



2008-2009

Annual Report

Red Lake Falls Independent School District #630
Annual Report on Curriculum, Instruction
and Student Achievement

***The Mission of Red Lake Falls Public Schools
is to build pride and self esteem
by providing total resources
so individuals can reach
their full potential.***

This Annual Report was approved by the District 630 School Board at their regular October meeting 2009.

The Annual Report is available at the District Office, the Lafayette High School Office, the J.A. Hughes Elementary Office, and on the school web site: www.redlakefalls.k12.mn.us.

2008-2009

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Red Lake Falls Independent School District #630
Annual Report on Curriculum, Instruction
and Student Achievement



The Mission of Red Lake Falls Public Schools is to build pride and self esteem by providing total resources so individuals can reach their full potential.

Each year, Minnesota school districts publish annual reports which include test results, curriculum improvement plans, and a progress report on the past year's plan.

The purpose of this report is to share with school district residents information regarding curriculum and instruction from the past school year and to report on student performance throughout the year.

Much of the information contained in this report comes from the mandated state tests called the MCAII's administered in April to students in grades 3-11. The Minnesota Assessments have multiple purposes and uses. First, the results on these assessments are used for school and district accountability under the No Child Left Behind (NCLB) legislation. Second, individual student results are reported to parents and students to inform them of the student's progress in achieving the grade-level Minnesota Academic Standards. Third, both individual results and summary results are used by the district to help make instructional and policy decisions.

Many measures of learning are necessary to understand a student's strengths and weaknesses. Students in grades 3-8 are tested in reading and math. The writing test is administered in 9th grade, reading is tested in 10th grade, and math is tested in 11th grade. State science tests were mandated in 2007-08 for grades 5 and 8. The 9th grade writing test and 11th grade math test carry a GRAD component that students must meet in order to receive a high school diploma.

The NWEA Measurement of Academic Progress (MAP) tests were administered three times in 2008-09 in reading, math and language to second through sixth graders and twice for seventh through 10th graders. Kindergarten and first grade students are given the Primary Map test. Results of the kindergarten and first grades tests are not included in this report because of the limited data points. The NWEA MAP tests are an online assessment that give teachers immediate results of student progress. Several other tools and assessments are also used to evaluate the growth and progress of our students throughout the year.

In the Primary Grades(grades K-3), all students were assessed using the DIBLES assessment tool. This assesses students readiness for literacy and reading. In the school readiness program, students are assessed using IGDl's.

Several other assessment tools are given at the high school level to test for aptitude, interest and college entrance.

School District Improvement Goals

- Use data to measure and ensure all students demonstrate appropriate annual growth.
- Promote the shared responsibility of parents, students, staff and community in the educational process.
- Support the integration of technology and curriculum to enhance student learning.

Evaluation of Previous Plan

- As a district, staff was trained in the 6+1 Traits of Writing. All staff implemented one aspect of this writing process. 6+1 Traits provides staff and students a common language and procedure for writing. Teachers met, bringing examples of student work, to discuss successes, barriers and “what next” strategies.
- Staff look at the process of using NWEA data to influence curriculum decisions and instruction in the classroom. Further training and discussions, especially in the use of effective instructional strategies, were requested.
- As a district, staff started Response to Intervention strategies to help struggling students.

District Improvement Plan for 2009-2010 (Staff Development)

- Continue to use and expand effective use of assessment information to guide necessary changes needed to improve student achievement.
- Continue Staff Development and training in the concept of data driven decision making using sub-test scores in reading, math and language usage. Even though our numbers are small, closer attention will be given to sub-groups of students to close the achievement gap.
- Staff will continue to use an RTI-Response model of intervention and implement research based strategies to close the achievement gap with struggling students, K-12.
- Staff will continue to refine the implementation strategies of the 6+1 Traits of Writing.
- Staff will continue to discuss positive character traits, anti bullying, including cyber bullying.
- Staff will continue to find ways to implement technology into their classrooms to enhance instruction and learning.



Did you know???

