U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mrs. Jean Vogel

Official School Name: Atheneum Elementary School

School Mailing Address: 5899 Babcock Trail E
Inver Grove Heights, MN 55077-3232

County: Dakota State School Code Number: 0199-574

Telephone: (651) 306-7301 E-mail: vogelj@invergrove.k12.mn.us

Fax: (651) 306-7321 Web URL: http://www.invergrove.k12.mn.us/atheneum.html

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. Deirdre Wells Superintendent e-mail: wellsd@invergrove.k12.mn.us

District Name: Inver Grove Heights Schools District Phone: (651) 306-7800

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: Mr. Mickey Difronzo

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

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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district: 4 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   6 Total schools in district
2. District per-pupil expenditure: 11346

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	14	15	29		9	0	0	0
3	17	11	28		10	0	0	0
4	21	13	34		11	0	0	0
5	20	9	29		12	0	0	0
					Total in Applying School:			120

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
11	% Asian
0	% Black or African American
0	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
84	% White
4	% 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 2009-2010 school year: 6%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	5
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2009	120
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

   Total number of students who qualify: 3

   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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

    Total number of students served: 5

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

1	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
1	Emotional Disturbance	2	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	4	0
Special resource teachers/specialists	0	3
Paraprofessionals	0	0
Support staff	0	3
Total number	4	7

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: 29:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	93%	93%	91%	93%	93%
Teacher turnover rate	20%	0%	20%	0%	33%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance is negatively affected by workshops and conferences for teachers working with gifted and talented. Each teacher was absent from the classroom from 3 to 7 days annually for workshops.

Because of the small school population when one teacher moves to another building or retires, the teacher turnover rate is very high. In each case above, the high turnover rate was from ONE teacher changing postitions or retiring.

As this school is made up of grades 2-5 only, no high school graduation rate is available.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

11MN2

Atheneum Gifted Magnet School opened its doors to students in September 2002. The goal of the program was to identify students who were at risk for underachievement unless acceleration options were in place. These were students with high ability measures significantly beyond their peers. When left in their age appropriate grade level many of these students were underachievers and/or had behavior problems. At best they were students who were willing to comply but whose love for learning was greatly dwindling; their intellectual diversity needing to be addressed differently.

Atheneum, as defined by the World English Dictionary, is an institution for the promotion of learning. It is a place where students of similar age and readiness level can come together for an accelerated program that keeps them challenged and growing at a level that is suitable for their unique and diverse needs.

Atheneum began as two classrooms with approximately 50 third-, fourth-, and fifth-grade students. Since that time, Atheneum has steadily grown to a program that serves 120 students. The expansion of Atheneum has included the addition of second-grade, allowed for open-enrollment of students from over 12 surrounding districts, and supported the inclusion of twice exceptional students into the program.

We believe that Atheneum has had a special impact on gifted education in the state of Minnesota. Over the years we have been honored to share our journey with others in an attempt to improve educational experiences for academically gifted students throughout the state. In 2007 the National Association for Gifted Children (NAGC) highlighted Atheneum at their annual conference. Atheneum staff members have been chosen as frequent presenters for both state and national conventions. It has been a great compliment to watch several districts adopt our gifted magnet model in their own districts resulting in numerous gifted magnets popping up across the state of Minnesota!

Three years ago, Atheneum became part of a small consortium of area gifted magnet programs that were awarded a Jacob K. Javits Gifted and Talented Students Education Program Grant. The Javits program supports initiatives to develop and scale up models serving students who are underrepresented in gifted and talented programs. Historically our twice exceptional (2e) students have had difficulty qualifying for special education services as well as gifted education services, thereby missing out on valuable services that address both ends of their diverse learning needs. Accepting this research grant came with great honor and has allowed our educational staff, students, and families a wonderful opportunity to learn more about 2e students as well as how to best meet their unique needs.

In 2009, two Atheneum teachers were recognized as Minnesota state outstanding teachers of the year from the Whitney and Elizabeth MacMillan (WEM) Foundation. Kathy Gerber received an award in ethics while Kim Westra received academic coach of the year. Having two teachers from one school receive this award remains an unprecedented occurrence.

The mission of Atheneum is

• to develop students' pride in and understanding of their unique gifts
Helping students understand what it means to be gifted is an ongoing aspect of Atheneum. Students explore a variety of social and emotional issues that are associated with giftedness. By helping students understand who they are as learners, they are empowered to use their own strengths in combination with the strengths of others to create new ideas, perform complex tasks, and produce valued products.

