

Eastwood Elementary School West Fargo Public School District School Needs Assessment

Overview of the Needs of the school, students and community it will serve

Description of School Attendance Area:

West Fargo, with a population of over 30,000, is one of the fastest growing communities in North Dakota. A community-driven city with a student-oriented school district, accessible park facilities, and a variety of housing options make West Fargo an ideal city in which to reside. Boasting opportunities for both families and businesses, West Fargo combines all the benefits of a small town atmosphere in the growing metropolitan area of Fargo/ Moorhead. Opportunities include top-notch primary and secondary schools; 23,000 college students enrolled in local universities and colleges; a knowledgeable workforce, and a pro-business climate.

The total district enrollment as of May 2015 is 9,112 students. This number is projected to continue to increase over the next five years. A long-range facilities task force put together a bond referendum that successfully passed the building of two elementary schools, an additional middle school (completed), and another high school (completed) in the past few years. This year the task force is again reconvening to discuss continued growth needs. The goal at present is to create fewer transitions for our elementary students by creating K-5 schools, to accomplish this we will need additional schools built. The task force also plans to review the need of an additional middle and high school.

Eastwood Demographics 2014-2015:

- Enrollment 502 students
- 48% of students/families take advantage of free and reduced lunch.
- 13% of students are on Special Education IEPs.
- 18% of our population is considered refugees.
- 18% of our students are considered ELL.
- 27 different countries/cultures/languages are represented at Eastwood's ELL

Data Analysis:

- Student Achievement Data: NDSA, NWEA/MAP, AIMS Web RCBM
*(i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data

North Dakota State Assessment (NDSA) Eastwood Elementary - Reading

Indicator: The % of students proficient on NDSA in Reading will increase annually.

Goal # 1: All Eastwood Elementary students will continuously improve toward or maintain proficiency in essential skills in core content areas of English language arts; mathematics; science; and social studies.	Target	n	Baseline 2011-12	n	2012-13	n	2013-14
Indicator: The % of students proficient on NDSA in Reading will increase annually.		293	70%	318	63%	307	64%
Disaggregated subgroups: <i>Economically disadvantaged</i>		23	39%	155	42%	142	45%
<i>White</i>		219	78%	200	79%	192	77%
<i>Native American</i>		11	82%	11	91%	9	67%
<i>Black</i>		46	35%	71	30%	62	36%
<i>Asian</i>		11	46%	27	26%	32	34%
<i>Hispanic</i>		5	80%	9	56%	12	75%
<i>Students with Disabilities</i>		41	49%	42	43%	21	48%
<i>Limited English Proficiency</i>		38	18%	66	8%	50	52%

Met annual continuous improvement in %	Decline is less than 5% for one year; not statistically significant	Higher than baseline, lower than last year	The decline is greater than 5%; or 1-5% for more than one year
--	---	--	--

North Dakota State Assessment (NDSA) Eastwood Elementary - Math

Indicator: The % of students proficient on NDSA in Math will increase annually.