Mrs. Salberg, Hughes 6th grade teacher and 4-6 science teacher was awarded the Presidential Award for Excellence in Mathematics and Science Teaching for the state of Minnesota.

Deb Cota, Hughes para-professional was named the 2009 Minnesota State Para Professional of the year.

Congratulations -
Deb Salberg & Deb Cota

J.A. Hughes Elementary School



J.A. Hughes School Pledge
*I like myself,
I can think for myself,
I am responsible for my own actions.
There is not a problem I cannot solve,
I will do my Best Work Today!*

2008-2009 Goals

1. All classroom teachers at Hughes will continue to implement the 6+1 Traits of Writing Curriculum.
Result: All students have opportunities to write following a common curriculum and format.
2. Personal Character education will be practiced in each classroom using the theme "Your Personal Character goes with you everywhere."
Result: All students have classroom instruction from the classroom teacher and from the Family Service Specialist, building on the topic of personal responsibility.
3. Classroom teachers will use NWEA test data in reading, math and language to guide instruction.
Result: Teachers use test information to change and modify curriculum.
4. Teachers will continue to use an RTI model of Intervention.
Result: Teachers studied effective interventions and how to best implement them in their classrooms.

2009-2010 Goals

1. Staff will use data to measure and ensure all students demonstrate appropriate annual growth.
 - Hughes teachers will set NWEA growth goals with students in reading, math, language and science to improve sub test scores.
2. Staff will continue using research based intervention strategies following an RTI model. Effective Reading strategies will be used by teachers and students in all content areas.
 - Students will increase performance from partially meets standards to meet or exceed standards on State MCA II test by 3 percentage points in reading and math.
3. Expand and improve teacher and staff knowledge and skills to better include the needs of at risk students.
 - Improve parent communications to improve student attendance and tardies; reduce number of negative behavior incidents; increase homework completion and AR reading.
4. Staff will continue to integrate technology into their classrooms.
 - Staff will investigate best practice learning and promote ISTE NETS technology standards.

J.A. Hughes Elementary School

NWEA Test Results 2008-09

NWEA—MAP (Northwest Evaluation –Measurements of Academic Progress) are computer adaptive tests that measure student achievement and growth. The following charts illustrate Hughes average Growth scores and Average Fall and Spring RIT scores by grade level with a comparison to the NWEA National Norms. The NWEA National Norms indicate the typical growth and scores of students across the nation at specific grade levels.

Results Summary:

When compared to the 2005 NWEA National Norms, J.A Hughes 6th grade students score above the national average in reading in the spring. All Grades 2 through 6 score above the national average in Math in the spring. Grades 4 & 5 score above the national average in Language Usage. All grades, on average, score above the national mean growth scores from fall to spring in reading, math and language usage.

Hughes Reading NWEA Results

*NWEA 2005 Mean Scores		Fall '08		Spring '09		08-09 Growth	
Grade	Hughes	NWEA*	Hughes	NWEA*	Hughes*	NWEA*	
2	167.0	177.2	186.3	188.2	19.3	13.1	
3	180.5	190.3	194.7	197.9	14.2	9.1	
4	196.2	199.1	204.9	205.0	8.7	6.5	
5	201.9	205.8	210.5	210.6	8.6	5.4	
6	208.9	211.0	215.5	215.0	6.6	4.3	

Hughes Mathematics NWEA Results

*NWEA 2005 Mean Scores		Fall '08		Spring '09		08-09 Growth	
Grade	Hughes	NWEA*	Hughes	NWEA*	Hughes*	NWEA*	
2	170.3	179.3	192.8	190.6	22.5	13.9	
3	188.8	192.3	203.0	201.7	14.2	10.9	
4	204.3	202.7	215.7	210.4	11.4	8.8	
5	215.4	211.2	228.7	218.3	13.3	8.7	
6	219.2	217.4	228.8	223.3	9.6	7.2	

