

# St. Croix Catholic School

2008-2009 Report Card  
on Curriculum, Instruction, and Assessment



## Mission Statement:

Formed by the parishes of St. Charles, St. Mary, and St. Michael, St. Croix Catholic School integrates the Catholic faith with high academic standards, thus developing the whole child in preparation for a successful and fruitful Christian life.

Educating the Whole Child – Mind, Body, and Spirit

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# Curriculum

St. Croix Catholic School has a seven-year review cycle.

**Year 1:** Review possible materials and/or textbooks to be adopted.

**Year 2:** Purchase new materials and textbooks.

**Year 3-7:** Review the effectiveness of the new curriculum. Adjustments to the curriculum may be made and further requests for materials and staff development maybe requested and/or presented.

YEAR	REVIEW OF CURRICULUM, TEXTS AND MATERIALS	IMPLEMENTATION
2006 - 2007	Music Writing	Middle School Health Religion/Family Life
2007 - 2008	Review of mapping of all curricular areas Prepare for Self Study	Music Writing
2008 – 2009	Media • Computers • Library Physical Education	Self Study Accreditation Music - continued
2009 - 2010	Handwriting K – 3 Social Studies K - 8	Media • Computers • Library Physical Education
2010 - 2011	Reading Language Arts Spanish	Handwriting K – 3 Social Studies K - 8
2011 - 2012	Science	Reading Language Arts Spanish
2012 - 2013	Math Music	Science Reading – continued Language Arts – continued
2013 - 2014	Writing	Math Music

# Curriculum Cont.

During 2008-2009, we reviewed Media (Computer and Library) and Physical Education. The decision was made to update the Computer Lab with new Mac computers to ensure we have the hardware to support the software needed to meet the ISTE Standards

Additionally, we are keeping apprised of the changes occurring across the state and within District 834 regarding Mathematics and the implementation of the 8<sup>th</sup> grade Algebra requirements.

One looks back with appreciation to the brilliant teachers,  
but with gratitude to those who touched our human feelings.

The curriculum is so much necessary raw material,  
but warmth is the vital element for the growing plant  
and for the soul of the child.

Carl Jung

# Instruction

## **School Staff**

Teachers  
Specialists  
Other Licensed Professionals  
Administrators

## **Average Classroom Teacher to Student Ratio**

1 : 20

## **State Licensure Compliance**

Staff in compliance by licensure: 100%

## **Teacher Degree Preparation**

Bachelor's: 59%  
Master's: 32%  
Post Masters: 9%

## **Teacher Years of Experience**

Less than 3: 23%  
Between 3 and 10: 29%  
More than 10: 48%

## **Services Offered Beyond the Classroom**

Resource Room available for clustered learning for Gifted and Talented students  
Special Services provided by District 834  
Speech  
LD

*A teacher affects eternity;  
he can never tell where his influence stops.  
Henry Brooks Adams*

# Assessment

Two standardized tests are administered to our students at St. Croix Catholic School, the Minnesota Comprehensive Assessments and the Northwest Evaluation Association Measures of Academic Progress.

The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota’s academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. As a private school, St. Croix Catholic is not required to participate in the MCA-II, but we feel strongly that it is an important tool to implement.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) is a computerized adaptive assessment program. The assessment itself is unique in that it adapts to the student’s achievement level, accurately measuring what a child knows and needs to learn. In addition, MAP measures academic growth over time, independent of grade level or age. MAP assessments are administered in reading, mathematics, and language.

Please remember that evaluation is a complex, multi-faceted process. Different tests provide different information and no single test can give a complete picture of a student or a school’s academic development.

Assessment	Objectives	Grade Level	Time of Year	Subject Area
MCA-II	<ul style="list-style-type: none"> <li>To be accountable to state academic standards</li> <li>To guide curriculum and instruction</li> </ul>	3, 5, and 7	Spring	Reading Math
NWEA-MAP	<ul style="list-style-type: none"> <li>To measure growth in individual student learning</li> <li>To guide curriculum and instruction</li> <li>To place new students in appropriate courses</li> </ul>	2-8	Fall and Spring	Reading Math Language
SAT10	<ul style="list-style-type: none"> <li>To compare with other Archdiocesan school</li> </ul>	8	Fall	Reading Math
PAST	<ul style="list-style-type: none"> <li>To measure phonemic awareness</li> </ul>	K-5	Fall	Reading
Classroom Teacher-designed assessments	<ul style="list-style-type: none"> <li>To assess student academic growth and needs</li> </ul>	K-8	Ongoing	All areas

# ASSESSMENTS SHOULD MAKE A DIFFERENCE

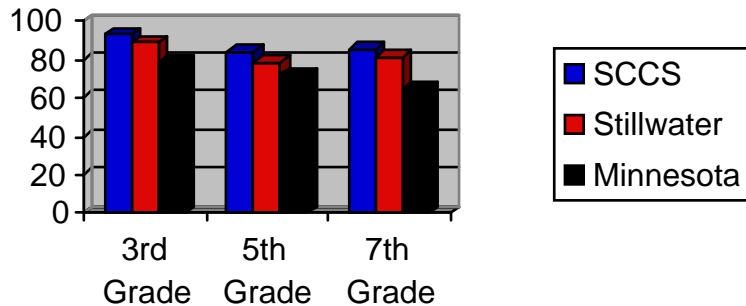
## Testing Results

### MCA-II Spring 2009

As we look at how our entire group of 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup>, graders compare to our neighbors in the MCA-II, our results show that our percent of students proficient (either exceeds standards or meets standards) are above the state average for each subject and for every grade.

