2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [X] Elementary [ ] Middle [ ] High [ ] K-12 [ ]Charter

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

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

School Mailing Address 17405 Old Rockford Road
(If address is P.O. Box, also include street address.)

Plymouth — City
Minnesota — State
55446-2422 — Zip Code+4 (9 digits total)

County Hennepin

State School Code Number* 0284-01-812

Telephone (763) 745-5610

Fax (763) 745-5691

Web site/URL www.Wayzata.k12.mn.us/kimberlylane

E-mail gary.kipling@wayzata.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Robert J. Ostlund
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayzata Public Schools, ISD #284

Tel (763) 745-5001

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Linda A. Cohen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

_____ Date_____
(School Board President's/Chairperson's Signature)

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 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:
   7 Elementary schools
   3 Middle schools
   _____ Junior high schools
   1 High schools
   _____ Other

   11 TOTAL

2. District Per Pupil Expenditure: $7,951.00

   Average State Per Pupil Expenditure: $8,251.00

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
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 12 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	63	65	**128**		**8**			
1	63	61	**124**		**9**			
2	54	63	**117**		**10**			
3	58	61	**119**		**11**			
4	70	50	**120**		**12**			
5	74	62	**136**		**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						744

6. Racial/ethnic composition of the school:

78 % White
4 % Black or African American
1 % Hispanic or Latino
16 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	15
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	765
(5)	Total transferred students in row (3) divided by total students in row (4)	.036
(6)	Amount in row (5) multiplied by 100	3.6

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

Number of languages represented: 4
Specify languages: Chinese, Japanese, Spanish, Russian

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 28

If this method does not produce an 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: 5 %
40 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	1 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
1 Emotional Disturbance	17 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	29	
Special resource teachers/specialists	6	7
Paraprofessionals	7	12
Support staff	2	
Total number	45	19

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	94%	94%	96%	93%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Kimberly Lane Elementary is a kindergarten through fifth grade school located in Plymouth, Minnesota, with a student population of 750 students. Students, staff and parents work together to ensure every child learns. Our mindset, both for students and staff, is one of growth, a sincere belief that students and staff alike if faced with an unanswerable problem simply need to learn new skills and strategies. Our growth mindset is realized by the discipline of three concepts that guide the efforts of all: Work, Respect and Belong. Work means to us that commitment and effort are a necessity to anything worth doing. Teaching, learning and parenting are work and require conscious effort. Respect means that every person has worth and deserves to be treated as such. Belong means that we are all interdependent. Everyone is part of a group and everyone needs to contribute.

Our students, staff and parents believe that it is necessary to be honest with reality and to openly and honestly communicate. This notion leads us to clearly tell students and parents what has been learned and what needs to be learned next. This translates, for staff, to carefully monitor results of student learning and making necessary adjustments. The most recent example of this is the realization that, despite excellent scores in reading, our students appear to be under performing in the area of word acquisition/recognition. That reality has led us to our current goal for the school and drives our staff development efforts.

Wayzata Public Schools has a vision of being a *model of excellence among learning communities*. Kimberly Lane's work supports this vision. The school culture supports all aspects of a learning community. Parents and students are routinely polled regarding the quality of Kimberly Lane. Faculty practices the discipline of analyzing student results for the purpose of understanding reality and planning improvement efforts.

While Kimberly Lane has established goals to strive toward, the culture of Kimberly Lane has evolved toward simply expecting all to strive to be better. Each student, each teacher, each team, and the entire staff operate with the mindset that to examine reality, whether positive or negative, is a necessity for improvement. The result of this culture is multiple growth efforts on the part of all students and staff in pursuit of a better way to learn, modeling excellence among learning communities.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kimberly Lane Elementary School participates in Minnesota's state testing program. The state of Minnesota follows the guidelines set forth by the federal government in relation to No Child Left Behind. The MCA-IIs are the primary assessments used for NCLB accountability. All students are required to take this test or a designated replacement such as the alternate assessment or Test of Emerging Academic English (TEAE) for Limited English Proficiency (LEP) students. Information from these tests is used to determine proficiency levels of students in each school. NCLB requires that all public school students in grades 3-8, and in one grade in high school, be assessed in reading and mathematics.

