

# *Honoring the Past* **Shaping the Future**



## **World's Best Workforce 2014-15 Annual Report on Curriculum, Instruction and Student Achievement**

**Moorhead Area Public Schools  
Independent School District 152**

# Welcome to the World's Best Workforce 2014-15 Annual Report on Curriculum, Instruction and Student Achievement

## Honoring the Past and Shaping the Future

During the 2014-15 school year, we worked together to provide the best educational opportunities for our students in Moorhead Area Public Schools.



We experienced student growth and academic growth. While standardized tests may change or learning targets may change we remained focused on our mission of maximizing the full potential of every learner to thrive in a changing world.

As we worked to assure that Moorhead students are college, career and life ready, we designated achievement goals based on the data points from the Minnesota Comprehensive Assessments and graduation rate. We also are focused on providing our

students with the 21st century skills of communication, collaboration, critical thinking and creativity they will need for their future.

The district improvement goals and progress can be found on Pages 8-9, while each school's student achievement goals and progress, strategies to support teachers and students, and some examples of excellence are outlined on Pages 10-23.

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

Our instructional and operational plans all tie together to focus on growth. Growth can be viewed in many ways, from the academic growth to the growth we see in each student as he or she progresses through our system. At each transition we look for the 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. We honor the work that has been done in the past, and we look forward to shaping the future of our district together.

Sincerely,

Dr. Lynne A. Kovash  
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.

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

شعركم تو به ئینگیز، ئوزاڧى، غىنىڭى، ئو تەتقىقەت ھەرىكەت بە زامان خۇ، ھېتىم تە ئىزىنا ئى تەمىن كىمە: 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 2014-15 strategic priorities were to:

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

World's Best Workforce is focused on the goals of

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

For each of the five areas for World's Best Workforce is the district or school improvement goal addressing that area and strategies used to address the goal. Progress related to these goals can be found on Pages 8-9.



After studying a social issue in the community or world, eighth-grade students at Horizon Middle School share their social justice projects to educate others about their issues.

### School Readiness

*Goal:* By fall 2015 increase the percentage of students in kindergarten meeting the literacy benchmarks on AIMSweb from 52% to 60% on the Letter Sound subtest.

- Expansion of school readiness programming (Jump Start Preschool) continued.
- Students in School Readiness program are assessed using academic and

behavioral benchmarking.

- Provided three literacy professional development opportunities for district and community school readiness providers.

### Read Well by Grade 3

*Goal:* For the 2015 MCA-III, increase the district reading proficiency to exceed the state average by 1% (2014: 57% District, 59% State).

- Implemented a literacy framework, professional development pathways and materials in fall 2014.
- District focus on writing every day for every student.
- Use variety of measurements to report literacy progress to parents and students throughout the year.

### Reduce Achievement Gap

*Goal:* During the 2014-15 school year, all district staff will work to reduce the academic achievement gap among all racial and ethnic groups of students, those receiving special education and those living in poverty by 4% on the Minnesota Comprehensive Assessments.

- Implemented new English language acquisition curriculum for grades 6-12 and implemented the WIDA model for language acquisition for elementary.
- Introduced the AVID philosophy of increasing opportunities and expectations for all students.
- Completed two Learning Walks at each school to reflect on the district implementation of Sheltered

Continued on next page

# World's Best Workforce Progress Report

Instruction Observation Protocol (SIOP), a structure for lesson planning.

- Provided support for teachers on differentiation strategies and used data meetings to determine interventions.

## **Graduation**

*Goal:* By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.

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

## **College, Career and Life Readiness**

*Goal:* By spring 2015 increase the percentage of students who are college, career and life ready by 3% at each level on the EXPLORE and PLAN assessments.

- Balance content instruction with an emphasis on the the 4C's of communication, collaboration, critical thinking and creativity.
- Implemented schoolwide strategies for student support, called AVID, to provide focus on college, career and life readiness.
- Moorhead High School counseling department introduced Naviance for grade 9 to assist in annual college, career and life planning.
- Moorhead High School registration and planning book was revised to include significant career and college planning information.

## **Examples of Excellence**

- In 2014-15, Moorhead High School students earned more than \$1.65 million in scholarships.
- Moorhead High School golfer Dane Sethre-Hofstad became Moorhead's second boys golf Class 3A state champion in 2015.
- Robert Asp Elementary School was designated a 2014 Reward School based on Minnesota's Multiple Measurement Rating.
- The Moorhead High School wrestling team placed fifth in the 2015 Class 3A state team tournament for the third year in a row.
- Kari Yates, program manager for literacy and English learners, wrote the book "Simple Starts; Making the Move to a Reader-Centered Classroom," published by Heinemann, with strategies for helping teachers manage and structure a reader-focused classroom where students develop a love of reading.
- Moorhead High School SkillsUSA Small Engines team member Andrew Hermann placed first in the state to advance to the national competition where he placed second in power equipment.
- Moorhead School Board member Dr. Bill Tomhave was named to the 2015 All-State School Board, the Minnesota School Boards Association's most prestigious award.
- The district's public website received a Star Award for Electronic Media from Minnesota School Public Relations Association.
- The Moorhead High School speech team earned its 21st consecutive Section 8AA title and advanced a record 29 speakers to state. Nine speakers advanced to the 2015 national tournament where Jessica Anderson placed ninth nationally.
- Mario Valdez, a paraprofessional at Moorhead High School, received the Enderle Severson Transition Rating (ESTR) Award.
- Five Moorhead Destination Imagination teams advanced to the 2015 Global Finals.
- Sixth-grade Math Masters teams placed second, fourth and sixth, and fifth-grade Math Masters teams placed first, second, fifth and eleventh in the 2015 regional tournaments.
- Moorhead High's 2014 fall musical "Chicago" was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- In 2014-15, Moorhead High music ensembles earned superior ratings, and students were selected for All-State Choir and Orchestra, MNSOTA Middle Level Honor Orchestra and MBDA Honor Band.
- In 2014-15, individual Moorhead High athletes qualified for state in cross country, swimming and diving, gymnastics, track and girls golf.



# 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.

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 legisla-

tion 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.

## 2014-15 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Mark Altenburg, 2016 <i>Rep: School Board</i>	Josh Haag, 2015 <i>Rep: Principal</i>	Chizuko Shastri, 2015 <i>Rep: Community Diversity</i>
Leigh Dornfeld, 2016 <i>Rep: Gifted and Talented</i>	Dana Haagenson, 2015 <i>Rep: Ellen Hopkins Parent</i>	Teresa Shume, 2015 <i>Rep: Higher Education</i>
Missy Eidsness, 2016 <i>Rep: Administration</i>	Karen Jacowitz, 2015 <i>Rep: Moorhead High Parent</i>	Bill Tomhave, 2016 <i>Rep: Higher Education</i>
Mary Flesberg, 2016 <i>Rep: Secondary Teacher</i>	Carol Ladwig, 2016 <i>Rep: Senior Citizens</i>	Matt Valan, 2015 <i>Rep: School Board</i>
Chris Floberg, 2016 <i>Rep: Ellen Hopkins Parent</i>	Nichole Paulsen, 2016 <i>Rep: S.G. Reinertsen Parent</i>	Julie Wellnitz, 2015 <i>Rep: Media Specialists</i>
Pam Gibb, Secretary, 2016 <i>Rep: District Communications</i>	Donna Norquay, 2015 <i>Rep: Community Diversity</i>	John Wirries, Chair, 2016 <i>Rep: Horizon Parent</i>
Briana Gruenberg, 2015 <i>Rep: Senior Class</i>	Akira Shastri, 2015 <i>Rep: Senior Class</i>	

## Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2014-15 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

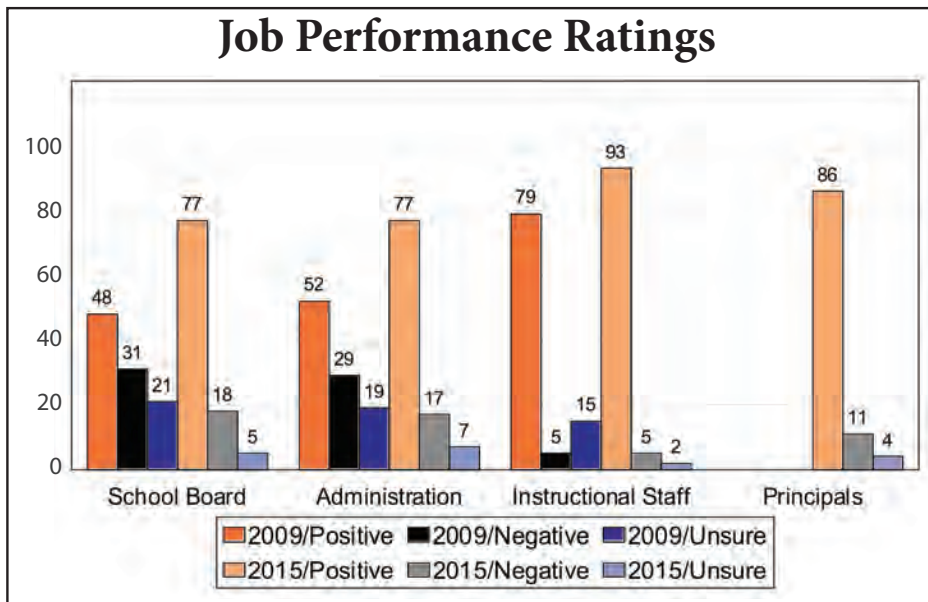
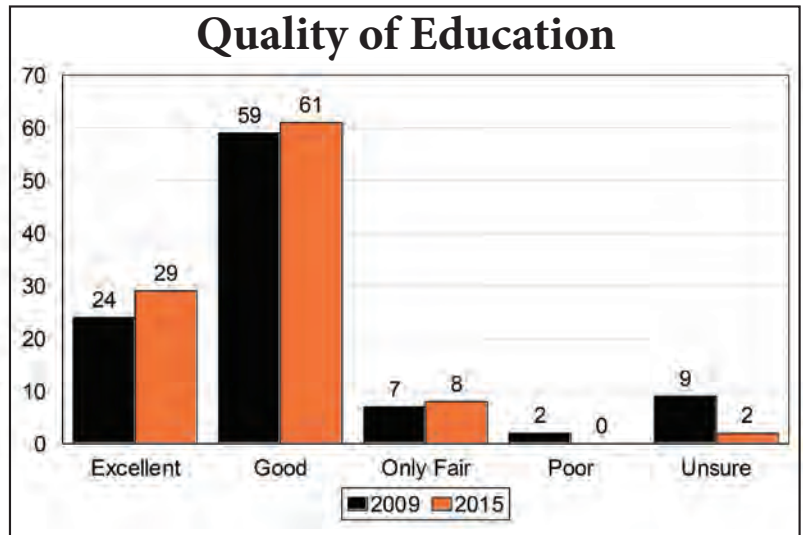
- Reviewed curriculum and instruction implications of the district's strategic priorities and World's Best Workforce goals through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals and changes to testing.
- Reviewed implications of the No Child Left Behind waiver requirements 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 review of elementary reading and secondary language arts adoptions.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title), special education and Indian Education.
- Reviewed the Moorhead High School planning and registration guide, including curricular additions.
- Reviewed the implementation of the gifted and talented programming.
- Reviewed early learning programs.
- Reviewed task force updates (facilities, technology integration and middle school).
- Discussed implementation of AVID, Advancement Via Individual Determination.
- Reviewed community-based concerns related to instruction and curriculum.

# Community Survey Results

## Moorhead Schools rated well

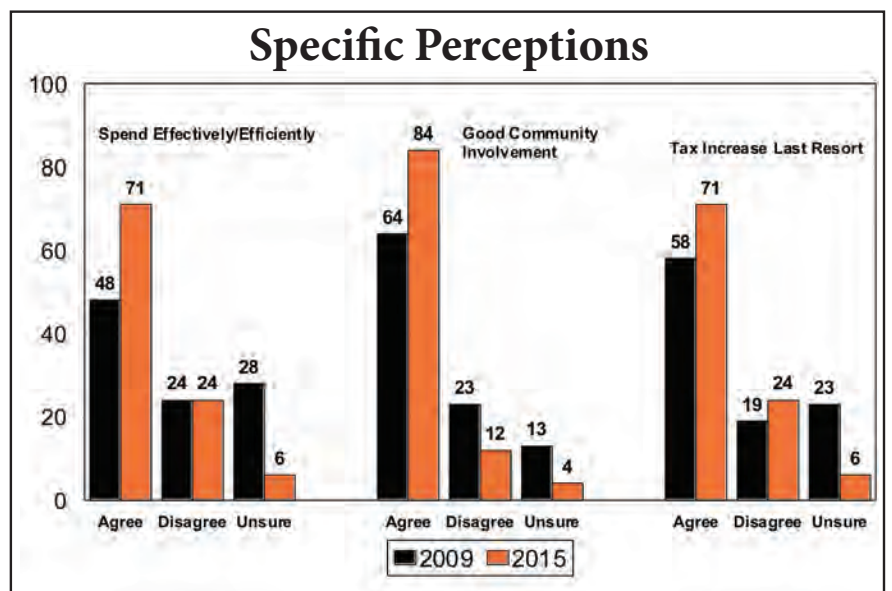
A majority of residents of Moorhead Area Public Schools believe the schools provide a quality education (90 percent) and trust the district to do what is right (88 percent), according to results of the district's 2015 community survey.

The Morris Leatherman Company conducted a random sample survey of 400 district households in April and May with results projectable to all districts residents within +/- 5 percent in 95 out of 100 cases. The district's last survey was conducted in 2009.



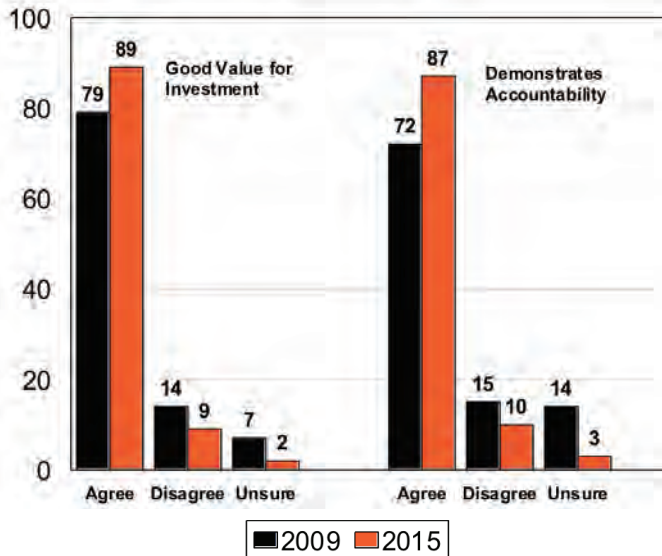
- Overall, 90 percent of respondents rated the quality of education in the district as excellent or good (above).
- 77 percent of respondents gave the School Board a positive job performance rating (left).
- 77 percent gave the district administration and superintendent a positive job performance (left).
- 93 percent gave the instructional staff a positive job performance (left).
- 86 percent gave the principals a positive job performance (left).

- 71 percent of the respondents agree the district spends effectively/efficiently (right).
- 84 percent of respondents agree the district has good community involvement (right).
- 71 percent of respondents agree the district uses a tax increase as a last resort (right).



# Community Survey Results

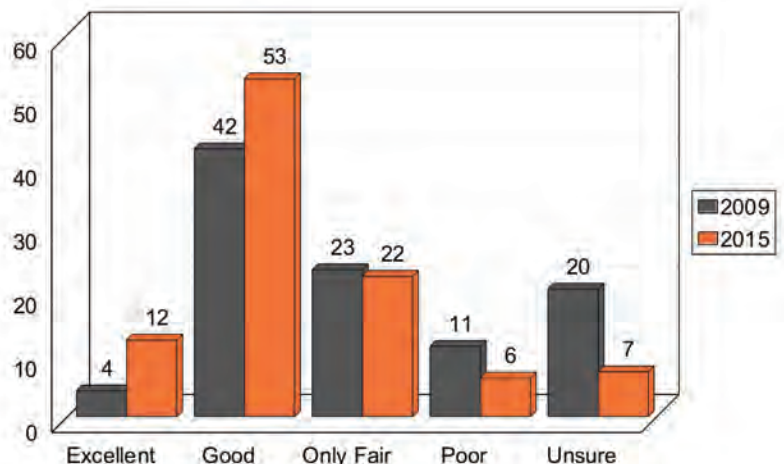
## More Specific Perceptions



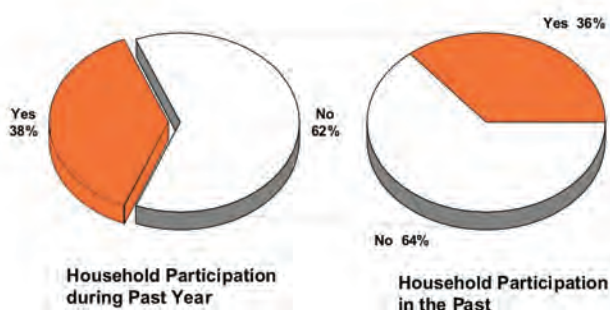
- 89 percent of respondents believe the district provides a good value for investment (right).
- 87 percent of respondents indicate the district demonstrates accountability (right).

- 65 percent of respondents rated the district's financial management as excellent or good (left).

## District Financial Management



## Community Education Program Participation



The district's Community Education programs, including adult enrichment courses, youth camps, Early Childhood Family Education and Adult Basic Education, continue to attract participants from across the community.

- 38 percent indicated use of a Community Education program in the past year with an additional 36 percent indicating household participation in the past.