Hughes Language Usage NWEA Results

*NWEA 2005 Mean Scores		Fall '08		Spring '09		08-09 Growth	
Grade	Hughes	NWEA*	Hughes	NWEA*	Hughes*	NWEA*	
2	168.3	179.7	190.2	191.4	21.9	14.1	
3	185.1	193.1	199.7	200.8	14.6	9.1	
4	199.9	201.7	208.4	207.1	8.5	6.3	
5	205.6	208.2	213.8	212.5	8.2	5.2	
6	208.2	212.4	214.9	215.9	6.7	4.0	

J.A. Hughes Elementary School

MCA II Test Results 2008-09

MCA II—Minnesota Comprehensive Assessments are state required assessments that show expectations for academic success in Minnesota, and provide a check point to help parents and schools assess students' knowledge and skills. The MCA II state tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

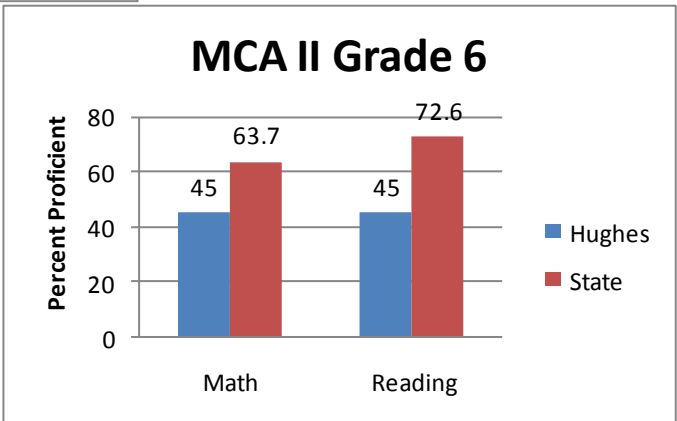
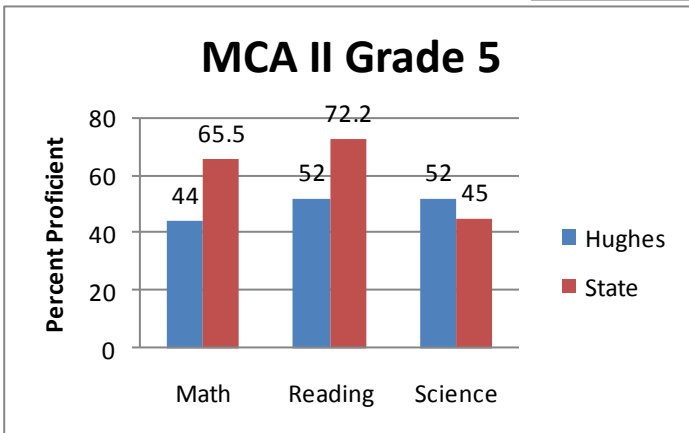
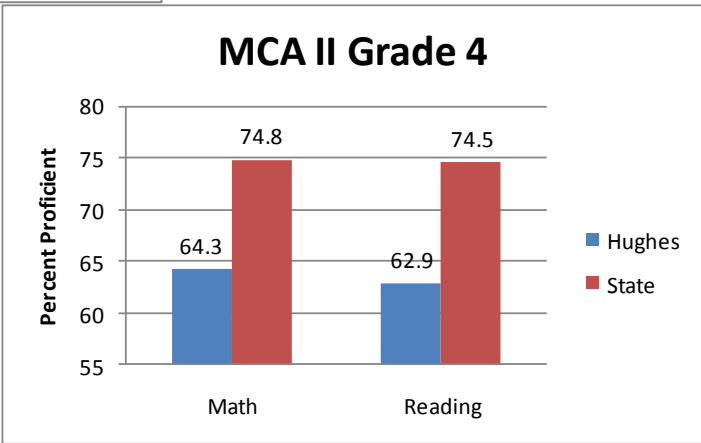
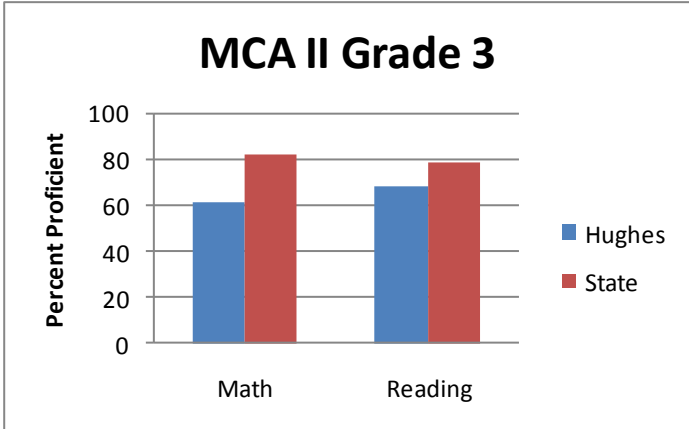
Results Summary:

The chart below shows the grade level, the number of children tested at each grade level, and the number of students meeting each proficiency level. Students are considered proficient when they meet or exceed the State Standards. Students who partially meet standards or who do not meet standards are not considered proficient according to the Federal No Child Left Behind legislation. The scores reported below are for the all student group, one of the nine reporting subgroups.

Grade	Total number tested	Does Not meet Standards	Partially meets Standards	Meets the Standards	Exceeds the Standards
<u>Reading</u> MCA II Class Summary of Achievement Levels					
3	26	3	5	6	11
4	27	4	6	9	8
5	25	5	7	11	2
6	20	4	7	7	2
<u>Math</u> MCA II Class Summary of Achievement Levels					
3	26	1	9	13	3
4	28	2	8	11	7
5	25	3	11	9	2
6	20	6	5	8	1
<u>Science</u> MCA II Class Summary of Achievement Levels					
5	25	2	10	10	3

The charts on the following page show a comparison of Hughes students with students across the state of Minnesota in the areas of math and reading.

Hughes students score below the state average scale scores on the MCA II reading and math tests, and did not meet state AYP proficiency levels for the all student group in reading. Other subgroups include five ethnicity groups, free and reduced lunch, limited English proficiency, and special education. The all student subgroup is the only subgroup large enough to have scores reported by school. However, when Hughes scores are combined with Lafayette scores at the district level, some subgroups become large enough for score reports and accountability. With this combined reporting, the District did not meet annual yearly progress in math for these subgroups: the all student group, special education group, and free/reduced priced lunch group.



Lafayette High School



Home of the Red Lake Falls Eagles

2008-2009 Goals

1. All classroom teachers at Lafayette will continue implementation of 6+1 Traits of Writing Curriculum.
Result: All students had opportunities to write following a common curriculum and format.
2. All classroom teachers will plan lessons with differentiation strategies.
Result: Students had modifications made to successfully complete requirements.
3. Classroom teachers will use NWEA test data in reading, math and language to guide instruction.
Result: Teachers used test information to change and modify curriculum.
4. A 15 minute independent reading time will be built into the daily schedule.
Result: Students will increase AR scores, NWEA scores and MCA II test scores

2009-2010 Goals

1. Staff will continue an RTI model of intervention using researched based strategies.
 - An independent reading time of at least 15 minutes will continue to be built into the schedule.
 - A study skills class at the end of the day will be implemented for all students.
 - Teachers will review individual NWEA scores during Advisor/Advisee time.
 - Staff will begin to set individual growth targets with students.
 - Students will increase proficiency on state MCA II tests from partially meeting standards to meeting or exceeding standards by 3 percentage points.



Lafayette High School

Testing Results 2008-09

NWEA Results

NWEA—MAP (Northwest Evaluation –Measurements of Academic Progress) are computer adaptive tests that measure student achievement and growth. The following charts illustrate Lafayette’s average Growth scores and Average Fall and Spring RIT scores by grade level with a comparison to the NWEA National Norms. The NWEA National Norms indicate the typical growth and scores of students across the nation at specific grade levels.

