



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

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S-M9-805
11 Oct. 2004

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Probstfield Center for Education
2410 14th Street South

October 11, 2004

7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Mike Siggerud _____
Cindy Fagerlie _____	Kristine Thompson _____
Sonia Hohnadel _____	Bill Tomhave _____
Carol A. Ladwig _____	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 Moorhead Adult Basic Education for receiving the PEGASUS Award, presented by Literacy Minnesota and the Minnesota Department of Education. PEGASUS stands for "Program of Excellence: Guaranteeing Adult Students Unlimited Success." The award recognizes superior program quality and excellent adult student achievement in ABE programs.

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A review team visited the top three programs in May to determine which program was the "best of the best" and would receive the traveling PEGASUS statue. The PEGASUS sculpture resides at the winning program site for one year and will then be replaced by the permanent plaque.

Over thirty indicators were observed and discussed by the review team. Qualities of excellence identified by the team included teacher dedication and commitment, learner-centeredness, supportive administrators and system managers, use of volunteers, evidence of high achievement, efficient program management and organization, variety of materials and software, and creative programming.

Moorhead Adult Basic Education was honored at an awards ceremony in August. Bonnie Herman is the ABE program manager.

Literacy Minnesota is an organization of professionals serving adults with literacy needs through legislative advocacy and statewide support of quality Adult Basic Education programs

- 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
- B. BUSINESS SERVICE MATTERS - Weston

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C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Approval of New Employees - Pages 6-7
- (2) Approval of Change in Employment Contract - Page 8

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of September 13 and 27, 2004 Meeting Minutes - Pages 9-18
- (2) Approval of October Claims

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

Moved by _____ Seconded by _____

Comments _____

3. **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.)

Reading Recovery Program - Kovash

Pages 19-27

4. **CAROL M. WHITE PHYSICAL EDUCATION GRANT ACCEPTANCE:** Kovash

Pages 28-33

Suggested Resolution: Move to accept the Carol M. White Physical Education Program grant for \$403,125.

Moved by _____ Seconded by _____

Comments _____

5. **DISTRICT AND BUILDING PROFILES:** Kovash

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6. **COMMITTEE REPORTS**

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7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 11, 2004**PAGE 5****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Instr and Curr Adv Com	October 14	7-8:30 am	Probst Center
Health/Safety/Wellness Com	October 14	9:30 am	Probst Cntr
Indian Ed Parent Com	October 14	5 pm	Probst Center
Kind P/T Conf (day)	October 15, 18	No Kind	
High School PTAC	October 18	6:30 pm	Conference Rm
Hopkins PTAC	October 18	7 pm	Media Center
K-12 P/T Conferences (No Kind)	October 18	5-8:30 pm	
K-12 P/T Conferences	October 19	8-11, 12-4, 5-8:30	
Com Ed Adv Council	October 19	7 pm	Probst Cntr Conf Rm
RRALC P/T Family Night	October 19	5-7:30 pm	RRALC
Teacher Comp Day	October 20	No School	
Interagency Early Interv Com	October 20	12 pm	Family Service Center
League of Women Voters	October 20	2:30-4:30 pm	Heritage Hjemkomst
Mhd Area Candidates' Forum			
Clay Cnty Jt Power Collab	October 20	3:30 pm	Family Service Center
Early Chldhd Screening	October 20-21		
League of Women Voters	October 21	7:00-9:00 pm	Mhd City Council
Mhd Area Candidates' Forum			Chambers
Supt's Advisory Council	October 21	7-8:30 pm	Probst Cntr
Health/Safety/Wellness	October 21	9:30 am	Probst Cntr
Educ MN Conf	October 21-22	No School	
School Board	October 25	7 pm	Probst Cntr Bd Rm
Technology Com	October 26	3:45 pm	Probst Center
Activities Council	October 27	7 am	Probst Center
School Board	November 8	7 pm	Probst Cntr Bd Rm
School Board	November 22	7 pm	Probst Cntr Bd Rm

HUMAN RESOURCE**MEMO #: HR .05.041**

TO: Dr. Larry Nybladh
FROM: Ron [Signature] Nielsen
SUBJECT: New Employees
DATE: October 4, 2004

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

Kimberly Stockert	Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Amy Krabbenhoff)
Faye Cook	Server, Hopkins Elementary, 2.5 hours per day, \$7.75 per hour, effective September 22, 2004. (Replaces Kathy Anderson)
Kathleen Sams	Server, Reinertsen Elementary, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Debra Lien)
Jill Perryman	Computer Operator, Reinertsen Elementary, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Loreen Wilson)
Karen Gemar	Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Cassandra Reyes)
Jennifer Dilbeck	Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Shawntel Nystrom)
Jennifer Milbradt	Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Betty Ostlie)
Marilyn Akers	Computer Operator, Reinertsen Elementary, 2.75 hours per day, \$ 7.75 per hour, effective September 20, 2004. (Replaces Melinda Swanson)

Jennifer Peterson Paraprofessional, Reinertsen Elementary, B21 (3) \$12.05 per hour, 6.5 hours per day, effective October 6, 2004. (Replaces Amy Luck)

SUGGESTED RESOLUTION: Move to approve the employment of Kimberly Stockert, Faye Cook, Kathleen Sams, Jill Perryman, Karen Gemar, Jennifer Dilbeck, Jennifer Milbradt, Marilyn Akers and Jennifer Peterson as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.042



TO: Dr. Larry Nybladh
FROM: Roy Nielsen
SUBJECT: Change in Employment Contract
DATE: October 5, 2004

The administration requests the approval of the change in contract for the following people:

Connie Nokken	Basic Skills Paraprofessional 3 hour per day, 131 days per year to Special Education Paraprofessional 3.25 hours per day, 186 days per year.
Barb Chamberlain	Basic Skills Paraprofessional 5 hours per day, 167 days per year, to Special Education Paraprofessional 6.5 hours per day, 186 days per year.
Rebecca Lee-Hunt	Partners in Learning Paraprofessional 20 hours per week to Adult Basic Education Paraprofessional. 6.5 hours per day

SUGGESTED RESOLUTION: Move to approve the change in contract for Connie Nokken, Barb Chamberlain and Rebecca Lee-Hunt.

RN/smw

**REGULAR MEETING
BOARD OF EDUCATION
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MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Sonia Hohnadel, Carol A. Ladwig, Mike Siggerud, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Kristine Thompson.

CALL TO ORDER: Vice Chairwoman Erickson 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: Ladwig moved, seconded by Tomhave, to recommend the agenda proceed with the clerical and numerical revisions as presented. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift - Accept the donation from the United Way of over 50 backpacks, valued at \$24 each, to be distributed to Moorhead elementary school students. The total donation is \$1,200.

Grant - Accept the Indian Education grant from the U.S. Department of Education for \$46,850 for the 2004-05 school year. Funding will be used for the .5 Indian Home-School Liaison, the .5 American Indian Resource Teacher and program support.

Family/Medical Leave

Marlene Deist - Teacher, Moorhead Senior High, August 31, 2004 for approximately eight weeks.

Resignations

Anise Dahlquist - Paraprofessional, Horizon Middle School effective August 16, 2004.

Sonja Borgen - Paraprofessional, Red River Alternative Center, effective immediately.

Christina Raab - Paraprofessional, Hopkins Elementary, effective August 8, 2004.

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Carolyn Marvig - Paraprofessional, Red River Area Learning Center, effective August 30, 2004.
William Kopp - Bus Driver, effective July 30, 2004.
Jose Sanchez - Hall Monitor, Moorhead High School, effective August 1, 2004
Sireen Suleiman - Paraprofessional, Partners in Learning Program, effective September 7, 2004
Monique Sauvageau - Web Programmer, Townsite, effective September 17, 2004.

New Employees

Carolyn Marvig - Registrar, Red River Area Learning Center, 20 hours per week, effective September 1, 2004. (Replaces Beth Lequire)
Sandra Roe - Early Childhood Special Education Teacher, .50 FTE, BA+15 (0) \$14,762.00 effective August 31, 2004. (Replaces Dee Pretty)
Tina Bentz - Social Science Teacher, Moorhead High .75 FTE, BA (0) \$21,201.00 effective August 30, 2004. (Replaces .75 Alicia Simonson)
Carrie Lawrence - English as a Second Language Teacher, Robert Asp .50 FTE and .50 FTE Reading Recovery Teacher, Hopkins Elementary effective for the 2004-2005 school year. (Special Education Prevention Grant and Catherine Rockstad)
Stephanie Herbranson - Fifth Grade Teacher, Reinertsen Elementary, 1.00 FTE, effective for the 2004-2005 school year. (Replaces Jim Nigg)
James Melville - Custodian, Moorhead High School, A12 (3) \$11.55 per hour, 8 hours per day, effective August 23, 2004. (Replaces Mark Jenkins)
Paulette Hagen - Math Teacher, Red River Area Learning Center, .75 FTE, BA+15 (5) \$26,323.00 effective for the 2004-2005 school year. (Replaces Katherine Zander-Natzke)
Christine Berg - Science Teacher, Horizon Middle School, 1.00 FTE, BA (0) \$28,268.00 effective for the 2004-2005 school year. (Replaces Chris Neller-moe)
Linda Matthews - Speech Language Pathologist, Reinertsen Elementary, .30 FTE, MA+15 (7) \$13,354.80, effective for the 2004-2005 school year. (Replaces .30 FTE of Pat Sullivan)
Steve Osvold - Paraprofessional, Reinertsen, Elementary, 6.5 hours per day, B21(3) \$12.05 per hour, effective for the 2004-2005 school year. (Replaces Robert Jones)
Nadine Moon - Paraprofessional, Red River Area Learning Center, 6.5 hours per day, B21 (0-2) \$11.87 per hour, effective September 7, 2004. (Replaces Sonja Borgen)
Sharon Clark - Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (0-2) \$11.87 per hour effective for the 2004-2005 school year. (Replaces Anise Dahlquist)
Jeana Krabbenhoft - Paraprofessional, Detention Center, 5 hours per day, B21 (0-2) \$11.87 per hour effective September 8, 2004. (Replaces Kelsy Jenkins)

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Melissa Barber - Second Grade Teacher, Reinertsen Elementary 1.00 FTE, BA+30 (3) \$34,299.00, effective for the 2004-2005 school year. (New position)
Melissa Wiese - Music Teacher, Robert Asp, .429 FTE, BA (2) \$13,031.30 effective for the 2004-2005 school year. (Replaces Bonnie Legreid)
Sharyl Herbel - Counselor, Horizon Middle School, 1.00 FTE, MA (7) \$ 39,987.22, effective September 14, 2004. (Replaces Scott Matheson)
Donald Platt - Custodian, Hopkins Elementary, A12 (3) \$11.55 per hour, 8 hour per day, effective September 20, 2004. (Replaces Steve Huebner)
Carol Boerner - Paraprofessional, Moorhead High School, 6.5 hours per day, B21 (0-2) \$11.87 per hour, effective for the 2004-2005 school year. (Replaces Maureen Fisher)
Daniel Lerfald - Custodian, Moorhead High School, 8 hours per day, A13 (3) \$11.55 per hour, effective September 13, 2004. (Replaces Kevin Pavola)

Change in Employment Contract

Jeremy Grant - Day/Night Custodian, Sr. High A12 to Assistant Lead Custodian, Robert Asp, A13 effective July 1, 2004.
John Keller - French Teacher, Horizon Middle School .429 FTE to .833 FTE, effective for the 2004-2005 school year.
Katherine Zander-Natzke - Teacher, Red River Area Learning Center, .75 FTE to West Central Regional Juvenile Center, 1.00 FTE effective for the 2004-2005 school year.
Mary Flickinger - Library Secretary, .50 FTE Hopkins Elementary to .50 FTE Robert Asp Elementary.
Jean Morlock - Library Secretary, .50 FTE Robert Asp Elementary to .50 Hopkins Elementary.
Megan Ramsey - Paraprofessional, Red River Area Learning Center 20 hours per week to Paraprofessional, Red River Area Learning Center , 12.5 hours per week, effective for the 2004-2005 school year.
Scott Matheson - Counselor, Horizon Middle School to Student Assistance Coordinator, District, effective for the 2004-2005 school year. (Replaces Jill Lavelle)

Paraprofessional Recall -

Kelsy Jenkins - Paraprofessional, Red River Area Learning Center, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Juneve Givers)
Rebecca Lee-Hunt - Paraprofessional, Partners in Learning, 20 hours per week for 36 weeks, B21 (3) \$11.70 per hour, effective September 13, 2004. (Replaces Rebecca Lee-Hunt)

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Ryan Parker - Paraprofessional, Moorhead Senior High, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Deb Mallick)

Michael Hennessey - Paraprofessional, Outreach Center, 6.5 hours per day, B21 (4) \$11.87 per hour, effective for the 2004-2005 school year. (Replaces Michael Hennessey)

Cheryl Adams - Paraprofessional, Moorhead Senior High, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Nicola Otto)

Mary Broten - Paraprofessional, Robert Asp Elementary, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Brenda Helland)

Deb Buth - Paraprofessional, Moorhead Senior High, 6.5 hours per day B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces John Fraundorfer)

Leave of Absence

Nahro Hamad - Paraprofessional, Outreach Center, for the 2004-2005 school year.

Minutes - Approve the August 9 and 23, 2004 regular meeting minutes as presented.

Claims - Approve the September Claims, subject to audit, in the amount of \$3,740,780.29.

General Fund:	\$1,088,446.27
Food Service:	9,808.00
Community Service:	22,371.95
Building Construction	3,624,878.61
TOTAL	\$4,745,504.83

Motion carried 6-0.

SCHOOL BOARD/STAFF DIALOGUE:

(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.)

Targeted Services - Deb Pender and Sally Doran provided information regarding the targeted services program in the Moorhead Area Public Schools. The program is offered for elementary and middle school aged students.

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OPENING ENROLLMENT: Kovash provided information regarding the opening day enrollment figures from September 7 and 8, 2004. Preliminary figures for opening day total K-12 enrollment were 5,271. Last year opening day enrollment was 5,324. The kindergarten class enrollment increased by 76 students to a total of 402 kindergarten students. The K-5 enrollment increased by 15 students over last year's opening enrollment. Opening day enrollment comparisons and monthly enrollment charts were also provided.

APPROVAL OF STRUCTURAL BALANCE: Ladwig moved, seconded by Siggerud, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Paraprofessionals. Motion carried 6-0.

APPROVAL OF 2004-2006 MASTER AGREEMENT FOR PARAPROFESSIONALS: Fagerlie moved, seconded by Tomhave, to approve the 2004-2006 Paraprofessional Master Agreement as presented. Motion carried 6-0.

APPROVAL OF SPECIAL EDUCATION PREVENTION PROGRAM: Hohnadel moved, seconded by Ladwig, to approve the Moorhead Special Education Prevention Program for the 2004-05 school year. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Early Childhood Family Education Advisory Council and Joint Powers Committee meetings. Tomhave noted he would need Board representation at the October 7 and December 2 Joint Powers Committee meetings as he would be out of town.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson asked Vice Chair Erickson to relay that the Robert Asp PTAC will meet the first Monday of each month. September 21 is the MSBA Fall Area meeting in Menasha and Board members were asked to contact Michelle regarding travel plans. Erickson noted administration would contact parents who had e-mails related class size concerns. Fagerlie noted a sympathy card was sent to the Kaste family. Board members were reminded to attend the dedication video work scheduled for Saturday, September 18 at 10 a.m. Erickson noted that the Board and administration will be constructing a float for the Homecoming Parade scheduled for Friday, September 24. Dr. Nybladh commented that the Dedication Ceremony was scheduled for Saturday, September 25 at 10:30 a.m. in the Moorhead High School Auditorium.

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ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:09 p.m.

Carol Ladwig, Clerk

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MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Carol A. Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Sonia Hohnadel.

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.

APPROVAL OF AGENDA: Siggerud moved, seconded by Tomhave, to recommend the agenda proceed with clerical revision as presented. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Resignations

Daniel Lerfald - Custodian, High School, effective September 14, 2004.

Elizabeth Tangquist - ABE Paraprofessional, Probstfield Center for Education, effective September 30, 2004.

New Employees

Ana Claudia Araujo - Spanish Immersion Teacher, Ellen Hopkins 1.00 FTE, BA (6) \$34,605 effective for the 2004-2005 school year. (Replaces Crystal Specht)

Bonnie Beedy - Paraprofessional, Ellen Hopkins, 6.5 hours per day, B21 (2) \$11.87 per hour, effective September 8, 2004. (Replaces Karel Varriano)

Stephanie Rohweder - Paraprofessional, RRALC, 4 hours per week, \$8.74 per hour effective September 7, 2004. (Replaces Megan Ramsey)

Angela Williams - Paraprofessional, RRALC, 16 hours per week, B21 (0-2) \$11.87 per hour, effective September 7, 2004. (Replaces Megan Ramsey)

Aline Niyagama - French paraprofessional, Horizon, 1.25 hours per day, \$8.74 per hour effective September 7, 2004. (Lucia Schroeder)

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Ann Krier - Secretary, RRALC, 8 hours per day, 10.5 months, B21 (3) \$12.16 per hour.
(Replaces Beth Swanson)

Jackie Schultz - Language Facilitator, Ellen Hopkins, 7 hours per day, B32 (0), Non-Certified
\$20.15 per hour, effective September 13, 2004. (Replaces Ruth Potter)

Change in Employment Contract

Bea Salverson - Liaison, 4 hours per day to Paraprofessional, RRALC, 6.5 hours per day, B21(3)
\$12.05 per hour, effective August 31, 2004. (Replacing Carolyn Marvig)

Family/Medical Leave

Ruth Edgerton - EBD Paraprofessional, Ellen Hopkins, beginning October 13, 2004 for
approximately four to six weeks.

Motion carried 6-0.

APPROVAL OF STRUCTURAL BALANCE: Siggerud moved, seconded by Fagerlie, to
approve the Individual Settlement-Balanced Budget Projection as presented in regards to the
2004-2006 Master Agreement for Secretaries. Motion carried 6-0.

**APPROVAL OF 2004-2006 MASTER AGREEMENT FOR SECRETARIES AND
CLERICAL EMPLOYEES:** Tomhave moved, seconded by Ladwig, to approve the 2004-2006
Master Agreement for Secretaries and Clerical Employees as presented. Motion carried 6-0.

APPROVAL OF 2003-2004 STAFF DEVELOPMENT REPORT: Erickson moved, seconded
by Fagerlie, to accept the 2003-2004 District and Site Staff Development Report as presented
and direct administration to forward a copy to the Minnesota Department of Education. Motion
carried 6-0.

**APPROVAL OF 2003-2004 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND
STUDENT PERFORMANCE:** Siggerud moved, seconded by Erickson, to direct administration
to print the final copy of the 2003-2004 Annual Report on Curriculum, Instruction and Student
Performance and send to the Minnesota Department of Education and all district households by
October 14, 2004. Motion carried 6-0.

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PROPOSED LEVY FOR 2004 PAYABLE 2005: Erickson moved, seconded by Siggerud, to approve certifying the "Maximum" for the 2004 Payable 2005 Proposed Levy. Motion carried 6-0.

TRUTH IN TAXATION PUBLIC HEARING: Ladwig moved, seconded by Tomhave, to approve Monday, December 6, 2004, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 13, 2004, 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 13, 2004, 7:00 p.m. for final approval of the 2004 Payable 2005 Levy. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Interagency Early Intervention Committee, Health/Safety/Wellness Committee, Community Education Advisory Council, Clay County Joint Powers Collaborative Board, Instruction and Curriculum Advisory Committee, and High School PTAC meetings. Siggerud noted he had attended the Alliance for Student Achievement Conference in Minneapolis and would share information with Board members. Thompson commented on the MSBA Fall Area meeting attended by Board members in Menasha.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson commented on the April National School Boards Association Conference and stated discussions would be held related to participation in the conference.

Thompson highlighted it was the last School Board meeting to be held at the Townsite Centre and asked Dr. Nybladh if he had any remarks. Dr. Nybladh responded that Townsite Centre was built in 1928, and that district offices and School Board meetings had been located and held at Townsite since 1968. He commented that many milestones had been reached in this building and that Townsite Centre, because of its history, continues to be a special building in this community. He also noted that district offices will be moving to the Probstfield Center for Education building on Thursday and Friday of this week.

Nybladh expressed his appreciation to Lisa Erickson for organizing the details related to the School Board's Homecoming Parade float; Cindy Fagerlie and Sonia Hohnadel for their assistance with decorating the float; and Michelle Erickson for decorating Dr. Nybladh's pickup which pulled the float.

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Dr. Nybladh acknowledged that the September 25 Dedication Ceremony stands on its own merits. He expressed his appreciation to Pam Gibb, Communications Coordinator, and Chris Olson, Hopkins Music Teacher, for their outstanding video work and extraordinary dedication to the ceremony event details. Nybladh also expressed his appreciation to Pam Gibb for her work related to the media releases and ceremony booklets; Karen Nitzkowski for her assistance in raising \$11,000 in contributions to assist with event costs; and his Administrative Assistant, Michelle Erickson, for her assistance with the event and behind-the-scene details. He thanked those who helped at the building level for their participation in the Open Houses held that afternoon. Nybladh also thanked Board Member Carol Ladwig for her work writing the dedication ceremony words for the program and the video transcript that captured the essence of translating the construction process and physical buildings into instruments and tools for education. Nybladh reported that feedback from the Dedication Ceremony Event was very positive and should eventually be available on CD for Board members.

Nybladh also commented on his participation in the September 25 Moorhead Hall of Honor Ceremony/Banquet. He reported it was a phenomenal event and a reminder of the impact our schools have on our students, as well as an opportunity to reflect on the magnitude of what has been accomplished by students that graduated from this district.

Bill Tomhave stated Dr. Nybladh omitted himself in his expressions of appreciation. Tomhave, on behalf of the School Board, thanked Dr. Nybladh for his vision and leadership through the process and recent changes that have taken place in the district, which without him, might not have been accomplished.

ADJOURNMENT: Hearing no objections, the last School Board meeting to be held at Townsite Centre adjourned at 8:00 p.m.

Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: I.05.052



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Reading Recovery Program
DATE: October 5, 2004

Karla Brewster, Reading Recovery Program Manager will present an overview of the Reading Recovery program. Information is attached regarding the program.

She will also share data with the board regarding the progress of students in the program.

LAK/kmr

Reading Recovery and Essential Components of Reading Instruction

Each Reading Recovery lesson includes reading, writing, and word work. The five essential components of reading instruction as described in Reading First, part of the ESEA Act, are part of daily Reading Recovery lessons. The following sections review how Reading Recovery lessons include the five components: phonemic awareness, phonics, vocabulary development, fluency, and comprehension.

Phonemic awareness: The U.S. Department of Education describes phonemic awareness as “the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.” Reading Recovery teachers

- assess phonemic awareness using Hearing and Recording the Sounds in Words
- use sound boxes to train children in phonemic awareness
- help children hear sounds in sequence
- help children connect words by how they sound in writing
- assess letter recognition with the Letter Identification test and the Concepts About Print test
- help children use magnetic letters to learn to look at and recognize letters
- help children write letters with explicit verbal instructions
- make personal alphabet books
- help children use letters and clusters and look carefully across words, picking up letter-sound relationships
- help children use letters to monitor reading

Phonics: The U.S. Department of Education defines phonics as “the understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.” Reading Recovery teachers

- assess phonics/decoding skills with the Word Test, Hearing and Recording Sounds in Words, and Text Reading (error analysis)
- help children learn about words and word parts by using magnetic letters
- help children take words apart while reading
- help children construct words while writing
- help children conduct left-to-right analyses of words
- assess phonics/decoding skills daily on error analysis in reading
- help children use magnetic letters to build words, including substituting consonants and vowels, adding endings and prefixes, and other analyses
- use sound boxes to help children learn letter-sound relationships
- use the white board during reading to explicitly teach word analysis
- help children analyze words on a practice page while writing messages and stories

Vocabulary Development: The U.S. Department of Education describes vocabulary development as the “development of stored information about the meanings and pronunciation of words necessary for communications.” The department identifies four types of vocabulary: listening, speaking, reading, and writing. Reading Recovery teachers

- assess vocabulary with the Word Test, Hearing and Recording Sounds in Words, and Text Reading
- help children use magnetic letters to build words using parts
- help children take words apart while reading
- help children construct words while writing
- help children conduct left-to-right analyses of words
- teach meanings of new words during the book introduction
- foster discussion of the story using new vocabulary after daily reading of a new book

Fluency: In the U.S. Department of Education definition, “fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.” Reading Recovery teachers

- provide for rereading texts to gain ease and fluency
- provide opportunities to hear explicit demonstrations of phrasing in fluent reading

- use specific prompting for phrasing in fluent reading
- use techniques such as masking the text to make the eyes move ahead
- encourage flexibility in varying the speed of oral reading to match the difficulty of the text (new or more difficult texts will generally affect fluency)
- help the child use punctuation as an aid to phrasing and fluent reading

Comprehension: The U.S. Department of Education refers to comprehension strategies as “strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.” Reading Recovery teachers

- emphasize meaning consistently and strongly
- use language and learning conversations to support and assess comprehension
- prompt explicitly to help the children search for and use meaning during reading
- prompt and support children in construction of meaning during reading and writing
- teach children to use meaning and language structure as tools for self-monitoring

Reading Recovery and Scientifically Based Research

The Guidance for the U.S. Department of Education Reading First Program requires the following:

When reviewing research findings to determine whether they meet the criteria for scientifically based reading research, State educational agencies, local educational agencies, and schools should consider the extent to which the research meets each of the criteria. Questions for consideration about each criterion include:

Use of rigorous, systematic and empirical methods – Does the work have a solid theoretical or research foundation? Was it carefully designed to avoid biased findings and unwarranted claims of effectiveness? Does the research clearly delineate how it was conducted, by whom it was conducted, and on whom it was conducted?

The structure and design of Reading Recovery are consistent with a large body of substantial research on how children learn to read and write. Marie Clay's basic research on reading and writing behaviors of young children began in the 1960s. She began to research reading difficulties through a series of studies in the 1970s that led to the development of Reading Recovery (including field trials, follow-up studies, replication studies, monitoring studies, and subgroup studies).

Change in Reading Recovery is a deliberate, careful, ongoing process based on continuous research. Refinements in practice are based on current research in language and literacy learning and teaching, as well as research and evaluation directly related to the program.

In addition, numerous studies have examined the effectiveness of Reading Recovery for children with reading difficulties. A notable example is the rigorously controlled experimental study of randomly assigned groups in 40 elementary schools (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994). Reading Recovery subjects performed significantly better than other treatment and comparison groups on all measures. Essential differences were related to one-to-one instruction, the lesson framework, and teacher training.

Research on Reading Recovery and Descubriendo la Lectura (Reading Recovery in Spanish) uses systematic, empirical methods to collect data annually on all children receiving the service. Data collection, analysis, and assessment are standardized nationally. Data are also collected on a random sample of grade level peers to provide a comparison group. Methods and materials are detailed in Site reports as well as the annual national report.

Adequacy of the data analyses to test the stated hypotheses and justify the general conclusions drawn – Was the research designed to minimize alternative explanations for observed effects? Are the observed effects consistent with the overall conclusions and claims of effectiveness? Does the research present convincing documentation that the observed results were the result of the intervention? Does the research make clear what populations were studied (i.e., does it describe the participants' ages, as well as their demographic, cognitive, academic and behavioral characteristics) and does it describe to whom the findings can be generalized? Does the study provide a full description of the outcome measures?

The goal of Reading Recovery and Descubriendo la Lectura is to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to educational systems. This goal calls for Reading Recovery children to make faster than average progress so they can work within an average group setting in the regular classroom.

Hypotheses that are tested annually include:

- Reading Recovery children will increase their skills in the following areas necessary for reading: letter identification, reading vocabulary, concepts about print, writing vocabulary, hearing and recording sounds (phonemic awareness and letter-sound relationships), and text reading.
- Children who successfully complete Reading Recovery will perform on literacy measures within an average band of their classmates who did not need the program. This performance gives them greater access to classroom learning.
- Children who successfully complete Reading Recovery will continue to make gains in text reading and writing vocabulary after leaving the program and continue to perform competitively with peers who were not initially at risk.

Annual data analyses test these hypotheses and reveal that a large majority of children with full programs do make accelerated progress and work within the average of their classrooms; they also continue to make progress after leaving the program. Because these children were the lowest literacy achievers in the first grade in their school, we can verify the reduction of the number of children with extreme literacy difficulties.

Rigorous data analysis procedures are summarized below:

- The National Data Evaluation Center (NDEC) collects data on all children served and provides annual reports of quantitative data. Nine research questions guide data analysis, all of which test program effectiveness and efficiency. Conclusions about program outcomes are based on the answers to these research questions, which yield information about the children served, the outcome status of each child, progress of all children on multiple literacy measures, comparison of Reading Recovery children with a random sample of their peers, classroom teacher perspectives of children's literacy performance, information about retention and special education, analysis of time in program, etc. An annual report is published.
- Data from NDEC are provided for every site, district, and school involved in Reading Recovery and Descubriendo la Lectura.
- Longitudinal studies answer questions about subsequent performance. Findings from two states provide examples:

Texas: Two longitudinal studies (Askew et al., in press) followed children through Grade 4 and found that 80–85% of the children (originally the lowest-achieving first graders) who were successful in Reading Recovery in Grade 1 passed the fourth grade Texas Assessment of Academic Skills (TAAS) reading test. Preliminary findings in a third study show that more than 80% of Reading Recovery children for whom TAAS data were available (whether successfully discontinued or not) passed TAAS reading tests in Grades 4 and 5.

Ohio: A follow-up study (Hovest & Day, 1997) found that of 2,714 former Reading Recovery students, 71% passed the reading portion and 75% passed the writing portion of the Ohio Fourth Grade Proficiency Test.

Again, because these children were the lowest literacy achievers in their first grade classrooms, these studies demonstrate that Reading Recovery plays a role in dramatically reducing the number of children with extreme literacy difficulties.

Reliance on measurements or observational methods that provided valid data across evaluators and observers and across multiple measurements and observations – Are the data based on a single-investigator, single-classroom study, or were similar data collected by multiple investigators in numerous locations? What procedures were in place to minimize researcher biases? Do observed results “hold up” over time? Are the study interventions described in sufficient detail to allow for replicability? Does the research explain how instructional fidelity was ensured and assessed?

An Observation Survey of Early Literacy Achievement (Clay, 2002) is used as a pre-test for selection purposes, a measure for making exit decisions, and an end-of-year test to examine change over time. Stanines are developed for three points in time, and each task has established reliability and validity measures. The Observation Survey is widely used by researchers and by practitioners in schools.

The Observation Survey is an empirical observation instrument that yields five scores on measures of essential factors leading to effective literacy. Extensive training is provided in the systematic, objective procedures specified for the administration, scoring, and analysis of this instrument.

Observational data are also collected daily using systematic and controlled procedures. Teachers use this information to make teaching decisions for each child.

Teachers are specially trained for a full academic year (six semester hours of graduate credit) in the use of observation and in research-based procedures for working with individual children. Teaching is based on systematically collected data.

Strong professional development continues after the initial training year. Research supports the importance of ongoing development.

Descubriendo la Lectura (Reading Recovery in Spanish) meets the same criteria for systematic and controlled empirical methods that draw on observation. There are very few instruments available to assess Spanish-speaking learners; the Observation Survey is available in Spanish.

Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review – Has the research been carefully reviewed by unbiased individuals who were not part of the research study? Have the findings been subjected to external scrutiny and verification?

The following peer-reviewed research articles or research reviews offer support for various aspects of Reading Recovery. Please consult the *Reading Recovery Review* (Askew, Fountas, Lyons, Pinnell, & Schmitt, 1998) available from the Reading Recovery Council of North America for a more complete list.

Clay, M. M. (1967). The reading behaviour of five-year-old children: A research report. *New Zealand Journal of Educational Studies*, 2, 11-31.

Clay, M. M. (1968). A syntactic analysis of reading errors. *Journal of Verbal Learning and Verbal Behaviour*, 7, 434-438.

Clay, M. M. (1969). Reading errors and self-correction behavior. *British Journal of Educational Psychology*, 39, 47-56.

Clay, M. M. (1970). An increasing effect of disorientation on the discrimination of print: A developmental study. *Journal of Experimental Child Psychology*, 9, 297-306.

Clay, M. M., & Imlach, R. H. (1971). Juncture, pitch, and stress as reading behaviour variables. *Journal of Verbal Learning and Verbal Behaviour*, 10, 133-139.

Additionally, the following study used a randomized trial methodology, the most rigorous methodology recommended by the U.S. Department of Education. This study demonstrated the effectiveness of the Reading Recovery Intervention.

Pinnell, G. S., Lyons C. A., Deford, D. E., Bryk, A., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly*, 29, 8-39.

Additional References Cited:

Billie J. Askew, Elizabeth Kaye, Dianne F. Frasier, Mohsen Mobasher, Nancy Anderson, Yvonne G. Rodriguez
Making a Case for Prevention in Education. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*. Volume 6, number 2, 2000, pp 43-73.

Clay, M. M. (2002). *An Observation Survey of Early Literacy Achievement*, Second Edition. Portsmouth, N.H., Heinemann.

Hovest, C., & Day, J. (1997, February). *Sustaining gains: Ohio's Reading Recovery students in fourth grade*. Paper presented at the 12th Annual Reading Recovery Conference and National Institute, Columbus.

Background

Developed by New Zealand educator Dr. Marie M. Clay, Reading Recovery® is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. Reading Recovery is also available to children whose initial reading instruction is in Spanish; Descubriendo a Lectura (DLL) is well established in a number of sites across the United States.

Reading Recovery is an early intervention. Proficient readers and writers develop early. There is strong evidence in the research literature that retention in grade level and long-term remediation efforts do not enable low-progress children to catch up with grade-level peers so that they can profit from classroom instruction. There is also evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. It is, therefore, necessary to redirect educational policy and funding to the prevention of reading failure. Reading Recovery has a strong track record of preventing literacy failure for many first graders through early intervention.

The key to the successful implementation of Reading Recovery resides in the training model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Initial teacher training is for one academic year with no loss of service to children. As teachers are trained, they simultaneously implement the intervention with children. Extensive use is made of a one-way glass mirror for observing and talking about lessons with children. Teachers become sensitive observers of students' reading and writing behaviors and develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions called 'continuing contact'. They continue to teach for their colleagues and to discuss their interventions. Continuing contact sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence their practice.

Reading Recovery is implemented annually in over 10,000 U.S. schools. Reading Recovery is not an isolated phenomenon in schools. Reading Recovery has a carefully designed plan for implementation into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation.

Replication studies document outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children served in English and in Spanish. A large majority of children who complete a full series of lessons has been successful in reaching average range literacy performance. There is also evidence across several countries that the effects of Reading Recovery are long lasting.

This report represents an examination of Reading Recovery student outcomes for Moorhead Independent. The report accounts for all children served by Reading Recovery in this school during the 2003-2004 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the school. This report responds to a need to be accountable for all literacy intervention available to children within Moorhead Independent.

Annual Evaluation Research Design and Procedures

Purpose

The major goals of the annual Reading Recovery evaluation are to report student outcomes and to plan for improved implementation and instruction based on an analysis of effectiveness and efficiency.

Study Participants

Reading Recovery Children

Data were collected for *all* children served during the school year by Reading Recovery, *even if a child had only one session*. Reading Recovery children were assigned to one of the following status outcome categories:

1. **Discontinued:** A child who successfully met the rigorous criteria to be discontinued from the intervention during the school year or at the time of year-end testing.
2. **Recommended Action After a Full Series:** A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full program of at least 20 weeks (a positive action benefiting the child and the school).
3. **Incomplete Series At Year-End:** A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.
4. **Moved While Being Served:** A child who moved out of the school while being served before a specific outcome could be determined and who may or may not have had a full program of 20 weeks.
5. **None of the Above:** A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (i.e., removed after the child was moved to kindergarten).

Additionally, data are reported for the following categories:

- **Full Series:** Reading Recovery data are also analyzed for those children who had an opportunity for a full series of lessons. Full Series Reading Recovery children are the 'treatment group' that received a full series of lessons, whether they discontinued or not.
- **All Served:** This is the total of all children served by Reading Recovery, even if for only one lesson and regardless of status outcome.

Data were also collected for a **Random Sample** of students. Two students are selected at random from each Reading Recovery school. This is a stratified national random sample. Data for these children were collected at the school level but are not reported at the district level. Random Sample data are pooled nationally to create average performance reports for different types of schools. These reports will be published by NDEC as they become available.

Design

Reading Recovery is designed to serve the lowest achievers in the first grade cohort within a school. Because the goal is successful performance within an average literacy setting in the classroom, children are discontinued as soon as it can be predicted that they can engage with and profit from classroom literacy instruction without further individual tutoring. Rigorous discontinuing criteria are applied. In addition to strong performance on the Observation Survey, discontinued children must demonstrate a self-extending system. They are expected to continue to learn on their own efforts and to demonstrate the ability to work well within their classroom settings.

Literacy Measures

The six tasks in the Observation Survey were used as pretest and posttest measures. These tasks have the qualities of sound assessment instruments with reliabilities and validities.

1. Text Reading

Scoring: text levels 00-02 = readiness; 3-8 = pre-primer; 9-12 = primer; 14-16 = end of grade 1; 18-20 =

grade 2; 22-24 = grade 3; 26-30 = grades 4-6.

Purpose: to determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text

Task: to read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined with teacher recording text reading behaviors during the oral reading task; texts were drawn from established basal systems and have, over the years, proved to be a stable measure of reading performance.

2. **Writing Vocabulary**

Scoring: count of words in a 10 minute time limit

Purpose: to find out whether the child is building a personal resource of words that are known and that can be written in every detail

Task: to write all known words in 10 minutes

3. **Hearing and Recording Sounds in Words**

Scoring: maximum score = 37

Purpose: to assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic form

Task: to write a dictated sentence, with credit for every sound correctly represented

4. **Letter Identification**

Scoring: maximum score = 54

Purpose: to find out what letters the child knows and the preferred mode of identification

Task: to identify upper and lower case letters and conventional print forms of 'a' and 'g'

5. **Word Test**

Scoring: maximum score = 20

Purpose: to find out whether the child is building up a personal resource of reading vocabulary

Task: to read a list of 20 high-frequency words

6. **Concepts About Print**

Scoring: maximum score = 24

Purpose: to find out what the child has learned about the way spoken language is put into print

Task: to perform a variety of tasks during book reading by the teacher

All six tasks of the Observation Survey were administered to Reading Recovery students in the fall (start of the school year) and/or at entry to the intervention. These scores serve as pretest measures in the evaluation design. The six tasks were also administered to Reading Recovery students upon discontinuing or exiting from the intervention. In the spring (end of school year), the six tasks were again administered to all students who received Reading Recovery services during the year. Spring scores served as the posttest measures in comparing the progress made by Reading Recovery children in the various outcome status groups to each other.



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carol M. White Physical Education Grant Acceptance
DATE: October 1, 2004

Moorhead Area Public Schools have been awarded a \$403,125 two-year grant from the US Department of Education for a project to support initiatives aimed at helping children eat healthy and exercise. Only 237 awards were made this year from among 1,315 eligible applications received.

The Carol M. White Physical Education Program, part of the No Child Left Behind Act, provides grants to local school districts and community-based organizations to initiate, expand or improve physical education programs, including after-school programs, for students in grades K-12.

The federal grant was submitted for programming for Horizon Middle School and Moorhead High School. The program narrative budget and a list of Minnesota and North Dakota school awards are attached.

Please contact me if you have additional questions.

SUGGESTED RESOLUTION: Move to accept the Carol M. White Physical Education Program grant for \$403,125.

LAK/kmr
Attached

**2004 Carol M. White Physical Education Program (PEP) Proposal
Moorhead School District; Moorhead, Minnesota
Program Narrative**

**CHAMPS:
CHALLENGING HEART-HEALTHY ACTIVITIES FOR MOORHEAD PUBLIC SCHOOLS**

“Quality physical education and health education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. While families and communities play an important role in the prevention of obesity and other health risks, schools must help children develop the skills, knowledge, and confidence necessary to adopt and maintain a healthy lifestyle.

Many children will be left behind if they do not:

- learn how to achieve and maintain health-related fitness and other healthy lifestyle behaviors
- have opportunities to explore their unique potential
- gain an understanding and appreciation of their responsibilities as citizens, and
- develop character traits to help them make good decisions about positive behaviors that support their well-being.”

(American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); February 2004)

It is within this framework that the Moorhead School District has embarked on an exciting and forward-thinking effort to make sure that no child in the Horizon Middle School or Moorhead High School is left behind in physical education and health. The initiative, entitled Challenging Heart-Healthy Activities for Moorhead Public Schools, or

CHAMPS, will use a set of five learning standards adopted from the North Dakota Department of Education State Standards, including the following:

Standard 1: MOVEMENT FORMS

Students use a variety of movement forms.

Standard 2: MOVEMENT CONCEPTS

Students use movement concepts and principles in the development of motor skills.

Standard 3: BENEFITS OF PHYSICAL ACTIVITY

Students understand the benefits of regular physical activity.

Standard 4: MAINTAINING PHYSICAL FITNESS

Students understand how to maintain a health-enhancing level of physical fitness.

Standard 5: BEHAVIOR AND PHYSICAL ACTIVITY

Students use responsible personal and social behavior in physical activity settings.

The North Dakota state standards are being used for this Moorhead, Minnesota project for two primary reasons. First, Minnesota does not yet have state standards, though the legislature is expected to review proposed standards soon. Second, North Dakota and Minnesota not only share a border but a similar culture, climate and terrain. (In fact, Moorhead is on the border, near Fargo, North Dakota.) These commonalities will eliminate the need for any significant programmatic changes once the State of Minnesota adopts its own standards.

Abstract: Moorhead, Minnesota Public School District

The Moorhead, Minnesota School District's PEP project is entitled Challenging Heart-Healthy Activities for Moorhead Public Schools (CHAMPS). The goal for the two year project is for the targeted middle and high school students to be prepared for and committed to fitness for life. CHAMPS will use the North Dakota Standards for physical education, including:

- **MOVEMENT FORMS** *Students use a variety of movement forms.*
- **MOVEMENT CONCEPTS** *Students use movement concepts and principles in the development of motor skills.*
- **BENEFITS OF PHYSICAL ACTIVITY** *Students understand the benefits of regular physical activity.*
- **MAINTAINING PHYSICAL FITNESS** *Students understand how to maintain a health-enhancing level of physical fitness.*
- **BEHAVIOR AND PHYSICAL ACTIVITY** *Students use responsible personal and social behavior in physical activity settings*

New equipment will include fitness equipment; assessment and instructional technology. Students will take responsibility for their health, develop a fitness plan and monitor their progress through use of fitness journals. Professional development will equip teachers with the expertise they will need to provide expanded physical education instruction and motivation.

A third-party evaluator from the Minnesota State University at Moorhead and students majoring in education will collect and analyze data to assess CHAMP's progress toward reaching its goals: Students will comprehend the principles of health related fitness; Students will create and implement a fitness plan; Student will be motivated to improve their health related fitness and improve their health related assessment scores.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Moorhead School District; Moorhead, Minnesota

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	27,500	27,500				55,000
2. Fringe Benefits	9,350	9,350				18,700
3. Travel	2,910	2,910				5,820
4. Equipment	313,175	0				313,175
5. Supplies	14,400	1,280				15,680
5. Contractual	22,650	16,000				38,650
7. Construction	0	0				0
3. Other	19,500	10,600				30,100
9. Total Direct Costs (lines 1-8)	409,485	67,640				477,125
10. Indirect Costs	0	0				0
11. Training Stipends	0	0				0
12. Total Costs (lines 9-11)	409,485	67,640				477,125

MINNESOTA

Q215F040735 Chaska, 55318	Carver-Scott Educational Cooperative 401 East 4 th Street Contact: James Hinck (952) 368-8809	\$146,925
Q215F041463 Hopkins, 55305	Hopkins School District 270 1001 Highway 7 Contact: Dr. Michael Kremer (952) 988-4000	\$431,958
Q215F040315 Moorhead, 56560	Moorhead Public Schools District 152 Townsite Center 810 4 th Avenue South Contact: Larry Nybladh (218) 284-3330	\$403,125
Q215F040482 Nevis, 54567	Nevis School District 308 P.O. Box 138 210 Pleasant Street Contact: Dr. Douglas DeWitt (218) 652-3500	\$149,743
Q215F040422 Virginia, 55792	Virginia Public Schools 411 5 th Avenue South Contact: Patty Phillips (218) 749-5437	\$170,828
NORTH DAKOTA		
Q215F041348 Hillsboro, 58045	Hillsboro Public School District #9 128 4 th Street SE, P.O. Box 579 Contact: Mike Bitz (701) 636-4360	\$219,333
Q215F040818 Mayville, 58257	May-Port CG School District 900 Main Street West Contact: Michael Bradner (701) 788-2116	\$126,900

OFFICE OF TEACHING & LEARNING MEMO #: I.05.050



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Building Profiles

DATE: October 5, 2004

Enclosed with the agenda is the draft of the K-12 & District Building Profiles for the five-year period from 1999-00 through 2003-04. 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 8th meeting.

LAK/kmr
Attachment

Moorhead Area Schools

School Profiles



1999-00 through 2003-04

Draft

Prepared by the Office of Teaching & Learning

October 5, 2004

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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. District Student Discipline Handbook states "Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."

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)

1999-00	2000-01	2001-02	2002-03	2003-04
5612	5440	5359	5223	5103

2. Average Daily Attendance

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
5350	5203	5084	4983	4866

3. Attendance Rate

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.33%	95.64%	94.88%	95.40%	95.63%

3a. Percentage of Students Transported

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
68.60%	66.40%	66.40%	63.60%	84.9%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade K	383	414	373	368	329
Grade 1	419	363	419	370	352
Grade 2	452	415	359	402	357
Grade 3	395	435	406	344	402
Grade 4	459	391	432	404	335
Grade 5	452	460	393	443	410
Grade 6	417	447	438	392	439
Grade 7	455	424	457	428	395
Grade 8	433	431	430	427	406
Grade 9	450	435	468	402	432
Grade 10	443	436	458	443	401
Grade 11	445	419	472	431	451
Grade 12	379	411	443	441	433
Self Contained Special Education	201	143	12	9	10
Total	5783	5624	5560	5304	5152

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	155 2.76%	177 3.15%	168 3.03%	172 3.13%	168 3.12%
Asian	117 2.08%	100 1.78%	67 1.21%	81 1.48%	80 1.49%
Hispanic	443 7.88%	454 8.07%	471 8.50%	473 8.61%	451 8.38%
Black	54 0.96%	78 1.39%	92 1.66%	109 1.99%	136 2.53%

District 2003-04

5. Ethnicity Cont'd.

White	4852 86.32%	4814 85.61%	4743 85.60%	4656 84.79%	4545 84.48%
Percent Minority	13.68%	14.39%	14.40%	15.21%	15.52%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	186	184	460	332	468
Transfers Out of District	452	361	397	254	317

7. Limited English Proficiency

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	370	416	432	356	349

8. Free and Reduced Lunch Count

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	1469	1274	1188	1279	1266
Reduced	38	451	379	312	251
% of Free & Reduced	33%	30%	31%	33%	33%

9. Special Education Status

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	120	138	117	164	200
Mild-Moderate Mentally	37	31	36	38	40
Moderate-Severe Mentally	26	26	26	18	19
Physically Disabled	26	26	30	30	26
Hearing Impaired	20	16	19	18	24
Visually Impaired	3	3	4	4	5
Specific Learning	307	281	277	238	276
Emotional Disorders	160	166	163	118	162
Deaf-Blind	0	0	0	0	0
Other Health Disabilities	178	162	171	179	215
Autistic	25	25	41	41	47
Early Childhood Sp. Ed	36	65	114	118	143
Severely Multiply Impaired				4	
Traumatic Brain Injury	4	5	4	3	2
Total Disabilities Served	942	944	1002	973	1159

10. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	2	0	0	0	0
Albanian	0	0	0	0	12
Amharic	0	0	0	0	1
Arabic	0	2	4	12	11
Bengali	0	1	0	0	0
Cambodian	0	0	0	0	0
Cantonese	2	0	0	1	0

	District 2003-04				
Chinese	1	0	3	1	5
Cutchi	0	0	0	0	1
Dakotah	1	2	2	3	5
English	4974	4726	5519	4634	5329
Estonian					1
Farsi	6	4	0	1	0
French	1	0	0	0	0
German	3	10	8	0	8
Hawaiian	0	0	2	0	3
Hindustani	0	1	1	3	5
Irani	0	0	0	0	0
Japanese	0	3	4	1	1
Korean	0	0	0	0	3
Kurdish	112	111	125	108	126
Laotian	5	4	4	5	3
Lithuanian	0	0	0	0	0
Norwegian	1	1	1	0	1
Ojibwe	0	0	0	0	0
Okinawan	0	0	0	3	0
Persian	0	0	5	13	4
Polish	2	2	2	1	1
Portuguese	0	1	2	0	1
Russian	2	4	7	2	6
Serbo-Croatian	0	5	0	10	15
Somali	0	11	22	22	24
Spanish	374	333	471	292	409
Swahili	0	5	6	4	4
Swedish	5	3	5	3	4
Taiwanese	0	0	0	1	1
Tongan	0	2	0	2	0
Turkish	0	4	4	1	1
Vietnamese	20	23	26	25	27
Not Available	0	0	0	10	6
Sign Language	0	0	0	1	1
TOTAL	5511	5258	6223	5159	6019

11. Achievement

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	32%	31%	29%	32%	43%
Percent at or above National 50%ile	60%	63%	58%	57%	71%
Percent at or above National 25%ile	80%	81%	79%	79%	85%
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	37%	39%	37%	38%	45%
Percent at or above National 50%ile	62%	63%	50%	63%	71%
Percent at or above National 25%ile	83%	83%	65%	81%	90%

District 2003-04

Grade 5

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	35%	37%	39%	42%
Percent at or above National 50%ile	65%	64%	67%	63%	63%
Percent at or above National 25%ile	84%	83%	89%	78%	85%

Grade 6

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	37%	32%	32%	35%
Percent at or above National 50%ile	62%	66%	64%	60%	63%
Percent at or above National 25%ile	84%	87%	84%	83%	84%

Grade 7

Reading Iowa Test of Basic Skills

Percent at or above National 75%	34%	40%	40%	41%	n/a
Percent at or above National 50%	60%	65%	69%	70%	
Percent at or above National 25%	83%	84%	85%	86%	

Grade 9

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	37%	36%	37%	46%	
Percent at or above National 50%ile	66%	65%	67%	77%	
Percent at or above National 25%ile	83%	83%	83%	87%	

Grade 3

Mathematics Iowa Test of Basic Skill.

Percent at or above National 75%ile	48%	41%	37%	39%	42%
Percent at or above National 50%ile	66%	67%	60%	64%	63%
Percent at or above National 25%ile	84%	82%	78%	80%	87%

Grade 4

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	43%	41%	39%	41%	45%
Percent at or above National 50%ile	70%	62%	62%	64%	71%
Percent at or above National 25%ile	87%	80%	85%	83%	87%

Grade 5

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	49%	40%	45%	39%	41%
Percent at or above National 50%ile	73%	62%	69%	63%	65%
Percent at or above National 25%ile	86%	80%	90%	82%	81%

Grade 6

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	42%	46%	42%	46%	41%
Percent at or above National 50%ile	72%	70%	69%	73%	65%
Percent at or above National 25%ile	87%	84%	88%	90%	83%

Grade 7

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%	39%	45%	53%	55%	n/a
Percent at or above National 50%	68%	67%	74%	77%	
Percent at or above National 25%	90%	83%	86%	88%	

Grade 9

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	53%	55%	54%	44%	
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District 2003-04

Percent at or above National 50%ile	72%	75%	75%	66%
Percent at or above National 25%ile	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 IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	14%	16%	14%	14%	18%
Percent at or above Level III	30%	33%	32%	42%	41%
Percent at or above Level IIa	20%	16%	18%	17%	10%
Percent at or above Level IIb	17%	18%	16%	16%	16%
Percent at or above Level I	20%	17%	20%	11%	14%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	18%	23%	24%	25%	26%
Percent at or above Level III	35%	41%	36%	41%	35%
Percent at or above Level IIa	20%	17%	14%	14%	9%
Percent at or above Level IIb	15%	10%	11%	12%	20%
Percent at or above Level I	12%	10%	15%	8%	9%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	10%	7%	19%	5%
Percent at or above Level III	32%	36%	33%	30%	33%
Percent at or above Level IIa	25%	28%	26%	21%	15%
Percent at or above Level IIb	17%	15%	18%	21%	32%
Percent at or above Level I	13%	11%	16%	9%	14%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	14%	13%	14%	17%	14%
Percent at or above Level III	42%	40%	41%	36%	35%
Percent at or above Level IIa	20%	22%	18%	21%	18%
Percent at or above Level IIb	13%	14%	11%	18%	26%
Percent at or above Level I	10%	10%	15%	8%	7%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	3%	3%	4%	9%	12%
Percent at or above Level III	38%	44%	50%	44%	48%
Percent at or above Level IIa	34%	24%	23%	10%	11%
Percent at or above Level IIb	14%	14%	16%	23%	21%
Percent at or above Level I	7%	5%	7%	14%	8%

State Comparisons

District 2003-04					
<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	18%
Percent at or above Level III	33%	33%	33%	42%	42%
Percent at or above Level IIa	21%	17%	17%	17%	10%
Percent at or above Level IIb	17%	18%	18%	13%	16%
Percent at or above Level I	18%	16%	16%	11%	14%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	5%
Percent at or above Level III	36%	39%	39%	42%	33%
Percent at or above Level IIa	19%	15%	15%	14%	15%
Percent at or above Level IIb	15%	11%	11%	12%	32%
Percent at or above Level I	14%	11%	10%	7%	15%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	25%
Percent at or above Level III	37%	39%	37%	37%	35%
Percent at or above Level IIa	25%	25%	25%	18%	9%
Percent at or above Level IIb	18%	13%	17%	20%	21%
Percent at or above Level I	10%	10%	10%	6%	10%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	13%
Percent at or above Level III	33%	37%	39%	39%	36%
Percent at or above Level IIa	25%	22%	20%	20%	18%
Percent at or above Level IIb	16%	17%	18%	17%	27%
Percent at or above Level I	14%	11%	10%	6%	6%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	16%	11%
Percent at or above Level III	38%	52%	55%	42%	47%
Percent at or above Level IIa	35%	24%	23%	10%	12%
Percent at or above Level IIb	12%	14%	13%	22%	22%
Percent at or above Level I	8%	4%	3%	11%	8%

12. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

13. Teaching Staff

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	81	64	63	76	59
BA+15	21	20	28	27	29
BA+30	15	15	22	16	17
BA+45	38	35	49	48	41
BA+60	5	5	5	6	3
BA+75	6	6	3	3	3
BA+90	1	1	2	2	2

District 2003-04

BA+105	35	31	33	30	28
MA	33	33	32	27	26
MA+15	40	36	30	28	36
MA+30	26	26	25	25	23
MA+45	73	70	101	98	99

0 to 5 years	110	133	145	153	173
6 to 10 years	132	99	91	96	112
11 to 20 years	109	82	93	129	136
More than 20 years	70	62	62	72	76

Average Years Experience	10	13	13	12	11
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13a. Teacher Attendance

	1999-00	2000-01	2001-02	2002-03	2003-04
Total Teaching Staff	434	424	411	419	394
Days of Sick Leave	2693.5	2388.5	2812.5	1954	2775
Days of Personal Leave	314	635	533.5	545	719.5
Days of Emergency Leave	213	256	292	194	218
Days of Athletic Leave	148.5	183	204.5	266	272
Days of Deduct	90.64	148	124.5	153	108
Days of Civic Leave	3	7.07	17.5	32.5	46.5
Days of Association Leave	60	22.5	52.5	26	17
Days of Conference Leave		733.5	938	947.5	875
Days of Workers Comp Leave		16.49	0	11.5	0
Days of ILDA Leave		3.5	N/A	N/A	N/A
Days of Misc Leave		171	232.5	143.5	200
Days of Childstudy/IEP			9	9	2.5
TOTAL	3522.64	4564.56	5216.5	4282	5233.5
Average Days Absent	8.12	10.77	12.69	10.22	13.28

14. Home Schooled Students
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
71	79	92	100	116

15 Open Enrolled Students

	1999-00	2000-01	2001-02	2002-03	2003-04
Into Moorhead	126	119	136	124	113
Out of Moorhead	138	165	154	156	230

16 Enrolled in Private Schools

Nov. 99	Nov. 00	Nov. 01	Nov. 02	Nov. 02
447	438	449	517	476

ROBERT ASP ELEMENTARY SCHOOL**1. Average Daily Membership**
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
763	773	628	620	433

2. Average Daily Attendance
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
733	773	599	587	414

3. Attendance Rate
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
96.07%	100.00%	95.38%	94.68%	95.61%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 5	344	344	197	229	0
Grade 6	417	444	438	392	437
Self Contained Special Ed.	included	included	included	included	included
Total	761	788	635	621	437

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	25 3.28%	22 2.84%	14 2.24%	23 3.63%	19 4.36%
Asian	18 2.36%	14 1.80%	6 0.96%	7 1.11%	6 1.38%
Hispanic	68 8.91%	71 9.15%	51 8.16%	56 8.85%	32 7.34%
Black	3 0.39%	6 0.77%	8 1.28%	10 1.58%	11 2.52%
White	649 85.06%	663 85.44%	546 87.36%	537 84.83%	368 84.40%
Percent Minority	14.94%	14.56%	12.64%	15.17%	15.60%

6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

1999-00	2000-01	2001-02	2002-03	2003-04
17	8	23	46	30
47	45	49	31	22

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
33	48	46	45	28

8. Free and Reduced Lunch Count

Free

Reduced

% of Free & Reduced

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
201	186	152	172	111
51	65	50	42	23
33%	32%	32%	34%	30.8%

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9. Retention in Grade

(End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 5	1	0	0	0	n/a
Grade 6	1	0	0	0	0
Total	2	0	0	0	0

10. Special Education Status

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	18	19	12	9	14
Mild-Moderate Mentally	4	4	5	8	4
Moderate-Severe Mentally	3	3	3	4	3
Physically	3	3	3	3	0
Hearing	4	4	5	4	4
Visually	1	0	1	2	2
Specific Learning	57	58	49	42	27
Emotional Disorders	26	30	16	16	15
Deaf-Blind	0	0	0	0	0
Other Health	38	39	32	29	26
Autistic	2	2	8	7	1
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury				1	0
Severely Multiply Impaired				1	0
Total Disabilities Served	156	162	134	126	96

11. Home Language

(End of Year)

	1999-2000	2000-01	2001-02	2002-03	2003-04
Albanian	0	0	0	0	1
Arabic	0	0	0	1	2
Cantonese	0	1	0	0	0
Chinese	1	0	0	0	0
Dakota	0	0	1	0	0
Dakotah	1	2	0	0	0
English	637	672	579	515	417
Farsi	1	2	0	0	0
Hindustanu	0	1	0	0	1
Japanese	2	1	0	0	0
Kurdish	13	13	13	18	11
Lao	1	1	1	0	0
Polish	0	0	0	0	0
Russian	1	2	1	0	0
Serbo-Croatian	0	0	1	0	1
Somali	0	0	1	1	1
Spanish	62	63	59	34	32
Swahili	0	1	2	1	0
Swedish	0	1	1	0	0
Turkish	0	2	2	0	0
Vietnamese	2	2	2	3	2
Not Available	0	0	0	2	1

Robert Asp 2003-04

12. Absences (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	64	347	40	40	38
	8.41%	50.36%	6.40%	6.39%	9.95%
1 to 5 Absences	337	177	264	210	266
	44.28%	25.69%	42.24%	33.55%	69.63%
6 to 10 Absences	187	83	171	209	55
	24.57%	12.05%	27.36%	33.39%	14.40%
11 to 15 Absences	93	43	92	101	16
	12.22%	6.24%	14.72%	16.13%	4.19%
16 to 20 Absences	40	26	25	25	5
	5.26%	3.77%	4.00%	3.99%	1.31%
21 or More Absences	40	13	33	41	2
	5.26%	1.89%	5.28%	6.55%	0.52%
13. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
In-School	96	50	100	97	109
Out-Of-School	14	1	2	3	5
14. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	39	8	3	3	20
15. Alternative School Setting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	3	4	3	9	0
16. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	344	321	369	301	124
17. Physical Assaults/Fighting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	19	11	26	35	21
18. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	1
19. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	1	2
20. Alcohol (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
21. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	1	0	0	0

Robert Asp 2003-04

22. Vandalism

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
7	0	3	2	5

23. Achievement

Grade 5

1999-00	2000-01	2001-02	2003-03	2003-04
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Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	33%	37%	37%	n/a
Percent at or above National 50%ile	66%	61%	63%	64%	
Percent at or above National 25%ile	84%	84%	84%	86%	

Grade 6

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	37%	32%	32%	35%
Percent at or above National 50%ile	62%	66%	64%	60%	63%
Percent at or above National 25%ile	84%	87%	84%	83%	84%

Grade 5

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	50%	38%	43%	45%	n/a
Percent at or above National 50%ile	74%	64%	63%	68%	
Percent at or above National 25%ile	88%	81%	81%	86%	

Grade 6

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	42%	46%	42%	46%	41%
Percent at or above National 50%ile	72%	70%	69%	73%	65%
Percent at or above National 25%ile	87%	84%	88%	90%	83%

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Robert Asp Figures)

Grade 5 - Reading MCA

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	18%	22%	27%	26%	n/a
Percent at or above Level III	34%	40%	35%	45%	
Percent at or above Level IIa	21%	19%	15%	14%	
Percent at or above Level IIb	16%	10%	13%	10%	
Percent at or above Level I	11%	9%	11%	5%	

Grade 5 - Mathematics MCA

<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	15%	14%	16%	20%	n/a
Percent at or above Level III	42%	40%	43%	39%	
Percent at or above Level IIa	19%	23%	18%	19%	
Percent at or above Level IIb	34%	37%	11%	17%	
Percent at or above Level I	9%	9%	12%	5%	

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Grade 5 – Writing MCA

Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level IIb
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
2%	1%	6%	20%	n/a
38%	41%	48%	43%	
36%	26%	25%	11%	
15%	17%	10%	24%	
5%	4%	10%	2%	

(State Comparisons)

Grade 5 – Reading MCA

Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level IIb
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
16%	24%	25%	25%	n/a
36%	39%	39%	42%	
19%	15%	15%	14%	
15%	11%	11%	12%	
14%	11%	10%	7%	

Grade 5 – Mathematics MCA

Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level II
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
12%	13%	14%	18%	n/a
33%	37%	39%	39%	
25%	22%	20%	20%	
16%	17%	18%	17%	
14%	11%	10%	6%	

Grade 5 – Writing MCA

Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level IIb
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
4%	3%	5%	22%	n/a
38%	52%	55%	39%	
35%	24%	23%	10%	
12%	14%	13%	23%	
8%	4%	3%	6%	

24. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	5	3	3	3	5
BA+15	6	5	4	2	1
BA+30	0	0	1	3	0
BA+45	4	4	7	7	5
BA+60	1	1	1	1	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	7	5	5	5	3
MA	5	5	4	4	1
MA+15	6	5	2	2	4
MA+30	7	7	4	3	3
MA+45	18	17	24	25	18

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26. Comparisons in dollars and cents per square foot (End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	98510	98510	98510	98510	98510
Cost for Electricity	\$36,419.92	\$36,163.36	\$33890.00	\$34910.00	\$35957
Cost per square foot	\$0.37	\$0.37	\$0.34	\$0.35	\$0.37
Square Foot	32974	32974	32974	32974	32974
Cost for Heat	\$13,682.11	\$27,433.95	\$21730.00	\$22380.00	\$23051
Cost per square foot	\$0.41	\$0.83	\$0.66	\$0.68	\$0.70

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THOMAS EDISON ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
581	533	579	545	538

2. Average Daily Attendance (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
555	509	545	517	515

3. Attendance Rate (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.52%	95.52%	95.52%	95.52%	95.52%

4. Enrollment as of October 1

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten (includes MSU)	103	102	94	84	75
Grade 1	101	86	101	86	84
Grade 2	101	100	89	89	93
Grade 3	89	104	102	87	94
Grade 4	120	90	113	101	90
Grade 5	51	57	86	106	107
Self-Contained Special Ed.	13	0	0	0	0
Total	539	539	585	553	543

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	40 7.0%	36 6.6%	30 5.2%	27 4.9%	26 4.8%
Asian	10 1.7%	10 1.8%	5 0.9%	7 1.3%	13 2.4%
Hispanic	76 13.3%	71 13.1%	77 13.3%	80 14.5%	72 13.3%
Black	14 2.4%	14 2.6%	20 3.4%	14 2.5%	18 3.3%
White	432 75.5%	410 75.8%	443 77.0%	422 76.7%	414 76.2%
Percent Minority	24.40%	24.40%	22.76%	23.20%	23.76%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	29	10	131	42	82
Transfers Out of District	59	45	46	46	71

Edison 2003-04

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
48	57	61	60	44

8. Free and Reduced Lunch Count

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	190	171	190	180	171
Reduced	27	32	39	27	24
% of Free & Reduced Grades 1-5	37.5%	37.6%	39.3%	37.4%	36%

9. Retention in Grade

	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)					
Kindergarten	2	1	1	1	3
Grade 1	1	2	1	1	4
Grade 2	2	1	4	1	2
Grade 3	0	0	0	1	0
Grade 4	0	0	0	0	1
Grade 5	0	0	0	1	0
Total	5	4	6	5	10

10. Special Education Status

	Dec. 99	DEC. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	13	14	14	18	21
Mild-Moderate Mentally	3	2	2	1	5
Moderate-Severe Mentally	1	1	1	0	0
Physically	1	1	2	1	1
Hearing	6	5	2	2	2
Visually	0	0	0	0	0
Specific Learning	16	17	14	14	18
Emotional Disorders	12	11	13	10	10
Deaf-Blind	0	0	0	0	0
Other Health	22	18	28	28	19
Autistic	3	2	3	5	5
Early Childhood Special Ed.	6	5	9	6	8
Traumatic Brain Injury				1	0
Total Disabilities Served	83	76	88	86	89

11. Home Language

	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	1	0	0	0	0
Albanian	0	0	0	0	6
Arabic	0	0	0	0	3
Cantonese	1	2	1	0	0
Chinese	0	0	1	0	1
Dakotah	0	0	0	0	3
English	489	453	496	466	488
Farsi	1	0	0	0	0
Hindi	0	0	0	3	4
Japanese	0	1	1	1	1

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Kurdish	3	8	5	5	8
Lao	0	0	0	1	0
Okinawan	0	0	0	1	0
Russian	1	0	0	0	1
Sign Lang	0	0	0	1	1
Somali	0	0	0	4	7
Spanish	50	58	71	60	69
Swahili	0	1	0	0	0
Swedish	1	0	0	0	0
Vietnamese	0	5	1	0	7
Yugoslavian	0	1	0	0	0

12. (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	64	32	0	35	41
	11.07%	6.84%	0.00%	6.49%	8.27%
1 to 5 Absences	232	220	232	244	360
	40.31%	47.44%	40.35%	45.83%	72.78%
6 to 10 Absences	144	112	184	124	68
	25.43%	24.15%	32.52%	23.38%	14.11%
11 to 15 Absences	68	52	80	80	16
	11.76%	11.54%	14.09%	15.03%	3.43%
16 to 20 Absences	28	20	36	28	4
	4.84%	4.49%	6.26%	5.57%	1.21%
21 or More Absences	36	24	36	20	0
	6.57%	5.56%	6.78%	3.71%	0.20%
13. Suspensions	0999-00	0000-01	0001-02	0002-03	0003-04
(End of Year)	0	0	0	0	4
14. Bus Suspensions	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	3	7	2	4	4
15. Alternative School Setting	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	1	0	1	0	0
16. Detention	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
17. Physical Assaults/Fighting	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	1	3	1	0	1
18. Weapons	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	1	0	0	0	0

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19. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
20. Alcohol (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
21. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
22. Vandalism (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
23. Achievement					
<i>Grade 3</i>	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	31%	25%	33%	33%	38%
Percent at or above National 50%ile	56%	63%	55%	55%	59%
Percent at or above National 25%ile	84%	85%	80%	80%	80%
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	32%	34%	32%	32%	41%
Percent at or above National 50%ile	61%	58%	57%	57%	62%
Percent at or above National 25%ile	86%	78%	76%	70%	87%
<i>Grade 5</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	30%	23%	36%	37%	32%
Percent at or above National 50%ile	57%	52%	62%	62%	53%
Percent at or above National 25%ile	81%	71%	79%	79%	80%
<i>Grade 3</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	52%	40%	33%	33%	36%
Percent at or above National 50%ile	67%	67%	58%	59%	64%
Percent at or above National 25%ile	85%	83%	74%	74%	84%
<i>Grade 4</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	37%	40%	32%	32%	35%
Percent at or above National 50%ile	68%	61%	58%	58%	69%
Percent at or above National 25%ile	82%	78%	80%	81%	87%
<i>Grade 5</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	34%	34%	47%	48%	32%
Percent at or above National 50%ile	55%	48%	66%	60%	57%
Percent at or above National 25%ile	66%	67%	79%	79%	76%

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance

Edison 2003-04

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Edison Figures

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	7%	12%	6%	13%	17%
Percent at or above Level III	31%	34%	31%	43%	31%
Percent at or above Level IIa	16%	18%	24%	19%	13%
Percent at or above Level IIb	20%	19%	19%	13%	18%
Percent at or above Level I	26%	17%	19%	12%	22%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	19%	9%	21%	25%	22%
Percent at or above Level III	31%	40%	39%	36%	36%
Percent at or above Level IIa	19%	17%	18%	14%	8%
Percent at or above Level IIb	17%	11%	5%	15%	21%
Percent at or above Level I	15%	23%	17%	10%	11%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	9%	10%	6%	8%	6%
Percent at or above Level III	34%	32%	29%	39%	28%
Percent at or above Level IIa	26%	34%	33%	21%	14%
Percent at or above Level IIb	15%	11%	12%	24%	30%
Percent at or above Level I	16%	13%	19%	8%	23%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	8%	11%	14%	5%
Percent at or above Level III	33%	36%	44%	30%	39%
Percent at or above Level IIa	31%	26%	15%	25%	22%
Percent at or above Level IIb	11%	10%	5%	22%	25%
Percent at or above Level I	13%	20%	26%	9%	10%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	9%	4%	0%	4%	8%
Percent at or above Level III	36%	41%	57%	44%	43%
Percent at or above Level IIa	20%	33%	19%	12%	14%
Percent at or above Level IIb	20%	13%	19%	36%	25%
Percent at or above Level I	17%	14%	5%	4%	9%

State Comparisons

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIb	17%	18%	18%	17%	13%
Percent at or above Level IIa	21%	17%	17%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%

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<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	30%
Percent at or above Level III	36%	39%	39%	42%	34%
Percent at or above Level IIb	15%	11%	11%	14%	11%
Percent at or above Level IIa	19%	15%	15%	12%	15%
Percent at or above Level I	14%	11%	10%	7%	9%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIb	18%	13%	17%	18%	15%
Percent at or above Level IIa	25%	25%	25%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	18%
Percent at or above Level III	33%	37%	39%	39%	41%
Percent at or above Level IIb	16%	17%	18%	20%	15%
Percent at or above Level IIa	25%	22%	20%	17%	21%
Percent at or above Level I	14%	10%	10%	6%	5%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	22%	20%
Percent at or above Level III	38%	52%	55%	39%	49%
Percent at or above Level IIb	12%	14%	13%	10%	8%
Percent at or above Level IIa	35%	24%	23%	23%	17%
Percent at or above Level I	8%	4%	3%	6%	6%
24 Student to Computer Ratio (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	5 to 1	5 to 1	3 to 1	3 to 1	3 to 1
25 Teaching Staff (End of Year)	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	7	5.7	6	6	2
BA+15	4	3	3	3	4
BA+30	5	4.5	4	4	3
BA+45	5	5	7	6	8
BA+60	0	0	0	0	1
BA+75	3	3	2	2	2
BA+90	1	1	0	0	0
BA+105	4	5	6	6	6
MA	1	0	1	1	1
MA+15	6	6	3	3	2
MA+30	3	3	2	2	3
MA+45	2	3	7	9	8

Edison 2003-04

26 Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square foot	52479	52479	52479	52479	52479
Cost for Electricity	\$18,639.19	\$18,216.75	\$22,041.18	\$22,950.00	\$23,639
Cost per square foot	\$0.36	\$0.35	\$0.42	\$0.43	\$0.45
Square foot	52479	52479	52479	52479	52479
Cost for Heat	\$14,646.31	\$24,648.22	\$24,690.71	\$29,408.00	\$30,292
Cost per square foot	\$0.31	\$0.47	\$0.47	\$0.56	\$0.58

PROBSTFIELD ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
652	634	659	655	660

2. Average Daily Attendance (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
629	613	628	633	638

3. Attendance Rate (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
96.47%	96.69%	95.30%	96.64%	96.67%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten	122	128	140	139	134
Grade 1	151	125	146	145	139
Grade 2	142	150	124	141	134
Grade 3	106	125	143	113	139
Grade 4	131	114	117	131	109
Self-Contained Special Ed.				0	5
Total	652	642	670	669	660

5. Ethnicity

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	17 2.63%	19 2.98%	16 2.50%	21 3.14%	16 2.42%
Asian	11 1.70%	13 2.04%	16 2.50%	19 2.84%	7 1.06%
Hispanic	40 6.18%	29 4.55%	44 6.88%	38 5.69%	46 6.97%
Black	2 0.31%	13 2.04%	15 2.34%	23 3.44%	28 4.24%
White	577 89.18%	564 88.40%	549 85.78%	567 84.88%	563 85.30%
Percent Minority	10.82%	11.60%	14.22%	15.12%	14.70%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	21	7	60	42	63
Transfers Out of District	67	30	87	41	34

7. Limited English Proficiency

Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
34	47	60	63	41

Probstfield 2003-04

8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 21	Oct. 02	Oct. 03
Free	157	113	127	146	147
Reduced	29	41	27	31	22
% of Free & Reduced Grades 1-4	29%	24%	23.60%	26%	25.6%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	3	2	4	8	2
Grade 1	1	3	6	3	0
Grade 2	0	3	5	0	0
Grade 3	1	0	1	0	0
Grade 4	0	29810	0	0	0
Total	5	8	16	11	2

10. Special Education Status

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	35	33	24	34	38
Mild-Moderate Mentally	2	3	1	2	5
Moderate-Severe Mentally	0	0	0	0	0
Physically	3	4	5	4	1
Hearing	1	1	2	0	1
Visually	1	1	1	0	1
Specific Learning	15	14	16	12	15
Emotional Disorders	16	14	12	7	13
Deaf-Blind	0	0	0	0	0
Other Health	13	11	9	9	15
Autistic	8	8	9	11	13
Early Childhood Special Ed.	17	11	9	7	9
Total Disabilities Served	111	100	88	86	111

11. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Albanian	0	0	0	0	4
Arabic	0	0	0	4	1
Cantonese	0	0	0	1	0
Chinese	0	0	1	0	1
Dakotah	0	0	0	2	0
English	568	574	615	591	632
Kurdish	33	32	40	26	20
Lao	26	0	0	29	0
Persian	0	0	1	0	0
Serbo-Croatian	0	0	1	0	0
Somali	0	0	3	1	2
Spanish	26	21	35	29	33
Swahili	0	0	1	1	0
Turkish	0	0	1	0	0
Vietnamese	3	2	6	2	1

12. Absences

Probstfield 2003-04

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	70	154	3	33	51
	10.74%	23.84%	0.47%	4.94%	8.90%
1 to 5 Absences	284	288	288	276	384
	43.56%	44.58%	45.28%	41.32%	71.51%
6 to 10 Absences	184	140	212	208	76
	28.22%	21.67%	33.33%	31.14%	14.15%
11 to 15 Absences	68	36	88	120	16
	10.43%	5.57%	13.84%	17.94%	2.98%
16 to 20 Absences	24	12	16	12	0
	3.68%	1.86%	2.52%	1.80%	0.00%
21 or More Absences	12	12	24	12	0
	1.84%	1.86%	3.77%	1.80%	0.00%
13. Suspensions	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	2	4	5	1	2
14. Bus Suspensions	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	2	10	5	1	4
15. Alternative School Setting	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
16. Detention	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
17. Physical Assaults/Fighting	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	3	7	6	11
18. Weapons	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
19. Tobacco	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
20. Alcohol	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
21. Other Drug Use	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
22. Vandalism	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	1	1	0

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23. Achievement

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3 Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	46%	38%	33%	40%	35%
Percent at or above National 50%ile	71%	65%	70%	65%	75%
Percent at or above National 25%ile	87%	84%	84%	87%	90%
<i>Grade 4 Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	41%	50%	46%	44%	48%
Percent at or above National 50%ile	66%	67%	68%	71%	76%
Percent at or above National 25%ile	86%	85%	91%	87%	93%
<i>Grade 3 Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	56%	50%	46%	56%	42%
Percent at or above National 50%ile	77%	77%	69%	79%	73%
Percent at or above National 25%ile	87%	87%	84%	90%	88%
<i>Grade 4 Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	55%	45%	46%	55%	58%
Percent at or above National 50%ile	78%	69%	67%	75%	80%
Percent at or above National 25%ile	94%	82%	90%	90%	91%

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Probstfield Figures

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3 - Reading MCA</i>					
Percent at or above Level IV	28%	19%	21%	17%	20%
Percent at or above Level III	28%	35%	35%	49%	46%
Percent at or above Level IIa	19%	19%	17%	14%	8%
Percent at or above Level IIb	16%	12%	13%	12%	18%
Percent at or above Level I	10%	14%	14%	8%	9%
<i>Grade 3 - Mathematics MCA</i>					
Percent at or above Level IV	18%	16%	10%	34%	8%
Percent at or above Level III	35%	34%	38%	34%	42%
Percent at or above Level IIa	16%	22%	18%	15%	18%
Percent at or above Level IIb	24%	18%	24%	12%	26%
Percent at or above Level I	7%	11%	10%	5%	7%

(State Comparisons)

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3 - Reading MCA</i>					
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%

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Percent at or above Level I	18%	16%	16%	11%	12%
-----------------------------	-----	-----	-----	-----	-----

<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	14%	11%	19%	15%
Percent at or above Level III	33%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level IIb	18%	13%	17%	20%	22%
Percent at or above Level I	14%	10%	10%	6%	8%

24. Student to Computer Ratio	1999-00	2000-01	2001-02	2002-03	2003-04
	4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff (End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	8	5	5	9	9
BA+15	25	2	4	6	6
BA+30	4	4	4	2	2
BA+45	6	6	7	9	8
BA+60	0	0	0	1	1
BA+75	1	1	0	0	0
BA+90	0	0	0	0	0
BA+105	4	4	3	3	2
MA	6	6	6	4	1
MA+15	5	5	8	7	2
MA+30	2	2	2	4	3
MA+45	5	4	7	7	8

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	70130	70130	70130	70130	70130
Cost for Electricity	\$31,636.10	\$32,936.25	\$30,900.00	\$31,830.00	\$32,785.00
Cost per square foot	\$0.45	\$0.47	\$0.44	\$0.45	\$0.47
Square Foot	70130	70130	70130	70130	70130
Cost for Heat	\$17,215.75	\$30,008.68	\$26,570.00	\$27,370.00	\$28,191.00
Cost per square foot	\$0.24	\$0.42	\$0.37	\$0.39	\$0.40

MOORHEAD JUNIOR HIGH SCHOOL

1. Average Daily Membership

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
889	843	840	824	803

2. Average Daily Attendance

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
852	804	798	801	766

3. Attendance Rate

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.83%	95.37%	95%	97.20%	95%

4. Enrollment as of October 1

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 7	455	424	442	428	395
Grade 8	433	431	413	427	407
Self Contained Special Ed.	3	1	0	9	
Total	891	856	855	864	802

5. Ethnicity

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	25 2.80%	18 2.12%	16 1.93%	20 2.35%	18 2.11%
Asian	21 2.35%	20 2.35%	11 1.33%	13 1.53%	9 1.06%
Hispanic	50 5.60%	59 6.93%	60 7.26%	62 7.28%	64 7.51%
Black	6 0.67%	8 0.94%	9 1.09%	8 0.94%	14 1.64%
White	791 88.58%	746 87.66%	731 88.39%	749 87.91%	697 81.81%
Percent Minority	11.42%	12.34%	11.61%	12.09%	12.32%

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6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

1999-00	2000-01	2001-02	2002-03	2003-04
26	17	39	55	81
53	45	39	32	42

7. Limited English Proficiency

Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
38	54	59	61	64

8. Free and Reduced Lunch Count

Free

Reduced

% of Free & Reduced

Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
199	183	190	194	182
79	79	67	55	41
31%	30%	30%	29%	27.9%

9. Retention in Grade

(End of Year)

Grade 7

Grade 8

Total

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0
0	1	0	0	0
0	1	0	0	0

10. Special Education Status

Speech/Language

Mild-Moderate Mentally

Moderate-Severe Mentally

Physically

Hearing

Visually

Specific Learning

Emotional Disorders

Deaf-Blind

Other Health

Autistic

Early Childhood Special Ed.

Severely Multiply Impaired

Total Disabilities Served

Dec.99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
12	12	5	5	9
10	9	11	8	4
4	1	1	1	1
3	3	4	3	4
2	2	2	6	6
0	0	0	1	1
75	70	60	48	60
40	33	31	19	14
0	0	0	0	0
36	34	35	39	47
2	2	2	3	7
0	1	0	0	0
			1	1
184	167	151	133	154

11. Home Language

(End of Year)

Afrikaans

Albanian

Arabic

1999-00	2000-01	2001-02	2002-03	2003-04
1	1	0	0	0
0	0	0	0	1
0	0	0	1	1

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Cheyenne	0	0	0	0	0
11. Chinese	0	0	1	0	1
Cutchi	0	0	0	0	1
Dakotah	0	0	0	1	2
English	776	769	778	754	743
Farsi	0	0	0	0	0
Hindi	0	0	1	0	0
Japanese	0	0	1	0	0
Kurdish	17	20	14	13	19
Laotian	2	2	0	1	1
Norwegian	0	0	0	0	1
Persian	0	0	2	13	0
Portuguese	0	0	0	0	0
Russian	1	1	0	1	2
Serbian	0	1	0	2	3
Somali	0	0	2	1	2
Spanish	54	44	69	48	67
Swahili	0	1	2	1	1
Swedish	0	0	0	1	1
Taiwanese	0	0	0	1	0
Turk	0	0	0	1	0
Vietnamese	0	0	1	3	2
Not Available	0	0	0	1	0

12. Failure Rate (# of semester courses failed)

* Semester 1 & 2	1999-00	2000-01	*2001-02	2002-03	2003-04
No Failures	819 91.90%	684 79.90%	1322 71.11%	665 79.93%	569 70.90%
1 Failure	31 3.47%	53 6.19%	282 15.16%	55 6.61%	110 13.70%
2 Failures	12 1.34%	35 4.08%	145 7.79%	35 4.21%	61 7.60%
3 Failures	12 1.34%	34 3.97%	67 3.60%	21 2.52%	34 4.20%

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4 Failures	10 1.12%	25 2.92%	35 1.88%	20 2.40%	22 2.70%
5 or More Failures	7 0.79%	25 2.92%	8 0.43%	36 4.33%	7 0.90%

13. Unexcused Absences

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Unexcused Absences	813 91.24%	788 93.90%	716 87.00%	735 85.97%	616 76.80%
1 to 5 Unexcused Absences	71 7.96%	49 5.84%	110 13.00%	59 6.90%	50 6.30%
6 to 10 Unexcused Absences	6 0.67%	2 0.23%	1 0.10%	33 3.86%	51 6.40%
11 to 15 Unexcused Absences	1 0.11%	0	0	10 1.17%	22 2.80%
16 to 20 Unexcused Absences	0	0	0	6 0.70%	12 1.50%
21 or More Unexcused Absences	0	0	0	12 1.40%	52 6.50%

14. Suspensions

(End of Year)					
Out-of-School	1999-00	2000-01	2001-02	2002-03	2003-04
1/2 day	0	2	0	0	0
1 day	32	110	57	85	61
2 days	22	30	17	15	25
3 days	16	28	23	35	15
4 days	0	1	0	2	2
5 days	9	6	1	6	6
10 days		0	0	0	1
In-School	176	237	272	339	263

15. Bus Suspensions

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	10	0	0	0	0

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16. Alternative School Setting (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	19		18		22		19		5	
17. Detention (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	2835		2928		3550		3833		3928	
18. Physical Assaults/Fighting (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	48		48		29		39		27	
19. Weapons (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	1		0		1		0		3	
20. Tobacco (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	1		2		2		2		4	
21. Alcohol (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	0		0		0		0		0	
22. Other Drug Use (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	3		2		1		2		1	
23. Vandalism - major (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	0		0		0		2		1	
24. Co and Extra Curricular Activities (End of Year)	1999-00		2000-01		2001-02		2002-03		2003-04	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Basketball	138	71	95	80	86	82	94	72	79	77
Cross Country	0	0	10	13	14	15	16	18	16	22
Football	120	0	114	00	105	00	133	00	108	00
Golf	94	20	47	25	35	20	53	18	60	11
Gymnastics	0	22	00	19	00	19	00	23	00	26
Tennis	17	71	11	52	13	23	21	33	08	29
Track	69	62	53	69	63	91	54	90	44	76
Volleyball	0	192	00	234	00	206	00	177	00	134
Wrestling	24	0	24	00	31	00	19	00	13	00

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25. Achievement

Grade 7

Reading Iowa Test of Basic Skills

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above National 75%ile	34%	40%	40%	41%	n/a
Percent at or above National 50%ile	60%	65%	69%	70%	
Percent at or above National 25%ile	83%	84%	85%	86%	

Grade 7

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	39%	45%	53%	55%	n/a
Percent at or above National 50%ile	68%	67%	74%	77%	
Percent at or above National 25%ile	90%	83%	86%	88%	

26 Grade Distribution by Ethnicity

** Semester 1 & 2*

		1999-00	2000-01	* 2001-02	2002-03	2003-04
American Indian	A	21	6	45	51	22
		12.65%	8.33%	16.72%	23.29%	11.40%
	B	44	18	65	44	39
		26.51%	25.00%	24.16%	20.09%	20.20%
	C	40	21	65	39	38
		24.10%	29.00%	24.16%	17.81%	19.70%
	D	24	13	28	40	33
		14.46%	18.00%	10.40%	18.26%	17.10%
	F	32	13	50	40	53
		19.28%	18.00%	18.58%	18.26%	27.50%
	S	0	1	16	5	8
		0.00%	1.38%	9.54%	2.28%	4.10%
Asian	A	56	17	113	102	32
		31.34%	47.20%	70.62%	62.96%	49.20%
	B	37	14	36	33	16
		21.70%	38.80%	22.50%	20.37%	24.60%
	C	47	4	4	16	7
		27.64%	11.00%	2.50%	9.88%	10.80%
	D	16	0	4	8	3
		9.41%		2.50%	4.94%	4.60%
	F	11	0	3	3	7
		6.47%		1.87%	1.85%	10.80%
	S	3	1	0	0	0
		1.76%	2.70%			
Hispanic	A	53	32	158	96	113
		13.91%	14.74%	16.59%	13.85%	17.90%
	B	100	64	227	152	156

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Black	C	26.24%	29.49%	23.84%	21.93%	24.70%
		101	60	243	156	149
		26.50%	27.64%	25.52%	22.51%	23.60%
	D	55	14	145	120	91
		14.43%	6.40%	15.23%	17.32%	14.40%
	F	52	24	135	137	109
		13.64%	11.05%	14.18%	19.77%	17.30%
	S	20	23	44	32	13
		5.24%	10.59%	4.62%	4.62%	2.10%
	A	23	0	21	14	55
		41.07%		16.03%	13.86%	37.20%
	B	17	1	26	24	48
		30.35%	9.00%	19.84%	23.76%	32.40%
	C	10	1	43	21	20
		17.85%	9.00%	32.82%	20.79%	13.50%
	D	2	0	11	26	14
		3.57%		8.39%	25.74%	9.50%
	F	4	0	14	14	7
		7.14%		10.68%	13.86%	4.70%
White	S	0	9	16	2	4
			81.00%	12.21%	1.98%	2.70%
	A	3417	1161	5117	5167	3771
		50.62%	43.14%	48.21%	51.55%	50.90%
	B	1813	877	2920	2680	2038
		26.86%	32.59%	27.51%	26.74%	27.50%
	C	920	372	1416	1140	963
		13.63%	13.82%	13.34%	11.37%	13.00%
	D	262	131	508	456	390
		3.88%	4.86%	4.79%	4.55%	5.30%
	F	130	70	376	292	202
		1.92%	2.60%	3.54%	2.91%	2.70%
	S	207	80	268	284	42
		3.06%	2.97%	0.00%	0.00%	0.60%

27. Student to Computer Ratio	1999-00	2000-01	0001-02	0002-03	2003-04
	4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

28. Teaching Staff					
(End of Year)					
	FTE	FTE	FTE	FTE	FTE
	1999-00	2000-01	2001-02	2002-03	2003-04
BA	16	10	12	18	10
BA+15	2	2	2	3	7
BA+30	0	0	0	0	1

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BA+45	8	7	6	7	6
BA+60	2	2	2	2	0
BA+75	1	1	0	0	1
BA+90	0	0	2	2	2
BA+105	4	4	5	4	2
MA	6	6	4	3	3
MA+15	6	4	4	4	7
MA+30	4	4	7	7	5
MA+45	11	11	11	12	16

29. Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	111005	111005	111005	111005	111005
Cost for Electricity	\$44,240.06	\$44,808.56	\$41530.00	\$44200	\$45526
Cost per square foot	\$0.40	\$0.40	\$0.37	\$0.40	\$0.41
Square Foot	111005	111005	111005	111005	111005
Cost for Heat	\$21,953.30	\$31,406.41	\$36570.00	\$37670.00	\$38800
Cost per square foot	\$0.20	\$0.28	\$0.33	\$0.34	\$0.34

Riverside 2003-04

RIVERSIDE ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)	1999-00 407	2000-01 373	2001-02 330	2002-03 305	2003-04 397
2. Average Daily Attendance (End of Year)	1999-00 386	2000-01 358	2001-02 316	2002-03 294	2003-04 384
3. Attendance Rate (End of Year)	1999-00 94.84%	2000-01 95.98%	2001-02 95.76%	2002-03 96.39%	2003-04 96.73%
4. Enrollment as of October 1					
	Oct.99	Oct. 00	Oct. 01	2002-03	2003-04
Kindergarten	74	62	41	33	38
Grade 1	53	63	56	38	29
Grade 2	74	52	60	56	39
Grade 3	61	69	47	57	57
Grade 4	75	56	67	52	56
Grade 5	57	59	50	56	176
Self Contained Special Ed.	5	13	12	9	5
Total	399	374	333	301	400
5. Ethnicity					
	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	19 4.74%	11 2.96%	16 4.62%	6 1.97%	8 2.01%
Asian	5 1.25%	5 1.35%	5 1.45%	8 2.63%	11 2.76%
Hispanic	39 9.73%	19 5.12%	9 2.60%	16 5.26%	23 5.76%
Black	9 2.24%	5 1.35%	9 2.60%	5 1.64%	5 1.25%
White	329 82.04%	331 89.22%	307 88.73%	269 88.49%	352 88.22%
Percent Minority	17.96%	10.78%	11.27%	11.51%	11.78%
6. Mobility (End of Yer)					
Transfers Into District	15	13	32	30	27
Transfers Out of District	46	26	2	22	18
7. Limited English Proficiency					
	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	25	27	16	22	18

Riverside 2003-04

8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	120	83	74	73	75
Reduced	34	40	35	26	30
% of Free & Reduced Grades 1-5	47%	32.80%	32.90%	34%	26.3%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	1	0	0	0	0
Grade 1	0	0	0	0	1
Grade 2	0	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	0	0	0	1

10. Special Education Status

	Dec.99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	24	21	13	14	31
Mild-Moderate Mentally	1	0	1	2	3
Moderate-Severe Mentally	0	1	0	1	1
Physically	0	0	1	1	4
Hearing	1	0	2	0	0
Visually	0	1	1	1	0
Specific Learning	10	10	7	5	15
Emotional Disorders	7	7	9	9	4
Deaf-Blind	0	0	0	0	0
Other Health	12	11	9	7	11
Autistic	1	0	2	2	3
Early Childhood Special Ed.	4	7	7	3	7
Total Disabilities Served	60	58	52	45	79

11. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Arabic	0	0	0	1	0
Chippewa	0	0	1	0	0
Dakotah	0	0	0	0	1
English	359	354	327	288	388
Farsi	1	1	0	0	0
Hawaiian	0	0	2	0	2
Kurdish	2	4	8	4	10
Persian	0	0	1	0	0
Serbo-Croatian	0	0	2	3	3
Spanish	23	10	2	4	7
Swahili	0	0	0	0	1
Tongan	0	0	0	2	0
Vietnamese	1	2	3	3	2

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12. Absences

(End of Year)

0 Absences

1 to 5 Absences

6 to 10 Absences

11 to 15 Absences

16 to 20 Absences

21 or More Absences

1999-00	2000-01	2001-02	2002-03	2003-04
43	54	0	15	28
10.78%	15.56%	0.00%	4.32%	8.38%
154	143	164	108	251
38.60%	41.21%	48.52%	78.83%	75.15%
104	94	116	11	37
26.07%	27.09%	34.32%	8.03%	11.08%
52	35	38	3	15
13.03%	10.09%	11.24%	2.17%	4.49%
19	15	13	0	2
4.76%	4.32%	3.85%	0.00%	0.60%
27	6	7	0	1
6.77%	1.73%	2.07%	0.00%	0.30%

13. Suspensions

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
2	1	6	0	6

14. Bus Suspensions

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	2

15. Alternative School Setting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

16. Detention

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
35	7	0	2	0

17. Physical Assaults/Fighting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
5	7	0	0	1

18. Weapons

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	1	0	0	0

19. Tobacco

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

20. Alcohol

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

21. Other Drug Use

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

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22. Vandalism	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0

23. Achievement

Grade 3	1999-00	2000-01	2001-02	2002-03	2003-04
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Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	37%	42%	35%	36%	55%
Percent at or above National 50%ile	65%	72%	67%	64%	78%
Percent at or above National 25%ile	77%	81%	80%	79%	86%

Grade 4

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	44%	47%	49%	48%	45%
Percent at or above National 50%ile	72%	74%	76%	69%	74%
Percent at or above National 25%ile	85%	83%	84%	83%	91%

Grade 5

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	36%	49%	42%	47%	52%
Percent at or above National 50%ile	64%	78%	66%	76%	73%
Percent at or above National 25%ile	89%	94%	83%	91%	91%

Grade 3

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	52%	45%	43%	41%	48%
Percent at or above National 50%ile	70%	65%	67%	72%	71%
Percent at or above National 25%ile	82%	86%	88%	88%	88%

Grade 4

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	50%	50%	47%	44%	43%
Percent at or above National 50%ile	76%	72%	70%	65%	65%
Percent at or above National 25%ile	92%	83%	86%	79%	84%

Grade 5

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	54%	47%	45%	41%	51%
Percent at or above National 50%ile	77%	75%	66%	73%	73%
Percent at or above National 25%ile	91%	94%	85%	86%	86%

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Riverside Figures)

Grade 3 - Reading MCA	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	21%	27%	18%	21%	23%
Percent at or above Level III	30%	28%	34%	34%	50%
Percent at or above Level IIa	21%	9%	23%	15%	7%
Percent at or above Level IIb	13%	16%	14%	20%	13%
Percent at or above Level I	15%	19%	11%	10%	7%

Riverside 2003-04

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	15%	39%	32%	40%	32%
Percent at or above Level III	46%	47%	32%	29%	37%
Percent at or above Level IIa	17%	5%	14%	7%	7%
Percent at or above Level IIb	10%	5%	6%	11%	17%
Percent at or above Level I	12%	4%	16%	13%	6%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	21%	10%	13%	25%	5%
Percent at or above Level III	36%	40%	31%	18%	36%
Percent at or above Level IIa	21%	27%	18%	29%	16%
Percent at or above Level IIb	12%	7%	27%	15%	31%
Percent at or above Level I	9%	16%	11%	13%	11%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	13%	27%	28%	22%
Percent at or above Level III	50%	50%	31%	37%	35%
Percent at or above Level IIa	17%	17%	16%	13%	16%
Percent at or above Level IIb	10%	17%	16%	11%	20%
Percent at or above Level I	12%	4%	10%	11%	7%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	10%	8%	38%	16%
Percent at or above Level III	43%	64%	54%	46%	58%
Percent at or above Level IIa	33%	7%	15%	8%	8%
Percent at or above Level IIb	0%	0%	23%	0%	13%
Percent at or above Level I	8%	2%	0%	8%	5%

(State Comparisons)

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	30%
Percent at or above Level III	36%	39%	39%	42%	34%
Percent at or above Level IIa	19%	15%	15%	14%	11%
Percent at or above Level IIb	15%	11%	11%	12%	15%
Percent at or above Level I	14%	11%	10%	7%	9%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level IIb	18%	13%	17%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%

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Grade 5 – Mathematics MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	18%
Percent at or above Level III	33%	37%	39%	39%	41%
Percent at or above Level IIa	25%	22%	20%	20%	15%
Percent at or above Level IIb	16%	17%	18%	17%	21%
Percent at or above Level I	14%	11%	10%	6%	5%

Grade 5 – Writing MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	22%	20%
Percent at or above Level III	38%	52%	55%	39%	49%
Percent at or above Level IIa	35%	24%	23%	10%	8%
Percent at or above Level IIb	12%	14%	13%	23%	17%
Percent at or above Level I	8%	4%	3%	6%	6%

24. Student to Computer Ratio

	1999-00	2000-01	2001-02	2002-03	2003-04
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	7	6	6	7	7
BA+15	1	2	2	2	0
BA+30	3	2	2	1	1
BA+45	3	2	3	4	2
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	4	2	2	1	3
MA	0	0	0	0	2
MA+15	0	0	0	0	2
MA+30	3	3	0	1	1
MA+45	7	7	9	9	12

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	40425	40425	40425	40425	40425
Cost for Electricity	\$9,906.00	\$9,892.62	\$11140.00	\$11480.00	\$15656.00
Cost per square foot	\$0.25	\$0.24	\$0.27	\$0.28	\$0.38
Square Foot	40425	40425	40425	40425	40425
Cost for Heat	\$9,404.97	\$21,292.85	\$14760.00	\$15200.00	\$11824.00
Cents per square foot	\$0.23	\$0.53	\$0.36	\$0.38	\$0.29

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MOORHEAD SENIOR HIGH SCHOOL

1. Average Daily Membership (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
1721	1698	1725	1692	1679

2. Average Daily Attendance (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
1656	1591	1629	1593	1582

3. Attendance Rate (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
96.22%	93.70%	94.43%	94.15%	94.22%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 9	450	435	437	402	430
Grade 10	443	436	430	443	400
Grade 11	445	419	446	431	446
Grade 12	379	411	424	441	435
Self Contained Special Ed.	25	27	included	included	included
Total	1742	1728	1737	1717	1711

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	18 1.03%	20 1%	15 0.89%	23 1.35%	29 1.70%
Asian	41 2.35%	31 1.81%	23 1.84%	21 1.23%	22 1.29%
Hispanic	82 4.71%	69 4.03%	76 4.10%	90 5.26%	91 5.32%
Black	18 1.03%	26 1.52%	41 1.54%	34 1.99%	35 2.05%
White	1583 90.87%	1566 91.47%	1528 91.62%	1542 90.18%	1534 89.71%
Percent Minority	9.13%	8.53%	8.38%	9.82%	10.35%

6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

1999-00	2000-01	2001-02	2002-03	2003-04
55	23	104	68	118
124	112	102	37	74

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
68	79	106	96	76

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8. Free and Reduced Lunch Count

	Oct.99	Oct.00	Oct. 01	Oct. 02	Oct. 03
Free	236	238	254	302	267
Reduced	96	119	99	76	68
% of Free & Reduced	17%	19%	21%	22%	19.6%

9. Special Education Status

	Oct.99	Oct.00	Oct. 01	Oct. 02	Oct. 03
Speech/Language	5	4	5	9	13
Mild-Moderate Mentally	10	9	10	15	16
Moderate-Severe Mentally	16	18	18	12	13
Physically	10	10	11	11	9
Hearing	6	5	1	3	5
Visually	1	1	1	0	0
Specific Learning	117	110	107	102	94
Emotional Disorders	58	42	57	52	51
Deaf-Blind	0	0	0	0	0
Other Health	38	31	44	56	72
Autistic	8	10	12	12	13
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury	1	2	2	1	0
Severely Multiply Impaired				2	0
Total Disabilities Served	270	242	268	275	286

10. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	0	0	0	0	0
Arabic	0	0	4	3	2
Cambodian	0	0	0	0	0
Cantonese	0	0	0	0	0
Chinese	0	0	0	1	2
English	1606	1563	1633	1535	1612
Farsi	0	0	0	1	0
French	0	1	0	0	0
German	0	4	8	0	8
Hawaiian	0	0	0	0	0
Japanese	1	0	1	0	0
Kurdish	19	17	23	25	30
Laotian	2	2	3	3	2
Lithuanian	0	0	0	0	0
Norwegian	0	1	1	0	0
Ojibwe	0	0	0	0	0
Okinawan	0	0	0	1	0
Persian	0	0	1	0	4
Polish	2	2	2	1	1
Portuguese	1	5	2	0	1
Russian	2	1	3	1	1
Serbo-Croatian	0	0	1	2	2
Somali	2	8	18	15	11
Spanish	64	51	97	64	94

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Swahili	0	0	1	1	2
Swedish	3	4	4	2	3
Thai	0	0	0	0	1
Turkish	0	0	0	0	1
Ukrainian	0	0	1	1	0
Vietnamese	11	10	8	7	4
Not Available	0	0	0	7	4

11. Failure Rate (# of semester courses failed)

	1999-00	2000-01	2001-02	2002-03	2003-04
No Failures	1492 85.65%	1452 84.81%	1303 77.42%	1320 80.00%	1175 71.52%
1 Failure	115 6.60%	118 6.89%	217 12.89%	152 9.21%	244 14.85%
2 Failures	43 2.47%	59 3.45%	87 5.17%	68 4.12%	120 7.30%
3 Failures	38 2.18%	38 2.22%	47 2.79%	39 2.36%	48 2.92%
4 Failures	19 1.09%	25 1.46%	20 1.19%	24 1.45%	33 2.01%
5 or More Failures	35 2.01%	36 2.10%	9 0.53%	47 2.85%	23 1.40%

12. Dropout Rate (grades 7 - 12) (End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
	44 2.53%	21 1.23%	22 1.31%	17 0.99%	38 2.22%

13. Unexcused Absences (End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
0 Unexcused Absences	503 28.87%	810 48.24%	111 6.60%	550 32.03%	816 51.58%
1 to 5 Unexcused Absences	728 41.79%	779 46.40%	590 35.06%	584 34.01%	631 39.89%
6 to 10 Unexcused Absences	178 10.22%	62 3.69%	485 28.82%	266 15.49%	109 6.89%
11 to 15 Unexcused Absences	93 5.34%	11 0.66%	237 14.08%	125 7.28%	17 1.08%
16 to 20 Unexcused Absences	61	9	118	58	6

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	3.50%	0.54%	7.01%	3.38%	0.38%
21 or More Unexcused Absences	179 10.28%	8 0.48%	142 8.44%	134 7.80%	3 0.19%
14. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Out of School	470	586	59	114	111
In School			148	320	421
15. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	13	0	0
16. Alternative School Setting (End of Year)	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	26	16	22	8	59
17. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	576	661	3050
18. Physical Assaults/Fighting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	11	27	16	35	21
19. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	3	1	2	4	1
20. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	15	7	15	17	14
21. Alcohol (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	2	3	0	3	19
22. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	8	11	3	10	18
23. Vandalism/Fire (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	3	4	5	40
24. Co and Extra Curricular Activities (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	Male Female	Male Female	Male Female	Male Female	Male Female
Baseball	69 0	68 0	52 0	50 00	49 00

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Basketball	77	64	82	46	65	47	47	38	55	37
Cheerleading	02	29	0	18	0	25	00	26	00	31
Cross Country	14	14	19	13	20	18	19	18	27	25
Danceline	00	20	0	22	00	32	00	29	00	28
Football	147	00	152	0	159	00	144	00	140	00
Golf	31	15	40	22	30	22	20	17	18	16
Gymnastics	00	09	0	12	0	13	00	10	00	05
Hockey	45	19	46	20	45	22	46	18	44	23
Soccer	66	51	64	49	64	44	60	53	57	53
Softball	00	39	00	36	00	26	00	29	00	29
Swimming	18	52	24	47	28	25	24	47	21	41
Tennis	23	34	25	29	20	20	15	39	15	30
Track	66	57	91	50	89	54	86	50	72	68
Volleyball	00	60	00	56	00	44	00	39	00	39
Wrestling	31	0	25	00	19	00	23	00	21	00
Apollo Strings	04	18	05	22	06	14	03	10	03	18
Chamber Ensemble	14	15	19	21	00	00	00	00	00	00
Cho Kio	00	08	00	07	01	09	00	11	01	10
Debate	09	07	08	08	14	08	14	11	11	11
Drill/Flag Team	06	21	00	18	00	08	00	12	00	11
Key Club	09	38	15	45	15	25	23	32	33	64
Knowledge Bowl	22	04	23	01	24	04	19	06	10	08
Math League	10	07	15	07	16	07	12	03	09	04
Mock Trial	03	03	03	08	04	08	03	06	04	07
Musical	28	48	18	30	25	34	35	40	29	40
Pep Band	18	28	15	24	23	29	13	38	21	36
Play	19	18	14	24	28	22	33	27	18	23
Science Challenge	09	07	12	02	12	03	14	02	22	3
Speech	24	60	22	45	15	27	27	53	28	56
Spud Paper	12	21	08	14	15	08	08	07	09	05
Student Council	06	26	07	31	09	29	08	44	04	45

25. Grade 9

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Educational Development</i>					
Percent at or above National 75%ile	37%	36%	37%	46%	n/a
Percent at or above National 50%ile	66%	65%	67%	77%	
Percent at or above National 25%ile	66%	83%	83%	87%	
<i>Grade 9 Mathematics Iowa Test of Educational Development</i>					
Percent at or above National 75%ile	53%	55%	54%	44%	n/a
Percent at or above National 50%ile	72%	75%	75%	66%	
Percent at or above National 25%ile	87%	90%	91%	87%	

ACT Scores - Core Curriculum	1999-00	2000-01	2001-02	2002-03	2003-04
English Moorhead	22.2	21.9	21.6	22	21
State	21.9	22	22	22	22.2
National	21.5	21.5	21.4	21.4	21.5

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Math	Moorhead	23.7	23.4	23.8	24	23.2
	State	22.8	22.8	22.9	22.7	22.8
	National	21.8	21.7	21.6	21.6	21.7
Reading	Moorhead	23.1	23.2	23.4	23.7	22.5
	State	23	23.1	23.2	23.2	23.3
	National	22.4	22.2	22.2	22.2	22.3
Science	Moorhead	23.5	23.3	23.2	23.5	22.5
	State	22.8	22.9	22.9	22.9	22.9
	National	21.8	21.8	21.7	21.7	21.7
Composite	Moorhead	23.3	23.1	23.1	23.4	22.4
	State	22.8	22.8	22.9	22.8	22.9
	National	22	21.9	21.8	21.8	21.9

ACT Scores - All Graduates		1999-00	2000-01	2001-02	2002-03	2003-04
English	Moorhead	21.4	21.6	21.3	21.1	20.1
	State	21.2	21.3	21.2	21.2	21.4
	National	20.5	20.5	20.2	20.3	20.4
Math	Moorhead	22.9	22.9	23.2	23	22.1
	State	21.9	21.9	22	21.8	22
	National	20.7	20.7	20.6	20.6	20.7
Reading	Moorhead	22.6	22.8	23	22.8	21.7
	State	22.3	22.4	22.5	22.4	22.6
	National	21.4	21.3	21.1	21.2	21.3
Science	Moorhead	23	22.9	23	22.7	21.8
	State	22.2	22.3	22.3	22.2	22.3
	National	21	21	20.8	20.8	20.9
Composite	Moorhead	22.6	22.7	22.8	22.5	21.6
	State	22	22.1	22.1	22	22.2
	National	21	21	20.8	20.8	20.9

Percentage of Participation 55.2%

***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)

	1999-00	2000-01	2001-02
Reading			
Passed	370	375	380
Percent Passed	84%	88%	94.76%

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Not Passed	51	28	7
Percent Not Passed	12%	6%	1.74%
Not Yet Tested	21	18	0
Percent Not Yet Tested	4%	4%	
Exempt		4	10
Pass Individual			4

	1999-00	2000-01	2001-02
Mathematics			
Passed	361	368	368
Percent Passed	83%	87%	91.77%
Not Passed	51	36	15
Percent Not Passed	12%	8%	3.74%
Not Yet Tested	21	17	0
Percent Not Yet Tested	5%	4%	
Exempt		4	10
Pass Individual			8

	2000-01	2001-02
Writing		
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)

	1999-00	2000-01	2001-02	2002-03
Reading				
Passed	366	374	379	412
Percent Passed	80%	80%	86.92%	92.38%
Not Passed	70	41	32	13
Percent Not Passed	15%	9%	8.44%	2.90%
Not Yet Tested	23	42	16	3
Percent Not Yet Tested	5%	9%	4.22%	0.68%
Exempt		7	9	16
Pass Individual			0	2

	1999-00	2000-01	2001-02	2002-03
Mathematics				
Passed	363	371	371	405
Percent Passed	79%	80%	85.09%	90.81%
Not Passed	72	44	38	16
Percent Not Passed	16%	9%	8.71%	3.59%
Not Yet Tested	24	42	17	0
Percent Not Yet Tested	5%	9%	3.89%	3.37%
Exempt		7	9	15

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Pass Individual

1

10

	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	2003-04
Reading					
Passed	362	374	389	411	423
Percent Passed	78%	82%	84.38%	89.16%	91.50%
Not Passed	83	54	42	35	18
Percent Not Passed	17%	12%	9.11%	7.60%	3.90%
Not Yet Tested	18	26	26	11	2
Percent Not Yet Tested	4%	6%	5.63%	2.37%	0.50%
Exempt	1	3	4	4	19

	1999-00	2000-01	2001-02	2002-03	2003-04
Mathematics					
Passed	349	357	378	398	410
Percent Passed	75%	18%	81.99%	86.34%	89.50%
Not Passed	94	72	55	47	26
Percent Not Passed	20%	16%	11.93%	10.20%	5.68%
Not Yet Tested	20	25	24	12	3
Percent Not Yet Tested	4%	5%	5.20%	2.61%	0.66%
Exempt	1	3	4	4	19

	2001-02	2002-03	2003-04
Writing			
Passed	389	411	422
Percent Passed	84.38%	89.16%	91.35%
Not Passed	35	28	18
Percent Not Passed	7.59%	6.08%	3.90%
Not Yet Tested	32	18	3
Percent Not Yet Tested	6.94%	3.91%	0.64%
Exempt	5	4	19

Class of 2005 (end of year)

	2000-01	2001-02	2002-03	2003-04
Reading				
Passed	355	375	399	423
Percent Passed	76%	80.99%	85.44%	90.00%
Not Passed	72	65	49	35
Percent Not Passed	15%	14.03%	10.50%	7.45%
Not Yet Tested	36	21	18	7

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Percent Not Yet Tested	7%	4.53%	3.86%	1.49%
Exempt	2	2	1	5
Mathematics				
Passed	338	363	383	408
Percent Passed	73%	78.40%	82.02%	86.81%
Not Passed	90	78	67	52
Percent Not Passed	19%	16.84%	14.35%	11.07%
Not Yet Tested	35	20	17	5
Percent Not Yet Tested	8%	4.31%	3.64%	1.07%
Exempt	2	2	1	5

Class of 2006 (end of year)

Reading	2001-02	2002-03	2003-04
Passed	323	365	380
Percent Passed	76.00%	82.40%	88.79%
Not Passed	75	67	39
Percent Not Passed	17.64%	15.13%	9.12%
Not Yet Tested	25	10	5
Percent Not Yet Tested	5.88%	2.26%	1.17%
Exempt	2	1	4
Mathematics			
Passed	321	363	361
Percent Passed	75.52%	81.95%	84.35%
Not Passed	79	72	61
Percent Not Passed	18.58%	16.26%	14.26%
Not Yet Tested	23	6	2
Percent Not Yet Tested	5.41%	1.36%	0.47%
Exempt	2	2	4

26. (End of Year)		1999-00	2000-01	2001-02	2002-03	2003-04
American Indian	A	18	20	41	28	42
		14.63%	19.41%	16.07%	12.50%	18.00%
	B	31	31	74	53	56
		25.20%	30.00%	29.01%	23.66%	24.00%
	C	37	18	64	57	59
		30.08%	17.00%	25.09%	25.45%	25.00%
	D	19	15	32	45	41
		15.44%	14.56%	12.54%	20.09%	17.00%
	F	18	18	39	38	37
		14.63%	17.47%	15.29%	16.96%	16.00%
	S	0	1	5	3	3
			0.90%	1.96%	1.34%	1.00%

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Asian	A	79 40.93%	78 50.65%	124 45.09%	131 53.91%	164 60.00%
	B	55 28.50%	53 34.42%	86 31.27%	62 25.51%	63 23.00%
	C	30 15.54%	12 7.79%	46 16.73%	21 8.64%	21 8.00%
	D	16 8.29%	8 5.19%	13 4.73%	14 5.76%	11 4.00%
	F	9 4.66%	3 1.95%	2 0.73%	10 4.12%	11 4.00%
	S	4 2.07%	0	4 1.45%	5 2.06%	2 1.00%
Hispanic	A	50 13.19%	47 11.80%	144 13.07%	129 14.46%	170 18.00%
	B	77 20.32%	106 26.70%	263 23.88%	234 26.23%	215 23.00%
	C	116 30.61%	107 26.95%	284 25.79%	217 24.33%	203 22.00%
	D	65 17.15%	65 16.37%	165 14.98%	153 17.15%	144 15.00%
	F	61 16.09%	60 15.11%	211 19.16%	123 13.79%	168 18.00%
	P					16 2.00%
	S	10 2.64%	12 3.02%	34 3.08%	36 4.04%	19 2.00%
Black	A	35 37.23%	38 31.66%	91 20.92%	96 24.06%	94 25.00%
	B	23 24.46%	28 23.33%	123 28.28%	125 31.33%	106 28.00%
	C	15 15.95%	17 14.16%	90 20.69%	90 22.56%	78 20.00%
	D	14 14.89%	14 11.66%	56 12.87%	49 12.28%	44 12.00%
	F	5 5.30%	9 7.50%	41 9.43%	25 6.27%	34 9.00%
	S	2 2.12%	14 11.66%	34 7.82%	14 3.51%	20 5.00%
White	A	4179 41.85%	3891 40.31%	7481 41.05%	7312 41.06%	7331 41.00%
	B	3282 32.86%	3105 32.17%	5628 30.89%	5455 30.64%	5291 30.00%
	C	1546 15.48%	1588 16.45%	2943 16.15%	2989 16.79%	2879 16.00%

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D	584	656	1197	1250	1231
	5.84%	6.80%	6.57%	7.02%	7.00%
F	287	337	737	597	716
	2.87%	3.49%	4.04%	3.35%	4.00%
S	107	76	236	203	131
	1.07%	0.79%	1.30%	1.14%	0.80%
P					93
					0.60%
I					77
					0.50%

	1999-00	2000-01	2001-02	2002-03	2003-04
27. Student to Computer Ratio	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

28. Teaching Staff (End of Year)	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	28	10	19	23	19
BA+15	2	2	7	8	10
BA+30	1	0	7	5	6
BA+45	7	7	9	9	6
BA+60	2	2	2	2	1
BA+75	1	1	1	1	0
BA+90	0	0	0	0	0
BA+105	3	4	4	3	3
MA	12	6	9	11	14
MA+15	9	4	6	8	11
MA+30	5	4	5	3	6
MA+45	24	11	30	30	28
0 to 5 years	35	34	49	55	55
6 to 10 years	28	26	22	29	32
11 to 20 years	28	22	23	31	28
More than 20 years	15	14	13	17	17
Average Years Experience	10.5 years	11 years	9 years	9.5 years	9.4 years

29. Post Secondary Options (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Students Participating	118/106	112/85	46/39	46/39	14/15
Number of Classes Taken	378	302	132	132	94
Art	2	0	2	3	1
Business	11	3	5	0	2
Communications	5	5	2	4	4
Computer Science	10	6	4	1	0
English	104	125	50	30	24

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Health	3	1	1	1	0
Industrial Technology	3	5	0	1	1
Education	2	7	0	0	0
Mathematics	104	57	12	9	4
Music	4	0	2	2	7
Personal & Family Life	2	0	2	2	0
Physical Education	5	1	2	0	0
Science	20	11	12	7	12
Social Science	65	64	18	23	18
World Language	33	16	18	14	14
Criminal Justice	1	1	2	3	0
Grade Received A	144	122	52	48	50
	38.10%	40.40%	34.21%	48.00%	54.00%
B	105	130	47	36	22
	27.78%	43.05%	30.92%	36.00%	23.00%
C	48	37	22	10	13
	12.70%	12.25%	14.47%	10.00%	14.00%
D	22	8	7	2	1
	5.82%	2.65%	4.61%	2.00%	1.00%
F	16	5	7	1	4
	4.23%	1.66%	4.61%	1.00%	4.00%
I	2	0	5	0	3
	0.53%		3.29%		3.00%
W	41	0	12	3	1
	10.85%		7.89%	3.00%	1.00%

30. Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	259002	259002	259002	259002	259002
Cost for Electricity	\$145,511.72	\$173,202.05	\$154,560.00	\$159,200.00	\$148,938.00
Cost per square foot	\$0.56	\$0.67	\$0.60	\$0.61	\$0.57
Square Foot	259002	259002	259002	259002	259002
Cost for Heat	\$90,864.33	\$156,840.60	\$140,390.00	\$144,600.00	\$163,976.00
Cost per square foot	\$0.35	\$0.61	\$0.54	\$0.56	\$0.63

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WASHINGTON ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	603	586	598	582	593
2. Average Daily Attendance (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	576	555	569	558	567
3. Attendance Rate (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	95.52%	94.71%	95.15%	95.88%	95.62%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten	84	122	98	112	82
Grade 1	114	89	116	101	100
Grade 2	135	113	86	116	91
Grade 3	139	137	114	87	112
Grade 4	133	131	135	120	80
Grade 5			60	52	127
Self Contained Special Ed.	5	0	0	0	0
Total	610	592	609	588	592

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	11 1.82%	16 2.73%	15 2.53%	14 2.35%	16 2.69%
Asian	11 1.82%	6 1.02%	3 0.51%	6 1.00%	13 2.19%
Hispanic	88 14.59%	97 16.52%	82 13.85%	97 16.30%	83 13.97%
Black	2 0.33%	1 0.17%	3 0.51%	5 0.80%	14 2.36%
White	491 81.43%	467 79.56%	489 82.60%	473 79.50%	468 78.79%
Percent Minority	18.57%	20.44%	17.40%	20.50%	21.21%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	23	21	71	49	67
Transfers Out of District	56	64	72	45	56

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7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
77	115	84	9	60

8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	245	213	201	212	227
Reduced	53	64	60	55	33
% of Free & Reduced	49.00%	47.00%	38.00%	50.00%	37.90%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	2	4	5	4	2
Grade 1	1	3	2	1	1
Grade 2	2	0	1	2	2
Grade 3	1	0	1	0	0
Grade 4	0	0	1	0	0
Total	6	7	10	7	5

10. Special Education Status

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	13	19	47	75	75
Mild-Moderate Mentally	7	7	5	2	2
Moderate-Severe Mentally	2	2	3	0	1
Physically	6	5	5	7	7
Hearing	0	0	6	3	6
Visually	0	0	0	0	1
Specific Learning	17	16	18	15	21
Emotional Disorders	9	8	5	5	6
Deaf-Blind	0	0	0	0	0
Other Health	19	15	13	11	15
Autistic	1	1	5	1	4
Early Childhood Special Ed.	9	7	95	102	119
Traumatic Brain Injury	2	2	1	0	1
Total Disabilities Served	85	82	203	221	258

11. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Arabic	0	0	0	0	1
English	460	478	671	485	701
French	0	2	0	0	0
Kurdish	19	18	21	17	25
Hawaiian	0	0	0	0	1
Polish	0	0	0	0	0
Serbo-Croatian	0	0	2	5	4
Somali	0	0	0	0	1
Spanish	83	83	98	53	85
Vietnamese	1	0	5	7	9

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12. Absences (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	55 9.02%	54 15.56%	18 3.35%	22 11.89%	41 6.89%
1 to 5 Absences	238 39.02%	143 41.21%	242 45.07%	134 72.43%	410 68.91%
6 to 10 Absences	159 26.07%	94 27.09%	147 27.37%	20 10.81%	75 12.61%
11 to 15 Absences	78 12.79%	35 10.09%	69 12.85%	5 2.70%	21 3.53%
16 to 20 Absences	40 6.56%	15 4.32%	32 5.96%	3 1.62%	10 1.68%
21 or More Absences	40 6.56%	6 1.73%	29 5.40%	1 0.54%	5 0.84%
13. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	2	1	6	12	10
14. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	2	0	1
15. Alternative School Setting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	2	0
16. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	3
17. Physical Assaults/Fighting (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	9	10	6
18. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	0	0	0	0
19. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
20. Alcohol (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	0	0	0
21. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
22. Vandalism (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	2	0	0

Washington 2003-04

23. Achievement

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	18%	19%	19%	20%	
Percent at or above National 50%ile	52%	53%	42%	43%	
Percent at or above National 25%ile	75%	77%	71%	71%	
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	34%	24%	28%	28%	
Percent at or above National 50%ile	54%	52%	53%	54%	
Percent at or above National 25%ile	76%	74%	82%	83%	
<i>Grade 3</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	36%	28%	26%	26%	
Percent at or above National 50%ile	53%	59%	46%	46%	
Percent at or above National 25%ile	78%	73%	69%	69%	
<i>Grade 4</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	38%	29%	33%	34%	
Percent at or above National 50%ile	60%	46%	56%	56%	
Percent at or above National 25%ile	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%	
Percent at or above National 50%ile			55%	56%	
Percent at or above National 25%ile			79%	80%	

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Washington Figures)

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3 - Reading MCA</i>					
Percent at or above Level IV	6%	9%	11%	7%	14%
Percent at or above Level III	30%	32%	27%	38%	40%
Percent at or above Level IIa	23%	16%	10%	20%	13%
Percent at or above Level IIb	16%	25%	14%	22%	14%
Percent at or above Level I	25%	18%	32%	13%	19%
<i>Grade 3 - Mathematics MCA</i>					
Percent at or above Level IV	7%	4%	2%	10%	1%

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Percent at or above Level III	26%	38%	30%	24%	25%
Percent at or above Level IIa	35%	30%	32%	23%	13%
Percent at or above Level IIb	15%	20%	13%	34%	42%
Percent at or above Level I	17%	8%	23%	9%	19%

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			12%	8%	22%
Percent at or above Level III			43%	45%	30%
Percent at or above Level IIa			18%	23%	12%
Percent at or above Level IIb			4%	14%	24%
Percent at or above Level I			22%	10%	12%

<i>Grade 5 - Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			2%	4%	12%
Percent at or above Level III			40%	32%	33%
Percent at or above Level IIa			18%	32%	17%
Percent at or above Level IIb			27%	21%	36%
Percent at or above Level I			13%	11%	3%

<i>Grade 5 - Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			0%	8%	10%
Percent at or above Level III			43%	69%	39%
Percent at or above Level IIa			29%	0%	13%
Percent at or above Level IIb			21%	23%	27%
Percent at or above Level I			7%	0%	11%

(State Comparisons)

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%

<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level II	18%	13%	17%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%

<i>Grade 5 Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			25%	25%	30%
Percent at or above Level III			40%	42%	34%
Percent at or above Level IIa			16%	14%	11%
Percent at or above Level IIb			11%	12%	15%
Percent at or above Level I			8%	7%	9%

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Grade 5 Mathematics MCA
Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level IIb
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
		14%	18%	18%
		39%	39%	41%
		18%	20%	15%
		20%	17%	21%
		10%	6%	5%

Grade 5 - Writing MCA
Percent at or above Level IV
Percent at or above Level III
Percent at or above Level IIa
Percent at or above Level IIb
Percent at or above Level I

1999-00	2000-01	2001-02	2002-03	2003-04
		5%	22%	20%
		55%	39%	49%
		23%	10%	8%
		13%	23%	17%
		3%	6%	6%

24. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff (End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	10	9	6	10	7
BA+15	4	3	3	3	1
BA+30	2	2	2	1	4
BA+45	3	4	5	6	6
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	9	8	8	8	9
MA	3	2	4	4	4
MA+15	10	8	4	4	8
MA+30	2	2	5	5	2
MA+45	4.5	5	6	6	9

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	68965	68965	68965	68965	68965
Cost for Electricity	\$14774.31	\$21226.52	\$22011.16	\$14230.00	\$22542.00
Cost per square foot	\$0.22	\$0.31	\$0.32	\$0.21	\$0.33
 Square Foot	 68965	 68965	 68965	 68965	 68965
Cost for Heat	\$17180.78	\$35401.89	\$26990.00	\$27800.00	\$28634.00
Cost per square foot	\$0.25	\$0.51	\$0.39	\$0.40	\$0.42

5-119-805
25 Oct 2004

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

October 25, 2004

7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Mike Siggerud _____
Cindy Fagerlie _____	Kristine Thompson _____
Sonia Hohnadel _____	Bill Tomhave _____
Carol A. Ladwig _____	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

SCHOOL BOARD AGENDA - October 25, 2004

PAGE 2

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 Gift - Page 5
 - (2) Approval of Carl Perkins Funding - Pages 6-7
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Statement of Assurance of Compliance - Pages 8-9
 - (2) Approval of New Employee - Page 10
 - (3) Approval of Parental Leave - Page 11
 - (4) Approval of Family/Medical Leave - Page 12
 - (5) Approval of Termination - Page 13
- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Appointment of School Board Clerk - Page 14

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

Moved by _____ Seconded by _____
Comments _____

3. **ENGLISH LANGUAGE INTERPRETER TRAINING AND COORDINATION:** Kovash
Pages 15-24

Suggested Resolution: Move to approve the Joint Powers Agreement with Fargo, Moorhead, West Fargo, Cass County, Clay County, Fargo, West Fargo and Moorhead Public Schools. Moorhead Area Public Schools will pay \$3,000 toward that agreement through December 31, 2005.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - October 25, 2004
PAGE 3

4. **BUILDING AND DISTRICT PROFILES:** Kovash
Page 25

Suggested Resolution: Move to accept the Building and District Profiles for 1999-00 through 2003-04 as presented and direct administration to share them with staff and public as appropriate.

Moved by _____ Seconded by _____
Comments _____

5. **COMMITTEE REPORTS**
6. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
7. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 25, 2004**PAGE 4****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Com	October 26	3:45 pm	Probst Center
Activities Council	October 27	7 am	Probst Center
Asp PTAC	November 1	7 pm	Library
Election Day	November 2		
Continuing Educ Com	November 2	3:30	Probst ABE Rm
Joint Powers Com	November 4	7 am	Clay County
Early Chldhd Adv Council	November 4	7 pm	Probst Center
HMS PTAC	November 4	7 pm	Media Center
K-12 District Staff Dev Day	November 5	No School	
School Board	November 8	7 pm	Probst Cntr Bd Rm
Collab Trans Interagency Com	November 10	3:30 pm	High School
End of First Quarter - MHS	November 10		
Veterans Day	November 11		
Indian Ed Parent Com	November 11	5 pm	Probst Center
District Care Team	November 15	3:30 pm	Probst Center
MHS PTAC	November 15	6:30 pm	MHS Conf Rm
Hopkins PTAC	November 15	7 pm	Library
SGR PTAC	November 15	7 pm	Library
Policy Review Committee	November 15	7-8:30 pm	Probst Cntr Rm 202
Com Ed Adv Council	November 16	7 pm	Probst Cntr Conf Rm
Interagency Early Interv Com	November 17	12 pm	Family Service Center
Clay County Jt Powers Collab	November 17	3:30 pm	Family Service Center
Instr and Curr Adv Council	November 18	7-8:30 am	Probst Cntr Rm 303
Health/Safety/Wellness Com	November 18	9:30 am	Probst Center
Supt's Advisory Council	November 18	7-8:30 pm	Probst Cntr Rm 204
School Board	November 22	7 pm	Probst Cntr Bd Rm
Technology Committee	November 23	3:45 pm	Probst Center
Holiday	November 25-26	No School	

OCT 12 2004

OFFICE OF TEACHING & LEARNING MEMO #: I.05.057



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Donation

DATE: October 11, 2004

Horizon Middle School has received a gift of musical instruments (a snare drum, practice pad and stand and a trumpet) valued at \$600.00 from Marcia Stavenger.

SUGGESTED RESOLUTION Move to approve the donation of musical instruments and direct administration to send a thank you to Marcia Stavenger.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.060



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: October 15, 2004

The Moorhead High School has been approved for funding for three Kitchen Aid stand mixers from Fergus Falls Fleet Farm valued at \$569.97.

These items are in the process of being purchased by the Lakes Country Carl D. Perkins and Tech Prep Projects at the Lakes Country Service cooperative and will be forwarded to Moorhead High School.