• to provide a rigorous and challenging curriculum
Atheneum's instructional system ensures a daily delivery of challenging differentiated curriculum in all academic core areas. A variety of resources, many of which have won awards and/or have been created specifically to challenge the gifted learner, provide a well-rounded and rigorous academic experience.

Using district-adopted curriculum and state standards as our point of departure we follow a continuous progress model in which students are allowed to continue their learning, often two or more years beyond their grade level standards.

• to foster critical thinking, problem solving, and creativity
Using a variety of programs such as *ExploraVision*, *Destination Imagination*, *First Lego League*, *Young Inventor's Fair* and *Future Problem Solvers* along with on-going lessons on critical and creative thinking skills, students strengthen their abilities as critical and creative problem solvers.

• to provide an environment that celebrates curiosity, self-direction, and a love of learning
Atheneum is a program designed with a focus on teaching kids "how" to think rather than "what" to think thereby providing a springboard for life-long inquiry. Tapping into the individual interests of students helps serve as a great motivator while providing free choice options elicit self-direction and greater learner responsibility.

• to encourage students to be productive citizens through the use of their gifts
A common message shared is that we are not "better" because we are gifted. However, our gifts allow us an opportunity to make "better" the place in which we live! Atheneum students participate in many charitable activities: *Pennies for Patients*, *Feed my Starving Children*, *H2O for LIFE*, *Jump Rope for Heart*, carbon footprint reduction campaign, disease research funding, and more!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The five-year performance trends for Atheneum have been very high with 93-100% of our students meeting proficiency standards over all grade levels in both reading and math. The Minnesota state assessments results can be found at http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/index.html.

It is important to note that while 93-100% of the students reached proficiency each year, 98% of those students showed medium to high growth in math and 89% showed medium to high growth in reading from spring 2009 scores to spring 2010 scores. This continuous growth is important to note with students who are already achieving at the highest levels. These Atheneum growth results can be found at http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=574&DISTRICT_NUM=0199&DISTRICT_TYPE=01.

Students who meet the **fifth-grade** Minnesota standards of **mathematics** can demonstrate consistently

- **Mathematical reasoning skills** such as solving multi-step mathematical problems by breaking them into simple parts; supporting mathematical results using pictures, numbers, and words
- **Number sense and computation skills** such as comparing and using integers to solve problems when given a number line; identifying decimal place values; translating between equivalent forms of numbers; using estimation to solve problems
- **Pattern and algebraic thinking skills** such as recognizing multi-step representations of problems
- **Data and probability skills** such as using measures associated with data, like mean, median, mode
- **Spatial, geometry, and measurement skills** such as estimating the measurement of angles; determining surface area by counting units on a grid; recalling the sum of angles in triangles; recognizing regular polygons

Students who meet the **fourth-grade** Minnesota standards of **mathematics** can demonstrate consistently

- **Mathematical reasoning skills** such as solving multi-step mathematical problems by breaking them into simple parts; supporting mathematical results using pictures, numbers, and words
- **Number sense and computation skills** such as ordering numbers; solving multi-step problems involving whole numbers; identifying fractions as part of a whole; estimating to solve problems
- **Pattern and algebraic thinking skills** such as identifying the rule for simple patterns; extending complex patterns; identifying the missing number or operation in number sentences; representing verbal situations using simple number sentences
- **Data and probability skills** such as representing data in graphs; representing combinations and/or arrangements of objects to model outcomes; determining simple probability
- **Spatial, geometry, and measurement skills** such as identifying right angles; recognizing two-dimensional shapes; determining the area of rectangles using grids; demonstrating the concept of perimeter; making changes in a variety of ways

Students who meet the **third-grade** Minnesota standards of **mathematics** can demonstrate consistently

- **Mathematical reasoning skills** such as solving multi-step mathematical problems by breaking them into simple parts; supporting mathematical results using pictures, numbers, and words
- **Number sense and computation skills** such as comparing and ordering whole numbers;

modeling basic division facts; communicating and representing equivalent fractions using pictures, numbers, and models; identifying fractions as part of a whole
- **Pattern and algebraic thinking skills** such as extending complex patterns
- **Data and probability skills** such as representing and interpreting data from graphs
- **Spatial, geometry, and measurement skills** such as identifying the result of single flips, slides, or turns; identifying right angles; identifying lines of symmetry; using appropriate measurement benchmarks to solve problems (e.g., 12 inches = 1 foot); telling time to the minute; determining elapsed time; determining change less than $1

Students who meet the **fifth-grade** Minnesota standards of **reading** can demonstrate consistently

