

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

U.S. Department of Education

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 704 Third Avenue NE
(If address is P.O. Box, also include street address)

Brainerd Minnesota 56401-2413
City State Zip Code+4 (9 digits total)

County Crow Wing School Code Number* 0181-011

Telephone (218) 829-3622 Fax (218) 828-1308

Website/URL http://lowell.brainerd.k12.mn.us/ E-mail Todd.Sauer@brainerd.k12.mn.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Gerald Walseth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brainerd Public Schools Tel. (218) 828-5300

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Bernard Roberts
(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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 _____ Other

 10 TOTAL

2. District Per Pupil Expenditure: \$ 8,207

 Average State Per Pupil Expenditure: \$ 8,450

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	N/A	N/A	---	7			
K	28	18	46	8			
1	34	27	61	9			
2	36	28	64	10			
3	32	39	71	11			
4	35	29	64	12			
5	37	36	73	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL							379
→							

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>94</u> | % White |
| <u>4</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 9 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	379
(5)	Subtotal in row (3) divided by total in row (4)	.094
(6)	Amount in row (5) multiplied by 100	9.4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 45 %
 Total number students who qualify: 166

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

10. Students receiving special education services: $\frac{12}{47}$ %
 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>9</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>10</u> Emotional Disturbance	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>11</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>34</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio: 24 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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96 %	96 %	97 %	96 %
Daily teacher attendance	98%	99%	98%	98%	99%
Teacher turnover rate	10 %	3 %	0 %	3 %	0 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Located in Brainerd, Minnesota, Lowell School is one of eight elementary schools serving the students of Independent School District 181 in Central Minnesota. The district is vast in area, and it includes the cities of Brainerd, Baxter, and Nisswa, as well as several smaller communities. The area is known for its hundreds of lakes, which make it an extremely popular vacation destination for all seasons. Brainerd sits along the Mississippi River and also has a rich railroad heritage. Lowell was built in 1939 as part of the Federal Works Agency to be a "neighborhood" school. Lowell School is named after James Russell Lowell; poet, literary critic, and diplomat.

Lowell School is an elementary school that provides education for approximately 380 to 400 students in kindergarten through fifth grade. The students we serve consist of a population of differing races, religions, and socio-economic backgrounds. It is the mission of Lowell Elementary School to promote a positive environment where acceptance, diversity, cooperation, and high expectations are supported by students, parents, and staff, enabling success and life-long learning. The vision of Lowell Elementary School is to provide a quality educational program for all students in a safe and caring environment. Our purpose is to help students reach their potential by working in partnership with families. We will reach high standards by creating a challenging and supportive learning climate, guided by data and a strong curriculum that will prepare our students to succeed in an increasingly diverse society. We will promote positive attitudes of self and others while encouraging fairness, honesty, and responsibility.

Several programs are available at Lowell to assist in meeting individual student needs. The Title I Program is available for students who qualify in the areas of reading and math. It offers supportive instruction to those students needing an extra boost in these areas.

Speech services are provided that focus on the needs of the individual child in areas of articulation and total language development.

Many students also participate in an after school CARE Team. The CARE Team strives to help children and their families build positive, nonviolent relationships through carefully planned and supervised interaction. Academic help is also provided as part of this program.

Special Education services are provided for children who qualify in the basic academic areas. Working on social skills and emotional behaviors are also included as part of the program that is planned cooperatively with the classroom teacher, special education staff, and the child's parents.

The Family Collaborative program was created in 1999. This program was developed to help parents, children, and schools work more efficiently together. Through the Family Collaborative program we have a Community/Counselor/Social Worker person in our school to help with truancy, health issues, and conflict resolution issues between students (to name a few things) that can occur. These people work out of the school, yet are employees of the "community" and want to help our "community".

The Brainerd Elementary Enrichment Program offered at Lowell, is for children who qualify through testing, and are capable of high performance in achievement and need enrichment experiences beyond the basic curriculum. The program is designed around a three-fold plan with core curriculum, differentiated enrichment, and a "Discovery" component to accommodate individual differences.

Volunteers are also excellent members of Lowell's team, striving to enrich the children's education. Parents, retired people, or resource people who are willing to share their time and talent may become

Lowell School volunteers. Jobs vary but may include working directly with students, preparing learning materials, and helping in the computer room.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Minnesota Comprehensive Assessments (MCA) are criterion-referenced tests that check a student's and school's progress in the areas of reading, mathematics, and writing. The tests help schools and districts measure student progress toward the state's academic standards. Every spring all third and fifth grade students at Lowell are given this test and in the year 2006, fourth grade students will also be included in the MCA process. Student results are reported as levels. Students scoring at Level I are children that are performing below grade level and need supplementary instruction. Level II is split into two subgroups. Level IIA is the 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 students demonstrate advanced academic performance.

Grade 3 Reading Highlights:

- Over the past five years, 22 % more third grade students have reached basic proficiency (Level IIB).
- In 2004, our students were at least 6 % or higher, above state averages in every category.
- Over the past five years, 31 % more students (that qualify for free or reduced meals) have reached basic proficiency (Level IIB).
- In 2004, 31% of all our students scored 91% or higher on the test.
- Over the past five years, only one student has been excluded from taking this test.

Grade 3 Mathematics Highlights:

- In 2003, our students were at least 5 % or higher, above state averages in almost every category.
- The average scale score was above the state for 4 out of 5 years.
- Over the past five years, approximately 50 % or more are above grade level proficiency (Level III).

Grade 5 Reading Highlights:

- Over the past five years, 16 % more students have reached basic proficiency (Level IIB).
- The last two years we have maintained above 84% in all students reaching basic proficiency.
- In 2004, 80 % of our students who qualify for free or reduced meals reached basic proficiency (Level IIB). This has increased by 30 % over the past 5 years.
- In 2004, 56 % of the students tested were at the advanced academic performance (Level IV).
- Over the last 5 years, only 3 students have been excluded from this test.
- In 2004, 74 % were above grade level proficiency (Level III).
- In 2004, 37 % of the students who qualify for free or reduced meals reached advanced academic performance (Level IV).

Grade 5 Mathematics Highlights:

- Over the past five years, 15 % more students have reached basic proficiency (Level IIB).
- In 2004, 74 % were above grade level proficiency (Level III).
- In 2004, 45 % of the students tested were at the advanced academic performance (Level IV).
- In 2004, our students were 10% to 27 % higher than the state's scores in every level from Level IIB to Level IV.
- In 2004, 73 % of our students who qualify for free or reduced meals reached basic proficiency (Level IIB). This has increased by 29 % over the past 5 years.

- In 2004, 27 % of the students who qualify for free or reduced meals reached advanced academic performance (Level IV).
2. Lowell Elementary School uses assessment data to understand and improve student and school performance.

Lowell Elementary School uses the data from MCA and NWEA assessments to drive instruction and improve student learning. The assessment data also provides feedback on curriculum and instruction in the Minnesota standards-based system. In addition it is used as a communication tool with parents.

The data is analyzed each year to help identify areas of concern in teaching and learning. The educational staff uses this feedback to modify instruction in the large group setting, as well as providing information for individualized learning and small groups to improve weaker strands. NWEA test data shows exactly where individual children need improvement. This data is also used to direct individual instruction. Teachers at each grade level identify areas of the curriculum that need additional educational materials and work together to find the appropriate resources. Teaching strategies are also discussed and shared.

Test data is used to identify students who are a minimum of one grade level behind for inclusion in the after school CARE program which focuses on both social and academic needs. This program has been found to be successful with a wide range of students.

Test results are shared with parents to inform them of their child's progress toward achieving Minnesota graduation standards. The data helps parents see where they can work with the school to provide the best opportunity for their child's academic growth. This produces a partnership with home and school. It is also documentation for parents to see how their children are progressing toward their goals, meeting their goals, and that high standards are being taught.

3. Lowell Elementary School communicates student performance, including assessment data, to parents, students, and the community.

Communication to our community is paramount if we are to build an understanding of why we are assessing students to the degree we are. With the MCA tests we mail all of the results to each student's home. With the results we include a description of each category so parents understand what each score means. Our district includes the results of this assessment in its quarterly mailer, as well as the results printed in the local and statewide newspapers. The final way this information is shared is through the Minnesota Report Card system. This information is mailed to every taxpayer in our district with information on taxes collected for our district, data on our teachers, a breakdown of how well our school did on the MCA's, and also information on what programs/opportunities our students have, or don't have, at our building.

At Brainerd schools we also offer many other assessments. All students entering our first grade classrooms are given an Observation Survey. This is a one-on-one assessment in the fall before school starts to find a student's reading level. Upon completion, we meet with parents and share the results of this data in a conference setting.

