School District 622: Ready for tomorrow

The North St. Paul-Maplewood-Oakdale School District is a “community collaborative dedicated to educating and empowering all learners to excel in our changing world.”

Located in the east metro, School District 622 includes all or portions of seven communities — North St. Paul, Maplewood, Oakdale, Lake Elmo, Landfall, Pine Springs and Woodbury.

- Nine elementary schools (K-5)
- Three middle schools (6-8)
- Two high schools (9-12)
- Early childhood education center
- PreK-12 student services program
- Diploma center
- Special education transition center
- Senior center

District 622 is committed to the success of every student. Academic program highlights include:

- Three- and four-year-old Preschool programs at three elementary buildings and two early childhood education centers
- A comprehensive All-Day Everyday Kindergarten program
- Science, Technology, Engineering and Math (STEM) specialists at every elementary school
- Middle school world language
- A wide range of Advanced Placement (AP) and College in the Schools (CIS) courses at both high schools
- Technology integration with Google Apps for Education at all locations

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A message from the School Board

The North St. Paul-Maplewood-Oakdale School District continues to support a learning environment that lets students and staff develop to their fullest potential.

Despite the budgetary challenges we face as a district, the dedication and resourcefulness of staff shows in all of the accomplishments achieved together. We are so proud of the community that is District 622.

All students, staff and families are welcomed no matter their background or beliefs. Our staff empowers and enables all students to learn and achieve their best outcomes. District 622 proudly boasts a significantly smaller racial achievement gap when compared to other districts statewide.

This Annual Report shares achievement data as well as highlights about some programs and accomplishments that illustrate how District 622 is a great place for all learners.

This report includes test scores and data from the 2015-16 school year, as well as results from our parent surveys about school satisfaction and connectedness. District 622 uses a variety of assessment tools to measure academic progress. No single assessment can provide the whole picture, but a combination of results can be an effective way of measuring progress.

District 622 is committed to continuous improvement, which means each of our schools is required to set annual achievement goals. They also develop improvement plans to guide their work throughout the year.

The hard work of our students and staff is apparent when we look back at the past school year.

The expansion of Science, Technology, Engineering and Math (STEM) programs contributed to the increase in the science achievements of our students across ages and races. The Fabrication Lab (FabLabs) classes at both of our high schools are in high demand.

Technology use, in both traditional and flipped classroom formats, helps our students on their journey to be prepared for whatever path they choose for their future. The use of Google Apps for Education by students helps create classrooms that focus on creativity, collaboration, communication and critical thinking.

Our schools also support our communities. Students and staff are involved in making a difference to the communities in which they learn and live. Whether it be through mentoring, planting gardens, picking up local parks, singing for seniors, or another service learning project, District 622 instills the value of service every day.

We are proud of all the accomplishments of our students and staff. We look forward to sharing more stories of their continued success for years to come.

The District 622 School Board,
Pursuing excellence: Achievements from 2015-2016

A complete list of all of our student and staff achievements from the past year would be too long to print on these pages. Here is a sampling of how our students and staff are not just pursuing but achieving excellence.

Carver Elementary recognized as Reward School by Department of Education

Carver Elementary School was identified as a 2016 MMR Reward School for closing achievement gaps and making substantial improvement. This is the fifth time Carver has received this recognition.

“Some of our Reward schools are truly beating the odds, and many of them are doing it year after year,” said Education Commissioner Brenda Cassellius. “They are meeting the needs of their diverse learners due to the teachers’ and leaders’ hard work, and they are teaching us exactly what it takes for sustained high performance.”

Cowern Receives Commitment to Excellence Award

Cowern Elementary was one of five schools recognized by PeaceMaker Minnesota for their leadership in the prevention of bullying.

The Commitment to Excellence Award honors schools that achieved the greatest improvement in their student anti-bullying survey results. Cowern improved their survey results on 7 out of 10 indicators.

