

OUR *Students,*



OUR *Future*

*2008-09 Annual Report on Curriculum,
Instruction and Student Achievement
Moorhead Area Public Schools
Independent School District 152*

Welcome to the 2008-09 Annual Report on Curriculum, Instruction and Student Achievement

Our Students, Our Future

In the Moorhead Area Public Schools our students — learners of all ages — are being prepared for a future that will be very different than the present.



As a school district we need to meet that challenge. Workers and citizens of the future will need a solid foundation in core subjects, but they also will need creativity, critical thinking, communication and collaboration skills as they are prepared to meet the challenges in a global community.

Moorhead Area Public Schools continues to focus on our students and the skills they will need for the future with this year's theme "Our Students, Our Future." The district's strategic plan includes reference to 21st century skills — the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

Our district efforts include several initiatives to develop skills and knowledge for students, including the implementation of new STEM (science, technology, engineering and mathematics) courses at the middle school and high school, literacy and mathematics emphasis, continued technology integration, and support for all students.

As a district we are looking at the skills — both mastery of core subjects and 21st century themes — that our students will need for the future. Collaborative teams at each school have established academic goals for our students and will work toward achieving those goals. This report contains results from the 2009 Minnesota Comprehensive Assessments-II. The state-required MCA-IIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

We also must work together to ensure that we have adequate resources to provide the educational opportunities our

community values. As a district, we are challenged to meet state and federal requirements. We face challenges created by escalating operational costs and the need for adequate funding. These challenges mean we must collaborate to create ways the district can be as efficient as possible to maximize funds provided by the state and by our local taxpayers.

Our students have the potential to make our community a better place. They have already demonstrated this with projects such as Fill the Dome and sandbagging efforts during the 2009 flood. This is why Moorhead Area Public Schools must focus on our students. Our community depends upon well-educated students.

Sincerely,

Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print, Braille or audio cassette.
Call 284-3330 to make a request.

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Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Mọi bạn không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3330.

مەگەر تۆ بە ئېنگلىز تىزىمى، ئۇ تىزىمىنىڭ 284-3330 ھەرقايسى تىلدىكى تىزىمىنىڭ 284-3330.

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Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 284-3330 by Nov. 1.

2008-09 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Charlie Fisher 2009
Rep: Gifted/Talented Teacher

Jakob Lindaas 2009
Rep: Senior Class

Bill Tomhave 2010
Rep: Higher Education

Mary Flesberg 2010
Rep: Secondary Teacher

Donna Norquay 2010
Rep: Minorities

Kristine Thompson 2010
Rep: School Board

Pamela Gibb, Secretary 2010
Rep: District Communications

Chizuko Shastri 2009
Rep: Moorhead High Parent

Michael Thrasher 2009
Rep: School Board

Dana Haagenon 2009
Rep: Hopkins Parent

Seiko Shastri 2009
Rep: Sophomore Class

Kris Valan 2009
Rep: Higher Education

Russ Henegar 2009
Rep: Principal

Teresa Shume 2010
Rep: Hopkins Parent

Coralie Wai 2009
Rep: Moorhead High Parent

Laurie Johnson 2010
Rep: Robert Asp Parent

Terri Smith 2009
Rep: Horizon Parent

Trudy Wilmer 2010
Rep: Horizon Parent

Judy Kotta 2010
Rep: Moorhead High Parent

Faye Smiley-Aakre 2009
Rep: Minorities

John Wirries, Chair 2010
Rep: Reinertsen Parent

Lynne Kovash 2009
Rep: Administration

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1

All students will be required to demonstrate essential skills as determined at each grade level and in the Minnesota

Academic Standards to participate in lifelong learning.

Goal 2

Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district Web site at www.moorhead.k12.mn.us for a complete copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2008-09 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curriculum and instruction implications of the district's strategic plan through school and committee updates.
- Review district test results and the district's testing program, including a review of progress toward goals and information about the assessment advisory committee and the Demographic and Assessment Reporting System (DARS).
- Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards.
- Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- Review proposals for curricular additions or deletions.
- Review online learning and Project Lead the Way implementation at Moorhead High School.
- Review community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science. These standards will be reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

Moorhead has incorporated the standards for language arts, math, social studies and science. Other district developed standards have been incorporated into the K-12 curriculum. The new mathematics standards are being implemented. This includes algebra for all eighth-grade students by 2010-11.

Measuring Achievement

The Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Those methods include:

- NWEA Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

The MAP assessments are taken each fall and spring by students in grades 2-9 to measure students' academic progress in reading and mathematics skills.

Minnesota Comprehensive Assessments-II

The MCA-IIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8, 10 and 11 participate in the MCA-II tests in the areas of reading and mathematics. In 2008-09, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 13 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II replaced the Basic Skills Tests, which is the graduation requirement in place for students who entered grade 8 in 2004-05 or earlier.

Examples of Excellence

- In 2009, Moorhead High School was ranked in the top 1,500 U.S. high schools by Newsweek based on Advanced Placement test participation. Only the top 5 percent of public high schools made the list based on this measurement.
- In 2008-09, Moorhead High School students earned more than \$1.3 million in scholarships.
- In 2008-09, Moorhead High School student Rachel Clausen was named one of 20 Presidential Scholars in the Arts in the national recognition program administered by the U.S. Department of Education to honor the nation's most distinguished graduating high school seniors. Clausen is the second student from Moorhead High to be named a Presidential Scholar.
- The Moorhead High School boys hockey team placed second in the 2009 state boys hockey tournament.
- The Moorhead High School team of Jordan Newhouse and Luke Halvorson placed first in Minnesota to qualify for the National Automotive Technology Competition. They placed fourth out of 30 teams from around the country.
- Moorhead High School student Jakob Lindaas received the Minnesota State High School League Class AA Triple "A" award for 2009 for excelling in the arts, athletics and academics.
- The Moorhead High School boys cross country team placed third at the 2008 Class AA state cross country tournament, and Moorhead High student Lukas Gemar placed first individually.
- The Moorhead High School Economics Challenge Team placed second in the 2009 state Economics Challenge, and Moorhead High student Timothy Lillehaugen received the Minnesota Economics Student of the Year award.

Measuring Student Progress

Grades K-5: District-Wide Testing for 2009-10

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Math	3-5	April 13 & 15, 2010	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading	3-5	April 20 & 22, 2010	
Science	5	April 26-May 21, 2010	
NWEA Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Sept. 21-Oct. 2, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners in K-5	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades K-5. ELLs take TEAE and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Mathematics Test for English Language Learners (MTELL)	English language learners in 3-5	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners in K-5	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	September 2009 / January 2010 / May 2010	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2009-10

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Math	6-8	April 13 & 15, 2010	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading	6-8	April 20 & 22, 2010	
Science	8	April 26-May 21, 2010	
NWEA Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Sept. 21-Oct. 12, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners in 6-8	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELLs take TEAE and reading MCA-II in grades 6-8.
Mathematics Test for English Language Learners (MTELL)	English language learners in 6-8	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners in 6-8	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
AIMSweb Reading Comprehension (MAZE-CBM)	6	September 2009 / January 2010 / May 2010	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 9, 2009	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory
Common Math Assessment	6-8	Throughout year as determined by PLCs, grade level and middle school teams	To determine a student's level of proficiency with math skills
National Assessment of Educational Progress (NAEP)	8	Late January 2010-early March 2010 as determined by MDE	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2009-10

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing Reading Mathematics	Senior+ status students who have not passed one or more of the tests	Nov. 3-5, 2009 April 20-22, 2010 July 20, 2010 (writing only)	To ensure minimum competency in the areas of mathematics, reading and writing; required for graduation in Minnesota for students entering 8th grade in 2004-05 or earlier
Minnesota Comprehensive Assessments-II (MCA-II) in: Reading	10	April 13 & 14, 2010	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 12 and below
Mathematics	11	April 13 & 14, 2010	
Science	Biology students	April 26-May 21, 2010	
GRAD Test of Written Composition	10-12 who have not passed 9	Nov. 3, 2009, April 20, 2010 April 13, 2010	To ensure minimum competency in writing; required for graduation
NWEA Measures of Academic Progress (MAP)	9	Fall and spring, all students Sept. 21-Oct. 12, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners 9-12	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELLs take TEAE and reading MCA-II in grade 10.
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as mathematics MCA-II's above	Optional test to replace math MCA-II's for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners 9-12	March 8-16, 2010 March 22-26, 2010	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Continued on page 8

Community Survey Results

Survey results indicate residents pleased with quality of education

In June 2009, Moorhead Area Public Schools conducted a community perceptions study. The study, which was conducted by Decision Resources, involved a random sample survey of 300 school district residents.

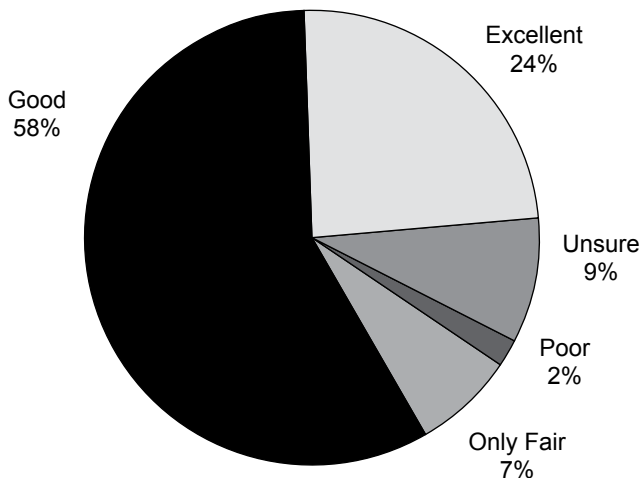
Of the survey respondents, 68 percent had no school-aged children, 28 percent had school-aged children in the

Moorhead Area Public Schools, and 4 percent had school-aged children enrolled in other options.

Results from the survey are included on pages 8-10 and will serve as a baseline for future community perception studies.

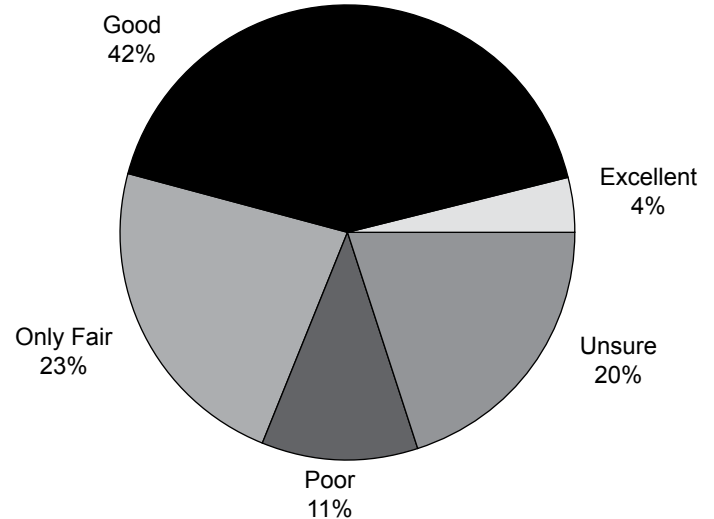
Quality of Education

Respondents were asked how they would rate the quality of the education provided by the Moorhead Area Public Schools — excellent, good, only fair or poor. The results indicate an 82 percent favorable rating.



District Financial Management

Respondents were asked how they would rate the financial management of the Moorhead Area Public Schools — excellent, good, only fair or poor.



Continued from page 7

Grades 9-12: District-Wide Testing for 2009-10

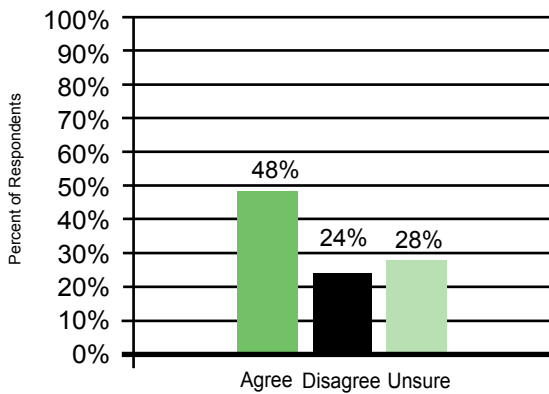
Tests	Grades Tested	Dates	Objectives/Uses
PLAN (pre ACT)	10	Oct. 29, 2009	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
PSAT (pre SAT)	11 (optional)	October 2009	
ACT	11-12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	November 2009	To determine students' vocational aptitude and interests
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills
Advanced Placement Exams	10, 11, 12	May 3-7, 2010 May 10-14, 2010	To determine college credit related to student scores for students enrolled in AP coursework

Community Survey Results

Majority of residents feel district provides good value for investment

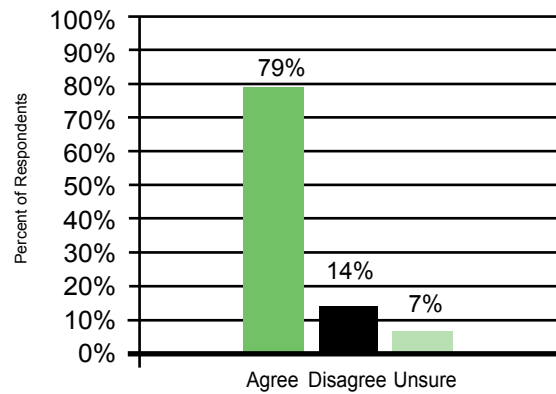
Spend Effectively / Efficiently

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: During the last couple of years, the Moorhead Area Public School District administration and board have spent tax money effectively and efficiently.



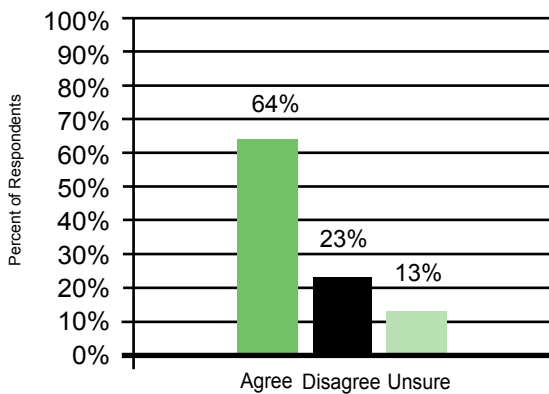
Good Value for Investment

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: Our community receives a good value from its investment in local public schools.



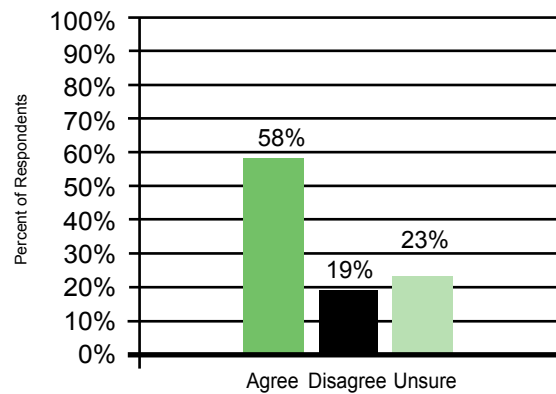
Good Community Involvement

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public Schools board and administration do a good job of involving community leaders, parents and interested citizens in decisions about the schools.



Tax Increase as Last Resort

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: When the Moorhead Area Public Schools ask voters to approve a referendum, it is only as a last resort after the administration and board have considered all other budget alternatives.

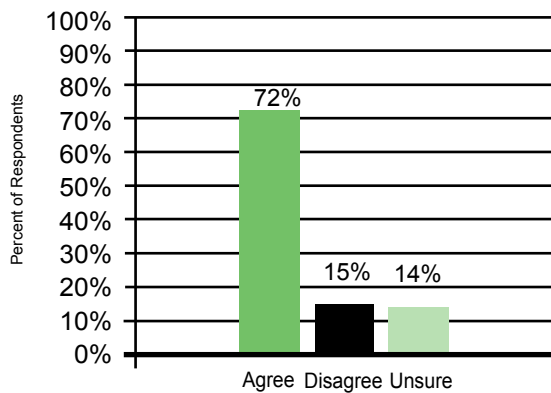


Community Survey Results

Instructional staff receives positive job performance rating

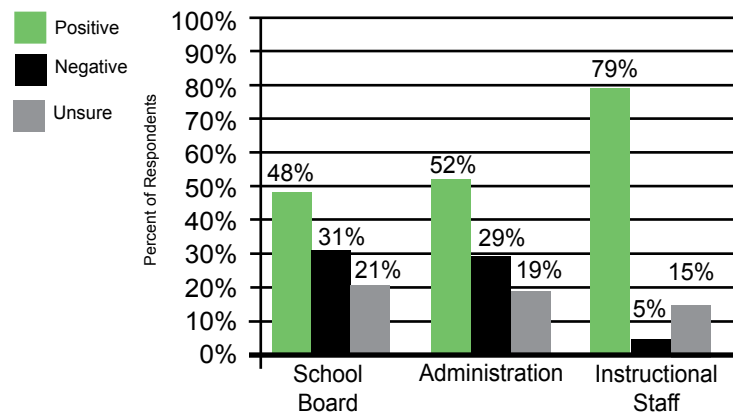
Demonstrates Accountability

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public School District is held accountable enough for the quality of education provided to their students.



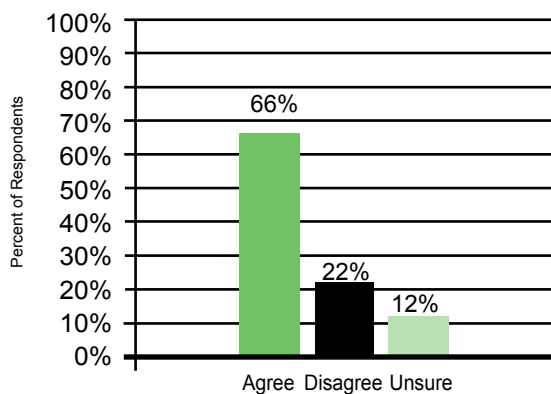
Job Performance Ratings

Respondents were asked three separate questions about how they would rate the performance of the district's School Board, administration, and teachers and instructional staff. According to Decision Resources, all three groups received favorable ratings considering their very different roles as elected officials, administrators and instructors, and the ratings for all three are above statewide norms.



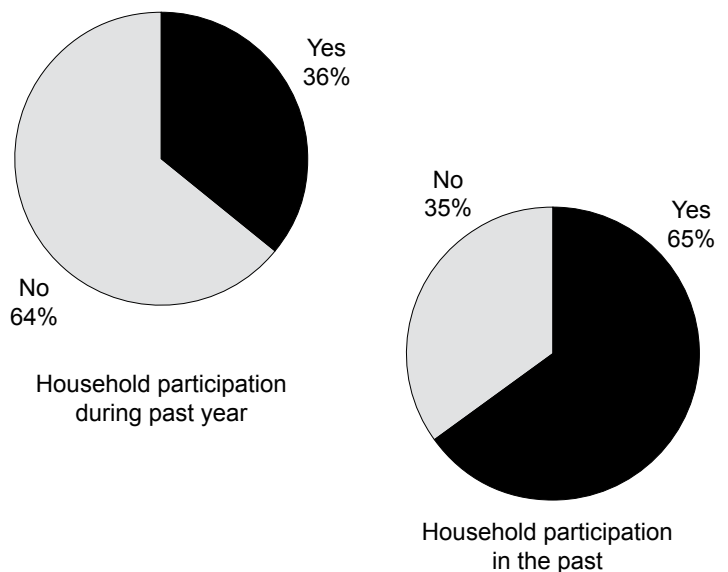
Good Investment and Would Support Referendum

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public Schools are a good investment, and I would support a referendum to protect that investment.



Community Education Programs

Respondents were asked if they or any members of their household used any of the Community Education programs offered by the district during the past year and whether they or any members of their household used any of the Community Education programs anytime in the past. According to Decision Resources, participation rates in Community Education programs are much higher than for other school districts in Minnesota.



No Child Left Behind Act

District focuses on continuous improvement

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB). School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for eight specific subgroups of students and attendance or graduation rate for all students. Subgroups include students with limited English

proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II are used to determine whether a school meets the participation and proficiency requirements.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessments-II to meet this requirement.

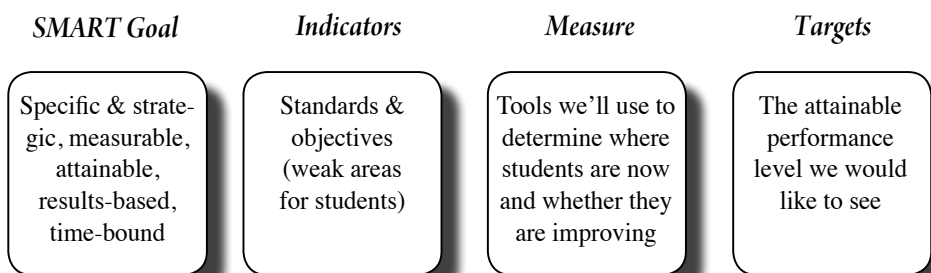
Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The No Child Left Behind Act is in the reauthorization process at the federal legislative level.

What are SMART Goals?

SMART goals will enable staff, community members, parents, the School Board and administration to plan, execute, measure and adjust our work to improve student achievement.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.



SMART Goals are

Strategic and Specific

- linked to the district improvement plan and focused on specific student learning needs

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

- aimed at well-defined outcomes that can be measured or observed

Time-Bound

- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

Adequate Yearly Progress

Schools meet majority of AYP Requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008 and 2009 MCA-II results. The school district has 38 eligible groups and met 71.1 percent of the requirements for AYP under No Child Left Behind as outlined below.

All schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary is in the third year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the fourth year of not making AYP.

Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

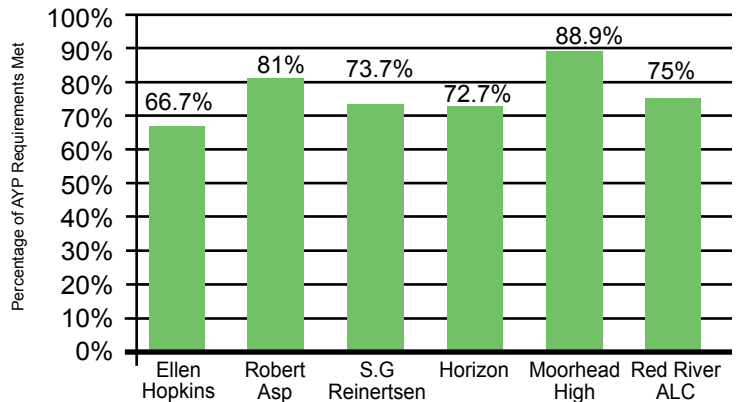
- Ellen Hopkins Elementary has 21 eligible groups and met 66.7 percent of the requirements for AYP.
- Robert Asp Elementary has 21 eligible groups and met 81 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 19 eligible groups and met 73.7 percent of the requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 72.7 percent of the requirements for AYP.
- Moorhead High School has 18 eligible groups and met 88.9 percent of the requirements for AYP.
- Red River Area Learning Center has four eligible groups and met 75 percent of the requirements for AYP.

88.9 percent of the requirements for AYP.

- Red River Area Learning Center has four eligible groups and met 75 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

AYP Requirements Met by Schools



Adequate Yearly Progress												
		Participation / Proficiency by Student Subgroup									Attendance	Graduation
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch		
Moorhead School District	Reading	Yes / Yes	Yes / No	Yes / Yes	Yes / No	Yes / Yes	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes	Yes
	Math	Yes / Yes	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / No		
Ellen Hopkins Elementary	Reading	Yes / Yes	–	–	– / No	–	Yes / Yes	– / No	Yes / No	Yes / No	Yes	N/A
	Math	Yes / Yes	–	–	– / Yes	–	Yes / Yes	– / No	Yes / No	Yes / No		
Robert Asp Elementary	Reading	Yes / Yes	–	–	– / No	–	Yes / Yes	– / Yes	Yes / No	Yes / No	Yes	N/A
	Math	Yes / Yes	–	–	– / Yes	–	Yes / Yes	– / Yes	Yes / No	Yes / Yes		
S.G. Reinertsen Elementary	Reading	Yes / Yes	–	–	–	–	Yes / Yes	– / No	Yes / No	Yes / No	Yes	N/A
	Math	Yes / Yes	–	–	–	–	Yes / Yes	– / No	Yes / No	Yes / Yes		
Horizon Middle School	Reading	Yes / Yes	– / No	– / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes	N/A
	Math	Yes / Yes	– / Yes	– / Yes	Yes / No	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / No		
Moorhead High School	Reading	Yes / Yes	–	–	–	–	Yes / Yes	– / Yes	Yes / Yes	Yes / Yes	N/A	Yes
	Math	Yes / Yes	–	–	–	–	Yes / Yes	–	Yes / No	Yes / No		
Red River Area Learning Center	Reading	– / Yes	–	–	–	–	–	–	–	–	Yes	N/A
	Math	Yes / No	–	–	–	–	–	–	–	–		

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Beginning in 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards.

On the MCA-IIs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The MCA-II tests measure students' progress toward high

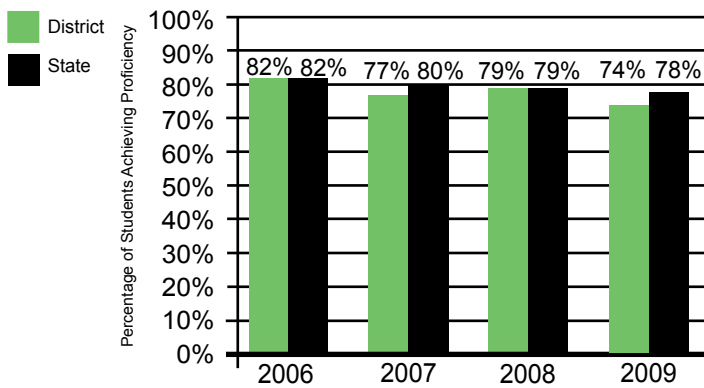
academic standards. Students in grade 12 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

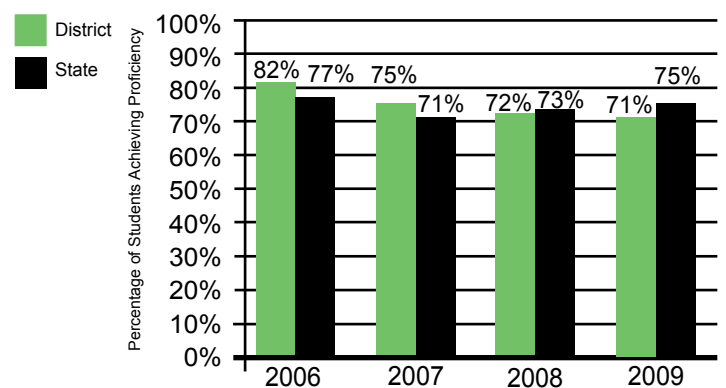
Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

2007-09 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

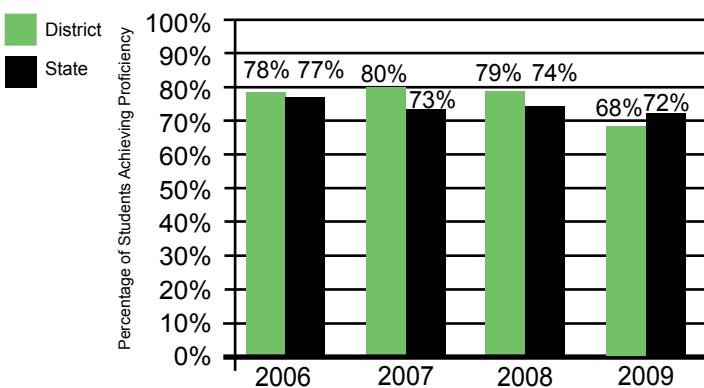
Minnesota Comprehensive Assessments-II
District Reading – Grade 3



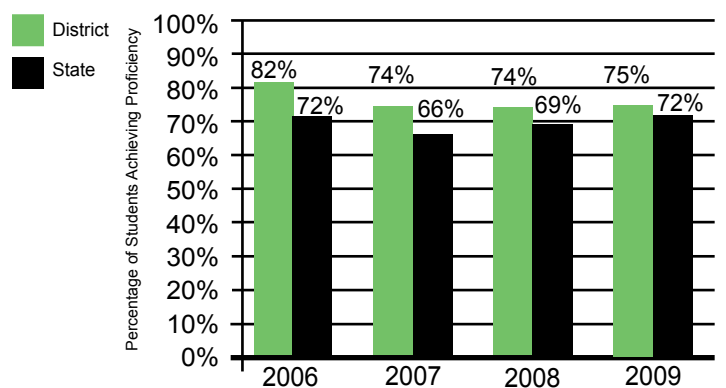
Minnesota Comprehensive Assessments-II
District Reading – Grade 4



Minnesota Comprehensive Assessments-II
District Reading – Grade 5



Minnesota Comprehensive Assessments-II
District Reading – Grade 6



Continuous Improvement Process

Priorities of district's strategic plan focus on student achievement

After a year-long planning process, the strategic plan for the Moorhead Area Public Schools was adopted by the School Board on August 27, 2007. The strategic plan outlines six priority areas with goals and strategies identified for each priority. The priority areas will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

During 2007-08 progress was made in several areas of the strategic plan, but all six priorities areas continued to be

a focus for 2008-09. In 2009-10 measurable goals will be developed.

The priority areas and goals are:

Priority Area 1: Promote high expectations for student achievement and behavior.

- Establish SMART goals at the building level that determine proficiency levels.
- Monitor student progress at least quarterly by teacher teams and by school district administrators.
- Use achievement data (summative and formative) to direct instructional practices and decisions.
- Use collaborative teams at all levels for the purpose of examining data and student work.
- Provide a system of timely intervention for students who do not show growth or adequate development in learning.
- Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.
- Implement a positive behavior support system districtwide.
- Support standards-based and project-based service-learning curriculum.
- Utilize effective data and record-keeping systems regarding student behavior.

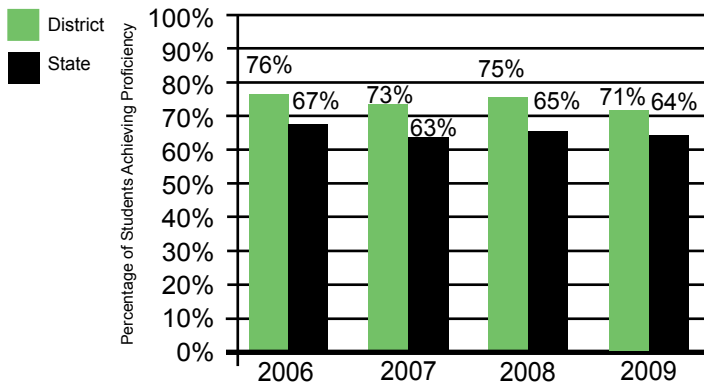
Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.

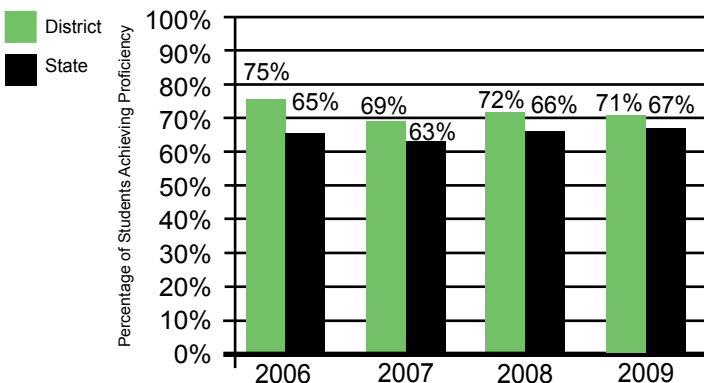
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2007-09 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

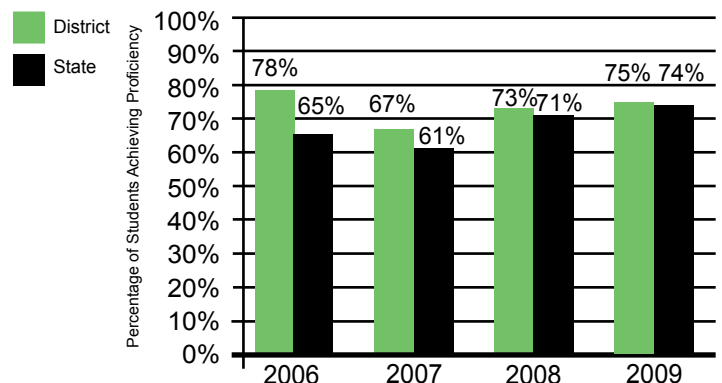
Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 7



Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 10



Continuous Improvement Process

Priorities of district's strategic plan focus on student achievement

Continued from previous page

- Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Priority Area 3: Promote a safe, healthy and respectful learning environment.

- Develop and promote initiatives that encourage safe work-place practices.
- Update district and building crisis management plans.
- Plan developed for practice of all emergency procedures.
- Determine programs and approach for districtwide bullying prevention.
- Utilize effective data and record-keeping systems regarding

student behavior.

