

*Nerstrand Elementary School
Independent Charter School
District #4055*



*2016-2017 Annual Report
on Curriculum, Instruction
and Student Achievement
December 2017*

Our Mission

Nerstrand Elementary School will empower students to be self-directed, lifelong learners by providing a nurturing, multiage environment that fosters cooperation and character development.

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Preface

INTRODUCTION

This annual report is presented to Novations Educational Opportunities (NEO) in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Nerstrand Elementary School, the Minnesota Department of Education, and the general public.

Nerstrand Elementary School is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education, arts programming, and character development.

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported through documentation provided by the NWEA Measures of Academic Progress (MAP) and Minnesota Comprehensive Assessments (MCAs).

SPONSOR/AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO and we look forward to many years of successful operation under their auspices. We are proud to be the first Minnesota public school to have officially “converted” from regular district school status to charter school status. We have successfully completed sixteen years as a charter school and we are thankful for the support provided by the Administration and School Board of the Faribault School District during our first thirteen years and now – by NEO. We want to recognize the strong support we have received from the community of Nerstrand and the parents of Nerstrand School over the course of the last seventeen years. The sense of celebration that we experienced at the time of our chartering remains with us today as our community demonstrates its commitment to the vitality of the school in countless ways. We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

I. SCHOOL ENROLLMENT

In 2016 - 2017 there were 153 students enrolled at Nerstrand Elementary School who were distributed into multiage core classes as follows:

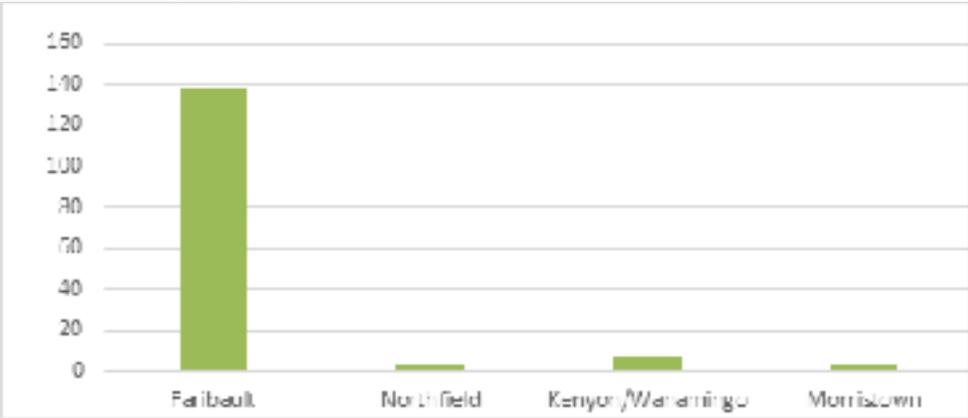
<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
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Prairie	Kindergarten	24
Prairie	Grade 1	26
Savannah	Grades 2 – 3	51
Woodlands	Grades 4 – 5	52

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	24	14	10
First Grade	26	13	13
Second Grade	26	14	12
Third Grade	26	10	16
Fourth Grade	27	12	15
Fifth Grade	24	14	10
Total	153	77	76

Enrollment by City



As the above chart indicates, the vast majority of our students reside in the Faribault School District (this includes those with Faribault and Nerstrand addresses). Only 9% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	2013-2014	2014-2015	2015-2016	2016-2017
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Total Enrollment	155	150	149	153
Male	71	67	70	77
Female	84	83	79	76
Special Education	18	10	23	23
African American	0	0	3	3
Hispanic	5	5	6	7
Asian/Pacific Islander	1	1	1	3
White	149	144	139	139
American Indian	0	0	0	1
F/R Lunch	24	24	30	40
LEP	1	0	0	0

II. STUDENT ATTRITION

We began the school year with an enrollment of 153 students. The year ended with 151 students. Over time, we have experienced very little fluctuation in our enrollment during the course of the school year. We have consistently held our enrollment to 150 – 156 students every year since our chartering in 1999.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Director, the Administrative Assistant and the Business Manager. A system of checks and balances has been established for the financial accountability of the school. The School received recognition for Financial Management.