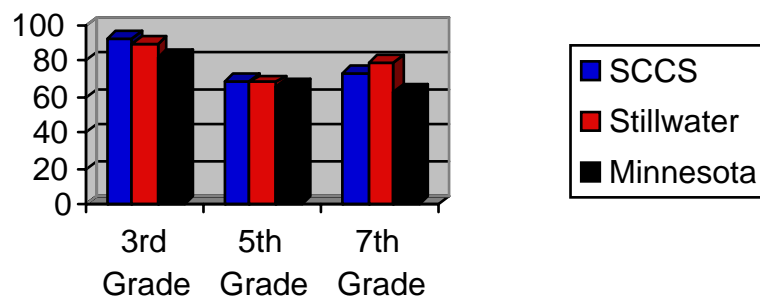
#### MCA-II Reading

##### Percentage of Students Proficient



#### MCA-II Math

##### Percentage of Students Proficient



# Testing Results

## MCA-II Spring 2009

When comparing MCA-II, St. Croix Catholic School takes into account all students tested in 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade. When our numbers are compared to data compiled by the Minnesota Department of Education (MDE), readers should be aware MDE numbers take into account only those students in grades 3-8 & 10 who are “considered proficient”. In other words, the MDE reports exclude at-risk students, eliminating those who qualify for free/reduced lunch and/or hold an active Independent Education Plan (IEP). Therefore, MCA-II reports are not an apples-to-apples comparison; however, we value the information as we strive to help every child achieve proficiency.

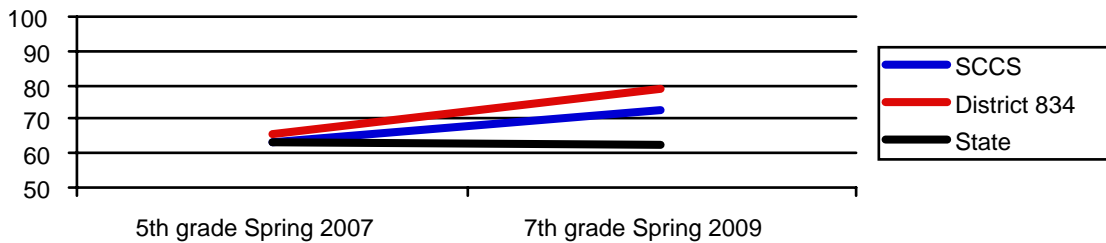
Additionally, we are unable to compare our results in the same manner as the public school system, as found on the MN Department of Education Report Cards. The Department in Education decided to interpret their data over time to show status changes among the students. Due to the fact that we test only 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grades we do not have the data necessary. The new growth model divides the student body into 6 categories. Within Proficient and Not Proficient the student’s growth from the MCA-II Spring 2008 test to the MCA-II Spring 2009 test is taken into account with three levels: low growth, growth, and exceptional growth.

# Testing Results

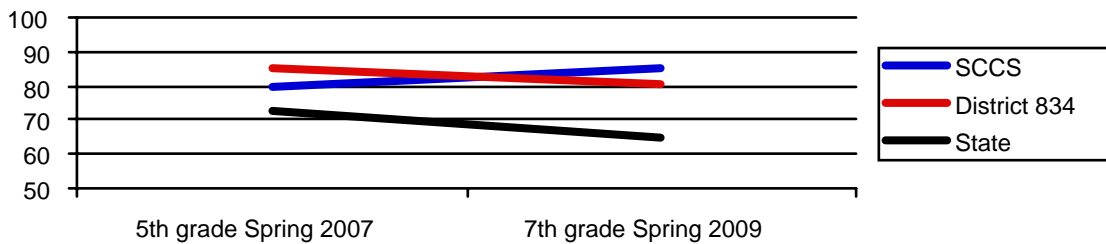
## MCA-II

Having completed the 3<sup>rd</sup> year using MCA-II we have data to compare the same group of students over time, however, two data points may not accurately reflect a trend.

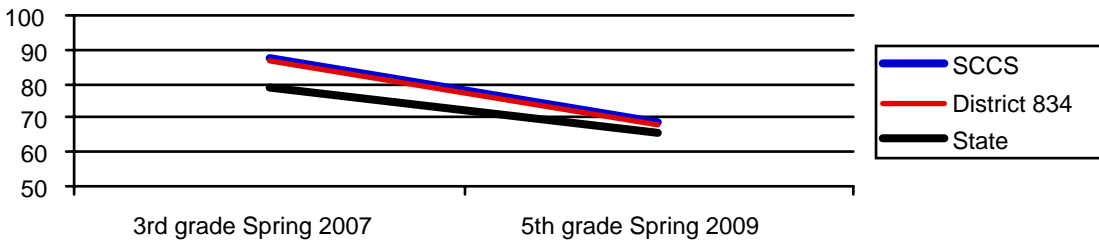
**Growth of Class of 2010 in Math from 5th to 7th grade**



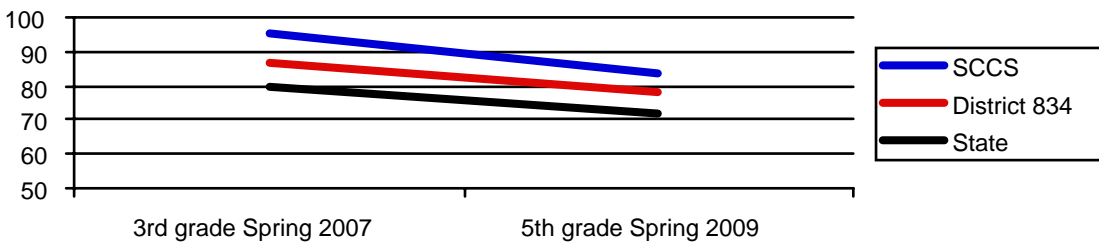
**Growth of Class 2010 in Reading from 5th to 7th grade**



