

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

Name of Principal Mr. Thomas R. Lee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Normandale Hills Elementary School
(As it should appear in the official records)

School Mailing Address 9501 Toledo Avenue South
(If address is P.O. Box, also include street address)

Bloomington, Minnesota 55437-3799
City State Zip Code+4 (9 digits total)

Tel. (952) 806-7000 Fax (952) 806-7001

Website/URL www.bloomington.k12.mn.us/Site_Index/ then click on Normandale Hills Elementary

E-mail TLEE@bloomington.k12.mn.us

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* Dr. Gary S. Prest
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Independent School District 271/Bloomington Public Schools Tel. (952) 681-6402

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 Mrs. Christine L. Scanlon

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 _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the District: 10 Elementary schools
 3 Middle schools
 _____ Junior high schools
 2 High schools
 _____ Other (Briefly explain)
- 15 TOTAL
2. District Per Pupil Expenditure: \$8,008
 Average State Per Pupil Expenditure: \$7,759

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled* at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	41	29	70	7			
1	48	20	68	8			
2	32	30	62	9			
3	50	36	86	10			
4	47	46	93	11			
5	39	42	81	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							460

* Students enrolled as of October 1, 2003.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>80.1</u> | % White |
| <u>8.8</u> | % Black or African American |
| <u>3.3</u> | % Hispanic or Latino |
| <u>6.2</u> | % Asian/Pacific Islander |
| <u>1.1</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 7.3 %

(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.)

2002-2003		
(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	450
(5)	Subtotal in row (3) divided by total in row (4)	.0733
(6)	Amount in row (5) multiplied by 100	7.3%

8. Limited English Proficient students in the school: 0.2 %
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Farsi

While not identified as LEP, we have 30+ students who speak English as a second language, including: Somali, Mandarin, Cantonese, Russian, etc.

9. Students eligible for free/reduced-priced meals: 16.1 %

73 Total Number Students Who Qualify

10. Students receiving special education services*: 12.4 %

57 Total Number of Students Served

* As of January 1, 2004.

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

<u> 3 </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> 5 </u> Hearing Impairment	<u> 20 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 7 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> 5 </u> Other: Emotional Behavioral Disorders

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> 1 </u>	<u> -- </u>
Classroom teachers	<u> 18 </u>	<u> -- </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 8 </u>
Paraprofessionals	<u> -- </u>	<u> 11 </u>
Support staff	<u> 4 </u>	<u> 6 </u>
Total number	<u> 30 </u>	<u> 25 </u>

12. Average school student-“classroom teacher” ratio: 24:1

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%	96%	97%	96%	96%
Daily teacher attendance	94%	97%	96%	97%	96%
Teacher turnover rate	9%	12%	15%	16%	13%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Normandale Hills Elementary School is kindergarten through fifth grade school of approximately 450 students located in Bloomington, Minnesota. It is governed by a site council made up equally of parents and staff. The mission states, "Normandale Hills Elementary School is committed to maximizing individual excellence by developing capable, ethical children with a passion for learning using innovative, quality programs and fostering a sense of community." The 2002-03 strategic plan includes the following objectives:

1. To increase the percentage of students who meet their annual growth goals on the Computerized Achievement Level Test (CALT) in reading and math to 75% of all students in all quartiles.
2. No child will miss their growth goal two years in a row in any given area.
3. All fifth grade students will demonstrate improved performance on the Minnesota Comprehensive Assessments (MCAs) from their performance in third grade.

The strategies to accomplish these goals include maximizing parent participation, increasing the communication of student data between the school and families, and developing a system of identifying and nurturing the giftedness of each child.

The staff at Normandale Hills recognizes that families are the first and primary instructors of their children. We become partners in that educational process when their children enter school. Parents choose Normandale Hills as their partner, regardless of where they live. Approximately 34% of all students enrolled at Normandale Hills come from outside of our attendance area.

