



2021-2022 Annual Report

Educating and empowering all students to succeed

Superintendent's Message

To the Fargo Public Schools Community,

We are excited to present our 2021-22 Annual Report, which includes information about our District related to the 2021-22 school year. As an organization dedicated to transparent communication and engagement with our stakeholders, Fargo Public Schools produces this annual report with a myriad of data and information reflective of our school district from the prior year. However, despite our efforts, there is no way to comprehensively demonstrate and quantify the effort of all Fargo Public Schools staff who work tirelessly each day to fulfill the Fargo Public Schools mission of *Educating and Empowering All Students to Succeed*.

Though we had hoped that the 2021-22 school year would not be impacted by COVID-19 as prior years had been, that was not the case. Due to new variant strains and shortages in both supplies and labor, Fargo Public Schools continued to adapt to challenges related to COVID-19 while continuing to provide an education to all students. Fortunately, these challenges did not result in disruptions to the school calendar or require mandated alternative learning modalities for all students. As a learning organization, Fargo Public Schools now reflects on the 2021-22 school year to identify many opportunities for growth and innovation.

The data and information included in this report provides a snapshot of certain pieces of information during a set period of time. As an organization, the Strategic Target for Fargo Public Schools is to learn how to be 'better every day' as a full team through the creation of a learning system that is continually working to improve. Therefore, much of the data and information provided in this report is utilized by staff on a

continuous basis for growth and improvement, ensuring that we continue to work towards the improvement of outcomes for all students in Fargo Public Schools.

Specific highlights from the 2021-22 school year include but are not limited to the following:

- Established a virtual academy for students in K-12, to learn in a different method than the traditional K-12 setting
- Continued to navigate the COVID-19 pandemic, with restrictions lifting in January 2022
- Opened the Explorer Academy, North Dakota's first K-8 special education day school with integrated project-based STEAM and gross motor program opportunities
- Created a Land Acknowledgement Statement, honoring original lands of the Oceti Sakowin people

We look forward to creating many more highlights in the current school year and beyond. We hope you enjoy the Annual Report and encourage you to reach out to the appropriate school or District administrator regarding any questions you may have. Thank you for your engagement in Fargo Public Schools and most importantly, your dedication to collaboratively working with us to *Educate and Empower all Students to Succeed*.



Dr. Rupak Gandhi
Superintendent



OUR MISSION

*Educating and empowering
all students to succeed*

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District Overview

OUR STRATEGIC PLAN

Fargo Public Schools began work on its first Strategic Plan in 2000. During the 2014-15 school year, a new Strategic Plan was created. The FPS Strategic Plan was approved by the Fargo Board of Education on June 9, 2015 and was developed with an intentional process that allowed for a wide variety of stakeholder input.

Although the plan is a living document that is updated annually with slight modifications, it is also imperative for a periodic comprehensive review to ensure alignment with the Fargo Public Schools mission of Educating and Empowering All Students to Succeed.

While COVID-19 presented many challenges to Fargo Public Schools during the 2019-20, 2020-21 and 2021-22 school years, it also created many opportunities for growth and innovation. During the 2021-22 school year, FPS began a process to review the

Strategic Plan and prepare modifications for submission to the Board of Education. Feedback on the plan was received from the public at the annual State of the Schools Address and Public Focus Group.

Administration worked on changes during the school year and will submit updates to the Board in fall 2022. The updated plan will replace completed Strategic Targets of the previous strategic plan with new standards to keep pushing FPS forward in fulfilling its mission of educating and empowering all students to succeed.

To view the Strategic Plan visit:
www.fargo.k12.nd.us/StrategicPlan



Cognia is the largest community of education professionals in the world. They work with more than 32,000 schools and school systems that employ more than four million educators and enroll more than 20 million students, across the United States and 70 other nations.

BOARD OF EDUCATION

Fargo Public Schools has had a Board of Education since the founding of its first public school in 1874. The Board's primary role is governance, with student achievement as the central focus. Board responsibilities include managing the superintendency; overseeing the District's budget; setting District plans and goals; and advocating on behalf of students and schools. Board members serve four-year terms.

In addition to attending monthly Board meetings, all nine Board members serve regular committee assignments, alongside representatives from District administration. These committees meet at least quarterly. The Board's regular committees are: Communications; Engagement & Advocacy; Governance; Governmental Affairs; and Planning. Board members also serve as liaisons to individual school buildings, and as designated FPS representatives on the boards and committees of various community organizations.

On June 14, 2022 one Board member was re-elected and four new Board members were elected to the Board of Education. Melissa Burkland, Katie Christensen, Greg Clark and Nyamal Dei, along with re-elected member Robin Nelson, were seated on the Board on July 12, 2022. Board members Jennifer Benson, Rebecca Knutson, Brian Nelson and David Paulson completed their four-year terms at the June 28, 2022 Board meeting.

Information about each Board of Education member, as well as their committee, building, and community assignments, is available at www.fargo.k12.nd.us/boardmembers.



Jennifer Benson



Nikkie Gullickson



Seth Holden



Jim Johnson



Rebecca Knutson



Brian Nelson



Robin Nelson



Tracie Newman



David Paulson

NEWLY ELECTED



Melissa Burkland



Katie Christensen



Greg Clark



Nyamal Dei



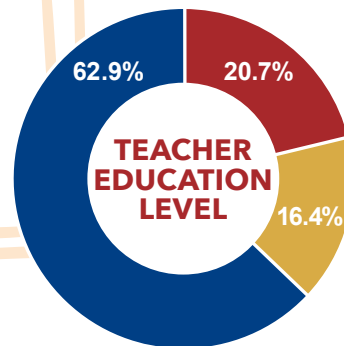
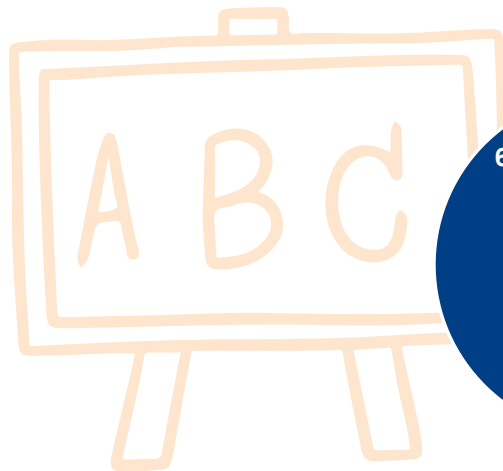
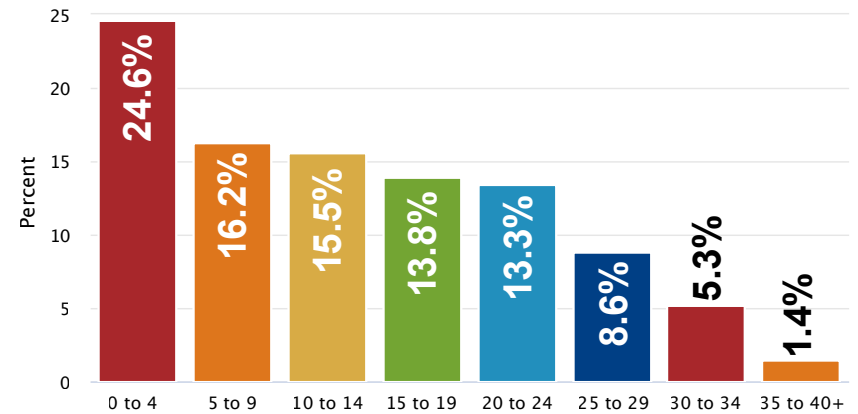


STAFF INFORMATION

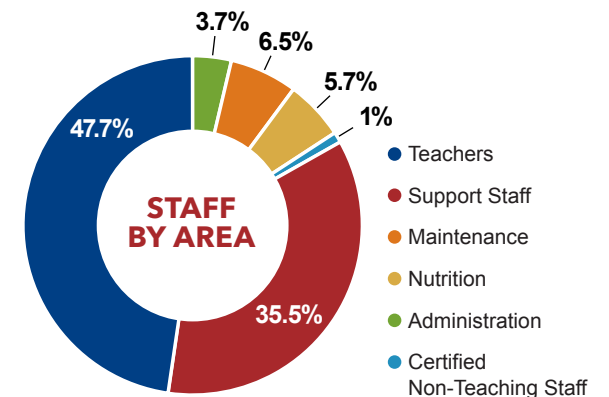
The goal of the Fargo Public Schools employee selection process is to fill existing vacancies with the most qualified personnel who will fulfill the District's mission. Our goal is to recruit, select, and place staff who are able and willing to render effective educational services to all students, utilizing the philosophy and purpose of the District as established by the Strategic Plan.

The Fargo Public School District is the fourth largest employer in the Fargo-Moorhead area, providing nearly 2,200 permanent full- and part-time jobs.

YEARS OF TEACHING EXPERIENCE



- Master Degree
- Bachelor Degree
- Bachelor Degree with Additional Credits



DISTRICT ENROLLMENT

16

ELEMENTARY
SCHOOLS

3

MIDDLE
SCHOOLS

3

COMPREHENSIVE
HIGH SCHOOLS

2

VIRTUAL
ACADEMIES

1

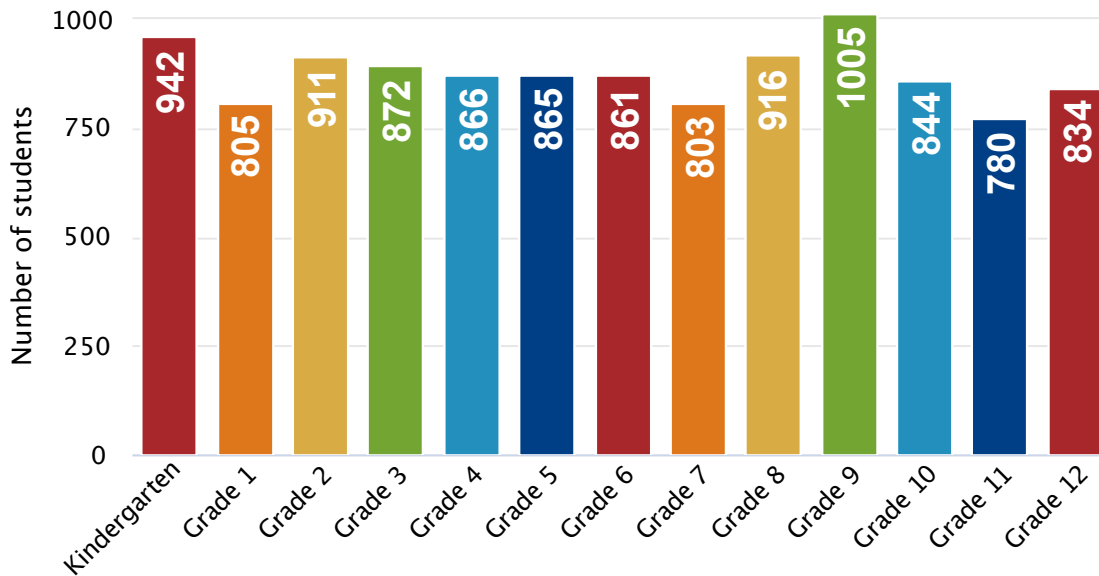
SPECIAL EDUCATION
SETTING D SCHOOL

1

ALTERNATIVE
HIGH SCHOOL

HELLO!

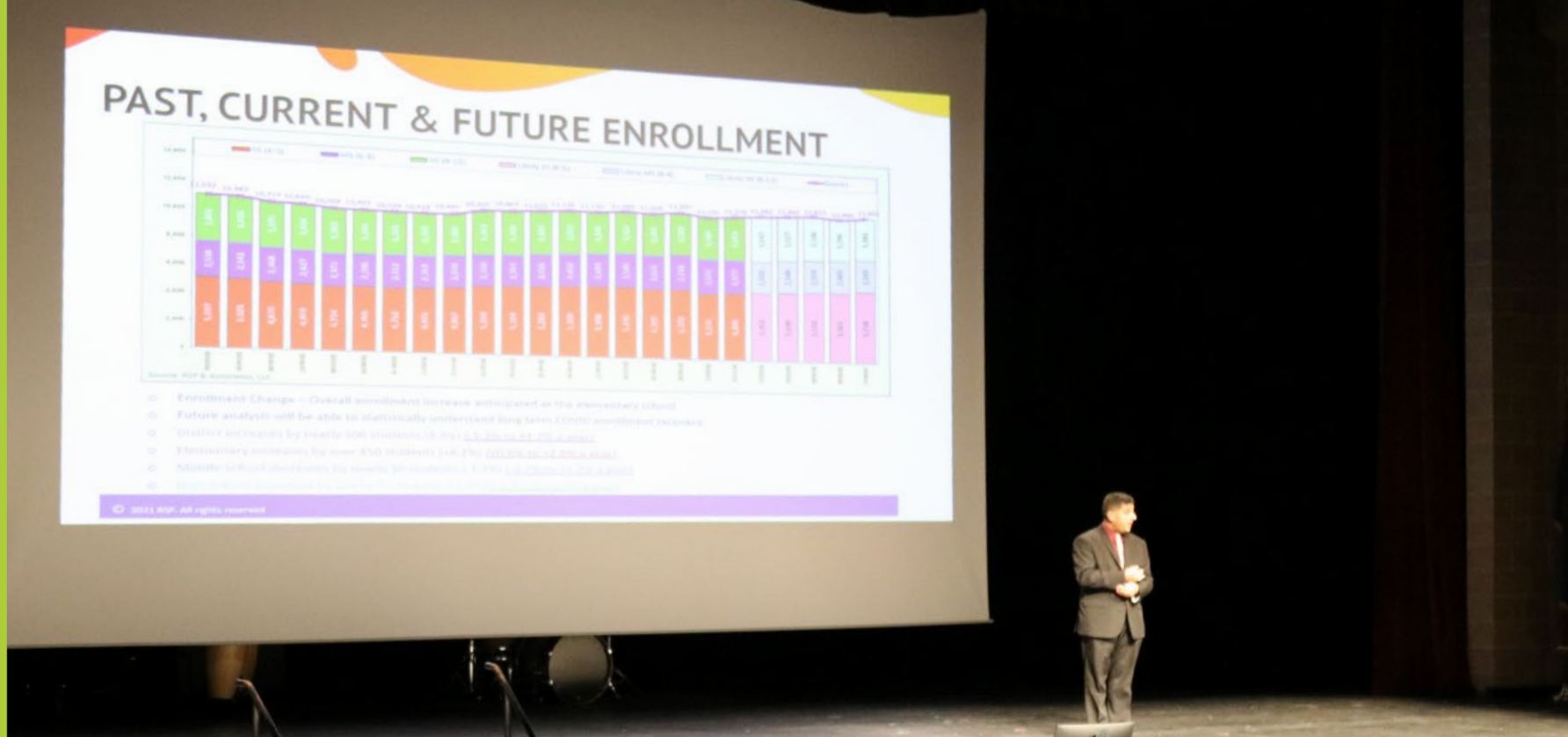
STUDENT ENROLLMENT 2021-22



11,304

TOTAL STUDENTS
ON NOVEMBER 1, 2021





PAST, CURRENT & FUTURE ENROLLMENT



- Enrollment Change – Overall enrollment increase anticipated in the elementary school
- Future analysis will be able to statistically understand long-term (2010) enrollment increase
- Student increases by nearly 1000 students (8,400 to 9,400) a year
- Elementary increases by over 400 students (4,400 to 4,800) a year
- Student increases by nearly 100 students (1,400 to 1,500) a year

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STATE OF THE SCHOOLS ADDRESS

Fargo Public Schools (FPS) holds an annual State of the Schools Address to share an update on the current state of the School District with the public and gather input and feedback regarding the focus of public education moving forward. The community was invited to attend the event on January 13, 2022. The State of the Schools Address was also recorded and published on the district's YouTube channel.

After the State of the Schools Address, attendees had the option to break out into smaller discussion groups led by School Board members and administrators to discuss the questions sent to attendees in advance and dive deeper into the questions asked during the live polling section of the State of the Schools Address. A facilitator was assigned to all discussion groups, who helped guide the conversation, and participants were asked to record their input using their mobile device, so results could be shared in real-time. The questions asked surrounded the District's Strategic Plan.

Question #1: What conditions have changed in the external environment or organizational environment since we wrote the strategic plan in 2014 that should be considered for potential updates?

Question #2: Do the mission statement and strategic plan goals continue to express our vision of schools and the things we must do to reach that vision?

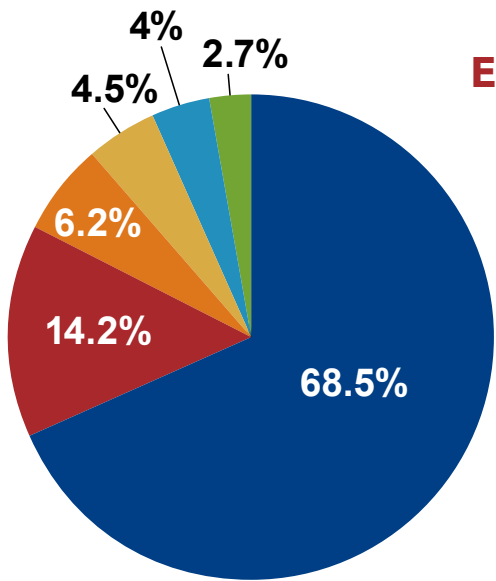
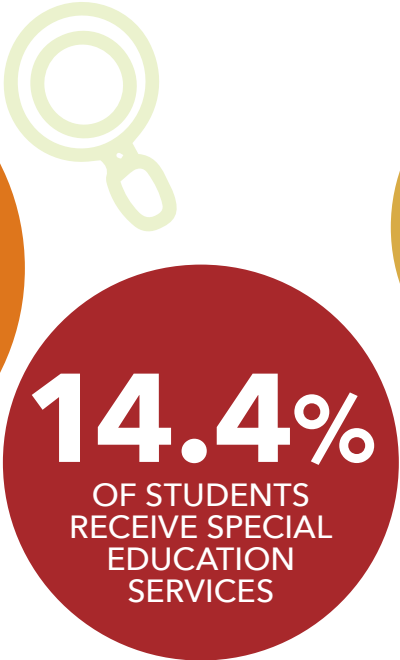
Question #3: Have we learned anything from our implementation efforts that would require modifications in our strategic plan?

Question #4: What is missing from the current FPS Strategic Plan that must be included as it is renewed?

The feedback gained through the event will be used as the District renews its Strategic Plan.



Student Demographics



ETHNICITY

- Asian/Pacific Islander
- Black
- White
- Am. Indian/Alaskan Native
- Hispanic
- More than one category





Education Amid the COVID-19 Pandemic

Since March 2020, COVID-19 has had great impacts on K-12 education. During the 2021-22 school year, Fargo Public Schools continued to react and adapt to the COVID-19 pandemic.

Fargo Public Schools maintained a fully in-person instructional plan for the 2021-22 school year. Students who wanted a virtual learning option were able to sign up for the Virtual Academy. The 2020-21 Smart Restart plan concluded on June 7, 2021 and was not carried over to the 2021-22 school year.

REQUIREMENTS

At the August 10, 2021 Fargo Board of Education meeting, Board members approved implementing a COVID-19 mitigation strategy that included universal masking for all staff, students, and visitors to buildings regardless of vaccination status or community transmission rates. Masks were also required for all riders and drivers on FPS transportation to begin the school year due to a federal transportation requirement.

In accordance with updated guidance from Fargo Cass Public Health, on November 10, 2021, masks were strongly encouraged (not required) for all individuals in school buildings during non-instructional hours and in District facilities that are not schools. Universal masking remained mandatory in school buildings during school hours until January 17, 2022. Beginning on January 17 masks were recommended, but not required, in all FPS school buildings.

On February 25, 2022 the Centers for Disease Control and Prevention (CDC) issued an update to its masking requirements on school buses and vans. Effective February 28, masks were no longer required to be worn on school and activity buses.

TESTING

Fargo Public Schools launched a COVID-19 testing program on October 4, 2021. The program began with one location at South High School and expanded to a second location at North High School on October 25.



FPS Opens the Explorer Academy

On Tuesday, November 16, 2021, Fargo Public Schools (FPS) held an open house and ribbon cutting ceremony for its newest school facility, the Explorer Academy, which opened in the fall of 2021.

Explorer Academy Principal Dr. Justin Lien, FPS Superintendent Dr. Rupak Gandhi, TNT Kids Fitness & Gymnastics Executive Director Kim Pladson, and North Dakota Center for Distance Education Assistant Director Dr. Tonya Greywind shared remarks. Members of the Fargo-Moorhead-West Fargo Chamber of Commerce hosted the ribbon cutting.

"In Fargo Public Schools, our mission has always been to educate and empower all students to succeed," Dr. Gandhi said. "This academy is the example of the term 'all students' because it is a unique environment. But it is not a unique environment to call out certain students or point to students for their disabilities. It is a unique environment to show

that we have the opportunity to remove the triggers, or the things that could cause behaviors, or cause a distraction from you being able to access what is your right, which is your grade-level curriculum and an opportunity to succeed."

The FPS Explorer Academy is North Dakota's first K-8 special education day public school with integrated project-based STEAM and gross motor program opportunities. It strives to support the whole child by embedding social-emotional learning in all facets of their educational experience. The Explorer Academy staff strive to build relationships with every student to guide and engage them in self-regulation skills to enhance their academic and social-emotional growth.

"Here at Explorer Academy we strive to support the whole child by embedding social-emotional learning into every facet of the day," Dr. Lien said. "Staff build relationships with

every student to guide and engage them in self-regulation skills to enhance their academics. We utilize every area of this space to learn with intentionality and care."

After the ceremony, guests were invited on a tour of the facility, which was designed to meet students at their level of need rather than having them fit into traditional settings.

"Everything has been intentional here," Dr. Lien said. "Every nook, every cranny, every little curve in the wall – which are unique to us – all have a story."

Through the design of secured learning pod environments to sensory rooms, a SmartLab, small group rooms, classroom respite spaces, calming areas, soft gradient lighting, curved walls, soft paint palettes, visual announcements, state-of-the-art sensory gym, the Explorer Academy building offers a learning environment at a unique, individualized level for its learners. Explorer Academy partnered with TNT Kids Fitness to design the sensory gym, which is designed to increase body awareness, problem solving, and expressing difficulties.

"This school has been a labor of love," Dr. Lien said.

"Much of that has been shared by so many different stakeholders either here in the room tonight or beyond. It took an entire village and sometimes neighboring villages to bring this all together to make this possible."

The Explorer Academy mascot and logo of a wolf is inspired by the inspired by the North American Indigenous 7 Grandfather Teachings, which represents animals with a virtue. The teaching of humility is taught to us by the wolf. The wolf is strong and powerful alone, but finds its greatest strength when part of a pack.



Choice Ready Report

In the 2021-22 school year, Fargo Public Schools (FPS) and the North Dakota Department of Public Instruction (NDDPI) were partners in a renewed effort to promote the North Dakota Choice Ready Initiative. Fargo Public Schools earned a grant that supported efforts to encourage more students to become Choice Ready. Students were encouraged to meet a set of essential skills and then complete two or more of the Choice Ready strands: Post-Secondary, Workforce, or Military Ready.

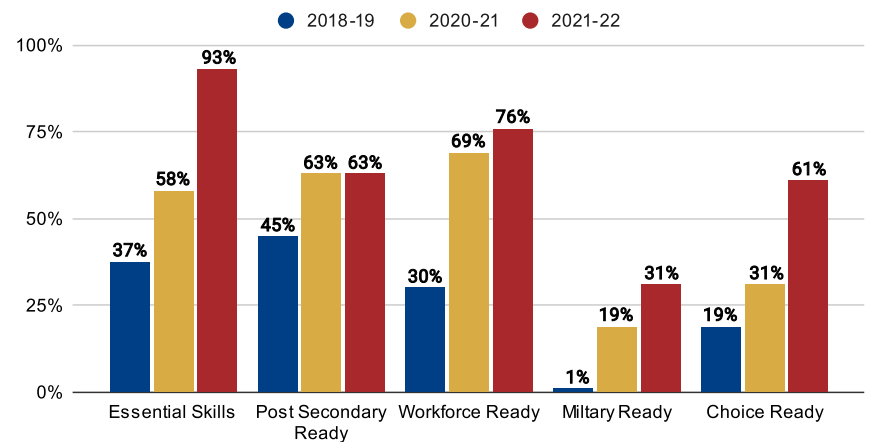
In 2021-22, FPS made an effort to increase the number of students who were Choice Ready. In order to better track each student's progress towards being Choice Ready, FPS developed an electronic collection system and students were provided support to submit their Choice Ready information. Information was also downloaded from PowerSchool and from the North Dakota EdPortal system. Due to this concerted tracking effort, FPS experienced a significant increase in the number of students who were Choice Ready. See the chart to the right.

Fargo Public Schools embrace the philosophy of a "well rounded" education and the framework of measuring school growth in high schools. In a shift from No Child Left Behind, North Dakota stakeholders have adopted the framework of Choice Ready as an indicator to measure school growth in high schools. This concept focuses on the culmination of academic growth and gains, in combination with specific indicators of school success for post-secondary, workforce, and military

readiness. The positive messaging behind the Choice Ready framework is inclusive of all students, and helps students identify career clusters and related skills which will prepare and enhance success in any or multiple areas beyond high school. The choice ready indicator supports the Fargo Public School's mission: Educating and empowering all students to succeed.

The NDDPI developed a chart that identifies the Essential Skills and the strands for students to be considered Choice Ready. Students shall meet the Essential Skills and then complete at least two of the three stands (Post-Secondary, Workforce, or Military Ready).

FPS CHOICE READY DATA



**ESSENTIAL
SKILLS MET
661 (93%)**

**POST-
SECONDARY
READY
434 (63%)**

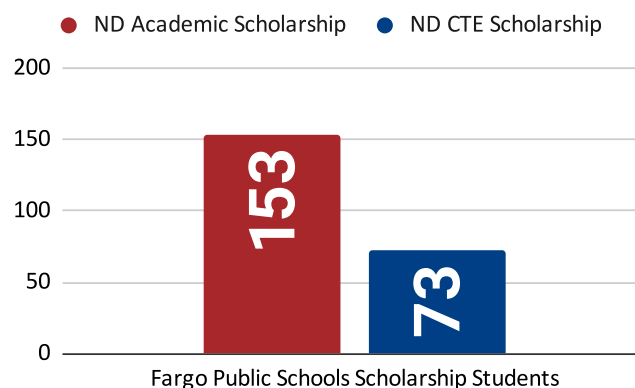
**WORKFORCE
READY
549 (76%)**

**MILITARY
READY
209 (31%)**

**CHOICE READY
413 (61%)**

Finally, the North Dakota Academic and Career & Technical Education (CTE) scholarship criteria was altered by the North Dakota Legislature impacting the Class of 2025 graduates and beyond. New scholarship criteria has been aligned with the Choice Ready framework and now includes students achieving a set of Essential Skills and completing two or more Choice Ready strands. Eligible students may earn a \$6,000 college scholarship if they meet the criteria and attend post-secondary schools or academies in North Dakota. See the chart to the right for a graphic representation of 2022 Fargo Public School graduates.

2022 ND ACADEMIC SCHOLARSHIP AND ND CTE SCHOLARSHIP



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18 SAT Reading/Writing—480
 ACT Reading—22 SAT Math—530
 ACT Math—21
 ACT Science—23

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)



WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)



MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions),
Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol.

Revised 07/11/2022

Assessment Data

MEASURE OF ACADEMIC PROGRESS (MAP)

MAP is a computerized adaptive test, given in grades 3-9, which helps administrators improve learning for all students and teachers make informed decisions to promote each student's academic growth. Administered by Northwest Evaluation Association (NWEA), the MAP test produces a learning accountability assessment across our District. School districts are mandated by the State of North Dakota to administer an interim assessment. The NWEA MAP assessment fulfills that requirement. MAP is primarily used as a measure of individual academic achievement.

Grade 3 MAP results indicate a baseline proficiency level of each individual student in basic competency areas for both Math and Reading. This measure is used to demonstrate the student's individual subject knowledge compared to others nation-wide in the same grade and content area. MAP results also provide

our District an annual data point to assess a student's potential qualification for special education services or gifted services.

Academic growth for our students is measured from winter to winter. Beginning with grade 4 results, a projected academic growth expectation is created for each student based upon their MAP results from year-to-year. The benchmark for satisfactory academic instruction across our District is when 50% or more of students meet or exceed their annual growth goals. Teachers and administrators are able to view each student's academic performance against that projected growth expectation and adjust curriculum and daily learning opportunities to maximize individual student's learning and promote their academic growth.

PERCENT STUDENTS ACHIEVING GROWTH

	READING	MATH
Grade 3	50%	43.8%
Grade 4	47.9%	58.8%
Grade 5	50.1%	55.9%
Grade 6	61.1%	48.5%
Grade 7	50.7%	65.8%
Grade 8	52.8%	65.2%
Grade 9	42.9%	64.1%

PERCENT OF STUDENTS PROFICIENT

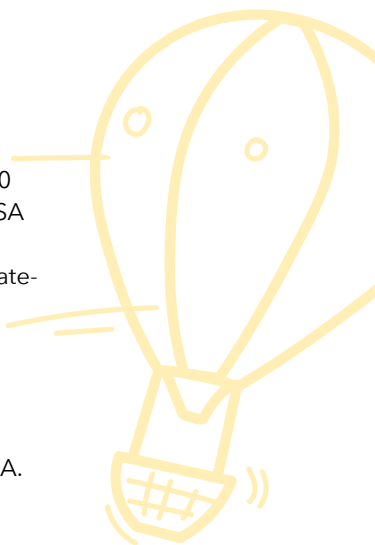
	READING	MATH
Grade 2	57.9%	59.5%
Grade 3	43.2%	35.5%
Grade 4	47.4%	32.8%
Grade 5	47.6%	28.6%
Grade 6	49.4%	27.8%
Grade 7	48.7%	29.6%
Grade 8	55.5%	27.6%
Grade 9	58.9%	35.6%
Grade 10	22.2%	20%





NORTH DAKOTA STATE ASSESSMENT (NDSA)

Students statewide in grades 3–8 take the NDSA for Math and English Language Arts. Students in grades 4, 8, and 10 also participate in the NDSA Science assessment. The NDSA is administered annually in the Spring and is aligned with North Dakota Department of Public Instruction (NDDPI) state-mandated academic content and achievement standards in Reading, Mathematics, and Science. The assessment is used primarily as a measure of grade-level academic proficiency, as an aggregate compilation of individual student proficiency scores. The NDDPI supervises the development, implementation, and evaluation of the NDSA.



PERCENT OF STUDENTS PROFICIENT

	READING	MATH
Grade 3	36.5%	42.9%
Grade 4	41.9%	36.2%
Grade 5	46.6%	45.3%
Grade 6	46.8%	34.3%
Grade 7	47.5%	44.5%
Grade 8	49.5%	36.8%

AMERICAN COLLEGE TESTING (ACT)

The ACT is a national assessment that is provided by the state to all students in grade 11. The ACT is a standardized test used for college admission in the United States. It is administered by ACT, a nonprofit organization of the same name. The ACT assesses four academic skills areas: English, Math, Reading, and Science. All areas include and a Writing component. The ACT test is a curriculum-based education and career planning tool for high school students that assesses their mastery of college readiness standards. Benchmark ACT scores represent the minimum level of academic proficiency required for students to be considered successful in corresponding credit-bearing, first year college courses. Each post-secondary education institution may set their minimum ACT score necessary to be considered for admission.

AVERAGE SCORES OF 702 FPS STUDENTS AND 5,095 ND STUDENTS

	FPS	STATE
English	18.8	18.3
Math	20.3	19.4
Reading	20.3	19.8
Science	20.6	19.9
Composite	20.1	19.5



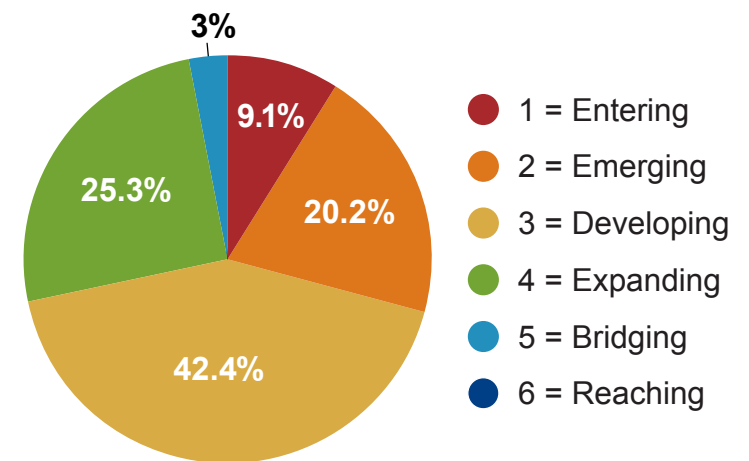


ACCESS ASSESSMENT

ACCESS is the annual English Language (EL) Proficiency Assessment in which all EL learners must participate. The assessment measures students' academic English language proficiency in the four language domains of Listening, Speaking, Reading, and Writing. The content of the assessments aligns with the five North Dakota English Language Development Standards as outlined by the North Dakota Department of Public Instruction: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Mastery of these five EL content standards contributes to and enhances the overall academic success of EL learners. Educators use ACCESS results, along with other resources, to make decisions about programming for English learners to facilitate their full English language development.

ACCESS for EL learners is administered online for grades 1-12 and paper-based for kindergarten students. Students' ACCESS scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching). ACCESS testing was developed and is administered by WIDA, the most widely used resource

ACCESS RESULTS



hub for educators supporting multilingual learners in more than 40 U.S. states, territories, and federal agencies, and more than 400 international schools throughout the world.

ADVANCED PLACEMENT (AP) PROGRAM OF STUDIES

The national AP Program of Studies encourages high schools to offer challenging college-level courses to their students that will connect to college success and opportunity. College Board, a not-for-profit organization made up of over 6,000 worldwide educational institutions, oversees the AP Program Studies, which annually helps more than seven million students prepare for a successful transition to college through participation in AP services.

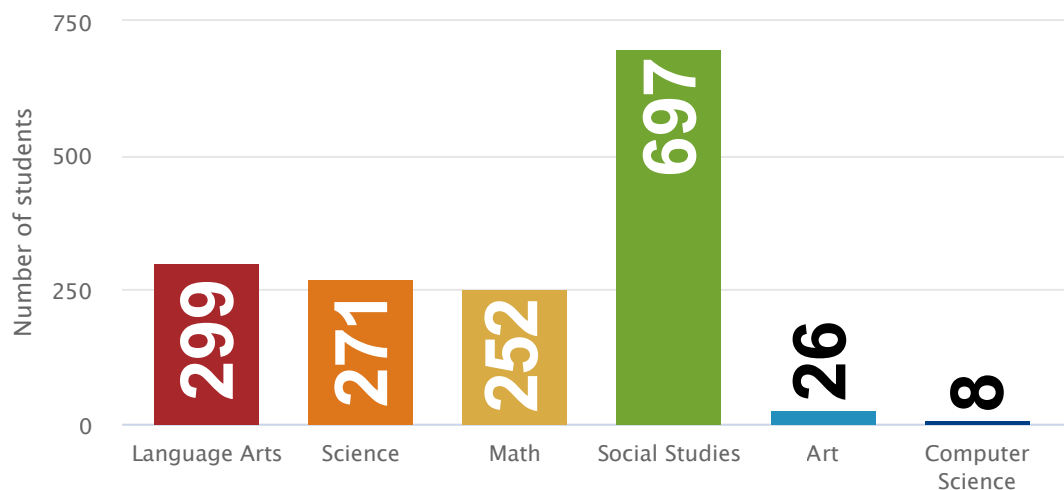
Our District offers 19 courses in Mathematics, Science, English Language Arts, History, Economics, the Fine Arts, Computer Engineering, and Information Technology Networking. Admission to AP courses comes through teacher recommendation for participation or a student's self-selection for enrollment. At the conclusion of each AP course, students may elect to take a College Board certified AP exam. Students are scored on the results of their AP exams from a rating of 1 (lowest) to 5 (highest). A score of three (3) or above is considered successful or proficient.

Seven of the District's AP courses may be taken for Dual Credit, meaning the student may receive both high school and college credit for the course upon successfully passing the AP exam for that subject with a score of 3 or higher. College credit is awarded through North Dakota State College of Science (NDSCS) of Wahpeton and Fargo.

A full listing of FPS AP courses and individual course descriptions are included in the District's Program of Studies Booklet, which is available online at www.fargo.k12.nd.us/programofstudies.

The Fargo School District has been included on the College Board AP District Honor Roll four times over the last eleven years for expanding opportunity and improving performance of AP students across our District.

STUDENTS IN ADVANCED PLACEMENT CLASSES



19 COURSES OFFERED

389 STUDENTS SCORED A 3 OR HIGHER

925 TESTS TAKEN



Equity and Inclusion

Fargo Public Schools (FPS) established the Department of Equity and Inclusion in July 2020 and hired Dr. Tamara Uselman as the department's director. The primary goals of this department are to develop, implement, administer, and monitor a variety of District programs that are focused on diversity, equity, and inclusion. Additionally, the Director of Equity and Inclusion provides leadership and guidance to all FPS employees to create an educational environment of inclusiveness, equity, and respect for all people. The Director of Equity and Inclusion's supervisory responsibilities are as follows:

- Attendance Specialists
- Indian Education
- Cultural Specialist
- Students who lack permanent housing
- Title IX

During the 2021-22 school year, a variety of action steps were completed to continue the work of the department. Highlights include:

- Led the effort to ensure Fargo Public Schools' Strategic Plan outcomes are studied by race, ethnicity, cultural linguistic diversity, socio-economic status, gender, and special education status.
- Provided guidance for listening sessions with 140 FPS educators.
- Provided professional development for several hundred educators on topics related to equity and inclusion.
- Engaged with the Parent Equity and Advisory Committee for Education (PEACE), the committee that advises the District's efforts related to equity and inclusion, including a staff baseline survey regarding readiness for equity



and inclusion efforts. The PEACE is made up of parent and student representatives from each feeder school, plus Dakota High School, a support staff representative, and two teacher and administrative representatives.

- Trained administrators on the Equity Literacy Framework.
- Guided implementation of Umoja, a high school initiative to engage student voice and empower positive leadership amongst students.
- Assisted with adoption of the Building Assets Reducing Risks (BARR) program pilot at South High School, focusing on freshman students' attendance and passing classes
- Began a Networked Improvement Community pilot monitoring supports and progress for Indigenous students.
- Using ESSER funds, hired an Indian Education Cultural Specialist to join the Indian Education team to fulfill requirements of Senate Bill 2304
- Assisted the District and each building with plans to identify and remove attendance barriers to improve attendance rates of all students and each demographic group of students

In spring 2022, the District developed a Land Acknowledgement Statement for Fargo Public Schools. Fargo Public Schools also recognized the Indigenous process of consultation, and engaged regional tribal nations (Sisseton Wahpeton Dakota, Standing Rock Dakota), local Native American entities (Native American Commission, Indigenous Association), and the Office of Multicultural Programs at NDSU to develop the statement. Support was unanimous from these entities. The FPS Land Acknowledgement Statement is as follows:

Fargo Public Schools respectfully acknowledges that we gather on the lands of the Oceti Sakowin (Oh-chéh-tee Sha-koh-wee), who are the Dakota, Lakota, and Nakota people, and the Anishinaabe (Ah-ni-shin-nah-bay) people of this area.

FPS is committed to educating and empowering all our students, staff and our community to recognize the history and contributions of Indigenous People, who still

live here today, and bring accurate historical memory to all with gratitude to Indigenous tribal nations.

For more on the statement, visit <https://www.fargo.k12.nd.us/landacknowledgement>.

These actions summarize just some of the focused steps forward by the department and the equity of our schools. FPS believes diversity, equity, and inclusion are necessary for Fargo Public School to meet its mission to "educate and empower all students to succeed."





Academic Programming

Fargo Public Schools serves more than 11,000 students in grades K-12. The District has a grade configuration of grades K-5 at elementary school, grades 6-8 at middle school, and grades 9-12 at high school. Students are engaged in a standards-based curriculum implemented by highly qualified teachers.

Flexible scheduling at the elementary level allows for classroom curriculum instruction as well as a focus on intervention and enrichment. In addition to the classroom teacher, students receive instruction from specialists in visual arts, music, library/media services, and physical education.

Middle school students are offered a broad range of classes in grade-level teams. Each team has their own space within each middle school, which houses team lockers,

teacher offices, common areas, and core classrooms. This "school-within-a-school" design combines the best of both elementary and high school teaching practices as it provides a more personalized education for students.

Our high schools offer a wide variety of academic opportunities to support students' personal career goals and to empower them with the skills necessary to excel and succeed in the 21st Century world. High school students work to complete a balanced roster of academic requirements to earn a high school diploma and be Choice Ready for their future.

ENGLISH LEARNERS

The purpose of the English Learner (EL) Program is to identify and provide specialized English language instruction for students who qualify for services. Students are screened through the District's Home Language Survey and are then evaluated through the WIDA Screener test. The FPS EL Program is comprised of 34 staff (administrators, teachers, paraprofessionals, and support services personnel) that served 900 EL students in all of Fargo Public Schools' 23 school sites during the 2021-22 school year. The EL student category breakdown for the 2021-22 school year was 2% Refugee, 37% Immigrant, and 61% Born in the U.S.

