

MOORHEAD
AREA PUBLIC SCHOOLS

ANNUAL REPORT

2025-26



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Director (2017-2029)



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Director (2017-2029)



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MOORHEAD SCHOOL BOARD

MOORHEAD
AREA PUBLIC SCHOOLS

Developing the maximum potential of every learner to thrive in a changing world.

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FOUNDATIONS FOR THE FUTURE

The 2025–26 school year was a historic year for Moorhead Area Public Schools, guided by our district theme: "Foundations for the Future." This theme honored the vision, dedication, and collective effort required to prepare our students not only for graduation, but for the lives they will lead and the communities they will shape. Building on the momentum of past years, "Foundations for the Future" celebrated what we have accomplished together and recommitted to the groundwork needed for generations to come.

Throughout the year, that message came alive daily across our district. We saw tremendous progress as we moved into Phase 2 of the new Moorhead High School in stages, welcoming students and staff into new administrative spaces and science classrooms at the start of the school year, followed by new music classrooms after winter break. As work continued toward final completion over the summer with the theater, black box area, and art classrooms, our facilities served as catalysts for learning. Yet, the most important foundation we built was not made of concrete or steel; it was built within our students as they grew into thoughtful leaders, courageous problem-solvers, and resilient individuals.

We celebrated a number of district milestones and student achievements that highlighted the strength of our Spud community:

- **Overwhelming Community Support:** Our community demonstrated incredible trust and support by passing two levy referendum questions, ensuring financial stability and protecting high-quality programming for our students.
- **MHS Phased Progress:** We successfully opened Phase 2 spaces in stages throughout the school year, including science classrooms and administrative offices in the fall, followed by music classrooms in the winter, setting the stage for full completion over the summer.
- **Career Academy Innovation:** Programming expanded with new industry and post-secondary partnerships, competitive grant awards, and state and national recognition.
- **Historic Extracurricular Success:** Spud students shined brighter than ever, securing State Championships in Hockey, Speech, and Wrestling, alongside an outstanding second-place finish in our first Minnesota 6A football season.
- **True Spud Spirit:** Demonstrating compassion and core values, our staff and families set records for generosity through community giving campaigns.

These moments reflect what makes Moorhead Area Public Schools special: a shared belief in the power of education and a community that supports one another. Every member of our Spud family played a vital role in laying this groundwork. Teachers and support staff sparked curiosity, operational staff provided daily care and safety, families served as trusted partners, and our students acted as the architects of their own potential.

As we look ahead, we remain steadfast in our mission to ensure that every student belongs, every student thrives, and every student learns. Together, we are building something lasting and life-changing, laying the foundation so our students can go farther than we ever imagined.

It's a great day to be a Spud!

Brandon Lunak
Superintendent



COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS

Comprehensive Achievement and Civic Readiness (CACR) emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through grade 12 experience as well as preparing them to be active members of their community after graduation.



- **KINDERGARTEN READINESS**
- **REDUCE ACHIEVEMENT GAP**
- **PREPARE STUDENTS TO BE LIFE LONG LEARNERS**
- **GRADUATION**
- **COLLEGE, CAREER & LIFE READINESS**

KINDERGARTEN READINESS

having all students meet school readiness goals and ready to start kindergarten



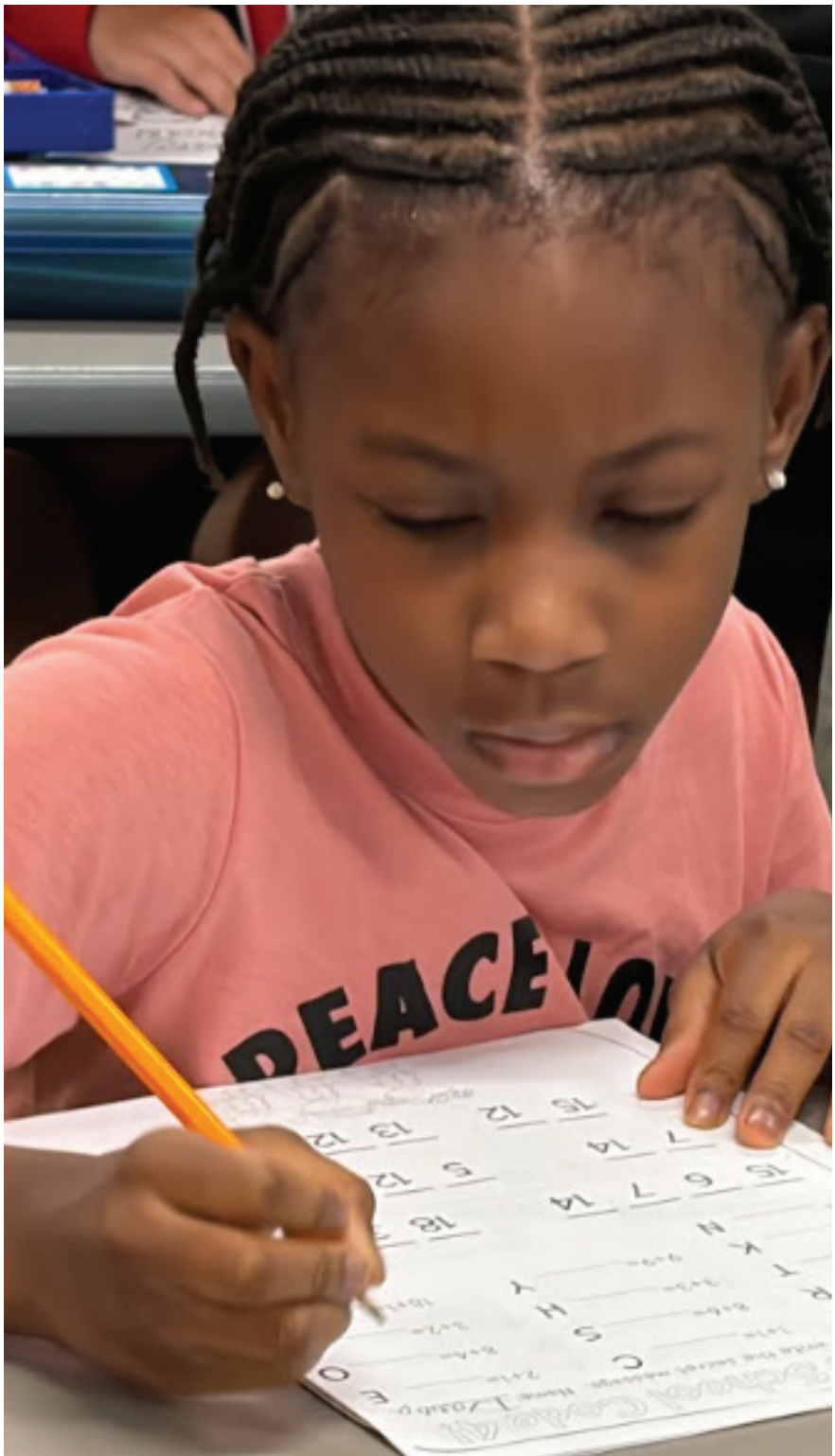
All children will be ready for Kindergarten as evidence by the PELI (Preschool Early Literacy Indicators) and COR (Child Observation Record).