Another is the NWEA assessment that we give every student, twice a year (fall and spring) from grades two through four. This assesses the areas of Math, Reading, and Language Arts. Upon completion, we mail home the results and again, conference with parents (during fall conferences) so they understand the data before them.

Finally, we allow meeting time with parents to review and/or question any results on any of the assessments mentioned above. We also share data results at our Parent-Teacher-Student Association meetings.

4. Lowell Elementary School has shared and will continue to share its successes with other schools.

Four of our current teachers are involved in the Best Practices/Quality Teaching Network. There is representation in both the primary and intermediate levels in the areas of reading/language arts, math, and art. These teachers share what they have learned through staff and grade level meetings, as well as visiting school districts around the state of Minnesota. The goal is to communicate with schools so that all children will benefit from the successes we have had here at Lowell Elementary. Several of these teachers have also hosted workshops at the state and national level, to continue the implementation of best practices and quality teaching networks for all schools and districts.

The principal at Lowell Elementary is also a mentor with a program called, “The Administrative Leadership Forum.” Principals throughout the state of Minnesota are taught to use the latest technology to better evaluate and work with staff members and to share new educational systems that are working in today’s schools. The other goal is to educate/network with administrators as they lead staff, parents, and students together through the 21st century’s educational expectations for our children.

Finally, the Brainerd district is a major hub for two universities (Bemidji State and Southwest Minnesota State) to have practicum and student teaching opportunities for their students to learn the craft of teaching in our buildings. These people are the future of education and we see it as a positive opportunity to share what we know, along with listening/learning from these bright students.

PART V – CURRICULUM AND INSTRUCTION

In the eight elementary schools in the Brainerd School District we have a unified curriculum that is based upon the High Academic Standards for the State of Minnesota. Our curriculum is under constant revision in order to maintain the highest standards and expectations for our students. Curriculum teams and grade level teachers meet on a regular basis to analyze and update curriculum maps in all the core areas. On-going staff development programs support curriculum implementation.

Reading/Language Arts: The goal of our Reading/Language Arts program is to differentiate instruction to meet the individualized needs of readers at varied levels of ability. Teachers strive to teach reading at the instructional level of each student. As part of a Comprehensive School Reform grant, the Brainerd Schools are working towards adoption of the Literacy Collaborative Framework (see Part V, section 2a.)

The grade K-2 framework includes a strong phonemic awareness and phonics component, word study, guided reading, shared reading, independent reading, interactive writing, and independent writing. Our grades 3-5 curriculum includes the Harcourt Collection integrated basal series. The program includes guided reading, shared reading, literature circles, grammar, and writing. On-going staff development is critical to the success of our reading/language arts program.

Math: The Brainerd District uses the Everyday Math Program K-5, which spirals to give multiple exposures to all the mathematical strands represented in our state’s high standards. Teachers use multiple strategies and manipulatives to assist students in attaining a deeper understanding of key

mathematical concepts. Math strands include: number sense, computation, and operations; patterns, functions and algebra; chance and data; geometry, and measurement. Large and small group differentiated instruction is an integral part of reaching all learners.

Science: Our district is currently in the curriculum review cycle for science. The state of Minnesota has recently adopted new science standards so they serve as the basis for our curriculum re-alignment. State testing in science begins in 2008. We are looking at the current research and following the recommendations of the TIMMS study to drive our curriculum adoption and staff development program. Curriculum materials will be a combination of our current basal series and inquiry-based, hands-on FOSS materials.

Social Studies: We are currently re-aligning some of the grade level materials and adding more geography to better align with the Minnesota Academic Standards for social studies. K-5 units of study include: the family, neighborhoods, community, US and world geography, US history, and a strong map skills program. Current events and citizenship are also taught through “Time for Kids”, Quest, and the Responsive Classroom models.

Health/Physical Education- The Health program has been reviewed and aligned by elementary teachers across the district to insure alignment with our state standards. The focus is for students to be physically healthy (ranging from understanding body systems to nutritional expectations) and emotionally healthy (character education for oneself and community). The Physical Education curriculum is aligned with state and national standards and is offered to all students on a daily basis. It stresses the importance of personal wellness, physical fitness, and being involved in life-long activities.

Art/Music- The elementary music and arts programs are based on state and national standards. Music units of study include: singing, performing (instrumental), improvising, composing, reading, and evaluating music. Visual arts curriculum includes multiple mediums focusing on the principles of art and the elements of design. Classroom teachers under the direction of an arts specialist teach Art. Both programs emphasize historical and cultural perspectives.

2a. The following is Lowell Elementary School’s reading curriculum, including a description of why we chose this particular approach to reading.

Our district has identified reading/language arts as the top priority in curriculum and instruction. Brainerd supports a unified curriculum across all eight elementary buildings. District grade level and curriculum teams monitor and adjust the curriculum as needed, based on current data and best practice research. Lowell has adopted the Literacy Collaborative framework for language arts instruction in grades K-2. Students spend a minimum of three hours a day in literacy blocks that include reader’s workshop, writers’ workshop, and word study. To differentiate instruction, teachers meet with children in small-guided reading groups daily. Interactive read-alouds, shared reading, and independent reading support developing reading strategies at the student’s instructional level. Teachers use on-going assessment tools, such as observation surveys and running records to drive their instruction. Hundreds of leveled books are available to teachers and students. A strong phonemic awareness and phonics program is an integral instructional component. Students spend a large block of time in both interactive and independent writing as well. The Harcourt Brace Collections basal program provides the framework for our intermediate reading curriculum. On-going assessments, including frequent IRI’s, help teachers support readers at their instructional reading level. Guided reading, shared reading, literature circles, read alouds, and independent reading make up the reading block. In addition to a strong grammar program, Six Traits writing is the core of our writing curriculum. Students gain practice writing in the following genres, as specified by our state standards: narrative, descriptive, clarification, and problem solution. On-going staff development is critical to the success of this program. In addition to regularly scheduled grade level

meetings, teachers participate in book study groups and learning communities. Our district's Comprehensive School Reform project sponsors a weeklong literacy institute during the summer. Last year the focus was guided reading and this year the focus will be writing.

3. Lowell Elementary School's choice for another curriculum area to discuss is math and this is how it relates to essential skills needed, as well as our school's mission.

It is the mission of Lowell Elementary School to promote a safe and positive environment where acceptance, diversity, cooperation and high expectations are supported by students and parents.

Lowell School relates to the essential skills and knowledge of our school's mission statement through the Every Day and Investigations math programs.

Cooperation is a key element of Every Day Math, as it has children working together sharing strategies, ideas, and algorithms. Students discover that there can be more than one way to solve a problem and that more than one answer can be acceptable.

Acceptance and diversity are also found in this curriculum as it makes several connections to American history and the role of Native Americans. One such lesson is "Natural Measures of Length." In this lesson students learn how Native Americans used their bodies as measuring tools. They learn about the cubit, natural span, great span, fathom, and joint among others. This provides an awareness and admiration for the skills of early Americans. Customary and metric measurements are learned side by side to give the students practical experience in using multiple forms of measurement.

Every Day Math promotes a safe and positive environment encouraging high expectations. During the natural measure lesson, students work in partnerships to find their own natural measurements. They look for similarities and differences. The data is then recorded on stem and leaf plots. Students analyze the data and find statistical landmarks such as minimum, maximum, range, mode, median, and mean. This lesson lets them soar to great heights of understanding and knowledge.

Our math curriculum relates math skills to every day experiences and allows students to envision the life-long usefulness of math.

4. Lowell Elementary School uses different instructional methods to improve student learning.

We believe that early intervention is the key to building academic success. Prior to first grade, all of our students are tested to determine those that need additional help in reading. We offer a Reading Recovery program where one student will work daily with a one-to-one (student to teacher) ratio for a 30-minute time period. Lowell is also in the process of implementing the Literacy Collaborative with extensive teacher training. Our goal through this is to have all children working in a literacy based environment, at appropriate reading levels, and challenging the children from there. In addition to this, we offer Direct Reading Instruction and small-guided reading and literature groups. Students are encouraged to discuss and use critical thinking skills in the smaller group settings.

Everyday Math and Investigations programs help to instill critical thinking as well as working together cooperatively. Students are encouraged to explain how they arrived at their answers during problem solving and use hands-on games/activities to make the learning enjoyable and practical.

Grade levels have set up homework rooms where children may go after lunch to get additional help in any

subject area or to get caught up due to absences. This helps reduce gaps in learning when students are gone from school and provides review for those who have difficulty understanding the lessons. There are also CARE groups for students that are struggling academically and socially.