**Growth of Class 2012 in Math from 3rd to 5th grade**



**Growth of Class 2012 in Reading from 3rd to 5th grade**

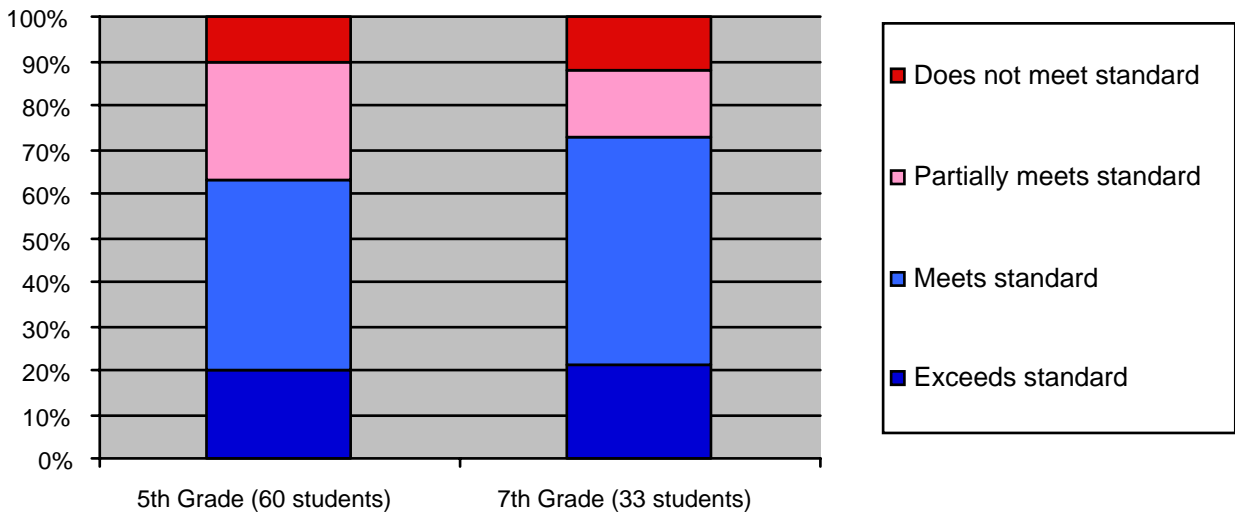


# Testing Results

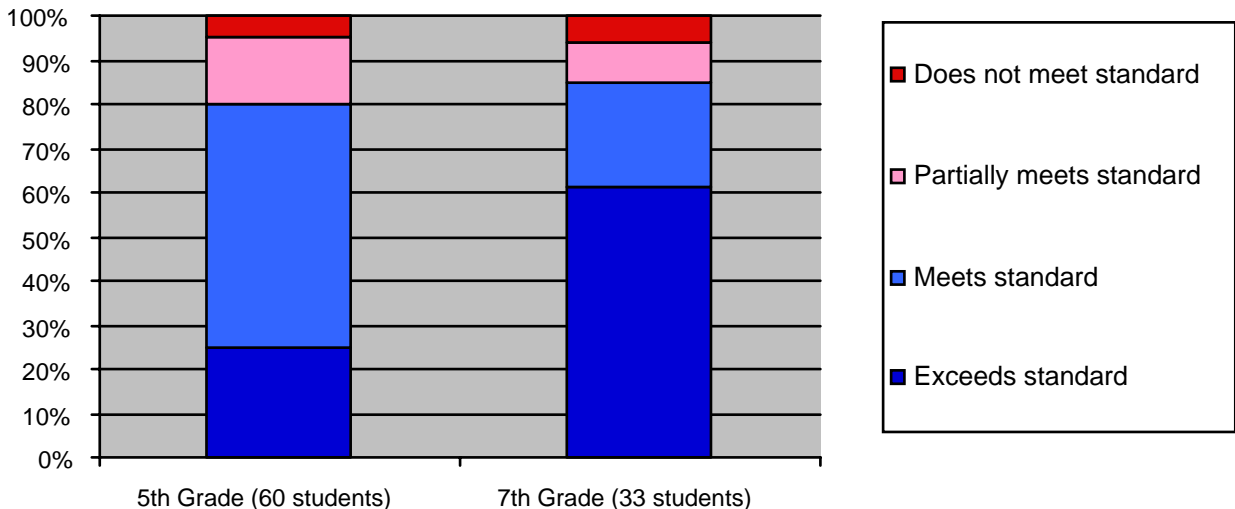
## MCA-II

When we break down each of our grades we discover into what categories our students fall. Interesting comparisons can occur when we compare like groups across the board. While we always keep in mind that our small class sizes can skew percentages either way – especially when compared to schools with larger class sizes – these breakdowns help us identify individual students who need more attention and in which subjects.

