

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 201 Kate Street – P. O. Box 10
(If address is P.O. Box, also include _____)

Marble Minnesota 55764-0010

City State Zip Code+4 (9 digits total)

County Itasca School Code Number* 01-0316-120

Telephone (218) 247-7306 Fax (218) 245-6612

Website/URL www.greenway.k12.mn.us E-mail: jolenelandwer@greenway.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. Rod Thompson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenway Schools (Independent School District 316) Tel: (218) 245-1566

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 Mr. Galen Jasper

President/Chairperson _____
(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 _____

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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:
 - 2 Elementary schools
 - 1 Middle schools
 - N/A Junior high schools
 - 1 High schools
 - Other
 - 4 TOTAL

2. District Per Pupil Expenditure: \$9,097
 Average State Per Pupil Expenditure: \$8,004

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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | 13 | 14 | 27 | 8 | | | |
| 1 | 9 | 13 | 22 | 9 | | | |
| 2 | 10 | 8 | 18 | 10 | | | |
| 3 | 10 | 15 | 25 | 11 | | | |
| 4 | | | | 12 | | | |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 92 |

10. Students receiving special education services: 10 %
 9 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> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 6 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> 1 </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | <u> </u> Emotional Disturbance |

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> 4 </u> | <u> 2 </u> |
| Special resource teachers/specialists | <u> 1 </u> | <u> 1 </u> |
| Paraprofessionals | <u> </u> | <u> 1 </u> |
| Support staff | <u> 2 </u> | <u> 2 </u> |
| Total number | <u> 8 </u> | <u> 6 </u> |

12. Average school student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage.

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 96% | 96% | 96% |
| Daily teacher attendance | 96% | 84%** | 94% | 95% | 96% |
| Teacher turnover rate | 0% | 0% | 0% | 0% | 0% |

**one teacher was out ill for half of the school year in 2002-2003

PART III - SUMMARY

Narrative of Marble Elementary School.

Marble Elementary School in Marble, Minnesota, is part of the Greenway School District. Greenway is a small, rural school district in the heart of the Iron Range in northeastern Minnesota. Greenway Public Schools are comprised of a unique blend of communities, diverse in ethnic heritage, and fused with a rich tradition of excellence, pride and a spirit of unity. The Greenway District mission statement says, *“Greenway Public Schools will provide an academically strong, fiscally sound foundation for student success through leadership, communication, and community involvement and support.”*

The Greenway Elementary Schools, of which Marble Elementary is a part, have created a comprehensive, integrated instructional program that affects all subjects, all teachers, and all children in its elementary schools. The elementary schools are linked by one principal who is committed to excellence at all levels of responsibility. The elementary school program has created goals to support the district’s mission.

GOAL # 1 - Promote the District through positive elementary PR at least 3 times/month.

GOAL #2 A. Clarify and inform teachers of state standards in all areas.
B. Align elementary curriculum with standards.

GOAL #3 - Increase the rate of 3 & 4 year olds in Early Childhood Screening by 5% by 2005.

GOAL #4 - Promote participation at Community Education Basic Computer and Internet courses at the elementary level during the 2004-05 school year.

GOAL #5 - Foster and maintain a safe environment, both physically and emotionally, for our students, staff and community members.

Marble Elementary is a 37-year-old K-3 building. The staff and the community are proud of the school and it shows in its cleanliness and its bright learning environment. Marble has Schoolwide Title 1 designation. Marble Elementary also houses Early Childhood Family Education and Early Childhood Special Education for the Greenway Public Schools. One of the goals is that by the year 2006, all Greenway children will start school ready to learn. Having the early childhood programs at Marble helps meet that goal with families and teachers getting acquainted prior to the children entering kindergarten.

Marble is a building that has a family feel, and the school has many strengths that provide excellent learning experiences for its students. The school’s small size allows the staff to know all of the students and visit back and forth about student needs and oversee the education of all students. There is one section for each class within the building, K-3. Marble has a stable school population – 80-85% of the students go through all four grades in one school. Marble is committed to good communication with staff, students, and families. Marble is also part of the Greenway Elementary Schools Comprehensive School Reform program award, which has brought additional reading resources and state-of-the-art computer hardware and software for use in its instructional programs.

Inadequate federal, state, and local funding, has required the Greenway Elementary School program to be creative in order to provide funding for some of its dreams and programs. Grant awards have included Comprehensive School Reform and two Blandin Foundation initiatives, Project Read and Invest Early – an early childhood regional funding opportunity, all of which have benefited Marble Elementary.

