

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Kristen Smith Olson

Official School Name: Parkview Center School

School Mailing Address:  
701 W County Road B  
Roseville, MN 55113-4526

County: Ramsey    State School Code Number\*: 073-01

Telephone: (651) 487-4360    Fax: (651) 487-4379

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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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. John Thein

District Name: Roseville #623    Tel: (651) 635-1600

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Lisa Edstrom

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 7        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
| 0        | K-12 schools                      |
| <b>9</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 11858

**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. 1 Number of years the principal has been in her/his position 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	0	0	6	51	34	85
K	44	40	84	7	50	36	86
1	40	37	77	8	43	34	77
2	43	36	79	9	0	0	0
3	43	35	78	10	0	0	0
4	42	37	79	11	0	0	0
5	41	44	85	12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							730

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
9 % Asian  
4 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
81 % White  
0 % 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: 14 %

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.	64
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)].	102
(4)	Total number of students in the school as of October 1.	726
(5)	Total transferred students in row (3) divided by total students in row (4).	0.140
(6)	Amount in row (5) multiplied by 100.	14.050

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 33

Number of languages represented: 10

Specify languages:

Chinese, East Indian, Hindi, Hmong, Korean, Spanish, Vietnamese, Burmese, Bulgarian, and Swahili

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 88

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: 11 %

Total Number of Students Served: 81

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>18</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>26</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>3</u>
Special resource teachers/specialists	<u>13</u>	<u>13</u>
Paraprofessionals	<u>15</u>	<u>6</u>
Support staff	<u>13</u>	<u>3</u>
Total number	<u>70</u>	<u>25</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 25 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	93%	94%	93%	94%	94%
Teacher turnover rate	2%	4%	6%	15%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher attendance rates are due to illness, maternity leave and personal leave.

The teacher turnover rates in 2005-2006 were due to retirements, family leaves, medical leave, voluntary transfer to High School, and moving out of the area.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Parkview Center School started in 1989 when a group of dedicated Roseville Area School district educators created an alternative or “choice” elementary school. This K-4 program was so successful that by 1995 the addition of grades 5-8 was complete. Currently Parkview Center School enrolls 730+ students in grades K-8. We are proud of our proficiency rates of all students at Parkview as measured by the Minnesota Comprehensive Assessments II. Our proficiency rates are:

	Math	Reading
2006	81.74%	85.10%
2007	83.91%	84.51%
2008	85.02%	84.63%
2009	85.26%	86.92%

The mission of Parkview Center School is: Parkview Center School is a Roseville K-8 school of choice valuing innovation, high achievement, and cultural competency. We are committed to ensuring an equitable and respectful experience for every student, family, and staff member regardless of: gender, home or first language, ability, race, age, socioeconomic status, religion, sexual orientation, national origin.

Our vision encompasses our strengths and what makes us a unique and successful school worthy of Blue Ribbon Status. Our vision states:

As members of the PCS community, our students will know academic skills – “reading, writing, and arithmetic”, how to analyze and evaluate information and opinions, how to be critical thinkers, how to be informed and engaged citizens in a global society.

As members of the PCS community, our students will develop social, emotional, physical, and intercultural skills to influence positive change in their world through communicating clearly and precisely in a respectful manner, solving real world problems, developing a strong work ethic, advocating for equity, balancing freedom and responsible behavior, listening with understanding and empathy and utilizing technology responsibly and effectively.

As members of the PCS community, our students will be appreciative of humor, confident, compassionate, curious, cooperative, creative, flexible, hopeful, involved, resilient, respectful, and responsible.

As an innovative school pursuing high achievement, PCS is committed to: piloting new ideas using current research and data to achieve the highest academic standards; continued high functioning professional learning communities to improve student achievement; implementing multiple instructional strategies to meet the needs of our diverse learners; connecting students within classrooms, across grade levels and throughout the school to further develop a supportive learning community; developing meaningful student/teacher relationships to maximize student potential; implementing a K-6 exploratory Spanish language and culture program and a grade 7-8 Spanish language program.

As citizens of the world, the Parkview community will: welcome all families within our diverse community and beyond our district boundaries; respect the voices of students, staff and parents; nurture parent involvement in their children's educational experience; encourage student involvement in the community and community involvement in our school; embrace the AESOP program; engage in multicultural arts programs.

As a school of choice, PCS is committed to: welcoming families within and beyond our district boundaries; supporting a K-8 school; challenging ourselves to achieve the highest academic standards; nurturing parent and community involvement; listening to and respecting all voices in our community (staff, parents, students).

As a school with global education at its heart, PCS is committed to: affirming and practicing diversity, encouraging earth friendly endeavors, service to our community, responsibility to others, ourselves and places, and promoting peace in our world, infusing an experiential, multicultural arts program school wide; sustaining a strong Spanish program, beginning in kindergarten.

We value our families and community because they add a tremendous value to the overall Parkview school program. Volunteers provide support for classroom learning, for special events, and field trips, and for various projects at all levels.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Parkview Center School participates in the state of Minnesota assessment system. The state assessment is called the Minnesota Comprehensive Assessments Series II (MCA-II). A student’s performance on a Minnesota Comprehensive Assessment – Series II (MCA- II) falls into one of four achievement levels – Does Not Meet Standards, Partially Meets Standards, Meets Standards and Exceeds Standards. For accountability purposes, students who are in the Meets Standards and Exceeds Standards are considered “proficient” and each contributes one index point in the calculation of Adequate Yearly Progress (AYP) for their school and district. Students who are in the Partially Meets Standards achievement level contribute a half index point. For more information on Achievement Levels, see MCA-II Reports for Schools and Parents at:

[http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/index.html).

It is important to note that the Minnesota Assessment changed from MCA to the MCA II in 2005 and the results of the MCS are not included. The rigor of the test dramatically increased at this change. Additionally, the scores below reflect grades 3-8, rather than the typical grades 3-6 elementary configuration.

Parkview Center School has not had significant gains or losses in reading over the last five years in terms of overall proficiency in reading. PCS consistently has the highest proficiency of any school in the district for reading and routinely outperforms the state by around +15%. While the district has had a slow decline, Parkview Center School’s proficiency has remained steadily high.

The results in reading are almost entirely positive among grade level and subgroup test scores in reading.

Free and Reduced Population (FRP) – Parkview Center School FRP population does better than FRP district and statewide; non-FRP population does better than non-FRP district and statewide.

Limited English Proficiency (LEP) – Parkview Center School LEP also does better than LEP district and statewide; non-LEP does better than non-LEP district and statewide.

Racial subgroups – All racial subgroups compare positively to district and statewide, however Parkview Center School is measurably less successful with black students than with other racial subgroups.

Gender – both genders compare positively in district and statewide comparisons; there is no gender gap in reading at Parkview Center School.

Special Education (SPED) – Parkview Center School SPED population does better than SPED district and statewide; non-SPED population does better than non-SPED district and statewide.

Parkview Center School had a gain of 2.6% from 2006-2009 in Math and it could be summarized in the adoption of new mathematics materials (implemented in 2006, first results in 2007). There was specific professional development around mathematics standards that occurred in 2006-2008 with all the grades 1-6 teams to aid in the new curriculum implementation.

Group	2006	2007	2008	2009
	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)

Parkview Center School	81.74	82.21	85.02	84.34
District 623	65.99	64.46	63.92	65.34
Minnesota	58.05	58.59	60.36	62.29

The disparities in math are almost entirely positive among grade level and subgroup test scores in math.

Free and Reduced Population (FRP) –Parkview Center School FRP population does better than FRP district and statewide; non-FRP population does better than non-FRP district and statewide.

Limited English Proficiency (LEP) –Parkview Center School LEP also does better than LEP district and statewide; non-LEP does better than non-LEP district and statewide.

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Gender – Both genders compare positively to district and statewide; there is no gender gap in math at Parkview Center School.

## 2. Using Assessment Results:

The use of assessment data to improve student and school performance is an on-going process at Parkview Center School. Assessment results are crucial in the continuous improvement for all students. In collaborative teams, we disaggregate, analyze, and discuss data from formative and summative assessments to look for areas of improvement in teaching and learning. After areas of improvement have been identified, staff members write goals for instruction and for student learning.

Parkview Center School teachers use on-going formative assessments as part of the instructional process. Such assessments include: curriculum based measures, observations, small group instruction, guided reading, quizzes, guided math, student interviews, and surveys and are incorporated into the classroom to provide information. The information gathered is key to adjusting and differentiating our teaching strategies and interventions to fit the individual needs of students. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

We also use summative assessments to gauge what students know and what they don't know. Such assessments include: The Minnesota Comprehensive Assessment-Series II (MCA-II), a summative assessment in math and reading skills, administered in the spring to students in grades three through eight; the Northwest Evaluation Association's Measures of Academic Progress (NWEA-MAP) testing math, reading, and language usage, given to students in grades two through eight up to four times a year; district benchmark assessments, unit or chapter tests, and end of trimester tests. These types of assessments are used to evaluate the effectiveness of programs, school improvement goals, curriculum alignment and student placement in certain programs. While summative assessments help us with aspects of the learning process, they happen too infrequently to give classroom level information to adjust instruction and intervention during the learning process.

## 3. Communicating Assessment Results:

Parkview Center School uses multiple measures to assess student learning and performance. The results of assessments are communicated in many ways. The state assessment called the Minnesota Comprehensive Assessments Series II (MCA-II) is communicated to students, families and the community on the MN Department of Education website <http://education.state.mn.us/mde/index.html>, and in local newspapers. Student performance on the MCA-II is also communicated to our stakeholders at a district level through the website <http://www.isd623.org/> and district newspaper called the *623 Today* as well as a building level

website <http://www.isd623.org/pcs/> and building newsletter called the *PCSUpdate* and PTSA meetings. Individual results are also sent home to each family.

Parkview also uses NWEA Measures of Academic Progress (MAP). MAP assessments are state-aligned computerized adaptive assessments that provide useful data and information about student achievement and growth. These test results can be used to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

MAP scores are communicated with students, families, and community at a district level through the *623 Today* and televised School Board Meetings. At a building level it is communicated at conferences and individually with students in written reports.

Curriculum based measurements (CBM) are also used to communicate student achievement and growth. CBM results are communicated through: parent-teacher conferences, report cards, mid-term reports, weekly/bi-weekly/monthly newsletters, meetings, IEP meetings, e-mails, phone calls, and communication Folders. Assessment results are shared with families to show students' progress towards meeting the Minnesota Academic Standards and Roseville Area Schools' outcomes. Teachers at Parkview understand that it is beneficial for students to be involved in their own learning. To that effect, teachers provide feedback to students with the goal of enhancing student learning. Such feedback is given through one-on-one conferences, written and oral comments, and the use of rubrics and portfolios.

Another method of communication is The Annual Report on Curriculum, Instruction, and Student Achievement and it is published in *623 Today*, a newsletter about Roseville Schools; the information is also available on the school district's website at [www.isd623.org](http://www.isd623.org).

#### 4. **Sharing Success:**

Parkview Center School shares successes with other schools within the district through our district committees and grade level meetings. 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. Analyzing data has become a strategic tool to strive toward improvement in all the schools in Roseville Area Schools. High 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 other schools and districts.

Our school also shares successes with schools outside of our district through partnerships. Our district and St. Paul Public Schools are able to partner through the East Metro Integration District which supports voluntary integration among ten urban and suburban public schools in the East Metro Twin Cities area in Minnesota.

A rich part of the culture of this Parkview Center School is that it makes a point of celebrating success. This is captured in activities such as AESOP Welcome, Kids Create, Fairy Tale Ball, Chinese New Year, reading wagons, poetry readings, Class Plays, History Day Projects, End-of-the-Year AESOP Celebration, End-of-the-year Teacher Celebration. Student achievements are also celebrated through recognition of participants in Future Problem solvers, Math Masters, Knowledge Bowl, Jr. Math League, and Destination Imagination. We also recognize our students achievements in the many different sporting opportunities at an elementary and secondary level. This recognition nurtures positive energy throughout the school.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Parkview Center School's curriculum is student-centered, holistic, authentic, collaborative, constructivist, and challenging. The curriculum is based on Minnesota Academic Standards, Roseville Areas Schools' Outcomes, and best practice. Teachers continually assess and monitor instruction to meet individual needs. Grade level teams with supporting specialists meet in Professional Learning Communities to identify specific needs of students and plan appropriate strategies.

