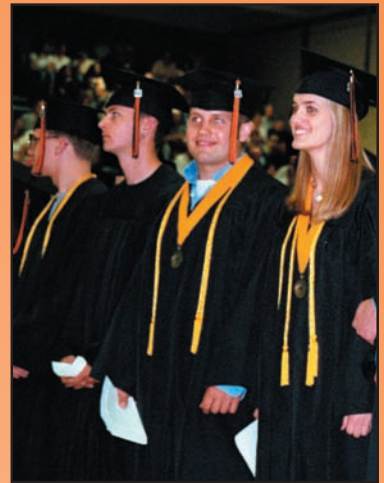




Igniting the Passion for Learning



*Moorhead Area Public Schools
Independent School District 152*

*2004-05 Annual Report on
Curriculum, Instruction and Student Achievement*

Welcome to the 2004-05 Annual Report on Curriculum, Instruction and Student Achievement

Igniting the Passion for Learning

For the past several years Moorhead Area Public Schools has been building a foundation for teaching and learning in our new and completely renovated schools.



With the foundational structure now in place we are increasingly focused on enhancing the teaching and learning process. We are Igniting the Passion for Learning across the district!

Moorhead Area Public Schools is filled with excellence when it comes to the quality of our schools, our educational programs, our teachers and staff, and our students. As we ignite the passion for learning, we are bringing together teaching and learning. We are inspiring our teachers and staff to be continu-

ally learning, and we are instilling in students an appreciation of learning.

As a district, we are challenged to meet state and federal requirements. We face challenges created by escalating operational costs and concerns about adequate funding. Now, despite ever escalating challenges, we strive to continue to provide the highest quality of education for our students. Our students are learning the knowledge and skills they will need for their futures. Our teachers and staff need to be recognized for their important contribution to the learning occurring in our schools.

Teams at each school have established academic goals for our students and will be working toward achieving those goals. Included in this report are results from the Minnesota Comprehensive Assessments. These state-required tests

are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

This year as we work together to enhance the teaching and learning process we will be building upon both our new foundation and our history of educational excellence of our district to benefit the students we serve. We are Igniting the Passion for Learning!

Sincerely,

Dr. Larry P. Nybladh
Superintendent of Schools

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

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

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

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

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Instruction and Curriculum Advisory Committee

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

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

Community members are either recom-

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

All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building principal or should call 284-3310.

2004-05 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Ingrid Anderson 2005 <i>Rep: Senior Class</i>	Dana Haagenon 2005 <i>Rep: Hopkins Parent</i>	Chizuko Shastri 2005 <i>Rep: Horizon Parent</i>
Bea Arett 2005 <i>Rep: Senior Citizens</i>	Sonia Hohnadel 2005 <i>Rep: School Board</i>	Faye Smiley-Aakre 2005 <i>Rep: Minorities</i>
Jessica Arett 2006 <i>Rep: Junior Class</i>	Edna Jensen 2005 <i>Rep: Community</i>	Clinton Talley 2006 <i>Rep: Support Staff</i>
Tony Bormann 2006 <i>Rep: Reinertsen Parent</i>	Judy Kotta 2006 <i>Rep: Horizon Parent</i>	Bill Tomhave 2005 <i>Rep: School Board</i>
Alyssa Ferrie 2005 <i>Rep: Senior Class</i>	Lynne Kovash 2005 <i>Rep: Administration</i>	Colleen Tupper 2005 <i>Rep: Principals</i>
Charlie Fisher 2005 <i>Rep: Gifted/Talented Teacher</i>	Karen Nitzkowski 2006 <i>Rep: Community Education</i>	Kris Valan 2005 <i>Rep: Higher Education</i>
Mary Flesberg 2006 <i>Rep: Secondary Teacher</i>	Donna Norquay 2005 <i>Rep: Minorities</i>	Coralie Wai 2005 <i>Rep: Moorhead High Parent</i>
Stacey Foss, Chair 2006 <i>Rep: Moorhead High Parent</i>	Aisha Salih 2006 <i>Rep: Minority Community</i>	Trudy Wilmer 2006 <i>Rep: Robert Asp Parent</i>
Yahya Frederickson 2006 <i>Rep: Minority Community</i>	Tammy Schatz 2006 <i>Rep: Hopkins Parent</i>	
Pamela Gibb, Secretary 2006 <i>Rep: District Communications</i>	Jeff Seaver 2005 <i>Rep: Clergy</i>	

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

Our graduates will be able to...

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

Our students will be able to...

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

Areas Reviewed by the Instruction and Curriculum Advisory Committee

During the 2004-05 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curricular areas of language arts, social studies, science and math.
- Review curriculum and instruction implications of the district's educational enhancement initiatives.
 - High School Graduation Plan
 - High School Enhancement
 - Middle School Implementation
 - Elementary Implementation
- Review district test results and the district's testing program, including a review of progress toward goals and information on the Measures of Academic Progress.
- Monitor Inclusive Education through reports from the Human Rights Committee.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards.
- Review the implications of the No Child Left Behind requirements.
- Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- Review proposals for curricular additions or deletions.
- Review community-based concerns related to instruction and curriculum.
- Review grading, progress reports, and achievement recognition in the school district.
- Review Spanish Immersion Program.

Measuring Student Progress

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

- Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA)
- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

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

Minnesota Basic Skills Tests

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Until legislative action in July 2005, these tests were required to graduate from a Minnesota high school. Students in grade 8 and younger will no longer take these tests. Students in grades 9-12 are still required to pass these tests and continue to have the opportunity to retake the tests. Refer to page 6 for more information.

Minnesota Comprehensive Assessments

The MCAs measure academic knowledge in the skills of language arts and mathematics. In 2004-05, students in

grades 3, 5, 7, 10 and 11 participated in the MCA tests in the areas of reading, math and writing. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 7 for more information.

Beginning in 2005-06, the MCA-II tests will be given to all students grades 3-8, 10 and 11. These tests are aligned with the Minnesota Academic Standards.

Minnesota Academic Standards

Minnesota has adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science.

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

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

Moorhead has incorporated the standards for language arts and math. Teams are continuing to incorporate social studies and science standards with full implementation by 2006-07.

No Child Left Behind

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

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

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation, proficiency, and attendance or graduation rate for all students and for eight other specific subgroups of students. Subgroups include students with limited English proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian-Pacific Islander, American Indian, and Hispanic.

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

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

Continued on page 5



*H*orizon Middle School students peer at a green anole, a lizard that changes color to look similar to its surroundings.

