

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kathe Jo Anne Nickleby

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mahtomedi Senior High School

(As it should appear in the official records)

School Mailing Address 8000 75Th Street North

(If address is P.O. Box, also include street address.)

City Mahtomedi State MN Zip Code+4 (9 digits total) 55115-1701

County Washington County State School Code Number* 241465

Telephone 651-762-5800 Fax 651-762-5825

Web site/URL http://www.highschool.mahtomedi.k12.mn.us E-mail kathe.nickleby@mahtomedi.k12.mn.us

Twitter Handle @mahtomedi832 Facebook Page Mahtomedi Public Schools Google+ _____

YouTube/URL isd832mps Blog _____ Other Social Media Link http://www.mahtomedi.k12.mn.us/page/2958

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Mark Larson E-mail: mark.larson@mahtomedi.k12.mn.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mahtomedi Public Schools Tel. 651-407-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Judith Schwartz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	129	156	285
10	145	141	286
11	157	144	301
12	131	143	274
Total Students	562	584	1146

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	1146
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Chinese, Thai, Spanish, Ukranian, Hmong
8. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 104

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
84 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|---------------------------------|--|
| <u>18</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>15</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	50
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	95%	95%	95%
High school graduation rate	97%	97%	98%	96%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	288
Enrolled in a 4-year college or university	83%
Enrolled in a community college	9%
Enrolled in career/technical training program	4%
Found employment	1%
Joined the military or other public service	2%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Mahtomedi High School will prepare all students for the future by providing them with individual attention and rigorous educational opportunities.

PART III – SUMMARY

Mahtomedi High School serves approximately 1,200 students in grades 9-12. The school district, in turn, educates more than 3,000 students from the Minnesota communities of Dellwood, Grant, Hugo, Lake Elmo, Mahtomedi, Oakdale, Pine Springs, White Bear Lake, and Willernie in the northeast Minneapolis and St. Paul metro area.

MHS students' outstanding Minnesota Comprehensive Assessment (MCA) and American College Test (ACT) test results illustrate that MHS students are very successful academically. Mahtomedi students scored at the top of the state in all three areas — math, reading, and science — on the 2014 MCAs. Better yet, Mahtomedi students showed improvement across all three areas. But test scores only tell one small part of what students experience at MHS.

By removing traditional barriers and inspiring students to learn at their highest potential, MHS students are truly learning without limits and will possess the essential skills to be effective leaders tomorrow. The school's curriculum is specifically designed to provide all students with individualized opportunities to explore a wide variety of subject areas that will prepare them for college, careers, and life after high school. With more than 90% of MHS students choosing to attend college after graduation, staff members encourage high achievement and support students as they seek success.

As educators, the most important mission is ensuring students will have the skills, knowledge, and ambition to take advantage of future opportunities. How does that happen? It takes talented people with a passion for working with students. Mahtomedi's teachers provide innovative and exciting academic, artistic, and athletic learning opportunities. Their outstanding effort is driven by the district's guiding philosophy of "Learning without Limits" and helping students to gain "Future Ready" skills. These are things like creating, innovating, and turning ideas into action. It is critical and creative thinking. Future ready skills include embracing and adapting to change. And perhaps, most importantly, future ready skills inspire curiosity and imagination. Students are supported and encouraged to take risks and continually strive to improve their learning through a school-wide philosophy that failure can lead to greatness with the skills of resilience, perseverance, and commitment to improvement.

Mahtomedi High School's curriculum is comprised of more than 130 course offerings. All students have the opportunity to choose from a number of Advanced Placement (AP) courses and honors-level courses, in addition to other college preparatory courses. The AP courses may include English language, English literature, statistics, calculus, United States history, studio art, physics B and C, chemistry, psychology, art history, micro and macro economics, and biology. Students also have the opportunity to enroll in college courses through the Minnesota post-secondary enrollment options (PSEO) program.

Mahtomedi High School's teachers and staff are committed to meeting the individual needs of each student. This is made possible via unique academic opportunities that challenge students' minds and inspire their learning. For example, the Mahtomedi Engineering Leadership Program provides opportunities for a well-rounded education with emphasis on creativity, science, technology, engineering, and mathematics in order to prepare students for leadership in the 21st century. With the support of community members, corporations, and colleges and universities such as the Massachusetts Institute of Technology, Mahtomedi High School became home to the Mahtomedi FABLAB. The FABLAB represents the first K-12 fabrication laboratory in the world that will foster a new generation of students who possess world-class scientific and engineering skills.

Almost 90% of MHS students participate in one or more of the more than 50 different student activities. Some examples of student activities are Band, Chess Club, Choir, Danceline, Shades of Youth (diversity awareness), Debate, Theater/Plays, National Art Honor Society, French Club, Interact (Rotary), Knowledge Bowl, Mathematics League, Drama Club, Eco Club, Yearbook, Real World Design Challenge, Rocket Club, Students Against Destructive Decisions, Spanish Club, Student Leadership Council, One Act Plays, Equestrian, Fellowship of Christian Athletes, First Robotics, Gay Straight Alliance, Sailing, Ultimate Frisbee — all in addition to fall, winter, and spring athletics.

Ensuring our students are “future ready” is a huge challenge and MHS staff members can’t do it alone. It takes a community with a collective mindset aimed at the greater good to make it happen. That’s why it is so inspiring to see community members stepping forward to provide opportunities that benefit our students. One such group is the Mahtomedi Area Educational Foundation (MAEF). Since it began in 1988, MAEF has provided more than \$1.8 million in support for our students by funding technology, science and engineering programs, innovative classroom curriculum grants, basic and emergency supplies for at-risk students, teacher enrichment programs, and much more. Additional partners include 3M, Medtronic, HB Fuller, F.R. Bigelow, and many other organizations passionate to bring real life learning to our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

When designing curriculum, Mahtomedi High School staff remains focused on ensuring students are college and career ready by consistently aligning curriculum, common assessments, and common rubrics. MHS teachers design student-centric courses rooted in state and national standards and actively seek opportunities to collaborate with local businesses and industry as means to support and inspire students as they plan their collegiate and career goals.

Science

MHS science teachers want all students to recognize and appreciate the importance and role of science and engineering in their daily lives, society, and culture. MHS students are required to take 3 science credits to graduate yet the vast majority of students take 4 or more science/engineering courses. All grade 9 students have engineering embedded into their science course, students in grade 10 take biology, and grade 11-12 students must take a physics or chemistry course to graduate. MHS has multiple tiers of science classes to meet the needs of all learners (team taught, general, AP, CIS). Collectively, MHS students have placed in the top three in the state of Minnesota on Minnesota Comprehensive Assessments in science since Minnesota students began taking the science MCA.

MHS has a strong focus on engineering via the Mahtomedi Engineering Leadership Program, an initiative that has steadfast community support. All MHS students master engineering standards as grade 9 students. They are then able to participate in a number of engineering courses during the remainder of their high school career including the Massachusetts Institute of Technology's How to Make Almost Anything, Biomimicry, and Fundamentals of Engineering.

Social Studies

The social studies curriculum is global-focused (vs. Western-focused) and emphasizes reading in the curricular area, critical thinking, real world application (e.g., case studies, volunteering with political campaigns, presentations, research projects, and 21st Century skills). One large element involves discussing and connecting current issues to curriculum activities, especially in American

Government, Economics, and World History.

MHS students are required to take 3.5 credits of social studies courses for graduation including World History in grade 9, U.S. History in grade 10, as well as a semester each of Human Geography, American Government, and Economics before graduation. Additionally, the social studies department offers a wide variety of social studies electives including AP Psychology, AP U.S. History, AP Microeconomics, AP Macroeconomics, Psychology, History through Pop Culture, World War II, Current Issues, Politics, and Psychology Field Experience.

English Language Arts

The MHS English Language Arts curriculum ensures that all students learn to read and write effectively in a variety of modes applicable to their college and career choices. Students are required to take 4 credits for graduation and are expected to think critically as they interact with a wide variety of literary texts so that they engage with and participate in a diverse community. As with other MHS core curriculum areas, there are a wide variety of options available for learners of all levels, abilities, and interests. From grade 9 Honors English to AP English Language and Composition as core offerings as well as Creative Writing and Debate as electives, MHS students are exposed to the Common Core Standards for English Language Arts with the addition of Speaking, Listening, and Viewing Standards.

