U.S. Department of Education ~~**November 2002**~~**September 2003**

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

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

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

School Mailing Address 8600 175th Street
(If address is P.O. Box, also include street address)

Lakeville MN 55044-
City State Zip Code+4 (9 digits total)

Tel. (952) 469-7231 Fax (952) 469-7245

Website/URL www.isd194.k12.mn.us E-mail jpbeal@isd194.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. Gary Amoroso
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lakeville Area Public Schools Tel. (952) 469-7101

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 Ms. Holly Dahl
(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.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

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

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

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

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
__9__ Elementary schools
__0__ Middle schools
__3__ Junior high schools
__1__ High schools
__1__ Other (Briefly explain) Area Learning Center

__14__ TOTAL

2. District Per Pupil Expenditure: $7,179

Average State Per Pupil Expenditure: $7,665

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. 5 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	50	45	**95**		**7**			
1	47	42	**89**		**8**			
2	48	54	**102**		**9**			
3	41	36	**77**		**10**			
4	47	44	**91**		**11**			
5	44	39	**83**		**12**			
6	47	38	**85**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					622

6. Racial/ethnic composition of the students in the school:

96.80 % White
1.02 % Black or African American
0.15 % Hispanic or Latino
1.89 % Asian/Pacific Islander
0.15 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4.66%

(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 ***to*** the school after October 1 until the end of the year.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	686
(5)	Subtotal in row (3) divided by total in row (4)	.0466
(6)	Amount in row (5) multiplied by 100	4.66%

8. Limited English Proficient students in the school: 1.02%

7 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Cambodian, Japanese, Spanish, Laotian

9. Students eligible for free/reduced-priced meals: 4.22%

29 Total Number Students Who Qualify

10. Students receiving special education services: 14.6 %

91 Total Number of Students Served

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

16 Autism	____Orthopedic Impairment
____Deafness	11 Other Health Impaired
____Deaf-Blindness	33 Specific Learning Disability (includes 4 EBD)
____Hearing Impairment	21 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
10 Multiple Disabilities	____Visual Impairment Including Blindness

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	0
Classroom teachers	24	2
Special resource teachers/specialists	18	6
Paraprofessionals	18	0
Support staff	4	4
Total number	65	12

12. Average school student-"classroom teacher" ratio: 22.1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98.7%	96.4%	96.8%	97.1%	96.6%
Daily teacher attendance	98.7%	99.8%	98.9%	99.8%	NA
Teacher turnover rate	0	0	0	2	0
Student dropout rate	n/a				
Student drop-off rate	n/a				

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

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Cherry View Elementary School is located in the community of Lakeville, Minnesota. We are a southern suburban school district, located about 25 minutes from the metropolitan areas of Minneapolis and St. Paul. Cherry View is located in the northern part of our school district. We have developed a Nature Area, built a new playground, focused on environmental education and community service, developed a world language partnership with the high school, and provided many scientific and cultural arts experiences for our students. Our school is a young school, being only 12 years old. We have created an educational community that boasts a very successful Parent Teacher Organization. Our children have benefited greatly by the many educational experiences that have been supported by our PTO. We have 620 students this year (2003-04) at Cherry View. We also serve four district special education programs: Birth to Two, Autistic Spectrum, and Multiple Category.

Our school district, Lakeville Area Public Schools, comprises the communities of Lakeville, parts of Elko and Burnsville, and the townships of Eureka, Credit River, and New Market. We are a rapidly growing school district. We have doubled our student population to 10,350 within the past decade. Our community will open a second high school in the fall of 2005. We have nine elementary schools and three junior high schools. Our district will change to a K-5, 6-8, 9-12 system the fall of 2005. We are very excited about the opportunities that will be provided to our students with the new grade alignment!

The Cherry View mission statement is: "We, the community of Cherry View Elementary, will provide a positive and safe environment where self-esteem flourishes and learning is maximized for every individual." We foster and practice this mission daily at Cherry View. We believe that academic learning does not happen without social learning. Our students have morning meetings each day to share about each other, have an activity, and have announcements for the day. Our students know about each other and respect each other for their special interests and talents. Our students have an appreciation and respect for the many students with disabilities in our school. We have community service projects that foster the spirit of giving and altruism. We promote safety with our bus safety program, school safety patrol, and quarterly meetings by the principal with each classroom. We have high expectations of our students. Our parent communication is excellent throughout the school year. We do more than the regular scheduled conferences. Our students and staff know each other well. Information is shared often by email, voicemail, and notes. Our students, staff, and families set goals each year that are guidelines for success.

