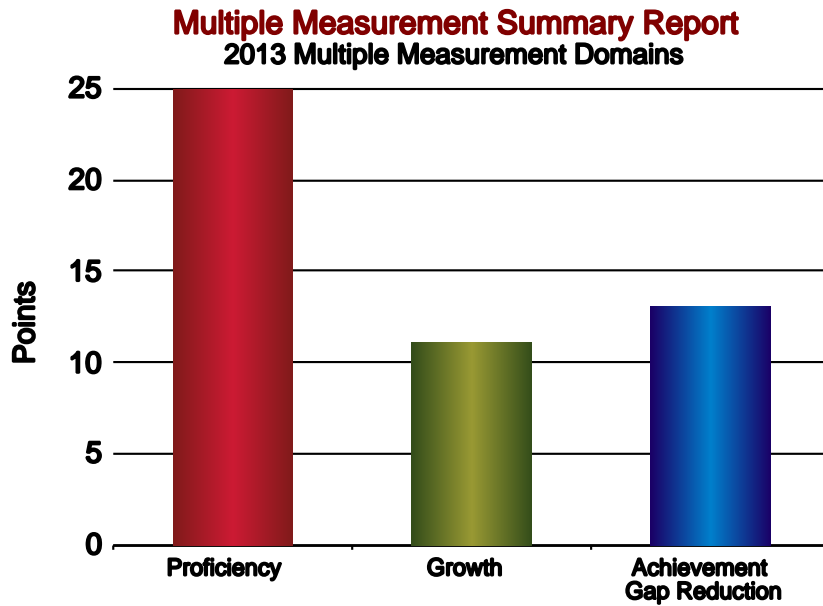


Multiple Measurement System Summary

0300-01-000 - LA CRESCENT-HOKAH SCHOOL DISTRICT

0300-01-050 - LA CRESCENT-HOKAH MIDDLE SCHOOL



Multiple Measurement Designation

This school has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible or Reward School.

Multiple Measurement Rating(MMR) 65.41%

Comparison Group

Middle School

Title I Status

Did not apply for Title I funding in 2014 (2013-14 school year)

Multiple Measurement System Summary

Multiple Measurement Domain Summary

Each Multiple Measurement domain has common summary components that are averaged to create the Multiple Measurement Rating for a school. Summary numbers for number of students (n-counts), raw numbers, percentile ranks and final MMR points are shown below. If a school does not qualify for any one domain, the Multiple Measurement Rating is determined using available information. Further domain detail is available in the charts below. "What is important?" questions are included in each domain to guide improvement planning.

<u>Domains</u>	<u>Year</u>	<u>Number of Students</u>	<u>Measurement</u>	<u>Score</u>	<u>Percentile Rank</u>	<u>Points</u>
Proficiency	2013	342	Weighted Percent of Cells Reaching Target	100.0%	99th	24.94
Growth	2013	323	Average Growth Z Score	-0.0870	44th	11.06
Achievement Gap Reduction	2013	104	Achievement Gap Score	0.2136	52nd	13.06
2013		MMR: 49.06 total points out of 75 possible points = 65.41%				

WHAT IS IMPORTANT? Each domain has a maximum of 25 points. Are any domains awarded points well below the 25 possible points?

2013 Proficiency Detail -
District: LA CRESCENT-HOKAH SCHOOL DISTRICT
School: LA CRESCENT-HOKAH MIDDLE SCHOOL

2013 Mathematics Proficiency Detail

	<u>Number of Students</u>	<u>Proficiency Index</u>	<u>Target</u>	<u>Meets Target</u>	<u>Included in Numerator</u>
<i>All Students</i>	340	71.47	67.80	Yes	Yes
<i>Am Indian</i>	2	75.00	0.00	-	-
<i>Asian</i>	7	64.29	28.72	-	-
<i>Hispanic</i>	2	50.00	0.00	-	-
<i>Black</i>	13	50.00	28.78	-	-
<i>White</i>	316	72.63	72.98	Yes* A-2YR	Yes
<i>Special</i>	51	54.90	38.60	Yes	Yes
<i>FRP</i>	60	50.83	48.17	Yes	Yes

WHAT IS IMPORTANT?

The proficiency index rate of each subgroup is compared to the established target, and schools should aim to have a "Yes" in the Meets Target column. Only subgroups in the school with at least 20 students are included in the Proficiency domain.

The Proficiency domain uses the weighted percentage of subgroups that meet the target, and the weighting is based on the size of the subgroups with larger subgroups being weighed more heavily in the score. Only subgroups that meet the target count positively in the Proficiency domain, and schools should pay particular attention to subgroups that are not meeting the target.

Minnesota set a goal to close the achievement gap in half in six years, and the targets will continue to increase each year up to 2017.

Schools can meet the proficiency index target in alternate ways. The following abbreviations are used to show how the school met the target:

- A-2YR: Multi-year Averaging Over 2 Years
- A-3YR: Multi-year Averaging Over 3 Years

2013 Reading Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
<i>All Students</i>	342	72.95	63.88	Yes	Yes
<i>Am Indian</i>	2	100.00	0.00	-	-
<i>Asian</i>	7	78.57	17.96	-	-
<i>Hispanic</i>	2	100.00	0.00	-	-
<i>Black</i>	13	61.54	25.82	-	-
<i>White</i>	318	72.96	70.46	Yes	Yes
<i>Special</i>	51	56.86	34.51	Yes	Yes
<i>FRP</i>	61	62.30	42.55	Yes	Yes

WHAT IS IMPORTANT?

The proficiency index rate of each subgroup is compared to the established target, and schools should aim to have a "Yes" in the Meets Target column. Only subgroups in the school with at least 20 students are included in the Proficiency domain.

The Proficiency domain uses the weighted percentage of subgroups that meet the target, and the weighting is based on the size of the subgroups with larger subgroups being weighed more heavily in the score. Only subgroups that meet the target count positively in the Proficiency domain, and schools should pay particular attention to subgroups that are not meeting the target.

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2013 Growth Detail -
District: LA CRESCENT-HOKAH SCHOOL DISTRICT
School: LA CRESCENT-HOKAH MIDDLE SCHOOL

AYP Year		Number of Students	Average Growth Score
2013	<i>Subjects Combined</i>	640	-0.0870
	<i>Math</i>	319	-0.2166
	<i>Reading</i>	321	0.0417

WHAT IS IMPORTANT?

The Growth domain measures the ability of schools to get students to meet or exceed expected growth. Each student receives an individual growth z score in reading and math, and this domain uses the average school growth z score in both subjects. The Growth domain does not consider subgroups.

Growth targets or expectations are established based on the students last assessment result, and the student growth z scores are determined based on whether the student assessment result was above or below the expectation.

A positive average growth z score indicates that the students are making more growth than what is expected, and a negative average growth z score indicates that the students are making less growth than what is expected.

2013 Achievement Gap Reduction Detail -
District: LA CRESCENT-HOKAH SCHOOL DISTRICT
School: LA CRESCENT-HOKAH MIDDLE SCHOOL

AYP Year		Number of Records	Average Gap Reduction Score
2013	<i>Subjects Combined</i>	244	0.2136
	<i>Math</i>	121	0.2847
	<i>Reading</i>	123	0.1431

WHAT IS IMPORTANT?

The Achievement Gap Reduction domain measures the ability of schools to get higher levels of growth from lower-performing subgroups than statewide average growth for higher-performing groups. Comparisons of growth z scores are made in the following way:

- School American Indian growth compared to statewide White growth
- School Asian growth compared to statewide White growth
- School Hispanic growth compared to statewide White growth
- School Black growth compared to statewide White growth
- School LEP growth compared to statewide non-LEP growth
- School Special Ed growth compared to statewide non-Special Ed growth
- School FRP growth compared to statewide non-FRP growth

Schools should aim to have subgroup growth scores at or above the statewide growth scores and should pay close attention to those subgroups with very low growth scores.

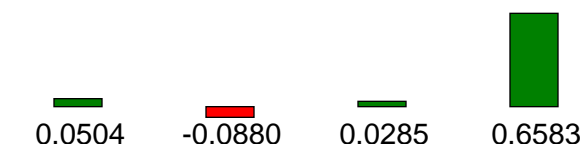
Schools need at least 20 unique students in the seven subgroups above to have an Achievement Gap Reduction domain included in the MMR. 20 total students overall is needed, but a school does not need 20 students in each subgroup.

American Indian-2013

White Statewide Growth	Am. Ind. School Growth	White Statewide Growth	Am. Ind. School Growth
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Reading

Math



Record Count: 4

Reading Achievement Gap Reduction Score: (0.0504) - (-0.0880) = 0.1384

Math Achievement Gap Reduction Score: (0.0285) - (0.6583) = -0.6298

Reading:

American Indian students are making less growth than white students statewide.
This school is not closing the achievement gap in Reading.