Annually, all EL students take a standardized WIDA ACCESS test to determine English language proficiency. Students are exited from the EL program when they score a 5 (deemed proficient) on the ACCESS test and have no single domain score less than 3.5. Exited students continue to be progress monitored for two years to ensure they are being successful in mainstream classes. Typically, it takes a new EL student five to seven years to achieve Cognitive Academic Language Proficiency (CALP), whereas Basic Interpersonal Communication Skills (BCIS) are typically established within two years.

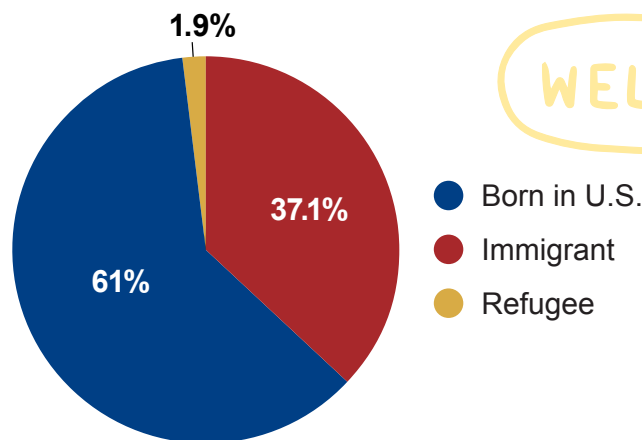
EL specialized instruction is delivered by highly qualified EL teachers and is targeted to students' English proficiency (listening, speaking, reading, and writing), academic content knowledge, acculturation skills, and choice (college, career, and life) readiness. EL services vary depending upon the individual student need and are included within a student's ILP (Individualized Language Plan), which is a collaboration between the student, family and school.

Fargo Public Schools promotes communication with EL families by providing comprehensive interpreting services for families and interpreted voice messages in the families' preferred language. District signage has been translated and posted in numerous languages. FPS also has created EL Family and Cultural Liaison positions to help connect EL families with schools. In 2021-22, FPS EL program hosted a series of EL Family Nights that started with a family meal and had programming for the full family. EL Family Nights will continue in the 2022-23 school year.

Fargo Public Schools provides a continuum of English language services beginning from infancy through the Even Start program and continuing throughout adulthood utilizing the

Fargo Adult Learning Center (FALC). The FALC offers both day and evening classes that include driver's literacy, citizenship, language, and technology instruction, along with cultural and social events. The Adult Learning Center EL staff collaborate with the FPS K-12 EL staff to promote family literacy and to help develop and support strong EL families in our community.

ENGLISH LEARNER STUDENTS



- ▶ An immigrant is someone who chooses to permanently resettle to another country. A migrant is someone who chooses to live in another country for a time to find work or better living conditions. Both immigrants and migrants are typically able to return to their country as they choose. A refugee is someone who has been forced to flee his/her home country to seek asylum/refuge in a different country. A refugee is typically unable to return to his/her country until persecution and violence have ended.





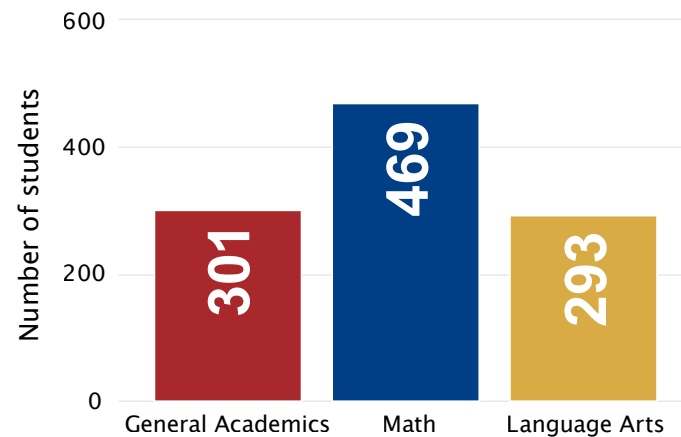
GIFTED SERVICES

Fargo Public Schools has a comprehensive gifted services program with dedicated staff and a wide range of gifted and enrichment instruction. In the 2021-22 school year, approximately 7% of the District's students in grades 1-8 receive gifted instruction or enrichment services in the following areas: subject acceleration, curriculum compacting, cluster grouping, independent study, grade skipping, early entrance, and enrichment cluster.

Beginning in the primary grades, the District uses classroom observation and informal small group instruction to identify students. If need and criterion are met, students are then matched to an appropriate gifted service. Service options include—academic clusters, cluster grouping, curriculum compacting, early entrance, single subject acceleration, independent study, and whole grade acceleration. Students receiving gifted services will have an Individualized Learning Plan (ILP). The student's progress is reviewed each year to determine if the service is still an appropriate match.

When a student reaches grades 9-12, they may elect to enroll in Advanced Placement and/or Dual Credit courses to further their accelerated learning opportunity.

STUDENTS IN GIFTED CLASSES



ADULT EDUCATION

The purpose of the Fargo Adult Learning Center (FALC) is to assist adult students in reaching their academic, employment, and post-secondary goals. The FALC has four primary program focus areas: English as a Second Language (ESL), General Educational Development (GED), Certified Nursing Assistant (CNA) Training, and Family Literacy/Even Start. The FALC is located at Agassiz, home to several of the District's alternative learning and community development programs.

In the 2021-22 school year, the FALC served more than 737 students through the following courses:

1. English as a Second Language
2. General Education Diploma
3. Adult Basic Education
4. U.S. Citizenship
5. Computer Literacy
6. Driver's Literacy (Driver's Permit, License and Intro to C.D.L.)
7. Family Literacy/Even Start
8. Intro to C.N.A
9. Intro to Education
10. Displaced Homemaker Program

Elder Citizen classes, activities, and Senior Dining are also offered at the FALC in collaboration with Lutheran Immigration and Refugee Services of North Dakota, Valley Senior Services and Concordia College Dining Services.

The average FALC student stays with the program for five months. The Center is grant-funded, which requires a heavy focus on survival English and workplace literacy. Testing is an integral part of the learning process - all students are pre-and post-tested and FALC staff follow up with alumni on a quarterly basis for one year following program completion.



737 TOTAL STUDENTS
ON NOVEMBER 1, 2021

53 GED
GRADUATES

20 AVERAGE
CLASS SIZE

2 CLASSROOM
TEACHERS

20 FULL-TIME
STAFF



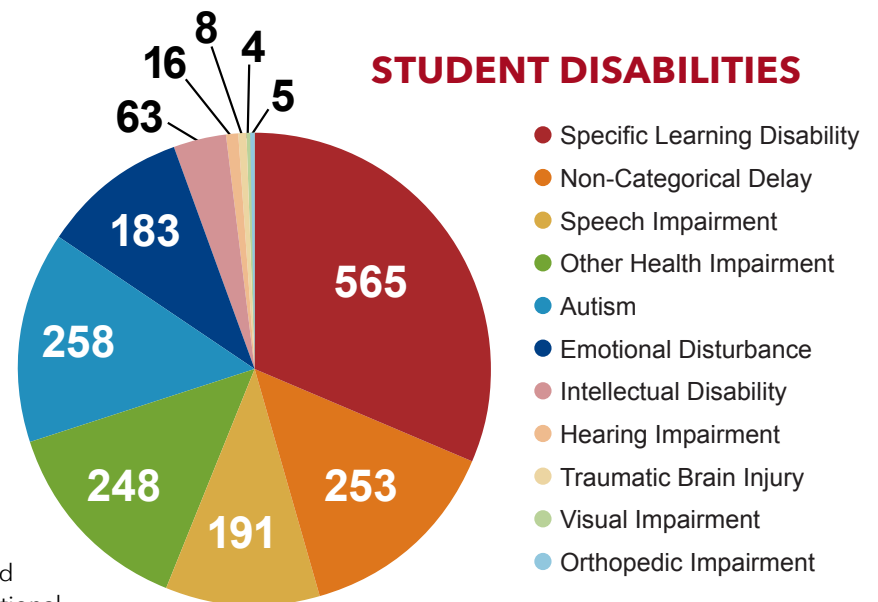
SPECIAL EDUCATION

Approximately 14% of the Fargo Public Schools student population qualifies to receive special education services. Special education is provided under the Individuals with Disabilities Act (IDEA), which ensures that students with disabilities receive access to general education as well as direct intervention in their area(s) of disability.

FPS provides education for students with disabilities in the least restrictive environment possible for each student as determined by the Individualized Education Plan (IEP). Students are identified to receive appropriate special education services through the District's Multi-Tiered System of Supports (MTSS) process. District instruction is provided by licensed regular education and special education teachers. Many FPS students receive additional classroom supports utilizing paraeducator staff.

The FPS Special Education Department is staffed by more than 200 service providers that includes not only specialized instructors, but also speech/language pathologists, occupational and physical therapists, and school psychologists.

STUDENT DISABILITIES







EXPLORER ACADEMY

Opening in fall 2021, the Explorer Academy is a K-8 special education day school with integrated project-based STEAM and gross motor program opportunities. The education program supports the whole child by embedding social-emotional learning in all facets of the educational experience. Explorer Academy staff strive to build relationships with every student to guide and engage them in self-regulation skills to enhance their academic and social-emotional growth.

The Explorer Academy environment was designed to meet students at their level of need rather than having them fit into traditional settings. Through the design of secured learning pod environments to sensory rooms, SmartLabs, small group rooms, classroom respite spaces, calming areas, soft gradient lighting, curved walls, soft paint palettes, visual announcements, state-of-the-art sensory gym, the Explorer Academy

17

TOTAL STUDENTS
SERVED

15

FULL-TIME CLASSROOM
AND SCHOOLWIDE STAFF

3

PART-TIME
PROVIDERS

5

FULL-TIME CARE
TEAM PROVIDERS



building offers a learning environment at a unique, individualized level for its learners.

Explorer Academy finds inspiration from our early North Dakota Explorers, Meriwether Lewis, William Clark and Sacagawea, as well as our many Indigenous ancestors, who appreciated and cultivated the land. The appreciation of the land inspired the color palette of natural elements (grass, stone, water, sky, crops) throughout Explorer Academy.

The Explorer Academy mascot, the wolf, was inspired by the North American Indigenous 7 Grandfather Teachings, which represents animals with a virtue. The teaching of

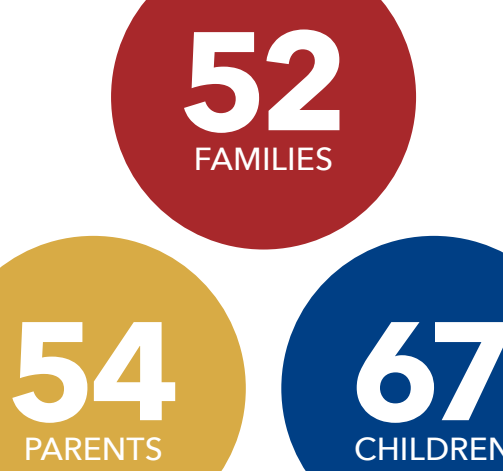
humility is taught to us by the wolf. The wolf is strong and powerful alone, but finds its greatest strength when part of a pack.

The classroom staffing model at Explorer Academy consist of three professionals: a special education teacher, a registered behavior technician and a paraeducator. The school campus is also equipped with a Care Team that provides proactive social emotional learning supports and is deployed during moments of crisis needs. The Care Team staffing is comprised of the school principal, psychologist, social worker, board certified behavior analyst (B.C.B.A.) and a health aide.



The Even Start Family Literacy program integrates early childhood education, adult literacy (including adult basic education or English Learner instruction), parenting education, and interactive parent and child literacy activities into a single, unified educational program.

1. Help parents improve their literacy or basic educational skills
2. Help parents become full partners in educating their children
3. Assist children in reaching their full potential as learners to enter school "Kindergarten ready"



52
FAMILIES

54
PARENTS

67
CHILDREN

Infographic showing statistics for families, parents, and children. The statistics are presented in three colored circles: red for families, yellow for parents, and blue for children. A small yellow heart icon is in the top right corner.

Category	Count
Families	52
Parents	54
Children	67

A stylized illustration of a white coffee cup with a smiling face, sitting on a saucer. The cup is filled with yellow liquid. Above the cup, there are several yellow hearts of different sizes and two curved lines representing steam. On the left side, there is a dark blue circular shape with a white letter 'N' inside.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Fargo Public Schools' mission is educating and empowering all students to succeed. Success includes growth in both academic and social-emotional learning. Positive Behavioral Interventions and Supports (PBIS)

is a nationally recognized framework for shifting school culture from punitive to culturally responsive and positively reinforcing. Students and staff collaborate in targeted school-wide positive behavioral expectations that are culturally informed and positively reinforced throughout the school day. Minor and major disciplinary infractions are clearly specified, as well as associated interventions designed to teach, reteach, and reinforce the skills needed to meet positive expectations.

Nationwide data on schools implementing PBIS indicate an average of 40% reduction of disciplinary events.

An implementation plan has been created to apply PBIS across all grade levels within FPS. The plan includes restorative practices, trauma-informed practices, and Social-Emotional Learning (SEL) to support the behavior and social-emotional learning of all students. The plan will assist buildings and the District with planning professional development opportunities for educators, identifying key indicators to monitor the implementation, and guiding the allocation of needed resources to buildings.

10 CRITICAL ELEMENTS OF PBIS

1. The PBIS Team-Principal
2. Clear Expectations & Rules
3. Teaching Behavior

4. Data Entry & Analysis
5. Recognition (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation

PBIS DATA - ELEMENTARY SCHOOL LEVEL

Fargo Public Schools elementary buildings completed their fourth year of PBIS implementation of Tier 1 Critical Elements during the 2021-22 school year. On average, the 16 elementary buildings implement 79% of the items within the 10 Critical Elements tracked as Benchmarks of Quality. In the spring of 2022, on average, the elementary schools in FPS are at 90% implementation of the Critical Elements Classroom Systems and Expectations and Rules. FPS exceeds 75% implementation of six of the ten critical elements and has made the greatest amount of progress in the element of Lesson Plans for Teaching Expectations and Rules since baseline scores were collected (Baseline: 26%; Year 4: 76% - an increase of 50%).

PBIS DATA - MIDDLE SCHOOL LEVEL

The implementation of PBIS at the middle level was interrupted due to COVID-19. During the 2022-23 school year, middle school leadership teams received a review of PBIS implementation as well as starting the initial work around restorative practices. Collectively, the strongest elements of the Benchmarks of Quality in our middle schools are Expectations and Rules Developed (85%) and Effective Procedures for Dealing with Discipline (85%). The most growth from the baseline report to current year was demonstrated in the PBIS teams (increase of 39%).

PBIS DATA - HIGH SCHOOL LEVEL

High schools began their PBIS implementation journey in the 2022-23 school year by forming PBIS leadership teams in each building, generating Faculty Commitment, and identifying consistent Guidelines for Success, which aligns to the Benchmarks of Quality Critical Element of Clear Expectations and Rules. In the baseline year, the critical element of Effective Procedures for Dealing with Discipline was implemented at 70%, with the element of Reward/Recognition Program Established have the most room for development.

RESTORATIVE PRACTICES

Fargo Public Schools has identified restorative practices as a high priority component of PBIS. Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. Meaning, through relationship building, the importance of community can be taught to students and help hold them accountable when harm has been caused.

All elementary staff have received professional development in restorative practices and have 2-3 staff members who have been trained as restorative conference facilitators. With the use of ESSER funding, in the 2022-23 school year all three middle schools will be trained in restorative practices and employ an on-site restorative conference facilitator. Davies and South high schools will have an on-site restorative conference facilitator in the 2022-23 school year, and their training and further expansion among the high schools is expected the following year.





6,200 LAPTOPS

2,600 CHROMEBOOKS

2,600 IPADS

TECHNOLOGY

The focus of the Fargo Public Schools Five Year Technology Plan (which can be viewed at www.fargo.k12.nd.us/techplan) is how technology can help engage learners, target instruction, advance professional development, support electronic resources, and continuously improve as new technologies emerge. One of the main components of the plan is the 1:1 Project, which provides personal learning devices to all students in grades Pre-K through 12, ensuring that every student in the District has access to a personal computer for both at school and at home learning. When needed, the District also assists families with home internet access.

Across all grade levels, teachers continue to reflect and revise curriculum and classroom activities to intentionally and systemically embed 21st Century Skills in all courses through the use of technology. Professional development continues to bring this essential learning to all teachers.

The District's Technology Department supports 2,600 iPads, 2,600 Chromebooks, and 6,200 laptops for student use. All resources are on a planned replacement cycle to ensure technology is continually being upgraded. High schools and middle schools each have a dedicated support technician, while seven and a half Help Desk positions support the 17 elementary and pre-school buildings and other District programs.



CAREER & TECHNICAL EDUCATION

Career and Technical Education (CTE) is an essential component in achieving Fargo Public Schools' (FPS) educational system's goal to educate and empower all students to succeed. From kindergarten through high school, FPS students are exposed to career education through self-awareness activities, career exploration, technical training, and co-curricular leadership activities.

CTE motivates students to stay in high school. FPS high school students who concentrated on a CTE coordinated plan of study pathway have a 98% graduation rate. Career and technical education provides a simulated experience for students to cultivate their passion through relevant learning projects spanning from automotive repair to video communication. During the 2021-22 school

year, 2,337 students participated in CTE courses in grades 9-12, with numerous students enrolling in more than one CTE course.

CAREER & TECHNICAL EDUCATION PROGRAMMING

CTE curriculums are designed to enrich learner education with a career lens. CTE learning is brought to life for students through real-world projects, industry-aligned skills, technology integration, job shadowing, industry certifications, capstone projects, and post-secondary partnerships. Self-reflection compels students to discover interests and acknowledge aptitudes which can set the stage for career pathway courses in high school. Grounded to labor market needs and essential skills, CTE provides students with content, technical skills, and dispositions to succeed

in future careers, college, military, and life.

In 2021-22, CTE teachers partnered directly with industry professionals to bridge high school curriculums with skills needed in today's workplace, resulting in social media marketing and hospitality course pilots, advancements in web design, Workforce Wednesday job fairs, industry field trips, and a Habitat for Humanity house project. Post-secondary curriculum alignments expanded dual credit options, with 200 students awarded a \$50 stipend for successful completion of one college course. The awards were funded through a \$5,000 grant from Xcel Energy, which has expanded to \$10,000 for the 2022-2023 school year.

In 2021-2022, Fargo Public Schools also unveiled a *Choice Ready dashboard* to

communicate essential skills, along with academic, work ready, and military ready indicators vital to graduating Choice Ready. The dashboard is accessible to students and families through PowerSchool and will empowers students to monitor their Choice Ready progress throughout their high school experience.

21st Century skills are vital to empowering students to succeed in life, college, and careers. Fargo CTE will continue to integrate activities and provide feedback around [Career Ready Practices](#) (CRP) indicators including: Responsible Employee, Technical Skills, Communication, Problem-solving, and Teamwork.

CAREER & TECHNICAL STUDENT ORGANIZATIONS

Fargo Public Schools values and supports CTE leadership development through co-curricular Career and Technical Student Organizations (CTSO). FPS high schools students have the opportunity to participate in Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Consumer and Career Leaders of America (FCCLA), SkillsUSA, Health Occupations Students of America (HOSA), Technology Student Association (TSA), and FIRST Robotics Competition (FRC), and Educators Rising. CTSOs extend learning beyond the classroom through leadership activities, community service projects, and state and national competitive events, empowering individuals to develop responsibility, meet personal goals, work as teams, and build leadership skills for post-secondary education and employment.

CAREER & TECHNICAL EDUCATION CONSORTIUM

Fargo Public Schools continues as a member and leader of the Cass County Career & Technical Education Center (C3TEC), along with West Fargo, Central Cass, and Northern Cass public schools and North Dakota State College of Science. FPS students can enroll in courses, online or face-to-face, across the consortium, expanding CTE options to additional programs such as agriculture education, aviation technology, diesel technology, and welding.

The C3TEC consortium in partnership with the North Dakota State College of School (NDSCS) celebrated the announcement and groundbreaking of a new Career Innovation Center (CIC), which will further expand career training and academic transfer programs for area high school and adult learners. The new building will be located at 4230 64th Avenue South in Fargo, N.D. and is scheduled to open in the 2023-24 school year.

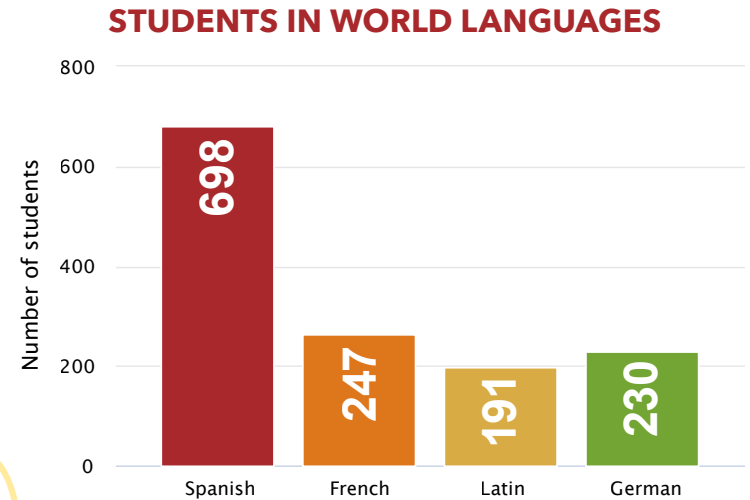
SCHOOL	DAVIES	NORTH	SOUTH	DAKOTA	GR.TOTAL
# OF STUDENTS	1088	792	671	1	2552
Students Per Program					
AUTO	21	19	40	0	80
BUSINESS	537	176	156	0	869
CC	105	72	24	0	201
COMPUTER	32	9	7	0	48
CONSTRUCTION	168	225	43	0	436
ENGINEERING	110	70	12	0	192
FACS	689	352	253	0	1294
HEALTH SCIENCE	149	54	36	0	239
VOLUNTEER HRS	13	31	4	0	48
MANUFACTURING	3	51	9	1	64
MARKETING	193	283	47	0	523
PHOTOGRAPHY	0	86	0	0	86
VIDEO	147	1	36	0	184
TOTALS	2167	1429	667	1	4264



WORLD LANGUAGES

Many universities recommend or require world language study as an enrollment prerequisite and often use it as scholarship criteria. Fargo Public Schools high school students are encouraged to pursue world language study to fulfill part or all of three graduation requirement credits (which may also be fulfilled with fine arts or career technical education courses) of the 24 total credits needed to graduate. Fargo Public Schools offers four levels of language study in French, German, Latin, and Spanish.

Courses stress listening, speaking, reading, and writing skills in the target language. Students master vocabulary and structural elements of the language appropriate to each level of study. Culture, literature, and art study of the target language and civilization is introduced in English with



progression to presentation in the target language only by Level Four. At Level Four, functional proficiency in the target language is the primary emphasis. Listening, speaking, reading, and writing are developed through original work.

Students in several of the District's offered world languages participate in national level language proficiency skills tests, with many students achieving state, regional, and even nationally ranked top scores. Many students also take College Level Examination Program (CLEP) tests prior to their college entrance and receive college credit for first-and second-year college-level world language courses without having to enroll in the actual college courses. Additionally, students may receive the North Dakota Seal of Biliteracy, which is an award presented to graduating students who have demonstrated proficiency in a language in addition to English. Proficiency is assessed by an outside evaluator using the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages for French, German, and Spanish and the ACTFL Latin Interpretive Reading Assessment for Latin. Gold Seals of Biliteracy are awarded when students are rated at the intermediate high level and Silver Seals of Biliteracy are awarded when students are rated at the intermediate low level.





VISUAL ARTS

The positive impact of arts study in association with other curriculum areas to produce students who are successfully career and college ready upon high school graduation has been articulated in recent years through S.T.E.A.M. focused learning - Science, Technology, Engineering, Arts, and Mathematics.

Visual arts teachers develop and present sequential lessons for K-12 students based upon the National Arts Core Standards of Creating, Presenting, Responding, and Connecting. The 21st Century Skills (Creativity, Critical Thinking, Collaboration, and Communication) along with the 8 Artist Habits of Mind are essential components of the art curriculum. Visual art lessons are age-and grade-level appropriate, and progress from introduction of concepts and techniques to individual experiential art creation, through to presentation and evaluation of finished work.

ELEMENTARY VISUAL ARTS

Elementary students learn to discuss and reflect on their own artwork and the art created in the past and today using an art vocabulary as they master "I can" skill and knowledge statements. Students in grades K-5 are provided with an annual art museum experience at the Katherine Kilbourne Burgum Center for Creativity at the Plains Art Museum of Fargo. In addition, students in Level C and the Explorer Academy are either provided with a Plains Art in school clay art experience or they have a field trip to the Plains Art Museum, depending on student needs.

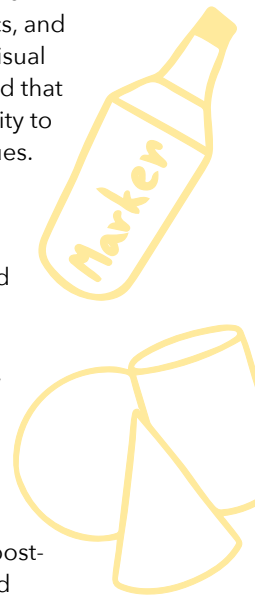
MIDDLE SCHOOL VISUAL ARTS

The middle school visual arts curriculum is required for all sixth-grade students and is offered as an elective for seventh and eighth grade. Students explore a variety of art techniques and processes through painting, drawing, mixed media, ceramics, and sculpture. Art students also learn to connect literature and visual expression while reflecting and critiquing their own work and that of others. Middle school art students also have an opportunity to exhibit their completed work in a variety of community venues.

HIGH SCHOOL VISUAL ARTS

High school students have the opportunity to enroll in a variety of beginning, intermediate, advanced, and Advanced Placement (AP) visual arts classes that may be used to fulfill elective requirements towards high school graduation. These classes include 2-D Design and Digital Drawing, Clay, and Sculpture, Drawing and Painting, and Photography. Students are introduced to a variety of materials and processes; individual development is encouraged with an emphasis on personal and creative expression.

AP Art classes are designed to help prepare students for a post-secondary experience and are intended for highly motivated students who are seriously interested in the study of art. These classes emphasize quality, concentration, and breadth of work. Students who submit a portfolio of 24 finished art pieces earn college credit for the high school AP Visual Arts course.



MUSIC

Research has shown that exposure to and participation in musical activities can boost IQ, maximize social and academic learning, improve memory, increase creativity, and enhance self-confidence among even more benefits. In addition to enhanced learning in other academic areas, music study also assists students to develop essential life success skills such as concentration, collaboration, critical thinking, creativity, and leadership.

Because of this data, Fargo Public Schools places an emphasis on music study and involvement to help educate and empower all students to succeed. Due to this dedication, FPS has been consistently named among the Best Communities for Music Education by the National Association of Music Merchants for 19 years.

ELEMENTARY MUSIC

All FPS elementary students receive 200 minutes of General Music education over two weeks, taught by certified music specialists.

Students are given sequential, standards-based instruction by exploring and working to meet the National Music Standards of Creating, Performing, Responding, and Connecting.

The students experience different styles and types of music as they grow their skills in improvisation, composition, and vocal and instrumental performance skills. Students receive many performing opportunities, which may include grade level performances, "informances," and concerts.

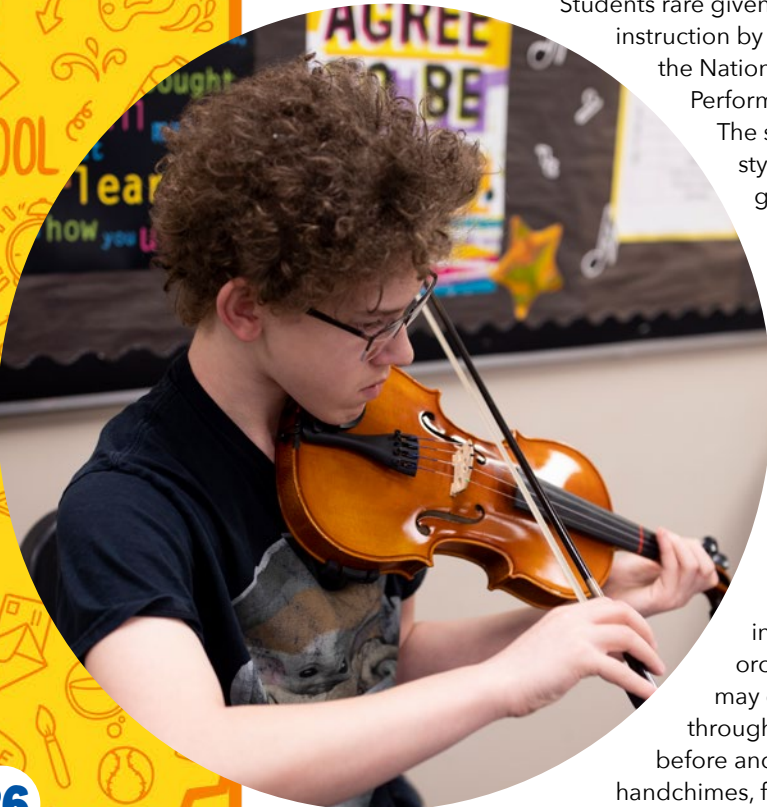
Orchestra is offered beginning in fifth grade. Students who elect to participate in orchestra receive both small group and large group string instruction in violin, viola, cello, bass, and orchestral performance. Students may extend their musical experiences through co-curricular activities offered before and after school, including choir, handchimes, folk dance, and world drumming.

LEARNING BANK

Students in kindergarten through sixth grade also participate in an annual musical field trip, where they attend a performance and learn about a different type of music each year. These are experiences students do not receive through regular school curriculum and music classes and are often the only time a child attends a performing arts event. Each year nearly 12,000 students experience these performances, coordinated by The Learning Bank, a non-profit organization primarily supported by the Fargo, West Fargo, and Moorhead public school districts. The Learning Bank focuses on delivering combined arts experiences to these three school districts, along with a few additional area private schools and regional public schools, thus reducing duplication and cost factors. Due to COVID-19, Learning Bank experiences were recorded and shown to students during the 2021-22 school year.

SECONDARY MUSIC

Band, Choir, and Orchestra are offered as elective music courses in our middle and high schools, which may be used to fulfill Fine Arts credits required for high school graduation. In these performing courses, students continue to receive sequential, standards-based instruction while they develop and strengthen skills specific to their instrument through small group instruction (sectionals) and large group rehearsals. In sixth grade, if students do not choose to participate in a performing group, they continue to grow their musical skills and appreciation through a General Music class. Through all secondary music courses, students advance their skills in theory, improvisation, composition, performance, and responding to music. Secondary students enrolled in performing group courses may also participate in co-curricular music groups offered outside of the regular school day. These specialized groups include Jazz Band, Chamber Orchestra, Honor Choir, and other ensembles.



THEATER ARTS

Research has shown that participation in Theater Arts courses or activities inspires and improves self-confidence and assists students to develop life success skills such as collaboration, concentration, communication, critical thinking, creativity, and leadership. Because of this data, the Fargo Public School District offers a full spectrum of Theater Arts experiences for students of all ages, from kindergarten through grade 12.

ELEMENTARY THEATER ARTS

Theater Arts experiences are offered to District elementary students through optional programs and performance experiences provided by Trollwood Performing Arts School and other visiting professional children's theater groups. Students of all abilities are introduced to basic Theater Arts concepts such as character acting, staging direction, vocal expression, verbal and non-verbal communication, and stage etiquette, while they build their imagination and self-confidence through performing age- and skill level-appropriate scripted productions. Students also participate in theater activities that strengthen communication skills, creativity, and self-expression. At the elementary level, these opportunities are outside of the regular school day and participation fees are often covered by the elementary school's Parent Teacher Association (PTA).

SECONDARY THEATER ARTS

Theater Arts courses are offered across the District for secondary students, beginning in seventh grade when all students participate in Creative Dramatics class. Students in grades 9-12 may earn elective credit towards high school graduation requirements for participation in Theater Arts courses. These courses continue to strengthen students' acting skills and knowledge as well as introduce them to the areas of theater technology (lighting, sound, set construction), staging, makeup, costuming, improvisation, and playwriting. Students in these courses continue to work to meet the National Theater Arts grade and skill level standards of Creating, Performing, Responding, and Connecting.

Secondary students may also participate in Theater Arts co-curricular programs in both middle and high school. All District secondary schools offer students the opportunity to participate in Theater productions throughout the regular school year, such as one act plays, variety and talent shows, dramatic productions, and musicals.

SUMMER THEATER ARTS PROGRAMMING

Fargo Public Schools also offers a unique theater arts intensive summer study program through Trollwood Performing Arts School (TPAS). Students in grades K-12 can participate in beginning through advanced levels of Theater Arts study and performance opportunities on the TPAS campus located at Bluestem Center for the Arts in Moorhead, MN. High school students are eligible for elective graduation credit for their participation.

CURRICULUM

High School Theater courses are based on a spiral curriculum based off the National Theater Standards of Performing, Creating, Responding, and Connecting. Some of the skills students gain are:

- developing a character and character traits
- blocking
- stage make-up
- evaluating performances
- experiencing the production process
- recognizing character's emotional state
- rehearsal skills
- receiving and using critiques
- directing skills
- theatrical collaboration
- acting techniques
- technical design
- improvisation
- script writing
- character study





SUMMER SCHOOL

In 2021, the Fargo Public Schools Summer School Program successfully returned to in-person instruction. Summer sports and music camps, ROTC, elementary enrichment programs, and Trollwood Performing Arts School resumed after closure due to COVID-19 in the summer of 2020. K-5 programming continued fully in the traditional in-person instruction, which is the best, preferred practice for younger students. The middle school and high school teams also gathered the best of what they learned through COVID-influenced distance learning and offered a high-quality suite of fully virtual courses that included a synchronous daily 90-minute zoom class meeting. Based upon student, parent and staff input, all middle school and high school programs had virtual class meetings on Fridays, which provided more access to other important summer activities – family, work, vacation, etc. This innovative in-person, hybrid and virtual programming in the middle school and high school was recognized by the ND Department of Public Instruction to hold much potential for quality teaching and learning that also meets the Choice Ready Essential Skills indicator for a student taking an on-line class.

During Summer 2021, students in Pre-K-12 completed more than 2,494 successful academic and/or courses

for credit seat opportunities. Students continued to have access to a multitude of fine arts and sports camps as well. Additionally, the Fargo Adult Learning Center completed 355 successful seat opportunities in their summer courses.

ELEMENTARY TRANSITIONS

Transitions Summer School is a teacher-referred academic program for students in kindergarten through grade five. It provides additional supports in the areas of Reading and/or Mathematics for students who need extra instruction to be successful for the upcoming school year. There are specific criteria that a student must meet to qualify for the program. A total of 663 students participated in 2021 Elementary Transitions programming.

ACADEMIC MIDDLE SCHOOL PROGRAMMING

The Middle School academic summer school program were held online through synchronous and asynchronous learning activities and face-to-face at Middle School campuses. Curriculum was teacher driven focusing on 21st Century, collaborative, project-based learning with an emphasis on real-world, current event activities. The state of North Dakota requires middle

school students to enroll in two courses for the summer school program. A total of 126 students participated targeted reading classes, 167 students enrolled in targeted math classes, 40 students enrolled in science exploration, and 36 students enrolled in Social Studies skills classes. These classes focus on boosting and maintaining academic skills over the summer.

ENGLISH LANGUAGE DEVELOPMENT

The English Language Development (ELD) program is for students who are acquiring and mastering English language skills. The program focuses on theme-based learning experiences that provide students practice in speaking, listening, reading, and writing, as well as acculturation. In 2021, the program was offered in person Monday through Thursday and asynchronous and synchronous via distance learning on Fridays during the month of June. In total, 103 students attended the ELD program in 2021.

EXTENDED SCHOOL YEAR

The Extended School Year (ESY) Program is designed for students in K-12 whose Individualized Education Plan (IEP) team has determined require continued programming during the summer months to maintain skills acquired during the school year. Students are eligible for the program based on their services and needs during the school year. The program was held in person at schools across the District, with a total of 274 students participated in ESY in summer 2021.



SECONDARY SUMMER SCHOOL

The FPS Secondary Summer School Program is an extension of the regular school year curriculum that provides an opportunity for students to reinforce skills learned during the school year, explore new areas of interest not available during the regular school year and complete regular course work for credit towards graduation requirements. In summer 2021, hybrid in-person and 100% virtual synchronous options were offered for most classes, including physical education. Virtual Fridays were popular with students and staff. The following number of students participated in summer school programming:

» Academics (grades 9-12)	629
» Driver's Ed (grades 9-12)	71
» Marketing (grades 9-12)	47
» Physical Ed (grades 9-12)	338



Student Activities

Fargo Public Schools is proud to offer students a variety of activities to participate in alongside their academic study. These activities include competitive athletics, academic clubs, performing arts, forensics and more. Fargo Public Schools highly encourages each student to participate in at least one co-curricular activity. During the 2021-22 school year, 63% of students in grades 6-12 participated in at least one co-curricular activity.

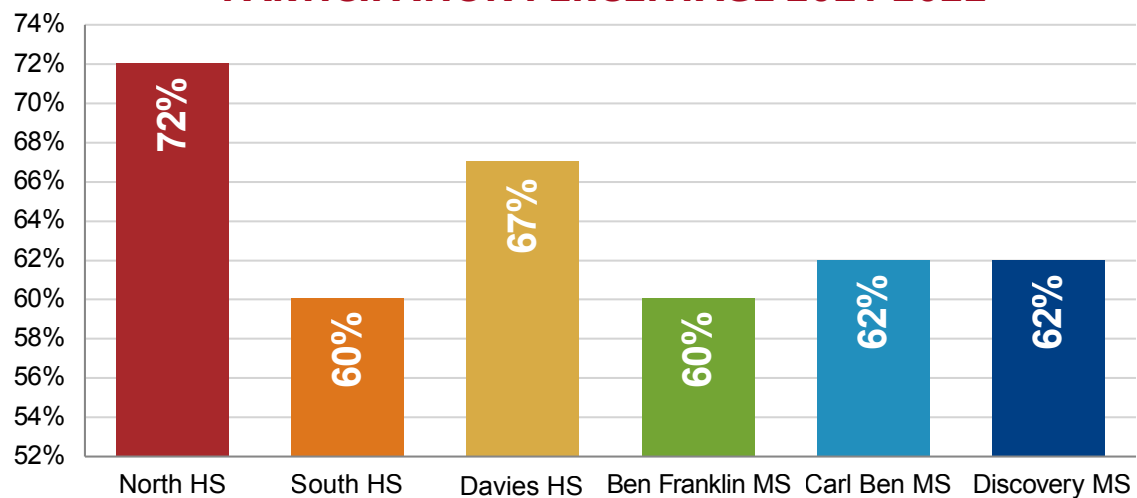
Fargo Public Schools sponsors 23 competitive athletic teams recognized by the North Dakota High School Activities Association. Students also have the opportunity to compete competitively in performing arts (choir, band, drama, etc.), as well as forensics (student congress, debate, and speech). Most District schools have a LEGO (elementary and middle school levels) or robotics (high school level) league that competes in organized regional and national meets. Many of the District's Career

and Technical Education subject areas offer students regional and national competitive participation through co-curricular organizations such as Future Business Leaders of America (FBLA) and SkillsUSA. In addition, there are a multitude of student clubs offered that vary from school to school within the District. These clubs can be academic in nature, such as German Club, a service focused club, such as PaY (Philanthropy and Youth), or a group devoted to a special interest, such as Environmental Club.

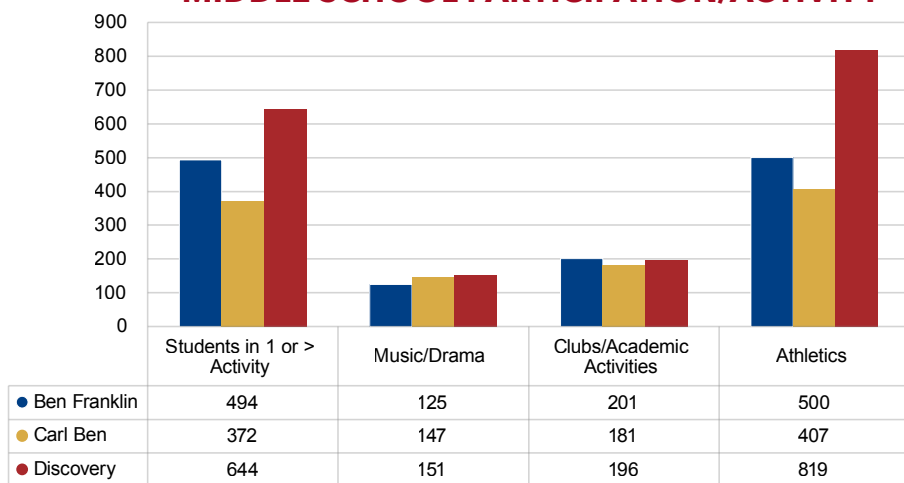
Throughout the school year, many students excel performing in fine arts. Each high school annually presents a musical, one-act play and three-act play plus additional dramatic performances. The music departments (band, choir, and orchestra) perform in many capacities and groups throughout the year, in their respective schools and throughout the community.

