools, and Jefferson High School. The six schools not making AYP, include Kennedy High School, Oak Grove, Olson and Valley middle schools, and Valley View and Washburn elementary schools. This was the first year Washburn and Oak Grove Middle did not make AYP.

While the District met the overall proficiency for Reading and Math, it did not make AYP for the first time since the federal law went into effect in 2001. The District did not meet proficiency targets for the following student groups: Hispanic, Black, Limited English Proficient (LEP), Special Education, and Economically Disadvantaged (students who qualify for free and reduced lunch). Bloomington Public Schools is among the 296 districts in Minnesota to not make AYP this year.

The District met 74 percent of the AYP requirements compared to the state average of 71 percent. State officials were expecting an increase in the number of school districts not making AYP this year because performance targets increased after holding steady for the past two years.

### How Bloomington Public Schools Fared on AYP

Not making AYP for a district is determined by aggregating the results of academic achievement measures in Reading/Language Arts and Math, student participation rates in these assessments, graduation rates, and for elementary and middle schools, the attendance rates.

## What is AYP?

AYP is an acronym for Adequate Yearly Progress, an accountability system mandated by the federal No Child Left Behind Act, which requires all public school children to perform at grade level in Reading and Math by 2014.

AYP determinations are made for each school and district, and are based on participation and performance data from the previous school year. The AYP determinations are made separately for Reading and Math according to the school as a whole and up to nine different subgroups where there are 20 or more students across the tested grades.

If one student group in one subject does not meet the target goal, the school or district will not make AYP for that year. All student groups must meet the goals for a school and district to make AYP.



The following table provides the 2008 MCA-II Reading, attendance and graduation results for all groups of students:

Group	Total Students	Reading Proficient	Target Index	Proficient AYP Status	Attendance Rate	Graduation Rate
All Students	5,512	83.8	71.6	Yes	95.2	96.8
Am. Indian	69	75.0	61.9	Yes	92.1	100
Asian	511	84.1	69.1	Yes	96.3	98.0
Hispanic	557	64.2	69.4	No	94.7	77.8
Black	868	67.7	69.8	No	94.0	92.5
White	3,507	90.5	71.2	Yes	95.4	98.4
LEP	506	60.1	70.2	No	95.8	69.6
Special Ed.	739	64.3	70.3	No	93.5	88.9
F/R Lunch	1,777	69.2	70.8	No	93.9	90.2

The following table provides the 2008 MCA-II Math results for all groups of students:

Group	Total Students	Math Proficient	Target Index	Proficient AYP Status
All Students	5,512	75.1	63.6	Yes
Am. Indian	67	63.4	56.2	Yes
Asian	486	78.1	62.0	Yes
Hispanic	551	55.4	63.6	No
Black	835	54.4	62.6	No
White	3,463	82.4	62.5	Yes
LEP	504	54.4	64.1	No
Special Ed.	764	56.9	62.8	No
F/R Lunch	1,755	57.1	64.0	No

Additional information about the MCA-II data, including results from individual buildings, is available from the Research and Evaluation School Data Site.

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**Page 11 - Bloomington Public Schools' Community Education - Youth Programs**

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**Page 23 – Research and Evaluation School Data site**

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Have a comment or concern? We would love to hear from you.

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