

Annual Report 2013



Teacher Katherine Norrie demonstrates how to create a graphite transfer with a contour line leaf drawing in Art I - Foundation.

Our Mission

The mission of Northfield Public Schools is to deliver educational excellence that empowers all learners to participate in our dynamic world.

2012 - 2013

**Annual Report on Curriculum, Instruction
and Student Achievement for ISD #659.**

Superintendent's Letter

Dear District Patrons:

Northfield Public Schools focuses on Delivering Educational Excellence and Financial Accountability

While facing challenges in the 2012-13 school year, the Northfield Public Schools continued to succeed by:

- Continuing our existing operating levy and capital projects levy, through the ongoing support of our community. The district faces the 2013-14 school year without the need to make additional cuts.
- Maintaining a positive fund balance that sustains current staff and programs despite limited state funding increases and significant delays in state aid payments to schools during 2012-13.
- Continuing to spend more than 70% of all district expenditures on direct classroom instruction by enhancing administrative efficiencies including restructuring and combining departments and maintaining self-insured health and dental plans.
- Sustaining Professional Learning Communities (PLCs) that support increased student achievement through strengthened teaching, with flexible grouping allowing students to learn at their instructional level.
- Implementing Response to Intervention (RTI) in all elementary buildings, providing support to PLCs and direct interventions for students who are having difficulty learning.
- Implementing staff training on curriculum and instruction using technology.
- Implementing Phase I of the iPad 1:1 initiative giving all staff members the skills and technology they need to successfully use that technology to enhance student instruction.
- Preparing for Phase II of the Transformational Technology initiative with a 1:1 iPad implementation for students by upgrading technology and wireless connectivity to provide fast and reliable information access for students and staff.
- Continuing Bridges to K, Where Everyone Belongs (WEB), Link Crew, and the 9th Grade Academy to support communication and connections between incoming students and caring adults as they enter a new building.
- Improving student achievement as measured by increased performance on site improvement goals, MAP and MCA tests and other assessments.

Teamwork Results in Student Success

Northfield Public Schools students continued to achieve at high levels. In 2012-13:

- On the Measures of Academic Progress (MAP tests), Northfield students scored above national averages.
- Middle school students outperformed national averages on every section of the EXPLORE Grade 8 Exam.
- High school students outperformed Minnesota on every section of the American College Test (ACT) and PLAN Test, leading the state that leads the nation in ACT and PLAN test results. We had 1 National Merit semi finalist and 6 Commended students in 2013.
- More high school students took Advanced Placement (AP) tests than the previous year, and 85% achieved scores of 3, 4 and 5, earning them college credit for AP classes taken in high school.
- The TORCH program (Tackling Obstacles, Raising College Hopes) increased high school graduation and college entrance for Latino and first generation college-bound students.

District and Schools “No Child Left Behind” Sanctions Lifted for 2012-13

In February 2012 the U.S. Department of Education granted Minnesota an NCLB waiver, including the provision that Minnesota schools would reduce the academic proficiency gaps among their demographic groups by 50% within the next five years. In Northfield, we used the data from 2011 and 2012 to set targets for each of the academic school years from 2013 to 2017 to respond to and achieve this goal. Northfield Public Schools has made excellent strides in 2013 to increase the overall proficiency rate of students performing at grade level, based upon Minnesota academic standards, and to close the proficiency gaps among the demographic groups.

Northfield Public Schools outperformed the state in all categories of the 2013 MCA math test and the new MCA reading test. While the scores dropped for both the district and the state on the new MCA reading test, it is important to understand that the test is now based on new national Common Core standards and

included longer, more rigorous, non-fiction passages in place of the shorter, fiction passages provided in testing the year before. Because the standards, passages and questions are different on the 2013 tests we cannot compare scores with previous years. Instead, the 2012-13 scores will provide baseline data going forward.

We were also very pleased that the Northfield Public Schools 2013 Adequate Yearly Progress (AYP) report continues to show gains in the number of subgroups in each building making adequate yearly progress. This year only the Free and Reduced Price Lunch subgroup at Greenvale Park did not make AYP. This is the smallest number of subgroups not making AYP since the implementation of No Child Left Behind in 2001. In comparison in 2010, we had 12 subgroups in various buildings that did not make AYP. The number of subgroups has continued to drop to 9 subgroups in 2011 and 6 subgroups in 2012.

Committed To Success in 2013-14

While facing challenges in the 2013-14 school year, we have wonderful opportunities to continue our district's success by:

- Managing our financial resources to maximize the time we can maintain our current staff and programs despite limited increases in state funding for the 2012-13 school year.
- Continuing the Response to Intervention (RtI) problem solving model with the support of RtI coaches in each elementary building. Providing scientifically based interventions to students who need more support to reach proficiency in the classroom. Implementing RtI programming including Positive Behavior Intervention System (PBIS) at the secondary level.
- Implementing Phase II of the iPad 1:1 initiative that will provide a tablet computer for every secondary student and a pod of 4-6 tablet computers in every elementary classroom.
- Continuing Wednesday morning Professional Learning Community time that directly supports teacher collaboration in improving instruction for their students.
- Continuing to implement district and building plans to address the needs of subgroups that are not making adequate yearly progress on MCA tests.
- Completing building improvement projects and continuing to upgrade our security at building entrances in order to make our facilities safer for our students, parents and staff.

Despite a variety of challenges, Northfield Public Schools remains committed to excellence and ready to help every child be successful. The credit for our success belongs to the staff and community members who support the district's work each day in providing high quality education for all of our students. As we face these new challenges at the local and state level, everyone's collective efforts will be needed to accomplish what lies ahead. The successes we have achieved and will continue to achieve in the future are a testimony to the power of working together.

Have a great year!

Respectfully,



L. Chris Richardson, Ph.D.
Superintendent



Administrators, faculty and staff work together to help **Northfield Public Schools to deliver educational excellence that empowers all learners to participate in our dynamic world.** Major components in this continuous improvement process are included below and in the following pages. These components include: the district's strategic plan, the goals of the District Educational Program Advisory Council (DEPAC), the district's staff development goals, and the student achievement goals of each school.

District Strategic Plan

The strategic plan was created by the district and the community, and provides strategic direction for the entire district.

Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Communication and Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include but are not limited to race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

District Educational Program Advisory Council (DEPAC) Goals

The Northfield Board of Education adopted these goals at the recommendation of the District Educational Program Advisory Council (DEPAC), identifying further areas of focus for district and building-level initiatives. The purpose of DEPAC is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives, and in the reporting of findings and recommendations to the entire community. DEPAC is comprised of district administrators, staff, school board members, parents and community members, and it is chaired by a community member. DEPAC's work focuses on three areas: assessment, teaching and learning, and student services. Applications for open positions are accepted in the fall of each year.

DEPAC Goals 2012-13

Assessment

Students, teachers and parents will collaborate by using data to select individual approaches for personal growth, aligned to student strengths and challenges.

Teaching and Learning

The district will implement Response to Intervention (RtI) at the elementary level during the 2012-13 school year, and at the secondary level by the 2014-15 school year.

The district will implement consistent standards-based grading strategies and procedures at the elementary level by the 2013-14 school year, and at the secondary level by the 2014-15 school year.

The district will continue to explore the K-12 implementation of a 1:1 tablet computer initiative.

Student Services

The district will ensure the success of the new roles of Student Services personnel and the implementation of Response to Intervention (RtI).

The district will begin investigating Schoolwide Positive Behavior Interventions and Supports (SPBIs).

The district will foster school connectedness among students, families and staff, promoting mutual respect and responsibility to enhance emotional and social development.

DEPAC Goals 2013-14

Assessment

We will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the ‘cradle to career’ continuum.

Students, teachers and parents will collaborate by using a broad range of student information to select individual approaches for personal growth aligned with student strengths and challenges.

Teaching and Learning

The district will continue implementation of a system of academic and behavioral interventions (RtI) at the elementary level and begin implementing that system at the secondary level in 2013-14.

The district will implement consistent standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.

The district will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

Student Services

The district will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.

The district will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.

District Educational Program Advisory Council Membership 2012-13

Administrative Representatives

Nancy Antoine, Principal
David Craft, Principal
Mary Hanson, Director
(Teaching and Learning)
Matt Hillmann, Director
(Administrative Services)
Roger Jenni, Coordinator
(Testing and Assessment)
Gary Lewis, Director
(Student Services)
Jeff Pesta, Principal
Chris Richardson, Superintendent
Marnie Thompson, Assistant Principal

Staff Representatives

Carrie Duba, high school (2013)
Amanda Heinritz, elementary (2013)
Anne Jarvis, middle school (2013)
Ellen Mucha, high school (2015)
Amanda Schrader, elementary (2013)
Amy Sieve, middle school (2013)
Amy Tacheny, elementary (2013)
Amanda Tracy, high school (2015)

SEAC Representative

Brenda Kragseth (2014)

Community Representatives

Angie DeNardo Meagher (2013)
Helena Kaufman (2016)
Helen Sanders (2013)
Krista Sorenson (2014)
Merri Swanson (2013)
Kyle Willkomm (2016)

School Board Representatives

Ellen Iverson
Rob Hardy
Julie Pritchard

District Staff Development Goals

The District Staff Development Goals identify district-wide strategies that support building efforts to reach their Student Achievement Goals.

- Support and guide the implementation of the district’s curriculum frameworks for each content area
- Support and guide the implementation of concepts and practices essential to Professional Learning Communities (PLCs)
- Support and guide the implementation of the district’s Multi-Tiered Systems of Support through Response to Intervention (RtI) and Positive Behavioral Intervention Supports (PBIS)
- Support and guide the implementation of the Transformational Technology Plan

Student Achievement

The Student Achievement Goals, included in each building's Continuous Improvement Plan, identify specific building and Professional Learning Communities (PLC) team efforts to increase student achievement within each building.

Bridgewater Elementary School

1. Goal: All students will demonstrate growth toward grade level proficiency or above in math as measured by MCA* and MAP* assessments.

- Ninety percent of all students in grades K-5 will meet their individual growth target on the spring 2013 math MAP.
- The proficiency level on the MCA will be as follows: grade 3 - 80%, grade 4 - 85%, and grade 5 - 70%.
- All subgroups will meet AYP* standards.

Progress:

- 84.2% of all students met their individual growth target on the spring 2013 math MAP measuring from fall to spring.
- 81.9% of 3rd grade students were proficient on the 2013 MCA math assessment.
- 87.3% of 4th grade students were proficient on the 2013 MCA math assessment.
- 61.4% of 5th grade students were proficient on the 2013 MCA math assessment.
- All subgroups did make AYP.

2. Goal: All students will demonstrate growth toward grade level proficiency or above in reading as measured by the MCA and MAP assessment.

- 85% of all students in grades K-5 will meet their individual target on the spring 2013 reading MAP.
- The proficiency level on the MCA will be as follows: grade 3 - 80%, grade 4 - 80%, and grade 5 - 80%.
- All subgroups will meet AYP standards.

Progress:

- 72.8% of all students met their individual target on the spring 2013 reading MAP measuring from fall to spring.
- 71.6% of 3rd grade students were proficient on the 2013 MCA reading assessment.
- 64.6% of 4th grade students were proficient on the 2013 MCA reading assessment.
- 73.5% of 5th grade students were proficient on the 2013 MCA reading assessment.
- All subgroups did make AYP.

3. Goal: All students and staff will contribute to a respectful, safe and welcoming environment.

- Conference attendance will be at or above 96% participation by one or both parents in fall and spring.
- In completing the fall and spring survey, 95% of parents agree that they are informed about their child's progress.
- In completing the fall and spring survey, 93% of students agree that they follow the Bridgewater guidelines of work, respect, belong and safety.
- In completing the fall and spring survey, 95% of staff agree that they are supportive of their colleagues.
- In completing the fall and spring survey, 95% of staff agree that they contribute to a positive climate at Bridgewater.
- Reduce the number of fix-it plans by 10%.

Progress:

- Ninety-six percent of families attended fall and spring conferences.
- In completing the spring survey, 95% of the parents agreed that they are informed about their child's progress.
- In completing the fall and spring survey, 95% of students agree that they follow the Bridgewater guidelines of work, respect, belong and safety.
- In completing the fall and spring survey, 97% of staff agreed that they are supportive of their colleagues.
- In completing the fall and spring survey, 100% of staff agreed that they contribute to a positive climate at Bridgewater.
- Fix-it plans were reduced by 23%.