**Breakdown of Class of 2010 in Math over time**

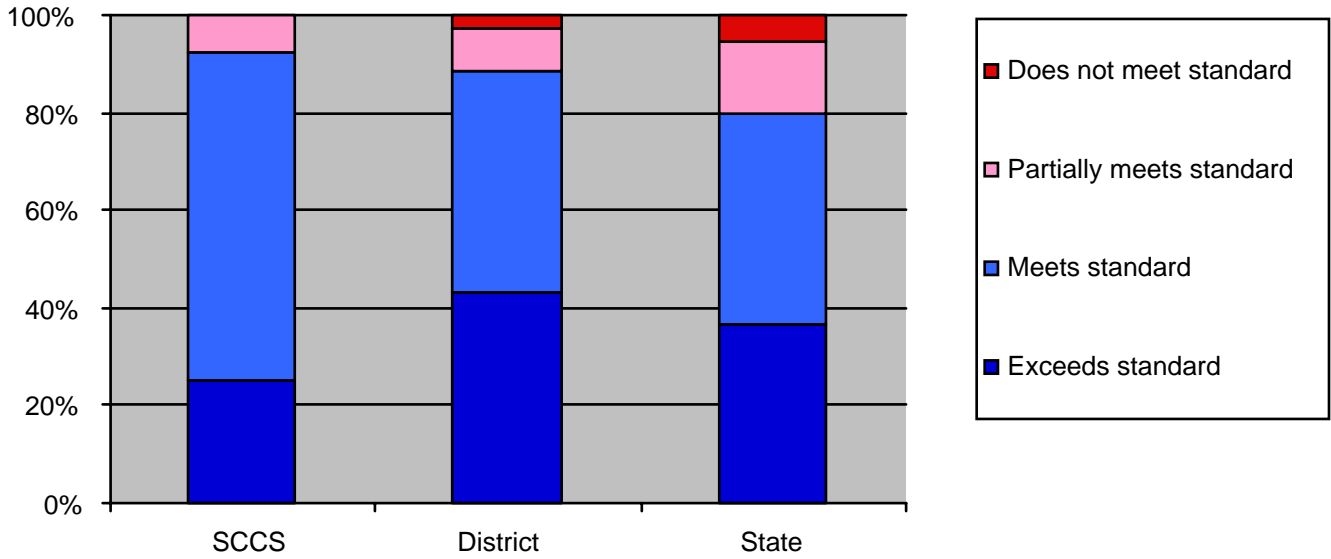


**Breakdown of Class of 2010 in Reading over time**

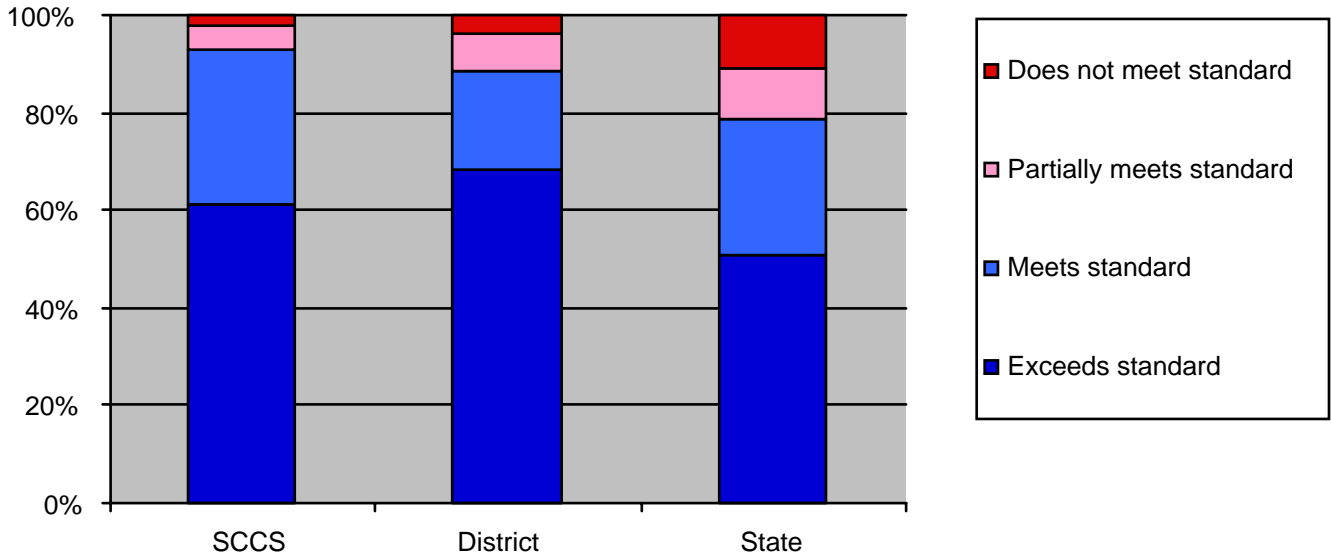


# Class of 2014

## 2008 MCA-II 3rd Grade Math

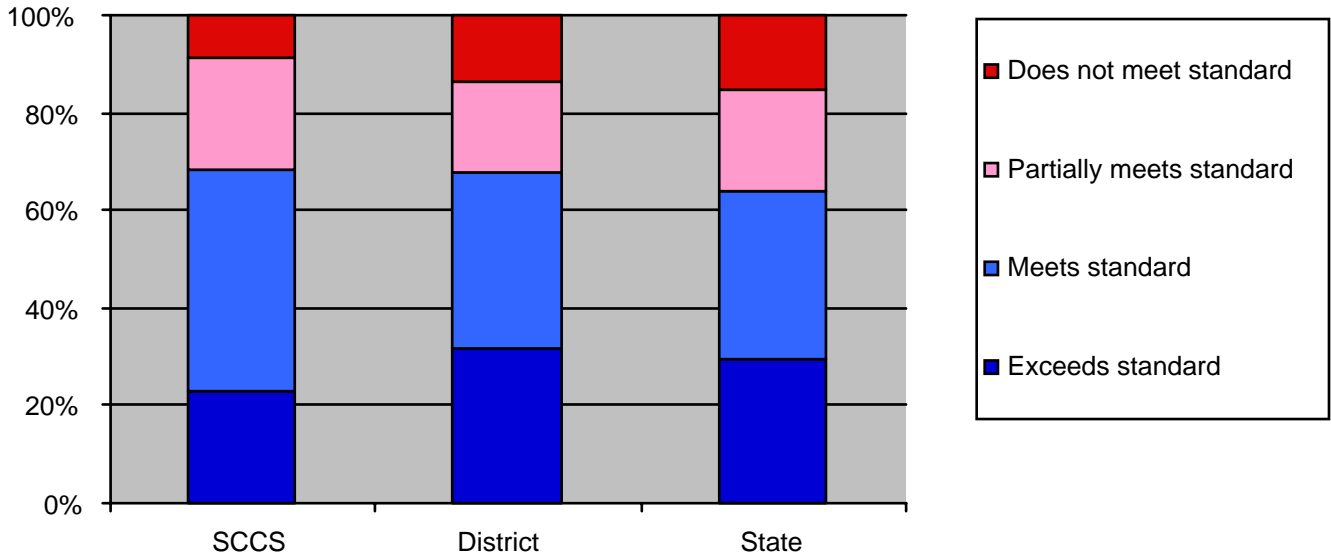


## 2008 MCA-II 3rd Grade Reading

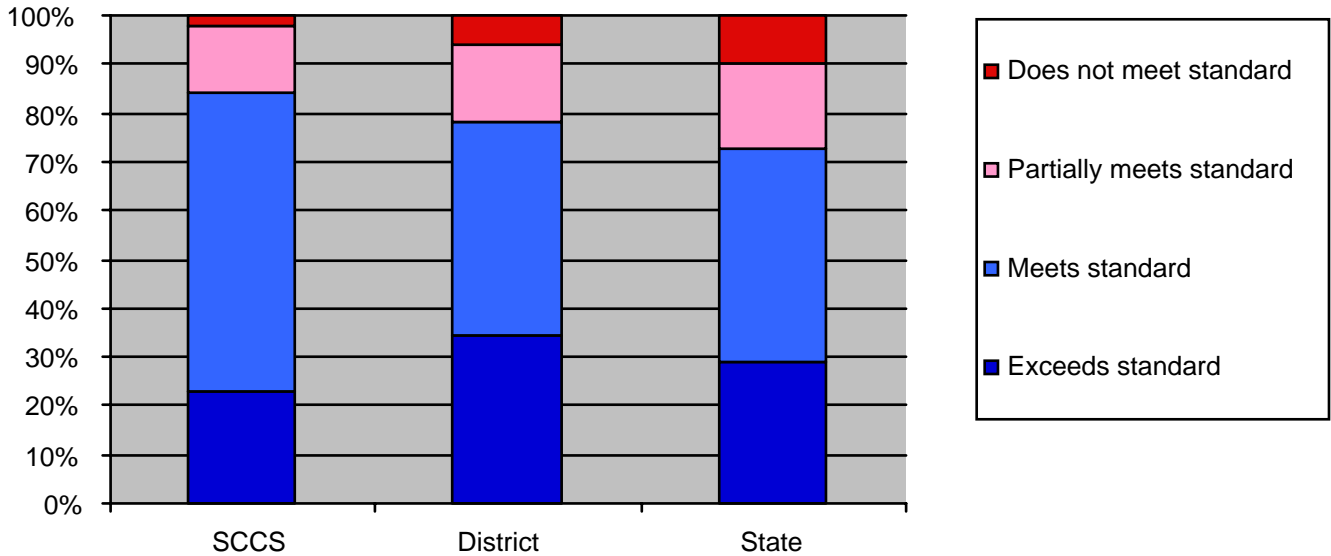


# Class of 2012

## 2008 MCA-II 5th Grade Math

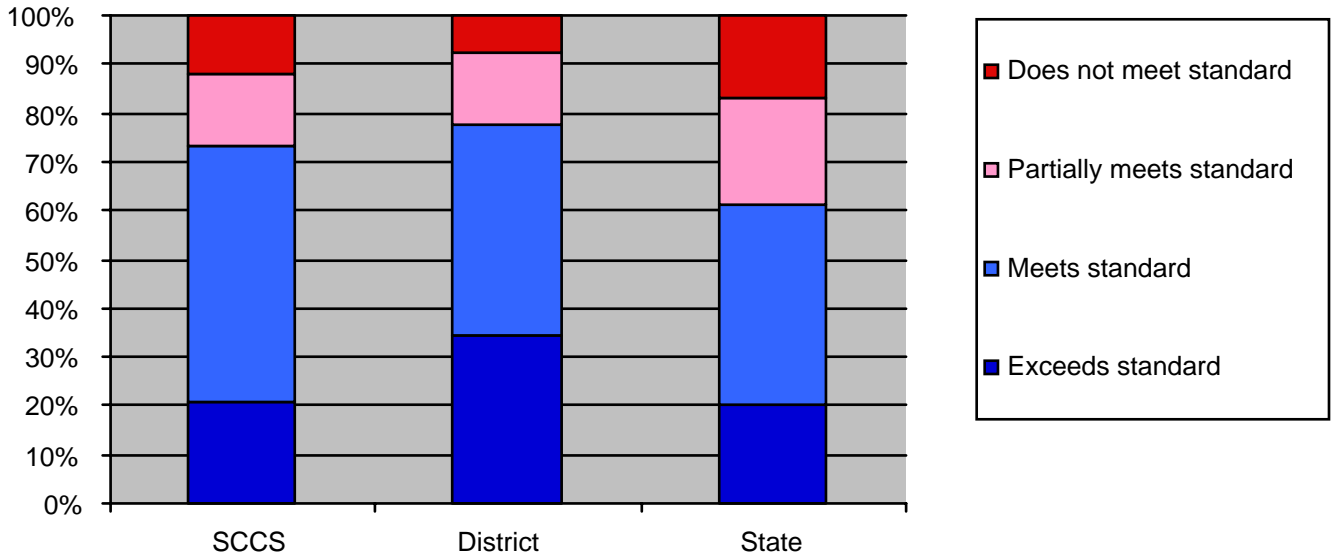


## 2008 MCA-II 5th Grade Reading

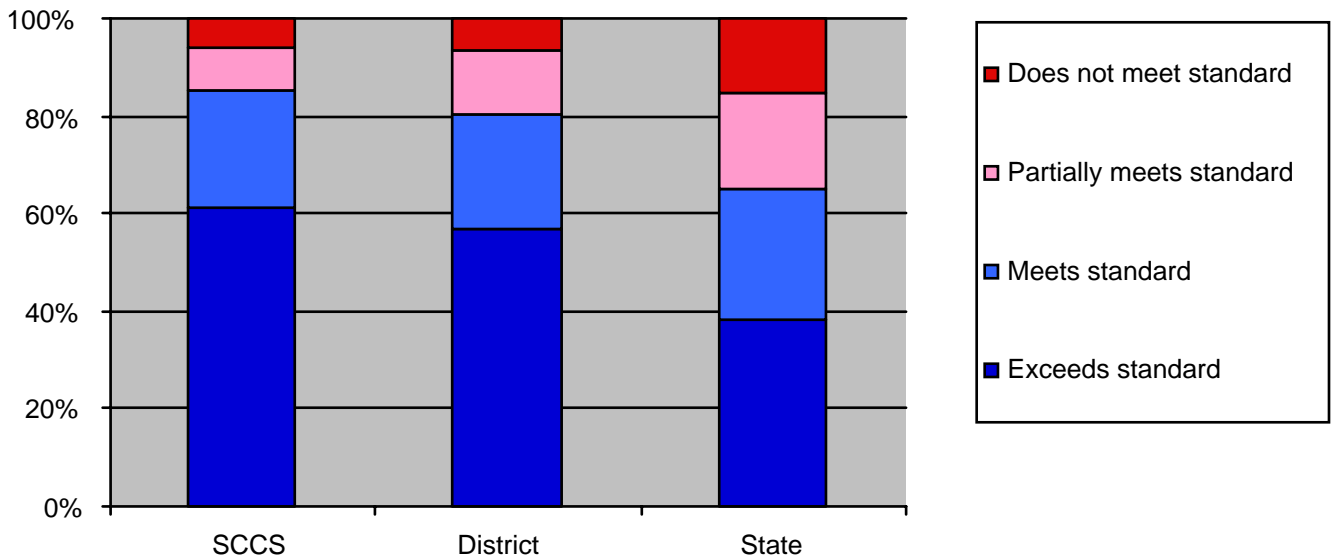


# Class of 2010

## 2008 MCA-II 7th Grade Math



## 2008 MCA-II 7th Grade Reading



# Testing Results

## NWEA Fall 2008-Spring 2009

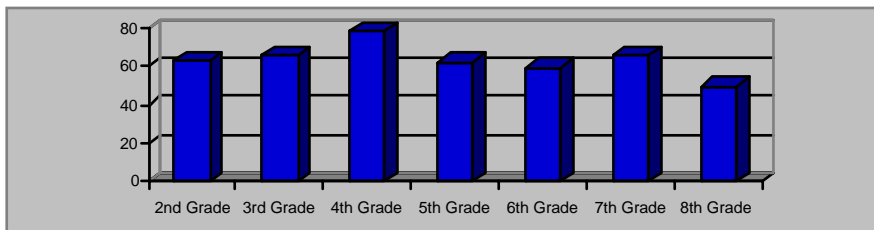