Innovative High School programs keep students engaged

The Polar Academy and the Titan FUEL programs target students who may struggle in a traditional high school setting and provide them with the tools they need to succeed.

Overall, during 2015-16, 9th grade students in both the Polar Academy and the Titan FUEL program earned 94% of the credits expected for the year.

Skyview Middle School teacher recognized as 2016 Language Teacher of the Year

Skyview Middle School teacher Grant Boulanger was recognized as the 2016 Regional Language Teacher of the Year by the Central States Conference on the Teaching of Foreign Languages.

The award is intended to elevate the status of the language teaching profession at the state, regional, and national levels. The Teacher of the Year becomes a spokesperson for the language profession in order to increase the visibility of the importance of learning languages and cultures to the general public.

Tartan tops $1.5 million raised for American Cancer Society

Tartan High School’s Relay for Life is one of the top programs in the nation. Last year the school raised over $159,000 to surpass the $1.5 million mark over the past 14 years.

The program engages students in activities throughout the school year, including the 72-hour challenge which pits the school against other high schools to see who can raise the most funds online. Tartan won the challenge, raising $21,000 in 72 hours.

North JROTC recognized for service to community

North High JROTC received the Community Service Award - Youth from the City of North St. Paul. The group was recognized for their work at Southwood Nature Preserve.
SAIL Inventors Fair engages students, families
Hundreds of family members turned out to see the inventions of over 200 elementary students at the annual SAIL (Students Accelerated in Learning) Inventors Fair.

SAIL students in grade 3, 4 and 5, along with some additional students, showcased the inventions they created as part of an Engineering Design Process project.

Theatre programs win statewide Spotlight Awards
Musical productions at both North and Tartan received Spotlight Awards from the Hennepin Theatre Trust.

Spotlight honors high school musicals and students by recognizing the achievements and process of developing young artists, onstage and offstage, in high school musical theatre programs.

North’s *Bye Bye Birdie* and Tartan’s *Cinderella* and *Aida* were recognized for their high quality performances. The overall productions as well as individual performances received many awards.

Finance Award received from State Education Department
District 622 received the Minnesota Department of Education 2016 School Finance Award for timely submission of financial data and accuracy in financial reporting.

Athletes, teams compete at State
Last year District 622 had several teams and many individual athletes represent the district at state tournaments.

In the fall, North football competed in the 5A state tournament. Both high schools had athletes in the state girls cross country meets and Tartan was represented in the boys state meet.

Last winter, North competed in the state basketball tournament. Athletes from both the boys and girls swim and dive teams competed at state with a North swimmer placing first in the back stroke.

Tartan and North each had a wrestler compete at the state tournament. Tartan was also represented at the state girls nordic skiing competition.

Several teams made spring tournament appearances. Tartan’s boys lacrosse team played in its first state tournament. A North boys golfer competed in his state tournament and a Tartan trap team member made it to the state tournament.

North had athletes from both the boys and girls track and field teams compete at the state meet with one athlete winning the discus title. Finally, a foursome from the Tartan adaptive bowling team won first place and two other groups tied for 3rd.

North Robotics team ranked in top 15 in State
The Bionic Polars #2501 competed in the Northern Lights Regionals against 60 teams using their robots to stack totes and containers to gain points. They finished in 10th place in the team finals and 6th in the overall alliances qualifying for state. The team entered the state tournament ranked 13th out of 208 in Minnesota and finished in the top 15.

continued
DECA programs win at regional & state levels
Both Tartan and North DECA students did well at the District 2 Conference with Tartan winning 36 awards and 26 students advancing to state. North picked up 42 awards with 31 of 37 students going to the state competition.

At the State Conference, almost 2,000 students from across Minnesota competed. North had 22 finalists and Tartan had 16 finalists, both with many top 10 finishers.

North’s DECA Advisor received the Minnesota DECA Outstanding Service Award. This award honors individuals who have gone above and beyond the call of duty to support Minnesota DECA for several years.

