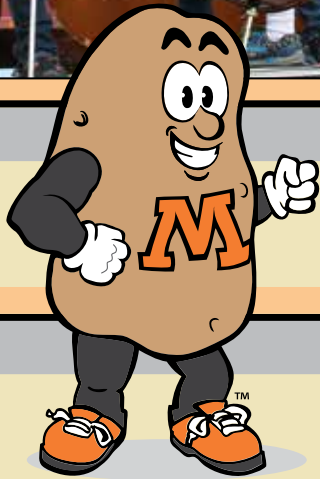




PRIDE *in our* PURPOSE



**World's Best Workforce 2013-14
Annual Report on Curriculum,
Instruction and Student Achievement**

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

Welcome to the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement

Pride in our Purpose

During the 2013-14 school year, we worked together to provide the best educational opportunities for our students in Moorhead Area Public Schools.



We experienced student growth and academic growth. While standardized tests may change or learning targets may change we remained focused on our mission of maximizing the full potential of every learner to thrive in a changing world.

As we worked to assure that Moorhead students are college, career and life ready, we designated achievement goals based on the data points from the Minnesota Comprehensive Assessments, graduation rate, Adequate Yearly Progress (AYP) and Multiple Measurement Rating (MMR). The

district improvement goals and progress can be found on Page 9 with the schools' student achievement goals and progress outlined on Pages 13-25.

Building administrators, teachers, students and families all work together to increase student achievement. Achievement is not measured just by standardized test scores; we also use data from teachers, periodic assessments and daily work to measure all that students are learning in the classroom.

Learning Walks were used to measure the progress of the implementation of our strategies, which are indicated on Page 3. Our Learning Walks have included teachers, administrators, and School Board members, who have observed, debriefed and worked toward strong implementation of the goals designed to increase student achievement and decrease the achievement gap.

The current plans for the 2014-2015 school year to address academic needs

include Strategic Priorities, School Readiness and Early Learning goals, Community Education Plan, Alternative Delivery of Specialized Instructional Services (ADSIS), Local Literacy Plan, Technology Plan, Continuous Improvement Monitoring Process (CIMP), English Learner Plan, Annual Operating Plan, Principal Growth and Evaluation Plan, and Teacher Growth and Evaluation Plan.

We take pride in our purpose of educating all our students, and this report highlights our district's progress and continuous improvement efforts.

Sincerely,

Dr. Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print or audio recording.
Call 218-284-3330 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.

مەسكەر تۆ بە ئىنگىلىز تىزىدا، غىيىنى، ئۇ تەسۋىتتە 284-3330 ھەربىرىك بە زىماتى خۇ، ھىتىمە تەسۋىتتا ئى تەسۋىت كىمە:

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World's Best Workforce Progress Report

District's priorities focus on student achievement

World's Best Workforce

The Minnesota Legislature passed the World's Best Workforce bill in 2013 to ensure every school district in the state is making strides to increase student performance. The School Board must establish goals and align strategic plans and budgets to achieve world-class student achievement by 2027.

Moorhead's 2013-14 strategic priorities were to:

- establish a culture of learning that supports the needs of the 21st century learner and develops the whole student;
- build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners;
- provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities;
- provide programs and services to eliminate race and socioeconomic indicators as predictors of student success;
- create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected; and
- provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

World's Best Workforce is focused on the goals of having all students meet school readiness goals and be ready to start kindergarten, having all third-grade students achieve grade-level literacy, closing the academic achievement gap between all subgroups (ethnic, special education, poverty), having all students graduate from high school, and having all students attain college and career preparedness.

Outlined here are the five areas for World's Best Workforce, the district or school improvement goal addressing that area, and strategies used to address the goal. Progress related to these goals can be found on Pages 9 and 22.

School Readiness

Goal: All kindergartners will exceed the 2012-13 AIMSweb and AddVantage Math Recovery (AVMR) spring data.

- Expansion of school readiness programming (Jump Start Preschool) continued.
- All-day kindergarten implemented one year early.
- Students in School Readiness program are assessed using academic and behavioral benchmarking.

Read Well by Grade 3

Goal: We will increase district reading achievement to exceed

state average and be ranked in the top 50 percent of districts in the state based on 2014 Minnesota Comprehensive Assessments tests and/or college readiness tests.

- District elementary literacy committee completed an 18-month study of literacy and recommended a literacy framework, professional development pathways and materials to be implemented beginning in fall 2014.
- All-day kindergarten implemented one year early.
- District focus on writing every day for every student.

Reduce Achievement Gap

Goal: We will decrease the achievement gap at each school site by 4 percentage points in the areas of ethnicity, free and reduced lunch, special education, and English learners (EL) based on 2014 MCA tests and/or college readiness tests.

- District English Learners committee completed a six-month review of EL programming and recommended a new structure of EL service that aligns with new materials for grades 6-12 and further study for grades K-5.
- Completed two Learning Walks at each school to reflect on the district implementation of Sheltered Instruction Observation Protocol (SIOP).
- Provided support for teachers on differentiation strategies and used data meetings to determine interventions.

Graduation

Goal: Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

- Examined the top 15 strategies to reduce dropouts from National Dropout Prevention Institute.
- Implemented active hallway supervision and student-teacher relationship building.

College, Career and Life Readiness

Goal: We will increase district reading and mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

- Horizon Middle School implemented schoolwide strategies for student support, called AVID, to provide focus on college, career and life readiness.
- Moorhead High School counseling department researched and selected software to assist in annual college, career and life planning for all high school students.
- Secondary staff reviewed two- and four-year college options during staff development.

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 provide input on the district's World's Best Workforce plan development and make recommendations to the School Board on rigorous academic standards and student achievement goals and measures.

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.

The World's Best Workforce legisla-

tion requires a community committee with members that reflect the diversity of the district and its schools.

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 218-284-3310 by Nov. 1.

2013-14 Instruction and Curriculum Advisory Committee

(Year gives expiration date of term)

Amber Bender, 2014 <i>Rep: Robert Asp Parent</i>	Josh Haag, 2015 <i>Rep: Principal</i>	Lynn Park, 2015 <i>Rep: Moorhead High Parent</i>
Jenifer Bender, 2014 <i>Rep: Special Education</i>	Dana Haagenon, 2015 <i>Rep: Ellen Hopkins Parent</i>	Chizuko Shastri, 2015 <i>Rep: Community Diversity</i>
Jamie Church, 2014 <i>Rep: Horizon Parent</i>	Karen Jacowitz, 2015 <i>Rep: Moorhead High Parent</i>	Teresa Shume, 2015 <i>Rep: Higher Education</i>
Missy Eidsness, 2014 <i>Rep: Administration</i>	Laurie Johnson, 2014 <i>Rep: Horizon Parent</i>	Bill Tomhave, 2014 <i>Rep: Higher Education</i>
Cindy Fagerlie, 2015 <i>Rep: School Board</i>	Mike Kieselbach, 2014 <i>Rep: Secondary Teacher</i>	Matt Valan, 2014 <i>Rep: School Board</i>
Mary Flesberg, 2014 <i>Rep: Secondary Teacher</i>	Carol Ladwig, 2014 <i>Rep: Senior Citizens</i>	John Wirries, Chair, 2014 <i>Rep: Reinertsen Parent</i>
Gay Galles, 2014 <i>Rep: Media Specialists</i>	Abby Lundborg, 2014 <i>Rep: Senior Class</i>	
Pam Gibb, Secretary, 2014 <i>Rep: District Communications</i>	Donna Norquay, 2015 <i>Rep: Community Diversity</i>	

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2013-14 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's strategic priorities and World's Best Workforce goals through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals and changes to testing.
- Reviewed implications of the No Child Left Behind waiver requirements and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title I) and special education.
- Reviewed and discussed proposals for curricular additions or deletions.
- Reviewed the elementary reading adoption.
- Reviewed early learning programs.
- Reviewed changes to the graduation policy.
- Discussed implementation of AVID, Advancement Via Individual Determination.
- Reviewed community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards for language arts, mathematics, the arts, social studies and science, which are 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.

For language arts, Minnesota adopted the common core English Language Arts standards.

In mathematics, Minnesota has decided to continue using the state's new rigorous mathematics standards instead of adopting the common core mathematics standards. The district is continuing to implement the state's revised mathematics standards. This included algebra for all eighth-grade students by 2010-11.

Moorhead has incorporated the standards for language arts, math, social studies and science. When state standards are not available, national or district-developed standards have been incorporated into the K-12 curriculum.

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. Methods include:

- Minnesota Comprehensive Assessments (MCA-III)
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Refer to Pages 27-29 for more information about assessments that will be used in 2014-15.



Deb Booth, early literacy intervention teacher at Ellen Hopkins Elementary, reads the alphabet chart with a small group of students. Booth uses Visual Phonics as the students practice the letters, sounds and picture names.

Minnesota Comprehensive Assessments-III

The MCA tests measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 take the MCA-III test in reading, which was new in 2012-13. In mathematics, students in grades 3-8 and 11 take the MCA-III.

In 2013-14, students in grades 5 and 8 and high school biology students took the MCA-III in the area of science. This test was new in 2011-12.

Results of these tests help the district make decisions about curriculum and measure students' progress toward high academic standards.

On the MCAs, 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 administrative and teaching staff continue to develop programs to address achievement levels of all students.

