U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Mrs. Jodi Lin Kennedy
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 220 NW 3rd St.
(If address is P.O. Box, also include street address.)

City Brainerd State MN Zip Code+4 (9 digits total) 56401-3225

County Crow Wing County State School Code Number* 012

Telephone 218-454-6800 Fax 218-454-6801

Web site/URL http://riverside.isd181.org E-mail jodi.kennedy@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 Brainerd Public Schools 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 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
   [X] Small city or town in a rural area
   [ ] Rural

3. 2 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	0	0	0
K	65	60	125
1	58	51	109
2	57	74	131
3	65	72	137
4	61	49	110
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	306	306	612

5. Racial/ethnic composition of the school:

4 % American Indian or Alaska Native
0 % Asian
4 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % 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: 8%

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 ***to*** the school after October 1, 2012 until the end of the school year	23
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	612
(5) Total transferred students in row (3) divided by total students in row (4)	0.083
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 358

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: 17 %
110 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
3 Deafness	8 Other Health Impaired
0 Deaf-Blindness	16 Specific Learning Disability
7 Emotional Disturbance	42 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
6 Mental Retardation	1 Visual Impairment Including Blindness
1 Multiple Disabilities	17 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	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	24
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 24:1

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	96%	97%	96%	96%	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 X No

If yes, select the year in which your school received the award. 2006

PART III – SUMMARY

Riverside Elementary School is a K-4 campus nestled in the centrally located lakes community of Brainerd, Minnesota. It is the largest of six elementary schools in the district, and home to approximately 610 students. Due to a failed referendum in 2007, Brainerd Public Schools instituted boundaries for its elementary schools, significantly changing Riverside's demographic population. Riverside's new population includes multiple minorities with an increase of single parent households and economically challenged families. Currently, 358 of our students qualify for Free or Reduced meals. Over the past 5 years, our student population has also increased from 400 to 610 students creating stress on our resources and facilities. Despite all of these changes, Riverside has overcome the adversities and regained its reputation as a school that expects high levels of academic improvement AND achievement, yet meets the emotional needs of its students. Our mission and vision are simple-we are committed to help students reach their full potential and provide a safe and positive learning environment.

As part of our mission to provide quality learning for all students, Riverside staff participate in monthly job-embedded professional learning communities. Staff also participate in data-driven grade level meetings to assess student progress, attend collaborative team meetings to plan for instruction and interventions, and have opportunities to improve literacy instruction through peer coaching and mentoring. Riverside has also invested staff development funds to improve math instruction by training grade levels in AddVantage Math Recovery® through the US Math Recovery Council.

In addition to providing our students access to highly qualified and well trained staff, Riverside exemplifies best practice instruction through differentiation as students in K-2 are provided with the Literacy Collaborative® instructional model for Language Arts learning while students in grades 3 and 4 receive personalized learning through our district's McGraw Hill-LEAD 21® curriculum. Our RtI process is focused on developing grade level interventions as well as providing individualized daily interventions such as Reading Recovery and Leveled Literacy Intervention. Riverside's use of the Everyday Math and Foss Science programs provide students with engaged learning opportunities. In our attempt to provide for the needs of the whole child, students at Riverside also experience weekly technology lessons, three days of music instruction per week, and daily physical education classes. Riverside also has an extensive after school program to support struggling learners who need "extra" help.

Staff at Riverside are dedicated to guiding students through their formative years by supporting and assisting them with social and emotional needs. We have also worked hard to improve school safety and school culture in recent years. The establishment of common expectations and behavior management strategies to better meet the challenges of student misbehavior and maximize learning opportunities has greatly improved the learning for all. Riverside is also fortunate to provide school-linked mental health support to assist students who exhibit deficiency with social-emotional skills. It is the dedication of great teachers who work tirelessly to meet the challenges and expectations of their students, families and staff that makes Riverside great.

Riverside prides itself on creating memory making moments for its students. Student successes are celebrated daily in classrooms as well as at our character-based Student of the Month celebrations. Students in all grades participate in musical concerts and productions annually. Riverside students are offered leadership opportunities through participation in student council, daily announcements, recycling programs, and cross-grade peer mentoring. These traditions are deeply rooted at Riverside.

Riverside embraces family and community partnerships. Our Parent Teacher Organization (PTO) extends Riverside hospitality for a variety of Family Fun Night activities including Bingo, Minute To Win It games, Fathers Reading Every Day (FRED), and an annual Spring Carnival. Additionally, Riverside hosts numerous family volunteers (parents, grandparents, aunts, uncles) on a daily basis to assist with literacy and math activities in classrooms. We are also fortunate to have community-based volunteers help run our accelerated Junior Great Books and Junior Achievement programs.

Riverside School has achieved recognition for excellence on many occasions over the past years. During the 2004-05 school year, Riverside was recognized by the Minnesota Elementary School Principal Association (MESPA) as an award winning School of Excellence because of its multi-dimensional school improvement process. In 2006, Riverside celebrated its first national distinction as a Blue Ribbon School. Our most recent designation came a few months ago when the State of Minnesota acknowledged Riverside as a Celebration School for its excellence in proficiency rate, achievement gap closure, and growth on the 2012-13 Minnesota Comprehensive Assessment test. The addition of the 2013 Blue Ribbon Award would recognize Riverside staff and students for their hard work and efforts as they pursue continued excellence. We truly believe that by working together we will achieve great things and we believe that our past successes are just the beginning for our greater future.

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. In 2012-2013, Riverside's MCA scores reflect a drop as a result of the state adoption of a new MCA reading assessment with new rigorous standards. Even though Riverside recorded a drop in percent proficient, we remained higher than the state average and closed the gap between grade level scores and the sub groups of special education and Free and Reduced lunch. This change can also be seen in the area of mathematics between the years of 2009-2010 and 2010-2011. During the change of these assessments the format in which the students were administered the assessments also changed. The assessment format went from a paper/pencil assessment to a computerized version. This change in testing protocol may also reflect a decrease in scores.

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.

b) Riverside Elementary has maintained consistent performance for continued student proficiency on MCA assessments over the 2008-2013 years by outperforming state averages. Our subgroup scores for Free and Reduced under-perform our total population scores in both 3rd and 4th grades (just over 5% over the 5 year average). While our subgroup scores for Special Education significantly under-perform our total population scores in both 3rd (average of 17% over 5 years) and 4th grades (average of 27% over 5 years). In 2012-13 we saw an increased gap in student proficiency performance for grades 3 and 4 as we changed from a paper administered MCA II assessment to an online, technology-enhanced MCA III assessment to align with our new state standards. Having identified our under-performing subgroup of Special Education through data analysis, we began intensive study of our current instructional delivery for all students. During our study we identified the need for Special Education students to receive daily small group reading instruction in the regular classroom in addition to supplemental services from Special Education providers.

Riverside again maintains consistent performance for continued student proficiency for math performance on MCA assessments over the 2008-13 years by outperforming state averages. Our subgroup scores for Free and Reduced under-perform our total population scores in both 3rd (average of 3.6% over 5 years) and 4th grades (average of 6.8% over 5 years). While our subgroup scores for Special Education significantly under-perform our total population scores in both 3rd (average of 23% over 5 years) and 4th grades (average of 26% over 5 years). After identification for Special Education achievement gap closure, we implemented reteaching interventions for specific mathematical concepts. Programmatic and scheduling modifications were also made to reduce the number of students participating in Special Education small group supports.

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 including discussion of 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 aligned our curriculum

process, including our recent work on standards based report cards and common assessments. Furthermore, use of district level pacing guides and mapping of curriculum has been critical for our success. After school and extended year opportunities are available for at-risk students. Several technology resources, including IXL®, FasTTMath® and Accelerated Reader®, also supplement these grade level interventions.

Achievement losses may in part be attributed to community 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, various social services are more readily available, resulting in 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, including a failed levy in 2007, which resulted in closing 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:

An 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 schools 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 MCAs 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 receive orientation, mentoring and on-going training. Our entire staff are provided time to meet regularly as grade level teams. Data retreats are conducted to analyze assessment results and identify students for interventions. We have a three tiered RtI process where staff plan interventions at the classroom, grade and building levels. Professional learning communities meet monthly to review data, address successful instructional strategies and analyze curriculum effectiveness. K-4 Literacy Coaches are assigned to each site to guide and coach all teachers in data-driven instructional decisions. Educational assistants are required to have a minimum of a two-year post-secondary education or the district provides state certification (Para elink). Assistants are also provided district and site level training throughout the school year in conjunction with the Special Education Co-op, Title I, and building level leadership offerings.

District grade-level meetings are scheduled three times annually to support curriculum, instructional practices, and student achievement. District level data retreats occur throughout the year to analyze trend results and 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. District Title I staff meet throughout the year to assess implementation and progress monitoring of student growth and gap closure. Frameworks of Poverty trainings are provided for staff to develop understanding for our low income families. The district selects several teachers 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. Best Practice strategies and programs are highlighted through extended year training opportunities. These courses align with site, district, and individual Quality Compensation (Q-Comp) professional development goals. District building leaders participate in several job-embedded leadership opportunities. The focus of these meetings is collaboration around district initiatives, a time for sharing progress toward long-range goals, and 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:

Riverside embraces family and community partnerships. Staff build relationships with families by including at home suggestions for working with students in their weekly newsletters. Families are also invited to celebrate student successes at our Student of the Month celebrations. Monthly Riverside Pride newsletters are also sent to families and offer advice for parenting to help raise happy, healthy, responsible students and citizens. Riverside traditionally hosts one of the largest community celebrations each November with hundreds of family and community guests joining our student body to recognize our local heroes on Veteran's Day.

Our Parent Teacher Organization (PTO) extends Riverside hospitality for a variety of Family Fun Night activities including a Back to School Picnic, Bingo, Minute To Win It games, Fathers Reading Every Day (FRED), Scholastic Book Fairs and an annual Spring Carnival/event. Our PTO also contributes to the success of Riverside by providing resources through its fundraising efforts. Last year our PTO raised $8,000 to assist with the installation of short throw projectors in all classrooms. Most recently our PTO committed to a $20,000 iPad Initiative through which they will provide each of the 25 classrooms access to engaged learning and practice opportunities.

Additionally, Riverside hosts numerous community volunteers (parents, grandparents, aunts, uncles) on a daily basis to assist with literacy and math activities in classrooms. Riverside hosts 3 Foster Grandparent volunteers through a partnership with Lutheran Social Services. We are also fortunate to have community-based volunteers helping to run our accelerated Junior Great Books enrichment program in many grades. The National Joint Powers Alliance (NJPA) provides Junior Achievement finance program volunteers for our classrooms, and we collaborate with Central Lakes College in Brainerd for many service areas including dental hygiene, hearing and vision checks and nursing programs.

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 are 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:

Riverside 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%.

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 students 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

Riverside Elementary practices shared leadership as it lives the "It takes a village to raise a child" philosophy. Under the leadership of a new principal in 2012-13, Riverside staff are being guided to practice collective responsibility for student learning. Our building Site Team works to improve school culture and provide a safe learning environment for all. They oversee the school improvement process and work diligently to provide memory-making opportunities and to celebrate student successes. The Site Team most recently worked to establish common behavior expectations and protocols for student misbehavior; they also modified the schedule to ensure curriculum fidelity.

Riverside staff participate in monthly Professional Learning Communities (PLCs) whereby student learning and professional development needs are addressed. In an attempt to improve student achievement, PLC meetings (typically led by content area leaders or our literacy coach) focus on data-driven decision-making and problem solving around student needs as well as provide for collaborative conversations about instructional practices. Staff also meet weekly as grade-levels or specialty areas to establish cohesive instructional plans and discuss student intervention progress.

Our Response to Intervention and Child Study teams meet weekly to support student learning needs and recommend individualized interventions. The principal, building secretary, and Collaborative Service worker meet weekly to address student attendance issues and often do follow-up home visits to support families and ensure regular attendance.

We are also fortunate at Riverside to have a student council comprised of representatives from each of our third and fourth grade classrooms. Their most recent accomplishment was to solicit feedback from our student body to help guide decision making for upcoming 2014-15 playground equipment changes.

We believe cohesive communication is the key to increasing student achievement. Riverside Elementary has worked hard to develop a systemic school improvement process rooted in communication and shared leadership. Knowing our building educates 610 students daily and employs over 94 staff, efficient communication between committees, grade-levels, support staff, families, and students is essential for success. In an attempt to improve communication, we developed processes and timelines for committee meetings to ensure time for groups to meet, discuss concerns, share updates, and give feedback. By aligning our systems and adhering to district, building, and student goals, Riverside has created the focus needed to maximize student achievement levels.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment 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 % Exceed	81	82	80		
% Exceed	28	35	41		
Number of students tested	101	106	112		
Percent of total students tested	96	97	97		
Number of students tested with alternative assessment	4	3	4		
% of students tested with alternative assessment	4	3	3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed	75	80	75		
% Exceed	19	30	32		
Number of students tested	52	64	68		
2. Students receiving Special Education					
% Proficient plus % Exceed	43	60	43		
% Exceed	0	13	29		
Number of students tested	7	15	14		
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed	81	82	82		
% Exceed	29	38	42		
Number of students tested	97	96	104		
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessments 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 % Exceed				79	95
% Exceed				34	60
Number of students tested				114	91
Percent of total students tested				97	97
Number of students tested with alternative assessment				3	3
% of students tested with alternative assessment				3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed				75	94
% Exceed				21	61
Number of students tested				68	49
2. Students receiving Special Education					
% Proficient plus % Exceed				60	95
% Exceed				20	42
Number of students tested				10	19
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed				81	94
% Exceed				36	64
Number of students tested				105	85
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
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 % Exceed	79	75	61		
% Exceed	45	26	24		
Number of students tested	104	114	110		
Percent of total students tested	99	94	97		
Number of students tested with alternative assessment	1	7	3		
% of students tested with alternative assessment	1	6	3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed	72	71	48		
% Exceed	38	22	16		
Number of students tested	64	69	63		
2. Students receiving Special Education					
% Proficient plus % Exceed	48	50	35		
% Exceed	22	15	12		
Number of students tested	23	20	17		
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed	79	76	62		
% Exceed	45	28	25		
Number of students tested	96	106	101		
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
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 % Exceed				79	86
% Exceed				29	59
Number of students tested				85	93
Percent of total students tested				97	98
Number of students tested with alternative assessment				3	2
% of students tested with alternative assessment				3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed				75	80
% Exceed				18	41
Number of students tested				51	39
2. Students receiving Special Education					
% Proficient plus % Exceed				52	61
% Exceed				26	33
Number of students tested				23	18
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed				80	88
% Exceed				30	60
Number of students tested				80	88
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive 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 % Exceed	62				
% Exceed	12				
Number of students tested	101				
Percent of total students tested	96				
Number of students tested with alternative assessment	4				
% of students tested with alternative assessment	4				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed	50				
% Exceed	8				
Number of students tested	52				
2. Students receiving Special Education					
% Proficient plus % Exceed	17				
% Exceed	0				
Number of students tested	6				
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed	64				
% Exceed	12				
Number of students tested	97				
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
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 % Exceed		83	92	72	90
% Exceed		62	73	42	70
Number of students tested		108	109	116	94
Percent of total students tested		97	95	98	97
Number of students tested with alternative assessment		3	6	2	3
% of students tested with alternative assessment		3	5	2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed		80	90	65	88
% Exceed		57	69	35	67
Number of students tested		65	67	69	51
2. Students receiving Special Education					
% Proficient plus % Exceed		73	91	46	84
% Exceed		27	55	18	53
Number of students tested		15	11	11	19
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed		83	92	73	91
% Exceed		62	76	45	72
Number of students tested		98	100	107	88
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessments 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	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceed	72				
% Exceed	15				
Number of students tested	103				
Percent of total students tested	97				
Number of students tested with alternative assessment	3				
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed	68				
% Exceed	8				
Number of students tested	63				
2. Students receiving Special Education					
% Proficient plus % Exceed	50				
% Exceed	5				
Number of students tested	22				
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed	73				
% Exceed	16				
Number of students tested	95				
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
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 % Exceed		77	80	76	90
% Exceed		54	39	48	58
Number of students tested		114	110	86	91
Percent of total students tested		94	97	97	96
Number of students tested with alternative assessment		7	3	3	4
% of students tested with alternative assessment		6	3	3	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceed		73	75	67	84
% Exceed		46	36	42	53
Number of students tested		69	64	52	38
2. Students receiving Special Education					
% Proficient plus % Exceed		55	47	42	63
% Exceed		25	24	25	38
Number of students tested		20	17	24	16
3. English Language Learner Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceed					

% Exceed					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
9. White Students					
% Proficient plus % Exceed		76	80	78	91
% Exceed		52	41	49	58
Number of students tested		106	101	81	86
10. Two or More Races identified Students					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceed					
% Exceed					
Number of students tested					

NOTES: