

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Mary Wilke

Official School Name: Remer Elementary

School Mailing Address:
316 Main Street E
Remer, MN 56672-4560

County: Cass State School Code Number*: 0118

Telephone: (218) 566-2353 Fax: (218) 566-3199

Web site/URL: www.isd118.k12.mn.us E-mail: wilke@isd118.k12.mn.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael Doro

District Name: Northland Community School District # 118 Tel: (218) 566-2351

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Clinton Lilyquist

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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: _____ 2 Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ 1 High schools
 _____ Other
 _____ **3 TOTAL**

2. District Per Pupil Expenditure: 14766

Average State Per Pupil Expenditure: 9364

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. 8 Number of years the principal has been in her/his position at this school.

___ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	12	5	17	8			0
1	10	12	22	9			0
2	7	8	15	10			0
3	6	10	16	11			0
4	9	3	12	12			0
5	11	10	21	Other			0
6	13	19	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL							135

6. Racial/ethnic composition of the school: 12 % American Indian or Alaska Native
 % Asian
1 % Black or African American
 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
87 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	152
(5)	Total transferred students in row (3) divided by total students in row (4).	0.066
(6)	Amount in row (5) multiplied by 100.	6.579

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 93

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 free and reduced-price school meals 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: 28 %

Total Number of Students Served: 38

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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>0</u>	<u>1</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u>5</u>
Support staff	<u>1</u>	<u>9</u>
Total number	<u>21</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	94%	96%	97%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	7%	0%	7%	0%	14%

Please provide all explanations below.

Turnover rate is computed using a total of 14 teachers, so 7% represents one teacher leaving. Of the four teachers leaving over the five years, one was a retirement, one was a nonrenewal, and the other two were layoffs due to declining enrollments and budget cuts.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Remer Elementary is one of two elementary schools in the Northland Community Schools District in the lakes area of northern Minnesota. The district covers over 800 square miles (with just 203 students K-6), contains part of the Leech Lake Ojibway Indian Reservation, and has a high percentage of poverty.

The school's mission, "Our school is a safe, caring place where together we have fun learning and growing ", may seem lighthearted, but we know our students. We know that we must remove the daily barriers to learning. When students arrive in the morning, the teachers use the Responsive Classroom program to establish trust and community. For many students, the school is their safe haven, and they need to know that they can depend on all of us to care about them. This community building also sets the stage for what the academic day will entail. This program is preventative in that it may alert a staff member to send a student to the counselor because of something that happened at home that morning (rather than seeing the problem manifest itself into a negative behavior issue later in the day). After "Morning Meetings" have taken place, teachers are more confident that the students are "ready to learn". Responsive Classroom also encourages students to identify and develop their "Hopes and Dreams" for themselves. We have a monthly school-wide celebration in which students share their progress and achievements relating to their personal hopes and dreams.

Remer Elementary has a strong connection to nature and community interests. Classes often take place in the school forest or at a local lake. Drug and alcohol prevention focuses on helping students develop healthy alternatives such as snowmobiling, fishing, boating, and hunting. Safety and certification for some activities are offered in school by community members.

There is also a focus on the Ojibway language, culture, and history. Our students learn to drum, make jingle and fancy shawl dresses, dance, and then perform at a PowWow in the school gym. This has resulted in cultural pride and increased respect among ethnic groups. Almost every elementary student chooses to dance at our PowWows, not just the American Indian students.

The school year includes many special events at Remer Elementary. We have School Forest Days (which have been recognized by the State Department of Natural Resources), a Writer's Fair, Career Fair, Veteran's Day Program, and reading initiatives. Archery is taught in physical education and selected students participate in the state competition. The 5th and 6th grade classes go on overnight class trips.

Outside the regular classroom, our students have many opportunities: technology instruction and availability, physical education every day, weekly music, art, and library classes, and band starting in 4th grade. There are also extensive after-school programs provided through a 21st Century Grant and a Mentoring Grant. Two nights per week students attend P.M. Power Learners, which involves exercise, a healthy snack, homework help, and then fun activities. Two other nights each week involve a mentoring program and enrichment classes. There is no cost for these programs and transportation is provided.

Competent Title I and Special Education staff are involved and dedicated to improving our students' achievement. They work closely with classroom teachers and paraprofessionals to meet the needs of the students, providing seamless individualized instruction throughout the school.

Possibly our greatest strength as a school is our commitment to staff development and quality curriculum. Our teachers experience the latest in research on teaching techniques and materials. The curriculum is reviewed and revised on a regular cycle, with a generous budget to update materials as needed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our state assessments are called the Minnesota Comprehensive Assessments (MCA). In the spring of 2006, the tests were redeveloped to reflect new state standards and 4th and 6th grade were added to the other two grades already being tested (3rd and 5th). Performance is recorded in four different levels with the top two signifying proficiency (meeting the standard). Scores can be accessed at <http://education.state.mn.us> under the report card.

Math - The overall percentage of students achieving proficiency in math has increased in the past five years. There was a dramatic increase in the 3rd grade from 61% to 100%. In the past three years, there has been a significant improvement in proficiency among students of poverty. In the 6th grade the students of poverty scoring in the highest level jumped from 13% to 41%, closing the gap with 44% of all students. In 2008, the 3rd grade has 75% of all students in the advanced level 4, compared with 0% in 2004. Though there are several scores missing because the student count is under 10, we do have those numbers and are showing improvement among American Indian students and the special education population. We do have special education numbers from the 6th grade for the past three years and proficiency increased from 39% to 69%. The reason why we have these numbers in 6th grade is because our students from Longville Elementary (the other district elementary school) move to Remer Elementary for 6th grade to get a jump-start with the transition to 7th grade. Therefore, there are more students in the 6th grade class and the cell size is normally over 10.

Reading - The reading gains are not quite as significant in the past five years as in math. Truthfully, the greatest gains were made between the years 2000-2004, and have since leveled off somewhat. However, the 3rd grade again is showing level 4 readers at 83% compared to 6% in 2004, with steady gains being made each year. This grade level has also reached 100% proficiency in 2008. From 2006 to 2007, the 3rd grade students receiving free and reduced lunch increased their scores, especially those reaching level 4 (from 36% to 67%). All students scoring in level 4 also increased in 4th grade (11% increase) and 6th grade (30% increase). In 6th grade there was a 23% increase in students of poverty in level 4, and in this same grade level special education students increased level 4 achievement by 16%.

With the small class sizes in our school, we are cautious when looking at assessment data. We are aware that even one student's score can affect the percentages significantly. A fluctuation in achievement is not necessarily cause for concern when it occurs for one year. If we see it for two or more years, then discussions and change are inevitable.

2. Using Assessment Results:

Some of the assessments we administer are the Minnesota Comprehensive Assessments, Measure of Academic Progress, and various classroom assessments. The data from these tests is used for evaluating programs, shaping curriculum, and driving instruction.

The MCA's are used by the state to measure the state's schools. However, these tests are also helpful for us to look at our strengths and weaknesses. In each curricular area, we analyze how we compare to other schools and from there inquire about what the highest scoring schools are doing and using for instructional materials. We break apart the skill areas and determine where we need more focus. We use individual scores to assist with identification of those eligible for Title 1 services. We study scores over time to look at trends and where improvements need to be made. It is here that teachers may recognize that they have a weak area of instruction.

MAP test data gives more individual information on students. This data is used to determine eligibility for Title 1, and MAP has a program called DesCartes that matches needed skills for each student at their instructional level. Our Title 1 teachers and paraprofessionals use this to direct their instruction in reading and math. We also use this program for summer school. MAP data is also analyzed when we are reviewing curriculum, and corresponding goals are established and built into the instructional plan.

Classroom assessments are given on an ongoing basis. These may include Jerry John's Basic Reading Inventory, Star Reader, and Reading Recovery Observation Surveys. These formative assessments help determine placement for instruction.

We occasionally bring in an outside person to assist with analyzing data.

3. Communicating Assessment Results:

Individual student test results are sent home with report cards or given out at conferences. Information that helps explain the results is included with the report. Parent meetings have been scheduled that help explain the assessments, how to interpret them, and how the school is doing overall. Information is also put into the monthly school newsletter.

School and district results are written in the Annual Review of Curriculum and Instruction. This large report is made available to the public on the school website or in each of the school offices. A notice is put in the local newspaper to let the community know that it is available and how to access it.

Test results are also reported in a newspaper article soon after the results are available, along with explanations of how to interpret the scores.

4. Sharing Success:

Our success is shared and compared with the other schools in our district (Longville Elementary and Northland High School) and the other schools in the Itasca Area Schools Collaborative (a cooperative group of regional schools). We look at strong trends in particular grade levels and then ask that teacher to share what he/she is doing that may be the reason for success (usually done at staff meetings).

We recently analyzed why our elementary schools seem to consistently have stronger scores than our high school, determining that one reason may be that student/staff relationships are more developed in the elementary. The high school has since initiated an advisory program in which small groups of students are matched with a staff person long term, hoping to serve as a mentor and guide through the high school years.

We belong to a regional collaborative with five other districts. Analyzing data has become a strategic tool to strive toward improvement in all the schools involved in the collaborative. Higher performing schools are asked to share their practices in the spirit of school improvement. If our school is awarded the Blue Ribbon Status, our practices would be shared with them.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Remer Elementary's reading curriculum is complex with many different components. In grades K-2 we use a program called Total Reading. This program is a balanced approach that includes literature immersion and phonics instruction. Students receive direct instruction, individualized instruction, and work on their own. In the lower elementary, teachers are required to spend at least two hours per day on literacy. Teachers and paraprofessionals listen to each student, guiding them through their fluency and comprehension. Grades 1-3 have literacy stations every day that involve multiage groups of three. The oldest student in each group is the group leader, giving instructions to the younger students and often helping with the activity. Title 1 paraprofessionals assist with this activity, targeting their identified students.

All elementary grade levels have literature boxes. These are teacher designed themes that include a variety of books for individuals, small groups, and whole class reading experiences. These boxes are examined and revised periodically when we do curriculum review.

We use Accelerated Reader usually starting with some students in 1st grade, and then significantly increasing by 2nd grade and continuing through the elementary grades. Student reading levels are established with Star Reader and all books in the library are labeled with the designated reading level. When finished reading the book, students take a comprehension test on the computer. Printouts of student testing are available for teachers to evaluate and to share with parents. Results determine when a student should move to the next reading level.

We have a resource text for language development and we use the Rebecca Sitton Spelling Program for spelling instruction.

We primarily use Trailblazer Math for math instruction (grades K-5). Grade 6 uses Holt Math. This area of the curriculum was revised in 2007-2008 and curriculum materials were chosen based on the best match with the Minnesota Math Standards. Trailblazers is a balanced approach to math instruction, using both direct instruction of skills and concept-based philosophies. We had previously used Investigations, but felt there were too many gaps in skill acquisition.

Our social studies instruction is centered around a Harcourt textbook, which had a close alignment with the Minnesota State Social Studies Standards. We added a few American Indian Standards to our curriculum, which includes learning about the Ojibway language, culture, and history. We use the expertise of local people to deliver this part of the curriculum, often at school forest days.

Foss Kits provide a hands-on approach to science instruction. Also closely aligned to state standards, we had very few things that we needed to supplement in order to cover all required standards. We did have to break apart the concepts required at each grade level by the state and change some of the Foss recommended grade levels. We have also supplemented the Foss Curriculum with literature to enhance the content learning and also give the students more reading experiences.

Our students also have art once a week for 50 minutes, music once a week for 25 minutes, and physical education every day. These classes are taught by licensed teachers. Technology instructional time varies by grade level, increasing for older students. We use the Techworks Curriculum and teach keyboarding starting in 3rd grade. When students move on to 7th grade, they can type, do word processing, use Excel spreadsheets, develop a Power Point presentation, and effectively use the Internet.

Using a 6-year cycle, we review and revise every area of the curriculum. When doing so, curriculum materials, teaching practices, and staff development are built upon the state standards (which are based on national standards).

2a. (Elementary Schools) Reading:

As mentioned in the previous question, we use Total Reading in the primary grades, Accelerated Reader, and teacher-made themed literature boxes.

We wanted a balanced approach to the initial reading instruction. Total reading provides literature, but also directly teaches the skills necessary to decode words. This highly monitored program involves students reading and rereading a book until it is mastered, practicing word packs until they are mastered, and working in workbooks on specific skills. Teachers meet with students individually to assess their progress (usually daily) and make recommendations for the next step. There is whole group instruction, small group stations, and individual work. Students do not move on until they have mastered the present skill. Comprehension checks are done on an individual basis or through the workbook.

In the higher grades Accelerated Reader is used more frequently. Students do not move on to the next reading level unless they are achieving a high percentage of comprehension.

All elementary grades infuse theme-based literature into their literacy instruction. It is through this tool that they hope to develop the love of reading. Discussions and writing connections/extensions are commonplace and provide comprehension checks. Specific skills are often taught directly in mini-lessons.

3. Additional Curriculum Area:

Mathematics: Elementary teachers are required to provide at least one hour per day of math instruction. Math usually involves a problem and then a project that either leads to solving the problem or interprets the results of the solution. Students are led toward metacognition on a daily basis. They are asked to write about their thinking and listen to other students thinking. They share their thoughts often in small groups, working through solutions together. Math class is most often a combination of students working in small groups for a few minutes, coming together as a whole group for discussion, and returning to the small group to possibly alter their plan. This is a highly active experience and students usually love it. Math is definitely an example of students "having fun learning and growing together" (the school mission).

There is also a portion of math that is taught directly. A math process may be modeled by the teacher, allowing some student modeling on the whiteboard, and then guided individual practice.

Math facts are practiced and mastered using Math Facts in a Flash, a computer program.

Review of math concepts and skills is done with daily review problems (usually right away in the morning). A quick check for mastery is done, and necessary instruction is given so that skill acquisition is retained.

4. Instructional Methods:

All elementary staff has been trained on differentiated instruction through professional speakers, book studies, and workshops. Teachers offer students different options for activities, different topics, and different learning styles. These are integrated into lesson plans, and we are continually working on increasing these opportunities.

Quality special education and Title 1 programs provide a highly collaborative system for meeting the needs of students. Title 1 reading remediation involves Reading Recovery in 1st grade and Reading Clinic (a one-on-one intensive fluency program). Once students reach 3rd grade reading fluency, they are moved to literature groups, which focus on fluency and comprehension. Moving with Math is used for math remediation. Title 1 paraprofessionals are assigned to classrooms during math to help identified students as needed. Special Education assistance is based on IEP goals and teachers communicate regularly with classroom teachers.

Many after school programs are organized to build relationships with students and to get to know learning styles. Teachers then offer a wide range of choices based on students interests, readiness level, and cultural background. Most after school staff are our classroom and special education teachers, so their relationships and knowledge of the students carries over to after-school programs. Students may participate in mentoring, PM Power Learners (homework help), and enrichment classes. Transportation home is provided five nights per week so that all students may participate. Many of our families do not have cars, gas for the car, or the time to transport their children. Their children would not be able to participate if we didn't provide transportation. These programs are made possible through a 21st Century Grant and a federal mentorship grant. We consider them part of our comprehensive plan to improve achievement. They are all collaborative programs with our local family center.

5. Professional Development:

Professional development is provided through scheduled presentations, outside workshops, and study groups. We have a district staff development committee that meets regularly throughout the year (our district is small so it does not make sense to meet as an individual school). The committee plans staff development based on survey results, test data, curriculum needs, and topics due to recent research, state requirements, etc. We have been fortunate to have had sufficient funds through Title II Grants to adequately meet our needs.

Study groups meet every two weeks (opposite staff meetings). The staff selects topics for study groups in the fall of each year. Many topics involve discussion sessions relating to curricular changes, current concerns, and follow-up from previous presentations. We have at least one book study each year (Eric Jensen, Carol Ann Tomlinson, etc.). In most cases a staff member facilitates the study, and there has been good participation. Every session is directly connected to student learning. In the past two years, there has been an emphasis on differentiation and teaching with the "brain" in mind.

There is continuous training for staff on state standards, alignment of standards, using test data, and related curriculum work that must be done. Curriculum committees meet according to a fixed cycle.

We also have opportunities available to staff through the regional collaborative, sharing the cost of nationally known presenters. Recent speakers have been Kathie Nunley, Betty Hollus, Willard Daggett, and Jim Grant. The collaborative has a focus on improvement of student reading achievement, so activities must be relevant to that purpose.

6. School Leadership:

The elementary principal's primary role is to reach and maintain exceptional student achievement levels. All initiatives, programs, and activities must relate back to the effect on student achievement. The time involved, the intensity of the programming, and the purpose must always be used as a measure of worthiness. The principal is the person who monitors this important assessment.

The principal is a member on all school committees, so she develops a broad understanding of how the various programs work together toward one goal (to improve student achievement). She also attends regional and state meetings and trainings to bring back necessary information to the school. This overall view

enables her to make recommendations for programming that will improve student achievement and that are a "best fit" for our district.

Providing needed resources and funding for programs is an important part of the principal's responsibilities. There is a constant quest for new funding sources in the effort to offer the programs that break down barriers to learning. She works collaboratively with school and community organizations to write grants that will meet our students' needs.

Lastly, the principal paves the way for staff to simply do their jobs effectively by inspiring them to seek staff development, instilling the desire to see students achieve and succeed, and by pointing out the rewards of changing the lives of children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: revised yearly Publisher: MN Dept. of Ed (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4, or 3-5	100	64	63	72	61
Level 4, or 5 '06 & earlier	75	17	6	8	0
Number of students tested	12	22	16	24	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	8	4	0	4	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4, or 3-5		60	36		
Level 4, or 5 '06 & earlier		13	0		
Number of students tested	7	15	11		10
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3&4, or 3-5					
Level 4, or 5 '06 & earlier					
Number of students tested	2	0	2		1
3. (specify subgroup): Special Education					
Levels 3&4, or 3-5		70			
Level 4, or 5 '06 & earlier		10			
Number of students tested	1	10	4		3
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Incomplete subgroup data available from '04 and '05.

Subject: Reading

Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: Revised yearly Publisher: Minnesota Department of Education (Pearson - vendor)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3 & 4, previous to 2005-2006 levels 3-5	100	91	75	92	87
Level 4, previous to 2005-2006 level 5	83	68	44	32	6
Number of students tested	12	22	16	22	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	2
Percent of students alternatively assessed	8	4	0	4	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3 & 4, previous to 2005-2006 levels 3-5		87	73		
Level 4, previous to 2005-2006 level 5		67	36		
Number of students tested	7	15	11		10
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3 & 4, previous to 2005-2006 levels 3-5					
Level 4, previous to 2005-2006 level 5					
Number of students tested	2	0	2		1
3. (specify subgroup): Special Education					
Levels 3 & 4, previous to 2005-2006 levels 3-5		80			
Level 4, previous to 2005-2006 level 5		60			
Number of students tested	1	10	4		1
4. (specify subgroup):					
Levels 3 & 4, previous to 2005-2006 levels 3-5					
Level 4, previous to 2005-2006 level 5					
Number of students tested					

Notes:

The test results changed in the year 2005-2006 from 5 achievement levels to 4 levels. Incomplete data available for subgroups from 2004 and 2005.

Subject: Mathematics
Edition/Publication Year: revised yearly

Grade: 4 Test: MCA
Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4	67	76	58	0	0
Level 4, Level 5 before '06	10	13	4	0	0
Number of students tested	21	15	26	0	0
Percent of total students tested	96	100	100	0	0
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	5	0	4	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4	62	10	56		
Level 4, Level 5 before '06	8	0	0		
Number of students tested	13	10	16		
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3&4					
Level 4, Level 5 before '06					
Number of students tested	3	2	1		
3. (specify subgroup): Special Education					
Levels 3&4					
Level 4, Level 5 before '06					
Number of students tested	8	4	6		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The 4th grade was not tested before spring of 2006.

Subject: Reading
Edition/Publication Year: yearly revision

Grade: 4 Test: MCA
Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4	71	87	85	0	0
Level 4, or 5 '06 & earlier	38	53	27	0	0
Number of students tested	21	15	26	0	0
Percent of total students tested	96	100	100	0	0
Number of students alternatively assessed	1	0	1		
Percent of students alternatively assessed	5	0	4		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4	67	80	88		
Level 4, or 5 '06 & earlier	25	30	25		
Number of students tested	12	10	16		
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3&4					
Level 4, or 5 '06 & earlier					
Number of students tested	3	2	1		
3. (specify subgroup): Special Education					
Levels 3&4					
Level 4, or 5 '06 & earlier					
Number of students tested	8	4	6		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

We did not test 4th or 6th grade until spring of 2006

Subject: Mathematics
Edition/Publication Year: revised yearly

Grade: 5 Test: MCA
Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4, 3-5 before '06	61	73	43	81	79
Level 4, Level 5 before '06	17	27	13	14	16
Number of students tested	18	22	23	21	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	2
Percent of students alternatively assessed	0	9	0	0	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4, 3-5 before '06	58	46	35		
Level 4, Level 5 before '06	0	9	12		
Number of students tested	12	11	17		15
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3&4, 3-5 before '06					
Level 4, Level 5 before '06					
Number of students tested	2	1	4		1
3. (specify subgroup): Special Education					
Levels 3&4, 3-5 before '06					
Level 4, Level 5 before '06					
Number of students tested	5	7	9		6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Incomplete subgroup data from 2005 and 2004 (could not locate)

Subject: Reading

Grade: 5

Test: MCA

Edition/Publication Year: revised yearly

Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4, 3&5 before '06	50	87	91	90	100
Level 4, Level 5 before '06	11	39	27	30	33
Number of students tested	18	23	22	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	3
Percent of students alternatively assessed	0	4	5	5	14
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4, 3&5 before '06	33	75	88		
Level 4, Level 5 before '06	0	33	25		
Number of students tested	12	12	16		15
2. Racial/Ethnic Group (specify subgroup): Amercian Indian					
Levels 3&4, 3&5 before '06					
Level 4, Level 5 before '06					
Number of students tested	2	1	4		1
3. (specify subgroup): Special Education					
Levels 3&4, 3&5 before '06					
Level 4, Level 5 before '06					
Number of students tested	6	6	8		5
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Unable to access complete data on subgroups from 2004 and 2005

Subject: Mathematics
Edition/Publication Year: revised yearly

Grade: 6 Test: MCA
Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Level 3&4	87	89	63	0	0
Level 4	44	46	17	0	0
Number of students tested	39	28	30	0	0
Percent of total students tested	98	100	100	0	0
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3&4	82	84	57		
Level 4	41	37	13		
Number of students tested	22	19	23		
2. Racial/Ethnic Group (specify subgroup): American Indian					
Level 3&4					
Level 4					
Number of students tested	4	5	8		
3. (specify subgroup): Special Education					
Level 3&4	69	70	39		
Level 4	15	10	8		
Number of students tested	13	10	13		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Tests were not given before spring of 2006 in 6th grade.

Subject: Reading

Grade: 6 Test: MCA

Edition/Publication Year: revised yearly

Publisher: MDE (Pearson)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Levels 3&4, 3-5 before '06	85	94	76	0	0
Level 4, 5 before '06	63	61	33	0	0
Number of students tested	40	28	30	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Levels 3&4, 3-5 before '06	74	95	74		
Level 4, 5 before '06	49	58	26		
Number of students tested	23	19	23		
2. Racial/Ethnic Group (specify subgroup): American Indian					
Levels 3&4, 3-5 before '06					
Level 4, 5 before '06					
Number of students tested	5	5	8		
3. (specify subgroup): Special Education					
Levels 3&4, 3-5 before '06	54	90	69		
Level 4, 5 before '06	31	50	15		
Number of students tested	12	10	13		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

the 6th grade was not tested before 2006.