For more information on student activities, visit www.fargo.k12.nd.us/studentactivities.

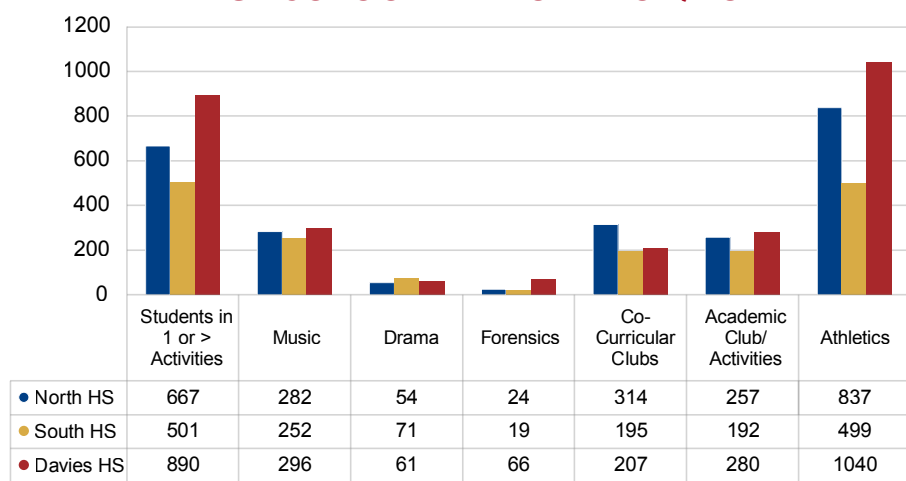
PARTICIPATION PERCENTAGE 2021-2022



MIDDLE SCHOOL PARTICIPATION/ACTIVITY



HIGH SCHOOL PARTICIPATION/ACTIVITY





Achievements

STUDENT ACHIEVEMENTS

Fargo Public Schools strives to provide an excellent learning environment for all students. Many of our students achieve high levels of success within the FPS education system, and annually a select group of students also attains recognition and success at regional and national levels. In addition, our students develop their citizenship skills through community and student-led service projects that benefit those in need, veterans, the elderly, the homeless population, and others. Competition and success in all endeavors supports District educational goals to shape students who are academically competent, display character, and possess life-skills to be independent.

FPS is proud of the 2021-22 achievements of the following students:

Presidential Scholar

Yaoyi Ma, Fargo North High School

North Dakota High School Activities Association Distinguished Student

Bayley Scott, Davies High School

MathCounts Champions

Discovery Middle School MathCounts Team

State Speech

Abbey Rudd, All-American, North High School

Fatima Attia, third in Impromptu Speaking, North High School

Gabrielle McGarvey, first in Extemporaneous Speaking, South High School

Anika Arifin, third in Extemporaneous Speaking, North High School

Anusha Yadav, second in Extemporaneous Speaking, Davies High School

Adeline Raum, second in Poetry, South High School

State DECA

Outstanding New DECA Member, Nick Newsam, North High School

North Outstanding Senior, Taylor Tedford, North High School



State Spelling Bee Champion

Luna Gasevic, Ben Franklin Middle School

North Dakota Association of Student Councils President

Bayley Scott, Davies High School

North Dakota Distinguished Young Woman

Amy Hong, South High School

National Merit Scholars

Darby Human, South High School

Dylan Feldner, Davies High School

Jaron Dufault, Luke Yokum, North High School

North Dakota Boy's State Kirk Smith Award

Gunnar Moody, South High School

North Dakota State Champions

Boys Soccer, Davies High School

Debate, Davies High School

Boys Swim & Dive, Davies High School

Girls Hockey, North High School/South High School

Girls Tennis, Davies High School

Girls Track & Field, Davies High School

Girls 300 Meter Hurdles: Kate Laqua, Davies High School

Girls 100 Meters: Cece Deebom, Davies High School

Boys 4x200 Meter Relay: Aiden Bourke, Tristan Quibell,
Justin Zulu, Austin Zulu, South High School

Girls 4x200 Meter Relay: Sanie Gayflor, Alimath Salou,
Ashton Safranski, Michaela Nesius, Davies High School

Boys 400 Meters: Austin Zulu, South High School

Girls 100 Meter Hurdles: Cece Deebom, Davies High School

Girls 200 Meters: Cece Deebom, Davies High School

Boys 4x400 Meter Relay: Justin Zulu, Tristan Quibell,
Aiden Bourke, Austin Zulu, South High School

Girls 4x400 Meter Relay: Ashton Safranski, Brenna Barnick,
Hailey Bjerke, Kate Laqua, Davies High School

North Dakota POWERade Outstanding Senior Athlete

Katie Iverson, Girls Swim & Dive, South High School

Adie Wagner, Girls Basketball, South High School

Adie Wagner, Girls Softball, South High School

Eastern Dakota Conference Champions

Boys Hockey, South High School

Girls Basketball, Davies High School

Boys Basketball, Davies High School

Girls Soccer, Davies High School

Girls Tennis, Davies High School

Boys Golf, Davies High School

Eastern Dakota Conference Senior Athlete of the Year

Adie Wagner, Girls Basketball, South High School



CHAMPION



STAFF ACHIEVEMENTS

Fargo Public Schools faculty and staff members are encouraged to continue their personal education and career certifications as role models and examples of life-long learners for our District students. Annually, many FPS teachers, administrators, and support staff members achieve high levels of success at regional and national levels.

FPS is proud of the 2021-22 achievements of the following faculty and staff members:

North Dakota Career & Technical Education Director's Award of Excellence

Dr. Denise Jonas, Career & Technical Education Director

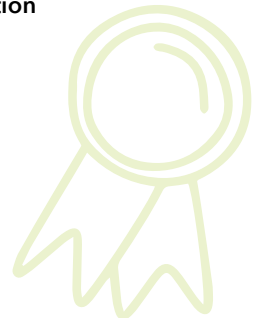
North Dakota United Everyday Superhero
Cairra Pfau, Longfellow Elementary School

North Dakota DECA Honorary Life Award
Denise Jonas, Director of Career and Technical Education

**Communication Speech and Theater Association
of North Dakota Debate Coach of the Year**
Christian Novak, South High School

VFW Teacher of the Year
Loretta Wellentin, Davies High School

WINNER!



North Dakota High School Assistant Principal of the Year
Kathy Cieslak, North High School

**North Dakota Career & Technical Education
Director's Award of Excellence**

Sara Smith and Ullrich Reichenbach, South High School

Wayne Werremeyer, Davies High School

AFJROTC Resiliency Covid-19 Award

Colonel Steven Muhs and Master Sergeant

James Gibson, South High School

**North Dakota High School Coaches
Association Subway Coach of the Year**

Ian Costello, Davies Boys Soccer

Talia Butery, North Girls Swim & Dive

Adam Roland, North Football

Paul Kolesar, Davies Girls Tennis

Adam Gronaas, Davies Boys Golf

Cynthia Thoreson Selland Teacher of the Year

Jessica Magnuson, Carl Ben Eielson Middle School

Eastern Dakota Conference Coach of the Year

Lisa Schwiden, Davies Girls Golf Coach

Bart Manson, Davies Boys Basketball

Rory Beil, Davies Boys and Girls Track & Field

Student Congress Coach of the Year

Denise Johnson, Davies High School

North Dakota Student Congress Coach of the Year

Denise Raeder-Johnson, Davies High School

DISTRICT ACHIEVEMENTS

The Fargo Public Schools faculty and staff exhibit a high level of commitment to provide and sustain an outstanding learning environment for all. As a result, our District as a whole, performs at an elevated level.

FPS is proud of the 2021-22 District Achievements:

Fargo Public Schools named among the **Best Communities for Music Education** for the 19th year by the National Association of Music Merchants.

Fargo Public Schools was named one of the **United Way's Most Generous Workplaces**.

Certificate of Excellence in Financial Reporting award, for the 18th year in a row, from the Association of School Business Officials International





Staff Recognition

TEACHER OF THE YEAR - AMY ANDERSON

Amy Anderson has worked within Fargo Public Schools for 22 years, accounting for nearly all her post-collegiate professional experience. She started with the District as an ECSE teacher at Hawthorne Elementary School in 2000. She worked at Hawthorne for two years from 2000-02 before moving with the ECSE program to Bennett Elementary School for the 2002-03 school year. She worked at Bennett from 2002-06. Anderson was then an ECSE Teacher at Eagles Education Center from 2006-13. She began working in ECSE at Agassiz in 2013 when the ECSE program relocated to Agassiz. Since 2020, Anderson has split her time as an ECSE Teacher at Longfellow and an Early Childhood Literacy Partner at Agassiz.

Anderson's selection as Teacher of the Year is reflective of the enthusiastic testimonials of her unceasing persistence and dedication to ensuring that each student receives the instruction and care they require to find the success they deserve. She is described as understanding of the needs

of her students, able to identify how to help each individual in the exact way that will be most beneficial for them. She is described as being a leader, innovator and role model for her peers. By helping her fellow teachers to learn and grow, her impact on students reaches beyond just those students she works with firsthand.

As an ECSE Teacher, Anderson works tirelessly to build solid foundational skills in students, including self-regulation, functional communication, independence, imagination, and the ability to be part of a group. Anderson specializes in differentiation and can work in a preschool class with a wide variety of needs and ensure each child receives the appropriate instruction to meet those needs.



1

ADMINISTRATOR OF THE YEAR - JENNIFER SCHULDHEISZ

Jennifer Schuldheisz has served Fargo Public Schools (FPS) for her entire 27-year professional career. She began as a special education teacher at Lincoln Elementary School in 1995. She taught fourth and fifth grade at Lincoln from 1999-2009. She was a Title Reading Teacher at Lincoln in 2009-10 and a Student Performance Strategist in 2010-11. Schuldheisz served as principal at Lincoln from 2011-14 and at Kennedy Elementary School in 2014-15. As Ed Clapp Elementary School's first principal, she guided the school through its opening in 2015 and has remained there since.

Her Administrator of the Year nominators describe her as someone who makes every individual at Ed Clapp, whether staff or student, feel important, respected, and cared for. She gives members of the staff handwritten notes of praise and encouragement. She has weekly check-ins with teachers and support staff to foster communication and ensure their needs are being met. Many of her nominators described situations in which medical or family emergencies arose and Schuldheisz was

understanding, compassionate and supportive. She has been a calming presence in those situations, helping to take the pressure off those individuals in whatever way she could and facilitated making the necessary arrangements to take care of the emergency.

In addition to leading the staff at Ed Clapp with her research-based approach, Schuldheisz is a respected leader among principals District-wide. She is an advocate and driving force for advancement in literary practices, special education, and equity and inclusion. Working in a large and diverse school, Schuldheisz sets an example for her staff and for other administrators to create a learning atmosphere said to be, "a wonderful place to work, and an amazingly supportive school environment for all children."



SUPPORT STAFF OF THE YEAR - JOEL CROSS

Joel Cross has served on the maintenance team at South High School for 15 years. First hired in a part-time capacity in 2007, Cross proved reliable and was hired full time in March of 2008. Cross has performed in multiple roles at South throughout the years, including custodian, assistant engineer, head assistant engineer, evening assistant engineer and now lead custodian. In 2018 his standout work, professionalism, and dependability were recognized as he was promoted into his current role.

Cross' selection as Support Staff of the Year is a reflection of his integral role at South High School. Cross is described as a hard worker with a "can do" attitude, willing to go far above and beyond the call of duty. He is known by his colleagues as the "Most Valuable Custodian," South's hardest worker, and a staple at South High School. Despite being stretched thin with a limited staff, he is fully willing to do what it takes to make sure students, staff and guests have access to a clean and functional building. His nominators say he never complains and always shows up promptly and is willing to help them accomplish the tasks that need to be done. He is described as

a very conscientious, organized, humble and passionate individual. His willingness to go above and beyond over the years is not limited to his maintenance duties. He has enthusiastically agreed to grill at senior picnics and DJ school events.

Cross is described as a problem solver, always searching for ways to improve the condition of the school. He puts in the time and effort to explore new processes, products, and technologies to help his team adapt and improve within an ever-changing environment. During the COVID-19 pandemic, he has been open to any changes necessary to ensure the safety and comfort of South's students and staff. When confronted with new protocols or activities necessitated by the evolution of the pandemic, he has been ready to attack the challenges with ferocity to serve those within the school.





Financial Overview

Fargo Public Schools operates under a Long Range Financial Plan (LRFinP), which provides a road map for the District's financial well-being and a plan to achieve desired educational results by combining financial projections with financial strategizing. The LRFinP is used as a tool to identify financial opportunities and obstructions. The LRFinP clarifies the District's financial strategic intent and imposes discipline on decision makers to consider the long-term effects of financial decisions made today. The LRFinP also projects revenues and expenditures into the future. Unlike a budget, it does not authorize expenditures, but illustrates what may happen to the District's ability to pay for and provide services, given a set of economic assumptions.

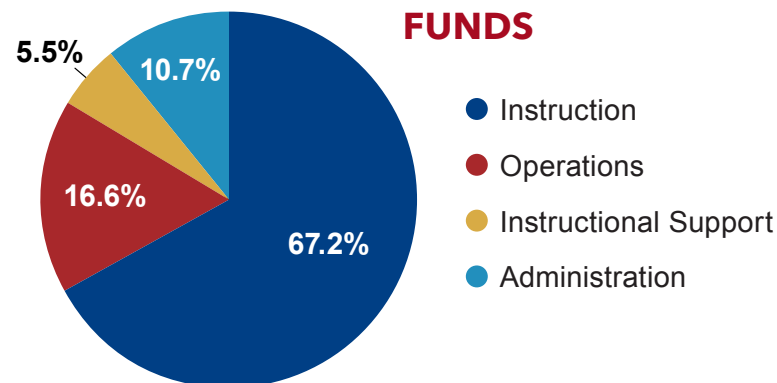
To view the full Long Range Financial Plan, visit www.fargo.k12.nd.us/longrangefinancialplan.

Fargo Public Schools has established a financial position that is fiscally sound. The fund balance on June 30, 2021 was \$37,003,651 or 21% of General Fund expenditures for the year. The fund balance allows the District to generate additional revenues through investment income and pay for unexpected or emergency costs and provides for a positive credit rating.

The District's revenue is divided into local, state, and federal sources. Local revenues are comprised of property taxes,

interest income, tuition, and other fees assessed by the District for services provided to students and patrons. State revenue sources include foundation aid, grants, and other educational related funding. Federal funding is generally restricted in nature for specific programs.

Like most school districts, FPS spends most of its resources on salary and benefits for staff. Fargo Public Schools spends 80% of the General Fund budget on personnel costs. Other expenditures can be broken down into the categories of purchased services, supplies, equipment, and other costs.



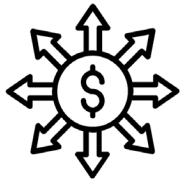
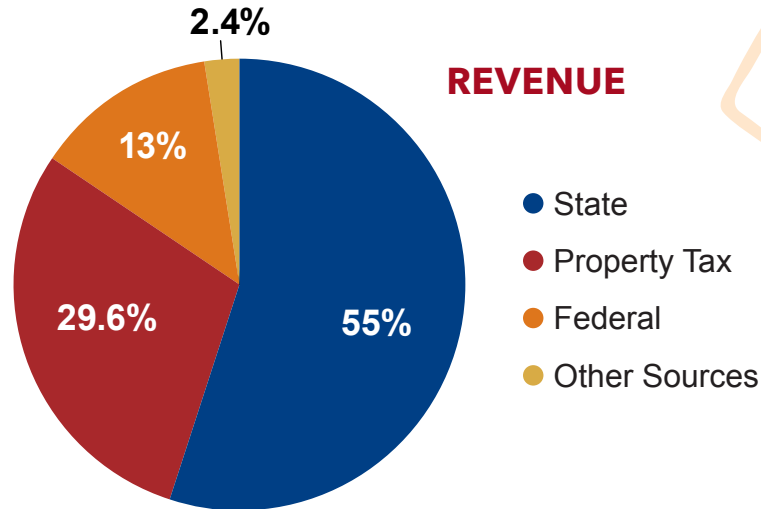


INCOMING FUNDS

The majority of K-12 public education funding in North Dakota is from State Aid.

The next largest source of funding for the District is from local taxpayers, which comes as a function of the value of the taxable property within the District.

Rounding out funding is federal grant revenue and other sources, such as tuition and rental income.

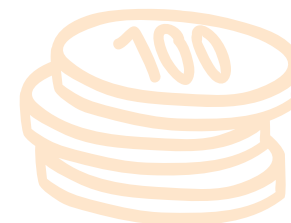
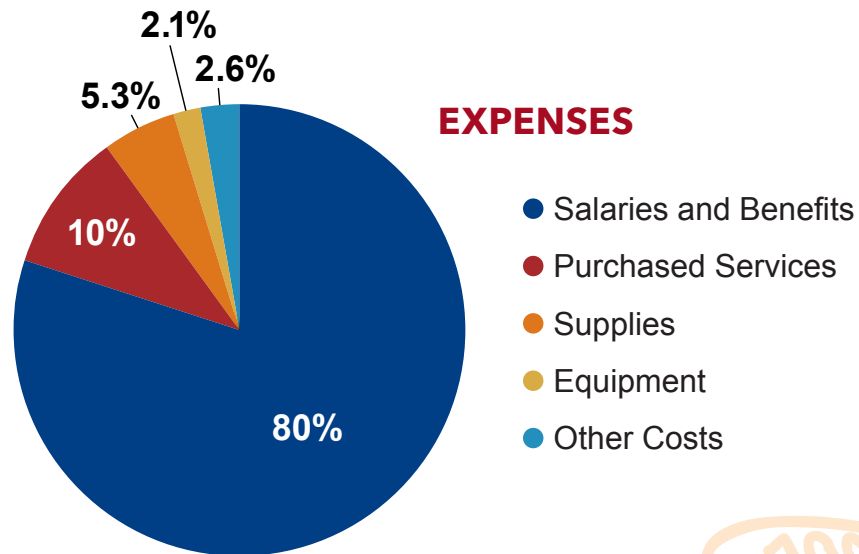


OUTGOING FUNDS

The majority of outflows are for instructional purposes including teacher and paraprofessional staff, supplies, equipment, and instructional support.

Operational expenditures include facilities costs, transportation, and central office services.

Administration is the smallest portion and consists of principal, school board, and executive office expenditures.



ESSER Funding

FEDERAL RELIEF FUNDING TO SCHOOLS

Since March 2020, federal relief plans have provided funding to K-12 schools through the Coronavirus Aid, Relief, and Economic Security Act (CARES), the Coronavirus Response and Relief Supplemental Appropriations Act (CCRSA), and the American Rescue Plan (ARP).

These federal funding packages have come to be known as "ESSER," or Elementary and Secondary School Emergency Relief funds. While the specific rules for spending the funds vary between grant awards, the overall intent has been to aid public schools in responding to and recovering from the pandemic.

The table below provides information related to funding Fargo Public Schools has been allocated.

The largest funding package has come through ESSER III, which continues through September 30, 2024. A minimum of 20% of the award amount must be spent on activities to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. Fargo Public Schools has focused on meeting this requirement through activities such as:

- Hiring additional teaching, intervention, and support staff at all levels
- Implementation of personalized learning and assessment systems
- Mental health supports
- Tutoring and after school programs

FARGO PUBLIC SCHOOLS ESSER FUNDING ALLOCATION

Funding Opportunity	Duration	Award Amount
Coronavirus Relief Fund-K-12 COVID Resiliency	07/01/2020 - 12/30/2020	\$2,913,647
Coronavirus Relief Fund-Broadband Grants	07/01/2020 - 06/30/2021	\$47,391
Coronavirus Relief Fund-Education Corps Funding	07/01/2020 - 06/30/2021	\$2,526,829
Special Education Early Childhood ESSER Professional Development Funds	07/01/2020 - 06/30/2021	\$2,979
Governor's Emergency Relief	07/01/2020 - 12/31/2021	\$181,944
Adult Integrated Education and Training Grants - ESSER Initiative	10/08/2021 - 06/30/2022	\$42,520
ESSER	03/13/2020 - 09/30/2022	\$3,275,476
ESSER II	03/13/2020 - 09/30/2023	\$13,420,086
ESSER II - State Admin Discretionary Funds - Empower U	07/01/2021 - 09/30/2023	\$975
ARP - Special Education Funds	07/01/2021 - 09/30/2023	\$649,596
ARP - Special Education Funds Preschool	07/01/2021 - 09/30/2023	\$24,434
ESSER III	03/13/2020 - 09/30/2024	\$30,011,836
ARP - Homeless Children and Youth	04/23/2021 - 09/30/2024	\$186,569
TOTAL		\$53,284,281

ESSER FUNDED PROJECTS AND STAFF

Project	Description
1:1 Devices	Elementary 1:1 student learning devices
Student Success Coaches	2.0 FTE at each high school to work with struggling students
Gifted & Talented Instruction	2.0 FTE at each high school to work with struggling students
Distance Learning Instruction	2.0 FTE to provide leadership for FPS online academy
Resources to Support Math	Math materials and PD for all elementary schools
Registered Behavior Technicians	9.0 Registered Behavior Technicians to serve highest need schools
Math Coaches	3.4 FTE Middle School math coaches
Mental Health Supports	Counselor professional development, targeted case management and mental health contracted services, and additional social workers and family facilitators
Academic Interventionists & Paras	6.6 FTE teachers and paras providing academic interventions at the high schools
Catalyst Approach (ENVoY)	District-wide implementation including a program facilitator, professional development, and training/coaching
Recess Stipends	Stipend for teachers to manage elementary recess for their students
Resources to Support Literacy	Literacy materials for grades K-6
One for All, All for One	Special Education and English Learner teaching endorsements plus professional development
Addressing Unique Needs of Disadvantaged Children	Attendance and cultural specialists, mentors, and family engagement programs
Special Education Supports	Instructional coaches, curriculum, and assessment systems
Student Assessments	Additional pay for summer work to assess and evaluate student needs
Long Term Teacher Substitutes	40.0 FTE to provide continuity in buildings
Personalized Learning & Assessment System	Tools to support differentiation for mixed ability learners, assessments, and professional learning
Interventionists	14.0 FTE elementary academic interventionists
Floor Scrubbers & Air Quality	Robotic floor scrubbers for the three high schools and air quality tester
McKinley Roof	Roof replacement to positively impact air quality
Ben Franklin HVAC	HVAC system upgrade to positively impact air quality

Above is additional information on ESSER funded projects and staff members hired using these grant dollars.

Fargo Public Schools will continue to assess the needs and progress of our students to responsibly utilize the remaining resources during the ESSER funding period as we educate and empower all students to succeed.



District Facilities

FACILITIES OVERVIEW

Fargo Public Schools maintains a Long-Range Facility Plan (LRFP) for its facility planning needs. The LRFP accounts for District enrollment projections, building capacities, and future city development and expansion to guide the District's philosophy for making future decisions regarding facility needs and usage. The LRFP lays out a planned schedule for facility maintenance and remodeling and outlines potential building use adjustments and ancillary program facility development to best meet the changing facility needs of the District.

During the 2021-22 school year, administration reviewed the plan and prepared it for revisions to be submitted to the Board of Education for reapproval. Reapproval is planned in fall 2022. To view the Long-Range Facility Plan, visit www.fargo.k12.nd.us/LRFP.

During the 2021-22 school year, the following projects were a part of the LRFP initiatives:

- The Davies High School artificial turf project was completed and used for fall sports. A ribbon cutting ceremony was held on August 27, 2021.
- Construction was completed on the Explorer Academy, North Dakota's first K-8 special education day public school with integrated project-based STEAM and gross motor

program opportunities, in early fall. Student programming for grades K-8 began on September 13, 2021.

- The District Office moved to a new location, 700 7th Street South in Fargo, in early October. In June 2020, the School Board approved the purchase of the former RDO Office Building to serve as the new home of District administration. A renovation project was completed in the building to establish a Board room, professional development training area, storage area and small meeting spaces prior to occupancy.
- Work began on a track and field facility for North High School. On January 11, 2022, School Board members authorized administration to secure bids for the project, which were awarded at the March 8 Board meeting. The project included a renovation of the south parking lot of the building, a concessions building and storage building, and artificial turf within the track. The artificial turf was funded in part through fundraising efforts by the North High School Booster Club.
- Board members authorized administration to secure bids for an addition on the Hawthorne Elementary School for the Early Childhood Special Education Program at the January 11, 2022 school board meeting. Due to zoning and rezoning issues, the project was postponed.

DISTRICT BUILDINGS

DISTRICT OFFICE

The Fargo Public Schools administrative offices and departmental staff are housed at the FPS District Office, located at 700 7th Street South, in Fargo. The building also includes the Board of Education meeting room, and professional development and meeting space for the District.

FPS OPERATIONS CENTER

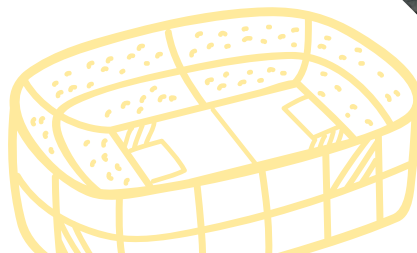
Built in 2017, the Fargo Public Schools Operations Center is situated along 40th Avenue South in Fargo. The facility houses the District's Nutrition Services Department and Central Kitchen, Maintenance Department and Supplies Warehouse, Trades Department, and Print Shop.

AGASSIZ

The Agassiz building is located along South University Drive at 9th Avenue. Repurposed in 2012, Agassiz houses Woodrow Wilson High School, the District's alternative high school, along with other District programs, such as Early Childhood Special Education, Adult Learning Center, and Even Start Family Literacy Program.

TROLLWOOD PERFORMING ARTS SCHOOL

Trollwood Performing Arts School (TPAS) began in 1978 and offers theatre art performance opportunities for students. In 2016, TPAS moved to its current location at Bluestem Center for the Arts in Moorhead, MN. The complex includes administrative spaces, indoor and outdoor classrooms, event rental spaces, and a permanent outdoor stage. In addition to the TPAS Mainstage Musical, Bluestem hosts public concerts by national artists the spring, summer, and fall months. The land and facilities are owned by the City of Moorhead, but TPAS manages and operates them.



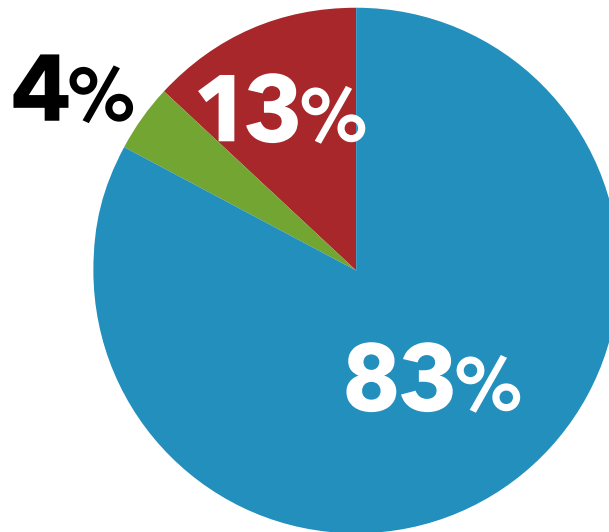
Post-Graduation Information

ATTENDING
FOUR-YEAR
COLLEGE

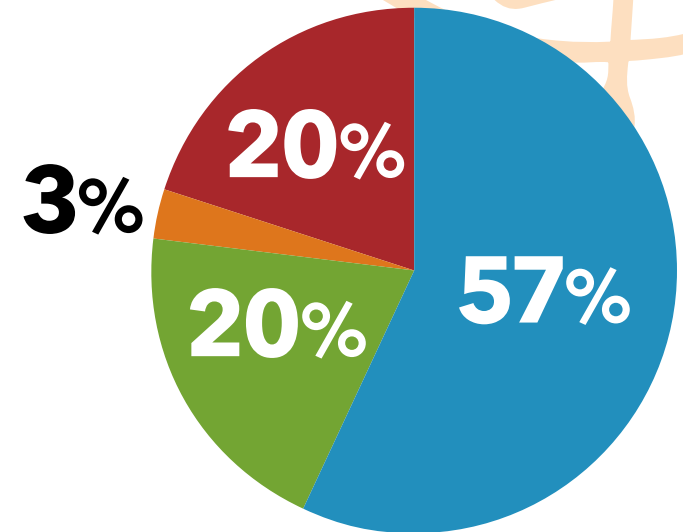
ATTENDING
TWO-YEAR
COLLEGE

ENTERING
MILITARY
SERVICE

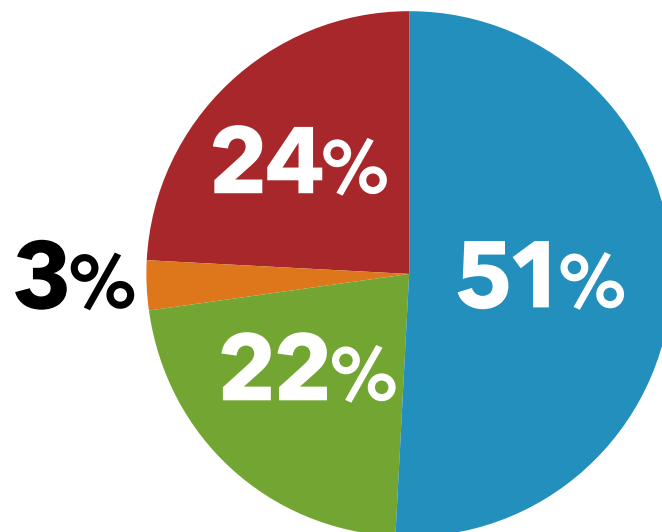
WORKING OR
HAVE OTHER
PLANS



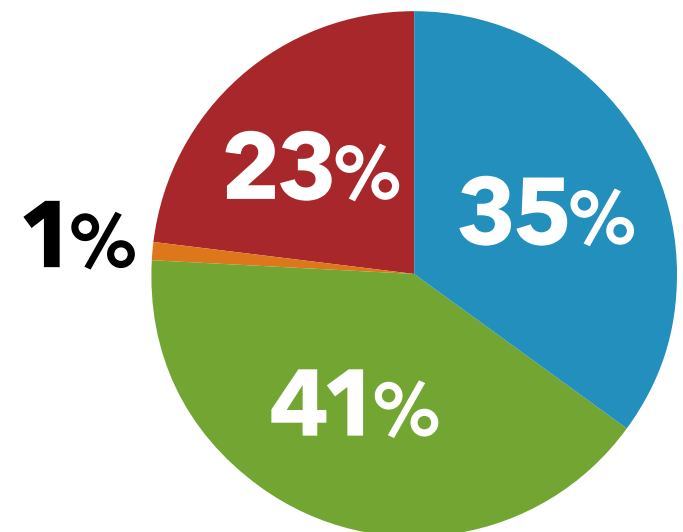
DAVIES HIGH SCHOOL



NORTH HIGH SCHOOL



SOUTH HIGH SCHOOL



DAKOTA HIGH SCHOOL



Bennett Elementary School

20

AVERAGE
CLASS SIZE

76

FULL-TIME STAFF

19

LANGUAGES
SPOKEN

5%

OF STUDENTS ARE
ENGLISH LEARNERS

9%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

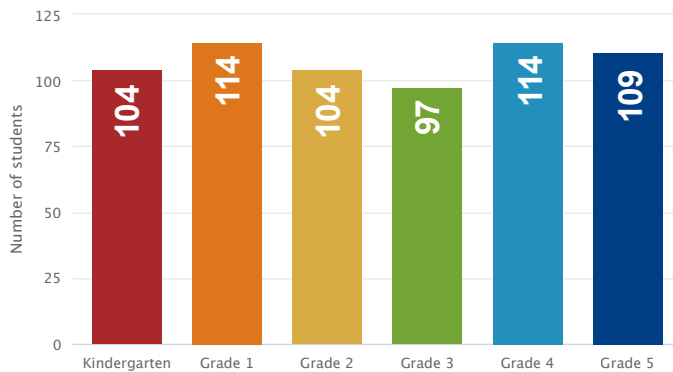
7%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

9%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

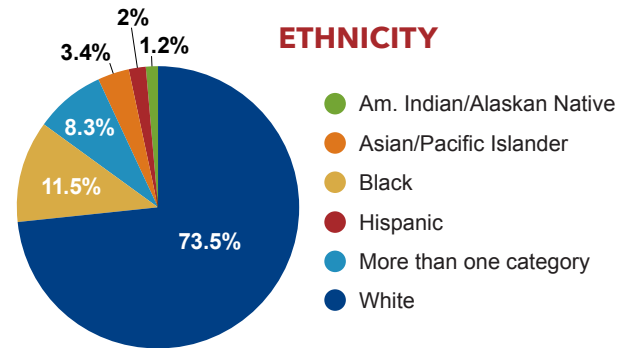
STUDENT ENROLLMENT 2021-22



642

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	40.2%	63.5%
5	57.3%	71.3%

MAP PROFICIENT

GRADE	READING	MATH
3	57.7%	48%
4	46%	41.4%
5	58.3%	44.9%

NDSA PROFICIENT

GRADE	READING	MATH
3	57.3%	74%
4	53.6%	45.5%
5	72.9%	72%



Centennial Elementary School

20

AVERAGE
CLASS SIZE

70

FULL-TIME STAFF

22

LANGUAGES
SPOKEN

5%

OF STUDENTS ARE
ENGLISH LEARNERS

13%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

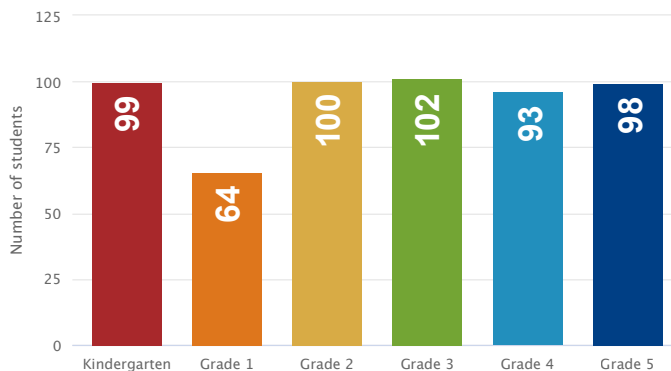
5%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

12%

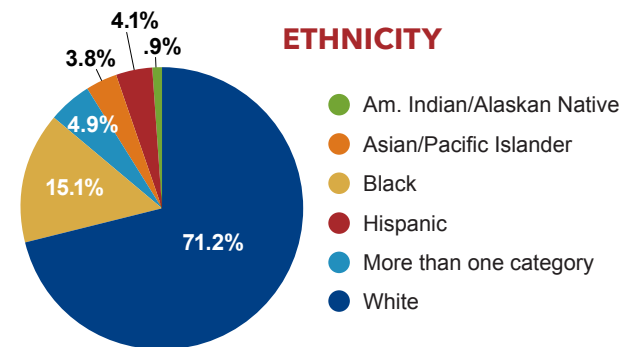
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



556
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	42.7%	46.3%
5	41.8%	36.3%

MAP PROFICIENT

GRADE	READING	MATH
3	51.5%	37.6%
4	44%	31.9%
5	45.2%	22.6%

NDSA PROFICIENT

GRADE	READING	MATH
3	32.4%	46.1%
4	37.4%	37.4%
5	42.1%	28.4%



Clara Barton Elementary School

Clara Barton is paired with Hawthorne Elementary School

18

AVERAGE
CLASS SIZE

39

FULL-TIME STAFF

5

LANGUAGES
SPOKEN

2%

OF STUDENTS ARE
ENGLISH LEARNERS

13%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

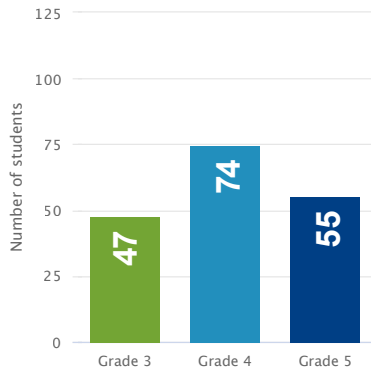
17%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

15%

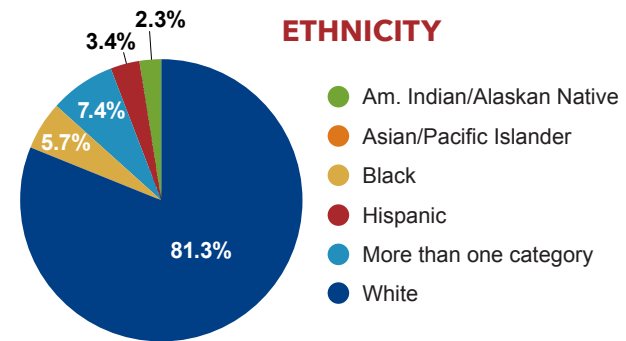
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



176
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
3	61.5%	50%
4	36.7%	62.7%
5	47.9%	57.4%

MAP PROFICIENT

GRADE	READING	MATH
3	66.7%	45.5%
4	51.5%	25.4%
5	46.2%	30%

NDSA PROFICIENT

GRADE	READING	MATH
3	63.6%	63.6%
4	44.8%	32.8%
5	56.4%	65.5%



Eagles Elementary School

18

AVERAGE
CLASS SIZE

73

FULL-TIME STAFF

13

LANGUAGES
SPOKEN

10%

OF STUDENTS ARE
ENGLISH LEARNERS

30%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

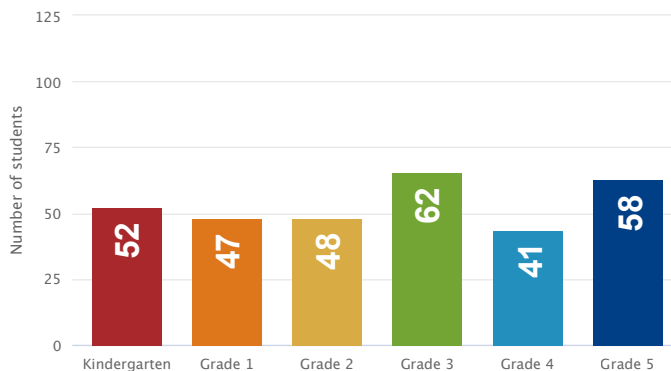
11%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

17%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

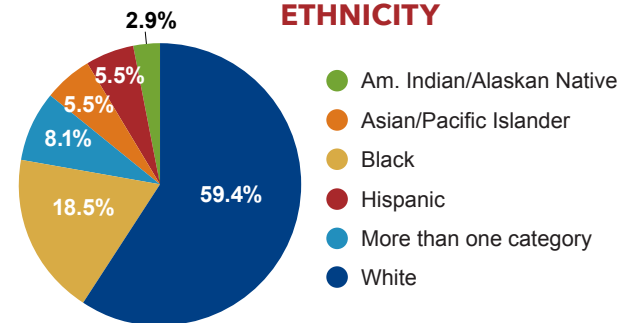
STUDENT ENROLLMENT 2021-22



308

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	51.5%	59.4%
5	51%	48.9%

MAP PROFICIENT

GRADE	READING	MATH
3	48.3%	39.7%
4	52.6%	34.2%
5	46%	18.4%

NDSA PROFICIENT

GRADE	READING	MATH
3	35.1%	42.1%
4	41%	41%
5	51%	40.8%



Ed Clapp Elementary School

18

AVERAGE
CLASS SIZE

89

FULL-TIME STAFF

21

LANGUAGES
SPOKEN

18%

OF STUDENTS ARE
ENGLISH LEARNERS

42%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

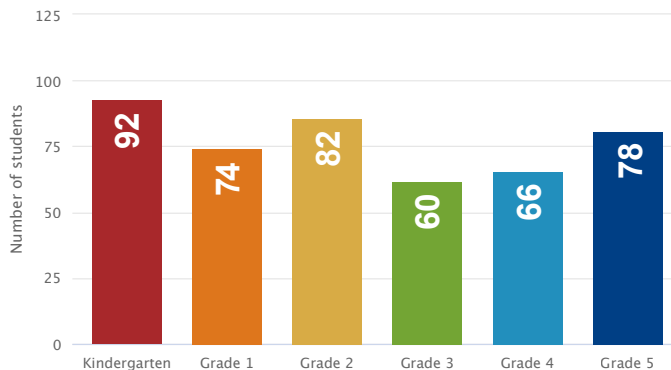
5%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

17%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

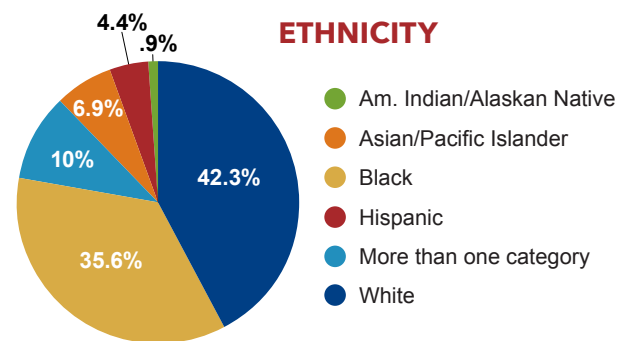
STUDENT ENROLLMENT 2021-22



452

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	50.9%	64.2%
5	52.3%	71.9%

MAP PROFICIENT

GRADE	READING	MATH
3	33.9%	23.7%
4	30.9%	13.2%
5	32%	16%

NDSA PROFICIENT

GRADE	READING	MATH
3	20.3%	30.5%
4	25.8%	16.7%
5	33.3%	26.4%





Hawthorne Elementary School

Hawthorne is paired with Clara Barton Elementary School

20
AVERAGE
CLASS SIZE

27
FULL-TIME STAFF

3
LANGUAGES
SPOKEN

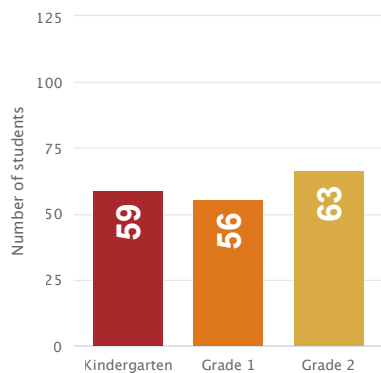
2%
OF STUDENTS ARE
ENGLISH LEARNERS

17%
OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

6%
OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

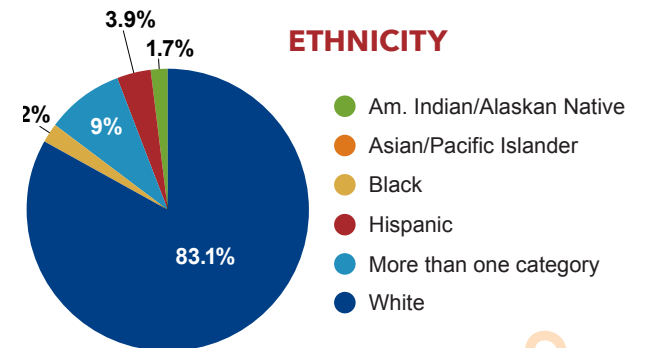
12%
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



178
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



Note: MAP Growth, Map Proficiency, and NDSA Proficiency are not applicable in K-2.



