Copperhead Monthly

November 2026

November 5	Parent-Teacher Conferences
November 6	No School
November 25	Noon Release
November 26-27	Thanksgiving Break

Literacy Corner

As November brings cooler weather and time spent with family, it provides an opportunity to build literacy skills through everyday seasonal activities. Supporting your child's reading and writing habits can easily fit into your family's routines.

Here are five ways to promote literacy at home this month:

- **Cook and Bake Together:** Have your student read recipes aloud, follow multi-step instructions, or research the origin of a favorite traditional dish. Reading technical instructions sharpens practical comprehension skills.
- **Preserve Family Stories:** Encourage your student to interview a grandparent or relative during holiday gatherings. Taking notes and drafting family oral histories practices active listening, organization, and narrative structure.
- **Write Expressive Gratitude Notes:** Prompt your teen to write short, thoughtful notes of appreciation to family members, coaches, or teachers. Writing for a real audience reinforces the power and purpose of written communication.
- **Listen to Audiobooks on Road Trips:** Turn travel time into story time by streaming an audiobook or narrative podcast. Have fun talking about character choices, plot turns, or key details.
- **Establish a Screen-Free Evening Read:** It's going to get darker earlier, so set aside 15 to 20 minutes before bed where everyone powers down devices to read a book, magazine, or article of their choice.

Thank you for partnering with us to keep reading and writing central to your child's growth. Wishing all of our AJHS families a warm and restful Thanksgiving season!

Softball Open Gym

Softball Open Gyms will be Tuesdays/Thursdays from 3:30 PM- 4:30 pm. Talk to Ms. Hodge to get the BandApp login!

Parent-Teacher Conferences

Conferences will be held on November 5 from 2-7 PM. Report cards will be with 1st period teachers.

Testing Information

The 2025-2026 End of the Year Student Score Reports for MAST, MSA, and DLM will be sent home with first quarter reports cards along with a letter explaining the different levels of student performance on the assessments. These letters are also added as attachments to this newsletter.

Carpentry Class

Our carpentry class is offering to build a custom sauna for a local client, charging for the cost of materials—with all design, construction, and assembly labor provided entirely for free. As a hands-on class project, this opportunity allows our students to master traditional framing, vapor barrier installation, specialized wood finishing, and heater integration while building a high-quality sauna tailored to your space. If you have been planning a sauna build and want to save significantly on labor costs while supporting student craftsmanship, we would love to partner with you to make this project a reality.

Copperhead Monthly

November 2026





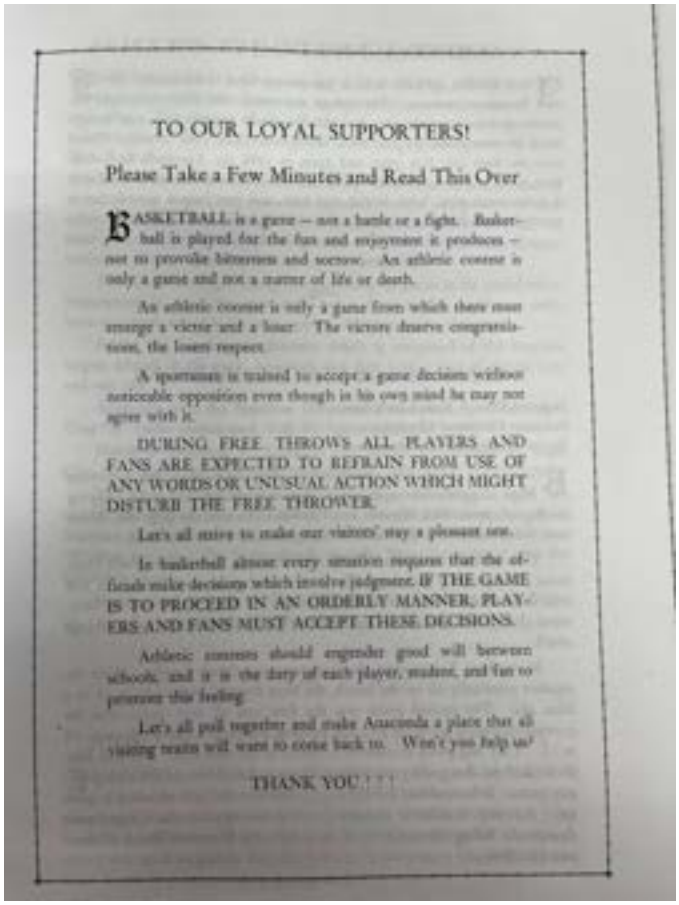






From the History Vault

This image is from the souvenir program from the Memorial Dedication



TO OUR LOYAL SUPPORTERS!