Math

MHS students are required to take 3 credits of mathematics classes for graduation. The majority of students earn 4 credits. The philosophy of the MHS math department is to focus on teaching good mathematics and problem-solving techniques that are constantly aligned to state and national standards. Staff works to identify students who are at risk and offer additional support while remaining intentional in the test

preparation process, which reinforces good mathematics. In building the mathematics curriculum, the department's philosophy was to provide a complete foundation of mathematical skills critical for success in 21st century careers and/or college readiness. Reflecting the school's overarching approach to addressing student education, teachers offer classes that meet students where they are and take them to the next level. Students have multiple paths they can take through course offerings to fully reach their mathematical potential. Student progress is constantly monitored and course placement is adjusted according to student need.

2. Other Curriculum Areas:

Ultimately, the Mahtomedi High School philosophy posits that students will be better prepared for their futures with a wide range of exposure to learning. As a result, the school's core offerings paired with high-quality, student-driven non-core offerings build the student experience together to create real-life experiences that will prepare MHS students for life after graduation.

Health

The emphasis of the MHS health curriculum, which is available to students in grades 9-12, is on decision making and personal responsibility. Students explore drugs, nutrition, first aid, dating, family, friendship, character education, mental illness, violence prevention, depression screening and education, and stress. Students are introduced to relevant and real-life situations — e.g., CPR certification, AED mastery, EpiPen Auto-Injector mastery — as means to gain familiarity with real-life situations.

The Health faculty works closely with our SADD (Students Against Destructive Decisions) student group to ensure students understand the connection between healthy choices, school, and life. In addition, the GSA (Gay-straight alliance) student-initiated group works with our health curriculum to build healthy identities inclusive of all students, staff, and people.

Physical Education

Physical education (PE) courses at MHS are available to students in grades 9-12. The classes focus on fitness-based achievement using goal setting, fitness plans, and classroom activities. The focus goes beyond state-mandated general PE standards. Students have the opportunity to engage in lifelong skills through fitness, strengthening, team, and individual activities promoting a healthy lifestyle. The PE faculty members are also coaches and ensure the learning is woven throughout the curriculum and extracurricular activities.

World Language

MHS offers a variety of coursework in Spanish and French for students in grades 9-12. The College in the Schools program allows Spanish students in levels IV and V to earn up to 10 transferable credits from the University of Minnesota. Spanish offers levels I, II, III, College Preparatory Spanish, College in the Schools IV, and College in the Schools V. French offers levels I, II, III, and IV.

MHS students have shown significant interest in the new American Sign Language (ASL) course, which was offered to meet the needs of students. In its first year, more than 150 students enrolled in the course.

MHS students are able to learn other world languages through collaborative agreements with other districts and post-secondary enrollment. Students are eligible to earn World Language credit through the Concordia Language Camps, a robust program that immerses students into the language and culture of their choice.

Music

MHS is proud of the broad range of course offerings provided by its music department where all faculty are trained in discipline-based art education (DBAE). Concert Band is offered for students in grade 9 while Jazz Band is offered for students in grades 9-12. Two of the three jazz bands currently operating at MHS are before the school day and voluntary for students. Students may also elect to take Symphonic Band in grade 10-12. In the vocal arena, MHS offers Concert Chorale in grade 9, Treble Chorus in grades 10-12, and Varsity Choir in grades 10-12. Music students gain real-world experience through multiple public performances and contests.

In addition to band and choir offerings, students have the opportunity to take AP Music Theory, Studio Music/Rock Band, as well as piano and guitar. Students also receive instrumental individual and small group lessons weekly. The MHS band and choir teachers are actively involved in extracurricular offerings including pep band, two additional jazz bands, jazz combo, and a capella choir.

Art

The MHS art curriculum revolves around elements of art and principles of design. Teachers focus on 21st Century skills taught with access to industry-standard software and equipment. The department provides a broad range of course offerings including drawing, painting, AP 2-D design/Drawing Portfolio, Digital Graphics, Yearbook, Photography, Video Production, and Pottery. In addition, the Family and Consumer Science instructors offer Culinary Arts 1 and Culinary Arts 2, which both focus on careers in the culinary industry.

Over the past 10 years, MHS student enrollment in art classes have increased more than 300% as the art faculty incorporated technology and advanced art opportunities for students. The art faculty goes “above and beyond” to ensure students have real life and relevant opportunities to gain an intimate understanding and appreciation of art.

3. Instructional Methods and Interventions:

Mahtomedi High School faculty uses a wide variety of highly effective instructional methods to meet the academic and emotional needs of each and every student. At the core of these efforts is student-centered instruction that seeks to build on what students know through formative assessments and help each student make connections for further growth. Teachers evaluate and accommodate the individual learning needs of all students and focus on mastery (vs. test scores) so students can continue to improve their skills.