Middle School students earn Project Citizen medals
Teams from John Glenn, Maplewood (MMS) and Skyview (SMS) Middle Schools won medals the Project Citizen State Competition. The event, held at the State Capitol, was the largest Project Citizen competition ever.

One project from MMS and two from SMS received purple ribbons. One of the projects was chosen to advance to the National competition.

In addition to the overall state winners, 70% of the 15 District 622 teams in the competition received blue ribbons signifying excellent work. There were five projects that received red ribbons.

North Art Students Receive Minnesota Scholastic Art Awards
Fourteen North students received Minnesota Scholastic Art Awards. It is the biggest art show and competition held in Minnesota with 3,327 individual artworks and portfolios submitted.

Works included photography, digital art, ceramics and painting. Several students were recognized in more than one category.

Tartan DECA School Store recognized as Outstanding
The DECA School Store at Tartan High School was among 316 school-based enterprises in the United States achieving Gold Level Certification and was recognized at DECA’s International Career Development Conference. The school-based enterprise at Tartan High School has operated for 10 years.

Student volunteers serve and dance at annual Golden Prom
Over 400 senior citizens and 60 students gathered in May for the annual Golden Prom. North and Tartan students volunteer at the event which includes serving the meal, dancing and a lot of laughter.

Northern Lights Showchoir shines
The North High Northern Lights Showchoir finished in 2nd place at five of their six competitions. As one of only nine MN high schools with show choirs, the group travels around the region to perform their 20-minute set. The themed set involves continuous singing, dancing, music and costume changes. A group of student musicians accompanies the choir.

Fusion Drumline beats competition
North and Tartan percussionists combine their talents with other student musicians in the Fusion Drumline. The group placed first at the Eagan Percussion Festival and also placed among the top finishers in several other competitions.

Drumline combines marching and playing percussion instruments with various support instruments such as bass guitars and keyboards.
District 622 has developed a new strategic plan. The last strategic planning process occurred in 2008. That plan was refined in 2011. A lot has changed in the eight years since the last plan was created. There have been changes in demographics, graduation requirements, and district programming.

Last spring District 622 brought together a diverse group of staff, students, and community members to draft a new strategic plan. The foundation for that work was identifying the core values of the district. Over the course of more than a day of dialogue the team drafted these seven core values:

- We believe that strong communities are inclusive and value diversity.
- We believe that trust and transparency are essential to healthy and enduring relationships.
- We believe that continuous learning and service to others are imperative to individual and community progress.
- We believe that individuals learn and thrive through connections in a safe, caring, and supportive environment.
- We believe that every individual has incredible potential and equal intrinsic value.
- We believe that high expectations with appropriate supports result in growth.
- We believe that school, family, and community partnerships enhance and support learning.

During workshop week before the start of school, all staff were invited to a strategic plan update session. Staff individually reflected on the core values, talked in groups about what each person needs to start doing, keep doing, and stop doing in order to live the District values, and then considered what action would be taken individually and as sites.

These values were the foundation for the other elements of the strategic plan: Mission, Mission Outcomes, and Strategies. They will guide district decisions in the years to come.

The goal is that the strategic plan reflects the values of the District 622 community, a community which is committed to developing and empowering lifelong learners to thrive in diverse communities.

The Core Planning Team, one of several groups of staff, students and community members involved in developing the new District 622 Strategic Plan.
District 622: By the numbers

**Our Students**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,596</td>
<td>2015-2016 student enrollment</td>
</tr>
<tr>
<td>267</td>
<td>Number of homeless students attending District 622</td>
</tr>
<tr>
<td>52%</td>
<td>Students in District 622 who qualify for Free/Reduced Lunch</td>
</tr>
<tr>
<td>53%</td>
<td>Students of color in District 622</td>
</tr>
<tr>
<td>11%</td>
<td>Percentage of English Language Learners in District 622</td>
</tr>
<tr>
<td>57</td>
<td>Number of first languages other than English spoken in District homes</td>
</tr>
</tbody>
</table>

