

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Mr. Loren Lusignan

Official School Name: Grygla Elementary School

School Mailing Address: 114 N. Fladeland Ave., P.O. Box 18
Grygla, MN 56727-0018

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature)

Date: _____

Name of Superintendent* : Mr. Galen Clow

District Name: Grygla Public School

Tel.: (218) 294-6155

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent’s Signature)

Date: _____

Name of School Board

President/Chairperson: Ms. Nicolette McMillin

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President’s/Chairperson’s Signature)

Date: _____

**Private Schools: If the information requested is not applicable, write N/A in the space.* _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>98</u> | % White |
| _____ | % Black or African American |
| _____ | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| <u>2</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	110
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 57%
63 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{13\%}{14}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 2 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 1 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 7 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 3 </u>
Paraprofessionals	<u> </u>	<u> 3 </u>
Support staff	<u> </u>	<u> </u>
Total number	<u> 8 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1%	94.8%	95.5%	96.4%	96.7%
Daily teacher attendance	98.4%	97%	96.5%	97%	98%
Teacher turnover rate	0	0	0	0	0
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Grygla Elementary School, located in rural Northwestern Minnesota, is part of a kindergarten through twelfth grade school system that currently serves two hundred fourteen students, with one hundred twelve students enrolled in the elementary. Our district covers a large geographic area of approximately nine hundred square miles and the population is sparse. The economy of the area is based upon logging, farming and factory jobs in neighboring communities.

We have a relatively high poverty index with fifty-seven percent of our students who qualify for free or reduced lunches. Our daily attendance for students is ninety-six percent, with teacher and student turnover being very low for the past five years. The physical plant we have is in excellent condition and the school is the focal point of our community so community support is excellent.

The mission of the Grygla Elementary School is to “Achieve and Succeed.” We challenge all students to learn and apply skills to meet the changing needs of society. We constantly strive to help students prepare for the changing demands of society by providing them a solid academic background and ability to use technology.

The Grygla Elementary School’s goal is to improve reading and communication skills in all areas of the curriculum. Our faculty and administration have researched and studied best practices in area schools and research provided by Minnesota Department of Education personnel.

We have worked several years to align curriculum and assessments to meet state standards. We use several programs to increase student interest and skills in reading. One of the first programs we started was called “Read Write Now.” This was initially started to maintain special education student’s skills by reading during the summer months. Because it proved to be extremely successful and rewarding we now offer it to all students in kindergarten through sixth grade. We have also used the Accelerated Reading Program (AR), a program in which all students read at individualized reading levels. This program meets the needs of all learners as it builds interest, self esteem, and allows children of all ability levels to progress at a rate appropriate to them. We post a picture of each child as they achieve a goal of predetermined points. This has been extremely motivating for students to see their pictures at the various levels and parents love it too.

We also promote February as “I Love to Read” month each year. We have older students and community residents (school board members, senior citizens, bankers, etc.) read to the young students and Dr. Seuss always visits us in full attire. Lastly, we have one hour of class time dedicated to student reading, teachers reading to students, or students reading to other students.

We feel that the success at Grygla Elementary School can be attributed to the cooperation by staff, parents, administration, students, and community members working cooperatively to provide excellent education for all students. This cooperative effort can be shown by the Foster Grandparent Program at our school where grandparents assist students with reading and math on a daily basis. Our fire department and deputy sheriff teach safety and drug awareness yearly. Last year the students, faculty, parents, and community members raised money and built a beautiful playground for our school and community. The students and adults worked side by side erecting the playground in a few days. We feel that the students learn to value and respect property and others by contributing to their community. We hope that these skills will teach them to continue to provide a quality education for future students in Grygla.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Grygla Elementary School has administered the Minnesota Comprehensive Assessment Tests (MCA’s) to the third and fifth grade classes for five years. The results are reviewed during teacher in-service sessions to evaluate the class academic growth in math and reading on a yearly basis. The class size at Grygla is small so it is difficult to derive adequate data to make curriculum adjustments or determine specific individual needs of students.