Differentiated instruction across all curricular areas enables teaching staff to address unique learning styles and abilities. This is achieved by a school-wide culture that provides support and encouragement for struggling learners, students performing at grade level who need short-term help, as well as those students who desire a more rigorous curriculum and acceleration.

For struggling students, the school utilizes team-teaching formats featuring collaboration between regular education and special education staff members in both enhanced and team-taught classrooms. Average learners are challenged with rigorous curriculum and given the support they need to achieve at higher levels than they believe possible. This is achieved through continuous improvement of curriculum and constant assessment of student understanding and mastery. Accelerated learners are encouraged to move at their own pace and take on the rigor of Advanced Placement, Accelerated, Honors, College in the Schools, Post Secondary Enrollment Options, and other high-level learning. Outside of the school day, MHS students have access to a number of free enrichment opportunities such as peer mentoring, student tutoring, assessment test preparation, and one-on-one meetings with teachers.

Technology is key to instruction at MHS and Mahtomedi remains at the forefront of utilizing educational technology tools. In addition to the cutting-edge technology available to students in the school’s groundbreaking Fabrication Lab, MHS has adopted a “one-to-need” approach to technology adoption. In other words, rather than allowing technology to define the approach to learning, the district’s technology team met with teachers during curriculum review process to determine which tech tools are “right” for the educational task. For example, the social studies team selected Chromebooks (instead of textbooks) and uses them in conjunction with Moodle sites to customize learning. In addition, as means to jump the hardware AND software digital divide, the district adopted Google Apps for education, which will promote collaboration and ensure every student has access to the necessary tools.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students take the Minnesota Comprehensive Assessments (MCAs) and alternate assessment Minnesota Test of Academic Skills (MTASs), which are the state tests that help districts measure student progress toward Minnesota's academic standards and also meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take the reading MCA in grade 10, the mathematics MCA in grade 11, and the science MCA when they take biology. The scale score ranges from G01 to G99, with G = Grade. To achieve proficiency, a student must score at least G50.

In math, MHS has had a consistent increase of proficiency over the past 5 years. In reading, MHS has had at least 90% proficiency with the exception of the year when new standards were assessed. In the first few years of this data, math increased while reading slightly decreased. The next year reading increased while math slightly decreased. The percent of students who achieve Exceeds the Standards/advanced has followed the same trends for math and reading, with slightly more than half of the students who are proficient and advanced.

The school has small subgroup population sizes so there are no gaps to report as the White Students follow the overall data. Though these subgroups are not reported, the school analyzes performance trends and achievements in the subgroups and all students to develop goals and implement services as needed.

Every year, the school's Instructional Leadership Team collaborates with professional learning communities (PLCs) to identify a main goal based on data. For example, this year the team aimed to increase by 2 percentage points (to 89.6%) the math MCA proficiency for all grade 11 students. Meeting the goals is a collaborative, school-wide effort with every department and classroom helping students progress in the given subject area. To date, MHS has met all designated goals.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Mahtomedi High School uses assessment data to evaluate curriculum, determine program or course needs, set school and department goals, and report overall student progress to the school board and community. In addition to the Minnesota Comprehensive Assessments (MCAs), assessments include EXPLORE/PLAN, AP tests, and practice assessments for MCAs and ACT/PLAN.

Each year, the school's Instructional Leadership Team evaluates trends and sets goals by examining assessment performance by proficiency level and trends, including subgroup data for special education students, students who receive free/reduced price lunches, and ethnic groups. Initially, the team met each August for guided data retreats but as the team developed analysis skills and comfort with the data, the data retreats started to focus on other areas of assessment literacy and the team conducted its analysis on its own.

The trends and goals that emerge from the team's work is communicated to the school's professional learning communities (PLCs) to ensure strategies to achieve the goals are implemented in every classroom. The PLCs and staff development team, in turn, gather teacher feedback to determine what professional development is needed so MHS teachers have the skills to meet the goals.

MHS employs a number of communication vehicles at the school and district levels to ensure students, staff, parents, and community members are aware of assessment results. Families and students attend the school's Curriculum Night while school staff hosts college planning meetings and parent/teacher conferences. Parents and students can access SchoolView (an online student progress reporting system), a weekly electronic newsletter, and SchoolMessenger, the district's online messaging system. The district presents results to the community via the quarterly Globe newsletter, during presentations of district-wide data to the school board, and in the weekly local newspaper, The White Bear Press.

