

**Moorhead Area Public Schools**  
Independent School District 152



# A Community of Learners



**2005-06 Annual Report on  
Curriculum, Instruction and Student Achievement**

*December 2006*

# Welcome to the 2005-06 Annual Report on Curriculum, Instruction and Student Achievement

## A Community of Learners

Moorhead Area Public Schools is “A Community of Learners.” Our school district is comprised of learners at all levels. From students to teachers, from administrators to support staff, from parents to School Board members to community members, we are all learners.



Education is constantly changing, and our district is challenged to meet state and federal accountability requirements. Despite these challenges, we strive to continue to provide the highest quality of education to our students. To ensure student achievement, the employees in our district are also continuously learning new knowledge and new methods to enhance the teaching and learning experience.

ments-II, which were publicly released on Nov. 15. The report, which was approved by the School Board in September, has been updated with the 2006 results which were unavailable for September’s report. The state-required MCA-IIs are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

Within our district are numerous learning communities — whether a single classroom, multiple classrooms or an entire school. Each learner in our district is a part of any number of learning communities both at school and outside of school. Additionally, our school district is a part of the larger Moorhead community, where education is a vital industry. We are also situated in a state where public education is a priority.

Research supports improving student achievement by developing professional learning communities in schools. Professional learning communities are focused on high levels of learning for all students. Teams of educators work collectively and collaboratively to improve student learning.

This year as we work together to enhance the teaching and learning process we will further develop professional learning communities and focus on student achievement throughout our district. Our collective efforts as a community of learners will provide significant potential impact on student learning.

Teams at each school have established academic goals for our students and will be working toward achieving those goals. This report contains results from the 2006 Minnesota Comprehensive Assess-

Sincerely,

Dr. Larry P. Nybladh  
Superintendent of Schools

This document can be made available in an alternate format such as large print, Braille or audio cassette.  
Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

Kỳ bạn không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3310.

هەمکار تۆ بە ئینگلیز نۆزانی. عینەن، تۆ تەمبەتە. 284-3310 هەریکە بە زمانی خو، هەتیە تە دەننا ئی نەرق کە.

如果你不懂英语，并希望寻求帮助，请拨打电话，284-3310.

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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 recom-

mended by various groups including principals, parents, etc., or they can volunteer on their own. Each committee member is then approved by the School Board.

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 principal or should call 284-3310.

## 2005-06 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Bea Arett 2007  
Rep: Senior Citizens

Jessica Arett 2006  
Rep: Senior Class

Victor Black 2007  
Rep: Sophomore Class

Andrew Chen 2007  
Rep: Junior Class

Cindy Fagerlie 2007  
Rep: School Board

Charlie Fisher 2007  
Rep: Gifted/Talented Teacher

Mary Flesberg 2006  
Rep: Secondary Teacher

Stacey Foss, Chair 2006  
Rep: Moorhead High Parent

Yahya Frederickson 2006  
Rep: Minority Community

Pamela Gibb, Secretary 2006  
Rep: District Communications

Dana Haagenson 2007  
Rep: Hopkins Parent

Jay Haiby 2006  
Rep: Reinertsen Parent

Judy Kotta 2006  
Rep: Horizon Parent

Lynne Kovash 2007  
Rep: Administration

Carol Ladwig 2007  
Rep: School Board

Karen Nitzkorski 2006  
Rep: Community Education

Donna Norquay 2007  
Rep: Minorities

Tammy Schatz 2006  
Rep: Hopkins Parent

Jeff Seaver 2007  
Rep: Clergy

Chizuko Shastri 2007  
Rep: Horizon Parent

Faye Smiley-Aakre 2007  
Rep: Minorities

Clinton Talley 2006  
Rep: Support Staff

Bill Tomhave 2006  
Rep: Higher Education

Colleen Tupper 2007  
Rep: Principals

Kris Valan 2007  
Rep: Higher Education

Coralie Wai 2007  
Rep: Moorhead High Parent

Trudy Wilmer 2006  
Rep: Robert Asp Parent

John Wirries 2007  
Rep: Reinertsen Parent

## Areas Reviewed by the Instruction and Curriculum Advisory Committee

During the 2005-06 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curricular areas of language arts, social studies, science and math.
- Review curriculum and instruction implications of the district's educational enhancement initiatives.
- Review district test results and the district's testing program, including a review of progress toward goals and information on the Measures of Academic Progress.
- Review the implications of the No Child Left Behind requirements, including the AYP/AMAO Improvement Plan.
- 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, including reviewing local standards for physical education, world language and business.
- 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 community-based concerns related to instruction and curriculum.
- Review elementary progress reports.
- Review middle school Spanish program.

## Long-Range Goals Established by the Instruction and Curriculum Advisory Committee

### Our graduates will be able to...

- Think purposefully.
- Communicate effectively.
- Work productively with others.
- Act responsibly as citizens.
- Direct their own learning and gain a general education as defined by the Minnesota Learner Goals.

### Our students will be able to...

- Leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter.
- Reach state standards in basic skills areas of reading and mathematics by grade 8, writing by grade 10, with all students meeting competency requirements prior to grades 9–12.

# Measuring Student Progress

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:

- Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Various Literacy Assessments
- In-class Unit and Skills 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.

### *Basic Skills Tests*

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Until legislative action in July 2005, these tests were required for graduation from a Minnesota high school. Students in grade 9 and younger will no longer take these tests. Students in grades 10-12 are still required to pass these tests and continue to have the opportunity to retake the tests. Refer to page 8 for more information.



Horizon Middle School seventh-grade students cut open the stomach of a frog during science class.

### *Minnesota Comprehensive Assessments*

The MCAs measure academic knowledge in the skills of language arts and mathematics. In 2005-06, students in grades 3-8, 10 and 11 participated in the new MCA-II tests in the areas of reading, math and writing. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 10 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 has replaced the Basic Skills Tests for students in grade 9 and lower.

### *Minnesota Academic Standards*

Minnesota has 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.

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. Review is beginning on the mathematics standards.

### *No Child Left Behind*

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 minimum level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB).

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

*Continued on page 5*

# Measuring Student Progress

*Continued from page 4*

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.

School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

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, beginning in 2007, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The district will also address the challenges of the No Child Left Behind Act through local and state opportunities.

## **Adequate Yearly Progress**

The school district made adequate yearly progress as a result of the 2005 MCA results and the 2006 MCA-II results. The district is no longer identified as needing improvement.

The district will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

## **Grades K-5: District-Wide Testing for 2006-07**

<b>Tests</b>	<b>Grades Tested</b>	<b>Dates</b>	<b>Objectives/Uses</b>
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	3-5	April 17 & 19, 2007	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	3-5	April 24 & 26, 2007	
Science	5	May 1 & 3, 2007	
Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 3-5	March 12-16, 2007	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
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
Test of Emerging Academic English: Listening and Speaking (TEAELS)	English language learners in all grades	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
Dynamic Indicators of Basic Literacy Skills (DIBELS)	K (all students) and 1 (selected students)	September 2006 / January 2007 / May 2007	To determine a student's level of proficiency with early reading skills
Various Literacy Assessments	K-5	Throughout the school year	To determine a student's reading level and skills
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 2006-07

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	6-8	April 17 & 19, 2007	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	6-8	April 24 & 26, 2007	
Science	8	May 1 & 3, 2007	
Minnesota Writes!	6	April 25, 2007	To provide information assessing the writing skills of students
Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 6-8	March 12-16, 2007	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
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
Test of Emerging Academic English: Listening and Speaking (TEAELS)	English language learners in 6-8	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
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		
Explore	8	Oct. 17, 2006	To provide information and assist in counseling individual college-bound students; norm-referenced achievement test

### Examples of Excellence

- In 2005-06, Moorhead High School students earned over \$1.3 million in scholarships.
- Moorhead High School received one of three Lighthouse incentive grants in Minnesota to fund innovative STEM (science, technology, engineering and math) redesign activities that will serve as models for other high schools.
- The Moorhead High Economics Challenge team placed second at the national competition in May 2006.
- The Moorhead Area Public Schools' string program was honored in October with the 2006-2007 Meritorious String

Program Award. Each year, one school, college or youth orchestra in Minnesota is recognized by the Minnesota String and Orchestra Teachers Association.

- Moorhead High School was recognized as one of the nation's top 100 schools in speech and debate activities by the National Forensic League. Moorhead High School ranked 54th out of 2,700 schools nationwide.
- The Moorhead High School team of Brad Rassier and Sean Richards placed first in the Minnesota finals of the Ford/AAA Student Auto Skills Challenge and competed at the national finals in June 2006.

# Measuring Student Progress

## Grades 9-12: District-Wide Testing for 2006-07

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	10 and above who have not passed the test	Jan. 23, 2007	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota for students grades 10-12
Reading	10, 11 and 12 who have not passed the test	Feb. 6, 2007	
Math		Feb. 8, 2007	
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 19, 2007	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	11	April 19, 2007	
Science	MHS	May 1 & 3, 2007	
Test of Written Composition	9	April 10, 2007	To ensure minimum competency in writing; required for graduation
Measures of Academic Progress (MAP)	9	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 10	March 12-16, 2007	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Test of Emerging Academic English: Listening and Speaking (TEAELS)	English language learners in all grades	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
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	10	Nov. 2, 2006	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests
PSAT	11	Oct. 18, 2006	
ACT	11-12	Various Saturdays throughout the year	
SAT	11-12		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Nov. 16, 2006	To determine students' vocational aptitude and interests
Advanced Placement Exams	10, 11, 12	May 7-11, 2007 May 14-18, 2007	To determine college credit related to student scores

# Basic Skills Tests

## Moorhead students on track for meeting Minnesota's Basic Skills Test graduation requirements

Students in grades 10-12 must pass the reading, writing and math Basic Skills Tests.

Students in grade 9 and younger will no longer take the Basic Skills Tests as a graduation requirement. The legislature changed this requirement in July 2005.

Tests in reading and math were first given to the students in grade 8. A scale score of 600 (approximately 75%) is needed to pass both tests. Students take the writing test in grade 10. A score of 3 or above is needed to pass.

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.

Students who do not pass the Basic Skills Tests are given additional testing opportunities in grades 10, 11 and 12. Remediation plans, which may include tutoring or learning opportunities, are developed with a counselor according to student needs.

Moorhead testing and graduation policies are available on the district's Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us). Policies include the process for seniors to request additional testing or accommodations, the process to appeal the district's decision on additional testing or accommodations requests, and how to report breaches in test security to the district and the Minnesota Department of Education.

### Basic Skills Test Results

*Class of 2006    Class of 2007    Class of 2008    Class of 2009*

*Class designation is given when students enter 9th grade.*

	<i>Class of 2006</i>	<i>Class of 2007</i>	<i>Class of 2008</i>	<i>Class of 2009</i>
<b>Reading</b>				
Pass State	373	408	387	331
Pass Individual	3	0	0	0
Not Passed	15	36	41	69
Exempt	4	4	N/A	N/A
<b>Math</b>				
Pass State	361	394	367	309
Pass Individual	11	0	0	0
Not Passed	21	52	63	96
Exempt	4	4	N/A	N/A
<b>Writing</b>				
Pass State	373	420	396	
Pass Individual	1	0	0	
Not Passed	16	18	25	
Exempt	4	4	N/A	

#### **Basic Skills Tests Definitions**

Pass State — Student passed at the state level with or without accommodations. Students with limited English proficiency (LEP) may have used a state-validated translation for the mathematics test or the written composition prompt.

Pass Individual — Student passed at a level established in the student's Individualized Education Plan or 504 Accommodation Plan.

Not Passed — Student did not pass at the state level.

Exempt — Student exempted as established in the student's Individualized Education Plan or 504 Accommodation Plan. Beginning in 2005-06, exempt will be limited to a temporary exemption of students with LEP designation who have been in an English-speaking school for fewer than three consecutive years.



# SMART Goals

## 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 & 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)*

### **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

# Minnesota Comprehensive Assessments

## MCA results assist school district in determining curriculum

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. Additional MCA-II tests, which are aligned with the Minnesota Academic Standards, were added for the 2005-06 school year as the state works to meet the requirements of the No Child Left Behind Act.

On the 2006 MCA-IIs, student performance was broken down into four achievement levels with level four indicating exceeding the standards. Students who scored in level three were 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 tests measure students' progress toward high

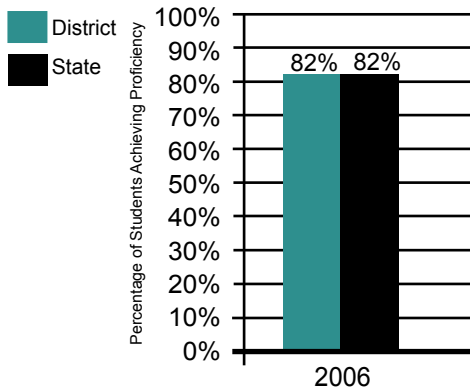
academic standards. Students currently in grade 9 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

All students in the Moorhead School District, including special education and English language learners, are included in the test information.

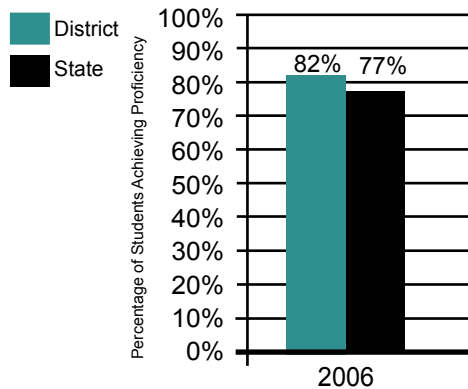
The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

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

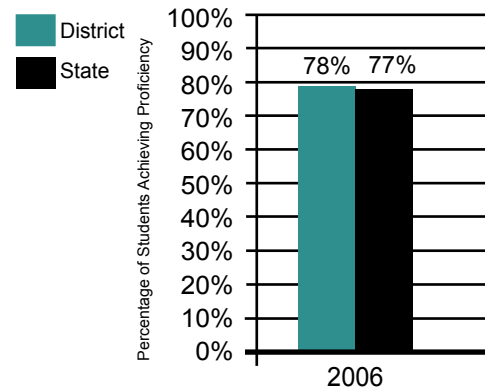
**Minnesota Comprehensive Assessments-II  
Reading – Grade 3**



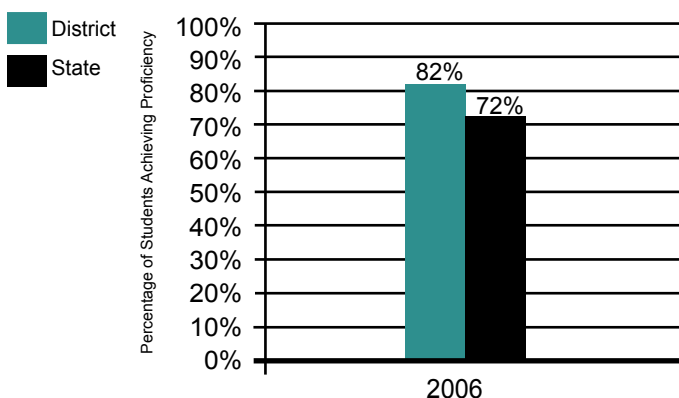
**Minnesota Comprehensive Assessments-II  
Reading – Grade 4**



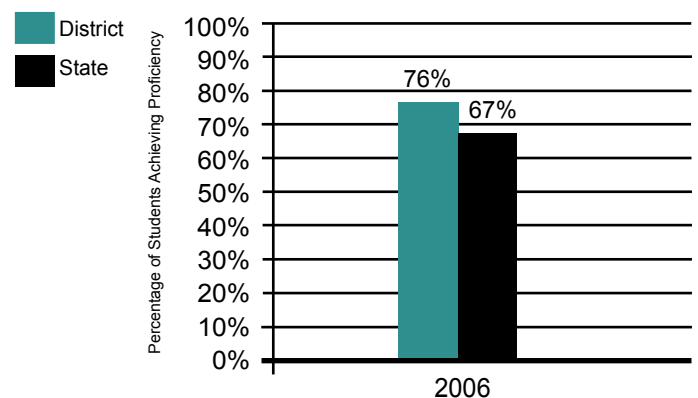
**Minnesota Comprehensive Assessments-II  
Reading – Grade 5**



