



MOORHEAD

AREA PUBLIC SCHOOLS

School Improvement
and Accountability

Memo ASLA.18.14

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: October 6, 2017

RE: October 12, 2017 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, October 12, 2017 at 7 a.m. in the Board Room at Probstfield Center for Education.

- | | |
|-----------|---|
| 7:00-7:05 | 1. Introductions |
| 7:05-7:10 | 2. Minutes from September 14, 2017 (Attachment A) |
| 7:10-7:25 | 3. District Financial Update – Brandon Lunak |
| 7:25-7:40 | 4. Draft of Annual Report and School Profiles – Missy Eidsness (Attachment B) |
| 7:40-7:55 | 5. Update on Innovation Programs at Horizon East – Jeremy Larson |
| 7:55-8:10 | 6. Update Curriculum Cycle for 2016-17 – Missy Eidsness (Attachment C) |
| 8:10-8:05 | 7. Other |

Future Meetings: Nov. 9, Dec. 14, Jan. 18 (third Thursday), Feb. 8, March 15 (third Thursday), April 12, May 10, scheduled in the Board Room at Probstfield Center for Education.

**Instruction and Curriculum Advisory Committee
Sept. 14, 2017, Meeting Minutes**

Members Present: Karen Jacowitz, Chizuko Shastri, Cassidy Bjorklund, Josh Haag, Leigh Dornfeld, Missy Eidsness, John Wirries, Rebecca Guest, Teresa Shume, Carol Ladwig, Cindy Fagerlie, Bill Tomhave and Pam Gibb.

Guests: Tony Huseby, assessment and federal programs coordinator, and Amy Zanotti, district data coach.

1. Approval of May 11, 2017, Minutes

Karen Jacowitz moved, Josh Haag seconded, to approve the minutes with the numbering corrected. Motion carried.

2. Roles and Responsibilities of ICAC Members

Missy Eidsness, assistant superintendent of learning and accountability, reviewed the membership list in the agenda since some members are now representing other schools. She explained that the committee is required and reviewed responsibilities of the committee, which serves as the district advisory committee and assessments advisory committee. The school board policy for the committee and the World's Best Workforce requirements for the district advisory committee were included in the agenda.

3. Draft of Annual Report and School Profiles

Tony Huseby, assessment and federal programs coordinator, and Amy Zanotti, district data coach, reviewed the 2017-18 testing plan included in the annual report. Zanotti reviewed the elementary tests, which include Minnesota Comprehensive Assessments (MCAs) in reading and mathematics for grades 3-4; ACCESS, which assesses English Learner growth; and Minnesota Test of Academic Skills (MTAS), which replaces the MCAs for a small number of students on an IEP who qualify. For MCAs, each school will have its own testing schedule. Zanotti explained that the district is moving from Fastbridge to Aimsweb Plus. This is used to screen K-4 students during three different testing windows. It looks at proficiency for early literacy skills and identifies students who might need additional interventions. Students new to the district may be assessed outside the three scheduled testing windows. Besides these tests, other assessments given include various literacy assessments used to drive instruction, common assessments tied to the standards and literacy curriculum, Cognitive Abilities Test (CogAT) to determine students who qualify for gifted/talented programming, special education tests, and entrance tests for students with no backgrounds in school.

For grades 5-8, MCAs, ACCESS and MTAS are similar to K-4. The science MCA is given to grades 5 and 8 students. At the high school level, the science MCA is given to biology students (mostly grade 10). ACCESS and MTAS are similar to elementary and middle school. Special education and entrance tests are dependent on data needed. Advanced Placement tests are given in early May. PSAT, ACT, SAT and ASVAB are all optional. The ACT, while optional, is district provided. For the past few years the district gave the ACT to all juniors with state reimbursement. This year the district must give a college entrance exam during the day, but there is no reimbursement. The state will reimburse

students who qualify for free or reduced lunch. Eidsness said details still need to be worked out for the requirements. There was discussion that the high school has been concerned about having all students take the ACT, which is not necessarily a test for everyone.

There was discussion about narrowing the MCA testing windows by having schools test later in the window to maximize instructional time. The elementary schools test for about a three-day period. With technology changes, Chromebooks can now be used for testing, which made it easier to narrow the testing time at the schools. Last year Moorhead High students were bused to Horizon to use lab space for testing.

Huseby said the committee will discuss more about the move to the Every Student Succeeds Act (ESSA) during the federal programs update at a future meeting. There may be testing changes in 2018-19 related to new state accountability. The ACCESS test will be an accountability indicator under ESSA in 2018-19. The MCA is being looked at as an entrance exam for MnSCU schools or to replace the MCA with a nationally recognized entrance exam. The state is requiring posting of a detailed testing schedule with narrower testing windows and the form to opt out of the MCA. There was discussion of ACT and SAT, college entrance requirements, and proficiency requirements under the state's ESEA plan.

Missy Eidsness reviewed the annual report and the district and school profiles with the committee. This year Probstfield Early Learning Center was added with last year's objectives, progress on objectives, strategies used and new objectives, similar to all the other schools. Eidsness noted some challenges this year with a new MARSS coordinator pulling data; errors found in documenting end codes for students leaving the district that affected graduation rate; and a change in ethnicity student groups by the state. The state added Native Hawaiian/Pacific Islander and two or more races as separate student groups. The MCA data was recalculated for the last four years so all student group data for the reading and mathematics MCAs needed to be updated for all the schools. Goals for the two new schools, Horizon Middle School West Campus and Dorothy Dodds Elementary, still need to be added. A revised draft will be shared with the committee.

4. Opening Week Update

Missy Eidsness provided an update on the opening week. District enrollment is up 163 students from last year's opening enrollment. Busing was slower, but that is normal during the first weeks. Eidsness said decreased enrollment at the elementary buildings with the opening of Dorothy Dodds Elementary has made the elementary schools feel less crowded and eliminated doubling up for physical education and music classes. There are three learning spaces at the three existing buildings. Eidsness said one of the lessons from the furniture pilot is the need to have appropriate furnishings to have spaces function as intended.

At the Horizon Middle School Campus, she noted it's a long hallway to walk between the schools for those Horizon West classrooms that are temporarily based in Horizon East. They are still working on getting students through the lunch serving lines quickly. Horizon East moved to four lunches to reduce students at each lunch. In grade 8 there are two

teachers teaching social studies and language arts collaboratively so their classrooms are combined.

Moorhead High School has lunches balanced right now. However space is always a concern with the cafeteria capacity of 250 and three lunches in a school of 1,800 students. The high school will likely use the gym for lunch again. The high school task force began meeting last year to look at programming, and will meet monthly this year.

Recommendations will go to the board in the spring with a facilities task force process in 2018-19. There was discussion of hybrid classes, providing online classes, having shared learning spaces, and scheduling. Additional skinny electives could help, but the modified block schedule allows students to take more elective choices than other schedule options. Students taking music, Advanced Placement and English Learner classes need to have other classes fit around those. There are a few classes that are great opportunities, but if only a small pool of students are eligible to take the course those may need to be offered every other year.

5. Other

It was noted that the Dorothy Dodds Elementary School ribbon cutting will be Sept. 26 at 3:30 p.m. The formal dedication ceremony is being planned for after the construction is complete at Horizon.

PURSUE EXCELLENCE



MOORHEAD
AREA PUBLIC SCHOOLS



World's Best Workforce 2016-17 Annual Report on Curriculum, Instruction and Student Achievement

DRAFT

Moorhead Area Public Schools Independent School District 152

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.



Welcome to the World's Best Workforce 2016-17 Annual Report on Curriculum, Instruction and Student Achievement

Pursue Excellence

Moorhead Area Public Schools has a lot to be proud of when it comes to the quality of our schools, our educational programs, our teachers and staff, and our students. We continually work hard to pursue excellence for each and every learner in our district.

Our priority has been for all students to be prepared as they leave our schools. In 2016-17, we experienced student growth and academic growth. While standardized tests may change or learning targets may change we remained focused on our mission of maximizing the full potential of every learner to thrive in a changing world.

As we worked to assure that Moorhead students are college, career and life ready, we designated achievement goals based on the data points



from the Minnesota Comprehensive Assessments and graduation rate. We also focused on providing our students with the 21st century skills of communication, collaboration, critical thinking and creativity.

The district improvement goals and progress can be found on Pages 10-13, while each school's student achievement goals and progress, strategies to support teachers and students, and some examples of excellence are outlined on Pages 14-29.

Building administrators, teachers, students, families and community all work together to increase student achievement. Achievement is not measured just by standardized test scores; we also use data from teachers, periodic assessments and daily work to measure all that students are learning in the classroom. Our examples of excellence provide additional measures of student success. In Moorhead we continue to focus on academics, arts, wellness and activities.

Our instructional and operational plans all tie together to focus on growth. Growth can be viewed in many ways, from the academic growth to the growth we see in each student as he or she progresses through our system. At each transition we look for ways to support students and work together to build a strong system of support for each student.

This report highlights our district's progress and continuous improvement efforts. Our challenge in the coming year will be to pursue excellence for all our learners. Together we will maintain and grow Moorhead Area Public Schools as your educational system of excellence.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent

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World's Best Workforce Progress Report

District's priorities focus on student achievement

World's Best Workforce

The Minnesota Legislature passed the World's Best Workforce bill in 2013 to ensure every school district in the state is making strides to increase student performance. The School Board must establish goals and align strategic plans and budgets to achieve world-class student achievement by 2027.

Moorhead's 2016-17 strategic priorities were to:

- establish a culture of learning that supports the needs of the 21st century learner and develops the whole student;
- build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners;
- provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities;
- provide programs and services to eliminate race and socioeconomic indicators as predictors of student success;
- create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected; and
- provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

World's Best Workforce is focused on the goals of

- having all students meet school readiness goals and be ready to start kindergarten;
- having all third-grade students achieve grade-level literacy;
- closing the academic achievement gap between all student groups (ethnic, special education, poverty);
- having all students graduate from high school; and
- having all students attain college and career preparedness.

For each of the five areas for World's Best Workforce is the district or school improvement goal addressing that area, progress made, and strategies used to address the goal. Progress related to all of the district's 2016-17 goals can be found on Pages 10-13.

School Readiness

Objectives: a) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2016-17 school year, as measured by Fountas and Pinnell

Benchmark Assessment System.

Progress: 72% of kindergarten students were at or above instructional level C.

b) 90% of all kindergarten students will demonstrate a proficiency at an AVMR construct one in addition and subtraction (ASC) by the end of the school year as measured by Bridges assessments and spring AVMR data.

Progress: 96% of kindergarten students were at or above an AVMR construct one in addition and subtraction (ASC) as measured by spring AVMR assessments.

- Adjusted phonics cycle to a letter a day from letter a week.
- Explored how to increase engagement through play and joy of learning (joyful play).
- Emphasized the importance of all educators receiving high quality age-appropriate literacy and math training.

Read Well by Grade 3

Objective: Moorhead Area Public Schools grade 3 students will increase their MCA III reading scores from 53.9% to 57% on the MCAs by the spring of 2017.

Progress: District grade 3 reading proficiency decreased from 53.9% in 2016 to 48% in 2017.

- Continued implementation of a literacy framework, professional development pathways and materials.
- Had district focus on writing every day for every student.
- Used variety of measurements to report literacy progress to parents and students throughout the year.
- Provided additional training for district literacy coaches.

Reduce Achievement Gap

Objective: Moorhead Area Public Schools will increase the proficiency of students in all subgroups (free and reduced lunch, special education, English Learners, and racial/ethnic groups) by a minimum of 4 percent on 2017 Minnesota Comprehensive Assessments.

Progress: Hispanic increased by 8.3 percent; other groups decreased from previous year as outlined on Pages 14-15 of the 2016-17 School and District Profiles.

- Expanded the AVID philosophy of increasing opportunities and expectations for all students.
- Completed one Learning Walk at each school to reflect on the district implementation of Sheltered Instruction Observation Protocol (SIOP), a structure for lesson planning.

Continued on next page

World's Best Workforce Progress Report

- Provided support for teachers on differentiation strategies and used data meetings to determine interventions.
- Planned for AVID Excel to support English learners in transitioning to the high school.
- Implemented new mathematics summer program for grades 7-9 students to strengthen algebraic thinking.

Graduation

Objective: Moorhead Area Public Schools will improve the four-year graduation rate from 75.7% to 80% for the graduating class of 2016 by February 2017.

Progress: Graduation rate decreased from 75.7% to 74% for 2016 graduates. Administration has studied and discussed documenting graduation status and accounting appropriately for students who leave the district and has committed to implementing research-based strategies for dropout prevention.

- Continued to implement the top 15 strategies to reduce dropouts from National Dropout Prevention Institute.
- Increased student engagement through project-based learning and service learning.
- Continued the expansion of fall opportunities for families to transition to the school year.

College, Career and Life Readiness

Objectives: a) The percentage of 2017 graduates meeting all four college benchmarks on the ACT will increase from 30% to 32% by Aug. 30, 2017.

Progress: 27% met all four college benchmarks.

b) The percentage of schools reporting proficiency with 21st Century Skills (collaboration, communication, critical thinking and creativity) will increase from 17% to 50% according to BrightBytes student survey results in spring 2017.

Progress: Remained at 17% of all buildings proficient with student use of the 4Cs.

- Balanced content instruction with an emphasis on the 4Cs of communication, collaboration, critical thinking and creativity.
- Expanded schoolwide strategies for student support, called AVID, to provide focus on college, career and life readiness.
- Secondary school counselors continued integrating Naviance for grades 6-10 to assist in annual college, career and life planning.

Examples of Excellence

- Moorhead High School graduates earned college scholarships of \$1.1 million in 2016-17.
- Giving Hearts Day 2017 donors made it possible for the Moorhead Schools Legacy Foundation to give \$9,530 to Moorhead Area Public Schools to support milk and snack break at the district's elementary schools.
- Moorhead High School student Izzy Larson was named a 2017 Minnesota Scholar of Distinction in Theater Arts by the Minnesota Department of Education.
- Angela Doll, assistant principal at Moorhead High School, was named Minnesota Assistant Principal of the Year for 2016-17.
- The Moorhead High School speech team earned its 23rd consecutive Section 8AA title and won a second-straight state AA speech championship.
- Sixth-grade Math Masters teams placed first, third and fifth, and fifth-grade Math Masters teams placed fifth, sixth, seventh and ninth in the 2017 regional tournaments.
- Moorhead High School's 2016 fall musical "Little Shop of Horrors" was recognized for outstanding overall performance and other awards in the SpotLight Musical Theatre Awards.
- Moorhead High School student Sam Grove placed first in the 195-pound weight bracket at the 2017 wrestling state tournament.
- Dr. Lynne Kovash, superintendent, was named a 2017 Administrator of Excellence by the Minnesota Association of School Administrators.
- Horizon Middle School student Lila Stanley was one of 100 students in the state to qualify for the 2017 Minnesota Geographic Bee.
- Five Moorhead Destination Imagination teams qualified to advance to the 2017 state tournament in seven challenges, and one team advanced to Global Finals.
- In 2016-17, Moorhead High School students were selected for All-State Orchestra and MNSOTA Middle Level Honors Orchestra.
- Nine adapted bowling team members qualified for the 2017 state tournament, where Elijah Rosado placed first in his division.
- During 2016-17, Moorhead High School athletes qualified for state in cross country, boys soccer, girls swimming and diving, volleyball, Nordic ski racing, boys hockey, wrestling, weightlifting and track.

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to provide input on the district's World's Best Workforce plan development and make recommendations to the School Board on rigorous academic standards and student achievement goals and measures, and district assessment.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

The World's Best Workforce legislation requires a community committee with members that reflect the diversity of the district and its schools.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 218-284-3310 by Nov. 1.

2016-17 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Mark Altenburg, 2018 <i>Rep: School Board</i>	Rebecca Guest, 2018 <i>Rep: Robert Asp Parent</i>	Donna Norquay, 2018 <i>Rep: Community Diversity</i>
Sadie Anderson, 2017 <i>Rep: Senior Class</i>	Josh Haag, 2017 <i>Rep: Principal</i>	Chizuko Shastri, 2017 <i>Rep: Community Diversity</i>
Cassidy Bjorklund, 2018 <i>Rep: School Board</i>	Dana Haagenon, 2017 <i>Rep: Ellen Hopkins Parent</i>	Teresa Shume, 2017 <i>Rep: Horizon Parent</i>
Leigh Dornfeld, 2018 <i>Rep: Gifted and Talented</i>	Rachel Hohn, 2018 <i>Rep: Ellen Hopkins Parent</i>	Bill Tomhave, 2018 <i>Rep: Higher Education</i>
Missy Eidsness, 2018 <i>Rep: Administration</i>	Karen Jacowitz, 2017 <i>Rep: Moorhead High Parent</i>	Matt Valan, 2016 <i>Rep: School Board</i>
Mary Flesberg, 2017 <i>Rep: Secondary Teacher</i>	Jessica Kanuch, 2018 <i>Rep: Robert Asp Parent</i>	Julie Wellnitz, 2017 <i>Rep: Media Specialists</i>
Pam Gibb, Secretary, 2018 <i>Rep: District Communications</i>	Carol Ladwig, 2018 <i>Rep: Senior Citizens</i>	Sherry Wells, 2017 <i>Rep: S.G. Reinertsen Parent</i>
Lauren Graftaas, 2017 <i>Rep: Senior Class</i>	Nichole Paulsen, 2018 <i>Rep: S.G. Reinertsen Parent</i>	John Wirries, Chair, 2018 <i>Rep: Horizon Parent</i>

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2016-17 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's strategic priorities and World's Best Workforce goals through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals and changes to testing.
- Reviewed implications of the Every Student Succeeds Act and the district's continuous improvement efforts, including the district and school improvement plans and AdvancEd external review.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards, including K-12 literacy programming.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title), special education, English Learners and Indian Education.
- Reviewed the curriculum cycle and resource adoptions for mathematics and Moorhead High School industrial technology.
- Reviewed the implementation of the gifted and talented programming and extended day learning.
- Reviewed early learning and adult learning programs.
- Discussed task force and pilot updates (technology integration, middle school, co-teaching, furniture).
- Reviewed community-based concerns related to instruction and curriculum.

District Staff Development Committee

The District Staff Development Committee develops the district staff development plan tied to the strategic priorities, assists site teams in developing site plans consistent with the district strategic priorities, and evaluates staff development efforts. District and school goals, progress and strategies for the 2017-18 school year are detailed on Pages 10-31.

The majority of the membership of the district staff

development committee shall consist of teachers representing various grade levels, subject areas and special education. The committee also will include non-teaching staff, parents/guardians and administrators.

People interested in serving on the District Staff Development Committee should express interest to a building administrator or should call 218-284-3310 by Nov. 1.

2016-17 District Staff Development Committee

Duane Borgeson
Executive Director of Learner Support Services

Ronda Buysse
Early Childhood Special Education Teacher

Kristin Dehmer
Executive Director of Human Resources

Missy Eidsness
Assistant Superintendent of Learning and Accountability

Lisa Erickson
School Board

Craig Fahrendorf
Secondary Math Teacher

Robin Grooters
Elementary Principal

Joelle Hoefer
Jump Start Preschool Lead Teacher

Michael Kieselbach
Secondary Social Studies Teacher

Jeremy Larson
Secondary Principal

Dave Lawrence
Secondary Principal

Brandon Lunak
Assistant Superintendent of Finance and Operations

Isaac Lundberg
Secondary Social Studies Teacher

Ashley Nelson
Early Intervention Services Lead Teacher

Aura Lee Mohror
Secondary Alternative Education Language Arts/English Learner Teacher

Tanya Ochoa
Administrative Assistant

Deb Pender
Director of Alternative Education

Karen Reiersen
Grade 1 Teacher

Tammy Ressler
Elementary Special Education Teacher

Jessica Rieniets
Grade 4 Spanish Immersion Teacher

Janel Simonson
Secondary Counselor

Carla Smith
Elementary Principal

Erika Thiel
Grade 4 Teacher

Chris Triggs
Elementary Principal

Matt Valan
School Board

Ann Woell
Secondary Library Media Specialist

Kent Wolford
Secondary Social Studies Teacher

Jessica Zimmerman
Grade 2 Teacher

Equitable Teacher Distribution

Data on teacher ethnicity and years of experience are included in the 2016-17 District and School Profiles on Pages 20-21. Moorhead Area Public Schools is committed to ensuring that low-income and minority students are not taught by less experienced or out-of-field teachers at higher rates than other students. Teacher placements and hiring are reviewed annually.

The district collects data on teacher and student diversity. Through the redistribution of teachers for the fall of 2017, Moorhead Area Public Schools reviewed equitable distribution of teachers at all school sites to assign teachers.

Gifted and Talented Programming

Moorhead Area Public Schools is committed to providing learning conditions that support academic achievement for all students. A gifted and talented coordinating teacher provides a seamless continuum of services for high potential students in Moorhead Schools.

Just as the district has implemented Response to Intervention (RtI) for students in need of more supportive interventions due to academic or behavioral needs, this model also can provide interventions for gifted students.

The model for Moorhead Area Public Schools provides a tiered model of programming. Levels of intensity in programming allow for the diversity of individual needs of students who are gifted and talented. Response to Intervention provides support systems for students with exceptional ability or potential. Students who are gifted require special provisions because of their strengths and above-grade instructional level or potential. In addition the district recognizes the need to enhance outcomes in affective areas for accelerated students through the assistance of a school counselor or a support group.

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

Moorhead Area Public Schools has a gifted and talented program document that includes the program purpose and identification processes for students at different grade levels. Identification processes use multiple points of data and multiple pathways to identify students eligible for gifted and talented services. These are outlined in the full document at <https://goo.gl/Sw5yeL>.

Acceleration

Promotion, retention and acceleration are made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of the alternatives. Procedures are outlined in School Board Policy 641 Student Promotion, Retention, Acceleration and Program Design.

Early Admission

Children may be considered for early entrance to kindergarten/grade 1 based on district procedure outlined in School Board Policy 513 Early Admissions.

AdvancED Stakeholder Survey Results

First AdvancED surveys taken by parents, students and staff

In an effort to improve system practices, Moorhead Area Public Schools is using the AdvancED school improvement and accreditation model, which focuses on the AdvancED standards, organized under three domains outlined below.

As part of the five-year review cycle, the schools and district complete self-assessments, implement continuous improvement plans focused on improving student performance and organizational effectiveness, survey stakeholders, and participate in an on-site external review of the schools and district. The stakeholder surveys, which are given every other year, were given for the first time in spring 2016. They will be given again in spring 2018.

Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve leader and education performance.

along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Resource Capacity

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Learning Capacity

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning,

2016 AdvancED Stakeholder Survey Results (out of 5.0 scale)						
	Standard 1 Purpose and Direction	Standard 2 Governance and Leadership	Standard 3 Teaching and Assessing for Learning	Standard 4 Resources and Support Systems	Standard 5 Using Results for Continuous Improvement	Overall
Parents/ Guardians	3.56	3.49	3.66	3.76	3.67	3.65
K-2 Students (out of 3.0 scale)	2.99	2.91	2.75	2.88	2.91	2.84
3-5 Students	2.9	2.66	2.78	2.83	2.65	2.76
6-8 Students	3.81	3.54	3.71	3.58	3.62	3.67
9-12 Students	Not a valid sample size to review data.					
Staff	3.74	3.58	3.4	3.56	3.51	3.51

BrightBytes Survey Results

District remains at emerging on BrightBytes' Classroom score

Moorhead Area Public Schools is using Clarity by BrightBytes to measure the impact of technology on student learning. The Clarity platform provides an efficient way to measure the degree of instructional technology integration in the classroom, resulting in a report that shows technology strengths in the district, provides a plan for meeting standards, identifies professional development needs, and allows districts to track progress over time.

Under the area called Classroom are the six categories outlined below. Results in these areas are included in the overall Classroom score. The district receives an overall numeric score (between 800 and 1,300), plus a maturity scale (beginning, emerging, proficient, advanced or exemplary).

Teacher Use of the 4Cs

- Teacher frequency of computer use in the classroom
- Teacher communication
- Teacher collaboration
- Teacher critical thinking
- Teacher creativity

Student Use of the 4Cs

- Student frequency of computer use in the classroom
- Student communication
- Student collaboration
- Student critical thinking
- Student creativity

Teacher Digital Citizenship

- Teacher yearly time spent teaching digital citizenship
- Teacher knowledge of digital citizenship topics

Student Digital Citizenship

- Student frequency of learning digital citizenship
- Student sources of Internet and cell usage advice

Assessment

- Teacher frequency of digital or online assessment
- Teacher frequency of digital assessment tool use
- Teacher frequency of topical software use

Assistive Technology

- Teacher frequency of assistive technology use
- Teacher involvement in assistive technology
- Teacher frequency of online use for course materials
- Teacher frequency of digital textbook use
- Teacher frequency of digital display device use

BrightBytes Clarity – Classroom Score					
	2015	2016		2017	
	District	District	State*	District	State*
Overall Classroom Score	950 Emerging	951 Emerging	969 Emerging	957 Emerging	973 Emerging
Teacher Use of the 4Cs	Beginning	Beginning (increase from previous year)	Beginning	Beginning (increase from previous year)	Beginning
Student Use of the 4Cs	Emerging	Emerging (increase from previous year)	Emerging	Emerging (decrease from previous year)	Emerging
Teacher Digital Citizenship	Emerging	Emerging (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient
Student Digital Citizenship	Emerging	Emerging (decrease from previous year)	Emerging	Emerging (same as previous year)	Emerging
Assessment	Emerging	Emerging (increase from previous year)	Emerging	Emerging (increase from previous year)	Emerging
Assistive Technology	Proficient	Proficient (decrease from previous year)	Proficient	Proficient (increase from previous year)	Proficient

* Includes those districts in the Minnesota using BrightBytes

Moorhead Area Public Schools



Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560
218-284-3300

Superintendent: Dr. Lynne Kovash
Assistant Superintendents:
Brandon Lunak and Missy Eidsness

Attendance Rate (2016-17) 94.1%

Graduation Rate (2016) 74%

Enrollment by Grade (October 2016)

• Early Intervention Services	274
• Kindergarten	494
• Grade 1	600
• Grade 2	540
• Grade 3	546
• Grade 4	528
• Grade 5	501
• Grade 6	465
• Grade 7	468
• Grade 8	478
• Grade 9	464
• Grade 10	506
• Grade 11	458
• Grade 12	482
• Total K-12 Enrollment	6,530

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	2.8%
• Asian	0.9%
• Black/African American	7.6%
• Hispanic/Latino	8.5%
• Native Hawaiian/Pacific Islander	0.1%
• White	73.6%
• Two or More Races	6.6%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	39.9%
• English Learners	7.2%
• Homeless	1.0%
• Receiving Special Education Services	17.3%
<i>(state-reported data includes students birth-age 21)</i>	

District Improvement Goals for 2016-17

Strategic Priority

21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

■ **College, Career and Life Readiness Goal:** The percentage of 2017 graduates meeting all four college benchmarks on the ACT will increase from 30% to 32% by Aug. 30, 2017.*

Progress toward objective:

- 27% met all four college benchmarks.

■ **College, Career and Life Readiness Goal:** The percentage of schools reporting proficiency with 21st Century Skills (collaboration, communication, critical thinking and creativity) will increase from 17% to 50% according to BrightBytes student survey results in spring 2017.*

Progress toward objective:

- Remained at 17% of all buildings proficient with student use of the 4Cs.

■ **Graduation Goal:** Moorhead Area Public Schools will improve the four-year graduation rate from 75.7% to 80% for the graduating class of 2016 by February 2017.*

Progress toward objective:

- Graduation rate decreased from 75.7% to 74% for 2016 graduates. Administration has studied and discussed documenting graduation status and accounting appropriately for students who leave the district and has committed to implementing research-based strategies for dropout prevention.

■ By June 2017, staff and students will be recognized as examples of the culture of learning at Moorhead Area Public Schools.

Progress toward objective:

- 161 staff members were recognized by administrative cabinet members and the superintendent as “Examples of Excellence” on district priorities.
- 284 students and 105 staff members and coaches were recognized during the “We are Proud” portion of School Board meetings during the 2016-17 school year.

Moorhead Area Public Schools

Strategic Priority

School and Community: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

■ By June 2017, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business and higher education and explore implementation of an adopt-a-school program.

Progress toward objective:

- The district continues to partner with Education That Works on opportunities such as Edventures and project-based learning.
- Community Education increased the diversity of classes offered to the community by partnering on the Absent Narrative project and collaborating with Narrative 4, Rourke Art Gallery, BodySava, Inspire Labs, Timberwolves and Links Academy, Lost and Found Ministry, FARRMs grant, FM BIKE, The Center for Mindful Healing, Skydive Fargo, Rehab Authority, Building Healthier Babies, and Historical and Cultural Society of Clay County.
- The Grades 5-6 Task Force and Grades 7-8 Task Force completed their work, and the High School Task Force work began in February 2017.
- Superintendent Lynne Kovash participated in three sessions of Coffee with the Mayor to meet with community members.
- An adopt-a-school program has not been implemented.

■ The percent of district residents pleased with the quality of education provided by Moorhead Area Public Schools will be maintained at 90 percent on the 2020 community survey.

Progress toward goal:

- Survey will be completed in 2020.

■ By June 2017, Moorhead Area Public Schools will enhance content on the district's social media channels of Facebook and Twitter through collaborative district, school and activities office communication to increase followers by 10%.

Progress toward objective:

- District-created content and content curation increased leading to greater reach and engagement. Twitter followers increased 36 percent from 880 in

September 2016 to 1,197 in June 2017. Facebook page followers increased 37.6 percent from 1,551 in September 2016 to 2,134 in June 2017.

■ Moorhead Area Public Schools will enhance school communication efforts as part of the district communications plan to increase stakeholder support of the schools' purpose and direction by increasing the AdvancED Indicator 2.5 from a rating of 3.51 in 2016 to 3.6 out of 5.0 on the AdvancED parent survey in 2018.

Progress toward goal:

- Survey will be completed in 2018.

Strategic Priority

Facilities: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

■ By Nov. 8, 2016, Moorhead Area Public Schools will implement a plan for the renewal of the current operating levy.

Progress toward objective:

- Completed with operating levy renewed Nov. 8, 2016.

■ By February 2017, Moorhead Area Public Schools, in anticipation of the new schools opening in the fall of 2017, will select furniture, fixtures and equipment (FF&E) for the 2017-2018 school year.

Progress toward objective:

- Completed.

■ By March 2017, Moorhead Schools will establish school bus routes to serve the new elementary attendance areas and schools opening Fall 2017.

Progress toward objective:

- School Board approved new attendance areas in October 2016, and bus routes were established.

■ By April 2017, Moorhead Area Public Schools will establish a plan to provide safe and controlled building access to Vista Center for Education, Probstfield Center for Education and Moorhead High School.

Progress toward objective:

- Completed at Probstfield Center for Education with Vista Center for Education and Moorhead High School moved 2017-18.

Moorhead Area Public Schools

Strategic Priority

Equitable Educational Opportunities: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

■ ***Reduce Achievement Gap Goal:*** Moorhead Area Public Schools will increase the proficiency of students in all subgroups (free and reduced lunch, special education, English Learners, and racial/ethnic groups) by a minimum of 4 percent on 2017 Minnesota Comprehensive Assessments.*

Progress toward objective:

- Hispanic increased by 8.3 percent; other groups decreased from previous year as outlined on Pages 14-15 of the District and School Profiles.

■ ***School Readiness Goal:*** 70% of all kindergarten students will be at or above an instructional level C by the end of the 2016-17 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*

Progress toward objective:

- 72% of kindergarten students were at or above instructional level C.

■ ***School Readiness Goal:*** 90% of all kindergarten students will demonstrate a proficiency at an AVMR construct one in addition and subtraction (ASC) by the end of the school year as measured by Bridges assessments and spring AVMR data.

Progress toward objective:

- 96% of kindergarten students were at or above an AVMR construct one in addition and subtraction (ASC) as measured by spring AVMR assessments.

■ ***Read Well by Grade 3 Goal:*** Moorhead Area Public Schools grade 3 students will increase their MCA III reading scores from 53.9% to 57% on the MCAs by the spring of 2017.*

Progress toward objective:

- District grade 3 reading proficiency decreased from 53.9% in 2016 to 48% in 2017.

■ Moorhead Area Public Schools will increase the number of students achieving medium or high growth in reading and math by a minimum of 2% according to 2016-17 Student Progress section of the Minnesota School Report

card (2015-16: Reading 72.7%, Math 68.3%).

Progress toward objective:

- Reading student growth increased 2.7% to 75.4%.
- Math student growth increased 1.8% to 70.1%.

■ Moorhead Area Public Schools will improve the five- and six-year graduation rates from 82.2% to 84.2% and 81.5% to 83.5%, respectively, for the graduating class of 2016, by February 2017.

Progress toward objective:

- Five-year graduation for 2016 was 79.6%.
- Six-year graduation for 2016 was 83%.

■ Moorhead Area Public Schools will increase the number of students with IEPs spending at least 80% of the day in the general education setting with same-age peers from 48% to 55% by June 2017.

Progress toward objective:

- 53.5% of students with IEPs spent 80% of the day in the general education setting.

Strategic Priority

Mental Health/Character Development: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

■ By June 2017, Moorhead Area Public Schools will provide a minimum of three professional development offerings for each school on strategies to understand the educational impact and interventions for students with mental health concerns.

Progress toward objective:

- All buildings had a one-hour training during the 2016 fall workshop, and options were provided on November and January staff development days.

■ The percentage of grade 8 students who feel at least one adult at the school cares about them as an individual will increase from 91% to 94% based on the spring 2019 Minnesota Student Survey results.

Progress toward goal:

- Survey will be completed in 2019.

■ 100% of the district's schools will have designated staff meet quarterly to identify behavioral trends, set

Moorhead Area Public Schools

goals and plan interventions based on those trends.

Progress toward objective:

- Elementary schools met this goal with work needed at secondary level.

■ Moorhead Area Public Schools will implement a consistent district reporting system for documenting disaggregated in-school and out-of-school suspensions by Dec. 1, 2016.

Progress toward objective:

- Learner Support Services team members reviewed each building's system for documenting suspensions. Implementation of a consistent reporting system has been delayed as a district-wide PBIS committee will be formed for 2017-18. District-wide PBIS training for principals was held June 2017.

Strategic Priority

Human Resources: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

■ By March 1, 2017, revise all teacher job descriptions to decrease the quantity of job descriptions for consistency and manageability. Review and revise all scheduled administrative job descriptions.

Progress toward objective:

- All but three teacher job descriptions were streamlined, updated and reviewed. Review of administrative job descriptions is in progress.

■ By July 1, 2017, 100% of probationary staff for the 2016-2017 school year will be evaluated prior to the end of the probationary period.

Progress toward objective:

- All probationary teachers were evaluated according to state requirements, but not all probationary staff were evaluated by the end of the probationary period.

■ By June 1, 2017, create and implement a recognition program for employees based on identified years of service and alignment with strategic priorities.

Progress toward objective:

- A formal recognition program was not implemented, but 161 staff members were recognized by admin-

istrative cabinet members and the superintendent as "Examples of Excellence." Work will continue on a years of service recognition.

■ Moorhead Area Public Schools will retain 95% of high quality teachers in the 2016-2017 school year.

Progress toward objective:

- The district had 4% voluntary turnover this year (96% retention).

Strategies to support teachers and students in meeting 2016-17 goals:

Support teachers in planning and preparation:

- Align curriculum maps and instruction to the state standards.
- Align unit assessments to content and rigor required from standards.
- Balance content instruction with an emphasis on the 4Cs of communication, collaboration, critical thinking and creativity, including district participation in Metro 4Cs Learning Walks.
- Engage in reflective processes for continuous improvement using AdvancED standards.

Safe, nurturing classroom environments:

- Support implementation of Positive Behavioral Interventions and Supports (PBIS).

Instruction:

- Implement elementary literacy framework with fidelity.
- Continue implementation of research-based strategies to support English learners.
- Continue implementation of AVID (Advancement Via Individual Determination) strategies.
- Use assessment results to determine instructional needs and provide feedback to students.

Professional responsibility:

- Provide research-based professional development.
- Implement teacher evaluation process.
- Support reflective teacher practice.
- Value community input through the task forces for major initiatives, including the middle school, high school, and technology integration task forces.
- Provide mentorship for new teachers in the district.

Probstfield Early Learning Center



Probstfield Early Learning Center
2410 14th St. S., Moorhead, MN 56560
218-284-3800

Early Intervention Services Lead Teacher:
Ashley Nelson
Jump Start Lead Teacher: Joelle Hofer

Original Construction: 1966
Most Recent Remodeling: 2014
Square Footage: 90,001

Enrollment by Grade

- | | |
|--|-----|
| • Jump Start Preschool* | 259 |
| Ages 3-5 | |
| * 113 students also receive EIS services | |
| • Early Intervention Services | 274 |
| Ages 0-5 | |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All Probstfield early learning students will become proficient emergent readers and proficient mathematics thinkers.

Objective 1

Jump Start students will meet or exceed 40% proficiency for three-year old students, and 75% proficiency for four-year old students, in picture naming at Spring 2017 benchmark collection.

Progress toward objective:

- Three-year-olds: 25% met spring target.
- Four-year-olds: 62% met spring target.

Objective 2

Jump Start three-year-old students will meet or exceed 50% proficiency, and Jump Start four-year old students will meet or exceed 90% proficiency, in one-to-one correspondence up to 10 at Spring 2017 benchmark collection.

Progress toward objective:

- 2016-17 was the initial implementation year for math Individual Growth and Development Indicators (IGDIs) so no benchmarks are available.

Objective 3

90% of Jump Start four-year-old students will demonstrate an improvement in friendship skills, including peer initiation and problem solving, through an increased level on their COR assessment score (Level D, F & H).

Progress toward objective:

- 98% of four-year-old students showed an increase in social/emotional development on their COR scores.

Probstfield Early Learning Center

Strategies to support teachers and students in meeting 2016-17 goals:

- Academics are embedded through play, including interaction skills and problem solving.
- HighScope curriculum implemented into Jump Start classrooms.
- Book study that included Early Childhood Family Education, School Readiness, Early Intervention Services, and kindergarten staff focused on vertical alignment of early childhood to grade 3.
- Teachers are trained in TACSEI (Technical Assistance Center on Social Emotional Intervention), which is an intentional approach to teaching social-emotional skills with the focus on a strategy each week.
- Support parents and students in making smooth transitions throughout the school day and school year.
- Early Childhood Student Support team meetings include mental health agency representation and collaboration for CTSS (Children's Therapeutic Services and Support), family support, and crisis response.

Examples of Excellence for 2016-17

- Probstfield Early Learning Center's school readiness programs have a four-star rating from Minnesota Parent Aware.
- Families were able to participate in Fantastic Fridays for Families, Math Night and Leap into Literacy.
- Jump Start Preschool has received funding from United Way since 2012.

School Improvement Goal for 2017-18

All Probstfield early learning students will become proficient emergent readers and proficient mathematics thinkers.

Objective 1

Jump Start three-year-old students will meet or exceed 50% proficiency, and Jump Start four-year-old students will meet or exceed 90% proficiency, in one-to-one correspondence up to 10 at Spring 2018 benchmark collection.

Objective 2

Jump Start students will meet or exceed 40% proficiency for three-year old students, and 75% proficiency for four-year old students, in picture naming at Spring 2017 benchmark collection.

Objective 3

90% of Jump Start students will demonstrate an improvement in friendship skills, including peer initiation and problem solving, through an increased level on their COR assessment score (Level D, F & H).



Shelly Hanson, early childhood special education teacher, practices rhyming words with a preschool student.

Probstfield Elementary School



Probstfield Elementary School
2410 14th St. S., Moorhead, MN 56560

Principal: Robin Grooters
Assistant Principal:
Nancy Wilson

Original Construction: 1966
Most Recent Remodeling: 2014
Square Footage: 90,001

Attendance Rate (2015-16)	94.3%
Enrollment by Grade (October 2016)	
• Kindergarten	494
• Total	494

Diversity of Student Population (2016-17)	
• American Indian/Alaskan Native	2.2%
• Asian	0.6%
• Black/African American	9.3%
• Hispanic/Latino	10.0%
• Native Hawaiian/Pacific Islander	0.2%
• White	70.7%
• Two or More Races	6.9%

Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	40.4%
• English Learners	9.8%
• Homeless	1.6%
• Receiving Special Education Services*	14.6%
(*state-reported data)	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All Probstfield kindergarten students will become proficient emergent readers and proficient mathematics thinkers.

Objective 1

70% of all kindergarten students will demonstrate proficiency at instructional text level C in reading by the end of the 2016-17 school year as measured by Benchmark assessment system.

Progress toward objective:

- 72% of kindergarten students were at or above instructional level C as measured by May Benchmark assessments.

Objective 2

70% of all kindergarten students will demonstrate proficiency with letter sound fluency in reading by the end of the 2016-2017 school year as measured by teacher records and spring FastBridge data.

Progress toward objective:

- 76% of kindergarten students were proficient.

Objective 3

90% of all kindergarten students will demonstrate a proficiency at an AVMR construct level one in addition and subtraction (ASC) by the end of the 2016-17 school year as measured by teacher records and spring AVMR data.

Progress toward objective:

- 96% of kindergarten students were at or above an AVMR construct one in addition and subtraction (ASC) as measured by spring AVMR assessments.

Probstfield Elementary School

Strategies to support teachers and students in meeting 2016-17 goals:

- Academics are embedded through play, including interaction skills and problem solving.
- Change phonics cycle to a letter a day from a letter a week.
- Support parents and students in making smooth transitions throughout the school day and school year.
- Teachers are trained in TACSEI (Technical Assistance Center on Social Emotional Intervention), which is an intentional approach to teaching social-emotional skills with the focus on a strategy each week.
- Implement the district's literacy framework.
- Integrate AddVantage Math Recovery (AVMR) strategies into mathematics instruction.
- Balance content instruction with an emphasis on the 4Cs of communication, collaboration, critical thinking and creativity.
- Implement third year of Positive Behavioral Interventions and Supports under direction of the Probstfield PBIS committee.

Examples of Excellence for 2016-17

- Governor Mark Dayton read "Pete the Cat" to a Probstfield Elementary kindergarten class during his visit on the first day of school.
- Families were able to participate in Fantastic Fridays for Families, Math Night and Leap into Literacy.
- Kindergartners were part of a breakfast party and grant announcement when the Minnesota Super Bowl Host Committee (MNSBHC) continued its 52 Weeks of Giving campaign by awarding Moorhead Area Public Schools a grant to provide creative play equipment for grades K-6 students through the purchase of Imagination Playground sets.
- The district's Spanish Immersion Program continued expansion with three kindergarten sections at Probstfield Elementary and three sections each of grade 1 and grade 2 at Ellen Hopkins Elementary in 2016-17.

District School Readiness Goals for 2017-18

All kindergarten students will become proficient emergent readers and proficient mathematics thinkers.

Objective 1

70% of all kindergarten students will be at or above an instructional level C by the end of the 2017-18 school year, as measured by Fountas and Pinnell Benchmark Assessment System.

Objective 2

90% of all kindergarten students will demonstrate a proficiency at an AVMR construct one in addition and subtraction (ASC) by the end of the school year as measured by Bridges assessments and spring AVMR data.



Kindergarten teacher Su Botner and students work together to assemble a structure using Imagination Playground pieces provided through the grant from the Minnesota Super Bowl Host Committee Legacy Fund.

Ellen Hopkins Elementary School



Ellen Hopkins Elementary School
2020 11th St. S., Moorhead, MN 56560
218-284-4300

2016-17 Principal: Ryan LaDage
2017-18 Principal: Lynnelle Dirksen
Assistant Principal: Diana Johnson

Original Construction: 1957-58
Most Recent Remodeling: 2017
Square Footage: 113,232

Attendance Rate (2015-16) 94.8%

Enrollment by Grade (October 2016)

• Grade 1	228
• Grade 2	185
• Grade 3	175
• Grade 4	163
• Grade 5	127
• Total	878

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	2.6%
• Asian	0.7%
• Black/African American	12.1%
• Hispanic/Latino	10.7%
• Native Hawaiian/Pacific Islander	0%
• White	65.5%
• Two or More Races	8.4%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	51.1%
• English Learners	10.7%
• Homeless	1.5%
• Receiving Special Education Services*	16.3%
(*state-reported data)	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2016-17

Objective 1

Ellen Hopkins Elementary School students in grades 3–5 will increase their overall reading achievement so their proficiency will increase from 52% to 60% on the reading MCA-III assessments by May 2017, and to achieve a proficiency of 41% for free and reduced lunch student group.

Progress toward objective:

- 51.3% of grades 3-5 students were proficient in 2017 compared to 52% proficient in 2016.
- Students eligible for free/reduced price lunch increased from 31.9% proficient in 2016 to 33.6% proficient in 2017.

Objective 2

Ellen Hopkins Elementary School students in grades 3–5 will increase their overall mathematics achievement so their proficiency will increase from 49% to 60% on the MCA-III mathematics assessments by May 2017, and to achieve a proficiency of 40% for free and reduced lunch student group..

Progress toward objective:

- 55.1% of grades 3-5 students were proficient in 2017 compared to 49% proficient in 2016.
- Students eligible for free/reduced price lunch were 40.5% proficient in 2017.

Objective 3

All students at Ellen Hopkins Elementary School will feel that their principals and teachers helped them prepare for the transitions into the next grade by May 2018 as measured by the AdvancED Student Survey (Elementary).

Progress toward objective:

- Data not yet collected.

Ellen Hopkins Elementary School

Strategies to support teachers and students in meeting 2016-17 goals:

- Literacy learning walks continued with a focus on differentiated instruction.
- Grade-level professional learning communities (PLCs) used Bridges pioneer as resident expert in implementing new curriculum.
- On-going professional development focused on purposeful questioning in relation to critical thinking and comprehension strategies.
- Planning and collaboration on instructional strategies in mathematics and literacy were enhanced through grade-level PLC time.
- Use guiding documents to enhance implementation of the district's literacy framework with fidelity.
- English Learner teachers worked with the mathematics coach on vocabulary, using data proficiently, and thinking about groups flexibly.
- Offer parent involvement events centered around academic strategies and culture (Math Night, Fathers Reading Every Day, We Are Hopkins Night).
- Use Second Step character education to build social-emotional wellness in students.

Examples of Excellence for 2016-17

- The Ellen Hopkins Elementary team placed seventh out of 35 teams in the Grade 5 Regional Math Masters Tournament.
- Students earned SpudTacular Student awards.
- Hopkins students raised \$1,300 for the United Way with a penny war.
- A cultural week and We Are Hopkins Night shone the spotlight on the various cultures that make up the Hopkins community.
- Hopkins students learned about giving during a week-long drive that collected items for Churches United.
- Two Hopkins Destination Imagination teams placed third at the 2017 Moorhead Destination Imagination Regional Tournament.
- A S.G. Reinertsen/Ellen Hopkins/Robert Asp Elementary School Destination Imagination Team placed second at the Regional Destination Imagination Tournament to advance to the state tournament.
- Hopkins fourth-grade students performed the program "Constructing Dreams" in the district's first all-city fourth-grade concert.

School Improvement Goals for 2017-18

The goal of Ellen Hopkins Elementary is to establish a culture of learning that supports the needs of the 21st century learner and inspires lifelong learning in every student.

Objective 1

Ellen Hopkins Elementary School students in grades 3-4 will increase their overall reading achievement so their proficiency will increase from 51.3% to 60.2% on the reading MCA-III assessments by May 2018, and to achieve a proficiency of 40.9% for free and reduced lunch student group.

Objective 2

Ellen Hopkins Elementary School students in grades 3-4 will increase their overall mathematics achievement so their proficiency will increase from 55.1% to 58.7% on the MCA-III mathematics assessments by May 2018, and to achieve a proficiency of 45% for free and reduced lunch student group.

Objective 3

Ellen Hopkins Elementary School students in K-4 will demonstrate an increase in behavior that communicates respect, responsibility and safety that will be reflected in a 20% reduction from 1,118 to 894 of total major incidents and reduce the daily incident rate from an average of 6.5 incidents per day to 5.2 incidents per day during the 2017-18 school year.



A small group of Ellen Hopkins Elementary School third-grade students review their video project.

Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
218-284-6300

Principal: Chris Triggs
2016-17 Assistant Principal:

Lynnelle Dirksen

2017-18 Assistant Principal: Erika Engelking

Original Construction: 1957-58

Most Recent Remodeling: 2017

Square Footage: 111,732

Attendance Rate (2015-16) 94.9%

Enrollment by Grade (October 2016)

• Grade 1	174
• Grade 2	170
• Grade 3	182
• Grade 4	175
• Grade 5	202
• Total	903

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	5.1%
• Asian	2.0%
• Black/African American	6.5%
• Hispanic/Latino	8.8%
• Native Hawaiian/Pacific Islander	0.1%
• White	69.7%
• Two or More Races	7.8%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	43.6%
• English Learners	6.9%
• Homeless	2.0%
• Receiving Special Education Services*	17.2%
(*state-reported data)	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All students will be proficient in literacy and mathematics.

Objective 1

Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 60% (62% in 2015/66% in 2014/68% in 2013) to 65% (composite result) on the 2017 MCA-III math assessment.

Progress toward objective:

- 55% of grades 3-5 students were proficient.
- Students eligible for free/reduced price lunch were 38.4% proficient.

Objective 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 58% to 62% on the 2017 MCA-III reading assessment (composite results). Students eligible for free/reduced lunch will increase their reading proficiency from 43.1% to 49%.

Progress toward objective:

- 56% of grades 3-5 students were proficient.
- Students eligible for free/reduced price lunch were 42.1% proficient.

Objective 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10 percent reduction of total major and minor incidents (556 to 506 incidents) and reduce our daily incident rate from an average 3.08 per day to 2.75 per day in 2016-17.

Progress toward objective:

- Major and minor incidents increased from 556 incidents in 2015-16 to 651 incidents in 2016-17. The average daily rate increased to 3.36 incidents per day.

Robert Asp Elementary School

Strategies to support teachers and students in meeting 2016-17 goals:

- Use guided group approach to differentiate instruction in mathematics and literacy based on student need.
- Use curriculum maps and collaborative planning to ensure students have the same grade-level experience.
- Use guiding documents to enhance implementation of the district's literacy framework with fidelity.
- Use common language for literacy school-wide.
- Use Second Step character education to build social-emotional wellness in students reinforced through weekly student announcements.
- Offer parent involvement events centered around academic strategies.
- Emphasized training teachers and paras about identification and best practice strategies to work with students identified as children impacted by significant trauma.
- Classroom management plans were accessible with a positive reinforcement system identified as well as expectations and procedures.

Examples of Excellence for 2016-17

- Tammy Ressler, special education teacher at Robert Asp Elementary, was named one of the 2017 Moorhead Teachers of the Year.
- The Robert Asp Elementary team placed ninth out of 35 teams in the Grade 5 Regional Math Masters Tournament.
- Students received recognition at the monthly SPUD meetings.
- Robert Asp continued positive home contact by sending a postcard for students who went beyond regular classroom expectations.
- Students and staff collected 691 pounds of pennies to raise \$1,757 to purchase new books for students in the Title I and Reading Recovery programs.
- The school's student leadership program successfully served the school and community.
- Families were able to participate in Math Night and Dr. Seuss Night.
- A S.G. Reinertsen/Ellen Hopkins/Robert Asp Elementary School Destination Imagination Team placed second at the Regional Destination Imagination Tournament to advance to the state tournament.

- Robert Asp fourth-grade students performed the program "Constructing Dreams" in the district's first all-city fourth-grade concert.

School Improvement Goal for 2017-18

All students will be proficient in literacy and mathematics.

Objective 1

Students in grades 3-4 at Robert Asp Elementary will increase their reading proficiency from 55.6% to 62% on the 2018 MCA-III reading assessment (composite results). Students eligible for free/reduced lunch will increase their reading proficiency from 42.1% to 49%.

Objective 2

Students in grades 3-4 at Robert Asp Elementary will increase their mathematics proficiency from 55% to 60% on the 2018 MCA-III math assessment.

Objective 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents (a decrease from 651 incidents in 2016-17 to 587 incidents) and a reduction in the daily incident rate from an average of 3.36 per day (2016-17) to 2.75 per day in 2017-18.



Robert Asp Elementary School students practice math skills with a math game.

S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School
1201 40th Ave. S., Moorhead, MN 56560
218-284-5300

2016-17 Principal: Carla Smith
2016-17 Assistant Principal: Josh St. Louis
2017-18 Principal: Josh St. Louis
2017-18 Assistant Principal: Tiffany Nagel

Original Construction: 2004
Most Recent Remodeling: 2017
Square Footage: 122,838

Attendance Rate (2016-17) 95.6%

Enrollment by Grade (October 2016)

• Grade 1	198
• Grade 2	185
• Grade 3	189
• Grade 4	190
• Grade 5	172
• Total	934

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	1.3%
• Asian	0.3%
• Black/African American	4.0%
• Hispanic/Latino	5.2%
• Native Hawaiian/Pacific Islander	0%
• White	84.6%
• Two or More Races	4.6%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	33.0%
• English Learners	9.2%
• Homeless	0.5%
• Receiving Special Education Services*	11.9%
(*state-reported data)	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All students at S.G. Reinertsen Elementary School will show growth in writing, reading and mathematics.

Objective 1

100% of grades 1-5 students will complete a portfolio or performance, of both formal and informal work, in writing by May 2017 as measured by writing rubrics and student work samples.

Progress toward objective:

- All students met this objective.

Objective 2

70% of grades 1-5 students will demonstrate a proficiency at or above district expectations in reading by May 2017 as measured by Text Leveling Assessment, DCA-R, FastBridge and MCA tests.

Progress toward objective:

- Grade 1: 72% proficient at Level I text leveling
- Grade 2: 74% proficient at Level M text leveling
- Grade 3: 55.2% proficient on MCA-III
- Grade 4: 54.5% proficient on MCA-III
- Grade 5: 66.5% proficient on MCA-III

Objective 3

70% of all students will demonstrate a proficiency in mathematics by May 2017 as measured by AVMR Structuring Number Assessment and MCA mathematics assessment. Grades 1-2 students will reach grade-level targets on AVMR Structuring Number Assessment, and grades 3-5 students will be proficient (meet or exceed) on MCA mathematics assessments.

Progress toward objective:

- Grade 1: 37% met grade-level target on AVMR
- Grade 2: Data not collected
- Grade 3: 67% proficient on MCA-III
- Grade 4: 70% proficient on MCA-III
- Grade 5: 37.5% proficient on MCA-III

S.G. Reinertsen Elementary School

Strategies to support teachers and students in meeting 2016-17 goals:

- The literacy action plan includes providing focused and standards-aligned writing instruction by following the writing curriculum map.
- Provide students with authentic writing experience.
- Use guiding documents to enhance implementation of the district's literacy framework with fidelity.
- Use formative assessment data to select instructional activities for differentiated instruction.
- On-going professional development focused on small group instruction to improve differentiated instruction for students.
- New teachers participated in learning walks to observe best practices.
- Math-focused learning walk looked for specific targets.

Examples of Excellence for 2016-17

- S.G. Reinertsen Elementary team placed fifth and sixth out of 35 teams in the Grade 5 Regional Math Masters Tournament.
- S.G. Reinertsen Elementary K-Kids, a school service group connected to Kiwanis, raised more than \$940 to help send a veteran to Washington, D.C., on a WDAY Honor Flight.
- Two Reinertsen Destination Imagination teams placed first at the 2017 Moorhead Destination Imagination Regional Tournament to advance to the state tournament. Another team placed third at the regional tournament.
- A S.G. Reinertsen/Ellen Hopkins/Robert Asp Elementary School Destination Imagination Team placed second at the Regional Destination Imagination Tournament to advance to the state tournament.
- S.G. Reinertsen fourth-grade students performed the program "Constructing Dreams" in the district's first all-city fourth-grade concert.

School Improvement Goal for 2017-18

All students at S.G. Reinertsen Elementary School will show growth in reading and mathematics.

Objective 1

60% of grades 3-4 students will be proficient in reading by May 2018 as measured by the reading Minnesota Comprehensive Assessments. 70% of grades K-2 students will score at or above the skill target score by May 2018 as measured by aimsweb Plus reading assessment.

Objective 2

73% of grades 3-4 students will be proficient in mathematics by May 2018 as measured by the reading Minnesota Comprehensive Assessments. 80% of students will score 75% or higher on the comprehensive growth assessment.

Objective 3

Office discipline referrals (ODR) in grades K-4 will decrease from 3 referrals per day to 1.5 referrals per day.



At the school's fourth-grade States Fair, S.G. Reinertsen Elementary School students share facts about their states with visiting students from other grade levels.

Horizon Middle School



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
218-284-7300

Principal: Jeremy Larson
2016-17 Assistant Principal:
Jennifer Stiles
2017-18 Assistant Principal:
Jason Buckley

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2015-16) 93.7%

Enrollment by Grade (October 2016)

• Grade 6	464
• Grade 7	465
• Grade 8	476
• Total	1,405

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	3.0%
• Asian	0.7%
• Black/African American	7.0%
• Hispanic/Latino	8.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	74.0%
• Two or More Races	6.6%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	40.5%
• English Learners	5.5%
• Homeless	0.9%
• Receiving Special Education Services*	14.8%

(*state-reported data)

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All Horizon Middle School students will receive college, career, and life ready preparation.

Objective 1

The percent of Horizon students proficient in each grade level 6, 7 and 8 will exceed state average on the 2017 MCA-III reading assessment.

Progress toward objective:

- Grade 6: 61.6% proficient; State: 63.4% proficient
- Grade 7: 51.9% proficient; State: 57.5% proficient
- Grade 8: 54.1% proficient; State: 58.7% proficient

Objective 2

The percent of Horizon students proficient in each grade level 6, 7 and 8 will exceed state average on the 2017 MCA-III mathematics assessment.

Progress toward objective:

- Grade 6: 44.7% proficient; State: 55.2% proficient
- Grade 7: 49.7% proficient; State: 54.9% proficient
- Grade 8: 57.3% proficient; State: 58% proficient

Objective 3

80% of Horizon students will earn a score of 70% on the PLC's content area common assessment given each quarter.

Progress toward objective

- Common assessments were given; data could not be compared.

Objective 4

At least 80% of students at Horizon will feel valued by at least one adult at school as measured on a student survey in spring 2017.

Progress toward objective

- 90.7% of students agreed or strongly agreed on the PBIS student survey.

Horizon Middle School

Strategies to support teachers and students in meeting 2016-17 goals:

- Implement AVID elect and AVID school wide (Advancement Via Individual Determination), targeting students with academic ability and motivation, but who may not have all the skills (study skills, supports, etc.) to be college ready.
- Review/edit common assessments/unit exams checking for rigor using Costa's levels of questioning.
- All departments support Writing, Inquiry, Collaboration, Organization & Reading (WICOR) components, including note-taking using the Cornell Way and organization strategies. WICOR is another AVID element.
- Each house committed to daily reading and writing (60 minutes reading / 40 minutes writing).
- Use of Math Solutions training, math co-teaching model, and common vocabulary.
- Use of positive communication home for all students, Positive Behavioral Interventions and Supports, positive student recognitions, implementation of Spud Pride days quarterly, time for counselors to meet with teams, and implementation of culture-building activities among the staff.

Examples of Excellence for 2016-17

- During a one-week fundraiser, Horizon students supported a classmate in her cancer fight; 14 Horizon staff members had their heads shaved after students and staff raised more than \$5,000 during the fundraiser.
- Sixth-grade Math Masters teams placed first, third and fifth in the 2017 regional tournaments. Horizon students placed first, third, sixth, seventh and ninth in the Math Masters individual round.
- Ten Horizon students were finalists in the state Letters About Literature competition. Out of 339 submissions in the middle school level, 63 entries were selected as state-level finalists.
- Horizon Science Olympiad team members placed first and second at the regional competition. At the state competition, Lila Stanley and Mackenzie Neuhalfen placed second in Rocks and Minerals.
- A Horizon team qualified for the state Destination Imagination tournament in two challenges.
- 40 students and chaperones viewed the 2017 total eclipse, which had been discussed in science classes, in Grand Island, Neb.

Horizon Middle School East Campus School Improvement Goal for 2017-18

All Horizon Middle School East Campus students will receive college, career, and life ready preparation.

Objective 1

75 percent of Horizon East students will show medium or high growth on the 2018 MCA-III reading assessment.

Objective 2

80 percent of Horizon East students will show medium or high growth on the 2018 MCA-III mathematics assessment.

Objective 3

At least 90% of students at Horizon East will feel valued by at least one adult at school as measured on a PBIS student survey in spring 2018.

Objective 4

Student use of the 4Cs of communication, collaboration, critical thinking and creativity will increase from 1020 to 1030 based on the 2018 student BrightBytes survey.



A Horizon Middle School student prepares to launch her balloon racer.

Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
218-284-2300

Principal: Dave Lawrence
Assistant Principals:
Josh Haag and Angela Doll

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2016-17) 94.1%

Graduation Rate (2016) 81%

Enrollment by Grade (October 2016)

• Grade 9	444
• Grade 10	469
• Grade 11	419
• Grade 12	422
• Total	1,754

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	1.8%
• Asian	1.1%
• Black/African American	7.9%
• Hispanic/Latino	7.0%
• Native Hawaiian/Pacific Islander	0%
• White	76.1%
• Two or More Races	6.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	33.0%
• English Learners	6.5%
• Homeless	0.2%
• Receiving Special Education Services*	12.3%

(*state-reported data)

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goal for 2016-17

All Moorhead High School students will receive college, career, and life ready preparation.

Objective 1

Moorhead High School grade 11 students will increase their mathematics proficiency from 50.8% to 52% on the 2017 MCA-III mathematics assessment.

Progress toward objective:

- 50.5% of Moorhead High grade 11 students were proficient on the MCAs compared to 48.3% for the state.

Objective 2

Moorhead High School grade 10 students will increase their reading proficiency from 59.1% to 62% on the 2017 MCA-III reading assessment.

Progress toward objective:

- 63.1% of Moorhead High grade 10 students were proficient on the MCAs compared to 60.1% for the state.

Objective 3

Moorhead High School will improve graduation rate 3% from 82.9% to 85.9% by creating a positive school culture that emphasizes student/staff learning, the importance of relationships, and improved home/school communications.

Progress toward goal:

- Graduation rate decreased to 81%. Another 8.8% of students are identified as continuing (may need five or six years to graduate). Administration has studied and discussed documenting graduation status and accounting appropriately for students who leave the district and has committed to implementing research-based strategies for dropout prevention.

Moorhead High School

Strategies to support teachers and students in meeting 2016-17 goals:

- Offer math support class with students enrolled in both that class and a general education math class.
- Offer two reading intervention classes.
- Offer sheltered instruction courses in world history, intermediate algebra, physical science, and English for English learners with a modified curriculum for EL students so students were able to earn course credit.
- Focus on engagement strategies of the cold-calling technique, circulating the room, being thoughtful about questions teachers are asking, and 100 percent participation.
- Continue efforts to have teachers develop relationships with students.
- Teachers were charged with contacting parents/guardians of students who had failing grades and inviting them to parent-teacher conferences.
- Strengthen the 7 Mindsets curriculum within the Explore Class.
- Implement third year of AVID school-wide instruction strategies and expand AVID elect to three grade levels.

Examples of Excellence for 2016-17

- Angie Jelinek, Moorhead High School physical science teacher, was named one of the 2017 Moorhead Teachers of the Year.
- Students and staff members shared the culture, clothing, music and dances of different countries as part of International Day.
- Bridget McManamon placed first at the Young Entrepreneurs Academy Investor Panel Shark Tank and advanced to compete in the national Saunders Scholars Competition.
- Maren Twedt, Emma Craig, Rachel Craig and Lydia Flaspohler received the Distinguished Leaders Award at the 2017 Destination Imagination state tournament.
- The Adaptability and Productivity Lab Project at



A Moorhead High School senior accepts her honor cords after being recognized as a salutatorian at the academic awards night.

Moorhead High School received a \$1,000 donation from SpartanNash.

- Seniors Sarah Schulz and Devon Solwold were named National YoungArts Foundation winners.
- The boys hockey team placed second in the 2017 Class 2AA boys hockey state tournament.
- The Moorhead High School speech team qualified 12 team members for the 2017 National Speech and Debate Tournament. Moorhead High earned its ninth consecutive School of Excellence award in speech.
- Luke Gulbranson placed first in a regional drafting competition to advance to the national competition for the second year in a row.
- Amy Bjerke, Moorhead High volleyball assistant coach, was named Class AAA State Assistant Coach of the Year.
- Four Moorhead High School SkillsUSA team members placed at the state competition with two advancing to the national competition.
- Art students earned awards at the Minnesota State High School League Visual Arts 8AA section competition, Hawley Art Show, and MSUM Regional Art Exhibit.

School Improvement Goal for 2017-18

All Moorhead High School students will receive college, career, and life ready preparation.

Objective 1

Moorhead High School grade 10 students will increase their reading proficiency from 63.1% to 66% on the 2018 MCA-III reading assessment.

Objective 2

Moorhead High School grade 11 students will increase their mathematics proficiency from 50.5% to 53.5% on the 2018 MCA-III mathematics assessment.

Objective 3

Moorhead High School will improve graduation rate 3% from 81% to 84% by creating a positive school culture that emphasizes student/staff learning, the importance of relationships, and improved home/school communications.

Red River Area Learning Center



Red River Area Learning Center
2777 34th St. S., Moorhead, MN 56560
218-284-2200

Director of Alternative Education:
Deb Pender

Attendance Rate (2015-16??) 74%

Enrollment by Grade (October 2015)

• Grade 6	N/A
• Grade 7	0
• Grade 8	0
• Grade 9	6
• Grade 10	16
• Grade 11	26
• Grade 12	51
• Total	99

Diversity of Student Population (2016-17)

• American Indian/Alaskan Native	11.4%
• Asian	0%
• Black/African American	2.3%
• Hispanic/Latino	28.4%
• Native Hawaiian/Pacific Islander	0%
• White	50.0%
• Two or More Races	8.0%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	63.6%
• English Learners	3.4%
• Homeless	3.4%
• Receiving Special Education Services*	13.6%

(*state-reported data)

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2016-17

Objective 1

Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will be maintained at 80%.

Progress toward objective:

- Red River ALC documented that this objective was met with 17 students meeting graduation requirements.

Objective 2

Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will be maintained at 61%.

Progress toward objective:

- State reporting changed and didn't calculate the minimum productivity standard.
- The average credit earned for all Red River ALC students enrolled during FY 2016 was 2.14 credits.

Objective 3

Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 42% to 45%.

Progress toward objective:

- Attendance rate in 2016-2017 was 74%, which exceeds the 67% attendance rate for state approved alternative programs.

Objective 4

Red River Area Learning Center will provide a personalized learning environment for every student with the continued implementation of an advisor-advisee program. Students will receive 60 minutes of direct contact with a teacher-mentor daily and work on tenets of World's Best WorkForce (Naviance).

Progress toward objective:

- All students received 60 minutes of direct contact with a teacher-mentor daily in 2016-17.

Red River Area Learning Center

Strategies to support teachers and students in meeting 2016-17 goals:

- Implement year three of advisor–advisee program to ensure that every student has a mentoring relationship with at least one caring adult.
- Use project-based learning to increase engagement.
- Maximize partnerships between the ALC, higher education, local businesses and other stakeholders to ensure all students graduate college and career ready. This includes working to connect students with college students and have them on the college campuses.
- Action research to facilitate the involvement of parents and other adult mentors in creating a personalized learning environment for all students, including family nights to engage parents and to showcase student accomplishments.
- Create a welcoming school environment at new location that better supports programming and needs of students.
- Partner with Adult Basic Education to meet the needs of older than average students.

Examples of Excellence for 2016-17

- Red River ALC and MState continued the Focus on the Future partnership, which enables students enrolled in an alternative program to earn dual high school and college credit year round.
- Twenty Red River ALC students competed in MAAP STARS, the Minnesota Association of Alternative Program's youth component, and four students advanced to state.
- The Minnesota Super Bowl Host Committee awarded \$10,000 worth of equipment to provide an enhanced breakfast program for Red River ALC students.
- A Red River ALC teacher received a \$5,000 grant from American Crystal Sugar to support project-based learning and curriculum aimed at restoring native habitat around the school.

School Improvement Goals for 2017-18

Objective 1

Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will be maintained at 80%.

Objective 2

Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will be maintained at 61%.

Objective 3

The attendance rate for students attending Red River Area Learning Center will be maintained at 74%.

Objective 4

All Red River Area Learning Center students will develop 21st-century skills related to communication, collaboration, creativity, and critical thinking, as evidenced by AVID learning walks conducted during advisor–advisee classes.



Red River Area Learning Center students and Minnesota State University Moorhead education students work on designing a logo as part of their business plan to address a food-related issue.

Dorothy Dodds Elementary School



Dorothy Dodds Elementary School
4400 24th Ave. S., Moorhead, MN 56560
218-284-5300

2017-18 Principal: Robin Grooters
2017-18 Assistant Principal: Nancy Wilson

Original Construction: 2017
Square Footage: 110,000

Dorothy Dodds Elementary School, the new K-4 elementary school, opened for the 2017-18 school with these school improvement goals.

School Improvement Goal for 2017-18

All students at Dorothy Dodds Elementary will become proficient and lifelong readers, writers and mathematics thinkers.

Objective 1

70% of all K-4 students will demonstrate reading proficiency at the designated instructional text level according to the district benchmarks by spring of 2018.

Students will collectively meet or exceed the 2017 state average (57%) on the reading MCA-III in the spring of 2018.

Objective 2

80% of students will demonstrate proficiency (75% or higher) with grade-level standards on the district's Comprehensive Growth Assessment in the spring of 2018 (Number Corner Checkup 4).

Students will collectively meet or exceed the 2017 state average (67%) on the math MCA-III in the spring of 2018.

Objective 3

Students will demonstrate behavior that aligns with the school-wide PBIS mission resulting in a decrease in the number of quarterly incident reports.



Classrooms at Dorothy Dodds Elementary School have flexible furniture to easily adapt for different activities like small group learning or full class instruction.

Horizon Middle School West Campus



Horizon Middle School West Campus
1201 36th Ave. S., Door W1,
Moorhead, MN 56560
218-284-5300

2017-18 Principal: Carla Smith
2017-18 Assistant Principal: Ben Dimond

Original Construction: 2017
Square Footage: 198,573

Horizon Middle School West Campus, the new grades 5-6 school, opened for the 2017-18 school with these school improvement goals.

School Improvement Goal for 2017-18

All students at Horizon Middle School West Campus will show growth in reading and mathematics.

Objective 1

70% of grades 5 and 6 students will demonstrate proficiency at or above district expectations in reading by the end of the 2017-18 school year as measured by the text leveling assessment, district common assessment, or 2018 reading MCA.

80% of students will demonstrate medium to high growth as demonstrated on the MCA reading assessment for the 2017-18 school year.

Objective 2

Proficiency levels (meet or exceed) on the MCA math assessment for grades 5 and 6 students will match those of the state for the 2017-18 school year.

80% of students will demonstrate medium to high growth as demonstrated on the MCA mathematics assessment for the 2017-18 school year.

Objective 3

90 percent of students will have less than one office discipline referral in the 2017-2018 school year. Teachers will use a ratio of five to one positive recognition statements to every reteaching opportunity.



Each learning community at Horizon Middle School West Campus has a maker space for hands-on project-based learning.

2017-18 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2017-18 school year. These are a continuation of the 2013-14, 2014-15, 2015-16 and 2016-17 priorities based on the themes and discussion from the Community Engagement Initiative.

These priorities will guide work in the district for 2017-18. Items noted with an asterisk (*) are aligned to World's Best Workforce. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

• College, Career and Life Readiness Goals:

- a) The percentage of 2018 graduates meeting all four college benchmarks on the ACT will increase from 27% to 29% by Aug. 30, 2018.*
- b) The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity) will increase from 957 to 964 according to BrightBytes student and teacher survey results in spring 2018.*
- **Graduation Goal:** Moorhead Area Public Schools will improve the four-year graduation rate from 74% to 80% for the graduating class of 2017 by February 2018.*
- By June 2018, staff and students will be recognized as examples of the culture of learning at Moorhead Area Public Schools.

School and Community: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

- By June 2018, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business and higher education and explore the implementation of an adopt-a-school program.
- The percent of district residents pleased with the quality of education provided by Moorhead Area Public Schools will be maintained at 90 percent on the 2020 community survey.
- By June 2018, Moorhead Area Public Schools will enhance content on the district's social media channels of Facebook and Twitter through collaborative district, school and activities office communication to increase followers by 10% (September 2017: Facebook 2,224; Twitter 1,229).
- Examine internal communication and the implementation of a consistent internal communication system using a staff survey to establish a baseline.
- Moorhead Area Public Schools will enhance school communication efforts as part of the district communications plan to increase stakeholder support of the schools' purpose and direction by increasing the AdvancED Indicator 2.5 from a rating of 3.51 in 2016 to 3.6 out of 5.0 on the AdvancED parent survey in 2018.

Facilities: Provide equitable education facilities and financial resources for technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

- By the spring of 2018, Moorhead Area Public Schools will establish a plan to provide safe and controlled building access to Vista Center for

Education and Moorhead High School.

- By December 2017, a demographic study of the district will be complete with recommendations for further facility needs.
- By the spring of 2018, using the high school task force's guiding principles and Portrait of a Graduate, a plan will be developed to study high school facilities during the 2018-19 school year.
- By the spring of 2018, recommendations will be made to the school board regarding adherence to building capacities.

Equitable Educational Opportunities: Provide equitable educational opportunities to eliminate race and socioeconomic indicators as predictors of student success.

- **Reduce Achievement Gap Goal:** Moorhead Schools will increase the proficiency of students in all groups (free and reduced lunch, special education, English Learners, and racial/ethnic groups) by a minimum of 4 percent on 2018 Minnesota Comprehensive Assessments.*
- **School Readiness Goals:**
 - a) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2017-18 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*
 - b) 90% of all kindergarten students will demonstrate a proficiency at an AVMR construct one in addition and subtraction (ASC) by the end of the school year as measured by Bridges assessments and spring AVMR data.*
- **Read Well by Grade 3 Goal:** Moorhead Area Public Schools grade 3 students will increase their MCA III reading scores from 48% to 53% on the MCAs by the spring of 2018.*
- Moorhead Area Public Schools will increase the number of students achieving medium or high growth in reading and math by a minimum of 2% according to 2017-18 Student Progress section of the Minnesota School Report card (2016-17: Math 70.1%, Reading 75.4%).
- Moorhead Area Public Schools will improve the five- and six-year graduation rates from 79.2% to 84.2% and 83% to 85%, respectively, for the graduating class of 2017, by February 2018.
- Moorhead Area Public Schools will increase the number of students with IEPs spending at least 80% of the day in the general education setting with same-age peers from 53.5% to 55% by June 2018.
- Moorhead Area Public Schools will establish a system to measure the participation of grades 9-12 students in college-bearing coursework disaggregated by student groups.

Mental Health/Character Development: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

- By June 2018, Moorhead Area Public Schools will provide two three-hour professional development offerings for grades K-6 schools on strategies to understand the educational impact and interventions for students experiencing trauma.
- The percentage of grade 8 students who feel at least one adult at the school cares about them as an individual will increase from 91% to 94% based on the spring 2019 Minnesota Student Survey results.
- 100% of the district's schools will have designated staff meet quarterly to identify behavioral trends, set goals and plan interventions based on those trends.
- Moorhead Area Public Schools will develop a district-wide PBIS committee to improve communication and provide support and consistency in addressing student needs.

Continued on next page

Measuring Student Progress 2017-18

Grades K-4: District-Wide Testing for 2017-18

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-4	March 5-May 4, 2018	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-4	March 5-May 4, 2018	
ACCESS for ELs (WIDA)	English learners in K-4	Jan. 29-March 23, 2018	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 5-May 4, 2018	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Aimsweb Plus Indicators of Early Literacy/Oral Reading Fluency Skills	K-4	Sept. 11-22, 2017 Jan. 2-12, 2018 May 14-25, 2018	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-4 selected students	Throughout the school year	To determine a student's reading level and skills
Common Assessments	K-4	Throughout year as determined by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
Cognitive Abilities Test (CogAT)	Specific students scoring above 90 percent on MCA testing or with a teacher recommendation	As needed, once every two to three years	To measure a student's abilities in the areas of problem solving and reasoning skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Strategic Priorities continued from previous page

- Moorhead Area Public Schools will implement a consistent district reporting system for documenting disaggregated in-school and out-of school suspensions by June 1, 2018.

Human Resources: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

- By March 1, 2018, review all scheduled job descriptions for revision

and compensation review.

- By July 1, 2018, 100% of probationary staff for the 2017-18 school year will be evaluated prior to the end of the probationary period.
- By June 1, 2018, create and implement a recognition program for employees based on identified years of service.
- By June 1, 2018, support safe and healthy working environments by providing education a minimum of two times per month.
- Moorhead Area Public Schools will retain 95% of high quality teachers in the 2017-2018 school year.

Measuring Student Progress 2017-18

Grades 5-8: District-Wide Testing for 2017-18

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	5-8	March 5-May 4, 2018	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	5-8	March 5-May 4, 2018	
Science MCA-III	5, 8	March 5-May 11, 2018	
ACCESS for ELs (WIDA)	English learners in 6-8	Jan. 29-March 23, 2018	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 5-May 4, 2018	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Common Assessments	5-8	Throughout year as determined by PLCs, grade-level and middle school teams	To determine a student's level of proficiency in a subject area
Cognitive Abilities Test (CogAT)	Specific students scoring above 90 percent on MCA testing or with a teacher recommendation	As needed, once every two to three years	To measure a student's abilities in the areas of problem solving and reasoning skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2017-18

Grades 9-12: District-Wide Testing for 2017-18

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 5-May 4, 2018	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Mathematics MCA-III	11	March 5-May 4, 2018	
Science MCA-III	Biology students	March 5-May 11, 2018	
ACCESS for ELs (WIDA)	English learners 9-12	Jan. 29-March 23, 2018	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 5-May 4, 2018	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PSAT (pre SAT)	11 (optional)	Oct. 25, 2017	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
ACT	11 (district provided but optional)	April 3, 2018	
	12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	Nov. 21, 2017	To determine students' vocational aptitude and interests
Common Assessments	9-12	Throughout year as set by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
Advanced Placement Exams	9-12	May 7-11, 2018 May 14-18, 2018	To determine college credit related to student scores for students enrolled in AP coursework



Moorhead Area Public Schools Independent School District 152

**2410 14th St. S., Moorhead, MN 56560
www.moorheadschoools.org**

2017 School Board

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The World's Best Workforce 2016-17 Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschoools.org.

Photos in this publication were taken during the 2016-17 school year.

Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.



MOORHEAD

AREA PUBLIC SCHOOLS

DISTRICT AND SCHOOL PROFILES

2012-13 THROUGH 2016-17

October 2017

DRAFT 10.5.17

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

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Red River Area Learning Center

(Data reported is for full-time secondary students at the separate site program.)

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1. Average Daily Attendance (ADA)

The Average Daily Attendance is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

2. Average Daily Membership (ADM)

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district to MARSS.

3. Attendance Rate

The Attendance Rate shows the percentage of days that students were in attendance throughout the year. The information is collected from MARSS.

4. English Learners (EL)

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than six years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

5. October 1 Enrollment

This data reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and is used to compile a monthly enrollment report.

6. Spanish Immersion Program Enrollment

The Spanish Immersion Program Enrollment data reflects the number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected by the Assistant Superintendent's Office and is included in the monthly enrollment report.

7. Open Enrollment

The figure reflects the number of students choosing to open enroll into and out of Moorhead. Minnesota Statute 124D.03 allows all Minnesota public school students the opportunity to request to attend school outside of the school district where they live. Families generally provide their own school transportation, and no tuition is charged. The information is collected from MARSS.

8. Private School Enrollment

The private school enrollment is the number of resident students enrolled in private schools in the Fargo-Moorhead area. The information is collected by the Assistant Superintendent's Office.

9. Home School Enrollment

The number includes students who have completed the required home school forms and provided them to the Assistant Superintendent by October 1. This number includes shared time students in the district.

10. Migrant Enrollment

Migrant enrollment refers to the number of students who have moved to a different school district “within the last three years because of their parent’s temporary or seasonal work in agriculture or fishing” (U.S. Dept. of Ed., 1999). The information is collected from MARSS.

11. Homeless

The homeless number includes students who lack a fixed, regular and adequate nighttime residence, which includes doubled-up, hotel/motel, sheltered or unsheltered. The information is collected from MARSS.

12. Mobility

The mobility number includes students who have transferred into and out of the district during the school year. This data includes transfers within the district and transfers into and out of the district from other Minnesota districts, from other states and countries, and from non-public schools including home schools. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected from MARSS.

13. Free and Reduced Lunch Program

This information includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The data is collected from MARSS.

14. Ethnicity

The data shows the number and percentage of students identified by federal ethnic group categories as of end of year. The information is collected from MARSS.

15. Home Language

This number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

16. Special Education Status

Special education status includes the number of students in the district receiving special education services listed by primary disability as of December 1 and the percent of students with disabilities. The information is collected by the Learner Support Services Office and from MARSS.

17. Students Eligible for Transportation

Students eligible for transportation shows the number of enrolled students throughout the year eligible for district-provided transportation. The number of students eligible for transportation is divided by the total number of K-12 students at the end of the year, which includes all students who attended Moorhead Area Public Schools at any point during the school year.

DISTRICT DATA

DEMOGRAPHIC DATA

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	4,784	4,954	5,011	5,797	6,002
2. Average Daily Membership (ADM)	5,053	5,074	5,349	6,177	6,382
3. Attendance Rate	94.66%	97.64%	93.68%	93.85%	94.05%
4. English Learners (EL)					
EL State Reimbursement	289	330	369	422	487
EL Students Served	373	435	443	477	523

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten	484	497	503	577	494
Grade 1	442	488	497	516	600
Grade 2	416	430	513	519	540
Grade 3	441	431	456	514	546
Grade 4	422	433	436	483	528
Grade 5	407	418	440	448	501
Grade 6	445	416	435	460	465
Grade 7	400	449	427	458	468
Grade 8	439	399	441	427	478
Grade 9	424	453	413	482	464
Grade 10	417	432	461	445	506
Grade 11	402	409	423	466	458
Grade 12	439	405	444	437	482
Total	5,578	5,660	5,889	6,232	6,530

6. Spanish Immersion Program Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten	51	48	66	77	69
Grade 1	51	49	45	68	75
Grade 2	31	49	48	45	66
Grade 3	45	30	46	45	41
Grade 4	35	41	31	44	44
Grade 5	36	35	38	28	36
Total	249	252	274	307	331

DISTRICT DATA

DEMOGRAPHIC DATA

7. Open Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17
Into Moorhead	185	161	131	134	206
Out of Moorhead	511	556	553	696	868
8. Private School Enrollment	426	565	732	676	486
9. Home School Enrollment	152	135	151	200	174
10. Migrant Enrollment	52	45	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
11. Homeless					129
12. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into District					
From Other Minnesota Districts	379	317	216	495	299
From Other States & Countries	313	400	461	518	513
From Non-public	68	62	54	28	69
Transfers Out of District					
To Other Minnesota Districts	304	268	103	174	219
To Other States & Countries	233	237	166	296	232
To Non-public	17	13	13	13	23
Transfers Within the District	207	174	278	<i>N/A</i>	
13. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	1,953	2,068	2,058	2,205	2,395
Reduced	415	271	326	308	306
Percentage of Students Free & Reduced	41.4%	40.2%	39.3%	39.5%	40.7%

DISTRICT DATA

DEMOGRAPHIC DATA

14. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian / Alaska Native	349	343	394	409	272
	5%	4.9%	5.4%	5.4%	3.5%
Asian	111	120	129	129	71
	1.6%	1.7%	1.8%	1.7%	0.9%
Black / African American	351	432	540	691	637
	5.1%	6.1%	7.4%	9.1%	8.3%
Hispanic / Latino	580	598	627	669	679
	8.4%	8.5%	8.6%	8.8%	8.9%
Native Hawaiian / Pacific Islander					5
					0.06%
White	5,542	5,566	5,603	5,692	5,517
	79.9%	78.8%	76.8%	75%	71.9%
Two or More Races					490
					6.38%
Percent Minority	20.1%	21.2%	23.2%	25%	26.64%

DISTRICT DATA

DEMOGRAPHIC DATA

15. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Adangme	2	1	0	2	3
Afrikaans	0	0	1	1	1
Albanian	33	26	22	29	33
American Sign Language	3	6	4	4	4
Amharic	3	2	2	0	0
Arabic	86	108	119	140	167
Bantu	0	0	3	0	3
Bosnian	0	36	30	26	29
Cambodian, Khmer	1	0	2	2	2
Cebuano	2	2	2	1	1
Chinese	6	8	12	14	9
Chippewa, Ojibwa	0	1	1	0	0
Dakota	1	1	1	1	1
English	6,268	6,316	6,512	6,706	6,981
English Creolized	4	5	8	8	8
Farsi	1	1	1	2	2
Filipino, Philipino	0	1	2	2	2
Finnish	1	1	1	1	0
French	2	1	0	1	6
Ganda, Luganda	0	1	2	3	4
German	0	2	0	1	1
Grebo	0	0	0	1	3
Hindi	0	0	0	1	3
Italian	0	0	0	1	0
Kurdish	193	219	231	245	262
Nepali	1	1	0	0	0
Norwegian	0	0	0	1	0
Nuer	0	0	3	3	1
Oromo	0	0	1	1	0
Portuguese	0	0	0	0	1
Russian	3	3	2	2	4
Rwanda	0	0	0	3	3
Samoan	2	1	1	1	1
Somali	37	80	125	173	210
Spanish	212	201	182	173	161
Swahili	0	2	2	10	31
Thai	0	0	0	1	1
Turkish	0	0	0	1	1
Vietnamese	27	23	21	22	25

DISTRICT DATA

DEMOGRAPHIC DATA

16. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild					
Speech/Language Impaired	190	206	210	229	245
Specific Learning Disability	154	169	174	209	237
Emotional Behavioral Disorders	81	84	77	95	101
Other Health Disabilities	181	186	184	205	202
Development Delay	187	193	231	293	264
Low Incidence					
DCD Mild Moderate	33	33	28	37	35
DCD Severe	9	8	10	11	12
Physically Impaired	26	33	26	27	28
Deaf/Hard of Hearing	19	20	21	20	20
Visual Impairment	6	5	6	5	3
Deaf-Blind	1	1	1	1	1
Autism Spectrum Disorders	105	107	105	112	154
Traumatic Brain Injury	5	5	5	6	4
Severely Multiple Impaired	10	8	9	10	13
Total Disabilities Served	1,007	1,058	1,087	1,260	1,319
Percentage of Students with Disabilities (includes early childhood)	17.5%	18.1%	18%	20.4%	
Percentage K-12 Students (ages 5-21) with Disabilities	12.2%	14.5%	14.8%	16%	
17. Students Eligible for Transportation	2012-13	2013-14	2014-15	2015-16	2016-17
Count	4,932	4,855	5,156	5,653	
Percentage	70.1%	67.4%	78.8%	82.8%	

1. Minnesota Comprehensive Assessments (MCA)

Minnesota Comprehensive Assessments are given to students in grades three through eight, 10 and 11 annually in reading and mathematics. School districts use this assessment to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). Students in grades five, eight and high school take the MCA in science.

There are four achievement levels for the MCA:

- 1) Exceeds the Standards (E)
- 2) Meets the Standards (M)
- 3) Partially Meets the Standards (P)
- 4) Does Not Meet the Standards (D)

Proficiency combines Level 1 (Exceeds the Standards) and Level 2 (Meets the Standards). Proficiency is reported by grade and by student group.

2. AIMSweb / FastBridge

AIMSweb and FastBridge are scientifically based formative assessment and basic skills improvement systems. The AIMSweb and FastBridge formative assessment model informs the instructional process by efficiently identifying at-risk students, students who are learning, and students who are not progressing adequately. For 2011-12 to 2014-15, Moorhead Area Public Schools used AIMSweb. In 2015-16, Moorhead Area Public Schools switched to FastBridge.

AIMSweb / FastBridge Components:

- ◆ **Benchmarking** assesses students three times per school year for universal screening (early identification) in grades K-5.
- ◆ **Strategic Monitoring** monitors the at-risk students and evaluates the effectiveness of instructional interventions.
- ◆ **Progress Monitoring** monitors the students who need more intensive instructional services.

AIMSweb / FastBridge Tests:

- ◆ **Letter Sound Fluency (LSF) / Letter Sound (LS)** requires students to identify as many lower case letter sounds as they can in one minute.
- ◆ **Nonsense Word Fluency (NWF)** requires students to identify and say the sounds in non-real words for one minute.
- ◆ **Curriculum Based Measurement (RCBM or CBM)** requires students to read orally for one minute. The examiner calculates the number of words read correctly providing a valid measure of general reading achievement.

3. EXPLORE and PLAN

EXPLORE

EXPLORE helps prepare eighth-graders for their high school coursework and their post-high school choices. EXPLORE includes four multiple-choice tests covering English, mathematics, reading and science. EXPLORE tests have content similar to the PLAN and the ACT. EXPLORE also includes a career planning component designed to help students consider possible career options. This assessment was not given in 2015-16.

PLAN

The PLAN test measures academic progress in high school. It is designed to improve students' preparation for education, training, and work after high school while they still have time to adjust their high school courses. PLAN has content similar to the ACT test. It covers the same subjects — English, mathematics, reading and science — and provides an estimated ACT score. PLAN points out academic strengths and areas where improvement is needed and lets students know if they are on track for college. PLAN helps students find careers that match their interests. This assessment was not given in 2015-16.

4. ACT

The ACT is the predominant test for college admission in the Midwest and is typically first taken in the spring of a student's junior year. The ACT is a two hour and 55 minute multiple choice test. The total test is scored low (0) to high (36), and its scores are reported in four categories: English, Reading, Mathematics and Science Reasoning. A composite average score of all four areas is also provided. The sub-scores are reported in a range between 1 and 18.

The scores are reported for all students taking the ACT test. This information is part of the report sent to the district by ACT.

5. Percent of ACT-Tested Students Ready for College-Level Coursework

Only the ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or a 75% chance of obtaining a C or higher, in the corresponding credit-bearing college courses. These scores are empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are as follows:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23

6. Graduation Rate

Four-Year Graduation Rate

The four-year graduation rate is a four-year, on-time graduation rate based on a cohort of first time ninth-grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period. This rate is similar to, but not the same as, the National Governors Association (NGA) Graduation Rate. The NGA Rate allows more time for Special Education students and recent immigrants to graduate.

Five-Year Graduation Rate

The five-year graduation rate is similar to the four-year graduation rate, but allows a fifth year to be included to determine if students graduated within four or five years. The computation selects the same cohort of students as the four-year graduation rate (first time ninth-grade students plus transfers in minus transfers out) reported in four specific years. It then determines if these students graduated in year four or year five.

Six-Year Graduation Rate

The five-year graduation rate is similar to the four-year graduation rate, but allows a fifth and sixth year to be included to determine if students graduated within four, five or six years. The computation selects the same cohort of students as the four-year graduation rate (first time ninth-grade students plus transfers in minus transfers out) reported in four specific years. It then determines if these students graduated in year four, year five or year six.

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	MCA-III									
	2012-13		2013-14		2014-15		2015-16		2016-17	
Reading	District	State	District	State	District	State	District	State	District	State
Grade 3	53.5%	57.2%	54.6%	58.1%	59.8%	58.7%	53.9%	57.3%	48%	56.5%
Grade 4	52.3%	54%	57.7%	55%	52.6%	57.9%	54.6%	58.3%	52.1%	56.8%
Grade 5	64.3%	63.8%	69.1%	67.6%	66.4%	66.7%	66.6%	67.7%	67.3%	67.5%
Grade 6	54.7%	59.3%	56.2%	61%	57.6%	63.9%	58%	62.3%	61.6%	63.4%
Grade 7	50%	54%	54%	56%	58.4%	55.6%	49.7%	56.6%	51.8%	57.5%
Grade 8	54%	54.1%	56.5%	55.8%	58.8%	56%	58.8%	57%	53.9%	58.7%
Grade 10	55%	62.3%	52.5%	60.1%	57.7%	57%	58%	58.9%	61.3%	60.3%
ALL	54.8%	57.8%	57.3%	59.1%	58.8%	59.4%	57.1%	59.7%	56.4%	60.1%
	MCA-III									
	2012-13		2013-14		2014-15		2015-16		2016-17	
Mathematics	District	State	District	State	District	State	District	State	District	State
Grade 3	64%	71.5%	61.1%	71.8%	62.5%	70.9%	65.1%	69.4%	60.9%	68.1%
Grade 4	71.6%	71.2%	69.4%	70.3%	60.6%	70%	62.2%	68.7%	63.8%	66.7%
Grade 5	60%	60%	57.6%	61.8%	54.1%	59.7%	50.3%	58.8%	43.2%	57.1%
Grade 6	58.4%	57%	51.8%	57.1%	49%	57.6%	47.1%	55.9%	44.7%	55.2%
Grade 7	63.2%	56%	64.3%	57.1%	58.4%	55.1%	52.2%	56.2%	49.7%	54.9%
Grade 8	61.8%	58.9%	66.9%	59.7%	57.4%	57.8%	54.9%	58%	57.3%	58%
Grade 11*	50.1%	52.4%	46.4%	50.6%	48.1%	48.7%	47.5%	47.1%	47.7%	48.3%
ALL	63.2%	62.6%	59.8%	61.4%	55.9%	60.2%	54.5%	59.4%	52.9%	58.6%

* Grade 11 students took the mathematics MCA-II in 2012-13.

DISTRICT DATA

ACHIEVEMENT DATA

Student Group Proficiency and Number of Students Tested

<i>* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.</i>	MCA-III									
	2012-13*		2013-14		2014-15		2015-16		2016-17	
Reading	District	State	District	State	District	State	District	State	District	State
American Indian / Alaska Native										
Proficiency	33.9%	34.2%	19.7%	33.2%	32.1%	34.3%	26%	34.7%	22%	34.8%
Number tested	118		76		81		73		82	
Asian										
Proficiency	60.4%	49.1%	58.6%	50.2%	65.5%	51.9%	60%	53.7%	50%	53.1%
Number tested	53		29		29		35		36	
Black / African American										
Proficiency	33.6%	32.1%	28.1%	31.6%	24.6%	32%	20.7%	32.8%	27.7%	33.3%
Number tested	125		89		142		198		253	
Hispanic / Latino										
Proficiency	27.9%	34%	31.3%	35.6%	34.8%	36.5%	34.9%	37.7%	34.2%	37.9%
Number tested	244		240		247		252		260	
Native Hawaiian / Pacific Islander										
Proficiency			N/A	50%	N/A	48.2%	N/A	47.5%	N/A	52.3%
Number tested			N/A		N/A		N/A		N/A	
White										
Proficiency	78.1%	82.5%	63.2%	66.9%	64.6%	67.6%	63.5%	67.9%	63.3%	68.8%
Number tested	2,326		2,193		2,304		2,329		2,441	
Two or More Races										
Proficiency			50%	52.7%	55.1%	54.5%	56.9%	55.2%	52.4%	55.5%
Number tested			196		205		202		225	
English Learners										
Proficiency	6.6%	16%	11.6%	16.4%	11.4%	16.8%	9.2%	16%	7.1%	13.7%
Number tested	181		189		228		206		241	
Special Education										
Proficiency	24.9%	27.3%	21.9%	28.1%	22%	25.8%	23.6%	26.1%	21.7%	26.2%
Number tested	398		406		405		411		423	
Eligible for Free and Reduced-Price Lunch										
Proficiency	38.5%	38.1%	38.9%	39.5%	40.1%	39.8%	38.6%	40.2%	36.5%	40.2%
Number tested	1,168		1,121		1,246		1,249		1,293	
Migrant										
Proficiency	31.3%	22.5%	33.3%	24.2%	33.3%	27.8%	66.7%	27.1%	N/A	24%
Number tested	16		18		21		12		N/A	
Homeless										
Proficiency							12.1%	23.9%	14.3%	24.4%
Number tested							33		28	
Students with Limited or Interrupted Formal Education (SLIFE)										
Proficiency							0%	0.9%	0%	0.8%
Number tested							11		10	

DISTRICT DATA

ACHIEVEMENT DATA

Student Group Proficiency and Number of Students Tested, continued

<small>* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.</small>	MCA-III									
	2012-13*		2013-14		2014-15		2015-16		2016-17	
Mathematics	District	State	District	State	District	State	District	State	District	State
American Indian / Alaska Native										
Proficiency	34.9%	37.2%	26.4%	32.5%	28.4%	31.5%	25.7%	30.8%	22.5%	29.7%
Number tested	106		72		74		70		80	
Asian										
Proficiency	85.4%	61.3%	75.8%	59%	71.4%	58%	70.3%	57.2%	72.2%	57%
Number tested	41		33		28		37		36	
Black / African American										
Proficiency	44.1%	34.7%	26.5%	32%	19.7%	30%	18.7%	29%	21.6%	28.3%
Number tested	111		102		157		187		264	
Hispanic										
Proficiency	34.1%	38.6%	33.5%	38.4%	28.3%	37.1%	26.1%	36.3%	30.7%	35.2%
Number tested	217		233		251		241		251	
Native Hawaiian / Pacific Islander										
Proficiency			N/A	45%	N/A	44.7%	N/A	44.2%	N/A	46.2%
Number tested										
White										
Proficiency	68.5%	70%	65.8%	68.9%	62.7%	68.3%	61.6%	68.1%	60%	67.6%
Number tested	1,969		2,192		2,283		2,375		2,402	
Two or More Races										
Proficiency			50.5%	54.9%	48.8%	53.9%	43.6%	52.7%	45.5%	51.9%
Number tested			194		201		202		220	
English Learners										
Proficiency	21.2%	28.8%	17.6%	27.3%	14%	24.8%	11%	22.5%	14.7%	20%
Number tested	170		204		242		209		245	
Special Education										
Proficiency	28.8%	33.8%	25.5%	31.4%	17.3%	27%	18%	26.2%	22.3%	26%
Number tested	361		412		398		406		422	
Eligible for Free and Reduced-Price Lunch										
Proficiency	45.7%	43.6%	40.6%	42.2%	35.2%	40.2%	33.1%	39%	33.9%	37.9%
Number tested	1,047		1,088		1,233		1,243		1,277	
Migrant										
Proficiency	31.3%	26.9%	26.7%	23.9%	26.3%	24.5%	38.5%	28.4%	N/A	25.2%
Number tested	16		15		19		13		N/A	
Homeless										
Proficiency							12.5%	21.4%	23.3%	20.6%
Number tested							32		30	
Students with Limited or Interrupted Formal Education (SLIFE)										
Proficiency							0%	2.3%	0%	3%
Number tested							10		15	

DISTRICT DATA

ACHIEVEMENT DATA

2. AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

	AIMSweb			FastBridge	
Grade & Probe	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten					
LSF / LS	54%	62.2%	59.6%	41%	76%
NWF	58.6%	65.8%	60%	N/A	N/A
Grade 1					
RCBM	61.6%	61%	58%	43%	34%
Grade 2					
RCBM	67%	69%	65.5%	48%	46%
Grade 3					
RCBM	67.2%	66.4%	69.6%	50%	53%
Grade 4					
RCBM	72%	67%	62.5%	54%	N/A
Grade 5					
RCBM	69.2%	72.8%	71%	52%	N/A

LSF = Letter Sound Fluency / LS = Letter Sound

NWF = Nonsense Word Fluency

RCBM or CBM = Reading Curriculum Based Measurement

See page 9 for definitions of each probe.

3. EXPLORE and PLAN

		2012-13	2013-14	2014-15	2015-16	2016-17
Grade 8 EXPLORE Scores						
Average	Moorhead	15.9	15.9	15.7	N/A	N/A
	National	15.5	15.5	15.5	N/A	N/A
Grade 10 PLAN Average Score						
English	Moorhead	18.1	18.4	17.9	N/A	N/A
	National	17.2	17.2	N/A	N/A	N/A

DISTRICT DATA

ACHIEVEMENT DATA

4. ACT

Graduating Class of

	2013			2014			2015			2016			2017		
	District	State	National	District	State	National	District	State	National	District	State	National	District	State	National
English	21.6	22.2	22.2	21.5	22.1	20.3	20.5	21.8	20.4	18.7	20	20.1	19.2	20.4	20.3
Mathematics	22.7	23.1	20.9	22.6	23	20.9	22.4	22.8	20.8	20.6	21.2	20.6	21.2	21.5	20.7
Reading	22.4	23.1	21.1	23	23.1	21.3	22.3	23	21.4	20.7	21.3	21.3	21.3	21.8	21.4
Science	22.4	22.9	20.7	23	22.9	20.8	22.6	22.7	20.9	20.9	21.3	20.8	21.0	21.6	21.0
Composite	22.4	23	20.9	22.6	22.9	21	22.1	22.7	21	20.3	21.1	20.8	20.8	21.5	21.0
Number of Students Taking ACT	263			251			268			387			408		
Percent Participation	59.9%			62%			60.4%			88.6%					

5. Percent of Students Meeting College Readiness Benchmarks

Percent of Students Meeting College		2013	2014	2015	2016	2017
Readiness Benchmarks						
English	Moorhead	77%	75%	70%	56%	56%
	State	78%	77%	74%	61%	63%
	National	64%	64%	64%	61%	61%
Mathematics	Moorhead	62%	58%	56%	44%	47%
	State	62%	61%	58%	46%	48%
	National	44%	43%	42%	41%	41%
Reading	Moorhead	53%	57%	53%	45%	46%
	State	57%	56%	57%	45%	50%
	National	44%	44%	46%	44%	47%
Science	Moorhead	45%	55%	46%	38%	38%
	State	52%	53%	53%	40%	42%
	National	36%	37%	38%	36%	37%
Meeting all 4	Moorhead	32%	38%	34%	29%	27%
	State	39%	39%	39%	29%	31%
	National	26%	26%	28%	26%	27%

6. Four-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	District	State	District	State	District	State	District	State	District	State
All Students	76%	79.8%	79.9%	81.2%	75.7%	81.9%	74%	82.2%		
American Indian	43.8%	49%	53.9%	50.6%	50%	51.9%	50%	52.6%		
Asian	100%	78.2%	75%*	81.7%	76.9%	82.7%	N/A	83.6%		
Hispanic	36%	59%	46.7%	63.2%	45.7%	65.6%	51.6%	65.3%		
Black	52.9%	57.8%	54.6%	60.4%	55.2%	62%	62.9%	65.1%		
White	81.3%	85.3%	85.6%	86.3%	81.5%	86.9%	78%	87%		
English Learners	40%	59.3%	61.5%	63.7%	45.8%	63.1%	40.9%	63.2%		
Special Education	58.2%	58.2%	60.4%	58.4%	58.2%	61.1%	55.9%	60.8%		
Eligible for Free or Reduced-Price Lunch	60.6%	63.8%	63.8%	65.9%	54.7%	67.2%	60.7%	68.2%		

Four-, Five- and Six-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	District	State	District	State	District	State	District	State	District	State
Four-Year Graduation Rate	76%	79.8%	79.9%	81.2%	75.7%	81.9%	74%	82.2%		
Five-Year Graduation Rate	74.6%	81.4%	80.7%	83.2%	82.2%	84.3%	79.6%	85%		
Six-Year Graduation Rate	77.8%	81.8%	77%	82.9%	81.5%	84.6%	83%	85.7%		

1. Teaching Staff

This data reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years of experience in Moorhead. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

BA

BA+10

BA+20

BA+30

MA

MA+10

MA+20

MA+30

2. Teacher Attendance

The information is gathered from Region I SMART Human Resource System. The days are calculated by disaggregating days of leave in each category.

3. Teacher Ethnicity

This information is self-reported by teaching staff upon employment. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

DISTRICT DATA

STAFFING DATA

1. Teaching Staff Education Level / Experience	2012-13	2013-14	2014-15	2015-16	2016-17
BA	70	88	98	115	108
BA + 10	22	21	19	18	29
BA + 20	13	15	20	11	17
BA + 30	30	31	27	26	26
MA	50	51	59	70	68
MA + 10	42	33	41	40	43
MA + 20	23	31	27	35	35
MA + 30	153	145	146	145	154
Less Than 3 Years Experience	<i>N/A</i>	6.4%	11.3%	23.9%	30.4%
3-10 Years Experience	<i>N/A</i>	31.8%	29.3%	29.8%	25.2%
More Than 10 Years Experience	<i>N/A</i>	61.8%	58.9%	43.9%	44%
2. Teacher Attendance	2012-13	2013-14	2014-15	2015-16	2016-17
Total Teaching Staff	405.79	433.74	426	460	480
Days of Sick Leave	2,864	3,026	3,637	3,687	3,431.25
Days of Personal Leave	609	673.5	690	783	796
Days of Emergency Leave	253	231.5	184	239	272.5
Days of Activities Leave	320.5	390	426	508	550.5
Days of Deduct	221	367.5	306	326	342.5
Days of Civic Leave	15	13.5	22	5.5	15
Days of Association Leave	16.5	9.5	19	11	20
Days of Conference Leave	931	670.5	731	707	623.25
Days of Worker's Compensation Leave	0	0	0	57.5	15
Days of Miscellaneous Leave	122	137	86	87.5	95.5
Days of Child Study/IEP Leave	4.5	9	11.5	10	6.5
Total Absences	5,356.5	5,528	6,112.5	6,421.5	6,168
Average Days Absent	13.2	12.74	13.99	13.96	12.85

DISTRICT DATA

STAFFING DATA

8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian				1	
				0.2%	0.2%
Asian/Pacific Islander				3	
				0.6%	0.6%
Hispanic				1	
				0.2%	0.8%
Black				2	
				0.4%	0.6%
White				484	
				98.6%	97.8%
<i>Percent Minority</i>				<i>1.4%</i>	<i>2.2%</i>

1. Average Daily Attendance (ADA)

The Average Daily Attendance is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

2. Average Daily Membership (ADM)

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district to MARSS.

3. Attendance Rate

The Attendance Rate shows the percentage of days that students were in attendance throughout the year. The information is collected from MARSS.

4. English Learners (EL)

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than six years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

5. October 1 Enrollment

This data reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and is used to compile a monthly enrollment report.

6. Mobility

The mobility number includes students who have transferred into and out of each elementary school during the year. This data includes transfers to and from other district schools, as well as transfers into and out of each elementary school from other Minnesota districts, from other states and countries, and from non-public schools including home schools. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected from MARSS.

7. Free and Reduced Lunch Program

This information includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The data is collected from MARSS.

8. Ethnicity

The data shows the number and percentage of students identified by federal ethnic group categories as of October 1. The information is collected from MARSS.

9. Home Language

This number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

10. Special Education Status

Special education status includes the number of students in each elementary school receiving special education services listed by mild or low incidence disability as of December 1. Mild includes Speech/Language Impaired, Specific Learning Disability, Emotional Behavioral Disorders, Other Health Disabilities and Development Delay. Low incidence includes DCD Mild Moderate, DCD Severe, Physically Impaired, Deaf/Hard of Hearing, Visual Impairment, Deaf-Blind, Autism Spectrum Disorders, Traumatic Brain Injury and Severely Multiple Impaired.

The information is collected by the Learner Support Services Office and from MARSS.

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA



Probstfield Elementary School
2410 14th St. S., Moorhead, MN 56560
218-284-3800

Principal: Robin Grooters
Assistant Principal: Nancy Wilson

	2012-13	2013-14*	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)		<i>N/A</i>	276.04	532	463
2. Average Daily Membership (ADM)		<i>N/A</i>	295.39	566	491
3. Attendance Rate		<i>N/A</i>	93.45%	93.99%	94.30%
4. English Learners (EL)					
State Reimbursement		33	31	46	60
Students Served		33	31	46	60

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten		223	295	577	494
Total		223	295	577	494

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Probstfield					
From Other Minnesota Districts		1	7	9	21
From Other States & Countries		4	12	9	36
From Non-public		0	1	0	2
Transfers Out of Probstfield					
To Other Minnesota Districts		10	2	7	50
To Other States & Countries		12	7	27	39
To Non-public		0	0	0	2
Transfers From Other District Schools		<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Transfers To Other District Schools		<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

* Probstfield Elementary opened as separate school.

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free		88	114	229	246
Reduced		7	16	24	20
Percentage of Students Free & Reduced		42.6%	44.2%	44.1%	44%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian		14	13	28	17
		5.93%	4%	4.66%	3.10%
Asian		4	4	11	3
		1.7%	1.2%	1.83%	0.55%
Black		11	38	46	54
		4.66%	11.7%	7.65%	9.98%
Hispanic		14	21	65	54
		5.93%	6.5%	10.82%	9.98%
Native Hawaiian / Pacific Islander					1
					0.18%
White		193	249	451	371
		81.78%	76.6%	75.04%	68.57%
Two or More Races					41
					7.57%
Percent Minority		18.22%	23.4%	24.96%	29.02%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Afrikaans		0	0	1	0
Albanian		1	0	2	0
American Sign Language		0	0	0	2
Arabic		5	6	14	3
Bosnian		2	1	0	0
Chinese		0	1	2	0
English		202	286	540	500
French		0	0	2	0
Hindi		0	0	1	0
Kurdish		17	19	20	5
Oromo, Afan Oromo, Oromiffa		1	0	0	0
Somali		4	9	10	1

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA

9. Home Language, continued	2012-13	2013-14	2014-15	2015-16	2016-17
Spanish		4	3	8	1
Turkish		0	0	1	0
Vietnamese		0	0	0	1

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild		24	39	74	
Low Incidence		2	7	11	
<i>Total Disabilities Served</i>		26	46	85	
<i>Percentage of Students with Disabilities</i>		10.31%	15.59%	15.02%	

2. AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

	AIMSweb			FastBridge	
Grade & Probe	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten					
LSF / LS		81.7%	62.7%	41%	76%
NWF		83%	59%	N/A	N/A

LSF / LS = Letter Sound Fluency / Letter Sound NWF = Nonsense Word Fluency

See page 9 for definitions of each probe.

ELLEN HOPKINS ELEMENTARY

DEMOGRAPHIC DATA



Ellen Hopkins Elementary School
2020 11th St. S., Moorhead, MN 56560
218-284-4300

Principal: Ryan LaDage
Assistant Principal: Diana Johnson

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	643	652	680	740	821
2. Average Daily Membership (ADM)	676	689	719	783	866
3. Attendance Rate	95%	94.56%	94.52%	94.51%	94.83%
4. English Learners (EL)					
EL State Reimbursement	82	83	80	82	99
EL Students Served	90	87	81	83	99

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten	156	139	112	<i>N/A</i>	<i>N/A</i>
Grade 1	141	155	165	186	228
Grade 2	138	135	157	170	185
Grade 3	151	140	133	167	175
Grade 4	125	145	127	128	163
Grade 5	120	122	139	133	127
Total	831	836	833	784	878

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Ellen Hopkins					
From Other Minnesota Districts	40	25	36	36	47
From Other States & Countries	83	85	50	79	82
From Non-public	8	11	18	8	12
Transfers Out of Ellen Hopkins					
To Other Minnesota Districts	27	31	26	17	38
To Other States & Countries	37	44	41	47	37
To Non-public	1	4	6	2	2
Transfers From Other District Schools			9	18	92
Transfers To Other District Schools			11	13	23

ELLEN HOPKINS ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	380	395	368	373	419
Reduced	70	46	55	39	30
Percentage of Students Free & Reduced	54.4%	52.8%	50.4%	53.2%	52%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian / Native Alaskan	51	48	60	51	31
	5.47%	5.14%	6.5%	5.90%	3.21%
Asian	16	15	13	13	7
	1.75%	1.61%	1.4%	1.50%	0.72%
Black / African American	65	101	98	136	125
	7.11%	10.83%	10.6%	15.72%	12.98%
Hispanic / Latino	122	113	97	88	108
	13.35%	12.11%	10.5%	10.17%	11.21%
Native Hawaiian / Pacific Islander					0
					0%
White	660	656	659	577	609
	72.21%	70.31%	71.1%	66.71%	63.23%
Two or More Races					83
					8.61%
Percent Minority	27.79%	29.69%	28.9%	33.29%	34.47%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Adangme	0	0	0	2	3
Afrikaans	0	0	0	0	1
Albanian	6	4	2	1	2
American Sign Language	0	0	1	1	1
Amharic	3	2	2	0	0
Arabic	18	24	22	15	26
Bosnian	4	6	0	2	3
Cebuano	1	1	0	0	0
Chinese	6	6	7	6	5
Chippewa, Ojibwa	0	1	0	0	0
Dakota	1	0	0	0	0
English	806	824	822	754	823
English Creolized	0	1	1	2	1

ELLEN HOPKINS ELEMENTARY

DEMOGRAPHIC DATA

9. Home Language, continued	2012-13	2013-14	2014-15	2015-16	2016-17
French	0	0	0	2	4
Ganda, Luganda	0	1	1	1	0
Grebo	0	0	0	1	1
Kurdish	19	20	23	22	24
Oromo, afan Oromo, Oromiffa	0	0	1	1	0
Russian	1	1	0	0	0
Rwanda	0	0	0	2	1
Serbo-Croatian	0	0	0	0	0
Somali	6	19	15	34	40
Spanish	40	20	21	14	20
Swahili	1	1	1	5	7
Vietnamese	2	2	0	0	1

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	137	142	139	116	
Low Incidence	23	24	22	24	
Total Disabilities Served	160	166	161	140	
Percentage of Students with Disabilities	18.89%	19.62%	19.33%	17.88%	

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	53.3%	53.5%	57.2%	38.4%	54.6%	58.1%	53.9%	59.8%	58.7%	50%	53.9%	57.3%	42%	48%	56.5%
Grade 4	54%	52.3%	54%	52.6%	57.7%	55%	37.6%	52.6%	57.9%	44.1%	54.6%	58.3%	46%	52.1%	56.8%
Grade 5	57.8%	64.3%	63.8%	64.2%	69.1%	67.6%	63.2%	66.4%	66.7%	61.9%	66.6%	67.7%	71%	67.3%	67.5%
ALL	54.8%			51.6%			51.8%			51.9%			51%		
Mathematics	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	62.4%	64%	71.5%	43.4%	61.1%	71.8%	58.5%	62.5%	70.9%	55.8%	65.1%	69.4%	56%	60.9%	68.1%
Grade 4	68.5%	71.6%	71.2%	56.8%	69.4%	70.3%	40.5%	60.6%	70%	53.5%	62.2%	68.7%	56%	63.8%	66.7%
Grade 5	46.6%	60%	60%	48.8%	57.6%	61.8%	46.3%	54.1%	59.7%	34.8%	50.3%	58.8%	52%	43.2%	57.1%
ALL	59.6%			49.9%			48.5%			48.5%			55%		

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian / Alaska Native															
Proficiency	30%	33.9%	34.2%	50%	19.7%	33.2%	46.2%	32.1%	34.3%	40%	26%	34.7	9.1%	22%	34.8%
Number tested	20	118		12	76		13	81		10	73		11	82	
Asian															
Proficiency	N/A	60.4%	49.1%	N/A	58.6%	50.2%	N/A	65.5%	51.9%	N/A	60%	53.7%	N/A	50.0%	53.1%
Number tested	N/A	53		N/A	29		N/A	29		N/A	35		N/A	36	
Black															
Proficiency	23.5%	33.6%	32.1%	11.8%	28.1%	31.6%	11.1%	24.6%	32%	21.3%	20.7%	32.8%	21.1%	27.7%	33.3%
Number tested	17	125		17	89		36	142		47	198		57	253	
Hispanic															
Proficiency	29.1%	27.9%	34%	33.3%	31.3%	35.6%	33.3%	34.8%	36.5%	33.3%	34.9%	37.7%	28.9%	34.2%	37.9%
Number tested	55	244		54	240		36	247		36	252		38	260	
Native Hawaiian/Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.3%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	63%	59.8%	65.3%	58.7%	63.2%	66.9%	59.6%	64.6%	67.6%	59.4%	63.5%	67.9%	63.1%	63.3%	68.8%
Number tested	292	2,296		259	2,193		265	2,304		281	2,329		295	2,441	
Two or More Races															
Proficiency				45.2%	50%	52.7%	51.6%	55.1%	54.5%	51.9%	56.9%	55.2%	39.4%	52.4%	55.5%
Number tested				31	196		31	205		27	202		33	225	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Reading	Reading MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
English Learners															
Proficiency	17.6%	6.6%	16%	16.7%	11.6%	16.4%	9.4%	11.4%	16.8%	6.7%	9.2%	16%	10%	7.1%	13.7%
Number tested	34	181		24	189		32	228		30	206		40	241	
Special Education															
Proficiency	24.1%	24.9%	27.3%	25%	21.9%	28.1%	22.1%	22%	25.8%	27.3%	23.6%	26.1%	32%	23.6%	26.1%
Number tested	58	398		60	406		68	405		66	411		72	411	
Free and Reduced-Price Lunch															
Proficiency	42.7%	38.5%	38.1%	38.8%	38.9%	39.5%	36.5%	40.1%	39.8%	31.9%	38.6%	40.2%	34%	36.5%	40.2%
Number tested	206	1,168		183	1,121		208	1,246		204	1,249		214	1,293	

Mathematics	Mathematics MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian / Alaska Native															
Proficiency	45%	34.9%	37.2%	41.7%	26.4%	32.5%	50%	28.4%	31.5%	30%	25.7%	30.8%	40%	22.5%	29.7%
Number tested	20	106		12	72		12	74		10	70		10	80	
Asian															
Proficiency	N/A	85.4%	61.3%	N/A	75.8%	59%	N/A	71.4%	58%	N/A	70.3%	57.2%	N/A	72.2%	57%
Number tested	N/A	41		N/A	33		N/A	28		N/A	37		N/A	36	
Black / African American															
Proficiency	29.4%	44.1%	34.7%	8.7%	26.5%	32%	13.5%	19.7%	30%	18.8%	18.7%	29%	22.4%	21.6%	28.3%
Number tested	17	111		23	102		37	157		48	187		58	264	
Hispanic															
Proficiency	29.1%	34.1%	38.6%	29.1%	33.5%	38.4%	33.3%	28.3%	37.1%	19.4%	26.1%	36.3%	34.2%	30.7%	35.2%
Number tested	55	217		55	233		36	251		36	241		38	251	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	45%	N/A	N/A	44.7%	N/A	N/A	44.2%	N/A	N/A	46.2%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	67.8%	68.5%	70%	58.6%	65.8%	68.9%	55.8%	62.7%	68.3%	59.7%	61.6%	68.1%	65%	60%	67.6%
Number tested	289	1,969		263	2,192		269	2,283		283	2,375		297	2,402	
Two or More Races															
Proficiency				38.7%	50.5%	54.9%	38.7%	48.8%	53.9%	22.2%	43.6%	52.7%	48.5%	45.5%	51.9%
Number tested				31	194		31	201		27	202		33	220	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
English Learners															
Proficiency	41.2%	21.2%	28.8%	15.2%	17.6%	27.3%	8.1%	14%	24.8%	9.1%	11%	22.5%	16%	14.7%	20%
Number tested	34	170		33	204		37	242		33	209		43	245	
Special Education															
Proficiency	28.1%	28.8%	33.8%	27%	25.5%	31.4%	20.6%	17.3%	27%	19.7%	18%	26.2%	44%	22.3%	26%
Number tested	57	361		63	412		68	398		66	406		72	422	
Free and Reduced-Price Lunch															
Proficiency	44.9%	45.7%	43.6%	33.2%	40.6%	42.2%	31.6%	35.2%	40.2%	28.5%	33.1%	39%	41%	33.9%	37.9%
Number tested	205	1,047		187	1,088		212	1,233		207	1,243		215	1,277	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

2. AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	AIMSweb			FastBridge	
	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten					
LSF / LS	45.4%	28.2%	32%	N/A	N/A
NWF	50%	40.5%	39.7%	N/A	N/A
Grade 1					
RCBM / CBM	54%	52%	51%	40%	32%
Grade 2					
RCBM / CBM	58.4%	63.5%	63.3%	43%	39%
Grade 3					
RCBM / CBM	67%	55.4%	64.2%	58%	47%
Grade 4					
RCBM / CBM	69.7%	66.8%	51%	53%	N/A
Grade 5					
RCBM / CBM	62%	62.7%	68%	47%	N/A

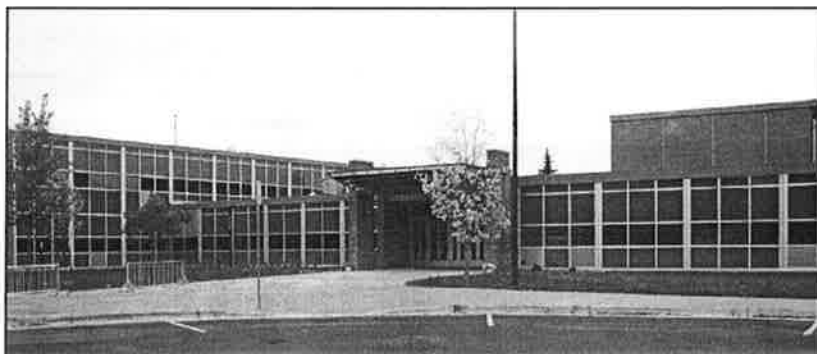
LSF / LS = Letter Sound Fluency / Letter Sound
RCBM / CBM = Reading Curriculum Based Measurement

NWF = Nonsense Word Fluency

See page 9 for definitions of each probe.

ROBERT ASP ELEMENTARY

DEMOGRAPHIC DATA



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
218-284-6300

Principal: Chris Triggs
Assistant Principal: Lynnelle Dirksen

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	644	708	753	774	852
2. Average Daily Membership (ADM)	675	742	792	814	898
3. Attendance Rate	95.4%	95.38%	94.97%	95.09%	94.88%
4. English Learners (EL)					
EL State Reimbursement	69	64	60	61	70
EL Students Served	74	83	62	62	70

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten	160	135	96	<i>N/A</i>	<i>N/A</i>
Grade 1	153	164	160	155	174
Grade 2	121	150	177	169	170
Grade 3	145	129	160	167	182
Grade 4	138	149	136	181	175
Grade 5	127	142	155	136	202
Total	844	869	884	808	903

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Robert Asp					
From Other Minnesota Districts	41	29	42	44	40
From Other States & Countries	76	72	101	114	110
From Non-public	11	5	5	10	15
Transfers Out of Robert Asp					
To Other Minnesota Districts	27	21	7	9	33
To Other States & Countries	50	38	32	34	28
To Non-public	2	2	1	0	3
Transfers From Other District Schools			8	13	91
Transfers To Other District Schools			6	7	15

ROBERT ASP ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	351	376	361	313	336
Reduced	69	37	39	28	58
Percentage of Students Free & Reduced	50%	47.6%	45.4%	42.3%	44.5%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian / Alaska Native	65	69	69	73	54
	7.15%	7.27%	7.3%	8.25%	5.48%
Asian	24	29	23	25	21
	2.64%	3.06%	2.4%	2.82%	2.13%
Black / African American	46	68	69	72	73
	5.06%	7.27%	7.3%	8.14%	7.41%
Hispanic	108	101	100	99	97
	11.88%	10.64%	10.6%	11.19%	9.85%
Native Hawaiian / Pacific Islander					1
					0.1%
White	666	682	681	626	660
	73.27%	71.87%	72.3%	70.73%	67.07%
Two or More Races					78
					7.92%
Percent Minority	26.73%	28.13%	27.7%	29.27%	30.18%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Albanian	5	3	3	2	7
Arabic	11	11	8	14	21
Bosnian	10	10	6	4	2
English	809	839	857	799	881
English Creolized	0	1	0	0	0
Filipino	2	1	1	1	1
Ganda, Luganda	0	1	0	0	0
Kurdish	18	29	24	17	20
Nuer	0	2	2	1	1
Somali	1	12	10	12	18
Spanish	44	33	27	25	16
Swahili	0	0	0	2	3
Vietnamese	7	7	4	7	8

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	113	120	112	128	
Low Incidence	22	28	24	24	
<i>Total Disabilities Served</i>	<i>135</i>	<i>148</i>	<i>136</i>	<i>152</i>	
<i>Percentage of Students with Disabilities</i>	<i>15.52%</i>	<i>16.57%</i>	<i>15.38%</i>	<i>18.67%</i>	

ROBERT ASP ELEMENTARY

ACHIEVEMENT DATA

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	47.6%	53.5%	57.2%	56.5%	54.6%	58.1%	62.7%	59.8%	58.7%	52.4%	53.9%	57.3%	47%	48%	56.5%
Grade 4	45.5%	52.3%	54%	56%	57.7%	55%	53.4%	52.6%	57.9%	54.1%	54.6%	58.3%	55%	52.1%	56.8%
Grade 5	68.3%	64.3%	63.8%	65.7%	69.1%	67.6%	61.6%	66.4%	66.7%	68.6%	66.6%	67.7%	66%	67.3%	67.5%
ALL	53.3%			59.4%			59.6%			57.7%			56%		
Mathematics	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	63%	64%	71.5%	62.3%	61.1%	71.8%	63.4%	62.5%	70.9%	64.2%	65.1%	69.4%	60%	60.9%	68.1%
Grade 4	71.4%	71.6%	71.2%	75.2%	69.4%	70.3%	65.4%	60.6%	70%	59.7%	62.2%	68.7%	65%	63.8%	66.7%
Grade 5	73%	60%	60%	60.4%	57.6%	61.8%	57.9%	54.1%	59.7%	52.9%	50.3%	58.8%	43%	43.2%	57.1%
ALL	68.8%			66.1%			62%			59.2%			55%		

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
American Indian / Alaska Native															
Proficiency	50%	33.9%	34.2%	11.1%	19.7%	33.2%	35%	32.1%	34.3%	21.7%	26%	34.7%	13%	22%	34.8%
Number tested	26	118		18	76		20	81		23	73		23	82	
Asian															
Proficiency	N/A	60.4%	49.1%	N/A	58.6%	50.2%	N/A	65.5%	51.9%	41.7%	60%	53.7%	33.3%	50%	53.1%
Number tested	N/A	53		N/A	29		N/A	29		12	35		15	36	
Black / African American															
Proficiency	44.4%	33.6%	32.1%	57.1%	28.1%	31.6%	47.6%	24.6%	32%	30.4%	20.7%	32.8%	50%	27.7%	33.3%
Number tested	18	125		14	89		21	142		23	198		36	253	
Hispanic															
Proficiency	32.7%	27.9%	34%	41.9%	31.3%	35.6%	35.1%	34.8%	36.5%	40%	34.9%	37.7%	31%	34.2%	37.9%
Number tested	52	244		43	240		57	247		45	252		42	260	
Native Hawaiian/Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.3%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	57.9%	59.8%	65.3%	66.1%	63.2%	66.9%	66.9%	64.6%	67.6%	66.1%	63.5%	67.9%	63.2%	63.3%	68.8%
Number tested	302	2,296		289	2,193		311	2,304		330	2,329		378	2,441	
Two or More Races															
Proficiency				52.6%	50%	52.7%	52.6%	55.1%	54.5%	48.8%	56.9%	55.2%	52.2%	52.4%	55.5%
Number tested				38	196		38	205		41	202		46	225	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Reading	Reading MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
English Learners															
Proficiency	3%	6.6%	16%	17.1%	11.6%	16.4%	27%	11.4%	16.8%	28.6%	9.2%	16%	22%	7.1%	13.7%
Number tested	33	181		35	189		37	228		35	206		36	241	
Special Education															
Proficiency	30.6%	24.9%	27.3%	26.2%	21.9%	28.1%	27.9%	22%	25.8%	31.4%	23.6%	26.1%	27%	23.6%	26.1%
Number tested	62	398		61	406		68	405		86	411		86	411	
Free and Reduced-Price Lunch															
Proficiency	39.2%	38.5%	38.1%	45.7%	38.9%	39.5%	45.1%	40.1%	39.8%	43.8%	38.6%	40.2%	38%	36.5%	40.2%
Number tested	194	1,168		197	1,121		224	1,246		208	1,249		224	1,293	
Mathematics	Mathematics MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
American Indian / Alaska Native															
Proficiency	41.7%	34.9%	37.2%	27.8%	26.4%	32.5%	35%	28.4%	31.5%	27.3%	25.7%	30.8%	12.5%	22.5%	29.7%
Number tested	24	106		18	72		20	74		22	70		24	80	
Asian															
Proficiency	N/A	85.4%	61.3%	N/A	75.8%	59%	N/A	71.4%	58%	66.7%	70.3%	57.2%	75%	72.2%	57%
Number tested	N/A	41		N/A	33		N/A	28		12	37		16	36	
Black / African American															
Proficiency	66.7%	44.1%	34.7%	47.1%	26.5%	32%	50%	19.7%	30%	30.4%	18.7%	29%	31.6%	21.6%	28.3%
Number tested	18	111		14	102		20	157		23	187		38	264	
Hispanic															
Proficiency	44.2%	34.1%	38.6%	58.5%	33.5%	38.4%	36.2%	28.3%	37.1%	31.1%	26.1%	36.3%	39%	30.7%	35.2%
Number tested	52	217		41	233		58	251		45	241		41	251	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	45%	N/A	N/A	44.7%	N/A	N/A	44.2%	N/A	N/A	46.2%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	75.2%	68.5%	70%	71.6%	65.8%	68.9%	69.8%	62.7%	68.3%	69%	61.6%	68.1%	62.4%	60%	67.6%
Number tested	298	1,969		289	2,192		311	2,283		329	2,375		378	2,402	
Two or More Races															
Proficiency				57.9%	50.5%	54.9%	52.6%	48.8%	53.9%	47.6%	43.6%	52.7%	41.3%	45.5%	51.9%
Number tested				38	194		38	201		42	202		46	220	

* Two or more races and Native Hawaiian / Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
English Learners															
Proficiency	27.3%	22%	32.8%	29.4%	21.2%	28.8%	35.1%	17.6%	27.3%	31.4%	14%	24.8%	22%	11%	22.5%
Number tested	33	173		34	170		37	204		35	242		36	209	
Special Education															
Proficiency	40.4%	37.3%	36.6%	29.5%	28.8%	33.8%	26.1%	25.5%	31.4%	28.2%	17.3%	27%	27%	18%	26.2%
Number tested	57	375		61	361		69	412		85	398		86	406	
Free and Reduced-Price Lunch															
Proficiency	54.2%	48.3%	47%	49.5%	45.7%	43.6%	46.9%	40.6%	42.2%	39.8%	35.2%	40.2%	38%	33.1%	39%
Number tested	192	994		194	1,047		224	1,088		206	1,233		224	1,243	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

	AIMSweb			FastBridge	
Grade & Probe	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten					
LSF / LS	27%	60.1%	73%	N/A	N/A
NWF	37.3%	57%	78%	N/A	N/A
Grade 1					
RCBM / CBM	50%	52.6%	51%	47%	29%
Grade 2					
RCBM / CBM	59.2%	59.8%	61%	45%	49%
Grade 3					
RCBM / CBM	60%	61%	62%	45%	54%
Grade 4					
RCBM / CBM	59.3%	60.3%	57%	40%	N/A
Grade 5					
RCBM / CBM	78%	68%	64%	55%	N/A

LSF / LS = Letter Sound Fluency / Letter Sound
RCBM / CBM = Reading Curriculum Based Measurement

NWF = Nonsense Word Fluency

See page 9 for definitions of each probe.

S.G. REINERTSEN ELEMENTARY

DEMOGRAPHIC DATA



S.G. Reinertsen Elementary School
1201 40th Ave. S., Moorhead, MN 56560
218-284-5300

Principal: Carla Smith
Assistant Principal: Josh St. Louis

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	737	742	803	852	891
2. Average Daily Membership (ADM)	765	771	840	887	932
3. Attendance Rate	96.3%	96.2%	95.62%	96.05%	95.58%
4. English Learners (EL)					
EL State Reimbursement	83	62	87	67	95
EL Students Served	92	74	88	67	95

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Kindergarten (located at Probstfield)	168	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Grade 1	148	169	172	175	198
Grade 2	157	145	179	180	185
Grade 3	145	162	163	180	189
Grade 4	159	139	173	174	190
Grade 5	160	154	146	179	172
Total	937	769	833	888	934

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into S.G. Reinertsen					
From Other Minnesota Districts	26	29	34	17	29
From Other States & Countries	41	33	61	53	62
From Non-public	16	11	9	10	15
Transfers Out of S.G. Reinertsen					
To Other Minnesota Districts	15	8	11	15	26
To Other States & Countries	38	26	15	9	30
To Non-public	5	2	1	0	6
Transfers From Other District Schools			8	17	82
Transfers To Other District Schools			6	3	5

S.G. REINERTSEN ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	300	244	231	241	274
Reduced	57	38	36	38	35
Percentage of Students Free & Reduced	38.2	36.6%	32.1%	31.7%	33.1%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian / Alaska Native	33	24	23	15	14
	3.33%	2.99%	2.6%	1.64%	1.43%
Asian	9	5	7	8	6
	0.91%	0.62%	1%	0.09%	0.61%
Black / African American	59	41	52	52	49
	5.95%	5.1%	5.9%	5.67%	5.02%
Hispanic / Latino	41	31	36	38	54
	4.14%	3.86%	4.1%	4.14%	5.53%
Native Hawaiian / Pacific Islander					0
					0%
White	849	703	757	804	808
	85.67%	87.44%	86.4%	87.68%	82.78%
Two or More Races					45
					4.61%
Percent Minority	14.33%	12.56%	13.6%	12.32%	15.06%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Albanian	1	2	2	5	5
American Sign Language	0	1	1	0	0
Arabic	19	15	23	30	24
Bantu	0	0	3	0	0
Bosnian	3	4	5	9	7
Chinese	0	0	0	1	1
Chippewa, Ojibwa	0	0	1	0	0
Dinka	0	0	0	0	1
English	868	696	751	777	830
English Creolized	0	1	1	0	0
Filipino	1	1	0	0	0
Ganda,Luganda	0	1	1	2	3
Grebo	0	0	0	0	1

S.G. REINERTSEN ELEMENTARY

DEMOGRAPHIC DATA

9. Home Language, continued	2012-13	2013-14	2014-15	2015-16	2016-17
Hindi	0	0	0	0	3
Kurdish	74	62	60	65	68
Russian	0	0	0	0	1
Serbo-Croatian	0	0	0	0	0
Somali	16	11	16	16	19
Spanish	7	9	11	11	10
Swahili	0	0	0	0	2
Turkish	0	0	0	0	1
Vietnamese	1	1	1	0	0

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	136	99	83	81	
Low Incidence	37	29	37	31	
Total Disabilities Served	173	128	120	112	
Percentage of Students with Disabilities	18.14%	16.51%	14.41%	12.63%	

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	60%	53.5%	57.2%	66%	54.6%	58.1%	61.6%	59.8%	58.7%	58.1%	53.9%	57.3%	55%	48%	56.5%
Grade 4	57%	52.3%	54%	64.4%	57.7%	55%	62.9%	52.6%	57.9%	63.3%	54.6%	58.3%	55%	52.1%	56.8%
Grade 5	66%	64.3%	63.8%	76%	69.1%	67.6%	74.8%	66.4%	66.7%	68.8%	66.6%	67.7%	67%	67.3%	67.5%
ALL	61.1%			69%			66%			63.3%			59%		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	66.9%	64%	71.5%	74.5%	61.1%	71.8%	64.8%	62.5%	70.9%	73.9%	65.1%	69.4%	67%	60.9%	68.1%
Grade 4	74.3%	71.6%	71.2%	76.3%	69.4%	70.3%	71.8%	60.6%	70%	70.7%	62.2%	68.7%	70%	63.8%	66.7%
Grade 5	59.9%	60%	60%	62.1%	57.6%	61.8%	57.4%	54.1%	59.7%	59.1%	50.3%	58.8%	38%	43.2%	57.1%
ALL	67%			70.8%			65.1%			67.9%			59%		

Student Group Proficiency and Number of Students Tested

	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
American Indian / Alaska Native															
Proficiency	30.8%	33.9%	34.2%	N/A	19.7%	33.2%	N/A	32.1%	34.3%	N/A	26%	34.7%	N/A	22%	34.8%
Number tested	13	118		N/A	76		N/A	81		N/A	73		N/A	82	
Asian															
Proficiency	N/A	60.4%	49.1%	N/A	58.6%	50.2%	N/A	65.5%	51.9%	N/A	60%	53.7%	N/A	50%	53.1%
Number tested	N/A	53		N/A	29		N/A	29		N/A	35		N/A	36	
Black / African American															
Proficiency	36%	33.6%	32.1%	50%	28.1%	31.6%	23.5%	24.6%	32%	55%	20.7%	32.8%	33.3%	27.7%	33.3%
Number tested	25	125		10	89		17	142		20	198		27	253	
Hispanic / Latino															
Proficiency	29.4%	27.9%	34%	38.9%	31.3%	35.6%	45.5%	34.8%	36.5%	42.9%	34.9%	37.7%	44.4%	34.2%	37.9%
Number tested	17	244		18	240		22	247		21	252		27	260	
Native Hawaiian/Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.3%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	65%	59.8%	65.3%	71.5%	63.2%	66.9%	68.3%	64.6%	67.6%	64.4%	63.5%	67.9%	61.3%	63.3%	68.8%
Number tested	380	2,296		390	2,193		400	2,304		444	2,329		447	2,441	
Two or More Races															
Proficiency				70%	50%	52.7%	79.3%	55.1%	54.5%	72.4%	56.9%	55.2%	60.7%	52.4%	55.5%
Number tested				20	196		29	205		29	202		28	225	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
English Learners															
Proficiency	8.8%	6.6%	16%	19.4%	11.6%	16.4%	11.6%	11.4%	16.8%	28.3%	9.2%	16%	12%	7.1%	13.7%
Number tested	34	181		36	189		43	228		60	206		61	241	
Special Education															
Proficiency	36%	24.9%	27.3%	36.5%	21.9%	28.1%	33.9%	22%	25.8%	13.5%	23.6%	26.1%	24%	23.6%	26.1%
Number tested	86	398		74	406		59	405		37	411		58	411	
Free and Reduced-Price Lunch															
Proficiency	40.9%	38.5%	38.1%	45.7%	38.9%	39.5%	44.7%	40.1%	39.8%	48%	38.6%	40.2%	36%	36.5%	40.2%
Number tested	171	1,168		162	1,121		159	1,246		173	1,249		175	1,293	

Mathematics	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
American Indian / Alaska Native															
Proficiency	30.8%	34.9%	37.2%	N/A	26.4%	32.5%	N/A	28.4%	31.5%	N/A	25.7%	30.8%	N/A	22.5%	29.7%
Number tested	13	106		N/A	72		N/A	74		N/A	70		N/A	80	
Asian															
Proficiency	N/A	85.4%	61.3%	N/A	75.8%	59%	N/A	71.4%	58%	N/A	70.3%	57.2%	N/A	72.2%	57%
Number tested	N/A	41		N/A	33		N/A	28		N/A	37		N/A	36	
Black / African American															
Proficiency	44%	44.1%	34.7%	60%	26.5%	32%	22.2%	19.7%	30%	42.9%	18.7%	29%	34.5%	21.6%	28.3%
Number tested	25	111		10	102		18	157		21	187		29	264	
Hispanic / Latino															
Proficiency	41.2%	34.1%	38.6%	44.4%	33.5%	38.4%	40.9%	28.3%	37.1%	33.3%	26.1%	36.3%	40.7%	30.7%	35.2%
Number tested	17	217		18	233		22	251		21	241		27	251	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	45%	N/A	N/A	44.7%	N/A	N/A	44.2%	N/A	N/A	46.2%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	70.6%	68.5%	70%	72.6%	65.8%	68.9%	67.4%	62.7%	68.3%	71.2%	61.6%	68.1%	62.3%	60%	67.6%
Number tested	385	1,969		391	2,192		402	2,283		444	2,375		448	2,402	
Two or More Races															
Proficiency				78.9%	50.5%	54.9%	82.8%	48.8%	53.9%	65.5%	43.6%	52.7%	42.9%	45.5%	51.9%
Number tested				19	194		29	201		29	202		28	220	

* Two or more races and Native Hawaiian/ Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Mathematics	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
English Learners															
Proficiency	13.5%	21.2%	28.8%	25%	14%	24.8%	22.7%	14%	24.8%	12.8%	11%	22.5%	25%	14.7%	20%
Number tested	37	170		36	242		44	242		39	209		64	245	
Special Education															
Proficiency	35.2%	28.8%	33.8%	42.7%	25.5%	31.4%	28.3%	17.3%	27.0%	35%	18%	26.2%	22%	22.3%	26%
Number tested	88	361		75	412		60	398		60	406		58	422	
Free and Reduced-Price Lunch															
Proficiency	46.9%	45.7%	43.6%	50%	40.6%	42.2%	42.2%	35.2%	40.2%	49.4%	35.2%	40.2%	39%	33.9%	37.9%
Number tested	177	1,047		162	1,088		161	1,233		174	1,233		176	1,277	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

	AIMSweb			FastBridge	
Grade & Probe	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten					
LSF / LS	79%	N/A	N/A	N/A	N/A
NWF	78.8%	N/A	N/A	N/A	N/A
Grade 1					
RCBM / CBM	72.4%	72.3%	63%	42%	37%
Grade 2					
RCBM / CBM	80.3%	83.5%	72.3%	53%	47%
Grade 3					
RCBM / CBM	75%	80%	81%	45%	56%
Grade 4					
RCBM / CBM	85%	73.8%	75.2%	69%	N/A
Grade 5					
RCBM / CBM	68%	86%	81.2%	52%	N/A

LSF / LS = Letter Sound Fluency / Letter Sound
RCBM / CBM = Reading Curriculum Based Measurement

NWF = Nonsense Word Fluency

See page 9 for definitions of each probe.

1. Average Daily Attendance (ADA)

The Average Daily Attendance is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

2. Average Daily Membership (ADM)

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district to MARSS.

3. Attendance Rate

The Attendance Rate shows the percentage of days that students were in attendance throughout the year. The information is collected from MARSS.

4. English Learners (EL)

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than six years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

5. October 1 Enrollment

This data reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and is used to compile a monthly enrollment report.

6. Mobility

The mobility number includes students who transferred into and out of each secondary school during the year. This data includes transfers to and from other district schools, as well as transfers into and out of each secondary school from other Minnesota districts, from other states and countries, and from non-public schools including home schools. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected from MARSS.

7. Free and Reduced Lunch Program

This information includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The data is collected from MARSS.

8. Ethnicity

The data shows the number and percentage of students identified by federal ethnic group categories as of October 1. The information is collected from MARSS.

9. Home Language

This number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

10. Special Education Status

Special education status includes the number of students in each elementary school receiving special education services listed by mild or low incidence disability as of December 1. Mild includes Speech/Language Impaired, Specific Learning Disability, Emotional Behavioral Disorders, Other Health Disabilities and Development Delay. Low incidence includes DCD Mild Moderate, DCD Severe, Physically Impaired, Deaf/Hard of Hearing, Visual Impairment, Deaf-Blind, Autism Spectrum Disorders, Traumatic Brain Injury and Severely Multiple Impaired.

The information is collected by the Learner Support Services Office and from MARSS.

1. Minnesota Comprehensive Assessments (MCA)

Minnesota Comprehensive Assessments are given to students in grades three through eight, 10 and 11 annually in reading and mathematics. School districts use this assessment to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). Students in grades five, eight and high school take the MCA in science.

There are four achievement levels for the MCA:

- 1) Exceeds the Standards (E)
- 2) Meets the Standards (M)
- 3) Partially Meets the Standards (P)
- 4) Does Not Meet the Standards (D)

Proficiency combines Level 1 (Exceeds the Standards) and Level 2 (Meets the Standards). Proficiency is reported by grade and by subgroup.

2. Failure Rate

The data is generated from PowerSchool, the student data management system, to provide information about the percentage of student failures for all end-of-course grades.

3. Concurrent Enrollment

Concurrent enrollment serves eligible high school students in grades 11 and 12, who are enrolled in a postsecondary course taught during the regular school day and offered through a partnership between the high school and a college or university. The data is generated from PowerSchool (end of year).

4. Postsecondary Enrollment Options

Information is provided by the counseling office at Moorhead High School regarding the number of students and the classes taken as part of the Postsecondary Enrollment Options program.

5. Advanced Placement Examinations (AP)

AP is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Currently, 60% of global high school students participate in AP. Most of the nation's colleges and universities have an AP policy granting incoming students credit, placement or both for qualifying AP exams. Participation information for Moorhead Area Public School students is provided by the College Board AP report.

Every examination receives an overall grade on a five-point scale:

Examination Grade	
Extremely well qualified	5
Well qualified	4
Qualified	3
Possibly qualified	2
No recommendation	1

6. ACT

The ACT is the predominant test for college admission in the Midwest and is typically first taken in the spring of a student's junior year. The ACT is a two hour and 55 minute multiple choice test. The total test is scored low (0) to high (36), and its scores are reported in four categories: English, Reading, Mathematics and Science Reasoning. A composite average score of all four areas is also provided. The sub-scores are reported in a range between 1 and 18.

The scores are reported for all students taking the ACT test. This information is part of the report sent to the district by ACT.

7. Percent of ACT-Tested Students Ready for College-Level Coursework

Only the ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or a 75% chance of obtaining a C or higher, in the corresponding credit-bearing college courses. These scores are empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are as follows:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23

8. Graduation Rate

Four-Year Graduation Rate

The four-year graduation rate is a four-year, on-time graduation rate based on a cohort of first time ninth-grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period. This rate is similar to, but not the same as, the National Governors Association (NGA) Graduation Rate. The NGA Rate allows more time for Special Education students and recent immigrants to graduate.

Five-Year Graduation Rate

The five-year graduation rate is similar to the four-year graduation rate, but allows a fifth year to be included to determine if students graduated within four or five years. The computation selects the same cohort of students as the four-year graduation rate (first time ninth-grade students plus transfers in minus transfers out) reported in four specific years. It then determines if these students graduated in year four or year five.

Six-Year Graduation Rate

The five-year graduation rate is similar to the four-year graduation rate, but allows a fifth and sixth year to be included to determine if students graduated within four, five or six years. The computation selects the same cohort of students as the four-year graduation rate (first time ninth-grade students plus transfers in minus transfers out) reported in four specific years. It then determines if these students graduated in year four, year five or year six.

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
218-284-7300

Principal: Jeremy Larson
Assistant Principal: Jennifer Stiles

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	1,209	1,229	1,188	1,212	1,312
2. Average Daily Membership (ADM)	1,265	1,232	1,260	1,282	1,400
3. Attendance Rate	95.62%	99.79%	94.29%	94.54%	93.71%
4. English Learners (EL)					
EL State Reimbursement	34	47	62	64	67
EL Students Served	78	107	113	88	84

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Grade 6	445	416	434	458	464
Grade 7	400	449	417	457	465
Grade 8	439	399	435	422	476
Total	1,284	1,264	1,286	1,337	1,405

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Horizon					
From Other Minnesota Districts	53	25	31	47	62
From Other States & Countries	58	76	99	94	116
From Non-public	14	17	18	9	12
Transfers Out of Horizon					
To Other Minnesota Districts	31	17	15	14	41
To Other States & Countries	46	45	37	31	41
To Non-public	5	3	4	3	2
Transfers From Other District Schools			2	55	95
Transfers To Other District Schools			41	68	11

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	420	422	416	443	500
Reduced	111	67	82	84	70
Percentage of Students Free & Reduced	41.7%	39.1%	39%	40.3%	41.1%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	69	62	71	61	46
	5.16%	4.74%	5.2%	4.47%	3.11%
Asian	20	18	30	27	11
	1.5%	1.38%	2.2%	1.99%	0.74%
Black	62	81	101	122	116
	4.64%	6.19%	7.5%	8.94%	7.85%
Hispanic	109	121	122	127	133
	8.16%	9.24%	9%	9.30%	9%
Native Hawaiian / Pacific Islander					2
					0.13%
White	1,076	1,027	1,030	1,028	1,072
	80.54%	78.46%	76.1%	75.31%	7.25%
Two or More Races					97
					6.56%
Percent Minority	19.46%	21.54%	23.9%	24.69%	26.2%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Albanian	13	9	6	6	6
American Sign Language	2	2	1	1	1
Arabic	16	23	31	30	37
Bosnian	9	5	5	5	9
Cambodian	1	1	0	0	0
Cebuano	0	0	1	1	1
Chinese	0	1	3	5	1
Dakota	0	1	1	1	0
English	1,181	1,141	1,167	1,158	1,267
English Creolized	0	1	1	2	2
Filipino	0	1	1	1	0
French	1	1	0	1	1
Grebo	0	0	0	0	1

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA

9. Home Language, continued	2012-13	2013-14	2014-15	2015-16	2016-17
Kurdish	38	43	53	64	61
Nuer	0	1	1	1	0
Russian	1	0	0	0	1
Rwanda	0	0	0	1	2
Samoan	1	0	0	0	0
Somali	6	16	32	39	38
Spanish	55	59	42	42	36
Swahili	1	1	1	1	7
Vietnamese	8	5	8	6	5

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	155	166	157	153	190
Low Incidence	60	49	37	46	59
Total Disabilities Served	215	215	194	199	
Percentage of Students with Disabilities	16.51%	17.01%	15.09%	15.52%	

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 6	55.2%	54.7%	59.3%	56.6%	56.2%	61%	58.9%	57.6%	63.9%	59.6%	58%	62.3%	61.5%	61.6%	63.4%
Grade 7	50.5%	50%	54%	54.7%	54%	56%	59.8%	58.4%	55.6%	51.7%	49.7%	56.6%	51.5%	51.8%	57.5%
Grade 8	54.9%	54%	54.1%	57%	56.5%	55.8%	60.6%	58.8%	56%	61%	58.8%	57%	54.7%	53.9%	58.7%
ALL	53.6%			56%			59.8%			57.4%			55.9%		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 6	59%	58.4%	57%	52.3%	51.8%	57.1%	50.4%	49%	57.6%	47.5%	47.1%	55.9%	44.7%	44.7%	55.2%
Grade 7	63.8%	63.2%	56%	65.2%	64.3%	57.1%	60.2%	58.4%	55.1%	54.8%	52.2%	56.2%	49.8%	49.7%	54.9%
Grade 8	63%	61.8%	58.9%	67.5%	66.9%	59.7%	59.4%	57.4%	57.8%	57.8%	54.9%	58%	57.6%	57.3%	58%
ALL	61.9%			61.6%			56.6%			53.2%			50.7%		

Student Group Proficiency and Number of Students Tested

	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
American Indian / Alaska Native															
Proficiency	32%	33.9%	34.2%	18.2%	19.7%	33.2%	29.6%	32.1%	34.3%	26.1%	26%	34.7%	27.3%	22%	34.8%
Number tested	50	118		33	76		27	81		23	73		33	82	
Asian															
Proficiency	52.6%	60.4%	49.1%	80%	58.6%	50.2%	64.3%	65.5%	51.9%	76.9%	60%	53.7%	72.7%	50%	53.1%
Number tested	19	53		10	29		14	29		13	35		11	36	
Black / African American															
Proficiency	36.2%	33.6%	32.1%	16.7%	28.1%	31.6%	26.8%	24.6%	32%	13%	20.7%	32.8%	20.8%	27.7%	33%
Number tested	47	125		36	89		56	142		77	198		96	253	
Hispanic / Latino															
Proficiency	25.3%	27.9%	34%	26.6%	31.3%	35.6%	35.5%	34.8%	36.5%	38%	34.9%	37.7%	32.7%	34.2%	37.9%
Number tested	91	244		94	240		93	247		100	252		113	260	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.6%
Number tested				N/A			N/A			N/A			N/A		
White															
Proficiency	58.1%	59.8%	65.3%	62.2%	63.2%	66.9%	65.9%	64.6%	67.6%	63.4%	63.5%	67.9%	62.7%	63.3%	68.8%
Number tested	994	2,296		940	2,193		967	2,304		952	2,329		983	2,441	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Two or More Races															
Proficiency				48.1%	50%	52.7%	46.8%	55.1%	54.5%	57.7%	56.9%	55.2%	56%	52.4%	55.5%
Number tested				81	196		77	205		71	202		84	225	
English Learners															
Proficiency	1.5%	6.6%	16%	6.2%	11.6%	16.4%	7.5%	11.4%	16.8%	2.4%	9.2%	16%	1.30%	7.1%	13.7%
Number tested	67	181		81	189		93	228		83	206		77	241	
Special Education															
Proficiency	16.8%	24.9%	27.3%	13.5%	21.9%	28.1%	15.8%	22%	25.8%	18.8%	23.6%	26.1%	21.5%	21.7%	26.2%
Number tested	155	398		171	406		158	405		148	411		181	423	
Free and Reduced-Price Lunch															
Proficiency	36.8%	38.5%	38.1%	36.7%	38.9%	39.5%	40.2%	40.1%	39.8%	38.9%	38.6%	40.2%	35.3%	36.5%	40.2%
Number tested	465	1,168		447	1,121		473	1,246		491	1,249		533	1,293	

	MCA-III														
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
American Indian / Alaska Native															
Proficiency	30.4%	34.9%	37.2%	24.2%	26.4%	32.5%	23.3%	28.4%	31.5%	21.7%	25.7%	30.8%	24.2%	22.5%	29.7%
Number tested	46	106		33	72		30	74		23	70		33	80	
Asian															
Proficiency	94.7%	85.4%	61.3%	100%	75.8%	59%	66.7%	71.4%	58%	76.9%	70.3%	57.2%	54.5%	72.2%	57%
Number tested	19	41		10	33		15	28		13	37		11	36	
Black / African American															
Proficiency	44.7%	44.1%	34.7%	26.8%	26.5%	32%	18.3%	19.7%	30%	11.7%	18.7%	29%	20.2%	21.6%	28.3%
Number tested	47	111		41	102		60	157		77	187		99	264	
Hispanic / Latino															
Proficiency	31.8%	34.1%	38.6%	28.6%	33.5%	38.4%	25.8%	28.3%	37.1%	28.6%	26.1%	36.3%	24.1%	30.7%	35.2%
Number tested	88	217		91	233		97	251		98	241		116	251	
Native Hawaiian / Alaska Native															
Proficiency				N/A	N/A	45%	N/A	N/A	44.7%	N/A	N/A	44.2%	N/A	N/A	46.2%
Number tested				N/A			N/A			N/A			N/A		

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

Mathematics	MCA-III														
	2012-13			2013-14			2014-15			2015-16			2016-17		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
White															
Proficiency	66.2%	68.5%	70%	68.1%	65.5%	68.9%	64%	62.7%	68.3%	60.6%	61.6%	68.1%	58.2%	60%	67.6%
Number tested	993	1,969		941	2,192		966	2,283		951	2,375		985	2,402	
Two or More Races															
Proficiency				50.6%	45.5%	54.9%	44.2%	43.6%	53.9%	39.4%	48.8%	52.7%	45.3%	50.5%	51.9%
Number tested				81	220		77	202		71	201		86	194	
English Learners															
Proficiency	12.1%	21.2%	28.8%	13.6%	17.6%	27.3%	6.8%	14%	24.8%	3.6%	11%	22.5%	6.2%	14.7%	20%
Number tested	66	170		88	204		103	242		83	209		81	245	
Special Education															
Proficiency	21.7%	28.8%	33.8%	20.3%	25.5%	31.4%	11.3%	17.3%	27%	8.8%	18%	26.2%	14.6%	22.3%	26%
Number tested	157	361		172	412		160	398		151	406		158	422	
Free and Reduced-Price Lunch															
Proficiency	43.4%	45.7%	43.6%	41.7%	40.6%	42.2%	35.2%	35.2%	40.2%	30.9%	33.1%	39%	28.8%	33.9%	37.9%
Number tested	458	1,047		444	1,088		480	1,233		489	1,243		524	1,277	

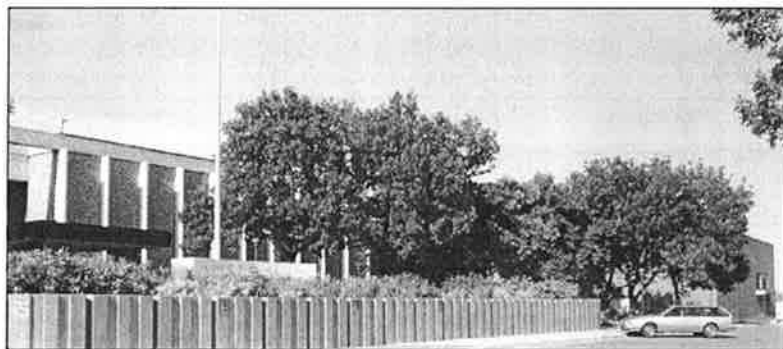
* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Failure Rate

2. Failure Rate	2012-13	2013-14	2014-15	2015-16	2016-17
	3.84%	3.18%	3.85%	3.29%	5.69%

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
218-284-2300

Principal: Dave Lawrence
Assistant Principals:
Josh Haag and Angela Doll

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	1,424	1,555	1,455	1,532	1,606
2. Average Daily Membership (ADM)	1,518	1,555	1,567	1,643	1,719
3. Attendance Rate	93.77%	93.8%	92.83%	93.24%	93.43%
4. English Learners (EL)					
EL State Reimbursement	32	42	58	83	100
EL Students Served	45	59	73	109	122

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Grade 9	424	453	401	459	444
Grade 10	417	432	430	418	469
Grade 11	402	409	385	440	419
Grade 12	439	405	392	387	422
Total	1,682	1,699	1,608	1,704	1,754

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Moorhead High					
From Other Minnesota Districts	44	49	46	57	52
From Other States & Countries	61	72	84	96	96
From Non-public	12	7	3	3	10
Transfers Out of Moorhead High					
To Other Minnesota Districts	29	25	22	16	23
To Other States & Countries	33	25	24	34	55
To Non-public	2	0	0	2	4
Transfers From Other District Schools			7	25	139
Transfers To Other District Schools			53	69	70

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	379	393	387	458	489
Reduced	98	69	89	86	86
Percentage of Students Free & Reduced	30.9%	29.2%	30%	32%	33.1%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	47	45	75	83	37
	2.86%	2.73%	4.5%	4.71%	1.99%
Asian	35	35	39	30	20
	2.13%	2.12%	2.3%	1.7%	1.07%
Black	74	73	118	157	156
	4.51%	4.42%	7%	8.91%	8.42%
Hispanic	98	99	107	125	138
	5.97%	6%	6.3%	7.09%	7.45%
Native Hawaiian / Pacific Islander	74	73	118	157	0
	4.51%	4.42%	7%	8.91%	0%
White	1,387	1,398	1,346	1,368	1,387
	86.63%	84.73%	79.9%	77.6%	74.89%
Two or More Races					114
					6.15%
Percent Minority	13.37%	15.27%	20.1%	22.4%	24.83%

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Adangme	2	1	0	0	0
Albanian	7	7	8	12	11
American Sign Language	1	1	1	2	2
Arabic	20	26	25	35	42
Armenian	0	0	0	0	0
Bosnian	9	7	6	6	7
Cambodian	0	0	1	1	0
Cebuano	1	1	1	0	0
Chinese	0	0	1	0	2
Dakota	0	0	0	0	1
English	1,504	1,492	1,497	1,519	1,541
English Creolized	0	1	5	4	5
Farsi	1	1	1	0	0

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Finnish	0	0	0	1	0
French	1	0	0	1	1
German	0	2	0	1	1
Italian	0	0	0	1	0
Korean	0	0	0	0	0
Kurdish	38	42	49	57	67
Norwegian	0	0	0	1	0
nuer	0	0	0	1	0
Portuguese	0	0	0	0	1
Russian	1	2	1	2	2
Samoan	0	1	1	1	0
Somali	7	15	39	57	70
Spanish	40	45	39	48	52
Swahili	0	0	0	2	11
Thai	0	0	0	1	1
Vietnamese	8	8	8	9	10

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	132	143	156	168	
Low Incidence	71	77	69	68	
Total Disabilities Served	203	220	225	236	
Percentage of Students with Disabilities	12.07%	12.95%	13.93%	14.36%	

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 10	57%	55%	62.3%	54.8%	52.5%	60.1%	59.9%	57.7%	57%	59.1%	58%	58.9%	63.1%	61.3%	60.3%
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 11	51.2%	50.1%	52.4%	48%	46.4%	50.6%	51.7%	48.1%	48.7%	50.8%	47.5%	47.1%	50.5%	47.7%	48.3%

Grade 11 students took the mathematics MCA-II in 2012-13.

Subgroup Proficiency and Number of Students Tested

	MCA-II			MCA-III											
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
American Indian / Alaska Native															
Proficiency	30%	28.6%	58.1%	N/A	N/A	36%	N/A	40%	33.7%	N/A	N/A	35.5%	N/A	N/A	38.7%
Number tested	10	14		N/A	N/A		N/A	10		N/A	N/A		N/A	N/A	
Asian															
Proficiency	N/A	N/A	64.5%	N/A	N/A	52.3%	N/A	N/A	48.3%	N/A	N/A	54.3%	N/A	N/A	55.3%
Number tested	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Black / African American															
Proficiency	70.6%	72.2%	50.9%	27.3%	33.3%	31.1%	N/A	N/A	27.8%	10.7%	10.7%	28.8%	32.4%	31.4%	31%
Number tested	17	18		11	12		N/A	N/A		28	28		34	35	
Hispanic / Latino															
Proficiency	52.6%	41.7%	51.7%	36.8%	26.9%	36.3%	41.2%	37%	33.5%	30.8%	25.7%	36.9%	45.2%	40%	37%
Number tested	19	24		19	26		17	27		26	35		31	40	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	37.5%	N/A	N/A	50%	N/A	N/A	41%	N/A	N/A	52.8%
Number tested				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
White															
Proficiency	75.7%	74.5%	83.2%	58.6%	57.6%	66.7%	61.7%	60.6%	64.2%	65.8%	65.8%	65.8%	69.3%	68.3%	67.8%
Number tested	313	321		304	311		337	345		298	304		329	338	
Two or More Races															
Proficiency				47.8%	42.3%	50.2%	72%	66.7%	49.1%	63.4%	65.4%	51%	53.1%	50%	52.2%
Number tested				23	26		25	27		26	26		32	34	
English Learners															
Proficiency	9.1%	7.7%	10.2%	N/A	0%	6.9%	0%	0%	4.7%	0%	0.0%	6.1%	0%	0%	5.8%
Number tested	11	13		N/A	15		14	15		19	20		29	31	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-II			MCA-III											
	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Special Education															
Proficiency	24.2%	25.7%	26.4%	21.1%	20.5%	22.1%	24.4%	21.7%	18.3%	25.5%	24%	19.9%	10.9%	10%	21.3%
Number tested	33	35		38	39		41	46		47	50		46		
Free and Reduced-Price Lunch															
Proficiency	41.3%	37.3%	41%	33%	29.8%	39.8%	42.4%	39.5%	35.7%	38.3%	36.4%	38.4%	42.9%	40.9%	39.3%
Number tested	104	118		109	124		125	147		128	140		140		

	MCA-III														
	2012-13			2013-14			2014-15			2015-16			2016-17		
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
American Indian															
Proficiency	N/A	N/A	N/A	N/A	N/A	23.8%	N/A	N/A	23.1%	52.9%	47.4%	22.3%	52.9%	47.4%	22.3%
Number tested	N/A	N/A		N/A	N/A		N/A	N/A		17	19		17	19	
Asian															
Proficiency	N/A	N/A	49.2%	58.3%	58.3%	48.1%	N/A	N/A	N/A	N/A	N/A	47.9%	N/A	N/A	47.9%
Number tested	N/A	N/A		12	12		N/A	N/A		N/A	N/A		N/A	N/A	
Black / African American															
Proficiency	25%	23.1%	20.8%	0%	0%	18.8%	0%	0%	17.3%	8.3%	6.7%	17.6%	5.3%	5.3%	18%
Number tested	12	13		10	10		15	19		12	15		38	38	
Hispanic / Latino															
Proficiency	21.4%	17.6%	24.1%	18.8%	16.7%	25.9%	17.6%	15.4%	23.8%	42.9%	23.1%	22.6%	37.5%	31%	24.3%
Number tested	14	17		16	24		17	26		14	26		24	29	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.3%
Number tested				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
White															
Proficiency	53.9%	53.5%	58.9%	52.4%	51.5%	54.9%	57.3%	55.2%	53.5%	51.8%	50.3%	55.2%	57.1%	54.8%	57.1%
Number tested	297	301		296	303		300	315		338	350		280	294	
Two or More Races															
Proficiency				34.8%	32%	37.5%	42.1%	34.8%	35.4%	56.5%	52%	34.5%	56%	51.9%	36.4%
Number tested				23	25		19	23		23	25		25	27	