In addition to the MCA’s we have administered the Iowa Tests of Basic Skills (ITBS) to our students for many years. However, we determined they were not giving us useful information on individual students. Our staff then researched various academic tests and we began using the Northwest Evaluation Association (NWEA) tests last year. These tests are given to all students in grades two through six in mid-September and again in mid-May.

The NWEA assessments cover three academic areas. They are: math, reading and language arts. These tests are very helpful for regular and special education teachers in writing yearly goals to assist individual students to make adequate yearly progress in academic subjects. The NWEA tests are not “norm-referenced” tests but serve our district in two ways. First, we are able to identify specific needs of individual students and secondly to adjust teaching styles and curriculum to address the areas of need.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Staff and administration use all information from the Minnesota Comprehensive Assessments, Northwest Evaluation Association, classroom assessments, work samples, and observations during the in-service days we have each year. The faculty reviews the data individually to determine specific goals they will need to emphasize with individual students and to realign their teaching strategies. The faculty also reviews the data collectively and utilizes it to determine trends in overall achievement for math and reading from year to year.

Providing a quality education so no child is left behind takes the cooperation of all staff. The regular education, special education, Title I, and para-professional staff meet to review the needs of all students that have individual academic needs. They write a plan that assures that a student’s math and reading skills are addressed in a continuous process of teaching, reteaching, and review.

This process of continuous review has been successful. Improvement is shown in our overall test scores that have been steadily increasing for the last three years. We are finding fewer students testing below the Minnesota Comprehensive Assessments benchmark score that indicates students are below grade level. It is the goal of our staff to have all students score at or above the benchmark score.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The Grygla Elementary School communicates student performance and assessment data to the parents and community in several ways. Annually we publish all of our school test scores in our local newspaper, The Grygla Eagle. This is the Systems Accountability Report (SAR) which is required by our state legislature. We have found this report to be helpful in district planning for expenditures or for in-service and capital investments.

The Grygla Eagle also devotes approximately one half of the news articles in the local paper to school related activities because the school is such a focal point of the community. The editor of The Grygla Eagle also publishes a weekly article written by a student from our district.

Our students and parents are also invited to participate in three conferences a year and report cards are distributed quarterly. We have several events scheduled each year such as “American Education Week”, “Grandparents Day”, kindergarten open house and round up, and “I Love to Read” week. Parents, guardians, and grandparents are encouraged to visit their children on these occasions.

The Grygla Elementary School also sends out notices to parents to invite and remind them of up-coming activities. We also publish a school newspaper on a quarterly basis.

4. Describe in one-half page how the school will share its successes with other schools.

The Grygla Elementary School staff and administration have encouraged cooperation with neighboring schools so that we can learn best practices first hand. About 30% of our staff observe faculty in neighboring schools each year to share or learn about new programs or methodology they are using. We also share in-service presentations with neighboring schools each year. The topics include drug education, technology, testing updates, and high profile speakers such as Jim Trelease.

We have several staff from other districts who have observed our all day kindergarten, State Standards Portfolios, Foster Grandparent Program, and our technology labs we use to administer NWEA tests. We welcome the opportunity to share and learn from other educators.

The principal and staff attend numerous workshops on a regional and state level. We share our successes and also seek ideas to improve our academic environment. If we are fortunate enough to receive the Blue Ribbon Award, we will be communicating our success to the local radio stations and newspapers in the Northwest corner of Minnesota. It will also be posted on our school website.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The Grygla Elementary school staff provide their students with a standards based curriculum that is tailored to challenge each child at his/her ability level. We also provide students the opportunity to participate in vocal and instrumental music, physical education, and keyboarding. Our special education, Title I, and paraprofessional staff work cooperatively with regular education teachers to plan for children with academic needs.

