

Ridgeway Community School

C.S.D. 4083



2011-12

Annual Report

to

Minnesota Department of Education

September 2012

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Table of Contents

Introduction and Executive Summary	1
Annual Report Narrative	6
School Enrollment and Student Attrition	6
School Governance and Management	7
Members of the Board of Directors	8
Board Professional Development	9
Management	10
School Staffing	11
Teacher Turnover Information	13
Teacher Faculty Information	13
Non Teacher Staff Information	14
Finances	15
Academic performance	15
MCA – II: Reading Assessment Results Table	17 & 18
MCA – III Mathematics Assessment Results Table	18 & 19
Operational performance	20
Charter Authorizer Information	22
School's non-profit status	23
Innovative practices and implementation	23
Future plans	26
Attachments: A through G	28

Introduction and Executive Summary:

Purpose: The purpose of this report is to provide our families, our community, our authorizer, Winona Area Public Schools and the Minnesota Department of Education with current information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans as required by Minnesota Statutes, section 124D.10 (2010).

School History: Ridgeway Community School (C.S.D. # 4083) opened in September 2001 as a conversion charter school serving kindergarten to fifth grade students with the goal of providing a high quality, well-rounded, multi-age education by capitalizing on the assets of our rural community setting. The school is located near the unincorporated village of Ridgeway in southern Winona County. Winona Area Public Schools (I.S.D. #861) is Ridgeway Community School's resident district and has served as the school's sponsor/authorizer since assisting with its conversion to a charter school in 2001.

Ridgeway Community School (RCS) ended the 2011-12 school year with an enrollment of 95 students in its kindergarten to fifth grade program. This was an increase of six students from the previous year and up from the 54 students who attended RCS during its first year of operation. The school's fee-based preschool had 25 students enrolled in its two preschool programs.

School Values, Vision, and Mission Statements: During the summer of 2010 the RCS board began a strategic planning process. During this process the board has approved the following updated values, vision, and mission statements:

Values

Academics, Children First, Community, Respect, Wellness

Vision

To be a growing school that is full of inquisitive learners practicing healthy living habits and becoming engaged community members.

Mission

Ridgeway Community School is an academically challenging school with an emphasis on community and wellness that leaves a positive lasting impact.



RCS students and staff on their newly paved fitness track - May, 2012

Educational Program: RCS is chartered as a kindergarten through fifth grade elementary school. In addition to its focus on building community between its students, families, staff and neighbors, the school's charter calls for a focus on the core curriculum of reading, writing and mathematics delivered in a multi-age educational environment. The majority of the core reading, writing, and math curriculums are delivered during morning class periods prior to recess and lunch. During the 2011-2012 school year RCS students were grouped into the following grade-level configurations: kindergarten, first grade, second and third grade, and fourth and fifth grade. While most of the classroom instruction for the second to fifth grades takes place in multi-age classrooms, the students are broken out by actual grade level for math and spelling instruction. Beginning with the 2010-11 school year the board decided to keep Kindergarten and first grade students in separate groups due to the unique needs of the two grade levels. The school's board of directors has set the maximum class size at 18 students.

Inclusive, differentiated instruction is used by all teachers who work diligently and collaboratively to assist and facilitate all students to be challenged in the regular classroom whenever possible. While the school employs a full-time licensed special education teacher, Special Education Director and support services are provided through a contract with the Hiawatha Valley Education District. During the 2010-11 school year RCS was accepted in to the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services program or ADSIS. This program provides partial funding for additional intervention services to reduce the number of students being referred for special education evaluation.

A central component with the school's focus on community building is the bi-monthly homeroom class. All RCS kindergarten through fifth grade students are grouped into six K-5 multi-age homerooms which last a minimum of 45 minutes. Siblings are placed together in the RCS homerooms where the curriculum includes community building, character development, conflict management skills, health and safety, and service learning. Throughout the school day the RCS staff and volunteers strive to create a school environment in which individual student differences are appreciated and celebrated, and the students are expected to behave in a responsible and respectful manner and to always be prepared and safe.

RCS students also benefit from instruction by specialists in art, physical education, music - including band instruments - as well as special education and speech therapy. Classes are also scheduled for a half hour of library time each week. RCS students can take advantage of the school's growing SELCO affiliated book and media collection with interlibrary loan materials delivered on a weekly basis. A wide variety of after school athletic, lifetime fitness, and enrichment clubs are offered to RCS students primarily through the use of volunteer coaches and club leaders. RCS takes pride in continuing to achieve our academic goals and becoming the center of a growing community of students, parents, teachers, families, and community members.

Student Assessment Results: Once again in 2012 RCS made Adequate Yearly Progress on its MCA II, and MCA III student assessments. In addition, RCS achieved an MMR rating of 95.69% on the Minnesota Department of Education's new Multiple Measure Rating scale giving it a **Reward School** designation. Given that average (mean) student performance for a small school such as RCS has a higher level of variability compared to larger districts (41 tested at RCS compared to 1,513 students in Winona Area Public Schools - WAPS), student performance on the 2012 MCA reading assessments was comparable between the two districts with 68.3% of RCS students proficient and 70% of WAPS students demonstrating proficiency. Both RCS and Winona were below the state average of 76% of students scoring at the proficient or exceeds proficiency levels in reading.

The RCS results for the Math MCA III assessments demonstrated a higher level of performance with 63.4% of RCS students demonstrating proficiency compared to 53.5% of Winona students achieving the proficiency designation. RCS students also scored above the

state-wide math proficiency performance of 62.1 % proficient. Ridgeway Community School fifth graders also took the Science MCA assessments in May of 2012 and scored more substantially above both the state and Winona district students tested in science (69.3% compared to 50.5% and 42.2% respectively).

Ridgeway Community School completed its first full year of nationally-normed pre and post testing done each fall and spring with the Northwest Education Association's (NWEA) Measures of Academic Progress or MAP assessments. AIMSweb early literacy, reading fluency, and reading comprehension benchmarks along with Monitoring Basic Skills Progress (MBSP) curriculum-based measurement (CBM) by Fuchs and Fuchs are given to all students three times per year as the screening phase of our Response to Intervention (RTI) program. A two-tiered intervention system of in-class support through the Title I program and additional out-of-class, research-based instruction with the Ridgeway's Interventions for Student Excellence (RISE) program supported with ADSIS funds are provided to students who fall below the 41st percentile in either reading or math. Weekly progress monitoring with AIMSweb and MBSP assessments is conducted with those students who are participating in reading and/or math intervention programs. Adjustments to interventions are made based on student progress as determined by the weekly progress monitoring described above.

Facility Background: The original 10,000 square-foot brick school building occupied by Ridgeway Community School was constructed in 1965 after eight one-room school districts consolidated to form I.S.D. # 859 Ridgeway School District. In 1971 the Ridgeway School District joined Winona Public Schools at the direction of the Minnesota Department of Education. In 2001 Ridgeway Elementary School converted to Ridgeway Community Charter School (C.S.D. # 4083) with Winona Area Public Schools serving as its sponsor. In 2006 the school formed a non-profit organization called the Ridgeway Community Association which purchased the school building and grounds from Winona Area Public Schools. The following year the Ridgeway Community Association undertook a major building expansion and renovation that included a 6,314 square-foot addition. An additional renovation was undertaken in 2009 with the assistance of a Federal Charter School Facilities Renovation Grant and included energy efficient lighting, acoustical management, classroom technology (building-wide wireless and classroom SMART Boards), and an upgrade of the school kitchen so that school

lunches could be prepared on-site. During the 2011-12 school year RCS completed the construction of a second addition that is providing better instructional space for the fine arts and preschool programs. This “Phase II” addition was undertaken with a major donation from the Don and Roxanne Weber family along with support from school families, community members and area businesses. The school also completed construction of a 960 foot fitness track around the school’s athletic field that is providing improved fitness opportunities for students, staff, and community members alike.

Ridgeway Community School 2011-12 Annual Report Narrative

School Enrollment and Student Attrition:

Ridgeway Community School (RCS) currently has an enrollment of 102 students in its kindergarten to fifth grade program, up from the 54 students who attended RCS during its first year of operation and an increase of seven students over the previous school year. The school's fee-based preschool program has a total of 26 students enrolled in the two mornings per week and three mornings per week programs.

The table below shows student enrollment and attrition for the past four years as well as the current student enrollment. Student attrition has been minimal with the primary reason for students leaving the school before fifth grade being a family move or changes in the family schedule or logistics.

Student Enrollment and Attrition Rates

Data is based on October 1 Average Daily Membership (ADM).

	2008-2009	Student Retention	2009-2010	Student Retention	2010-2011	Student Retention	2011-2012	Student Retention	2012-2013
K	13		17		16		18		18
1	11	Gained - 0 Lost - 0	13	Gained - 2 Lost - 2	17	Gained - 2 Lost - 4	14	Gained - 2 Lost - 2	18
2	12	Gained - 0 Lost - 1	10	Gained - 3 Lost - 1	15	Gained - 4 Lost - 3	18	Gained - 5 Lost - 2	17
3	15	Gained - 1 Lost - 1	12	Gained - 4 Lost - 1	13	Gained - 2 Lost - 3	14	Gained - 1 Lost - 2	17
4	15	Gained - 0 Lost - 0	15	Gained - 1 Lost - 2	11	Gained - 4 Lost - 3	14	Gained - 2 Lost - 1	16
5	7	Gained - 0 Lost - 0	15	Gained - 1 Lost - 1	15	Gained - 2 Lost - 1	12	Gained - 3 Lost - 1	16
Total #	73	Gained - 1 Lost - 2	82	Gained - 11 Lost - 7	87	Gained - 14 Lost - 14	90	Gained - Lost - 1	102

The majority of students attending RCS reside in the Winona school district, with the remaining students coming from neighboring Houston and La Crescent school districts. Students are transported to RCS on Winona district buses, a bus owned by RCS, and by parents. Thirty-eight percent of RCS students qualified for the federal free and reduced lunch program during the 2011-12 school year. In the same year 15% of our students received speech or other special

education services. As a small elementary charter school located in a rural part of Winona County, the RCS student body has relatively little racial diversity which is reflective of the community in which it is located. During the 2012-13 school year RCS had its first limited English proficiency student enroll, which allowed the school to begin development of an English Language Learner program.

The RCS open enrollment period is held from February 15th to March 1st. An open house and Kindergarten Roundup are held during this period. Anyone who submits an enrollment application is eligible for any remaining spaces in each K-5 grade level with priority given to siblings of current students and children of RCS staff (as dictated by RCS Admissions and Enrollment Policy 501- Attachment B). Students who attend Ridgeway Community School's preschool program are not given enrollment preference unless they are a sibling or child of a staff member. If there are more applicants than space available in classes, a lottery is held under the observation of our authorizer. During the open enrollment period all school families are notified that their kindergarten to fourth grade students will be considered enrolled for the next school year unless the family notifies the school otherwise. RCS held a lottery for its kindergarten class in March of 2012. The school's Enrollment Application and Registration forms are included as Attachment A & A1. Copies of the school's admission policies are included as Attachment B.

School Governance and Management

Board of Directors: Ridgeway Community School's seven-member board of directors is comprised of a teacher majority, two parents, and a community member (see table below). The board is elected by the school's parents/guardians and staff at the annual meeting held each May. On May 10, 2012 new teacher, parent and community members were elected to the board.

The RCS board meets every three weeks, with committee meetings being held in-between the regular board meetings to accomplish their tasks and make recommendations to the board for final action. Active board committees for the 2011-12 school year included finance, food service, fundraising, personnel, policy, public relations and recruitment, technology, and wellness.

During the summer of 2010 the board began a strategic planning process in which it

updated its school values, vision, mission (described in the introduction) and three to five year goals for a “desired future state.” The board reviewed and revised those goals in September of 2011 and August and September of 2012, and has been providing leadership towards its annual academic and non-academic goals and future plans described later in this report. The table below shows the membership of the RCS board between July 1, 2011 and June 30, 2012.