* Two or more races and Native Hawaiian/ Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-II			MCA-III											
	2012-13			2013-14			2014-15			2015-16			2016-17		
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English Learners															
Proficiency	N/A	N/A	8.8%	0%	0%	9.4%	N/A	N/A	7.2%	6.3%	5.6%	4.1%	0%	0%	5.8%
Number tested	N/A	N/A		10	10		N/A	N/A		16	18		21		
Special Education															
Proficiency	7.4%	7.4%	13.2%	8.3%	7.7%	12.2%	6.3%	5.6%	10.6%	12.2%	11.6%	9.6%	7%	6.4%	10.1%
Number tested	27	27		36	39		32	36		41	43		43		
Free and Reduced-Price Lunch															
Proficiency	29.3%	27.5%	30.4%	21.5%	19.8%	28.3%	24.7%	20.3%	27%	28.7%	23.3%	24.8%	33.9%	30.4%	26.1%
Number tested	82	91		79	91		93	118		108	133		121		

Failure Rate

2. Failure Rate	2012-13	2013-14	2014-15	2015-16	2016-17
	4.49%	4.7%	4.8%	5.67%	5.22%

Concurrent Enrollment

3. Number of Students Participating	2012-13	2013-14	2014-15	2015-16	2016-17
College Algebra				68	107
College Functions and Trigonometry					30
College Writing					28

Postsecondary Enrollment Options

4. Postsecondary Enrollment Options*	2012-13	2013-14	2014-15	2015-16	2016-17
Accounting		1		6	6
American Sign Language					5
Anthropology	2	6	3	10	8
Art		4		1	8
Astronomy	1	1	4		5

MOORHEAD HIGH SCHOOL

ACHIEVEMENT DATA

Biology	20	10	11	13	9
Business		2	1		6
Chemistry	3	8	11	13	23
Chinese		2	1	2	
Communications	3	8	14	8	18
Culinary Studies					4
Economics	10	12	12	19	18
Computer/Electronics	1	4	8	3	15
Engineering			5		
English	24	36	32	35	46
Film Studies					6
French	1	3		2	3
German					1
Health					10
History	14	9	8	16	28
Humanities		1		2	2
Italian		1			
Japanese					2
Latin					1
Law			3	5	7
Mathematics	19	23	29	25	34
Mechanics/Engineering	12	12	9	2	
Medical Terminology					1
Music	5		4	8	5
Nursing	1	1	1	6	0
Philosophy	1	4	1	6	5
Physical Education					1
Politics	9	15	10	14	15
Psychology	16	26	22	23	26
Religion/Culture				7	1
Science	7	2	3	7	8
Sociology	7	10		15	14
Spanish		3		4	9
Women's Studies		4			3
Number of Students Participating				45	70
Number of Courses Attempted	156	208	192	255	353

Advanced Placement (AP) Examinations Participation and Results

5. Advanced Placement (AP) Examinations	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Students Tested	321	384	359	339	389
Number of Tests Taken	631	646	590	553	534
Percentage Scoring 3, 4 or 5	55.8%	53.9%	61.6%	54.6%	52.2%
Number of Tests Taken by Subject					
Biology	42	34	15	20	26
Calculus AB	30	26	19	8	62
Calculus BC	12		7	16	5
Calculus BC: AB Subscore	12		7	16	5
Chemistry	25	23	16	18	12
Comparative Government and Politics	15	18	7	8	13
English Language and Composition	101	78	58	75	41
English Literature and Composition	74	58	59	53	40
European History	87	54	162	57	63
Human Geography		98	72	77	141
Macroeconomics	8	30	8	19	12
Microeconomics	14	33	41	25	0
Psychology	78	39	59	35	57
Physics			13		
Statistics	28	53	45	61	
United States Government and Politics	13	28	9	18	8
United States History	85	107		63	54

ACT

Graduating Class of															
	2013			2014			2015			2016			2017		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English	21.6	21.6	22.2	21.5	21.5	22.1	20.5	20.5	21.8	19.2	18.7	20.0	19.5	19.2	20.4
Mathematics	22.7	22.7	23.1	22.6	22.6	23.0	22.5	22.4	22.8	20.9	20.6	21.2	21.5	21.2	21.5
Reading	22.4	22.4	23.1	23.0	23.0	23.1	22.3	22.3	23.0	21.1	20.7	21.3	21.6	21.3	21.8
Science	22.4	22.4	22.9	23.0	23.0	22.9	22.6	22.6	22.7	21.3	20.9	21.3	21.3	21.0	21.6
Composite	22.4	22.4	23	22.6	22.6	22.9	22.1	22.1	22.7	20.7	20.3	21.1	21.1	20.8	21.5
Number of Students Taking ACT	263			251			268			362			389		
Percent Participation	65.4%			61.4%			60.3%			96%					

Percent of Students Meeting College Readiness Benchmarks

7. Percent of Students Meeting College		2013	2014	2015	2016	2017
Readiness Benchmarks						
English	Moorhead High	77%	75%	70%	59%	58%
	State	78%	77%	74%	61%	63%
	National	64%	64%	64%	61%	61%
Mathematics	Moorhead High	62%	58%	56%	47%	49%
	State	62%	61%	58%	46%	48%
	National	44%	43%	42%	41%	41%
Reading	Moorhead High	53%	57%	53%	47%	47%
	State	57%	56%	57%	45%	50%
	National	44%	44%	46%	44%	47%
Science	Moorhead High	45%	55%	46%	40%	40%
	State	52%	53%	53%	40%	42%
	National	36%	37%	38%	36%	37%
Meeting all 4	Moorhead High	32%	38%	34%	31%	29%
	State	39%	39%	39%	29%	31%
	National	26%	26%	28%	26%	27%

Four-, Five- and Six-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card (*AYP)															
	2011-12			2012-13			2013-14			2014-15			2016-17		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Four-Year Graduation Rate	84.4%	76%	79.8%	88.1%	79.9%	81.2%	82.9%	75.7%	81.9%	81%	74%	82.2%			
Five-Year Graduation Rate	85.7%	74.6%	81.4%	88.5%	80.7%	83.2%	90.3%	82.2%	84.3%	87.3%	79.6%	85%			
Six-Year Graduation Rate	84.6%	77.8%	81.8%	86.8%	77%	82.9%	88.5%	81.5%	84.6%	91.4%	83%	85.7%			

RED RIVER AREA LEARNING CENTER

DEMOGRAPHIC DATA



Red River Area Learning Center
2777 34th St S., Moorhead, MN 56560
218-284-2200

Director of Alternative Education:
Deb Pender

	2012-13	2013-14	2014-15	2015-16	2016-17
1. Average Daily Attendance (ADA)	97	46	87	85	57
2. Average Daily Membership (ADM)	122	61	123	120	76
3. Attendance Rate	79.1%	75.32%	70.74%	70.9%	75%
4. English Learners (EL)					
	9	7	12	28	27
	24	19	29	39	36

5. October 1 Enrollment	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Grade 6	0	0	0	0	0
Grade 7	3	2	7	0	0
Grade 8	3	2	5	3	0
Grade 9	4	3	3	8	6
Grade 10	17	18	23	13	16
Grade 11	26	20	28	19	26
Grade 12	42	41	43	36	51
Total	95	86	109	79	99

RED RIVER AREA LEARNING CENTER

DEMOGRAPHIC DATA

6. Mobility	2012-13	2013-14	2014-15	2015-16	2016-17
Transfers Into Red River ALC					
From Other Minnesota Districts	19	15	14	23	53
From Other States & Countries	15	22	15	6	15
From Non-public	4	1	0	0	3
Transfers Out of Red River ALC					
To Other Minnesota Districts	16	18	11	12	27
To Other States & Countries	12	11	10	20	18
To Non-public	1	1	1	2	5
Transfers From Other District Schools			86	96	86
Transfers To Other District Schools			26	72	199

7. Free and Reduced Lunch Program	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016
Free	69	57	79	60	66
Reduced	3	3	2	4	3
Percentage of Students Free & Reduced	77.4%	69.8%	72.3%	75.3%	67.6%
8. Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	33	23	47	58	33
	13.04%	11.11%	10.4%	12.34%	9.19%
Asian	3	2	5	7	0
	1.19%	0.97%	1.1%	1.49%	0%
Black	19	25	60	77	50
	7.51%	12.08%	13.2%	16.38%	13.92%
Hispanic	33	58	95	95	67
	20.55%	28.02%	21%	20.21%	18.66%
Native Hawaiian / Pacific Islander					0
					0%
White	146	99	246	233	183
	57.71%	47.83%	54.3%	49.57%	50.97%
Two or More Races					26
					7.24%
Percent Minority	42.29%	52.17%	45.7%	50.43%	48.46%

RED RIVER AREA LEARNING CENTER

DEMOGRAPHIC DATA

9. Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Albanian	6	6	5	3	3
American Sign Language	0	1	0	0	0
Arabic	19	19	25	13	7
Bosnian	5	3	2	4	1
Dakota	0	0	1	1	0
English	360	317	322	335	281
English Creolized	0	0	0	2	0
Farsi	0	1	1	1	1
French	0	0	0	2	0
Kurdish	24	23	19	20	13
Nepali	1	1	0	0	0
Russian	1	1	0	0	0
Samoan	2	0	0	1	1
Somali	1	3	23	43	29
Spanish	57	55	54	44	33
Swahili	0	0	0	0	1
Vietnamese	3	0	1	1	0

10. Special Education Status	Dec. 2012	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016
Mild	39	49	52	43	
Low Incidence	3	6	3	2	
Total Disabilities Served	42	55	55	45	
Percentage of Students with Disabilities	44.21%	63.95%	50.46%	56.96%	

Minnesota Comprehensive Assessments (MCA)

Proficiency

	2012-13*			2013-14			2014-15			2015-16			2016-17		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	N/A	54%	54.1%	N/A	56.5%	55.8%	16.7%	58.8%	56%	18.2%	58.8%	57%	N/A	53.9%	58.7%
Grade 10	6.7%	55%	62.3%	10%	52.5%	60.1%	23.1%	57.7%	57%	31.3%	58%	58.9%	29.2%	61.3%	60.3%
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	N/A	61.8%	58.9%	N/A	66.9%	59.7%	5.9%	57.4%	57.8%	4.5%	54.9%	58%	N/A	57.3%	58%
Grade 11	N/A	50.1%	52.4%	11.8%	46.4%	50.6%	9.1%	48.1%	48.7%	3.4%	47.5%	47.1%	4.2%	47.7%	48.3%

* Grade 11 students took the mathematics MCA-II in 2012-13.

Student Group Proficiency and Number of Students Tested

	MCA-III														
	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
American Indian / Alaska Native															
Proficiency	N/A	33.9%	34.2%	N/A	19.7%	33.2%	16.7%	32.1%	34.3%	N/A	26%	34.7%	N/A	22%	34.8%
Number tested	N/A	118		N/A	76		12	81		N/A	73		N/A	82	
Asian															
Proficiency	N/A	60.4%	49.1%	N/A	58.6%	50.2%	N/A	65.5%	51.9%	N/A	60%	53.7%	N/A	50%	53.1%
Number tested	N/A	53		N/A	29		N/A	29		N/A	35		N/A	36	
Black / African American															
Proficiency	N/A	33.6%	32.1%	N/A	28.1%	31.6%	N/A	24.6%	32%	N/A	20.7%	32.8%	N/A	27.7%	33.3%
Number tested	N/A	125		N/A	89		N/A	142		N/A	198		N/A	253	
Hispanic / Latino															
Proficiency	10%	27.9%	34%	0%	31.3%	35.6%	18.2%	34.8%	36.5%	12.5%	34.9%	37.7%	N/A	34.2%	37.9%
Number tested	10	244		12	24		22	247		24	252		N/A	260	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	50%	N/A	N/A	48.2%	N/A	N/A	47.5%	N/A	N/A	52.3%
Number tested				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
White															
Proficiency	7.7%	59.8%	65.3%	9.1%	63.2%	66.9%	16.7%	64.6%	67.6%	33.3%	63.5%	67.9%	N/A	63.3%	68.8%
Number tested	13	2,296		11	2,193		24	2,304		24	2,329		N/A	2,441	
Two or More Races															
Proficiency				N/A	50%	52.7%	N/A	55.1%	54.5%	N/A	56.9%	55.2%	N/A	52.4%	55.5%
Number tested				N/A	196		N/A	205		N/A	202		N/A	225	

* Two or more races and Native Hawaiian/ Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-III														
	2012-13			2013-14			2014-15			2015-16			2016-17		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
English Learners															
Proficiency	N/A	6.6%	16%	N/A	11.6%	16.4%	N/A	11.4%	16.8%	N/A	9.2%	16%	N/A	7.1%	13.7%
Number tested	N/A	181		N/A	189		N/A	228		N/A	206		N/A	241	
Special Education															
Proficiency	N/A	24.9%	27.3%	N/A	21.9%	28.1%	0%	22%	25.8%	7.7%	23.6%	26.1%	N/A	21.7%	26.2%
Number tested	N/A	398		N/A	406		11	405		13	411		N/A	423	
Free and Reduced-Price Lunch															
Proficiency	7.1%	38.5%	38.1%	4.3%	38.9%	39.5%	15.8%	40.1%	39.8%	13.7%	38.6%	40.2%	22.7%	36.5%	40.2%
Number tested	28	1,168		23	1,121		57	1,246		51	1,249		22	1,293	

	MCA-II			MCA-III											
	2012-13			2013-14			2014-15			2015-16			2016-17		
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
American Indian / Alaska Native															
Proficiency	N/A	34.9%	37.2%	N/A	26.4%	32.5%	N/A	28.4%	31.5%	N/A	25.7%	30.8%	N/A	22.5%	29.7%
Number tested	N/A	106		N/A	72		N/A	74		N/A	70		N/A	80	
Asian															
Proficiency	N/A	85.4%	61.3%	N/A	75.8%	59%	N/A	71.4%	58%	N/A	70.3%	57.2%	N/A	72.2%	57%
Number tested	N/A	41		N/A	33		N/A	28		N/A	37		N/A	36	
Black / African American															
Proficiency	N/A	44.1%	34.7%	N/A	26.5%	32%	N/A	19.7%	30%	N/A	18.7%	29%	N/A	21.6%	28.3%
Number tested	N/A	111		N/A	102		N/A	157		N/A	187		N/A	264	
Hispanic / Latino															
Proficiency	N/A	34.1%	38.6%	8.3%	33.5%	38.4%	4.8%	28.3%	37.1%	3.7%	26.1%	36.3%	N/A	30.7%	35.2%
Number tested	N/A	217		12	233		21	251		27	241		N/A	251	
Native Hawaiian / Pacific Islander															
Proficiency				N/A	N/A	45%	N/A	N/A	44.7%	N/A	N/A	44.2%	N/A	N/A	46.2%
Number tested				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
White															
Proficiency	N/A	68.5%	70%	8.3%	65.8%	68.9%	8.6%	62.7%	68.3%	3.3%	61.6%	68.1%	7.1%	60%	67.6%
Number tested	N/A	1,969		12	2,192		35	2,283		30	2,375		14	2,402	

* Two or more races and Native Hawaiian/Pacific Islander groups were added and data after 2012-13 recalculated.

Student Group Proficiency, continued

	MCA-II			MCA-III											
	2012-13			2013-14			2014-15			2015-16			2016-17		
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Two or More Races															
Proficiency				N/A	50.5%	54.9%	N/A	48.8%	53.9%	20%	43.6%	52.7%	N/A	45.5%	51.9%
Number tested				N/A	194		N/A	201		10	202		N/A	220	
English Learners															
Proficiency	N/A	21.2%	28.8%	N/A	17.6%	27.3%	8.3%	14%	24.8%	N/A	11%	22.5%	N/A	14.7%	20%
Number tested	N/A	170		N/A	204		12	242		N/A	209		N/A	245	
Special Education															
Proficiency	N/A	28.8%	33.8%	N/A	25.5%	31.4%	N/A	17.3%	27%	0%	18%	26.2%	N/A	22.3%	26%
Number tested	N/A	361		N/A	412		N/A	398		12	406		N/A	422	
Free and Reduced-Price Lunch															
Proficiency	0%	45.7%	43.6%	4.5%	40.6%	42.2%	3.2%	35.2%	40.2%	4.7%	33.1%	39%	0%	33.9%	37.9%
Number tested	15	1,047		22	1,088		63	1,233		64	1,243		17	1,277	

Four-, Five- and Six-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card															
	2012-13			2013-14			2014-15			2015-16			2016-17		
	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Four-Year Graduation Rate	4.4%	76%	79.8%	9.3%	79.9%	81.2%	19.6%	75.7%	81.9%	22.6%	74%	82.2%			
Five-Year Graduation Rate	8.5%	74.6%	81.4%	24.5%	80.7%	83.2%	19.2%	82.2%	84.3%	30%	79.6%	85%			
Six-Year Graduation Rate	24%	77.8%	81.8%	20%	77%	82.9%	29.4%	81.5%	84.6%	19.2%	83%	85.7%			



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorheadschoools.org

2017 School Board

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Superintendent

Brandon Lunak
Assistant Superintendent of Finance and Operations

Missy Eidsness
Assistant Superintendent of Learning and Accountability

Board Policies

Selection of Textbooks and Instructional Materials

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	620
Adopted Date:	12/13/1988
Revised Date(s):	06/12/2006, 06/14/2010, 02/23/2015
Reviewed Date(s):	12/13/1988, 04/27/1993, 04/27/1998, 06/10/2002, 06/12/2006, 06/14/2010, 02/23/2015
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT

A. The Moorhead School Board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

B. Moorhead Area Public Schools shall provide a wide range of instructional resources at varying levels of difficulty, with a wide diversity of appeal, presenting different points of view and allowing the review of allegedly inappropriate instructional resources through established procedures. The Moorhead School Board supports the principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States as expressed in official statements of professional associations. (Copies of these documents are available at the district media office.)

C. For the purpose of this statement of policy, the term "materials" will refer to any person(s) or any material(s) (whether acquired or locally produced) with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term "unavailable" refers to a resource that has been denied inclusion. Resources include, but are not limited to, textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, kits, machine readable data files, maps, models, periodicals, computer software, digital resources, DVDs, plays, concerts, athletic events, and written and performed music.

III. RESPONSIBILITY FOR SELECTION

A. While the Moorhead School Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the School Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the School Board delegates to the Superintendent the responsibility to direct the professional staff in formulating recommendations to the School Board on textbooks and other instructional materials.

B. While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional resources rests with the licensed professional personnel whose responsibility it is to know the curriculum, the students, and the philosophy of the school system.

C. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age and maturity of students.
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. permit grade-level instruction for students to read and study the United States of America's founding documents, including documents that contributed to the foundation or maintenance of the United States of America's representative form of limited government, the Bill of Rights, or free-market economic system, and patriotism; and
6. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamation, or records.

D. The Superintendent or designee has developed procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents/guardians and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees (Administrative Procedures 620.1: District Wide K-12 Curriculum Review Model and 620.5: Curriculum/Program Change Request).

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The Superintendent or designee shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The Superintendent shall present a recommendation to the School Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy (Administrative Procedure 620.1: District Wide K-12 Curriculum Review Model and 620.5: Curriculum/Program Change Request).

C. Resources shall support the educational goals of the school district, and the goals and objectives of individual schools and specific courses (Administrative Procedure 620.3: Curriculum Content Selection and Review Exception for Use Request of Movie/Video Recording as an Instructional Resource).

D. Resources shall support the individual student learning styles, curricula needs, and be appropriate for the age, emotional and social development, and ability level of the students for whom the resources are selected.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The School Board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The Superintendent shall be responsible for the guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials. (Administrative Procedure 620.4: Procedures for Reevaluation of Instructional Resources)

VI. PROCEDURE FOR REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION

A. Parental Curriculum Review-

The Moorhead Area Public Schools has a procedure for a parent/guardian or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent(s)/guardian(s) or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent(s)/guardian(s) or adult student if the alternative instruction, if any, offered by the School Board does not meet the concerns of the parent(s)/guardian(s) or adult student.

The Moorhead School Board is not required to pay for the costs of alternative instruction provided by a parent/guardian or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Procedures for review of curriculum content and alternative instruction are incorporated into School Board Policy 231: Instruction and Curriculum Advisory Committee and Administrative Procedures 620.1: District Wide K-12 Curriculum Review Model and 620.2: Procedures for Review of Curriculum Content and Alternative Instruction.

The intent of the procedure is to provide parents/guardians, or adult students the opportunity to review assigned instructional materials, address concerns and propose alternative instruction for the individual student. Administrative procedures for the review of curriculum content and alternative instruction are outlined in the procedure document.

The intent is not to interfere with the rights of others to receive the instruction in question, nor does it relieve the student from meeting state and district-level essential learner outcomes.

Legal References:

Minn. Stat. 120A.22, Subd. 9 (Compulsory Instruction - Curriculum)
Minn. Stat. 120B.235 (American Heritage Education)
Minn. Stat. 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)
Minn. Stat. 124D.59-124D.61 (Limited English Proficiency)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
MSBA/MASA Model Policy 606: Textbooks and Instructional Materials

Moorhead Area Public Schools

ESSA/Academic Standards Curriculum Review Cycle

<p>Research and Review "How does what we are doing now correlate with the research?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * Review maps or create curriculum * Research instructional methods and content * Review local, state, and national test data, surveys and student work on standards * Develop mission and philosophy * Research related technology integration * Write improvement plan * Summarize work for Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Curriculum maps * Summaries of assessment data * Summary of research * Mission and philosophy * Improvement plan * Summary of work 	<p>Appropriate Materials & Instruction "What are we going to do, how are we going to do it, and how will we know that we got it done?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * Write course and grade level outcomes and benchmarks * Determine how students will evidence learning * Develop criteria for the selection of instructional methods and materials * Plan staff development for effective instruction * Select appropriate materials * Summarize work for Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Content outcomes/benchmark outcomes/indicators * Performance indicators * Implementation plan * A plan for appropriate staff development * Selection of necessary materials * Summary of work 	<p>Implementation "What does it look like in the classroom?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * When appropriate distribute materials * Deliver staff development and follow up training * Collect and review first year's evidence of learning * Summarize work for Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Review of preliminary data * Summary of work for Board 	<p>Implementation Monitor and Adjust "How well is it working and how can we make it work better?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * Review and update curriculum maps * Continue staff development and follow up * Review and update benchmarks and performance indicators * Collect and review evidence of learning * Review implementation plan * Make necessary adjustments * Summarize work for Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated maps * Updated benchmarks and performance indicators * Updated implementation plan * Summary of work 	<p>Implementation Monitor and Adjust "How well is it working and how can we make it work better?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * Where needed review and update curriculum maps * Continue staff development and follow up * Where needed review and update benchmarks and performance indicators * Collect and review evidence of learning * Review implementation plan * Summarize work for Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Where needed updated maps * Where needed updated benchmarks and performance indicators * Summary of work 	<p>Assessment and Evaluation of Improvements "Is what we set out to do happening - are students learning?"</p> <p>TASKS</p> <ul style="list-style-type: none"> * Collect, review and summarize evidence of student learning * Survey graduates * Evaluate success of implementation: tests, assessments, surveys and other data * Summarize work for Board, include learning data, and recommendations <p>PRODUCTS</p> <ul style="list-style-type: none"> * Summary of student data * Survey results * Summary of implementation success * Summary of work
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