Marble Elementary School is committed to providing the strongest program possible for its students, whether they struggle or have the ability to soar. The effectiveness of the overall program at Marble Elementary is determined by better standardized test scores, increased parent/community involvement and satisfaction with the program, enhanced teaching strategies for the faculty, and a greater interest in reading by the students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of the School's Assessment Results in Reading and Mathematics

Academic scores in reading and math are required by the State of Minnesota in the third grade and are gathered through a testing system known as Minnesota Comprehensive Assessments (MCA). MCA score results are divided into **five achievement levels** that represent the expectations for academic success toward the state's content standards. Students meet the content standards if they score at Level 3 or above. The five levels have been in place since 2004.

Level 1 – Students scoring in this level have gaps in the knowledge and skills necessary for satisfactory work in the state's content standards.

Level 2 - Students scoring in Level 2 have partial knowledge and some of the skills necessary for achieving satisfactory work in the state's content standards.

Level 3 – Most students in this level are working successfully on grade-level material and are on track to achieve a satisfactory level in the state's content standards.

Level 4 – Students at this level demonstrate solid performance and competence and are typically in the top 25% nationally.

Level 5 – Students scoring at this level demonstrate advanced academic performance, knowledge and skills and are typically in the top 5%-10% nationally.

The Minnesota Department of Education School Report Card (which reports on all the public schools in the state) shows the following information regarding Marble Elementary state assessment results. The website for this assessment documentation is <http://education.state.mn.us/ReportCard2004/mca>.

- Marble Elementary rates 5 stars (maximum) in reading. Three stars meet federal requirements. Two additional stars were earned because (1) over 30% Marble Elementary students scored in level five (the highest level) in reading, and (2) for outstanding performance compared to schools with similar numbers of students.
- Marble Elementary rates 5 stars (maximum) in mathematics. Three stars meet federal requirements. Two additional stars were earned because (1) fewer than 10% of the students scored in level one and 2, and (2) more than 30% scored in level five.
- The Adequate Yearly Progress report in reading and math shows that Marble Elementary has far exceeded its target rates for 2004. The target rate for reading was 49.97 and Marble recorded a 94. The target rate for math was set at 53.4 and Marble recorded 97.92. Attendance target rate was set at 90% and Marble reached 96.16%. Adequate Yearly progress also indicates that proficiency scores in reading and math should average at least 1420. Marble reached 1759.6 in math (state average is 1522.6) and 1663.5 in reading (state average is 1535.3).
- The state report card also shows that Marble elementary provides services for the gifted and talented, opportunities for academic acceleration, competitive academic activities, and students are able to meet standards in three of the following four areas: dance, music, theater, and visual arts.

In addition to the MCA testing process, Greenway Elementary Schools use Measures of Academic Progress (MAP) in second and third grade. These computer tests, which are given at least twice a year, assess a student's ability level and measure individual growth in reading and math. These tests provide a real time assessment of a student's ability and instruction is then designed to meet the student's needs.

Early Intervention in Reading (EIR) and Accelerated Reader (AR), two supplemental reading programs embraced by the Greenway Elementary Schools, also provide testing to measure progress. With these supplemental testing vehicles complementing the standardized tests, Greenway Elementary Schools are able to produce an on-going picture of both school and individual student success.

How Marble Elementary Uses Assessment Data to Improve Performance

Greenway Public Schools have identified and developed indicators and an ongoing process for school performance reporting and levels of student achievement. The overarching goal for Marble Elementary School is for students to be both comfortable with reading and turned on to reading, which will enhance mathematics performance. Student test scores on standardized tests as well as anecdotal evidence have shown that many students need added assistance to help them learn and love to read which Greenway Elementary teachers feel is the basis of success in all core subject areas, especially mathematics.

The scores attained on the MCA tests at the third grade level become the benchmarks and baseline data upon which the evaluation of the success of the reading and math programs are based. MCA's are used again to mark progress in fifth grade. One of the goals and one of the values of the Greenway Schools that are closely monitored and evaluated are "high standards are the basis of excellence," and "always make student achievement our primary focus." Using MCA test data, Greenway elementary school staff sets goals for increasing elementary reading performance and interest in reading as well as mathematics.

Assessment Data is required and desired to measure curriculum/subject outcomes; measure student achievements and abilities; share information with parents and teaching staff; identify individual needs for instruction; meet Minnesota Academic Standards Requirements and provide Systems Accountability.

