

Annual Report

2007-2008

School Improvement and Innovation Plan

Principal's Perspective

Mounds View High School had a successful school year. Our MCA-II scores indicated that the majority of our students are at or above the proficiency level in reading, math and writing. In addition, 375 students took AP tests in May with 86 percent of the students scoring a three or above and qualified for college credit. Our average ACT score was 25.5 compared with a state average of 22.6, indicating the students who took the test are, as a group, prepared to complete college level work.

Mounds View High School teachers and staff worked to ensure that the school offers comprehensive curriculum with a variety of offerings in core and elective areas while also focusing on a continuum of instruction to provide appropriate instruction for the range of learners. Technology continued to be integrated into math and science classrooms as part of the STEM initiative. SMART Boards and response clickers allow for more interactive participation for students and give teachers another way to assess how students are responding to instruction.

Teachers continue to focus on developing formative and summative assessment as a way to measure progress proficiency. The Advancing Student Achievement Program (ASAP) provides teachers with an opportunity to review curriculum and assessment data. We continue to become more sophisticated in our ability to use data for instructional decision making.

Our goals for the 2008-2009 school year will reflect our desire to continue to increase our achievement level as we strive to provide meaningful experiences for all students.

Goal: Mounds View High School overarching goal for in 2007-2008 is to increase student achievement. Sophomores and juniors will show increased proficiency on MCA-II tests.

Result: Mounds View students scored 91 percent at or above proficiency in reading and 70 percent at or above proficiency in math in 2008. Both reading and math proficiency improved with reading scores up 7 percent in 2008 (from 84 percent in 2007) and the math scores slightly higher than the 69 percent in spring of 2007.

In addition to the building wide goals, each department created a goal relevant to their particular content area. Assessment tools included common summative assessments and common rubrics. Examples of this include the English and social studies goals.

Results: Both departments set achievement targets for common assessments results and met their goals. The math and science departments continued work on gateway exams that serve as a formative assessment. The results of the gateway exam ensure that a student has mastered a set of skills that have been identified as essential for success in the course and in the case of math, the MCA-II.

All departments focused on content specific skills that would prove helpful on the GRAD writing test, MCA-II reading assessment and MCA-II math assessment. Individual department efforts yielded valuable information that will be used to enhance and refine curriculum.

Information gathered through the 2007-2008 school year will be used to set targets and goals for 2008-2009.