- Implement a positive behavior support system districtwide.
- Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

Priority Area 4: Explore the effectiveness of the school day / school year.

- Determine effectiveness of current models and practices for school day / school year.

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

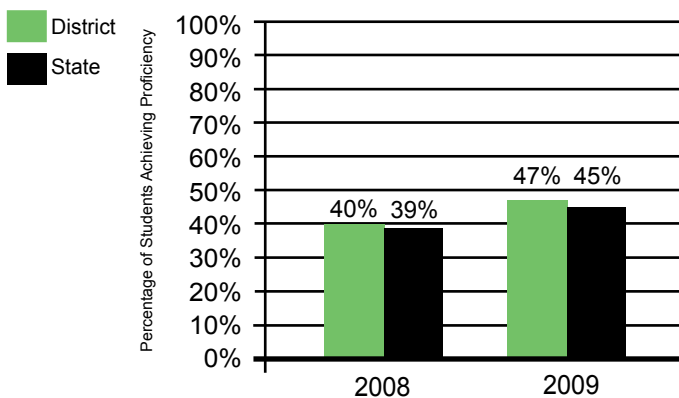
- Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.
- Explore methods for enhancement of comprehensive arts education program.
- Build relationship-based partnerships within our community for educational advancement.
- Assure options for all students are available to meet interests in activities.

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.

- Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.
- Determine the budgetary considerations of all-day kindergarten.
- Determine the impact of early childhood intervention / readiness collaborative programs.

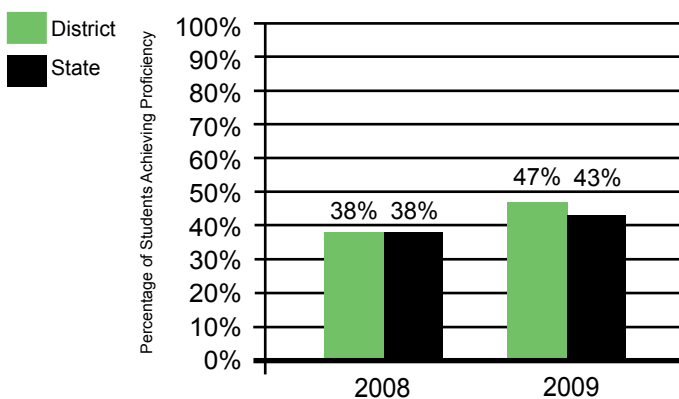
Minnesota Comprehensive Assessments (MCA-II)

District Science – Grade 5



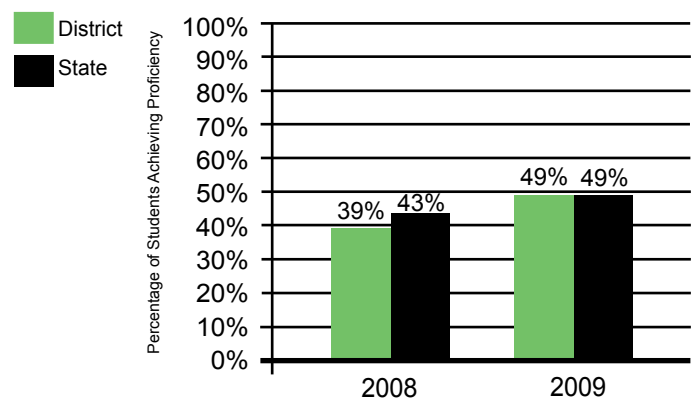
Minnesota Comprehensive Assessments (MCA-II)

District Science – Grade 8



Minnesota Comprehensive Assessments (MCA-II)

District Science – High School



Improving Student Achievement

District Academic Goals

Moorhead Area Public Schools updated a needs assessment and AYP Improvement Plan in 2005 and will be updating the plan again during 2009-10. The district will use the plan to strengthen performance targets across the following indicators:

- **Curriculum:** Provide additional staff development in promising practices and research basis of math curriculum across instructional levels, ensure rigor for all students, especially for learners at risk, and investigate research-based approaches to accelerated skill development.
- **Instruction:** Increase instructional time in math; staff development in differentiated instruction and foster collaboration with Learner Support Services staff.
- **Assessment and Use of Results Improvement:** Explore instructional strategies that support at-risk learners; use diagnostic assessment to trigger early intervention and to demonstrate incremental growth.
- **Professional Development:** Use student achievement data to determine focus of staff development, provide sustained support of new initiatives and provide teacher math coach.
- **Engaging Families and Community:** Develop more support for parents and provide family involvement activities more closely aligned with instructional goals and priorities.
- **Leadership:** Develop focused strategic plan that addresses the needs of at-risk learners, implement SMART schools model, examine core instruction and time committed in the areas of math and reading for at-risk learners.
- **Planning and Resources:** Improve availability of computers to students and families, update materials for support teachers and integrate curriculum with technology.

Performance Targets for 2008-09

Reading

We will improve reading achievement for all students by 4 percent from 75 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2009.

Progress toward goal:

- 72 percent of students were proficient.

Mathematics

We will improve mathematics achievement for all students by 5 percent from 67 percent to 72 percent proficient on the state accountability tests by June 2009.

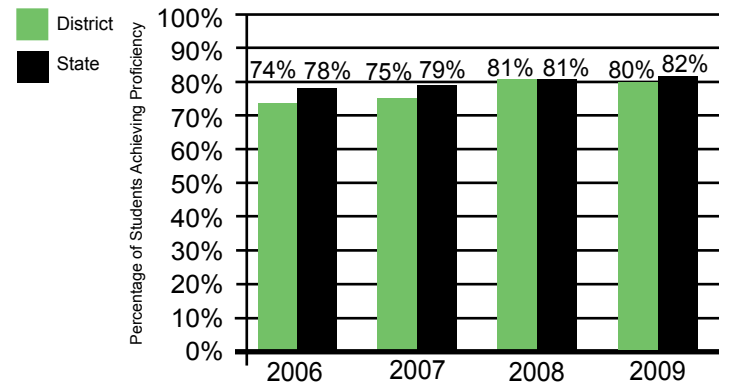
Progress toward goal:

- 62 percent of students were proficient.

In 2007-09 English language learners could take the MTELL assessment instead of the math MCA-II. 2006 MCA-II math results include ELLs' scores.

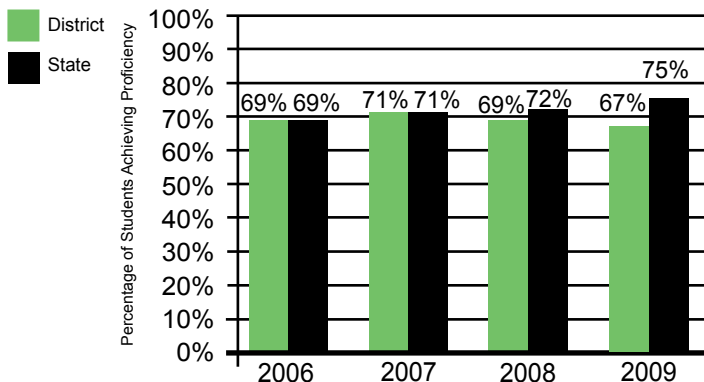
Minnesota Comprehensive Assessments-II

District Mathematics – Grade 3



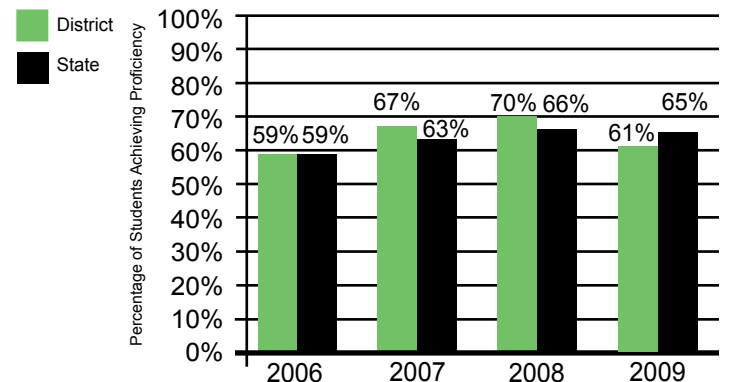
Minnesota Comprehensive Assessments-II

District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II

District Mathematics – Grade 5



Improving Student Achievement

District Academic Goals

Vocabulary Expansion

In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Limited English Proficient (LEP) and Special Education subgroups by June 2009.

Progress toward goal:

- The Special Education subgroup exceeded state average by 1 percent. The other two subgroups were 3 percent below state average.

Mathematics

We will improve mathematics achievement for all students by 9 percent from 62 percent to 71 percent proficient on the state accountability tests by June 2010.

Vocabulary Expansion

In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Hispanic, Black, Free and Reduced, Limited English Proficient (LEP) and Special Education subgroups by June 2010.

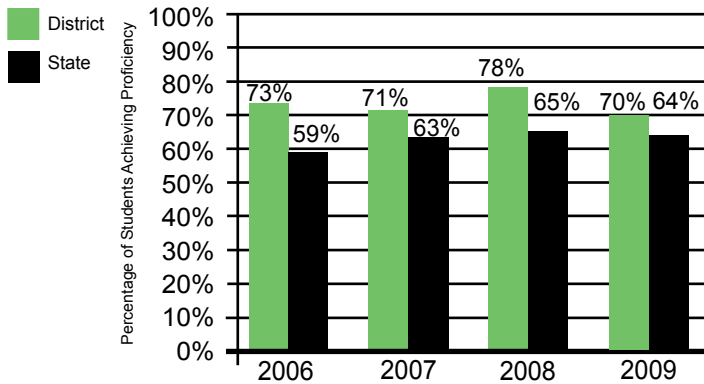
Performance Targets for 2009-10

Reading

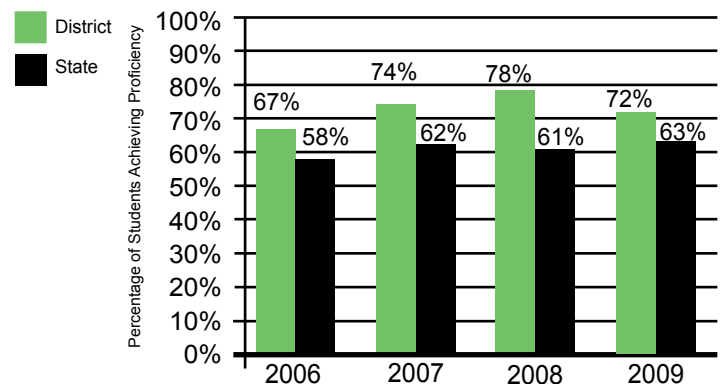
We will improve reading achievement for all students by 7 percent from 72 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2010.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

