

# STRONG SCHOOLS STRONG COMMUNITY



**MOORHEAD AREA PUBLIC SCHOOLS**  
2009-10 ANNUAL REPORT ON CURRICULUM,  
INSTRUCTION AND STUDENT ACHIEVEMENT

# WELCOME TO THE 2009-10 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

## STRONG SCHOOLS, STRONG COMMUNITY

Moorhead Area Public Schools has a strong tradition of excellence. Our district has excellent programs, students, staff and teachers. Our students excel in academics, arts



and athletics. Continuous improvement efforts in the Moorhead Area Public Schools have developed a strong foundation for student learning.

Quality schools provide a strong foundation for our community. This year's district theme, "Strong Schools, Strong Community," emphasizes the connections Moorhead Area Public Schools has with the larger community.

Our district is filled with creative, energetic and enthusiastic employees focused on students and learning. Our students have opportunities to learn, explore and experience. We are educating a new generation and preparing them to

take on the challenges of our world.

These students are already actively supporting our community, sharing their time and talents through service-learning projects, fundraising efforts, sandbagging, activities, jobs and more.

We still have hard work ahead. Our district continues efforts to ensure all students are proficient. This report contains results from the 2010 Minnesota Comprehensive Assessments-II. The state-required MCA-II's are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

We will work together to close the achievement gap for students. We will continue to explore ways to provide educational opportunities for students.

We also must work together to ensure that we have adequate resources to provide the educational opportunities our community values. The economic challenges we face are ones that school districts in our state and nation are fac-

ing. Sustained and consistent funding is important if we are going to continue to be a strong school district and provide educational opportunities for our students. Community support will keep our schools strong and provide an excellent education for all students.

Our district's mission is to develop the maximum potential of all learners to thrive in a changing world. For our students to thrive, our schools need continued support.

For our community to thrive, we must attract and keep strong families. One of the best ways to do that is through a strong school system. Strong schools means a strong community.

Sincerely,

Dr. Lynne A. Kovash  
Superintendent

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Call 284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

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

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

مەگەر تۆ بە ئىنگلىز تىلىدا بولمىدى، ئۇ ھەقىقەتتە 284-3330 ھەربىر تىلدا تەلپۇن قىلىشقا بولىدۇ.

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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.

## 2009-10 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Juan Camarillo 2011 <i>Rep: Non-licensed Staff</i>	Kirsten Hoaby 2010 <i>Rep: Senior Class</i>	Teresa Shume 2010 <i>Rep: Hopkins Parent</i>
Jamie Church 2011 <i>Rep: Robert Asp Parent</i>	Norma Holland 2011 <i>Rep: Red River ALC</i>	Terri Smith 2011 <i>Rep: Horizon Parent</i>
Mary Cihlar 2011 <i>Rep: Red River ALC</i>	Laurie Johnson 2010 <i>Rep: Robert Asp Parent</i>	Faye Smiley-Aakre 2011 <i>Rep: Minorities</i>
Cindy Fagerlie 2011 <i>Rep: School Board</i>	Lynne Kovash 2010 <i>Rep: Administration</i>	Carolyn Strnad 2011 <i>Rep: Special Education</i>
Charlie Fisher 2011 <i>Rep: Gifted/Talented Teacher</i>	Carol Ladwig 2011 <i>Rep: Senior Citizens</i>	Bill Tomhave 2010 <i>Rep: Higher Education</i>
Mary Flesberg 2010 <i>Rep: Secondary Teacher</i>	Matt Naugle 2010 <i>Rep: Principal</i>	Kristine Thompson 2010 <i>Rep: School Board</i>
Pamela Gibb, Secretary 2010 <i>Rep: District Communications</i>	Donna Norquay 2010 <i>Rep: Minorities</i>	Kris Valan 2011 <i>Rep: Higher Education</i>
Linda Granberg 2011 <i>Rep: Moorhead High Parent</i>	Louis Ochoa, Jr. 2011 <i>Rep: Moorhead Police Dept.</i>	Trudy Wilmer 2010 <i>Rep: Horizon Parent</i>
Dana Haagenon 2011 <i>Rep: Hopkins Parent</i>	Chizuko Shastri 2011 <i>Rep: Moorhead High Parent</i>	John Wirries, Chair 2010 <i>Rep: Reinertsen Parent</i>
Russ Henegar 2011 <i>Rep: Principal</i>	Seiko Shastri 2011 <i>Rep: Junior Class</i>	

## 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 by the School Board 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 website at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us) for a copy of School Board Policy 601.

### AREAS REVIEWED BY THE INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

During the 2009-10 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.
- Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts, including Supplemental Educational Services.
- 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 the World Language Task Force report and recommendations.
- Review K+ implementation.
- Review STEM and Project Lead the Way implementation.
- Discuss community efforts for increasing graduation rates.
- 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

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 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 2009-10, 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 11 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.

Refer to page 8 for more information.

## EXAMPLES OF EXCELLENCE

- In 2010, Moorhead High School was ranked in the top 1,600 U.S. high schools by Newsweek based on Advanced Placement test participation.
- The Moorhead High School Economics Challenge Team placed first in the Adam Smith (Advanced Placement) division of the 2010 Minnesota State Economics Challenge.
- Moorhead High's 2009 fall musical, "Peter Pan," was recognized with four SpotLight Musical Theatre Awards by Hennepin Theatre Trust.
- Horizon Middle School's Destination ImagiNation team PieThagoreans placed second at the 2010 state tournament and tied for 15th at the Global Finals.
- Dan Bacon, director of property services and transportation, was named 2009-10 Transportation Administrator of the Year by the Minnesota Association for Pupil Transportation.
- In 2009-10, Moorhead students were selected for All-State Orchestra, MBDA Honor Band, Anacrusis All-State Honor Choir and MNSOTA Middle Level Honors Orchestra.
- The Moorhead High School boys cross country team placed first in the 2009 Section 8AA Championship and seventh at the state meet.
- Horizon Math Masters teams placed first, second and third in the 2010 regional tournament.

# MEASURING STUDENT PROGRESS

## GRADES K-5: DISTRICT-WIDE TESTING FOR 2010-11

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Math	3-5	March 28-May 20, 2011	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 12 & 14, 2011	
Science	5	March 28-May 20, 2011	
NWEA Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Sept. 29-Oct. 19, 2010 May 2-27, 2011 Winter, selected students Jan. 3-14 & 24-Feb. 4, 2011	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 7-15, 2011 March 21-25, 2011	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 7-15, 2011 March 21-25, 2011	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 28-April 29, 2011 (reading and math) March 28-May 20, 2011 (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	Sept. 8-24, 2010 Jan. 10-28, 2011 May 2-20, 2011	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 2010-11

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Math	6-8	March 28-May 20, 2011	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 12 & 14, 2011	
Science	8	March 28-May 20, 2011	
NWEA Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Sept. 29-Oct. 19, 2010 May 2-27, 2011 Winter, selected students Jan. 3-14 & 24-Feb. 4, 2011	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 7-15, 2011 March 21-25, 2011	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 7-15, 2011 March 21-25, 2011	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 28-April 29, 2011 (reading and math) March 28-May 20, 2011 (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	Sept. 8-24, 2010 Jan. 10-28, 2011 May 2-20, 2011	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 7-8, 2010	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	Even-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 9-12: DISTRICT-WIDE TESTING FOR 2010-11

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 12 & 13, 2011	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 12 & 13, 2011	
Science	Biology students	March 28-May 20, 2011	
GRAD Test of Written Composition	10-12 who have not passed 9	Nov. 2, 2010, April 19, 2011 April 12, 2011	To ensure minimum competency in writing; required for graduation
NWEA Measures of Academic Progress (MAP)	9	Fall, new students Sept. 29-Oct. 19, 2010 Winter, selected students Jan. 3-14 & 24-Feb. 4, 2011 Spring, all students May 2-27, 2011	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 7-15, 2011 March 21-25, 2011	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-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners 9-12	March 7-15, 2011 March 21-25, 2011	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 28-April 29, 2011 (reading and math) March 28-May 20, 2011 (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		
PLAN (pre ACT)	10	Oct. 28, 2010	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)	Oct. 13, 2010	
ACT	11-12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		

Continued on page 8

# GRAD RESULTS

## MOORHEAD STUDENTS ON TRACK FOR MEETING MINNESOTA'S GRADUATION REQUIREMENTS

The GRAD (Graduation-Required Assessments for Diploma) component of the MCA 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.

Students in grade 9 take the GRAD writing test. Students take the reading MCA/GRAD in grade 10 and the mathematics MCA/GRAD in grade 11, and in the process they are also taking the GRAD component.

Students who are not proficient on these tests or who don't pass the GRAD component will have several opportunities to retake the GRAD component. Remediation plans are developed according to individual student needs. Special testing accommodations may be made for students with special learning plans (i.e. IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).

