

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

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

Official School Name Thomas Lake Elementary (As it should appear in the official records)

School Mailing Address 4350 Thomas Lake Road (If address is P.O. Box, also include street address)

Eagan MN 55122-1840 City State Zip Code+4 (9 digits total)

Tel. ( 651 ) 683-6890 Fax ( 651 ) 683-6884

Website/URL http://district196.org/tl/ E-mail Mary.Jelinek@district196.org

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. John Currie (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rosemount, Apple Valley, Eagan (ISD #196) Tel. ( 651 ) 423-7700

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 Mr. Mike Roseen (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

## 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:     18 Elementary schools  
    6 Middle schools  
    \_\_\_\_\_ Junior high schools  
    4 High schools  
    \*2 Other (Briefly explain)  
  
    30 TOTAL

\*School of Environmental Studies: Special interest school for 11<sup>th</sup> & 12<sup>th</sup> graders. It is not a comprehensive high school.  
 Area Learning Center: Year round program for 14-21 year old students who want to earn a high school diploma.

2. District Per Pupil Expenditure:     \$6,601  
  
 Average State Per Pupil Expenditure: \$7,664

**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. 7 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
<b>K</b>	30	35	<b>65</b>	<b>7</b>			
<b>1</b>	36	28	<b>64</b>	<b>8</b>			
<b>2</b>	54	47	<b>101</b>	<b>9</b>			
<b>3</b>	44	41	<b>85</b>	<b>10</b>			
<b>4</b>	50	40	<b>90</b>	<b>11</b>			
<b>5</b>	47	49	<b>96</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>501</b>

6. Racial/ethnic composition of the students in the school:
- |  |
|--|
| <u>87.46</u> % White                         |
| <u>4.24</u> % Black or African American      |
| <u>2.58</u> % Hispanic or Latino             |
| <u>5.72</u> % Asian/Pacific Islander         |
| <u>0.00</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                            |

7. Student turnover, or mobility rate, during the past year: 4.2 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	23
<b>(4)</b>	Total number of students in the school as of October 1	542
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.042
<b>(6)</b>	Amount in row (5) multiplied by 100	4.2

8. Limited English Proficient students in the school: 3 %  
15 Total Number Limited English Proficient  
 Number of languages represented: 6  
 Specify languages:  
 Hindi, Hmong, Korean, Russian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 5 %  
23 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: 17 %  
84 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>30</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>6</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>32</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </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>1</u>	<u>    </u>
Classroom teachers	<u>23</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>18</u>
Paraprofessionals	<u>    </u>	<u>16</u>
Support staff	<u>5</u>	<u>11</u>
Total number	<u>35</u>	<u>46</u>

12. Average school student-“classroom teacher” ratio: 21.3

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	<u>96.6</u>	<u>96.8</u>	<u>96.6</u>	<u>96.8</u>	<u>96.7</u>
Daily teacher attendance	<u>92.6</u>	<u>94.0</u>	<u>92.7</u>	<u>93.8</u>	<u>94.1</u>
Teacher turnover rate	<u>.05</u>	<u>0</u>	<u>.05</u>	<u>0</u>	<u>0</u>
Student dropout rate					
Student drop-off rate					

## **PART III - SUMMARY**

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Images of Thomas Lake Elementary School vary with the seasons. In spring and summer, beautiful gardens created by students and parents grace the school entrance. Fall finds the nearby pond and nature trails being used for science experiments and an inspirational setting for student writing. Snowshoes and sleds wait for the first winter snow cover so students can hike along the trails and slide down the hills at recess. Throughout the year, students work on a variety of community service projects, learn economic principles while operating their school store, and practice journalism skills when writing and broadcasting the daily news. Teachers collaborate on best instructional practices, align the curriculum, and use assessment results to guide their teaching.

Evidence of the Thomas Lake mission statement, “We will foster a positive, stimulating environment where individuals are encouraged to reach their full potential,” is clearly visible in the school. Framed student art work fills the halls, small groups of students work with an adult, and parent volunteers are visible throughout the school. A tour of the instructional area reveals district wide autism and early childhood special education rooms in addition to mainstream classrooms, space for the arts, specialized learning areas, and instructional technology. The Media Center houses more than 14,000 books and a reading resource room contains over 10,000 books for teaching students at all ability levels.