In his book entitled, *What Works In Schools*, Robert Marzano identifies six school level factors critical for affecting student achievement. All of these factors are demonstrated at Normandale Hills. We have a *guaranteed and viable curriculum* (See Part V, Curriculum and Instruction). We provide *challenging individualized goals and effective feedback*. The staff participates in many activities to effectively communicate and partner with families, including partnership conferences prior to the beginning of school, weekly grade-level newsletters, updated grade-level websites, a biweekly building newsletter, and quarterly reporting to families. We have *strong parental and community involvement*. Our PTA has won the State award for the highest membership six of the last seven years. Parent and community volunteers contribute approximately 10,000 hours of service to our school each year. Our school climate is positive and supportive and we have a *safe, orderly environment*. Each year parent survey results indicate that 99% of kids feel welcome and safe at Normandale Hills. Lastly the staff demonstrates high levels of *collegiality and professionalism*. Teachers have a common prep time with grade level teams. Professional

learning groups have studied such topics as differentiated curriculum, behavior management, guided reading, and effective instruction.

At Normandale Hills, every child learns. We provide a variety of interventions to assist all students to perform at their highest potential. Interventions include after-school enrichment opportunities, extended-day instruction, tutoring, homework help, and a wide array of special education services. Three District programs are also part of our Normandale Hills community, including: a Deaf and Hard of Hearing Program, a Developmental Cognitive Disability-Severe/Profound Program and a Setting III Multi-categorical Disabilities Program. Normandale Hills is an exceptionally inclusive environment where all students are considered essential, contributing members.

Normandale Hills is an outstanding school for all students. The curriculum is rigorous, expectations are high, parents and staff are engaged and committed, and students perform at the highest level in our State. We are proud to be nominated as a Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to students in grades 3 and 5. Normandale Hills has been nominated by the Minnesota Commissioner of Education for the Blue Ribbon School recognition in the category for schools in the top 10% as based on the MCA's in grades 3 and 5 in both reading and math. Based on the 2003 MCA results, Normandale Hills students scored the highest in the State of Minnesota. Our MCA scores for both third and fifth grade students have demonstrated steady growth for the last five years.

The fifth grade students provide the best measure of school performance in Bloomington. As K-5 elementary schools, the fifth grade student represents the end product of the elementary school. During the spring of 2003, Normandale Hills fifth grade students had the highest average scores in the State of Minnesota in reading, math and writing on the MCA's. Ninety-eight percent of all Normandale Hills students met or exceeded State standards in reading, 95% met or exceeded State standards in math and 96% met or exceeded State standards in writing. The combined percentages in each of these three areas were the highest in Minnesota.

Additionally, the fifth grade students of 2003 continued the trend of demonstrating significant improvement as a cohort over their performance as third grade students. Sixty percent of these students were at a Level 3 or above on the MCA reading assessments as third grade students, and 23% of them were at Level 4 (third grade students during the 2000-01 school year). Ninety-four percent of this cohort as fifth graders were reaching Level 3 or higher, and 76% of the students were performing at the highest Level 4. The results in math were equally as indicative of Normandale Hills' success. Sixty percent of these students reached the Level 3 or higher on the MCA math assessments while they were third grade students. Twenty-five percent reached the highest Level 4 while in third grade. However, by the time they were in fifth grade, 93% of these same students were at or above Level 3, with 73% at the highest Level 4.

The disaggregated data also reveals that all Normandale Hills Elementary students are making outstanding progress. In the Assessment Results (See Part VII), Table 1 reveals that the average third grade reading MCA score has risen almost 200 points for students of color in the last three years and nearly 300 points for economically disadvantaged students. Table 2 reflects that the average third grade math scores have also risen by over 300 points in that same time period for students of color

and 200 points for economically disadvantaged students. The data is equally as impressive with the fifth grade reading and math scores for students in these two categories as indicated by Tables 3 and 4.