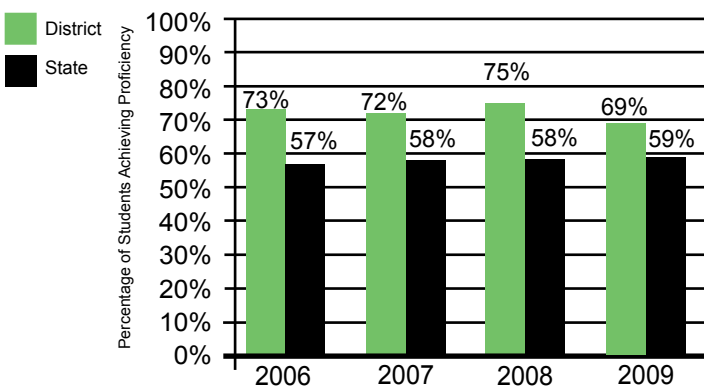
*Minnesota Comprehensive Assessments-II
District Mathematics – Grade 6*



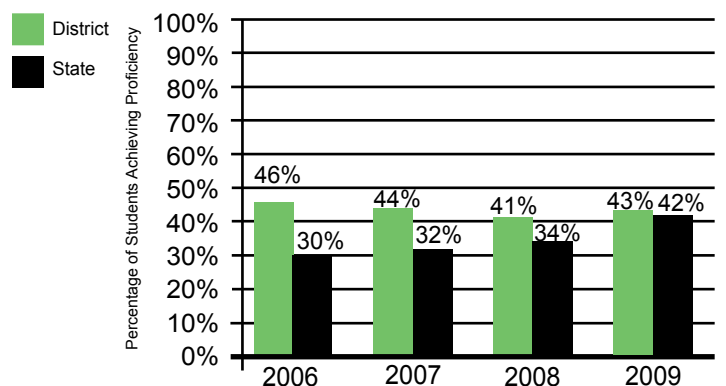
*Minnesota Comprehensive Assessments-II
District Mathematics – Grade 7*



MCA-II District Mathematics – Grade 8



MCA-II District Mathematics – Grade 11



Ellen Hopkins Elementary School



Ellen Hopkins Elementary School
 2020 11th St. S., Moorhead, MN 56560
 (218) 284-4300

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 111,005

Attendance Rate (2008-09) 95.68%

Enrollment by Grade (October 2008)

• Kindergarten	138
• Grade 1	123
• Grade 2	138
• Grade 3	119
• Grade 4	161
• Grade 5	121
• Self-contained Special Education	4
• Total	804

Diversity of Student Population (2008-09)

• American Indian	3.7%
• Asian	1.0%
• Hispanic	10.9%
• Black	4.0%
• White	80.3%

Percentage of Students Eligible for Free or Reduced-Price Lunch 40%

Percentage of Students Receiving Learner Support Services

Special Education	16%
English Language Learners	9%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

By the end of the 2008-09 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

Progress toward goal:

- 57.1 percent of students in grades 2-5 met or exceeded their growth target in reading.

Goal 2

By the end of the 2008-09 School Year, using the Measure of Academic Progress (MAP) data, 70 percent of students in grades 2-5 will meet or exceed their growth target in math.

Progress toward goal:

- 60.4 percent of students in grades 2-5 met or exceeded their growth target in math.

School Improvement Goals for 2009-10

Goal 1

The Ellen Hopkins Elementary School staff will increase the math proficiency of Hopkins students who are economically disadvantaged so that 55 percent will demonstrate math proficiency on the MCA-II by May 2010.

Goal 2

The Ellen Hopkins Elementary School staff will increase reading proficiency of Hopkins students who are economically disadvantaged so that 60 percent will demonstrate mathematics proficiency on the MCA-II by May 2010.

Goal 3

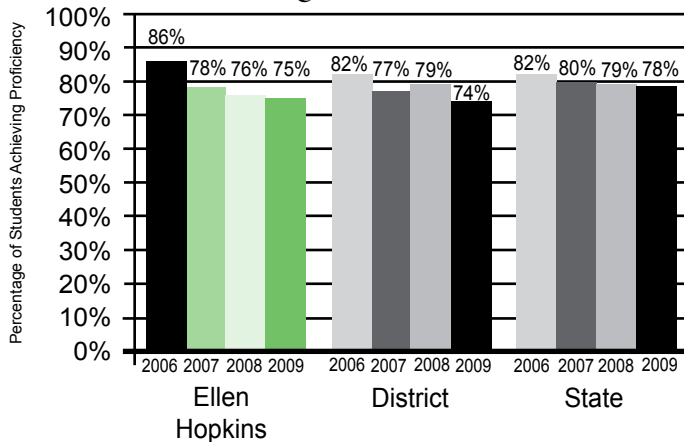
The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2010.

Ellen Hopkins Elementary School

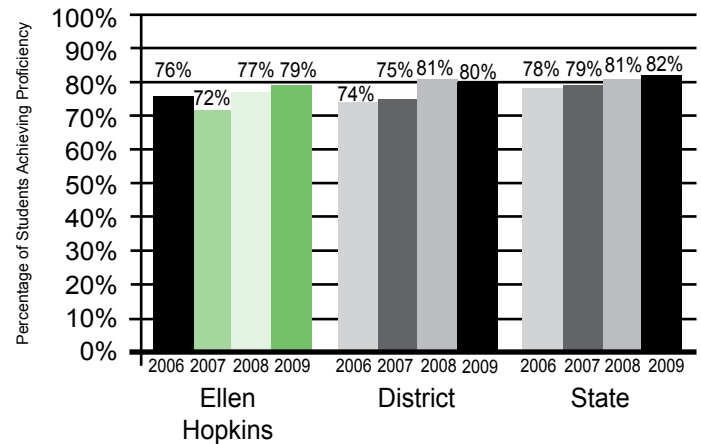
2007-09 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

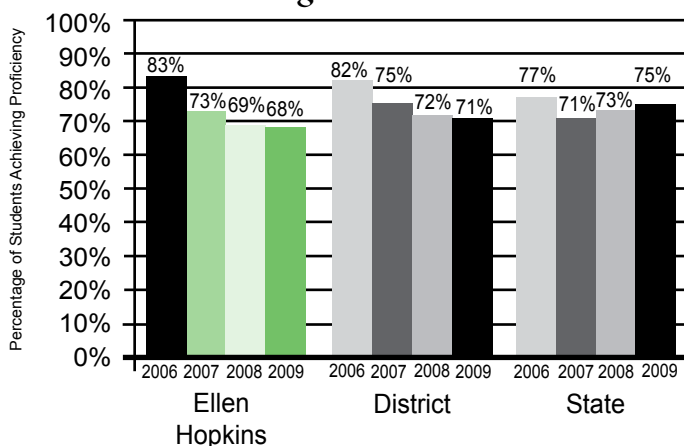
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



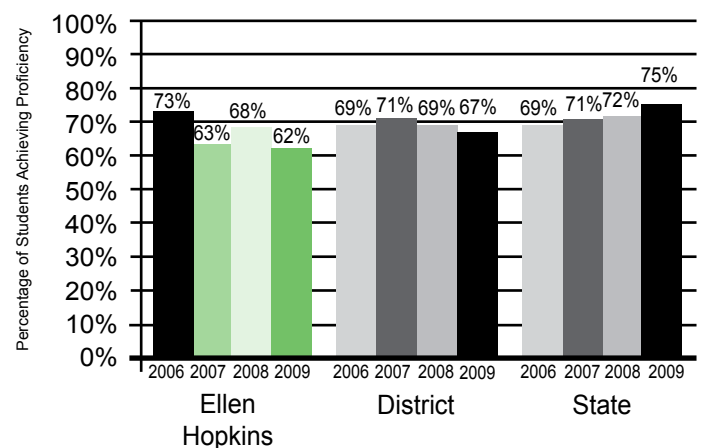
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 3



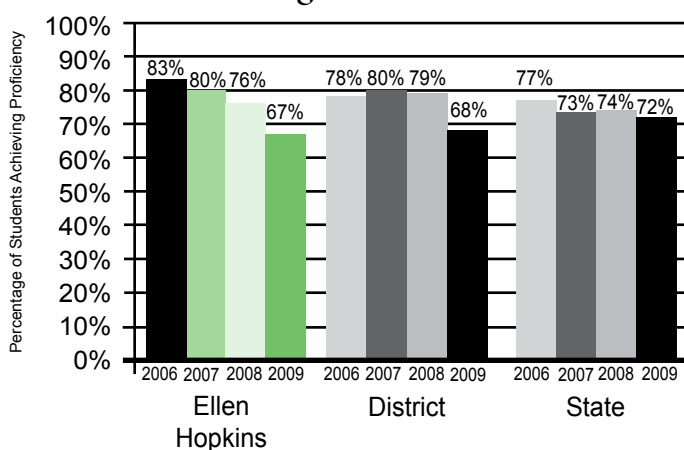
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



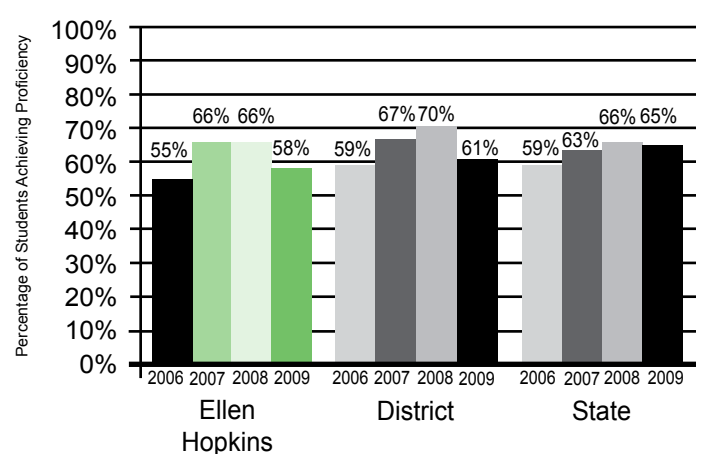
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 4



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
 910 11th St. N., Moorhead, MN 56560
 (218) 284-6300

Principal: Kevin Kopperud

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 98,510

Attendance Rate (2008-09) 95.78%

Enrollment by Grade (October 2008)

• Kindergarten	119
• Grade 1	126
• Grade 2	133
• Grade 3	144
• Grade 4	118
• Grade 5	113
• Self-contained Special Education	0
• Total	753

Diversity of Student Population (2008-09)

• American Indian	3.9%
• Asian	2.4%
• Hispanic	12.8%
• Black	3.3%
• White	77.6%

Percentage of Students Eligible for Free or Reduced-Price Lunch 39%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	8%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- 55.7 percent of students in grades 2-5 met the growth target in reading.

Goal 2

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- 61.3 percent of students in grades 2-5 met the growth target in math.

Goal 3

In the area of mathematics, Robert Asp Elementary will increase proficiency by 5 percent to meet the 100 percent proficiency target by 2013-14 on the MCA-II/MTELL.

Progress toward goal:

- Proficiency decreased 1 percent, from 66 percent proficient to 65 percent proficient.

Goal 4

The Limited English Proficient subgroup will improve performance from 41 percent proficient to 50 percent proficient and/or meet the index target on math MCA-II/MTELL by May 2009.

Progress toward goal:

- Proficiency decreased 2 percent, from 41 percent proficient to 39 percent proficient.

School Improvement Goals for 2009-10

Goal 1 – Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 65 percent to 72 percent on the 2010 MCA-II math assessment.

Goal 2 – Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 75 percent on the 2010 MCA-II reading assessment.