Student learning is at the heart of Thomas Lake Elementary. Teachers have developed instructional schedules for students that emphasize continuity in learning. Each grade level is assigned a time when students leave for special services. Gifted and special education students receive inclusion services in the mainstream classroom whenever possible. Remedial and enrichment classes are offered before and after school to extend student learning.

The educational program at Thomas Lake balances academics with the arts and physical fitness. The variety of learning opportunities is designed to give all children an opportunity to excel in an interest area. Evening concerts and activity nights give students an opportunity to perform and share their successes with families and the larger community.

Parental involvement is an integral part of the school. Parents help with school projects, tutor students and coordinate fund raising efforts. The dedication of volunteers and generosity of the community have provided students with creative experiences and updated equipment. Recent fundraising dollars have purchased musical instruments, playground equipment, computers, additional tutorial services, a variety of books, theatrical productions and author visits.

Another strength of the school is the dedication and experience of the teaching staff. Over 70% of the teachers have 15 or more years of teaching experience at Thomas Lake. The relationships the staff have developed with one another and the Thomas Lake families make it easy to demonstrate our belief, “We will take time to enjoy each other, develop friendships and celebrate successes.”

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### Part IV, Question 1

Thomas Lake Elementary’s assessment results are derived from the Minnesota Comprehensive Assessments (MCAs). These assessments were developed for the state of Minnesota to evaluate district, school and individual student progress on the state high standards in mathematics, reading and writing. The tests are administered to all students in grade 3 and grade 5 in public schools throughout Minnesota.

Grade 3 students are tested in reading and mathematics. Grade 5 students are tested in reading, mathematics and writing. The reading and mathematics tests are made up of both multiple choice and open-response items. The writing test has no multiple choice questions; the students are asked to respond to one of four types of writing prompts. There are no passing scores assigned to the MCAs. Scores on the reading, mathematics and writing tests can be used to gauge an individual student's progress; however they are not used for decisions on grade promotion.

The scoring levels are described as follows:

- Level 1 Students at this level have gaps in the knowledge and skills necessary for satisfactory work. Student performance at Level 1 is unsatisfactory.
- Level 2a Students at this level typically are working on slightly below grade level material in one or more areas. Student performance at Level 2a is slightly below satisfactory.
- Level 2b Students at this level are working on grade level material. Student performance at Level 2b is satisfactory.
- Level 3 Students at this level are working above grade level. Student performance at Level 3 is well above satisfactory. Many Level 3 students are proficient with challenging subject matter.
- Level 4 Students at this level demonstrate superior performance. Level 4 students are performing well beyond what is expected at the grade level.

The assessment results for the 2002-2003 school year at Thomas Lake show the following:

- 84.1% of the grade three students are achieving above grade level in reading, 4.5% are at grade level, and 11.3% are below grade level.
- 83.9% of the grade three students are achieving above grade level in mathematics, 11.5% are at grade level, and 4.5% are below grade level.
- 92% of the grade five students are achieving above grade level in reading, 5.4% are at grade level, and 2.7% are below grade level.
- 87.6% of the grade five students are achieving above grade level in mathematics, 7.1% are at grade level, and 5.4% are below grade level.

#### Part IV, Question 2

The entire Thomas Lake teaching staff meets throughout the school year in assigned teams to review the results of nationally normed standardized tests and the MCAs. Each team includes representation from every grade level, special education and a discipline specialist to ensure a broad analysis of the data and schoolwide ownership of the plan. Team leaders meet to prioritize the identified areas and develop improvement plans. Grade level teams and specialists work together to implement the plans.

When the results of the first MCA test in 1998 were released, teams met and identified reading comprehension and mathematical problem solving as areas to improve. Grade level teams examined their curriculum and writing instruction to help students clarify their reading and explain their mathematical responses. Analysis of the 2000 MCA data resulted in the addition of extended learning classes and the purchase of supplementary materials in mathematics and reading.