In grade three, Normandale Hills students are achieving early success with 91% of students meeting or exceeding State standards in Reading and 89% of students meeting or exceeding State standards in Math.

An important indicator of academic achievement at Normandale Hills is the amount of growth students are showing from one year to the next in reading and math. We use the Computerized Achievement Level Tests (CALT) to measure this change. Actual student growth on the CALT scale is compared to typical amounts shown for other students across the country who use the Northwest Evaluation Association's Achievement Tests (*2002 Technical Manual, Achievement Level Tests*. Northwest Evaluation Association, Portland, Oregon). The ratio of actual growth to expected growth is converted to a percent and reported as the Percent of Expected Growth (PEG). The average expected PEG for a subject would be 100. This would mean that our students, regardless of their initial achievement level, are growing as much as other students across the country in one year. Normandale Hills PEG scores are well above 100, and are usually among the highest in the District for any grade or subject. We also look at the percentage of students who reach a typical amount of growth each year, and try to keep this at least 50% or higher. In 2003, the percentage of students reaching typical growth at Normandale Hills was 67% for reading and 83% for math.

2. Normandale Hills intensely utilizes data from the MCA and CALT assessments to guide student programming, and measure the effectiveness of teachers and educational strategies. Most importantly, the assessment data has been utilized to identify students who did not make their annual growth goal in either reading or math. A list of these students is shared with the new teachers and specific strategies and interventions are utilized to assure that the student does not miss his/her growth goal a second year in a row. The strategies we utilize include: after-school academic programs, one-on-one tutoring, homework help, mentoring, and parent education, all of which are research-driven best practices for improving student performance.

The assessment data is also used by the building principal to look for trends in teacher performance. A few years ago there were teachers who had 70% of their students make their growth goals, however 90% of the students who did not were in the highest quartile. Discussions with these teachers revealed that they were uncertain how to challenge these top students. Additional specific staff development was pursued. This pattern of “missing” the high achievers has not reappeared in the test scores.

In addition to test data, Normandale Hills uses feedback from annual survey data from students and parents regarding academics, building climate, teacher performance and home-school communication. This helps us adjust programs and policies to better serve our students.

3. Normandale Hills communicates student performance data to families in a variety of ways. A “partnership conference” is held in August, before the school year begins, to communicate pertinent information and ensure a good start. Room visits occur in September when parents are invited in to learn about grade level standards and expectations. Teachers present assessment data to families at the fall conference in October and collaboratively develop an individualized learning plan (ILP). Parents, students and staff all have responsibilities to ensure that goals are met. In January, mid-year reports inform parents how their children are progressing toward grade level standards and their individualized goals. Teachers utilize a portfolio reporting procedure at spring conferences in March to demonstrate, through student work, how children are progressing. The end of the year report includes spring CALT data. The principal holds an evening meeting with families to provide

guidance on how to interpret assessment results (both MCA and CALT). This session is videotaped and made available for families unable to attend the meeting.

The classroom teacher shares assessment data with students, as appropriate. It is shared with the community through the schools website, newsletter and the Minneapolis Star Tribune Newspaper. Additionally, the State Department of Education maintains significant data regarding the performance of each school on their website.

4. Normandale Hills has a long history of sharing its successes with other schools. For example, our school pioneered the Kindergarten Plus (all-day kindergarten) program for the Bloomington School District. We have shared this model with other schools in the District and throughout the State. It is now a model statewide for this alternative approach. Normandale Hills will continue to collaborate with educators statewide by hosting staff from other schools, sharing curriculum approaches, instructional strategies, our uses of data, training approaches, and our strategic plan for accomplishing our goals. Again, these components parallel those Robert Marzano identifies in his book, *What Works In Schools*.

In February, we will host our first school visit since receiving statewide recognition from Commissioner Yecke. Given that all grade level teams have a common prep time, the visiting team will be given opportunities to meet with each team to discuss their questions. The principal will spend extensive time reviewing essential components to our success with this team as well. Sharing this information with other professionals is an honor and a privilege.