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



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

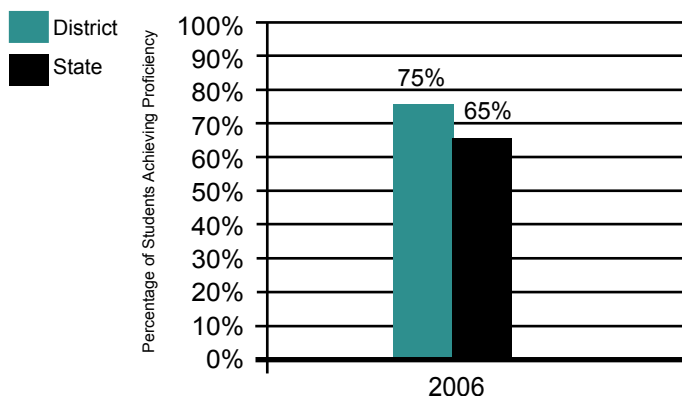


# Continuous Improvement Process

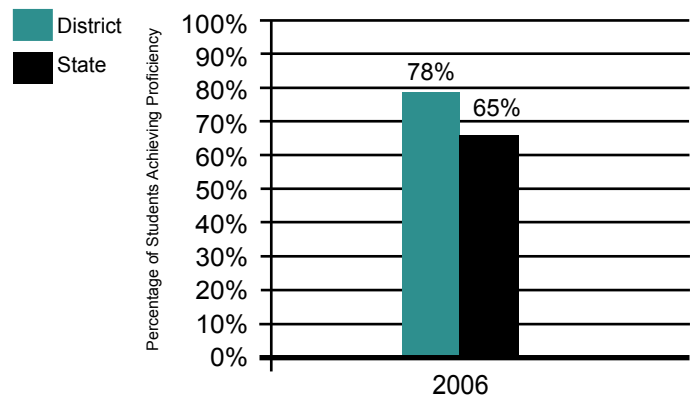
## Strategies and Accomplishments for AYP Improvement Plan

- Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.
  - Study groups at the school and district level have and will research programs that have proven effective in improving student achievement. The study group process has led to changes in classroom practice.
- Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.
  - Differentiation strategies are continuing to be implemented through teacher and leadership training. This provides different learning and assessment opportunities for all students.
- Continue and refine training with the Measures of Academic Progress (MAP) assessment and goal setting for all students.
  - In August 2006, MAP assessment training sessions have provided continued training for facilitators at each school.
- Continue to develop the professional learning community concept within the school district.
  - Learning community and SMART school facilitation will continue through all schools. Teachers and staff continue to focus on data and the use of data to guide teaching to individual students.
- Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the areas of reading and mathematics.
  - District work groups continue to align and develop curriculum documents available to all teachers.
  - Secondary teachers work together to align standards, curriculum and common assessments.
- Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform grants through the Minnesota Department of Education.
  - Study groups at Moorhead High School will continue to learn ways to address the needs shown through test data.
  - Professional Learning Communities have been formed at Moorhead High School.
- Continue to develop the school improvement process to include more community members and individual schools.
  - The school improvement process has been updated and refined through the use of tools and resources from the Minnesota Department of Education and trained facilitators.
  - Schools are using the SMART process explained on page 9 to develop goals and continued planning for the 2006-07 school year. School goals are

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



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



# Improving Student Achievement

## Elementary Mathematics

Moorhead Area Public Schools has been working on a model of continuous improvement. An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. This goal will continue through the 2006-07 school year.

### District Performance Goal

The percentage of students in each targeted subgroup who are at the proficient level in mathematics on the MCAs will increase by 5 percent. With the change in the MCA assessments, this goal will continue and will be reviewed in August 2007 with the results of the 2007 MCA-II.

### Strategies and Accomplishments for Elementary Mathematics

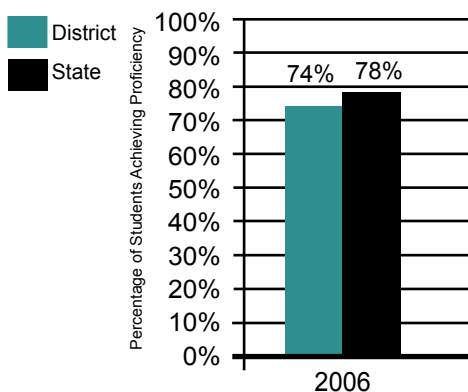
- Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.
- Research and implement strategies that have been proven through research to improve student achievement in mathematics.

- Ensure consistent and adequate time during the day to teach math.

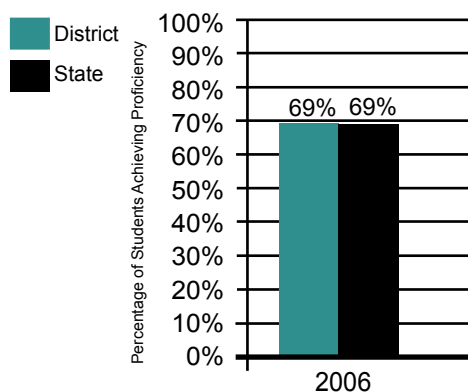
### Continuous Improvement Plans

- Elementary schools have developed and reviewed goals based on reviewing the assessment data (see page 9 or an explanation of SMART goals).
- Action plans have been developed for each goal including timelines and measures to determine if goals are met.
- Collaboration time for teachers to meet and work together will be established in each Title I school.
- Elementary schools will continue to study test data and other information and evaluate instructional programming.
- Study groups will be formed in schools to read and review practices that are working in schools.
- An instructional math coach will work with teachers at all three schools.
- An instructional math coach will meet with curriculum committees to continue to review data and provide direction on teaching practices.

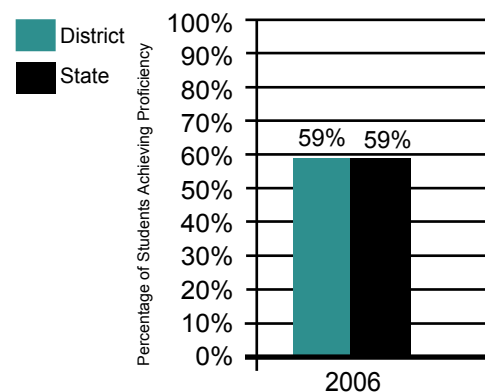
Minnesota Comprehensive Assessments-II  
Mathematics – Grade 3



Minnesota Comprehensive Assessments-II  
Mathematics – Grade 4



Minnesota Comprehensive Assessments-II  
Mathematics – Grade 5



# Improving Student Achievement

## Secondary Mathematics

Moorhead Area Public Schools has been working on a model of continuous improvement. An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. This goal will continue through the 2006-07 school year.

### District Performance Goal

The percentage of students in each targeted subgroup who are at the proficient level in mathematics on the MCAs will increase by 5 percent.

### Strategies and Accomplishments for Secondary Mathematics

- Research and implement strategies that have been proven through research to improve student achievement in mathematics continued.

- Professional development on differentiated instruction will be provided to math teachers.
- Math departments and teacher teams are continuing to work together to develop a system of coordinating mathematics standards.

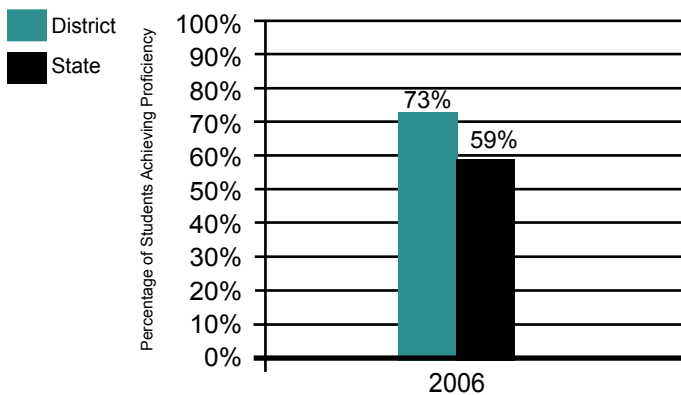
- Continue to determine opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.

- Develop and implement an integrated approach to instruction for students not meeting benchmarks, including collaboration between content experts and licensed support staff, time for coordination among teachers at a grade level, and time for ongoing consultation and training.