2010 GRAD (GRADUATION-REQUIRED ASSESSMENTS FOR DIPLOMA) RESULTS			
		DISTRICT	STATE
<b>GRADE 9 WRITING</b>	NUMBER PASSING	376	56,690
	PERCENT PASSING	91.5%	90.6%
	NUMBER NOT PASSING	35	5,889
	PERCENT NOT PASSING	8.5%	9.4%
<b>GRADE 10 READING</b>	NUMBER PASSING	303	49,330
	PERCENT PASSING	83.9%	78.1%
	NUMBER NOT PASSING	58	13,869
	PERCENT NOT PASSING	16.1%	21.9%
<b>GRADE 11 MATHEMATICS</b>	NUMBER PASSING	216	35,883
	PERCENT PASSING	58.4%	57.8%
	NUMBER NOT PASSING	154	26,160
	PERCENT NOT PASSING	41.6%	42.2%

*Continued from page 7*

### GRADES 9-12: DISTRICT-WIDE TESTING FOR 2010-11

Tests	Grades Tested	Dates	Objectives/Uses
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	Nov. 18, 2010	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 2-6, 2011 May 8-13, 2011	To determine college credit related to student scores for students enrolled in AP coursework



# 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 GOAL

Specific & strategic, measurable, attainable, results-based, time-bound

### INDICATORS

Standards & objectives (weak areas for students)

### MEASURE

Tools we'll use to determine where students are now and whether they are improving

### TARGETS

The attainable performance level we would like to see

### 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, 2009 and 2010 MCA-II results. The school district has 36 eligible groups and met 77.8 percent of the requirements for AYP under No Child Left Behind as outlined below.

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

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

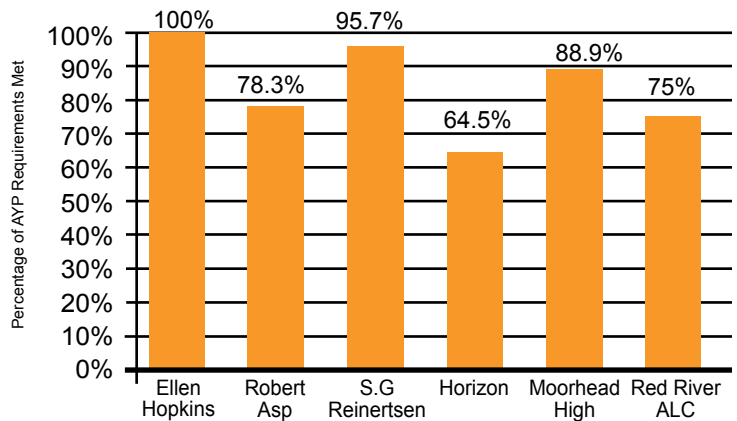
- Ellen Hopkins Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 78.3 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 23 eligible groups and met 95.7 percent of the requirements for AYP.
- Horizon Middle School has 31 eligible groups and met 64.5 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.

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			
<b>Moorhead School District</b>	<b>Reading</b>	Yes / Yes	Yes / Yes	- / Yes	Yes / No	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes / No	Yes	Yes
	<b>Math</b>	Yes / No	Yes / No	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / No	Yes / Yes	Yes / Yes		
<b>Ellen Hopkins Elementary</b>	<b>Reading</b>	Yes / Yes	-	-	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes	N/A
	<b>Math</b>	Yes / Yes	-	-	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
<b>Robert Asp Elementary</b>	<b>Reading</b>	Yes / No	-	-	Yes / Yes	-	Yes / Yes	- / Yes	Yes / No	Yes / No	Yes / No	Yes	N/A
	<b>Math</b>	Yes / Yes	-	-	Yes / Yes	-	Yes / Yes	- / Yes	Yes / No	Yes / No	Yes / No		
<b>S.G. Reinertsen Elementary</b>	<b>Reading</b>	Yes / Yes	-	-	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / No	Yes / Yes	Yes / Yes	Yes	N/A
	<b>Math</b>	Yes / Yes	-	-	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
<b>Horizon Middle School</b>	<b>Reading</b>	Yes / Yes	- / No	-	Yes / Yes	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes / No	Yes	N/A
	<b>Math</b>	Yes / Yes	- / No	-	Yes / No	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes / No		
<b>Moorhead High School</b>	<b>Reading</b>	Yes / Yes	-	-	-	-	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes	N/A	Yes
	<b>Math</b>	Yes / Yes	-	-	-	-	Yes / Yes	-	Yes / No	Yes / No	Yes / No		
<b>Red River Area Learning Center</b>	<b>Reading</b>	Yes / Yes	-	-	-	-	-	-	-	-	-	Yes	N/A
	<b>Math</b>	- / 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

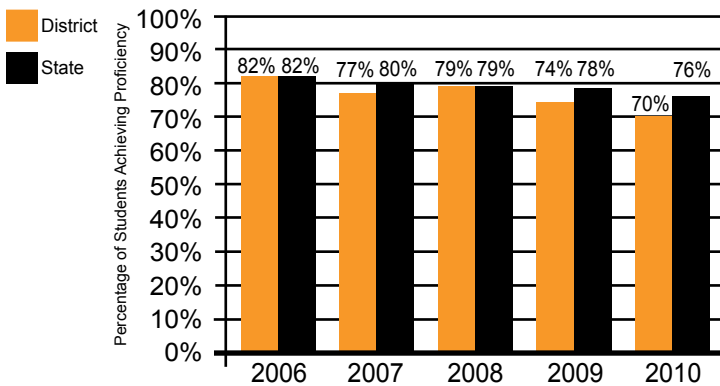
academic standards. Students in grade 12 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

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.

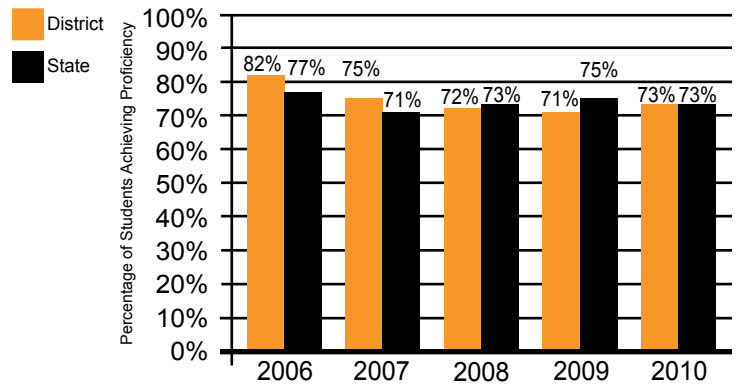
Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

2007-10 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

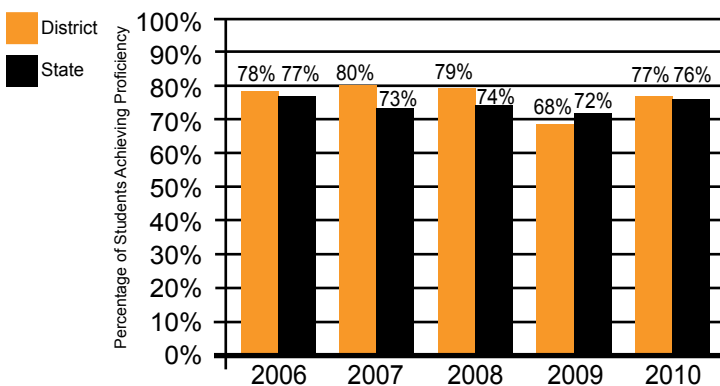
### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 3



### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 4



### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 5



Ellen Hopkins Elementary School fourth-grade teacher Sarah Martin discusses a student's personal narrative with him.

# CONTINUOUS IMPROVEMENT PROCESS

## PRIORITY AREAS FOCUS ON STUDENT ACHIEVEMENT

An Ellen Hopkins Elementary School fourth-grade student gives a spelling test to her second-grade buddy. The fourth-grade students learned how to give, correct and mark the recording sheets.



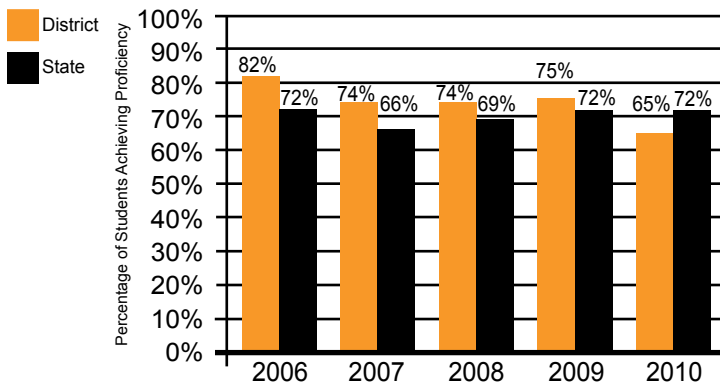
In 2007, the School Board adopted a strategic plan for the Moorhead Area Public Schools. The strategic plan outlined six priority areas with goals and strategies identified for each priority.

The priority areas were:

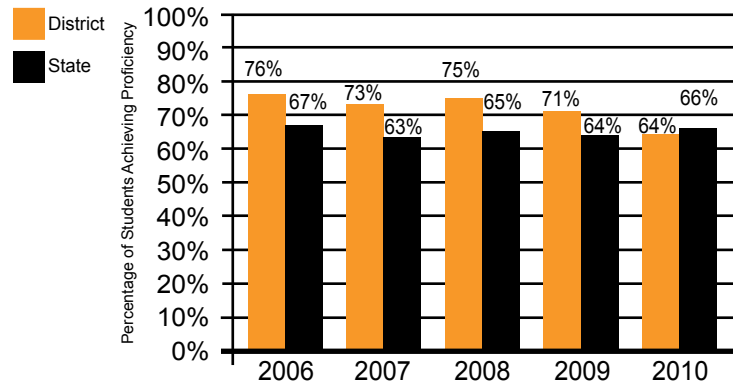
- Priority Area 1: Promote high expectations for student achievement and behavior.
- Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.
- Priority Area 3: Promote a safe, healthy and respectful learning environment.

2007-10 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

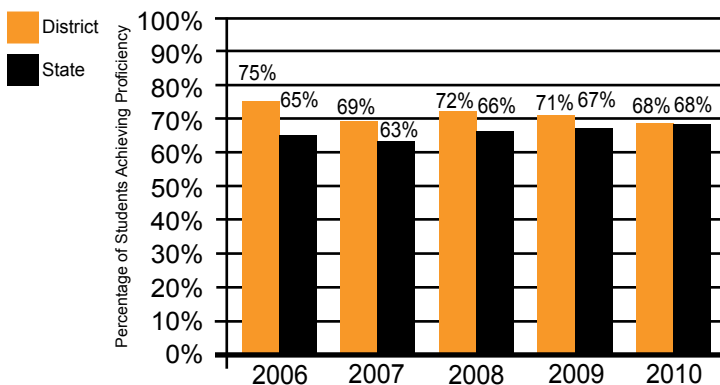
### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 6



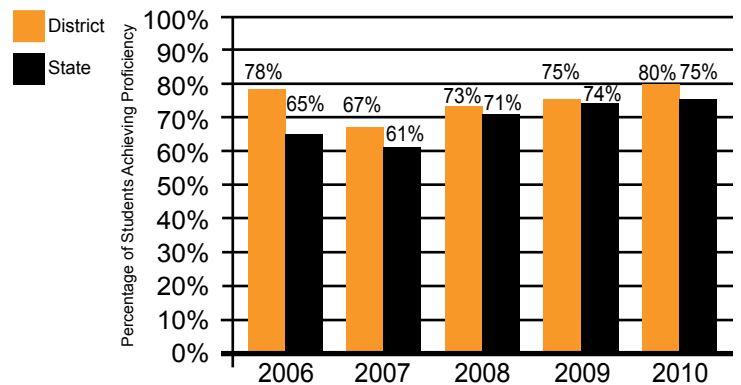
### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 7



### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 8



### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 10



# CONTINUOUS IMPROVEMENT PROCESS

## STRATEGIC PRIORITIES TO BE FURTHER DEVELOPED

- Priority Area 4: Explore the effectiveness of the school day / school year.
- Priority Area 5: Promote arts and 21st century learning, thinking and life skills.
- Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.

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.

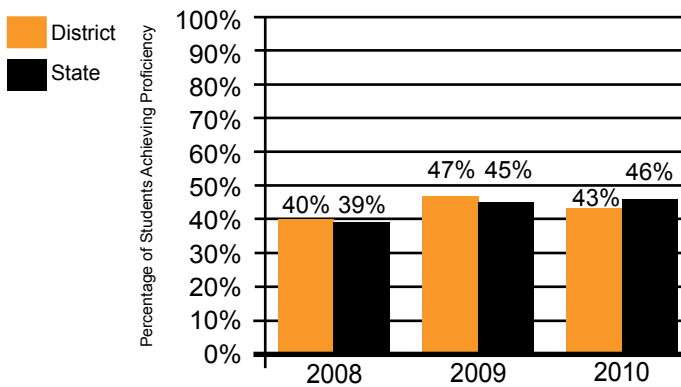
By 2009-10 many of the goals and strategies of the strategic plan were addressed. Five district strategic priorities were developed.

The priorities are:

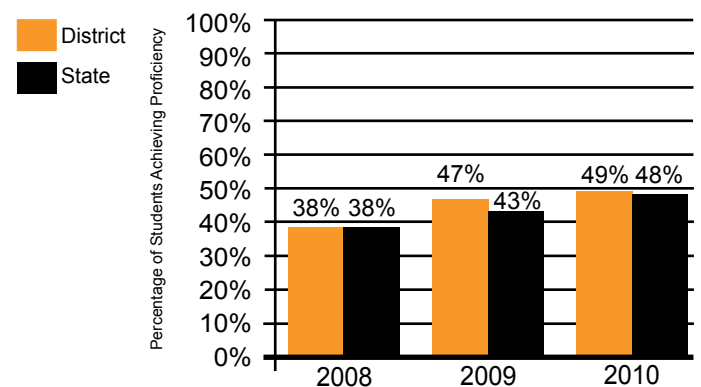
- Student learning
- Professional practice and supervision
- Safe, healthy and respectful environment
- Community involvement and support
- Organizational effectiveness

During 2010-11, measurable goals will be developed for these strategic priorities.

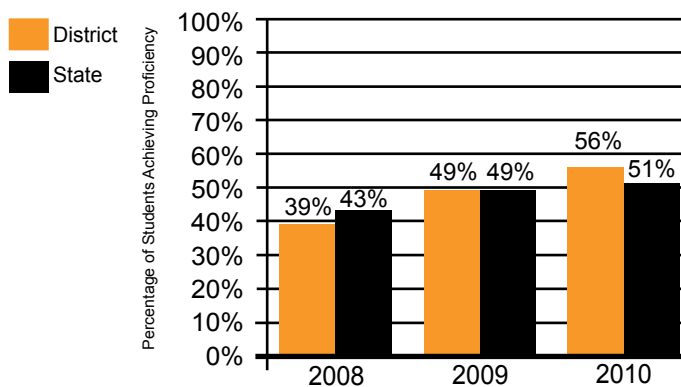
**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT SCIENCE – GRADE 5**



**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT SCIENCE – GRADE 8**



**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT SCIENCE – HIGH SCHOOL**



NDSU graduate student Jacob Wagner and Mayor Mark Voxland observe as two Horizon Middle School students program a robot during their STEM (science, technology, engineering and math) class.

# IMPROVING STUDENT ACHIEVEMENT

## DISTRICT ACADEMIC GOALS

Moorhead Area Public Schools updated a needs assessment and AYP Improvement Plan in 2005 and updated the plan again during 2009-10. The district is using 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 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.

Progress toward goal:

- 70.86 percent of students were proficient.

#### Mathematics

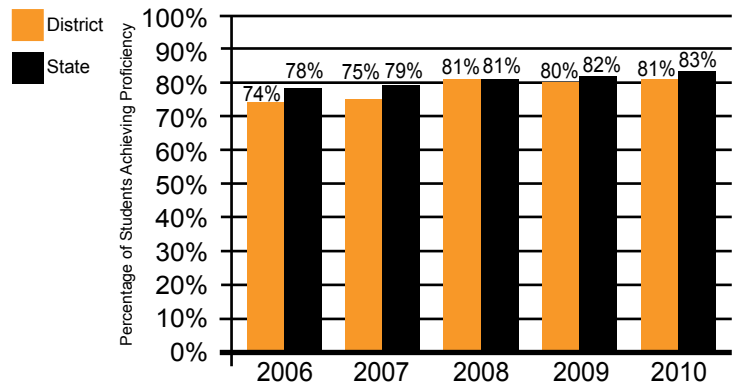
We will improve mathematics achievement for all students by 9 percent from 62 percent to 71 percent proficient on the state accountability tests by June 2010.

Progress toward goal:

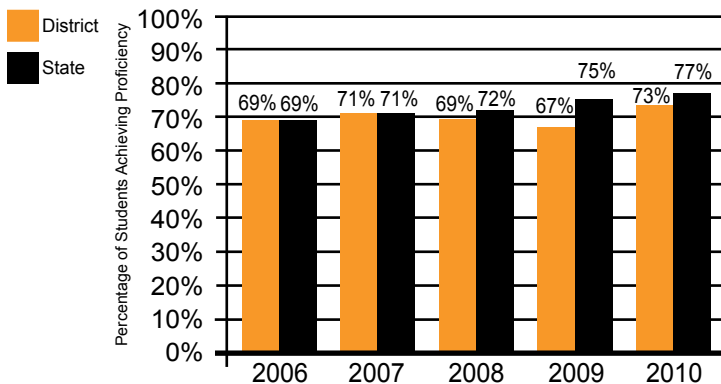
- 63.87 percent of students were proficient.

In 2007-10 English language learners could take the MTELL assessment instead of the math MCA-II. 2006 MCA-II math results include ELLs' scores.

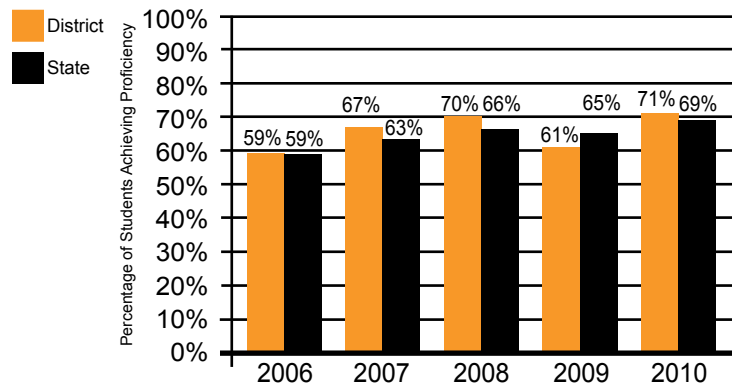
### MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 3



### 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, Hispanic, Black, Free and Reduced, Limited English Proficient (LEP) and Special Education subgroups by June 2010.