Our success at Cherry View is a great combination of students, parents, staff, and community working together for our children. The staff at Cherry View has high expectations, with a great sense of caring for our students. We are very thankful for the support of our parents. We have successful volunteer programs that foster parent and community involvement with our students and school. We are very proud to receive the nomination for the Blue Ribbon Award from the Minnesota State Department of Education and our Commissioner of Education, Cheri Pearson Yecke!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Minnesota Comprehensive Assessments (MCA) are criterion referenced tests used by the Minnesota State Department of Education to review statewide system accountability for high academic content standards. At the elementary school level, grades 3 and 5 are currently assessed in reading and mathematics. (The fifth grade students are also assessed in writing.)

The achievement results for Cherry View reveal a system of consistent academic excellence for all students in grades 3 and 5, especially in mathematics. We have had particular success with students that have learning disabilities. In 2003, special education students in grade 5 mathematics achieved 100% proficiency. Please note that the only subgroup that had sufficient numbers for reporting was special education students, and these results are compared to regular education students in the attached data tables. (In the past five years, there have been only five students or less per grade tested that qualified for free/reduced priced meals and three students or less in any ethnic/racial group per grade tested. There were no LEP students in grades 3 and 5 in 2003.)

Grade 3 Mathematics Highlights

- In 2003, Cherry View was in the top 1% of the state, ranking 10th.
- In 2003, Cherry View's average scale score for all students was 200 points higher than the state average, and 57% of all students achieved advanced proficiency. This percentage is three times the state's percentage for advanced.
- Every year since 1999, Cherry View's percentage of students at or above proficient was significantly higher than the state's percentage at or above basic.

Grade 5 Mathematics Highlights

- In 2003, 94% of all Cherry View students scored at or above basic, and 80% of all students scored at or above proficient, and 30% achieved at the advanced level.
- In 2003, special education students achieved 100% proficiency, with an average scale score that was 30 points higher than the state's average for all students, and 270 points higher than the state special education scale score. In fact, the scale score for Cherry View's special education students was higher than the scale score for the state's regular education students.
- The special education success in Grade 5 math for Cherry View is not a single cohort phenomenon – more than 50% of special education students have scored at or above basic proficiency in reported years since 1999, and every year the basic proficiency percentage has been more than twice the percentage of the state special education group.

Grade 3 Reading Highlights

- 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 more than 20 percentage points since 1999 (at 36% in 2003). This is twice the percentage for the state.
- In 2003, 90% of all students were at or above basic proficiency, and 82% were at or above proficient (this achievement level represents above grade level performance on the MCA).

Grade 5 Reading Highlights

- In 2003, 94% of all students at Cherry View were at or above basic, 88% were at or above proficient, and 34% were advanced.
- In 2003, 82% of Cherry View's special education students scored at or above basic, higher than the state's basic proficiency results for all students, and nearly equal to the state's regular education results.
- The proficient achievement level on the MCA represents above grade level performance, and more

than 80% of Cherry View students have scored at or above this level for the past three years.

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

Our elementary schools have a model of employing a Learning Specialist who works with all of our assessment data, schedules our tutorial services and targeted services programming, and assists with the delivery of district and school staff development training.

We have a district assessment program that provides data from each of our grade levels. We review assessment data to focus our efforts with our tutorial program. Students are identified for additional supplemental instruction programs in reading and mathematics in grades K-3. We are also able to service students in grades 4-6 in our targeted services program. Assessment data also identifies students for our Gifted and Talented Program in grades 3-6.

