

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

Name of Principal Mrs. Deb Sauter

Official School Name Lakewood Elementary School

School Mailing Address 5207 North Tischer Road

Duluth Minnesota 55804-3099

City State Zip Code+4 (9 digits total)

Tel. (218) 525-0800 Fax (218) 525-0803

Website/URL <http://www.duluth.k12.mn.us/lakewood/lakewood.html>

E-mail Deb.Sauter@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.

(Current Principal's Signature) Date _____

(Former Principal's Signature) Date _____

Name of Superintendent* Mr. Julio Almanza

District Name Duluth Public Schools Tel. (218) 336-8700

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 Ms. Mary Cameron

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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.

6. Racial/ethnic composition of the students in the school: .976 % White
0 % Black or African American
.003 % Hispanic or Latino
.010 % Asian/Pacific Islander
.010 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 5.33 %

(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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	300
(5)	Subtotal in row (3) divided by total in row (4)	.053
(6)	Amount in row (5) multiplied by 100	5.33

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: **Norwegian**
Note: 1 student identified with a Home Language other than English but is not Served as LEP.

9. Students eligible for free/reduced-priced meals: 21 %
63 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
36 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Based on 2002-03 School Year	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>7</u>
Paraprofessionals	<u> </u>	<u>2</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>15</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio: 25 to 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	96.42	96.31	96.14	95.86	96.21
Daily teacher attendance	99.8	99.8	99.9	99.9	99.9
Teacher turnover rate	7	31	14	14	28
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Lakewood Elementary School is located in the forested hills north of Duluth, Minnesota, about five miles from the shores of Lake Superior. Being part of school community that is influenced by participation in both a urban school district and a rural township setting, Lakewood benefits from both city sophistication and rural serenity. Duluth Public Schools provide valid, standardized assessments that measure student progress. Common, rigorous high standards of academic achievement have been actualized through the development of grade appropriate learner outcomes.

The feel of rural simplicity is experienced in the school setting, which includes a 7.5-acre school forest with an interpretive nature trail built and maintained by parents and community volunteers. Deer frequent our playground. Our location behind Hawk Ridge, one of the top five hawk-watch sites in the nation, allows us to observe thousands of migrating hawks and eagles during September, October and November. Moose, bear, wolves, cougar, and Canadian lynx have been sighted in the area.

Lakewood has a rich history. The original school was a one-room schoolhouse. Lakewood became part of the Duluth School District in 1972. Serving five townships and covering 200 square miles, the school still maintains the feel of a small neighborhood school. Our unique setting results in a varied student body composition, with some students who can claim that they are the third generation in the family to attend Lakewood School, while others have relocated from the city, looking for the benefits of a rural lifestyle.

The community enhances the quality of education at Lakewood. Lakewood Township buildings are adjacent to the school. Students are able to access soccer fields during the warmer months and hockey/ice skating rinks during the winter. The township utilizes the school building to house community events. Local businesses offer financial and in-kind support. Community based funders enrich curriculum by sponsoring special programs. Over the past ten years, the community has passed levies totaling more than four million dollars that directly benefit Lakewood by providing additional funding for specialists in the building and all day kindergarten.

Lakewood staff is experienced, professional and hard working. Teachers utilize clearly defined, spiraled curriculum. The district provides research based instructional materials. Teachers enrich curriculum by bringing in resources and implement the curriculum using a variety of best practice teaching methods. Despite diverse teaching styles, the staff is united in its goals and efforts. The staff maintains high expectations for both academics and behaviors. These expectations are clearly defined and communicated to ensure student success at Lakewood.

Lakewood parents complete the picture. Many parents are actively involved both at home and in the school setting. Parent volunteers tutor students who need extra help, assist teachers with special projects and help out in the media center. The PTSA organizes reading enrichment programs such as Junior Great Books, Discover a Book Club, and Prime Time Reading Night. The PTSA also organizes events such as the Winter Picnic, quarterly Book Fair, and the school carnival. There exists a strong partnership between parents and staff. Parent participation is integrated into curriculum instruction. Learning is enhanced by parent supervision of homework and participation in at-home reading activities.

Lakewood owes its success to this strong partnership between child, family, school and community. This nomination is a reflection of student success. We are honored for the recognition by the State of Minnesota for the prestigious Blue Ribbon Schools Award nomination. Through this united effort, Lakewood is able to achieve its mission to *“teach children, enabling each to maximize individual academic strengths and to nurture each student in our rural environment promoting the values of trustworthiness, respect, responsibility, fairness, caring, and citizenship.”*

PART IV – INDICATORS OF ACADEMIC SUCCESS

Minnesota Comprehensive Assessments (MCAs) are criterion-referenced tests used by the state education department for system accountability in high academic contents standards. Student results are reported as levels. Students scoring at Level I are below grade level and need supplementary instruction. Level II is split into two subgroups. Level IIA are students scoring at or slightly below grade level. Level IIB scores are students who are successful at grade level. Our goal is for every student to score at Level IIB or higher. Those students who are typically working above grade level and considered proficient are at Level III. Level IV demonstrates advanced academic performance.

Grade 5 Reading Highlights

- In 2003, Lakewood Elementary ranked in the top 5% of the state.
- Over the last two years, 95% of the students are at basic proficiency (Level IIB).
- Almost half of the students (45%) are at advanced proficiency (Level III).
- The average scale score for Lakewood was above the state for the last five years.
- In 2003, the students eligible for free and reduced priced meals had a scale score above the state average and well above the state's students eligible for free and reduced priced meals.
- 93% of the students eligible for free and reduced priced meals were at or above basic proficiency in wood.
- In 2003, the percentage of students eligible for free and reduced priced meals who were basic, proficient and advanced were above the state's percentages for all students.

Grade 3 Reading Highlights

- In 2003, Lakewood Elementary ranked in the top 6% of the state.
- The average scale score for Lakewood was above the state for the last 5 years.
- In 2003, 93% of all students and 91% of students eligible for free and reduced priced meals were at the basic or higher levels.
- In 2003, there were 20% more students eligible for free and reduced priced meals at the advanced level than the state's students eligible for free and reduced priced meals, and 10% than all the students in the state.

Grade 5 Math Highlights

- In 2003, Lakewood Elementary ranked in the top 17% of the state.
- The average scale score for Lakewood was above the state for the last 5 years.
- In 2003, 93% of all students and 87% of students eligible for free and reduced priced meals were at the basic or higher levels.
- In 2003, the students eligible for free or reduced priced meals had higher percentages of basic and proficiency than the state.

Grade 3 Math Highlights

- In 2003, Lakewood Elementary ranked in the top 13% of the state.
- The average scale score for Lakewood was above the state for the last 5 years.
- 90% of the students were at or above basic in 2003
- In 2003, 24% of the Lakewood students were at advanced proficiency
- Over the last two years, students eligible for free or reduced priced meals have substantially outperformed the state's students eligible for free or reduced priced meals in basic, proficient and advanced levels.

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

Lakewood teachers use the Minnesota Comprehensive Assessment as a tool to better understand individual students and to determine educational plans. Staff members meet four times annually with district reading, math, and science specialists to synthesize the testing data with current research. Teachers are trained to correlate the achievement results of norm-referenced standardized tests to the achievement levels (proficiency levels) of the Minnesota Comprehensive Assessments. Classroom teachers work cooperatively with same grade teachers throughout the district to select materials and strategies that match the needs of our students. Teachers also use assessments passed on from the previous year's teachers, and currently the AYP documents (Minnesota's Adequate Yearly Progress Plan), in order to map directions of study for individuals. These practices help us focus resources where needed to "predict" performances, differentiate instruction, and ensure growth.

Assessments are used as a benchmark to identify gaps in learning and how to best address any lagging areas. For example, the third grade group was identified in kindergarten as significantly below criteria. Teachers worked proactively to secure grant funding for two successive summer school programs for those identified students. With the intensive regular classroom learning and the additional summer support, those students are successful, as reflected in the achievement data.

Equally important is the ability of teachers to gather information about children on an informal level. Teachers can recognize the spark of imagination or the sudden exuberance that comes with reading fluency. Daily notations of student progress are compiled to create small, flexible instructional groups and to show parents how to help at home.

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

Lakewood utilizes a variety of means to communicate student and performance data. Parents of third and fifth grade students receive assessment results in a format that is easily understandable. Families receive test results directly through the mail. Included are both information about how to read and understand the assessment results and the student scores. The results indicate which standards a child has/has not met, and provides important diagnostic information. In many cases, the Duluth School District summary data is broadcast on the local TV stations. Detailed school and district test data is presented to the Board of Education and included in the packets that are sent to all principals and many community entities. School performance is communicated in the Lakewood newsletter. The district internet site allows viewers to access test data, program information, the school web site, and more. School conferences are held twice a year with 98% parent participation. Conferences are set early in the fall and at semester so parents can access the information and discuss student goals as a team. Samples of each student's individual work provide parents with "evidence" that s/he is working toward predetermined district outcomes. Students in intermediate grades use a daily planner/assignment sheet as a means of daily parent/school communication as well as a means of organizing their assignments. Friday folders are filled by parent volunteers and used to bring school and community communications home on a regular basis.

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

Success at Lakewood is shared by posting events and test scores in the local newspapers and on the internet. The school's mission statement and goals in reading and math are found on the web page (<http://www.duluth.k12.mn.us>).

The Lakewood staff members provide leadership and knowledge to other schools by serving as trainers and members of district curriculum committees in reading, math, science, social studies, and special education. At these meetings curricula are studied and discussed.

Many education students from two universities and one college do their student teaching and their undergraduate practice sessions at Lakewood. This allows the staff an opportunity to model our successes for the next generation of teachers.

Lakewood parents and PTSA members are active and spread the good news about what is happening at Lakewood. The PTSA President attends citywide meetings and keeps other schools updated on current events.

We recognize the responsibility that comes with the Blue Ribbon Award nomination. The staff will continue to pursue best practice and document successes so that other schools may replicate these achievements.

PART V – CURRICULUM AND INSTRUCTION

Lakewood School's curriculum is based upon the High Standards for the State of Minnesota and the Learner Outcomes for Duluth Public Schools. We aspire to be one of the best school districts in the state at preparing all students for successful lives. The district believes in common, rigorous, standardized assessments that measure student progress towards 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 all reflect the child's progress towards the outcomes at his/her grade.

The goal of the Reading/Language Arts Program is for each student to read and understand grade-appropriate English language text; write clearly and coherently to communicate effectively for a variety of audiences and purposes; speak clearly and effectively for a variety of purposes and audiences; and actively listen to, view, and evaluate oral communication and media.

Our Mathematics goal is for each student to spend time exploring mathematical concepts in depth, use mathematical thinking to develop problem solving strategies and computational fluency, solve meaningful mathematical problems, and express his/her mathematical thinking through drawing, writing, and discussing.

The Science curriculum at Lakewood School is partnered with reading and math. Hands-on science activities enable students to use math and reading knowledge in meaningful ways, for researching, measuring, recording results as data, and making inferences about the subject matter.

Learner Outcomes for Music, Art, Health, and Physical Education focus on further developing the whole child. They serve as a medium upon which tactile, visual, and auditory learners can be successful.

Additionally, classroom teachers have the flexibility to personalize education by branching out creatively. Teachers tap into the children's interests, current events, and local talent from the science, business, and art communities. Special Education teachers coordinate with classroom teachers to make learning inclusive for all students and ensure that special needs children experience success.

Finally, children at Lakewood School strive to develop the skills necessary to prepare them educationally and personally to be productive members of a community as small as Lakewood or as big as their dreams.

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

Lakewood's reading curriculum is based on a balanced approach to reading. The program components include instruction on phonemic awareness, phonics, fluency, vocabulary, text 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, explicit instruction, and investigation. Current best practice research about how to successfully teach children to read is the underpinning of the reading instruction. The research includes No Child Left Behind recommended research documented in the 2000 report of the National Panel and Put Reading First.

Students participate in literacy curriculum at least 120 minutes a day of which 90 minutes are offered in a block. Students engage in whole and small group and individual activities that research has shown promote growth in reading achievement and a desire to read. Guided reading and literature circles are part of our student's literacy experience. Print resources, rich in content in both fiction and nonfiction, are provided for students for reading in the classroom and in the media center. All teachers read to students at least 20 minutes a day. It is expected that students read independently daily both in school (20 minutes) and out of school (30 minutes). Teachers adjust instruction based on achievement results obtained from on-going assessments. Exemplary instruction and high expectations are the core to Lakewood's reading program. Teachers make solid curriculum decisions and select instructional approaches aimed at having students realize their individual literacy potential. The reading program is supported by current best practice in 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.

Lakewood's science program correlates to this section of our mission statement "...to maximize individual academic strengths and to nurture each student in our rural environment..." At Lakewood, nurturing students involves teaching respect for the natural world, which is in our own backyard. Our 7.5 acre nature trail allows students and teachers to learn essential skills through hands-on experiences in environmental education. Students observe hawks, eagles, frogs, insects, wildflowers, rocks, and study different habitats, including the wetland on our nature trail. They make predictions and hypotheses based on their observations. They record data on graphic organizers. They interpret and analyze data using math and reading skills, including making inferences, drawing conclusions, and the calculation of averages. Classes partner with the naturalists at our local nature center to further these goals. The hands-on Full Operation Science System (FOSS) completes our science program with indoor hands-on activities. Our rural environment also allows us to focus on essential healthy life styles. Students have opportunities to learn and participate in activities such as hiking, snowshoeing, ice skating, and skiing. Taking advantage of our northern climate enhances our pursuit of science and health goals. Research supports that this time spent outdoors nurtures children and improves learning even for those students who may experience limited academic success in a traditional classroom.

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

Lakewood strives to maximize student achievement by utilizing a variety of instructional methods aimed at reaching students with different learning styles. Staff members bring their own expertise and interests to the classroom, integrating special units of study such as sign language, foreign language, math contracts, environmental education and more. An FM system for auditory enhancement clarifies instruction in a number of classrooms. The Gifted and Talented Education staff and Special Education staff work closely with classroom teachers to support, strengthen and enrich skills needed for success at each grade level. A full day kindergarten program is in place for students identified as needing additional support. Specialists in art, physical education, media and music work with students at all grade levels. Numerous math and reading buddy programs benefit students by carefully pairing children at different grade levels for skills practice, improved fluency and comprehension growth. An active network of volunteers made up of parents, community members, and university students help reinforce instruction in the classroom as well as provide special programming such as Junior Great Books. Service learning projects take learning out of the classroom and instill in students values of citizenship, caring, respect and responsibility. At Lakewood, these projects include roadside cleanup, recycling, Save the Manatee Project, hat/mitten and food collection for the needy, aiding fire victims in our community, just to name a few.

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

The Report of the National Reading Panel sites, "The primary purpose of teacher education research is to inform the effective practice of classroom teachers in order to improve student performance". Lakewood teachers support these findings through action. The average of 87.7 graduate level classes beyond a bachelor's degree, and participation in 62 committees over the last five years attests to the degree of dedication to professional development. Teachers participate yearly in local, state, and national courses and use government funding (Title I, Title II) to further assimilate research and best practice techniques for classroom growth. Teachers combine test data (Minnesota Comprehensive Assessment) with robust research to align standards, invigorate lessons, spiral curriculum, integrate concepts, and foster a positive climate of learning for all children.

PART VI – PRIVATE SCHOOL ADDENDUM – Not applicable.

PART VII - ASSESSMENT RESULTS

Lakewood Achievement Results - Data Display Table for Grade 3 READING MCA

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Average Scale Score	1606	1590	1574	1578	1503
Percent At or Above Basic (IIb, III, IV)	93%	79%	76%	85%	70%
Percent At or Above Proficient (III, IV)	78%	64%	64%	65%	60%
Percent At Advanced (IV)	27%	30%	31%	22%	17%
Number of Students Tested	59	47	58	41	53
Percent of Students Tested	100%	100%	98%	93%	na
Number of Students Excluded	0	0	1	3	na
Percent of Students Excluded	0%	0%	2%	7%	na
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1587	1520	1446	*	1399
Percent At or Above Basic (IIb, III, IV)	91%	70%	46%	*	46%
Percent At or Above Proficient (III, IV)	82%	60%	38%	*	31%
Percent At Advanced (IV)	27%	0%	8%	*	0%
Number of Students Tested	11	10	13	8	13
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1611	1609	1608	1601	1537
Percent At or Above Basic (IIb, III, IV)	94%	81%	84%	91%	78%
Percent At or Above Proficient (III, IV)	77%	65%	72%	70%	70%
Percent At Advanced (IV)	27%	38%	37%	24%	23%
Number of Students Tested	48	37	43	33	40
STATE SCORES					
Average Scale Score	1517	1486	1487	1461	1428
Percent At or Above Basic (IIb, III, IV)	76%	67%	67%	61%	56%
Percent At or Above Proficient (III, IV)	59%	49%	49%	44%	40%
Percent At Advanced (IV)	17%	16%	16%	11%	8%
Number of Students Tested	58278	58685	59635	60261	61713
Percent of Students Tested	98%	95%	95%	96%	96%
Number of Students Excluded	1331	3258	3350	2389	2644
Percent of Students Excluded	2%	5%	5%	4%	4%
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1425	1383	1383	1355	1330
Percent At or Above Basic (IIb, III, IV)	57%	46%	47%	39%	35%

