

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Steven J. Lundberg

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Baxter Elementary School

(As it should appear in the official records)

School Mailing Address 5546 Fairview Road

(If address is P.O. Box, also include street address.)

City Baxter State MN Zip Code+4 (9 digits total) 56425-8888

County Crow Wing County State School Code Number* _____

Telephone 218-454-6402 Fax 218-454-6401

Web site/URL http://Baxter.isd181.org E-mail steve.lundberg@isd181.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mr. Steve Razidlo E-mail: steve.razidlo@isd181.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ISD 181 Tel. 218-454-6900

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Ruth Nelson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	4	14
K	48	51	99
1	37	56	93
2	56	49	105
3	50	44	94
4	52	51	103
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	253	255	508

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	544
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1%
4 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 29%
 Total number students who qualify: 145

If this method is not 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.

9. Students receiving special education services: 18 %
93 Total number of students served

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

8 Autism	1 Orthopedic Impairment
0 Deafness	12 Other Health Impaired
0 Deaf-Blindness	5 Specific Learning Disability
6 Emotional Disturbance	37 Speech or Language Impairment
3 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	21 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	21
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

At Baxter Elementary School our mission is to provide educational opportunities that engage, support, and challenge each student by teaching relevant curriculum that produces significant academic growth and instills lifelong learning.

Located in Baxter, Minnesota, Baxter School is one of six elementary schools serving the students of Independent School District 181. The district is vast in area, ranked in Minnesota's top seven percent in geographic size. It includes the cities of Baxter, Brainerd, and Nisswa, as well as several smaller communities. There is a tradition of deep pride for Baxter, our neighborhood school, with many second and third generation students attending.

Rich with history, Baxter School began as a one room school in the 1880s. Over the years it has grown and developed into a thriving educational community. At Baxter School we know it takes a village to raise a child. Parents and community members are an integral part of Baxter School's culture, enriching the educational experience of our students. Each year we have over 200 volunteers generously sharing nearly 2000 hours of their time supporting teachers and students. From reteaching that solidifies concepts, leading math and reading enrichment groups, or helping with classroom and holiday celebrations, their support is invaluable. Sprinkled throughout our hallways it is common to see small groups of students learning with our dedicated volunteers. Don't be surprised if you encounter Mother Goose or The Cat in the Hat interacting with students.

Baxter School is an elementary school that provides education for approximately 540 students, preschool through 4th grade. There are four sections of each grade, with 24-28 students per room. Our veteran staff is well trained. Of our 32 certified staff, 24 have earned a Master's Degree, the majority of which are in Educational Leadership or Curriculum and Instruction. Along with classroom teachers, our dedicated support staff including various specialists, paraprofessionals, secretaries, custodians, and cooks are committed to the success and well-being of our students.

Baxter's Pre-K through grade four staff offer many differentiation opportunities to meet the range of academic needs of our students. Before and after school remediation and enrichment classes consist of our morning math and our CARE program which focuses on academic skills while integrating the development of social skills. Embedded throughout the day, we continue to offer intervention groups such as Reading Recovery and Leveled Literacy Intervention, along with enrichment opportunities including Junior Great Books and advanced math groups. Our staff shares pride in our consistently high test scores. Over the last four years the number of our K-2 students reading at or above grade level has increased from 84% to 92%, showing continued growth in their reading skills. Our MCAIII proficiency scores in reading and math are rated among the top in Minnesota. These achievements are evidence of our staff's investment in each and every Baxter School student.

Our dynamic PTO/Parent-Teacher Organization is committed to enriching the learning of our students. From a back-to-school family picnic each fall to the end of year carnival, they are busy all year working to develop relationships and foster community at Baxter School. Fundraising proceeds have been allocated to: equipping a Science/Art Discovery Center, upgrading playground equipment, sponsoring guest authors and illustrators, and most recently to purchasing cutting-edge technology for our K-4 classrooms.

Students and families anticipate many annual Baxter School traditions. Beginning with our three year old preschoolers, opportunities are abundant as children transition into school. We lay a foundation for student success starting in August with our week long Kindercamp, open houses, before school parent information nights, and Observation Survey testing of literacy skills. Throughout the year, students look forward to Camp Baxter, the All-Star Reader Program, student council sponsored Spirit Month, I Love to Read Month, and ice fishing. The year wraps up with Kinderfriend Day and 4th grade graduation in May. Through these time-honored traditions, we share the joy of the milestones our students attain as they progress through Baxter School.

Receiving Blue Ribbon status would honor the investment of all who consider this school their family, while recognizing the excellence that is the tradition of Baxter Elementary. Though large in size, we maintain the feeling that Baxter School is family. Staff, students and parents are committed to each other. We have a strong academic tradition, yet relationships are at the heart of what we do.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Minnesota Comprehensive Assessments (MCAs) are criterion-referenced tests that annually assess a student's and school's progress in the areas of reading and mathematics. Every spring all third and fourth grade students are given this test. These assessments help schools and districts measure student progress toward our state's academic standards. Student results are reported as measures of proficiency with students scoring in: exceeds standards, meets standards, partially meets standards, or does not meet standards. Having identified the need for a predictive indicator of success on the MCA assessment the district originally chose the NWEA Measures of Academic Success (MAP) which is a nationally normed reference assessment. This assessment provided us good predictability feedback for student proficiency as well as being adaptive allowing for information at each student's instructional level. As we became better at disaggregating data we started looking for a more efficient tool that also allowed for progress monitoring and increased classroom instructional time. In 2012 we adopted the Star Enterprise assessment for reading and math. The data obtained from the NWEA and Star Enterprise assessments supports staff planning of strategies to reduce the gap between subgroups and increase our student proficiency. Regular education, Special education and support staff use the assessment data to make individual adjustments, plan interventions and collaborate around student needs.

b) Baxter's proficiency levels for reading and math showed a consistently strong level of high achievement during the years of 2008-2013. During these same years the scores of our subgroups of free/reduced lunch and special education fluctuated from high achievement to more of an area of concern regarding gap closure. Fluctuation of proficiency scores for both math and reading during these five years can be associated with a new Reading MCA III assessment and the Math MCA assessment moving from paper/pencil to a computerized version of assessment. Even as we experience these changes, our math and reading MCA results were still higher than the state average. Demonstration of significant gains in student proficiency can be attributed to increased understanding of data analysis and improvement of student identification for interventions. In addition to data analysis and intervention processes, consistent assessment practices are being utilized. Professional Learning Communities are allowing teachers to work collaboratively to better understand student information and strategies. These meetings happen across the district and include test taking strategies, implementation of interventions, and increased teacher understanding of testing processes and specifications. We are becoming more proficient at early identification of student needs using our Observation Survey model of assessment in K-2. We also offer all-day, every day Kindergarten to all students since 2008. Staff have increased understanding of state standards and have aligned our curriculum process, including our recent work on standards-based report cards and common assessments. Furthermore, the use of district-level pacing guides and mapping of curriculum has been critical for our success. For the past nine years, the Literacy Collaborative and coaching model has provided teachers with a framework that guides instruction and provides resources at a student's individual level. Students who are identified for additional interventions will receive classroom support during the regular school day and supplemental Title I and Targeted Services programming. After school and extended year opportunities are available for our most at-risk students. Several technology resources, including IXL, FASTTMath and Accelerated Reader, also supplement these grade level interventions. Lastly each elementary building is provided support through the Crow Wing County Family Collaborative Service Worker program. These advocates assist students and families with resource needs by providing social, emotional, and behavioral skills training.

Achievement losses may in part be attributed to community based factors such as unemployment rates that are higher than the state average. This has resulted in greater regional mobility rates of families, particularly those with young children. Since Brainerd is the county seat where various social services are more readily available, there is an influx of families qualifying for free and reduced lunch and/or special education services. Furthermore, there is an increase in limited parental support due to families having to work more than one job. In addition to community factors, achievement losses may be attributed to the stresses on the overall school system, such as the failed levy in 2007, which resulted in the closing of two elementary schools and a complete restructure and reassignment of students and staff. In some cases, this resulted in decreased instructional time due to building logistics and budget constraints.

2. Using Assessment Results:

Various assessments are used in a cyclical fashion to examine our district programming, provide staff development, inform instructional practice and provide intervention. The following list includes specific assessments utilized:

Observation Survey of Early Literacy Achievement (K, 1, 2),
Benchmark Assessment System (K, 1, 2),
STAR Enterprise (grades 1, 2, 3, 4),
Minnesota Comprehensive Assessments (grades 3, 4),
LEAD21 Benchmarking (grades 3, 4), and
Standards Based Common Assessments (K, 1, 2, 3, 4).

District data meetings are conducted three times per year allowing a team of district level administration, building administrators and literacy coaches to analyze current data, discuss staff development needs, and determine intervention needs of student learners. Building data meetings are then conducted to analyze current data, discuss needs of the learners through increasing quality of core instruction and the best approach to intervene. The system is monitored through an orchestrated systemic approach utilizing district grade level meetings, professional learning communities, literacy coaching and peer coaching.

For example, once a testing cycle is complete the district literacy director analyzes each elementary school's data in conjunction with their Fidelity of Implementation Tool, prior data meeting notes and goals. While analyzing fall 2012 data the team noticed a need to clarify the components of fluency across the district in both assessing and teaching practices. This finding was confirmed at each building data meeting. Throughout the remainder of the 2012-2013 school year, professional learning community time was devoted to reading and learning how to instruct and assess fluency. Consequently, teachers were more aware and often requested assistance during their coaching opportunities to brainstorm how to teach and intervene with students in need of more 'fluent' behavior. By the spring of 2013 our district data revealed an increased understanding in how to instruct and assess behaviors associated with fluency.

Another district trend revealed in our mathematics data was the lack of proficiency in the numbers and operations standard. As teachers in each of the six elementary buildings were studying STAR data, they noticed a need to supplement the core curriculum and create interventions around numbers and operations. Supplementation was crucial to success of all learners.

The district has many systems in place to communicate with a variety of stakeholders. Teachers inform each parent/guardian of the results of our standards based common assessments, An Observation Survey of Early Literacy Achievement, Benchmark Assessment System and LEAD21 benchmarking through report cards delivered four times per school year. Classroom teachers are required to conduct at least one formal conference and are encouraged to conference when necessity by formal or informal data arises. Central office administration announce the results of MCA's through the community newspaper and the district system accountability report. District administration are required to post the results of the data of An Observation Survey of Early Literacy Achievement and Benchmark Assessment System by completing and posting Minnesota Department of Education's Read Well By Third Grade Report data on the Brainerd Public School's website.

3. Sharing Lessons Learned:

Brainerd Public Schools support highly qualified staff through shared building and district initiatives. Probationary staff receives orientation, mentoring, and on-going training. Data retreats are conducted to analyze assessment results and identify students for interventions. This data is shared with the other district elementary schools at District Data Retreats. Data shared is used to plan strategic actions to address student needs. We have a three tiered RtI process where staff plans interventions at the classroom, grade and building levels. The results of these interventions are shared throughout the District. K-4 Literacy Coaches are assigned to each site to guide and coach all teachers in data-driven instructional decisions. Coaches from

each building in the District meet twice monthly. District Literacy Coaches also meet one to two times a year with coaches from other states. The Literacy Coaches share literacy and Observation Survey data from their individual programs as well as Best Practice strategies in Literacy. These strategies are analyzed and compared with those from other states to bring about the best results possible.

Our principal attends the annual Minnesota Elementary School Principals' Association conference. While there he shares our strategies and results for literacy and math, providing details on the inner workings of our classroom core curriculum and interventions and how using these have increased our reading and math achievement.

District grade-level meetings are scheduled three times annually to support curriculum, share instructional practices, and discuss student achievement. District level data retreats occur throughout the year where teachers share their trend results, identify successful instructional strategies and ensure alignment to state adopted standards. As part of a Special Education consortium, K-12 RtI successes are collaboratively shared across building levels. Several of our teachers have been selected for leadership and focused study in the areas of math, science, literacy, and gifted-talented. These individuals have leadership roles in regional and state affiliations where they share their expertise on the curriculum being used in our district. Our building leaders participate in several job-embedded leadership opportunities, the focus of which is to collaborate around district initiatives, share progress toward long-range goals, and participate in training opportunities.

Located away from a metropolitan area, Brainerd Schools has established a cohesive process of supporting and training staff. From all the previously mentioned initiatives, we also address our needs by securing nationally renowned presenters, providing best practice "train the trainer" models, and developing internal systems.

4. Engaging Families and Community:

Baxter School excels at connecting and collaborating with family and community. We feel fortunate that so many others share our commitment to student success and school improvement.

Baxter Kiwanis Club is an integral part of the lives of Baxter students. Community partners promote student leadership at Baxter School with the following programs: K-Kids, where young leaders help others with local and global service projects; B.U.G. (Bring Up Grades) recognizes students who have demonstrated a commitment to improve their study skills and academic performance; and Terrific Kids, which is a goal-setting program that encourages students to do their best in and out of school.

Different service groups and organizations, such as the Elks Club, Lions Club, dental hygienists, Police and Fire Departments, and Crow Wing Power Company, come into our school to offer our students information and programs. We value the direct connection this allows our students to make with their community. Our school also collaborates with Science Museum of Minnesota, bringing educational programs that support state and national science standards.

On-site support staff at Baxter School includes an LPN, licensed social workers, and a Crow Wing County Family Services worker. We partner to support families with mental health concerns and to connect to community resources, as well as to provide support for high-risk students.

Each year Camp Confidence Learning Center presents a disability awareness program to our Kindergarten through fourth grade students. Community members also present Pacer Puppets, a multi-cultural cast of puppets, which are used to teach bullying and abuse prevention.

We have made a conscious effort to increase the involvement of the father-figures in our students' education. Two programs that do this are FRED (Fathers Reading Every Day), which inspires father-figures to be involved in their child's daily literacy, and Doughnuts with Dads, which encourages dads to spend time at school with their children.

We have different opportunities where Advanced Placement students from the high school come over and share their expertise in science and creative writing with our students. These role models inspire our students to work hard and to strive for success.

The involvement of community and business partners fosters the awareness of our students as members of a global society that extends beyond the walls of Baxter School.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Brainerd Public Schools uses a seamless, articulated K-12 curriculum process whereby each curricular area is examined on a cyclical basis for alignment with state and national standards. Representatives from all levels of the system design core curricula around critical learning standards, research, best practice and differentiation. In order to ensure a system-wide approach, teams of teachers have worked to develop common summative and formative assessments aligned with Minnesota academic standards. At district curriculum meetings teachers examine student achievement data and the implications to local curriculum. This system-wide approach to curriculum development, delivery and assessment assures equity of instructional opportunity and learning for all students regardless of demographics.

Differentiated curricula for reading/English language arts were adopted after extensive study of both the Minnesota standards/Common Core State Standards and best practice literacy research. Kindergarten through grade four curricula provide daily reading and writing opportunities in phonemic awareness, phonics, comprehension, fluency and vocabulary in both literature and informational texts. A well-defined schedule of common formative and summative assessments, along with daily observations, provide teachers with the data they need to determine progress toward mastery for individuals and classrooms. A district literacy trainer/coordinator and a literacy coach provide professional development and support for classroom teachers in our continuous improvement model.

The mathematics curriculum focuses on the conceptual understanding of mathematical topics and the development of students' higher-order thinking skills. A strong emphasis is placed on hands-on activities, discovering multiple approaches to mathematical procedures and problem solving through a spiraling format. Multiple opportunities for reteaching and practice, along with strategic administration of formative and summative assessments, monitor progress and measure achievement of the Minnesota Academic Standards in Mathematics.

The science curriculum is research based and developed at The Lawrence Hall of Science, University of California, Berkeley. The science program is designed to meet the challenge of providing meaningful science education for all students and to prepare them for life in the 21st century. The district has been actively engaging students in the nature of science and engineering, physical science, life science and earth science through active participation in science experiences rooted in scientific inquiry.

After studying the Minnesota Academic Standards for Social Studies, the majority of the standards were embedded in the language arts curriculum. Additional materials were purchased to ensure teachers had the necessary resources for full implementation of the standards. Students learn to think critically about important issues, problem solve, engage in inquiry and communicate findings within the required strands of citizenship and government, economics, geography and history.

Media specialists and teachers work collaboratively to develop activities within the core curriculum using the National Education Technology Standards (NETS) for students. The focus is on digital citizenship, evaluating and selecting information sources, innovative thinking and guided inquiry. Technology experiences are offered throughout the day in labs and classrooms using a variety of devices.

The visual and performing arts curriculum relies on research from the National Arts Standards and the Minnesota Perpich Center for the Arts. A formalized visual arts curriculum was developed and is delivered in all grades. Key essential learnings include elements of art, principles of design, perspective, history and culture, critical thinking, creative expression and media. The National Standards for Music Education were used to choose a performing arts curriculum that provides activities so students will learn foundations as well as the artistic process of creating, performing, and responding.

The physical education and health curricula is based on the American Alliance for Health, Physical Education, Recreation and Dance. The core standards promote physically literate students who have the

knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. The health curriculum develops knowledge of nutrition, safety practices and health promotion.

2. Reading/English:

In 1994 Brainerd Schools became a training site for Reading Recovery®, an intensive short term intervention for struggling first graders. Data generated from the implementation of Reading Recovery led to the recognition that substantial changes were needed to improve core literacy instruction for ALL students. Teachers and administrators spent a year researching best practice in literacy instruction. University affiliation engaged us with a national network bringing current research to teachers through a tiered coaching professional development model and allowed for common instructional language. In 2001, a K-5 literacy framework was piloted and subsequently implemented with assistance from a Comprehensive School Reform Grant. Professional Learning Communities and literacy coaching were established in 2003-04. This dynamic growth model informs and sustains literacy training in a continuous-improvement, capacity-building model. An Observation Survey of Early Literacy Achievement, text leveling, common assessments, NWEA, MCA, and STAR Enterprise provide data for problem solving teams to: strengthen instruction for all learners through intensive inquiry based professional development. For example, a team of district administrators, school leaders and coaches analyzed data. A trend indicating a plateau in growth regarding long vowel patterns was apparent. This resulted in system-wide professional development around word study application to reading and writing.

Interventions have been provided for over- and under-performing students through individualized and small group instruction. For example, based upon results from the letter identification task, kindergarten learners were identified to receive intensive instruction that was progress monitored with a progressive teaching protocol.

Instruction is based on the gradual release model -- whole group, small group to independent application. Data-informed decisions determine which strategic actions to teach during whole group mini-lessons in reading and writing workshop. Based upon running records of oral reading, a teacher observed readers decoding words but not reading fluently. A shared reading mini-lesson taught readers how to group words together in meaningful phrases.

Strategic actions are reinforced in small group guided reading and writing lessons. A guided reading lesson was designed to address dysfluent reading by adjusting text level and prompting for behaviors previously taught in the whole group mini-lesson.

Learners apply previously taught literacy behaviors independently. Phrasing strategies are encouraged in independent reading. The teacher confers with students to check for application.

Assessments facilitate a bridge between theory and instruction, based on Marie Clay's literacy processing theory. Teachers incorporate differentiated methods of instruction to teach complex strategic actions used by successful readers and writers.

3. Mathematics:

The mathematics curriculum at our school for the last 20 years has been the Everyday Mathematics series. This program provides conceptual understanding through activities and multiple approaches to mathematical problem solving through a spiraling format. The format allows students to practice concepts and skills throughout the year. Spiraling supports reteaching concepts a student may not have mastered. For students who have previously mastered concepts, this instructional method provides independent practice for higher level enrichment. A variety of teaching methods, questioning strategies and hands-on activities are used to teach skills at various levels. Students are asked to respond to questions orally, in written or picture form and with manipulatives. Students are flexibly grouped to meet their academic needs -- whole group, small group, and with one-to-one support.

Formative and summative assessments are administered frequently in order to measure mastery of the Minnesota Mathematics Standards and to monitor progress. In addition to classroom assessments, which are aligned to the standards-based report card, standardized tests are used to help determine the level of mastery towards grade level benchmarks. In the past, Northwest Evaluation Association (NWEA) tests were administered fall, winter and spring as the district benchmarking tool. Currently, the STAR Enterprise tests are used in that capacity. Students also take the Minnesota Comprehensive Assessments in Mathematics. Computer based assessments give teachers immediate feedback for instructional planning, evaluating curriculum and measuring student achievement.

Students at all levels are provided opportunities for success. Within the classroom, students share and compare solutions through oral presentations, the use of marker boards and various technological platforms. Multiple interventions are employed to meet the individual needs of students not achieving at grade-level standards. Specific software provides additional support for fact fluency. Special Education teachers, Title I teachers and paraprofessionals work to support student success. Students with special needs who need additional math instruction are also given time in resource rooms where special education teachers modify and supplement instruction. Everyday Math, Saxon and Equals are the most common supplemental materials used. Targeted services are also provided after school and during summer to pre-teach concepts and close academic achievement gaps.

4. Additional Curriculum Area:

Baxter Elementary provides and fosters opportunity, innovation and success in science education by fully implementing the Full Option Science System (FOSS). This program is dedicated to the improvement and learning of science and provides opportunities for students to increase their capacity to think critically. Scientific knowledge advances when students use observation skills, test ideas in logical ways, and generate explanations that integrate new information into an established order. Students discover what is known (content) and how it became known (process). Students are given opportunity to learn important scientific concepts, to be innovative, to think critically and construct new ideas and thoughts through inquiries, investigations and analyses. Students are engaged in these processes as they explore the natural and the man-made worlds.

Students are accountable for standards that focus on four main strands of science: Nature of Science and Engineering, Life, Earth and Physical Science. For example, a Kindergarten standard includes learning how living things are diverse with many different observable characteristics. The Trees Module is used to foster this learning. Each classroom is given a real tree, allowing students to observe its many characteristics. The classroom tree is planted at the district school forest. Learning continues as they observe its growth in subsequent years. In grade four, students study how rocks and earth materials may vary in compositions. The Earth Materials Module provides investigations allowing students to observe physical characteristics of earth material. Students focus on examining and dissecting earth materials using scientific tools to understand the physical properties of earth materials. A common assessment is given at the end of each module.

The district supported professional development by providing a teacher on special assignment who mentored teachers and assured resource allocation as the program was implemented. Additional professional development opportunities were provided. These initiatives have provided students with a solid foundational and comprehensive science education, supported staff and have ensured that all staff were given the necessary resources to deliver a premier elementary science program.

This additional curricular area was chosen because of the illustration of the alignment of a research-based, hands-on, inquiry driven curriculum, high quality staff development and exceptional levels of student achievement. The Minnesota Comprehensive Assessments in Science are administered annually in grade five. The test is a culmination of grade three, four and five Minnesota Academic Standards for Science. On the 2013 MCA Science test, district grade five students scored 84.5% proficiency, consistently scoring above the Minnesota state average of 59.7%.

A preschool program at Baxter Elementary school that serves 45 students among 3 different classes has been a part of our community for the past eight years. This integrated model encompasses Early Childhood Special Education and a Four Star Rated School Readiness Program, the highest possible rating awarded by the Minnesota Department of Education. This award identifies our program as one that is committed to quality early childhood education.

The core curriculum addresses the areas of: oral language development, vocabulary, phonological awareness, alphabet knowledge, emergent reading, emergent writing, mathematics, content-area learning, and physical development. A social-emotional focus is introduced, practiced, and reinforced while using Scholastic's Big Day for PreK. Lessons are organized into eight engaging and child-friendly themes, including cooperation, kindness, responsibility, attention, initiative, self-awareness, curiosity, and persistence. This core curriculum follows the early childhood indicators of progress framework and focuses on the best practices in early childhood education.

A district early childhood leadership team was formed and meets monthly to focus on alignment within early childhood and transition to kindergarten. A brochure and progress report were created to align with the kindergarten report card. This provides consistency for families, as well as helpful assessment information for teachers as students transition into kindergarten.

Having preschool within the elementary school provides many opportunities for students and parents as children approach the transition into Kindergarten. Parents and teachers report that students pick up rules and routines more quickly, are better academically and socially prepared to learn, and families are more involved in their child's education. Our district is currently researching the impact that this integrated model of early childhood programming has on future MCA test scores.

5. Instructional Methods:

In core curricula areas differentiation is embedded in each program. In reading/language arts the use of guided reading is core to the instructional model and is enhanced through leveled materials and technology. Hardware was provided for each classroom to enhance differentiated skill development, assessment, and inquiry. A data warehouse is provided to track individual student achievement and result of interventions.

Students who qualify for Title 1 are provided research based programs. Programs are aligned with district curriculum and state standards. Delivery of services is determined based on student needs and abilities. Interventions vary from small group to one-on-one instruction and occur in both classroom embedded and pull out formats.

Special education teachers collaborate with classroom teachers to provide the necessary accommodations and modifications to maintain placement of students with disabilities in the core instruction. In addition, special education teachers provide supplemental instruction and monitor individual progress to meet student needs. Assistive technologies such as smart pens, scanning apps, talk to text and interactive books continue to allow more struggling learners to grow in the core.

Brainerd Public Schools most capable learners encounter numerous opportunities for differentiation beginning at the elementary level. Embedded in each curricula area are differentiation options for classroom teachers to implement. In addition, the district assesses all kindergarten students with the CogAT 7 screening form, an abbreviated cognitive abilities test. Based on the data gathered from this assessment, student academic need is addressed with a 4 Tier model. Tier I is general differentiation that occurs day to day as a student interacts with a variety of curriculum. Tier II allows for students that show ability in a certain unit of study to encounter a specific modification that challenges them further. Tier III provides regular opportunities in small cluster groups and is focused on reading and math. Identified curriculum might include Junior Great Books and M3 Math. Tier IV is defined by our AGATE Academy, a school-within-a-school model for grades 1-4. Students that qualify for this level of programming encounter opportunities for subject acceleration and enrichment on a daily basis.

6. Professional Development:

Brainerd Public Schools staff development approach is dedicated to providing opportunity through which educators acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. The district employs a multi-layered approach and job-embedded staff development opportunities. A district-wide committee establishes a district direction. Site-levels enhance the district base and address unique needs of their respective buildings and teachers to support best-practice school improvement.

District staff development supports teachers becoming students of the profession by continually renewing and learning for professional growth; it supports improved student learning and achievement. Summer training opportunities include training for all staff to support special education students, improving utilization of technology for instruction and assessment of student understanding, literacy instruction and data collection, curriculum alignment for all content areas and working with disadvantaged students. The staff development from these trainings transition into the individual school goals based on the diversity and challenges of their student demographics.

Special education leaders and teachers play vital roles in grade level and professional development meetings both at the building and district level. Special education professional development goals continue to focus on instructional strategies and approaches based upon each student's unique needs. There is more collaboration between general education and special education teachers than ever before; it is about building capacity in all learners. New and veteran special education teachers go through extensive learning prior to the start of each school year. Assessment, differentiation strategies, executive functioning and classroom impact are covered.

The job-embedded staff development process is supported by Minnesota's Quality Compensation network. This job-embedded staff development program is centered around: site goals for improved student achievement, focused peer learning communities where data is analyzed and best-practice instruction is researched, and individual peer coaching where individuals set personal growth goals and coaches observe lessons and collect instructional data.

Peer observation, and probationary teacher mentorship, has primarily focused on literacy at the K-2 level, while at grades three and four peer coaching is more general to best-practice instructional techniques and classroom management. In both cases however, observations and feedback are completed in the context of individual teacher goals. Teachers support one another toward improvement and achievement of individual and school-wide goals. Teachers use feedback from formal and informal peer observations, self-evaluations and student assessment data in choosing further professional development training.

7. School Leadership

At Baxter School we strive to do what is best for kids. Our philosophy is one of shared responsibility where all teachers are involved in various leadership roles. Everyone has ownership and uses their individual strengths to achieve success at our school.

Our leadership structure includes a Dialogue Team. The role of Dialogue Team members is to represent their respective grade level or department, providing a communication link between administration and staff.

To meet the needs of all learners, staff members serve as leaders on committees including the Response to Intervention Team, Literacy Collaborative Team, and Child Study Team, all of which work together to identify student needs and design interventions that maximize achievement.

Instructional decisions are made by our building literacy leadership team, curriculum leaders, report card and curriculum mapping advisors, as well as our K-2 literacy coach and district coordinators. Input is gathered from all stakeholders as curriculum decisions are made.

Our professional learning communities meet 18 hours each year to study best practice in various curriculum areas, as well as to integrate those practices in our classrooms. Our mentors and peer coaches support our teachers with this new learning.

We also have leaders who participate in building and district staff development, our Parent-Teacher Organization and CARE team facilitation. Staff involvement in these committees provides direction for both initiatives and goals that further our student achievement and school success.

Demonstrating commitment to our community, many staff members donate time and money to local non-profit organizations. Examples include the United Way, which supports our community families, and Brainerd Public Schools Foundation, which provides grant funding allowing our teachers to creatively extend the curriculum using innovative techniques.

Both building and district leadership decisions have provided a framework for solid curriculum alignment. As a staff, we are continuously studying best practices and reviewing data to guide instructional strategies and to make strategic decisions regarding the use of our staff and limited resources. We all step up to help each individual learner close their gap and achieve their highest potential.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessments III

All Students Tested/Grade: 3

Edition/Publication Year: 2011

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	89	91	91		
% Exceeds	46	28	44		
Number of students tested	100	105	98		
Percent of total students tested	99	98	99		
Number of students tested with alternative assessment	1	2	1		
% of students tested with alternative assessment	1	2	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds	74	79	82		
% Exceeds	19	15	39		
Number of students tested	27	34	28		
2. Students receiving Special Education					
% Proficient plus % Exceeds	62	82	88		
% Exceeds	31	24	25		
Number of students tested	13	17	8		
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	89	93	92		
% Exceeds	48	27	45		
Number of students tested	94	100	95		
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 3

Edition/Publication Year: 2006

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds				91	95
% Exceeds				53	66
Number of students tested				116	110
Percent of total students tested				100	100
Number of students tested with alternative assessment				0	0
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds				79	88
% Exceeds				39	38
Number of students tested				33	24
2. Students receiving Special Education					
% Proficient plus % Exceeds				43	70
% Exceeds				21	40
Number of students tested				14	10
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds				90	94
% Exceeds				54	66
Number of students tested				113	108
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment III

All Students Tested/Grade: 4

Edition/Publication Year: 2011

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	87	92	87		
% Exceeds	50	26	41		
Number of students tested	119	104	113		
Percent of total students tested	98	99	100		
Number of students tested with alternative assessment	2	1	0		
% of students tested with alternative assessment	2	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds	77	90	77		
% Exceeds	29	7	27		
Number of students tested	35	29	30		
2. Students receiving Special Education					
% Proficient plus % Exceeds	76	44	50		
% Exceeds	48	0	25		
Number of students tested	21	9	20		
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	88	93	87		
% Exceeds	50	27	41		
Number of students tested	114	99	109		
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 4

Edition/Publication Year: 2006

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds				90	84
% Exceeds				57	43
Number of students tested				105	122
Percent of total students tested				100	100
Number of students tested with alternative assessment				0	0
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds				88	80
% Exceeds				28	30
Number of students tested				25	30
2. Students receiving Special Education					
% Proficient plus % Exceeds				77	56
% Exceeds				39	22
Number of students tested				13	18
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds				89	83
% Exceeds				58	43
Number of students tested				104	116
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehension Assessment III

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	78	0	0	0	0
% Exceeds	17	0	0	0	0
Number of students tested	197	0	0	0	0
Percent of total students tested	98	0	0	0	0
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds	62	0	0	0	0
% Exceeds	19	0	0	0	0
Number of students tested	26	0	0	0	0
2. Students receiving Special Education					
% Proficient plus % Exceeds	55	0	0	0	0
% Exceeds	18	0	0	0	0
Number of students tested	11	0	0	0	0
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	78	0	0	0	0
% Exceeds	18	0	0	0	0
Number of students tested	91	0	0	0	0
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 3

Edition/Publication Year: 2008

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds		95	97	86	93
% Exceeds		77	72	71	75
Number of students tested		105	97	115	110
Percent of total students tested		2	2	1	0
Number of students tested with alternative assessment		2	2	2	1
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds		91	93	75	88
% Exceeds		65	59	59	52
Number of students tested		34	27	32	25
2. Students receiving Special Education					
% Proficient plus % Exceeds		82	71	31	64
% Exceeds		65	14	23	27
Number of students tested		17	7	13	11
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds		95	97	86	94
% Exceeds		78	74	71	75
Number of students tested		100	95	112	107
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehension Assessment III

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds	72				
% Exceeds	27				
Number of students tested	118				
Percent of total students tested	98				
Number of students tested with alternative assessment	2				
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds	53				
% Exceeds	15				
Number of students tested	34				
2. Students receiving Special Education					
% Proficient plus % Exceeds	71				
% Exceeds	24				
Number of students tested	21				
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	73				
% Exceeds	26				
Number of students tested	114				
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 4

Edition/Publication Year: 2008

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds		89	91	88	83
% Exceeds		62	54	64	44
Number of students tested		104	110	105	122
Percent of total students tested		99	97	100	99
Number of students tested with alternative assessment		1	3	0	1
% of students tested with alternative assessment		1	3	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds		86	86	76	63
% Exceeds		55	50	48	33
Number of students tested		29	28	25	30
2. Students receiving Special Education					
% Proficient plus % Exceeds		38	53	62	39
% Exceeds		25	18	31	17
Number of students tested		8	17	13	18
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds		90	92	88	82
% Exceeds		62	54	64	45
Number of students tested		99	106	104	116
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: