



Inspiring dreams & achievement



2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Moorhead Area Public Schools
Independent School District 152



Welcome to the 2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Inspiring Dreams and Achievement

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.



All-day kindergarten, STEM classes and world languages are just some of the opportunities available as we provide our students with skills they will need for the future. This year's district theme, "Inspiring Dreams and Achievement," encourages us to focus on helping all students achieve their dreams.

As the district begins the third 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. We continue to maximize the use of our resources and look for ways to be efficient.

This report contains results from the 2013 Minnesota Comprehensive Assessments. The state-required MCA-II/IIIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We also use other sources of information to provide measures for student success. Our district continues efforts to ensure all students are proficient.

Our district holds high expectations for all students as we work to reduce the achievement gap for students and create

a strong workforce for the state and region. Our district priorities continue to focus on teacher effectiveness, consistent standards-based curriculum, and literacy to ensure success for all students.

Additionally, our community engagement initiative has provided direction for the district into the future. The district will continue to use the feedback provided by our community through the engagement process as we develop long-range plans. See Page 26 for details.

Thank you for your support as we work together to help our students learn and dream, and celebrate their achievements together.

Sincerely,

Dr. Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print or audio recording.

Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Nếu bạn không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3330.

مەكسەر توو جە ئىنگلىز تىزىمى، ئۇ تەلەپتە 284-3330 ھەرىكەت بە زىماتى خۇ، ھەتتە تەلەپتا ئىندونىزىيە.

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 are reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level. Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

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

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

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

Measuring Achievement

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

- Minnesota Comprehensive Assessments (MCA-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 2013-14.

Among the Highlights

Minnesota Comprehensive Assessments-II/III

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

In 2012-13, students in grades 5 and 8 and high school



A small group of S.G. Reinertsen Elementary fifth-graders read with their teacher.

biology students took the MCA-III in the area of science. This test was new in 2011-12.

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

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

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

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

Refer to Pages 10-13 for district MCA results.

Graduation-Required Assessments

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 had been required to pass to graduate from a public high school in Minnesota.

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

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 218-284-3310 by Nov. 1.

2012-13 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Amber Bender, 2014
Rep: Robert Asp Parent

Jenifer Bender, 2014
Rep: Special Education

Jamie Church, 2014
Rep: Horizon Parent

Missy Eidsness, 2014
Rep: Administration

Cindy Fagerlie, 2013
Rep: School Board

Charlie Fisher, 2013
Rep: School Improvement

Mary Flesberg, 2014
Rep: Secondary Teacher

Gay Galles, 2013
Rep: Media Specialists

Pam Gibb, Secretary, 2014
Rep: District Communications

Dana Haagenson, 2013
Rep: Moorhead High Parent

Karen Jacowitz, 2013
Rep: Ellen Hopkins Parent

Laurie Johnson, 2013
Rep: Horizon Parent

Mike Kieselbach, 2014
Rep: Secondary Teachers

Carol Ladwig, 2013
Rep: Senior Citizens

Dave Lawrence, 2014
Rep: Principal

Abby Lundborg, 2014
Rep: Junior Class

Donna Norquay, 2013
Rep: Community Diversity

Chizuko Shastri, 2013
Rep: Community Diversity

Teresa Shume, 2013
Rep: Higher Education

Terri Smith, 2013
Rep: Moorhead High Parent

Bill Tomhave, 2014
Rep: Higher Education

Paige Wakefield, 2013
Rep: Senior Class

Trudy Wilmer, 2013
Rep: School Board /
Moorhead High Parents

John Wirries, Chair, 2014
Rep: Reinertsen Parent

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-schools.org for a copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2012-13 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 implications of the No Child Left Behind waiver requirements and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title I), special education and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning programs.
- Reviewed the automotive program and NATEF standards.
- Discussed implementation of Read 180.
- Reviewed implementation of STEM and world language programs.
- 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 five years.

NCLB requires that students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses the Minnesota Comprehensive Assessments-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 is being determined for 2012-13 (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

Schools meet majority of AYP requirements

Moorhead Area Public Schools has met 95 percent of the requirements for Adequate Yearly Progress under No Child Left Behind based on 2013 MCA-II/III results. The district has 38 eligible groups. All subgroups met the participation requirements; the other AYP requirements are outlined below.

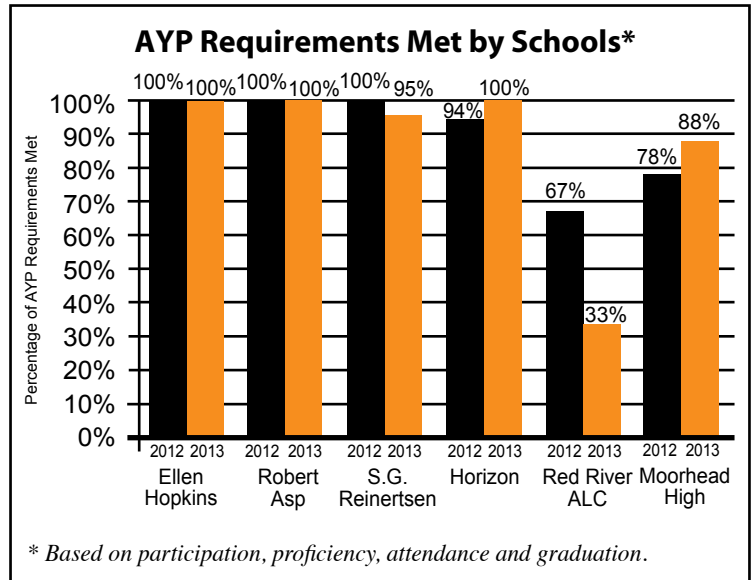
With the state's NCLB waiver, an AYP determination allows more flexibility for districts to meet the students' needs.

In Moorhead, two elementary schools and Horizon Middle School made AYP. S.G. Reinertsen Elementary is in its first year of not making AYP, and Moorhead High School is in the eighth 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 25 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 21 eligible groups and met 95 percent of the requirements for AYP.
- Horizon Middle School has 35 eligible groups and met 100 percent of the requirements for AYP.
- Moorhead High School has 17 eligible groups and met 88 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 33 percent of the requirements for AYP.

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



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

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, and on

Oct. 1, 2013, ratings based on 2012-13 data were released. The 2013 ratings include results from the new reading Minnesota Comprehensive Assessments.

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 five years.

	Multiple Measurement Rating (MMR)			Focus Rating (FR)		
	Initial Designation	2012	2013	Initial Designation	2012	2013
Ellen Hopkins Elementary	34.2%	82.0%	34.2%	26.7%	82.0%	31.4%
Robert Asp Elementary	43.5%	76.4%	81.8%	55.5%	98.9%	86.2%
S.G. Reinertsen Elementary	63.5%	94.2%	38.1%	62.8%	93.5%	27.0%
Horizon Middle School	30.6%	55.9%	47.9%	25.5%	36.9%	38.2%
Moorhead High School	45.1%	17.4%	35.6%	20.6%	61.7%	30.4%

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 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 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.

In August 2012, Hopkins Elementary and Robert Asp Elementary were designated as celebration eligible, which means they fall in the 25 percent of Title I schools with MMRs between the 60th and 86th percentiles and were eligible to submit an application explaining factors that make the school effective. Only 10 percent of applicants are selected for celebration status. In 2013, Robert Asp Elementary was designated as celebration eligible for the second year in a row.

Graduation Rate Change

At Moorhead High School, the graduation rate is measured differently in the 2011-12 and 2012-13 ratings compared to the initial designation. The graduation rate now 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 (2012-13) 90.7%

Graduation Rate (2012-13) 68.3%

Enrollment by Grade (October 2012)

• Early Intervention Services	177
• Kindergarten	484
• Grade 1	442
• Grade 2	416
• Grade 3	441
• Grade 4	422
• Grade 5	407
• Grade 6	445
• Grade 7	400
• Grade 8	439
• Grade 9	424
• Grade 10	417
• Grade 11	402
• Grade 12	439
• Total K-12 Enrollment	5,578

Diversity of Student Population (2011-12)

• American Indian	4.8%
• Asian	1.5%
• Hispanic	7.7%
• Black	5.0%
• White	81.0%

Percentage of Students Eligible for Free or Reduced-Price Lunch 41.2%

Percentage of Students Receiving Learner Support Services

Special Education	13.9%
English Language Learners	5.4%

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 learners based on 2013 MCA tests.

Progress toward goal:

- District subgroup proficiency was compared to state non-subgroup proficiency to determine achievement gaps for 2012 and 2013. Ethnicity subgroups are compared to the white subgroup proficiency to determine achievement gaps. Students may be included in more than one subgroup.

Reading:

- English learners: Gap increased 2.1%
- Special education: Gap **decreased** 2.5%
- Free and reduced lunch: Gap increased 4.1%
- American Indian: Gap **decreased** 6.2%.
- Black: Gap increased 10.1%
- Hispanic: Gap increased 1.4%

Mathematics:

- English learners: Gap **decreased** 0.4%
- Special education: Gap increased 4.4%
- Free and reduced lunch: Gap increased 0.8%
- American Indian: Gap **decreased** 6.3%.
- Black: Gap **decreased** 6.1%.
- Hispanic: Gap increased 4.3%

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.

Progress toward goal:

- 54.8% students were proficient compared to 57.8% statewide. Grades 5 and 8 were in the top 50 percent in the state, Grade 4 was at 50 percent, and Grades 3, 6, 7 and 10 were below the top 50 percent.

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.

Progress toward goal:

- 63.2% of grades 3-8 students were proficient on the MCA-III compared to 62.6% proficient in the state. Grades 5, 6, 7 and 8 were in the top 50 percent in the state, and Grades 3 and 4 were below the top 50 percent.
- 50.1% of grade 11 students were proficient on the MCA-II compared to 52.4% in the state, ranking Moorhead in the top 50 percent in the state.

Continuous Improvement Process 2012-13

District's strategic priorities focus on student achievement

Moorhead Area Public Schools established five strategic priorities for the 2012-13 school year. These efforts and the Reading Well plan guided work in the district.

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

Priority Area 1 (Academic): Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.

- At Robert Asp, Ellen Hopkins and S.G. Reinertsen Elementary Schools, 10-12 teachers at each school were trained in SIOP.
- At each school, SIOP was one choice for teachers to participate in for three one-hour district-led professional development sessions during the year.
- Learning Walks were performed in November, February and May.
- Haiku pages are a requirement for grades 6-12 teachers.
- SchoolNet was piloted to implement a district-wide common assessment.
- The requirements of Reading Well were incorporated into preschool and grades 4-5.

Priority Area 2 (Human Capital): Increase growth of all employees through recruitment, retention, training, development and supervision.

- The state-required evaluation systems for principals was developed, and the Teacher Evaluation Committee met and will continue work in 2013-14.
- A new mentorship program was designed and will be implemented in 2013-14.

Priority Area 3 (Environment): Provide a safe, healthy and respectful environment.

- Work continued to implement a system of positive behavior supports and improve school safety.

Priority Area 4 (Community Involvement): Improve satisfaction and involvement with students, parents and community.

- The district continued its commitment to referendum priorities and began steps to establish a clear brand identity with the development of the new logo as part of the district communication plan.

Priority Area 5 (Organizational Effectiveness): Improve overall organizational effectiveness to support high standards throughout the district.

- The district maintained fiscal accountability by aligning resources to instructional needs and priorities for student achievement and began steps to establish a clear brand identity.

Reading Well by 3rd Grade

Moorhead Area Public Schools developed the state-required Reading Well by 3rd Grade Plan to meet the district's literacy goals.

The district was required to adopt a 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 www.moorheadschoools.org.

Plan highlights include an emphasis on progress monitoring of students, interventions used, and assessments given to K-5 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-5 teachers.

Staff Development Plan

To accomplish the district's 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.

District Improvement Goals for 2013-14

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

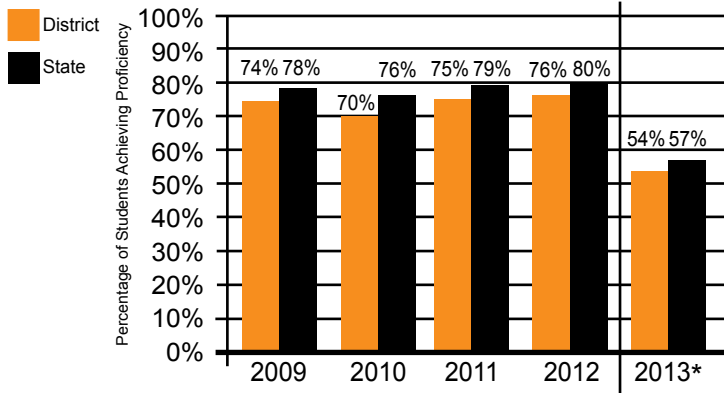
Goals 2 and 3 — We will increase district reading and mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

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

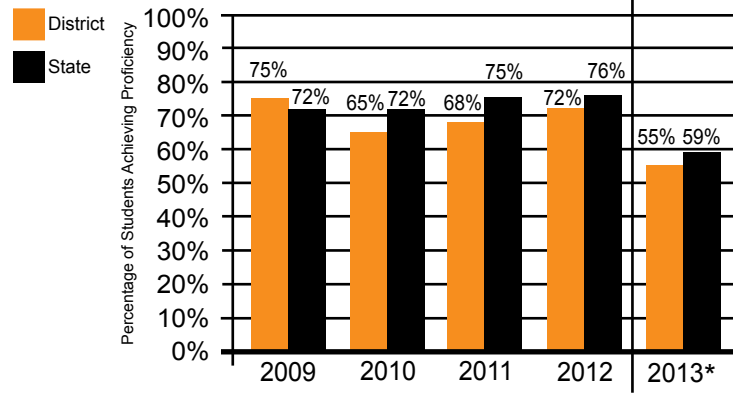
Minnesota Comprehensive Assessments

*In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.

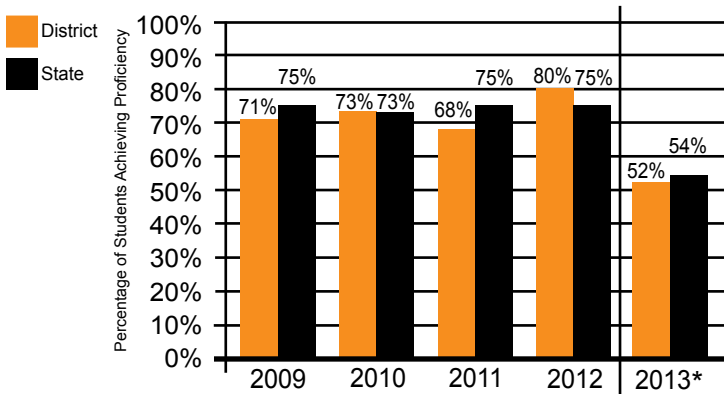
Minnesota Comprehensive Assessments-II/III District Reading – Grade 3



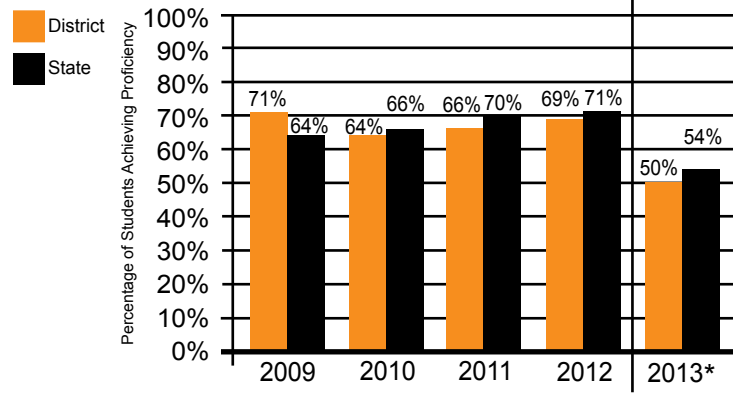
Minnesota Comprehensive Assessments-II/III District Reading – Grade 6



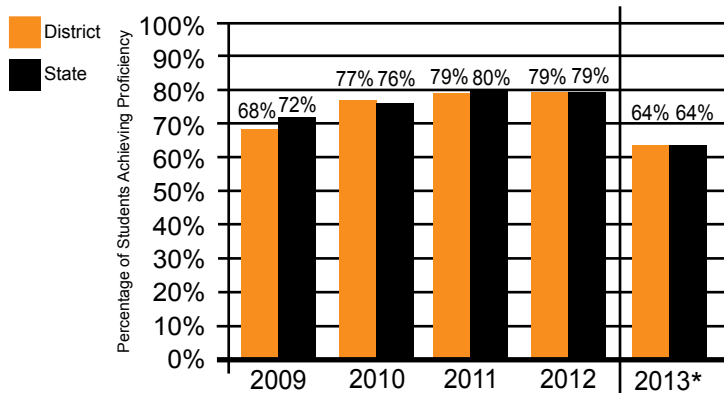
Minnesota Comprehensive Assessments-II/III District Reading – Grade 4



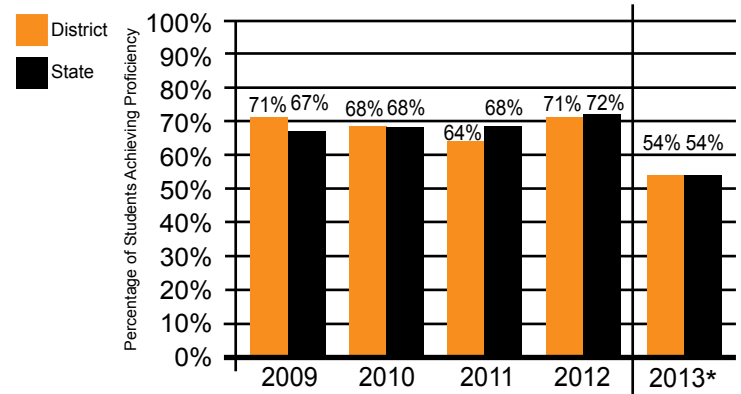
Minnesota Comprehensive Assessments-II/III District Reading – Grade 7



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



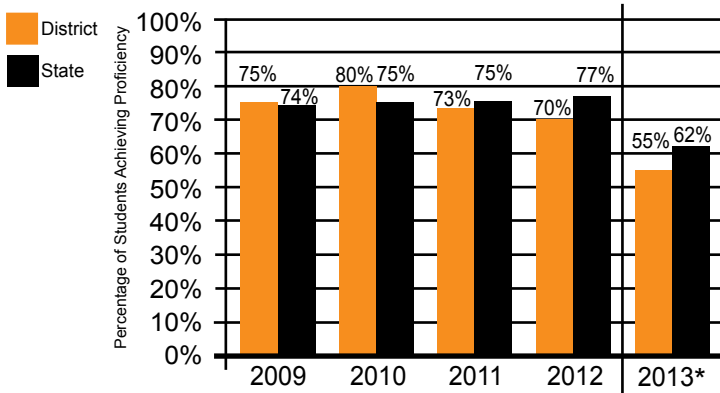
Minnesota Comprehensive Assessments-II/III District Reading – Grade 8



MCA / GRAD Results

*In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.

Minnesota Comprehensive Assessments-II/III District Reading – Grade 10



A Robert Asp Elementary second-grade teacher listens to a student read part of her story as students in the class work on their writing.

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 needed to 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 took the GRAD writing test. Students in grade 10 took the reading GRAD and students in grade 11 took the mathematics GRAD as a component of the Minnesota Comprehensive Assessments.

Students who were not proficient on these tests or who didn't pass the GRAD component had several opportunities to retake the GRAD. Remediation plans were developed according to individual student needs.

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

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take

the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

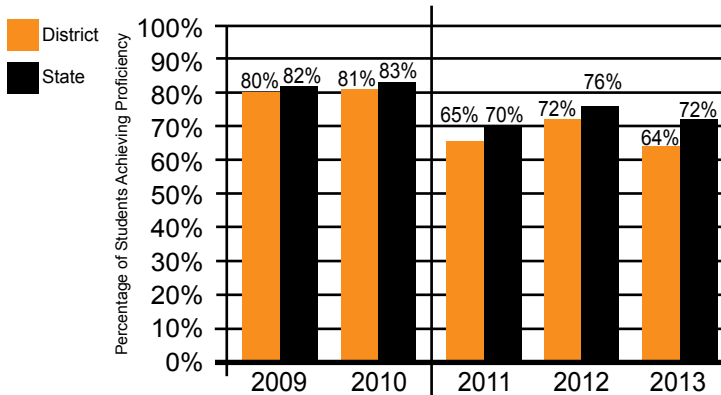
Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorheadschools.org.

2013 GRAD (Graduation-Required Assessments for Diploma) Results			
		District	State
Grade 9 Writing	Percent Passing	86.5%	87.8%
	Percent Not Passing	13.5%	12.2%
Grade 10 Reading	Percent Passing	NA	NA
	Percent Not Passing	NA	NA
Grade 11 Mathematics	Percent Passing	62.7%	66.4%
	Percent Not Passing	37.3%	33.6%

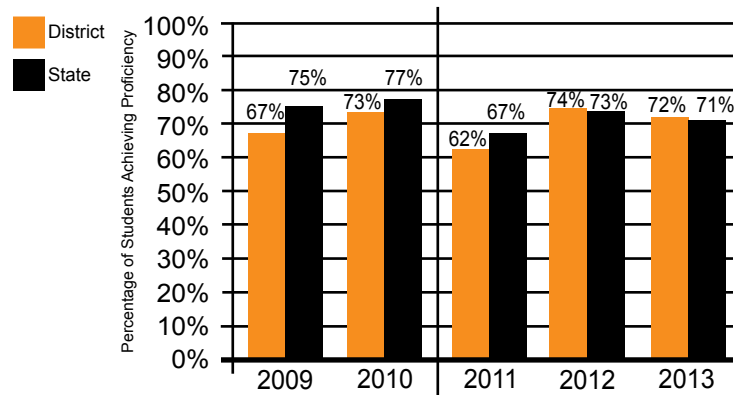
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, 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.

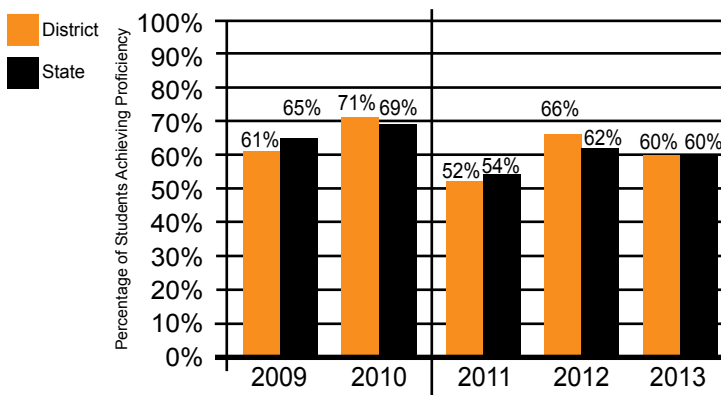
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 3



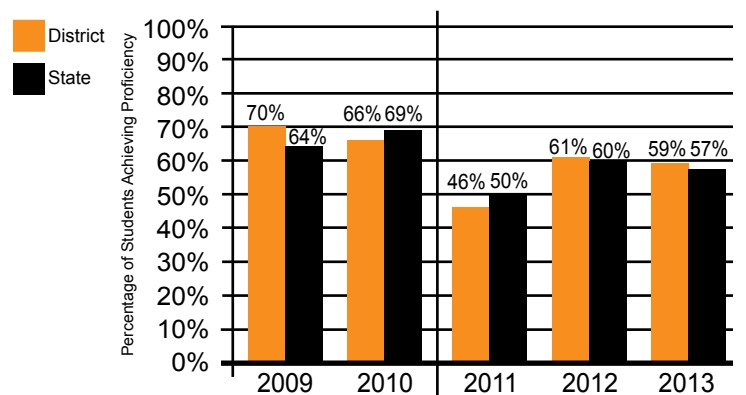
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 4



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



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



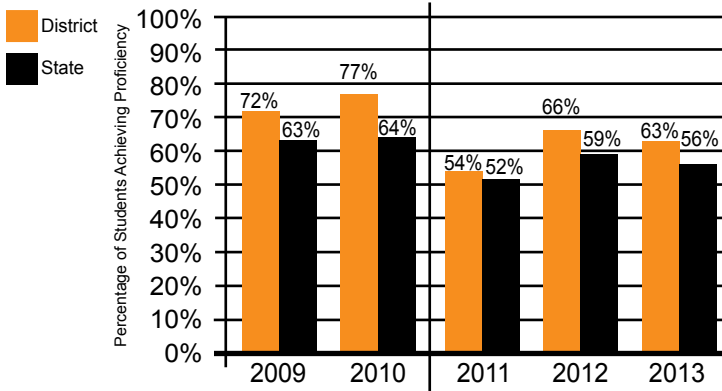
EXAMPLES OF EXCELLENCE

- In 2012-13, Moorhead High School students earned more than \$1.5 million in scholarships.
- The Moorhead High School wrestling team placed fifth in the Minnesota Class 3A state team tournament after advancing to state for the first time since 1981.
- With 17 state medals, including three state championships, the Moorhead High School speech team earned more medals and championships than any other team at the 2013 Class AA state speech tournament. Twelve members qualified for the 2013 national tournament where one placed second.
- Two Moorhead Destination Imagination teams advanced to the 2013 Global Finals where the Moorhead High team placed first out of 65 teams in its challenge.
- Two Horizon Middle School students qualified for the 2013 MultiRegion State Spelling Bee.
- Moorhead High students Ken Bye and Bryce Jossund placed sixth in the 2013 New York Automotive Technology Competition.
- Moorhead High's fall musical was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- Fifth-grade Math Masters teams placed first and third in the 2013 regional tournament.
- In 2012-13, Moorhead students were selected for All-State Orchestra, Honors Orchestra and Honor Band.
- The Moorhead High School boys hockey team, boys soccer team, boys and girls cross country teams and football team advanced to the state tournaments in 2012-13.
- Moorhead High students Nina Grollman and Devon Manney were named 2013 Minnesota Scholars of Distinction in Theater Arts.
- The Moorhead High girls and boys 3,200-meter relays both set new school records at the state track meet.

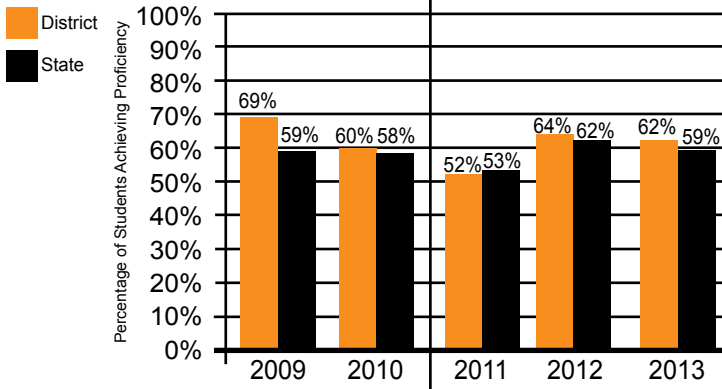
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, 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.

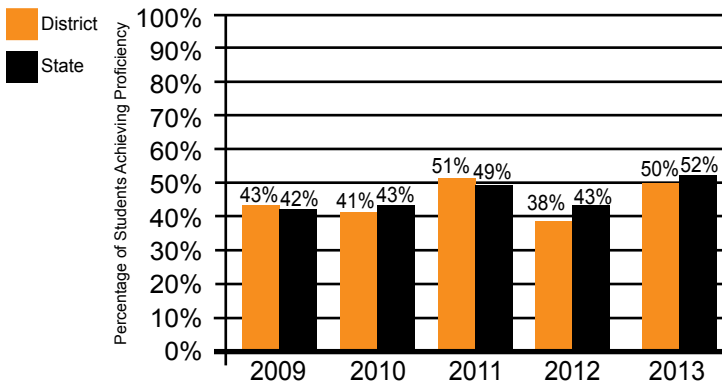
Minnesota Comprehensive Assessments-II/III District Mathematics – Grade 7



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

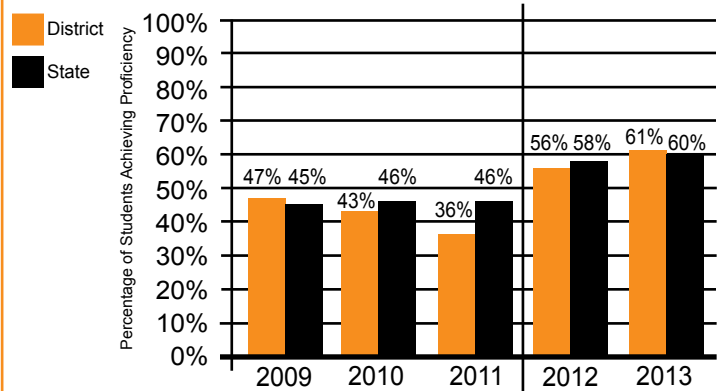


Minnesota Comprehensive Assessments-II District Mathematics – Grade 11

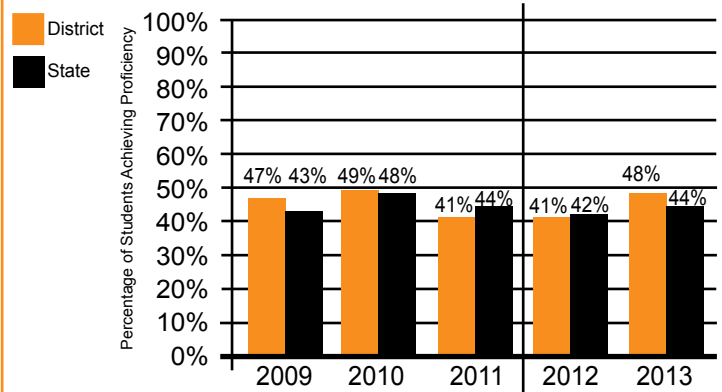


The science MCA-III was first given in 2011-12. 2012 and 2013 results are not comparable to previous years.

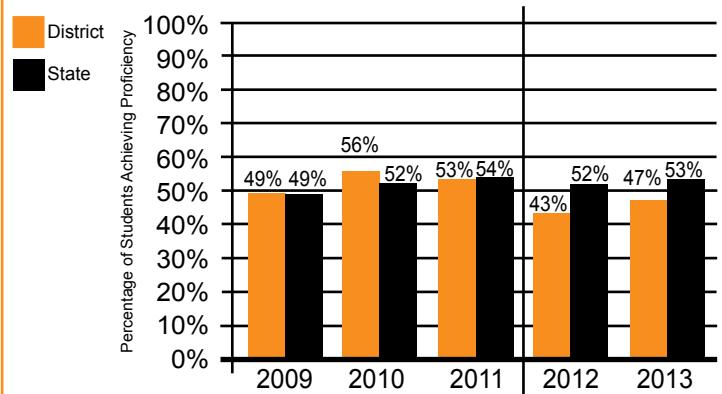
Minnesota Comprehensive Assessments-II/III District Science – Grade 5



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



Minnesota Comprehensive Assessments-II/III District Science – High School



Ellen Hopkins Elementary School



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

2012-13 Principal: Dr. Mary Jo Schmid
2012-13 Assistant Principal: Michael Daugs
2013-14 Principal: Ryan LaDage
2013-14 Assistant Principal: Diana Johnson

Original Construction: 1957-58
Most Recent Remodeling: 2011
Square Footage: 111,005

Attendance Rate (2012-13) 94.4%

Enrollment by Grade (October 2012)	
• Kindergarten	156
• Grade 1	141
• Grade 2	138
• Grade 3	151
• Grade 4	125
• Grade 5	120
• Total	831

Diversity of Student Population (October 2012)	
• American Indian	5.4%
• Asian	1.5%
• Hispanic	11.7%
• Black	7.0%
• White	74.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 53.7%

Percentage of Students Receiving Learner Support Services	
Special Education	16.1%
English Language Learners	9.3%

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

School Improvement Goals for 2012-13

Goal 1 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 students in all subgroups in literacy so that their proficiency increases by 15% on the MCA accountability tests by May 2013 as follows: special education from 35.8% to 50.8%, economically disadvantaged from 64.6% to 79.6%, Limited English Proficient from 55.6% to 70.6%, Hispanic from 43.2% to 58.2%, Black from 68% to 83% and American Indian from 43.5% to 58.5%.

Progress toward goal:

- With the transition from the MCA-II to the MCA-III, results are not comparable and a new baseline is established as follows: special education, 27.3%; economically disadvantaged, 42.5%; Limited English Proficient, 17.6%; Hispanic, 29.1%; Black, 27.8%; and American Indian, 30%.

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 students in all subgroups in mathematics so that their proficiency increases by 15% on the MCA accountability tests by May 2013 as follows: special education from 36.75% to 51.75%, economically disadvantaged from 49.7% to 64.7%, Limited English Proficient from 37% to 52%, Hispanic from 29.7% to 44.7%, Black from 36.8% to 51% and American Indian from 26.1% to 41.1%.

Progress toward goal:

- A subgroup that met the goal is American Indian, 45%. Subgroups that did not meet the goal are: special education, 29%; economically disadvantaged, 44%; Limited English Proficient, 41%; Hispanic, 29%; Black, 33%.

School Improvement Goals for 2013-14

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

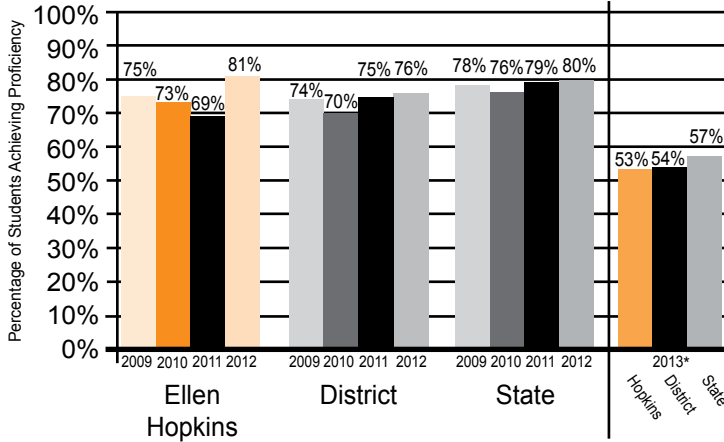
Goal 2 — Grades 3-5 students will meet or exceed the state proficiency average in mathematics by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

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

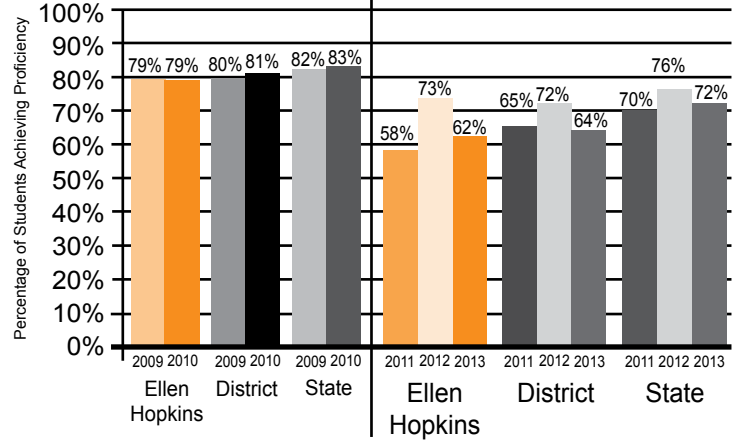
Ellen Hopkins Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

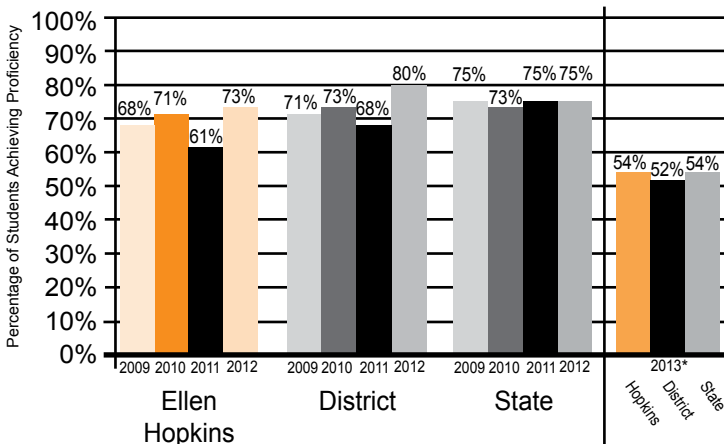
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 3**



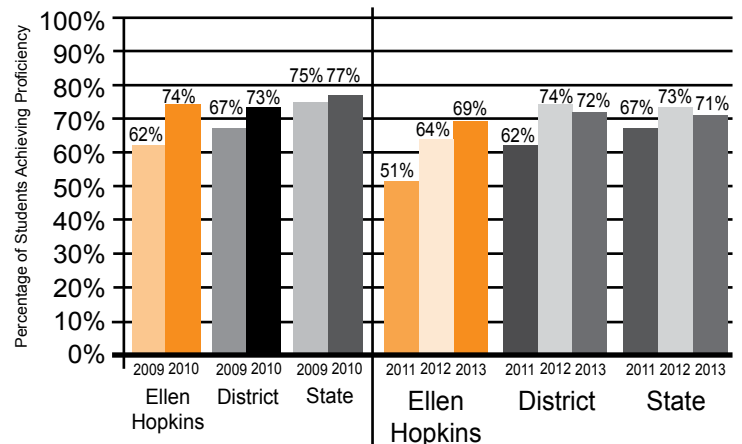
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 3**



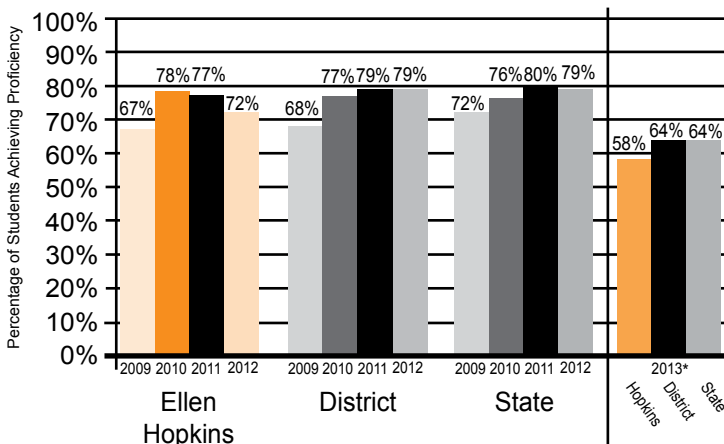
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 4**



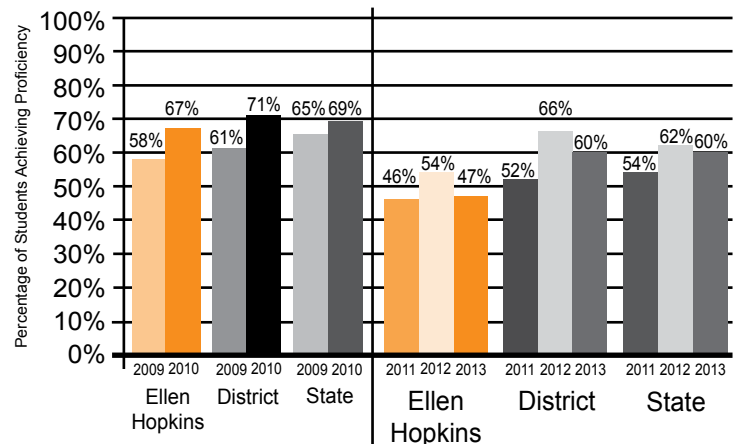
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 4**



**Minnesota Comprehensive Assessments
(MCA-II/III) 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
Assistant Principal: Jacob Scandrett

Original Construction: 1957-58

Most Recent Remodeling: 2012

Square Footage: 98,510

Attendance Rate (2012-13) 94.4%

Enrollment by Grade (October 2012)

• Kindergarten	160
• Grade 1	153
• Grade 2	121
• Grade 3	145
• Grade 4	138
• Grade 5	127
• Total	844

Diversity of Student Population (October 2012)

• American Indian	6.7%
• Asian	2.5%
• Hispanic	10.9%
• Black	5.2%
• White	74.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 49.7%

Percentage of Students Receiving Learner Support Services

Special Education	13.7%
English Language Learners	8.2%

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

School Improvement Goals for 2012-13

Goal 1 — Grades 3-5 students 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%.

Progress toward goal:

- 69% of grades 3-5 students were proficient. Subgroups were proficient as follows: English learners, 27%; special education, 40%; American Indian, 42%; and students receiving federal meal benefit, 54%.

Goal 2 — Grades 3-5 students 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%.

Progress toward goal:

- 53% of grades 3-5 students were proficient on the new test. Subgroups were proficient as follows: English learners, 3%; special education, 31%; Hispanic, 33%, American Indian, 50%; and students receiving federal meal benefit, 39%.

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.

Progress toward goal:

- Major and minor incidents increased from 499 to 511.

School Improvement Goals for 2013-14

Goal 1 — Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% to 73% on the 2014 MCA-III math assessment.

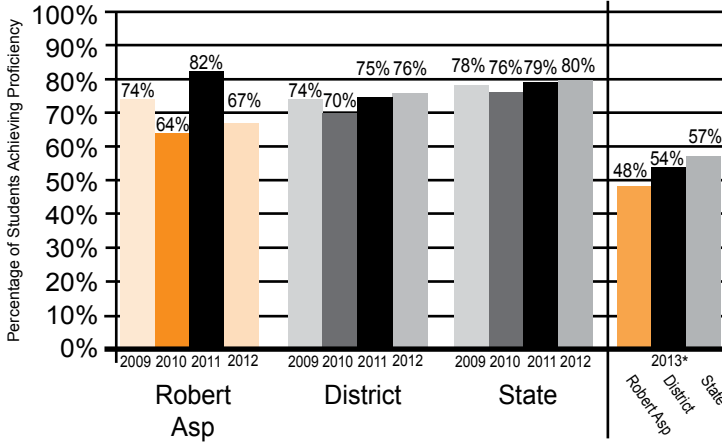
Goal 2 — Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53% to 60% on the 2014 MCA-III reading assessment.

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 (511 incidents to 460 incidents).

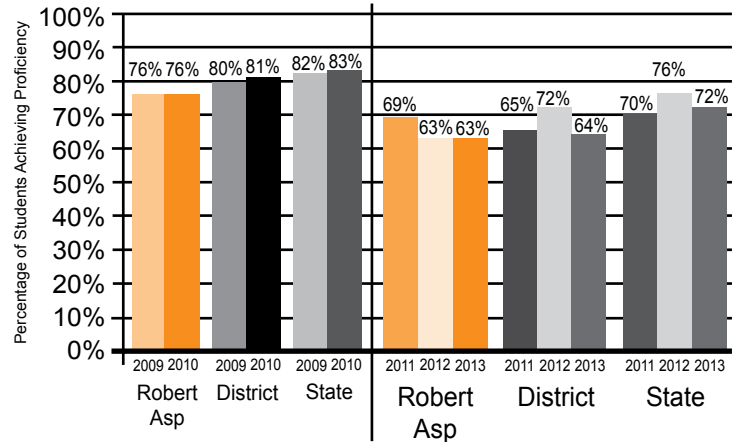
Robert Asp Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

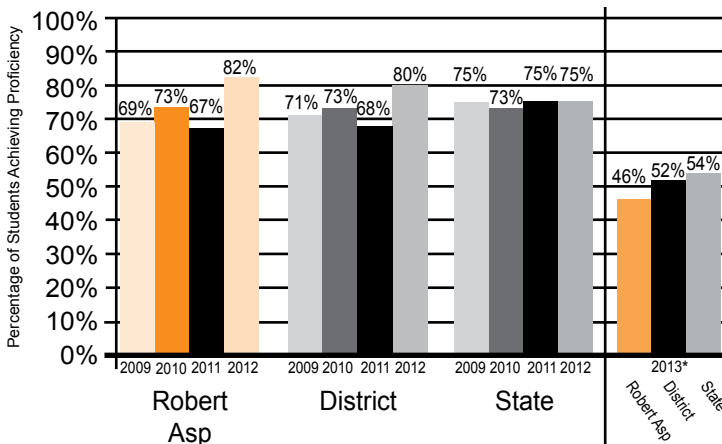
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 3**



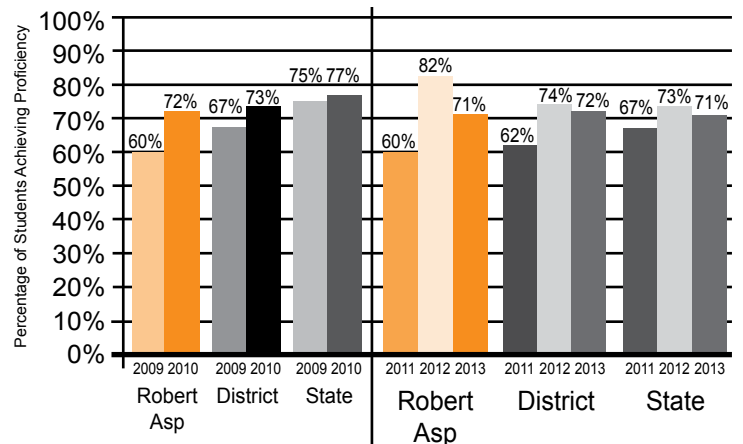
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 3**



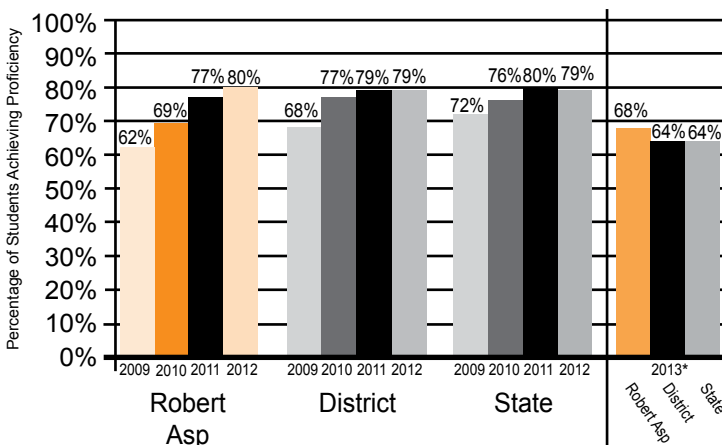
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 4**



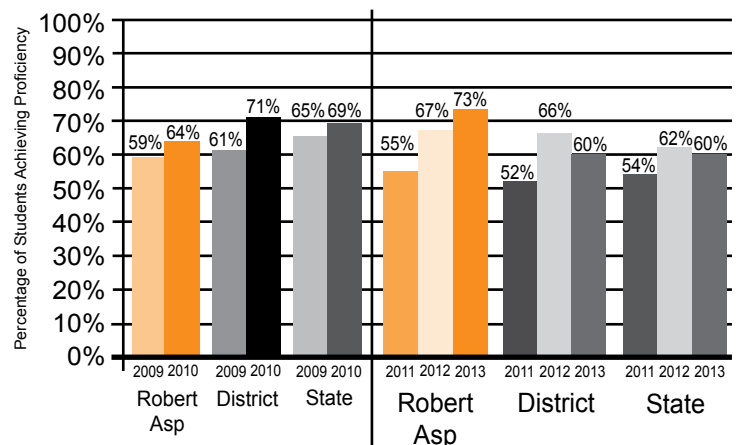
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 4**



**Minnesota Comprehensive Assessments
(MCA-II/III) 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
Assistant Principal: Travis Okerlund
Kindergarten Administrator: Robin Grooters

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

Attendance Rate (October 2012) 95.5%

Enrollment by Grade (October 2012)

• Kindergarten at Probstfield Center	168
• Grade 1	148
• Grade 2	157
• Grade 3	145
• Grade 4	159
• Grade 5	160
• Total	937

Diversity of Student Population (October 2012)

• American Indian	3.1%
• Asian	.8%
• Hispanic	3.6%
• Black	5.8%
• White	86.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 38.1%

Percentage of Students Receiving Learner Support Services

Special Education	16.3%
English Language Learners	9.2%

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

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.

- Progress toward goal:
- 67% were proficient.

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.

- Progress toward goal:
- 66% were proficient on the new reading test, exceeding state proficiency level by 3%.

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.

- Progress toward goal:
- 91% of students had no major incident reports, and 2.8% had three or more incident reports (decrease of 0.3%). Playground incidents decreased from 42 to 36.

School Improvement Goals for 2013-14

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

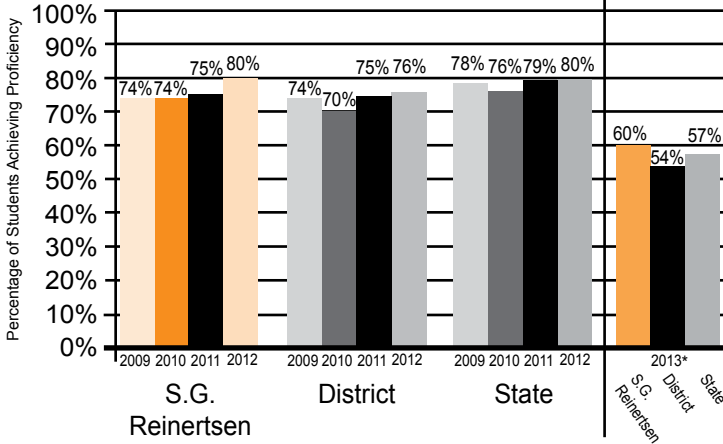
Goal 2 — Grade 3 students will exceed the state percentage of students proficient on the 2014 reading MCA-III by 5 percentage points. Grades 4-5 students will improve reading proficiency by 5 percentage points from 2013. Grade 4 students will improve from 60% in grade 3 to 65% proficient on the grade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

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

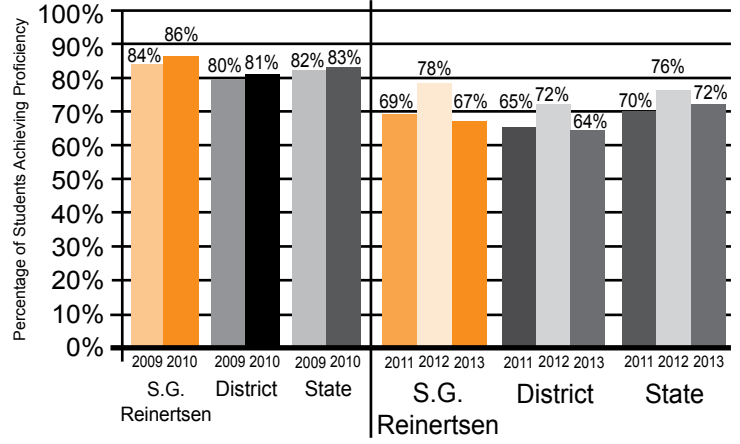
S.G. Reinertsen Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

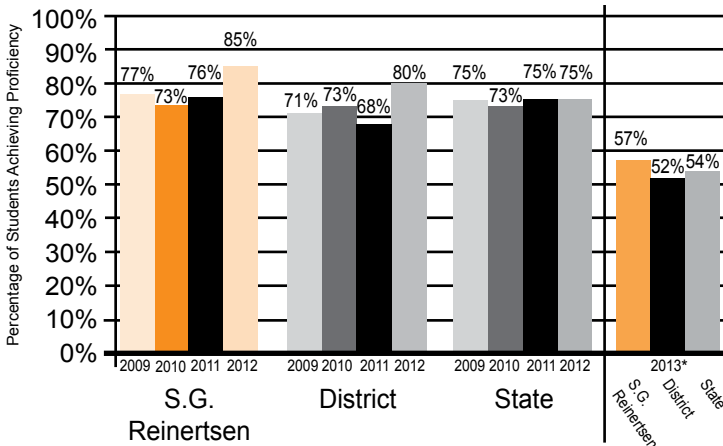
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 3**



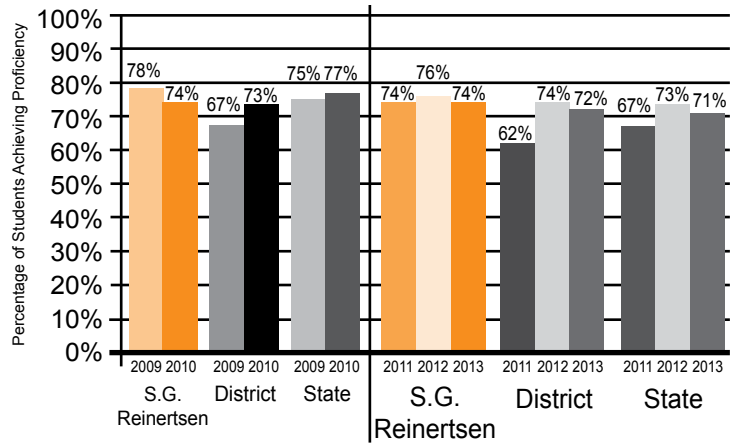
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 3**



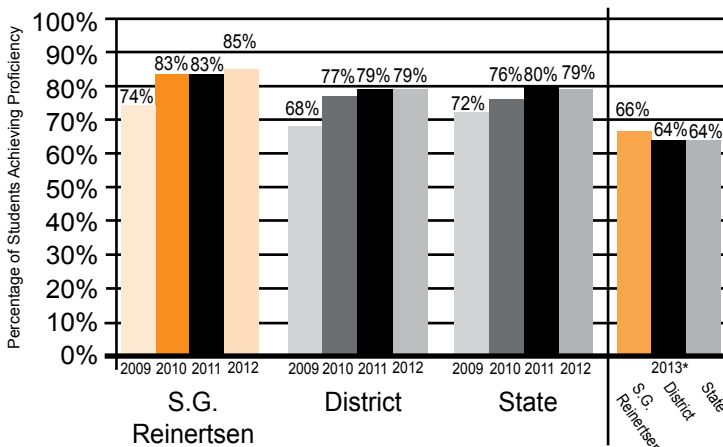
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 4**



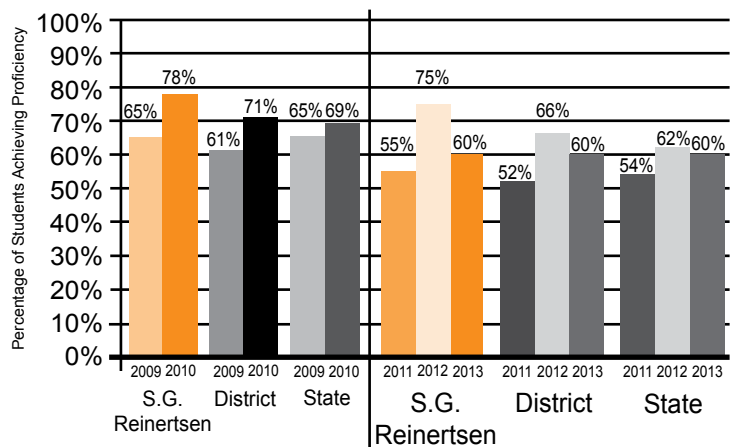
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 4**



**Minnesota Comprehensive Assessments
(MCA-II/III) 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 (2012-13) 94.5%

Enrollment by Grade (October 2012)

• Grade 6	445
• Grade 7	396
• Grade 8	435
• Total	1,276

Diversity of Student Population (October 2012)

• American Indian	4.9%
• Asian	1.4%
• Hispanic	7.7%
• Black	4.4%
• White	81.6%

Percentage of Students Eligible for Free or Reduced-Price Lunch 41.7%

Percentage of Students Receiving Learner Support Services

Special Education	15.0%
English Language Learners	5.8%

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

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.

Progress toward goal:

- Met goal based on following results:
 - Grade 6 — 59% proficient; state, 57% proficient
 - Grade 7 — 64% proficient; state, 56% proficient
 - Grade 8 — 63% proficient; state, 59% proficient

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.

Progress toward goal:

- Goal was not met based on following results:
 - Grade 6 — 55% proficient; state, 59% proficient
 - Grade 7 — 51% proficient; state, 54% proficient
 - Grade 8 — 55% proficient; state, 54% proficient

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.

Progress toward goal:

- A survey was not conducted, but incident reporting continued.

School Improvement Goals for 2013-14

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

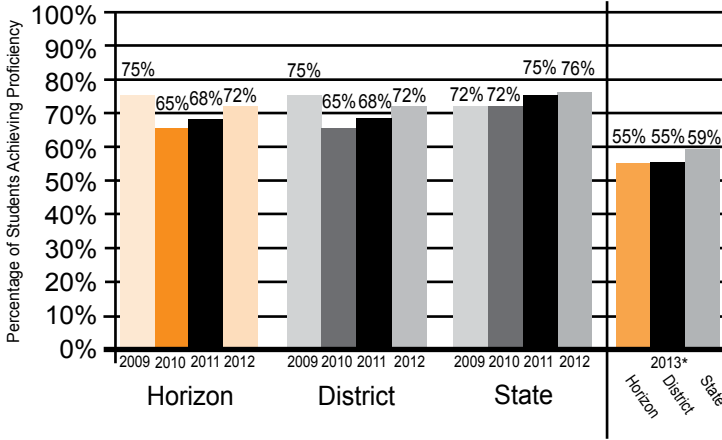
Goal 2 — Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient will be at or exceed the state average as measured by the 2014 MCA-III and Explore assessments.

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

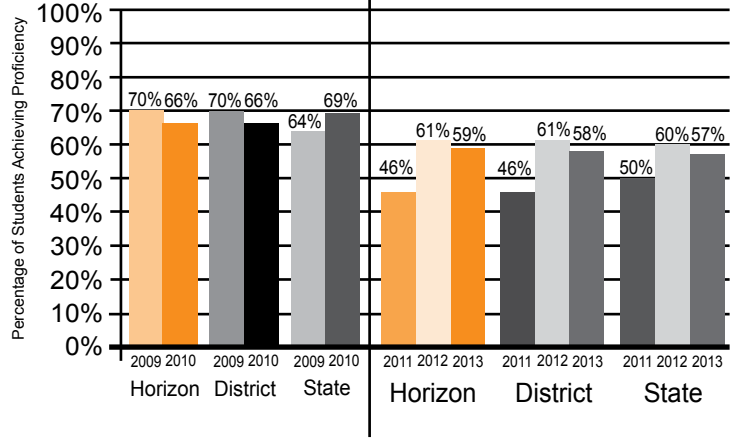
Horizon Middle School

*In 2013, grades 6-8 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 6-8 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

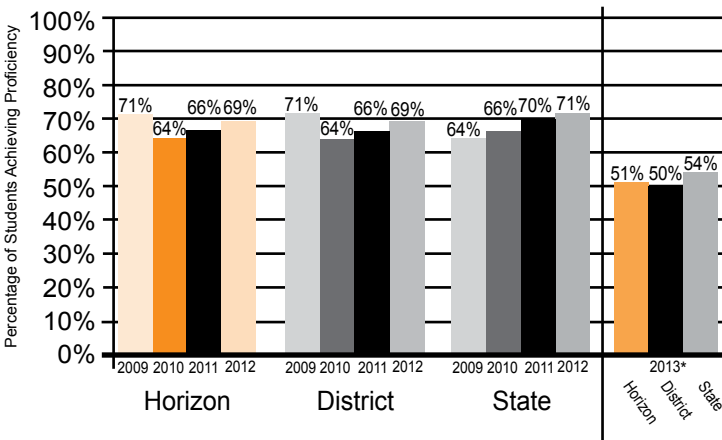
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 6**



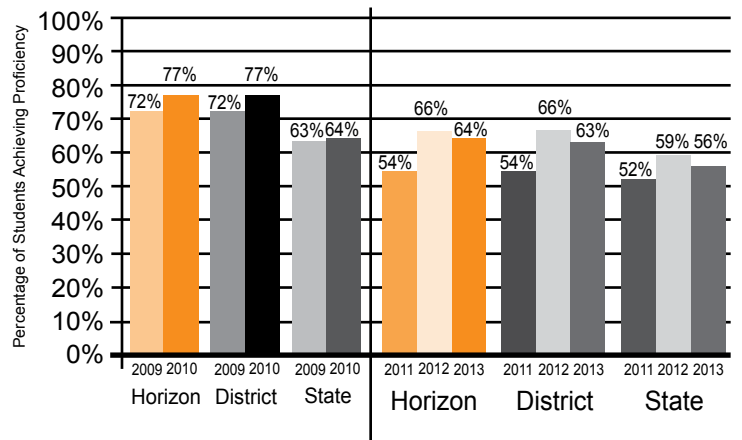
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 6**



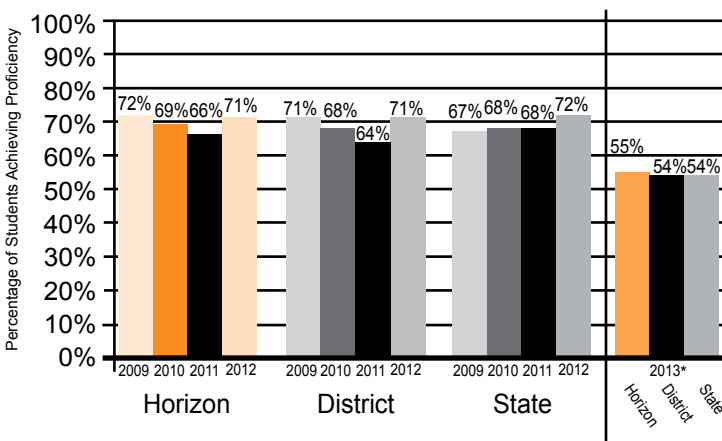
**Minnesota Comprehensive Assessments
(MCA-II/III) Reading – Grade 7**



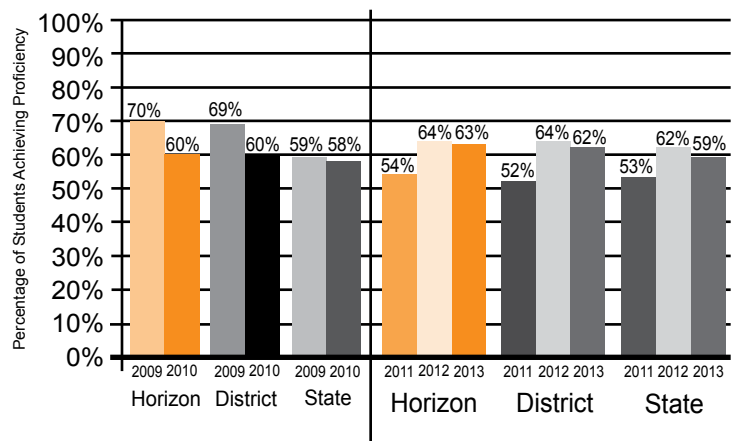
**Minnesota Comprehensive Assessments
(MCA-II/III) Mathematics – Grade 7**



**Minnesota Comprehensive Assessments
(MCA-II/III) 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

2012-13 Principal: Russ Henegar

2012-13 Assistant Principals:

Josh Haag and Dave Lawrence

2013-14 Principal: Dave Lawrence

2013-14 Assistant Principals:

Josh Haag and Angela Doll

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

Attendance Rate (2012-13) 91.4%

Graduation Rate (2012-13) 81.5%

Enrollment by Grade (October 2012)

• Grade 9	407
• Grade 10	395
• Grade 11	371
• Grade 12	392
• Total	1,565

Diversity of Student Population (October 2012)

• American Indian	2.8%
• Asian	2.1%
• Hispanic	5.7%
• Black	4.3%
• White	85.1%

Percentage of Students Eligible for Free or Reduced-Price Lunch 30.9%

Percentage of Students Receiving Learner Support Services

Special Education	10.1%
English Language Learners	2.7%

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

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.

Progress toward goal:

- 51% of the Moorhead High students were proficient compared to 52% for the state.

Goal 2

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

Progress toward goal:

- 57% of the Moorhead High students were proficient compared to 62% for the state.

Goal 3

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

Progress toward goal:

- Graduation rate decreased from 82.3% to 81.5%.

School Improvement Goals for 2013-14

Goal 1

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

Goal 2

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

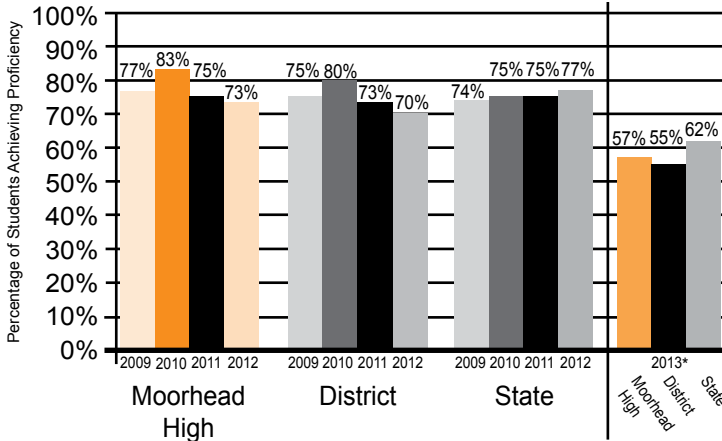
Goal 3

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

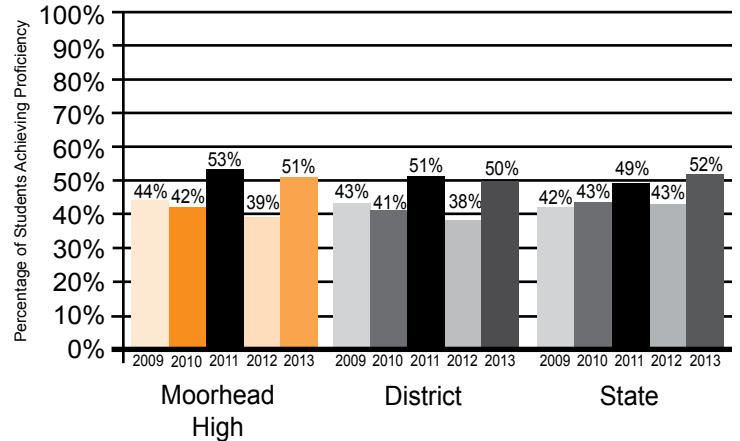
Moorhead High School

*In 2013, grade 10 students took the reading MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grade 11 students took the MCA-II.

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



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

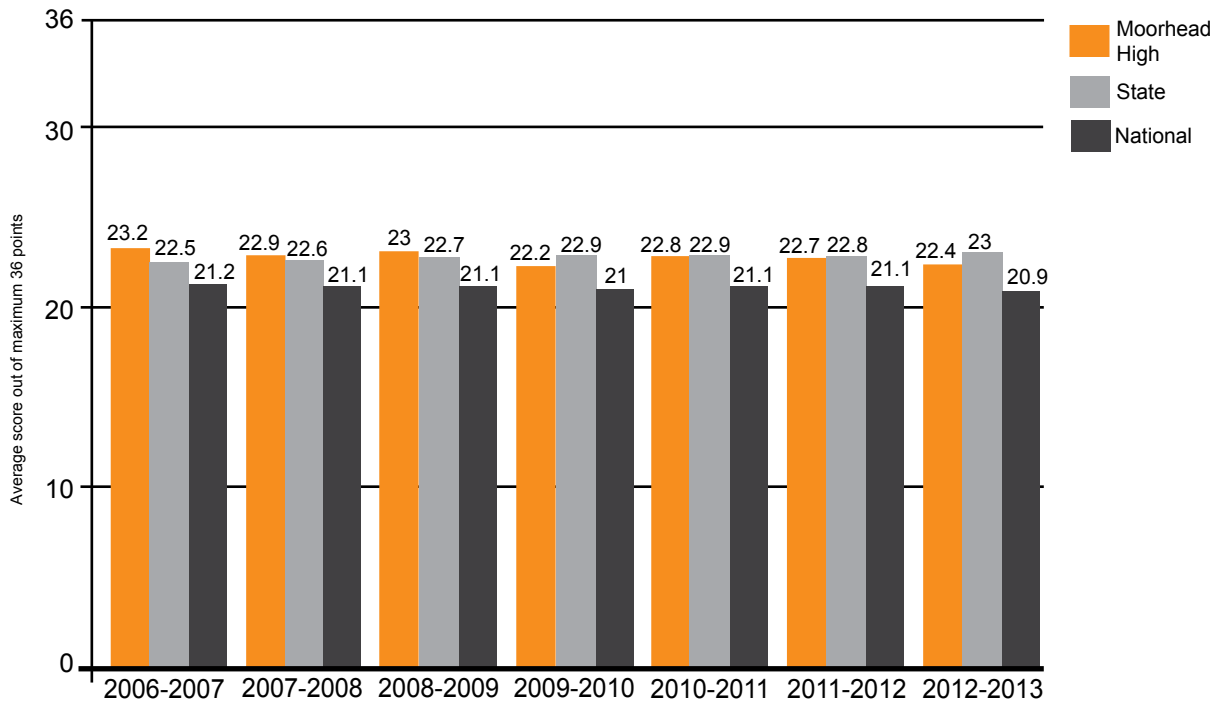


ACT Average Scores from 2006-2007 to 2012-2013

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:

2006-07:	285
2007-08:	288
2008-09:	249
2009-10:	280
2010-11:	267
2011-12:	260
2012-13:	263



Advanced Placement Tests Fast Facts

- In 2013, 320 Moorhead High School students took 630 AP tests in 14 subjects.
- 56 percent of AP students earned scores of 3 or higher on the AP tests.
- 27.8 percent of 2013 Moorhead High graduates scored 3 or higher on at least one AP exam during their high school career.

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 (2012-13) 73.7%

Enrollment by Grade (October 2012)

• Grade 6	0
• Grade 7	3
• Grade 8	3
• Grade 9	4
• Grade 10	17
• Grade 11	26
• Grade 12	42
• Total	95

Diversity of Student Population (October 2012)

• American Indian	16.9%
• Asian	1.0%
• Hispanic	20.4%
• Black	7.5%
• White	54.2%

Percentage of Students Eligible for Free or Reduced-Price Lunch 77.8%

Percentage of Students Receiving Learner Support Services

Special Education	6.3%
English Language Learners	11.4%

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

School Improvement Goals for 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%.

Progress toward goal:

- The number of students tested was too small to validate statistically based on Minnesota Department of Education cell sizes.

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.

Progress toward goal:

- The number of students tested was too small to validate statistically.

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.

Progress toward goal:

- 7% of grade 10 students were proficient on the MCA-III. The 2013 MCA-III results are not comparable to 2012 MCA-II results.

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.

- GRAD reading results are not available.

Goal 5 — The percent of students passing the written composition GRAD assessment will increase from 83% in Spring 2012 to 95% in Spring 2013.

Progress toward goal:

- 65% of students passed.

School Improvement Goals for 2013-14

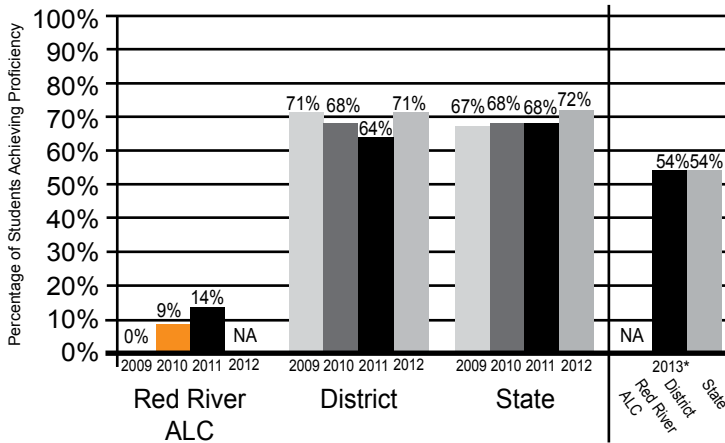
Goals 1 and 2 — Reading and mathematics goals will be set using STAR Assessments results after the assessment process is established.

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

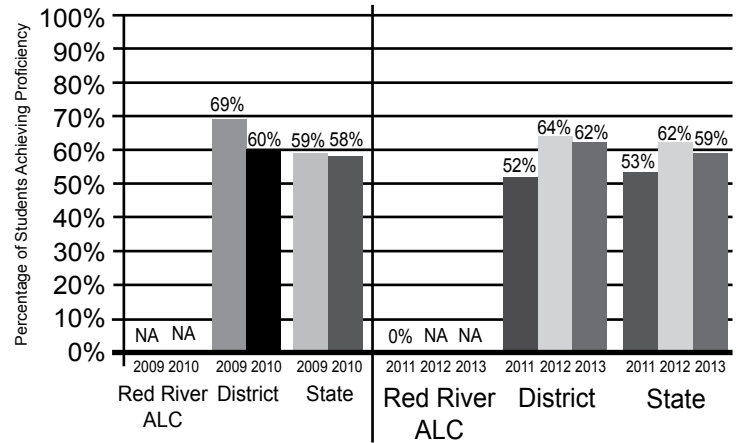
Red River Area Learning Center

*In 2013, grades 8 and 10 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, 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 standards so results are not comparable to previous years.

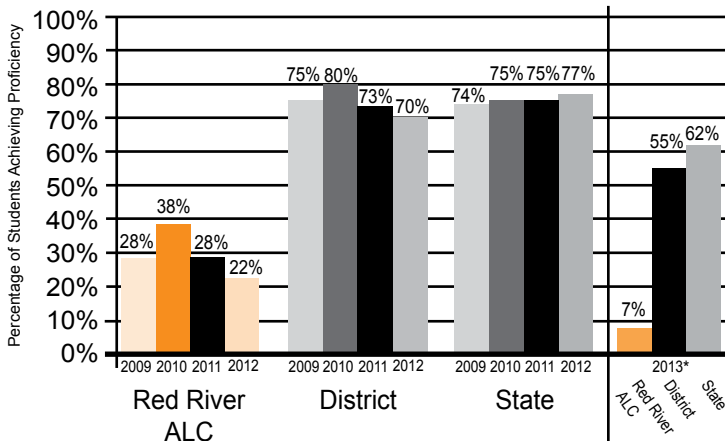
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 8



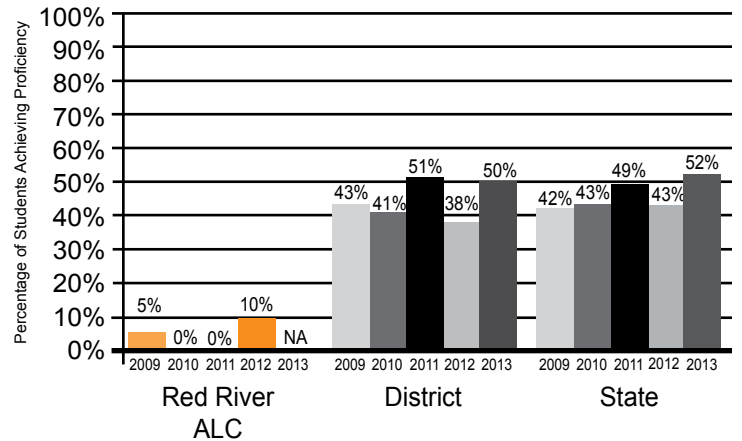
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



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



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



Continuous Improvement Process 2013-14

Community Engagement Initiative drives 2013-14 priorities

Approximately 1,000 district stakeholders provided input during Moorhead Area Public Schools' 2012-13 Community Engagement Initiative. The steering committee and core planning team members held community conversations with several hundred stakeholders, about 900 residents and employees responded to surveys, and several employee focus groups were conducted all to provide input into the engagement process.

The five major themes developed and discussed through the community conversations and surveys were what should a 21st century school look like, how best should school and community interact, what should district facilities look like, what does equitable educational opportunities mean, and what should the district be doing about any mental health/character development needs.

Responses to several questions from the community survey are provided here. Approximately 80 percent of the 538 respondents had students attending a school in the district. 73 percent of respondents were female, and 27 percent male. Most respondents were 31-50 years old. More than 300 employees responded to an employee version of the survey.

Community Survey Results			
	Excellent or Good	Only Fair or Poor	Don't Know or N/A
District communication with public	51.2%	45.2%	3.6%
School communication with parents	54.1%	24.9%	22.0%
Rate the quality of education provided by Moorhead Schools	76.2%	19.5%	4.4%
	Strongly Agree or Agree	Disagree or Strongly Disagree	Don't Know or N/A
Improve security	70.5%	17.8%	11.7%
Add all-day kindergarten	78.2%	15.0%	6.8%
Teachers engage students through technology	82.5%	11.5%	6.0%
District should use social media	71.5%	19.8%	8.7%
Satisfied with own child's classroom experience	64.1%	17.1%	18.8%

2013-14 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2013-14 school year. These were developed based on the themes and discussion from the Community Engagement Initiative.

These priorities will guide work in the district for 2013-14. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools

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

School and Community

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

Facilities

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

Equitable Educational Opportunities

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

Mental Health/Character Development

Goal: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

Human Resources

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

Measuring Student Progress 2013-14

Grades K-5: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 10-May 9, 2014	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 10-May 9, 2014	
Science MCA-III	5	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 3-March 21, 2014	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 17-May 9, 2014	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 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	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 2013-14

Grades 6-8: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 10-May 9, 2014	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 10-May 9, 2014	
Science MCA-III	8	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Minnesota Comprehensive Assessments-Modified in: Mathematics		March 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 23, 2013	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 2013-14

Grades 9-12: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	April 15 & 16, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Mathematics MCA-II	11	April 15 & 16, 2014	
Science MCA-III	Biology students	March 17-May 16, 2014	
Graduation-Required Assessments for Diploma (GRAD) Retests in:			To ensure minimum competency in reading, mathematics and writing; one option to meet the graduation requirement
Reading	10-12 who have not passed	As needed	
Mathematics	10-12 who have not passed	As needed	
Writing	10-12 who have not passed	Nov. 6, 2013, April 15, 2014	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 17-May 9, 2014	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		April 15 & 16, 2014	
Reading		April 15 & 16, 2014	
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	TBD week of Nov. 18-22	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option to meet the graduation requirement
PSAT (pre SAT)	11 (optional)	Oct. 30, 2013	
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. 22, 2013	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
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 5-9, 2014 May 12-16, 2014	To determine college credit related to student scores for students enrolled in AP coursework



Moorhead Area Public Schools Independent School District 152

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

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This report is available to the public on our district website at www.moorheadschoools.org.
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Designed and edited by Pamela J. Gibb.

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