Measuring Student Progress

Continued from page 4

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

During the 2004-05 school year students in grades 3, 5, 7, 10 and 11 took the Minnesota Comprehensive Assessments.

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

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

(MCA) results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. On pages 8-9, the continuous improvement efforts in the area of mathematics are further addressed.

The school district made progress on the 2005 MCA results released this fall. The district will continue to be identified as needing improvement for at least one more year.

Adequate Yearly Progress

Based on the 2004 Minnesota Comprehensive Assessment

District-Wide Testing for 2005-06			
Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	10 and above who have not passed the test	Jan. 31, 2006	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota for students grades 9-12
Reading	9, 10, 11 and 12 who have not passed the test	Feb. 9, 2006	
Math		Feb. 7, 2006	
Minnesota Comprehensive Assessments-II (MCA-II) in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Reading	3, 4, 5, 6, 7, 8	April 25-26, 2006	
Math	3, 4, 5, 6, 7, 8	May 2-3, 2006	
Reading	10	April 19, 2006	
Math	11	April 19, 2006	
Measures of Academic Progress (MAP)	2-9	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
Explore	8	Date to be determined	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests
PLAN	10	Nov. 16, 2005	
PSAT	11	Oct. 12, 2005	
ACT	11-12	Various Saturdays throughout the year	
SAT			
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Dec. 14, 2005	To determine students' vocational aptitude and interests
Advanced Placement Exams	10, 11, 12	May 1-5, 2006 May 8-11, 2006	To determine college credit related to student scores

Basic Skills Tests

Moorhead students on track for meeting Minnesota graduation requirements

Students in grades 9-12 must pass the reading, writing and math Basic Skills Tests.

Students in grade 8 and younger will no longer take the Basic Skills Tests as a graduation requirement. The legislature changed this requirement in July 2005.

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

Special testing accommodations may be made for students with special learning plans (i.e. IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Students who do not pass the Basic Skills Tests are given additional testing opportunities in grades 9, 10, 11 and 12. Remediation plans, which may include tutoring or learning opportunities, are developed with a counselor according to student needs.

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

Basic Skills Test Results

<i>Class designation is given when students enter 9th grade.</i>	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Reading					
Pass State	417	373	410	368	328
Pass Individual	8	0	N/A	N/A	N/A
Not Passed	19	36	50	61	73
Exempt	3	7	2	2	N/A
Math					
Pass State	407	359	384	344	297
Pass Individual	9	0	N/A	N/A	N/A
Not Passed	29	45	72	82	100
Exempt	3	7	2	2	N/A
Writing					
Pass State	427	384	414		
Pass Individual	4	0	N/A		
Not Passed	13	21	26		
Exempt	3	7	2		

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

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

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

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

Examples of Excellence

- In 2004-05, Moorhead High students earned over \$1.66 million in scholarships
- Moorhead students consistently score above national averages on the ACT exam.
- The district averages three students to one networked computer.
- The Moorhead School District received a \$403,125 grant as part of the Carol M. White Physical Education Program to improve and expand physical education programs at Horizon Middle School and Moorhead High School.
- Thirteen Moorhead High School students qualified for the National Forensics League Speech and Debate Tournament in June 2005. One of the students placed seventh in the nation.
- The Moorhead High School boys hockey team finished second in the 2005 State Boys Hockey Tournament.

Visit our Web site www.moorhead.k12.mn.us for more examples of the excellence across our district.

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Students in grades 3, 5, 7, 10 and 11 took the Minnesota Comprehensive Assessments (MCAs) to determine their progress toward the state's academic standards.

In 2005-06, students in grades 3-8, 10 and 11 will take the MCA-IIs, which are aligned with the Minnesota Academic Standards. Additional MCA-II tests will be added for the 2005-06 school year as the state works to meet the requirements of the No Child Left Behind Act.

Student performance is broken down into five achievement levels with level five indicating advanced performance.

Students who score in Levels III, IV and V are considered proficient in meeting state standards. Students who score in Levels I and II will benefit from the more focused approach the standards offer.

Passing the MCAs is not required for graduation or grade

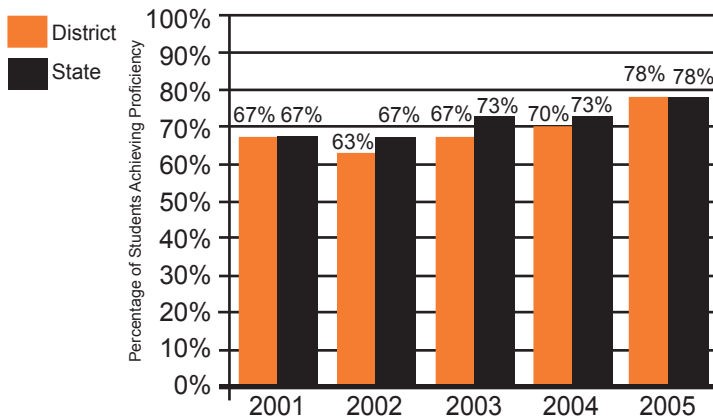
promotion. The MCA tests measure students' progress toward high academic standards. However students currently in grade 8 and younger will be required to pass the MCA-II (GRAD), which will be taken at the high school level.

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

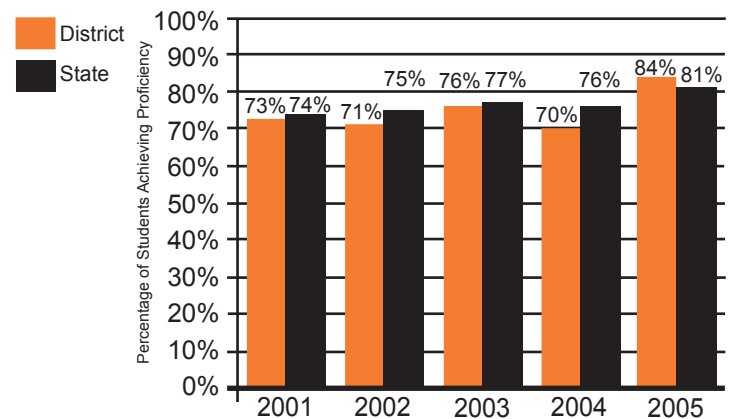
The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

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

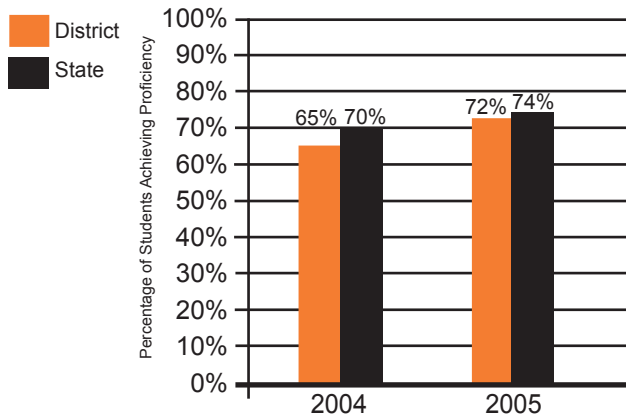
2005 Minnesota Comprehensive Assessments
Reading - Grade 3



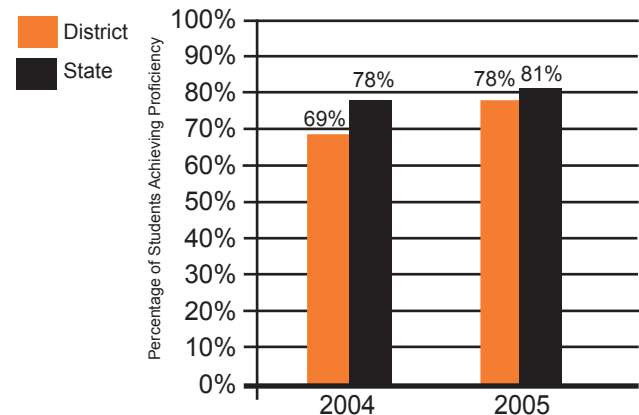
2005 Minnesota Comprehensive Assessments
Reading - Grade 5



2005 Minnesota Comprehensive Assessments
Reading - Grade 7



2005 Minnesota Comprehensive Assessments
Reading - Grade 10



Improving Student Achievement

Elementary Mathematics

Based on the 2004 Minnesota Comprehensive Assessment results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics.

District Performance Goal

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

Strategies and Accomplishments for Elementary Mathematics

■ Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.

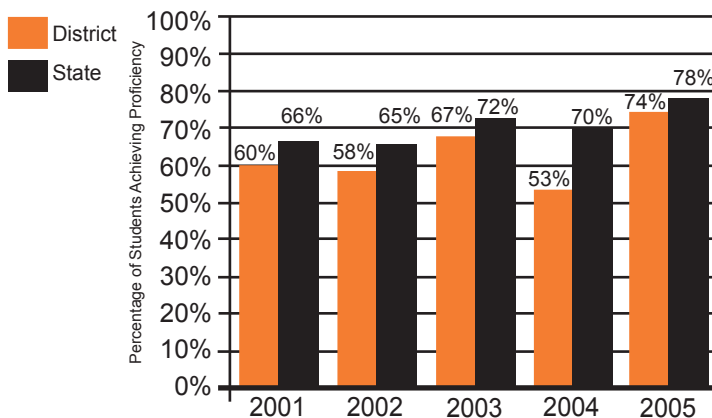
■ Research and implement strategies that have been proven through research to improve student achievement in mathematics.

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

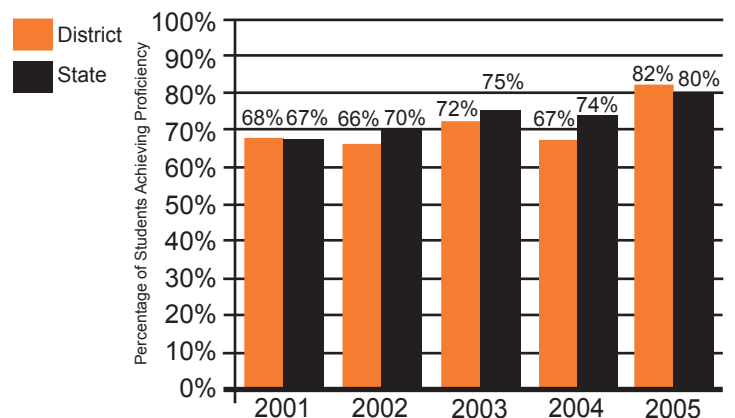
Continuous Improvement Plans

- Elementary schools have developed goals based on reviewing the assessment data (see page 10 for an explanation of SMART goals).
- Action plans have been developed for each goal including timelines and measures to determine if goals are met.
- Collaboration time for teachers to meet and work together will be established in each Title I school.
- Elementary schools will continue to study test data and other information and evaluate instructional programming.
- Study groups will be formed in schools to read and review practices that are working in schools.
- An instructional math coach will work with teachers at all three schools.
- An instructional math coach will meet with curriculum committees to continue to review data and provide direction on teaching practices.

2005 Minnesota Comprehensive Assessments
Mathematics - Grade 3



2005 Minnesota Comprehensive Assessments
Mathematics - Grade 5



Improving Student Achievement

Secondary Mathematics

Based on the 2004 Minnesota Comprehensive Assessment results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics.

District Performance Goal

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

Strategies and Accomplishments for Secondary Mathematics

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

- Professional development on differentiated instruction was provided to leadership and mathematics teachers from Horizon Middle School.
- Math departments and teacher teams worked together to develop a system of coordinating mathematics standards.

■ Provide opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.

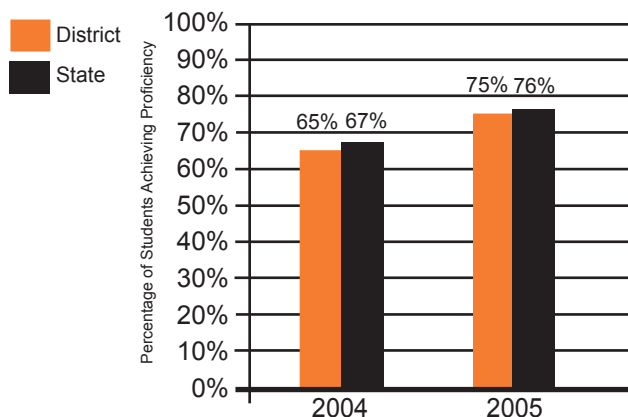
■ Develop and implement an integrated approach to instruction for students not meeting benchmarks, including collaboration between content experts and licensed support staff, time for coordination among teachers at a grade level, and time for ongoing consultation and training.

- Middle school math teachers met to collaborate and determine common assessments across grade levels.

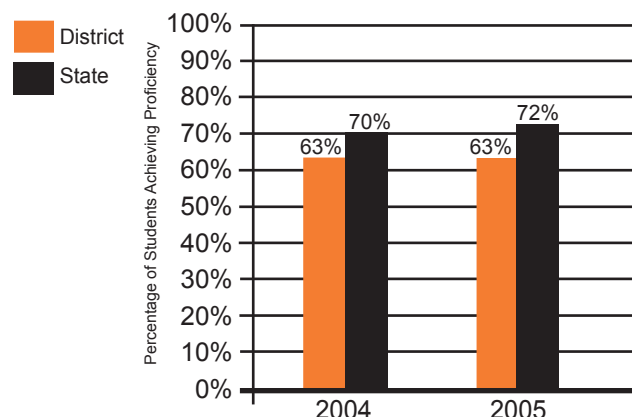
Continuous Improvement Plans

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

2005 Minnesota Comprehensive Assessments
Mathematics - Grade 7



2005 Minnesota Comprehensive Assessments
Mathematics - Grade 11



SMART Goals

What Are SMART Goals?

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

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

SMART Goals are

Strategic & Specific

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

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

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

Time-Bound

- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

SMART Goal

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

Indicators

Standards &
objectives (weak
areas for students)

Measure

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

Targets

The attainable
performance level
we would like to see

Continuous Improvement Process

Strategies and Accomplishments for AYP Improvement Plan

■ Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.

- Study groups at the school and district level will research programs that have proven effective in improving student achievement.

■ Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.

- Study groups at the school and district level will research programs that have proven effective.
- Differentiation strategies have been implemented through teacher and leadership training. This provides different learning and assessment opportunities for all students.

■ Continue and refine training with the Measures of Academic Progress (MAP) assessment and goal setting for all students.

- In January 2005, two teachers and an administrator from each school attended a training to learn how to use MAP assessment results to improve student learning and instruction.
- In August 2005, MAP assessment training sessions have provided trained facilitators for each school.

■ Continue to develop the professional learning community concept within the school district.

- Learning community and SMART school training will continue through all schools. Teachers and staff continue to focus on data and the use of data to guide teaching to individual students.

■ Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the areas of reading and mathematics.

- District work groups continue to align and develop curriculum documents available to all teachers.

■ Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform project through the Minnesota Department of Education.

- Core school leaders have been trained in Breaking Ranks II.
- Study groups at Moorhead High School will continue to learn ways to address the needs shown through test data.

■ Continue to develop the school improvement process to include more community members and individual schools.

- The school improvement process has been updated and refined through the use of tools and resources from the Minnesota Department of Education and trained facilitators.
- Schools are using the SMART process explained on page 10 to develop goals and planning for the 2005-06 school year. School goals are included on the following pages.



*W*ith assistance from their teacher, kindergartners at S.G. Reinertsen Elementary School review numbers and learn about coins while counting pennies.

Ellen Hopkins Elementary School



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

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 111,005

Attendance Rate (End of Year) 97.13%

Enrollment by Grade (October 2004)

• Kindergarten	162
• Grade 1	125
• Grade 2	122
• Grade 3	121
• Grade 4	121
• Grade 5	97
• Self-contained Special Education	3
• Total	751

Diversity of Student Population (October 2004)

• Native American	3.70%
• Asian	2.30%
• Hispanic	9.80%
• Black	3.20%
• White	81.00%

Percentage of Students Eligible for Free or Reduced-Price Lunch (October 2004) 26%

Percentage of Students Receiving Learner Support Services

Special Education	13%
English Language Learners	7%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

Goal 1

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

Areas in needs of improvement:

- Distinguishing between fact and opinion.
- Comparing and contrasting information in all subject areas.

Targets include:

- 80% of all students will be at or above recommended grade level proficiency.
- 80% of students will pass at 70% of the skills assessments.

Goal 2

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

Areas in needs of improvement:

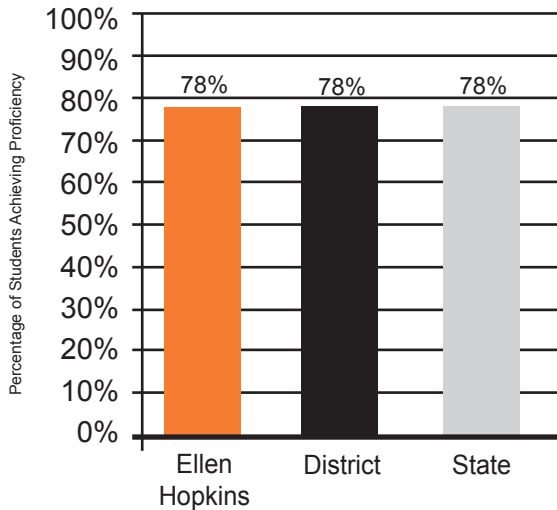
- Computation — computing fluently with whole numbers and fractions in real world and mathematical problems.
- Understand mathematical operations and how they relate to one another.

Targets include:

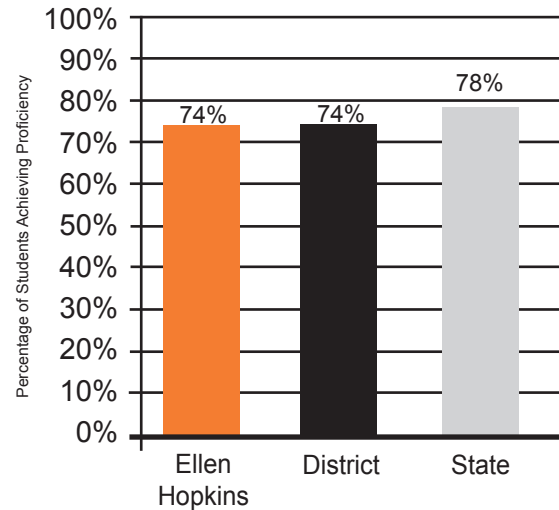
- 80% of all students will be at or above the series recommended grade level proficiency.
- 80% of students will master basic math facts fluently.