Our NWEA-MAP results show that student growth over time can be looked at two different ways.

The first set of data shows the percentage of St. Croix Catholic Students that attained their growth goals over the course of a school year.

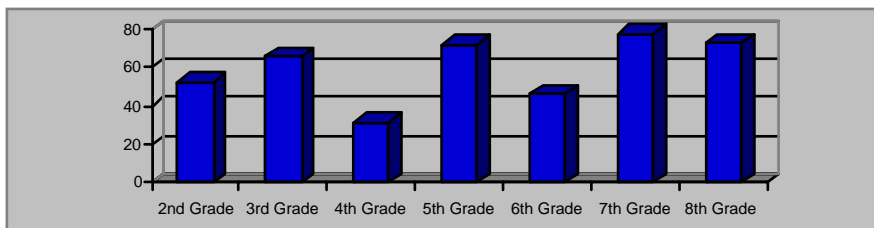
Growth goals are computer generated and reflect the expected growth, which should occur for students based on historical data of similar students of the same age and RIT score.

As a school 64% of our children met or exceeded their expected growth goal in reading and 57.8% of our children met or exceeded their expected growth goal in math. According to the NWEA website ([www.nwea.org](http://www.nwea.org)) "classes in which 50% or more of students met their growth target show above average growth in relation to the norm group." And, "expecting every student to make average growth is setting an expectation that will be difficult, if not impossible to meet." This data shows SCCS works hard to help each student achieve his or her potential.

**NWEA Reading Growth**  
Fall 2008- Spring 2009  
Percentage of Students Meeting Growth Goal



**NWEA Math Growth**  
Fall 2008- Spring 2009  
Percentage of Students Meeting Growth Goal

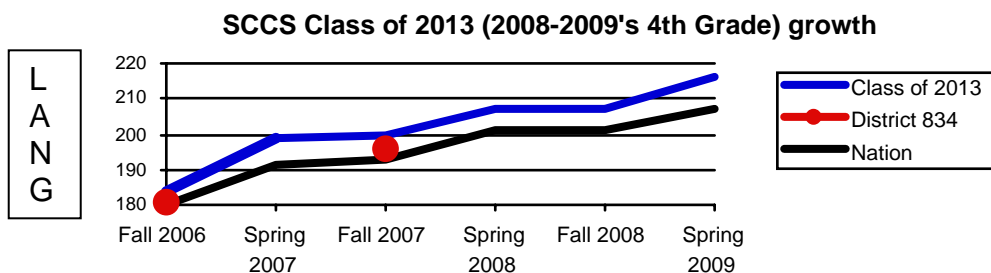
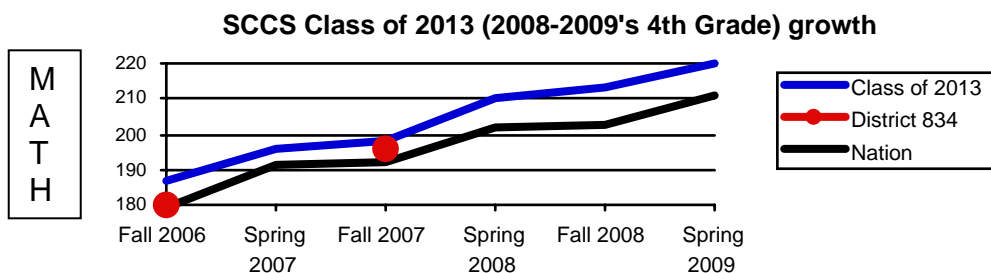
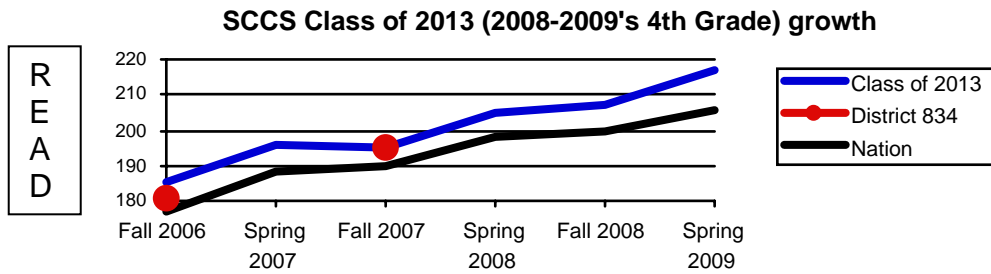


