



Robbinsdale Area Schools School Board Meeting Agenda

Monday, September 13, 2010 at 5:30 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. Welcome and Review Agenda
Presenter: Chair Walsh
Time: 5:30 - 5:35 p.m.
2. Update on Work of Budget Committees 2
Presenter: Superintendent Sicoli
Time: 5:35 - 6:00 p.m.
3. Update on Northport Elementary 20
Presenter: Lonnie Smith/Jim Gerber and Scott McQueen/Greg Dehler of WOLD
Architects and Engineers
Time: 6:00 - 6:30 p.m.
4. Divestiture Committee Recommendations - Next Steps 25
Time: 6:30 - 6:45 p.m.
5. Break
Time: 6:45 - 7:00 p.m.
6. Measureable Targets for Addressing the Achievement Gap 28
Presenter: Gayle Walkowiak and Cheryl Videen
Time: 7:00 - 8:00 p.m.
7. July 28 Workshop Next Steps
Time: 8:00 - 8:40 p.m.
8. Review 2010-2011 Superintendent Evaluation Instrument
Presenter: Barb Van Heel
Time: 8:40 - 9:00 p.m.

Process for Recommending Budget Adjustments for 2011-2012 and Beyond

Planning for Educational Excellence and
Future Financial Stability

September 13, 2010 Update





Budget Planning Committees

Process Summary

- Six budget committees are researching options to take a pro-active approach to financial challenges.
- Committees will report financial and educational implications for the school board to use to inform decision-making.
- Midway through process.
- No decisions have been made.



Enrollment Committee

Areas/Topics Explored

- The Magnets/Partnerships sub-committee has begun looking at financial considerations of expanding RSI:
 - Facility analysis of Olson and Pilgrim Lane
 - Start-up costs
 - Preliminary transportation costs
 - Number of spots reserved for resident students, non-resident students, and students from racially-isolated schools
 - Various scenarios for financial feasibility and profitability



Enrollment Committee

Next steps

- The sub-committee will be doing more in-depth examination and analysis of costs related to expanding RSI to determine financial feasibility.
- The sub-committee will revisit the development of a STEM magnet school and financial considerations.



Revenue Enhancement

Areas/Topics Explored

Areas Investigated:

1. Advertising

- Web
- Signage
- Publications

2. Fees

- Extracurricular Programs
- Community Use of Facilities

3. Community Giving

- Sponsorships
- Alumni, and other community groups

4. Income Generating

- Sports Bubble



Revenue Enhancement

Preliminary Findings

- Potential for some new revenue. Not lucrative.
- Advertising opportunities will increase
- RAS extracurricular fees, in general, similar to surrounding districts
- There is an opportunity for stronger partnership between schools, Seven Dreams Education Foundation, Booster Clubs, PTO's
- To realize new revenues, it may require investment in staff time



Revenue Enhancement

Next Steps

- Potential Future Policy Discussions:
 - Student fees
 - Moderate/low income family access to extra-curricular activities
 - Community group facility fees
 - Level of advertising / commercialization
- Next steps
 - Compile report



Alternative Programming

Areas/Topics Explored

- Participation in:
 - Alternative Learning Programs and Centers
 - West Metro Education Program (WMEP)
 - Intermediate 287 Special Education services



Alternative Programming

Information Gathered To-date

Analysis of Alternative Programming includes:

- Budget reductions opportunities within
 - the ALC programs managed by 287
 - the Special Education programs managed by 287 and associated educational ramifications .
- Budget reduction opportunities within the district's WMEP related programs



School Programs Committee

Areas/Topics Explored

- Middle school 6-period day
- K-12 music program
- Licensed teachers in non-teaching positions and building administration
- Paired schools



School Programs Committee

6-Period Day in the Middle School

Analysis of 6-period day includes:

- Viable alternatives to 6 period day
- Estimated cost savings for each alternative
- Educational ramifications for each alternative and for specific programs (i.e., MYP, ELL, SPED)
- Sample schedule options in a 6-period day
- Findings from site visits, and more
- Overview of current middle school offerings



School Programs Committee

K-12 Music Programs

Analysis of K-12 Music Programs includes:

- Cost saving options
- Associated educational ramifications



School Programs Committee

Licensed, non-teaching positions

Analysis of non-teaching positions includes:

- Review of every licensed, non-teaching position for 2010-11
- The funding source for each position
- Options for providing the services in a more cost effective manner or elimination of service
- Accompanying educational ramifications.



School Programs Committee

Paired Schools

Analysis of paired schools includes:

- Estimated cost savings if implemented 2010-11
- Review of research on school configuration
- Compilation of stakeholder input during pair-school proposal from recent past
- Final step: Gather perspectives from current elementary school administration



Operations Committee

Areas/Topics Explored

- Warehouse
- Publications
- Transportation



Operations Committee

Next Steps

- Survey of publications and warehouse users is drafted and about to be distributed.
- Setting up a meeting with some users to discuss the issues in depth.
- Researching available, economical warehouse space.



Online Learning

Work since Aug. 9

- Met with Northern Star Online
 - Online learning trends
 - Benefits of membership
 - Tuition payment
- Met with Compass Learning
 - Compass Odyssey – Learn how can it be used more extensively
- Drafted report



Budget Planning Committees

Summary

- Committees are necessary to take a pro-active approach to financial challenges
- Committees have gathered good information, some are beginning to report out, others have additional work to do
- Provide periodic work session reports on progress
- No decisions have been made



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Lonnie Smith, Executive Director of Business Services

DATE: September 13, 2010

RE: Updated Information on Northport Review and Comment

DISCUSSION:

Attached to this memo is summary information regarding revisions to the Northport Review and Comment which were developed by Wold Architects and our staff during the month of August, 2010. The revisions are necessary due to the attached letter from the Department of Education dated July 27, 2010. This letter was sent as a follow up to a visit from Department of Education staff to Northport on July 15, 2010. The detail behind the summary information will be forwarded to the School Board with the revised Review and Comment submittal.

You will note from the letter from the Department of Education that they have commented on a variety of funding issues associated with our initial Review and Comment. These comments and changes will require us to review our previous funding plan depending upon how the Department of Education responds to our revised Review and Comment.

We will be following up with our financial advisors to determine options for funding depending upon how the Department of Education responds to our revised Review and Comment.