Celebrations:

- Collaboration with Early Childhood and Kindergarten teachers to align curriculums and assist with transition into Kindergarten.
- Heggerty and Really Great Reading Curriculums implemented in EC Classrooms.

REDUCE ACHIEVEMENT GAP

closing the academic achievement gap between all student groups



MAPS will increase the percentage of proficient students in all groups by a minimum of 10% on the 2027 Minnesota Comprehensive Assessments.

Celebrations:

- Reading gaps narrowed for every group in the gap table.
- Four groups met the 10% relative growth mark in reading.
- Hispanic/Latino students grew in both subjects.

STUDENTS WHO QUALIFY FOR FREE OR REDUCED LUNCHES

Reading	Math
2024-25: 29.2%	2024-25: 22.7%
2025-26: 32.7%	**2025-26: 22.9%**

ALL STUDENTS

Reading	Math
2024-25: 44%	2024-25: 40.2%
2025-26: 46%	**2025-26: 38.4%**

STUDENTS WHO ARE ENGLISH LEARNERS

Reading	Math
2024-25: 7.5%	2024-25: 12%
2025-26: 8.1%	**2025-26: 11%**

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

Reading	Math
2024-25: 18.9%	2024-25: 19.4%
2025-26: 25.4%	**2025-26: 22.6%**



STUDENTS WHO ARE HOMELESS

Reading	Math
2024-25: 19.2%	2024-25: 9%
2025-26: 23.2%	**2025-26: 13.7%**

AMERICAN INDIAN/ ALASKAN NATIVE

Reading	Math
2024-25: 31.2%	2024-25: 23.5%
2025-26: 36.9%	**2025-26: 24.8%**

ASIAN

Reading	Math
2024-25: 55.4%	2024-25: 52.6%
2025-26: 56.5%	**2025-26: 56.5%**

BLACK/ AFRICAN AMERICAN

Reading	Math
2024-25: 27.2%	2024-25: 22.5%
2025-26: 32.6%	**2025-26: 22.1%**

HISPANIC/ LATINO

Reading	Math
2024-25: 24.8%	2024-25: 15.9%
2025-26: 29.4%	**2025-26: 18.7%**

WHITE

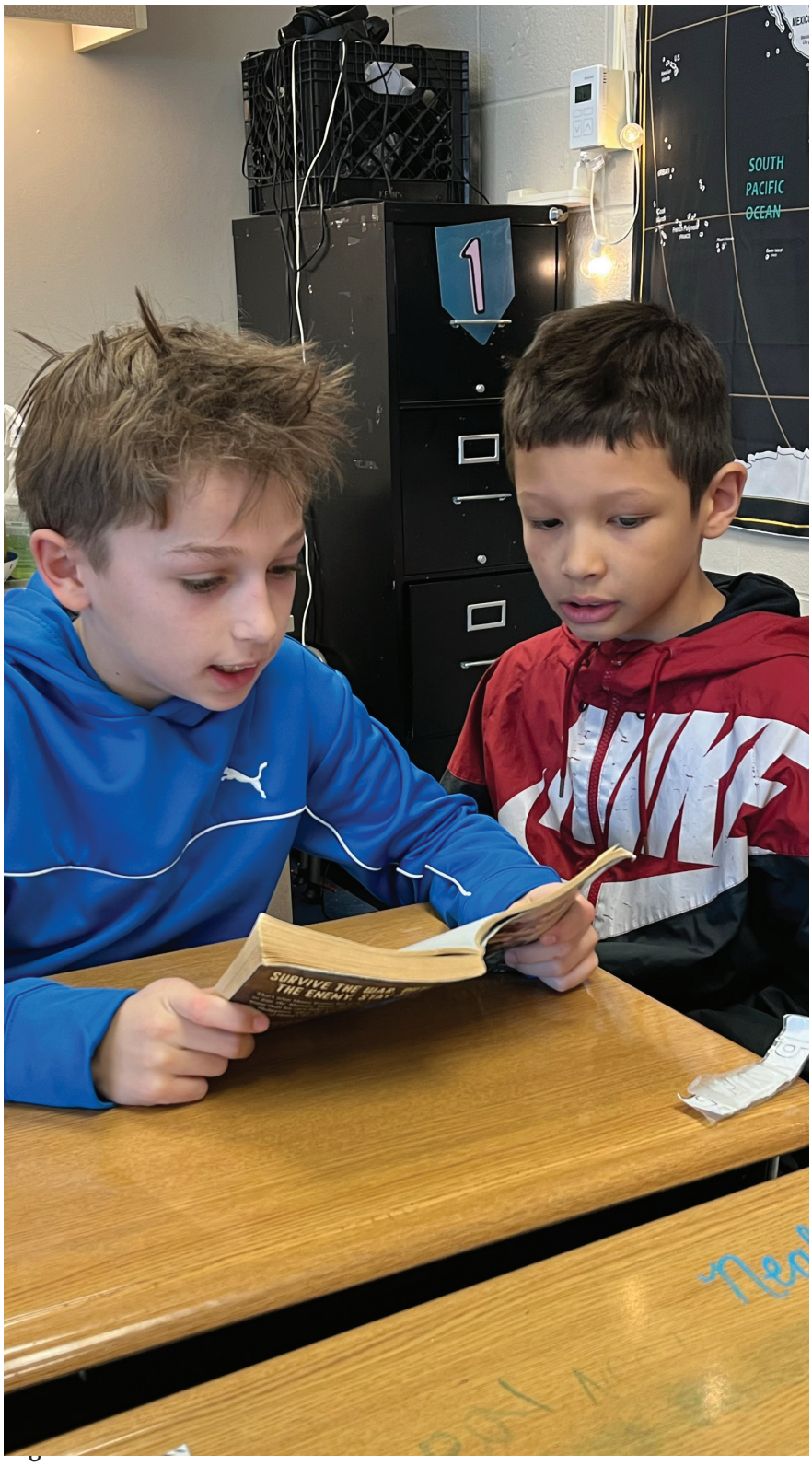
Reading	Math
2024-25: 51.5%	2024-25: 49.1%
2025-26: 52.1%	**2025-26: 46.5%**

