

Annual Report 2011



Our Mission

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

Superintendent's Letter

Dear District Patrons:

While facing challenges in the 2010-11 school year, the Northfield Public Schools continued to succeed by:

- Completing a \$700,000 budget reduction process that wisely used a combination of specific cuts to position the District to face the 2011-12 and 2012-13 school year without additional cuts.
- Implementing weekly Professional Learning Communities (PLCs) for every teacher that provided the opportunity to work with colleagues to identify student needs and develop teaching strategies and flexible groupings that help more students to be successful.
- Implementing staff training and curriculum.
- Continuing Bridges to Kindergarten, 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.
- Maintaining a positive fund balance that allowed us to sustain most current staff and programs despite no State funding increases for three years, State initiated short term borrowing from schools, and significant increases in State Aid payments to schools being shifted from one school year to the next.
- Continuing to spend over 70% of expenditures on direct classroom instruction by enhancing administrative efficiencies and renegotiating insurance and equipment contracts.
- Upgrading technology and wiring to provide fast and reliable information access for students and staff.



Northfield Public Schools students continued to achieve at high levels.

- On the Minnesota Comprehensive Assessments (MCAs), Northfield students scored above state averages at almost every grade level in reading, mathematics and science in 2010-11.
- On the Measures of Academic Progress (MAP tests), Northfield students scored above national averages at every grade level tested in 2010-11.
- Middle School students outperformed national averages on the EXPLORE Grade 8 Exam in 2010-11.
- 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 in 2010-11. ACT test scores remained strong and we produced 5 National Merit Finalists and 8 Commended students!

The Northfield Public Schools continues to be impacted by the NCLB sanctions imposed when one subgroup of only 20 or more students in a district or a Title I building do not make grade level proficiency. As the percentage of students in each subgroup required to make adequate yearly progress again grows significantly, the number of identified schools and districts across Minnesota will likely grow to more than 70% of the schools in the state. Because of the State shutdown, data for the 2010-11 school year is not yet available. The most current information from 2009-10 is all that can be provided at this time:

- The District did not make adequate yearly progress (AYP) on the 2009-10 MCA-II tests with 4 subgroups - Limited English Proficient (LEP) subgroup, Hispanic subgroup, Free and Reduced Price Lunch (FRP) subgroup, and the Special Education (SPED) subgroup.
- Greenvale Park, a Title I school, was identified as not making AYP on the 2009-10 MCA-II tests with the 1 subgroup, while bringing both the LEP and SPED subgroups up to grade level proficiency last spring.

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- Both the District and Greenvale Park were required to continue NCLB improvement plans.
- Bridgewater, Sibley, Northfield Middle School and the Area Learning Center had one or more subgroups not making AYP, but weren't subject to sanctions based on 2009-10 testing or don't qualify as Title I schools. Both Northfield Middle School and the Area Learning Center increased the number of proficient subgroups making AYP in 2009-10 while the High School continued to make AYP for all subgroups.

At the same time, we have made undeniable progress in helping our students demonstrate proficiency on the MCAs in 2010-11 despite the fact that a new, more difficult math test aligned to a more rigorous set of standards was given to 3rd through 8th graders last spring. State officials stated that math scores from last year can't be directly compared with this year's scores due to major test modifications:

- Outperformed the state in the percentage of students at/above grade level in Reading, Math and Science proficiency at almost every grade level tested with the exception of 3rd grade Math and 7th grade Reading. Depending on grade level and subject, we had 3% to 14% more students making AYP than the state in Reading and Math, and 1% to 15% more students making AYP than the State in Science.
- Reduced the number of District students performing below grade level in 11th grade math by 22 students and reduced the number of students performing below grade level in reading at 3rd grade by 11 students, 5th grade by 9 students and 6th grade by 21 students.
- Increased the number of LEP, FRP and SPED students at or above grade level Reading or Math proficiency at several grade levels. There were a total of 178 more free and reduced priced lunch (FRP) students at or above grade level proficiency in reading, with every grade level showing an increase in academic proficiency in this demographic category.

While facing challenges in the 2011-12 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 a three year freeze in State funding and an unprecedented State payment shift of 40% of our 2011-12 State Aid into the 2012-13 school year.
- Providing accurate information to our community about our financial needs due to inadequate State funding and the positive impact and stability that an increased Operating Levy and extended Capital Projects Levy could have on maintaining a quality education for all of our students.
- 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 who are not making adequate yearly progress on MCA-II and MCA-III tests.
- Completing building improvement projects and continuing to upgrade our technology to enhance safety, usability and reliability.