Teachers at all levels continue to develop and use district-wide common assessments to measure achievement in each grade level.

Refer to Pages 10-12 for district MCA results.

No Child Left Behind Waiver

Minnesota focuses on student growth, achievement gap

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.

Minnesota Department of Education's No Child Left Behind (NCLB) waiver request was approved by the U.S. Department of Education and announced in February 2012.

Under NCLB, Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year. School districts had until 2013-14 to achieve 100 percent proficiency for all students in all sub-groups (students with limited English proficiency, students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian and Hispanic).

With the waiver, Minnesota's goal is to close the achievement gaps by 50 percent over the next five years.

NCLB requires that students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses

the Minnesota Comprehensive Assessments-III 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.

Results of the Minnesota Comprehensive Assessments-III are used to determine whether a school meets AYP participation and proficiency requirements. Attendance and graduation rate for all students are also part of AYP determinations.

However, central to Minnesota's waiver request was to move from a system that uses a single high-stakes test to measure school performance to a system that uses multiple measurements of accountability.

Although AYP is being determined for 2013-14 (see Page 7), the state's new accountability system is based on multiple measures of data to identify schools for recognition, accountability and support. Minnesota's accountability plans look at individual student growth, achievement gap reduction and graduation rates in addition to proficiency rates to generate a Multiple Measurement Rating (MMR) for every school in the state. See Page 8 for more information about the MMR.

EXAMPLES OF EXCELLENCE

- In 2013-14, Moorhead High School students earned more than \$1.3 million in scholarships.
- S.G. Reinertsen Elementary School was one of 30 schools out of 478 Minnesota schools using Positive Behavioral Intervention and Supports (PBIS) to be named a Sustaining Exemplar School by the Minnesota Department of Education in 2014.
- Nine Moorhead High School speech team members qualified for the 2014 National Speech and Debate Association Speech Tournament where two were named national champions in duo interpretation.
- Fifth-grade Math Masters teams placed third and fourth in the 2014 regional tournament, while sixth-grade Math Masters teams placed first, second and fourth.
- The Moorhead High School wrestling team placed fifth in the Minnesota Class 3A state team tournament for the second year in a row.
- Two Moorhead Destination Imagination teams advanced to the 2014 Global Finals where the teams placed 7th and 24th out of 69 teams in their respective challenges.
- The Moorhead High School speech team earned its 20th consecutive Section 8AA title and advanced a record 27 speakers to the 2014 Class AA state speech tournament where 13 speakers won medals.
- A member of the Moorhead High School Skills USA Small Engines team placed first in the state to advance to the national competition.
- Two Horizon Middle School students qualified for the 2014 Multi-Region State Spelling Bee.
- Moorhead High's 2013 fall musical "Jesus Christ Superstar" was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- In 2013-14, Moorhead High ensembles earned superior ratings, and students were selected for All-State Orchestra, Band and Jazz Band, and Minnesota Band Directors Association Honor Band.
- The Moorhead High School volleyball team advanced to the state tournament in 2013-14. Individual athletes qualified for state in cross country, girls swimming and diving, gymnastics, track, girls golf and boys tennis.

Adequate Yearly Progress

Schools meet majority of AYP requirements

Moorhead Area Public Schools has met 92 percent of the requirements for Adequate Yearly Progress under No Child Left Behind based on 2014 MCA-III results. The district has 38 eligible groups. All subgroups met the participation requirements; the other AYP requirements are outlined below.

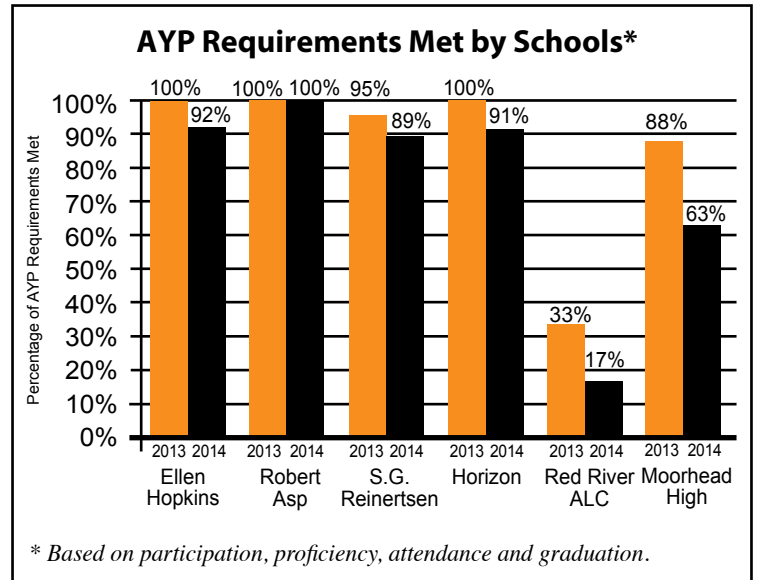
With the state's NCLB waiver, an AYP determination allows more flexibility for districts to meet the students' needs.

In Moorhead, Robert Asp Elementary made AYP while the other schools did not make AYP because of performance by students in specific subgroups as outlined below.

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

- Ellen Hopkins Elementary has 25 eligible groups and met 92 percent of the requirements for AYP.
- Robert Asp Elementary has 27 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 19 eligible groups and met 89 percent of the requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 91 percent of the requirements for AYP.
- Moorhead High School has 19 eligible groups and met 63 percent of the requirements for AYP.
- Red River Area Learning Center has six eligible groups and met 17 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.



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

Multiple Measurement Ratings

District focuses on continuous improvement

Previously under the federal No Child Left Behind law, schools were labeled as “failing” or “not failing” based on scores from a single high-stakes test. The Multiple Measurement Ratings measures performance in four areas: proficiency in reading and math, student growth from year to year,

higher levels of growth in groups of students that are farther behind, and progress in improving high school graduation rates. Schools earn points in each category, and the percentage of possible points a school earns is the school’s MMR.

This tool is part of Minnesota’s waiver from No Child Left Behind. Under the waiver, schools and districts are no longer identified as “in need of improvement” or face sanctions for not making Adequate Yearly Progress (AYP).

The formula is complex and requires careful examination of data on several levels. The potential is strong for making an inaccurate judgment based on one ranking or determining the quality of a school without a full understanding of what contributed to that ranking.

The 2014 MMR ratings, released on Oct. 1, are based on the 2014 MCA-III results, but were calculated using a new formula. Those ratings are averaged with the 2013 MMR, which was recalculated this year using the updated formula, to determine the designation rating.

Focus Rating

A school’s Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student subgroups that may show an achievement gap in Minnesota (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education and English Learners). The state’s goal is to close the achievement gaps by 50 percent over the next five years.

	Multiple Measurement Rating (MMR)			Focus Rating (FR)		
	2013	2014	Designation 2014	2013	2014	Designation 2014
Ellen Hopkins Elementary	52.0%	41.9%	47.0%	60.2%	43.5%	51.9%
Robert Asp Elementary	76.0%	78.3%	77.1%	81.8%	78.2%	80.0%
S.G. Reinertsen Elementary	61.5%	64.9%	63.2%	65.7%	62.8%	64.2%
Horizon Middle School	65.6%	57.7%	61.7%	70.3%	42.2%	56.3%
Moorhead High School	53.0%	25.7%	39.3%	62.5%	29.5%	46.0%

Title I Schools

All schools receive ratings. Additionally, Title I schools may be identified as reward schools (15 percent highest-performing Title I schools in the state); continuous improvement schools (bottom 25 percent of Title I schools not designated as focus or priority schools); focus schools (10 percent of Title I schools with the largest achievement gaps in the state); or priority schools (bottom 5 percent of Title I schools) based on the designation rating.

New school designations were released Oct. 1, 2014, for Title I schools. In Moorhead, both Ellen Hopkins Elementary and Robert Asp Elementary are Title I schools. Hopkins Elementary had been identified as a Focus School based on the initial MMR and wrote a school improvement plan that was presented to the School Board in August 2012.

In October 2014, Hopkins Elementary was designated as continuous improvement and is no longer a focus school, and Robert Asp Elementary was designated as a reward school, which means it falls in the 15 percent highest-performing Title I schools in the state. In 2013, Robert Asp Elementary had been designated as celebration eligible for the second year in a row.

Moorhead Area Public Schools



Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560
218-284-3300

Superintendent: Dr. Lynne Kovash
2013-14 Assistant Superintendent:
Wayne Kazmierczak/Jeremy Larson
2014-15 Assistant Superintendent: Brandon Lunak
Director of School Improvement and
Accountability: Missy Eidsness

Attendance Rate (2013-14) 94.7%

Graduation Rate (2013-14) 76%

Enrollment by Grade (October 2013)

• Early Intervention Services	189
• Kindergarten	497
• Grade 1	488
• Grade 2	430
• Grade 3	431
• Grade 4	433
• Grade 5	418
• Grade 6	416
• Grade 7	449
• Grade 8	399
• Grade 9	453
• Grade 10	432
• Grade 11	409
• Grade 12	405
• Total K-12 Enrollment	5,660

Diversity of Student Population (2013-14)

• American Indian	4.3%
• Asian/Pacific Islander	1.8%
• Hispanic	8.1%
• Black	5.2%
• White	80.6%

Percentage of Students Eligible for Free or Reduced-Price Lunch 39.3%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education (<i>state-reported data includes students birth-age 21</i>)	17.8%
English Language Learners	7%

District Improvement Goals for 2013-14

Goal 1 — We will decrease the achievement gap at each school site by 4 percentage points in the areas of ethnicity, free and reduced lunch, special education, and English learners based on 2014 MCA tests and/or college readiness tests.