Please Take a Few Minutes and Read This Over

BASKETBALL is a game — not a battle or a fight. Basketball is played for the fun and enjoyment it produces — not to provoke bitterness and sorrow. An athletic contest is only a game and not a matter of life or death.

An athletic contest is only a game from which there must emerge a victor and a loser. The victors deserve congratulations, the losers respect.

A sportsman is trained to accept a game decision without noticeable opposition even though in his own mind he may not agree with it.

DURING FREE THROWS ALL PLAYERS AND FANS ARE EXPECTED TO REFRAIN FROM USE OF ANY WORDS OR UNUSUAL ACTION WHICH MIGHT DISTURB THE FREE THROWER.

Let's all strive to make our visitors' stay a pleasant one.

In basketball almost every situation requires that the officials make decisions which involve judgment. IF THE GAME IS TO PROCEED IN AN ORDERLY MANNER, PLAYERS AND FANS MUST ACCEPT THESE DECISIONS.

Athletic contests should engender good will between schools, and it is the duty of each player, student, and fan to preserve this feeling.

Let's all pull together and make Anaconda a place that all visiting teams will want to come back to. Won't you help us?

THANK YOU ! ! !

LUNCH November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	**2** Turkey,Bacon Cheese,Lettuce Tomato,Spinach Salad,Apple Milk	**3** Chicken Sandwich Lettuce,Tomato Pickle,Carrots&Ranch Pears Milk	**4** Nachos,Beef,Beans Cheese,Salsa,Sour Cream,Romaine Salad,Tangerine Milk	**5** 12:00 Release Grab & Go Lunch Parent Teacher Conference	**6** NO SCHOOL	**7**
8	**9** Chicken Strips Sweet & Sour Sauce Rice,Broccoli Apple,Milk	**10** Pulled Pork Sandwich Steamed Carrots Mixed Fruit Milk	**11** Chicken Noodle Soup,Roll,Crackers Spinach Salad Pears Milk	**12** Walking Taco,Beans Beef,Cheese,Lettuce Tomato,Salsa,Sour Cream,Chips Pineapple,Milk	**13** Baked Chicken Mashed Potato Bread & Butter,Green Beans Orange Milk	**14**
15	**16** Cheeseburger Lettuce,Tomato,Pickle Corn Pears,Milk	**17** Turkey Ranch Wrap Lettuce,Cheese,Ranch Tortilla,Celery,Cucumber Pineapple,Milk	**18** Hot Dog Baked Beans Broccoil Applesauce Sun Chips,Milk	**19** Thanksgiving Dinner	**20** Chili Cornbread Spinach Salad Baby Carrots & Ranch Apple,Milk	**21**
22	**23** Hot Ham & Cheese Potato Wedges Broccoli,Peaches Milk	**24** Orange Chicken Veggie Fried Rice Edamame,Apple Milk	**25** 12:00 Release Grab & Go Lunch	**26** NO SCHOOL	**27** NO SCHOOL	**28**
29	**30** Spaghetti Baby Carrots Salad,Applesauce Milk					

BREAKFAST November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	**2** Cini Mini Hard Boiled Egg Pears Juice,Milk	**3** Lucky Charms WW Toast Pears,Juice Milk	**4** Cheerios Pull Apart Donut Mixed Fruit,Orange Milk	**5** Cheese Omelet WW Toast Peaches,Juice Milk	**6** NO SCHOOL	**7**
8	**9** Stuffed Bagel String Cheese Apple Juice,Milk	**10** Breakfast Bowl Orange,Raisins Milk	**11** Yogurt Parfait Blueberries,Granola Juice Milk	**12** Kix WW Toast Mixed Fruit Milk	**13** Sliced Apples Peanut Butter Grahams Juice,Milk	**14**
15	**16** Scrambled Eggs WW Toast Pears,Apple Crisps Milk	**17** Trix String Cheese Mandarin Oranges Raisins Milk	**18** Kix WW Toast Craisins,Juice MIlk Milk	**19** Pretzel Bites & Cheese Peaches Juice Milk	**20** English Muffin Honey,GoGurt Juice,Apple Milk	**21**
22	**23** Cheerios WW Toast Pineapple,JUice Milk	**24** Muffin String Cheese Applesauce Juice Milk	**25** Yogurt Parfait Banana Chocolate Caramel Chex Snack Juice Milk 12:00 Release	**26** NO SCHOOL	**27** NO SCHOOL	**28**
29	**30** Biscuits & Honey Sliced Ham Pears Juice Milk					