In addition, teachers receive the preliminary results of the Measures of Academic Progress (MAP) tests within 24 hours of testing and are able to create effective and appropriate lesson plans based on these results. MAP is also used to test new students as they enter the district in order to give teachers information about each new student's abilities to help create suitable instruction plans.

How the School Communicates Student Performance

Greenway is a close knit community where parents and community representatives have input into the schools' culture and activities through the school board, advisory committees, volunteer efforts, membership on task forces, participation on the Project Read Team, and the Parent/Teacher Connection (PTC) organization. A healthy partnership between school and family is a powerful union. This happens by investing energy into keeping parents informed and involved in their child's life at school.

To help strengthen this partnership, all elementary parents were surveyed in the Fall of 2004 using the Greenway Elementary Schools Report Card for Parents. This survey allowed parents to grade their child's school. There was an excellent response and action plans were designed as a result of the surveys that have improved parent participation in the school.

Each week students takes their "Tuesday Folder" home for parents to see their academic work as well as announcements of school activities. MAP test results for 2nd and 3rd graders give teachers an additional tool regarding student performance to share with parents. These test results and the student's overall progress is shared through parent-teacher conferences, report cards, and unit tests. Parents will soon be able to access the district website for specific information on their student. This will soon be an added feature of the site www.greenway.k12.mn.us.

Greenway Elementary Schools create activities to encourage parents and daycare providers to read to their children often; to educate parents about the importance of early brain development, and to promote other community reading activities to celebrate with families, such as Greenway Elementary Schools' award-winning Project Read.

How Marble Elementary School Shares Its Successes

Marble's principal, Jolene Landwer, has been the driving force in both the academic and community success of the Greenway Elementary Schools. She believes in making connections by reaching people and establishing relationships. These connections are with students, faculty, community, and colleagues in other schools. Mrs. Landwer has had the privilege of being a part of the Bush Educational Fellows Program and the Blandin Educational Leadership Program which were excellent leadership learning experiences which also provided the opportunity to share expertise and experience with other educational colleagues. Mrs. Landwer is a recipient of the 2005 Minnesota Elementary School Principals' Leadership Award. She continues to give presentations and share her successful elementary program at various conferences and meetings.

Marble Elementary School and its staff welcome the opportunity to share the school's academic achievements and programs with other schools, as well as creating partnerships to improve student learning. Several northern Minnesota school districts have requested visitations to the Greenway Elementary Schools to observe the Comprehensive School Reform activities that have been so successfully integrated into the teaching environment, as well as the other successes evident at the school.

Greenway Elementary Schools teamed with a neighboring school district to study various reading curriculums for use in the elementary reading program. Each school district had the same teacher representation, and chose to implement the same reading curriculum, which allowed for combined staff development and opportunities for the exchange of teaching resources. The elementary school leadership by faculty is evident in these kinds of activities.

The subject of sharing success is not complete without a word about the Greenway Elementary Celebrations, which draw hundreds of observers and participants. A rich part of the culture of this elementary school program is that it makes a point of celebrating success. This is captured in activities such as Family Read Night, the Project Read Carnival, End-of-the-Year Teacher Celebration, Winter Program, Grandparents Day, Ethnic Diversity Celebration, Bovey Farmers' Day Parade and Fine Arts Day. Student achievements are also celebrated. This creates positive publicity. All of these celebrations focus on the importance of reading.

PART V – CURRICULUM AND INSTRUCTION

Marble Elementary School Curriculum

All subject matter has significant content and outcomes based on Minnesota Department of Education Academic Standards as found at http://education.state.mn.us/html/intro_acad_standards.htm . Curriculum articulation to meet these standards is outlined in **The Greenway Schools –K-12 Scope and Sequence Learner Outcomes**, which has just been completed and presented to the Greenway School Board.

ART – Primary – K-3 The student will demonstrate an understanding of drawing as a means of expression and learn to use drawing materials correctly; space, shape, texture, line, and color as design qualities; painting, printmaking, sculpture, and paper compositions as means of expression; cultural and historical context of art through general exposure to artist work; and the vocabulary of the visual arts.

MATH – Primary – K-3 See math curriculum as outlined on page 11.

PHYSICAL EDUCATION/HEALTH – Primary – K-3 Students will learn the proper care of the body, nutrition, body systems, decision-making, healthy relationships, safety, exercise and recreation, and specifics such as germs, self-esteem, and dental health.