# Testing Results

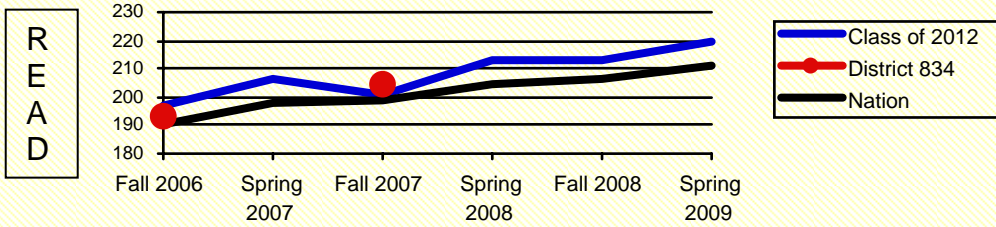
## NWEA Fall 2006-Spring 2009

Another method of analyzing student performance is to look at how a student (or in this case a group of students) performs over time. The RIT score, independent of grade and age, can show true improvement over time. While a dip from Spring to Fall is common for most students, SCCS committed to addressing this natural decline with Summer Bridge. This voluntary program was implemented Summer 2008 and, as a result, we saw improvements in individual students' Fall 2008 scores.

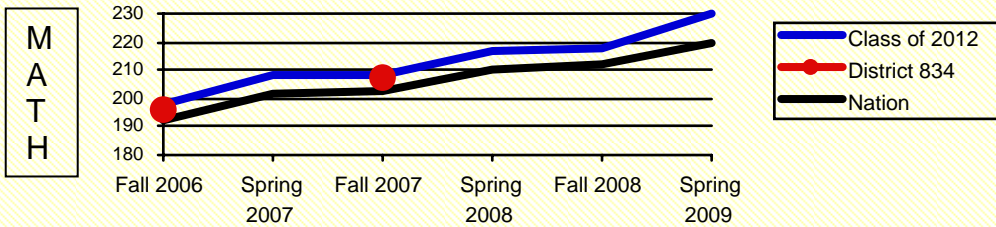
At the time of this report our Class of 2015 and 2014 (2008-2009's 2<sup>nd</sup> and 3<sup>rd</sup> grade classes) do not have enough historical data to show a trend over time, therefore, the following graphs reflect data for our Classes of 2009-2015 (2008-2009's 4<sup>th</sup>-8<sup>th</sup> grade). Results shown are an average of a particular class of students; as they progress, they group's average progresses.



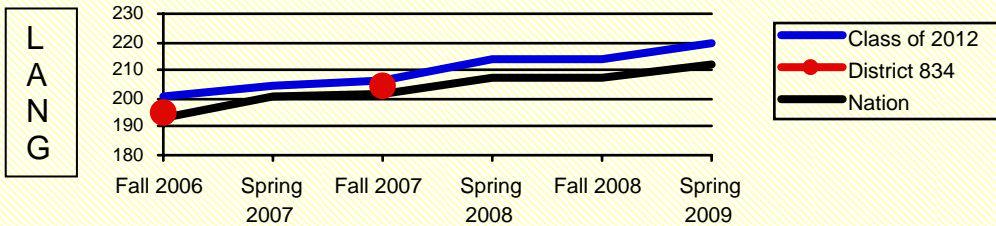
**SCCS Class of 2012 (2008-2009's 5th Grade) growth**



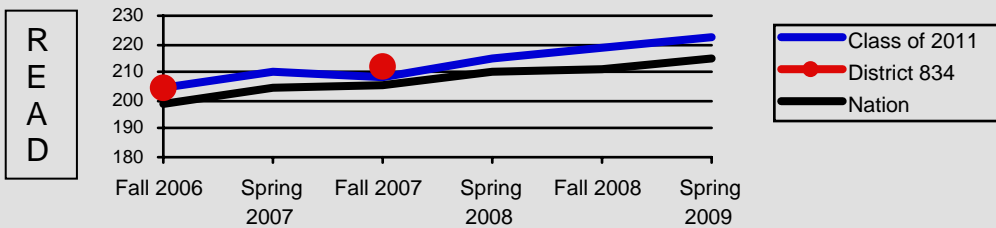
**SCCS Class of 2012 (2008-2009's 5th Grade) growth**



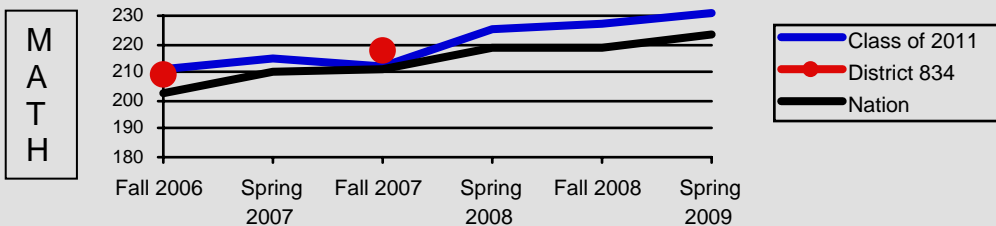
**SCCS Class of 2012 (2008-2009's 5th Grade) growth**