Results Summary:

When compared to the NWEA National Norms, in the spring, the 7th and 10th grade students at Lafayette High School scored slightly above the national average RIT score in Reading. 7th and 10th graders also score slightly above the national mean growth score from fall to spring in reading. In the spring, students in grades 7,8, 9 & 10 all score above the national average RIT score in math. Grades 10 scored above the national mean growth score from fall to spring in math.

Lafayette Reading NWEA Results						
*NWEA 2005 Mean Scores						
	Fall '08		Spring '09		08-09 Growth	
Grade	Lafayette	NWEA*	Lafayette	NWEA*	Lafayette	NWEA*
7	215.4	214.8	220.0	218.1	4.6	3.4
8	219.5	218.2	220.0	221.3	0.5	3.2
9	220.2	220.7	220.6	223.1	0.4	1.6
10	225.3	223.6	227.4	224.1	2.1	0.8

Lafayette Mathematics NWEA Results						
*NWEA 2005 Mean Scores						
	Fall '08		Spring '09		08-09 Growth	
Grade	Lafayette	NWEA*	Lafayette	NWEA*	Lafayette	NWEA*
7	232.6	223.4	237.3	228.0	4.7	6.0
8	236.4	228.5	235.1	232.8	-1.0	5.2
9	236.3	231.7	237.4	236.2	1.1	3.2
10	238.9	235.6	243.6	238.1	4.7	2.8

Lafayette High School

MCA II Test Results 2008-09

MCA II—Minnesota Comprehensive Assessments are state required assessments that show expectations for academic success in Minnesota, and provide a check point to help parents and schools assess students' knowledge and skills. The MCA II state tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

Results Summary:

The chart below shows the grade level, the number of students tested at each grade level, and the number of students meeting each proficiency level. Students are considered proficient when they meet or exceed the State Standards. Students who partially meet standards or who do not meet standards are not considered proficient according to the Federal No Child Left Behind legislation. The scores reported below are for the all student group, one of nine different subgroups.

Reading MCA II Class Summary of Achievement Levels

Grade	Total number tested	Does Not meet Standards	Partially meets Standards	Meets the Standards	Exceeds the Standards
7	30	4	7	12	7
8	31	7	8	12	4
10	35	0	6	18	11

Math MCA II Class Summary of Achievement Levels

7	30	6	6	15	3
8	31	10	9	9	3
11	30	17	8	4	1

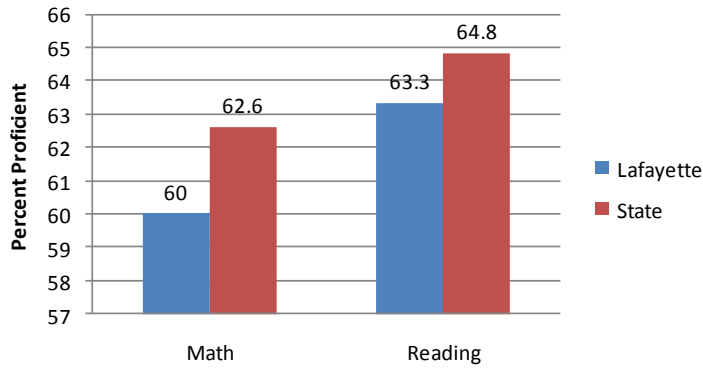
Science MCA II Class Summary of Achievement Levels

8	31	7	11	10	3
10	34	5	13	13	3

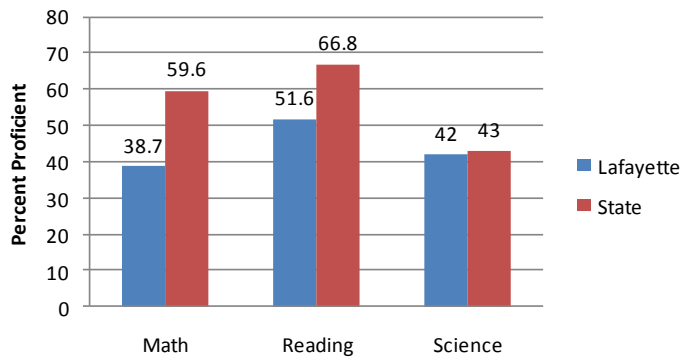
The charts on the following page show a comparison of Lafayette students with students across the state of Minnesota in the areas of math and reading. Grade 10 was not administered the state math test, grade 11 was not administered the state reading test.