Percent At or Above Proficient (III, IV)	38%	28%	28%	24%	21%
Percent At Advanced (IV)	7%	7%	6%	4%	3%
Number of Students Tested	18043	17616	17711	18283	18539
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1559	1532	1532	1509	1472
Percent At or Above Basic (IIb, III, IV)	85%	76%	76%	72%	66%
Percent At or Above Proficient (III, IV)	69%	58%	58%	54%	48%
Percent At Advanced (IV)	22%	20%	20%	15%	10%
Number of Students Tested	40064	40563	41350	41382	42403

* = cell size limitation

Lakewood Achievement Results - Data Display Table for Grade 3 MATH MCA

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Average Scale Score	1630	1575	1575	1584	1549
Percent At or Above Basic (IIb, III, IV)	90%	83%	74%	88%	69%
Percent At or Above Proficient (III, IV)	76%	72%	62%	63%	57%
Percent At Advanced (IV)	24%	17%	24%	17%	18%
Number of Students Tested	59	47	58	41	51
Percent of Students Tested	100%	100%	98%	93%	na
Number of Students Excluded	0	0	1	3	na
Percent of Students Excluded	0%	0%	2%	7%	na
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1513	1540	1424	*	1401
Percent At or Above Basic (IIb, III, IV)	73%	80%	54%	*	46%
Percent At or Above Proficient (III, IV)	64%	70%	31%	*	23%
Percent At Advanced (IV)	18%	10%	0%	*	0%
Number of Students Tested	11	10	13	7	13
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1657	1584	1620	1577	1600
Percent At or Above Basic	94%	84%	81%	91%	76%
Percent At or Above Proficient	79%	73%	72%	65%	68%
Percent At Advanced	25%	19%	30%	15%	24%
Number of Students Tested	48	37	43	34	38
STATE SCORES					
Average Scale Score	1541	1486	1494	1478	1460
Percent At or Above Basic (IIb, III, IV)	74%	65%	66%	65%	58%
Percent At or Above Proficient (III, IV)	56%	48%	53%	47%	42%
Percent At Advanced (IV)	19%	11%	14%	10%	9%
Number of Students Tested	58346	58653	59680	59923	61654
Percent of Students Tested	98%	95%	95%	96%	96%
Number of Students Excluded	1292	3290	3305	2763	2742
Percent of Students Excluded	2%	5%	5%	4%	4%
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1440	1384	1391	1371	1353
Percent At or Above Basic (IIb, III, IV)	57%	45%	46%	44%	38%
Percent At or Above Proficient (III, IV)	37%	29%	33%	27%	24%

Percent At Advanced (IV)	9%	5%	6%	3%	3%
Number of Students Tested	15108	17658	17782	18166	18575
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1587	1533	1541	1527	1510
Percent At or Above Basic (IIb, III, IV)	83%	74%	74%	74%	68%
Percent At or Above Proficient (III, IV)	65%	57%	61%	55%	51%
Percent At Advanced (IV)	24%	14%	17%	12%	11%
Number of Students Tested	40012	40430	41266	41121	42230

* = cell size limitation

Lakewood Achievement Results - Data Display Table for Grade 5 READING MCA

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Average Scale Score	1675	1671	1590	1619	1533
Percent At or Above Basic (IIb, III, IV)	95%	96%	82%	94%	74%
Percent At or Above Proficient (III, IV)	85%	89%	68%	83%	44%
Percent At Advanced (IV)	45%	40%	33%	30%	26%
Number of Students Tested	60	42	49	36	34
Percent of Students Tested	100%	100%	98%	84%	na
Number of Students Excluded	0	0	1	7	na
Percent of Students Excluded	0%	0%	2%	16%	na
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1601	*	1412	*	*
Percent At or Above Basic (IIb, III, IV)	93%	*	60%	*	*
Percent At or Above Proficient (III, IV)	73%	*	30%	*	*
Percent At Advanced (IV)	27%	*	0%	*	*
Number of Students Tested	15	5	10	8	5
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1699	1678	1633	1621	1567
Percent At or Above Basic (IIb, III, IV)	96%	95%	87%	96%	83%
Percent At or Above Proficient (III, IV)	89%	92%	76%	86%	52%
Percent At Advanced (IV)	51%	43%	39%	29%	31%
Number of Students Tested	45	37	38	28	29
STATE SCORES					
Average Scale Score	1566	1552	1545	1493	1451
Percent At or Above Basic (IIb, III, IV)	81%	75%	74%	67%	60%
Percent At or Above Proficient (III, IV)	67%	64%	63%	52%	55%
Percent At Advanced (IV)	25%	25%	24%	16%	12%
Number of Students Tested	61450	61217	63114	62203	61541
Percent of Students Tested	98%	95%	95%	na	93%
Number of Students Excluded	1408	3188	3429	na	4559
Percent of Students Excluded	2%	5%	5%	na	7%
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1463	1431	1423	1371	1339
Percent At or Above Basic (IIb, III, IV)	64%	54%	52%	44%	37%

Percent At or Above Proficient (III, IV)	46%	40%	39%	29%	24%
Percent At Advanced (IV)	11%	10%	10%	5%	4%
Number of Students Tested	18966	18200	17895	17751	17763
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1613	1605	1596	1544	1499
Percent At or Above Basic (IIb, III, IV)	88%	84%	83%	76%	69%
Percent At or Above Proficient (III, IV)	77%	74%	73%	61%	53%
Percent At Advanced (IV)	31%	32%	30%	20%	14%
Number of Students Tested	42400	42592	44661	43905	43202

*** = cell size limitation**

Lakewood Achievement Results - Data Display Table for Grade 5 MATH MCA

	2003	2002	2001	2000	1999
Testing month	April	March	March	March	March
Average Scale Score	1592	1527	1533	1496	1485
Percent At or Above Basic (Iib, III, IV)	93%	71%	75%	69%	70%
Percent At or Above Proficient (III, IV)	76%	54%	62%	54%	48%
Percent At Advanced (IV)	17%	15%	10%	13%	6%
Number of Students Tested	60	41	48	39	33
Percent of Students Tested	100%	98%	96%	91%	na
Number of Students Excluded	0	1	2	4	na
Percent of Students Excluded	0%	2%	4%	9%	na
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1540	*	1371	1419	*
Percent At or Above Basic (Iib, III, IV)	87%	*	40%	50%	*
Percent At or Above Proficient (III, IV)	67%	*	20%	40%	*
Percent At Advanced (IV)	7%	*	0%	10%	*
Number of Students Tested	15	5	10	10	4
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1609	1525	1577	1523	1505
Percent At or Above Basic (Iib, III, IV)	96%	72%	84%	76%	72%
Percent At or Above Proficient (III, IV)	80%	53%	73%	59%	52%
Percent At Advanced (IV)	20%	14%	14%	14%	7%
Number of Students Tested	45	36	37	29	29
STATE SCORES					
Average Scale Score	1533	1503	1492	1470	1416
Percent At or Above Basic (Iib, III, IV)	77%	70%	67%	61%	52%
Percent At or Above Proficient (III, IV)	58%	53%	50%	45%	37%
Percent At Advanced (IV)	18%	14%	13%	12%	6%
Number of Students Tested	61443	60832	62675	61675	61075
Percent of Students Tested	98%	95%	94%	94%	92%
Number of Students Excluded	1410	3573	3868	4021	5025
Percent of Students Excluded	2%	5%	6%	6%	8%
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1436	1395	1383	1356	1313
Percent At or Above Basic (Iib, III, IV)	58%	49%	45%	38%	30%

Percent At or Above Proficient (III, IV)	34%	30%	28%	24%	18%
Percent At Advanced (IV)	7%	4%	4%	4%	2%
Number of Students Tested	18945	18043	17745	17541	17635
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1576	1549	1538	1517	1461
Percent At or Above Basic (IIb, III, IV)	83%	80%	77%	71%	61%
Percent At or Above Proficient (III, IV)	65%	63%	60%	55%	44%
Percent At Advanced (IV)	22%	18%	17%	16%	7%
Number of Students Tested	42288	42344	44335	43587	42863

* = cell size limitation

STATE CRITERION-REFERENCED TESTS

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 Math

Edition/publication year 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 59

Number of students who took the test 59

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

Number excluded 0 Percent excluded 0

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 and 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 TESTS

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 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 59

Number of students who took the test 59

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

Number excluded 0 Percent excluded 0

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

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STATE CRITERION-REFERENCED TESTS

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 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 47

Number of students who took the test 47

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

Number excluded 0 Percent excluded 0

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 and 74th percentile on nationally administered tests.

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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

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 2003 Publisher MN Dept. of Children, Families & Learning

Number of students in the grade in which the test was administered 47

Number of students who took the test 47

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

Number excluded 0 Percent excluded 0

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

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