Normandale Hills is planning to invite local legislators to visit for a day to allow them to discover firsthand the traits of a successful school. The principal also plans to submit an article to the Minnesota Elementary School Principals Association for publication in their periodical.

PART V – CURRICULUM AND INSTRUCTION

1. The Mathematics curriculum is very rigorous, is based on National Council of Teachers of Mathematic (NCTM) standards, and meets or exceeds Minnesota Academic Standards. The materials that are used incorporate an integrated and spiraled approach to learning mathematics, which allows for multiple exposure to content, as well as continued practice, with daily enrichment or reinforcement as necessary. An essential component of the math curriculum is the parent component, which includes a parent letter at the beginning of each unit explaining the expected outcomes, as well as definitions of vocabulary and examples of mathematical concepts and algorithms. The parent letters have been translated into five languages to meet the needs of non-English speaking parents. In addition, a “home-link” is sent home at the completion of each lesson to allow for students to share what they have learned with their family members. In order to continue to build the partnership with families, in addition to the District parent information nights, there are specific curriculum evenings at Normandale Hills.

The Social Studies curriculum is based on national standards, and currently embraces the philosophy of expanding horizons, to allow students to build on their prior knowledge while learning about the world around them. The curriculum includes history, economics, geography, citizenship, and decision-making, integrated into other content areas as appropriate. This allows for daily real-life application and practice of social studies concepts. At Normandale Hills, additional projects are used to enhance the social studies curriculum including a yearly intensive multi-cultural study as well as an “Our Town” simulation integrated unit of study.

The Science curriculum is based on standards endorsed by the National Science Foundation. It is a hands-on, inquiry based program that allows for students of all abilities to experience science content, and foster an inquisitive interest in the subject area. In addition, funds were raised to purchase leveled books to compliment the science units of study, to allow for content area reading instruction, and the opportunity for students to read integrated non-fiction material at their own reading level.

The Health curriculum is a comprehensive set of standards based on the National Health Education Standards. The health curriculum incorporates ten units of study ranging from emotional health, to first aid and safety. In order to provide a safe and orderly environment for learning, a character education philosophy is integrated into the daily operations of the school. The Physical Education specialist also ensures all students have the opportunity to participate in a comprehensive Physical Education curricula based on the national standards.

Art and Music curriculums are also based on national standards, and are taught by licensed specialists. All students have the opportunity to participate in a comprehensive study of Art and Music. In addition, all fifth grade students participate in instrumental music.

2. The Reading / Language Arts curriculum is a comprehensive integrated program based on national standards, and meets or exceeds all of the Minnesota Academic Standards. A variety of instructional resources are utilized by teachers to meet the individual needs of students. Instructional strategies incorporating the foundations of Scientifically Based Reading Research are practiced to ensure that all students are engaged in significant content. Leveled reading materials are used to supplement the basal reader to allow for practice opportunities for all students, regardless of their reading level. A Balanced Literacy approach facilitates the integrated language arts, and provides for meaningful and appropriate reading instruction to meet the needs of each individual learner. In addition, teachers have been trained in effective instructional strategies in systematic and sequential phonics and phonemic awareness. Students who need additional assistance are given extra help during the school day, as well as after school in our extended-day program. Students' progress is monitored through a variety of formative assessments not limited to fluency, skills tests, holistic assessments, running records, reading inventories, and teacher created assessments, which are used to drive individualized instruction. In addition, all students in grades 2-5 participate in a standardized Computerized Achievement Level Test which allows for monitoring of growth of each individual student from year to year.
3. The Normandale Hills community believes it is important that our students appreciate people of diverse backgrounds. To foster this appreciation we do a school-wide, in-depth study of a people and their culture each school year. During the 2002-03 school year, the students studied China and Chinese culture. A parent advisory committee of Chinese-American parents collaborated with staff to develop a curriculum. Literature was chosen and integrated into the reading curriculum. Geography, history and culture were studied and integrated into several content areas. Artists-in-residence brought in authentic art, music and other cultural influences. Students learned basic Mandarin phrases, taught to them by their fellow students. We had several groups perform at lyceums. The entire experience culminated with our annual Festival of Learning where students demonstrated their learning through a stage performance, classroom presentations and stations like Tai Chi, located throughout the building.

