

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Oscar Uribe Mardones

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

Official School Name Friedell Middle School

(As it should appear in the official records)

School Mailing Address 1200 South Broadway

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

City Rochester State MN Zip Code+4 (9 digits total) 55904-3821

County Olmsted County State School Code Number\* 0535-1-340

Telephone 507-328-5650 Fax 507-287-1490

Web site/URL http://friedell.rochester.k12.mn.us/ E-mail osuribemardones@rochester.k12.mn.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

Blog

http://friedell.rochester.k12.mn.us/blog/One.aspx?portalID=6048855 Other Social Media Link \_\_\_\_\_

YouTube/URL \_\_\_\_\_ d=6048855 \_\_\_\_\_

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. Michael Munoz E-mail: mimunoz@rochester.k12.mn.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rochester Public Schools Tel. 507-328-3000

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. Deborah Seelinger  
(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 16 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 23 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. 1 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	78	80	158
7	79	71	150
8	68	76	144
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	225	227	452

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 19 % Asian
  - 9 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 65 % 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 2013 - 2014 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	458
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 4 %  
19 Total number ELL  
 Number of non-English languages represented: 21  
 Specify non-English languages: Arabic, Amharic, Bengali/Cutchi/Gujarati/Kan, Cambodia/Khmer, Canotonese/Chinese/Taiwanese, Danish, German, Hebrew, Hindi/Hindistani/Urdu, Hmong, Japanese/Okinawan, Korean, Other-Not Specific, Romanian, Russian, Serbo-Croatian, Spanish, Somali, Thai, Vietnamese, Yoruba
8. Students eligible for free/reduced-priced meals: 22 %  
 Total number students who qualify: 97

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 50 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
36 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.

- |                                |  |
|--------------------------------|--|
| <u>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	0
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	28
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 16:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	95%	95%
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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: Our school's mission is "academic growth in a supportive environment."

## **PART III – SUMMARY**

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Friedell Middle School is nestled snugly between Denny’s and the Super 8 at the intersection of two busy highways in an old furniture store in the shadow of a giant corn-cob-shaped water tower. Many people drive by and do not notice that there is a school here. Friedell was born in 1997 out of necessity, as a means of reducing the crowding at the other middle schools. We are a small choice school and draw our approximately 450 students from throughout the Rochester District.

Friedell’s appeal is clearly not physical. It is something else. When people walk in for the first time, or, for that matter, when they walk in at graduation or visit years later, they remark that they feel a sense of warmth and caring. Historically, Friedell has enjoyed one of the highest percentages of racial diversity among the district middle schools. Students are diverse in many other ways as well: language, socioeconomic status, interests, beliefs, and family structure. Some students are twice exceptional; they are gifted and have a disability. Students and parents of every sort find their home here. Friedell is a place where students can be themselves and where parents can be assured that their children will be watched over carefully and loved.

Today Friedell is at capacity and has a waiting pool that would more than double the size of the school, but it was not always so. Enrollment dwindled for several years. Staff turnover was a constant. Because of size, the school had many part-time teachers in both core and non-core areas. This combination made establishing a culture for learning, both with regards to academic programming and school climate, extremely challenging. The school nearly closed on more than one occasion during budget cuts. This galvanized our resolve and strengthened our culture. It became apparent that we were like passengers on the same lifeboat and that if the school were going to survive, it would be very important that none of us carry anything sharp in our pockets. We knew that we had to create a school that people wanted to attend. We had to be interdependent and support one another... and yet still be able to rock the boat from time to time when change was necessary. We found ourselves in a perfect storm.

Staff members urged each other to take applications to holiday parties and to enter into conversations that started with, “So, how old are your children?” A parent with a connection to Minnesota Public Radio was able to get us a free announcement. The PTSA paid for the advertisement of an open house on the fairgrounds marquee nearby. Our school began to grow.

The boat rocked when a district task force concluded that the needs of highly gifted students were unmet by the general curriculum and instruction. Friedell staff accepted the new challenge, paid out of pocket, and gave up weekends, evenings, and summer time to be certified in gifted education. As we learned about highly gifted students and the best practices for teaching them, we were also improving our ability to reach all students. As we looked at our children, we learned to recognize what they could do as opposed to what they could not do. Now differentiation, cooperative learning, student voice, and choice permeate all classrooms, not only our highly gifted classes.

We began the program with twenty-five students who met the required criteria in one of the following ways: a CogAT score of 132; a CogAT score of 128 and a ninety-seventh percentile or above on the NWEAs in reading and math; or a portfolio of qualifying exemplary work. (There are no criteria for students applying to the general program.) As the typical skepticism about a new program died down, a section had to be added at each grade for a total of sixty-four students per grade. Bit by bit, we got the enrollment needed not just to stay open but to sustain the future of the school. We now have to hold a random selection process as the number of applicants exceeds the seats available. We do not take this gift of life for granted, rather we remember from whence we came. We do not rest. We conspire every day how to get better. We recognize the assets in each other and in the children before us. We listen to feedback and keep evolving.

Friedell’s staff strives each day to fulfill the district mission: to inspire, challenge, and empower all students with the knowledge and skills required to reach their full potential, to contribute to future generations, and to become involved members of a global community. Every initiative and achievement is rooted in this mission. We work hard to provide students with a rich school experience that prepares them not only for high school, but for life.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Friedell Middle School follows the Minnesota K-12 Academic Standards, including the Common Core Standards in English/Language Arts (ELA), the Common Core Literacy Standards, and the Minnesota Mathematic Standards. The curricula for all classes at Friedell align with those of all middle schools throughout the Rochester Public Schools.

In the Highly Gifted (HG) courses, district curriculum standards in ELA, science, and social studies are taught with increased rigor and are compacted, allowing time for a gifted curriculum. Developed at the College of William and Mary, these gifted curriculum units allow our HG students the opportunity to delve into topics in a way that addresses the characteristics of the learner: a need for complexity, advanced content, higher level processes and product development, and interdisciplinary study. Highly gifted students are grouped together for ELA, science, and social studies. For all other classes HG students are grouped with general program students.

Mathematics placement is determined by students' test scores. Math courses offered include the following: Math 6, pre-algebra, linear algebra, intermediate algebra honors, and geometry honors. The math team's Professional Learning Community (PLC) has focused on implementing more hands-on exploration of math concepts. For example, before the introduction of slope, students build hills and time their miniature cars to see how height and steepness affect the speed of the cars. This helps students make meaning of the concept of slope. Students who need extra support in mathematics can go to the math resource room during their midday advisory time to ask questions or have material delivered in a different manner. The math resource room is staffed by a certified teacher and a paraprofessional and is open to students of all levels. Staff members are utilizing NWEA scores to help drive interventions and enrichments. Additionally, teachers reteach specific math concepts during academic success class in smaller groups based on student formative assessment data. Teachers also utilize IXL (the company's name and also the name of its on-line Math and ELA practice tool) to provide students with targeted additional practice based on NWEA results. Students who are at or above grade level use Kahn Academy to improve their math skills as well.

Science courses include physical science, life science, and earth science. Each year, science students complete science fair projects in order to experience the scientific process and the excitement of experimenting. Students may enter the Rochester Regional Science Fair. This year, seventy-four of the 202 middle school projects that were entered in the Rochester Regional Science Fair belonged to Friedell students. Many of these projects won awards and will be advancing to various other competitions. As a demonstration of the lasting impact of our science department, twenty-four of the seventy-four high school science fair projects that were entered were done by former Friedell students. The projects prepare our students for future scientific research and experimentation.

The English/Language Arts (ELA) curriculum at Friedell focuses on reading, literature, writing, speaking, viewing, listening, and media literacy. Our Language Arts 6 course is taught in a two-period block. English 7 and 8 are taught in one period. These interpretive and communication skills provide students with a good foundation for all of their studies.

Each grade level examines a different area of social studies. Sixth graders learn about Minnesota history. American history and global studies are the courses taken by our seventh and eighth grade students respectively. Social studies classes focus on big-picture concepts such as culture, revolution, conflict, economic systems, and how climate and geography affect civilizations.

Whenever possible, we link concepts in one content area with those in other content areas. For example, our seventh- and eighth- grade students work on an interdisciplinary research project in their English and social studies classes. The focus of one such paper is on the social studies standard of analyzing a country's independence movement, a social transformation, and a leader who positively influenced the country. Students are allowed to pick any country except the United States. Students are also encouraged to pick a

country about which they have little knowledge. The paper allows students to see the connection between a social studies topic and the skills of analysis, evaluating sources, research, MLA style, and writing. Both teachers utilize Google Classroom for monitoring student progress and posting reference information. Together these courses give students skills they will need in high school, college, and careers.

## **2. Other Curriculum Areas:**

Throughout their three years at Friedell, students are exposed to a variety of courses including the following: art, tech academy, music, physical education, Spanish, integrated technology and careers, design and model, automation and robotics, health, and communication arts.

Students take an art class for one quarter at each grade level. Art is important for innovation in our society. Creativity and the ability to communicate are the hallmarks of art classes. Students explore, experiment, and develop the means to express themselves. For instance, in the seventh-grade photography project, students create an image that represents their understanding of themselves and the world around them. These nontraditional self-portraits celebrate the best part of who they are by focusing on a physical feature that is taken from a different point of view or with an important prop. It promotes critical thinking, self-expression, and respect for each other's uniqueness.

Tech academy is offered to our sixth-grade students. With growing numbers of digital and iPad natives, this course has evolved from students learning iPad basics to using the iPad as a tool for synthesizing their learning in the form of new products.

Students are offered a choice of band, orchestra, or chorus each year. Most students choose to learn to play a band or orchestra instrument. These programs are so strong that Jazz Band and Pops Orchestra are offered as extra-curricular activities. Each year, these ensembles go on tour to elementary schools in the district as well as to the City Hall rotunda to promote music in both the schools and the community.

All students participate in a year-long physical education course. Physical education classes are not simply a time for kids to play sports or be physically active, but are also a time for students to reflect upon their own performance. Since implementing the one-to-one iPad program, our PE teachers have redefined their teaching. For example, during physical fitness testing, students were partnered and used their iPads to video record each other as they performed the various tasks such as the shuttle run, pull ups, and sit ups. Students then watched those videos to look for areas of improvement. One sixth grader was overheard saying, "I thought I did forty sit ups, but I really only did eight accurately." This use of technology has been beneficial in allowing students to reflect upon their performance and to set realistic personal goals.

One quarter of Spanish is offered to students at the seventh- and eighth- grade levels. These courses are designed not only to teach students about the basics of the Spanish language but are also an opportunity for our students to gain a greater understanding of the many cultures of Spanish speakers here and throughout the world.

Our seventh- and eighth-grade students each take one quarter of Integrated Technology and Careers (ITC). These courses focus on computer skills such as proper keyboarding, the use of various programs, and internet safety. In fact, for the past five years, Friedell's seventh-grade classes have ranked number one in the FBI's Safe Online Surfing contests. Students also explore career opportunities and begin to formulate their personalized learning plans.

In the past several years, two Project Lead the Way (PLTW) courses have been added to Friedell's seventh- and eighth- grade curricula. Seventh graders participate in design and model, which is an introduction to engineering and requires them to use the design process to solve problems and to comprehend the impact of creativity and innovation on our lives. Eighth graders study automation and robotics. Students delve into learning about these topics and create their own robotic solutions for an existing problem.

Health courses are offered for one quarter each to our seventh- and eighth-grade students. Seventh graders focus on personal, mental, and social health. Eighth graders continue their study of health with the topics of mental health illnesses, alcohol, tobacco, drugs, and human growth and development.

Communication arts is another course offered on a quarterly basis to Friedell's seventh and eighth graders. Communication arts offers students the opportunity to interact with multiple technologies while developing analysis, argument, and communication skills. Students refine their critical thinking, reading, research, and writing skills, preparing them for future endeavors in high school and beyond.

### **3. Instructional Methods and Interventions:**

At Friedell Middle School, our goal is to meet students where they are academically and to help them move forward. We implement a variety of techniques and practices to support the growth of low, average, and high achieving students. Some student favorites are: debate, ThingLink, KAHOOT, read-alouds, hands-on activities, historical reenactments, role playing, passion projects, presentations, vocabulary raps, and movie making. We also use a co-teaching model with our support teachers to help students reach grade-level standards.

To ensure that all students get what they need in a timely manner, we wrote a pilot proposal to the district and the teachers' union to use an alternate schedule that includes a Response to Intervention (RtI) period every other day at a common time for each grade level. We call this period academic success. This time can be used for anything from intervening with struggling students to offering enrichment opportunities to students who are excelling. During a typical academic success period, some students go to music lessons; others receive support in math. Some students might be having individual reading conferences with a staff member while other students work with a teacher on their science fair projects. While this time can be challenging, with students headed in so many different directions, our teachers are dedicated to continuing it. In fact, the schedule has been changed three times, each time making improvements in order to best serve students' needs. Our schedule also includes an every-other-day team meeting time; teachers use this time and a shared Google Doc to see that all students get what they need.

Throughout the instructional day, we provide academic enrichment and challenge as well. Our training in gifted education helps staff to use differentiation to meet the learning needs and styles of students of all achievement levels. We differentiate by product, process, readiness, and varied instructional material formats. We give students choice in their learning. For example, students may be given a Tic Tac Know Menu and are free to select how they will demonstrate their knowledge by choosing from the listed projects or creating their own with teacher approval. These projects are designed to include all levels of Blooms Taxonomy of Thinking: knowledge, comprehension, application, analysis, evaluation, and synthesis. Students are also required to include a metacognitive aspect in that they must write a paragraph about what kinds of thinking they did during each of their chosen projects.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

All students take the Minnesota Comprehensive Assessments (MCAs) in both mathematics and reading each year. Additionally, all eighth-grade students take the Science MCA which is a comprehensive test of the content studied in grades six through eight. As well as offering an overall view of each school's performance, the MCAs measure the progress of each student toward meeting academic standards. For more information on the Minnesota Comprehensive Assessments, please visit <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/>.

Over the past five years, Friedell has consistently had a greater percentage of students who meet or exceed standards than both the Rochester Public Schools and state averages in mathematics, reading, and science, sometimes by more than twenty-five percentage points.

The Minnesota Department of Education also uses schools' proficiency, growth, and achievement gap reduction data to calculate a Multiple Measurements Rating (MMR) which identifies students as making low, medium, or high growth on the MCAs when compared to the previous year. We are proud that 81.64% of Friedell students made either medium or high growth in 2014. For more information on Minnesota's Multiple Measurements Rating, please visit: <http://education.state.mn.us/MDE/SchSup/ESEAFlex/FedAccount/005949>

Below are links to the Minnesota Department of Education's Data Center, as they pertain to Friedell Middle School:

Mathematics: [http://rc.education.state.mn.us/#testResults/orgId--10535340000\\_\\_test--allAccount\\_\\_subject--M\\_\\_year--trend\\_\\_grade--all\\_\\_p--1](http://rc.education.state.mn.us/#testResults/orgId--10535340000__test--allAccount__subject--M__year--trend__grade--all__p--1)

Reading: [http://rc.education.state.mn.us/#testResults/orgId--10535340000\\_\\_test--allAccount\\_\\_subject--R\\_\\_year--trend\\_\\_grade--all\\_\\_p--1](http://rc.education.state.mn.us/#testResults/orgId--10535340000__test--allAccount__subject--R__year--trend__grade--all__p--1)

Science: [http://rc.education.state.mn.us/#testResults/orgId--10535340000\\_\\_test--allAccount\\_\\_subject--S\\_\\_year--trend\\_\\_grade--08\\_\\_p--1](http://rc.education.state.mn.us/#testResults/orgId--10535340000__test--allAccount__subject--S__year--trend__grade--08__p--1)

Multiple Measurements Rating: [http://rc.education.state.mn.us/#MMR/orgId--10535340000\\_\\_year--designation2014\\_\\_p--5](http://rc.education.state.mn.us/#MMR/orgId--10535340000__year--designation2014__p--5)

In 2013, Friedell was ranked in the top ten schools in Minnesota three times for closing the achievement gap for Black, Hispanic, and Asian students. Below is the link for MinnCAN, a branch of 50 CAN: The 50-State Campaign for Achievement Now, a national network of state-level advocacy groups fighting to enact research-based education reforms that will give every child in their state access to a great school.

[http://minncan.org/sites/minncan.org/files/report\\_cards/Top10SchoolsFinal.pdf](http://minncan.org/sites/minncan.org/files/report_cards/Top10SchoolsFinal.pdf)

Between the categories of free/reduced price lunch and all students there is a gap of 19% in reading and a 28% gap in math. For students not performing at grade level we use a variety of interventions including individualized reading conferencing, readers' workshop class, tutoring, and re-teaching.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The Minnesota Comprehensive Assessments (MCAs) are only one of the ways that Friedell measures students' academic performance. Students take the NWEA tests in the fall and winter of each school year. Students then meet individually with their academic success teachers to set improvement goals for themselves and then use their iPads to take photos of these goal-setting sheets to share with their families.

Friedell teachers use many forms of formative and summative assessment to drive their instruction and to ascertain what students are learning and what areas may require re-teaching or extension. Some of these assessments include quarterly STAR tests to track the growth of students who struggle with reading; IXL assessments to support math standards mastery for students at all levels; and chapter and unit assessments. Teachers also use less formal assessments like exit tickets, entrance tickets, think/pair /share activities, informal observations, and review games.

The implementation of one-to-one iPads has also allowed our teachers and students to use technology to assess students' progress. Some of the iPad applications and websites that we use include Edmodo, Quizlet, KAHOOT, and Google Classroom. Additionally, our orchestra teacher has students use their iPads to video record themselves doing their playing tests which they then submit to her electronically. This has allowed for testing to take place anytime and anywhere, not simply when the student and teacher can find a common time to meet.

Staff at each grade level also maintain data walls on a shared Google spreadsheet to identify students in need of extra support, which resources or practices are being utilized to meet students' needs, and the staff member who is responsible for these practices.

All of these serve to keep teachers, students and parents informed as we continue to strive for improvement.

## **Part VI School Support**

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### **1. School Climate/Culture**

The warm, collaborative atmosphere of Friedell makes people just want to stay. A maintenance man who had transferred to another building recently transferred back. He entered the office and simply stated, “I came home.” A science teacher, introducing the concept of taxonomy groups, asked students which groups or families they belonged to. One boy replied, “I belong to the Friedell Family.”

Staff, students, and families have a sense of pride in our school and duty to one another. This climate allows us not only to support students’ academic endeavors, but also to provide for other aspects of their lives. We have a food shelf for families who do not have enough to eat. We provide coats and other warm clothing to students who need them.

About a decade ago, we noticed that before breaks students would get anxious and sometimes act out. This was especially true before winter break which is the longest. Instead of dealing out more detention, we chose to react with kindness. We began a tradition of holding an annual Random Acts of Kindness event. Staff members use their own money to buy gifts specifically selected for each child. Throughout November and December, we wrap gifts night after night. The day before break, small groups of students are escorted to a room full of gifts. We say, “This is our random act of kindness to you. Pass it on.” Students often express things like, “I love this gift; the teachers actually know me.”

The halls of Friedell display student artwork, inspirational sayings, and the names and handprints of our eighth-grade graduates. Students look forward to leaving their marks, and staff remember our children long after they leave.

Staff members lead by example, and it has a positive and enduring effect. We model compassion, concern, integrity, helpfulness, and perseverance. As children get off the bus from a field trip, they automatically say, “Thank you,” to the driver. When students drop their books, other students pick them up. They hold the doors for one another. They tell the adults when something is wrong or someone needs help. Years later they come back, look for their handprints, and hug their teachers. A staff member recently saw a former student at an elementary school. When asked what he was doing there, he replied with a shrug, “Volunteering. You guys raised me right.”

The last day of school at Friedell is exciting yet bittersweet for the eighth graders. They dress in their finest to participate in what we hope is their first of many graduations. Each student is called up to receive a certificate and have their future aspirations announced to the audience of parents and extended family. While Tom Hanks observed in *A League of Their Own* that “There is no crying in baseball,” there is all kinds of crying at Friedell as we remember and as we leave.

### **2. Engaging Families and Community**

When needs arise, staff and families seek ways of meeting them together. It is not uncommon to see extra beds and groceries in the library waiting to be delivered to a family who needs them. Parents donate boots and other necessities. Staff connect families to programs and community services such as Medical Assistance, energy assistance, and a free dental clinic.

We believe that offering students the best learning opportunities sometimes requires reaching outside the classroom walls. For example, our building is adjacent to the county fairgrounds; and the entrance can only be reached by driving through the fairgrounds. Unfortunately, for fifteen years after Friedell opened, there was an enormous pile of “magic” dirt used for horse shows at the entrance of our parking lot. This eyesore did not convey the welcome that we wanted. In 2011, through collaboration with the Fairgrounds Board, Parks and Recreation, RNeighbors, Libby’s (the canning factory next door), and a local nursery, we were able to replace the dirt with a butterfly garden and outdoor classroom.

Friedell staff teach students the importance of contributing to the community. Students and families join staff in the annual Community Tree Planting sponsored by RNeighbors and Rochester Forestry. Students also do passion projects. Recently, one child raised \$400 for Make a Wish Foundation by selling cupcakes. The Student Council sponsors all-school fundraisers for organizations such as Soles4Souls (a non-profit that distributes shoes around the world), Red Cross, the food shelf, and animal shelter.

The culture of learning at Friedell extends beyond the school day. Community Education offers enrichments such as Science Olympiad, Math Counts, sports, Art Club, Robotics, and History Day. These would not be possible without community volunteers.

As they formulate their personalized learning plans, students learn about many careers from community speakers including Mayo Clinic professionals, IBM engineers, FBI agents, US Marshals, human resource directors, stock market analysts, and more.

### **3. Professional Development**

“We are only as good as our training” is a statement often made by our professional development committee co-chairperson. With this as our guiding principle, each year, the committee surveys the staff about the needs of the building and devises a plan to address them. As middle school educators, we nurture the whole child. Thus, our professional development focuses on both academic and social-emotional aspects.

One example of the power of professional development began six years ago. Friedell was trained in and implemented Positive Behavioral Interventions and Supports (PBIS). Overtly teaching students the expectations has led to a marked decrease in office referrals. There were 553 during the 2008-2009 school year and just sixty-five in 2013-2014.

When there is a new initiative, staff seek the training that will make it successful. Several years ago, when the school got its first iPads, there was professional development to support their implementation. This year, the school was chosen as a site to have one-to-one iPads; and staff learned how to teach in transformative new ways. Before implementing RtI, the staff did a year-long focus on the RtI model.

Teachers and administrators have changed practices as a result of book studies. We have studied *Teach like a Champion: 62 Techniques that Put Students on the Path to College* (Lemov); *What Every Middle School Teacher Should Know* (Brown and Knowles); *Teaching with Love and Logic* (Fay and Funk); and *The Dream Keepers: Successful Teachers of African American Children* (Ladson-Billings). Staff have also found valuable our study of other books such as *Notice and Note: Strategies for Close Reading* (Beers and Probst), and *Summarization in Any Subject* (Wormeli).

This summer, another graduate-level gifted certification program will start in the Friedell library for new and experienced staff alike. We look forward to having rich discussions about our learning and practices.

Many staff attend an annual conference on gifted education. Teachers also participate in content area conferences to learn current trends and new strategies. Those who attend return to school and share what they learned.

Our goal is to make professional development job-embedded, collaborative, and ongoing. Staff requested additional training in differentiation this year. We have arranged two on-site workshops with Richard Cash, author of *Advancing Differentiation: Thinking and Learning for the 21st Century* (Cash). These workshops include differentiation and using higher-order questioning techniques for all learners. Our continual learning helps us better serve our children.

#### **4. School Leadership**

Nobody at Friedell is not a leader. The leaders are not just in the office but in our classrooms, maintenance department, locker rooms, and lunch room. All staff have a sense of duty toward the students, families, and each other. We come early, stay late, and do more than is expected.

There is a combination of formal and informal leadership. The administrators greet the students and families at the front door every morning. Together with the staff, the administrators set the direction and remove obstacles so that goals can be reached. The principal communicates expectations for professionalism, and the staff adds more. Staff are encouraged to be innovative even if the ideas fail. There is a pervasive camaraderie and respect for one another's talents. The staff freely share teaching ideas and use their strengths to help carry out the mission: academic growth in a supportive environment. The adults model what they want students to reflect back: courtesy, humor, creativity, generosity, daring, integrity, kindness, acceptance, and teamwork. Every child's success and well-being is all of our business. We knew from the beginning that we needed to create a school that people wanted to attend, or there would be no school. Our customer service cannot afford to be anything less than outstanding.

Students are at the heart of all we do. In the fall, parents are invited to write an essay entitled, Describe Your Child in One Million Words or Fewer so that staff can know about student interests, strengths, fears, and experiences. We know that adolescent brains are under construction. Misbehavior and failure are opportunities for learning. We forgive and give guidance. Students are leaders, too, holding each other to high standards of behavior, redirecting one another: "We don't bully at Friedell." "Hey - there's no lying at Friedell." "No cheating at Friedell." Staff motivate students to be engaged. You can walk through Friedell on a Friday afternoon or the day before a holiday and see students and staff as actively engaged in learning as ever.

Similarly, on any day, you can see staff gathered hours after school is dismissed or on a Sunday, conferring about students, learning from each other, visiting and laughing, enjoying the warm, collaborative community we have created. It is a sincere school where the words on the lounge wall read:

Nothing you do for children is ever wasted.  
-Garrison Keillor

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessment</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	71	77	80	73	76
exceeds standards	46	53	48	40	37
Number of students tested	158	145	159	146	156
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	36	42	43	51	54
exceeds standards	12	14	10	17	17
Number of students tested	33	36	30	41	52
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	82	89	94	82	89
exceeds standards	79	74	65	59	57

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	33	27	31	22	28
<b>7. American Indian or Alaska Native Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	75	84	84	77	80
exceeds standards	43	57	51	44	41
Number of students tested	100	91	99	91	92
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2011 the state of Minnesota implemented new standards in Mathematics. Comparisons to previous years should not be made.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessment</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	82	79	81	66	72
exceeds standards	53	50	41	35	50
Number of students tested	143	155	150	146	141
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	59	41	57	42	42
exceeds standards	27	10	5	14	16
Number of students tested	34	29	42	50	43
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	89	83	100	88	90
exceeds standards	71	67	64	60	68
Number of students tested	28	30	22	25	19
<b>7. American Indian or Alaska Native Students</b>					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	84	84	85	73	79
exceeds standards	56	54	48	38	56
Number of students tested	88	99	93	89	97
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2011 the state of Minnesota implemented new standards in Mathematics. Comparisons to previous years should not be made.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessment</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	77	75	76	62	66
exceeds standards	44	42	40	46	31
Number of students tested	153	142	144	126	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	48	48	67	36	51
exceeds standards	8	13	20	10	11
Number of students tested	25	40	46	31	35
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	87	90	96	67	93
exceeds standards	67	65	67	67	87
Number of students tested	30	20	24	18	15
<b>7. American Indian or Alaska Native Students</b>					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	81	83	79	67	67
exceeds standards	44	47	41	41	31
Number of students tested	98	89	90	90	64
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2011 the state of Minnesota implemented new standards in Mathematics. Comparisons to previous years should not be made.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessment</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	78	80	85	84	81
exceeds standards	47	54	69	61	56
Number of students tested	158	145	158	146	156
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	55	56	61	68	62
exceeds standards	12	22	24	24	24
Number of students tested	33	36	29	41	52
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	88	85	94	86	93
exceeds standards	70	63	77	77	75
Number of students tested	33	27	31	22	28
<b>7. American Indian or Alaska Native Students</b>					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	79	84	88	90	84
exceeds standards	44	59	75	63	63
Number of students tested	100	91	98	91	92
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2013 Minnesota implemented new standards. Comparisons to previous years should not be made.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessment</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	87	73	85	86	77
exceeds standards	51	36	63	64	54
Number of students tested	143	155	149	146	141
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	77	41	63	76	56
exceeds standards	29	10	34	44	26
Number of students tested	34	29	41	50	43
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	93	87	91	92	84
exceeds standards	64	60	71	72	63
Number of students tested	28	30	21	25	19
<b>7. American Indian or Alaska Native Students</b>					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	86	76	94	90	79
exceeds standards	56	33	71	70	60
Number of students tested	88	99	93	89	97
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2013 Minnesota implemented new standards. Comparisons to previous years should not be made.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Minnesota Comprehensive Assessments</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>AIR Assessment (2011-2014) &amp; Pearson (2009-2011)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
meets standards and above	80	75	84	85	83
exceeds standards	46	40	63	64	
Number of students tested	153	142	144	128	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
meets standards and above	56	55	80	66	66
exceeds standards	20	8	46		
Number of students tested	25	40	46	32	35
<b>2. Students receiving Special Education</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>5. African- American Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>6. Asian Students</b>					
meets standards and above	90	90	88	83	87
exceeds standards	57	65	71		
Number of students tested	30	20	24	18	15
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>9. White Students</b>					
meets standards and above	84	83	87	88	86
exceeds standards	47	47	69		
Number of students tested	98	89	90	91	64
<b>10. Two or More Races identified Students</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
meets standards and above					
exceeds standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
meets standards and above					
exceeds standards					
Number of students tested					

**NOTES:** In 2013 Minnesota implemented new standards. Comparisons to previous years should not be made.