Horace Mann Elementary School

Horace Mann is paired with Roosevelt Elementary School

20

AVERAGE
CLASS SIZE

47

FULL-TIME STAFF

5

LANGUAGES
SPOKEN

3%

OF STUDENTS ARE
ENGLISH LEARNERS

32%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

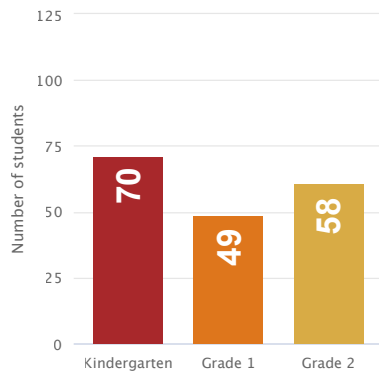
0%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

17%

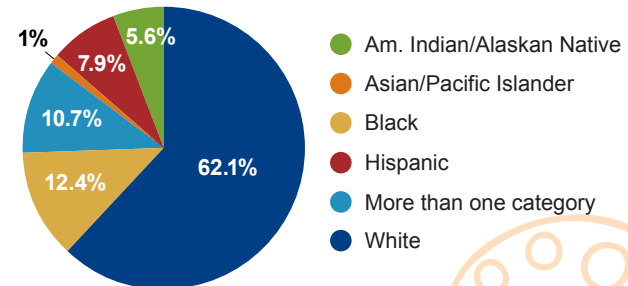
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



177
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



Note: MAP Growth, Map Proficiency, and NDSA Proficiency are not applicable in K-2.



Jefferson Elementary School

17

AVERAGE
CLASS SIZE

64

FULL-TIME STAFF

21

LANGUAGES
SPOKEN

28%

OF STUDENTS ARE
ENGLISH LEARNERS

38%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

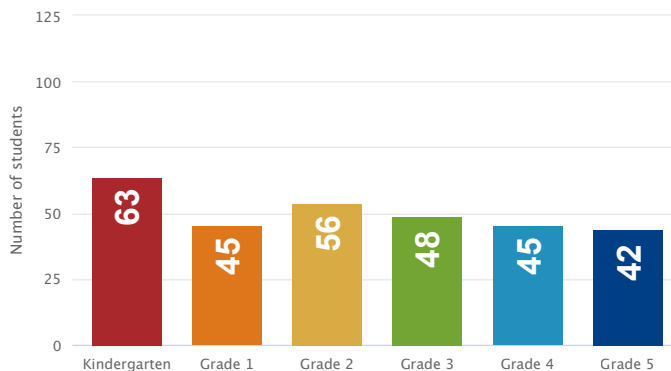
4%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

20%

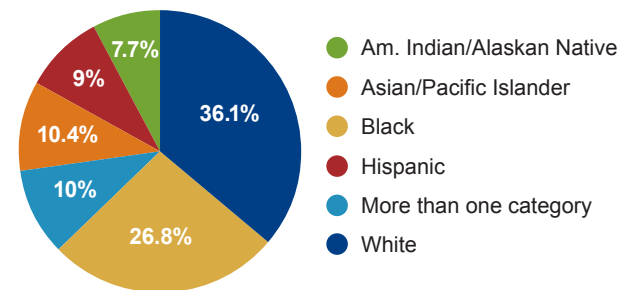
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



299
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	41.2%	39.4%
5	48.1%	46.7%

MAP PROFICIENT

GRADE	READING	MATH
3	21.4%	11.9%
4	20.5%	10.5%
5	16.7%	5.3%

NDSA PROFICIENT

GRADE	READING	MATH
3	20%	8.9%
4	12.8%	2.5%
5	19.4%	16.7%

Kennedy Elementary School

18

AVERAGE
CLASS SIZE

80

FULL-TIME STAFF

21

LANGUAGES
SPOKEN

8%

OF STUDENTS ARE
ENGLISH LEARNERS

14%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

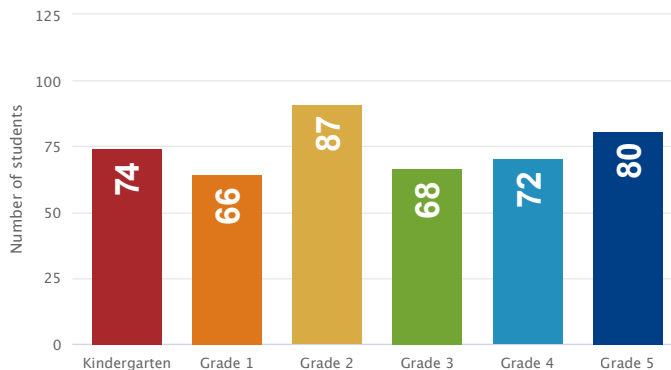
6%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

13%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

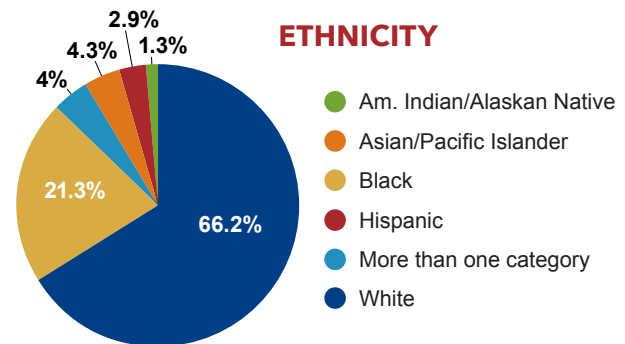
STUDENT ENROLLMENT 2021-22



447

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	45%	62.1%
5	42.6%	61.2%

MAP PROFICIENT

GRADE	READING	MATH
3	42.4%	39.1%
4	46.2%	35.9%
5	55.3%	33.3%

NDSA PROFICIENT

GRADE	READING	MATH
3	39.7%	39.7%
4	39.7%	41.2%
5	36.4%	48.1%



Lewis & Clark Elementary School

19

AVERAGE
CLASS SIZE

89

FULL-TIME STAFF

14

LANGUAGES
SPOKEN

6%

OF STUDENTS ARE
ENGLISH LEARNERS

22%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

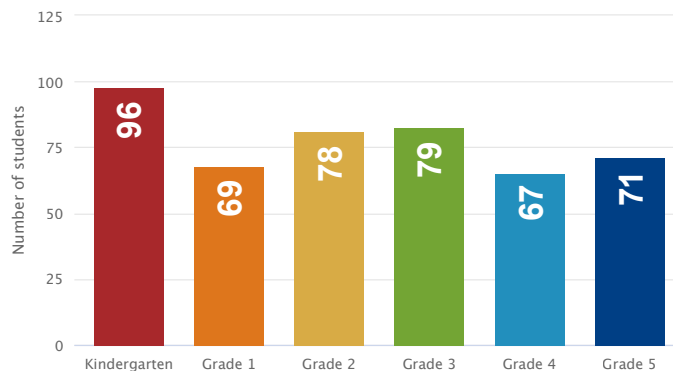
6%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

18%

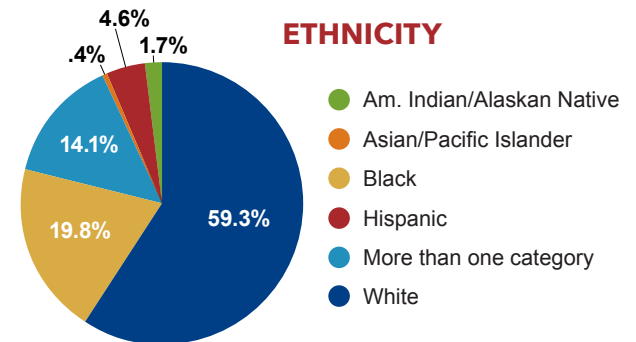
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



460
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	62.7%	44.1%
5	55.4%	49.1%

MAP PROFICIENT

GRADE	READING	MATH
3	25.7%	14.7%
4	44.8%	19.4%
5	42.4%	23.4%

NDSA PROFICIENT

GRADE	READING	MATH
3	20.8%	16.9%
4	41.2%	20.3%
5	41.5%	36.9%



Lincoln Elementary School

19

AVERAGE
CLASS SIZE

82

FULL-TIME STAFF

14

LANGUAGES
SPOKEN

14%

OF STUDENTS ARE
ENGLISH LEARNERS

36%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

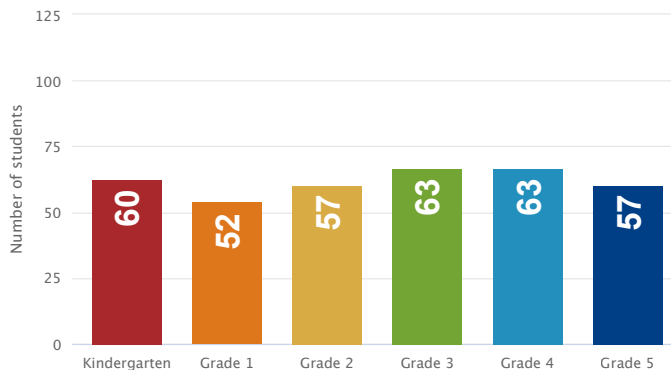
21%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

20%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

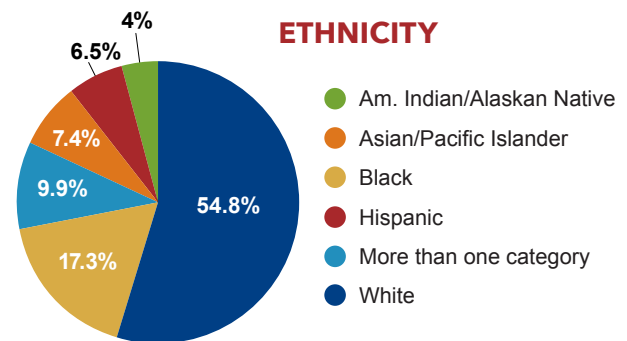
STUDENT ENROLLMENT 2021-22



352

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	47.2%	51.9%
5	60%	40%

MAP PROFICIENT

GRADE	READING	MATH
3	25%	18.3%
4	48.3%	20.7%
5	49.1%	13.2%

NDSA PROFICIENT

GRADE	READING	MATH
3	34.5%	24.1%
4	38.9%	23.6%
5	36.5%	36.5%





Longfellow Elementary School

20

AVERAGE
CLASS SIZE

64

FULL-TIME STAFF

6

LANGUAGES
SPOKEN

1%

OF STUDENTS ARE
ENGLISH LEARNERS

2%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

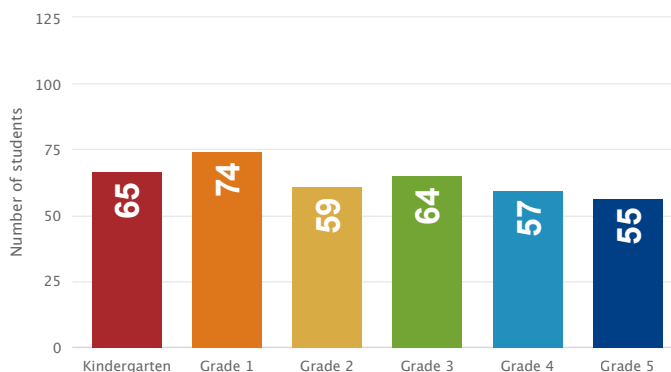
11%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

9%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22

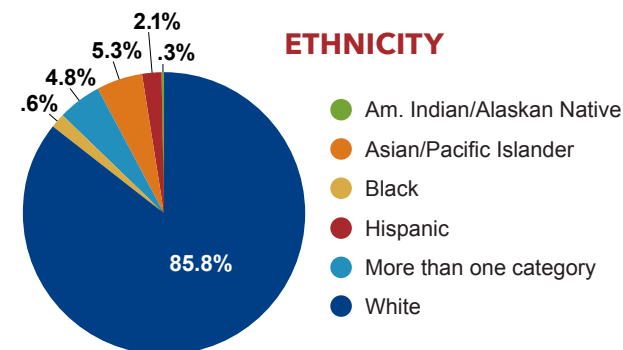


374

TOTAL STUDENTS

ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	50.9%	87%
5	52.9%	74.5%

MAP PROFICIENT

GRADE	READING	MATH
3	79.4%	73%
4	76.8%	69.1%
5	67.9%	49.1%

NDSA PROFICIENT

GRADE	READING	MATH
3	70.3%	84.4%
4	70.4%	72.2%
5	66%	73.6%



Madison Elementary School

17

AVERAGE
CLASS SIZE

52

FULL-TIME STAFF

15

LANGUAGES
SPOKEN

18%

OF STUDENTS ARE
ENGLISH LEARNERS

31%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

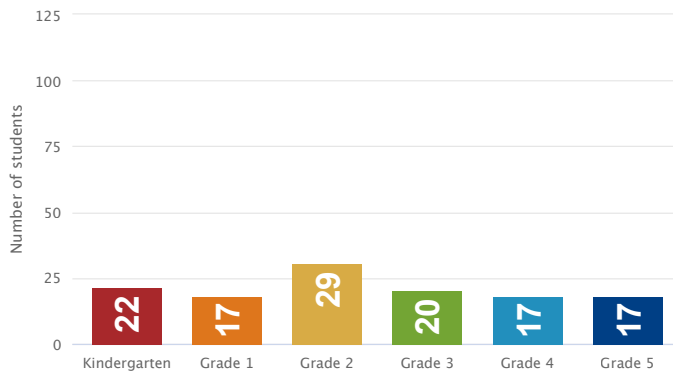
0%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

34%

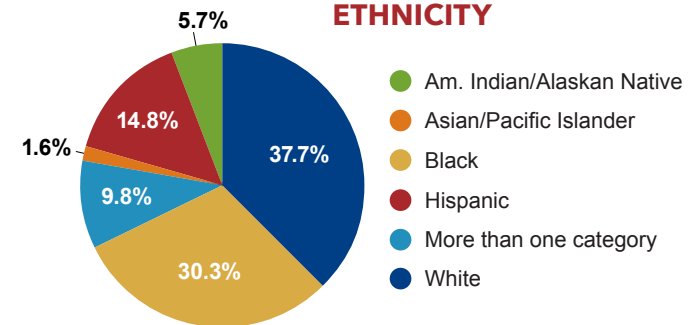
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



122
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	60%	53.3%
5	100%	50%

MAP PROFICIENT

GRADE	READING	MATH
3	21.2%	12.5%
4	26.7%	13.3%
5	50%	-

NDSA PROFICIENT

GRADE	READING	MATH
3	5.3%	5.3%
4	13.3%	13.3%
5	26.7%	13.3%



McKinley Elementary School

18

AVERAGE
CLASS SIZE

41

FULL-TIME STAFF

6

LANGUAGES
SPOKEN

5%

OF STUDENTS ARE
ENGLISH LEARNERS

29%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

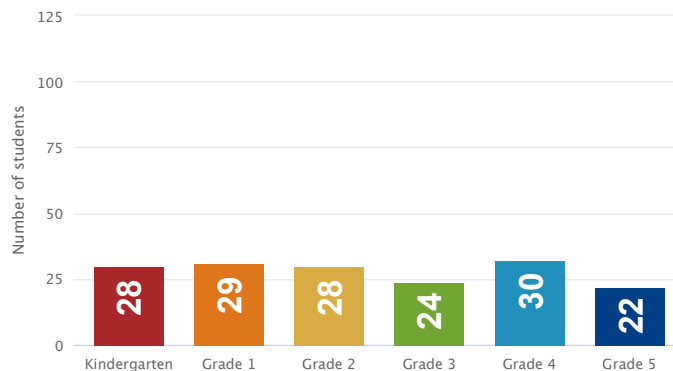
7%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

19%

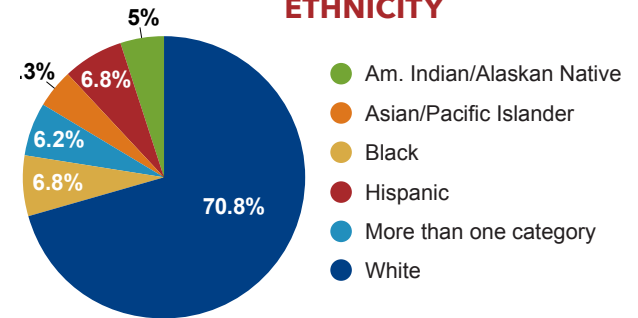
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



161
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	50%	76.9%
5	21.1%	36.8%

MAP PROFICIENT

GRADE	READING	MATH
3	25%	20.8%
4	66.7%	43.3%
5	28.6%	28.6%

NDSA PROFICIENT

GRADE	READING	MATH
3	8%	32%
4	53.3%	43.3%
5	22.7%	40.9%



Roosevelt Elementary School

Roosevelt is paired with Horace Mann Elementary School

19

AVERAGE
CLASS SIZE

25

FULL-TIME STAFF

8

LANGUAGES
SPOKEN

4%

OF STUDENTS ARE
ENGLISH LEARNERS

34%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

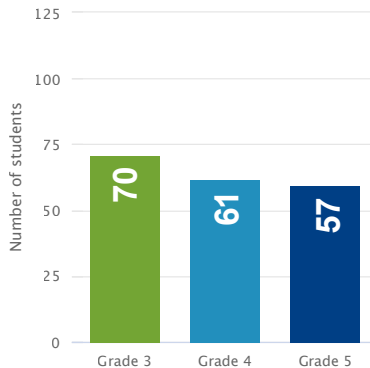
12%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

20%

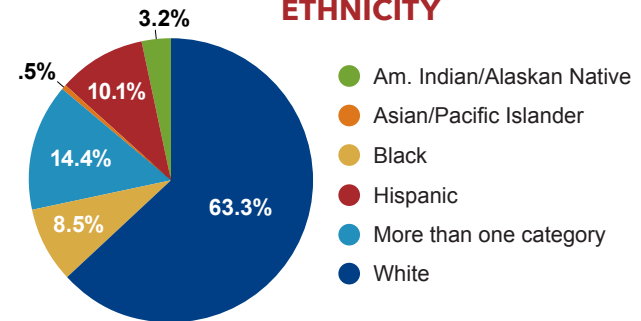
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



188
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	64.4%	75.6%
5	43.2%	47.7%

MAP PROFICIENT

GRADE	READING	MATH
3	20%	23.4%
4	48.2%	41.1%
5	49.1%	25.9%

NDSA PROFICIENT

GRADE	READING	MATH
3	28.8%	30.6%
4	44.4%	42.9%
5	39.7%	37.9%



Washington Elementary School

17

AVERAGE
CLASS SIZE

56

FULL-TIME STAFF

13

LANGUAGES
SPOKEN

4%

OF STUDENTS ARE
ENGLISH LEARNERS

17%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

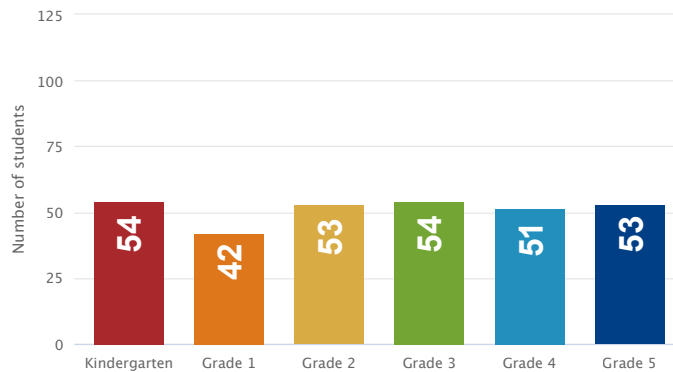
9%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

18%

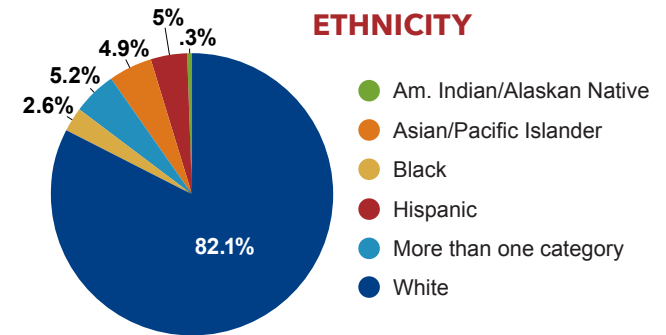
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



307
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
4	46.8%	38.3%
5	54.9%	62%

MAP PROFICIENT

GRADE	READING	MATH
3	50%	51.9%
4	54.9%	45.1%
5	54.7%	47.2%

NDSA PROFICIENT

GRADE	READING	MATH
3	30.2%	54.7%
4	39.6%	55.1%
5	62.7%	65.4%



Ben Franklin Middle School

28

AVERAGE
CLASS SIZE

114

FULL-TIME STAFF

24

LANGUAGES
SPOKEN

4%

OF STUDENTS ARE
ENGLISH LEARNERS

18%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

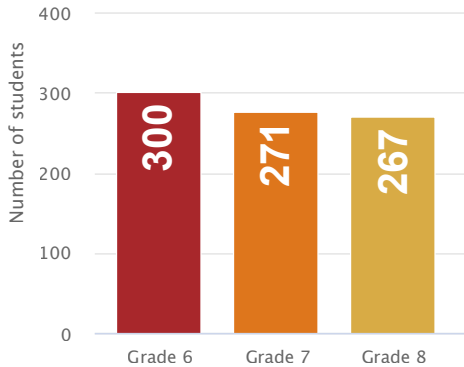
16%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

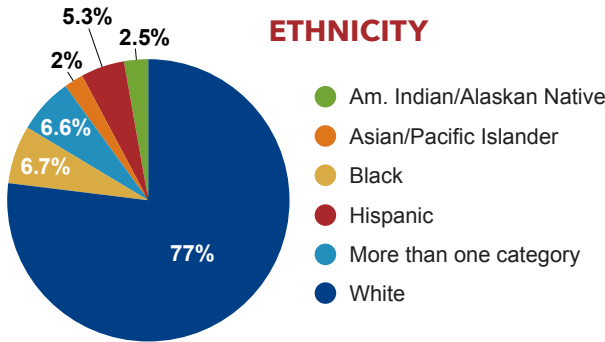
18%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



838
TOTAL STUDENTS
ON NOVEMBER 1, 2021



MAP GROWTH

GRADE	READING	MATH
6	62.5%	47%
7	49.4%	65.4%
8	47.6%	59.6%

MAP PROFICIENT

GRADE	READING	MATH
6	53.8%	33%
7	49%	31%
8	51.6%	23.7%

NDSA PROFICIENT

GRADE	READING	MATH
6	50.5%	35.9%
7	45.1%	47.5%
8	43.8%	35.2%





Carl Ben Eielson Middle School

26
AVERAGE
CLASS SIZE

108
FULL-TIME STAFF

27
LANGUAGES
SPOKEN

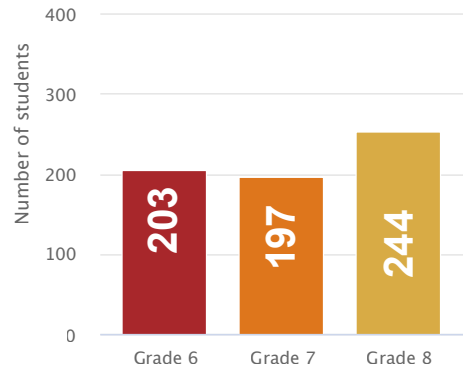
11%
OF STUDENTS ARE
ENGLISH LEARNERS

23%
OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

12%
OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

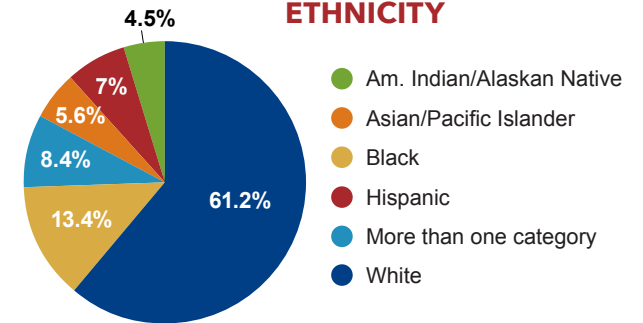
17%
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



644
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
6	56.7%	49.4%
7	45%	60%
8	51.4%	66.7%

MAP PROFICIENT

GRADE	READING	MATH
6	39.8%	15.8%
7	38.9%	26.2%
8	50%	25.9%

NDSA PROFICIENT

GRADE	READING	MATH
6	37.4%	28.8%
7	40.1%	35.2%
8	39.6%	30.5%



Discovery Middle School

26

AVERAGE
CLASS SIZE

148

FULL-TIME STAFF

32

LANGUAGES
SPOKEN

7%

OF STUDENTS ARE
ENGLISH LEARNERS

14%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

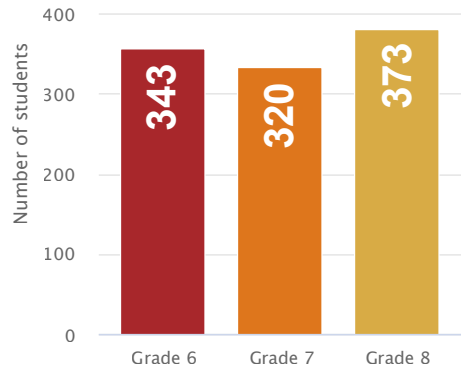
12%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

13%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

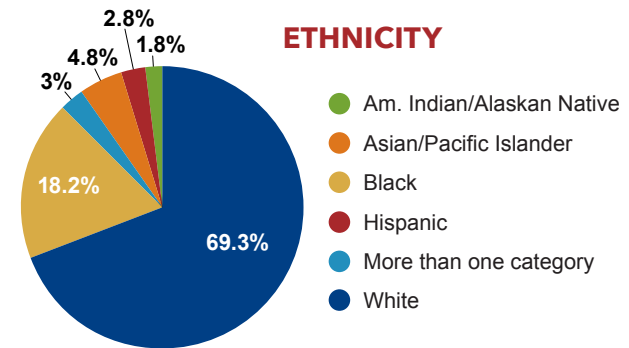
STUDENT ENROLLMENT 2021-22



1036

TOTAL STUDENTS

ON NOVEMBER 1, 2021



MAP GROWTH

GRADE	READING	MATH
6	62.4%	49.5%
7	54.8%	70.3%
8	56.7%	67%

MAP PROFICIENT

GRADE	READING	MATH
6	51%	30.1%
7	54.7%	30.6%
8	61.8%	31.4%

NDSA PROFICIENT

GRADE	READING	MATH
6	49.5%	36.3%
7	55%	48.9%
8	60.9%	43%



Davies High School

26
AVERAGE
CLASS SIZE

182
FULL-TIME STAFF

36
LANGUAGES
SPOKEN

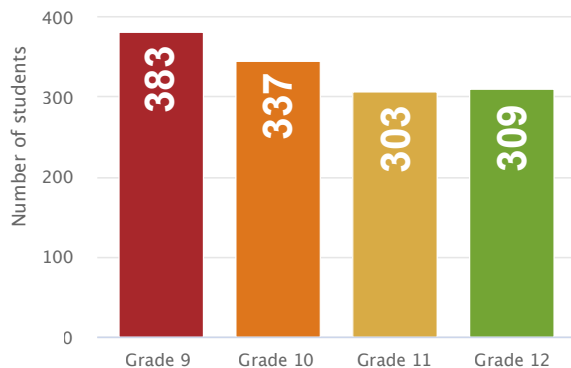
7%
OF STUDENTS ARE
ENGLISH LEARNERS

9%
OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

9%
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

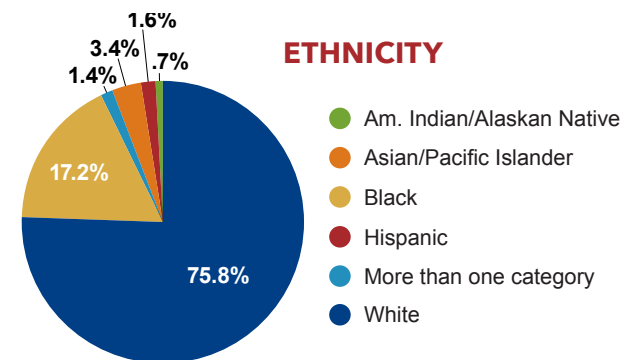
175
STUDENTS TOOK ADVANCED
PLACEMENT CLASSES, AP
EXAMS, AND SCORED 3+

STUDENT ENROLLMENT 2021-22



1332
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
9	46.6%	61.3%

MAP PROFICIENT

GRADE	READING	MATH
9	62.4%	37.1%

ACT

ENGLISH	MATH	READING	SCIENCE	STEM	COMPOSITE
19.4	20.9	20.7	21.4	21.4	20.7



North High School

29

AVERAGE
CLASS SIZE

158

FULL-TIME STAFF

29

LANGUAGES
SPOKEN

3%

OF STUDENTS ARE
ENGLISH LEARNERS

14%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

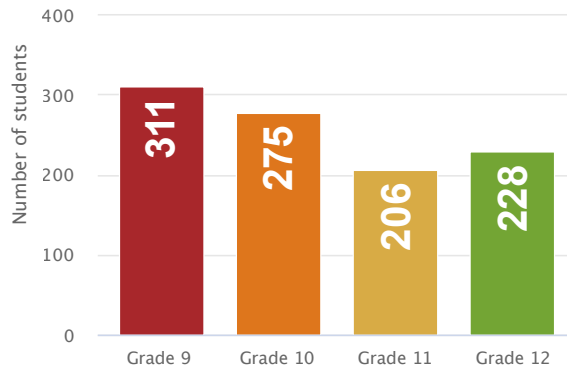
12%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

132

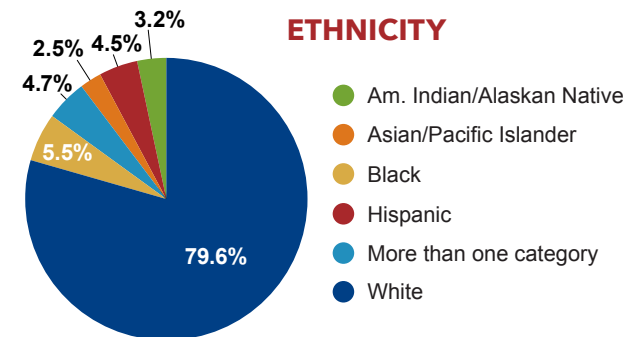
STUDENTS TOOK ADVANCED
PLACEMENT CLASSES, AP
EXAMS, AND SCORED 3+

STUDENT ENROLLMENT 2021-22



1020
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
9	41.9%	70.6%

MAP PROFICIENT

GRADE	READING	MATH
9	60.5%	42%

ACT

ENGLISH	MATH	READING	SCIENCE	STEM	COMPOSITE
19.8	21.5	21.6	21.4	21.7	21.2



South High School

24
AVERAGE
CLASS SIZE

160
FULL-TIME STAFF

27
LANGUAGES
SPOKEN

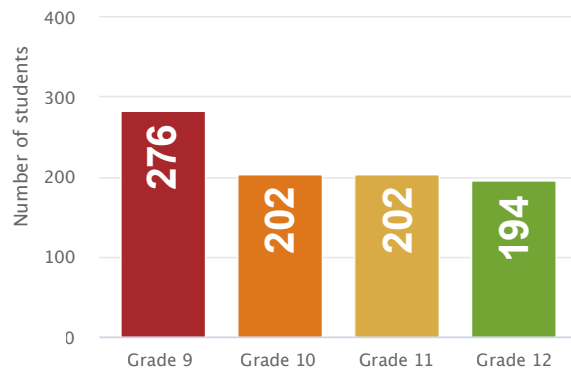
9%
OF STUDENTS ARE
ENGLISH LEARNERS

16%
OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

15%
OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

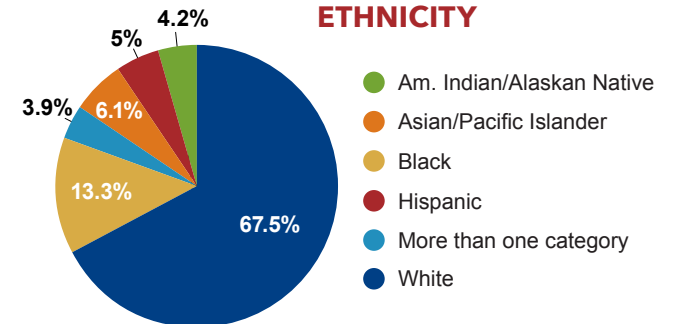
82
STUDENTS TOOK ADVANCED
PLACEMENT CLASSES, AP
EXAMS, AND SCORED 3+

STUDENT ENROLLMENT 2021-22



874
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
9	36.7%	61.2%

MAP PROFICIENT

GRADE	READING	MATH
9	51.3%	25.8%

ACT

ENGLISH	MATH	READING	SCIENCE	STEM	COMPOSITE
18.9	20.2	20.5	20.6	20.6	20.2



Dakota High School

19

AVERAGE
CLASS SIZE

17

FULL-TIME STAFF

13

LANGUAGES
SPOKEN

9%

OF STUDENTS ARE
ENGLISH LEARNERS

20%

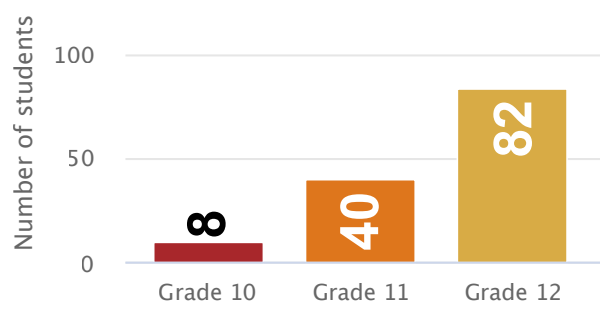
OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

10%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

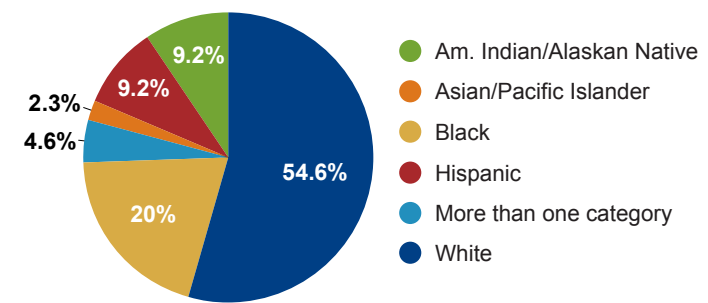


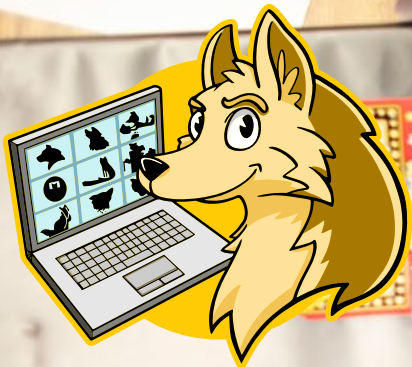
STUDENT ENROLLMENT 2021-22



130
TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY





Virtual Academy K-8

6

LANGUAGES
SPOKEN

8%

OF STUDENTS ARE
ENGLISH LEARNERS

42%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

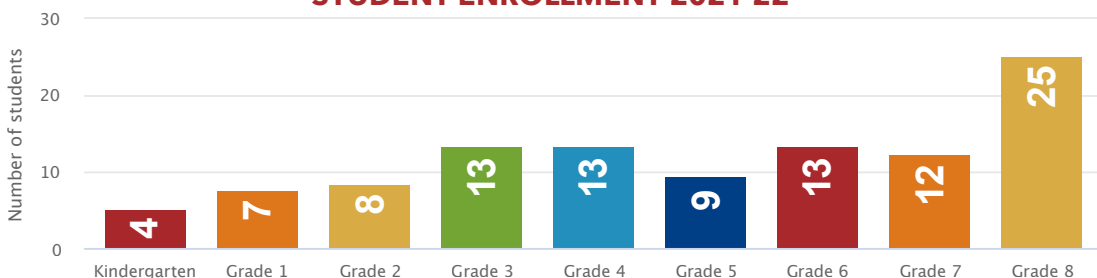
5%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

17%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

STUDENT ENROLLMENT 2021-22



104

TOTAL STUDENTS

ON NOVEMBER 1, 2021

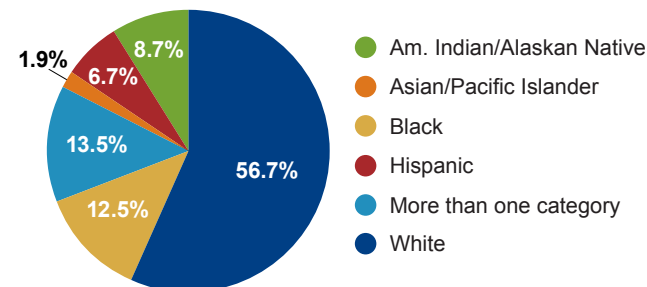
MAP GROWTH

GRADE	READING	MATH
6	50%	50%
7	66.7%	33.3%
8	57.1%	83.3%

NDSA PROFICIENT

GRADE	READING	MATH
3	33.3%	-
4	40%	-
5	50%	-
6	28.6%	28.6%
7	25%	25%
8	39.1%	26.1%

ETHNICITY





Virtual Academy 9-12



4

LANGUAGES
SPOKEN

1%

OF STUDENTS ARE
ENGLISH LEARNERS

36%

OF STUDENTS RECEIVE
FEES ASSISTANCE
AND BENEFITS

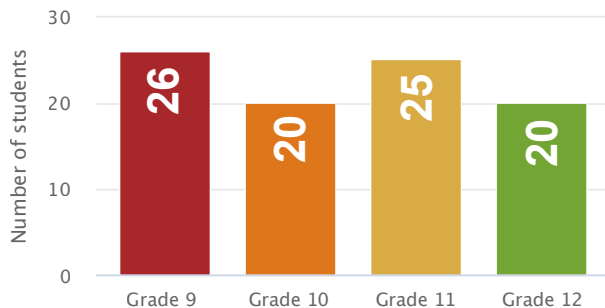
0%

OF STUDENTS
RECEIVE GIFTED OR
ENRICHMENT SERVICES

15%

OF STUDENTS RECEIVE
SPECIAL EDUCATION
SERVICES

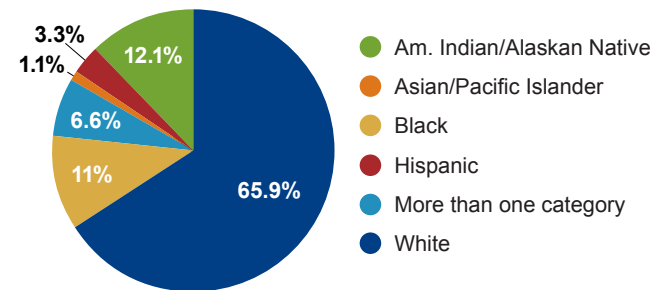
STUDENT ENROLLMENT 2021-22



91

TOTAL STUDENTS
ON NOVEMBER 1, 2021

ETHNICITY



MAP GROWTH

GRADE	READING	MATH
9	71.4%	66.7%

MAP PROFICIENT

GRADE	READING	MATH
9	66.7%	37.5%