Progress toward goal: District subgroup proficiency was compared to state non-subgroup proficiency to determine achievement gaps for 2013 and 2014. Ethnicity subgroups are compared to the white subgroup proficiency to determine achievement gaps. Students may be included in more than one subgroup.

Reading:

- American Indian: Gap increased 3 percentage points.
- Black: No change in the gap.
- Hispanic: Gap increased 1.1 percentage points.
- English learners: Gap **decreased** 3 percentage points.
- Special education: Gap increased 5 percentage points.
- Free and reduced lunch: Gap increased 2 percentage points.

Mathematics:

- American Indian: No change in the gap.
- Black: Gap increased 11 percentage points.
- Hispanic: Gap **decreased** 1 percentage points..
- English learners: Gap increased 2 percentage points.
- Special education: Gap increased 2 percentage points.
- Free and reduced lunch: Gap increased 4 percentage points.

Goal 2 — We will increase district reading achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Progress toward goal:

- 57% students were proficient compared to 59% statewide. Grades 4, 5 and 8 were in the top 50 percent in the state, and Grades 3, 6, 7 and 10 were below the top 50 percent.
- 57% of the 251 Moorhead students who took the ACT met the college readiness benchmarks compared to 56% statewide.

Goal 3 — We will increase district mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Progress toward goal:

- 59.8% of grades 3-8 and 11 students were proficient on the MCA-III compared to 61.4% proficient in the state. Grades 7 and 8 were in the top 50 percent in the state, and Grades 3, 4, 5, 6 and 11 were below the top 50 percent.
- 58% of the 251 Moorhead students who took the ACT met the college readiness benchmarks compared to 61% statewide.

Goal 4 — All kindergartners will exceed the 2012-13 AIMSweb and AVMR spring data.

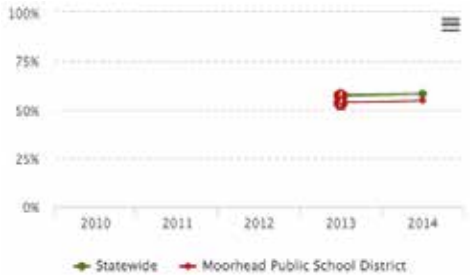
Progress toward goal:

- On the spring 2014 AIMSweb letter sound frequency assessment, 62% of kindergartners were at or above benchmark compared to 54% in spring 2013. AVMR was not fully implemented in 2013-14.

Minnesota Comprehensive Assessments

Reading

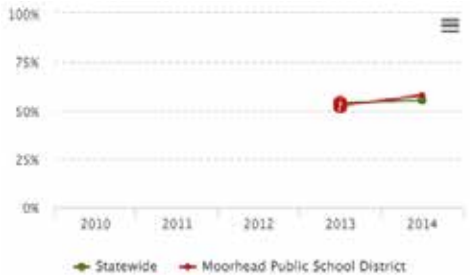
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 3 Reading Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.2%	35,670	62,389
2014	58.1%	36,186	62,278

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	53.5%	231	432
2014	54.6%	225	412

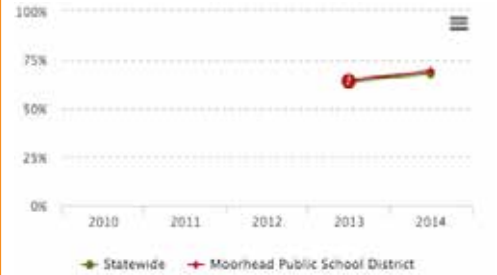
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 4 Reading Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,153
2014	55.0%	34,393	62,588

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 5 Reading Proficiency 2010-2014

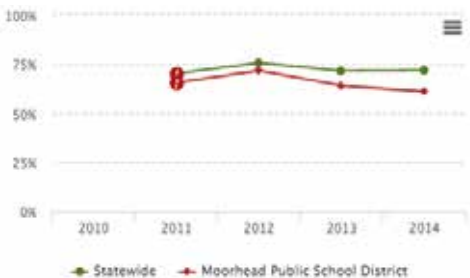


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	63.8%	37,368	58,557
2014	67.6%	40,647	60,115

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	64.3%	256	398
2014	68.1%	284	411

Mathematics

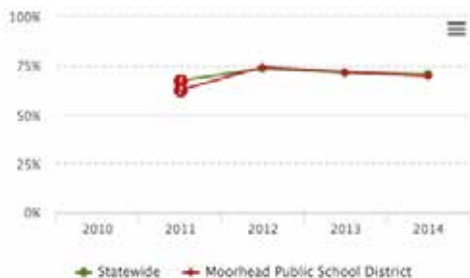
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 3 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,368	61,356
2013	71.5%	44,834	62,707
2014	71.8%	44,910	62,822

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71.7%	291	406
2013	64.0%	276	431
2014	61.1%	254	416

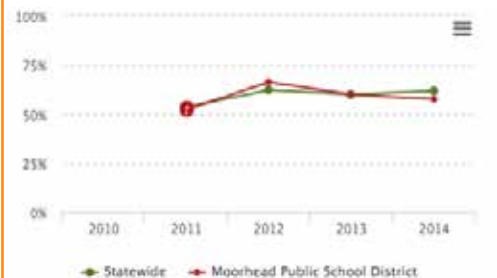
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 4 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,655	60,490
2012	73.3%	42,918	58,808
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	68.4%	288	415

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 5 Mathematics Proficiency 2010-2014



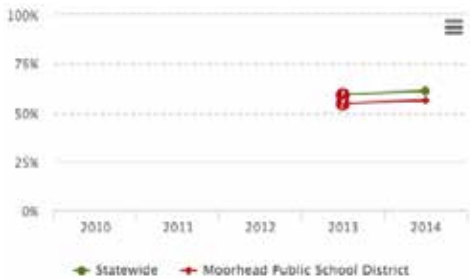
Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	38,314	63,864
2014	61.8%	37,407	60,557

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	196	375
2012	66.3%	263	427
2013	60.0%	237	385
2014	57.6%	239	415

Minnesota Comprehensive Assessments

Reading

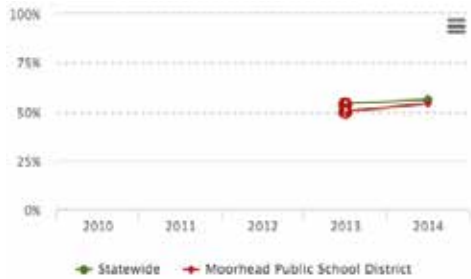
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 6 Reading Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	59.3%	35,177	59,204
2014	61.0%	35,813	58,694

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.7%	229	419
2014	56.2%	228	406

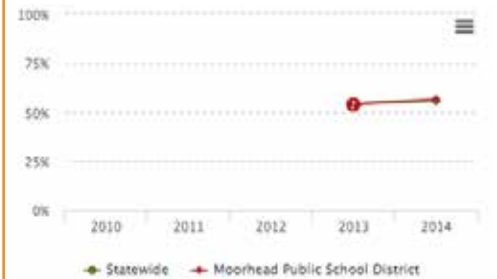
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 7 Reading Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	32,060	59,326
2014	56.0%	33,566	59,974

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	50.0%	189	378
2014	54.0%	229	424

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 8 Reading Proficiency 2010-2014

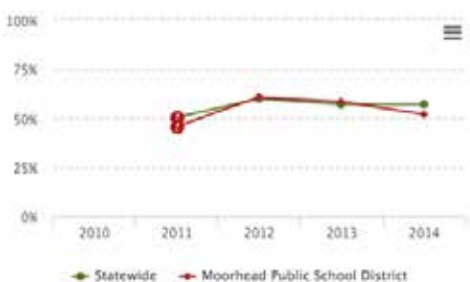


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.1%	31,067	59,037
2014	55.8%	33,065	59,271

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	227	420
2014	56.5%	212	375

Mathematics

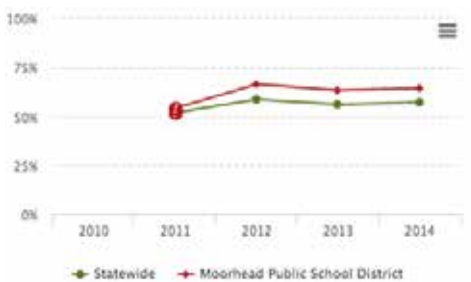
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 6 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	50.3%	29,432	58,528
2012	59.9%	35,367	59,087
2013	57.0%	33,878	59,432
2014	57.1%	33,631	58,925

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	48.7%	191	418
2012	60.8%	239	393
2013	58.4%	248	421
2014	51.8%	212	409

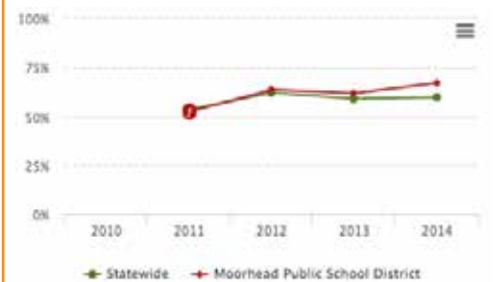
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 7 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	51.7%	30,456	58,870
2012	58.6%	34,713	59,197
2013	56.0%	33,170	59,190
2014	57.1%	34,212	59,961

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.1%	218	405
2012	66.3%	275	415
2013	63.2%	240	380
2014	64.3%	274	426

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 8 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.3%	31,474	59,062
2012	62.0%	36,319	58,546
2013	58.9%	34,546	58,686
2014	59.7%	35,249	59,016

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.1%	202	388
2012	63.6%	255	401
2013	61.8%	282	458
2014	66.9%	251	375

Minnesota Comprehensive Assessments



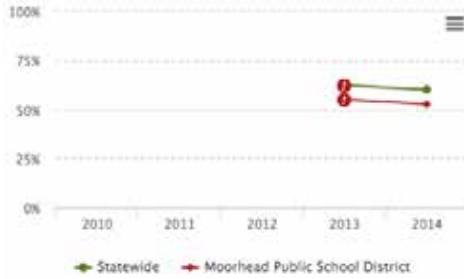
A Moorhead High School grade 10 student describes his independent reading project.



S.G. Reinertsen Elementary fourth-grade students connect the parts to build a circuit.

Grade 10 Reading

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 10 Reading Proficiency 2010-2014

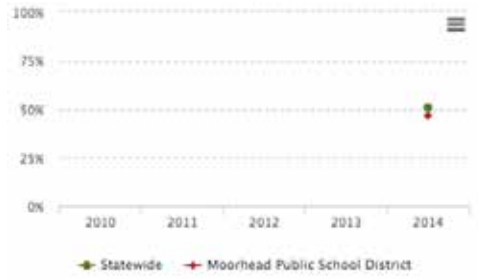


Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	N/A	N/A	N/A	
2013	62.3%	37,666	60,424	
2014	60.1%	35,980	59,881	

Moorhead Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	N/A	N/A	N/A	
2013	60.1%	209	380	
2014	68.1%	202	385	

Grade 11 Mathematics

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 11 Mathematics Proficiency 2010-2014

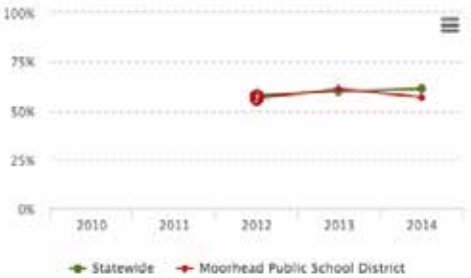


Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	N/A	N/A	N/A	
2013	50.6%	N/A	N/A	
2014	50.6%	29,444	58,189	

Moorhead Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	N/A	N/A	N/A	
2013	50.6%	N/A	N/A	
2014	46.4%	172	371	

Science

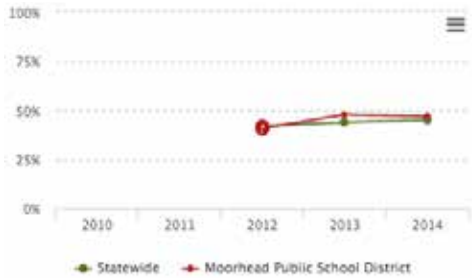
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 5 Science Proficiency 2010-2014



Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	57.7%	34,881	60,485	
2013	59.7%	35,784	59,930	
2014	61.2%	37,616	61,424	

Moorhead Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	56.2%	239	426	
2013	61.1%	243	398	
2014	56.7%	234	413	

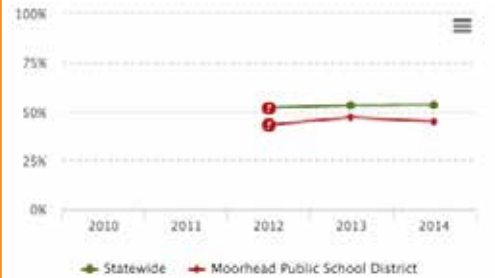
Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
Grade 8 Science Proficiency 2010-2014



Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	41.9%	24,861	59,333	
2013	43.8%	26,372	60,233	
2014	44.9%	27,238	60,628	

Moorhead Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	40.8%	163	400	
2013	47.6%	198	416	
2014	46.8%	178	374	

Minnesota Comprehensive Assessments (MCA-III)
Moorhead Area Public Schools
High School Science Proficiency 2010-2014



Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	51.7%	28,541	57,080	
2013	53.0%	29,387	55,498	
2014	53.2%	29,834	56,071	

Moorhead Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	43.1%	158	362	
2013	46.8%	167	357	
2014	44.6%	160	359	

Probstfield Elementary School



Probstfield Elementary School
2410 14th St. S., Moorhead, MN 56560
218-284-3800

Building Administrator:
Robin Grooters

Original Construction: 1966
Most Recent Remodeling: 2014
Square Footage: 90,001

Attendance Rate (2013-14) N/A

Enrollment by Grade (October 2013)

- Kindergarten 223
- Total 223

Diversity of Student Population (2013-14)

- American Indian 5.4%
- Asian/Pacific Islander .9%
- Hispanic 5.8%
- Black 4.0%
- White 83.9%

Percentage of Students Eligible for Free or Reduced-Price Lunch 42.6%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

- Special Education 11.7%
- English Language Learners 13.5%

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

Probstfield Elementary was established as an elementary school during the 2013-14 school year and does not have progress on goals to report.

School Improvement Goals for 2014-15

Goal 1 — All kindergarten students will meet or exceed 60% in the established range in FNWS/BNWS (forward number word sequence and backward number word sequence).

Goal 2 — All kindergarten students will be at or above 80% in the established range in Letter Sound Fluency as measured by AIMSweb assessment data, from 81.7% established in spring 2014.

Goal 3 — All kindergarten students will demonstrate an increase in behavior that communicates respect, responsibility and safety that will reflect a 10% reduction in major incidents from 256 in 2013-14 to 314 in 2014-15 (reflects an increase in student enrollment).

School Readiness Improvement Goals for 2014-15

Goal 1 — Jump Start four-year-old students will be at 60% proficiency in letter naming fluency at kindergarten fall benchmark from 54% proficiency fall of 2013.

Goal 2 — Jump Start four-year-old students will meet or exceed 60% in the established range the ability to rote count to 20 and 1:1 correspondence to 10, by spring of 2015.

Goal 3 — Jump Start four-year-old students will increase their ability to label emotions, demonstrate friendship skills, and demonstrate calming skills 75% of the time by the end of the school year as measured by behavioral incidents in the classroom.

Ellen Hopkins Elementary School



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

Principal: Ryan LaDage
Assistant Principal: Diana Johnson

Original Construction: 1957-58

Most Recent Remodeling: 2011

Square Footage: 111,005

Attendance Rate (2013-14) 95%

Enrollment by Grade (October 2013)

• Kindergarten	139
• Grade 1	155
• Grade 2	135
• Grade 3	140
• Grade 4	145
• Grade 5	122
• Total	836

Diversity of Student Population (2013-14)

• American Indian	5.2%
• Asian/Pacific Islander	1.4%
• Hispanic	11.3%
• Black	9.2%
• White	72.9%

Percentage of Students Eligible for Free or Reduced-Price Lunch 50.5%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education	16.3%
English Language Learners	7.9%

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

School Improvement Goals for 2013-14

Goal 1 — Grades 3-5 students will meet or exceed the state proficiency average in literacy by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Progress toward goal:

- The state average for white students proficient in reading was 67% and for Hopkins grades 3-5 white students it was 59%. The achievement gap between free/reduced and non-free/reduced students stayed the same.

Goal 2 — Grades 3-5 students will meet or exceed the state proficiency average in mathematics by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Progress toward goal:

- The state average for white students proficient in mathematics was 69% and for Hopkins grades 3-5 white students it was 58%. The achievement gap between free/reduced and non-free/reduced students increased by 2%.

Goal 3 — By January 2014, in partnerships to develop caring, respectful and conscientious students, Ellen Hopkins Elementary will study, create and implement a school-wide culture and climate plan that involves administration, faculty, students and their families.

Progress toward goal:

- Hopkins met this goal by implementing positive culture and climate plans and protocols that involve all school stakeholders. This is an on-going process that will continue throughout the 2014-2015 school year.

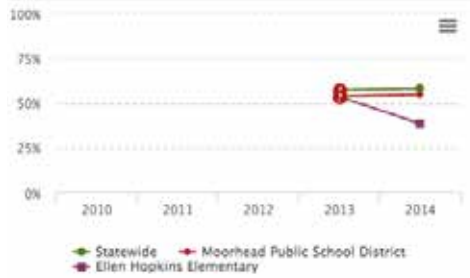
School Improvement Goals for 2014-15

Goal 1 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in reading so their proficiency increases by 11% on the MCA-III accountability tests by May 2015 as follows: free/reduced lunch will increase from 40% to 58%.

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in mathematics so their proficiency increases by 11% on the MCA accountability tests by May 2015 as follows: free/reduced lunch will increase from 35% to 55%.