TARA WAYLAND

Email: twayland@anacondaschools.org
Job: Occupational Therapist



What inspired you to work in education?
To help students access an educational environment and reach their full potential

Where did you grow up?

Anaconda

Where did you go to college?

- Montana State

WHAT WAS YOUR FAVORITE SUBJECT WHEN YOU WERE IN MIDDLE SCHOOL/HIGH SCHOOL?

- Math

WHAT IS ONE HIDDEN TALENT OR FUN FACT MOST PEOPLE DON'T KNOW ABOUT YOU?

- I love to travel and exploring areas

WHAT ARE YOU MOST EXCITED TO EXPERIENCE AT OUR SCHOOL THIS YEAR?

Helping students to gain access through the use of assistive technology

AUDREY FORSBERG

Email: aforsberg@anacondaschools.org
Subjects Taught: Science

What inspired you to work in education?

- My family inspired me to become a teacher.



Where did you grow up?

Anaconda

Where did you go to college?

- Montana Tech

WHAT WAS YOUR FAVORITE SUBJECT WHEN YOU WERE IN MIDDLE SCHOOL/HIGH SCHOOL?

- Biology

WHAT IS ONE HIDDEN TALENT OR FUN FACT MOST PEOPLE DON'T KNOW ABOUT YOU?

- I still have two baby teeth

WHAT ARE YOU MOST EXCITED TO EXPERIENCE AT OUR SCHOOL THIS YEAR?

It will be my first year coaching Volleyball and Basketball, so i'm excited to see how they do.

ANACONDA SCHOOL DISTRICT #10
Home of the Copperheads

1410 W. Park Ave.
Anaconda, MT 59711

Tel: 406-563-6361
Fax: 406-563-7763

November 8, 2026

Dear Parent/Guardian:

During the 2025-2026 school year, Montana students in grades 3–8 participated in the Montana Aligned to Standards Through-Year (MAST) assessment in English Language Arts (ELA) and Mathematics. This statewide assessment is Montana's measure of student progress toward our state content standards. These standards set clear expectations for what students should know and be able to do at each grade level.

Unlike a single end-of-year test, MAST is taken throughout the school year in smaller sections, called testlets. These testlets are embedded in instruction and designed to measure important skills such as reading comprehension, writing, and math aligned to grade level state content standards. The results from all testlets are combined to create a summative scale score and achievement level, reported in the enclosed Through-Year Student Score Report. This report provides:

- An **overall scale score** (ranging from 250–400) that summarizes your child's performance for the year.
- An **achievement level** that describes how your child performed relative to grade-level expectations.
- **Details for each testlet** completed during the year, showing strengths and areas where additional support may be helpful.
- In ELA, additional results for **reading comprehension** (literary and informational texts) and the **performance task** in writing.

Achievement Levels
Your child's overall performance is reported in one of four achievement levels:

- **Advanced** – The student exceeded grade-level expectations and has demonstrated mastery of the knowledge and skills necessary for success in future coursework.
- **Proficient** – The student met grade-level expectations and has demonstrated the knowledge and skills necessary for success in future coursework.
- **Partially Proficient** – The student partially met grade-level expectations and needs additional support to develop the knowledge and skills required for success in future coursework.
- **Novice** – The student did not meet grade-level expectations and needs considerable support to develop the knowledge and skills required for success in future coursework.

It is important to remember that no single test can capture all that your child knows and is able to do. Assessment results should always be considered alongside classroom performance, grades, and other local measures. Together, these provide the most complete picture of your child's learning and progress. For more information on understanding your child's results, you can view interpretive and overview resources for the MAST Through-Year Reports on the MAST Portal under *Parent & Family Resources* or reach out to your child's teacher or school.