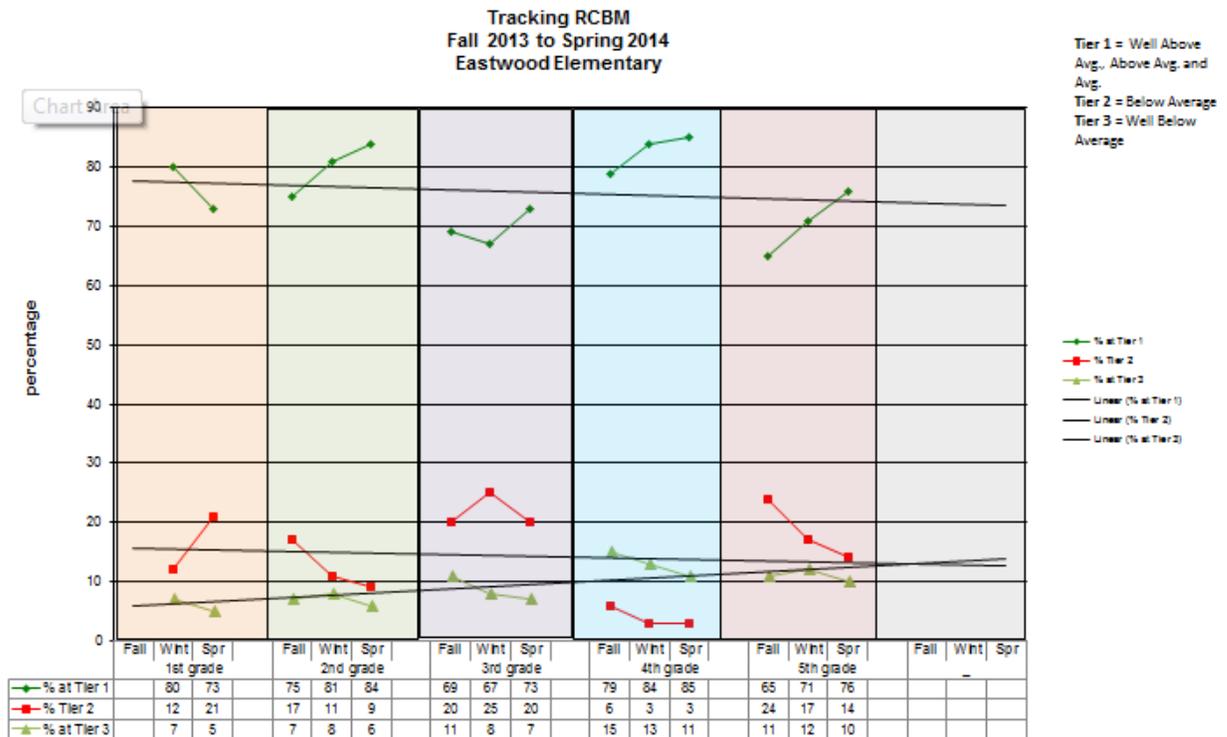
Goal # 1: All Eastwood Elementary students will continuously improve toward or maintain proficiency in essential skills in core content areas of English language arts; mathematics; science; and social studies.	Target	n	Baseline 2011-12	n	2012-13	n	2013-14
Indicator: The % of students proficient on NDSA in Math will increase annually.		301	74%	318	65%	311	73%
Disaggregated subgroups: <i>Economically disadvantaged</i>		24	38%	155	45%	145	54%
<i>White</i>		222	81%	200	81%	194	86%
<i>Native American</i>		11	82%	11	73%	9	78%
<i>Black</i>		47	47%	71	32%	63	43%
<i>Asian</i>		15	53%	27	37%	33	58%
<i>Hispanic</i>		5	100%	9	67%	12	58%
<i>Students with Disabilities</i>		41	49%	42	41%	22	64%
<i>Limited English Proficiency</i>		46	35%	66	15%	53	26%

Grade Level Break-down of NDSA Proficient vs Not Proficient

Reading	Proficient	Not Proficient	Math	Proficient	Not Proficient
2013-14 Grade 5	58%	43%	2013-14 Grade 5	71%	28%
2012-13 Grade 4	65%	34%	2012-13 Grade 4	68%	32%
2011-12 Grade 3	62%	39%	2011-12 Grade 3	80%	20%
Reading	Proficient	Not Proficient	Math	Proficient	Not Proficient
2014-15 Grade 5			2014-15 Grade 5		
2013-14 Grade 4	65%	35%	2013-14 Grade 4	67%	34%
2012-13 Grade 3	71%	29%	2012-13 Grade 3	69%	31%
Reading	Proficient	Not Proficient	Math	Proficient	Not Proficient
2015-16 Grade 5			2015-16 Grade 5		
2014-15 Grade 4			2014-15 Grade 4		
2013-14 Grade 3	70%	30%	2013-14 Grade 3	81%	19%