*(MCA) Minnesota Comprehensive Assessments; *(MAP) Measure of Academic Progress; *(AYP) Adequate Yearly Progress

Northfield Public Schools surveyed parents in the spring of 2013. (Based on 62 parent responses)

Bridgewater Elementary	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average*
I feel welcome and respected at this school.	3.2%	8.1%	21%	67.7%	3.53
I am informed about my student's progress.	0%	4.9%	27.9%	67.2%	3.62
I know what the teacher(s) expect(s) of my student.	0%	0%	31.1%	67.2%	3.68
There is an atmosphere of trust and mutual respect at this school.	0%	11.5%	31.1%	57.4%	3.46
I trust the teachers in this school.	0%	3.3%	19.7%	75.4%	3.73
Teachers show respect for students.	0%	3.3%	29.5%	65.6%	3.63
Students show respect for other students.	0%	6.6%	49.2%	39.3%	3.34
My child is safe at this school.	1.7%	5%	40%	53.3%	3.45
There is adequate supervision before and after school.	5%	3.3%	36.7%	40%	3.31
Student conduct policies are clearly understood by students, parents, and faculty.	0%	3.3%	34.4%	57.4%	3.57
Overall, the school meets my student's academic and social needs.	0%	8.2%	36.1%	55.7%	3.48

*The **Rating Average** reflects the average score received on a four-point scale with 4 being Strongly Agree and 1 being Strongly Disagree.

Sibley Elementary School

- Goal:** By the spring of 2013, 65% of Sibley 2nd graders will meet or exceed 125% of their typical growth based on MAP reading growth from fall to spring assessments.
Progress: 68.4% of Sibley 2nd graders met or exceeded 125% of their typical growth based on MAP reading growth from fall to spring assessments.
- Goal:** By the spring of 2013, 65% of Sibley 3rd graders will meet or exceed 125% of their typical growth based on MAP reading growth from fall to spring assessments.
Progress: 49.5% of Sibley 3rd graders met or exceeded 125% of their typical growth as based on MAP reading growth from fall to spring assessments.
- Goal:** By the spring of 2013, 65% of Sibley 4th graders will meet or exceed 125% of their typical growth based on MAP reading growth from fall to spring assessments.
Progress: 44% of Sibley 4th graders met or exceeded 125% of their typical growth based on MAP reading growth from fall to spring assessments.
- Goal:** By the spring of 2013, 65% of Sibley 5th graders will meet or exceed 125% of their typical growth based on MAP reading growth from fall to spring assessments.
Progress: 50.5% of Sibley 5th graders met or exceeded 125% of their typical growth based on MAP reading growth from fall to spring assessments.
- Goal:** 20 of 20 classrooms in grades 1 through 5 will meet 100% or more of the classroom target growth scores on the reading portion of the spring 2013 MAP test.
Progress: 12 of 20 classrooms in grades 1 through 5 met 100% or more of the classroom target growth scores on the reading portion of the spring 2013 MAP test.

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6. **Goal:** By the spring of 2013, 65% of Sibley 2nd graders will meet or exceed 125% of their typical growth based on MAP math growth from fall to spring assessments.
Progress: 71.1% of Sibley 2nd graders met or exceeded 125% of their typical growth based on MAP math growth from fall to spring assessments.
7. **Goal:** By the spring of 2013, 65% of Sibley 3rd graders will meet or exceed 125% of their typical growth based on MAP math growth from fall to spring assessments.
Progress: 58.7% of Sibley 3rd graders met or exceeded 125% of their typical growth based on MAP math growth from fall to spring assessments.
8. **Goal:** By the spring of 2013, 65% of Sibley 4th graders will meet or exceed 125% of their typical growth based on MAP math growth from fall to spring assessments.
Progress: 65.7% of Sibley 4th graders met or exceeded 125% of their typical growth based on MAP math growth from fall to spring assessments.
9. **Goal:** By the spring of 2013, 65% of Sibley 5th graders will meet or exceed 125% of their typical growth based on MAP math growth from fall to spring.
Progress: 71.9% of Sibley 5th graders met or exceeded 125% of their typical growth based on MAP math growth from fall to spring assessments.
10. **Goal:** 20 of 20 classrooms in grades 1 through 5 will meet 100% or more of the classroom target growth scores on the math portion of the spring 2013 MAP test.
Progress: 10 of 20 classrooms in grades 1 through 5 met 100% or more of the classroom target growth scores on the math portion of the spring 2013 MAP test.

Northfield Public Schools surveyed parents in the spring of 2013. (Based on 138 parent responses)

Sibley Elementary	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average *
I feel welcome and respected at this school.	2.9%	2.9%	30.9%	62.5%	3.54
I am informed about my student's progress.	2.2%	6.5%	48.6%	42.8%	3.32
I know what the teacher(s) expect(s) of my student.	1.5%	8%	48.2%	42.3%	3.31
There is an atmosphere of trust and mutual respect at this school.	2.2%	2.9%	33.8%	54.4%	3.50
I trust the teachers in this school.	2.2%	2.9%	37.7%	57.2%	3.50
Teachers show respect for students.	1.5%	1.5%	37.2%	56.9%	3.54
Students show respect for other students.	1.4%	10%	53.6%	28.3%	3.16
My child is safe at this school.	1.5%	2.2%	43.1%	52.6%	3.48
There is adequate supervision before and after school.	1.5%	9.5%	38%	32.8%	3.25
Student conduct policies are clearly understood by students, parents, and faculty.	1.5%	3.6%	44.9%	44.9%	3.40
Overall, the school meets my student's academic and social needs.	2.9%	3.6%	42%	50%	3.41

*The **Rating Average** reflects the average score received on a four-point scale with 4 being Strongly Agree and 1 being Strongly Disagree.

Greenvale Park Elementary School

- Goal:** We will increase the percent proficiency for grades 3 through 5 in reading from 75.9% in spring 2012 to 80% in spring 2013 as measured by the MCA reading assessment.

Progress: We saw a 19% decrease in proficiency in grades 3 through 5 in reading by spring 2013 using the MCA reading assessment. The MCA test was significantly modified for 2013 testing.
- Goal:** We will increase the percentage of students who meet the median on the MAP reading test in grades 1 through 3 from 54.0% in fall 2012 to 75.0% in spring 2013 as measured by the MAP growth assessment.

Progress: We saw an increase of 7% in the students who met the median on the MAP reading test in grades 1 through 3 by spring 2013 using the MAP growth assessment.
- Goal:** We will reduce the gap in achievement between our white (not of Hispanic origin) subgroup and our FRPL* subgroup from 30.7 percentage points on the MCA reading assessment in spring 2012 to 25.7 percentage points on the MCA reading assessment in the spring of 2013.

Progress: The achievement gap increased 7.37 percentage points between our white (not of Hispanic origin) subgroup and our FRPL subgroup in percent proficient on the MCA reading assessment in spring 2013.
- Goal:** Sixteen and one-tenth percent (16.1%) of fifth grade students (fourth graders in spring 2012) will show growth and become proficient on the MCA reading assessment in spring 2013.

Progress: We saw a 13.97% increase in the number of fifth grade students who were not proficient between spring 2012 (when they were fourth graders) and spring 2013 on the MCA reading assessment.
- Goal:** We will increase the percentage of all students in grades 3 through 5 who met benchmark in oral fluency in fall 2012, from 61.0% to 85.0% by spring 2013.

Progress: Seventy-two percent of all students in grades 3 through 5 met benchmark in oral fluency by spring 2013.
- Goal:** We will increase the percent proficiency for grades 3 through 5 in math from 70.04% in spring 2012 to 75.0% in spring 2013 as measured by the MCA math assessment.

Progress: We saw a 6% decrease in proficiency in grades 3 through 5 in math by spring 2013 using the MCA math assessment.

Northfield Public Schools surveyed parents in the spring of 2013. (Based on 77 parent responses)

Greenvale Park Elementary	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average*
I feel welcome and respected at this school.	1.3%	2.6%	13%	83.1%	3.78
I am informed about my student's progress.	1.3%	9.1%	28.6%	59.7%	3.49
I know what the teacher(s) expect(s) of my student.	1.3%	13.2%	26.3%	57.9%	3.43
There is an atmosphere of trust and mutual respect at this school.	5.2%	1.3%	26%	66.2%	3.55
I trust the teachers in this school.	3.9%	2.6%	27.3%	63.6%	3.55
Teachers show respect for students.	3.9%	1.3%	28.9%	61.8%	3.55
Students show respect for other students.	1.3%	14.5%	47.4%	34.2%	3.18
My child is safe at this school.	2.6%	7.8%	33.8%	53.2%	3.41
There is adequate supervision before and after school.	3.9%	6.6%	36.8%	44.7%	3.33
Student conduct policies are clearly understood by students, parents, and faculty.	0%	5.2%	37.7%	54.5%	3.51
Overall, the school meets my student's academic and social needs.	5.2%	3.9%	36.4%	53.2%	3.39

*The **Rating Average** reflects the average score received on a four-point scale with 4 being Strongly Agree and 1 being Strongly Disagree.

*(FRPL) Free and Reduced Price Lunch

Northfield Middle School

1. **Goal:** We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities (PLCs). These will be measured by June 5, 2013.
Progress: All 16 of the middle school PLCs posted Evidence of Practice in Action documents on the district website for both the first and second semesters. Fifteen of our PLCs selected smart goals aligned with this first academic goal. One 6th grade PLC developed a school climate smart goal and recorded a 90% student and 86% parent satisfaction rating of their efforts to create a welcoming learning environment.
2. **Goal:** We will provide increased opportunities for students to apply oral communication skills, to include expanding student-led conferences to both 6th and 7th grades by April 2013.
Progress: Four staff training sessions were conducted during the year to prepare for the expansion of the student-led conference format. For the second year in a row, more than 99% of the 6th grade students led a conference with one or more parents in attendance. In the first year of its implementation, 92% of 7th grade students hosted their conference at school. All students participating in the Will Program presented three quarterly progress reports on their individual goals to the principal.
3. **Goal:** We will maintain a school-wide disciplinary referral level that is 50% below the 2008-09 baseline end-of-year Skyward discipline tracker for the remaining two years of this six-year plan. We will develop a companion campaign to teach and acknowledge pro-social skills.
Progress: All three grades were fully phased into this plan by the 2011-12 school year. After five years of progressive implementation, the school-wide disciplinary referral level during the 2012-13 school year was 72 % below the baseline level set in the first year. This included a record low number of only 32 bottom-line referrals accumulated by the 6th graders. A team of staff members was trained by the Minnesota Department of Education to begin piloting a system of Positive Behavioral Interventions and Strategies (PBIS) this year. The system is designed to teach and continue to reinforce pro-social skills.
4. **Goal:** We will promote school energy efficiency by applying for national Green Ribbon Schools recognition by February 2013.
Progress: A new Green Ribbon Schools application was released during the year with additional requirements which must be completed by a task force comprised of students, staff, the building engineer, and the Director of Buildings & Grounds. The application was delayed one year to identify a task force leader, recruit student and staff volunteers, and set a schedule for completion of all required tasks in the new application format.
5. **Goal:** We will continue to support the parent communication, lunch-time experience, and classroom sound distribution systems goals that were first set four years ago with the following new or extended initiatives during the 2012-13 school year.
Progress:
Parent Communication:
 - Continued the transition to value-added conference formats based on a parent survey.
 - The Skylert messaging system was utilized for timely family updates in both English and Spanish.
 - School newsletter features and other priority communications were custom-translated into Spanish.

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Lunch Time Experience:

- Continued a 6th grade only lunch module with extended serving time.
- Continued to offer an earned recess period and class mini-assembly programs at the end of lunch modules.
- Utilized a noise level database to support a successful request from the district capital projects budget to install sound absorption equipment in the cafeteria.