Ellen Hopkins Elementary School

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014

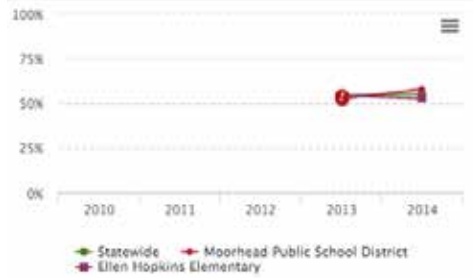


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.2%	35,670	62,389
2014	58.1%	38,186	62,278

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	231	432
2014	54.6%	225	412

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	83.3%	80	190
2014	38.4%	46	125

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Reading Proficiency 2010-2014

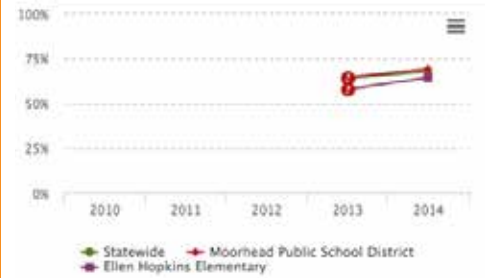


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,150
2014	55.0%	34,393	62,566

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	68	126
2014	52.6%	71	135

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Reading Proficiency 2010-2014

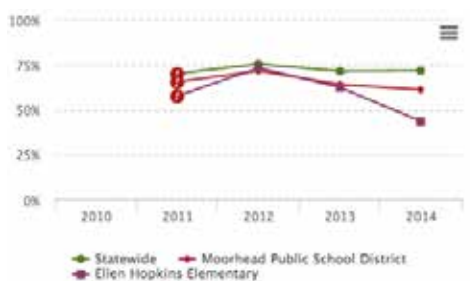


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	63.8%	37,388	58,557
2014	67.6%	40,647	60,115

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	64.3%	256	398
2014	60.1%	284	411

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.8%	67	116
2014	64.2%	77	120

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Mathematics Proficiency 2010-2014

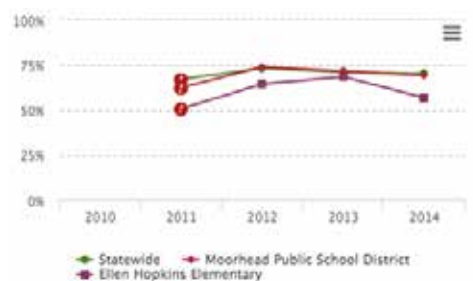


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,368	61,356
2013	71.9%	44,834	62,707
2014	71.8%	44,910	62,522

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71.7%	291	408
2013	64.0%	276	431
2014	61.1%	254	416

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	57.7%	71	123
2012	73.3%	96	131
2013	62.4%	93	149
2014	43.4%	56	129

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014

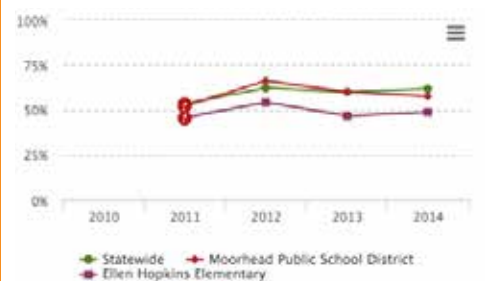


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,855	60,498
2012	73.3%	43,918	59,939
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	69.4%	288	415

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	50.8%	66	130
2012	64.5%	78	121
2013	68.9%	85	124
2014	56.8%	79	139

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,381	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.3%	196	375
2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415

Ellen Hopkins Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	48	105
2012	54.2%	69	127
2013	46.6%	54	116
2014	48.8%	60	123

Robert Asp Elementary School



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

Principal: Chris Triggs
2013-14 Assistant Principal:
Jacob Scandrett/Lynnelle Dirksen
2014-15 Assistant Principal:
Lynnelle Dirksen

Original Construction: 1957-58
Most Recent Remodeling: 2014
Square Footage: 109,505

Attendance Rate (2013-14) 95.4%

Enrollment by Grade (October 2013)

• Kindergarten	135
• Grade 1	164
• Grade 2	150
• Grade 3	129
• Grade 4	149
• Grade 5	142
• Total	869

Diversity of Student Population (2013-14)

• American Indian	6.3%
• Asian/Pacific Islander	3.3%
• Hispanic	10.7%
• Black	4.7%
• White	74.9%

Percentage of Students Eligible for Free or Reduced-Price Lunch 47.4%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education	14.7%
English Language Learners	7.8%

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

School Improvement Goals for 2013-14

Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% to 73% on the 2014 MCA-III math assessment.

Progress toward goal:

- 66.1% of grades 3-5 students were proficient.

Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53% to 60% on the 2014 MCA-III reading assessment.

Progress toward goal:

- 59.4% of grades 3-5 students were proficient.

Goal 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (546 incidents to 491 incidents).

Progress toward goal:

- Major and minor incidents decreased from 546 incidents in 2012-13 to 521 incidents in 2013-2014.

School Improvement Goals for 2014-15

Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 66% to 73% on the 2015 MCA-III math assessment.

Goal 2

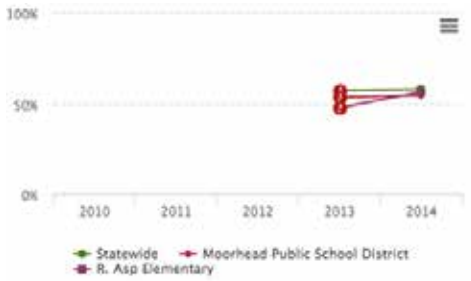
Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 60% to 66% on the 2015 MCA-III reading assessment.

Goal 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction in major and minor incidents (521 incidents to 459 incidents).

Robert Asp Elementary School

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014

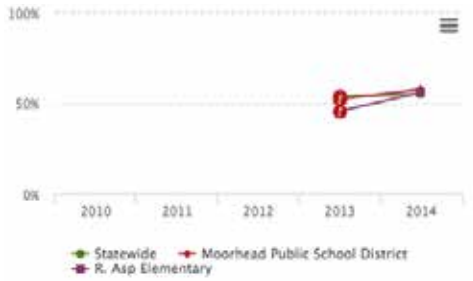


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.2%	35,670	62,389
2014	58.1%	36,186	62,278

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	53.5%	231	432
2014	54.6%	225	412

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	47.6%	70	147
2014	56.5%	74	131

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Reading Proficiency 2010-2014

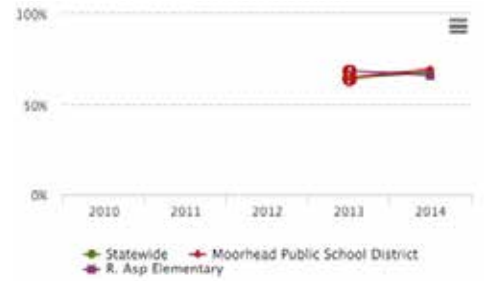


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,153
2014	55.0%	34,383	62,566

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	45.5%	61	134
2014	56.0%	79	141

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Reading Proficiency 2010-2014

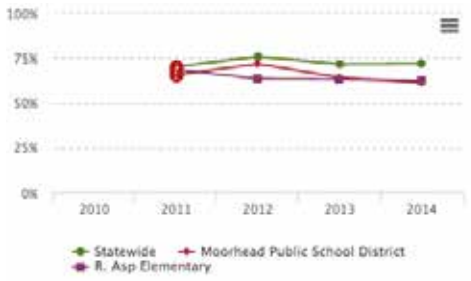


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	63.8%	37,388	58,597
2014	67.6%	40,647	60,115

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	64.3%	256	398
2014	69.1%	284	411

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	68.3%	86	126
2014	65.7%	90	137

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Mathematics Proficiency 2010-2014

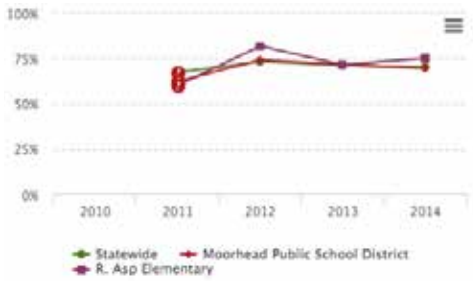


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,366	61,356
2013	71.5%	44,834	62,707
2014	71.8%	44,910	62,502

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71.7%	291	406
2013	64.0%	276	431
2014	61.1%	284	416

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	68.6%	81	118
2012	63.3%	81	128
2013	63.0%	92	146
2014	62.3%	81	130

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014

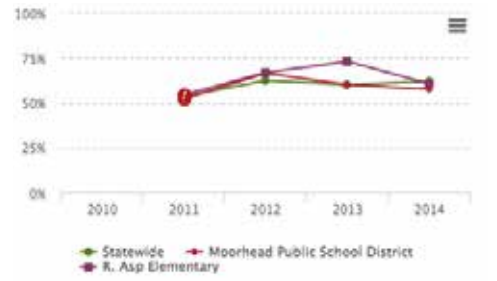


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,655	60,489
2012	73.3%	43,918	59,939
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	69.4%	288	415

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	60.1%	86	143
2012	81.8%	89	121
2013	71.4%	95	133
2014	75.2%	106	141

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	186	375
2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415

R. Asp Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.5%	73	134
2012	66.7%	82	138
2013	73.0%	89	122
2014	60.4%	84	139

S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School
1201 40th Ave. S., Moorhead, MN 56560
218-284-5300

Principal: Anne Moyano
2013-14 Assistant Principal:
Travis Okerlund
2014-15 Assistant Principal: Carla Smith

Original Construction: 2004
Most Recent Remodeling: 2011
Square Footage: 105,960

Attendance Rate (2013-14) 96.3%

Enrollment by Grade (October 2013)

• Grade 1	169
• Grade 2	145
• Grade 3	162
• Grade 4	139
• Grade 5	154
• Total	769

Diversity of Student Population (2013-14)

• American Indian	2.6%
• Asian/Pacific Islander	.6%
• Hispanic	4.0%
• Black	4.8%
• White	87.9%

Percentage of Students Eligible for Free or Reduced-Price Lunch 35.7%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education	15.6%
English Language Learners	9.3%

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

School Improvement Goals for 2013-14

Goal 1 — Grade 3 students will exceed the state percentage of grade 3 students proficient on the 2014 mathematics MCA-III by 5 percentage points. Grades 4-5 students will improve math proficiency by 5 percentage points from 2013. Grade 4 students will improve from 67% in grade 3 to 72% proficient on the grade 4 MCA, and grade 5 students will improve from 74% in grade 4 to 79% proficient on the grade 5 MCA.

Progress toward goal: Grade 3 exceeded state percentage by 2%.

Grade 4 improved proficiency by 9 percentage points and grade 5 decreased proficiency by 12 percentage points.

Goal 2 — Grade 3 students will exceed the state percentage of students proficient on the 2014 reading MCA-III by 5 percentage points. Grades 4-5 students will improve reading proficiency by 5 percentage points from 2013. Grade 4 students will improve from 60% in grade 3 to 65% proficient on the grade 4 MCA, and grade 5 students from 57% in grade 4 to 62% proficient on the grade 5 MCA.

Progress toward goal:

- Grade 3 students exceeded the state percentage of students proficient by 7%. Grade 4 students improved reading proficiency by 4 percentage points from 2013 and grade 5 students improved reading proficiency by 9 percentage points from 2013.

Goal 3 — When incident reports are totaled at the end of the year, 92% of students will have received no major incident reports. Reduction in playground incidents will be maintained. Incidents identifying “insubordination” will be reduced by 10%.

Progress toward goal:

- 86% of students received no major incident reports. Overall total number of incident reports significantly decreased for 2013-14 compared to past years. The number of playground incidents appeared to have been maintained, and reported incidents of insubordination declined from 75 in 2012-13 to 60 in 2013-14.

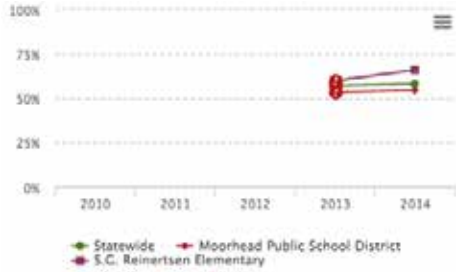
School Improvement Goals for 2014-15

Goal 1 — Using 2015 MCA-III math assessment results: 75% of grades 3-4 students will achieve proficiency; 70% of grade 5 students will achieve proficiency. The percentage of students, grades 3-5, performing at the “Does Not Meet Proficiency” level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

Goal 2 — Using 2015 MCA-III reading assessment results: 70% of grades 3-5 students achieve proficiency. The percentage of students, grades 3-5, performing at the “Does Not Meet Proficiency” level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

S.G. Reinertsen Elementary School

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014

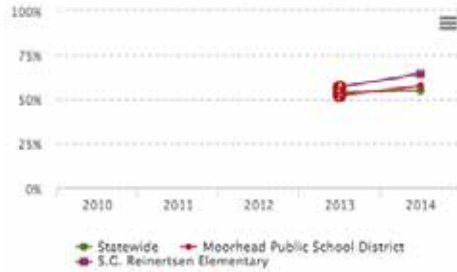


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.2%	35,670	62,389
2014	58.1%	36,186	62,278

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	53.5%	231	432
2014	54.6%	225	412

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	60.0%	81	135
2014	66.0%	103	156

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Reading Proficiency 2010-2014

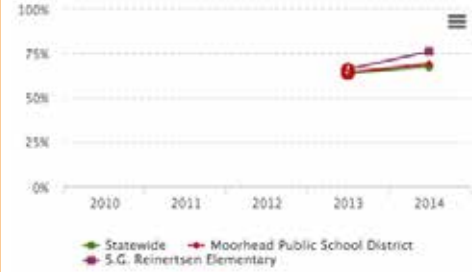


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,153
2014	55.0%	34,393	62,566

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.0%	85	149
2014	64.4%	87	135

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Reading Proficiency 2010-2014

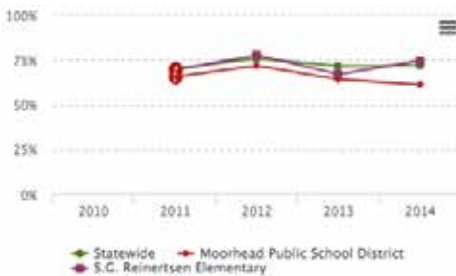


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	63.6%	37,066	58,557
2014	67.6%	40,647	60,115

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	64.3%	256	396
2014	68.1%	284	411

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	66.0%	103	156
2014	76.0%	117	154

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Mathematics Proficiency 2010-2014

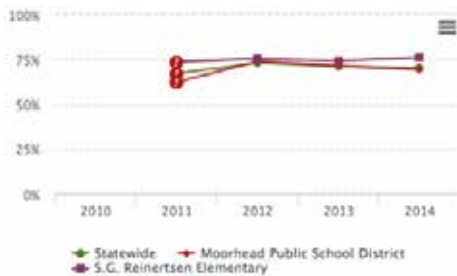


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,368	61,336
2013	71.5%	44,834	62,707
2014	71.8%	44,910	62,522

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71.7%	291	406
2013	64.0%	276	431
2014	61.1%	254	416

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	69.3%	104	150
2012	77.6%	114	147
2013	66.9%	91	136
2014	74.5%	117	157

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014

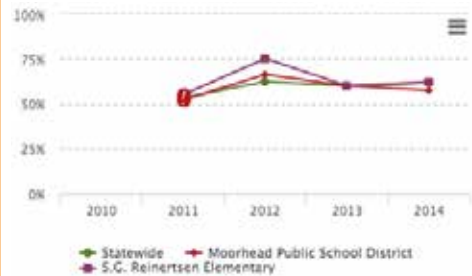


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,655	60,489
2012	73.3%	43,918	59,939
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	69.4%	286	415

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	73.8%	118	160
2012	75.5%	120	159
2013	74.3%	113	152
2014	76.3%	103	135

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	38,314	63,864
2014	61.6%	37,407	60,557

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	196	375
2012	66.3%	263	427
2013	60.0%	237	395
2014	57.6%	238	415

S.G. Reinertsen Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	55.1%	75	136
2012	75.3%	122	162
2013	59.9%	94	157
2014	62.1%	95	153

Horizon Middle School



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
218-284-7300

2013-14 Principal: Lori Lockhart

2013-14 Assistant Principal:

Jeremy Larson/Jacob Scandrett

2014-15 Principal: Jeremy Larson

2014-15 Assistant Principal: Jacob Scandrett

Original Construction: 2004

Square Footage: 238,000

Attendance Rate (2013-14) 95.7%

Enrollment by Grade (October 2013)

• Grade 6	416
• Grade 7	446
• Grade 8	396
• Total	1,258

Diversity of Student Population (2013-14)

• American Indian	4.5%
• Asian/Pacific Islander	1.4%
• Hispanic	8.9%
• Black	5.4%
• White	79.8%

Percentage of Students Eligible for Free or Reduced-Price Lunch 38.4%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education	16.8%
English Language Learners	10.1%

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

School Improvement Goals for 2013-14

Goal 1 — Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average by 2% as measured by the 2014 MCA assessments.

Progress toward goal:

- Met goal for grades 7-8 only based on following results:
 Grade 6 — 52.3% proficient; state, 57.1% proficient
 Grade 7 — 65.2% proficient; state, 57.1% proficient
 Grade 8 — 67.5% proficient; state, 59.7% proficient

Goal 2 — Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient will be at or exceed the state average as measured by the 2014 MCA-III and Explore assessments.

Progress toward goal:

- Met goal for grade 8 only based on following results:
 Grade 6 — 56.6% proficient; state, 61% proficient
 Grade 7 — 54.7% proficient; state, 56% proficient
 Grade 8 — 57% proficient; state, 55.8% proficient

Goal 3 — Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incident reports from 630 in 2012-13 to 599 in 2013-14.

Progress toward goal:

- Major incident reports increased from 630 to 850 in 2013-14.

School Improvement Goals for 2012-13

Goal 1

The percent of Horizon Middle School students (all grades together) proficient in mathematics will exceed the state average by 2 percentage points on the 2015 MCA assessments.

Goal 2

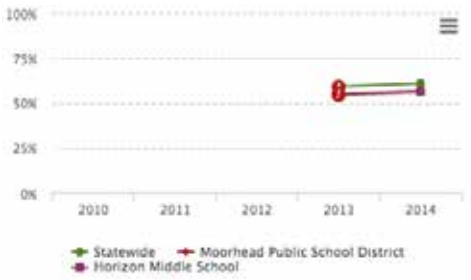
The percent of Horizon Middle School students (all grades together) proficient in reading will meet or exceed the state average on the 2015 MCA assessments.

Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incidents reports from 850 to 650. Horizon also will look into development of a new incident management system.