# Moorhead Area Public Schools



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

**Superintendent: Dr. Lynne Kovash**  
**Assistant Superintendent: Brandon Lunak**  
**Director of School Improvement and**  
**Accountability: Missy Eidsness**

<b>Attendance Rate (2014-15)</b>	97.7%
<b>Graduation Rate (2014)</b>	79.9%

<b>Enrollment by Grade (October 2014)</b>	
• Early Intervention Services	216
• Kindergarten	503
• Grade 1	497
• Grade 2	513
• Grade 3	456
• Grade 4	436
• Grade 5	440
• Grade 6	435
• Grade 7	427
• Grade 8	441
• Grade 9	413
• Grade 10	461
• Grade 11	423
• Grade 12	444
• Total K-12 Enrollment	5,889

<b>Diversity of Student Population (2014-15)</b>	
• American Indian	4.4%
• Asian/Pacific Islander	1.7%
• Hispanic	8.0%
• Black	6.6%
• White	79.3%

<b>Percentage of Students Eligible for Free or Reduced-Price Lunch</b>	39.2%
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<b>Percentage of Students Receiving Learner Support Services (State-Reported Data)</b>	
Special Education ( <i>state-reported data includes students birth-age 21</i> )	17.4%
English Language Learners	6.2%

## District Improvement Goals for 2014-15

### Goal 1

By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.

#### Progress toward goal:

- Graduation rate increased from 76% to 79.9%.

### Goal 2

By fall 2015 increase the percentage of students in kindergarten meeting the literacy benchmarks on AIMSweb from 52% to 60% on the Letter Sound subtest.

#### Progress toward goal:

- On the fall 2015 FastBridge (replaced AIMSweb) letter sound frequency assessment, 45% of kindergartners were at or above benchmark.

### Goal 3

For the 2015 MCA-III, increase the district reading proficiency to exceed the state average by 1% (2014: 57% District, 59% State).

#### Progress toward goal:

- District reading proficiency increased from 57.3% in 2014 to 58.8% in 2015. State reading proficiency increased from 59.1% to 59.4% in 2015.

### Goal 4

For the 2015 MCA-III, increase the district mathematics proficiency to exceed the state average by 1% (2014: 59.8% District, 61.4% State).

#### Progress toward goal:

- District mathematics proficiency decreased from 59.8% in 2014 to 55.9% in 2015. State math proficiency decreased from 61.4% to 60.2% in 2015.

### Goal 5

By spring 2015 increase the percentage of students who are college, career and life ready by 3% at each level on the EXPLORE and PLAN assessments.

**Progress toward goal:** On the Grade 8 EXPLORE assessment, the percent of students at or above the college readiness benchmarks is:

- English: 62% in 2014 to 65% in 2015



# Moorhead Area Public Schools

- Mathematics: 53% in 2014 to 47% in 2015
- Reading: 39% in 2014 to 33% in 2015
- Science: 43% in 2014 to 43% in 2015

On the Grade 10 PLAN assessment, the percent of students at or above the college readiness benchmarks is:

- English: 70% in 2014 to 62% in 2015
- Mathematics: 44% in 2014 to 42% in 2015
- Reading: 45% in 2014 to 45% in 2015
- Science: 47% in 2014 to 36% in 2015

## Goal 6

During the 2014-15 school year, all district staff will work to reduce the academic achievement gap among all racial and ethnic groups of students, those receiving special education and those living in poverty by 4% on the Minnesota Comprehensive Assessments.

**Progress toward goal:** District subgroup proficiency was compared to state white subgroup proficiency to determine achievement gaps for 2014 and 2015. Students may be included in more than one subgroup.

Students may be included in more than one subgroup.

### Reading:

- American Indian: Gap **decreased** 11 percentage points.
- Black: Gap increased 5 percentage points.
- Hispanic: Gap **decreased** 2 percentage points.
- English learners: Gap increased 2 percentage points.
- Special education: Gap increased 1 percentage point.
- Free and reduced lunch: No change in the gap.

### Mathematics:

- American Indian: Gap **decreased** 3 percentage points.
- Black: Gap increased 3 percentage points.
- Hispanic: Gap increased 5 percentage points.
- English learners: Gap increased 3 percentage points.
- Special education: Gap increased 8 percentage points.
- Free and reduced lunch: Gap increased 5 percentage points.

## Strategies to support teachers and students in meeting 2014-15 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 4C's of communication, collaboration, critical thinking and creativity.

Safe, nurturing classroom environments:

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

Instruction:

- Implement the elementary literacy framework and use Benchmark with fidelity.
- Continue implementation of Sheltered Instruction Observation Protocol (SIOP), a structure for lesson planning.
- Continue implementation of AVID (Advancement Via Individual Determination) strategies.
- Use assessment results to determine instructional needs and provide feedback to students.

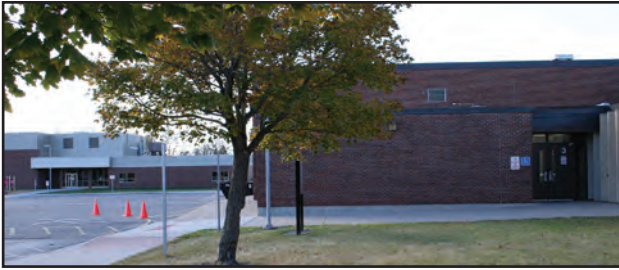
Professional responsibility:

- Provide research-based professional development.
- Implement teacher evaluation process.
- Support reflective teacher practice.



Fifth-grade students at S.G. Reinertsen Elementary School read their parts of the story while teacher Kate Rockstad observes the rehearsal for the readers theater, which is a regular part of the Benchmark reading curriculum.

# Probstfield Elementary School



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

**Principal: Robin Grooters**

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

**Attendance Rate (2014-15)** N/A

**Enrollment by Grade (October 2014)**

- Kindergarten 295
- Total 295

**Diversity of Student Population (2014-15)**

- American Indian 3.7%
- Asian/Pacific Islander .7%
- Hispanic 6.1%
- Black 9.2%
- White 80.3%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 44.2%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

- Special Education 14.6%
- English Language Learners 9.2%

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

## School Improvement Goals for 2014-15

### Goal 1

All kindergarten students will meet or exceed 60% in the established range in FNWS/BNWS (forward number word sequence and backward number word sequence).

**Progress toward goal:**

- 43% of kindergarten students were at risk in the fall (emergent level, meaning no understanding of quantity and numbers were simply words) which dropped to 16% at risk. This means 84% were predicted to meet or exceed the addition and subtraction standard for kindergarten students.

### Goal 2

All kindergarten students will be at or above 80% in the established range in Letter Sound Fluency as measured by AIMSweb assessment data, from 81.7% established in spring 2014.

**Progress toward goal:**

- Probstfield kindergartners in the proficient range increased from 44.5% in the fall to 62.7% in the spring.

### Goal 3

All kindergarten students will demonstrate an increase in behavior that communicates respect, responsibility and safety that will reflect a 10% reduction in major incidents from 256 in 2013-14 to 314 in 2014-15 (reflects an increase in student enrollment from 9 classrooms to 13 classrooms).

**Progress toward goal:**

- There were 459 major incident reports in the first year of PBIS as staff learned how to identify behaviors as major or minor in accordance to the rubric. Fifteen students had 67% of the incident reports.

# Probstfield Elementary School

## Strategies to support teachers and students in meeting 2014-15 goals:

- Academics are embedded through play, including interaction skills and problem solving.
- Support parents and students in making smooth transitions throughout the school day and school year
- Use Daily 5 – read to self, work on writing, read to someone, listen to reading and word work.
- Implement Benchmark reading.
- Integrate AddVantage Math Recovery (AVMR) strategies into mathematics instruction.
- Implement first year of Positive Behavioral Interventions and Supports under direction of the Probstfield PBIS committee.

## Examples of Excellence

- Probstfield Elementary decreased the number of students in the intensive category for Letter Sound Fluency from 40.4% in the fall to 7.8% in the spring benchmark. Those in the established range increased from 14.8% in the fall to 29.2% in the spring.
- Probstfield, Ellen Hopkins and Robert Asp kindergarten teachers partnered with other area kindergarten teachers to host the state kindergarten conference and bring in author Nancy Carlson to present to all Moorhead kindergarten students.

## School Improvement Goals for 2015-16

### Goal 1

75% of all kindergarten students will be at instructional text level B by the end of January 2016 as measured by text leveling.

### Goal 2

75% of all kindergarten students will be at an instructional level D by the end of the school year 2016.

### Goal 3

90% of all kindergarten students will be at an AVMR construct level one in addition (ASC) by the end of the school year.

### Goal 4

All kindergarten students will be uniquely recognized by the teacher monthly as measured by golden Spud tickets given out.

### Goal 5

All kindergarten students are positively recognized school wide as measured by bringing the filled golden bucket to the office for positive recognition.



Probstfield kindergarten students read the “I Like Me” stories they wrote in the style of Minnesota author Nancy Carlson to their classmates.



# Ellen Hopkins Elementary School



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

**Principal: Ryan LaDage**  
**Assistant Principal: Diana Johnson**

**Original Construction:** 1957-58  
**Most Recent Remodeling:** 2011  
**Square Footage:** 111,005

**Attendance Rate (2014-15)** 94.6%

**Enrollment by Grade (October 2014)**

• Kindergarten	112
• Grade 1	165
• Grade 2	157
• Grade 3	133
• Grade 4	127
• Grade 5	139
• Total	833

**Diversity of Student Population (2014-15)**

• American Indian	5.7%
• Asian/Pacific Islander	1.5%
• Hispanic	10.2%
• Black	9.5%
• White	73.1%

**Title I School Designation** Continuous Improvement  
*(Bottom 25% of Title I schools not designated as focus or priority schools)*

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 50.1%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education	16.9%
English Language Learners	7.3%

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

## School Improvement Goals for 2014-15

### Goal 1

Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in reading so their proficiency increases by 11% on the MCA-III assessments by May 2015 as follows: free/reduced lunch will increase from 40% to 58%.

**Progress toward goal:**

- 51.8% of grades 3-5 students were proficient in 2015 compared to 51.6% proficient in 2014.
- Students eligible for free/reduced price lunch were 36.5% proficient in 2015.
- The state average for white students proficient in reading was 67.5% and for Hopkins free/reduced students it was 36.5%. The achievement gap between free/reduced and non-free/reduced students increased 3 percentage points.

### Goal 2

Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in mathematics so their proficiency increases by 11% on the MCA assessments by May 2015 as follows: free/reduced lunch will increase from 35% to 55%.

**Progress toward goal:**

- 48.5% of grades 3-5 students were proficient in 2015 compared to 49.9% proficient in 2014.
- Students eligible for free/reduced price lunch were 31.6% proficient in 2015.
- The state average for white students proficient in math was 68.2% and for Hopkins free/reduced students it was 31.6%. The achievement gap between free/reduced and non-free/reduced students increased 2 percentage points.



# Ellen Hopkins Elementary School

## Strategies to support teachers and students in meeting 2014-15 goals:

- Focus on academic talk with the learning walks emphasizing questioning strategies and student conversation.
- On-going professional development focused on purposeful questioning in relation to critical thinking and comprehension strategies.
- Offer parent involvement events centered around academic strategies.
- Use AVMR assessment data and selecting instructional activities for differentiated instruction.
- Implement the Benchmark reading.
- Planning and collaboration on instructional strategies in mathematics and literacy were enhanced through grade level Professional Learning Communities (PLCs) time.

## Examples of Excellence for 2014-15

- Ellen Hopkins Elementary students and staff were recognized by the United Way of Cass-Clay with the Youth Living United Award. The students and staff at Ellen Hopkins Elementary showed their support for United Way and the community by participating in a school-wide penny war to raise more than \$2,000 for the United Way.
- The Ellen Hopkins Elementary team placed 11th out of 22 teams in the Grade 5 Regional Math Masters Tournament.
- An Ellen Hopkins Elementary School Destination Imagination team placed second in the fine arts challenge, Feary Tales, at the 2015 Moorhead Destination Imagination Regional Tournament and advanced to the state tournament.
- The district's Spanish Immersion Program at Hopkins Elementary expanded to three kindergarten sections in 2014-15.

## School Improvement Goals for 2015-16

### Goal 1

Ellen Hopkins Elementary School staff will reduce the achievement gap between students in grades 3–5 in overall reading achievement so that their proficiency will increase from 52% to 73% on the math MCA-III assessments by May 2016, and to achieve a proficiency of 66% for free and reduced lunch subgroup students.

### Goal 2

Ellen Hopkins Elementary School staff will reduce the achievement gap between students in grades 3–5 in overall mathematics achievement so that their proficiency will increase from 49% to 69% on the MCA-III assessments by May 2016, and to achieve a proficiency of 62% for free and reduced lunch subgroup students.



Fourth-grade students at Ellen Hopkins Elementary School present a check to the United Way after students, families and staff members raised \$2,000 through a penny war. Hopkins earned the United Way's 2015 Youth Living United award for its service efforts.

# Robert Asp Elementary School



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

**Principal: Chris Triggs**  
**Assistant Principal: Lynnelle Dirksen**

**Original Construction:** 1957-58  
**Most Recent Remodeling:** 2014  
**Square Footage:** 109,505

**Attendance Rate (2014-15)** 95.4%

**Enrollment by Grade (October 2014)**

• Kindergarten	96
• Grade 1	160
• Grade 2	177
• Grade 3	160
• Grade 4	136
• Grade 5	155
• Total	884

**Diversity of Student Population (2014-15)**

• American Indian	7.2%
• Asian/Pacific Islander	2.5%
• Hispanic	9.6%
• Black	6.7%
• White	74.0%

**Title I School Designation** None

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 45.3%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education	14.3%
English Language Learners	6.3%

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

## School Improvement Goals for 2014-15

### Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 66% to 73% on the 2015 MCA-III math assessment. Students eligible for free/reduced lunch will increase their math proficiency from 49.5% to 54.5%.

Progress toward goal:

- 62% of grades 3-5 students were proficient.
- Students eligible for free/reduced price lunch were 46.9% proficient.

### Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 60% to 66% on the 2015 MCA-III reading assessment. Students eligible for free/reduced lunch will increase their reading proficiency from 39.2% to 45%.

Progress toward goal:

- 60% of grades 3-5 students were proficient.
- Students eligible for free/reduced price lunch were 45% proficient.

### Goal 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction in major and minor incidents (521 incidents to 460 incidents).

Progress toward goal:

- Major and minor incidents increased from 521 incidents in 2013-14 to 584 incidents with 75% of these total incidents from 7% of the student population (repeat offenders with three or more incidents).

# Robert Asp Elementary School

## Strategies to support teachers and students in meeting 2014-15 goals:

- Use guided group approach to differentiate instruction in mathematics and literacy based on student need.
- Use curriculum maps and collaborative planning to ensure students have the same grade level experience.
- Implement Benchmark reading with an emphasis on tying writing to the reading units.
- Use common language for literacy school-wide.
- This year's PBIS focus taught students about bullying.
- Offer parent involvement events centered around academic strategies.

## Examples of Excellence for 2014-15

- Robert Asp Elementary School's students and staff achieved designation as a 2014 Reward School based on Minnesota's Multiple Measurement Rating. Reward Schools are the 15 percent highest-performing Title I schools in the state.
- Pam Kiser, first-grade teacher and early literacy support at Robert Asp Elementary School, was named the 2015 Moorhead Teacher of the Year.
- The Robert Asp Elementary team placed first out of 22 teams in the Grade 5 Regional Math Masters Tournament.

## School Improvement Goals for 2015-16

### Goal 1

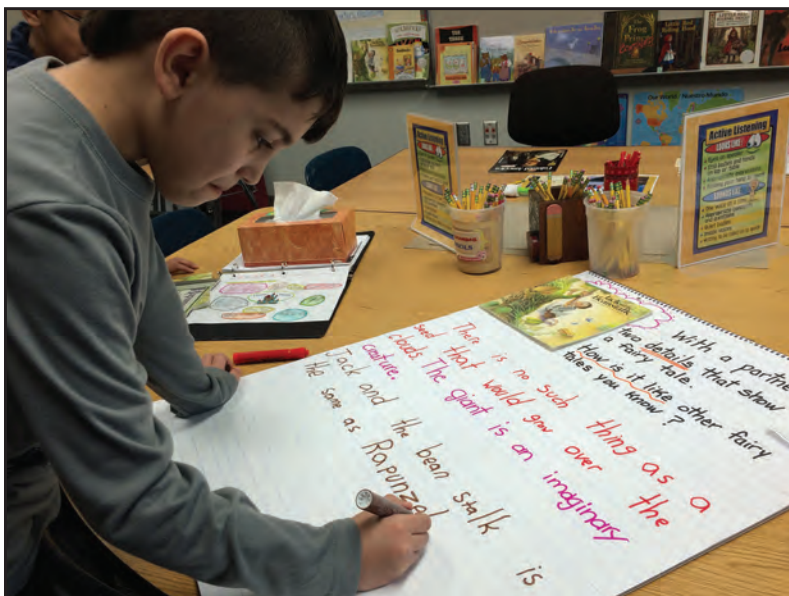
Students in grades three through five at Robert Asp Elementary will increase their math proficiency from 62% (66% in 2014/68% in 2013) to 68% (composite result) on the 2016 MCA-III math assessment.

### Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 60% to 66% on the 2016 MCA-III reading assessment (composite results). Students eligible for free/reduced lunch will increase their reading proficiency from 45.1% to 50%.

### Goal 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 (584 to 544 incidents) and reduce our daily incident rate from an average 3.49 per day to 2.5 per day in 2015-16.