TWO OR MORE RACES

Reading	Math
2024-25: 45.4%	2024-25: 41.4%
2025-26: 40%	**2025-26: 37.5%**

**Native Hawaiian/Pacific Islander is a category too small to report*

PREPARE STUDENTS TO BE LIFE LONG LEARNERS



The READ Act replaces Read Well by Grade Three. The three main components of the READ Act include:

- **Professional Development:** Phase 1 Teacher training is complete.
- **Assessment:** All students below grade level are being progress monitored.
- **Curriculum:** All curriculum is evidence-based and aligned to structured literacy practices.

GRADUATION

having all students graduate from high school



83.7%

2026 MHS four-year graduation rate

77.9%

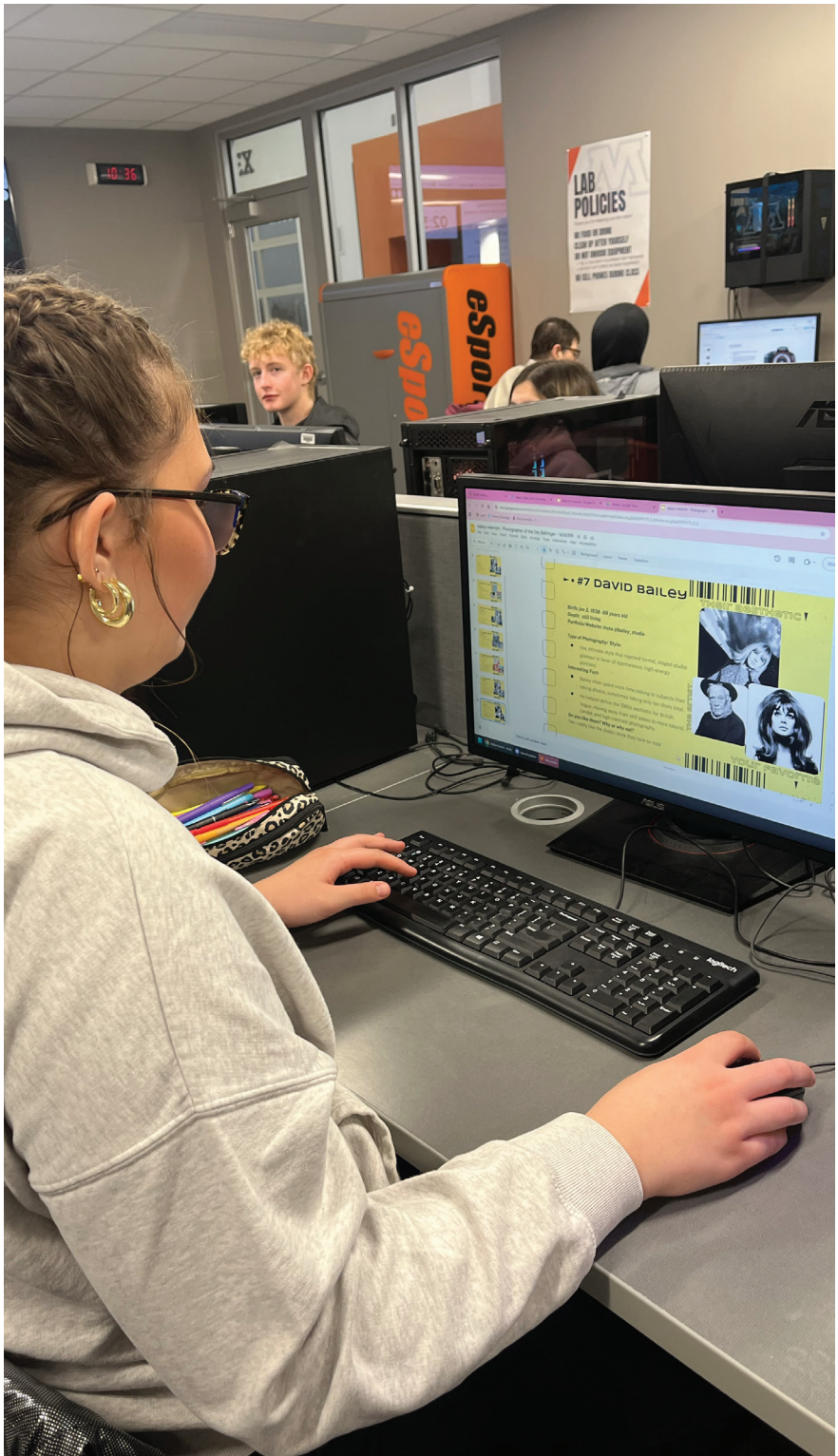
2026 District four-year graduation rate

86.3%

2026 District seven-year graduation rate

COLLEGE, CAREER AND LIFE READINESS

having all students attain college and career preparedness



Students are college and career ready if they meet the indicators listed below:

Academic Indicators

- GPA 2.5 of 4.0 and one or more of the following adacemic indicators
- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Honors Course (A, B or C)
- Concurrent Enrollment Course/ PSEO (A, B or C)
- Algebra II (A, B or C)

Standardized Testing Benchmark (minimum score)

- ACT Exam: English (18), Reading (22), Science, Math (22)
- ACT Work Keys: Math (3+), Literacy (3+), Work Place (3+)
- MCA Assessment: Reading, Math proficiency
- College Readiness Placement Assessment

Career Ready Indicators

Meet at least three of the career indicators

- Attendance 90% or greater
- Workplace Learning Experience
- Industry Credential
- Completion of Program Study
- Participation in Two or more organized Co-Curricular Activities