This year we are studying Africa and African cultures around the world. In addition to celebrating the same activities and events as the previous year, we are collaborating with the International Center at the University of Minnesota to create an African cultures day. Students will "travel" to three countries within the school day and experience the culture of that country. Students from the University of Minnesota will create these countries in classrooms around the building. Students will hear speakers and music, view

crafts and art, taste food and participate in several activities to assist them in understanding the people from these countries.

Next year, our annual cultural study will focus on the people and places of Central and South America.

4. Normandale Hills utilizes a variety of instructional methods to improve student learning. We have a guaranteed and viable curriculum. Every teacher provides direct instruction in phonics, vocabulary, spelling and language arts. Instructional strategies for reading, math and writing include clearly stated goals and assessment procedures, identifying similarities and differences, strong questioning skills (e. g. Socratic seminars), non-linguistic representations, high teacher expectations, flexible grouping, partner learning, integrated technology and memorization. Teachers use a balanced approach to literacy, including shared reading, guided reading, independent reading, and partner reading. We do not teach reading, math and writing, instead *we teach children* to read, understand the concepts of math and how to write. It is a subtle, but significant, delineation between teaching and learning.

When classroom instructional strategies do not yield the desired results, we utilize additional one-on-one paraprofessional intervention, mentors, homework help, tutors, extended-day instruction, and high school and community volunteers. We solicit the highest level of parental involvement possible, making home visits when necessary to forge a strong home-school partnership.

Teachers utilize several research-based approaches, including The Responsive Classroom and Love and Logic to build class environments where children can learn. In summary, every instructional intervention that we use has been demonstrated in educational research to be a best practice and highly effective.

5. Staff development at Normandale Hills is provided at both the District and the building level. At the District level, all teachers received mentoring for one or two years upon their entrance into the profession in Bloomington. Every teacher receives training in Balanced Literacy, Everyday Mathematics, culturally sensitive instruction, Project Read (a phonetic approach to reading), and the effective utilization of technology. In addition, to these mandatory training sessions, the District offers a variety of elective offerings all year and during the summer that staff can access.

At the building level, we have analyzed our student achievement data to identify our staff's instructional strengths and weaknesses. With this information, we have designed a building staff development plan that meets these identified needs. This building level program has included training in Guided Reading, the Six Traits of Writing, Differentiated Instruction, Learning Centers, Love and Logic, and the Responsive Classroom. Additionally, our staff pursue ongoing development through Professional Learning Communities studying educational topics and utilizing book studies.

The staff development program also includes the paraprofessional staff. Paraprofessionals have been trained in: working with children one-on-one and in small groups, behavior management, guided reading reinforcement, Project Read reinforcement and math reinforcement.

The staff development program has been highly effective as demonstrated by improved student assessment, teacher retention and teacher job satisfaction. We have a staff of highly trained, highly skilled individuals who are extremely effective educators.

PART VII - ASSESSMENT RESULTS

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to students in grades 3 and 5. Scores are reported at five different achievement levels. Levels 1 and 2a are considered below basic, while Level 2b is the required minimum proficiency level for NCLB purposes. Level 4 is the most advanced. Note that prior to the 2001-02 school year, Levels 2a and 2b were not reported separately.

The tables below show the performance of Normandale Hills students during the past five years on the MCA for each grade and subject tested. Two subgroups were also identified: “students of color” and “economically disadvantaged”. Because the number of non-white students at each grade is quite small, all these students were combined into the single category.