Nerstrand Elementary School’s Board of Directors was established in May of 1999, when we opened our doors as the first conversion charter school in Minnesota.

The Board of Directors’ primary responsibility is to provide supervision of the school’s Director and their decisions focus on all dimensions of the school’s operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction

5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The Nerstrand Elementary School Board of Directors consists of the following voting members:

1. Four teacher representatives
2. Two parent representatives
3. One community representative
4. One Ex-Officio member: building administrator
5. Seven voting members total

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in May.

1. Every year, one (1) of the two parents' or the community member's term expires.
2. Every third year, two (2) teachers' terms expire; in each of the two years prior to the third year, one (1) teacher's term expires.
3. A representative may serve two consecutive terms, after which there must be a one-year hiatus before serving on the Board of Directors again.

The Board of Directors meets the second Monday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and community.

2016-2017 Board of Directors

Chair:	Carmen Bonde 16751 Kane Ave. Nerstrand, MN 55053 W 507-333-6868	Jason DeMars, parent 1308 S.W. 19 th Street Faribault, MN 55021 C 507-838-9732
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Clerk:	Sarah Johnson, teacher 315 East 8 th Street Apt. 1 Northfield, MN 55057 W 507-333-6862	Jennie Umbreit, parent 1302 Merrywood Court Faribault, MN 55021 H 507-332-6750
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Community

Member:	Sarah Stensrud 1810 Birchwood Ct. Faribault, MN 55021 W 507-333-6748	Andrew Lubinski 18351 Kenyon Ave. #305 Lakeville, MN 55044 W 507-333-6865
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Paula Shroyer 401 3rd St. Nerstrand, MN 55053 W 507-333-6862	Director: Maggie Kiley 708 East 4 th Street Northfield, MN 55057 H 507-664-0970
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W 507-333-6854

Admin. Asst.: Barb Grote **Business Manager:** Keith Johnson
18310 Jacobs Avenue 8704 Bagley Avenue
Nerstrand, MN 55053 Northfield, MN 55057
C 507-339-0241 H 507-645-2870
W 507-333-6856 W 507-333-6859

IV. STAFFING

CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>File Folder</i>	<i>Yrs. of Service at NES</i>
Kiley, Maggie	Principal/Director	308466	20
Boudreau, Jan	Special Education Teacher	249690	16
Mellissa Beithon	Speech/Lang. Clinician	338237	4
Lubinski, Andrew	Gr. 4/5 Classroom Teacher	479984	3
Welborn, Morgan	Gr. 4/5 Classroom Teacher	488660	2
Bonde, Carmen	Physical Education Teacher	317942	5
Shroyer, Paula	Gr. K/1 Classroom Teacher	332268	17
Amy Pfefferle	Gr. K/1 Teacher	313426	1
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	5
Keseley, Matthew	Music Teacher	485436	2
Vondrasek, Tara	Gr. 2/3 Classroom Teacher	408258	13

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Aldrich, Heather	Special Education Paraprofessional	4
Amy, Lori	Paraprofessional	18
Bonde, Carmen	Special Education Paraprofessional	13
*Erickson, Michael	Custodian	
*Kim Knott	Head Cook	

Grote, Barb	Administrative Assistant	25
Isaacson, Margaret	Media Paraprofessional	30
Susan Aldrich	Paraprofessional	1
Keller, Cheryl	Special Education Paraprofessional	9
Sara Flom	Special Education paraprofessional	2
Harris, Amy	Paraprofessional	3
Mullenmaster, Brenda	Special Education Paraprofessional	3
Amy, Rebecca	Paraprofessional	2
Schaefer, Nicole	Special Education Paraprofessional	2
Cara Waddell	Paraprofessional	1

*These individuals are employed by either the Faribault School District or Sodexo Food Service. Their services come to Nerstrand Elementary School as a result of agreements between the Boards of Directors of the respective schools/organizations.