- **Vocabulary expansion skills** such as using a variety of context clues and word structure to determine the meanings of words in complex text
- **Comprehension skills** such as summarizing and paraphrasing key ideas in text; inferring main ideas and supporting details in text; generating and answering literal, inferential, and interpretive questions to demonstrate understanding about what is read in complex text; determining cause and effect; drawing conclusions; distinguishing fact from opinion; providing evidence to support conclusions in text; comparing and contrasting information on the same topic from single or multiple sources; identifying author's point of view and purpose; following sequential order of text
- **Literature skills** such as identifying and analyzing literary elements in fiction and nonfiction text, like characterization, plot, and setting and the ways they convey meaning; identifying and determining the meanings of similes and metaphors; responding to literature using ideas and details from the text to support reactions and make literary connections; distinguishing between third-person omniscient and first-person point of view in text

Students who meet the **fourth-grade** Minnesota standards of **reading** can demonstrate consistently

- **Vocabulary expansion skills** such as using a variety of context clues and word structure to determine meanings of words and comprehension of text
- **Comprehension skills** such as summarizing and paraphrasing in fiction and nonfiction text, including main ideas and supporting details; generating and answering literal, inferential, interpretive, and evaluative questions to demonstrate understanding; determining cause and effect; drawing conclusions; distinguishing facts from opinions in complex text; providing evidence to support conclusions; comparing and contrasting information; demonstrating sequential order of events
- **Literature skills** such as identifying and responding to literary elements, like rhyme, characterization, plot, and setting; identifying and determining the meanings of similes and metaphors; responding to literature using ideas and details from the text to support reactions and make literary connections; distinguishing between first-person and third-person point of view in text; identifying author's point of view and purpose

Students who meet the **third-grade** Minnesota standards of **reading** can demonstrate consistently

- **Vocabulary expansion skills** such as using knowledge of prefixes and suffixes; using basic word structures and context clues to determine meanings of complex and unfamiliar words; identifying and correctly using antonyms, synonyms, and homonyms
- **Comprehension skills** such as generalizing information from the text to infer meaning; understanding main ideas in text; identifying relevant details in text; organizing text sequentially; demonstrating the ability to retell, restate, or summarize information in text in writing and through graphic organizers
- **Literature skills** such as connecting text elements of time, place, setting, changes, characters, and plot in a variety of texts to construct meaning; interpreting the meaning of similes and metaphors in a variety of literary texts; using information from the text to compare and contrast; recognizing patterns of sound

2. Using Assessment Results:

Prior to launching Atheneum, Inver Grove Heights Community Schools hired Dr. Karen Rogers and Dr. Jan Hansen from the University of St. Thomas to complete a full evaluation of our gifted programs and services. The results of their evaluation included a recommendation to create a better instructional delivery system for our high ability students. The concept of a full time gifted magnet became a viable option at that time. Further research was done to hone our sights on best practices. We consulted leading experts in the field of gifted education regarding the curriculum, instruction, and assessment tools that were the most suitable and reliable. We hired Dr. Kimberly Chandler, gifted education curriculum director at College of William and Mary, to create specific staff development opportunities for our staff.

After Atheneum's first year in existence we rehired Dr. Jan Hansen to do a follow-up evaluation. She found that 100% of the families in the program were satisfied with their decision to enroll in Atheneum! There were areas for improvement, but it was obvious we were starting with a solid foundation. From this point we created several work groups (communications, identification, secondary programming, etc.) comprised of parents, teachers and administrators and began a year long process of developing improvement plans. A continuous improvement model has supported the growth of our program and maintains our efforts to strive for excellence!

Atheneum has created a very thorough identification process which includes, at the very least, group administered ability and achievement tests, an individually administered IQ test, a parent inventory and teacher input. Teachers in the program have spent time with experts to understand the specifics of our data so that we are able to plan for the individual learner prior to their entrance into the program.

Atheneum teachers use a variety of pre-assessments as well as formative and summative assessments within their classrooms. We also use Northwest Evaluation Association's Measures of Academic Progress (MAP) assessments three times a year. All of this data is used to tailor our instructional decisions for individuals over the course of the school year and from one year to the next.

As a recipient of a Javits Grant, Atheneum's current focus is PROJECT 2EXCEL. This five-year project is designed to change the way we look for, serve, and support learners who are gifted and also have various additional exceptionalities, including attention deficit disorders, autism spectrum disorders, and behavioral and emotional disorders, and learning disabilities. Our research and trainings have begun to reshape the way our classrooms operate and the outcome has become greater 2e student success!

3. Communicating Assessment Results:

There are two parent-teacher-student conferences during the school year in which detailed conversations occur about specific strengths and weaknesses within the MAP assessment learning strands. These strengths and weaknesses are quantified which allows us to target very specific areas thereby increasing an individual child's growth.

The Minneapolis Star Tribune and the St. Paul Pioneer Press publish Minnesota state and district results on the first day they are made public. The state then sends every district their students' individual reports which compare each student to the district average and the state average. These reports are sent by our school district to parents/guardians with a district letter of explanation in September of every year. In October the district publishes an Annual Curriculum, Instruction, and Student Achievement Report which is posted on our district website and also referenced in the district newspaper (199 Reporter). In addition, district assessment results are shared with the school board, in the 199 Reporter, and on our district website which includes a link to the state report card.

Finally, the Annual Curriculum, Instruction, and Student Achievement Report gives a detailed description of the test, a record and analysis of the results, and an explanation of the district's plan to address deficiencies of particular grade levels or subgroups. The district website includes a parent portal which gives parents access to testing and assessment data at any time. Our website also has a link to the

Minnesota state department website which contains parent resources such as frequently asked questions and answers, test preparation suggestions for parents, and a link to Pearson's Perspective for Families for those who desire additional resources to support their child.

4. Sharing Lessons Learned:

A monthly Atheneum tour time was established during our third year in existence and has offered an opportunity for others to see our program in action. Over the years we've had visitors from many school districts across the state of MN! Program brochures, the school district website, and other local publications offer information about the Atheneum program and serve as ongoing communication sources.

In 2007 the National Association for Gifted Children (NAGC) highlighted Atheneum at their annual convention. NAGC convention attendees from around the world spent a half day visiting Atheneum classrooms and learning about the program's conception. In addition, Atheneum staff members have applied for and been accepted as frequent presenters for both state and national conventions. All of these opportunities have allowed us to share information about our gifted magnet model as well as specific curriculum and resources that we have found appropriate for this population.

Erin Boltik, the district coordinator of Atheneum and gifted services, has been a much sought after spokesperson for our program. She has accepted many invitations to travel to other districts and discuss the Atheneum magnet model with their school boards, administrator groups, and educators. She has also presented at the Minnesota Council for Gifted and Talented (MCGT) conference and at many of the MCGT local chapter meetings. These opportunities have been purely voluntary and demonstrate the commitment to the broader community and other's success. Atheneum teachers along with the G.T. Coordinator have also shared their expertise through district-wide committees, district Professional Learning Communities, Vertical Teams and as staff development presenters.

Atheneum was one of four school districts in partnership with the University of St. Thomas to receive a Javits Grant awarded through the U.S. Department of Education. This competitive grant was awarded to support a five-year research project on methods and techniques for identifying and teaching gifted and talented students. Our participation with other area schools allows for ongoing shared discussions around the project and has helped to strengthen each one of our unique programs and the students involved. The four districts have learned together and from one another. In addition, our research findings have been shared at both state and national gifted conventions as well as on the PROJECT 2EXCEL website: http://www.stthomas.edu/project2excel/default.html.

Special Schools for the Gifted Network was recently created by Gifted and Talented Specialist, Wendy Behrens, at the Minnesota Department of Education. These monthly meetings, which were designed as a place for school leadership team members from districts that have special schools for the gifted or are exploring the possibility of creating one, provide opportunities for discussions on a variety of topics. As a member of the advisory committee that helped design this network and through participation in this network, Erin Boltik has been able to share and assist other districts in their journey toward the creation of gifted magnets. Atheneum staff members have also been invited to present examples of the quality curriculum and resources used within their classrooms at an upcoming session.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

ISD 199 district curriculum goes through a review cycle so that it maintains current best practices as well as up-to-date state standards. Current curriculum was selected with priorities on 21st Century Skills (creativity, innovation, critical thinking, problem solving, global communication, collaboration and technology) and Multi-Educational Education. Atheneum utilizes both district curriculum and additional curricular resources. Additional resources complement the district curriculum priorities as well as support the Integrated Curriculum Model (ICM) and allows students continuous progress even beyond grade level standards.

The ICM (Van Tassel Baska, 1987) is a theoretical model of curriculum design for gifted learners emphasizing the integration of advanced content, higher order thinking processes, and connections to overarching themes and issues. The ICM was derived from the key characteristics of gifted students and how curriculum may be designed to best match these characteristics. For example, because gifted students are precocious learners, advanced content within a given subject area provides opportunity for new learning. Because gifted learners have complex thinking capacities, the provision of a curriculum that helps gifted students reason through situations and think critically about subject matter enhances engagement and creative production. Moreover, because many gifted students thrive on making connections, the focus on overarching issues, themes, and concepts elevates their understanding of the real world and how it works. The three components of ICM (advanced content, higher order thinking processes, and connections to overarching themes) are at the core of Atheneum curriculum and instruction.

1. Language Arts – All four language arts strands: reading, writing, language study and oral communications are integrated into the Atheneum language arts curricula and the ICM model provides the framework for the content.

a. Advanced Content
   - Advanced levels of literature - covering various time periods, cultures and genres
   - Literary analysis and interpretation
   - Writing - for multiple purposes and audiences
   - Reflection journals
   - Advanced linguistics
   - Oral communication
   - Graphic organizers

b. Higher Order Thinking Processes
   - Critical thinking
   - Creative thinking
   - Reasoning process
   - Research

c. Overarching Theme – Change

2. Math – All content standards are included: number and operations, algebra, geometry, measurement, data analysis and probability. There are multiple avenues for extensions as well as multiple resources for differentiating to individual needs within our math program. In addition, opportunities for student exploration based on interest are an integral aspect of the curricula.

a. Advanced Content
   - Accelerated district curriculum to one grade level above
   - High level of sophistication of mathematical ideas (∞, pi, number base systems beyond base 10)
   - Advanced resources such as *Hands-on-Equations*® and *Algebra Lab*
   - Mathematicians – Historical Connections in Mathematics

b. Higher Order Thinking Processes – little emphasis on basic skills once mastered

- Critical thinking
- Abstract reasoning
- Logic reasoning
- Spatial reasoning
- Problem solving
- Inquiry

c. Overarching Theme – Patterns

3. Social Studies – Using historical periods and events as a catalyst for learning and taking on multiple perspectives of stakeholders, Atheneum students participate in discussions, writing and research. Topics focus on the interrelationships between different people, regions, cultures and time periods as well as the economic, social and political influences which impact the agricultural, trade, leadership, language and other systems within our world.

a. Advanced Content
   - Advanced historical literature and resources
   - Complex issues, documents, and artifacts
   - Geography
   - Government
   - Economics
   - Field trips and guest speakers

b. Higher Order Thinking Processes
   - Critical thinking
   - Historical thinking
   - Conceptual thinking
   - Problem solving
   - Reasoning
   - Research
   - Analysis – both documents and situations

c. Overarching Themes – Change: Cause and Effect, Systems

5. Science – Designed to guide our students towards scientific literacy, our science curricula meets all of the standards: science as inquiry, physical science, life science, earth and space science, engineering and technology, science in personal and social perspectives, and the history and nature of science. Students actively construct ideas through their own inquiries, investigations, and analyses using laboratory equipment, student readings, and interactive technology.

a. Advanced Content
   - Multi-step scientific investigations
   - Multi-step engineering process
   - Neuroscience
   - Black Box Theory simulation
   - Field trips and guest speakers

b. Higher Order Thinking Processes
   - Logical thinking
   - Decision making
   - Analyzing
   - Scientific research
   - Inquiry

c. Overarching Themes – Change, Systems

6. Visual and performing arts program

Music - Students meet with a music specialist three times a week with the addition of band at fifth grade.

a. Advanced or Enriched Content
   - Additional year recorder instruction
   - Music theory
   - Composing, improvising, performing

• Mini-musical production and participation
• Set design, construction, and technical aspects for theatre production
• Instrumental soloists at concerts

Art – Delivered by the regular classroom teacher in an interdisciplinary fashion

b. Advanced or Enriched Content
• Video biographies of various artists
• Design through media and technology
• In-depth artist study
• *Art Adventure Program* with trained docent through Minneapolis Institute of Art
• Autobiography in action – costumed artists visit classrooms
• Climb Theatre – performances and classroom workshops
• Mixed Blood Theatre
• The Heights Performing Arts Studio performance
• *Reflections Art Recognition Program*
• Field trips: Orchestra Hall, James Sewell Ballet, Minneapolis Institute of Art

7. Physical Education and Health –P.E. is taught by a specialist four times a week and Health units are shared by both the specialist and regular classroom teacher.

a. Advanced or Enriched Content
• Anatomy and physiology
• University of Minnesota brain fair
• *Food and Technology* unit from the National Dairy Council – a historical perspective
• *Youth Teach Youth* – drug and alcohol decision making
• Yoga
• Walk and run club
• Sport Stacking - eye and hand coordination training
• *Jump Rope for Heart* - health related charity project
• *Pennies for Patients* – health related charity project

2. Reading/English:

Atheneum uses a holistic and differentiated approach in all subject areas. We believe that a diverse population requires a diverse approach with regard to their instructional delivery. For example, some students learn best through visual representations while others require hands-on activities. In order to make the greatest impact on student growth we must utilize those specific approaches which work best for each individual child.

Atheneum has created a library of curricular resources and a toolbox of linguistic processes that can be used to individualize instruction so as to address the varied interests, learning styles, and readiness levels of our students. Our district-adopted reading curriculum is from Scott Foresman. We add to that the following resources which embody the best practices of gifted education and serve as valuable resources for elaboration whether that elaboration be for further practice or further enrichment.

1. The College of William and Mary resources
   a. Language Arts Units
   b. *Navigators* – study guides for various novels
2. Junior Great Books©
3. Michael Clay Thompson Language Arts Series
   a. Grammar
   b. Vocabulary
   c. Poetry
   d. Writing
4. Words Their Way: Word Studies for Vocabulary and Spelling Instruction©
5. *Word Masters* analogies competition
6. 6+1 Trait® Writing

7. Nancie Atwell writing resources

In addition to these curricular resources we have classroom libraries that consist of numerous sets of multi-leveled books. These books allow us to study a variety of genres as a whole group, small group and/or individually. Our goal is to always stretch kids beyond the simple reading of the words on a page to deeper meanings and abstract understandings. We hold ongoing discussions about the author's purpose and analyze the author's craft so as to identify the unique and varied styles of individual writers. Research is also an integral component of reading and students learn the importance of providing evidence that supports their thinking. A unit on the art of debate provides a good example. Students research a controversial topic of their choice. Their research must provide evidence for their hypotheses and assertions. As they begin their debate they must learn to follow a string of arguments and then offer rebuttals. These are high level thinking processes that stretch students. Another added benefit of the debate unit comes in the consideration of multiple perspectives. Our students quickly learn that our school accepts and celebrates their differences and they, in turn, become more cognizant of the importance of differences and the acceptance of those differences of others in our world.

While most of our students enter our program at second grade and are already fluent in reading, there have been students who have needed additional instruction and practice to reach and maintain grade-level standards. The Inver Grove Heights Community Schools uses the Response to Intervention (RTI) model to increase student achievement. RTI provides interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness. When there is a problem with reading fluency or comprehension in Atheneum, we utilize flexible grouping practices to address the areas that need to be strengthened. For example, using strategies such as repeated reading builds fluency, annotation enhances comprehension, and etymology studies assist both decoding and comprehension difficulties. Whether in small groups or one-on-one, we use differentiation as a way to address both strength differences and weakness differences. Our holistic and differentiated approach is one that has proven to accelerate the achievement of all!

3. Mathematics:

Atheneum strives to blend both a constructivist approach and a traditional approach for its students. We believe that a constructivist approach is important as it drives for deeper understanding and meaningful connections. We also see the value of a traditional approach which leads to greater accuracy and efficiency. By blending both approaches we are able to provide a holistic and differentiated math experience for our students. Atheneum uses the district-adopted math curriculum Houghton Mifflin Math Expressions for grades two through four and Prentice Hall Math Course 1 for fifth-graders. All Atheneum students are accelerated in math by one year which results in our second-graders completing the third-grade curricula, the third-graders completing the fourth-grade curricula, and so forth. We further differentiate through the use of a variety of resources:

1. The College of William and Mary math units
2. National Council of Teachers of Mathematics (NCTM)
   a. Navigating through Mathematics series
   b. Illuminations website
3. Project M3: Mentoring Mathematical Minds series
4. Everyday Mathematics
5. Edward Zaccaro math resources
6. Aims Education Foundation math resources
   a. Historical Connections in Mathematics Vol. 1
   b. Historical Connections in Mathematics Vol. 2
7. Dr. Borenson's *Hands-on Equations*® materials
8. *Continental Math League* competition
9. *Math Masters of Minnesota* competition

While most of our students enter our program at or above grade level, there have been students who have

needed additional instruction and practice to reach and maintain grade-level standards. The RTI model assists us in providing appropriate interventions to those students who need it. Whether it's a small ability group or a one-on-one intervention, students receive elaboration of that content which is weak or missing. For example, extra practice along with specific strategies improves the learning of math facts. Helping students understand and use algorithms increases their computation. Providing students with mental models increases their ability to problem solve. Our holistic and differentiated approach is one that has proven to accelerate the achievement of all!

4. Additional Curriculum Area:

Atheneum science is inquiry based. It uses hands-on and problem-based lessons which emphasize constructivist's ideas of learning. Foss is the district adopted science curriculum that is used and then Atheneum further differentiates through the use of a variety of resources:

1. Harcourt Science for middle school
2. Black Box Theory activities
3. The College of William and Mary science units
4. 3M© Wizards – visiting scientists
5. Participant in East Metro Integration District (EMID) – EMID is a collaborative effort that fosters voluntary integration among St. Paul Public Schools and nine suburban school districts in the eastern Twin Cities metro area in effort to increase interracial student learning.
6. University of Minnesota partnership includes staff development opportunities, an avenue for a district Professional Learning Community (PLC), and the addition of classroom activities in the area of engineering and technology
    a. Thermal dynamics
    b. Wind generation
    c. Variables
    d. Light and sound waves
7. Star Lab© - portable planetarium
8. Field trips
    a. Science Museum of Minnesota
    b. Eagle Bluff Environmental Center
    c. Lilydale Regional Park fossil dig
    d. Local ponds and area woods

Many of these enrichments help to close the opportunity gap as they give students an experience that they have never or rarely have had in the past. Specifically the Eagle Bluff field trip is a three day trip which requires students to spend two nights away from home. While this can be a scary thing for many students, it helps to build their confidence and risk-taking ability. This field trip, in addition to many of the other science enrichments, are valuable in that it encourages the wise and responsible use and stewardship of our natural resources, reinforces the values of personal responsibility and respect for oneself and others, and imparts critical life skills such as teamwork, problem solving, and community involvement.

In all cases, Atheneum strives to teach in an interdisciplinary fashion linking learning across content areas and to the real world. Multiple connections in the brain help to retain and strengthen understanding and real world applications make learning more meaningful. These aspects add to the overall achievement growth of our students!

5. Instructional Methods:

Our most distinct student subgroup is our group of twice exceptional (2e) learners. Through our partnership in PROJECT2EXCEL, Atheneum has developed a diverse pool of resources and a toolkit of techniques for further differentiation. Ongoing staff development has enabled our teachers to use these resources and techniques effectively to support our 2e students. Opportunities for our special education staff, counselors and gifted personnel to collaborate on the needs of a particular 2e students is essential to

their success. Gifted students with a disability often struggle to learn basic academic and social skills and need to learn compensatory strategies in order to acquire basic skills and information. Specific differentiation strategies which have had particular relevance to our 2e population include:

- Reduce the amount of work that is required
- Break assignments into small parts
- Untimed tests
- Pre-assessment and compacting of curriculum
- Use of graphic organizers and mind mapping to provide a conceptual framework
- Change the pace
- Extend time for assignments
- Teaching self-advocacy, self-monitoring, self-directed learning skills
- Coach students on realistic long-term and short-term goals
- Teach verbal mnemonics and rhyming to increase automaticity
- Cue students to important concepts
- Allow visual, spatial, and performing products to communicate knowledge
- Use of assistive technology to increase productivity
- Permit work with partners or small groups
- Freedom of movement

This list is does not begin to cover all of the possible accommodations and modifications that can be used to increase success. An Atheneum teacher "crafts" his/her students' curriculum, instruction, and environment on an ongoing basis and it is this attention to the individual needs that produces the highest amount of success. Our twice exceptional students are showing incredible growth that they did not previously experience. Differentiation has been and continues to be the key to that success!

6. Professional Development:

There is a district-wide Advisory Staff Development Committee which is in charge of creating a yearly staff development plan, assists site Professional Development Teams in developing a site plan that is consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level. This committee is comprised of teachers representing various grade levels, subject areas, and special education as well as nonteaching staff, parents and administrators. Atheneum is a school-within-a-school model, operating under the site development team at Salem Hills Elementary and the district-wide staff development program.

1. Ongoing staff development activities contribute toward continuous improvement in achievement of the following goals:
   a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods
   b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings
   c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan
   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district
   e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution
   f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills
2. Inver Grove Heights Staff Development activities must:
   a. Focus on the school classroom and research-based strategies that

improve student learning
b. Provide opportunities for teachers to practice and improve their instructional skills over time
c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
d. Enhance teacher content knowledge and instructional skills
e. Align with state and local academic standards
f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring

In addition to the district-wide and site staff development opportunities, the Atheneum teachers have taken advantage of a variety of other professional development options. Our PROJECT2EXCEL grant project includes professional development through in-services and writing/planning time as well as coursework through an online certification program. Atheneum teachers regularly attend a three-day state gifted and talented convention in order stay current on the newest theories and best differentiation practices in gifted education.

7. School Leadership:

Over the years Atheneum has operated under the leadership of different principals but in collaboration with a consistent district coordinator of gifted and talented program and services. A leadership philosophy since the beginning has been based on safety and diversity acceptance. Atheneum needed to be a safe place for students to be themselves and embrace their gifts rather than feel that they needed to defend or hide them. In order to help these students feel connected rather than isolated, as gifted students often do, a decision was made to group these students by ability within their classrooms. We also felt that it was important for them to be part of a community that expanded beyond the diversity within the Atheneum classrooms. By creating a school-within-a-school model these students became Salem Hills Elementary students first and attendees of the Atheneum gifted magnet second.

It is important to note that Salem Hills is the oldest school in the district and the smallest. It houses a pre-school program and a Level-3 EBD program in addition to the regular K-5 program and Atheneum. Salem Hills is by far our most diverse elementary school in terms of its ethnicity, free and reduced meal count, Title I participation, and Limited English Proficiency. Cooperation among the teachers and students within Atheneum and those not in Atheneum has been very purposeful. Students interact together for music programs, field trips, student council, patrolling, lunch, recess, and in many other grade-level and school-wide activities and initiatives.

There is an obvious culture within Atheneum that professes that those who are gifted are not better; they are different. Gifted individuals should find pride in what they choose to do with their gifts rather than simply rest on the fact that they have that gift. Instilling this philosophy has attributed to countering the elitist attitude and is helping to shape the Atheneum students into individuals who respect and celebrate differences in a broad sense. For example, Atheneum students have risen to leadership positions in order to help their school be a great place FOR ALL to learn. Atheneum students have initiated fundraisers for worthy charities. They have done projects that have helped other classrooms in the school such as writing and recording stories using technology and then sharing these virtual stories with the pre-school and kindergarten classrooms as a way to increase their literacy skills. Novel units from Atheneum have been expanded to the greater school body as a way to motivate more students to strive to higher levels. One such novel unit revolves around the mathematical symbol for pi in which upper elementary classrooms engage in many “pi” related activities held on March 14th (3.14). Then at 1:59 in the afternoon (3.14**159**) there is an academic break for the consumption of pie! This collaborative day sparks students’ motivation for and interest in mathematics. In all of these examples, the Atheneum students are feeling pride in their efforts and are recognizing the powerful and productive ways in which their gifts are being used to benefit their school community and beyond!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	100	100	100	100	100
Exceeds proficiency	92	76	96	100	86
Number of students tested	38	37	26	36	20
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	97	100	96	100	100
Exceeds proficiency	97	90	96	100	100
Number of students tested	38	38	26	36	20
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	100	100	100	96	100
Exceeds proficiency	91	87	88	96	86
Number of students tested	34	30	48	24	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	100	100	100	100	100
Exceeds proficiency	91	97	94	96	88
Number of students tested	34	30	48	24	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	100	100	100	100	93
Exceeds proficiency	90	86	83	85	59
Number of students tested	30	49	24	39	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: MCA

Edition/Publication Year: II Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	100	100	100	100	100
Exceeds proficiency	90	86	96	90	93
Number of students tested	30	49	24	39	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6.					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
NOTES: No subgroups had 10 or more students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Proficiency	100	100	100	99	98
Exceeds Proficiency	91	83	89	93	77
Number of students tested	102	116	98	99	83
Percent of total students tested	100	99	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency					
Exceeds Proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency					
Exceeds Proficiency					
Number of students tested					
4. Special Education Students					
Meets Proficiency					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency					
Exceeds Proficiency					
Number of students tested					
6. Asian students					
Meets Proficiency	100	100			
Exceeds Proficiency	100	85			
Number of students tested	12	13			
NOTES: All subgroups were less than 10 students except for the two years indicated with Asian students.					

11MN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets proficiency	99	100	99	100	100
Exceeds proficiency	93	90	95	95	93
Number of students tested	102	117	98	99	83
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
2. African American Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
4. Special Education Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
5. English Language Learner Students					
Meets proficiency					
Exceeds proficiency					
Number of students tested					
6. Asian Students					
Meets proficiency	100	100			
Exceeds proficiency	100	92			
Number of students tested	12	13			
NOTES: All subgroups were less than 10 students except for the two years indicated with Asian students.					

11MN2