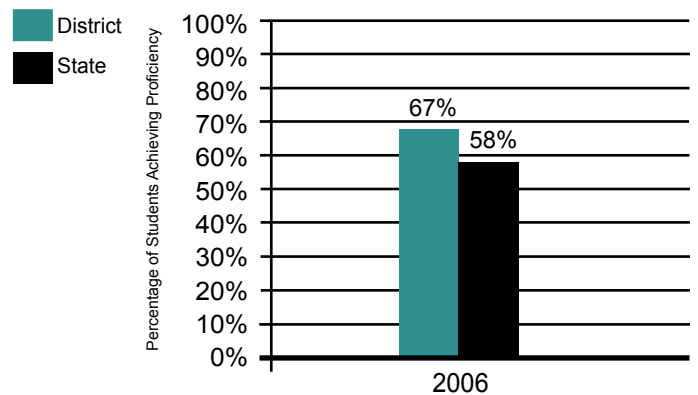
### Continuous Improvement Plans

- Middle school and high school have developed academic goals.
- Goals will be based on reviewing the assessment data.
- Action plans developed for each goal.
- An instructional math coach will meet with curriculum committees to continue to review data and provide direction on teaching practices.
- Middle school and high school will determine classes and extra support for students not meeting benchmarks.

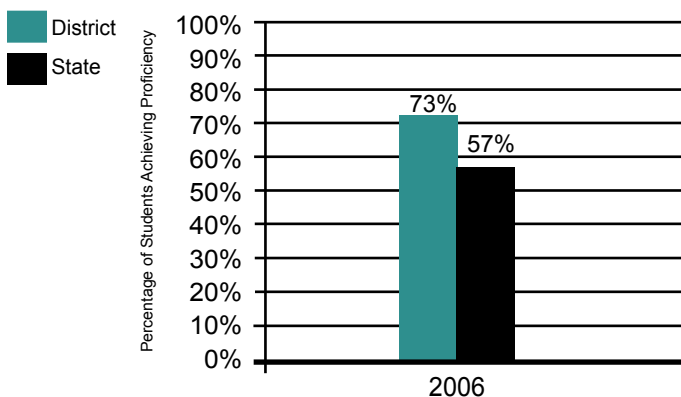
Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 6



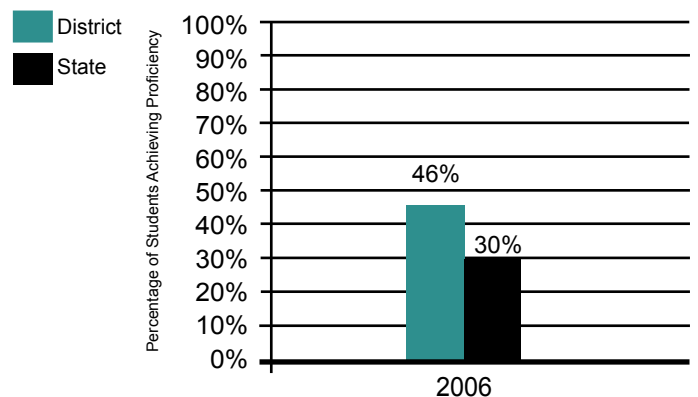
Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 7



Mathematics – Grade 8



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 (2004-05)** 95%

**Enrollment by Grade (October 2005)**

• Kindergarten	112
• Grade 1	151
• Grade 2	125
• Grade 3	122
• Grade 4	121
• Grade 5	118
• Self-contained Special Education	3
• Total	752

**Diversity of Student Population (October 2005)**

• Native American	4.8%
• Asian	1.7%
• Hispanic	8.7%
• Black	2.5%
• White	82.2%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 32%

**Percentage of Students Receiving Learner Support Services**

Special Education	13%
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 2005-06

### Goal 1

By the end of the 2005-06 school year, using Measures of Academic Progress (MAP) data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in reading.

Progress toward goal:

- 57.4 percent of students in grades 2-5 met the growth target in reading, a mean growth of 8.8 percent.

### Goal 2

By the end of the 2005-06 school year, using Measures of Academic Progress (MAP) data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in math.

Progress toward goal:

- 53.2 percent of students in grades 2-5 met the growth target in math, a mean growth of 10.2 percent.

## School Improvement Goals for 2006-07

### Goal 1

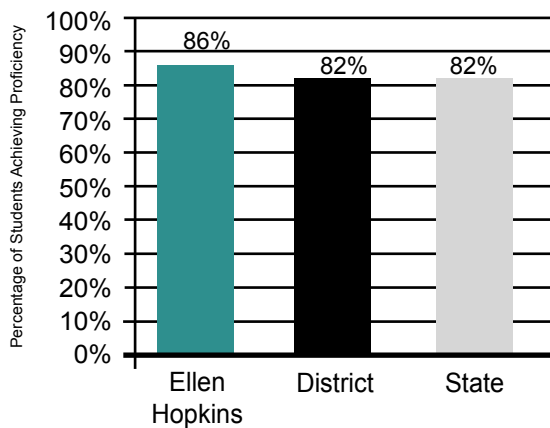
By the end of the 2006-07 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

### Goal 2

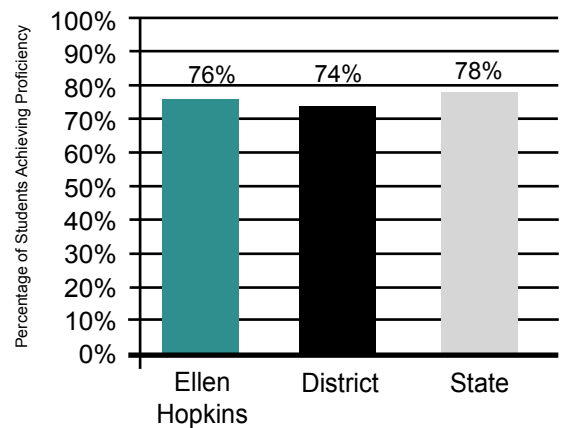
By the end of the 2006-07 School Year, using the Measure of Academic Progress (MAP) data, 60% of students in grades 2-5 will meet or exceed their growth target in math.

# Ellen Hopkins Elementary School

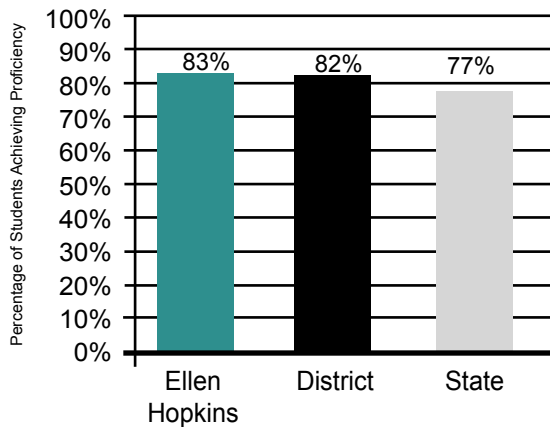
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 3



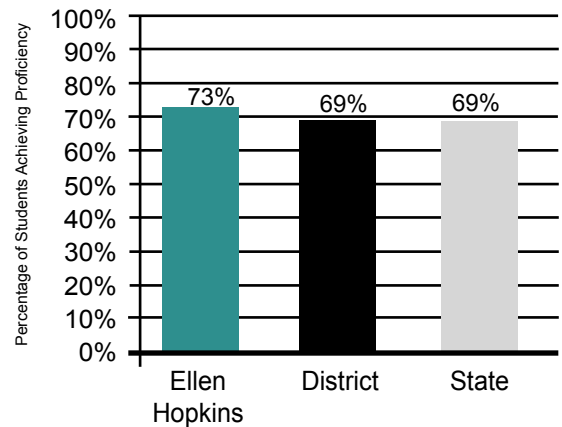
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 3



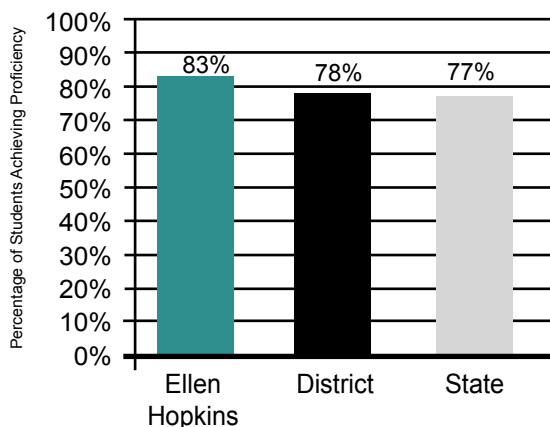
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 4



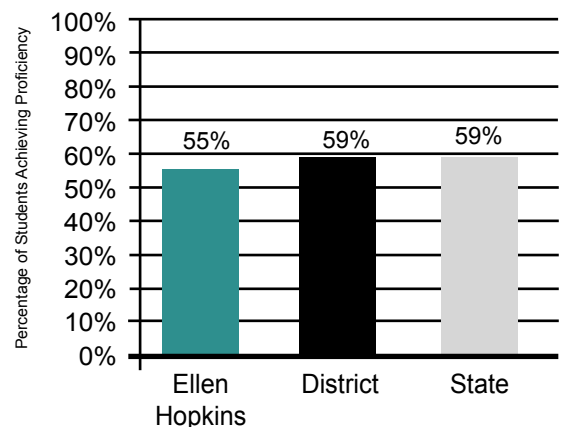
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 4



2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 5



2006 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 (2004-05)** 95%

**Enrollment by Grade (October 2005)**

• Kindergarten	131
• Grade 1	122
• Grade 2	106
• Grade 3	126
• Grade 4	112
• Grade 5	123
• Self-contained Special Education	0
• Total	720

**Diversity of Student Population (October 2005)**

• Native American	2.0%
• Asian	2.8%
• Hispanic	13.5%
• Black	3.6%
• White	78.1%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 38%

**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 2005-06

### Goal 1

By the end of the 2005-06 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:

- Students in grades 2-5 meeting the growth target in reading increased from 42.9 percent to 59.7 percent, a gain of 16.8 percent.