Note: The years of service noted in the above charts include years prior to our chartering, when Nerstrand Elementary School was part of the Faribault School District. Including this information in this report demonstrates the commitment of staff members to the long-term success of the school.

Licensed teacher percentage turnover rate:

2016-2017 = 11%, 1 teacher

Staff Development

Topics of focus for Early Dismissal Days and Curriculum Days were decided through consensus of the teaching staff. We continued to focus on our school-wide adoption of the Responsive Classroom (RC) approach. All classroom teachers participated in initial training during the summer of 2011, with RC trainers coming to the school in the fall of 2011 to provide paraprofessional staff with an abbreviated training experience. We brought RC trainers to the school in the fall of 2012 to work with certified and noncertified staff, alike, in reviewing the strategies employed in a successful RC setting. During the summer of 2013, the two classroom teachers who hadn't yet completed RC I training completed the course. The success of Responsive Classroom is heightened when all adults at the school have a working knowledge of both the philosophy and the strategies that result in enhanced student success. The Nerstrand Staff has collectively embraced the approach and worked hard - beginning with the 2011-12 school year and continuing through today - to reinforce the teacher/staff behaviors that promote student success. We are committed to sending all new teachers to Level I RC training, and have begun Level II training for teachers.

At our August workshop week, mindfulness trainer, Sarah Ruddell Beach, met with teachers to discuss mindfulness use in classroom. We also began a professional book club in the 2016-2017 school year. All licensed teachers read and discussed Dr. Ross Greene’s book, *Lost at School*. In the spring of 2017, Dr. Jean Strait (Hamline Professor) presented ADHD training to all staff at an early dismissal. Earlier that month, teachers had an inservice with another presenter on ADHD. In the summer of 2017 3 teachers attended RC training (2 staff members received Level I training, and another had Level II).

Classroom teachers also attended PRESS workshops. PRESS is a reading intervention program designed by the University of Minnesota. The Path to Reading Excellence in School Sites (PRESS) is a framework for Response to Intervention in reading for the elementary grades. The system includes four components: 1) quality core instruction, 2) tiered interventions, 3) leadership and professional development, and 4) data-based decision making. As new teachers are hired at Nerstrand they will participate in PRESS training as well.

V. FINANCES

Since 2000, Keith Johnson has served as our business manager. The Board of Directors is able to make informed fiscal decisions because of the guidance provided by him. Due to his thoroughness, we have been able to manage our fiscal tasks in-house, without the need to contract for outside services.

Payroll and insurance coverage for employees is managed by EdVisions Cooperative. They also provide us with access to NWEA materials, staff development opportunities, and human resources support. We view our relationship with the Cooperative as one of great value to our organization.

The annual financial audit resulted in no compliance findings, suggestions for improvement, or negative comments whatsoever.

VI. ACADEMIC PERFORMANCE

Reading Well by Third Grade using Data (Reading at grade level) Fountas and Pinnell-Spring 2017

Grade	Number Students Proficient/total students	Percentage Proficient
Kindergarten	22/24	91.7%
Grade 1	22/26	84.6%
Grade 2	19/26	73.1%
Grade 3	22/26	84.6%

MCA Reading*
Percentage at or above Level 3 Proficient

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
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3	56.8	48	-8.8
4	57	55.5	-1.5
5	67.5	58.3	-9.2
3-5	60.4	53.9	-6.5

As illustrated in the following chart, Nerstrand students performed above the National Grade Level Reading Norms, as measured by the NWEA MAP test, in grades 2,4, and 5.