The MCA data is only one assessment measure, and the Thomas Lake teachers are committed to a comprehensive analysis of data to improve student and school performance. All teachers give students a variety of ongoing classroom assessments to monitor student progress and plan future instruction.

#### Part IV, Question 3

Student performance results from Thomas Lake are described in the principal's newsletters and weekly parent e-mail bulletins. Detailed discussion of assessment data occur at school advisory council meetings and parent-teacher conferences. Classroom teachers review performance data with individual students and

parents receive a detailed assessment report. A copy of student assessment reports is placed in cum files so it can be reviewed at any time.

District level communications report the test scores of all district schools in community newsletters and the yearly report on curriculum and instruction. The superintendent writes a regular column for local newspapers and features test scores when they are available. Test data from all district schools and a link to the Minnesota Department of Education website containing statewide data can be found on the District 196 website. The Minneapolis and St. Paul newspapers frequently print test data and feature educational programs from schools.

The District 196 Assessment Department prepares comprehensive reports with data on nationally normed standardized tests and the MCAs. After the report is presented to the School Board and Curriculum and Instruction Advisory Council, it is distributed to the schools and available for community review.

#### Part IV, Question 4

Every elementary school in District 196 has a representative on curriculum and professional development committees. Each committee meeting includes time to highlight successes in the buildings and the Thomas Lake representatives are vocal, supportive members. As a curriculum area examines best practices, the Thomas Lake member is eager to share practices that have been effective in the school. When the professional development committee reviews site plans and building testing goals, the Thomas Lake representative outlines the processes used at the school to achieve the desired goals.

District Literacy Trainers work closely with the Thomas Lake teachers, and they share successful school practices with district teachers and others in the metropolitan area. The trainers have invited teachers from a variety of school districts to observe language arts instruction at Thomas Lake. Educational visitors are always welcome at Thomas Lake.

Special Education teachers at Thomas Lake are involved in state organizations. They share instructional practices, curriculum materials, scheduling, strategies, and inclusionary services with other members of their organization. The principal discusses school practices with colleagues at meetings of the state principals association.

Several Thomas Lake teachers offer district graduate courses that highlight school successes. Teachers taking graduate courses share effective practices in their classes.

## **PART V – CURRICULUM AND INSTRUCTION**

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#### Part V, Question 1

The curriculum at Thomas Lake emphasizes high standards and is built on the District 196 and State of Minnesota frameworks for student learning. Curriculum at each grade level is tailored to meet the needs of each student based on the results of individual assessment data. Enrichment and remedial services support the classroom curriculum. Instructional technology and research skills are used in all content areas.

Beginning in kindergarten, students learn to write in meaningful ways and publish their works. The Thomas Lake Writing Project, developed by the teaching staff, includes spiraling skills and lessons designed for a variety of skill levels. Students practice narrative, descriptive, expository, and persuasive writing. Poetry is woven throughout the grades providing another avenue for creative expression.

The spelling program teaches high frequency words, word patterns, and word parts. Students take a weekly pre-test to determine their words to study. Primary classrooms display word walls, and

intermediate students create dictionaries as tools to assist with correct spelling in daily work.

The social studies curriculum begins with a study of self, family, and neighborhoods. Intermediate students learn about communities, explore geography, and investigate ancient civilizations. Students are encouraged to use a variety of oral, written, and visual presentations when demonstrating their work. This variety allows all learners creative opportunities to express their ideas.

The science curriculum is hands-on and inquiry based. Students of all ability levels employ scientific techniques to learn about the natural world. Many activities are collaborative, and students learn from one another.

Music classes provide students with frequent opportunities to sing songs from around the world, learn ethnic games, play instruments and move creatively to music. Students also learn to read notes, listen, discuss, and evaluate music. All special needs students are mainstreamed in music classes, and teachers adapt written materials and instrument parts to accommodate the unique needs of each child.

In art classes, students learn to create art and understand how adult artists create art. Instruction in the elements of art gives students a foundation for individual expression. Paraprofessionals assist special needs students with using art materials and modifying products. The Art Adventure program brings replicas of artwork from the Minneapolis Institute of Art to students to help them develop an informed appreciation of art and a lifelong interest in learning art.

