



Focus on Results

**Moorhead Area Public Schools
2010-11 Annual Report on Curriculum,
Instruction and Student Achievement**

Welcome to the 2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Focus on Results

Continuous improvement efforts in the Moorhead Area Public Schools have developed a strong foundation for student learning. Our district continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students.



This year's district theme, "Focus on Results," demonstrates our efforts to ensure our students' success and share those results with our community. We also will focus on our commitment to our community for high quality schools.

As a result of the passage of the operating levy referendum in November 2010, Moorhead Area Public Schools

can maintain the quality of education provided for our students. Community residents will continue to receive a good value from their investment in our district.

The operating levy referendum will play an important role in maintaining class sizes and programs, as outlined in the five priority areas last fall. Progress on our referendum priorities is outlined on pages 12-13. Because state funding remains unpredictable, the operating levy alone will not offer a long-term solution to every financial challenge facing the district, but it does provide critical assistance to our schools.

We still have hard work ahead. This report contains results from the 2011 Minnesota Comprehensive Assessments-II and the new Minnesota Comprehensive Assessments-III for mathematics for grades 3-8. The state-required MCA-II/IIIs are one of the

multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We are concerned about our MCA scores, but our district continues efforts to ensure all students are proficient.

We want to share what is happening in our schools — where we're going and how we're doing along the way. That way we can focus on results together.

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.

تكمبر تر به ئینگیز ئوزاری، عینی، ئو تەئەتتە 284-3330 ھەریکە بە زامانە ئو، ھەتیە تە ئوزار ئی ئەرە کەم:

如果你不懂英語，并需要帮助，请拨打电话 284-3330.
 ຖ້າທ່ານບໍ່ຮູ້ອັດຕາສັດ
 ກໍ່ສອບຖາມພວກເຮົາໄດ້.
 ການຊ່ວຍເຫຼືອໃນພາສາ
 ທ່ານເອງ ກະລຸນາ ການສອບ
 284-3330.

Table of Contents

| | |
|--|-------------|
| Instruction and Curriculum Advisory Committee..... | Page 3 |
| Measuring Student Progress | Pages 4-7 |
| GRAD Results | Page 8 |
| No Child Left Behind / SMART Goals..... | Page 9 |
| Adequate Yearly Progress | Page 10 |
| Minnesota Comprehensive Assessments | Page 11 |
| Continuous Improvement Process | Pages 12-13 |
| Improving Student Achievement | Pages 14-15 |
| Ellen Hopkins Elementary School | Pages 16-17 |
| Robert Asp Elementary School | Pages 18-19 |
| S.G. Reinertsen Elementary School..... | Pages 20-21 |
| Horizon Middle School..... | Pages 22-23 |
| Moorhead High School | Pages 24-25 |
| Red River Area Learning Center..... | Pages 26-27 |

Instruction and Curriculum Advisory Committee

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

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

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

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

2010-11 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

| | | |
|--|---|---|
| Mary Cihlar, 2011 <i>Rep: Red River ALC</i> | Sonia Hohnadel, 2011 <i>Rep: School Board</i> | Terri Smith, 2011 <i>Rep: Moorhead High Parent</i> |
| Missy Eidsness, 2012 <i>Rep: Administration</i> | Laurie Johnson, 2011 <i>Rep: Robert Asp Parent</i> | Faye Smiley-Aakre, 2011 <i>Rep: Elementary Teacher / Community Diversity</i> |
| Cindy Fagerlie, 2011 <i>Rep: School Board</i> | Carol Ladwig, 2011 <i>Rep: Senior Citizens</i> | Bill Tomhave, 2012 <i>Rep: Higher Education</i> |
| Charlie Fisher, 2011 <i>Rep: Gifted/Talented Teacher</i> | Donna Norquay, 2012 <i>Rep: Community Diversity</i> | Kris Valan, 2011 <i>Rep: Higher Education</i> |
| Mary Flesberg, 2012 <i>Rep: Secondary Teacher</i> | Louis Ochoa, Jr., 2011 <i>Rep: Moorhead Police Dept.</i> | Paige Wakefield, 2013 <i>Rep: Sophomore Class</i> |
| Pam Gibb, Secretary, 2012 <i>Rep: District Communications</i> | Chizuko Shastri, 2011 <i>Rep: Moorhead High Parent</i> | Trudy Wilmer, 2012 <i>Rep: School Board</i> |
| Linda Granberg, 2011 <i>Rep: Moorhead High Parent</i> | Seiko Shastri, 2011 <i>Rep: Senior Class</i> | John Wirries, Chair, 2012 <i>Rep: Reinertsen Parent</i> |
| Dana Haagenson, 2011 <i>Rep: Hopkins Parent</i> | Teresa Shume, 2012 <i>Rep: Hopkins Parent</i> | |
| Russ Henegar, 2011 <i>Rep: Principal</i> | Denice Sinner, 2012 <i>Rep: Special Education</i> | |

Curriculum and Instruction Goals of Moorhead Area Public Schools

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

Goal 1: All students will be required to demonstrate essential skills as determined by the School Board at each grade level

and in the Minnesota Academic Standards to participate in lifelong learning.

Goal 2: Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

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

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2010-11 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's priority areas through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed the implications of the No Child Left Behind requirements and the district's continuous improvement efforts, including the district improvement plan and district literacy committee's work.
- 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 and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning and K+ programs.
- Reviewed STEM and Project Lead the Way implementation.
- Reviewed the revised elementary progress reports.
- Discussed community efforts for increasing graduation rates.
- Reviewed community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

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

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

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

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

Measuring Achievement

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

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

Among the Highlights

Measures of Academic Progress

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

Minnesota Comprehensive Assessments-II/III

The MCA-II/IIIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 participate in the MCA-II tests in reading, while students in grades 3-8 and 11 take the MCA-III or MCA-II tests in mathematics. In 2010-11, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science.

Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 11 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota.

These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II replaced the Basic Skills Tests.

Refer to page 8 for more information.

Highlights of the 2011 Minnesota Comprehensive Assessments Results

Results from last spring's Minnesota Comprehensive Assessments were released by the Minnesota Department of Education Sept. 14. Science results were released Aug. 12.

Our district has mixed results in reading and mathematics, and we are concerned about the MCA test scores. There won't be immediate gains from some of the initiatives put in place last year, but the district is focusing on literacy, teacher effectiveness and curriculum. Additionally, the district will examine classrooms where test scores have increased over time to learn from them.

Reading: Statewide scores in reading showed a slight improvement. In Moorhead, four grade levels made gains from last year. Robert Asp grade 3 results (82 percent proficient) will be investigated to determine whether literacy efforts in the early grades at Robert Asp are paying off.

Mathematics: It was anticipated that mathematics scores would decline this year in grades 3-8 because of the change from the MCA-II to MCA-III. The new test is aligned to the new, more rigorous mathematics standards. Scores aren't comparable to previous years for grades 3-8.

Scores on the grade 11 math test at Moorhead High, where students took the MCA-II, increased by 11 percent from last year and are above state average.

Science: Minnesota scores remained relatively flat. In Moorhead, the district scores are below where we want them to be. Students need a strong science background to be competitive. New science curriculum has been purchased and will be used beginning this fall. An MSUM professor will be working with elementary teachers as part of a collaboration to increase science scores.

Measuring Student Progress

Grades K-5: District-Wide Testing for 2011-12

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|---|---|--|
| Minnesota Comprehensive Assessments in: Math MCA-III | 3-5 | Jan. 3-May 18, 2012 | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress |
| Reading MCA-II | 3-5 | April 17 & 19, 2012 | |
| Science MCA-II | 5 | March 26-May 18, 2012 | |
| NWEA Measures of Academic Progress (MAP) | 2-5 | Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| ACCESS for ELs (WIDA) | English learners in K-5 | Feb. 6-March 23, 2012 | 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-II 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 26-May 18, 2012 | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III |
| Minnesota Comprehensive Assessments-Modified in: Math | | Jan. 3-May 18, 2012 | |
| Reading | | April 17 & 19, 2012 | |
| AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills | K-5 | Sept. 6-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012 | To determine a student's level of proficiency with early literacy and reading skills |
| Various Literacy Assessments | K-5 selected students | Throughout the school year | To determine a student's reading level and skills |
| Common Math Assessment | K-1 | Mid year and end year progress reports | To determine a student's level of proficiency with early numeracy and math skills |
| National Assessment of Educational Progress (NAEP) | 4 | Odd-numbered years as determined by Minnesota Department of Education | Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments |
| Entrance tests for students new to the district | Specific students in all grades | | |

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2011-12

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|---|---|--|
| Minnesota Comprehensive Assessments-II in: Math MCA-III | 6-8 | Jan. 3-May 18, 2012 | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress |
| Reading MCA-II | 6-8 | April 17 & 19, 2012 | |
| Science MCA-II | 8 | March 26-May 18, 2012 | |
| Minnesota Comprehensive Assessments-III Reading Field Test | 6 | Feb. 6-March 2, 2012 | To field test the computerized version of the reading MCA |
| NWEA Measures of Academic Progress (MAP) | 6-8 | Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| ACCESS for ELs (WIDA) | English learners in 6-8 | Feb. 6-March 23, 2012 | 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-II in grades 6-8. |
| Minnesota Test of Academic Skills (MTAS) | Specific special education students in 6-8 as identified in IEP | March 26-May 18, 2012 | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II |
| Minnesota Comprehensive Assessments-Modified in: Math | | Jan. 3-May 18, 2012 | |
| Reading | | April 17 & 19, 2012 | |
| AIMSweb Reading Comprehension (MAZE-CBM) | 6 | Sept. 12-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012 | To determine a student's level of proficiency with reading comprehension skills |
| EXPLORE | 8 | Oct. 12, 2011 | To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory |
| Common Math Assessment | 6-8 | Throughout year as determined by PLCs, grade level and middle school teams | To determine a student's level of proficiency with math skills |
| National Assessment of Educational Progress (NAEP) | 8 | Even-numbered years as determined by Minnesota Department of Education | Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments |
| Entrance tests for students new to the district | Specific students in all grades | | |