Ellen Hopkins Elementary School

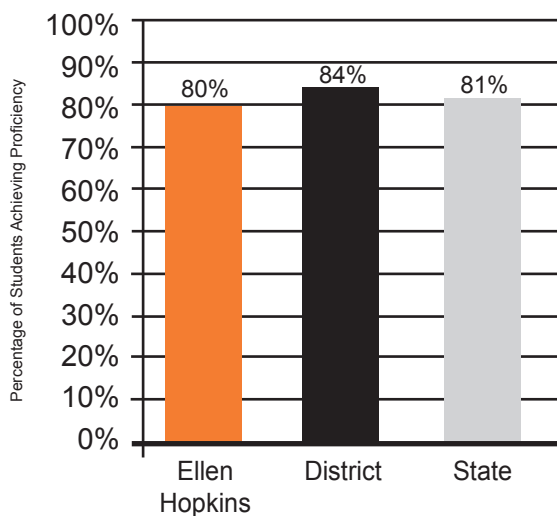
2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 3



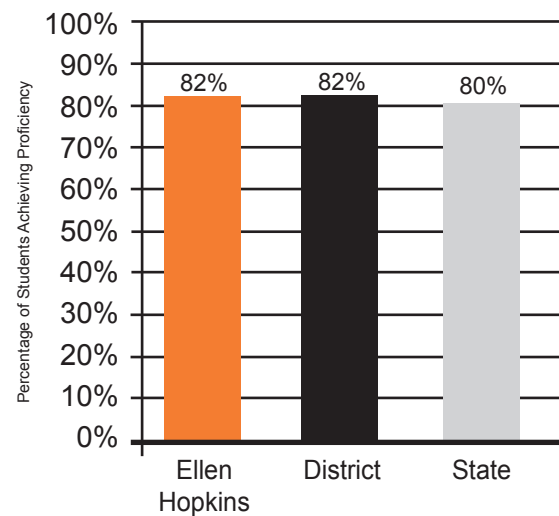
2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 3



2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 5



2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 5



Robert Asp Elementary School



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

Principal: Kevin Kopperud

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 98,510

Attendance Rate (End of Year) 96.75%

Enrollment by Grade (October 2004)

• Kindergarten	111
• Grade 1	103
• Grade 2	125
• Grade 3	111
• Grade 4	133
• Grade 5	114
• Self-contained Special Education	0
• Total	697

Diversity of Student Population (October 2004)

• Native American	2.70%
• Asian	1.90%
• Hispanic	16.80%
• Black	2.40%
• White	76.30%

Percentage of Students Eligible for Free or Reduced-Price Lunch (October 2004) 35%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	12%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

Goal 1

By the end of the 2005-06 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in needs of improvement:

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

Targets include:

- 80% of all students will be at or above recommended grade level fluency.
- 80% of students will pass at 70% of the skills assessments.
- 80% of all students will pass with at least 80% accuracy on weekly spelling tests.

Goal 2

By the end of the 2005-06 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Areas in needs of improvement:

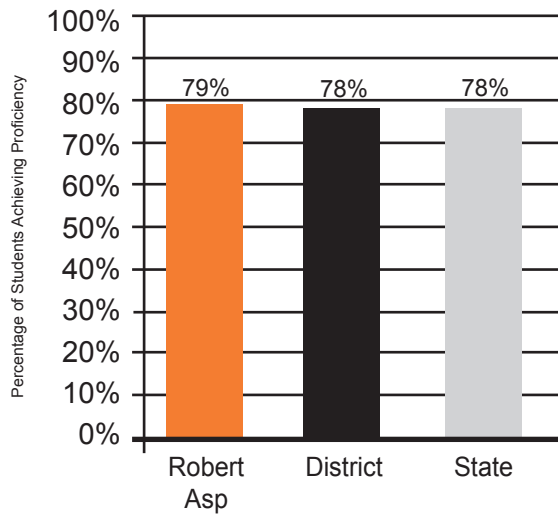
- Compute fluently and make reasonable estimates with whole numbers and fractions in real world and mathematical problems.
- Understand mathematical operations and how they relate to one another.

Targets include:

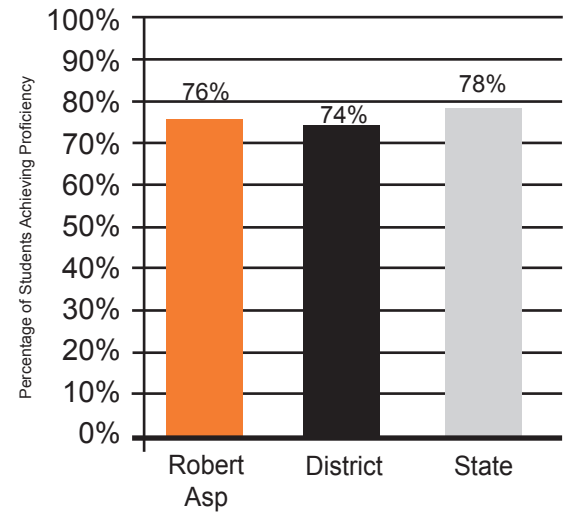
- 90% of all students will be at or above the series recommended levels of proficiency for each learning goal.
- 90% of students will master basic math facts fluently.

Robert Asp Elementary School

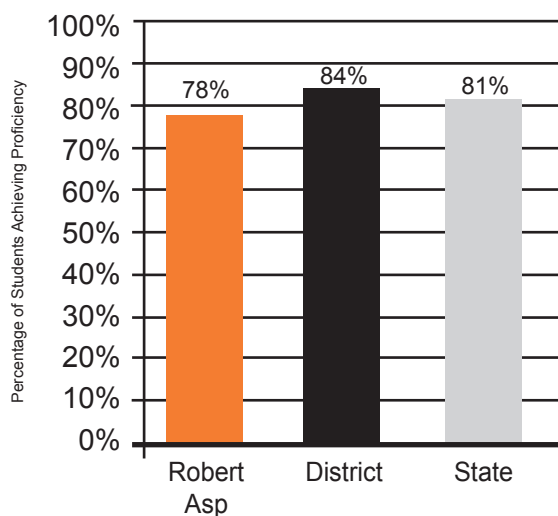
2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 3



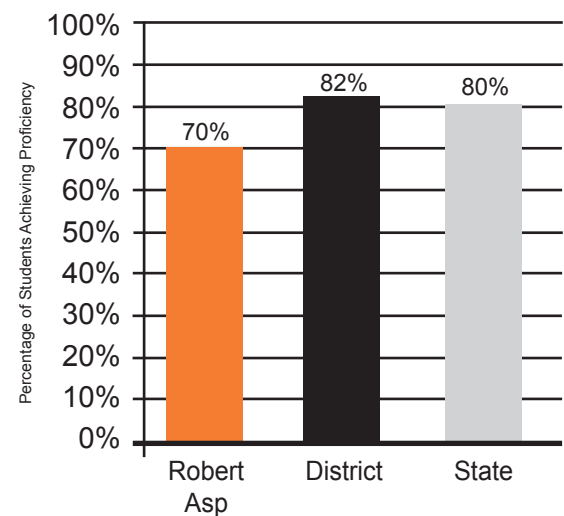
2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 3