The emphasis of the physical education program is on character education, team building, fitness and successful lifetime recreation. All special needs students are mainstreamed in physical education, and lessons are modified to maximize every child's opportunities to participate and succeed.

#### Part V, Question 2

Thomas Lake believes in a balanced approach to teaching reading. The belief is based on research in the reading process, recommendations from experts, and the desire to help students acquire a love of reading. Teachers frequently assess student reading skills and adjust instruction to improve student learning.

Teachers provide all students opportunities to share in read alouds, shared reading, guided reading, and independent reading. Read alouds expose students to books that are usually above their reading level. Through read alouds, teachers model strategies of good readers. Read alouds provide opportunities for teachers to share their passion for books with kids.

Shared reading of the Houghton Mifflin text invites each student to actively participate. It reinforces the way good readers apply comprehension strategies while gaining an enjoyment of literature. Students of all ability levels benefit from shared reading.

In guided reading, a small group of students at the same reading level receive direct instruction in their specific reading needs. The reading resource room contains over 10,000 leveled books teachers use for guided reading. Guided reading is the focus of instruction when students are learning to read. With fluent readers, guided reading is used to help students expand their reading strategies.

Independent reading becomes the focus for fluent readers. Students learn to choose books at their reading level, analyze a variety of genre, write responses regarding their reading, and apply comprehension strategies. Each teacher has developed an extensive classroom collection of fiction and non-fiction books to support students' independent reading.

All Thomas Lake students are encouraged to read at home with their families. This practice strengthens the home-school connection, emphasizes the importance of reading, and helps develop lifelong readers. A schoolwide celebration or reading every February invites the community to experience the benefits of reading good literature.

#### Part V, Question 3

Scott-Foresman Addison Wesley Mathematics and Investigations in Number, Data and Space are the foundation of the mathematics curriculum because of their alignment with the state standards, their academic rigor, and high expectations for students of all ability levels. The dual adoption provides students multiple opportunities to explore, develop, describe, and apply mathematics. Mathematics becomes an active, collaborative process that balances computation, procedures, and problem solving.

The Mathematics text outlines a year long program designed to teach students grade level skills. Teams of teachers meet to incorporate enrichment and remedial lessons that address a variety of student learning needs.

Investigations involves students in active exploration of mathematical ideas. It builds on each student's knowledge of mathematics as they work to solve a problem. The stimulating, open-ended nature of Investigations provides each student an opportunity to succeed at their own level.

Thomas Lake has added Math Olympiad and a math resource center to the mathematics curriculum. The entire fourth and fifth grade accelerated math classes participate in Math Olympiad. Student scores are consistently near the top of the region.

Teachers created a math resource center filled with student kits on a variety of topics and levels of complexity. These interactive kits contain additional manipulatives and activities designed to reinforce skills and concepts. By housing the kits in a resource center, teachers can choose appropriate materials for students whose needs do not match their grade level curriculum.

#### Part V, Question 4

Thomas Lake has a goal that all students will meet the high standards developed by the State of Minnesota. Teachers use a variety of measures including written work, oral re-tellings, and individual conferences to assess student performance and monitor their progress. This assessment data drives the teacher's instruction.

Teachers use a variety of flexible grouping strategies to meet individual needs. Cooperative groups give students opportunities to learn from one another. When the focus of instruction is delivery of new information, teachers use whole group instruction. Small group instruction is effective in teaching and reinforcing strategies. Individual instruction helps a student learn and apply specific skills.

When there is a cluster of identified students in a class, the gifted resource and special education teachers work with students in the mainstream classroom. The specialists can expand the information, provide additional explanation, or offer a different form of instruction. All students in class benefit from extra support in a co-taught model.

The special needs students benefit from visual strategies, working in stations, and sensory breaks throughout the day. Social stories and cartooning help students understand social issues. Meeting the unique needs of these students is critical for their progress on IEP goals.

### Part V, Question 5

Professional development is strong at Thomas Lake due to the leadership and dedication of the teaching staff. Teachers are eager to study research, work with specialists, and implement best practices. The open structure of the school promotes sharing of ideas within teams and throughout the building. Everyone shares the vision of Thomas Lake as a place where all students can achieve high standards and reach their potential.

