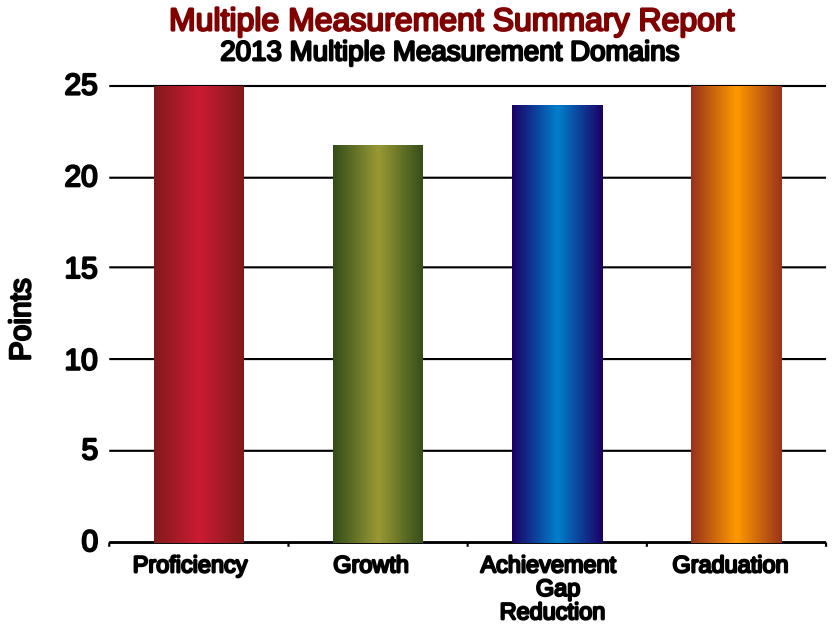
Multiple Measurement System Summary

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



0300-01-020 - LA CRESCENT SENIOR HIGH

Multiple Measurement Designation

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

Multiple Measurement Rating(MMR) 95.50%

Comparison Group	Title I Status
High School	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.

Domains	Year	Number of Students	Measurement	Score	Percentile Rank	Points
Proficiency	2013	113	Weighted Percent of Cells Reaching Target	100.0%	99th	24.97
Growth	2013	190	Average Growth Z Score	0.3241	87th	21.65
Achievement Gap Reduction	2013	43	Achievement Gap Score	-0.3110	96th	23.92
Graduation	2013	108	Weighted Percent of Cells Reaching Target	100.0%	99th	24.96

2013 **MMR: 95.50 total points out of 100 possible points = 95.50%**

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 SENIOR HIGH

2013 Mathematics Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
All Students	110	71.36	59.06	Yes	Yes
Asian	1	100.00	0.00	-	-
Hispanic	2	50.00	0.00	-	-
White	107	71.50	64.13	Yes	Yes
Special	9	44.44	19.84	-	-
FRP	15	63.33	31.53	-	-

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
All Students	113	81.86	67.57	Yes	Yes
Am Indian	1	100.00	0.00	-	-
Asian	3	33.33	0.00	-	-
Hispanic	2	100.00	0.00	-	-
Black	1	100.00	0.00	-	-
White	106	82.55	73.70	Yes	Yes
Special	20	52.50	32.71	Yes	Yes
FRP	16	65.63	39.03	-	-

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

AYP Year		Number of Students	Average Growth Score
2013	*Subjects Combined*	190	0.3241
	Math	94	0.5213
	Reading	96	0.1310

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 SENIOR HIGH

AYP Year		Number of Records	Average Gap Reduction Score
2013	*Subjects Combined*	51	-0.3110
	Math	21	-0.3355
	Reading	30	-0.2906

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
Reading		Math	
0.0504	0.8356	.	.

Record Count: 1

Reading Achievement Gap Reduction Score: (0.0504) - (0.8356) = -0.7852

Math Achievement Gap Reduction Score: (0.0000) - (0.0000) = 0.0000

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

Math:
Data not available for this measurement.
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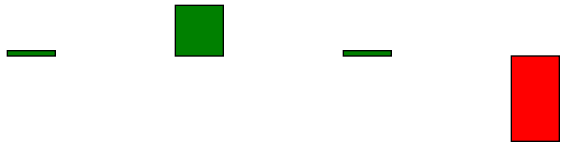
Special Education-2013

Non-SpEd Statewide Growth	SpEd School Growth	Non-SpEd Statewide Growth	SpEd School Growth
Reading		Math	
0.0341	0.3125	0.0306	-0.5537