A Robert Asp Elementary third-grade student uses previous knowledge to write answers to a question.



# S.G. Reinertsen Elementary School



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

**2014-15 Principal: Anne Moyano**  
**2014-15 Assistant Principal: Carla Smith**  
**2015-16 Principal: Carla Smith**  
**2015-16 Assistant Principal: Josh St. Louis**

**Original Construction:** 2004  
**Most Recent Remodeling:** 2015  
**Square Footage:** 122,230

**Attendance Rate (2014-15)** 96.2%

**Enrollment by Grade (October 2014)**

• Grade 1	172
• Grade 2	179
• Grade 3	163
• Grade 4	173
• Grade 5	146
• Total	833

**Diversity of Student Population (2014-15)**

• American Indian	2.0%
• Asian/Pacific Islander	.7%
• Hispanic	4.2%
• Black	5.0%
• White	88.0%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 32.1%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education	13.7%
English Language Learners	9.4%

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

## School Improvement Goals for 2014-15

### Goal 1

Using 2015 MCA-III math assessment results: 75% of grades 3-4 students will achieve proficiency; 70% of grade 5 students will achieve proficiency. The percentage of students, grades 3-5, performing at the “Does Not Meet Proficiency” level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

**Progress toward goal:**

- Grade 3: 64.8% proficient
- Grade 4: 71.8% proficient
- Grade 5: 57.4% proficient
- Grades 3-5 students performing at the “Does Not Meet Proficiency” level: 13.2%
- English learners: 22.7% proficient

### Goal 2

Using 2015 MCA-III reading assessment results: 70% of grades 3-5 students achieve proficiency. The percentage of students, grades 3-5, performing at the “Does Not Meet Proficiency” level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

**Progress toward goal:**

- Grades 3-5: 66% proficient
- Grades 3-5 students performing at the “Does Not Meet Proficiency” level: 16.7%
- English learners: 11.6% proficient

### Goal 3

Using 2013-14 PBIS incident data:  
 Continue to build a positive school culture and increase appropriate student behavior choices. Identify areas of need for reteaching of appropriate behaviors. Recognize improvement in area of need. Have 90 percent completion of an Initial Behavior Teaching Passport and a Review Passport by classroom staff by Jan. 16, 2015.

**Progress toward goal:**

- All behavior / school climate goals were met.



# S.G. Reinertsen Elementary School

## Strategies to support teachers and students in meeting 2014-15 goals:

- Align curriculum maps and instruction to the state standards in mathematics.
- The literacy action plan includes providing focused and standards-aligned writing instruction by following the writing curriculum map.
- Implement the literacy framework and use Benchmark with fidelity and work together with the literacy coach on implementation.
- Use district common assessment and Benchmark Literacy assessment results to determine instructional needs and provide feedback to students.
- Professional development focused on interpreting and using AVMR assessment data and selecting instructional activities for differentiated instruction.
- The PBIS committee created two tools for teaching expected behavior.



At the school's fourth-grade States Fair, an S.G. Reinertsen Elementary student presents information about New York to visitors.

## Examples of Excellence for 2014-15

- Michelle Sailer, art teacher at S.G. Reinertsen Elementary, was named Minnesota's 2014 Elementary Art Educator of the Year by the Art Educators of Minnesota.
- S.G. Reinertsen Elementary teams placed second and fifth out of 22 teams in the 2015 Grade 5 Regional Math Masters Tournament.
- S.G. Reinertsen Elementary School Destination Imagination teams placed first and second in the improv challenge, The Improv Games, at the 2015 Moorhead Destination Imagination Regional Tournament and advanced to the state tournament.
- Six S.G. Reinertsen Elementary School students placed in the 2015 School Bus Safety Poster Contest sponsored by Minnesota Association for Pupil Transportation and Minnesota School Bus Operators Association, and one student's poster advanced to the national competition.

## School Improvement Goals for 2015-16

### Goal 1

Using 2016 MCA-III math assessment results:

- Seventy percent of grades 3 and 4 students will achieve proficiency; sixty percent of grade 5 students will achieve proficiency.
- The percentage of students, grades 3-5, performing at the "Does Not Meet Proficiency" level will be 10 percent or less.

- Twenty-five percent of English language learners will perform at or above the proficient level.

### Goal 2

Using 2016 MCA-III reading assessment results:

- Seventy percent of grades 3-5 students will achieve proficiency.
- The percentage of students, grades 3-5, performing at the "Does Not Meet Proficiency" level will be 10 percent or less.
- Sixteen percent of English language learners will perform at or above the proficient level.

### Goal 3

Using 2014-2015 PBIS incident data:

- Continue to build a positive school culture and increase appropriate student behavior choices. Identify areas of need for reteaching of appropriate behaviors.
- Reintroduce the bucket filler theme to staff.
- Have 90% completion of an Initial Behavior Teaching Passport and a Review Passport by classroom staff by January 16, 2016.

# Horizon Middle School



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

**Principal: Jeremy Larson**  
**Assistant Principal: Jacob Scandrett**

**Original Construction:** 2004  
**Square Footage:** 238,000

**Attendance Rate (2014-15)** 99.8%

**Enrollment by Grade (October 2014)**

• Grade 6	434
• Grade 7	417
• Grade 8	435
• Total	1,286

**Diversity of Student Population (2014-15)**

• American Indian	4.1%
• Asian/Pacific Islander	1.7%
• Hispanic	8.5%
• Black	6.8%
• White	78.8%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 39.0%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education	13.8%
English Language Learners	7.1%

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

## School Improvement Goals for 2014-15

### Goal 1

The percent of Horizon Middle School students (all grades together) proficient in mathematics will exceed the state average by 2 percentage points on the 2015 MCA assessments.

**Progress toward goal:**

- Overall, 56.6% of the Horizon students were proficient on the mathematics MCAs compared to 60.2% for the state.

### Goal 2

The percent of Horizon Middle School students (all grades together) proficient in reading will meet or exceed the state average on the 2015 MCA assessments.

**Progress toward goal:**

- Overall, 59.8% of the Horizon students were proficient on the reading MCAs compared to 59.4% for the state.

### Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incidents reports from 850 to 650 in 2014-15. Horizon also will look into development of a new incident management system.

**Progress toward goal:**

- Major incident reports decreased from 850 to 587 in 2014-15.

# Horizon Middle School

## Strategies to support teachers and students in meeting 2014-15 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.
- Use focused notes building wide.
- Review /edit common assessments/unit exams checking for rigor using Costa's levels of questioning.
- All departments chose one Writing, Inquiry, Collaboration, Organization, & Reading (WICOR) component to implement this school year. WICOR is another AVID element.
- Critical reading is done one time per month.
- Use of Math Solutions training, math co-teaching model, and common vocabulary.
- Use of positive communication home for all students, Positive Behavioral Interventions and Supports, positive student recognitions, implementation of Spud Pride days quarterly, time for counselors to meet with teams, and implementation of culture-building activities among the staff.

## Examples of Excellence for 2014-15

- Horizon Middle School's robotics team, Spudnik, the Next Generation, placed first in the teamwork category at the FIRST LEGO League robotics competition.
- The Horizon Middle School Knowledge Bowl Team completed an outstanding season. Three teams from Horizon competed in three meets. At least two teams placed in the top three at each meet.
- Horizon Middle School's Science Olympiad team placed third overall in the JV level at the regional competition. Team members finished first in four events. At the state competition, team members placed in the top ten in three of their events and the top half in two other events.
- Horizon teams placed second, fourth and sixth in the Grade 6 Regional Math Masters Tournament.
- Two Horizon students were selected for the Minnesota Band Directors Association Grades 6-8 Honor Band.
- Three Horizon Destination Imagination teams qualified for Global Finals.

## School Improvement Goals for 2015-16

### Goal 1

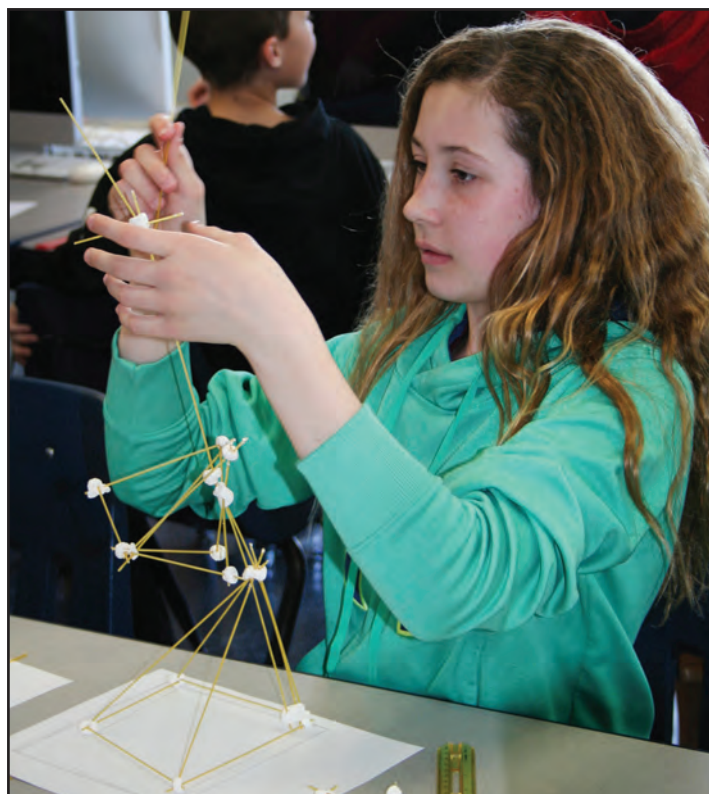
Horizon Middle School will improve the math scores of each grade level 6, 7 and 8 so that the percent of students proficient will exceed the state average on the 2016 MCA-III assessments.

### Goal 2

Horizon Middle School will improve the reading scores of each grade level 6, 7 and 8 so that the percent of students proficient will exceed state average on the 2016 MCA-III Reading Exam.

### Goal 3

Horizon students will have a safe, healthy and respectful learning environment. When surveyed at the end of the 2015-16 school year, 75 percent of students will feel valued by at least one adult in the school.



A sixth-grade student constructs a toothpick and marshmallow structure during a STEM class at Horizon Middle School. U.S. Senators Amy Klobuchar (D-MN) and John Hoeven (R-ND) saw the design process in action as students in two STEM classes planned, constructed and revised their structure designs.



# Moorhead High School



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

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

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

**Attendance Rate (2014-15)** 100%

**Graduation Rate (2014-15)** 88.1%

**Enrollment by Grade (October 2014)**

• Grade 9	401
• Grade 10	430
• Grade 11	385
• Grade 12	392
• Total	1,608

**Diversity of Student Population (2014-15)**

• American Indian	2.8%
• Asian/Pacific Islander	1.9%
• Hispanic	5.9%
• Black	5.4%
• White	83.9%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 29.9%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education ( <i>state-reported data includes students birth-age 21</i> )	13%
English Language Learners	3.5%

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

## School Improvement Goals for 2014-15

### Goal 1

Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

**Progress toward goal:**

- 51.7% of the Moorhead High students were proficient on the MCAs compared to 48.7% for the state.
- Moorhead High students averaged 22.8 on the ACT math compared to 22.4 average score for the state.

### Goal 2

Moorhead High School Students will be at or above the state average for MCAs and college readiness exams in reading.

**Progress toward goal:**

- 59.9% of the Moorhead High students were proficient on the MCAs compared to 57% for the state.
- Moorhead High students averaged 22.3 on the ACT reading compared to 23 average score for the state.

### Goal 3

Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

**Progress toward goal:**

- Graduation rate improved from 84.4 to 88.1%. Another 4.6% of students are identified as continuing (may need five or six years to graduate).



# Moorhead High School

## Strategies to support teachers and students in meeting 2014-15 goals:

- Offer math support class with students enrolled in both that class and a general education math class.
- Offer two reading intervention classes.
- Offer sheltered instruction courses in World History, Geography and English for English learners with a modified curriculum for EL students so students were able to earn course credit.
- Use the cold-calling technique and teachers being thoughtful about questions they are asking.
- Continue efforts to have teachers develop relationships with students.
- Teachers were charged with contacting parents/guardians of students who had failing grades and inviting them to parent-teacher conferences.
- Implement the 7 Mindsets curriculum for the Explore Class.
- Implement first year of AVID school-wide and AVID elect.

## Examples of Excellence for 2014-15

- Mary Flesberg, business teacher at Moorhead High School, received the 2014 President's Award from Minnesota Business Educators, Inc. (MBEI).
- The Moorhead High School gymnastics team earned a Gold Academic Award for having a 3.824 team grade point average.



A Moorhead High School student participates in the Visual Arts 8AA District Competition.

- Moorhead High School student Hannah Papenfuss was a winner in the Barnes and Noble My Favorite Teacher Contest. Her winning poem, "A Teacher's Soul," was about Chris Lien, Moorhead High School language arts teacher.
- The Moorhead High boys hockey team was named the Class AA academic state champions, with a team GPA of 3.81, by the Minnesota Hockey Coaches Association.
- Two Moorhead High School visual arts students

- won awards at the MSUM High School Art Exhibit.
- Skip Toops, Moorhead High wrestling coach, was named Section 8AAA wrestling coach of the year, and Dain Kalkbrenner, Moorhead High assistant wrestling coach, was named Section 8AAA wrestling assistant coach of the year.
- Two Moorhead High students were selected for the 2015 MNSOTA Middle Level Honors Orchestra, three students were named to All-State Orchestra and one student was named to All-State Choir. The Freshman Orchestra received a Superior with Distinction rating at the Tier I Middle Level Orchestra Festival.
- Moorhead High School's Economics Challenge Teams placed second and fourth in their divisions in the state championship. In the David Ricardo Division, the team finished second. In the AP Adam Smith Division, the team finished fourth.
- All six Moorhead High visual arts students who competed in the Minnesota State High School League Visual Arts 8AA Section Competition earned ratings for their art, including two Best in Show ratings with student work advancing to the state exhibit.

## School Improvement Goals for 2015-16

### Goal 1

Moorhead High School students will exceed the state average for MCAs by 5 percentage points and be at or above the state average for college readiness exams in mathematics.

### Goal 2

Moorhead High School students will exceed the state average for MCAs by 4 percentage points and be at or above the state average for college readiness exams in reading.

### Goal 3

Moorhead High School will improve graduation rate 3% from the 2014-15 school year to 91.1% 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**  
**1100 32nd Ave. S., Moorhead, MN 56560**  
**218-284-2200**

**Director of Alternative Education:**  
**Deb Pender-Tilleraas**

**Attendance Rate (2014-15)** 75.6%

**Enrollment by Grade (October 2014)**

• Grade 6	0
• Grade 7	7
• Grade 8	5
• Grade 9	3
• Grade 10	23
• Grade 11	28
• Grade 12	43
• Total	109

**Diversity of Student Population (2014-15)**

• American Indian	11.6%
• Asian	1.8%
• Hispanic	39.3%
• Black	8.0%
• White	39.3%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 72.3%

**Percentage of Students Receiving Learner Support Services (State-Reported Data)**

Special Education ( <i>state-reported data includes students birth-age 21</i> )	16.1%
English Language Learners	7.1%

*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 2014-15

### Goal 1

Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will increase from 51.4% to 67%.

**Progress toward goal:**

- The 2013 Red River ALC four-year graduation rate was 4 percent. This rose to 25 percent in the 2014 five-year graduation rate.
- The 2013 five-year rate was 8 percent and rose to 20 percent for the 2014 six-year graduation rate.
- Red River ALC documented that 21.7% of ALC seniors graduated in 2014-2015.

### Goal 2

Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will increase from 25% to 33.3%.

**Progress toward goal:**

- Students earned an average of 2.3 credits in 2014. The range was from no credit to 11.4 credits.

### Goal 3

Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 33.3% to 50%.

**Progress toward goal:**

- 24% of students met a minimum attendance standard of 85% in 2014-2015.

### Goal 4

Red River Area Learning Center students will be universally screened in the fall with the STAR Enterprise Assessment in reading and math to establish individual growth targets. Universal screening will be administered in the winter and spring to monitor student growth and to determine program benchmarks.

**Progress toward goal:**

- While some students were screened with the STAR Enterprise Assessment in reading and math during 2014-15, there was not universal screening. Efforts focused on the ACT PLAN and EXPLORE tests required by MDE. The STAR Assessment initiative will be carried forward for the 2015-16 school year.

# Red River Area Learning Center

## Strategies to support teachers and students in meeting 2014-15 goals:

- Establish an advisor–advisee program to ensure that every student has a mentoring relationship with at least one caring adult.
- Maximize partnerships between the ALC, higher education, local businesses and other stakeholders to ensure that 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.
- Action research to create a climate of respect and caring that fosters students’ sense of belonging, including regular student wellness activities with community partners.
- Action research to create a school environment that is welcoming, physically and emotionally safe, and supports healthy development.

## Examples of Excellence for 2014-15

- Red River Area Learning Center and Minnesota State University Moorhead staff and students presented at the National Association for Multicultural Education’s 2014 annual conference about their collaborative literature and art project “From Hate: Finding Beauty,” based on “The Book Thief.”
- Red River Area Learning Center’s robotics team received the Hub Director’s Choice Award at the 2014 Bison BEST Robotics competition. The award recognizes the team’s dedicated, continued and exceptional improvement over several years.
- Red River Area Learning Center students competed at the 2015 Minnesota Association of Alternative Programs STARS spring conference. They received a gold ribbon in their Community Service Project presentation, which highlighted their hats and mittens sewing project and the fundraising efforts to purchase goats for families overseas as part of their We Act projects.

## School Improvement Goals for 2015-16

### Goal 1

Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will increase from 51.4% to 67%.