School-Wide RCBM Trends

- o Goal: Improvement trend with the Tier 1 (dark green dots) trend line increasing and the Tier 3 (light green triangles) trend line decreasing.
- o Statements:
 - Reading Fluency 2013-2014 Proficient Fall grades 2-5 (1st grade does not do RCBM for Fall Benchmarks) is 72%
 - Reading Fluency 2013-2014 Proficient Spring grades 2-5 is 79.5% (**Increase of 7.5%**)
 - Reading Fluency 2012-2013 growth was 4% from Fall to Spring scores



AIMSweb Benchmarks R-CBM Eastwood Elementary- Reading- Schoolwide

Goal # 1: All Eastwood Elementary students will continuously improve toward or maintain proficiency in essential skills in core content areas of reading/language arts; mathematics; science; and social studies.	Target	n	Baseline 2011-12	n	2012-13	n	2013-14	n	2014-2015
Indicator: The % of students reading on grade level (% at or above target using AIMSweb defaults) will increase annually.	80%	502	74%	527	75%	508	78%	502	76%
Disaggregated subgroups: <i>Economically disadvantaged</i>		223	57%	250	61%	228	63%	214	64%
<i>White</i>		359	82%	244	85%	331	85%	320	85%
<i>Native American</i>		15	73%	20	65%	15	73%	17	88%
<i>Black</i>		81	44%	100	55%	91	78%	104	56%
<i>Asian</i>		28	39%	42	50%	48	63%	42	55%
<i>Hispanic</i>		15	67%	21	67%	23	78%	18	78%
<i>Students with Disabilities</i>		50	70%	36	75%	56	61%	44	59%
<i>Limited English Proficiency</i>		105	47%	139	52%	93	54%	81	46%

Met annual continuous improvement in %

Decline is less than 5% for one year; not statistically significant

Higher than baseline, lower than last year

The decline is greater than 5%; or 1-5% for more than one year

Process for Grade-Level Data Analysis/Decision Making

** Since Eastwood Elementary's enrollment is just over 500 students, the Comprehensive Needs Assessment was a very large task. We collected, examined, and analyzed four types of data at each particular grade level; we looked at data from previous years, as well as the most current data. We truly wanted to see each grade level's areas of opportunity and needs as we plan for Schoolwide Title I for 2015-2016. In May 2015, our Leadership team has met with each grade level to review from the current school year to think about what we need to continue working on for the 2015-2016 school year. Each grade level team worked through a data-driven decision-making process.

Reflection questions when analyzing data included observing strengths, observing concerns and then making an action plan to work towards our schoolwide goals.

Through PLCs we are looking at our data continually which is helpful in making adjustments. One of the new issues we see arising in our area is student mobility. Families are increasingly moving looking for jobs and more affordable housing. At Eastwood the student mobility rate is 24%. A large portion of these new students moving in and out of the enrolment area are lower than our low kids and present new and unique challenges.

The Following Eastwood Comprehensive Needs Assessment was conducted in 2014 for the 2014-2015 school year. Eastwood had determined our schoolwide goals will be sound Reading Instruction and Number Sense. Since Eastwood was under new administration and leadership for the 2012-2013 school year, about 50% of staff was new to Eastwood and since district boundary lines have changed for student enrollment across the district, it has been a learning period for all. We have implemented changes each of the following two years, with the notion of taking it slow to make sure everyone feels secure in the practices and procedures. Eastwood Leadership Team has also decided to carry on the four schoolwide goals and keep working on reading and mathematics. Eastwood did not make Adequate Yearly Progress in Reading or Mathematics for the test that was given in the Fall of 2013. NDSA was taken in the spring of 2015 and we are awaiting results. West Fargo Public Schools has been working on AdvancED goals as well over time. We have administered surveys to parents, staff and students the last two years to gather perceptions about our district as well as Eastwood Elementary. We will be continuing to refer to these perception surveys as we work on our continuous improvement goals

In the Spring of 2015 these goals were revisited by the Leadership Team and all were in agreement that the goals need to continue being developed and implemented. Below is the 2014-15 AdvancEd Plan of Action.

Goal 1: All students at Eastwood Elementary School will increase their reading fluency.

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading fluency in English Language Arts by 05/25/2015 as measured by AimsWeb RCBM.

Strategy 1:

Reading Fluency Instruction - Teachers will collaborate in grade level teams to learn, develop, and implement differentiated instruction on reading fluency through classroom structures that support student growth in reading fluency as measured by AimsWeb data and ROI as a target growth.

Research Cited:

http://www.soprislearning.com/cs/Satellite?c=CLG_Document_C&childpagename=Sopris%2FCLG_Document_C%2FSopris_Document_Link&cid=1277941403771&pagename=Sopris_Wrapper&onsid=Sopris

http://www.soprislearning.com/cs/Satellite?c=CLG_Document_C&childpagename=Sopris%2FCLG_Document_C%2FSopris_Document_Link&cid=1277941403816&pagename=Sopris_Wrapper&onsid=Sopris

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U. S. Gov. (NRP: 4-42/43)

(NRP: 4-75) (NRP: 4-77)

Activity - Teacher Training on Fluency instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 1-5 grade teachers in reading fluency instructional strategies, focused on differentiating reading fluency practices. 10/1/2014- 05/28/15	Professional Learning	09/01/2014	05/28/2015	\$2000	Title I Schoolwide	Principal, Assistant Principal, Teacher Leaders

Activity - 6 Minute Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

All teachers will implement the 6 Minute Fluency model in their classroom. Students will read a minimum of 4 times per week with a partner and assess growth.	Direct Instruction	09/01/2014	05/28/2015	\$0	District Funding	Classroom teachers will be responsible for consistently planning and implementing 6 Minute Fluency in their classrooms.
---	--------------------	------------	------------	-----	------------------	---

Activity - Small group guided reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered reading material at an appropriate reading level for them, based on the latest AimsWeb and MAP testing. Small, homogenous groups will be formed to allow practice in oral reading fluency and comprehension.	Direct Instruction	09/01/2014	05/28/2015	\$10000	Title I Schoolwide	Classroom and Title teachers will work with small groups.

Strategy 2:

Extended School day, 2014 - ELL students in need of intervention in the area of Reading or Math will be invited to an after school instructional period from 3-5:15 pm on alternate Mon/Wed or Tues/Thurs. CHARISM will provide staffing for this program. CHARISM is special in its approach to youth. They do not just offer a safe place for children to be after school or during the summer, they also get to reinforce what they are learning in school and teach them new skills. Mentors and staff provide educational support by helping with homework and academic activities, but they also model social skills, teach positive decision-making, and become someone a child knows cares about them.

Research Cited: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/oe/wwo/publications/practiceguides>.

Activity - ELL STEM club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Students will receive additional instruction in Math and Reading two days per week. CHARISM is special in its approach to youth. They do not just offer a safe place for children to be after school or during the summer, they also get to reinforce what they are learning in school and teach them new skills. Mentors and staff provide educational support by helping with homework and academic activities, but they also model social skills, teach positive decision-making, and become someone a child knows cares about them.	Direct Instruction	10/20/2014	04/30/2015	\$16000	Title I Schoolwide	Students selected based on ELL status for after school homework and study assistance. Staff provided by CHARISM, funded by a 21st Century Grant. Ratio of 1 staff member to 4 students.
---	--------------------	------------	------------	---------	--------------------	---

Goal 2: All students at Eastwood will show growth in reading proficiency as shown by standardized measures.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading in Reading by 05/28/2015 as measured by standardized assessments.

Strategy 1:

Differentiated reading Instruction/Guided Reading - Teachers will be trained and implement guided reading strategies in all classrooms. Alternate core reading programs are also in place to address the needs of high risk students. Read Well and LLI are also used in a pull out instructional method for students who do not qualify for alternate core, but remain below the 50th percentile in Reading.

Research Cited: LLI research: <http://www.heinemann.com/fountasandpinnell/research/LLIEffecacyStudyReport2010.pdf>

Read Well research:

<http://www.voyagersopris.com/curriculum/subject/literacy/read-well/research-results>

Read 180 research:

http://teacher.scholastic.com/products/foundational-reading-phonics/system-44/pdf/S44R180_Special_Ed.pdf

System 44 research:

http://teacher.scholastic.com/products/foundational-reading-phonics/system-44/pdf/S44R180_Special_Ed.pdf

Activity - Read 180/System 44 alternate core reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at the 40th percentile or below on two of three standardized measures are identified for alternate reading instruction.	Direct Instruction	08/25/2014	05/28/2015	\$6000	Title I School Improvement (ISI)	Shawn Stewart instructs the System 44 students from the 12th percentile and below, and Lonlee Bergin instructs the Read 180 students from the 12-40th percentile.
Activity - Read Well Alternate core reading instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1 and 2 who are reading below grade level are given alternate reading instruction with the Read Well program.	Direct Instruction	09/01/2014	05/28/2015	\$1000	Title I Schoolwide	Karl Thompson, Noemi Lopez, Jessica Uiness, Angie Dufault, and Linda Krueger instruct small groups pulled from grades 1 and 2.
Activity - Summer School Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at the 40th percentile or below in Reading are invited to attend summer school. Summer school instruction consists of small group reading instruction, as well as Read 180 and System 44 alternate core instruction.	Direct Instruction	06/02/2014	07/03/2014	\$5000	District Funding	Dr. Henry and staff

Strategy 2:

Explicit Academic vocabulary instruction - Teachers will use a variety of instructional tools and activities to improve student vocabulary. Professional development on the use of interactive word walls provided by McREL in December of 2014 will be implemented by staff in spring of 2015.

Research Cited: Vaughn, S. & Linan-Thompson, S. (2004). *Research-Based Methods of Reading Instruction: Grades K-3*. Alexandria, VA: ASCD.

Buehl, D. (2001). *Classroom Strategies for Interactive Learning*. International Reading Association.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U. S. Gov. (NRP: 4-42/43) (NRP: 4-75) (NRP: 4-77)

Activity - Word Study Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will Implement Word Study Kits in their classrooms. These kits have been provided by the district for use in grades 3-5.	Direct Instruction	09/01/2014	05/28/2015	\$0	District Funding	Classroom teachers in grade 3-5 will implement vocabulary instruction.

Activity - Vocabulary Magic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Vocabulary Magic method of vocabulary instruction to increase student proficiency in academic vocabulary.	Direct Instruction	10/07/2014	05/28/2015	\$1500	Title I Schoolwide	Shawn Stewart, Lindsay Baumgartner, and Paula Henry attended a Jane Billingsy professional development workshop on use of the Vocabulary Magic. These staff members then presented the method to the staff of Eastwood on Sept. 24, 2014.

Activity - Professional development with McRel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development from McRel to study explicit vocabulary instruction using interactive word walls.	Professional Learning	12/10/2014	05/25/2015	\$25000	Title I SIG	All staff will participate.

Strategy 3:

Text-based reading response - Students will receive explicit instruction in providing text-based reading responses in all subject areas. This instruction will aid students' reading comprehension, and increase performance on standardized state assessments.

Research Cited: Kendall, J.S. (2012). *Understanding Common Core State Standards*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nelson, J., Perfetti, C., Liben, D. & Liben, M. (2012) Measure of text difficulty: Testing their predictive value for grade levels and student performance. Retrieved from <http://www.cosso.org>

Williamson, G.L. (2006, April). Student readiness for postsecondary endeavors. paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Activity - Professional development from McRel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development during the 2013-2014 and 2014-2015 school years with McRel representatives to study close reading strategies using complex texts, gaining information from text, and explicit vocabulary instruction using interactive word walls.	Professional Learning	01/20/2014	05/28/2015	\$50000	Title I SIG	All staff will participate.

Data-Driven, Decision-Making Process

- **Analyze Data - What is working for us right now?**
 - Observations of Strengths:
 - Is this the best we can do? What CAN we do?
- **Analyze Data - What are we missing? What do we need to do next?**
 - Observations of Concerns:
 - Where should we place more emphasis? What impact will this have?
 - What do we already do that we can do more of? What will the impact be?
 - Is there something we CAN do sooner in the year? How will our work impact students? Families? Community?
 - Where can we place less emphasis? What is the impact?
- **Plan to Take Action (Strategies we agree to implement our goal)**
- **Wrap up:**
 - What do we all agree on?
 - What did we all hear?

- What actions do we need to take? How will we monitor implementation and effectiveness?
- What assumptions do you/we hold for others? All agree?

- **School Programs/Process Data**

Eastwood offers a challenging and quality educational program for our children. Eastwood has a diverse population and represents many different cultures and languages. We celebrate our cultural differences and embrace the idea that we are a school where our children demonstrate their Eagle Pride through positive actions, determination, good choices, and a willingness to help others. Our Eagles soar to new heights daily and apply what they learn.

EASTWOOD PROGRAMS & SPECIAL FEATURES:

- | | |
|--|---|
| <ul style="list-style-type: none"> •AdvancEd Accredited •AIMS Web benchmarking and progress monitoring •Art Education •Attendance Awards •Math Interventions •Breakfast Program •Community Multi-Purpose Space •Computer Lab/Wireless technology •Core Curriculum Courses •Counseling Services •Eastwood YMCA before/after school program •English Language Learner Services (ELL) •Family Literacy Nights •Fit for Life Program •Guided Reading Literacy Program •Homework Room •Intervention and Enrichment block •Intramural Sports •Library/Media Center •Little Learners Club (ELL After School Program) •Marketplace for Kids | <ul style="list-style-type: none"> •Music Education •NDMile Improvement Process •Parallel Block Schedule •Parent Advisory Committee •Physical Education •Presidential Fitness Awards •PTA •REACH Research-based Intervention Programming (System 44, Read 180, LLI, FFAST Math, Read Well) •Responsive Classroom Approach (school-wide) •Rtl-A •Rtl-B •Robotics Club •S.A.R.B. Attendance Program •Social Worker Services •Special Education/Speech Therapy •STAR •Student Ambassador Program •School-wide Title 1 Reading •Supplemental Education Services |
|--|---|

- **Student/Teacher/Parent Perception Data**

Parent Involvement: AdvancEd Results

(2014 See Graphs at end of the report)

Perceptions of strength: (80% or higher agree response)

- 89% of parents agree that Eastwood Elementary's purpose statement is clearly focused on student success.
- 82% of parents agree that Eastwood Elementary has established goals and a plan for improving student learning.
- 83% of parents agree that Eastwood Elementary teachers use a variety of teaching strategies and learning activities.
- 91% of parents agree that Eastwood Elementary teachers report on their child's progress in easy to understand language.
- 95% of parents agree that Eastwood Elementary provides a safe learning environment.
- 93% of staff agree that Eastwood Elementary's leaders support an innovative and collaborative culture.
- 88% of staff agree that at Eastwood Elementary, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 93% of staff agree that at Eastwood Elementary, multiple assessment measures are used to determine student learning and school performance.

Perceptions of areas for improvement (less than 79%)

- 78% of parents agree that Eastwood Elementary teachers provide an equitable curriculum that meets their child's learning needs.
- 67% of parents agree that Eastwood Elementary teachers meet their child's learning needs by individualizing instruction
- 77% of parents agree that their child has at least one adult advocate at Eastwood Elementary.
- 68% of staff agree that at Eastwood Elementary, teachers personalize instructional strategies and interventions to address individual learning needs of students.
- 63% of staff agree that at Eastwood Elementary, teachers regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
- 70% of staff agree that at Eastwood Elementary, teachers have been trained to implement a formal process that promotes discussion about student learning. (Ex. action research, reflection, study teams, and peer coaching)

- **Demographic Data**

Eastwood Demographics 2014-2015:

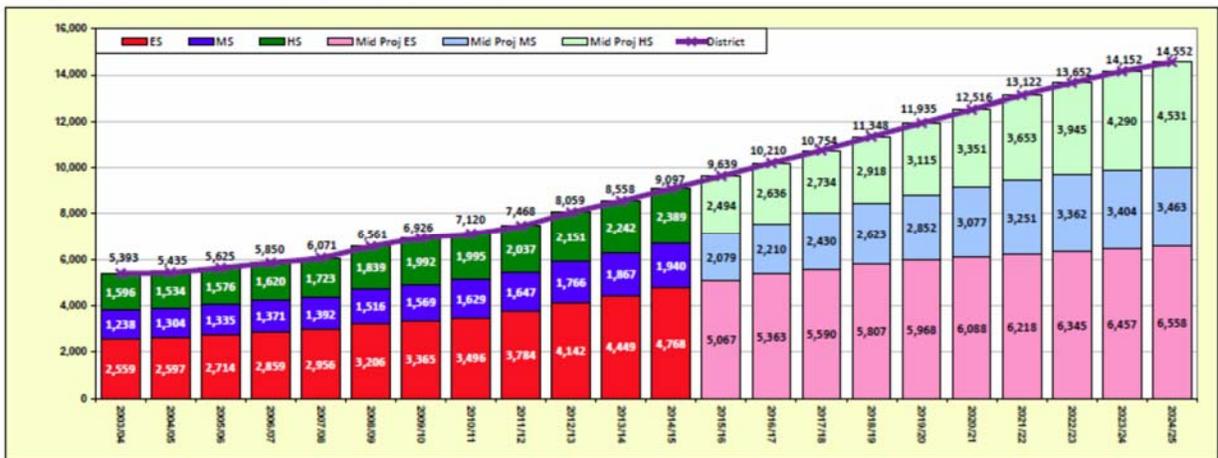
- Enrollment 502 students
- 48% of students/families take advantage of free and reduced lunch.
- 13% of students are on Special Education IEPs.
- 18% of our population is considered refugees.
- 18% of our students are considered ELL.
- 27 different countries/cultures/languages are represented at Eastwood's ELL

District Enrollment and Growth

The community of West Fargo continues to expand, and West Fargo Public Schools reflects this expansion. In the 2010 census the population of West Fargo was 25,830 residents, with a median resident age of 32.6 years, which are child-bearing years for many. The 2014-15 first day of school recorded 9,097 students in grades PreK-12, and increase of 539 students, or 6%. The expansion and growth has impacted West Fargo School District's pace for hiring and placing staff to meet the needs of the students, especially the newcomer refugees new ot the United States and West Fargo. The district fully realizes that this rapid growth is a positive challenge, but it is a challenge.

One of the school board's goals this year was to "Support a comprehensive demographics/enrollment study and receive a report with 10-year projections." The district contracted with RSP and Asociationes, the same firm that completed a five-year projection fo the district in 2010-11 preceding the bond referendum. RSP and Asociation has completed the study. Their 10 year projections are shown below.

Graph 2 – Past Student Enrollment and Future Student Projections

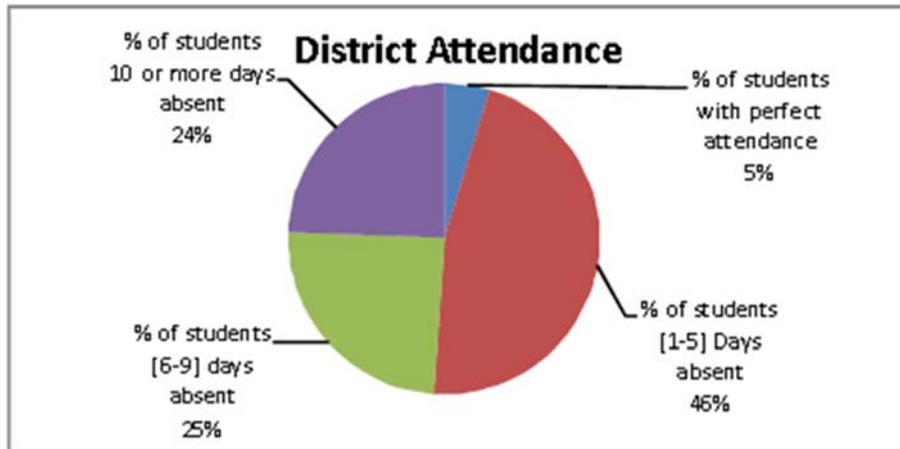


Source: West Fargo School District Student Data and RSP & Associates

Enrollment Projections from 2015-16 through 2024-25

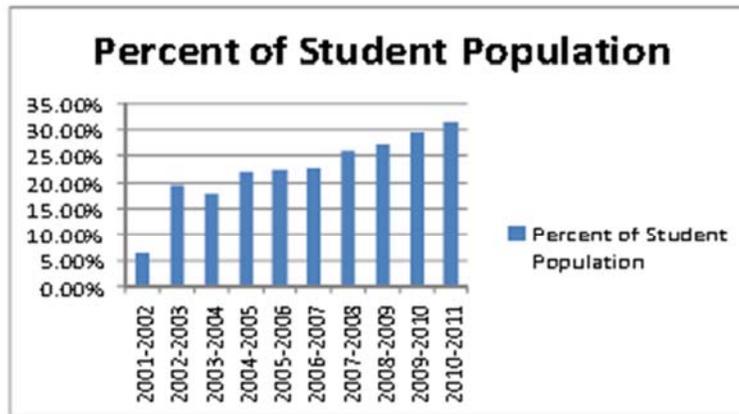
School	Capacity		Past School Enrollment					Future Enrollment By Student Residence									
	Preferred	Maximum	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Loden Kindergarten Center	420	440	398	404	438	425	425	406	405	408	408	411	416	422	423	424	428
Osgood Kindergarten Center	530	550	219	326	299	385	408	478	497	515	537	557	577	595	605	613	622
Aurora Elementary	530	575	412	458	538	551	611	480	545	563	612	641	670	689	709	729	748
Berger Elementary	475	500	430	408	433	443	470	481	497	500	493	495	498	502	508	514	522
Eastwood Elementary	525	550	433	427	479	502	492	565	566	564	569	582	539	541	546	548	549
Freedom Elementary	530	575	124	273	369	463	544	516	587	651	697	744	744	750	755	759	763
Harwood Elementary	140	170	107	113	120	134	132	136	129	124	114	119	122	122	119	119	117
Horace Elementary	210	240	224	218	221	227	227	217	211	211	204	198	207	207	207	207	207
Independence Elementary	530	575	228	256	329	368	441	523	586	641	693	710	701	713	723	732	740
Legacy Elementary	530	575	0	0	0	0	0	266	325	388	459	524	599	661	723	778	824
South Elementary	510	550	463	443	436	445	478	456	467	465	459	440	452	452	456	456	460
Westside Elementary	525	550	424	421	424	448	480	489	498	511	511	495	509	514	521	527	534

Attendance



In 2014-15 the district's attendance rate was 95.82%.

Poverty Rates



Poverty rates are measured based on parents' enrollment of their students in the National School Lunch Program.

In 2014-15 the percentage of students on free and reduced lunch in the district was 28.47%.

School Description:

Eastwood Elementary is located on the eastside of West Fargo. Eastwood has 23 classrooms of children in grades 1-5.

Eastwood Demographics 2014-2015:

- Enrollment 502 students
- 48% of students/families take advantage of free and reduced lunch.
- 13% of students are on Special Education IEPs.
- 18% of our population is considered refugees.
- 18% of our students are considered ELL.
- 27 different countries/cultures/languages are represented at Eastwood's ELL