Moving Forward Together

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

Moorhead Area Public Schools

Independent School District 152

MOORHEAD
AREA PUBLIC SCHOOLS

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

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

Moving Forward Together

Moorhead Area Public Schools has much to be proud of when it comes to the quality of our schools, our educational programs, our teachers and staff, and our students. We continually work hard to ensure all of our students achieve their maximum potential.

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

In 2017-18, we experienced student growth and academic growth. While standardized tests may change or learning targets may change we remained focused on our mission of maximizing the full potential of every learner to thrive in a changing world.

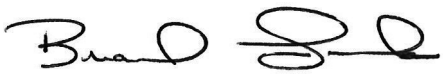
As we work to assure Moorhead students are college, career and life ready, we designate achievement goals based on the data points from the Minnesota Comprehensive Assessments and graduation rate. We also focus on providing our students with the 21st century skills of communication, collaboration, critical thinking and creativity.

The district improvement goals and progress can be found on Pages 10-13, while each school's student achievement goals and progress, strategies to support teachers and students, and some examples of excellence are outlined on Pages 14-31.

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

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

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



Brandon Lunak
Superintendent

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World's Best Workforce Progress Report

District's priorities focus on student achievement

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

Moorhead's 2017-18 strategic priorities were to:
- establish a culture of learning that supports the needs of the 21st century learner and develops the whole student;
- build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners;
- provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities;
- provide programs and services to eliminate race/ethnicity and socioeconomic indicators as predictors of student success;
- create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected; and
- provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

World's Best Workforce is focused on the goals of
- having all students meet school readiness goals and ready to start kindergarten;
- having all third-grade students achieve grade-level literacy;
- closing the academic achievement gap between all student groups (race/ethnicity, special education, socioeconomic status);
- having all students graduate from high school; and
- having all students attain college and career preparedness.

For each of the five areas for World's Best Workforce is the district or school improvement objective addressing that area, progress made, and strategies used to address the objective. Progress related to all of the district's 2017-18 objectives can be found on Pages 10-13.

School Readiness
Objectives: a) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2017-18 school year, as measured by Fountas and Pinnell Benchmark Assessment System.
Progress: 73% of kindergarten students were at or above instructional level C.

b) 90% of all kindergarten students will demonstrate a proficiency at an AddVantage Math Recovery construct one in addition and subtraction by the end of the school year as measured by Bridges assessments and spring AVMR data.
Progress: 90% of kindergarten students were at or above an AVMR construct one in addition and subtraction.
- Provided professional development on pre-emergent and emergent stage reading behaviors.
- Provided coaching for small group literacy instruction.
- Identified priority standards for reading.
- Intensified efforts with phonemic awareness in kindergarten classrooms.

Read Well by Grade 3
Objective: The percentage of Moorhead Area Public Schools grade 3 students proficient in reading will increase from 48% to 53% on the 2018 Minnesota Comprehensive Assessments.
Progress: Grade 3 students proficient on the reading MCA decreased from 48% in 2017 to 44.2% in 2018.
- Identified priority standards for reading.
- Continued operationalization of literacy framework.
- Focused coaching and professional development on differentiation through small group and conferring.
- Identified standards-aligned readers response options.
- Focused professional learning communities on literacy goals.

Reduce Achievement Gap
Objective: Moorhead Area Public Schools will increase the percentage of proficient students in all groups (students who qualify for federal supported meals, students who qualify for special education services, students who are English Learners, and students who self-identify as minorities) by a minimum of 4 percent on 2018 Minnesota Comprehensive Assessments.
Progress: The group of students identified as American Indian deemed proficient increased 6.2% in reading and 4.8% in math. In reading, the group of students identified as Black/African American deemed proficient increased 1.4%. The group of students served in special education

Continued on next page

World's Best Workforce Progress Report

deemed proficient increased 1%. Other student groups remained the same or decreased from the previous year as outlined on Pages 14-15 of the District and School Profiles.

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

Graduation

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

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

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

College, Career and Life Readiness

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

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

b) The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity), will increase from 957 to 964 according to BrightBytes student and teacher survey results in spring 2018.

Progress: The classroom score increased to 980.

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

Examples of Excellence

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

Instruction and Curriculum Advisory Committee

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

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

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

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

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

2017-18 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Cassidy Bjorklund, 2019
Rep: School Board

Leigh Dornfeld, 2018
Rep: Gifted and Talented

Michelle Dorsey, 2019
Rep: Dorothy Dodds Parent

Missy Eidsness, 2018
Rep: Administration

Pam Gibb, Secretary, 2018
Rep: District Communications

Kara Gloe, 2018
Rep: School Board

Rebecca Guest, 2018
Rep: Robert Asp Parent

Josh Haag, 2019
Rep: Principal

Dana Haagenson, 2019
Rep: Ellen Hopkins Parent

Rachel Hohn, 2018
Rep: Ellen Hopkins Parent

Karen Jacowitz, 2019
Rep: Moorhead High Parent

Jessica Kanuch, 2018
Rep: Dorothy Dodds Parent

Carol Ladwig, 2018
Rep: Senior Citizens

Donna Norquay, 2018
Rep: Community Diversity

Chizuko Shastri, 2019
Rep: Community Diversity

Teresa Shume, 2019
Rep: Higher Education

Bill Tomhave, 2018
Rep: Higher Education

Ellie Viou, 2019
Rep: Junior Class

Julie Wellnitz, 2019
Rep: Media Specialists

John Wirries, Chair, 2018
Rep: Moorhead High Parent

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2017-18 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's strategic priorities and World's Best Workforce goals through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed implications of the Every Student Succeeds Act and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards, including K-12 literacy programming, through K-12 curriculum guide review.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title), special education, English Learners and Indian Education.
- Reviewed the curriculum cycle and resource adoptions for K-4 music.
- Reviewed the implementation of gifted and talented programming.
- Reviewed early learning and adult learning programs.
- Discussed innovative initiatives (co-teaching, innovation academy, standards-based grading).
- Discussed task force updates, including review of the Portrait of a Graduate Action Plan.
- Reviewed community-based concerns related to instruction and curriculum, including updates on Chinese classes and the Spanish Immersion Program.

District Staff Development Committee

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

The majority of the membership of the district staff development committee shall consist of teachers representing various grade levels, subject areas and special education. The committee also will include non-teaching staff, parents/guardians and administrators. *For 2017-18, the membership of the District Staff Development Committee was expanded as part of the work to support consistent implementation of PBIS (Positive Behavioral Intervention and Supports) across the district.

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

2017-18 District Staff Development Committee*

Nicole Bolluyt
Grade 4 Teacher

Duane Borgeson
Executive Director of Learner Support Services

Cassidy Bjorklund
School Board

Ronda Buysse
Early Childhood Special Education Teacher

Diana Cobbs
Grade 2 Spanish Immersion Teacher

Kristin Dehmer
Executive Director of Human Resources

Ben Dimond
Middle School Assistant Principal

Lynnelle Dirksen
Elementary Principal

Dan Dooher
Middle School Language Arts Teacher

Leigh Dornfeld
Gifted/Talented Teacher

Missy Eidsness
Assistant Superintendent of Learning and Accountability

Erika Engelking
Elementary Assistant Principal

Craig Fahrendorf
Middle School Math Teacher

Erin Gaffaney
Middle School Music Teacher

Robin Grooters
Elementary Principal

Josh Haag
Secondary Assistant Principal

Joelle Hoefer
Jump Start Preschool Lead Teacher

Tony Huseby
Assessments and Federal Programs Coordinator

Diana Johnson
Elementary Assistant Principal

Michael Kieselbach
Secondary Social Studies Teacher

Jeremy Larson
Middle School Principal

Dave Lawrence
Secondary Principal

Brandon Lunak
Interim Superintendent

Isaac Lundberg
Secondary Social Studies Teacher

Andrea Manston
Math Coach

Sarah Martin
Elementary Resource Strategist

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

Sara Mowry
Grade 6 Teacher

Tiffany Nagel
Elementary Assistant Principal

Ashley Nelson
Early Intervention Services Lead Teacher

Tanya Ochoa
Administrative Assistant

Deb Pender
Director of Alternative Education

Karen Reierson
Grade 1 Teacher

Jessica Rieniets
Spanish Immersion/Data Coach

Maggie Seter
Grade 1 Spanish Immersion Teacher

Janel Simonson
Secondary Counselor

Carla Smith
Middle School Principal

Josh St. Louis
Elementary Principal

Bonnie Stafford
Secondary Social Studies Teacher

Erika Thiel
Grade 4 Teacher

Chris Triggs
Elementary Principal

Matt Valan
School Board

Julie Wellnitz
Director of Media Services

Nancy Wilson
Elementary Assistant Principal

Kent Wolford
Secondary Social Studies Teacher

Kari Yates
Literacy and English Learners Program Manager

Amy Zanotti
Data Coach

Jessica Zimmerman
Grade 2 Teacher

Equitable Teacher Distribution

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

Moorhead Area Public Schools district administrators shall review a matrix of staff across the district during the annual staffing process in February to ensure teachers are distributed equitably across the district and that low-income and/or minority children are not taught by inexperienced, ineffective, or out-of-field teachers at higher rates than other children in the district.