### Goal 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 increase from 25% to 33.3%.

### Goal 3

Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 24% to 40%.

### Goal 4

Red River Area Learning Center will provide a personalized learning environment for every student with the implementation of an advisor-advisee program in 2015-2016. Students will receive 60 minutes of direct contact with a teacher-mentor daily.



Red River Area Learning Center students and Minnesota State University Moorhead teacher education students collaborate on a gallery project based on “The Giver.”



# 2015-16 Strategic Priorities

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

These priorities will guide work in the district for 2015-16. 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.**

- School Readiness Goal: On the spring 2016 FastBridge letter sound frequency (LSF) assessment, 70% of kindergartens will be at or above benchmark (Spring FastBridge LSF).\*
- Read Well by Grade 3 Goal: On the 2016 MCA-III, Moorhead Area Public Schools will increase the district students' reading proficiency to exceed the state average by 1% (2015 MCA-III: District 58.8%, State 59.4%).\*
- College, Career and Life Readiness Goal: Moorhead Area Public Schools will increase district students' mathematics proficiency to exceed state average on the 2016 MCA-III (2015 MCA-III: District 55.9%, State 60.2%).\*

## **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 2016, Moorhead Area Public Schools will collaborate to strengthen opportunities for partnership with community, businesses and higher education with 10 new opportunities.
- AdvancEd parent surveys will be given to establish benchmark data related to student and parent satisfaction with the schools, their governance, and instruction by spring 2016.
- By spring 2016, social media use and parent notifications at the building level will be consistently implemented through the district communication plan using district-authorized technical tools.

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

- By April 2016, Moorhead Area Public Schools will make a plan to select flexible furniture to pilot for the 2016-17 school year.
- By May 2016, Moorhead Area Public Schools will make a recommendation to the School Board on the feasibility of implementing 1-to-1 ChromeBooks in grades 5-12.
- By February 2016, Moorhead Area Public Schools will consider alternatives for existing school district leased space, including Red River Area Learning Center, Adult Basic Education, and programs

currently housed in the Sports Center, and a plan will be developed based upon these considerations.

- By February 2016, a ten-year Facilities Maintenance Plan (LTFM) will be developed and approved by the School Board.

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

- Graduation Goal: Moorhead Area Public Schools will improve graduation rate from 79.9% to 83% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications (79.9% graduation rate for Spring 2014 graduates).\*
- Reduce Achievement Gap Goal: Moorhead Area Public Schools will decrease the achievement gap by 4 percentage points in the areas of ethnicity, free and reduced lunch, special education, and English learners (EL) based on 2016 MCA tests. The subgroup proficiency is compared to the state white subgroup proficiency to determine achievement gaps.\*

## **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 2016, 100% of district sites will be implementing or exploring Positive Behavioral Interventions and Supports.
- By June 2016, the Early Risers program will be implemented across all district elementary schools.
- The Minnesota Student Survey will be given to students in grades 5, 8, 9 and 11 by May 2016.
- By June 2016, Moorhead Area Public Schools will have a consistent data reporting system for behavior.

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

- By June 1, 2016, continue to refine the teacher growth and evaluation plan with the existing committee through the identified meeting schedule. Provide continued training to administration conducting evaluations to create efficiency and support growth.
- Identify a consistent format for non-certified staff evaluation by June 1, 2016.
- Complete a district-wide banding and grading review to bring the district into alignment to the Decision Band Method of job evaluation and identify inequities in compensation by Dec. 31, 2015.
- By June 1, 2016, create a comprehensive job evaluation schedule to review district jobs on a rotating basis.
- Moorhead Area Public Schools will retain 95% of high quality teachers in the 2015-2016 school year.

# Measuring Student Progress 2015-16

## Grades K-5: District-Wide Testing for 2015-16

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 7-May 6, 2016	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	3-5	March 7-May 6, 2016	
Science MCA-III	5	March 7-May 6, 2016	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 1-March 25, 2016	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 7-May 6, 2016	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
FastBridge Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 14-25, 2015 Jan. 4-15, 2016 April 25-May 6, 2016	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Assessments	K-5	Throughout year as determined by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
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 2015-16

## Grades 6-8: District-Wide Testing for 2015-16

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 7-May 6, 2016	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	6-8	March 7-May 6, 2016	
Science MCA-III	8	March 7-May 6, 2016	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 1-March 25, 2016	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 7-May 6, 2016	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	6-8	Throughout year as determined by PLCs, grade-level and middle school teams	To determine a student's level of proficiency in a subject area
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
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 2015-16

## Grades 9-12: District-Wide Testing for 2015-16

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 7-May 6, 2016	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 7-May 6, 2016	
Science MCA-III	Biology students	March 7-May 6, 2016	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 1-March 25, 2016	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 7-May 6, 2016	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. 28, 2015	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 is one option to meet the graduation requirement
ACT	11 (district provided but optional)	April 19, 2016	
	12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	Nov. 12, 2015	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
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 2-6, 2016 May 9-13, 2016	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](http://www.moorheadschoools.org)

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### **2015 School Board**

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### **Administration**

Dr. Lynne A. Kovash  
Superintendent

Brandon Lunak  
Assistant Superintendent

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The World's Best Workforce 2014-15 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](http://www.moorheadschoools.org).  
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Designed and edited by Pamela J. Gibb.

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**MOORHEAD**  
AREA PUBLIC SCHOOLS

# ***DISTRICT AND SCHOOL PROFILES***

***2010-11 THROUGH 2014-15***

***April 2016***

*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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### 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. 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.

### **12. 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.

### **13. 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.

### **14. 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.

### **15. Special Education Status**

The Special Education Status includes the number of resident students in the district receiving special education services listed by primary disability as of December 1 and the percent of students with disabilities. This does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

### **16. 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

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	4,767	4,790	4,784	4,954	5,011
<b>2. Average Daily Membership (ADM)</b>	4,920	4,942	5,053	5,074	5,349
<b>3. Attendance Rate</b>	96.88%	96.93%	94.66%	97.64%	93.68%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	311	292	289	330	369
EL Students Served	397	375	373	435	443

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten	388	434	484	497	503
Grade 1	431	404	442	488	497
Grade 2	421	431	416	430	513
Grade 3	401	420	441	431	456
Grade 4	448	405	422	433	436
Grade 5	393	444	407	418	440
Grade 6	432	398	445	416	435
Grade 7	417	417	400	449	427
Grade 8	413	425	439	399	441
Grade 9	398	420	424	453	413
Grade 10	437	409	417	432	461
Grade 11	384	436	402	409	423
Grade 12	433	397	439	405	444
<b>Total</b>	<b>5,396</b>	<b>5,440</b>	<b>5,578</b>	<b>5,660</b>	<b>5,889</b>

<b>6. Spanish Immersion Program Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten	38	48	51	48	66
Grade 1	50	36	51	49	45
Grade 2	49	45	31	49	48
Grade 3	41	41	45	30	46
Grade 4	35	39	35	41	31
Grade 5	33	34	36	35	38
<b>Total</b>	<b>246</b>	<b>243</b>	<b>249</b>	<b>252</b>	<b>274</b>

# DISTRICT DATA

## DEMOGRAPHIC DATA

<b>7. Open Enrollment</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Into Moorhead	177	183	185	161	131
Out of Moorhead	438	484	511	556	553
<b>8. Private School Enrollment</b>	562	553	426	565	732
<b>9. Home School Enrollment</b>	120	144	152	135	151
<b>10. Migrant Enrollment</b>	72	53	52	45	N/A
<b>11. Mobility</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Transfers Into District					
From Other Minnesota Districts	345	307	379	317	216
From Other States & Countries	252	281	313	400	461
From Non-public	54	53	68	62	54
Transfers Out of District					
To Other Minnesota Districts	280	252	304	268	103
To Other States & Countries	144	135	233	237	166
To Non-public	16	13	17	13	13
Transfers Within the District	102	136	207	174	278

<b>12. Free and Reduced Lunch Program</b>	<b>Oct. 2010</b>	<b>Oct. 2011</b>	<b>Oct. 2012</b>	<b>Oct. 2013</b>	<b>Oct. 2014</b>
Free	1,701	1,801	1,953	2,068	2,058
Reduced	371	347	415	271	326
Percentage of Students Free & Reduced	37.7%	38.6%	41.4%	40.2%	39.3%
<b>13. Ethnicity</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
American Indian	289	328	349	343	394
	4.4%	4.8%	5%	4.9%	5.4%
Asian	91	102	111	120	129
	1.4%	1.5%	1.6%	1.7%	1.8%
Hispanic	527	542	580	598	627
	8%	8%	8.4%	8.5%	8.6%
Black	327	318	351	432	540
	5%	4.7%	5.1%	6.1%	7.4%
White	5,346	5,452	5,542	5,566	5,603
	81.2%	81%	79.9%	78.8%	76.8%
<b>Percent Minority</b>	<b>18.8%</b>	<b>19.1%</b>	<b>20.1%</b>	<b>21.2%</b>	<b>23.2%</b>

# DISTRICT DATA

## DEMOGRAPHIC DATA

14. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Adangme	2	2	2	1	0
Afrikaans	0	0	0	0	1
Albanian	33	35	33	26	22
American Sign Language	1	3	3	6	4
Amharic	0	0	3	2	2
Arabic	68	83	86	108	119
Bantu	0	0	0	0	3
Bosnian	0	0	0	36	30
Cambodian, Khmer	0	1	1	0	2
Cebuano	2	1	2	2	2
Chinese	4	5	6	8	12
Chippewa, Ojibwa	2	2	0	1	1
Dakota	3	3	1	1	1
English	5,850	6,087	6,268	6,316	6,512
English Creolized	2	3	4	5	8
Farsi	1	1	1	1	1
Filipino, Filipino	0	0	0	1	2
French	2	2	2	1	0
Ganda, Luganda	0	0	0	1	2
German	1	0	0	2	0
Grebo	2	0	0	0	0
Japanese	2	0	0	0	0
Korean	4	1	0	0	0
Kurdish	189	185	193	219	231
Nepali	0	0	1	1	0
Nuer	0	0	0	0	3
Oromo	2	0	0	0	1
Portuguese	1	0	0	0	0
Russian	9	3	3	3	2
Samoan	3	0	2	1	1
Somali	35	29	37	80	125
Spanish	275	212	212	201	182
Swahili	0	0	0	2	2
Thai	3	1	0	0	0
Vietnamese	34	31	27	23	21

# DISTRICT DATA

## DEMOGRAPHIC DATA

<b>15. Special Education Status</b>	<b>Dec. 2010</b>	<b>Dec. 2011</b>	<b>Dec. 2012</b>	<b>Dec. 2013</b>	<b>Dec. 2014</b>
Mild					
Speech/Language Impaired	187	191	190	206	210
Specific Learning Disability	157	146	154	169	174
Emotional Behavioral Disorders	85	90	81	84	77
Other Health Disabilities	167	161	181	186	184
Development Delay	154	174	187	193	231
Low Incidence					
DCD Mild Moderate	38	34	33	33	28
DCD Severe	11	8	9	8	10
Physically Impaired	23	28	26	33	26
Deaf/Hard of Hearing	21	21	19	20	21
Visual Impairment	4	6	6	5	6
Deaf-Blind	1	1	1	1	1
Autism Spectrum Disorders	90	90	105	107	105
Traumatic Brain Injury	7	7	5	5	5
Severely Multiple Impaired	7	8	10	8	9
<b>Total Disabilities Served</b>	<b>952</b>	<b>965</b>	<b>1,007</b>	<b>1,058</b>	<b>1,087</b>
Percentage of Students with Disabilities (includes early childhood)	17%	17.2%	17.5%	18.1%	18%
Percentage K-12 Students (ages 5-21) with Disabilities	12.3%	12.3%	12.2%	14.5%	14.8%
<b>16. Students Eligible for Transportation</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Count	4,328	4,521	4,932	4,855	5,156
Percentage	57.6%	65.1%	70.1%	67.4%	78.8%



### 1. Minnesota Comprehensive Assessments (MCA)

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

There are four achievement levels for the MCA:

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

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

### 2. AIMSweb

AIMSweb is a scientifically based formative assessment and basic skills improvement system. The AIMSweb formative assessment model informs the instructional process by efficiently identifying at-risk students, students who are learning, and students who are not progressing adequately.

#### AIMSweb 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 Tests of Early Literacy (TEL):

- ◆ Letter Sound Fluency (LSF) requires students to identify as many lower case letter sounds as they can in one minute.
- ◆ Nonsense Word Fluency (NWF) requires students to identify and say the sounds in non-real words for one minute.
- ◆ Reading Curriculum Based Measurement (RCBM) 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.

#### **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.

### **4. Four-Year Graduation Rate**

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

## 1. Minnesota Comprehensive Assessments (MCA)

### Proficiency

	MCA-II				MCA-III					
	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Reading</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Grade 3	75.4%	78.5%	76.1%	80.4%	53.5%	57.2%	54.6%	58.1%	59.8%	58.7%
Grade 4	68.2%	75.1%	80.2%	75.3%	52.3%	54%	57.7%	55%	52.6%	57.9%
Grade 5	79.3%	80.3%	79.2%	79.4%	64.3%	63.8%	69.1%	67.6%	66.4%	66.7%
Grade 6	68.4%	75.1%	72.3%	76.3%	54.7%	59.3%	56.2%	61%	57.6%	63.9%
Grade 7	66.2%	69.6%	68.7%	71.4%	50%	54%	54%	56%	58.4%	55.6%
Grade 8	64.3%	68.1%	70.4%	72.4%	54%	54.1%	56.5%	55.8%	58.8%	56%
Grade 10	72.7%	75.3%	70.4%	76.8%	55%	62.3%	52.5%	60.1%	57.7%	57%
ALL	70.5%	74.6%	74%	76%	54.8%	57.8%	57.3%	59.1%	58.8%	59.4%
	<b>MCA-III</b>									
	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Mathematics</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Grade 3	65.5%	70.2%	71.7%	75.6%	64%	71.5%	61.1%	71.8%	62.5%	70.9%
Grade 4	62.4%	67.2%	74.1%	73.3%	71.6%	71.2%	69.4%	70.3%	60.6%	70%
Grade 5	52.3%	53.6%	66.3%	62.3%	60%	60%	57.6%	61.8%	54.1%	59.7%
Grade 6	45.7%	50.3%	60.8%	59.9%	58.4%	57%	51.8%	57.1%	49%	57.6%
Grade 7	54.1%	51.7%	66.3%	58.6%	63.2%	56%	64.3%	57.1%	58.4%	55.1%
Grade 8	52.1%	53.3%	63.6%	62%	61.8%	58.9%	66.9%	59.7%	57.4%	57.8%
Grade 11*	50.9%	48.6%	37.5%	42.5%	50.1%	52.4%	46.4%	50.6%	48.1%	48.7%
ALL	55.4%	57.8%	67.1%	65.4%	63.2%	62.6%	59.8%	61.4%	55.9%	60.2%

\* Grade 11 students took the mathematics MCA-II in 2010-11, 2011-12 and 2012-13.

## Subgroup Proficiency and Number of Students Tested

	MCA-II				MCA-III					
	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Reading</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
<b>American Indian</b>										
Proficiency	43%	54.4%	45.6%	56.1%	33.9%	34.2%	33.1%	36.1%	45.3%	38.1%
Number tested	79		103		118		124		159	
<b>Asian</b>										
Proficiency	68.8%	65.3%	70%	66.6%	60.4%	49.1%	56.8%	51.7%	63.6%	53.7%
Number tested	48		40		53		44		55	
<b>Black</b>										
Proficiency	56.1%	52.1%	63.6%	53%	33.6%	32.1%	35.8%	33.2%	32.4%	33.8%
Number tested	132		118		125		159		222	
<b>Hispanic</b>										
Proficiency	45.9%	53.1%	47.5%	54.3%	27.9%	34%	31.5%	35.5%	35.1%	36.4%
Number tested	194		200		244		238		248	
<b>White</b>										
Proficiency	74.3%	80.8%	78.1%	82.5%	59.8%	65.3%	62.8%	66.8%	64.6%	67.5%
Number tested	2,353		2,326		2,296		2,259		2,326	
<b>English Learners</b>										
Proficiency	22.1%	37.6%	26.4%	37.7%	6.6%	16%	11.6%	16.4%	11.4%	16.8%
Number tested	172		174		181		189		228	
<b>Special Education</b>										
Proficiency	34.4%	40.4%	41.8%	43.7%	24.9%	27.3%	21.9%	28.1%	22%	25.8%
Number tested	395		371		398		406		405	
<b>Eligible for Free and Reduced-Price Lunch</b>										
Proficiency	54.9%	58.3%	58.7%	59.8%	38.5%	38.1%	38.9%	39.5%	40.1%	39.8%
Number tested	1,092		1,092		1,168		1,121		1,246	



## Subgroup Proficiency and Number of Students Tested, continued

	MCA-III									
	2010-11		2011-12		2012-13		2013-14		2014-15	
<b>Mathematics</b>	District	State	District	State	District	State	District	State	District	State
<b>American Indian</b>										
Proficiency	26.1%	32.3%	32.6%	41.4%	34.9%	37.2%	33.9%	36.5%	35.7%	35.8%
Number tested	69		95		106		118		140	
<b>Asian</b>										
Proficiency	69.4%	55.8%	82.9%	61.7%	85.4%	61.3%	77.6%	60.1%	70.9%	59.5%
Number tested	36		35		41		49		55	
<b>Black</b>										
Proficiency	34.8%	29.9%	38.7%	35.8%	44.1%	34.7%	32.4%	33.5%	28.2%	31.7%
Number tested	115		106		111		170		241	
<b>Hispanic</b>										
Proficiency	29.3%	33.2%	40.1	41%	34.1%	38.6%	33.8%	38.2%	28.2%	37%
Number tested	174		182		217		231		252	
<b>White</b>										
Proficiency	59.5%	64.8%	72.4%	72.8%	68.5%	70%	65.5%	68.9%	62.7%	68.2%
Number tested	2,016		2,025		1,969		2,259		2,308	
<b>English Learners</b>										
Proficiency	15.1%	27.1%	22%	32.8%	21.2%	28.8%	17.6%	27.3%	14%	24.8%
Number tested	166		173		170		204		242	
<b>Special Education</b>										
Proficiency	27.9%	29.1%	37.3%	36.6%	28.8%	33.8%	25.5%	31.4%	17.3%	27%
Number tested	359		375		361		412		398	
<b>Eligible for Free and Reduced-Price Lunch</b>										
Proficiency	35.5%	39.1%	48.3%	47%	45.7%	43.6%	40.6%	42.2%	35.2%	40.2%
Number tested	967		994		1,047		1,088		1,233	

## 2. AIMSweb

Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Kindergarten</b>					
LSF	56.4%	62.7%	54%	62.2%	59.6%
NWF	57%	62%	58.6%	65.8%	60%
<b>Grade 1</b>					
RCBM	63%	63.4%	61.6%	61%	58%
<b>Grade 2</b>					
RCBM	67.4%	67.6%	67%	69%	65.5%
<b>Grade 3</b>					
RCBM	68.6%	72%	67.2%	66.4%	69.6%
<b>Grade 4</b>					
RCBM	71%	66.8%	72%	67%	62.5%
<b>Grade 5</b>					
RCBM	66.3%	70.7%	69.2%	72.8%	71%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

RCBM = Reading Curriculum Based Measurement

See page 9 for detailed definitions of each probe.