### Goal 2

By the end of the 2005-06 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 math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 42.7 percent to 55.6 percent, a gain of 12.9 percent.

## School Improvement Goals for 2006-07

### Goal 1

By the end of the 2006-07 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.

Areas in needs of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read grade level materials with accuracy and fluency.

### Goal 2

By the end of the 2006-07 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 math.

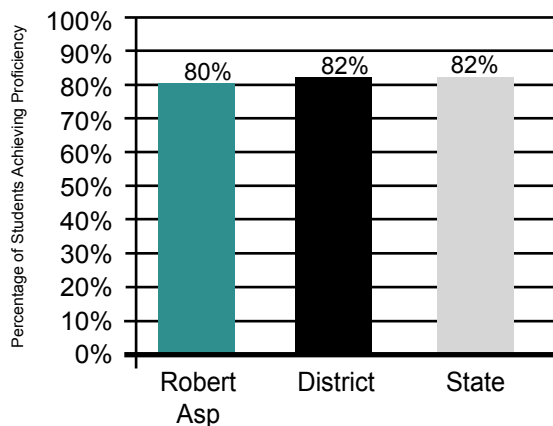
Areas in needs of improvement:

- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

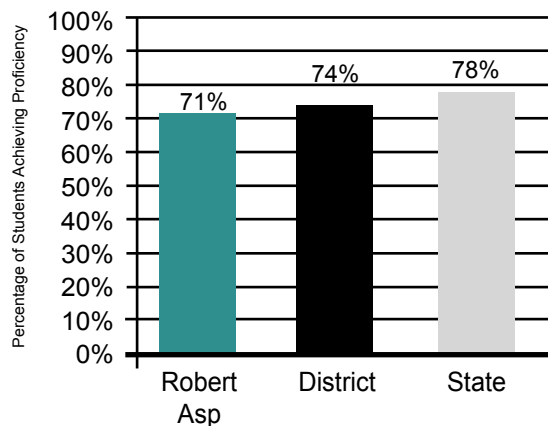


# Robert Asp Elementary School

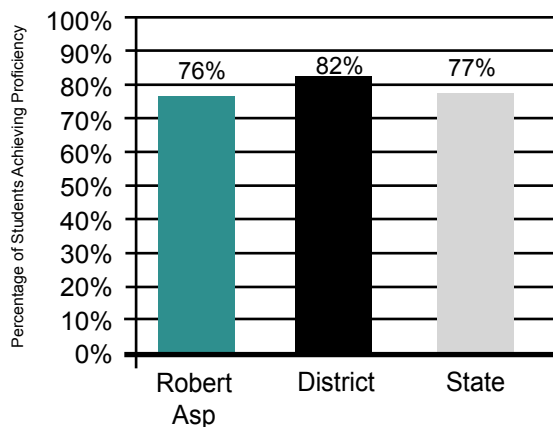
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 3



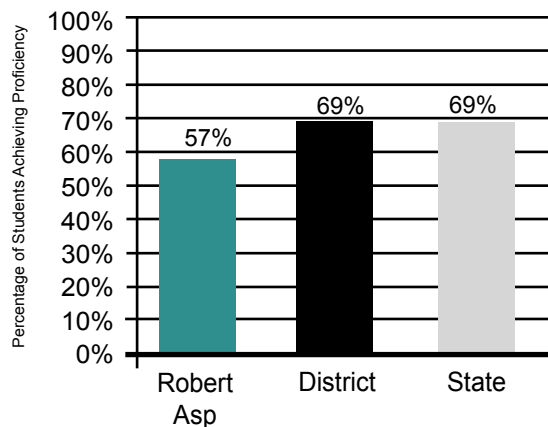
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 3



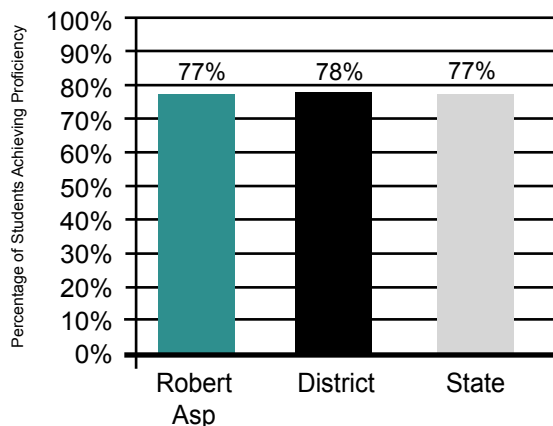
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 4



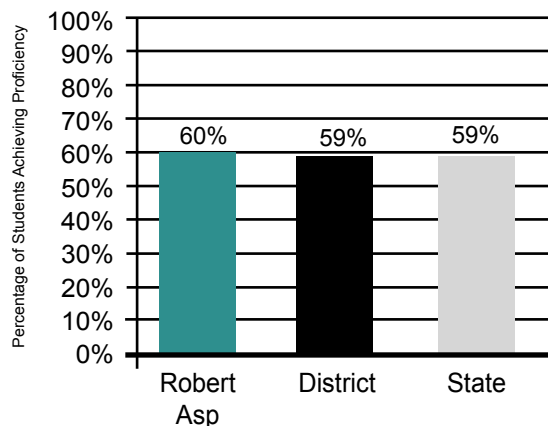
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 4



2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 5



2006 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 (2004-05)** 96%

**Enrollment by Grade (October 2005)**

• Kindergarten	138
• Grade 1	142
• Grade 2	126
• Grade 3	121
• Grade 4	125
• Grade 5	142
• Self-contained Special Education	1
• Total	795

**Diversity of Student Population (October 2005)**

• Native American	2.4%
• Asian	1.0%
• Hispanic	5.0%
• Black	3.4%
• White	88.2%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 26%

**Percentage of Students Receiving Learner Support Services**

Special Education	15%
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 2005-06

### Goal 1

By the end of the 2005-06 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 44 percent to 55 percent.

Progress toward goal:

- Students meeting their reading growth target increased from 44 percent (Spring 2005) to 60 percent (Spring 2006).
- The number of kindergarten students needing additional interventions as identified by the DIBELS test decreased from 32 percent (Spring 2005) to 22 percent (Spring 2006). The target was to decrease to 20 percent.
- Students in grades 2-5 scoring below the 34th percentile on the Word Recognition Goal Area of the MAP increased from 28 percent to 31 percent. The target was to decrease to 20 percent.

### Goal 2

By the end of the 2005-06 school year, the average percent of students meeting their math growth target as measured on the MAP will increase from 45 percent to 55 percent.

Progress toward goal:

- Students meeting their math growth target increased from 45 percent (Spring 2005) to 55 percent (Spring 2006).
- Students in grades 2-5 scoring below the 34th percentile on the Computation/Operations Goal Area of the MAP increased from 26 percent to 29 percent. The target was to decrease to 20 percent.

## School Improvement Goals for 2006-07

### Goal 1

By the end of the 2006-07 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 60 percent to 65 percent.

Targets include:

- Reduce the average number of kindergarten students needing additional interventions as identified by the DIBELS test from 22 percent to 18 percent.
- The number of students scoring below the 34th percentile on the Word Recognition Goal Area (MAP) will decrease from an average of 31 percent to 27 percent.

### Goal 2

By the end of the 2006-07 school year, the average percent of students meeting their math growth target as measured on the MAP will increase from 55 percent to 60 percent.

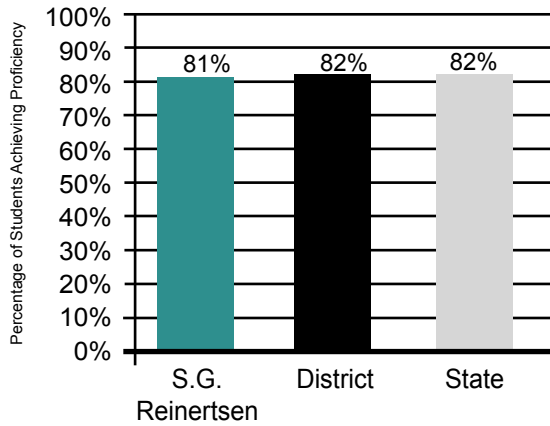
Targets include:

- The number of students scoring below the 34th percentile will decrease from an average of 29 percent to 25 percent.

# S.G. Reinertsen Elementary School

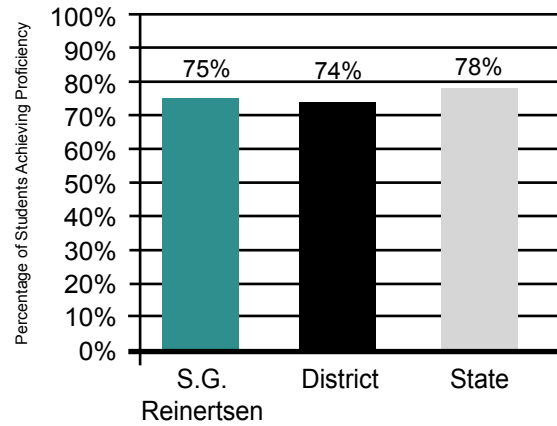
2006 Minnesota Comprehensive Assessments (MCA-II)

## Reading – Grade 3



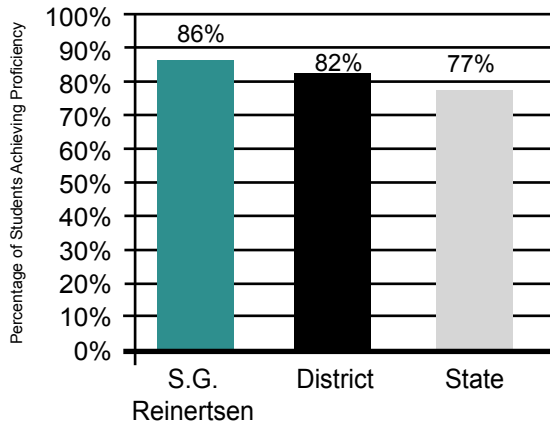
2006 Minnesota Comprehensive Assessments (MCA-II)

## Mathematics – Grade 3



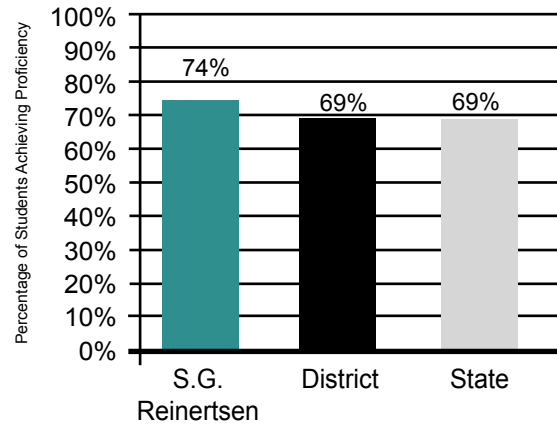
2006 Minnesota Comprehensive Assessments (MCA-II)

## Reading – Grade 4



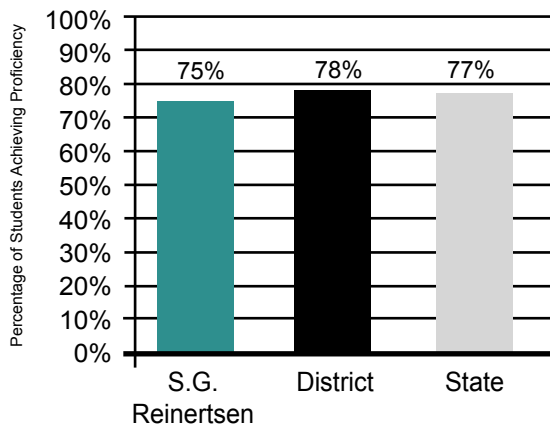
2006 Minnesota Comprehensive Assessments (MCA-II)

## Mathematics – Grade 4



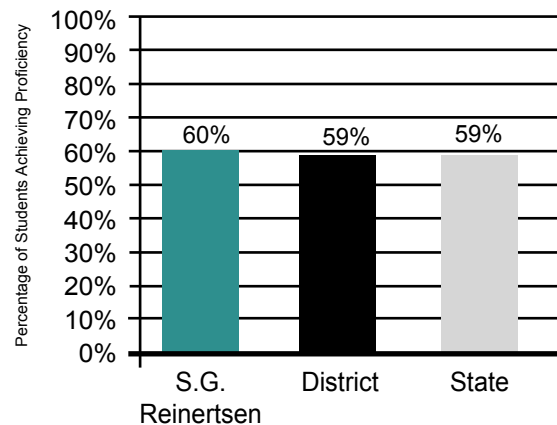
2006 Minnesota Comprehensive Assessments (MCA-II)

## Reading – Grade 5



2006 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: Colleen Tupper**  
**Assistant Principal: Matt Naugle**

**Original Construction:** 2004  
**Square Footage:** 238,000

**Attendance Rate (2004-05)** 95%

**Enrollment by Grade (October 2005)**

• Grade 6	353
• Grade 7	418
• Grade 8	422
• Total	1,193

**Diversity of Student Population (October 2005)**

• Native American	3.5%
• Asian	1.6%
• Hispanic	8.2%
• Black	2.1%
• White	84.6%

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

**Percentage of Students Receiving Learner Support Services**

Special Education	17%
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 2005-06

### Goal 1

“All students” will meet or exceed state averages in all subcategories of the Minnesota Comprehensive Assessments - Series II in reading, grades 6-8.

Progress toward goal:

- In grades 6, 7 and 8, “all students” exceeded state averages. The subgroup of special education students did not meet proficiency requirements.

### Goal 2

“All students” will meet or exceed the state average in all subcategories of the Minnesota Comprehensive Assessments - Series II in math, grades 6-8.

Progress toward goal:

- In grades 6, 7 and 8, “all students” exceeded state averages.

## School Improvement Goals for 2006-07

### Goal 1

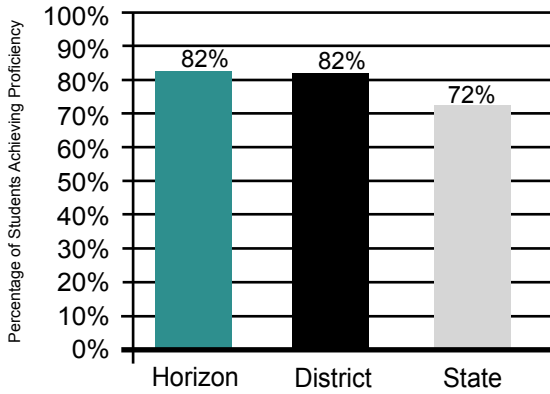
All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

### Goal 2

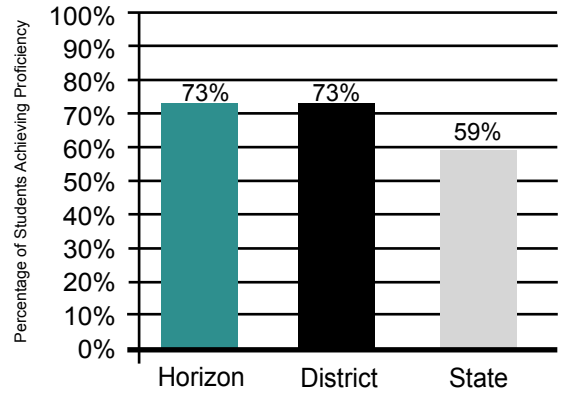
All students at Horizon Middle School will make targeted growth in math as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

# Horizon Middle School

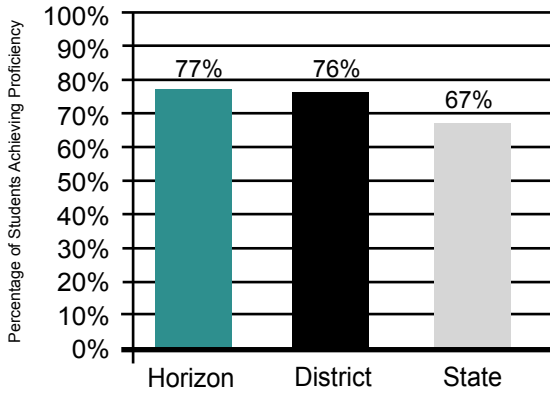
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 6



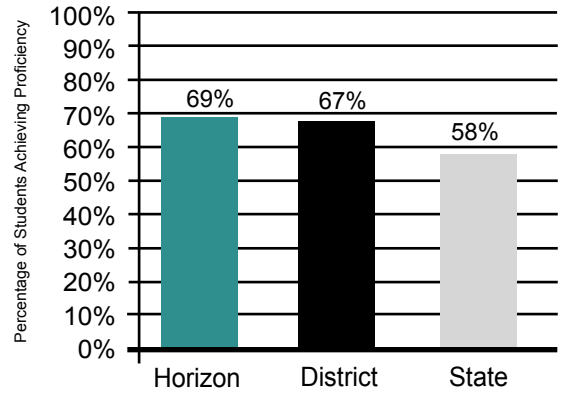
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 6



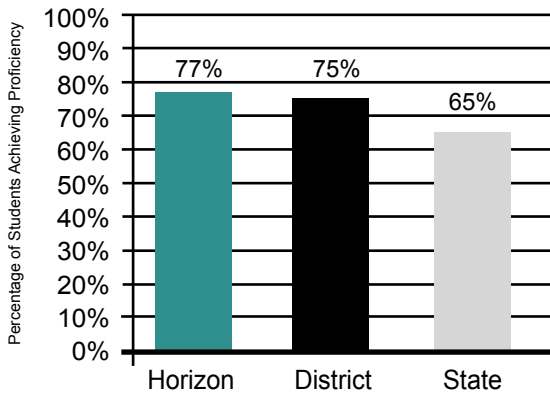
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 7



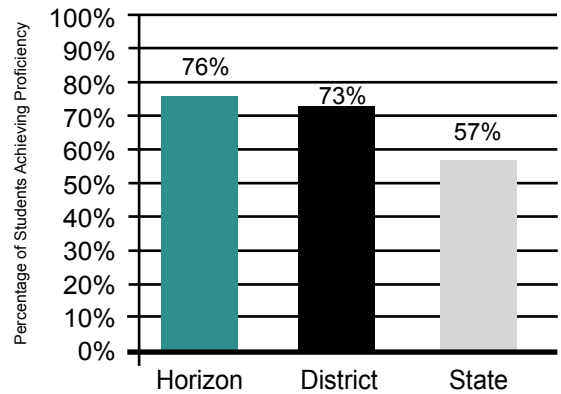
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 7



2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 8



2006 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 (2004-05)** 93%

**Graduation Rate (2004-05)** 95%

**Enrollment by Grade (October 2005)**

• Grade 9	398
• Grade 10	422
• Grade 11	442
• Grade 12	411
• Total	1,673

**Diversity of Student Population (October 2005)**

• Native American	1.7%
• Asian	1.1%
• Hispanic	6.7%
• Black	1.8%
• White	88.6%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 20%

**Percentage of Students Receiving Learner Support Services**

Special Education	15%
English Language Learners	5%

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

## School Improvement Goals for 2005-06

### Goal 1

“All students” will meet or exceed state averages in all subcategories of the Minnesota Comprehensive Assessments (MCA-IIs) grade 10 reading test.

Progress toward goal:

- “All students” exceeded the state averages with 80 percent proficient compared to the state average of 65 percent.

### Goal 2

“All students” will meet or exceed the state average on two of the math subcategories for the Minnesota Comprehensive Assessments (MCA-IIs) grade 11 mathematics test.

Progress toward goal:

- “All students” exceeded the state averages with 49 percent proficient compared to the state average of 30 percent. The subgroup of special education students did not meet proficiency requirements.

### Goal 3

Moorhead High School will improve participation rates to 98 percent for “all students” and all subgroups taking the MCA-IIs in 2005-06.

Progress toward goal:

- Participation was 100 percent for “all students” and subgroups on both the reading and math tests.

## School Improvement Goals for 2006-07

### Goal 1

Students will exceed the state participation threshold in all categories of the MCA-II.

### Goal 2

Students will improve by 3 percent on the MCA-II reading assessment.

### Goal 3

Students will improve by 7 percent on the MCA-II math assessment.

### Goal 4

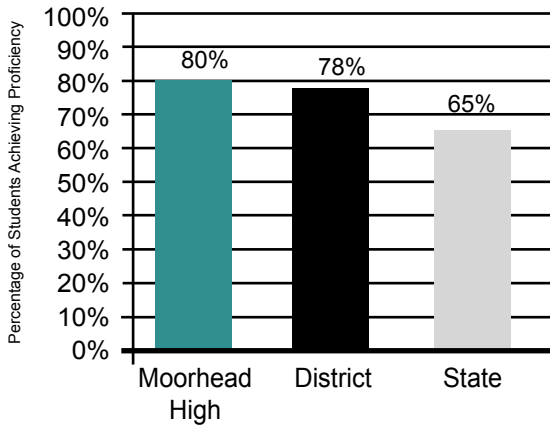
Students will improve by three-tenths of a point on the ACT composite.

### Goal 5

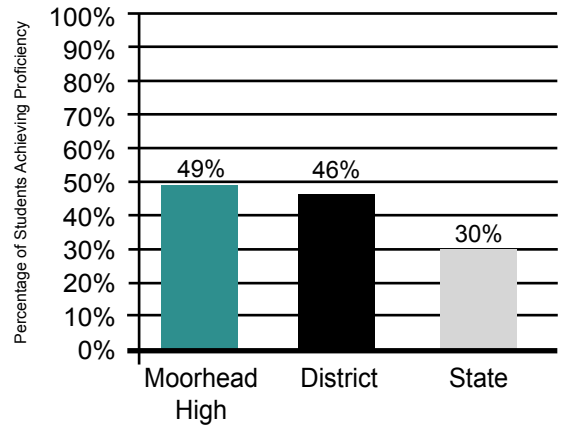
Participation on the ACT by seniors will increase to 70 percent.

# Moorhead High School

2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 10



2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 11

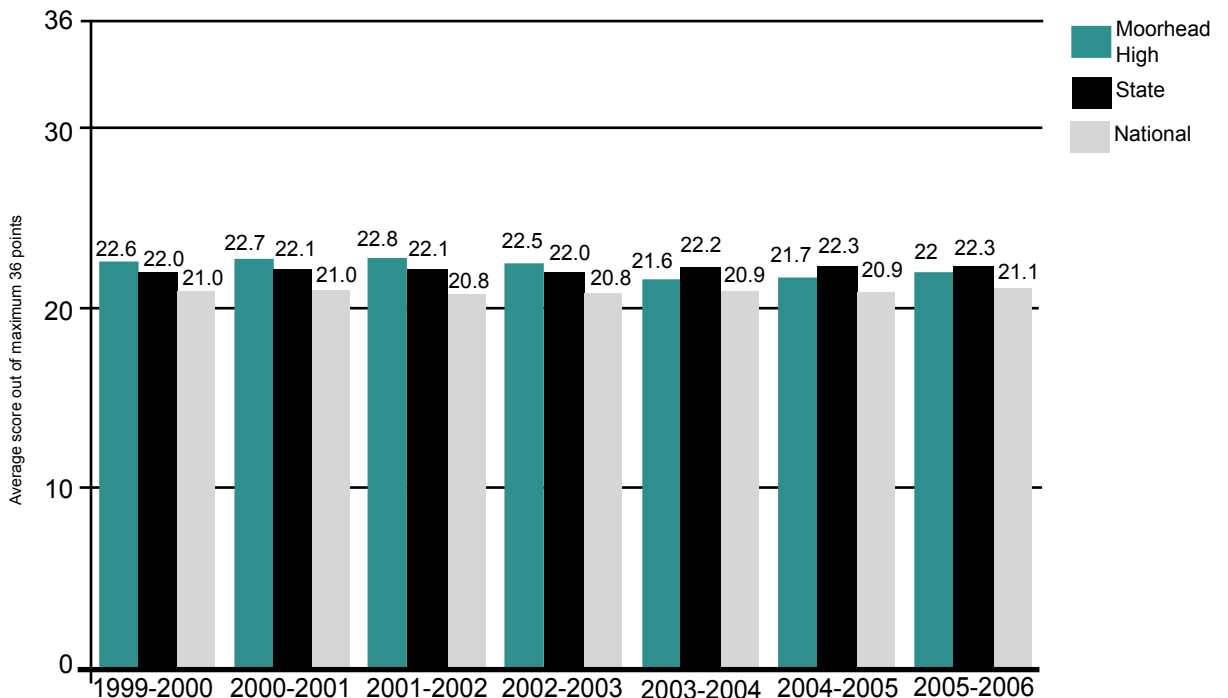


## ACT Average Scores from 1999-2000 to 2005-2006

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:

1999-00:	283
2000-01:	271
2001-02:	257
2002-03:	251
2003-04:	281
2004-05:	296
2005-06:	246



# Red River Area Learning Center



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

**Program Manager: Deb Pender**

**Attendance Rate (2004-05)** 88%

**Enrollment by Grade (October 2005)**

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	13
• Grade 10	16
• Grade 11	17
• Grade 12	15
• Total	61

**Diversity of Student Population (October 2005)**

• Native American	26.2%
• Asian	1.6%
• Hispanic	31.1%
• Black	3.3%
• White	37.7%

**Percentage of Students Eligible for Free or Reduced-Price Lunch** 77%

**Percentage of Students Receiving Learner Support Services**

Special Education	11%
English Language Learners	26%

*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 2005-06

### Goal 1

All students enrolled in the Red River ALC during 2005-06 will attend school 90 percent of the time (minimum).

Progress toward goal:

- Attendance rate was 88 percent.

### Goal 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements.

Targets include:

- Student performance on the Minnesota Comprehensive Assessments in 2005-06 will reflect a .02 increase in student proficiency on the identified measures.

Progress toward goal:

- While 100 percent growth was not achieved, Red River ALC made adequate yearly progress as a school.

### Goal 3

100% of the Red River Area Learning Center students will participate in statewide testing.

Progress toward goal:

- While 100 percent participation was not achieved, the ALC met state participation requirements to make adequate yearly progress.

## School Improvement Goals for 2006-07

### Goal 1

All students enrolled in the Red River ALC during 2006-07 will attend school 90 percent of the time (minimum).

### Goal 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements.

Targets include:

- Student performance on the MCA-II's will reflect a .02 increase in student proficiency on the identified measures.

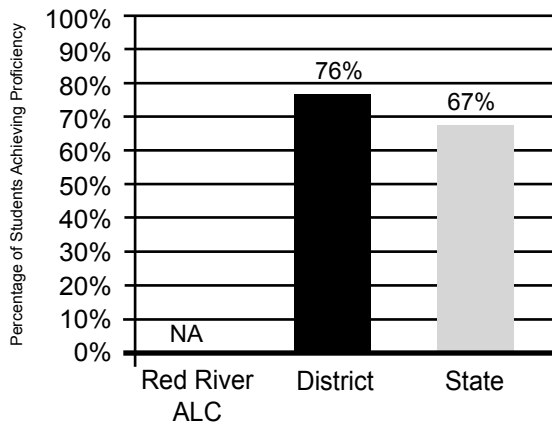
### Goal 3

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

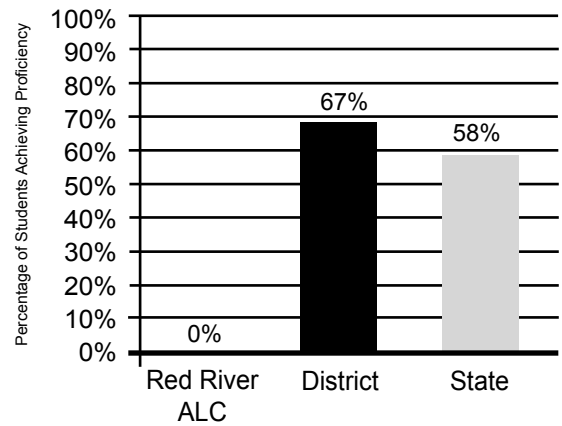


# Red River Area Learning Center

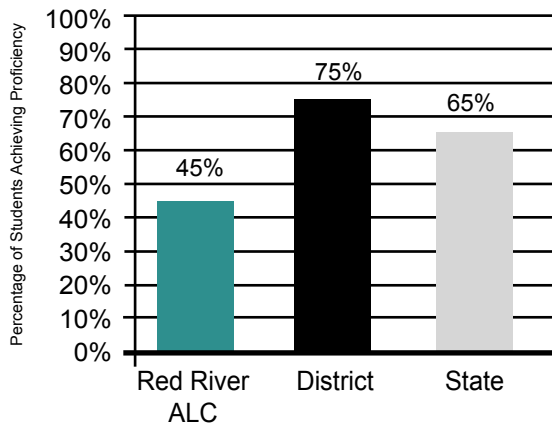
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 7



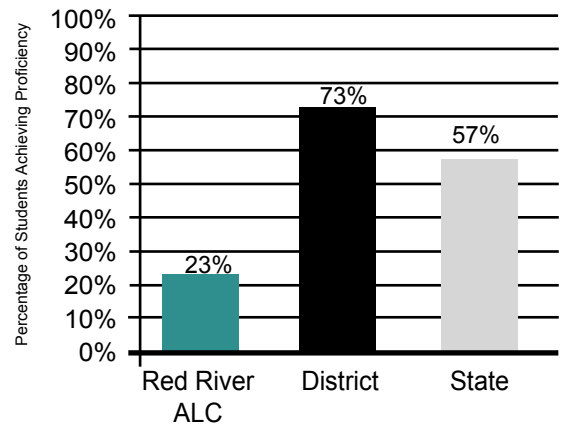
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 7



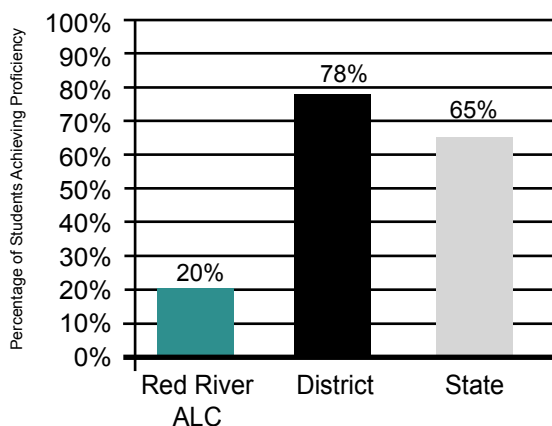
2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 8



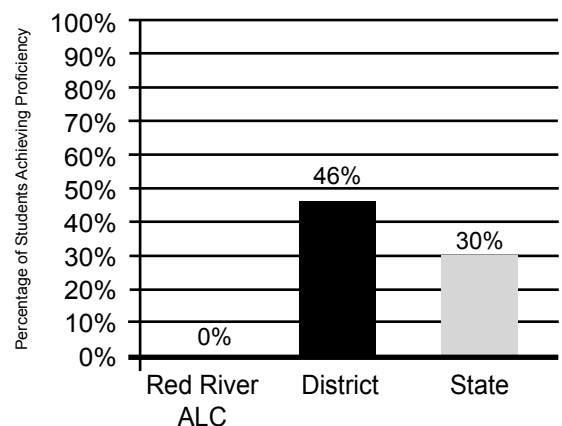
2006 Minnesota Comprehensive Assessments (MCA-II)  
Mathematics – Grade 8



2006 Minnesota Comprehensive Assessments (MCA-II)  
Reading – Grade 10



2006 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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### **2006 School Board**

Lisa Erickson, Chair • Bill Tomhave, Vice Chair  
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Karin Dulski, Director • Mike Siggerud, Director • Kristine Thompson, Director

### **Administration**

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*Superintendent*

Lynne Kovash  
*Assistant Superintendent of Teaching and Learning*

Mark Weston  
*Assistant Superintendent of Business Services*

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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 Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).

Photos in this publication were taken during the 2005-06 school year.

Designed and edited by Pamela J. Gibb.

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