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

Gifted and Talented Programming

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

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

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

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

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

Acceleration

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

Early Admission

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

AdvancED Stakeholder Survey Results

Second AdvancED surveys taken by parents, students and staff

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

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

Domain 1: Leadership Capacity

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

Domain 2: Learning Capacity

The impact of *teaching and learning* is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Domain 3: Resource Capacity

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

2018 AdvancED Stakeholder Survey Results (out of 5.0 scale)

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

BrightBytes Survey Results

District remains at emerging on BrightBytes' Classroom score

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

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

Teacher Use of the 4Cs
- Teacher frequency of computer use in the classroom
- Teacher communication
- Teacher collaboration
- Teacher critical thinking
- Teacher creativity

Student Use of the 4Cs
- Student frequency of computer use in the classroom
- Student communication
- Student collaboration
- Student critical thinking
- Student creativity

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

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

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

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

BrightBytes Clarity – Classroom Score							
	2015	2016		2017		2018	
	District	District	State*	District	State*	District	State*
Overall Classroom Score	950 Emerging	951 Emerging	969 Emerging	957 Emerging	973 Emerging	980 Emerging	969 Emerging
Teacher Use of the 4Cs	Beginning	Beginning (increase from previous year)	Beginning	Beginning (increase from previous year)	Beginning	Beginning (increase from previous year)	Beginning
Student Use of the 4Cs	Emerging	Emerging (increase from previous year)	Emerging	Emerging (decrease from previous year)	Emerging	Emerging (increase from previous year)	Emerging
Teacher Digital Citizenship	Emerging	Emerging (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient
Student Digital Citizenship	Emerging	Emerging (decrease from previous year)	Emerging	Emerging (same as previous year)	Emerging	Emerging (increase from previous year)	Emerging
Assessment	Emerging	Emerging (increase from previous year)	Emerging	Emerging (increase from previous year)	Emerging	Emerging (increase from previous year)	Emerging
Assistive Technology	Proficient	Proficient (decrease from previous year)	Proficient	Proficient (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient

** Includes those districts in the Minnesota using BrightBytes*

Moorhead Area Public Schools

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

Superintendent: Dr. Lynne Kovash, 2017
Brandon Lunak, 2018
Assistant Superintendents:
Brandon Lunak and Missy Eidsness

Attendance Rate (2017-18)	93.91%
Graduation Rate (2017)	80.55%
Enrollment by Grade (October 2017)	
• Early Intervention Services	271
• Kindergarten	534
• Grade 1	495
• Grade 2	600
• Grade 3	541
• Grade 4	519
• Grade 5	542
• Grade 6	516
• Grade 7	472
• Grade 8	480
• Grade 9	490
• Grade 10	467
• Grade 11	492
• Grade 12	470
• Total K-12 Enrollment	6,618
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	2.7%
• Asian	1.0%
• Black/African American	8.4%
• Hispanic/Latino	8.4%
• Native Hawaiian/Pacific Islander	0.1%
• White	72.9%
• Two or More Races	6.5%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	39.9%
• English Learners	8.0%
• Homeless	1.1%
• Receiving Special Education Services	18.6%

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

District Improvement Goals for 2017-18

Strategic Priority

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

■ ***College, Career and Life Readiness Goal:*** The percentage of 2018 graduates meeting all four college benchmarks on the ACT will increase from 27% to 29% by Aug. 30, 2018.*

Progress toward objective:

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

■ ***College, Career and Life Readiness Goal:*** The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity), will increase from 957 to 964 according to BrightBytes student and teacher survey results in spring 2018.*

Progress toward objective:

- The classroom score increased to 980.

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

Progress toward objective:

- Graduation rate increased to 80.55% for 2017 graduates.

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

Progress toward objective:

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

Strategic Priority

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

■ By June 2018, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business, and higher education and explore implementation of an adopt-a-school program.

Progress toward objective:

- The district continues to partner with Education That

Moorhead Area Public Schools

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

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

Progress toward goal:
- Survey will be completed in 2018-19 to correspond with the High School Facilities Task Force work.

■ By June 2018, Moorhead Area Public Schools will enhance content on the district's social media channels of Facebook and Twitter through collaborative district, school and activities office communication to increase followers by 10% (September 2017: Facebook 2,224; Twitter 1,229).

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

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

Progress toward objective:
- This goal was tabled due to changes in the leadership cabinet and will be re-addressed in the future.

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

Progress toward goal:
- AdvancED indicators changed; progress is not available.

Strategic Priority

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

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

Progress toward objective:
- Completed.

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

Progress toward objective:
- The demographic forecast completed by Fargo-Moorhead Metropolitan Council of Governments (Metro COG) replaced completion of a separate study.

■ By the spring of 2018, using the high school task force's guiding principles and Portrait of a Graduate, a plan will be developed to study high school facilities during the 2018-19 school year.

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

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

Progress toward objective:
- Completed.

Strategic Priority

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

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

Progress toward objective:
- The group of students identified as American Indian ▶

Moorhead Area Public Schools

deemed proficient increased 6.2% in reading and 4.8% in math. In reading, the group of students identified as Black/African American deemed proficient increased 1.4%. The group of students served in special education deemed proficient increased 1%. Other student groups remained the same or decreased from the previous year as outlined on Pages 14-15 of the District and School Profiles.

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

Progress toward objective:

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

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

Progress toward objective:

- 90% of kindergarten students were at or above an AVMR construct one in addition and subtraction (ASC) as measured by spring AVMR assessments.

■ ***Read Well by Grade 3 Goal:*** The percentage of grade 3 students proficient in reading will increase from 48% to 53% on the 2018 Minnesota Comprehensive Assessments.*

Progress toward objective:

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

■ Moorhead Area Public Schools will increase the percentage of students achieving medium or high growth in reading and math by a minimum of 2% according to 2017-18 Student Progress section of the Minnesota School Report card (2016-17: Math 70.1%, Reading 75.4%).

Progress toward objective:

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

■ Moorhead Area Public Schools will improve the five- and six-year graduation rates from 79.2% to 84.2% and 83% to 85%, respectively, for the graduating class of 2017 by February 2018.

Progress toward objective:

- Five-year graduation rate for 2017 was 78.1%.
- Six-year graduation rate for 2017 was 83%.

■ Moorhead Area Public Schools will increase the percentage of students with IEPs spending at least 80% of the day in the general education setting with same-age peers from 53.5% to 55% by June 2018.

Progress toward objective:

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

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

Progress toward objective:

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

Strategic Priority

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

■ By June 2018, Moorhead Area Public Schools will provide two three-hour professional development offerings for grades K-6 schools on strategies to understand the educational impact and interventions for students experiencing trauma.

Progress toward objective:

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

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

Progress toward goal:

- Survey will be completed in 2019.

■ 100% of the district's schools will have designated staff meet quarterly to identify behavioral trends, set goals, and plan interventions based on those trends.

Progress toward objective:

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

■ Moorhead Area Public Schools will develop a district-wide PBIS (Positive Behavioral Interventions and Supports) committee to improve communication and provide

Moorhead Area Public Schools

support and consistency in addressing student needs.

Progress toward objective:

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

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

Progress toward objective:

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

Strategic Priority

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

■ By March 1, 2018, review all scheduled job descriptions for revision and compensation review.

Progress toward objective:

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

■ By July 1, 2018, 100% of probationary staff for the 2017-18 school year will be evaluated prior to the end of the probationary period.

Progress toward objective:

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

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

Progress toward objective:

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

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

Progress toward objective:

- Work continues on providing safe and healthy working environment education for the 2018-2019 school year.

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

Progress toward objective:

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

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

Support teachers in planning and preparation:

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

Safe, nurturing classroom environments:

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

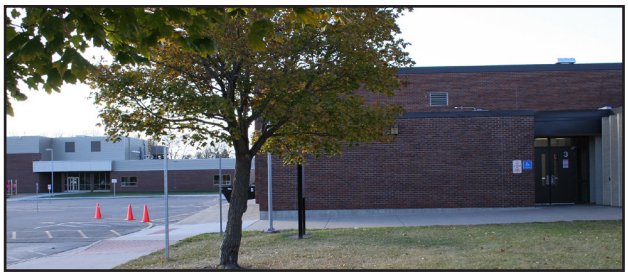
Instruction:

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

Professional responsibility:

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

Probstfield Early Learning Center



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

Early Learning Program Manager:
Ashley Nelson
Jump Start Lead Teacher: Joelle Hofer

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

Enrollment by Grade

- Jump Start Preschool* 295
  Ages 3-5
  ** 130 students also receive EIS services*

- Early Intervention Services 271
  Ages 0-5

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

School Improvement Goals for 2017-18

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

Objective 1

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

Progress toward objective:

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

Objective 2

40% of Jump Start three-year old students and 75% of Jump Start four-year old students will meet or exceed proficiency in picture naming at Spring 2018 benchmark collection.

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

Probstfield Early Learning Center

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

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

Examples of Excellence for 2017-18

- Probstfield Early Learning Center's school readiness programs have a four-star rating from Minnesota Parent Aware.
- Families were able to participate in Fantastic Fridays for Families.
- Jump Start Preschool has received funding from United Way since 2012.
- As recipients of Moorhead Schools Legacy Foundation grants, Early Intervention Services developed a sensory room to provide a controlled sensory experience that is safe and designed specifically to meet the needs of pre-K students in EIS, and Probstfield Early Learning Center purchased yoga/mindfulness materials to practice yoga and movement activities.