Although Lafayette students score below the state average scale scores on the MCA II reading and math tests, they met state AYP proficiency levels for the all student group by school. Other subgroups include five ethnicity groups, free and reduced lunch, limited English proficiency, and special education. The all student subgroup is the only subgroup large enough to have scores reported by school. However, when Lafayette scores are combined with Hughes scores at the district level, some subgroups become large enough for score reports and accountability. With this combined reporting, the District did not meet annual yearly progress in math for these subgroups: the all student group, special education group, and free/reduced priced lunch group.

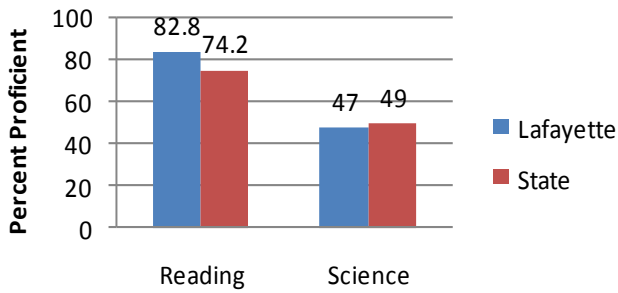
MCA II Grade 7



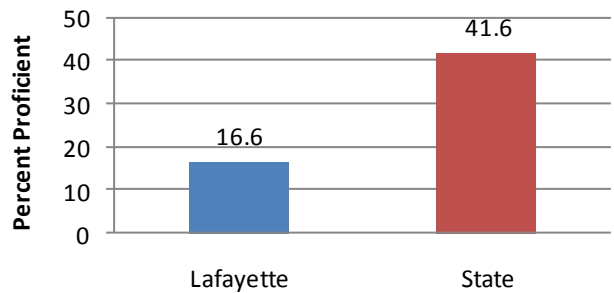
MCA II Grade 8



MCA II Grade 10



MCA II Grade 11 Math



Minnesota Basic Skills Test and Graduation-Required Assessments for Diploma (**GRAD**)

The Basic Skills Test (BSTs) were reading, mathematics, and writing tests for students who entered grade 8 in 2004-05 or earlier and were required to pass in order to receive a diploma from a public high school. The reading and mathematics tests were first administered to these students in grade 8 and the writing test in grade 10. Students had opportunities to retake tests during the school year if needed. The class of 2009 was the last class to meet these requirements.

Students entering grade 8 in 2005-06, (the class of 2010), will not take the Basic Skills Test (BST) but will take the Graduation Required Assessments for Diploma (GRAD). Beginning with the class of 2010, students will be required to pass this new test to graduate from a Minnesota high school. The three content areas in the Graduation-Required Assessment for Diploma (GRAD) are Written Composition in grade 9, Reading in grade 10, and Mathematics in grade 11. The Written Composition GRAD was first administered in 2007. The Reading GRAD was first administered in the spring of 2008, and the Mathematics GRAD was first administered the spring of 2009. Students will have retest opportunities throughout the year as established by MDE. The retest calendar is established by MDE. Special needs students may be eligible to modifications, accommodations or alternative assessments, according to the IEP team's decision.

Lafayette High School 2009 GRAD Results			
Test	# tested	# meeting GRAD requirements	# not meeting GRAD requirements
Writing	27	25	2
Reading	35	31	4
Math	30	12	18

District Testing Program

District #630 administers standardized tests for the following reasons:

1. To demonstrate to students, parents, teachers and administrators the level of achievement and growth of individual students as measured by independent means.
2. To demonstrate to teachers and administrators the level of achievement of a certain sub groups or category of students as measured by independent means.
3. To provide data for accountability reports such as the Annual /Report on Curriculum, Instruction and Student Performance for the Department of Education and NCLB.
4. To provide student eligibility information for supplemental programs such as Title I, extended school day or school year programming, learning enhancement programs and special education.
5. To assist staff, administrators and the board of education in evaluating areas of curriculum .
6. To indicate to students or staff advisors of individual strengths, interests and weaknesses. The results may be used to assist staff in counseling students regarding class scheduling and in post-secondary educational or vocational guidance.
7. To assist in guiding students through career development or selection processes. Aptitude, achievement and/or interest assessments will aid in this process.
8. To assist early childhood staff or student readiness for school, especially early literacy skills.