READING AND LANGUAGE ARTS – Primary – K-3

- In **kindergarten** students will identify upper and lower case letters in random order; recognize that letters represent sounds and the sounds represent a letter; learn sequencing, identify colors and shapes; print letters; follow directions from left to right, recite the alphabet correctly, appreciate written and spoken language; read and print first and last names, listen to stories and recall certain facts of the story; follow oral directions; and read sight words.
- In **first grade** students will work with vocabulary, phonics, long and short vowels, structural analysis, thinking, comprehension, study skills, integrated spelling, language composition and grammar in addition to speaking, listening and viewing.
- In **second grade** the students move into word recognition, analysis and fluency; vocabulary expansion, comprehension, and literature as well as types of writing, elements of composition; spelling, grammar and usage; research; and handwriting. The students will also work with speaking, listening and viewing.
- In **third grade** the students develop thinking skills; strategic reading; comprehension; vocabulary; decoding - both in phonics and structural analysis; study skills; literary appreciation; composition; grammar; speaking and listening skills, spelling, handwriting and word processing abilities.

SCIENCE – Primary – K-3 Students will learn a variety of science information in subjects including the history and nature of science, physical science, earth and space, life science, rocks and minerals, environment, planets and the solar system, phases of matter, motion, the human body, plant and animal life, physical force, heredity, seasons, conservation, and personal health.

SOCIAL STUDIES: - Primary – K-3 Students will learn a variety of social science information in subjects including map skills, economics, world history, American history, government and citizenship, current events and geography.

MUSIC – Primary – K-3 Students will be able to identify dynamic range, classroom instruments, tempo, beat, high and low sounds, harmony, orchestra instrument families, different notes, melodies, and members of the brass family. The students will also be introduced to basic music terminology, be able to sing and play some basic instruments, and learn performance etiquette.

Marble Elementary School's Reading Curriculum

Greenway Elementary Schools map the curriculum across grade levels by choosing one curriculum for reading and one curriculum for math that encompasses grades K-4. Standards are implemented by virtue of the programs selected and through all the supplemental materials.

Greenway Elementary Schools adopted a new reading curriculum three years ago. The primary concern in the choice of the curriculum to be used was that it be aligned with Minnesota Academic Standards. The reading curriculum chosen was Harcourt Brace Signatures. Consultants for the publisher provided training on how to use this curriculum to provide effective instruction

The curriculum teams in the two elementary schools determined the priorities for the choice of each curriculum. The two priorities were:

- Curriculum was standards based
- Curriculum was aligned with the District's needs.

Selection criteria for the specific curriculum were established and followed. The teams set up the curriculum framework, including state and national standards, did extensive research into best practices and current theory, and then decided on a program. A component of the adoption of a new curriculum included research by team members as to current practices in each core area. The teams then selected the top three offerings and compared them as to how each program supported improved academic achievement. The curriculum that was most closely aligned with all the criteria was the one selected.

Marble Elementary School's Mathematics Curriculum

Marble Elementary uses the Scott Foresman-Addison Wesley – MATH – The Millennium Edition for grades K-3. This choice for the math curriculum reinforces the portion of the mission that *Greenway Public Schools will provide an academically strong foundation for student success.*

Starting in **kindergarten**, there are eight outcomes on which the students will be measured. These include counting to 100 and backward from ten; locating and describing the placement of objects; understanding comparisons; sorting objects in a set by one attribute; recognizing, describing, and repeating patterns involving up to three elements; having a beginning understanding of sequencing; recognizing, counting, writing and matching sets to twelve; and comparing and ordering objects by length, weight, volume, temperature or size.

In **first grade** students begin to learn numeration, number theory, addition, subtraction, number sense, estimation, mental math strategies, problem solving, reasoning, geometry, patterns, measurement, time and money, data, statistics and probability, and the uses of technology in math processes to show how it relates to essential skills and knowledge based on the school's mission.

When students gets to the **second grade**, they learn more involved mathematical reasoning; number sense computation and operations; patterns, functions, and algebra; data analysis, statistics and probability; spatial sense, geometry and measurement.

Marble Elementary serves K-3. In **third grade** the students work with more complex ideas in data, graphs, and reasoning; place value and time; adding whole numbers and money; subtracting whole numbers and money; multiplication concepts and facts; geometry, fractions and customary linear measurements; metric linear measurement; measurement and probability; division concepts and facts; multiplying and dividing; and decimals.