School Improvement Goals for 2018-19

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

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

Dorothy Dodds Elementary School

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

Principal: Robin Grooters
Assistant Principal: Nancy Wilson

Original Construction: 2017
Square Footage: 110,000

Attendance Rate (2017-18)	95.09%
Enrollment by Grade (October 2017)	
• Kindergarten	142
• Grade 1	129
• Grade 2	142
• Grade 3	138
• Grade 4	124
• Total	675
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	3.4%
• Asian	1.9%
• Black/African American	9.5%
• Hispanic/Latino	7.5%
• Native Hawaiian/Pacific Islander	0%
• White	72.2%
• Two or More Races	5.5%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	38.9%
• English Learners	13.9%
• Homeless	0.7%
• Receiving Special Education Services* *(*state-reported data)*	18.5%

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

School Improvement Goals for 2017-18

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

Objective 1

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

Progress toward objective:

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

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

Progress toward objective:

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

Objective 2

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

Progress toward objective:

- 40% of students were proficient.

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

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

Dorothy Dodds Elementary School

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

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

Examples of Excellence for 2017-18

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

School Improvement Goals for 2018-19

Objective 1

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

Objective 2

80% of students will demonstrate proficiency (75% or higher) with grade-level standards on the district's Comprehensive Growth Assessment in the spring of 2019 (Number Corner Checkup 4).

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

Objective 3

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

Objective 4

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

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

Ellen Hopkins Elementary School

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

Principal: Lynnelle Dirksen
Assistant Principal: Diana Johnson

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

Attendance Rate (2017-18)	95.07%
Enrollment by Grade (October 2017)	
• Kindergarten	144
• Grade 1	128
• Grade 2	152
• Grade 3	136
• Grade 4	105
• Total	665
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	1.8%
• Asian	0.5%
• Black/African American	10.5%
• Hispanic/Latino	9.0%
• Native Hawaiian/Pacific Islander	0%
• White	71.4%
• Two or More Races	6.8%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	37.7%
• English Learners	8.7%
• Homeless	1.8%
• Receiving Special Education Services* *(*state-reported data)*	16.7%

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

School Improvement Goals for 2017-18

Objective 1

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

Progress toward objective:

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

Objective 2

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

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

Ellen Hopkins Elementary School

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

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

Examples of Excellence for 2017-18

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

School Improvement Goals for 2018-19

Objective 1

Students in grades 3-4 will increase their overall reading achievement so the percentage proficient will increase from 50% to 55.6% on the 2019 MCA-III assessments and to increase the percentage proficient from 29.2% to 38.4% for students eligible for free and reduced meals.

Objective 2

Students in grades 3-4 will increase their overall math achievement so the percentage proficient will increase from 58% to 65.7% on the 2019 MCA-III assessments and to increase the percentage proficient from 33.7% to 49.3% for students eligible for free and reduced meals.

Objective 3

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

Objective 4

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

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

Robert Asp Elementary School

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

Principal: Chris Triggs
Assistant Principal: Erika Engelking

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

Attendance Rate (2017-18)	94.38%
Enrollment by Grade (October 2017)	
• Kindergarten	120
• Grade 1	114
• Grade 2	145
• Grade 3	133
• Grade 4	153
• Total	665
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	4.7%
• Asian	1.4%
• Black/African American	6.3%
• Hispanic/Latino	13.0%
• Native Hawaiian/Pacific Islander	0.3%
• White	66.5%
• Two or More Races	7.8%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	48.0%
• English Learners	6.8%
• Homeless	2.6%
• Receiving Special Education Services*	21.7%

*(*state-reported data)*

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

School Improvement Goals for 2017-18

All students will be proficient in literacy and mathematics.

Objective 1

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

Progress toward objective:

- 44% of grades 3-4 students were proficient.
- 34.5% of students eligible for federal meal benefit were proficient.

Objective 2

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

Progress toward objective:

- 52% of grades 3-4 students were proficient.
- 40.3% of students eligible for federal meal benefit were proficient.

Objective 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10 percent reduction of total major and minor incidents (a decrease from 651 incidents in 2016-17 to 587 incidents) and a reduction in the daily incident rate from an average of 3.36 per day (2016-17) to 2.75 per day in 2017-18.

Progress toward objective:

- Major and minor incidents increased from 651 incidents in 2016-17 to 844 incidents in 2017-18. The average daily rate increased to 5 incidents per day.

Robert Asp Elementary School

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

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

Examples of Excellence for 2017-18

- Students received recognition at the monthly SPUD meetings.
- Robert Asp continued positive home contact by sending a postcard for students who went beyond regular classroom expectations.
- The school's student leadership program successfully served the school and community.
- Families were able to participate in Math Night and Dr. Seuss Night.
- Robert Asp fourth-grade students performed the program "Possibilities" in the district's second all-city fourth-grade concert.

School Improvement Goals for 2018-19

All students will be proficient in literacy and mathematics.

Objective 1

Robert Asp Elementary will increase the percentage of students in grades 3-4 who reach proficiency or higher in reading from 44% to 50% on the 2019 MCA III reading assessment (composite results). The percentage of students eligible for federal meal benefit proficient in reading will increase from 34.5% to 40%

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

Objective 2

Robert Asp Elementary will increase the percentage of grades 3-4 students who reach proficiency or higher in mathematics from 52% (2018) to 60% (composite result) on the 2019 MCA III math assessment. The percentage of students eligible for federal meal benefit proficient in math will increase from 40.3% to 45%.

Objective 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10 percent reduction of total major and minor incidents (a decrease from 844 incidents in 2017-18) and a reduction in the daily incident rate from an average 5 incidents per day in 2017-18 to 3 per day in 2018-19.

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

S.G. Reinertsen Elementary School

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

Principal: Josh St. Louis
Assistant Principal: Tiffany Nagel

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

Attendance Rate (2017-18)	95.46%
Enrollment by Grade (October 2017)	
• Kindergarten	128
• Grade 1	124
• Grade 2	161
• Grade 3	134
• Grade 4	137
• Total	684
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	1.2%
• Asian	0.1%
• Black/African American	7.8%
• Hispanic/Latino	5.7%
• Native Hawaiian/Pacific Islander	0%
• White	81.1%
• Two or More Races	4.1%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	33.5%
• English Learners	12.5%
• Homeless	1.6%
• Receiving Special Education Services* *(*state-reported data)*	13.8%

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

School Improvement Goals for 2017-18

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

Objective 1

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

Progress toward objective:

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

Objective 2

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

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

S.G. Reinertsen Elementary School

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

- Literacy action plan includes providing focused and standards-aligned writing instruction by following the writing curriculum map.
- Provide students with authentic writing experience.
- Use guiding documents to enhance implementation of the district's literacy framework with fidelity.
- Strengthen professional learning communities to use assessment data to drive differentiated instruction.
- Focus on-going professional development on small group instruction to improve differentiated instruction for students.
- Pilot 20-minute intervention groups for grade 3 based on student need.
- New teachers participate in peer observations and learning walks to observe best practices.
- Use daily videos with the principals and Rusty videos to develop common language and social skills.
- Increase use of mindfulness techniques and calming areas.
- Use makerspaces, green room video production, Lego wall, and coding mice to enhance the 4Cs of collaboration, communication, critical thinking and creativity.

Examples of Excellence for 2017-18

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

School Improvement Goals for 2018-19

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

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

Horizon Middle School West Campus

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

Principal: Carla Smith
Assistant Principal: Ben Dimond

Original Construction: 2017
Square Footage: 198,573

Horizon Middle School Campus
Grades 5-8 Demographics

Attendance Rate (2017-18)	94.41%
Enrollment by Grade (October 2017)	
• Grade 5	542
• Grade 6	515
• Grade 7	466
• Grade 8	471
• Total	1,994
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	2.9%
• Asian	1.0%
• Black/African American	7.7%
• Hispanic/Latino	7.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	73.5%
• Two or More Races	7.1%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	40.6%
• English Learners	5.8%
• Homeless	1.0%
• Receiving Special Education Services*	15.0%
*(*state-reported data)*	

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

School Improvement Goals for 2017-18

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

Objective 1

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

80% of students will demonstrate medium to high growth as demonstrated on the 2018 MCA reading assessment.

Progress toward objective:

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

Objective 2

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

80% of students will demonstrate medium to high growth as demonstrated on the 2018 MCA mathematics assessment.

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

Horizon Middle School West Campus

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

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

Examples of Excellence for 2017-18

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

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

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

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

Objective 1

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

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

Objective 2

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

Objective 3

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

Objective 4

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

Horizon Middle School East Campus

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

Principal: Jeremy Larson
Assistant Principal: Jason Buckley

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

Horizon Middle School Campus
Grades 5-8 Demographics

Attendance Rate (2017-18)	94.41%
Enrollment by Grade (October 2017)	
• Grade 5	542
• Grade 6	515
• Grade 7	466
• Grade 8	471
• Total	1,994
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	2.9%
• Asian	1.0%
• Black/African American	7.7%
• Hispanic/Latino	7.7%
• Native Hawaiian/Pacific Islander	0.1%
• White	73.5%
• Two or More Races	7.1%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	40.6%
• English Learners	5.8%
• Homeless	1.0%
• Receiving Special Education Services* *(*state-reported data)*	15.0%

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

School Improvement Goal for 2017-18

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

Objective 1

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

Progress toward objective:

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

Objective 2

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

Progress toward objective:

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

Objective 3

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

Progress toward objective

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

Objective 4

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

Progress toward objective

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

Horizon Middle School East Campus

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

- Implement AVID elect and AVID school wide (Advancement Via Individual Determination), targeting students with academic ability and motivation, but who may not have all the skills (study skills, supports, etc.) to be college ready.
- Review/edit common assessments/unit exams checking for rigor using Costa's levels of questioning.
- All departments support Writing, Inquiry, Collaboration, Organization & Reading (WICOR) components, including note-taking using the Cornell Way and organization strategies. WICOR is another AVID element.
- Each house commits to daily reading and writing (60 minutes reading / 40 minutes writing).
- Use Understanding by Design (UbD) in professional learning communities for unit planning and incorporating big ideas/power standards.
- Use of Task, Text, Talk (what is the task, find a text that pertains, how will students talk about it) for critical reading and writing in all content areas.
- Use Positive Behavioral Interventions and Supports, positive student recognitions, and implementation of culture-building activities among the staff.

Examples of Excellence for 2017-18

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

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

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

Objective 1

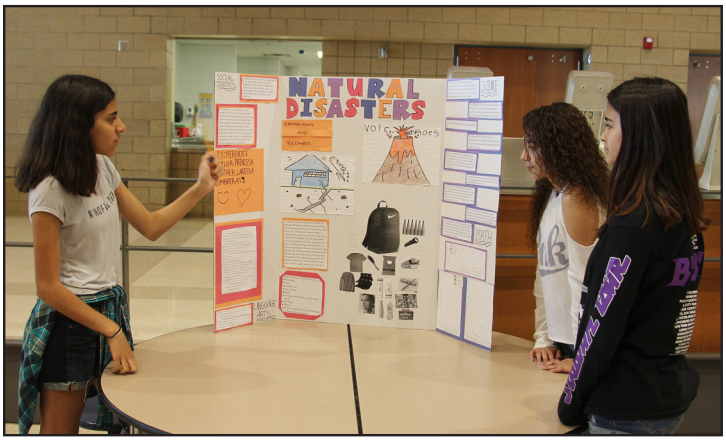
75% of grades 7-8 students will show medium or high growth on the 2019 reading MCA assessment.

Objective 2

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

Objective 3

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



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

Moorhead High School

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

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

Original Construction: 1967
Most Recent Remodeling: 2018
Square Footage: 361,797

Attendance Rate (2017-18)	93.91%
Graduation Rate (2017)	88.3%
Enrollment by Grade (October 2017)	
• Grade 9	479
• Grade 10	434
• Grade 11	453
• Grade 12	402
• Total	1,768
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	1.6%
• Asian	1.1%
• Black/African American	8.9%
• Hispanic/Latino	7.2%
• Native Hawaiian/Pacific Islander	0%
• White	75.2%
• Two or More Races	6%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	36%
• English Learners	8%
• Homeless	0.3%
• Receiving Special Education Services*	13.2%

*(*state-reported data)*

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

School Improvement Goal for 2017-18

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

Objective 1

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

Progress toward objective:

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

Objective 2

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

Progress toward objective:

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

Objective 3

Moorhead High School will improve the percentage of students graduating in 2017 by 3% from 81% to 84% by creating a positive school culture that emphasizes student/staff learning, the importance of relationships, and improved home/school communications.

Progress toward goal:

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

Moorhead High School

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

- Offer math support class with students enrolled in both that class and a general education math class.
- Offer two reading intervention classes.
- Offer sheltered instruction courses in U.S history, English, math skills, and physical science for English learners with a modified curriculum for EL students so students are able to earn course credit.
- Provide Wednesday support time for students who need assistance.
- Implement fourth year of AVID (Advancement Via Individual Determination) school-wide instruction strategies and expand AVID elect to all four grade levels.
- Focus on engagement strategies of the cold-calling technique, circulating the room, being thoughtful about questions teachers are asking, and 100 percent participation.
- Continue efforts to have teachers develop relationships with students.
- Continue to emphasize importance of attendance and reduce instructional time missed because of in-school and out-of-school suspension.

Examples of Excellence for 2017-18

- Students and staff members shared the culture, clothing, music and dances of different countries as part of International Day.
- As recipient of a Moorhead Schools Legacy Foundation grant, the Moorhead High AVID program received a grant to assist AVID seniors with college application fees and remove barriers to attend college.

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

- Hannah Reisdorf, industrial technology teacher, received the 2017 New Teacher of Excellence Award from the Minnesota Technology and Engineering Educators Association.
- The Math League placed first in the West Central Division to advance to the state tournament.
- Moorhead School student Izzy Larson was named the 2018 Northern Lights Student of the Year in speech.
- Business teacher Kathi Salvevold received the 2017 Teacher of the Year Award from Minnesota Marketing, Business, Information Technology Educators.
- Moorhead High students were selected for All-State Choir, Grades 9-10 SSAA Honor Choir, Concordia College High School Honor Band, All-State Band, and Grades 9-10 Honor Band.
- Twelve Moorhead High students qualified for the state Science Olympiad competition. Cal Darling and Erika Stanek placed first at state in the Herpetology event.
- Two girls swimming and diving team members set school records and qualified for the 2017 Class AA state tournament.
- The Moorhead High School speech team earned its 24th consecutive Section 8AA title and won a third-straight state AA speech championship.
- Alex Seigel was awarded a 2018 Minnesota Scholastic Art Silver Key Award for his photography entry.
- Toni Kleber, Moorhead High gymnastics coach, was named Class AA State Gymnastics Coach of the Year.
- Art students earned awards at the Minnesota State High School League Visual Arts 8AA section competition, Hawley Art Show, and MSUM Regional Art Exhibit.

School Improvement Goal for 2018-19

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

Objective 1

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

Objective 2

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

Objective 3

Moorhead High School will improve the percentage of students graduating in 2018 from 88.3% to 91% by creating a positive school culture that emphasizes student/staff learning, the importance of relationships, and improved home/school communications.

Red River Area Learning Center

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

Director of Alternative Education:
Deb Pender

Attendance Rate (2017-18)	71.55%
Enrollment by Grade (October 2017)	
• Grade 6	N/A
• Grade 7	3
• Grade 8	5
• Grade 9	6
• Grade 10	27
• Grade 11	28
• Grade 12	63
• Total	132
Diversity of Student Population (2017-18)	
• American Indian/Alaskan Native	10.1%
• Asian	0.8%
• Black/African American	9.2%
• Hispanic/Latino	29.4%
• Native Hawaiian/Pacific Islander	0%
• White	36.1%
• Two or More Races	14.3%
Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	72.3%
• English Learners	5.9%
• Homeless	6.7%
• Receiving Special Education Services*	10.1%
*(*state-reported data)*	

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

School Improvement Goals for 2017-18

Objective 1

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

Progress toward objective:

- Red River ALC documented that this objective was met with 15 students meeting graduation requirements.

Objective 2

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

Progress toward objective:

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

Objective 3

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

Progress toward objective:

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

Objective 4

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

Progress toward objective:

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

Red River Area Learning Center

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

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

Examples of Excellence for 2017-18

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

School Improvement Goals for 2018-19

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

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

2018-19 Strategic Priorities

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

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

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

- ***College, Career and Life Readiness Goals:***
  a) The percentage of 2019 graduates meeting all four college benchmarks on the ACT will increase from 28% to 30% by Aug. 30, 2019.*
  b) The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity), will increase from 980 to 986 according to BrightBytes student and teacher survey results in spring 2019.*
- ***Graduation Goal:*** Moorhead Area Public Schools will improve the four-year graduation rate from 80.55% to 83.55% for the graduating class of 2018 by February 2019.*
- By June 2019, staff and students will be recognized as examples of the culture of learning at Moorhead Area Public Schools.

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

- By June 2019, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business and higher education.
- The percent of district residents pleased with the quality of education provided by Moorhead Area Public Schools will be maintained at 90 percent on the 2018 community survey.
- By June 2019, Moorhead Area Public Schools will enhance content on the district's social media channels of Facebook and Twitter through collaborative district, school and activities office communication to increase followers by 15% (July 2018: Facebook 2,647; Twitter 1,668) and maintain an average Facebook weekly reach of 2,600.
- The 2018-19 Portrait of a Graduate committee will complete the action plan and report or recommend further actions to administration by June 2019.

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

- By the spring of 2019, Moorhead Area Public Schools will utilize the High School Facilities Task Force recommendations to determine the second phase of the facilities master plan.
- By the spring of 2019, Moorhead Area Public Schools will establish a plan to address capacity concerns at the elementary level.
- By the spring of 2019, a comprehensive facilities improvement plan will be developed (to identify efficiencies).

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

- ***Reduce Achievement Gap Goal:*** Moorhead Schools will increase the percentage of proficient students in all groups (students who qualify for federal supported meals, students who qualify for special education services, students who are English Learners, and students who self-identify as minorities) by a minimum of 4 percent on 2019 Minnesota Comprehensive Assessments.*
- ***School Readiness Goals:***
  a) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2018-19 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*
  b) 90% of all kindergarten students will demonstrate a proficiency at an AddVantage Math Recovery construct one in addition and subtraction by the end of the school year as measured by Bridges assessments and spring AVMR data.*
- ***Read Well by Grade 3 Goal:*** The percentage of Moorhead Area Public Schools grade 3 students proficient on the reading MCA III will increase from 44.2% to 50% by the spring of 2019.*
- The percentage of Moorhead students achieving medium or high growth in reading and math will increase by 2% or more according to 2018-19 Student Progress section of the Minnesota School Report card (2017-18: Math 64.9%, Reading 71.3%).
- The percentage of Moorhead students graduating in five years will increase from 79.2% to 82.2% and those graduating in six years from 83% to 85% for the graduating class of 2018 by February 2019.
- The percentage of Moorhead Area Public Schools students with IEPs spending at least 80% of the day in the general education setting with same-age peers will increase from 55.5% to 57% by June 2019.

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

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

Continued on next page

Measuring Student Progress 2018-19

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

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-4	March 4-May 3, 2019	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-4	March 4-May 3, 2019	
ACCESS for ELs (WIDA)	English learners in K-4	Jan. 28-March 22, 2019	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-4. ELs take ACCESS and reading MCA-III in grades 3-4. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 4-May 3, 2019	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Aimsweb Plus Indicators of Early Literacy/Oral Reading Fluency Skills	K-4	Sept. 10-21, 2018 Jan. 2-11, 2019 May 13-24, 2019	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-4 selected students	Throughout the school year	To determine a student's reading level and skills
Common Assessments	K-4	Throughout year as determined by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
Cognitive Abilities Test (CogAT)	3	Fall 2018	To measure a student's abilities in the areas of problem solving and reasoning skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Strategic Priorities continued from previous page

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

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

- By July 1, 2019, 100% of probationary staff for the 2018-19 school year will be evaluated prior to the end of the probationary period and work to identify an evaluation cycle for non-instructional staff.
- By June 1, 2019, support safe and healthy working environments by providing education a minimum of two times per month.
- By June 1, 2019, create a district-wide Human Rights Advisory Committee.
- Moorhead Area Public Schools will retain 95% of high quality teachers in the 2018-19 school year.

Measuring Student Progress 2018-19

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

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	5-8	March 4-May 3, 2019	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	5-8	March 4-May 3, 2019	
Science MCA-III	5, 8	March 4-May 10, 2019	
ACCESS for ELs (WIDA)	English learners in 6-8	Jan. 28-March 22, 2019	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 5-8. ELs take ACCESS and reading MCA-III in grades 5-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 4-May 3, 2019	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Common Assessments	5-8	Throughout year as determined by PLCs, grade-level and middle school teams	To determine a student's level of proficiency in a subject area
Cognitive Abilities Test (CogAT)	Specific students scoring above 90 percent on MCA testing or with a teacher recommendation	As needed, once every two to three years	To measure a student's abilities in the areas of problem solving and reasoning skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2018-19

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

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 4-May 3, 2019	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Mathematics MCA-III	11	March 4-May 3, 2019	
Science MCA-III	Biology students	March 4-May 10, 2019	
ACCESS for ELs (WIDA)	English learners 9-12	Jan. 28-March 22, 2019	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 4-May 3, 2019	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PSAT (pre SAT)	11 (optional)	Oct. 10, 2018	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
ACT	11 (optional but recommended)	April 2, 2019	
	12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11–12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Dec. 12, 2018	To determine students' vocational aptitude and interests
Common Assessments	9-12	Throughout year as set by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
Advanced Placement Exams	9-12	May 6-10, 2019 May 13-17, 2019	To determine college credit related to student scores for students enrolled in AP coursework

Moorhead Area Public Schools
Independent School District 152

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www.moorheadschools.org

2017-18 School Board

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Brandon Lunak
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Missy Eidsness
Assistant Superintendent of Learning and Accountability

The World's Best Workforce 2017-18 Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschools.org.
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Designed and edited by Pamela J. Gibb.

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

MOORHEAD
AREA PUBLIC SCHOOLS

DISTRICT AND SCHOOL PROFILES

2013-14 THROUGH 2017-18

October 2018

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

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

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

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

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

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

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

DISTRICT DATA

DEMOGRAPHIC DATA

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

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

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

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

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

15. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Adangme	1	0	2	3	3
Afrikaan	0	1	1	1	0
Albanian	26	22	29	33	33
American Sign Language	6	4	4	4	4
Amharic	2	2	0	0	0
Arabic	108	119	140	167	178
Bantu	0	3	0	3	4
Bosnian	36	30	26	29	25
Cambodian, Khmer	0	2	2	2	2
Cebuano	2	2	1	1	1
Chaldean Neo-Aramaic	0	0	0	0	1
Chinese	8	12	14	9	7
Chippewa, Ojibwa	1	1	0	0	0
Dakota	1	1	1	1	1
Dinka	0	0	0	0	3
English	6,316	6,512	6,706	6981	7,144
English Creolized	5	8	8	8	11
Farsi	1	1	2	2	2
Filipino, Philipino	1	2	2	2	2
Finnish	1	1	1	0	0
French	1	0	1	6	8
Ganda, Luganda	1	2	3	4	4
German	2	0	1	1	1
Grebo	0	0	1	3	7
Hindi	0	0	1	3	1
Italian	0	0	1	0	0
Korean	0	0	0	0	2
Kurdish	219	231	245	262	288
Malayalam	0	0	0	0	1
Nepali	1	0	0	0	2
Norwegian	0	0	1	0	0
Nuer	0	3	3	1	1
Oromo	0	1	1	0	0
Portuguese	0	0	0	1	1
Russian	3	2	2	4	1
Rwanda	0	0	3	3	4
Samoan	1	1	1	1	0

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

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

1. Minnesota Comprehensive Assessments (MCA)

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

There are four achievement levels for the MCA:

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

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

2. FastBridge / AIMSweb Plus

AIMSweb Plus and FastBridge are scientifically based formative assessment and basic skills improvement systems. The AIMSweb Plus and FastBridge formative assessment model informs the instructional process by efficiently identifying at-risk students, students who are learning, and students who are not progressing adequately. For 2011-12 to 2014-15, Moorhead Area Public Schools used AIMSweb. In 2015-16, Moorhead Area Public Schools switched to FastBridge. In 2017-18 Moorhead Area Public Schools switched to AIMSweb Plus.

AIMSweb Plus / FastBridge Components:

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

AIMSweb Plus / FastBridge Tests:

- Letter Sound Fluency (LSF) / Letter Sound (LS) requires students to identify as many lower case letter sounds as they can in one minute.
- Phoneme Segmentation (PS) requires students to identify individual sounds within a word.
- Letter Word Sound Fluency (LWSF) requires students to identify as many letter sounds, two-letter combinations, and short words (consonant-vowel-consonant) as they can in one minute.
- Nonsense Word Fluency (NWF) requires students to identify and say the sounds in non-real words for one minute.
- Curriculum Based Measurement (RCBM or CBM) requires students to read orally for one minute. The examiner calculates the number of words read correctly providing a valid measure of general reading achievement.

3. EXPLORE and PLAN

EXPLORE

EXPLORE helps prepare eighth-graders for their high school coursework and their post-high school choices. EXPLORE includes four multiple-choice tests covering English, mathematics, reading and science. EXPLORE tests have content similar to the PLAN and the ACT. EXPLORE also includes a career planning component designed to help students consider possible career options. This assessment was last given in 2014-15.

PLAN

The PLAN test measures academic progress in high school. It is designed to improve students' preparation for education, training, and work after high school while they still have time to adjust their high school courses. PLAN has content similar to the ACT test. It covers the same subjects — English, mathematics, reading and science — and provides an estimated ACT score. PLAN points out academic strengths and areas where improvement is needed and lets students know if they are on track for college. PLAN helps students find careers that match their interests. This assessment was last given in 2014-15.

4. ACT

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

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

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

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

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

6. Graduation Rate

Four-Year Graduation Rate

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

Five-Year Graduation Rate

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

Six-Year Graduation Rate

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

Seven-Year Graduation Rate

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

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

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

Student Group Proficiency and Number of Students Tested

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

CTSTR =Count too small to report

Student Group Proficiency and Number of Students Tested, continued

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

CTSTR =Count too small to report

2. AIMSweb / FastBridge

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

PS = Phoneme Segmentation
LSF = Letter Sound Fluency / LS = Letter Sound
ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement
LWSF = Letter Word Sound Fluency
NWF = Nonsense Word Fluency

See page 9 for definitions of each probe.

3. EXPLORE and PLAN

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

4. ACT

Graduating Class of															
	2014			2015			2016			2017			2018		
	District	State	National	District	State	National	District	State	National	District	State	National	District	State	National
English	21.5	22.1	20.3	20.5	21.8	20.4	18.7	20	20.1	19.2	20.4	20.3			
Mathematics	22.6	23	20.9	22.4	22.8	20.8	20.6	21.2	20.6	21.2	21.5	20.7			
Reading	23	23.1	21.3	22.3	23	21.4	20.7	21.3	21.3	21.3	21.8	21.4			
Science	23	22.9	20.8	22.6	22.7	20.9	20.9	21.3	20.8	21.0	21.6	21.0			
Composite	22.6	22.9	21	22.1	22.7	21	20.3	21.1	20.8	20.8	21.5	21.0			
Number of Students Taking ACT	*251*			*268*			*387*			*408*					
Percent Participation	*62%*			*60.4%*			*88.6%*			*84.6%*					

5. Percent of Students Meeting College Readiness Benchmarks

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

6. Four-Year Graduation Rate Percentage Trend Data

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

Graduation rates will be released by Minnesota Department of Education in approximately February 2019 and added to the report.

CTSTR =Count too small to report

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

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

1. Teaching Staff

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

BA
BA+10
BA+20
BA+30
MA
MA+10
MA+20
MA+30

2. Teacher Attendance

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

3. Teacher Ethnicity

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

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

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

1. Average Daily Attendance (ADA)

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

2. Average Daily Membership (ADM)

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

3. Attendance Rate

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

4. English Learners (EL)

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

5. October 1 Enrollment

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

6. Mobility

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

7. Free and Reduced Lunch Program

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

8. Ethnicity

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

9. Home Language

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

10. Special Education Status

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

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

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA

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

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	*N/A*	276.04	532	463	
2. Average Daily Membership (ADM)	*N/A*	295.39	566	491	
3. Attendance Rate	*N/A*	93.45%	93.99%	94.30%	
4. English Learners (EL)					
State Reimbursement	33	31	46	60	
Students Served	33	31	46	60	

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	223	295	577	494	
Total	***223***	***295***	***577***	***494***	

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Probstfield					
From Other Minnesota Districts	1	7	9	21	
From Other States & Countries	4	12	9	36	
From Non-public	0	1	0	2	
Transfers Out of Probstfield					
To Other Minnesota Districts	10	2	7	50	
To Other States & Countries	12	7	27	39	
To Non-public	0	0	0	2	
Transfers Within the Moorhead District					
From Other District Schools	*N/A*	*N/A*	*N/A*	*N/A*	
To Other District Schools	*N/A*	*N/A*	*N/A*	*N/A*	

PROBSTFIELD ELEMENTARY DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	88	114	229	246	
Reduced	7	16	24	20	
Percentage of Students Free & Reduced	42.6%	44.2%	44.1%	44%	
8. Ethnicity	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
American Indian	14	13	28	17	
	5.93%	4%	4.66%	3.10%	
Asian	4	4	11	3	
	1.7%	1.2%	1.83%	0.55%	
Black	11	38	46	54	
	4.66%	11.7%	7.65%	9.98%	
Hispanic	14	21	65	54	
	5.93%	6.5%	10.82%	9.98%	
Native Hawaiian / Pacific Islander				1	
				0.18%	
White	193	249	451	371	
	81.78%	76.6%	75.04%	68.57%	
Two or More Races				41	
				7.57%	
Percent Minority	***18.22%***	***23.4%***	***24.96%***	***29.02%***	

9. Home Language	2013-14	2014-15	2015-16	2016-17	2017-18
Afrikaan	0	0	1	0	
Albanian	1	0	2	0	
American Sign Language	0	0	0	2	
Arabic	5	6	14	3	
Bosnian	2	1	0	0	
Chinese	0	1	2	0	
English	202	286	540	500	
French	0	0	2	0	
Hindi	0	0	1	0	
Kurdish	17	19	20	5	
Oromo, Afan Oromo, Oromiffa	1	0	0	0	
Somali	4	9	10	1	

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

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

2. AIMSweb / FastBridge

	AIMSweb		FastBridge		AIMSweb Plus
Grade & Probe	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Kindergarten					
LSF / LS	81.7%	62.7%	41%	76%	
NWF	83%	59%	*N/A*	*N/A*	

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

See page 9 for definitions of each probe.

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

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

Principal: Robin Grooters
Assistant Principal: Nancy Wilson

Dorothy Dodds Elementary opened in 2017-18.

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

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

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

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

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

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

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

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

DOROTHY DODDS ELEMENTARY ACHIEVEMENT DATA

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

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

Student Group Proficiency and Number of Students Tested

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

Dorothy Dodds Elementary opened in 2017-18.

CTSTR =Count too small to report

Student Group Proficiency, continued

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

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

Dorothy Dodds Elementary opened in 2017-18.

CTSTR =Count too small to report

Student Group Proficiency, continued

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

2. AIMSweb / FastBridge

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

PS = Phoneme Segmentation LWSF = Letter Word Sound Fluency
ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 for definitions of each probe.

ELLEN HOPKINS ELEMENTARY DEMOGRAPHIC DATA

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

Principal: Lynnelle Dirksen
Assistant Principal: Diana Johnson

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

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

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

ELLEN HOPKINS ELEMENTARY DEMOGRAPHIC DATA

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

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

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

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

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

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

Student Group Proficiency and Number of Students Tested

Reading	**Reading MCA-III**														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	Hopkins	**District**	**State**	**Hopkins**	**District**	**State**	**Hopkins**	**District**	**State**	**Hopkins**	**District**	**State**	**Hopkins**	**District**	**State**
American Indian / Alaska Native															
Proficiency	50%	19.7%	33.2%	46.2%	32.1%	34.3%	40%	26%	34.7%	9.1%	22%	34.8%	*CTSTR*	28.2%	35.9%
Number tested	12	76		13	81		10	73		11	82		*CTSTR*	78	
Asian															
Proficiency	*CTSTR*	58.6%	50.2%	*CTSTR*	65.5%	51.9%	*CTSTR*	60%	53.7%	*CTSTR*	50%	53.1%	*CTSTR*	48.6%	55.2%
Number tested	*CTSTR*	29		*CTSTR*	29		*CTSTR*	35		*CTSTR*	36		*CTSTR*	33	
Black															
Proficiency	11.8%	28.1%	31.6%	11.1%	24.6%	32%	21.3%	20.7%	32.8%	21.1%	27.7%	33.3%	25.9%	29.1%	34.6%
Number tested	17	89		36	142		47	198		57	253		27	251	
Hispanic															
Proficiency	33.3%	31.3%	35.6%	33.3%	34.8%	36.5%	33.3%	34.9%	37.7%	28.9%	34.2%	37.9%	10.5%	30.7%	38.9%
Number tested	54	240		36	247		36	252		38	260		19	251	
Native Hawaiian/Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	50%	*CTSTR*	*CTSTR*	48.2%	*CTSTR*	*CTSTR*	47.5%	*CTSTR*	*CTSTR*	52.3%	*CTSTR*	*CTSTR*	51.7%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	58.7%	63.2%	66.9%	59.6%	64.6%	67.6%	59.4%	63.5%	67.9%	63.1%	63.3%	68.8%	57.8%	61%	68.6%
Number tested	259	2,193		265	2,304		281	2,329		295	2,441		166	2,445	
Two or More Races															
Proficiency	45.2%	50%	52.7%	51.6%	55.1%	54.5%	51.9%	56.9%	55.2%	39.4%	52.4%	55.5%	40%	52.4%	56.2%
Number tested	31	196		31	205		27	202		33	225		10	210	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18		
	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
American Indian / Alaska Native															
Proficiency	41.7%	26.4%	32.5%	50%	28.4%	31.5%	30%	25.7%	30.8%	40%	22.5%	29.7%	*CTSTR*	27.3%	29.3%
Number tested	12	72		12	74		10	70		10	80		*CTSTR*	77	
Asian															
Proficiency	*CTSTR*	75.8%	59%	*CTSTR*	71.4%	58%	*CTSTR*	70.3%	57.2%	*CTSTR*	72.2%	57%	*CTSTR*	60.6%	56.5%
Number tested	*CTSTR*	33		*CTSTR*	28		*CTSTR*	37		*CTSTR*	36		*CTSTR*	33	
Black / African American															
Proficiency	8.7%	26.5%	32%	13.5%	19.7%	30%	18.8%	18.7%	29%	22.4%	21.6%	28.3%	22.2%	19.8%	28.5%
Number tested	23	102		37	157		48	187		58	264		27	243	
Hispanic															
Proficiency	29.1%	33.5%	38.4%	33.3%	28.3%	37.1%	19.4%	26.1%	36.3%	34.2%	30.7%	35.2%	31.6%	27.6%	34.4%
Number tested	55	233		36	251		36	241		38	251		19	236	
Native Hawaiian / Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	45%	*CTSTR*	*CTSTR*	44.7%	*CTSTR*	*CTSTR*	44.2%	*CTSTR*	*CTSTR*	46.2%	*CTSTR*	*CTSTR*	42.5%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	58.6%	65.8%	68.9%	55.8%	62.7%	68.3%	59.7%	61.6%	68.1%	65%	60%	67.6%	67.4%	56.8%	66.7%
Number tested	263	2,192		269	2,283		283	2,375		297	2,402		166	2,446	
Two or More Races															
Proficiency	38.7%	50.5%	54.9%	38.7%	48.8%	53.9%	22.2%	43.6%	52.7%	48.5%	45.5%	51.9%	40%	41.6%	50.1%
Number tested	31	194		31	201		27	202		33	220		10	214	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

2. AIMSweb / FastBridge

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

PS = Phoneme Segmentation
LWSF = Letter Word Sound Fluency
LSF = Letter Sound Fluency / LS = Letter Sound
NWF = Nonsense Word Fluency
ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 for definitions of each probe.

ROBERT ASP ELEMENTARY

DEMOGRAPHIC DATA

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

Principal: Chris Triggs
Assistant Principal: Erika Engelking

	2013-14	2014-15	2015-16	2016-17	2017-18
1. Average Daily Attendance (ADA)	708	753	774	852	639
2. Average Daily Membership (ADM)	742	792	814	898	677
3. Attendance Rate	95.38%	94.97%	95.09%	94.88%	94.38%
4. English Learners (EL)					
EL State Reimbursement	64	60	61	70	52
EL Students Served	83	62	62	70	52

5. October 1 Enrollment	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Kindergarten	135	96	*N/A*	*N/A*	120
Grade 1	164	160	155	174	114
Grade 2	150	177	169	170	145
Grade 3	129	160	167	182	133
Grade 4	149	136	181	175	153
Grade 5	142	155	136	202	*N/A*
Total	***869***	***884***	***808***	***903***	***665***

6. Mobility	2013-14	2014-15	2015-16	2016-17	2017-18
Transfers Into Robert Asp					
From Other Minnesota Districts	29	42	44	40	35
From Other States & Countries	72	101	114	110	70
From Non-public	5	5	10	15	7
Transfers Out of Robert Asp					
To Other Minnesota Districts	21	7	9	33	27
To Other States & Countries	38	32	34	28	40
To Non-public	2	1	0	3	1
Transfers Within the Moorhead District					17
From Other District Schools		8	13	91	*N/A*
To Other District Schools		6	7	15	*N/A*

ROBERT ASP ELEMENTARY

DEMOGRAPHIC DATA

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

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

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

ROBERT ASP ELEMENTARY

ACHIEVEMENT DATA

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

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

Student Group Proficiency and Number of Students Tested

Reading	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	R. Asp	**District**	**State**	**R. Asp**	**District**	**State**	**R. Asp**	**District**	**State**	**R. Asp**	**District**	**State**	**R. Asp**	**District**	**State**
American Indian / Alaska Native															
Proficiency	11.1%	19.7%	33.2%	35%	32.1%	34.3%	21.7%	26%	34.7%	13%	22%	34.8%	33.3%	28.2%	35.9%
Number tested	18	76		20	81		23	73		23	82		12	78	
Asian															
Proficiency	*CTSTR*	58.6%	50.2%	*CTSTR*	65.5%	51.9%	41.7%	60%	53.7%	33.3%	50%	53.1%	*CTSTR*	48.6%	55.2%
Number tested	*CTSTR*	29		*CTSTR*	29		12	35		15	36		*CTSTR*	33	
Black / African American															
Proficiency	57.1%	28.1%	31.6%	47.6%	24.6%	32%	30.4%	20.7%	32.8%	50%	27.7%	33.3%	26.7%	29.1%	34.6%
Number tested	14	89		21	142		23	198		36	253		15	251	
Hispanic / Latino															
Proficiency	41.9%	31.3%	35.6%	35.1%	34.8%	36.5%	40%	34.9%	37.7%	31%	34.2%	37.9%	19.2%	30.7%	38.9%
Number tested	43	240		57	247		45	252		42	260		26	251	
Native Hawaiian/Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	50%	*CTSTR*	*CTSTR*	48.2%	*CTSTR*	*CTSTR*	47.5%	*CTSTR*	*CTSTR*	52.3%	*CTSTR*	*CTSTR*	51.7%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	66.1%	63.2%	66.9%	66.9%	64.6%	67.6%	66.1%	63.5%	67.9%	63.2%	63.3%	68.8%	51.6%	61%	68.6%
Number tested	289	2,193		311	2,304		330	2,329		378	2,441		186	2,445	
Two or More Races															
Proficiency	52.6%	50%	52.7%	52.6%	55.1%	54.5%	48.8%	56.9%	55.2%	52.2%	52.4%	55.5%	32%	52.4%	56.2%
Number tested	38	196		38	205		41	202		46	225		25	210	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
American Indian / Alaska Native															
Proficiency	27.8%	26.4%	32.5%	35%	28.4%	31.5%	27.3%	25.7%	30.8%	12.5%	22.5%	29.7%	41.6%	27.3%	29.3%
Number tested	18	72		20	74		22	70		24	80		12	77	
Asian															
Proficiency	*CTSTR*	75.8%	59%	*CTSTR*	71.4%	58%	66.7%	70.3%	57.2%	75%	72.2%	57%	*CTSTR*	60.6%	56.5%
Number tested	*CTSTR*	33		*CTSTR*	28		12	37		16	36		*CTSTR*	33	
Black / African American															
Proficiency	47.1%	26.5%	32%	50%	19.7%	30%	30.4%	18.7%	29%	31.6%	21.6%	28.3%	33.3%	19.8%	28.5%
Number tested	17	102		20	157		23	187		38	264		15	243	
Hispanic															
Proficiency	58.5%	33.5%	38.4%	36.2%	28.3%	37.1%	31.1%	26.1%	36.3%	39%	30.7%	35.2%	30.7%	27.6%	34.4%
Number tested	41	233		58	251		45	241		41	251		26	236	
Native Hawaiian / Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	45%	*CTSTR*	*CTSTR*	44.7%	*CTSTR*	*CTSTR*	44.2%	*CTSTR*	*CTSTR*	46.2%	*CTSTR*	*CTSTR*	42.5%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	71.6%	65.8%	68.9%	69.8%	62.7%	68.3%	69%	61.6%	68.1%	62.4%	60%	67.6%	59.5%	56.8%	66.7%
Number tested	289	2,192		311	2,283		329	2,375		378	2,402		185	2,446	
Two or More Races															
Proficiency	57.9%	50.5%	54.9%	52.6%	48.8%	53.9%	47.6%	43.6%	52.7%	41.3%	45.5%	51.9%	36%	41.6%	50.1%
Number tested	38	194		38	201		42	202		46	220		25	214	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

** Beginning in 2017-18 Grade 5 students moved to Horizon Middle School West Campus.* *CTSTR =Count too small to report*

AIMSweb / FastBridge

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

PS = Phoneme Segmentation
LWSF = Letter Word Sound Fluency
LSF = Letter Sound Fluency / LS = Letter Sound
NWF = Nonsense Word Fluency
ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 for definitions of each probe.

S.G. REINERTSEN ELEMENTARY DEMOGRAPHIC DATA

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

Principal: Josh St. Louis
Assistant Principal: Tiffany Nagel

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

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

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

S.G. REINERTSEN ELEMENTARY DEMOGRAPHIC DATA

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

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

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

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

S.G. REINERTSEN ELEMENTARY ACHIEVEMENT DATA

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

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

Student Group Proficiency and Number of Students Tested

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**
American Indian / Alaska Native															
Proficiency	*CTSTR*	19.7%	33.2%	*CTSTR*	32.1%	34.3%	*CTSTR*	26%	34.7%	*CTSTR*	22%	34.8%	*CTSTR*	28.2%	35.9%
Number tested	*CTSTR*	76		*CTSTR*	81		*CTSTR*	73		*CTSTR*	82		*CTSTR*	78	
Asian															
Proficiency	*CTSTR*	58.6%	50.2%	*CTSTR*	65.5%	51.9%	*CTSTR*	60%	53.7%	*CTSTR*	50%	53.1%	*CTSTR*	48.6%	55.2%
Number tested	*CTSTR*	29		*CTSTR*	29		*CTSTR*	35		*CTSTR*	36		*CTSTR*	33	
Black / African American															
Proficiency	50%	28.1%	31.6%	23.5%	24.6%	32%	55%	20.7%	32.8%	33.3%	27.7%	33.3%	36.9%	29.1%	34.6%
Number tested	10	89		17	142		20	198		27	253		19	251	
Hispanic / Latino															
Proficiency	38.9%	31.3%	35.6%	45.5%	34.8%	36.5%	42.9%	34.9%	37.7%	44.4%	34.2%	37.9%	31.3%	30.7%	38.9%
Number tested	18	240		22	247		21	252		27	260		16	251	
Native Hawaiian/Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	50%	*CTSTR*	*CTSTR*	48.2%	*CTSTR*	*CTSTR*	47.5%	*CTSTR*	*CTSTR*	52.3%	*CTSTR*	*CTSTR*	51.7%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	71.5%	63.2%	66.9%	68.3%	64.6%	67.6%	64.4%	63.5%	67.9%	61.3%	63.3%	68.8%	55.2%	61%	68.6%
Number tested	390	2,193		400	2,304		444	2,329		447	2,441		210	2,445	
Two or More Races															
Proficiency	70%	50%	52.7%	79.3%	55.1%	54.5%	72.4%	56.9%	55.2%	60.7%	52.4%	55.5%	*CTSTR*	52.4%	56.2%
Number tested	20	196		29	205		29	202		28	225		*CTSTR*	210	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

Mathematics	Mathematics MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Mathematics	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**	**SGR**	**District**	**State**
American Indian / Alaska Native															
Proficiency	*CTSTR*	26.4%	32.5%	*CTSTR*	28.4%	31.5%	*CTSTR*	25.7%	30.8%	*CTSTR*	22.5%	29.7%	*CTSTR*	27.3%	29.3%
Number tested	*CTSTR*	72		*CTSTR*	74		*CTSTR*	70		*CTSTR*	80		*CTSTR*	77	
Asian															
Proficiency	*CTSTR*	75.8%	59%	*CTSTR*	71.4%	58%	*CTSTR*	70.3%	57.2%	*CTSTR*	72.2%	57%	*CTSTR*	60.6%	56.5%
Number tested	*CTSTR*	33		*CTSTR*	28		*CTSTR*	37		*CTSTR*	36		*CTSTR*	33	
Black / African American															
Proficiency	60%	26.5%	32%	22.2%	19.7%	30%	42.9%	18.7%	29%	34.5%	21.6%	28.3%	38.9%	19.8%	28.5%
Number tested	10	102		18	157		21	187		29	264		18	243	
Hispanic / Latino															
Proficiency	44.4%	33.5%	38.4%	40.9%	28.3%	37.1%	33.3%	26.1%	36.3%	40.7%	30.7%	35.2%	37.6%	27.6%	34.4%
Number tested	18	233		22	251		21	241		27	251		16	236	
Native Hawaiian / Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	45%	*CTSTR*	*CTSTR*	44.7%	*CTSTR*	*CTSTR*	44.2%	*CTSTR*	*CTSTR*	46.2%	*CTSTR*	*CTSTR*	42.5%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	72.6%	65.8%	68.9%	67.4%	62.7%	68.3%	71.2%	61.6%	68.1%	62.3%	60%	67.6%	73.3%	56.8%	66.7%
Number tested	391	2,192		402	2,283		444	2,375		448	2,402		210	2,446	
Two or More Races															
Proficiency	78.9%	50.5%	54.9%	82.8%	48.8%	53.9%	65.5%	43.6%	52.7%	42.9%	45.5%	51.9%	*CTSTR*	41.6%	50.1%
Number tested	19	194		29	201		29	202		28	220		*CTSTR*	214	

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

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

CTSTR =Count too small to report

AIMSweb / FastBridge

AIMSweb: Criterion referenced was 2010-2011 Benchmarks.

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

PS = Phoneme Segmentation
LWSF = Letter Word Sound Fluency
LSF = Letter Sound Fluency / LS = Letter Sound
NWF = Nonsense Word Fluency
ORF / RCBM = Oral Reading Fluency / Reading Curriculum Based Measurement

See page 10 for definitions of each probe.

1. Average Daily Attendance (ADA)

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

2. Average Daily Membership (ADM)

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

3. Attendance Rate

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

4. English Learners (EL)

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

5. October 1 Enrollment

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

6. Mobility

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

7. Free and Reduced Lunch Program

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

8. Ethnicity

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

9. Home Language

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

10. Special Education Status

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

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

1. Minnesota Comprehensive Assessments (MCA)

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

There are four achievement levels for the MCA:

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

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

2. Failure Rate

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

3. Concurrent Enrollment

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

4. Postsecondary Enrollment Options

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

5. Advanced Placement Examinations (AP)

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

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

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

6. ACT

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

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

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

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

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

8. Graduation Rate

Four-Year Graduation Rate

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

Five-Year Graduation Rate

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

Six-Year Graduation Rate

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

Seven-Year Graduation Rate

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

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA

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

Horizon West Principal: Carla Smith
Assistant Principal: Ben Dimond

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

Horizon East Principal: Jeremy Larson
Assistant Principal: Jason Buckley

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

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

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

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA

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

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

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

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

HORIZON MIDDLE SCHOOL CAMPUS ACHIEVEMENT DATA

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

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

Student Group Proficiency and Number of Students Tested

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

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

CTSTR =Count too small to report

Student Group Proficiency, continued

	Reading MCA-III														
	2013-14			2014-15			2015-16			2016-17			2017-18*		
Reading	**Horizon**	**District**	**State**	**Horizon**	**District**	**State**	**Horizon**	**District**	**State**	**Horizon**	**District**	**State**	**Horizon**	**District**	**State**
Two or More Races															
Proficiency	48.1%	50%	52.7%	46.8%	55.1%	54.5%	57.7%	56.9%	55.2%	56%	52.4%	55.5%	55.7%	52.4%	56.2%
Number tested	81	196		77	205		71	202		84	225		131	210	
English Learners															
Proficiency	1.5%	6.6%	16%	6.2%	11.6%	16.4%	7.5%	11.4%	16.8%	2.4%	9.2%	16%	3.8%	6.6%	14%
Number tested	67	181		81	189		93	228		83	206		104	258	
Special Education															
Proficiency	16.8%	24.9%	27.3%	13.5%	21.9%	28.1%	15.8%	22%	25.8%	18.8%	23.6%	26.1%	19.1%	22.7%	26.2%
Number tested	155	398		171	406		158	405		149	411		246	454	
Free and Reduced-Price Lunch															
Proficiency	36.8%	38.5%	38.1%	36.7%	38.9%	39.5%	40.2%	40.1%	39.8%	38.9%	38.6%	40.2%	39.7%	35.9%	40.8%
Number tested	465	1,168		447	1,121		473	1,246		491	1,249		752	1,327	

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

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

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

CTSTR =Count too small to report

Failure Rate

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

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

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

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

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

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

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

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

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

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

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

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

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

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

Subgroup Proficiency and Number of Students Tested

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

	MCA-III														
	2013-14			2014-15			2015-16			2016-17			2016-17		
Mathematics	**MHS**	**District**	**State**	**MHS**	**District**	**State**	**MHS**	**District**	**State**	**MHS**	**District**	**State**	**MHS**	**District**	**State**
American Indian / Alaska Native															
Proficiency	*CTSTR*	*CTSTR*	23.3%	*CTSTR*	*CTSTR*	21.6%	*CTSTR*	*CTSTR*	19.7%	*CTSTR*	*CTSTR*	21.2%	*CTSTR*	*CTSTR*	21.6%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
Asian															
Proficiency	*CTSTR*	*CTSTR*	47.9%	*CTSTR*	*CTSTR*	47.3%	*CTSTR*	*CTSTR*	47.4%	*CTSTR*	*CTSTR*	52%	*CTSTR*	*CTSTR*	49.6%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
Black / African American															
Proficiency	0%	0%	18.8%	0%	0%	17.3%	8.3%	6.7%	17.6%	5.3%	5.3%	18%	18.5%	18.5%	18.1%
Number tested	10	10		15	19		12	15		38	38		27	27	
Hispanic / Latino															
Proficiency	18.8%	16.7%	25.9%	17.6%	15.4%	23.8%	42.9%	23.1%	22.6%	37.5%	31%	24.3%	26.1%	26.1%	23.1%
Number tested	16	24		17	26		14	26		24	29		23	23	
Native Hawaiian / Pacific Islander															
Proficiency	*CTSTR*	*CTSTR*	20%	*CTSTR*	*CTSTR*	21.1%	*CTSTR*	*CTSTR*	35.1%	*CTSTR*	*CTSTR*	30.8%	*CTSTR*	*CTSTR*	24.2%
Number tested	*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*		*CTSTR*	*CTSTR*	
White															
Proficiency	52.4%	51.5%	57.1%	57.3%	55.2%	55.2%	51.8%	50.3%	53.5%	57.1%	54.8%	54.9%	65.9%	65.5%	54.8%
Number tested	296	303		300	315		338	350		280	294		311	313	
Two or More Races															
Proficiency	34.8%	32%	37.5%	42.1%	34.8%	35.4%	56.5%	52%	34.5%	56%	51.9%	36.4%	40%	40%	36.7%
Number tested	23	25		19	23		23	25		25	27		25	25	

CTSTR =Count too small to report

Student Group Proficiency, continued

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

CTSTR =Count too small to report

Failure Rate

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

Concurrent Enrollment

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

Postsecondary Enrollment Options

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

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

Advanced Placement (AP) Examinations Participation and Results

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

ACT

Graduating Class of															
	2014			2015			2016			2017			2018		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English	21.5	21.5	22.1	20.5	20.5	21.8	19.2	18.7	20.0	19.5	19.2	20.4			
Mathematics	22.6	22.6	23.0	22.5	22.4	22.8	20.9	20.6	21.2	21.5	21.2	21.5			
Reading	23.0	23.0	23.1	22.3	22.3	23.0	21.1	20.7	21.3	21.6	21.3	21.8			
Science	23.0	23.0	22.9	22.6	22.6	22.7	21.3	20.9	21.3	21.3	21.0	21.6			
Composite	22.6	22.6	22.9	22.1	22.1	22.7	20.7	20.3	21.1	21.1	20.8	21.5			
Number of Students Taking ACT	*251*			*268*			*362*			*389*					
Percent Participation	*61.4%*			*60.3%*			*96%*			*92.3%*					

Percent of Students Meeting College Readiness Benchmarks

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

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

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

Graduation rates will be released by Minnesota Department of Education in approximately February 2019 and added to the report.

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA

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

Director of Alternative Education:
Deb Pender

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

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

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA

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

7. Free and Reduced Lunch Program	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
Free	57	79	60	66	75
Reduced	3	2	4	3	3
Percentage of Students Free & Reduced	69.8%	72.3%	75.3%	67.6%	63.4%
8. Ethnicity	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
American Indian	23	47	58	33	33
	11.11%	10.4%	12.34%	9.19%	11.78%
Asian	2	5	7	0	2
	0.97%	1.1%	1.49%	0%	0.07%
Black	25	60	77	50	28
	12.08%	13.2%	16.38%	13.92%	10%
Hispanic	58	95	95	67	58
	28.02%	21%	20.21%	18.66%	20.70%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White	99	246	233	183	122
	47.83%	54.3%	49.57%	50.97%	43.57%
Two or More Races				26	37
				7.24%	13.2%
Percent Minority	***52.17%***	***45.7%***	***50.43%***	***48.46%***	***55.35%***

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

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

Minnesota Comprehensive Assessments (MCA)

Proficiency

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

CTSTR =Count too small to report

Student Group Proficiency and Number of Students Tested

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

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

CTSTR =Count too small to report

Student Group Proficiency, continued

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

CTSTR =Count too small to report

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

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

Graduation rates will be released by Minnesota Department of Education in approximately February 2019 and added to the report.

Moorhead Area Public Schools

Independent School District 152

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www.moorheadschools.org

2017-18 School Board

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

2017-18 Administration

Dr. Lynne A. Kovash
Superintendent, 2017

Brandon Lunak
Superintendent, 2018

Missy Eidsness
Assistant Superintendent of Learning and Accountability