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.

Respectfully,



L. Chris Richardson, Superintendent

Administrators, faculty and staff work together to help Northfield Public Schools deliver educational excellence that empowers all learners to participate in our dynamic world. The major components in the continuous improvement process include:

- The District Strategic Plan, created by the district and the community, provides strategic direction for our entire district.
- Northfield Board of Education Goals, adopted at the recommendation of the District Educational Program Advisory Council (DEPAC), identify further areas of focus for district and building-level initiatives.
- District Staff Development Goals identify district-wide strategies that support building efforts to reach their Student Achievement Goals.
- Student Achievement Goals, included in each building's Continuous Improvement Plan, identify specific building and PLC team efforts to increase student achievement within each building.

District Strategic Plan

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.

Northfield Board of Education Goals

1. Engage community members by effectively communicating academic standards and provide them the resources to accelerate the growth of every student's skills.
2. By the end of the 2010-2011 school year, PLC teams will:
 - establish essential learnings that all students must learn;
 - create common pacing schedules that clarify when essential learnings will be taught;
 - develop common formative assessments to monitor each student's acquisition of essential learnings; and
 - establish the common standards of proficiency each student must demonstrate in order to be deemed proficient.
3. By the end of the 2011-2012 school year, each building will have in place systematic interventions that provide:
 - extra time and support for students who have not mastered expected outcomes; and
 - enrichment for students who have mastered expected outcomes.
4. The district will develop and implement strategies designed to increase parental awareness of resources available through student support services and the community.
5. The district will foster school connectedness among students, families, and staff, promoting mutual respect and responsibility to enhance emotional and social development.
6. The district will develop and implement a consistent, district-wide, multi-tiered continuum of services to address the behavioral and academic needs of students.

District Staff Development 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).

Student Achievement

Disclaimer

The MCA III math test, given for the first time in spring 2011, was built on a different set of standards and has a different scoring procedure than the previous MCA II math test. As a result, the two tests cannot be compared to each other.

Due to the state government shutdown, the Minnesota Department of Education (MDE) has not yet published the individual student growth reports. At this time, we can only estimate individual student growth in reading by comparing a student's scale score from spring 2011 with their scale score from their previous grade in spring 2010. This procedure is based upon the expectation that the student has advanced a full grade academically with the score calibrated to meet those academic subject area's standards and growth expectations.

Northfield Area Learning Center

1. **Goal:** Improve attendance rate of all students enrolled at the Northfield Area Learning Center.

Progress: This goal is in progress - we will continue to collect attendance data of returning students to the Northfield Area Learning Center. Our average attendance for the 2010-2011 school year was 82%. We will continue to collect data every four weeks to determine if we are meeting our attendance goal.

2. **Goal:** To increase the percentage of students passing the MCA II* math, reading, and GRAD writing tests for Northfield Area Learning Center students.

Progress:

- Thirty-six percent of 10th grade students were proficient on the MCA II reading test. This is an increase from 30% to 36% from the previous year. The Northfield ALC began to offer Read 180 class for additional reading support for those students who did not pass the MCA reading test.
- Eighteen percent of 11th grade students were proficient on the MCA II math test. This was a decline from 26% to 18% from the previous year. A new remedial math curriculum is being implemented to give additional support for those students who did not pass the MCA II math test.

Bridgewater Elementary School

1. **Goal:** All students will demonstrate measurable gains in math.

Progress:

- Sixteen of 16 classrooms met 100% or more of the classroom target growth scores on the Spring 2011 math MAP*.
- Sixty-one percent of 3rd grade students were proficient on the 2011 MCA III math assessment.
- Eighty-five percent of 4th grade students were proficient on the 2011 MCA III math assessment.
- Seventy-two percent of 5th grade students were proficient on the 2011 MCA III math assessment.
- AYP Status-unknown at this time

2. **Goal:** All students will demonstrate measurable gains in reading fluency and comprehension.

Progress:

- Sixteen of 16 classrooms met 100% or more of the classroom target growth scores on the Spring 2011 reading MAP.
- Eighty-three percent of 3rd grade students were proficient on the 2011 MCA II reading assessment.
- Seventy-nine percent of 4th grade students were proficient on the 2011 MCA II reading assessment.
- Ninety-two percent of 5th grade students were proficient on the 2011 MCA II reading assessment. All but six students met grade level proficiency.
- AYP Status-unknown at this time

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

Progress:

- Ninety-five percent of families attended fall and spring conferences.
- In completing the spring survey, 94% of the parents agreed that they are informed about their child's progress.
- In completing the spring survey, 96% of the staff agreed that they are supportive of their colleagues.
- In completing the spring survey, 100% of the staff agreed that they contribute to a positive climate at Bridgewater.
- In completing the spring survey, 93% of the students demonstrated positive character traits by being kind, helpful, courteous, polite, and treating others the way that they would want to be treated.

*(MAP) Measure of Academic Progress; *(MCA II) Minnesota Comprehensive Assessments

Greenvale Park Elementary School

1. Goal: Between spring 2010 and spring 2011, Greenvale Park students in the FRPL demographic will increase proficiency on the reading MCA II by 10.5%.

Progress: Between spring 2010 and spring 2011, Greenvale Park students in the FRPL demographic went from 65.60% to 70.31% for an increase of 4.62% on the reading MCA II.

2. Goal: Between spring 2010 and spring 2011, Greenvale Park students in the LEP demographic will increase proficiency on the reading MCA II by 9.25%.

Progress: Between spring 2010 and spring 2011, Greenvale Park students in the LEP demographic went from 62.00% to 58.69% for a decrease of 3.31% on the reading MCA II.

3. Goal: Between spring 2010 and spring 2011, Greenvale Park students in the Hispanic demographic will increase proficiency on the reading MCA II by 14.02%.

Progress: Between spring 2010 and spring 2011 Greenvale Park students in the Hispanic demographic went from 57.02% to 63.79% for an increase of 6.77% on the reading MCA II.

4. Goal: An average of 80% of our third, fourth and fifth grade Greenvale Park students will show more than a year's growth in the math curriculum based on their RIT growth as measured by the spring 2011 math MAP assessment.

Progress: An average of 72% of our third, fourth and fifth grade Greenvale Park students showed more than a year's growth in the math curriculum based on their RIT growth as measured by the spring 2011 math MAP assessment.



Sibley Elementary School

1. Goal: All students will demonstrate measurable gains in reading fluency and comprehension.

Progress:

- On the 2011 MCA II reading assessment, 85.27% of 3rd grade students were proficient.
- On the 2011 MCA II reading assessment, 84.31% of 4th grade students were proficient.
- On the 2011 MCA II reading assessment, 96.11% of 5th grade students were proficient.

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2. **Goal:** All students will demonstrate measurable gains in math.

Progress:

- On the 2011 MCA II math assessment, 69.49% of 3rd grade students were proficient.
- On the 2011 MCA II math assessment, 65.39% of 4th grade students were proficient.
- On the 2011 MCA II math assessment, 59.49% of 5th grade students were proficient.

Northfield Middle School

1. **Goal:** We will increase the individual academic growth by 2% of each student who was not identified as proficient on the 2010 MCA exams for math and reading as measured by the 2011 spring exams.

Progress:

- Math – A relative comparison to the state averages indicates that a considerably greater percentage of Northfield Middle School (NMS) students met or exceeded standards:

	NMS	State of MN
6th grade	61%	50%
7th grade	57%	52%
8th grade	58%	53%

- Reading – Of the NMS reading students who did not score at full proficiency in 2010, 45% showed aggressive growth toward gaining proficiency, while 55% maintained their previous proficiency level or had slightly less than expected growth. These estimates support that we reached our reading goal or were extremely close to reaching the anticipated growth for each and every student.

Reading is part of the core curriculum in 6th grade. That programming decision is supported by the superior performance of NMS 6th graders compared to the state average: 85% of our students met or exceeded standards compared to the 75% state average. Seventh graders scored 4% higher than the state average. Both a reading elective course and a reading intervention course have been offered in our 7th grade instructional program for the 2011-2012 school year to maintain the momentum established in 6th grade.

2. **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, 2011.

Progress: All 15 of the middle school Professional Learning Communities (PLCs) posted Evidence of Practice in Action documents on the district website for both the first and second semesters. Thirteen of our PLCs selected goals are aligned with this second site academic goal. Among this group, seven PLCs met or surpassed all of their goals. The remaining six groups either partially met their goals or gathered valuable data that will assist them in changing or revising their goals for the next year. Two PLC groups aligned their goals to MCA data. The 6th grade English Language Learners met their reading growth goal. The 8th grade science students did not meet their goal due to a revised exam that could not be directly compared to the previous year. However, 49% of our 8th grade students scored proficient in science which outpaced the state average of 44%.

3. **Goal:** We will reduce the number of student classroom disciplinary referrals of 6th grade students by an additional 10% in 2010-2011 as compared to the 2009-2010 Skyward discipline tracker. We will also reduce the number of student classroom disciplinary referrals for 7th grade students by 10% as compared to the baseline level recorded in 2009-2010.

Progress: This is a progressive goal with each successive grade having a pilot implementation year, followed by a reporting year. Last year was the reporting year for 6th grade and a pilot year for 7th grade. Sixth grade met the goal by reducing an additional 10% (down a total of 21% in two years). Seventh grade students decreased in the number of referrals by 8%. Although the system will not be fully implemented in all three grades until the current school year, the building-wide referrals have diminished by 48% in the first two years of the goal.

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4. Goal: We will transition to alternate spring parent conference formats on March 4 and 7, 2011, and improve parent participation by 10% over previous spring conferences.

Progress: This year was the second consecutive year of counting students who had at least one parent attending conferences. Spring conference attendance went up 1% from the previous year. The goal of the alternative conference trials was to test varied formats and determine which were the most valuable to parents. One hundred and eighty three parents responded to an extensive survey that will be used to design conferences for this school year. This responsive approach is intended to yield a more significant increase in the number of students represented by one or more parents.

Northfield High School

1. Goal: To improve student achievement.

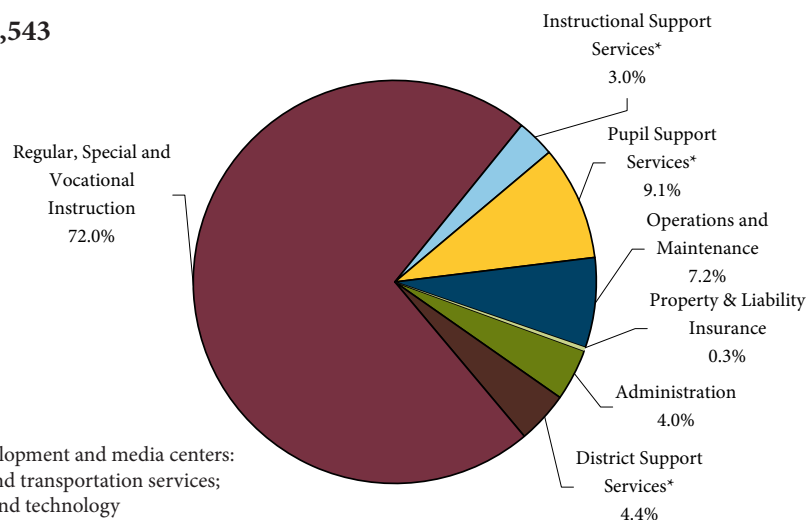
Progress: (Year 2 of a three-year goal.) This goal is designed to increase the percentage of students who remain on track for graduation and decrease the number of students who fail a class or more in a given year. The execution of this goal is embedded in our PLCs (collaborative teams). Teams of teachers meet weekly to review student progress, develop common formative assessment, and alter content delivery based on the data they gather in their PLCs. Each PLC has a SMART goal, the completion of which will be reviewed in the fall of 2011. NHS students continue to significantly outperform their state and national counterparts in standardized test across the disciplines. The 9th Grade Academy, now in its 3rd year, was implemented to reduce failure rates among 9th graders. Failure rates among 9th graders was 11% in 2010-11, a 14% reduction over the 5 year average prior to the implementation of the Academy. In addition, the Read 180 program will be offered once again, and a new Reading for Master course will be offered in 2011-12 to students who have yet to pass the MN state reading test. Teachers in the Read 180 program saw significant growth in their students - in some cases more than two years of reading growth in a single academic year. RFM was designed to fill a void in our curricular programming that under served students who were within a point or two of passing the MCA exam, but didn't qualify for more intensive reading remediation. Our hope is that we'll not only continue to see local performance outpacing state and national averages, but that our rate of proficiency will work toward 100% and our failure rate will further move toward 0%.