Northfield Public Schools surveyed parents in the spring of 2013. (Based on 104 parent responses)

Northfield Middle School	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average*
I feel welcome and respected at this school.	1%	1.9%	41.7%	51.5%	3.49
I am informed about my student's progress.	1%	11.7%	46.6%	40.8%	3.27
I know what the teacher(s) expect(s) of my student.	2%	13.7%	52%	31.4%	3.14
There is an atmosphere of trust and mutual respect at this school.	7.8%	13.6%	43.7%	25.2%	2.96
I trust the teachers in this school.	0%	8.8%	50%	39.2%	3.31
Teachers show respect for students.	2.9%	3.9%	54.9%	34.3%	3.26
Students show respect for other students.	2%	8.8%	62.7%	13.7%	3.01
My child is safe at this school.	2%	2.9%	58.8%	35.3%	3.29
There is adequate supervision before and after school.	2%	4%	34.7%	12.9%	3.09
Student conduct policies are clearly understood by students, parents, and faculty.	4.9%	1%	54.9%	33.3%	3.24
Overall, the school meets my student's academic and social needs.	2.9%	2.9%	58.3%	34%	3.26

*The **Rating Average** reflects the average score received on a four-point scale with 4 being Strongly Agree and 1 being Strongly Disagree.

Sound Distribution Systems:

- All full-sized instructional spaces continue to be equipped and maintained with functional sound distribution systems.
- A replacement schedule has been engaged to systematically upgrade all sound distribution systems.

Area Learning Center

- Goal:** Improve overall attendance rate of students enrolled at the Area Learning Center (ALC) to 90% by the end of the 2013-14 school year.

Progress:

- Average attendance for the 2012-13 school year was 82.5%.
- The ALC will track individual students' attendance at the end of each grading period and develop individual attendance plans for students whose attendance is under 82%.

- Goal:** To increase the percentage of ALC students passing the MCA math, reading and GRAD writing tests.

Progress:

- One 9th grade student took the GRAD writing test and was not proficient, although fifty percent of 10th grade students were proficient on the MCA reading test. This is an increase of 14% from the previous year.
- Eleventh grade students declined 8% on their proficiency on the MCA math test.
- The ALC continues to offer Read 180 class for additional reading support; and remedial math curriculum is implemented for struggling students as well.

Northfield High School

1. **Goal:** To improve student achievement.

Progress: This goal is designed to increase the percentage of students who remain on track for graduation, or graduate in the allotted four years, and decrease the number of students who fail a class or more in a given year.

- The key action steps for this goal are embedded in our Professional Learning Communities (PLCs). Teams of teachers continue to meet weekly to review student progress, develop common formative assessment, establish SMART goals, and alter content delivery based on the data they gather in their PLCs toward accomplishing their SMART goals.
- In 2013-14, high school staff will further implement systematic interventions, including 3 intensive pull-out reading interventions, and initial steps of Positive Behavior Intervention Systems (PBIS).
- Each PLC has a SMART goal, the progress of which is reviewed twice annually in January and June.
- Northfield High School students continue to significantly outperform their state and national counterparts in standardized tests across the disciplines - including the ACT test, on which the class of 2013 recently averaged 23.6 for a composite score.
- The 9th Grade Academy, now in its 5th year, was implemented to reduce failure rates among 9th graders. The failure rate among 9th graders was 11% in 2010-11 - down from 25%, the five-year average prior to the implementation of the academy. In 2011-12, that rate decreased further to approximately 7%. In 2012-13, the failure rate held at 7%.
- In addition, the Read 180 program continues to serve the part of our student population most in need of reading support but not currently receiving other support services. Reading 10, Reading 11, and Academy Reading will further broaden our reading interventions systems.
- We've come to expect our test scores and other performance indicators to outpace state and national averages, but we still continue to work toward the goal of a 100% graduation rate and a 0% failure rate.

Northfield Public Schools surveyed parents in the spring of 2013. (Based on 191 parent responses)

Northfield High School	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average *
I feel welcome and respected at this school.	0.5%	4.2%	40%	53.7%	3.49
I am informed about my student's progress.	1.6%	5.8%	48.7%	42.9%	3.34
I know what the teacher(s) expect(s) of my student.	1.1%	12.4%	55.9%	29%	3.15
There is an atmosphere of trust and mutual respect at this school.	3.2%	8%	41.5%	38.3%	3.26
I trust the teachers in this school.	1.1%	8.5%	43.4%	42.9%	3.34
Teachers show respect for students.	2.1%	7.4%	50.3%	35.4%	3.25
Students show respect for other students.	2.1%	7.9%	56.6%	18.5%	3.07
My child is safe at this school.	2.7%	3.7%	46.3%	44.7%	3.37
There is adequate supervision before and after school.	1.6%	6.4%	37.8%	20.2%	3.16
Student conduct policies are clearly understood by students, parents, and faculty.	0.5%	4.3%	45.7%	36.2%	3.36
Overall, the school meets my student's academic and social needs.	1.6%	8%	46.8%	42%	3.31

The **Rating Average reflects the average score received on a four-point scale with 4 being Strongly Agree and 1 being Strongly Disagree.*

2. **Goal:** To improve school climate.

Progress: Student connections data demonstrated that fewer than 5 of our 1,230 students felt they had less than 2 adult connections in our building. School campaigns, such as "We Stand United" against bullying, and new policies have made our school environment a more comfortable place. Ninety percent of students said they feel emotionally and physically safe, compared to 89% in the fall of 2012.

Testing Results

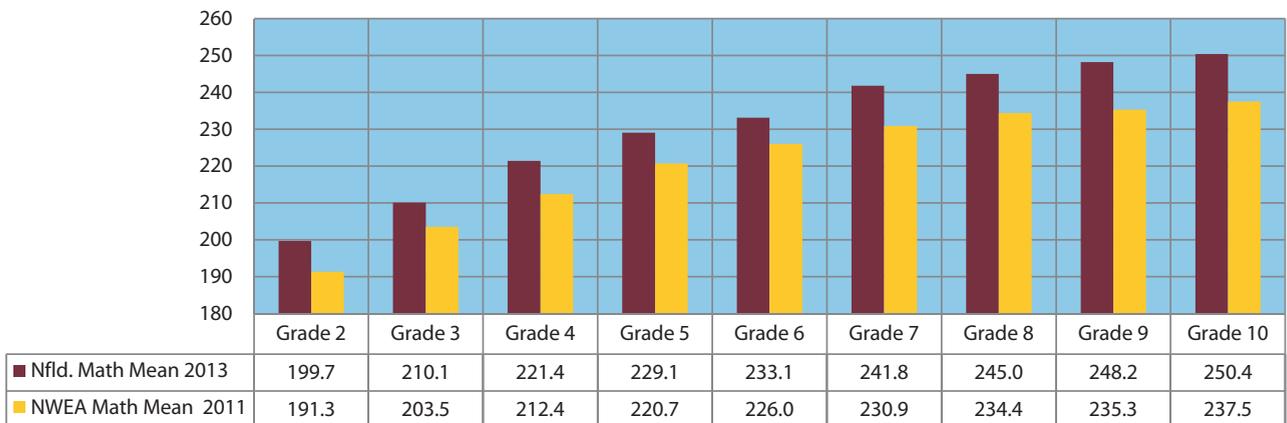
MAP Testing

Northwest Evaluation Association Measures of Academic Progress (MAP) directly relates to the Minnesota Standards in Math and the Common Core Standards in Reading. The MAP test is optional for fall and winter progress monitoring and administered to all students in the spring to measure individual student growth from year to year.