Sincerely,
Erik Swanson, Principal AJSHS
Holly Morris, Principal FMIS

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DISTRICT ADMINISTRATION
Superintendent: Dr. Tiffany Rehbein
Business Manager: Annette Galahan
Director of Special Ed/Curriculum: Norah Barney
Maintenance Supervisor: Mike Meagher

BUILDING ADMINISTRATORS
JH/HS Principal: Erik Swanson
AP/AD: Dakota Norris
FMIS Principal: Holly Morris
Lincoln Primary Principal: Holly Bjerke

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November 8, 2026

Dear Parent/Guardian

Montana students participated in the 2025-2026 statewide science assessment for grades 5 and 8. The Montana Science Assessment (MSA) is Montana's measure of student proficiency and progress on the state science content standards in grades 5 and 8. Montana's state standards are based on the Next Generation Science Standards (NGSS), and establish goals for what all students should know and be able to do in each grade. This online computer adaptive assessment includes questions from three science domains: life science, physical science, and earth science.

Alongside this letter you will receive your child's Individual Score Report (ISR) from the Montana Science Assessment. Student performance is reported by achievement levels from Level 1 through Level 4. Students who score a Level 3 or 4 are considered as performing at or above proficient on these standards. Students who score Level 1 or 2 are not considered as proficient on these standards.

Level 4 - Student demonstrates advanced progress needed for success in future coursework.
Level 3 - Student demonstrates progress needed for success in future coursework.
Level 2 - Student requires further development to meet proficiency.
Level 1 - Student needs substantial improvement to meet proficiency.

Additional information about interpreting the ISR can be found in the Montana Science Assessment Interpretive Guide.

This annual assessment provides critical information about student learning, but no single assessment should ever be the sole factor in making an educational decision. It is important to remember that assessments provide only one measure of student learning. When combined with grades, classroom activities, unit quizzes and tests, and district-level assessments, the statewide assessments can help provide a complete

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picture of your child's abilities over the course of the school year on these content standards.

To see how our school is performing over time and compared to other schools in Montana, visit the state's longitudinal data warehouse (GEMS) or visit Montana's Every Student Succeeds Act (ESSA) Report Card Information for Families website.

Sincerely,
Erik Swanson, Principal AJSHS
Holly Morris, Principal FMIS

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Understanding Your Child's Individual Student Score Report

2025-2026 School Year

Area for state branding and contact information.

© 2026 Accessible Teaching, Learning, and Assessment Systems (ATLAS)

What is the Dynamic Learning Maps® (DLM®) Assessment?

This year, your child's teacher used the Dynamic Learning Maps (DLM) Alternate Assessment System to test academic achievement in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of significant cognitive disabilities. It is a completely individualized test designed so students can show what they know and can do. The assessment is given in short parts called testlets, so your child does not become too tired or stressed.

Results from the assessment given during the school year provide information that the teacher can use to guide classroom instruction.

Your child will receive an Individual Student Score Report for each subject tested. The report indicates the skills your child demonstrated during the assessment.

Overview

Each Individual Student Score Report contains information about your child's performance for one subject. This report has two parts: the Performance Profile and the Learning Profile.