Part VI School Support

1. School Climate/Culture

Mahtomedi High School's culture reflects the broader community's collective value of high-quality academics. In encouraging students to achieve far beyond their self-perceived ability, MHS provides a caring and nurturing environment in which students feel valued and supported. By maintaining an ideal student body size, MHS is large enough to support a wide variety of academic and extracurricular options yet small enough that school staff can forge personal connections with students.

At the foundation of the school's success are exceptional staff members who place a priority on building relationships with students and fellow staff members. MHS staff is exceptionally well trained and comprised of eager lifelong learners. They strive to provide stimulating classroom experiences by personalizing the content to students' interests and abilities. Staff members seek to build a strong rapport with students by frequently checking in with students to ensure they are progressing academically. The teachers understand the importance of engaging with and motivating each and every student by utilizing innovative teaching strategies that help students make connections to the real world. Very low staff turnover is a strong indicator of the school's positive climate and culture.

The entire MHS culture reinforces participation and achievement. In fact, MHS staff starts welcoming students to the school before they ever become high school students. In the spring, the school hosts an activity fair for 8th graders so the younger students understand what clubs, activities, and sports are available. During the school day and through extracurricular activities, every student is encouraged to follow his or her passions. MHS has a plethora of opportunities often led by school staff — athletics, music, drama, student-led organizations and clubs — that further students' involvement and connection to the school. Students are encouraged to create their own clubs and activities and teachers are willing to help facilitate those groups.

The supportive relationship between the community and the MHS students and staff members fosters an environment of excellence. The community's support for the school, which has resulted in a number of amazing opportunities including the nationally recognized Mahtomedi Engineering Leadership Program, allows MHS students to find the encouragement and motivation to be successful in their interests, activities, and academics. MHS is truly fortunate to have so many individuals, families, and local organizations willing to give generously to benefit the students, staff, and school.

2. Engaging Families and Community

Mahtomedi High School staff understands and values the impact of community support on the success of MHS students. The school's success and pride is due to the symbiotic relationship that is nurtured between the two entities. School staff readily welcomes the immediate and educational community into their classrooms and spaces. Community members are invited to attend student presentations and demonstrations that showcase student learning. Members of the community also serve as mentors and volunteers as experts in their fields to assist and inspire student learning.

The work that is underway at MHS is a direct result of the support students receive at home. Teachers and administrators continue to look for new ways to help support MHS students and partner with families to ensure students are well-rounded and ready for life after high school. This partnering takes place via staff outreach through email, phone calls, SchoolView, parent/teacher conferences, staff member websites, school and district publications, and a general sense of staff accessibility to both students and parents.

MHS is fortunate to have a motivated group of parents who have developed the MHS Parent Communication Network. This group meets regularly with administration to discuss parent needs and concerns. In addition, the group hosts a variety of information sessions for the parent community on topics ranging from social networking, drug abuse, suicide awareness and prevention, and college financial aid.

The Mahtomedi Area Educational Foundation is a wonderful support not only for MHS but for the whole district. Founded in 1988 by a group of 10 citizens, MAEF has given more than \$1.8 million to Mahtomedi Public Schools since its inception. Last fall, MAEF granted more than \$20,000 to projects at MHS that would directly impact student learning. These projects included a vinyl cutter, plant growing stands, Chronodendrology and climate science materials, NAO H25 robot, soldering irons and helping hands, laser printer and scanners for art department, and LabQuest 2 Data Collection Devices.

MHS staff and administration routinely update the superintendent and school board members regarding educational initiatives. They, in turn, consistently provide constructive feedback to help MHS staff remain true to the school's mission of preparing all students to be college and career ready when they graduate.

3. Professional Development

Professional development at Mahtomedi High School is a multi-tiered system in which student and staff needs can be addressed in a timely manner. Professional development is site based yet aligned with district goals and initiatives. This enables the district to develop all staff members' skills sets while cultivating teacher leadership.

The MHS staff development plan is aligned to support district initiatives. The district identified the need for all staff to be assessment literate with a focus on supporting and strengthening professional learning communities (PLCs), increasing staff skills in data analysis and interpretation, increasing staff understanding and implementation of formative assessment and feedback, developing and implementing common summative assessments, and aligning grading structures with subject area standards.

