



INDEPENDENT SCHOOL DISTRICT 152

School Board Meeting
Probstfield Center for Education Board Room 224
2410 14th Street South
Moorhead, Minnesota

October 22, 2018
7:00 PM

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Mark Altenburg	_____	Scott Steffes	_____
Cassidy Bjorklund	_____	Bill Tomhave	_____
Melissa Burgard	_____	Matt Valan	_____
Kara Gloe	_____	Brandon M. Lunak	_____

AGENDA

1. CALL TO ORDER

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Preview of Agenda - Brandon M. Lunak, Superintendent
- D. Approval of Meeting Agenda

Moved by:
Seconded by:
Comments:

- E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

School Board member so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT - Brandon Lunak

- (1) October 8, 2018 Meeting Minutes

B. LEARNING AND ACCOUNTABILITY - Tamara Uselman

C. HUMAN RESOURCES AND OPERATIONS - Kristin Dehmer

- (1) Annual Health Insurance Renewal Rates
- (2) Assurance of Compliance with State & Federal Law Prohibiting Discrimination
- (3) Resignations
- (4) Family Medical Leaves
- (5) Change in Contract
- (6) New Employees
- (7) Additional Staffing

D. LEARNER SUPPORT SERVICES - Duane Borgeson

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by:

Seconded by:

Comments:

3. **2018-19 ADVANCED OVERVIEW: Tamara Uselman**

4. **WORLD'S BEST WORKFORCE 2017-18 ANNUAL REPORT: Tamara Uselman**

Suggested Resolution: Move to approve the World's Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement with the District and School Profiles as presented.

Moved by:

Seconded by:

Comments:

5. **COMMITTEE REPORTS**

6. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

7. **ADJOURNMENT**

CALENDAR OF EVENTS

School Board - October 22, 7 p.m., PCE
Horizon Middle School Campus PTAC/School and District Title I Advisory Committee - October 23, 6:30 p.m., Horizon West Media Center
Moorhead High School Facilities Task Force - October 24, 5:30 p.m., Media Center
District Technology Committee - October 30, 4 p.m., PCE

Joint Powers Committee - November 1, 7 a.m., PCE
District Health Insurance Committee - November 1, 4 p.m., PCE
State of the District - November 1, 7 p.m., PCE
American Indian Education Parent Committee - November 5, 6 p.m., PCE
Election Day - November 6, 7 a.m.-8 p.m.
Continuing Education Committee - November 6, 4 p.m., PCE
Instruction and Curriculum Advisory Committee - November 8, 7 a.m., PCE
Dorothy Dodds PTAC - November 8, 6:30 p.m., Media Center
MREA Annual Conference - November 11-13, Cragun's Resort
Moorhead Schools Legacy Foundation - November 13, 7 a.m., PCE
Safe and Healthy Learners Committee - November 13, 3 p.m., PCE
Ellen Hopkins PTAC - November 13, 6:30 p.m., Media Center
Robert Asp PTAC - November 13, 6:30 p.m., Media Center
S.G. Reinertsen PTAC - November 13, 6:30 p.m., Media Center
School Board - November 13, 7 p.m., PCE
Community Education Advisory Council - November 13, 7 p.m., PCE
Executive Finance Committee - November 15, 4 p.m., PCE
Red River Area Learning Center Family Night - November 15, 5:30 p.m., Vista Center for Education
Early Childhood Family Education Advisory Committee - November 15, 6:30 p.m., PCE
Policy Review Committee - November 19, 6 p.m., PCE
Activities Advisory Council - November 20, 7:15 a.m., MHS Conf. Room 201
Horizon Middle School PTAC - November 20, 6:30 p.m., Horizon West Media Center
School Board - November 26, 7 p.m., PCE
District Technology Committee - November 27, 4 p.m., PCE



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.19.036C

TO: School Board
FROM: Brandon M. Lunak, Superintendent
DATE: 10/16/2018
RE: October 8, 2018 Meeting Minutes

Attached please find the October 8, 2018 meeting minutes for your review.

Suggested Resolution: Move to approve the October 8, 2018 meeting minutes as presented.

BML:mde

ATTACHMENTS:

Description	Type
100818 Minutes	Cover Memo

**REGULAR MEETING
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CALL TO ORDER AND ROLL CALL: Chair Steffes called the meeting to order at 7:00 p.m., requested board member roll call, and led everyone in attendance with the Pledge of Allegiance.

Members present: Cassidy Bjorklund, Melissa Burgard, Kara Gloe, Scott Steffes, Bill Tomhave, Matt Valan, and Brandon Lunak.

Member absent: Mark Altenburg.

PREVIEW OF AGENDA: Superintendent Brandon Lunak recommended approval of the agenda as presented.

APPROVAL OF AGENDA: Gloe moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 6-0.

WE ARE PROUD:

We Are Proud of McCall Clark for winning first place and a \$150 prize in the League of Minnesota Human Rights Commissions 2018 state essay contest. Clark was a student of Marc Wilson, language arts teacher at Horizon Middle School East Campus, when she won the contest with her essay about what Dr. Martin Luther King Jr. Day means to her and how Dr. King's civil rights movement impacted international human rights.

We Are Proud of Dr. Lynne A. Kovash, retired superintendent of Moorhead Area Public Schools, who received the 2018 Polaris Leadership Award from Minnesota Association of School Administrators. Kovash was honored for her leadership and a lifetime of achievement in education and the wider community during a statewide recognition ceremony Oct. 1 at the 2018 MASA Fall Conference in Brainerd, Minn. With this award, MASA recognized Kovash for qualities such as professional courage, creation of a legacy of excellent leadership, fostering innovation, contribution through example and mentoring, and significant tenure in each position supporting district vision and affecting positive change.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.) None.

CONSENT AGENDA: Bjorklund moved, seconded by Tomhave, to approve the Consent Agenda as presented:

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Minutes - Approve the September 24, 2018 meeting minutes as presented.

Minnesota Department of Human Services Grant - Approve Moorhead Area Public Schools as the fiscal host for the Refugee Family Learning Project for the 2018-19 school year.

Claims - Approve the Octoberr claims, subject to audit, in the amount of \$3,261,395.20.

General Fund: \$2,192,476.86

Food Service Fund: \$100,525.07

Community Service Fund: \$24,289.80

Debt Fund: \$400.00

Post Employment Irrevocable Trust Fund: \$108,804.00

TOTAL: \$2,526,495.73

Total Construction Fund: \$448,587.57

Approve the September wire payments, subject to audit, in the amount of \$2,389,000.85.

General Fund: \$1,993,622.85

Debt Redemption: \$395,150.00

Post Employment Irrevocable Trust: \$228.00

TOTAL: \$2,389,000.85

Donations - Accept the donation from Haley's Milk Run of \$11,500 to the district's milk program for students in need and donation from Ted Trove for two recumbent bikes estimated at \$150 for the cross-country team.

Family/Medical Leaves

Nicole Odegard - Teacher, Moorhead High School, medical/leave (non-FMLA) beginning August 27, 2018 through January 27, 2019.

Michael Engelke - Custodian, Horizon Middle School East, medical leave (Non-FMLA) beginning September 15, 2018 through approximately September 24, 2018.

Kirsten Johnson - Teacher, S.G. Reinertsen Elementary, medical leave (FMLA) beginning October 2, 2018 through approximately November 30, 2018.

Angie Sewell - Administrative Assistant, Robert Asp Elementary, extension of family/medical leave (FMLA) through March 27, 2018.

Resignations

Bebi Mwamikazi - Food Server, Dorothy Dodds Elementary, effective October 1, 2018.

Maria Hoppe - Food Server, Horizon Middle School East, effective October 10, 2018.

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Change in Contracts

John Lubitz - Physical Ed/Health Teacher, S.G. Reinertsen and Dorothy Dodds Elementary, from .80 FTE to 1.0 FTE, effective August 27, 2018.

Sarah Score - Food Service, S.G. Reinertsen Elementary, from 5 hours per day to 6.5 hours per day, effective September 4, 2018.

Troy Wentzell - Paraprofessional, Horizon Middle School East Campus, from .63 FTE to 1.00 FTE, effective August 27, 2018.

New Employees

Sara Bucher - Teacher, Detention Center, .414 FTE, BA (3) \$17,439.97, effective September 4, 2018 (replaces Jennifer Autumnstar).

Diane Morris - Paraprofessional, Horizon Middle School East, B21 (4) \$17.24 per hour, 6.75 hours per day, effective September 10, 2018 (new position per 2018-19 staffing plan).

Gabriel Dannenbring - Avid Tutor, Horizon Middle School East, \$12.00 per hour, 1 hour per day, effective September 20, 2018 (new position per 2018-19 staffing plan).

Jayhan Abdalla - EL Liaison, District-wide, B22 (5) \$18.61 per hour, 5 hours per day, effective September 24, 2018 (replaces Fartun Abdullah).

Jessica Poseley - Lunchroom Supervisor, Dorothy Dodds Elementary, \$11.00 per hour, 2 hours per day, effective September 24, 2018 (replaces Ashley Wagoner).

Verlee Sullivan - Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary, \$11.00 per hour, 3.75 hours per day, effective September 24, 2018 (replacing Halat Brifki).

Kathy Swiontek - Paraprofessional, Moorhead High School, B21 (4) \$17.24 per hour, 6.75 hours per day, effective September 25, 2018 (replaces Melanie Scott).

Logan VanWatermulen - AVID Tutor, Moorhead High School, \$12.00 per hour, 1.5 hours per day, effective September 25, 2018 (new position per 2018-19 staffing plan).

Farrah Azzam - AVID Tutor, Horizon Middle School East, \$12.00 per hour, 1.5 hours per day, effective September 27, 2018 (new position per 2018-19 staffing plan).

Colton Brown - AVID Tutor, Horizon Middle School East, \$12.00 per hour, 3 hours per day, effective September 27, 2018 (new position per 2018-19 staffing plan).

Riley Byklum - AVID Tutor, Moorhead High School, \$12.00 per hour, 2.5 hours per day, effective September 25, 2018 (new position per 2018-19 staffing plan).

Ella Halgrimson - AVID Tutor, Horizon Middle School East, \$12.00 per hour, 4 hours per day, effective September 27, 2018 (new position per 2018-19 staffing plan).

Bobbi Lewis - AVID Tutor, Horizon Middle School East, \$12.00 per hour, 2 hours per day, effective September 26, 2018 (new position per 2018-19 staffing plan).

Muna Omar - Lunchroom Supervisor, Horizon Middle School East, \$12.00 per hour, 3 hours per day, effective October 1, 2018 (replaces Rondi Helland).

Andrew Law - Head Coach Boys Lacrosse, Moorhead High School, .080% (4) \$3,797, effective with the 2018-19 school year.

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Matthew Backlund - Assistant Coach Boys Lacrosse, Moorhead High School, .060% (0) \$2,541, effective with the 2018-19 school year.

Additional Staffing - Due to priorities of staffing, including class sizes, equity and building support in schools the following staffing additions were approved: an additional 2.0 FTEs for special education teachers at Moorhead High School due to an increase in enrollment and an additional 2.0 FTEs for paraprofessionals at Moorhead High School due to increased enrollment.

Motion carried 6-0.

UPDATE ON SCHOOLWIDE TITLE PROGRAMMING FOR ELLEN HOPKINS AND ROBERT ASP ELEMENTARY SCHOOLS AND HORIZON MIDDLE SCHOOL

CAMPUS: Chris Triggs, principal of Robert Asp Elementary, and Erika Engelking, assistant principal of Robert Asp Elementary; Lynnette Dirksen, Ellen Hopkins Elementary, Jeremy Larson, Horizon East principal; and Tamara Uselman, assistant superintendent of learning and accountability (for Carla Smith, Horizon West principal), provided information regarding summaries of their school improvement plans (SIPs) for 2018-19. Plans include goals, objectives and strategies for literacy, mathematics, behavior and the 4Cs of communication, collaboration, critical thinking and creativity.

Bjorklund moved, seconded by Burgard, to approve the 2018-19 Ellen Hopkins, Robert Asp, Horizon East and West School Improvement Plans as presented. Motion carried 6-0.

2018-19 STRATEGIC PRIORITIES AND WORLD'S BEST WORKFORCE GOALS:

Superintendent Lunak reviewed the 2018-19 Moorhead Area Public Schools Strategic Priorities and World's Best Workforce Goals. The strategic priorities were developed through a community engagement process in 2013. Through this process, members of the community provided direction through surveys and focus groups. Information and data from various sources (AdvancED, Minnesota Student Health Survey and listening sessions) also provided guidance for the continuing work on the district plans. The strategic priorities provide the framework for the district goals and guide each school's goals for the school improvement process. This information will be used as the World's Best Workforce Plan and will be monitored through surveys and additional data.

Strategic priority areas are:

- 21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student to thrive in a changing world.
- School and Community: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

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- 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.
- Equitable Educational Opportunities: Provide programs and services to all students to eliminate race/ethnicity and socioeconomic indicators as predictors of student success.
- 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.
- Human Resources: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

Valan moved, seconded by Bjorklund, to approve the updated 2018-19 Moorhead Area Public Schools Strategic Priorities and World's Best Workforce Goals as presented. Motion carried 6-0.

MSHSL APPLICATION FOR COOPERATIVE SPONSORSHIP: Superintendent Lunak explained the Minnesota State High School League (MSHSL) Application for Cooperative Sponsorship. Moorhead Area Public Schools will enter into a cooperative agreement with Park Christian School for the 2018-19 school year due to the lack of participation numbers in girls hockey. The school district will review this application annually.

Gloe moved, seconded by Tomhave, to approve the MSHSL Application for Cooperative Sponsorship as presented. Motion carried 6-0.

SECOND READING OF POLICIES: Valan moved, seconded by Tomhave, to approve the following policies: School Board Officers 202, School Board Member Development 203, School Board Conflict of Interest 205, School Board Code of Ethics 206, School Board Meeting Rules of Order 210, "We Are Proud" Recognition 215, Decision Making in Moorhead Area Public Schools 220, Citizen Finance Advisory Committee 238, Superintendent Contract, Duties and Evaluation 311, Enrollment of Nonresident Students 511, School District Student Attendance 515, Tobacco-Free Environment 573, Search of Student Lockers, Desks, Personal Possessions, and Student's Person 574, and Moorhead Area Public Schools District Weapons Policy 576 as presented. Motion carried 6-0.

SECOND READING OF POLICY 575 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES: Tomhave moved, seconded by Burgard, to approve the policy 575 Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches as presented. Motion carried 6-0.

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2018-2020 ADMINISTRATIVE ASSISTANT MASTER AGREEMENT: Superintendent Lunak reported a new two-year contract was successfully negotiated with the Administrative Assistant group for the period of July 1, 2018 through June 30, 2020.

Burgard moved, seconded by Bjorklund, to approve the Administrative Assistant Master Agreement for 2018-2020 as presented with the cost as follows: Year - Cost - Percentage Increase; 2018-2019 - \$66,002 - 3.35%; 2019-2020 - \$70,866 - 3.48%; and Total - \$136,868 - 6.83%. Motion carried 6-0.

2018-2020 BUS DRIVER/ASSISTANTS MASTER AGREEMENT: Superintendent Lunak reported a new two-year contract was successfully negotiated with the Bus Driver/Assistant group for the period of July 1, 2018 through June 30, 2020.

Valan moved, seconded by Tomhave, to approve the Bus Driver/Assistant Master Agreement for 2018-2020 as presented with the cost as follows: Year - Cost - Percentage Increase; 2018-2019 - \$26,424 - 4.66%; 2019-2020 - \$23,510 - 2.18%; and Total - \$49,935 - 6.84%. Motion carried 6-0.

2018-2020 CUSTODIAN MASTER AGREEMENT: Superintendent Lunak reported a new two-year contract was successfully negotiated with the Custodial group for the period of July 1, 2018 through June 30, 2020.

Tomhave moved, seconded by Bjorklund, to approve the Custodian Master Agreement for 2018-2020 as presented with the cost as follows: Year - Cost - Percentage Increase; 2018-2019 - \$71,102 - 3.65%; 2019-2020 - \$64,133 - 3.18%; and Total - \$135,235 - 6.83%. Motion carried 6-0.

2018-2020 PARAPROFESSIONAL MASTER AGREEMENT: Superintendent Lunak reported a new two-year contract was successfully negotiated with the Paraprofessional group for the period of July 1, 2018 through June 30, 2020.

Bjorklund moved, seconded by Valan, to approve the Paraprofessional Master Agreement for 2018-2020 as presented with the cost as follows: Year - Cost - Percentage Increase; 2018-2019 - \$164,394 - 3.59%; 2019-2020 - \$153,149 - 3.23%; and Total - \$317,543 - 6.82%. Motion carried 6-0.

2018-2020 T.C.I. MASTER AGREEMENT: Superintendent Lunak reported a new two-year contract was successfully negotiated with the T.C.I. group for the period of July 1, 2018 through June 30, 2020.

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Gloe moved, seconded by Burgard, to approve the T.C.I. Master Agreement for 2018-2020 as presented with the cost as follows: Year - Cost - Percentage Increase; 2018-2019 - \$11,171 - 3.61%; 2019-2020 - \$11,984 - 3.23%; and Total - \$23,155 - 6.84%. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard related to the American Indian Education Parent Committee, Ellen Hopkins PTAC, Policy Review Committee, Continuing Education Committee, District Health Insurance Committee, and Joint Powers Committee meetings, and the homecoming parade and football game, Moorhead High School Hall of Honor Induction Ceremony, and Moorhead Schools Legacy Foundation's SpudTacular Gala.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members requested a special recognition for the Haley's Milk Run organizer and fundraiser.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:50 p.m.

Matt Valan, Clerk



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.056C

TO: Brandon Lunak, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources & Operations
DATE: 10/16/2018
RE: Annual Health Insurance Renewal Rates

The Health Insurance Committee met on October 4, 2018 and has recommended a 0% increase to current health insurance rates based on historical and expected claims data.

Plan	2018 Rates		2019 Rates	
	Single	Family	Single	Family
\$1200 Deductible	\$807	\$2019	\$807	\$2019
\$3200 Deductible	\$612	\$1702	\$612	\$1702
\$5000 Deductible	\$496	\$1268	\$496	\$1268
\$6650 Deductible	\$316	\$944	\$316	\$944

Suggested Resolution: Move to approve a rate increase of 0% to the current health insurance premiums as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.055C

TO: Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources & Operations

DATE: 10/16/2018

RE: Assurance of Compliance with State & Federal Law Prohibiting Discrimination

Attached please find the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination. By completing all sections of the Assurance of Compliance and Mandated Reporting, school districts provide written assurance that they do not discriminate in their use of funds provided through the Minnesota Department of Education and that they have informed all mandated reporters of their reporting duties.

The Assurance of Compliance and Mandated Reporting Application is submitted online to the Minnesota Department of Education annually by November 15.

Suggested Resolution: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

KLD:jal

ATTACHMENTS:

Description	Type
<input type="checkbox"/> Assurance of Compliance	Cover Memo

Contact Us

Virginia Davis

E-mail:
mde.compliance-assistance@state.mn.us

Phone: 651-582-8338

Address:
1500 Highway 36 West, Roseville, MN
55113

Assurance of Compliance 0152-01 Moorhead Public School District
-INFORMATION NEEDED TO EVIDENCE COMPLIANCE-
School Year: 18-19

* - indicates required fields.

Coordinator Identification Information

	Human Rights Coordinator	Title IX Coordinator	504 Coordinator
Name*	Kristin Dehmer	Kristin Dehmer	Duane Borgeson
Telephone Number*	218-284-3355	218-284-3355	218-284-3715
Fax Number*	218-284-3353	218-284-3353	218-284-3733
E-Mail Address*	kdehmer@moorheads	kdehmer@moorheads	dborgeson@moorhead

Mandated Reporter Training

Minnesota Statutes, section 626.556, subd. 12. Districts must inform all mandated reporters of the duties.

I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment.

Date of Verification

10/15/2018

Document Submittal Verification

Does MDE have current and accurate copies of the following documents?
Please submit updated policy if revised since Last Submitted Date.

Document	Last Submitted Date	Upload Document
Harassment and Violence policy	10/04/2016	Select file: <input type="button" value="Choose File"/> No file chosen

District Compliance Requirements Checklist

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

Check all statements in which the district has complied with the state and federal requirements prohibiting discrimination.

Federal Laws:

- Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
- Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
- Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000e(k)).
- Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
- The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 621), which prohibits discrimination on the basis of age (over 40 years).
- Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.

The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.

Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).

The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).

The Age Discrimination Act of 1975 (42 USC § 6101 and 6102; 34 C.F.R. part 110).

Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws:

The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.

Minnesota Statutes, section 121A.031, which requires school districts to have a written policy to prevent and to prohibit student bullying.

Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.

Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.

Minnesota Rules, Chapter 3535.0100-.0180; 3535.2300-.2800; 3535.3000-.3700, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

By clicking "Submit" you are affirming that these laws are available in each building in the district, that the information that you have provided is accurate, and that you have the authority to submit this assurance on behalf of the district.

NOTE: When data entry is complete, click "Submit" to send data to The State Department of Education.



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.052C

TO: Brandon Lunak, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources & Operations
DATE: 10/16/2018
RE: Resignations

The administration requests approval of the resignation of the following employees:

Rue Sleh

Custodian, S.G. Reinertsen Elementary, effective October 11, 2018.

Ezzat Alhaidar

Paraprofessional, Vista Center for Education, effective October 15, 2018.

Leandra Zeller

Paraprofessional, Moorhead High School, effective October 26, 2018.

Mark Perry

Girls Softball, Moorhead High School, effective for the 2018-19 season.

Suggested Resolution: Move to approve the resignation of Rue Sleh, Ezzat Alhaider, Leandra Zeller and Mark Perry as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.053C

TO: Brandon Lunak, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources & Operations
DATE: 10/16/2018
RE: Family Medical Leaves

The administration requests the approval of the family medical leave for the following employees:

Michael Wirries

Mechanic, District-wide, medical leave (FMLA) beginning October 8, 2018 through approximately October 12, 2018.

Trevor Wickenheiser

Teacher, Robert Asp Elementary, medical leave (Non-FMLA) beginning October 8, 2018 through approximately October 12, 2018.

Angela Driscoll

Teacher, Dorothy Dodds Elementary, medical leave (FMLA) beginning approximately April 3, 2019 through June 5, 2019.

Suggested Resolution: Move to approve the family medical leave for Michael Wirries, Trevor Wickenheiser and Angela Driscoll as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.054C

TO: Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources & Operations

DATE: 10/16/2018

RE: Change in Contract

The administration requests the change in contract for the following employees:

Matthew Dehmer

GED Instructor - Vista/Adult Basic Education. 14.4 hours per week, \$29.86 per hour, effective October 22, 2018. (Replaces John Fouberg)

Rezan Berwari

Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary to Crossing Guard, \$11.00 per hour, 2.75 hours per day and Food Server, \$12.40 per hour, 2.75 hours per day, Robert Asp Elementary, effective October 29, 2018. (New food server position, replaces Randall Mertes crossing guard.)