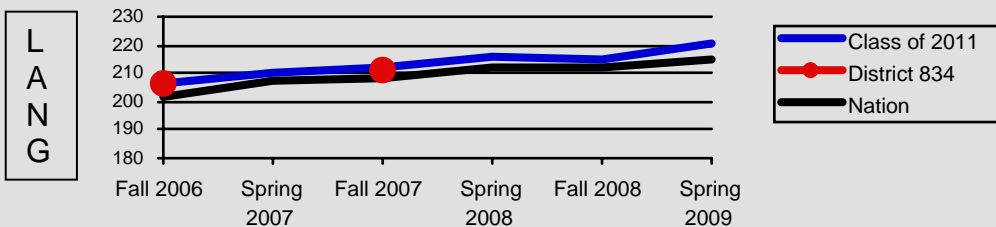
**SCCS Class of 2011 (2008-2009's 6th Grade) growth**



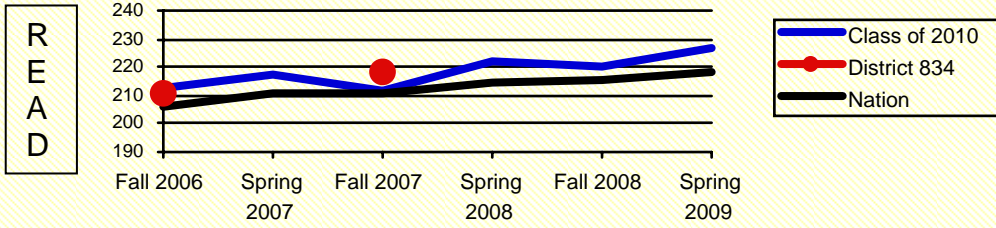
**SCCS Class of 2011 (2008-2009's 6th Grade) growth**



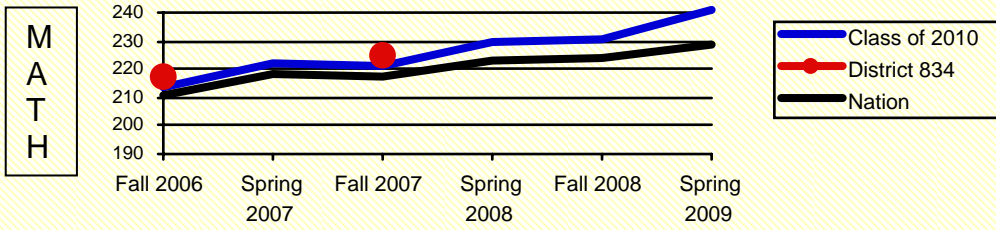
**SCCS Class of 2011 (2008-2009's 6th Grade) growth**



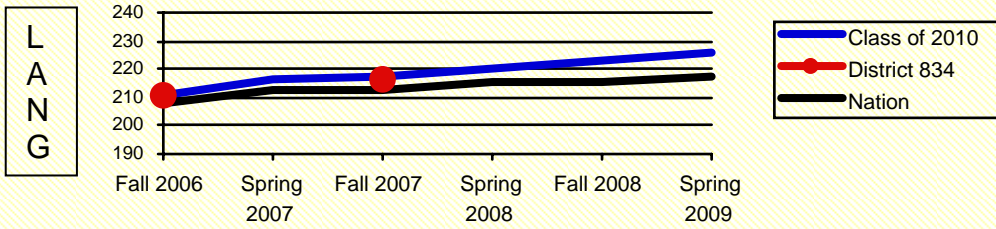
**SCCS Class of 2010 (2008-2009's 7th Grade) growth**



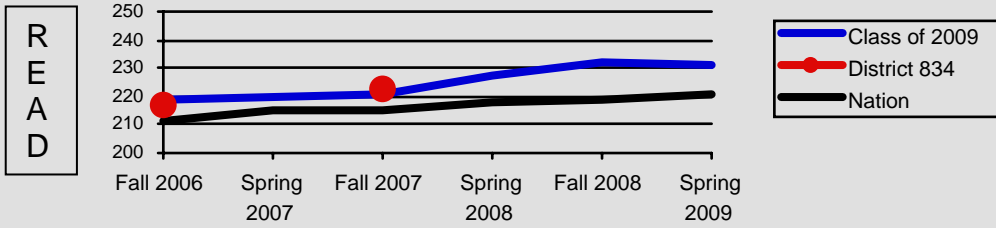
**SCCS Class of 2010 (2008-2009's 7th Grade) growth**



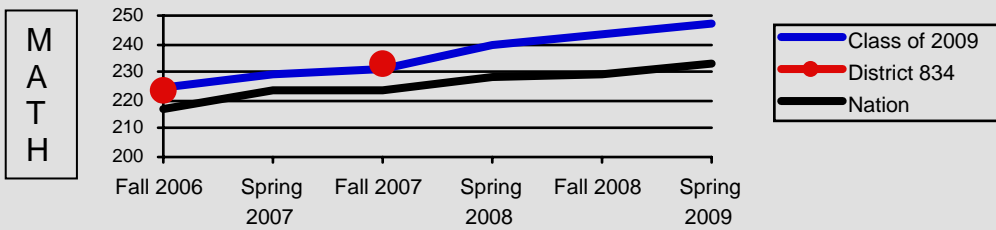
**SCCS Class of 2010 (2008-2009's 7th Grade) growth**



**SCCS Class of 2009 (2008-2009's 8th Grade) growth**



**SCCS Class of 2009 (2008-2009's 8th Grade) growth**



**SCCS Class of 2009 (2008-2009's 8th Grade) growth**