Progress toward goal:

SCORES AT OR ABOVE STATE AVERAGE						
GRADE	AMERICAN INDIAN	HISPANIC	BLACK	FREE & REDUCED LUNCH	LIMITED ENGLISH PROFICIENT	SPECIAL EDUCATION
3	No	No	Yes	No	No	No
4	Yes	Yes	Yes	Yes	Yes	Yes
5	No	No	Yes	No	Yes	Yes
6	N/A	No	No	No	No	No
7	N/A	No	No	No	No	Yes
8	No	No	Yes	No	No	No
10	N/A	No	Yes	Yes	Yes	No

### PERFORMANCE TARGETS FOR 2010-11

#### Reading

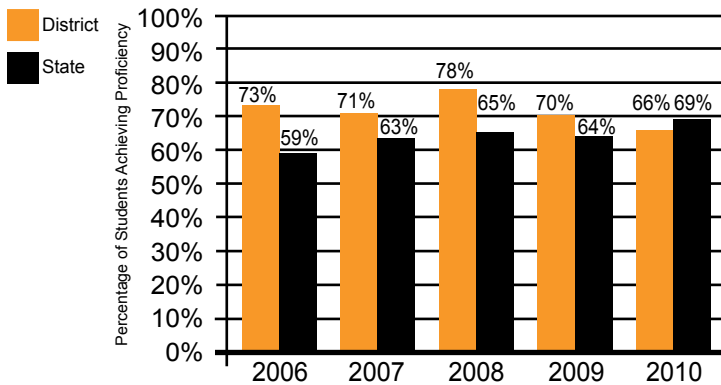
We will improve the reading proficiency of all students so that the percentage of students proficient will increase from 70.86% to 80% as measured on the accountability tests by 2012-13.

#### Mathematics

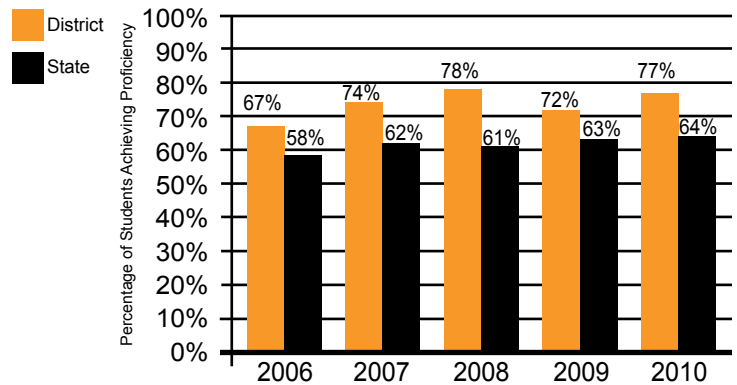
We will improve the mathematics proficiency of all students so that the percentage of students proficient will increase from 63.87% to 75% as measured on the accountability tests by 2012-13.

In 2007-10 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

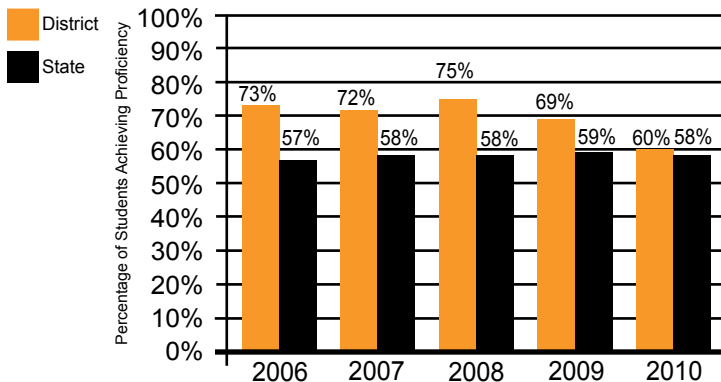
### MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS - GRADE 6



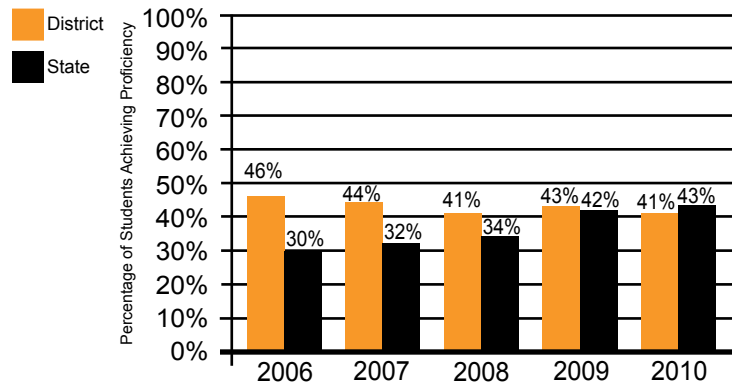
### MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS - GRADE 7



### MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS - GRADE 8



### MINNESOTA COMPREHENSIVE ASSESSMENTS-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 (2009-10)** 95.71%

**Enrollment by Grade (October 2009)**

• Kindergarten	146
• Grade 1	138
• Grade 2	122
• Grade 3	130
• Grade 4	117
• Grade 5	147
• Self-contained Special Education	0
• Total	800

**Diversity of Student Population (2009-10)**

• American Indian	3.5%
• Asian	2.0%
• Hispanic	9.4%
• Black	5.5%
• White	79.7%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 44%

**Percentage of Students Receiving Learner Support Services**

Special Education	15%
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 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 mathematics proficiency on the MCA-II by May 2010.

Progress toward goal:

- 58.9 percent of students in grades 3-5 demonstrated proficiency.

**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 reading proficiency on the MCA-II by May 2010.

Progress toward goal:

- 57.8 percent of students in grades 3-5 demonstrated proficiency.

**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.

Progress toward goal:

- Behavior referrals increased 23.8 percent as a result of increased implementation of PBIS, creating baseline data for future years.

**SCHOOL IMPROVEMENT GOALS FOR 2010-11**

**GOAL 1** – Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2011.

**GOAL 2** – Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2011.

**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 2011.

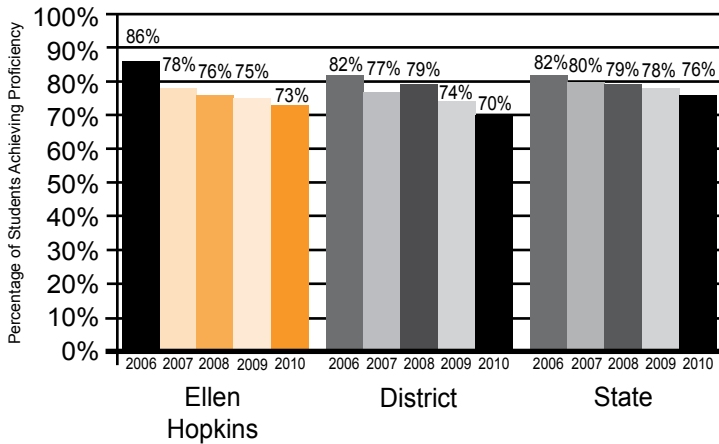


# ELLEN HOPKINS ELEMENTARY SCHOOL

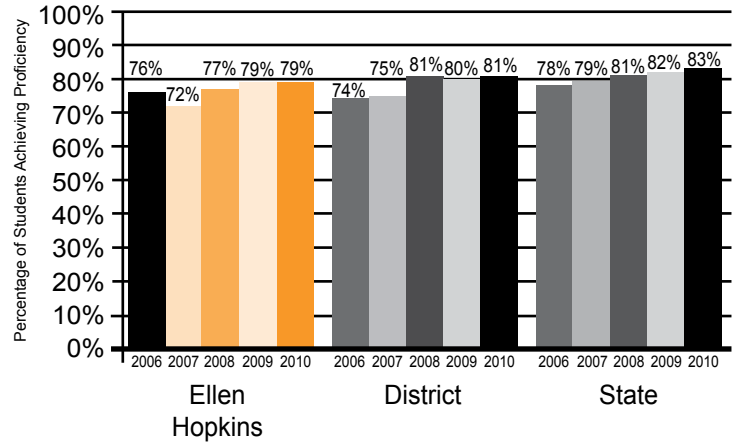
2007-10 MCA-II reading results include English language learners' scores.  
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-10 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

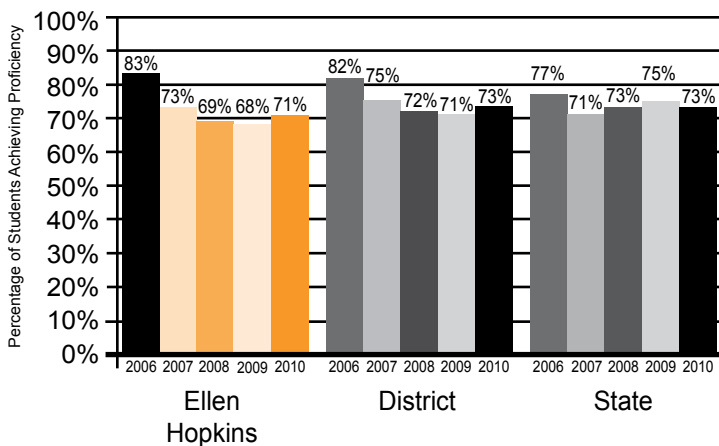
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



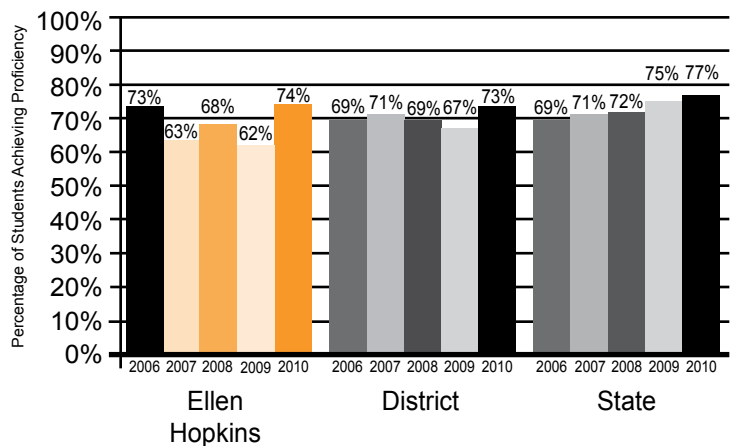
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



