

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, May 8, 2018
District Board Room, Downtown Education Center

Committee Members: Ami Aalgaard, Jared Blanche, Erin Curran, Michelle Dahlby, Mary Fairbanks, Taylor Gish, John Gonzalez, Jim Hess, Donna Hickerson, Drew Hildenbrand, Lindsey Hildenbrand, Carol L. Johnson, Kim Kusler, Ann LongVoelkner, Amanda Mix, Gigi Nicoson, Kathy Palm, Jacque Pearce, Craig Rypkema, Ken Schreiber, Jason Stanoch, Brian Stefanich, Wendy Thompson, Chris Tolman, John Truedson, Kathy VanWert, Sonia Wadena

Guests: Curriculum Review Committee Members

Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work. Welcome new members
3. 2017-2018 PreK-12 Language Arts Curriculum Review Reports—Curriculum Objectives, Resource Selection, & Planned Training
 - Bemidji High School – Jessica Kemp, Chair, Erin Curran, Media
 - Bemidji Middle School – Donna Hickerson, Chair
 - Elementary - Gigi Nicoson, Chair
4. Minutes from February 13, 2018 (see handout)
5. Data Information – Kathy Palm (see handouts)
 - 2016-2017 World’s Best Workforce Summary Report – MDE Feedback
 - 2017-2018 Demographics
 - 2015-2017 Graduation Data
 - Consistent Attendance
6. Other:
7. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2018-2019 at the District Board Room, Downtown Education Center:
 - Tuesday, October 9, 2018, 7:00 a.m.
 - Tuesday, December 11, 2018, 7:00 a.m.
 - Tuesday, February 12, 2019, 7:00 a.m.
 - Tuesday, May 14, 2019, 7:00 a.m.

Thank you for your dedication to Bemidji Area Schools and our students!

Rubric for 2016-17 World’s Best Workforce Report Summary

District/Charter Name: Bemidji Area Schools

Grades Served: PreK-12

1. Stakeholder Engagement

1a. Annual Report

For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district/charter website.

Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report.)	<input type="checkbox"/> Link to the annual report is not provided	<input checked="" type="checkbox"/> Link to the annual report is provided
--	--	---

MDE Comments:

1b. Annual Public Meeting

School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author’s intent was to have a separate meeting just for this reason.

Date of the school board annual public meeting to review progress from the 2016-2017 school year	<input type="checkbox"/> Date of annual public meeting is not provided	<input checked="" type="checkbox"/> Date of annual public meeting is provided
--	--	---

MDE Comments:

1c. District Advisory Committee

The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee members for the 2016-2017 school year must include teachers, parents, support staff, students, and other community residents.	<input type="checkbox"/> District Advisory Committee members are not provided	<input checked="" type="checkbox"/> District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents	<input type="checkbox"/> District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents
---	---	---	---

MDE Comments: no students, support staff

2. Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.

2a. All Students Ready for School

SMART goal for the 2016-17 school year

<input type="checkbox"/> School Readiness goal is not provided		<input checked="" type="checkbox"/> School Readiness goal is provided	<input type="checkbox"/> District/charter does not enroll students in Kindergarten
<input type="checkbox"/> School Readiness goal is not written in SMART format	<input type="checkbox"/> School Readiness goal is somewhat written in SMART format	<input checked="" type="checkbox"/> School Readiness goal is clearly written in SMART format	

Result for the 2016-17 school year that ties back to the established goal

<input type="checkbox"/> School Readiness result is not provided		<input checked="" type="checkbox"/> School Readiness result is provided
<input type="checkbox"/> School Readiness result does not tie back to the goal	<input type="checkbox"/> School Readiness result somewhat ties back to the goal	<input checked="" type="checkbox"/> School Readiness result directly ties back to the goal

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals)	<input type="checkbox"/> District reported goal not met	<input checked="" type="checkbox"/> District reported goal met
---	---	--

MDE Comments: Nice job in outlining a clear goal and detailed outcomes.

2b. All Students in Third Grade Achieving Grade-Level Literacy

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Third grade reading goal is not provided		<input checked="" type="checkbox"/> Third grade reading goal is provided	<input type="checkbox"/> District/charter does not enroll students in grade 3
<input type="checkbox"/> Third grade reading goal is not written in SMART format	<input type="checkbox"/> Third grade reading goal is somewhat written in SMART format	<input checked="" type="checkbox"/> Third grade reading goal is clearly written in SMART format	

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Third grade reading result is not provided		<input checked="" type="checkbox"/> Third grade reading result is provided
<input type="checkbox"/> Third grade reading result does not tie back to the goal	<input type="checkbox"/> Third grade reading result somewhat ties back to the goal	<input checked="" type="checkbox"/> Third grade reading result directly ties back to the goal

District-Reported Goal Status

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District reported goal in progress (for multi-year goals)	District reported goal not met	District reported goal met

MDE Comments: Great job in connecting goals and results even when goals are not met.

2c. Close the Achievement Gap(s) Among All Groups

SMART goal for the 2016-2017 school year

<input type="checkbox"/>		<input checked="" type="checkbox"/>
Achievement gap goal is not provided		Achievement gap goal is provided
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement gap goal is not written in SMART format	Achievement gap goal is somewhat written in SMART format	Achievement gap goal is clearly written in SMART format

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/>		<input checked="" type="checkbox"/>
Achievement gap result is not provided		Achievement gap result is provided
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement gap result does not tie back to the goal	Achievement gap result somewhat ties back to the goal	Achievement gap result directly ties back to the goal

District-Reported Goal Status

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District reported goal in progress (for multi-year goals)	District reported goal not met	District reported goal met

MDE Comments: The detailed data results clearly tie back to the goals. Including a comparison of non-special education student proficiency, white, and non-free & reduced lunch proficiency with the data

shared here (over time) will illustrate closing the gap you described in the fifth bullet of the results column.

2d. All Students Career- and College-Ready by Graduation

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Career- and college-ready goal is not provided		<input checked="" type="checkbox"/> Career- and college-ready goal is provided
<input type="checkbox"/> Career- and college-ready goal is not written in SMART format	<input type="checkbox"/> Career- and college-ready goal is somewhat written in SMART format	<input checked="" type="checkbox"/> Career- and college-ready goal is clearly written in SMART format

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Career- and college-ready result is not provided		<input checked="" type="checkbox"/> Career- and college-ready result is provided
<input type="checkbox"/> Career- and college-ready result does not tie back to the goal	<input checked="" type="checkbox"/> Career- and college-ready result somewhat ties back to the goal	<input type="checkbox"/> Career- and college-ready result directly ties back to the goal

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals)	<input type="checkbox"/> District reported goal not met	<input checked="" type="checkbox"/> District reported goal met
---	---	--

MDE Comments: Nice use of specific goal and result data. How would you show you met your goal in a summarized manner that aligns specifically to your goal?

2e. All Students Graduate

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Graduation goal is not provided		<input checked="" type="checkbox"/> Graduation goal is provided	<input type="checkbox"/> District/charter does not enroll students in grade 12
<input type="checkbox"/> Graduation goal is not written in SMART format	<input type="checkbox"/> Graduation goal is somewhat written in SMART format	<input checked="" type="checkbox"/> Graduation goal is clearly written in SMART format	

Result for the 2016-2017 school year that ties back to the established goal

<input checked="" type="checkbox"/> Graduation result is not provided		<input type="checkbox"/> Graduation result is provided
<input type="checkbox"/> Graduation result does not tie back to the goal	<input type="checkbox"/> Graduation result somewhat ties back to the goal	<input type="checkbox"/> Graduation result directly ties back to the goal

District-Reported Goal Status

<input checked="" type="checkbox"/> District reported goal in progress (for multi-year goals)	<input type="checkbox"/> District reported goal not met	<input type="checkbox"/> District reported goal met
--	---	---

MDE Comments: How might you implement an in-district process to monitor and assess graduation rates over time?

3. Identified Needs Based on Data

Data that was reviewed to determine needs may include state-level accountability tests, the Minnesota Comprehensive Assessments (MCAs), and/or local, district-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.

Described needs at the start of the 2016-2017 school year	<input type="checkbox"/> Needs identified by the district/charter are not described	<input type="checkbox"/> Needs identified by the district/charter are generally described	<input checked="" type="checkbox"/> Needs identified by the district/charter are clearly described
Data use	<input type="checkbox"/> Data used by the district/charter are not provided	<input type="checkbox"/> Data used by the district/charter are generally provided	<input checked="" type="checkbox"/> Data used by the district/charter are clearly provided
Data connected to needs	<input type="checkbox"/> Data used by the district/charter are not at all connected to the identified needs	<input type="checkbox"/> Data used by the district/charter are somewhat connected to the identified needs	<input checked="" type="checkbox"/> Data used by the district/charter clearly connected to the identified needs
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit		<input checked="" type="checkbox"/> Response is within the 300 word limit

MDE Comments: How can you connect (include) your data provided to the student groups provided under needs?

4. Systems, Strategies and Support Category

4a. Students

Process for assessing and evaluating student progress	<input type="checkbox"/> Process for assessing and evaluating student progress is not evident	<input type="checkbox"/> Process for assessing and evaluating student progress is somewhat evident	<input checked="" type="checkbox"/> Process for assessing and evaluating student progress is clearly evident
Assessment of student progress toward meeting academic standards	<input type="checkbox"/> Process for assessing student progress is not inclusive of academic standards	<input type="checkbox"/> Process for assessing student progress is somewhat inclusive of academic standards	<input checked="" type="checkbox"/> Process for assessing student progress is clearly inclusive of academic standards
Process to disaggregate data by student group	<input type="checkbox"/> Process to disaggregate data by student group is not evident	<input checked="" type="checkbox"/> Process to disaggregate data by student group is somewhat evident	<input type="checkbox"/> Process to disaggregate data by student group is clearly evident
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit		<input checked="" type="checkbox"/> Response is within the 300 word limit

MDE Comments: How would you describe your process for disaggregating data by student groups?

4b. Teachers and Principals

System to review and evaluate the effectiveness of curriculum	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of curriculum	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of curriculum	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of curriculum
System to review and evaluate the effectiveness of instruction	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of instruction	<input checked="" type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of instruction	<input type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of instruction
Teacher evaluations are included	<input type="checkbox"/> Teacher evaluations are not included in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> Teacher evaluations are generally included in the system to review effectiveness of instruction	<input type="checkbox"/> Teacher evaluations are meaningfully included in the system to review effectiveness of instruction
Principal evaluations are included	<input type="checkbox"/> Principal evaluations are not included in the system to review effectiveness of instruction	<input checked="" type="checkbox"/> Principal evaluations are generally included in the system to review effectiveness of instruction	<input type="checkbox"/> Principal evaluations are meaningfully included in the system to review effectiveness of instruction
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit		<input checked="" type="checkbox"/> Response is within the 300 word limit

MDE Comments: How do your principal and teacher evaluations focus on professional collaboration, feedback and growth? How does your system include student responses to the instruction?

4c. District

District practices that integrate technology	<input type="checkbox"/> Practices around technology are not included	<input checked="" type="checkbox"/> Practices around technology are somewhat included	<input type="checkbox"/> Practices around technology are clearly included
District practices that integrate a collaborative professional culture	<input type="checkbox"/> Practices around professional culture are not included	<input checked="" type="checkbox"/> Practices around professional culture are somewhat included	<input type="checkbox"/> Practices around professional culture are clearly included
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit		<input checked="" type="checkbox"/> Response is within the 300 word limit

MDE Comments: How would you describe how your technology integration promotes high-quality instruction? How do you ensure professional collaboration during dedicated PLC time?

5. Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter does not demonstrate a process to review student access to experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter demonstrates a general process to review student access to experienced, effective and in-field teachers	<input checked="" type="checkbox"/> The district/charter demonstrates a robust process to review student access to experienced, effective and in-field teachers
Strategies to improve students' equitable access	<input type="checkbox"/> Strategies to improve equitable access are not included	<input checked="" type="checkbox"/> Strategies to improve equitable access are somewhat included	<input type="checkbox"/> Strategies to improve equitable access are clearly included
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit		<input checked="" type="checkbox"/> Response is within the 300 word limit

MDE Comments: What data did you use to show that all teachers are effective?

