

**PURPOSE
PASSION
PRIDE**



MOORHEAD AREA PUBLIC SCHOOLS
Independent School District 152

**2011-12 Annual Report on Curriculum,
Instruction and Student Achievement**

Welcome to the 2011-12 Annual Report on Curriculum, Instruction and Student Achievement

Purpose, Passion, Pride

In the Moorhead Area Public Schools, we are committed to our purpose of developing the maximum potential of every learner to thrive in a changing world. We have a passion for the work we do as your public school district, and we are proud of the schools, our staff and our students. This year's district theme, "Purpose, Passion, Pride," encourages us to focus on our work of developing lifelong learners and our successes along the way.



As the district begins the second year with the operating levy referendum funding, we are fortunate to have projected balanced budgets for the next three years. Additionally, the district

has closely adhered to the five priority areas that were outlined in the fall of 2010. We have restored core class sizes to targeted levels, added secondary world language options, updated technology and increased early education options for our youngest learners.

Because state funding remains unpredictable, the operating levy alone does not offer a long-term solution to every financial challenge facing the district, but it does provide critical assistance to our schools. We continue to maximize the use of our resources and look for ways to be efficient.

Our district continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students. The cornerstones of our strategic priorities focus on teacher effectiveness, consistent standards-based curriculum and literacy. The Reading Well by 3rd Grade

plan, required by the state and approved in June by the Moorhead School Board, supports our strategic priorities by outlining actions to ensure literacy success for all students. See Page 26 for details about these plans, or read these plans and more on our website at www.moorhead.k12.mn.us.

Thank you for your support as we fulfill our purpose of educating all our students, as we teach and learn with passion for our work, and, especially, as we celebrate with pride our schools, staff and students.

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.

مەگەر تۆ بە ئىنگلىز تىزىمىدا، ئۇ ھەقىقەتتە 284-3330 ھەربىر تىل بىلەن، ھېتىمە تە تىزىمدا ئۇ ئىزدەپ كېلىدۇ.

如果你不懂英语，并需要帮助，请拨打 284-3330。

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Measuring Student Progress

Minnesota Academic Standards

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

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

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

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

Measuring Achievement

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

- NWEA Measures of Academic Progress (MAP) (2011-12)
- Minnesota Comprehensive Assessments (MCA-II/III)
- GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Refer to Pages 27-29 for more information about assessments that will be used in 2012-13.

Among the Highlights

Measures of Academic Progress

The NWEA MAP assessments were given in 2011-12 to students in grades 2-9 to measure students' academic progress in reading and mathematics skills. MAP assessments will not be used in 2012-13.



Early literacy ensures students have a solid foundation for future learning. S.G. Reinertsen Elementary kindergarten students work on reading and writing.

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 take 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 2011-12, 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 measure students' progress toward high academic standards.

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 administrative and teaching staff continue to develop programs to address achievement levels of all students.

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

Refer to Pages 10-13 for district MCA results.

GRAD

The GRAD (Graduation-Required Assessments for Diploma) tests in reading, mathematics and writing are the high-stakes tests 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 replaced the Basic Skills Tests.

The writing and reading GRAD have a required passing level. For mathematics, students who are not proficient must retest twice, aiming for proficiency. For 2011-12, students could graduate after completing two math retests.

Refer to Page 11 for more information.

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 284-3310 by Nov. 1.

2011-12 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Jenifer Bender, 2012 <i>Rep: Special Education</i>	Linda Granberg, 2012 <i>Rep: Moorhead High Parent</i>	Teresa Shume, 2012 <i>Rep: Higher Education</i>
Jamie Church, 2012 <i>Rep: Horizon Parent</i>	Dana Haagenson, 2013 <i>Rep: Hopkins Parent</i>	Terri Smith, 2012 <i>Rep: Moorhead High Parent</i>
Mary Cihlar, 2013 <i>Rep: Red River ALC</i>	Russ Henegar, 2012 <i>Rep: Principal</i>	Faye Smiley-Aakre, 2012 <i>Rep: Elementary Teacher / Community Diversity</i>
Missy Eidsness, 2012 <i>Rep: Administration</i>	Laurie Johnson, 2013 <i>Rep: Horizon Parent</i>	Bill Tomhave, 2012 <i>Rep: Higher Education</i>
Cindy Fagerlie, 2013 <i>Rep: School Board</i>	Carol Ladwig, 2013 <i>Rep: Senior Citizens</i>	Paige Wakefield, 2013 <i>Rep: Junior Class</i>
Charlie Fisher, 2012 <i>Rep: Gifted/Talented Teacher</i>	Abby Lundborg, 2014 <i>Rep: Sophomore Class</i>	Trudy Wilmer, 2012 <i>Rep: School Board</i>
Mary Flesberg, 2012 <i>Rep: Secondary Teacher</i>	Donna Norquay, 2013 <i>Rep: Community Diversity</i>	John Wirries, Chair, 2012 <i>Rep: Reinertsen Parent</i>
Gay Galles, 2013 <i>Rep: Media Specialists</i>	Louis Ochoa, Jr., 2013 <i>Rep: Moorhead Police Dept.</i>	
Pam Gibb, Secretary, 2012 <i>Rep: District Communications</i>	Chizuko Shastri, 2013 <i>Rep: Moorhead High Parent</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 2011-12 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 and school improvement plans
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act, special education and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning programs.
- Reviewed STEM and Project Lead the Way implementation.
- Discussed resource adoption.
- Reviewed world language programs.
- Reviewed the Reading Well by 3rd Grade Plan.
- Reviewed community-based concerns related to instruction and curriculum.

No Child Left Behind Waiver

Minnesota focuses on student growth, achievement gap

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

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

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

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

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

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

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

Although AYP was determined for 2011-12 (see Page 6), the state's new accountability system is based on multiple measures of data to identify schools for recognition, accountability and support. Minnesota's accountability plans look at individual student growth, achievement gap reduction and graduation rates in addition to proficiency rates to generate a Multiple Measurement Rating (MMR) for every school in the state. See Page 7 for more information about the MMR.

What are SMART Goals?

Moorhead Area Public Schools uses SMART goals to enable staff, parents, administrators, School Board members and community members to plan, execute, measure and adjust our work to improve student achievement for all.

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. School administrators and building leadership teams set the goals for their school each year.

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

Elementary schools make AYP, secondary schools meet majority of requirements

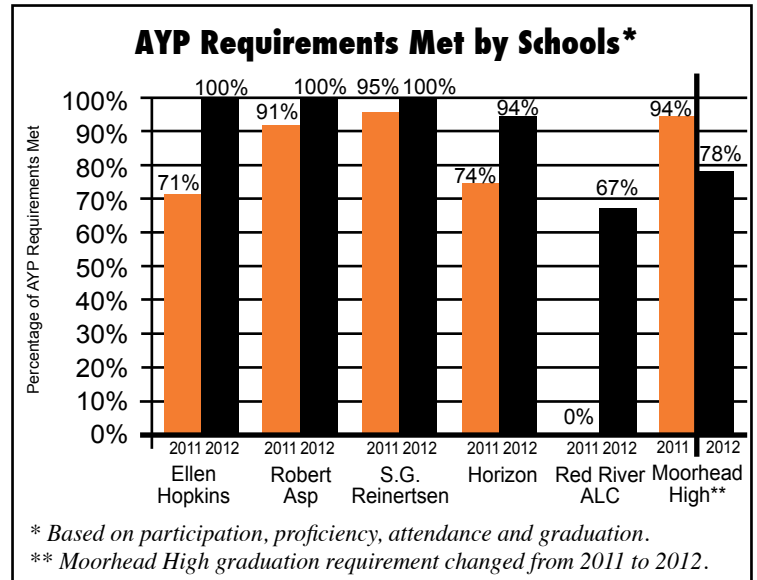
Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009, 2010, 2011 and 2012 MCA-II/III results. The district has 38 eligible groups and met 92 percent of the requirements for AYP under No Child Left Behind. All subgroups met the participation requirements; the other AYP requirements are outlined below.

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

In Moorhead, all three elementary schools made AYP. Moorhead High School and Horizon Middle School are in the seventh year of not making AYP because of performance by students in specific subgroups as outlined below. Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 94 percent of the requirements for AYP.
- Moorhead High School has 18 eligible groups and met 78 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 67 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.



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

Multiple Measurement Ratings

District focuses on continuous improvement

In May 2012, the Minnesota Department of Education released the Multiple Measurement Rating (MMR) for schools across the state. The initial ratings were based on test results and data averaged from the 2009-10 and 2010-11 school years.

In August 2012, the ratings based on 2011-12 school year data were released. Moorhead elementary schools made dramatic increases compared to the initial ratings.

Previously under the federal No Child Left Behind law, schools were labeled as “failing” or “not failing” based on scores from a single high-stakes test. The MMR rating measures performance in four areas: proficiency in reading and math, student growth from year to year, higher levels of growth in groups of students that are farther behind, and progress in improving high school graduation rates. Schools earn points in each category, and the percentage of possible points a school earns is the school’s MMR.

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

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

Focus Rating

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

Title I Schools

All schools receive ratings. Additionally, Title I schools may be identified as Reward Schools (15 percent highest-performing Title I schools in the state); Focus Schools (10

	Multiple Measurement Rating (MMR)		Focus Rating (FR)	
	Initial Designation	2012	Initial Designation	2012
Ellen Hopkins Elementary	34.2%	82.0%	26.7%	82.0%
Robert Asp Elementary	43.5%	76.4%	55.5%	98.9%
S.G. Reinertsen Elementary	63.5%	94.2%	62.8%	93.5%
Horizon Middle School	30.6%	55.9%	25.5%	36.9%
Moorhead High School	45.1%	17.4%	20.6%	61.7%

percent of Title I schools with the largest achievement gaps in the state); or Priority Schools (bottom 5 percent of Title I schools).

In Moorhead, both Ellen Hopkins Elementary and Robert Asp Elementary are Title I schools. Hopkins Elementary was identified as a Focus School based on the initial MMR last May and wrote a school improvement plan that was presented to the School Board in August 2012. Focus Schools are the 10 percent of Title I schools with the largest achievement gaps in the state. These schools are identified once every three years.

Robert Asp Elementary was designated as celebration eligible, which means it falls in the 10 percent of Title I schools with MMRs between the 60th and 86th percentiles and is eligible to submit an application explaining factors that make the school effective. Only 10 percent of applicants are selected for celebration status. The celebration-eligible status is a turnaround for Robert Asp Elementary, which had been identified for mandated restructuring under the former AYP system.

Graduation Rate Change

At Moorhead High School, the school’s MMR decreased in part because the graduation rate is being measured differently in the 2011-12 ratings. The new rate looks at the percentage of ninth-graders in a school who graduate within a four-year period. This is a change from the 2010-11 AYP graduation rate, which looked at the number of students who graduate and drop out in a one-year period.

Moorhead Area Public Schools



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

Superintendent: Dr. Lynne Kovash
Assistant Superintendent: Wayne Kazmierczak
Director of School Improvement and
Accountability: Missy Eidsness

Attendance Rate (2011-12) 94.7%

Graduation Rate (2011-12) 72.3%

Enrollment by Grade (October 2011)

• Early Intervention Services	161
• Kindergarten	434
• Grade 1	404
• Grade 2	431
• Grade 3	420
• Grade 4	405
• Grade 5	444
• Grade 6	398
• Grade 7	417
• Grade 8	425
• Grade 9	420
• Grade 10	409
• Grade 11	436
• Grade 12	397
• Total K-12 Enrollment	5,440

Diversity of Student Population (2011-12)

• American Indian	4.8%
• Asian	1.5%
• Hispanic	8.1%
• Black	4.7%
• White	80.8%

Percentage of Students Eligible for Free or Reduced-Price Lunch 38.8%

Percentage of Students Receiving Learner Support Services

Special Education	17.3%
English Language Learners	6.8%

District Improvement Goals for 2011-12

Reading Goal

The staff of Moorhead Area Public Schools will improve the reading proficiency of all students so the percentage of students proficient will increase from 70.86% to 80% as measured on the MCA-II by 2011-12, with a goal of 100% by 2013-14.

Progress toward goal:

- 74% of students were proficient on the 2012 MCA-II. The increase by subgroups that did not make AYP are as follows: All, 70.4% to 73.4%; Hispanic, 45.7% to 46.4%; Black, 55.6% to 61.3%; White, 74.2% to 77.7%; English learners, 21.7% to 26.6%; and special education, 37.9% to 43.2%

Mathematics Goal

We will improve the mathematics proficiency of all students so that the percentage of students proficient will increase from 63.87 percent to 75 percent as measured on the accountability tests by 2012, with a goal of 100 percent by 2013-14.

Progress toward goal:

- 62.3% of students were proficient on the 2012 MCA-II and MCA-III. The increase by subgroups that did not make AYP are as follows: American Indian, 24% to 29%; Hispanic, 26.9% to 37%; Black, 33.1% to 37.3%; special education, 26.4% to 32.8%; and free and reduced, 34.7% to 44.5%

District Improvement Goals for 2012-13

Goal 1

We will decrease the achievement gap at each school site by 8 percent in the areas of ethnicity, free and reduced lunch, special education, and English language learners based on 2013 MCA tests.

Goal 2

We will increase district reading achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Goal 3

We will increase district mathematics achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Continuous Improvement Process 2011-12

District's strategic priorities focus on student achievement

Moorhead Area Public Schools' five strategic priority areas for 2011-12 were:

- 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.

Previously, Moorhead Area Public Schools has focused on Sheltered Instruction Observation Protocol (SIOP) and the implementation of professional learning communities (PLCs). Those continue to be areas of emphasis.

For the 2011-12 school year, three essential areas were the primary focus.

Teacher effectiveness:

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

The district will systematically review teacher effectiveness with fidelity of implementation checklists on research-based programs to ensure current and future fidelity in reading intervention programs.

Guaranteed viable curriculum:

Emphasis was on the main ideas based on the standards for the grade or course being taught. Professional learning communities or PLCs reviewed data and reflected on each course or grade level's curriculum to identify, prioritize and connect the power standards.

Elementary, middle, high school and area learning center teachers have worked together to align state standards at each grade level for all content areas. Teachers are reviewing published MCA test specifications to learn of any disconnect between teaching and testing practices.

Moorhead Area Public Schools will ensure a viable curriculum through a sequential use of the professional learning communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching.

Literacy:

Emphasis was on integrating literacy into lessons. Meaningful opportunities were provided for students to write, read and discuss in their classes. The Reading Well Plan, outlined on Page 26, was developed and will guide efforts for 2012-13.

Staff Development Plan

To accomplish the district's five strategic priorities, Moorhead Area Public Schools is committed to a comprehensive staff development plan.

The purpose of the district staff development plan is to continually improve student achievement in literacy and mathematics. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use of research-based practices.

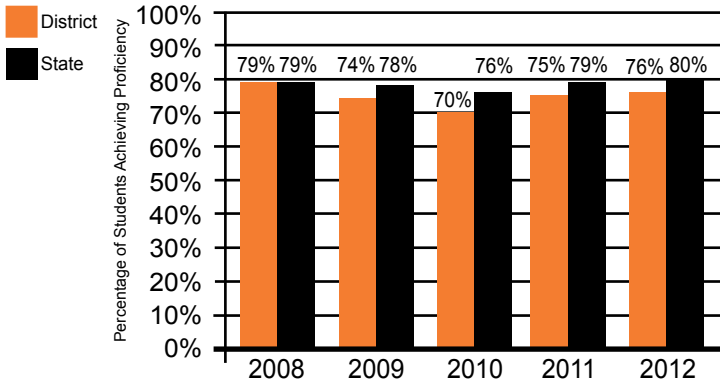


Fifth-grade teacher Amy Biller observes as a Robert Asp Elementary student demonstrates her completed paper corrugator, a simple machine made from Legos.

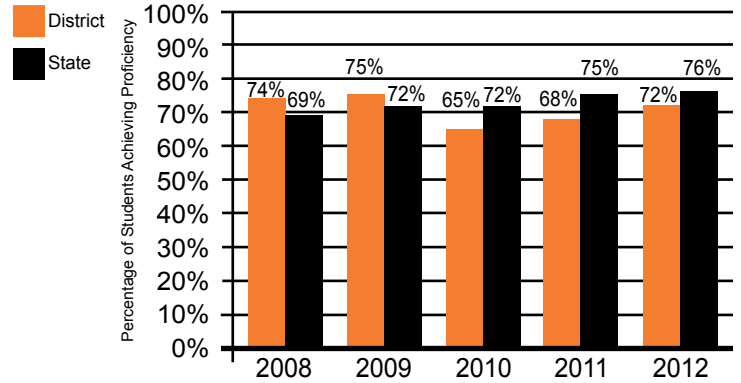
Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

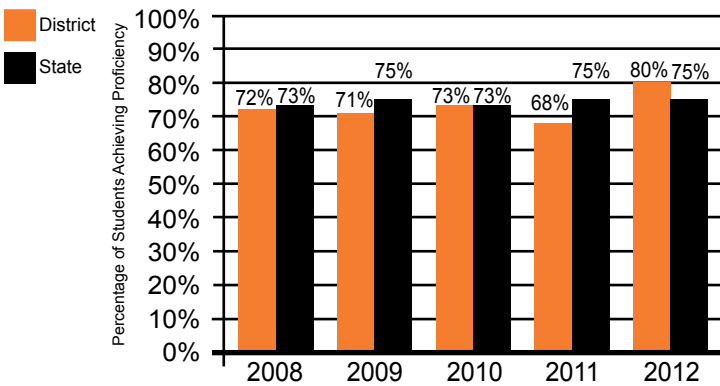
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 3**



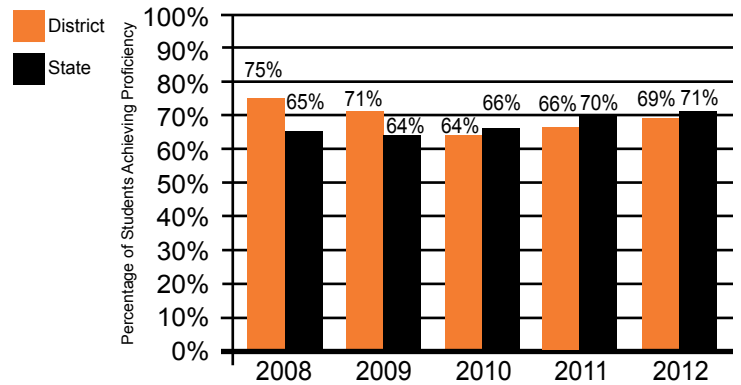
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 6**



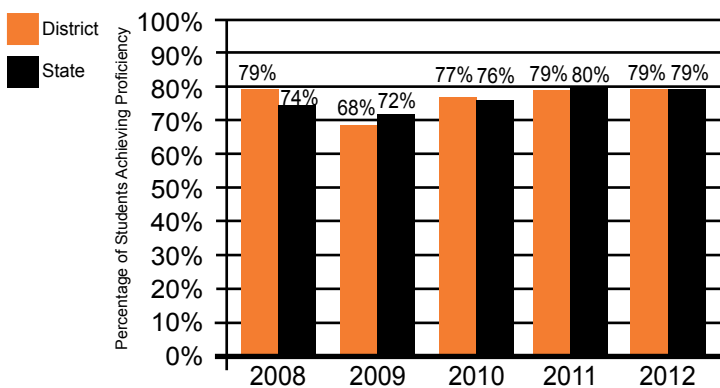
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 4**



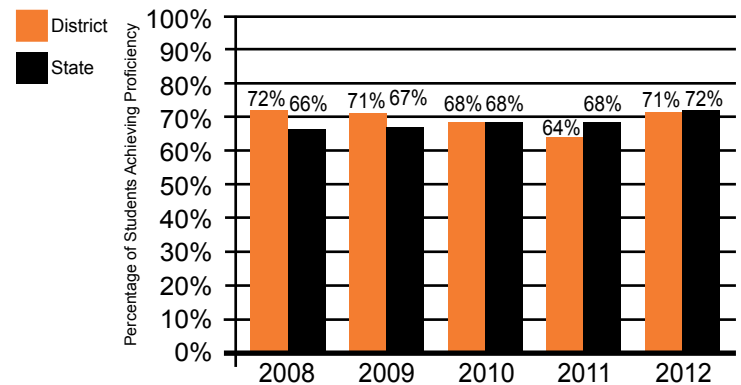
**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 7**



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

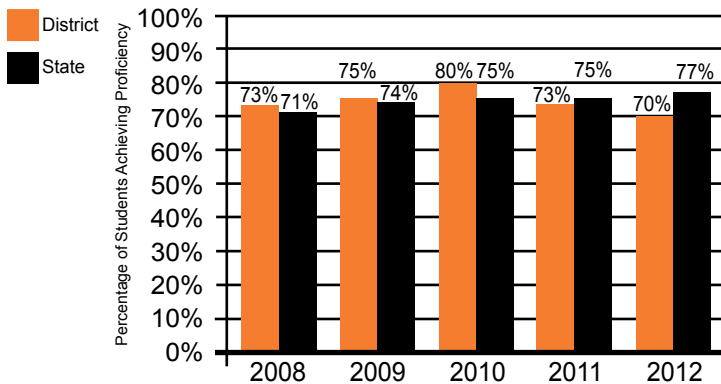


**Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 8**



MCA / GRAD Results

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



Ellen Hopkins Elementary second-graders explain their winter store to a Moorhead High ninth-grade class, and the students work together to brainstorm ideas for providing more supplies for the store, which provides free winter wear to Moorhead students who need them. The service-learning opportunity ties to several curriculum areas.

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) tests are a set of high school tests in writing, reading and mathematics 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 in grade 10 take the reading GRAD and students in grade 11 take the mathematics GRAD as a component of the Minnesota Comprehensive Assessments. See Page 3 for more information.

Students who are not proficient on these tests or who don't pass the GRAD component will have several opportunities to retake the GRAD. 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.

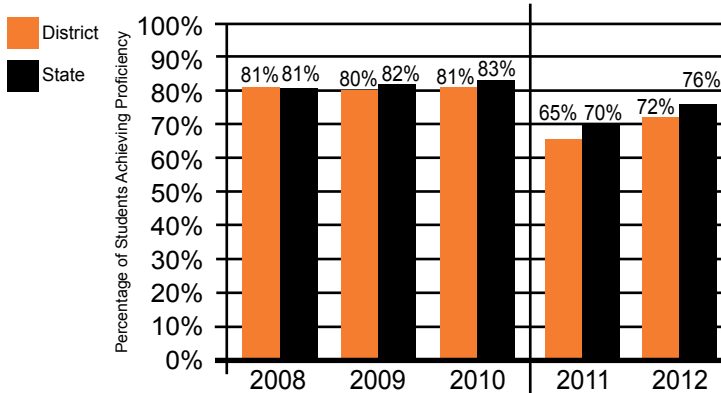
Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorhead.k12.mn.us.

2012 GRAD (Graduation-Required Assessments for Diploma) Results			
		District	State
Grade 9 Writing	Number Passing	370	56,840
	Percent Passing	92.7%	91.9%
	Number Not Passing	29	5,010
	Percent Not Passing	7.3%	8.1%
Grade 10 Reading	Number Passing	283	48,386
	Percent Passing	74.1%	80.4%
	Number Not Passing	99	11,796
	Percent Not Passing	25.9%	19.6%
Grade 11 Mathematics	Number Passing	216	34,217
	Percent Passing	56.7%	57.7%
	Number Not Passing	165	25,085
	Percent Not Passing	43.3%	42.3%

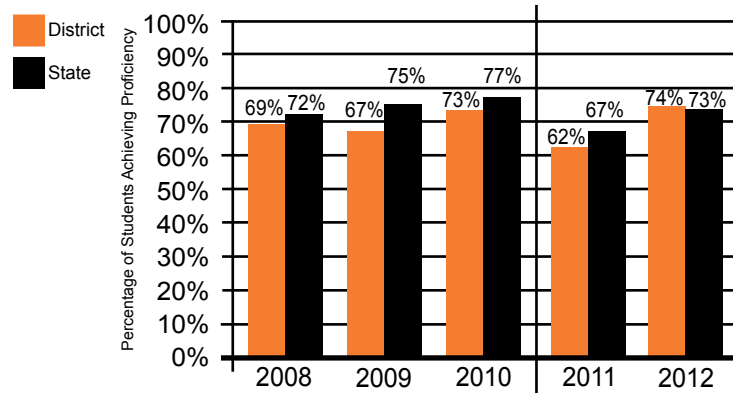
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

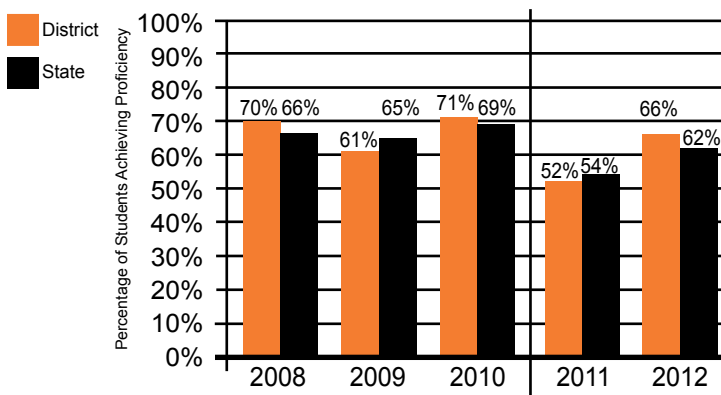
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 3



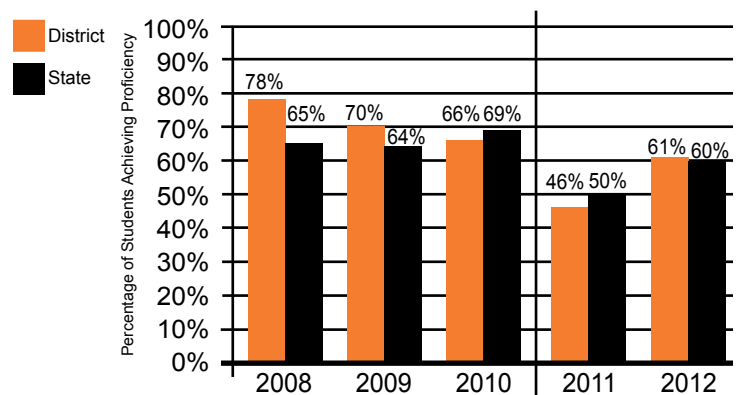
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 4



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



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



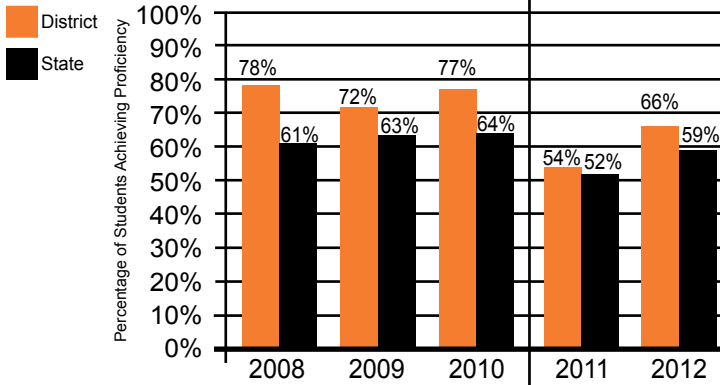
EXAMPLES OF EXCELLENCE

- The Moorhead High School boys golf team earned Moorhead's first state golf title in 2012.
- In 2011-12, Moorhead High School students earned more than \$1.86 million in scholarships.
- Moorhead High students Zach Day and Ken "KJ" Bye placed sixth on the written test and 22nd overall in the 2012 national Ford/AAA Student Auto Skills competition.
- Jon Moe, Horizon Middle School STEM teacher, was named the Happy Hooligan Chapter 132 Air Force Association Teacher of the Year and the North Dakota Air Force Association Teacher of the Year for achievements in support of STEM.
- A record 11 Moorhead High School speech team members qualified for the 2012 National Forensics League Speech Tournament.
- Moorhead High's musical "Children of Eden" was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- Two Horizon Middle School Destination ImagiNation teams advanced to 2012 Global Finals.
- In 2011-12, Moorhead students were selected for All-State Orchestra and MBDA Honor Bands.
- Fifth-grade Math Masters teams placed second, fourth and fifth in the 2012 regional tournament.
- The Moorhead High boys hockey team placed fourth in the 2012 state tournament. The football team and the boys basketball team also advanced to the state tournaments in 2011-12.
- Moorhead High student Drew Lausch was named a 2012 Minnesota Scholar of Distinction in Theater Arts.
- Moorhead High wrestler Chase Morlock placed first in the class AAA 182-pound weight bracket at the 2012 state tournament.

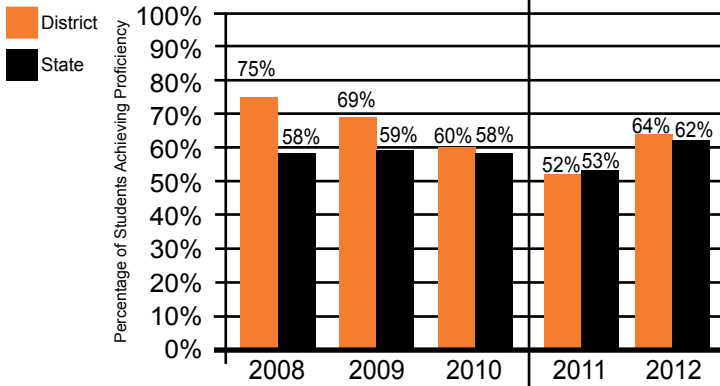
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

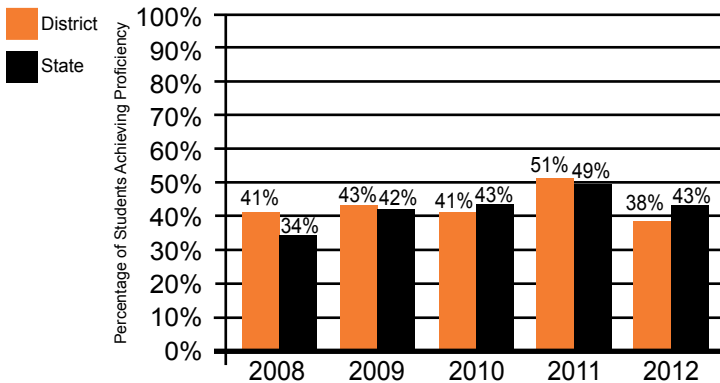
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 7



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

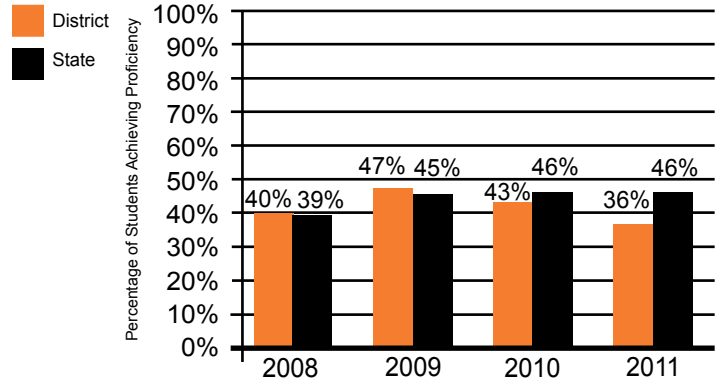


Minnesota Comprehensive Assessments-II District Mathematics – Grade 11

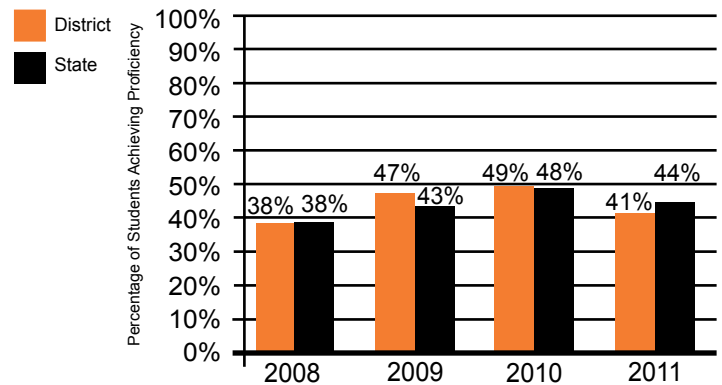


NOTE: 2012 MCA science results were not available as of Sept. 24, 2012.

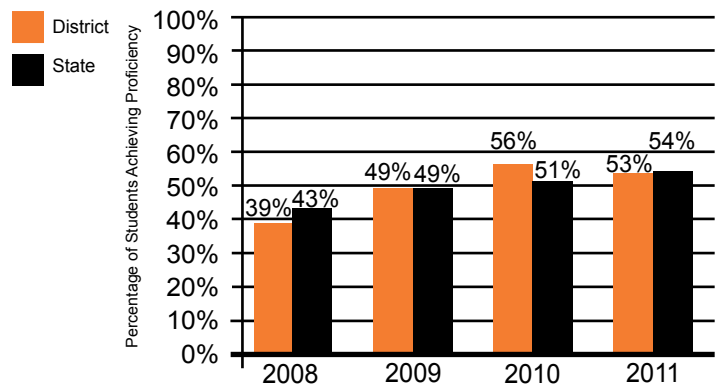
Minnesota Comprehensive Assessments (MCA-II) District Science – Grade 5



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



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



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 (2011-12) 95.5%

Enrollment by Grade (October 2011)

• Kindergarten	141
• Grade 1	134
• Grade 2	149
• Grade 3	139
• Grade 4	126
• Grade 5	133
• Total	822

Diversity of Student Population (2011-12)

• American Indian	6.4%
• Asian	1.6%
• Hispanic	11.9%
• Black	6.2%
• White	74.0%

Percentage of Students Eligible for Free or Reduced-Price Lunch 51.0%

Percentage of Students Receiving Learner Support Services

Special Education	11.9%
English Language Learners	10.1%

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

School Improvement Goals for 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.

Progress toward goal:

- Subgroups that met the goal are: English learners, 24.2% to 55.6%; Black, 52% to 68%; and American Indian, 13.3% to 43.5%. Subgroups that did not meet the goal are special education, 33.3% to 35.8%; free and reduced lunch, 54.6% to 64.6%; Hispanic, 34.4% to 43.2%; and White, 68.6% to 75.3%.

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.

Progress toward goal:

- Subgroups improved as follows: special education, 26.7% to 36.7%; free and reduced lunch, 34.9% to 49.7%; English learners, 24.2% to 37%; Hispanic, 25.7% to 29.7%; White, 58.4% to 72.6%; Black, 22.2% to 36.8%; and American Indian, 6.7% to 26.1%.

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.

Progress toward goal:

- Common language on the PBIS model was reinforced between staff and students, and a data collection structure was developed for implementation in 2012-13.

School Improvement Goals for 2012-13

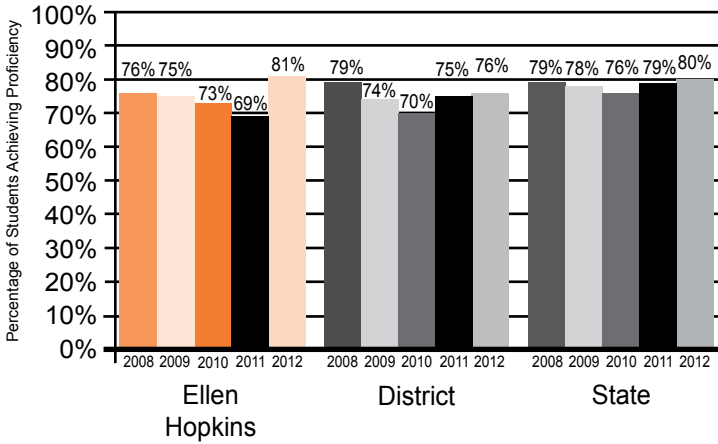
Goal 1 — Ellen Hopkins Elementary School staff will reduce the achievement gap between Hopkins students in all subgroups in grades 3-5 in literacy so that their proficiency increases by 15% on the MCA accountability tests by May 2013.

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between Hopkins students in all subgroups in grades 3-5 in mathematics so that their proficiency increases by 15% on the MCA accountability tests by May 2013.

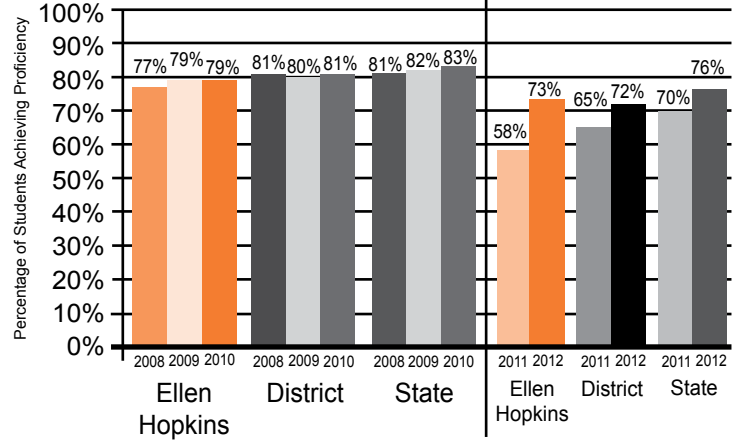
Ellen Hopkins Elementary School

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

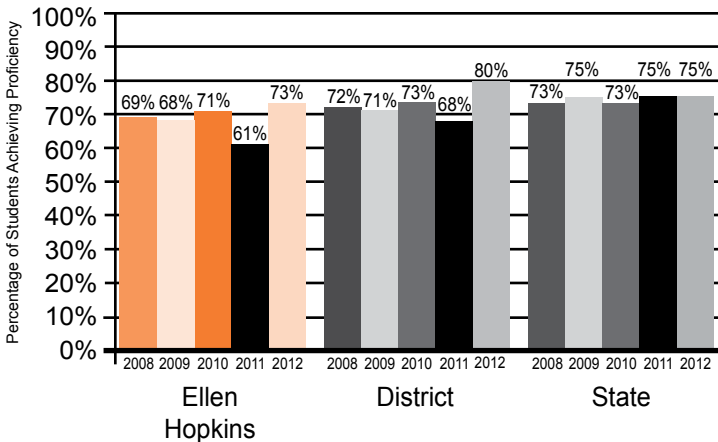
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



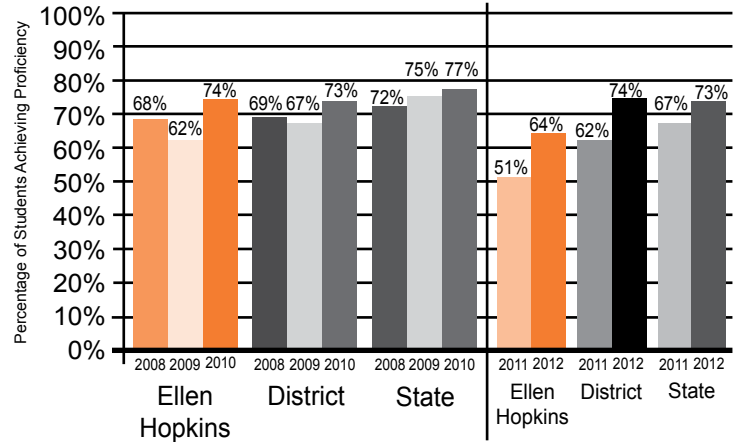
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



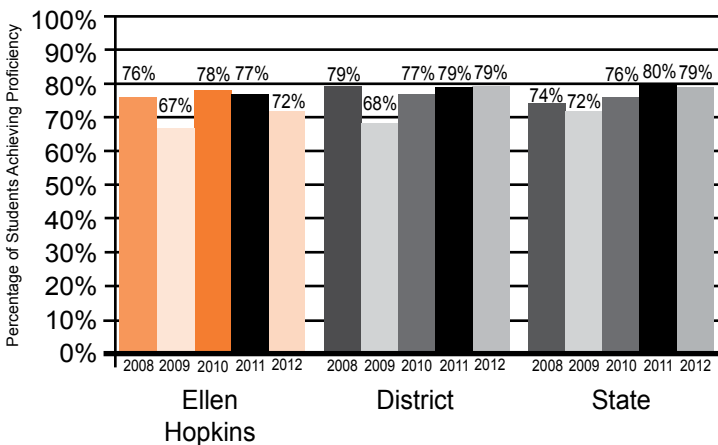
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



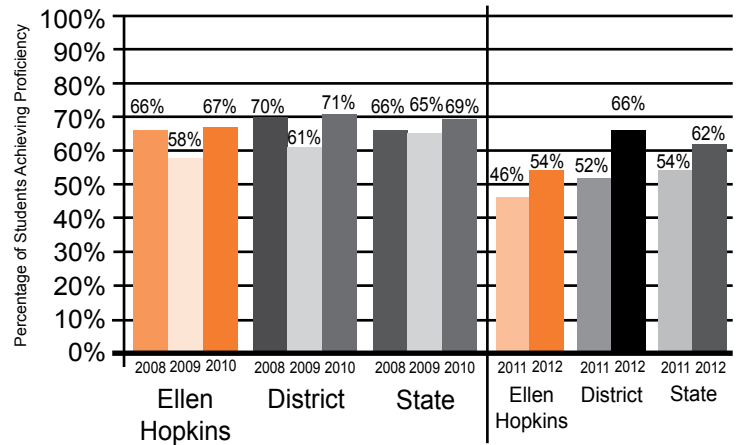
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



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

Principal: Chris Triggs

Original Construction: 1957-58
Most Recent Remodeling: 2012
Square Footage: 98,510

Attendance Rate (2011-12) 95.8%

Enrollment by Grade (October 2011)

• Kindergarten	139
• Grade 1	122
• Grade 2	144
• Grade 3	132
• Grade 4	123
• Grade 5	148
• Total	808

Diversity of Student Population (2011-12)

• American Indian	5.3%
• Asian	1.8%
• Hispanic	10.8%
• Black	4.7%
• White	77.5%

Percentage of Students Eligible for Free or Reduced-Price Lunch 47.0%

Percentage of Students Receiving Learner Support Services

Special Education	15.2%
English Language Learners	7.7%

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

School Improvement Goals for 2011-12

Goal 1

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

- Progress toward goal:
- 76% were proficient.

Goal 2

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

- Progress toward goal:
- 70% were proficient.

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.

- Met goal (established common language procedures/practices, collected data on behavior and established school climate team).

School Improvement Goals for 2012-13

Goal 1 — Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 70% to 77% on the 2013 MCA-III math assessment. English learners will grow from 31.4% to 40.0% proficient, special education from 30.8% to 40%, American Indian students from 58.8% to 65%, and students receiving federal meal benefit from 55.6% to 62%.

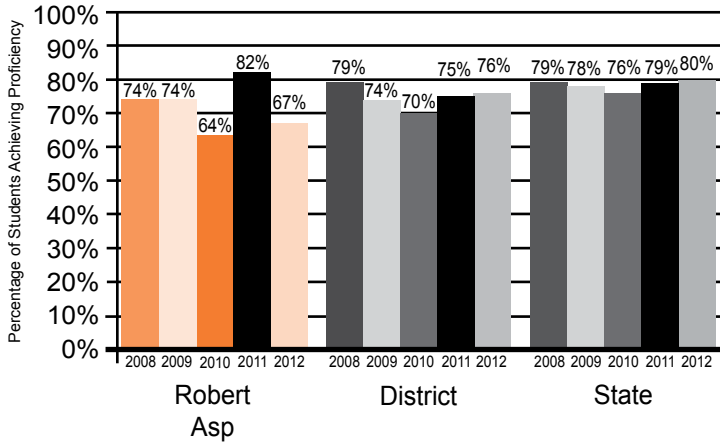
Goal 2 — Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75.9% to 83.4% on the 2013 MCA-III reading assessment. English learners will increase from 35.3% to 42% proficient, special education from 50.9% to 58%, Hispanic students from 60% to 68%, American Indian students from 81.3% to 85%, and students receiving federal meal benefit from 64.1% to 70%.

Goal 3 — All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (550 incidents to 495 incidents).

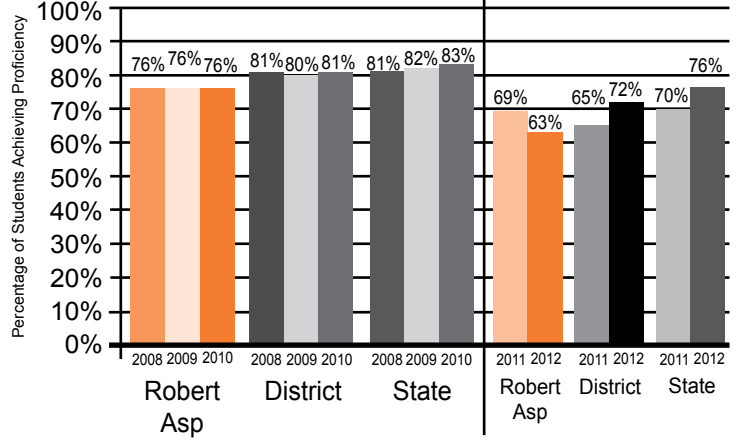
Robert Asp Elementary School

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

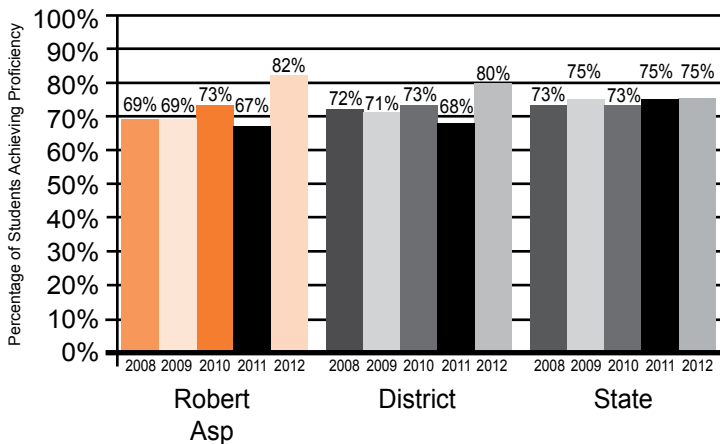
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



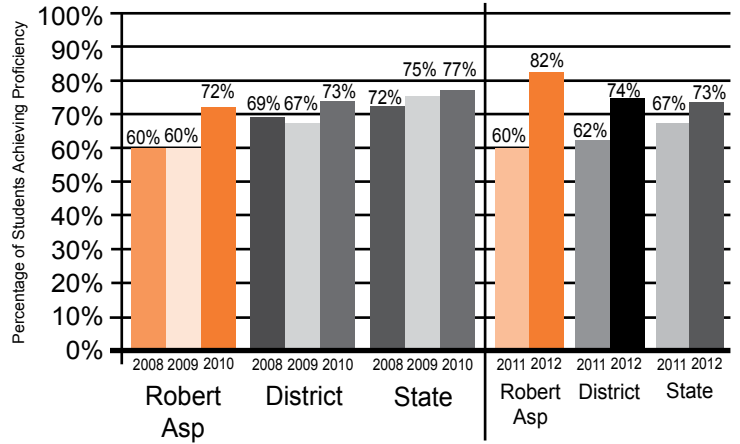
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



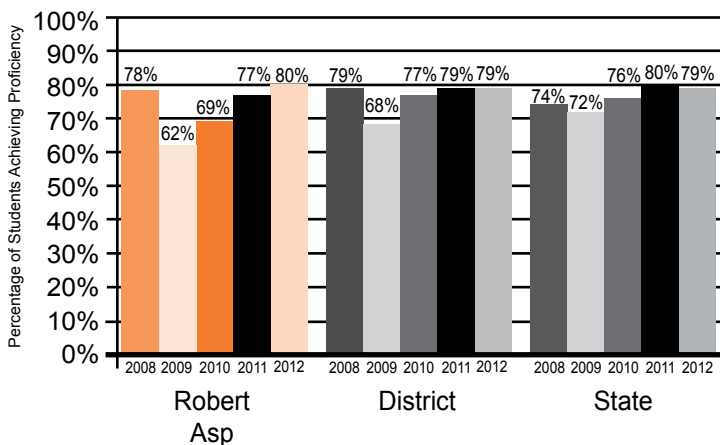
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



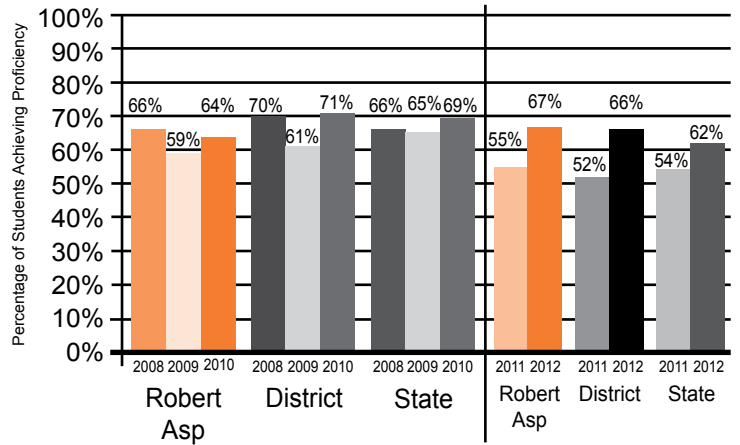
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



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
Most Recent Remodeling: 2011
Square Footage: 105,960

Attendance Rate (2011-12) 96.6%

Enrollment by Grade (October 2011)	
• Kindergarten at Probstfield Center	154
• Grade 1	148
• Grade 2	138
• Grade 3	149
• Grade 4	156
• Grade 5	163
• Total	908

Diversity of Student Population (2011-12)	
• American Indian	2.4%
• Asian	.4%
• Hispanic	4.6%
• Black	5.2%
• White	87.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 34.3%

Percentage of Students Receiving Learner Support Services	
Special Education	15.6%
English Language Learners	10.4%

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

School Improvement Goals for 2011-12

Goal 1

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

- Progress toward goal:
- 76% were proficient.

Goal 2

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

- Exceeded goal with 83% proficient.

Goal 3

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

- Progress toward goal:
- Students were not assessed on stating the school rules.
90% of students had no major incident reports, and 3.1% had three or more incident reports. Bus conduct reports were reduced to 37 for the year.

School Improvement Goals for 2012-13

Goal 1 — S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 80% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III mathematics assessment.

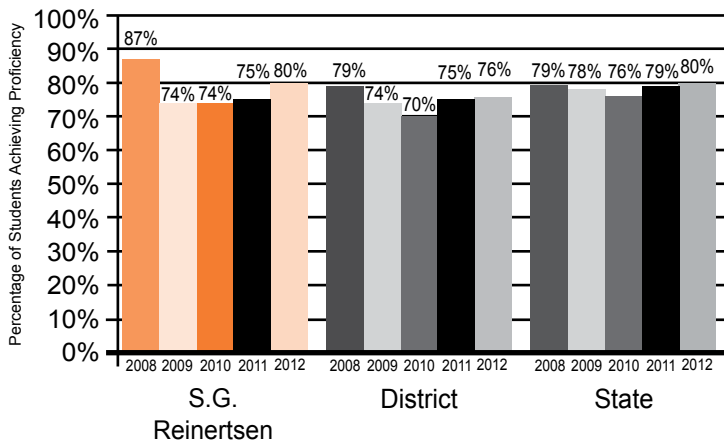
Goal 2 — S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 87% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III reading assessment.

Goal 3 — When incident reports are totaled at the end of the year, 90% of students will have received no major incident reports. No more than 3% of students will have three or more major incident reports. The total number of playground incidents will reduce from 42 to 34 or less.

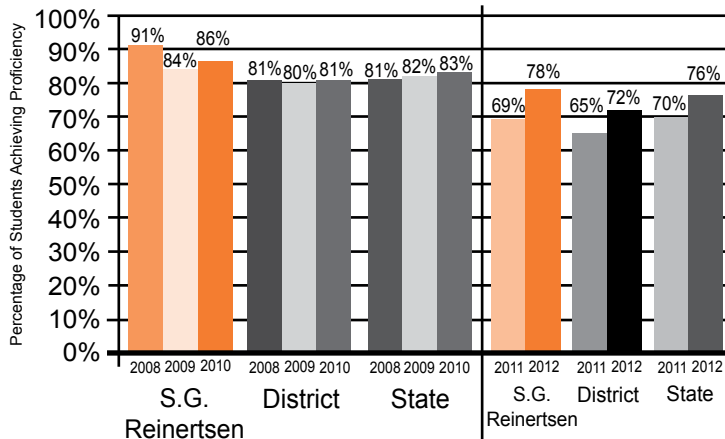
S.G. Reinertsen Elementary School

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

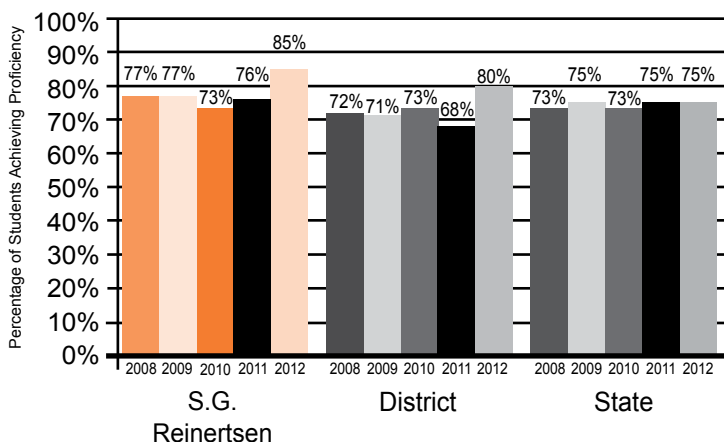
Minnesota Comprehensive Assessments (MCA-II) Reading - Grade 3



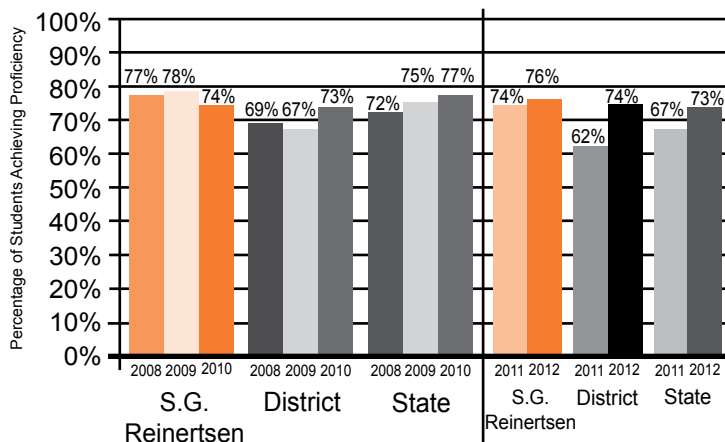
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics - Grade 3



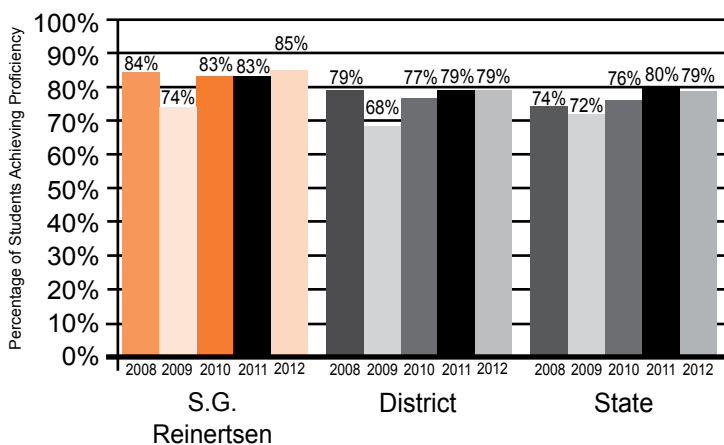
Minnesota Comprehensive Assessments (MCA-II) Reading - Grade 4



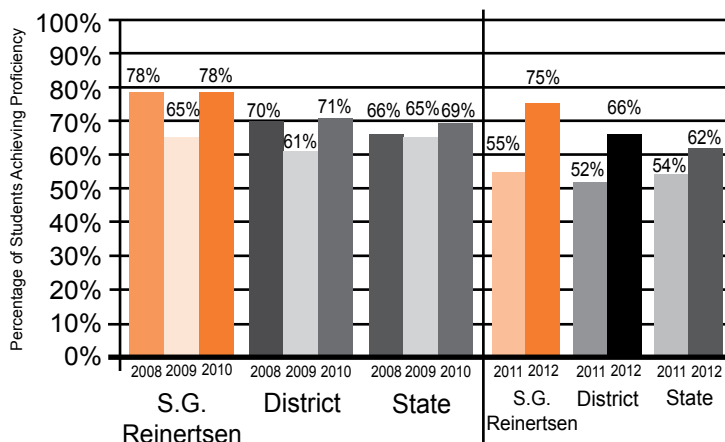
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics - Grade 4



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 (2011-12) 96.1%

Enrollment by Grade (October 2011)

• Grade 6	398
• Grade 7	417
• Grade 8	422
• Total	1,237

Diversity of Student Population (2011-12)

• American Indian	3.3%
• Asian	1.3%
• Hispanic	7.5%
• Black	4.4%
• White	83.5%

Percentage of Students Eligible for Free or Reduced-Price Lunch 37.5%

Percentage of Students Receiving Learner Support Services

Special Education	15.6%
English Language Learners	5.3%

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

School Improvement Goals for 2011-12

Goal 1

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

- Exceeded goal based on following results:
 - Grade 6 — 45.7% to 60.9% proficient
 - Grade 7 — 54.2% to 66.3% proficient
 - Grade 8 — 53.6% to 63.6% proficient

Goal 2

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

- Progress toward goal:
 - Goal was not met based on following results:
 - Grade 6 — 68.4% to 72.3% proficient
 - Grade 7 — 66.3% to 68.7% proficient
 - Grade 8 — 66.2% to 70.5% proficient

Goal 3

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

- Progress toward goal:
 - A counselor/dean model was implemented.

School Improvement Goals for 2012-13

Goal 1

Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

Goal 2

Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

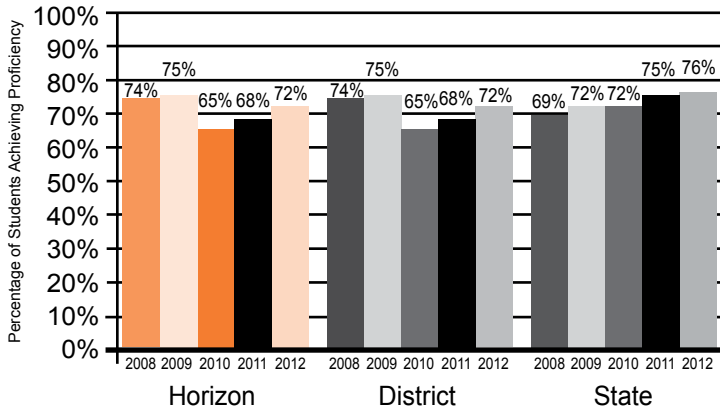
Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by further implementing PBIS as measured by a student and staff survey on PBIS's major components. This will establish baseline data for future goals.

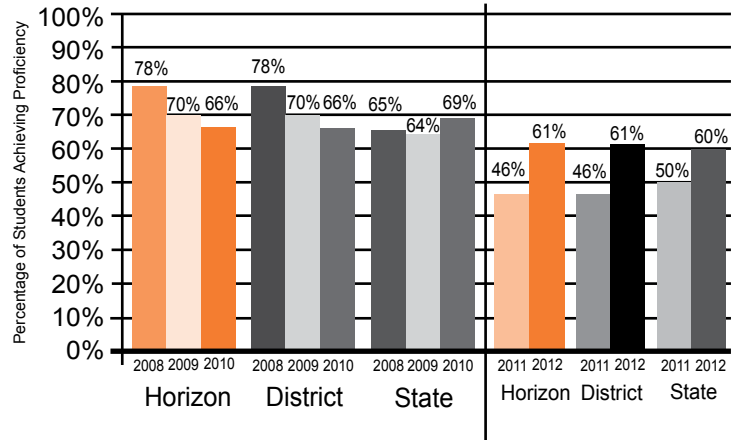
Horizon Middle School

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

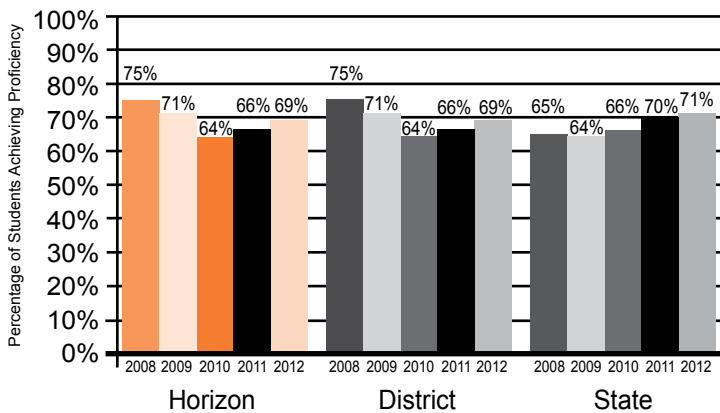
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 6



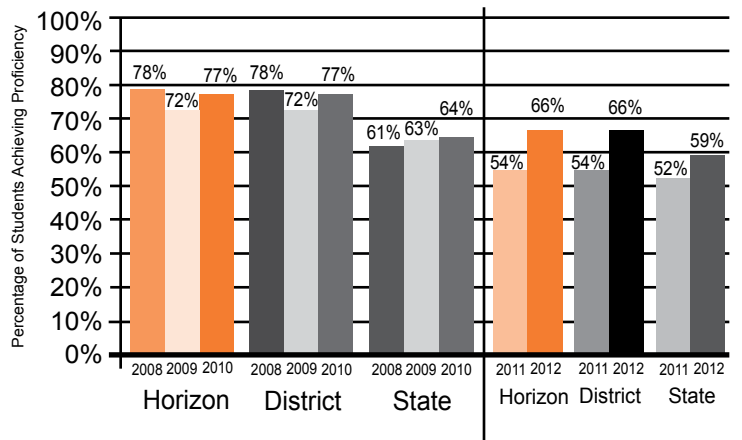
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 6



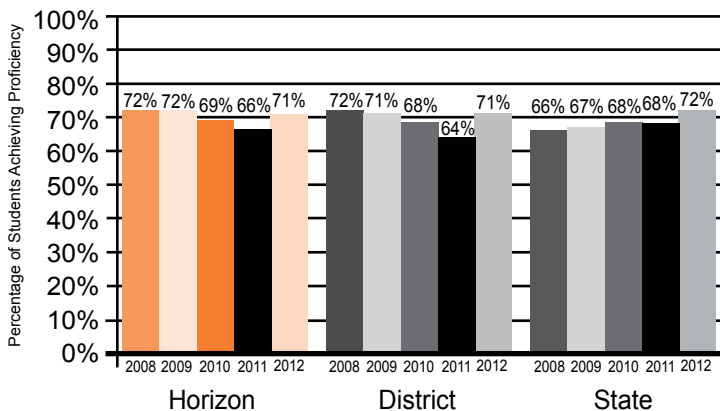
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 7



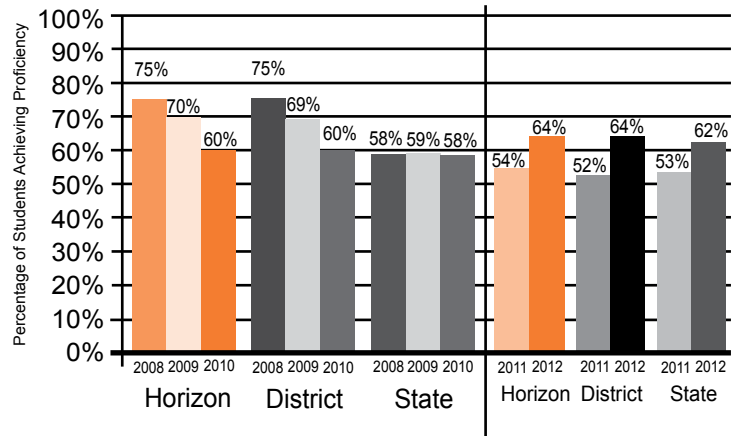
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 7



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

2011-12 Principal: Gene Boyle
2011-12 Assistant Principals:
Russ Henegar and Dave Lawrence
2012-13 Principal: Russ Henegar
2012-13 Assistant Principals:
Josh Haag and Dave Lawrence

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

Attendance Rate (2011-12) 99.9%

Graduation Rate (2011-12) 82.3%

Enrollment by Grade (October 2011)

• Grade 9	412
• Grade 10	383
• Grade 11	402
• Grade 12	352
• Total	1,549

Diversity of Student Population (2011-12)

• American Indian	2.6%
• Asian	2.3%
• Hispanic	5.4%
• Black	3.7%
• White	86%

Percentage of Students Eligible
 for Free or Reduced-Price Lunch 28.3%

Percentage of Students Receiving Learner Support Services

Special Education	12.2%
English Language Learners	2.6%

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

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%.

Progress toward goal:

- 39% of the Moorhead High students were proficient compared to 43% for the state.

Goal 2

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

Progress toward goal:

- 73% of the Moorhead High students were proficient compared to 77% for the state.

School Improvement Goals for 2012-13

Goal 1

Moorhead High School grade 11 students proficient on the 2013 mathematics MCA will be at or above the state average.

Goal 2

Moorhead High School grade 10 students proficient on the 2013 reading MCA will be at or above the state average.

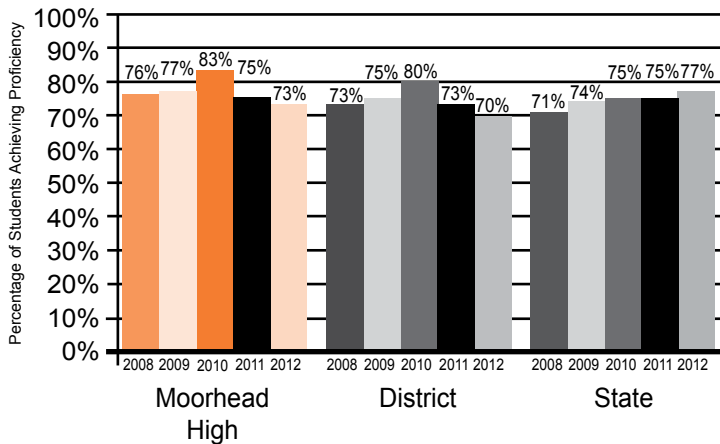
Goal 3

Moorhead High School will increase the graduation rate by 3%.

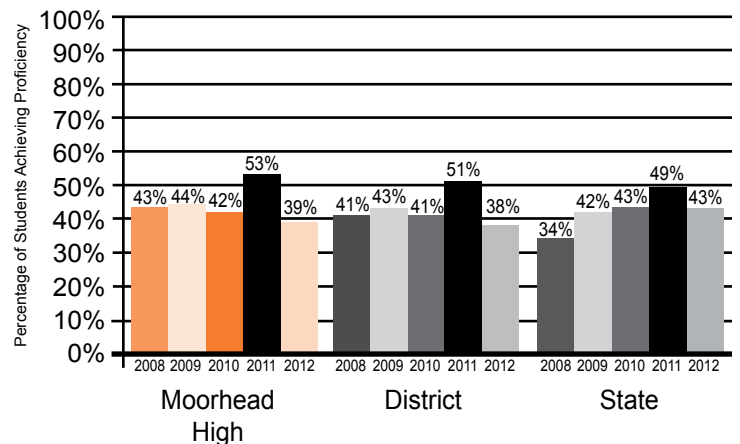
Moorhead High School

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, all grade 11 students took the MCA-II.

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



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

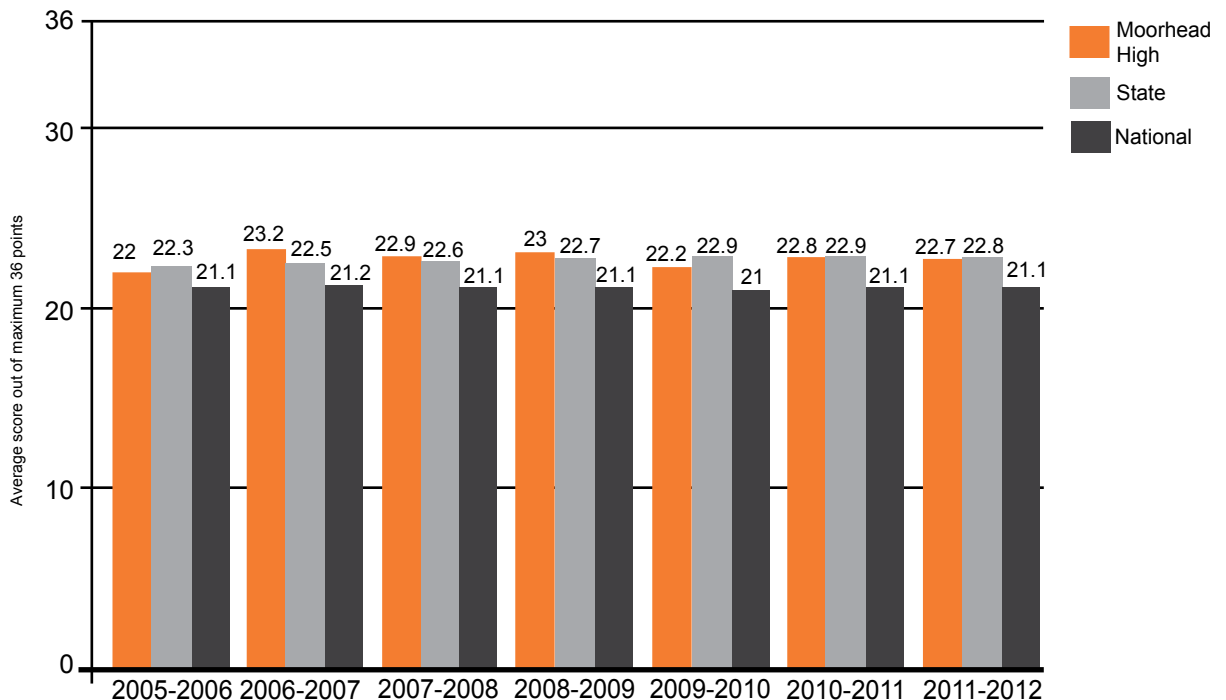


ACT Average Scores from 2005-2006 to 2011-2012

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:

2005-06: 246
 2006-07: 285
 2007-08: 288
 2008-09: 249
 2009-10: 280
 2010-11: 267
 2011-12: 260



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 (2011-12) 78.2%

Enrollment by Grade (October 2011)

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	6
• Grade 10	16
• Grade 11	22
• Grade 12	43
• Total	87

Diversity of Student Population (2011-12)

• American Indian	8.7%
• Asian	1.2%
• Hispanic	20.2%
• Black	8.3%
• White	61.6%

Percentage of Students Eligible for Free or Reduced-Price Lunch 63.6%

Percentage of Students Receiving Learner Support Services

Special Education	14.9%
English Language Learners	10.7%

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 2011-12

Goal 1

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

- Exceeded goal with 10% of students proficient.

Goal 2

Grade 10 students proficient on the 2012 MCA-II reading assessment will improve from 28% to 31%.

Progress toward goal:

- 22% of students were proficient.

School Improvement Goals for 2012-13

Goal 1

Students proficient (or above) on the MCA-II mathematics assessment will increase from 10% in Spring 2012 to 25% in Spring 2013. Students meeting the partial proficiency achievement level on the math MCA-II will increase from 20% to 40%.

Goal 2

The percent of students passing the GRAD mathematics segment of the MCA-II will increase from 29% in Spring 2012 to 50% in Spring 2013.

Goal 3

The percent of students proficient (or above) on the reading MCA-II will increase from 22% in Spring 2012 to 39% in Spring 2013.

Goal 4

The percent of students passing the GRAD reading segment of the MCA-II will increase from 61% in Spring 2012 to 78% in Spring 2013.

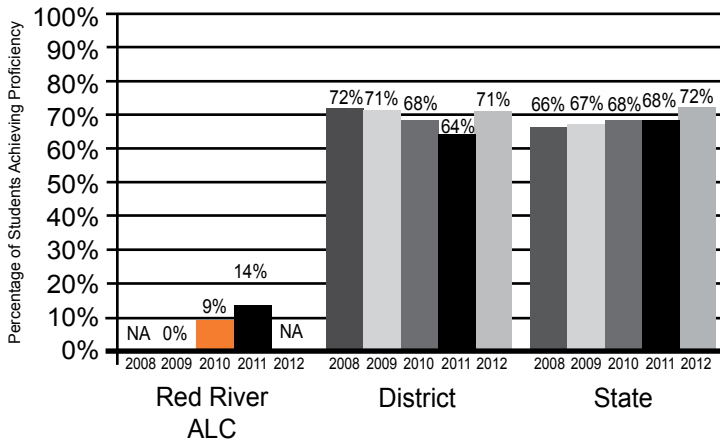
Goal 5

The percent of students passing the written composition GRAD assessment will increase from 83% in Spring 2012 to 95% in Spring 2013.

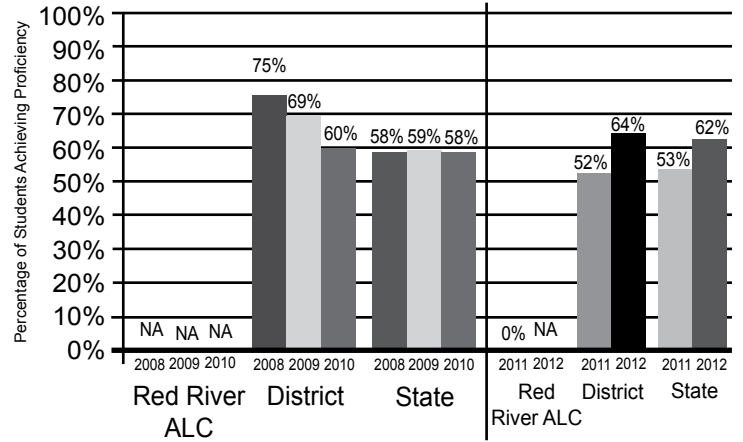
Red River Area Learning Center

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011 and 2012, 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.

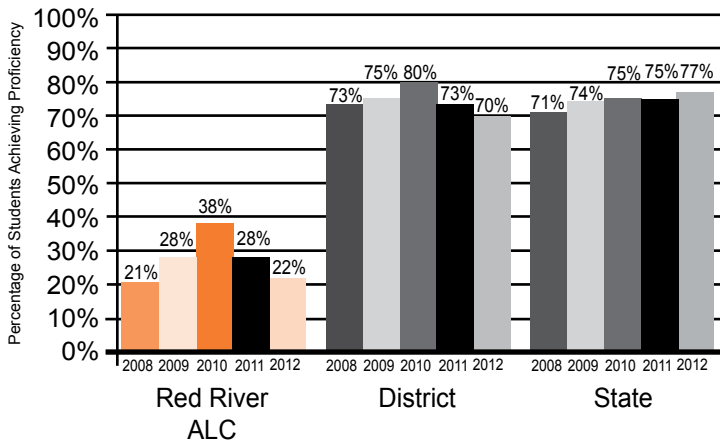
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



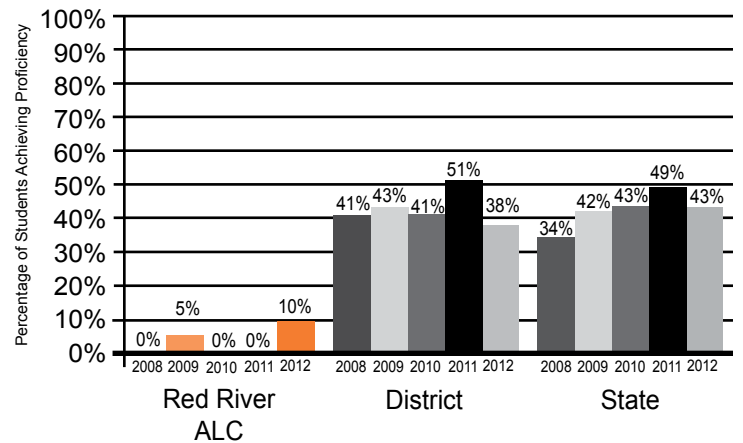
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



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



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



Continuous Improvement Process 2012-13

2012-13 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2012-13 school year. These efforts and the Reading Well plan, highlighted below, will guide work in the district. The assessments outlined on the next several pages will assist the district in measuring student progress.

Priority Area 1 (Academic):

Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.

- **Goal 1.1:** Implement District Improvement Plan (teacher effectiveness, PBIS, PLCs, data, parent involvement).
- **Goal 1.2:** Implement the District 2013-15 Technology Plan to include implementation of Schoolnet (Instructional Management System) and Haiku (Learning Management System) with an increased focus on technology integration to transform teaching practices for our 21st century learners.
- **Goal 1.3:** Continue implementation of early childhood programming that aligns with school-age expectations and Reading Well Plan.

Priority Area 2 (Human Capital):

Increase growth of all employees through recruitment, retention, training, development and supervision.

- **Goal 2.1:** Continue to develop and implement a systematic evaluation system to include district priorities with stakeholder representation.
- **Goal 2.2:** Continue teacher and instructional leadership induction

program to embed SIOP and other district priorities.

Priority Area 3 (Environment):

Provide a safe, healthy and respectful environment.

- **Goal 3.1:** Implement system of positive behavior supports.
- **Goal 3.2:** Improve school safety.

Priority Area 4 (Community Involvement):

Improve satisfaction and involvement with students, parents and community.

- **Goal 4.1:** Implement district communication plan to establish a clear brand identity for the district, building on that image and reputation, and create key messages and talking points for a consistent voice throughout all communications (internal and external).
- **Goal 4.2:** Collaborate with community partners to improve student outcomes.
- **Goal 4.3:** Commitment to operating levy referendum priorities.

Priority Area 5 (Organizational Effectiveness):

Improve overall organizational effectiveness to support high standards throughout the district.

- **Goal 5.1:** Implement district communication plan to establish a clear brand identity for the district, building on that image and reputation, and create key messages and talking points for a consistent voice throughout all communications (internal and external).
- **Goal 5.2:** Maintain fiscal accountability by aligning resources to instructional needs and priorities for student achievement.

Reading Well by 3rd Grade

Moorhead Area Public Schools will use the Reading Well by 3rd Grade Plan to meet the district's literacy goals. The district developed its plan, which follows the requirements provided by the Minnesota Department of Education, through a collaborative process involving representatives from across the district. The School Board approved the K-3 plan in June 2012.

The state has emphasized reading well by third grade because it is one of the developmental milestones in a child's education. The state's goal is to reduce the achievement gap by 50 percent over the next six years.

Moorhead Area Public Schools was required to adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan needed to include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and

meet staff development needs. The district's plan is available at <https://www.moorhead.k12.mn.us/district/departments/sia/readingWell.aspx>.

Plan highlights include an emphasis on progress monitoring of students, interventions used, and assessments given to K-3 students, providing elementary parents with a literacy newsletter twice a year that promotes reading and writing, having a literacy consultant assist the district regarding the reading curriculum, and holding a reading institute for K-3 teachers.

Next year, the plan will be expanded to cover early childhood through grade 12.

Moorhead Area Public Schools invites feedback from all stakeholders on the K-3 Literacy Plan by sending email to info@moorheadschoools.org. The feedback from stakeholders will be used to enhance the usefulness of the document and refine the effectiveness of the process.

Measuring Student Progress 2012-13

Grades K-5: District-Wide Testing for 2012-13

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 11-May 10, 2013	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-5	March 18-May 10, 2013	
Science MCA-II	5	March 18-May 17, 2013	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 4-March 22, 2013	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 18-May 10, 2013	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: Mathematics		March 11-May 10, 2013	
Reading		March 18-May 10, 2013	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 4-14, 2012 Jan. 7-18, 2013 April 29-May 10, 2013	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 2012-13

Grades 6-8: District-Wide Testing for 2012-13

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 11-May 10, 2013	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	6-8	March 18-May 10, 2013	
Science MCA-II	8	March 18-May 17, 2013	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 4-March 22, 2013	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 11-May 10, 2013	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: Mathematics		March 11-May 10, 2013	
Reading		March 18-May 10, 2013	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 4-14, 2012 Jan. 7-18, 2013 April 29-May 10, 2013	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 10, 2012	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 2012-13

Grades 9-12: District-Wide Testing for 2012-13

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	March 11-May 10, 2013	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/GRAD component required for graduation in Minnesota
Mathematics MCA-II	11	April 16 & 17, 2013	
Science MCA-II	Biology students	March 18-May 17, 2013	
Graduation-Required Assessments for Diploma (GRAD) in: Reading	10	March 11-May 10, 2013	To ensure minimum competency in reading, mathematics and writing; required for graduation
Mathematics	11	April 16 & 17, 2013	
Writing	10-12 who have not passed 9	Nov. 7, 2012, April 16, 2013 April 16, 2012	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 4-March 22, 2013	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 11-May 10, 2013	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: Mathematics		April 16 & 17, 2013	
Reading		March 11-May 10, 2013	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	Nov. 1, 2012	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. 17, 2012	
ACT	11-12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11-12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	Nov. 15, 2012	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 6-10, 2013 May 13-17, 2013	To determine college credit related to student scores for students enrolled in AP coursework



Moorhead Area Public Schools

Independent School District 152

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www.moorhead.k12.mn.us

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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 2011-12 school year.

Designed and edited by Pamela J. Gibb.

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