RIDGEWAY COMMUNITY SCHOOL BOARD Membership

July 1, 2011 to June 30, 2012

(Members in bold are currently serving on the board)

Name	Board Position	Group (teacher, file folder #)	Date Last Elected	Date Seated	Term Expires	Date of Required Board Training	Phone Number	E-Mail Address	Member meeting attendance rate
Anderson, Rhonda	Member	Teacher 340025	5/10/12	6/1/12	5/31/14	9/15/12	507-453-9417	randerson@ridgewayschool.org	100%
Bergler, Holly	Member	Community Rep.	5/10/12	6/1/12	5/31/14	6/14-15/10	507-643-6902	hbergler@rtpcompa.ny.com	100%
Conway, Samantha	Chair FY2012	Teacher 422825	5/6/10	6/1/10	5/31/12	6/14-15/10	507-458-0598	sconway@ridgewayschool.org	90%
Ferguson, Sara	Member	Teacher 341020	5/6/11	6/1/11	5/31/13	11/19/11	507-452-0816	sferguson@ridgewayschool.org	90%
Griggs, Jacob	Member FY2012 Chair FY2013	Parent	5/6/11	6/1/11	5/31/13	6/11/11	507-643-6102	jakegriggs@acegroup.cc	95%
Heintz, Jackie	Treasurer FY2013	Teacher 462121	5/10/12	6/1/12	5/31/14	9/15/12	507-459-8195	jheintz@ridgewayschool.org	100%
Johnson, Maureen	Vice-Chair	Teacher 350491	5/6/11	6/1/11	5/31/13	11/19/11	507-643-6159	mjohnson@ridgewayschool.org	100%
Krings, Jennifer	Treasurer FY2012	Teacher 430134	5/6/10	6/1/10	5/31/12	6/14-15/10	507-896-3485	jkrings@ridgewayschool.org	90%
Vande Berg, Anne	Secretary	Parent	5/6/11	6/1/11	5/31/13	6/14-15/10	507-454-2624	awv@umn.edu	95%

Ex Officio Board Members – Mandated Board Training Dates

Jodi Dansingburg, School Coordinator - 6/14-15/10
Mary Feathergill, Business Manager - 1/22/11

Board Professional Development Plan:

All seven of the sitting board members and both ex-officio board members have participated in the state mandated charter board training with an approved certified trainer. On

October 6, 2011 the RCS board adopted the following **Board Training and Development Plan:**

I. In house procedure:

- a. When someone is newly appointed to the school's board, they receive a board member information binder that contains a list of current board members and their responsibilities. Descriptions of how to run a board meeting, keeping and posting board minutes, the different board committees at the school, general school information including a current school calendar, list of staff, school policies and Charter School State Revenue source guide are also included. School documents including the by-laws, an employee handbook, parent-student handbook and the administrative job description are included as well.
- b. Newly seated board members meet with the School Coordinator to learn how a charter school works, review the school's history, review the school's vision and mission, review the school's academic history, and receive an overview of the board's oversight of the School Coordinator.
- c. Newly seated board members meet with the Lead Teacher(s) to receive an overview of the school's education program, student assessment practices, teacher evaluations and educational professional development plans.
- d. Newly seated board members meet with the school's Business Manager for an in-house training on the business manager position, school's banking information, auditing requirements and process, review of financial reports, state accountability, accounting application, UFARS compliance, budget process, bank reconciliation process, and office procedures.

II. Off-site training procedures:

- a. Every charter school board member shall attend Minnesota Department of Education approved training on board governance, the board's role and responsibilities, employment policies and practices, and financial management. A board member who does not begin the required training within six months of being seated and complete the required training within 12 months of being seated on the board is ineligible to continue to serve as a board member.
- b. Board members are encouraged to participate in continuing education and development related to current issues in public school and public charter school law.
- c. Trainings are paid for by the school. Members will receive per diem, mileage, and other costs associated with attending, but no stipend or wages will be received for attending the training.

Because the busy personal schedules our board members have and the difficulty in traveling to off-site trainings, many of which are located in the Twin Cities, the RCS board is

prioritizing incorporating trainings into its regular board meetings. These include detailed reports of relevant trainings attended by board members and staff, webinars, and guest speakers on topics including student assessment and academic performance, board governance, charter school law, school finance, human resource management, and other critical areas. This summer, staff members of the Winona Community Foundation appeared before the board to present information on non-profit endowments as well as the procedures to establish an endowment or designated fund. Additional presentations from the staff who attended the Charter School Law conference and National Charter School Conference and by Eugene Piccolo of the Minnesota Association of Charter Schools are scheduled for this fall.

School Management: During the 2011-12 School year RCS was managed by a School Coordinator and two Lead Teachers. A copy of the school's organizational chart is included as **Attachment C**.

The School Coordinator reports directly to the school's board of directors and is responsible for maintaining a professional atmosphere in the school while overseeing the school's administration, non-educational staff, school and community enrichment, and special education programs. This individual is also responsible for communication with the school's authorizer, and representing and marketing the school to the public. The School Coordinator is assisted by an Administrative Team that consists of the Business Manager and Administrative Assistant, and Office Assistant as well as the Lead Teachers. While the current School Coordinator, Jodi Dansingburg, does not have an administrative license, she has 28 years of experience in non-profit program administration and has provided administrative leadership to the school since its inception in 2001. The School Coordinator is responsible for non-educational and special education program administration and supporting the board and assurance of compliance with all federal, state, and local laws. The part-time Business Manager, Mary Feathergill, also worked as business manager for another area charter school and serves as the charter school representative on the Hiawatha Valley Education District Board of Directors. She has been with the school since it opened and has participated in regular trainings.

The Lead Teachers report directly to the school's board of directors and oversee the regular education and Q-Comp programs with the assistance of the Educational Leadership Team that is comprised of the four other classroom teachers, special education teacher and School

Coordinator. In carrying out these duties, the Lead Teachers are responsible for planning and implementing teacher professional development, curriculum development and alignment with state standards, instruction and curriculum implementation, school climate, student behavior, student assessment, teacher supervision and evaluation as well as regular classroom instruction. The school's two Lead Teachers have the longest tenure at RCS, however neither of them have administrative licenses. Maureen Johnson has 17 years of teaching experience and has been with the school since its inception. Rhonda Anderson has 12 years of teaching experience and has been with the school for eight years.

During the 2011-12 school year the RCS board used a revised rubric for administrative evaluations. While a copy of the professional development plans for the School Coordinator and Lead Teacher is included as Attachment D they are evaluated on the following areas: efficient operations, student achievement, human resource and personnel management, financial management, legal and compliance management, effective staff, parent and community communication, and board, authorizer and community relationships.

School Staffing:

Ridgeway Community School has a staff of very dedicated teachers. Under the leadership of the two co-lead teachers the classroom and special education teachers meet weekly as the Educational Leadership Team (ELT) to both manage the educational program and improve their teaching skills as a Professional Learning Community (PLC). In addition to their weekly ELT or PLC meetings they meet every other week as a Teachers Assisting Teachers (TAT) or problem solving team to review student assessment data and develop and modify intervention plans for those students who are not performing at expected levels.

The RCS teachers have participated in the Quality Compensation or Q Comp program developed by the Minnesota Department of Education since the 2007-08 school year. The Q Comp program has provided the RCS classroom and special education teachers with additional professional development opportunities, mentors and coaches, and a framework for teacher evaluations and incentives for achieving professional and student goals. For the past several years, participation in the Q Comp program has supported staff development in reading and differentiated instruction, and improved student performance goal setting, data monitoring and the implementation of intervention strategies. During the 2011-12 school year the Educational

Leadership Team used the iObservation program developed by Charlotte Danielson to assist the lead teachers with the process of managing data for teacher observations, walkthroughs and reflection meetings. A copy of the school’s Q Comp Report for the 2011-2012 School Year is included as Attachment E.

Three of the fifteen licensed teachers are not returning to RCS for the 2012-13 school year. Those not returning included the art, library, and ELL teachers. RCS has had some difficulty retaining special subject teaching positions as they are all part-time. Due to our small population RCS is unable to offer full-time employment to our specialist teachers. On occasion we are able to fill out their hours with additional duties away from their area of expertise. This creates turnover in the specialist departments which affects the continuity of the program. Construction of a dedicated art and music classroom and additional space for physical education staff and equipment being provided by the new addition may help address the higher turnover rate with the specialist teachers. In addition, the school’s library teacher retired at the end of the 2012 school year. All but one of the school’s teachers met Federal requirements for “Highly Qualified” teachers during the 2011-12 school year. The only teacher not meeting this requirement was a part-time ELL teacher. RCS was unable to hire a licensed ELL teacher due to the very part-time nature of the position serving only one student. As the ELL student has moved out of state for the 2013 school year, the teacher is no longer needed. The tables below show the licensed teacher turnover rate and information about the school’s faculty during the 2011-2012 school year.

Licensed teacher percentage turnover rate for teaching staff:

Years	Turnover Rate	Years	Turnover Rate
2001-02 to 2002-03	44%	2007-08 to 2008-09	16.7%
2002-03 to 2003-04	40%	2008-09 to 2009-10	8.3%
2003-04 to 2004-05	38%	2009-10 to 2010-11	0%
2004-05 to 2005-06	20%	2010-11 to 2011-12	33.3%
2005-06 to 2006-07	20%	2011-12 to 2012-13	21%
2006-07 to 2007-08	46%		

Ridgeway Community School 2011-12 Teaching Faculty Information:

Name	File Folder Number	Assignment	Years Employed By School	Left during 11/12	Not returning 12/13
Aarre, Anna	421025	Part-time Art	4	<input type="checkbox"/>	X
Anderson, Rhonda	340025	4 th & 5 th Grade Co-Lead Teacher	9	<input type="checkbox"/>	<input type="checkbox"/>
Conway, Samantha	422825	Special Education	5	<input type="checkbox"/>	<input type="checkbox"/>
Ferguson, Sara	341020	Kindergarten	6	<input type="checkbox"/>	<input type="checkbox"/>
Groth, Joann	223935	Preschool	11	<input type="checkbox"/>	<input type="checkbox"/>
Hahn, Susan	158963	Library	11	<input type="checkbox"/>	X
Heintz, Jackie	462121	2 nd & 3 rd Grade	1	<input type="checkbox"/>	<input type="checkbox"/>
Johnson, Maureen	350491	1st Grade Co-Lead Teacher	11	<input type="checkbox"/>	<input type="checkbox"/>
Krings, Jennifer	430134	4 th & 5 th Grade Test Administrator	5	<input type="checkbox"/>	<input type="checkbox"/>
Laitinen, Desiree	415485	ELL Teacher	1	<input type="checkbox"/>	X
Lubahn, Judith	375613	Intervention Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Meyer, Sarah	413821	2 nd & 3 rd Grade	5	<input type="checkbox"/>	<input type="checkbox"/>
Mishler, Gwynne	340092	Part-time Music	1	<input type="checkbox"/>	<input type="checkbox"/>
Stanard, Casey	464375	Part Time Speech Pathologist	1	<input type="checkbox"/>	<input type="checkbox"/>
Vetter, Jacob	452123	Physical Education Adaptive P.E.	1	<input type="checkbox"/>	<input type="checkbox"/>

With the addition of the Title I program and growth in the number of students on IEPs the number of paraprofessionals employed by RCS increased during the 2012-13 school year. These paraprofessionals all met the highly qualified criteria by being either college graduates or passing the ETS Para Pro test. All staff members are provided an orientation which includes blood-borne pathogens, worker right to know, mandated reporter, homeless student identification, and restrictive procedures training within the first month of school or shortly after they are hired. A table providing a list of the non-teacher employees of the school is provided below.

Ridgeway Community School 2011-12 Non-teacher staff information:

Name	Assignment	File Folder # or certification	Years Employed By School	Left during 11/12	Not returning 12/13
Aarre, Anna	Special Ed. & Title Para	FFN: 401025, CPI	4	<input type="checkbox"/>	X
Bateman, Colleen	Lawn mower	First aid, CPR, AED	3	<input type="checkbox"/>	X
Carrie, Mary	Food Service	Serve Safe	3	<input type="checkbox"/>	<input type="checkbox"/>
Dansingburg, Jodi	School Coordinator	CP,I First aid, CPR, AED,	11	<input type="checkbox"/>	<input type="checkbox"/>
Drussell, LeeAnn	Preschool Assistant	First aid, CPR, AED, Child Passenger Safety Technician	6	<input type="checkbox"/>	<input type="checkbox"/>
Engle, Jolene RN	School Nurse	R 084336-4	10	<input type="checkbox"/>	<input type="checkbox"/>
Erickson, Paul	Bus Driver	School Bus Drivers License	7	<input type="checkbox"/>	<input type="checkbox"/>
Feathergill, Mary	Business Manager		11	<input type="checkbox"/>	<input type="checkbox"/>
Fort, Linda	Special Ed. Para	First aid, CPR, AED, ETS Para Pro assessment, MDH PCA Training, Orton Gillingham Certified	5	<input type="checkbox"/>	<input type="checkbox"/>
Klankowski, Rebecca	Administrative Assistant & Health Aid	Serve-Safe, CPI, First Aid, CPR, AED	6	<input type="checkbox"/>	X
Laitinen, Desiree	Special Ed. & Title I Para	FFN: 415485	.5	<input type="checkbox"/>	X
Maynard, Kristie	Special Ed. & Title I Para	4 Yr. College Degree	.5	<input type="checkbox"/>	<input type="checkbox"/>
Mueller, Katie	Special Ed., Elementary Para	First aid, CPR, AED, ETS Para Pro assessment, MDH PCA Training	.5	<input type="checkbox"/>	<input type="checkbox"/>
Pflughoeft, David	Custodian		11	<input type="checkbox"/>	<input type="checkbox"/>
Pflughoeft, Samuel	Custodian		5	<input type="checkbox"/>	<input type="checkbox"/>
Pflughoeft, Sylvia	Custodian		11	<input type="checkbox"/>	<input type="checkbox"/>

Finances:

The 2011-12 school year's final revenue and expenditures exceeded the original budget projections. Revenues exceeded expectations due to a number of factors: student enrollment increased, acceptance of numerous grants as well as donations. The board and board committees throughout the year consistently reviewed the school's strategic goals to make sure funds went towards improving academics with curriculum and technology purchases and again increased staff salaries going into the 2012-13 school year. Actual revenues for the 2011-12 school year were \$927,105 and expenditures were \$905,506. The school added \$21,599 to the unreserved/undesignated funds at end of the fiscal year.

The RCS Board of Directors oversees all of the school's finances. The board's Finance Committee is comprised of the board treasurer, school coordinator, business manager, a parent, and a community member who is not on the board. Pamela Ristau, CPA, who is experienced in public school district and charter school auditing procedures, conducts our annual audit. The school had no audit finding on the 2010-11 school year audit. In the spring of 2012, RCS was informed that it received the Minnesota School Finance Award for the second year in a row.

The school will continue to put our educational programs first and maintain a strong financial oversight. A copy of the Financial Reports is included as Attachment F.

Academic Performance:

Once again in 2012 RCS made Adequate Yearly Progress on its MCA II, and MCA III student assessments. In addition, RCS achieved an MMR rating of 95.69% on the Minnesota Department of Education's new Multiple Measure Rating scale giving it a Reward School designation. This was the second highest rating of all the elementary school members of the Hiawatha Valley Special Education District. Given that average (mean) student performance for a small school such as RCS has a higher level of variability compared to larger districts (41 tested at RCS compared to 1,513 students in WAPS), student performance on the 2012 MCA reading assessments was comparable between the two districts with 68.3% of RCS students proficient and 70% of WAPS students demonstrating proficiency. Both RCS and Winona were below the state average of 76% of students scoring at the "proficient" or "exceeds proficiency" levels in reading.

The RCS results for the Math MCA III assessments demonstrated a higher level of

performance with 63.4% of RCS students demonstrating proficiency compared to 53.5% of Winona students achieving the proficiency designation. RCS students also scored above the state-wide math proficiency performance of 62.1 % proficient. Ridgeway Community School fifth graders also took the Science MCA assessments in May of 2012 and scored above both the state and Winona district students tested in science (69.3% compared to 50.5% and 42.2% respectively).

During the 2012 school year the Alternative Delivery of Specialized Instructional Services funds (ADSIS) allowed RCS to hire a teacher to provide reading and math interventions through the Ridgeway Interventions for Student Excellence Program (RISE). The program allows us to identify, intervene, and monitor students who fall below the 25th percentile in reading and math proficiency. We believe that having a consistent person implementing the interventions and progress monitoring will increase the effectiveness of our program. In addition, new Title I funds allowed for paraprofessionals to assist students with their reading and math skill development in their regular classroom.

The school’s largest subgroup that is examined as part of the Multiple Measurement Rating process is that of students who are eligible for Free and Reduced priced meals. The table below shows the MCA assessment performance of those students when compared to the overall student body for those students who were enrolled at RCS on October 1, 2011. While the small numbers of students tested makes it hard to draw definitive conclusions based on the set of assessment results, the Free and Reduced eligible students performed somewhat lower than the entire student body in reading and slightly higher than the entire student body in math.

**2012 MCA Performance For 3rd, 5th, and 5th grades
Enrolled on October 1, 2011**

	All Students	Free and Reduced Lunch Students
Reading	69.2 %	62.5 %
Math	66.7 %	68.8%

Ridgeway Community School had the following academic goals and results for the 2011-2012 school year:

Reading Goal – The 3rd, 4th, and 5th grade students at Ridgeway Community School, who have been enrolled for a full academic year, earning a level of “Meets” or “Exceeds” the standards on the Reading MCA II, will increase from 73.2% to 75% in 2012.

Results – In the 2012 academic year the students did not meet the academic goal, we had a decrease from 73.2% to 68% being proficient or above in our Reading MCA. Of the students who had been enrolled for a full academic year our decrease was from 73.2% to 69.2% being proficient or above in our Reading MCA II.

2012 MCA II Reading Assessment Results

Grade	Total Students	Does Not Meet Standards	Partially Meets Standards	Meet Reading Standards	Exceeds Reading Standards	% Meeting or Exceeding Standards
3 rd	14	1	3	5	5	71%
4 th	14	1	5	3	5	57%
5 th	13	0	3	6	4	77%
3 rd to 5 th	41	2	11	14	14	68%

We continue to strategize to meet our reading goal with the recognition that early literacy is crucial in the development of fluent readers. Each year RCS teaching staff takes steps to improve literacy by attending purposeful staff development opportunities and implementing research based interventions with integrity. During the summer of 2012, several staff members were able to participate in the four week Basic Orton-Gillingham training. These staff members also tutored a number of our lowest performing reading students during the summer. These opportunities were made possible through a grant from a local foundation with the goal of improving future reading scores. Below is a chart showing the percent of students who met or exceeded the reading standards on the MCA II assessments. Because of the small number of students taking the tests the variability in student performance shows relatively stable

performance on these assessments.

School trend data for Reading MCA II's

Percent of students who were proficient (met or exceeded standards)				
07-08	08-09	09-10	10-11	11-12
75%	64.8%	74%	73.2%	68%
36 students	37 students	42 students	41 students	41 students

Math Goal – The 3rd, 4th, and 5th grade students at Ridgeway Community School, who have been enrolled for a full academic year, earning a level of “Meets” or “Exceeds” the standards on the Math MCA III, will increase from 48.8% to 75% in 2012.

Results – In the 2012 academic year the students did not meet the academic goal. We had an increase from 48.8% to 63% for students who met or exceeded the standards on the Math MCA III. Of the students who had been enrolled for a full academic year our increase was from 48.8% to 66.7% for students who met or exceeded the standards on the Math MCA III.

2012 MCA III Math Assessment Results

Grade	Total Students	Does Not Meet Standards	Partially Meets Standards	Meet Math Standards	Exceeds Math Standards	% Meeting or Exceeding Standards
3 rd	14	3	2	8	1	64%
4 th	14	1	5	4	4	57%
5 th	13	1	3	6	3	69%
3 rd to 5 th	41	5	10	18	8	63%

During the 2011-2012 school year the Educational Leadership Team (ELT) focused on increasing our Math MCA III scores by identifying barriers that interfere with student growth. Our 3rd, 4th, and 5th grade Math teachers attended the National Council for Teaching Mathematics

Conference in St. Louis, MO, in October 2011. RCS implemented a Family Math Night to alter attitudes of parents and students towards math. To increase fluency in math facts RCS classroom teachers developed a math fact incentive program. RCS also purchased the *Study Island* math computer program which supports the learning process and builds off of the students' enthusiasm for technology with engaging, interactive lessons and activities. These strategies had a positive impact on student performance. To continue this growth the ELT is consciously enhancing our curriculum to align with the Minnesota State Standards.

School trend data for Math MCA II's & MCA III

Percent of students who were proficient (met or exceeded standards)				
07-08	08-09	09-10	10-11 MCA III	11-12 MCA III
66.7%	72.9%	80.95%	48.78%	63%
36 students	37 students	42 students	41 students	41 students

Other Assessment Data: RCS uses a variety of assessments to monitor student progress in the areas of Math, Early Literacy, Reading Fluency, and Reading Comprehension. Reading Fluency and Early Literacy Skills are measured three times a year with the *AIMSweb* benchmarks. Math fluency and concept application is also measured for all students three times per year with the *Monitoring Basic Skills Progress (MBSP)* curriculum-based measurement (CBM) by Fuchs and Fuchs. Teachers use this data to determine the needs for interventions for students who fall below the 40th percentile. An intervention is implemented for targeted students who are progress monitored on a weekly basis to determine growth. The growth is evaluated every six weeks and plans to proceed with or change the inventions are discussed in the biweekly Teacher Assisting Teacher (TAT) problem solving team meetings.

In 2011, RCS purchased the Northwest Evaluation Association's (NWEA) *Measures of Academic Progress (MAP)* assessments to be used as our fall to spring pre/post test and to determine instructional level for the students. The web-based MAP tests adapt the level of difficulty of questions based on students' responses. MAP tests allow us to receive results in a timely manner. The MAP tests also correlate to the MCA's better than the *IOWA Basic Test of*

Skills (ITBS) that were previously given at RCS to show school year growth. The computer-based *MAP* tests will help familiarize our students with the computer-based MCA assessments they will be taking throughout their school years. RCS students will be taking the NWEA *MAP* testing in the fall, winter, and spring to determine whether progress is being made. The fall scores help to determine the curricular area of need for students. The winter scores will determine if changes in curriculum are necessary. Finally, the spring scores confirm whether we were able to make the necessary growth. Copies of the NWEA *MAP* assessment results for RCS kindergarten to 5th grade students can be found in Attachment G.

Operational Performance – 2011 - 2012

Ridgeway Community School continues to strive to improve operational efficiency while working toward fulfillment of our annual non-academic goals. The progress towards the goals for the 2011-12 school year is described below:

Goal 1: RCS will educate students on our core values: “Responsible, Respectful, Prepared, and Safe”. This will occur during two homeroom classes each month to develop lifelong skills in these areas through service learning and character development activities.

While the staff is continuing to develop our service learning and character development programs, we made substantial strides in achieving this goal with the incorporation of our *Second Step* social-emotional curriculum described earlier in this report. As this curriculum is grade-leveled it was used in the regular classrooms rather than during our multi-age homeroom time. Additional service learning and character development activities were incorporated into our homeroom programs throughout the school year to further develop these skills. Other special homeroom activities included our Grandparents’ and Special Persons’ Day celebration and our Veteran’s Day program. Students also participated in a number of service projects during the school year which included making care packages for deployed soldiers, collecting food for 10 Days of Giving, and raising money for Heifer International.

Goal 2: RCS will encourage students to make good choices regarding health and wellness through physical education, increased servings of fresh fruits and vegetables from the food service program, and enrichment opportunities.

This goal was accomplished with numerous activities and projects described below:

- **After School Clubs:** A variety of competitive and lifetime after-school clubs were offered to RCS students including: archery, basketball, cross country skiing, dodge ball, flag football, gardening and forestry, hiking, soccer, square dancing, track and field, and volleyball.
- **Family and Community Activities:**
 - **Fall Family Hike** – held on an October Sunday afternoon for RCS and community families.
 - **Community Zumba and Turbo Kick Classes** - were held in the school gym on Monday evenings as a means of providing area residents with an opportunity to exercise throughout the cold weather months.
 - **Miles for Smiles Fun Run and Walk** – This third annual fundraiser was held around West Lake Winona on June 4th to support the construction of the school's fitness track.
 - **Healthy Kids Club** – the school provided activities at the winter and spring Healthy Kids Club events put on by Winona Health for elementary aged children.
- **Construction of a School Fitness Track** – construction of a 970 foot school fitness track that began in the fall of 2010 was paved in May of 2012. Additional fundraising is ongoing to pave the track. The track, which is located adjacent to the school's playground and around the school's athletic field, is used by student during recess, physical education classes, and by school and community families during non-school hours.
- **Farm to School Program** – the availability of a fully licensed kitchen allowed RCS to participate in a Farm to School Program sponsored by the University of Minnesota. This program provided additional funds to purchase produce and meat from local farmers for use in the school lunch program. The program also included development of a streamlined method of delivery of locally raised items to the school.

Goal 3: Work with our Authorizer to develop an efficient communication and reporting system.

During the first year of our five year contract with Winona Area Public Schools (WAPS), great strides were made to set up an efficient and effective reporting system. WAPS charter school liaison attended RCS board meetings regularly and assisted with oversight on the Q Comp program and other academic and administrative areas. The RCS coordinator submitted a quarterly report to the WAPS Board of Directors and a joint meeting between the two boards was held on February 11, 2012. The annual evaluation was completed by Mark Winter on March 30, 2012. Another WAPS principal, Marianne Texley has been given the responsibility of serving as the district's Charter School Liaison. RCS administrators and staff will continue to work with Mrs. Texley to maintain an efficient and effective reporting system.

Charter Authorizer Information

Authorizer name	Contact information	Authorizer liaison	Contract Termination date
Winona Area Public Schools I.S.D. 861	903 Gilmore Avenue Winona, MN 55987 507-494-1529	Mrs. Marianne Texley	June 2016

Goal 4: Apply for and receive the MDE School Finance Award.

During the 2011-12 school year RCS Business Manager, Mary Feathergill submitted an application and was approved for the MDE School Finance Award.

Goal 5: Expand the school's Resource Room to provide a better learning environment for students with special needs.

The size of the school's Resource Room was identified as being deficient during a 2011 visit by MDE Special Education program evaluators. In June of 2012 a wall was removed allowing the room to be expanded into an adjacent storage room. The additional space effectively doubled the size of the room and now allows multiple students with special needs

the opportunity to get the individualized instruction they need to be successful.

School's Non-Profit Status: Ridgeway Community School continues to be registered as a non-profit corporation with the Minnesota State Attorney General's office. A report of Ridgeway Community School's non-profit status is included as Attachment H.

Innovative Educational Practices:

Overview: RCS employs a variety of instructional models to deliver standards-based curriculum designed to successfully engage all students. Direct instruction, differentiated instruction, small group activities, and project based learning models help us meet the needs of students with a variety of learning styles.

Multi-age Educational Program with Smaller Class Sizes: During the 2011-2012 school year RCS students were grouped into the following grade configurations: self-contained Kindergarten, self-contained first grade, second and third grade, and fourth and fifth grade. While most of the second grade through fifth grade classroom instruction takes place in the multi-age configurations, the students are broken out by actual grade level for math and spelling instruction. Inclusive, differentiated instruction is used by all teachers who work diligently and collaboratively to assist and facilitate all students to be challenged in the regular classroom whenever possible. This configuration allowed our class sizes to remain small and balanced by genders, ages, and personalities while containing no more than 18 students. The Board of Directors visits the class size topic on an annual basis. The Board deems small class sizes to be a benefit to students and teachers.

Balanced Multi-age Reading & Language Arts Program: The school uses a teacher-developed balanced language arts program with the goal of integrating reading and language arts standards through exposure to class sets of quality literature. Multi-sensory Orton-Gillingham phonics materials and strategies are used for early-emergent and emergent readers, while the phonemic strategies support fluency and spelling skills for developing and established readers. Spelling patterns and rules are taught using the *Patterns for Success in Reading and Spelling* program. The program's succession allows the teacher to discuss letter patterns, division rules,

root words, prefixes and suffixes, and build student vocabulary. In the 2012 school year, the second and third grade added Guided Reading to their classroom reading program and found that they were able to work in small groups offering books at individual levels while bringing in comprehension strategies.

Math Curriculum: RCS uses the *Math Connects* curriculum by Macmillan McGraw-Hill. It contains differentiated components to meet the needs of all learners, offers software to complement our interactive whiteboards, and offers the option to use performance based instruction. The RCS Educational Leadership Team offered a Family Math Night to transform attitudes toward Math for parents and students. RCS implemented a math fact incentive program to increase math fact practice and mastery. RCS also purchased the *Study Island* computer program which supports the learning process and builds off of the students' enthusiasm for technology with engaging, interactive lessons and activities.

Science Curriculum: In 2011, the ELT determined that the curriculum *Science A Closer Look* by Macmillian/McGraw Hill fulfilled the necessary Science requirements and aligned better with state standards for grades 2-5. Ridgeway Community School increased their MCA Science scores from 26.7% in 2011 to 69.2% in 2012.

Our kindergarten and 1st grade classrooms use the *FOSS (Full Option Science System)* kits as their Science curriculum. The *FOSS* approach offers the hands on activities that young children need to learn and grow.

Character Development: In 2011, RCS purchased the character development curriculum *Second Step* to enhance the social and emotional development of students. The curriculum is used on a weekly basis to share developmentally appropriate lessons on core skills such as empathy, emotion management, and problem solving.

Ridgeway's RISE Program: This year RCS received approval to participate in the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services (ADSIS) program. The Ridgeway ADSIS program is called Ridgeway Intervention for Student Excellence or RISE. The additional funds available through this program allowed us to reach a

larger population of students who were falling below targeted performance levels in reading and math skills. Additional staff members were employed to implement additional instruction with research based curriculum for improving reading fluency and math proficiency to reduce referrals of at risk students for special education services. The at-risk students in kindergarten to third grades used the following curriculums: *Stepping Stones* and *Read Well*. The fourth and fifth grade at-risk students used *Read Well*, *PALS Reading* and *Rewards* as the curriculum. The first to fourth grade students used the software *Earobics* for additional phonemic practice. We were also able to implement math interventions using *PALS Math*. The program also included three parent meetings called Partners in Education (PIE) in which parents of students being served by Special Education, RISE, and/or Title I programs were invited to learn more about the programs and how they could help their children at home as well as give feedback about the programs to be used for program improvement planning. The staff is planning for improvements in program implementation for the 2012 school year. The program is being coordinated by RCS Resource Teacher and implemented by a full time Intervention teacher.

SMART Board: The K-5 classrooms and the Special Education/Resource Room have SMART Boards and have found them to be an incredible asset. The Special Education teacher found it extremely beneficial to raise the level of student engagement and to differentiate instruction.

LEGO®: The ELT and intervention staff members were able to participate in a *LEGO® Serious Play* workshop last January. The workshop allowed teachers to utilize *LEGO®* sets in the classroom to develop a variety of academic, cognitive and social skills. The students are able to problem solve, communicate, and reflect through constructive and creative processes using the *LEGO®* sets.

Stability balls in the classroom: The 4th and 5th grade students utilize stability balls in the classroom. Studies have shown that both sides of their brains are engaged in keeping their bodies centered on the balls. When the brain is stimulated, it's more focused on learning.

iObservation®: In the 2011-12 school year the Lead Teachers have been utilizing an online observation tool that helps to collect, manage, and report data on teacher observations and walk-throughs. This tool helps to promote individual teacher growth and to increase classroom

effectiveness. It also allows for immediate feedback, reflection and collaboration. Teachers have access to a resource library for professional development opportunities.

Brain Breaks: Many of our school's classrooms are now taking "Brain Breaks" during the middle of longer stretches of stationary lesson time. These breaks take place in the gym or on our new fitness track and give a 5 to 10 minute period of increased cardiovascular activity to help get the blood flowing through our brains and help our students increase their productivity in the classroom.

Student Enrichment Programs: With the support of the school's parent, teacher, and community organization RPAC as well as a number of grants our students have enjoyed and learned about the world around them by participating in many field trips and enrichment activities throughout the year:

- Bob Bovee and Gail Heil Old Time Music program during Grandparents' and Special Person's Day in September.
- Veterans Day Program with the assistance of the local Veterans associations.
- Special school day programs on juggling, fiddling, and the art of writing children's books.
- Living history colonial village developed and performed by the 4th and 5th graders.

Field Trips: All students were able to participate in field trips during the 2011-12 school year. Most notably the 4th and 5th graders started off the year with a three-day trip to the Eagle Bluff Environmental Learning Center. The 4th graders also participated in the Young Writers Conference at Winona State University while the 5th graders dissected defunct computers to see how they are put together.

- Winter and Spring Music Programs were held with all the preschool to fifth grade students participating. The spring program featured a musical production called *The Granny Awards*.
- A Student Talent Show was held in February in which many of the students participated.
- Student Art Show and Family Barn Dance was held in conjunction with the school's annual meeting on May 10th.

FUTURE PLANS:

During the 2012-13 school year Ridgeway Community School will be working towards the following strategic goals.

1. Academic Excellence in all curriculum areas

- **Reading Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2012 who are proficient on the Reading MCA will increase from 69.2% in 2012 to 72% in 2013.
- **Math Goal:** The percentage of all students in grades 3 to 5 at Ridgeway Community School who are enrolled by October 1, 2012 who are proficient on the Math MCA will increase from 66.7% in 2012 to 70% in 2013.
- Work to integrate the newly purchased *Creative Curriculum* into the school's preschool program.

2. Better Salaries & Benefit Packages for all Staff

- Research the options that the development of a school foundation could bring to the goal of increasing staff compensation.

3. Classes full with a waiting list

- Work to welcome and recruit new students to classes that are not at the 18 student per class maximum set by the board with an updated brochure, improved signage, better web presence and outreach to young families.

4. Dedicated Preschool space with Childcare Center

- Secure funds to complete payment of short term loans for preschool and fine arts addition.
- Engage in strategic planning for an extended day childcare program to fully utilize the new preschool space.

5. Purposeful Character Development and Service Learning Program

- Develop a comprehensive, intentional, proactive and effective approach to character development.
- Develop a six year service learning project cycle.

**Ridgeway Community School's
2011 - 2012 Annual Report**

Attachments:

- A. Enrollment Application and Registration**
- B. Admission Policies**
- C. Staff Organizational Chart**
- D. Professional Development Plans and
Administrative Evaluation Rubric**
- E. RCS 2012 Q-Comp Report**
- F. Financial Reports**
- G. NWEA Assessment Results 2012-13**
- H. Non-Profit Status**