Grygla Elementary staff knows that a strong language arts program is the basis for success in all subjects. Therefore, we offer a comprehensive reading and language arts program. Our reading program begins in kindergarten with Metra Companion reading supplemented with whole language activities throughout the year. Companion reading and whole language activities continue through the second grade. It was selected because it is phonetic based and writing, speaking, and literary skills are integrated into each lesson. In second and third grade our teachers selected Scholastic Reading because it aligned well with the Minnesota Reading Standards. It is phonetic based and includes writing skills. In grades four through six the Houghton-Mifflin series was chosen because it emphasized strong comprehension and problem solving skills.

We journal on a daily basis in grades one through six. We feel that students benefit greatly by expressing thoughts, feelings, and writing book summaries and reports each day. Our reading program includes silent reading daily. Foster Grandparents listen and read to students in kindergarten through sixth grades on a daily basis. In addition to this, our students are all involved in the Accelerated Reading Program. This program has increased the volume of books read tremendously each year. This year during first semester our teachers documented a three-fold increase in books read. The children love the AR system because it documents their reading successes and they are rewarded and recognized for their accomplishments by having their picture posted on the school Reading Wall.

The Grygla Elementary uses the Saxon Math program. In kindergarten, students begin with patterning, shapes, and numbers and in first grade we continue adding skills in graphing, computation, and using manipulatives to solve number problems. In second through sixth grade we continue to use Saxon activities with manipulatives to solve and reinforce skills taught. All teachers supplement the math program with flash cards, games, and daily homework that involves parent participation with homework activities. Charting is used in classrooms to increase motivation and recognize individual successes. The Saxon Math Program was selected by our staff because of the comprehensiveness of the skills that are introduced, daily lessons are short and incremental, manipulatives and guided practice are emphasized, and family involvement in homework activities is used to reinforce the child's interest and learning of math.

In science the Grygla Elementary staff uses the Silver Burdette-Ginn program. This was selected because of a heavy emphasis on experiential learning, with activities beginning in

kindergarten when they grow and observe plants. By sixth grade the students are recording the weather and temperature data. Children enthusiastically look forward to the activities.

We provide quality instruction in social studies with a heavy reading emphasis. Standards-based projects are built by our students and exhibited at open-houses and conferences for parents, grandparents, and community members. All classes take field trips to museums and various exhibits and the sixth grade students culminate their elementary education with a three day tour of Minnesota.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The Grygla Elementary School reading curriculum basal text series was selected by staff members to best meet the needs in various grade levels. The reading program is supplemented with a variety of programs and teaching strategies that teach the children to read and most importantly to enjoy reading.

All kindergarten through sixth grade teachers use SSR, a minimum of two thirty minute periods a day. Foster Grandparents are available to read and listen to all children in our elementary. Journaling is also a daily language arts activity in all classes.

A school wide project that motivates all students to read is "I Love to Read" month. During the month of February the elementary students set a goal to read a number of library books. If the students achieve this goal, the principal must agree to be taped to a post, stand on his head, or some other activity such as kiss a pig. Each year the students have met their goal and the principal has carried out all challenges.

The Accelerated Reader program also serves as a school wide reading motivation. Each teacher sets a number of points that a student must achieve each quarter. When a student meets this goal their picture is placed on the Reading Wall. If they choose to exceed the minimum, they then can have another picture placed on a higher goal level. Each quarter the elementary students meet in the gym for a recognition program. The students are recognized by peers and parents for their accomplishments, and prizes are awarded. The participation and support of these programs have been tremendous.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Grygla Elementary School's mission is to challenge and prepare students for their future in a changing society. In order to accomplish this, we must be sure that all students have the skills to be ready to learn, and then to have those skills presented at their developmental level.

All preschool children in the Grygla School District have access to high quality and developmentally appropriate pre-school programs that help prepare them for entrance to school. Programs currently available are: Early Childhood Family Education (ECFE), School Readiness, and Head Start. All three of these programs collaborate and work closely together to provide a wide range of learning opportunities for pre-school age children in preparation for kindergarten.

Activities range from hands on projects, field trips, speakers, and just fun activities that prepare children socially and emotionally so they are prepared to meet the academic demands of kindergarten. Parents are involved intensively in all three programs and play a vital role in the success of their child's experiences.

Prior to entrance into kindergarten, checklists used by pre-school and Head Start teachers are reviewed by special education, Title I, and the kindergarten teacher. A transition meeting is held with ECFE teachers, Head Start teachers, preschool special education staff, Title I teacher, paraprofessionals, parents, and administration to discuss and evaluate any specific needs that the child has that must be accommodated in kindergarten. The preschool programs offered in our district have been extremely effective because of the collaboration that exists to meet the special needs of students.

Kindergarten children at Grygla Elementary school begin attending school three full days for the first semester. Beginning third quarter, the kindergarten students attend four full days. The last quarter of the year, the kindergarten students attend five full days.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The Grygla Elementary School uses a variety of instructional methods to improve student learning and to meet unique learning styles of others. In reading, teachers read aloud daily to students and set aside time for independent reading, and follow up with discussions. They also encourage journaling by all students daily which promotes inventive spelling with the younger children and helps all children to solidify the comprehension of concepts they have learned while reading. Teachers model and discuss their own readings which help to expose children to a wide range of literature. Teachers approach math and reading skills in context so that it becomes meaningful for all students and application to the real world is simplified.

In our Saxon Math program repetition is used to teach basic math facts so accuracy and speed are improved when students are engaged in math application problems. The Saxon Math program has been extremely successful in developing a positive student attitude toward math. The process of introducing, teaching, application and then review of skills has increased the achievement level of our elementary students greatly.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The teachers in Grygla Elementary School have been involved in staff development activities for several years with integrating the high standards in all subject areas. Last year the main focus of staff development was to train all staff in administering the NWEA assessments using technology.

This year the direction of staff development has shifted to train all the professional staff on the interpretation of NWEA assessment results. These test results will then assist all staff in writing class and individual goals for all students in grades kindergarten through sixth grade. When writing goals, special education and Title I teachers as well as paraprofessionals will team

with the classroom teachers to decide who can begin teaching and reinforcing skills dependent upon the individual needs of the students.

The Grygla Elementary staff has also attended regional workshops on reading and math standards as well as a presentation by nationally recognized reading specialist Jim Trelease. The staff will be aligning the new standards this year for math, reading, social and science into their curriculum.

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3

Test Reading

Edition/publication year 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 17

Number of students who took the test 17

What groups were excluded from testing? Why, and how were they assessed? Only the most cognitively disabled special education students are exempted from testing. This year no students were exempt.

Number excluded 0 Percent excluded 0

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test Math

Edition/publication year 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 12

Number of students who took the test 12

What groups were excluded from testing? Why, and how were they assessed? Only the most cognitively disabled special education students are exempted from testing. This year no students were exempt.

Number excluded 0 Percent excluded 0

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

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Test Reading

Edition/publication year 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 12

Number of students who took the test 12

What groups were excluded from testing? Why, and how were they assessed? Only the most cognitively disabled special education students are exempted from testing. This year no students were exempt.

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Number of students who took the test 17

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FORMAT FOR STATE CRITERION-REFERENCED TESTS+

5th Grade Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	March	March
Grygla Elementary School Scores	1525	1503	1535	1444	1440
Average Scale Score					
% At or Above Basic	93	74	74	69	54
% At or Above Proficient	74	28	58	42	27
% At Advanced	9	14	26	0	0
Number of students tested	12	14	19	12	15
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Average MN State Scale Scores	1532	1502	1492	1470	1417
% At or Above Basic	77	71	67	61	54
% At or Above Proficient	57	53	50	45	39
% At Advanced	18	14	13	12	6
Subgroup Scores					
1. Eligible free/reduced Average Scale Score	*	*	1476	*	1465
% At or Above Basic	*	*	10	*	20
% At or Above Proficient	*	*	30	*	40
% At Advanced	*	*	20	*	0
Number of students tested	7	8	10	7	10
2. MN Average Scale Score for free/reduced meals	1436	1395	1383	1356	1313
% MN At or Above Basic	58	48	46	39	28
% MN At or Above Proficient	35	29	29	24	18
% MN At or Above Advanced	7	4	5	4	2
# MN students tested	18945	18043	17745	17541	17635

*Data not available if less than 10 students

FORMAT FOR STATE CRITERION-REFERENCED TESTS+

5th Grade Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	March	March
Grygla Elementary School Scores	1614	1470	1587	1400	1482
Average Scale Score					
% At or Above Basic	98	72	80	42	65
% At or Above Proficient	75	43	69	25	40
% At Advanced	33	7	32	0	13
Number of students tested	12	14	19	12	15
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Average MN State Scale Scores	1566	1552	1545	1493	1451
% At or Above Basic	83	75	74	67	59
% At or Above Proficient	69	64	63	52	44
% At Advanced	25	25	24	16	11
Subgroup Scores					
1. Eligible free/reduced	*	*	1587	*	1488
Average Scale Score					
% At or Above Basic	*	*	80	*	60
% At or Above Proficient	*	*	40	*	50
% At Advanced	*	*	30	*	20
Number of students tested	7	8	10	7	10
2. MN Average Scale Score for free/reduced meals	1464	1431	1423	1371	1339
% MN At or Above Basic	63	53	53	48	37
% MN At or Above Proficient	45	40	40	33	24
% MN At or Above Advanced	11	10	10	5	4
# MN students tested	18966	18200	17895	17751	17763

*Data not available if less than 10 students

FORMAT FOR STATE CRITERION-REFERENCED TESTS+

3rd Grade Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	March	March
Grygla Elementary School Scores					
Average Scale Score	1494	1429	1562	1414	1412
% At or Above Basic	77	58	90	53	55
% At or Above Proficient	59	34	54	29	35
% At Advanced	12	5	27	0	10
Number of students tested	17	21	11	17	20
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Average MN State Scale Scores	1517	1486	1486	1460	1428
% At or Above Basic	76	77	66	62	56
% At or Above Proficient	49	40	49	45	40
% At Advanced	17	16	16	12	8
Subgroup Scores					
1. Eligible free/reduced					
Average Scale Score	1482	1420	*	1402	1398
% At or Above Basic	60	49	*	50	53
% At or Above Proficient	50	28	*	20	30
% At Advanced	10	7	*	0	15
Number of students tested	10	14	5	10	13
2. MN Average Scale Score					
for free/reduced meals	1424	1383	1383	1354	1330
% MN At or Above Basic	57	47	48	40	35
% MN At or Above Proficient	38	29	29	24	22
% MN At or Above Advanced	7	7	7	4	3
# MN students tested	18043	17616	17711	18283	18539

*Data not available if less than 10 students

FORMAT FOR STATE CRITERION-REFERENCED TESTS+

3rd Grade Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	Mach	March
Grygla Elementary School Scores	1617	1450	1489	1479	1532
Average Scale Score					
% At or Above Basic	77	58	73	59	65
% At or Above Proficient	65	44	64	47	60
% At Advanced	47	15	0	0	20
Number of students tested	17	21	11	17	20
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Average MN State Scale Scores	1541	1486	1494	1478	1460
% At or Above Basic	74	65	68	64	58
% At or Above Proficient	56	48	53	46	42
% At Advanced	19	11	14	9	9
Subgroup Scores					
1. Eligible free/reduced Average Scale Score	*	1429	*	1462	1533
% At or Above Basic	*	57	*	50	62
% At or Above Proficient	*	40	*	40	54
% At Advanced	*	7	*	0	31
Number of students tested	9	14	5	10	13
2. MN Average Scale Score for free/reduced meals	1439	1384	1391	1371	1352
% MN At or Above Basic	57	57	45	56	37
% MN At or Above Proficient	38	37	29	33	23
% MN At or Above Advanced	7	9	5	6	3
# MN students tested	18108	17658	17782	18166	18575

* Data not available if less than 10 students