

*Honoring
our tradition
&
Reimagining
our future*



World's Best Workforce 2018-19 Annual Report on Curriculum, Instruction and Student Achievement

Moorhead Area Public Schools Independent School District 152



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



MOORHEAD
AREA PUBLIC SCHOOLS

Welcome to the World's Best Workforce 2018-19 Annual Report on Curriculum, Instruction and Student Achievement

Honoring our Tradition & Reimagining our Future

2018-2019 marked my first year as superintendent for Moorhead Area Public Schools.



It is a privilege to lead this incredible organization and the outstanding professionals and inspiring students who make us a successful team. We have 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.

We know the world is changing, and our district is changing with programs and facilities to make sure our students are successful in the future. Our district holds high expectations for all students as we work to eliminate the opportunity gap for students, ensure students are college, career and life ready, and create a strong workforce for the state and region.

In 2018-19, 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 our 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 physical growth we see in students as they progress through our system. At each transition we look for ways to support students in welcoming environments where the unique qualities and diversity of students are recognized and respected, and we work together to build a strong system of support for each student.

This report highlights our district's progress and continuous improvement efforts. We honor the work that has been done in the past, and we look forward to reimagining the future of our district together. Together we will maintain and grow Moorhead Area Public Schools as your educational system of excellence.

Sincerely,

Brandon Lunak, Superintendent

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

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

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

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

مەكەر توو ئۇنىڭغىزى نوزاڧى ، ئىخپى ، ئۇ مەكتەپتە 284-3330 ھارىكارە بە زماڧى خۇ ، ھىتتە تە ئىزنا ئى نىزىڧى كەم .

如果你不懂英语，并需要帮助，请拨打电话 284-3330.

Table of Contents

World's Best Workforce Progress Report	Pages 3-4
Examples of Excellence	Page 4
Instruction and Curriculum Advisory Committee.....	Page 5
District Staff Development Committee	Page 6
Equitable Teacher Distribution.....	Page 7
Gifted and Talented Programming	Page 7
Survey Results	Pages 8-9
District Goals and Progress.....	Pages 10-13
Probstfield Early Learning Center.....	Pages 14-15
Dorothy Dodds Elementary School.....	Pages 16-17
Ellen Hopkins Elementary School	Pages 18-19
Robert Asp Elementary School	Pages 20-21
S.G. Reinertsen Elementary School	Pages 22-23
Horizon Middle School West Campus	Pages 24-25
Horizon Middle School East Campus	Pages 26-27
Moorhead High School	Pages 28-29
Red River Area Learning Center	Pages 30-31
Strategic Priorities 2019-20	Pages 32-33
Measuring Student Progress 2019-20	Pages 33-35

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 2018-19 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 2018-19 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 2018-19 school year, as measured by Fountas and Pinnell Benchmark Assessment System.

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

b) 90% of all kindergarten students will demonstrate a proficiency at an 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: 96% of kindergarten students demonstrated proficiency at an AddVantage Math Recovery 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 44.2% to 50% on the 2019 Minnesota Comprehensive Assessments.

Progress: The percentage of grade 3 students proficient on the MCA III increased from 44.2% to 46.4% in 2019.

- 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 2019 Minnesota Comprehensive Assessments.*

Progress:

- 28.1% of students who receive federal meal supports achieved the math standards and 35.1% achieved the reading standards on the MCA compared to 60.28% of

Continued on next page

World's Best Workforce Progress Report

students who do not receive federal meal support achieving the math standards and 65.25% achieving the reading standards on the MCA.

- 14.5% of students who are English learners achieved the math standards and 18.1% achieved the reading standards on the MCA compared to 51.6% of students who are not English learners achieving the math standards and 57.8% achieving the reading standards on the MCA.
- 27.1% of students who receive special education services achieved the math standards and 30.2% achieved the reading standards compared to 52.7% of students who do not receive special education services achieving the math standards and 59.3% achieving the reading standards.
- 47.3% of students in the group “all” achieved the math standards on the MCA and 53.2% achieved the reading standards.
- 24.8% students who identified as American Indian/Alaskan Native achieved the math standards and 29.9% achieved the reading standards.
- 54.1% students who identified as Asian achieved the math standards and 51.3% achieved reading standards.
- 19.5% students who identified as Black/African American achieved the math standards and 29.6% achieved the reading standards.
- 23.3% students who identified as Hispanic/Latino achieved the math standards and 32% achieved the reading standards.
- The percentage of students who identified as Native Hawaiian/Pacific islander is a category too small to report.
- 39.1% of students who identified as two or more “races” achieved the math standards and 50% achieved the reading standards.
- 54.6% students who identified as White achieved the math standards and 59.2% achieved the reading standards.
 - 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 80.55% to 83.55% for the graduating class of 2018 by February 2019.

Progress: The four-year graduation rate for the graduat-

ing class of 2018 is 76%. The four-year graduation rate for Moorhead High School for the class of 2018 is 82.5%.

- 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 2019 graduates meeting all four college benchmarks on the ACT will increase from 28% to 30% by Aug. 30, 2019.

Progress: 30% of students 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 980 to 986 according to BrightBytes student and teacher survey results in spring 2019.*

Progress: The classroom score increased to 985.

- 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 students and staff were honored for excellence in academics, activities, arts and athletics. While more than 350 students and 130 staff members and coaches were recognized during the “We Are Proud” and Superintendent’s Spud Award” portion of School Board meetings during the 2018-19 school year, many more were recognized at their schools.

Find examples of excellence for each school in this report or online at www.moorheadschoools.org.

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.

2018-19 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Cassidy Bjorklund, 2019
Rep: School Board

Josh Haag, 2019
Rep: Principal

Brycen Lunak, 2019
Rep: Senior Class

Amelia Bjorklund, 2020
Rep: Junior Class

Rachel Hohn, 2019
Rep: Ellen Hopkins Parent

Donna Norquay, 2020
Rep: Community Diversity

Leigh Dornfeld, 2020
Rep: Gifted and Talented

LaVerne Shaw-Bailey, 2019
Rep: Ellen Hopkins Parent

Chizuko Shastri, 2019
Rep: Community Diversity

Michelle Dorsey, 2019
Rep: Dorothy Dodds Parent

Karen Jacowitz, 2020
Rep: Moorhead High Parent

Teresa Shume, 2019
Rep: Higher Education

Tamara Uselman, 2020
Rep: Administration

Jessica Kanuch, 2020
Rep: Dorothy Dodds Parent

Bill Tomhave, 2020
Rep: Senior Citizens

Pam Gibb, Secretary, 2020
Rep: District Communications

Thayla Price, 2020
Rep: S.G. Reinertsen Parent

Julie Wellnitz, 2019
Rep: Media Specialists

Rachel Stone, 2020
Rep: School Board

Carol Ladwig, 2020
Rep: Senior Citizens

John Wirries, Chair, 2020
Rep: Moorhead High Parent

Rebecca Guest, 2020
Rep: Robert Asp Parent

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2018-19 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 updates.
- Reviewed North Star accountability, 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 through K-12 curriculum guide review.
- Reviewed the curriculum cycle and resource adoptions for K-4 art.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title), special education, English Learners and Indian Education.
- Reviewed the implementation of gifted and talented programming.
- Reviewed early learning and adult learning programs.
- Discussed task force and committee updates, including review of the Portrait of a Graduate Action Plan and Achievement and Integration Plan.
- Reviewed planning and registration guides, including curricular additions for Horizon East and Moorhead High.
- Reviewed community-based concerns related to instruction and curriculum.

District Staff Development Committee

The District Staff Development Committee develops the district staff development plan tied to the strategic priorities, assists site teams in developing site plans consistent with the district strategic priorities, and evaluates staff development efforts. District and school goals, progress and strategies for the 2018-19 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. 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.

2018-19 District Staff Development Committee

Sara Affield <i>Early Childhood Special Education Teacher</i>	Dan Doohar <i>Middle School Language Arts Teacher</i>	Andrea Manston <i>Math Coach</i>	Alicia Ryland <i>Grade 1 Teacher</i>
Nicole Bolluyt <i>Grade 4 Teacher</i>	Leigh Dornfeld <i>Gifted/Talented Teacher</i>	Sarah Martin <i>Elementary Resource Strategist</i>	Jeff Schneider <i>Secondary Industrial Technology Teacher</i>
Duane Borgeson <i>Executive Director of Learner Support Services</i>	Erika Engelking <i>Elementary Assistant Principal</i>	Mollie Moen <i>Grade 2 Teacher</i>	Maggie Seter <i>Grade 1 Spanish Immersion Teacher</i>
Cassidy Bjorklund <i>School Board</i>	Craig Fahrendorf <i>Middle School Math Teacher</i>	Aura Lee Mohror <i>Secondary Alternative Education Language Arts/English Learners Teacher</i>	Janel Simonson <i>Secondary Counselor</i>
Jason Buckley <i>Middle School Assistant Principal</i>	Robin Grooters <i>Elementary Principal</i>	Tiffany Nagel <i>Elementary Assistant Principal</i>	Carla Smith <i>Middle School Principal</i>
Emily Christensen <i>Middle School Music Teacher</i>	Josh Haag <i>Secondary Assistant Principal</i>	Ashley Nelson <i>Learner Support Services Early Childhood Supervisor</i>	Josh St. Louis <i>Elementary Principal</i>
Tina Christenson <i>Data Coach</i>	Christy Hert <i>Elementary Counselor</i>	Kim Nelson <i>Elementary Resource Strategist</i>	Chris Triggs <i>Elementary Principal</i>
Diana Cobbs <i>Grades 2-3 Spanish Immersion Teacher</i>	Joelle Hoefler <i>Early Childhood Coordinator</i>	Tanya Ochoa <i>Administrative Assistant</i>	Tamara Uselman <i>Assistant Superintendent of Learning and Accountability</i>
Jen Dahl <i>Learner Support Services Teacher</i>	Angie Jelinek <i>Secondary Science Teacher</i>	Davina Pederson <i>Secondary English Learners Teacher</i>	Matt Valan <i>School Board</i>
Kristin Dehmer <i>Executive Director of Human Resources and Operations</i>	Diana Johnson <i>Elementary Assistant Principal</i>	Deb Pender <i>Director of Alternative Education</i>	Julie Wellnitz <i>Director of Media Services</i>
Ben Dimond <i>Middle School Assistant Principal</i>	Sara Kubicek <i>Grade 6 Teacher</i>	Abby Peterschick <i>Jump Start Preschool Teacher</i>	Nancy Wilson <i>Elementary Assistant Principal</i>
Lynnelle Dirksen <i>Elementary Principal</i>	Jeremy Larson <i>Middle School Principal</i>	Julie Reno <i>Secondary Mathematics Teacher</i>	Kari Yates <i>Learning and Accountability Elementary Supervisor</i>
Angela Doll <i>Secondary Assistant Principal</i>	Dave Lawrence <i>Secondary Principal</i>	Wendy Rheault <i>Grade 3 Teacher</i>	Amy Zanotti <i>Learning and Accountability Secondary Supervisor</i>
	Isaac Lundberg <i>Secondary Social Studies Teacher</i>		

Equitable Teacher Distribution

Data on teacher ethnicity and years of experience are included in the 2018-19 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

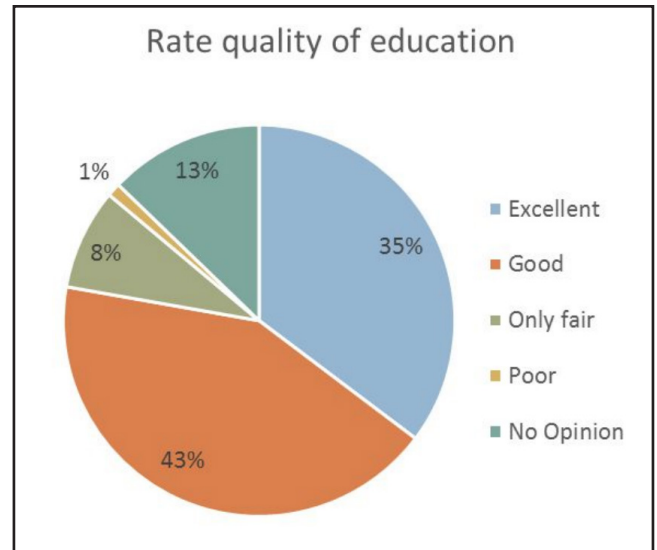
Children may be considered for early entrance to kindergarten/grade 1 based on district procedure outlined in School Board Policy 513 Early Admissions.

Community Survey Results

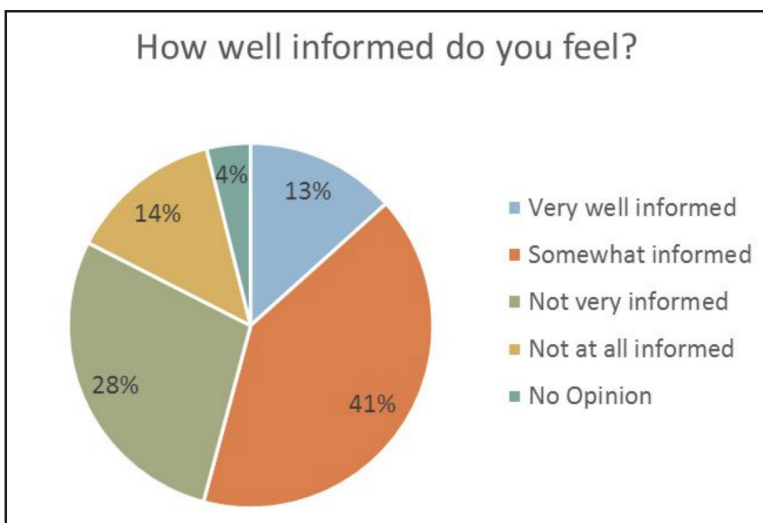
Moorhead Schools rated well

A majority of residents of Moorhead Area Public Schools believe the schools provide a quality education (78 percent) and trust the district to do what is right (72 percent), according to results of the district's 2018 community survey.

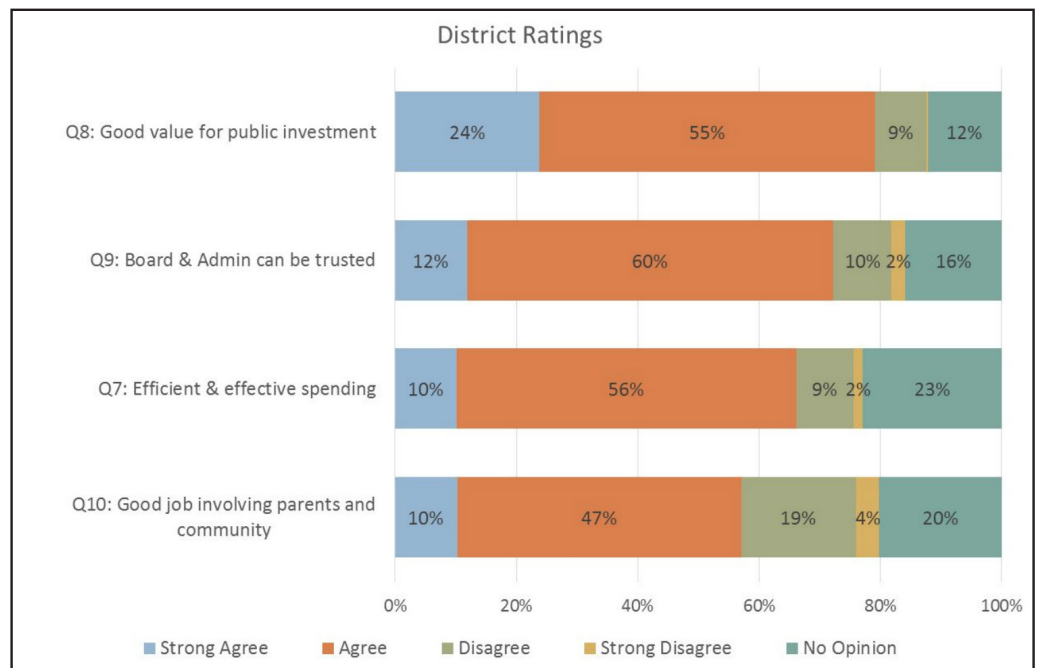
Springsted Incorporated (now BakerTilly) conducted a random sample survey of 400 registered voters in the district in November 2018 with results projectable to all districts residents within +/- 5 percent.



- 78 percent of respondents rated the quality of education provided by Moorhead Area Public Schools as excellent or good (above).
- 54 percent of respondents feel very well informed or somewhat informed about decisions made by the School Board and administration (left).



- 79 percent of respondents agree the community receives good value from its investment in the public schools (right).
- 72 percent of respondents agree the School Board and administration can be trusted to do what is right for the district's students (right).
- 66 percent of the respondents agree the district spends effectively/efficiently (right).
- 57 percent of respondents agree the district does a good job involving parents and community members in decisions about the schools (right).



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							
	2016	2017		2018		2019	
	District	District	State*	District	State*	District	State*
Overall Classroom Score	951 Emerging	957 Emerging	973 Emerging	980 Emerging	969 Emerging	985 Emerging	995 Emerging
Teacher Use of the 4Cs	Beginning	Beginning (increase from previous year)	Beginning	Beginning (increase from previous year)	Beginning	Beginning (decrease from previous year)	Emerging
Student Use of the 4Cs	Emerging	Emerging (decrease from previous year)	Emerging	Emerging (increase from previous year)	Emerging	Proficient (increase from previous year)	Proficient
Teacher Digital Citizenship	Emerging	Proficient (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient
Student Digital Citizenship	Emerging	Emerging (same as previous year)	Emerging	Emerging (increase from previous year)	Emerging	Proficient (increase from previous year)	Proficient
Assessment	Emerging	Emerging (increase from previous year)	Emerging	Emerging (increase from previous year)	Emerging	Proficient (increase from previous year)	Proficient
Assistive Technology	Proficient	Proficient (increase from previous year)	Proficient	Proficient (increase from previous year)	Proficient	Proficient (decrease from previous year)	Proficient

* Includes those districts in Minnesota using BrightBytes

Moorhead Area Public Schools



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

Superintendent: Brandon Lunak
Assistant Superintendent: Tamara Uselman

Attendance Rate (2018-19) 93.8%

Graduation Rate (2018) 76%

Enrollment by Grade (October 2018)

• Early Intervention Services	292
• Kindergarten	559
• Grade 1	548
• Grade 2	500
• Grade 3	605
• Grade 4	555
• Grade 5	548
• Grade 6	548
• Grade 7	521
• Grade 8	472
• Grade 9	500
• Grade 10	498
• Grade 11	468
• Grade 12	515
• Total K-12 Enrollment	6,837

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	2.9%
• Asian	1.0%
• Black/African American	9.9%
• Hispanic/Latino	8.3%
• Native Hawaiian/Pacific Islander	0.1%
• White	71.1%
• Two or More Races	6.8%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	40.2%
• English Learners	8.4%
• Homeless	1.1%
• Receiving Special Education Services	18.7%

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

District Improvement Goals for 2018-19

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 2019 graduates meeting all four college benchmarks on the ACT will increase from 28% to 30% by Aug. 30, 2019.*

Progress toward objective:

- 30% of students 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 980 to 986 according to BrightBytes student and teacher survey results in spring 2019.*

Progress toward objective:

- The classroom score increased to 985.

■ **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.*

Progress toward objective:

- Graduation rate is 76% for 2018 graduates. The four-year graduation rate for Moorhead High School for the class of 2018 is 82.5%.

■ By June 2019, staff and students will be recognized as examples of the culture of learning at Moorhead Area Public Schools.

Progress toward objective:

- 362 students and 134 staff members and coaches were recognized during the “We are Proud” and Superintendent’s Spud Award” portion of School Board meetings during the 2018-19 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 2019, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with

Moorhead Area Public Schools

community, business and higher education.

Progress toward objective:

- The district continues to partner with Education That Works on opportunities such as Metro Tech Camp.
- Adult Basic Education coordinates and administers partnerships with community organizations and employers
- Community Education offers diverse classes to the community by partnering with area organizations, businesses and higher education, including grants to provide additional opportunities.

■ 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:

- On the 2018 random sample survey of registered voters in the district, 78 percent of respondents rated the quality of education provided by Moorhead Area Public Schools as excellent or good.

■ 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.

Progress toward objective:

- From September 2018 to June 2019, Twitter followers increased 30% from 1,668 to 2,177 and Facebook page followers increased 30% from 2,647 to 3,438. From July 2018-June 2019, the average weekly reach was 7,929.

■ The 2018-19 Portrait of a Graduate committee will complete the action plan and report or recommend further actions to administration by June 2019.

Progress toward objective:

- Portrait of a Graduate components have been built into the design for the new high school and the career academy.

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 2019, Moorhead Area Public Schools will utilize the High School Facilities Task Force recommendations to determine the second phase of the facilities master plan.

Progress toward objective:

- The board approved the task force recommendation to construct a new high school on the current site and create a career academy on a separate site.

■ By the spring of 2019, Moorhead Area Public Schools will establish a plan to address capacity concerns at the elementary level.

Progress toward objective:

- The District Operations Center will allow Probstfield Center for Education to be used to address elementary capacity.

■ By the spring of 2019, a comprehensive facilities improvement plan will be developed (to identify efficiencies).

Progress toward objective:

- The comprehensive facility plan has been implemented with the construction of the District Operations Center for operations, transportation, food service, and district administration. The operations center will allow existing facilities to support elementary student capacity challenges without building new facilities.

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 2019 Minnesota Comprehensive Assessments.*

Progress toward objective:

- See pages 3-4 for progress.

Moorhead Area Public Schools

■ **School Readiness Goal:** 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.*

Progress toward objective:

- 72% of kindergarten students were at or above instructional level C in May 2019.

■ **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:

- 93% of kindergarten students demonstrated proficiency on AddVantage Math Recovery construct one in addition and subtraction as measured by either Bridges or AVMR assessments.

■ **Read Well by Grade 3 Goal:** The percentage of grade 3 students proficient on the reading MCA III will increase from 44.2% to 50% by the spring of 2019.*

Progress toward objective:

- Grade 3 students proficient on the reading MCA increased from 44.2% to 46.4% in 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%).

Progress toward objective:

- The percentage of Moorhead students who improved or maintained grade level standards was 58.4% in mathematics and 64.8% in reading.

■ The percentage of Moorhead students graduating in five years (Class of 2017) will increase from 79.2% to 82.2% and those graduating in six years (Class of 2016) from 83% to 85% by February 2019.

Progress toward objective:

- Five-year graduation rate for the class of 2017 was 85.3%.
- Six-year graduation rate for 2016 was 78.4%.

■ 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.

Progress toward objective:

- 56.5% of students with IEPs spent 80% of the day in the general education setting.

Strategic Priority

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

■ By June 30, 2019, 7-12 licensed staff and food service, transportation and custodial staff will receive trauma training.

Progress toward objective:

- The online presentation has been developed and the platform for delivering the training selected with an implementation date set for Dec. 31, 2019.

■ By December 31, 2018, elementary staff will implement K-5 Second Step bullying curriculum.

Progress toward goal:

- Curriculum was purchased and implemented by school counselors K-5.

■ 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.

Progress toward objective:

- Monthly assistant principal meetings to review and understand the data collection system occurred. Buildings review their own data and are supported in entering the data into the district's system to simplify analysis. A Climate & Discipline Task Force is continuing to work in this area.

■ By June 30, 2019, Moorhead Area Public Schools will audit mental health services provided in the schools by our partner agencies to identify strengths and gaps in service.

Progress toward objective:

- Partner agencies continue to provide Children's Therapeutic Services and Supports to students at all buildings. Services are supported through a School-based Mental Health Service grant, Clay County, and the Clay County Collaborative. Challenges

Moorhead Area Public Schools

remain in securing funding to provide in-school services to children without health insurance and with private insurance as private insurance will not cover mental health services provided in the schools.

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 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.

Progress toward objective:

- The district continues to work on evaluation cycles for non-instructional staff. Per statute, all teaching staff receive evaluation for their probationary period.

■ By June 1, 2019, support safe and healthy working environments by providing education a minimum of two times per month.

Progress toward objective:

- Education was provided via extranet, newsletter, and in person to individual employee groups.

■ By June 1, 2019, create a district-wide Human Rights Advisory Committee.

Progress toward objective:

- A small steering committee created community outreach regarding diversity and inclusion within the schools. The steering committee will use this information to identify needs and strategies for further human rights work.

■ Moorhead Area Public Schools will retain 95% of high quality teachers in the 2018-19 school year.

Progress toward objective:

- The district retained 95% of teacher in the 2018-19 school year.

Strategies to support teachers and students in meeting 2018-19 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).

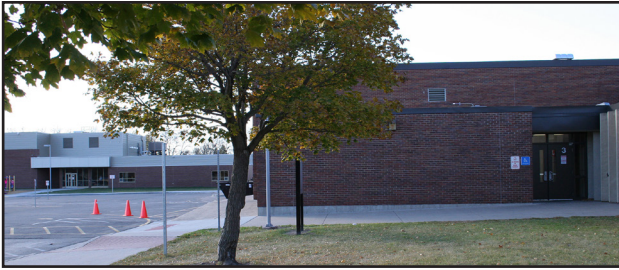
Instruction:

- 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
Early Childhood Coordinator:
Joelle Hofer

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

Enrollment by Grade

- | | |
|---|-----|
| • Jump Start Preschool* | 316 |
| Ages 3-5 | |
| * 152 students also received EIS services | |
| • Early Intervention Services | 292 |
| Ages 0-5 | |

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

School Improvement Goals for 2018-19

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

Objective 1

All students will engage in a variety of learning activities across the developmental curriculum domains.

Progress toward objective:

- Staff had training in read-alouds and STEM to increase active learning strategies in the classrooms.
- Guest readers were invited into classrooms.
- Families were enrolled in Imagination Library and had access to lending library exchanges and the Probstfield Early Learning Center Library.

Objective 2

Increase parent opportunities across instructional settings to empower parent participation in their child's education.

Progress toward objective:

- Participation in Fantastic Friday events increased from fall to winter (spring event canceled due to weather).
- 76 parents volunteered in classrooms.
- The outdoor learning space opened in Fall 2018 and was accessed by Early Learning Center students and community members.

Objective 3

Teachers will provide learning opportunities that encompass the elements of communication, collaboration, creative, and critical thinking.

Progress toward objective:

- ECFE parent education discussions incorporated topics related to the 4Cs into the curriculum.
- Early Learning Center program newsletters were shared monthly by classroom teams.

Objective 4

Students will learn social/emotional strategies to support healthy relationship development.

Progress toward objective:

- Rocking My School Rules book featuring Spuddy was developed to teach classroom expectations and shared in classrooms and at January's Fantastic Friday for Families.

Probstfield Early Learning Center

Strategies to support teachers and students in meeting 2018-19 goals:

- Use play to teach a variety of learning activities across the developmental curriculum domain.
- Hold Minnesota Reading Corps Repeated Read-Aloud training for Early Learning Center staff.
- Use Minnesota Reading Corps to support students.
- Continue use of read aloud instruction, modeling, and guest readers.
- Provide STEM training; participating staff engaged in information and creation stations to increase active learning strategies in the classrooms.
- Embed math vocabulary concepts, as identified by Minnesota Early Childhood Indicators of Progress, across instructional environments.
- Participate on P3 Leadership Team through West Central Initiative with representation from early learning and elementary, Minnesota Child Care Aware, Head Start and two local child care centers to support preK-grade 3 alignment.
- Use Prevent, Teach, Reinforce Young Children (PTR-YC) book study to support social-emotional learning strategies.

Examples of Excellence for 2018-19

- Probstfield Early Learning Center's school readiness programs have a four-star rating from Minnesota Parent Aware.
- Jump Start Preschool, which has received funding from United Way since 2012, received a United Way grant for 2020-22.
- Transition to kindergarten planning.
- Communication across child care, preK, elementary and social services.
- Spuddy visited Probstfield Early Learning in January 2019 in recognition of student's achievement in social learning. The Pyramid Leadership Team created Rocking my School Rules book featuring Spuddy to teach classroom expectations.
- The Pyramid Leadership Team presented at the Minnesota Center of Excellence Spring Retreat.
- Early Intervention Services team members received recognition from the governor for years of service in family guided routines based intervention.

School Improvement Goals for 2019-20

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, Preschool Early Literacy Indicators, etc.).

Objective 2

Parent opportunities will increase from five scheduled parent events across instructional settings per year to 5+ activities to empower parent participation in their child's education.

Objective 3

All students will learn social/emotional strategies to support healthy relationship development as measured by student progress on curriculum assessments and classroom observations using the Teaching Pyramid Observation Tool (TPOT) fidelity checklist.



A fourth-grade leadership team member at Ellen Hopkins Elementary School reads to a Jump Start student.

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 (2018-19) 94.8%

Enrollment by Grade (October 2018)	
• Kindergarten	138
• Grade 1	145
• Grade 2	132
• Grade 3	152
• Grade 4	144
• Total	711

Diversity of Student Population (2018-19)	
• American Indian/Alaskan Native	2.3%
• Asian	1.3%
• Black/African American	11.4%
• Hispanic/Latino	8.3%
• Native Hawaiian/Pacific Islander	0%
• White	70.9%
• Two or More Races	5.8%

Enrollment by Special Population	
• Eligible for Free or Reduced-Price Lunch	40.8%
• English Learners	12.7%
• Homeless	0.6%
• Receiving Special Education Services*	19.9%
(*state-reported data)	

School Improvement Goals for 2018-19

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

Objective 1

The percentage of grade 4 students proficient in reading will increase from 41.9% to 50% on the 2019 MCA-III.

Progress toward objective:

- 49.7% of 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 2019 (Number Corner Checkup 4).

Progress toward objective:

- Kindergarten: 69.4% meeting standard; Grade 1: 71.4% meeting standard; Grade 2: 61.7% meeting standard; Grade 3: 14.7% meeting standard and 29.4% approaching standard*; Grade 4: 31.9% meeting standard; 34% approaching standard.*

* Assessment window occurred before grades 3-4 curriculum taught.

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

Progress toward objective:

- 51.8% of grade 3 students were proficient.
- 52.5% of grade 4 students were proficient.

Objective 3

Student Incident Referrals (SIRs) 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.

Progress toward objective:

- Incidents averaged 1.9 per day for 2018-19 school year.

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.

Progress toward objective:

- 21st century skills posters hung, Tech Tuesday offered for staff, and new makerspace activities implemented.

Dorothy Dodds Elementary School

Strategies to support teachers and students in meeting 2018-19 goals:

- Implement the district's literacy framework and Bridges mathematics curriculum using a variety of flexible groups and instruction targeted to student needs.
- Conduct formative assessments and analyze data to drive daily instruction.
- Collaborate with families in promoting literacy, including supporting home language development for English learners.
- Identify and explicitly teach key academic vocabulary.
- Provide coaching opportunities for all staff to engage the makerspace tools.
- Implement research projects with the media specialist and use of Dreambox mathematics software
- Identify a building-wide Positive Behavioral Interventions and Supports (PBIS) reinforcement system to promote desired behavior.
- Provide Incredible Years training to new staff and coaching opportunities to all staff.

Examples of Excellence for 2018-19

- According to the North Star accountability report, Dodds students eligible for free and reduced meals exceeded the state average in math and reading.
- Dodds students who identified as black, Hispanic, American Indian, Asian, and two or more races exceeded the state average in math and reading.
- Attendance at Dodds exceeded the district's consistent attendance rate.
- Members of the Compassionate Schools Team completed the first year of training.
- Dodds Elementary staff incorporated SPUD-tastic postcards as a means of positive communication to parents/guardians.

School Improvement Goals for 2019-20

Objective 1

The percentage of grade 4 students who demonstrate proficiency in reading will increase from 47% (grade 3 cohort) to 55% on the 2020 MCA-III.

Objective 2

The percentage of grade 4 students who demonstrate proficiency in math will increase from 52% (grade 3 cohort) to 60% on the 2020 MCA-III.

Objective 3

The number of students who demonstrated "chronic" attendance patterns by arriving late for class will be reduced by 10% (from 83 to 75 students) by the end of the 2019-2020 school year.

Objective 4

The number of special education crisis calls will be reduced by 20% through training and implementation of research-based Tier 2 and 3 interventions.



Second-grade students at Dorothy Dodds Elementary School create colorful slime in art class as part of a school-wide reward for positive behavior.

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 (2018-19) 94.3%

Enrollment by Grade (October 2017)

• Kindergarten	143
• Grade 1	141
• Grade 2	122
• Grade 3	139
• Grade 4	128
• Total	673

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	2.1%
• Asian	0.9%
• Black/African American	11.9%
• Hispanic/Latino	10.1%
• Native Hawaiian/Pacific Islander	0%
• White	67.7%
• Two or More Races	7.3%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	37.4%
• English Learners	6.7%
• Homeless	0.9%
• Receiving Special Education Services*	16.5%

(*state-reported data)

School Improvement Goals for 2018-19

Objective 1

Ellen Hopkins Elementary School 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 reading MCA-III assessments and to increase the percentage proficient from 29.2% to 38.4% for students eligible for free and reduced meals.

Progress toward objective:

- 49.2% of grades 3-4 students were proficient in 2019. Grade 3 had 7.9% more students proficient in 2019 compared to 2018.
- 25.5% of students eligible for free/reduced price lunch were proficient in 2019.

Objective 2

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

Progress toward objective:

- 62.2% of grades 3-4 students were proficient in 2019, a 4.5% increase from 2018.
- 40.8% of students eligible for free/reduced price lunch were proficient in 2019.

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.

Progress toward objective:

- Major incidents decreased to 144 major incidents in 2018-19, exceeding the 20% reduction. Daily incident rate decreased to 0.88 incidents per day.
- Attendance rate increased to 88.4%.

Ellen Hopkins Elementary School

Strategies to support teachers and students in meeting 2018-19 goals:

- Reduce grade 3 class size to support student growth.
- Continue small group literacy and conferring with all students.
- Use professional learning communities and professional development, including focus on a literacy framework.
- Continue implementing Bridges math curriculum with fidelity, including 30 minutes for the Number Corner lesson and 60 minutes of core instruction.
- Use classroom management plans emphasizing recognition of the positives, follow the daily social skills outline for classroom morning meetings, continue the morning broadcast, hold monthly PBIS team meetings to review data, and focus on positives with regular Spud meetings.
- Offer parent involvement events centered around academic strategies and culture.
- Implement grade-level research projects, use design-thinking material in the media center, launch a Hopkins technology week, and use makerspaces to encourage the 4Cs of collaboration, communication, critical thinking and creativity.

Examples of Excellence for 2018-19

- Hopkins students raised \$900 for the United Way with its annual penny war.
- The fourth-grade student leadership program successfully served the school and community, including the school's participation in Fill the Dome.
- Glass-blowing artist Jon Offutt provided demonstrations for students in May.
- The media center was open for checkout of materials during summer library hours on Tuesdays.
- A Hopkins Destination Imagination teams advanced to the 2019 Minnesota DI tournament and two other DI teams placed second and third respectively at the regional tournament.
- Assistant principal Diana Johnson completed the Minnesota Principals Academy.

School Improvement Goals for 2019-20

Objective 1

Ellen Hopkins Elementary School students in grades 3–4 will increase their overall reading achievement so the percentage proficient will increase from 49.2% to 59% on the 2020 reading MCA-III assessments and to increase the percentage proficient from 25.5% to 40.2% for students eligible for free and reduced meals.

80% (currently 66.6%) of grades K-4 students will meet the text level target for their grade (language of instruction) by June 2020 as measured by the designated text level assessment tool.

Objective 2

Students in grades 3-4 will increase their overall math achievement so the percentage proficient will increase from 62.2% to 70% on the 2020 MCA-III assessments and to increase the percentage proficient from 40.8% to 52% for students eligible for free and reduced meals.

Objective 3

The attendance rate will increase from 88.84% to 91% during the 2019-2020 school year.

Objective 4

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 144 to 115 total major incidents, reduce daily incident rate from an average of 0.88 incidents per day to 0.7 incidents per day during the 2019-2020 school year.



Ellen Hopkins Elementary third-grade students collaborate to build a structure for an engineering challenge.

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 (2018-19) 94%

Enrollment by Grade (October 2018)

• Kindergarten	137
• Grade 1	129
• Grade 2	113
• Grade 3	148
• Grade 4	146
• Total	673

Diversity of Student Population (2017-18)

• American Indian/Alaskan Native	6.0%
• Asian	0.6%
• Black/African American	7.2%
• Hispanic/Latino	12.5%
• Native Hawaiian/Pacific Islander	0.1%
• White	64.9%
• Two or More Races	8.7%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	55.4%
• English Learners	7.0%
• Homeless	4.0%
• Receiving Special Education Services*	22.1%
(*state-reported data)	

School Improvement Goals for 2018-19

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 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.

Progress toward objective:

- 43.6% of grades 3-4 students were proficient.
- 32.4% of students eligible for federal meal benefit were proficient.
- 68% of K-4 students made one year's growth in literacy.

Objective 2

The percentage of grades 3-4 students at Robert Asp Elementary proficient in mathematics will increase from 52% to 60% on the 2019 MCA-III math assessment.

Progress toward objective:

- 53.8% of grades 3-4 students were proficient.
- 44.6% 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 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.

Progress toward objective:

- Major and minor incidents decreased to 641 incidents in 2018-19. The average daily rate decreased to 3.86 incidents per day.

Robert Asp Elementary School

Strategies to support teachers and students in meeting 2018-19 goals:

- Emphasize building relationships with students.
- Reduce class size to support student growth.
- Use common language for literacy school-wide.
- Train teachers and support staff about identification and best practice strategies to work with students identified as children impacted by significant trauma.
- Use the morning broadcast and morning meeting to teach social skills curriculum, which emphasizes problem solving, growth mindset, and addressing bullying situations.
- Use guided group approach to differentiate instruction in mathematics and literacy based on student need.
- Provide a double dose of instruction for those students who need outside support for reading in the classroom ensuring that they receive consistent instructional support in and out of the classroom.
- Use student data and collaborative planning to ensure students are provided quality instruction.
- Implement PBIS school wide with common language and approach to student discipline with common expectations.

Examples of Excellence for 2018-19

- Students received recognition at monthly SPUD meetings for meeting school goals for reading, writing and discipline.
- The student leadership program successfully participated in a primary buddy reading program for the school year to assist with the reading needs of students.
- Students eligible for federal meal benefit and English learners outperformed district and state averages on the mathematics MCA mathematics and the average student growth rate toward proficiency.
- Overall incidents decreased significantly from an average daily incident rate of 5% in 2017-18 to 3.75% in 2018-19.
- In 2019 the highest percent of students achieved “exceeded” on the MCA mathematics assessment compared to the last five years.
- Achievement level rate of improvement on the MCA reading (21.3%) in 2019 was above district and state averages for rate of improvement.

School Improvement Goals for 2019-20

All students will be proficient in literacy and mathematics.

Objective 1

80% of students in grades K-4 will achieve one year’s growth, from Fall 2019 to Spring 2020, or will read at an instructional level at least one year beyond grade level expectations, as measured by the district’s benchmark literacy assessment.

Objective 2

80% of K-2 students and 90% of grade 3 students will meet grade level expectations in knowing and using early numeracy skills and being able to combine and partition numbers, as measured by the AddVantage Math Recovery “Structuring Numbers” screener.

75% of students in grade 3 and 90% of students in grade 4 will understand, and be able to apply, place value, as measured by the AVMR “Place Value” screener.

Objective 3

88% of Robert Asp students in grades K-4 will attend at least 89.9% of the school year.

Objective 4

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of total major and minor incidents of 586 in 2019-20. This will include a reduction in daily incident rate from an average 3.86 incidents per day in 2018-19 (3.90 per day/2016-17) to 3.5 per day in 2019-20.



Jen Dahl, learner support services teacher at Robert Asp Elementary, listens to a student read and checks for comprehension.

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 (2018-19) 95%

Enrollment by Grade (October 2018)

• Kindergarten	141
• Grade 1	133
• Grade 2	133
• Grade 3	166
• Grade 4	137
• Total	710

Diversity of Student Population (2018-18)

• American Indian/Alaskan Native	0.7%
• Asian	0.4%
• Black/African American	12.8%
• Hispanic/Latino	3.8%
• Native Hawaiian/Pacific Islander	0%
• White	77.7%
• Two or More Races	4.5%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	37.2%
• English Learners	14.8%
• Homeless	0.1%
• Receiving Special Education Services*	13.5%

(*state-reported data)

School Improvement Goals for 2018-19

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

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.

Progress toward objective:

- 51.5% of grades 3-4 students were proficient.
- 70% of grades K-2 students scored at or above the skill target score on 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%.

Progress toward objective:

- 66.7% of grades 3-4 students were proficient.
- 66.8% 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 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.

Progress toward objective:

- Office discipline referrals decreased from 2.1 per day to 1.2 referrals per day.
- 92% of students were in attendance at least 90% of school days.

S.G. Reinertsen Elementary School

Strategies to support teachers and students in meeting 2018-19 goals:

- Create a flexible schedule that allows time for reteaching and extending skills.
- Strengthen professional learning communities to identify essential learning outcomes, analyze student data, and share best-practice teaching strategies.
- Provide professional development opportunities to teach staff about the tools available within Dreambox.
- Use guiding documents to enhance implementation of the district's literacy framework with fidelity.
- Focus on-going professional development on small group instruction to improve differentiated instruction for students.
- Continue 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 2018-19

- During 2018-19, Reinertsen staff made 688 #SGRSpudoftheWeek positive phone calls home to parents.
- S.G. Reinertsen Elementary received the PBIS Sustaining Exemplar Award, which identifies and recognizes exemplar schools that have completed PBIS implementation and are continuing to achieve positive student outcomes.
- Staff created "I Promise" standards to identify essential learning outcomes.
- The Day of Compassion for grade 4 students and the CLIMB Theatre presentation for K-3 students were provided courtesy of PeaceMaker MN.

School Improvement Goals for 2019-20

Objective 1

Increase the percentage of grade 3-4 students achieving and exceeding the proficiency target from 51.5% to 60% by May 2020 as measured by the Minnesota Comprehensive Assessments in reading.

Objective 2

Increase the percentage of Grade 3-4 students achieving and exceeding the proficiency target from 66.7% to 75% by May 2020 as measured by the Minnesota Comprehensive Assessments in math.

Objective 3

Increase the percentage of English Learner students consistently attending school from 80% to 92% by May 2020 as measured by student attendance records.

Objective 4

Decrease the percentage of grades K-4 students receiving major incidents from an average of 1.2 per day to 1.0 per day as measured by Office Discipline Referral (ODRs) forms.



S.G. Reinertsen Elementary School students build together in the makerspace.

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 (2018-19) 93.52%

Enrollment by Grade (October 2018)

• Grade 5	548
• Grade 6	546
• Grade 7	521
• Grade 8	466
• Total	2,081

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	2.9%
• Asian	1.1%
• Black/African American	8.3%
• Hispanic/Latino	8.2%
• Native Hawaiian/Pacific Islander	0%
• White	72.4%
• Two or More Races	7.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	39.8%
• English Learners	6.8%
• Homeless	1.3%
• Receiving Special Education Services*	16.1%

(*state-reported data)

School Improvement Goals for 2018-19

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

Objective 1

65 percent of students 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.

Progress toward objective:

- 50.87% of students in grade 5 and 55.93% of students in grade 6 showed proficiency as measured by the Aimsweb Plus assessment. Focus on small group instruction continues to support the growth of individual students.

Objective 2

Horizon West grade 5-6 students (including special populations) will match the proficiency levels of the state on the 2019 mathematics MCA.

Progress toward objective:

- 68% of student in grades 5-8 made medium to high growth and 56% of student maintained or increased their proficiency levels. Proficiency for grades 5 and 6 did not meet the state proficiency level.

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.

Progress toward objective:

- Horizon West continues to develop a culture to support students. Incident reports track response to behaviors and refine practices. Data from 2017-2019 was used to create a Horizon West Code of Conduct to teach and support all students in a safe environment.

Horizon Middle School West Campus

Strategies to support teachers and students in meeting 2018-19 goals:

- Follow literacy framework for grade 5 and language arts curriculum map for grade 6.
- Literacy professional development includes job-embedded professional development.
- Implement professional learning communities aligned with standards and student data to answer the four Dufour questions.
- Continue implementation of Bridges and Number Corner in the fifth grade and Eureka in the sixth grade, following the Bridges and Number Corner pacing guide for fifth grade and following the sixth grade Math Curriculum Map and Eureka curriculum.
- Collect and use data with the assistance of the math instructional coaches to drive instruction.
- Follow the PBIS plan as created by the PBIS committee. Data will be shared in a monthly newsletter and at quarterly staff meetings to assist in rewarding and reteaching expectations to students.
- Provide professional development on how to give timely and specific feedback via the 4Cs rubric.
- Staff selected at least one slice of a 4C rubric of their choice to use with their class three times during the 2018-19 school year.

Examples of Excellence for 2018-19

- Horizon West continued to have success with the 1:1 Chromebook initiative, allowing all students to have access to a reliable device for learning
- The Horizon West Student Leadership group was formed with over 40 members. Students discussed how to improve the school, worked to promote spirit week and career week at West, and began to discuss and plan for a possible playground expansion at Horizon West.
- Working with Community Education, Horizon West provided students with opportunities to participate in fifth-grade choir, art club and a spring musical, “The Lion King Kids.”



Sixth-grade students at Horizon Middle School West Campus prepare lettuce for salad and smoothies with spinach for classmates to sample at the end of a hands-on project. Students grew the produce using hydroponic tower gardening, comparing it to traditional gardening, and learned about healthy eating

Horizon Middle School West Campus School Improvement Goal for 2019-20

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

For grades 5-6 students, at the end of the 2019-20 school year, at least 80% of students will be in Tier 1, and no more than 13% in Tier 2, and 7% in Tier 3 based on the AimsWeb Tier Transition Report.

Objective 2

Horizon West students in grades 5 and 6 will increase their overall mathematics achievement as measured by their proficiency levels on the 2020 MCA math assessment. Horizon West students (including special populations) will match the proficiency levels of the state for the 2019-20 school year.

Objective 3

For the 2019-2020 school year, student absences will decrease by at least 10%, which would mean total absences would be less than 3,000 days.

Objective 4

100% of students will report feeling connected to at least one adult at school by the end of the 2019-20 school year as measured by the PBIS student survey.

Objective 5

For the 2019-2020 school year, 80% of families will participate in back-to-school, fall and spring conferences, representing all demographic populations as measured by registration.

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 (2018-19) 93.52%

Enrollment by Grade (October 2018)

• Grade 5	548
• Grade 6	546
• Grade 7	521
• Grade 8	466
• Total	2,081

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	2.9%
• Asian	1.1%
• Black/African American	8.3%
• Hispanic/Latino	8.2%
• Native Hawaiian/Pacific Islander	0%
• White	72.4%
• Two or More Races	7.1%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	39.8%
• English Learners	6.8%
• Homeless	1.3%
• Receiving Special Education Services*	16.1%

(*state-reported data)

School Improvement Goal for 2018-19

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

Objective 1

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

Progress toward objective:

- Grade 7: 65.4% demonstrated medium to high growth
- Grade 8: 75.3% demonstrated medium to high growth
- School: 70% demonstrated medium to high growth

Objective 2

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

Progress toward objective:

- Grade 7: 84.6% demonstrated medium to high growth
- Grade 8: 68.1% demonstrated medium to high growth
- School: 76.7% demonstrated medium to high growth

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.

Progress toward objective

- A building culture/climate survey was developed.
- 83.2% of students felt valued by at least one adult at school.

Horizon Middle School East Campus

Strategies to support teachers and students in meeting 2018-19 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.
- Each house commits to daily reading and writing (40 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.
- Implement a social and emotional curriculum (iTime) to better meet the needs of all the students.

Examples of Excellence for 2018-19

- Brian Meyer, eighth-grade health teacher at Horizon Middle School East Campus, was named the 2019 Moorhead Teacher of the Year.
- In the state Letters About Literature competition, 12 of the 49 middle-level state finalists were Horizon East students. Maddie Larson tied for third place overall.
- A Horizon East Destination Imagination team placed first at state to advance to the DI Global Finals. Another team qualified to compete at the DI state tournament.
- Grade 8 students in the co-taught language arts and social studies classes wrote books they shared with elementary students.
- The Grade 8 Band received a silver award, Most Outstanding Band of the Day, and Most Outstanding Festival Band as the top-ranked middle school band at the Raging Red Band Festival
- Horizon East students were part of the adapted bowling team that qualified for the 2019 state tournament.
- Several Horizon Middle School East Campus students had hands-on opportunities to learn about technology by being part of the student help desk.

Horizon Middle School East Campus School Improvement Goal for 2019-20

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 2020 reading MCA assessment.

Objective 2

80% of grades 7-8 students will show medium or high growth on the 2020 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 2020 building culture/climate survey.



Horizon Middle School East Campus seventh-grade students practice programming robots to respond to commands.

Moorhead High School



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

Principal: Dave Lawrence
2018-19 Assistant Principals:
Josh Haag and Angela Doll
2019-20 Assistant Principals:
Emily Smith and Angela Doll

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

Attendance Rate (2018-19) 93.56%

Graduation Rate (2018) 82.5%

Enrollment by Grade (October 2018)

• Grade 9	484
• Grade 10	472
• Grade 11	441
• Grade 12	452
• Total	1,849

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	2.2%
• Asian	1.2%
• Black/African American	10.3%
• Hispanic/Latino	7.5%
• Native Hawaiian/Pacific Islander	0.1%
• White	72.4%
• Two or More Races	6.3%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	34.6%
• English Learners	8.5%
• Homeless	0.5%
• Receiving Special Education Services*	13.1%

(*state-reported data)

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

School Improvement Goal for 2018-19

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 62.2% to 64% on the 2019 MCA-III reading assessment.

Progress toward objective:

- 56.4% of Moorhead High grade 10 students were proficient on the MCAs.

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.

Progress toward objective:

- 44.7% of Moorhead High grade 11 students were proficient on the MCAs.

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.

Progress toward goal:

- Four-year graduation rate: 82.5%
- Seven-year graduation rate: 85.3%

Moorhead High School

Strategies to support teachers and students in meeting 2018-19 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 sixth year of AVID (Advancement Via Individual Determination) school-wide instruction strategies and expand AVID elect to all four grade levels.
- 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 2018-19

- Moorhead High School student Zachary Van Raden achieved a perfect score of 36 on the ACT college entrance exam.
- The speech team qualified 15 team members for the 2019 National Speech and Debate Tournament. Anna Larson placed seventh and Sophia Klindt placed 11th in their events. Moorhead High earned its seventh consecutive School of Excellence award.
- Moorhead High Knowledge Bowl teams placed fourth and 12th at state in 2019.
- The Moorhead High School Science Olympiad team placed 12th at the 2019 state competition. Cal Darling and Lila Stanley placed first in herpetology at state.
- The varsity weightlifting team placed first to earn back-to-back state championships.
- The Moorhead High School speech team earned its 25th consecutive Section 8AA title and won a fourth-straight state AA speech championship.
- Moorhead High School's SkillsUSA team placed seventh



A Moorhead High School student describes her art work to counselor Scott Matheson during the annual senior fine arts day.

- in stock vehicle at the 2019 Supermileage Competition.
- Moorhead High School's 2018 fall musical "Newsies" was recognized for outstanding overall performance and other awards in the SpotLight Musical Theatre Awards.
- Eighteen adapted bowling team members qualified for the 2019 state tournament.
- In 2018-19, Moorhead students were selected for All-State Band and Orchestra and honor bands and orchestras.
- The boys cross country team placed first in the region and 11th at the 2018 state tournament. During 2018-19, Moorhead High School athletes qualified for state in cross country, boys swimming, volleyball, Nordic ski racing, gymnastics, wrestling, boys hockey, weightlifting, track and boys golf.

School Improvement Goal for 2019-20

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 reduce failure rates for end-of-course grades by 10%.

Objective 2

Moorhead High School will increase the number of students who are attending school on a regular basis (missing 5% or less for any reason) by 4%.

Objective 3

Moorhead High School will reduce the number of students who are suspended for major incidents from 46 to 40 or less for the 2019-20 school year.

Objective 4

Moorhead High School will increase the diversity of students who participate in activities such as Key Club or Student Council by 20%.

Objective 5

Moorhead High School will increase graduation rates for all students from 82.5% in 2018 to 85.2% for the graduating class of 2019.

Red River Area Learning Center



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

**2018-19 Director of
 Alternative Education: Deb Pender**
**2019-20 Principal of Career Academy and
 Alternative Education: Josh Haag**

Attendance Rate (2018-19) 75%

Enrollment by Grade (October 2018)

• Grade 6	N/A
• Grade 7	N/A
• Grade 8	4
• Grade 9	8
• Grade 10	20
• Grade 11	27
• Grade 12	50
• Total	109

Diversity of Student Population (2018-19)

• American Indian/Alaskan Native	16.9%
• Asian	0%
• Black/African American	13.5%
• Hispanic/Latino	21.3%
• Native Hawaiian/Pacific Islander	0%
• White	33.7%
• Two or More Races	14.6%

Enrollment by Special Population

• Eligible for Free or Reduced-Price Lunch	67.4%
• English Learners	6.7%
• Homeless	2.2%
• Receiving Special Education Services*	10.4%

(*district data)

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.

- The graduation rate increased from 60% to 70% with 14 out of 20 students with at least 19.5 credits graduating.

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%.

Progress toward objective:

- This objective was not met.

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.

Progress toward objective:

- Data is not available.

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.

Progress toward objective:

This objective was partially met. More community representatives and parents will be included moving forward. Meetings occurred with representatives from Lakes Country Service Cooperative and MState to help create a building improvement plan.

Red River Area Learning Center

Strategies to support teachers and students in meeting 2018-19 goals:

- Continued implementation of the 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 ALC, higher education, local businesses and other stakeholders to ensure all students graduate college and career ready. This includes working to connect students with career opportunities and college campus tours.
- Collaborate with the Work Force Center to help facilitate on-the-job training opportunities and college, career and life skills training.
- 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 2018-19

- 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 college credit year round.
- Three Red River ALC students competed in MAAP STARS, the Minnesota Association of Alternative Program's youth component. The individuals for Life Smarts earned gold, Parent Decision Making earned bronze, Workplace Relations earned silver and bronze, and Employment Interview earned silver.
- A group of Red River ALC students participated in PaY (Philanthropy and Youth). The students complete youth service projects while helping designate grant money to different organizations.
- The Red River Area Learning Center Robotics team competed in the Bison Best Robotics Competition at NDSU. The competition revolved around creating a robot to clean up pollution in ocean gyres. The team placed 7th overall and received awards for best T-shirt design and most photogenic robot.
- Red River ALC students helped plan, plant and maintain a school garden that yielded produce for them to take home. Leftover produce was used to make more than 40 pints of salsa for staff and students.

School Improvement Goals for 2019-20

Objective 1

All students will develop strategies to become lifelong readers and writers to build a solid background to meet educational and career goals beyond high school. All students will develop a range of mental strategies that allow them to become mathematical thinkers and problem solvers.

Objective 2

In an effort to reduce frequent and high numbers of consecutive missed school days, Red River Area Learning Center will develop an attendance communication protocol to open the lines of communication between school and families.

Objective 3

Red River ALC will develop a consistent record keeping system utilizing PowerSchool. Red River Area Learning Center will provide professional development for MEIRS, Restorative Practices and ENVoY for all staff.

Objective 4

Red River ALC will implement positive disciplinary programs and interventions (Restorative Justice, MEIRS, ENVoY) and focus on improving school climate to facilitate equitable disciplinary practices and academic access.

Objective 5

By 2020, the Minnesota four-year graduation rate will be 90% with no student group below 85%.



Red River Area Learning Center students work on completing math assignments with assistance from their teacher.

2019-20 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2019-20 school year. These are a continuation of the priorities based on the themes and discussion from the 2013 Community Engagement Initiative.

These priorities will guide work in the district for 2019-20. 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 2020 graduates meeting all four college benchmarks on the ACT will increase from 28% to 30% by Aug. 30, 2020.*
b) The district's classroom score, which reports proficiency with 21st century skills (collaboration, communication, critical thinking and creativity), will increase from 985 to 990 according to BrightBytes student and teacher survey results in spring 2020.*
- **Graduation Goal:** Moorhead Area Public Schools will improve the four-year graduation rate from 76% to 80% as measured by Spring 2020 graduation rosters.*
- By June 2020, buildings will develop goals based on their school's data within the National School Climate Inventory.
- By June 2020, 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 2020, Moorhead Schools will continue collaborations to strengthen opportunities for partnerships with community, business and higher education.
- By June 2020, Moorhead Schools will complete a strategic planning process to help establish district priorities.
- By June 2020, Moorhead Area Public Schools will enhance content on district social media channels of Facebook and Twitter through collaborative district, school, and activities office communication to increase followers by 10% (July 2019: Facebook 3,438; Twitter 2,177) and maintain an average Facebook weekly reach of 3,000.
- By June 2020, an audit of current practice compared with the recommendations of the 2018-2019 Portrait of a Graduate committee will be taken and a specific action plan developed and implemented, where practicable for the 2019-2020 school year.

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 2020, Moorhead Area Public Schools will respond to community vote regarding the High School Facilities Task Force recommendations to build a new Moorhead High School and develop a career academy.

- By the spring of 2020, the District Operations Center will open, housing transportation, food service, property service and district offices, and will report on efficiencies gained.
- By the spring of 2020, Moorhead Area Public Schools will review use of Probstfield Center for Education to address capacity concerns at the elementary level.

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 2020 Minnesota Comprehensive Assessments.
- **School Readiness Goals:**
 - a) Moorhead Area Public Schools will partner with Head Start to ensure the maximum number of preschool students who can be served are served by Head Start, Jump Start or ECSE.
 - b) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2019-20 school year, as measured by Fountas and Pinnell Benchmark Assessment System.*
 - c) 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 46.4% to 50% by the spring of 2020.*
- The percentage of Moorhead students achieving medium or high growth in reading and math will increase by 2% or more according to 2019-2020 Student Progress section of the Minnesota School Report card (2018-19: 58.4% in math and 64.8% in reading).
- The percentage of Moorhead students graduating in five years (Class of 2018) will increase from 85.3% to 88% and those graduating in six years (Class of 2017) from 78.4% to 80% by May 2020.
- The percentage of Moorhead students with IEPs spending at least 80% of the day in the general education setting with same-age peers will increase from 56.5% to 60% by June 2020.

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, 2020, central office, building principals and selected administrators will have expanded individual and group intercultural competencies as measured by the IDI.
- By June 30, 2020, the school climate and discipline task force will create an implementation plan to further improve climate and discipline in each building, based on and measured by the November 2019 administration of the National Comprehensive School Climate Inventory.
- Moorhead Area Public Schools will continue to provide monthly support to building administrators and teams in using consistent

Continued on next page

Measuring Student Progress 2019-20

Grades K-4: District-Wide Testing for 2019-20

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-4	March 2-May 1, 2020	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 2-May 1, 2020	
ACCESS for ELs (WIDA)	English learners in K-4	Jan. 27-March 20, 2020	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 2-May 1, 2020	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Aimswest Plus Indicators of Early Literacy/Oral Reading Fluency Skills	K-4		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 2019	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

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, 2020, Moorhead Area Public Schools will have built a multi-tiered system of supports for behavior.

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

- By June 30, 2020, 100% of probationary staff for the 2019-20 school year will be evaluated prior to the end of the probationary period.
- By June 1, 2020, all Moorhead Area Public Schools employees hired by August 1 who serve students will be trained in ENVoY.
- By June 1, 2020, Moorhead Schools will establish a district-wide Human Rights Advisory Committee to provide resources and support to staff, students and community.
- Teachers new to Moorhead Area Public Schools will receive mentorship in the 2019-20 school year, and up to 15 teachers per K-6 buildings will take part in PEER educator support.

Measuring Student Progress 2019-20

Grades 5-8: District-Wide Testing for 2019-20

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	5-8	March 2-May 1, 2020	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 2-May 1, 2020	
Science MCA-III	5, 8	March 2-May 8, 2020	
ACCESS for ELs (WIDA)	English learners in 6-8	Jan. 27-March 20, 2020	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 2-May 1, 2020	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 2019-20

Grades 9-12: District-Wide Testing for 2019-20

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 2-May 1, 2020	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 2-May 1, 2020	
Science MCA-III	Biology students	March 2-May 8, 2020	
ACCESS for ELs (WIDA)	English learners 9-12	Jan. 27-March 20, 2020	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 2-May 1, 2020	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. 16, 2019	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)	March 24, 2020	
	12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		
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 4-8, 2020 May 11-15, 2020	To determine college credit related to student scores for students enrolled in AP coursework



Moorhead Area Public Schools Independent School District 152

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

2019 School Board

Scott Steffes, Chair • Cassidy Bjorklund, Vice Chair
Matt Valan, Clerk • Melissa Burgard, Treasurer
Kara Gloe, Director • Rachel Stone, Director • Keith Vogt, Director

Administration

Brandon Lunak
Superintendent

Tamara Uselman
Assistant Superintendent of Learning and Accountability

The World's Best Workforce 2018-19 Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschoools.org.
Photos in this publication were taken during the 2018-19 school year.
Designed and edited by Pamela J. Gibb.

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



MOORHEAD
AREA PUBLIC SCHOOLS

DISTRICT AND SCHOOL PROFILES

2014-15 THROUGH 2018-19

October 2019

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

TABLE OF CONTENTS

District Data

District Demographic Definitions	3
District Demographic Data	5
District Achievement Definitions.....	10
District Achievement Data	12
District Staffing Definitions	15
District Staffing Data	16

Elementary Data

Elementary Demographic Definitions.....	18
Elementary Achievement Definitions	(see district section page 10)

Probstfield Elementary School

Probstfield Demographic Data	20
Probstfield Achievement Data.....	22

Dorothy Dodds Elementary School

Dorothy Dodds Demographic Data	23
Dorothy Dodds Achievement Data	26

Ellen Hopkins Elementary School

Ellen Hopkins Demographic Data	27
Ellen Hopkins Achievement Data.....	30

Robert Asp Elementary School

Robert Asp Demographic Data	31
Robert Asp Achievement Data.....	34

S.G. Reinertsen Elementary School

S.G. Reinertsen Demographic Data	35
S.G. Reinertsen Achievement Data.....	38

Secondary Data

Secondary Demographic Definitions	39
Secondary Achievement Definitions.....	41

Horizon Middle School Campus

Horizon Demographic Data	43
Horizon Achievement Data.....	46

Moorhead High School

Moorhead High Demographic Data	47
Moorhead High Achievement Data	50

Red River Area Learning Center

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

Red River ALC Demographic Data	55
Red River ALC Achievement Data.....	58

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	5,011	5,797	6,002	6,123	6,316
2. Average Daily Membership (ADM)	5,349	6,177	6,382	6,520	6,736
3. Attendance Rate	93.68%	93.85%	94.05%	93.91%	93.8%
4. English Learners (EL)					
EL State Reimbursement	369	422	487	569	588
EL Students Served	443	477	523	612	623

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	503	577	494	534	559
Grade 1	497	516	600	495	548
Grade 2	513	519	540	600	500
Grade 3	456	514	546	541	605
Grade 4	436	483	528	519	555
Grade 5	440	448	501	542	548
Grade 6	435	460	465	516	548
Grade 7	427	458	468	472	521
Grade 8	441	427	478	480	472
Grade 9	413	482	464	490	500
Grade 10	461	445	506	467	498
Grade 11	423	466	458	492	468
Grade 12	444	437	482	470	515
Total	5,889	6,232	6,530	6,618	6,837

6. Spanish Immersion Program Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	66	77	69	74	72
Grade 1	45	68	75	60	72
Grade 2	48	45	66	71	54
Grade 3	46	45	41	57	62
Grade 4	31	44	44	40	51
Grade 5	38	28	36	34	35
Grade 6				29	32
Total	274	307	331	365	378

DISTRICT DATA

DEMOGRAPHIC DATA

7. Open Enrollment	2014-15	2015-16	2016-17	2017-18	2018-19
Into Moorhead	131	134	206	155	173
Out of Moorhead	553	696	868	613	636
8. Private School Enrollment	732	676	486	613	
9. Home School Enrollment	151	200	174	164	
10. Migrant Enrollment	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	12
11. Homeless			129	129	167
12. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into District					
From Other Minnesota Districts	216	495	299	254	314
From Other States & Countries	461	518	513	276	443
From Non-public	54	28	69	33	43
Transfers Out of District					
To Other Minnesota Districts	103	174	219	140	154
To Other States & Countries	166	296	232	372	592
To Non-public	13	13	23	32	47
Transfers Within the District	278	<i>N/A</i>	<i>N/A</i>	141	440
13. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	2,058	2,205	2,395	2,448	2,376
Reduced	326	308	306	353	322
Percentage of Students Free & Reduced	39.3%	39.5%	40.7%	41.4%	39.87%

DISTRICT DATA

DEMOGRAPHIC DATA

14. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Alaska Native	394	409	272	295	281
	5.4%	5.4%	3.5%	3.72%	3.68%
Asian	129	129	71	75	79
	1.8%	1.7%	0.9%	0.94%	1.03%
Black / African American	540	691	637	779	863
	7.4%	9.1%	8.3%	10.15%	11.29%
Hispanic / Latino	627	669	679	705	713
	8.6%	8.8%	8.9%	8.89%	9.32%
Native Hawaiian / Pacific Islander			CTSTR	CTSTR	CTSTR
			0.06%	0.05%	0.04%
White	5,603	5,692	5,517	5,557	5,180
	76.8%	75%	71.9%	70.09%	67.75%
Two or More Races			490	513	526
			6.38%	6.47%	6.9%
Percent Minority	23.2%	25%	26.64%	28.3%	32.24%

CTSTR = Count too small to report

DISTRICT DATA

DEMOGRAPHIC DATA

15. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Adangme	0	2	3	3	0
Afrikaan	1	1	1	0	0
Albanian	22	29	33	33	32
American Sign Language	4	4	4	4	3
Amharic	2	0	0	0	0
Arabic	119	140	167	178	187
Bantu	3	0	3	4	4
Bassa	0	0	0	0	1
Bosnian	30	26	29	25	21
Cambodian, Khmer	2	2	2	2	1
Cebuano	2	1	1	1	1
Chaldean Neo-Aramaic	0	0	0	1	1
Chinese	12	14	9	7	3
Chippewa, Ojibwa	1	0	0	0	1
Dakota	1	1	1	1	2
Dinka	0	0	0	3	4
English	6,512	6,706	6,981	7,144	6,323
English Creolized	8	8	8	11	10
Farsi	1	2	2	2	0
Filipino, Philipino	2	2	2	2	2
Finnish	1	1	0	0	0
French	0	1	6	8	9
Ganda, Luganda	2	3	4	4	2
German	0	1	1	1	0
Grebo	0	1	3	7	5
Hindi	0	1	3	1	2
Italian	0	1	0	0	0
Korean	0	0	0	2	2
Kurdish	231	245	262	288	298
Malayalam	0	0	0	1	0
Nepali	0	0	0	2	1
Norwegian	0	1	0	0	0
Nuer	3	3	1	1	0
Oromo	1	1	0	0	0
Portuguese	0	0	1	1	0
Rundi	0	0	0	0	1
Russian	2	2	4	1	2

DISTRICT DATA

DEMOGRAPHIC DATA

Rwanda	0	3	3	4	6
Samoan	1	1	1	0	0
Somali	125	173	210	249	296
Spanish	182	173	161	152	156
Swahili	2	10	31	33	28
Thai	0	1	1	0	1
Turkish	0	1	1	2	2
Twi	0	0	0	0	3
Vietnamese	21	22	25	28	29
Yoruba	0	0	0	1	1

16. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild					
Speech/Language Impaired	210	229	263	188	179
Specific Learning Disability	174	209	293	243	255
Emotional Behavioral Disorders	77	95	148	96	89
Other Health Disabilities	184	205	251	194	183
Development Delay	231	293	79	64	78
Low Incidence					
DCD Mild Moderate	28	37	48	32	39
DCD Severe	10	11	13	11	10
Physically Impaired	26	27	27	26	21
Deaf/Hard of Hearing	21	20	21	21	18
Visual Impairment	6	5	4	3	3
Deaf-Blind	1	1	1	1	1
Autism Spectrum Disorders	105	112	142	137	158
Traumatic Brain Injury	5	6	5	7	3
Severely Multiple Impaired	9	10	12	13	16
Total Disabilities Served	1,087	1,260	1,307	1,036	1,053
Percentage of Students with Disabilities (includes early childhood)	18%	20.4%	23.8%	16.85%	19.34%
Percentage K-12 Students (ages 5-21) with Disabilities	14.8%	16%	20%	12.62%	15.49%
17. Students Eligible for Transportation	2014-15	2015-16	2016-17	2017-18	2018-19
Count	5,156	5,653	6,058	5,453	5,393
Percentage	78.8%	82.8%	80.2%	71.6%	69.1%

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. 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.

3. 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

4. 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									
	2014-15		2015-16		2016-17		2017-18		2018-19	
Reading	District	State	District	State	District	State	District	State	District	State
Grade 3	59.8%	58.7%	53.9%	57.3%	48%	56.5%	43.6%	55.7%	45.4%	54.4%
Grade 4	52.6%	57.9%	54.6%	58.3%	52.1%	56.8%	49.3%	55.5%	49.6%	55.3%
Grade 5	66.4%	66.7%	66.6%	67.7%	67.3%	67.5%	55.1%	66.9%	57.2%	65.7%
Grade 6	57.6%	63.9%	59%	62.3%	61.6%	63.4%	60%	64.5%	55.4%	62.8%
Grade 7	58.4%	55.6%	49.7%	56.6%	51.8%	57.5%	52.9%	58.1%	52.8%	57.4%
Grade 8	58.8%	56%	58.8%	57%	53.9%	58.7%	55.1%	58.4%	54.4%	57.6%
Grade 10	57.7%	57%	58%	58.9%	61.3%	60.3%	60.2%	59%	54.7%	60.3%
ALL	58.8%	59.4%	57.1%	59.7%	56.4%	60.1%	53.5%	59.8%	52.5%	59.1%
	Mathematic MCA-III									
	2014-15		2015-16		2016-17		2017-18		2018-19	
Mathematics	District	State	District	State	District	State	District	State	District	State
Grade 3	62.5%	70.9%	65.1%	69.4%	61%	68.1%	55.7%	66.4%	58.3%	65.6%
Grade 4	60.6%	70%	62.2%	68.7%	63.8%	66.7%	60.3%	64.9%	57.2%	63.8%
Grade 5	54.1%	59.7%	50.3%	58.8%	43.2%	57.1%	38.8%	54.7%	39.5%	51.9%
Grade 6	49%	57.6%	47.1%	55.9%	44.7%	55.2%	30.3%	53.6%	40.5%	50.2%
Grade 7	58.4%	55.1%	52.2%	56.2%	49.7%	54.9%	49.1%	54.4%	40.6%	52.1%
Grade 8	57.4%	57.8%	54.9%	58%	57.3%	58%	54%	57%	47.4%	55%
Grade 11	48.1%	48.7%	47.5%	47.1%	47.7%	48.3%	54.4%	47.1%	43.8%	45%
ALL	55.9%	60.2%	54.5%	59.4%	52.9%	58.6%	48.8%	57%	47.2%	54.9%

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

2. ACT

Graduating Class of															
	2015			2016			2017			2018			2019		
	District	State	National	District	State	National	District	State	National	District	State	National	District	State	National
English	20.5	21.8	20.4	18.7	20	20.1	19.2	20.4	20.3	18.3	20.2	20.2	20.1	20.3	
Mathematics	22.4	22.8	20.8	20.6	21.2	20.6	21.2	21.5	20.7	20.3	21.4	20.5	21.9	21.4	
Reading	22.3	23	21.4	20.7	21.3	21.3	21.3	21.8	21.4	19.9	21.7	21.3	22.2	21.7	
Science	22.6	22.7	20.9	20.9	21.3	20.8	21.0	21.6	21.0	20.1	21.4	20.7	21.6	21.6	
Composite	22.1	22.7	21	20.3	21.1	20.8	20.8	21.5	21.0	19.8	21.3	20.8	21.6	21.4	
Number of Students Taking ACT	268			387			408			395			339		
Percent Participation	60.4%			88.6%			84.6%			84%					

3. Percent of Students Meeting College Readiness Benchmarks

Percent of Students Meeting College Readiness Benchmarks		2015	2016	2017	2018	2019
English	Moorhead	70%	56%	56%	51%	66%
	State	74%	61%	63%	60%	61%
	National	64%	61%	61%	60%	
Mathematics	Moorhead	56%	44%	47%	38%	50%
	State	58%	46%	48%	47%	47%
	National	42%	41%	41%	40%	
Reading	Moorhead	53%	45%	46%	36%	52%
	State	57%	45%	50%	48%	48%
	National	46%	44%	47%	46%	
Science	Moorhead	46%	38%	38%	32%	41%
	State	53%	40%	42%	42%	42%
	National	38%	36%	37%	36%	
Meeting all 4	Moorhead	34%	29%	27%	21%	30%
	State	39%	29%	31%	30%	30%
	National	28%	26%	27%	27%	

4. Four-Year Graduation Rate Percentage Trend Data

Graduation Rate from School Report Card										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	District	State	District	State	District	State	District	State	District	State
All Students	77.4%	82.1%	74.6%	82.5%	80.5%	82.7%	76%	83.2%		
American Indian / Alaska Native	CTSTR	49.1%	CTSTR	49.5%	CTSTR	50.7%	CTSTR	51%		
Asian	CTSTR	83.5%	CTSTR	84.4%	CTSTR	85.5%	CTSTR	86.6%		
Black	44.4%	62.2%	56%	64.9%	50%	65%	63.4%	67.4%		
Hispanic	43.2%	65.9%	53.3%	66%	50%	66.3%	51.5%	66.8%		
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	N/A	CTSTR	63%	CTSTR	75.6%		
White	83.8%	87.2%	79.4%	87.5%	85.9%	88%	81.6%	88.4%		
Two More Races	75%	68.7%	60.9%	67.7%	84.6%	71%	76.7%	72%		
English Learners	45.8%	63.1%	40.9%	63.2%	52.9%	64.7%	50%	65.7%		
Special Education	58.2%	61.1%	55.9%	60.8%	71.2%	61.2%	59.5%	62.3%		
Eligible for Free or Reduced-Price Lunch	54.7%	67.2%	60.7%	68.2%	63.2%	69%	60.8%	70.2%		

CTSTR = Count too small to report

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

Graduation Rate from School Report Card										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	District	State	District	State	District	State	District	State	District	State
Four-Year Graduation Rate	77.4%	82.1%	74.6%	82.5%	80.5%	82.7%	76%	83.2%		
Five-Year Graduation Rate	82%	84.4%	81.2%	85.1%	78.1%	85.5%	85.3%	85.8%		
Six-Year Graduation Rate	82.5%	85%	83%	85.9%	82.2%	86.4%	78.4%	86.8%		
Seven-Year Graduation Rate	77.8%	84.4%	83%	86.1%	82.9%	87%	82.2%	87.5%		

1. Teaching Staff

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

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

2. Teacher Attendance

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

3. Teacher Ethnicity

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

DISTRICT DATA

STAFFING DATA

1. Teaching Staff Education Level / Experience	2014-15	2015-16	2016-17	2017-18	2018-19
BA	98	115	108	109	120
BA + 10	19	18	29	28	31
BA + 20	20	11	17	24	15
BA + 30	27	26	26	30	19
MA	59	70	68	72	87
MA + 10	41	40	43	46	55
MA + 20	27	35	35	32	28
MA + 30	146	145	154	162	182
Less Than 3 Years Experience	11.3%	23.9%	30.4%	16.1%	27.6%
3-10 Years Experience	29.3%	29.8%	25.2%	41.4%	34.1%
More Than 10 Years Experience	58.9%	43.9%	44%	42.5%	38.2%
2. Teacher Attendance	2014-15	2015-16	2016-17	2017-18	2018-19
Total Teaching Staff	426	460	480	503	537
Days of Sick Leave	3,637	3,687	3,431.25	3,555.75	4,181.5
Days of Personal Leave	690	783	796	835	1,746.5
Days of Emergency Leave	184	239	272.5	256	250
Days of Activities Leave	426	508	550.5	549.5	593
Days of Deduct	306	326	342.5	345	614
Days of Civic Leave	22	5.5	15	62	19
Days of Association Leave	19	11	20	16.5	19.5
Days of Conference Leave	731	707	623.25	457.5	680.5
Days of Worker's Compensation Leave	0	57.5	15	37	32
Days of Miscellaneous Leave	86	87.5	95.5	293	369.5
Days of Child Study/IEP Leave	11.5	10	6.5	6	11
Total Absences	6,112.5	6,421.5	6,168	6,413.25	8,516.5
Average Days Absent	13.99	13.96	12.85	12.75	15.86

DISTRICT DATA

STAFFING DATA

8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian		0.2%	0.2%	0.2%	0.2%
Asian/Pacific Islander		0.6%	0.6%	0.8%	1.1%
Black/African American		0.4%	0.6%	0.4%	0.4%
Hispanic		0.2%	0.8%	0.6%	1.1%
White		98.6%	97.8%	98%	97.2%
<i>Percent Minority</i>		<i>1.4%</i>	<i>2.2%</i>	<i>2%</i>	<i>2.8%</i>

1. Average Daily Attendance (ADA)

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

2. Average Daily Membership (ADM)

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

3. Attendance Rate

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

4. English Learners (EL)

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

5. October 1 Enrollment

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

6. Mobility

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

7. Free and Reduced Lunch Program

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

8. Ethnicity

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

9. Home Language

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

10. Special Education Status

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

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

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA



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

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

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	276.04	532	463		
2. Average Daily Membership (ADM)	295.39	566	491		
3. Attendance Rate	93.45%	93.99%	94.30%		
4. English Learners (EL)					
State Reimbursement	31	46	60		
Students Served	31	46	60		

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	295	577	494		
Total	295	577	494		

6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Probstfield					
From Other Minnesota Districts	7	9	21		
From Other States & Countries	12	9	36		
From Non-public	1	0	2		
Transfers Out of Probstfield					
To Other Minnesota Districts	2	7	50		
To Other States & Countries	7	27	39		
To Non-public	0	0	2		
Transfers Within the Moorhead District					
From Other District Schools	N/A	N/A	N/A		
To Other District Schools	N/A	N/A	N/A		

PROBSTFIELD ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	114	229	246		
Reduced	16	24	20		
Percentage of Students Free & Reduced	44.2%	44.1%	44%		
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Native Alaskan	13	28	17		
	4%	4.66%	3.10%		
Asian	4	11	3		
	1.2%	1.83%	0.55%		
Black / African American	38	46	54		
	11.7%	7.65%	9.98%		
Hispanic / Latino	21	65	54		
	6.5%	10.82%	9.98%		
Native Hawaiian / Pacific Islander			1		
			0.18%		
White	249	451	371		
	76.6%	75.04%	68.57%		
Two or More Races			41		
			7.57%		
Percent Minority	23.4%	24.96%	29.02%		

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Afrikaans	0	1	0		
Albanian	0	2	0		
American Sign Language	0	0	2		
Arabic	6	14	3		
Bosnian	1	0	0		
Chinese	1	2	0		
English	286	540	500		
French	0	2	0		
Hindi	0	1	0		
Kurdish	19	20	5		
Oromo, Afan Oromo, Oromiffa	0	0	0		
Somali	9	10	1		

9. Home Language, continued	2014-15	2015-16	2016-17	2017-18	2018-19
Spanish	3	8	1		
Turkish	0	1	0		
Vietnamese	0	0	1		

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	39	74	95		
Low Incidence	7	11	17		
<i>Total Disabilities Served</i>	<i>46</i>	<i>85</i>	<i>112</i>		
<i>Percentage of Students with Disabilities</i>	<i>15.59%</i>	<i>15.02%</i>	<i>22.67%</i>		

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.

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)				640	678
2. Average Daily Membership (ADM)				673	715
3. Attendance Rate				95.09%	94.8%
4. English Learners (EL)					
EL State Reimbursement				104	87
EL Students Served				104	87

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten				142	138
Grade 1				129	145
Grade 2				142	132
Grade 3				138	152
Grade 4				124	144
Total				675	711

6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Dorothy Dodds					
From Other Minnesota Districts				23	21
From Other States & Countries				36	62
From Non-public				2	3
Transfers Out of Dorothy Dodds					
To Other Minnesota Districts				5	19
To Other States & Countries				38	56
To Non-public				2	3
Transfers Within the Moorhead District				19	48

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free				247	256
Reduced				34	33
Percentage of Students Free & Reduced				41.7%	40.8%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Native Alaskan				25	28
				3.4%	3.6%
Asian				13	CTSTR
				1.77%	1.16%
Black / African American				87	102
				11.9%	13.14%
Hispanic / Latino				61	65
				8.31%	8.4%
Native Hawaiian / Pacific Islander				0	0
				0%	0%
White				498	527
				67.85%	67.91%
Two or More Races				50	45
				6.81%	5.8%
Percent Minority				29.7%	32.1%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Albanian				2	0
American Sign Language				0	1
Arabic				28	42
Bantu				4	3
Bosnian				3	0
Cambodian				1	1
Chinese				2	0
English				604	639
English Creolized				1	1
Korean				2	2
Kurdish				46	33
Malayalam				1	0
Nepali				2	1

DOROTHY DODDS ELEMENTARY DEMOGRAPHIC DATA

9. Home Language, continued	2014-15	2015-16	2016-17	2017-18	2018-19
Somali				24	28
Spanish				5	7
Swahili				4	4
Vietnamese				1	2
Yoruba				1	1

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild				95	105
Low Incidence				25	42
Total Disabilities Served				120	147
Percentage of Students with Disabilities				16.42%	20.25%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2014-15			2015-16			2016-17			2017-18			2018-19		
Reading	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
Grade 3										41.9%	43.6%	55.7%	46.9%	45.4%	54.4%
Grade 4										48%	49.3%	55.5%	49.7%	49.6%	55.3%
ALL										44.9%			48.3%		
Mathematics	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State	Dodds	District	State
Grade 3										52.7%	55.7%	66.4%	51.7%	58.3%	65.6%
Grade 4										65.4%	60.3%	64.9%	52.4%	57.2%	63.8%
ALL										59%			52.1%		

Dorothy Dodds Elementary opened in 2017-18.

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	680	740	821	637	632
2. Average Daily Membership (ADM)	719	783	866	670	670
3. Attendance Rate	94.52%	94.51%	94.83%	95.07%	94.3%
4. English Learners (EL)					
EL State Reimbursement	80	82	99	72	46
EL Students Served	81	83	99	72	46

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	112	<i>N/A</i>	<i>N/A</i>	144	143
Grade 1	165	186	228	128	141
Grade 2	157	170	185	152	122
Grade 3	133	167	175	136	139
Grade 4	127	128	163	105	128
Grade 5	139	133	127	<i>N/A</i>	<i>N/A</i>
Total	833	784	878	665	673

6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Ellen Hopkins					
From Other Minnesota Districts	36	36	47	15	23
From Other States & Countries	50	79	82	35	29
From Non-public	18	8	12	6	2
Transfers Out of Ellen Hopkins					
To Other Minnesota Districts	26	17	38	16	6
To Other States & Countries	41	47	37	30	53
To Non-public	6	2	2	6	5
Transfers Within the Moorhead District				19	25
From Other District Schools	9	18	92	<i>N/A</i>	<i>N/A</i>
To Other District Schools	11	13	23	<i>N/A</i>	<i>N/A</i>

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	368	373	419	240	221
Reduced	55	39	30	28	30
Percentage of Students Free & Reduced	50.4%	53.2%	52%	40.7%	38%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Native Alaskan	60	51	31	19	19
	6.5%	5.90%	3.21%	2.57%	2.6%
Asian	13	13	CTSTR	CTSTR	CTSTR
	1.4%	1.50%	0.72%	0.54%	1.09%
Black / African American	98	136	125	86	99
	10.6%	15.72%	12.98%	11.62%	13.54%
Hispanic / Latino	97	88	108	74	83
	10.5%	10.17%	11.21%	0.10%	11.35%
Native Hawaiian / Pacific Islander			0	0	0
			0%	0%	0%
White	659	577	609	506	466
	71.1%	66.71%	63.23%	68.38%	63.75%
Two or More Races			83	51	56
			8.61%	6.89%	7.66%
Percent Minority	28.9%	33.29%	34.47%	29.86%	36.25%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Adangme	0	2	3	1	0
Afrikaan	0	0	1	0	0
Albanian	2	1	2	3	0
American Sign Language	1	1	1	1	0
Amharic	2	0	0	0	0
Arabic	22	15	26	13	6
Bosnian	0	2	3	2	1
Chinese	7	6	5	1	1
Dinka	0	0	0	3	0
English	822	754	823	639	645
English Creolized	1	2	1	1	1
French	0	2	4	0	0
Ganda, Luganda	1	1	0	0	0

9. Home Language, continued	2014-15	2015-16	2016-17	2017-18	2018-19
Grebo	0	1	1	3	1
Kurdish	23	22	24	17	14
Oromo, afan Oromo, Oromiffa	1	1	0	0	0
Russian	0	0	0	0	2
Rwanda	0	2	1	2	1
Somali	15	34	40	36	30
Spanish	21	14	20	10	12
Swahili	1	5	7	3	2
Twi	0	0	0	0	1
Vietnamese	0	0	1	1	1

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	139	116	185	100	91
Low Incidence	22	24	36	17	22
Total Disabilities Served	161	140	221	117	113
Percentage of Students with Disabilities	19.33%	17.88%	25.17%	15.9%	17%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2014-15			2015-16			2016-17			2017-18*			2018-19		
Reading	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	53.9%	59.8%	58.7%	50%	53.9%	57.3%	41.6%	48%	56.5%	41.9%	43.6%	55.7%	48.2%	45.4%	54.4%
Grade 4	37.6%	52.6%	57.9%	44.1%	54.6%	58.3%	46.1%	52.1%	56.8%	57.4%	49.3%	55.5%	47.5%	49.6%	55.3%
Grade 5	63.2%	66.4%	66.7%	61.9%	66.6%	67.7%	71.1%	67.3%	67.5%						
ALL	51.8%			51.9%			51.3%			48.7%			47.9%		
Mathematics	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State	Hopkins	District	State
Grade 3	58.5%	62.5%	70.9%	55.8%	65.1%	69.4%	56.3%	61%	68.1%	47.7%	55.7%	66.4%	67.9%	58.3%	65.6%
Grade 4	40.5%	60.6%	70%	53.5%	62.2%	68.7%	56.2%	63.8%	66.7%	68.3%	60.3%	64.9%	53.3%	57.2%	63.8%
Grade 5	46.3%	54.1%	59.7%	34.6%	50.3%	58.8%	52.1%	43.2%	57.1%						
ALL	48.5%			48.5%			55.1%			56.8%			61.1%		

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

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	753	774	852	639	626
2. Average Daily Membership (ADM)	792	814	898	677	664
3. Attendance Rate	94.97%	95.09%	94.88%	94.38%	94%
4. English Learners (EL)					
EL State Reimbursement	60	61	70	52	52
EL Students Served	62	62	70	52	52
5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	96	N/A	N/A	120	137
Grade 1	160	155	174	114	129
Grade 2	177	169	170	145	113
Grade 3	160	167	182	133	148
Grade 4	136	181	175	153	146
Grade 5	155	136	202	N/A	N/A
Total	884	808	903	665	673
6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Robert Asp					
From Other Minnesota Districts	42	44	40	35	51
From Other States & Countries	101	114	110	70	52
From Non-public	5	10	15	7	7
Transfers Out of Robert Asp					
To Other Minnesota Districts	7	9	33	27	23
To Other States & Countries	32	34	28	40	69
To Non-public	1	0	3	1	5
Transfers Within the Moorhead District				17	45
From Other District Schools	8	13	91	N/A	N/A
To Other District Schools	6	7	15	N/A	N/A

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	361	313	336	322	314
Reduced	39	28	58	37	57
Percentage of Students Free & Reduced	45.4%	42.3%	44.5%	54.1%	55.4%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Alaska Native	69	73	54	44	54
	7.3%	8.25%	5.48%	5.83%	70.68%
Asian	23	25	21	CTSTR	CTSTR
	2.4%	2.82%	2.13%	1.06%	1.05%
Black / African American	69	72	73	68	68
	7.3%	8.14%	7.41%	9%	8.9%
Hispanic	100	99	97	103	106
	10.6%	11.19%	9.85%	13.60%	13.87%
Native Hawaiian / Pacific Islander			CTSTR	CTSTR	CTSTR
			0.1%	0.26%	0.01%
White	681	626	660	466	460
	72.3%	70.73%	67.07%	61.72%	60.21%
Two or More Races			78	64	67
			7.92%	8.5%	8.8%
Percent Minority	27.7%	29.27%	30.18%	35.89%	39.79%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Albanian	3	2	7	2	1
Arabic	8	14	21	9	16
Bosnian	6	4	2	4	1
Chinese	0	0	0	1	0
English	857	799	881	696	674
Filipino	1	1	1	0	0
French	0	0	0	1	2
Kurdish	24	17	20	9	7
Nuer	2	1	1	0	0
Somali	10	12	18	11	14
Spanish	27	25	16	11	14
Swahili	0	2	3	1	0
Turkish	0	0	0	2	2
Vietnamese	4	7	8	5	4

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	112	128	174	108	120
Low Incidence	24	24	43	37	31
Total Disabilities Served	136	152	217	145	151
Percentage of Students with Disabilities	15.38%	18.67%	24.03%	19.28%	22.37%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2014-15			2015-16			2016-17			2017-18*			2018-19		
Reading	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	62.7%	59.8%	58.7%	52.8%	53.9%	57.3%	46.6%	48%	56.5%	45.9%	43.6%	55.7%	37.3%	45.4%	54.4%
Grade 4	53.4%	52.6%	57.9%	54%	54.6%	58.3%	54.8%	52.1%	56.8%	40.9%	49.3%	55.5%	46.8%	49.6%	55.3%
Grade 5	61.6%	66.4%	66.7%	68.1%	66.6%	67.7%	65.6%	67.3%	67.5%						
ALL	59.6%			57.7%			56%			43.2%			42%		
Mathematics	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State	R. Asp	District	State
Grade 3	63.4%	62.5%	70.9%	64.2%	65.1%	69.4%	59.9%	61%	68.1%	55.6%	55.7%	66.4%	48.3%	58.3%	65.6%
Grade 4	65.4%	60.6%	70%	60.5%	62.2%	68.7%	64.1%	63.8%	66.7%	47.4%	60.3%	64.9%	54.7%	57.2%	63.8%
Grade 5	57.9%	54.1%	59.7%	53.6%	50.3%	58.8%	42.6%	43.2%	57.1%						
ALL	62%			59.7%			55%			51.2%			51.4%		

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

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	803	852	891	653	691
2. Average Daily Membership (ADM)	840	887	932	684	725
3. Attendance Rate	95.62%	96.05%	95.58%	95.46%	95%
4. English Learners (EL)					
EL State Reimbursement	87	67	95	98	113
EL Students Served	88	67	95	98	113
5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Kindergarten	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	128	141
Grade 1	172	175	198	124	133
Grade 2	179	180	185	161	133
Grade 3	163	180	189	134	166
Grade 4	173	174	190	137	137
Grade 5	146	179	172	<i>N/A</i>	<i>N/A</i>
Total	833	888	934	684	710
6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into S.G. Reinertsen					
From Other Minnesota Districts	34	17	29	21	24
From Other States & Countries	61	53	62	57	40
From Non-public	9	10	15	5	4
Transfers Out of S.G. Reinertsen					
To Other Minnesota Districts	11	15	26	14	8
To Other States & Countries	15	9	30	24	58
To Non-public	1	0	6	1	9
Transfers Within the Moorhead District				9	29
From Other District Schools	8	17	82	<i>N/A</i>	<i>N/A</i>
To Other District Schools	6	3	5	<i>N/A</i>	<i>N/A</i>

S.G. REINERTSEN ELEMENTARY

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	231	241	274	207	225
Reduced	36	38	35	36	39
Percentage of Students Free & Reduced	32.1%	31.7%	33.1%	35.7%	37.2%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian / Alaska Native	23	15	14	CTSTR	CTSTR
	2.6%	1.64%	1.43%	1.22%	0.75%
Asian	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
	1%	0.09%	0.61%	0.27%	0.37%
Black / African American	52	52	49	79	117
	5.9%	5.67%	5.02%	10.79%	14.72%
Hispanic / Latino	36	38	54	45	35
	4.1%	4.14%	5.53%	6.14%	4.40%
Native Hawaiian / Pacific Islander			0	0	0
			0%	0%	0%
White	757	804	808	568	596
	86.4%	87.68%	82.78%	77.59%	75%
Two or More Races			45	29	38
			4.61%	3.96%	4.77%
Percent Minority	13.6%	12.32%	15.06%	20.77%	25.03%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Albanian	2	5	5	5	6
American Sign Language	1	0	0	0	0
Arabic	23	30	24	20	20
Bantu	3	0	0	0	0
Bassa	0	0	0	0	1
Bosnian	5	9	7	2	1
Chaldean Neo-Aramaic	0	0	0	1	1
Chinese	0	1	1	0	0
Chippewa, Ojibwa	1	0	0	0	1
Dinka	0	0	1	0	2
English	751	777	830	606	632
English Creolized	1	0	0	0	0
Farsi	0	0	0	2	0

9. Home Language, continued	2014-15	2015-16	2016-17	2017-18	2018-19
French	0	0	0	5	4
Ganda, Luganda	1	2	3	2	0
Grebo	0	0	1	0	0
Hindi	0	0	3	1	2
Kurdish	60	65	68	46	48
Russian	0	0	1	1	0
Somali	16	16	19	25	41
Spanish	11	11	10	8	9
Swahili	0	0	2	4	3
Turkish	0	0	1	0	0
Vietnamese	1	0	0	0	0
Yoruba	0	0	0	1	0

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	83	81	113	69	58
Low Incidence	37	31	43	23	23
Total Disabilities Served	120	112	156	92	81
Percentage of Students with Disabilities	14.41%	12.63%	16.7%	12.62%	11.18%

1. Minnesota Comprehensive Assessments (MCA)

Proficiency

	2014-15			2015-16			2016-17			2017-18*			2018-19		
Reading	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	61.6%	59.8%	58.7%	58.1%	53.9%	57.3%	55.2%	48%	56.5%	44.6%	43.6%	55.7%	48.5%	45.4%	54.4%
Grade 4	62.9%	52.6%	57.9%	63.3%	54.6%	58.3%	54.5%	52.1%	56.8%	54.1%	49.3%	55.5%	54.5%	49.6%	55.3%
Grade 5	74.8%	66.4%	66.7%	68.8%	66.6%	67.7%	66.5%	67.3%	67.5%						
ALL	66%			63.3%			58.5%			49.4%			51.2%		
Mathematics	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State	SGR	District	State
Grade 3	64.8%	62.5%	70.9%	73.9%	65.1%	69.4%	66.5%	61%	68.1%	66.7%	55.7%	66.4%	64.7%	58.3%	65.6%
Grade 4	71.5%	60.8%	70%	70.2%	62%	68.8%	69.1%	63.9%	66.8%	63.5%	60.5%	65%	69.1%	57.4%	63.9%
Grade 5	57.4%	54.1%	59.7%	59.1%	50.3%	58.8%	37.5%	43.2%	57.1%						
ALL	65%			67.4%			58.7%			65.4%			66.4%		

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

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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. 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

	2014-15	2015-16	2016-17	2017-18*	2018-19
1. Average Daily Attendance (ADA)	1,188	1,212	1,312	1,875	1,934
2. Average Daily Membership (ADM)	1,260	1,282	1,400	1,986	2,068
3. Attendance Rate	94.29%	94.54%	93.71%	94.41%	93.52%
4. English Learners (EL)					
EL State Reimbursement	62	64	67	124	138
EL Students Served	113	88	84	132	146

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017*	Oct. 2018
Grade 5				542	548
Grade 6	434	458	464	464	546
Grade 7	417	457	465	465	521
Grade 8	435	422	476	476	466
Horizon West Total				1,057	1,094
Horizon East Total				937	987
Horizon Campus Total	1,286	1,337	1,405	1,994	2,081

*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	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Horizon					
From Other Minnesota Districts	31	47	62	77	91
From Other States & Countries	99	94	116	140	144
From Non-public	18	9	12	18	14
Transfers Out of Horizon					
To Other Minnesota Districts	15	14	41	38	48
To Other States & Countries	37	31	41	89	196
To Non-public	4	3	2	13	19
Transfers Within the Moorhead District				20	18
From Other District Schools	2	55	95	N/A	N/A
To Other District Schools	41	68	11	N/A	N/A

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	416	443	500	713	727
Reduced	82	84	70	109	98
Percentage of Students Free & Reduced	39%	40.3%	41.1%	41.6%	39.8%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian	71	61	46	68	81
	5.2%	4.47%	3.11%	3.24%	3.63%
Asian	30	27	11	21	25
	2.2%	1.99%	0.74%	0.01%	1.12%
Black	101	122	116	186	209
	7.5%	8.94%	7.85%	8.86%	9.37%
Hispanic	122	127	133	173	195
	9%	9.30%	9%	8.24%	8.74%
Native Hawaiian / Pacific Islander			CTSTR	CTSTR	CTSTR
			0.13%	0.1%	0.04%
White	1,030	1,028	1,072	1496	1,563
	76.1%	75.31%	7.25%	71.24%	70.09%
Two or More Races			97	154	156
			6.56%	7.33%	7%
Percent Minority	23.9%	24.69%	26.2%	26.67%	29.91%

CTSTR = Count too small to report

HORIZON MIDDLE SCHOOL CAMPUS DEMOGRAPHIC DATA

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Adangme	0	0	0	2	0
Albanian	6	6	6	9	10
American Sign Language	1	1	1	1	0
Arabic	31	30	37	52	49
Bantu	0	0	0	0	1
Bosnian	5	5	9	9	12
Cebuano	1	1	1	0	0
Chinese	3	5	1	2	0
Dakota	1	1	0	0	0
English	1,167	1,158	1,267	1,799	1,862
English Creolized	1	2	2	3	3
Filipino	1	1	0	1	1
French	0	1	1	1	1
Ganda, Luganda	0	0	0	2	2
Grebo	0	0	1	4	4
Kurdish	53	64	61	87	94
Nuer	1	1	0	1	0
Rundi	0	0	0	0	1
Russian	0	0	1	0	0
Rwanda	0	1	2	1	4
Somali	32	39	38	61	67
Spanish	42	42	36	42	43
Swahili	1	1	7	8	6
Vietnamese	8	6	5	5	7

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	157	153	190	217	242
Low Incidence	37	46	59	83	87
Total Disabilities Served	194	199	249	300	329
Percentage of Students with Disabilities	15.09%	15.52%	17.72%	14.35%	15.84%

HORIZON MIDDLE SCHOOL CAMPUS ACHIEVEMENT DATA

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2014-15			2015-16			2016-17			2017-18*			2018-19		
Reading	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 5										55.1%	55.1%	66.9%	57.2%	57.2%	65.7%
Grade 6	58.9%	57.6%	63.9%	59.6%	59%	62.3%	61.6%	61.6%	63.4%	60%	60%	64.5%	55.4%	55.4%	62.8%
Grade 7	59.8%	58.4%	55.6%	51.7%	49.7%	56.6%	51.9%	51.8%	57.5%	53.3%	52.9%	58.1%	53.2%	52.8%	57.4%
Grade 8	60.6%	58.8%	56%	61%	58.8%	57%	54.1%	53.9%	58.7%	55.8%	55.1%	58.4%	54.6%	54.4%	57.6%
ALL	59.8%			57.4%			55.9%			56.1%			55.2%		
Mathematics	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State	Horizon	District	State
Grade 5										38.8%	38.8%	54.7%	39.5%	39.5%	51.9%
Grade 6	50.4%	49%	57.6%	47.5%	47.1%	55.9%	44.7%	44.7%	55.2%	30.3%	30.3%	53.6%	40.5%	40.5%	50.2%
Grade 7	60.2%	58.4%	55.1%	54.8%	52.2%	56.2%	49.8%	49.7%	54.9%	49.4%	49.1%	54.4%	40.9%	40.6%	52.1%
Grade 8	59.4%	57.4%	57.8%	57.8%	54.9%	58%	57.6%	57.3%	58%	54.7%	54%	57%	48.1%	47.4%	55%
ALL	56.6%			53.2%			50.7%			42.8%			42%		

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

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	1,455	1,532	1,606	1,601	1,687
2. Average Daily Membership (ADM)	1,567	1,643	1,719	1,721	1,803
3. Attendance Rate	92.83%	93.24%	93.43%	93.02%	93.56%
4. English Learners (EL)					
EL State Reimbursement	58	83	100	127	137
EL Students Served	73	109	122	159	158

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Grade 9	401	459	444	479	484
Grade 10	430	418	469	434	472
Grade 11	385	440	419	453	441
Grade 12	392	387	422	402	452
Total	1,608	1,704	1,754	1,768	1,849

6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Moorhead High					
From Other Minnesota Districts	46	57	52	54	62
From Other States & Countries	84	96	96	86	101
From Non-public	3	3	10	5	13
Transfers Out of Moorhead High					
To Other Minnesota Districts	22	16	23	29	26
To Other States & Countries	24	34	55	114	140
To Non-public	0	2	4	6	5
Transfers Within the Moorhead District				47	56
From Other District Schools	7	25	139	N/A	N/A
To Other District Schools	53	69	70	N/A	N/A

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	387	458	489	536	576
Reduced	89	86	86	94	62
Percentage of Students Free & Reduced	30%	32%	33.1%	35.9%	34.6%
8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian	75	83	37	34	51
	4.5%	4.71%	1.99%	1.84%	2.57%
Asian	39	30	20	21	23
	2.3%	1.7%	1.07%	1.14%	1.16%
Black	118	157	156	189	217
	7%	8.91%	8.42%	10.24%	10.94%
Hispanic	107	125	138	144	162
	6.3%	7.09%	7.45%	7.80%	8.17%
Native Hawaiian / Pacific Islander			0	0	CTSTR
			0%	0%	0.05%
White	1,346	1,368	1,387	1,387	1,404
	79.9%	77.6%	74.89%	75.18%	70.8%
Two or More Races			114	114	125
			6.15%	6.18%	6.3%
Percent Minority	20.1%	22.4%	24.83%	26.78%	29.2%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Albanian	8	12	11	10	10
American Sign Language	1	2	2	2	3
Arabic	25	35	42	50	53
Bosnian	6	6	7	4	4
Cambodian	1	1	0	1	0
Cebuano	1	0	0	1	1
Chinese	1	0	2	1	2
Dakota	0	0	1	1	1
Dinka	0	0	0	0	1
English	1,497	1,519	1,541	1,516	1,602
English Creolized	5	4	5	5	5
Farsi	1	0	0	0	0

9. Home Language, continued	2014-15	2015-16	2016-17	2017-18	2018-19
Filipino, Philipino	0	0	0	1	1
Finnish	0	1	0	0	0
French	0	1	1	1	2
German	0	1	1	1	0
Italian	0	1	0	0	0
Kurdish	49	57	67	82	89
Norwegian	0	1	0	0	0
Nuer	0	1	0	0	0
Portuguese	0	0	1	1	0
Russian	1	2	2	0	0
Rwanda	0	0	0	1	1
Samoan	1	1	0	0	0
Somali	39	57	70	90	96
Spanish	39	48	52	51	44
Swahili	0	2	11	12	11
Thai	0	1	1	0	1
Twi	0	0	0	0	1
Vietnamese	8	9	10	14	12

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	156	168	184	165	158
Low Incidence	69	68	66	59	64
Total Disabilities Served	225	236	250	224	222
Percentage of Students with Disabilities	13.93%	14.36%	13.67%	12.14%	12.11%

Minnesota Comprehensive Assessments (MCA)

1. Proficiency

	2014-15			2015-16			2016-17			2017-18			2018-19		
Reading	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 10	59.9%	57.7%	57%	59.1%	58%	58.9%	63.1%	61.3%	60.3%	61.3%	60.2%	59%	56.4%	54.7%	60.3%
Mathematics	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Grade 11	51.7%	48.1%	48.7%	50.8%	47.5%	47.1%	50.5%	47.7%	48.3%	56.4%	54.4%	47.1%	44.7%	43.8%	45%

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

Failure Rate

2. Failure Rate	2014-15	2015-16	2016-17	2017-18	2018-19
	4.8%	5.67%	5.01%	6.26%	7.14%

Concurrent Enrollment

3. Number of Students Participating	2014-15	2015-16	2016-17	2017-18	2018-19
College Accounting					10
College Algebra		68	107	78	79
College Functions and Trigonometry			30	18	17
College Writing			28	61	38
College Writing About Literature					17

Postsecondary Enrollment Options

4. Postsecondary Enrollment Options	2014-15	2015-16	2016-17	2017-18	2018-19
Accounting	0	6	6	0	1
American Sign Language	0	0	5	6	0
Anthropology	3	10	8	4	1
Art	0	1	8	5	2
Astronomy	4	0	5	2	0
Biology	11	13	9	12	18
Business	1		6	2	1
Career Life Planning	0	0	0	0	2
Chemistry	11	13	23	8	11
Chinese	1	2	0	1	1

4. Postsecondary Enrollment Options	2014-15	2015-16	2016-17	2017-18	2018-19
College Writing	0	0	0	0	33
Communications	14	8	18	15	10
Computer/Electronics	8	3	15	1	5
Criminal Justice	0	0	0	0	6
Culinary Studies	0	0	4	0	0
Economics	12	19	18	24	21
Education	0	0	0	0	1
Engineering	5	0	0	0	0
English	32	35	46	20	32
Ethics and Leadership	0	0	0	0	1
Film Studies	0	0	6	8	3
Fire Service/Firefighter/EMT	0	0	0	0	5
French	0	2	3	1	0
German	0	0	1	0	0
Government	0	0	0	0	7
Health	3	3	10	7	2
History	8	16	28	19	13
Humanities	0	2	2	21	6
Japanese	0	0	2	1	0
Latin	0	0	1	0	0
Law	3	5	7	3	0
Lifespan Development	0	0	0	0	2
Mathematics	29	25	34	19	22
Mechanics/Engineering	9	2	0	0	0
Medical Terminology	0	0	1	0	0
Music	4	8	5	4	1
Nursing	1	6	0	0	0
Philosophy	1	6	5	0	1
Physical Education	0	0	1	0	0
Politics	10	14	15	4	8
Psychology	22	23	26	20	28
Religion/Culture	0	7	1	0	4
Science	3	7	8	4	5
Sociology	0	15	14	4	10

4. Postsecondary Enrollment Options	2014-15	2015-16	2016-17	2017-18	2018-19
Spanish	0	4	9	7	16
Voice/Acting	0	0	0	0	2
Women's Studies	0	0	3	0	1
Number of Students Participating		45	70	54	67
Number of Courses Attempted	192	255	353	222	282

Advanced Placement (AP) Examinations Participation and Results

5. Advanced Placement (AP) Examinations	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students Tested	359	339	389	333	346
Number of Tests Taken	590	553	534	463	544
Percentage Scoring 3, 4 or 5	61.6%	54.6%	52.2%	58%	57%
Number of Tests Taken by Subject					
Biology	15	20	26	0	39
Calculus AB	19	8	62	33	25
Calculus BC	7	16	5	5	25
Calculus BC: AB Subscore	7	16	5	32	25
Chemistry	16	18	12	17	18
Comparative Government and Politics	7	8	13	0	0
English Language and Composition	58	75	41	45	56
English Literature and Composition	59	53	40	16	24
European History	162	57	63	93	64
Human Geography	72	77	141	83	84
Macroeconomics	8	19	12	7	19
Microeconomics	41	25	0	3	13
Physics	13	0	0	0	0
Psychology	59	35	57	31	34
Statistics	45	61	0	0	35
United States Government and Politics	9	18	8	13	5
United States History	0	63	54	63	78

ACT

Graduating Class of															
	2015			2016			2017			2018			2019		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
English	20.5	20.5	21.8	19.2	18.7	20.0	19.5	19.2	20.4	18.5	18.3	20.2	20.2	20.1	20.3
Mathematics	22.5	22.4	22.8	20.9	20.6	21.2	21.5	21.2	21.5	20.5	20.3	21.4	22	21.9	21.4
Reading	22.3	22.3	23.0	21.1	20.7	21.3	21.6	21.3	21.8	20.1	19.9	21.7	22.3	22.2	21.7
Science	22.6	22.6	22.7	21.3	20.9	21.3	21.3	21.0	21.6	20.3	20.1	21.4	21.6	21.6	21.6
Composite	22.1	22.1	22.7	20.7	20.3	21.1	21.1	20.8	21.5	20.0	19.8	21.3	21.6	21.6	21.4
Number of Students Taking ACT	268			362			389			375			334		
Percent Participation	60.3%			96%			92.3%			93.3%					

Percent of Students Meeting College Readiness Benchmarks

7. Percent of Students Meeting College Readiness Benchmarks		2015	2016	2017	2018	2019
English	Moorhead High	70%	59%	58%	53%	66%
	State	74%	61%	63%	60%	61%
	National	64%	61%	61%	60%	
Mathematics	Moorhead High	56%	47%	49%	40%	51%
	State	58%	46%	48%	47%	47%
	National	42%	41%	41%	40%	
Reading	Moorhead High	53%	47%	47%	38%	52%
	State	57%	45%	50%	48%	48%
	National	46%	44%	47%	46%	
Science	Moorhead High	46%	40%	40%	34%	42%
	State	53%	40%	42%	42%	42%
	National	38%	36%	37%	36%	
Meeting all 4	Moorhead High	34%	31%	29%	22%	31%
	State	39%	29%	31%	30%	30%
	National	28%	26%	27%	27%	

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

Graduation Rate from School Report Card															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State	MHS	District	State
Four-Year Graduation Rate	80.3%	74.6%	82.5%	88.3%	80.5%	82.7%	82.5%	76%	83.2%	82.5%	76%	83.2%			
Five-Year Graduation Rate	86.1%	81.2%	85.1%	83.6%	78.1%	85.5%	91%	85.3%	85.8%	91%	85.3%	85.8%			
Six-Year Graduation Rate	88.9%	83%	85.9%	85.7%	82.2%	86.4%	84%	78.4%	86.8%	84%	78.4%	86.8%			
Seven-Year Graduation Rate	88.5%	83%	86.1%	89.2%	82.9%	87%	85.3%	82.2%	87.5%	85.3%	82.2%	87.5%			



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

Director of Alternative Education:
Deb Pender

	2014-15	2015-16	2016-17	2017-18	2018-19
1. Average Daily Attendance (ADA)	87	85	57	78	68
2. Average Daily Membership (ADM)	123	120	76	109	91
3. Attendance Rate	70.74%	70.9%	75%	71.55%	75%
4. English Learners (EL)					
EL State Reimbursement	12	28	27	9	30
EL Students Served	29	39	36	17	41

5. October 1 Enrollment	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Grade 7				3	0
Grade 8				5	4
Grade 9	3	8	6	6	8
Grade 10	23	13	16	27	20
Grade 11	28	19	26	28	27
Grade 12	43	36	51	63	50
Total	109	79	99	132	109

RED RIVER AREA LEARNING CENTER

DEMOGRAPHIC DATA

6. Mobility	2014-15	2015-16	2016-17	2017-18	2018-19
Transfers Into Red River ALC					
From Other Minnesota Districts	14	23	53	28	42
From Other States & Countries	15	6	15	12	15
From Non-public	0	0	3	5	0
Transfers Out of Red River ALC					
To Other Minnesota Districts	11	12	27	17	24
To Other States & Countries	10	20	18	39	20
To Non-public	1	2	5	3	1
Transfers Within the Moorhead District				84	219
From Other District Schools	86	96	86	N/A	N/A
To Other District Schools	26	72	199	N/A	N/A

7. Free and Reduced Lunch Program	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Free	79	60	66	75	57
Reduced	2	4	3	3	3
Percentage of Students Free & Reduced	72.3%	75.3%	67.6%	63.4%	67.40%

8. Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian	47	58	33	33	42
	10.4%	12.34%	9.19%	11.78%	11.48%
Asian	CTSTR	CTSTR	0	CTSTR	CTSTR
	1.1%	1.49%	0%	0.07%	0.81%
Black	60	77	50	28	51
	13.2%	16.38%	13.92%	10%	13.93%
Hispanic	95	95	67	58	67
	21%	20.21%	18.66%	20.70%	18.31%
Native Hawaiian / Pacific Islander			0	0	0
			0%	0%	0%
White	246	233	183	122	164
	54.3%	49.57%	50.97%	43.57%	44.81%
Two or More Races			26	37	39
			7.24%	13.2%	10.66%
Percent Minority	45.7%	50.43%	48.46%	55.35%	55.19%

CTSTR = Count too small to report

9. Home Language	2014-15	2015-16	2016-17	2017-18	2018-19
Albanian	5	3	3	6	7
Arabic	25	13	7	5	10
Bosnian	2	4	1	1	2
Chinese	0	0	0	1	0
Dakota	1	1	0	0	1
Dinka	0	0	0	0	1
English	322	335	281	216	269
English Creolized	0	2	0	2	1
Farsi	1	1	1	0	0
French	0	2	0	0	0
Kurdish	19	20	13	5	14
Samoan	0	1	1	0	0
Somali	23	43	29	7	20
Spanish	54	44	33	25	27
Swahili	0	0	1	0	2
Twi	0	0	0	0	1
Vietnamese	1	1	0	1	3

10. Special Education Status	Dec. 2014	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018
Mild	52	43	54	37	10
Low Incidence	3	2	4	5	0
Total Disabilities Served	55	45	58	42	10
Percentage of Students with Disabilities	50.46%	56.96%	58.59%	31.82%	10.42%

Minnesota Comprehensive Assessments (MCA)

Proficiency

	2014-15			2015-16			2016-17			2017-18			2018-19		
Reading	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	16.7%	58.8%	56%	18.2%	58.8%	57%	CTSTR	53.9%	58.7%	N/A	55.1%	58.4%	N/A	54.4%	57.6%
Grade 10	23.1%	57.7%	57%	31.3%	58%	58.9%	29.2%	61.3%	60.3%	N/A	60.2%	59%	CTSTR	54.7%	60.3%
Mathematics	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Grade 8	5.9%	57.4%	57.8%	4.5%	54.9%	58%	CTSTR	57.3%	58%	N/A	54%	57%	N/A	47.4%	55%
Grade 11	9.1%	48.1%	48.7%	3.4%	47.5%	47.1%	4.2%	47.7%	48.3%	CTSTR	54.4%	47.1%	CTSTR	43.8%	45%

CTSTR=Count too small to report

Find complete MCA results on the Minnesota Report Card at <http://rc.education.state.mn.us>.

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

Graduation Rate from School Report Card															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State	RRALC	District	State
Four-Year Graduation Rate	27.9%	77.4%	82.1%	26.1%	74.6%	82.5%	31.3%	80.5%	82.7%	22.9%	76%	83.2%			
Five-Year Graduation Rate	23.7%	82.0%	84.4%	40.4%	81.2%	85.1%	32.6%	78.1%	85.5%	48.4%	85.3%	85.8%			
Six-Year Graduation Rate	32.6%	82.5%	85%	24.3%	83%	85.9%	50%	82.2%	86.4%	33.3%	78.4%	86.8%			
Seven-Year Graduation Rate	22.6%	77.8%	84.4%	37%	83%	86.1%	23.1%	82.9%	87%	52.4%	82.2%	87.5%			



Moorhead Area Public Schools Independent School District 152

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

2019 School Board

Scott Steffe, Chair • Cassidy Bjorklund, Vice Chair
Matt Valan, Clerk • Melissa Burgard, Treasurer
Kara Gloe, Director • Rachel Stone, Director • Keith Vogt, Director

Administration

Brandon Lunak
Superintendent

Tamara Uselman
Assistant Superintendent of Learning and Accountability