When the teachers analyzed the 2000 MCA scores, they felt student reading achievement needed to improve. Building literacy leaders and the principal drafted a plan and presented it to the entire teaching staff. Plan modifications resulted from staff feedback and all teachers were eager to proceed.

During the next three school years, classroom and support teachers read recommended reading texts and discussed ways they could strengthen their reading instruction. Based on recommendations from the collegial groups, the Advisory Council funded additional leveled books to enhance guided reading and classroom book collections to expand independent reading. Special education and support teachers participated in a district phonics pilot program to learn additional strategies for struggling readers.

The increase in the 2003 MCA scores demonstrated the benefit professional development had on student achievement. Thomas Lake teachers wanted to continue learning more about literacy, so they formed voluntary collegial groups for the 2003-04 school year. Every teacher chose to participate and demonstrate a continued commitment to learning.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*Not Applicable.*

## PART VII - ASSESSMENT RESULTS

Grade 3

Test Minnesota Comprehensive Assessment – Reading

Edition/publication year 1998 - 2003

Publisher Minnesota Department of Education

	2003	2002	2001	2000	1999	1998
Number of students in the grade	92	91	114	104	106	95
Number of students tested	88	90	114	102	106	95
Number excluded from testing	4	1	0	0	0	0
Percent excluded from testing	4.3	1	0	0	0	0

Groups excluded from testing:

2003 – The four students excluded from testing were all very low cognitive ability and part of a Center Based Special Education program. They were all assessed using the state of Minnesota Alternate Assessment. (All four students were scored “proficient” on the Alternate Assessment in reading.) 2003 was the first year the center based program included third grade students at Thomas Lake.

2002 – The one student excluded from testing was an English Language Learner who had been in the United States for less than 1 year.

All other students not tested were absent.

Minnesota Comprehensive Assessments have cut scores for the following levels:

Level I – Gaps in the knowledge and skills necessary for satisfactory work. Students are working significantly below grade level.

Level IIa – Partial knowledge and some of the skills necessary for satisfactory work. Students are working at or slightly below grade level.

Level IIb – Students are working successfully on grade-level material.

Level III – Students are working above grade level.

Level IV – Students at this level demonstrate superior performance, well beyond what is expected at the grade level.

The Minnesota Department of Education defines performance as follows:

Advanced are students scoring at Level III or Level IV (above grade level).

Proficient are the students at Level IIb or higher.

Basic are the students at Level IIa or higher.

Grade 3

Test Minnesota Comprehensive Assessment – Mathematics

Edition/publication year 1998 - 2003

Publisher Minnesota Department of Education

	2003	2002	2001	2000	1999	1998
Number of students in the grade	92	91	114	104	106	95
Number of students tested	87	89	107	99	105	95
Number excluded from testing	4	1	0	0	0	0
Percent excluded from testing	4.3	1	0	0	0	0

Groups excluded from testing:

2003 – The four students excluded from testing were all very low cognitive ability and part of a Center Based Special Education program. They were all assessed using the state of Minnesota Alternate Assessment. (Three of the four students were scored “proficient” on the Alternate Assessment in reading.) 2003 was the first year the center based program included third grade students at Thomas Lake.

2002 – The one student excluded from testing was an English Language Learner who had been in the United States for less than 1 year.

All other students not tested were absent.

Minnesota Comprehensive Assessments have cut scores for the following levels:

Level I – Gaps in the knowledge and skills necessary for satisfactory work. Students are working significantly below grade level.

Level IIa – Partial knowledge and some of the skills necessary for satisfactory work. Students are working at or slightly below grade level.

Level IIb – Students are working successfully on grade-level material.

Level III – Students are working above grade level.

Level IV – Students at this level demonstrate superior performance, well beyond what is expected at the grade level.

The Minnesota Department of Education defines performance as follows:

Advanced are students scoring at Level III or Level IV (above grade level).

Proficient are the students at Level IIb or higher.

Basic are the students at Level IIa or higher.