OUR STRATEGIC PRIORITIES



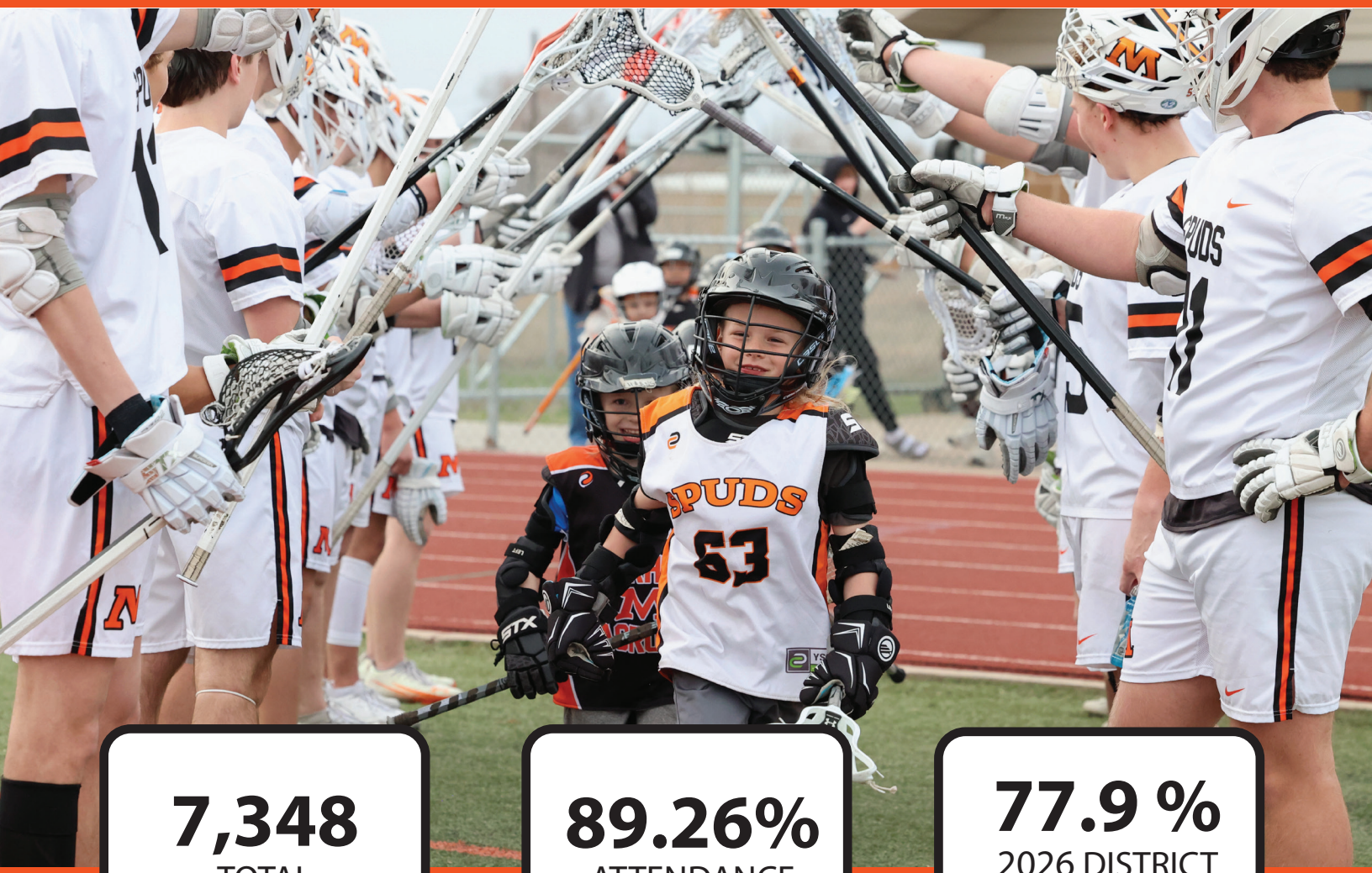
STUDENT ACHIEVEMENT

STUDENT & STAFF SUPPORT

COMMUNICATIONS, OUTREACH & MARKETING

FINANCIAL STABILITY & RESOURCE ALLOCATION

DISTRICT PROFILE



7,348
TOTAL STUDENTS

89.26%
ATTENDANCE RATE

77.9 %
2026 DISTRICT GRADUATION RATE

FREE OR REDUCED LUNCH

44.35%

HOMELESS

3.69%

ENGLISH LEARNERS

7.62%

SPECIAL EDUCATION

21.7%

OUR SCHOOLS



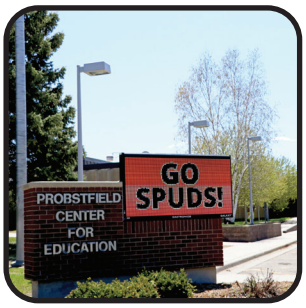
PROBSTFIELD EARLY LEARNING
271 STUDENTS



DOROTHY DODDS ELEMENTARY
583 STUDENTS



ELLEN HOPKINS ELEMENTARY
587 STUDENTS



PROBSTFIELD ELEMENTARY
291 STUDENTS



ROBERT ASP ELEMENTARY
567 STUDENTS



S.G. REINERTSEN ELEMENTARY
723 STUDENTS



HORIZON WEST MIDDLE SCHOOL
1136 STUDENTS



HORIZON EAST MIDDLE SCHOOL
1115 STUDENTS

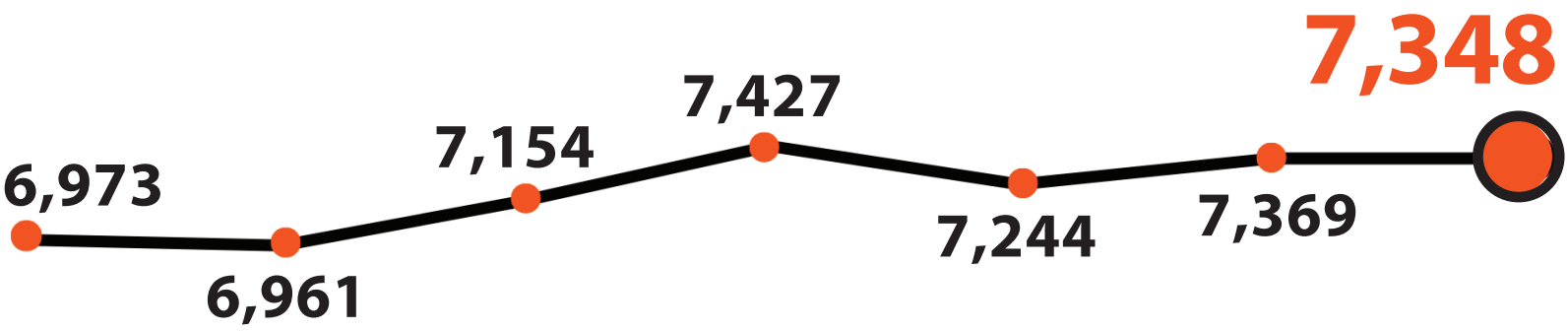