The first tier of support is the high school's Instructional Leadership Team, which is comprised of a representative from each subject area, specialty area, support staff, and administration. This team reviews standardized test data, community/parent survey information, and school culture data. The team creates school goals focusing on academic achievement, school climate, and at least one focus area under the assessment literate initiative. They also create a strategic plan that identifies professional development needs, resources, and timelines.

The second level of support is the PLCs, which are structured based on subject or specialty area. The PLCs are led by teacher facilitators and progress toward meeting PLC goals is monitored monthly during PLC meetings. Professional development needs and resources are identified by the team and requested through the Instructional Leadership Team.

A third level of support is provided by district peer coaches. Master teachers are trained in cognitive coaching and can serve three-year peer coaching terms. Each staff member participates in three coaching sessions per year, which are guided by the Charlotte Danielson Framework for Teaching. Staff members identify areas they would like to improve, which can be addressed by traditional or project-based observation. For traditional observation, staff members meet with their coach for a pre-observation session, an observation, and a post-observation session. The project-based observation allows staff to identify an area of growth. They meet with their coach for planning, implementation, and reflection.

MHS administrators seek opportunities for professional development individually, as a high school team, a district team, and through various organizations. The district administrative team holds monthly sessions to build their skills as leaders and an annual administrative retreat to focus on the district's vision, mission, benchmarks, practices, and policies.

4. School Leadership

Student success at Mahtomedi High School is defined via multiple arenas including academics, athletics, activities, mental health, family support, and community involvement. In light of the number of components that lend themselves to student success, "leadership" at MHS means sustaining a consistent, system-wide approach to cultivating the skills and attitudes needed on behalf of staff and students. When

clearly defined and supported, these skills and attitudes ensure we have an educational environment in which all students are truly prepared for the future.

The school's leadership is defined by teams with specific responsibilities and objectives. A number of staff members participate in these leadership roles and in doing so are building the school's overarching leadership capacity. The school's administrative team is led by one principal and two assistant principals. The principals serve as the school's instructional leaders in addition to modeling professionalism in how they interact with students and staff. The administrators meet regularly to collaborate on school-related issues in order to ensure they maintain a broad perspective and a united approach. The administrators also meet on a regular basis with members of the building's various leadership groups to ensure consistent communication and collaboration.

Each academic department has one representative on the school's Instructional Leadership Team. This team's focus is on ensuring every student is career, college, and future ready. The team uses data to develop academic, social, and emotional goals for the school year, guide instruction, and develop curriculum. Each department and support staff group has one representative on the Building Leadership Team, which supports the practices used to maintain efficient school operations. The Student Support Team is comprised of staff members in the counseling, mental health, intervention, administration, and health areas. This team meets weekly to proactively address individual student needs. Additional school teams concentrate on best practice strategies to support individual students as well as to define the school's response to school and/or community crises.

At a district level, the school's administrative team participates in the District Leadership Team and the District Principal Team. As part of the District Leadership Team, MHS administrators engage with leaders from across the district to ensure MHS is consistently aligned with the district's vision and goals. As part of the District Principal Team, MHS administrators meet with all district principals to ensure consistency and an understanding of all student and staff needs across the district.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2010 Pearson; 2011-2014 American Institutes for Research (AIR)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	87	83	71	78	72
exceeds standards	55	44	38	46	31
Number of students tested	275	288	282	295	295
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above					
exceeds standards					
Number of students tested					
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	87	84	73	78	72
exceeds standards	56	46	40	47	31
Number of students tested	253	268	261	281	279
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Data reported is for students enrolled October 1. In 2013-2014, new standards were assessed at the high school level in mathematics. Also in 2013-2014, the state assessment in mathematics was administered online throughout a testing window from March through May. Previous years' assessments were paper and pencil on specific dates.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2010 Pearson; 2011-2014 American Institutes for Research (AIR)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	96	86	97	91	93
exceeds standards	53	40	60	54	63
Number of students tested	293	273	290	289	298
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above					
exceeds standards					
Number of students tested					
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	96	87	97	91	93
exceeds standards	54	41	61	55	62
Number of students tested	275	251	271	266	284
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Data reported is for students enrolled October 1. In 2012-2013, new standards were assessed in reading. Also, in 2012-2013, the state assessment was administered online throughout a testing window from March through May. Previous years' assessments were paper and pencil on specific dates.