From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digit versus three digit. The MCAs had five different achievement levels versus four in the MCA-IIs.

The purpose of the Minnesota Comprehensive Assessments – Series II (MCA-II) is to measure Minnesota student achievement with regard to the Minnesota Academic Standards. The MCA-IIs are reading and mathematics tests that meet the accountability requirements of the 2001 Federal Legislation "No Child Left Behind" (NCLB).

The raw score of the MCA-IIs is converted mathematically to a scale score for each test subject and grade. This scale score tells you how the student did on the test. For each test the scaled score can range from G01 to G00, with G = Grade. The last two digits of the number identify the position of the raw score within the scale range. The first one or two digits represent the student's grade when tested, with grade ranges of 3-8 and 10 (reading only) or 11 (mathematics only). For example a student in grade 4 could earn a scale score from 401 to 499, while a student in grade 11 could earn a scale score from 1101 to 1199.

There are four achievement levels for the MCA-IIs:

- Exceeds the Standards (E) or Level 4
- Meets the Standards (M) or Level 3
- Partially Meets the Standards (P) or Level 2
- Does Not Meet the Standards (D) or Level 1

A student who earns an achievement level of M (Meets) or E (Exceeds) is considered proficient on the Minnesota Achievement Standards.

The NCLB goal is for students in tested grades to show progress so that 100 percent of students are proficient in reading and mathematics by 2013-14. The Minnesota Comprehensive Assessments – II (MCA - II) indicates whether a student is proficient or not.

2005/2006 Mathematics Data

- 96 % of the 3rd grade students scored at or above "Meets State Standards" (Level 3) on the MCA in mathematics
- 62 % of the 3rd grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in mathematics

- 92 % of the 4th grade students scored at or above "Meets State Standards" (Level 3) on the MCA in mathematics
- 46 % of the 4th grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in mathematics
- 91 % of the 5th grade students scored at or above "Meets State Standards" (Level 3) on the MCA in mathematics
- 59 % of the 5th grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in mathematics

2005/2006 Reading Data

- 90 % of the 3rd grade students scored at or above "Meets State Standards" (Level 3) on the MCA in reading
- 74 % of the 3rd grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in reading
- 93 % of the 4th grade students scored at or above "Meets State Standards" (Level 3) on the MCA in reading
- 60 % of the 4th grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in reading
- 92 % of the 5th grade students scored at or above "Meets State Standards" (Level 3) on the MCA in reading
- 67 % of the 5th grade students scored at the "Exceeds State Standards" (Level 4) on the MCA in reading

Although the Kimberly Lane Elementary School did not have sufficient numbers to report disparity among subgroups, our school is also looking at disaggregated data and asking ourselves how best we can support all of our students. The website where information on the state assessment system may be found is http://education.state.mn.us.

2. Using Assessment Results:

Over the past five years, Kimberly Lane Elementary staff members have met to consider our professional development and student-learning focus by analyzing standardized assessment and curriculum-based data. A significant amount of time is allocated to analyzing third through fifth grade standardized assessment outcomes and student-level work to identify patterns in performance and specific actions to assist our students in furthering their proficiency in mathematics and literacy skills. This data analysis provides important information from which to consider outcomes that relate to Minnesota Academic Standards. As data patterns are identified in strands, trends, and/or subgroups, staff members consider potential areas of professional development or curricular changes to improve instruction.

Extra concern is given to students who are underachieving. Literacy Specialists, both for reading and math, work with students and teachers to offer alternative programs and differentiation so that academic success can be realized.

3. Communicating Assessment Results:

Assessment results are communicated using multiple methods in an effort to provide the Kimberly Lane Elementary community with accurate information on which to base the partnership between parents and staff. Each parent is supplied specific assessment outcomes for their child that identifies performance, proficiency, and comparative data. Additionally, school-sponsored communications, such as the monthly parent newsletter, are used to provide site-specific performance and planning information.

District-wide communications are provided to all homes as a method of distributing accountability outcomes for individual schools and the entire District in standardized assessments. Both demographic and achievement data provides citizens within the School District comparative outcome data. Both print and electronic forms of this information are available through the District Communications Office and the District's web site.

An additional level of communication is focused on providing parents with ongoing progress data using curriculum-based performance rubrics to improve the understanding of student performance and areas of targeted support. In particular, mathematics secure skills outcomes for each unit of study, and reading achievement levels using reading inventory data, are provided at regular intervals.

4. Sharing Success

Information as to building-based initiatives is regularly shared. School improvement efforts are discussed as part of District wide curriculum and instruction review efforts, and as part of building exchange activities. School staff participates on content area committees that consider current practice and enhancements that impact learning. In addition, Kimberly Lane Elementary staff members serve as resource teachers in specific curriculum areas, acting as instructional and content specialists to promote best practice adoption across the District.

Staff members from Kimberly Lane Elementary have presented successful endeavors for various organizations. Two staff are trainers for the American Federation of Teachers (AFT) programs—teachers training teachers. Staff members have presented at the Regional meeting for the National Council of Teachers on Mathematics. Staff members are currently teaching a course on guided reading for the Wayzata Academy.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The curriculum at Kimberly Lane Elementary School is a blend of content and process. The curriculum encompasses district, state, and national standards, and is designed to ensure that all students master core concepts, engage in higher-level thinking, and are well prepared for successful secondary school experiences across the breadth of the Wayzata Public Schools' curriculum. Students at Kimberly Lane Elementary School are accountable for learning the content described in the Minnesota Academic Standards for kindergarten through fifth grade demonstrating mastery through curriculum based and standardized measures. Recognizing that student experience levels vary, our teaching staff uses the Minnesota academic state standards as a basic starting point in designing a rigorous, spiraling, differentiated curriculum that is designed to engage learners in content at their instructional level, from basic and advanced levels.

Kimberly Lane Elementary School's language arts program includes reading, writing, listening, speaking, and viewing. Primary grade students engage in written language experiences that reinforce growing phonemic competencies, voice, and generative skills. Intermediate grade students apply secure encoding skills to multiple genres and refine writing trait competencies to both express knowledge and further learning. Students receive instruction in various types of writing, including descriptive, expository, narrative, persuasive, and comparison/contrast. In addition, students learn a research process and write descriptive research reports in the third, fourth, and fifth grades. Part of the research process involves students learning to use the appropriate reference and technological tools. Additionally, students are provided with regular experiences that develop effective speaking and listening skills including informal presentations of student-selected topics to formal speeches examining defined topics.

Kimberly Lane's science curriculum is organized around the Minnesota Academic Standards for Science. These science standards investigate four areas: the history and nature of science, earth and space science, physical science, and life science. A thoughtfully organized set of units developed to engage students in developmentally appropriate interactive experiences across the elementary grade levels serves as the core of the science curriculum. The inquiry-based units are aligned with benchmarks encompassed in district, state, and national standards. A typical unit of study is made up of ten to fifteen investigations formatted around a learning cycle that supports the development of specific scientific concepts and scientific thinking skills.

The social studies curriculum at Kimberly Lane Elementary provides the foundation for citizenship. The Minnesota Academic Standards in History and Social Studies provide a strong foundation of knowledge and skills in United States history, world history, Minnesota history, geography, economics, government, and citizenship. Essential social studies skills including research, analysis, decision-making, interpersonal interactions, and place/location are key components of student learning. As a result of this course of study, our students acquire a greater understanding of cultures both locally and from around the world.

Kimberly Lane Elementary School's arts programming includes visual arts and music. The visual arts program introduces students to the elements of art, including line, color, shape, space, texture, and form. Students study cultural and historical forms and traditions of the visual arts. A variety of media are used to give students the opportunity to create works of art that communicate ideas in a variety of ways. In vocal music, students at Kimberly Lane Elementary are introduced to general music concepts. Topics such as rhythm, melody, composition, listening, music history, and the elements of music are explored through various vocal and instrumental experiences.

All fourth and fifth grade students study the Spanish language and Latino cultures. This initial experience in second language learning emphasizes spoken language and vocabulary building. Spanish is taught in a manner called Total Physical Response that mimics the way students acquired their first language by responding with actions, rhymes, songs, storytelling and games--building the foundation for more advanced language study in the upper grades.

A comprehensive physical education and technology program are also part of the learning activities at Kimberly Lane Elementary School. Students are provided with physical education instruction that emphasizes fitness-oriented exercise and recreation skill development. Physical Education establishes activities and learning opportunities around the themes of health and fitness, body image, skill development, social and personal responsibility, and community integration.

Technology at Kimberly Lane Elementary is viewed as both a curriculum and a method for delivering curriculum. Our students have regular instruction on how to use technology throughout their elementary experience. At the elementary level, students are introduced to basic technology operations, keyboarding, word processing, draw/paint capabilities, spreadsheets, internet usage, research tools, and basic multimedia.

2a. Reading:

Our District adopted a published reading curriculum by Macmillan/McGraw-Hill in 2000. Before choosing our curriculum, we developed a mission statement, "Literacy for Life", and belief statements based on current research. These research-based beliefs call for and our curriculum provides:

- a balance between direct basic skill instruction and an immersion in literature and writing because both are important to ensure learners' success.
- instruction in the essential components of reading, i.e. phonemic awareness, phonics, vocabulary, fluency, and comprehension. We were particularly interested in supporting students in comprehension as the ultimate goal of reading instruction and chose a curriculum that emphasized it while a foundation of the other components is also established.
- integration of the language arts. Because of the reciprocal nature of reading, writing, speaking, and listening, we want our students to, for example, use writing to increase reading skills. Writing, spelling, research, and grammar activities connect to the text being read. Our students read and write in a variety of genres, including both nonfiction and fiction.
- differentiated instruction. Our curriculum provides a large number of tasks aimed at a wide range of readers and writers and additional books for use with small groups for targeted instruction. It includes formative assessments to determine students' strengths and weaknesses. We encourage instruction that pushes all students to a higher level of thinking. In addition to the basal materials, our school has numerous sets of trade books for use with small groups to use for guided reading and literature circles.
- meeting standards. Although our state standards were not in place when we chose our current curriculum, we have reviewed it carefully to ensure that the Minnesota standards are met. We use the curriculum's assessments to inform and measure learning for our school's standards.

3. Mathematics:

Students at Kimberly Lane Elementary learn mathematics concepts that include strands in operations, numeration and order, patterns, functions and algebra, data and chance, measurement and reference frames, and geometry. Every strand is addressed throughout all grade levels in a manner that builds and extends concept understanding. The Minnesota Academic Standards are embedded into each grade

level's performance expectations. The Everyday Mathematics series serves as the base for our mathematics program in kindergarten through fifth grades. Students develop a deep understanding of concepts as well as develop proficiency with computation and other mathematical procedures. Language, communication, and manipulatives all play important roles in helping students acquire skills. Mathematics instruction includes whole group, flexible small group, partner, and individual activities. Students are encouraged to discuss their mathematical thinking verbally as well as in written form. By facilitating this expression of mathematical ideas, students' capacity to think mathematically improves. Activities are balanced between teacher-directed instruction and opportunities for hands-on explorations, along with long-term projects and ongoing practice. Particular focus and supplementary experiences are provided in the areas of number sense, computation, and problem solving to support students' mastery of foundational concepts and proficient application. Topics spiral, and students have other chances to use their method or another one. Mathematical concepts are introduced using manipulatives and are examined in many ways including verbal, pictorial, and symbolic to address students of different experience levels. After the topic has been revisited many times, students have significant experience with efficient methods and have mastered the concept.

4. Instructional Methods

Kimberly Lane Elementary School staff use a variety of instructional methods to meet the needs of our students. Curriculum units are designed to address identified standards and corresponding benchmarks. Student performance data are evaluated to consider where instructional compacting can occur to increase time for new learning and areas of concentration. Staff stress instruction that leads students to the acquisition of secure skills identified in academic benchmarks. Re-teaching students who have not mastered requisite concepts occur in small group structures directed by classroom teachers and supported by instructional paraprofessionals. Students with strong performance are provided with academic extensions. In this way, staff considers where students are on their learning continuum and what supports will encourage next steps in learning.

Emphasizing differentiated instructional strategies as an approach to content addresses the varied learning needs of students. Several instructional formats, including whole group, small group, partners, and individual, are utilized to provide students with appropriate structures for specific learning needs. To guide learning, teachers are reviewing student work in comparison with academic benchmarks and identifying priorities for improving instruction.

5. Professional Development

Kimberly Lane teachers use analysis of student performance to guide professional growth. In certain situations, grade level teams will identify deficiencies and plan for adjustments. Where best practice is clear, adoption of said strategies is made. Sometimes, however, the changes are school specific and require differentiated work. The faculty also analyzes school wide data to determine the direction, building wide, of professional development. Workshops, college coursework, professional publications are all used to assist faculty in acquiring new teaching strategies.

A critical component of grade level teamwork is to have scheduled planning days throughout the year. It is in these sessions that rich dialogue results in some of the best change strategies.

The Wayzata School District sponsors the Wayzata Academy for its own professional development. The Academy provides the opportunity for faculty to teach classes to their colleagues. Several of Kimberly Lane faculty members are instructors in this Academy and nearly all of the Kimberly Lane teachers are participants in Academy classes. Topics for classes must reflect building and District goals and must have identified acceptable best practice strategies.

PART VII - ASSESSMENT RESULTS

(Please note that Kimberly Lane Elementary School did not have sufficient numbers to report disparity among subgroups. Also note that MCAs were given from 2001through 2004-2005 with MCA-IIs given in 2005-2006for the first time.)

Subject Reading Grade 5 Test Minnesota Comprehensive Assessment (2001-2005) and Minnesota Comprehensive Assessment IIs (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Data Recognition Corporation) and Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs____Scaled scores___Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	95	97	98	95
% "Exceeding" State Standards	67	91	90	89	89
Number of students tested	131	112	132	106	97
Percent of total students tested	96	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

*Alternative assessments were provided for students receiving special education services for significant cognitive impairments. Assessments addressed student functional and early academic development.

Subject Mathematics Grade 5 Test Minnesota Comprehensive Assessment (2001-2005) And Minnesota Comprehensive Assessment IIs (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Data Recognition Corporation) and Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs___Scaled scores____Percentiles _X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	91	95	95	96	99
% "Exceeding" State Standards	59	92	88	88	92
Number of students tested	133	112	132	106	97
Percent of total students tested	97	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading Grade 4 Test Minnesota Comprehension Assessment II (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs____Scaled scores____Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	93				
% "Exceeding" State Standards	60				
Number of students tested	127				
Percent of total students tested	96				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Mathematics Grade 4 Test Minnesota Comprehension Assessment II (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs ____Scaled scores_____Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	91				
% "Exceeding" State Standards	46				
Number of students tested	128				
Percent of total students tested	97				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Reading Grade 3 Test Minnesota Comprehensive Assessment (2001-2005) and Minnesota Comprehensive Assessment IIs (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Data Recognition Corporation) and Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs ____Scaled scores ____Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	90	93	92	91	97
% "Exceeding" State Standards	74	83	82	78	87
Number of students tested	136	124	135	119	97
Percent of total students tested	94	100	99	100	99
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	1	0	0	1	0

Subject Mathematics Grade 3 Test Minnesota Comprehensive Assessment (2001-2005) and Minnesota Comprehensive Assessment IIs (2005-2006)
Edition/Publication Year Modified Annually
Publisher Minnesota Department of Education (Data Recognition Corporation) and Minnesota Department of Education (Pearson Educational Measurements)

Scores are reported here as (check one): NCEs ____Scaled scores ____Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	96	95	91	91	96
% "Exceeding" State Standards	62	88	86	75	88
Number of students tested	139	124	135	119	132
Percent of total students tested	97	100	99	100	99
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	1	0	0	1	0