Suggested Resolution: Move to approve the Change in Contract for Matthew Dehmer and Rezan Berwari as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.051C

TO: Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources & Operations

DATE: 10/16/2018

RE: New Employees

The administration requests the approval of hiring the following new employees subject to satisfactory completion of federal and state statutes and district requirements:

Ella Donais

AVID Tutor, Moorhead High School, \$12.00 per hour, 1 hour per day, effective September 25, 2018. (New employee per the 2018-19 staffing plan)

Adera Osborne

AVID Tutor, Moorhead High School, \$12.00 per hour, 1 hour per day, effective September 25, 2018. (New employee per the 2018-19 staffing plan)

Zubaida Abdulrahman

Food Server, Horizon Middle School West Campus, \$12.40 per hour, 2.75 hours per day, effective October 2, 2018. (Replaces Thikra Omairi)

Zaman Alo

Food Server, Horizon Middle School West Campis, \$12.40 per hour, 2.75 hours per day, effective October 8, 2018. (Replaces Benigno Novo Soto)

Ellen Dew

Food Server, Ellen Hopkins Elementary, \$12.40 per hour, 2.75 hours per day, effective October 8, 2018. (Replaces Beth Kramer)

Kalla Jabari

Food Server, Horizon Middle School West Campus, \$12.40 per hour, 2.75 hours per day, effective October 8, 2018. (Replaces Ana Quintero Trujillo)

Thikra Omairi

Food Server, Dorothy Dodds Elementary, \$12.40 per hour, 2.75 hours per day, effective October 8, 2018. (Replaces Miliyah White)

Kimberly Hall

Food Server, Horizon Middle School West Campus, \$12.40 per hour, 2.75 hours per day, effective October 8, 2018. (Replaces Deb Pearson)

Jeremy Grabinger

ESL Instructor, Adult Basic Education, 7 hours per week, Step 1, \$30.73 per hour, effective October 8, 2018. (Replaces Jade Richards)

Amanda Koskela

Assistant Cook, Dorothy Dodds Elementary, A13 (0) \$16.54 per hour, 8 hours per day, effective October 9, 2018. (Replaces Tabatha Meyers)

Nuri Lee-Vautier

Health Tech, Moorhead High School, B22 (0-2) \$17.57 per hour, 8 hours per day, effective October 12, 2018. (Replaces Shelly Taylor)

Sydney Shiek

Paraprofessional, Horizon Middle School West Campus, .5926 FTE, B21 (0-2) \$16.45 per hour, effective October 22, 2018. (Replaces Mandy Cleem)

Kristy Maloney

Food Server, Dorothy Dodds Elementary, \$12.40 per hour, 2.75 hours per day, effective October 22, 2018. (Replaces Bebi Mwamikazi)

Allison DeKrey

5th/6th Grade Teacher, Horizon Middle School West Campus, 1.00 FTE, BA (0) \$31,670.35, effective October 22, 2018. (New employee per the 2018-19 staffing plan)

Kaitlin Adams

Head Coach Girls Lacrosse, Moorhead High School, .080 (2) \$3592, effective for the 2018-19 season. (New position)

Suggested Resolution: Move to approve the employment of Ella Donais, Adera Osborne, Zubaida Abdulrahman, Zaman Alo, Ellen Dew, Kalla Jabari, Thikra Omairi, Kimberly Hall, Jeremy Grabinger, Amanda Koskela, Nuri Lee-Vautier, Sydney Shiek, Kristy Maloney, Allison DeKrey and Kaitlin Adams as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**
Memo HR.19.057C

TO: Brandon Lunak, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources & Operations
DATE: 10/16/2018
RE: Additional Staffing

The administration requests the following staffing additions to the priorities for staffing including class sizes, equity and building support in schools:

Horizon East Middle School

[Paraprofessional](#) 1.0 FTE

An additional 1.0 FTE is requested to secure an AVID support paraprofessional to provide academic support to students at Horizon East Campus. This position will be for the 2018-19 school year only.

Suggested Resolution: Move to approve additional staffing for the 2018-19 school year.

KLD:jal

ATTACHMENTS:

Description	Type
<input type="checkbox"/> Additional Staffing Request - AVID Support, Horizon East	Cover Memo



Instructions:

1. Must be complete for all positions requested after the approval of the annual staffing plan.
2. Make a copy for each position requested.
3. Administrative approval required.
4. Approved Proposals will be presented to the School Board for review.

Name of the Building	Horizon East
Topic of Proposal	Paraprofessional-AVID Support
Submitted By:	Jeremy Larson, Ed.D. & Jason Buckley
Date:	September 10, 2018
Date to be Implemented	October 1, 2018
Person Responsible to Recommend to Superintendent:	Jeremy Larson
Recommendation by person responsible:	

District Mission Statement: *To develop the maximum potential of every learner to thrive in a changing world.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:

We would like to add a 1.0 FTE Title-AVID tutor/support person. This individual would work in the AVID classrooms serving as a tutor on Tuesday and Thursday, Fridays would do binder checks and college and career readiness support activities. Monday and Tuesday he would support the AVID teachers as well as push into general education classrooms to support the AVID students in their note taking process.

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):

As part of being an AVID school, we look to hire tutors that come to the school every Tuesday, Thursday and some Fridays. Tutors are generally college students, however working with their schedule is a struggle and not always reliable. The AVID para would support the AVID students in the general classroom settings as well and help bridge the core classes back to the AVID elect classroom.

3. State the negative implications if the proposal is not approved.

Horizon East is on track to become a national demonstration AVID school. This would be



huge honor for both the school as well as the district. Part of becoming a demonstration school is having a tutor to student ratio of 7:1. We need to hire 3 tutors per class. Last year our tutor to student ratio was about 10:1 as we didn't have consistent tutors that applied and worked into their schedule. We would still look to hire 1-2 college students to tutor, but would like 1 fulltime AVID support person to ensure we meet the 7:1 ratio.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.

Continue to work with area colleges and look for students that can fit tutoring into their schedule. More than likely we will continue to have a ratio of 10:1 and some periods will have 7:1.

5. Estimate the cost implications of this proposal on the following chart:

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Paraprofessional	1.0	\$25,000 (however some of the money is already allocated to AVID tutors)	Title I, part A	
Benefits:				
Subtotal:				
OTHER COSTS	NA	Estimated Cost	Reimbursement	Net Cost
Supplies:				
Capital Outlay:				
Other Expenses:				
Subtotal:				
NET COST				
Code				

6. Comments on budgetary items:

a. Equipment, remodeling, site improvement, etc:	
--	--



b. Review by Business Office before Superintendent's approval:	
c. Space implications (short/long range):	
d. Equity implications:	Title I, part A is to reduce the achievement gap and remove hurdles for all students to be successful in our school system. AVID helps us meet this challenge.
e. Technology implications:	
f. Suggested timelines for implementations:	
g. Who has been involved in this decision? Other comments:	

Approve: _____	Disapprove: _____	Hold: _____	Date: _____
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Form must be routed to Human Resources and the Finance and Operations for review.



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Learning and
Accountability**
Memo ASLA.19.12R

TO: Brandon Lunak, Superintendent

FROM: Tamara Uselman, Assistant Superintendent of Learning and Accountability

DATE: 10/17/2018

RE: 2018-19 AdvancED Overview

Moorhead Area Public Schools is committed to the mission of developing the maximum potential of every learner to thrive in a changing world. The guiding philosophy of MAPs is continuous improvement; MAPs has selected to work with AdvancEd to assess our institution's current education quality and plan for our continuous improvement journey.

AdvancED research standards are organized under three domains: leadership capacity, learning capacity, and resource capacity. An external review of district progress on each of standard within a domains is conducted by an outside team of trained observers every 5 years.

Trained observers compare first-hand, on-site evidence and survey data against researched-based performance standards to assess the degree to which the education program, the cultural context, and the community of stakeholders are interacting to meet the needs of learners. Feedback helps map out and guide MAPs continuous improvement.

Moorhead Area Public Schools was accredited in December 2016 and will complete its second review the fall of 2021.

TJU:tro

ATTACHMENTS:

Description	Type
 AdvancED 2018-19	Cover Memo

Moving Forward Together



AdvancED Standards Overview for the Moorhead School Board October 22, 2018

Presented by Tamara Uselman,
Assistant Superintendent
of Learning and Accountability

AdvancED

- Tool for systematic continuous improvement
- Quality research-based practices
- Student performance results
- Organizational effectiveness
- Comprehensive review of a district's entire system through three domains for quality

World's Best Workforce Goals

1. All students meet school readiness goals
2. All third grade students achieve grade-level literacy
3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not
4. All students graduate from high school
5. All students attain college and career preparedness

Accent on Excellence

Mission, Vision, Portrait of a Graduate

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

Our Vision: Moorhead Area Public Schools will be a progressive school district recognized for excellence at all levels. We will work collaboratively with our community to provide a premier education for every learner to achieve success while providing a safe and nurturing environment that celebrates diversity and practices mutual respect

Portrait of a Moorhead High School Graduate

"The mission of Moorhead High School, a partnership with students, staff, parents, and the community, is to develop creative, collaborative, thoughtful, and communicative learners."



Theme & Philosophy

Our Theme

Moving Forward Together to develop the maximum potential of every learner to thrive in a changing world

Our Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

Core Values

We are committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

Strategic Priorities

21st Century Schools:

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

School and Community:

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

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.

Accent on Excellence

Strategic Priorities

Equitable Educational Opportunities:

Provide programs and services to eliminate race/ethnicity and socioeconomic indicators as predictors of student success.

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.

Human Resources:

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

Accent on Excellence

Domain I: Leadership Capacity

The district maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

The district operates under governance and leadership that promotes and supports student performance and school effectiveness.



Accent on Excellence

Domain II: Learning Capacity

The district's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

The district implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.



Accent on Excellence

Domain III: Resource Capacity

The district has resources and provides services that support its purpose and direction to ensure success for all students.

Accent on Excellence

AdvancED

Communicating Expectations and Purpose

- Develop, implement, communicate and monitor a structured district-wide system for continuous improvement and conditions that support learning, including technology procedures and processes that address short/long-range priorities in the areas of learning, teaching, fiscal management and facilities planning.

Evaluation of Program Effectiveness

- Develop a formal process that systematically uses data to evaluate current and future initiatives, innovations and programs to determine their effectiveness in increasing student success and improving organizational effectiveness.



Accent on Excellence

AdvancED

Strengthen PLCs District-wide

Systematically examine student learning data and professional practice effectiveness to guide, monitor and align curriculum, instruction and assessment for pre-K through grade 12 student success.

Monitor and analyze which current instructional practices are working to support improvements in student learning and which need additional support or modification.

Mentorship – “Start Strong”

Build efficiency and effectiveness in the district mentoring and induction program to support instructional improvement consistent with the system’s values and beliefs about teaching and learning.

Accent on Excellence



*It's a great day to
be a SPUD!*

www.moorheadschoools.org

Accent on Excellence





MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Learning and
Accountability**
Memo ASLA.19.13R

TO: Brandon Lunak, Superintendent
FROM: Tamara Uselman, Assistant Superintendent of Learning and Accountability
DATE: 10/17/2018
RE: World's Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft of the World’s Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement with the District and School Profiles. The Instruction and Curriculum Advisory Committee (ICAC) assists in preparing this report, which reviews the past year’s accomplishments in student achievement. The Instruction and Curriculum Advisory Committee has twice reviewed and suggested changes to this report prior to approving it at the October meeting. The annual report includes requirements mandated by the Minnesota Department of Education. The report is now presented to the Moorhead School Board for approval. The public will be able to access the report on the district’s website, with printed copies available through the Superintendent’s office. In addition the State of the District public meeting to review the World’s Best Workforce Annual Report will be held November 1, 2018.

Suggested Resolution: Move to approve the World’s Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement with the District and School Profiles as presented.

Moved by:
Seconded by:
Comments:

TJU:tro

ATTACHMENTS:

Description	Type
Annual Report	Cover Memo
Profiles	Cover Memo



Moving Forward Together

World's Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement

DRAFT 10.16.18

Moorhead Area Public Schools Independent School District 152



MOORHEAD
AREA PUBLIC SCHOOLS

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 2017-18 Annual Report on Curriculum, Instruction and Student Achievement

Moving Forward Together

Moorhead Area Public Schools has much 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 ensure all of our students achieve their maximum potential.

It is important to work together to move forward with our efforts to eliminate the opportunity gap for students, ensure students are career and college ready, and create a strong workforce for the state and region.

In 2017-18, 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 work to assure Moorhead students are college, career and life ready, we designate achievement goals based on the data points from the Minnesota Comprehensive Assessments and graduation rate. We also focus 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 14-31.

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 mea-

asures of student success. In Moorhead we continue to focus on academics, arts, wellness and activities.

Our instructional and operational plans 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.

Brandon Lunak
Superintendent

This document can be made available in an alternate format such as large print or audio recording.
Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Mỹ bạn không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3330.

مەكسەر تو بە ئینگىزىز تونراڧى. ئىخپى، ئۇ تەتقىقەت 284-3330. ھەرىكەت بە زىماتى خۇ، ھىقىمە تە تەنرىنا ئى نەمىر كەمە.

如果你不懂英语，并希望寻求帮助，请拨打电话 284-3330.

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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 2017-18 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/ethnicity 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 ready to start kindergarten;
- having all third-grade students achieve grade-level literacy;
- closing the academic achievement gap between all student groups (race/ethnicity, special education, socioeconomic status);
- 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 objective addressing that area, progress made, and strategies used to address the objective. Progress related to all of the district's 2017-18 objectives 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 2017-18 school year, as measured by Fountas and Pinnell

Benchmark Assessment System.

Progress: 73% of kindergarten students were at or above instructional level C.

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

Progress: 90% of kindergarten students were at or above an AVMR construct one in addition and subtraction.

- Provided professional development on pre-emergent and emergent stage reading behaviors.
- Provided coaching for small group literacy instruction.
- Identified priority standards for reading.
- Intensified efforts with phonemic awareness in kindergarten classrooms.

Read Well by Grade 3

Objective: The percentage of Moorhead Area Public Schools grade 3 students proficient in reading will increase from 48% to 53% on the 2018 Minnesota Comprehensive Assessments.

Progress: Grade 3 students proficient on the reading MCA decreased from 48% in 2017 to 44.2% in 2018.

- Identified priority standards for reading.
- Continued operationalization of literacy framework.
- Focused coaching and professional development on differentiation through small group and conferring.
- Identified standards-aligned readers response options.
- Focused professional learning communities on on literacy goals.

Reduce Achievement Gap

Objective: Moorhead Area Public Schools will increase the proficiency of students in all groups (students who qualify for federal supported meals, students who qualify for special education services, students who are English Learners, and students who self-identify as minorities) by a minimum of 4 percent on 2018 Minnesota Comprehensive Assessments.

Progress: Students who identified as American Indian increased 6.2% in reading and 4.8% in math; in reading students who identified as Black increased 1.4% and students served in special education increased 1%. Other student

Continued on next page

World's Best Workforce Progress Report

groups remained the same or decreased from previous year as outlined on Pages 14-15 of the District and School Profiles appendix.

- Expanded the AVID philosophy of increasing opportunities and expectations for all students.
- Provided support for teachers on differentiation strategies and used data meetings to determine interventions.
- Continued AVID Excel to support English learners in transitioning to the high school.
- Provided mathematics summer program for grades 7-8 students to strengthen algebraic thinking.

Graduation

Objective: Moorhead Area Public Schools will improve the four-year graduation rate from 74% to 80% for the graduating class of 2017 by February 2018.

Progress: Graduation rate increased to 80.55% for 2017 graduates.

- 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 fall opportunities for families to transition to the school year.

College, Career and Life Readiness

Objectives: a) The percentage of 2018 graduates meeting all four college benchmarks on the ACT will increase from 27% to 29% by Aug. 30, 2018.

Progress: 28% of students reported in the April testing window and 21% of students reported in the summer testing window met all four college benchmarks.

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.

Progress: The classroom score increased to 980.

- 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 college and career readiness software for grades 6-10 students to assist in annual college, career and life planning.

Examples of Excellence

- Moorhead High School graduates earned college scholarships of more than \$1.6 million in 2017-18.
- In 2018, 333 Moorhead High School students took 463 Advanced Placement tests, and 58% of the students earned scores of 3 out of 5 or higher on the AP tests.
- Donors made it possible for the Moorhead Schools Legacy Foundation to award eight \$500 grants to Moorhead teachers to fund innovative efforts and support student learning.
- The Moorhead High School speech team qualified 16 team members for the 2018 National Speech and Debate Tournament. Ariana Grollman placed third, Lance Morlock placed third, and Anna Larson placed fourth in their events. Moorhead High earned the top national Bruno E. Jacobs award for most cumulative rounds of competition.
- Sixth-grade Math Masters teams placed third, fourth and seventh, and fifth-grade Math Masters teams placed fourth and sixth in the 2018 regional tournaments.
- Eleven adapted bowling team members qualified for the 2018 state tournament.
- Moorhead High School student Riley Schock placed fourth in the 182-pound weight bracket at the 2018 wrestling state tournament.
- In the state Letters About Literature competition, 26 of the 67 middle-level state finalists were Horizon East students. Martan Gregoire placed second.
- Moorhead High School's 2017 fall musical "Aida" was recognized for outstanding overall performance and other awards in the SpotLight Musical Theatre Awards.
- Four Moorhead Destination Imagination teams qualified to advance to the 2018 state tournament, and one team advanced to Global Finals, where the team placed second on Instant Challenge and 19th in its challenge.
- In 2017-18, Moorhead High students were selected for All-State Choir and Band and honor choirs and bands.
- Two Moorhead High students placed first in herpetology at the 2018 Science Olympiad state competition.
- The Moorhead varsity team placed first at the 2018 state weightlifting championship.
- The girls cross country team placed first in the region and 15th at the 2017 state tournament. During 2017-18, Moorhead High athletes qualified for state in cross country, girls swimming and diving, volleyball, Nordic ski racing, gymnastics, wrestling, weightlifting and track.
- Jim MacFarlane, Moorhead High School teacher and coach, was inducted into the Minnesota Girls Hockey Coaches Association Hall of Fame.

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.

2017-18 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Cassidy Bjorklund, 2019
Rep: School Board

Josh Haag, 2019
Rep: Principal

Chizuko Shastri, 2019
Rep: Community Diversity

Leigh Dornfeld, 2018
Rep: Gifted and Talented

Dana Haagenson, 2019
Rep: Ellen Hopkins Parent

Teresa Shume, 2019
Rep: Higher Education

Michelle Dorsey, 2019
Rep: Dorothy Dodds Parent

Rachel Hohn, 2018
Rep: Ellen Hopkins Parent

Bill Tomhave, 2018
Rep: Higher Education

Missy Eidsness, 2018
Rep: Administration

Karen Jacowitz, 2019
Rep: Moorhead High Parent

Ellie Viou, 2019
Rep: Junior Class

Pam Gibb, Secretary, 2018
Rep: District Communications

Jessica Kanuch, 2018
Rep: Dorothy Dodds Parent

Julie Wellnitz, 2019
Rep: Media Specialists

Kara Gloe, 2018
Rep: School Board

Carol Ladwig, 2018
Rep: Senior Citizens

John Wirries, Chair, 2018
Rep: Moorhead High Parent

Rebecca Guest, 2018
Rep: Robert Asp Parent

Donna Norquay, 2018
Rep: Community Diversity

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2017-18 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.
- Reviewed implications of the Every Student Succeeds Act and the district's continuous improvement efforts, including the district and school improvement plans.
- 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, through K-12 curriculum guide review.
- 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 K-4 music.
- Reviewed the implementation of gifted and talented programming.
- Reviewed early learning and adult learning programs.
- Discussed innovative initiatives (co-teaching, innovation academy, standards-based grading).
- Discussed task force updates, including review of the Portrait of a Graduate Action Plan.
- Reviewed community-based concerns related to instruction and curriculum, including updates on Chinese classes and the Spanish Immersion Program.

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. *For 2017-18, the membership of the District Staff Development Committee was expanded as part of the work to support consistent implementation of PBIS (Positive Behavioral Intervention and Supports) across the district.

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.

2017-18 District Staff Development Committee*

Nicole Bolluyt <i>Grade 4 Teacher</i>	Craig Fahrendorf <i>Middle School Math Teacher</i>	Andrea Manston <i>Math Coach</i>	Carla Smith <i>Middle School Principal</i>
Duane Borgeson <i>Executive Director of Learner Support Services</i>	Erin Gaffaney <i>Middle School Music Teacher</i>	Sarah Martin <i>Elementary Resource Strategist</i>	Josh St. Louis <i>Elementary Principal</i>
Cassidy Bjorklund <i>School Board</i>	Robin Grooters <i>Elementary Principal</i>	Aura Lee Mohror <i>Secondary Alternative Education Language Arts/English Learners Teacher</i>	Bonnie Stafford <i>Secondary Social Studies Teacher</i>
Ronda Buysse <i>Early Childhood Special Education Teacher</i>	Josh Haag <i>Secondary Assistant Principal</i>	Sara Mowry <i>Grade 6 Teacher</i>	Erika Thiel <i>Grade 4 Teacher</i>
Diana Cobbs <i>Grade 2 Spanish Immersion Teacher</i>	Joelle Hoefler <i>Jump Start Preschool Lead Teacher</i>	Tiffany Nagel <i>Elementary Assistant Principal</i>	Chris Triggs <i>Elementary Principal</i>
Kristin Dehmer <i>Executive Director of Human Resources</i>	Tony Huseby <i>Assessments and Federal Programs Coordinator</i>	Ashley Nelson <i>Early Intervention Services Lead Teacher</i>	Matt Valan <i>School Board</i>
Ben Dimond <i>Middle School Assistant Principal</i>	Diana Johnson <i>Elementary Assistant Principal</i>	Tanya Ochoa <i>Administrative Assistant</i>	Julie Wellnitz <i>Director of Media Services</i>
Lynnelle Dirksen <i>Elementary Principal</i>	Michael Kieselbach <i>Secondary Social Studies Teacher</i>	Deb Pender <i>Director of Alternative Education</i>	Nancy Wilson <i>Elementary Assistant Principal</i>
Dan Dooher <i>Middle School Language Arts Teacher</i>	Jeremy Larson <i>Middle School Principal</i>	Karen Reieron <i>Grade 1 Teacher</i>	Kent Wolford <i>Secondary Social Studies Teacher</i>
Leigh Dornfeld <i>Gifted/Talented Teacher</i>	Dave Lawrence <i>Secondary Principal</i>	Jessica Rieniets <i>Spanish Immersion/Data Coach</i>	Kari Yates <i>Literacy and English Learners Program Manager</i>
Missy Eidsness <i>Assistant Superintendent of Learning and Accountability</i>	Brandon Lunak <i>Interim Superintendent</i>	Maggie Seter <i>Grade 1 Spanish Immersion Teacher</i>	Amy Zanotti <i>Data Coach</i>
Erika Engelking <i>Elementary Assistant Principal</i>	Isaac Lundberg <i>Secondary Social Studies Teacher</i>	Janel Simonson <i>Secondary Counselor</i>	Jessica Zimmerman <i>Grade 2 Teacher</i>

Equitable Teacher Distribution

Data on teacher ethnicity and years of experience are included in the 2017-18 District and School Profiles on Pages 20-21.

Moorhead Area Public Schools district administrators shall review a matrix of staff across the district during the annual staffing process in February to ensure teachers are distributed equitably across the district and that

low-income and/or minority children are not taught by inexperienced, ineffective, or out-of-field teachers at higher rates than other children in the district.

Data will be reviewed for each building's socioeconomic status and minority rates and the building teachers' years of service, licensure (in-field/out-of-field), evaluation score, and race/ethnicity.

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

Second 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 and again in spring 2018. The district received accreditation following the three-day external review in November 2016.

Domain 1: 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.

Domain 2: 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, 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.

Domain 3: 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.

2018 AdvancED Stakeholder Survey Results (out of 5.0 scale)						
	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Systems	Using Results for Continuous Improvement	Overall
Grades 3-4 (averages from all four elementary schools)						
Parents/Guardians	3.74	3.78	3.91	3.92	3.82	3.84
Students (out of 3.0 scale)	2.86	2.66	2.75	2.85	2.64	2.75
Staff	3.96	3.95	3.7	3.79	3.83	3.84
Grades 5-8 (averages from Horizon West and Horizon East)						
Parents/Guardians	3.5	3.48	3.54	3.71	3.46	3.69
Students	3.73	3.48	3.7	3.58	3.58	3.69
Staff	3.36	3.31	3.33	3.55	3.32	3.39
Grades 9-12						
Moorhead High Parents/Guardians	3.24	3.23	3.2	3.41	3.36	3.36
Moorhead High Students	3.42	3.11	3.32	3.36	3.08	3.34
Moorhead High Staff	3.54	3.31	3.24	3.3	3.32	3.32
Red River ALC Parents/Guardians	Not a valid sample size to review data.					
Red River ALC Students (grades 6-12)	3.83	3.43	3.66	3.49	3.65	3.58
Red River ALC Staff	3.27	3.21	3.63	3.45	3.39	3.47

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		2018	
	District	District	State*	District	State*	District	State*
Overall Classroom Score	950 Emerging	951 Emerging	969 Emerging	957 Emerging	973 Emerging	980 Emerging	969 Emerging
Teacher Use of the 4Cs	Beginning	Beginning (increase from previous year)	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	Emerging (increase from previous year)	Emerging
Teacher Digital Citizenship	Emerging	Emerging (increase from previous year)	Proficient	Proficient (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	Emerging (increase from previous year)	Emerging
Assessment	Emerging	Emerging (increase from previous year)	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	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, 2017

Brandon Lunak, 2018

Assistant Superintendents:

Brandon Lunak and Missy Eidsness

Attendance Rate (2017-18) 93.91%

Graduation Rate (2017) 80.55%

Enrollment by Grade (October 2017)

• Early Intervention Services	271
• Kindergarten	534
• Grade 1	494
• Grade 2	600
• Grade 3	541
• Grade 4	519
• Grade 5	542
• Grade 6	516
• Grade 7	472
• Grade 8	480
• Grade 9	490
• Grade 10	467
• Grade 11	492
• Grade 12	470
• Total K-12 Enrollment	6,618

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	2.7%
• Asian	1.0%
• Black/African American	8.4%
• Hispanic/Latino	8.4%
• Native Hawaiian/Pacific Islander	0.1%
• White	72.9%
• Two or More Races	6.5%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	39.9%
• English Learners	8.0%
• Homeless	1.1%
• Receiving Special Education Services	18.6%

(state-reported data includes students birth-age 21)

District Improvement Goals for 2017-18

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 2018 graduates meeting all four college benchmarks on the ACT will increase from 27% to 29% by Aug. 30, 2018.*

Progress toward objective:

- 28% of students reported in the April testing window and 21% of students reported in the summer testing window met all four college benchmarks.

■ **College, Career and Life Readiness Goal:** 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 Bright-Bytes student and teacher survey results in spring 2018.*

Progress toward objective:

- The classroom score increased to 980.

■ **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.*

Progress toward objective:

- Graduation rate increased to 80.55% for 2017 graduates.

■ By June 2018, staff and students will be recognized as examples of the culture of learning at Moorhead Area Public Schools.

Progress toward objective:

- 379 students and 117 staff members and coaches were recognized during the “We are Proud” portion of School Board meetings during the 2017-18 school year.

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 2018, 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

Moorhead Area Public Schools

Works on opportunities such as Edventures and project-based learning.

- Community Education is coordinating the administration and origination of partnerships.
- Community Education continued the diversity of classes offered to the community by partnering with community organizations, including completing grants to provide Absent Narrative and SEED (Seeking Education Equity and Diversity) training opportunities
- The adopt-a-school program was reviewed and a formal process is not being implemented at this time. Community Education is coordinating school volunteers, including service-learning project, robotics mentors, and readers in classroom.

■ 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 2018-19 to correspond with the High School Facilities Task Force work.

■ 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).

Progress toward objective:

- District-created content and content curation increased leading to greater reach and engagement. From September 2017 to July 2018, Twitter followers increased 36% from 1,229 to 1,668 and Facebook page followers increased 19% from 2,224 to 2,647.

■ Examine internal communication and the implementation of a consistent internal communication system using a staff survey to establish a baseline.

Progress toward objective:

- Did not complete.

■ 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:

- AdvancED indicators changed; progress is not available.

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 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.

Progress toward objective:

- Completed.

■ By December 2017, a demographic study of the district will be complete with recommendations for further facility needs.

Progress toward objective:

- Did not complete.

■ 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.

Progress toward objective:

- The High School Facilities Task Force has been formed and will meet during the 2018-19 school year.

■ By the spring of 2018, recommendations will be made to the School Board regarding adherence to building capacities.

Progress toward objective:

- Completed.

Strategic Priority

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

■ **Reduce Achievement Gap Goal:** Moorhead Area Public Schools will increase the proficiency of students in all groups (students who qualify for federal supported meals, students who qualify for special education services, students who are English Learners, and students who self-identify as minorities) by a minimum of 4 percent on 2018 Minnesota Comprehensive Assessments.*

Progress toward objective:

- Students who identified as American Indian increased 6.2% in reading and 4.8% in math. In reading, students

Moorhead Area Public Schools

who identified as Black increased 1.4% and students served in special education increased 1%. Other student groups remained the same or 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 2017-18 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*

Progress toward objective:

- 73% of kindergarten students were at or above instructional level C.

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

Progress toward objective:

- 90% 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:** The percentage of grade 3 students proficient in reading will increase from 48% to 53% on the 2018 Minnesota Comprehensive Assessments.*

Progress toward objective:

- Grade 3 students proficient on the reading MCA decreased from 48% in 2017 to 44.2% in 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%).

Progress toward objective:

- Reading student growth decreased 4.1% to 71.3%.
- Math student growth decreased 5.2% to 64.9%.

■ 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.

Progress toward objective:

- Five-year graduation rate for 2017 was 78.1%.
- Six-year graduation rate for 2017 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 53.5% to 55% by June 2018.

Progress toward objective:

- 55.5% of students with IEPs spent 80% of the day in the general education setting.

■ Moorhead Area Public Schools will establish a system to measure participation of grades 9-12 students in college-bearing coursework disaggregated by student groups.

Progress toward objective:

- Data for students taking Advanced Placement and concurrent enrollment classes was reviewed.

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 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.

Progress toward objective:

- Trauma training was completed for all K-6 licensed staff and all preK-12 paraprofessionals.

■ 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 goals, and plan interventions based on those trends.

Progress toward objective:

- Building teams are meeting to review behavior data. Objective will continue.

■ Moorhead Area Public Schools will develop a district-wide PBIS (Positive Behavioral Interventions and Supports) committee to improve communication and provide support and consistency in addressing student needs.

Moorhead Area Public Schools

Progress toward objective:

- The district PBIS committee met three times in 2017-18.

■ 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.

Progress toward objective:

- A consistent documentation and reporting system for behavior incidents preK-12 was created. Data collected will be used by the teams tasked with the quarterly behavioral meetings.

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, 2018, review all scheduled job descriptions for revision and compensation review.

Progress toward objective:

- All groups were reviewed and recommendations were provided to the School Board in June 2018.

■ 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.

Progress toward objective:

- All teaching staff were evaluated according to state requirements. Work continues and remains a goal on non-licensed staff evaluation.

■ By June 1, 2018, create and implement a recognition program for employees based on identified years of service.

Progress toward objective:

- Work will continue on the overall goal of recognition, including embedding in activities such as the Human Resources newsletter.

■ By June 1, 2018, support safe and healthy working environments by providing education a minimum of two times per month.

Progress toward objective:

- Work continues on providing safe and healthy

working environment education for the 2018-2019 school year.

■ Moorhead Area Public Schools will retain 95% of high quality teachers in the 2017-18 school year.

Progress toward objective:

- The district had 3% voluntary turnover this year (97% retention) for teachers and approximately 17% in non-licensed staff.

Strategies to support teachers and students in meeting 2017-18 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).

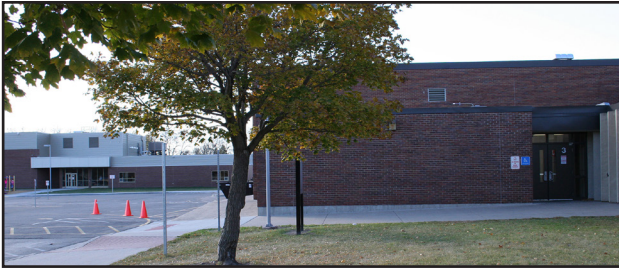
Instruction:

- 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 induction and mentorship for teachers new to the profession and/or new to the district.

Probstfield Early Learning Center



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

Early Learning Program Manager:
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* | 295 |
| Ages 3-5 | |
| * 130 students also receive EIS services | |
| • Early Intervention Services | 271 |
| Ages 0-5 | |

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

School Improvement Goals 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.

Progress toward objective:

- Three-year-old students: 57%
- Four-year-old students: 82%

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 2018 benchmark collection.

Progress toward objective:

- Three-year-olds: 20% met spring target.
- Four-year-olds: 62% met spring target.

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:

- 57% of students increased in all three areas, and 34% increased in two areas.

Probstfield Early Learning Center

Strategies to support teachers and students in meeting 2017-18 goals:

- Implement pyramid model for promoting social and emotional development, which is an intentional approach to teaching social-emotional skills with the focus on a strategy each week, into Jump Start classrooms.
- Use play to teach a variety of learning activities across the developmental curriculum domain.
- Continue use of read aloud instruction, modeling, and guest readers.
- Use progress monitoring to inform instruction.
- Use math vocabulary across the curriculum.
- Share beginning math skills taught at school with families to reinforce at home.
- Provide social emotional curriculum and books for staff and families.
- Support parents and students in making smooth transitions throughout the school day and school year.
- Use Minnesota Reading Corps to support students.
- Review behavior data monthly to inform instruction.
- Use Child Observation Record (COR) assessments biannually.

Examples of Excellence for 2017-18

- 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.
- Jump Start Preschool has received funding from United Way since 2012.
- As recipients of Moorhead Schools Legacy Foundation grants, Early Intervention Services developed a sensory room to provide a controlled sensory experience that is safe and designed specifically to meet the needs of pre-K students in EIS, and Probstfield Early Learning Center purchased yoga/mindfulness materials to practice yoga and movement activities.

School Improvement Goals for 2018-19

Objective 1

100% of students will engage in instructional opportunities as appropriate for their developmental age as measured by program curriculum measures (i.e. Child Observation Record, Hawaii Early Learning Profile, etc.).

Objective 2

Increase parent involvement demonstrated by 50% of families will be active participants in one or more classroom activities as measured by event attendance; 50% of home visit families will explore educational opportunities within the school or community as measured by district program enrollment or parent report; and 50% of home visit families will commit to parent participation in goal setting and review as measured by service provider documentation.

Objective 3

Students will be able to identify and recognize emotions in themselves and others.

Objective 4

All staff will embed 4C 21st century considerations across lesson planning opportunities as measured by lesson observation, reflection, and learning walk evidence.



Abby Klang, Jump Start Preschool teacher, plays a game of “Don’t Let the Wall Fall Down” with students to practice letters, motor skills and taking turns while they stack a wall of blocks.

Dorothy Dodds Elementary School



Dorothy Dodds Elementary School
4400 24th Ave. S., Moorhead, MN 56560
218-284-1300

Principal: Robin Grooters
Assistant Principal: Nancy Wilson

Original Construction: 2017
Square Footage: 110,000

Attendance Rate (2017-18) 95.09%

Enrollment by Grade (October 2017)

• Kindergarten	142
• Grade 1	129
• Grade 2	142
• Grade 3	138
• Grade 4	124
• Total	675

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	3.4%
• Asian	1.9%
• Black/African American	9.5%
• Hispanic/Latino	7.5%
• Native Hawaiian/Pacific Islander	0%
• White	72.2%
• Two or More Races	5.5%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	38.9%
• English Learners	13.9%
• Homeless	0.7%
• Receiving Special Education Services*	18.5%

(*state-reported data)

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

School Improvement Goals 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.

Progress toward objective:

- Kindergarten: 86%; Grade 1: 78%; Grade 2: 72%; Grade 3: 64%; Grade 4: 65%

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

Progress toward objective:

- 45.1% of grades 3 and 4 students were proficient.

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).

Progress toward objective:

- 40% of students were proficient.

Students will collectively meet or exceed the 2017 state average (67% proficient) on the 2018 mathematics MCA-III.

Progress toward objective:

- 58.5% of grades 3 and 4 students were proficient.

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.

Progress toward objective:

- The objective was not met in the first three quarters, but was met in the fourth quarter.

Dorothy Dodds Elementary School

Strategies to support teachers and students in meeting 2017-18 goals:

- Implement the district's literacy framework.
- Add support for English learners.
- Focus literacy learning walks on small group instruction.
- Identify grade-level priority standards for whole group, small group, and individual instruction.
- Identify and explicitly teach key academic vocabulary.
- Balance content instruction with an emphasis on the 4Cs of communication, collaboration, critical thinking and creativity.
- Implement research projects with the media specialist, use of Dreambox mathematics software, and teaching music through literature.
- Monitor, assist and support each other to adapt to the new space, new colleagues and new students.

Examples of Excellence for 2017-18

- A ribbon cutting during homecoming week 2017 celebrated the completion of Dorothy Dodds Elementary School and recognized the school's namesake.
- Dorothy Dodds PTAC (Parent-Teacher Advisory Committee) implemented a full year of family involvement and fundraising opportunities, including a Vendor Blender, to support the school in its first year.
- As a recipient of a Moorhead Schools Legacy Foundation grant, the Dorothy Dodds Elementary Media Center used grant funds to purchase paperback books to fill giveaway bins in the Media Center for students who were learning book responsibility and did not have personal books at home.
- Dodds fourth-grade students performed the program "Possibilities" in the district's second all-city fourth-grade concert.

School Improvement Goals for 2018-19

Objective 1

75% of all K-3 students will demonstrate reading proficiency at the designated instructional text level according to the district benchmarks by spring of 2019. Grade 4 students will increase their overall reading proficiency from 41.9% to 50% on the 2019 MCA-III.

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 2019 (Number Corner Checkup 4).

Dodds grades 3-4 students will collectively meet or exceed 62% proficient on the 2019 math MCA-III.

Objective 3

Office Discipline Referrals (ODRs) will decrease from an average of 2.5 per day to 1.5 per day by June 2019 as measured by the incident management system.

Objective 4

All Dodds staff will incorporate 21st century skills, tools, and teaching strategies within the context of core academic subjects throughout the 2018-2019 school year.



Dorothy Dodds Elementary School third-grade students participate in Hour of Code, selecting from one of the modules to learn the basics of coding.

Ellen Hopkins Elementary School



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

Principal: Lynnelle Dirksen
Assistant Principal: Diana Johnson

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

Attendance Rate (2017-18) 95.07%

Enrollment by Grade (October 2017)	
• Kindergarten	144
• Grade 1	128
• Grade 2	152
• Grade 3	136
• Grade 4	105
• Total	665

Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	1.8%
• Asian	0.5%
• Black/African American	10.5%
• Hispanic/Latino	9.0%
• Native Hawaiian/Pacific Islander	0%
• White	71.4%
• Two or More Races	6.8%

Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	37.7%
• English Learners	8.7%
• Homeless	1.8%
• Receiving Special Education Services*	16.7%
(*state-reported data)	

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

School Improvement Goals for 2017-18

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.

Progress toward objective:

- 50% of grades 3-4 students were proficient in 2018.
- 29.2% of students eligible for free/reduced price lunch were proficient in 2018.

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.

Progress toward objective:

- 58% of grades 3-4 students were proficient in 2018.
- 33.7% of students eligible for free/reduced price lunch were proficient in 2018.

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.

Progress toward objective:

- Major and minor incidents decreased to 283 major incidents in 2017-18. The average daily rate decreased to 1.7 incidents per day.

Ellen Hopkins Elementary School

Strategies to support teachers and students in meeting 2017-18 goals:

- Reduce kindergarten class size to support student growth.
- Continue Leveled Literacy Intervention for Title I and special education teachers, small group literacy and conferring with all students, and a Learning Walk.
- Continue implementing Bridges math curriculum with fidelity, including 30 minutes for the Number Corner lesson and 60 minutes of core instruction.
- Implement weekly learning lab for standard alignment by grade 4 teachers and the district math coach.
- Address through PLCs the four essential questions (what do we expect students to learn, how will we know if they are learning, how will we respond when they don't learn, and how will we respond if they already know it).
- Use classroom management plans emphasizing recognition of the positives, follow the daily social skills outline for classroom morning meetings, implement the morning broadcast, hold monthly PBIS team meetings to review data, and focus on positives with monthly Spud PRIDE meetings.
- Offer parent involvement events centered around academic strategies and culture (Math Night, Fathers Reading Every Day, We Are Hopkins Night).
- Use makerspaces and a Lego wall in the kindergarten makerspace to encourage the 4Cs of collaboration, communication, critical thinking and creativity.

Examples of Excellence for 2017-18

- Hopkins students raised \$1,478.98 for the United Way with a penny war.
- As recipients of Moorhead Schools Legacy Foundation grants, the Hopkins Elementary Morning EXCEL program purchased books to build K-2 literacy skills and the Hopkins Media Center added Ozobots and Code-a-pillars, which gave all students an opportunity to use this hands-on technology during the school's technology week.
- Two Hopkins Destination Imagination teams placed third at the 2018 Moorhead Destination Imagination Regional Tournament.
- Hopkins fourth-grade students performed the program "Possibilities" in the district's second all-city fourth-grade concert.

School Improvement Goals for 2018-19

Objective 1

Students in grades 3-4 will increase their overall reading achievement so their proficiency will increase from 50% to 55.6% (41.9% for 3rd and 57.4% for 4th) on the 2019 MCA-III assessments and to achieve a proficiency of 29.2% to 38.4% (21.8% for 3rd and 36.6% for 4th) for students eligible for free and reduced meals.

Objective 2

Students in grades 3-4 will increase their overall math achievement so their proficiency will increase from 58% to 65.7% (47.7% for 3rd and 68.3% for 4th) on the 2019 MCA-III assessments and to achieve a proficiency of 33.7% to 49.3% (18.5% for 3rd and 48.8% for 4th) for students eligible for free and reduced meals.

Objective 3

Students in grades K-4 will demonstrate an increase in positive behavior that communicates respect, responsibility and safety that will be reflected in a 20 percent reduction of 283 to 226 total major incidents, reduce daily incident rate from an average of 1.7 incidents per day to 1.4 incidents per day and increase the attendance rate from 87.8% to 92% during the 2018-2019 school year.

Objective 4

Students will have access to explore and think creatively to develop an understanding of the design cycle through experiences in classrooms and the media center during the 2018-19 school year.



Deb Booth, literacy intervention teacher at Ellen Hopkins Elementary School, works with a small group of students as they write sentences about one of the five senses after reading about the different senses.

Robert Asp Elementary School



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

Principal: Chris Triggs
Assistant Principal: Erika Engelking

Original Construction: 1957-58
Most Recent Remodeling: 2017
Square Footage: 111,732

Attendance Rate (2017-18) 94.38%

Enrollment by Grade (October 2017)

• Kindergarten	120
• Grade 1	114
• Grade 2	145
• Grade 3	133
• Grade 4	153
• Total	665

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	4.7%
• Asian	1.4%
• Black/African American	6.3%
• Hispanic/Latino	13.0%
• Native Hawaiian/Pacific Islander	0.3%
• White	66.5%
• Two or More Races	7.8%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	48.0%
• English Learners	6.8%
• Homeless	2.6%
• Receiving Special Education Services*	21.7%

(*state-reported data)

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

School Improvement Goals for 2017-18

All students will be proficient in literacy and mathematics.

Objective 1

The percentage of grades 3-4 students at Robert Asp Elementary proficient in reading will increase from 55.6% to 62% on the 2018 MCA-III reading assessment (composite results). Students eligible for federal meal benefit will increase their reading proficiency from 42.1% to 49%.

Progress toward objective:

- 43.77% of grades 3-4 students were proficient.
- Students eligible for federal meal benefit were 34.5% proficient.

Objective 2

The percentage of grades 3-4 students at Robert Asp Elementary proficient in mathematics will increase from 55% to 60% on the 2018 MCA-III math assessment.

Progress toward objective:

- 52.31% of grades 3-4 students were proficient.
- Students eligible for federal meal benefit were 40.3% 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 (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.

Progress toward objective:

- Major and minor incidents increased from 651 incidents in 2016-17 to 788 incidents in 2017-18. The average daily rate increased to 3.75 incidents per day.

Robert Asp Elementary School

Strategies to support teachers and students in meeting 2017-18 goals:

- Reduce first-grade class size to support student growth.
- 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 data wall for professional learning communities to analyze data.
- Improve communication between classroom teachers and specialists.
- Use common language for literacy school-wide.
- Make home connections through parent involvement events like math night/game night centered around academic strategies and use of reading logs.
- Train teachers and paras about identification and best practice strategies to work with students identified as children impacted by significant trauma.
- Analyze incident data monthly and plan for positive incentives.
- Use Innovation Fridays to incorporate the 4Cs of critical thinking, communication, collaboration and creativity.
- Use the morning broadcast to teach social skills like problem solving, growth mindset, and debugging system.

Examples of Excellence for 2017-18

- 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.
- The school's student leadership program successfully served the school and community.
- Families were able to participate in Math Night and Dr. Seuss Night.
- Robert Asp fourth-grade students performed the program "Possibilities" in the district's second all-city fourth-grade concert.

School Improvement Goals for 2018-19

All students will be proficient in literacy and mathematics.

Objective 1

Robert Asp Elementary will increase the percentage of students in grades 3-4 who reach proficiency or higher in reading from 43.4% to 50% on the 2019 MCA III reading assessment (composite results). Students eligible for federal meal benefit will increase their reading proficiency from 44.4% to 50%

80% of students in grades K-4 will achieve one year's growth, from fall to spring, as measured by district benchmark literacy assessment. Kindergarten will be measured by half a year's growth (0.5) from winter to spring.

Objective 2

Robert Asp Elementary will increase the percentage of grades 3-4 students who reach proficiency or higher in mathematics from 52% (2018) to 60% (composite result) on the 2019 MCA III math assessment. Students eligible for federal meal benefit will increase their math proficiency from 36.6% to 45%.

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 (a decrease from 844 incidents in 2017-18) and a reduction in the daily incident rate from an average 5.03 incidents per day in 2017-18 to 3.0 per day in 2018-19.



After completing a project-based learning activity to create food truck businesses, a Robert Asp Elementary third-grade student displays a poster describing materials needed and the menu for the group's food truck concept. In social studies, students researched the resources needed to produce a successful food truck business.

S.G. Reinertsen Elementary School



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

Principal: Josh St. Louis
Assistant Principal: Tiffany Nagel

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

Attendance Rate (2017-18) 95.46%

Enrollment by Grade (October 2017)

• Kindergarten	128
• Grade 1	124
• Grade 2	161
• Grade 3	134
• Grade 4	137
• Total	684

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	1.2%
• Asian	0.1%
• Black/African American	7.8%
• Hispanic/Latino	5.7%
• Native Hawaiian/Pacific Islander	0%
• White	81.1%
• Two or More Races	4.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	33.5%
• English Learners	12.5%
• Homeless	1.6%
• Receiving Special Education Services*	13.8%

(*state-reported data)

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

School Improvement Goals 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.

Progress toward objective:

- 49% of grades 3-4 students were proficient on the MCA.
- 75% of grades K-2 students scored at or above the skill target score on the 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.

Progress toward objective:

- 65% of grades 3-4 students were proficient on the MCA.
- 51% of students scored 75% or higher on the comprehensive growth assessment.

Objective 3

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

Progress toward objective:

- Office discipline referrals decreased from 3 per day to 2.1 referrals per day.

S.G. Reinertsen Elementary School

Strategies to support teachers and students in meeting 2017-18 goals:

- 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.
- Strengthen professional learning communities to use assessment data to drive differentiated instruction.
- Focus on-going professional development on small group instruction to improve differentiated instruction for students.
- Pilot 20-minute intervention groups for grade 3 based on student need.
- New teachers participate in peer observations and learning walks to observe best practices.
- Daily videos with the principals and Rusty videos to develop common language and social skills.
- Increase use of mindfulness techniques and calming areas.
- Use makerspaces, green room video production, Lego wall and coding mice to enhance the 4Cs of collaboration, communication, critical thinking and creativity.

Examples of Excellence for 2017-18

- During 2017-18, Reinertsen staff made 625 positive phone calls home to parents and at least one positive phone call to the spouse or support person of each staff member in the building (96 calls).
- As recipient of a Moorhead Schools Legacy Foundation grant, the S.G. Reinertsen Elementary School Media Center purchased Code and Go Mice and Mats and a Lego Wall to continue building spaces that allow students to create, collaborate, imagine, design, build, and start all over again.
- S.G. Reinertsen fourth-grade students performed the program "Possibilities" in the district's second all-city fourth-grade concert.

School Improvement Goals for 2018-19

Objective 1

The percentage of grades 3-4 students achieving and exceeding the proficiency target will increase from 49% to 55% by May 2019 as measured by the Minnesota Comprehensive Assessments in reading. Grades K-2 students scoring at or above the skill target score will increase from 75% to 80% by May 2019 as measured by the aimswebPlus reading assessment.

Objective 2

The percentage of grades 3-4 students achieving and exceeding the proficiency target will increase from 65% to 70% by May 2019 as measured by the Minnesota Comprehensive Assessments in math. Grades K-2 students achieving 75% or higher on the comprehensive growth assessment in math will increase from 51% to 60%.

Objective 3

Major office discipline referrals (ODR) in Grades K-4 will decrease from 2.1 referrals per day to 1.5 referrals per day. 95% of Reinertsen students will be in attendance at least 90% of the school days.

Objective 4

100% of students will have the opportunity to participate in 4C-based activity through co-teaching between the library resource strategist and classroom teacher, as measured by the building plan for support.



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 West Campus



Horizon Middle School West Campus
1201 36th Ave. S., Door W1,
Moorhead, MN 56560
218-284-8300

Principal: Carla Smith
Assistant Principal: Ben Dimond

Original Construction: 2017
Square Footage: 198,573

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

School Improvement Goals 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 2018 MCA reading assessment.

Progress toward objective:

- Grade 5: 80% proficient on AIMSweb assessment, 56.5% proficient on MCA-III and 55.7% demonstrated medium to high growth
- Grade 6: 60.9% proficient on MCA-III and 71.4% demonstrated medium to high growth

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 2018 MCA mathematics assessment.

Progress toward objective:

- Grade 5: 39.8% proficient on MCA-III and 38.3% demonstrated medium to high growth
- Grade 6: 60% proficient on MCA-III and 51.1% demonstrated medium to high growth

Objective 3

90 percent of students will have less than two 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.

Progress toward objective:

- 91.96% of students had two or less major behaviors resulting in office discipline referrals.

Horizon Middle School Campus Grades 5-8 Demographics

Attendance Rate (2017-18) 94.41%

Enrollment by Grade (October 2017)

• Grade 5	542
• Grade 6	515
• Grade 7	466
• Grade 8	471
• Total	1,994

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	2.9%
• Asian	1.0%
• Black/African American	7.7%
• Hispanic/Latino	7.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	73.5%
• Two or More Races	7.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	40.6%
• English Learners	5.8%
• Homeless	1.0%
• Receiving Special Education Services*	15.0%

(*state-reported data)

Horizon Middle School West Campus

Strategies to support teachers and students in meeting 2017-18 goals:

- Follow literacy framework and language arts curriculum map.
- Develop a Horizon West literacy committee to assess and plan for literacy across the content areas.
- Continue work with the Bridges curriculum at grade 5 and Eureka curriculum at grade 6 with developing tools for measuring outcomes, designing and reflecting on assessment tools, and gathering student data.
- Use Dreambox to support differentiated instruction in mathematics.
- Use positive communication home for all students, Positive Behavioral Interventions and Supports, positive student recognitions, and Best of the West tickets.
- Track behaviors and incident reports.
- Encourage creative problem-solving through project-based-learning (hydroponic gardens, BreakoutEdu kits, marble runs, etc.).

Examples of Excellence for 2017-18

- Horizon implemented a one-to-one computing environment for grades 5–6 for the 2017-18 school year.
- A student-led effort allowed all students to attend the movie “Wonder,” tied to a kindness theme.
- Sixth-grade Math Masters teams placed third, fourth and seventh, and fifth-grade Math Masters teams placed fourth and sixth in the 2018 regional tournaments.
- Three Horizon West teams advanced to the state Destination Imagination tournament and one team advanced to Global Finals, where the team placed second on Instant Challenge and 19th in its challenge.



A sixth-grade group at Horizon Middle School West Campus explores variables in science by comparing hydroponic tower gardening to traditional gardening, documenting data for both growing methods. The students ended the hands-on unit with a food fest, including salad and pesto made from the plants they grew.

Horizon Middle School West Campus School Improvement Goal for 2018-19

All Horizon Middle School West Campus students will apply skills and strategies aligned with grade-level standards, habits, and motivation to become lifelong readers and writers and math thinkers.

Objective 1

65 percent of students (45% for grade 5 and 49% for grade 6 students eligible for federal meal benefit) will show proficiency in reading achievement, demonstrated by a Reading Battery score of 438 or more for grade 5 and 451 or more for grade 6 by the end of the 2018-19 school year as measured by the AIMSweb assessment.

Eighty percent of students will demonstrate medium to high growth as demonstrated on the 2019 MCA Reading Assessment.

Objective 2

Horizon West students will increase their overall mathematics achievement as measured by their proficiency levels on the 2019 mathematics MCA. Horizon West grade 5-6 students (including special populations) will match the proficiency levels of the state for the 2018-19 school year.

Objective 3

Horizon West students will demonstrate an increase in positive behavior that communicates respect, responsibility, and safety reflected in a 10 percent reduction of major incidents. Average daily incidences will reduce from 4.4 to 4.0 during the 2018-2019 school year, working to prevent spikes of behaviors in April and May.

Objective 4

Horizon West students will become more intentional and purposeful with the implementation of critical thinking, creativity, collaboration, and communication within classroom lessons as assessed through the Metro 4C's rubric.

Horizon Middle School East Campus



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

Principal: Jeremy Larson
Assistant Principal: Jason Buckley

Original Construction: 2004
Most Recent Remodeling: 2018
Square Footage: 238,000 (double check)

Horizon Middle School Campus Grades 5-8 Demographics

Attendance Rate (2017-18) 94.41%

Enrollment by Grade (October 2017)

• Grade 5	542
• Grade 6	515
• Grade 7	466
• Grade 8	471
• Total	1,994

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	2.9%
• Asian	1.0%
• Black/African American	7.7%
• Hispanic/Latino	7.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	73.5%
• Two or More Races	7.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	40.6%
• English Learners	5.8%
• Homeless	1.0%
• Receiving Special Education Services*	15.0%

(*state-reported data)

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

School Improvement Goal for 2017-18

All Horizon Middle School 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.

Progress toward objective:

- Grade 7: 67.7% demonstrated medium to high growth
- Grade 8: 76.9% demonstrated medium to high growth

Objective 2

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

Progress toward objective:

- Grade 7: 79% demonstrated medium to high growth
- Grade 8: 74.7% demonstrated medium to high growth

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.

Progress toward objective

- The measurement tool was switched so a true comparison is not available. Based on results from the 2018 AdvancEd student survey, 77% of students scored neutral or higher on having at least one adult who knows the student well and shows interest in the student's education and future.

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.

Progress toward objective

- The Horizon campus score increased to 1074; a separate Horizon East score is not available.

Horizon Middle School East Campus

Strategies to support teachers and students in meeting 2017-18 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 commits to daily reading and writing (60 minutes reading / 40 minutes writing).
- Use Understanding by Design (UbD) in professional learning communities for unit planning and incorporating big ideas/power standards.
- Use of Task, Text, Talk (what is the task, find a text that pertains, how will students talk about it) for critical reading and writing in all content areas.
- Use Positive Behavioral Interventions and Supports, positive student recognitions, and implementation of culture-building activities among the staff.

Examples of Excellence for 2017-18

- A school-wide effort allowed all students to attend the movie "Wonder," tied to a kindness theme.
- Michael Benson, eighth-grade social studies teacher at Horizon Middle School East Campus, was named the 2018 Moorhead Teacher of the Year.
- In the state Letters About Literature competition, 26 of the 67 middle-level state finalists were Horizon East students. Martan Gregoire placed second.
- Horizon Science Olympiad team members Nathan Helgeson and Ethan Sculthorp placed second in the Roller Coaster event at the 2018 Division B State Science Olympiad competition.
- Horizon East's Tim Foster placed third in the Region 4 Spelling Bee to qualify for the Multi-Region State Spelling Bee.
- One Horizon East Destination Imagination team advanced to the state DI tournament. Another team tied for second at the regional DI tournament.
- Grade 8 students in the co-taught language arts and

social studies classes wrote books they shared with elementary students.

- Several Horizon Middle School East Campus students had hands-on opportunities to learn about technology by being part of the new help desk.

Horizon Middle School East Campus School Improvement Goal for 2018-19

All students will receive college, career, and life ready preparation through personalized learning. Personalized learning at Horizon East is meeting the students where they are at both academically and socially/emotionally.

Objective 1

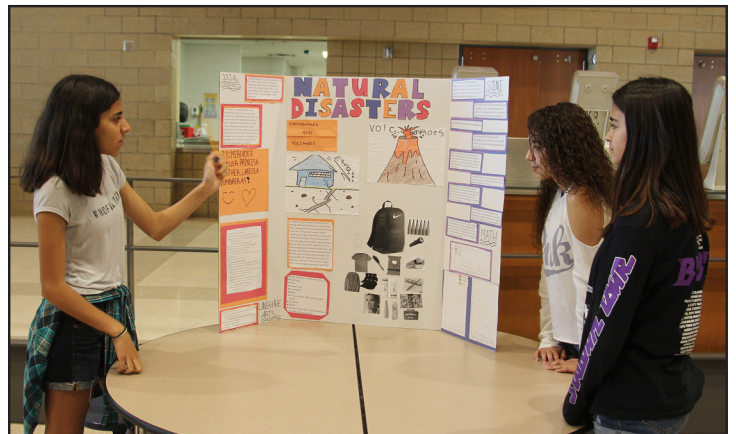
75% of grades 7-8 students will show medium or high growth on the 2019 reading MCA assessment.

Objective 2

80% of grades 7-8 students will show medium or high growth on the 2019 mathematics MCA assessment.

Objective 3

100% of the students at Horizon East will feel valued by at least one adult at school, based on the AdvancEd student survey.



Project-based learning engages Horizon East 7/8D students, who present their solutions to challenges facing the world.

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: 2018
Square Footage: 361,797

Attendance Rate (2017-18) 93.91%

Graduation Rate (2017) 88.3%

Enrollment by Grade (October 2017)

• Grade 9	479
• Grade 10	434
• Grade 11	453
• Grade 12	402
• Total	1,768

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	1.6%
• Asian	1.1%
• Black/African American	8.9%
• Hispanic/Latino	7.2%
• Native Hawaiian/Pacific Islander	0%
• White	75.2%
• Two or More Races	6%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	36%
• English Learners	8%
• Homeless	0.3%
• Receiving Special Education Services*	13.2%

(*state-reported data)

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

School Improvement Goal for 2017-18

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

Objective 1

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

Progress toward objective:

- 62.2% of Moorhead High grade 10 students were proficient on the MCAs compared to 59.7% for the state.

Objective 2

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

Progress toward objective:

- 57.9% of Moorhead High grade 11 students were proficient on the MCAs compared to 47.7% for the state.

Objective 3

Moorhead High School will improve the percentage of students graduating in 2017 by 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.

Progress toward goal:

- Graduation rate increased to 88.3% in 2017. Another 4.4% of students are identified as continuing (may need five, six or seven years to graduate).

Moorhead High School

Strategies to support teachers and students in meeting 2017-18 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 U.S history, math skills, physical science, and English for English learners with a modified curriculum for EL students so students are able to earn course credit.
- Provide Wednesday support time for students who need assistance.
- Implement fourth year of AVID (Advancement Via Individual Determination) school-wide instruction strategies and expand AVID elect to all four grade levels.
- 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.
- Continue to emphasize importance of attendance and reduce instructional time missed because of in-school and out-of-school suspension.

Examples of Excellence for 2017-18

- Students and staff members shared the culture, clothing, music and dances of different countries as part of International Day.
- As recipient of a Moorhead Schools Legacy Foundation grant, the Moorhead High AVID program received a grant to assist AVID seniors with college application fees and remove barriers to attend college.
- Hannah Reisdorf, industrial technology teacher, received the 2017 New Teacher of Excellence Award from the Minnesota Technology and Engineering Educators Association.
- The Math League placed first in the West Central Division to advance to the state tournament.
- Moorhead School student Izzy Larson was named the 2018 Northern Lights Student of the Year in speech.



During an adapted art class, Meagan Blake, Moorhead High learner support services teacher, works with students as they learn about Monet's impressionistic style of painting and practice fine motor skills.

- Business teacher Kathi Salvevold received the 2017 Teacher of the Year Award from Minnesota Marketing, Business, Information Technology Educators.
- Moorhead High students were selected for All-State Choir, Grades 9-10 SSAA Honor Choir, Concordia College High School Honor Band, All-State Band, and Grades 9-10 Honor Band.
- Twelve Moorhead High students qualified for the state Science Olympiad competition. Cal Darling and Erika Stanek placed first at state in the Herpetology event.
- Two girls swimming and diving team members set school records and qualified for the 2017 Class AA state tournament.
- The Moorhead High School speech team earned its 24th consecutive Section 8AA title and won a third-straight state AA speech championship.
- Alex Seigel was awarded a 2018 Minnesota Scholastic Art Silver Key Award for his photography entry.
- Toni Kleber, Moorhead High gymnastics coach, was named Class AA State Gymnastics Coach of the Year.
- 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 2018-19

Moorhead High School will prepare students to be career and college ready with a student-centered culture focused on growth and achievement.

Objective 1

Moorhead High School will increase the percentage of grade 10 students who reach reading proficiency from 62.2% to 64% on the 2019 MCA-III reading assessment.

Objective 2

Moorhead High School will increase the percentage of grade 11 students who reach mathematics proficiency from 57.9% to 59% on the 2019 MCA-III mathematics assessment.

Objective 3

Moorhead High School will improve the percentage of students graduating in 2018 from 88.3% to 91% 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 (2017-18) 71.55%

Enrollment by Grade (October 2017)

• Grade 6	N/A
• Grade 7	3
• Grade 8	5
• Grade 9	6
• Grade 10	27
• Grade 11	28
• Grade 12	63
• Total	132

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	10.1%
• Asian	0.8%
• Black/African American	9.2%
• Hispanic/Latino	29.4%
• Native Hawaiian/Pacific Islander	0%
• White	36.1%
• Two or More Races	14.3%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	72.3%
• English Learners	5.9%
• Homeless	6.7%
• Receiving Special Education Services*	10.1%

(*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 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%.

Progress toward objective:

- Red River ALC documented that this objective was met with 15 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:

- This objective was partially met. 43 percent of students earned 6.5 credits or more. 69 percent of the students earned 5 credits or more.

Objective 3

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

Progress toward objective:

- Attendance rate in 2017-2018 was 50.7 percent for grade 9 and 33.5 percent for grades 10-12 (excludes independent study students).

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.

Progress toward objective:

- This objective was achieved. Red River ALC provided a personalized learning environment for every student with the continued implementation of an advisor-advisee program. Students received 50 minutes of direct contact with a teacher-mentor daily and worked on tenets of World's Best WorkForce (Naviance).

Red River Area Learning Center

Strategies to support teachers and students in meeting 2017-18 goals:

- Implement year four 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 that supports programming and needs of students.
- Partner with Adult Basic Education to meet the needs of older than average students.

Examples of Excellence for 2017-18

- 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.
- Four Red River ALC students competed in MAAP STARS, the Minnesota Association of Alternative Program's youth component. The team of Abbie Thoreson and Natalie Sorum earned gold and placed second overall in Community Service Project. They earned silver in Team Advertising and bronze in Team Parenting. The team of Matthew Crowley and Troy Knutson earned a perfect score in Project Demonstration.
- The Red River Area Learning Center robotics team advanced to the semifinal round at the Bison BEST Robotics competition. The team won Most Photogenic Robot and Best T-shirt Design at the competition.
- As recipient of a Moorhead Schools Legacy Foundation grant, science teacher Wylie Wisnewski purchased supplies to support a Lego Slot Car STEM project and improve the classroom hydroponic system. The slot car project taught students about design, motion, speed, forces, electric circuits and motors, and problem solving.

School Improvement Goals for 2018-19

Objective 1

All Red River Area Learning Center students who begin the 2018-19 school year with at least 19.5 credits will increase their graduation rate from 60 percent to 75 percent.

Objective 2

Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 5 credits annually will be maintained at 69%.

Objective 3

The attendance rate for grades 7-9 students attending Red River Area Learning Center will increase from 50.7 percent to 55 percent. The attendance rate for grades 10-12 students attending Red River ALC will increase from 33.5 percent to 38 percent.

Objective 4

Red River Area Learning Center will work with key stakeholders, including community representatives and parents, to complete a comprehensive needs assessment using multiple data points to identify significant barriers to graduation and prioritize areas for improvement that will be addressed through a long-range comprehensive plan. The improvement plan will include evidence-based practices, intervention strategies, and related accountability measures that address strategic priorities and ensure student success.



As research for the robotics competition, Red River Area Learning Center robotics team members tour the Moorhead Fire Station. The team exhibit was based on a fire-fighting theme.

2018-19 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 2019 graduates meeting all four college benchmarks on the ACT will increase from 28% to 30% by Aug. 30, 2019.*
- b) The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity), will increase from 980 to 986 according to BrightBytes student and teacher survey results in spring 2019.*
- **Graduation Goal:** Moorhead Area Public Schools will improve the four-year graduation rate from 80.55% to 83.55% for the graduating class of 2018 by February 2019.*
- By June 2019, 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 2019, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business and higher education.
- 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 2018 community survey.
- By June 2019, 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 15% (July 2018: Facebook 2,647; Twitter 1,668) and maintain an average Facebook weekly reach of 2,600.
- The 2018-19 Portrait of a Graduate committee will complete the action plan and report or recommend further actions to administration by June 2019.

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 2019, Moorhead Area Public Schools will utilize the High School Facilities Task Force recommendations to deter-

mine the second phase of the facilities master plan.

- By the spring of 2019, Moorhead Area Public Schools will establish a plan to address capacity concerns at the elementary level.
- By the spring of 2019, a comprehensive facilities improvement plan will be developed (to identify efficiencies).

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 (students who qualify for federal supported meals, students who qualify for special education services, students who are English Learners, and students who self-identify as minorities) by a minimum of 4 percent on 2019 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 2018-19 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*
 - b) 90% of all kindergarten students will demonstrate a proficiency at an AddVantage Math Recovery construct one in addition and subtraction by the end of the school year as measured by Bridges assessments and spring AVMR data.*
- **Read Well by Grade 3 Goal:** The percentage of Moorhead Area Public Schools grade 3 students proficient on the reading MCA III will increase from 44.2% to 50% by the spring of 2019.*
- 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 2018-19 Student Progress section of the Minnesota School Report card (2017-18: Math 64.9%, Reading 71.3%).
- Moorhead Area Public Schools will improve the five- and six-year graduation rates from 79.2% to 82.2% and 83% to 85%, respectively, for the graduating class of 2018 by February 2019.
- 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 55.5% to 57% by June 2019.

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 30, 2019, 7-12 licensed staff and food service, transportation and custodial staff will receive trauma training.
- By December 31, 2018, elementary staff will implement K-5 Second Step bullying curriculum.
- Moorhead Area Public Schools will provide monthly support to building administration and teams in using consistent behavioral data collection systems and analysis of the data collected to identify behavioral trends, set goals, and plan interventions based upon those trends.
- By June 30, 2019, Moorhead Area Public Schools will audit

Continued on next page

Measuring Student Progress 2018-19

Grades K-4: District-Wide Testing for 2018-19

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-4	March 4-May 3, 2019	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 4-May 3, 2019	
ACCESS for ELs (WIDA)	English learners in K-4	Jan. 28-March 22, 2019	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-4. ELs take ACCESS and reading MCA-III in grades 3-4. 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 4-May 3, 2019	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Aimswest Plus Indicators of Early Literacy/Oral Reading Fluency Skills	K-4	Sept. 10-21, 2018 Jan. 2-11, 2019 May 13-24, 2019	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)	3	Fall 2018	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

mental health services provided in the schools by our partner agencies to identify strengths and gaps in service.

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

- By July 1, 2019, 100% of probationary staff for the 2018-19

school year will be evaluated prior to the end of the probationary period and work to identify an evaluation cycle for non-instructional staff.

- By June 1, 2019, support safe and healthy working environments by providing education a minimum of two times per month.
- By June 1, 2019, create a district-wide Human Rights Advisory Committee.
- Moorhead Area Public Schools will retain 95% of high quality teachers in the 2018-19 school year.

Measuring Student Progress 2018-19

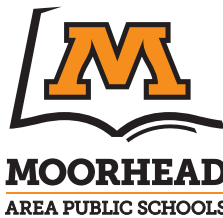
Grades 5-8: District-Wide Testing for 2018-19

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	5-8	March 4-May 3, 2019	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 4-May 3, 2019	
Science MCA-III	5, 8	March 4-May 10, 2019	
ACCESS for ELs (WIDA)	English learners in 6-8	Jan. 28-March 22, 2019	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 5-8. ELs take ACCESS and reading MCA-III in grades 5-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 4-May 3, 2019	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 2018-19

Grades 9-12: District-Wide Testing for 2018-19

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 4-May 3, 2019	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 4-May 3, 2019	
Science MCA-III	Biology students	March 4-May 10, 2019	
ACCESS for ELs (WIDA)	English learners 9-12	Jan. 28-March 22, 2019	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 4-May 3, 2019	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. 10, 2018	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 (optional but recommended)	April 2, 2019	
	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)	Dec. 12, 2018	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 6-10, 2019 May 13-17, 2019	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

2017-18 School Board

Scott Steffes, Chair • Cassidy Bjorklund, Vice Chair
Matt Valan, Clerk • Melissa Burgard, Treasurer
Mark Altenburg, Director • Kara Gloe, Director • Bill Tomhave, Director

2017-18 Administration

Dr. Lynne A. Kovash
Superintendent, 2017

Brandon Lunak
Superintendent, 2018

Missy Eidsness
Assistant Superintendent of Learning and Accountability

The World's Best Workforce 2017-18 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 2017-18 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

2013-14 THROUGH 2017-18

October 2018

DRAFT 10.16.18

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

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	4,954	5,011	5,797	6,002	6,123
2. Average Daily Membership (ADM)	5,074	5,349	6,177	6,382	6,520
3. Attendance Rate	97.64%	93.68%	93.85%	94.05%	93.91%
4. English Learners (EL)					
EL State Reimbursement	330	369	422	487	569
EL Students Served	435	443	477	523	612

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	497	503	577	494	534
Grade 1	488	497	516	600	495
Grade 2	430	513	519	540	600
Grade 3	431	456	514	546	541
Grade 4	433	436	483	528	519
Grade 5	418	440	448	501	542
Grade 6	416	435	460	465	516
Grade 7	449	427	458	468	472
Grade 8	399	441	427	478	480
Grade 9	453	413	482	464	490
Grade 10	432	461	445	506	467
Grade 11	409	423	466	458	492
Grade 12	405	444	437	482	470
Total	5,660	5,889	6,232	6,530	6,618

6. Spanish Immersion Program Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	48	66	77	69	74
Grade 1	49	45	68	75	60
Grade 2	49	48	45	66	71
Grade 3	30	46	45	41	57
Grade 4	41	31	44	44	40
Grade 5	35	38	28	36	34
					29
Total	252	274	307	331	365

DISTRICT DATA

DEMOGRAPHIC DATA

7. Open Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
Into Moorhead	161	131	134	206	155
Out of Moorhead	556	553	696	868	613
8. Private School Enrollment	565	732	676	486	613
9. Home School Enrollment	135	151	200	174	164
10. Migrant Enrollment	45	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
11. Homeless				129	129
12. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into District					
From Other Minnesota Districts	317	216	495	299	254
From Other States & Countries	400	461	518	513	276
From Non-public	62	54	28	69	33
Transfers Out of District					
To Other Minnesota Districts	268	103	174	219	140
To Other States & Countries	237	166	296	232	372
To Non-public	13	13	13	23	32
Transfers Within the District	174	278	<i>N/A</i>	<i>N/A</i>	141
13. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	2,068	2,058	2,205	2,395	2,448
Reduced	271	326	308	306	353
Percentage of Students Free & Reduced	40.2%	39.3%	39.5%	40.7%	41.4%

DISTRICT DATA

DEMOGRAPHIC DATA

14. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian / Alaska Native	343	394	409	272	295
	4.9%	5.4%	5.4%	3.5%	3.72%
Asian	120	129	129	71	75
	1.7%	1.8%	1.7%	0.9%	0.94%
Black / African American	432	540	691	637	779
	6.1%	7.4%	9.1%	8.3%	10.15%
Hispanic / Latino	598	627	669	679	705
	8.5%	8.6%	8.8%	8.9%	8.89%
Native Hawaiian / Pacific Islander				5	4
				0.06%	0.05%
White	5,566	5,603	5,692	5,517	5,557
	78.8%	76.8%	75%	71.9%	70.09%
Two or More Races				490	513
				6.38%	6.47%
Percent Minority	21.2%	23.2%	25%	26.64%	28.3%

DISTRICT DATA

DEMOGRAPHIC DATA

15. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Adangme	1	0	2	3	3
Afrikaan	0	1	1	1	0
Albanian	26	22	29	33	33
American Sign Language	6	4	4	4	4
Amharic	2	2	0	0	0
Arabic	108	119	140	167	178
Bantu	0	3	0	3	4
Bosnian	36	30	26	29	25
Cambodian, Khmer	0	2	2	2	2
Cebuano	2	2	1	1	1
Chaldean Neo-Aramaic	0	0	0	0	1
Chinese	8	12	14	9	7
Chippewa, Ojibwa	1	1	0	0	0
Dakota	1	1	1	1	1
Dinka	0	0	0	0	3
English	6,316	6,512	6,706	6,981	7,144
English Creolized	5	8	8	8	11
Farsi	1	1	2	2	2
Filipino, Philipino	1	2	2	2	2
Finnish	1	1	1	0	0
French	1	0	1	6	8
Ganda, Luganda	1	2	3	4	4
German	2	0	1	1	1
Grebo	0	0	1	3	7
Hindi	0	0	1	3	1
Italian	0	0	1	0	0
Korean	0	0	0	0	2
Kurdish	219	231	245	262	288
Malayalam	0	0	0	0	1
Nepali	1	0	0	0	2
Norwegian	0	0	1	0	0
Nuer	0	3	3	1	1
Oromo	0	1	1	0	0
Portuguese	0	0	0	1	1
Russian	3	2	2	4	1
Rwanda	0	0	3	3	4
Samoan	1	1	1	1	0

DISTRICT DATA

DEMOGRAPHIC DATA

15. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
Somali	80	125	173	210	249
Spanish	201	182	173	161	152
Swahili	2	2	10	31	33
Thai	0	0	1	1	0
Turkish	0	0	1	1	2
Vietnamese	23	21	22	25	28
Yoruba	0	0	0	0	1

16. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild					
Speech/Language Impaired	206	210	229	263	188
Specific Learning Disability	169	174	209	293	243
Emotional Behavioral Disorders	84	77	95	148	96
Other Health Disabilities	186	184	205	251	194
Development Delay	193	231	293	79	64
Low Incidence					
DCD Mild Moderate	33	28	37	48	32
DCD Severe	8	10	11	13	11
Physically Impaired	33	26	27	27	26
Deaf/Hard of Hearing	20	21	20	21	21
Visual Impairment	5	6	5	4	3
Deaf-Blind	1	1	1	1	1
Autism Spectrum Disorders	107	105	112	142	137
Traumatic Brain Injury	5	5	6	5	7
Severely Multiple Impaired	8	9	10	12	13
Total Disabilities Served	1,058	1,087	1,260	1,307	1,036
Percentage of Students with Disabilities (includes early childhood)	18.1%	18%	20.4%	23.8%	16.85%
Percentage K-12 Students (ages 5-21) with Disabilities	14.5%	14.8%	16%	20%	12.62%
17. Students Eligible for Transportation	2013-14	2014-15	2015-16	2016-17	2017-18
Count	4,855	5,156	5,653	6,058	
Percentage	67.4%	78.8%	82.8%	80.2%	

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 (ESSA). 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. FastBridge / AIMSweb Plus

AIMSweb Plus and FastBridge are scientifically based formative assessment and basic skills improvement systems. The AIMSweb Plus 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. In 2017-18 Moorhead Area Public Schools switched to AIMSweb Plus.

AIMSweb Plus / 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 Plus / 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.
- ◆ Phoneme Segmentation (PS) requires students to identify individual sounds within a word.
- ◆ Letter Word Sound Fluency (LWSF) requires students to identify as many letter sounds, two-letter combinations, and short words (consonant-vowel-consonant) 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 last given in 2014-15.

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 last given in 2014-15.

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.

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 six-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.

Seven-Year Graduation Rate

The seven-year graduation rate is similar to the four-year graduation rate, but allows a fifth, sixth and seventh year to be included to determine if students graduated within four, five, six or seven 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, year six or year seven.

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	Reading MCA-III									
	2013-14		2014-15		2015-16		2016-17		2017-18	
Reading	District	State	District	State	District	State	District	State	District	State
Grade 3	54.6%	58.1%	59.8%	58.7%	53.9%	57.3%	48%	56.5%	44.2%	56%
Grade 4	57.7%	55%	52.6%	57.9%	54.6%	58.3%	52.1%	56.8%	50.2%	56%
Grade 5	69.1%	67.6%	66.4%	66.7%	66.6%	67.7%	67.3%	67.5%	56.5%	67.5%
Grade 6	56.2%	61%	57.6%	63.9%	59%	62.3%	61.6%	63.4%	60.8%	65%
Grade 7	54%	56%	58.4%	55.6%	49.7%	56.6%	51.8%	57.5%	53.8%	58.7%
Grade 8	56.5%	55.8%	58.8%	56%	58.8%	57%	53.9%	58.7%	57.8%	58.9%
Grade 10	52.5%	60.1%	57.7%	57%	58%	58.9%	61.3%	60.3%	62.2%	59.7%
ALL	57.3%	59.1%	58.8%	59.4%	57.1%	59.7%	56.4%	60.1%	54.8%	60.3%
	Mathematic MCA-III									
	2013-14		2014-15		2015-16		2016-17		2017-18	
Mathematics	District	State	District	State	District	State	District	State	District	State
Grade 3	61.1%	71.8%	62.5%	70.9%	65.1%	69.4%	61%	68.1%	56.3%	66.8%
Grade 4	69.4%	70.3%	60.6%	70%	62.2%	68.7%	63.8%	66.7%	61.3%	65.4%
Grade 5	57.6%	61.8%	54.1%	59.7%	50.3%	58.8%	43.2%	57.1%	40.2%	55.2%
Grade 6	51.8%	57.1%	49%	57.6%	47.1%	55.9%	44.7%	55.2%	30.6%	54.1%
Grade 7	64.3%	57.1%	58.4%	55.1%	52.2%	56.2%	49.7%	54.9%	50.4%	55.0%
Grade 8	66.9%	59.7%	57.4%	57.8%	54.9%	58%	57.3%	58%	57.2%	57.7%
Grade 11	46.4%	50.6%	48.1%	48.7%	47.5%	47.1%	47.7%	48.3%	57.9%	47.7%
ALL	59.8%	61.4%	55.9%	60.2%	54.5%	59.4%	52.9%	58.6%	50.3%	57.6%

Student Group Proficiency and Number of Students Tested

	Reading MCA-III									
	2013-14		2014-15		2015-16		2016-17		2017-18	
Reading	District	State	District	State	District	State	District	State	District	State
American Indian / Alaska Native										
Proficiency	19.7%	33.2%	32.1%	34.3%	26%	34.7%	22%	34.8%	28.2%	35.9%
Number tested	76		81		73		82		78	
Asian										
Proficiency	58.6%	50.2%	65.5%	51.9%	60%	53.7%	50%	53.1%	48.6%	55.2%
Number tested	29		29		35		36		33	
Black / African American										
Proficiency	28.1%	31.6%	24.6%	32%	20.7%	32.8%	27.7%	33.3%	29.1%	34.6%
Number tested	89		142		198		253		251	
Hispanic / Latino										
Proficiency	31.3%	35.6%	34.8%	36.5%	34.9%	37.7%	34.2%	37.9%	30.7%	38.9%
Number tested	240		247		252		260		251	
Native Hawaiian / Pacific Islander										
Proficiency	<i>CTSTR</i>	50%	<i>CTSTR</i>	48.2%	<i>CTSTR</i>	47.5%	<i>CTSTR</i>	52.3%	<i>CTSTR</i>	51.7%
Number tested	<i>CTSTR</i>		<i>CTSTR</i>		<i>CTSTR</i>		<i>CTSTR</i>		<i>CTSTR</i>	
White										
Proficiency	63.2%	66.9%	64.6%	67.6%	63.5%	67.9%	63.3%	68.8%	61%	68.6%
Number tested	2,193		2,304		2,329		2,441		2,445	
Two or More Races										
Proficiency	50%	52.7%	55.1%	54.5%	56.9%	55.2%	52.4%	55.5%	52.4%	56.2%
Number tested	196		205		202		225		210	
English Learners										
Proficiency	11.6%	16.4%	11.4%	16.8%	9.2%	16%	7.1%	13.7%	6.6%	14%
Number tested	189		228		206		241		258	
Special Education										
Proficiency	21.9%	28.1%	22%	25.8%	23.6%	26.1%	21.7%	26.2%	22.7%	26.2%
Number tested	406		405		411		423		454	
Eligible for Free and Reduced-Price Lunch										
Proficiency	38.9%	39.5%	40.1%	39.8%	38.6%	40.2%	36.5%	40.2%	35.9%	40.8%
Number tested	1,121		1,246		1,249		1,293		1,327	
Migrant										
Proficiency	33.3%	24.2%	33.3%	27.8%	66.7%	27.1%	<i>CTSTR</i>	24%	<i>CTSTR</i>	21.8%
Number tested	18		21		12		<i>CTSTR</i>		<i>CTSTR</i>	
Homeless										
Proficiency					12.1%	23.9%	14.3%	24.4%	20.5%	25%
Number tested					33		28		39	
Students with Limited or Interrupted Formal Education (SLIFE)										
Proficiency					0%	0.9%	0%	0.8%	<i>CTSTR</i>	1.6%
Number tested					11		10		<i>CTSTR</i>	

CTSTR = Count too small to report

Student Group Proficiency and Number of Students Tested, continued

	Mathematics MCA-III									
	2013-14		2014-15		2015-16		2016-17		2017-18	
Mathematics	District	State	District	State	District	State	District	State	District	State
American Indian / Alaska Native										
Proficiency	26.4%	32.5%	28.4%	31.5%	25.7%	30.8%	22.5%	29.7%	27.3%	29.3%
Number tested	72		74		70		80		77	
Asian										
Proficiency	75.8%	59%	71.4%	58%	70.3%	57.2%	72.2%	57%	60.6%	56.5%
Number tested	33		28		37		36		33	
Black / African American										
Proficiency	26.5%	32%	19.7%	30%	18.7%	29%	21.6%	28.3%	19.8%	28.5%
Number tested	102		157		187		264		243	
Hispanic										
Proficiency	33.5%	38.4%	28.3%	37.1%	26.1%	36.3%	30.7%	35.2%	27.6%	34.4%
Number tested	233		251		241		251		236	
Native Hawaiian / Pacific Islander										
Proficiency	CTSTR	45%	CTSTR	44.7%	CTSTR	44.2%	CTSTR	46.2%	CTSTR	42.5%
Number tested	CTSTR		CTSTR		CTSTR		CTSTR		CTSTR	
White										
Proficiency	65.8%	68.9%	62.7%	68.3%	61.6%	68.1%	60%	67.6%	56.8%	66.7%
Number tested	2,192		2,283		2,375		2,402		2,446	
Two or More Races										
Proficiency	50.5%	54.9%	48.8%	53.9%	43.6%	52.7%	45.5%	51.9%	41.6%	50.1%
Number tested	194		201		202		220		214	
English Learners										
Proficiency	17.6%	27.3%	14%	24.8%	11%	22.5%	14.7%	20%	10.2%	19.5%
Number tested	204		242		209		245		244	
Special Education										
Proficiency	25.5%	31.4%	17.3%	27%	18%	26.2%	22.3%	26%	21.9%	24.9%
Number tested	412		398		406		422		451	
Eligible for Free and Reduced-Price Lunch										
Proficiency	40.6%	42.2%	35.2%	40.2%	33.1%	39%	33.9%	37.9%	30%	36.6%
Number tested	1,088		1,233		1,243		1,277		1,297	
Migrant										
Proficiency	26.7%	23.9%	26.3%	24.5%	38.5%	28.4%	CTSTR	25.2%	CTSTR	21.9%
Number tested	15		19		13		CTSTR		CTSTR	
Homeless										
Proficiency					12.5%	21.4%	23.3%	20.6%	28.6%	20.1%
Number tested					32		30		35	
Students with Limited or Interrupted Formal Education (SLIFE)										
Proficiency					0%	2.3%	0%	3%	CTSTR	2.8%
Number tested					10		15		CTSTR	

CTSTR=Count too small to report

2. AIMSweb / FastBridge

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten					
PS					76.8%
LWSF					70.6%
LSF / LS	62.2%	59.6%	41%	76%	N/A
NWF	65.8%	60%	N/A	N/A	N/A
Grade 1					
ORF / RCBM	61%	58%	43%	34%	56.7%
Grade 2					
ORF / RCBM	69%	65.5%	48%	46%	58.7%
Grade 3					
ORF / RCBM	66.4%	69.6%	50%	53%	66.5%
Grade 4					
ORF / RCBM	67%	62.5%	54%	N/A	N/A
Grade 5					
ORF / RCBM	72.8%	71%	52%	N/A	N/A

PS = Phoneme Segmentation

LWSF = Letter Word Sound Fluency

LSF = Letter Sound Fluency / LS = Letter Sound

NWF = Nonsense Word Fluency

ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 9 for definitions of each probe.

3. EXPLORE and PLAN

		2013-14	2014-15	2015-16	2016-17	2017-18
Grade 8 EXPLORE Scores						
Average	Moorhead	15.9	15.7	N/A	N/A	N/A
	National	15.5	15.5	N/A	N/A	N/A
Grade 10 PLAN Average Score						
English	Moorhead	18.4	17.9	N/A	N/A	N/A
	National	17.2	N/A	N/A	N/A	N/A

4. ACT

Graduating Class of															
	2014			2015			2016			2017			2018		
	District	State	National	District	State	National	District	State	National	District	State	National	District	State	National
English	21.5	22.1	20.3	20.5	21.8	20.4	18.7	20	20.1	19.2	20.4	20.3			
Mathematics	22.6	23	20.9	22.4	22.8	20.8	20.6	21.2	20.6	21.2	21.5	20.7			
Reading	23	23.1	21.3	22.3	23	21.4	20.7	21.3	21.3	21.3	21.8	21.4			
Science	23	22.9	20.8	22.6	22.7	20.9	20.9	21.3	20.8	21.0	21.6	21.0			
Composite	22.6	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	251			268			387			408					
Percent Participation	62%			60.4%			88.6%			84.6%					

5. Percent of Students Meeting College Readiness Benchmarks

Percent of Students Meeting College		2014	2015	2016	2017	2018
Readiness Benchmarks						
English	Moorhead	75%	70%	56%	56%	
	State	77%	74%	61%	63%	
	National	64%	64%	61%	61%	
Mathematics	Moorhead	58%	56%	44%	47%	
	State	61%	58%	46%	48%	
	National	43%	42%	41%	41%	
Reading	Moorhead	57%	53%	45%	46%	
	State	56%	57%	45%	50%	
	National	44%	46%	44%	47%	
Science	Moorhead	55%	46%	38%	38%	
	State	53%	53%	40%	42%	
	National	37%	38%	36%	37%	
Meeting all 4	Moorhead	38%	34%	29%	27%	
	State	39%	39%	29%	31%	
	National	26%	28%	26%	27%	

6. Four-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	District	State	District	State	District	State	District	State	District	State
All Students	80%	81.4%	77.4%	82.1%	74.6%	82.5%	80.5%	82.7%		
American Indian / Alaska Native	CTSTR	48.2%	CTSTR	49.1%	CTSTR	49.5%	CTSTR	50.7%		
Asian	CTSTR	82.4%	CTSTR	83.5%	CTSTR	84.4%	CTSTR	85.5%		
Black	61.5%	60.2%	44.4%	62.2%	56%	64.9%	50%	65%		
Hispanic	42.4%	63.2%	43.2%	65.9%	53.3%	66%	50%	66.3%		
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	CTSTR	63%		
White	85.8%	86.5%	83.8%	87.2%	79.4%	87.5%	85.9%	88%		
Two More Races	77.3%	69%	75%	68.7%	60.9%	67.7%	84.6%	71%		
English Learners	61.5%	63.7%	45.8%	63.1%	40.9%	63.2%	52.9%	64.7%		
Special Education	60.4%	58.4%	58.2%	61.1%	55.9%	60.8%	71.2%	61.2%		
Eligible for Free or Reduced-Price Lunch	63.8%	65.9%	54.7%	67.2%	60.7%	68.2%	63.2%	69%		

CTSTR = Count too small to report

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

Graduation Rate from School Report Card										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	District	State	District	State	District	State	District	State	District	State
Four-Year Graduation Rate	80%	81.4%	77.4%	82.1%	74.6%	82.5%	80.5%	82.7%		
Five-Year Graduation Rate	81.9%	83.6%	82%	84.4%	81.2%	85.1%	78.1%	85.5%		
Six-Year Graduation Rate	77.8%	83.3%	82.5%	85%	83%	85.9%	82.2%	86.4%		
Seven-Year Graduation Rate	79.3%	83.4%	77.8%	84.4%	83%	86.1%	82.9%	87%		

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	2013-14	2014-15	2015-16	2016-17	2017-18
BA	88	98	115	108	109
BA + 10	21	19	18	29	28
BA + 20	15	20	11	17	24
BA + 30	31	27	26	26	30
MA	51	59	70	68	72
MA + 10	33	41	40	43	46
MA + 20	31	27	35	35	32
MA + 30	145	146	145	154	162
Less Than 3 Years Experience	6.4%	11.3%	23.9%	30.4%	16.1%
3-10 Years Experience	31.8%	29.3%	29.8%	25.2%	41.4%
More Than 10 Years Experience	61.8%	58.9%	43.9%	44%	42.5%
2. Teacher Attendance	2013-14	2014-15	2015-16	2016-17	2017-18
Total Teaching Staff	433.74	426	460	480	503
Days of Sick Leave	3,026	3,637	3,687	3,431.25	3,555.75
Days of Personal Leave	673.5	690	783	796	835
Days of Emergency Leave	231.5	184	239	272.5	256
Days of Activities Leave	390	426	508	550.5	549.5
Days of Deduct	367.5	306	326	342.5	345
Days of Civic Leave	13.5	22	5.5	15	62
Days of Association Leave	9.5	19	11	20	16.5
Days of Conference Leave	670.5	731	707	623.25	457.5
Days of Worker's Compensation Leave	0	0	57.5	15	37
Days of Miscellaneous Leave	137	86	87.5	95.5	293
Days of Child Study/IEP Leave	9	11.5	10	6.5	6
Total Absences	5,528	6,112.5	6,421.5	6,168	6,413.25
Average Days Absent	12.74	13.99	13.96	12.85	12.75

DISTRICT DATA

STAFFING DATA

8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian			1		
			0.2%	0.2%	0.2%
Asian/Pacific Islander			3		
			0.6%	0.6%	0.8%
Black			2		
			0.4%	0.6%	0.4%
Hispanic			1		
			0.2%	0.8%	0.6%
White			484		
			98.6%	97.8%	98%
<i>Percent Minority</i>			<i>1.4%</i>	<i>2.2%</i>	<i>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

2016-17 Principal: Robin Grooters
2016-17 Assistant Principal: Nancy Wilson

Probstfield Elementary opened as separate school in 2013-14 and closed as a separate school after 2016-17.

	2013-14	2014-15	2015-16	2016-17	2017-18
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. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	223	295	577	494	
Total	223	295	577	494	

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
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 Within the Moorhead District					
From Other District Schools	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	
To Other District Schools	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	88	114	229	246	
Reduced	7	16	24	20	
Percentage of Students Free & Reduced	42.6%	44.2%	44.1%	44%	
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
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	2013-14	2014-15	2015-16	2016-17	2017-18
Afrikaan	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	

9. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
Spanish	4	3	8	1	
Turkish	0	0	1	0	
Vietnamese	0	0	0	1	

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	24	39	74	95	
Low Incidence	2	7	11	17	
Total Disabilities Served	26	46	85	112	
Percentage of Students with Disabilities	10.31%	15.59%	15.02%	22.67%	

2. AIMSweb / FastBridge

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
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.

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA



Dorothy Dodds Elementary School
4400 24th Ave. S., Moorhead, MN 56560
218-284-1300

Principal: Robin Grooters
Assistant Principal: Nancy Wilson

Dorothy Dodds Elementary opened in 2017-18.

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)					640
2. Average Daily Membership (ADM)					673
3. Attendance Rate					95.09%
4. English Learners (EL)					
EL State Reimbursement					104
EL Students Served					104

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten					142
Grade 1					129
Grade 2					142
Grade 3					138
Grade 4					124
Total					675

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Dorothy Dodds					
From Other Minnesota Districts					23
From Other States & Countries					36
From Non-public					2
Transfers Out of Dorothy Dodds					
To Other Minnesota Districts					5
To Other States & Countries					38
To Non-public					2
Transfers Within the Moorhead District					19

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free					247
Reduced					34
Percentage of Students Free & Reduced					41.7%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian / Native Alaskan					25
					3.4%
Asian					13
					1.77%
Black / African American					87
					11.9%
Hispanic / Latino					61
					8.31%
Native Hawaiian / Pacific Islander					0
					0%
White					498
					67.85%
Two or More Races					50
					6.81%
Percent Minority					29.7%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Albanian					2
Arabic					28
Bantu					4
Bosnian					3
Cambodian					1
Chinese					2
English					604
English Creolized					1
Korean					2
Kurdish					46
Malayalam					1
Nepali					2

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

9. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
Somali					24
Spanish					5
Swahili					4
Vietnamese					1
Yoruba					1

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild					95
Low Incidence					25
<i>Total Disabilities Served</i>					<i>120</i>
<i>Percentage of Students with Disabilities</i>					<i>16.42%</i>

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
Grade 3													41.7%	44.2%	56%
Grade 4													48.4%	50.2%	56%
ALL													45.1%		
Mathematics	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
Grade 3													51.9%	56.3%	66.8%
Grade 4													65.3%	61.3%	65.4%
ALL													58.5%		

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
American Indian / Alaska Native															
Proficiency													CTSTR	28.2%	35.9%
Number tested													CTSTR	78	
Asian															
Proficiency													CTSTR	48.6%	55.2%
Number tested													CTSTR	33	
Black															
Proficiency													42.1%	29.1%	34.6%
Number tested													19	251	
Hispanic															
Proficiency													15.4%	30.7%	38.9%
Number tested													13	251	
Native Hawaiian/Pacific Islander															
Proficiency													CTSTR	CTSTR	51.7%
Number tested													CTSTR	CTSTR	
White															
Proficiency													45.8%	61%	68.6%
Number tested													192	2,445	
Two or More Races															
Proficiency													75.1%	52.4%	56.2%
Number tested													16	210	

Dorothy Dodds Elementary opened in 2017-18.

CTSTR = Count too small to report

Student Group Proficiency, continued

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
English Learners															
Proficiency													13.9%	6.6%	14%
Number tested													36	258	
Special Education															
Proficiency													25%	22.7%	26.2%
Number tested													44	454	
Free and Reduced-Price Lunch															
Proficiency													32.3%	35.9%	40.8%
Number tested													99	1,327	

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
American Indian / Alaska Native															
Proficiency													CTSTR	27.3%	29.3%
Number tested													CTSTR	77	
Asian															
Proficiency													CTSTR	60.6%	56.5%
Number tested													CTSTR	33	
Black / African American															
Proficiency													26.4%	19.8%	28.5%
Number tested													19	243	
Hispanic															
Proficiency													46.2%	27.6%	34.4%
Number tested													13	236	
Native Hawaiian / Pacific Islander															
Proficiency													CTSTR	CTSTR	42.5%
Number tested													CTSTR	CTSTR	
White															
Proficiency													61.5%	56.8%	66.7%
Number tested													192	2,446	
Two or More Races															
Proficiency													81.3%	41.6%	50.1%
Number tested													16	214	

Dorothy Dodds Elementary opened in 2017-18.

CTSTR = Count too small to report

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
English Learners															
Proficiency													33.4%	10.2%	19.5%
Number tested													36	244	
Special Education															
Proficiency													38.6%	21.9%	24.9%
Number tested													44	451	
Free and Reduced-Price Lunch															
Proficiency													41.4%	30%	36.6%
Number tested													99	1,297	

2. AIMSweb / FastBridge

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten					
PS					73.1%
LWSF					73.9%
Grade 1					
ORF					59.6%
Grade 2					
ORF					45.6%
Grade 3					
ORF					68%
Grade 4					
ORF					N/A

PS = Phoneme Segmentation

LWSF = Letter Word Sound Fluency

ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 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: Lynnelle Dirksen
Assistant Principal: Diana Johnson

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	652	680	740	821	637
2. Average Daily Membership (ADM)	689	719	783	866	670
3. Attendance Rate	94.56%	94.52%	94.51%	94.83%	95.07%
4. English Learners (EL)					
EL State Reimbursement	83	80	82	99	72
EL Students Served	87	81	83	99	72

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	139	112	N/A	N/A	144
Grade 1	155	165	186	228	128
Grade 2	135	157	170	185	152
Grade 3	140	133	167	175	136
Grade 4	145	127	128	163	105
Grade 5	122	139	133	127	N/A
Total	836	833	784	878	665

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Ellen Hopkins					
From Other Minnesota Districts	25	36	36	47	15
From Other States & Countries	85	50	79	82	35
From Non-public	11	18	8	12	6
Transfers Out of Ellen Hopkins					
To Other Minnesota Districts	31	26	17	38	16
To Other States & Countries	44	41	47	37	30
To Non-public	4	6	2	2	6
Transfers Within the Moorhead District					19
From Other District Schools		9	18	92	N/A
To Other District Schools		11	13	23	N/A

ELLEN HOPKINS ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	395	368	373	419	240
Reduced	46	55	39	30	28
Percentage of Students Free & Reduced	52.8%	50.4%	53.2%	52%	40.7%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian / Native Alaskan	48	60	51	31	19
	5.14%	6.5%	5.90%	3.21%	2.57%
Asian	15	13	13	7	4
	1.61%	1.4%	1.50%	0.72%	0.54%
Black / African American	101	98	136	125	86
	10.83%	10.6%	15.72%	12.98%	11.62%
Hispanic / Latino	113	97	88	108	74
	12.11%	10.5%	10.17%	11.21%	0.10%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White	656	659	577	609	506
	70.31%	71.1%	66.71%	63.23%	68.38%
Two or More Races				83	51
				8.61%	6.89%
Percent Minority	29.69%	28.9%	33.29%	34.47%	29.86%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Adangme	0	0	2	3	1
Afrikaans	0	0	0	1	0
Albanian	4	2	1	2	3
American Sign Language	0	1	1	1	1
Amharic	2	2	0	0	0
Arabic	24	22	15	26	13
Bosnian	6	0	2	3	2
Cebuano	1	0	0	0	0
Chinese	6	7	6	5	1
Chippewa, Ojibwa	1	0	0	0	0
Dinka	0	0	0	0	3
English	824	822	754	823	639
English Creolized	1	1	2	1	1

9. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
French	0	0	2	4	0
Ganda, Luganda	1	1	1	0	0
Grebo	0	0	1	1	3
Kurdish	20	23	22	24	17
Oromo, afan Oromo, Oromiffa	0	1	1	0	0
Russian	1	0	0	0	0
Rwanda	0	0	2	1	2
Somali	19	15	34	40	36
Spanish	20	21	14	20	10
Swahili	1	1	5	7	3
Vietnamese	2	0	0	1	1

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	142	139	116	185	100
Low Incidence	24	22	24	36	17
Total Disabilities Served	166	161	140	221	117
Percentage of Students with Disabilities	19.62%	19.33%	17.88%	25.17%	15.9%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	38.4%	54.6%	58.1%	53.9%	59.8%	58.7%	50%	53.9%	57.3%	41.6%	48%	56.5%	41.7%	44.2%	56%
Grade 4	52.6%	57.7%	55%	37.6%	52.6%	57.9%	44.1%	54.6%	58.3%	46.1%	52.1%	56.8%	58.6%	50.2%	56%
Grade 5	64.2%	69.1%	67.6%	63.2%	66.4%	66.7%	61.9%	66.6%	67.7%	71.1%	67.3%	67.5%			
ALL	51.6%			51.8%			51.9%			51.3%			49.1%		
Mathematics	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	43.4%	61.1%	71.8%	58.5%	62.5%	70.9%	55.8%	65.1%	69.4%	56.3%	61%	68.1%	48.1%	56.3%	66.8%
Grade 4	56.8%	69.4%	70.3%	40.5%	60.6%	70%	53.5%	62.2%	68.7%	56.2%	63.8%	66.7%	69.7%	61.3%	65.4%
Grade 5	48.8%	57.6%	61.8%	46.3%	54.1%	59.7%	34.6%	50.3%	58.8%	52.1%	43.2%	57.1%			
ALL	49.9%			48.5%			48.5%			55.1%			57.4%		

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian / Alaska Native															
Proficiency	50%	19.7%	33.2%	46.2%	32.1%	34.3%	40%	26%	34.7%	9.1%	22%	34.8%	CTSTR	28.2%	35.9%
Number tested	12	76		13	81		10	73		11	82		CTSTR	78	
Asian															
Proficiency	CTSTR	58.6%	50.2%	CTSTR	65.5%	51.9%	CTSTR	60%	53.7%	CTSTR	50%	53.1%	CTSTR	48.6%	55.2%
Number tested	CTSTR	29		CTSTR	29		CTSTR	35		CTSTR	36		CTSTR	33	
Black															
Proficiency	11.8%	28.1%	31.6%	11.1%	24.6%	32%	21.3%	20.7%	32.8%	21.1%	27.7%	33.3%	25.9%	29.1%	34.6%
Number tested	17	89		36	142		47	198		57	253		27	251	
Hispanic															
Proficiency	33.3%	31.3%	35.6%	33.3%	34.8%	36.5%	33.3%	34.9%	37.7%	28.9%	34.2%	37.9%	10.5%	30.7%	38.9%
Number tested	54	240		36	247		36	252		38	260		19	251	
Native Hawaiian/Pacific Islander															
Proficiency	CTSTR	CTSTR	50%	CTSTR	CTSTR	48.2%	CTSTR	CTSTR	47.5%	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	51.7%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	58.7%	63.2%	66.9%	59.6%	64.6%	67.6%	59.4%	63.5%	67.9%	63.1%	63.3%	68.8%	57.8%	61%	68.6%
Number tested	259	2,193		265	2,304		281	2,329		295	2,441		166	2,445	
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%	40%	52.4%	56.2%
Number tested	31	196		31	205		27	202		33	225		10	210	

*Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR=Count too small to report

Student Group Proficiency, continued

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
English Learners															
Proficiency	16.7%	11.6%	16.4%	9.4%	11.4%	16.8%	6.7%	9.2%	16%	10%	7.1%	13.7%	3.8%	6.6%	14%
Number tested	24	189		32	228		30	206		40	241		26	258	
Special Education															
Proficiency	25%	21.9%	28.1%	22.1%	22%	25.8%	27.3%	23.6%	26.1%	31.9%	21.7%	26.2%	45%	22.7%	26.2%
Number tested	60	406		68	405		66	411		72	423		40	454	
Free and Reduced-Price Lunch															
Proficiency	38.8%	38.9%	39.5%	36.5%	40.1%	39.8%	31.9%	38.6%	40.2%	33.6%	36.5%	40.2%	28.3%	35.9%	40.8%
Number tested	183	1,121		208	1,246		204	1,249		214	1,293		90	1,327	

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian / Alaska Native															
Proficiency	41.7%	26.4%	32.5%	50%	28.4%	31.5%	30%	25.7%	30.8%	40%	22.5%	29.7%	CTSTR	27.3%	29.3%
Number tested	12	72		12	74		10	70		10	80		CTSTR	77	
Asian															
Proficiency	CTSTR	75.8%	59%	CTSTR	71.4%	58%	CTSTR	70.3%	57.2%	CTSTR	72.2%	57%	CTSTR	60.6%	56.5%
Number tested	CTSTR	33		CTSTR	28		CTSTR	37		CTSTR	36		CTSTR	33	
Black / African American															
Proficiency	8.7%	26.5%	32%	13.5%	19.7%	30%	18.8%	18.7%	29%	22.4%	21.6%	28.3%	22.2%	19.8%	28.5%
Number tested	23	102		37	157		48	187		58	264		27	243	
Hispanic															
Proficiency	29.1%	33.5%	38.4%	33.3%	28.3%	37.1%	19.4%	26.1%	36.3%	34.2%	30.7%	35.2%	31.6%	27.6%	34.4%
Number tested	55	233		36	251		36	241		38	251		19	236	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	45%	CTSTR	CTSTR	44.7%	CTSTR	CTSTR	44.2%	CTSTR	CTSTR	46.2%	CTSTR	CTSTR	42.5%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	58.6%	65.8%	68.9%	55.8%	62.7%	68.3%	59.7%	61.6%	68.1%	65%	60%	67.6%	67.4%	56.8%	66.7%
Number tested	263	2,192		269	2,283		283	2,375		297	2,402		166	2,446	
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%	40%	41.6%	50.1%
Number tested	31	194		31	201		27	202		33	220		10	214	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
English Learners															
Proficiency	15.2%	17.6%	27.3%	8.1%	14%	24.8%	9.1%	11%	22.5%	16.3%	14.7%	20%	3.8%	10.2%	19.5%
Number tested	33	204		37	242		33	209		43	245		26	244	
Special Education															
Proficiency	27%	25.5%	31.4%	20.6%	17.3%	27%	19.7%	18%	26.2%	44.4%	22.3%	26%	60%	21.9%	24.9%
Number tested	63	412		68	398		66	406		72	422		40	451	
Free and Reduced-Price Lunch															
Proficiency	33.2%	40.6%	42.2%	31.6%	35.2%	40.2%	28.5%	33.1%	39%	40.5%	33.9%	37.9%	32.6%	30%	36.6%
Number tested	187	1,088		212	1,233		207	1,243		215	1,277		92	1,297	

2. AIMSweb / FastBridge

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten					
PS					76.8%
LWSF					70.9%
LSF / LS	28.2%	32%	N/A	N/A	N/A
NWF	40.5%	39.7%	N/A	N/A	N/A
Grade 1					
ORF / RCBM	52%	51%	40%	32%	53.5%
Grade 2					
ORF / RCBM	63.5%	63.3%	43%	39%	63.5%
Grade 3					
ORF / RCBM	55.4%	64.2%	58%	47%	68.5%
Grade 4					
ORF / RCBM	66.8%	51%	53%	N/A	N/A
Grade 5					
ORF / RCBM	62.7%	68%	47%	N/A	N/A

PS = Phoneme Segmentation

LSF = Letter Sound Fluency / LS = Letter Sound

ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

LWSF = Letter Word Sound Fluency

NWF = Nonsense Word Fluency

See page 10 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: Erika Engelking

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	708	753	774	852	639
2. Average Daily Membership (ADM)	742	792	814	898	677
3. Attendance Rate	95.38%	94.97%	95.09%	94.88%	94.38%
4. English Learners (EL)					
EL State Reimbursement	64	60	61	70	52
EL Students Served	83	62	62	70	52
5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	135	96	N/A	N/A	120
Grade 1	164	160	155	174	114
Grade 2	150	177	169	170	145
Grade 3	129	160	167	182	133
Grade 4	149	136	181	175	153
Grade 5	142	155	136	202	N/A
Total	869	884	808	903	665
6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Robert Asp					
From Other Minnesota Districts	29	42	44	40	35
From Other States & Countries	72	101	114	110	70
From Non-public	5	5	10	15	7
Transfers Out of Robert Asp					
To Other Minnesota Districts	21	7	9	33	27
To Other States & Countries	38	32	34	28	40
To Non-public	2	1	0	3	1
Transfers Within the Moorhead District					17
From Other District Schools		8	13	91	N/A
To Other District Schools		6	7	15	N/A

ROBERT ASP ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	376	361	313	336	322
Reduced	37	39	28	58	37
Percentage of Students Free & Reduced	47.6%	45.4%	42.3%	44.5%	54.1%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian / Alaska Native	69	69	73	54	44
	7.27%	7.3%	8.25%	5.48%	5.83%
Asian	29	23	25	21	8
	3.06%	2.4%	2.82%	2.13%	1.06%
Black / African American	68	69	72	73	68
	7.27%	7.3%	8.14%	7.41%	9%
Hispanic	101	100	99	97	103
	10.64%	10.6%	11.19%	9.85%	13.60%
Native Hawaiian / Pacific Islander				1	2
				0.1%	0.26%
White	682	681	626	660	466
	71.87%	72.3%	70.73%	67.07%	61.72%
Two or More Races				78	64
				7.92%	8.5%
Percent Minority	28.13%	27.7%	29.27%	30.18%	35.89%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Albanian	3	3	2	7	2
Arabic	11	8	14	21	9
Bosnian	10	6	4	2	4
Chinese	0	0	0	0	1
English	839	857	799	881	696
English Creolized	1	0	0	0	0
Filipino	1	1	1	1	0
French	0	0	0	0	1
Ganda, Luganda	1	0	0	0	0
Kurdish	29	24	17	20	9
Nuer	2	2	1	1	0
Somali	12	10	12	18	11
Spanish	33	27	25	16	11
Swahili	0	0	2	3	1
Turkish	0	0	0	0	2
Vietnamese	7	4	7	8	5

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	120	112	128	174	108
Low Incidence	28	24	24	43	37
<i>Total Disabilities Served</i>	<i>148</i>	<i>136</i>	<i>152</i>	<i>217</i>	<i>145</i>
<i>Percentage of Students with Disabilities</i>	<i>16.57%</i>	<i>15.38%</i>	<i>18.67%</i>	<i>24.03%</i>	<i>19.28%</i>

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	56.5%	54.6%	58.1%	62.7%	59.8%	58.7%	52.8%	53.9%	57.3%	46.6%	48%	56.5%	47.3%	44.2%	56%
Grade 4	56%	57.7%	55%	53.4%	52.6%	57.9%	54%	54.6%	58.3%	54.8%	52.1%	56.8%	41.3%	50.2%	56%
Grade 5	65.7%	69.1%	67.6%	61.6%	66.4%	66.7%	68.1%	66.6%	67.7%	65.6%	67.3%	67.5%			
ALL	59.4%			59.6%			57.7%			56%			44%		
Mathematics	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	62.3%	61.1%	71.8%	63.4%	62.5%	70.9%	64.2%	65.1%	69.4%	59.9%	61%	68.1%	56.7%	56.3%	66.8%
Grade 4	75.2%	69.4%	70.3%	65.4%	60.6%	70%	60.5%	62.2%	68.7%	64.1%	63.8%	66.7%	47.9%	61.3%	65.4%
Grade 5	60.4%	57.6%	61.8%	57.9%	54.1%	59.7%	53.6%	50.3%	58.8%	42.6%	43.2%	57.1%			
ALL	66.1%			62%			59.7%			55%			52.1%		

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	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	11.1%	19.7%	33.2%	35%	32.1%	34.3%	21.7%	26%	34.7%	13%	22%	34.8%	33.3%	28.2%	35.9%
Number tested	18	76		20	81		23	73		23	82		12	78	
Asian															
Proficiency	CTSTR	58.6%	50.2%	CTSTR	65.5%	51.9%	41.7%	60%	53.7%	33.3%	50%	53.1%	CTSTR	48.6%	55.2%
Number tested	CTSTR	29		CTSTR	29		12	35		15	36		CTSTR	33	
Black / African American															
Proficiency	57.1%	28.1%	31.6%	47.6%	24.6%	32%	30.4%	20.7%	32.8%	50%	27.7%	33.3%	26.7%	29.1%	34.6%
Number tested	14	89		21	142		23	198		36	253		15	251	
Hispanic / Latino															
Proficiency	41.9%	31.3%	35.6%	35.1%	34.8%	36.5%	40%	34.9%	37.7%	31%	34.2%	37.9%	19.2%	30.7%	38.9%
Number tested	43	240		57	247		45	252		42	260		26	251	
Native Hawaiian/Pacific Islander															
Proficiency	CTSTR	CTSTR	50%	CTSTR	CTSTR	48.2%	CTSTR	CTSTR	47.5%	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	51.7%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	66.1%	63.2%	66.9%	66.9%	64.6%	67.6%	66.1%	63.5%	67.9%	63.2%	63.3%	68.8%	51.6%	61%	68.6%
Number tested	289	2,193		311	2,304		330	2,329		378	2,441		186	2,445	
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%	32%	52.4%	56.2%
Number tested	38	196		38	205		41	202		46	225		25	210	

*Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Student Group Proficiency, continued

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
English Learners															
Proficiency	17.1%	11.6%	16.4%	27%	11.4%	16.8%	28.6%	9.2%	16%	15.6%	7.1%	13.7%	5.9%	6.6%	14%
Number tested	35	189		37	228		35	206		32	241		17	258	
Special Education															
Proficiency	26.2%	21.9%	28.1%	27.9%	22%	25.8%	27.6%	23.6%	26.1%	29.1%	21.7%	26.2%	20%	22.7%	26.2%
Number tested	61	406		68	405		76	411		86	423		45	454	
Free and Reduced-Price Lunch															
Proficiency	45.7%	38.9%	39.5%	45.1%	40.1%	39.8%	43.1%	38.6%	40.2%	42.1%	36.5%	40.2%	34.5%	35.9%	40.8%
Number tested	197	1,121		224	1,246		202	1,249		221	1,293		145	1,327	

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	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	27.8%	26.4%	32.5%	35%	28.4%	31.5%	27.3%	25.7%	30.8%	12.5%	22.5%	29.7%	41.6%	27.3%	29.3%
Number tested	18	72		20	74		22	70		24	80		12	77	
Asian															
Proficiency	<i>CTSTR</i>	75.8%	59%	<i>CTSTR</i>	71.4%	58%	66.7%	70.3%	57.2%	75%	72.2%	57%	<i>CTSTR</i>	60.6%	56.5%
Number tested	<i>CTSTR</i>	33		<i>CTSTR</i>	28		12	37		16	36		<i>CTSTR</i>	33	
Black / African American															
Proficiency	47.1%	26.5%	32%	50%	19.7%	30%	30.4%	18.7%	29%	31.6%	21.6%	28.3%	33.3%	19.8%	28.5%
Number tested	17	102		20	157		23	187		38	264		15	243	
Hispanic															
Proficiency	58.5%	33.5%	38.4%	36.2%	28.3%	37.1%	31.1%	26.1%	36.3%	39%	30.7%	35.2%	30.7%	27.6%	34.4%
Number tested	41	233		58	251		45	241		41	251		26	236	
Native Hawaiian / Pacific Islander															
Proficiency	<i>CTSTR</i>	<i>CTSTR</i>	45%	<i>CTSTR</i>	<i>CTSTR</i>	44.7%	<i>CTSTR</i>	<i>CTSTR</i>	44.2%	<i>CTSTR</i>	<i>CTSTR</i>	46.2%	<i>CTSTR</i>	<i>CTSTR</i>	42.5%
Number tested	<i>CTSTR</i>	<i>CTSTR</i>		<i>CTSTR</i>	<i>CTSTR</i>		<i>CTSTR</i>	<i>CTSTR</i>		<i>CTSTR</i>	<i>CTSTR</i>		<i>CTSTR</i>	<i>CTSTR</i>	
White															
Proficiency	71.6%	65.8%	68.9%	69.8%	62.7%	68.3%	69%	61.6%	68.1%	62.4%	60%	67.6%	59.5%	56.8%	66.7%
Number tested	289	2,192		311	2,283		329	2,375		378	2,402		185	2,446	
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%	36%	41.6%	50.1%
Number tested	38	194		38	201		42	202		46	220		25	214	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
English Learners															
Proficiency	29.4%	17.6%	27.3%	35.1%	14%	24.8%	31.4%	11%	22.5%	22.2%	14.7%	20%	11.8%	10.2%	19.5%
Number tested	34	204		37	242		35	209		36	245		17	244	
Special Education															
Proficiency	29.5%	25.5%	31.4%	26.1%	17.3%	27%	27.6%	18%	26.2%	26.7%	22.3%	26%	24.5%	21.9%	24.9%
Number tested	61	412		69	398		76	406		86	422		47	451	
Free and Reduced-Price Lunch															
Proficiency	49.5%	40.6%	42.2%	46.9%	35.2%	40.2%	40.3%	33.1%	39%	38.4%	33.9%	37.9%	40.3%	30%	36.6%
Number tested	194	1,088		224	1,233		201	1,243		224	1,277		144	1,297	

*Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR=Count too small to report

AIMSweb / FastBridge

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten					
PS					66.3%
LWSF					54.7%
LSF / LS	60.1%	73%	N/A	N/A	N/A
NWF	57%	78%	N/A	N/A	N/A
Grade 1					
ORF / RCBM	52.6%	51%	47%	29%	48.6%
Grade 2					
ORF / RCBM	59.8%	61%	45%	49%	50.4%
Grade 3					
ORF / RCBM	61%	62%	45%	54%	58.3%
Grade 4					
ORF / RCBM	60.3%	57%	40%	N/A	N/A
Grade 5					
ORF / RCBM	68%	64%	55%	N/A	N/A

PS = Phoneme Segmentation

LSF = Letter Sound Fluency / LS = Letter Sound

ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

LWSF = Letter Word Sound Fluency

NWF = Nonsense Word Fluency

See page 10 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: Josh St. Louis
Assistant Principal: Tiffany Nagel

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	742	803	852	891	653
2. Average Daily Membership (ADM)	771	840	887	932	684
3. Attendance Rate	96.2%	95.62%	96.05%	95.58%	95.46%
4. English Learners (EL)					
EL State Reimbursement	62	87	67	95	98
EL Students Served	74	88	67	95	98

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten (located at Probstfield)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	128
Grade 1	169	172	175	198	124
Grade 2	145	179	180	185	161
Grade 3	162	163	180	189	134
Grade 4	139	173	174	190	137
Grade 5	154	146	179	172	<i>N/A</i>
Total	769	833	888	934	684

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into S.G. Reinertsen					
From Other Minnesota Districts	29	34	17	29	21
From Other States & Countries	33	61	53	62	57
From Non-public	11	9	10	15	5
Transfers Out of S.G. Reinertsen					
To Other Minnesota Districts	8	11	15	26	14
To Other States & Countries	26	15	9	30	24
To Non-public	2	1	0	6	1
Transfers Within the Moorhead District					9
From Other District Schools		8	17	82	<i>N/A</i>
To Other District Schools		6	3	5	<i>N/A</i>

S.G. REINERTSEN ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	244	231	241	274	207
Reduced	38	36	38	35	36
Percentage of Students Free & Reduced	36.6%	32.1%	31.7%	33.1%	35.7%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian / Alaska Native	24	23	15	14	9
	2.99%	2.6%	1.64%	1.43%	1.22%
Asian	5	7	8	6	2
	0.62%	1%	0.09%	0.61%	0.27%
Black / African American	41	52	52	49	79
	5.1%	5.9%	5.67%	5.02%	10.79%
Hispanic / Latino	31	36	38	54	45
	3.86%	4.1%	4.14%	5.53%	6.14%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White	703	757	804	808	568
	87.44%	86.4%	87.68%	82.78%	77.59%
Two or More Races				45	29
				4.61%	3.96%
Percent Minority	12.56%	13.6%	12.32%	15.06%	20.77%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Albanian	2	2	5	5	5
American Sign Language	1	1	0	0	0
Arabic	15	23	30	24	20
Bantu	0	3	0	0	0
Bosnian	4	5	9	7	2
Chaldean Neo-Aramaic	0	0	0	0	1
Chinese	0	0	1	1	0
Chippewa, Ojibwa	0	1	0	0	0
Dinka	0	0	0	1	0
English	696	751	777	830	606
English Creolized	1	1	0	0	0
Farsi	0	0	0	0	2
Filipino	1	0	0	0	0

9. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
French	0	0	0	0	5
Ganda, Luganda	1	1	2	3	2
Grebo	0	0	0	1	0
Hindi	0	0	0	3	1
Kurdish	62	60	65	68	46
Russian	0	0	0	1	1
Somali	11	16	16	19	25
Spanish	9	11	11	10	8
Swahili	0	0	0	2	4
Turkish	0	0	0	1	0
Vietnamese	1	1	0	0	0
Yoruba					1

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	99	83	81	113	69
Low Incidence	29	37	31	43	23
Total Disabilities Served	128	120	112	156	92
Percentage of Students with Disabilities	16.51%	14.41%	12.63%	16.7%	12.62%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	66%	54.6%	58.1%	61.6%	59.8%	58.7%	58.1%	53.9%	57.3%	55.2%	48%	56.5%	46.8%	44.2%	56%
Grade 4	64.4%	57.7%	55%	62.9%	52.6%	57.9%	63.3%	54.6%	58.3%	54.5%	52.1%	56.8%	55.7%	50.2%	56%
Grade 5	76%	69.1%	67.6%	74.8%	66.4%	66.7%	68.8%	66.6%	67.7%	66.5%	67.3%	67.5%			
ALL	69%			66%			63.3%			58.5%			51.4%		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	74.5%	61.1%	71.8%	64.8%	62.5%	70.9%	73.9%	65.1%	69.4%	66.5%	61%	68.1%	69.9%	56.3%	66.8%
Grade 4	76.3%	69.4%	70.3%	71.8%	60.6%	70%	70.7%	62.2%	68.7%	69.7%	63.8%	66.7%	66.2%	61.3%	65.4%
Grade 5	62.1%	57.6%	61.8%	57.4%	54.1%	59.7%	59.1%	50.3%	58.8%	37.5%	43.2%	57.1%			
ALL	70.8%			65.1%			67.9%			58.6%			68%		

Student Group Proficiency and Number of Students Tested

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	19.7%	33.2%	CTSTR	32.1%	34.3%	CTSTR	26%	34.7%	CTSTR	22%	34.8%	CTSTR	28.2%	35.9%
Number tested	CTSTR	76		CTSTR	81		CTSTR	73		CTSTR	82		CTSTR	78	
Asian															
Proficiency	CTSTR	58.6%	50.2%	CTSTR	65.5%	51.9%	CTSTR	60%	53.7%	CTSTR	50%	53.1%	CTSTR	48.6%	55.2%
Number tested	CTSTR	29		CTSTR	29		CTSTR	35		CTSTR	36		CTSTR	33	
Black / African American															
Proficiency	50%	28.1%	31.6%	23.5%	24.6%	32%	55%	20.7%	32.8%	33.3%	27.7%	33.3%	36.9%	29.1%	34.6%
Number tested	10	89		17	142		20	198		27	253		19	251	
Hispanic / Latino															
Proficiency	38.9%	31.3%	35.6%	45.5%	34.8%	36.5%	42.9%	34.9%	37.7%	44.4%	34.2%	37.9%	31.3%	30.7%	38.9%
Number tested	18	240		22	247		21	252		27	260		16	251	
Native Hawaiian/Pacific Islander															
Proficiency	CTSTR	CTSTR	50%	CTSTR	CTSTR	48.2%	CTSTR	CTSTR	47.5%	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	51.7%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	71.5%	63.2%	66.9%	68.3%	64.6%	67.6%	64.4%	63.5%	67.9%	61.3%	63.3%	68.8%	55.2%	61%	68.6%
Number tested	390	2,193		400	2,304		444	2,329		447	2,441		210	2,445	
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%	CTSTR	52.4%	56.2%
Number tested	20	196		29	205		29	202		28	225		CTSTR	210	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Student Group Proficiency, continued

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
English Learners															
Proficiency	19.4%	11.6%	16.4%	11.6%	11.4%	16.8%	13.5%	9.2%	16%	11.5%	7.1%	13.7%	11.4%	6.6%	14%
Number tested	36	189		43	228		37	206		61	241		35	258	
Special Education															
Proficiency	36.5%	21.9%	28.1%	33.9%	22%	25.8%	28.3%	23.6%	26.1%	24.1%	21.7%	26.2%	26.4%	22.7%	26.2%
Number tested	74	406		59	405		60	411		58	423		34	454	
Free and Reduced-Price Lunch															
Proficiency	45.7%	38.9%	39.5%	44.7%	40.1%	39.8%	48%	38.6%	40.2%	36%	36.5%	40.2%	26.9%	35.9%	40.8%
Number tested	162	1,121		159	1,246		173	1,249		175	1,293		89	1,327	

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	26.4%	32.5%	CTSTR	28.4%	31.5%	CTSTR	25.7%	30.8%	CTSTR	22.5%	29.7%	CTSTR	27.3%	29.3%
Number tested	CTSTR	72		CTSTR	74		CTSTR	70		CTSTR	80		CTSTR	77	
Asian															
Proficiency	CTSTR	75.8%	59%	CTSTR	71.4%	58%	CTSTR	70.3%	57.2%	CTSTR	72.2%	57%	CTSTR	60.6%	56.5%
Number tested	CTSTR	33		CTSTR	28		CTSTR	37		CTSTR	36		CTSTR	33	
Black / African American															
Proficiency	60%	26.5%	32%	22.2%	19.7%	30%	42.9%	18.7%	29%	34.5%	21.6%	28.3%	38.9%	19.8%	28.5%
Number tested	10	102		18	157		21	187		29	264		18	243	
Hispanic / Latino															
Proficiency	44.4%	33.5%	38.4%	40.9%	28.3%	37.1%	33.3%	26.1%	36.3%	40.7%	30.7%	35.2%	37.6%	27.6%	34.4%
Number tested	18	233		22	251		21	241		27	251		16	236	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	45%	CTSTR	CTSTR	44.7%	CTSTR	CTSTR	44.2%	CTSTR	CTSTR	46.2%	CTSTR	CTSTR	42.5%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	72.6%	65.8%	68.9%	67.4%	62.7%	68.3%	71.2%	61.6%	68.1%	62.3%	60%	67.6%	73.3%	56.8%	66.7%
Number tested	391	2,192		402	2,283		444	2,375		448	2,402		210	2,446	
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%	CTSTR	41.6%	50.1%
Number tested	19	194		29	201		29	202		28	220		CTSTR	214	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
English Learners															
Proficiency	25%	17.6%	27.3%	22.7%	14%	24.8%	12.8%	11%	22.5%	25%	14.7%	20%	23.5%	10.2%	19.5%
Number tested	36	204		44	242		39	209		64	245		35	244	
Special Education															
Proficiency	42.7%	25.5%	31.4%	28.3%	17.3%	27%	35%	18%	26.2%	22.4%	22.3%	26%	41.2%	21.9%	24.9%
Number tested	75	412		60	398		60	406		58	422		34	451	
Free and Reduced-Price Lunch															
Proficiency	50%	40.6%	42.2%	42.2%	35.2%	40.2%	49.4%	33.1%	40.2%	38.6%	33.9%	37.9%	43.7%	30%	36.6%
Number tested	162	1,088		161	1,233		174	1,243		176	1,277		87	1,297	

*Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	AIMSweb		FastBridge		AIMSweb Plus
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten					
PS					90%
LWSF					81.7%
LSF / LS	N/A	N/A	N/A	N/A	N/A
NWF	N/A	N/A	N/A	N/A	N/A
Grade 1					
ORF / RCBM	72.3%	63%	42%	37%	64.3%
Grade 2					
ORF / RCBM	83.5%	72.3%	53%	47%	73.6%
Grade 3					
ORF / RCBM	80%	81%	45%	56%	71.6%
Grade 4					
ORF / RCBM	73.8%	75.2%	69%	N/A	N/A
Grade 5					
ORF / RCBM	86%	81.2%	52%	N/A	N/A

PS = Phoneme Segmentation

LWSF = Letter Word Sound Fluency

LSF = Letter Sound Fluency / LS = Letter Sound

NWF = Nonsense Word Fluency

ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 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 (ESSA). 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 Schools 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.

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 six-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.

Seven-Year Graduation Rate

The seven-year graduation rate is similar to the four-year graduation rate, but allows a fifth, sixth and seventh year to be included to determine if students graduated within four, five, six or seven 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, year six or year seven.

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA



Horizon Middle School West Campus
Grades 5-6
3601 12th Ave. S., Door W1,
Moorhead, MN 56560
218-284-8300

Horizon West Principal: Carla Smith
Assistant Principal: Ben Dimond



Horizon Middle School East Campus
Grades 7-8
3601 12th Ave. S., Door E1,
Moorhead, MN 56560
218-284-7300

Horizon East Principal: Jeremy Larson
Assistant Principal: Jason Buckley

	2013-14	2014-15	2015-16	2016-17	2017-18*
1. Average Daily Attendance (ADA)	1,229	1,188	1,212	1,312	1,875
2. Average Daily Membership (ADM)	1,232	1,260	1,282	1,400	1,986
3. Attendance Rate	99.79%	94.29%	94.54%	93.71%	94.41%
4. English Learners (EL)					
EL State Reimbursement	47	62	64	67	124
EL Students Served	107	113	88	84	132

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017*
Grade 5					542
Grade 6	416	434	458	464	464
Grade 7	449	417	457	465	465
Grade 8	399	435	422	476	476
Horizon West Total					1,057
Horizon East Total					937
Horizon Campus Total	1,264	1,286	1,337	1,405	1,994

*Grade 5 students moved to the Horizon Middle School West Campus after the school opened in 2017-18.

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Horizon					
From Other Minnesota Districts	25	31	47	62	77
From Other States & Countries	76	99	94	116	140
From Non-public	17	18	9	12	18
Transfers Out of Horizon					
To Other Minnesota Districts	17	15	14	41	38
To Other States & Countries	45	37	31	41	89
To Non-public	3	4	3	2	13
Transfers Within the Moorhead District					20
From Other District Schools		2	55	95	N/A
To Other District Schools		41	68	11	N/A

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	422	416	443	500	713
Reduced	67	82	84	70	109
Percentage of Students Free & Reduced	39.1%	39%	40.3%	41.1%	41.6%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian	62	71	61	46	68
	4.74%	5.2%	4.47%	3.11%	3.24%
Asian	18	30	27	11	21
	1.38%	2.2%	1.99%	0.74%	0.01%
Black	81	101	122	116	186
	6.19%	7.5%	8.94%	7.85%	8.86%
Hispanic	121	122	127	133	173
	9.24%	9%	9.30%	9%	8.24%
Native Hawaiian / Pacific Islander				2	2
				0.13%	0.1%
White	1,027	1,030	1,028	1,072	1496
	78.46%	76.1%	75.31%	7.25%	71.24%
Two or More Races				97	154
				6.56%	7.33%
Percent Minority	21.54%	23.9%	24.69%	26.2%	26.67%

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Adangme	0	0	0	0	2
Albanian	9	6	6	6	9
American Sign Language	2	1	1	1	1
Arabic	23	31	30	37	52
Bosnian	5	5	5	9	9
Cambodian	1	0	0	0	0
Cebuano	0	1	1	1	0
Chinese	1	3	5	1	2
Dakota	1	1	1	0	0
English	1,141	1,167	1,158	1,267	1,799
English Creolized	1	1	2	2	3
Filipino	1	1	1	0	1
French	1	0	1	1	1
Ganda, Luganda					2
Grebo	0	0	0	1	4
Kurdish	43	53	64	61	87
Nuer	1	1	1	0	1
Russian	0	0	0	1	0
Rwanda	0	0	1	2	1
Somali	16	32	39	38	61
Spanish	59	42	42	36	42
Swahili	1	1	1	7	8
Vietnamese	5	8	6	5	5

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	166	157	153	190	217
Low Incidence	49	37	46	59	83
Total Disabilities Served	215	194	199	249	300
Percentage of Students with Disabilities	17.01%	15.09%	15.52%	17.72%	14.35%

HORIZON MIDDLE SCHOOL CAMPUS ACHIEVEMENT DATA

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 5													56.5%	56.5%	67.5%
Grade 6	56.6%	56.2%	61%	58.9%	57.6%	63.9%	59.6%	59%	62.3%	61.6%	61.6%	63.4%	60.8%	60.8%	65%
Grade 7	54.7%	54%	56%	59.8%	58.4%	55.6%	51.7%	49.7%	56.6%	51.9%	51.8%	57.5%	53.8%	53.8%	58.7%
Grade 8	57%	56.5%	55.8%	60.6%	58.8%	56%	61%	58.8%	57%	54.1%	53.9%	58.7%	57.8%	57.8%	58.9%
ALL	56%			59.8%			57.4%			55.9%			57.3%		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 5													40.2%	40.2%	55.2%
Grade 6	50.4%	49%	57.6%	47.5%	47.1%	55.9%	44.7%	44.7%	55.2%	44.7%	44.7%	55.2%	30.6%	30.6%	54.1%
Grade 7	60.2%	58.4%	55.1%	54.8%	52.2%	56.2%	49.8%	49.7%	54.9%	49.8%	49.7%	54.9%	50.4%	50.4%	55%
Grade 8	59.4%	57.4%	57.8%	57.8%	54.9%	58%	57.6%	57.3%	58%	57.6%	57.3%	58%	57.2%	57.2%	57.7%
ALL	56.6%			53.2%			50.7%			50.7%			44%		

Student Group Proficiency and Number of Students Tested

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
American Indian / Alaska Native															
Proficiency	18.2%	19.7%	33.2%	29.6%	32.1%	34.3%	26.1%	26%	34.7%	27.3%	22%	34.8%	31.2%	28.2%	35.9%
Number tested	33	76		27	81		23	73		33	82		48	78	
Asian															
Proficiency	80%	58.6%	50.2%	64.3%	65.5%	51.9%	76.9%	60%	53.7%	72.7%	50%	53.1%	47.4%	48.6%	55.2%
Number tested	10	29		14	29		13	35		11	36		19	33	
Black / African American															
Proficiency	16.7%	28.1%	31.6%	26.8%	24.6%	32%	13%	20.7%	32.8%	20.8%	27.7%	33.3%	28.3%	29.1%	34.6%
Number tested	36	89		56	142		77	198		96	253		134	251	
Hispanic / Latino															
Proficiency	26.6%	31.3%	35.6%	35.5%	34.8%	36.5%	38%	34.9%	37.7%	32.7%	34.2%	37.9%	36.7%	30.7%	38.9%
Number tested	94	240		93	247		100	252		113	260		139	251	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	50%	CTSTR	CTSTR	48.2%	CTSTR	CTSTR	47.5%	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	51.7%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	62.2%	63.2%	66.9%	65.9%	64.6%	67.6%	63.4%	63.5%	67.9%	62.7%	63.3%	68.8%	63.3%	61%	68.6%
Number tested	940	2,193		967	2,304		952	2,329		983	2,441		1,284	2,445	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

HORIZON MIDDLE SCHOOL CAMPUS ACHIEVEMENT DATA

Student Group Proficiency, continued

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
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%	55.7%	52.4%	56.2%
Number tested	81	196		77	205		71	202		84	225		131	210	
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%	3.8%	6.6%	14%
Number tested	67	181		81	189		93	228		83	206		104	258	
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%	19.1%	22.7%	26.2%
Number tested	155	398		171	406		158	405		149	411		246	454	
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%	39.7%	35.9%	40.8%
Number tested	465	1,168		447	1,121		473	1,246		491	1,249		752	1,327	

	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
American Indian / Alaska Native															
Proficiency	24.2%	26.4%	32.5%	23.3%	28.4%	31.5%	21.7%	25.7%	30.8%	24.2%	22.5%	29.7%	27.1%	27.3%	29.3%
Number tested	33	72		30	74		23	70		33	80		48	77	
Asian															
Proficiency	100%	75.8%	59%	66.7%	71.4%	58%	76.9%	70.3%	57.2%	54.5%	72.2%	57%	52.6%	60.6%	56.5%
Number tested	10	33		15	28		13	37		11	36		19	33	
Black / African American															
Proficiency	26.8%	26.5%	32%	18.3%	19.7%	30%	11.7%	18.7%	29%	20.2%	21.6%	28.3%	14.3%	19.8%	28.5%
Number tested	41	102		60	157		77	187		99	264		133	243	
Hispanic / Latino															
Proficiency	28.6%	33.5%	38.4%	25.8%	28.3%	37.1%	28.6%	26.1%	36.3%	24.1%	30.7%	35.2%	23.9%	27.6%	34.4%
Number tested	91	233		97	251		98	241		116	251		207	236	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	45%	CTSTR	CTSTR	44.7%	CTSTR	CTSTR	44.2%	CTSTR	CTSTR	46.2%	CTSTR	CTSTR	42.5%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

HORIZON MIDDLE SCHOOL CAMPUS ACHIEVEMENT DATA

Student Group Proficiency, continued

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
White															
Proficiency	68.1%	65.8%	68.9%	64%	62.7%	68.3%	60.6%	61.6%	68.1%	58.2%	60%	67.6%	49.9%	56.8%	66.7%
Number tested	941	2,192		966	2,283		951	2,375		985	2,402		1,380	2,446	
Two or More Races															
Proficiency	50.6%	50.5%	54.9%	44.2%	48.8%	53.9%	39.4%	43.6%	52.7%	45.3%	45.5%	51.9%	37%	41.6%	50.1%
Number tested	81	194		77	201		71	202		86	220		130	214	
English Learners															
Proficiency	17.6%	27.3%	6.8%	14%	24.8%	3.6%	11%	22.5%	6.2%	14.7%	20%	22.5%	1%	10.2%	19.5%
Number tested	204		103	242		83	209		81	245			105	244	
Special Education															
Proficiency	20.3%	25.5%	31.4%	11.3%	17.3%	27%	8.6%	18%	26.2%	14.6%	22.3%	26%	12.7%	21.9%	24.9%
Number tested	172	412		160	398		151	406		158	422		245	451	
Free and Reduced-Price Lunch															
Proficiency	41.7%	40.6%	42.2%	35.2%	35.2%	40.2%	30.9%	33.1%	39%	28.8%	33.9%	37.9%	24.8%	30%	36.6%
Number tested	444	1,088		480	1,233		489	1,243		524	1,277		749	1,297	

* Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.

CTSTR = Count too small to report

Failure Rate

2. Failure Rate	2013-14	2014-15	2015-16	2016-17	2017-18*
	3.18%	3.85%	3.29%	5.69%	7.59%

* Beginning in 2017-18 failure rate pertains to grades 7-8 students at Horizon Middle School East Campus.

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

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	1,555	1,455	1,532	1,606	1,601
2. Average Daily Membership (ADM)	1,555	1,567	1,643	1,719	1,721
3. Attendance Rate	93.8%	92.83%	93.24%	93.43%	93.02%
4. English Learners (EL)					
EL State Reimbursement	42	58	83	100	127
EL Students Served	59	73	109	122	159

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Grade 9	453	401	459	444	479
Grade 10	432	430	418	469	434
Grade 11	409	385	440	419	453
Grade 12	405	392	387	422	402
Total	1,699	1,608	1,704	1,754	1,768

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Moorhead High					
From Other Minnesota Districts	49	46	57	52	54
From Other States & Countries	72	84	96	96	86
From Non-public	7	3	3	10	5
Transfers Out of Moorhead High					
To Other Minnesota Districts	25	22	16	23	29
To Other States & Countries	25	24	34	55	114
To Non-public	0	0	2	4	6
Transfers Within the Moorhead District					47
From Other District Schools		7	25	139	N/A
To Other District Schools		53	69	70	N/A

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	393	387	458	489	536
Reduced	69	89	86	86	94
Percentage of Students Free & Reduced	29.2%	30%	32%	33.1%	35.9%
8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian	45	75	83	37	34
	2.73%	4.5%	4.71%	1.99%	1.84%
Asian	35	39	30	20	21
	2.12%	2.3%	1.7%	1.07%	1.14%
Black	73	118	157	156	189
	4.42%	7%	8.91%	8.42%	10.24%
Hispanic	99	107	125	138	144
	6%	6.3%	7.09%	7.45%	7.80%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White	1,398	1,346	1,368	1,387	1387
	84.73%	79.9%	77.6%	74.89%	75.18%
Two or More Races				114	114
				6.15%	6.18%
Percent Minority	15.27%	20.1%	22.4%	24.83%	26.78%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Adangme	1	0	0	0	0
Albanian	7	8	12	11	10
American Sign Language	1	1	2	2	2
Arabic	26	25	35	42	50
Bosnian	7	6	6	7	4
Cambodian	0	1	1	0	1
Cebuano	1	1	0	0	1
Chinese	0	1	0	2	1
Dakota	0	0	0	1	1
English	1,492	1,497	1,519	1,541	1,516
English Creolized	1	5	4	5	5
Farsi	1	1	0	0	0

9. Home Language, continued	2013-14	2014-15	2015-16	2016-17	2017-18
Filipino, Philipino	0	0	0	0	1
Finnish	0	0	1	0	0
French	0	0	1	1	1
German	2	0	1	1	1
Italian	0	0	1	0	0
Kurdish	42	49	57	67	82
Norwegian	0	0	1	0	0
Nuer	0	0	1	0	0
Portuguese	0	0	0	1	1
Russian	2	1	2	2	0
Rwanda	0	0	0	0	1
Samoan	1	1	1	0	0
Somali	15	39	57	70	90
Spanish	45	39	48	52	51
Swahili	0	0	2	11	12
Thai	0	0	1	1	0
Vietnamese	8	8	9	10	14

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	143	156	168	184	165
Low Incidence	77	69	68	66	59
Total Disabilities Served	220	225	236	250	224
Percentage of Students with Disabilities	12.95%	13.93%	14.36%	13.67%	12.14%

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 10	54.8%	52.5%	60.1%	59.9%	57.7%	57%	59.1%	58%	58.9%	63.1%	61.3%	60.3%	62.2%	62.2%	59.7%
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 11	48%	46.4%	50.6%	51.7%	48.1%	48.7%	50.8%	47.5%	47.1%	50.5%	47.7%	48.3%	57.9%	57.6%	47.7%

Subgroup Proficiency and Number of Students Tested

	MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	CTSTR	36%	CTSTR	40%	33.7%	CTSTR	CTSTR	35.5%	CTSTR	CTSTR	38.7%	CTSTR	CTSTR	38.7%
Number tested	CTSTR	CTSTR		CTSTR	10		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
Asian															
Proficiency	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	48.3%	CTSTR	CTSTR	54.3%	CTSTR	CTSTR	55.3%	CTSTR	CTSTR	58.3%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
Black / African American															
Proficiency	27.3%	33.3%	31.1%	CTSTR	CTSTR	27.8%	10.7%	10.7%	28.8%	32.4%	31.4%	31%	24.2%	24.2%	30.7%
Number tested	11	12		CTSTR	CTSTR		28	28		34	35		33	33	
Hispanic / Latino															
Proficiency	36.8%	26.9%	36.3%	41.2%	37%	33.5%	30.8%	25.7%	36.9%	45.2%	40%	37%	33.3%	33.3%	37.4%
Number tested	19	26		17	27		26	35		31	40		36	36	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	37.5%	CTSTR	CTSTR	50%	CTSTR	CTSTR	41%	CTSTR	CTSTR	52.8%	CTSTR	CTSTR	53.8%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	58.6%	57.6%	66.7%	61.7%	60.6%	64.2%	65.8%	65.8%	65.8%	69.3%	68.3%	67.8%	71.3%	71.3%	66.8%
Number tested	304	311		337	345		298	304		329	338		307	307	
Two or More Races															
Proficiency	47.8%	42.3%	50.2%	72%	66.7%	49.1%	65.4%	65.4%	51%	53.1%	50%	52.2%	50%	50%	60.7%
Number tested	23	26		25	27		26	26		32	34		20	20	
English Learners															
Proficiency	CTSTR	0%	6.9%	0%	0%	4.7%	0%	0.0%	6.1%	0%	0%	5.8%	5.1%	5.1%	6.1%
Number tested	CTSTR	11		14	15		19	20		29	31		39	39	

CTSTR = Count too small to report

Student Group Proficiency, continued

	MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Special Education															
Proficiency	21.1%	20.5%	22.2%	24.4%	21.7%	18.3%	25.5%	24%	19.9%	10.9%	10%	21.3%	21.9%	21.9%	21.6%
Number tested	38	39		41	46		47	50		46	50		41	41	
Free and Reduced-Price Lunch															
Proficiency	33%	29.8%	39.8%	42.4%	39.5%	35.7%	38.3%	36.4%	38.4%	42.9%	40.9%	39.3%	31.2%	31.2%	39.6%
Number tested	109	124		125	147		128	140		140	159		144	144	

	MCA-III														
	2013-14			2014-15			2015-16			2016-17			2016-17		
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	CTSTR	23.3%	CTSTR	CTSTR	21.6%	CTSTR	CTSTR	19.7%	CTSTR	CTSTR	21.2%	CTSTR	CTSTR	21.6%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
Asian															
Proficiency	CTSTR	CTSTR	47.9%	CTSTR	CTSTR	47.3%	CTSTR	CTSTR	47.4%	CTSTR	CTSTR	52%	CTSTR	CTSTR	49.6%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
Black / African American															
Proficiency	0%	0%	18.8%	0%	0%	17.3%	8.3%	6.7%	17.6%	5.3%	5.3%	18%	18.5%	18.5%	18.1%
Number tested	10	10		15	19		12	15		38	38		27	27	
Hispanic / Latino															
Proficiency	18.8%	16.7%	25.9%	17.6%	15.4%	23.8%	42.9%	23.1%	22.6%	37.5%	31%	24.3%	26.1%	26.1%	23.1%
Number tested	16	24		17	26		14	26		24	29		23	23	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	20%	CTSTR	CTSTR	21.1%	CTSTR	CTSTR	35.1%	CTSTR	CTSTR	30.8%	CTSTR	CTSTR	24.2%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	52.4%	51.5%	57.1%	57.3%	55.2%	55.2%	51.8%	50.3%	53.5%	57.1%	54.8%	54.9%	65.9%	65.5%	54.8%
Number tested	296	303		300	315		338	350		280	294		311	313	
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%	40%	40%	36.7%
Number tested	23	25		19	23		23	25		25	27		25	25	

CTSTR=Count too small to report

Student Group Proficiency, continued

	MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English Learners															
Proficiency	0%	0%	9.4%	CTSTR	0%	7.2%	6.3%	5.6%	4.1%	0%	0%	5.8%	3.8%	3.8%	3.7%
Number tested	10	10		CTSTR	12		16	18		21	21		26	26	
Special Education															
Proficiency	8.3%	7.7%	12.2%	6.3%	5.6%	10.6%	12.2%	11.6%	9.6%	7%	6.4%	10.1%	5%	5%	10.1%
Number tested	36	39		32	36		41	43		43	47		40	40	
Free and Reduced-Price Lunch															
Proficiency	21.5%	19.8%	28.3%	24.7%	20.3%	27%	28.7%	23.3%	24.8%	33.9%	30.4%	26.1%	29.1%	28.9%	24.8%
Number tested	79	91		93	118		108	133		121	135		120	121	

CTSTR = Count too small to report

Failure Rate

2. Failure Rate	2013-14	2014-15	2015-16	2016-17	2017-18
	4.7%	4.8%	5.67%	5.01%	6.26%

Concurrent Enrollment

3. Number of Students Participating	2013-14	2014-15	2015-16	2016-17	2017-18
College Algebra			68	107	78
College Functions and Trigonometry				30	18
College Writing				28	61

Postsecondary Enrollment Options

4. Postsecondary Enrollment Options	2013-14	2014-15	2015-16	2016-17	2017-18
Accounting	1		6	6	0
American Sign Language				5	6
Anthropology	6	3	10	8	4
Art	4		1	8	5
Astronomy	1	4		5	2

MOORHEAD HIGH SCHOOL

ACHIEVEMENT DATA

4. Postsecondary Enrollment Options	2013-14	2014-15	2015-16	2016-17	2017-18
Biology	10	11	13	9	12
Business	2	1		6	2
Chemistry	8	11	13	23	8
Chinese	2	1	2	0	1
Communications	8	14	8	18	15
Culinary Studies				4	0
Economics	12	12	19	18	24
Computer/Electronics	4	8	3	15	1
Engineering		5		0	0
English	36	32	35	46	20
Film Studies				6	8
French	3		2	3	1
German				1	0
Health	6	3	3	10	7
History	9	8	16	28	19
Humanities	1		2	2	21
Italian	1			0	0
Japanese				2	1
Latin				1	0
Law		3	5	7	3
Mathematics	23	29	25	34	19
Mechanics/Engineering	12	9	2	0	0
Medical Terminology				1	0
Music		4	8	5	4
Nursing	1	1	6	0	0
Philosophy	4	1	6	5	0
Physical Education				1	0
Politics	15	10	14	15	4
Psychology	26	22	23	26	20
Religion/Culture			7	1	0
Science	2	3	7	8	4
Sociology	10		15	14	4
Spanish	3		4	9	7
Women's Studies	4			3	0
Number of Students Participating			45	70	54
Number of Courses Attempted	208	192	255	353	222

Advanced Placement (AP) Examinations Participation and Results

5. Advanced Placement (AP) Examinations	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students Tested	384	359	339	389	333
Number of Tests Taken	646	590	553	534	463
Percentage Scoring 3, 4 or 5	53.9%	61.6%	54.6%	52.2%	58%
Number of Tests Taken by Subject					
Biology	34	15	20	26	0
Calculus AB	26	19	8	62	33
Calculus BC	0	7	16	5	5
Calculus BC: AB Subscore	0	7	16	5	32
Chemistry	23	16	18	12	17
Comparative Government and Politics	18	7	8	13	0
English Language and Composition	78	58	75	41	45
English Literature and Composition	58	59	53	40	16
European History	54	162	57	63	93
Human Geography	98	72	77	141	83
Macroeconomics	30	8	19	12	7
Microeconomics	33	41	25	0	3
Physics	0	13	0	0	0
Psychology	39	59	35	57	31
Statistics	53	45	61	0	0
United States Government and Politics	28	9	18	8	13
United States History	107	0	63	54	63

ACT

Graduating Class of															
	2014			2015			2016			2017			2018		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English	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	22.6	22.6	23.0	22.5	22.4	22.8	20.9	20.6	21.2	21.5	21.2	21.5			
Reading	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	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	22.6	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	251			268			362			389					
Percent Participation	61.4%			60.3%			96%			92.3%					

Percent of Students Meeting College Readiness Benchmarks

7. Percent of Students Meeting College Readiness Benchmarks		2014	2015	2016	2017	2018
English	Moorhead High	75%	70%	59%	58%	
	State	77%	74%	61%	63%	
	National	64%	64%	61%	61%	
Mathematics	Moorhead High	58%	56%	47%	49%	
	State	61%	58%	46%	48%	
	National	43%	42%	41%	41%	
Reading	Moorhead High	57%	53%	47%	47%	
	State	56%	57%	45%	50%	
	National	44%	46%	44%	47%	
Science	Moorhead High	55%	46%	40%	40%	
	State	53%	53%	40%	42%	
	National	37%	38%	36%	37%	
Meeting all 4	Moorhead High	38%	34%	31%	29%	
	State	39%	39%	29%	31%	
	National	26%	28%	26%	27%	

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

Graduation Rate from School Report Card															
	2013-14			2014-15			2015-16			2016-17			2017-18		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Four-Year Graduation Rate	86.2%	80%	81.4%	82.7%	77.4%	82.1%	80.3%	74.6%	82.5%	88.3%	80.5%	82.7%			
Five-Year Graduation Rate	88.7%	81.9%	83.6%	87.9%	82%	84.4%	86.1%	81.2%	85.1%	83.6%	78.1%	85.5%			
Six-Year Graduation Rate	85.8%	77.8%	83.3%	88.5%	82.5%	85%	88.9%	83%	85.9%	85.7%	82.2%	86.4%			
Seven-Year Graduation Rate	83.8%	79.3%	83.4%	86.1%	77.8%	84.4%	88.5%	83%	86.1%	89.2%	82.9%	87%			



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

Director of Alternative Education:
Deb Pender

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	46	87	85	57	78
2. Average Daily Membership (ADM)	61	123	120	76	109
3. Attendance Rate	75.32%	70.74%	70.9%	75%	71.55%
4. English Learners (EL)					
EL State Reimbursement	7	12	28	27	9
EL Students Served	19	29	39	36	17

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Grade 7					3
Grade 8					5
Grade 9	3	3	8	6	6
Grade 10	18	23	13	16	27
Grade 11	20	28	19	26	28
Grade 12	41	43	36	51	63
Total	86	109	79	99	132

RED RIVER AREA LEARNING CENTER

DEMOGRAPHIC DATA

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Red River ALC					
From Other Minnesota Districts	15	14	23	53	28
From Other States & Countries	22	15	6	15	12
From Non-public	1	0	0	3	5
Transfers Out of Red River ALC					
To Other Minnesota Districts	18	11	12	27	17
To Other States & Countries	11	10	20	18	39
To Non-public	1	1	2	5	3
Transfers Within the Moorhead District					84
From Other District Schools		86	96	86	<i>N/A</i>
To Other District Schools		26	72	199	<i>N/A</i>

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	57	79	60	66	75
Reduced	3	2	4	3	3
Percentage of Students Free & Reduced	69.8%	72.3%	75.3%	67.6%	63.4%

8. Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian	23	47	58	33	33
	11.11%	10.4%	12.34%	9.19%	11.78%
Asian	2	5	7	0	2
	0.97%	1.1%	1.49%	0%	0.07%
Black	25	60	77	50	28
	12.08%	13.2%	16.38%	13.92%	0.10%
Hispanic	58	95	95	67	58
	28.02%	21%	20.21%	18.66%	20.70%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White	99	246	233	183	122
	47.83%	54.3%	49.57%	50.97%	43.57%
Two or More Races				26	37
				7.24%	13.2%
Percent Minority	52.17%	45.7%	50.43%	48.46%	55.35%

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Albanian	6	5	3	3	6
American Sign Language	1	0	0	0	0
Arabic	19	25	13	7	5
Bosnian	3	2	4	1	1
Chinese	0	0	0	0	1
Dakota	0	1	1	0	0
English	317	322	335	281	216
English Creolized	0	0	2	0	2
Farsi	1	1	1	1	0
French	0	0	2	0	0
Kurdish	23	19	20	13	5
Nepali	1	0	0	0	0
Russian	1	0	0	0	0
Samoan	0	0	1	1	0
Somali	3	23	43	29	7
Spanish	55	54	44	33	25
Swahili	0	0	0	1	0
Vietnamese	0	1	1	0	1

10. Special Education Status	Dec. 2013	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017
Mild	49	52	43	54	37
Low Incidence	6	3	2	4	5
<i>Total Disabilities Served</i>	55	55	45	58	42
<i>Percentage of Students with Disabilities</i>	63.95%	50.46%	56.96%	58.59%	31.82%

Minnesota Comprehensive Assessments (MCA)

Proficiency

	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	CTSTR	56.5%	55.8%	16.7%	58.8%	56%	18.2%	58.8%	57%	CTSTR	53.9%	58.7%	N/A	57.8%	58.9%
Grade 10	10%	52.5%	60.1%	23.1%	57.7%	57%	31.3%	58%	58.9%	29.2%	61.3%	60.3%	N/A	62.2%	59.7%
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	CTSTR	66.9%	59.7%	5.9%	57.4%	57.8%	4.5%	54.9%	58%	CTSTR	57.3%	58%	N/A	57.2%	57.7%
Grade 11	11.8%	46.4%	50.6%	9.1%	48.1%	48.7%	3.4%	47.5%	47.1%	4.2%	47.7%	48.3%	CTSTR	57.9%	47.7%

CTSTR=Count too small to report

Student Group Proficiency and Number of Students Tested

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	19.7%	33.2%	16.7%	32.1%	34.3%	CTSTR	26%	34.7%	CTSTR	22%	34.8%	CTSTR	28.2%	35.9%
Number tested	CTSTR	76		12	81		CTSTR	73		CTSTR	82		CTSTR	78	
Asian / Pacific Islander															
Proficiency	CTSTR	58.6%	50.2%	CTSTR	65.5%	51.9%	CTSTR	60%	53.7%	CTSTR	50%	53.1%	CTSTR	48.6%	55.2%
Number tested	CTSTR	29		CTSTR	29		CTSTR	35		CTSTR	36		CTSTR	33	
Black / African American															
Proficiency	CTSTR	28.1%	31.6%	CTSTR	24.6%	32%	CTSTR	20.7%	32.8%	CTSTR	27.7%	33.3%	CTSTR	29.1%	34.6%
Number tested	CTSTR	89		CTSTR	142		CTSTR	198		CTSTR	253		CTSTR	251	
Hispanic / Latino															
Proficiency	0%	31.3%	35.6%	18.2%	34.8%	36.5%	12.5%	34.9%	37.7%	CTSTR	34.2%	37.9%	CTSTR	30.7%	38.9%
Number tested	12	240		22	247		24	252		CTSTR	260		CTSTR	251	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	50%	CTSTR	CTSTR	48.2%	CTSTR	CTSTR	47.5%	CTSTR	CTSTR	52.3%	CTSTR	CTSTR	51.7%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	9.1%	63.2%	66.9%	16.7%	64.6%	67.6%	33.3%	63.5%	67.9%	CTSTR	63.3%	68.8%	N/A	61%	68.6%
Number tested	11	2,193		24	2,304		24	2,329		CTSTR	2,441		N/A	2,445	
Two or More Races															
Proficiency	CTSTR	50%	52.7%	CTSTR	55.1%	54.5%	CTSTR	56.9%	55.2%	CTSTR	52.4%	55.5%	CTSTR	52.4%	56.2%
Number tested	CTSTR	196		CTSTR	205		CTSTR	202		CTSTR	225		CTSTR	210	

CTSTR=Count too small to report

Student Group Proficiency, continued

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
English Learners															
Proficiency	CTSTR	11.6%	16.4%	CTSTR	11.4%	16.8%	CTSTR	9.2%	16%	CTSTR	7.1%	13.7%	CTSTR	6.6%	14%
Number tested	CTSTR	189		CTSTR	228		CTSTR	206		CTSTR	241		CTSTR	258	
Special Education															
Proficiency	CTSTR	21.9%	28.1%	0%	22%	25.8%	7.7%	23.6%	26.1%	CTSTR	21.7%	26.2%	CTSTR	22.7%	26.2%
Number tested	CTSTR	406		11	405		13	411		CTSTR	423		CTSTR	454	
Free and Reduced-Price Lunch															
Proficiency	4.3%	38.9%	39.5%	15.8%	40.1%	39.8%	13.7%	38.6%	40.2%	22.7%	36.5%	40.2%	N/A	35.9%	40.8%
Number tested	23	1,121		57	1,246		51	1,249		22	1,293		N/A	1,327	

	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
American Indian / Alaska Native															
Proficiency	CTSTR	26.4%	32.5%	CTSTR	28.4%	31.5%	CTSTR	25.7%	30.8%	CTSTR	22.5%	29.7%	CTSTR	27.3%	29.3%
Number tested	CTSTR	72		CTSTR	74		CTSTR	70		CTSTR	80		CTSTR	77	
Asian															
Proficiency	CTSTR	75.8%	59%	CTSTR	71.4%	58%	CTSTR	70.3%	57.2%	CTSTR	72.2%	57%	CTSTR	60.6%	56.5%
Number tested	CTSTR	33		CTSTR	28		CTSTR	37		CTSTR	36		CTSTR	33	
Black / African American															
Proficiency	CTSTR	26.5%	32%	CTSTR	19.7%	30%	CTSTR	18.7%	29%	CTSTR	21.6%	28.3%	CTSTR	19.8%	28.5%
Number tested	CTSTR	102		CTSTR	157		CTSTR	187		CTSTR	264		CTSTR	243	
Hispanic / Latino															
Proficiency	8.3%	33.5%	38.4%	4.8%	28.3%	37.1%	3.7%	26.1%	36.3%	CTSTR	30.7%	35.2%	N/A	27.6%	34.4%
Number tested	12	233		21	251		27	241		CTSTR	251		N/A	236	
Native Hawaiian / Pacific Islander															
Proficiency	CTSTR	CTSTR	45%	CTSTR	CTSTR	44.7%	CTSTR	CTSTR	44.2%	CTSTR	CTSTR	46.2%	CTSTR	CTSTR	42.5%
Number tested	CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR		CTSTR	CTSTR	
White															
Proficiency	8.3%	65.8%	68.9%	8.6%	62.7%	68.3%	3.3%	61.6%	68.1%	7.1%	60%	67.6%	CTSTR	56.8%	66.7%
Number tested	12	2,192		35	2,283		30	2,375		14	2,402		CTSTR	2,446	

CTSTR = Count too small to report

Student Group Proficiency, continued

Mathematics MCA-III															
	2013-14			2014-15			2015-16			2016-17			2017-18		
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Two or More Races															
Proficiency	CTSTR	50.5%	54.9%	CTSTR	48.8%	53.9%	20%	43.6%	52.7%	CTSTR	45.5%	51.9%	CTSTR	41.6%	50.1%
Number tested	CTSTR	194		CTSTR	201		10	202		CTSTR	220		CTSTR	214	
English Learners															
Proficiency	CTSTR	17.6%	27.3%	8.3%	14%	24.8%	CTSTR	11%	22.5%	CTSTR	14.7%	20%	CTSTR	10.2%	19.5%
Number tested	CTSTR	204		12	242		CTSTR	209		CTSTR	245		CTSTR	244	
Special Education															
Proficiency	CTSTR	25.5%	31.4%	CTSTR	17.3%	27%	0%	18%	26.2%	CTSTR	22.3%	26%	CTSTR	21.9%	24.9%
Number tested	CTSTR	412		CTSTR	398		12	406		CTSTR	422		CTSTR	451	
Free and Reduced-Price Lunch															
Proficiency	4.5%	40.6%	42.2%	3.2%	35.2%	40.2%	4.7%	33.1%	39%	0%	33.9%	37.9%	CTSTR	30%	36.6%
Number tested	22	1,088		63	1,233		64	1,243		17	1,277		CTSTR	1,297	

CTSTR = Count too small to report

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

Graduation Rate from School Report Card															
	2013-14			2014-15			2015-16			2016-17			2017-18		
	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Four-Year Graduation Rate	16.2%	80%	81.4%	27.9%	77.4%	82.1%	26.1%	74.6%	82.5%	31.3%	80.5%	82.7%			
Five-Year Graduation Rate	28.6%	81.9%	83.6%	23.7%	82.0%	84.4%	40.4%	81.2%	85.1%	32.6%	78.1%	85.5%			
Six-Year Graduation Rate	23.1%	77.8%	83.3%	32.6%	82.5%	85%	24.3%	83%	85.9%	50%	82.2%	86.4%			
Seven-Year Graduation Rate	38.6%	79.3%	83.4%	22.6%	77.8%	84.4%	37%	83%	86.1%	23.1%	82.9%	87%			



Moorhead Area Public Schools
Independent School District 152

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

2017-18 School Board

Scott Steffe, Chair • Cassidy Bjorklund, Vice Chair
Matt Valan, Clerk • Melissa Burgard, Treasurer
Mark Altenburg, Director • Kara Gloe, Director • Bill Tomhave, Director

2017-18 Administration

Dr. Lynne A. Kovash
Superintendent, 2017

Brandon Lunak
Superintendent, 2018

Missy Eidsness
Assistant Superintendent of Learning and Accountability