We will have representatives from Wold Architects at the work session to discuss the summary information and respond to School Board questions and comments.

STRATEGIC PLAN:

5E-Maximize Resources and Demonstrate Financial Accountability

QUESTIONS:

If Board Members have questions about this information prior to the School Board Work Session, please contact Lonnie Smith at 763-504-8037 or Lonnie_Smith@rdale.org



July 27, 2010

Mr. Lonnie Smith
Executive Director of Business Services
4148 Winnetka Avenue North
New Hope, MN 55427

Dear Mr. Smith,

The Minnesota Department of Education (MDE) would like to thank Robbinsdale Public Schools for meeting with members of the Program Finance Division at Northport Elementary School on Thursday, July 15th. The following information concerning the proposed project at this site is provided as a result of the meeting in accordance with the Capital Expenditure; Health and Safety Program (Minn. Stat. § 123B.57), and the Alternative Facilities Bonding and Levy Program (Minn. Stat. § 123B.59).

To qualify for Alternative Facilities funding under Minn. Stat. § 123B.59 it is important to understand conditions must pre-exist in an eroded physical condition or state of deterioration. Work intended to address other issues such as energy savings, structural deficiencies, and State Building and Mechanical Code changes is not fundable under the program. Thus, Alternative Facilities maintenance projects do not involve upgrade but only the restoration of the original state (insofar as is possible).

The main deficiencies concerning Northport Elementary School begin with the roof. The Alternative Facilities program under Minn. Stat. § 123B.59 does not address structural remediation and State Building Code issues. Given the current project design, all roof structural reinforcement costs would have to be funded from another funding source, not Alternative Facilities or Health and Safety.

Deteriorated roofing material, including the membrane may be funded through Alternative Facilities. A portion of the rain water piping may be funded through Alternative Facilities but only for existing material. Supplemental improvements to the current roof drainage system, including additional storm water management, additional rain water piping, and exterior storm

sewer expenses to meet code requirements are not eligible for Alternative Facilities or Health and Safety funding.

Submission of Attachments 7 and 8 completed by an architect or engineer (PE) is required for proposed mechanical ventilation improvements. Approved expenses incorporating new air handling units, steam and condensate piping to and from the units, electrical expenses, unit ventilators, direct digital controls, and roof reinforcement for the air handling units may be included in the scope of work covered under either the Health and Safety program or the Alternative Facilities program.

Due to increased weight loading, roof reinforcement is only eligible for the immediate area of the air handling units, not associated ductwork. Additional square footage for mechanical ventilation equipment is allowable under health and safety if structural roof reinforcement exceeds the expense of adding new square footage. Additional information is needed to support the costs between the two alternatives. Additional improvements for constructing chases to house ductwork is not included in this scope of work and are not eligible for Alternative Facilities or Health and Safety funding.

Proposals to replace deficient mechanical equipment, including boilers, fuel oil pumps, underground storage tank (UST), exhaust fans, domestic water piping, and power panels are eligible alternative facilities expenditures. The district may include miscellaneous electrical expenses with corresponding projects instead of itemizing this activity as a separate item.

Food service equipment to meet current health standards with accompanied department of public health orders is fundable under health and safety. Additional square footage not attached to the building for a flammable storage room, and additional sprinkling fire protection may be fundable under Health and Safety but only with state fire marshal orders. Asbestos abatement activities associated with any portion of the project, and costs for removal of the eroded UST, and subsequent remediation activities are eligible health and safety expenditures.

The following building materials located in the 1959 addition, including visual display boards, wood doors and hardware, hollow metal doors and frames, interior casework, interior ceilings, light fixtures, faucets, fixtures, water closets, urinals, sinks, and lavatories, and ceramic tile base are acceptable Alternative Facilities expenditures.

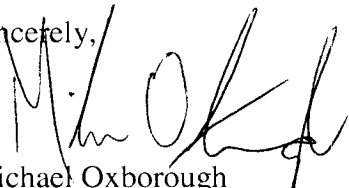
The replacement of vinyl asbestos and composition tile with porcelain floor tile in the 1959 addition are acceptable Alternative Facility expenditures. This determination is based on the evaluation of increased material and maintenance expense for replacing similar building material.

It is important to note replacement lighting, and boiler replacement exceeds normal restoration of the original state when energy rebates are received from a utility provider, constituting an upgrade. Therefore, any upgrades resulting in additional rebate revenue are not covered under

Alternative Facilities or Health and Safety. The visitor office construction for security improvements is also not covered under Alternative Facilities or Health and Safety.

The review and comment document submitted for this building must be revised to incorporate changes in financing, and also to include greater detail of building deficiencies. While the total cost for all building renovation and structural repairs may not be included as part of this project, it is important for MDE to determine the total scope of deficiencies that will need to be addressed. Therefore, the May 2008 Facility Condition Assessment Report for Northport Elementary School is requested for review.

I encourage any future discussion the district may have concerning the content of this letter. You may contact me at (651) 582-8509 or Michael.oxborough@state.mn.us if there are any questions or concerns.

Sincerely,

Michael Oxborough
Health and Safety Specialist

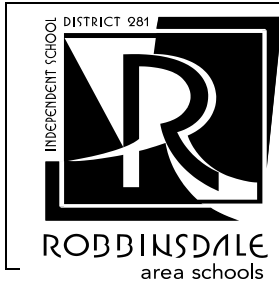
Cc: Audrey Bomstad

Project Year 2011				
	Alt. Facilities Funded	District Capital / Other Funding Source	Health and Safety Funding	Total
Total Estimated Project Cost Project Year 2011 6/16/10 review and comment submittal	\$5,283,970	\$1,101,282	\$89,092	\$6,474,344
Total Estimated Project Cost Project Year 2011 (9/8/10 Revisions)	\$3,331,417	\$873,150	\$1,670,473	\$5,875,039
Difference	(\$1,952,553)	\$228,132	\$1,581,381	(\$599,305)

Project Year 2012				
	Alt. Facilities Funded	District Capital / Other Funding Source	Health and Safety Funding	Total
Total Estimated Project Cost Project Year 2012 6/16/10 review and comment submittal	\$5,652,400	\$702,611	\$141,899	\$6,496,910
Total Estimated Project Cost Project Year 2012 (9/8/10 Revisions)	\$5,406,487	\$283,003	\$1,405,324	\$7,094,814
Difference	(\$245,913)	\$419,608	\$1,263,425	\$597,904

Total Project Cost Impact for Project years 2011 + 2012	(\$2,198,466)	\$647,740	\$2,844,806	(\$1,401)
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Note: The detailed scope information will be included as part of the revisions submitted to MDE for their review.



*The mission of Robbinsdale Area Schools
is to inspire and educate all learners
to discover their potential and
positively contribute to their community.*

Robbinsdale Area Schools Divestiture Plan Advisory Committee

School Board Action to Create Divestiture Advisory Committee

At a regular meeting of the School Board of Robbinsdale Area Schools held on June 1, 2009, the board approved a slate of committee members to serve on the Divestiture Advisory Committee.

Charge to the Committee

The charge to the committee was to create a list of possible options and recommendations for each district surplus facility that represents a proper use and fit for the school district, community and neighborhood where it is located.”

The committee expanded the initial charge to include “optimizing the financial return to the district while preserving our ability to provide the highest quality education services.”

The committee was to review in detail the inventory of facilities and land declared to be surplus. They would also review the current zoning and permissible uses for each property.

The committee would hold an input meeting or meetings in neighborhoods impacted by potential new use of facilities or land (Crystal, Golden Valley, New Hope, Plymouth).

The committee, if designated by the school board, would participate in the selection of agent(s) or firms to market surplus property on behalf of the school district.

Membership

Members of the committee declared that they had no conflicts of interest, accepted the charge and agreed upon the process.

Members of the committee are community members Tony Biskupski, Zachary Lane attendance area; Bryan Burk, Neill attendance area; Jim Damiani – community expert; Chris Gibbs, community expert; Mark Grimes, community expert; Jeff Houle, community expert; Scott Johnson – Meadow Lake attendance area; John Kluchka, community expert; Joanne Kostka, Sonnesyn attendance area; Kim Labat, Northport attendance area; Brad Scheib, community expert; Matthew Smith, Lakeview attendance area; Ron Stoffel, Forest attendance area and Blair Tremere, Noble attendance area.

City representatives include Patrick Peters, city of Crystal, DeDe Scanlon, city of Golden Valley, Andy Hoffe, city of New Hope, Bill Blonigan, city of Robbinsdale; Gary Eitel, city of Brooklyn Center; Dean Heng, city of Brooklyn Park; Jim Willis, city of Plymouth.

Administrative staff include Aldo Sicoli, Superintendent of Schools; Gayle Walkowiak, Executive Director for Teaching and Learning; Lonnie Smith, Executive Director of Business Services and Jim Gerber, Facilities Program Director.

School Board members on the committee include Sherry Tyrrell, chair of the committee; Patsy Green and Barb Van Heel.

Work of the Committee

The Divestiture Plan Advisory Committee met for the first time on June 17, 2009 and over the course of the past year, the committee met ten times.

The committee has diligently reviewed data on the seven district sites that had been identified by the school board and administration for review (Cavanaugh, Highview, Hosterman, Olson, New Hope, Pilgrim Lane, and Winnetka). In August 2009, committee members participated in an exercise to identify issues, constraints and opportunities for buildings and sites.

In addition to the review of data for each site, the committee toured all locations, conducted a Community Forum on January 28, 2010 at Plymouth Middle School to share information and take public input, formed a sub-committee to conduct interviews with real estate brokerage houses and bring information back to the committee. District administrators provided updates on the continuing and changing needs and constraints for some sites.

Committee members gained an appreciation for the complexity of the district's facility needs now and into the future. Future use of the sites was explored in depth, but the consensus of the committee was that this was not our province. Use would be guided by Comprehensive City Plans and zoning.

Recommendations

The following recommendations are the work of a year of study, and reflect our best efforts to move the district forward.

- Hosterman - the district has entered into a purchase agreement for the sale of the Hosterman building (10.1 acres) to District 287. It was the recommendation of this committee that the district pursue the west end (Hosterman building) to maximize the value of the remaining property.
- Cavanaugh and Winnetka Learning Center – recommendation is to put these sites, including the soccer field west of WLC, on the market now. Sites will be needed for two years while Sandburg is leased to district 287. Programs at these sites are slated to move to Sandburg upon completion of new 287 school.
- Highview – divest of this property. Need to account for the Cooper parking spots (10) used on this site.
- New Hope – retain this property. Needed for parking for Cooper High School, grounds for sports teams, and the building for district programs.
- Olson and Pilgrim Lane – these sites should be retained pending the outcome of the district's budget planning committees.

The committee discussed and recognized that it is important that any sale of district property include a deed restriction that would prohibit any future use that would compete for students in programs in our district.

The committee recommended that marketing services for the identified properties be provided by real estate broker NAI Welsh Companies.



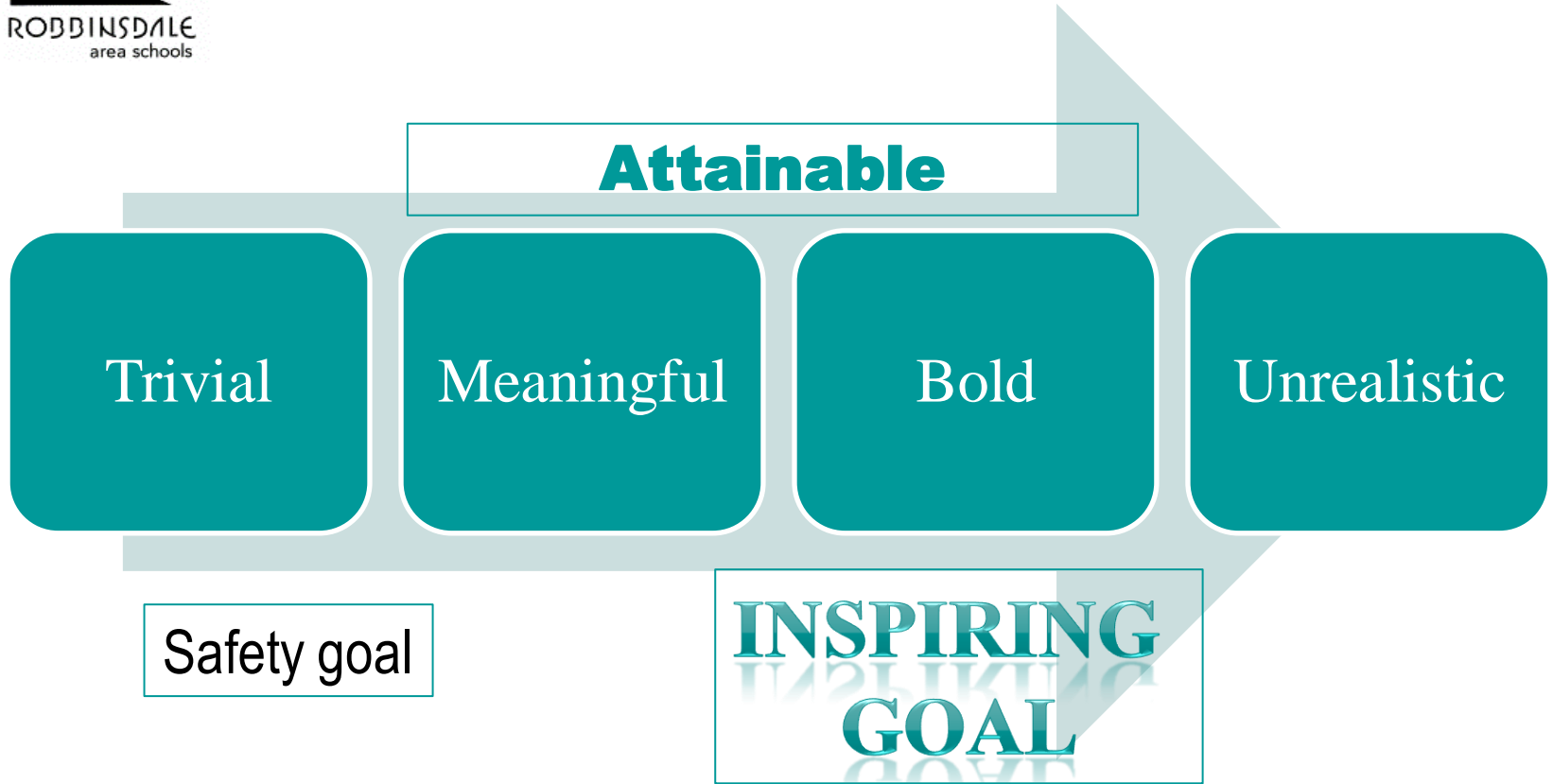
Reducing the Achievement Gap

District Goal Setting: 2010-2011

School Board Work Session

September 13, 2010

Goal Continuum





Reducing the Achievement Gap

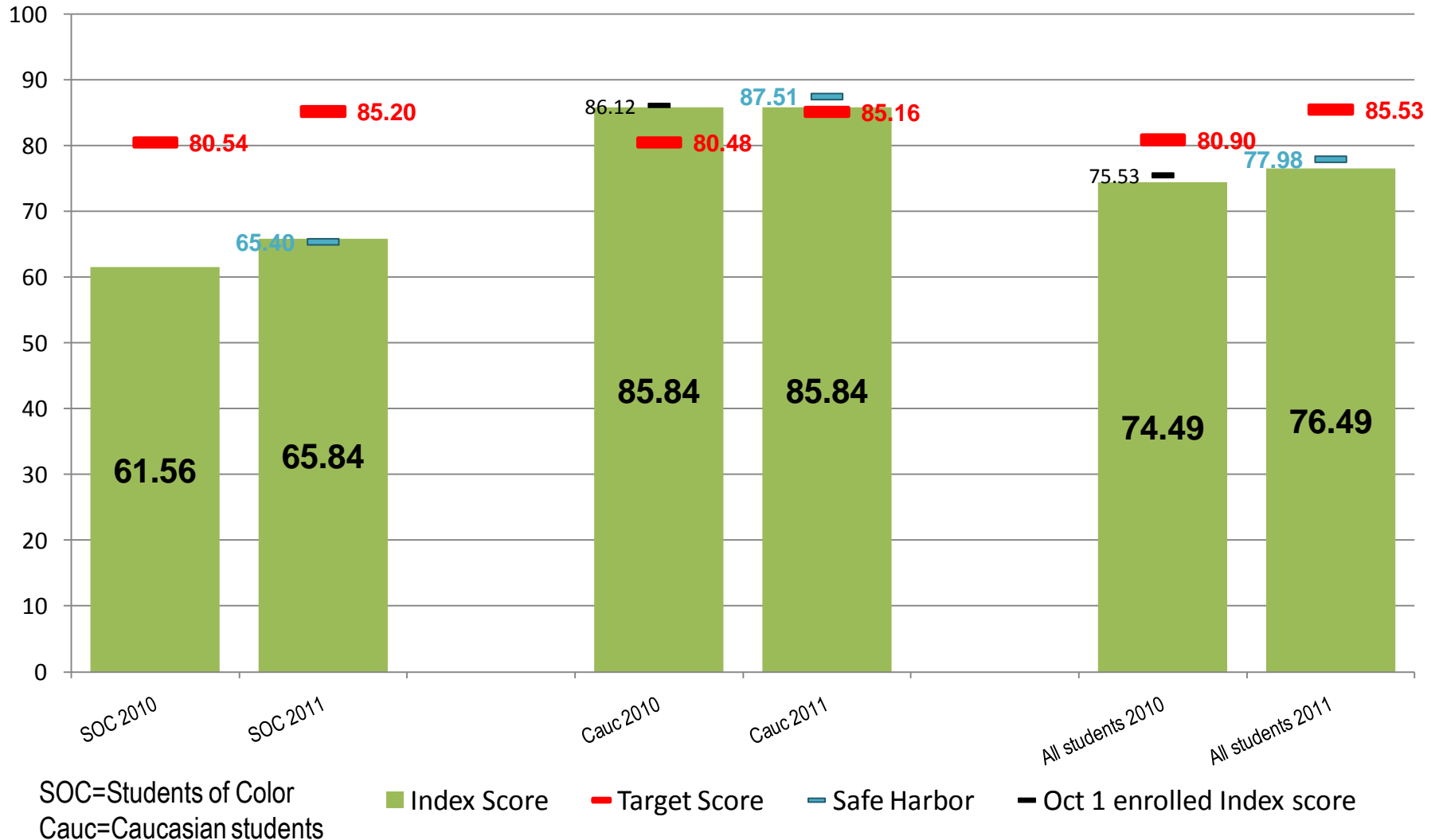
District Goal Setting: 2010-2011

- The overall reading AYP index score will increase and the achievement gap between Caucasian students and students of color will decrease from 24 index points in 2010 to 20 index points in 2011.
- The overall math AYP index score will increase and the achievement gap between Caucasian students and students of color will decrease from 27 index points in 2010 to 22 index points in 2011.

Students of color includes four ethnic groups: American Indian, Asian American, Hispanic American and African American students.

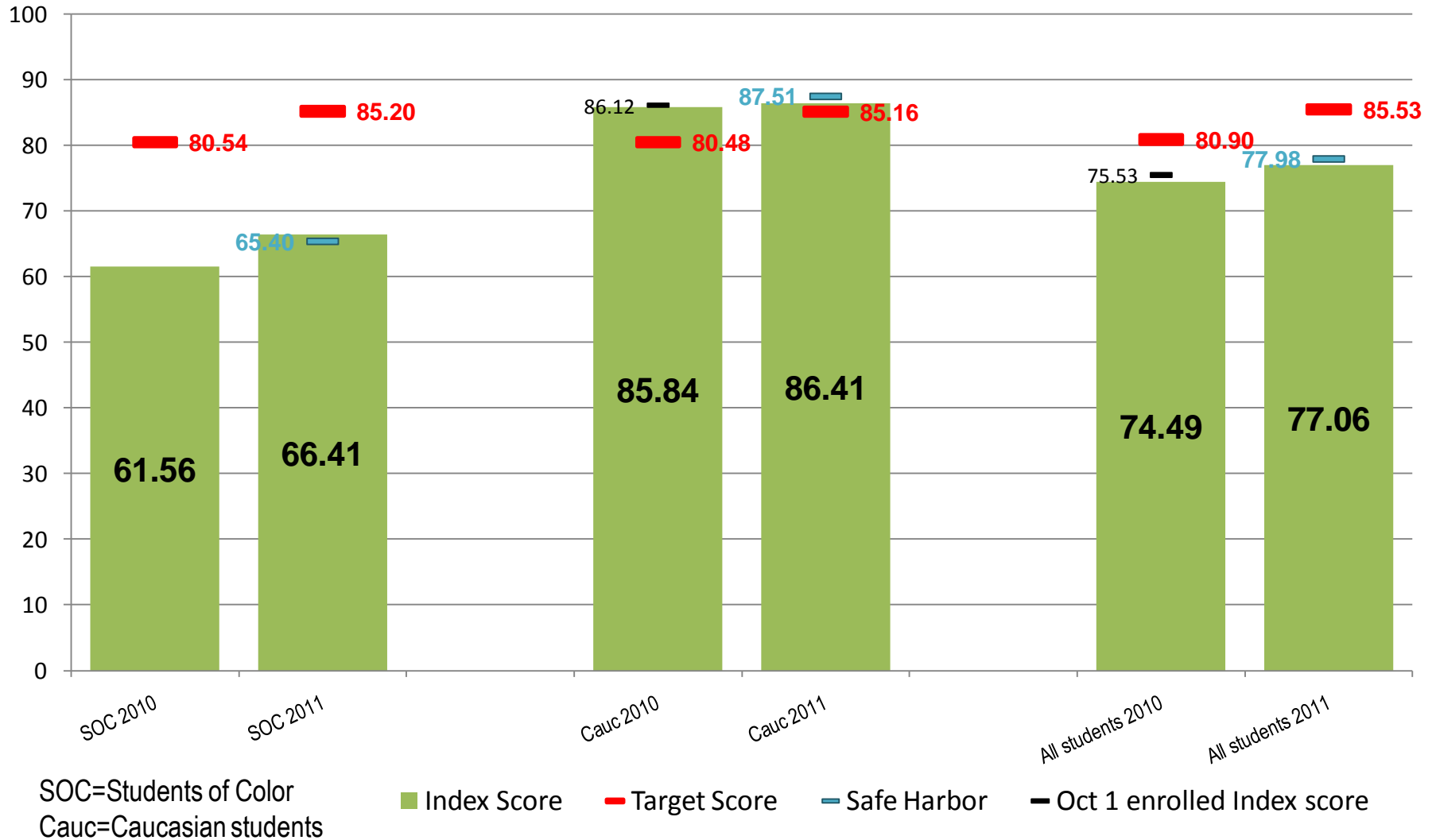
Reducing the Achievement Gap

District Goal Setting for 2010-2011: Reading



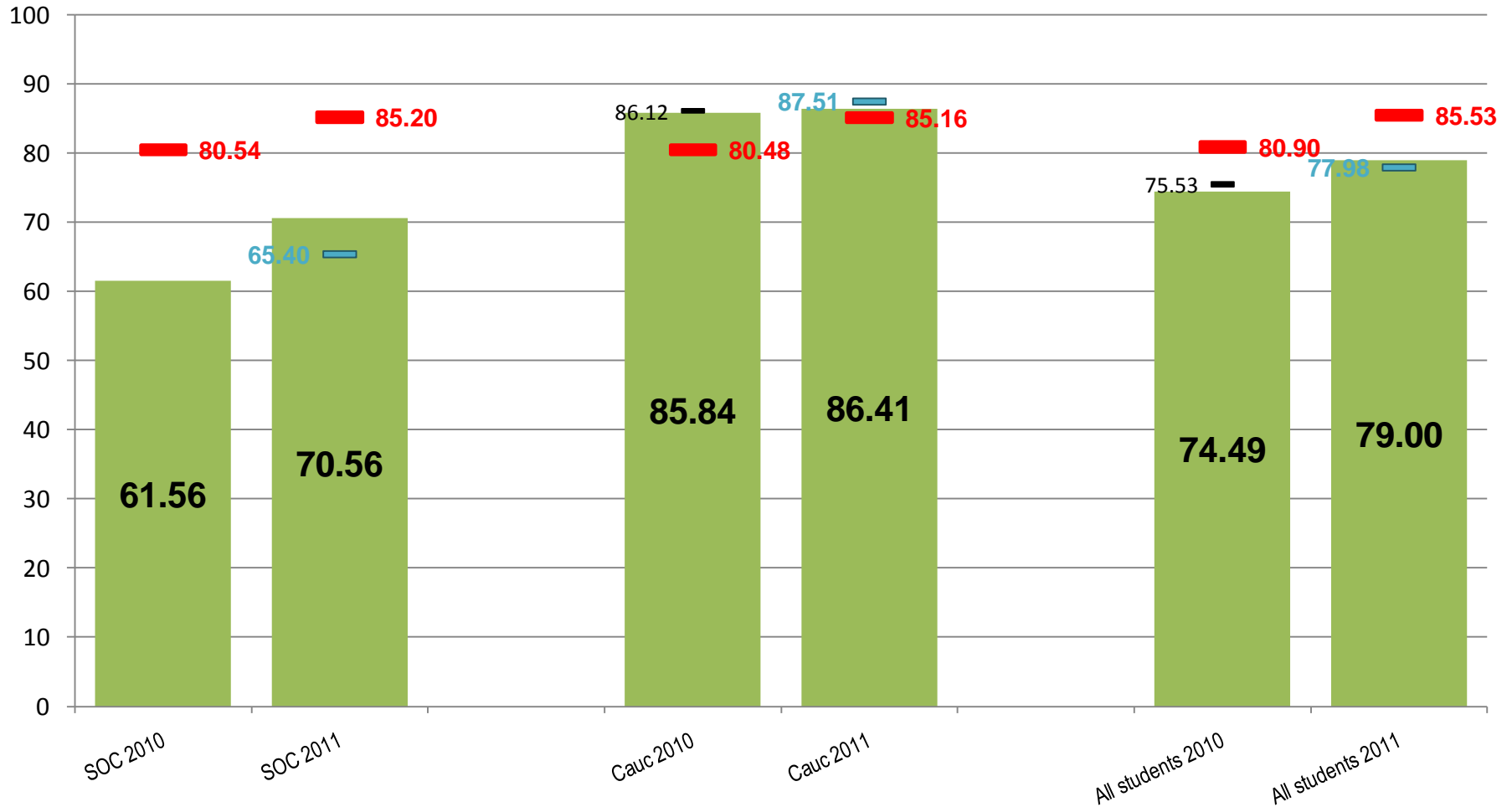
Reducing the Achievement Gap

District Goal Setting for 2010-2011: Reading



Reducing the Achievement Gap

District Goal Setting for 2010-2011: Reading



SOC=Students of Color
Cauc=Caucasian students

■ Index Score ■ Target Score — Safe Harbor — Oct 1 enrolled Index score

Reading Goal Setting

	Example 1 Will not meet AYP targets		Example 2 Provides more cushion on reaching Caucasian AYP target		Example 3 Reaches overall AYP safe harbor	
Current Gap between SOC and Caucasian students	24 points		24 points		24 points	
Gap between SOC and Caucasian students if goal is made	20 points		20 points		15.85 points	
Change in SOC index score	4.28 point increase	Make safe harbor (by .44 points)	4.85 point increase	Make safe harbor (by 1.01 points)	9 point increase	Make safe harbor (by 5.16 points)
SOC index score	$61.56 + 4.28 =$	65.84	$61.56 + 4.85 =$	66.41	$61.56 + 9 =$	70.56
Change in Caucasian index score	0	Make AYP target (by .68 points)	.57 increase	Make AYP target (by 1.25 points)	.57 increase	Make AYP target (by 1.25 points)
Caucasian index score	$85.84 + 0 =$	85.84	$85.84 + .57 =$	86.41	$85.84 + .57 =$	86.41
Change in <i>all students</i> index score	2 point increase	Miss safe harbor (by 1.49 points)	2.57 point increase	Miss safe harbor (by .92 points)	4.51 point increase	Make safe harbor (by 1.02 points)
<i>All students</i> index score	$74.49 + 2 =$	76.49	$74.49 + 2.57 =$	77.06	$74.49 + 4.51 =$	79.00

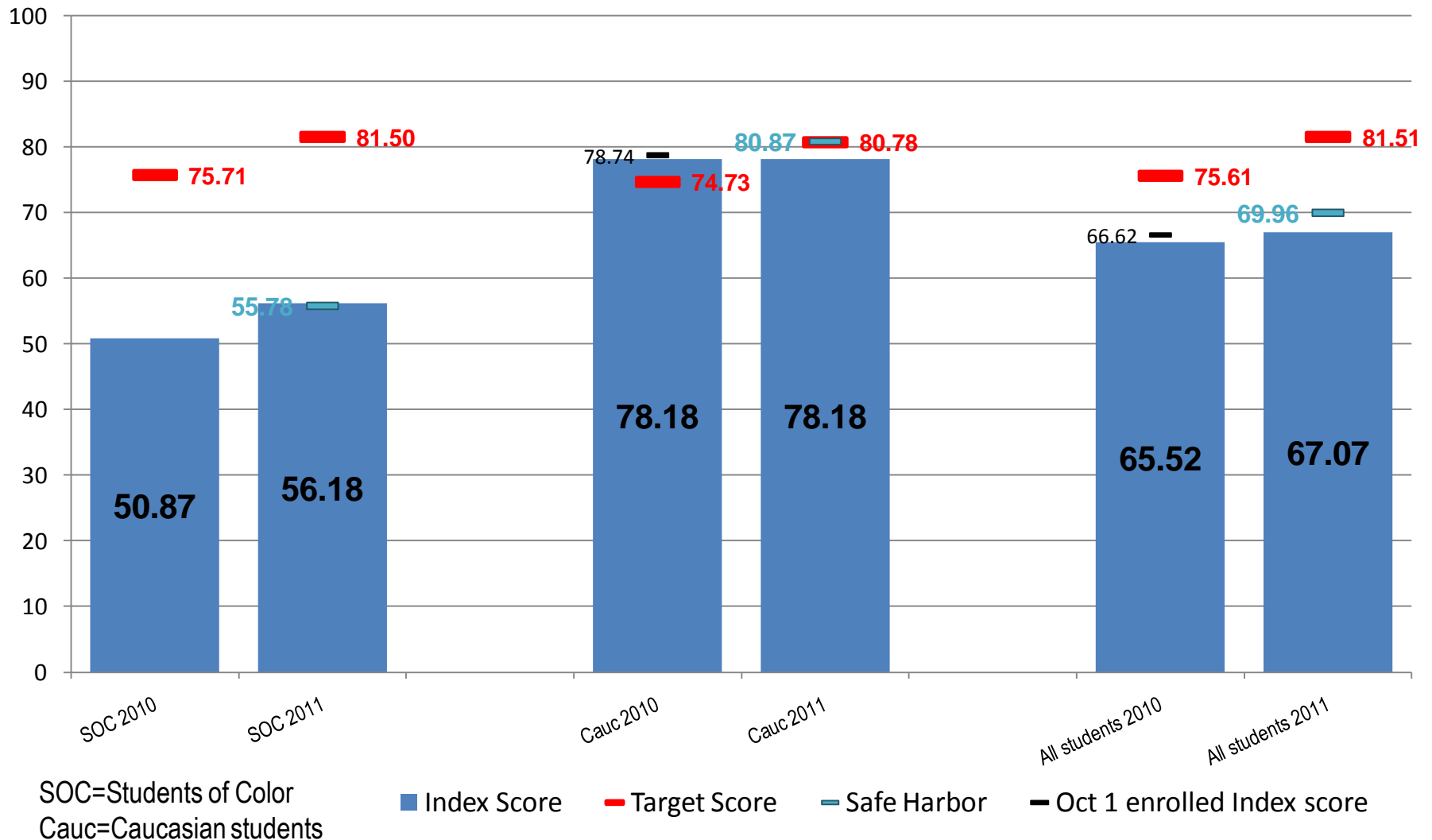
Reading Goal Setting

# of additional students reaching a higher achievement category	Example 1 SOC	Example 1 Caucasian	Example 2 SOC	Example 2 Caucasian students	Example 3 SOC	Example 3 Caucasian students
# of additional students	246 9% of SOC 17% of non-prof SOC	0	278 10% of SOC 19% of non-prof SOC	37 1% of Cauc 6% of non-prof Cauc	517 18% of SOC 35% of non-prof SOC	37 1% of Cauc 6% of non-prof Cauc
# of additional students/ grade	35	0	40	6	74	6
# of additional students/ grade / high school	18 9% of SOC (18 of 204) 18% of non-prof SOC (18 of 99)	0	20 10% of SOC (20 of 204) 20% of non-prof SOC (20 of 99)	3 1% of Cauc (3 of 265) 8% of non-prof Cauc (3 of 129)	37 18% of SOC (37 of 204) 38% of non-prof SOC (37 of 99)	3 1% of Cauc (3 of 265) 8% of non-prof Cauc (3 of 129)
# of additional students/ grade / middle school	18 9% of SOC 16% of non-prof SOC	0	20 10% of SOC 18% of non-prof SOC	3 1% of Cauc 5% of non-prof Cauc	37 19% of SOC 33% of non-prof SOC	3 1% of Cauc 5% of non-prof Cauc
# of additional students/ grade / elementary school	4 8% of SOC 18% of non-prof SOC	0	5 11% of SOC 22% of non-prof SOC	1 2% of Cauc 13% of non-prof Cauc	8 17% of SOC 36% of non-prof SOC	1 2% of Cauc 13% of non-prof Cauc

SOC=Students of Color Cauc=Caucasian students non-prof= non-proficient students

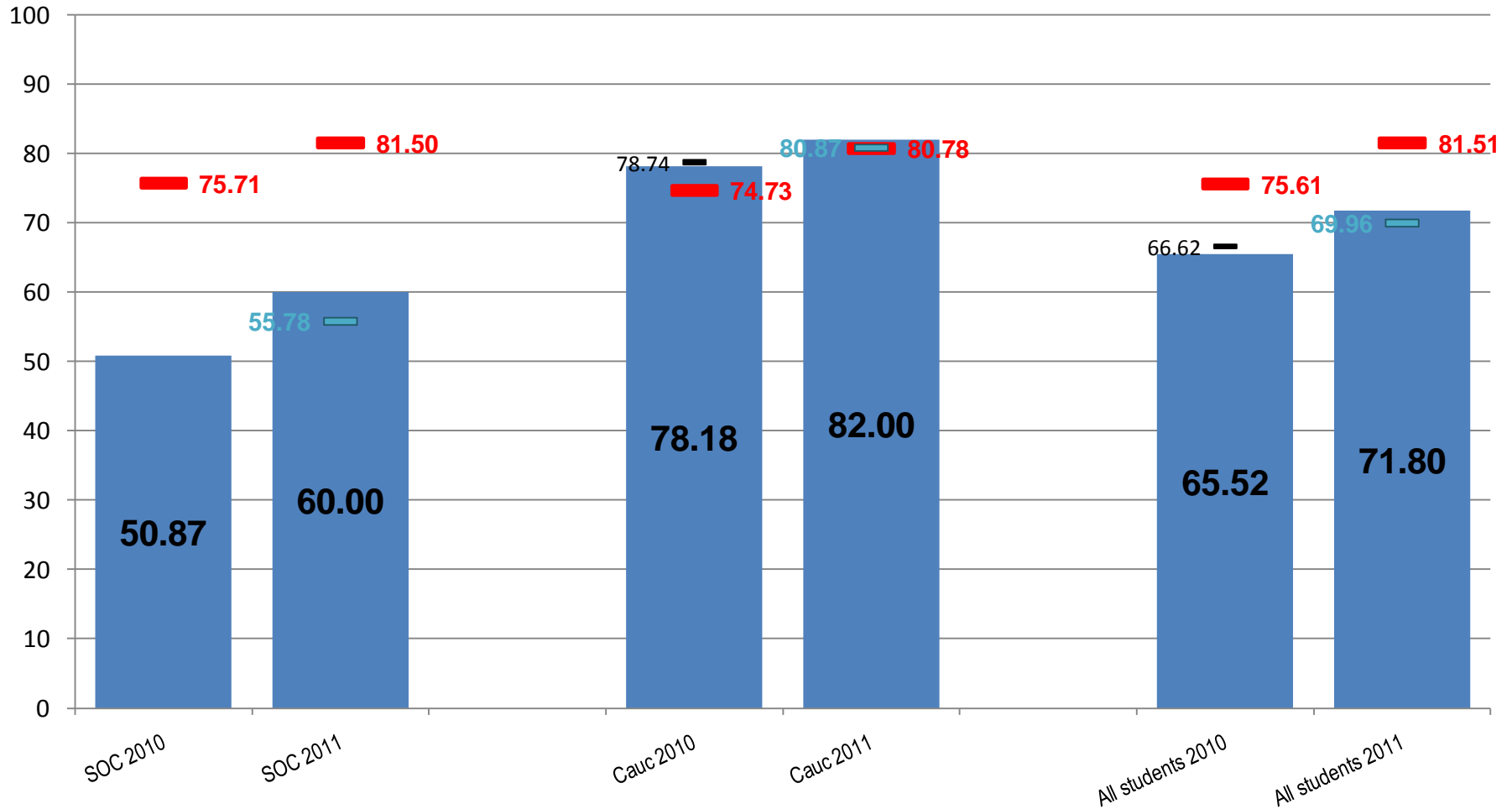
Reducing the Achievement Gap

District Goal Setting for 2010-2011: Math



Reducing the Achievement Gap

District Goal Setting for 2010-2011: Math



SOC=Students of Color
Cauc=Caucasian students

■ Index Score ■ Target Score — Safe Harbor — Oct 1 enrolled Index score

Math Goal Setting

	Example 1 Ignores AYP targets		Example 2 Reaches AYP target or safe harbor for both Caucasian and Overall	
Current Gap between SOC and Caucasian students	27.31 points		27.31 points	
Gap between SOC and Caucasian students if goal is made	22 points		22 points	
Change in SOC index score	5.31 point increase	Make safe harbor (by .4 points)	9.13 point increase	Make safe harbor (by 4.22 points)
SOC index score	$50.87 + 5.31 =$	56.18	$50.87 + 9.13 =$	60
Change in Caucasian index score	0	Miss AYP target (by 2.6 points)	3.82 increase	Make AYP target (by 1.22 points)
Caucasian index score	$78.18 + 0 =$	78.18	$78.18 + 3.82 =$	82
Change in <i>all students</i> index score	1.55 point increase	Miss safe harbor (by 2.89 points)	6.28 point increase	Make safe harbor (by .88 points)
<i>All students</i> index score	$65.52 + 1.55 =$	67.07	$65.52 + 6.28 =$	71.80

Math Goal Setting

# of additional students reaching a higher achievement category	Example 1 SOC	Example 1 Caucasian	Example 2 SOC	Example 2 Caucasian students
# of additional students	299 (of 2818) 11% of SOC 17% of non-prof SOC	0	515 (of 2818) 18% of SOC 29% of non-prof SOC	249 (of 3259) 8% of Cauc 25% of non-prof Cauc
# of additional students/grade	43	0	74	36
# of additional students/grade / high school	22 13% of SOC (22 of 173) 15% of non-prof SOC (22 of 145)	0	37 21% of SOC (37 of 173) 26% of non-prof SOC (37 of 145)	18 7% of Cauc (18 of 265) 14% of non-prof Cauc (18 of 129)
# of additional students/grade / middle school	22 11% of SOC 15% of non-prof SOC	0	37 19% of SOC 26% of non-prof SOC	18 7% of Cauc 21% of non-prof Cauc
# of additional students/grade / elementary school	5 11% of SOC 21% of non-prof SOC	0	9 19% of SOC 38% of non-prof SOC	4 8% of Cauc 45% of non-prof Cauc

SOC=Students of Color

Cauc=Caucasian students

non-prof= non-proficient students

Achievement Data Reporting Timeline

Date	Assessment	Information
October 4, 2010	ACT results	<ul style="list-style-type: none"> • Graduating class of 2010 • Comparisons to previous years • Comparisons to state
November 8, 2010	Kindergarten literacy/math assessments	<ul style="list-style-type: none"> • Fall 2009 to Spring 2010 • Spring 2010 Kindergarten to Fall 2010 grade 1 (summer change)
November 22, 2010	Fall MAP fall - elementary Reading & Math grades 2-5	<ul style="list-style-type: none"> • Spring 2010 to Fall 2010 (Summer change for grades 2 to 3, 3 to 4 and 4 to 5) • MCA 2011 predictions (grades 3-5) • MCA 2011 achievement gap predictions (grades 3-5)
December 6, 2010	Fall MAP - high school Grade 9 Reading Grade 10 Reading & Math Grade 11 Math	<ul style="list-style-type: none"> • MCA 2011 predictions (grade 10 reading and grade 11 math) • MCA 2011 achievement gap predictions (grade 10 reading and grade 11 math) • MCA 2012 predictions and achievement gap (grade 9 reading and grade 10 math)
January 3, 2011	Fall MAP - middle school Reading & Math grades 6-8	<ul style="list-style-type: none"> • Fall 2009 to fall 2010 growth • MCA 2011 predictions (grades 6-8) • MCA 2011 Achievement gap predictions (grades 6-8)

Achievement Data Reporting Timeline

Date	Assessment	Information
February 23, 2011	Winter MAP – elementary Reading & Math grades 3-5	<ul style="list-style-type: none"> • MCA predictions (grades 3-5) (including any changes from fall to winter) • Achievement gap predictions (grades 3-5) (including any changes from fall to winter) • Fall to winter growth
March 21, 2011	Winter MAP - high school Grade 10 Reading Grade 11 Math	<ul style="list-style-type: none"> • Fall to winter growth • MCA predictions (grade 10 reading & grade 11 math) (including any changes from fall to winter) • Achievement gap predictions (grade 10 reading & grade 11 math) (including any changes from fall to winter)
April 4, 2011	Winter MAP - middle school Reading & Math grades 6-8	<ul style="list-style-type: none"> • Fall to winter growth • MCA predictions (grades 6-8) (including any changes from fall to winter) • Achievement gap predictions (grades 6-8) (including any changes from fall to winter)

Assumptions made during calculating AYP projections for 2011

- All goal setting numbers include all enrolled students (not just those enrolled Oct. 1)
- Number of students per grade level held constant from 2010 to 2011.
- 2010 cohort used for 2011 predictions.
- All of these calculations are predictions and contain a small amount of error.
- Safe harbor targets based on actual AYP data, not projections.
- Number of students per grade level per school are averages and do not account for differences in the overall number of students at a school, the number of students of color, the number of Caucasian students or school proficiency rates.