2. Goal: To improve school climate.

Progress: (Year 2 of a three-year goal.) Fall survey results, the second year of such a survey, will allow us to see how we are improving in our efforts to improve our climate. Initiatives built around What We Value as a school community will piggy-back on last year's emphasis on reducing bullying and increasing respect and will drive the specific objectives of the climate goal, to be determined in October 2011.

General Fund Expenditures 2010-2011

Total Expenditure: \$36,205,543



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

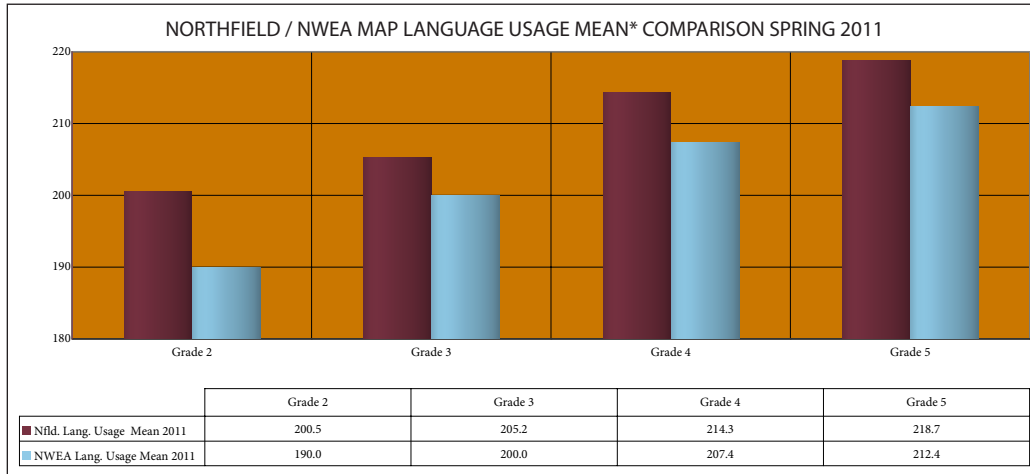
*Pupil Support: counseling, guidance, health, and transportation services;

*District Support: business, human resources, and technology

Testing Results

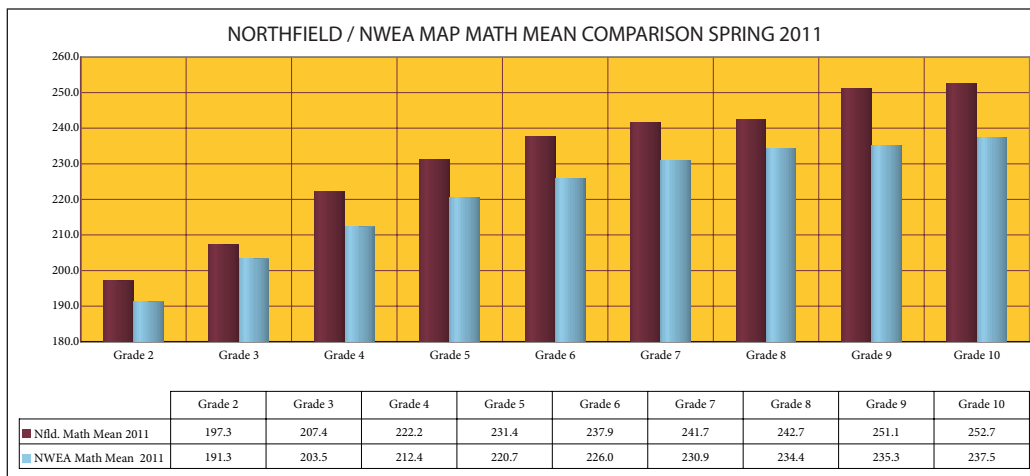
MAP Testing

Northwest Evaluation Association Measures of Academic Progress (MAP) directly relates to the Minnesota Standards in writing (language usage), math and reading. The MAP test is given in the fall, winter and spring, to measure individual student growth over several years on an equal interval RIT scale.



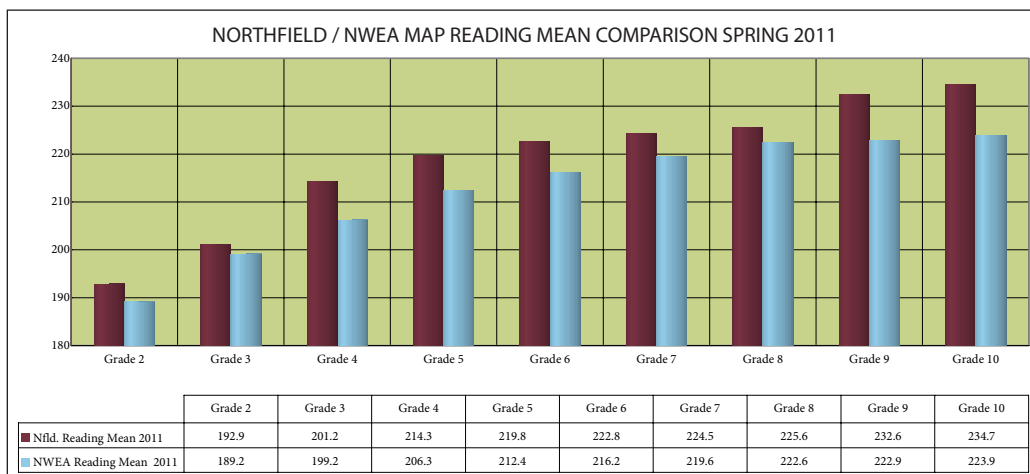
Mean Scores Language Usage*

In 2011, Northfield mean language usage scores exceeded NWEA mean norms at all grade levels placing one full year ahead of national norms** at grades 2 and 4.



Mean Scores Mathematics

In 2011, Northfield mean math 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 5, 6, 7 and 8.



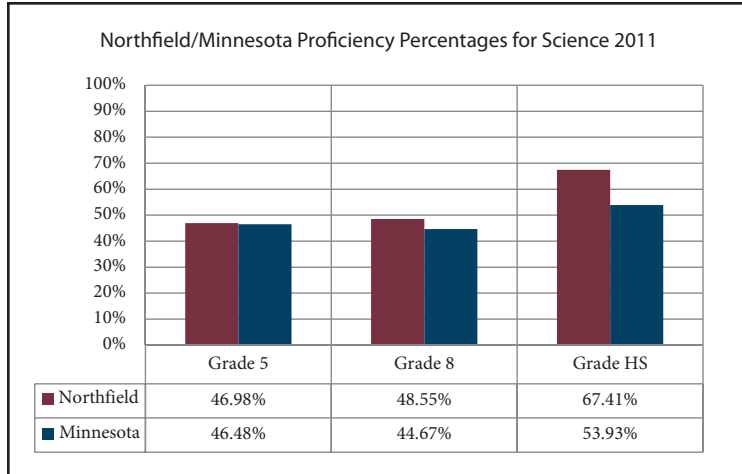
Mean Scores Reading

In 2011, 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 5, 6, 7 and 8.

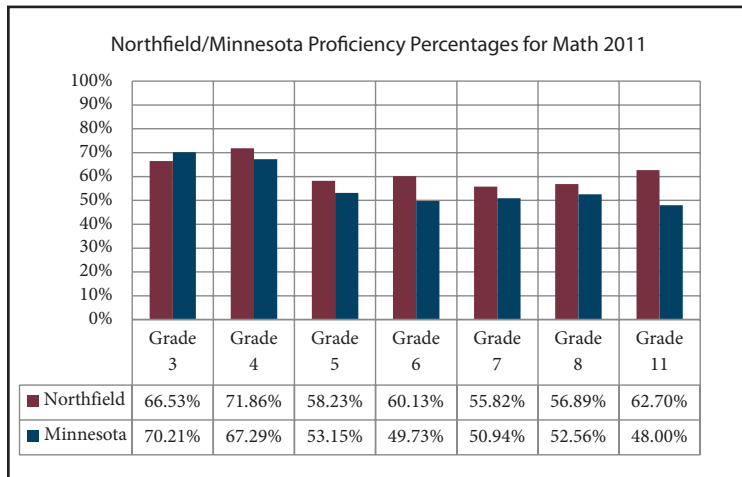
*only Sibley participated in the language usage test in 2011; **NWEA 2011 norms were generated from over five million students nationwide.

MCA Proficiency

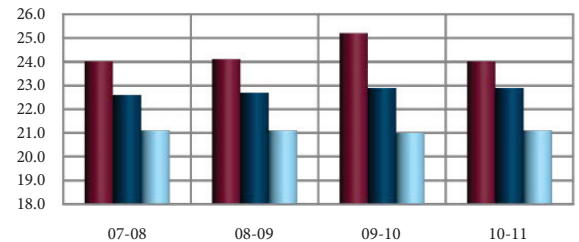
In 2011, Northfield Schools' students exceeded the Minnesota State average proficiency percentages at nearly every grade level in science, math and reading.



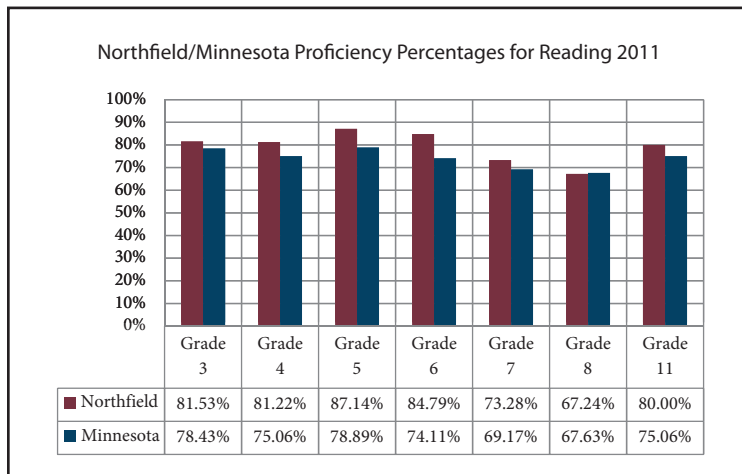
Northfield High School students have a consistent track record of outperforming both state and national mean scores on high school ACT tests. Northfield High School graduation rate for 2010 was 98.26%, and has exceeded 98% in each of the last six years!



Northfield High School Composite ACT Scores 2006-2010



	07-08	08-09	09-10	10-11
■ Northfield	24.0	24.1	25.2	24.0
■ Minnesota	22.6	22.7	22.9	22.9
■ National	21.1	21.1	21.0	21.1



Grades 9 - 12 Demographic Data

- Grades 9 - 12 Demographic Data
- 2009-10 Student Enrollment: 1320
- Passing state level GRAD tests on first attempt: 82.2%
- Passing state level GRAD tests on first attempt under IEP or 504 plan: 31.8%
- Passing state level GRAD tests on first attempt with ESL designation: 39.4%
- Exempt from basic tests: 0.4%

Testing Schedule

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

Northfield Public Schools District Wide Testing Schedule 2011-2012

Grade	Assessment	Test Date / Window
K	Language Arts Assessment	Dates TBD by bldg. site
	Writing Assessment	January 3 - 6
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	DIBLES (Fall Winter, Spring - optional)	Dates TBD by bldg. site
1	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	DIBLES (Fall, Winter, Spring - Optional)	Dates TBD by bldg. site
2	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	DIBLES (Fall Winter, Spring - optional)	Dates TBD by bldg. site
	CogAT (optional)	February 23 - March 2
3	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
4	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
5	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Science (Online)	April 24 - 27; specific dates TBD by Tech & Bldg. site
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
6	DRA - Reading Card Assessment (Fall, Spring)	Dates TBD by bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
7	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
	MAP - Math, Reading, Language (Fall, Winter, Spring)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
8	MCA-III - Minnesota Comprehensive Assessment - Math (Online)	Fall - May 18; specific dates TBD by MDE & District
	MCA-II - Minnesota Comprehensive Assessment - Science (Online)	April 24 - 27; specific dates TBD by Tech & Bldg. site
	MCA-II - Minnesota Comprehensive Assessment - Reading (Paper/Pencil)	April 17-18
	EXPLORE - (English, Math, Reading, Science)	October 18
	MAP - Math, Reading, Language (Fall, Winter, Spring - TBD)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
9	GRAD - Written Composition (and Senior make-ups)	April 17 Writing
	GRAD - Written Composition (make-up)	April 24 Writing
	MAP - Math, Reading, Language (Fall, Winter, Spring - TBD)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
10	PLAN - (English, Math, Reading, Science)	September 21
	MCA-II - Reading (Paper/Pencil)	April 17-18 (segments 1-2 on 4/17; 3-4 on 4/18)
	MCA-II - Minnesota Comprehensive Assessment - Science (Online)	April 24 - 27; specific dates TBD by Tech & Bldg. site
	MAP - Math, Reading, Language (Fall, Winter, Spring - TBD)	Sept. 19 - Oct. 6, Jan. 3 - 20, May 7 - 25
11	MCA/GRAD - Math	April 17-18 (segments 1-2 on 4/17; 3-4 on 4/18)

Dates and times TBD: consult your school newsletter for updates.

MDE Test Windows for Tests not Listed on the Above Grid:

ESL/ELL: February 6 – March 23: Testing Window for ELL (WIDA ACCESS for ELLs all grades).

MTAS: March 26 – May 18: Testing Window for MTAS (Reading, Mathematics and Science).

MCA-M Math: March 26 – May 18: Testing Window for MCA-M Math (Online only)

MCA-M Reading: April 16 – May 4: Testing Window for MCA-M Reading (Paper/pencil only)

MDE Dates for Retest and Makeup Exams Required for Graduation:

GRAD Written Composition for grades 10-12, test dates: 11/2, makeup 11/8; and 7/24, makeup 7/25.

GRAD Written Composition for Seniors only - test 4/19, makeup 4/26 (this is an additional test window for seniors only).

GRAD Reading and Math test retakes: monthly, the first Tuesday through the second Wednesday, with the specific dates set by the school site.

Students are eligible to retest every other month. Remediation between retests is required.

BST Math and Reading (super seniors only) test dates: 11/2; makeup 11/8; and/or 4/3, makeup 4/11 (final BST administration).

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

Board Members

Kari Nelson, <i>Chair</i>	507.663.1833
Ellen Iverson, <i>Vice Chair</i>	507.663.1023
Anne Maple, <i>Treasurer</i>	507.645.8501
Noel Stratmoen, <i>Clerk</i>	507.645.4506
John L. Fossum	507.645.0002
Julie Pritchard	507.645.1365
Jeff Quinnell	612.875.1300

District Administration

Superintendent of Schools

L. Chris Richardson 507.663.0629

Director of Business Affairs

Stephanie Shawback 507.663.0626

Director of Student Services

Gary Lewis 507.645.3410

Director of Human Resources and Technology

Matt Hillmann 507.645.3458

Director of Community Services

Hannah Puczko 507.664.3650

Building Administrators

Longfellow School

Gary Lewis, *Administrator* 507.645.3410

Bridgewater Elementary

Nancy Antoine, *Principal* 507.664.3301

Greenvale Park Elementary

David Craft, *Principal* 507.645.3501

Sibley Elementary

Scott Sannes, *Principal* 507.645.3471

Northfield Middle School

Jeff Pesta, *Principal* 507.663.0651

Greg Gelineau, *Asst. Principal* 507.663.0680

Northfield High School

Joel Leer, *Principal* 507.663.0630

Jeff Eckhoff, *Asst. Principal* 507.663.0635

Marnie Thompson, *Asst. Principal* 507.663.0635

Advisory Committee

The purpose of the District Educational Program Advisory Council (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 school community. DEPAC is comprised of district administrators and staff, parents, and community members and is chaired by a community member. All of DEPAC's work focuses on three areas: testing and assessment, curriculum and staff development, and student support services. Applications for open positions are taken in the fall of each year.

District Educational Program Advisory Council Membership 2010-2011

Administrative Representatives

Nancy Antoine, *Principal*

David Craft, *Principal*

Matt Hillmann, *Director of Human Resources & Technology*

Roger Jenni, *Assessment/Testing Coordinator*

Gary Lewis, *Student Services Director*

Amy Moeller, *Coordinator of Curriculum/Staff Development*

Jeff Pesta, *Principal*

Chris Richardson, *Superintendent*

Heather Ryden, *Coordinator of Curriculum/Staff Development*

Marnie Thompson, *Assistant Principal*

Community Representatives

Angie DeNardo Meagher (2013)

Helena Kaufman (2013)

Randy Kirkendall (2011)

Rachel Gordon Mercer (2013)

Cynthia Osmundson (2011)

Merri Swanson (2013)

Helen Sanders (2011)

Kyle Willkomm (2012)

SEAC Representative

Lisa Malecha (2011)

Staff Representatives

Carrie Duba, *High School (2011)*

Shannon Flegel, *PreK-Elementary (2011)*

Anne Jarvis, *Middle School (2013)*

Patty Pfeiffer, *Middle School (2011)*

Amanda Schrader, *Elementary (2011)*

Amy Sieve, *Middle School (2013)*

Amy Tacheny, *Elementary (2013)*

Julie Wolner, *High School (2011)*

School Board Representatives

Ellen Iverson

Anne Maple

Julie Pritchard