Our staff reviews assessment data to assist with the development of school staff development goals each year. We have been focusing on literacy and technology for the past three years. We schedule our staff development in-service training based upon the collaborative review of the data by our staff. We have used the Minnesota Comprehensive Assessments data to assist us in identifying areas to focus our training. A good example of using data to improve student performance at our school would be the past four years of training and implementation in the area of writing. Our proficiency scores on the MCA's in fifth grade writing have improved from basic proficiency percentages of 63% in 1999 to 78% in 2003 on the descriptive prompt, from 43% basic proficiency in 1999 to 86% in 2003 on the narrative prompt, and from 62% basic proficiency in 1999 to 82% in 2003 on the clarification prompt. Our basic proficiency percentage on the problem solution prompt has remained consistently around 87%.

We have utilized a quarterly curriculum grade level representative model over the past five years to share information and concerns about student performance. Our curriculum delivery is reviewed by the group at each meeting. Positive ideas are shared and utilized by all schools in the district.

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

Our school communicates student performance and assessment data in a variety of ways. Our parents receive individual letters and copies of assessments in all grades, K-6. All of our students are assessed annually at each grade level. Parents are encouraged to call the Principal or Learning Specialist regarding any questions they might have about their child's results.

We have scheduled parent-teacher conferences where student performance is discussed. Our Fall conferences are a goal setting conference. The mid-year conferences are a review of progress toward those goals. We have four report card reporting periods. Parents are encouraged to communicate with their teacher throughout the school year, not just at conference times. Our staff uses email, voicemail, and written communications to report student progress throughout the school year.

Our school district has an excellent web page that has a link to assessments. The school district is presently working to have a majority of the district communications sent via email to our parents. Our school and district have a high percentage of parents with home computers. The district also prepares and publishes an excellent "Annual Report" which is a hard copy report that provides assessment data and a variety of information about student progress to each household.

We have a weekly newspaper, "The Lakeville Life and Times," which reports our assessment results for the school and district to the community. The community is also encouraged to access the school district web site.

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

We have a network of nine elementary schools within the district, with which we have a collegial

relationship for sharing successful ideas. We have administrative meetings twice a month to share ideas. We also have a model of grade level representatives from each school that meet quarterly to discuss curriculum and school ideas. An invitation would be made for other area and state schools to visit us or to send questions about the Blue Ribbon Award process via our local paper, school district web site, and our major metropolitan newspapers. Our Minnesota Elementary School Principals' Association has an excellent web site and newsletter to communicate information about the success of the school. The Association would be a good partner to share information and seek questions from a state-wide perspective.

We have several school district staff members that are active planners and participants with a regional summer literacy academy. They can be ambassadors to spread information about our school to area schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

The Lakeville Area Public Schools is a partnership of students, parents, and community dedicated to assuring successful educational experiences for all students, resulting in "Learning for a Lifetime." We work to continually improve our curriculum and instructional practices for preparing students to be competitive and competent citizens. We have outstanding results on state and national assessments, while developing a spirit of community service with our students.

We have been at the forefront of implementing procedures that are in compliance with past and present state educational directives, whether we are placing graduation standards, designing outcomes, or identifying Essential Learnings. We identified literacy Essential Learnings this summer and are presently identifying Essential Learnings in mathematics for our state's newly revised academic standards.

Our Elementary Literacy Program has implemented a program of Balanced Literacy for our students. We have a menu of instructional strategies that include Read Aloud, Shared Reading, Guided Reading, Literature Circles, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. Our teachers are asked to make literacy development a top priority and to read to students daily, provide time for independent reading and writing, provide small group instruction based on individual students needs, intervene with additional instruction for identified students, and communicate to parents the importance of parental involvement in literacy learning.

Our mathematics program has a focus on problem-solving, hands-on manipulatives, number sense, mathematical applications and procedures, shape/space/measurement, and chance and data handling. Our students receive daily instruction in mathematics. We also have our children work mathematical extensions with Continental Math League, Stock Market, and Thematics. Our children have a good foundation of number sense, time, money, graphing, and problem-solving skills to be productive citizens.

Our science program combines scientific learning in a hands-on-discovery-learning model resulting in a positive attitude toward science. Our students are exposed each year to all three science strands: Life, Earth, and Physical Sciences. Our students in grades 4-6 also receive instruction in Scientific Reasoning and Technology. We also require our students to journal their reflections about the skills and processes of the curriculum. Our students are prepared well for the middle level science programs and have a lifetime foundation of science information.