Assessments Included in our District Program in 2008-09

Minnesota Comprehensive Assessment (MCA II)

Reading—grades 3-8, 10 April

Math—grades 3-8, 11

Science—grades 5, 8 & HS (grade 10) May

Writing— grade 9 April

NWEA/Measures of Academic Progress

K-6 September, January, May - Reading, Math, Language Usage

3-6 September, May - Science

7-11 September, March - Reading, Math, Science

American College Test (ACT) reading, math, science reasoning, social studies, grades 11-12
(optional for students)

Explore: interest inventory, grade 8 November

PLAN: interest inventory/career guide, grade 10 November

Minnesota Student Survey: grades 6,9,12 March (every three years, next administration in 2010)

AIMs Web Benchmark Assessments K-6—September, January, May

(IGDIs) Individual Growth Development Indicators Prek—September, January, May

Evaluation of District Testing Program

We believe our present testing program meets our needs for evaluation and program development. The NWEA MAP tests give us good data on individual student growth and is used by staff to differentiate instruction. The sub tests give us data on possible weak areas or strength areas in the curriculum. MCA II test report student progress as well as report school and district accountability under No Child Left Behind. Individual and summary results are used by the district help make instructional and policy decisions.

Advisory Committee

The local advisory committee for curriculum review is open to any resident in the school district. Membership consists of two board members, the testing coordinator, teachers, parents, and building principals. The purpose of the committee is to provide leadership, advice and recommendations to the local board on matters regarding district curriculum and instruction. Board members are selected each year as they choose committee assignments. All members may serve on this committee until they wish to be replaced. Patrons of the district are invited to serve on the committee through district correspondence, school newsletters and the school website.

Current membership: Joel Young, Superintendent, Brad Kennett, HS Dean of Students, Jan Anderson, Elementary Principal, Renae Dalen, test coordinator, Wayne Hanson, board member & parent, Gary Thibert, board member & parent, Jason Aakus, parent, Lynn Vathauer, tech coordinator, teacher & parent, Cheryl Matzke, teacher, Jason Kenfield, teacher & parent, Judy Bernard, special education teacher,

Curriculum Review Cycle

	Assess/ Search	Review New Texts/Materials	Implement	Status
2006-2007	Language Arts Early Childhood	Social Studies Technology		Reading series samples ordered. EC delivery revised.
2007-2008	Science	Language Arts Early Childhood	Social Studies Technology	Implemented SS—K-6 Houghton Mifflin series. K-2 big books, 3-6 student texts, 2007-11 Tech. Plan written & reported to state. Reviewed reading curriculums.
2008- 2009	Math	Science	Language Arts Early Childhood	PreK-2 reading series was ordered in the spring to implement in the fall. Creative curriculum will continue in early childhood.
2009-2010	Technology	Math PE/Art/Music	Science	
2010-2011		Technology	Math	

In May of 2008, a Parent Satisfaction Survey was offered online, or a paper version was also available.

Below is a copy of the survey with the tabulated results. 93 surveys were completed by parents of District 630. 59 (63%) parents responded as a J.A. Hughes parent and 34 (37%) responded as a Lafayette High School parent. 46% of the total responding prefer email as the most convenient form of communication, with the telephone at 37%. The responses below indicate a percentage of total responses.