BEMIDJI AREA SCHOOLS 2017-2018 K-12 ENROLLMENT

Based on spreadsheets downloaded from the MDE website: <http://education.state.mn.us>

School	# Enrolled	% Poverty	% Special Ed	% LEP	% White	% Am Indian	% Asian Other Pacific	% Hispanic	% Black	% Multi Ethnic	% Minority	% Mobility*	Oct 1 Homeless
State of Minnesota	862,160	37.1%	14.2%	8.5%	66.6%	1.6%	6.9%	9.2%	11.0%	4.7%	33.4%	12.4%	0.8%
Total Bemidji District	5,081	48.1%	17.2%	0.2%	71.8%	16.2%	0.8%	1.9%	1.6%	7.7%	28.2%	19.4%	1.0%
Bemidji AEC	53	37.7%	24.5%		71.7%	17.0%		1.9%	1.9%	7.5%	28.3%	163.2%	1.9%
Bemidji BYLaW	8	100%	100%		37.5%	37.5%				25.0%	62.5%	150.0%	25.0%
Bemidji High School	1,413	36.9%	17.7%	0.1%	80.5%	11.7%	1.6%	1.4%	1.9%	2.9%	19.5%	14.2%	0.7%
Bemidji Lumberjack ALC	44	88.6%	2.3%		31.8%	56.8%		4.5%		6.8%	68.2%	85.5%	
Bemidji Middle School	1,053	48.6%	14.4%	0.6%	71.0%	16.0%	1.0%	2.4%	1.3%	8.2%	29.0%	13.5%	1.2%
Central Elementary	220	75.9%	22.3%		50.9%	30.0%		1.4%	2.3%	15.5%	49.1%	37.4%	4.5%
First City School (NMJC)	54	100%	46.3%		40.7%	50.0%	1.9%		5.6%	1.9%	59.3%	6.4%	
Horace May Elementary	437	37.3%	20.4%	0.2%	86.3%	5.3%	0.5%	2.3%	0.9%	4.8%	13.7%	13.0%	0.9%
J. W. Smith Elementary	374	78.1%	19.3%		35.3%	36.6%	0.3%	3.5%	5.3%	19.0%	64.7%	29.0%	1.6%
Lincoln Elementary	557	56.2%	17.2%		65.9%	19.7%	0.2%	1.4%	0.9%	11.8%	34.1%	16.3%	0.7%
Northern Elementary	489	36.0%	13.7%	0.2%	77.5%	12.1%	0.4%	2.0%		8.0%	22.5%	13.9%	0.4%
Oshki Manidoo Center	8	100%	62.5%			87.5%		12.5%			100%	25.0%	
Paul Bunyan Center	226	41.2%	11.5%	0.4%	85.8%	6.2%	0.4%	0.9%	0.9%	5.8%	14.2%	10.3%	
Solway Elementary	145	53.1%	13.8%	0.7%	84.8%	4.8%	0.7%	2.1%		7.6%	15.2%	18.1%	

* The most recent mobility data on the MDE web site is for school year 2016-2017.

BEMIDJI AREA SCHOOLS 2017-2018 Pre-K SPECIAL EDUCATION ENROLLMENT

Based on spreadsheets downloaded from the MDE website: <http://education.state.mn.us>

School	# Enrolled	% Poverty	% Special Ed	% LEP	% White	% Am Indian	% Asian Other Pacific	% Hispanic	% Black	% Multi Ethnic	% Minority	Oct 1 Homeless
State Pre-Kindergarten	22,692	41.4%	73.8%	2.7%	62.4%	2.3%	6.5%	11.2%	12.0%	5.4%	37.6%	0.7%
Bemidji Early Intervention	130	67.7%	100%		56.9%	28.5%		1.5%		13.1%	43.1%	1.5%
Bemidji Pre-K Program	20	100%			45.0%	25.0%				30.0%	55.0%	
Bemidji Pre-Kindergarten	150	72.0%	86.7%		55.3%	28.0%		1.3%		15.3%	44.7%	1.3%

Bemidji PreK-Grade 12	5,231	48.8%	19.2%	0.2%	71.3%	16.5%	0.8%	1.9%	1.5%	7.9%	28.7%	1.0%
------------------------------	--------------	--------------	--------------	-------------	--------------	--------------	-------------	-------------	-------------	-------------	--------------	-------------

Corrections must be made via a new MARSS file by the final November submission

	1	2	3	4	5	6	7	8	9	10	11	12	1-12	LEP	Spec Ed	F/RP
Asian																
Head Count													43	5	8	17
ADA	0.96	0.97	0.00	0.94	4.85	1.97	3.91	5.65	3.81	6.27	1.82	3.74	34.89	4.87	6.16	13.66
ADM	1.13	1.00	0.00	0.97	5.00	2.00	4.00	5.98	4.00	6.62	2.07	4.00	36.77	5.00	6.45	14.25
Attendance Rate = ADA/ADM	84.96	97.00	0.00	96.91	97.00	98.50	97.75	94.48	95.25	94.71	87.92	93.50	94.89	97.40	95.50	95.86
Black																
Head Count													125	2	31	106
ADA	3.50	8.36	7.74	9.71	3.30	4.68	7.49	8.85	6.73	5.51	5.58	0.91	72.36	1.74	14.31	59.02
ADM	4.13	8.79	8.86	10.50	3.80	5.01	7.88	9.77	7.16	5.78	6.32	1.08	79.08	1.86	15.77	65.24
Attendance Rate = ADA/ADM	84.75	95.11	87.36	92.48	86.84	93.41	95.05	90.58	93.99	95.33	88.29	84.26	91.50	93.55	90.74	90.47
Haw/Pacific Isl																
Head Count													1	1	0	1
ADA	0.00	0.00	0.00	0.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.93	0.93	0.00	0.93
ADM	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	0.00	1.00
Attendance Rate = ADA/ADM	0.00	0.00	0.00	93.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	93.00	93.00	0.00	93.00
Hispanic																
Head Count													137	1	26	90
ADA	10.64	7.19	7.28	8.77	8.95	7.20	7.46	7.18	4.88	5.78	2.26	5.88	83.47	0.44	17.37	55.76
ADM	11.88	7.73	8.00	9.34	9.84	7.81	8.24	7.62	5.19	6.34	2.52	6.15	90.66	0.66	18.82	60.98
Attendance Rate = ADA/ADM	89.56	93.01	91.00	93.90	90.96	92.19	90.53	94.23	94.03	91.17	89.68	95.61	92.07	66.67	92.30	91.44
Multi																
Head Count													448	2	90	314
ADA	42.22	44.83	43.90	43.12	50.05	27.30	13.80	13.50	7.71	10.88	9.48	7.95	314.74	1.86	56.01	210.56
ADM	45.84	48.80	47.05	46.30	53.02	29.57	15.00	14.80	9.00	11.89	11.69	9.37	342.33	2.00	63.24	231.46
Attendance Rate = ADA/ADM	92.10	91.86	93.30	93.13	94.40	92.32	92.00	91.22	85.67	91.51	81.09	84.85	91.94	93.00	88.57	90.97
Native Amer/Alaskan																
Head Count													1311	4	342	1167
ADA	57.53	59.65	76.38	57.46	52.28	42.75	51.33	54.45	54.08	47.04	37.60	24.22	614.77	1.20	151.97	541.98
ADM	65.73	67.40	84.69	64.35	59.31	49.23	58.48	63.80	62.18	55.01	46.10	28.78	705.06	1.43	179.27	624.78
Attendance Rate = ADA/ADM	87.52	88.50	90.19	89.29	88.15	86.84	87.77	85.34	86.97	85.51	81.56	84.16	87.19	83.92	84.77	86.75