**Our Operations**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,308</td>
<td>Number of breakfasts served each day</td>
</tr>
<tr>
<td>7,747</td>
<td>Number of lunches served each day</td>
</tr>
<tr>
<td>590</td>
<td>Number of bus routes</td>
</tr>
<tr>
<td>1.45 million</td>
<td>Miles our buses drive each year</td>
</tr>
</tbody>
</table>

**Our Staff**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>Number of new teachers hired for the 2015-2016 school year</td>
</tr>
<tr>
<td>67%</td>
<td>Teachers with a master's degree</td>
</tr>
</tbody>
</table>

**A Referendum Comparison**

(2015 Referendum Authority per Pupil Unit)

District 622 is the 12th largest school district in the metro area, but its operating levy is the lowest of the top 20 metro area districts. If voters approve the levy proposal on Nov. 8, District 622's levy would still be below the average.
District Demographics

Comparing Classrooms

Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>District</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISD 622</td>
<td>2%</td>
<td>12%</td>
<td>47%</td>
<td>2%</td>
<td>47%</td>
</tr>
<tr>
<td>Mahtomedi</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>20%</td>
</tr>
<tr>
<td>So Wash Co</td>
<td>1%</td>
<td>7%</td>
<td>10%</td>
<td>1%</td>
<td>70%</td>
</tr>
<tr>
<td>Stillwater</td>
<td>1%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>White Bear Lake</td>
<td>1%</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
<td>79%</td>
</tr>
<tr>
<td>Mounds View</td>
<td>1%</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Enrollment by Special Population

<table>
<thead>
<tr>
<th>District</th>
<th>English Language Learner</th>
<th>Special Education</th>
<th>Free Reduced Meals</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISD 622</td>
<td>10.5%</td>
<td>1.6%</td>
<td>0.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Mahtomedi</td>
<td>8.9%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>So Wash Co</td>
<td>5.2%</td>
<td>0.4%</td>
<td>2.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Stillwater</td>
<td>14.2%</td>
<td>3.6%</td>
<td>0.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>White Bear Lake</td>
<td>28.1%</td>
<td>0.9%</td>
<td>4.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Mounds View</td>
<td>31.1%</td>
<td>4.3%</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
STEM emphasis shows in Middle School Science gains


The biggest gain was an 8% increase in Middle School Science scores. Some of this gain can be attributed to the district expansion of STEM (Science Technology Engineering and Math) to all grade levels over the past few years.

Funding from 3M and other grants has supported the development and expansion of District 622 STEM programming.

Each elementary school has a STEM specialist who uses lessons from the Boston Museum of Science Engineering is Elementary curriculum.

STEM is taught in the middle schools using Project Lead the Way, the nation’s leading provider of STEM programs.

Both high schools offer “How to Build Almost Anything” classes which introduce students to digital fabrication, graphic design, computer-assisted design (CAD), and engineering.

In addition, District 622 is one of three districts in Minnesota participating in an $8 million, five-year National Science Foundation grant, Engineering TEAMS. The goal of the grant is to increase learning in areas of science and mathematics in grades 4-8 by using an engineering design-based approach.

District leaders are seeking a levy proposal to increase per pupil spending with some of the funds aimed at programs designed to increase reading and math proficiency with the goal of seeing increases similar to the science scores.

Gains in Reading and Science

Middle School Reading and Middle School and High School Science scores are at their highest proficiency rates since the introduction of the increased rigor in the Minnesota Comprehensive Assessments (MCA-III). Elementary Reading decreased one percentage point last year and Middle School Science increased eight percentage points last year.

<table>
<thead>
<tr>
<th>MCA Reading Proficiency, Elementary Schools</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>58%</td>
<td>57%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MCA Reading Proficiency, Middle Schools</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>50%</td>
<td>51%</td>
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</table>

<table>
<thead>
<tr>
<th>MCA Science Proficiency, Middle Schools</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>36%</td>
<td>43%</td>
<td>51%</td>
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<tr>
<th></th>
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<tbody>
<tr>
<td>57%</td>
<td>53%</td>
<td>57%</td>
<td>57%</td>
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</tr>
</tbody>
</table>
Professional Learning

As part of its dedication to continuous improvement, District 622 is committed to providing staff with focused, high-quality professional development.