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2011-12

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|--|---|---|
| Minnesota Comprehensive Assessments-II (MCA-II) in: Reading | 10 | April 17 & 18, 2012 | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 12 and below |
| Mathematics | 11 | April 17 & 18, 2012 | |
| Science | Biology students | March 26-May 18, 2012 | |
| GRAD Test of Written Composition | 10-12 who have not passed | Nov. 2, 2011, April 24, 2012 | To ensure minimum competency in writing; required for graduation |
| | 9 | April 17, 2012 | |
| NWEA Measures of Academic Progress (MAP) | 9 | Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| ACCESS for ELs (WIDA) | English learners 9-12 | Feb. 6-March 23, 2012 | 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-II in grade 10. |
| Minnesota Test of Academic Skills (MTAS) | Specific special education students in 9-12 as identified in IEP | March 26-May 18, 2012 | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II |
| Minnesota Comprehensive Assessments-Modified in: Math | | April 17 & 18, 2012 | |
| Reading | | April 17 & 18, 2012 | |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments |
| Entrance tests for students new to the district | Specific students in all grades | | |
| PLAN (pre ACT) | 10 | Oct. 27, 2011 | To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test |
| PSAT (pre SAT) | 11 (optional) | Oct. 12, 2011 | |
| ACT | 11-12 (optional but recommended) | Various Saturdays and locations throughout the year | |
| SAT / SAT II | 11-12 (optional) | | |

Continued on page 8

GRAD Results

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) component of the MCA is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

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

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

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorhead.k12.mn.us.

| 2011 GRAD (Graduation-Required Assessments for Diploma) Results | | | |
|---|---------------------|----------|--------|
| | | District | State |
| Grade 9 Writing | Number Passing | 351 | 54,936 |
| | Percent Passing | 92.9% | 89.1% |
| | Number Not Passing | 27 | 6,744 |
| | Percent Not Passing | 7.1% | 10.9% |
| Grade 10 Reading | Number Passing | 305 | 48,260 |
| | Percent Passing | 74.9% | 78.7% |
| | Number Not Passing | 102 | 13,055 |
| | Percent Not Passing | 25.1% | 21.3% |
| Grade 11 Mathematics | Number Passing | 200 | 35,815 |
| | Percent Passing | 58.5% | 59.2% |
| | Number Not Passing | 142 | 24,670 |
| | Percent Not Passing | 41.5% | 40.8% |

Continued from page 7

Grades 9-12: District-Wide Testing for 2011-12

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|------------------|--|--|
| Armed Services Vocational Aptitude Battery (ASVAB) | 11-12 (optional) | Nov. 10, 2011 | To determine students' vocational aptitude and interests |
| Common Math Assessment | 9-12 | Throughout year as set by PLCs and grade level teams | To determine a student's level of proficiency with math skills |
| Advanced Placement Exams | 10, 11, 12 | May 7-11, 2012 May 14-18, 2012 | To determine college credit related to student scores for students enrolled in AP coursework |

No Child Left Behind Act

District focuses on continuous improvement

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

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

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

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

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

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

The No Child Left Behind Act is in the reauthorization process at the federal legislative level. Currently Minnesota has applied for a waiver to the penalty part of NCLB.

What are SMART Goals?

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

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

SMART Goals are

Strategic and Specific

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

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

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

Time-Bound

- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

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

Adequate Yearly Progress

Schools meet majority of AYP requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009, 2010 and 2011 MCA-II/III results. The district has 38 eligible groups and met 71 percent of the requirements for AYP under No Child Left Behind as outlined below.

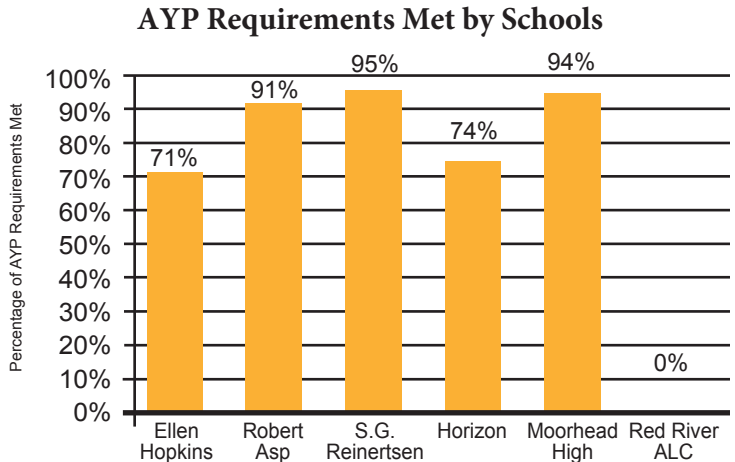
An AYP determination should not be seen as a red flag, but rather as an invitation to learn more about a school. In Moorhead, none of the schools made AYP because of performance by students in specific subgroups as outlined below. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the sixth year and Hopkins Elementary is in the fourth year (non-consecutive) of not making AYP.

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

- Ellen Hopkins Elementary has 21 eligible groups and met 71 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 91 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 21 eligible groups and met 95 percent of the requirements for AYP.
- Horizon Middle School has 31 eligible groups and met 74 percent of the requirements for AYP.

- Moorhead High School has 17 eligible groups and met 94 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 0 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 | | | | | | | | | | | | | |
|---------------------------------------|----------------|---|-----------------|-----------|-----------|-----------|-----------|----------------------------|-------------------|----------------------|-----|------------|------------|
| | | Participation / Proficiency by Student Subgroup | | | | | | | | | | Attendance | Graduation |
| | | All | American Indian | Asian | Hispanic | Black | White | Limited English Proficient | Special Education | Free / Reduced Lunch | | | |
| Moorhead School District | Math | Yes / Yes | Yes / No | Yes / Yes | Yes / No | Yes / No | Yes / Yes | Yes / Yes | Yes / No | Yes / No | Yes | Yes | |
| | Reading | Yes / No | Yes / Yes | Yes / Yes | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / Yes | | | |
| Ellen Hopkins Elementary | Math | Yes / Yes | - | - | - / No | - | Yes / Yes | - / Yes | Yes / No | Yes / Yes | Yes | N/A | |
| | Reading | Yes / No | - | - | - / No | - | Yes / No | - / Yes | Yes / No | Yes / Yes | | | |
| Robert Asp Elementary | Math | Yes / Yes | - | - | Yes / Yes | - | Yes / Yes | - / Yes | Yes / No | Yes / Yes | Yes | N/A | |
| | Reading | Yes / Yes | - | - | Yes / Yes | - | Yes / Yes | - / Yes | Yes / No | Yes / Yes | | | |
| S.G. Reinertsen Elementary | Math | Yes / Yes | - | - | - | - / Yes | Yes / Yes | - / Yes | Yes / Yes | Yes / Yes | Yes | N/A | |
| | Reading | Yes / Yes | - | - | - | - / Yes | Yes / Yes | - / Yes | Yes / No | Yes / Yes | | | |
| Horizon Middle School | Math | Yes / Yes | - / Yes | - | Yes / No | Yes / Yes | Yes / Yes | Yes / No | Yes / No | Yes / Yes | Yes | N/A | |
| | Reading | Yes / No | - / No | - | Yes / No | Yes / Yes | Yes / No | Yes / Yes | Yes / Yes | Yes / No | | | |
| Moorhead High School | Math | Yes / Yes | - | - | - | - | Yes / Yes | - / Yes | - / No | Yes / Yes | N/A | Yes | |
| | Reading | Yes / Yes | - | - | - | - | Yes / Yes | - | Yes / Yes | Yes / Yes | | | |
| Red River Area Learning Center | Math | - / No | - | - | - | - | - | - | - | - | No | N/A | |
| | Reading | - / No | - | - | - | - | - | - | - | - | | | |

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Beginning in 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards. In 2011, students in grades 3-8 took the MCA-III in mathematics.

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

The MCA-II/III tests measure students' progress toward high academic standards. Students in grade 12 and younger are required to pass the MCA-II/GRAD, which is taken at the high school level.

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

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

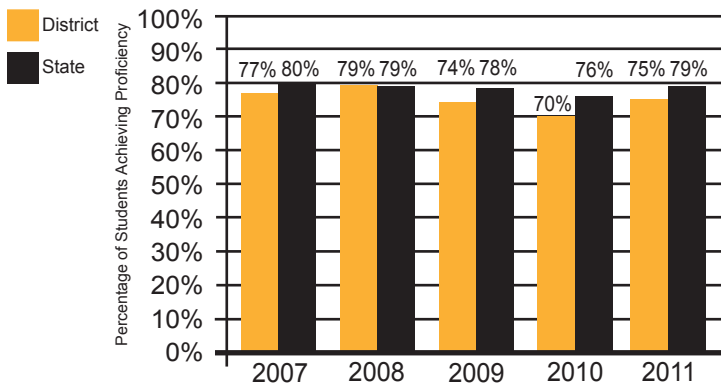
Priority areas focus on student achievement

In 2009-10, five district strategic priorities were developed and remained the focus through the 2010-11 school year. The priorities were student learning; professional practice and supervision; safe, healthy and respectful environment; community involvement and support; and organizational effectiveness.

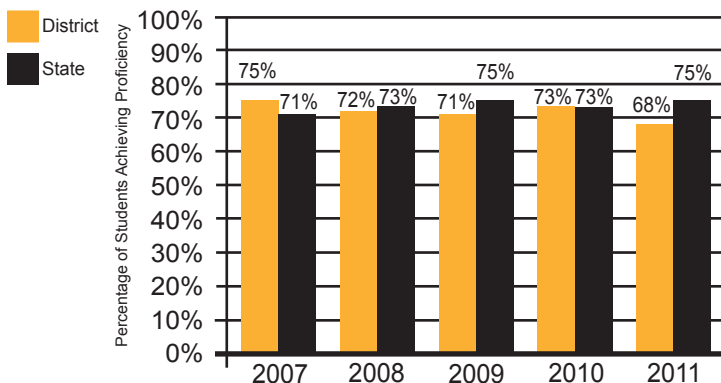
These have been further developed. The five strategic priority areas for 2011-12 are:

- Increase student learning and success in all academic and behavioral areas through guaranteed viable curriculum, literacy and teacher effectiveness.
- Increase growth of all employees through recruitment, retention, training, development and supervision.
- Provide a safe, healthy and respectful environment.
- Improve satisfaction and involvement with students, parents and community.
- Improve overall organizational effectiveness to support high standards throughout the district.

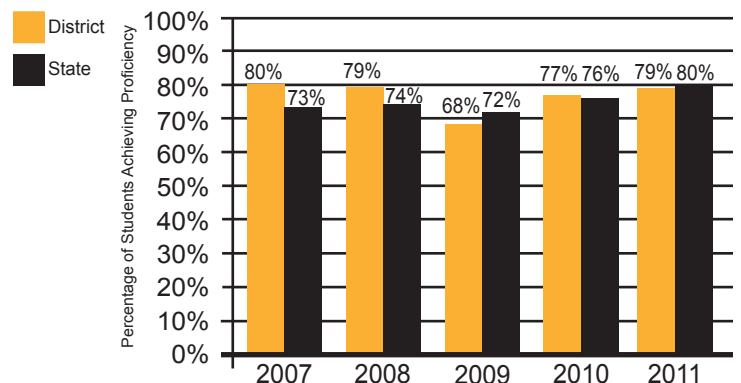
Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 3



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



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



Continuous Improvement Process

District committed to 2010 operating levy priority areas

Moorhead Area Public Schools outlined five operating levy priority areas during the 2010 referendum. Below is progress on each of the five priority areas.

Priority Area 1: Provide a source of stable and predictable revenue to avoid further reductions including teacher and staff layoffs, program reductions or elimination, and reduced services. (\$3,700,000)

Minnesota's financial struggles continue. One significant outcome from Minnesota's 2011 legislative session was a 60/40 payment shift resulting in a need for the district to borrow approximately \$9 million for 2011-12 to meet cash flow needs. \$50 was added to the basic allowance each year of the biennium. The district had been projecting deficits for each of the next three years; however, with the referendum revenue, the district does not anticipate a deficit until

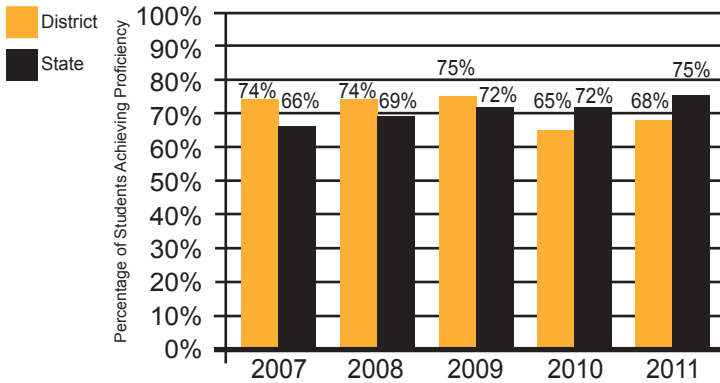
2014-15 or 2015-16. Any increase in state aid or reduction in expenditures in the next several years will further improve this projection.

Priority Area 2: Provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level. (up to \$1,000,000)

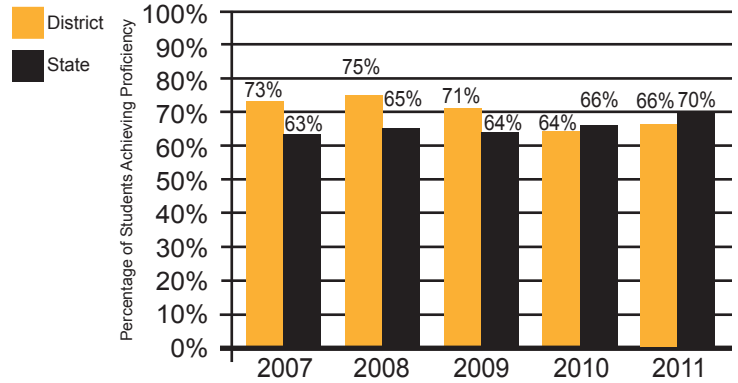
- Added or restored positions at Moorhead High School for 2011-12 in music, language arts, mathematics, science; retained positions added with EduJobs funds (2.125 FTE in the areas of science, mathematics and language arts).
- Added or restored positions at Horizon Middle School in instrumental music, STEM, ELL, literacy support, math-

continued next page

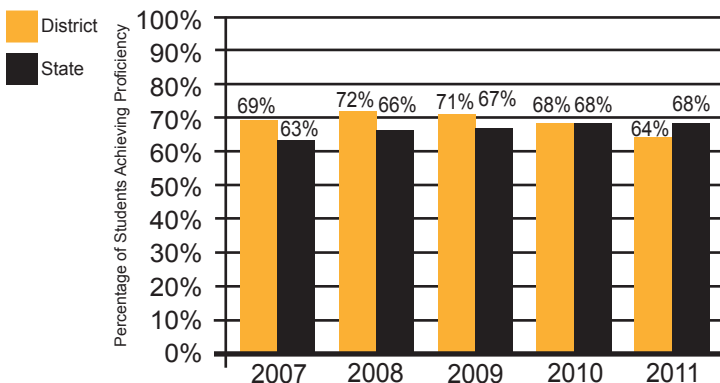
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 6**



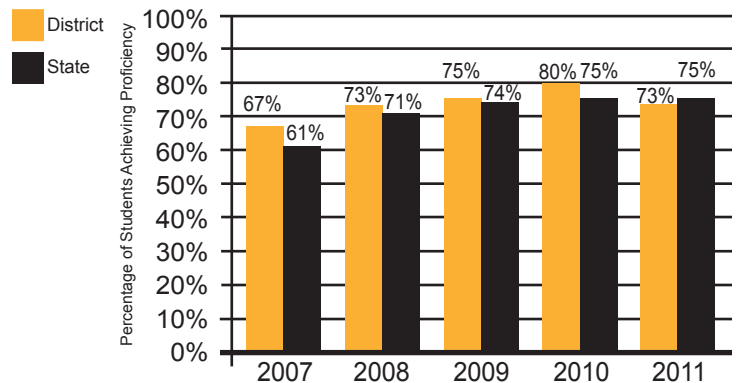
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 7**



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



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



Continuous Improvement Process

Referendum priorities focus on class size, technology and early learning

ematics, dean of students; teachers will teach five out of six classes which will dramatically impact class size; retained positions added with EduJobs funds (1.125 FTE mathematics and 1.0 FTE 6th grade).

- Retained elementary positions added with EduJobs funds (1.0 FTE at Ellen Hopkins Elementary); added 2.5 FTE at Robert Asp Elementary and 1.0 FTE at S.G. Reinertsen Elementary; average class size is 24.
- Total FTE changes for the 2011-12 school year are 18.125.

Priority Area 3: Repair and replace aging technology equipment and expand student use of and access to technology. (\$250,000)

- Conducted a district wide technology audit and upgraded the network infrastructure in 2010-11.

- Plans for 2011-12 are to complete the network infrastructure upgrade, upgrade wireless access points, increase technology integration to include the expansion of online learning options such as hybrid courses, implement online teacher evaluation system, begin a replacement cycle to bring the district's hardware back into a 5-6 year replacement cycle, add computer labs to accommodate the district's STEM initiative, upgrade security cameras and add cameras in buildings that do not have cameras.

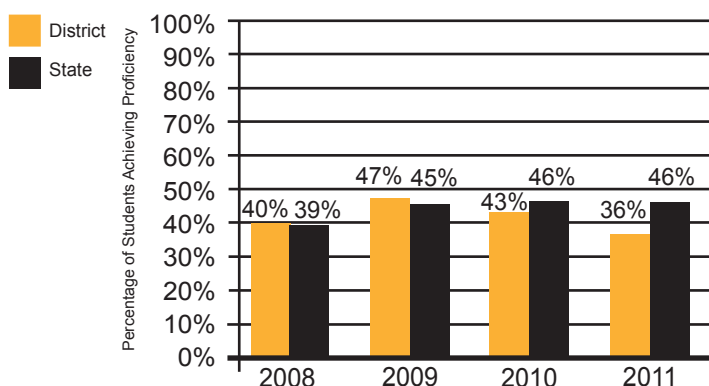
Priority Area 4: Provide increased access to world languages. (\$150,000)

- Added a full-time Chinese teacher at Moorhead High School for 2011-12.
- Plan to expand world language opportunities at Horizon Middle School.
- Study the feasibility of a Foreign Language in the Elementary Schools (FLES) program to be implemented in 2012-13.

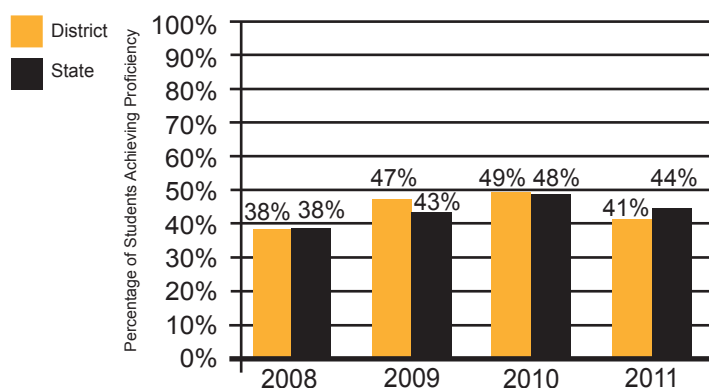
Priority Area 5: Provide increased access to early childhood programs. (\$150,000)

- Added Jump Start in January 2011 to serve an additional 36 at-risk preschool students in collaboration with Head Start.
- Continue Jump Start in 2011-12 and look to expand preschool offerings by leveraging funding sources to maximize the use of resources from Community Education, special education, general education and fees.
- Dramatically reduced Kinder Plus (K+) fees for the 2011-12 school year with the addition of a no fee category for the lowest-income families.

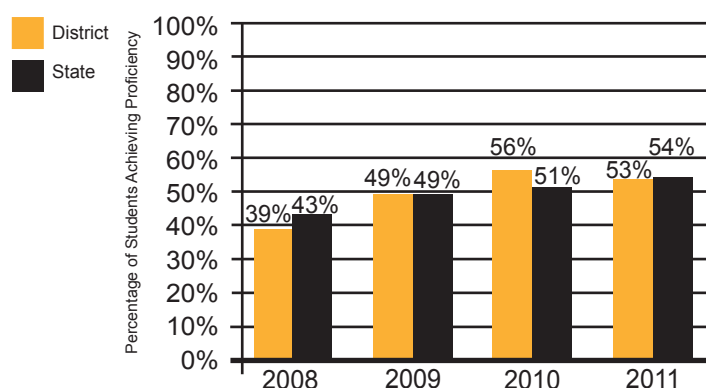
Minnesota Comprehensive Assessments (MCA-II) District Science – Grade 5



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



Minnesota Comprehensive Assessments (MCA-II) District Science – High School



Improving Student Achievement

District Academic Goals

Moorhead Area Public Schools updated the AYP Improvement Plan in 2009-10 and 2010-11.

Focuses in 2010-11 were Sheltered Instruction Observation Protocol or SIOP and the implementation of grade level and course professional learning communities (PLCs).

For the 2011-12 school year, there are three essential outcomes that are the primary focus.

Teacher effectiveness:

Emphasis will be on lesson planning and identifying the components of effective lessons. This will include model teaching, writing and posting objectives, background knowledge and checking for understanding.

Viable and guaranteed curriculum:

Emphasis will be on the main ideas based on the standards for the grade or course being taught. Professional learning communities or PLCs will review data and reflect on each course or grade level's curriculum to identify, prioritize and nest the power standards.

Literacy:

Emphasis will be on integrating literacy into lessons. Meaningful opportunities will be provided for students to write, read and discuss in their classes.

Performance Targets for 2010-12

Reading

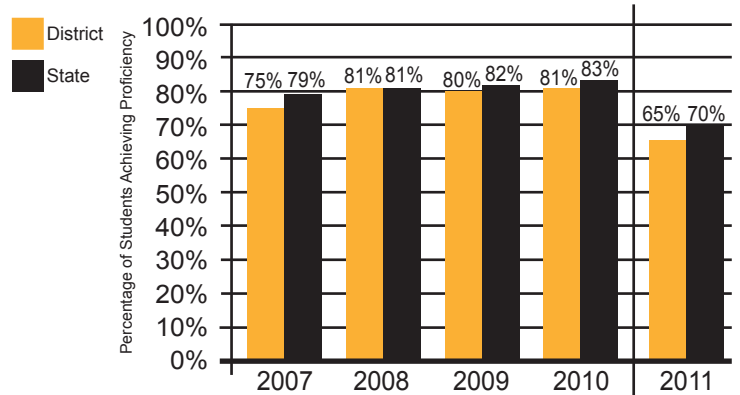
We will improve the reading proficiency of all students so that the percentage of students proficient will increase from 70.86% to 80% as measured on the accountability tests by 2012.

Progress toward goal:

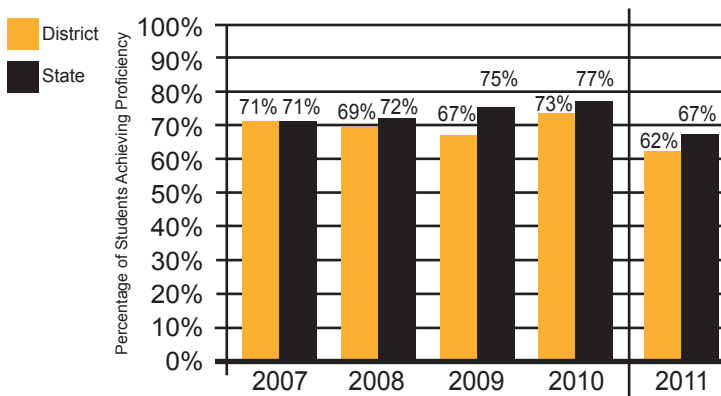
- 70.42 percent of students were proficient on the 2011 accountability tests.

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

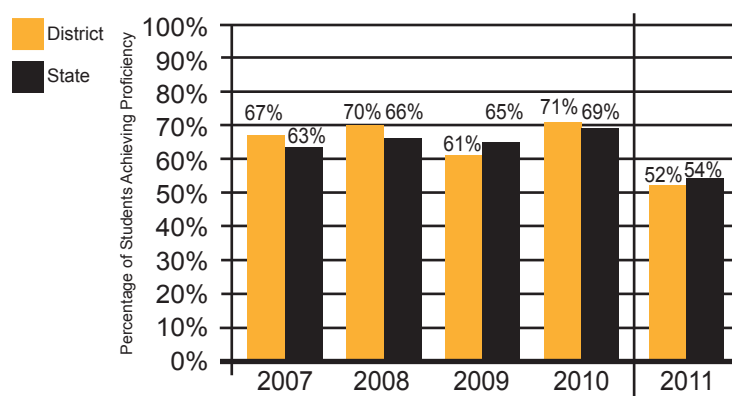
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 3



Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 5



Improving Student Achievement

District Academic Goals

Mathematics

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

Progress toward goal:

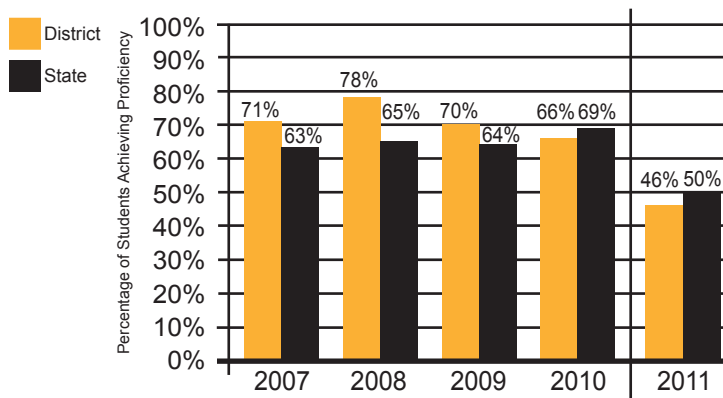
- 54.32 percent of students were proficient on the 2011 accountability tests. MCA-III results are not comparable to MCA-II results.



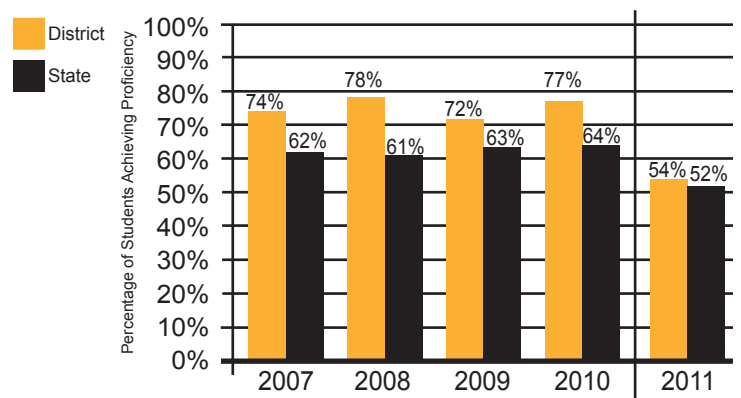
Moorhead High School students guide Robert Asp Elementary fifth-grade students in using descriptive language to write narratives to share with the class.

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

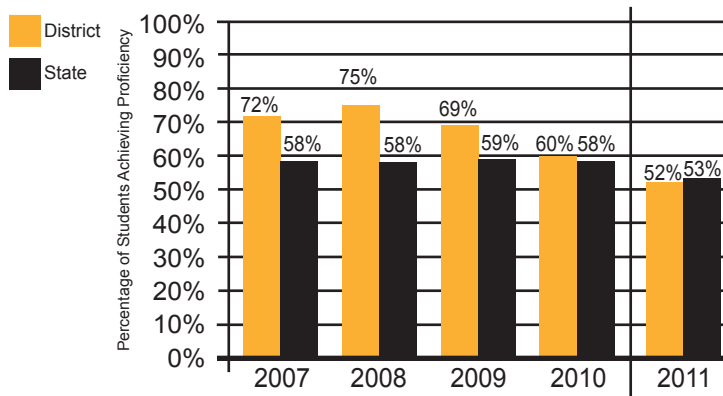
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 6



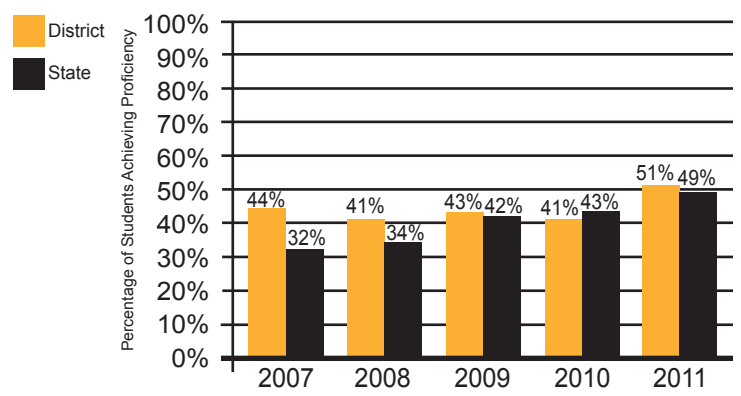
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 7



Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 8



Minnesota Comprehensive Assessments-II District Mathematics – Grade 11



Ellen Hopkins Elementary School



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

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58

Most Recent Remodeling: 2011

Square Footage: 111,005

Attendance Rate (2010-11) 95.6%

Enrollment by Grade (October 2010)

| | |
|----------------|-----|
| • Kindergarten | 132 |
| • Grade 1 | 155 |
| • Grade 2 | 144 |
| • Grade 3 | 128 |
| • Grade 4 | 134 |
| • Grade 5 | 111 |
| • Total | 804 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 4.2% |
| • Asian | 1.8% |
| • Hispanic | 10.9% |
| • Black | 4.8% |
| • White | 78.4% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 51.2%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 23.9% |
| English Language Learners | 7.4% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. Subgroup scores did not increase by 15 percent.

Goal 2

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

Progress toward goal:

- None of the six subgroups increased proficiency by 15 percent.

Goal 3

The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2011.

Progress toward goal:

- PBIS is 73 percent implemented, however data collection for monitoring and decision making is 38 percent implemented and will continue to be implemented during 2011-12.

School Improvement Goals for 2011-12

Goal 1 — Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2012.

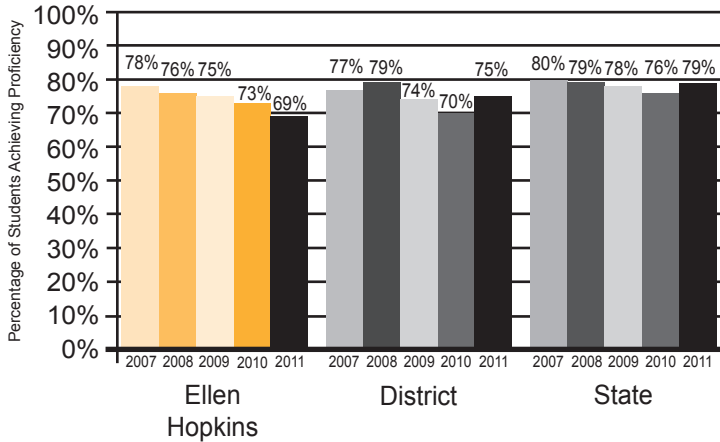
Goal 2 — Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-III by May 2012.

Goal 3 — The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2012.

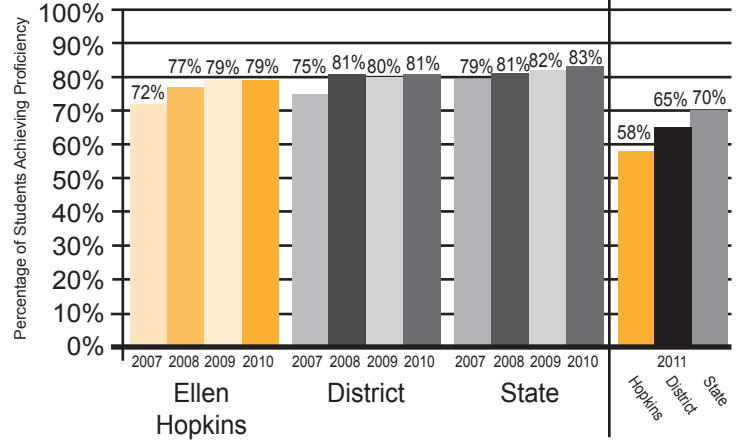
Ellen Hopkins Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

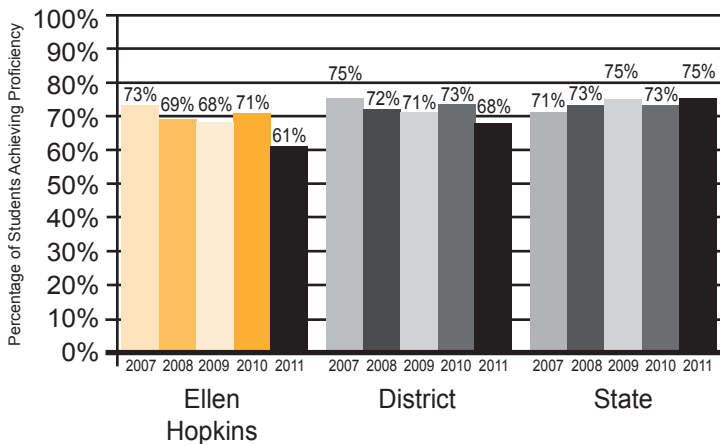
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 3**



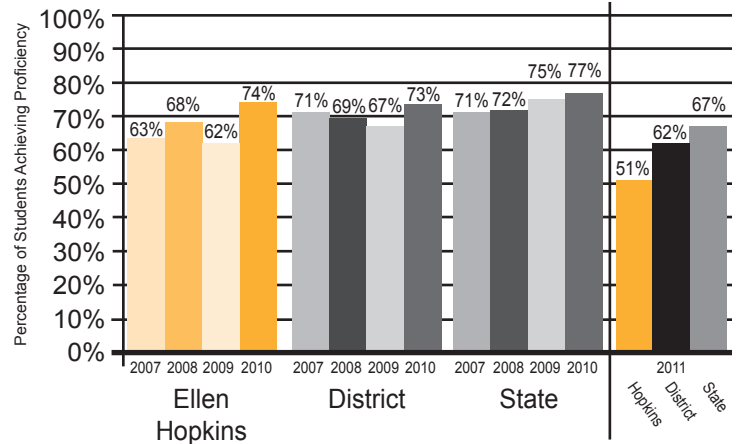
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 3**



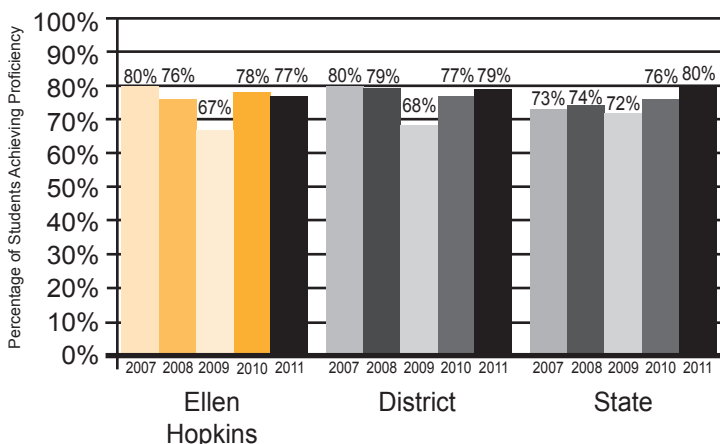
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 4**



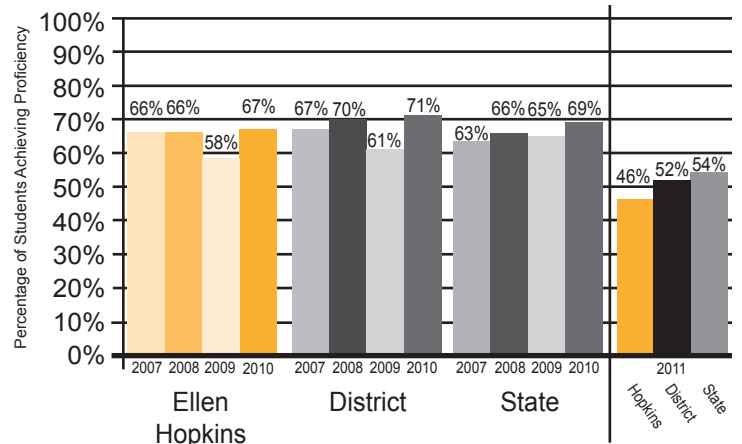
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 4**



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



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



Robert Asp Elementary School



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

2010-11 Principal: Kevin Kopperud
2011-12 Principal: Chris Triggs

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

Attendance Rate (2010-11) 95.3%

Enrollment by Grade (October 2010)

| | |
|----------------|-----|
| • Kindergarten | 116 |
| • Grade 1 | 131 |
| • Grade 2 | 117 |
| • Grade 3 | 119 |
| • Grade 4 | 147 |
| • Grade 5 | 143 |
| • Total | 773 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 4.3% |
| • Asian | 1.3% |
| • Hispanic | 12.1% |
| • Black | 5.5% |
| • White | 76.8% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 46.1%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 17.5% |
| English Language Learners | 9.0% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. 61 percent were proficient.

Goal 2

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

Progress toward goal:

- 75 percent were proficient.

Goal 3

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

Progress toward goal:

- This goal was not met.

School Improvement Goals for 2011-12

Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75 percent to 80 percent on the 2012 MCA-II reading assessment.

Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency to 61 percent to 80 percent on the 2012 MCA-III math assessment.

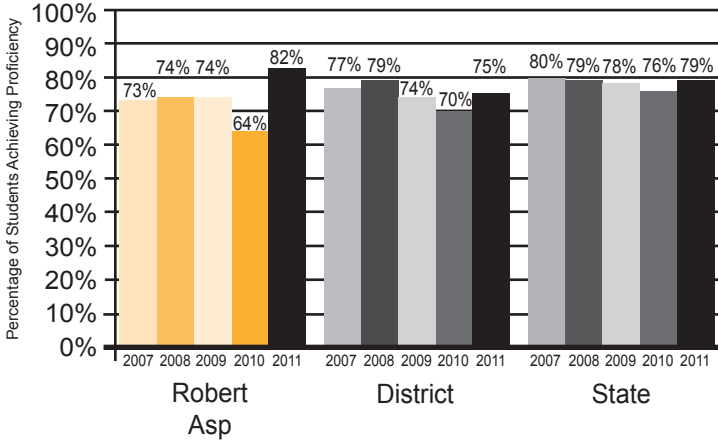
Goal 3

All students will demonstrate an increase in behavior that communicates care, consideration and respect of self and others through the development of a systematic plan for behavior.

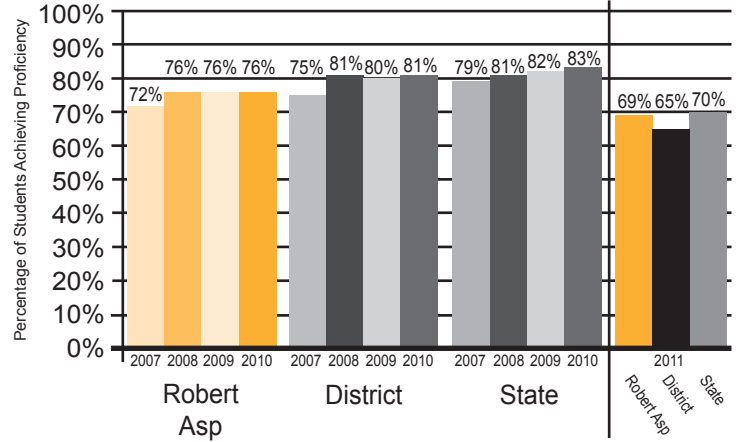
Robert Asp Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

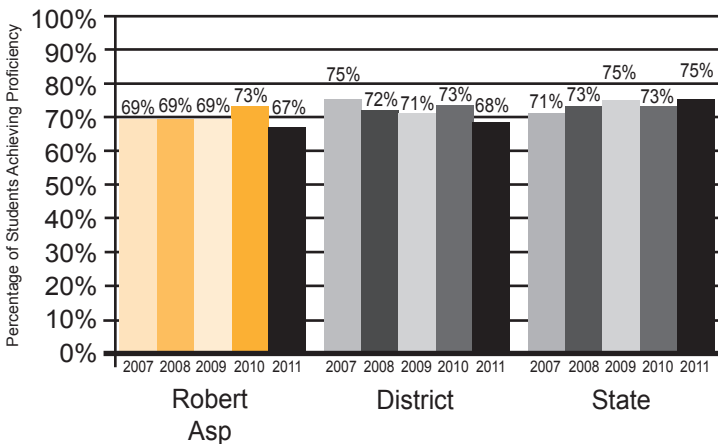
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 3**



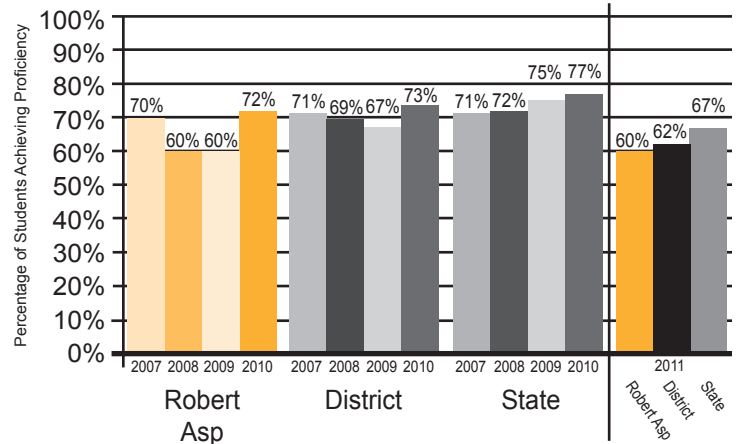
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 3**



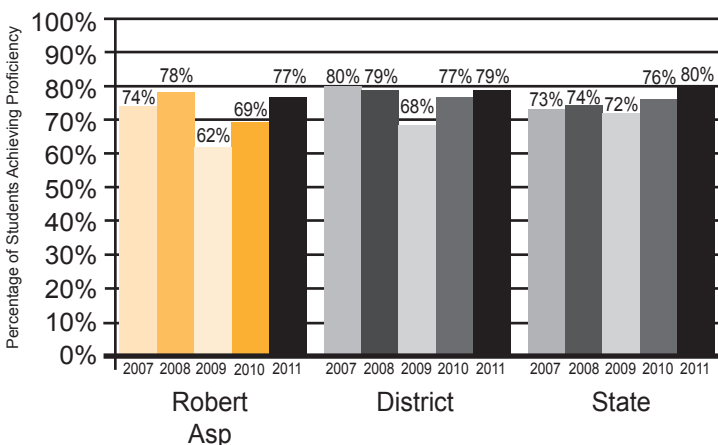
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 4**



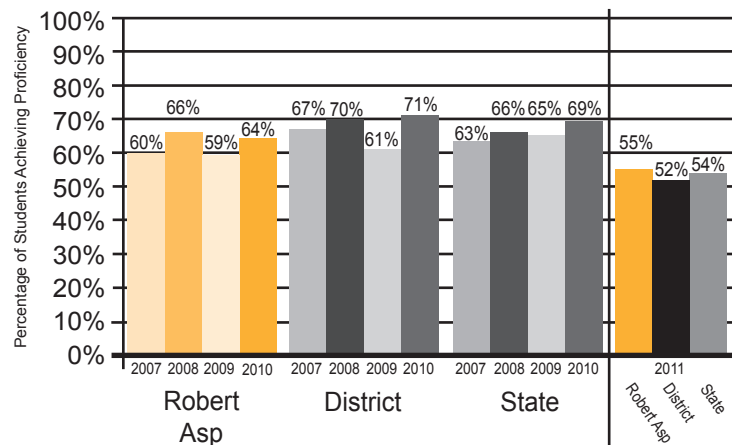
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 4**



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



**Minnesota Comprehensive Assessments (MCA-II/III)
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 (2010-11) 96.3%

Enrollment by Grade (October 2010)

| | |
|--------------------------------------|-----|
| • Kindergarten at Probstfield Center | 140 |
| • Grade 1 | 145 |
| • Grade 2 | 160 |
| • Grade 3 | 154 |
| • Grade 4 | 167 |
| • Grade 5 | 139 |
| • Total | 905 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 2.2% |
| • Asian | .8% |
| • Hispanic | 4.8% |
| • Black | 5.7% |
| • White | 86.6% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 36.5%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 14.5% |
| English Language Learners | 11.2% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. 66 percent were proficient.

Goal 2

S.G. Reinertsen Elementary staff will improve student reading skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2011 MCA-II reading assessment.

Progress toward goal:

- 78 percent were proficient.

Goal 3

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

Progress toward goal:

- 90 percent of interviewed students correctly stated the three school rules, 86 percent had no major incident reports, and 4 percent had three or more incident reports.

School Improvement Goals for 2011-12

Goal 1 — S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-III mathematics assessment.

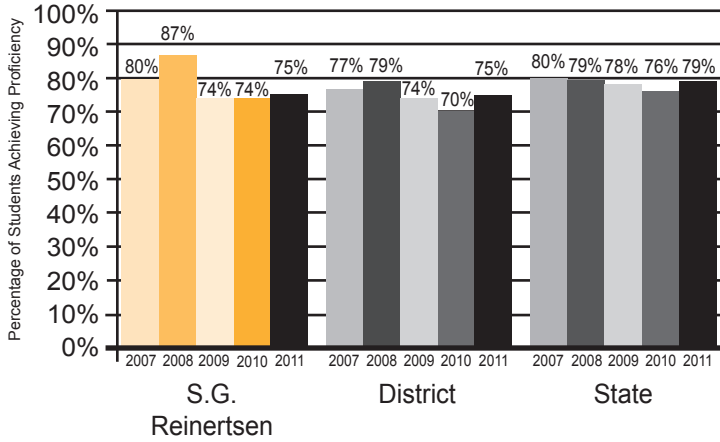
Goal 2 — S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-II reading assessment.

Goal 3 — 100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. At the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 3.5 percent of students will have three or more major incident report. Bus conduct reports for the year will reduce from 90 to 70.

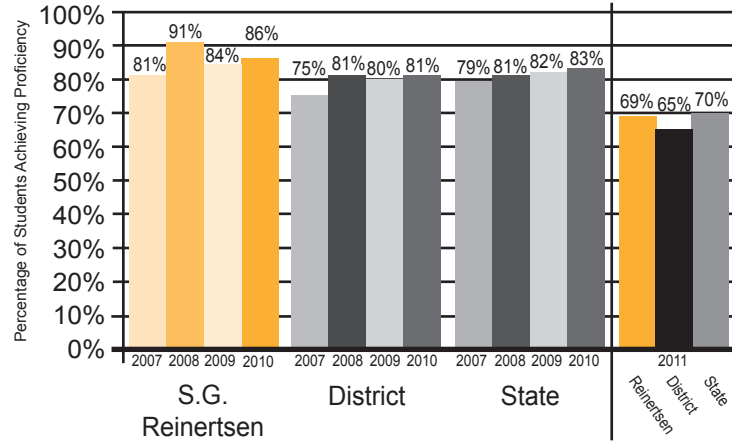
S.G. Reinertsen Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

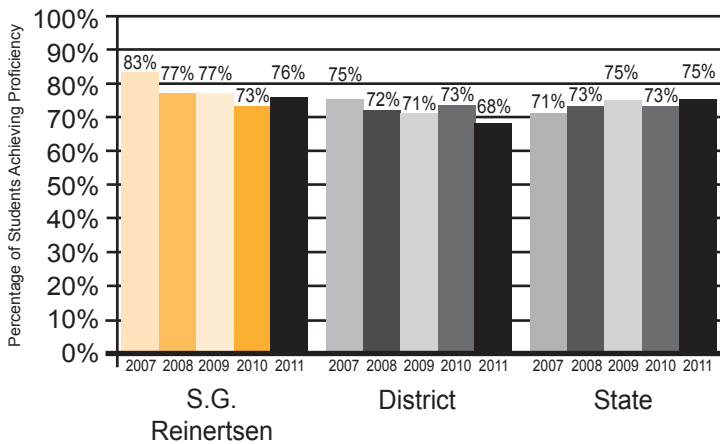
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 3**



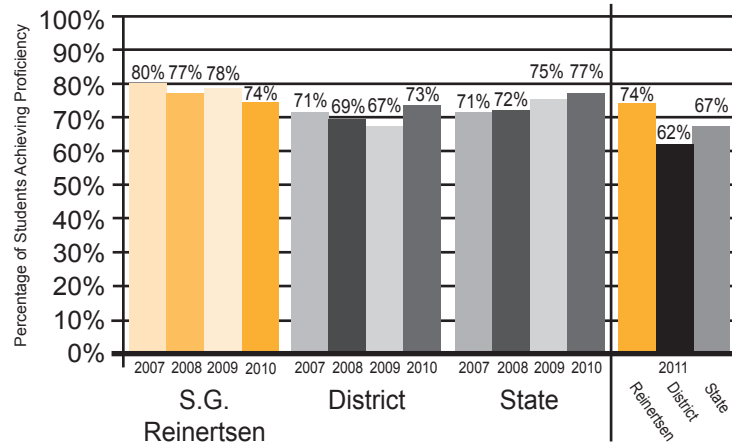
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 3**



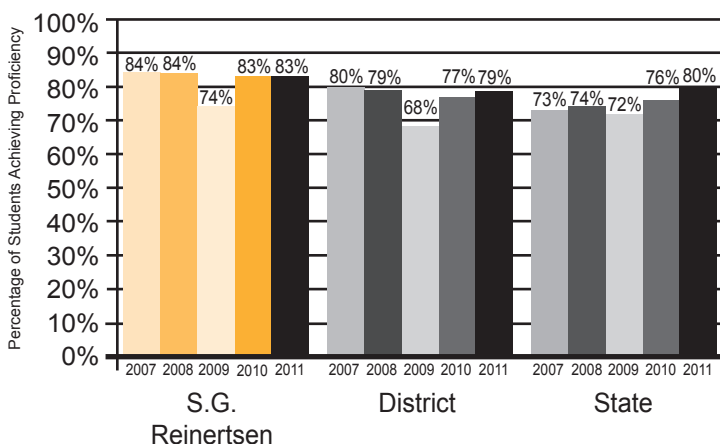
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 4**



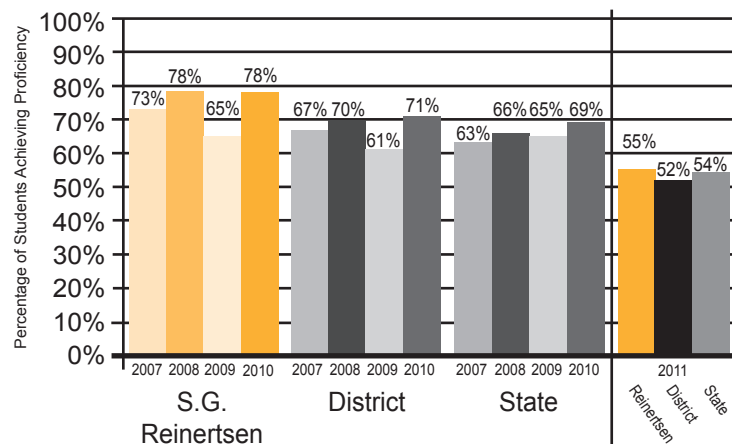
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 4**



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



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



Horizon Middle School



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

Principal: Lori Lockhart
Assistant Principal: Jeremy Larson

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2010-11) 95.8%

Enrollment by Grade (October 2010)

| | |
|-----------|-------|
| • Grade 6 | 432 |
| • Grade 7 | 415 |
| • Grade 8 | 408 |
| • Total | 1,255 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 1.6% |
| • Asian | 1.6% |
| • Hispanic | 7.4% |
| • Black | 4.9% |
| • White | 83.8% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 37.7%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 14.4% |
| English Language Learners | 6.2% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. The students proficient are Grade 6 – 46 percent, Grade 7 – 54 percent and Grade 8 – 54 percent.

Goal 2

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

Progress toward goal:

- The students proficient are Grade 6 – 68 percent, Grade 7 – 66 percent and Grade 8 – 66 percent.

Goal 3

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

Progress toward goal:

- Current practices were evaluated. Three more subgroups made Adequate Yearly Progress in 2011 than in 2010.

School Improvement Goals for 2011-12

Goal 1

Horizon Middle School will improve the math scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-III.

Goal 2

Horizon Middle School will improve the reading scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-II.

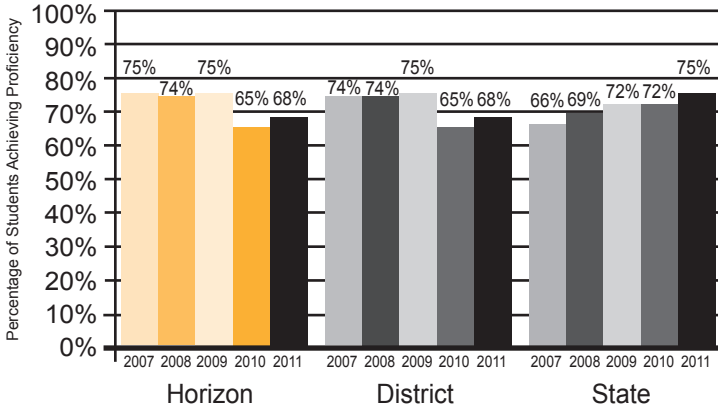
Goal 3

Horizon Middle School students will have a safe, healthy and respectful learning environment.

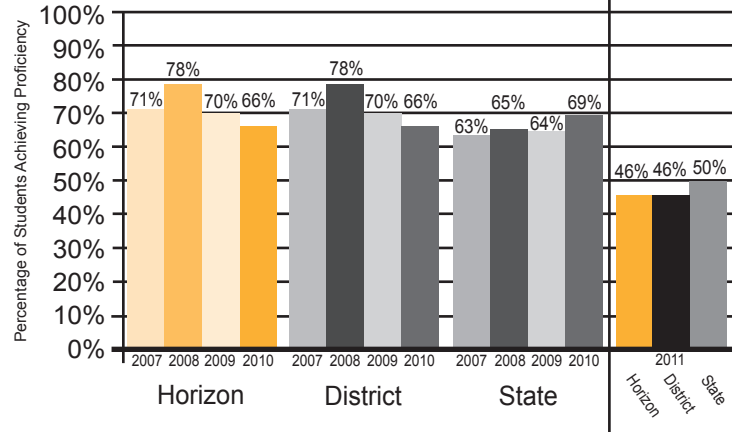
Horizon Middle School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 6-8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

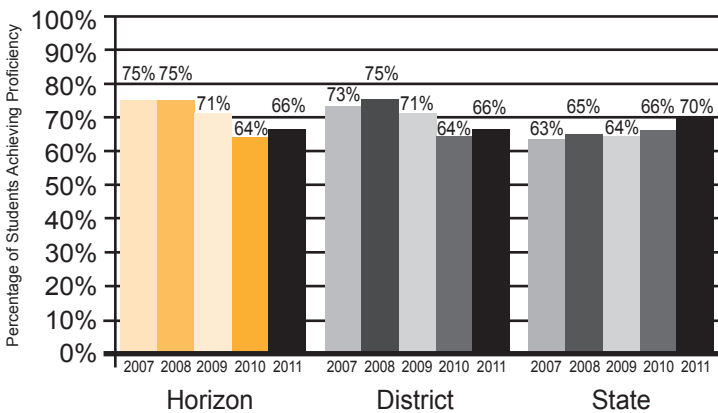
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 6**



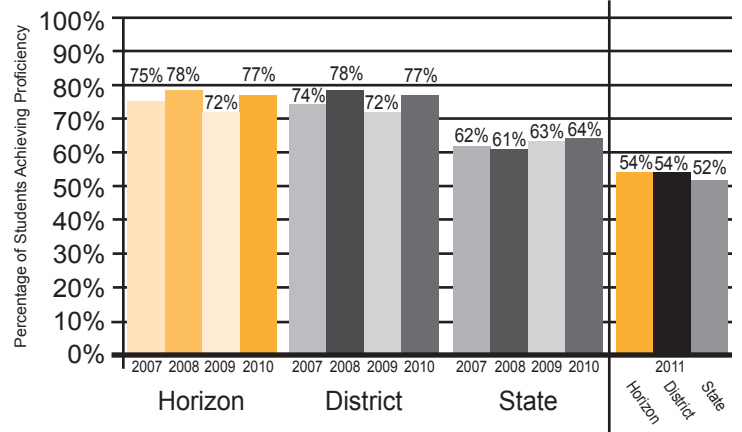
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 6**



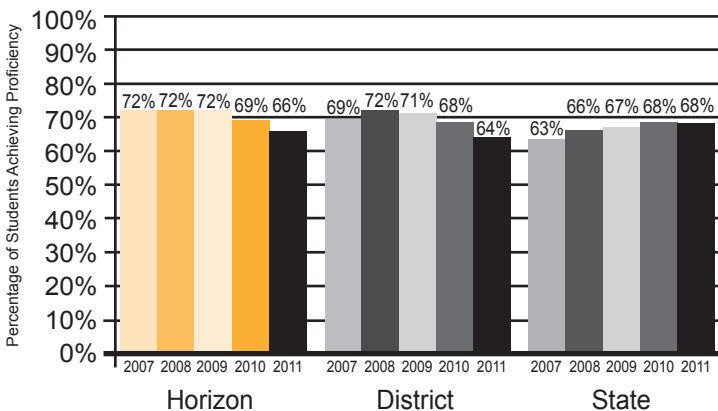
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 7**



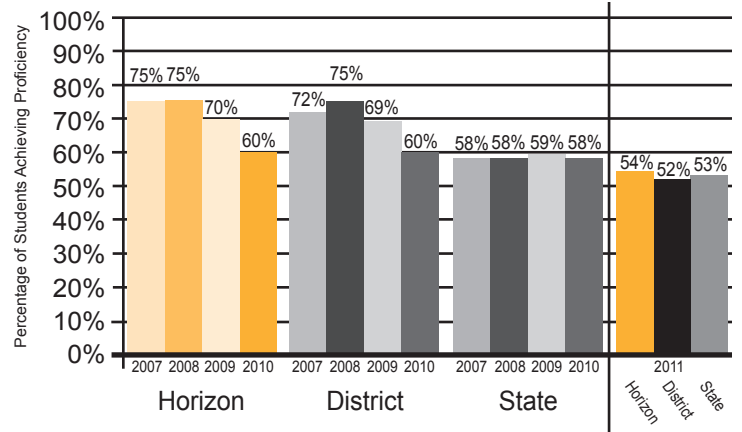
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 7**



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



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



Moorhead High School



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

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

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

Attendance Rate (2010-11) 93.2%

Graduation Rate (2010-11) 97.1%

Enrollment by Grade (October 2010)

| | |
|------------|-------|
| • Grade 9 | 382 |
| • Grade 10 | 414 |
| • Grade 11 | 355 |
| • Grade 12 | 396 |
| • Total | 1,547 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 2.4% |
| • Asian | 1.9% |
| • Hispanic | 5.2% |
| • Black | 3.3% |
| • White | 87.2% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 27.5%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 13.7% |
| English Language Learners | 3.2% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- Students proficient exceeded the state percentage of students proficient by 4 percent, 53 percent to 49 percent. This is an 11 percent increase from 2010.

Goal 2

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

Progress toward goal:

- 75 percent of students were proficient, which is the same as the state average.

Goal 3

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

Progress toward goal:

- All subtests increased by more than .2 points (English: .7 points, Math: .5 points, Reading: .8 points, Science: .7 points, Composite: .6 points).

School Improvement Goals for 2011-12

Goal 1

Students proficient on the 2012 MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

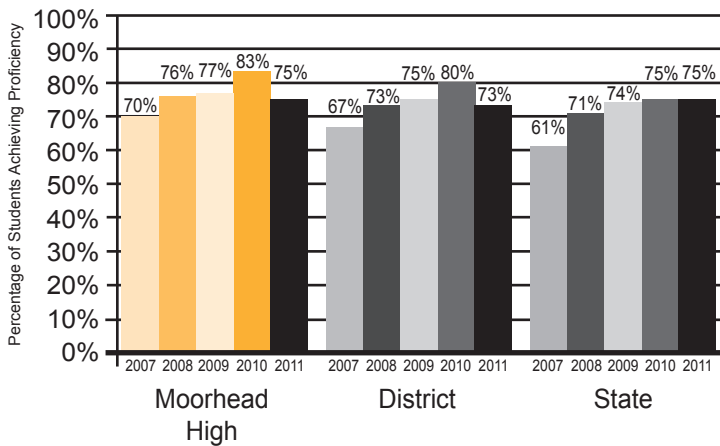
Goal 2

85 percent of Moorhead High School grade 10 students will be proficient on the 2012 MCA-II reading assessment.

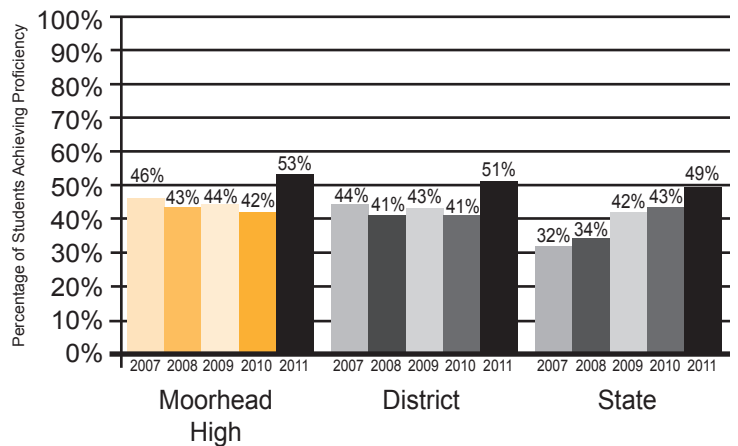
Moorhead High School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II.

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



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

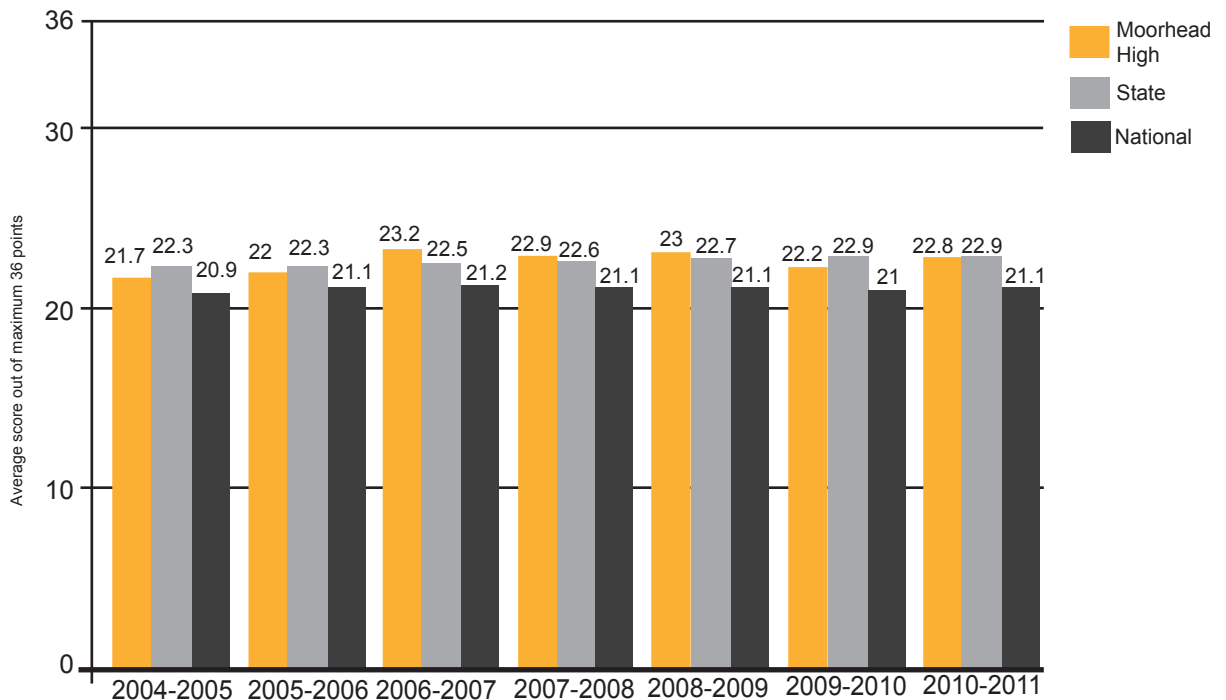


ACT Average Scores from 2004-2005 to 2010-2011

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:

- 2004-05: 296
- 2005-06: 246
- 2006-07: 285
- 2007-08: 288
- 2008-09: 249
- 2009-10: 280
- 2010-11: 267



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 (2010-11) 83.8%

Enrollment by Grade (October 2010)

| | |
|------------|----|
| • Grade 6 | 0 |
| • Grade 7 | 1 |
| • Grade 8 | 3 |
| • Grade 9 | 13 |
| • Grade 10 | 20 |
| • Grade 11 | 24 |
| • Grade 12 | 29 |
| • Total | 90 |

Diversity of Student Population (2010-11)

| | |
|-------------------|-------|
| • American Indian | 14.2% |
| • Asian | 0% |
| • Hispanic | 31.7% |
| • Black | 14.2% |
| • White | 40.0% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 91.5%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-------|
| Special Education | 17.5% |
| English Language Learners | 18.3% |

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

School Improvement Goals for 2010-11

Goal 1

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

Progress toward goal:

- 0 percent of students were proficient.

Goal 2

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

Progress toward goal:

- 28 percent of students were proficient.

Goal 3

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

Progress toward goal:

- This goal was met.

School Improvement Goals for 2011-12

Goal 1

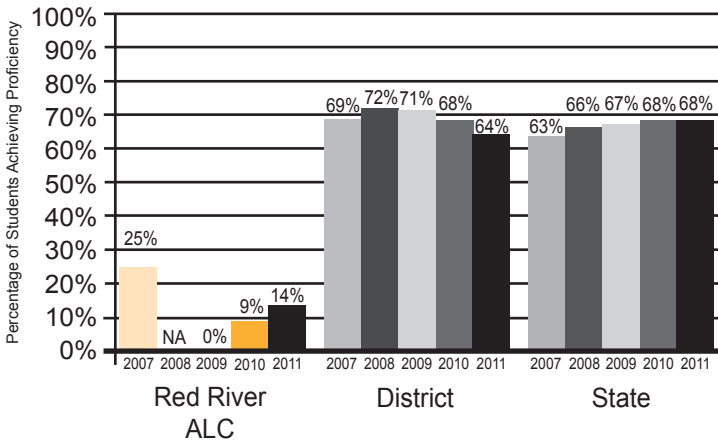
Grade 11 students proficient on the 2012 MCA-III mathematics assessment will improve from 0 percent to 3 percent.

Goal 2 – Grade 10 students proficient on the 2012 MCA-II reading assessment will improve from 28 percent to 31 percent.

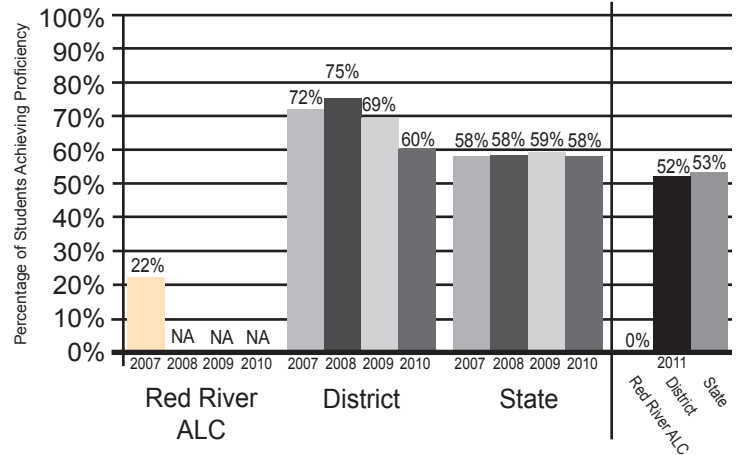
Red River Area Learning Center

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II and all grade 8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

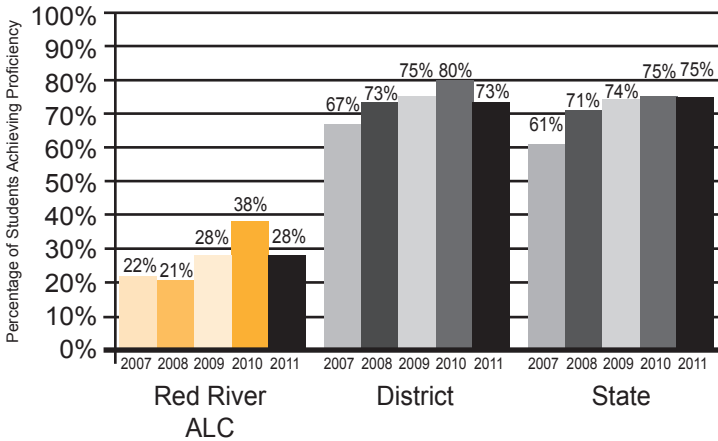
**Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 8**



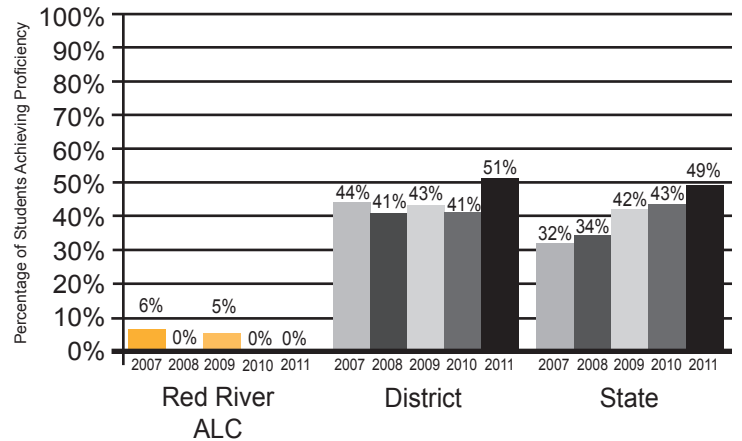
**Minnesota Comprehensive Assessments (MCA-II/III)
Mathematics – Grade 8**



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



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





Moorhead Area Public Schools Independent School District 152

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

2011 School Board

Kristine Thompson, Chair • Lisa Erickson, Vice Chair
Cindy Fagerlie, Clerk • Bill Tomhave, Treasurer
Laurie Johnson, Director • Mike Siggerud, Director • Trudy Wilmer, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

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

This report is available to the public on our district website at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2010-11 school year.
Designed and edited by Pamela J. Gibb.

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