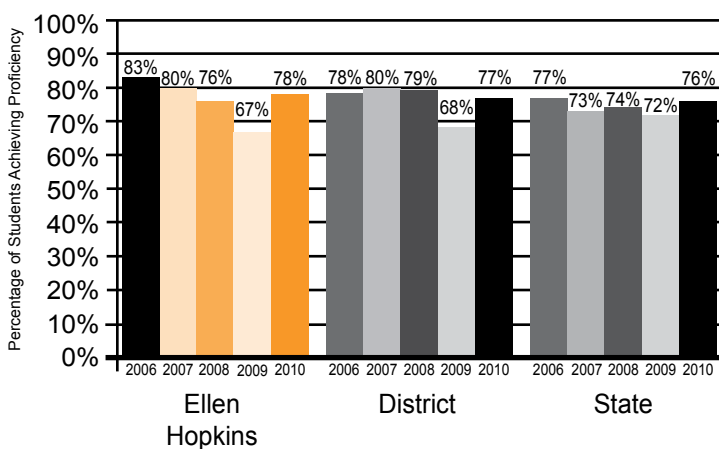
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



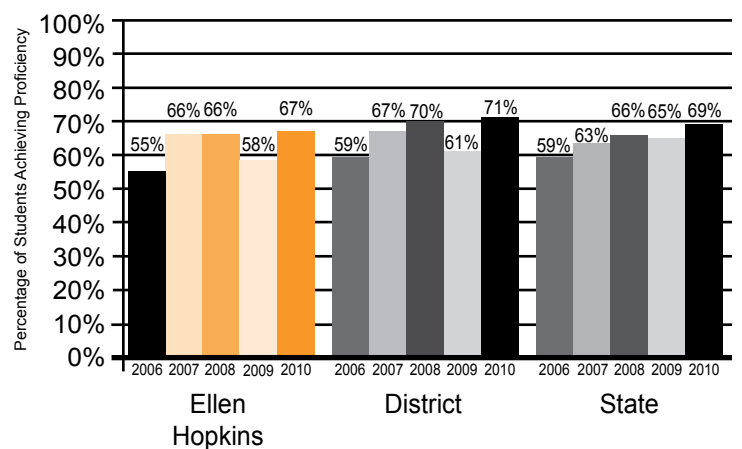
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



## 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 (2009-10)** 95.86%

**Enrollment by Grade (October 2009)**

• Kindergarten	138
• Grade 1	121
• Grade 2	130
• Grade 3	140
• Grade 4	133
• Grade 5	119
• Self-contained Special Education	0
• Total	781

**Diversity of Student Population (2009-10)**

• American Indian	3.1%
• Asian	1.8%
• Hispanic	11.3%
• Black	3.9%
• White	80.0%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 41%

**Percentage of Students Receiving Learner Support Services**

Special Education	15%
English Language Learners	7%

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

**SCHOOL IMPROVEMENT GOALS FOR 2009-10**

**GOAL 1**

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

Progress toward goal:

- 71.2 percent of students in grades 3-5 demonstrated proficiency.

**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.

Progress toward goal:

- 68.5 percent of students in grades 3-5 demonstrated proficiency.

**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.

Progress toward goal:

- Students missing 11 or more school days increased to 25 percent partially due to an H1N1 outbreak in November 2009.

**SCHOOL IMPROVEMENT GOALS FOR 2010-11**

**GOAL 1**

Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 71 percent to 79 percent on the 2011 MCA-II math assessment.

**GOAL 2**

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 76 percent on the 2011 MCA-II reading assessment.

**GOAL 3**

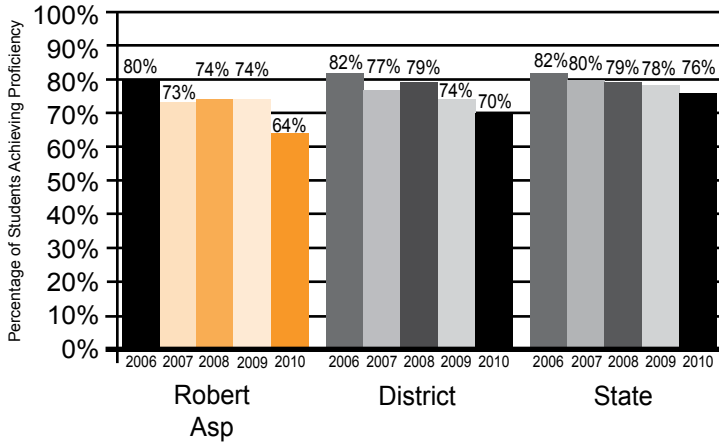
Robert Asp Elementary will decrease the number of students missing 11 or more school days from 25 percent to 15 percent using the daily attendance record.

# ROBERT ASP ELEMENTARY SCHOOL

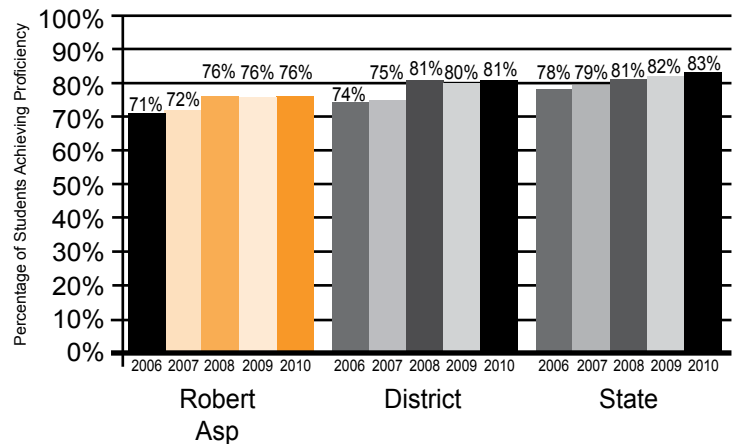
2007-10 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007-10 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

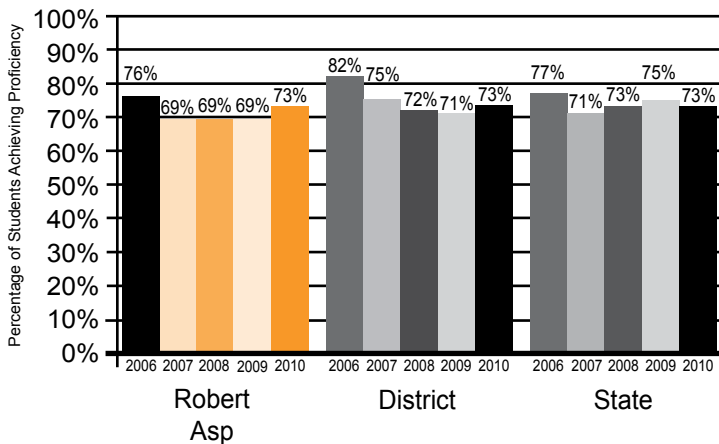
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



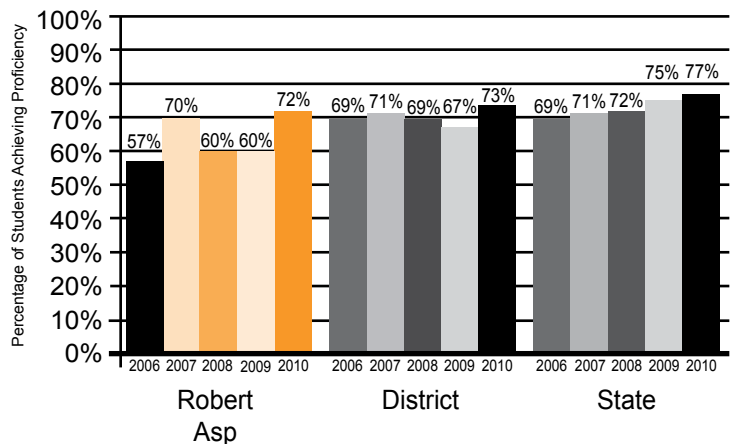
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



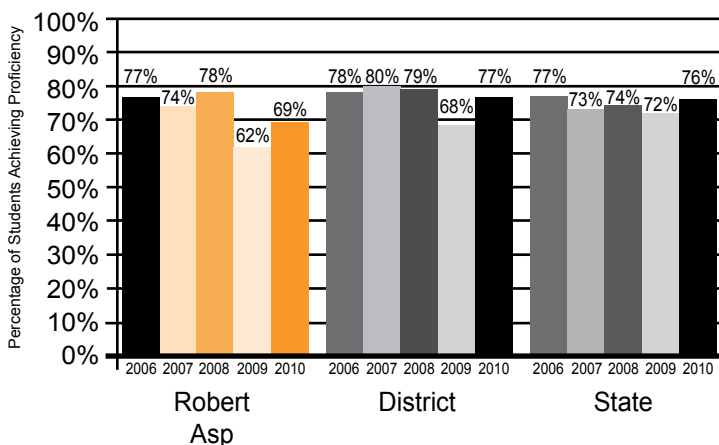
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



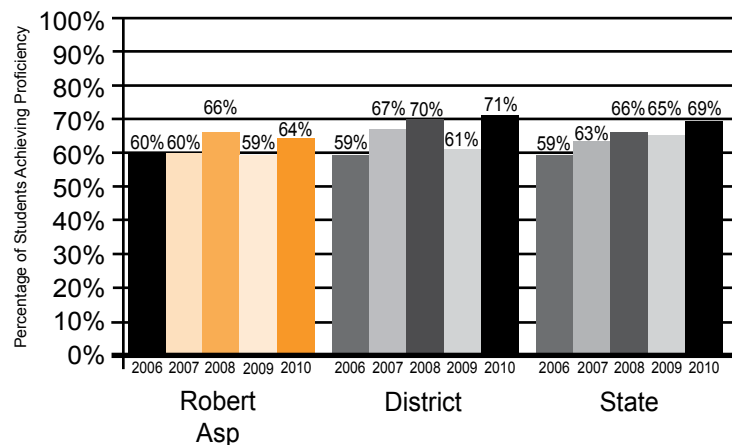
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



## 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 (2009-10)** 96.52%

### Enrollment by Grade (October 2009)

• Kindergarten at Reinertsen	47
• Kindergarten at Probstfield Center	86
• Grade 1	149
• Grade 2	157
• Grade 3	170
• Grade 4	143
• Grade 5	150
• Self-contained Special Education	0
• Total	902

### Diversity of Student Population (2009-10)

• American Indian	2.6%
• Asian	0.6%
• Hispanic	4.8%
• Black	5.3%
• White	86.8%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 31%

### Percentage of Students Receiving Learner Support Services

Special Education	14%
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 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.

Progress toward goal:

- 79.8 percent of students in grades 3-5 demonstrated proficiency.

### 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.

Progress toward goal:

- 77 percent of students in grades 3-5 demonstrated proficiency.

### 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.

Progress toward goal:

- 100 percent of students correctly stated the school rules when interviewed and 85 percent of students received no major incident reports.

## SCHOOL IMPROVEMENT GOALS FOR 2010-11

### GOAL 1

S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2011 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 2011 MCA-II reading assessment.

### GOAL 3

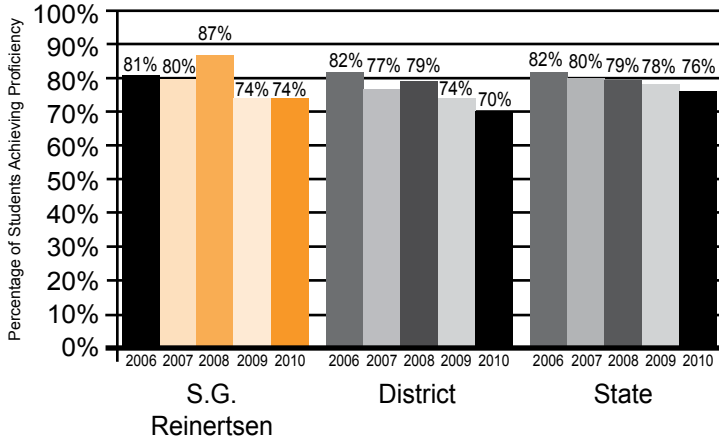
100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled at the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 4 percent of students will have three or more major incident report.

# S.G. REINERTSEN ELEMENTARY SCHOOL

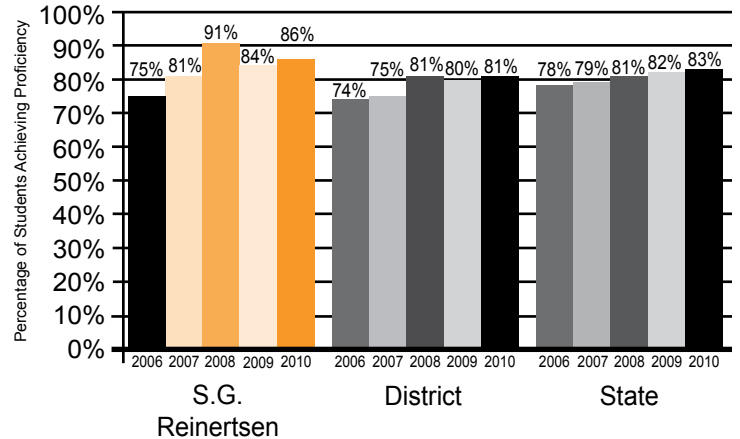
2007-10 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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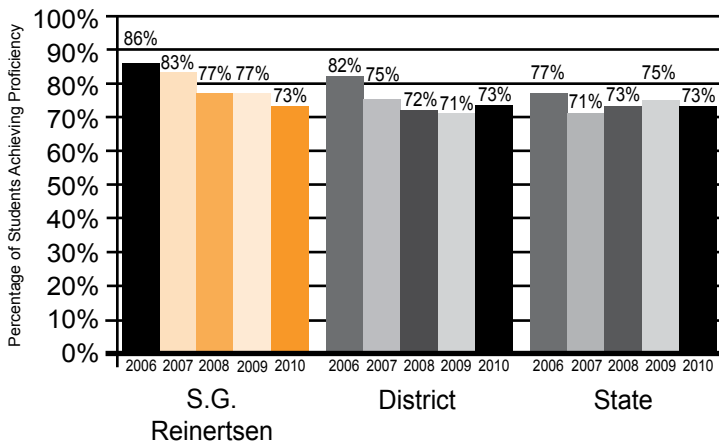
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



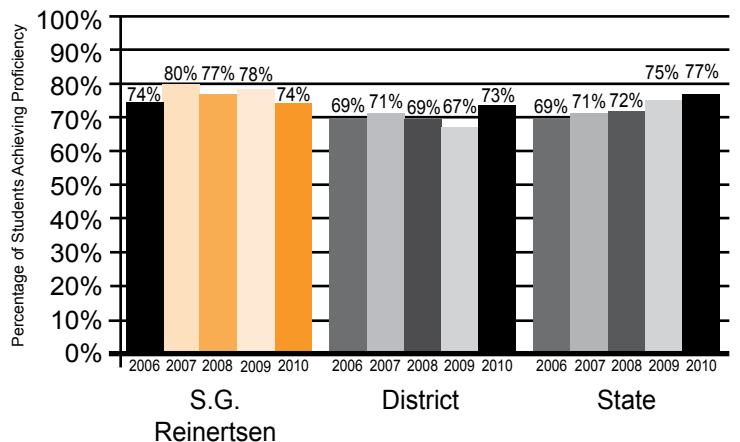
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



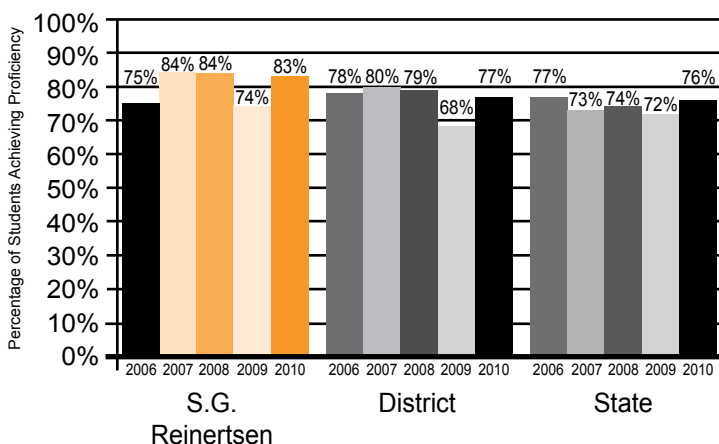
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



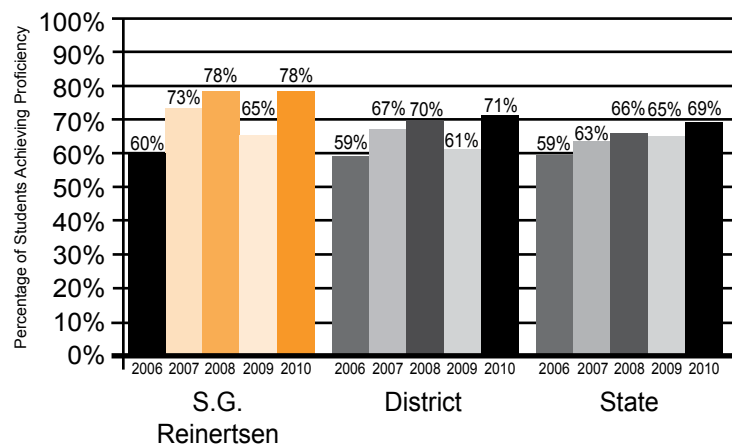
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



## 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 (2009-10)** 95.41%

**Enrollment by Grade (October 2009)**

• Grade 6	393
• Grade 7	400
• Grade 8	372
• Total	1,165

**Diversity of Student Population (2009-10)**

• American Indian	2.0%
• Asian	1.6%
• Hispanic	7.4%
• Black	4.8%
• White	84.2%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 33%

**Percentage of Students Receiving Learner Support Services**

Special Education	13%
English Language Learners	7%

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

## 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.

Progress toward goal:

- 67.7 percent of students demonstrated proficiency, a decrease of 2.6 percent from 2008-09.

### GOAL 2

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

Progress toward goal:

- 65.9 percent of students demonstrated proficiency, a decrease of 6.6 percent from 2008-09.

### 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.

Progress toward goal:

- The goal was not met, but the teacher training and identification process was completed.

## SCHOOL IMPROVEMENT GOALS FOR 2010-11

### GOAL 1

Horizon Middle School will improve the math scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 75 percent; Grade 7 – 70 percent; Grade 8 – 80 percent.

### GOAL 2

Horizon Middle School will improve the reading scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 80 percent; Grade 7 – 70 percent; Grade 8 – 70 percent.

### GOAL 3

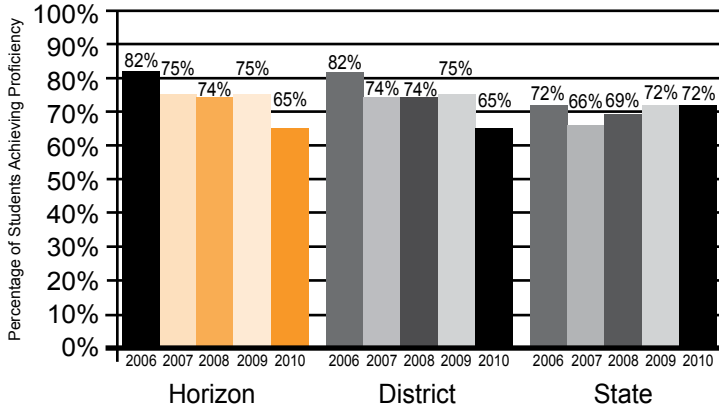
Horizon Middle School will improve the core and subgroups by evaluating current practices (curriculum, student product, etc.).

# HORIZON MIDDLE SCHOOL

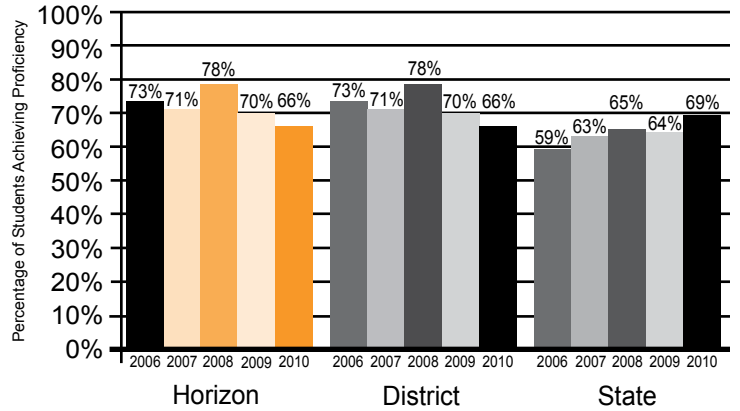
2007-10 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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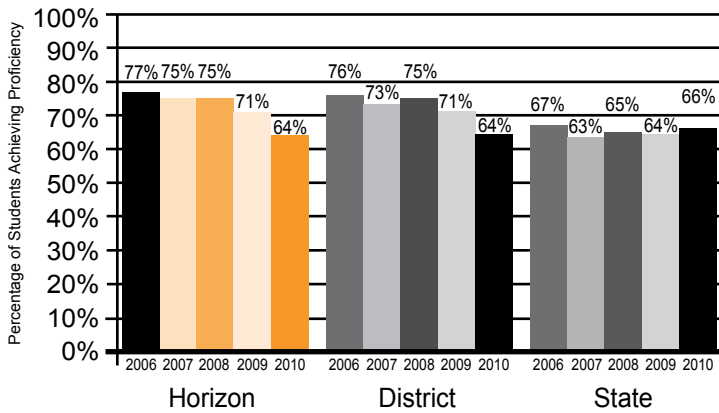
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 6



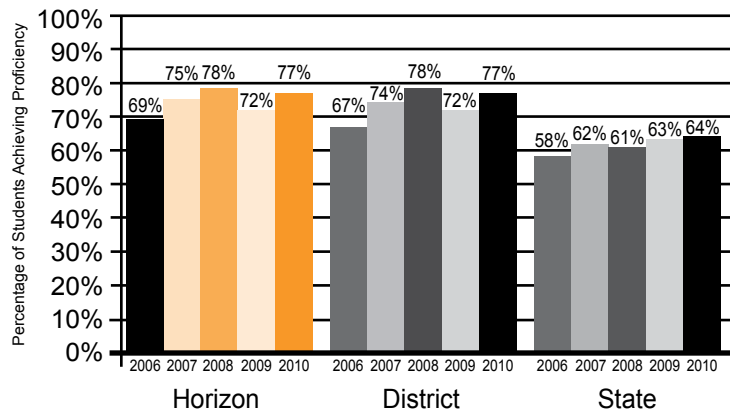
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 6



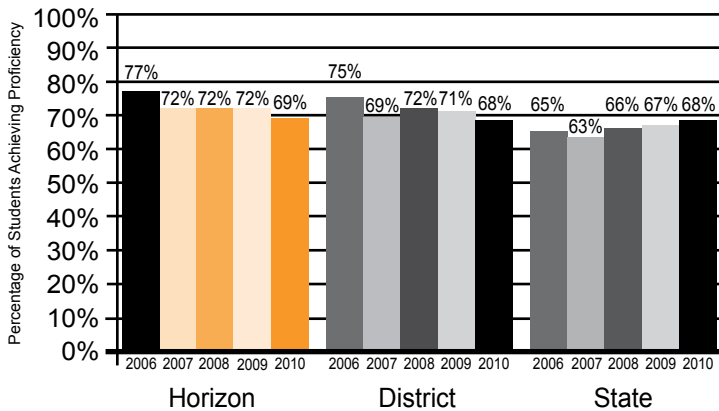
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 7



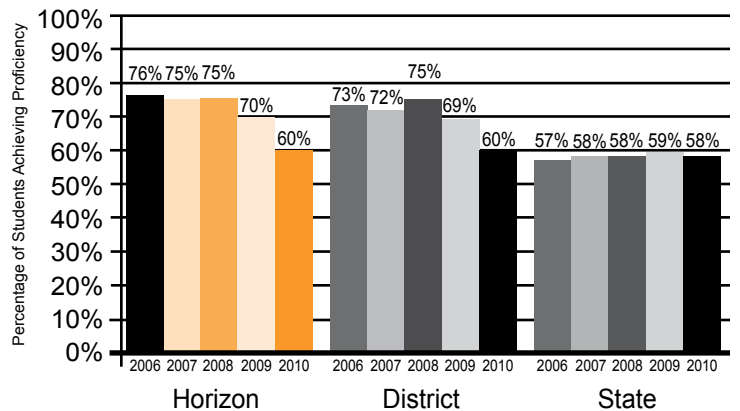
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 7



## 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 (2009-10)** 92.23%

**Graduation Rate (2009-10)** 95.43%

**Enrollment by Grade (October 2009)**

• Grade 9	427
• Grade 10	371
• Grade 11	405
• Grade 12	430
• Total	1,633

**Diversity of Student Population (2009-10)**

• American Indian	2.0%
• Asian	2.2%
• Hispanic	4.9%
• Black	3.0%
• White	87.8%

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

**Percentage of Students Receiving Learner Support Services**

Special Education	14%
English Language Learners	3%

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

## 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.

Progress toward goal:

- Students proficient exceeded the state percentage of students proficient by 8 percent.

### GOAL 2

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

Progress toward goal:

- Students proficient were behind the state percentage of students proficient by 1 percent.

### GOAL 3

Students will improve by .2 point on the ACT composite.

Progress toward goal:

- The composite score decreased by .8 point.

### GOAL 4

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

Progress toward goal:

- Using year-end enrollment, 70 percent of seniors participated on the ACT.

## SCHOOL IMPROVEMENT GOALS FOR 2010-11

### GOAL 1

Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

### GOAL 2

85 percent of Moorhead High School grade 10 students will be proficient on the MCA-II reading assessment.

### GOAL 3

Moorhead High School will increase each subtest within the ACT test by .2 points.

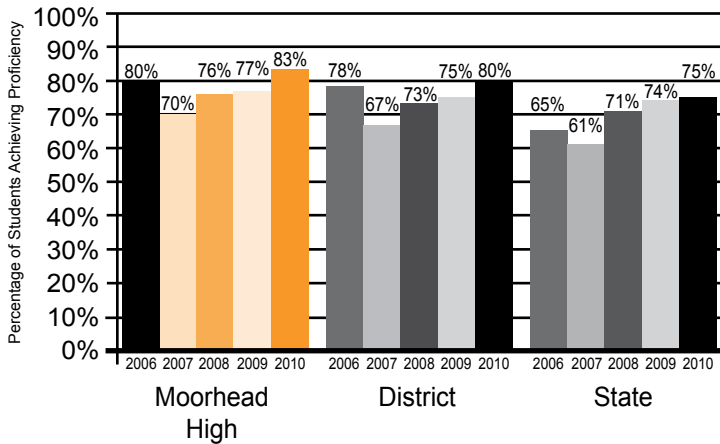


# MOORHEAD HIGH SCHOOL

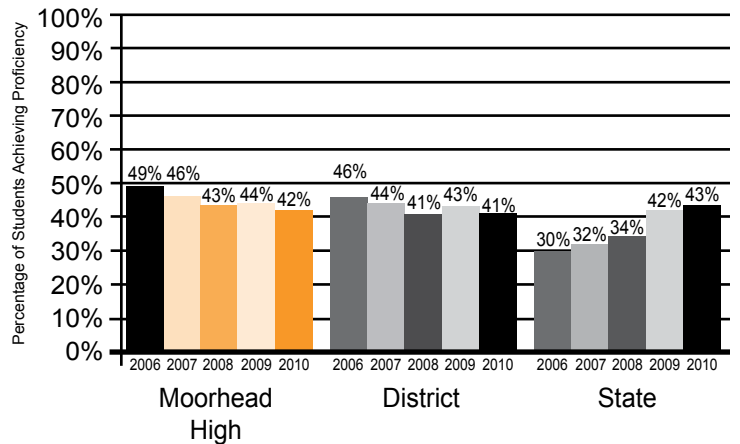
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## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 10



## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 11

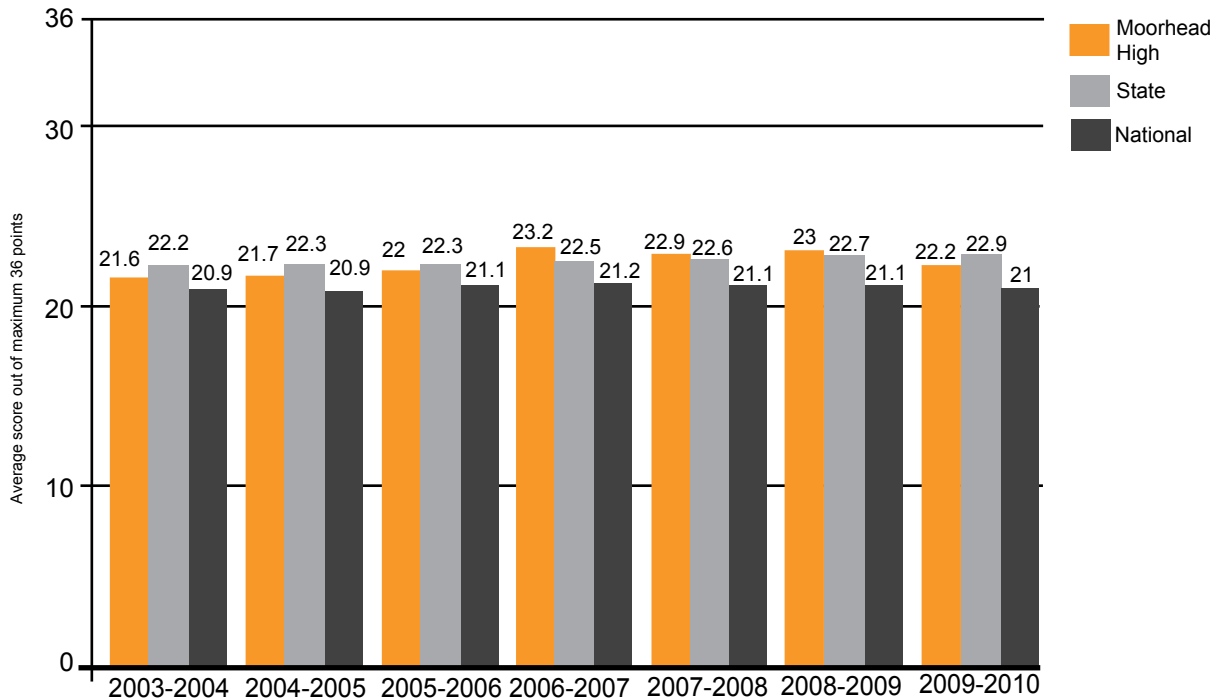


## ACT AVERAGE SCORES FROM 2003-2004 TO 2009-2010

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:

2003-04: 282  
 2004-05: 296  
 2005-06: 246  
 2006-07: 285  
 2007-08: 288  
 2008-09: 249  
 2009-10: 280



# 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 (2009-10)** 92.08%

**Enrollment by Grade (October 2009)**

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	10
• Grade 10	21
• Grade 11	13
• Grade 12	44
• Total	88

**Diversity of Student Population (2009-10)**

• American Indian	12%
• Asian	0%
• Hispanic	40.2%
• Black	5.4%
• White	42.4%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 72%

**Percentage of Students Receiving Learner Support Services**

Special Education	13%
English Language Learners	36%

*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 2009-10

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

Progress toward goal: Attendance rate was 92.08 percent.

**GOAL 2** – The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100 percent 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. Students made progress on individual growth targets.

**GOAL 3** – 100% of the ALC students will participate in state-wide testing.

Progress toward goal: 100 percent of students participated on the mathematics test and 95 percent participated on the reading test.

**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.

Progress toward goal: Fall 2009 survey results were positive for most district services. One concern was limited menu options. This is being addressed. The parent survey was not conducted second semester because of a change in format for parent communication.

## SCHOOL IMPROVEMENT GOALS FOR 2010-11

**GOAL 1** – Grade 11 students proficient on the 2011 MCA-II mathematics assessment will improve from 0 percent to 3 percent.

**GOAL 2** – Grade 10 students proficient on the 2011 MCA-II reading assessment will improve from 38 percent to 41 percent.

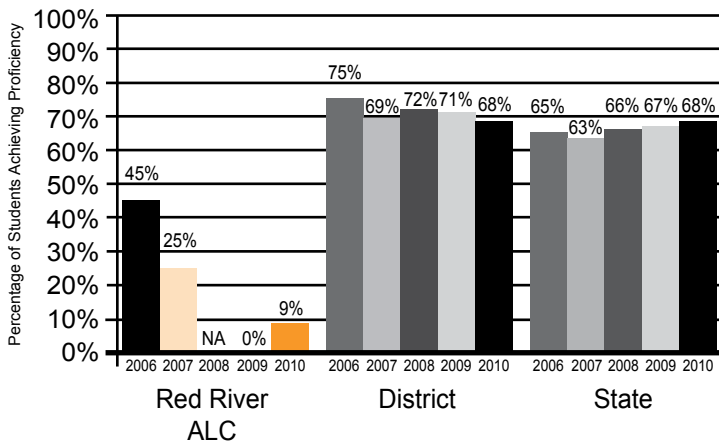
**GOAL 3** – 100 percent of Red River ALC students will be introduced to the Circle of Courage model that addresses school climate and personal responsibility. 20 percent of students will require additional support. These students will demonstrate a minimum of 10 percent growth on an hourly management system which focuses on individual accountability.

# RED RIVER AREA LEARNING CENTER

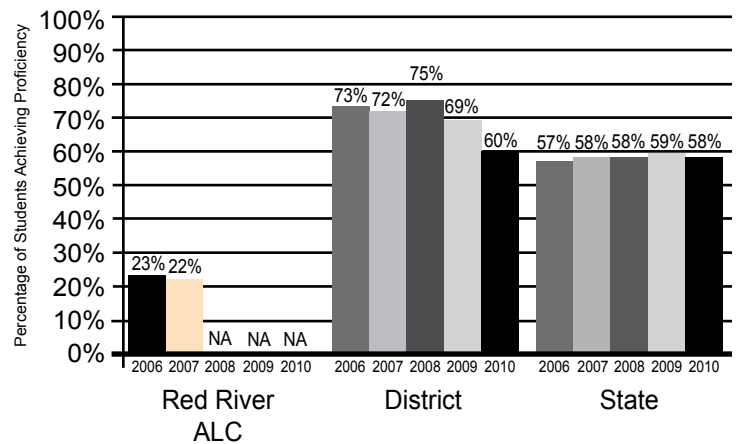
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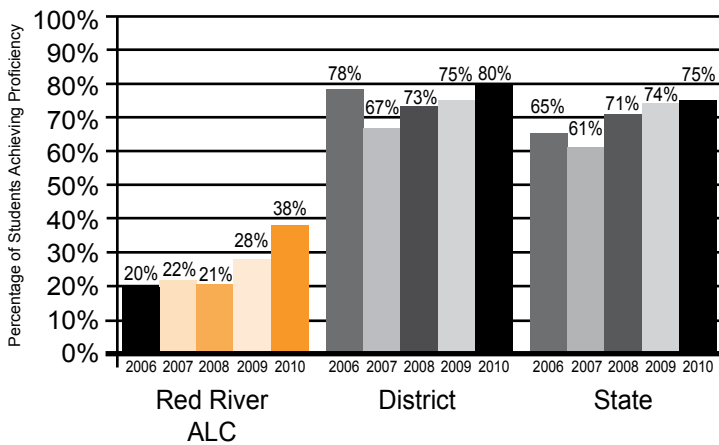
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 8



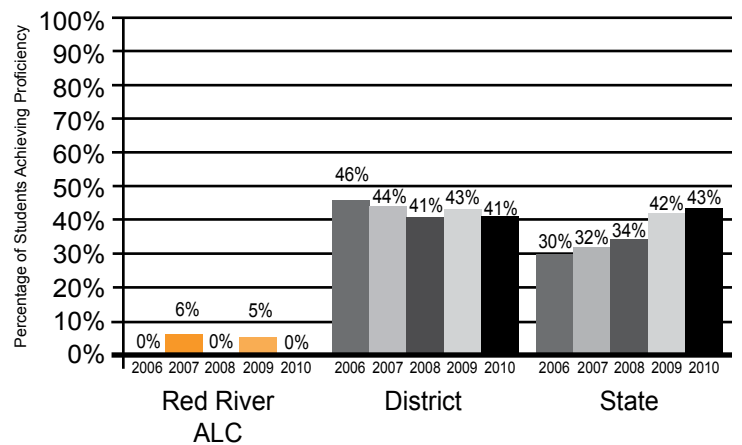
## MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 8



## 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](http://www.moorhead.k12.mn.us)**

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### **2010 SCHOOL BOARD**

Kristine Thompson, Chair • Lisa Erickson, Vice Chair  
Cindy Fagerlie, Clerk • Karin Dulski, Treasurer  
Sonia Mayo Hohnadel, Director • Mike Siggerud, Director • Bill Tomhave, Director

### **ADMINISTRATION**

Dr. Lynne A. Kovash  
Superintendent

Wayne Kazmierczak  
Assistant Superintendent

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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 website at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).  
Photos in this publication were taken during the 2009-10 school year.  
Designed and edited by Pamela J. Gibb.

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