***NWEA Measures of Academic Progress (MAP)
Reading Norms
Mean RIT Values***

<i>Grade</i>	<i>National</i>	<i>Nerstrand</i>	<i>Difference</i>
2	188.7	192.9	+4.2
3	198.6	196.8	-1.8
4	205.9	209.9	+4
5	211.8	216.4	+4.6

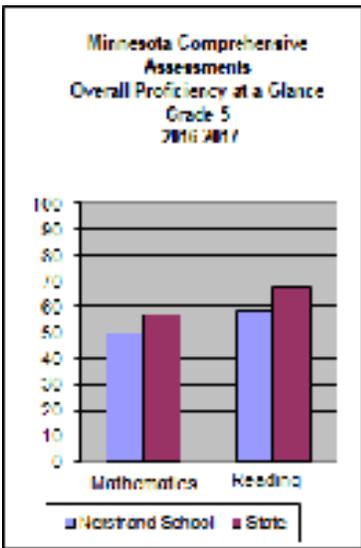
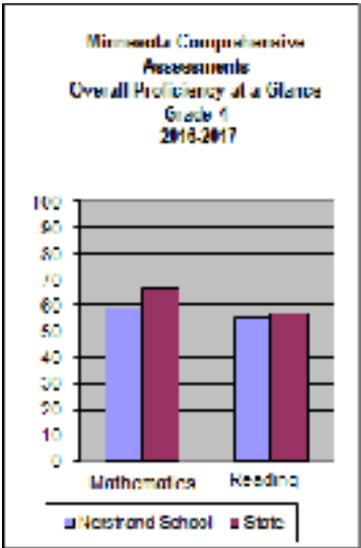
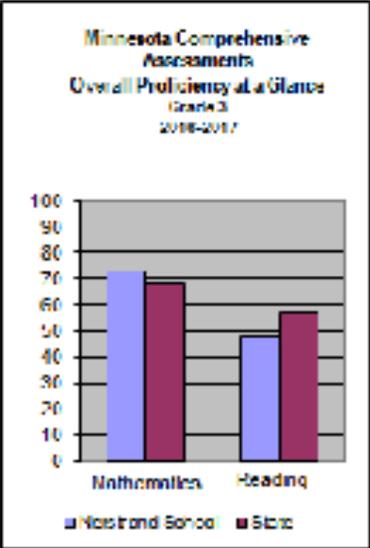
***MCA Math*
Percentage at or above Level 3 Proficient***

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
3	68.1	73.1	+5
4	66.9	59.2	-7.7
5	57.1	50.0	-7.1
3-5	64	60.7	-3.3

As illustrated in the following chart, Nerstrand students performed above the National Grade Level Math Norms, as measured by the NWEA MAP test, across all grades levels.

***NWEA Measures of Academic Progress (MAP)
Math Norms
Mean RIT Values***

<i>Grade</i>	<i>National</i>	<i>Nerstrand</i>	<i>Difference</i>
2	192.1	198	+5.9
3	203.4	209.4	+6
4	213.5	216.7	+3.2
5	221.4	227.4	+6



Additional Data from MDE:

Grade 5 Science Proficiency, as measured by the MCA: 50% Nerstrand as compared to a Minnesota state average of 60%.

VII. OPERATIONAL PERFORMANCE

Background Information

Nerstrand Elementary School has been a successful independent public charter school since 1999– thirteen years under the sponsorship of the Faribault Public Schools and since 2012 under the authorization of Novation Educational Opportunities (NEO). Nerstrand Elementary School is located in the small rural community of Nerstrand, approximately twelve miles from Faribault. Nerstrand Elementary School is recognized for especially strong ties to its community. Academic success is only one reason families choose the school. The family atmosphere created through the multiage grouping – including the grade K – 5 homerooms that meet three times weekly – is often cited by parents as a particular draw to the school, along with the high behavior standards that are established. Staff members work hard to ensure that students feel emotionally and physically safe. The longevity of our staff, with some of them being a part of the school for over 20 years (extending prior to our conversion to chartering in 1999), speaks to the stability of the program we offer our students.

Learning Environment

We believe that learning is enhanced when students feel valued and safe. At Nerstrand Elementary School there are high expectations for school-wide behaviors where all students respect themselves, others and property. Each staff member makes a concerted effort to connect with each student as a means to establish a genuinely positive climate where students can comfortably take educational risks and enjoy learning. The Responsive Classroom approach has enhanced our success in establishing a nurturing and positive school environment.

Integrated Curriculum

Many areas of the curriculum at Nerstrand Elementary School are thematic. Social studies, Science and Health are tied with literature-based reading, writing assignments, art and music. Throughout the school year and into the summer, staff members collaborate to develop and refine curriculum. Staff development opportunities throughout the school year reinforce the implementation of an integrated curriculum.

Regal Eagles

The Regal Eagles Club is an after school child care program. Children are given the opportunity to explore their own interests, participate in crafts, games, science & nature projects, and socialize with their friends. Time is also made available to do homework. Regal Eagles has grown steadily over the years and parents express significant support and appreciation for this program offering.

A Strong Partnership with Parents and the Community

Nerstrand Elementary School staff is committed to maintaining a strong partnership with parents and community members. The staff is committed to: optimal communication, volunteer opportunities, an “Open Door” policy for school visits, and reciprocal support through Service Learning programs.

The staff and administration are committed to clear communication with families and community members. The revised website provides an effective vehicle for the dissemination of information. Ongoing communication strategies include sending Weekly Peeks from classroom teachers and Family Updates from the school director in email format. These forms of communication provide information to parents about important school events and programs, enabling them to be supportive and involved. Other information is communicated through the school newspaper, “The Eagle’s Nest,” invitations to events, posters and personal calls.

Parent Survey

Each spring, Nerstrand distributes a parent/family engagement and satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 74% participation in the survey. Questions in the four domains were close-ended with five response options (Strongly Agree, Agree, Don’t Know, Disagree, Strongly Disagree). The survey was designed to measure four domains of parent satisfaction: (a) Community and Climate (6 questions) (b) Curriculum and

Learning (4 questions) (c) Faculty and Staff (5 questions) (d) Governance and Administration (3 questions).

The results of the survey were very positive. There was overall positive response in all four domains: Community and Climate (96%), Curriculum and Learning (91%), Faculty and Staff (87%), Governance and Administration (96%).

Domain	Proportion of Parents with and Average Positive Response (4.0 or higher)
Community and Climate	96%
Curriculum and Learning	91%
Faculty and Staff	87%
Governance and Administration	96%

Comments:

Love this school. Would not put my kids anywhere else.

I love the fact that the kids receive music and phy ed everyday. I also greatly appreciate the fact that the staff understands and supports time spent with family and learning outside of the classroom.

Nerstrand has been a great school! We now have two children in Nerstrand Elementary School and can think of no place we would rather have them!

Nerstrand Elementary has been a blessing to our family. Thank you.

Parent-Teacher Organization

The Nerstrand Elementary School Parent Teacher Organization (PTO) is an organization that contributes in a significant way to Nerstrand Elementary School. Through their fundraising efforts, special programs and opportunities are made available to all students. One example of their commitment to the Nerstrand students is the rotation of field trips to the Minneapolis Children's Theatre, the Minnesota History Center, the Ordway Theatre and the Science Museum of Minnesota. Traditional fundraisers include the Wreath and Swag Sale in December and the Seed Sale and the Carnival/Silent Auction in the spring. The "Eagle Open" golf tournament that takes place in June is another fundraiser that provides fun for families and community members while raising money for the school. Each year, the Eagle Open advertises its event as a means to support the everyday daily instruction in music and physical education with certified specialists. This year's highly successful primary fund-raising focus was classroom technology. In the fall of 2014 the PTO organized the first Nerstrand Night Out and Hog Roast. Proceeds from the Hog Roast are being used to upgrade technology in our building.

Community & Parent Opportunities

There are many opportunities for parents and community members to visit Nerstrand Elementary School including Community Coffees, Community Lunches, the fall Flu-Shot Clinic, Youth and Elders' Community Celebration in the spring, and Service Learning projects such as Community Clean-up days. Parents are always welcome to visit in classrooms, eat lunch with students, and observe special events such as "Student Spotlights."

Reciprocal Support

We appreciate the ongoing support we receive from the townspeople of Nerstrand who have made our school the "heart of their community." Community members support the school in a variety of ways including: partnerships in Service Learning projects, volunteering at the school, and donating items for fundraisers such as the Carnival's Silent Auction. Community volunteers add a unique dimension to the programs at Nerstrand Elementary School. Some elders volunteer in classrooms during the school day, while other community members assist at special events. The Nerstrand Women's Club donates mittens, scarves, hats, socks, sweatpants, and underwear so that we have supplies for students who need them. Their help is greatly appreciated.

VIII. INNOVATIVE PRACTICES

Multiage Benefits

The multiage setting positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community. The benefits of multiage education for student growth and development are many:

- Increased time on task
- Greater student self-direction
- Emergence of peer leadership
- Active participation of students
- Greater student ownership
- Enhanced learning through teaching others
- Increased willingness to take learning risks
- Enhanced self-discipline and self-confidence

Service Learning

We define Service Learning as "a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs." More simply, it is the "blending of both service and learning in such ways that both occur and are enriched by each other." Through Service Learning projects, interpersonal skills such as collaboration, civic engagement, and problem solving are developed while students' academic skills in reading, writing, science, art, math and social studies are enhanced through reflection and the projects themselves. The successful school-wide implementation of service learning for has enabled students, parents, and staff to engage in extensive service projects that benefit the school and the community.

The opportunities for service learning within the school are varied. Each day begins with the arrival of the “Early Bird Crew” who work together to prepare the building for the day by collecting paper to be recycled, cleaning boards and erasers, sharpening pencils, and washing classroom tables. Students also have opportunities to serve during the school day by helping with lunchroom clean up. Students also have leadership opportunities by serving on a variety of committees and task forces, including:

- Peace Garden Committee
- Learn and Serve Steering Committee
- Ambassadors
- School Spirit Task Force
- Behavior Plan/Playground Committee
- Library Committee

Many of the established projects have become traditions at Nerstrand School. Favorite projects include the Community Celebration (where community elders are honored), the Holiday Sharing Project that enables students to contribute to worthy causes instead of purchasing gifts for school friends and staff. Service Learning projects that benefit community members include Community Lunches, Community Coffees, Community Clean-up, and Downtown Beautification.

Environmental Learning

Other Service Learning projects have an environmental focus. For a number of years, Nerstrand School has worked in partnership with both the Nerstrand Big Woods State Park and Rice County's Caron Park where reforestation, landscaping, and prairie restoration efforts have been carried out with the help of community volunteer, Larry Richie. We also maintain and enhance the Peace Garden on the school grounds.

Responsive Classroom

We have continued our successful implementation of this program with great success. We recognize the benefits of using a shared language around behavior that creates a supportive climate for students. No matter what adult is addressing them, the words addressing behavior are consistent. We have continued the RC training of staff both in-house and through participation in RC training in the metro. As new personnel join the Nerstrand staff we are committed to providing training for them.

Web-based Enrichment using Reading Eggs

In the fall of 2011, with the help of the Nerstrand PTO, the *Reading Eggs* program was purchased to promote reading development at the K-1 level. Students use these online activities at home and at school to strengthen their skills.

IX. FUTURE PLANS

Nerstrand School is in the process of acquiring more technology for student use. We are expanding the adoption of mobile devices. This expenditure is being made possible by money

collected through the Eagle Open Golf Tournament and Nerstrand Night-Out Hog Roast. These are both events sponsored by our PTO.