Recent professional development has included:

- Instructional technology training to enhance how technology is integrated into the classroom
- Math curriculum, standards and assessment professional development for all elementary classroom teachers
- Balanced literacy professional development for all elementary and middle school classroom teachers
- Science and Engineering professional development for elementary STEM teachers, middle school and high school Science teachers, and middle school Industrial Technology teachers
- Deep implementation of Culturally Responsive instruction and classroom management strategies
- Advancement Via Individual Determination (AVID) professional development for middle school and high school staff

Minnesota Comprehensive Assessments Districtwide Results
(Shows percent (%) proficient)

**Science - Districtwide**

<table>
<thead>
<tr>
<th>Year</th>
<th>MN</th>
<th>ISD 622</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>53.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>2016</td>
<td>54.7%</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

**Reading - Districtwide**

<table>
<thead>
<tr>
<th>Year</th>
<th>MN</th>
<th>ISD 622</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>59.4%</td>
<td>54.2%</td>
</tr>
<tr>
<td>2016</td>
<td>59.7%</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

**Math - Districtwide**

<table>
<thead>
<tr>
<th>Year</th>
<th>MN</th>
<th>ISD 622</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>60.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>2016</td>
<td>59.4%</td>
<td>58.7%</td>
</tr>
</tbody>
</table>
The race-based achievement gap in the North St. Paul-Maplewood-Oakdale School District continues to remain significantly smaller than those experienced statewide.

The achievement gap is the difference in proficiency between white students and other race-based student groups.

In reducing the achievement gap, District 622 is outperforming the State.

In Science, Reading and Math, the gap between White students and Students of Color is much smaller than compared to the state average.

While the achievement gaps remain smaller than state levels, District 622 continues to work towards its goal of decreasing the gaps to no more than 10 percent by 2020.

Each summer, over 450 elementary students from across School District 622 spend a week participating in hands-on learning during the Young Scholars Summer Camp experience.

The goal of the camp is to keep Young Scholars engaged in learning during the summer. The camp provides 30 extra hours of challenging and engaging instruction.

This past summer the students spent the week learning about various modes of transportation.

“The Young Scholars Camp provides a great opportunity for students of all backgrounds to work together on rigorous learning opportunities,” said Office of Educational Equity Coordinator Tom Howley.

Launched in 2009, the Young Scholars program is designed to increase the proportion of historically underrepresented students in advanced academic programs.

During the school year 540 students in grades one to five participate in the Young Scholars Program. During the summer camp, advanced academics are brought to life through fun, focused, hands-on learning experiences.
College & Career Ready

| Number of Advanced Placement (AP) courses at North | 13 |
| Number of Advanced Placement (AP) courses at Tartan | 13 |
| Number of College in the Schools (CIS) courses at North | 8 |
| Number of College in the Schools (CIS) courses at Tartan | 7 |
| Tuition value of 2,676 U of MN college credits earned at North & Tartan | $1.26 Million |
| Students who graduated with at least one college credit bearing experience (CIS, PSEO, AP) in 2015 | 61% |

During the 2015-2016 school year, high school students at North and Tartan earned a total of 2,676 college credits from the University of Minnesota through the College in the Schools (CIS) program. This translates to a tuition savings of $1.26 million for the families of those students who take advantage of this opportunity.

In fact, District 622 is one of the top districts in the State for U of M credits earned through CIS in 2015-2016.

The CIS program delivers University of Minnesota courses to high-achieving high school students for college credit. In School District 622, the program is provided to students at no charge to them and allows them to earn college credits while still in high school.

CIS is just one of the opportunities students at North and Tartan have to earn college credit while still in high school.

