

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Deborah Rickard

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

School Mailing Address 3116 E Superior St (If address is P.O. Box, also include street address)

Duluth Minnesota 55812-2398 City State Zip Code+4 (9 digits total)

Tel. (218) 728-7420 Fax (218) 728-7422

Website/URL http://www.duluth.k12.mn.us/congdon/congdon.html Email Deb.Rickard@duluth.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

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

Name of Superintendent Mr. Julio Almanza (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Duluth Public Schools Tel. (218) 723-4100

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. Robert Mars, Jr. (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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 13 Elementary schools
 4 Middle schools
 _____ Junior high schools
 3 High schools
 20 TOTAL
2. District Per Pupil Expenditure: \$ 9,298
 Average State Per Pupil Expenditure: \$10,536

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	38	37	75	7			
1	52	21	73	8			
2	41	35	76	9			
3	46	36	82	10			
4	54	48	102	11			
5	44	38	82	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							490

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>93.67</u> | % White |
| <u>1.22</u> | % Black or African American |
| <u>1.84</u> | % Hispanic or Latino |
| <u>2.45</u> | % Asian/Pacific Islander |
| <u>.82</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 8.75 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	480
(5)	Subtotal in row (3) divided by total in row (4)	.0875
(6)	Amount in row (5) multiplied by 100	8.75

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
1 student identified as Home Language
other than English but not served as LEP

Number of languages represented : 1
Specify languages: Chinese

9. Students eligible for free/reduced-priced meals: 11.84 %
58 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{8.78}{43}$ % 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>19</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>2</u> Developmental Delay	<u>3</u> Emotional/Behavioral Disorder

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u>4</u>
Support staff	<u>5</u>	<u>6</u>
Total number	<u>36</u>	<u>19</u>

12. Student-“classroom teacher” ratio: 24.5

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.83	96.07	95.94	96.27	96.43
Daily teacher attendance	98.4	99.1	98.5	99.1	98.6
Teacher turnover rate	7 %	9 %	9 %	5 %	0 %
Student dropout rate	N/A				
Student drop-off rate	N/A				

PART III – SUMMARY

Congdon Park Elementary School in Duluth, Minnesota is located near the shore of the largest freshwater lake in the world. The school is nestled between two flowing creeks and is surrounded by the sparkling, natural beauty of Lake Superior, fresh-smelling northern pines and crisp, white birch trees. Red fox, white-tailed deer, black bear and occasionally moose pass by. Two years ago, an eagle landed at the school and spent the entire day overseeing the activities of the students.

The school is the center of the neighborhood's recreational activities. A new playground was built this year, thanks to a partnership between business, community and individual donations. During Minnesota's long winter, the outdoor athletic fields are turned into three ice-skating rinks so children and their families can play and exercise.

The Duluth Public Schools have a total population of approximately 11,000 students. Duluth Public Schools have a strong tradition of academic excellence. Congdon Park is one of thirteen elementary schools in the city. The school was built in 1929 and 500 students are enrolled in kindergarten through grade five. This year, Congdon Park fifth grade students had the highest reading score in the State. The students felt it was like "winning the State championship in reading." The Minnesota Comprehensive Assessment is given to all students in grades three and five. Congdon Park School consistently performs in the top 10 percent on state tests.

The school mission statement is ***Reaching to be Respectful, Responsible, and Resourceful learners in our world.*** Teaching ***respect*** happens daily. Congdon Park hosts the city's special education program for elementary students who have autism. Learning together in classrooms, children see how they are similar. Respect is also shown in the calm, quiet learning environment at the school. The school has high standards for student behavior. Teachers and parents expect their children to be ***responsible*** for learning by doing their best. In the primary grades, students are given daily reading assignments for homework. Gradually, intermediate age students learn important study skills so they can be independent and successful learners.

Congdon Park students learn to be ***resourceful*** in two ways. First, students learn how to access reference materials so they can learn in today's world. The school media specialist teaches students how to use both print and computer resources. A second way students learn to be resourceful is by participating in environmental education classes. Children explore and discover the area's watershed and the effects of population on the neighborhood. Students examine water quality and study conservation of resources. Each year, fourth grade students, teachers and parents travel to a camp in the northern wilderness for three days of intensive outdoor classes.

The keys to success at Congdon Park Elementary School include a clearly defined academic curriculum, highly qualified, trained and experienced teachers, a strong partnership between parents and school staff, and hard-working students who do their best. We are proud to have been nominated by the State of Minnesota for the prestigious Blue Ribbon Schools Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Achievement Data Narrative – Congdon Park Elementary, Duluth MN

Minnesota Comprehensive Assessments are criterion referenced tests used by the state education department for system accountability in high academic content standards. The achievement results for Congdon Park reveal a system of academic excellence for all students by Grade 5, especially in reading. Grade 3 results are also outstanding, but the results attained by Grade 5 show superior performance, surpassed by no other school in the state of Minnesota in 2002. Please note that the only subgroup that had sufficient numbers to report for statistical reliability was students eligible for free/reduced priced meals. These results are compared to students ineligible for free/reduced priced meals in the attached data tables. The grade configuration was K-4 in 1998 and 1999.

Grade 5 Reading Highlights

- In 2002, Congdon Park Elementary is #1 in the state (highest average scale score).
- In 2002, 60% of students eligible for free/reduced meals met advanced proficiency (correlated with the top 5-10% nationally).
- In 2001, Congdon Park Elementary was #2 in the state (one other school had an average scale score of 1751.3 compared to Congdon Park's average scale score of 1750.7).
- In 2001, 100% of students eligible for free/reduced meals met basic proficiency or higher.
- Overall average scale score for all students is nearly 200 points higher than the state average for the past three years.

Grade 5 Math Highlights

- In 2002, Congdon Park Elementary ranked 15th in the state, in the top 1.8% in the state.
- 90% or more of all students met basic proficiency or higher for the past three years (96% in 2002).
- In 2002, 89% of all students met proficient achievement level (correlates to the top 25% nationally). This is better than the state's basic proficiency percentage.
- 78% or more of students eligible for free/reduced meals met basic proficiency the past 3 years. This is better than the state's performance for all students.

Grade 3 Reading Highlights

- In 2002, Congdon Park was in the top 2% of the state, ranking 17th.
- In 2002, Congdon Park's average scale score for student eligible for free/reduced meals is higher than the state's average scale score for students ineligible for free/reduced meals.
- Overall, results for all students in the highest level of proficiency (the advanced level correlates to the top 5-10% nationally) has improved steadily every year, increasing by 15 percentage points since 1998 (at 35% in 2002).

Grade 3 Math Highlights

- In 2002, students eligible for free/reduced meals performed substantially better than the state average for same group (Congdon Park – 64% basic, 57% proficient vs. state average – 45% basic and 29% proficient).
- In the past 3 years, results for all students show 17% or more met advanced proficiency (correlated to the top 5-10% nationally).
- In the past 5 years, percentages for all students meeting basic proficiency were 71% or higher.

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

District specialists train and support classroom teachers annually in the use of assessment data. Using research conducted by the University of Minnesota Office of Educational Accountability, the achievement results of norm-referenced standardized tests have been correlated to the achievement levels (proficiency levels) of the Minnesota Comprehensive Assessments. Teachers receive a list of their current students with previous standardized test results. Using this information, teachers can “predict” performances on the Minnesota Comprehensive Assessments and differentiate instruction based on student needs and current level of achievement. Furthermore, curriculum committees composed of

teachers and district specialists have developed assessment tools and benchmarks for our district reading and math curriculum, and these benchmarks guide the determination of below/at/above grade level achievement in regular classroom work. Teachers receive an additional list of their current students that includes the results of the local district curriculum assessments, providing them with another perspective of below/at/above grade level achievement for each of their students. Subsequent professional development supports the use of best practice strategies that address not only the needs of students below grade level but also the need to improve the higher order thinking and analysis skills for all students.

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

The school communicates student performance in many ways. Assessment reports are sent to parents of third and fifth grade students. The principal and teachers answer parent questions and concerns about the reports. School performance is communicated to all parents in the school newsletter. The school district posts achievement data on the Internet. School assessment results are reported to the school system accountability committee, which is comprised of community members, parents and school district personnel. The accountability committee publishes the achievement data of all schools in the local newspaper.

On October 18, 2002, the Duluth News Tribune headline read, "Students rank highest in reading: Love of reading among Congdon Park Elementary School's teachers, students leads to best fifth grade test scores in Minnesota." Our success was listed as the top good news story in Duluth in 2002.

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

The successes of our school will be shared by publicizing our goals, the measurement of the goals achieved and the instructional strategies used in each area. The school site plan is posted on the Duluth Public Schools web page http://www.duluth.k12.mn.us/Achievement/Congdon_01.html. Measurable goals in reading, mathematics and writing are listed, along with instructional strategies for each subject area. Goals for the 2001-02 school year: At least 75% of our students will score at grade level or above on the State assessments for reading, writing and mathematics. The school surpassed the goals in all areas.

Congdon Park teachers provide training for other schools. Some teachers are math trainers, others teach reading strategies. We provide field experiences for student teachers from two universities and one college in the Duluth-Superior area. We have been asked by other schools to share our curriculum. The curriculum of the school is printed in a handy brochure and it outlines what students are taught and should be able to do at each grade level.

The quality of student work is displayed on the Internet and at PTA functions at both the local and state levels. Each year the Duluth schools showcase exemplary student work at the local shopping mall. In second grade, students correspond with children at other schools. The pen pals exchange classroom visits.

We will showcase the Blue Ribbon Schools Award on the school web page if it is awarded to us.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The purpose of the Duluth Public Schools is to prepare all students for successful lives in the twenty-first century...success in the workplace, success in the home as family members and parents, and success in the community. We aspire to be one of the best school districts in the state. We believe in common, rigorous, high standards of academic achievement and valid, standardized assessments that measure student progress towards those high standards.

Grade level outcomes have been identified and describe what a student should know and be able to do at each elementary grade level. The Grade Level Outcomes also describe instructional materials used to achieve the outcomes, assessment tools used to measure student achievement, and Minnesota Graduation Standards. School activities, classroom or grade level projects, homework, classroom work, special assignments, assigned reading and writing projects reflect the child’s progress towards the outcomes at his/her grade.

In Language Arts, students expand their vocabulary, apply decoding strategies, and read independently for a variety of purposes. Students communicate information and listen to, read, interpret and respond to a variety of literature. Children use the writing process including spelling, mechanics, grammar and handwriting. They practice writing in a variety of forms and they write in response to reading. Students demonstrate oral communication and active listening skills.

In mathematics, students use number concepts, relationships and computation procedures to communicate information, solve problems and evaluate results. Children develop spatial intuition and visualization skills by investigating space and measurement concepts using appropriate tools and technology. They analyze mathematical patterns, relationships and functions to model and solve problems. Students organize, interpret and transform data into useful information to make predictions and decisions.

Congdon Park School offers a well-rounded curriculum in music, fine arts, and physical education. Specific goals are identified for each grade level. Goals include music performance, musical interpretation, music improvising, music history/culture, and music literacy. Students are taught art history, aesthetics, art criticism and art production. Physical education classes focus on maintaining a life style of fitness and demonstrating competencies in movement forms and health-enhanced physical activities.

Science lessons at each grade level address the content areas of life science, physical science, earth science and scientific reasoning and technology. In health classes, students learn about personal health, growth and development, nutrition, disease prevention, consumer health, drug use and abuse, safety and first aid. The social studies curriculum provides instruction in citizenship, government, economics, geography, history, and world cultures.

One school goal is to provide at least five enrichment opportunities for each student. Students attend performances of the local ballet and symphony. Students also participate in math club, musical theater, environmental club, cultural arts programs, accelerated reading computer programs, field day, student council, and choir. Many parents and volunteers help lead enrichment activities for the students.

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

The reading curriculum is based on a balanced approach to reading. The components of the program

include word attack (phonemic awareness and phonics), vocabulary, fluency, comprehension and writing in relation to reading. Teachers offer learning opportunities for students that focus on reading strategies and skills through a balance of instructional models including process/product, mastery, and experience. Students participate in literacy curriculum at least 120 minutes a day of which 90 minutes are offered in a block. Students engage in a balance of whole/small group and individual activities that research has shown promote growth in reading achievement and in the desire to read. Rich print resources in both fiction and nonfiction are provided for students and teachers to use in classrooms and media centers. Teachers read to students for 20 or more minutes daily. It is expected that students read independently both for 20 minutes of sustained silent reading in school and 30 minutes out of school. Student's reading achievement growth is assessed every six weeks. Teachers adjust instruction based on achievement results. Exemplary instruction and high expectations are the core to the success of Congdon Park's reading program. Teachers participate in on going staff development sessions focusing on the study of literacy research and methods and their experiences in implementation. The district chose a balanced approach to reading curriculum and instruction. The reading program is supported by current best practice research in reading.

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

We believe that all children can be proficient in mathematics. All students are given time to investigate and internalize key mathematics concepts and ideas. They need to know what fundamental symbols, diagrams, and procedures mean. In our program students spend time exploring problems in depth working in a variety of groupings, such as whole class, individually, in pairs, and in small groups to complete these investigations. All students need to carry out mathematical procedures such as adding, subtracting, multiplying, and dividing numbers quickly, flexibly and accurately. In our program they invent their own strategies and approaches, in addition to memorized procedures. Students are constantly challenged to explain their thinking. All students apply the learned concepts and procedures to make up new mathematical problems and come up with strategies for solving them using both the concept and their strategies appropriately. We believe a concept or procedure is not useful unless students recognize when and where to use it.

Students use logic to explain and justify the solution to a problem. The best way for students to improve their reasoning is to explain or justify their solutions to others. In our program, we expect our students to express their mathematical thinking through drawing, writing, and talking. All students are engaged in meaningful mathematic activities that they can view it as sensible, useful, and doable. We want all children to have a personal commitment to the idea that mathematics makes sense and that given reasonable effort, they can be successful.

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

Students in first through fifth grade receive at least 120 minutes of language arts instruction and 70 minutes of math instruction daily. Teachers use proven reading strategies to increase student achievement. These include direct instruction using reading materials designed to help below grade level readers. We offer all day kindergarten for at-risk students. The all day kindergarten program focuses on strategies to recognize letters, to know letter sounds, and to read high frequency words. A reading teacher works with students having reading difficulty twice per week. The reading teacher is funded through a generous donation from an alumnus who struggled with reading as a child.

In math, high standard assessments are used to monitor student progress. Students are involved in daily math computation lessons in addition to math application and problem solving activities. Students are assessed at the end of each math and reading unit. Volunteers tutor at-risk students in math and reading. Volunteers are trained university students, parents, and senior citizens.

Teachers hold grade level curriculum meetings to inform parents about the content being taught to students. PTA meetings focus on subject areas, with student demonstrating what they have learned. The school holds an annual book exchange. Students bring books that they have already read and exchange them for used ones. Every student leaves school with new books to read.

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

Teachers review achievement data and best practices in teaching reading and math at staff development meetings. Teachers attend five meetings spaced throughout the school year. In addition, Minnesota Comprehensive Assessment results for students in third and fifth grade are analyzed. Teachers discuss curriculum content with grade level colleagues to develop lessons.

Teachers have integrated high standards into their teaching. The Minnesota standards are incorporated in the school curriculum. Teachers worked in subject teams to determine the lessons and projects that would be taught for each standard. Congdon Park School teachers worked to align the curriculum with the language arts, mathematics, science, social studies, health, physical education, art and music standards.

STATE CRITERION-REFERENCED TEST

The Data Display Table is included in attachments.

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

Grade 5 Test Reading

Edition/publication year 2002 Publisher MN Dept. of Children, Families & Learning

What groups were excluded from testing? Why, and how were they assessed?

Only the most cognitively disabled special education students are exempted from testing. Every attempt is made to test every student enrolled; however, there are a few absent students and occasionally a refusal (student or parent) to test. After reviewing testing records, it appears the only student not tested each year in Congdon Park Elementary was either absent or refused.

Number excluded 1 Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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

Achievement Level I – Students scoring in this level have gaps in the knowledge and skills necessary for satisfactory work, typically working significantly below grade-level and need supplementary instruction.

Achievement Level IIA – Students scoring in this level have partial knowledge and some of the skills necessary for achieving satisfactory work, typically working at or slightly below grade-level and may benefit from supplemental instruction.

Achievement Level IIB – Students in this level are working successfully at grade-level and are on track to achieve basic proficiency. **Students in this level typically score between the 50th – 74th percentile on nationally administered tests.**

Achievement Level III – Students at this level demonstrate solid competence and are typically working above grade level and would be considered proficient. **Students in this level are typically in the top 25% nationally.**

Achievement Level IV – Students scoring in this level demonstrate advanced academic performance that is well above grade-level expectations and would be considered advanced. **Students in this level are typically in the top 5-10% nationally.**

STATE CRITERION-REFERENCED TEST

The Data Display Table is included in attachments.

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

Grade 5 Test Math

Edition/publication year 2002 Publisher MN Dept. of Children, Families & Learning

What groups were excluded from testing? Why, and how were they assessed?

Only the most cognitively disabled special education students are exempted from testing. Every attempt is made to test every student enrolled; however, there are a few absent students and occasionally a refusal (student or parent) to test. After reviewing testing records, it appears the only students not tested each year in Congdon Park Elementary was either absent or refused.

Number excluded 2 Percent excluded 2%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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STATE CRITERION-REFERENCED TEST

The Data Display Table is included in attachments.

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

Grade 3 Test Reading

Edition/publication year 2002 Publisher MN Dept. of Children, Families & Learning

What groups were excluded from testing? Why, and how were they assessed?

Only the most cognitively disabled special education students are exempted from testing. Every attempt is made to test every student enrolled; however, there are a few absent students and occasionally a refusal (student or parent) to test. After reviewing testing records, it appears the only student not tested each year in Congdon Park Elementary was either absent or refused.

Number excluded 1 Percent excluded 1%

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STATE CRITERION-REFERENCED TEST

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Grade 3 Test Math

Edition/publication year 2002 Publisher MN Dept. of Children, Families & Learning

What groups were excluded from testing? Why, and how were they assessed?

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Data Display Table for Grade 5 Reading – Congdon Park Elementary, Duluth, MN

	2002	2001	2000	1999	1998
Testing month	March	March	March	March	Feb
Congdon Park Achievement Results					
Average Scale Score	1742	1751	1682	**	**
At or above Basic	95%	99%	92%	**	**
At or above Proficient	93%	93%	79%	**	**
At or above Advanced	57%	61%	39%	**	**
Number of students tested	85	74	67	**	**
Percent of total students tested	99%	96%	100%	**	**
Number of students excluded	1	3	0	**	**
Percent of students excluded	1%	4%	0%	**	**
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1589	1748	1568	**	**
At or above Basic	80%	100%	92%	**	**
At or above Proficient	70%	89%	67%	**	**
At or above Advanced	60%	44%	25%	**	**
2. Ineligible free/reduced meals					
Average scale score	1764	1749	1707	**	**
At or above Basic	97%	98.5%	93%	**	**
At or above Proficient	96%	94%	83%	**	**
At or above Advanced	60%	62%	42%	**	**
State Achievement Results					
Average Scale Score	1552	1545	1493	1451	1419
At or above Basic	75%	74%	67%	60%	53%
At or above Proficient	64%	63%	52%	55%	38%
At or above Advanced	25%	24%	16%	12%	8%
Number of students tested	61,217	63,114	62,203	61,541	60,492
Percent of total students tested	95%	95%	#	93%	#
Number of students excluded	3,188	3,429	#	4,559	#
Percent of students excluded	5%	5%	#	7%	#
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1431	1423	1371	1339	1315
At or above Basic	54%	52%	44%	37%	32%
At or above Proficient	40%	39%	29%	24%	20%
At or above Advanced	10%	10%	5%	4%	3%
2. Ineligible free/reduced meals					
Average scale score	1605	1596	1544	1499	1463
At or above Basic	84%	83%	76%	69%	62%
At or above Proficient	74%	73%	61%	53%	46%
At or above Advanced	32%	30%	20%	14%	10%

information not known

**grade configuration was K-4 in 1998 and 1999

Data Display Table for Grade 5 Mathematics – Congdon Park Elementary, Duluth, MN

	2002	2001	2000	1999	1998
Testing month	March	March	March	March	Feb
Congdon Park Achievement Results					
Average Scale Score	1664	1615	1643	**	**
At or above Basic	96%	94%	90%	**	**
At or above Proficient	89%	81%	76%	**	**
At or above Advanced	37%	20%	38%	**	**
Number of students tested	86	77	65	**	**
Percent of total students tested	98%	99%	97%	**	**
Number of students excluded	2	1	2	**	**
Percent of students excluded	2%	1%	3%	**	**
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1579	1547	1577	**	**
At or above Basic	80%	78%	82%	**	**
At or above Proficient	70%	78%	55%	**	**
At or above Advanced	20%	0%	27%	**	**
2. Ineligible free/reduced meals					
Average scale score	1677	1623	1657	**	**
At or above Basic	99%	96%	93%	**	**
At or above Proficient	92%	81%	82%	**	**
At or above Advanced	40%	22%	41%	**	**
State Achievement Results					
Average Scale Score	1503	1492	1470	1416	1395
At or above Basic	70%	67%	61%	52%	47%
At or above Proficient	53%	50%	45%	37%	32%
At or above Advanced	14%	13%	12%	6%	6%
Number of students tested	60,832	62,675	61,677	61,075	60,362
Percent of total students tested	95%	94%	#	92.4%	#
Number of students excluded	3,573	3,868	#	5,025	#
Percent of students excluded	5%	6%	#	7.6%	#
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1395	1383	1356	1313	1294
At or above Basic	49%	45%	38%	30%	25%
At or above Proficient	30%	28%	24%	18%	14%
At or above Advanced	4%	4%	4%	2%	1%
2. Ineligible free/reduced meals					
Average scale score	1549	1538	1517	1461	1437
At or above Basic	80%	77%	71%	61%	55%
At or above Proficient	63%	60%	55%	44%	38%
At or above Advanced	18%	17%	16%	7%	6%

information not known

**grade configuration was K-4 in 1998 and 1999

Data Display Table for Grade 3 Reading – Congdon Park Elementary, Duluth, MN

	2002	2001	2000	1999	1998
Testing month	March	March	March	March	Feb
Congdon Park Achievement Results					
Average Scale Score	1611	1595	1594	1569	1540
At or above Basic	84%	89%	89%	83%	79%
At or above Proficient	72%	74%	68%	75%	72%
At or above Advanced	35%	33%	25%	23%	20%
Number of students tested	92	80	88	86	88
Percent of total students tested	99%	98%	99%	93%	95%
Number of students excluded	1	2	1	6	5
Percent of students excluded	1%	2%	1%	7%	5%
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1544	1447	1455	1386	1433
At or above Basic	71%	60%	75%	40%	57%
At or above Proficient	50%	30%	33%	30%	43%
At or above Advanced	21%	20%	8%	10%	7%
2. Ineligible free/reduced meals					
Average scale score	1623	1605	1614	1593	1561
At or above Basic	86%	92%	91%	89%	84%
At or above Proficient	76%	76%	73%	82%	78%
At or above Advanced	37%	31%	27%	25%	23%
State Achievement Results					
Average Scale Score	1486	1487	1461	1428	1410
At or above Basic	67%	67%	61%	56%	52%
At or above Proficient	49%	49%	44%	40%	35%
At or above Advanced	16%	16%	11%	8%	5%
Number of students tested	58,685	59,635	60,261	61,713	60,577
Percent of total students tested	95%	95%	#	96%	#
Number of students excluded	3,258	3,350	#	2,644	#
Percent of students excluded	5%	5%	#	4%	#
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1383	1383	1355	1330	1320
At or above Basic	46%	47%	39%	35%	31%
At or above Proficient	28%	28%	24%	21%	18%
At or above Advanced	7%	6%	4%	3%	2%
2. Ineligible free/reduced meals					
Average scale score	1532	1532	1509	1472	1452
At or above Basic	76%	76%	72%	66%	63%
At or above Proficient	58%	58%	54%	48%	43%
At or above Advanced	20%	20%	15%	10%	7%

information not known

Data Display Table for Grade 3 Mathematics – Congdon Park Elementary, Duluth, MN

	2002	2001	2000	1999	1998
Testing month	March	March	March	March	Feb
Congdon Park Achievement Results					
Average Scale Score	1570	1543	1592	1582	1548
At or above Basic	82%	71%	86%	83%	78%
At or above Proficient	68%	65%	79%	71%	68%
At or above Advanced	17%	17%	18%	13%	14%
Number of students tested	92	81	85	86	89
Percent of total students tested	99%	99%	95.5%	93%	96%
Number of students excluded	1	1	4	6	4
Percent of students excluded	1%	1%	4.5%	7%	4%
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1489	1344	1532	1428	1461
At or above Basic	64%	46%	73%	58%	57%
At or above Proficient	57%	27%	64%	33%	43%
At or above Advanced	0%	0%	18%	8%	14%
2. Ineligible free/reduced meals					
Average scale score	1585	1554	1602	1607	1560
At or above Basic	86%	74%	88%	87%	81%
At or above Proficient	71%	68%	81%	77%	72%
At or above Advanced	21%	18%	18%	14%	12%
State Achievement Results					
Average Scale Score	1486	1494	1478	1460	1401
At or above Basic	65%	66%	65%	58%	51%
At or above Proficient	48%	53%	47%	42%	35%
At or above Advanced	11%	14%	10%	9%	6%
Number of students tested	58,653	59,680	59,924	61,654	60,685
Percent of total students tested	95%	95%	#	96%	#
Number of students excluded	3,290	3,305	#	2,742	#
Percent of students excluded	5%	5%	#	4%	#
SUBGROUP SCORES					
1. Eligible free/reduced meals					
Average scale score	1384	1391	1371	1353	1294
At or above Basic	45%	46%	44%	38%	30%
At or above Proficient	29%	33%	27%	24%	18%
At or above Advanced	5%	6%	3%	3%	2%
2. Ineligible free/reduced meals					
Average scale score	1533	1541	1527	1510	1452
At or above Basic	74%	74%	74%	68%	61%
At or above Proficient	57%	61%	55%	51%	43%
At or above Advanced	14%	17%	12%	11%	8%

information not known

Data Table
Percentage At or Above Basic Proficiency (Level IIb, III, IV combined) – all students
State, Duluth District Average, and Congdon Park Elementary

GRADE 3 READING					
Year	1998	1999	2000	2001	2002
Congdon Park Elementary results	79%	83%	89%	89%	84%
Duluth District results	56%	61%	66%	68%	71%
State results	52%	56%	61%	67%	67%
GRADE 3 MATHEMATICS					
Year	1998	1999	2000	2001	2002
Congdon Park Elementary results	78%	83%	86%	71%	82%
Duluth District results	51%	58%	66%	64%	66%
State results	51%	58%	65%	66%	65%
GRADE 5 READING					
Year	1998	1999	2000	2001	2002
Congdon Park Elementary results	*	*	92%	99%	95%
Duluth District results	55%	63%	74%	78%	79%
State results	53%	60%	67%	74%	75%
GRADE 5 MATHEMATICS					
Year	1998	1999	2000	2001	2002
Congdon Park Elementary results	*	*	90%	94%	96%
Duluth District results	42%	47%	62%	67%	70%
State results	47%	52%	61%	67%	70%

*Congdon Park's grade configuration was K-4 in 1998 and 1999