



COLLABORATING FOR EXCELLENCE



MOORHEAD AREA
PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT 152



2007-08 ANNUAL REPORT ON CURRICULUM,
INSTRUCTION AND STUDENT ACHIEVEMENT

WELCOME TO THE 2007-08 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

COLLABORATING FOR EXCELLENCE

During the past several years Moorhead Area Public Schools has established a culture of collaboration. Through collaboration, our district embarked on significant efforts to ensure excellence for our students through enhanced educational programs and renovated facilities.



This collaborative culture and focus on excellence remains central in our efforts, beginning with this year's district theme "Collaborating for Excellence." It is important to celebrate our past and build upon previous accomplishments, but we also have opportunities and challenges that allow us to think differently about how we might collaborate for excellence. It is through collaborating for excellence that we will be able to work together to improve learning for all.

By partnering with staff, students, parents, businesses and the community we can work together toward our com-

mon goal of high quality education for all students. Through sharing knowledge and learning in professional learning communities, we problem solve together to meet our students' needs. Through collaboration we can identify the strategies and tools that will best help all students learn.

Many of our education programs utilize collaboration. Service-learning encourages teachers throughout the district to collaborate with each other and community agencies. The arts offers opportunities for collaboration between arts educators, other curriculum areas and the community. Positive Behavioral Interventions and Supports (PBIS), which is being used at several schools this year, uses collaborative strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Teachers plan together using assessment data to determine better ways to support student learning.

Collaborative teams at each school have established academic goals for our students and will work toward achieving those goals. This report contains results from the 2008 Minnesota Comprehensive

Assessments-II. The state-required MCA-IIs are just one way Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

We also must work together to ensure that we have adequate resources to provide the educational opportunities our community values. As a district, we are challenged to meet state and federal requirements. We face challenges created by escalating operational costs and the need for adequate funding. These challenges mean we must collaborate to create ways the district can be as efficient as possible to maximize funds provided by the state and by our local taxpayers.

It is through the efforts of our employees, students, parents and community working together that will ensure our district's continued excellence. Your support is essential to our work as we collaborate for excellence.

Lynne A. Kovash
Superintendent of Schools

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

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INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

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

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

Community members are either 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 principal or should call 284-3310.

2007-08 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Victor Black 2008 <i>Rep: Senior Class</i>	Judy Kotta 2008 <i>Rep: Moorhead High Parent</i>	Faye Smiley-Aakre 2009 <i>Rep: Minorities</i>
Karin Dulski 2008 <i>Rep: School Board</i>	Lynne Kovash 2009 <i>Rep: Administration</i>	Bill Tomhave 2008 <i>Rep: Higher Education</i>
Charlie Fisher 2009 <i>Rep: Gifted/Talented Teacher</i>	Jakob Lindaas 2009 <i>Rep: Junior Class</i>	Kristine Thompson 2008 <i>Rep: School Board</i>
Mary Flesberg 2008 <i>Rep: Secondary Teacher</i>	Karen Nitzkowski 2008 <i>Rep: Community Education</i>	Kris Valan 2009 <i>Rep: Higher Education</i>
Pamela Gibb, Secretary 2008 <i>Rep: District Communications</i>	Donna Norquay 2008 <i>Rep: Minorities</i>	Coralie Wai 2009 <i>Rep: Moorhead High Parent</i>
Dana Haagenson 2009 <i>Rep: Hopkins Parent</i>	Chizuko Shastri 2009 <i>Rep: Moorhead High Parent</i>	Joanne White 2009 <i>Rep: Horizon Parent</i>
Russ Henegar 2009 <i>Rep: Principal</i>	Seiko Shastri 2009 <i>Rep: Freshmen Class</i>	Trudy Wilmer 2008 <i>Rep: Robert Asp Parent</i>
Lori Koenig 2008 <i>Rep: Hopkins Parent</i>	Terri Smith 2009 <i>Rep: Horizon Parent</i>	John Wirries, Chair 2008 <i>Rep: Reinertsen 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 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 Web site at www.moorhead.k12.mn.us for a complete copy of School Board Policy 601.

AREAS REVIEWED BY THE INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

During the 2007-08 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curriculum and instruction implications of the district's strategic plan through school and committee updates.
- Review district test results and the district's testing program, including a review of progress toward goals and information about the assessment advisory committee and the Demographic and Assessment Reporting System (DARS).
- Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards.
- Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- Review proposals for curricular additions or deletions.
- Review the high school graduation rate, schedule, open house and conferences.
- Review community-based concerns related to instruction and curriculum.

MEASURING STUDENT PROGRESS

MINNESOTA ACADEMIC STANDARDS

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

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

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

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

MEASURING ACHIEVEMENT

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

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

AMONG THE HIGHLIGHTS

Measures of Academic Progress

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

Basic Skills Tests

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

Minnesota Comprehensive Assessments-II

The MCA-IIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8, 10 and 11 participate in the MCA-II tests in the areas of reading and mathematics. In 2007-08, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 11 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II has replaced the Basic Skills Tests for students in grade 11 and lower.

EXAMPLES OF EXCELLENCE

- In 2007-08, Moorhead High School students earned more than \$1.1 million in scholarships.
- Russ Henegar, Moorhead High School assistant principal, was named Minnesota's 2007-08 Assistant Principal of the Year by the Minnesota Association of Secondary School Principals.
- Mary Colson, earth science teacher at Horizon Middle School, received the 2008 Medtronic Foundation Science Teaching Award at the middle school level.
- In 2007-08, Moorhead High School received a silver medal in the nationwide ranking of public high schools by U.S. News & World Report magazine.
- Moorhead High School student Ali Nelson won the 2008 state AAA girls golf title.
- Nine Horizon Middle School teachers were honored as "Teachers of Merit" by the National History Day in Minnesota and its sponsors.
- Three Moorhead High School students were recognized in 2007-08 with ARTS Awards of Merits by the National Foundation for Advancements in the Arts.
- Anne Moyano, principal of S.G. Reinertsen Elementary School, received the 2008 MESPA Division Leadership Achievement Award from the Minnesota Elementary School Principals' Association.

MEASURING STUDENT PROGRESS

GRADES K-5: DISTRICT-WIDE TESTING FOR 2008-09

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	3-5	April 14 & 16, 2009	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	3-5	April 21 & 23, 2009	
Science	5	April 27-May 22, 2009	
NWEA Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Sept. 15-Oct. 10, 2008 April 27-May 22, 2009 Winter, selected students Jan. 5-23, 2009	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners in K-5	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades K-5. ELLs take TEAE and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Mathematics Test for English Language Learners (MTELL)	English language learners in 3-5	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners in K-5	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 30-May 1, 2009 (reading and math) March 30-May 22, 2009 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	September 2008 / January 2009 / May 2009	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

MEASURING STUDENT PROGRESS

GRADES 6-8: DISTRICT-WIDE TESTING FOR 2008-09

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	6-8	April 14 & 16, 2009	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	6-8	April 21 & 23, 2009	
Science	8	April 27-May 22, 2009	
NWEA Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Sept. 15-Oct. 10, 2008 April 27-May 22, 2009 Winter, selected students Jan. 5-23, 2009	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners in 6-8	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELLs take TEAE and reading MCA-II in grades 6-8.
Mathematics Test for English Language Learners (MTELL)	English language learners in 6-8	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners in 6-8	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 30-May 1, 2009 (reading and math) March 30-May 22, 2009 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
AIMSweb Reading Comprehension (MAZE-CBM)	6	September 2008 / January 2009 / May 2009	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Fall window prior to Nov. 1, 2008	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	Odd-numbered years as determined by MDE Feb. 11, 2009	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

MEASURING STUDENT PROGRESS

GRADES 9-12: DISTRICT-WIDE TESTING FOR 2008-09

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	12 who have not passed the test	Nov. 18, 2008 March 31, 2009	To ensure minimum competency in the areas of mathematics, reading and writing; required for graduation in Minnesota for students grade 12
Reading		Nov. 20, 2008 April 2, 2009	
Mathematics		Nov. 19, 2008 April 1, 2009	
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 14 & 15, 2009	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 11 and below
Mathematics	11	April 14 & 15, 2009	
Science	Biology students	April 27-May 22, 2009	
GRAD Test of Written Composition	10, 11 who have not passed	Nov. 18, 2008	To ensure minimum competency in writing; required for graduation
	9	April 14, 2009	
NWEA Measures of Academic Progress (MAP)	9	Fall and spring, all students Sept. 15-Oct. 10, 2008 April 27-May 22, 2009 Winter, selected students Jan. 5-23, 2009	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
Test of Emerging Academic English (TEAE)	English language learners 9-12	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELLs take TEAE and reading MCA-II in grade 10.
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as mathematics MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	English language learners 9-12	March 9-13, 2009 March 23-27, 2009	To demonstrate growth in listening and speaking skills using a teacher observation matrix
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 30-May 1, 2009 (reading and math) March 30-May 22, 2009 (science)	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
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		

Continued on page 8

BASIC SKILLS TESTS

MOORHEAD STUDENTS ON TRACK FOR MEETING MINNESOTA'S BASIC SKILLS TEST GRADUATION REQUIREMENTS

Students in grade 12 must pass the reading, writing and mathematics Basic Skills Tests to graduate.

Students in grade 11 and younger take the GRAD portion of the Minnesota Comprehensive Assessments-II as a graduation requirement.

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

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

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

Moorhead testing and graduation policies are available on the district's Web site at www.moorhead.k12.mn.us. Policies include the process for seniors to request additional testing or

Basic Skills Tests Definitions

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

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

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

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

BASIC SKILLS TEST RESULTS

Class designation is given when students enter grade 9.

**Class of
2008**

**Class of
2009**

Reading

Pass State	394	356
Pass Individual	7	6
Not Passed	17	38
Exempt	4	4

Mathematics

Pass State	380	345
Pass Individual	14	12
Not Passed	24	43
Exempt	4	4

Writing

Pass State	406	363
Pass Individual	4	5
Not Passed	9	32
Exempt	3	4

accommodations, the process to appeal the district's decision on additional testing or accommodations requests, and how to report breaches in test security to the district and the Minnesota Department of Education.

Continued from page 7

GRADES 9-12: DISTRICT-WIDE TESTING FOR 2008-09

Tests	Grades Tested	Dates	Objectives/Uses
PLAN (pre ACT)	10	Oct. 30, 2008	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. 13, 2008	
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)	November 2008	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 4-8, 2009 May 11-15, 2009	To determine college credit related to student scores for students enrolled in AP coursework

NO CHILD LEFT BEHIND ACT

DISTRICT FOCUSES ON CONTINUOUS IMPROVEMENT

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

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

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

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

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

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

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

The No Child Left Behind Act is in the reauthorization process at the federal legislative level.

WHAT ARE SMART GOALS?

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

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

SMART 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

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)

ADEQUATE YEARLY PROGRESS

SCHOOLS MEET MAJORITY OF AYP REQUIREMENTS

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008 MCA-II results. The school district has 38 eligible groups and met 86.8 percent of the requirements for AYP under No Child Left Behind as outlined below.

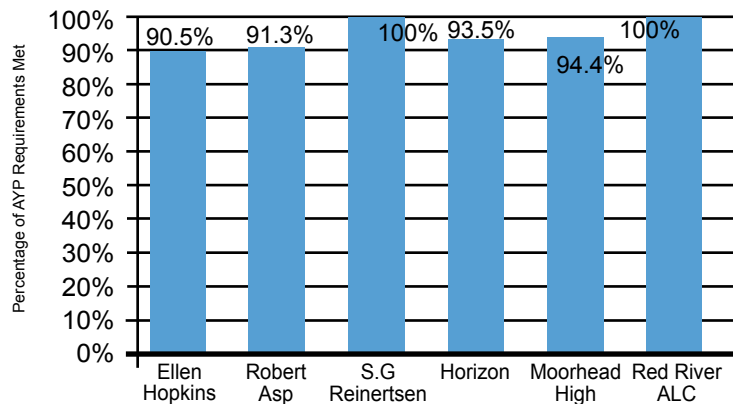
Four schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary is in the second year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the third year of not making AYP.

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

- Ellen Hopkins Elementary has 21 eligible groups and met 90.5 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 91.3 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 19 eligible groups and met 100.0 percent of the requirements for AYP.
- Horizon Middle School has 31 eligible groups and met 93.5 percent of the requirements for AYP.

- Moorhead High School has 18 eligible groups and met 94.4 percent of the requirements for AYP.
 - Red River Area Learning Center has three eligible groups and met 100.0 percent of the requirements for AYP.
- Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

AYP REQUIREMENTS MET BY SCHOOLS



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

MINNESOTA COMPREHENSIVE ASSESSMENTS

MCA RESULTS ASSIST SCHOOL DISTRICT IN DETERMINING CURRICULUM

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

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

The MCA-II tests measure students' progress toward

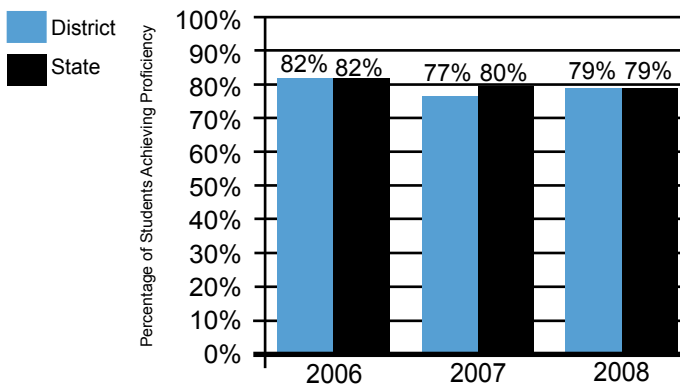
high academic standards. Students currently in grade 11 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

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

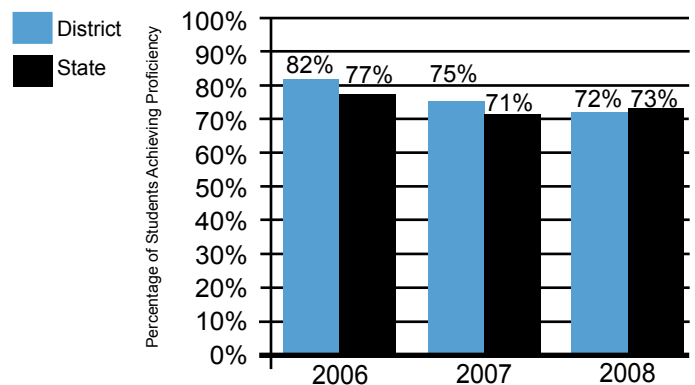
Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

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

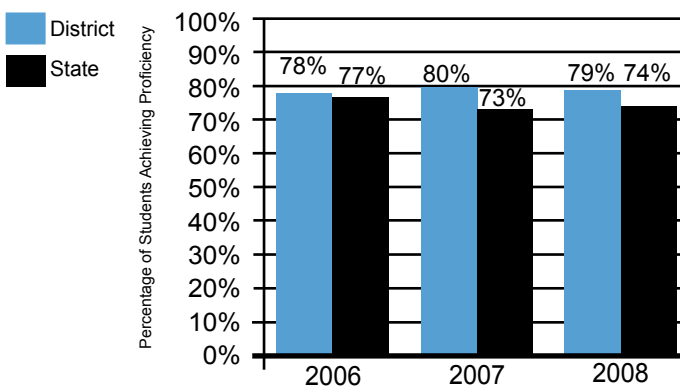
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT READING – GRADE 3



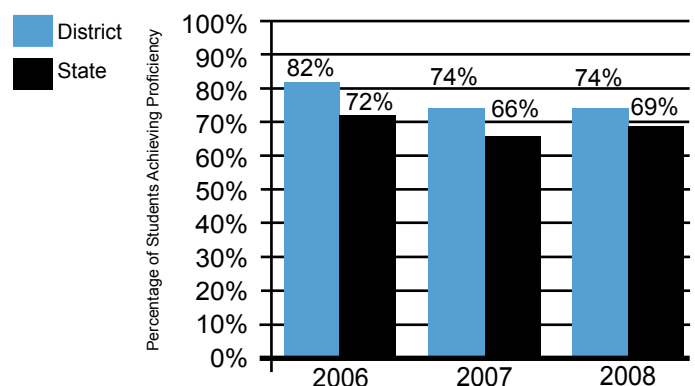
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT READING – GRADE 4



MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT READING – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT READING – GRADE 6



CONTINUOUS IMPROVEMENT PROCESS

PRIORITIES OF DISTRICT'S STRATEGIC PLAN FOCUS ON STUDENT ACHIEVEMENT

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

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

During 2007-08 progress was made in several areas of the

strategic plan, but all six priorities areas will continue to be a focus for 2008-09.

The priority areas and goals are:

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

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

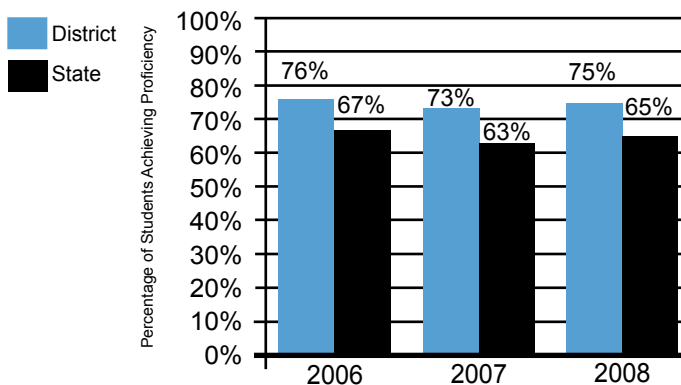
Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.

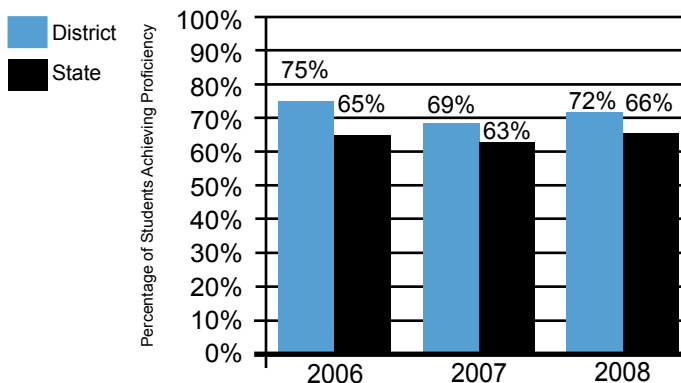
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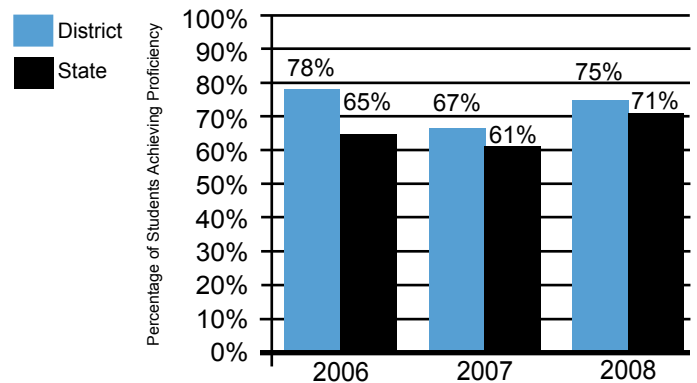
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 7



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 8



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 10



CONTINUOUS IMPROVEMENT PROCESS

PRIORITIES OF DISTRICT'S STRATEGIC PLAN FOCUS ON STUDENT ACHIEVEMENT

Continued from previous page

- Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

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

- Develop and promote initiatives that encourage safe workplace practices.
- Update district and building crisis management plans.
- Plan developed for practice of all emergency procedures.
- Determine programs and approach for districtwide bullying prevention.
- Utilize effective data and record-keeping systems regarding

student behavior.

- Implement a positive behavior support system districtwide.
- Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

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

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

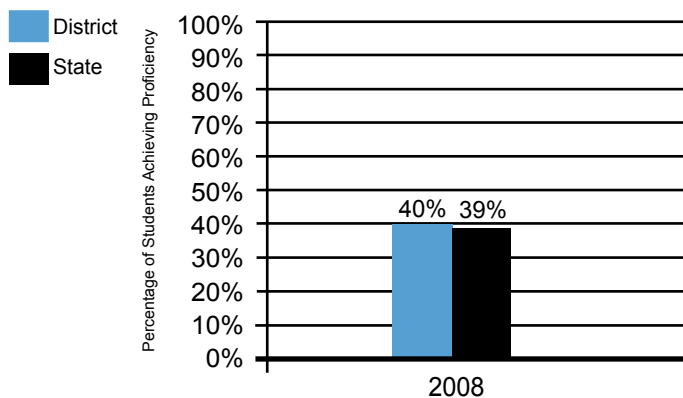
Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

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

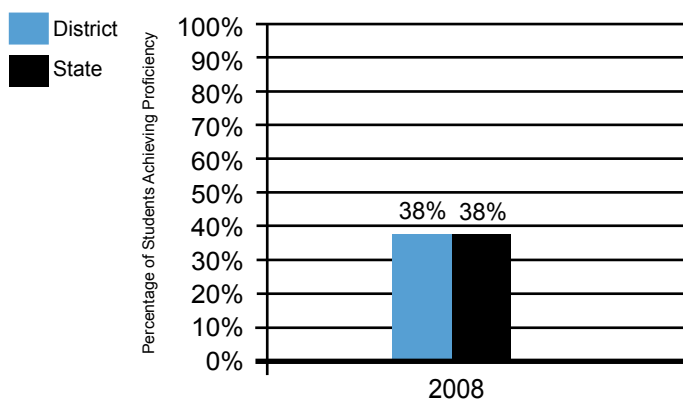
Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.

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

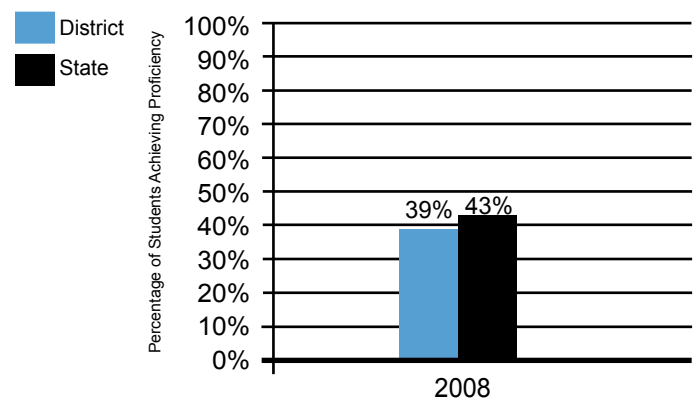
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – GRADE 8



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – HIGH SCHOOL



IMPROVING STUDENT ACHIEVEMENT

ACADEMIC DISTRICT GOALS

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

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

PERFORMANCE TARGETS FOR 2007-08

Mathematics

It was the goal in 2007-08 to meet the revised state-determined index level indicating AYP for all groups.

Progress toward goal:

The district met the index level for all groups except American Indian and Limited English Proficient.

Reading

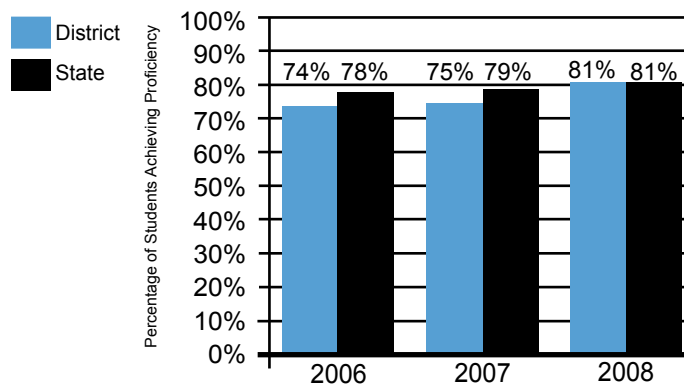
It was the goal in 2007-08 to meet the revised state-determined index level indicating AYP for all groups.

Progress toward goal:

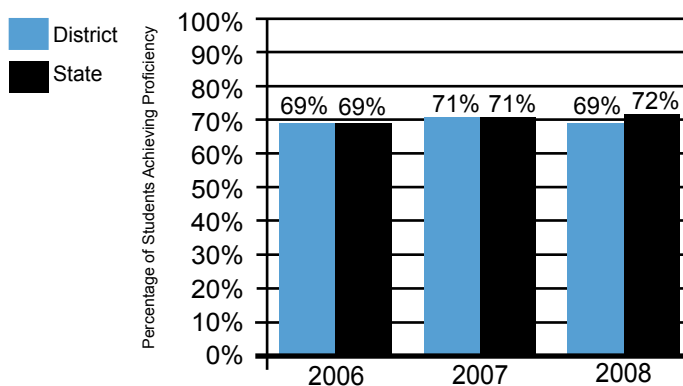
The district met the index level for all groups except American Indian, Limited English Proficient and Special Education.

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

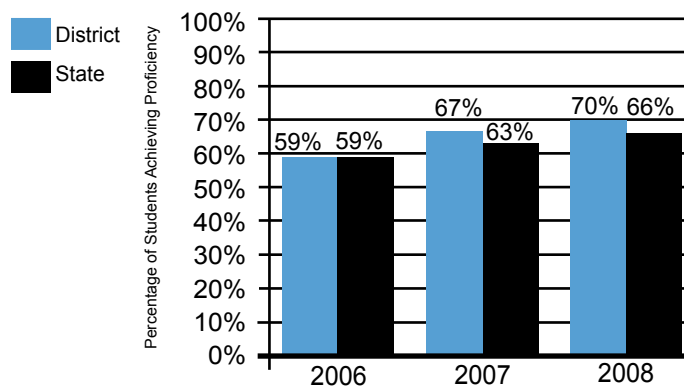
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 3



MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 4



MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 5



IMPROVING STUDENT ACHIEVEMENT

ACADEMIC DISTRICT GOALS

PERFORMANCE TARGETS FOR 2008-09

Reading

We will improve reading achievement for all students by 4 percent from 75 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2009.

Mathematics

We will improve mathematics achievement for all students by 5 percent from 67 percent to 72 percent proficient on the state accountability tests by June 2009.

Vocabulary Expansion

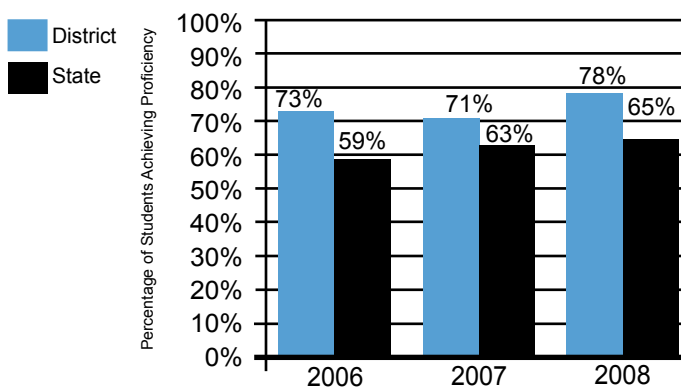
In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Limited English Proficient (LEP) and Special Education subgroups by June 2009.



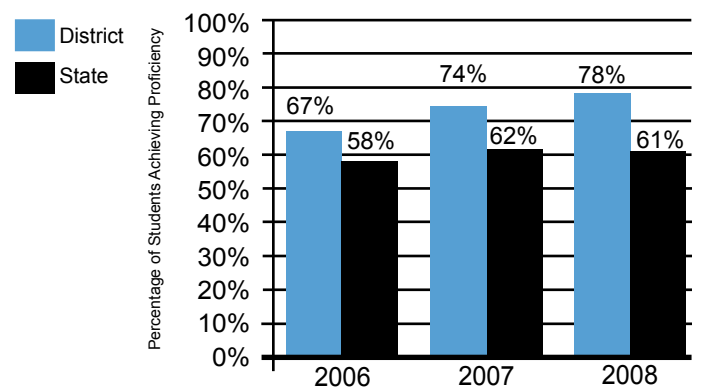
During art class, S.G. Reinertsen fifth-grade students work on a radial symmetry project that incorporates both mathematics and cultural concepts.

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

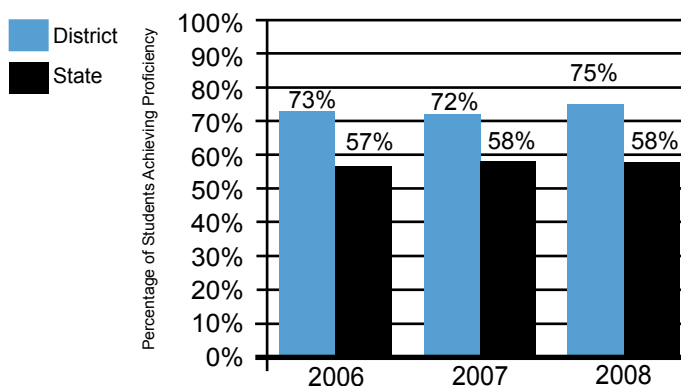
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT MATHEMATICS – GRADE 6



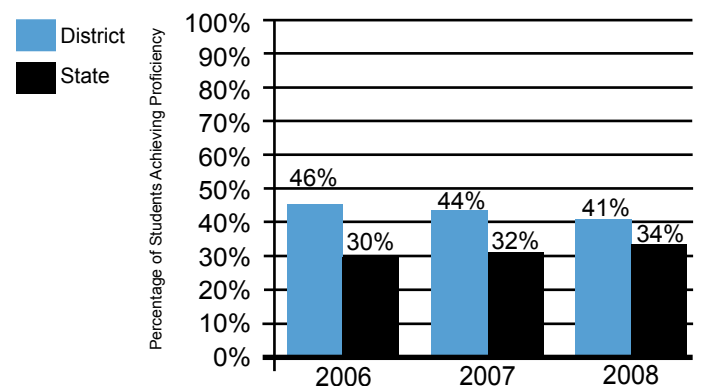
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT MATHEMATICS – GRADE 7



MCA-II MATHEMATICS – GRADE 8



MCA-II MATHEMATICS – GRADE 11



ELLEN HOPKINS ELEMENTARY SCHOOL



**ELLEN HOPKINS
ELEMENTARY SCHOOL**
2020 11TH ST. S., MOORHEAD, MN 56560
(218) 284-4300

PRINCIPAL: DR. MARY JO SCHMID

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 111,005

Attendance Rate (2007) 96.01%

Enrollment by Grade (October 2007)

• Kindergarten	114
• Grade 1	136
• Grade 2	117
• Grade 3	162
• Grade 4	118
• Grade 5	121
• Self-contained Special Education	6
• Total	774

Diversity of Student Population (2007)

• American Indian	3.1%
• Asian	0.9%
• Hispanic	9.7%
• Black	3.1%
• White	83.2%

Percentage of Students Eligible for Free or Reduced-Price Lunch 38%

Percentage of Students Receiving Learner Support Services

Special Education	16%
English Language Learners	8%

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

SCHOOL IMPROVEMENT GOALS FOR 2007-08

GOAL 1

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

Progress toward goal:

- Students in grades 2-5 meeting their reading growth target increased from 56.8 percent to 60.2 percent.

GOAL 2

By the end of the 2007-08 School Year, using the Measure of Academic Progress (MAP) data, 60% of students in grades 2-5 will meet or exceed their growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting their math growth target increased from 60.9 percent to 68.6 percent.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

GOAL 1

By the end of the 2008-09 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

GOAL 2

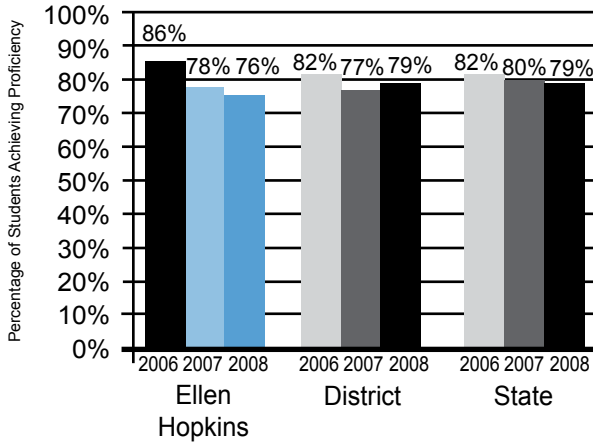
By the end of the 2008-09 School Year, using the Measure of Academic Progress (MAP) data, 70 percent of students in grades 2-5 will meet or exceed their growth target in math.

ELLEN HOPKINS ELEMENTARY SCHOOL

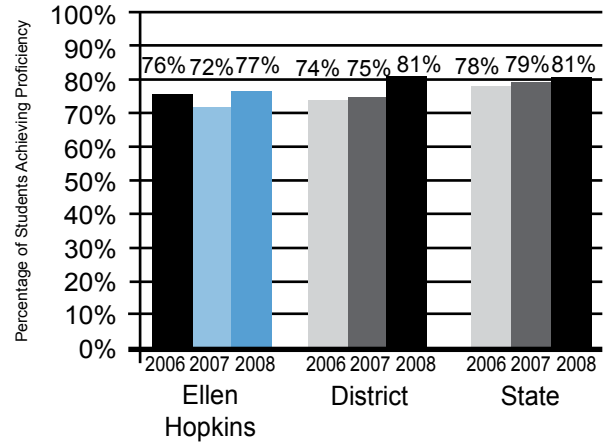
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

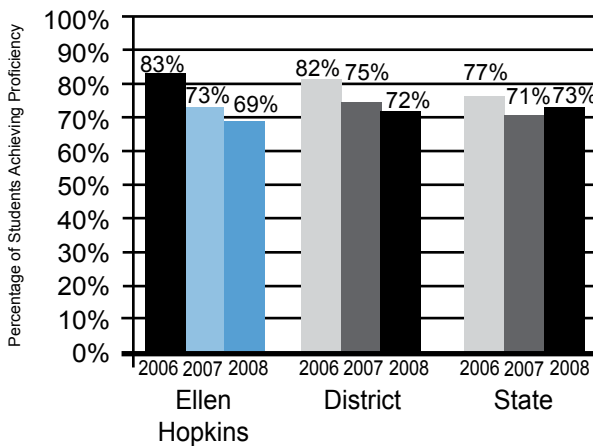
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



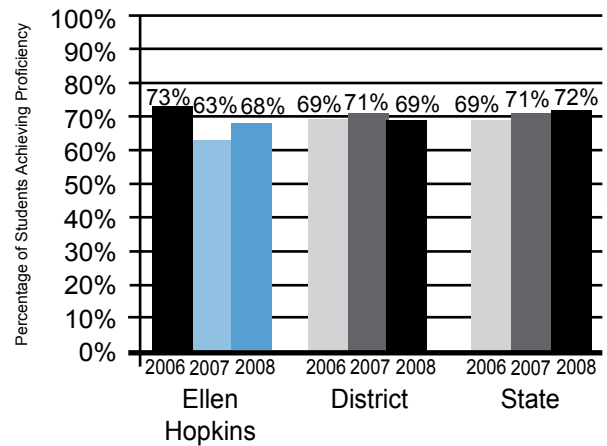
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



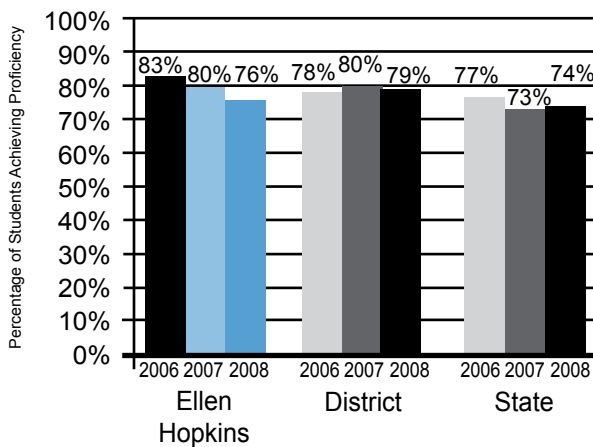
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



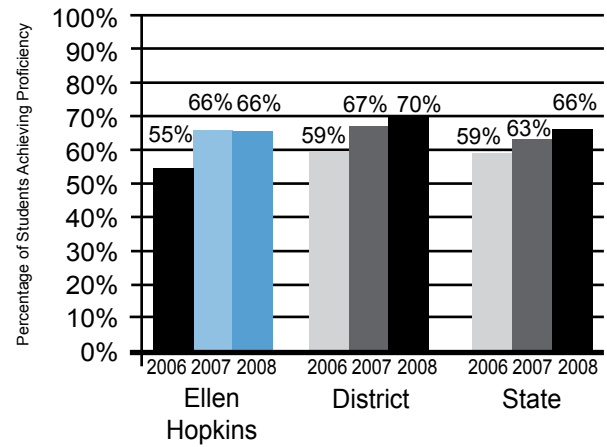
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 5



ROBERT ASP ELEMENTARY SCHOOL



**ROBERT ASP
ELEMENTARY SCHOOL**
910 11TH ST. N., MOORHEAD, MN 56560
(218) 284-6300

PRINCIPAL: KEVIN KOPPERUD

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 98,510

Attendance Rate (2007) 95.92%

Enrollment by Grade (October 2007)

• Kindergarten	124
• Grade 1	138
• Grade 2	139
• Grade 3	120
• Grade 4	105
• Grade 5	131
• Self-contained Special Education	0
• Total	757

Diversity of Student Population (2007)

• American Indian	2.4%
• Asian	2.8%
• Hispanic	13.9%
• Black	2.9%
• White	78.1%

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

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	8%

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

SCHOOL IMPROVEMENT GOALS FOR 2007-08

GOAL 1

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

Progress toward goal:

- 63.1 percent of students grades 2-5 met the growth target in reading.

GOAL 2

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

Progress toward goal:

- 75 percent of students in grades 2-5 met the growth target in math.

GOAL 3

In the area of mathematics, Robert Asp Elementary will increase proficiency by 5 percent to meet the 100 percent proficiency target by 2013-14 on the MCA-II/MTELL.

Progress toward goal:

- Proficiency increased 3 percent, from 63 percent proficient to 66 percent proficient.

GOAL 4

The Limited English Proficient subgroup will improve performance from 21 percent proficient to 31 percent proficient and/or meet the index target on math MCA-II/MTELL by May 2008.

Progress toward goal:

- Proficiency increased 20 percent, from 21 percent proficient to 41 percent proficient.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

GOAL 1 – By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

GOAL 2 – By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet the growth target in math.

GOAL 3 – In the area of mathematics, Robert Asp Elementary will increase proficiency by 5 percent to meet the 100 percent proficiency target by 2013-14 on the MCA-II/MTELL.

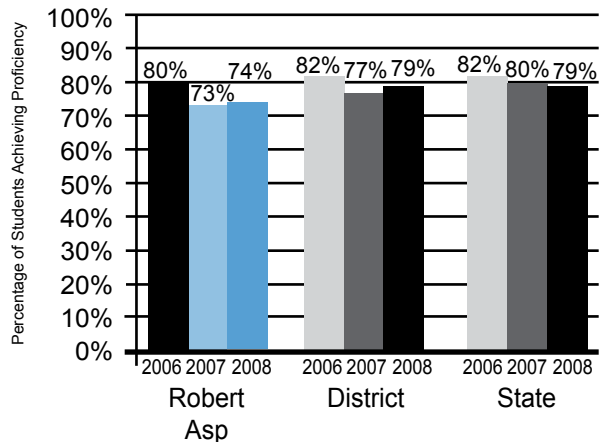
GOAL 4 – The Limited English Proficient subgroup will improve performance from 41 percent proficient to 50 percent proficient and/or meet the index target on math MCA-II/MTELL by May 2009.

ROBERT ASP ELEMENTARY SCHOOL

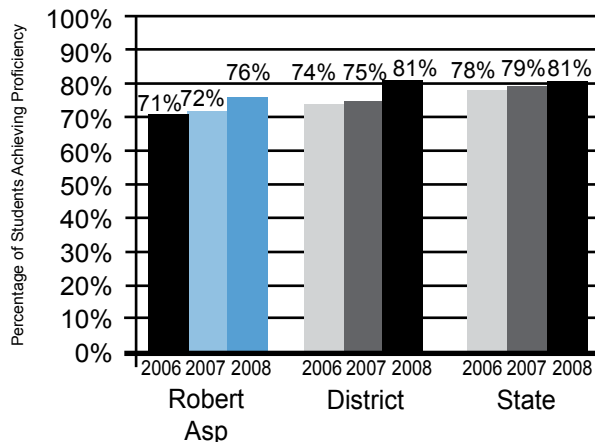
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

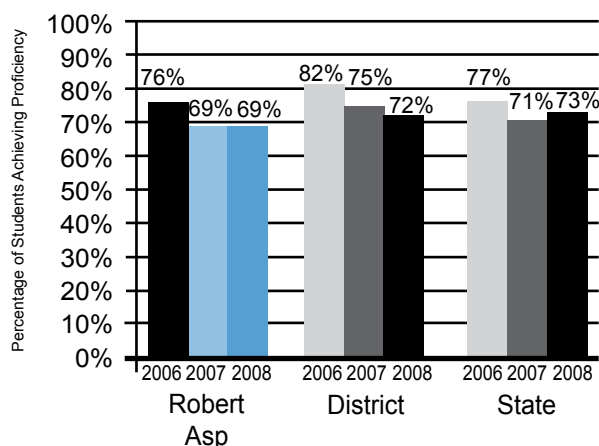
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



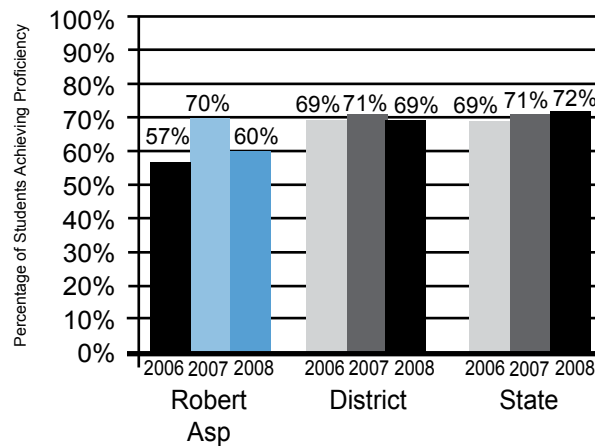
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



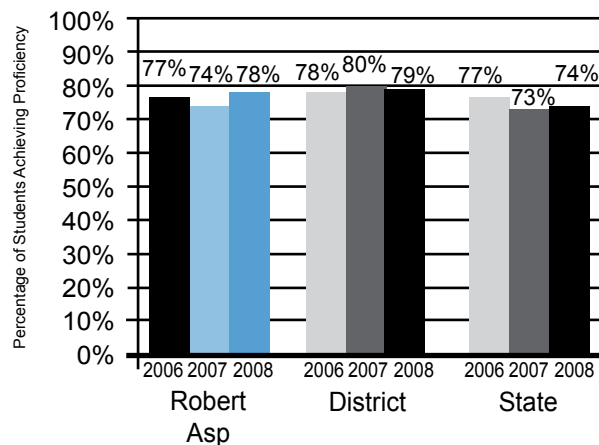
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



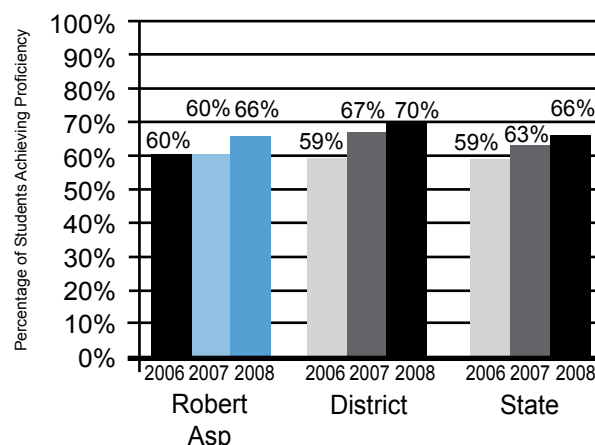
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 5



S.G. REINERTSEN ELEMENTARY SCHOOL



**S.G. REINERTSEN
ELEMENTARY SCHOOL**
1201 40TH AVE. S.,
MOORHEAD, MN 56560
(218) 284-5300

PRINCIPAL: ANNE MOYANO

Original Construction: 2004

Square Footage: 103,600

Attendance Rate (2007) 96.57%

Enrollment by Grade (October 2007)

• Kindergarten	139
• Grade 1	154
• Grade 2	135
• Grade 3	130
• Grade 4	133
• Grade 5	134
• Self-contained Special Education	0
• Total	825

Diversity of Student Population (2007)

• American Indian	3.5%
• Asian	0.6%
• Hispanic	4.7%
• Black	5.0%
• White	86.2%

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

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	4%

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

SCHOOL IMPROVEMENT GOALS FOR 2007-08

GOAL 1

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

Progress toward goal:

- 70 percent of the students met their reading growth target.

GOAL 2

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

Progress toward goal:

- 75 percent of the students met their math growth target.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

GOAL 1

In the spring of 2009, 68 percent of students will meet their reading growth target on the Measures of Academic Progress (MAP).

Reading targets:

- 90 percent of kindergarten students will meet the Level 3 benchmark on the Developmental Reading Assessment by June 2009.
- 75 percent of grade 1 students will meet the Oral Reading Fluency benchmark of 40 words per minute by June 2009.
- 75 percent of grade 2 students will meet the Oral Reading Fluency benchmark of 90 words per minute by June 2009.
- 80 percent of grade 3 students will be proficient on the 2009 reading MCA-II.
- 79 percent of grade 4 students will be proficient on the 2009 reading MCA-II.
- 80 percent of grade 5 students will be proficient on the 2009 reading MCA-II.

GOAL 2

In the spring of 2009, 72 percent of students will meet their math growth target on the Measures of Academic Progress (MAP).

Math targets:

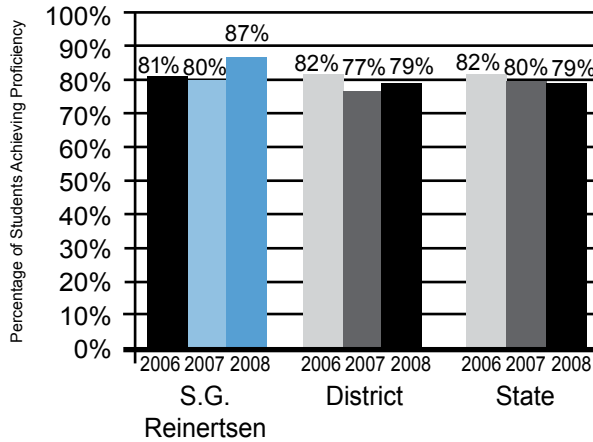
- 85 percent of grade 3 students will be proficient on the 2009 math MCA-II.
- 79 percent of grade 4 students will be proficient on the 2009 math MCA-II.
- 72 percent of grade 5 students will be proficient on the 2009 math MCA-II.

S.G. REINERTSEN ELEMENTARY SCHOOL

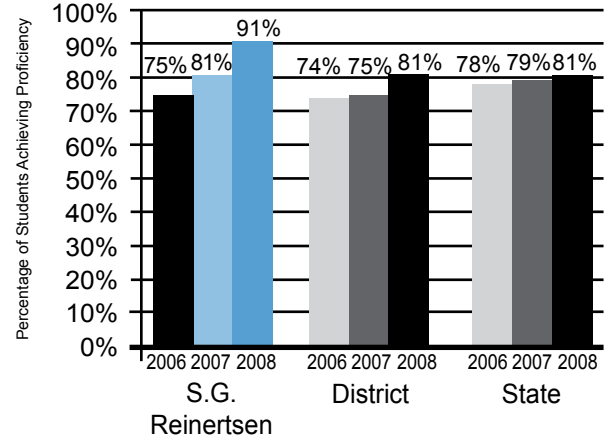
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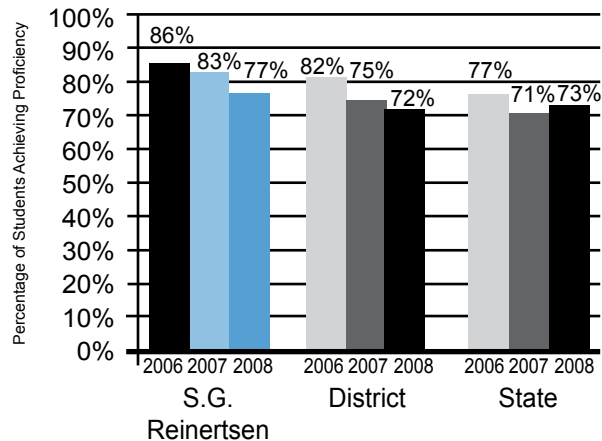
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 3



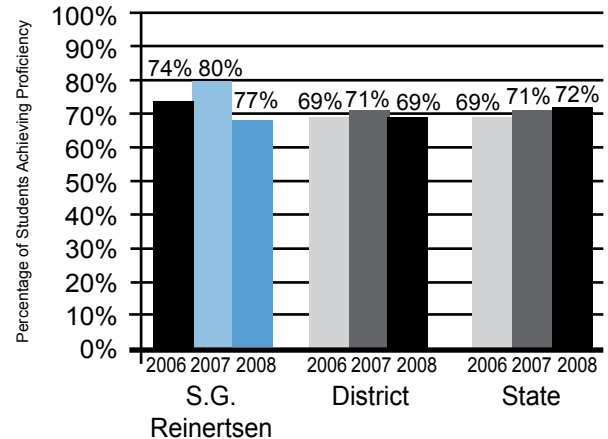
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 3



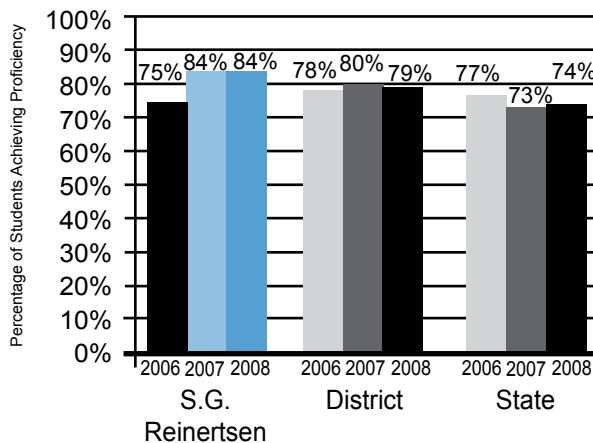
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 4



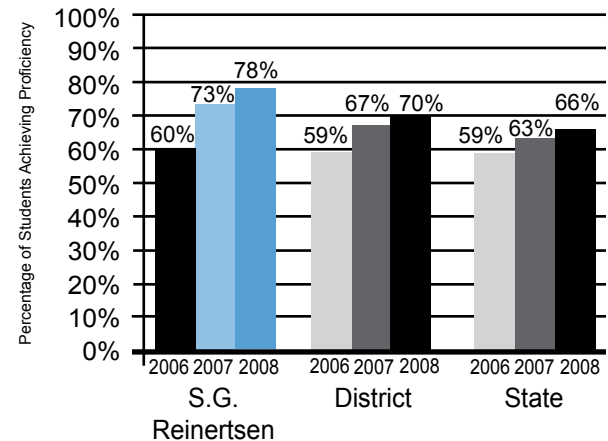
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 4



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 5



HORIZON MIDDLE SCHOOL



HORIZON MIDDLE SCHOOL
 3601 12TH AVE. S.,
 MOORHEAD, MN 56560
 (218) 284-7300

PRINCIPAL: LORI LOCKHART
ASSISTANT PRINCIPAL: MATT NAUGLE

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2007) 96.21%

Enrollment by Grade (October 2007)

• Grade 6	368
• Grade 7	422
• Grade 8	376
• Total	1,166

Diversity of Student Population (2007)

• American Indian	3.3%
• Asian	2.4%
• Hispanic	8.4%
• Black	2.8%
• White	83.2%

Percentage of Students Eligible for Free or Reduced-Price Lunch 30%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	8%

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

SCHOOL IMPROVEMENT GOALS FOR 2007-08

GOAL 1

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

Progress toward goal:

- 54.5 percent of students made targeted growth in reading.

GOAL 2

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

Progress toward goal:

- 56.8 percent of students made targeted growth in mathematics.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

GOAL 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

GOAL 2

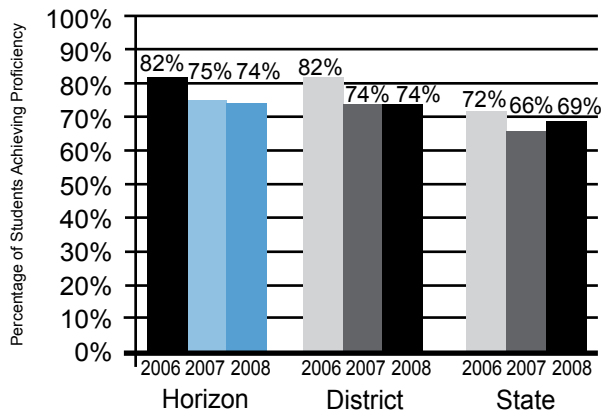
All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

HORIZON MIDDLE SCHOOL

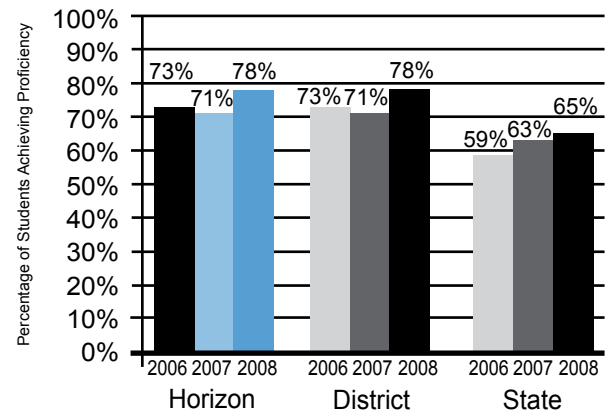
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

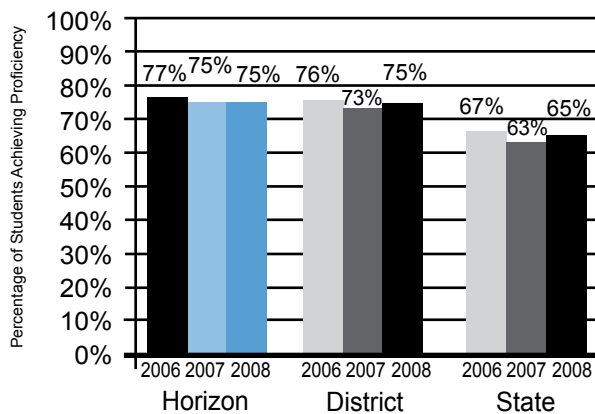
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 6



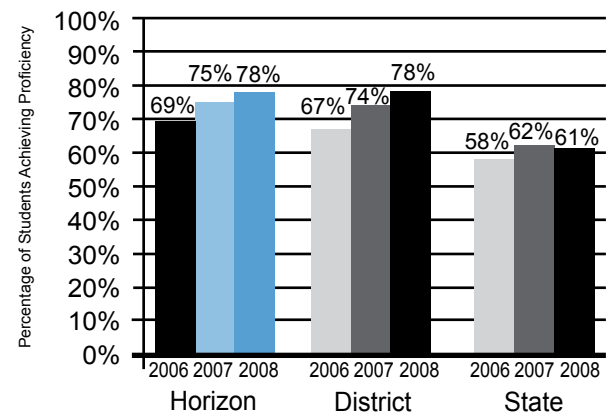
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 6



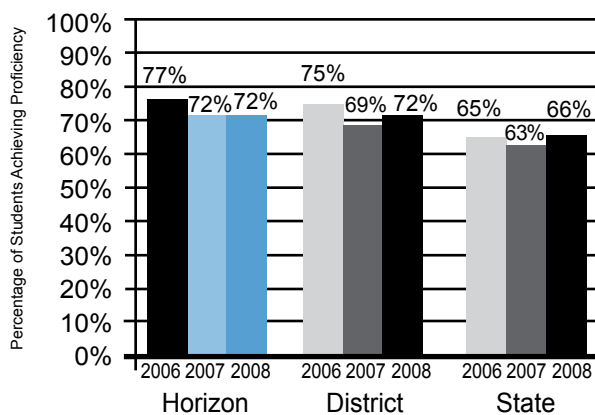
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 7



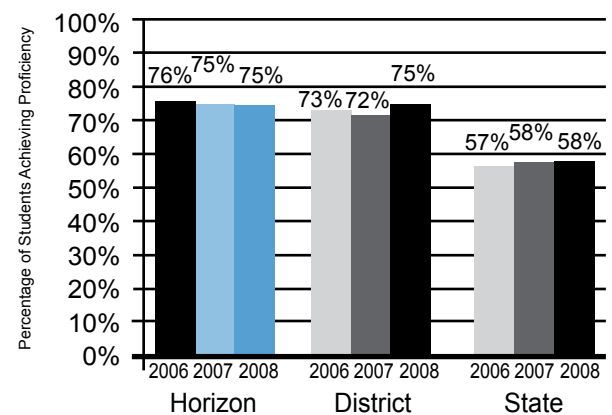
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 7



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 8



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 8



MOORHEAD HIGH SCHOOL



MOORHEAD HIGH SCHOOL
 2300 4TH AVE. S., MOORHEAD, MN 56560
 (218) 284-2300

PRINCIPAL: GENE BOYLE
ASSISTANT PRINCIPALS: RUSS HENEGAR AND
DAVE LAWRENCE

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

Attendance Rate (2007) 94.25%

Graduation Rate (2007-08) 94.78%

Enrollment by Grade (October 2007)

• Grade 9	415
• Grade 10	433
• Grade 11	388
• Grade 12	407
• Total	1,643

Diversity of Student Population (2007)

• American Indian	2.0%
• Asian	1.5%
• Hispanic	5.8%
• Black	2.4%
• White	88.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 21%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	4%

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

SCHOOL IMPROVEMENT GOALS FOR 2007-08

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

Progress toward goal:

- Proficiency was 5.5 percent above the state average.

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

Progress toward goal:

- Proficiency was 8 percent above the state average.

GOAL 3 – MCA-II participation will exceed 95 percent.

Progress toward goal:

- Participation was 99.04 percent on the reading MCA-II and 97.76 percent on the mathematics MCA-II.

GOAL 4 – Students will improve by .3 point on the ACT composite.

Progress toward goal:

- Results on the ACT decreased .3 point, but composite scores have increased 1.3 points over the past five years.

GOAL 5 – Participation on the ACT by seniors will increase to 80 percent.

Progress toward goal:

- 75.7 percent of the seniors participated.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

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

GOAL 2 – Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 9 percent.

GOAL 3 – Students will improve by .1 point on the ACT composite.

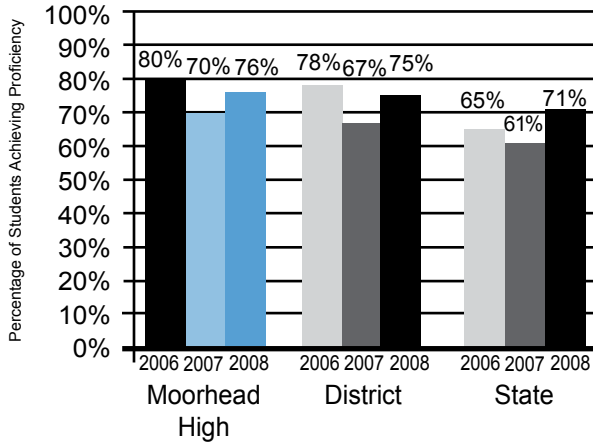
GOAL 4 – Participation on the ACT by seniors will increase to 80 percent.

MOORHEAD HIGH SCHOOL

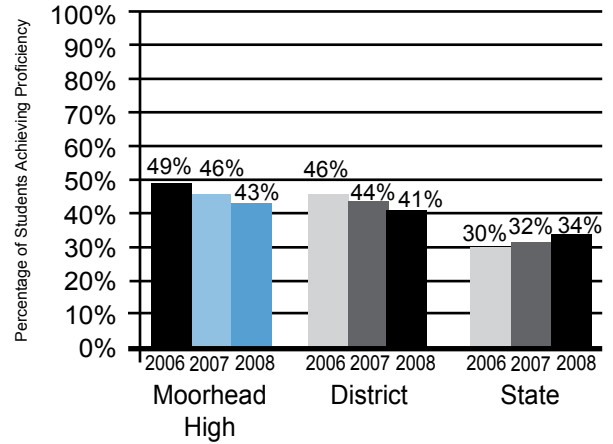
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 10



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 11

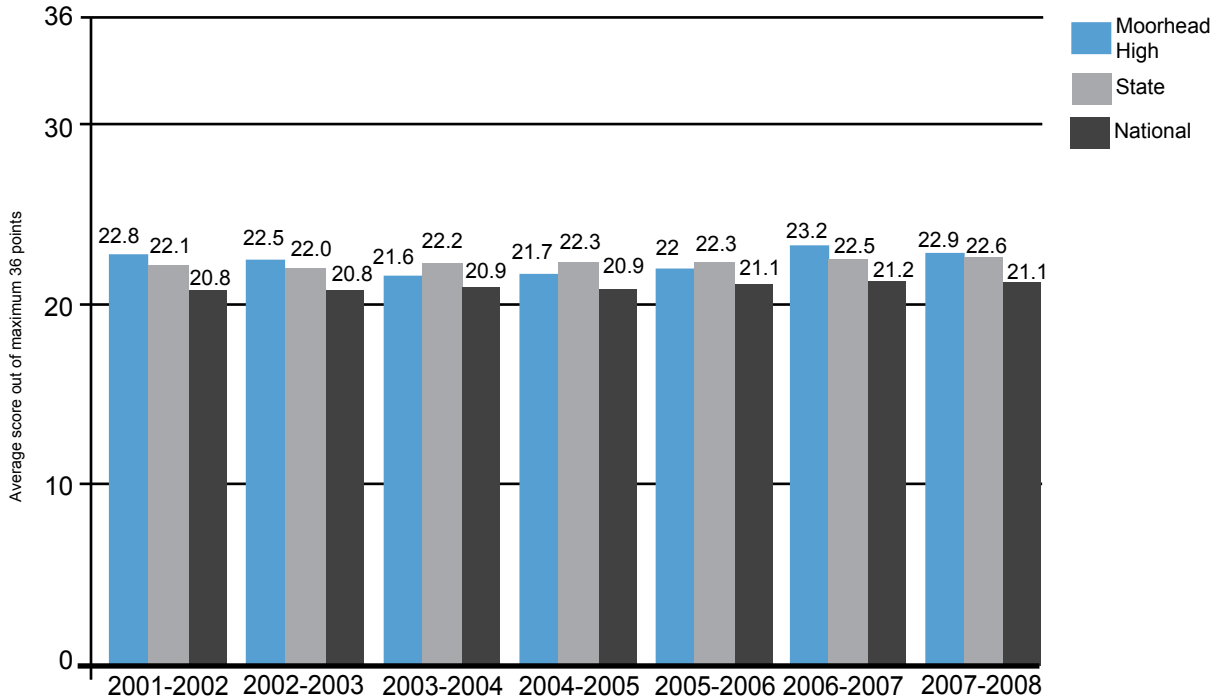


ACT AVERAGE SCORES FROM 2001-2002 TO 2007-2008

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:

2001-02: 257
2002-03: 251
2003-04: 282
2004-05: 296
2005-06: 246
2006-07: 287
2007-08: 289



RED RIVER AREA LEARNING CENTER



**RED RIVER AREA
LEARNING CENTER**
1100 32ND AVE. S.,
MOORHEAD, MN 56560
(218) 284-2200

**PROGRAM MANAGER:
DEB PENDER-TILERAAS**

Attendance Rate (2007-08) 89%

Enrollment by Grade (October 2007)

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	14
• Grade 10	20
• Grade 11	37
• Grade 12	31
• Total	102

Diversity of Student Population (2007)

• American Indian	19.6%
• Asian	1.0%
• Hispanic	41.2%
• Black	3.1%
• White	35.1%

**Percentage of Students Eligible
for Free or Reduced-Price Lunch** 75%

**Percentage of Students Receiving
Learner Support Services**

Special Education	14%
English Language Learners	39%

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 2007-08

GOAL 1

All students enrolled in the Red River ALC during 2007-08 will attend school 90 percent of the time (minimum).

Progress toward goal:

- Attendance rate was 89 percent, exceeding the school target to show improvement and meet the AYP requirement.

GOAL 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Progress toward goal:

- 53 percent of students met proficiency / partially proficient standards in reading, and 25 percent of students met proficiency / partially proficient standards in mathematics.

GOAL 3

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

Progress toward goal:

- 100 percent of 34 students participated in the math test.
- 62.07 percent of 18 students participated in the reading test.

SCHOOL IMPROVEMENT GOALS FOR 2008-09

GOAL 1

All students enrolled in the Red River ALC during 2008-09 will attend school 90 percent of the time (minimum).

GOAL 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

GOAL 3

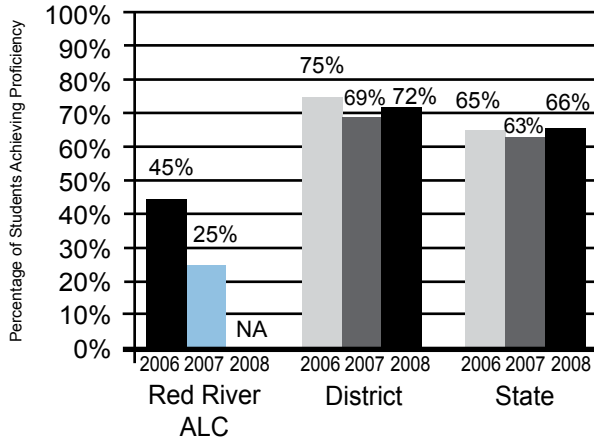
100% of the ALC students will participate in statewide testing.

RED RIVER AREA LEARNING CENTER

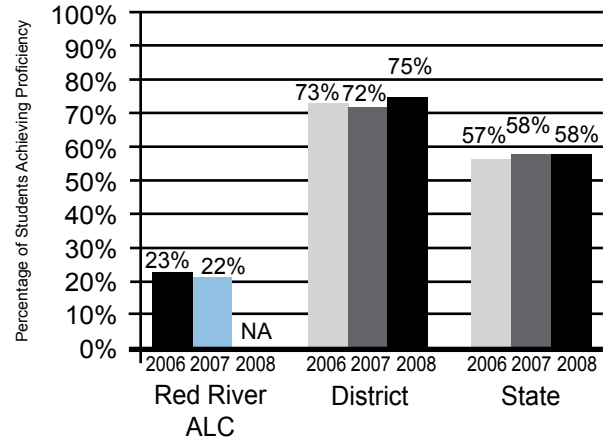
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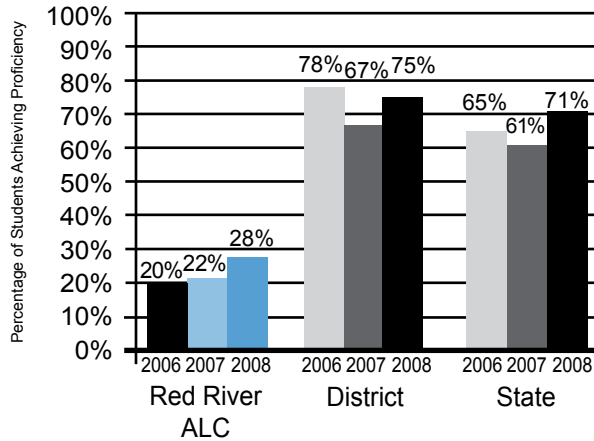
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 8



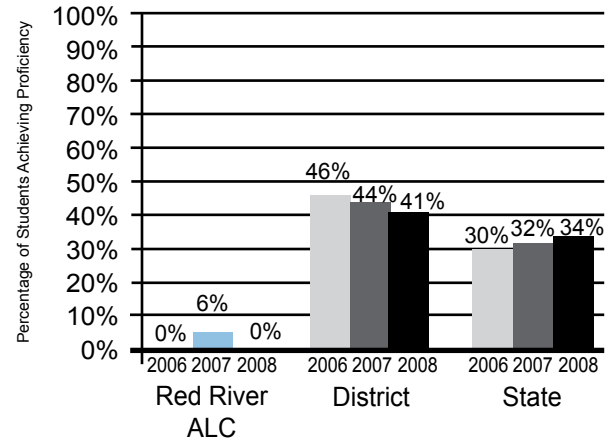
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 8



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) READING – GRADE 10



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) MATHEMATICS – GRADE 11



Red River Area Learning Center made Adequate Yearly Progress by meeting safe harbor, which is an alternative target used in the proficiency measurement based on results from previous years or the average of results from previous years.



MOORHEAD AREA PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT 152

2410 14TH ST. S., MOORHEAD, MN 56560
WWW.MOORHEAD.K12.MN.US

2008 SCHOOL BOARD

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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 Web site at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2007-08 school year.
Designed and edited by Pamela J. Gibb.

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