Horizon Middle School

**Minnesota Comprehensive Assessments (MCA-III)
Grade 6 Reading Proficiency 2010-2014**

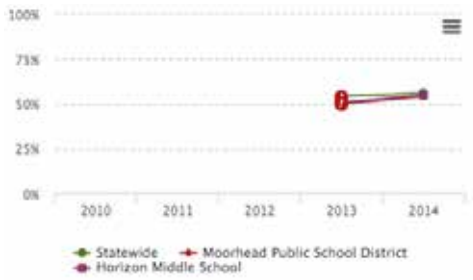


Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	59.3%	35,177	59,284
2014	61.0%	35,813	58,694

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.7%	229	418
2014	56.2%	228	406

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	55.2%	229	415
2014	56.6%	228	403

**Minnesota Comprehensive Assessments (MCA-III)
Grade 7 Reading Proficiency 2010-2014**

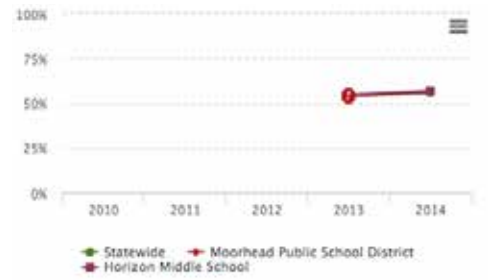


Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	32,060	59,326
2014	56.0%	33,590	59,974

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	50.0%	188	378
2014	54.0%	229	424

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	50.5%	189	374
2014	54.7%	229	419

**Minnesota Comprehensive Assessments (MCA-III)
Grade 8 Reading Proficiency 2010-2014**

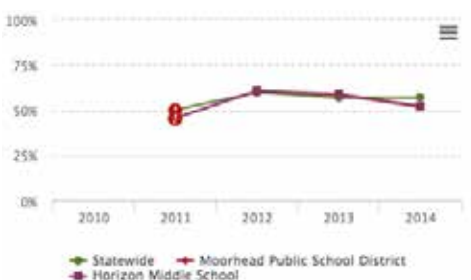


Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.1%	31,967	59,037
2014	55.6%	33,065	59,271

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	227	420
2014	56.5%	212	375

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	226	412
2014	57.0%	212	372

**Minnesota Comprehensive Assessments (MCA-III)
Grade 6 Mathematics Proficiency 2010-2014**

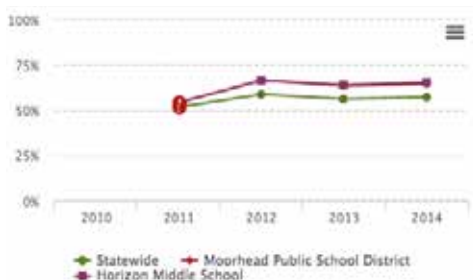


Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	50.3%	29,432	58,628
2012	59.9%	35,367	59,067
2013	57.0%	33,878	59,432
2014	57.1%	33,631	58,925

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	191	418
2012	60.8%	239	393
2013	58.4%	246	421
2014	51.8%	212	409

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	191	418
2012	60.8%	239	393
2013	59.0%	246	417
2014	52.3%	212	405

**Minnesota Comprehensive Assessments (MCA-III)
Grade 7 Mathematics Proficiency 2010-2014**

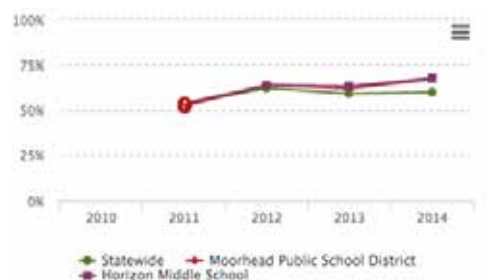


Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	51.7%	30,456	58,870
2012	58.6%	34,713	59,197
2013	56.0%	33,170	59,190
2014	57.1%	34,212	59,961

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.1%	219	405
2012	66.3%	275	415
2013	63.2%	240	380
2014	64.3%	274	426

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.2%	219	404
2012	66.3%	275	415
2013	63.8%	240	376
2014	65.2%	274	420

**Minnesota Comprehensive Assessments (MCA-III)
Grade 8 Mathematics Proficiency 2010-2014**



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.3%	31,474	59,082
2012	62.0%	36,319	58,546
2013	58.9%	34,546	58,686
2014	59.7%	35,249	59,016

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.1%	202	388
2012	63.6%	255	401
2013	61.8%	252	408
2014	66.9%	251	375

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	202	377
2012	63.6%	255	401
2013	63.0%	252	400
2014	67.5%	251	372

Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
218-284-2300

Principal: Dave Lawrence
Assistant Principals:
Josh Haag and Angela Doll

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

Attendance Rate (2013-14) 93.8%

Graduation Rate (2013-14) 84.4%

Enrollment by Grade (October 2013)

• Grade 9	447
• Grade 10	403
• Grade 11	382
• Grade 12	361
• Total	1,593

Diversity of Student Population (2013-14)

• American Indian	2.6%
• Asian/Pacific Islander	2.1%
• Hispanic	5.6%
• Black	3.5%
• White	86.2%

Percentage of Students Eligible for Free or Reduced-Price Lunch 28.6%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education (<i>state-reported data includes students birth-age 21</i>)	13%
English Language Learners	2.8%

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

School Improvement Goals for 2013-14

Goal 1

Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

Progress toward goal:

- 48% of the Moorhead High students were proficient on the MCAs compared to 50.6% for the state.
- Moorhead High students averaged 22.6 on the ACT math compared to 23 average score for the state.

Goal 2

Moorhead High School Students will be at or above the state average for MCAs and college readiness exams in reading.

Progress toward goal:

- 54.8% of the Moorhead High students were proficient on the MCAs compared to 60.1% for the state.
- Moorhead High students averaged 23 on the ACT reading compared to 23.1 average score for the state.

Goal 3

Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

Progress toward goal:

- Graduation rate improved from 81.5% to 84.4%. Another 4.8% of students are identified as continuing (may need five or six years to graduate).

School Improvement Goals for 2014-15

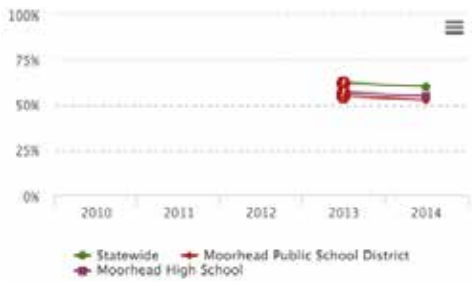
Goal 1 — Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

Goal 2 — Moorhead High School students will be at or above the state average for MCAs and college readiness exams in reading.

Goal 3 — Moorhead High School will improve graduation rate 3% from the 2013-14 school year to 87.4%.

Moorhead High School

**Minnesota Comprehensive Assessments (MCA-III)
Grade 10 Reading Proficiency 2010-2014**

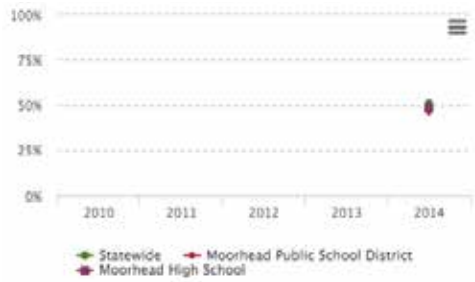


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	62.3%	37,666	60,424
2014	60.1%	35,880	59,881

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	55.0%	209	380
2014	52.5%	202	385

Moorhead High School			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.0%	208	365
2014	54.8%	200	365

**Minnesota Comprehensive Assessments (MCA-III)
Grade 11 Math Proficiency 2010-2014**



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	50.6%	29,444	58,189

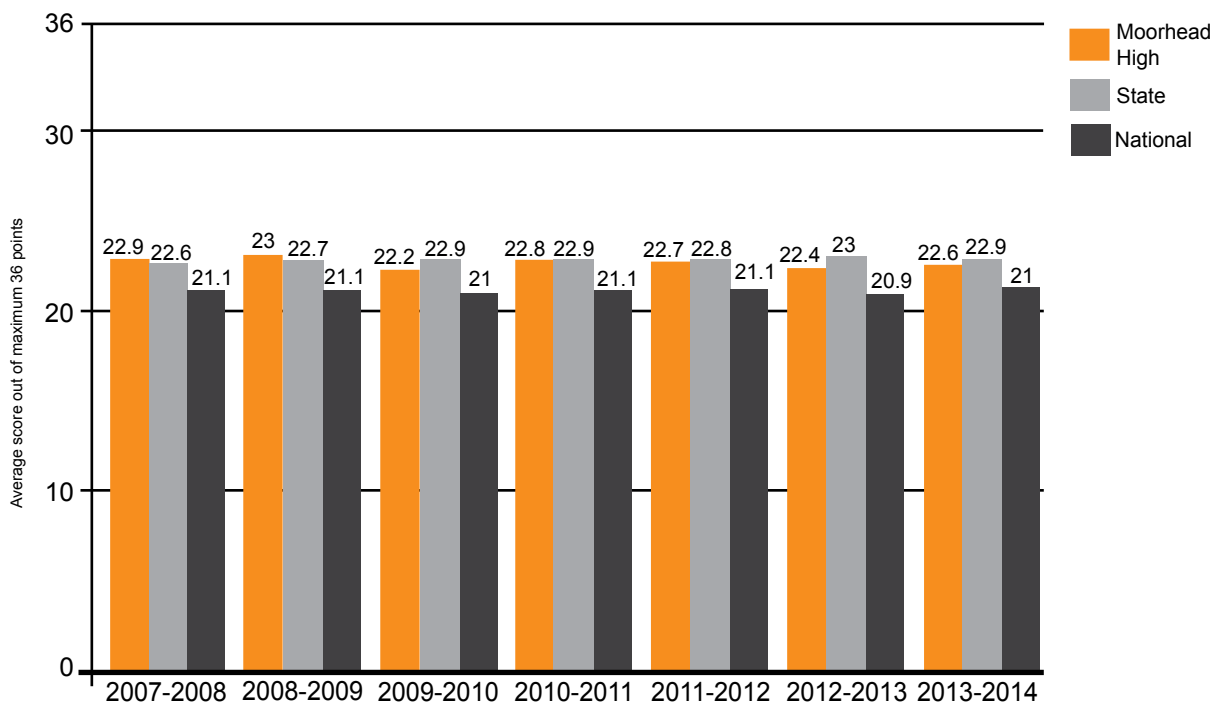
Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	46.4%	172	371