Our social studies program was our first of many curriculum mapping experiences in the district. Our students have content units ranging from kindergarten lessons of who they are, getting along with others, and knowing about others far away to lessons about Ancient Greece, Democratic Revolutions, The Industrial Revolution, World War I & II, The Great Depression, and a variety of historical events. Our students learn about communities, working together, our nation and its resources, general geography,

citizenship, and about our state of Minnesota. Our students have assembly programs to promote self-esteem, responsibility, and respect. Our students again are prepared for being positive and productive citizens.

Our students receive lessons from specialists in vocal music, physical education, art, media and technology, and guidance which provides for a well-rounded educational experience. Our students are involved with student leadership, school safety patrol, and instrumental music. Each student has an opportunity to develop areas of interest, enjoyment, and success!

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.

Our reading program is part of our Balanced Literacy Program. We have a variety of strategies to meet a variety of student abilities. We feel that our reading program provides opportunities for all children to learn to read. Our reading program evaluation involved a three year process involving a district-wide committee with representatives from all grade levels, special education, Learning Specialists, and all district elementary principals. We continue to review assessments and seek improvement each year with the program. Our Essential Learnings identify four main categories of attitude/motivation, comprehension, decoding/phonics/phonemic awareness, and vocabulary expansion. Teachers have been provided a variety of workshops about teaching strategies such as literature circles, guided reading, basic program implementation, and information about which Essential Learnings of the curriculum are necessary for students to succeed. We feel that our district is demonstrating the recent research of Best Practices in reading.

We promote daily reading aloud by the teacher, independent daily reading by students, reading at the student's ability level, exposure to authentic literature, and time for feedback about specific skills for successful reading. Our skill teaching has a focus on the comprehension skills of predicting, monitor/clarify, questions, summarize, evaluate, and retell. Reading for fluency, vocabulary development, recognizing word families, decoding unfamiliar words, knowing vowel sounds, and letter recognition are all part of a comprehensive reading program. We plan to have a two hour block of literacy each day for our students. We strive to have it an uninterrupted block of time, which is accomplished for a high majority of our classrooms. We promote high expectations of all students. We have goals of students being successful with reading, and enjoying reading is also the focus of our efforts. We have successful reading programs with our parent volunteer reading programs and our Accelerated Reader Program.

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.

Our mission at Cherry View states: "We, the community of Cherry View Elementary, will provide a positive and safe environment where self-esteem flourished and learning is maximized for every individual." Our mathematics curriculum has a vision that is aligned very well with our building mission. Statements like "understand own learning style and accept others, have confidence and perseverance (in math ability), to be creative with math, appreciate mathematics, and apply life skills" foster our efforts to provide a safe and positive environment, promote positive self-esteem, and maximize individual learning (our mission) through the teaching and learning of mathematics.

Our mathematics curriculum was reviewed during the years of 1999-2001. The mapping work of the mathematics curriculum was completed in 2002. The mathematics curriculum made a major change to problem-solving, hands-on learning, and independent practice. Our teachers are coaches and facilitators in math learning, and they don't assume to always have the one and only correct method for solving a problem. Students are asked to share how they solved a problem. We found that there are several thinking strategies that can solve mathematical problems. Our students gained confidence in their own skills. They also learned other solutions from their peers in class. We use more counting cubes and

manipulatives to foster individual thinking skills. Our teachers became the guides of learning, rather than being the only one with the answers. Our parents have learned that there is more to mathematics than rote memorization of math facts.

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

We encourage our staff to use a variety of instructional methods with their teaching. We believe that each child has a favorite learning style. Our teachers have received training with three major curriculum implementations over the past five years. These curriculum reviews have been social studies, mathematics, and literacy. We have incorporated large group instruction, mini lessons, small group re-teaching, cooperative learning, project-based learning, manipulatives, increased practice for writing and reading skills, graphic organizers for writing, Six Traits of writing, writing process, and the various reading and writing processes stated in previous sections.

We have begun to utilize brain-based learning research, multiple intelligences, and data driven decisions to assist with individualizing education for our students. We have become more accustomed to using rubrics for scoring of student work. We understand the criteria that meets expectations of state mandates and our district expectations. Technology has been implemented at all grade levels. We have integrated tutorial programs, increased process writing, research skills, and problem-solving skills with our technology instruction. Our teachers use a variety of differentiated learning skills. Our students have options with project assignments that are designed to meet their ability levels. Students also have the opportunity to stretch their learning by choosing projects that are more challenging. All students have the opportunity to engage themselves with learning.

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

Our staff development plan at the building level is developed annually by a collaborative goal setting process by the staff. Our training has focused on goals for Balanced Literacy, with an emphasis on the writing process, implementing technology in the classrooms, increasing classroom lessons on diversity, and researching and implementing the Responsive Classroom philosophy. Each of these goal areas have had an impact on student achievement. Our writing scores have increased 20 percentage points over the four years of training, as well as the outstanding basic proficiency results of 90% or more in both reading and mathematics. Our building has an excellent, positive climate for learning due to the emphasis of the Responsive Classroom. Our students and staff have increased their skills with technology from a low confidence to a high confidence level. We have taught Spanish to our students through a partnership with the high school which has provided second language skills and an awareness of the Hispanic culture.

Our school district provides four in-service days for our elementary staff each year. We also have two early release times and two late start time blocks of two hours each for district or building-planned staff training. Our district training has focused on sharing Essential Learnings across grades and building, literacy skills, technology skills, assessment ideas, and time for specialists and special education to plan for student success. Our building plan provides for our specialists to receive training in their area of expertise, which provides more instructional content support and opportunities for our students. We measure the progress of reaching our goals by using student achievement results as the main criteria of success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Data Display Tables for each grade and subject are 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 Mathematics Publisher MN Department of Education
Edition/publication year 2003
Number of students in grade: 95 Number of students tested: 91
Number of students not tested = 4 Percent not tested = 4%

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 students not tested in 2003 were exempt or absent. (If exempt, special education students are assessed with the Minnesota Alternate Assessment.

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. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced." Explain the standards for basic, proficient, and advanced (or the relevant state categories), 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 norm-referenced 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 TESTS

Data Display Tables for each grade and subject are 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 Mathematics Publisher MN Department of Education
Edition/publication year 2003
Number of students in grade: 92 Number of students tested: 90
Number not tested = 2 Percent not tested = 2%

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 students not tested in 2003 were exempt. (If exempt, special education students are assessed using the Minnesota Alternate Assessment.)

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. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced." Explain the standards for basic, proficient, and advanced (or the relevant state categories), 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 norm-referenced 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 TESTS

Data Display Tables for each grade and subject are 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 Publisher MN Department of Education
Edition/publication year 2003
Number of students in grade: 95 Number of students tested: 92
Number not tested = 3 Percent not tested = 3%

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 students not tested in 2003 were exempt. (Exempt special education students are assessed with the Minnesota Alternate Assessment.)

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. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced." Explain the standards for basic, proficient, and advanced (or the relevant state categories), 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 norm-referenced 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 TESTS

Data Display Tables for each grade and subject are 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 Publisher MN Department of Education
Edition/publication year 2003
Number of students in grade: 92 Number of students tested: 90
Number not tested = 2 Percent not tested = 2%

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 students not tested in 2003 were exempt. (If exempt, special education students are assessed using the Minnesota Alternate Assessment.)

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. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced." Explain the standards for basic, proficient, and advanced (or the relevant state categories), 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 norm-referenced 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.**

Data Display Table for Grade 3 Mathematics – Cherry View Elementary, Lakeville, MN