We have specialists in art, physical education, media, and music who work with all students. This gives the children a chance to learn in diverse environments, while working on their physical skills, as well as experiencing the art programs offered by our district.

Finally, many of our teachers have implemented practices of the Responsive Classroom. This was implemented because students who feel accepted within their classrooms will learn better.

5. Lowell Elementary School's professional development program has a major impact on improving student achievement.

Professional Development is the cornerstone of all Brainerd School's curriculum. Without well-trained educators, the curriculum is meaningless. Our professional development begins the moment a teacher is hired in the district. We have a Beginning Teacher Support System where beginning teachers participate in a formal mentorship program, Pathwise™ assessment, beginning teacher seminars, and cohort/support groups. As evidence of professional growth, each beginning teacher produces two major projects, an individualized Professional Development Plan and a Professional Portfolio.

Next, all Brainerd teachers have two types of in-District staff development. The first is district-wide grade level meetings. These are meetings held three times per year for every grade level to meet strictly as a grade level. This gives teachers the opportunity to focus on specific curricular areas, instructional methods, or similar grade level challenges with a peer group that truly understands the challenges at that grade. The other type of staff development is a "floating in-service" day. This is an eight-hour time period that an educator has the chance to attend various courses provided by the district during the summer months. The courses range from any curricular area in today's schools, current trends or best practice methods, or content specific ideas to make them a better educator. This method of staff development allows teachers the flexibility to take classes on their schedule, as well as over the summer so they can be in the classroom during the school year.

Finally, with the adoption of the Literacy Collaborative model in grades K-2, teachers each month meet and review best practice methods in this literacy based model. Under the direction of a literacy coach, teachers review and discuss current research and student work to hone their skills, and learn together as a team what their students need in the area of reading and writing.

PART VII - ASSESSMENT RESULTS

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

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1579	1560	1568	1533	1459
Percent At or Above Basic (IIb, III, IV)	79 %	76 %	75 %	74 %	57 %
Percent At or Above Proficient (III, IV)	68 %	64 %	64 %	49 %	48 %
Percent At Advanced (IV)	31 %	25 %	34 %	23 %	11 %
Number of Students Tested	72	67	61	70	82
Percent of Students Tested	100 %	100 %	98 %	100 %	100 %
Number of Students Excluded	0	0	1	0	0
Percent of Students Excluded	0	0	2 %	0	0
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1459	1488	1442	1405	1336
Percent At or Above Basic (IIb, III, IV)	61 %	70 %	62 %	58 %	30 %
Percent At or Above Proficient (III, IV)	52 %	59 %	45 %	25 %	19 %
Percent At Advanced (IV)	9 %	11 %	17 %	4 %	5 %
Number of Students Tested	33	27	29	24	37
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1680	1608	1682	1599	1560
Percent At or Above Basic (IIb, III, IV)	95 %	80 %	88 %	83 %	80 %
Percent At or Above Proficient (III, IV)	82 %	68 %	81 %	61 %	71 %
Percent At Advanced (IV)	49 %	35 %	50 %	33 %	16 %
Number of Students Tested	39	40	32	46	45
STATE SCORES					
Average Scale Score	1535	1511	1486	1487	1461
Percent At or Above Basic (IIb, III, IV)	73 %	73 %	67 %	67 %	61 %
Percent At or Above Proficient (III, IV)	60 %	56 %	49 %	49 %	44 %
Percent At Advanced (IV)	23 %	17 %	16 %	16 %	11 %
Number of Students Tested	57456	58278	58685	59635	60261
Percent of Students Tested	?	98 %	95 %	95 %	96 %
Number of Students Excluded	?	1331	3258	3350	2389
Percent of Students Excluded	?	2 %	5 %	5 %	4 %
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1431	1411	1383	1383	1355
Percent At or Above Basic (IIb, III, IV)	54 %	57 %	46 %	47 %	39 %
Percent At or Above Proficient (III, IV)	39 %	38 %	28 %	28 %	24 %
Percent At Advanced (IV)	10 %	7 %	7 %	6 %	4 %
Number of Students Tested	18162	18043	17616	17711	18283
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1584	1557	1532	1532	1509
Percent At or Above Basic (IIb, III, IV)	82 %	85 %	76 %	76 %	72 %
Percent At or Above Proficient (III, IV)	70 %	69 %	58 %	58 %	54 %
Percent At Advanced (IV)	30 %	22 %	20 %	20 %	15 %
Number of Students Tested	39238	40064	40563	41350	41382

