

Connecting FOR SUCCESS



Moorhead Area Public Schools
Independent School District 152



*2006-07 Annual Report on
Curriculum, Instruction and Student Achievement*

WELCOME TO THE 2006-07 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

CONNECTING FOR SUCCESS

Moorhead Area Public Schools is focusing on the theme "Connecting for Success" this year. There are numerous ways teachers, learners and all those who support the teaching and learning process can make connections to bolster student achievement and promote lifelong learning.



Across our school district, employees are connecting for the success of all learners. While staff members are connecting with each other, they are also connecting with students in enhanced ways. They are forging relationships that allow our students to better succeed.

While our students are connecting with their teachers, they are also connecting learning to its real-life application through technology, service-learning and interdisciplinary projects. Additionally, classroom learning is connected to assessments that demonstrate the success of our students.

All of these connections internally within the schools across the school district are promoting a positive and productive educational experience for our learners.

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

This continuous improvement process will be guided by the district's strategic plan, which after a yearlong collaborative process was adopted by the School Board in August 2007. Many of the six priorities areas, which are highlighted on page 15, focus on student achievement and curriculum. The strategic plan will provide the required intentional focus across the district to continue providing quality education.

Teams at each school have established academic goals for our students and will be working toward achieving those goals. This report contains results from the 2007 Minnesota Comprehensive Assessments-II. The state-required MCA-II's are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

This year we will work together to enhance the teaching and learning process and focus on student achievement throughout our district. Our collective efforts as we connect for success will provide significant potential impact on student 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.

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

مەسكەر تۆ بە ئىنگلىز تىزىمى، ئىخچى، ئۇ تەتقىقاتى
284-3310. ھەربىكە بە زىماتى خىت، ھېتىمە تە تەزىماتى تى تەزىماتى تەزىماتى.

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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.

2006-07 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Bea Arett 2007 <i>Rep: Senior Citizens</i>	Dana Haagenson 2007 <i>Rep: Hopkins Parent</i>	Clinton Talley 2007 <i>Rep: Support Staff</i>
Victor Black 2008 <i>Rep: Junior Class</i>	Jay Haiby 2007 <i>Rep: Reinertsen Parent</i>	Bill Tomhave 2008 <i>Rep: Higher Education</i>
Andrew Chen 2007 <i>Rep: Senior Class</i>	Judy Kotta 2008 <i>Rep: Horizon Parent</i>	Colleen Tupper 2007 <i>Rep: Principals</i>
Karin Dulski 2008 <i>Rep: School Board</i>	Lynne Kovash 2007 <i>Rep: Administration</i>	Kris Valan 2007 <i>Rep: Higher Education</i>
Cindy Fagerlie 2007 <i>Rep: School Board</i>	Karen Nitzkorski 2008 <i>Rep: Community Education</i>	Coralie Wai 2007 <i>Rep: Moorhead High Parent</i>
Charlie Fisher 2007 <i>Rep: Gifted/Talented Teacher</i>	Donna Norquay 2007 <i>Rep: Minorities</i>	Trudy Wilmer 2008 <i>Rep: Robert Asp Parent</i>
Mary Flesberg 2008 <i>Rep: Secondary Teacher</i>	Tammy Schatz 2008 <i>Rep: Hopkins Parent</i>	John Wirries, Co-chair 2008 <i>Rep: Reinertsen Parent</i>
Stacey Foss, Co-chair 2007 <i>Rep: Moorhead High Parent</i>	Chizuko Shastri 2007 <i>Rep: Horizon Parent</i>	
Pamela Gibb, Secretary 2008 <i>Rep: District Communications</i>	Faye Smiley-Aakre 2007 <i>Rep: Minorities</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 2006-07 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curriculum and instruction implications of the district's educational enhancement initiatives through school updates.
- Review district test results and the district's testing program, including a review of progress toward goals and information on the Measures of Academic Progress.
- Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards, including review of the revised mathematics standards.
- 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 the revised curriculum cycle.
- Review state's science, technology, engineering and mathematics or STEM initiative.
- Review community-based concerns related to instruction and curriculum.

MEASURING STUDENT PROGRESS

Minnesota Academic Standards

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

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. The new mathematics standards are being reviewed and implemented.

Measuring Achievement

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

- Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- Dynamic Indicators of Basic Literacy Skills (DIBELS)

- Various Literacy Assessments
- In-class Unit and Skills Assessments
- 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.

Basic Skills Tests

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Until legislative action in July 2005, these tests were required for graduation from a Minnesota high school. Students in grade 10 and younger will no longer take these tests. Students in grades 11 and 12 are still required to pass these tests and continue to have the opportunity to retake the tests. Refer to page 8 for more information.

Minnesota Comprehensive Assessments-II

The MCA-IIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8, 10 and 11 participate in the MCA-II tests in the areas of reading and mathematics. 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 has replaced the Basic Skills Tests for students in grade 10 and lower.



Horizon Middle School students read completed books to their Robert Asp Elementary "Book Buddies." As part of an interdisciplinary service-learning project, the students created personalized picture books based on values such as honesty and integrity. After writing the stories in English class, students made scale drawings of their main characters in math class. In art technology class, students photographed the main character of their books for illustrations, word processed the stories, marbled paper for the end papers of the books, made covers, and sewed the pages into the books.

MEASURING STUDENT PROGRESS

GRADES K-5: DISTRICT-WIDE TESTING FOR 2007-08

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	3-5	April 15 & 17, 2008	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	3-5	April 22 & 24, 2008	
Science	5	April 28-May 23, 2008	
Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 3-5	March 10-14, 2008 March 24-28, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 3-5	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5	Oct. 22-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
Dynamic Indicators of Basic Literacy Skills (DIBELS)	K (all students) and 1 (selected students)	September 2007 / January 2008 / May 2008	To determine a student's level of proficiency with early reading skills
Various Literacy Assessments	K-5	Throughout the school year	To determine a student's reading level and skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Examples of Excellence

- In 2006-07, Moorhead High School students earned more than \$1.4 million in scholarships.
- Moorhead's class of 2007 exceeded state and national averages for composite ACT scores with an average score of 23.2. The state average was 22.5 and the national average was 21.2. Minnesota's average score was first in the nation when compared to other states in which at least half of the graduating seniors take the college entrance exam.
- Joslyn Larson, second-grade teacher at S.G. Reinertsen Elementary, received the Outstanding Contributions to Service-Learning Practice Award and was recognized at the 2007 Minnesota Youth Service Celebration at the Capitol.
- The Moorhead Area Public Schools' string program was honored in October 2006 with the 2006-2007 Meritorious String Program Award. Each year one school, college or youth orchestra is recognized by the Minnesota String and Orchestra Teachers Association.
- The Moorhead High School boys golf team placed third in the 2007 state golf tournament.
- Moorhead High School students Justin Larson and Nate Tracy placed first in Minnesota to qualify for the National Automotive Technology Competition. The team competed in the national contest in April 2007 in New York City, placing 14th out of 36 teams from around the country.
- The cast and crew of Moorhead High School's one-act play, "The Whole Shebang" earned a "starred performance" at the 59th annual Minnesota State High School League One-Act Play Festival in February 2007.

MEASURING STUDENT PROGRESS

GRADES 6-8: DISTRICT-WIDE TESTING FOR 2007-08

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	6-8	April 15 & 17, 2008	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Mathematics	6-8	April 22 & 24, 2008	
Science	8	April 28-May 23, 2008	
Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 6-8	March 10-14, 2008 March 24-28, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 6-8	Same as mathematics MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8	Oct. 22-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
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	TBD	To provide information and assist in counseling individual college-bound students; norm-referenced achievement test



Math students at Moorhead High School measure their wood pieces with calipers as part of a STEM (science, technology, engineering and math) project. The students learned about what it means for objects to be in tolerance, control charts and the manufacturing process.

MEASURING STUDENT PROGRESS

GRADES 9-12: DISTRICT-WIDE TESTING FOR 2007-08

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	11 and 12 who have not passed the test	Nov. 27, 2007 April 8, 2008 (Seniors only)	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota for students grades 11-12
Reading		Nov. 29, 2007, Feb. 6, 2008, April 10, 2008	
Mathematics		Nov. 28, 2007, Feb. 5, 2008, April 9, 2008	
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 15 & 16, 2008	To provide information about instruc- tion of the Minnesota Academic Stan- dards and help schools and teachers determine program improvements; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 10 and below
Mathematics	11	April 15 & 16, 2008	
Science	Biology students	April 28-May 23, 2008	
GRAD Test of Written Composition	10 who have not passed	Nov. 27, 2007	To ensure minimum competency in writing; required for graduation
	9	April 15, 2008	
Measures of Academic Progress (MAP)	9	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 10	March 10-14, 2008 March 24-28, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as mathematics MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 10-11	Oct. 22-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN	10	Nov. 1, 2007	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests
PSAT	11	Oct. 17, 2007	
ACT	11-12	Various Saturdays throughout the year	
SAT	11-12		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Nov. 16, 2007	To determine students' vocational aptitude and interests
Advanced Placement Exams	10, 11, 12	May 5-9, 2008 May 12-16, 2008	To determine college credit related to student scores

BASIC SKILLS TESTS

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

Students in grades 11 and 12 must pass the reading, writing and math Basic Skills Tests to graduate.

Students in grade 10 and younger take the GRAD portion of the Minnesota Comprehensive Assessments-II as a graduation requirement.

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 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

Class of 2007 Class of 2008 Class of 2009

Class designation is given when students enter grade 9.

	<i>Class of 2007</i>	<i>Class of 2008</i>	<i>Class of 2009</i>
Reading			
Pass State	420	405	355
Pass Individual	11	1	2
Not Passed	23	41	63
Exempt	12	2	3
Math			
Pass State	410	381	341
Pass Individual	14	1	2
Not Passed	30	65	77
Exempt	12	2	3
Writing			
Pass State	427	416	357
Pass Individual	7	1	2
Not Passed	20	30	61
Exempt	12	2	3

Basic Skills Tests Definitions

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

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

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

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

No CHILD LEFT BEHIND ACT

School district makes adequate yearly progress

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

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

Results of the Minnesota Comprehensive Assessments-II

are used to determine whether a school meets the participation and proficiency requirements.

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

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

The No Child Left Behind Act is in the reauthorization process.

Adequate Yearly Progress

The school district made AYP as a result of the 2007 and 2006 MCA-II results. Five schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary and the Red River Area Learning Center are in the first year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the second year of not making AYP.

The district 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										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
<i>"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "-" means the subgroup was too small to count toward AYP. Subgroup size for participation is 40 or more students; subgroup size for proficiency is 20 or more students.</i>												
Moorhead School District	Reading	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes	Yes
	Math	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
Ellen Hopkins Elementary	Reading	Yes / Yes	-	-	- / Yes	-	Yes / Yes	- / No	Yes / Yes	Yes / Yes	Yes	N/A
	Math	Yes / Yes	-	-	- / Yes	-	Yes / Yes	- / No	Yes / Yes	Yes / No		
Robert Asp Elementary	Reading	Yes / Yes	-	-	Yes / Yes	-	Yes / Yes	Yes / No	Yes / Yes	Yes / Yes	Yes	N/A
	Math	Yes / Yes	-	-	Yes / Yes	-	Yes / Yes	Yes / No	Yes / Yes	Yes / Yes		
S.G. Reinertsen Elementary	Reading	Yes / Yes	-	-	-	- / Yes	Yes / Yes	-	Yes / Yes	Yes / Yes	Yes	N/A
	Math	Yes / Yes	-	-	-	- / Yes	Yes / Yes	-	Yes / Yes	Yes / Yes		
Horizon Middle School	Reading	Yes / Yes	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / No	Yes / Yes	Yes	N/A
	Math	Yes / Yes	- / No	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
Moorhead High School	Reading	Yes / Yes	-	-	- / Yes	-	Yes / Yes	-	Yes / Yes	Yes / Yes	N/A	Yes
	Math	Yes / Yes	-	-	-	-	Yes / Yes	-	Yes / No	Yes / Yes		
Red River Area Learning Center	Reading	Yes / No	-	-	-	-	-	-	-	Yes / No	No	N/A
	Math	Yes / No	-	-	-	-	-	-	-	Yes / -		

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 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

MINNESOTA COMPREHENSIVE ASSESSMENTS

MCA results assist school district in determining curriculum

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

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

The MCA-II tests measure students' progress toward high academic standards. Students currently in grade 10 and

younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

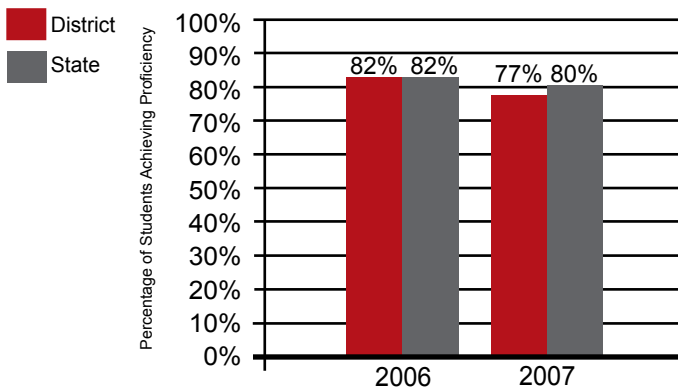
All students in the Moorhead School District, including special education and English language learners, are included in the test information.

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

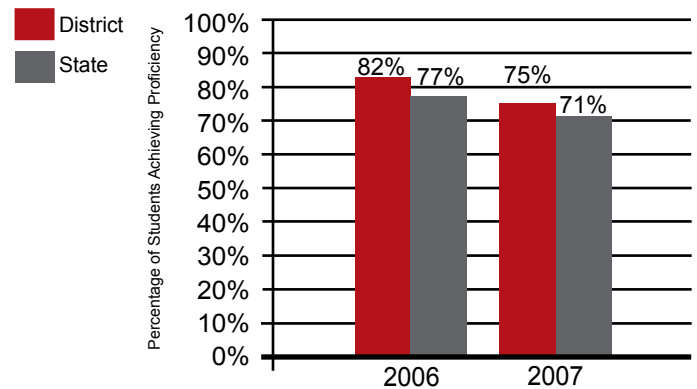
Teachers at all levels will be developing and using districtwide assessment to measure achievement in each grade level.

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

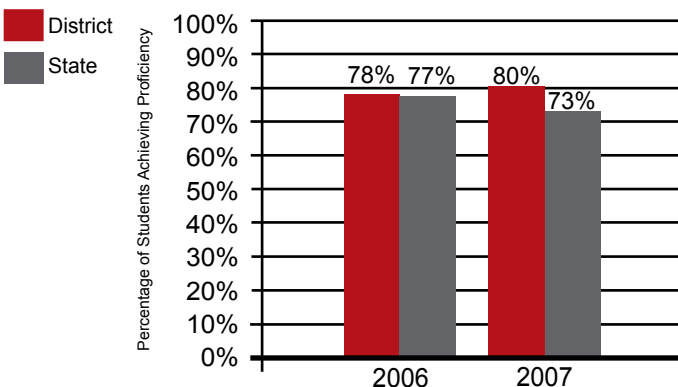
**Minnesota Comprehensive Assessments-II
Reading - Grade 3**



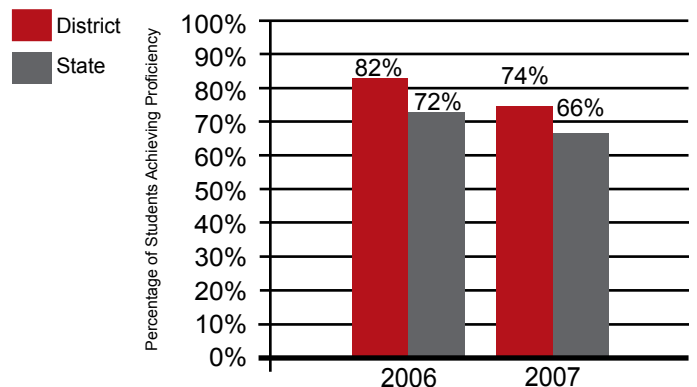
**Minnesota Comprehensive Assessments-II
Reading - Grade 4**



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



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



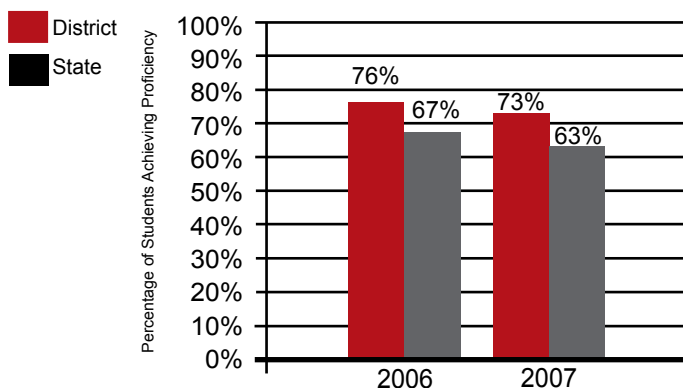
CONTINUOUS IMPROVEMENT PROCESS

Strategies and Accomplishments for AYP Improvement Plan

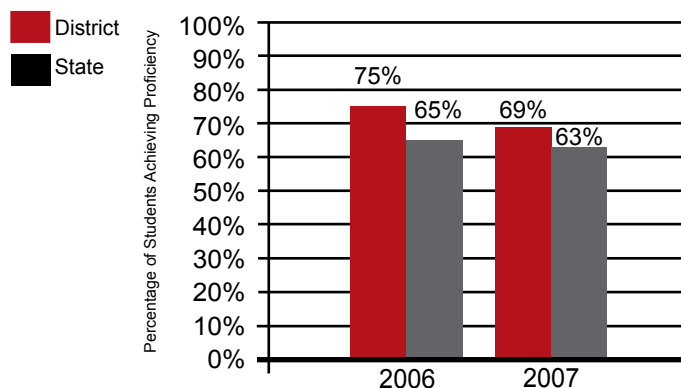
- Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.
 - Study groups at the school and district level have and will research programs that have proven effective in improving student achievement. The study group process has led to changes in classroom practice.
- Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.
 - Differentiation strategies are continuing to be implemented through teacher and leadership training. This provides different learning and assessment opportunities for all students.
- Continue and refine training with the Measures of Academic Progress (MAP) assessment and goal setting for all students.
 - Schools are using MAP data for student and school goals.
- Continue to develop the professional learning community concept within the school district.
 - Learning community and SMART school facilitation will continue through all schools. Teachers and staff continue to focus on data and the use of data to guide teaching to individual students.
- Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the areas of reading and mathematics.
 - District work groups continue to align and develop curriculum documents available to all teachers.
 - Secondary teachers work together to align standards, curriculum and common assessments.
- Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform grants through the Minnesota Department of Education.
 - Study groups at Moorhead High School will continue to learn ways to address the needs shown through test data.
 - Professional Learning Communities have been formed at Moorhead High School.
- Continue to develop the school improvement process to include more community members and individual schools.
 - The school improvement process has been updated and refined through the use of tools and resources from the Minnesota Department of Education and trained facilitators.
 - Schools are using the SMART process explained on page 10 to develop goals and continued planning for the 2007-08 school year. School goals are included on the following pages.

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

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



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



CONTINUOUS IMPROVEMENT PROCESS

Priorities of district's strategic plan focus on student achievement

After a year-long planning process, the strategic plan for the Moorhead Area Public Schools was adopted by the School Board on Aug. 27, 2007.

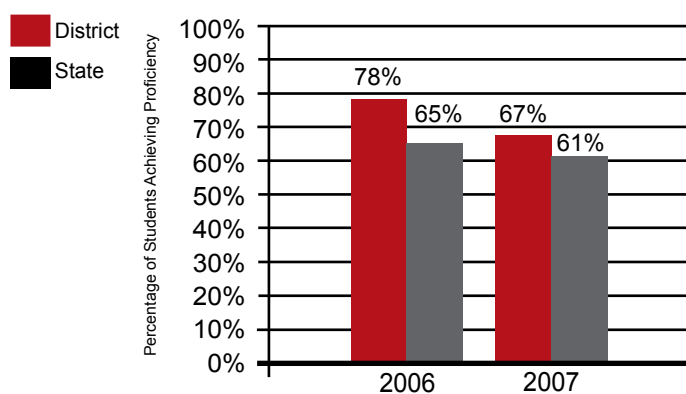
The strategic plan outlines six priority areas with goals and strategies identified for each priority. The priority areas will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

The priority areas and goals are:

Priority Area 1: Promote high expectations for student achievement and behavior.

- Establish SMART goals at the building level that determine proficiency levels.
- Monitor student progress at least quarterly by teacher teams and by school district administrators.
- Use achievement data (summative and formative) to direct instructional practices and decisions.
- Use collaborative teams at all levels for the purpose of examining data and student work.
- Provide a system of timely intervention for students who do not show growth or adequate development in learning.
- Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.
- Implement a positive behavior support system districtwide.
- Support standards-based and project-based service-learning curriculum.
- Utilize effective data and record-keeping systems regarding student behavior.

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



Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.
- Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Priority Area 3: Promote a safe, healthy and respectful learning environment.

- Develop and promote initiatives that encourage safe workplace practices.
- Update district and building crisis management plans.
- Plan developed for practice of all emergency procedures.
- Determine programs and approach for districtwide bullying prevention.
- Utilize effective data and record-keeping systems regarding student behavior.
- Implement a positive behavior support system districtwide.
- Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

Priority Area 4: Explore the effectiveness of the school day / school year.

- Determine effectiveness of current models and practices for school day / school year.

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

- Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.
- Explore methods for enhancement of comprehensive arts education program.
- Build relationship-based partnerships within our community for educational advancement.
- Assure options for all students are available to meet interests in activities.

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.

- Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.
- Determine the budgetary considerations of all-day kindergarten.
- Determine the impact of early childhood intervention / readiness collaborative programs.

IMPROVING STUDENT ACHIEVEMENT

Improvement Plan and District Goals

Moorhead Area Public Schools updated a needs assessment and AYP Improvement Plan in 2005. The district continues to use this document to strengthen performance targets across the following indicators:

- **Curriculum Improvement:** Provide additional staff development in promising practices and research basis of math curriculum across instructional levels, ensure rigor for all students, especially for learners at risk, and investigate research-based approaches to accelerated skill development.
- **Instruction Improvement:** Increase instructional time in math; staff development in differentiated instruction and foster collaboration with Learner Support Services staff.
- **Assessment and Use of Results Improvement:** Explore instructional strategies that support at-risk learners; use diagnostic assessment to trigger early intervention and to demonstrate incremental growth. For the 2007-08 school year, an instructional assessment coach has been hired to continue district and building analysis of achievement data.
- **Staff Development Improvement:** Use student achievement data to determine focus of staff development, provide sustained support of new initiatives and provide teacher math coach.
- **Engaging Families and Community Improvement:** Develop more support for parents and provide family involvement activities more closely aligned with instructional goals and priorities.
- **Leadership and Governance Improvement:** Develop focused strategic plan that addresses the needs of at-risk learners, implement SMART schools model, examine core instruction and time committed in the area of math for at-risk learners.
- **Planing and Resources Improvement:** Improve availability of computers to students and families, update materials for support teachers and integrate curriculum with technology.

Performance Targets

Mathematics

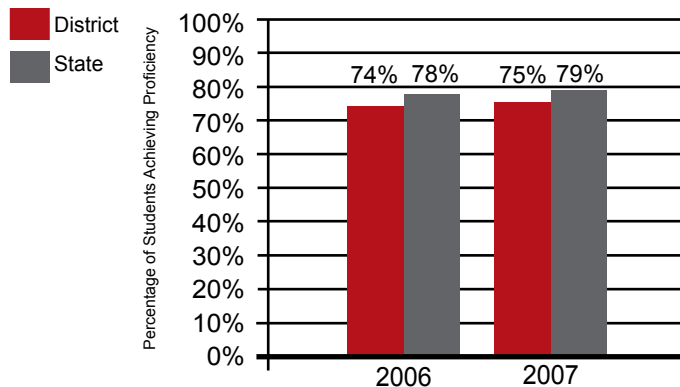
Having met AYP at the district level in 2005-06 for all groups with data from 2004-05, it was the goal in 2006-07 to meet the new state-determined index level indicating AYP for all groups. Math continues to be an area of need. It is the goal in 2007-08 to meet the revised state-determined index level indicating AYP for all groups.

Reading

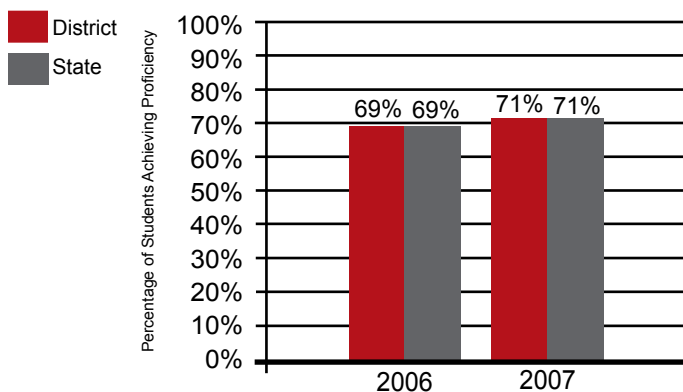
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In 2007 English language learners could take the MTELL assessment instead of the math MCA-II. 2006 MCA-II math results include ELLs' scores.

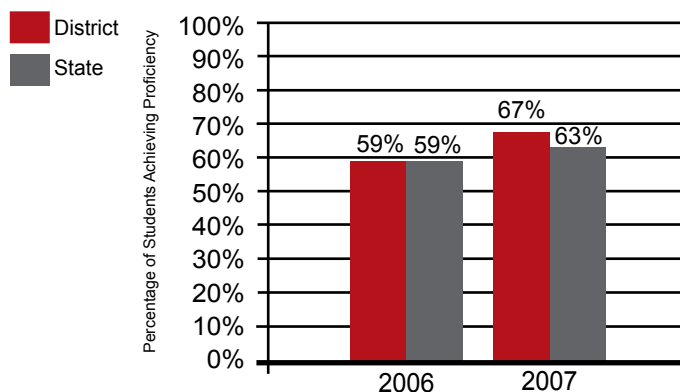
Minnesota Comprehensive Assessments-II Mathematics - Grade 3



Minnesota Comprehensive Assessments-II Mathematics - Grade 4



Minnesota Comprehensive Assessments-II Mathematics - Grade 5



IMPROVING STUDENT ACHIEVEMENT

Improvement Plan and District Goals

Goals Supporting Performance Targets

Mathematics

The percentage of students in the aggregate and for each targeted subgroup who are at the proficient level in mathematics on the MCA-II's will increase by 5 percent.

- 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.

Reading

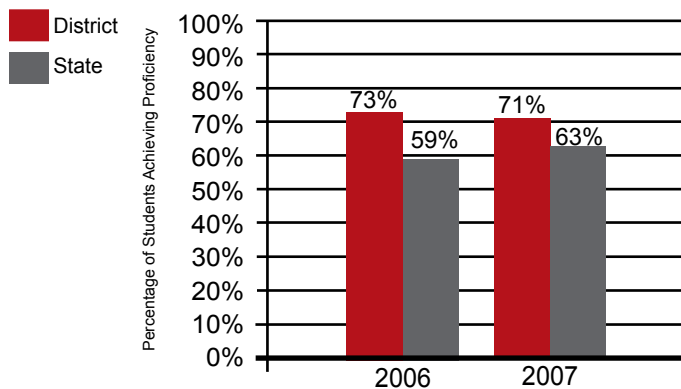
The percentage of students in the aggregate and for each

targeted subgroup who are at the proficient level in reading on the MCA-II's will increase by 5 percent.

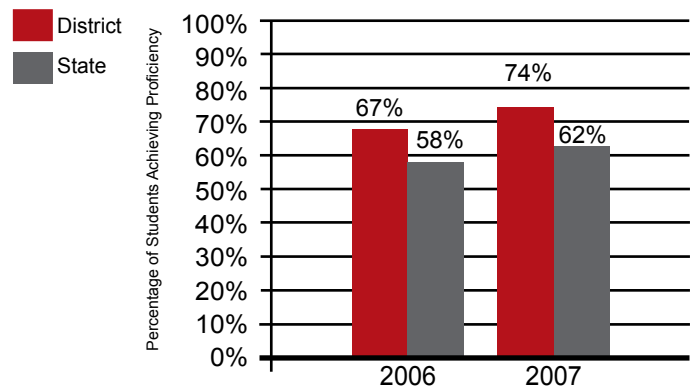
- The elementary schools will study balanced literacy and the Literacy Collaborative approach to teaching reading. This study will provide training for teams of teachers from each school.
- Strengthen the alignment of the curriculum to state standards and assessments K-12.
- Continue and refine training with the Measures of Academic Progress assessment and goal setting for all students.
- Continue to develop the professional learning community concept with the school district.
- Prioritize time for every teacher to study and align the standards, curriculum and test specifications in the areas of reading and mathematics.
- Continue to develop the school improvement progress to include more stakeholders and individual schools.

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

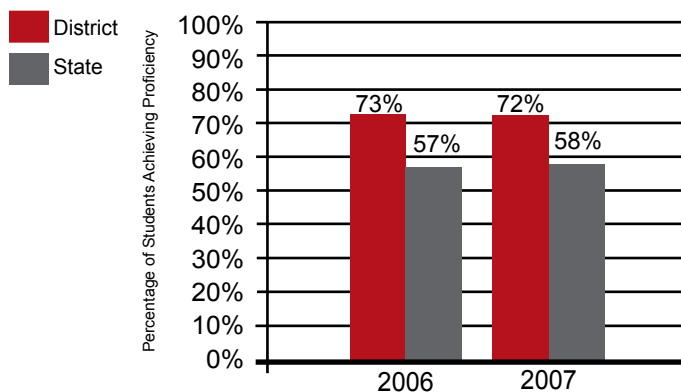
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 6



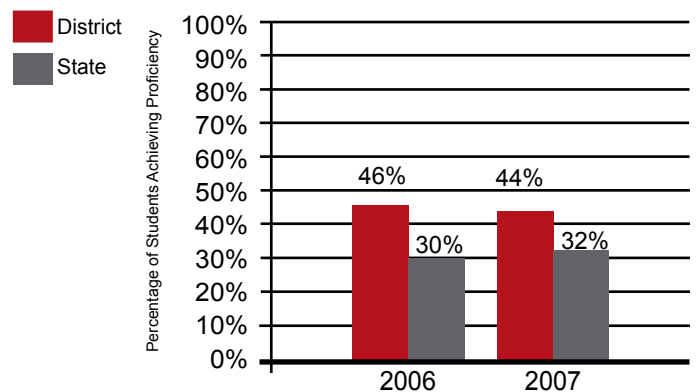
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 7



Mathematics - Grade 8



Mathematics - Grade 11



ELLEN HOPKINS ELEMENTARY SCHOOL



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

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 111,005

Attendance Rate (2005-06) 95.69%

Enrollment by Grade (October 2006)

• Kindergarten	138
• Grade 1	115
• Grade 2	153
• Grade 3	119
• Grade 4	123
• Grade 5	116
• Self-contained Special Education	3
• Total	767

Diversity of Student Population (October 2006)

• Native American	3.8%
• Asian	1.3%
• Hispanic	9.3%
• Black	3.0%
• White	82.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 35%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	8%

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

School Improvement Goals for 2006-07

Goal 1

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

Progress toward goal:

- 56.8 percent of students in grades 2-5 met the growth target in reading, a loss of .4 percent.

Goal 2

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

Progress toward goal:

- 60.9 percent of students in grades 2-5 met the growth target in math, a mean growth of 7.7 percent.

School Improvement Goals for 2007-08

Goal 1

By the end of the 2007-08 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

Goal 2

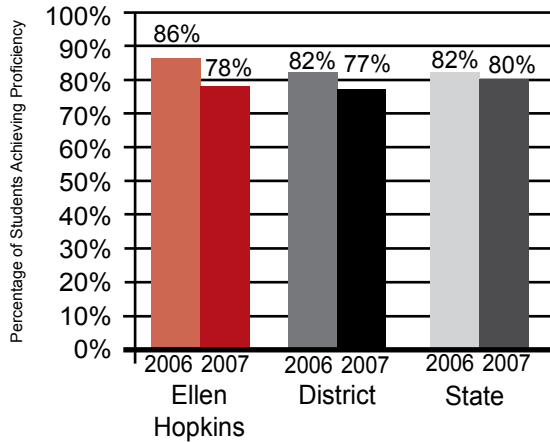
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ELLEN HOPKINS ELEMENTARY SCHOOL

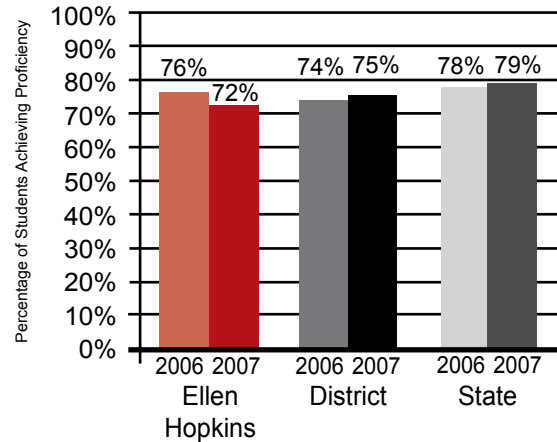
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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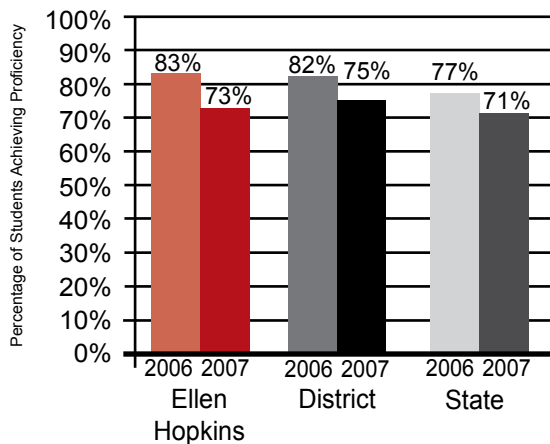
Minnesota Comprehensive Assessments (MCA-II) Reading - Grade 3



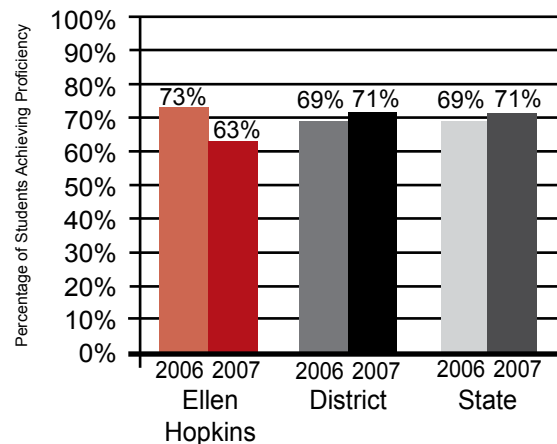
Minnesota Comprehensive Assessments (MCA-II) Mathematics - Grade 3



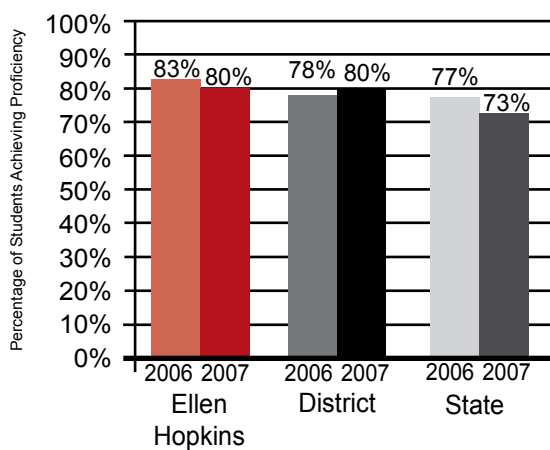
Minnesota Comprehensive Assessments (MCA-II) Reading - Grade 4



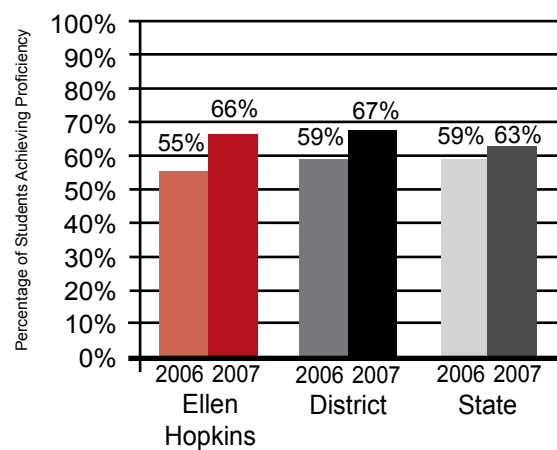
Minnesota Comprehensive Assessments (MCA-II) Mathematics - Grade 4



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



Minnesota Comprehensive Assessments (MCA-II) Mathematics - Grade 5



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 (2005-06) 95.6%

Enrollment by Grade (October 2006)

• Kindergarten	137
• Grade 1	137
• Grade 2	122
• Grade 3	106
• Grade 4	135
• Grade 5	121
• Self-contained Special Education	0
• Total	758

Diversity of Student Population (October 2006)

• Native American	2.7%
• Asian	2.1%
• Hispanic	14.4%
• Black	3.2%
• White	77.6%

Percentage of Students Eligible for Free or Reduced-Price Lunch 40%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	7%

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

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in reading decreased from 59.7 percent to 57.8 percent, a loss of 1.9 percent.

Goal 2

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 55.6 percent to 66.1 percent, a gain of 10.5 percent.

School Improvement Goals for 2007-08

Goal 1

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in needs of improvement:

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

Goal 2

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Areas in needs of improvement:

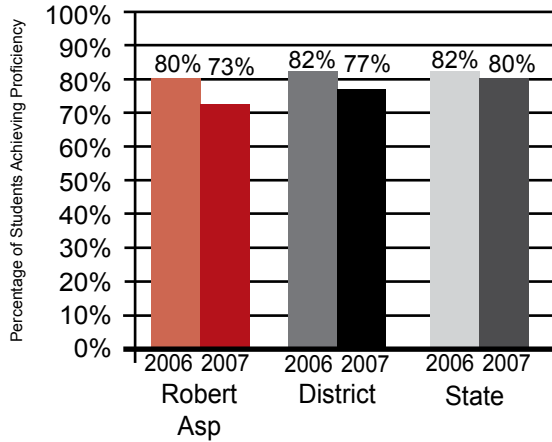
- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

ROBERT ASP ELEMENTARY SCHOOL

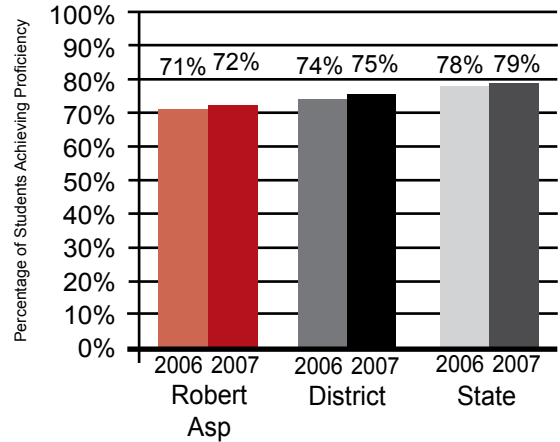
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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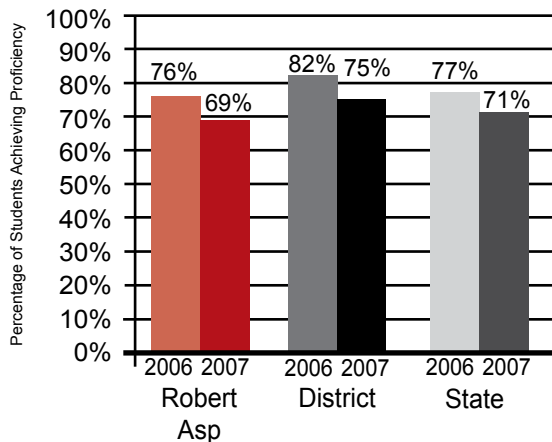
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 3**



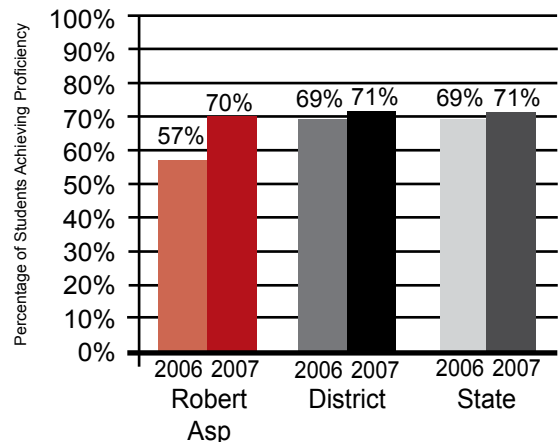
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 3**



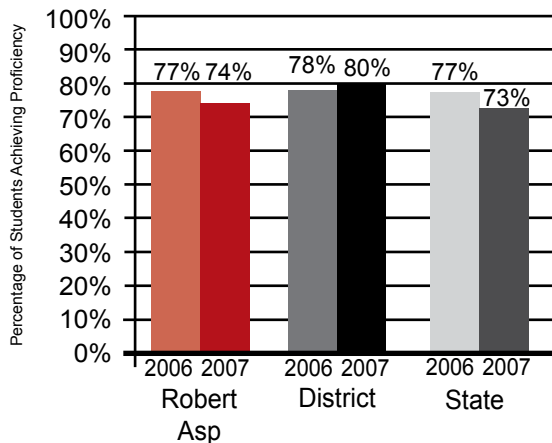
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 4**



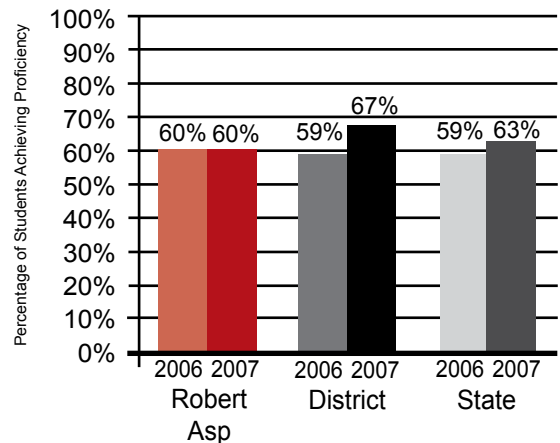
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 4**



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



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



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 (2005-06) 96.4%

Enrollment by Grade (October 2006)

• Kindergarten	147
• Grade 1	147
• Grade 2	136
• Grade 3	127
• Grade 4	120
• Grade 5	134
• Self-contained Special Education	0
• Total	811

Diversity of Student Population (October 2006)

• Native American	3.3%
• Asian	1.4%
• Hispanic	4.9%
• Black	5.1%
• White	85.3%

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

**Percentage of Students Receiving
Learner Support Services**

Special Education	14%
English Language Learners	4%

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

School Improvement Goals for 2006-07

Goal 1

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

Progress toward goal:

- Students meeting their reading growth target decreased from 60 percent to 56 percent.

Goal 2

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

Progress toward goal:

- Students meeting their math growth target increased from 55 percent to 69 percent.

School Improvement Goals for 2007-08

Goal 1

By the end of the 2007-08 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 56 percent to 65 percent.

Goal 2

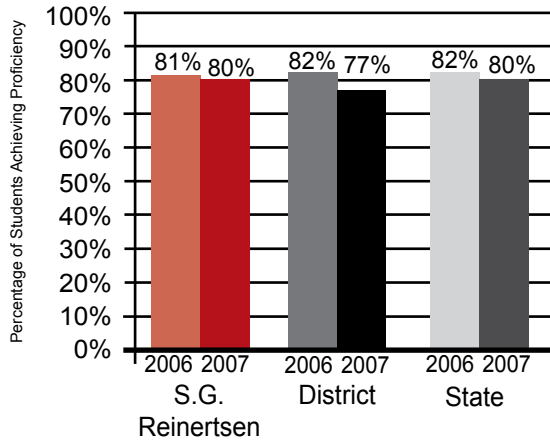
By the end of the 2007-08 school year, the average percent of students meeting their math growth target as measured on the Measures of Academic Progress (MAP) will increase from 69 percent to 70 percent.

S.G. REINERTSEN ELEMENTARY SCHOOL

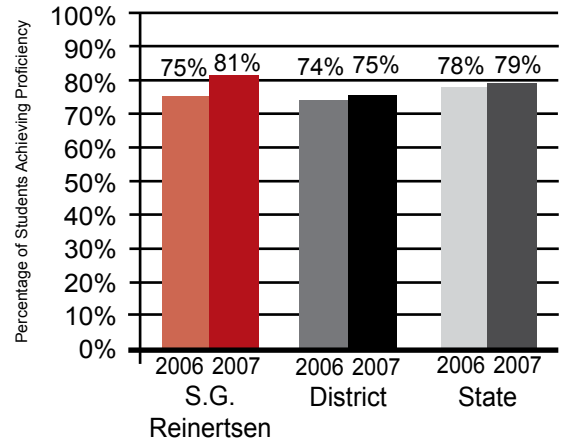
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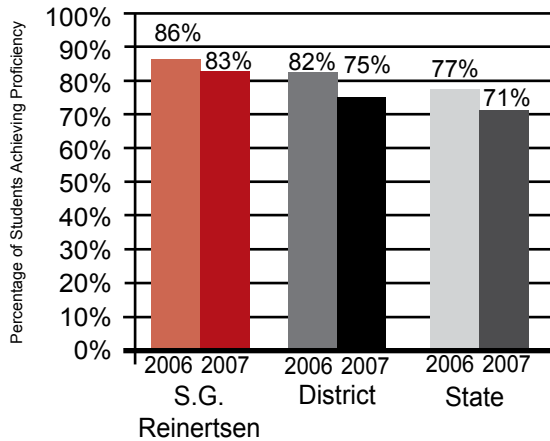
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 3**



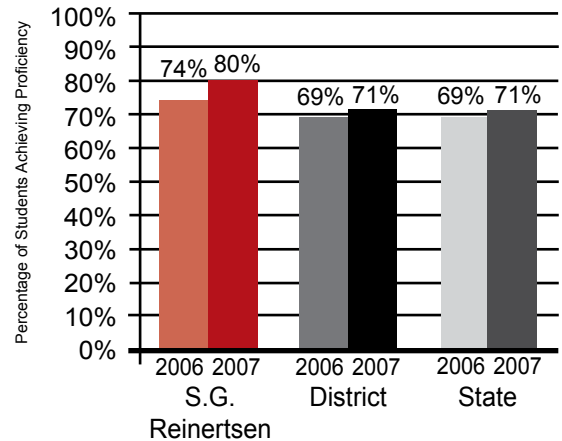
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 3**



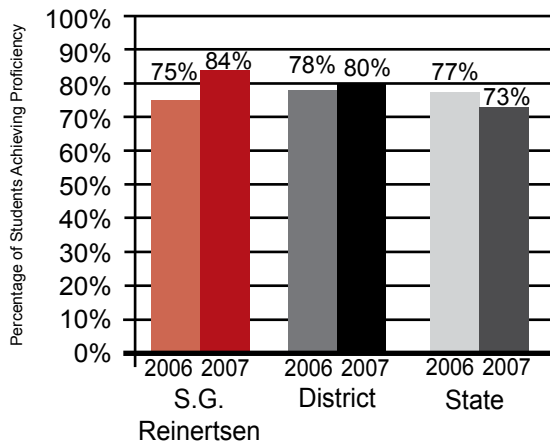
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 4**



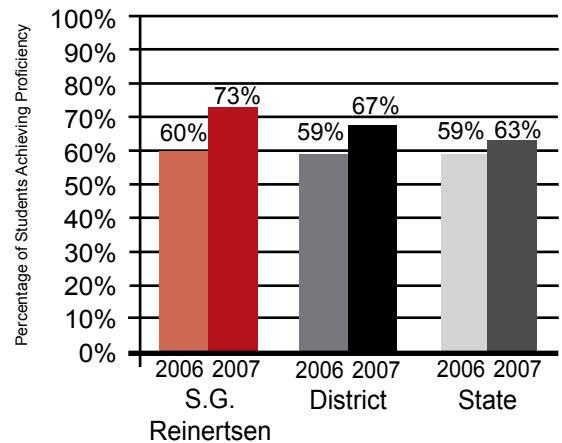
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 4**



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



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



HORIZON MIDDLE SCHOOL



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

Principal: Colleen Tupper
Assistant Principal: Matt Naugle

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2005-06) 95.28%

Enrollment by Grade (October 2006)

• Grade 6	414
• Grade 7	361
• Grade 8	397
• Total	1,172

Diversity of Student Population (October 2006)

• Native American	2.9%
• Asian	2.4%
• Hispanic	7.8%
• Black	2.5%
• White	84.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 29%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	7%

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

School Improvement Goals for 2006-07

Goal 1

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

Progress toward goal:

- In grade 6, 53.3 percent of the students met projected growth rates in reading. In grade 7, 54.5 percent of the students met projected growth rates, while in grade 8, 55.9 percent of students met projected growth rates.

Goal 2

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

Progress toward goal:

- In grade 6, 50.1 percent of the students met projected growth rates in math. In grade 7, 54.1 percent of the students met projected growth rates, while in grade 8, 51.0 percent of students met projected growth rates.

School Improvement Goals for 2007-08

Goal 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2007 Measures of Academic Progress (MAP) scores on the Spring 2008 MAP assessments.

Goal 2

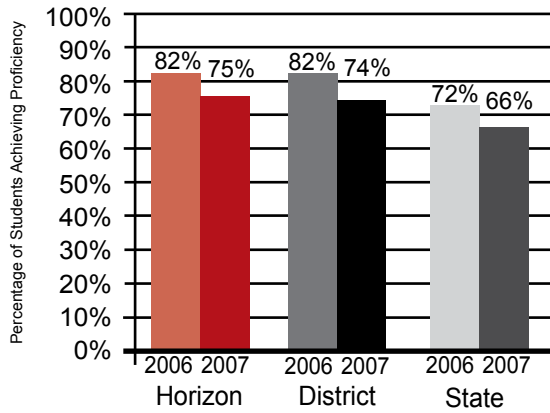
All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2007 Measures of Academic Progress (MAP) scores on the Spring 2008 MAP assessments.

HORIZON MIDDLE SCHOOL

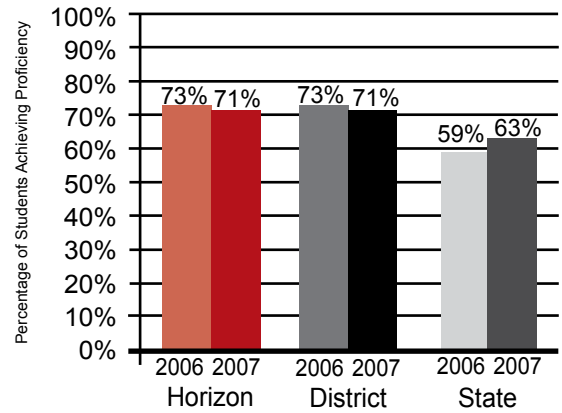
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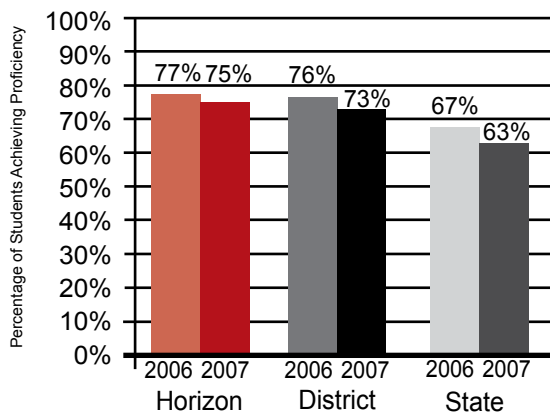
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 6**



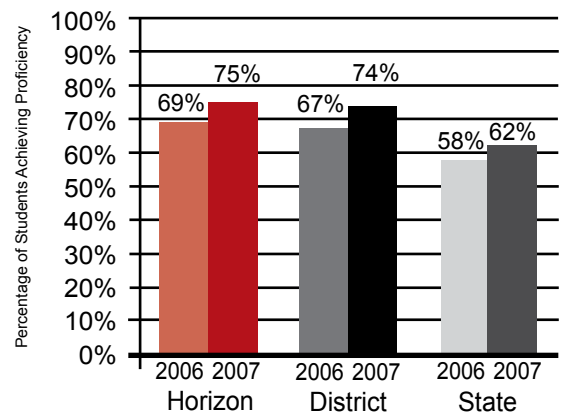
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 6**



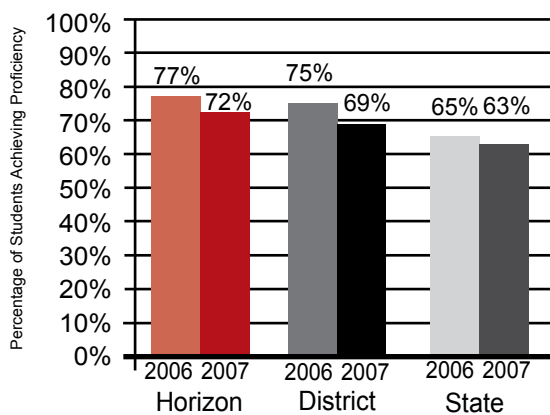
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 7**



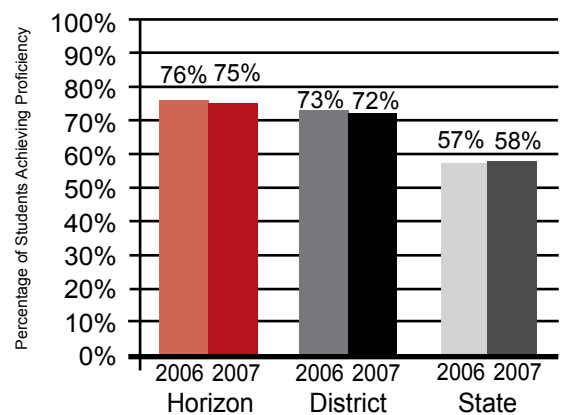
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 7**



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



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



MOORHEAD HIGH SCHOOL



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

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

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

Attendance Rate (2005-06) 93.23%

Graduation Rate (2005-06) 97.51%

Enrollment by Grade (October 2006)

• Grade 9	436
• Grade 10	389
• Grade 11	425
• Grade 12	410
• Total	1,660

Diversity of Student Population (October 2005)

• Native American	1.5%
• Asian	1.3%
• Hispanic	5.6%
• Black	1.9%
• White	89.7%

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

Percentage of Students Receiving Learner Support Services

Special Education	13%
English Language Learners	4%

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

School Improvement Goals for 2006-07

Goal 1

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

Progress toward goal: Participation was more than 98 percent.

Goal 2

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

Progress toward goal:

- While the 3 percent increase was not achieved, students exceeded the state average with 70 percent proficient compared to the state average of 61 percent.

Goal 3

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

Progress toward goal:

- While the 7 percent increase was not achieved, students exceeded the state average with 46 percent proficient compared to the state average of 32 percent.

Goal 4

Students will improve by .3 point on the ACT composite.

Progress toward goal:

- Students exceeded the goal with a 1.2 point increase.

Goal 5

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

Progress toward goal:

- Participation was increased from 67 percent to 77 percent.

School Improvement Goals for 2007-08

Goal 1 - Students proficient on the MCA-II reading assessment will exceed the state percentage of students achieving proficiency by 7 percent.

Goal 2 - Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 15 percent.

Goal 3 - MCA-II participation will exceed 95 percent.

Goal 4 - Students will improve by .3 point on the ACT composite.

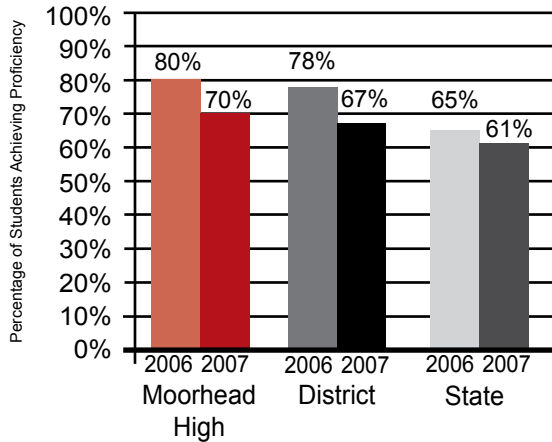
Goal 5 - Participation on the ACT by seniors will increase by 3 percent.

MOORHEAD HIGH SCHOOL

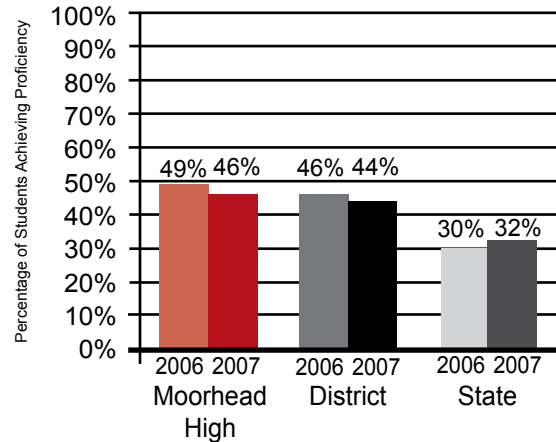
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

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



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

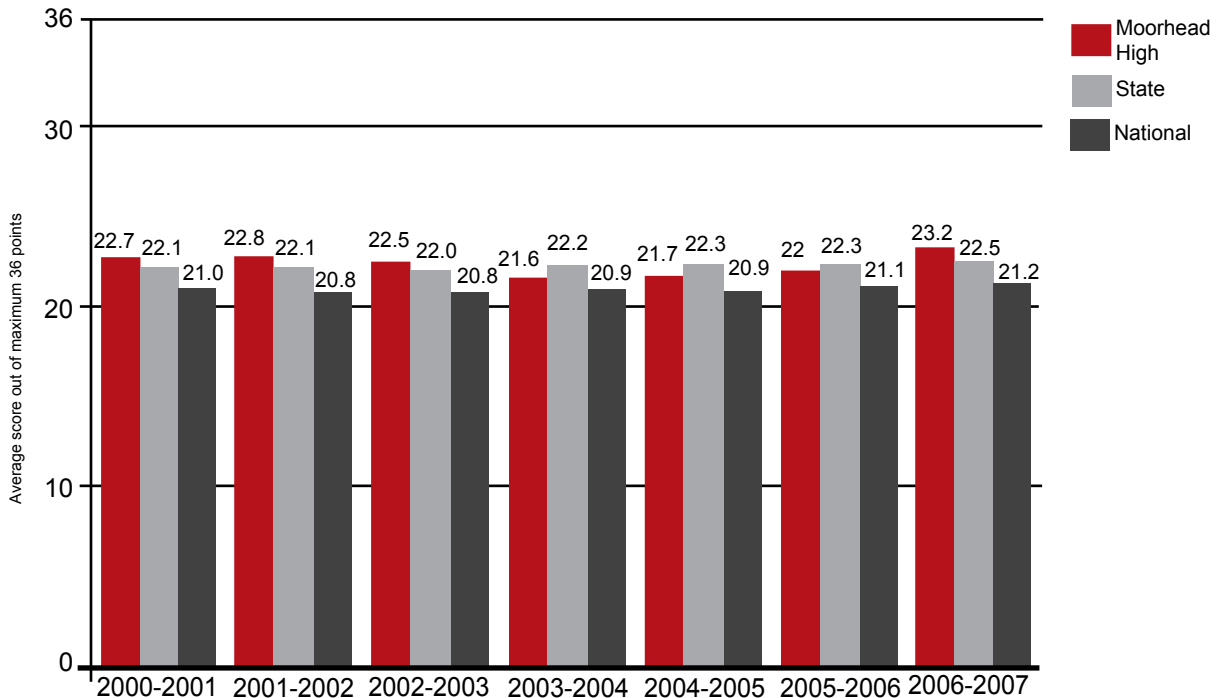


ACT Average Scores from 1999-2000 to 2006-2007

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:

2000-01: 271
2001-02: 257
2002-03: 251
2003-04: 282
2004-05: 296
2005-06: 246
2006-07: 285



RED RIVER AREA LEARNING CENTER



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

Program Manager: Deb Pender

Attendance Rate (2004-05) 87.1%

Enrollment by Grade (October 2006)

• Grade 6	0
• Grade 7	1
• Grade 8	27
• Grade 9	19
• Grade 10	24
• Grade 11	23
• Grade 12	41
• Total	135

Diversity of Student Population (October 2006)

• Native American	17.8%
• Asian	1.5%
• Hispanic	34.0%
• Black	6.7%
• White	40.0%

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

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	8%

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 2006-07

Goal 1

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

Progress toward goal:

- The attendance rate for 2006-07 was 87 percent. While the Red River ALC did not meet the defined benchmark for attendance, the results show a steady growth in attendance trends for this at-risk student population and are above state averages for most state approved alternative programs.

Goal 2

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

Progress toward goal:

- Red River ALC did not meet AYP defined benchmarks in the areas of reading/language and mathematics on the MCA-II.

Goal 3

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

Progress toward goal:

- More than 95 percent of the students participated in the testing. The Red River ALC met the AYP goal in this area.

School Improvement Goals for 2007-08

Goal 1

All students enrolled in the Red River ALC during 2007-08 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 as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Goal 3

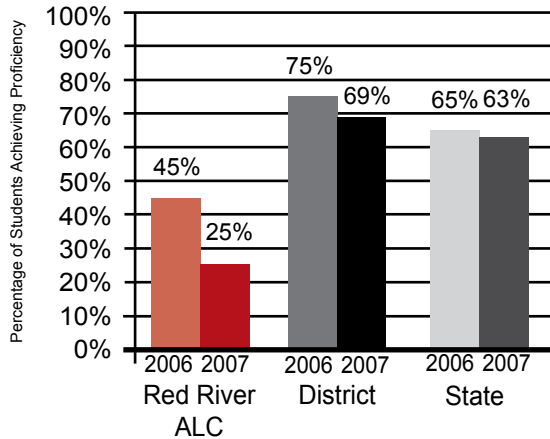
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RED RIVER AREA LEARNING CENTER

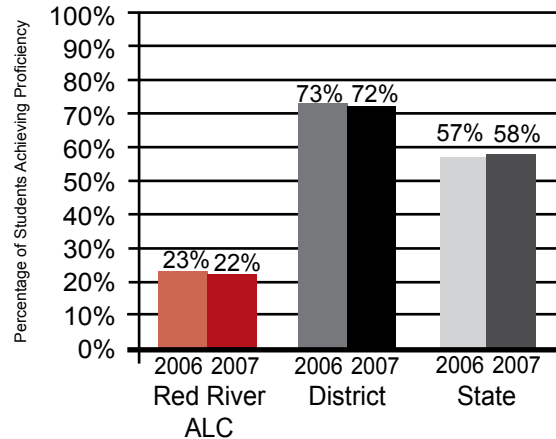
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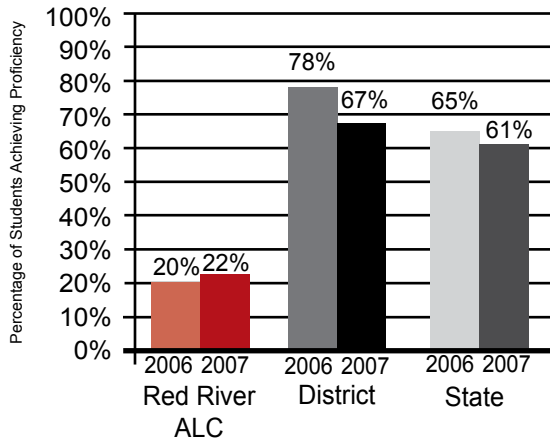
Minnesota Comprehensive Assessments (MCA-II) Reading - Grade 8



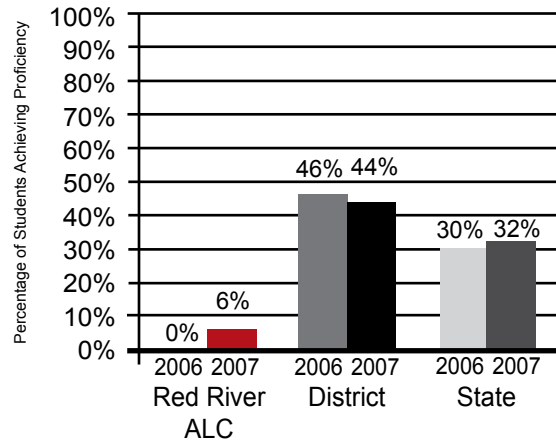
Minnesota Comprehensive Assessments (MCA-II) Mathematics - Grade 8



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



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





Moorhead Area Public Schools

Independent School District 152

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

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

This report is available to the public on our district Web site at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2006-07 school year.
Designed and edited by Pamela J. Gibb.

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