Grade 5

Test Minnesota Comprehensive Assessment – Reading

Edition/publication year 1998 - 2003

Publisher Minnesota Department of Education

	2003	2002	2001	2000	1999	1998
Number of students in the grade	112	103	116	102	110	102
Number of students tested	112	102	115	102	110	102
Number excluded from testing	0	0	1	0	0	0
Percent excluded from testing	0	0	1	0	0	0

Groups excluded from testing:

2002 – The one student excluded from testing was an English Language Learner who had been in the United States for less than 1 year.

All other students not tested were absent.

Minnesota Comprehensive Assessments have cut scores for the following levels:

Level I – Gaps in the knowledge and skills necessary for satisfactory work. Students are working significantly below grade level.

Level IIa – Partial knowledge and some of the skills necessary for satisfactory work. Students are working at or slightly below grade level.

Level IIb – Students are working successfully on grade-level material.

Level III – Students are working above grade level.

Level IV – Students at this level demonstrate superior performance, well beyond what is expected at the grade level.

The Minnesota Department of Education defines performance as follows:

Advanced are students scoring at Level III or Level IV (above grade level).

Proficient are the students at Level IIb or higher.

Basic are the students at Level IIa or higher.

Grade 5

Test Minnesota Comprehensive Assessment – Math

Edition/publication year 1998 - 2003

Publisher Minnesota Department of Education

	2003	2002	2001	2000	1999	1998
Number of students in the grade	112	103	116	102	110	102
Number of students tested	112	102	111	101	109	102
Number excluded from testing	0	0	1	0	0	0
Percent excluded from testing	0	0	1	0	0	0

Groups excluded from testing:

2002 – The one student excluded from testing was an English Language Learner who had been in the United States for less than 1 year.

All other students not tested were absent.

Minnesota Comprehensive Assessments have cut scores for the following levels:

Level I – Gaps in the knowledge and skills necessary for satisfactory work. Students are working significantly below grade level.

Level IIa – Partial knowledge and some of the skills necessary for satisfactory work. Students are working at or slightly below grade level.

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The Minnesota Department of Education defines performance as follows:

Advanced are students scoring at Level III or Level IV (above grade level).

Proficient are the students at Level IIb or higher.

Basic are the students at Level IIa or higher.

The data display tables on the following pages show the results for students at Thomas Lake Elementary on the Minnesota Comprehensive Assessments from 1998 through 2003. Results are also shown for those students who receive services under Title I of the Elementary and Secondary Education Act (identified in the tables as “special education”). Results for this subgroup are only shown for the years 2000 through 2003 because records for the prior years were not kept well enough to ensure accurate data.

Although Thomas Lake Elementary consistently has between 11% and 20% students who are of an ethnic group other than white, no one group comprises a statistically significant proportion for any given year. Therefore, ethnic subgroups are not disaggregated.

The tables on the following pages also show the results for the state of Minnesota during the same time period. Percent of students at Basic, Proficient and Advanced levels are shown, as well as the mean scale score for each year, with the exception of 1998, in which the mean scale score was not available.

### Data Display Table – Grade 3 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month – <b>March/April</b>						
<b>School Scores</b>						
% At or Above Basic	95.5	94	98	88	97	97
% At or Above Proficient	88.6	85	87	81	87	72
% At or Above Advanced	84.1	76	72	67	74	57
Number of students tested	88	90	114	102	106	95
Percent of total students tested	95.6	99	100	98	100	100
Number of students excluded	4	1	0	0	0	0
Percent of students excluded	4.3	1	0	0	0	0
<b>Subgroup scores</b>						
<b>Special Education</b>						
% At or Above Basic	75.0	90.0	90.0	33.3		
% At or Above Proficient	56.3	80.0	80.0	33.3		
% At or Above Advanced	56.3	60.0	80.0	11.1		
Number of students tested	16	10	10	9		
<b>State Scores</b>						
% At or Above Basic	89	84	84	82	79	77
% At or Above Proficient	76	67	67	61	56	52
% At or Above Advanced	59	49	49	44	40	36
State mean score	1517.1	1486.2	1486.6	1460.7	1427.9	*

\*State mean scaled score is not available for 1998

The Minnesota Department of Education defines performance as follows:  
 Advanced are students scoring at Level III or Level IV (above grade level).  
 Proficient are the students at Level IIb or higher.  
 Basic are the students at Level IIa or higher.