Moorhead High School			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	48.0%	170	354

ACT Average Scores from 2007-2008 to 2013-2014

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:
 2007-08: 288
 2008-09: 249
 2009-10: 280
 2010-11: 267
 2011-12: 260
 2012-13: 263
 2013-14: 251



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 (2013-14) 79.2%

Enrollment by Grade (October 2013)

• Grade 6	0
• Grade 7	2
• Grade 8	2
• Grade 9	3
• Grade 10	18
• Grade 11	20
• Grade 12	41
• Total	86

Diversity of Student Population (2013-14)

• American Indian	12.9%
• Asian	2.4%
• Hispanic	29.4%
• Black	10.6%
• White	44.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 68.2%

Percentage of Students Receiving Learner Support Services (State-Reported Data)

Special Education (<i>state-reported data includes students birth-age 21</i>)	15.3%
English Language Learners	3.5%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. 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 2013-14

Goals 1 and 2 — Reading and mathematics goals will be set using STAR Assessments results after the assessment process is established.

Progress toward goal:

- The implementation of the STAR Enterprise Assessment process is incomplete. Universal screening was completed in Fall 2014, but ongoing progress monitoring was not accomplished due to challenges with implementation of tool and related processes.

Goal 3 — Red River ALC will increase attendance from 73.7% to 85%.

Progress toward goal:

- The school-calculated attendance rate for Red River ALC for 2013-14 was 72.5%. The attendance rate for middle level students was 85%. The attendance rate for high school students was 65.3%.

School Improvement Goals for 2014-15

Goal 1 — Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will increase from 51.4% to 67%.

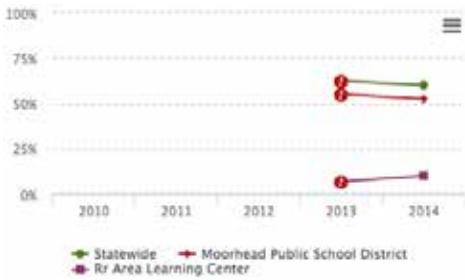
Goal 2 — Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will increase from 25% to 33.3%.

Goal 3 — Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 33.3% to 50%.

Goal 4 — Red River Area Learning Center students will be universally screened in the fall with the STAR Enterprise Assessment in reading and math to establish individual growth targets. Universal screening will be administered in the winter and spring to monitor student growth and to determine program benchmarks.

Red River Area Learning Center

Minnesota Comprehensive Assessments (MCA-III) Grade 10 Reading Proficiency 2010-2014

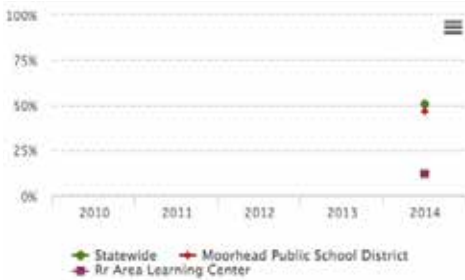


Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
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2013	62.3%	37,666	60,424
2014	60.1%	35,980	59,881

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	55.0%	209	380
2014	52.5%	202	385

Rr Area Learning Center			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	6.7%	1	15
2014	10.0%	2	20

Minnesota Comprehensive Assessments (MCA-III) Grade 11 Math Proficiency 2010-2014



Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	50.8%	29,444	58,188

Moorhead Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	48.4%	172	371

Rr Area Learning Center			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	11.8%	2	17

2014-15 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2014-15 school year. These are a continuation of the 2013-14 priorities based on the themes and discussion from the Community Engagement Initiative.

These priorities will guide work in the district for 2014-15. Items noted with an asterisk (*) are aligned to World's Best Workforce. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

- By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.*
- By fall 2015 increase the percentage of students in kindergarten meeting the literacy benchmarks on AIMSweb from 52% to 60% on the Letter Sound subtest.*
- For the 2015 MCA-III, increase the district reading proficiency to exceed the state average by 1% (2014: 57% District, 59% State).*
- For the 2015 MCA-III, increase the district mathematics proficiency to exceed the state average by 1% (2014: 59.8% District, 61.4% State).*
- By spring 2015 increase the percentage of students who are college, career and life ready by 3% at each level on the EXPLORE and PLAN assessments.*

School and Community: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

- By spring 2015 establish a district wide communication plan for all stakeholders, communicate the contents with district staff and the public, and implement key components of the plan.
- By January 2015, Community Education staff in conjunction with school improvement will collaborate to strengthen opportunities for community partnerships with businesses and higher education with 15 new opportunities.

Facilities: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

- By March 2015, Moorhead Area Public Schools will implement both a short-term and long-term plan for the development and deployment of existing space, and the potential for new space, school building safety considerations and technological opportunities.
- By March 2015, Moorhead Area Public Schools will consider alternatives for existing school district leased space, including Red River Area Learning Center, Adult Basic Education, and programs currently housed in the Sports Center, and a plan will be developed based upon these considerations.

Equitable Educational Opportunities: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

- During the 2014-15 school year, all district staff will work to reduce the academic achievement gap among all racial and ethnic groups of students, those receiving special education and those living in poverty by 4% on the Minnesota Comprehensive Assessments.*
- By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.*

Mental Health/Character Development: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

- Strengthen community mental health partnerships to provide school-based integrated mental health services that includes crisis intervention and family supports, with plans in place beginning with the 2014-15 school year.
- Two schools, Probstfield and Robert Asp Elementary Schools, will complete year one of the statewide cohort training for Positive Behavioral Interventions and Supports (PBIS) and have school leadership teams to implement their PBIS plan and reduce office disciplinary reports by 5%.

Human Resources: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

- By June 1, 2015, the teacher evaluation committee will meet a minimum of three times to review and revise the Teacher Growth and Evaluation Plan implemented for the 2014-2015 school year.
- By Dec. 31, 2015, complete a district-wide banding and grading review to bring the district into alignment to the Decision Band Method of job evaluation and identify inequities in compensation.
- The district will retain 95% of high quality teachers in the 2014-2015 school year.

Measuring Student Progress 2014-15

Grades K-5: District-Wide Testing for 2014-15

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 9-May 8, 2015	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-5	March 9-May 8, 2015	
Science MCA-III	5	March 9-May 15, 2015	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 2-March 20, 2015	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 8-19, 2014 Jan. 12-23, 2015 April 27-May 8, 2015	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 Assessments	K-5	Throughout year as determined by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
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 2014-15

Grades 6-8: District-Wide Testing for 2014-15

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 9-May 8, 2015	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	6-8	March 9-May 8, 2015	
Science MCA-III	8	March 9-May 15, 2015	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 2-March 20, 2015	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
EXPLORE	8	Oct. 13, 2014	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 Assessments	6-8	Throughout year as determined by PLCs, grade-level and middle school teams	To determine a student's level of proficiency in a subject area
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 2014-15

Grades 9-12: District-Wide Testing for 2014-15

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 9-May 8, 2015	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Mathematics MCA-III	11	March 9-May 8, 2015	
Science MCA-III	Biology students	March 9-May 15, 2015	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 2-March 20, 2015	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
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	Nov. 11, 13 & 14, 2014	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option to meet the graduation requirement
PSAT (pre SAT)	11 (optional)	Oct. 29, 2014	
ACT	11 (required)	April 28, 2015	
SAT / SAT II	12 (optional but recommended)	Various Saturdays and locations throughout the year	
Compass	Specific students 11	As needed beginning Sept. 15, 2014	Diagnostic test given to selected students to evaluate skills and provide appropriate support
	Specific students 10	As needed beginning Jan. 5, 2015	
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	Nov. 7, 2014	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
Common Assessments	9-12	Throughout year as set by PLCs and grade-level teams	To determine a student's level of proficiency in a subject area
Advanced Placement Exams	10, 11, 12	May 4-8, 2015 May 11-15, 2015	To determine college credit related to student scores for students enrolled in AP coursework



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorheadschoools.org

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Superintendent

Wayne Kazmierczak / Jeremy Larson
2013-14 Assistant Superintendent

Brandon Lunak
2014-15 Assistant Superintendent

The World's Best Workforce 2013-14 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.moorheadschoools.org.
Photos in this publication were taken during the 2013-14 school year.
Designed and edited by Pamela J. Gibb.

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