Record Count: 18

Reading Achievement Gap Reduction Score: (0.0341) - (0.3125) = -0.2784

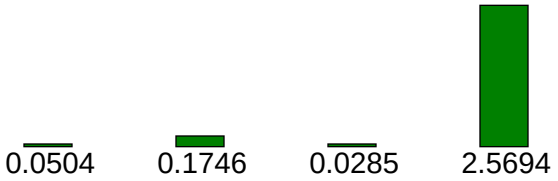
Math Achievement Gap Reduction Score: (0.0306) - (-0.5537) = 0.5843

Reading:
Special Education students are making more growth than non-special education students statewide.
This school is 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.

Asian-2013

White Statewide Growth	Asian School Growth	White Statewide Growth	Asian School Growth
Reading		Math	



Record Count: 2

Reading Achievement Gap Reduction Score: (0.0504) - (0.1746) = -0.1242

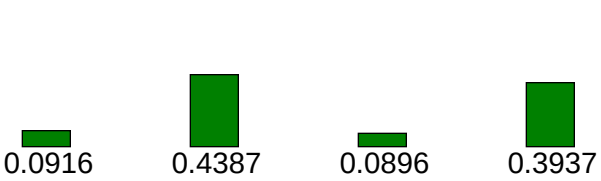
Math Achievement Gap Reduction Score: (0.0285) - (2.5694) = -2.5409

Reading:
Asian students are making more growth than white students statewide.
This school is closing the achievement gap in Reading.

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

Students Eligible for Free and Reduced Price Lunch-2013

Non-FRP Statewide Growth	FRP School Growth	Non-FRP Statewide Growth	FRP School Growth
Reading		Math	



Record Count: 26

Reading Achievement Gap Reduction Score: (0.0916) - (0.4387) = -0.3471

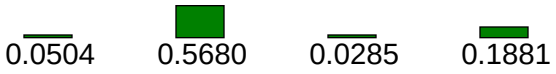
Math Achievement Gap Reduction Score: (0.0896) - (0.3937) = -0.3041

Reading:
FRP students are making more growth than non-FRP students statewide.
This school is closing the achievement gap in Reading.

Math:
FRP students are making more growth than non-FRP students statewide.
This school is closing the achievement gap in Math.

Hispanic-2013

White Statewide Growth	Hispanic School Growth	White Statewide Growth	Hispanic School Growth
Reading		**Math**	



0.0504	0.5680	0.0285	0.1881

Record Count: 3

Reading Achievement Gap Reduction Score: (0.0504) - (0.5680) = -0.5176

Math Achievement Gap Reduction Score: (0.0285) - (0.1881) = -0.1596

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
Reading		**Math**	
0.0504	-0.3644	.	.

Record Count: 1

Reading Achievement Gap Reduction Score: (0.0504) - (-0.3644) = 0.4148

Math Achievement Gap Reduction Score: (0.0000) - (0.0000) = 0.0000

Reading:

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

Math:

Data not available for this measurement.

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2013 Graduation Detail
District: LA CRESCENT-HOKAH SCHOOL DISTRICT
School: LA CRESCENT SENIOR HIGH

AYP Year		Number of Students	Graduation Rate	Target	Meets Target	Included in Numerator
2013	*All Students*	108	97.22	90.00	Yes	Yes
	White	105	98.10	90.00	Yes	Yes

WHAT IS IMPORTANT?

The graduation rate for each subgroup is compared to the 90% graduation rate target, and schools should aim to have a "Yes" in the Meets Target column. Only subgroups in the school with at least 40 students are included in the Graduation Rate domain.

Schools can meet the 90% graduation rate target using a four-, five- or six-year rate as well as through improvement over the prior year. The following abbreviations are used to show how the school met the target:

- A-5YR: Above target for the 5-year rate
- A-6YR: Above target for the 6-year rate
- A-Imp4: Improvement by 3 percentage points over previous 4-year rate
- A-Imp5: Improvement by 4 percentage points over previous 5-year rate
- A-Imp6: Improvement by 5 percentage points over previous 6-year rate
- A-2Avg4: Two-year averaging for the 4-year rate
- A-2Avg5: Two-year averaging for the 5-year rate
- A-2Avg6: Two-year averaging for the 6-year rate
- A-3Avg4: Three-year averaging for the 4-year rate
- A-3Avg5: Three-year averaging for the 5-year rate
- A-3Avg6: Three-year averaging for the 6-year rate