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Cherry View Achievement Results					
Average Scale Score	1741	1606	1640	1628	1596
At or above Basic	92%	87%	92%	93%	84%
At or above Proficient	83%	72%	78%	79%	68%
At or above Advanced	57%	21%	33%	17%	22%
Number of students tested	91	89	92	82	86
Percent of total students tested	96%	96%	96%	96%	97%
Number of students excluded	4	4	4	3	3
Percent of students excluded	4%	4%	4%	4%	3%
SUBGROUP SCORES					
1. Special education students	N=6	N=8	N=6	N=6	N=10
Average scale score	*	*	*	*	1424
At or above Basic	*	*	*	*	40%
At or above Proficient	*	*	*	*	40%
At or above Advanced	*	*	*	*	0%
2. Regular education students					
Average scale score	1757	1613	1644	1641	1618
At or above Basic	94%	86%	92%	94%	89%
At or above Proficient	86%	74%	80%	82%	71%
At or above Advanced	59%	23%	33%	18%	25%
State Achievement Results					
Average Scale Score	1541	1486	1494	1478	1460
At or above Basic	74%	65%	66%	65%	58%
At or above Proficient	56%	48%	53%	47%	42%
At or above Advanced	19%	11%	14%	10%	9%
Number of students tested	58,187	58,653	59,680	59,924	61,654
Percent of total students tested	98%	95%	95%	#	96%
Number of students excluded	1292	3,290	3,305	#	2,742
Percent of students excluded	2%	5%	5%	#	4%
SUBGROUP SCORES					
1. Special education students	N=6834	N=6170	N=6422	N=6529	N=6691
Average scale score	1403	1335	1337	1322	1307
At or above Basic	48%	37%	37%	36%	31%
At or above Proficient	31%	23%	26%	22%	19%
At or above Advanced	8%	5%	5%	4%	3%
2. Regular education students					
Average scale score	1560	1505	1515	1499	1481
At or above Basic	78%	69%	69%	69%	62%
At or above Proficient	60%	51%	56%	50%	45%
At or above Advanced	20%	12%	15%	10%	10%

information not known

* If there are less than 10 students in the subgroup, results are not reported.

Data Display Table for Grade 5 Mathematics – Cherry View Elementary, Lakeville, MN

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Cherry View Achievement Results					
Average Scale Score	1631	1609	1623	1553	1517
At or above Basic	94%	89%	94%	84%	77%
At or above Proficient	80%	76%	82%	56%	58%
At or above Advanced	30%	30%	27%	20%	11%
Number of students tested	90	91	86	87	93
Percent of total students tested	98%	96%	93%	99%	97%
Number of students excluded	2	4	6	1	3
Percent of students excluded	2%	4%	7%	1%	3%
SUBGROUP SCORES					
1. Special education students	N=11	N=9	N=9	N=11	N=11
Average scale score	**1563**	*	*	1434	1403
At or above Basic	**100%**	*	*	64%	55%
At or above Proficient	**54%**	*	*	27%	36%
At or above Advanced	**18%**	*	*	0%	9%
2. Regular education students					
Average scale score	1641	1625	1633	1570	1532
At or above Basic	94%	92%	96%	87%	81%
At or above Proficient	84%	79%	83%	61%	61%
At or above Advanced	32%	33%	30%	22%	10%
State Achievement Results					
Average Scale Score	1533	1503	1492	1470	1417
At or above Basic	77%	70%	67%	61%	52%
At or above Proficient	57%	53%	50%	45%	37%
At or above Advanced	18%	14%	13%	12%	6%
Number of students tested	61,327	60,832	62,675	61,677	61,075
Percent of total students tested	98%	95%	94%	#	92.4%
Number of students excluded	1410	3,573	3,868	#	5,025
Percent of students excluded	2%	5%	6%	#	7.6%
SUBGROUP SCORES					
1. Special education students	N=7979	N=7748	N=8084	N=8063	N=8009
Average scale score	1394	1343	1332	1308	1262
At or above Basic	47%	37%	36%	30%	22%
At or above Proficient	27%	23%	22%	19%	14%
At or above Advanced	6%	4%	4%	4%	2%
2. Regular education students					
Average scale score	1553	1527	1518	1495	1441
At or above Basic	81%	75%	72%	67%	56%
At or above Proficient	61%	57%	55%	50%	40%
At or above Advanced	19%	16%	15%	14%	6%

information not known

* If there are less than 10 students in the subgroup, results are not reported.