Using data from our varied assessments is assisting us in reviewing our curriculum. We have formalized our curriculum review process and will be making curricular changes as needed. Through this process, we adopted a school wide literacy program to strengthen our reading/literacy program. Also, our school is committed to using PRESS materials from the University of Minnesota to thoughtfully plan out interventions for students in their reading. We are in the process of reviewing our curriculum in math and science.

The Responsive Classroom (RC) strategies that have proved to be successful both in terms of student behavior and achievement will continue to be a priority for teachers and support staff alike. The high standards for behavior that have been the hallmark of the school for decades are reinforced through this positive approach.

X. BOARD TRAINING

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Jason DeMars	Board Governance	8/4/2015	University of St. Thomas
Jason DeMars	Employment Law	8/4/2015	University of St. Thomas
Jason DeMars	Financial Matters	8/4/2015	University of St. Thomas
Sarah Stensrud	Financial Matters	12/10/11	University of St. Thomas
Sarah Stensrud	Employment Matters	12/10/11	University of St. Thomas
Sarah Stensrud	Board Governance	12/10/11	University of St. Thomas
Jennie Umbreit	Financial Matters	9/26/2015	University of St. Thomas
Jennie Umbreit	Board Governance	9/26/2015	University of St. Thomas
Jennie Umbreit	Employment Matters	9/26/2015	University of St. Thomas
Andrew Lubinski	Financial Matters	8/9/2016	University of St. Thomas
Andrew Lubinski	Employment Matters	8/9/2016	University of St. Thomas
Andrew Lubinski	Board Governance	8/9/2016	University of St. Thomas
Sarah Johnson	Board Governance	10/11/2014	University of St. Thomas
Sarah Johnson	Employment Matters	10/11/2014	University of St. Thomas
Sarah Johnson	Financial Matters	10/11/2014	University of St. Thomas

Carmen Bonde	Financial Matters	11/13/2010	University of St. Thomas
Carmen Bonde	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney
Carmen Bonde	Board Governance	5/22/2010	Ratwick, Roszak & Maloney
Paula Shroyer	Financial Matters	5/21/2010	Nonprofits Assistance Fund
Paula Shroyer	Board Governance	5/22/2010	Ratwick, Roszak & Maloney
Paula Shroyer	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney

XI. DIRECTOR’S PROFESSIONAL DEVELOPMENT PLAN

1. Support the staff both professionally and personally to enhance their professional performance and growth.
2. Maintain appropriate communication with all stakeholders of Nerstrand Elementary School.
3. Work closely with the administrative team, teachers and staff to promote academic growth.
4. Collaborate with the Board of Directors to strategically plan for the future of Nerstrand Elementary School.
5. Coordinate the process for selecting staff members as positions may be vacated.
6. Work collaboratively with the administrative team members in monitoring the budget and exercising financial responsibility.

Closing

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the Nerstrand community have placed in us to deliver a program of excellence to the students of Nerstrand Elementary School. The seeds of pride were planted when the school was established in 1887 and we continue to serve as the heartbeat of our small community to this day. We look forward to the opportunities for growth and enhanced success as we continue our partnership with NEO.

We continue to be grateful to the Faribault Public Schools for their thirteen years of charter school sponsorship and for their ongoing care and concern for the maintenance of our building. We appreciate their openness to our purchase of the following support services: custodial, food service, technology, and low incidence special education consultation. And though we are no longer sponsored by them, we look forward to a continued positive relationship with the district where the vast majority of our students will attend once they graduate from our school.

XII. NERSTRAND TESTING INFORMATION BY GRADE LEVEL

TESTING CALENDAR BY GRADE

GRADE KINDERGARTEN			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Spring

GRADE 1			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring

FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

GRADE 2			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring

MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
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GRADE 3			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
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GRADE 4			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring

MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

GRADE 5			
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Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring

READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading , Math & Science	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading math and science. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring