



**Forest Lake, Minnesota**

This case study focused on the Forest Lake Area School District, a public school district that is located about 26 miles northeast of Minneapolis, Minnesota. At the time of this study, the district had 7 elementary schools, 2 junior high schools, a senior high school, an Area Learning Center, and a Montessori Program. Approximately 7,573 students were enrolled in the district. The ethnic makeup was 98% white and 2% minority (Asian and African American). About 12% of the students were eligible for the free and reduced price lunch program.

The district implemented the Bridges in Mathematics, Grade 2 curriculum at the start of the 1999–2000 school year. Since the Bridges in Mathematics curriculum was published in stages, Bridges Grade 1 was implemented in the 2000-2001 school year followed by Bridges Kindergarten in the 2001-2002 school year. Prior to implementing Bridges in Mathematics, the district used Box It or Bag It Mathematics, a K–2 mathematics curriculum that is also published by The Math Learning Center.

**Assessment**

The district used a standardized test to assess student mathematics achievement at the second grade level, but not at the kindergarten or first grade levels. As a result, the assessment and outcome sections of this case study focus only on second grade students. The district assessed second grade mathematics achievement with the mathematics section of the TerraNova Test, a nationally norm-referenced achievement test which measured how well the students were achieving compared to a national sample of second grade students. Students scoring at the 50th national percentile rank were considered to be achieving at the national norm. The district administered the test near the end of the school year.

**Outcome**

The Forest Lake Area School District second grade students scored at the 61st national percentile rank on the mathematics section of the TerraNova Test (composite score) in the 1998–1999 school year, the year before the district implemented the Bridges in Mathematics, Grade 2 curriculum. In the 5 school years since then, the second grade students surpassed this percentile rank on the test four times and equaled it once. They scored at the 64th national percentile rank in 1999–2000, the 61st in 2000–2001, the 66th in 2001–2002, the 64th in 2002–2003 and the 66<sup>th</sup> in 2003-2004 (see Figure 6).