Math:

American Indian students are making more growth than white students statewide.
This school is closing the achievement gap in Math.

Special Education-2013

Non-SpEd Statewide Growth	SpEd School Growth	Non-SpEd Statewide Growth	SpEd School Growth
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Reading

Math



Record Count: 87

Reading Achievement Gap Reduction Score: (0.0341) - (-0.2001) = 0.2342

Math Achievement Gap Reduction Score: (0.0306) - (-0.2595) = 0.2901

Reading:

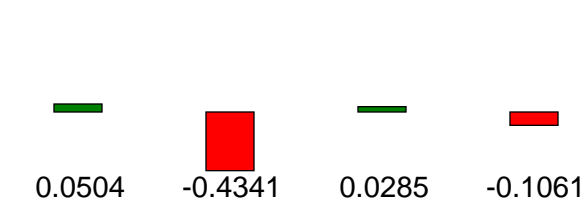
Special Education students are making less growth than non-special education students statewide.
This school is not closing the achievement gap in Reading.

Math:

Special Education students are making less growth than non-special education students statewide.
This school is not closing the achievement gap in Math.

<u>Asian-2013</u>			
White Statewide Growth	Asian School Growth	White Statewide Growth	Asian School Growth

Reading	Math
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Record Count: 12

Reading Achievement Gap Reduction Score: (0.0504) - (-0.4341) = 0.4845

Math Achievement Gap Reduction Score: (0.0285) - (-0.1061) = 0.1346

Reading:

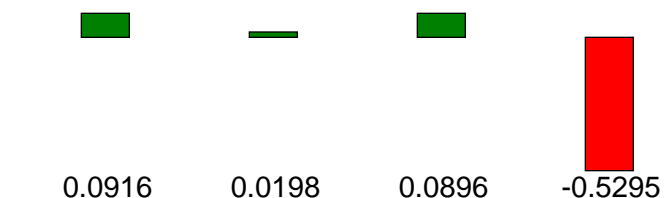
Asian students are making less growth than white students statewide.
This school is not closing the achievement gap in Reading.

Math:

Asian students are making less growth than white students statewide.
This school is not closing the achievement gap in Math.

<u>Students Eligible for Free and Reduced Price Lunch-2013</u>			
Non-FRP Statewide Growth	FRP School Growth	Non-FRP Statewide Growth	FRP School Growth

Reading	Math
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Record Count: 112

Reading Achievement Gap Reduction Score: (0.0916) - (0.0198) = 0.0718

Math Achievement Gap Reduction Score: (0.0896) - (-0.5295) = 0.6191

Reading:

FRP students are making less growth than non-FRP students statewide.
This school is not closing the achievement gap in Reading.

Math:

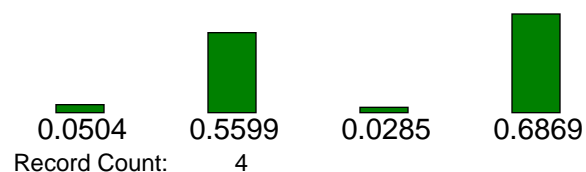
FRP students are making less growth than non-FRP students statewide.
This school is not closing the achievement gap in Math.

Hispanic-2013

White Statewide Growth	Hispanic School Growth	White Statewide Growth	Hispanic School Growth
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Reading

Math



Record Count: 4

Reading Achievement Gap Reduction Score: (0.0504) - (0.5599) = -0.5095

Math Achievement Gap Reduction Score: (0.0285) - (0.6869) = -0.6584

Reading:

Hispanic students are making more growth than white students statewide.

This school is closing the achievement gap in Reading.

Math:

Hispanic students are making more growth than white students statewide.

This school is closing the achievement gap in Math.

Black-2013

White Statewide Growth	Black School Growth	White Statewide Growth	Black School Growth
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Reading

Math



0.0504

-0.0990

0.0285

-0.3881

Record Count: 25

Reading Achievement Gap Reduction Score: (0.0504) - (-0.0990) = 0.1494

Math Achievement Gap Reduction Score: (0.0285) - (-0.3881) = 0.4166

Reading:

Black students are making less growth than white students statewide.

This school is not closing the achievement gap in Reading.

Math:

Black students are making less growth than white students statewide.

This school is not closing the achievement gap in Math.