Data Display Table for Grade 3 Reading – Cherry View Elementary, Lakeville, MN

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Cherry View Achievement Results					
Average Scale Score	1605	1555	1581	1556	1519
At or above Basic	90%	78%	89%	89%	76%
At or above Proficient	82%	59%	75%	71%	63%
At or above Advanced	36%	23%	23%	15%	15%
Number of students tested	92	90	92	82	85
Percent of total students tested	97%	97%	95%	96%	97%
Number of students excluded	3	3	5	3	3
Percent of students excluded	3%	3%	5%	4%	3%
SUBGROUP SCORES					
1. Special education students	N=6	N=8	N=6	N=6	N=10
Average Scale Score	*	*	*	*	1286
At or above Basic	*	*	*	*	40%
At or above Proficient	*	*	*	*	10%
At or above Advanced	*	*	*	*	0%
2. Regular education students					
Average Scale Score	1615	1567	1593	1575	1548
At or above Basic	92%	78%	92%	93%	81%
At or above Proficient	83%	62%	79%	75%	70%
At or above Advanced	37%	26%	25%	14%	16%
State Achievement Results					
Average Scale Score	1517	1486	1487	1461	1428
At or above Basic	76%	67%	67%	61%	56%
At or above Proficient	59%	49%	49%	44%	40%
At or above Advanced	17%	16%	16%	11%	8%
Number of students tested	58,181	58,685	59,635	60,261	61,713
Percent of total students tested	98%	95%	95%	#	96%
Number of students excluded	1331	3,258	3,350	#	2,644
Percent of students excluded	2%	5%	5%	#	4%
SUBGROUP SCORES					
1. Special education students	N=6720	N=6054	N=6215	N=6456	N=6633
Average Scale Score	1367	1320	1317	1287	1259
At or above Basic	45%	35%	34%	31%	25%
At or above Proficient	30%	22%	15%	17%	15%
At or above Advanced	6%	6%	6%	3%	3%
2. Regular education students					
Average Scale Score	1537	1506	1508	1483	1450
At or above Basic	80%	71%	71%	66%	60%
At or above Proficient	63%	52%	52%	48%	43%
At or above Advanced	19%	17%	17%	13%	8%

information not known

* If there are less than 10 students in the subgroup, results are not reported

Data Display Table for Grade 5 Reading – Cherry View Elementary, Lakeville, MN

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Cherry View Achievement Results					
Average Scale Score	1649	1642	1664	1614	1519
At or above Basic	94%	90%	90%	87%	75%
At or above Proficient	88%	84%	86%	70%	55%
At or above Advanced	34%	33%	42%	29%	12%
Number of students tested	90	91	83	87	94
Percent of total students tested	98%	96%	89%	99%	98%
Number of students excluded	2	4	9	1	2
Percent of students excluded	2%	4%	11%	1%	2%
SUBGROUP SCORES					
1. Special education students	N=11	N=9	N=9	N=11	N=11
Average scale score	**1531**	*	*	1492	1389
At or above Basic	**82%**	*	*	64%	45%
At or above Proficient	**64%**	*	*	45%	27%
At or above Advanced	**9%**	*	*	18%	9%
2. Regular education students					
Average scale score	1665	1657	1679	1632	1536
At or above Basic	96%	94%	94%	91%	79%
At or above Proficient	91%	86%	89%	74%	59%
At or above Advanced	38%	36%	43%	32%	12%
State Achievement Results					
Average Scale Score	1566	1552	1545	1493	1451
At or above Basic	81%	75%	74%	67%	60%
At or above Proficient	67%	64%	63%	52%	55%
At or above Advanced	25%	25%	24%	16%	12%
Number of students tested	61,450	61,217	63,114	62,203	61,541
Percent of total students tested	98%	95%	95%	#	93%
Number of students excluded	1309	3,188	3,429	#	4,559
Percent of students excluded	2%	5%	5%	#	7%
SUBGROUP SCORES					
1. Special education students	N=7979	N=7748	N=8084	N=8063	N=8009
Average scale score	1394	1343	1332	1308	1262
At or above Basic	47%	37%	35%	29%	22%
At or above Proficient	27%	23%	22%	19%	14%
At or above Advanced	6%	4%	4%	4%	2%
2. Regular education students					
Average scale score	1592	1582	1576	1524	1482
At or above Basic	85%	80%	79%	73%	65%
At or above Proficient	72%	69%	68%	57%	50%
At or above Advanced	28%	28%	27%	18%	13%

information not known

* If there are less than 10 students in the subgroup, results are not reported.