Mean Scores Mathematics

In 2013, Northfield mean math scores exceeded NWEA mean norms* at all grade levels placing one full year ahead of national norms at grade 4, 5 & 6, and two or more years ahead of national norms at grades 7, 8, and 9.

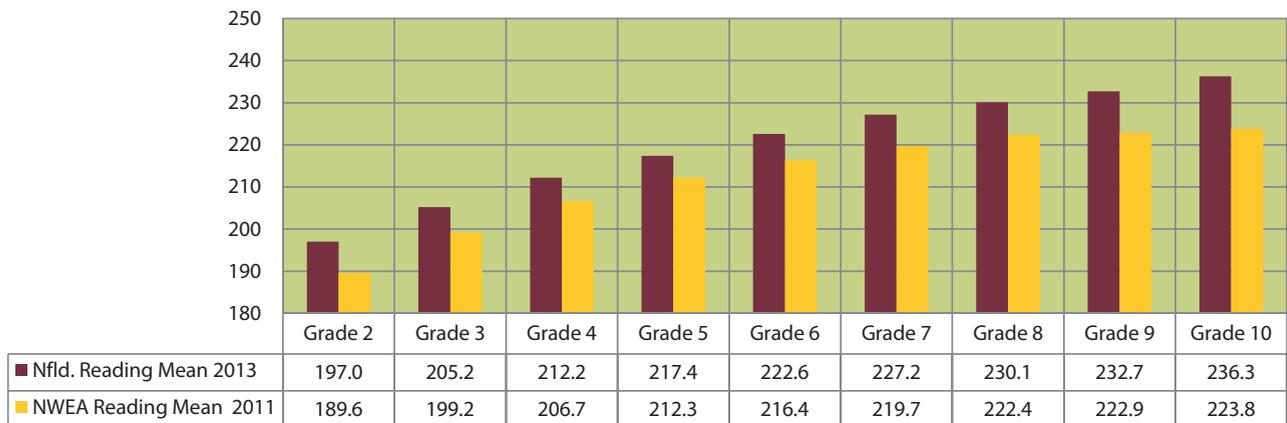
NORTHFIELD / NWEA MAP MATH MEAN COMPARISON SPRING 2013



Mean Scores Reading

In 2013, Northfield mean reading scores exceeded NWEA mean norms at all grade levels placing one full year ahead of national norms at grade 4 and two or more years ahead of national norms at grades 6, 7, 8 and 9.

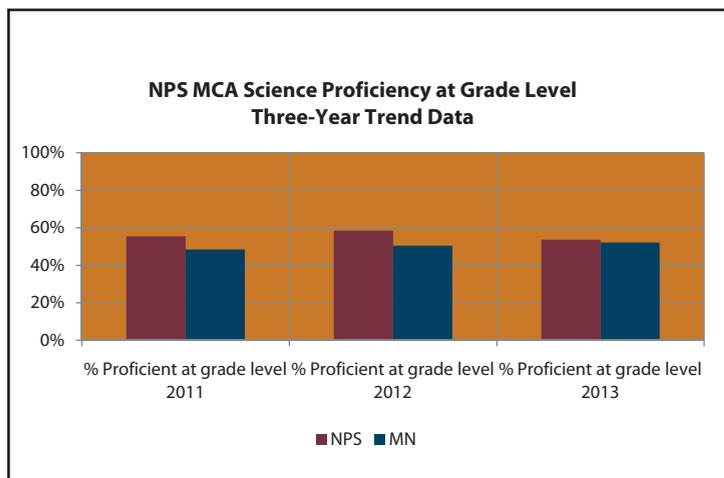
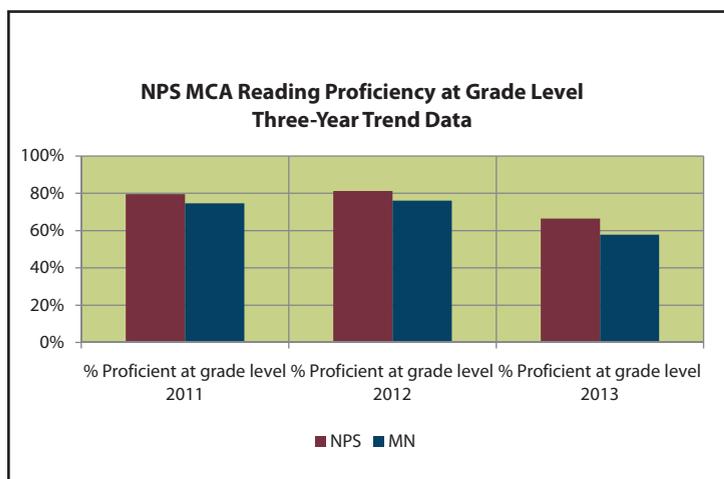
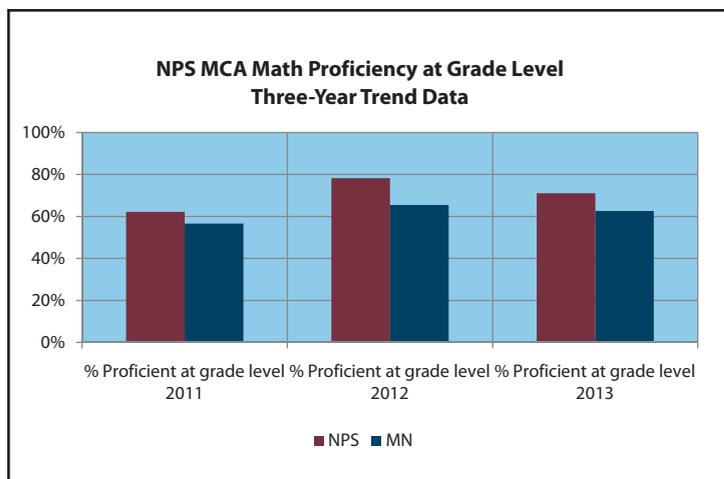
NORTHFIELD / NWEA MAP READING MEAN COMPARISON SPRING 2013



*NWEA 2011 norms were generated from over five million students nationwide.