Table 1. Grade 3 Reading MCA¹

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	March	March
SCHOOL MEAN SCORE	1609.6	1582.3	1530.9	1528.5	1481.1
Percent at Level 1	5	8	9	8	12
Percent at Level 2a	5	9	91	92	88
Percent at or above Level 2b	91	83			
Percent at or above Level 3	79	68	60	60	50
Percent at Level 4	34	31	23	16	12
Number of students tested	83	75	82	59	75
Percent of total students tested	95	96	99	95	96
Number of students excluded	5	3	1	3	3
Percent of students excluded	6	4	1	5	4
SUBGROUP SCORES					
1. Students of Color					
Mean Score	1556.9	1385.4	1368.1	1560.0	1400.9
Percent at Level 1	6	31	31	7	27
Percent at Level 2a	12	23	69	94	72
Percent at or above Level 2b	80	47			
Percent at or above Level 3	74	16	25	67	45
Percent at Level 4	12	8	0	7	0
Number of students tested	16	13	16	15	11
2. Economically Disadvantaged ²					
Mean Score	1558.3	1454.0	1270.9		
Percent at Level 1	17	0	45		
Percent at Level 2a	17	40	54		
Percent at or above Level 2b	66	60			
Percent at or above Level 3	33	20	9		
Percent at Level 4	0	0	0		
Number of students tested	6	5	11		
STATE SCORES					
State Mean Score	1517.0	1486.2	1486.6	1461.0	1428.0
Percent at Level 1	10	16	16	18	21
Percent at Level 2a	13	17	84	82	79
Percent at or above Level 2b	68	67			
Percent at or above Level 3	59	49	49	44	40
Percent at Level 4	17	16	16	11	8

1 Minnesota Comprehensive Assessments (MCA) are State criterion-referenced tests. New tests are published annually. All students in the relevant grade take the MCA, except for a very small percentage (< 1%) of special education students. These students must take a State-designed alternate assessment.

2 Economically Disadvantaged statistics are not available for 1998-2000.

Table 2. Grade 3 Mathematics MCA¹

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	March	March
SCHOOL MEAN SCORES	1691.4	1642.8	1565.8	1506.3	1510.3
Percent at Level 1	2	5	8	8	5
Percent at Level 2a	8	15	92	92	95
Percent at or above Level 2b	89	80			
Percent at or above Level 3	82	73	60	51	52
Percent at Level 4	46	34	25	15	11
Number of students tested	83	74	79	59	75
Percent of total students tested	95	95	95	95	96
Number of students excluded	5	4	4	3	3
Percent of students excluded	6	5	5	5	4
SUBGROUP SCORES					
1. Students of Color					
Mean Score	1674.4	1350.0	1356.0	1524.0	1438.2
Percent at Level 1	0	23	33	7	9
Percent at Level 2a	12	46	67	83	90
Percent at or above Level 2b	88	32			
Percent at or above Level 3	76	24	20	53	36
Percent at Level 4	38	8	0	13	9
Number of students tested	16	13	15	15	11
2. Economically Disadvantaged ²					
Mean Score	1488.3	1476.0	1282.0		
Percent at Level 1	0	20	50		
Percent at Level 2a	50	0	50		
Percent at or above Level 2b	50	80			
Percent at or above Level 3	50	60	0		
Percent at Level 4	17	0	0		
Number of students tested	6	5	10		
STATE SCORES					
State Mean Score	1541.0	1486.0	1494.3	1478.0	1460.0
Percent at Level 1	6	10	10	14	18
Percent at Level 2a	20	25	90	86	82
Percent at or above Level 2b	74	65			
Percent at or above Level 3	56	48	54	52	45
Percent at Level 4	19	11	16	16	12

1 Minnesota Comprehensive Assessments (MCA) are State criterion-referenced tests. New tests are published annually. All students in the relevant grade take the MCA, except for a very small percentage (< 1%) of special education students. These students must take a State-designed alternate assessment.

2 Economically Disadvantaged statistics are not available for 1998-2000.

Table 3. Grade 5 Reading MCA¹

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	(See footnote)	
SCHOOL MEAN SCORES	1822.0	1704.1	1623.9		
Percent at Level 1	1	5	9		
Percent at Level 2a	1	6	91		
Percent at or above Level 2b	98	89			
Percent at or above Level 3	94	83	72		
Percent at Level 4	76	52	42		
Number of students tested	82	64	74		
Percent of total students tested	100	96	97		
Number of students excluded	0	3	2		
Percent of students excluded	0	4	3		
SUBGROUP SCORES					
1. Students of Color					
Mean Score	1709.2	1576.0	1405.8		
Percent at Level 1	8	20	33		
Percent at Level 2a	0	13	67		
Percent at or above Level 2b	91	67			
Percent at or above Level 3	91	67	50		
Percent at Level 4	58	47	25		
Number of students tested	12	15	12		
2. Economically Disadvantaged					
Mean Score	1557.5	1304.3	1295.4		
Percent at Level 1	12	43	54		
Percent at Level 2a	0	14	45		
Percent at or above Level 2b	88	42			
Percent at or above Level 3	63	42	27		
Percent at Level 4	25	14	9		
Number of students tested	8	7	11		
STATE SCORES					
State Mean Score	1567.0	1552.4	1545.0	1493.0	1451.0
Percent at Level 1	7	10	11	10	12
Percent at Level 2a	12	15	89	90	88
Percent at or above Level 2b	81	74			
Percent at or above Level 3	67	64	63	47	42
Percent at Level 4	25	25	24	10	9

¹ Minnesota Comprehensive Assessments (MCA) are State criterion-referenced tests. New tests are published annually. All students in the relevant grade take the MCA, except for a very small percentage (< 1%) of special education students. These students must take a State-designed alternate assessment.

Note: Prior to 2001-2002, Normandale Hills did not have fifth grade students within their population.

Table 4. Grade 5 Mathematics MCA¹

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	March	March	(See footnote)	
SCHOOL MEAN SCORES	1809.9	1702.0	1529.3		
Percent at Level 1	1	3	12		
Percent at Level 2a	4	6	88		
Percent at or above Level 2b	95	91			
Percent at or above Level 3	93	87	65		
Percent at Level 4	73	52	21		
Number of students tested	81	64	73		
Percent of total students tested	99	96	96		
Number of students excluded	1	3	3		
Percent of students excluded	1	4	4		
SUBGROUP SCORES					
1. Students of Color					
Mean Score	1600.0	1630.0	1354.2		
Percent at Level 1	8	7	42		
Percent at Level 2a	17	20	59		
Percent at or above Level 2b	75	74			
Percent at or above Level 3	75	67	52		
Percent at Level 4	58	47	8		
Number of students tested	12	15	12		
2. Economically Disadvantaged					
Mean Score	1500.0	1408.8	1232.7		
Percent at Level 1	12	14	45		
Percent at Level 2a	25	57	54		
Percent at or above Level 2b	62	28			
Percent at or above Level 3	50	28	54		
Percent at Level 4	25	14	0		
Number of students tested	8	7	11		
STATE SCORES					
State Mean Score	1533.0	1502.6	1492.0	1470.0	1417.0
Percent at Level 1	6	10	11	14	18
Percent at Level 2a	17	20	89	86	82
Percent at or above Level 2b	67	70			
Percent at or above Level 3	57	52	51	45	37
Percent at Level 4	18	13	14	12	6

¹ Minnesota Comprehensive Assessments (MCA) are State criterion-referenced tests. New tests are published annually. All students in the relevant grade take the MCA, except for a very small percentage (< 1%) of special education students. These students must take a State-designed alternate assessment.

Note: Prior to 2001-2002, Normandale Hills did not have fifth grade students within their population.