## 3. EXPLORE and PLAN

		2010-11	2011-12	2012-13	2013-14	2014-15
<b>Grade 8 EXPLORE Scores</b>						
<b>Average</b>	Moorhead	15.9	15.9	15.9	15.9	15.7
	National	14.9	15.5	15.5	15.5	15.5
<b>Grade 10 PLAN Average Score</b>						
<b>English</b>	Moorhead	17.9	N/A	18.1	18.4	17.9
	National	17.5	N/A	17.2	17.2	N/A

## 4. Four-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card (*AYP)										
	2010-11		2011-12		2012-13		2013-14		2014-15	
	District	State	District	State	District	State	District	State	District	State
All Students	76%	77.2%	71.9%	77.9%	76%	79.8%	79.9%	81.2%	75.7%	81.9%
American Indian	63.6%*	42.5%	N/A	45.6%	43.8%	49%	53.9%	50.6%	50%	51.9%
Asian	87.5%*	72.9%	N/A	74.4%	100%	78.2%	75%*	81.7%	76.9%	82.7%
Hispanic	31.6%	51.1%	33.3%	53.9%	36%	59%	46.7%	63.2%	45.7%	65.6%
Black	50%	49.9%	23.1%	51.7%	52.9%	57.8%	54.6%	60.4%	55.2%	62%
White	82.9%	83.8%	78.5%	84.1%	81.3%	85.3%	85.6%	86.3%	81.5%	86.9%
English Learners	31.4%	52.5%	35.5%	52.1%	40%	59.3%	61.5%	63.7%	45.8%	63.1%
Special Education	65.7%	56.2%	54.2%	56.7%	58.2%	58.2%	60.4%	58.4%	58.2%	61.1%
Eligible for Free or Reduced-Price Lunch	50.4%	58.8%	48.1%	59.9%	60.6%	63.8%	63.8%	65.9%	54.7%	67.2%

### 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.



# DISTRICT DATA

## STAFFING DATA

1. Teaching Staff Education Level / Experience	2010-11	2011-12	2012-13	2013-14	2014-15
BA	45	62	70	88	98
BA + 10	18	19	22	21	19
BA + 20	11	7	13	15	20
BA + 30	32	34	30	31	27
MA	50	50	50	51	59
MA + 10	41	39	42	33	41
MA + 20	20	28	23	31	27
MA + 30	161	153	153	145	146
Less Than 3 Years Experience	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	6.4%	11.3%
3-10 Years Experience	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	31.8%	29.3%
More Than 10 Years Experience	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	61.8%	58.9%
<b>2. Teacher Attendance</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Total Teaching Staff</b>	<b>377.5</b>	<b>393.56</b>	<b>405.79</b>	<b>433.74</b>	<b>426</b>
Days of Sick Leave	2,207.5	2,213.5	2,864	3,026	3,637
Days of Personal Leave	530.5	548	609	673.5	690
Days of Emergency Leave	197.5	252.5	253	231.5	184
Days of Activities Leave	228.5	258	320.5	390	426
Days of Deduct	127.5	108.5	221	367.5	306
Days of Civic Leave	27	18.5	15	13.5	22
Days of Association Leave	28.5	26	16.5	9.5	19
Days of Conference Leave	1,406	1,238	931	670.5	731
Days of Worker's Compensation Leave	0	0	0	0	0
Days of Miscellaneous Leave	80	78	122	137	86
Days of Child Study/IEP Leave	11.5	7.5	4.5	9	11.5
<b>Total Absences</b>	<b>4,844.5</b>	<b>4,748.5</b>	<b>5,356.5</b>	<b>5,528</b>	<b>6,112.5</b>
<b>Average Days Absent</b>	<b>12.83</b>	<b>12.07</b>	<b>13.2</b>	<b>12.74</b>	<b>13.99</b>

### 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**

The Special Education Status includes the number of resident 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 number does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

# PROBSTFIELD ELEMENTARY

## DEMOGRAPHIC DATA



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

**Principal:**  
**Robin Grooters**

	2010-11	2011-12	2012-13	2013-14*	2014-15
<b>1. Average Daily Attendance (ADA)</b>				<i>N/A</i>	276.04
<b>2. Average Daily Membership (ADM)</b>				<i>N/A</i>	295.39
<b>3. Attendance Rate</b>				<i>N/A</i>	93.45%
<b>4. English Learners (EL)</b>					
State Reimbursement				33	31
Students Served				33	31

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten				223	295
<b>Total</b>				223	295

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Probstfield					
From Other Minnesota Districts				1	7
From Other States & Countries				4	12
From Non-public				0	1
Transfers Out of Probstfield					
To Other Minnesota Districts				10	2
To Other States & Countries				12	7
To Non-public				0	0
Transfers From Other District Schools				<i>N/A</i>	<i>N/A</i>
Transfers To Other District Schools				<i>N/A</i>	<i>N/A</i>

\* Probstfield Elementary opened as separate school.



# PROBSTFIELD ELEMENTARY

## DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free				88	114
Reduced				7	16
Percentage of Students Free & Reduced				42.6%	44.2%
8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian				14	13
				5.93%	4%
Asian				4	4
				1.7%	1.2%
Hispanic				14	21
				5.93%	6.5%
Black				11	38
				4.66%	11.7%
White				193	249
				81.78%	76.6%
<i>Percent Minority</i>				<b>18.22%</b>	<b>23.4%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Albanian				1	0
Arabic				5	6
Bosnian				2	1
Chinese				0	1
English				202	286
Kurdish				17	19
Oromo, Afan Oromo, Oromiffa				1	0
Somali				4	9
Spanish				4	3

10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild				24	39
Low Incidence				2	7
<i>Total Disabilities Served</i>				<b>26</b>	<b>46</b>
<i>Percentage of Students with Disabilities</i>				<b>10.31%</b>	<b>15.59%</b>

### 2. AIMSweb

*Criterion referenced was 2010-2011 Benchmarks.*

Grade & Probe	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Kindergarten</b>					
LSF				81.7%	62.7%
NWF				83%	59%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

*See page 9 for detailed definitions of each probe.*

# ELLEN HOPKINS ELEMENTARY

## DEMOGRAPHIC DATA



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

**Principal: Ryan LaDage**  
**Assistant Principal: Diana Johnson**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	629	641	643	652	680
<b>2. Average Daily Membership (ADM)</b>	661	671	676	689	719
<b>3. Attendance Rate</b>	95.22%	95.54%	95%	94.56%	94.52%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	82	82	82	83	80
EL Students Served	90	91	90	87	81

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten	132	141	156	139	112
Grade 1	155	134	141	155	165
Grade 2	144	149	138	135	157
Grade 3	128	139	151	140	133
Grade 4	134	126	125	145	127
Grade 5	111	133	120	122	139
<b>Total</b>	<b>804</b>	<b>822</b>	<b>831</b>	<b>836</b>	<b>833</b>

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Ellen Hopkins					
From Other Minnesota Districts	27	27	40	25	36
From Other States & Countries	58	49	83	85	50
From Non-public	4	12	8	11	18
Transfers Out of Ellen Hopkins					
To Other Minnesota Districts	18	22	27	31	26
To Other States & Countries	40	39	37	44	41
To Non-public	8	2	1	4	6
Transfers From Other District Schools					9
Transfers To Other District Schools					11

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free	327	360	380	395	368
Reduced	69	62	70	46	55
Percentage of Students Free & Reduced	49.7%	51%	54.4%	52.8%	50.4%
8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian	49	59	51	48	60
	5.63%	6.67%	5.47%	5.14%	6.5%
Asian	12	14	16	15	13
	1.38%	1.58%	1.75%	1.61%	1.4%
Hispanic	105	108	122	113	97
	12.06%	12.2%	13.35%	12.11%	10.5%
Black	50	55	65	101	98
	5.74%	6.21%	7.11%	10.83%	10.6%
White	655	649	660	656	659
	75.2%	73.33%	72.21%	70.31%	71.1%
<b>Percent Minority</b>	<b>24.8%</b>	<b>26.67%</b>	<b>27.79%</b>	<b>29.69%</b>	<b>28.9%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Albanian	12	10	6	4	2
American Sign Language	0	0	0	0	1
Amharic	0	0	3	2	2
Arabic	8	14	18	24	22
Bosnian	5	7	4	6	0
Cebuano	2	1	1	1	0
Chinese	4	5	6	6	7
Chippewa, Ojibwa	0	0	0	1	0
Dakota	2	1	1	0	0
English	751	772	806	824	822
English Creolized	0	0	0	1	1
Farsi	1	1	0	0	0
French	2	1	0	0	0
Ganda, Luganda	0	0	0	1	1
Korean	1	1	0	0	0
Kurdish	16	9	19	20	23
Oromo, afan Oromo, Oromiffa	0	0	0	0	1

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Polynesian	1	0	0	0	0
Russian	1	2	1	1	0
Somali	8	6	6	19	15
Spanish	56	51	40	20	21
Swahili	0	0	1	1	1
Vietnamese	3	4	2	2	0

10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild		122	137	142	139
Low Incidence		21	23	24	22
<b>Total Disabilities Served</b>		<b>143</b>	<b>160</b>	<b>166</b>	<b>161</b>
<b>Percentage of Students with Disabilities</b>		<b>17.03%</b>	<b>18.89%</b>	<b>19.62%</b>	<b>19.33%</b>



### 1. Minnesota Comprehensive Assessments (MCA)

#### Proficiency

	2010-11*			2011-12*			2012-13			2013-14			2014-15		
Reading	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	69.1%	75.4%	78.5%	80.8%	76.1%	80.4%	53.3%	53.5%	57.2%	38.4%	54.6%	58.1%	53.9%	59.8%	58.7%
Grade 4	61.1%	68.2%	75.1%	72.5%	80.2%	75.3%	54%	52.3%	54%	52.6%	57.7%	55%	37.6%	52.6%	57.9%
Grade 5	77.4%	79.3%	80.3%	72.4%	79.2%	79.4%	57.8%	64.3%	63.8%	64.2%	69.1%	67.6%	63.2%	66.4%	66.7%
ALL	68.6%			75.3%			54.8%			51.6%			51.8%		
Mathematics	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	57.7%	65.5%	70.2%	73.3%	71.7%	75.6%	62.4%	64%	71.5%	43.4%	61.1%	71.8%	58.5%	62.5%	70.9%
Grade 4	50.8%	62.4%	67.2%	64.5%	74.1%	73.3%	68.5%	71.6%	71.2%	56.8%	69.4%	70.3%	40.5%	60.6%	70%
Grade 5	45.7%	52.3%	53.6%	54.3%	66.3%	62.3%	46.6%	60%	60%	48.8%	57.6%	61.8%	46.3%	54.1%	59.7%
ALL	51.7%			64.1%			59.6%			49.9%			48.5%		

\* Grades 3-5 students took the reading MCA-II in 2010-11 and 2011-12.

#### Subgroup Proficiency and Number of Students Tested

Reading	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian															
Proficiency	N/A	43%	54.4%	N/A	45.6%	56.1%	30%	33.9%	34.2%	47.6%	33.1%	36.1%	59.1%	45.3%	38.1%
Number tested	N/A	79		N/A	103		20	118		21	124		22	159	
Asian															
Proficiency	N/A	68.8%	65.3%	N/A	70%	66.6%	N/A	60.4%	49.1%	N/A	56.8%	51.7%	N/A	63.6%	53.7%
Number tested	N/A	48		N/A	40			53			44			55	
Black															
Proficiency	77.8%	56.1%	52.1%	53.8%	63.6%	53%	23.5%	33.6%	32.1%	20%	35.8%	33.2%	17.6%	32.4%	33.8%
Number tested	18	132		13	118		17	125		30	159		51	222	
Hispanic															
Proficiency	34.3%	45.9%	53.1%	43.2%	47.5%	54.3%	29.1%	27.9%	34%	34%	31.5%	35.5%	33.3%	35.1%	36.4%
Number tested	35	194		37	200		55	244		53	238		36	248	
White															
Proficiency	76.7%	74.3%	80.8%	81.7%	78.1%	82.5%	63%	59.8%	65.3%	58.6%	62.8%	66.8%	59.4%	64.6%	67.5%
Number tested	287	2,353		290	2,326		292	2,296		268	2,259		271	2,326	
English Learners															
Proficiency	33.3%	22.1%	37.6%	34.4%	26.4%	37.7%	17.6%	6.6%	16%	16.7%	11.6%	16.4%	9.4%	11.4%	16.8%
Number tested	27	172		32	174		34	181		24	189		32	228	

Reading	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Special Education															
Proficiency	33.3%	34.4%	40.4%	35.8%	41.8%	43.7%	24.1%	24.9%	27.3%	25%	21.9%	28.1%	22.1%	22%	25.8%
Number tested	57	395		53	371		58	398		60	406		68	405	
Free and Reduced-Price Lunch															
Proficiency	65.6%	54.9%	58.3%	64.1%	58.7%	59.8%	42.7%	38.5%	38.1%	38.8%	38.9%	39.5%	36.5%	40.1%	39.8%
Number tested	180	1,092		167	1,092		206	1,168		183	1,121		208	1,246	
Mathematics	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian															
Proficiency	6.7%	26.1%	32.3%	26.1%	32.6%	41.4%	45%	34.9%	37.2%	47.6%	33.9%	36.5%	52.4%	35.7%	35.8%
Number tested	15	69		23	95		20	106		21	118		21	140	
Asian															
Proficiency	N/A	69.4%	55.8%	N/A	82.9%	61.7%	N/A	85.4%	61.3%	N/A	77.6%	60.1%	N/A	70.9%	59.5%
Number tested	N/A	36		N/A	35		N/A	41		N/A	49		N/A	55	
Black															
Proficiency	22.2%	34.8%	29.9%	36.8%	38.7%	35.8%	29.4%	44.1%	34.7%	11.1%	32.4%	33.5%	17.3%	28.2%	31.7%
Number tested	18	115		19	106		17	111		36	170		52	241	
Hispanic															
Proficiency	25.7%	29.3%	33.2%	29.7%	40.1%	41%	29.1%	34.1%	38.6%	29.6%	33.8%	38.2%	33.3%	28.2%	37%
Number tested	35	174		37	182		55	217		54	231		36	252	
White															
Proficiency	58.4%	59.5%	64.8%	72.6%	72.4%	72.8%	67.8%	68.5%	70%	58.1%	65.5%	68.9%	55.6%	62.7%	68.2%
Number tested	286	2,016		292	2,025		289	1,969		272	2,259		275	2,308	
English Learners															
Proficiency	24.2%	15.1%	27.1%	37%	22%	32.8%	41.2%	21.2%	28.8%	15.2%	17.6%	27.3%	8.1%	14%	24.8%
Number tested	33	166		27	173		34	170		33	204		37	242	
Special Education															
Proficiency	26.7%	27.9%	29.1%	36.7%	37.3%	36.6%	28.1%	28.8%	33.8%	27%	25.5%	31.4%	20.6%	17.3%	27%
Number tested	60	359		60	375		57	361		63	412		68	398	
Free and Reduced-Price Lunch															
Proficiency	34.9%	35.5%	39.1%	49.7%	48.3%	47%	44.9%	45.7%	43.6%	33.2%	40.6%	42.2%	31.6%	35.2%	40.2%
Number tested	172	967		193	994		205	1,047		187	1,088		212	1,233	

### 2. AIMSweb

*Criterion referenced was 2010-2011 Benchmarks.*

Grade & Probe	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Kindergarten</b>					
LSF	37%	44.4%	45.4%	28.2%	32%
NWF	37%	46%	50%	40.5%	39.7%
<b>Grade 1</b>					
RCBM	56%	51%	54%	52%	51%
<b>Grade 2</b>					
RCBM	64.7%	62.6%	58.4%	63.5%	63.3%
<b>Grade 3</b>					
RCBM	59.4%	68.3%	67%	55.4%	64.2%
<b>Grade 4</b>					
RCBM	71.8%	61.2%	69.7%	66.8%	51%
<b>Grade 5</b>					
RCBM	64.7%	77%	62%	62.7%	68%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

RCBM = Reading Curriculum Based Measurement

*See page 9 for detailed definitions of each probe.*

# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA



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

**Principal: Chris Triggs**  
**Assistant Principal: Lynnelle Dirksen**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	624	636	644	708	753
<b>2. Average Daily Membership (ADM)</b>	653	664	675	742	792
<b>3. Attendance Rate</b>	95.46%	95.78%	95.4%	95.38%	94.97%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	53	59	69	64	60
EL Students Served	61	68	74	83	62

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten	116	139	160	135	96
Grade 1	131	122	153	164	160
Grade 2	117	144	121	150	177
Grade 3	119	132	145	129	160
Grade 4	147	123	138	149	136
Grade 5	143	148	127	142	155
<b>Total</b>	<b>773</b>	<b>808</b>	<b>844</b>	<b>869</b>	<b>884</b>

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Robert Asp					
From Other Minnesota Districts	38	17	41	29	42
From Other States & Countries	33	55	76	72	101
From Non-public	1	5	11	5	5
Transfers Out of Robert Asp					
To Other Minnesota Districts	30	32	27	21	7
To Other States & Countries	9	8	50	38	32
To Non-public	2	5	2	2	1
Transfers From Other District Schools					8
Transfers To Other District Schools					6

# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA

<b>7. Free and Reduced Lunch Program</b>	<b>Oct. 2010</b>	<b>Oct. 2011</b>	<b>Oct. 2012</b>	<b>Oct. 2013</b>	<b>Oct. 2014</b>
Free	284	326	351	376	361
Reduced	75	54	69	37	39
Percentage of Students Free & Reduced	46.8%	47%	50%	47.6%	45.4%
<b>8. Ethnicity</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
American Indian	43	58	65	69	69
	5.25%	6.8%	7.15%	7.27%	7.3%
Asian	16	16	24	29	23
	1.95%	1.88%	2.64%	3.06%	2.4%
Hispanic	82	91	108	101	100
	10.01%	10.67%	11.88%	10.64%	10.6%
Black	42	40	46	68	69
	5.13%	4.63%	5.06%	7.27%	7.3%
White	636	648	666	682	681
	77.66%	75.97%	73.27%	71.87%	72.3%
<b>Percent Minority</b>	<b>22.34%</b>	<b>24.03%</b>	<b>26.73%</b>	<b>28.13%</b>	<b>27.7%</b>

<b>9. Home Language</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Albanian	6	7	5	3	3
Arabic	3	7	11	11	8
Bosnian	8	9	10	10	6
Cambodian	1	0	0	0	0
English	725	759	809	839	857
English Creolized	2	2	0	1	0
Filipino	0	0	2	1	1
Ganda, Luganda	0	0	0	1	0
Kurdish	18	22	18	29	24
Nuer	0	0	0	2	2
Somali	0	1	1	12	10
Spanish	48	38	44	33	27
Vietnamese	8	8	7	7	4



10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild		106	113	120	112
Low Incidence		23	22	28	24
<i>Total Disabilities Served</i>		<i>129</i>	<i>135</i>	<i>148</i>	<i>136</i>
<i>Percentage of Students with Disabilities</i>		<i>16.09%</i>	<i>15.52%</i>	<i>16.57%</i>	<i>15.38%</i>

### 1. Minnesota Comprehensive Assessments (MCA)

#### Proficiency

	2010-11*			2011-12*			2012-13			2013-14			2014-15		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	82.2%	75.4%	78.5%	66.7%	76.1%	80.4%	47.6%	53.5%	57.2%	56.5%	54.6%	58.1%	62.7%	59.8%	58.7%
Grade 4	66.4%	68.2%	75.1%	81.7%	80.2%	75.3%	45.5%	52.3%	54%	56%	57.7%	55%	53.4%	52.6%	57.9%
Grade 5	76.9%	79.3%	80.3%	79.5%	79.2%	79.4%	68.3%	64.3%	63.8%	65.7%	69.1%	67.6%	61.6%	66.4%	66.7%
ALL	74.7%			75.9%			53.3%			59.4%			59.6%		
Mathematics	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	68.6%	65.5%	70.2%	63.3%	71.7%	75.6%	63%	64%	71.5%	62.3%	61.1%	71.8%	63.4%	62.5%	70.9%
Grade 4	60.1%	62.4%	67.2%	81.8%	74.1%	73.3%	71.4%	71.6%	71.2%	75.2%	69.4%	70.3%	65.4%	60.6%	70%
Grade 5	54.5%	52.3%	53.6%	66.7%	66.3%	62.3%	73%	60%	60%	60.4%	57.6%	61.8%	57.9%	54.1%	59.7%
ALL	60.8%			70.3%			68.8%			66.1%			62%		

\* Grades 3-5 students took the reading MCA-II in 2010-11 and 2011-12.

#### Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
<b>American Indian</b>															
Proficiency	<i>NA</i>	43%	54.4%	<i>NA</i>	45.6%	56.1%	50%	33.9%	34.2%	29%	33.1%	36.1%	43.8%	45.3%	38.1%
Number tested	<i>NA</i>	79		<i>NA</i>	103		26	118		31	124		32	159	
<b>Asian</b>															
Proficiency	<i>NA</i>	68.8%	65.3%	<i>NA</i>	70%	66.6%	<i>NA</i>	60.4%	49.1%	<i>NA</i>	56.8%	51.7%	<i>NA</i>	63.6%	53.7%
Number tested	<i>NA</i>	48		<i>NA</i>	40		<i>NA</i>	53		<i>NA</i>	44		<i>NA</i>	55	
<b>Black</b>															
Proficiency	77.8%	56.1%	52.1%	53.8%	63.6%	53%	44.4%	33.6%	32.1%	50%	35.8%	33.2%	43.2%	32.4%	33.8%
Number tested	18	132		13	118		18	125		26	159		37	222	
<b>Hispanic</b>															
Proficiency	30%	45.9%	53.1%	<i>NA</i>	47.5%	54.3%	32.7%	27.9%	34%	41.9%	31.5%	35.5%	36.2%	35.1%	36.4%
Number tested	10	194		<i>NA</i>	200		52	244		43	238		58	248	
<b>White</b>															
Proficiency	35.2%	74.3%	80.8%	50%	78.1%	82.5%	57.9%	59.8%	65.3%	66%	62.8%	66.8%	66.9%	64.6%	67.5%
Number tested	54	2,353		46	2,326		302	2,296		300	2,259		317	2,326	
<b>English Learners</b>															
Proficiency	33.3%	22.1%	37.6%	34.4%	26.4%	37.7%	3%	6.6%	16%	17.1%	11.6%	16.4%	27%	11.4%	16.8%
Number tested	27	172		32	174		33	181		35	189		37	228	

# ROBERT ASP ELEMENTARY

## ACHIEVEMENT DATA

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Special Education															
Proficiency	34.7%	34.4%	40.4%	50.9%	41.8%	43.7%	30.6%	24.9%	27.3%	26.2%	21.9%	28.1%	27.9%	22%	25.8%
Number tested	72	395		57	371		62	398		61	406		68	405	
Free and Reduced-Price Lunch															
Proficiency	65.6%	54.9%	58.3%	64.1%	58.7%	59.8%	39.2%	38.5%	38.1%	45.7%	38.9%	39.5%	45.1%	40.1%	39.8%
Number tested	180	1,092		167	1,092		194	1,168		197	1,121		224	1,246	

Mathematics	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
American Indian															
Proficiency	68.8%	26.1%	32.3%	58.8%	32.6%	41.4%	41.7%	34.9%	37.2%	33.3%	33.9%	36.5%	40.6%	35.7%	35.8%
Number tested	16	69		17	95		24	106		30	118		32	140	
Asian															
Proficiency	N/A	69.4%	55.8%	N/A	82.9%	61.7%	N/A	85.4%	61.3%	N/A	77.6%	60.1%	N/A	70.9%	59.5%
Number tested	N/A	36		N/A	35		N/A	41		N/A	49		N/A	55	
Black															
Proficiency	44.4%	34.8%	29.9%	33.3%	38.7%	35.8%	66.7%	44.1%	34.7%	53.3%	32.4%	33.5%	52.8%	28.2%	31.7%
Number tested	18	115		15	106		18	111		30	170		36	241	
Hispanic															
Proficiency	43.9%	29.3%	33.2%	55.0%	40.1%	41%	44.2%	34.1%	38.6%	58.5%	33.8%	38.2%	35.6%	28.2%	37%
Number tested	41	174		40	182		52	217		41	231		59	252	
White															
Proficiency	63.5%	59.5%	64.8%	75.2%	72.4%	72.8%	75.2%	68.5%	70%	71.7%	65.5%	68.9%	69.4%	62.7%	68.2%
Number tested	312	2,016		307	2,025		298	1,969		300	2,259		317	2,308	
English Learners															
Proficiency	21.4%	15.1%	27.1%	31.4%	22%	32.8%	27.3%	21.2%	28.8%	29.4%	17.6%	27.3%	35.1%	14%	24.8%
Number tested	28	166		35	173		33	170		34	204		37	242	
Special Education															
Proficiency	30.3%	27.9%	29.1%	45.5%	37.3%	36.6%	40.4%	28.8%	33.8%	29.5%	25.5%	31.4%	26.1%	17.3%	27%
Number tested	76	359		66	375		57	361		61	412		69	398	
Free and Reduced-Price Lunch															
Proficiency	45.1%	35.5%	39.1%	55.6%	48.3%	47%	54.2%	45.7%	43.6%	49.5%	40.6%	42.2%	46.9%	35.2%	40.2%
Number tested	182	967		169	994		192	1,047		194	1,088		224	1,233	

### AIMSweb

*Criterion referenced was 2010-2011 Benchmarks.*

Grade & Probe	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Kindergarten</b>					
LSF	42.1%	44.1%	27%	60.1%	73%
NWF	40.4%	44%	37.3%	57%	78%
<b>Grade 1</b>					
RCBM	51.4%	55.4%	50%	52.6%	51%
<b>Grade 2</b>					
RCBM	54%	60%	59.2%	59.8%	61%
<b>Grade 3</b>					
RCBM	74%	63%	60%	61%	62%
<b>Grade 4</b>					
RCBM	65%	70.2%	59.3%	60.3%	57%
<b>Grade 5</b>					
RCBM	66%	62.1%	78%	68%	64%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

RCBM = Reading Curriculum Based Measurement

*See page 9 for detailed 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: Anne Moyano**  
**Assistant Principal: Carla Smith**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	730	730	737	742	803
<b>2. Average Daily Membership (ADM)</b>	757	755	765	771	840
<b>3. Attendance Rate</b>	96.33%	96.65%	96.3%	96.2%	95.62%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	103	98	83	62	87
EL Students Served	109	103	92	74	88

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Kindergarten (located at Probstfield)	140	154	168	N/A	N/A
Grade 1	145	148	148	169	172
Grade 2	160	138	157	145	179
Grade 3	154	149	145	162	163
Grade 4	167	156	159	139	173
Grade 5	139	163	160	154	146
<b>Total</b>	<b>905</b>	<b>908</b>	<b>937</b>	<b>769</b>	<b>833</b>

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into S.G. Reinertsen					
From Other Minnesota Districts	26	25	26	29	34
From Other States & Countries	38	37	41	33	61
From Non-public	10	14	16	11	9
Transfers Out of S.G. Reinertsen					
To Other Minnesota Districts	19	16	15	8	11
To Other States & Countries	18	17	38	26	15
To Non-public	1	1	5	2	1
Transfers From Other District Schools					8
Transfers To Other District Schools					6



# S.G. REINERTSEN ELEMENTARY

## DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free	288	258	300	244	231
Reduced	42	52	57	38	36
Percentage of Students Free & Reduced	36.8%	34.3%	38.2	36.6%	32.1%
8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian	21	24	33	24	23
	2.45%	2.51%	3.33%	2.99%	2.6%
Asian	5	4	9	5	7
	0.53%	0.42%	0.91%	0.62%	1%
Hispanic	50	45	41	31	36
	5.33%	4.7%	4.14%	3.86%	4.1%
Black	57	49	59	41	52
	6.08%	5.12%	5.95%	5.1%	5.9%
White	805	835	849	703	757
	85.82%	87.25%	85.67%	87.44%	86.4%
<b>Percent Minority</b>	<b>14.18%</b>	<b>12.75%</b>	<b>14.33%</b>	<b>12.56%</b>	<b>13.6%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Afaan Orono	1	0	0	0	0
Albanian	5	2	1	2	2
American Sign Language	0	1	0	1	1
Arabic	19	25	19	15	23
Bantu	0	0	0	0	3
Bosnian	0	9	3	4	5
Chippewa, Ojibwa	0	0	0	0	1
English	806	827	868	696	751
English Creolized	0	0	0	1	1
Filipino	0	0	1	1	0
Ganda,Luganda	0	0	0	1	1
Grebo	2	0	0	0	0
Kurdish	60	66	74	62	60
Russian	1	0	0	0	0
Serbo-Croatian	10	0	0	0	0
Somali	12	15	16	11	16
Spanish	21	11	7	9	11
Vietnamese	1	0	1	1	1

<b>10. Special Education Status</b>	<b>Dec. 2010</b>	<b>Dec. 2011</b>	<b>Dec. 2012</b>	<b>Dec. 2013</b>	<b>Dec. 2014</b>
Mild		117	136	99	83
Low Incidence		32	37	29	37
<i><b>Total Disabilities Served</b></i>		<i><b>149</b></i>	<i><b>173</b></i>	<i><b>128</b></i>	<i><b>120</b></i>
<i><b>Percentage of Students with Disabilities</b></i>		<i><b>16.3%</b></i>	<i><b>18.14%</b></i>	<i><b>16.51%</b></i>	<i><b>14.41%</b></i>

### 1. Minnesota Comprehensive Assessments (MCA)

#### Proficiency

	2010-11*			2011-12*			2012-13			2013-14			2014-15		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	75.2%	75.4%	78.5%	80.3%	76.1%	80.4%	60%	53.5%	57.2%	66%	54.6%	58.1%	61.6%	59.8%	58.7%
Grade 4	75.6%	68.2%	75.1%	84.8%	80.2%	75.3%	57%	52.3%	54%	64.4%	57.7%	55%	62.9%	52.6%	57.9%
Grade 5	83.1%	79.3%	80.3%	84.5%	79.2%	79.4%	66%	64.3%	63.8%	76%	69.1%	67.6%	74.8%	66.4%	66.7%
ALL	77.8%			83.3%			61.1%			69%			66%		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	69.3%	65.5%	70.2%	77.6%	71.7%	75.6%	66.9%	64%	71.5%	74.5%	61.1%	71.8%	64.8%	62.5%	70.9%
Grade 4	73.8%	62.4%	67.2%	75.5%	74.1%	73.3%	74.3%	71.6%	71.2%	76.3%	69.4%	70.3%	71.8%	60.6%	70%
Grade 5	55.1%	52.3%	53.6%	75.3%	66.3%	62.3%	59.9%	60%	60%	62.1%	57.6%	61.8%	57.4%	54.1%	59.7%
ALL	66.6%			76.1%			67%			70.8%			65.1%		

\* Grades 3-5 students took the reading MCA-II in 2010-11 and 2011-12.

#### Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
<b>American Indian</b>															
Proficiency	N/A	43%	54.4%	45.5%	45.6%	56.1%	30.8%	33.9%	34.2%	N/A	33.1%	36.1%	63.6%	45.3%	38.1%
Number tested	N/A	79		11	103		13	118		N/A	124		11	159	
<b>Asian</b>															
Proficiency	N/A	68.8%	65.3%	N/A	70%	66.6%	N/A	60.4%	49.1%	N/A	56.8%	51.7%	N/A	63.6%	53.7%
Number tested	N/A	48		N/A	40		N/A	53		N/A	44		N/A	55	
<b>Black</b>															
Proficiency	65.4%	56.1%	52.1%	65%	63.6%	53%	36%	33.6%	32.1%	55.6%	35.8%	33.2%	42.9%	32.4%	33.8%
Number tested	26	132		20	118		25	125		18	159		28	222	
<b>Hispanic:</b>															
Proficiency	50%	45.9%	53.1%	55.6%	47.5%	54.3%	29.4%	27.9%	34%	38.9%	31.5%	35.5%	45.5%	35.1%	36.4%
Number tested	20	194		18	200		17	244		18	238		22	248	
<b>White</b>															
Proficiency	79.9%	74.3%	80.8%	86.3%	78.1%	82.5%	65%	59.8%	65.3%	71.5%	62.8%	66.8%	68.5%	64.6%	67.5%
Number tested	389	2,353		409	2,326		380	2,296		397	2,259		410	2,326	
<b>English Learners</b>															
Proficiency	38.2%	22.1%	37.6%	27.9%	26.4%	37.7%	8.8%	6.6%	16%	19.4%	11.6%	16.4%	11.6%	11.4%	16.8%
Number tested	34	172		43	174		34	181		36	189		43	228	

# S.G. REINERTSEN ELEMENTARY

## ACHIEVEMENT DATA

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Special Education															
Proficiency	47%	34.4%	40.4%	55.7%	41.8%	43.7%	36%	24.9%	27.3%	36.5%	21.9%	28.1%	33.9%	22%	25.8%
Number tested	83	395		79	371		86	398		74	406		59	405	
Free and Reduced-Price Lunch															
Proficiency	60.6%	54.9%	58.3%	69.8%	58.7%	59.8%	40.9%	38.5%	38.1%	45.7%	38.9%	39.5%	44.7%	40.1%	39.8%
Number tested	155	1,092		172	1,092		171	1,168		162	1,121		159	1,246	

Mathematics	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
American Indian															
Proficiency	N/A	26.1%	32.3%	33.3%	32.6%	41.4%	30.8%	34.9%	37.2%	N/A	33.9%	36.5%	63.6%	35.7%	35.8%
Number tested	N/A	69		12	95		13	106		N/A	118		11	140	
Asian															
Proficiency	N/A	69.4%	55.8%	N/A	82.9%	61.7%	N/A	85.4%	61.3%	N/A	77.6%	60.1%	N/A	70.9%	59.5%
Number tested	N/A	36		N/A	35		N/A	41		N/A	49		N/A	55	
Black															
Proficiency	46.2%	34.8%	29.9%	47.6%	38.7%	35.8%	44%	44.1%	34.7%	58.8%	32.4%	33.5%	41.4%	28.2%	31.7%
Number tested	26	115		21	106		25	111		17	170		29	241	
Hispanic															
Proficiency	20%	29.3%	33.2%	55.6%	40.1%	41%	41.2%	34.1%	38.6%	44.4%	33.8%	38.2%	40.9%	28.2%	37%
Number tested	20	174		18	182		17	217		18	231		22	252	
White															
Proficiency	70.7%	59.5%	64.8%	79.5%	72.4%	72.8%	70.6%	68.5%	70%	73.1%	65.5%	68.9%	68%	62.7%	68.2%
Number tested	389	2,016		415	2,025		385	1,969		398	2,259		412	2,308	
English Learners															
Proficiency	25.7%	15.1%	27.1%	15.9%	22%	32.8%	13.5%	21.2%	28.8%	25%	17.6%	27.3%	22.7%	14%	24.8%
Number tested	35	166		44	173		37	170		36	204		44	242	
Special Education															
Proficiency	41%	27.9%	29.1%	51.2%	37.3%	36.6%	35.2%	28.8%	33.8%	42.7%	25.5%	31.4%	28.3%	17.3%	27%
Number tested	83	359		86	375		88	361		75	412		60	398	
Free and Reduced-Price Lunch															
Proficiency	43.9%	35.5%	39.1%	58%	48.3%	47%	46.9%	45.7%	43.6%	50%	40.6%	42.2%	42.2%	35.2%	40.2%
Number tested	157	967		176	994		177	1,047		162	1,088		161	1,233	

### 2. AIMSweb

*Criterion referenced was 2010-2011 Benchmarks.*

Grade & Probe	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Kindergarten</b>					
LSF	82%	90%	79%	N/A	N/A
NWF	80%	83%	78.8%	N/A	N/A
<b>Grade 1</b>					
RCBM	76.2%	75.4%	72.4%	72.3%	63%
<b>Grade 2</b>					
RCBM	80%	81%	80.3%	83.5%	72.3%
<b>Grade 3</b>					
RCBM	71.7%	82%	75%	80%	81%
<b>Grade 4</b>					
RCBM	76%	68.5%	85%	73.8%	75.2%
<b>Grade 5</b>					
RCBM	68.3%	73%	68%	86%	81.2%

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

RCBM = Reading Curriculum Based Measurement

*See page 9 for detailed 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

The Special Education Status includes the number of resident 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 number does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

## 1. Minnesota Comprehensive Assessments (MCA)

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

There are four achievement levels for the MCA:

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

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

## 2. Failure Rate

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

## 3. 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.

## 4. Advanced Placement Examinations (AP)

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

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

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

**5. 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.

**6. 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:

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

# HORIZON MIDDLE SCHOOL

## DEMOGRAPHIC DATA



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

**Principal: Jeremy Larson**  
**Assistant Principal: Jacob Scandrett**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	1,184	1,183	1,209	1,229	1,188
<b>2. Average Daily Membership (ADM)</b>	1,239	1,231	1,265	1,232	1,260
<b>3. Attendance Rate</b>	95.61%	96.08%	95.62%	99.79%	94.29%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	35	27	34	47	62
EL Students Served	81	73	78	107	113

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Grade 6	432	398	445	416	434
Grade 7	417	417	400	449	417
Grade 8	413	425	439	399	435
<b>Total</b>	<b>1,262</b>	<b>1,240</b>	<b>1,284</b>	<b>1,264</b>	<b>1,286</b>

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Horizon					
From Other Minnesota Districts	62	36	53	25	31
From Other States & Countries	29	57	58	76	99
From Non-public	23	14	14	17	18
Transfers Out of Horizon					
To Other Minnesota Districts	33	15	31	17	15
To Other States & Countries	14	31	46	45	37
To Non-public	3	3	5	3	4
Transfers From Other District Schools					2
Transfers To Other District Schools					41

# HORIZON MIDDLE SCHOOL

## DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free	394	373	420	422	416
Reduced	95	90	111	67	82
Percentage of Students Free & Reduced	39.1%	37.5%	41.7%	39.1%	39%
8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian	43	50	69	62	71
	3.32%	3.89%	5.16%	4.74%	5.2%
Asian	22	19	20	18	30
	1.7%	1.48%	1.5%	1.38%	2.2%
Hispanic	93	101	109	121	122
	7.17%	7.85%	8.16%	9.24%	9%
Black	63	57	62	81	101
	4.86%	4.43%	4.64%	6.19%	7.5%
White	1,076	1,080	1,076	1,027	1,030
	82.96%	83.92%	80.54%	78.46%	76.1%
<b>Percent Minority</b>	<b>17.04%</b>	<b>16.08%</b>	<b>19.46%</b>	<b>21.54%</b>	<b>23.9%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Adangme	1	0	0	0	0
Albanian	9	12	13	9	6
American Sign Language	0	1	2	2	1
Arabic	11	13	16	23	31
Bosnian	14	10	9	5	5
Cambodian	0	1	1	1	0
Cebuano	0	0	0	0	1
Chinese	0	0	0	1	3
Chippewa, Ojibwa	1	0	0	0	0
Dakota	1	0	0	1	1
English	1,149	1,146	1,181	1,141	1,167
English Creolized	0	0	0	1	1
Filipino	0	0	0	1	1
French	0	0	1	1	0
Japanese	1	0	0	0	0
Kurdish	35	36	38	43	53
Nuer	0	0	0	1	1



9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Russian	2	0	1	0	0
Samoan	1	1	1	0	0
Somali	5	4	6	16	32
Spanish	58	53	55	59	42
Swahili	0	0	1	1	1
Vietnamese	9	7	8	5	8

10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild		137	155	166	157
Low Incidence		63	60	49	37
<b><i>Total Disabilities Served</i></b>		<b><i>200</i></b>	<b><i>215</i></b>	<b><i>215</i></b>	<b><i>194</i></b>
<b><i>Percentage of Students with Disabilities</i></b>		<b><i>16.13%</i></b>	<b><i>16.51%</i></b>	<b><i>17.01%</i></b>	<b><i>15.09%</i></b>

## Minnesota Comprehensive Assessments (MCA)

### Proficiency

	2010-11*			2011-12*			2012-13			2013-14			2014-15		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 6	68.4%	68.4%	75.1%	72.3%	72.3%	76.3%	55.2%	54.7%	59.3%	56.6%	56.2%	61%	58.9%	57.6%	63.9%
Grade 7	66.3%	66.2%	69.6%	68.7%	68.7%	71.4%	50.5%	50%	54%	54.7%	54%	56%	59.8%	58.4%	55.6%
Grade 8	66.1%	64.3%	68.1%	70.4%	70.4%	72.4%	54.9%	54%	54.1%	57%	56.5%	55.8%	60.6%	58.8%	56%
ALL	67%			70.4%			53.6%			56%			59.8%		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 6	45.7%	45.7%	50.3%	60.8%	60.8%	59.9%	59%	58.4%	57%	52.3%	51.8%	57.1%	50.4%	49%	57.6%
Grade 7	54.2%	54.1%	51.7%	66.3%	66.3%	58.6%	63.8%	63.2%	56%	65.2%	64.3%	57.1%	60.2%	58.4%	55.1%
Grade 8	53.6%	52.1%	53.3%	63.6%	63.6%	62%	63%	61.8%	58.9%	67.5%	66.9%	59.7%	59.4%	57.4%	57.8%
ALL	51%			63.6%			61.9%			61.6%			56.6%		

\* Grades 6-8 students took the reading MCA-II in 2010-11 and 2011-12.

### Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
<b>American Indian</b>															
Proficiency	34.6%	43%	54.4%	38.5%	45.6%	56.1%	32%	33.9%	34.2%	31.4%	33.1%	36.1%	39%	45.3%	38.1%
Number tested	26	79		39	103		50	118		51	124		59	159	
<b>Asian</b>															
Proficiency	66.7%	68.8%	65.3%	58.8%	70%	66.6%	52.6%	60.4%	49.1%	64.7%	56.8%	51.7%	58.6%	63.6%	53.7%
Number tested	21	48		17	40		19	53		17	44		29	55	
<b>Black</b>															
Proficiency	49%	56.1%	52.1%	60.4%	63.6%	53%	36.2%	33.6%	32.1%	29.7%	35.8%	33.2%	32.6%	32.4%	33.8%
Number tested	51	132		48	118		47	125		64	159		86	222	
<b>Hispanic</b>															
Proficiency	43.8%	45.9%	53.1%	43.2%	47.5%	54.3%	25.3%	27.9%	34%	26.6%	31.5%	35.5%	35.5%	35.1%	36.4%
Number tested	73	194		81	200		91	244		94	238		93	248	
<b>White</b>															
Proficiency	70.4%	74.3%	80.8%	74.6%	78.1%	82.5%	58.1%	59.8%	65.3%	61.8%	62.8%	66.8%	65.9%	64.6%	67.5%
Number tested	1,017	2,353		1,002	2,326		994	2,296		968	2,259		967	2,326	
<b>English Learners</b>															
Proficiency	11.1%	22.1%	37.6%	9.2%	26.4%	37.7%	1.5%	6.6%	16%	6.2%	11.6%	16.4%	7.5%	11.4%	16.8%
Number tested	63	172		65	174		67	181		81	189		93	228	

## Subgroup Proficiency, continued

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Special Education															
Proficiency	7.1%	34.4%	40.4%	N/A	41.8%	43.7%	16.8%	24.9%	27.3%	13.5%	21.9%	28.1%	15.8%	22%	25.8%
Number tested	14	395		14	371		155	398		171	406		158	405	
Free and Reduced-Price Lunch															
Proficiency	49.8%	54.9%	58.3%	52.5%	58.7%	59.8%	36.8%	38.5%	38.1%	36.7%	38.9%	39.5%	40.2%	40.1%	39.8%
Number tested	440	1,092		440	1,092		465	1,168		447	1,121		473	1,246	

	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
American Indian															
Proficiency	11.1%	26.1%	32.3%	25.6%	32.6%	41.4%	30.4%	34.9%	37.2%	31.4%	33.9%	36.5%	31.1%	35.7%	35.8%
Number tested	27	69		43	95		46	106		51	118		61	140	
Asian															
Proficiency	61.9%	69.4%	55.8%	94.1%	82.9%	61.7%	94.7%	85.4%	61.3%	94.1%	77.6%	60.1%	70%	70.9%	59.5%
Number tested	21	36		17	35		19	41		17	49		30	55	
Black															
Proficiency	30.2%	34.8%	29.9%	37.3%	38.7%	35.8%	44.7%	44.1%	34.7%	33.3%	32.4%	33.5%	24.4%	28.2%	31.7%
Number tested	53	115		51	106		47	111		69	170		90	241	
Hispanic															
Proficiency	27%	29.3%	33.2%	34.5%	40.1%	41%	31.8%	34.1%	38.6%	28.6%	33.8%	38.2%	25.8%	28.2%	37%
Number tested	74	174		87	182		88	217		91	231		97	252	
White															
Proficiency	54.7%	59.5%	64.8%	68.5%	72.4%	72.8%	66.2%	68.5%	70%	67.7%	65.5%	68.9%	63.9%	62.7%	68.2%
Number tested	1,024	2,016		1,011	2,025		993	1,969		969	2,259		967	2,308	
English Learners															
Proficiency	3%	15.1%	27.1%	14.9%	22%	32.8%	12.1%	21.2%	28.8%	13.6%	17.6%	27.3%	6.8%	14%	24.8%
Number tested	66	166		67	173		66	170		88	204		103	242	

### Subgroup Proficiency, continued

Mathematics	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Special Education															
Proficiency	19.4%	27.9%	29.1%	27%	37.3%	36.6%	21.7%	28.8%	33.8%	20.3%	25.5%	31.4%	11.3%	17.3%	27%
Number tested	139	359		163	375		157	361		172	412		160	398	
Free and Reduced-Price Lunch															
Proficiency	29.7%	35.5%	39.1%	41.2%	48.3%	47%	43.4%	45.7%	43.6%	41.7%	40.6%	42.2%	35.2%	35.2%	40.2%
Number tested	445	967		456	994		458	1,047		444	1,088		480	1,233	

### Failure Rate

Failure Rate	2010-11	2011-12	2012-13	2013-14	2014-15
	3.69%	3.94%	3.84%	3.18%	3.85%

# 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**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	1,506	1,505	1,424	1,555	1,455
<b>2. Average Daily Membership (ADM)</b>	1,506	1,505	1,518	1,555	1,567
<b>3. Attendance Rate</b>	93.15%	100%	93.77%	93.8%	92.83%
<b>4. English Learners (EL)</b>					
EL State Reimbursement	37	29	32	42	58
EL Students Served	49	45	45	59	73

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Grade 9	398	420	424	453	401
Grade 10	437	409	417	432	430
Grade 11	384	436	402	409	385
Grade 12	433	397	439	405	392
<b>Total</b>	<b>1,652</b>	<b>1,662</b>	<b>1,682</b>	<b>1,699</b>	<b>1,608</b>

<b>6. Mobility</b>	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Moorhead High					
From Other Minnesota Districts	48	48	44	49	46
From Other States & Countries	77	64	61	72	84
From Non-public	16	6	12	7	3
Transfers Out of Moorhead High					
To Other Minnesota Districts	31	25	29	25	22
To Other States & Countries	35	22	33	25	24
To Non-public	1	2	2	0	0
Transfers From Other District Schools					7
Transfers To Other District Schools					53

# MOORHEAD HIGH SCHOOL

## DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free	362	340	379	393	387
Reduced	106	90	98	69	89
Percentage of Students Free & Reduced	30.7%	28.3%	30.9%	29.2%	30%
8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian	42	46	47	45	75
	2.64%	2.85%	2.86%	2.73%	4.5%
Asian	29	36	35	35	39
	1.82%	2.23%	2.13%	2.12%	2.3%
Hispanic	80	91	98	99	107
	5.03%	5.65%	5.97%	6%	6.3%
Black	55	63	74	73	118
	3.45%	3.91%	4.51%	4.42%	7%
White	1,386	1,376	1,387	1,398	1,346
	87.06%	85.36%	86.63%	84.73%	79.9%
<b>Percent Minority</b>	<b>12.94%</b>	<b>13.64%</b>	<b>13.37%</b>	<b>15.27%</b>	<b>20.1%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Adangme	1	2	2	1	0
Albanian	1	5	7	7	8
American Sign Language	1	1	1	1	1
Arabic	23	23	20	26	25
Bosnian	7	9	9	7	6
Cambodian	0	0	0	0	1
Cebuano	0	0	1	1	1
Chinese	0	0	0	0	1
Chippewa, Ojibwa	1	2	0	0	0
Dakota	1	2	0	0	0
English	1,436	1,466	1,504	1,492	1,497
English Creolized	0	0	0	1	5
Farsi	0	0	1	1	1
French	0	1	1	0	0
German	1	0	0	2	0
Japanese	1	0	0	0	0
Korean	3	0	0	0	0
Kurdish	44	40	38	42	49



# MOORHEAD HIGH SCHOOL

## DEMOGRAPHIC DATA

Polynesian	2	0	0	0	0
Portuguese	1	0	0	0	0
Russian	3	1	1	2	1
Samoan	0	1	0	1	1
Somali	4	4	7	15	39
Spanish	48	41	40	45	39
Thai	2	1	0	0	0
Vietnamese	12	12	8	8	8

10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild		137	132	143	156
Low Incidence		61	71	77	69
<b><i>Total Disabilities Served</i></b>		<b><i>198</i></b>	<b><i>203</i></b>	<b><i>220</i></b>	<b><i>225</i></b>
<b><i>Percentage of Students with Disabilities</i></b>		<b><i>11.85%</i></b>	<b><i>12.07%</i></b>	<b><i>12.95%</i></b>	<b><i>13.93%</i></b>

## Minnesota Comprehensive Assessments (MCA)

### Proficiency

	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 10	74.8%	72.7%	75.3%	72.8%	70.4%	76.8%	57%	55%	62.3%	54.8%	52.5%	60.1%	59.9%	57.7%	57%
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 11	53.4%	50.9%	48.6%	39.2%	37.5%	42.5%	51.2%	50.1%	52.4%	48%	46.4%	50.6%	51.7%	48.1%	48.7%

\* Grade 10 students took the reading MCA-II in 2010-11 and 2011-12. Grade 11 students took the mathematics MCA-II in 2010-11, 2011-12 and 2012-13.

### Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
<b>American Indian</b>															
Proficiency	N/A	45.5%	55.2%	30%	28.6%	58.1%	N/A	N/A	39.3%	N/A	20%	36.4%	65%	55.6%	35.7%
Number tested	N/A	11		10	14		N/A	N/A		N/A	10		20	27	
<b>Asian</b>															
Proficiency	61.5%	61.5%	61.7%	N/A	N/A	64.5%	75%	75%	50%	N/A	N/A	53%	N/A	N/A	49.7%
Number tested	13	13		N/A	N/A		12	12		N/A	N/A		N/A	N/A	
<b>Black</b>															
Proficiency	47.1%	47.1%	47%	70.6%	72.2%	50.9%	28.6%	28.6%	32.9%	40%	42.9%	32.6%	42.9%	40.0%	29.2%
Number tested	17	17		17	18		14	14		20	21		14	15	
<b>Hispanic</b>															
Proficiency	60%	42.9%	52.7%	52.6%	41.7%	51.7%	31.6%	24%	38.7%	36.8%	26.9%	36.2%	41.2%	37.0%	33.3%
Number tested	15	21		19	24		19	25		19	26		17	27	
<b>White</b>															
Proficiency	77.9%	77.1%	81.7%	75.7%	74.5%	83.2%	59.7%	58.5%	69.4%	58%	56.7%	66.7%	61.7%	60.6%	64.2%
Number tested	335	345		313	321		315	323		312	321		337	345	
<b>English Learners</b>															
Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	9.1%	7.7%	10.2%	N/A	0%	6.9%	0%	0.0%	4.7%
Number tested	N/A	N/A		N/A	N/A		11	13		N/A	11		14	15	
<b>Special Education</b>															
Proficiency	24.4%	22.7%	35.3%	26.7%	24.2%	41.1%	24.2%	25.7%	26.4%	21.1%	20.5%	22.1%	24.4%	21.7%	18.3%
Number tested	41	44		30	33		33	35		38	39		41	46	
<b>Free and Reduced-Price Lunch</b>															
Proficiency	57.4%	54.6%	56.7%	52.9%	48.8%	58.7%	41.3%	37.3%	41%	33%	29.8%	39.8%	42.4%	39.5%	35.7%
Number tested	115	130		104	121		104	118		109	124		125	147	

## Subgroup Proficiency and Number of Students Tested

	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
American Indian															
Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number tested	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Asian															
Proficiency	N/A	N/A	42.4%	36.4%	36.4%	39.4%	N/A	N/A	49.2%	58.3%	58.3%	48.1%	N/A	N/A	N/A
Number tested	N/A	N/A		11	11		N/A	N/A		12	12		N/A	N/A	
Black															
Proficiency	N/A	N/A	15.7%	31.3%	29.4%	11.5%	25.0%	23.1%	20.8%	11.8%	11.8%	19.6%	19.2%	16.7%	18.4%
Number tested	N/A	N/A		16	17		12	13		17	17		26	30	
Hispanic															
Proficiency	13.3%	11.1%	21.7%	25%	20%	19.1%	21.4%	17.6%	24.1%	18.8%	16.7%	25.5%	17.6%	15.4%	23.7%
Number tested	15	18		12	15		14	17		16	24		17	26	
White															
Proficiency	57.7%	56%	54.9%	41.3%	40.2%	48.1%	53.9%	53.5%	58.9%	51.8%	50.6%	57%	57.3%	54.9%	55.1%
Number tested	298	307		312	326		297	301		305	314		300	317	
English Learners															
Proficiency	12.5%	11.8%	8.8%	N/A	N/A	7%	N/A	N/A	8.80%	0%	0%	9.4%	N/A	N/A	7.2%
Number tested	16	17		N/A	N/A		N/A	N/A		10	10		N/A	N/A	
Special Education															
Proficiency	10%	9.7%	12.4%	6.5%	5.6%	9.4%	7.4%	7.4%	13.2%	8.3%	7.7%	12.2%	6.3%	5.6%	10.6%
Number tested	30	31		31	36		27	27		36	39		32	36	
Free and Reduced-Price Lunch															
Proficiency	34.7%	31.2%	26.5%	19.1%	17.8%	21.2%	29.3%	27.5%	30.4%	21.5%	19.8%	28.3%	24.7%	20.3%	27%
Number tested	98	109		89	101		82	91		79	91		93	118	

## Failure Rate

4. Failure Rate	2010-11	2011-12	2012-13	2013-14	2014-15
	4.36%	4.81%	4.49%	4.7%	4.8%

### Postsecondary Enrollment Options

5. Postsecondary Enrollment Options*	2010-11	2011-12	2012-13	2013-14	2014-15
Accounting	2			1	
Anthropology		2	2	6	3
Art		1		4	
Astronomy			1	1	4
Biology	2	2	20	10	11
Business				2	1
Chemistry	4	2	3	8	11
Chinese				2	1
Communications	2	6	3	8	14
Economics	6	5	10	12	12
Computer/Electronics	2	13	1	4	8
Engineering					5
English	14	23	24	36	32
French		2	1	3	
Health	6	4	8	6	3
History		7	14	9	8
Humanities	1			1	
Italian				1	
Japanese	3	1			
Latin	3				
Law	1				3
Mathematics	5	12	19	23	29
Mechanics/Engineering	16	25	12	12	9
Music	2		5		4
Norwegian		2			
Nursing		4	1	1	1
Philosophy			1	4	1
Politics	2	6	9	15	10
Psychology	8	13	16	26	22
Religion/Culture	2				
Science	2	4	7	2	3

Sociology	7	9	7	10	
Spanish	6	7		3	
Welding	16				
Women's Studies				4	
<b>Number of Students Participating</b>					
<b>Number of Courses Attempted</b>	112	150	164	214	195

## Advanced Placement (AP) Examinations Participation and Results

6. Advanced Placement (AP) Examinations	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Students Tested	300	290	321	384	359
Number of Tests Taken	675	552	631	646	590
Percentage Scoring 3, 4 or 5	67.3%	62.4%	55.8%	53.9%	61.6%
<b>Number of Tests Taken by Subject</b>					
Biology	29	52	42	34	15
Calculus AB	23	18	30	26	19
Calculus BC	23	17	12		7
Calculus BC: AB Subscore	23	17	12		7
Chemistry	19	11	25	23	16
Comparative Government and Politics	25	17	15	18	7
English Language and Composition	120	83	101	78	58
English Literature and Composition	73	72	74	58	59
European History	67	61	87	54	162
Human Geography				98	72
Macroeconomics	18	23	8	30	8
Microeconomics	51	14	14	33	41
Psychology	90	64	78	39	59
Physics					13
Statistics	30	26	28	53	45
United States Government and Politics	40	17	13	28	9
United States History	67	77	85	107	

### ACT

7. ACT Average Score	Graduating Class of				
	2011	2012	2013	2014	2015
<b>Composite</b>					
Moorhead	22.8	22.7	22.4	22.6	22.1
State	22.9	22.8	23	22.9	22.7
National	21.1	21.1	20.9	21	21
<i>Number of Students Taking the ACT</i>	<i>267</i>	<i>260</i>	<i>263</i>	<i>251</i>	<i>268</i>
<i>Percent Participation**</i>	<i>69.53%</i>	<i>59.63%</i>	<i>65.42%</i>	<i>61.37%</i>	<i>60.36%</i>

\* Percent participation is calculated using October 1 enrollment figures.

### 5 Year Trends - Percent of Students Meeting College Readiness Benchmarks

8. Percent of Students Meeting College		2011	2012	2013	2014	2015
<b>Readiness Benchmarks</b>						
<b>English</b>	Moorhead	75%	76%	77%	75%	70%
	State	78%	78%	78%	77%	74%
	National	66%	67%	64%	64%	64%
<b>Mathematics</b>	Moorhead	65%	62%	62%	58%	56%
	State	62%	62%	62%	61%	58%
	National	45%	46%	44%	43%	42%
<b>Reading</b>	Moorhead	63%	62%	53%	57%	53%
	State	64%	64%	57%	56%	57%
	National	52%	52%	44%	44%	46%
<b>Science</b>	Moorhead	42%	45%	45%	55%	46%
	State	43%	42%	52%	53%	53%
	National	30%	31%	36%	37%	38%
<b>Meeting all 4</b>	Moorhead	35%	33%	32%	38%	34%
	State	36%	36%	39%	39%	39%
	National	25%	25%	26%	26%	28%





**Red River Area Learning Center**  
 1100 32nd Ave. S., Moorhead, MN 56560  
 218-284-2200

**Director of Alternative Education:**  
**Deb Pender-Tilleraas**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Average Daily Attendance (ADA)</b>	68	72	97	46	87
<b>2. Average Daily Membership (ADM)</b>	77	92	122	61	123
<b>3. Attendance Rate</b>	88.3%	78.59%	79.1%	75.32%	70.74%
<b>4. English Learners (EL)</b>					
	9	13	9	7	12
	20	28	24	19	29

<b>5. October 1 Enrollment</b>	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Grade 6	0	0	0	0	0
Grade 7	0	0	3	2	7
Grade 8	0	0	3	2	5
Grade 9	13	6	4	3	3
Grade 10	20	16	17	18	23
Grade 11	24	22	26	20	28
Grade 12	29	43	42	41	43
<b>Total</b>	<b>86</b>	<b>87</b>	<b>95</b>	<b>86</b>	<b>109</b>

6. Mobility	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers Into Red River ALC					
From Other Minnesota Districts	12	19	19	15	14
From Other States & Countries	9	5	15	22	15
From Non-public	0	1	4	1	0
Transfers Out of Red River ALC					
To Other Minnesota Districts	12	14	16	18	11
To Other States & Countries	7	5	12	11	10
To Non-public	0	0	1	1	1
Transfers From Other District Schools					86
Transfers To Other District Schools					26

7. Free and Reduced Lunch Program	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014
Free	62	54	69	57	79
Reduced	7	2	3	3	2
Percentage of Students Free & Reduced	90.8%	63.6%	77.4%	69.8%	72.3%

8. Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian	25	26	33	23	47
	16.13%	12.81%	13.04%	11.11%	10.4%
Asian	0	1	3	2	5
	0%	0.5%	1.19%	0.97%	1.1%
Hispanic	43	33	33	58	95
	27.74%	16.26%	20.55%	28.02%	21%
Black	24	19	19	25	60
	15.48%	9.36%	7.51%	12.08%	13.2%
White	63	124	146	99	246
	40.65%	61.08%	57.71%	47.83%	54.3%
<b>Percent Minority</b>	<b>59.35%</b>	<b>38.92%</b>	<b>42.29%</b>	<b>52.17%</b>	<b>45.7%</b>

9. Home Language	2010-11	2011-12	2012-13	2013-14	2014-15
Albanian	1	5	6	6	5
American Sign Language	0	0	0	1	0
Arabic	1	20	19	19	25
Bosnian	0	5	5	3	2
Chippewa, Ojibwa	0	1	0	0	0
Dakota	0	1	0	0	1

English	109	298	360	317	322
Farsi	0	0	0	1	1
Kurdish	4	22	24	23	19
Nepali	0	0	1	1	0
Russian	3	1	1	1	0
Samoan	0	2	2	0	0
Serbo-Croatian	4	0	0	0	0
Somali	0	0	1	3	23
Spanish	33	41	57	55	54
Thai	0	1	0	0	0
Vietnamese	0	0	3	0	1

10. Special Education Status	Dec. 2010	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Mild		32	39	49	52
Low Incidence		4	3	6	3
<b>Total Disabilities Served</b>		<b>36</b>	<b>42</b>	<b>55</b>	<b>55</b>
<b>Percentage of Students with Disabilities</b>		<b>41.38%</b>	<b>44.21%</b>	<b>63.95%</b>	<b>50.46%</b>

## Minnesota Comprehensive Assessments (MCA)

### Proficiency

	2010-11*			2011-12*			2012-13*			2013-14			2014-15		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	14.3%	64.3%	68.1%	N/A	70.4%	72.4%	N/A	54%	54.1%	N/A	56.5%	55.8%	16.7%	58.8%	56%
Grade 10	27.8%	72.7%	75.3%	22.2%	70.4%	76.8%	6.7%	55%	62.3%	10%	52.5%	60.1%	23.1%	57.7%	57%
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	0%	52.1%	53.3%	N/A	63.6%	62%	N/A	61.8%	58.9%	N/A	66.9%	59.7%	5.9%	57.4%	57.8%
Grade 11	0%	50.9%	48.6%	9.5%	37.5%	42.5%	N/A	50.1%	52.4%	11.8%	46.4%	50.6%	9.1%	48.1%	48.7%

\* Grade 10 students took the reading MCA-II in 2010-11 and 2011-12. Grade 11 students took the mathematics MCA-II in 2010-11, 2011-12 and 2012-13.

### Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
<b>American Indian</b>															
Proficiency	N/A	43%	54.4%	N/A	45.6%	56.1%	N/A	33.9%	34.2%	N/A	33.1%	36.1%	13.3%	45.3%	38.1%
Number tested	N/A	79		N/A	103		N/A	118		N/A	124		15	159	
<b>Asian</b>															
Proficiency	N/A	68.8%	65.3%	N/A	70%	66.6%	N/A	60.4%	49.1%	N/A	56.8%	51.7%	N/A	63.6%	53.7%
Number tested	N/A	48		N/A	40		N/A	53		N/A	44		N/A	55	
<b>Black</b>															
Proficiency	N/A	56.1%	52.1%	N/A	63.6%	53%	N/A	33.6%	32.1%	N/A	35.8%	33.2%	N/A	32.4%	33.8%
Number tested	N/A	132		N/A	118		N/A	125		N/A	159		N/A	222	
<b>Hispanic</b>															
Proficiency	10%	45.9%	53.1%	N/A	47.5%	54.3%	10%	27.9%	34%	0%	31.5%	35.5%	18.2%	35.1%	36.4%
Number tested	10	194		N/A	200		10	244		11	238		22	248	
<b>White</b>															
Proficiency	31.3%	74.3%	80.8%	N/A	78.1%	82.5%	7.7%	59.8%	65.3%	7.1%	62.8%	66.8%	16.7%	64.6%	67.5%
Number tested	16	2353		N/A	2326		13	2,296		14	2,259		24	2,326	
<b>English Learners</b>															
Proficiency	N/A	22.1%	37.6%	N/A	26.4%	37.7%	N/A	6.6%	16%	N/A	11.6%	16.4%	N/A	11.4%	16.8%
Number tested	N/A	172		N/A	174		N/A	181		N/A	189		N/A	228	
<b>Special Education</b>															
Proficiency	N/A	34.4%	40.4%	N/A	41.8%	43.7%	N/A	24.9%	27.3%	N/A	21.9%	28.1%	0%	22%	25.8%
Number tested	N/A	395		N/A	371		N/A	398		N/A	406		11	405	

## Subgroup Proficiency and Number of Students Tested

	MCA-II						MCA-III								
	2010-11			2011-12			2012-13			2013-14			2014-15		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Free and Reduced-Price Lunch															
Proficiency	25%	54.9%	58.3%	23.5%	58.7%	59.8%	7.1%	38.5%	38.1%	4.3%	38.9%	39.5%	15.8%	40.1%	39.8%
Number tested	28	1092		17	1092		28	1,168		23	1,121		57	1,246	

	MCA-III														
	2010-11			2011-12			2012-13			2013-14			2014-15		
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
American Indian															
Proficiency	N/A	26.1%	32.3%	N/A	32.6%	41.4%	N/A	34.9%	37.2%	N/A	33.9%	36.5%	N/A	35.7%	35.8%
Number tested	N/A	69		N/A	95		N/A	106		N/A	118		N/A	140	
Asian															
Proficiency	N/A	69.4%	55.8%	N/A	82.9%	61.7%	N/A	85.4%	61.3%	N/A	77.6%	60.1%	N/A	70.9%	59.5%
Number tested	N/A	36		N/A	35		N/A	41		N/A	49		N/A	55	
Black															
Proficiency	N/A	34.8%	29.9%	N/A	38.7%	35.8%	N/A	44.1%	34.7%	N/A	32.4%	33.5%	N/A	28.2%	31.7%
Number tested	N/A	115		N/A	106		N/A	111		N/A	170		N/A	241	
Hispanic															
Proficiency	N/A	29.3%	33.2%	N/A	40.1%	41%	N/A	34.1%	38.6%	9.1%	33.8%	38.2%	4.8%	28.2%	37%
Number tested	N/A			N/A			N/A			11	24		21	26	
White															
Proficiency	N/A	59.5%	64.8%	14.3%	72.4%	72.8%	N/A	68.5%	70%	6.7%	65.5%	68.9%	8.1%	62.7%	68.2%
Number tested	N/A	2,016		14	2,025		N/A	1,969		15	2,259		37	2,308	
English Learners															
Proficiency	N/A	15.1%	27.1%	N/A	22%	32.8%	N/A	21.2%	17.6%	N/A	17.3%	27.3%	8.3%	14%	24.8%
Number tested	N/A	166		N/A	173		N/A	170		N/A	204		12	242	
Special Education															
Proficiency	N/A	27.9%	29.1%	N/A	37.3%	36.6%	N/A	28.8%	33.8%	N/A	25.5%	31.4%	N/A	17.3%	27%
Number tested	N/A	359		N/A	375		N/A	361		N/A	412		N/A	398	
Free and Reduced-Price Lunch															
Proficiency	0%	35.5%	39.1%	N/A	48.3%	47%	0%	45.7%	43.6%	4.5%	40.6%	42.2%	3.2%	35.2%	40.2%
Number tested	11	967		N/A	994		15	1,047		22	1,088		63	1,233	



**Moorhead Area Public Schools**  
**Independent School District 152**  
2410 14th St. S., Moorhead, MN 56560  
[www.moorheadschoools.org](http://www.moorheadschoools.org)

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