



Clay County (Minn.):
Independent School District
No. 152 (Moorhead).

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5-M9-B05
9-22-03

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

September 22, 2003

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

| | |
|-----------------------|-------------------------|
| Jim Cummings _____ | Carol A. Ladwig _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Anton B. Hastad _____ | Bill Tomhave _____ |
| Sonia Hohnadel _____ | Larry P. Nybladh _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda

SCHOOL BOARD AGENDA - September 22, 2003

PAGE 2

and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Gift - Page 6
 - (2) Acceptance of Funding - Pages 7-8
 - (3) Approval of Agreement - Pages 9-11
 - (4) Acceptance of Grant - Pages 12-13
 - (5) Approval of Contracts - Pages 14-19
 - (6) Approval of Request for Proposal - Pages 20-21
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
 - (1) Approval of New Employees - Page 22
 - (2) Acceptance of Resignations - Page 23
 - (3) Approval of Family/Medical Leave - Page 24
 - (4) Approval of Leave Return - Page 25
- D. SUPERINTENDENT MATTERS - Nybladh

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

- 3. **COMMITTEE REPORTS**
- 4. **FIRST READING OF POLICIES:** Nybladh
Pages 26--29

Conduct a first reading of policies: Policies by Incorporated by Reference for Employees/ Personnel (499) and Policies by Incorporation by Reference for Students (599).

SCHOOL BOARD AGENDA - September 22, 2003

PAGE 3

5. PROPOSED LEVY FOR 2003 PAYABLE 2004: Weston

Pages 30-33

Suggested Resolution: Move to approve certifying the "Maximum" for the 2003 Payable 2004 Proposed Levy.

Moved by _____ Seconded by _____

Comments _____

6. TRUTH IN TAXATION PUBLIC HEARING: Weston

Page 34

Suggested Resolution: Move to approve Monday, December 1, 2003, 7:00 p.m. for the initial Truth in Taxation Hearing, Monday, December 8, 2003, 5:00 p.m. for the Continuation Hearing if necessary, and Monday, December 8, 2003, 7:00 p.m. for final approval of the 2003 Payable 2004 Levy.

Moved by _____ Seconded by _____

Comments _____

7. 2003-2004 STAFF DEVELOPMENT REPORT: Kovash

Pages 35-55

Suggested Resolution: Move to accept the 2002-2003 Staff Development Report as presented and direct administration to forward a copy to the Minnesota Department of Education.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - September 22, 2003

PAGE 4

8. **2002-2003 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE:** Kovash

Pages 56-68

Suggested Resolution: Move to direct administration to print the final copy of the 2002-2003 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Education by October 14, 2003.

Moved by _____ Seconded by _____

Comments _____

9. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 22, 2003**PAGE 5****CALENDAR OF EVENT**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|---|--------------|-------------|-----------------------|
| Technology Com | September 23 | 3:45 pm | Townsite Centre |
| Robert Asp PTAC | September 23 | 7 pm | Media Center |
| Joint Powers Com | October 2 | 7 am | Mhd City Hall |
| Human Rights Com | October 2 | 3:45 pm | Board Room |
| JH PTAC | October 2 | 7 pm | Media Center |
| Early Chldhd Progs Adv Com | October 2 | 7 pm | Lincoln |
| Washington PTAC | October 6 | 6:30 pm | Library |
| Edison PTAC | October 6 | 7 pm | Library |
| Indian Educ Parent Com | October 9 | 5 pm | TBD |
| School Board | October 13 | 7 pm | Board Room |
| Riverside PTAC | October 14 | 7 pm | Library |
| Interagency Early Interv Com | October 15 | 12 pm | Family Service Center |
| Clay County Joint Powers Collaborative Board | October 15 | 3:30 pm | Family Service Center |
| Safety Committee | October 16 | 9:30 am | Townsite Centre |
| Supt's Adv Council | October 16 | 7-8:30 pm | Board Room |
| HS PTAC | October 20 | 6:30 pm | Media Center |
| Probstfield PTAC | October 20 | 7 pm | Library |
| Policy Review Com | October 20 | 7-8:30 pm | Board Room |
| Com Ed Adv Council | October 21 | 7 pm | Board Room |
| Activities Council | October 22 | 7 am | Board Room |
| Instr and Curr Adv Council | October 23 | 7-8:30 am | Board Room |
| School Board | October 27 | 7 pm | Board Room |
| Technology Com | October 28 | 3:45 pm | Townsite Centre |
| Robert Asp PTAC | October 28 | 7 pm | Media Center |
| End of First Quarter | October 31 | | |
| School Board | November 10 | 7 pm | Board Room |
| School Board | November 24 | 7 pm | Board Room |

SEP 16 2003

OFFICE OF TEACHING & LEARNING MEMO #: I.04.034



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: September 10, 2003

The following is a gift that was donated to the Probstfield School Patrol Program.

\$100.00 gift from AAA Minnesota/Iowa to be used for purchasing new Safety Patrol Vests.

SUGGESTED RESOLUTION: Move to approve the donation of \$100.00 from AAA Minnesota/Iowa to purchase Safety Patrol Vests.

LAK/kjg

SEP 16 2003

OFFICE OF TEACHING & LEARNING MEMO #: I.04.033



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: September 10, 2003

The district has received funding to purchase the following:

Instructional Materials:

Sony MVC-FD200 Mavica digital still camera

All the resources will be purchased from Lakes Country Carl D. Perkins and Tech Prep Projects at the Lakes Country Service Cooperative for a total award of \$349.00 and will be used at Red River Alternative Learning Center.

SUGGESTED RESOLUTION: Move to approve the Carl D. Perkins funding for \$349.00 to be used at the Red River Alternative Learning Center.

LAK/kjg

SEP 16 2003

OFFICE OF TEACHING & LEARNING MEMO #: I.04.032



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: September 10, 2003

The district has received funding to purchase the following:

Instructional Materials:

Six (6) Pyrex digital thermometers, Eight (8) Videos-Friendship;
Communication 101; Teens, Sex, and Sexuality: Cooking Basics-Meat;
Cake Decorating, Pies, 15 Minute Noodles, and Eggs

All the resources will be purchased from Lakes Country Carl D. Perkins and Tech Prep Projects at the Lakes Country Service Cooperative for a total award of \$662.00 and will be used at the Senior High School.

SUGGESTED RESOLUTION: Move to approve the Carl D. Perkins funding for \$662.00 to be used at the Moorhead Senior High School.

LAK/kjg

OFFICE OF TEACHING & LEARNING MEMO #: I.04.037



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Lakes Country Service Cooperative
DATE: September 12, 2003

Attached is a contract for services from Lakes Country Service to provide support for Moorhead Area Public Schools with No Child Left Behind and the Minnesota Academic Standards. The networking and guidance with state and federal requirements will be important as we move through the implementation phases with No Child Left Behind and the Minnesota Academic Standards.

The approximate cost for the program is approximately \$5,200.00 for the 2003-04 school year. The benefits of the program will be reduced cost for regional workshops, consultation and leadership in the alignment of the curriculum with the standards.

SUGGESTED RESOLUTION: Move to approve the agreement with Lakes Country Service Cooperative for No Child Left Behind and Minnesota Academic Standards Program for the 2003-04 school year.

LAK/kjg
Attachment

Lakes Country Service Cooperative's No Child Left Behind and The Minnesota Academic Standards Program

The purpose of this program is to provide assistance and support to school districts as they implement the requirements of the No Child Left Behind Act and the new Minnesota Academic Standards and Assessments.

Lakes Country Service Cooperative will:

1. Provide general information presentations of the No Child Left Behind Law and the Minnesota Academic Standards and Assessments at each school district site;
2. Conduct an assessment of local needs at each school district site to help determine the status of progress toward meeting the law;
3. Work with local teams in assessing how the curriculum matches with the new Minnesota Standards;
4. Coordinate and facilitate a support network comprised of various study groups for the purpose of examining the law's requirements and local programming possibilities;
5. Provide local and regional trainings and other programming based upon needs identified by school districts and the regional advisory committee;
6. Facilitate a regional advisory committee; and
7. Work closely with the Minnesota Department of Education, the North Central Regional Laboratory, the Minnesota Regional Service Agency, post secondary institutions, education associations, and others to help insure the most comprehensive programming.

As a member School District we will:

1. Assist in the coordination of local presentations;
2. Assist in the coordination of local needs assessments;
3. Provide opportunities for educators to participate in various study groups;
4. Provide opportunities for educators and other staff to participate in appropriate trainings;
5. Appoint one staff person to serve on the regional advisory committee; and
6. Pay a program fee based upon \$2500 base fee plus \$.50 per pupil.

It is my understanding that the annual fee for this program for our school district is based upon \$2500 plus \$.50 per pupil for which we will be billed, and that the program will be available between September 1, 2003 and June 30, 2004.

Name of district contact person: _____
Phone: _____
Email: _____

| | | |
|----------------------|---|-------|
| _____ | _____ | _____ |
| School District Name | Authorized Representative's Signature | Date |
| | _____ | _____ |
| | Executive Director Lakes Country Service Cooperative | Date |

Return to Pat Anderson at Lakes Country Service Cooperative, 1001 East Mount Faith, Fergus Falls, Minnesota 56537 or fax to 218-739-2459 by September 5, 2003.

OFFICE OF TEACHING & LEARNING MEMO #: I.04.040



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance - Partners In Learning
DATE: September 15, 2003

The district has received a grant from Clay County Joint Powers Collaborative for \$600,757 to continue the Partners In Learning Program.

Partners In Learning is a family literacy program that provides Early Childhood Education, English as a Second Language, GED preparation, parenting group, basic skills improvement, parent as teacher time, work experience, transportation, and meals. Collaboration is a focus of the program. Collaborators of the program are Moorhead Public Schools, Early Childhood Family Education, Adult Basic Education, Title I programs, Head Start, and Clay County Extension.

SUGGESTED RESOLUTION: Move to approve the grant funding the Clay County Joint Powers Collaborative in the amount of \$600,757.

LAK/kjg
Attachment

**RESOLUTION FOR CONTRACT BETWEEN THE CLAY COUNTY JOINT POWERS
COLLABORATIVE AND MOORHEAD PUBLIC SCHOOLS**

September 1, 2003 - August 31, 2004

WHEREAS, the Clay County Joint Powers Collaborative received Local Collaborative Time Study (LCTS) funds to allocate in the form of grants; and

WHEREAS, an application, review and selection process occurred for Grant Cycle #6; and

WHEREAS, the Clay County Joint Powers Collaborative will allocate a total of \$600,757 in grants during Grant Cycle #6; and

WHEREAS, the Clay County Joint Powers Collaborative has approved a \$23,660 grant for Moorhead Public Schools to implement the Partners in Learning Program; and

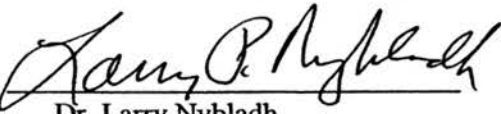
WHEREAS, Moorhead Public Schools has agreed to implement the Program and evaluate the outcomes of the Program as outlined in the LCTS Grant Application submitted and approved for funding by the Clay County Joint Powers Collaborative; and

WHEREAS, Moorhead Public Schools has agreed to submit Quarterly Narrative and Financial Reports, for the LCTS grant funded Program, to the Clay County Joint Powers Collaborative;


NOW, THEREFORE, BE IT RESOLVED that Moorhead Public Schools receive an amount of \$5,915 at the onset of implementation of the grant funded Program and equal payments for the second and third quarters, upon receipt of Quarterly Financial and Narrative Reports, with the fourth quarter being a reimbursement of "actual" expenditures incurred through the fourth quarter, but not yet reimbursed in previous payments.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.


FOR MOORHEAD PUBLIC SCHOOLS

By: 
Dr. Larry Nybladh
Title: Superintendent
Date: August 6, 2003

**FOR THE CLAY COUNTY JOINT
POWERS COLLABORATIVE**

By: 
Jim Cummings
Title: Chair
Date: August 6, 2003

ATTEST:

By: 
Cynthia Sillers
Title: Collaborative Coordinator
Date: August 6, 2003

OFFICE OF TEACHING & LEARNING MEMO #: I.04.041



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Lakes Country Service Cooperative - Contract for Services
DATE: September 16, 2003

Attached is a contract for Service from Lakes Country Service Cooperative for the 2003-2004 school year. Moorhead teachers Dee Pretty and Colleen Morken will provide services through the special education regional low incidence project that is coordinated through the Lakes Country Service Cooperative (LCSC). Dee Pretty will be providing 24 days of service and 109 days by Colleen Morken. LCSC reimburses Moorhead Schools for these teacher salaries/benefits for the days allowed for in their contract.

SUGGESTED RESOLUTION: Move to approve the contract with Lakes Country Service Cooperative for services for the regional low incidence project.

LAK/kjg
Attachment

JUL 24 2003



Lakes Country Service Cooperative

DuWayne Balken, Executive Director

1001 East Mount Faith • Fergus Falls, MN 56537

Telephone: 218-739-3273 • Fax: 218-739-2459 • Website: www.lcsc.org

To provide and promote the development of quality services that are sensitive and responsive to customers' needs

July 23, 2003

To: Dr. Larry Nybladh, Superintendent

From: Mary Larson, Manager of Human Resources

Re: Contract for Service

Please find enclosed two contracts for service for your signature and return to Lakes Country Service Cooperative, providing for the following services:

Dee Pretty – 24 Days – D/HH Consultant
Colleen Morken – 109 Days – PI Consultant

Please contact me if you have any questions regarding the enclosed contracts.

Thank you.

Chairperson
David Schornack, Perham

Linda Krabbenhoft, At Large
Barry Bergem, Battle Lake

Supt. Janet Mohr, Ex-officio, Frazee/Vergas

Vice Chairperson
Norman Kolstad, Underwood

Vern Seal, At Large
Kim Hasbargen, Breckenridge

Service Cooperative Board of Directors

Clerk
Thelma Kaste, Ashby

Jim Fish, City of Fergus Falls
James Wilson, Campbell-Tintah

Supt. Jerry Martinson, Ex-officio, Hancock

Treasurer
Tom Kumunrow, Fergus Falls

Roger Peterson, Hawley

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Lakes Country Service Cooperative

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Telephone: 218-739-3273 • Fax: 218-739-2459 • Website: www.lcsc.org

To provide and promote the development of quality services that are sensitive and responsive to customers' needs

Lakes Country Service Cooperative (LCSC) Contract for Service

This contract is entered into on July 1, 2003 between Moorhead Public School District #152 and the Lakes Country Service Cooperative.

Lakes Country Service Cooperative hereby requests the following service:

Service & Salary: 109 days from Colleen Morken as PI Consultant at \$142.60 per day salary and fringe.

Date: 2003 - 2004 School Year

Contract cost based on 109 days is \$9,415.27 salary plus \$6,129.07 fringe for a contract total of \$15,544.34.

The Lakes Country Service Cooperative is aware of ongoing wage negotiations in the Moorhead Public School District and will honor settlement changes.

The Lakes Country Service Cooperative will be billed quarterly for services provided.

The parties to this contract agree to accept its provisions.

Superintendent
Moorhead Public School District

Executive Director Lakes Country SC
Lakes Country Service Cooperative

Date

Date

Chairperson
David Schornack, Perham
Linda Krabbenhoft, At Large
Barry Bergen, Battle Lake

Vice Chairperson
Norman Kolstad, Underwood
Vern Seal, At Large
Kim Hasbargen, Breckenridge
Supt. Janet Mohr, Ex-officio, Frazee/Vergas

Clerk
Thelma Kaste, Ashby
Jim Fish, City of Fergus Falls
James Wilson, Campbell-Tintah

Treasurer
Tom Kununrow, Fergus Falls
Roger Peterson, Hawley

Supt. Jerry Martinson, Ex-officio, Hancock

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To provide and promote the development of quality services that are sensitive and responsive to customers' needs

Lakes Country Service Cooperative (LCSC) Contract for Service

This contract is entered into on July 1, 2003 between Moorhead Public School District #152 and the Lakes Country Service Cooperative.

Lakes Country Service Cooperative hereby requests the following service:

Service & Salary: 24 days from Dee Pretty as D/HH Consultant at \$179.15 per day salary and fringe.

Date: 2003 - 2004 School Year

Contract cost based on 24 days is \$2,353.72 salary plus \$1,945.92 fringe for a contract total of \$4,299.64.

The Lakes Country Service Cooperative is aware of ongoing wage negotiations in the Moorhead Public School District and will honor settlement changes.

The Lakes Country Service Cooperative will be billed quarterly for services provided.

The parties to this contract agree to accept its provisions.

Superintendent
Moorhead Public School District

Executive Director
Lakes Country Service Cooperative

Date

Date

Chairperson
David Schornack, Perham
Linda Krabbenhoft, At Large
Barry Bergem, Battle Lake

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OFFICE OF TEACHING & LEARNING MEMO #: I.04.042



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Lakeland Mental Health Service - 2003 Day Treatment Contract

DATE: September 16, 2003

Attached is the addendum to the contract with Lakeland Mental Health Services and Clay County Social Services for 2003 Day Treatment program with Lakeland and Clay County Social Services. This addendum allows the costs of a Lakeland mental health professional working with the Junior High EBD/Day Treatment program to be deducted from Lakeland's Third Party Revenue before making adjustments to the total expenditures for Day Treatment services. The Moorhead District will not incur a cost for this mental health professional since the County reimburses the schools for Day Treatment service costs over the Third Party Revenues (per the original contract).

SUGGESTED RESOLUTION: Move to approve the addendum to the contract with Lakeland Mental Health Services and Clay County Social Services.

LAK/kjg
Attachment

ADDENDUM
Moorhead Children's Day Treatment Contract

Addendum to Section 10.5

Adding a mental health professional to the Moorhead Junior High School from September 1, 2003 through December 31, 2003, will incur an additional cost of approximately \$14,000.

The cost of this additional position will be taken from MA revenue collected by Lakeland Mental Health Center. This amount will be directly deducted from the total amount of MA revenue paid to Moorhead Independent School District #152.

Moorhead Independent School District #152

Date

Bill Klein
Lakeland Mental Health Center, Inc.

9-4-03

Date

Dennis Linn
Clay County Social Services

9-12-03

Date

OFFICE OF TEACHING & LEARNING MEMO #: I.04.045



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: RFP for Leased Metropolitan Area Network
DATE: September 18, 2003

Attached is a memo and RFP from Dan Markert regarding an RFP for leased fiber optic Metropolitan Area Network. This will provide continued technology services and will provide services for the new school and district sites.

(Due to the number of pages in the RFP, only Board members will be mailed copies. Copies of the RFP will be available at the board meeting.)

SUGGESTED RESOLUTION: Move to approve the RFP for a leased fiber optic Metropolitan Area Network.

LAK/kjg
Attachment

Information Systems & Instructional Support MEMO#: B04.001



To: Lynne Kovash

From: Dan Markert

Date: September 17, 2003

RE: RFP for Leased Metropolitan Area Fiber Optic Network

To facilitate new and continued technology services in our district buildings a request for proposal has been developed for a leased fiber optic Metropolitan Area Network (MAN). The completed MAN will carry district voice, video and data services.

The RFP includes cabling from Moorhead Senior High to the two new school sites, S.G. Reinertsen and Horizon Middle School, as well as maintaining fiber optics connectivity to four existing district sites: Robert Asp, Probstfield, Junior High (Ellen Hopkins), and Maintenance/Transportation.

Bid alternates for fiber optic connectivity to Minnesota State University-Moorhead, Red River Area Learning Center, West Central Regional Detention Center and Townsite Centre are also included.

A copy of the RFP is attached

DCM

HUMAN RESOURCE

MEMO #: HR .04.104



TO: Dr. Larry Nybladh, Supt.
FROM: Ron Nielsen, Dir. of Human Resources
SUBJECT: New Employees
DATE: September 15, 2003

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state, and school district statutes and requirements:

| | |
|-----------------|---|
| Kelly Skeim | Title I Teacher, Washington, BA (1) .50 FTE, \$14,292, effective September 11, 2003. (Replacing Sandy Kortan) |
| Melissa Swenson | ELL Paraprofessional, Thomas Edison, B21 (0-2) \$11.52, 5 hours/day for 165 days, effective September 9, 2003. (Replacing Angie Lofthus) |
| Debra Lien | Server, Riverside, \$7.60 per hour, 2 hours per day, effective September 8, 2003. (Replacing Angela Maldonado) |
| Betty Ostlie | Server, Sr. High, \$7.60 per hour, 2 hours per day, effective September 8, 2003. (Replacing Lavonne Evans) |
| Robert Jones | Paraprofessional, Thomas Edison, B21(0-2) \$11.52 per hour, 65. hours per day, effective September 3, 2003. (Replacing Ardelle Kolle) |
| Mary Broten | Special Education Paraprofessional, Thomas Edison, B21 (0-2) \$11.52, 3.25 hours per day, effective September 17, 2003 (Replace Jane Sweeney) |

Suggested Resolution: Move to approve the employment of Kelly Skeim, Melissa Swenson, Debra Lien, Betty Ostlie, Robert Jones and Mary Broten as presented.

RN/jg

HUMAN RESOURCE

MEMO #: HR .04.105



TO: Dr. Larry Nybladh, Supt.
FROM: Ron Nielsen, Dir. of Human Resources
SUBJECT: Resignations
DATE: September 15, 2003

The administration requests the approval of resignation of the following people:

| | |
|-----------------|---|
| Mary Tepley | Bus Assistant, Maintenance Shop, effective June 18, 2003. |
| Sharee Monilaws | ASL Interpreter, Thomas Edison, effective September 5, 2003. |
| Judy Mathison | ABE Teacher, effective September 11, 2003. |
| Jocelyn Tang | Paraprofessional, Partners in Learning, effective September 18, 2003. |
| Marian Dew | ESL Teacher, ABE, effective immediately. |

Suggested Resolution: Move to accept the resignation of Mary Tepley, Sharee Monilaws and Judy Mathison.

RN/jg

HUMAN RESOURCE

MEMO #: HR .04.106



TO: Dr. Larry Nybladh, Supt.
FROM: Ron Nielsen, Dir. of Human Resources
SUBJECT: Family/Medical Leave
DATE: September 15, 2003

The administration requests the Family/Medical Leave for the following people:

Audrey Erickson Social Studies Teacher, Sr. High, beginning on or about October 27, 2003 through January 2, 2004.
Marilyn Larson MMMI Teacher, Sr. High, beginning September 2, 2003 through June 2, 2004.

Suggested Resolution: Move to accept the leave of absence Audrey Erickson and Marilyn Larson.

RN/jg

HUMAN RESOURCE

MEMO #: HR .04.107



TO: Dr. Larry Nybladh, Supt.
FROM: Ron Nielsen, Dir. of Human Resources
SUBJECT: Return from Leave
DATE: September 15, 2003

The administration requests approval of the return from leave of absence for the following person:


Nahro Hamad Paraprofessional, Outreach, effective June 10, 2003.

Suggested Resolution: Move to approve the return from leave for Nahro Hamad.

RN/jg

MEMO #: S-04-028

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: September 15, 2003

RE: First Reading of Policies

Attached please find the following policies: Policies Incorporated by Reference for Employees/ Personnel (499) and Policies by Incorporation by Reference for Students (599), for your review.

LPN:mde
Attachments

❖ Policies and Procedures ❖

Code: 499

Category: Policy of the School Board / Moorhead, MN

Section: 400 EMPLOYEE/PERSONNEL

Name: Policies Incorporated by Reference for Employees/Personnel

Adopted:

Revised:

Reviewed:

Policy: I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the Moorhead School District provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which apply to employees:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication Policy
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crises Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behavior
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: School Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public School Facilities
Moorhead School Board Policy 710: School District Crisis Management Policy
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Public Schools Information Network Use Policy
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment

Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes

Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

[Search Again](#)

❖ Policies and Procedures ❖

Code: 599
Category: Policy of the School Board / Moorhead, MN
Section: 500 STUDENTS
Name: Policies Incorporated by Reference for Students
Adopted:
Revised:
Reviewed:
Policy: I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. In order to avoid undue duplication, the Moorhead Area School District provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review
Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 420: Chemical Use/Abuse
Moorhead School Board Policy 553: Crises Intervention and Student Support
Moorhead School Board Policy 630: School Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 655: Profile of Learning Appeals Process
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exceptions for IEP, Section 504 Accommodations and LEP Students
Moorhead School Board Policy 660: Moorhead Schools State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety Policy
Moorhead School Board Policy 731: Moorhead Public Schools Information Network Use Policy
Moorhead School Board Policy 831: Rental of District Musical Instruments

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

[Search Again](#)

BUSINESS SERVICES MEMO#: B.04.012



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: September 15, 2003

RE: Proposed Levy for 2003 Payable 2004

The school Board is required by law to certify to the county auditor the District's preliminary 2003 Payable 2004 property tax levy by September 30, 2003. At this time I am recommending that the school board certify the maximum levy allowed by the State of Minnesota. Certifying the maximum gives authorization to the State of Minnesota to send changes to the preliminary levy data directly to the county auditor without further action from the school board. Typically, there are minor changes made to the preliminary levy. The most common change would be an adjustment to the school districts authority to levy for Health and Safety projects. By levying the Maximum, the school district still reserves the right to levy less. In the event that we levy less than the Maximum at this time, we will not be able to increase our levying authority.

I have attached page 18 of the Levy Limitation And Certification Report. As well, I am attaching a ten year graph demonstrating the school districts levying history. This graph is also supplemented with a page giving the exact dollar amounts.

Suggested Resolution: Move to certify the "Maximum" for the 2003 payable 2004 proposed levy.

MLW/dmh
Attachments:

31

LVYLIM01520104

DISTRICT NO. 0152 TYPE 01

DISTRICT NAME MOORHEAD

ECSU REGION 04 CLAY

MINNESOTA DEPARTMENT OF EDUCATION

LEVY LIMITATION AND CERTIFICATION

2003 PAYABLE 2004

ED-00111-25

PAGE 18 OF 25

DATE OF RUN: 09/17/03

| LEVY CATEGORY | MAXIMUM LEVY BEFORE OFFSETS | OFFSET ADJUSTMENTS * | TACONITE ADJUSTMENTS | MAXIMUM LEVY LIMITATION | PROPOSED CERTIFIED LEVY |
|---|--------------------------------|-------------------------|-------------------------|----------------------------|----------------------------|
| (1) GENERAL--RMV VOTER APPROVED | 87,895.80 | | | 87,895.80 | |
| (2) GENERAL--RMV OTHER | 205,495.75 | | | 205,495.75 | |
| (3) GENERAL--NTC VOTER APPROVED | | | | | |
| (4) GENERAL--NTC OTHER | 876,084.66 | | | 876,084.66 | |
| (5) COMMUNITY SERVICE--OTHER | 188,982.85 | | | 188,982.85 | |
| (6) GEN DEBT SERV--VOTER APPROVED | 4,115,446.62 | | | 4,115,446.62 | |
| (7) GEN DEBT SERV--OTHER | | | | | |
| (8) TOTAL LEVY BEFORE ADJUSTMENT | 5,473,905.68 | | | 5,473,905.68 | |
| (9) GENERAL ADJUST OFFSET CARRIED FORWARD | | | | | |
| (10) DEBT SERV OFFSET CARRIED FORWARD | | | | | |

TRUTH IN TAXATION LEVY CATEGORIES:

VOTER APPROVED LEVIES = (1) + (3) + (6)

ALL OTHER LEVIES = (2) + (4) + (5) + (7)

* OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION IN EACH KEY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2005.

SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE PROPOSED LEVY MAY CERTIFY THE DOLLAR LIMITATION SHOWN, OR INDICATE "MAXIMUM" IN THE SPACE PROVIDED ON LINE (14) AT RIGHT.

SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY CATEGORY MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 19 THROUGH 25 AS NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO THE HOME COUNTY AUDITOR BY SEPTEMBER 30, 2003. A DUPLICATE COPY MUST BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION, 1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY OCTOBER 7, 2003.

(11) TOTAL CERTIFIED ON REFER
MARKET VALUE = (1)+(2)

(12) TOTAL CERTIFIED ON NET TAX
CAPACITY = (3)+(4)+(5)+(6)+(7)

(13) GRAND TOTAL CERTIFIED
LEVY = (11)+(12)

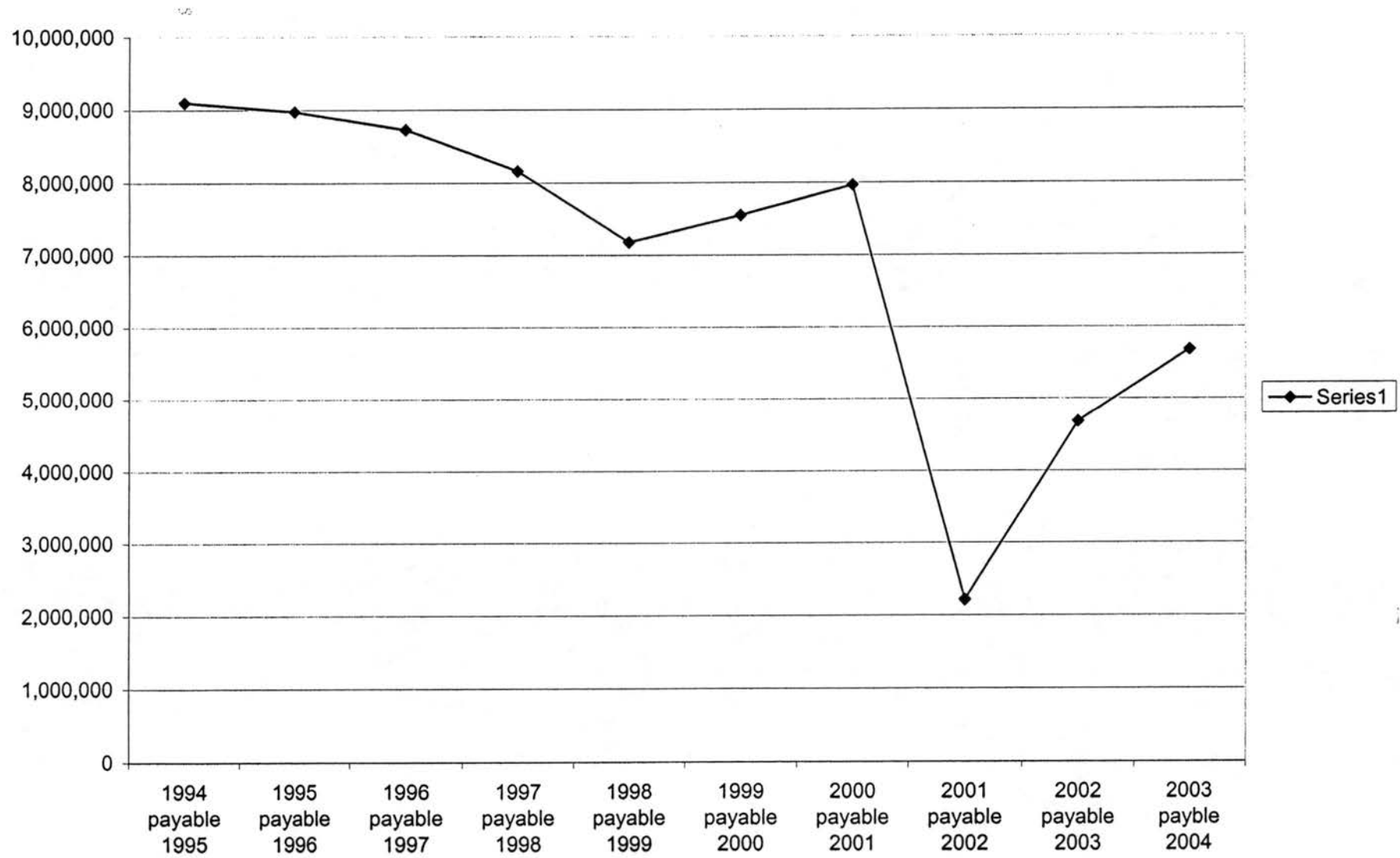
(14) IF CERTIFYING MAXIMUM LEVY
FOR PROPOSED TYPE "MAXIMUM" HERE **MAXIMUM**

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2004.

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____

LEVY 2002-2003



Ten Year Levy History

| | | |
|-------------------|-----------|----------|
| 1994 payable 1995 | 9,098,523 | |
| 1995 payable 1996 | 8,976,761 | |
| 1996 payable 1997 | 8,728,439 | |
| 1997 payable 1998 | 8,160,672 | |
| 1998 payable 1999 | 7,180,282 | |
| 1999 payable 2000 | 7,964,345 | |
| 2000 payable 2001 | 7,964,345 | |
| 2001 payable 2002 | 2,212,551 | |
| 2002 payable 2003 | 4,683,987 | |
| 2003 payable 2004 | 5,681,005 | Proposed |

BUSINESS SERVICES MEMO#: B.04.013



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: September 16, 2003

RE: Truth in Taxation Public Hearing

The Moorhead School District is required to hold a Truth in Taxation Hearing between November 29 and December 20 of this calendar year. The school district should also schedule a continuation hearing should the need arise. The continuation hearing cannot be held for at least one week after the initial hearing. If a continuation hearing is held, the levy adoption hearing could be held immediately following the continuation hearing. At this time I am recommending that the initial Truth in Taxation Hearing be held at 7:00 p.m. on December 1, 2003 in the board room. In the event that a continuation hearing is required, I am recommending this hearing be held at 5:00 p.m. on December 8, 2003 in the board room. I am also recommending that the final levy be approved at the regularly scheduled school board meeting on December 8, 2003 at 7:00 p.m.

Suggested Resolution: Move to approve Monday, December 1, 2003, 7:00 p.m. for the initial Truth in Taxation Hearing. Monday, December 8, 2003, 5:00 p.m. for the Continuation Hearing if necessary, and Monday, December 8, 2003, 7:00 p.m. for final approval of the 2003 payable 2004 levy.

MLW/dmh

OFFICE OF TEACHING & LEARNING MEMO #: I.04.0044



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Staff Development Report
DATE: September 16, 2003

Attached is a copy of the staff development report for 2002-03. The report will be reviewed with the board. The district and site staff development reports need board approval and submission to the Minnesota Department of Education by September 30, 2003.

SUGGESTED RESOLUTION: Move to accept the 2002-03 staff development report as presented and direct administration to forward a copy to the Minnesota Department of Education.

LAK/kjg
Attachment

**Minnesota Department of Education (MDE)
Annual Staff Development Report**

GENERAL INFORMATION AND INSTRUCTIONS: School districts using state staff development revenue under MS 126C.10 subdivision 2, and MS122A.61 must complete these forms and submit two copies to Staff Development at MDE by September 30, 2003. A program report must be completed by all districts including those not reserving funds.

IDENTIFICATION INFORMATION

District Name: Moorhead Area Public Schools

District Number: 152

Address: 810 4th Ave S.

City: Moorhead

Zip: 56560

District Staff Development Chair: Mary Jo Schmid

E-mail: mjschmid@moorhead.k12.mn.us

STATEMENT OF ASSURANCES

On behalf of the school district identified above, we assure the Minnesota Department of Education, that the district is in compliance with the stipulations for Staff Development allocations; ~~two~~ percent reserved revenue and any additional funding legislation related to the following:

1. Revenue Expenditures
2. Staff Development Planning
3. Staff Development Outcomes

We hereby certify that the program information provided is complete and accurate, that the district identified above will abide by the statement of assurances, and that records will be maintained at the district to verify program development, participation and expenditures.

Our District Outcomes (Goals) for Improving Student Achievement for 2002-2003 are: 1. Improve student achievement of state education standards in reading and mathematics. 2. Effectively meet the needs of diverse student population, including at-risk children, children with disabilities, and gifted students within the general education classroom and other settings. 3. Develop professional learning communities within ISD 152.

Number of Exemplary Grants awarded by the district: 10
(25% of Staff Development Revenue)

According to MS 122A.61 "a district may annually waive the requirement to reserve their basic revenue under this section if": (check one)

☒ Does not apply

☐ "A majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement to reserve the 2% of basic revenue."

☐ Reserved 2% ☐ Reserved a portion of 2% Identify %

☐ "A district in statutory operating debt is exempt from reserving basic revenue according to this section."

☐ Reserved 2% ☐ Reserved a portion of 2% Identify %

Superintendent's Signature

Date

Board of Education Chair

Date

District Staff Development Chair

Date

District Advisory Staff Development Committee Membership List

“A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.” *M.S. 122A.60*

2002-2003

District Name: Moorhead Area Public Schools

District Number: 152

| Name | Position* | Subject/Grade Level |
|------------------------|---------------|------------------------------|
| Connie Frederick | Teacher | Speech Pathologist |
| Candace Richards | Non-certified | COTA |
| Carol Ford | Teacher | First Grade |
| Heidi Moe | Teacher | Special Ed. |
| Mindi Jenson | Teacher | 2/3 rd grade |
| Stacey McCleery | Non-certified | Secretary |
| Mary Jo Schmid | Principal | Elementary |
| Lisa Staiger | Teacher | 4 th grade |
| Catherine Olson | Teacher | Sp. Ed. Secondary |
| Clint Talley | Non-certified | Custodian |
| Collen McDonald-Morken | Teacher | Special Ed. |
| Dan Markert | Administrator | Technology |
| Anne Larson | Non-teaching | Service Learning Coordinator |
| Lynne Kovash | Administrator | Central Office |
| Julie Grant | Non-certified | Secretary |
| Joan Lordeman | Teacher | S. G.L.4th |
| Del Larson | Teacher | S. G.L.4th |
| Andrea Hoveland | Teacher | S. G.L. Elementary |
| Kristy Leir | Teacher | S. G.L.5th |
| Alice Swanson | Teacher | S.P.E. G.L. |
| Marsha Johansen | Teacher | S.English G.L. |
| Sonjia Hohnadel | Non-teaching | School Board |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |
| | Teacher | S. G.L. |

*The “Position” for each committee member can be changed by clicking on the word “Teacher” and selecting from the pull-down menu that appears.

Minnesota Department of Education
2002-2003 District Level Staff Development Program Report

GRID I. DISTRICT LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **NAME: Moorhead Area Public Schools**

| School Board Improvement Outcome: | <input type="checkbox"/> Single year goal <input type="checkbox"/> Multi-year goal Year 2 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|---|--------------------------|--------------------------|--|--|---|---|---|---|---|---|---|---|---|---|--------------------------|--------------------------|
| Data and Reasons for Selecting Staff Development Focus: <i>a review of MCA and ITBS test scores allows staf to focus on specific needs of students in math and reading</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>x</td><td>x</td><td>x</td><td>x</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | x | x | x | x | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| x | x | x | x | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| District Staff Development Goal: <i>Improve student achievement on state education standards in reading and mathematics</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|--|--|
| <i>Staff development learning opportunities will focus on best practices in the following areas:</i> <i>Reading and writing</i> <i>Multiple Intelligence/learning style/ learning theory</i> <i>Brain Research</i> <i>Big 6 research online resource/technology</i> <i>Authentic assessment and implications for directing instruction</i> <i>Social emotional learning</i> <i>Math</i> <i>Differentiating the curriculum</i> <i>Worksampling</i> <i>Parent involvement</i> <i>S.M.A.R.T.</i> <i>Responsive Classroom</i> | Check all that apply x Examining Data and/or Student Work x Study Groups x Ongoing Training/ Development <input type="checkbox"/> Action Research x Workshops/ Conferences x Demonstration/ Modeling x Individual Guided Practice x Practice with Reflection x Curriculum Development x Observation/ Feedback x Coaching/ Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | * Check all for which you have evaluation data x Participants' Reaction/ Awareness x Participants' Learning x Organization Support and Learning x Participants' Use of New Knowledge and x Student Learning Outcomes * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | <div> List Data Sources <i>MCA Testing Data</i> <i>ITBS testing data</i> <i>Survey of Staff</i> <i>Principal observations</i> </div> <div> Describe Findings <i>Teachers increased use of educational best practices</i> <i>Staff development became embedded in daily practices</i> <i>Student achievement remained constant or improved</i> </div> |

Who was involved in professional learning? Check all that apply:

☒ Certified
 ☒ Non-certified
 ☒ Administrators
 ☐ Parent/Community

Expenditures are reported through UFARS.

To view the UFARS report see <http://cfl.state.mn.us/FIN/reports.html>

Minnesota Department of Education
2002-2003 District Level Staff Development Program Report

GRID I. DISTRICT LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 NAME: Moorhead Area Public Schools

| School Board Improvement Outcome: | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 2 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|---|---|--------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|--------------------------|
| Data and Reasons for Selecting Staff Development Focus: <i>Changing demographics continually challenge teacher. In an effort to meet all our students needs we monitor test results and focus on the needs of all.</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | x | x | x | x | x | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| x | x | x | x | x | <input type="checkbox"/> | | | | | | | | | | | | | | |
| District Staff Development Goal: <i>Effectively meet the needs of diverse student populations, including at-risk children, children with disabilities, and gifted children, within in the general education classroom and other settings</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|---|---|
| <i>Staff Development opportunities include:</i> <i>Teacher/para team building</i> <i>Grade level and cross grade level meetings</i> <i>Curriculum mapping</i> <i>Team building</i> <i>Collaboration time for general education and special education teachers to meet</i> <i>Collaboration time for co-teachers</i> <i>Development and availability of of a staff development library</i> <i>Offering of graduate level courses through staff development</i> <i>Planning for future programming within the district</i> | Check all that apply x Examining Data and/or Student Work x Study Groups x Ongoing Training/Development <input type="checkbox"/> Action Research x Workshops/Conferences x Demonstration/Modeling x Individual Guided Practice x Practice with Reflection x Curriculum Development x Observation/Feedback x Coaching/ Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | * Check all for which you have evaluation data x Participants' Reaction/Awareness X Participants' Learning X Organization Support and Learning X Participants' Use of New Knowledge and X Student Learning Outcomes * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | <div> <div> List Data Sources <i>MCA Scores</i> <i>ITBS Scores</i> <i>Staff surveys and feedback</i> </div> <div> Describe Findings <i>Teacher increase in use of educational best practices</i> <i>Staff development became embedded in daily practices</i> <i>Student achievement remained constant or improved</i> </div> </div> |

Who was involved in professional learning? Check all that apply:

☒ Certified
 ☒ Non-certified
 ☒ Administrators
 ☐ Parent/Community

Expenditures are reported through UFARS.

To view the UFARS report see <http://cfl.state.mn.us/FIN/reports.html>

Minnesota Department of Education
2002-2003 District Level Staff Development Program Report

GRID I. DISTRICT LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 NAME: Moorhead Area Public Schools

| School Board Improvement Outcome: | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 1 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|---|---|--------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|--------------------------|
| Data and Reasons for Selecting Staff Development Focus: <i>continued need for staff to grow professionally as well as overcome the isolation of teaching.</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | x | x | x | x | x | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| x | x | x | x | x | <input type="checkbox"/> | | | | | | | | | | | | | | |
| District Staff Development Goal: : <i>Develop professional learning communities</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|--|--|
| <i>Staff Development opportunities include:</i> <i>Teacher/para team building</i> <i>Grade level and cross grade level meetings</i> <i>Team building</i> <i>Collaboration time for general education and special education teachers to meet</i> <i>Collaboration time for co-teachers</i> <i>Planning for future programming within the district</i> <i>Learning to use peer feedback and student work to determine how to improve instruction</i> | Check all that apply x Examining Data and/or Student Work x Study Groups x Ongoing Training/Development <input type="checkbox"/> Action Research x Workshops/Conferences x Demonstration/Modeling x Individual Guided Practice x Practice with Reflection x Curriculum Development x Observation/Feedback x Coaching/ Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | * Check all for which you have evaluation data x Participants' Reaction/Awareness X Participants' Learning X Organization Support and Learning X Participants' Use of New Knowledge and X Student Learning Outcomes * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | <div> List Data Sources <i>MCA Scores</i> <i>ITBS Scores</i> <i>Staff surveys and feedback</i> </div> <div> Describe Findings <i>Teacher increase in use of educational best practices</i> <i>Staff development became embedded in daily practices</i> <i>Student achievement remained constant or improved</i> </div> |

| | | | |
|---|---|--|---|
| Who was involved in professional learning? Check all that apply: | | | |
| <input checked="" type="checkbox"/> Certified | <input checked="" type="checkbox"/> Non-certified | <input checked="" type="checkbox"/> Administrators | <input type="checkbox"/> Parent/Community |
| Expenditures are reported through UFARS. To view the UFARS report see http://cfl.state.mn.us/FIN/reports.html | | | |

Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Edison Elementary

| Data and Reasons for Selecting Staff Development Goal: <i>Need to improve student achievement.</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 1 of a 2 year goal | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Site Staff Development Goal: <i>Provide professional development opportunities that focus on best instructional practices.</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Is this goal a Site Specific Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1 and 2</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|--|---|--|--|
| <i>Training for teachers through reading, writing, and spelling conferences.</i> <i>Reflection</i> <i>Collaboration</i> <i>Grade Level and cross grade level sharing.</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Demonstration/Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/Feedback <input type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | <div> List Data Sources <i>Classroom observations</i> <i>informal dialogue</i> <i>team sharing</i> </div> <div> Describe Findings <i>Implementation of various instructional practices.</i> </div> |

Who was involved in professional learning? Check all that apply:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Certified Staff | <input checked="" type="checkbox"/> Non-Certified Staff | <input type="checkbox"/> Total Staff |
| <input type="checkbox"/> Principal | <input checked="" type="checkbox"/> Special Education | <input checked="" type="checkbox"/> Grade Level or Department |
| <input type="checkbox"/> Other Administrators | <input checked="" type="checkbox"/> Title 1 | <input type="checkbox"/> Multi Sites |
| <input type="checkbox"/> Parent/Community | <input type="checkbox"/> Title 2 or 3 | |
| <input type="checkbox"/> Other | <input checked="" type="checkbox"/> ELL | |

Expenditures are reported through UFARS.

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Edison Elementary

| Data and Reasons for Selecting Staff Development Goal: <i>Need to improve student achievement.</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 1 of a 2 year goal | | | | | | | | | | | | | | | | | | |
|--|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Site Staff Development Goal: <i>Provide professional development opportunities in the areas of reading, math, and writing.</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Is this goal a Site Specific Goal? <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|--|---|--|--|
| <i>Training for teachers through reading, writing, and spelling conferences.</i> <i>Reflection</i> <i>Collaboration</i> <i>Grade Level and cross grade level sharing.</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/Feedback <input type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>Monitoring student progress through a variety of assessments.</i> Describe Findings <i>Strategies and approaches in teaching reading, writing and spelling were strengthened in many classrooms.</i> |

| | | |
|---|--|---|
| Who was involved in professional learning? Check all that apply: | | |
| <input checked="" type="checkbox"/> Certified Staff <input type="checkbox"/> Principal <input type="checkbox"/> Other Administrators <input type="checkbox"/> Parent/Community <input type="checkbox"/> Other | <input type="checkbox"/> Non-Certified Staff <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> Title 1 <input type="checkbox"/> Title 2 or 3 <input checked="" type="checkbox"/> ELL | <input type="checkbox"/> Total Staff <input checked="" type="checkbox"/> Grade Level or Department <input type="checkbox"/> Multi Sites |

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**Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report**

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Probstfield Elementary

Data and Reasons for Selecting Staff Development Goal: *Need to improve student learning based on assessment information on MCA, ITBS, and other assessment tools.*

☐ Single year goal
☒ Multi-year goal
Year 3 of a 4 year goal

Site Staff Development Goal: *Improve student literacy skills*

| Legislative Goals | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|---|--|--|
| <i>teaching methods inservice for Reading Recovery Teachers.</i> <i>Interactive Writing Strategies</i> <i>Classroom strategies for struggling early readers</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input checked="" type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input checked="" type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/Feedback <input type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>MCA, ITBS, and informal assessments</i> Describe Findings <i>students progress and test scores indicate some progress.</i> |

Who was involved in professional learning? Check all that apply:

☐ Certified Staff
☐ Principal
☐ Other Administrators
☒ Parent/Community
☐ Other

☐ Non-Certified Staff
☐ Special Education
☐ Title 1
☐ Title 2 or 3
☐ ELL

☒ Total Staff
☐ Grade Level or Department
☒ Multi Sites

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** Probstfield Elementary

Data and Reasons for Selecting Staff Development Goal: *Turnover or loss of new teachers after first year of teaching*

☐ Single year goal
☒ Multi-year goal
Year 1 of a 2 year goal

Site Staff Development Goal: *Successful new teachers*

| Legislative Goals | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|--|--|--|--|
| <i>Strategies for conducting parent-teacher conferences</i> <i>Strategies for effective use of classroom paraprofessionals</i> <i>classroom management resources: how to teach routine and rules</i> <i>Framework for quality teaching and valued qualities in new teachers</i> <i>Basic information about ELL and students with disabilities</i> <i>Setting up daily schedule</i> <i>Parent Communication</i> <i>Schoolwide discipline</i> | Check all that apply <input type="checkbox"/> Examining Data and/or Student Work <input type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Demonstration/Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/Feedback <input checked="" type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>individual surveys of participants</i> <i>group identification of future needs</i> <i>evaluation of probationary teachers</i> Describe Findings <i>very effective</i> <i>new teachers benefited from examples and models</i> <i>participants stated that they felt more confident, supported and prepares</i> <i>all participants had a successful first year of teaching</i> |

Who was involved in professional learning? Check all that apply:

| | | |
|---|---|--|
| <input checked="" type="checkbox"/> Certified Staff | <input type="checkbox"/> Non-Certified Staff | <input type="checkbox"/> Total Staff |
| <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> Special Education | <input type="checkbox"/> Grade Level or Department |
| <input type="checkbox"/> Other Administrators | <input type="checkbox"/> Title 1 | <input type="checkbox"/> Multi Sites |
| <input type="checkbox"/> Parent/Community | <input type="checkbox"/> Title 2 or 3 | |
| <input type="checkbox"/> Other | <input type="checkbox"/> ELL | |

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Probstfield Elementary

Data and Reasons for Selecting Staff Development Goal: *identification through staff needs assessment*

☐ Single year goal
☒ Multi-year goal
Year 3 of a 4 year goal

Site Staff Development Goal: *Improve student social-emotional skills and student behavior*

| Legislative Goals | | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|---|--|
| <i>How to establish classroom routines</i> <i>how to plan and conduct classroom meetings</i> <i>how to establish classroom rules and logical consequences</i> <i>strategies for teaching discipline</i> <i>use of playground game to reduce conflict</i> <i>communicating with parents and children about difficult behavior</i> | Check all that apply <input type="checkbox"/> Examining Data and/or Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/Feedback <input checked="" type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>surveys conducted after training sessions</i> <i>individual teacher evaluation data</i> Describe Findings <i>new teachers felt more confident of their ability to establish routines and expectations</i> <i>new teachers created positive classroom environments</i> <i>teachers successfully managed their classroom and student behavior</i> |

Who was involved in professional learning? Check all that apply:

☒ Certified Staff
☒ Principal
☐ Other Administrators
☒ Parent/Community
☐ Other

☒ Non-Certified Staff
☒ Special Education
☐ Title 1
☐ Title 2 or 3
☐ ELL

☐ Total Staff
☐ Grade Level or Department
☐ Multi Sites

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** *Riverside Elementary*

| Data and Reasons for Selecting Staff Development Goal: <i>community demographics, staff interest in current research</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 1 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Site Staff Development Goal: <i>Increase student readiness</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="6" style="text-align: center;">Legislative Goals</th> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Is this goal a Site Specific Goal? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1 and 2</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|---|---|--|
| <i>trained selected staff in the S.M.A.R.T. Program</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input checked="" type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/Feedback <input checked="" type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>collecting data that will be summarized by an outside agency</i> Describe Findings <i>students progress and test scores indicate progress.</i> |

| | | |
|--|--|--|
| Who was involved in professional learning? Check all that apply: | | |
| <input checked="" type="checkbox"/> Certified Staff <input checked="" type="checkbox"/> Principal <input type="checkbox"/> Other Administrators <input type="checkbox"/> Parent/Community <input type="checkbox"/> Other | <input type="checkbox"/> Non-Certified Staff <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Title 1 <input type="checkbox"/> Title 2 or 3 <input type="checkbox"/> ELL | <input checked="" type="checkbox"/> Total Staff <input type="checkbox"/> Grade Level or Department <input checked="" type="checkbox"/> Multi Sites |

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Riverside Elementary

| Data and Reasons for Selecting Staff Development Goal: <i>continuous need for student improvement</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 2 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Site Staff Development Goal: <i>Improve literacy for all students</i> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Is this goal a Site Specific Goal? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results | | |
|--|--|--|---|--|---|
| <i>Staff review of reading instruction including:</i> <i>1. piloting current reading materials</i> <i>2. ongoing review of research</i> <i>training in current best practices</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/Feedback <input checked="" type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input checked="" type="checkbox"/> Participants' Reaction/Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> List Data Sources <i>teacher feedback</i> <i>test scores</i> <i>staff and principal observation</i> </td> </tr> <tr> <td style="padding: 5px;"> Describe Findings <i>staff successfully implemented reading pilot</i> <i>need for ongoing practice and coaching for staff</i> </td> </tr> </table> | List Data Sources <i>teacher feedback</i> <i>test scores</i> <i>staff and principal observation</i> | Describe Findings <i>staff successfully implemented reading pilot</i> <i>need for ongoing practice and coaching for staff</i> |
| List Data Sources <i>teacher feedback</i> <i>test scores</i> <i>staff and principal observation</i> | | | | | |
| Describe Findings <i>staff successfully implemented reading pilot</i> <i>need for ongoing practice and coaching for staff</i> | | | | | |

Who was involved in professional learning? Check all that apply:

| | | |
|--|--|--|
| <input type="checkbox"/> Certified Staff | <input type="checkbox"/> Non-Certified Staff | <input checked="" type="checkbox"/> Total Staff |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Special Education | <input type="checkbox"/> Grade Level or Department |
| <input type="checkbox"/> Other Administrators | <input type="checkbox"/> Title 1 | <input checked="" type="checkbox"/> Multi Sites |
| <input checked="" type="checkbox"/> Parent/Community | <input type="checkbox"/> Title 2 or 3 | |
| <input type="checkbox"/> Other | <input type="checkbox"/> ELL | |

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** *Riverside Elementary*

| Data and Reasons for Selecting Staff Development Goal: <i>current educational research, staff interest, and student success</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 1 of a 5 year goal | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Site Staff Development Goal: <i>Integration of social and academic learnings</i> | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="6">Legislative Goals</th> </tr> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">6</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | Legislative Goals | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislative Goals | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Is this goal a Site Specific Goal? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1 and 2</i> | | | | | | | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|---|--|
| <p><i>Staff training in Responsive Classroom:</i></p> <p><i>Attendance at Responsive Classroom I Workshop</i></p> <p><i>Attendance at Responsive Classroom One Day introductory workshop.</i></p> | <p>Check all that apply</p> <p><input type="checkbox"/> Examining Data and/or Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training/Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/Conferences</p> <p><input checked="" type="checkbox"/> Demonstration/Modeling</p> <p><input checked="" type="checkbox"/> Individual Guided Practice</p> <p><input checked="" type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/Feedback</p> <p><input checked="" type="checkbox"/> Coaching/Mentoring</p> <p><input type="checkbox"/> Other (identify)</p> <p><input type="checkbox"/> Other (identify)</p> | <p>*Check all levels for which you have evaluation data</p> <p><input checked="" type="checkbox"/> Participants' Reaction/Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p> *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p> | <p>List Data Sources</p> <p><i>One-to-one discussion</i></p> <p><i>number of resource books purchased</i></p> <p><i>number of presentations to staff</i></p> <p><i>time allocated for study and sharing on workshop days</i></p> <p><i>classroom observations</i></p> <hr/> <p>Describe Findings</p> <p><i>classroom teachers are holding daily Morning Meetings</i></p> <p><i>Six teachers are using Guided Discovery</i></p> <p><i>Teaching classroom routines is a frequent part of daily lesson plans</i></p> <p><i>Teachers are teaching playground games in grades K-4, to give students tools for positive playground behavior.</i></p> |

| | | |
|---|---|--|
| Who was involved in professional learning? Check all that apply: | | |
| <input type="checkbox"/> Certified Staff <input type="checkbox"/> Principal <input type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Parent/Community <input type="checkbox"/> Other | <input type="checkbox"/> Non-Certified Staff <input type="checkbox"/> Special Education <input type="checkbox"/> Title 1 <input type="checkbox"/> Title 2 or 3 <input type="checkbox"/> ELL | <input checked="" type="checkbox"/> Total Staff <input type="checkbox"/> Grade Level or Department <input checked="" type="checkbox"/> Multi Sites |
| Expenditures are reported through UFARS. To view the UFARS report see http://cfl.state.mn.us/FIN/reports.html | | |

Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** *Washington Elementary*

Data and Reasons for Selecting Staff Development Goal: *current educational research, staff interest, and student success*

☐ Single year goal
☒ Multi-year goal
Year 2 of a 5 year goal

Site Staff Development Goal: *Integration of social and academic learnings*

| Legislative Goals | | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1 and 2*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|---|---|
| <i>Staff training in Responsive Classroom</i> | <p>Check all that apply</p> <p><input type="checkbox"/> Examining Data and/or Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training/Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/Conferences</p> <p><input checked="" type="checkbox"/> Demonstration/Modeling</p> <p><input checked="" type="checkbox"/> Individual Guided Practice</p> <p><input checked="" type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/Feedback</p> <p><input checked="" type="checkbox"/> Coaching/Mentoring</p> <p><input type="checkbox"/> Other (identify)</p> <p><input type="checkbox"/> Other (identify)</p> | <p>*Check all levels for which you have evaluation data</p> <p><input checked="" type="checkbox"/> Participants' Reaction/Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p> *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p> | <p>List Data Sources</p> <p><i>ongoing</i></p> <hr/> <p>Describe Findings</p> <p><i>students demonstrate knowledge and development of social skills</i></p> |

Who was involved in professional learning? Check all that apply:

☐ Certified Staff
☐ Principal
☐ Other Administrators
☒ Parent/Community
☐ Other

☐ Non-Certified Staff
☐ Special Education
☐ Title 1
☐ Title 2 or 3
☐ ELL

☒ Total Staff
☐ Grade Level or Department
☒ Multi Sites

Expenditures are reported through UFARS.

To view the UFARS report see <http://cfl.state.mn.us/FIN/reports.html>

**Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report**

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** *Washington Elementary*

Data and Reasons for Selecting Staff Development Goal: *community demographics, staff interest in current research*

☐ Single year goal
☒ Multi-year goal
Year 2 of a 5 year goal

Site Staff Development Goal: *Increase student readiness*

| Legislative Goals | | | | | |
|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1 and 2*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|--|---|---|
| <i>trained selected staff in the S.M.A.R.T. Program</i> | <p>Check all that apply</p> <p><input checked="" type="checkbox"/> Examining Data and/or Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training/Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/Conferences</p> <p><input checked="" type="checkbox"/> Demonstration/Modeling</p> <p><input type="checkbox"/> Individual Guided Practice</p> <p><input checked="" type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/Feedback</p> <p><input checked="" type="checkbox"/> Coaching/Mentoring</p> <p><input type="checkbox"/> Other (identify)</p> <p><input type="checkbox"/> Other (identify)</p> | <p>*Check all levels for which you have evaluation data</p> <p><input checked="" type="checkbox"/> Participants' Reaction/Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p> *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p> | <p>List Data Sources <i>collecting data that will be summarized by an outside agency</i></p> <hr/> <p>Describe Findings <i>students progress and test scores indicate progress.</i></p> |

Who was involved in professional learning? Check all that apply:

| | | |
|---|---|--|
| <input checked="" type="checkbox"/> Certified Staff | <input type="checkbox"/> Non-Certified Staff | <input checked="" type="checkbox"/> Total Staff |
| <input type="checkbox"/> Principal | <input checked="" type="checkbox"/> Special Education | <input type="checkbox"/> Grade Level or Department |
| <input type="checkbox"/> Other Administrators | <input type="checkbox"/> Title 1 | <input checked="" type="checkbox"/> Multi Sites |
| <input type="checkbox"/> Parent/Community | <input type="checkbox"/> Title 2 or 3 | |
| <input type="checkbox"/> Other | <input type="checkbox"/> ELL | |

Expenditures are reported through UFARS.

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Robert Asp Elementary

Data and Reasons for Selecting Staff Development Goal: *Need to improve approach to teaching preadolescent students*

☐ Single year goal
☒ Multi-year goal
Year 2 of a 3 year goal

Site Staff Development Goal: *Explore Middle School Philosophy and begin the development of a middle school program.*

Legislative Goals
1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|---|--|---|
| <p>1. <i>Research on Middle School Practices and organization.</i></p> <p>2. <i>Work cooperatively with Moorhead Junior High School.</i></p> <p>2 <i>Work with consultants and through individual and group research on preadolescent growth and development.</i></p> | <p>Check all that apply</p> <p><input checked="" type="checkbox"/> Examining Data and/or Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training/Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/Conferences</p> <p><input type="checkbox"/> Demonstration/Modeling</p> <p><input type="checkbox"/> Individual Guided Practice</p> <p><input type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/Feedback</p> <p><input type="checkbox"/> Coaching/Mentoring</p> <p><input type="checkbox"/> Other (identify)</p> <p><input type="checkbox"/> Other (identify)</p> | <p>*Check all levels for which you have evaluation data</p> <p><input checked="" type="checkbox"/> Participants' Reaction/Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p>*adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p> | <p>List Data Sources</p> <p><i>Beginning development of Middle School program with staff feedback.</i></p> <p><i>Development of a schedule that reflects knowledge of best practices in a middle school.</i></p> <p><i>Research by staff is on approaches to organizing curriculum delivery.</i></p> <p>Describe Findings</p> <p><i>School District is on schedule with staff development efforts to prepare staff for an effective middle school approach.</i></p> |

Who was involved in professional learning? Check all that apply:

☐ Certified Staff
☐ Principal
☐ Other Administrators
☒ Parent/Community
☐ Other

☐ Non-Certified Staff
☐ Special Education
☐ Title 1
☐ Title 2 or 3
☐ ELL

☒ Total Staff
☐ Grade Level or Department
☒ Multi Sites

Expenditures are reported through UFARS.

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Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Moorhead Junior High School

Data and Reasons for Selecting Staff Development Goal: *Need to improve approach to teaching preadolescent students*

☐ Single year goal
☒ Multi-year goal
Year 2 of a 3 year goal

Site Staff Development Goal: *Explore Middle School Philosophy and begin the development of a middle school program.*

Legislative Goals
1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Is this goal a Site Specific Goal? ☒ No ☐ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|---|---|---|---|
| <p>1. <i>Research on Middle School Practices and organization.</i></p> <p>2. <i>Work cooperatively with Moorhead Junior High School.</i></p> <p>2 <i>Work with consultants and through individual and group research on preadolescent growth and development.</i></p> | <p>Check all that apply</p> <p><input checked="" type="checkbox"/> Examining Data and/or Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training/Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/Conferences</p> <p><input type="checkbox"/> Demonstration/Modeling</p> <p><input type="checkbox"/> Individual Guided Practice</p> <p><input type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/Feedback</p> <p><input type="checkbox"/> Coaching/Mentoring</p> <p><input type="checkbox"/> Other (identify)</p> <p><input type="checkbox"/> Other (identify)</p> | <p>*Check all levels for which you have evaluation data</p> <p><input checked="" type="checkbox"/> Participants' Reaction/Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p> *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p> | <p>List Data Sources</p> <p><i>Beginning development of Middle School program with staff feedback.</i></p> <p><i>Development of a schedule that reflects knowledge of best practices in a middle school.</i></p> <p><i>Research by staff is on approaches to organizing curriculum delivery.</i></p> <p>Describe Findings</p> <p><i>School District is on schedule with staff development efforts to prepare staff for an effective middle school approach.</i></p> |

Who was involved in professional learning? Check all that apply:

| | | |
|--|--|--|
| <input type="checkbox"/> Certified Staff | <input type="checkbox"/> Non-Certified Staff | <input checked="" type="checkbox"/> Total Staff |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Special Education | <input type="checkbox"/> Grade Level or Department |
| <input type="checkbox"/> Other Administrators | <input type="checkbox"/> Title 1 | <input checked="" type="checkbox"/> Multi Sites |
| <input checked="" type="checkbox"/> Parent/Community | <input type="checkbox"/> Title 2 or 3 | |
| <input type="checkbox"/> Other | <input type="checkbox"/> ELL | |

Expenditures are reported through UFARS.

To view the UFARS report see <http://cfl.state.mn.us/FIN/reports.html>

**Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report**

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 SITE NAME: Moorhead Senior High School

Data and Reasons for Selecting Staff Development Goal: *there is an increased demand for advanced placement offerings*

☐ Single year goal
☒ Multi-year goal
Year 4 of a 5 year goal

Site Staff Development Goal: *expansion and development of advanced placement options*

| Legislative Goals | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is this goal a Site Specific Goal? ☒ No ☒ Yes

Is this goal aligned with a District Staff Development Goal? ☐ No ☒ Yes. If yes, which goal? *Goal 1 and 2*

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|--|--|--|---|
| <i>Moorhead Senior High continues to experience a demand for placement options for students in a variety of subject areas, and supports the development and improvement of existing courses.</i> | Check all that apply <input type="checkbox"/> Examining Data and/or Student Work <input type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/Conferences <input checked="" type="checkbox"/> Demonstration/Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/Feedback <input type="checkbox"/> Coaching/Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input type="checkbox"/> Participants' Reaction/Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning *adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey | List Data Sources <i>course enrollment totals, AP scores and level of test participation</i> Describe Findings <i>ongoing monitoring of student choices and resulting test scores.</i> |

Who was involved in professional learning? Check all that apply:

☐ Certified Staff
☐ Principal
☐ Other Administrators
☐ Parent/Community
☐ Other

☐ Non-Certified Staff
☐ Special Education
☐ Title 1
☐ Title 2 or 3
☐ ELL

☒ Total Staff
☐ Grade Level or Department
☐ Multi Sites

Expenditures are reported through UFARS.

To view the UFARS report see <http://cfl.state.mn.us/FIN/reports.html>

Minnesota Department of Education
2002-2003 Site Level Staff Development Program Report

GRID II. SITE LEVEL STAFF DEVELOPMENT

Use a Separate Page for Each Staff Development Goal

DISTRICT #: 152 **SITE NAME:** Moorhead Senior High School/ Red River Alternative Center

| | | | | | | | | | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|---|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Data and Reasons for Selecting Staff Development Goal: <i>collaborating to provide a small community approach to learners at-risk.</i> | <input type="checkbox"/> Single year goal <input checked="" type="checkbox"/> Multi-year goal Year 3 of a 4 year goal | | | | | | | | | | | | |
| Site Staff Development Goal: <i>development and implementation of full continuum of alternative education options for students at-risk in traditional and nontraditional settings.</i> | Legislative Goals <table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| Is this goal a Site Specific Goal? <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes | | | | | | | | | | | | | |
| Is this goal aligned with a District Staff Development Goal? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes. If yes, which goal? <i>Goal 1 and 2</i> | | | | | | | | | | | | | |

| Summary of SD Content Used to Achieve the SD Goal | Staff Development Designs/Structures | Evaluation Levels | Evaluation Results |
|--|---|---|---|
| <i>Curriculum is being developed that integrates core curriculum subjects. This includes cross discipline projects and coordinated interdisciplinary instructional units. Special education services have also included in the development of curriculum and differentiated learning techniques.</i> | Check all that apply <input checked="" type="checkbox"/> Examining Data and/or Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training/ Development <input checked="" type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring <input type="checkbox"/> Other (identify) <input type="checkbox"/> Other (identify) | *Check all levels for which you have evaluation data <input type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning <i>*adapted from Evaluating Professional Development by Thomas R. Guskey</i> | List Data Sources <i>parent feedback evaluation of student work</i> Describe Findings <i>implementation of small learning communities continues to be successful. Further development will continue.</i> |

| | | |
|---|--|---|
| Who was involved in professional learning? Check all that apply: | | |
| <input checked="" type="checkbox"/> Certified Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Parent/Community <input type="checkbox"/> Other | <input type="checkbox"/> Non-Certified Staff <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Title I <input type="checkbox"/> Title 2 or 3 <input type="checkbox"/> ELL | <input type="checkbox"/> Total Staff <input checked="" type="checkbox"/> Grade Level or Department <input type="checkbox"/> Multi Sites |
| Expenditures are reported through UFARS. | | |
| To view the UFARS report see http://cfl.state.mn.us/FIN/reports.html | | |

Minnesota Department of Education
2002-2003 District Level Staff Development Program Report

LEGISLATIVE GOALS

Following are the Legislative goals found in Minnesota Statute 122A.60, subdivision 3. Please complete the checkboxes found in the upper right hand corner of the Staff Development Report indicating which Legislative Goal or Goals each Staff Development Goal addresses. Often, more than one Legislative Goal is addressed by a single Staff Development Goal.

- (1) Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods.
- (2) Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and in other settings.
- (3) Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan.
- (4) Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district.
- (5) Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution.
- (6) Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

OFFICE OF TEACHING & LEARNING MEMO #: I.04.043



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: 2002-2003 Annual Report on Curriculum, Instruction and Student Performance

DATE: September 16, 2003

Attached is the draft copy of the 2002-2003 Annual Report on Curriculum, Instruction and Student Performance, a report from the Instruction and Curriculum Advisory Committee reviewing the past year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee (ICAC).

Also attached is a copy of the state requirements for the reports. These requirements are mandated through legislative action.

This draft needs to be approved for printing. At the October 13th meeting, the board will receive the final copy of the annual report which will then be mailed to all district households and forwarded to the Minnesota Department of Education by October 15, 2003 to meet the state requirements.

SUGGESTED RESOLUTION: Move to direct administration to print the final copy of the 2002-2003 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Education by October 14, 2003.

LAK/kjg
Attachment

May 27, 2003

2002 – 2003 CHECKLIST
ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE

- _____ The public report is titled "*Annual Report on Curriculum, Instruction and Student Performance*" and contains district name and number.
- _____ By October 1, 2003 the report is approved by the district Board of Education. (cover letter, copy of Board action, or referenced in report).
- _____ By October 15, 2003 the report is distributed to your public.
Two copies are sent to: Minnesota Department of Education
 Att. Connie J. Anderson
 1500 Hwy. 36W, Roseville, MN 55113-4266
- _____ District advisory committee information provides: names, date terms expire, membership criteria and application date.
- _____ Student performance goals for meeting Minnesota standards are written so public can understand, and are based on an analysis of test data and other indicators.
- _____ District improvement plans focus on the standards and are based on data.
- _____ Progress made on previous improvement plans.
- _____ Statewide test results, specifically Basic Skills Tests (BSTs), are reported in a clear and readable format.
- _____ Student demographics include number of students in grades 9-12 who are:
- enrolled according to the MARSS report
 - passing basic tests at state level
 - passing basic tests at individual level under IEP or 504 plan
 - passing basic tests translated into language other than English
 - exempt from basic tests
- OTHER REPORTING REQUIREMENTS:**
- _____ A biennial review of the district testing program includes:
- written objectives of testing program
 - names of tests
 - grade levels tested
- _____ On periodic basis constituent surveys are reported.
- _____ If a district has a site decision-making agreement, the report includes information about the amount and type of revenue attributed to each site.

2002 – 2003
SYSTEM ACCOUNTABILITY
Minnesota's Standard Based System

Page 1 of 3
May 2003

The mission statement of public education in Minnesota (M.S.120A.03), a system for lifelong learning, is to insure individual academic achievement, an informed citizenry and a highly productive work force. The move to Academic Standards replaces the Profile of Learning but does not change district responsibility for an identifiable process for continuous improvement and annual reporting to the public.

Data-driven decision-making, community involvement and public reporting are key components in a continuous improvement process to increase student learning. Information and assistance regarding district and school level processes are available through Minnesota Department of Education's Division of Academic Standards & Professional Development.

120B.11 SCHOOL DISTRICT PROCESS

Policies

School board shall annually adopt a written policy including:

- District goals for instruction & curriculum.
- Process for evaluating each student's progress toward meeting graduation standards and identifying strengths and weaknesses of instruction & curriculum.
- System for periodically reviewing all instruction & curriculum.
- Plan for improving instruction & curriculum.
- Instructional plan including education effectiveness processes (122A.625) and integration of instruction, curriculum & technology.

Instruction & Curriculum Advisory Committee

- Advisory committee shall ensure active community participation in all phases of planning and improving instruction & curriculum affecting graduation standards.
- To the extent possible the committee shall reflect diversity of district and sites.
- Committee shall include teachers, parents, support staff, pupils and community residents, whenever possible parents and community shall comprise 2/3rds of committee.
- The committee shall make recommendations to the school board on district-wide standards, assessments and program evaluation.
- Building teams may be established as subcommittees. Learning sites may expand on district evaluations.

Building Team

A school may establish a building team to develop and implement an education effectiveness plan to align and improve instruction, curriculum and assessment in meeting state graduation standards. The team shall advise the board and the advisory committee.

Sec. 123B.04 details School Site Decision-making Agreements.

Legislative Web Site: www.leg.state.mn.us
MN Statutes Site: <http://www.leg.state.mn.us/leg/statutes.htm>
MN Rules Site: <http://www.revisor.leg.state.mn.us>

2002 - 2003 System Accountability Reporting

120B.11 Reporting

By October 1 each year the school board shall adopt an annual report to be published in newspaper or distribute by mail and sent to the commissioner (via two copies to Connie J. Anderson, MDE, 1500 Hwy 36, Roseville MN 55113-4266) by **October 15**.

The report title shall contain district name and number and read:
"Annual Report on Curriculum, Instruction and Student Performance."

Report must include:

- (1) student performance goals for meeting graduation standards;
- (2) results of local assessment data;
- (3) district improvement plans;
- (4) progress on previous improvement plans;
- (5) amount and type of revenue attributed to each educational site with a decision-making agreement as defined in 123B.04;
- (6) advisory committee membership; date term expires; method and criteria board uses to select members; and application date.

Student Evaluation

The board shall provide graduates or GED recipients the opportunity to report on the quality of instruction, curriculum and services; quality of delivery; utility of facilities; and effectiveness of district administration.

Periodic Report

Districts shall periodically ask constituencies about satisfaction with school.
Results shall be in report required in Subd. 5.

Biennial Evaluation; Assessment Program

At least every two years the district report shall include evaluation of district testing program including:

- (1) written objectives of the assessment program;
- (2) names of tests and grade levels tested and
- (3) use of test results.

Standards Rules

3501.0160 Mathematics and Reading and 3501.0270 Written Composition

Basic Skills Reporting

By October 15th the district shall annually report the following information through newspaper or publication sent to all households. The district shall report the information to the Minnesota Department of Education

Number of students at each grade in grades 9 through 12

- (1) enrolled according to Minnesota Automated Reporting Student System(MARSS);
- (2) passing basic tests at state level;
- (3) passing basic tests at individual level under IEP or 504 plan;
- (4) passing basic tests that have been translated into language other than English;
- (5) exempt from basic tests; and
- (6) from previous year's 12th grade number of students denied a diploma because of not passing basic tests.

Basic Testing Administration Notification 3501.0140

By October 15th the boards shall adopt and publish a basic requirement administration plan. The plan shall be filed with the department and delivered to all households.

At a minimum the plan shall include:

- (a) graduation requirements;
- (b) number of retake opportunities available;
- (c) opportunities for remediation for students who do not pass;
- (d) process for seniors to request additional testing or accommodations;
- (e) process to appeal district's response to item D; and
- (f) how to report breaches in test security to district and the department.



Moorhead Area Public Schools

Independent School District 152

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world.

District implements state's new academic standards

During last year's legislative session, the Minnesota Legislature retired the Profile of Learning and adopted new academic standards in the areas of language arts, mathematics and art.

The Profile of Learning required students to demonstrate what they know in 10 different learning areas.

The Minnesota Academic Standards are specific grade-by-grade expectations of what stu-

dents should learn in that subject at a certain grade level. Standards for social studies and science are currently being developed.

Students in the Class of 2008 are the first who will need to meet these new requirements.

As part of the Moorhead School District's transition plan to implement the new requirements, the separate scoring that had been required with the Profile of Learning standards has

been eliminated.

The district will retain its current graduation requirements for students in grades 9-12. New requirements will be in place for students entering grade 9 in 2004-05.

The federal No Child Left Behind Act requires that states create standards for what a child should know and learn for all grades. States must also test ev-

ery student's progress toward those standards using tests aligned with the standards.

Minnesota has been using the Minnesota Comprehensive Assessments (MCA) to meet the federal testing requirements. With the implementation of the Minnesota Academic Standards, the MCA tests will be revised to reflect the requirements of the new standards.

Progress continues on school renovations and new construction

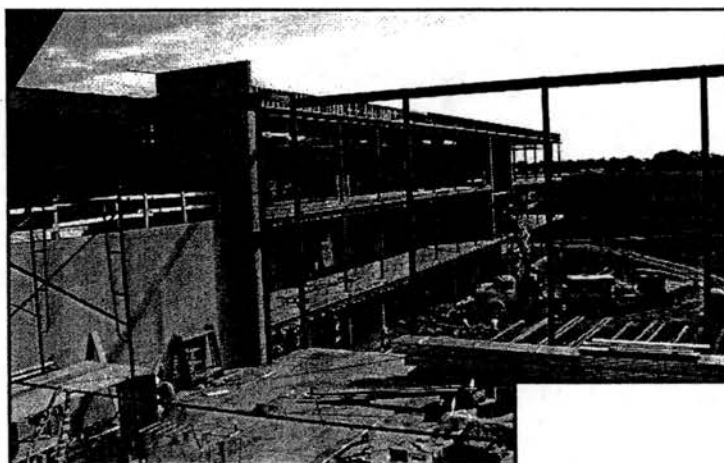
The Moorhead School District is approximately a year away from opening two new schools and four completely renovated schools. The new and remodeled schools and the enhanced educational programs are part of the district's efforts to further improve the quality of education offered in the schools.

During the last several months construction has created a number of changes at Moorhead High School, Moorhead Junior High School and Robert Asp School. Construction continues as well on the new elementary school and the new middle school.

Moorhead Junior High and Robert Asp School

Moorhead Junior High is being renovated into a K-5 elementary school for the 2004-05 school year. Construction over the summer included removing the exterior panels and installing a new curtainwall. Inside, the classrooms in the two-story portion of the school have been significantly renovated with work done on the walls, ceiling and floor.

Similar work was done at Robert Asp School, which is also being renovated into a K-5 elementary school for the 2004-05



Above: Construction continues on Horizon Middle School near the Meadows Golf Course. Students in grades 6-8 will attend the new school beginning in the 2004-05 school year.

Right: Site supervisor Ken Cote of Kraus-Anderson Construction Management Company provides future middle school students a tour of the middle school site.

school year. Only sixth-graders will attend Robert Asp this year to accommodate some construction continuing into the school year. Exterior work on the curtainwall installation is expected to be completed in October.

Moorhead High School

At Moorhead High School, both the ninth grade center addi-

tion and the scene shop addition to the theater are taking shape. The new ring road surrounding

the Sports Center and parking lots by the Sports Center have been completed, and the former road between the school and the Sports Center has been cleared for construction of the fieldhouse addition.

Inside, the school has had renovation in the former media center and administrative areas. Part of the former media center is being renovated to be the new administrative area. During the 2003-04 school year, construction will continue on the ninth grade center, commons/cafe/tertia, fieldhouse, and scene shop additions.

Updates of the efforts are available on the district's Web site at www.moorhead.k12.mn.us.

DRAFT

On the Inside

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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 curriculum.

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

Community members are either recom-

mended by various groups including principals, parents, etc., or they can volunteer on their own. Each committee member is then approved by the School Board.

All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building principal or should call 284-3310.

2002-03 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

| | | |
|---|---|---|
| Bea Arett 2003 Rep: Senior Citizens | Dana Haagenson 2004 Rep: Probstfield Parent | Karen Roberts 2003 Rep: Riverside Parent |
| Lori Borgen 2004 Rep: Moorhead High Parent | Janet Haiby 2004 Rep: Probstfield Parent | James Ross 2004 Rep: Junior Class |
| Linda Davidson 2003 Rep: Robert Asp Parent | Anton Hastad 2003 Rep: School Board | Tammy Schatz 2004 Rep: Edison Parent |
| Charlie Fisher 2003 Rep: EM Secondary | Nels Hunstad 2004 Rep: Sophomore Class | Jeff Seaver 2003 Rep: Clergy |
| Stacey Foss, Chair 2004 Rep: Junior High Parent | Edna Jensen 2004 Rep: Community | Clinton Talley 2004 Rep: Support Staff |
| William Franklin 2004 Rep: Washington Parent | Lynne Kovash 2003 Rep: Administration | Lynn Tkachuk 2003 Rep: Community |
| Yahya Fredrickson 2004 Rep: Community | Donna Longie 2003 Rep: Minorities | Bill Tomhave, 2004 Rep: School Board |
| Lisa Gallegos 2004 Rep: Community | Emily Nerland 2003 Rep: EM Elementary | Colleen Tupper 2003 Rep: Principals |
| Pamela Gibb, Secretary 2004 Rep: District Communications | Karen Nitzkowski 2004 Rep: Community Education | Kris Valan 2003 Rep: Higher Education |
| Yoke-Sim Gunaratne 2003 Rep: Minorities | Lee Richards 2003 Rep: Senior Class | |

Administration

Dr. Larry P. Nybladh
Superintendent

Lynne Kovash
Assistant Superintendent of Teaching and Learning

Mark Weston
Assistant Superintendent of Business Services

School Board

Jim Cummings
Lisa Erickson
Anton "Butch" Hastad
Sonia Hohnadel
Carol Ladwig
Kristine Thompson
Bill Tomhave



The Annual Report on Curriculum, Instruction and Student Performance is a publication of Moorhead Area Public Schools, ISD 152, Moorhead, MN.
Designed and edited by Pamela J. Gibb.

For more information about the Moorhead School District visit our district Web site at www.moorhead.k12.mn.us.
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Long-Range Goals

Established by the Instruction and Curriculum Advisory Committee

Our graduates will be able to...

- Think purposefully.
- Communicate effectively.
- Work productively with others.
- Act responsibly as citizens.
- Direct their own learning and gain a general education as defined by the Minnesota Learner Goals.

Our students will be able to...

- Leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter.
- Reach state standards in basic skills areas of reading and mathematics by grade 8, writing by grade 10, with all students meeting competency requirements prior to grades 9-12.

This document can be made available in an alternate format such as large print, Braille or audio cassette.
Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

Ky ban khong biet doc tieng Anh va muon giup de trong ngon ngu cua ban, xin goi so 284-3310.

اگر شما نمی دانید انگلیسی و می خواهید در زبان خودتان به شما کمک کنند، لطفاً با ما تماس بگیرید. 284-3310.

如果你不懂英語，并希望英語老師幫助，請打電話：284-3310。
284-3310.

Welcome to the 2002-03 Annual Report on Curriculum, Instruction and Student Performance

Moorhead Area Public Schools is filled with excellence when it comes to the quality of our schools, our educational programs, our teachers and staff, and our students.



With recent changes in education across the state and nation, our challenge is to maintain and grow that excellence. The 2003-04 school year is the second year of an exciting plan to create a more positive future for our district.

During the 2002-03 school year, the results of the district's bond referendum became evident. By June 2003 construction was in full swing at five schools. During 2003-04 further evidence of our district's blueprint for a more positive future will be seen.

- Construction will continue on the new elementary school and the new middle school.
- Renovation of Robert Asp School and Moorhead Junior High School into K-5 elementary schools will continue.
- Additions and major renovations at Moorhead High School will continue.

Just as the architects created blueprints when designing our new and renovated schools, district stakeholders are working together to create the blueprint for the educational programs that will be implemented in our schools next year.

The Elementary Implementation Team will work to create a professional learning community framework for the elementary schools and determine issues that need to be addressed as planning continues for the three elementary schools. The Middle School Implementation Team will continue its efforts to plan the middle school curriculum, finalize the schedule, and determine guidelines for team planning, grading and advisory groups.

At the high school, a High School Enhancement Research Study Group has been established to focus on the impact of the state and

federal standards and requirements and look at research and best practices to determine methods of enhancing the quality of student learning at Moorhead High School.

Another key effort planned for the year is the establishment of the Elementary School Attendance Area Task Force to research and consider options for the elementary school attendance areas for 2004-05.

Besides completing all of the ongoing projects and preparing to implement the educational enhancements, our priorities as a district include guiding all of our staff, students and the community through the transitions occurring.

Focusing on productivity, through professional development and supervision, is another priority for the coming year. We also wish to further develop efforts to involve parents and the community in our schools. Parental involvement in a child's education is a key component of success.

We will also be focusing on student achievement, especially the requirements of No Child

Left Behind. This federal legislation, coupled with the new Minnesota Academic Standards and school rating system, holds major implications for all educators and schools across the district.

A final priority is for us to find ways to celebrate our successes in the classroom, schools, and district. There are countless examples of excellence across the district. Some of these are highlighted on below.

Much work in completing projects and implementing educational enhancements will be occurring during the year. These enhancements will focus on ensuring the success of our students as they learn the skills necessary for their future.

Collectively these efforts serve as the blueprint for the future of the Moorhead Area Public Schools — our blueprint for a future filled with excellence!

Dr. Larry P. Nyblad

Dr. Larry P. Nyblad
Superintendent of Schools

An Award-Winning School District Examples of excellence highlighted

- Moorhead High students earned \$1.11 million in scholarship awards in 2002-03.
- The Moorhead High School theater department received accolades from reviewers for the students' performance of "Working" at the Edinburgh Fringe Festival in August 2003.
- In December 2002, the Moorhead Junior High School Knowledge Master Team placed first out of 41 teams in Minnesota and eighth out of 851 middle school teams in the nation.
- The Building Unity in Our Community Steering Committee, led by representatives from the Moorhead School District, received a 2003 Golden Achievement

Award from the National School Public Relations Association for the marketing and promotions efforts for the Clifton Taulbert "Eight Habits of the Heart" presentations.

Taulbert spoke to community members and all district employees at presentations in January 2003. The presentations were made possible through the collaboration of the school district, city, Concordia College, Minnesota State University Moorhead, Centro Cultural and other organizations.

- The Moorhead High School Knowledge Bowl teams placed 2nd and 13th at the state competition. Out of 650 teams from across the state, 48 teams qualify for state.

MCA results assist school district in determining curriculum

Students in grades 3, 5, 7, 10 and 11 take the Minnesota Comprehensive Assessments (MCAs) to determine their progress toward the state's academic standards.

Additional MCA tests will be added as the state works to meet the requirements of the No Child Left Behind Act.

The table to the right shows the results for the third- and fifth-grade students only.

Student performance is broken down into five achievement levels with level four indicating advanced performance.

Students who score in Levels IIB, III and IV demonstrate a capacity to achieve the academic standards. Students who score in Levels I and IIA will benefit from the more focused approach the standards offer. Ideally, students should score at Levels IIB, III or IV.

Passing the MCAs is not required for graduation or grade promotion. The MCA tests measure students' progress toward high academic standards.

Minnesota Comprehensive Assessments (MCAs) Results

| | Reading | | Math | | Writing |
|------------------|----------------|----------------|----------------|----------------|----------------|
| | Grade 3 | Grade 5 | Grade 3 | Grade 5 | Grade 5 |
| | Moorhead State | Moorhead State | Moorhead State | Moorhead State | Moorhead State |
| Level IV | 14% 17% | 25% 25% | 14% 19% | 17% 18% | 9% 16% |
| Level III | 42% 42% | 41% 42% | 42% 37% | 36% 39% | 44% 42% |
| Level IIB | 17% 17% | 14% 14% | 17% 18% | 21% 20% | 10% 10% |
| Level IIA | 16% 13% | 12% 12% | 16% 20% | 18% 17% | 23% 22% |
| Level I | 11% 11% | 8% 7% | 11% 6% | 8% 6% | 14% 11% |

ACT Average Scores Class of 2003

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. In 2002-03, 251 Moorhead students (55.2 percent) took the test.

| | Moorhead | Minnesota | National |
|--------------------------|----------|-----------|----------|
| Composite | 22.5 | 22.0 | 20.8 |
| Composite Core* | 23.4 | 22.8 | 21.8 |
| English | 21.1 | 21.2 | 20.3 |
| Math | 23.0 | 21.8 | 20.6 |
| Reading | 22.8 | 22.4 | 21.2 |
| Science Reasoning | 22.7 | 22.2 | 20.8 |

* The composite core score is the average score of only those students who have completed recommended college preparatory curriculum.

Moorhead's average class sizes at or below target level for 2003-04

The Moorhead School District continues to work to keep class sizes low in the early elementary grades.

The target class size for kindergarten is 20 students, and for first grade it is 21 students. The target class size increases to 25 students for grade 2 and 27 students for grade 3.

In grades 4 and 5 the target class size is 29 students. The target class size for grade 6 is 30 students.

For the 2003-04 school year, average class sizes are all at or below the target class size.

Average class size at the secondary schools are 30.

Average Class Sizes for 1999-2000 through 2003-04

| | 1999-2000 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---------------------|-----------|---------|---------|---------|---------|
| Kindergarten | 20 | 21.3 | 20.00 | 20.72 | 18.7 |
| Grade 1 | 16 | 18.7 | 21.49 | 22.85 | 21.2 |
| Grade 2 | 18 | 23.8 | 21.76 | 23.00 | 24.1 |
| Grade 3 | 18 | 25.7 | 27.07 | 23.33 | 23.5 |
| Grade 4 | 21 | 27.9 | 27.00 | 25.48 | 25.0 |
| Grade 5 | 23 | 28.2 | 28.07 | 27.38 | 25.6 |
| Grade 6 | 26 | 29.1 | 27.38 | 28.36 | 27.3 |

Moorhead students on track for meeting Minnesota graduation requirements

Beginning with students in the class of 2008 — this year's eighth-graders — new graduation requirements will be in effect. Students currently in grades 9-12 will continue to follow Minnesota's previous graduation requirements.

For students in grades 9-12, the state and district graduation requirements include the Basic Skills Tests and the Minnesota Graduation Standards. The Moorhead School District also requires that students complete 21 credits.

Students must pass the reading, writing and math Basic Skills Tests. Students test in reading and math beginning in grade 8 and in writing in grade 10.

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

Students who do not pass the Basic Skills Tests are given additional testing opportunities in grades 9, 10, 11 and 12. Remediation plans, which may include tutoring or learning opportunities, are developed according to student needs.

At the high school level, students must achieve 24 of the 48 High Standards as part of Minnesota's graduation requirement.

Moorhead testing and graduation policies are available on the district's Web site at www.moorhead.k12.mn.us. Policies include the process for seniors to request additional testing or accommodations, the process to appeal the district's decision on additional testing or accommodations requests, and how to report breaches in test security to the district and the Minnesota Department of Education.

Minnesota Academic Standards

In May 2003, Minnesota adopted new academic standards in the areas of language arts, mathematics and the arts.

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 is incorporating the Minnesota Academic Standards in language arts and math for all K-12 students beginning in the 2003-04 school year.

Minnesota Comprehensive Assessments (MCA)

The MCAs will measure academic knowledge in the skills of language arts and mathematics. In 2003-04, students in grades 3, 5, 7, 10 and 11 will participate in the MCA tests in the areas of reading, math and writing. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards.

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.

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

Special testing accommodations may be made for students with special learning plans. Some students may also be permanently or temporarily exempted.

Students who do not pass the Basic Standards tests are given additional testing opportunities in grades 9, 10, 11 and 12.

Basic Skills Test Results

In 2002-03, the district had 1,816 students enrolled in grades 9-12 based on October 2002 MARSS enrollment.

| | Class of 2003 | Class of 2004 | Class of 2005 | Class of 2006 | Class of 2007 |
|-------------------|------------------|------------------|------------------|--|------------------|
| Reading | | | | | |
| Passed | 412 | 411 | 399 | 365 | 361 |
| Passed Individual | 2 | 0 | N/A | N/A | N/A |
| Not Passed | 13 | 35 | 49 | 67 | 64 |
| Not Tested | 3 | 11 | 18 | 10 | 9 |
| Exempt | 16 | 4 | 1 | 1 | N/A |
| Math | | | | | |
| Passed | 405 | 398 | 383 | 363 | 347 |
| Passed Individual | 10 | 0 | N/A | N/A | N/A |
| Not Passed | 16 | 47 | 67 | 72 | 83 |
| Not Tested | 0 | 12 | 17 | 6 | 4 |
| Exempt | 15 | 4 | 1 | 2 | N/A |
| Writing | | | | | |
| Passed | 410 | 411 | 395 | The number of students taking the Basic Skills math test in a language other than English or not graduating because of not passing one or more Basic Skills Tests is not reported due to student data privacy. | |
| Passed Individual | 2 | 0 | N/A | | |
| Not Passed | 11 | 28 | 31 | | |
| Not Tested | 5 | 18 | 41 | | |
| Exempt | 18 | 4 | 1 | | |

2002-03 ICAC improvement goals and district progress

Goal: Review policy for advisory committee based on statute.

Progress: The policy for the committee was reviewed at the September 2002 meeting.

■ ■ ■

Goal: Review Instruction and Curriculum Advisory Committee goals as listed in the 2000-01 Annual Report on Curriculum, Instruction and Student Performance.

Progress: The goals were reviewed at the September 2002 meeting.

■ ■ ■

Goal: Review self-study plan and follow-up reports for reading and language arts.

Progress: The reading committee developed an Elementary Literacy Plan and their belief statements, which indicate that literacy is the foundation for learning. The committee researched Minnesota reading standards and national reading standards.

Three reading series were piloted in the classroom and reviewed before the final decision on curriculum was made. The language arts curriculum will be integrated with spelling, writing, grammar, reading, and handwriting. The new curriculum was adopted for the 2003-04 school year.

■ ■ ■

Goal: Review curriculum and instruction implications of the Decision-Making Process and the Five Year Educational Plan.

Progress: The Middle School Implementation Team has developed a timeline for the transition from the junior high to the middle school. The team has been studying research, legislation, test scores and content area reports presented by team members to determine the course offerings for the middle school.

The middle school will have five core classrooms where students will spend 50 to 75 percent of their time. Sixth grade core classes being recommended are language arts, mathematics, social studies, science and reading. Seventh and eighth grade core classes would include language arts, mathematics, social studies and science. In seventh grade, reading and tech ed (keyboarding, spreadsheets,

multimedia) would be core semester classes, offered either one semester each day or all year every other day. Exploratory classes that would also be required for all grade levels would include physical education, health, music, world language, art, and family and consumer science. Band, orchestra and choir would be electives.

The implementation team will study schedule options to see how these course offerings would fit within the school day. The teams of core teachers was established so the teams can work together during the 2003-04 school year.

A staff development program was developed in collaboration with Minnesota State University Moorhead. The district also collaborated with Fargo and West Fargo on a summer seminar on middle level education.

■ ■ ■

Goal: Review district test results and the district's testing program including a review of progress toward goals.

Progress: Committee members received information about the 8th grade reading and math Basic Skills Tests and review the district and state average scores. Assessment results are included on pages 4-5. Additional information on test results is available on the Minnesota Department of Education Web site at <http://education.state.mn.us>.

Federal requirements mean that students in grades 3-8 will need to be tested every year. Schools need to meet the needs of all students. Test results need to be broken down by ethnicity, eligibility for free and reduced lunch, special education status and limited English proficiency (LEP) to ensure all students are achieving. Schools have to achieve adequate yearly progress in the areas of achievement, participation in testing, attendance and graduation rate.

■ ■ ■

Goal: Monitor Inclusive Education through reports from the Human Rights Committee.

Progress: The committee reviewed the district's Human Rights Education Action Plan, which includes a section pertaining to inclusive education. It was determined that data on students' progress will need to be collected based on their ethnicity and other

groupings such as limited English proficiency, special education status, and socioeconomic status. In the fall of 2003, a report will be made to ICAC and the School Board on progress on the Human Rights Education Action Plan.

■ ■ ■

Goal: Review the staff development program and goals, with emphasis on staff development for the implementation of standards based teaching and performance assessment.

Progress: For 2002-03, staff development again focused on the study groups. The study groups were more structured and had to identify new learning the group hoped to achieve. A support staff academy for paraprofessionals, secretaries, and custodians was added. Support staff could also join any of the other study groups. Staff can work on graduate credit through the study group process.

■ ■ ■

Goal: Monitor the implementation of the Minnesota Graduation Standards.

Progress: With the impending legislative action on the Profile of Learning discussion was limited. The committee reviewed the new Minnesota Academic Standards in language arts and mathematics. The standards, which were adopted by the legislature in May 2003, will be used as the basis for assessments that will determine schools in need of improvement. The standards are designed to reflect what students know and are able to do at each grade level. The district will develop a transition plan to implement the academic standards.

■ ■ ■

Goal: Continue to monitor compensatory education programs including Improving America's Schools Act, English as a Second Language, Migrant Education, and Indian Education.

Progress: The committee discussed the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB). Minnesota has developed a plan for addressing the requirements of ESEA.

continued on page 7

continued from page 6

According to NCLB, all schools in districts that accept Title I funds must adopt standards in reading/language arts and mathematics, and by 2005 they must adopt standards in science. Currently reading and math testing requirements are once in grades 3-5, once in grades 6-9 and once in grades 10-12. Beginning in 2005 there will be annual tests in reading and math for every grade for grades 3-8 and once in grades 9-12. Beginning in 2007, there are annual tests required for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The Minnesota Comprehensive Assessments are the state tests that meet these requirements. Results on the MCAs used to be reported by district and school average. Now results need to be reported by gender, major ethnic groups, LEP status, disability status, and economically disadvantaged status.

The district receives Title I funds to serve educationally disadvantaged students and fund migrant education. Title II funds focus on teacher and principal quality through professional development, Title III focuses on English Language Learners, Title V is innovative programs grant, and Title VII is for Indian Education.

ICAC members reviewed the Indian Education report and forwarded it to the School Board for approval. The report highlights progress made, areas in process, and recommendations to come into concurrence with each goal.

The committee also learned about two other tests. The state requires the Test of Emerging Academic English (TEAE) to determine whether a student is eligible for English as a Second Language funds. Students who fall below the level considered proficient will qualify for funding. The National Assessment of Educational Progress (NAEP) will be given in grades 4 and 8 every two years to provide comparisons across the country.

Goal: Review proposals for curricular additions or deletions.

Progress: Committee members reviewed the junior high and senior high registration materials. They also reviewed a proposals to create a Public Policy Issues class and a Nutrition and Fitness class at Moorhead High School.



A Probstfield fourth-grade teacher listens as students practice their reading.

Goal: Review technology with an emphasis on curriculum integration.

Progress: Technology discussions were incorporated into the review of curricular school enhancements.

Goal: Review community-based concerns related to instruction and curriculum.

Progress: The committee discussed concerns related to the repeal of the Profile of Learning and what graduation requirements will be for students. Graduation requirements for students in grades 9-12 will not change.

Goal: Review grading, progress reports, and achievement recognition in the school district.

Progress: The committee members reviewed the progress reports and Focus of Learning brochures and discussed the middle school grading system.

Goal: Develop and implement a process for ICAC committee recruitment.

Progress: The committee discussed continued interest in committee recruitment. Additional members were invited to be a part of the committee for the 2002-03 school year.

Goal: Review Spanish Immersion Program.

Progress: The Spanish Immersion Program was expanded to grades K-4 for the 2002-03 school year. Grade 5 will be added in the 2003-04 school year. The kindergarten sections for 2003-04 are full.

2003-2004 Improvement Plan

1. Review policy for advisory committee based on statute.
2. Review Instruction and Curriculum Advisory Committee goals and long-range goals as listed in the 2002-03 Annual Report on Curriculum, Instruction and Student Performance.
3. Review curricular areas of language arts, social studies, science and math.
4. Review curriculum and instruction implications of the district's educational enhancement initiatives.
 - High School Graduation Plan
 - High School Enhancement
 - Middle School Implementation
 - Elementary Implementation
5. Review district test results and the district's testing program, including a review of progress toward goals and information on piloting the Measures of Academic Progress.
6. Monitor Inclusive Education through reports from the Human Rights Committee.
7. Review the staff development program and goals, with emphasis on staff development for the implementation of standards based teaching and assessment.
8. Monitor the implementation of the Minnesota Academic Standards.
9. Review the implications of the No Child Left Behind requirements.
10. Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
11. Review proposals for curricular additions or deletions.
12. Review community-based concerns related to instruction and curriculum.
13. Review grading, progress reports, and achievement recognition in the school district.
14. Review Spanish Immersion Program.

District-Wide Testing 2003-04

During the 2003-04 school year a district committee will review the testing program. The committee will be providing the school board with recommendations for next year. Testing for the 2003-04 school year will include the following:

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|--|--|--|
| Basic Standards Tests in: Writing | 10 and above who have not passed the test | Jan. 27, 2004 | To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota. |
| Reading | 8 and above who have not passed the test | Feb. 5, 2004 | |
| Math | | Feb. 3, 2004 | |
| Minnesota Comprehensive Assessments (MCAs) in: Reading | 3 & 5 | March 9-10, 2004 | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements. |
| Math | 3 & 5 | March 15-16, 2004 | |
| Writing | 5 | March 11, 2004 | |
| Reading | 7 | January 13, 2004 | |
| Math | 7 | January 14, 2004 | |
| Reading | 10 | March 9-10, 2004 | |
| Math | 11 | March 9-10, 2004 | |
| Iowa Test of Basic Skills / Iowa Test of Educational Development | 2-6 | Nov. 10-14, 2003 | To monitor and measure student knowledge and understanding based on national norms. |
| | 7 | Feb. 2-6, 2004 | |
| | 9 | Nov. 10-14, 2003 | |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments. |
| Entrance tests for students new to the district | Specific students in all grades | | |
| PLAN | 10 | Oct. 21, 2003 | To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests. |
| PSAT | 11 | Nov. 12, 2003 | |
| ACT | 11-12 | Various Saturdays throughout the year | |
| SAT | 11-12 | | |
| Armed Services Vocational Aptitude Battery (ASVAB) | 11-12 | Dec. 10, 2003 | To determine students' vocational aptitude and interests. |
| Advanced Placement Exams | 11-12 | First two weeks in May 2003 | To determine college credit related to student scores. |



Independent School District 152
Moorhead Area Public Schools
 810 4th Avenue South
 Moorhead, MN 56560
www.moorhead.k12.mn.us

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INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

October 13, 2003

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

| | |
|-----------------------|-------------------------|
| Jim Cummings _____ | Carol A. Ladwig _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Anton B. Hastad _____ | Bill Tomhave _____ |
| Sonia Hohnadel _____ | Larry P. Nybladh _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda

SCHOOL BOARD AGENDA - October 13, 2003

PAGE 2

and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash

- (1) Acceptance of Grants - Pages 6-9
- (2) Acceptance of Gifts - Page 10

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS- Nielsen

- (1) Approval of New Employees - Pages 11-12
- (2) Approval of Change in Employment Contract - Page 13
- (3) Approval of Family/Medical Leave - Page 14
- (4) Acceptance of Resignations - Page 15
- (5) Approval of Retirement - Page 16
- (6) Approval of Proposal - Pages 17-18

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of Agreement - Pages 19-30
- (2) Approval of September 8 and 22, 2003 Regular Meeting Minutes and September 11, 2003 Special Meeting Minutes - Pages 31-40
- (3) Approval of October Claims

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____

Comments _____

3. COMMITTEE REPORTS

4. SCHOOL BOARD/STAFF DIALOGUE: Kovash

(This section is an effort on the part of the Board to communicate more informally at the first meeting of each month with the invited staff representatives on a wide variety of programs and issues.)

SCHOOL BOARD AGENDA - October 13, 2003

PAGE 3

Scotland Field Trip - Kovash

Pages 41-42

5. **APPROVAL OF POLICY:** Nybladh

Pages 43-45

Suggested Resolution: Move to approve policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

Moved by _____ Seconded by _____

Comments _____

6. **APPROVAL OF POLICY:** Nybladh

Pages 46-47

Suggested Resolution: Move to approve policy, Policies Incorporated by Reference for Students (599), as presented.

Moved by _____ Seconded by _____

Comments _____

7. **APPROVAL OF MAJOR MAGNITUDE FIELD TRIP:** Kovash

Pages 48-53

Suggested Resolution: Move to grant approval for the Moorhead High School students enrolled in French to travel to France in June 2005.

Moved by _____ Seconded by _____

Comments _____

8. **FIRST READING OF POLICY:** Nybladh

Pages 54-57

Conduct a first reading of policy School Board Policy Development, Adoption, Implementation and Review (221).

SCHOOL BOARD AGENDA - October 13, 2003

PAGE 4

9. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

10. **CLOSE PUBLIC MEETING:** Thompson

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiation strategies.

Moved by _____ Seconded by _____
Comments _____

11. **OPEN PUBLIC MEETING:** Thompson

Suggested Resolution: Move to reopen the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

12. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 13, 2003**PAGE 5****CALENDAR OF EVENT**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------|-------------|-------------|-----------------------|
| School Board | October 13 | 7 pm | Board Room |
| HS Restructuring Study Group | October 14 | 7:30 pm | HS Rm 211 |
| Clay County Jt Powers Collab | October 15 | 3:30 pm | Family Service Center |
| Interagency Early Intervention | October 15 | 12 pm | Family Service Center |
| Education Minnesota | October 16 | No School | |
| Education Minnesota | October 17 | No School | |
| HS PTAC | October 20 | 6:30 pm | Library |
| Probstfield PTAC | October 20 | 7 pm | Library |
| Policy Review Com | October 20 | 7-8:30 pm | Board Room |
| Riverside PTAC | October 21 | 7 pm | Library |
| Com Ed Adv Council | October 21 | 7 pm | Board Room |
| HS Restructuring Study Group | October 21 | 7:30 pm | HS Rm 211 |
| Activities Council | October 22 | 7 am | Board Room |
| Instr and Curr Adv Com | October 23 | 7-8:30 am | Board Room |
| School Board | October 27 | 7 pm | Board Room |
| Technology Com | October 28 | 3:45 pm | Townsite |
| Robert Asp PTAC | October 28 | 7 pm | Library |
| HS Restructuring Study Group | October 28 | 7:30 pm | HS Rm 211 |
| End of First Quarter | October 31 | | |
| Election Day | November 4 | 7 am-8 pm | |
| School Board | November 10 | 7 pm | Board Room |
| School Board | November 24 | 7 pm | Board Room |

OFFICE OF TEACHING & LEARNING MEMO #: I.04.053



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance - Indian Education
DATE: October 7, 2003

The district has received a \$ 39,744 grant from the U.S. Department of Education for Indian Education. The funding will provide for Indian Home School Liaison, American Indian Resource Teacher and paraprofessional support. The amount requested was \$ 41,552 and an amended budget will be submitted.

SUGGESTED RESOLUTION: Move to approve the grant from the US Department of Education in the amount of \$ 39,744.

LAK/kmr
Attachment



U.S. Department of Education
Washington, D.C. 20202

SEP 30 2003

GRANT AWARD NOTIFICATION

| 1 RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS 810 4th Avenue South Moorhead, MN 56560 | 5 AWARD INFORMATION PR/AWARD NUMBER S060A030637 ACTION NUMBER None ACTION TYPE New AWARD TYPE Formula | | | | | | | | | | | | | | | | | | | | |
|--|---|------------|--------------|------------|------------|----------|------------|--------------|-------------|--------------|--------|-------|------|------|----------|---|-----|-----|-----|-------|-------------|
| 2 PROJECT DESCRIPTION 84.060A FORMULA GRANTS TO LEAS | 6 AWARD PERIODS BUDGET PERIOD 07/01/2003 - 06/30/2004 FEDERAL FUNDING PERIOD 07/01/2003 - 06/30/2004 | | | | | | | | | | | | | | | | | | | | |
| 3 EDUCATION STAFF RECIPIENT STATE DIRECTOR SARAH KING (218) 284 - 3724 EDUCATION PROGRAM CONTACT Cathie L. Martin (202) 260 - 1683 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930 | 7 AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$39,744.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$39,744.00 | | | | | | | | | | | | | | | | | | | | |
| 4 KEY PERSONNEL N/A | 8 ADMINISTRATIVE INFORMATION DUNS/SSN 185180965 REGULATIONS EDGAR AS APPLICABLE ATTACHMENTS L - OESE, M - OESE, S | | | | | | | | | | | | | | | | | | | | |
| 9 LEGISLATIVE AND FISCAL DATA PROGRAM TITLE: INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES CFDA/SUBPROGRAM NO: 84.060A <table border="1"><thead><tr><th>FUND CODE</th><th>FUNDING YEAR</th><th>AWARD YEAR</th><th>ORG. CODE</th><th>CATEGORY</th><th>LIMITATION</th><th>ACTIVITY</th><th>CFDA</th><th>OBJECT CLASS</th><th>AMOUNT</th></tr></thead><tbody><tr><td>0101A</td><td>2003</td><td>2003</td><td>ES000000</td><td>B</td><td>E10</td><td>000</td><td>060</td><td>4101A</td><td>\$39,744.00</td></tr></tbody></table> | | FUND CODE | FUNDING YEAR | AWARD YEAR | ORG. CODE | CATEGORY | LIMITATION | ACTIVITY | CFDA | OBJECT CLASS | AMOUNT | 0101A | 2003 | 2003 | ES000000 | B | E10 | 000 | 060 | 4101A | \$39,744.00 |
| FUND CODE | FUNDING YEAR | AWARD YEAR | ORG. CODE | CATEGORY | LIMITATION | ACTIVITY | CFDA | OBJECT CLASS | AMOUNT | | | | | | | | | | | | |
| 0101A | 2003 | 2003 | ES000000 | B | E10 | 000 | 060 | 4101A | \$39,744.00 | | | | | | | | | | | | |

er. 1
D-GAPS001 (01/98)

OFFICE OF TEACHING & LEARNING MEMO #: I.04.052



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Grant Acceptance - McKinney-Vento Education
for Homeless Children and Youth

DATE: October 7, 2003

The district has received a \$48,000 grant from the Minnesota Department of Education for programming for homeless children and youth. The grant will be used for providing social work and paraprofessional support for homeless children and youth. The services will also include supplies, transportation and consultation. This is a reduction from the amount requested. An amended budget will be submitted.

SUGGESTED RESOLUTION: Move to approve the grant from the Minnesota Department of Education in the amount of \$ 48,000.

LAK/kmr
Attachment

SEP 12 2003

Minnesota
**Department
of Education**

September 9, 2003

Lynne Kovash, Asst. Superintendent
Moorhead Public Schools
810 4th Avenue South
Moorhead, MN 56560-2800

Dear Ms. Kovash:

The Minnesota Department of Education (MDE) has received official notification of McKinney-Vento Education for Homeless Children and Youth funding from the US Department of Education. Based on the final State Award and the Grant Review, **Moorhead will receive \$48,000 dollars for 2003-2004 for homeless education.**

McKinney-Vento program dollars for 2003-2004 were impacted in a similar fashion as the Title I program. Funding was based on the 1999 update of the 1990 census. MN received less funding this year than in 2002-2003 and there is not a hold harmless provision.

Attached is a budget amendment form. *Please revise your 2003-2004 budget by October 15, 2003* and submit to Cherie Eichinger, MDE, NCLB Consolidated Programs, T31, 1500 Highway 36 West, Roseville MN, 55113-4266.

Please share this information with appropriate staff. If any questions, please do not hesitate to contact Tom Gray, Coordinator, at (651) 582-8282.

Sincerely,

Patricia K. King
Patricia K. King, Supervisor
NCLB Consolidated Programs

cc: Deb Pender



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: October 7, 2003

The following is a gift that was donated to the Respect Retreat Program.
\$1,000.00 from the VFW Auxillary 1223
\$2,500.00 from the American Legion Post #21

An additional \$1,500.00 was received from the American Legion Post #21
for the "Know a Hero, Be a Hero" Project for the eighth grade classes.

SUGGESTED RESOLUTION: Move to approve the donation of \$ 1,000.00 from the VFW Auxillary 1223 and the donation of \$ 2,500.00 from the American Legion Post #21 for the Respect Retreat Program. Move to approve the donation of \$ 1,500.00 from the American Legion Post #21 for the "Know a Hero, Be a Hero" eighth grade project. Direct administration to send letters of thanks to the appropriate organizations.

LAK/kmr

HUMAN RESOURCE**MEMO #: HR .04.111**

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: New Employees
DATE: October 6, 2003

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state, and school district statute and requirements.

| | |
|-------------------|---|
| Katie Thordal | MSMI Teacher, Sr. High, BA (0), \$27,551.00, effective August 27, 2003. (Replace Marilyn Larson) |
| Robert Anderson | Business Teacher, Sr. High, BA (0) .50 FTE \$13,775.50, effective August 27, 2003. (Replace Diane Wicklund) |
| Jennifer Peterson | Special Education Paraprofessional, George Washington, 6.5 hours per day, \$11.52 per hour, effective October 13, 2003 (Replace Sara Dalen) |
| Shari Nelson | Food server, Robert Asp, 2.25 hours per day, \$7.60 per hour, effective September 29, 2003. (Replace Lana Shaw) |
| Jean McCrowell | ABE Paraprofessional, 7 hours per week, \$8.57 per hour, effective September 18, 2003. (Replace Marla Anderson) |
| Sally Dandurand | Paraprofessional, Red River Area Learning Center, 12.5 hours per week, effective September 29, 2003. (Replace Megan Ramsey) |
| Sarah Johnson | ABE Teacher, 6.5 hours per day, effective September 16, 2003 (Replace Marian Dew) |
| Kelsey Jenkins | Paraprofessional, West Central Regional Juvenile Center, 5 hours per day, B21 (0-2) \$11.52 per hour, effective October 6, 2003. (Replace Michelle Bosak) |

SUGGESTED RESOLUTION: Move to approve the employment of Katie Thordal, Robert Anderson, Jennifer Peterson, Shari Nelson, Jean McCrowell, Sally Dandurand, Sarah Johnson and Kelsey Jenkins.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.114



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Change in Employment Contract
DATE: October 6, 2003

Michelle Bosak Paraprofessional, West Central Regional Center, 5 hours per day to 6.5 hours per day, effective for the 2003-2004 school year. (Replace Michael Ochoa)

Bea Salverson Liaison, Red River Area Learning Center, from 3.5 hours to 8 hours per day, effective for the 2003-2004 school year. (Basic Skills funding)

Leslie McCollum Paraprofessional, West Central Regional Center, 3.5 hours per day to 4 hours per day, effective September 4, 2003. (N & D Grant funding)

Rochelle Walswick Kindergarten Teacher, 1.00 FTE to .50 FTE for the 2003-2004 school year.

Alicia Severson Social Science Teacher, Sr. High, from .786 FTE to 1.00 FTE for the 2003-2004 school year. (Replace Chad Olson)

Carrie Lawrence ESL Teacher, Probstfield, .786 FTE to 1.00 FTE effective for the 2003-2004 school year. (Replace Dee Pretty)

Kathy Reiniger Learner Support Secretary to Teaching & Learning Secretary, B24 (0-2) \$ 13.01, effective, October 6, 2003 (Replace Kathy Grove)

SUGGESTED RESOLUTION: Move to approve the change in contract for Michelle Bosak, Bea Salverson, Leslie McCollum, Rochelle Walswick, Alicia Severson, Carrie Lawrence and Kathy Reiniger.

RN/swm

HUMAN RESOURCE

MEMO #: HR .04.115



TO: Dr. Larry Nypladh, Supt.
FROM: Ron Nielsen, Dir. of Human Resources
SUBJECT: Family/Medical Leave
DATE: October 6, 2003

The administration requests the Family/Medical Leave for the following people:

| | |
|--------------|--|
| Helen Pemble | Teacher, Detention Center, beginning on September 2, 2003 through approximately October 29, 2003. |
| Heidi Moe | SLD Teacher, Washington Elementary, beginning on or about January 10, 2004 through the remainder of the school year. |
| Cheri Puetz | Paraprofessional, RRALC, beginning on October 16, 2003 through November 27, 2003. |
| Pam Kiser | 3rd Grade Teacher, Edison Elementary, beginning on or about October 22, 2003 and continuing for 14 weeks. |

Suggested Resolution: Move to accept the family/medical leaves for Helen Pemble, Heidi Moe, Cheri Puetz and Pam Kiser as presented.

RN/jg

HUMAN RESOURCE

MEMO #: HR .04.112



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Resignations
DATE: October 6, 2003

The administration requests the approval of resignation of the following people:

Lana Shaw Food Server, Robert Asp, effective September 12, 2003.

Kathy Grove Teaching & Learning Secretary, Townsite, effective October 3, 2003.

Eugenio Cuadra Delivery-Warehouse/Food Service, effective October 9, 2003

Mike Williams Technology Tech, effective October 8, 2003

SUGGESTED RESOLUTION: Move to approve the resignation of Lana Shaw, Kathy Grove, Eugenio Cuadra and Mike Williams as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.113



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Retirement
DATE: October 6, 2003

The administration requests approval of Retirement of the following person:

Jan Burnside Paraprofessional, Robert Asp, effective September 23, 2003.

SUGGESTED RESOLUTION: Move to accept the retirement for Jan Burnside as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.109



TO: Dr. Larry P. Nybladh, Supt.

FROM: Ron Nielser, Dir. of Human Resources

SUBJECT: Proposal to Combine the Health and Safety and Wellness Committees

DATE: September 29, 2003

Attached are the minutes from the combined meeting of the Wellness Committee and the Health and Safety Committee. A discussion was held to determine the feasibility of combining the two committees since there are many similarities in content and membership. It was the conclusion of the members present to recommend that the two committees be combined beginning with the current school year. I would concur with the committees and recommend approval of the change.

Suggested Resolution: Move to combine the Health and Safety and the Wellness Committees beginning with the 2003-2004 school year.

RN/jg

Health and Safety

Board Room

September 24, 2003 @ 3:30 PM

Notes

(These Notes are pending approval at next committee meeting, subject to revision)

Present: Lona Daly Getz, Dan Bacon, Laurie Winterfeldt Shanks, MariBeth Plankers
Ron Nielsen, Melissa Mattson (LCSC).

Ron Nielsen called the meeting to order.

A motion was made by Laurie Winterfeldt Shanks that Dan Bacon become Chair, seconded by MariBeth Plankers, motion carried.

Discussion was held on Pros and Cons of Combining Committees. A motion was made by Laurie Winterfeldt-Shanks and seconded by MariBeth Plankers to combine the Health and Safety Committee and Wellness Committee. All members present, voted in favor of combining the two committees. Pending board approval the combined Committee meetings will be held the 3rd Thursday of each month from 9:30-11:00. The next meeting will be held October 23, 2003 at Townsite Centre, room 266.

Ron Nielson will draft a proposal for the combination of the Wellness and Health and Safety Committees for the School Board.

Tentative Agenda for October 23, 2003

- . Quarterly EAP report/Wellness expenditures.
- . report of trainings/ inspections
- . set of bylaws
- . membership responsibilities

MEMO #: S-04-032

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LN*

DATE: October 7, 2003

RE: Clay County Joint Powers Collaborative Joint Powers Agreement

Attached please find a draft of the Clay County Joint Powers Collaborative Joint Powers Agreement. The Collaborative Board has recently reviewed the Agreement and is suggesting minor changes. Please review the proposed changes as indicated.

Suggested Resolution: Move to approve the Clay County Joint Powers Collaborative Joint Powers Agreement as presented.

LPN:mde
Attachment

CLAY COUNTY JOINT POWERS COLLABORATIVE

919 8th Avenue North
Moorhead, MN 56560
(218)299-7270

e-mail: cynthia.sillers@co.clay.mn.us

SEP 19 2003

September 18, 2003

TO: Jon Evert, Chair, Clay County Board of Commissioners
Betty Windom Kirsch, Director, Clay County Public Health
Larry Nybladh, Superintendent, Moorhead Public Schools
Keith Klein, Superintendent, Barnesville Public Schools
Bernie Lipp, Superintendent, D-G-F Public Schools
Mike McLoughlin, Superintendent, Hawley Public Schools
Allen Zenor, Superintendent, Ulen-Hitterdal Public Schools
Joe Pederson, Director, Clay-Wilkin Opportunity Council
Sharon Staton, Chair, Collaborative Advisory Committee
Greg Potvin, District Supervisor, MN Department of Corrections

FR: Cynthia Sillers

I am writing to you regarding the enclosed "DRAFT" of the Clay County Joint Powers Collaborative Joint Powers Agreement.

This is the Agreement that governs the Collaborative. The Collaborative Board has recently reviewed the Agreement and is suggesting a few changes. The proposed deletions are indicated with a line drawn through them and the additions are indicated in bold print.

Please review the proposed changes with the Boards and/or Committees that need to approve them, secure the needed signatures (see pages 8, 9 and 10) if the changes are approved and return the signature pages to me before October 31, 2003.

I would appreciate your letting me know if you will be unable to return the signature pages to me before October 31, and/or if you have any questions. Thank-you.

P.S. Once I have everyone's approval I will send you a copy of the "final document."

Enclosure

"DRAFT"

**CLAY COUNTY JOINT POWERS COLLABORATIVE
JOINT POWERS AGREEMENT
AMENDED MAY 16, 2001, MAY 21, 2003, AUGUST 20, 2003**

This Joint Powers Agreement made and entered into this 4th day of March, 1997, and amended on December 15, 1999, again on May 16, 2001, and again on May 21, 2003, by and between the mandated partners: the Board of County Commissioners, Clay County, Minnesota, Public Health, Clay County, a school district within Clay County, Clay-Wilkin Opportunity Council Head Start, Collaborative Advisory Committee (mental health professional) and Minnesota Department of Corrections-Clay County Court Services, and also between the voluntary partners as set out in this Agreement in Section 4 A. (4); herein collectively referred to as "Participating Boards;" is as follows:

WHEREAS, there is a recognized need to plan and develop services for children and families in Clay County; and

WHEREAS, Minnesota Statute Section 124D.23 provides for the establishment of a Family Services Collaborative to provide services designed to enhance opportunities for children or youth to improve child health and development, reduce barriers to adequate school performance, improve family functioning, provide community service, enhance self esteem and develop general employment skills; and

WHEREAS, Minnesota Statute Section 245.491, provides for the establishment of a Children's Mental Health Collaborative to provide for the establishment of a local system of care including mental health services, social services, correctional services, educational services, health services, and vocational services for the purposes of developing and governing an integrated service system; and

WHEREAS, Minnesota Statutes Sections 125A.023 and 125A.027 provide for the establishment of an interagency governance structure to coordinate local services for children with disabilities through the Interagency Services for Children with Disabilities Act; and

WHEREAS, the Participating Boards desire to make such services readily available to their residents in conformance with the provisions of Minnesota Statute 124D.23 and

WHEREAS, the Participating Boards recognize that such services can be appropriately financed, supported and managed by a multi organization joint venture.

NOW THEREFORE, in consideration of the conveyance and mutual agreements pursuant to the foregoing and to Minnesota Statutes Section 471.59, the Participating Boards do hereby establish the Clay County Joint Powers Collaborative; hereinafter referred to as CCJPC; having the composition, powers and duties provided in this Agreement as follows:

SECTION 1. PURPOSE:

The purpose of this agreement is to fulfill the Participating Boards' responsibilities to carry out the mission of the CCJPC. The CCJPC Board is established, herein and referred to as the Joint Powers Board, to plan for and develop policies to implement, direct, operate and manage or contract for the operation and management of services of the CCJPC.

SECTION 2. MISSION:

The mission of CCJPC is to work in partnership with Clay County families, communities, agencies/organizations and institutions to increase opportunities to improve child health and development, reduce barriers to quality school performance, and improve family functioning through enhanced self-esteem and the development of general employment skills.

SECTION 3. OFFICE:

The main administrative offices for CCJPC shall be at a location determined by the fiscal agent.

SECTION 4. JOINT POWERS BOARD:

The powers, duties, mission and purpose of this agreement shall be carried out through the Joint Powers Board. Composition of the membership in the Joint Powers Board shall be as follows:

A. The Board shall Consist of:

1. Two (2) Clay County Commissioners.
2. Two (2) School Board Members from the Independent School District 152.
3. One (1) School Board Member from each of the other four (4) participating School Districts.
4. One (1) City Representative from within each of the five School Districts.
5. One (1) Representative of the Clay-Wilkin Opportunity Council Head Start.
6. One (1) Representative of the Collaborative Advisory Committee (mental health professional).
7. One (1) Representative of the Minnesota Department of Corrections - Clay County Court Services.

8. Two (2) Consumer/Parent representatives of children with special needs who are participating Partners of the Collaborative Advisory Committee and residents of Clay County.

9. Administrator of Clay County Public Health Department.

10. Director of Clay County Social Services.

11. Two (2) Superintendent representatives from within Clay County as recommended by the Superintendents of the School Districts in the County.

B. Appointment to the Board:

1. Members representing Clay County shall be appointed **annually** and removed by the Clay County Board of Commissioners.

2. Members representing each school district shall be appointed **annually** and removed by the represented School District's Board.

3. Representatives of each City choosing to participate shall be appointed **annually** and removed by the City Council.

4. Representative of the Clay-Wilkin Opportunity Council shall be appointed **annually** and removed by the Clay County Board of Commissioners.

5. Representative of the Collaborative Advisory Committee (mental health professional) shall be appointed **annually** and removed by the Clay County Board of Commissioners.

6. Representative of the Minnesota Department of Corrections - Clay County Court Services shall be appointed **annually** and removed by the Clay County Board of Commissioners.

7. Parent Representatives of children with disabilities shall be appointed **annually** and removed by the Clay County Board of Commissioners.

8. The Superintendent representative (s) shall be selected **annually** by the Clay County Superintendent group and forwarded to the Clay County Board of Commissioners for formal appointment and/or removal.

9. Additional Parties to this Joint Powers Agreement may be added from Time to Time by agreement of the present/future participating Boards.

~~C. Members of the Joint Powers Board shall be appointed to a three (3) year term.~~

The Joint Powers Board shall exercise the powers and duties as necessary in the creation and operation of a Family Services Collaborative as provided under Minnesota Statute Section 124D.23, Children's Mental Health Collaborative as provided under Minnesota Statute Section 245.491 through 245.496 MN Statute Section 125A.023 and 125A.027 and by this Joint Powers Agreement. The parties agree as follows:

A. This Joint Powers Agreement authorizes the CCJPC to receive and expend any funds received from parties hereto, from the State of Minnesota, and from any other lawful source, including any governmental source, gifts, or donations in order to fulfill the purposes and mission as described in this agreement.

B. The respective Participating Boards each will make the final decisions related to the collaborative efforts as they impact their specific jurisdiction.

C. An Integrated Fund shall be created. In-kind contributions and approved grants shall be committed to the integrated fund by Participating Boards in conformance to the provision of Minnesota Statute Chapter 124D.23.

D. Any funding received by CCJPC for which expenditure guidelines have not been clearly identified must be approved by ~~at least three-fourth majority~~ **a two thirds (2/3) majority of the six (6) mandated Partners** of the Joint Powers Board.

E. Clay County is hereby designated the fiscal agent for CCJPC. At the effective date of this agreement Clay County, as the fiscal agent for the CCJPC, shall be responsible for the safekeeping of the funds of the CCJPC. The CCJPC and the fiscal agent shall ensure the accountability of all funds and the accurate reporting of all receipts and disbursements.

F. ~~All contracts, sales and purchases made by the Joint Powers Board shall be in conformance with the procurement procedures and practices applied by the fiscal agent (Clay County):~~ **shall be signed by the Joint Powers Board Chair and the Coordinator. All sales and purchases made by the Joint Powers Board shall be in conformance with the procurement procedures and practices applied by the fiscal agent (Clay County) and may be approved for payment if within the parameters of the budget.**

G. The Joint Powers Board may contract with and/or employ and manage staff as necessary to carry out the purpose of this Joint Powers Agreement, subject to the financial and regulatory limitations imposed by law, to the State of Minnesota.

H. ~~If a coordinator is and/or other employees are employed by the CCJPC, the positions shall be paid for by grant funds and/or Clay County, with, or without, contributions from other Participating Boards. The supervision of this position will be provided by the entity serving as the fiscal agent. The Clay County Joint Powers Collaborative Board shall be responsible for appointing a Personnel Committee which will include the CCJPC Board Chair and two (2) to three (3) Board members. The function of the Personnel Committee will include oversight of the job descriptions, development of personnel goals, supervision and evaluation methods for the positions.~~ **(MOVED TO SECTION 7 ON COMMITTEES)**

I. The CCJPC shall assure that a collaborative plan is created in accordance with Minnesota Statute Sections 124D.23 and 245.491 through 245.496 and 125A.023 and 125A.027.

SECTION 6. OPERATING PROCEDURES:

A. The CCJPC's fiscal year will be January 1 through December 31.

B. At the annual organizational meeting, held the first meeting of the Collaborative's fiscal year, the Joint Powers Board shall elect, from its membership a chair and such other officers as it deems necessary for the conduct of its affairs.

C. Each Joint Powers Board member shall have one vote in the determination of all issues. A quorum is necessary for the conduct of business. A two-thirds (2/3) majority of the six mandated partners (the Board of County Commissioners, Clay County, Minnesota; Public Health, Clay County; a school district within Clay County; Clay-Wilkin Opportunity Council Head Start; Collaborative Advisory Committee (mental health professional); and Minnesota Department of Corrections-Clay County Court Services) shall constitute a quorum. Proxy voting shall not be permitted. An alternate member, when acting in the absence of a member, shall have all rights and privileges of a member including a vote in the determination of all issues.

D. The regular meetings of the Joint Powers Board shall be held at a minimum once every quarter. Time and place of regular and special meetings shall be established by the Joint Powers Board.

E. All meetings of the Joint Powers Board shall be conducted in a manner consistent with the Minnesota Open Meeting Law, Minnesota Statute Section 471.705, and amendments thereto.

F. The Joint Powers Board shall provide the minutes of its meeting, financial statements and a copy of its annual audit to the Participating Boards. It shall annually inform the Participating Boards about its anticipated revenues and expenses for the coming year in sufficient time for consideration in the budget process by the Participating Boards.

G. Each member of the Joint Powers Board may receive per diem and be reimbursed expenses in the performance of official duties within the limitations established by the board which she/he represents.

SECTION 7. CCJPC ADVISORY COMMITTEES:

The Collaborative Advisory Committee shall consist of combined membership representatives of the former Family Services Collaborative Advisory Committee (which was established to provide services designed to enhance opportunities for children or youth to improve child health and development, reduce barriers to adequate school performance, improve family functioning, provide community service, enhance self esteem and develop general employment skills); the former Children's Mental Health Collaborative Advisory Committee (which was established to provide a local system of care including mental health services, social services, correctional services, educational services, health services, and vocational services for the purposes of developing and governing an integrated service system) and the Interagency Early Intervention Committee (IEIC) (which was established to develop and implement interagency policies and procedures on a variety of identification, referrals and services that work with the birth to five population and their families); and the Community Transition Interagency Committee (CTIC) (which was established to address transition issues affecting students with an Individual Educational Plan, or an Individual Interagency Intervention Plan, ages 14 to 21). A Chair shall be elected annually to lead the meetings and minutes recorded shall be forwarded to the CCJPC Executive Committee and the Executive Committee meeting minutes shall be forwarded to the Board Advisory Committee.

SECTION 8. CCJPC STANDING COMMITTEES:

The purpose of the Standing Committees shall be to assure that the Clay County Joint Powers Collaborative Board functions smoothly and provides support for the Board Officers and Collaborative Coordinator. Each standing committee shall meet regularly, or as required, and appoint a chair and recorder. Minutes and/or recommendations of the meetings shall be forwarded to the Executive Committee and the Executive Committee meeting minutes shall be forwarded to the Board. CCJPC Board members shall serve on at least one Standing Committee. Description of the Standing Board Committees is as follows:

A. Executive Committee: The function of the Executive Committee shall be to provide direction to the Collaborative Coordinator when the Collaborative Board is between meetings; to review minutes of the Advisory Committee and all Standing Committees; to present overviews of the Advisory Committee and Standing Committee meetings to the Board; and to make recommendations to the Board. Minutes of the Executive Committee meetings shall be forwarded to CCJPC Board Members. The CCJPC Board Chair, or Vice Chair, shall lead the meetings. Members of the Executive Committee shall include Chairs of the Advisory Committee, Finance Committee, Personnel Committee, Formal Agreement Committee and Nominating Committee.

B. Finance Committee: The function of the Finance Committee shall be to review all fiscal matters of the Collaborative. Specific responsibilities shall include review of program, LCTS and operational budgets; identify areas for change; and make recommendations to the Executive Committee. Membership of the committee shall consist of the Board Chair and Vice Chair, a parent, Chair of the Collaborative Advisory Committee and two appointed CCJPC Board Members.

C. Personnel Committee: The function of the Personnel Committee shall be to provide development and oversight of job descriptions for all CCJPC positions, as well as to assist the Collaborative Coordinator in developing the Personnel Manual. This shall include developing personnel goals and objectives; supervision of the evaluation methods for all positions; making staffing recommendations to the Executive Committee; and update the Personnel Manual as needed. Membership of the Committee shall consist of the Board Chair and two (2) or three (3) additional CCJPC Board Members representing various entities on the Board.

D. Formal Agreement Committee: The function of the Formal Agreement Committee shall be to review the CCJPC Formal Agreement and Bylaws, annually, and to develop and present bylaw changes as needed to the Executive Committee. Membership on this committee shall consist of three (3) to four (4) CCJPC Board members representing various entities on the Board.

E. Nominating Committee: The function of the Nominating Committee shall be to seek out CCJPC Board members who would be willing to serve as officers (Chair and Vice Chair) on the Board. A slate of officers will be presented, for voting, at a CCJPC Board meeting prior to the CCJPC Board's annual meeting (held at the first meeting of the Collaborative's fiscal year after January 1). Membership of the Committee shall consist of two (2) to three (3) CCJPC Board Members not currently serving on the Executive Committee and selected by the CCJPC Board one month after the annual meeting.

~~F. AD HOC COMMITTEE. THE FUNCTIONS OF SUCH COMMITTEES WILL BE DETERMINED BY THE CCJPC~~
Board and appointed by the Chair. Such Committees shall may include the LCTS Grant Review Committee, a Funding Priorities committee, an Outcome Indicator Committee, etc. The Committees shall function until their purpose/goal has been met.

SECTION 9. COLLABORATION WITH ONGOING PROJECTS AND INITIATIVES:

A. ~~Cultural Diversity Resources and Healthy Community Initiative are two area-wide collaboratives that are currently in place.~~ The CCJPC shall seek to improve coordination with these existing collaboratives and/or future initiatives that may be related to its mission within the community County.

B. A commitment to the Local Collaborative Time Study Formal Agreement for the following calendar year shall be secured by September 30 of each year.

SECTION 10. COMMITMENT AND TERMINATION:

Each participating Board shall have the right to annually review its participation and financial commitment when and if there is change in the existing funding mechanisms and legislation as it relates to the mission of CCJPC. Any participating Board shall have the right to withdraw from this Joint Powers Agreement in a manner described as follows:

A. The participating Board withdrawing shall pass a resolution declaring its intent to withdraw and forward a certified copy of the resolution to the Chair of the CCJPC not later than September 30 of each year.

B. Each participating Board acknowledges that withdrawal may mean that CCJPC could cease to meet the statutory requirements for continued existence as a Collaborative under Federal, State and/or Local law.

C. Notwithstanding each Participating Board's right to withdraw, this Joint Powers Agreement and the Joint Powers Board created hereby shall continue in full force and effect until all Joint Powers Board members mutually agree to terminate this agreement by a joint resolution.

D. After the effective date of termination, the Joint Powers Board shall continue to exist for the limited purpose of discharging the Board's debts and liabilities, settling its affairs and disposing of its property, if any.

SECTION 11. DISPOSAL OF SURPLUS PROPERTY:

Upon termination of this Joint Powers Agreement all remaining personal and real property of CCJPC shall be distributed by resolution of the Joint Powers Board in accordance with the law and in a manner to best accomplish the continuing purposes of the CCJPC. As provided by law any surplus moneys shall be returned to the Parties after the purpose of the Joint Powers Agreement has been completed.

SECTION 12. AMENDMENTS:

This Joint Powers Agreement may be amended only by the agreement of all Participating Boards. Notice of any proposed amendment must be provided to all parties at least 30 days prior to the effective date of the proposed amendment.

CCJPC shall obtain and maintain such workers' compensation insurance, automobile insurance and general liability insurance for bodily injury, personal injury and property damage to the CCJPC officials and the employees in the performance of duties arising from this Joint Powers Agreement as is appropriate. CCJPC shall also obtain such general liability insurance for bodily injury, personal injury and property damage to third parties as is appropriate. CCJPC shall provide certification of such coverage to the Participating Boards.

SECTION 14. EFFECTIVE DATE:

The effective date of this amended agreement shall be ~~the 16th day of May, 2001~~
September 30, 2003.

IN WITNESS WHEREOF, the mandated parties have caused this agreement to be executed by the authority of their respective governing boards.

CLAY COUNTY BOARD OF COMMISSIONERS

Dated: _____ By _____
 Its: Chair

Dated: _____ By _____
 Its: Administrator

CLAY COUNTY PUBLIC HEALTH

Dated: _____ By _____
 Its: _____

Dated: _____ By _____
 Its: _____

ISD NO. 152 (MOORHEAD)

Dated: _____ By _____
 Its: Chair

Dated: _____ By _____
 Its: Clerk

ISD NO. 146 (BARNESVILLE)

Dated: _____ By _____
 Its: Chair

Dated: _____ By _____
 Its: Clerk

Dated: _____

By _____
Its: Chair

Dated: _____

By _____
Its: Clerk

ISD NO. 150 (HAWLEY)

Dated: _____

By _____
Its: Chair

Dated: _____

By _____
Its: Clerk

ISD NO. 914 (ULEN-HITTERDAL)

Dated: _____

By _____
Its: Chair

Dated: _____

By _____
Its: Clerk

CLAY-WILKIN OPPORTUNITY COUNCIL - HEAD
START

Dated: _____

By _____
Its: Chair

Dated: _____

By _____
Its: Executive Director

MENTAL HEALTH COLLABORATIVE
PROFESSIONAL REPRESENTATIVE

Dated: _____

By _____
Its: Chair

Dated: _____

By _____
Its: Vice-Chair

MN DEPARTMENT OF CORRECTIONS - CLAY
COUNTY COURT SERVICES

Dated: _____

By _____
Its: District Supervisor

Dated: _____

By _____
Its: Lead Agent

Due September 30 for following fiscal year

Whereas, all participating parties are committed to supporting the Clay County Joint Powers Collaborative in its efforts to provide expanded prevention and early intervention services for children and families; and

Whereas, the Clay County Joint Powers Collaborative has an opportunity to access certain federal reimbursement dollars and therefore has agreed to participate in the Local Collaborative Time Study through the Minnesota Department of Human Services;

Now, therefore, each of the participating partners agree:

1. To provide or continue to provide case management services designed to help families and children access health or health related services or provide case management services for children at risk of foster care and their families.
2. To participate in the Local Collaborative Time Study under all terms and conditions agreed to in the contract between the Minnesota Department of Human Services and Clay County Social Services on behalf of the Clay County Joint Powers Collaborative.
3. To maintain and supply all necessary documentation to meet the reporting requirements of the Local Collaborative Time Study.
4. All revenues earned through the Local Collaborative Time Study shall be placed in the integrated fund of the Clay County Joint Powers Collaborative to be used by the Collaborative to expand prevention and early intervention services for children and families.

Clay County Board of Commissioners Date

Moorhead School District Date

Dilworth-Glyndon-Felton School District Date

Barnesville School District Date

Hawley School District Date

Ulen-Hitterdal School District Date

Department of Corrections Date

Clay County Public Health Date

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 8, 2003
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Anton B. Hastad, Sonia Hohnadel, Carol A. Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None.

CALL TO ORDER: Chairwoman Thompson called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as revised. (Agenda item 4 was postponed for a later meeting.)

APPROVAL OF AGENDA: Hastad moved, seconded by Erickson, to approve the agenda as revised. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Erickson moved, seconded by Hohnadel, to approve the following items on the Consent Agenda:

Contracts - Approve the following contracts: Clay County Public Health to provide early childhood screening services at a rate of \$35 per child. The agreement is retroactive to July 1, 2002 and for services provided through June 30, 2003. 2003-2004 contract with Clay County Public Health for nursing services at a rate of \$37 per hour not to exceed \$1,850 per year or 50 hours for times that both school nurses may be out of the district. Clay County Public Health to provide early childhood screening services at a rate of \$35 per child. The agreement is in effect July 1, 2003 until June 30, 2004.

New Employees

Jessica Ebsen - Math Teacher, Junior High, BA+15 (2) .286 FTE, \$8,626.90 effective for the 2003-2004 school year. (Replace Brent Aasby)

Deb Buth - Title 1 Paraprofessional, Edison, B21 (0-2) \$11.52 per hour, 5 hours per day for 131 days (Replace Barb Lien)

Ryan Parker - Paraprofessional, MMMI Senior High (B21) 0-2 \$11.52 per hour, 6.5 hours daily, effective August 27, 2003. (Replace Gary Branden)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 8, 2003
PAGE 2**

Michael Hennessey - Paraprofessional, Outreach, B21(3) \$11.70 per hour, 6.5 hours daily effective August 29 , 2003 (Replace Faysal Hassan)

Cheryl Adams Paraprofessional, Title 1, Riverside B21 (0-2) \$11.52, 2.5 hours a day, 5 days a week (Title 1 funds).

Monique Maack - Web Programmer, Townsite, B32 (5) \$17.24 per hour effective September 10, 2003. (Replace Kevin McMurphy)

Change in Employment Contract

Megan Ramsey - Paraprofessional, RRALC from 32.5 hours to 20 hours per week.

Juan Sanchez - Migrant Liaison, District Wide from 6 hours per day 131 days per year, to 7 hours per day 183 days per year.

Jane Sweeney - Paraprofessional, Edison from part time to full time effective 03-04 school year.

Diane Wicklund - Business Teacher, Sr. High to Tech Ed Teacher at the Jr. High effective for the 2003-2004 school year. (Replace Steve Mathiowetz)

Sandy Kortan - District Wide Data Analysis and School Improvement Specialist. (Federally Funded Position)

Brenda Krueger - Title 1 Teacher, Washington from .50 FTE to 1.00 FTE (Replace .50 FTE Sandy Kortan)

Family/Medical Leave

Julie Reno - Math Teacher, Sr. High, to begin approximately November 15, 2003 until February 16, 2004.

Resignations

Deb Holden, Paraprofessional at Robert Asp.

Barb Cote, Paraprofessional at Edison.

Michael Ochoa, Paraprofessional at Detention Center.

Ardelle Kolle, Paraprofessional at Edison.

Diane Ellwanger, Food Server at Washington.

Mary Sara Dalen, Paraprofessional at Washington.

Lori Kuball, Interpreter at Senior High.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 8, 2003
PAGE 3**

Leave of Absence

Juneve Givers - Paraprofessional, RRALC to begin on October 1, 2003 for the remainder of the 03-04 school year.

Retirement Withdrawal

Rosalind Kilde - Paraprofessional, Sr. High effective August 29, 2003.

Rehire

Carrie Lawrence - ESL Teacher, Probstfield, .786 FTE effective for the 2003-2004 school year. (Federally Funded Position)

Minutes - Approve the August 11 and 25, 2003 meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$5,324,929.17.

| | |
|-----------------------|----------------|
| General Fund: | \$837,521.23 |
| Food Service: | 29,842.96 |
| Community Service: | 22,401.94 |
| Building Construction | 4,435,163.04 |
| TOTAL | \$5,324,929.17 |

Motion carried 7-0.

COMMITTEE REPORTS: None.

**CITY OF MOORHEAD AND MOORHEAD AREA PUBLIC SCHOOLS PARTNERSHIP
FOR THE MINNESOTA HOUSING FINANCE AGENCY GRANT APPLICATION:**

Ladwig moved, seconded by Hastad, to approve the grant application to the Minnesota Housing Finance Agency, in partnership with the City of Moorhead, as presented. Motion carried 7-0.

JOBZ APPLICATION: Beth Grosen, City of Moorhead, briefly summarized the Job Opportunity Building Zone application.

Cummings moved, seconded by Hastad, to approve the following: WHEREAS, job creation, business development, and individual wealth growth in the City of Moorhead, Minnesota have

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 8, 2003
PAGE 4**

been less than the national and state averages; and, WHEREAS, the resulting affects of such lagging job creation, business development, and individual wealth growth have harmed and are forecasted to continue to harm the economy of the City of Moorhead; and, WHEREAS, the Job Opportunity Building Zone (JOBZ) Program created in Minnesota Session Laws 2003, 1st Special Session, Chapter 21, Article 1 allows for the formation of tax free zones; WHEREAS, an application for tax free zone designation in the City of Moorhead is being prepared for submission to the Minnesota Department of Employment and Economic Development via the West Central Initiative; NOW, THEREFORE, BE IT RESOLVED by the Moorhead School Board (ISD #152) that, upon careful consideration and review, do hereby approve the specific areas designated in the application for tax free zones, approve of the use of tax exemptions and tax credits within the designated zones (subject to proper review and approval by the other appropriate taxing authorities within the zone), and encourage the Minnesota Department of Employment and Economic Development to approve the Tax Free Zone Application being submitted by the West Central Initiative. BE IT FURTHER RESOLVED by the Moorhead School Board (ISD #152) that we hereby agree to provide all of the local exemptions and credits required and provided for under the Job Opportunity Building Zones (JOBZ) Legislation and agree to forego the tax benefits resulting from the local and state tax exemptions and credits provided under the Job Opportunity Building Zones (JOBZ) Legislation. Motion carried 7-0.

Hastad commented he was pleased the district was able to participate and hopes the program is successful.

OPENING ENROLLMENT: Kovash presented enrollment information from each elementary and secondary school and program. The projected opening day decline was 163 students. While the actual decline was 118 students, there were 46 students more than projected. Based upon projections, it is expected that enrollment will stabilize as early as next year. The smallest classes are at the elementary level with the largest classes continuing in the secondary schools. Kovash also provided an opening day enrollment comparison, a monthly enrollment chart and a chart depicting enrollment from 1981-82 to present.

SPECIAL SCHOOL BOARD MEETING: Ladwig moved, seconded by Cummings, to approve Thursday, September 11, 2003 at 5:30 p.m. to conduct a Special School Board meeting to accommodate election requirements. Motion carried 7-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 8, 2003
PAGE 5**

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Hastad and Hohnadel commented they would not be attending the September 24 Fall Area meeting in Pelican Rapids.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 7:55 p.m.

Carol Ladwig, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 11, 2003
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Sonia Hohnadel, Carol A. Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Anton B. Hastad.

CALL TO ORDER: Chairwoman Thompson called the meeting to order at 5:30 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as presented.

APPROVAL OF AGENDA: Tomhave moved, seconded by Ladwig, to approve the agenda as presented. Motion carried 6-0.

SCHOOL BOARD ELECTION RESOLUTION: Hohnadel moved, seconded by Erickson, to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election as presented. Motion carried 6-0.

SCHOOL BOARD ELECTION NOTICE: Erickson moved, seconded by Thompson, to approve the Notice of General Election as presented. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh announced Education Commissioner Cheri Pierson Yecke would be in Moorhead Monday evening, September 15 for a public hearing regarding the first draft of the academic standards for social studies and science. The hearing will be held at 7 p.m. in the Moorhead High School auditorium. Nybladh also invited Board members to attend Breakfast and Conversation with the Commissioner on Tuesday, September 16 from 7-7:50 a.m. in the Townsite Centre Board Room. The Commissioner will spend the morning speaking to a Concordia Education Foundation class and touring various Moorhead Schools' facilities and talking to students and staff.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 5:34 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 22, 2003
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Anton B. Hastad, Sonia Hohnadel, Carol A. Ladwig, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Kristine Thompson and Bill Tomhave.

CALL TO ORDER: Vice Chairwoman Thompson called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as revised.

APPROVAL OF AGENDA: Hohnadel moved, seconded by Ladwig, to approve the agenda as presented. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Cummings moved, seconded by Hastad, to approve the following items on the Consent Agenda:

Gift - Accept the gift of \$100 from AAA Minnesota/Iowa to Probstfield School to purchase safety patrol vests.

Funding - Accept Carl D. Perkins funding of \$349 to purchase a Sony Mavica digital still camera for use at the Red River Alternative Learning Center and \$662 to purchase instructional materials (six Pyrex digital thermometers, eight videos: Friendship, Communication 101; Teens, Sex and Sexuality; Cooking Basics-Meat; Cake Decorating, Pies, 15 Minute Noodles, and Eggs) for Moorhead High School.

Agreement - Approve the agreement with Lakes Country Service Cooperative to provide support with No Child Left Behind and the Minnesota Academic Standards including networking and guidance with state and federal requirements through the implementation phases. The approximate cost for the program is \$5,200 for the 2003-04 school year. The benefits of the program will be reduced costs for regional workshops, consultation and leadership in the alignment of curriculum with the standards.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 22, 2003
PAGE 2**

Grant - Accept grant funding in the amount of \$23,660 from Clay County Joint Powers Collaborative to continue the Partners in Learning Program.

Contracts - Approve the following contracts: Lakes Country Service Cooperative for services which Moorhead teachers Dee Pretty and Colleen Morken provide through the special education regional low incidence project; and, addendum to the contract with Lakeland Mental Health Services and Clay County Social Services for 2003 Day Treatment Program. The addendum allows the costs of a Lakeland Mental Health professional working with the Junior High EBD/Day Treatment Program to be deducted from Lakeland's third party revenue before making adjustments to the total expenditures for Day Treatment services. The school district does not incur a cost for the mental health professional since the county reimburses the district for Day Treatment service costs.

Request for Proposal - Approve the request for proposal for a leased fiber optic Metropolitan Area Network which will provide continued technology services and services for new school and district sites.

New Employees

Kelly Skeim - Title I Teacher, Washington, BA (1) .50 FTE, \$14,292, effective September 11, 2003. (Replacing Sandy Kortan)

Melissa Swenson - ELL Paraprofessional, Thomas Edison, B21 (0-2) \$11.52, 5 hours/day for 165 days, effective September 9, 2003. (Replacing Angie Lofthus)

Debra Lien - Server, Riverside, \$7.60 per hour, 2 hours per day, effective September 8, 2003. (Replacing Angela Maldonado)

Betty Ostlie - Server, Sr. High, \$7.60 per hour, 2 hours per day, effective September 8, 2003. (Replacing Lavonne Evans)

Robert Jones - Paraprofessional, Thomas Edison, B21(0-2) \$11.52 per hour, 6.5 hours per day, effective September 3, 2003. (Replacing Ardelle Kolle)

Mary Broten - Special Education Paraprofessional, Thomas Edison, B21 (0-2) \$11.52, 3.25 hours per day, effective September 17, 2003. (Replace Jane Sweeney)

Resignations

Mary Tepley - Bus Assistant, Maintenance Shop, effective June 18, 2003.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 22, 2003
PAGE 3**

Sharee Monilaws - ASL Interpreter, Thomas Edison, effective September 5, 2003.

Judy Mathison - ABE Teacher, effective September 11, 2003.

Jocelyn Tang - Paraprofessional, Partners in Learning, effective September 18, 2003.

Marian Dew - ESL Teacher, ABE, effective immediately.

Family/Medical Leave

Audrey Erickson - Social Studies Teacher, Sr. High, beginning on or about October 27, 2003 through January 2, 2004.

Marilyn Larson - MMMI Teacher, Sr. High, beginning September 2, 2003 through June 2, 2004.

Leave Return

Nahro Hamad - Paraprofessional, Outreach, effective June 10, 2003.

Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, Interagency Early Intervention Committee, Clay County Joint Powers Collaborative, Superintendent's Advisory Council, and Probstfield PTAC meetings.

FIRST READING OF POLICIES: The Board conducted a first reading of Policies by Incorporated by Reference for Employees/Personnel (499) and Policies by Incorporation by Reference for Students (599).

Cummings thanked Ladwig and Erickson for their work on the policy audit.

PROPOSED LEVY FOR 2003 PAYABLE 2004: Ladwig moved, seconded by Hohnadel, to approve certifying the "Maximum" for the 2003 Payable 2004 Proposed Levy. Motion carried 5-0.

TRUTH IN TAXATION PUBLIC HEARING: Hohnadel moved, seconded by Cummings, to approve Monday, December 1, 2003, 7:00 p.m. for the initial Truth in Taxation Hearing, Monday, December 8, 2003, 5:00 p.m. for the Continuation Hearing if necessary, and Monday, December 8, 2003, 7:00 p.m. for final approval of the 2003 Payable 2004 Levy. Motion carried 5-0.

**REGULAR MEETING
BOARD OF EDUCATION
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SEPTEMBER 22, 2003
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2003-2004 STAFF DEVELOPMENT REPORT: Kovash reviewed the 2003-2004 Staff Development Report. Cummings moved, seconded by Hohnadel, to accept the 2003-2004 Staff Development Report as presented and direct administration to forward a copy to the Minnesota Department of Education. Motion carried 5-0.

2002-2003 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE: Ladwig moved, seconded by Hohnadel, to direct administration to print the final copy of the 2002-2003 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Education by October 14, 2003. Motion carried 5-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members attending the September 24 MSBA Fall Area meeting were asked to meet at Townsite at 6 p.m. to travel to Pelican Rapids.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 7:44 p.m.

Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: I.04.049



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

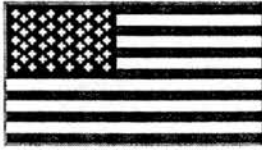
SUBJECT: Dialogue

DATE: October 7, 2003

Chelsea Brink, Krista Costin, and Ansley Cameron will discuss with the board the recent trip to the Fringe Festival in Edinburgh, Scotland. Their presentation will include a brief DVD presentation.

A fact sheet has also been provided for additional information.

LAK/kmr
Attachment



Moorhead to Edinburgh... Who? What ? Where? When? How?

Who?

Moorhead High School's Theatre program was selected to represent the best of American high school theatre at the world renowned Edinburgh Fringe Festival. Moorhead was nominated and chosen for this honor based on the success of recent productions, the multiple awards won for the shows, the strength of the community's involvement in the program, and the educational philosophy and benefits of the department.

What?

The Edinburgh Fringe Festival is the world's largest performing arts festival. Moorhead's trip included four performances at a Fringe venue and the opportunity to live out the phrase "All the World's a Stage"- performing side-by-side with performers from across the globe.

The MHS Theatre performances at the Fringe culminated in a 5 star review by FringeTheatre critics.

Where?

The Fringe Festival happens every August in Edinburgh, Scotland. Our trip began in London including the River Thames, the Globe, and the West End Theatre District. In Scotland, the students experienced the Highlands, the University of Edinburgh, the Military Tattoo, the North Sea, and multiple historic sights.


How?

The journey began last November when Moorhead High School's Theatre department presented the musical "Working", based on the Pulitzer Prize winning book by Studs Terkel. The show celebrated the American work ethic and the people who work to make America great. The performances continued later at the Fargo Theatre in May and Detroit Lake's Holmes Theatre in August.

This trip would not have been possible without the working class heroes of the Fargo-Moorhead area who stepped forward to provide guidance and support. The financial contributions of the FM community totalled nearly \$200,000 and the support of sold-out crowds made the journey to Scotland even sweeter. The audience support of the young performing artists in Moorhead Public Schools was the unmatched.

MEMO #: S-04-030

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: October 7, 2003

RE: Approval of Policy

Attached please find policy, Policies Incorporated by Reference for Employees/Personnel (499), for your review.

Suggested Resolution: Move to approve policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

LPN:mde
Attachment

❖ Policies and Procedures ❖

Code: 499

Category: Policy of the School Board / Moorhead, MN

Section: 400 EMPLOYEE/PERSONNEL

Name: Policies Incorporated by Reference for Employees/Personnel

Adopted:

Revised:

Reviewed:

Policy: I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the Moorhead School District provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which apply to employees:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication Policy
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crises Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behavior
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: School Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public School Facilities
Moorhead School Board Policy 710: School District Crisis Management Policy
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Public Schools Information Network Use Policy
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment

Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes

Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

[Search Again](#)

MEMO #: S-04-031

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LN*

DATE: October 7, 2003

RE: Approval of Policy

Attached please find policy, Policies Incorporated by Reference for Students (599), for your review.

Suggested Resolution: Move to approve policy, Policies Incorporated by Reference for Students (599), as presented.

LPN:mde
Attachment

❖ Policies and Procedures ❖

Code: 599
Category: Policy of the School Board / Moorhead, MN
Section: 500 STUDENTS
Name: Policies Incorporated by Reference for Students
Adopted:
Revised:
Reviewed:
Policy: I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. In order to avoid undue duplication, the Moorhead Area School District provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103 Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review
Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 420: Chemical Use/Abuse
Moorhead School Board Policy 553: Crises Intervention and Student Support
Moorhead School Board Policy 630: School Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 655: Profile of Learning Appeals Process
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exceptions for IEP, Section 504 Accommodations and LEP Students
Moorhead School Board Policy 660: Moorhead Schools State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety Policy
Moorhead School Board Policy 731: Moorhead Public Schools Information Network Use Policy
Moorhead School Board Policy 831: Rental of District Musical Instruments

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Search Again

OFFICE OF TEACHING & LEARNING MEMO #: I.04.051



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Major Magnitude Field Trip
DATE: October 7, 2003

Attached is information regarding a proposed Major Magnitude Field Trip to France for students enrolled in French at Moorhead High School.

This trip has been tentatively planned for June 2005. The trip will be student funded.

Students will take part in the practical application of French and activities to provide cultural appreciation and history opportunities.

SUGGESTED RESOLUTION: Move to grant approval for the Moorhead Senior High School students enrolled in French to travel to France in June 2005.

LAK/kmr
Attachment

Major Magnitude Field Trip Request Form

District Code: 632.2 Section: 600 EDUCATION PROGRAMS

Date Adopted: 01/08/01 Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Date Adopted: 01/08/01 Field Trip

Revised: Request Form

Section I

Preliminary Approval

Field Trip Request Name: French Trip Type of Trip: Curricular Co-curricular

Date of Request: September 24, 2003 School Board Presentation Date: October 13, 2003

Staff/Advisor Requesting Marilyn Proulx Phone/Extention: 284-2437

Purpose of the Trip: The trip will provide an opportunity for students to become immersed into the French language thorough a home stay. Touring in France will also provide cultural experiences for students.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The homestay will provide educational experiences. The trip will support the current standards in world language of communication in a world language. The trip also supports the world language, art and history standards. (see attachment)

Trip Destination: A circuit of towns in France to be determined

Date of Trip Departure: June, 2005

Return Date: June, 2005

Number of School Days Involved: 0

Number of Students Involved: 8 - 10

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

☐ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

☐ Attached plans for parental notification and approval;

☐ Attached list of accompanying staff. Number of Chaperones needed for the trip 1
Marilyn Proulx and teacher from other schools will accompany students

Authorization Signature of Building Principal: Hoyle

Signature of Superintendent/Assistant Superintendent - Teaching/Learning: _____

Board Approval Date: _____

Section II

Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: IICA).

- _____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;
- _____ 2. Roster of students going on the trip with signed parental approval;
- _____ 3. List of staff and adult chaperones going on the trip;
- _____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;
- _____ 5. An accommodation plan for students with an IEP or 504 plan;
- _____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;
- _____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;
- _____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form IICA-A Section I) if needed.

Section III

Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

Moorhead Travel Program to France

Traveling with ISE (Intercultural Student Experiences of Hopkins, MN)

Dates: 3 weeks in June ; departure from Minneapolis (possibly Fargo)

21-day program: 2 days en route, 8-night Family Stay, 11-night itinerary (see below for a sample itinerary.)

Price, approximately: \$2,449 (for air fare, bus travel, hotels, some meals, family stay, medical and trip-cancellation insurances, 2-3 entry fees, study and preparation materials.)

NOT INCLUDED: passport and photo fees, transportation to departure city (Minneapolis), gifts and spending money, noon and evening meals.

See attached ISE promotional brochure
(and sample itinerary, page 9)

Explore France

15-Day Summer Staff-Guided

from \$2,495
June departures

For Staff-Guided Programs all listed activities are included. See page 11 for detailed price information and inclusions.

What makes the France Staff-Guided program so special? Besides a great itinerary, the group is led by a specially chosen American teacher who escorts the group and manages the day-to-day activities. This "ISE Bus Teacher" is more than a guide; he or she knows both the language and the culture and communicates these in a vivid and interesting way.

DAY 1 DEPARTURE

En route to France

DAY 2 JUAN LES PINS

Travel to Nice, the capital of the Côte d'Azur (the French Riviera). Visit the Promenade des Anglais and la vieille ville with its maze of narrow pedestrian streets. Sample a pissaladière, a socca or pain bagnat before heading to Juan les Pins for the night. ISE welcome dinner. (B, D)

DAY 3 JUAN LES PINS

Travel to medieval Eze. Visit the Fragonard Parfumerie. Drive to Monaco. See the Musée Océanographique and the changing of the guard at the Palais du Prince. Later on, ride the public elevator to the Jardin Exotique or view the Prince of Monaco's private classic car collection. Overnight in Juan Les Pins. (B)

DAYS 4-9 FAMILY STAY

Transfer to Toulon or Aix-en-Provence for your family stay. En route, discover the beauty of the old town of St. Paul de

Vence; visit the famous modern art center at Foundation Maeght. Begin an exciting 6-night family stay in Toulon or Aix-en-Provence. (Meals at home)

DAY 10 AVIGNON

Journey to Avignon via Les Marais de la Camargue. After lunch, travel to the Roman cities of Arles and Nîmes and l'Aqueduc du Pont du Gard. Visit Le Palais des Papes before sampling la cuisine Provençale.

DAY 11 PARIS

Take the TGV to Paris and have a bus tour of the "City of Lights." Enjoy a walking tour of the Jardin des Tuileries, continuing to the Place de la Concorde and the Champs Élysées. Climb the Arc de Triomphe. Evening free. (B)

DAY 12 PARIS

Bus excursion to the Château Vaux-le-Vicomte. Return to Paris and take the Métro to the Quartier St. Michel and lunch on your own in the Quartier Latin. Afternoon visits to Ile de la Cité, Cathédrale de Notre Dame, Sainte Chapelle and Conciergerie. Walking tour of Ile de St. Louis, l'Hôtel de Ville, le Centre Pompidou and Les Halles. Evening free. (B)

DAY 13 PARIS

Morning guided tour of the Louvre. Then experience the quaint Montmartre district. Visit the Basilique du Sacré-Coeur and celebrate French artistry at the Place du Tertre. In the afternoon you can shop near the Opéra Garnier or visit the Père Lachaise Cemetery. (B)

DAY 14 PARIS

Visit the Musée d'Orsay and/or the Musée Rodin on your way to Les Invalides. Go to les Catacombes. Enjoy the Défilé de Mode at Galeries Lafayette. Have an ISE farewell dinner and climb to the top of the Eiffel Tower to view Paris at dusk! Bateau-mouche cruise on the Seine. (B, D)

DAY 15 RETURN

Transfer to airport and return to the U.S. (B)

Explore France

Standard 21-Day France Summer

from \$2,449
Departures after June 10 add \$200

SAMPLE ITINERARY ONLY! Your actual itinerary will be assigned by ISE in accordance with the family stay community. Daily activities and sightseeing will be chosen by the group leader(s). See page 11 for detailed price information and inclusions.

DAY 1 DEPARTURE

The day has finally arrived! Board your plane to Paris and start your memorable journey.

DAYS 2 & 3 PARIS

At last you arrive in the French capital, the "City of Lights." These initial two days will fly by! Learn the Métro and use it to get acquainted with the main parts of this most beautiful city. Take an excursion to world-famous Versailles. Enjoy your ISE welcome dinner on arrival day. (2B, 1D)

DAYS 4 & 5 BLOIS

Leave Paris for now and head for scenic Blois. Your motorcoach will take you to Chartres, where the incredible stained glass windows of the cathedral await. Pass through the incomparable châteaux country of the Loire Valley to lovely Blois. (2B)

DAYS 6 & 7 SARLAT

Depart Blois and continue on to the picturesque town of Sarlat. Visit the awesome prehistoric cave of Pech-Merle. Climb up the perched village of Rocamadour. (2B)

DAYS 8-15 FAMILY STAY

Your famille française will be eagerly awaiting your arrival. A week filled with memorable experiences and new friendships lies ahead. (Meals at home)

DAYS 16 & 17 ANNECY

It won't be easy but it is time to bid your host family farewell and continue on your exciting itinerary. Your ISE motorcoach will take you to the French Alps. The lakeside town of Annecy will delight you with its canals winding through the vieille ville. Rent a paddleboat and enjoy a lakeside view of the mountains that surround Annecy or take an afternoon to visit the nearby city of Chamonix. (2B)

DAYS 18, 19, 20 PARIS

You return to Paris to pick up where you left off with even more unforgettable experiences. Explore the treasures of the Louvre and the Musée d'Orsay and then enjoy the street performers found near the Centre Pompidou and Les Halles. Spend an afternoon in the midst of the lively Quartier Latin and then round out your day by taking an evening ride on a bateau-mouche while enjoying the lights reflected on the Seine. ISE farewell dinner. (3B, 1D)

DAY 21 RETURN

You won't want to leave, but your flight from Paris will take you home with many wonderful memories. (B)



Picnicking at the Château de Chambord

From: Marilyn Proulx, French Instructor

Re: Major Magnitude Field Trip, in response to the following questions:

How is the trip related to the course content?

The contents of World Language learning is presented in the light of assuming an immersion in a place where the target language is spoken. Consider some of the Chapter themes of the Holt Reinhart Winston text, Allez Viens (which translates, "Come Along!":

| Chapter theme | Objective |
|--|---|
| Lets get acquainted At school | Introductions and getting acquainted Discussing classroom schedules, subjects and needed supplies for the classroom |
| Sports and Pastime At the café, at the restaurant The family | Relating to one another about likes and dislikes Survival in a café or restaurant Relationships of people, physical and character descriptions of people |
| Shopping for clothes | Shopping experiences, terms of clothing |

How is the trip related to graduation standards? Survival in the world is one of the ultimate goals of graduation standards.

Consider some of the goals of graduation standards beyond just communicator:

Responsible learner - the child must learn to survive in a restaurant, to navigate, in a family, etc. in a foreign culture

Self directed learner - the experience is not for a grade, it can be fun, but it is an extremely challenging learning experience. In seeing the art, the history the different culture all about the students ask so many great questions

Problem solver - the child has to put their limited knowledge of a language together to communicate for food, towels in the hotel, directions on the street, a family stay...

Productive group participant - the child is away from their comfort zone for three weeks and is with a group of about 40-45 individuals who will not all get their own way. This requires a lot of compromise, diplomacy, etc.

MEMO #: S-04-033

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LN*

DATE: October 8, 2003

RE: First Reading of Policy

Attached please find policy, School Board Policy Development, Adoption, Implementation and Review (221), for your review.

LPN:mde
Attachment

❖ Policies and Procedures ❖

Code: 221
Category: Policy of the School Board / Moorhead, MN
Section: 200 SCHOOL BOARD
Name: School Board Policy Development, Adoption, Implementation and Review
Adopted: 8/27/01
Revised:
Reviewed:
Policy: I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy making role of the school board to provide ~~the means for it to continue to be an ongoing effort~~, guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead school board policy.

II. GENERAL STATEMENT OF POLICY

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system respond to its mission and operate in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement school board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and directives to ~~effectuate the implementation of implement~~ school board policies. These guidelines and directives shall not be inconsistent with said policies. These written procedures shall be reviewed along with the board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent to assure compliance with school board policy before presenting to the school board for approval.

III. DEVELOPMENT OF POLICY

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public School district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of the policy to administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives

55

by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or member of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two school board meetings. The policy changes shall be reviewed by the district's Policy Review Committee if possible before placing them on the board agenda. Proposals will be distributed and school board and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the school board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the school board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The school board has the discretion to determine what constitutes an emergency situation.

V. IMPLEMENTATION OF POLICY

A. It shall be the responsibility of the Moorhead superintendent to implement Moorhead school board policies and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval of the school board.

B. Paper copies of the policy manual are to be maintained by the school board chair, school board clerk and district superintendent. Each Moorhead school board member shall have a copy of the policy manual, a copy will be available in the principal's office at each school, in the Moorhead Public Library, and over the district's web site s, employees and the public shall access the policy manual at the district's Web site (www.moorhead.k12.mn.us). It shall be the responsibility of the superintendent, board secretary, individual school board members, and others designated by administration to keep the policy manuals current.

C. When there is no Moorhead school board policy in existence to provide guidance on a matter, the Superintendent of Moorhead Area Public Schools is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

VI. POLICY REVIEW

A. Moorhead school board policies will be reviewed at least once every four years. Administrative procedures supporting those policies will be reviewed at the same time. The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their

recommendations will be brought forward to the school board by the superintendent.

Legal References:

Minnesota Statute 123B.02 Subd. 1 (School District Powers)

Minnesota Statute 123B.09 Subd. 1 (School Board Powers)

Minnesota Statute 123B.143 (Superintendent)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 310: School Superintendent

[Search Again](#)

5-M9-1305
10-27-03

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

October 27, 2003

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

| | |
|-----------------------|-------------------------|
| Jim Cummings _____ | Carol A. Ladwig _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Anton B. Hastad _____ | Bill Tomhave _____ |
| Sonia Hohnadel _____ | Larry P. Nybladh _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. "We Are Proud"

We Are Proud of Jan Welken, physical education teacher at Riverside Elementary School, and Ken Welken, math teacher at Moorhead Junior High, for being honored on Oct. 4, 2003 by the Valley City State University Alumni Association with Certificate of Merit Awards.

Jan Welken was honored because of her accomplishments, including being named Minnesota's Elementary Physical Education Teacher of the Year in 2002. Ken

SCHOOL BOARD AGENDA - October 27, 2003

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Welken was honored in part because of his success in coaching the Moorhead Junior High Mathcounts Team, which placed first at the 2003 Minnesota state competition. Welken also coached the Minnesota State Mathcounts Team at the National Mathcounts Competition in 2003.

We Are Proud of Moorhead High School students Zackary Kenz and Nicholas Sternhagen for being named semifinalists in the National Merit Scholarship Program earlier this fall. Approximately 16,000 semifinalists were recognized this year. The nationwide pool of semifinalists, which represent less than one percent of U.S. high school seniors, is made up of the highest scoring entrants in each state. More than 1.3 million juniors in over 21,000 U.S. high schools entered the 2004 National Merit Program by taking the 2002 PSAT/National Merit Scholarship Qualifying Test.

Scholastically talented high school senior named as semifinalists have an opportunity to continue in the competition for approximately 8,000 Merit Scholarships awards, worth \$32 million, that will be offered next spring. To continue, semifinalists must fulfill several requirements and advance to finalist standing, a prerequisite to being considered for a Merit Scholarship.

We Are Proud of seventeen students or graduates of Moorhead High School for earning the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Exams. Students qualified for either the AP Scholar with Distinction Award, the AP Scholar with Honor Award, or the AP Scholar Award depending on the number of exams taken and the scores received on those exams.

Of this year's award recipients, senior Zackary Kenz and Nick Sternhagen were named AP Scholars with Honor by earning an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on four or more of these exams. As seniors, Kenz and Sternhagen have one more year in which to complete college-level work and possibly earn another AP Scholar Award.

Fifteen graduates were recognized with AP Scholars Awards. Michelle Vigen qualified for the AP Scholar with Distinction Award by earning an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams. Leah Bock, Holly Burd, Kate Dale, Matthew Duval, Tom Hilde, Brad

SCHOOL BOARD AGENDA - October 27, 2003

PAGE 3

Holschuh, Brent Miller, Lee Richards and Carissa Wolf were named AP Scholars with Honor. Krister Anderson, Alan Iverson, Christopher Matthees, Alison Reynolds, and Annie Valenzuela were named AP Scholars for completing three or more AP Exams with grades of 3 or higher.

- E. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Gifts- Page 6-8
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
 - (1) Approval of New Employees - Page 9
 - (2) Acceptance of Resignation - Page 10
 - (3) Approval of Family/Medical Leave - Page 11
 - (4) Approval of Change in Employment Contracts - Page 12
- D. SUPERINTENDENT MATTERS - Nybladh

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

SCHOOL BOARD AGENDA - October 27, 2003

PAGE 4

4. **FIRST READING OF POLICIES:** Nybladh
Pages 13-28

Conduct a first reading of policies: Equal Employment Opportunity Statement (401), Grievance Procedure for Equal Opportunity (402), Tuition Fees (512), Patriotic Exercises (633), School District System Accountability (Moorhead Graduation Implementation Policy A) (650), and Assessment of Graduation Standards Achievement (657).

5. **APPROVAL OF POLICY:** Nybladh
Pages 29-32

Suggested Resolution: Move to approve policy, School Board Policy Development, Adoption, Implementation and Review (221), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **BUILDING AND DISTRICT PROFILES:** Kovash
Pages 33-97

7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 27, 2003**PAGE 5****CALENDAR OF EVENT**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|---|-----------------|-------------|--------------|
| Technology Com | October 28 | 3:45 pm | Townsite |
| Robert Asp PTAC | October 28 | 7 pm | Library |
| HS Restructuring Study Group | October 28 | 7:30 pm | HS Rm 211 |
| Elem Schl Attendance Area Task Force | October 30 | 7 pm | Board Room |
| Spec Ed Parent Adv Com | October 31 | 12 Noon | Townsite |
| End of First Quarter | October 31 | | |
| K-12 Staff Development Day | November 3 | No School | |
| Edison PTAC | November 3 | 7 pm | Library |
| Cont. Educ Com | November 4 | 6:45 am | T and T Cafe |
| Election Day | November 4 | 7 am-8 pm | |
| Joint Powers Com | November 6 | 7 am | City Hall |
| Early Chldhd Pgrms Adv Com | November 6 | 7 pm | Lincoln |
| JH PTAC | November 6 | 7 pm | Media Center |
| Washington PTAC | November 10 | 6:30 pm | Library |
| School Board | November 10 | 7 pm | Board Room |
| Elem ITBS Testing | November 10-14 | | |
| Indian Educ Com | November 13 | 5 pm | Townsite |
| District Care Team | November 17 | 3:30 pm | Board Room |
| Probstfield PTAC | November 17 | 7 pm | Library |
| HS PTAC | November 17 | 6:30 pm | Library |
| Com Ed Adv Council | November 18 | 7 pm | Board Room |
| Riverside PTAC | November 18 | 7 pm | Library |
| Interagency Early Interv Com | November 19 | 12 Noon | FSC |
| Clay Cnty Jt Powers Collab | November 19 | 3:30 pm | FSC |
| Instr and Curr Adv Com | November 20 | 7-8:30 am | Board Room |
| Health/Safety/Wellness Com | November 20 | 9:30 am | TC Rm 266 |
| Supt's Adv Council | November 20 | 7 pm | Board Room |
| K-P/T Confs | November 21, 24 | No School | |
| K-12 P/T Confs | November 24-25 | No School | |
| RRALC Parent/Teacher Night | November 25 | 5:30-7 pm | RRALC |
| School Board | November 24 | 7 pm | Board Room |
| Technology Com | November 25 | 3:45 pm | Townsite |
| Early Chldhd Screening | November 25-26 | | |

OFFICE OF TEACHING & LEARNING MEMO #: I.04.059



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: October 22, 2003

Moorhead Schools has recently received a donation of a Gait Trainer. This adaptive equipment is an ambulation aid to encourage motor movement. The value of this equipment is \$1000.00 The Gait Trainer was donated by:

Charles and Scarlett Wiger
3701 5th St S
Moorhead, MN 56560

Their donation is greatly appreciated by the Moorhead Schools and will be used with children in helping them to improve their walking movements.

SUGGESTED RESOLUTION: Move to approve the donation of the Gaint Trainer.
Direct administration to send a letter of thanks to Charles and Scarlett Wiger.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.04.060



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: October 22, 2003

Moorhead High School AYES automotive program has recently been given a donation of a 2002 Chrysler Neon (VIN # 1C3ASN6PO2D606558) estimated value of \$ 15,000.00. The car was donated by Daimler-Chrysler Corporation

SUGGESTED RESOLUTION: Move to approve the donation of the 2002 Chrysler Neon. Direct administration to send a letter of thanks to the Daimler-Chrysler Corp.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.04.061



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: October 22, 2003

Moorhead High School AYES automotive program has recently been given a donation of a 2002 Chrysler Cavalier (VIN # 1G1JC12F847107192) valued at \$ 9,316.31. The car was donated by

General Motors Corp.
4141 W 95th St
Oak Lawn, IL

SUGGESTED RESOLUTION: Move to approve the donation of the 2002 Chrysler Cavalier. Direct administration to send a letter of thanks to the the General Motors Corp.

LAK/kmr

HUMAN RESOURCE

MEMO #: HR .04.116



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: New Employees
DATE: October 20, 2003

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state, and school district statutes and requirements.

| | |
|------------------|--|
| Rebecca Lee-Hunt | Paraprofessional, Partners in Learning, 20 hours per week, 41 weeks per year, B21 (0-2) \$11.52, effective October 13, 2003.(Replace Jocelyn Tang) |
| Brenda Helland | Paraprofessional, Robert Asp, 6.5 hours per day, B21 (3) \$11.72 per hour, effective October 13, 2003. (Replace Jan Burnside) |

SUGGESTED RESOLUTION: Move to approve the employment of Rebecca Lee-Hunt, Brenda Heland.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.117



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Resignation
DATE: October 20, 2003

The administration requests the approval of resignation of the following person:

Kathy Duval Hall Monitor, Sr. High, effective October 9, 2003.

SUGGESTED RESOLUTION: Move to approve the resignation of Kathy Duval as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.119



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Family/Medical Leave
DATE: October 20, 2003

The administration requests the Family/Medical Leave for the following person:

Lucy Skodje Food Server, Probstfield, effective October 1, 2003 for approximately one month.

Del Larson 5th Grade Teacher, Washington Elementary, effective September 22, 2003 for approximately four weeks.

SUGGESTED RESOLUTION: Move to accept the Family/Medical Leave for Lucy Skodje and Del Larson as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.118



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Change in Employment Contract
DATE: October 20, 2003

Jeff McMaines Night Custodian, Sr. High A12 (3) \$11.15 to Food Service Delivery,
A13 (3) \$11.48 per hour effective October 10, 2003. (Replace
Eugenio Cuadra)

Sonya Borgen Paraprofessional, Outreach to Red River Alternative Center.
(Replace Brandi Seifert)

SUGGESTED RESOLUTION: Move to approve the change in contract for Jeff McMaines
and Sonja Borgen.

RN/smw

MEMO #: S-04-037

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: October 21, 2003

RE: First Reading of Policies

Attached please find policies: Equal Employment Opportunity Statement (401), Grievance Procedure for Equal Opportunity (402), Tuition Fees (512), Patriotic Exercises (633), School District System Accountability (Moorhead Graduation Implementation Policy A) (650), and Assessment of Graduation Standards Achievement (657), for your review.

LPN:mde
Attachments

❖ Policies and Procedures ❖

Code: 401
Category: Policy of the School Board / Moorhead, MN
Section: 400 EMPLOYEE/PERSONNEL
Name: Equal Employment Opportunity Statement
Adopted: 08/12/80
Revised: 04/12/99
Reviewed: 02/13/90 04/26/94 04/12/99
Policy: I. PURPOSE

~~This is to affirm Independent School District No. 152's policy of providing equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity/Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof, specifically Minnesota Statute 363.~~

~~It is the policy of Independent School District No. 152 to recruit, hire, train, and promote persons in all job titles, without regard to race, color, creed, religion, sex, sexual orientation, national origin, marital status, or status with regard to public assistance, disability, limited English proficiency or age, except where such status is a bona fide occupational qualification.~~

~~It is the policy of Independent School District No., 152 to make employment decisions in a manner which will further the principles of equal employment opportunities.~~

~~It is the policy of Independent School District No. 152 to ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, company-sponsored training, education, tuition assistance, and social and recreation programs will be administered without regard to race, color, creed, religion, sex, sexual orientation, national origin, marital status, or status with regard to public assistance, disability, limited English proficiency or age.~~

~~Independent School District No. 152 has appointed the Director of Human Resources to manage the Equal Employment Opportunity Program. His/Her responsibilities and authority will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative Action Program. The School Board will receive and review reports of the progress of the program. If any employee or applicant for employment believes he/she has been discriminated against, contact the Director of Human Resources. For more information on the school district's internal procedures for addressing equal opportunity complaints, see the Policy of the School Board 402: Grievance Procedure for Equal Opportunity.~~

The purpose of this policy is to provide equal employment opportunity for all applicants for employment and school district employees of the Moorhead Area Public School District.

II. GENERAL STATEMENT OF POLICY

A. It is the Moorhead Area Public School District's policy to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The Moorhead Area Public School District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to Moorhead School Board Policy 570 Prohibition of Harassment and Violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every Moorhead Area Public School District employee to follow this policy.

E. Any person having any questions regarding this policy should discuss it with the Director of Human Resources.

Legal Reference

Minnesota Statute 363 (Minnesota Human Rights Act)

29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et. seq. (Vietnam Era Veterans Readjustment Assistance Act)

38 U.S.C. 4211 et. seq. (Veterans Reemployment Rights Act)

42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)

42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School Board Policy 402: Grievance Procedure for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

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❖ Policies and Procedures ❖

Code: 402
Category: Policy of the School Board / Moorhead, MN
Section: 400 EMPLOYEE/PERSONNEL
Name: Grievance Procedure for Equal Opportunity
Adopted: 12/13/1983
Revised: 2/8/1999
Reviewed: 5/17/1988 4/26/1994 2/8/1999
Policy: I. PURPOSE

The Moorhead Area Public School District #152 provides opportunity for students, parents, guardians of students, or District employees to grieve matters pertaining to discriminatory practices. Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, and status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the School District for alleged discriminatory acts in violation of state or federal statutes or District policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.

II. GENERAL STATEMENT OF POLICY

Section 1: Definition

Grievance: A complaint about an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or District policy and procedures affecting equality in the educational program and/or employment practices.

Grievant: Any student, parent or guardian of a student, or employee of the District who believe(s) that in the past ten (10) days there is, or has been, a violation, misinterpretation or inequitable application of state and/or federal laws and regulations or District policy and procedures affecting equality in the educational program and/or employment practices.

Respondent: Person, persons, or group named in grievance who allegedly discriminated.

Supervisor: Any administrator, i.e. Superintendent, Principal, Assistant Principal, Assistant Superintendent, ~~compliance officer~~ Human Resources Director, members of the Supervisor's bargaining unit, or School Board.

Days: "Days" shall mean all weekdays, excluding Saturday, Sunday and days designated as holidays by state law.

Section 2: Waiver of Steps and Time Limits

The number of days indicated shall be the absolute maximum for initiating such a grievance. Postmarks or dates or initialed receipts shall serve for counting days to comply with this grievance procedure. Communications must be transmitted through U.S. certified mail or hand delivered and witnessed. The parties, by mutual written agreement, may waive any step and extend any time limit in the grievance procedure. If the grievant does not meet the time limits, the grievance will be considered forfeited. If the respondent/supervisor does not respond within the time limits, the grievant may proceed to the next step immediately.

Section 3: Withdrawal

A grievance may be withdrawn by the grievant at any step.

Section 4: Procedure

The grievant should first make an attempt to resolve the complaint through open discussion with the respondent and/or respondent's immediate supervisor, building supervisor, or his/her designee. The discussion must take place within a twenty (20) day period from the time that the alleged incident of discussion occurs. The informal complaint shall include the following information: (1) nature of the grievance; (2) facts, including dates, places, persons, and actions; and, (3) relief requested. If the grievance is not resolved in the informal discussion stage, the grievant may file a formal complaint with the immediate supervisor of the respondent within twenty-five (25) days from the date of the event giving rise to the complaint.

The formal complaint shall include the following information: (1) nature of the grievance; (2) facts including dates, places, persons, and actions; and, (3) relief requested. The formal written grievance shall be certified mailed or hand delivered and witnessed to the immediate supervisor of the respondent who will determine whether the grievance is filed at the correct level. The supervisor will notify the grievant if the placement is not appropriate. If filed at the appropriate step, the supervisor will have five (5) days to respond, during which time the supervisor shall have held a conference with interested parties before the response will be sent to the District's ~~Compliance Officer~~ Human Resources Director, Superintendent of Schools, and to the School Board.

If the grievant is not satisfied with the response of the previous step, an appeal may be filed with the Superintendent within a period of five (5) days following the supervisor's response. The Superintendent will respond in the same manner as any other supervisor, and will render a decision and mail by certified mail or hand deliver with witness the response within the five (5) day period. A copy of the response will be sent to the District's ~~Compliance Officer~~ Human Resources Director and, if applicable, to the School Board.

If the grievant is not satisfied with the response of the Superintendent, an appeal may be filed with the School Board within a five (5) day period following the Superintendent's response. The School Board will have the following options to consider the matter: 1) within 14 days, appoint an independent hearing officer; 2) within 14 days, appoint a subcommittee of the Board to hear the grievance; or, 3) within 14 days, take the grievance to the full School Board to be considered at the next regularly scheduled Board meeting unless the Board is next scheduled to meet within seven (7) days of receipt of the grievance appeal.

The Board decision shall be rendered within five (5) days of the hearing of the grievance. A copy of the response shall be sent to the Superintendent of Schools and to the District's ~~Compliance Officer~~ Human Resources Director.

Nothing in this grievance procedure shall preclude the grievant from filing a complaint

with any or all of the following agencies at any time:

Commissioner of Human Rights
190 East 5th Street
St. Paul, MN 55101
651/296-5663

Director for Civil Rights, ED
350 South 5th Street, Room 239
City Hall
Minneapolis, MN 55415
(612) 673-3012

Equal Employment Opportunity Commission (Reg. Office)
310 W. Wisconsin Avenue
Suite 800
Milwaukee, WI 53203

Equal Employment Opportunity Commission
330 2nd Avenue South, Suite 430
Minneapolis, MN 55401

Legal References:

Minnesota Statute 363 (Minnesota Human Rights Act)
29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 et. seq. (Vietnam Era Veterans Readjustment Assistance Act)
38 U.S.C. 4211 et. seq. (Veterans Reemployment Rights Act)
42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring

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❖ Policies and Procedures ❖

Code: 512
Category: Policy of the School Board / Moorhead, MN
Section: Students
Name: Tuition Fees
Adopted: 9/13/1988
Revised: 7/19/1999 6/26/2000
Reviewed: 8/13/1991 7/6/1993 8/28/1995 8/26/1996 7/28/1997 8/10/1998 6/26/2000
Policy: I. PURPOSE

The Moorhead School Board will annually set fees for out of state students to attend Moorhead Area Public Schools based on the formula allowance and weights per pupil unit.

II. GENERAL STATEMENT OF POLICY

Tuition fees for full time students attending Moorhead Public Schools are as follows:

Kindergarten ~~\$3,060~~ 2,563

Grades 1-3 ~~\$6,120~~ 5,130

Grades 4-6 ~~\$5,820~~ 4,877

Grades 7-12 ~~\$7,140~~ 5,981

Special Education students and students attending under the Minnesota Attendance Options programs shall have financial arrangements based on state approved procedures.

Cross Reference:
Moorhead School Board Policy 511: Enrollment of Nonresident Students

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❖ Policies and Procedures ❖

Code: 633
Category: Policy of the School Board / Moorhead, MN
Section: 600 EDUCATION PROGRAMS
Name: Patriotic Exercises
Adopted: 6/10/1986
Revised: 6/24/1996
Reviewed: 12/1/1990 6/24/1996
Policy: I. PURPOSE

Moorhead Area Public School Board We believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least once a or more times each week. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

The School Board wishes to set an example for the district's staff and students. Therefore, the Pledge of Allegiance shall be recited at the beginning of each meeting of the School Board.

III. EXCEPTIONS

Any student or staff member who, for reasons of conscience, does not wish to salute the flag or say the pledge, will be excused from the exercises. A teacher may have a student or other representative lead the class in the Pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal Reference:
Minnesota Statute 121A.11, Subd. 3 (Pledge of Allegiance)

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❖ Policies and Procedures ❖

Code: 650
Category: Policy of the School Board / Moorhead, MN
Section: 600 EDUCATION PROGRAMS
Name: School District System Accountability (Moorhead Graduation Implementation Policy A)
Adopted: 08/26/02
Revised:
Reviewed:
Policy: I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Graduation Standards, including the Profile of Learning Minnesota Graduation Requirements and Minnesota Academic Standards.

II. GENERAL STATEMENT OF POLICY

~~Implementation of rigorous, results-oriented Graduation Standards will require a new level of accountability for the school district.~~ The school district will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. Moorhead Area Public Schools will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Content Standard" means a set of state-prescribed specifications in a learning content area. This area is:

1. "High school content standard" means a content standard that fulfills one of the high school graduation requirements.
2. ~~"Preparatory content standard" means a primary, intermediate, or middle level content standard that a district requires students to complete, usually in kindergarten through grade 8:~~
 - a. ~~"Primary content standard" means a content standard that the district requires students to complete in approximately kindergarten through grade 3:~~
 - b. ~~"Intermediate content standard" means a content standard that the district requires students to complete in approximately grades 4 and 5:~~
 - c. ~~"Middle level content standard" means a content standard that the district requires students to complete in approximately grades 6 through 8:~~
- B. ~~"Graduation Standards" means the number and distribution of high school content standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~

C. ~~"Profile of Learning" means the broad areas of learning in the Graduation Standards~~

~~into which all preparatory content standards and high school content standards are organized. Learning areas include:~~

- ~~1. Read, listen and view;~~
- ~~2. Write and speak;~~
- ~~3. Arts and literature;~~
- ~~4. Mathematical concepts and applications;~~
- ~~5. Inquiry and research;~~
- ~~6. Scientific concepts and applications;~~
- ~~7. Social studies;~~
- ~~8. Physical education and lifetime fitness;~~
- ~~9. Economics and business;~~
- ~~10. World languages; and~~
- ~~11. Technical and vocational education.~~

~~Moorhead Area Public Schools will offer at least one foreign language in learning area ten.~~

~~D. "Special needs" means students with limited English proficiency, disabilities or 504 plans.~~

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The school board has established school district-wide goals which provide broad direction for the school district. ~~Incorporated in these goals are the content standards contained in the Profile of Learning in the Minnesota Graduation Standards.~~ The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Instruction and Curriculum Advisory Committee (ICAC).

2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

~~B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Profile of Learning. The system for reviewing all curriculum and instruction is outlines in the district Curriculum Review Cycle.~~

C. Implementation of Graduation Requirements:

1. ~~The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt~~

or update these policies at least annually. The Graduation Standards Implementation Committee will be comprised of the Instruction and Curriculum Advisory Committee. See Minnesota Rule Part 3501.0420, Subp. 1(A).

2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet state expectations for two out of three consecutive school years, beginning with the 2000-2001 school year, the Assistant Superintendent of Teaching and Learning and a board appointed school improvement committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The committee may seek assistance from the Commissioner of the Department of Children, Families and Learning (the Commissioner) in developing a plan which must include parental involvement components.

DB. Instruction and Curriculum Advisory Committee.

1. By October of each year, the ICAC will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The ICAC, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Curriculum and Assessment committees, etc.,] will provide active community participation in:

- a. reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
- b. identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Performance."

3. The ICAC shall meet the following criteria:

- a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.
- b. The advisory committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local process shall be used for developing a plan for assessment of student progress toward the content standards contained in the Profile of Learning as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. Assistant Superintendent for Teaching and Learning

- b. Principal
- c. School Board Member, representative and alternative
- d. Two Student Representatives
- e. Elementary Teacher, Secondary Teacher, Special Education Teacher, and Teacher representing Gifted and Talented
- f. Two parents from each building or instructional level (total of 14)
- g. Two representatives of senior citizens
- h. Two representatives of higher education
- i. Representative from minority community
- j. One clergy representative

5. The advisory committee shall meet monthly each year and follow timeline each year:

September: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the school board.

October: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

November, December: Review evaluation results and prepare recommendations.

December: Present recommendations to the school board for its input and approval.

September: Provide direction to and review "Annual Report on Curriculum, Instruction and Student Performance."

~~E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Profile of Learning, as well as program evaluation data for use by the ICAC committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.~~

FC. Reporting.

1. An "Annual Report on Curriculum, Instruction and Student Performance" shall be approved by the school board by October 1 and distributed to the public. A copy shall be sent to the Commissioner by October 15th of each year. The public report shall include, but not be limited to, the following:

- a. Student performance goals for meeting the graduation standards;
- b. Result of local assessment data, including all data required by Minnesota Rule, Part 3501.0160;
- c. School district improvement plans;
- d. Progress on previous improvement plans;
- e. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes 123B.04;
- f. Names of advisory committee members, dates their terms expire, method of selection and application dates;

g. Periodic reports on constituencies' satisfaction with schools;

h. Biennial evaluations of the school district testing program and AOM.

~~2. By August 15 of each year, the school district must notify the Commissioner of the preparatory and high school content standards required at each site pursuant to Moorhead School Board Policy IKF Graduation Requirements as well as the schedule, by school year, that each school site will use to implement all the state-required preparatory and high school content standards.~~

Legal References:

Minnesota Statute 120B.02 (Results-Oriented Graduation Rule)

Minnesota Statute 120B.031 (Implementing the Profile of Learning)

Minnesota Statute 120B.11 (School District Process)

Minnesota Statute 120B.35 (Student Achievement Levels)

Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)

Cross References:

Moorhead School Board Policy 104: School District Mission Statement

Moorhead School Board Policy 601: School District Curriculum and Instruction Goals

Moorhead School Board Policy 640: Graduation Requirements

Moorhead School Board Policy 651: School District Ensurance of Preparatory and High School Standards

Moorhead School Board Policy 652: Staff Development for Standards

Moorhead School Board Policy 653: Credit for Learning

Moorhead School Board Policy 654: Record Keeping/Reporting/Advising of Student Achievement

Moorhead School Board Policy 655: Profile of Learning Appeal Process

Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students

~~Moorhead School Board Policy 657: Assessment of Standards Achievement~~

Moorhead School Board Policy 660: School District Testing Plan and Procedure

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❖ Policies and Procedures ❖

Code: 657
Category: Policy of the School Board / Moorhead, MN
Section: 600 EDUCATION PROGRAMS
Name: Assessment of Graduation Standards Achievement
Adopted: 08/26/02
Revised:
Reviewed:
Policy: THIS POLICY IS RECOMMENDED FOR DELETION.

~~I. PURPOSE~~

~~The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved Graduation Standards in compliance with the requirements set forth in the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501.~~

~~II. GENERAL STATEMENT OF POLICY~~

~~Moorhead Area Public Schools has established a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance, through training and collegial collaboration, the capacity of teachers to identify required versus honors level performance and to score student performance against exemplars of excellent student achievement of the Graduation Standards.~~

~~III. DEFINITIONS~~

~~A. "Exemplar" means an actual example of student work on a performance assessment determined to represent student performance that earns a score of "3" or "4" in accordance with the rubric as defined in item "C."~~

~~B. "Performance assessment" means any assessment method that will measure demonstrated student performance of the specifications of a content standard.~~

~~C. "Rubric" means the criteria set by the Commissioner that must be used by a district to score student work that meets the specifications of a content standard.~~

~~D. "Specifications" means what a student must know and be able to do to complete a content standard.~~

~~IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT~~

~~A. Scoring criteria by which student performance of the Graduation Standards is evaluated shall be in compliance with the rules established by the Commissioner of the Department of Children, Families and Learning.~~

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Graduation Standards at all levels.

V. STANDARDS FOR PERFORMANCE ASSESSMENTS

A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Graduation Standards.

Scoring criteria for performance assessment include:

1. A score of "4," that signifies student work that meets or exceeds the rubric for the score of "4";
2. A score of "3," that signifies student work that meets the rubric for the score of "3";
3. A score of "2," that signifies student work that meets the rubric for the score of "2";
4. A score of "1," that signifies student work that meets the rubric for the score of "1";
5. A score of "0," that signifies incomplete work on the specifications of a content standard;
6. Incomplete student work receiving a score of "0" does not complete a content standard.
7. Students with Individual Education Plans (IEPs) - The IEP Team shall address each standard during the annual review. The IEP will reflect accommodations and/or modifications to basic standard testing and performance assessments. The IEP team will determine if a student will be exempt from the basic standards testing or the Profile of Learning. The special education coordinator is responsible to monitor the special assessment needs of students with IEP's and to implement whatever actions are necessary to respond to these needs according to state guidelines.
8. When a student, under provisions of an IEP or Section 504 Accommodation Plan, completes the specifications of a modified content standard as determined in the student's plan, the school district shall record the score as "pass-individual"
9. Students with 504 Plans - Accommodations and/or modifications will be made for students as documented in the 504 plan. The building principals, along with the counselors are responsible to monitor the special assessment needs of students with 504 plans and to implement whatever actions are necessary to respond to these needs according to state guidelines.
10. Students with Limited English Proficiency (LEP) - the English as a Second Language (ESL) teachers, general classroom teachers, parents, counselor, students and administrator will determine all accommodations needed to be made for LEP students. The team will develop an individual graduation plan that modifies requirements. A team must annually review the plan that has been developed. LEP students may not complete the content stands in learning areas 1 and 2 in a language other than English. The LEP coordinator is responsible to monitor the special assessment needs of students with LEP status and to implement whatever actions are necessary to respond to these needs according to state guidelines.

11. When an LEP student, under the provisions of an LEP individual graduation plan

~~completes the specifications of a modified content standard, the school district shall record the score as "pass-LEP"; and~~

~~12. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as "pass-LEP."~~

~~B. While the school district is not required to use state or locally developed performance packages to assess student achievement of a content standard, the school district must select performance assessments that have a grading system comparable to the criteria established under the definition of rubric and consistent with V(C) below. The school district may use one or more assessment methods to measure student performance on one or more content standards.~~

~~C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of "0" that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the students grade for a subject or course.~~

Legal References:

~~Minnesota Statute 120B.02 (Results-Oriented Graduation Rule)
Minnesota Statute 120B.03 (Implementing the Profile of Learning)
Minnesota Statute 120B.11 (School District Process)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)
Minnesota Rule Part 3501.0320 (Definitions)
Minnesota Rule Part 3501.0370, subd. 3 and subd. 5 (Assessment and Scoring of Student Achievement)
Minnesota Rule Part 3501.0420 (Implementation Reporting)~~

Cross References:

~~Moorhead School Board Policy 104: School District Mission Statement
Moorhead School Board Policy 601: School District Curriculum and Instruction Goals
Moorhead School Board Policy 640: Graduation Requirements
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students
Moorhead School Board Policy 660: School District Testing Plan and Procedure~~

[Search Again](#)

MEMO #: S-04-036

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: October 21, 2003

RE: Approval of Policy

Attached please find policy, School Board Policy Development, Adoption, Implementation and Review (221), for your review.

Suggested Resolution: Move to approve policy, School Board Policy Development, Adoption, Implementation and Review (221), as presented.

LPN:mde
Attachment

❖ Policies and Procedures ❖

Code: 221

Category: Policy of the School Board / Moorhead, MN

Section: 200 SCHOOL BOARD

Name: School Board Policy Development, Adoption, Implementation and Review

Adopted: 8/27/01

Revised:

Reviewed:

Policy: I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy making role of the school board to provide ~~the means for it to continue to be an ongoing effort~~, guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead school board policy.

II. GENERAL STATEMENT OF POLICY

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system respond to its mission and operate in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement school board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and directives to ~~effectuate the implementation of~~ implement school board policies. These guidelines and directives shall not be inconsistent with said policies. These written procedures shall be reviewed along with the board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent to assure compliance with school board policy before presenting to the school board for approval.

III. DEVELOPMENT OF POLICY

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public School district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of the policy to administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives

by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or member of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two school board meetings. The policy changes shall be reviewed by the district's Policy Review Committee if possible before placing them on the board agenda. Proposals will be distributed and school board and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the school board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the school board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The school board has the discretion to determine what constitutes an emergency situation.

V. IMPLEMENTATION OF POLICY

A. It shall be the responsibility of the Moorhead superintendent to implement Moorhead school board policies and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval of the school board.

B. Paper copies of the policy manual are to be maintained by the school board chair, school board clerk and district superintendent. Each Moorhead school board member shall have a copy of the policy manual, a copy will be available in the principal's office at each school, in the Moorhead Public Library, and over the district's web site s, employees and the public will be able to access the policy manual at the district's Web site (www.moorhead.k12.mn.us). It shall be the responsibility of the superintendent, board secretary, individual school board members, and others designated by administration to keep the policy manuals current.

C. When there is no Moorhead school board policy in existence to provide guidance on a matter, the Superintendent of Moorhead Area Public Schools is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

VI. POLICY REVIEW

A. Moorhead school board policies will be reviewed at least once every four years. Administrative procedures supporting those policies will be reviewed at the same time. The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their

recommendations will be brought forward to the school board by the superintendent.

Legal References:

Minnesota Statute 123B.02 Subd. 1 (School District Powers)

Minnesota Statute 123B.09 Subd. 1 (School Board Powers)

Minnesota Statute 123B.143 (Superintendent)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 310: School Superintendent

[Search Again](#)

OFFICE OF TEACHING & LEARNING MEMO #: I.04.058



TO: Dr. Larry Nybladh

FROM: Lynne Kovash

JK

SUBJECT: Building Profiles

DATE: October 22, 2003

Enclosed with the agenda is the draft of the K-12 & District Building Profiles for the five-year period from 1998-99 through 2002-03. Highlights and discussion of the profiles will be shared with the board.

The School Board will be asked to receive the Building and District Profiles at the November 10th meeting.

LAK/kmr
Attachment

Moorhead Area Schools

School Profiles



1998-99 through 2002-03

DRAFT

Prepared by the Office of Teaching & Learning

October 16, 2003

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MOORHEAD PUBLIC SCHOOLS SCHOOL PROFILES

Listed below is an explanation of data elements which are included in the building profiles.

Average Daily Membership

Average Daily Membership will be the total membership in pupil units for each building.

Average Daily Attendance

Official Average Daily Attendance from the Minnesota Automated Reporting Student System data.

Attendance

This figure will reflect the proportion of days that students were in attendance throughout the year. It is calculated by dividing the Average Daily Attendance by the Average Daily Membership.

Enrollment

Enrollment by grade as of October 1.

Ethnicity

The number of students and percentage of students will be given by ethnic group as of October 1.

Mobility

Student population for each building will be given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data will include transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next.

Limited English Proficiency

The report will include students with Limited Proficiency in English.

Free and Reduced Lunches

The report will include the number of students who are receiving free and reduced lunches. The proportion of students approved for free and reduced lunches will be reflected in these figures.

Retention in Grade

This data will reflect students who did not meet promotion standards at the end of the school year or after completion of summer school. At the high school level, students retained will be students who do not acquire the number of credits for promotion to the next grade level.

Special Education Status

The number of students receiving special services by primary disability.

Home Language

The language reported as the language primarily used at home will be listed. Data will include number of students and home language.

Failure Rate

This data will indicate the percentage of secondary students who failed no semester courses, one semester course, and 2 or more semester courses during one school year.

Dropout Rate

The district dropout rate will reflect students in grades 7-12 who dropped out during the year or did not re-enroll as expected in September and did not have a request of transfer of records from another school.

Absences/Unexcused Absences

Elementary school profiles report the number of students who received no absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Secondary school profiles report the number of students who received no unexcused absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Suspension

The number of students suspended from school will be reported. This will include the number of students in in-school suspension and those with out-of-school suspension.

Bus Suspension

This report will include the number of students suspended from bus transportation for one or more days during the school year.

Alternative School Setting

The report will include the number of students served through Outreach, MCAP, P.M. School and/or other alternative settings.

Detention

The report will include the number of detentions served.

Physical Assaults/Fighting

The report will list the number of reported assaults committed by students.

Weapons

This report will include the number of students who were charged with weapon offenses.

Tobacco

This report will include the number of students disciplined due to tobacco usage.

Alcohol

This report will include the number of students disciplined due to alcohol usage.

Other Drug Use

This report will include the number of students disciplined based on other drug usage.

Vandalism

This report will include the number of students disciplined due to vandalism.

Co and Extra Curricular Activities

This report will include the number of boys and girls enrolled in each activity.

Achievement:

1. Reading - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.
2. Results of the Gates-MacGinitie reading test at grades 6, 8 and 10 will be profiled.
3. Math - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.
4. ACT scores - The ACT profile will be given including those students who take core curriculum courses and those who do not. The score will also indicate percent of students tested as compared to state and national results. Individual areas of English, mathematics, reading, and science reasoning will be reported as well as a composite score.
5. State Basic Standards test results for classes beginning with the class of 2000 at level tested (ie: Grade 8 for 1995-96).
6. Minnesota Assessment testing results will be included in the years that those specific assessments are utilized.
7. Grade distribution by ethnicity is given for secondary school buildings.

Student to computer ratio

This report will include the number of students per computer.

Teaching Staff

Full-time equivalence will be reported including percentage with bachelor, master, and doctor degrees, average years of experience and number of teachers who experience is 0 to 5, 6 to 10, 11 to 20, and more than 20 years.

Postsecondary Options

This report will list the number of high school only students attending postsecondary options, areas of study and grade distribution data.

Electricity and Heat Cost

Electricity and heat cost is given in dollars and cents per square foot.

DISTRICT PROFILES**1. Average Daily Membership**

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 5795 | 5612 | 5440 | 5359 | 5223 |

2. Average Daily Attendance

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 5534 | 5350 | 5203 | 5084 | 4983 |

3. Attendance Rate

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 95.50% | 95.33% | 95.64% | 94.88% | 95.40% |

3a. Percentage of Students Transported

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 64% | 68.60% | 66.40% | 66.40% | 63.60% |

4. Enrollment as of October 1

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------------|----------|---------|---------|---------|---------|
| Grade K | 423 | 383 | 414 | 373 | 368 |
| Grade 1 | 448 | 419 | 363 | 419 | 370 |
| Grade 2 | 411 | 452 | 415 | 359 | 402 |
| Grade 3 | 471 | 395 | 435 | 406 | 344 |
| Grade 4 | 471 | 459 | 391 | 432 | 404 |
| Grade 5 | 422 | 452 | 460 | 393 | 443 |
| Grade 6 | 472 | 417 | 447 | 438 | 392 |
| Grade 7 | 478 | 455 | 424 | 457 | 428 |
| Grade 8 | 488 | 433 | 431 | 430 | 427 |
| Grade 9 | 467 | 450 | 435 | 468 | 402 |
| Grade 10 | 509 | 443 | 436 | 458 | 443 |
| Grade 11 | 433 | 445 | 419 | 472 | 431 |
| Grade 12 | 418 | 379 | 411 | 443 | 441 |
| Self Contained Special Education | included | 201 | 143 | 12 | 9 |
| Total | 5911 | 5783 | 5624 | 5560 | 5304 |

5. Ethnicity

| | Oct. 98 | Oct.99 | Oct.00 | Oct. 01 | Oct. 02 |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| American Indian | 164 2.77% | 155 2.80% | 177 3.10% | 168 3.03% | 172 3.10% |
| Asian | 136 2.30% | 117 2.10% | 100 1.80% | 67 1.20% | 81 1.50% |
| Hispanic | 510 8.63% | 443 7.90% | 454 8.10% | 471 8.50% | 473 8.60% |
| Black | 43 0.73% | 54 1.00% | 78 1.40% | 92 1.66% | 109 2.00% |

District 2002-03

5. Ethnicity Cont'd.

| | | | | | |
|------------------|----------------|----------------|----------------|----------------|----------------|
| White | 5058 85.57% | 4852 86.30% | 4814 85.60% | 4743 85.60% | 4656 84.80% |
| Percent Minority | 14.43% | 13.70% | 14.40% | 14.39% | 15.20% |

6. Mobility

| | | | | | |
|---------------------------|---------|---------|---------|---------|---------|
| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Transfers Into District | 363 | 186 | 184 | 660 | 332 |
| Transfers Out of District | 562 | 452 | 361 | 397 | 254 |

7. Limited English Proficiency

| | | | | | |
|--|---------|---------|---------|---------|---------|
| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
| | 442 | 370 | 416 | 432 | 356 |

8. Free and Reduced Lunch Count

| | | | | | |
|---------------------|---------|--------|---------|---------|---------|
| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
| Free | 1269 | 1469 | 1274 | 1188 | 1279 |
| Reduced | 334 | 38 | 451 | 379 | 312 |
| % of Free & Reduced | 27% | 33% | 30% | 31% | 33% |

9. Special Education Status

| | | | | | |
|----------------------------------|------------|------------|------------|-------------|------------|
| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
| Speech/Language | 113 | 120 | 138 | 117 | 164 |
| Mild-Moderate Mentally | 38 | 37 | 31 | 36 | 38 |
| Moderate-Severe Mentally | 32 | 26 | 26 | 26 | 18 |
| Physically | 27 | 26 | 26 | 30 | 30 |
| Hearing | 19 | 20 | 16 | 19 | 18 |
| Visually | 2 | 3 | 3 | 4 | 4 |
| Specific Learning | 326 | 307 | 281 | 277 | 238 |
| Emotional Disorders | 175 | 160 | 166 | 163 | 118 |
| Deaf-Blind | 1 | 0 | 0 | 0 | 0 |
| Other Health | 136 | 178 | 162 | 171 | 179 |
| Autistic | 17 | 25 | 25 | 41 | 41 |
| Early Childhood Sp. Ed | 10 | 36 | 65 | 114 | 118 |
| Severely Multiply Impaired | | | | | 4 |
| Traumatic Brain Injury | 3 | 4 | 5 | 4 | 3 |
| Total Disabilities Served | 899 | 942 | 944 | 1002 | 973 |

10. Home Language

| | | | | | |
|-------------------|---------|---------|---------|---------|---------|
| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Afghan | | 0 | 0 | 0 | 0 |
| African Languages | | 0 | 0 | 0 | 0 |
| Afrikaans | 2 | 2 | 0 | 0 | 0 |
| Arabic | | | 2 | 4 | 12 |
| Bengali | | | 1 | 0 | 0 |
| Cambodian | 1 | 0 | 0 | 0 | 0 |
| Cantonese | | 2 | 0 | 0 | 1 |

District 2002-03

| | | | | | |
|------------------|------|------|------|------|------|
| Cheyenne | | 0 | 0 | 0 | 0 |
| Chinese | 4 | 1 | 0 | 3 | 1 |
| Croatian | | | 5 | 0 | 10 |
| Dakotah | 4 | 1 | 2 | 2 | 3 |
| East Indian Lang | 1 | 0 | 0 | 0 | 0 |
| English | 5532 | 4974 | 4726 | 5519 | 4634 |
| Farsi | | 6 | 4 | 0 | 1 |
| French | 1 | 1 | 0 | 0 | 0 |
| German | 5 | 3 | 10 | 8 | 0 |
| Hawaiian | 4 | 0 | 0 | 2 | 0 |
| Hindustani | | | 1 | 1 | 3 |
| Irani | | 0 | 0 | 0 | 0 |
| Japanese | 3 | 0 | 3 | 4 | 1 |
| Khmer | | 0 | 0 | 0 | 0 |
| Kurdish | 71 | 112 | 111 | 125 | 108 |
| Laotian | 2 | 5 | 4 | 4 | 5 |
| Lithuanian | 1 | 0 | 0 | 0 | 0 |
| Norwegian | 2 | 1 | 1 | 1 | 0 |
| Ojibwe | | 0 | 0 | 0 | 0 |
| Okinawan | | | | | 3 |
| Persian | 6 | 0 | 0 | 5 | 13 |
| Polish | 2 | 2 | 2 | 2 | 1 |
| Portuguese | 1 | 0 | 1 | 2 | 0 |
| Russian | 2 | 2 | 4 | 7 | 2 |
| Serbian | | | | | 2 |
| Somali | 3 | 0 | 11 | 22 | 22 |
| Spanish | 296 | 374 | 333 | 471 | 292 |
| Swahili | | | 5 | 6 | 4 |
| Swedish | 4 | 5 | 3 | 5 | 3 |
| Taiwanese | | | | | 1 |
| Tongan | | | 2 | 0 | 2 |
| Turkish | 1 | 0 | 4 | 4 | 1 |
| Taiwanese | | | | | 1 |
| Vietnamese | 28 | 20 | 23 | 26 | 25 |
| Yorba | | 0 | 0 | 0 | 0 |
| Not Available | | | | | 10 |
| Sign Language | | | | | 1 |
| TOTAL | 5511 | 5258 | 6223 | 5151 | 5162 |

11. Achievement

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| <i>Grade 3</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75% | 32% | 32% | 31% | 29% | 32% |
| Percent at or above National 50% | 58% | 60% | 63% | 58% | 57% |
| Percent at or above National 25% | 79% | 80% | 81% | 79% | 79% |
| <i>Grade 4</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |

District 2002-03

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 27% | 37% | 39% | 37% | 38% |
| Percent at or above National 50% | 56% | 62% | 63% | 50% | 63% |
| Percent at or above National 25% | 85% | 83% | 83% | 65% | 81% |

Grade 5

Reading Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 25% | 33% | 35% | 37% | 39% |
| Percent at or above National 50% | 60% | 65% | 64% | 67% | 63% |
| Percent at or above National 25% | 81% | 84% | 83% | 89% | 78% |

Grade 6

Reading Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 23% | 33% | 37% | 32% | 32% |
| Percent at or above National 50% | 56% | 62% | 66% | 64% | 60% |
| Percent at or above National 25% | 81% | 84% | 87% | 84% | 83% |

Grade 7

Reading Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 28% | 34% | 40% | 40% | 41% |
| Percent at or above National 50% | 59% | 60% | 65% | 69% | 70% |
| Percent at or above National 25% | 84% | 83% | 84% | 85% | 86% |

Grade 9

Reading Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 36% | 37% | 36% | 37% | 46% |
| Percent at or above National 50% | 66% | 66% | 65% | 67% | 77% |
| Percent at or above National 25% | 84% | 83% | 83% | 83% | 87% |

Grade 3

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 25% | 48% | 41% | 37% | 39% |
| Percent at or above National 50% | 57% | 66% | 67% | 60% | 64% |
| Percent at or above National 25% | 79% | 84% | 82% | 78% | 80% |

Grade 4

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 30% | 43% | 41% | 39% | 41% |
| Percent at or above National 50% | 60% | 70% | 62% | 62% | 64% |
| Percent at or above National 25% | 84% | 87% | 80% | 85% | 83% |

Grade 5

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 27% | 49% | 40% | 45% | 39% |
| Percent at or above National 50% | 60% | 73% | 62% | 69% | 63% |
| Percent at or above National 25% | 80% | 86% | 80% | 90% | 82% |

Grade 6

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 41% | 42% | 46% | 42% | 46% |
| Percent at or above National 50% | 70% | 72% | 70% | 69% | 73% |
| Percent at or above National 25% | 88% | 87% | 84% | 88% | 90% |

Grade 7

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 42% | 39% | 45% | 53% | 55% |
| Percent at or above National 50% | 68% | 68% | 67% | 74% | 77% |
| Percent at or above National 25% | 84% | 90% | 83% | 86% | 88% |

District 2002-03

Grade 9

Mathematics Iowa Test of Basic Skills

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75% | 50% | 53% | 55% | 54% | 44% |
| Percent at or above National 50% | 72% | 72% | 75% | 75% | 66% |
| Percent at or above National 25% | 89% | 87% | 90% | 91% | 87% |

11. Achievement Cont'd.

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

| | | | | | |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| Grade 3 – Reading MCA | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 10% | 14% | 16% | 14% | 14% |
| Percent at or above Level III | 34% | 30% | 33% | 32% | 42% |
| Percent at or above Level IIa | 22% | 20% | 16% | 18% | 17% |
| Percent at or above Level IIb | 15% | 17% | 18% | 16% | 16% |
| Percent at or above Level I | 20% | 20% | 17% | 20% | 11% |

| | | | | | |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| Grade 5 – Reading MCA | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 11% | 18% | 23% | 24% | 25% |
| Percent at or above Level III | 31% | 35% | 41% | 36% | 41% |
| Percent at or above Level IIa | 20% | 20% | 17% | 14% | 14% |
| Percent at or above Level IIb | 13% | 15% | 10% | 11% | 12% |
| Percent at or above Level I | 21% | 12% | 10% | 15% | 80% |

| | | | | | |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Grade 3 – Mathematics MCA | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 10% | 12% | 10% | 7% | 19% |
| Percent at or above Level III | 40% | 32% | 36% | 33% | 30% |
| Percent at or above Level IIa | 26% | 25% | 28% | 26% | 21% |
| Percent at or above Level IIb | 13% | 17% | 15% | 18% | 21% |
| Percent at or above Level I | 11% | 13% | 11% | 16% | 9% |

| | | | | | |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Grade 5 – Mathematics MCA | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 4% | 14% | 13% | 14% | 17% |
| Percent at or above Level III | 27% | 42% | 40% | 41% | 36% |
| Percent at or above Level IIa | 28% | 20% | 22% | 18% | 21% |
| Percent at or above Level IIb | 14% | 13% | 14% | 11% | 18% |
| Percent at or above Level I | 22% | 10% | 10% | 15% | 8% |

| | | | | | |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| Grade 5 – Writing MCA | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 5% | 3% | 3% | 4% | 9% |
| Percent at or above Level III | 27% | 38% | 44% | 50% | 44% |
| Percent at or above Level IIa | 38% | 34% | 24% | 23% | 10% |
| Percent at or above Level IIb | 16% | 14% | 14% | 16% | 23% |
| Percent at or above Level I | 13% | 7% | 5% | 7% | 14% |

**District 2002-03
State Comparisons**

| <i>Grade 3 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 8% | 11% | 16% | 16% | 17% |
| Percent at or above Level III | 32% | 33% | 33% | 33% | 42% |
| Percent at or above Level IIa | 23% | 21% | 17% | 17% | 17% |
| Percent at or above Level IIb | 16% | 17% | 18% | 18% | 13% |
| Percent at or above Level I | 21% | 18% | 16% | 16% | 11% |

| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 12% | 16% | 24% | 25% | 25% |
| Percent at or above Level III | 33% | 36% | 39% | 39% | 42% |
| Percent at or above Level IIa | 23% | 19% | 15% | 15% | 14% |
| Percent at or above Level IIb | 15% | 15% | 11% | 11% | 12% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 7% |

| <i>Grade 3 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 9% | 10% | 14% | 11% | 19% |
| Percent at or above Level III | 33% | 37% | 39% | 37% | 37% |
| Percent at or above Level IIa | 29% | 25% | 25% | 25% | 18% |
| Percent at or above Level IIb | 16% | 18% | 13% | 17% | 20% |
| Percent at or above Level I | 12% | 10% | 10% | 10% | 6% |

| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 6% | 12% | 13% | 14% | 18% |
| Percent at or above Level III | 31% | 33% | 37% | 39% | 39% |
| Percent at or above Level IIa | 30% | 25% | 22% | 20% | 20% |
| Percent at or above Level IIb | 15% | 16% | 17% | 18% | 17% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 6% |

| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 3% | 4% | 3% | 5% | 16% |
| Percent at or above Level III | 42% | 38% | 52% | 55% | 42% |
| Percent at or above Level IIa | 35% | 35% | 24% | 23% | 10% |
| Percent at or above Level IIb | 15% | 12% | 14% | 13% | 22% |
| Percent at or above Level I | 5% | 8% | 4% | 3% | 11% |

12. Student to Computer Ratio

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 4 to 1 | 4 to 1 | 4 to 1 | 3 to 1 | 3 to 1 |

13. Teaching Staff

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|-------|----------------|----------------|----------------|----------------|----------------|
| BA | 109 | 81 | 64 | 63 | 76 |
| BA+15 | 30 | 21 | 20 | 28 | 27 |
| BA+30 | 33 | 15 | 15 | 22 | 16 |
| BA+45 | 50 | 38 | 35 | 49 | 48 |

District 2002-03

| | | | | | |
|--------|----|----|----|-----|----|
| BA+60 | 4 | 5 | 5 | 5 | 6 |
| BA+75 | 6 | 6 | 6 | 3 | 3 |
| BA+90 | 1 | 1 | 1 | 2 | 2 |
| BA+105 | 0 | 35 | 31 | 33 | 30 |
| MA | 36 | 33 | 33 | 32 | 27 |
| MA+15 | 33 | 40 | 36 | 30 | 28 |
| MA+30 | 32 | 26 | 26 | 25 | 25 |
| MA+45 | 70 | 73 | 70 | 101 | 98 |

| | | | | | |
|--------------------|-----|-----|-----|-----|-----|
| 0 to 5 years | 125 | 110 | 133 | 145 | 153 |
| 6 to 10 years | 111 | 132 | 99 | 91 | 96 |
| 11 to 20 years | 68 | 109 | 82 | 93 | 129 |
| More than 20 years | 77 | 70 | 62 | 62 | 72 |

| | | | | | |
|--------------------------|----|----|----|----|----|
| Average Years Experience | 12 | 10 | 13 | 13 | 12 |
|--------------------------|----|----|----|----|----|

13a. Teacher Attendance

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------|---------|---------|---------|---------|---------|
| Total Teaching Staff | 513 | 434 | 424 | 411 | 419 |
| Days of Sick Leave | 1928 | 2693.5 | 2388.5 | 2812.5 | 1954 |
| Days of Personal Leave | 417 | 314 | 635 | 533.5 | 545 |
| Days of Emergency Leave | 664 | 213 | 256 | 292 | 194 |
| Days of Athletic Leave | 169 | 148.5 | 183 | 204.5 | 266 |
| Days of Deduct | 100 | 90.64 | 148 | 124.5 | 153 |
| Days of Civic Leave | 1 | 3 | 7.07 | 17.5 | 32.5 |
| Days of Association Leave | 32 | 60 | 22.5 | 52.5 | 26 |
| Days of Conference Leave | | | 733.5 | 938 | 947.5 |
| Days of Workers Comp Leave | | | 16.49 | 0 | 11.5 |
| Days of ILDA Leave | | | 3.5 | N/A | N/A |
| Days of Misc Leave | | | 171 | 232.5 | 143.5 |
| Days of Childstudy/IEP | | | | 9 | 9 |
| TOTAL | 3311 | 3956.64 | 4564.56 | 5216.5 | 4282 |
| Average Days Absent | 6.45 | 9.12 | 10.77 | 12.69 | 10.22 |

**14. Home Schooled Students
(End of Year)**

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 72 | 71 | 79 | 95 | 93 |

15 Open Enrolled Students

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------|---------|---------|---------|---------|
| Into Moorhead | 83 | 117 | 121 | 124 |
| Out of Moorhead | 138 | 165 | 154 | 156 |

16 Enrolled in Private Schools

| | Nov. 99 | Nov. 00 | Nov. 01 | Nov. 02 |
|--|---------|---------|---------|---------|
| | 447 | 438 | 549 | 547 |

Robert Asp 2002-03
ROBERT ASP ELEMENTARY SCHOOL

1. Average Daily Membership
 (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 771 | 763 | 773 | 628 | 620 |

2. Average Daily Attendance
 (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 737 | 733 | 773 | 599 | 587 |

3. Attendance Rate
 (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 95.59% | 96.06% | 100% | 95.53 | 94.67% |

4. Enrollment as of October 1

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------|----------|----------|----------|----------|----------|
| Grade 5 | 320 | 344 | 344 | 197 | 229 |
| Grade 6 | 469 | 417 | 444 | 438 | 392 |
| Self Contained Special Ed. | included | included | included | included | included |
| Total | 789 | 761 | 788 | 649 | 621 |

5. Ethnicity

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 28 3.54% | 25 3.30% | 22 2.80% | 14 2.24% | 23 3.60% |
| Asian | 23 2.91% | 18 2.40% | 14 1.80% | 6 0.96% | 7 1.10% |
| Hispanic | 67 8.48% | 68 8.90% | 71 9.10% | 51 8.16% | 56 8.80% |
| Black | 6 0.76% | 3 0.40% | 6 0.80% | 8 1.28% | 10 1.60% |
| White | 666 84.30% | 649 85.10% | 663 85.40% | 546 87.36% | 537 84.80% |
| Percent Minority | 15.70% | 14.90% | 14.60% | 12.64% | 15.20% |

6. Mobility

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------|---------|---------|---------|---------|---------|
| Transfers Into District | 15 | 17 | 8 | 23 | 46 |
| Transfers Out of District | 46 | 47 | 45 | 49 | 31 |

7. Limited English Proficiency

| Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------|---------|---------|---------|---------|
| 42 | 33 | 48 | 46 | 45 |

8. Free and Reduced Lunch Count

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------------------|---------|---------|---------|---------|---------|
| Free | 178 | 201 | 186 | 152 | 172 |
| Reduced | 46 | 51 | 65 | 50 | 42 |
| % of Free & Reduced | 28% | 33% | 32% | 32% | 34% |

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9. Retention in Grade

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|---------|
| Grade 5 | 0 | 1 | 0 | 0 | 0 |
| Grade 6 | 0 | 1 | 0 | 0 | 0 |
| Total | 0 | 2 | 0 | 0 | 0 |

10. Special Education Status

| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
|-----------------------------|---------|---------|---------|---------|---------|
| Speech/Language | 16 | 18 | 19 | 12 | 9 |
| Mild-Moderate Mentally | 10 | 4 | 4 | 5 | 8 |
| Moderate-Severe Mentally | 4 | 3 | 3 | 3 | 4 |
| Physically | 4 | 3 | 3 | 3 | 3 |
| Hearing | 3 | 4 | 4 | 5 | 4 |
| Visually | 0 | 1 | 0 | 1 | 2 |
| Specific Learning | 73 | 57 | 58 | 49 | 42 |
| Emotional Disorders | 35 | 26 | 30 | 16 | 16 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health | 23 | 38 | 39 | 32 | 29 |
| Autistic | 2 | 2 | 2 | 8 | 7 |
| Early Childhood Special Ed. | 0 | 0 | 0 | 0 | 0 |
| Traumatic Brain Injury | | | | | 1 |
| Severely Multiply Impaired | | | | | 1 |
| Total Disabilities Served | 170 | 156 | 162 | 134 | 126 |

11. Home Language

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|---------|---------|
| Afrikaans | 1 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 1 | 0 | 0 | 0 |
| Dakota | | | | 1 | 0 |
| English | 716 | 637 | 672 | 579 | 515 |
| Farsi | 0 | 1 | 2 | 0 | 0 |
| Kurdish | 16 | 13 | 13 | 13 | 18 |
| Lao | 2 | 1 | 1 | 1 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 |
| Spanish | 66 | 62 | 63 | 59 | 34 |
| Vietnamese | 2 | 2 | 2 | 2 | 3 |
| Japanese | 0 | 2 | 1 | 0 | 0 |
| Swedish | 0 | 0 | 1 | 1 | 0 |
| Dakotah | 0 | 1 | 2 | 0 | 0 |
| Russian | 2 | 1 | 2 | 1 | 0 |
| Cantonese | | | 1 | 0 | 0 |
| Hindustanu | | | 1 | 0 | 0 |
| Turkish | | | 2 | 2 | 0 |
| Swahili | | | 1 | 2 | 1 |
| Serbo-Croatian | | | | 1 | 0 |
| Somali | | | | 1 | 1 |
| Arabic | | | | | 1 |
| Not Available | | | | | 2 |

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| 12. Absences (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|----------------|----------------|----------------|----------------|----------------|
| 0 Absences | 18 2.31% | 64 8.40% | 347 50.30% | 40 6.40% | 40 6.39% |
| 1 to 5 Absences | 328 42.16% | 337 44.28% | 177 25.60% | 264 42.24% | 210 33.55% |
| 6 to 10 Absences | 235 30.21% | 187 24.57% | 83 12.00% | 171 27.36% | 209 33.55% |
| 11 to 15 Absences | 100 12.85% | 93 12.22% | 43 6.24% | 92 14.72% | 101 16.14% |
| 16 to 20 Absences | 48 6.17% | 40 5.25% | 26 3.77% | 25 4.00% | 25 4.00% |
| 21 or More Absences | 49 6.30% | 40 5.25% | 13 1.88% | 33 5.28% | 41 6.37% |
| 13. Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| In-School | 88 | 96 | 50 | 100 | 97 |
| Out-Of-School | 7 | 14 | 1 | 2 | 3 |
| 14. Bus Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 13 | 39 | 8 | 3 | 3 |
| 15. Alternative School Setting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 5 | 3 | 4 | 3 | 9 |
| 16. Detention (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 150 | 344 | 321 | 369 | 301 |
| 17. Physical Assaults/Fighting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 42 | 19 | 11 | 26 | 35 |
| 18. Weapons (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 19. Tobacco (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 1 |
| 20. Alcohol (End of Year) | 1998-99 | 1999-00 | 2001-02 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 21. Other Drug Use (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 1 | 0 | 0 |

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| 22. Vandalism (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------------------|---------|---------|---------|---------|---------|
| | 3 | 7 | 0 | 3 | 2 |

| 23. Achievement | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| <i>Grade 5</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 24% | 33% | 33% | 37% | 37% |
| Percent at or above National 50%ile | 60% | 66% | 61% | 63% | 64% |
| Percent at or above National 25%ile | 79% | 84% | 84% | 84% | 86% |
| <i>Grade 6</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 23% | 33% | 37% | 32% | 32% |
| Percent at or above National 50%ile | 56% | 62% | 66% | 64% | 60% |
| Percent at or above National 25%ile | 81% | 84% | 87% | 84% | 83% |
| <i>Grade 5</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 36% | 50% | 38% | 43% | 45% |
| Percent at or above National 50%ile | 64% | 74% | 64% | 63% | 68% |
| Percent at or above National 25%ile | 81% | 88% | 81% | 81% | 86% |
| <i>Grade 6</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 41% | 42% | 46% | 42% | 46% |
| Percent at or above National 50%ile | 70% | 72% | 70% | 69% | 73% |
| Percent at or above National 25%ile | 88% | 87% | 84% | 88% | 90% |

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Robert Asp Figures)

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 14% | 18% | 22% | 27% | 26% |
| Percent at or above Level III | 38% | 34% | 40% | 35% | 45% |
| Percent at or above Level IIa | 21% | 21% | 19% | 15% | 14% |
| Percent at or above Level IIb | 11% | 16% | 10% | 13% | 10% |
| Percent at or above Level I | 17% | 11% | 9% | 11% | 5% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 8% | 15% | 14% | 16% | 20% |
| Percent at or above Level III | 33% | 42% | 40% | 43% | 39% |
| Percent at or above Level IIa | 27% | 19% | 23% | 18% | 19% |
| Percent at or above Level IIb | 41% | 34% | 37% | 11% | 17% |
| Percent at or above Level I | 18% | 9% | 9% | 12% | 5% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 5% | 2% | 1% | 6% | 20% |
| Percent at or above Level III | 29% | 38% | 41% | 48% | 43% |

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| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| Percent at or above Level IIa | 39% | 36% | 26% | 25% | 11% |
| Percent at or above Level IIb | 19% | 15% | 17% | 10% | 24% |
| Percent at or above Level I | 12% | 5% | 4% | 10% | 2% |

(State Comparisons)

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 12% | 16% | 24% | 25% | 25% |
| Percent at or above Level III | 33% | 36% | 39% | 39% | 42% |
| Percent at or above Level IIa | 23% | 19% | 15% | 15% | 14% |
| Percent at or above Level IIb | 15% | 15% | 11% | 11% | 12% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 7% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 6% | 12% | 13% | 14% | 18% |
| Percent at or above Level III | 31% | 33% | 37% | 39% | 39% |
| Percent at or above Level IIa | 30% | 25% | 22% | 20% | 20% |
| Percent at or above Level II | 15% | 16% | 17% | 18% | 17% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 6% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 3% | 4% | 3% | 5% | 22% |
| Percent at or above Level III | 42% | 38% | 52% | 55% | 39% |
| Percent at or above Level IIa | 35% | 35% | 24% | 23% | 10% |
| Percent at or above Level IIb | 15% | 12% | 14% | 13% | 23% |
| Percent at or above Level I | 5% | 8% | 4% | 3% | 6% |

24. Student to Computer Ratio

| | | | | |
|---------|---------|---------|---------|---------|
| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |

25. Teaching Staff

(End of Year)

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 10 | 5 | 3 | 3 | 3 |
| BA+15 | 4 | 6 | 5 | 4 | 2 |
| BA+30 | 1 | 0 | 0 | 1 | 3 |
| BA+45 | 6 | 4 | 4 | 7 | 7 |
| BA+60 | 1 | 1 | 1 | 1 | 1 |
| BA+75 | 0 | 0 | 0 | 0 | 0 |
| BA+90 | 0 | 0 | 0 | 0 | 0 |
| BA+105 | 0 | 7 | 5 | 5 | 5 |
| MA | 4 | 5 | 5 | 4 | 4 |
| MA+15 | 6 | 6 | 5 | 2 | 2 |
| MA+30 | 12 | 7 | 7 | 4 | 3 |
| MA+45 | 15 | 18 | 17 | 24 | 25 |
| 0 to 5 years | 13 | 12 | 15 | 13 | 8 |
| 6 to 10 years | 23 | 18 | 15 | 18 | 10 |
| 11 to 20 years | 13 | 23 | 18 | 18 | 19 |
| More than 20 years | 10 | 11 | 8 | 9 | 12 |

| | | | | | |
|--------------------------|----------|----------|----------|------------|------------|
| Average Years Experience | 12 years | 16 years | 14 years | 14.5 years | 13.5 years |
|--------------------------|----------|----------|----------|------------|------------|

Robert Asp 2002-03**26. Electricity and Heat Cost****Comparisons in dollars and cents per square foot****(End of Year)**

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------|-------------|-------------|-------------|------------|------------|
| Square Foot | | 98510 | 98510 | 98510 | 98510 |
| Cost for Electricity | \$31,652.46 | \$36,419.92 | \$36,163.36 | \$33890.00 | \$34910.00 |
| Cost per square foot | \$0.34 | \$0.37 | \$0.37 | \$0.34 | \$0.35 |
| Square Foot | | 98510 | 98510 | 98510 | 98510 |
| Cost for Heat | \$17,203.01 | \$13,682.11 | \$27,433.95 | \$21730.00 | \$22380.00 |
| Cost per square foot | \$0.19 | \$0.14 | \$0.28 | \$0.22 | \$0.23 |

Edison 2002-03

THOMAS EDISON ELEMENTARY SCHOOL

1. Average Daily Membership

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 592 | 581 | 533 | 579 | 545 |

2. Average Daily Attendance

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 565 | 555 | 509 | 545 | 517 |

3. Attendance Rate

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 95.44% | 95.52% | 95.49% | 95.12% | 94.86% |

4. Enrollment as of October 1

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|-----------------------------|---------|--------|---------|---------|---------|
| Kindergarten (includes MSU) | 117 | 103 | 102 | 94 | 84 |
| Grade 1 | 105 | 101 | 86 | 101 | 86 |
| Grade 2 | 90 | 101 | 100 | 89 | 89 |
| Grade 3 | 128 | 89 | 104 | 102 | 87 |
| Grade 4 | 107 | 120 | 90 | 113 | 101 |
| Grade 5 | 44 | 51 | 57 | 86 | 106 |
| Self-Contained Special Ed. | 15 | 13 | 0 | 0 | 0 |
| Total | 606 | 578 | 539 | 585 | 553 |

5. Ethnicity

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|---------------|--------------|--------------|--------------|--------------|
| American Indian | 31 5.10% | 40 7.0% | 36 6.6% | 30 5.2% | 27 4.9% |
| Asian | 13 2.10% | 10 1.7% | 10 1.8% | 5 0.9% | 7 1.3% |
| Hispanic | 74 12.20% | 76 13.3% | 71 13.1% | 77 13.3% | 80 14.5% |
| Black | 7 1.10% | 14 2.4% | 14 2.6% | 20 3.4% | 14 2.5% |
| White | 484 79.50% | 432 75.5% | 410 75.8% | 443 77.0% | 422 76.7% |
| Percent Minority | 20.50% | 24.5% | 24.2% | 22.7% | 23.3% |

6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 44 | 29 | 10 | 131 | 42 |
| 88 | 59 | 45 | 46 | 46 |

Edison 2002-03

7. Limited English Proficiency

| Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------|---------|---------|---------|---------|
| 66 | 48 | 57 | 61 | 60 |

8. Free and Reduced Lunch Count

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|--------------------------------|---------|---------|---------|---------|---------|
| | 156 | 190 | 171 | 190 | 180 |
| Free | 28 | 27 | 32 | 39 | 27 |
| Reduced | 30% | 37.5% | 37.6% | 39.3% | 37.4% |
| % of Free & Reduced Grades 1-5 | | | | | |

9. Retention in Grade

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------|---------|---------|---------|---------|---------|
| (End of Year) | 3 | 2 | 1 | 1 | 1 |
| Kindergarten | 2 | 1 | 2 | 1 | 1 |
| Grade 1 | 1 | 2 | 1 | 4 | 1 |
| Grade 2 | 0 | 0 | 0 | 0 | 1 |
| Grade 3 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | | 0 | 0 | 0 | 1 |
| Grade 5 | 6 | 5 | 4 | 6 | 5 |
| Total | | | | | |

10. Special Education Status

| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
|-----------------------------|---------|---------|---------|---------|---------|
| | 13 | 13 | 14 | 14 | 18 |
| Speech/Language | 2 | 3 | 2 | 2 | 1 |
| Mild-Moderate Mentally | 0 | 1 | 1 | 1 | 0 |
| Moderate-Severe Mentally | 1 | 1 | 1 | 2 | 1 |
| Physically | 5 | 6 | 5 | 2 | 2 |
| Hearing | 0 | 0 | 0 | 0 | 0 |
| Visually | 29 | 16 | 17 | 14 | 14 |
| Specific Learning | 20 | 12 | 11 | 13 | 10 |
| Emotional Disorders | 0 | 0 | 0 | 0 | 0 |
| Deaf-Blind | 14 | 22 | 18 | 28 | 28 |
| Other Health | 2 | 3 | 2 | 3 | 5 |
| Autistic | 4 | 6 | 5 | 9 | 6 |
| Early Childhood Special Ed. | | | | | 1 |
| Traumatic Brain Injury | 90 | 83 | 76 | 88 | 86 |
| Total Disabilities Served | | | | | |

11. Home Language

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------------|---------|---------|---------|---------|---------|
| Cheyenne | 0 | 0 | 0 | 0 | 0 |
| Chinese | 2 | 0 | 0 | 1 | 0 |
| Dakotah | 1 | 0 | 0 | 0 | 0 |
| East Indian Languages | 0 | 0 | 0 | 0 | 0 |
| English | 572 | 489 | 453 | 496 | 466 |
| French | 0 | 0 | 0 | 0 | 0 |
| Spanish | 84 | 50 | 58 | 71 | 60 |
| Vietnamese | 2 | 0 | 5 | 1 | 0 |
| Lao | 0 | 0 | 0 | 0 | 1 |
| Afrikaans | 1 | 1 | 0 | 0 | 0 |

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| | | | | | |
|-------------|---|---|---|---|---|
| Kurdish | 8 | 3 | 8 | 5 | 5 |
| Cantonese | 0 | 1 | 2 | 1 | 0 |
| Afghan | 0 | 0 | 0 | 0 | 0 |
| Swedish | 1 | 1 | 0 | 0 | 0 |
| Cambodian | 1 | 0 | 0 | 0 | 0 |
| Russian | 2 | 1 | 0 | 0 | 0 |
| Farsi | | 1 | 0 | 0 | 0 |
| Japanese | | | 1 | 1 | 1 |
| Yugoslavian | | | 1 | 0 | 0 |
| Swahili | | | 1 | 0 | 0 |
| Somali | | | | | 4 |
| Sign Lang | | | | | 1 |
| Hindi | | | | | 3 |
| Okinawan | | | | | 1 |

| 12. (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------|---------------|---------------|--------------|---------------|---------------|
| 0 Absences | 27 4.10% | 64 11.7% | 32 6.8% | 0 | 35 6.50% |
| 1 to 5 Absences | 287 43.62% | 233 40.3% | 222 47.4% | 232 40.34% | 247 45.81% |
| 6 to 10 Absences | 165 25.08% | 147 25.43% | 113 24.1% | 187 32.52% | 126 23.42% |
| 11 to 15 Absences | 99 15.05% | 68 11.8% | 54 11.5% | 81 14.08% | 81 15.00% |
| 16 to 20 Absences | 45 6.84% | 28 4.84% | 21 4.40% | 36 6.26% | 30 5.57% |
| 21 or More Absences | 35 5.32% | 38 6.57% | 26 5.55% | 39 6.78% | 20 3.71% |

| 13. Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 1 | 2 | 2 | 3 | 1 |

| 14. Bus Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--------------------------------------|---------|---------|---------|---------|---------|
| | 6 | 3 | 7 | 2 | 4 |

| 15. Alternative School Setting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---|---------|---------|---------|---------|---------|
| | 2 | 1 | 0 | 1 | 0 |

| 16. Detention (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--------------------------------|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 0 | 0 |

| 17. Physical Assaults/Fighting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---|---------|---------|---------|---------|---------|
| | 1 | 1 | 3 | 1 | 0 |

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| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| 18. Weapons | 1 | 1 | 0 | 0 | 0 |
| (End of Year) | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 19. Tobacco | 0 | 0 | 0 | 0 | 0 |
| (End of Year) | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 20. Alcohol | 0 | 0 | 0 | 0 | 0 |
| (End of Year) | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 21. Other Drug Use | 0 | 0 | 0 | 0 | 0 |
| (End of Year) | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 22. Vandalism | 0 | 0 | 0 | 0 | 0 |
| (End of Year) | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 23. Achievement | | | | | |
| <i>Grade 3</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 29% | 31% | 25% | 33% | 33% |
| Percent at or above National 50%ile | 59% | 56% | 63% | 55% | 55% |
| Percent at or above National 25%ile | 85% | 84% | 85% | 80% | 80% |
| <i>Grade 4</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 24% | 32% | 34% | 32% | 32% |
| Percent at or above National 50%ile | 54% | 61% | 58% | 57% | 57% |
| Percent at or above National 25%ile | 87% | 86% | 78% | 76% | 70% |
| <i>Grade 5</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 24% | 30% | 23% | 36% | 37% |
| Percent at or above National 50%ile | 54% | 57% | 52% | 62% | 62% |
| Percent at or above National 25%ile | 78% | 81% | 71% | 79% | 79% |
| <i>Grade 3</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 26% | 52% | 40% | 33% | 33% |
| Percent at or above National 50%ile | 59% | 67% | 67% | 58% | 59% |
| Percent at or above National 25%ile | 79% | 85% | 83% | 74% | 74% |
| <i>Grade 4</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 30% | 37% | 40% | 32% | 32% |
| Percent at or above National 50%ile | 65% | 68% | 61% | 58% | 58% |
| Percent at or above National 25%ile | 82% | 82% | 78% | 80% | 81% |
| <i>Grade 5</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 20% | 34% | 34% | 47% | 48% |
| Percent at or above National 50%ile | 52% | 55% | 48% | 66% | 60% |
| Percent at or above National 25%ile | 74% | 66% | 67% | 79% | 79% |

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Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Edison Figures

| <i>Grade 3 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 10% | 7% | 12% | 6% | 13% |
| Percent at or above Level III | 33% | 31% | 34% | 31% | 43% |
| Percent at or above Level IIa | 22% | 16% | 18% | 24% | 19% |
| Percent at or above Level IIb | 11% | 20% | 19% | 19% | 13% |
| Percent at or above Level I | 23% | 26% | 17% | 19% | 12% |

| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 6% | 19% | 9% | 21% | 25% |
| Percent at or above Level III | 24% | 31% | 40% | 39% | 36% |
| Percent at or above Level IIa | 20% | 19% | 17% | 18% | 14% |
| Percent at or above Level IIb | 14% | 17% | 11% | 5% | 15% |
| Percent at or above Level I | 35% | 15% | 23% | 17% | 10% |

| <i>Grade 3 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 2% | 9% | 10% | 6% | 8% |
| Percent at or above Level III | 41% | 34% | 32% | 29% | 39% |
| Percent at or above Level IIa | 27% | 26% | 34% | 33% | 21% |
| Percent at or above Level IIb | 14% | 15% | 11% | 12% | 24% |
| Percent at or above Level I | 16% | 16% | 13% | 19% | 8% |

| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 0% | 12% | 8% | 11% | 14% |
| Percent at or above Level III | 14% | 33% | 36% | 44% | 30% |
| Percent at or above Level IIa | 33% | 31% | 26% | 15% | 25% |
| Percent at or above Level IIb | 12% | 11% | 10% | 5% | 22% |
| Percent at or above Level I | 41% | 13% | 20% | 26% | 9% |

| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 0% | 9% | 4% | 0% | 4% |
| Percent at or above Level III | 28% | 36% | 41% | 57% | 44% |
| Percent at or above Level IIa | 43% | 20% | 33% | 19% | 12% |
| Percent at or above Level IIb | 7% | 20% | 13% | 19% | 36% |
| Percent at or above Level I | 19% | 17% | 14% | 5% | 4% |

State Comparisons

| <i>Grade 3 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 8% | 11% | 16% | 16% | 17% |
| Percent at or above Level III | 32% | 33% | 33% | 33% | 42% |
| Percent at or above Level IIb | 16% | 17% | 18% | 18% | 17% |

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| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| Percent at or above Level IIa | 23% | 21% | 17% | 17% | 13% |
| Percent at or above Level I | 21% | 18% | 16% | 16% | 11% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 12% | 16% | 24% | 25% | 25% |
| Percent at or above Level III | 33% | 36% | 39% | 39% | 42% |
| Percent at or above Level IIb | 15% | 15% | 11% | 11% | 14% |
| Percent at or above Level IIa | 23% | 19% | 15% | 15% | 12% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 7% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 9% | 10% | 14% | 11% | 19% |
| Percent at or above Level III | 33% | 37% | 39% | 37% | 37% |
| Percent at or above Level IIb | 16% | 18% | 13% | 17% | 18% |
| Percent at or above Level IIa | 29% | 25% | 25% | 25% | 20% |
| Percent at or above Level I | 12% | 10% | 10% | 10% | 6% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 6% | 12% | 13% | 14% | 18% |
| Percent at or above Level III | 31% | 33% | 37% | 39% | 39% |
| Percent at or above Level IIb | 15% | 16% | 17% | 18% | 20% |
| Percent at or above Level IIa | 30% | 25% | 22% | 20% | 17% |
| Percent at or above Level I | 18% | 14% | 10% | 10% | 6% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 3% | 4% | 3% | 5% | 22% |
| Percent at or above Level III | 42% | 38% | 52% | 55% | 39% |
| Percent at or above Level IIb | 15% | 12% | 14% | 13% | 10% |
| Percent at or above Level IIa | 35% | 35% | 24% | 23% | 23% |
| Percent at or above Level I | 5% | 8% | 4% | 3% | 6% |

| | | | | | |
|--|---------|---------|---------|---------|---------|
| 24 Student to Computer Ratio (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 5 to 1 | 5 to 1 | 5 to 1 | 3 to 1 | 3 to 1 |

| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| 25 Teaching Staff (End of Year) | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
| BA | 10 | 7 | 5.7 | 6 | 6 |
| BA+15 | 3 | 4 | 3 | 3 | 3 |
| BA+30 | 4 | 5 | 4.5 | 4 | 4 |
| BA+45 | 7 | 5 | 5 | 7 | 6 |
| BA+60 | 0 | 0 | 0 | 0 | 0 |
| BA+75 | 3 | 3 | 3 | 2 | 2 |
| BA+90 | 1 | 1 | 1 | 0 | 0 |
| BA+105 | 0 | 4 | 5 | 6 | 6 |
| MA | 6 | 1 | 0 | 1 | 1 |
| MA+15 | 2 | 6 | 6 | 3 | 3 |
| MA+30 | 3 | 3 | 3 | 2 | 2 |

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| | | | | | |
|--------------------------|----------|-----------|-------------|------------|------------|
| MA+45 | 2 | 2 | 3 | 7 | 9 |
| 0 to 5 years | 10 | 7 | 13 | 9 | 9 |
| 6 to 10 years | 11 | 11 | 11 | 11 | 6 |
| 11 to 20 years | 12 | 11 | 12 | 13 | 19 |
| More than 20 years | 9 | 9 | 9 | 9 | 10 |
| Average Years Experience | 12 years | 9.5 years | 11.25 years | 10.5 years | 14.5 years |

26 Comparisons in dollars and cents per square foot

| | | | | | |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Square foot | | 52479 | 52479 | 52479 | 52479 |
| Cost for Electricity | \$16,692.97 | \$18,639.19 | \$18,216.75 | \$22,041.18 | \$22,950.00 |
| Cost per square foot | \$0.32 | \$0.36 | \$0.35 | \$0.42 | \$0.44 |
| Square foot | | 52479 | 52479 | 52479 | 52479 |
| Cost for Heat | \$14,449.51 | \$16,182.31 | \$26,696.22 | \$25,714.71 | \$29,410.00 |
| Cost per square foot | \$0.28 | \$0.31 | \$0.51 | \$0.49 | \$0.56 |

PROBSTFIELD ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 675 | 652 | 634 | 659 | 655 |

2. Average Daily Attendance (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 650 | 629 | 613 | 628 | 633 |

3. Attendance Rate (End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 96.30% | 96.47% | 96.68% | 95.29% | 96.64% |

4. Enrollment as of October 1

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------|---------|---------|---------|---------|---------|
| Kindergarten | 138 | 122 | 128 | 140 | 139 |
| Grade 1 | 145 | 151 | 125 | 146 | 145 |
| Grade 2 | 115 | 142 | 150 | 124 | 141 |
| Grade 3 | 136 | 106 | 125 | 143 | 113 |
| Grade 4 | 146 | 131 | 114 | 117 | 131 |
| Self-Contained Special Ed. | 3 | | | | 0 |
| Total | 683 | 652 | 642 | 670 | 669 |

5. Ethnicity

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 14 2.05% | 17 2.06% | 19 3.00% | 16 2.50% | 21 3.10% |
| Asian | 33 4.84% | 11 1.70% | 13 2.00% | 16 2.50% | 19 2.80% |
| Hispanic | 52 7.62% | 40 6.20% | 29 4.50% | 44 6.87% | 38 5.70% |
| Black | 1 0.15% | 2 0.30% | 13 2.00% | 15 2.34% | 23 3.40% |
| White | 582 85.34% | 577 89.20% | 564 88.40% | 549 85.78% | 567 84.90% |
| Percent Minority | 14.66% | 10.80% | 11.60% | 14.21% | 15.10% |

6. Mobility

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------|---------|---------|---------|---------|---------|
| Transfers Into District | 32 | 21 | 7 | 60 | 42 |
| Transfers Out of District | 46 | 67 | 30 | 87 | 41 |

7. Limited English Proficiency

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|--|---------|---------|---------|---------|---------|
| | 55 | 34 | 47 | 60 | 63 |

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8. Free and Reduced Lunch Count

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 21 | Oct. 02 |
|--------------------------------|---------|--------|---------|---------|---------|
| Free | 131 | 157 | 113 | 127 | 146 |
| Reduced | 25 | 29 | 41 | 27 | 31 |
| % of Free & Reduced Grades 1-4 | 23% | 29% | 24% | 23.60% | 26% |

9. Retention in Grade

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------|---------|---------|---------|---------|---------|
| Kindergarten | 2 | 3 | 2 | 4 | 8 |
| Grade 1 | 0 | 1 | 3 | 6 | 3 |
| Grade 2 | 0 | 0 | 3 | 5 | 0 |
| Grade 3 | 0 | 1 | 0 | 1 | 0 |
| Grade 4 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 5 | 8 | 16 | 11 |

10. Special Education Status

| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
|----------------------------------|------------|------------|------------|-----------|-----------|
| Speech/Language | 32 | 35 | 33 | 24 | 34 |
| Mild-Moderate Mentally | 5 | 2 | 3 | 1 | 2 |
| Moderate-Severe Mentally | 3 | 0 | 0 | 0 | 0 |
| Physically | 6 | 3 | 4 | 5 | 4 |
| Hearing | 2 | 1 | 1 | 2 | 0 |
| Visually | 1 | 1 | 1 | 1 | 0 |
| Specific Learning | 24 | 15 | 14 | 16 | 12 |
| Emotional Disorders | 18 | 16 | 14 | 12 | 7 |
| Deaf-Blind | 1 | 0 | 0 | 0 | 0 |
| Other Health | 18 | 13 | 11 | 9 | 9 |
| Autistic | 7 | 8 | 8 | 9 | 11 |
| Early Childhood Special Ed. | 3 | 17 | 11 | 9 | 7 |
| Total Disabilities Served | 120 | 111 | 100 | 88 | 86 |

11. Home Language

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|---------|---------|
| Chinese | 0 | 0 | 0 | 1 | 0 |
| Somali | | | | 3 | 1 |
| English | 636 | 568 | 574 | 615 | 591 |
| Serbo-Croatian | | | | 1 | 0 |
| Japanese | 1 | 0 | 0 | 0 | 0 |
| Kurdish | 31 | 33 | 32 | 40 | 26 |
| Spanish | 52 | 26 | 21 | 35 | 29 |
| Afrikaans | 1 | 0 | 0 | 0 | 0 |
| Vietnamese | 2 | 3 | 2 | 6 | 2 |
| Dakotah | 3 | 0 | 0 | 0 | 2 |
| Persian | | | | 1 | 0 |
| Khmer | 0 | 0 | 0 | | 0 |
| Swahili | | | | 1 | 1 |
| Turkish | | | | 1 | 0 |
| Cantonese | | | | | 1 |
| Arabic | | | | | 4 |

12. Absences

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------|---------|---------|---------|---------|---------|
| 0 Absences | 43 | 70 | 154 | 3 | 33 |

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| | | | | | |
|--|---------|---------|---------|---------|---------|
| 1 to 5 Absences | 6.02% | 10.73% | 23.83% | 0.47% | 4.94% |
| | 355 | 285 | 288 | 288 | 277 |
| 6 to 10 Absences | 49.72% | 43.71% | 44.50% | 45.28% | 41.46% |
| | 193 | 187 | 140 | 214 | 211 |
| 11 to 15 Absences | 27.03% | 28.68% | 21.67% | 33.64% | 31.60% |
| | 75 | 70 | 38 | 88 | 122 |
| 16 to 20 Absences | 10.50% | 10.73% | 5.88% | 13.83% | 18.26% |
| | 27 | 27 | 14 | 18 | 13 |
| 21 or More Absences | 3.78% | 4.14% | 2.16% | 2.83% | 1.94% |
| | 21 | 13 | 12 | 25 | 12 |
| | 2.94% | 1.99% | 1.85% | 3.93% | 1.80% |
| 13. Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 5.5 | 2 | 4 | 5 | 1 |
| 14. Bus Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 4 | 2 | 10 | 5 | 1 |
| 15. Alternative School Setting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 16. Detention (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 17. Physical Assaults/Fighting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | | 0 | 3 | 7 | 6 |
| 18. Weapons (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 19. Tobacco (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 20. Alcohol (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 21. Other Drug Use (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 0 | 0 |
| 22. Vandalism (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 1 | 1 |

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23. Achievement

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| <i>Grade 3 Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 31% | 46% | 38% | 33% | 40% |
| Percent at or above National 50%ile | 63% | 71% | 65% | 70% | 65% |
| Percent at or above National 25%ile | 80% | 87% | 84% | 84% | 87% |
| <i>Grade 4 Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 31% | 41% | 50% | 46% | 44% |
| Percent at or above National 50%ile | 64% | 66% | 67% | 68% | 71% |
| Percent at or above National 25%ile | 88% | 86% | 85% | 91% | 87% |
| <i>Grade 3 Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 33% | 56% | 50% | 46% | 56% |
| Percent at or above National 50%ile | 69% | 77% | 77% | 69% | 79% |
| Percent at or above National 25%ile | 88% | 87% | 87% | 84% | 90% |
| <i>Grade 4 Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 39% | 55% | 45% | 46% | 55% |
| Percent at or above National 50%ile | 72% | 78% | 69% | 67% | 75% |
| Percent at or above National 25%ile | 88% | 94% | 82% | 90% | 90% |

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Probstfield Figures

| <i>Grade 3 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 10% | 28% | 19% | 21% | 17% |
| Percent at or above Level III | 35% | 28% | 35% | 35% | 49% |
| Percent at or above Level IIa | 20% | 19% | 19% | 17% | 14% |
| Percent at or above Level IIb | 18% | 16% | 12% | 13% | 12% |
| Percent at or above Level I | 16% | 10% | 14% | 14% | 8% |

| <i>Grade 3 - Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 16% | 18% | 16% | 10% | 34% |
| Percent at or above Level III | 42% | 35% | 34% | 38% | 34% |
| Percent at or above Level IIa | 17% | 16% | 22% | 18% | 15% |
| Percent at or above Level IIb | 18% | 24% | 18% | 24% | 12% |
| Percent at or above Level I | 7% | 7% | 11% | 10% | 5% |

(State Comparisons)

| <i>Grade 3 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 8% | 11% | 16% | 16% | 17% |
| Percent at or above Level III | 32% | 33% | 33% | 33% | 42% |
| Percent at or above Level IIa | 23% | 21% | 17% | 17% | 17% |
| Percent at or above Level IIb | 16% | 17% | 18% | 18% | 13% |
| Percent at or above Level I | 21% | 18% | 16% | 16% | 11% |

Probstfield 2002-03

23. Achievement cont'd.

(State Comparisons cont'd.)

| <i>Grade 3 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| Percent at or above Level IV | 9% | 12% | 14% | 11% | 19% |
| Percent at or above Level III | 33% | 33% | 39% | 37% | 37% |
| Percent at or above Level IIa | 29% | 25% | 25% | 25% | 18% |
| Percent at or above Level IIb | 16% | 18% | 13% | 17% | 20% |
| Percent at or above Level I | 12% | 14% | 10% | 10% | 6% |

24. Student to Computer Ratio

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 4 to 1 | 4 to 1 | 4 to 1 | 3 to 1 | 3 to 1 |

25. Teaching Staff

(End of Year)

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 16 | 8 | 5 | 5 | 9 |
| BA+15 | 0 | 25 | 2 | 4 | 6 |
| BA+30 | 8 | 4 | 4 | 4 | 2 |
| BA+45 | 5 | 6 | 6 | 7 | 9 |
| BA+60 | 0 | 0 | 0 | 0 | 1 |
| BA+75 | 1 | 1 | 1 | 0 | 0 |
| BA+90 | 0 | 0 | 0 | 0 | 0 |
| BA+105 | 0 | 4 | 4 | 3 | 3 |
| MA | 4 | 6 | 6 | 6 | 4 |
| MA+15 | 5 | 5 | 5 | 8 | 7 |
| MA+30 | 2 | 2 | 2 | 2 | 4 |
| MA+45 | 4 | 5 | 4 | 7 | 7 |
| 0 to 5 years | 10 | 15 | 18 | 22 | 33 |
| 6 to 10 years | 16 | 13 | 13 | 10 | 10 |
| 11 to 20 years | 9 | 14 | 10 | 12 | 15 |
| More than 20 years | 10 | 7 | 7 | 7 | 7 |
| Average Years Experience | 12 years | 13 years | 12 years | 12.75 years | 8.5 years |

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Square Foot | | 70130 | 70130 | 70130 | 70130 |
| Cost for Electricity | \$28,551.53 | \$31,636.10 | \$32,936.25 | \$30,900.00 | \$31,830.00 |
| Cost per square foot | \$0.41 | \$0.45 | \$0.47 | \$0.44 | \$0.45 |
| Square Foot | | 70130 | 70130 | 70130 | 70130 |
| Cost for Heat | \$17,892.70 | \$17,215.75 | \$30,008.68 | \$26,570.00 | \$27,370.00 |
| Cost per square foot | \$0.26 | \$0.25 | \$0.43 | \$0.38 | \$0.39 |

MOORHEAD JUNIOR HIGH SCHOOL**1. Average Daily Membership**

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 913 | 889 | 843 | 840 | 824 |

2. Average Daily Attendance

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 870 | 852 | 804 | 798 | 801 |

3. Attendance Rate

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 95.29% | 95.83% | 95.37% | 95% | 97.20% |

4. Enrollment as of October 1

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------|---------|--------|---------|---------|---------|
| Grade 7 | 473 | 455 | 424 | 442 | 428 |
| Grade 8 | 483 | 433 | 431 | 413 | 427 |
| Self Contained Special Ed. | 30 | 3 | 1 | 0 | 0 |
| Total | 960 | 891 | 856 | 855 | 855 |

5. Ethnicity

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 24 2.51% | 25 2.89% | 18 2.10% | 16 1.93% | 20 2.30% |
| Asian | 20 2.09% | 21 2.40% | 20 2.40% | 11 1.33% | 13 1.50% |
| Hispanic | 76 7.93% | 50 5.60% | 59 6.90% | 60 7.26% | 62 7.30% |
| Black | 10 1.04% | 6 0.70% | 8 0.90% | 9 1.09% | 8 0.90% |
| White | 828 86.43% | 791 88.60% | 746 87.70% | 731 88.39% | 749 87.90% |
| Percent Minority | 13.57% | 11.40% | 12.30% | 11.16% | 12.10% |

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6. Mobility

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------|---------|---------|---------|---------|---------|
| Transfers Into District | 33 | 26 | 17 | 39 | 55 |
| Transfers Out of District | 58 | 53 | 45 | 39 | 32 |

7. Limited English Proficiency

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|--|---------|--------|---------|---------|---------|
| | 62 | 38 | 54 | 59 | 61 |

8. Free and Reduced Lunch Count

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------------------|---------|--------|---------|---------|---------|
| Free | 195 | 199 | 183 | 190 | 194 |
| Reduced | 61 | 79 | 79 | 67 | 55 |
| % of Free & Reduced | 28% | 31% | 30% | 30% | 29% |

9. Retention in Grade

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|---------|
| Grade 7 | 0 | 0 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 1 | 0 | 0 |
| Total | 0 | 0 | 1 | 0 | 0 |

10. Special Education Status

| | Dec. 98 | Dec.99 | Dec. 00 | Dec. 01 | Dec. 02 |
|----------------------------------|------------|------------|------------|------------|------------|
| Speech/Language | 7 | 12 | 12 | 5 | 5 |
| Mild-Moderate Mentally | 7 | 10 | 9 | 11 | 8 |
| Moderate-Severe Mentally | 7 | 4 | 1 | 1 | 1 |
| Physically | 6 | 3 | 3 | 4 | 3 |
| Hearing | 2 | 2 | 2 | 2 | 6 |
| Visually | 0 | 0 | 0 | 0 | 1 |
| Specific Learning | 70 | 75 | 70 | 60 | 48 |
| Emotional Disorders | 33 | 40 | 33 | 31 | 19 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health | 27 | 36 | 34 | 35 | 39 |
| Autistic | 3 | 2 | 2 | 2 | 3 |
| Early Childhood Special Ed. | 0 | 0 | 1 | 0 | 0 |
| Severely Multiply Impaired | | | | | 1 |
| Total Disabilities Served | 162 | 184 | 167 | 151 | 134 |

11. Home Language

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------|---------|---------|---------|---------|---------|
| Afrikaans | 0 | 1 | 1 | 0 | 0 |
| Cheyenne | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 1 | 0 |

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11. Home Language Cont'd.

| | | | | | |
|---------------|-----|-----|-----|-----|-----|
| Hindi | | | | 1 | 0 |
| English | 879 | 776 | 769 | 778 | 754 |
| Farsi | 0 | 0 | 0 | 0 | 0 |
| Kurdish | 8 | 17 | 20 | 14 | 13 |
| Lao | 1 | 2 | 2 | 0 | 1 |
| Polish | 1 | 0 | 0 | 0 | 0 |
| Spanish | 74 | 54 | 44 | 69 | 48 |
| Vietnamese | 7 | 0 | 0 | 1 | 3 |
| Yoruba | 0 | 0 | 0 | 0 | 0 |
| Swedish | 2 | 0 | 0 | 0 | 1 |
| Japanese | 1 | 0 | 0 | 1 | 0 |
| Portuguese | 0 | 0 | 0 | 0 | 0 |
| Somali | 2 | 0 | 0 | 2 | 1 |
| Persian | 1 | 0 | 0 | 2 | 13 |
| Russian | | 1 | 1 | 0 | 1 |
| Serbian | | | 1 | 0 | 2 |
| Swahili | | | 1 | 2 | 1 |
| Arabic | | | | | 1 |
| Taiwanese | | | | | 1 |
| Dakota | | | | | 1 |
| Turk | | | | | 1 |
| Not Available | | | | | 1 |

12. Failure Rate (# of semester courses failed)

| * Semester 1 & 2 | 1998-99 | 1999-00 | 2000-01 | *2001-02 | 2002-03 |
|------------------|---------------|---------------|---------------|----------------|---------------|
| No Failures | 811 90.80% | 819 91.90% | 684 79.90% | 1322 71.11% | 665 79.93% |
| 1 Failure | 32 3.58% | 31 3.47% | 53 6.19% | 282 15.16% | 55 6.61% |
| 2 Failures | 10 1.11% | 12 1.34% | 35 4.08% | 145 7.79% | 35 4.21% |
| 3 Failures | 5 0.55% | 12 1.34% | 34 3.97% | 67 3.60% | 21 2.52% |

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| | | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| 4 Failures | 7 0.78% | 10 1.12% | 25 2.92% | 35 1.88% | 20 2.40% |
| 5 or More Failures | 28 3.13% | 7 0.79% | 25 2.92% | 8 0.43% | 36 4.33% |

13. Unexcused Absences

| | | | | | |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|
| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 0 Unexcused Absences | 450 47% | 813 91.24% | 788 93.90% | 716 87.00% | 735 85.97% |
| 1 to 5 Unexcused Absences | 264 26% | 71 7.96% | 49 5.84% | 110 13.00% | 59 6.90% |
| 6 to 10 Unexcused Absences | 108 11.25% | 6 0.67% | 2 0.23% | 1 0.10% | 33 3.86% |
| 11 to 15 Unexcused Absences | 46 44.77% | 1 0.11% | 0 | 0 | 10 1.17% |
| 16 to 20 Unexcused Absences | 15 1.41% | 0 | 0 | 0 | 6 0.70% |
| 21 or More Unexcused Absences | 8 0.83% | 0 | 0 | 0 | 12 1.40% |

14. Suspensions

(End of Year)

| | | | | | |
|---------------|---------|---------|---------|---------|---------|
| Out-of-School | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 1/2 day | 1 | 0 | 2 | 0 | 0 |
| 1 day | 56 | 32 | 110 | 57 | 85 |
| 2 days | 16 | 22 | 30 | 17 | 15 |
| 3 days | 21 | 16 | 28 | 23 | 35 |
| 4 days | 0 | 0 | 1 | 0 | 2 |
| 5 days | 3 | 9 | 6 | 1 | 6 |
| 10 days | | | 0 | 0 | 0 |
| In-School | 248 | 176 | 237 | 272 | 339 |

15. Bus Suspensions

(End of Year)

| | | | | |
|---------|---------|---------|---------|---------|
| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 3 | 10 | 0 | 0 | 0 |

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16. Alternative School Setting

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 26 | 19 | 18 | 22 | 19 |

17. Detention

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 4651 | 2835 | 2928 | 3550 | 3833 |

18. Physical Assaults/Fighting

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 10 | 48 | 48 | 29 | 39 |

19. Weapons

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 0 | 1 | 0 |

20. Tobacco

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 2 | 2 | 2 |

21. Alcohol

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 0 |

22. Other Drug Use

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 2 | 1 | 2 |

23. Vandalism - major

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 2 |

24. Co and Extra Curricular Activities

(End of Year)

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Basketball | 136 | 86 | 138 | 71 | 95 | 80 | 86 | 82 | 94 | 72 |
| Cross Country | 0 | 0 | 0 | 0 | 10 | 13 | 14 | 15 | 16 | 18 |
| Football | 90 | 0 | 120 | 0 | 114 | 00 | 105 | 00 | 133 | 00 |
| Golf | 82 | 16 | 94 | 20 | 47 | 25 | 35 | 20 | 53 | 18 |
| Gymnastics | 0 | 22 | 0 | 22 | 00 | 19 | 00 | 19 | 00 | 23 |
| Tennis | 10 | 51 | 17 | 71 | 11 | 52 | 13 | 23 | 21 | 33 |
| Track | 70 | 77 | 69 | 62 | 53 | 69 | 63 | 91 | 54 | 90 |
| Volleyball | 0 | 196 | 0 | 192 | 00 | 234 | 00 | 206 | 00 | 177 |
| Wrestling | 20 | 0 | 24 | 0 | 24 | 00 | 31 | 00 | 19 | 00 |

25. Achievement*Grade 7**Reading Iowa Test of Basic Skills*

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Percent at or above National 75%ile | 28% | 34% | 40% | 40% | 41% |
| Percent at or above National 50%ile | 59% | 60% | 65% | 69% | 70% |
| Percent at or above National 25%ile | 84% | 83% | 84% | 85% | 86% |

*Grade 8**Gates MacGinitie Reading Test*

| | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75%ile | N/A | N/A | N/A | N/A | N/A |
| Percent at or above National 50%ile | N/A | N/A | N/A | N/A | N/A |
| Percent at or above National 25%ile | N/A | N/A | N/A | N/A | N/A |

*Grade 7**Mathematics Iowa Test of Basic Skills*

| | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75%ile | 42% | 39% | 45% | 53% | 55% |
| Percent at or above National 50%ile | 68% | 68% | 67% | 74% | 77% |
| Percent at or above National 25%ile | 84% | 90% | 83% | 86% | 88% |

Grade 7

MN Educational Assessment in Music

Elements of Music

Representative Music

Music Affect

Grade Distribution by Ethnicity

* Semester 1 & 2

| | | 1998-99 | 1999-00 | 2000-01 | * 2001-02 | 2002-03 |
|-----------------|---|---------|---------|---------|-----------|---------|
| American Indian | A | 9 | 21 | 6 | 45 | 51 |
| | | 12.00% | 12.65% | 8.33% | 16.72% | 23.29% |
| | B | 8 | 44 | 18 | 65 | 44 |
| | | 10.67% | 26.50% | 25.00% | 24.16% | 20.09% |
| | C | 12 | 41 | 21 | 65 | 39 |
| | | 16.00% | 24.69% | 29.00% | 24.16% | 17.81% |
| | D | 14 | 27 | 13 | 28 | 40 |
| Asian | | 18.67% | 16.26% | 18.00% | 10.40% | 18.26% |
| | F | 31 | 33 | 13 | 50 | 40 |
| | | 41.33% | 19.87% | 18.00% | 18.58% | 18.26% |
| | S | 1 | 0 | 1 | 16 | 5 |
| | | 1.33% | | 1.38% | 5.94% | 2.28% |
| | A | 43 | 56 | 17 | 113 | 102 |
| | | 43.00% | 32.90% | 47.20% | 70.62% | 62.96% |
| | B | 24 | 37 | 14 | 36 | 33 |
| | | 24.00% | 21.70% | 38.80% | 22.50% | 20.37% |
| | C | 16 | 47 | 4 | 4 | 16 |

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| | | | | | | |
|----------|---|--------|--------|--------|--------|--------|
| Hispanic | | 16.00% | 27.64% | 11.00% | 2.50% | 9.88% |
| | D | 4 | 16 | 0 | 4 | 8 |
| | | 4.00% | 9.41% | | 2.50% | 4.94% |
| | F | 7 | 11 | 0 | 3 | 3 |
| | | 7.00% | 6.47% | | 1.87% | 1.85% |
| | S | 6 | 3 | 1 | 0 | 0 |
| | | 7.00% | 1.76% | 2.70% | | |
| | A | 23 | 53 | 32 | 158 | 96 |
| | | 11.06% | 13.91% | 14.74% | 16.59% | 13.85% |
| | B | 45 | 100 | 64 | 227 | 152 |
| Black | | 21.63% | 26.24% | 29.49% | 23.84% | 21.93% |
| | C | 44 | 101 | 60 | 243 | 156 |
| | | 21.15% | 26.50% | 27.64% | 25.52% | 22.51% |
| | D | 35 | 55 | 14 | 145 | 120 |
| | | 16.83% | 14.43% | 6.40% | 15.23% | 17.32% |
| | F | 40 | 52 | 24 | 135 | 137 |
| | | 19.23% | 13.64% | 11.05% | 14.18% | 19.77% |
| | S | 21 | 20 | 23 | 44 | 32 |
| | | 10.10% | 5.24% | 10.59% | 4.62% | 4.62% |
| | | | | | | |
| White | A | 37 | 23 | 0 | 21 | 14 |
| | | 56.06% | 41.07% | | 16.03% | 13.86% |
| | B | 10 | 17 | 1 | 26 | 24 |
| | | 15.15% | 30.35% | 9.00% | 19.84% | 23.76% |
| | C | 10 | 10 | 1 | 43 | 21 |
| | | 15.15% | 17.85% | 9.00% | 32.82% | 20.79% |
| | D | 2 | 2 | 0 | 11 | 26 |
| | | 3.03% | 3.57% | | 8.39% | 25.74% |
| | F | 6 | 4 | 0 | 14 | 14 |
| | | 9.09% | 7.14% | | 10.68% | 13.86% |
| White | S | 1 | 0 | 9 | 16 | 2 |
| | | 1.52% | | 81.00% | 12.21% | 1.98% |
| | | | | | | |
| | A | 1827 | 3417 | 1161 | 5117 | 5167 |
| | | 48.71% | 50.62% | 43.14% | 48.21% | 51.55% |
| | B | 1114 | 1813 | 877 | 2920 | 2681 |
| | | 29.70% | 26.86% | 32.59% | 27.51% | 26.75% |
| | C | 442 | 920 | 372 | 1419 | 1140 |
| | | 11.78% | 13.63% | 13.82% | 13.37% | 11.37% |
| | D | 164 | 262 | 131 | 509 | 457 |
| White | | 4.37% | 3.88% | 4.86% | 4.79% | 4.56% |
| | F | 83 | 130 | 70 | 377 | 295 |
| | | 2.21% | 1.92% | 2.60% | 3.55% | 2.94% |
| | S | 121 | 207 | 80 | 271 | 284 |
| | | 3.23% | 3.06% | 2.97% | 2.55% | 2.83% |

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26. Computer to Student Ratio
Student to Computer Ratio

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 4 to 1 | 4 to 1 | 4 to 1 | 3 to 1 | 3 to 1 |

27. Teaching Staff
(End of Year)

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 16 | 16 | 10 | 12 | 18 |
| BA+15 | 3 | 2 | 2 | 2 | 3 |
| BA+30 | 2 | 0 | 0 | 0 | 0 |
| BA+45 | 11 | 8 | 7 | 6 | 7 |
| BA+60 | 1 | 2 | 2 | 2 | 2 |
| BA+75 | 1 | 1 | 1 | 0 | 0 |
| BA+90 | 0 | 0 | 0 | 2 | 2 |
| BA+105 | 0 | 4 | 4 | 5 | 4 |
| MA | 7 | 6 | 6 | 4 | 3 |
| MA+15 | 5 | 6 | 4 | 4 | 4 |
| MA+30 | 4 | 4 | 4 | 7 | 7 |
| MA+45 | 10 | 11 | 11 | 11 | 12 |
| 0 to 5 years | 29 | 19 | 29 | 19 | 25 |
| 6 to 10 years | 14 | 23 | 12 | 17 | 21 |
| 11 to 20 years | 5 | 12 | 8 | 12 | 15 |
| More than 20 years | 12 | 11 | 11 | 12 | 10 |
| Average Years Experience | 10 years | 9.95 years | 15 years | 15 years | 10.5 years |

Comparisons in dollars and cents per square foot

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------|-------------|-------------|-------------|------------|------------|
| Square Foot | | 111005 | 111005 | 111005 | 111005 |
| Cost for Electricity | \$40,128.85 | \$44,240.06 | \$44,808.56 | \$41530.00 | \$44200 |
| Cost per square foot | \$0.37 | \$0.40 | \$0.40 | \$0.37 | \$0.40 |
| Square Foot | | 111005 | 111005 | 111005 | 111005 |
| Cost for Heat | \$13,488.33 | \$21,953.30 | \$31,406.41 | \$36570.00 | \$37670.00 |
| Cost per square foot | \$0.12 | \$0.20 | \$0.28 | \$0.33 | \$0.34 |

Riverside 2002-03

RIVERSIDE ELEMENTARY SCHOOL

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| 1. Average Daily Membership (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 362 | 407 | 373 | 330 | 305 |
| 2. Average Daily Attendance (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 347 | 386 | 358 | 316 | 294 |
| 3. Attendance Rate (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 95.86% | 94.84% | 95.97% | 95.75 | 96.39% |
| 4. Enrollment as of October 1 | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | 2002-03 |
| Kindergarten | 46 | 74 | 62 | 41 | 33 |
| Grade 1 | 64 | 53 | 63 | 56 | 38 |
| Grade 2 | 68 | 74 | 52 | 60 | 56 |
| Grade 3 | 68 | 61 | 69 | 47 | 57 |
| Grade 4 | 72 | 75 | 56 | 67 | 52 |
| Grade 5 | 46 | 57 | 59 | 50 | 56 |
| Self Contained Special Ed. | 0 | 5 | 13 | 12 | 9 |
| Total | 364 | 399 | 374 | 333 | 301 |
| 5. Ethnicity | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
| American Indian | 9 2.50% | 19 4.70% | 11 3.00% | 16 4.62% | 6 2.00% |
| Asian | 5 1.39% | 5 1.20% | 5 1.30% | 5 1.44% | 8 2.60% |
| Hispanic | 37 10.28% | 39 9.70% | 19 5.10% | 9 2.60% | 16 5.30% |
| Black | 7 1.94% | 9 2.20% | 5 1.30% | 9 2.60% | 5 1.60% |
| White | 302 83.89% | 329 82.00% | 331 89.20% | 307 88.72% | 269 88.50% |
| Percent Minority | 16.11% | 18.00% | 10.80% | 11.26% | 11.50% |
| 6. Mobility (End of Yer) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Transfers Into District | 28 | 15 | 13 | 32 | 30 |
| Transfers Out of District | 28 | 46 | 26 | 2 | 22 |
| 7. Limited English Proficiency | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
| | 31 | 25 | 27 | 16 | 22 |

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8. Free and Reduced Lunch Count

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|--------------------------------|---------|--------|---------|---------|---------|
| Free | 96 | 120 | 83 | 74 | 73 |
| Reduced | 26 | 34 | 40 | 35 | 26 |
| % of Free & Reduced Grades 1-5 | 34% | 47% | 32.80% | 32.90% | 34% |

9. Retention in Grade

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------|---------|---------|---------|---------|---------|
| Kindergarten | 0 | 1 | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 | 1 | 0 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 1 | 0 | 0 | 0 |

10. Special Education Status

| | Dec. 98 | Dec.99 | Dec. 00 | Dec. 01 | Dec. 02 |
|-----------------------------|---------|--------|---------|---------|---------|
| Speech/Language | 18 | 24 | 21 | 13 | 14 |
| Mild-Moderate Mentally | 0 | 1 | 0 | 1 | 2 |
| Moderate-Severe Mentally | 0 | 0 | 1 | 0 | 1 |
| Physically | 1 | 0 | 0 | 1 | 1 |
| Hearing | 0 | 1 | 0 | 2 | 0 |
| Visually | 0 | 0 | 1 | 1 | 1 |
| Specific Learning | 7 | 10 | 10 | 7 | 5 |
| Emotional Disorders | 5 | 7 | 7 | 9 | 9 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health | 10 | 12 | 11 | 9 | 7 |
| Autistic | 0 | 1 | 0 | 2 | 2 |
| Early Childhood Special Ed. | 0 | 4 | 7 | 7 | 3 |
| Total Disabilities Served | 41 | 60 | 58 | 52 | 45 |

11. Home Language

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|---------|---------|
| Chippewa | | | | 1 | 0 |
| English | 360 | 359 | 354 | 327 | 288 |
| Farsi | 0 | 1 | 1 | 0 | 0 |
| Spanish | 35 | 23 | 10 | 2 | 4 |
| Serbo-Croatian | | | | 2 | 3 |
| Vietnamese | 2 | 1 | 2 | 3 | 3 |
| Kurdish | 1 | 2 | 4 | 8 | 4 |
| Hawaiian | | | | 2 | 0 |
| Persian | 2 | 0 | 0 | 1 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 |
| Arabic | | | | | 1 |
| Tongan | | | | | 2 |

12. Absences

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------|---------|---------|---------|---------|---------|
| 0 Absences | 15 | 43 | 54 | 0 | 15 |
| | 3.92% | 10.77% | 15.56% | | 10.95% |
| 1 to 5 Absences | 190 | 154 | 143 | 164 | 108 |
| | 49.61% | 38.59% | 41.20% | 48.52% | 78.83% |

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| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| 6 to 10 Absences | 102 26.63% | 104 26.06% | 94 27.08% | 116 34.31% | 11 8.03% |
| 11 to 15 Absences | 31 8.09% | 52 13.03% | 35 10.08% | 38 11.24% | 3 2.19% |
| 16 to 20 Absences | 28 7.31% | 19 4.76% | 15 4.32% | 13 3.84% | 0 |
| 21 or More Absences | 17 4.44% | 27 6.76% | 6 1.72% | 7 2.07% | 0 |
| 13. Suspensions (End of Year) | 1998-99 1 | 1999-00 2 | 2000-01 1 | 2001-02 6 | 2002-03 0 |
| 14. Bus Suspensions (End of Year) | 1998-99 3 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 15. Alternative School Setting (End of Year) | 1998-99 1 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 16. Detention (End of Year) | 1998-99 0 | 1999-00 35 | 2000-01 7 | 2001-02 0 | 2002-03 2 |
| 17. Physical Assaults/Fighting (End of Year) | 1998-99 0 | 1999-00 5 | 2000-01 7 | 2001-02 0 | 2002-03 0 |
| 18. Weapons (End of Year) | 1998-99 0 | 1999-00 0 | 2000-01 1 | 2001-02 0 | 2002-03 0 |
| 19. Tobacco (End of Year) | 1998-99 0 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 20. Alcohol (End of Year) | 1998-99 0 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 21. Other Drug Use (End of Year) | 1998-99 0 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 22. Vandalism (End of Year) | 1998-99 0 | 1999-00 0 | 2000-01 0 | 2001-02 0 | 2002-03 0 |
| 23. Achievement Grade 3 Reading Iowa Test of Basic Skills Percent at or above National 75%ile | 1998-99 45% | 1999-00 37% | 2000-01 42% | 2001-02 35% | 2002-03 36% |

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| | | | | | |
|--|-----|-----|-----|-----|-----|
| Percent at or above National 50%ile | 67% | 65% | 72% | 67% | 64% |
| Percent at or above National 25%ile | 81% | 77% | 81% | 80% | 79% |
| Grade 4 | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 29% | 44% | 47% | 49% | 48% |
| Percent at or above National 50%ile | 59% | 72% | 74% | 76% | 69% |
| Percent at or above National 25%ile | 80% | 85% | 83% | 84% | 83% |
| Grade 5 | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 28% | 36% | 49% | 42% | 47% |
| Percent at or above National 50%ile | 65% | 64% | 78% | 66% | 76% |
| Percent at or above National 25%ile | 86% | 89% | 94% | 83% | 91% |
| Grade 3 | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 24% | 52% | 45% | 43% | 41% |
| Percent at or above National 50%ile | 57% | 70% | 65% | 67% | 72% |
| Percent at or above National 25%ile | 81% | 82% | 86% | 88% | 88% |
| Grade 4 | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 27% | 50% | 50% | 47% | 44% |
| Percent at or above National 50%ile | 51% | 76% | 72% | 70% | 65% |
| Percent at or above National 25%ile | 80% | 92% | 83% | 86% | 79% |
| Grade 5 | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | 26% | 54% | 47% | 45% | 41% |
| Percent at or above National 50%ile | 65% | 77% | 75% | 66% | 73% |
| Percent at or above National 25%ile | 84% | 91% | 94% | 85% | 86% |

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Riverside Figures)

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 15% | 21% | 27% | 18% | 21% |
| Percent at or above Level III | 39% | 30% | 28% | 34% | 34% |
| Percent at or above Level IIa | 8% | 21% | 9% | 23% | 15% |
| Percent at or above Level IIb | 21% | 13% | 16% | 14% | 20% |
| Percent at or above Level I | 16% | 15% | 19% | 11% | 10% |
| <i>Grade 5 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 14% | 15% | 39% | 32% | 40% |
| Percent at or above Level III | 32% | 46% | 47% | 32% | 29% |
| Percent at or above Level IIa | 15% | 17% | 5% | 14% | 7% |
| Percent at or above Level IIb | 29% | 10% | 5% | 6% | 11% |
| Percent at or above Level I | 10% | 12% | 4% | 16% | 13% |
| <i>Grade 3 - Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 17% | 21% | 10% | 13% | 25% |
| Percent at or above Level III | 48% | 36% | 40% | 31% | 18% |

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| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| Percent at or above Level IIa | 23% | 21% | 27% | 18% | 29% |
| Percent at or above Level IIb | 10% | 12% | 7% | 27% | 15% |
| Percent at or above Level I | 3% | 9% | 16% | 11% | 13% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 4% | 11% | 13% | 27% | 28% |
| Percent at or above Level III | 35% | 50% | 50% | 31% | 37% |
| Percent at or above Level IIa | 32% | 17% | 17% | 16% | 13% |
| Percent at or above Level IIb | 20% | 10% | 17% | 16% | 11% |
| Percent at or above Level I | 8% | 12% | 4% | 10% | 11% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 10% | 4% | 10% | 8% | 38% |
| Percent at or above Level III | 24% | 43% | 64% | 54% | 46% |
| Percent at or above Level IIa | 30% | 33% | 7% | 15% | 8% |
| Percent at or above Level IIb | 10% | 0% | 0% | 23% | 0% |
| Percent at or above Level I | 7% | 8% | 2% | 0% | 8% |

(State Comparisons)

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 8% | 11% | 16% | 16% | 17% |
| Percent at or above Level III | 32% | 33% | 33% | 33% | 42% |
| Percent at or above Level IIa | 23% | 21% | 17% | 17% | 17% |
| Percent at or above Level IIb | 16% | 17% | 18% | 18% | 13% |
| Percent at or above Level I | 21% | 18% | 16% | 16% | 11% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 12% | 16% | 24% | 25% | 25% |
| Percent at or above Level III | 33% | 36% | 39% | 39% | 42% |
| Percent at or above Level IIa | 23% | 19% | 15% | 15% | 14% |
| Percent at or above Level IIb | 15% | 15% | 11% | 11% | 12% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 7% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 9% | 10% | 14% | 11% | 19% |
| Percent at or above Level III | 33% | 37% | 39% | 37% | 37% |
| Percent at or above Level IIa | 29% | 25% | 25% | 25% | 18% |
| Percent at or above Level IIb | 16% | 18% | 13% | 17% | 20% |
| Percent at or above Level I | 12% | 10% | 10% | 10% | 6% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 6% | 12% | 13% | 14% | 18% |
| Percent at or above Level III | 31% | 33% | 37% | 39% | 39% |
| Percent at or above Level IIa | 30% | 25% | 22% | 20% | 20% |
| Percent at or above Level IIb | 15% | 16% | 17% | 18% | 17% |
| Percent at or above Level I | 18% | 14% | 11% | 10% | 6% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 – Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 3% | 4% | 3% | 5% | 22% |
| Percent at or above Level III | 42% | 38% | 52% | 55% | 39% |
| Percent at or above Level IIa | 35% | 35% | 24% | 23% | 10% |

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Percent at or above Level IIb
Percent at or above Level I

| | | | | |
|-----|-----|-----|-----|-----|
| 15% | 12% | 14% | 13% | 23% |
| 5% | 8% | 4% | 3% | 6% |

24. Student to Computer Ratio

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |

25. Teaching Staff (End of Year)

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 10 | 7 | 6 | 6 | 7 |
| BA+15 | 2 | 1 | 2 | 2 | 2 |
| BA+30 | 3 | 3 | 2 | 2 | 1 |
| BA+45 | 2 | 3 | 2 | 3 | 4 |
| BA+60 | 0 | 0 | 0 | 0 | 0 |
| BA+75 | 0 | 0 | 0 | 0 | 0 |
| BA+90 | 0 | 0 | 0 | 0 | 0 |
| BA+105 | 0 | 4 | 2 | 2 | 1 |
| MA | 0 | 0 | 0 | 0 | 0 |
| MA+15 | 2 | 0 | 0 | 0 | 0 |
| MA+30 | 1 | 3 | 3 | 0 | 1 |
| MA+45 | 8 | 7 | 7 | 9 | 9 |
| 0 to 5 years | 6 | 3 | 8 | 9 | 7 |
| 6 to 10 years | 10 | 12 | 10 | 5 | 6 |
| 11 to 20 years | 5 | 8 | 4 | 9 | 15 |
| More than 20 years | 6 | 5 | 5 | 2 | 3 |
| Average Years Experience | 15 years | 14 years | 6.75 years | 6.25 years | 11.25 years |

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------------|------------|------------|-------------|------------|------------|
| Square Foot | | 40425 | 40425 | 40425 | 40425 |
| Cost for Electricity | \$8,779.78 | \$9,906.00 | \$9,892.62 | \$11140.00 | \$11480.00 |
| Cost per square foot | \$0.21 | \$0.25 | \$0.24 | \$0.27 | \$0.28 |
| Square Foot | | 40425 | 40425 | 40425 | 40425 |
| Cost for Heat | \$9,198.11 | \$9,404.97 | \$21,292.85 | \$14760.00 | \$15200.00 |
| Cents per square foot | \$0.23 | \$0.23 | \$0.53 | \$0.36 | \$0.38 |

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MOORHEAD SENIOR HIGH SCHOOL

1. Average Daily Membership

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 1696 | 1721 | 1698 | 1725 | 1692 |

2. Average Daily Attendance

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 1614 | 1656 | 1591 | 1629 | 1593 |

3. Attendance Rate

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 95.17% | 96.22% | 93.69% | 94.43% | 94.15% |

4. Enrollment as of October 1

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------|---------|---------|---------|----------|----------|
| Grade 9 | 449 | 450 | 435 | 437 | 402 |
| Grade 10 | 470 | 443 | 436 | 430 | 443 |
| Grade 11 | 413 | 445 | 419 | 446 | 431 |
| Grade 12 | 413 | 379 | 411 | 424 | 441 |
| Self Contained Special Ed. | 88 | 25 | 27 | included | included |
| Total | 1833 | 1742 | 1728 | 1737 | 1717 |

5. Ethnicity

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|----------------|----------------|----------------|----------------|----------------|
| American Indian | 39 2.12% | 18 1% | 20 1.20% | 15 0.89% | 23 1.30% |
| Asian | 37 2.01% | 41 2.40% | 31 1.80% | 23 1.37% | 21 1.20% |
| Hispanic | 99 5.37% | 82 4.70% | 69 4.00% | 76 4.55% | 90 5.30% |
| Black | 11 0.60% | 18 1.00% | 26 1.50% | 41 2.40% | 34 2.00% |
| White | 1657 89.91% | 1583 90.90% | 1566 91.50% | 1528 90.79% | 1542 90.20% |
| Percent Minority | 10.09% | 9.10% | 8.50% | 9.21% | 9.80% |

6. Mobility

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------|---------|---------|---------|---------|---------|
| Transfers Into District | 123 | 55 | 23 | 104 | 68 |
| Transfers Out of District | 73 | 124 | 112 | 102 | 37 |

7. Limited English Proficiency

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|--|---------|---------|---------|---------|---------|
| | 95 | 68 | 79 | 106 | 96 |

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8. Free and Reduced Lunch Count

| | Oct. 98 | Oct.99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------------------|---------|--------|---------|---------|---------|
| Free | 205 | 236 | 238 | 254 | 302 |
| Reduced | 92 | 96 | 119 | 99 | 76 |
| % of Free & Reduced | 17% | 17% | 19% | 21% | 22% |

9. Special Education Status

| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
|-----------------------------|---------|---------|---------|---------|---------|
| Speech/Language | 3 | 5 | 4 | 5 | 9 |
| Mild-Moderate Mentally | 7 | 10 | 9 | 10 | 15 |
| Moderate-Severe Mentally | 17 | 16 | 18 | 18 | 12 |
| Physically | 6 | 10 | 10 | 11 | 11 |
| Hearing | 6 | 6 | 5 | 1 | 3 |
| Visually | 1 | 1 | 1 | 1 | 0 |
| Specific Learning | 90 | 117 | 110 | 107 | 102 |
| Emotional Disorders | 58 | 58 | 42 | 57 | 52 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health | 21 | 38 | 31 | 44 | 56 |
| Autistic | 3 | 8 | 10 | 12 | 12 |
| Early Childhood Special Ed. | 0 | 0 | 0 | 0 | 0 |
| Traumatic Brain Injury | 2 | 1 | 2 | 2 | 1 |
| Severely Multiply Impaired | | | | | 2 |
| Total Disabilities Served | 214 | 270 | 242 | 268 | 275 |

10. Home Language

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------|---------|---------|---------|---------|---------|
| Afrikaans | 0 | 0 | 0 | 0 | 0 |
| Arabic | | | | 4 | 3 |
| Chinese | 2 | 0 | 0 | 0 | 1 |
| English | 1712 | 1606 | 1563 | 1633 | 1535 |
| Persian | 4 | 0 | 0 | 1 | 0 |
| French | 1 | 0 | 1 | 0 | 0 |
| Japanese | 1 | 1 | 0 | 1 | 0 |
| Lao | 1 | 2 | 2 | 3 | 3 |
| Norwegian | 2 | 0 | 1 | 1 | 0 |
| Ojibwe | 0 | 0 | 0 | 0 | 0 |
| Spanish | 86 | 64 | 51 | 97 | 64 |
| Vietnamese | 10 | 11 | 10 | 8 | 7 |
| Kurdish | 15 | 19 | 17 | 23 | 25 |
| Swedish | 1 | 3 | 4 | 4 | 2 |
| German | 5 | 0 | 4 | 8 | 0 |
| Cambodian | 0 | 0 | 0 | 0 | 0 |
| Cantonese | 0 | 0 | 0 | 0 | 0 |
| Hawaiian | 4 | 0 | 0 | 0 | 0 |
| Lithuanian | 1 | 0 | 0 | 0 | 0 |
| Portuguese | 1 | 1 | 5 | 2 | 0 |
| Somali | 3 | 2 | 8 | 18 | 15 |
| Turkish | 1 | 0 | 0 | 0 | 0 |
| Polish | 1 | 2 | 2 | 2 | 1 |
| Russian | | 2 | 1 | 3 | 1 |

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| | | |
|----------------|---|---|
| Serbo-Croatian | 1 | 2 |
| Swahili | 1 | 1 |
| Ukranian | 1 | 1 |
| Okinawan | | 1 |
| Farsi | | 1 |
| Not Available | | 7 |

11. Failure Rate (# of semester courses failed)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| No Failures | 1202 81.99% | 1492 86.00% | 1452 84.00% | 2882 77.43% | 1320 80.00% |
| 1 Failure | 89 6.07% | 115 7.00% | 118 7.00% | 484 13.00% | 152 9.21% |
| 2 Failures | 64 4.36% | 43 3.00% | 59 3.41% | 197 5.29% | 68 4.12% |
| 3 Failures | 48 3.27% | 38 3.00% | 38 2.19% | 103 2.76% | 39 2.36% |
| 4 Failures | 27 1.84% | 19 1.00% | 25 1.44% | 42 1.12% | 24 1.45% |
| 5 or More Failures | 36 2.45% | 35 2.00% | 36 2.08% | 14 0.37% | 47 2.85% |

12. Dropout Rate (grades 7 - 12) (End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|-------------|-------------|-------------|-------------|-------------|
| | 69 2.47% | 44 1.67% | 21 1.21% | 22 1.21% | 17 1.01% |

13. Unexcused Absences (End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------------------|---------------|---------------|---------------|----------------|---------------|
| 0 Unexcused Absences | 730 39.82% | 503 28.87% | 810 48.20% | 1392 82.70% | 550 32.03% |
| 1 to 5 Unexcused Absences | 607 33.11% | 728 41.79% | 779 46.30% | 277 16.45% | 584 34.01% |
| 6 to 10 Unexcused Absences | 161 8.78% | 178 10.21% | 62 3.60% | 8 4.75% | 266 15.49% |
| 11 to 15 Unexcused Absences | 85 4.63% | 93 5.33% | 11 0.60% | 1 0.06% | 125 7.28% |
| 16 to 20 Unexcused Absences | 46 2.50% | 61 3.50% | 9 0.50% | 1 0.06% | 58 3.38% |

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| | | | | | |
|---|---------------|---------------|-------------|-------------|----------------|
| 21 or More Unexcused Absences | 204 11.12% | 179 10.27% | 8 0.40% | 4 0.24% | 134 7.80% |
| 14. Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Out of School | 442 | 470 | 586 | 59 | 114 |
| In School | | | | 148 | 320 |
| 15. Bus Suspensions (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 1 | 0 | 0 | 13 | 0 |
| 16. Alternative School Setting (End of Year) | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
| | 82 | 26 | 16 | 22 | 8 |
| 17. Detention (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 0 | 0 | 0 | 576 | 661 |
| 18. Physical Assaults/Fighting (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 20 | 11 | 27 | 16 | 35 |
| 19. Weapons (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 1 | 3 | 1 | 2 | 4 |
| 20. Tobacco (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 3 | 15 | 7 | 15 | 17 |
| 21. Alcohol (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 1 | 2 | 3 | 0 | 3 |
| 22. Other Drug Use (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | <u>2002-03</u> |
| | 0 | 8 | 11 | 3 | 10 |
| 23. Vandalism/Fire (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | 1 | 1 | 3 | 4 | 5 |
| 24. Co and Extra Curricular Activities (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| | Male Female | Male Female | Male Female | Male Female | Male female |
| Baseball | 79 0 | 69 0 | 68 0 | 52 0 | 50 00 |
| Basketball | 78 50 | 77 64 | 82 46 | 65 47 | 47 38 |

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| | | | | | | | | | | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|
| Cheerleading | 0 | 0 | 02 | 29 | 0 | 18 | 0 | 25 | 00 | 26 |
| Cross Country | 17 | 15 | 14 | 14 | 19 | 13 | 20 | 18 | 19 | 18 |
| Danceline | 0 | 0 | 00 | 20 | 0 | 22 | 00 | 32 | 00 | 29 |
| Football | 140 | 0 | 147 | 00 | 152 | 0 | 159 | 00 | 144 | 00 |
| Golf | 23 | 16 | 31 | 15 | 40 | 22 | 30 | 22 | 20 | 17 |
| Gymnastics | 0 | 16 | 00 | 09 | 0 | 12 | 0 | 13 | 00 | 10 |
| Hockey | 47 | 17 | 45 | 19 | 46 | 20 | 45 | 22 | 46 | 18 |
| Soccer | 69 | 60 | 66 | 51 | 64 | 49 | 64 | 44 | 60 | 53 |
| Softball | 0 | 35 | 00 | 39 | 00 | 36 | 00 | 26 | 00 | 29 |
| Swimming | 28 | 56 | 18 | 52 | 24 | 47 | 28 | 25 | 24 | 47 |
| Tennis | 20 | 34 | 23 | 34 | 25 | 29 | 20 | 20 | 15 | 39 |
| Track | 57 | 67 | 66 | 57 | 91 | 50 | 89 | 54 | 86 | 50 |
| Volleyball | 0 | 64 | 00 | 60 | 00 | 56 | 00 | 44 | 00 | 39 |
| Wrestling | 37 | 0 | 31 | 0 | 25 | 00 | 19 | 00 | 23 | 00 |
| Apollo Strings | 7 | 16 | 04 | 18 | 05 | 22 | 06 | 14 | 03 | 10 |
| Chamber Ensemble | 11 | 8 | 14 | 15 | 19 | 21 | 00 | 00 | 00 | 00 |
| Cho Kio | 0 | 7 | 00 | 08 | 00 | 07 | 01 | 09 | 00 | 11 |
| Debate | 12 | 7 | 09 | 07 | 08 | 08 | 14 | 08 | 14 | 11 |
| Drill/Flag Team | 6 | 16 | 06 | 21 | 00 | 18 | 00 | 08 | 00 | 12 |
| Key Club | 7 | 26 | 09 | 38 | 15 | 45 | 15 | 25 | 23 | 32 |
| Knowledge Bowl | 24 | 14 | 22 | 04 | 23 | 01 | 24 | 04 | 19 | 06 |
| Math League | 9 | 8 | 10 | 07 | 15 | 07 | 16 | 07 | 12 | 03 |
| Mock Trial | 3 | 4 | 03 | 03 | 03 | 08 | 04 | 08 | 03 | 06 |
| Musical | 18 | 25 | 28 | 48 | 18 | 30 | 25 | 34 | 35 | 40 |
| Odyssey of the Mind | 4 | 3 | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 |
| Pep Band | 29 | 48 | 18 | 28 | 15 | 24 | 23 | 29 | 13 | 38 |
| Play | 18 | 16 | 19 | 18 | 14 | 24 | 28 | 22 | 33 | 27 |
| Science Challenge | 8 | 7 | 09 | 07 | 12 | 02 | 12 | 03 | 14 | 02 |
| Speech | 21 | 53 | 24 | 60 | 22 | 45 | 15 | 27 | 27 | 53 |
| Spud Paper | 14 | 20 | 12 | 21 | 08 | 14 | 15 | 08 | 08 | 07 |
| Student Council | 5 | 29 | 06 | 26 | 07 | 31 | 09 | 29 | 08 | 44 |

25. Achievement

| Grade 9 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|---------|
|---------|---------|---------|---------|---------|---------|

Reading Iowa Test of Educational Development

| | | | | | |
|------------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75%il | 36% | 37% | 36% | 37% | 46% |
| Percent at or above National 50%il | 66% | 66% | 65% | 67% | 77% |
| Percent at or above National 25%il | 84% | 66% | 83% | 83% | 87% |

Grade 9

Mathematics Iowa Test of Educational Development

| | | | | | |
|------------------------------------|-----|-----|-----|-----|-----|
| Percent at or above National 75%il | 50% | 53% | 55% | 54% | 44% |
| Percent at or above National 50%il | 72% | 72% | 75% | 75% | 66% |
| Percent at or above National 25%il | 89% | 87% | 90% | 91% | 87% |

| ACT Scores - Core Curriculum | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------------------------|---------|---------|---------|---------|---------|
|------------------------------|---------|---------|---------|---------|---------|

| | | | | | |
|------------------|------|------|------|------|------|
| English Moorhead | 22.2 | 22.2 | 21.9 | 21.6 | 22 |
| State | 22.1 | 21.9 | 22 | 22 | 22 |
| National | 21.8 | 21.5 | 21.5 | 21.4 | 21.4 |

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| | | | | | | |
|----------------------------|----------|---------|---------|---------|---------|---------|
| Math | Moorhead | 22.9 | 23.7 | 23.4 | 23.8 | 24 |
| | State | 22.8 | 22.8 | 22.8 | 22.9 | 22.7 |
| | National | 21.8 | 21.8 | 21.7 | 21.6 | 21.6 |
| Reading | Moorhead | 23.2 | 23.1 | 23.2 | 23.4 | 23.7 |
| | State | 23.1 | 23 | 23.1 | 23.2 | 23.2 |
| | National | 22.4 | 22.4 | 22.2 | 22.2 | 22.2 |
| Science | Moorhead | 23.3 | 23.5 | 23.3 | 23.2 | 23.5 |
| | State | 22.9 | 22.8 | 22.9 | 22.9 | 22.9 |
| | National | 21.9 | 21.8 | 21.8 | 21.7 | 21.7 |
| Composite | Moorhead | 23 | 23.3 | 23.1 | 23.1 | 23.4 |
| | State | 22.9 | 22.8 | 22.8 | 22.9 | 22.8 |
| | National | 22 | 22 | 21.9 | 21.8 | 21.8 |
| ACT Scores - All Graduates | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| English | Moorhead | 21.3 | 21.4 | 21.6 | 21.3 | 21.1 |
| | State | 21.4 | 21.2 | 21.3 | 21.2 | 21.2 |
| | National | 20.5 | 20.5 | 20.5 | 20.2 | 20.3 |
| Math | Moorhead | 22.3 | 22.9 | 22.9 | 23.2 | 23 |
| | State | 22 | 21.9 | 21.9 | 22 | 21.8 |
| | National | 20.7 | 20.7 | 20.7 | 20.6 | 20.6 |
| Reading | Moorhead | 22.3 | 22.6 | 22.8 | 23 | 22.8 |
| | State | 22.4 | 22.3 | 22.4 | 22.5 | 22.4 |
| | National | 21.4 | 21.4 | 21.3 | 21.1 | 21.2 |
| Science | Moorhead | 22.5 | 23 | 22.9 | 23 | 22.7 |
| | State | 22.3 | 22.2 | 22.3 | 22.3 | 22.2 |
| | National | 21 | 21 | 21 | 20.8 | 20.8 |
| Composite | Moorhead | 22.3 | 22.6 | 22.7 | 22.8 | 22.5 |
| | State | 22.1 | 22 | 22.1 | 22.1 | 22 |
| | National | 21 | 21 | 21 | 20.8 | 20.8 |

***Note:** This information includes Alternative Education students, Special Education students, and all transfer students who entered the district prior to the end of school in June of each year.

GRADUATION STANDARDS

Class of 2002 (end of year)

| | | | | |
|----------------|---------|---------|---------|---------|
| Reading | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
| Passed | 340 | 370 | 375 | 380 |
| Percent Passed | 80% | 84% | 88% | 94.76% |
| Not Passed | 75 | 51 | 28 | 7 |

MHS 2002-03

| | | | | |
|------------------------|-----|-----|----|-------|
| Percent Not Passed | 18% | 12% | 6% | 1.74% |
| Not Yet Tested | 9 | 21 | 18 | 0 |
| Percent Not Yet Tested | 2% | 4% | 4% | |
| Exempt | | | 4 | 10 |
| Pass Individual | | | | 4 |

| Mathematics | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|------------------------|---------|---------|---------|---------|
| Passed | 356 | 361 | 368 | 368 |
| Percent Passed | 81% | 83% | 87% | 91.77% |
| Not Passed | 70 | 51 | 36 | 15 |
| Percent Not Passed | 16% | 12% | 8% | 3.74% |
| Not Yet Tested | 12 | 21 | 17 | 0 |
| Percent Not Yet Tested | 3% | 5% | 4% | |
| Exempt | | | 4 | 10 |
| Pass Individual | | | | 8 |

| Writing | 2000-01 | 2001-02 |
|------------------------|---------|---------|
| Passed | 386 | 380 |
| Percent Passed | 90% | 94.76% |
| Not Passed | 15 | 4 |
| Percent Not Passed | 4% | 1.00% |
| Not Yet Tested | 18 | 2 |
| Percent Not Yet Tested | 4% | 0.50% |
| Exempt | 6 | 10 |
| Pass Individual | 0 | 5 |

GRADUATION STANDARDS

Class of 2003 (end of year)

| Reading | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------------------|---------|---------|---------|---------|---------|
| Passed | 324 | 366 | 374 | 379 | 412 |
| Percent Passed | 77% | 80% | 80% | 86.92% | 92.38% |
| Not Passed | 90 | 70 | 41 | 32 | 13 |
| Percent Not Passed | 21% | 15% | 9% | 8.44% | 2.90% |
| Not Yet Tested | 6 | 23 | 42 | 16 | 3 |
| Percent Not Yet Tested | 1% | 5% | 9% | 4.22% | 0.68% |
| Exempt | | | 7 | 9 | 16 |
| Pass Individual | | | | 0 | 2 |

| Mathematics | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------------------|---------|---------|---------|---------|---------|
| Passed | 327 | 363 | 371 | 371 | 405 |
| Percent Passed | 78% | 79% | 80% | 85.09% | 90.81% |
| Not Passed | 86 | 72 | 44 | 38 | 16 |
| Percent Not Passed | 21% | 16% | 9% | 8.71% | 3.59% |
| Not Yet Tested | 6 | 24 | 42 | 17 | 0 |
| Percent Not Yet Tested | 1% | 5% | 9% | 3.89% | 3.37% |
| Exempt | | | 7 | 9 | 15 |
| Pass Individual | | | | 1 | 10 |

MHS 2002-03

| | 2000-01 | 2001-02 | 2002-03 |
|------------------------|---------|---------|---------|
| Writing | | | |
| Passed | 391 | 385 | 410 |
| Percent Passed | 84% | 83.00% | 91.93% |
| Not Passed | 8 | 11 | 11 |
| Percent Not Passed | 2% | 2.52% | 2.47% |
| Not Yet Tested | 58 | 24 | 5 |
| Percent Not Yet Tested | 12% | 5.50% | 1.13% |
| Exempt | 7 | 16 | 18 |
| Pass Individual | 0 | 0 | 2 |

Class of 2004 (end of year)

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------------------|---------|---------|---------|---------|
| Reading | | | | |
| Passed | 362 | 374 | 389 | 411 |
| Percent Passed | 78% | 82% | 84.38% | 89.16% |
| Not Passed | 83 | 54 | 42 | 35 |
| Percent Not Passed | 17% | 12% | 9.11% | 7.60% |
| Not Yet Tested | 18 | 26 | 26 | 11 |
| Percent Not Yet Tested | 4% | 6% | 5.63% | 2.37% |
| Exempt | 1 | 3 | 4 | 4 |
| Pass Individual | 0 | 0 | 0 | 0 |

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|------------------------|---------|---------|---------|---------|
| Mathematics | | | | |
| Passed | 349 | 357 | 378 | 398 |
| Percent Passed | 75% | 18% | 81.99% | 86.34% |
| Not Passed | 94 | 72 | 55 | 47 |
| Percent Not Passed | 20% | 16% | 11.93% | 10.20% |
| Not Yet Tested | 20 | 25 | 24 | 12 |
| Percent Not Yet Tested | 4% | 5% | 5.20% | 2.61% |
| Exempt | 1 | 3 | 4 | 4 |
| Pass Individual | 0 | 0 | 0 | 0 |

| | 2001-02 | 2002-03 |
|------------------------|---------|---------|
| Writing | | |
| Passed | 389 | 411 |
| Percent Passed | 84.38% | 89.16% |
| Not Passed | 35 | 28 |
| Percent Not Passed | 7.59% | 6.08% |
| Not Yet Tested | 32 | 18 |
| Percent Not Yet Tested | 6.94% | 3.91% |
| Exempt | 5 | 4 |
| Pass Individual | 0 | 0 |

Class of 2005 (end of year)

| | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|
| Reading | | | |
| Passed | 355 | 375 | 399 |
| Percent Passed | 76% | 80.99% | 85.44% |
| Not Passed | 72 | 65 | 49 |

MHS 2002-03

| | | | |
|------------------------|-----|--------|--------|
| Percent Not Passed | 15% | 14.03% | 10.50% |
| Not Yet Tested | 36 | 21 | 18 |
| Percent Not Yet Tested | 7% | 4.53% | 3.86% |
| Exempt | 2 | 2 | 1 |
| Pass Individual | 0 | 0 | N/A |

Mathematics

| | | | |
|------------------------|-----|--------|--------|
| Passed | 338 | 363 | 383 |
| Percent Passed | 73% | 78.40% | 82.02% |
| Not Passed | 90 | 78 | 67 |
| Percent Not Passed | 19% | 16.84% | 14.35% |
| Not Yet Tested | 35 | 20 | 17 |
| Percent Not Yet Tested | 8% | 4.31% | 3.64% |
| Exempt | 2 | 2 | 1 |
| Pass Individual | 0 | 0 | N/A |

Class of 2006 (end of year)

| Reading | 2001-02 | 2002-03 |
|------------------------|---------|---------|
| Passed | 323 | 365 |
| Percent Passed | 76.00% | 82.40% |
| Not Passed | 75 | 67 |
| Percent Not Passed | 17.64% | 15.13% |
| Not Yet Tested | 25 | 10 |
| Percent Not Yet Tested | 5.88% | 2.26% |
| Exempt | 2 | 1 |
| Pass Individual | 0 | N/A |

Mathematics

| | 2001-02 | 2002-03 |
|------------------------|---------|---------|
| Passed | 321 | 363 |
| Percent Passed | 75.52% | 81.95% |
| Not Passed | 79 | 72 |
| Percent Not Passed | 18.58% | 16.26% |
| Not Yet Tested | 23 | 6 |
| Percent Not Yet Tested | 5.41% | 1.36% |
| Exempt | 2 | 2 |
| Pass Individual | 0 | N/A |

Grade Distribution by Ethnicity (End of Year)

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|-----------------|---|---------|---------|---------|---------|---------|
| American Indian | A | 18 | 18 | 20 | 41 | 28 |
| | | 13.23% | 14.63% | 19.41% | 16.07% | 12.50% |
| | B | 24 | 31 | 31 | 74 | 53 |
| | | 17.64% | 25.20% | 30.00% | 29.01% | 23.66% |
| | C | 18 | 37 | 18 | 64 | 57 |
| | | 13.23% | 30.08% | 17.00% | 25.09% | 25.45% |

MHS 2002-03

| | | | | | | |
|----------|---|--------------|---------------|---------------|---------------|---------------|
| Asian | D | 15 11.02% | 19 15.44% | 15 14.56% | 32 12.54% | 45 20.09% |
| | F | 23 16.91% | 18 14.63% | 18 17.47% | 39 15.29% | 38 16.96% |
| | S | 2 1.47% | 0 | 1 0.90% | 5 1.96% | 3 1.34% |
| | A | 83 26.68% | 79 40.93% | 78 50.64% | 124 45.09% | 131 53.91% |
| | B | 79 25.40% | 55 28.49% | 53 34.41% | 86 31.27% | 62 25.51% |
| | C | 36 11.57% | 30 15.54% | 12 77.90% | 46 16.72% | 21 8.64% |
| | D | 16 5.14% | 16 8.29% | 8 51.90% | 13 4.72% | 14 5.76% |
| | F | 20 6.43% | 9 3.10% | 3 1.94% | 2 0.72% | 10 4.12% |
| | S | 19 6.10% | 4 2.07% | 0 | 4 1.45% | 5 2.06% |
| | | | | | | |
| Hispanic | A | 42 8.69% | 50 13.19% | 47 11.80% | 144 13.07% | 129 14.46% |
| | B | 85 17.59% | 77 20.31% | 106 26.70% | 263 23.88% | 234 26.23% |
| | C | 85 17.59% | 116 30.60% | 107 26.95% | 284 25.79% | 217 24.33% |
| | D | 52 10.76% | 65 17.15% | 65 16.37% | 165 14.98% | 153 17.15% |
| | F | 98 20.28% | 61 16.09% | 60 15.11% | 211 19.16% | 123 13.79% |
| | S | 23 47.60% | 10 2.63% | 12 3.02% | 34 3.08% | 36 4.04% |
| | U | 6 1.24% | 0 | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Black | A | 21 16.15% | 35 37.23% | 38 31.66% | 91 20.91% | 96 24.06% |
| | B | 33 25.38% | 23 24.46% | 28 23.33% | 123 28.27% | 125 31.33% |
| | C | 18 13.84% | 15 15.95% | 17 14.16% | 90 20.68% | 90 22.56% |
| | D | 9 6.92% | 14 14.89% | 14 11.66% | 56 12.87% | 49 12.28% |
| | F | 4 3.07% | 5 5.30% | 9 7.50% | 41 9.42% | 25 6.27% |
| | S | 1 0.76% | 2 2.12% | 14 11.66% | 34 7.81% | 14 3.51% |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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| | | | | | | |
|-------|---|--------|--------|--------|--------|--------|
| White | A | 4010 | 4179 | 3891 | 7481 | 7312 |
| | | 36.37% | 41.85% | 40.30% | 41.05% | 41.06% |
| | B | 3139 | 3282 | 3105 | 5628 | 5455 |
| | | 28.47% | 32.86% | 32.16% | 30.88% | 30.64% |
| | C | 1629 | 1546 | 1588 | 2943 | 2989 |
| | | 14.77% | 15.48% | 16.45% | 16.15% | 16.79% |
| | D | 661 | 584 | 656 | 1197 | 1250 |
| | | 5.99% | 5.84% | 6.79% | 6.56% | 7.02% |
| | F | 342 | 287 | 337 | 737 | 597 |
| | | 3.10% | 2.87% | 3.49% | 4.04% | 3.35% |
| | S | 105 | 107 | 76 | 236 | 203 |
| | | 0.95% | 1.07% | 7.80% | 1.29% | 1.14% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 26. Student to Computer Ratio | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |

| | | | | | |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 27. Teaching Staff (End of Year) | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
| BA | 29 | 28 | 10 | 19 | 23 |
| BA+15 | 5 | 2 | 2 | 7 | 8 |
| BA+30 | 3 | 1 | 0 | 7 | 5 |
| BA+45 | 12 | 7 | 7 | 9 | 9 |
| BA+60 | 2 | 2 | 2 | 2 | 2 |
| BA+75 | 1 | 1 | 1 | 1 | 1 |
| BA+90 | 0 | 0 | 0 | 0 | 0 |
| BA+105 | 0 | 3 | 4 | 4 | 3 |
| MA | 11 | 12 | 6 | 9 | 11 |
| MA+15 | 6 | 9 | 4 | 6 | 8 |
| MA+30 | 5 | 5 | 4 | 5 | 3 |
| MA+45 | 27 | 24 | 11 | 30 | 30 |
| 0 to 5 years | 39 | 35 | 34 | 49 | 55 |
| 6 to 10 years | 26 | 28 | 26 | 22 | 29 |
| 11 to 20 years | 18 | 28 | 22 | 23 | 31 |
| More than 20 years | 17 | 15 | 14 | 13 | 17 |
| Average Years Experience | 10 years | 10.5 years | 11 years | 9 years | 9.5 years |

| | | | | | |
|---|---------|---------|---------|---------|---------|
| 28. Post Secondary Options (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Number of Students Participating | 142/117 | 118/106 | 112/85 | 46/39 | 45/55 |
| Number of Classes Taken | 469 | 378 | 302 | 132 | 150 |
| Art | 3 | 2 | 0 | 2 | 3 |
| Business | 6 | 11 | 3 | 5 | 0 |
| Communications | 14 | 5 | 5 | 2 | 4 |

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| | | | | | |
|------------------------|--------|--------|--------|--------|--------|
| Computer Science | 5 | 10 | 6 | 4 | 1 |
| English | 123 | 104 | 125 | 50 | 30 |
| Health | 5 | 3 | 1 | 1 | 1 |
| Industrial Technology | 0 | 3 | 5 | 0 | 1 |
| Education | 0 | 2 | 7 | 0 | 0 |
| Mathematics | 51 | 104 | 57 | 12 | 9 |
| Music | 5 | 4 | 0 | 2 | 2 |
| Personal & Family Life | 1 | 2 | 0 | 2 | 2 |
| Physical Education | 4 | 5 | 1 | 2 | 0 |
| Science | 55 | 20 | 11 | 12 | 7 |
| Social Science | 116 | 65 | 64 | 18 | 23 |
| World Language | 60 | 33 | 16 | 18 | 14 |
| Criminal Justice | | 1 | 1 | 2 | 3 |
| Grade Received A | 174 | 144 | 122 | 52 | 48 |
| | 37.00% | 38.10% | 39.10% | 34.21% | 48.00% |
| B | 131 | 105 | 130 | 47 | 36 |
| | 28.00% | 28.00% | 41.66% | 30.92% | 36.00% |
| C | 80 | 48 | 37 | 22 | 10 |
| | 17.00% | 13.00% | 11.85% | 14.47% | 10.00% |
| D | 11 | 22 | 8 | 7 | 2 |
| | 2.30% | 6.00% | 25.60% | 4.60% | 2.00% |
| F | 19 | 16 | 5 | 7 | 1 |
| | 4.00% | 5.00% | 1.60% | 4.60% | 1.00% |
| I | 0 | 2 | 0 | 5 | 0 |
| | 0 | 1.00% | | 3.28% | |
| W | 21 | 41 | 0 | 12 | 3 |
| | 4.47% | 11.00% | | 7.89% | 3.00% |

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------|--------------|--------------|--------------|--------------|--------------|
| Square Foot | | 259002 | 259002 | 259002 | 259002 |
| Cost for Electricity | \$123,842.01 | \$145,511.72 | \$173,202.05 | \$154,560.00 | \$159,200.00 |
| Cost per square foot | \$0.43 | \$0.56 | \$0.67 | \$0.60 | \$0.61 |
| Square Foot | | 259002 | 259002 | 259002 | 259002 |
| Cost for Heat | \$77,237.80 | \$90,864.33 | \$156,840.60 | \$140,390.00 | \$144,600.00 |
| Cost per square foot | \$0.27 | \$0.35 | \$0.61 | \$0.54 | \$0.56 |

Washington 2002-03

WASHINGTON ELEMENTARY SCHOOL

1. Average Daily Membership

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 664 | 603 | 586 | 598 | 582 |

2. Average Daily Attendance

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 630 | 576 | 555 | 569 | 558 |

3. Attendance Rate

(End of Year)

| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|
| 94.88% | 95.52% | 94.70% | 95.15% | 95.87% |

4. Enrollment as of October 1

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|----------------------------|---------|---------|---------|---------|---------|
| Kindergarten | 122 | 84 | 122 | 98 | 112 |
| Grade 1 | 133 | 114 | 89 | 116 | 101 |
| Grade 2 | 136 | 135 | 113 | 86 | 116 |
| Grade 3 | 136 | 139 | 137 | 114 | 87 |
| Grade 4 | 143 | 133 | 131 | 135 | 120 |
| Grade 5 | | | | 60 | 52 |
| Self Contained Special Ed. | 6 | 5 | 0 | 0 | 0 |
| Total | 676 | 610 | 592 | 609 | 588 |

5. Ethnicity

| | Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 19 2.84% | 11 1.80% | 16 2.70% | 15 2.53% | 14 2.40% |
| Asian | 5 0.75% | 11 1.80% | 6 1.00% | 3 0.50% | 6 1.00% |
| Hispanic | 105 15.70% | 88 14.60% | 97 16.50% | 82 13.85% | 97 16.30% |
| Black | 1 0.15% | 2 0.03% | 1 0.02% | 3 0.51% | 5 0.80% |
| White | 539 80.57% | 491 81.40% | 467 79.60% | 489 82.60% | 473 79.50% |
| Percent Minority | 19.44% | 18.60% | 20.40% | 17.39% | 20.50% |

6. Mobility

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------------|---------|---------|---------|---------|---------|
| Transfers Into District | 42 | 23 | 21 | 71 | 49 |
| Transfers Out of District | 17 | 56 | 64 | 72 | 45 |

Washington 2002-03

7. Limited English Proficiency

| Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------|---------|---------|---------|---------|
| 91 | 77 | 115 | 84 | 9 |

8. Free and Reduced Lunch Cou

| Oct. 98 | Oct. 99 | Oct. 00 | Oct. 01 | Oct. 02 |
|---------------------|---------|---------|---------|---------|
| Free | 226 | 245 | 201 | 212 |
| Reduced | 53 | 53 | 60 | 55 |
| % of Free & Reduced | 42.00% | 49.00% | 38.00% | 50.00% |

9. Retention in Grade

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------|---------|---------|---------|---------|---------|
| Kindergarten | 0 | 2 | 4 | 5 | 4 |
| Grade 1 | 1 | 1 | 3 | 2 | 1 |
| Grade 2 | 1 | 2 | 0 | 1 | 2 |
| Grade 3 | 1 | 1 | 0 | 1 | 0 |
| Grade 4 | 0 | 0 | 0 | 1 | 0 |
| Total | 3 | 6 | 7 | 10 | 7 |

10. Special Education Status

| | Dec. 98 | Dec. 99 | Dec. 00 | Dec. 01 | Dec. 02 |
|-----------------------------|---------|---------|---------|---------|---------|
| Speech/Language | 24 | 13 | 19 | 47 | 75 |
| Mild-Moderate Mentally | 7 | 7 | 7 | 5 | 2 |
| Moderate-Severe Mentally | 4 | 2 | 2 | 3 | 0 |
| Physically | 3 | 6 | 5 | 5 | 7 |
| Hearing | 1 | 0 | 0 | 6 | 3 |
| Visually | 0 | 0 | 0 | 0 | 0 |
| Specific Learning | 33 | 17 | 16 | 18 | 15 |
| Emotional Disorders | 6 | 9 | 8 | 5 | 5 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health | 23 | 19 | 15 | 13 | 11 |
| Autistic | 0 | 1 | 1 | 5 | 1 |
| Early Childhood Special Ed. | 3 | 9 | 7 | 95 | 102 |
| Traumatic Brain Injury | 1 | 2 | 2 | 1 | 0 |
| Total Disabilities Served | 105 | 85 | 82 | 203 | 221 |

11. Home Language

| (End of Year) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|---------|---------|
| English | 657 | 460 | 478 | 671 | 485 |
| Dakota | 0 | 0 | 0 | 0 | 0 |
| Lao | 1 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 |
| Spanish | 139 | 83 | 83 | 98 | 53 |
| Vietnamese | 3 | 1 | 0 | 5 | 7 |
| French | 0 | 0 | 2 | 0 | 0 |
| Kurdish | 13 | 19 | 18 | 21 | 17 |
| Somali | 1 | 0 | 0 | 0 | 0 |
| Serbo-Croatian | | | | 2 | 5 |

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12. Absences

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------------------|---------|---------|---------|---------|---------|
| 0 Absences | 25 | 55 | 54 | 18 | 22 |
| | 3.58% | 9.01% | 15.56% | 3.35% | 11.89% |
| 1 to 5 Absences | 291 | 238 | 143 | 242 | 134 |
| | 41.69% | 39.01% | 41.21% | 45.06% | 72.43% |
| 6 to 10 Absences | 177 | 159 | 94 | 147 | 20 |
| | 25.36% | 26.06% | 27.08% | 27.37% | 10.81% |
| 11 to 15 Absences | 104 | 78 | 35 | 69 | 5 |
| | 14.90% | 12.78% | 10.08% | 12.84% | 2.70% |
| 16 to 20 Absences | 58 | 40 | 15 | 32 | 3 |
| | 8.31% | 6.55% | 4.32% | 5.90% | 1.62% |
| 21 or More Absences | 43 | 40 | 6 | 29 | 1 |
| | 6.16% | 6.55% | 1.72% | 5.40% | 0.54% |

13. Suspensions

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 1 | 2 | 1 | 6 | 12 |

14. Bus Suspensions

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 2 | 0 | 0 | 2 | 0 |

15. Alternative School Setting

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 1 | 0 | 0 | 0 | 2 |

16. Detention

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 100 | 0 | 0 | 0 | 0 |

17. Physical Assaults/Fighting

(End of Year)

| | 1998-99 | 1999-00 | 2001-02 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 9 | 10 |

18. Weapons

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 1 | 0 | 0 | 0 |

19. Tobacco

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 0 | 0 |

20. Alcohol

(End of Year)

| | 1998-99 | 1999-00 | 2001-02 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 0 | 0 |

21. Other Drug Use

(End of Year)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 0 | 0 |

22. Vandalism

(End of Year)

| | 1998-99 | 1999-00 | 2001-02 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| | 0 | 0 | 0 | 2 | 0 |

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23. Achievement

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|--|---------|---------|---------|---------|---------|
| <i>Grade 3</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 7 | 24% | 18% | 19% | 19% | 20% |
| Percent at or above National 5 | 44% | 52% | 53% | 42% | 43% |
| Percent at or above National 2 | 69% | 75% | 77% | 71% | 71% |
| <i>Grade 4</i> | | | | | |
| <i>Reading Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 7 | 24% | 34% | 24% | 28% | 28% |
| Percent at or above National 5 | 48% | 54% | 52% | 53% | 54% |
| Percent at or above National 2 | 84% | 76% | 74% | 82% | 83% |
| <i>Grade 3</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 7 | 17% | 36% | 28% | 26% | 26% |
| Percent at or above National 5 | 45% | 53% | 59% | 46% | 46% |
| Percent at or above National 2 | 69% | 78% | 73% | 69% | 69% |
| <i>Grade 4</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 7 | 23% | 38% | 29% | 33% | 34% |
| Percent at or above National 5 | 51% | 60% | 46% | 56% | 56% |
| Percent at or above National 2 | 87% | 82% | 76% | 83% | 83% |
| <i>Grade 5</i> | | | | | |
| <i>Reading Iowa Test of Basic Skill</i> | | | | | |
| Percent at or above National 75%ile | | | | 19% | 33% |
| Percent at or above National 50%ile | | | | 50% | 50% |
| Percent at or above National 25%ile | | | | 72% | 73% |
| <i>Grade 5</i> | | | | | |
| <i>Mathematics Iowa Test of Basic Skills</i> | | | | | |
| Percent at or above National 75%ile | | | | 28% | 28.00% |
| Percent at or above National 50%ile | | | | 55% | 56.00% |
| Percent at or above National 25%ile | | | | 79% | 80.00% |

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level II - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Washington Figures)

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 - Reading MCA</i> | | | | | |
| Percent at or above Level IV | 5% | 6% | 9% | 11% | 7% |
| Percent at or above Level III | 28% | 30% | 32% | 27% | 38% |
| Percent at or above Level IIa | 32% | 23% | 16% | 10% | 20% |
| Percent at or above Level IIb | 11% | 16% | 25% | 14% | 22% |
| Percent at or above Level I | 24% | 25% | 18% | 32% | 13% |
| <i>Grade 3 - Mathematics MCA</i> | | | | | |
| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |

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| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| Percent at or above Level IV | 6% | 7% | 4% | 2% | 10% |
| Percent at or above Level III | 30% | 26% | 38% | 30% | 24% |
| Percent at or above Level IIa | 36% | 35% | 30% | 32% | 23% |
| Percent at or above Level IIb | 10% | 15% | 20% | 13% | 34% |
| Percent at or above Level I | 18% | 17% | 8% | 23% | 9% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 12% | 8% |
| Percent at or above Level III | | | | 43% | 45% |
| Percent at or above Level IIa | | | | 18% | 23% |
| Percent at or above Level IIb | | | | 4% | 14% |
| Percent at or above Level I | | | | 22% | 10% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 - Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 2% | 4% |
| Percent at or above Level III | | | | 40% | 32% |
| Percent at or above Level IIa | | | | 18% | 32% |
| Percent at or above Level IIb | | | | 27% | 21% |
| Percent at or above Level I | | | | 13% | 11% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 - Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 0% | 8% |
| Percent at or above Level III | | | | 43% | 69% |
| Percent at or above Level IIa | | | | 29% | 0% |
| Percent at or above Level IIb | | | | 21% | 23% |
| Percent at or above Level I | | | | 7% | 0% |

(State Comparisons)

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 - Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 8% | 11% | 16% | 16% | 17% |
| Percent at or above Level III | 32% | 33% | 33% | 33% | 42% |
| Percent at or above Level IIa | 23% | 21% | 17% | 17% | 17% |
| Percent at or above Level IIb | 16% | 17% | 18% | 18% | 13% |
| Percent at or above Level I | 21% | 18% | 16% | 16% | 11% |

| | | | | | |
|----------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 3 - Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | 9% | 10% | 14% | 11% | 19% |
| Percent at or above Level III | 33% | 37% | 39% | 37% | 37% |
| Percent at or above Level IIa | 29% | 25% | 25% | 25% | 18% |
| Percent at or above Level II | 16% | 18% | 13% | 17% | 20% |
| Percent at or above Level I | 12% | 10% | 10% | 10% | 6% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 Reading MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 25% | 25% |
| Percent at or above Level III | | | | 40% | 42% |

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| | | |
|-------------------------------|-----|------|
| Percent at or above Level IIa | 16% | 14% |
| Percent at or above Level IIb | 11% | 12% |
| Percent at or above Level I | 8% | 700% |

| | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 Mathematics MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 14% | 18% |
| Percent at or above Level III | | | | 39% | 39% |
| Percent at or above Level IIa | | | | 18% | 20% |
| Percent at or above Level IIb | | | | 20% | 17% |
| Percent at or above Level I | | | | 10% | 6% |

| | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Grade 5 - Writing MCA</i> | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| Percent at or above Level IV | | | | 5% | 22% |
| Percent at or above Level III | | | | 55% | 39% |
| Percent at or above Level IIa | | | | 23% | 10% |
| Percent at or above Level IIb | | | | 13% | 23% |
| Percent at or above Level I | | | | 3% | 6% |

24. Student to Computer Ratio

| | | | | |
|---------|---------|---------|---------|---------|
| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
| 4 to 1 | 4 to 1 | 4 to 1 | 3 to 1 | 3 to 1 |

25. Teaching Staff

(End of Year)

| | FTE 1998-99 | FTE 1999-00 | FTE 2000-01 | FTE 2001-02 | FTE 2002-03 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 17 | 10 | 9 | 6 | 10 |
| BA+15 | 1 | 4 | 3 | 3 | 3 |
| BA+30 | 3 | 2 | 2 | 2 | 1 |
| BA+45 | 7 | 3 | 4 | 5 | 6 |
| BA+60 | 0 | 0 | 0 | 0 | 0 |
| BA+75 | 0 | 0 | 0 | 0 | 0 |
| BA+90 | 0 | 0 | 0 | 0 | 0 |
| BA+105 | 0 | 9 | 8 | 8 | 8 |
| MA | 2 | 3 | 2 | 4 | 4 |
| MA+15 | 6 | 10 | 8 | 4 | 4 |
| MA+30 | 5 | 2 | 2 | 5 | 5 |
| MA+45 | 5 | 4.5 | 5 | 6 | 6 |
| 0 to 5 years | 18 | 13 | 16 | 24 | 16 |
| 6 to 10 years | 11 | 16 | 12 | 8 | 14 |
| 11 to 20 years | 6 | 5 | 8 | 6 | 15 |
| More than 20 years | 12 | 10 | 8 | 10 | 13 |

| | | | | | |
|--------------------------|----------|----------|----------|----------|----------|
| Average Years Experience | 13 years | 11 years | 11 years | 12 years | 15 years |
|--------------------------|----------|----------|----------|----------|----------|

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)

| | | | | |
|---------|---------|---------|---------|---------|
| 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---------|---------|---------|---------|---------|

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| | | | | | |
|----------------------|------------|------------|------------|------------|------------|
| Square Foot | | 68965 | 68965 | 68965 | 68965 |
| Cost for Electricity | \$14774.31 | \$21226.52 | \$22011.16 | \$14230.00 | \$14660.00 |
| Cost per square foot | \$0.22 | \$0.31 | \$0.32 | \$0.21 | \$0.21 |

| | | | | | |
|----------------------|------------|------------|------------|------------|------------|
| Square Foot | | 68965 | 68965 | 68965 | 68965 |
| Cost for Heat | \$15704.80 | \$17180.78 | \$35401.89 | \$26990.00 | \$27800.00 |
| Cost per square foot | \$0.24 | \$0.25 | \$0.51 | \$0.39 | \$0.40 |