MOORHEAD HIGH SCHOOL
2149 STUDENTS



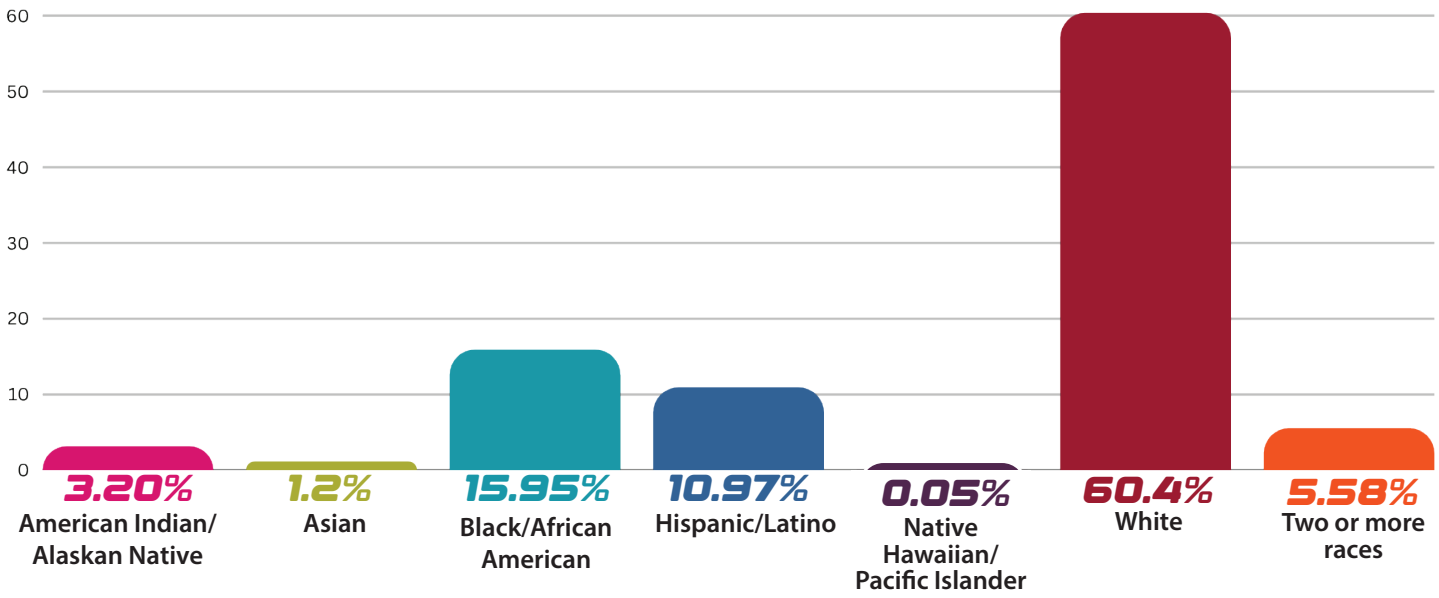
MOORHEAD ALC HIGH SCHOOL
132 STUDENTS

2025-26 ENROLLMENT



*Enrollment as of October 1

STUDENT INFORMATION



	Dorothy Dodds *583 students*	Ellen Hopkins *587 students*	Probstfield Elementary *291 students*	Robert Asp *567 students*	S.G. Reinertsen *723 students*	Horizon MS *2250 students*	Moorhead High *2149 students*	Moorhead ALC *132 students*
A/A	5.83%	3.58%	1.03%	6%	0.83%	1.07%	2.65%	12.12%
A	0.86%	0.85%	0.69%	1.59%	1.38%	1.16%	1.4%	0.76%
B/A	19.73%	27.09%	4.81%	11.64%	25.03%	14.76%	13.31%	14.39%
H/L	8.58%	16.70%	14.78%	13.76%	7.61%	11.47%	8.79%	26.52%
N/P	0%	0%	0%	0%	0.14%	0.13%	0%	0%
W	58.66%	44.12%	75.26%	58.38%	59.89%	63.11%	64.54%	35.61%
T	6.52%	7.33%	3.44%	5.47%	5.12%	5.47%	5.35%	9.85%



56

HOME LANGUAGES

English: 85.65%

Somali: 3.11%

Kurdish: 2.87%

Spanish: 2.80%

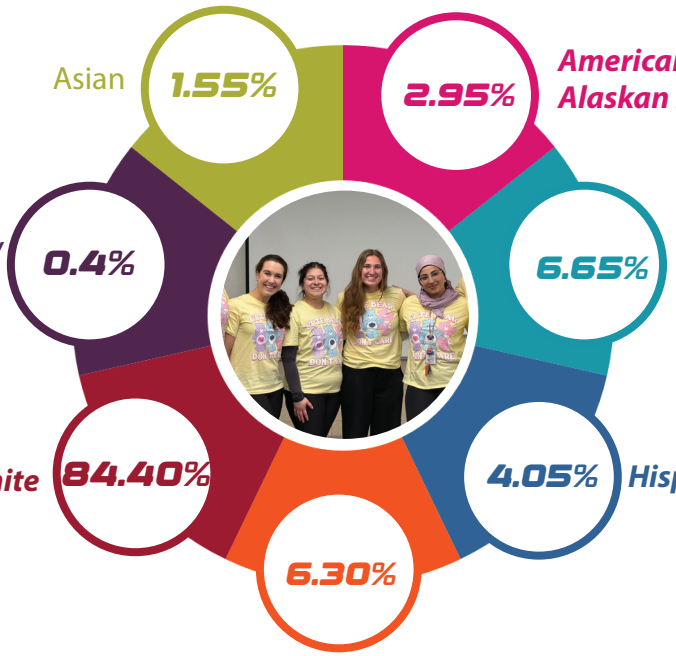
Arabic: 1.80%

STAFF INFORMATION

1,532 TOTAL ADMINISTRATORS, TEACHING & SUPPORT STAFF

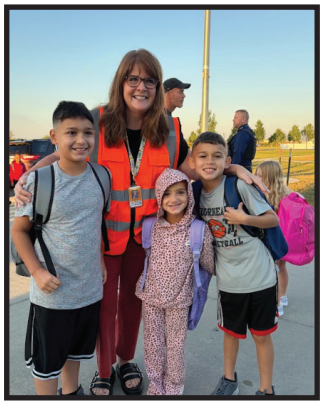


STAFF DEMOGRAPHICS

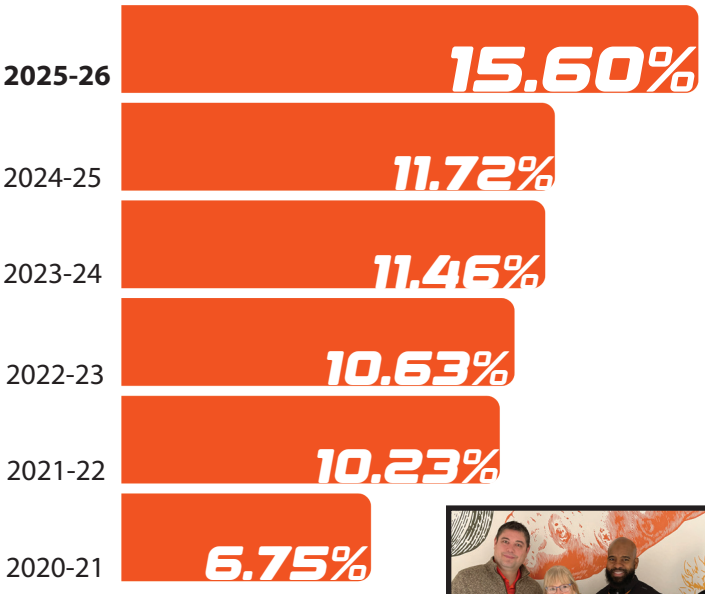








% GROWTH IN DIVERSE STAFF



TEACHING EXPERIENCE

6%
Less than 3 years

30.34%
3-10 years

63.67%
More than 10 years











PROBSTFIELD EARLY LEARNING CENTER

BUILDING

2410 14th St S

(218) 284-3800

Square Feet: 94,891
Constructed: 1966
Remodeled: 2014

ADMINISTRATION

Director of Early Childhood:
Joelle Hofer

Early Learning Program Manager:
Ashley Nelson

2026-27 STUDENT ENROLLMENT

Jump Start Preschool (ages 3-5):
271 Students

Early Intervention Services (Age 0-6):
217 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

Early Learning students will be progress monitored using a Kindergarten Entry Profile (KEP) Assessment tool (COR Advantage, Hawaii Early Learning Profile, and Preschool Early Literacy Indicators). Data will be reviewed in collaborative teams to plan and inform instruction.

Objective 2

Inclusive Content will be embedded into Early Learning curriculum across all programs in cooperation with Comprehensive Literacy State Development. Educational equity resources and training will be explored throughout this school year to support inclusive programs and responsive instruction. Responsive classroom planning will be based on student/family backgrounds.

Objective 3

100% of students will demonstrate growth in areas of social-emotional development, communication, and literacy skills as identified on curricular assessments and special education services plans.

CELEBRATIONS

JumpStart Preschool, which has received funding from United Way since 2012, received a United Way grant for 2027-29.



DOROTHY DODDS ELEMENTARY

BUILDING

4400 24th Ave S

(218) 284-1300

Square Feet: 108,736
Constructed: 2017

ADMINISTRATION

Principal:
Nancy Wilson

Assistant Principal:
Meagan Blake

2026-27 STUDENT ENROLLMENT

Grades K-4:
582 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

Increase attendance of K-4 families at school-hosted cultural engagement events - Dia de los Muertos, Black Joy, Around the World - by 15% as measured by event sign-in data.

Objective 2

Increase percentage of K-4 students achieving/exceeding proficiency targets listed: Composite Early Reading (K-1) and CBM-R (2-4) Benchmark Score: schoolwide from 69% to 82% by May 2027 as measured by the FastBridge Assessments.

Objective 3

Increase the percentage of K-4 students achieving/exceeding proficiency targets listed: Composite Early Math (K-1) and CBM-Math (2-4) Benchmark Score: schoolwide from 63% to 80% by May 2027 as measured by the FastBridge Assessments.

CELEBRATIONS

Met all three Catalyst goals: 100% staff participation in observation with feedback, 100% who were Catalyst certified recertified, and 70% completed 2+ observations with data collection.

Doubled the number of Catalyst certifications from 18 to 36 staff.

PTAC and Corwin-Subaru's "Adopt A Classroom" donations funded the purchase of no-tech recess bins and games for indoor recess.



ELLEN HOPKINS ELEMENTARY

BUILDING

2020 11th St S

(218) 284-4300

Square Feet: 113,277
Constructed: 1957-58
Remodeled: 2017

ADMINISTRATION

Principal:
Carla Smith

Assistant Principal:
Erika Engelking

2026-27 STUDENT ENROLLMENT

Grades K-4:
579 Students

SCHOOL IMPROVEMENT GOALS

Objective 1
All grade levels will host four (quarterly) family engagement events throughout the 2026-27 school year.

Objective 2
Reading: 80% of Ellen Hopkins students in kindergarten through 4th grade will meet the end of the year target for their grade by May 2027 as measured by the appropriate FastBridge Literacy Measures (K-Letter Sound, 1st-Nonsense Words, 2nd-4th CBMR)

Objective 3
Math: *80% of Ellen Hopkins students in kindergarten through 4th grade will meet the target for their grade (40th percentile) by May 2027 as measured by the appropriate FastBridge Math Measures (K- Number Naming Fluency (NNF) or Quantity Total Fluency (QTF), 1st- Math Facts Fluency (MFF-1D), 2nd-4th- composite).

Objective 4
Data Meetings: 100% of licensed teachers will participate in individual data meetings with the building coach to analyze student progress at least twice per year.

CELEBRATIONS

Ellen Hopkins Elementary School continues to implement the BARR Program (Building Assets and Reducing Risks). We are committed to focusing on student strengths, growing connections between students, staff and families and creating a school where everyone feels safe and welcomed.

The team at Ellen Hopkins participate in professional learning communities where we examine data, plan instruction, and celebrate student growth and achievement.



PROBSTFIELD ELEMENTARY

BUILDING

2410 14th St S

(218) 284-3800

Square Feet: 94,891
Constructed: 1966
Remodeled: 2014

ADMINISTRATION

Principal:
Jessica Rieniets

2026-27 STUDENT ENROLLMENT

Grades K-4:
293 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

All families surveyed will feel valued as a partner in their child's education on the parent survey, with at least 60% of families participating in the survey. 100% of students will feel valued by at least 1 adult as measured by a student survey.

Objective 2

80% of students will demonstrate proficiency on their end of year assessment in math.

Objective 3

- 80% or more students will be proficient on their identified literacy measure on aimswebPLUS and MCA by the end of the 2025-26 school year.
- 80% of Kindergartners will be proficient in Spanish Early Reading in Fastbridge by the end of Kindergarten.
- 80% students will score proficient in Spanish Early Reading in Fastbridge at the end of 1st grade.
- 80% students will be proficient in CBM Reading in Fastbridge at the end of the school year.
- The percentage of grade 3 and 4 students proficient on the reading MCA III will increase to 80% by the spring of 2026.

CELEBRATIONS

Probstfield students scored above the state average in reading and math MCA assessments, at least 12 percentage points higher in all measures.

Probstfield 2nd, 3rd and 4th graders exceeded our proficiency target of 80% in math.

Probstield students and staff partnered with local veterans groups for our second annual schoolwide Veteran's Day celebration.

Probstfield 4th grade student leaders supported kindergarteners during math time, led morning news broadcasts and led schoolwide events, including a schoolwide sing along.



ROBERT ASP ELEMENTARY

BUILDING

910 11th St N

(218) 284-6300

Square Feet: 112,441
Constructed: 1958
Remodeled: 2017

ADMINISTRATION

Principal:
Josh St. Louis

Assistant Principal:
Lauren Knutson

2026-27 STUDENT ENROLLMENT

Grades K-4:
489 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

By the end of the 2026-2027 school year, at least 75% of Robert Asp students will attend school at least 90% of the days (17 or less absences during the entire year)

Objective 2

100% of our PLC teams will use the Four Guiding Questions to collaboratively ensure high levels of learning for all students by identifying essential standards, developing common assessments, analyzing student results, and responding with targeted interventions and extensions.

Objective 3

We will work to increase the percentage of students achieving and exceeding the proficiency target from 42% to 80% by May of 2027 as measured by the FastBridge Assessments in Reading (Early Reading and aReading).

Objective 4

We will work to increase the percentage of students achieving and exceeding the proficiency target from 65% to 80% by May of 2027 as measured by the FastBridge Assessments in Math (Fastbridge Composite and aMath).

CELEBRATIONS

3% increase in the number of students who had no absence issues.

95% of licensed staff particpated in Catalyst Approach observations and feedback.

5% increase in the number of 3rd graders meeting/exceeding on MCA Reading.

5% increase in the number of 4th graders meeting/exceeding on MCA Math.



S.G. REINERTSEN ELEMENTARY

BUILDING

1201 40th Ave S

(218) 284-5300

Square Feet: 122,410
Constructed: 2004
Remodeled: 2017

ADMINISTRATION

Principal:
Tiffany Nagel

Assistant Principal:
Amanda Mix

2026-27 STUDENT ENROLLMENT

Grades K-4:
685 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

SGR will increase attendance at Family Collaborative events by 10% and achieve full staff implementation of The Catalyst Approach's 12 Foundational Skills, fostering an equitable, predictable, and connection-focused learning environment that bridges classroom culture with home partnership.

Objective 2

Through PLC cycles during the 2026-27 school year, 100% of teachers will align instructional pacing and post/reference daily learning targets in every lesson.

Objective 3

By May 2027, school-wide benchmark scores on the Composite Early Reading (K–1) and aReading (2–4) will increase from 57% to 80%, driven by maintaining at least 90% curriculum implementation fidelity across classrooms.
By May 2027, school-wide benchmark scores on the Composite Early Math (K–1) and aMath (2–4) will increase from 69% to 80%, driven by maintaining at least 90% curriculum implementation fidelity across classrooms.

CELEBRATIONS

Our Professional Learning Communities drive continuous improvement and equitable outcomes for every student through staff collaboration and shared expertise.

We celebrate the 18 staff members who achieved certification in The Catalyst Approach through ongoing coaching and professional growth.

More than 300 students were recognized as Spuds of the Week, earning a celebratory bracelet and a proud phone call home to share their efforts with their families.

We proudly host year-round cultural events, bringing families together to honor and celebrate the rich diversity within our school community.



HORIZON MIDDLE SCHOOL EAST & WEST

BUILDING

3601 12th Ave S

(218) 284-8300 (W)

(218) 284-7300 (E)

Square Feet: 426,573
Constructed: 2004
Remodeled: 2017

ADMINISTRATION

Principal West:
Amanda Henry

Assistant Principal West:
Jeremy Lapka

Principal East:
Spencer Stowers

Assistant Principal East:
Cory Holten

2026-27 STUDENT ENROLLMENT

Grades 5-6 (West):
1,149 Students

Grades 7-8 (East):
1,134 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

All Horizon teachers and staff will implement the 12 Foundational Skills from the Catalyst Approach to support academic and social-emotional development schoolwide. To elevate academic rigor and student agency, Horizon is integrating schoolwide AVID strategies—focusing on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). A primary emphasis will be streamlining organizational expectations from Horizon West to Horizon East, through the standardized, daily use of student binders and planners.

Objective 2

Horizon will provide no less than 4 opportunities for families and students to connect directly with school staff. In partnership with Liaisons, we will plan, communicate, track attendance, and gather feedback from both students and families. We will continue supporting and growing the 5–8 grade Parent Teacher Advisory Council (PTAC) to foster collaboration and connection.

Objective 3

Horizon administration will actively support teachers as they collaborate within Professional Learning Communities (PLCs) to review standards, develop a guaranteed and viable curriculum, and identify essential learning outcomes. This work will incorporate the Building Assets, Reducing Risks (BARR) program to maintain strong student connections—highlighted by the addition of Advisory at Horizon East this year and the continuation of M.A.S.H. at Horizon West.

CELEBRATIONS

92% of teachers at Horizon West and over 80% at Horizon East participating in Catalyst observation and feedback sessions.

Partnered PTAC with student leadership to increase awareness and participation in fundraising and family activities.

Expanded elective opportunities at Horizon East with the addition of LAB elective courses to challenge students and foster engagement in their specific areas of interest.



MOORHEAD HIGH SCHOOL

BUILDING

2300 4th Ave S

(218) 284-2300

Square Feet: 427,951 (MHS)
Constructed: 2024

2800 27th Ave S

(218) 284-6000

Square Feet: 174,563 (MHSCA)
Constructed: 2014
Remodeled: 2021

ADMINISTRATION

Principal:
Josh Haag

Assistant Principals MHS:
Michael Goodwin
Vincent Williams

Assistant Principal Career Academy:
Holly Strand-Rysgaard

2026-27 STUDENT ENROLLMENT

Grades 9-12:
2,116 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

We expect that ALL students will feel valued and accepted for who they are and see themselves in the curriculum they are engaged with. In order to achieve and measure this we will work to ensure all Spuds answer yes to three essential questions: 1. Do I belong here? 2. Is this meaningful? 3. Can I do this?

Objective 2

By providing a Guaranteed and Viable Curriculum, we ensure every student has equitable access to high-quality learning experiences that promote success for all. We expect all teachers to have a clear understanding of their instructional direction and the Essential Learning Outcomes for students. Through intentional planning and reflection, teachers will ensure the curriculum is meaningful and relevant, helping students see connections between their learning and their future goals.

Objective 3

We expect students to develop an understanding of their academic and social-emotional strengths and areas for growth. All teachers will use data to adjust instruction, providing targeted support or enrichment through deeper learning, to ensure every student continues to grow.

CELEBRATIONS

Building leadership worked alongside our Professional Learning Communities (PLCs) to conduct regular fidelity checks on pacing and standards alignment, ensuring every student receives consistent, high-quality, Tier 1 instruction.

MHS built a comprehensive family engagement plan to ensure all families can actively access their child's education and connect with staff.

Key cultural and community events like our Indigenous Peoples' Day Pow Wow in October, International Night, and Moorhead Speaks served as vibrant bridges connecting our diverse student body, staff, and community.



MOORHEAD ALTERNATIVE LEARNING CENTER

BUILDING

2777 34th St S

(218) 284-2200

Square Feet: 30,400
Constructed: 2008
Remodeled: 2026

ADMINISTRATION

Principal:
Dave Lawrence

Assistant Principal:
Craig Fahrendorf

2026-27 STUDENT ENROLLMENT

Grades 9-12:
113 Students

SCHOOL IMPROVEMENT GOALS

Objective 1

MALC will continue to improve graduation rates to greater than 60% for the 26/27 school year. MALC will continue to improve attendance rates to an overall average daily attendance rate greater than 70%.

Objective 2

ALC teachers will utilize the quarterly Essential Learning Outcomes to adapt their curriculum to ensure students are working toward mastery of those skills to increase a credit proficiency rate of 70%. Teachers will continue to implement ModernClassroom Project having 100% of instruction and activities accessible using the MCP practices - utilizing "Blended Instruction", "Self-Pacing", and "Mastery Based Instruction" providing feedback, supportive encouragement, and monitoring/directing pacing.

Objective 3

All staff will create/refine Mastery Based Assessments from their ELOs, to keep up with quarterly time frames, to allow students to assess their understanding and reassess until students can show mastery of the concept. Staff will continue to implement their assessment procedures, including providing feedback to students, opportunities to reteach and reassess, and pacing goals of when students should be assessed.

CELEBRATIONS

Fully integrated the Modern Classroom Project across courses to more effectively address students' individual credit recovery requirements.

With 54 students graduating, the ALC achieved a 46.2% graduation rate among enrolled 12th and 12+ grade students.



WEST CENTRAL ACADEMY

BUILDING

919 8th Ave N

(218) 299-7560

Remodeled: 2020

ADMINISTRATION

Principal:
Dave Lawrence

Academy Supervisor:
Joanne Karch

SCHOOL IMPROVEMENT GOALS

Objective 1
Transcripts for 11th and 12th grade students at West Central Academy will be updated, monitored, and reviewed to identify additional credit recovery options that support increased graduation rates.

Objective 2
At least 50% of West Central Academy students, including both Secure and Non-Secure populations, who remain enrolled for 60 days or longer, will show measurable growth in their pre-/post-STARS Math assessment scores by the end of their placement.

Objective 3
At least 50% of West Central Academy students, including both Secure and Non-Secure populations, who remain enrolled for 60 days or longer, will show measurable growth in their pre-/post-STARS Reading assessment scores by the end of their placement.

Objective 4
By implementing evidence-based strategies from Read Act training, 80% of students in the facility for 30 days or longer will demonstrate proficiency in learning and understanding morphemes based on pre/post tests. Teachers will support this target by providing regular practice opportunities aligned with monthly morpheme sets

CELEBRATIONS

13 students graduated from WCA in 2026.



MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead Area Public Schools

Independent School District 152
1313 30th Ave S • Moorhead, MN 56560
www.isd152.org

Administration

Dr. Brandon Lunak
Superintendent

Dr. Jeremy Larson
Assistant Superintendent of Teaching & Learning

Dr. Kristin Dehmer
Assistant Superintendent of Business & Administrative Services

Steve Moore
Executive Director of Operations & Emergency Management

Brenda Richman
Executive Director of Community Engagement & Public Relations

Duane Borgeson
Executive Director of Special Services

Dan Markert
Executive Director of Technology

The 2025-26 Annual Report on Comprehensive Achievement and Civic Readiness is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.isd152.org

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