**Literacy:** The core curriculum for K-6 is *Literacy Place*. Other supplemental materials include: RAZ kids (interactive e-books), Read Naturally, Metra Reading, and Literature based instruction. We use balanced literacy which includes: Reading aloud; Shared reading; Small group guided reading; Independent practice. Grades 7-8 use a literature-based approach, relying on a large collection of authentic texts. Our K-8 teachers are trained and employ the 6+1 Traits of Writing for instruction and assessment which are embedded in each grade level.

**Mathematics:** Core curriculum is *Everyday Mathematics for K-6*. Instruction is differentiated. Strategies include: hands on, large group, small group, and individualized instruction. The 7-8 curriculum includes: Math 7, Math 8, Algebra 1 (high school Algebra 1 equivalent), and Geometry (for high school credit). Instruction is differentiated and includes: interactive technology lessons, large group, small groups, and team work.

**Social Studies:** K-6 outcomes are essential questions and enduring understandings developed with the framework Wiggins and McTighe's *Understanding by Design*. Instruction is differentiated. Strategies include: hands on, large group, small group, and individualized instruction. In grades 7-8, Geography and World History are offered and taught through interactive technology lessons, large group, small groups, and team work.

**Science:** Core curriculum for K-6 is FOSS science program. Life, earth, and physical science concepts are studied at each grade level, using hands-on materials. In grades 7-8, Life Science and Earth Science are offered.

**Music:** Grades 1 - 8 work with a music specialist for large and small group singing, movement/rhythm, composing, listening and playing classroom instruments. Music classes are used to teach musicianship and basic music reading skills. 7/8 grade have a combined choir as well.

**Band:** Our Band program core curriculum is Essential Elements 2000 Book 1 & 2, Yamaha Advantage Book 2 and Strictly Technic. Includes 5<sup>th</sup> grade and 6<sup>th</sup> grade Band, combined 7/8 Band, and Jazz Band. Instruction is delivered in large group rehearsals and small group lessons.

**Orchestra:** The instruction and curriculum is based on the state and national music standards. Students begin violin in 4<sup>th</sup> grade and other instruments in 5<sup>th</sup> grade. In grades 4-8 instruction is delivered in large group and small group lessons.

**Art:** Art history, art criticism, art making, and aesthetic skills are integrated into the K-5 curriculum. Grades 6-8 art is an elective course. Students create original work, learn strategies to understand how to visually interpret space, high-level thinking strategies and divergent approaches to understanding and evaluating aesthetics.

**Physical Education/Health:** A wide variety of activities for children in grades kindergarten through eighth grade are used. Physical education curriculum develops knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values which may help them to participate in a wide range of physical activities and specialized sports skills.

**Spanish:** K-6 has a focus on culture and language. Foundational Spanish vocabulary and phrases are taught through visual cue cards, stories, songs, games, TPR (Total Physical Response), TPRS (Teaching Spanish through Reading and Speaking), technology, and large and small group activities. 7-8 grade topics include: introduction of the Spanish world, descriptions of self and friendships, school experiences, sports and leisure, food, family and clothing. Instruction is differentiated and includes hands on, cooperative groups, songs, dances, skits, dialogs, research, listening and reading comprehension, cultural literacy and writing. 73% of 7<sup>th</sup> graders participate in Spanish. 83% of 8th graders participate in Spanish.

**Media and Technology:** Skills needed by today's students are integrated into content areas in an authentic manner.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Parkview Center School's Reading and Language Arts curriculum is based on Roseville Area Schools outcomes, assessment, and best practices. *Literacy Place*, a K-6 reading and language arts program by Scholastic is the most common curriculum used. The program focuses instruction on four key points:

- Teach decoding without sacrificing meaning
- Build strong vocabulary and comprehension strategies
- Model writing through reading
- Assess and evaluate to inform instruction and monitor process

Although there are many supplemental materials that teachers employ like RAZ kids (interactive e-books), Read Naturally, Metra Reading, and Literature based instruction, our teachers are also trained to employ the 6+1 Traits of Writing for instruction and assessment which are embedded in each grade level.

The district's Reading and Writing Outcomes are truly the core of our Literacy program and are based on the Minnesota State Standards. Specifically, the Reading Outcomes define what students should know and be able to do: demonstrate fluent oral and silent reading; use various strategies for word identification; demonstrate comprehension of text through oral, written, and other creative expression; express thoughts about text; make connections, both written and oral; apply vocabulary knowledge in discussion and meaningful writing; read non fiction text to locate and use pertinent information; sustain daily silent reading; read for a variety of purposes within different genres; read independently at home and at school. Our approach is balanced literacy which includes: reading aloud to children; shared reading - whole class, small group and individual; guided reading - small group; Independent practice.

In order to measure and monitor progress toward our intended outcomes we use a variety of assessment tools and techniques. Our teachers use informal assessment strategies such as observing, running records, conferring with students, and developing and using rubrics to examine student work. We use common Individual reading Inventory, the *Fountas and Pinnell Benchmark Assessment System*, which gives us important information about our students' reading processes and needs.

## 2b. (Secondary Schools) English:

(This question is for secondary schools only)

Parkview Center School uses a literature-based approach to teach reading, relying on a large collection of authentic texts. Rather than locking students into a prescribed approach to reading, the school's staff flexibly groups students in ways that match instruction to the needs of the individual reader. This is particularly important given the school has a significantly large proportion of students who read well above grade level. Teachers understand that instruction should meet students at their level and should adapt around students' rates of growth.

Writing instruction draws heavily from the Six Traits model while also leading students to understand process writing. Students write for a variety of purposes, and teachers pay close attention to students' interests and academic choice when planning writing instruction.

The school is working within district direction around a systemic approach to reading support and intervention (Tier two, small group and tier three, individual) for students who read below grade level. A good deal of attention is being paid to core classroom instruction (Tier one), with the intention of limiting referrals for special education testing. Overall high proficiency levels suggest that the core program is successful in helping most students succeed. In cases where students are not making expected progress, the school is working to intervene more quickly with an immediate "extra scoop" of instruction, with more intense instruction, and/or with instruction being led by teachers with specialized reading credentials.

## 3. Additional Curriculum Area:

Mathematics is a curriculum area that relates to essential skills and knowledge based on our mission. The purpose of K-12 Mathematics in Roseville Area Schools is to provide a challenging mathematics program that offers each student the opportunity to learn mathematical concepts and procedures with understanding and competence. This understanding will result in lifelong learners who value mathematics, demonstrate confidence and flexibility in their abilities to identify, analyze and solve problems, and can communicate and reason mathematically. Our students will be able to understand, compute, apply, reason and engage in math. *Everyday Mathematics* our core curriculum, implemented in 2006, is a comprehensive Pre-K through 6th grade mathematics curriculum.

The Parkview Center School mission includes innovation, high achievement and cultural competency and is found in the *Everyday Mathematics* curriculum through its focus on real life problem solving, whole group and self directed learning, school-family cooperation and technology. Additionally, we gained proficiency in math (81.74% in 2006 to 84.24% in 2009) on the MCA II (a state summative assessment in math, administered in the spring to students in grades three through eight) and this increased rate of proficiency corresponds with the adoption of *Everyday Mathematics*.

In our efforts to pursue high achievement at our middle level (grades 6-8), we offer accelerated options. In sixth grade there is an accelerated version of the *Everyday Mathematics* core mathematics curriculum for K-6. 33% of 6<sup>th</sup> graders are in the accelerated class. In 7<sup>th</sup> grade there are three options for math: Pre Algebra, Algebra, and Intermediate Algebra (Accelerated and for High School Credit). 24% of 7<sup>th</sup> graders are in an advanced class. In 8<sup>th</sup> grade there are also three options: Algebra, Intermediate Algebra (Accelerated and for High School Credit), and Geometry (Double Accelerated and for High School Credit). 63% of 8<sup>th</sup> graders are in an advanced class.

## 4. Instructional Methods:

Parkview Center School strives to use a variety of instructional methods that meet our students' needs. In order to help our students be successful learners, we must get to know each child and how they learn.

Instructional practices include: computer assisted instruction, vocabulary strategies, hands-on, manipulatives, guided reading and writing, mini-lessons, cooperative learning, direct instruction, small group instruction, one-on-one instruction, pair-share, inquiry based activities, student directed learning activities, multi-age instruction and professional collaboration. One-on-one student/teacher conferencing also helps staff individualize instruction. Using the Multiple Intelligence approach to create lessons, we strive to take into account the varying learning styles of our students. In the content areas, teachers use flexible groups, the hallmark of differentiation, to assist students to learn from each other while learning about the content at hand.

The heart of instructional practices at Parkview Center School is differentiated instruction which is emphasized in our Roseville Area Schools. We focus on the three key elements readiness, interest, and learning profile so teachers can easily differentiate four classroom elements: content, process, product and learning environment. Differentiated instruction strives to help teachers challenge students at their level, including both depth and complexity, and moving them to the next level. Examples used at Parkview Center School:

### **Low Prep Differentiation**

Choices of books

Varied journal prompts

Work alone/together

Homework options

Flexible seating

Design a day

Open-ended activities

Jigsaw

Explorations by interest

Multiple levels of questions

### **High Prep Differentiation**

Tiered activities, assignments and labs

Independent studies

Alternative assessments

Compacting curriculum

Personal agendas

Group investigation

Interest groups

Flexible group formats

Simulations

Socratic Seminar

Rubrics that include Above and beyond specifications

Ultimately, our goal for varied instruction approaches taken at Parkview Center School is to meet the diverse needs of all our students to ensure quality teaching and learning.

## **5. Professional Development:**

Professional Development at Parkview Center School is directly related to the building academic and equity goals which are linked to the Roseville Area Schools Goals.

Academic goal: Parkview students will maintain Level 5 Vision with greater than 85% of all students meet/exceed expected proficiency on the 2010-2011 MCA II Reading Test, and will increase proficiency from 86.92% in 2008-2009 to 88.0% in 2010-2011. In addition, to reduce the PCS achievement gap, PCS will move from a Level 02 High Concern with a 20-24% difference across all grade level subgroups to a Level 03 Baseline with a 14-19% difference across all grade level subgroups from the overall proficiency on the 2010-2011 MCA II Reading Test.

Equity Goal: Through family and student surveys, by the end of the 2009-2010 school year, Parkview Center School will be at a Level 5 Vision with greater than 90% of our families with students of color reporting experiencing/perceiving welcoming, safety, and belonging.

Staff development initiatives are aligned with the building goals that are aligned with state standards and district outcomes. Action steps are then determined and implemented. One example of specific staff development that supports student learning is Professional Learning Communities. Data driven decision making through a compilation of Minnesota Comprehensive Assessments II (MCA II), NWEA MAP, and curriculum based and benchmark assessment data viewed by grade level PLC's. The data is specific to individual student scores on MCA II (grades 4-8), NWEA Map (grades 2-3), and curriculum based and benchmark assessment (grades K-1); is sorted into five categories: intervene, high concern, baseline, progressing, and vision. Students at intervene, high concern (below grade level) and vision (significantly above grade level) are focused on for tier 1 and tier 2 interventions. Data driven interventions are determined by grade level PLC's and are implemented for 12-15 weeks at which time the intervention is evaluated as successful, further information is needed, or alternate intervention is needed.

## **6. School Leadership:**

The leadership structure can be described as participative or democratic. Building leadership encourages decision making from different perspectives. This is done through leadership being emphasized throughout the school by all the stakeholders. This facilitates motivation and involves staff as well as enables contribution of quality and quantity ideas to be shared. The instructional leadership component of the school has high expectations of students and teachers, an emphasis on instruction, provision of professional development, and use of data to evaluate students' progress among others. This is a significant factor in facilitating, improving, and promoting the academic progress of students. The leadership structure also includes listening effectively,

validating the accuracy of information, speaking frankly, being positive, keeping current, taking risks and encouraging others to do so, establishing a vision, and inspiring confidence in our school.

One example of how the leadership ensures focus on improving student achievement is with the first and second grade team of teachers. A summer technology purchase of interactive boards was a great step forward, but training was lacking. The team provided information regarding student achievement and the use of the interactive boards and requested training. The training was approved and the team successfully implements the technology in their classroom.

Another example is the implementation of an adjusted Student Assistance Team (SAT) process. The role of SAT is to ensure that students are provided the opportunity to succeed in the general education environment. The adjustment for the staff as guided by my leadership was to move from a pre referral model with little collaboration and interventions to a highly collaborative model using vertical teams to intervene and modify instruction or classroom management with tier one (whole group) tier two (small group) and tier three (individual) interventions. Adjustments have been made to the process. Midway through the year staff was struggling with the adjusted methodology. As a result, feedback from staff was gathered during a meeting. Solutions were given and further adjustments were made. Solutions included time, leadership, and budgetary ramifications.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MCA II

Edition/Publication Year: 2005

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	88	87	84	
% Advanced	45	45	37	43	
Number of students tested	76	78	78	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced				50	
% Advanced				20	
Number of students tested				10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 3 Test: MCA II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	90	91	87	
% Advanced	74	56	70	60	
Number of students tested	76	78	82	68	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced				60	
% Advanced				40	
Number of students tested				10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 4 Test: MCA II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	86	75	82	
% Advanced	63	60	42	62	
Number of students tested	86	80	77	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		90		80	
% Advanced		20		40	
Number of students tested		10		15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	64				
% Advanced	18				
Number of students tested	11				
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 4                      Test: MCA II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	86	75	82	
% Advanced	63	60	42	62	
Number of students tested	86	80	77	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		70	30	73	
% Advanced		30	10	40	
Number of students tested		10	10	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	82		60		
% Advanced	46		30		
Number of students tested	11		10		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 5 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	80	80	86	
% Advanced	45	49	49	52	
Number of students tested	80	81	84	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		64	60	54	
% Advanced		9	20	38	
Number of students tested		11	10	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		40			
% Advanced		30			
Number of students tested		10			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 5 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	85	86	90	
% Advanced	35	49	51	55	
Number of students tested	80	81	84	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		55	70	62	
% Advanced		9	50	31	
Number of students tested		11	10	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		40			
% Advanced		30			
Number of students tested		10			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 6 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	80	85	90	80	
% Advanced	46	34	52	46	
Number of students tested	85	88	77	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	0	0	
Percent of students alternatively assessed	4	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	55	60		63	
% Advanced	27	6		27	
Number of students tested	11	15		11	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	40			70	
% Advanced	30			30	
Number of students tested	10			10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 6 Test: MCA II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	81	88	78	
% Advanced	46	53	60	58	
Number of students tested	85	88	80	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	0	0	
Percent of students alternatively assessed	4	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	55	40		91	
% Advanced	27	20		36	
Number of students tested	11	15		11	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	30			60	
% Advanced	30			20	
Number of students tested	10			10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 7 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	83	76	92	
% Advanced	65	58	57	68	
Number of students tested	81	77	74	85	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	60	67	69	
% Advanced	62	30	33	23	
Number of students tested	13	10	12	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				100	
% Advanced				60	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 7 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	83	76	92	
% Advanced	65	58	57	68	
Number of students tested	81	77	74	85	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	60	67	69	
% Advanced	62	30	33	23	
Number of students tested	13	10	12	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				100	
% Advanced				60	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 8 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	84	85	86	78	
% Advanced	66	58	50	55	
Number of students tested	74	71	78	73	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	58	75	67	47	
% Advanced	33	25	17	20	
Number of students tested	12	12	12	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				53	
% Advanced				24	
Number of students tested				17	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 8 Test: MCA-II  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	84	83	90	81	
% Advanced	68	63	75	67	
Number of students tested	74	71	81	73	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	83	77	60	
% Advanced	33	42	46	27	
Number of students tested	12	12	13	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				59	
% Advanced				41	
Number of students tested				17	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. In the 2005-2006 school year, the tests were aligned to revised academic standards and renamed the MCA-series II or MCA-II. Given the two versions of the MCA test different sets of standards, student performance between the two MCA versions is not directly comparable. Therefore the 2004-2005 data is not included.