2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 5



2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 5



S.G. Reinertsen Elementary School



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

Principal: Anne Moyano

Original Construction: 2004

Square Footage: 103,600

Attendance Rate (End of Year) 97.45%

Enrollment by Grade (October 2004)

• Kindergarten	126
• Grade 1	124
• Grade 2	114
• Grade 3	125
• Grade 4	135
• Grade 5	127
• Self-contained Special Education	2
• Total	753

Diversity of Student Population (October 2004)

• Native American	2.40%
• Asian	1.30%
• Hispanic	4.10%
• Black	3.40%
• White	88.80%

Percentage of Students Eligible for Free or Reduced-Price Lunch (October 2004) 22%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	5%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

Goal 1

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

Areas in needs of improvement:

- Students understand and apply knowledge of the sounds of the English language and the sound-symbol relationships.
- Students use word recognition strategies to read grade level materials with accuracy and fluency.

Targets include:

- Reduce the average number of kindergarten students needing additional interventions as identified by the DIBELS test from 32% to 20%.
- Increase the percent of K-3 students at the 80% level.
- The number of students scoring below the 34th percentile will decrease from an average of 28% to 20%.

Goal 2

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

Areas in needs of improvement:

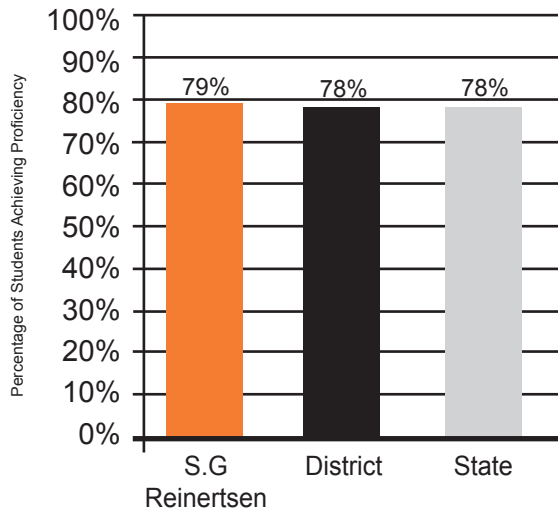
- Students use operations and relations when solving mathematics problems.
- Students demonstrate mastery of basic math facts.

Targets include:

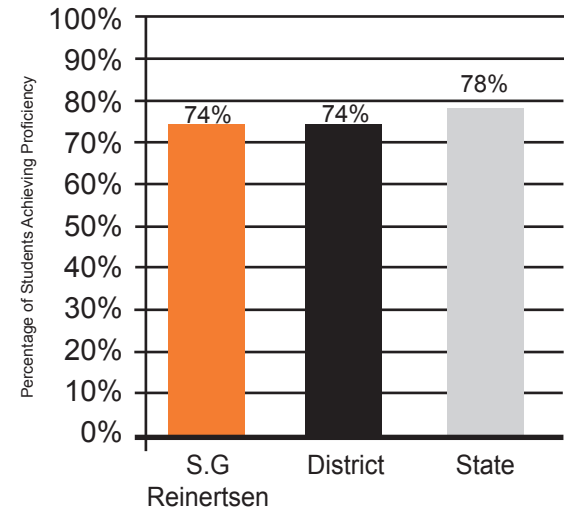
- The number of students scoring below the 34th percentile will decrease from an average of 26% to 20%.
- Students demonstrating math facts mastery on an assessment determined by each grade level will increase.

S.G. Reinertsen Elementary School

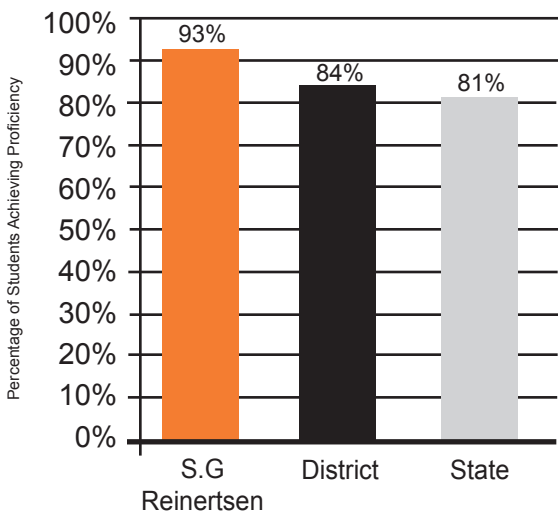
2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 3



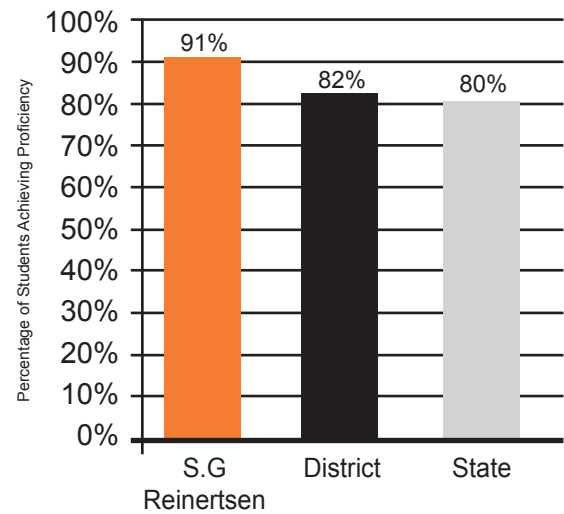
2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 3



2005 Minnesota Comprehensive Assessments (MCA)
Reading - Grade 5



2005 Minnesota Comprehensive Assessments (MCA)
Mathematics - Grade 5



Horizon Middle School



Horizon Middle School

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

Principal: Colleen Tupper
Assistant Principal: Matt Naugle

Original Construction: 2004

Square Footage: 238,000

Attendance Rate (End of Year) 95.74%

Enrollment by Grade (October 2004)

• Grade 6	419
• Grade 7	437
• Grade 8	395
• Total	1,251

Diversity of Student Population

• Native American	3.28%
• Asian	1.44%
• Hispanic	8.23%
• Black	2.08%
• White	84.97%

Percentage of Students Eligible for Free or Reduced-Price Lunch 28%

Percentage of Students Receiving Learner Support Services

Special Education	17%
English Language Learners	8%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

Goal 1

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

Areas in need of improvement:

- Critical and evaluative reading comprehension
- Compare and contrast

Goal 2

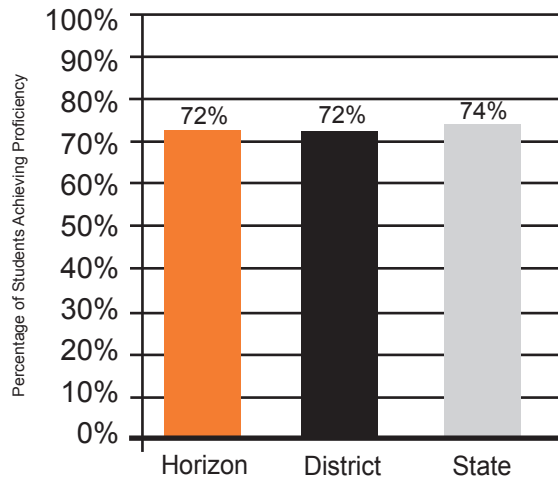
“All students” will meet or exceed the state average in all subcategories of the Minnesota Comprehensive Assessments - Series II in math, grades 6-8.

Areas in need of improvement:

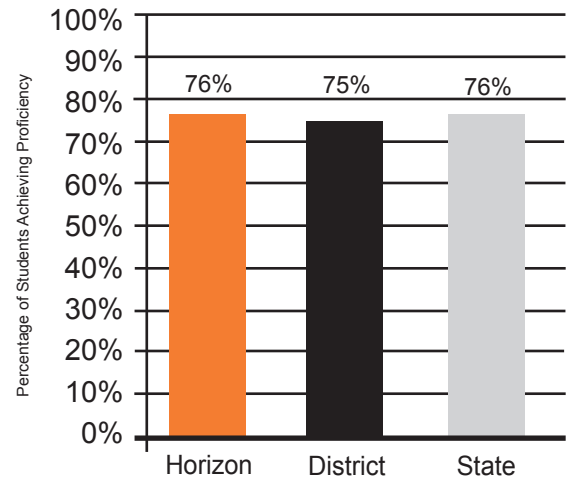
- Space, shape, and measurement
- Chance and data handling

Horizon Middle School

2005 Minnesota Comprehensive Assessments (MCA) Reading - Grade 7



2005 Minnesota Comprehensive Assessments (MCA) Mathematics - Grade 7



Moorhead High School



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

Principal: Gene Boyle
 Assistant Principals: Russ Henegar and Dave Lawrence

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

Attendance Rate (End of Year) 92.67%

Graduation Rate 97.51%

Enrollment by Grade (October 2004)	
• Grade 9	417
• Grade 10	449
• Grade 11	401
• Grade 12	445
• Total	1,712

Diversity of Student Population	
• Native American	1.80%
• Asian	1.17%
• Hispanic	6.02%
• Black	1.99%
• White	88.38%

Percentage of Students Eligible for Free or Reduced-Price Lunch 22%

Percentage of Students Receiving Learner Support Services	
Special Education	15%
English Language Learners	5%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

Goal 1

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

Areas in needs of improvement:

- Vocabulary expansion
- Comprehension
- Literature

Goal 2

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

Areas in needs of improvement:

- Space, shape and measurement
- Algebraic patterns

Goal 3

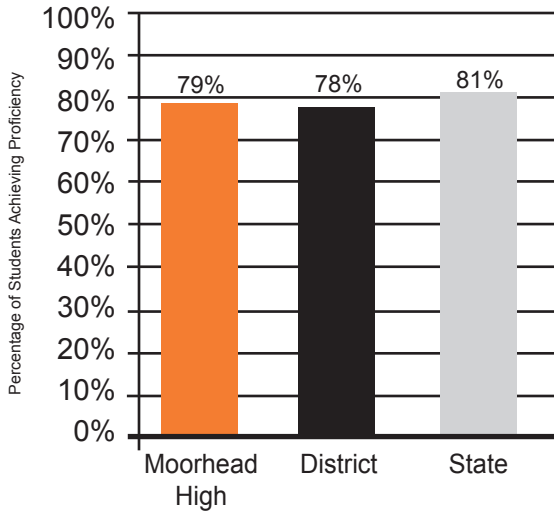
Moorhead High School will improve participation rates to 98 percent for “all students” and all subgroups taking the Minnesota Comprehensive Assessments (MCA-II) in 2005-06.

Areas of focus:

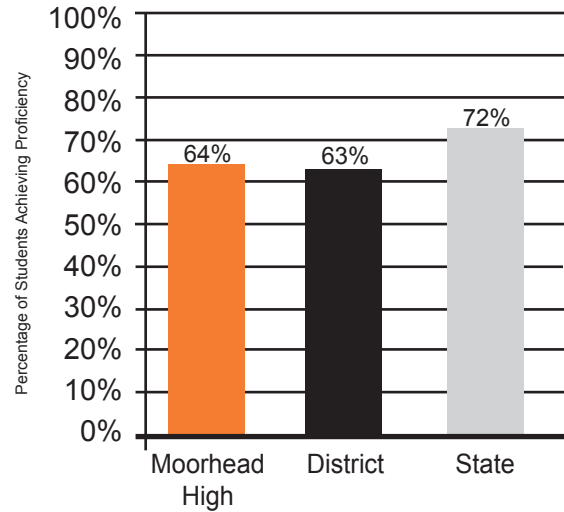
- All faculty and administration will encourage participation on the MCA-II.
- All parents will encourage their students to take the MCA-II.
- Students will encourage other students to take pride in MCA-II accomplishments.

Moorhead High School

2005 Minnesota
Comprehensive Assessments (MCA)
Reading - Grade 10



2005 Minnesota Comprehensive
Assessments (MCA)
Mathematics - Grade 11

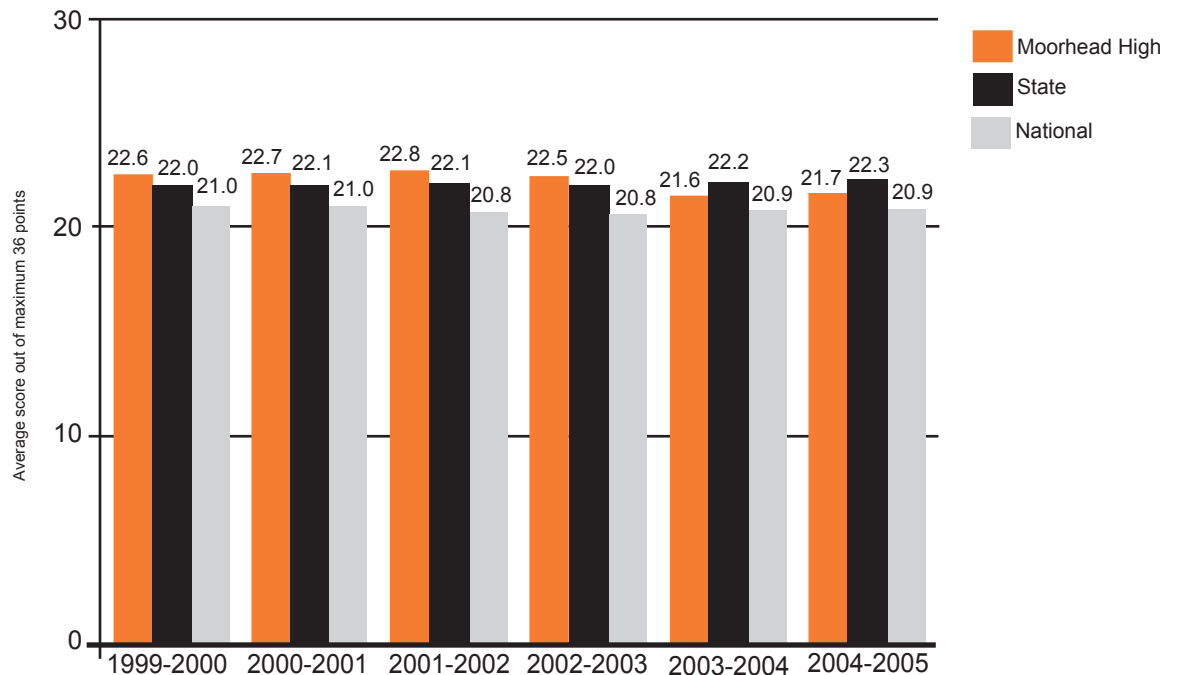


ACT Average Scores from 1999-2000 to 2004-2005

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

Number of Moorhead High students taking the test each year:

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



Red River Area Learning Center



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

Program Manager: Deb Pender

Attendance Rate 86%

Enrollment by Grade (October 2004)

• Grade 6	3
• Grade 7	1
• Grade 8	3
• Grade 9	16
• Grade 10	28
• Grade 11	8
• Grade 12	12
• Total	71

Diversity of Student Population

• Native American	30.99%
• Asian	1.41%
• Hispanic	18.31%
• Black	2.82%
• White	46.48%

Percentage of Students Eligible for Free or Reduced-Price Lunch 71%

Percentage of Students Receiving Learner Support Services

Special Education	31%
English Language Learners	22%

School Improvement Goals for 2005-06

Schools developed improvement goals for 2005-06 based on the greatest learning needs of the students in that particular school.

The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are goals pertaining to student achievement.

Goal 1

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

Goal 2

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

Areas of focus:

- All students who have not met state defined benchmarks of academic proficiency on the Minnesota Comprehensive Assessments in 2004-05 will have a continual learning plan that defines accelerated skill development and intervention strategies to facilitate student growth and development. The plan will include ongoing assessment with the Measures of Academic Progress to monitor student growth and achievement.

Targets include:

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

Goal 3

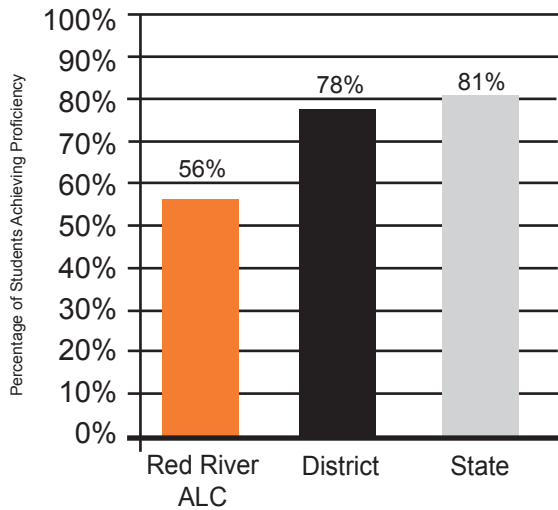
100% of the Red River Area Learning Center students will participate in statewide testing.

Areas of focus:

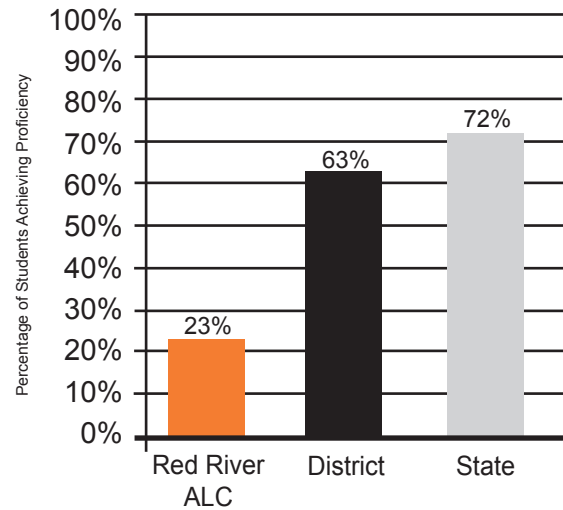
- Inform students and parents of importance of participation and provide upcoming testing dates.
- Inform community based providers of upcoming testing dates and importance of student participation.

Red River Area Learning Center

2005 Minnesota
Comprehensive Assessments (MCA)
Reading - Grade 10



2005 Minnesota Comprehensive
Assessments (MCA)
Mathematics - Grade 11





Moorhead Area Public Schools

Independent School District 152

241 0 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

2005 School Board

Lisa Erickson, Chair • Bill Tomhave, Vice Chair
Sonia Hohnadel, Clerk • Cindy Fagerlie, Treasurer
Carol Ladwig, Director • Mike Siggerud, Director • Kristine Thompson, Director

Administration

Dr. Larry P. Nybladh
Superintendent

Lynne Kovash
Assistant Superintendent of Teaching and Learning

Mark Weston
Assistant Superintendent of Business Services

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district Web site at www.moorhead.k12.mn.us.

Photos in this publication were taken during the 2004-05 school year.

Designed and edited by Pamela J. Gibb.

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