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

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1521	1542	1539	1600	1533
Percent At or Above Basic (IIb, III, IV)	71 %	79 %	71 %	66 %	73 %
Percent At or Above Proficient (III, IV)	49 %	68 %	54 %	57 %	55 %
Percent At Advanced (IV)	17 %	15 %	23 %	35 %	18 %
Number of Students Tested	72	66	62	68	79
Percent of Students Tested	100 %	98 %	100 %	97 %	96 %
Number of Students Excluded	0	1	0	2	3
Percent of Students Excluded	0	2 %	0	3 %	4 %
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1404	1463	1400	1440	1423
Percent At or Above Basic (IIb, III, IV)	48 %	67 %	50 %	45 %	51 %
Percent At or Above Proficient (III, IV)	24 %	37 %	33 %	36 %	34 %
Percent At Advanced (IV)	3 %	7 %	0 %	14 %	6 %
Number of Students Tested	33	27	30	22	35
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1620	1595	1670	1677	1621
Percent At or Above Basic (IIb, III, IV)	90 %	87 %	91 %	76 %	91 %
Percent At or Above Proficient (III, IV)	69 %	72 %	72 %	67 %	70 %
Percent At Advanced (IV)	28 %	21 %	44 %	46 %	27 %
Number of Students Tested					
STATE SCORES					
Average Scale Score	1523	1519	1486	1494	1478
Percent At or Above Basic (IIb, III, IV)	70 %	72 %	65 %	66 %	65 %
Percent At or Above Proficient (III, IV)	55 %	56 %	48 %	53 %	47 %
Percent At Advanced (IV)	15 %	14 %	11 %	14 %	10 %
Number of Students Tested	57421	58186	58653	59680	59923
Percent of Students Tested	?	98 %	95 %	95 %	96 %
Number of Students Excluded	?	1292	3290	3305	2763
Percent of Students Excluded	?	2 %	5 %	5 %	4 %
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1420	1419	1384	1391	1371
Percent At or Above Basic (IIb, III, IV)	52 %	53 %	45 %	46 %	44 %
Percent At or Above Proficient (III, IV)	36 %	37 %	29 %	33 %	27 %
Percent At Advanced (IV)	7 %	6 %	5 %	6 %	3 %
Number of Students Tested	18205	18109	17658	17782	18166
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1570	1564	1533	1541	1527
Percent At or Above Basic (IIb, III, IV)	79 %	80 %	74 %	74 %	74 %
Percent At or Above Proficient (III, IV)	64 %	65 %	57 %	61 %	55 %
Percent At Advanced (IV)	19 %	17 %	14 %	17 %	12 %
Number of Students Tested	39161	40011	40430	41266	41121

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

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1734	1677	1595	1597	1519
Percent At or Above Basic (IIb, III, IV)	84 %	85 %	79 %	73 %	68 %
Percent At or Above Proficient (III, IV)	79 %	75 %	70 %	66 %	55 %
Percent At Advanced (IV)	56 %	44 %	36 %	38 %	25 %
Number of Students Tested	72	73	86	77	71
Percent of Students Tested	97 %	100 %	100 %	99 %	100 %
Number of Students Excluded	2	0	0	1	0
Percent of Students Excluded	3 %	0	0	1 %	0
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1647	1588	1508	1510	1380
Percent At or Above Basic (IIb, III, IV)	80 %	79 %	68 %	55 %	50 %
Percent At or Above Proficient (III, IV)	74 %	73 %	53 %	48 %	29 %
Percent At Advanced (IV)	37 %	33 %	18 %	26 %	7 %
Number of Students Tested	35	33	38	31	28
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1816	1750	1665	1655	1609
Percent At or Above Basic (IIb, III, IV)	89 %	90 %	88 %	85 %	79 %
Percent At or Above Proficient (III, IV)	84 %	78 %	83 %	78 %	72 %
Percent At Advanced (IV)	73 %	53 %	50 %	46 %	37 %
Number of Students Tested					
STATE SCORES					
Average Scale Score	1579	1565	1552	1545	1493
Percent At or Above Basic (IIb, III, IV)	76 %	77 %	75 %	74 %	67 %
Percent At or Above Proficient (III, IV)	64 %	64 %	64 %	63%	52 %
Percent At Advanced (IV)	30 %	25 %	25 %	24%	16 %
Number of Students Tested	60836	61451	61217	63114	62203
Percent of Students Tested	?	98 %	95 %	95 %	na
Number of Students Excluded	?	1408	3188	3429	na
Percent of Students Excluded	?	2 %	5 %	5 %	na
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1455	1448	1431	1423	1371
Percent At or Above Basic (IIb, III, IV)	56 %	58 %	54 %	52 %	44 %
Percent At or Above Proficient (III, IV)	42 %	42 %	40 %	39 %	29 %
Percent At Advanced (IV)	13 %	11 %	10 %	10 %	5 %
Number of Students Tested	19216	18966	18200	17895	17751
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1637	1616	1605	1596	1544
Percent At or Above Basic (IIb, III, IV)	84 %	85 %	84 %	83 %	76 %
Percent At or Above Proficient (III, IV)	75 %	74 %	74 %	73 %	61 %
Percent At Advanced (IV)	38 %	31 %	32 %	30 %	20 %
Number of Students Tested	41577	42401	42592	44661	43905