Red Lake Falls School District #630 Parent Satisfaction Survey May 2008					
<i>All responses are in percents.</i>	Strongly Agree	Agree	Disagree	Strongly disagree	Don't know or doesn't apply
When I visit this school, the teachers make me feel welcome.	36	56	5	1	1
I feel comfortable talking to my child's teacher(s) about any problems regarding my child.	41	52	3	2	2
My child feels safe at school.	35	61	1	1	1
The people who work in the school office are friendly and helpful.	42	49	5	3	0
The school offers me opportunities to get involved in my child's education.	29	58	9	1	3
The school provides an inviting atmosphere for parents and guests.	26	70	2	1	1
My child's teachers know my child and focus on him/her as an individual.	23	61	7	6	3
Teachers and staff model and teach positive character attributes to my child.	23	63	5	2	7
School staff cares about my child's progress.	32	59	2	4	3
My child receives quality instruction in reading/language arts/English at this school.	22	63	12	3	0
My child receives quality instruction in mathematics at this school.	25	62	10	3	0
My child receives quality instruction in science at this school.	29	64	2	1	4
My child receives quality instruction in social studies at this school.	26	66	2	1	5
My child receives quality instruction in music at this school.	35	60	1	1	2
My child receives quality instruction in physical education at this school.	28	66	3	1	2
My child receives quality instruction in art at this school.	25	58	6	2	9
My child receives quality instruction in writing at this school.	20	60	14	4	2
I am satisfied with the quality of education my child is receiving.	20	67	10	3	0
My child is treated with respect and dignity at school.	19	69	8	2	2
My child's teacher(s) communicates with me regularly about my child's progress.	26	61	9	3	1

Parent Satisfaction Survey (continued)

All responses are in percents.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't know or doesn't apply
The Principal is accessible to parents/guardians.	30	60	3	1	5
Teachers go out of their way to help my child when he/she needs extra help.	24	49	11	5	11
The building and grounds are well maintained.	33	61	3	2	1
The amount and type of homework assigned to my child is appropriate.	18	69	7	3	3
I feel I can voice my opinion and concerns regarding school issues.	24	56	9	4	7
I am satisfied with my child's exposure to technology.	29	65	5	0	1
I have seen positive changes in my child's behavior as a result of the school's emphasis on character development.	21	48	20	1	10
The school communicates with the public using multiple methods and provides parents and community members the means to communicate with the school.	26	60	8	0	6
I am provided with information about grade-level standards that my child is expected to master.	20	44	27	2	6
My child has access to support services (academic, personal).	24	62	2	4	11
The School breakfast and lunch program meals serve my child's needs.	23	59	11	5	2
My child(ren) feels safe on the school bus.	15	52	7	2	23
Homework helps my child learn the classroom material.	19	71	5	2	4
I believe my opinions and concerns are given proper attention by my principal, even If I might no always agree with the decision.	18	49	8	2	22
I am aware of discipline policies and procedures at this school.	20	49	6	0	25
My child is challenged academically.	27	64	5	2	2
My child has opportunities to be involved in extra activities, outside of the regular classroom.	30	66	3	0	1

Red Lake Falls Public School - District 630

District Demographics 2008-2009

	J. A. Hughes Elementary	Lafayette High School	District
Enrollment :All student group	179	202	381
Subgroup: American Indian	1.1%	1%	1%
Subgroup: Asian	0%	0%	0%
Subgroup: Black	2.0%	2%	2%
Subgroup: Hispanic	6%	3%	5%
Subgroup: White	91%	93%	92%
Subgroup: Limited English Proficiency	0%	0%	0%
Subgroup: Special Education	13%	12%	13%
Subgroup: Free & reduced lunch	46%	39%	42%
AYP Attendance rate	96%	96%	96%
AYP Graduation Rate	NA	97%	97%
27 Students transfer into the district			8%
31 Students transfer out of the district			8%

Minnesota Department of Education Red lake Falls District & School Report Card

Students, parents, and community members are invited to utilize the Minnesota Department of Education Web site to view the Red Lake Falls report card. This includes, student information, AYP status, school opportunities, information on school and district staffing, and general taxpayer information. <http://education.state.mn.us>