### Data Display Table – Grade 3 Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month – <b>March/April</b>						
<b>School Scores</b>						
% At or Above Basic	96.6	99	97	94	99	93
% At or Above Proficient	95.4	89	85	75	86	80
% At or Above Advanced	83.9	74	79	58	68	71
Number of students tested	87	89	107	99	105	95
Percent of total students tested	94.6	98	94	95	99	100
Number of students excluded	4	1	0	0	0	0
Percent of students excluded	4.3	1	0	0	0	0
<b>Subgroup scores</b>						
<b>Special Education</b>						
% At or Above Basic	81.3	100.0	80.0	66.7		
% At or Above Proficient	75.0	80.0	60.0	11.1		
% At or Above Advanced	56.3	70.0	40.0	11.1		
Number of students tested	16	10	10	9		
<b>State Scores</b>						
% At or Above Basic	94	90	90	90	88	82
% At or Above Proficient	75	65	65	65	59	51
% At or Above Advanced	56	48	53	47	42	35
State mean score	1541.1	1486.0	1494.3	1478.3	1460.4	*

\*State mean scaled score is not available for 1998

The Minnesota Department of Education defines performance as follows:  
 Advanced are students scoring at Level III or Level IV (above grade level).  
 Proficient are the students at Level IIb or higher.  
 Basic are the students at Level IIa or higher.

## Data Display Table – Grade 5 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month – <b>March/April</b>						
<b>School Scores</b>						
% At or Above Basic	98.2	91	100	96	96	96
% At or Above Proficient	97.3	83	97	87	81	76
% At or Above Advanced	92.0	76	91	76	64	63
Number of students tested	112	102	115	102	110	102
Percent of total students tested	100.0	99	99	100	100	100
Number of students excluded	0	0	1	0	0	0
Percent of students excluded	0	0	1	0	0	0
<b>Subgroup scores</b>						
<b>Special Education</b>						
% At or Above Basic	84.6	50.0	100.0	55.6		
% At or Above Proficient	76.9	37.5	92.9	33.3		
% At or Above Advanced	76.9	31.25	78.6	22.2		
Number of students tested	13	16	14	9		
<b>State Scores</b>						
% At or Above Basic	93	89	89	86	82	79
% At or Above Proficient	80	74	74	67	59	53
% At or Above Advanced	67	64	63	50	45	38
State mean score	1566.4	1552.4	1545.2	1493.2	1451.4	*

\*State mean scaled score is not available for 1998

The Minnesota Department of Education defines performance as follows:  
 Advanced are students scoring at Level III or Level IV (above grade level).  
 Proficient are the students at Level IIb or higher.  
 Basic are the students at Level IIa or higher.

## Data Display Table – Grade 5 Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month – <b>March/April</b>						
<b>School Scores</b>						
% At or Above Basic	97.3	95	100	95	94	94
% At or Above Proficient	94.6	88	96	86	70	75
% At or Above Advanced	87.5	76	89	80	57	60
Number of students tested	112	102	111	101	109	102
Percent of total students tested	100.0	99	96	99	99	100
Number of students excluded	0	0	1	0	0	0
Percent of students excluded	0	0	1	0	0	0
<b>Subgroup scores</b>						
<b>Special Education</b>						
% At or Above Basic	84.6	75.0	100.0	55.6		
% At or Above Proficient	76.9	43.8	91.7	33.3		
% At or Above Advanced	76.9	37.5	75.0	33.3		
Number of students tested	13	16	12	9		
<b>State Scores</b>						
% At or Above Basic	93.9	90	89	86	72	79
% At or Above Proficient	76.8	70	67	61	52	45
% At or Above Advanced	57.0	53	50	45	37	31
State mean score	1532.5	1502.6	1492.4	1469.8	1416.8	*

\*State mean scaled score is not available for 1998

The Minnesota Department of Education defines performance as follows:  
 Advanced are students scoring at Level III or Level IV (above grade level).  
 Proficient are the students at Level IIb or higher.  
 Basic are the students at Level IIa or higher.