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

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1654	1642	1567	1567	1546
Percent At or Above Basic (IIb, III, IV)	84 %	84 %	75 %	72 %	69 %
Percent At or Above Proficient (III, IV)	78 %	71 %	59 %	64 %	57 %
Percent At Advanced (IV)	45 %	37 %	21 %	29 %	28 %
Number of Students Tested	74	73	85	78	67
Percent of Students Tested	100 %	100 %	99 %	100 %	94 %
Number of Students Excluded	0	0	1	0	4
Percent of Students Excluded	0	0	1 %	0	6 %
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1585	1545	1481	1485	1433
Percent At or Above Basic (IIb, III, IV)	73 %	76 %	59 %	61 %	44 %
Percent At or Above Proficient (III, IV)	70 %	58 %	46 %	48 %	32 %
Percent At Advanced (IV)	27 %	18 %	8 %	13 %	12 %
Number of Students Tested	37	33	37	31	25
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1722	1722	1633	1620	1613
Percent At or Above Basic (IIb, III, IV)	95 %	90 %	88 %	79 %	83 %
Percent At or Above Proficient (III, IV)	86 %	83 %	69 %	74 %	71 %
Percent At Advanced (IV)	62 %	53 %	31 %	40 %	38 %
Number of Students Tested	37	40	48	47	42
STATE SCORES					
Average Scale Score	1539	1534	1503	1492	1470
Percent At or Above Basic (IIb, III, IV)	74 %	75 %	70 %	67 %	61 %
Percent At or Above Proficient (III, IV)	59 %	60 %	53 %	50 %	45 %
Percent At Advanced (IV)	18 %	18 %	14 %	13 %	12 %
Number of Students Tested	60679	61328	60832	62675	61675
Percent of Students Tested	?	98 %	95 %	94 %	94 %
Number of Students Excluded	?	1410	3573	3868	4021
Percent of Students Excluded	?	2 %	5 %	6 %	6 %
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1444	1427	1395	1383	1356
Percent At or Above Basic (IIb, III, IV)	55 %	55 %	49 %	45 %	38 %
Percent At or Above Proficient (III, IV)	37 %	38 %	30 %	28 %	24 %
Percent At Advanced (IV)	7 %	7 %	4 %	4 %	4 %
Number of Students Tested	19221	18942	18043	17745	17541
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1583	1587	1549	1538	1517
Percent At or Above Basic (IIb, III, IV)	83 %	84 %	80 %	77 %	71 %
Percent At or Above Proficient (III, IV)	69 %	70 %	63 %	60 %	55 %
Percent At Advanced (IV)	24 %	22 %	18 %	17 %	16 %
Number of Students Tested	41414	42289	42344	44335	43587

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 2004 Publisher MN Dept. of Education

Number of students in the grade in which the test was administered 72
Number of students who took the test 72

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 2004 Publisher MN Dept. of Education

Number of students in the grade in which the test was administered 72

Number of students who took the test 72

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 5 Test Math

Edition/publication year 2004 Publisher MN Dept. of Education

Number of students in the grade in which the test was administered 74
Number of students who took the test 74

What groups were excluded from testing? Why, and how were they assessed?
None

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 5 Test Reading

Edition/publication year 2004 Publisher MN Dept. of Education

Number of students in the grade in which the test was administered 74

Number of students who took the test 72

What groups were excluded from testing? Why, and how were they assessed? These two students were absent during the testing and make-up days.

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.