MCA Proficiency

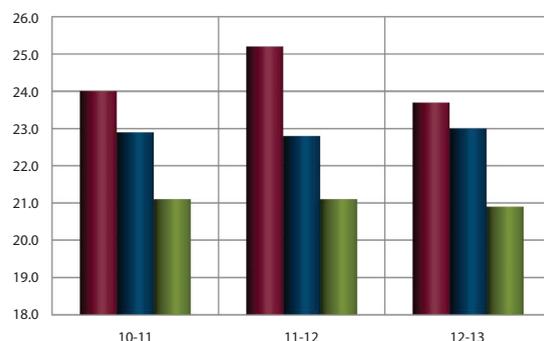
In 2013, students at Northfield Public Schools exceeded the Minnesota state average proficiency percentages on the Minnesota Comprehensive Assessments at all grade levels in math and reading and in science at grades 5 and 9 through 12.



Grades 9 - 12 Demographic Data

- 2012-13 Student Enrollment: 1405
- Passing MN GRAD writing exam on first attempt: 94.7%
- Passing MN GRAD writing exam on first attempt under IEP or 504 plan: 63.16%
- Passing MN GRAD writing exam on first attempt with ESL designation: 68.4%
- Exempt from basic tests: 0.5%

Northfield High School Composite ACT Scores 2011-2013



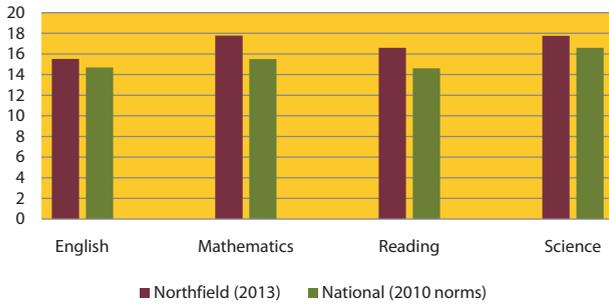
	10-11	11-12	12-13
■ Northfield	24.0	25.2	23.7
■ Minnesota	22.9	22.8	23.0
■ National	21.1	21.1	20.9



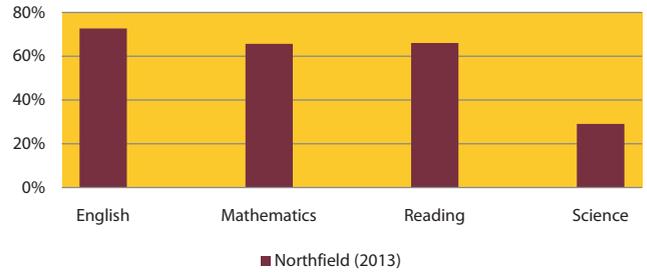
Northfield High School students have a consistent track record of outperforming both state and national mean scores on high school ACT tests. The Northfield High School four-year graduation rate for 2012 was 96.42%.

Students take the EXPLORE in eighth grade, the PLAN in tenth grade and the ACT in eleventh grade. The test results in the first column below compare the average district scores to national or state and national results, while the tables in the second column identify the percentage of students with potential college readiness in the areas of English, math, reading and science.

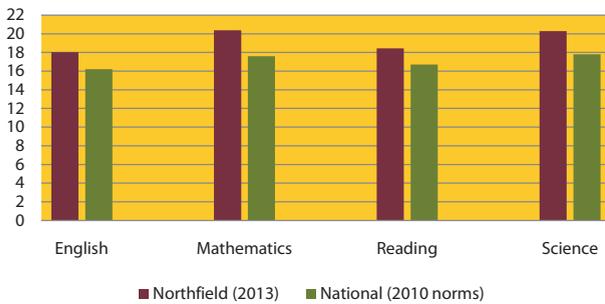
2013 Average EXPLORE Score Comparison



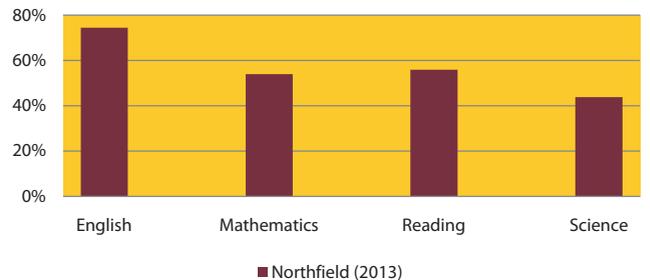
2013 Northfield EXPLORE-Tested Students Ready for College-Level Coursework



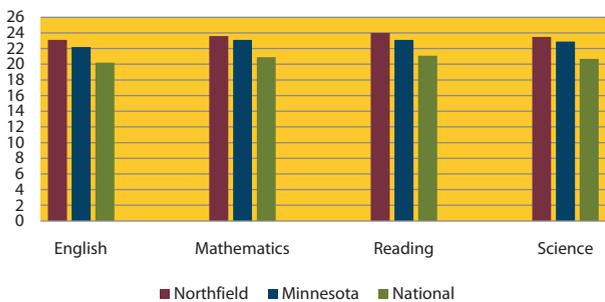
2013 Average PLAN Score Comparison



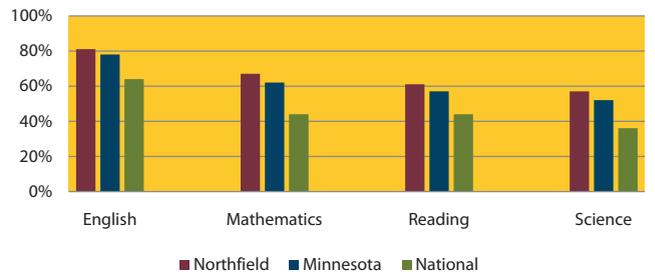
2013 Northfield PLAN-Tested Students Ready for College-Level Coursework



2013 Average ACT Score Comparison



2013 ACT-Tested Students Ready for College-Level Coursework



Testing Schedule

Northfield Public Schools will use assessments and testing to measure student growth, identify student needs, inform parents, guide curriculum and communicate district performance.

September 2013

- ◆ DIBELS retests grades K - 5: September 4 - 20
- ◆ WIDA-APT for incoming English Learners grades 1 and above: September 4 - 27
- ◆ MAP fall math and reading all grades: September 16 – October 4
- ◆ MCA (OLPA) mathematics online grades 3 – 8: September 30 – February 21
 - Elementary schools: November 5 - 22; February 3 - 21

October 2013

- ◆ EXPLORE grade 8: October 16
- ◆ PLAN grade 10: October 28

November 2013

- ◆ GRAD writing retests grades 10 - 12: November 6; makeup November 12

January 2014

- ◆ MAP winter math and reading all grades: January 5 - 17
- ◆ DIBELS grades K-5: January 6 - 31

February 2014

- ◆ ACCESS for English Learners: February 3 - March 14

April 2014

- ◆ MCA reading online grades 3 - 8 & 10: April 14 - 18; make-ups through May 9
- ◆ MCA math online, grades 3 - 8 & 11: April 21 - 25; make-ups through May 9
- ◆ MCA science online grades 5, 8, & high school: April 28 - May 2; make-ups through May 16
- ◆ MCA MOD, MTAS, reading, math, science, & math script: April 7 - May 9

May 2014

- ◆ DIBELS grades K - 5: May 1 - 30
- ◆ MAP spring math and reading all grades: May 5 - 23
 - MAP spring language grades 2 - 5: May 5 - 23

Note from the MDE regarding GRAD retests:

The offering of Reading and Mathematics GRAD retests the first Tuesday through Wednesday of the following week each month, is subject to change based on demand.

Grayed text indicates:

Timing and grade levels tested decided at school site. Consult your school newsletter for schedule updates.

For more information or to become involved in our schools, contact one of these officials.

School Board Members

Ellen Iverson, <i>Chair</i>	507.663.1023
Kari Nelson, <i>Vice Chair</i>	507.663.1833
Anne Maple, <i>Treasurer</i>	507.645.8501
Noel Stratmoen, <i>Clerk</i>	507.645.4506
John L. Fossum	507.645.0002
Rob Hardy	507.403.1238
Julie Pritchard	507.645.1365

Building Administrators

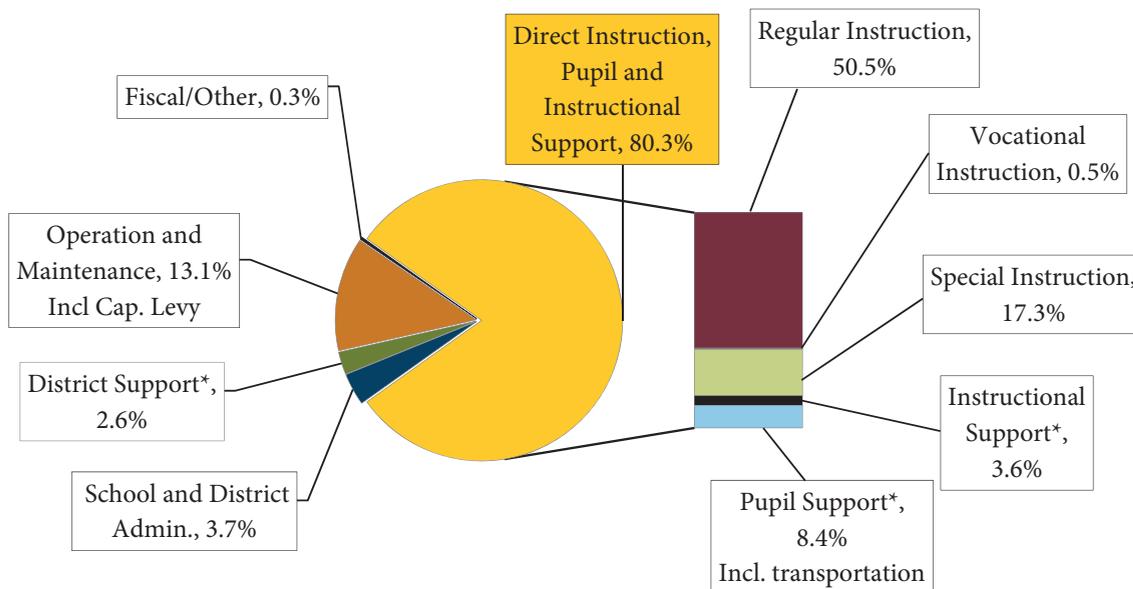
Longfellow School	
Mary Hanson, <i>Principal</i>	507.645.3436
Bridgewater Elementary	
Nancy Antoine, <i>Principal</i>	507.664.3301
Greenvale Park Elementary	
David Craft, <i>Principal</i>	507.645.3501
Sibley Elementary	
Scott Sannes, <i>Principal</i>	507.645.3471
Northfield Middle School	
Jeff Pesta, <i>Principal</i>	507.663.0651
Greg Gelineau, <i>Asst. Principal</i>	507.663.0680
Northfield High School	
Joel Leer, <i>Principal</i>	507.663.0630
Jeff Eckhoff, <i>Asst. Principal</i>	507.663.0635
Marnie Thompson, <i>Asst. Principal</i>	507.663.0635

District Administration

Superintendent of Schools	
L. Chris Richardson	507.663.0629
Director of Administrative Services	
Matt Hillmann	507.645.3458
Director of Buildings & Grounds	
Paul Bell	507.663.0618
Director of Child Nutrition	
Pam Haupt	507.663.0618
Director of Community Services	
Erin Mayberry	507.664.3650
Director of Finance	
Valori Mertesdorf	507.663.0620
Director of Human Resources	
Molly Viesselman	507.663.0624
Director of Special Services	
Cheryl Hall	507.645.3410
Director of Teaching and Learning	
Mary Hanson	507.645.3436

General Fund Expenditures 2012-13

Total Expenditures: \$40,965,359



*Instructional Support: curriculum & staff development and media centers:

*Pupil Support: counseling, guidance, health, and transportation services;

*District Support: business, human resources, and technology