Students can also take Advanced Placement (AP) courses and attend college through Post Secondary Enrollment Options (PSEO).

District 622 Graduation Rate Higher than State

4 Year Graduation Rate

District 622: 79.4%, 81.2%, 81.9%
MN: 77.9%, 79.8%, 81.9%, 83.4%
2015-2016 Parent Survey
Each year School District 622 conducts a Parent Satisfaction Survey. More than 645 families responded to the survey and below are some of the results from the 2015-2016 school year. Visit www.isd622.org/survey for complete results.

<table>
<thead>
<tr>
<th>Question</th>
<th>% of Parents</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming</td>
<td>95</td>
<td>66%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Safe Place</td>
<td>91</td>
<td>54%</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Effective Teachers</td>
<td>88</td>
<td>57%</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Caring Place</td>
<td>91</td>
<td>55%</td>
<td>36%</td>
<td></td>
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</tr>
</tbody>
</table>
District 622’s World’s Best Workforce plan is part of the continuous school improvement process. The plan provides the community an opportunity to learn about district and school site goals for instruction and student achievement for all student groups. The five key components frame the student learning continuum from Pre-K to post-secondary options.

1) All students meet School Readiness goals:
- School District 622 has restructured the preschool program resulting in more children and families served at two early learning centers (Beaver Lake and Gladstone) and three preschool classrooms (Webster, Richardson and Oakdale).
- School District 622 has developed a framework for comprehensive instruction that incorporates: Creative Curriculum, Early Childhood Workshop, and Minnesota Reading Corps - including the SEEDS literacy curriculum, and Teaching Strategies Gold as our online assessment.
- Students who attended School District 622 Preschool Programs were more successful on kindergarten entrance assessments (48%) compared to their peers who did not attend District 622 Preschool (42%).

2) All third grade students achieve grade level literacy

<table>
<thead>
<tr>
<th>Grade 3 Reading Proficiency</th>
<th>District 622</th>
<th>State of Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016: 54%</td>
<td>2015-2016: 57%</td>
<td></td>
</tr>
</tbody>
</table>

3) Close achievement gaps for all student groups

<table>
<thead>
<tr>
<th>Achievement Gap (percentage points)</th>
<th>District 622</th>
<th>State of Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: 19</td>
<td>Math: 28</td>
<td></td>
</tr>
<tr>
<td>Reading: 19</td>
<td>Reading: 27</td>
<td></td>
</tr>
<tr>
<td>Science: 23</td>
<td>Science: 30</td>
<td></td>
</tr>
</tbody>
</table>

(Zero = no gap in performance between White students and Students of Color)

4) All students graduate from high school
During the past four years, the four-year graduation rate for students in District 622 has risen from 79.4 percent in 2012 to 83.4 percent in 2015.

5) All students attain college and career readiness
A key measure is the percentage of graduating seniors who leave the district with at least one college credit bearing experience, such as a dual high-school college credit earned directly through participation in CIS, PSEO, or an AP examination earning a score of 3 or higher.

During the 2015-2016 school year, 61 percent of District 622 seniors graduated with at least one college credit bearing experience.

Want to see the WBWF goals for 2016-2017 or see the complete report? District 622’s World’s Best Workforce Report is available online at www.isd622.org/wbwf.
On November 8, 2016, School District 622 residents will be asked whether to increase the district’s operating levy to fund student programs and services.

If approved, the levy would provide funding to:

- maintain existing academic programs
- support struggling learners
- improve student and school safety
- expand accelerated learning opportunities

Nearly all Minnesota school districts rely on voter-approved operating levies because state funding has not kept pace with inflation, nor with increasing educational needs.

Learn more:
- Call 651-748-7629
- Visit www.isd622.org/levy2016
- Email levy@isd622.org

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This Annual Report is published by the North St. Paul-Maplewood-Oakdale School District. For information about the Annual Report, please contact the Communications Office at 651-748-7620.