SUGGESTED RESOLUTION Move to approve the Carl D. Perkins funding in the amount of \$569.97 for Kitchen Aid stand mixers.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.061



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: October 18, 2004

The Moorhead High School Family and Consumer Science Program (FACS) has received the following instructional material: One food curriculum including 15 CD's and binder.

The material was transferred out of a member district FACS Program which is no longer operational. The approximate value of these items (original in 2002) is \$200.00.

SUGGESTED RESOLUTION Move to approve the instructional curriculum materials from Lakes Country Consortium Perkins.

LAK/kmr


OCT 11 2004

HUMAN RESOURCE

MEMO #: HR .05.043



TO: Dr. Larry Nybladh, Superintendent

FROM: Ron , Director of Human Resources

SUBJECT: Statement of Assurance of Compliance with State & Federal Law Prohibiting Discrimination

DATE: October 11, 2004

Attached please find the statement of compliance with state and federal law prohibiting discrimination. The second part of the assurance is completed on the Department of Education web site.

The Assurance of Compliance with State and Federal Law Prohibiting Discrimination needs to be submitted annually by November 15.

Suggested Resolution: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination.

RN/jg

Attachment



Monitoring and Compliance
1500 Highway 36 West
Roseville, MN 55113-4266

**ASSURANCE OF COMPLIANCE WITH
STATE AND FEDERAL LAW
PROHIBITING DISCRIMINATION**

ED-00199-08

DUE: 11/15

GENERAL INFORMATION AND INSTRUCTIONS: Pursuant to Minnesota Statutes, section 127A.42, subd. 3, each school board shall annually submit to the Commissioner of Education a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and return it to the above address by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

School District Name Morehead Public Schools		District Number 152	
Name of District Contact Person Ron Nielsen	Title Dir. of Human Resources	Telephone Number (218) 284-3355	FAX Number (218) 284-3333

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statute, section 363.03, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d., et. seq.; 34 CFR Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e., et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title IX of the Education Amendments of 1972 (20 USC, Section 1681; 34 CFR Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
5. The Age Discrimination in Employment Act of 1967 (29 USC, Section 621; 42 USC Section 6101; 29 CFR Part 860), which prohibits discrimination on the basis of age (over 40 years).
6. Minnesota Statute, section 121A.04, which prohibits sex discrimination in athletic programs.
7. Minnesota Statute, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
8. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.
9. Section 504 of the Rehabilitation Act of 1973 34 C.F.R. part 104, prohibiting discrimination on the basis of disability.
10. American with Disabilities Act 42 U.S.C. § 12101, et seq., also prohibiting discrimination on the basis of disability.
11. Minnesota Rules, part 3500.0550 relating to Inclusive Educational Program Plan.
12. Equal Education Opportunities and Transportation of Students (20 U.S.C. § 1703).
13. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) 42 U.S.C. § 2000 e(k).
14. Fair Housing Act 42 U.S.C. § 3601 et seq. 24 C.F.R. part 100.
15. Age Discrimination Act 42 U.S.C. § 6101, 6102; 45 C.F.R. part 100.
16. Prohibition of Discrimination Based on Blindness (20 U.S.C. § 1684).
17. May 25, 1970, Office of Civil Rights Memorandum, "Identification of Discrimination and Denial of Service on the Basis of National Origin".
18. August 1975, Office of Civil Rights Memorandum, "Identification of Discrimination in the Assignment of Children to Special Education Programs".

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that there is a copy of each of these laws in each building in the district and that the information given on page two and three of this form is accurate and complete.

Signature - School District Superintendent

Date

Signature - President or Chairperson of School Board

Date

Signature - Clerk of School Board

Date

HUMAN RESOURCE

MEMO #: HR .05.047



TO: Dr. Larry Nybladh
FROM: Ron Nielsen *RN*
SUBJECT: New Employee
DATE: October 19, 2004

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

Sandy Arntson Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (5)
\$12.41 per hour, effective October 25, 2004 (Replaces Brandi Ochoa)

SUGGESTED RESOLUTION: Move to approve the employment of Sandy Arntson as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.046



TO: Dr. Larry Nybladh
FROM: Ron Nielsen *RN*
SUBJECT: Parental Leave
DATE: October 18, 2004

The administration requests Parental Leave for the following person:

Eric Stenehjem Teacher, Moorhead High School, to begin October 25, 2004 until November 29, 2004.

SUGGESTED RESOLUTION: Move to approve the parental leave for Eric Stenehjem pursuant to Section IV, Article 39 of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.045



TO: Dr. Larry Nybladh
FROM: Ron Nielsen *RN*
SUBJECT: Family/Medical Leave
DATE: October 18, 2004

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

Christine Berg Teacher, Horizon Middle School, February 5, 2005 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Christine Berg pursuant to Section IV, Article 38 of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.048



TO: Dr. Larry Nybladh
FROM: Ron Nielsen *RN*
SUBJECT: Termination
DATE: October 20, 2004

The administration requests approval of the termination pursuant to Public Employment Labor Relations Act (PELRA) M.S. 179A.01-M.S. 179A.25 of the following person:

Juan Sanchez Migrant Liaison, District Wide, effective October 15, 2004

SUGGESTED RESOLUTION: Move to terminate the employment of Juan Sanchez pursuant to Public Employment Labor Relations Act (PELRA) M.S. 179A.01-M.S. 179A.25 as presented.

RN *smw*

MEMO

TO: School Board

FROM: Lisa Erickson, School Board Vice Chair LE

DATE: October 21, 2004

RE: Appointment of Clerk

Due to the absence of Carol A. Ladwig, School Board Clerk, at the October 25, 2004 School Board meeting, I request the appointment of Cindy Fagerlie to serve as School Board Clerk for this meeting.

Suggested Resolution: Move to appoint Cindy Fagerlie to serve as School Board Clerk for the October 25, 2004 School Board meeting.

:mde



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: English Language Interpreter Training and Coordination

DATE: October 20, 2004

Attached is a joint powers agreement for the cities of Fargo, Moorhead, West Fargo, Cass and Clay counties and Fargo, Moorhead and West Fargo School Districts. Additional information is provided regarding the need for a coordinated service.

The primary language other than English spoken in Moorhead is Spanish, but greater language diversity is increasing. Interpreter issues and language barriers are currently more apparent in Fargo and Cass County as refugees are usually initially settled there. Over time, Moorhead's language diversity is increasing as new Americans move within the metropolitan area. Moorhead Area Public Schools has recorded over 30 languages spoken in the school district.

While Cultural Diversity Resources (CDR) offers diversity training, minority leadership programming, and other activities related to cultural assimilation that do enhance the community response to cultural differences. The training and administrative support for interpreters once was a service offered by CDR, but is not among their current service offerings. Until 2003, general and medical interpretation were coordinated by CDR; however, the F-M medical community has since established Cross Cultural Medical Interpreting Services; this healthcare service need is large enough to require on-staff interpreters and scheduling services. CDR notes that medical interpreting was 70 percent of their community interpreting program activity, and without that volume, it became cost prohibitive to offer the service for other community needs. Instead, CDR has shifted focus somewhat, and now has three on-staff multilingual "community connectors" who speak Sudanese, Somali, Arabic, and Bosnian. These staff members help to coordinate communication for CDR service provision but do not generally work as fee-based interpreters for other agencies.

At one point in the discussions on the interpreter coordination, it was suggested that a position again be shared with the medical community; however, it was determined that health care interpreter needs are extensive enough and technically complex enough that they should be considered independently. The group has proposed an agreement to coordinate interpreter services in Fargo, Moorhead and West Fargo. Moorhead Area Public Schools portion of cost will be \$3000.00 through December 31, 2005.

Moorhead Schools has used interpreter services from CDR and those services will no longer be available. It is important to provide an opportunity for all families to communicate regarding student educational programs. Moorhead Schools would benefit from the services that would be provided by the joint agreement.

SUGGESTED RESOLUTION:

Move to approve the joint powers agreement with Fargo, Moorhead, West Fargo, Cass County, Clay County, Fargo, West Fargo and Moorhead Public Schools. Moorhead Area Public School will pay \$3000 toward that agreement through Dec. 31, 2005.

LAK/kmr
Attachment

The Public Sector's Role in Coordinating Interpreter Services in Fargo, Moorhead and West Fargo

Issue

As populations in the FM area become increasingly diverse, the need for foreign language interpreters - men and women who interpret for people who speak little or no English - has risen dramatically. To add further complexity to the issue, there are more than 40 languages spoken in the metropolitan area. The most frequent language needs are in Bosnian, Arabic, Vietnamese, Spanish, French and Somali. People with English language barriers can be found in both immigrant and refugee populations.

With the exception of the recent development of the CCMIS system which serves the Fargo-Moorhead medical community, the existing system of English language interpretation in the metro area is decentralized.¹ Larger agencies will typically seek out and contract with their own interpreters to make sure that agency needs are met. Smaller agencies operate on more of an *ad hoc* basis, oftentimes going without interpreters because they do not know where to find interpreters or how to effectively use them. Regardless of agency size, it is difficult for service providers to meet needs that arise after-hours or on an emergency basis.

While the community has been blessed with a number of committed and diligent interpreters, there is no system in place to help service providers address the quality control issues related to language interpretation.

- Qualified interpreters are needed to help ensure effective communication
- There is no coordinated training mechanism in place for area interpreters
- It is difficult for agencies with smaller interpreter needs to develop and maintain a viable interpreter policy

Current Action

Representatives from several public sector agencies have met and discussed their needs, and how those needs are or are not being met by the current system. This group has also discussed ideas with several local interpreters.

The consensus is that the issue of "interpreter" is both large and complex. That being said, the entire system could benefit not necessarily coordinated delivery of interpreter services but from some degree general system coordination.

¹ CCMIS (Cross Cultural Medical Interpreting Services) is the Fargo Moorhead area's coordinated medical interpreter service. The need for interpreters in the medical community is great enough to justify a coordinated relationship between public and private sector partners. The system actually employs staff interpreters and provides coordinated scheduling for partner agencies.

Proposed Solution Develop a model to provide coordinated training and administrative support for a decentralized network of interpreters.

This coordination would be provided by a Community Interpreter Services Coordinator. Responsibilities would include the following:

1. Identify training and curriculum needs, as related to general interpretation work. Curriculums unique to various disciplines will be developed over time (i.e., law enforcement, education, social service, legal)
2. Test for English fluency and certify interpreter qualifications
3. Develop a suggested guideline for interpreter compensation, based on varying experience, skill levels and training completed
4. Develop and maintain an on-call roster of interpreters, specifically to address after-hours service needs
5. Recruit and train new interpreters in conjunction with all participating agencies
6. Provide educational sessions designed to help organizations learn how to use interpreters
7. Collect data to inform the issue and evaluate program effectiveness

The coordinator would be encouraged to contract with other local non-profits wherever possible. Examples of items to be subcontracted could include training for agency personnel on "how to use interpreter services" and the provision of specific portions of the identified interpreter curriculum.

Partners This system should be supported by the public sector because:

- Consistency, over time, is important.
- Interpreters are needed to ensure that public services are delivered effectively - communication is fundamental to any successful interaction between people.
- Having the ability to provide adequate and reasonable interpreter services is essential to the public sector's ability to provide all citizens with equal access to services.

Partners supporting this project should include:

- City governments – Fargo, Moorhead, West Fargo
- County governments (including Sheriff, Social Services and Public Health Departments) – Cass, Clay
- School Districts – Fargo, Moorhead, West Fargo

This includes departments of law enforcement, public health, social services, housing, education and general administration.

Budget This proposal recommends funding the coordinator position at a part-time level. The following budget reflects both staff and contractual costs related to the coordinator position that is described in this proposal. The assumption is that the coordinator would be hired mid-year (approximately August 2004).

Use of Funds	
Part-time Coordinator position	\$25,000
<u>Allowance for Subcontracts</u>	<u>\$20,000</u>
Total Budget ²	\$45,000

Source of Funds	
City of Fargo	\$10,000
City of West Fargo	\$ 2,000
City of Moorhead	\$ 5,000
Cass County	\$10,000
Clay County	\$ 5,000
Fargo Public Schools	\$ 5,000
Moorhead Public Schools	\$ 4,000
<u>West Fargo Public Schools</u>	<u>\$ 4,000</u>
Total	\$45,000

The position would be located within the Fargo Police Department. General oversight and direction will be provided by an Advisory Committee that consists of representatives from all funding agencies. Day-to-day supervision will be handled by an Executive Committee of the larger Advisory Committee. The coordinator will also have a strong working relationship with local providers of interpreter services.

- Summary**
- Qualified interpreters are needed to help ensure effective communication in a multitude of venues.
 - There is **currently no coordinated training** mechanism in place for area interpreters.
 - It is **difficult for agencies** that have small interpreter needs to develop and maintain a viable interpreter policy.
 - The local system could **benefit** not necessarily coordinated delivery or interpreter services but from some degree **general system coordination**.
 - The **proposed solution** is to develop a model to provide **coordinated training and support** for a decentralized network of interpreters.
 - This coordination should be supported by the public sector because long-term consistency is important if a successful outcome is to be achieved. In addition, interpreters are needed to ensure that public services are delivered effectively and all area residents have equal access to services.

² This budget represents estimated costs for a part-time position (approximately DBM level C42) for one full year.

**JOINT POWERS AGREEMENT
English Language Interpreter Training
and Coordination**

THIS AGREEMENT, is made and entered into by and between the city of **FARGO, NORTH DAKOTA**, a municipal corporation, hereinafter called "Fargo", and the city of **MOORHEAD, MINNESOTA**, a Minnesota municipal corporation, hereinafter called "Moorhead", **CASS COUNTY, NORTH DAKOTA**, a body corporate under the laws of the state of North Dakota, hereinafter called "Cass County", **CLAY COUNTY, MINNESOTA**, a body corporate under the laws of the State of Minnesota, hereinafter called "Clay County", **CITY OF WEST FARGO, NORTH DAKOTA**, a municipal corporation, hereinafter called "West Fargo", **THE BOARD OF EDUCATION OF THE CITY OF FARGO, NORTH DAKOTA**, a body corporate pursuant to Chapter 15-50, N.D.C.C., hereinafter called "Fargo Schools", **THE BOARD OF EDUCATION OF THE CITY OF WEST FARGO, NORTH DAKOTA**, a body corporate pursuant to Chapter 15-50, N.D.C.C., hereinafter called "West Fargo Schools", and **INDEPENDENT SCHOOL DISTRICT #152 OF THE CITY OF MOORHEAD, MINNESOTA**, hereinafter called "Moorhead Schools".

WITNESSETH:

WHEREAS, a task force comprised of public agency representatives from the Fargo-Moorhead metropolitan area, and referred to as the "F-M Interpreter Coordination Work Group", was engaged for purposes including the identification of various goals and objectives for the coordination of English Language interpreting issues in the Fargo-Moorhead area; and,

WHEREAS, the partner agencies believe that quality interpreters are needed to ensure that public services are delivered effectively and all area residents have equal access to services.

WHEREAS, the partner agencies believe that coordination of English Language Interpreter services should be supported by the public sector because long-term consistency is important if a successful outcome is to be achieved.

WHEREAS, the F-M Interpreter Coordination Work Group evaluated local needs and adopted a goal of developing a model that provides coordinated training and support for a decentralized network of interpreters; and,

WHEREAS, the partner agencies remain committed toward further coordination of interpreter services; and

WHEREAS, pursuant to Chapter 54-40.3, N.D.C.C., and Minnesota Statutes § 471.59 (joint exercise of powers), the above-named governmental units have the legal authority to enter into an agreement, through action of their respective governing bodies, to jointly or cooperatively exercise any power common to the contracting powers or any similar powers, including those which are the same except for territorial limits within which they may be exercised; and

WHEREAS, the parties to this agreement believe and state that the formation of this agreement is in the best interests of their respective governmental units; and

WHEREAS, the parties desire to enter into this agreement in order to exercise the function of providing coordinated interpreter support services.

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein, the parties do hereby agree as follows:

1. **Establishment of Metro Area English Language Interpreter Services Advisory Board.** The parties will establish a joint board responsible for overseeing the work of an "Interpreter Services Coordinator" to be hired by the City of Fargo on behalf of member parties on a one-year contractual basis. The name of such joint board shall be the "Metro Area Interpreter Coordinating Board" or such other name as is agreed upon by the appointed members [hereinafter referred to as the "Coordinating Board"]. Said Coordinating Board shall be comprised of at least one voting member from each entity entering into this agreement and shall be appointed by the governing bodies of the governmental entities entering into this joint powers agreement with membership as follows:
 - A. Fargo – 1 law enforcement and 1 other representative
 - B. Moorhead – 1 law enforcement and 1 other representative
 - C. West Fargo – 1 representative
 - D. Cass County – 1 law enforcement and 1 other representative

- E. Clay County – 1 representative
- F. Fargo Schools – 1 representative
- G. West Fargo Schools – 1 representative
- F. Moorhead Schools – 1 representative

In addition, by consent of the governmental entities entering into this Joint Powers Agreement, ex-officio, non-voting, membership shall be given to the North Dakota Department of Human Services, Division of Children and Family Services, and the Minnesota Department of Human Services, Division of Children and Family Services.

2. **Purpose and Responsibilities.** The purpose of the Metro Area Interpreter Coordinating Board created by this agreement is to oversee the work of the metro area Interpreter Services Coordinator and ultimately, to oversee the provision of a coordinated program of training for area English Language interpreters. Specifically, the Coordinating Board's responsibility will include the following:

- 2.1. To provide oversight for the interpreter services coordinator who is to be hired by the City of Fargo on behalf of the partner agencies.
- 2.2. To make recommendations for the coordination of English language interpreter training in the metropolitan area.
- 2.3. To comment on any agreements for contractual services greater than \$1,000 or service contracts covering a term of greater than one year, into which the Interpreter Coordinator may desire to enter.
- 2.4. To recommend to the governing bodies of member entities a cost allocation plan for costs associated with said interpreter coordination project.
- 2.5. To review evaluative data on interpreter training and services and to provide direction for the further coordination of English language interpreter services in the metropolitan area.

3. **Relationship of Member Parties to the Coordinating Board.** Subject to existing cost-sharing agreements between the member parties, each entity will continue to

independently oversee and administer their individual entity's hiring of interpreters for the direct provision of interpreter services, yet each shall defer to the degree necessary and appropriate to allow the Coordinating Board the undertake the purposes for which it was created.

4. **Duration.** The Coordinating Board created by this agreement and this agreement itself shall terminate on December 31, 2005, unless it is extended by agreement of the governing bodies of the member entities. Participation in this agreement may be terminated by action of the governing body of any member entity; provided, however, that nine (9) months' written notice shall be given to any other parties to this agreement.
5. **Funding Sources.** Until such time as may be agreed, each member party shall continue to independently apply for federal or state aid, as well as for funds from other public and private sources. The Coordinating Board will recommend a formal cost allocation plan to member entities by May 2005 but will commit to providing an initial allocation of funds to support the work of the metropolitan Interpreter coordinator in the following amounts:

City of Fargo	\$10,000
City of Moorhead	\$5,000
City of West Fargo	\$1,500
Cass County	\$10,000
Clay County	\$5,000
Fargo Public Schools	\$5,000
West Fargo Public Schools	\$3,000
Moorhead Public Schools	\$3,000

IN WITNESS WHEREOF, the parties have hereunto set their signatures the day and year below stated.

DATED _____, 2004.

INDEPENDENT SCHOOL DISTRICT #152
OF THE CITY OF MOORHEAD, MINNESOTA

By _____
Its _____

STATE OF MINNESOTA)
) ss.
COUNTY OF CLAY)

On this ____ day of _____, 2004, before me, a notary public in and for said county and state, personally appeared _____, to me known to be the _____ of THE INDEPENDNT SCHOOL DISTRICT #152 OF THE CITY OF MOORHEAD, MINNESOTA, the entity described in and who executed the within and foregoing instrument, and acknowledged to me that said entity executed the same.

(SEAL)

Notary Public
Residing at: _____
My Commission Expires: _____

OFFICE OF TEACHING & LEARNING MEMO #: I.05.064



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Building Profiles Acceptance
DATE: October 20, 2004

Enclosed with the agenda are the final copies of the Building and District Profiles for the five year periods from 1999-00 through 2003-04.

SUGGESTED RESOLUTION: Move to accept the Building and District Profiles for the 1999-00 through 2003-04 as presented and direct administration to share them with staff and public as appropriate.

LAK/kmr
Attachment

Moorhead Area Schools

School Profiles



1999-00 through 2003-04

Final Copy

Prepared by the Office of Teaching & Learning

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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

(District) The number of students receiving special services by primary disability as of Dec 1.
(School reporting) The number of students that were served at that school throughout the year.

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. District Student Discipline Handbook states "Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."

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)

1999-00	2000-01	2001-02	2002-03	2003-04
5612	5440	5359	5223	5103

2. Average Daily Attendance

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
5350	5203	5084	4983	4866

3. Attendance Rate

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.33%	95.64%	94.88%	95.40%	95.36%

3a. Percentage of Students Transported

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
68.60%	66.40%	66.40%	63.60%	60.0%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade K	383	414	373	368	329
Grade 1	419	363	419	370	352
Grade 2	452	415	359	402	357
Grade 3	395	435	406	344	402
Grade 4	459	391	432	404	335
Grade 5	452	460	393	443	410
Grade 6	417	447	438	392	439
Grade 7	455	424	457	428	395
Grade 8	433	431	430	427	406
Grade 9	450	435	468	402	432
Grade 10	443	436	458	443	401
Grade 11	445	419	472	431	451
Grade 12	379	411	443	441	433
Self Contained Special Education	201	143	12	9	10
Total	5783	5624	5560	5304	5152

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	155 2.76%	177 3.15%	168 3.03%	172 3.13%	168 3.12%
Asian	117 2.08%	100 1.78%	67 1.21%	81 1.48%	80 1.49%
Hispanic	443 7.88%	454 8.07%	471 8.50%	473 8.61%	451 8.38%
Black	54 0.96%	78 1.39%	92 1.66%	109 1.99%	136 2.53%

District 2003-04

5. Ethnicity Cont'd.

White	4852 86.32%	4814 85.61%	4743 85.60%	4656 84.79%	4545 84.48%
Percent Minority	13.68%	14.39%	14.40%	15.21%	15.52%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	186	184	460	467	469
Transfers Out of District	452	361	397	254	317

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
370	416	432	356	349

8. Free and Reduced Lunch Count

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	1469	1274	1188	1279	1266
Reduced	38	451	379	312	251
% of Free & Reduced	33%	30%	31%	33%	33%

9. Special Education Status

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	120	138	117	164	154
Mild-Moderate Mentally	37	31	36	38	38
Moderate-Severe Mentally	26	26	26	18	18
Physically Disabled	26	26	30	30	24
Hearing Impaired	20	16	19	18	20
Visually Impaired	3	3	4	4	5
Specific Learning	307	281	277	238	245
Emotional Disorders	160	166	163	118	114
Deaf-Blind	0	0	0	0	0
Other Health Disabilities	178	162	171	179	193
Autistic	25	25	41	41	44
Early Childhood Sp. Ed	36	65	114	118	100
Severely Multiply Impaired				4	
Traumatic Brain Injury	4	5	4	3	2
Total Disabilities Served	942	944	1002	973	957

10. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	2	0	0	0	0
Albanian	0	0	0	0	12
Amharic	0	0	0	0	1
Arabic	0	2	4	12	11
Bengali	0	1	0	0	0
Cambodian	0	0	0	0	0
Cantonese	2	0	0	1	0

	District 2003-04				
Chinese	1	0	3	1	5
Cutchi	0	0	0	0	1
Dakotah	1	2	2	3	5
English	4974	4726	5519	4634	5329
Estonian					1
Farsi	6	4	0	1	0
French	1	0	0	0	0
German	3	10	8	0	8
Hawaiian	0	0	2	0	3
Hindustani	0	1	1	3	5
Irani	0	0	0	0	0
Japanese	0	3	4	1	1
Korean	0	0	0	0	3
Kurdish	112	111	125	108	126
Laotian	5	4	4	5	3
Lithuanian	0	0	0	0	0
Norwegian	1	1	1	0	1
Ojibwe	0	0	0	0	0
Okinawan	0	0	0	3	0
Persian	0	0	5	13	4
Polish	2	2	2	1	1
Portuguese	0	1	2	0	1
Russian	2	4	7	2	6
Serbo-Croatian	0	5	0	10	15
Somali	0	11	22	22	24
Spanish	374	333	471	292	409
Swahili	0	5	6	4	4
Swedish	5	3	5	3	4
Taiwanese	0	0	0	1	1
Tongan	0	2	0	2	0
Turkish	0	4	4	1	1
Vietnamese	20	23	26	25	27
Not Available	0	0	0	10	6
Sign Language	0	0	0	1	1
TOTAL	5511	5258	6223	5159	6019

11. Achievement

1999-00 2000-01 2001-02 2002-03 2003-04

***2003-04 Washington Elem Scores not included in Grades 3,4 and 5

Grade 3

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	32%	31%	29%	32%	43%
Percent at or above National 50%ile	60%	63%	58%	57%	71%
Percent at or above National 25%ile	80%	81%	79%	79%	85%

Grade 4

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	37%	39%	37%	38%	45%
Percent at or above National 50%ile	62%	63%	50%	63%	71%
Percent at or above National 25%ile	83%	83%	65%	81%	90%

District 2003-04

Grade 5

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	35%	37%	39%	42%
Percent at or above National 50%ile	65%	64%	67%	63%	63%
Percent at or above National 25%ile	84%	83%	89%	78%	85%

Grade 6

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	33%	37%	32%	32%	35%
Percent at or above National 50%ile	62%	66%	64%	60%	63%
Percent at or above National 25%ile	84%	87%	84%	83%	84%

Grade 7

Reading Iowa Test of Basic Skills

Percent at or above National 75%	34%	40%	40%	41%	n/a
Percent at or above National 50%	60%	65%	69%	70%	
Percent at or above National 25%	83%	84%	85%	86%	

Grade 9

Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	37%	36%	37%	46%	35%
Percent at or above National 50%ile	66%	65%	67%	77%	67%
Percent at or above National 25%ile	83%	83%	83%	87%	86%

Grade 3

Mathematics Iowa Test of Basic Skill.

Percent at or above National 75%ile	48%	41%	37%	39%	42%
Percent at or above National 50%ile	66%	67%	60%	64%	63%
Percent at or above National 25%ile	84%	82%	78%	80%	87%

Grade 4

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	43%	41%	39%	41%	45%
Percent at or above National 50%ile	70%	62%	62%	64%	71%
Percent at or above National 25%ile	87%	80%	85%	83%	87%

Grade 5

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	49%	40%	45%	39%	41%
Percent at or above National 50%ile	73%	62%	69%	63%	65%
Percent at or above National 25%ile	86%	80%	90%	82%	81%

Grade 6

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	42%	46%	42%	46%	41%
Percent at or above National 50%ile	72%	70%	69%	73%	65%
Percent at or above National 25%ile	87%	84%	88%	90%	83%

Grade 7

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%	39%	45%	53%	55%	n/a
Percent at or above National 50%	68%	67%	74%	77%	
Percent at or above National 25%	90%	83%	86%	88%	

Grade 9

Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	53%	55%	54%	44%	57%
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District 2003-04

Percent at or above National 50%ile	72%	75%	75%	66%	79%
Percent at or above National 25%ile	87%	90%	91%	87%	90%

11. Achievement Cont'd.

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	14%	16%	14%	14%	18%
Percent at or above Level III	30%	33%	32%	42%	41%
Percent at or above Level IIa	20%	16%	18%	17%	10%
Percent at or above Level IIb	17%	18%	16%	16%	16%
Percent at or above Level I	20%	17%	20%	11%	14%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	18%	23%	24%	25%	26%
Percent at or above Level III	35%	41%	36%	41%	35%
Percent at or above Level IIa	20%	17%	14%	14%	9%
Percent at or above Level IIb	15%	10%	11%	12%	20%
Percent at or above Level I	12%	10%	15%	8%	9%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	10%	7%	19%	5%
Percent at or above Level III	32%	36%	33%	30%	33%
Percent at or above Level IIa	25%	28%	26%	21%	15%
Percent at or above Level IIb	17%	15%	18%	21%	32%
Percent at or above Level I	13%	11%	16%	9%	14%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	14%	13%	14%	17%	14%
Percent at or above Level III	42%	40%	41%	36%	35%
Percent at or above Level IIa	20%	22%	18%	21%	18%
Percent at or above Level IIb	13%	14%	11%	18%	26%
Percent at or above Level I	10%	10%	15%	8%	7%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	3%	3%	4%	9%	12%
Percent at or above Level III	38%	44%	50%	44%	48%
Percent at or above Level IIa	34%	24%	23%	10%	11%
Percent at or above Level IIb	14%	14%	16%	23%	21%
Percent at or above Level I	7%	5%	7%	14%	8%

**District 2003-04
State Comparisons**

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	18%
Percent at or above Level III	33%	33%	33%	42%	42%
Percent at or above Level IIa	21%	17%	17%	17%	10%
Percent at or above Level IIb	17%	18%	18%	13%	16%
Percent at or above Level I	18%	16%	16%	11%	14%

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	5%
Percent at or above Level III	36%	39%	39%	42%	33%
Percent at or above Level IIa	19%	15%	15%	14%	15%
Percent at or above Level IIb	15%	11%	11%	12%	32%
Percent at or above Level I	14%	11%	10%	7%	15%

<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	25%
Percent at or above Level III	37%	39%	37%	37%	35%
Percent at or above Level IIa	25%	25%	25%	18%	9%
Percent at or above Level IIb	18%	13%	17%	20%	21%
Percent at or above Level I	10%	10%	10%	6%	10%

<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	13%
Percent at or above Level III	33%	37%	39%	39%	36%
Percent at or above Level IIa	25%	22%	20%	20%	18%
Percent at or above Level IIb	16%	17%	18%	17%	27%
Percent at or above Level I	14%	11%	10%	6%	6%

<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	16%	11%
Percent at or above Level III	38%	52%	55%	42%	47%
Percent at or above Level IIa	35%	24%	23%	10%	12%
Percent at or above Level IIb	12%	14%	13%	22%	22%
Percent at or above Level I	8%	4%	3%	11%	8%

12. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

13. Teaching Staff

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	81	64	63	76	59
BA+15	21	20	28	27	29
BA+30	15	15	22	16	17
BA+45	38	35	49	48	41
BA+60	5	5	5	6	3

	District 2003-04				
BA+75	6	6	3	3	3
BA+90	1	1	2	2	2
BA+105	35	31	33	30	28
MA	33	33	32	27	26
MA+15	40	36	30	28	36
MA+30	26	26	25	25	23
MA+45	73	70	101	98	99

0 to 5 years	110	133	145	153	173
6 to 10 years	132	99	91	96	112
11 to 20 years	109	82	93	129	136
More than 20 years	70	62	62	72	76

Average Years Experience	10	13	13	12	11
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13a. Teacher Attendance

	1999-00	2000-01	2001-02	2002-03	2003-04
Total Teaching Staff	434	424	411	419	394
Days of Sick Leave	2693.5	2388.5	2812.5	1954	2775
Days of Personal Leave	314	635	533.5	545	719.5
Days of Emergency Leave	213	256	292	194	218
Days of Athletic Leave	148.5	183	204.5	266	272
Days of Deduct	90.64	148	124.5	153	108
Days of Civic Leave	3	7.07	17.5	32.5	46.5
Days of Association Leave	60	22.5	52.5	26	17
Days of Conference Leave		733.5	938	947.5	875
Days of Workers Comp Leave		16.49	0	11.5	0
Days of ILDA Leave		3.5	N/A	N/A	N/A
Days of Misc Leave		171	232.5	143.5	200
Days of Childstudy/IEP			9	9	2.5
TOTAL	3522.64	4564.56	5216.5	4282	5233.5
Average Days Absent	8.12	10.77	12.69	10.22	13.28

14. Home Schooled Students (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	71	79	92	100	116

15 Open Enrolled Students (October)	1999-00	2000-01	2001-02	2002-03	2003-04
Into Moorhead	126	119	136	124	114
Out of Moorhead	138	165	154	156	229

16 Enrolled in Private Schools	Nov. 99	Nov. 00	Nov. 01	Nov. 02	Nov. 03
	447	438	449	517	476

ROBERT ASP ELEMENTARY SCHOOL**** 2003-04
6th Gr Only****1. Average Daily Membership
(End of Year)**

1999-00	2000-01	2001-02	2002-03	2003-04
763	773	628	620	433

**2. Average Daily Attendance
(End of Year)**

1999-00	2000-01	2001-02	2002-03	2003-04
733	773	599	587	414

**3. Attendance Rate
(End of Year)**

1999-00	2000-01	2001-02	2002-03	2003-04
96.07%	100.00%	95.38%	94.68%	95.61%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 5	344	344	197	229	0
Grade 6	417	444	438	392	437
Self Contained Special Ed.	included	included	included	included	included
Total	761	788	635	621	437

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	25 3.28%	22 2.84%	14 2.24%	23 3.63%	19 4.36%
Asian	18 2.36%	14 1.80%	6 0.96%	7 1.11%	6 1.38%
Hispanic	68 8.91%	71 9.15%	51 8.16%	56 8.85%	32 7.34%
Black	3 0.39%	6 0.77%	8 1.28%	10 1.58%	11 2.52%
White	649 85.06%	663 85.44%	546 87.36%	537 84.83%	368 84.40%
Percent Minority	14.94%	14.56%	12.64%	15.17%	15.60%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	17	8	23	46	30
Transfers Out of District	47	45	49	31	22

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
33	48	46	45	28

8. Free and Reduced Lunch Count

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	201	186	152	172	111
Reduced	51	65	50	42	23
% of Free & Reduced	33%	32%	32%	34%	30.8%

Robert Asp 2003-04

9. Retention in Grade

(End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 5	1	0	0	0	n/a
Grade 6	1	0	0	0	0
Total	2	0	0	0	0

10. Special Education Status

(End of Year)

	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	18	19	12	9	14
Mild-Moderate Mentally	4	4	5	8	4
Moderate-Severe Mentally	3	3	3	4	3
Physically	3	3	3	3	0
Hearing	4	4	5	4	4
Visually	1	0	1	2	2
Specific Learning	57	58	49	42	27
Emotional Disorders	26	30	16	16	15
Deaf-Blind	0	0	0	0	0
Other Health	38	39	32	29	26
Autistic	2	2	8	7	1
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury				1	0
Severely Multiply Impaired				1	0
Total Disabilities Served	156	162	134	126	96

11. Home Language

(End of Year)

	1999-2000	2000-01	2001-02	2002-03	2003-04
Albanian	0	0	0	0	1
Arabic	0	0	0	1	2
Cantonese	0	1	0	0	0
Chinese	1	0	0	0	0
Dakota	0	0	1	0	0
Dakotah	1	2	0	0	0
English	637	672	579	515	417
Farsi	1	2	0	0	0
Hindustanu	0	1	0	0	1
Japanese	2	1	0	0	0
Kurdish	13	13	13	18	11
Lao	1	1	1	0	0
Polish	0	0	0	0	0
Russian	1	2	1	0	0
Serbo-Croatian	0	0	1	0	1
Somali	0	0	1	1	1
Spanish	62	63	59	34	32
Swahili	0	1	2	1	0
Swedish	0	1	1	0	0
Turkish	0	2	2	0	0
Vietnamese	2	2	2	3	2
Not Available	0	0	0	2	1

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12. Absences (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	64	347	40	40	38
	8.41%	50.36%	6.40%	6.39%	9.95%
1 to 5 Absences	337	177	264	210	266
	44.28%	25.69%	42.24%	33.55%	69.63%
6 to 10 Absences	187	83	171	209	55
	24.57%	12.05%	27.36%	33.39%	14.40%
11 to 15 Absences	93	43	92	101	16
	12.22%	6.24%	14.72%	16.13%	4.19%
16 to 20 Absences	40	26	25	25	5
	5.26%	3.77%	4.00%	3.99%	1.31%
21 or More Absences	40	13	33	41	2
	5.26%	1.89%	5.28%	6.55%	0.52%
13. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
In-School	96	50	100	97	109
Out-Of-School	14	1	2	3	5
14. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	39	8	3	3	20
15. Alternative School Setting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	3	4	3	9	0
16. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	344	321	369	301	124
17. Physical Assaults/Fighting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	19	11	26	35	21
18. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	1
19. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	1	2
20. Alcohol (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
21. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	1	0	0	0

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22. Vandalism (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	7	0	3	2	5
23. Achievement					
Grade 5	1999-00	2000-01	2001-02	2003-03	2003-04
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	33%	33%	37%	37%	n/a
Percent at or above National 50%ile	66%	61%	63%	64%	
Percent at or above National 25%ile	84%	84%	84%	86%	
Grade 6					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	33%	37%	32%	32%	35%
Percent at or above National 50%ile	62%	66%	64%	60%	63%
Percent at or above National 25%ile	84%	87%	84%	83%	84%
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	50%	38%	43%	45%	n/a
Percent at or above National 50%ile	74%	64%	63%	68%	
Percent at or above National 25%ile	88%	81%	81%	86%	
Grade 6					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	42%	46%	42%	46%	41%
Percent at or above National 50%ile	72%	70%	69%	73%	65%
Percent at or above National 25%ile	87%	84%	88%	90%	83%

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Robert Asp Figures)

Grade 5 - Reading MCA	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	18%	22%	27%	26%	n/a
Percent at or above Level III	34%	40%	35%	45%	
Percent at or above Level IIa	21%	19%	15%	14%	
Percent at or above Level IIb	16%	10%	13%	10%	
Percent at or above Level I	11%	9%	11%	5%	
Grade 5 - Mathematics MCA	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	15%	14%	16%	20%	n/a
Percent at or above Level III	42%	40%	43%	39%	
Percent at or above Level IIa	19%	23%	18%	19%	
Percent at or above Level IIb	34%	37%	11%	17%	
Percent at or above Level I	9%	9%	12%	5%	

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<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	2%	1%	6%	20%	n/a
Percent at or above Level III	38%	41%	48%	43%	
Percent at or above Level IIa	36%	26%	25%	11%	
Percent at or above Level IIb	15%	17%	10%	24%	
Percent at or above Level I	5%	4%	10%	2%	

(State Comparisons)

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	n/a
Percent at or above Level III	36%	39%	39%	42%	
Percent at or above Level IIa	19%	15%	15%	14%	
Percent at or above Level IIb	15%	11%	11%	12%	
Percent at or above Level I	14%	11%	10%	7%	

<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	n/a
Percent at or above Level III	33%	37%	39%	39%	
Percent at or above Level IIa	25%	22%	20%	20%	
Percent at or above Level II	16%	17%	18%	17%	
Percent at or above Level I	14%	11%	10%	6%	

<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	22%	n/a
Percent at or above Level III	38%	52%	55%	39%	
Percent at or above Level IIa	35%	24%	23%	10%	
Percent at or above Level IIb	12%	14%	13%	23%	
Percent at or above Level I	8%	4%	3%	6%	

24. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff (End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	5	3	3	3	5
BA+15	6	5	4	2	1
BA+30	0	0	1	3	0
BA+45	4	4	7	7	5
BA+60	1	1	1	1	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	7	5	5	5	3
MA	5	5	4	4	1
MA+15	6	5	2	2	4
MA+30	7	7	4	3	3
MA+45	18	17	24	25	18

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**26. Comparisons in dollars and cents per square foot
(End of Year)**

	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	98510	98510	98510	98510	98510
Cost for Electricity	\$36,419.92	\$36,163.36	\$33890.00	\$34910.00	\$35957
Cost per square foot	\$0.37	\$0.37	\$0.34	\$0.35	\$0.37
Square Foot	32974	32974	32974	32974	32974
Cost for Heat	\$13,682.11	\$27,433.95	\$21730.00	\$22380.00	\$23051
Cost per square foot	\$0.41	\$0.83	\$0.66	\$0.68	\$0.70

Edison 2003-04

THOMAS EDISON ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
581	533	579	545	538

2. Average Daily Attendance
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
555	509	545	517	515

3. Attendance Rate
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.52%	95.52%	95.52%	95.52%	95.52%

4. Enrollment as of October 1

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten (includes MSU)	103	102	94	84	75
Grade 1	101	86	101	86	84
Grade 2	101	100	89	89	93
Grade 3	89	104	102	87	94
Grade 4	120	90	113	101	90
Grade 5	51	57	86	106	107
Self-Contained Special Ed.	13	0	0	0	0
Total	539	539	585	553	543

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	40 7.0%	36 6.6%	30 5.2%	27 4.9%	26 4.8%
Asian	10 1.7%	10 1.8%	5 0.9%	7 1.3%	13 2.4%
Hispanic	76 13.3%	71 13.1%	77 13.3%	80 14.5%	72 13.3%
Black	14 2.4%	14 2.6%	20 3.4%	14 2.5%	18 3.3%
White	432 75.5%	410 75.8%	443 77.0%	422 76.7%	414 76.2%
Percent Minority	24.40%	24.40%	22.76%	23.20%	23.76%

6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

1999-00	2000-01	2001-02	2002-03	2003-04
29	10	131	42	82
59	45	46	46	71

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7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
48	57	61	60	44

8. Free and Reduced Lunch Count

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	190	171	190	180	171
Reduced	27	32	39	27	24
% of Free & Reduced Grades 1-5	37.5%	37.6%	39.3%	37.4%	36%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	2	1	1	1	3
Grade 1	1	2	1	1	4
Grade 2	2	1	4	1	2
Grade 3	0	0	0	1	0
Grade 4	0	0	0	0	1
Grade 5	0	0	0	1	0
Total	5	4	6	5	10

10. Special Education Status

(End of Year)	Dec. 99	DEC. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	13	14	14	18	21
Mild-Moderate Mentally	3	2	2	1	5
Moderate-Severe Mentally	1	1	1	0	0
Physically	1	1	2	1	1
Hearing	6	5	2	2	2
Visually	0	0	0	0	0
Specific Learning	16	17	14	14	18
Emotional Disorders	12	11	13	10	10
Deaf-Blind	0	0	0	0	0
Other Health	22	18	28	28	19
Autistic	3	2	3	5	5
Early Childhood Special Ed.	6	5	9	6	8
Traumatic Brain Injury				1	0
Total Disabilities Served	83	76	88	86	89

11. Home Language

	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	1	0	0	0	0
Albanian	0	0	0	0	6
Arabic	0	0	0	0	3
Cantonese	1	2	1	0	0
Chinese	0	0	1	0	1
Dakotah	0	0	0	0	3
English	489	453	496	466	488
Farsi	1	0	0	0	0
Hindi	0	0	0	3	4
Japanese	0	1	1	1	1

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Kurdish	3	8	5	5	8
Lao	0	0	0	1	0
Okinawan	0	0	0	1	0
Russian	1	0	0	0	1
Sign Lang	0	0	0	1	1
Somali	0	0	0	4	7
Spanish	50	58	71	60	69
Swahili	0	1	0	0	0
Swedish	1	0	0	0	0
Vietnamese	0	5	1	0	7
Yugoslavian	0	1	0	0	0

12. (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	64	32	0	35	41
	11.07%	6.84%	0.00%	6.49%	8.27%
1 to 5 Absences	232	220	232	244	360
	40.31%	47.44%	40.35%	45.83%	72.78%
6 to 10 Absences	144	112	184	124	68
	25.43%	24.15%	32.52%	23.38%	14.11%
11 to 15 Absences	68	52	80	80	16
	11.76%	11.54%	14.09%	15.03%	3.43%
16 to 20 Absences	28	20	36	28	4
	4.84%	4.49%	6.26%	5.57%	1.21%
21 or More Absences	36	24	36	20	0
	6.57%	5.56%	6.78%	3.71%	0.20%
13. Suspensions (End of Year)	0999-00	0000-01	0001-02	0002-03	0003-04
	0	0	0	0	4
14. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	3	7	2	4	4
15. Alternative School Setting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	0	1	0	0
16. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
17. Physical Assaults/Fighting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	3	1	0	1
18. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	0	0	0	0

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19. Tobacco	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
20. Alcohol	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
21. Other Drug Use	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
22. Vandalism	1999-00	2000-01	2001-02	2002-03	2003-04
(End of Year)	0	0	0	0	0
23. Achievement					
<i>Grade 3</i>	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	31%	25%	33%	33%	38%
Percent at or above National 50%ile	56%	63%	55%	55%	59%
Percent at or above National 25%ile	84%	85%	80%	80%	80%
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	32%	34%	32%	32%	41%
Percent at or above National 50%ile	61%	58%	57%	57%	62%
Percent at or above National 25%ile	86%	78%	76%	70%	87%
<i>Grade 5</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	30%	23%	36%	37%	32%
Percent at or above National 50%ile	57%	52%	62%	62%	53%
Percent at or above National 25%ile	81%	71%	79%	79%	80%
<i>Grade 3</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	52%	40%	33%	33%	36%
Percent at or above National 50%ile	67%	67%	58%	59%	64%
Percent at or above National 25%ile	85%	83%	74%	74%	84%
<i>Grade 4</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	37%	40%	32%	32%	35%
Percent at or above National 50%ile	68%	61%	58%	58%	69%
Percent at or above National 25%ile	82%	78%	80%	81%	87%
<i>Grade 5</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	34%	34%	47%	48%	32%
Percent at or above National 50%ile	55%	48%	66%	60%	57%
Percent at or above National 25%ile	66%	67%	79%	79%	76%

Edison 2003-04

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Edison Figures

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	7%	12%	6%	13%	17%
Percent at or above Level III	31%	34%	31%	43%	31%
Percent at or above Level IIa	16%	18%	24%	19%	13%
Percent at or above Level IIb	20%	19%	19%	13%	18%
Percent at or above Level I	26%	17%	19%	12%	22%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	19%	9%	21%	25%	22%
Percent at or above Level III	31%	40%	39%	36%	36%
Percent at or above Level IIa	19%	17%	18%	14%	8%
Percent at or above Level IIb	17%	11%	5%	15%	21%
Percent at or above Level I	15%	23%	17%	10%	11%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	9%	10%	6%	8%	6%
Percent at or above Level III	34%	32%	29%	39%	28%
Percent at or above Level IIa	26%	34%	33%	21%	14%
Percent at or above Level IIb	15%	11%	12%	24%	30%
Percent at or above Level I	16%	13%	19%	8%	23%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	8%	11%	14%	5%
Percent at or above Level III	33%	36%	44%	30%	39%
Percent at or above Level IIa	31%	26%	15%	25%	22%
Percent at or above Level IIb	11%	10%	5%	22%	25%
Percent at or above Level I	13%	20%	26%	9%	10%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	9%	4%	0%	4%	8%
Percent at or above Level III	36%	41%	57%	44%	43%
Percent at or above Level IIa	20%	33%	19%	12%	14%
Percent at or above Level IIb	20%	13%	19%	36%	25%
Percent at or above Level I	17%	14%	5%	4%	9%

Edison 2003-04

State Comparisons

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIb	17%	18%	18%	17%	13%
Percent at or above Level IIa	21%	17%	17%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%

<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	30%
Percent at or above Level III	36%	39%	39%	42%	34%
Percent at or above Level IIb	15%	11%	11%	14%	11%
Percent at or above Level IIa	19%	15%	15%	12%	15%
Percent at or above Level I	14%	11%	10%	7%	9%

<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIb	18%	13%	17%	18%	15%
Percent at or above Level IIa	25%	25%	25%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%

<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	18%
Percent at or above Level III	33%	37%	39%	39%	41%
Percent at or above Level IIb	16%	17%	18%	20%	15%
Percent at or above Level IIa	25%	22%	20%	17%	21%
Percent at or above Level I	14%	10%	10%	6%	5%

<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	22%	20%
Percent at or above Level III	38%	52%	55%	39%	49%
Percent at or above Level IIb	12%	14%	13%	10%	8%
Percent at or above Level IIa	35%	24%	23%	23%	17%
Percent at or above Level I	8%	4%	3%	6%	6%

24 Student to Computer Ratio (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	5 to 1	5 to 1	3 to 1	3 to 1	3 to 1

25 Teaching Staff (End of Year)	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	7	5.7	6	6	2
BA+15	4	3	3	3	4
BA+30	5	4.5	4	4	3
BA+45	5	5	7	6	8

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BA+60	0	0	0	0	1
BA+75	3	3	2	2	2
BA+90	1	1	0	0	0
BA+105	4	5	6	6	6
MA	1	0	1	1	1
MA+15	6	6	3	3	2
MA+30	3	3	2	2	3
MA+45	2	3	7	9	8

26 Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square foot	52479	52479	52479	52479	52479
Cost for Electricity	\$18,639.19	\$18,216.75	\$22041.18	\$22950.00	\$23639
Cost per square foot	\$0.36	\$0.35	\$0.42	\$0.43	\$0.45
Square foot	52479	52479	52479	52479	52479
Cost for Heat	\$14,646.31	\$24,648.22	\$24690.71	\$29408.00	\$30292
Cost per square foot	\$0.31	\$0.47	\$0.47	\$0.56	\$0.58

Probstfield 2003-04

PROBSTFIELD ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
652	634	659	655	660

2. Average Daily Attendance
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
629	613	628	633	638

3. Attendance Rate
(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
96.47%	96.69%	95.30%	96.64%	96.67%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten	122	128	140	139	134
Grade 1	151	125	146	145	139
Grade 2	142	150	124	141	134
Grade 3	106	125	143	113	139
Grade 4	131	114	117	131	109
Self-Contained Special Ed.				0	5
Total	652	642	670	669	660

5. Ethnicity

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	17 2.63%	19 2.98%	16 2.50%	21 3.14%	16 2.42%
Asian	11 1.70%	13 2.04%	16 2.50%	19 2.84%	7 1.06%
Hispanic	40 6.18%	29 4.55%	44 6.88%	38 5.69%	46 6.97%
Black	2 0.31%	13 2.04%	15 2.34%	23 3.44%	28 4.24%
White	577 89.18%	564 88.40%	549 85.78%	567 84.88%	563 85.30%
Percent Minority	10.82%	11.60%	14.22%	15.12%	14.70%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	21	7	60	42	63
Transfers Out of District	67	30	87	41	34

7. Limited English Proficiency

Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
34	47	60	63	41

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8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 21	Oct. 02	Oct. 03
Free	157	113	127	146	147
Reduced	29	41	27	31	22
% of Free & Reduced Grades 1-4	29%	24%	23.60%	26%	25.6%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	3	2	4	8	2
Grade 1	1	3	6	3	0
Grade 2	0	3	5	0	0
Grade 3	1	0	1	0	0
Grade 4	0	0	0	0	0
Total	5	8	16	11	2

10. Special Education Status

(End of Year)	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	35	33	24	34	38
Mild-Moderate Mentally	2	3	1	2	5
Moderate-Severe Mentally	0	0	0	0	0
Physically	3	4	5	4	1
Hearing	1	1	2	0	1
Visually	1	1	1	0	1
Specific Learning	15	14	16	12	15
Emotional Disorders	16	14	12	7	13
Deaf-Blind	0	0	0	0	0
Other Health	13	11	9	9	15
Autistic	8	8	9	11	13
Early Childhood Special Ed.	17	11	9	7	9
Total Disabilities Served	111	100	88	86	111

11. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Albanian	0	0	0	0	4
Arabic	0	0	0	4	1
Cantonese	0	0	0	1	0
Chinese	0	0	1	0	1
Dakotah	0	0	0	2	0
English	568	574	615	591	632
Kurdish	33	32	40	26	20
Lao	26	0	0	29	0
Persian	0	0	1	0	0
Serbo-Croatian	0	0	1	0	0
Somali	0	0	3	1	2
Spanish	26	21	35	29	33
Swahili	0	0	1	1	0
Turkish	0	0	1	0	0
Vietnamese	3	2	6	2	1

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12. Absences

(End of Year)

0 Absences

1 to 5 Absences

6 to 10 Absences

11 to 15 Absences

16 to 20 Absences

21 or More Absences

1999-00	2000-01	2001-02	2002-03	2003-04
70	154	3	33	51
10.74%	23.84%	0.47%	4.94%	8.90%
284	288	288	276	384
43.56%	44.58%	45.28%	41.32%	71.51%
184	140	212	208	76
28.22%	21.67%	33.33%	31.14%	14.15%
68	36	88	120	16
10.43%	5.57%	13.84%	17.94%	2.98%
24	12	16	12	0
3.68%	1.86%	2.52%	1.80%	0.00%
12	12	24	12	0
1.84%	1.86%	3.77%	1.80%	0.00%