White

CRITERIA :

Excludes State Aid Categories: 14 (enrolled in another state), 16-18 (shared time), 24 (early graduate), 25 (adult), 28 (enrolled in nonpublic school), and 98 (summer record)

Excludes ALC targeted services (school classification 45) and Department of Corrections facilities (district type 60)

Excludes early childhood special education and kindergarten students (grade EC, HK, KA, KB, etc.)

Homebound students have been reported here as 100 percent attendance.

LEP Limited English Proficient is Y, students may or may not be participating in an ESL program.

Spec Ed: Special Education Evaluation Status is 4 or 6.

F/RP Free or Reduced Price meal eligible; Economic Indicator is 1 or 2.

Corrections must be made via a new MARSS file by the final November submission

	1	2	3	4	5	6	7	8	9	10	11	12	1-12	LEP	Spec Ed	F/RP
Head Count													3964	0	700	1597
ADA	274.15	264.39	279.82	260.54	243.06	246.26	231.26	252.33	278.26	263.84	246.19	249.28	3089.38	0.00	445.07	1130.59
ADM	290.03	277.59	294.86	276.05	256.41	262.56	247.11	268.76	298.25	290.47	275.67	280.40	3318.16	0.00	489.98	1228.15
Attendance Rate																
= ADA/ADM	94.52	95.24	94.90	94.38	94.79	93.79	93.59	93.89	93.30	90.83	89.31	88.90	93.11	0.00	90.83	92.06
All Students Grades 1 - 12																
Head Count	476	461	484	467	424	480	471	518	554	558	550	586	6029	0	16	38
ADA	389.00	385.39	415.12	381.47	362.49	330.16	315.25	341.96	355.47	339.32	302.93	291.98	4210.54	11.04	690.89	2012.50
ADM	418.74	411.31	443.46	408.51	387.38	356.18	340.71	370.73	385.78	376.11	344.37	329.78	4573.06	11.95	773.53	2225.86
Attendance Rate																
= ADA/ADM	92.90	93.70	93.61	93.38	93.57	92.69	92.53	92.24	92.14	90.22	87.97	88.54	92.07	92.38	89	90.41

CRITERIA :

Excludes State Aid Categories: 14 (enrolled in another state), 16-18 (shared time), 24 (early graduate), 25 (adult), 28 (enrolled in nonpublic school), and 98 (summer record)

Excludes ALC targeted services (school classification 45) and Department of Corrections facilities (district type 60)

Excludes early childhood special education and kindergarten students (grade EC, HK, KA, KB, etc.)

Homebound students have been reported here as 100 percent attendance.

LEP Limited English Proficient is Y, students may or may not be participating in an ESL program.

Spec Ed: Special Education Evaluation Status is 4 or 6.

F/RP Free or Reduced Price meal eligible; Economic Indicator is 1 or 2.

Consistent Attendance Download Summary

The "Use in Average" column refers to the use of the student group in school accountability under the Every Student Succeeds Act (ESSA) and in district accountability under World's Best Workforce (WBWF). "Y" indicates that the student group will be included in the schoolwide or districtwide average. GOAL = 90%

FISCAL YEAR	DISTRICT NUMBER	DISTRICT TYPE	SCHOOL NUMBER	ORGANIZATION NAME	CATEGORY CODE	DISPLAY NAME	NUMERATOR	DENOMINATOR	PERCENT CONSISTENTLY ATTENDING	INCLUDE IN AVERAGE
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	A	All Students	3271	4536	72.11	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	B	American Indian/Alaskan Native Students	299	676	44.23	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	C	Asian Students	28	35	80.00	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	D	Pacific Islander/Native Hawaiian Students	1	1	100.00	N
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	E	Hispanic Students	63	91	69.23	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	F	Black Students	50	77	64.94	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	G	White Students	2583	3313	77.97	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	H	Two or More Races Students	247	343	72.01	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	I	English Learner Students	10	13	76.92	N
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	J	Special Education Students	465	799	58.20	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	K	Students Eligible for Free/Reduced Priced Meals	1364	2193	62.20	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	L	Non-English Learner Students	3261	4523	72.10	N
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	M	Non-Special Education Students	2806	3737	75.09	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT	N	Students Not Eligible for Free/Reduced Priced Meals	1907	2343	81.39	Y
2017	0031	01	000	BEMIDJI PUBLIC SCHOOL DISTRICT		Average Percent Consistently Attending used for Accountability			68.85	

2017	0031	01	015	BEMIDJI MIDDLE	A	All Students	785	1043	75.26	Y
2017	0031	01	015	BEMIDJI MIDDLE	B	American Indian/Alaskan Native Students	68	157	43.31	Y
2017	0031	01	015	BEMIDJI MIDDLE	C	Asian Students	10	12	83.33	N
2017	0031	01	015	BEMIDJI MIDDLE	E	Hispanic Students	16	24	66.67	Y
2017	0031	01	015	BEMIDJI MIDDLE	F	Black Students	15	21	71.43	Y
2017	0031	01	015	BEMIDJI MIDDLE	G	White Students	638	773	82.54	Y
2017	0031	01	015	BEMIDJI MIDDLE	H	Two or More Races Students	38	56	67.86	Y
2017	0031	01	015	BEMIDJI MIDDLE	I	English Learner Students	4	4	100.00	N
2017	0031	01	015	BEMIDJI MIDDLE	J	Special Education Students	95	158	60.13	Y
2017	0031	01	015	BEMIDJI MIDDLE	K	Students Eligible for Free/Reduced Priced Meals	297	473	62.79	Y
2017	0031	01	015	BEMIDJI MIDDLE	L	Non-English Learner Students	781	1039	75.17	N
2017	0031	01	015	BEMIDJI MIDDLE	M	Non-Special Education Students	690	885	77.97	Y
2017	0031	01	015	BEMIDJI MIDDLE	N	Students Not Eligible for Free/Reduced Priced Meals	488	570	85.61	Y
2017	0031	01	015	BEMIDJI MIDDLE		Average Percent Consistently Attending used for Accountability			69.36	

Bemidji Area Schools 2017 Consistent Attendance

FISCAL YEAR	DISTRICT NUMBER	DISTRICT TYPE	SCHOOL NUMBER	ORGANIZATION NAME	CATEGORY CODE	DISPLAY NAME	NUMERATOR	DENOMINATOR	PERCENT CONSISTENTLY ATTENDING	INCLUDE IN AVERAGE
2017	0031	01	016	NORTHERN ELEMENTARY	A	All Students	375	478	78.45	Y
2017	0031	01	016	NORTHERN ELEMENTARY	B	American Indian/Alaskan Native Students	16	52	30.77	Y
2017	0031	01	016	NORTHERN ELEMENTARY	C	Asian Students	2	2	100.00	N
2017	0031	01	016	NORTHERN ELEMENTARY	E	Hispanic Students	11	15	73.33	N
2017	0031	01	016	NORTHERN ELEMENTARY	F	Black Students	1	1	100.00	N
2017	0031	01	016	NORTHERN ELEMENTARY	G	White Students	319	371	85.98	Y
2017	0031	01	016	NORTHERN ELEMENTARY	H	Two or More Races Students	26	37	70.27	Y
2017	0031	01	016	NORTHERN ELEMENTARY	J	Special Education Students	50	82	60.98	Y
2017	0031	01	016	NORTHERN ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	121	197	61.42	Y
2017	0031	01	016	NORTHERN ELEMENTARY	L	Non-English Learner Students	375	478	78.45	N
2017	0031	01	016	NORTHERN ELEMENTARY	M	Non-Special Education Students	325	396	82.07	Y
2017	0031	01	016	NORTHERN ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	254	281	90.39	Y
2017	0031	01	016	NORTHERN ELEMENTARY		Average Percent Consistently Attending used for Accountability			70.04	

2017	0031	01	020	BEMIDJI SENIOR HIGH	A	All Students	805	1345	59.85	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	B	American Indian/Alaskan Native Students	46	140	32.86	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	C	Asian Students	11	15	73.33	N
2017	0031	01	020	BEMIDJI SENIOR HIGH	E	Hispanic Students	13	17	76.47	N
2017	0031	01	020	BEMIDJI SENIOR HIGH	F	Black Students	14	18	77.78	N
2017	0031	01	020	BEMIDJI SENIOR HIGH	G	White Students	704	1117	63.03	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	H	Two or More Races Students	17	38	44.74	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	I	English Learner Students	1	2	50.00	N
2017	0031	01	020	BEMIDJI SENIOR HIGH	J	Special Education Students	118	250	47.20	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	K	Students Eligible for Free/Reduced Priced Meals	230	493	46.65	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	L	Non-English Learner Students	804	1343	59.87	N
2017	0031	01	020	BEMIDJI SENIOR HIGH	M	Non-Special Education Students	687	1095	62.74	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH	N	Students Not Eligible for Free/Reduced Priced Meals	575	852	67.49	Y
2017	0031	01	020	BEMIDJI SENIOR HIGH		Average Percent Consistently Attending used for Accountability			53.07	

2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	A	All Students	23	51	45.10	Y
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	B	American Indian/Alaskan Native Students	15	31	48.39	Y
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	E	Hispanic Students	1	2	50.00	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	G	White Students	5	14	35.71	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	H	Two or More Races Students	2	4	50.00	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	J	Special Education Students	0	1	0.00	N

Bemidji Area Schools 2017 Consistent Attendance

FISCAL YEAR	DISTRICT NUMBER	DISTRICT TYPE	SCHOOL NUMBER	ORGANIZATION NAME	CATEGORY CODE	DISPLAY NAME	NUMERATOR	DENOMINATOR	PERCENT CONSISTENTLY ATTENDING	INCLUDE IN AVERAGE
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	K	Students Eligible for Free/Reduced Priced Meals	21	46	45.65	Y
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	L	Non-English Learner Students	23	51	45.10	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	M	Non-Special Education Students	23	50	46.00	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC	N	Students Not Eligible for Free/Reduced Priced Meals	2	5	40.00	N
2017	0031	01	022	BEMIDJI SENIOR LUMBERJACK ALC		Average Percent Consistently Attending used for Accountability			46.38	

2017	0031	01	040	J.W. SMITH ELEMENTARY	A	All Students	219	323	67.80	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	B	American Indian/Alaskan Native Students	47	99	47.47	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	C	Asian Students	1	1	100.00	N
2017	0031	01	040	J.W. SMITH ELEMENTARY	E	Hispanic Students	8	10	80.00	N
2017	0031	01	040	J.W. SMITH ELEMENTARY	F	Black Students	6	17	35.29	N
2017	0031	01	040	J.W. SMITH ELEMENTARY	G	White Students	101	129	78.29	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	H	Two or More Races Students	56	67	83.58	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	I	English Learner Students	1	2	50.00	N
2017	0031	01	040	J.W. SMITH ELEMENTARY	J	Special Education Students	38	61	62.30	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	175	267	65.54	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	L	Non-English Learner Students	218	321	67.91	N
2017	0031	01	040	J.W. SMITH ELEMENTARY	M	Non-Special Education Students	181	262	69.08	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	44	56	78.57	Y
2017	0031	01	040	J.W. SMITH ELEMENTARY		Average Percent Consistently Attending used for Accountability			69.08	

2017	0031	01	050	CENTRAL ELEMENTARY	A	All Students	149	195	76.41	Y
2017	0031	01	050	CENTRAL ELEMENTARY	B	American Indian/Alaskan Native Students	29	53	54.72	Y
2017	0031	01	050	CENTRAL ELEMENTARY	C	Asian Students	1	1	100.00	N
2017	0031	01	050	CENTRAL ELEMENTARY	E	Hispanic Students	2	4	50.00	N
2017	0031	01	050	CENTRAL ELEMENTARY	F	Black Students	0	1	0.00	N
2017	0031	01	050	CENTRAL ELEMENTARY	G	White Students	93	106	87.74	Y
2017	0031	01	050	CENTRAL ELEMENTARY	H	Two or More Races Students	24	30	80.00	Y
2017	0031	01	050	CENTRAL ELEMENTARY	I	English Learner Students	1	1	100.00	N
2017	0031	01	050	CENTRAL ELEMENTARY	J	Special Education Students	26	37	70.27	Y
2017	0031	01	050	CENTRAL ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	105	149	70.47	Y
2017	0031	01	050	CENTRAL ELEMENTARY	L	Non-English Learner Students	148	194	76.29	N
2017	0031	01	050	CENTRAL ELEMENTARY	M	Non-Special Education Students	123	158	77.85	Y
2017	0031	01	050	CENTRAL ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	44	46	95.65	Y

Bemidji Area Schools 2017 Consistent Attendance

FISCAL YEAR	DISTRICT NUMBER	DISTRICT TYPE	SCHOOL NUMBER	ORGANIZATION NAME	CATEGORY CODE	DISPLAY NAME	NUMERATOR	DENOMINATOR	PERCENT CONSISTENTLY ATTENDING	INCLUDE IN AVERAGE
2017	0031	01	050	CENTRAL ELEMENTARY		Average Percent Consistently Attending used for Accountability			76.64	
2017	0031	01	060	LINCOLN ELEMENTARY	A	All Students	385	471	81.74	Y
2017	0031	01	060	LINCOLN ELEMENTARY	B	American Indian/Alaskan Native Students	53	86	61.63	Y
2017	0031	01	060	LINCOLN ELEMENTARY	E	Hispanic Students	5	8	62.50	N
2017	0031	01	060	LINCOLN ELEMENTARY	F	Black Students	6	7	85.71	N
2017	0031	01	060	LINCOLN ELEMENTARY	G	White Students	275	310	88.71	Y
2017	0031	01	060	LINCOLN ELEMENTARY	H	Two or More Races Students	46	60	76.67	Y
2017	0031	01	060	LINCOLN ELEMENTARY	J	Special Education Students	67	93	72.04	Y
2017	0031	01	060	LINCOLN ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	209	279	74.91	Y
2017	0031	01	060	LINCOLN ELEMENTARY	L	Non-English Learner Students	385	471	81.74	N
2017	0031	01	060	LINCOLN ELEMENTARY	M	Non-Special Education Students	318	378	84.13	Y
2017	0031	01	060	LINCOLN ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	176	192	91.67	Y
2017	0031	01	060	LINCOLN ELEMENTARY		Average Percent Consistently Attending used for Accountability			78.94	
2017	0031	01	070	BEMIDJI BYLAW	A	All Students	1	9	11.11	N
2017	0031	01	070	BEMIDJI BYLAW	B	American Indian/Alaskan Native Students	0	3	0.00	N
2017	0031	01	070	BEMIDJI BYLAW	F	Black Students	0	2	0.00	N
2017	0031	01	070	BEMIDJI BYLAW	G	White Students	1	2	50.00	N
2017	0031	01	070	BEMIDJI BYLAW	H	Two or More Races Students	0	2	0.00	N
2017	0031	01	070	BEMIDJI BYLAW	J	Special Education Students	1	9	11.11	N
2017	0031	01	070	BEMIDJI BYLAW	K	Students Eligible for Free/Reduced Priced Meals	1	9	11.11	N
2017	0031	01	070	BEMIDJI BYLAW	L	Non-English Learner Students	1	9	11.11	N
2017	0031	01	070	BEMIDJI BYLAW		Average Percent Consistently Attending used for Accountability				
2017	0031	01	080	SOLWAY ELEMENTARY	A	All Students	132	161	81.99	Y
2017	0031	01	080	SOLWAY ELEMENTARY	B	American Indian/Alaskan Native Students	3	10	30.00	N
2017	0031	01	080	SOLWAY ELEMENTARY	D	Pacific Islander/Native Hawaiian Students	1	1	100.00	N
2017	0031	01	080	SOLWAY ELEMENTARY	E	Hispanic Students	1	3	33.33	N
2017	0031	01	080	SOLWAY ELEMENTARY	F	Black Students	4	4	100.00	N
2017	0031	01	080	SOLWAY ELEMENTARY	G	White Students	110	125	88.00	Y
2017	0031	01	080	SOLWAY ELEMENTARY	H	Two or More Races Students	13	18	72.22	N
2017	0031	01	080	SOLWAY ELEMENTARY	I	English Learner Students	1	1	100.00	N
2017	0031	01	080	SOLWAY ELEMENTARY	J	Special Education Students	17	24	70.83	Y

Bemidji Area Schools 2017 Consistent Attendance

FISCAL YEAR	DISTRICT NUMBER	DISTRICT TYPE	SCHOOL NUMBER	ORGANIZATION NAME	CATEGORY CODE	DISPLAY NAME	NUMERATOR	DENOMINATOR	PERCENT CONSISTENTLY ATTENDING	INCLUDE IN AVERAGE
2017	0031	01	080	SOLWAY ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	65	88	73.86	Y
2017	0031	01	080	SOLWAY ELEMENTARY	L	Non-English Learner Students	131	160	81.88	N
2017	0031	01	080	SOLWAY ELEMENTARY	M	Non-Special Education Students	115	137	83.94	Y
2017	0031	01	080	SOLWAY ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	67	73	91.78	Y
2017	0031	01	080	SOLWAY ELEMENTARY		Average Percent Consistently Attending used for Accountability			81.73	

2017	0031	01	100	HORACE MAY ELEMENTARY	A	All Students	371	436	85.09	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	B	American Indian/Alaskan Native Students	19	32	59.38	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	C	Asian Students	3	4	75.00	N
2017	0031	01	100	HORACE MAY ELEMENTARY	E	Hispanic Students	5	8	62.50	N
2017	0031	01	100	HORACE MAY ELEMENTARY	F	Black Students	3	6	50.00	N
2017	0031	01	100	HORACE MAY ELEMENTARY	G	White Students	317	358	88.55	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	H	Two or More Races Students	24	28	85.71	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	I	English Learner Students	2	2	100.00	N
2017	0031	01	100	HORACE MAY ELEMENTARY	J	Special Education Students	51	77	66.23	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	K	Students Eligible for Free/Reduced Priced Meals	128	172	74.42	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	L	Non-English Learner Students	369	434	85.02	N
2017	0031	01	100	HORACE MAY ELEMENTARY	M	Non-Special Education Students	320	359	89.14	Y
2017	0031	01	100	HORACE MAY ELEMENTARY	N	Students Not Eligible for Free/Reduced Priced Meals	243	264	92.05	Y
2017	0031	01	100	HORACE MAY ELEMENTARY		Average Percent Consistently Attending used for Accountability			80.07	

2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	A	All Students	4	4	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	G	White Students	4	4	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	J	Special Education Students	2	2	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	L	Non-English Learner Students	4	4	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	M	Non-Special Education Students	2	2	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER	N	Students Not Eligible for Free/Reduced Priced Meals	4	4	100.00	N
2017	0031	01	170	BEMIDJI AREA LEARNING CENTER		Average Percent Consistently Attending used for Accountability				

Bemidji Area Schools 2015-2017 Graduation 4-Year Rate Accountability Data

Bemidji Area Schools 2015-2017 Graduation Data

Goal = 67% for all groups of 20 or more students

ORGANIZATIONNAME	DISPLAYNAME	2017				2016				2015				Average
		# Grads	# Seniors	% Grad	Included	# Grads	# Seniors	% Grad	Included	# Grads	# Seniors	% Grad	Included	
Bemidji Public School District	All Students	289	381	75.85	Y	281	374	75.13	Y	268	366	73.22	Y	74.73
Bemidji Public School District	American Indian/Alaskan Native Students	23	50	46.00	Y	24	59	40.68	Y	28	52	53.85	Y	46.84
Bemidji Public School District	Asian Students	3	3	100.00	N	3	4	75.00	N	3	3	100.00	N	91.67
Bemidji Public School District	Hispanic Students	4	7	57.14	N	2	4	50.00	N	4	8	50.00	N	52.38
Bemidji Public School District	Black Students	1	2	50.00	N	1	3	33.33	N	2	3	66.67	N	50.00
Bemidji Public School District	White Students	252	307	82.08	Y	247	298	82.89	Y	229	295	77.63	Y	80.87
Bemidji Public School District	Two or More Races Students	6	12	50.00	N	4	6	66.67	N	2	5	40.00	N	52.22
Bemidji Public School District	English Learner Students	0	1	0.00	N	0	1	0.00	N					0.00
Bemidji Public School District	Special Education Students	44	63	69.84	Y	41	57	71.93	Y	33	58	56.90	Y	66.22
Bemidji Public School District	Students Eligible for Free/Reduced Priced Meals	104	186	55.91	Y	125	197	63.45	Y	118	193	61.14	Y	60.17
Bemidji Public School District	Non-English Learner Students	289	380	76.05	N	281	373	75.34	N	268	366	73.22	N	74.87
Bemidji Public School District	Non-Special Education Students	245	318	77.04	Y	240	317	75.71	Y	235	308	76.30	Y	76.35
Bemidji Public School District	Students Not Eligible for Free/Reduced Priced Meals	185	195	94.87	Y	156	177	88.14	Y	150	173	86.71	Y	89.91
Bemidji Public School District	Average Percent Graduating used for Accountability			71.66				71.13				69.39		70.73

Bemidji Senior High	All Students	271	307	88.27	Y	265	318	83.33	Y	250	298	83.89	Y	85.16
Bemidji Senior High	American Indian/Alaskan Native Students	17	25	68.00	Y	18	37	48.65	Y	24	35	68.57	Y	61.74
Bemidji Senior High	Asian Students	3	3	100.00	N	3	3	100.00	N	3	3	100.00	N	100.00
Bemidji Senior High	Hispanic Students	4	4	100.00	N	2	4	50.00	N	4	5	80.00	N	76.67
Bemidji Senior High	Black Students	0	1	0.00	N	1	2	50.00	N	1	2	50.00	N	33.33
Bemidji Senior High	White Students	241	263	91.64	Y	238	268	88.81	Y	217	252	86.11	Y	88.85
Bemidji Senior High	Two or More Races Students	6	11	54.55	N	3	4	75.00	N	1	1	100.00	N	76.52
Bemidji Senior High	Special Education Students	40	50	80.00	Y	39	52	75.00	Y	29	43	67.44	Y	74.15
Bemidji Senior High	Students Eligible for Free/Reduced Priced Meals	89	122	72.95	Y	112	152	73.68	Y	103	138	74.64	Y	73.76
Bemidji Senior High	Non-English Learner Students	271	307	88.27	N	265	318	83.33	N	250	298	83.89	N	85.16
Bemidji Senior High	Non-Special Education Students	231	257	89.88	Y	226	266	84.96	Y	221	255	86.67	Y	87.17
Bemidji Senior High	Students Not Eligible for Free/Reduced Priced Meals	182	185	98.38	Y	153	166	92.17	Y	147	160	91.88	Y	94.14
Bemidji Senior High	Average Percent Graduating used for Accountability			84.16				78.09				79.89		80.71

Bemidji Area Learning Center	All Students	7	48	14.58	Y	14	47	29.79	Y	9	50	18.00	Y	20.79
Bemidji Area Learning Center	American Indian/Alaskan Native Students	2	12	16.67	N	5	15	33.33	N	0	6	0.00	N	16.67
Bemidji Area Learning Center	Asian Students					0	1	0.00	N					0.00
Bemidji Area Learning Center	Hispanic Students	0	1	0.00	N					0	3	0.00	N	0.00
Bemidji Area Learning Center	Black Students					0	1	0.00	N					0.00
Bemidji Area Learning Center	White Students	5	34	14.71	Y	8	28	28.57	Y	8	37	21.62	Y	21.63
Bemidji Area Learning Center	Two or More Races Students	0	1	0.00	N	1	2	50.00	N	1	4	25.00	N	25.00
Bemidji Area Learning Center	English Learner Students					0	1	0.00	N					0.00
Bemidji Area Learning Center	Special Education Students	2	9	22.22	N	2	4	50.00	N	2	10	20.00	N	30.74
Bemidji Area Learning Center	Students Eligible for Free/Reduced Priced Meals	5	39	12.82	Y	11	36	30.56	Y	6	37	16.22	Y	19.87
Bemidji Area Learning Center	Non-English Learner Students	7	48	14.58	N	14	46	30.43	N	9	50	18.00	N	21.00
Bemidji Area Learning Center	Non-Special Education Students	5	39	12.82	N	12	43	27.91	N	7	40	17.50	N	19.41
Bemidji Area Learning Center	Students Not Eligible for Free/Reduced Priced Meals	2	9	22.22	N	3	11	27.27	N	3	13	23.08	N	24.19

Bemidji Area Schools 2018-2019 School Calendar

<p style="text-align: center;">AUGUST 2018</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td>31</td></tr> </table> <p><i>0 Student/3.5 Teacher</i></p>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	<p style="text-align: center;">SEPTEMBER 2018</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><i>19 Student/19 Teacher</i></p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
S	M	T	W	T	F	S																																																																																						
			1	2	3	4																																																																																						
5	6	7	8	9	10	11																																																																																						
12	13	14	15	16	17	18																																																																																						
19	20	21	22	23	24	25																																																																																						
26	27	28	29	30		31																																																																																						
S	M	T	W	T	F	S																																																																																						
						1																																																																																						
2	3	4	5	6	7	8																																																																																						
9	10	11	12	13	14	15																																																																																						
16	17	18	19	20	21	22																																																																																						
23	24	25	26	27	28	29																																																																																						
30																																																																																												
<p style="text-align: center;">OCTOBER 2018</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table> <p><i>20 Student/21 Teacher</i></p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p style="text-align: center;">NOVEMBER 2018</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p><i>18 Student/20 Teacher</i></p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
S	M	T	W	T	F	S																																																																																						
	1	2	3	4	5	6																																																																																						
7	8	9	10	11	12	13																																																																																						
14	15	16	17	18	19	20																																																																																						
21	22	23	24	25	26	27																																																																																						
28	29	30	31																																																																																									
S	M	T	W	T	F	S																																																																																						
				1	2	3																																																																																						
4	5	6	7	8	9	10																																																																																						
11	12	13	14	15	16	17																																																																																						
18	19	20	21	22	23	24																																																																																						
25	26	27	28	29	30																																																																																							
<p style="text-align: center;">DECEMBER 2018</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><i>15 Student/15 Teacher</i></p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p style="text-align: center;">JANUARY 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p><i>21 Student/21 Teacher</i></p>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
S	M	T	W	T	F	S																																																																																						
						1																																																																																						
2	3	4	5	6	7	8																																																																																						
9	10	11	12	13	14	15																																																																																						
16	17	18	19	20	21	22																																																																																						
23	24	25	26	27	28	29																																																																																						
30	31																																																																																											
S	M	T	W	T	F	S																																																																																						
		1	2	3	4	5																																																																																						
6	7	8	9	10	11	12																																																																																						
13	14	15	16	17	18	19																																																																																						
20	21	22	23	24	25	26																																																																																						
27	28	29	30	31																																																																																								
<p style="text-align: center;">FEBRUARY 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table> <p><i>18 Student/19 Teacher</i></p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			<p style="text-align: center;">MARCH 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><i>19 Student/21 Teacher</i></p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
S	M	T	W	T	F	S																																																																																						
					1	2																																																																																						
3	4	5	6	7	8	9																																																																																						
10	11	12	13	14	15	16																																																																																						
17	18	19	20	21	22	23																																																																																						
24	25	26	27	28																																																																																								
S	M	T	W	T	F	S																																																																																						
					1	2																																																																																						
3	4	5	6	7	8	9																																																																																						
10	11	12	13	14	15	16																																																																																						
17	18	19	20	21	22	23																																																																																						
24	25	26	27	28	29	30																																																																																						
31																																																																																												
<p style="text-align: center;">APRIL 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p><i>21 Student/21 Teacher</i></p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p style="text-align: center;">MAY 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p><i>22 Student/22 Teacher</i></p>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
S	M	T	W	T	F	S																																																																																						
	1	2	3	4	5	6																																																																																						
7	8	9	10	11	12	13																																																																																						
14	15	16	17	18	19	20																																																																																						
21	22	23	24	25	26	27																																																																																						
28	29	30																																																																																										
S	M	T	W	T	F	S																																																																																						
			1	2	3	4																																																																																						
5	6	7	8	9	10	11																																																																																						
12	13	14	15	16	17	18																																																																																						
19	20	21	22	23	24	25																																																																																						
26	27	28	29	30	31																																																																																							
<p style="text-align: center;">JUNE 2019</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><i>0 Student/.5 Teacher</i></p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																																	
S	M	T	W	T	F	S																																																																																						
						1																																																																																						
2	3	4	5	6	7	8																																																																																						
9	10	11	12	13	14	15																																																																																						
16	17	18	19	20	21	22																																																																																						
23	24	25	26	27	28	29																																																																																						
30																																																																																												

August 27-29.....Teacher Days
 August 30.....Teacher Half-Day
 September 3.....Labor Day
 September 4.....Students' First Day

October 1.....Staff Development
 October 18-19.....Education Minnesota
 November 8.....Conferences
 November 9.....No School
 November 22-23.....Thanksgiving

December 22 – January 1.....Winter Break
 January 21.....Martin Luther Jr Day
(or Snow Make-up Day if Needed)

February 15.....Staff Development Day
 February 18.....Presidents' Day
(or Snow Make-up Day if Needed)
 March 7.....Conferences
 March 8.....No School

April 19.....Spring Break
 May 25.....BHS Graduation
 May 27.....Memorial Day
 May 31.....Students' Last Day

June 3.....Teachers' Last Half-Day

End of 1 st Term.....November 7
End of 2 nd Term.....January 25
End of 3 rd Term.....March 29
End of 4 th Term.....May 31