Performance Profile

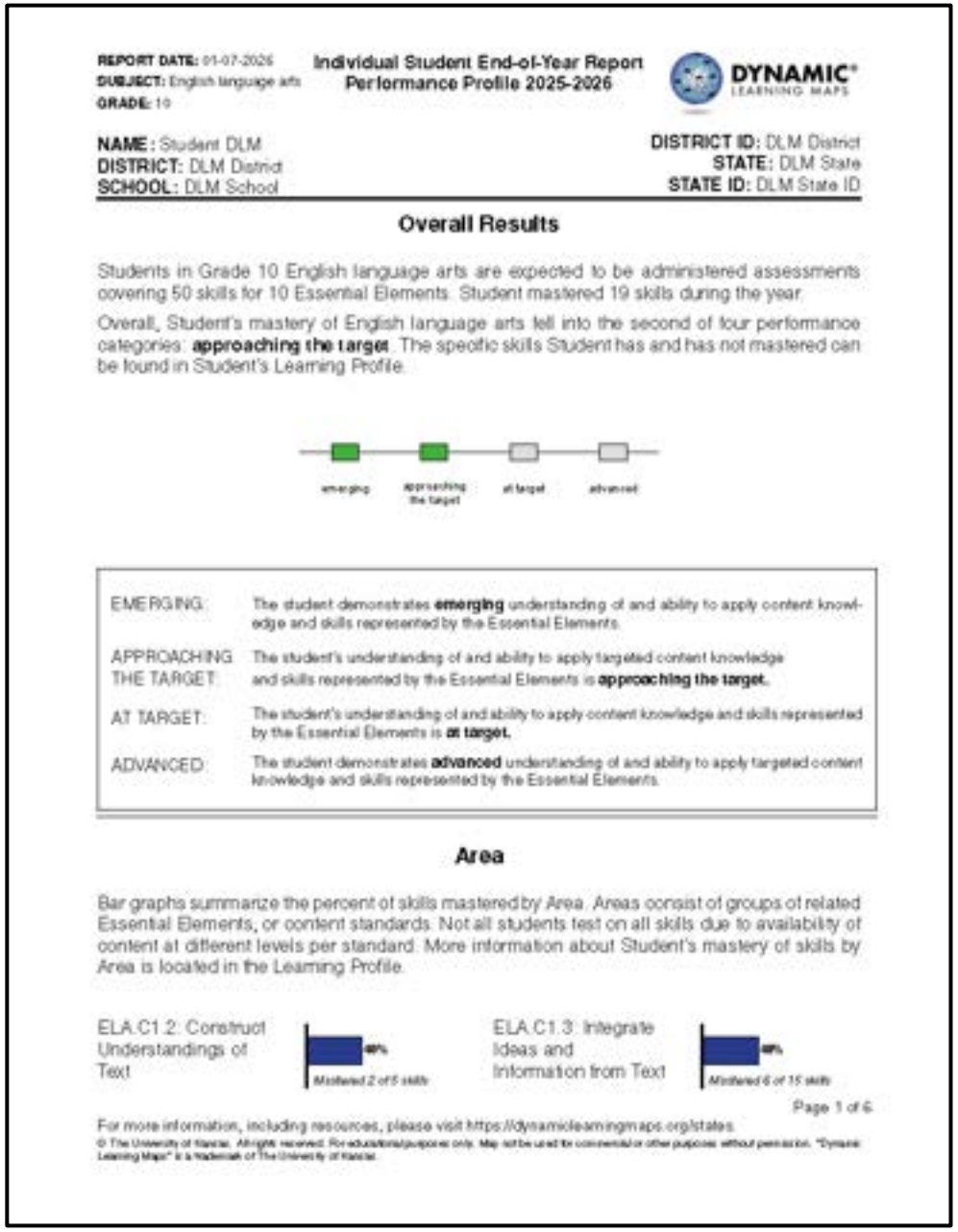
The first part of the Performance Profile, labeled **Overall Results**, describes your child's overall performance based on Essential Elements, which are the alternate content standards for this subject. The four performance levels are

- Emerging
- Approaching the Target
- At Target
- Advanced

"At Target" means your child has met the alternate achievement standards in this subject at your child's grade level.

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills, or **Areas**. If the number of skills mastered exceeds the total number of skills, your child was tested on (and mastered) more skills than necessary. Further information on skill mastery within each Area is shown in the Learning Profile portion of the report.

As is the case with any test result, your child's ability to demonstrate certain skills may vary from one testing attempt to another. Please keep in mind that the skills demonstrated during this assessment provide only one piece of evidence of what your child knows and can do.



REPORT DATE: 01-07-2026
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Performance Profile 2025-2026

DYNAMIC LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 19 skills during the year.

Overall, Student's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.

EMERGING:	The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target.**
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target.**
ADVANCED:	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Area

Bar graphs summarize the percent of skills mastered by Area. Areas consist of groups of related Essential Elements, or content standards. Not all students test on all skills due to availability of content at different levels per standard. More information about Student's mastery of skills by Area is located in the Learning Profile.

ELA.C1.2: Construct Understandings of Text

ELA.C1.3: Integrate Ideas and Information from Text

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For more information, including resources, please visit https://dynamiclearningmaps.org/states