Different Instructional Methods Used to Improved Student Learning

The Title I teacher at Marble Elementary has been described as the “glue” for the instructional program at Marble. This teacher knows all the students, because she provides instruction in art, music, physical education and Title I. She is an exceptional teacher that goes the extra mile. Her colleagues call her competent, thorough, efficient and driven. One instructional program that she oversees is Morning Mentoring. This is a program that pairs third graders with first graders for reading enhancement. This program takes place in the ½ hour before school starts and gets students ready for learning. Other instructional methods include field trips and the use of area resource experts (Examples include the DNR and the County Extension Office).

Paraprofessionals are trained along with the teachers to work with the instructional program. All of the Marble paraprofessionals have met the new federal guidelines for competency.

Additional options in reading are provided through Accelerated Reader (AR) and Early Intervention in Reading (EIR). Providing these additional educational options has changed the approach to reading instruction, enriched the existing curriculum, and has given Marble Elementary the ability to direct and evaluate instruction through real-time assessment.

Early Intervention in Reading (EIR) is an instructional model used by classroom teachers and reading resource teachers to provide effective supplemental assistance to readers in grades K-4. EIR is a program built on the premise that almost all children can learn to read in grade 1, can be reading on grade level by the end of grade 2, and continue to make good reading gains through grade 6.

Accelerated Reader (AR) is reading management software. Accelerated Reader provides teachers with an easy and effective way to increase literature-based reading practice. AR provides detailed instructional data teachers can use to ensure success for every student, regardless of level. AR has had a positive effect on children reading for enjoyment, and has increased reading comprehension for students.

Marble Elementary School’s Professional Development Program

The Greenway Elementary Schools bring the expertise for staff development directly to the schools so that all teachers and paraprofessionals can benefit from the information. The elementary school principal believes staff development is more effective when staff uses the equipment and expertise in the same place where they teach. It also gives teachers the opportunity to learn together and build a successful teams. Collegial support is an important component of staff development, such as during the monthly grade level meetings or the creation of the **Greenway Schools K-12 Scope and Sequence Learner Outcomes** document. Currently the two major topics for staff development are technology and the strategies for using the Early Intervention in Reading (EIR) program.

The Comprehensive School Reform award provided new computers and learning programs for Marble Elementary and significantly enhanced the learning environment. In order to use this technology effectively, teachers and paraprofessionals have received and are continuing to receive training on its uses as a teaching tool. Accelerated Reader is also a computer-based reading program, and staff development has been provided to make this option a positive one for student learning.

Early Intervention in Reading’s (EIR) strength is in its staff development, which teaches teachers to take responsibility for struggling readers. Staff development is a system of Internet teaching modules of teaching strategies for specific grade levels and abilities. It includes the sharing of ideas, small group discussions, learning about phonemic awareness, videos, use of the EIR manual, and learning about teaching.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject__Reading__ Grade__3__ Test__Minnesota Comprehensive Assessments

Edition/Publication Year__2004____ Publisher__Data Recognition Corporation (DRC)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month Varies – In the spring | March | April | March | March | April |
| SCHOOL SCORES | | | | | |
| % At or Above Level 3 | 85% | 88% | 83% | 80% | 59% |
| % At or Above Level 4 | 81% | 76% | 65% | 59% | 32% |
| % At Level 5 | 46% | 40% | 17% | 22% | 5% |
| Number of students tested | 26 | 25 | 23 | 41 | 41 |
| Percent of total students tested | 100% | 100% | 96% | 93% | 95% |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| STATE SCORES | | | | | |
| % At or Level 3 | 73% | 73% | 67% | 67% | 62% |
| % At or Level 4 | 60% | 56% | 49% | 49% | 45% |
| % At Level 5 | 23% | 17% | 16% | 16% | 12% |

Subject__Mathematics____ Grade__3 Test__Minnesota Comprehensive Assessment

Edition/Publication Year__2004 Publisher__Data Recognition Corporation (DRC)____

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month Varies – in the spring | March | April | March | March | April |
| SCHOOL SCORES | | | | | |
| % At or Above Level 3 | 96% | 92% | 92% | 79% | 76% |
| % At or Above Level 4 | 92% | 84% | 75% | 71% | 57% |
| % At Level 5 | 52% | 40% | 21% | 14% | 7% |
| Number of students tested | 25 | 25 | 24 | 42 | 42 |
| Percent of total students tested | 96% | 100% | 100% | 95% | 98% |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | 9% | 0% |
| | | | | | |
| STATE SCORES | | | | | |
| % At or Level 3 | 70% | 72% | 65% | 66% | 65% |
| % At or Level 4 | 55% | 56% | 48% | 53% | 46% |
| % At Level 5 | 15% | 14% | 11% | 14% | 9% |