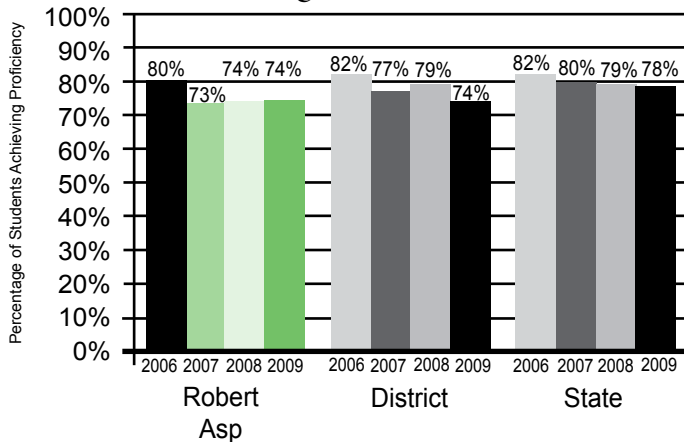
Goal 3 – Robert Asp Elementary will decrease the number of students missing 11 or more school days by 6 percent from the previous school year using the daily attendance record.

Robert Asp Elementary School

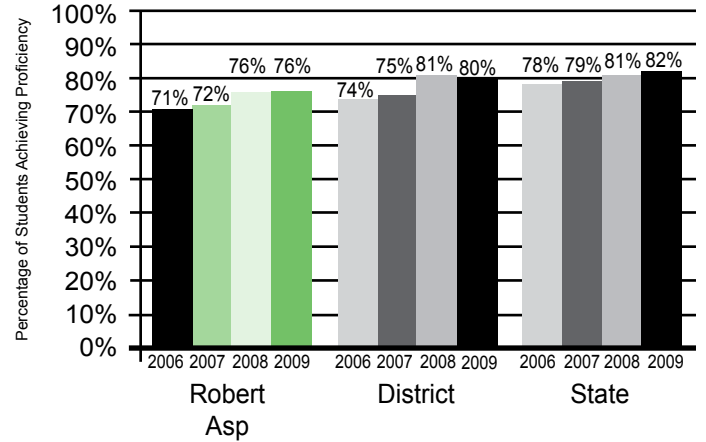
2007-09 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

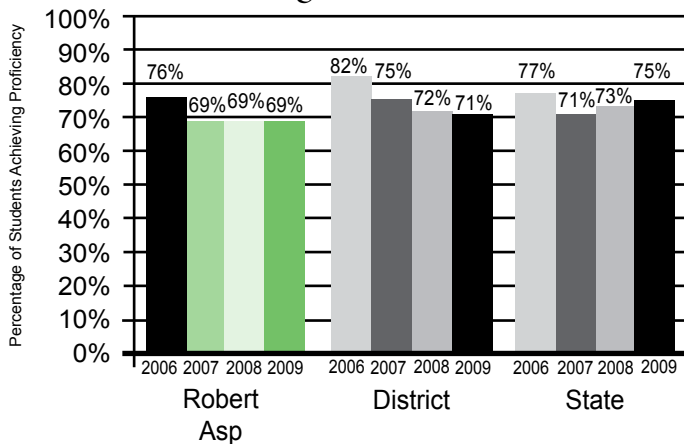
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



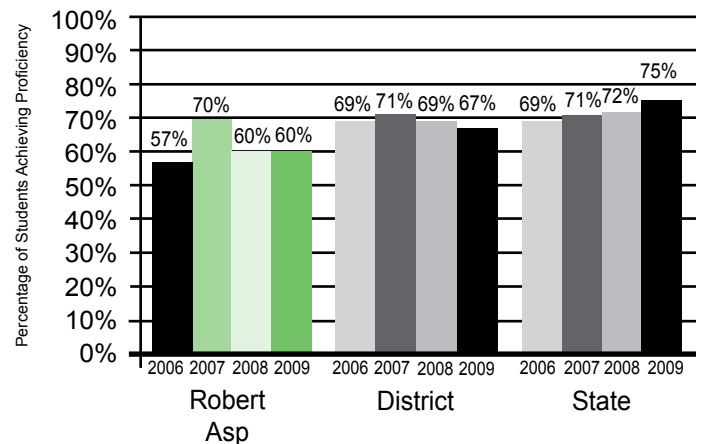
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 3



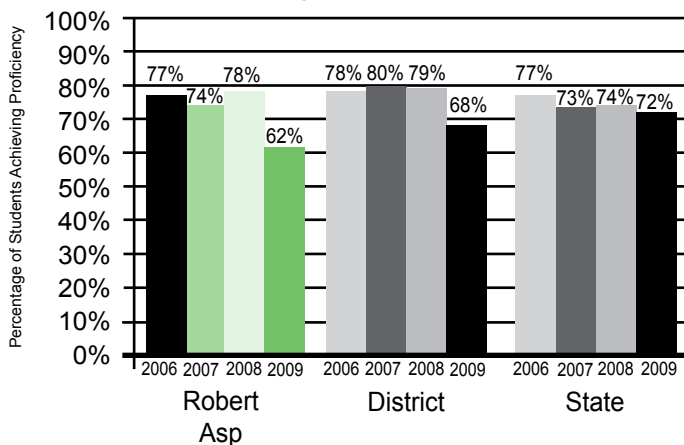
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



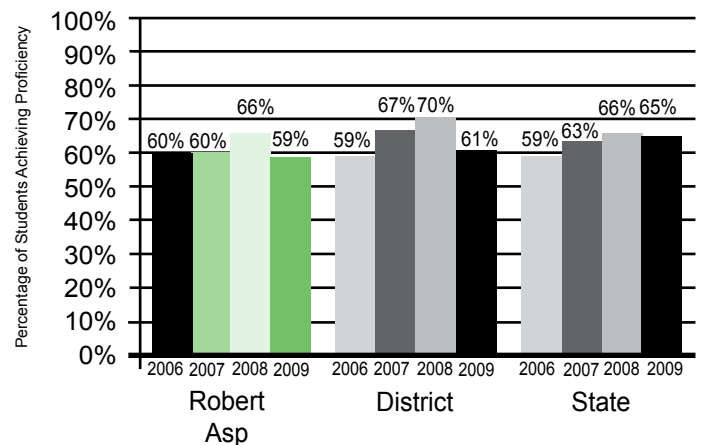
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 4



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School

1201 40th Ave. S.,
Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004
Square Footage: 103,600

Attendance Rate (2008-09) 96.67%

Enrollment by Grade (October 2008)	
• Kindergarten	140
• Grade 1	156
• Grade 2	159
• Grade 3	138
• Grade 4	142
• Grade 5	145
• Self-contained Special Education	0
• Total	880

Diversity of Student Population (2008-09)	
• American Indian	3.4%
• Asian	0.6%
• Hispanic	4.2%
• Black	4.5%
• White	87.3%

Percentage of Students Eligible for Free or Reduced-Price Lunch 29%

Percentage of Students Receiving Learner Support Services	
Special Education	14%
English Language Learners	6%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

In the spring of 2009, 68 percent of students will meet their reading growth target on the Measures of Academic Progress (MAP).

Progress toward goal:

- 63 percent of students met their reading growth target.

Goal 2

In the spring of 2009, 72 percent of students will meet their math growth target on the Measures of Academic Progress (MAP).

Progress toward goal:

- 72.5 percent of students met their mathematics growth target.

School Improvement Goals for 2009-10

Goal 1

S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 80 percent of grades 3-5 students demonstrate proficiency on the 2010 MCA-II mathematics assessment.

Goal 2

S.G. Reinertsen Elementary staff will improve student reading skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2010 MCA-II reading assessment.

Goal 3

100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled on May 14, 2010, 80 percent of Reinertsen students will have received no major incident reports for the year.

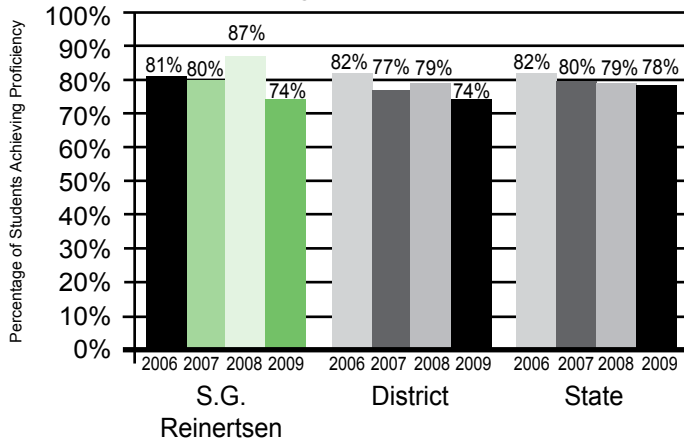
S.G. Reinertsen Elementary School

2007-09 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

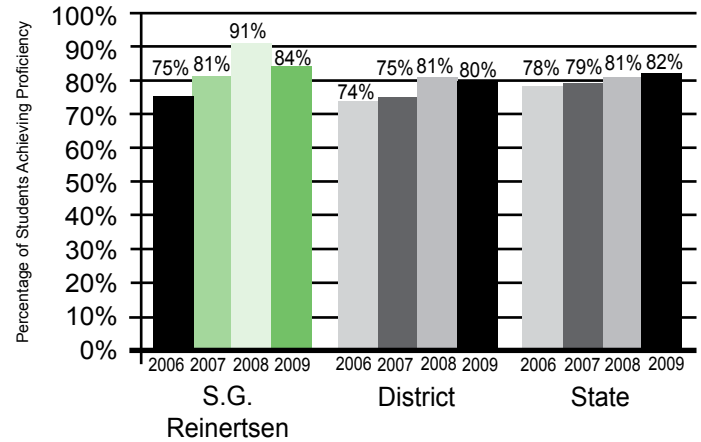
Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 3



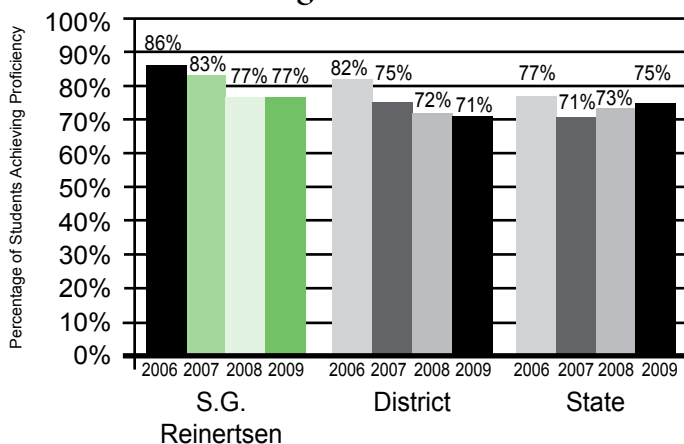
Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 3



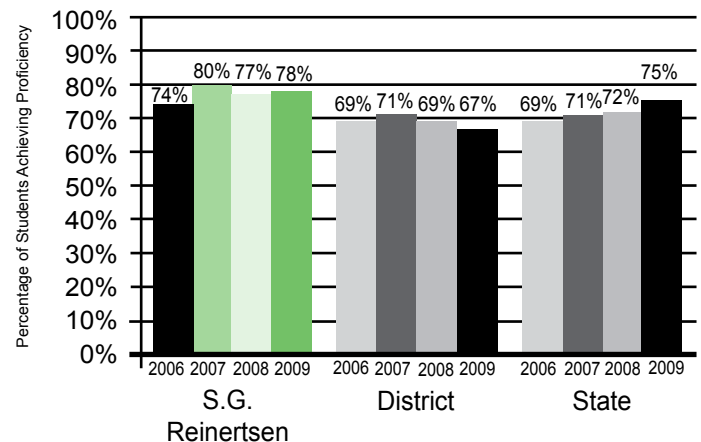
Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 4



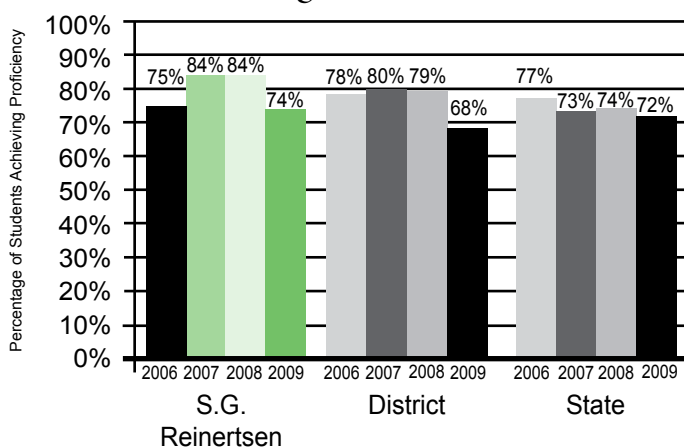
Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 4



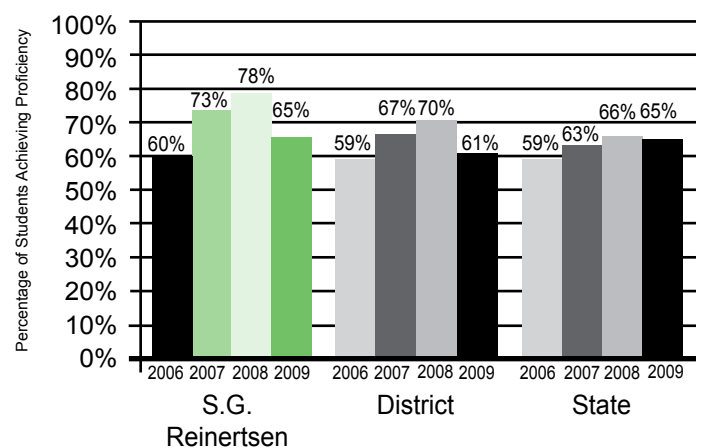
Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 5



Horizon Middle School



Horizon Middle School

3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Lori Lockhart
Assistant Principal: Matt Naugle

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2008-09) 95.08%

Enrollment by Grade (October 2008)

• Grade 6	404
• Grade 7	367
• Grade 8	405
• Total	1,176

Diversity of Student Population (2008-09)

• American Indian	2.8%
• Asian	2.5%
• Hispanic	7.4%
• Black	3.9%
• White	83.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 30%

Percentage of Students Receiving Learner Support Services

Special Education	13%
English Language Learners	6%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

Progress toward goal:

- 53.5 percent of students made targeted growth in reading.

Goal 2

All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

Progress toward goal:

- 59.5 percent of students made targeted growth in math

School Improvement Goals for 2009-10

Goal 1

Horizon Middle School will increase the percent of students proficient on the 2009-2010 mathematics MCA-II by 5 percent.

Goal 2

Horizon Middle School will increase the percent of students proficient on the 2009-2010 reading MCA-II by 5 percent.

Goal 3

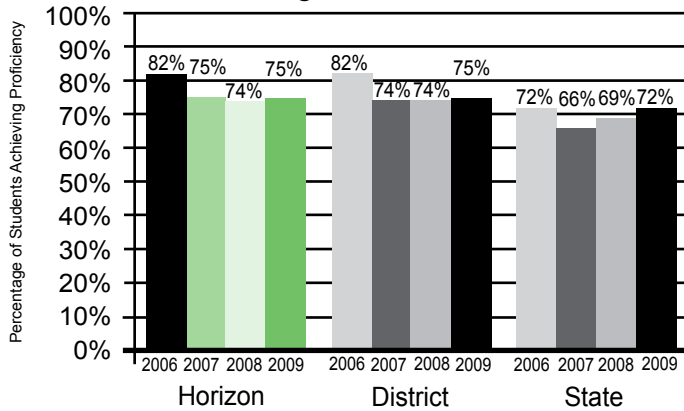
Horizon Middle School will identify and offer differentiated supports to students identified in underperforming subgroups (free and reduced, special education and limited English proficient) according to data (academic, attendance, discipline, etc.) to achieve the 2009-2010 Adequate Yearly Progress index point.

Horizon Middle School

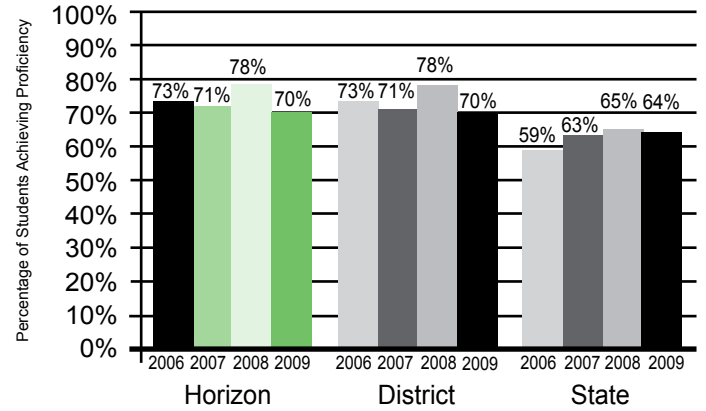
2007-09 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

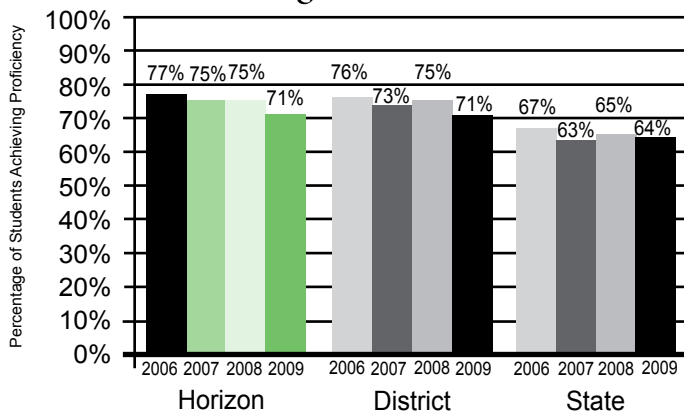
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 6



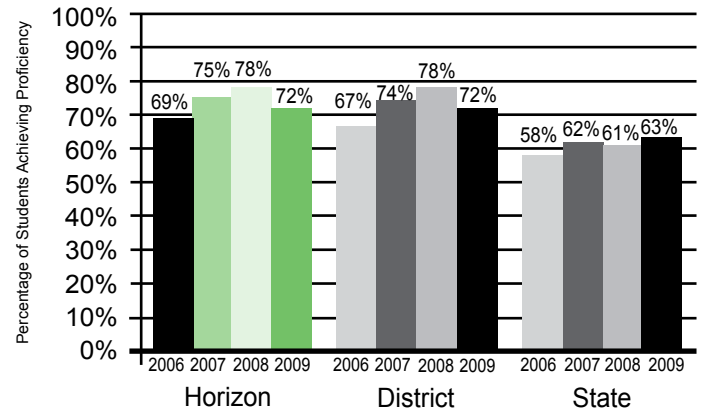
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 6



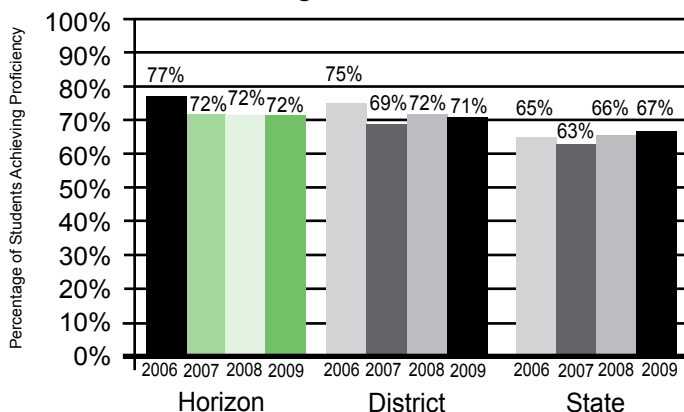
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 7



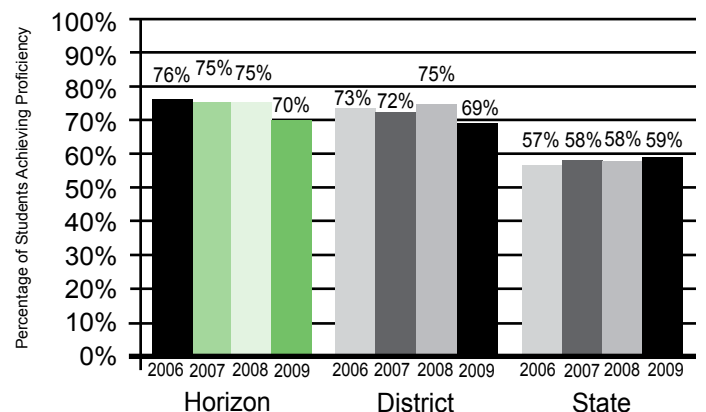
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 7



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 8



Moorhead High School



Moorhead High School

2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle

Assistant Principals: Russ Henegar and Dave Lawrence

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2008-09) 93.24%

Graduation Rate (2008-09) 95.71%

Enrollment by Grade (October 2008)

• Grade 9	383
• Grade 10	429
• Grade 11	444
• Grade 12	374
• Total	1,630

Diversity of Student Population (2008-09)

• American Indian	2.1%
• Asian	1.7%
• Hispanic	6.9%
• Black	2.6%
• White	86.8%

Percentage of Students Eligible for Free or Reduced-Price Lunch 24%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	4%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1 – Students proficient on the MCA-II reading assessment will exceed the state percentage of students achieving proficiency by 7 percent.

Progress toward goal:

- Proficiency was 3.1 percent above the state average and 1.2 percent increase over the school's 2008 results.

Goal 2 – Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 9 percent.

Progress toward goal:

- Proficiency was 1.89 percent above the state average and 0.6 percent increase over the school's 2008 results.

Goal 3 – Students will improve by .1 point on the ACT composite.

Progress toward goal:

- The composite score increased by .1 point meeting the goal.

Goal 4 - Participation on the ACT by seniors will increase to 80 percent.

Progress toward goal:

- 69 percent of the seniors participated.

School Improvement Goals for 2009-10

Goal 1 – Students proficient on the MCA-II reading assessment will exceed the state percentage of students achieving proficiency by 5 percent.

Goal 2 – Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 6 percent.

Goal 3 – Students will improve by .2 point on the ACT composite.

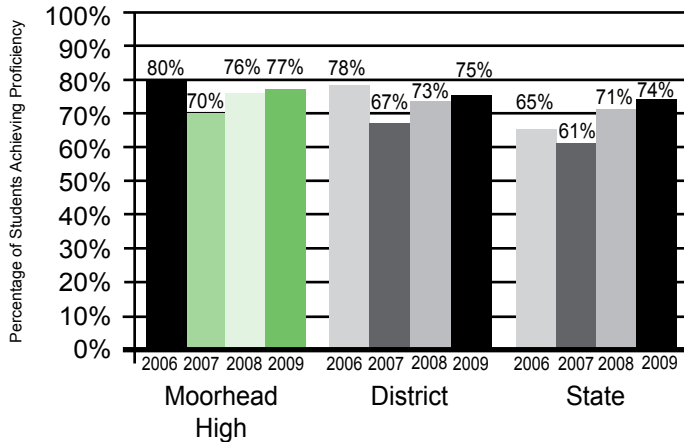
Goal 4 - Participation on the ACT and WorkKeys by seniors will increase to 80 percent.

Moorhead High School

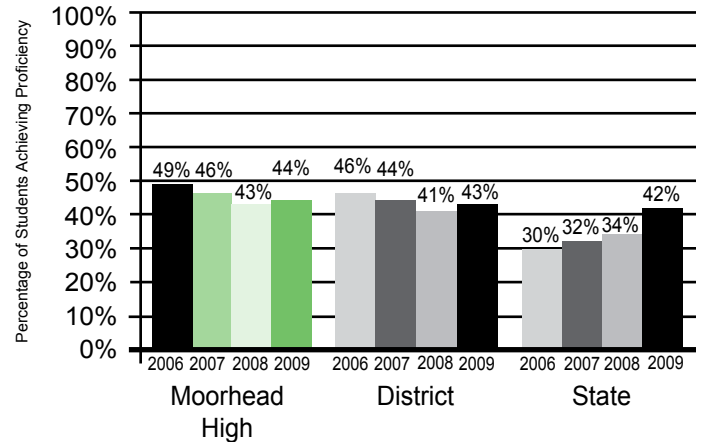
2007-09 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-09 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

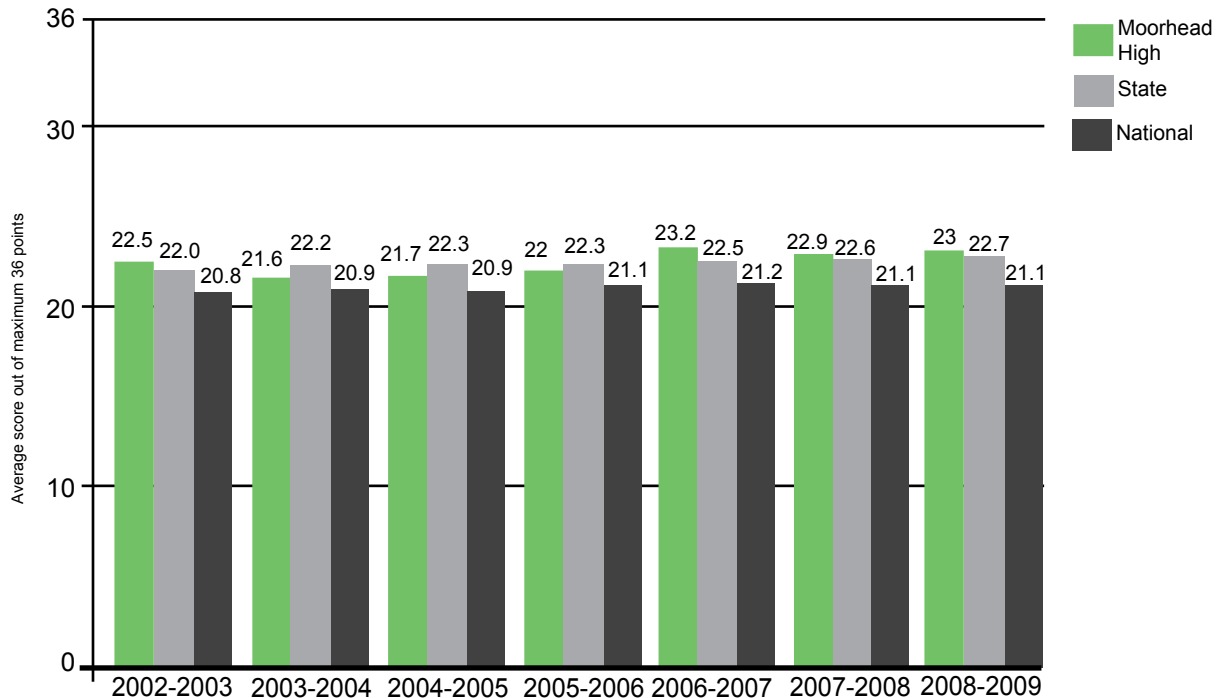


ACT Average Scores from 2002-2003 to 2008-2009

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

- 2002-03: 251
- 2003-04: 282
- 2004-05: 296
- 2005-06: 246
- 2006-07: 287
- 2007-08: 289
- 2008-09: 249



Red River Area Learning Center



Red River Area Learning Center
 1100 32nd Ave. S., Moorhead, MN 56560
 (218) 284-2200

Program Manager:
 Deb Pender-Tilleraas

Attendance Rate (2008-09) 96.84%

Enrollment by Grade (October 2008)

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	10
• Grade 10	18
• Grade 11	28
• Grade 12	38
• Total	94

Diversity of Student Population (2008-09)

• American Indian	16.1%
• Asian	1.8%
• Hispanic	32.1%
• Black	7.1%
• White	42.9%

Percentage of Students Eligible for Free or Reduced-Price Lunch 78%

Percentage of Students Receiving Learner Support Services

Special Education	5%
English Language Learners	33%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2008-09

Goal 1 – All students enrolled in the Red River ALC during 2008-09 will attend school 90 percent of the time (minimum).

Progress toward goal:

- Attendance rate exceeded the goal of 90 percent.

Goal 2 – The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Progress toward goal:

- Red River ALC met 75 percent of the requirements for AYP. The requirement not met was mathematics proficiency. However, the percentage of students who met or exceeded individual growth targets increased, and all 2009 graduates met the graduation requirements of algebra, geometry and algebra II.

Goal 3 – 100% of the ALC students will participate in statewide testing.

Progress toward goal:

- Red River ALC met AYP for participation in statewide testing, but did not have 100 percent of students participate.

School Improvement Goals for 2009-10

Goal 1 – All students enrolled in the Red River ALC during 2009-10 will attend school 92 percent of the time (minimum).

Goal 2 – The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Goal 3 – 100% of the ALC students will participate in statewide testing.

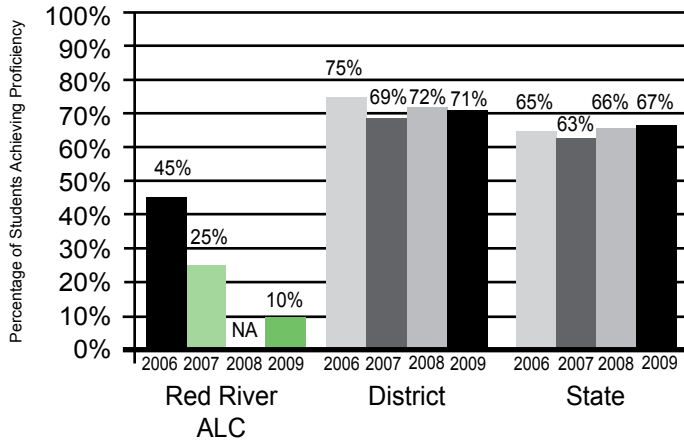
Goal 4 – Red River ALC will have 90 percent of parents indicate satisfaction on a parent survey administered during second semester of the 2009-10 school year.

Red River Area Learning Center

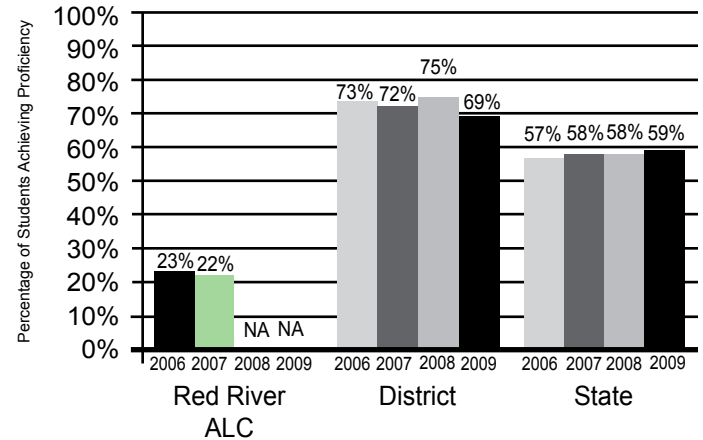
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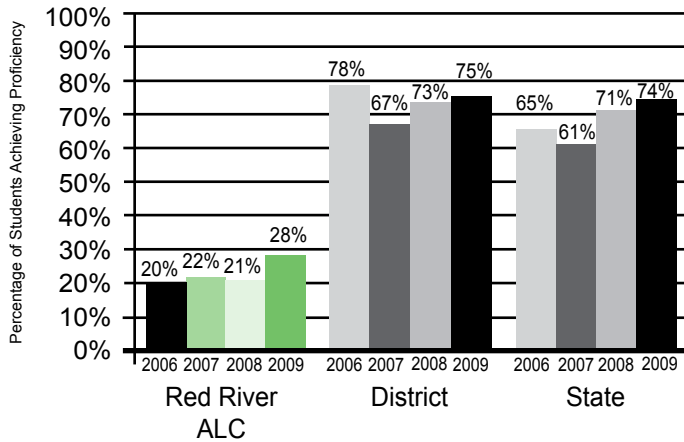
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



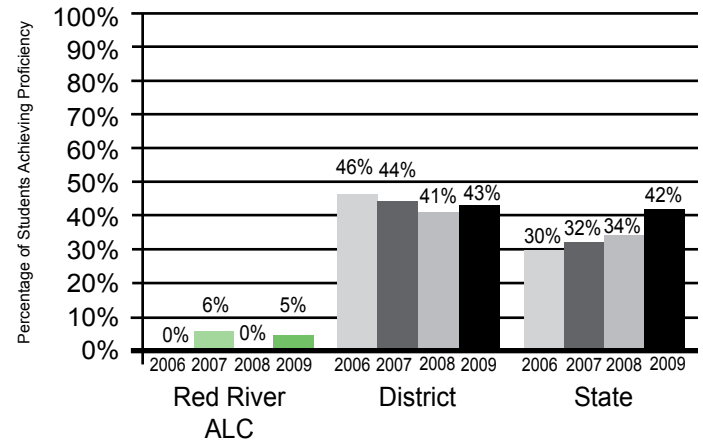
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11





Moorhead Area Public Schools
Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

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Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement 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 Web site at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2008-09 school year.
Designed and edited by Pamela J. Gibb.

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