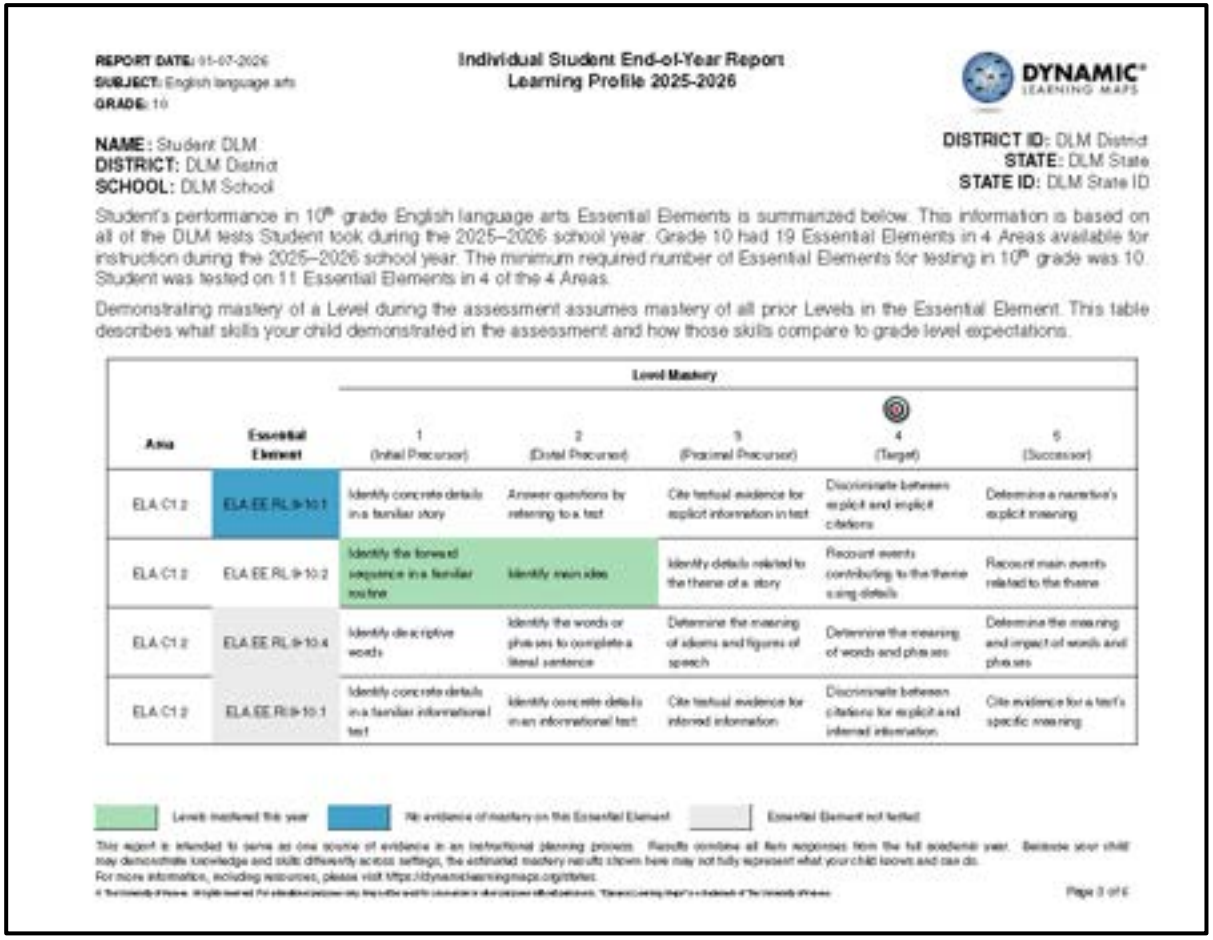
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Learning Profile

Essential Elements are the grade-level standards measured by DLM alternate assessments. The Learning Profile shows what skills your child demonstrated on the assessment and how those skills compare to grade-level expectations (the Target) for every Essential Element tested and within each Area[1]. In the table, each Essential Element has a row of skills at different levels.

In the Essential Element column, blue (or dark gray in grayscale) shading shows Essential Elements that were tested, but your child did not demonstrate mastery of any level during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (labeled 1-5[2]) green (or medium gray in grayscale) shading shows specific skills your child demonstrated during the test.

Your child's performance on all Essential Elements is used to calculate your child's overall performance in a subject, as shown on the first page of the Performance Profile.



REPORT DATE: 01-07-2026
SUBJECT: English language arts
GRADE: 10

Individual Student End-of-Year Report
Learning Profile 2025-2026

DYNAMIC LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Student's performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2025–2026 school year. Grade 10 had 19 Essential Elements in 4 Areas available for instruction during the 2025–2026 school year. The minimum required number of Essential Elements for testing in 10th grade was 10. Student was tested on 11 Essential Elements in 4 of the 4 Areas.

Demonstrating mastery of a Level during the assessment assumes mastery of all prior Levels in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

		Level Mastery				
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA C1 2	ELA.EE.RL.9-10.1	Identify concrete details in a familiar story	Answer questions by referring to a text	Cite textual evidence for explicit information in text	Discriminate between explicit and implicit citations	Determine a narrative's explicit meaning
ELA C1 2	ELA.EE.RL.9-10.2	Identify the forward sequence in a familiar routine	Identify main idea	Identify details related to the theme of a story	Recount events contributing to the theme using details	Recount main events related to the theme
ELA C1 2	ELA.EE.RL.9-10.4	Identify descriptive words	Identify the words or phrases to complete a literal sentence	Determine the meaning of idioms and figures of speech	Determine the meaning of words and phrases	Determine the meaning and impact of words and phrases
ELA C1 2	ELA.EE.RI.9-10.1	Identify concrete details in a familiar informational text	Identify concrete details in an informational text	Cite textual evidence for inferred information	Discriminate between citations for explicit and inferred information	Cite evidence for a text's specific meaning

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

This report is intended to serve as one source of evidence in an instructional planning process. Results combine all item responses from the full academic year. Because your child may demonstrate knowledge and skills differently across settings, the estimated mastery results shown here may not fully represent what your child knows and can do.
For more information, including resources, please visit https://dynamiclearningmaps.org/states

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[1] Overall performance on each Area can be found on the Performance Profile.
[2] In science, columns are labeled 1-3.

MAST Through-Year Score Reports

PARENT & FAMILY OVERVIEW

What is the MAST Through-Year Score Report?

The Montana Aligned to Standards Through-Year (MAST) Score Reports shows how your child performed in English Language Arts (ELA) and Math throughout the school year. It is based on several short assessments (called testlets) given at different times during the year.

Instead of one big test at the end, MAST gives your child a chance to show what they've learned as the year goes on.

What You'll See on the Report

Overall Scale Score and Achievement Level

- The scale score is a number between 250 and 400 that sums up your child's performance across the year.
- The achievement level shows how your child's learning compares to grade-level expectations:
  - **Novice** (Not Meeting Expectations): A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.
  - **Partially Proficient** (Partially Meeting Expectations): A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.
  - **Proficient** (Meeting Expectations): A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.
  - **Advanced** (Exceeding Expectations): A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.

Testlet Performance

- Testlet Reports use Performance Levels, which compare a student's performance directly to the grade-level expectation. The performance levels found in testlets are:
  - **Level 3:** A student score in this level demonstrates a strong understanding of the skills assessed and are consistent with grade-level expectations for proficiency.
  - **Level 2:** A student score at this level demonstrates a sound understanding of the skills assessed and is near the grade-level expectations for proficiency.
  - **Level 1:** A student score in this level demonstrates a limited understanding of the skills assessed and is below the grade-level expectations for proficiency.
- This helps show where your child was strong and where they may need more help.

ELA Reading and Writing Scores

- Two reading scores show how your child understands:
  - Literary texts (like stories)
  - Informational texts (like articles/non-fiction text)
- A writing performance task score shows how well your child organized their ideas, stayed on topic, and used correct grammar based on testlet administered in the middle of the year

PARENT & FAMILY OVERVIEW

What This Report Tells You

- Your child's overall performance across the year
- Where they are meeting expectations or may need extra support
- Specific areas like reading comprehension and writing skills
- A starting point for conversations with teachers

What It Doesn't Tell You

- It's not a result of a single test
- It doesn't reflect every skill your child has
- It should not be used alone to make decisions about your child's ability or progress

How You Can Use It

- Talk with your child's teacher about what the scores mean and how to support learning at home
- Use areas of strength to encourage and build confidence
- Use areas for growth to plan review or extra practice (e.g., reading at home, math games, writing prompts)
- Share the report during parent-teacher conferences to set goals for the year

Questions to Ask Your Child's Teacher

- What do these scores from last year tell you about my child's learning needs this year?
- Are there specific areas we should focus on this year?
- How are you using last year's MAST data to plan instruction or support for my child now?
- Do you see similar strengths or challenges in class this year as those shown in the report?
- What can I do at home to build on the progress my child made last year?
- Are there specific areas we should focus on this year?

Additional Resources

- Through-Year Report Student Interpretive Guide