13. Suspensions

(End of Year)

0999-00	0000-01	0001-02	0002-03	0003-04
2	4	5	1	2

14. Bus Suspensions

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
2	10	5	1	4

15. Alternative School Setting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

16. Detention

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

17. Physical Assaults/Fighting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	3	7	6	11

18. Weapons

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

19. Tobacco

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

20. Alcohol

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

21. Other Drug Use

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

22. Vandalism (End of Year)	Probstfield 2003-04				
	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	1	1	0

23. Achievement

	1999-00	2000-01	2001-02	2002-03	2003-04
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Grade 3 Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	46%	38%	33%	40%	35%
Percent at or above National 50%ile	71%	65%	70%	65%	75%
Percent at or above National 25%ile	87%	84%	84%	87%	90%

Grade 4 Reading Iowa Test of Basic Skills

Percent at or above National 75%ile	41%	50%	46%	44%	48%
Percent at or above National 50%ile	66%	67%	68%	71%	76%
Percent at or above National 25%ile	86%	85%	91%	87%	93%

Grade 3 Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	56%	50%	46%	56%	42%
Percent at or above National 50%ile	77%	77%	69%	79%	73%
Percent at or above National 25%ile	87%	87%	84%	90%	88%

Grade 4 Mathematics Iowa Test of Basic Skills

Percent at or above National 75%ile	55%	45%	46%	55%	58%
Percent at or above National 50%ile	78%	69%	67%	75%	80%
Percent at or above National 25%ile	94%	82%	90%	90%	91%

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

Probstfield Figures

<i>Grade 3 - Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	28%	19%	21%	17%	20%
Percent at or above Level III	28%	35%	35%	49%	46%
Percent at or above Level IIa	19%	19%	17%	14%	8%
Percent at or above Level IIb	16%	12%	13%	12%	18%
Percent at or above Level I	10%	14%	14%	8%	9%

<i>Grade 3 - Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	18%	16%	10%	34%	8%
Percent at or above Level III	35%	34%	38%	34%	42%
Percent at or above Level IIa	16%	22%	18%	15%	18%
Percent at or above Level IIb	24%	18%	24%	12%	26%
Percent at or above Level I	7%	11%	10%	5%	7%

Probstfield 2003-04
(State Comparisons)

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%

<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	14%	11%	19%	15%
Percent at or above Level III	33%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level IIb	18%	13%	17%	20%	22%
Percent at or above Level I	14%	10%	10%	6%	8%

24. Student to Computer Ratio	1999-00	2000-01	2001-02	2002-03	2003-04
	4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff
(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	8	5	5	9	9
BA+15	25	2	4	6	6
BA+30	4	4	4	2	2
BA+45	6	6	7	9	8
BA+60	0	0	0	1	1
BA+75	1	1	0	0	0
BA+90	0	0	0	0	0
BA+105	4	4	3	3	2
MA	6	6	6	4	1
MA+15	5	5	8	7	2
MA+30	2	2	2	4	3
MA+45	5	4	7	7	8

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	70130	70130	70130	70130	70130
Cost for Electricity	\$31,636.10	\$32,936.25	\$30,900.00	\$31,830.00	\$32,785.00
Cost per square foot	\$0.45	\$0.47	\$0.44	\$0.45	\$0.47
 Square Foot	 70130	 70130	 70130	 70130	 70130
Cost for Heat	\$17,215.75	\$30,008.68	\$26,570.00	\$27,370.00	\$28,191.00
Cost per square foot	\$0.24	\$0.42	\$0.37	\$0.39	\$0.40

MOORHEAD JUNIOR HIGH SCHOOL**1. Average Daily Membership**

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
889	843	840	824	803

2. Average Daily Attendance

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
852	804	798	801	766

3. Attendance Rate

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
95.83%	95.37%	95%	97.20%	95%

4. Enrollment as of October 1

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 7	455	424	442	428	395
Grade 8	433	431	413	427	407
Self Contained Special Ed.	3	1	0	9	
Total	891	856	855	864	802

5. Ethnicity

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	25 2.80%	18 2.12%	16 1.93%	20 2.35%	18 2.11%
Asian	21 2.35%	20 2.35%	11 1.33%	13 1.53%	9 1.06%
Hispanic	50 5.60%	59 6.93%	60 7.26%	62 7.28%	64 7.51%
Black	6 0.67%	8 0.94%	9 1.09%	8 0.94%	14 1.64%
White	791 88.58%	746 87.66%	731 88.39%	749 87.91%	697 81.81%
Percent Minority	11.42%	12.34%	11.61%	12.09%	12.32%

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6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	26	17	39	55	81
Transfers Out of District	53	45	39	32	42

7. Limited English Proficiency

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	38	54	59	61	64

8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	199	183	190	194	182
Reduced	79	79	67	55	41
% of Free & Reduced	31%	30%	30%	29%	27.9%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 7	0	0	0	0	0
Grade 8	0	1	0	0	0
Total	0	1	0	0	0

10. Special Education Status

(End of Year)	Dec.99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	12	12	5	5	9
Mild-Moderate Mentally	10	9	11	8	4
Moderate-Severe Mentally	4	1	1	1	1
Physically	3	3	4	3	4
Hearing	2	2	2	6	6
Visually	0	0	0	1	1
Specific Learning	75	70	60	48	60
Emotional Disorders	40	33	31	19	14
Deaf-Blind	0	0	0	0	0
Other Health	36	34	35	39	47
Autistic	2	2	2	3	7
Early Childhood Special Ed.	0	1	0	0	0
Severely Multiply Impaired				1	1
Total Disabilities Served	184	167	151	133	154

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11. Home Language

(End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	1	1	0	0	0
Albanian	0	0	0	0	1
Arabic	0	0	0	1	1
Cheyenne	0	0	0	0	0
11. Chinese	0	0	1	0	1
Cutchi	0	0	0	0	1
Dakotah	0	0	0	1	2
English	776	769	778	754	743
Farsi	0	0	0	0	0
Hindi	0	0	1	0	0
Japanese	0	0	1	0	0
Kurdish	17	20	14	13	19
Laotian	2	2	0	1	1
Norwegian	0	0	0	0	1
Persian	0	0	2	13	0
Portuguese	0	0	0	0	0
Russian	1	1	0	1	2
Serbian	0	1	0	2	3
Somali	0	0	2	1	2
Spanish	54	44	69	48	67
Swahili	0	1	2	1	1
Swedish	0	0	0	1	1
Taiwanese	0	0	0	1	0
Turk	0	0	0	1	0
Vietnamese	0	0	1	3	2
Not Available	0	0	0	1	0

12. Failure Rate (# of semester courses failed)

* Semester 1 & 2

	1999-00	2000-01	*2001-02	2002-03	2003-04
No Failures	819	684	1322	665	569
	91.90%	79.90%	71.11%	79.93%	70.90%
1 Failure	31	53	282	55	110
	3.47%	6.19%	15.16%	6.61%	13.70%

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2 Failures	12 1.34%	35 4.08%	145 7.79%	35 4.21%	61 7.60%
3 Failures	12 1.34%	34 3.97%	67 3.60%	21 2.52%	34 4.20%
4 Failures	10 1.12%	25 2.92%	35 1.88%	20 2.40%	22 2.70%
5 or More Failures	7 0.79%	25 2.92%	8 0.43%	36 4.33%	7 0.90%

13. Unexcused Absences

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Unexcused Absences	813 91.24%	788 93.90%	716 87.00%	735 85.97%	701 87.30%
1 to 5 Unexcused Absences	71 7.96%	49 5.84%	110 13.00%	59 6.90%	76 9.50%
6 to 10 Unexcused Absences	6 0.67%	2 0.23%	1 0.10%	33 3.86%	24 3.00%
11 to 15 Unexcused Absences	1 0.11%	0	0	10 1.17%	2 0.30%
16 to 20 Unexcused Absences	0	0	0	6 0.70%	0
21 or More Unexcused Absences	0	0	0	12 1.40%	0

14. Suspensions

(End of Year)

Out-of-School	1999-00	2000-01	2001-02	2002-03	2003-04
1/2 day	0	2	0	0	0
1 day	32	110	57	85	61
2 days	22	30	17	15	25
3 days	16	28	23	35	15
4 days	0	1	0	2	2
5 days	9	6	1	6	6
10 days		0	0	0	1
In-School	176	237	272	339	263

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15. Bus Suspensions (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	10	0	0	0	0
16. Alternative School Setting (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	19	18	22	19	5
17. Detention (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	2835	2928	3550	3833	3928
18. Physical Assaults/Fighting (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	48	48	29	39	27
19. Weapons (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	1	0	1	0	3
20. Tobacco (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	1	2	2	2	4
21. Alcohol (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	0	0	0	0	0
22. Other Drug Use (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	3	2	1	2	1
23. Vandalism - major (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	0	0	0	2	1
24. Co and Extra Curricular Activities (End of Year)	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
	Male Female	Male Female	Male Female	Male Female	Male Female
Basketball	138 71	95 80	86 82	94 72	79 77
Cross Country	0 0	10 13	14 15	16 18	16 22
Football	120 0	114 00	105 00	133 00	108 00
Golf	94 20	47 25	35 20	53 18	60 11

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Gymnastics	0 22	00 19	00 19	00 23	00 26
Tennis	17 71	11 52	13 23	21 33	08 29
Track	69 62	53 69	63 91	54 90	44 76
Volleyball	0 192	00 234	00 206	00 177	00 134
Wrestling	24 0	24 00	31 00	19 00	13 00

25. Achievement

<i>Grade 7</i>	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	34%	40%	40%	41%	n/a
Percent at or above National 50%ile	60%	65%	69%	70%	
Percent at or above National 25%ile	83%	84%	85%	86%	
<i>Grade 7</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	39%	45%	53%	55%	n/a
Percent at or above National 50%ile	68%	67%	74%	77%	
Percent at or above National 25%ile	90%	83%	86%	88%	

26 Grade Distribution by Ethnicity

* Semester 1 & 2

		1999-00	2000-01	* 2001-02	2002-03	2003-04
American Indian	A	21	6	45	51	22
		12.65%	8.33%	16.72%	23.29%	11.40%
	B	44	18	65	44	39
		26.51%	25.00%	24.16%	20.09%	20.20%
	C	40	21	65	39	38
		24.10%	29.00%	24.16%	17.81%	19.70%
	D	24	13	28	40	33
		14.46%	18.00%	10.40%	18.26%	17.10%
	F	32	13	50	40	53
		19.28%	18.00%	18.58%	18.26%	27.50%
	S	0	1	16	5	8
		0.00%	1.38%	9.54%	2.28%	4.10%
Asian	A	56	17	113	102	32
		31.34%	47.20%	70.62%	62.96%	49.20%
	B	36	14	36	33	16
		21.70%	38.80%	22.50%	20.37%	24.60%
	C	47	4	4	16	7
		27.64%	11.00%	2.50%	9.88%	10.80%
	D	16	0	4	8	3
		9.41%		2.50%	4.94%	4.60%
	F	11	0	3	3	7

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		6.47%		1.87%	1.85%	10.80%
	S	3	1	0	0	0
		1.76%	2.70%			
Hispanic	A	53	32	158	96	113
		13.91%	14.74%	16.59%	13.85%	17.90%
	B	100	64	227	152	156
		26.24%	29.49%	23.84%	21.93%	24.70%
	C	101	60	243	156	149
		26.50%	27.64%	25.52%	22.51%	23.60%
	D	55	14	145	120	91
		14.43%	6.40%	15.23%	17.32%	14.40%
	F	52	24	135	137	109
		13.64%	11.05%	14.18%	19.77%	17.30%
	S	20	23	44	32	13
		5.24%	10.59%	4.62%	4.62%	2.10%
Black	A	23	0	21	14	55
		41.07%		16.03%	13.86%	37.20%
	B	17	1	26	24	48
		30.35%	9.00%	19.84%	23.76%	32.40%
	C	10	1	43	21	20
		17.85%	9.00%	32.82%	20.79%	13.50%
	D	2	0	11	26	14
		3.57%		8.39%	25.74%	9.50%
	F	4	0	14	14	7
		7.14%		10.68%	13.86%	4.70%
	S	0	9	16	2	4
			81.00%	12.21%	1.98%	2.70%
White	A	3417	1161	5117	5167	3771
		50.62%	43.14%	48.21%	51.55%	50.90%
	B	1813	877	2920	2680	2038
		26.86%	32.59%	27.51%	26.74%	27.50%
	C	920	372	1416	1140	963
		13.63%	13.82%	13.34%	11.37%	13.00%
	D	262	131	508	456	390
		3.88%	4.86%	4.79%	4.55%	5.30%
	F	130	70	376	292	202
		1.92%	2.60%	3.54%	2.91%	2.70%
	S	207	80	268	284	42
		3.06%	2.97%	0.00%	0.00%	0.60%

27. Student to Computer Ratio

1999-00	2000-01	0001-02	0002-03	2003-04
4 to 1	4 to 1	0 to 1	0 to 1	3 to 1

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28. Teaching Staff

(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	16	10	12	18	10
BA+15	2	2	2	3	7
BA+30	0	0	0	0	1
BA+45	8	7	6	7	6
BA+60	2	2	2	2	0
BA+75	1	1	0	0	1
BA+90	0	0	2	2	2
BA+105	4	4	5	4	2
MA	6	6	4	3	3
MA+15	6	4	4	4	7
MA+30	4	4	7	7	5
MA+45	11	11	11	12	16

29. Comparisons in dollars and cents per square foot

(End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	111005	111005	111005	111005	111005
Cost for Electricity	\$44,240.06	\$44,808.56	\$41530.00	\$44200	\$45526
Cost per square foot	\$0.40	\$0.40	\$0.37	\$0.40	\$0.41
Square Foot	111005	111005	111005	111005	111005
Cost for Heat	\$21,953.30	\$31,406.41	\$36570.00	\$37670.00	\$38800
Cost per square foot	\$0.20	\$0.28	\$0.33	\$0.34	\$0.34

Riverside 2003-04

RIVERSIDE ELEMENTARY SCHOOL

**** Add'l
5th Grade**

1. Average Daily Membership (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	407	373	330	305	397
2. Average Daily Attendance (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	386	358	316	294	384
3. Attendance Rate (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	94.84%	95.98%	95.76%	96.39%	96.73%
4. Enrollment as of October 1	Oct.99	Oct. 00	Oct. 01	2002-03	2003-04
Kindergarten	74	62	41	33	38
Grade 1	53	63	56	38	29
Grade 2	74	52	60	56	39
Grade 3	61	69	47	57	57
Grade 4	75	56	67	52	56
Grade 5	57	59	50	56	176
Self Contained Special Ed.	5	13	12	9	5
Total	399	374	333	301	400
5. Ethnicity	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	19 4.74%	11 2.96%	16 4.62%	6 1.97%	8 2.01%
Asian	5 1.25%	5 1.35%	5 1.45%	8 2.63%	11 2.76%
Hispanic	39 9.73%	19 5.12%	9 2.60%	16 5.26%	23 5.76%
Black	9 2.24%	5 1.35%	9 2.60%	5 1.64%	5 1.25%
White	329 82.04%	331 89.22%	307 88.73%	269 88.49%	352 88.22%
Percent Minority	17.96%	10.78%	11.27%	11.51%	11.78%
6. Mobility (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	15	13	32	30	27
Transfers Out of District	46	26	2	22	18
7. Limited English Proficiency	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	25	27	16	22	18

Riverside 2003-04

8. Free and Reduced Lunch Count

	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	120	83	74	73	75
Reduced	34	40	35	26	30
% of Free & Reduced Grades 1-5	47%	32.80%	32.90%	34%	26.3%

9. Retention in Grade

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	1	0	0	0	0
Grade 1	0	0	0	0	1
Grade 2	0	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	0	0	0	1

10. Special Education Status

(End of Year)	Dec.99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	24	21	13	14	31
Mild-Moderate Mentally	1	0	1	2	3
Moderate-Severe Mentally	0	1	0	1	1
Physically	0	0	1	1	4
Hearing	1	0	2	0	0
Visually	0	1	1	1	0
Specific Learning	10	10	7	5	15
Emotional Disorders	7	7	9	9	4
Deaf-Blind	0	0	0	0	0
Other Health	12	11	9	7	11
Autistic	1	0	2	2	3
Early Childhood Special Ed.	4	7	7	3	7
Total Disabilities Served	60	58	52	45	79

11. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Arabic	0	0	0	1	0
Chippewa	0	0	1	0	0
Dakotah	0	0	0	0	1
English	359	354	327	288	388
Farsi	1	1	0	0	0
Hawaiian	0	0	2	0	2
Kurdish	2	4	8	4	10
Persian	0	0	1	0	0
Serbo-Croatian	0	0	2	3	3
Spanish	23	10	2	4	7
Swahili	0	0	0	0	1
Tongan	0	0	0	2	0
Vietnamese	1	2	3	3	2

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12. Absences

(End of Year)

0 Absences

1999-00	2000-01	2001-02	2002-03	2003-04
43	54	0	15	28
10.78%	15.56%	0.00%	4.32%	8.38%
154	143	164	108	251
38.60%	41.21%	48.52%	78.83%	75.15%
104	94	116	11	37
26.07%	27.09%	34.32%	8.03%	11.08%
52	35	38	3	15
13.03%	10.09%	11.24%	2.17%	4.49%
19	15	13	0	2
4.76%	4.32%	3.85%	0.00%	0.60%
27	6	7	0	1
6.77%	1.73%	2.07%	0.00%	0.30%

1 to 5 Absences

6 to 10 Absences

11 to 15 Absences

16 to 20 Absences

21 or More Absences

13. Suspensions

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
2	1	6	0	6

14. Bus Suspensions

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	2

15. Alternative School Setting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

16. Detention

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
35	7	0	2	0

17. Physical Assaults/Fighting

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
5	7	0	0	1

18. Weapons

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	1	0	0	0

19. Tobacco

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

20. Alcohol

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

21. Other Drug Use

(End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
0	0	0	0	0

22. Vandalism (End of Year)	Riverside 2003-04				
	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0

23. Achievement

	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Grade 3</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	37%	42%	35%	36%	55%
Percent at or above National 50%ile	65%	72%	67%	64%	78%
Percent at or above National 25%ile	77%	81%	80%	79%	86%
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	44%	47%	49%	48%	45%
Percent at or above National 50%ile	72%	74%	76%	69%	74%
Percent at or above National 25%ile	85%	83%	84%	83%	91%
<i>Grade 5</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	36%	49%	42%	47%	52%
Percent at or above National 50%ile	64%	78%	66%	76%	73%
Percent at or above National 25%ile	89%	94%	83%	91%	91%
<i>Grade 3</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	52%	45%	43%	41%	48%
Percent at or above National 50%ile	70%	65%	67%	72%	71%
Percent at or above National 25%ile	82%	86%	88%	88%	88%
<i>Grade 4</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	50%	50%	47%	44%	43%
Percent at or above National 50%ile	76%	72%	70%	65%	65%
Percent at or above National 25%ile	92%	83%	86%	79%	84%
<i>Grade 5</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	54%	47%	45%	41%	51%
Percent at or above National 50%ile	77%	75%	66%	73%	73%
Percent at or above National 25%ile	91%	94%	85%	86%	86%

Minnesota Comprehensive Assessments (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

	(Riverside Figures)				
<i>Grade 3 - Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	21%	27%	18%	21%	23%
Percent at or above Level III	30%	28%	34%	34%	50%
Percent at or above Level IIa	21%	9%	23%	15%	7%
Percent at or above Level IIb	13%	16%	14%	20%	13%
Percent at or above Level I	15%	19%	11%	10%	7%

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<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	15%	39%	32%	40%	32%
Percent at or above Level III	46%	47%	32%	29%	37%
Percent at or above Level IIa	17%	5%	14%	7%	7%
Percent at or above Level IIb	10%	5%	6%	11%	17%
Percent at or above Level I	12%	4%	16%	13%	6%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	21%	10%	13%	25%	5%
Percent at or above Level III	36%	40%	31%	18%	36%
Percent at or above Level IIa	21%	27%	18%	29%	16%
Percent at or above Level IIb	12%	7%	27%	15%	31%
Percent at or above Level I	9%	16%	11%	13%	11%
<i>Grade 5 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	13%	27%	28%	22%
Percent at or above Level III	50%	50%	31%	37%	35%
Percent at or above Level IIa	17%	17%	16%	13%	16%
Percent at or above Level IIb	10%	17%	16%	11%	20%
Percent at or above Level I	12%	4%	10%	11%	7%
<i>Grade 5 – Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	10%	8%	38%	16%
Percent at or above Level III	43%	64%	54%	46%	58%
Percent at or above Level IIa	33%	7%	15%	8%	8%
Percent at or above Level IIb	0%	0%	23%	0%	13%
Percent at or above Level I	8%	2%	0%	8%	5%

(State Comparisons)

<i>Grade 3 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%
<i>Grade 5 – Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	16%	24%	25%	25%	30%
Percent at or above Level III	36%	39%	39%	42%	34%
Percent at or above Level IIa	19%	15%	15%	14%	11%
Percent at or above Level IIb	15%	11%	11%	12%	15%
Percent at or above Level I	14%	11%	10%	7%	9%
<i>Grade 3 – Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level IIb	18%	13%	17%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%

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Grade 5 – Mathematics MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	12%	13%	14%	18%	18%
Percent at or above Level III	33%	37%	39%	39%	41%
Percent at or above Level IIa	25%	22%	20%	20%	15%
Percent at or above Level IIb	16%	17%	18%	17%	21%
Percent at or above Level I	14%	11%	10%	6%	5%

Grade 5 – Writing MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	4%	3%	5%	22%	20%
Percent at or above Level III	38%	52%	55%	39%	49%
Percent at or above Level IIa	35%	24%	23%	10%	8%
Percent at or above Level IIb	12%	14%	13%	23%	17%
Percent at or above Level I	8%	4%	3%	6%	6%

24. Student to Computer Ratio

	1999-00	2000-01	2001-02	2002-03	2003-04
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	7	6	6	7	7
BA+15	1	2	2	2	0
BA+30	3	2	2	1	1
BA+45	3	2	3	4	2
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	4	2	2	1	3
MA	0	0	0	0	2
MA+15	0	0	0	0	2
MA+30	3	3	0	1	1
MA+45	7	7	9	9	12

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	40425	40425	40425	40425	40425
Cost for Electricity	\$9,906.00	\$9,892.62	\$11,140.00	\$11,480.00	\$15,656.00
Cost per square foot	\$0.25	\$0.24	\$0.27	\$0.28	\$0.38
Square Foot	40425	40425	40425	40425	40425
Cost for Heat	\$9,404.97	\$21,292.85	\$14,760.00	\$15,200.00	\$11,824.00
Cents per square foot	\$0.23	\$0.53	\$0.36	\$0.38	\$0.29

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MOORHEAD SENIOR HIGH SCHOOL

1. Average Daily Membership (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
1721	1698	1725	1692	1679

2. Average Daily Attendance (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
1656	1591	1629	1593	1582

3. Attendance Rate (End of Year)

1999-00	2000-01	2001-02	2002-03	2003-04
96.22%	93.70%	94.43%	94.15%	94.22%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Grade 9	450	435	437	402	430
Grade 10	443	436	430	443	400
Grade 11	445	419	446	431	446
Grade 12	379	411	424	441	435
Self Contained Special Ed.	25	27	included	included	included
Total	1742	1728	1737	1717	1711

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	18 1.03%	20 1%	15 0.89%	23 1.35%	29 1.70%
Asian	41 2.35%	31 1.81%	23 1.84%	21 1.23%	22 1.29%
Hispanic	82 4.71%	69 4.03%	76 4.10%	90 5.26%	91 5.32%
Black	18 1.03%	26 1.52%	41 1.54%	34 1.99%	35 2.05%
White	1583 90.87%	1566 91.47%	1528 91.62%	1542 90.18%	1534 89.71%
Percent Minority	9.13%	8.53%	8.38%	9.82%	10.35%

6. Mobility

(End of Year)

Transfers Into District

Transfers Out of District

1999-00	2000-01	2001-02	2002-03	2003-04
55	23	104	68	118
124	112	102	37	74

7. Limited English Proficiency

Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
68	79	106	96	76

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8. Free and Reduced Lunch Count

	Oct.99	Oct.00	Oct. 01	Oct. 02	Oct. 03
Free	236	238	254	302	267
Reduced	96	119	99	76	68
% of Free & Reduced	17%	19%	21%	22%	19.6%

9. Special Education Status

(End of Year)	Oct.99	Oct.00	Oct. 01	Oct. 02	Oct. 03
Speech/Language	5	4	5	9	13
Mild-Moderate Mentally	10	9	10	15	16
Moderate-Severe Mentally	16	18	18	12	13
Physically	10	10	11	11	9
Hearing	6	5	1	3	5
Visually	1	1	1	0	0
Specific Learning	117	110	107	102	94
Emotional Disorders	58	42	57	52	51
Deaf-Blind	0	0	0	0	0
Other Health	38	31	44	56	72
Autistic	8	10	12	12	13
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury	1	2	2	1	0
Severely Multiply Impaired				2	0
Total Disabilities Served	270	242	268	275	286

10. Home Language

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Afrikaans	0	0	0	0	0
Arabic	0	0	4	3	2
Cambodian	0	0	0	0	0
Cantonese	0	0	0	0	0
Chinese	0	0	0	1	2
English	1606	1563	1633	1535	1612
Farsi	0	0	0	1	0
French	0	1	0	0	0
German	0	4	8	0	8
Hawaiian	0	0	0	0	0
Japanese	1	0	1	0	0
Kurdish	19	17	23	25	30
Laotian	2	2	3	3	2
Lithuanian	0	0	0	0	0
Norwegian	0	1	1	0	0
Ojibwe	0	0	0	0	0
Okinawan	0	0	0	1	0
Persian	0	0	1	0	4
Polish	2	2	2	1	1
Portuguese	1	5	2	0	1
Russian	2	1	3	1	1
Serbo-Croatian	0	0	1	2	2
Somali	2	8	18	15	11
Spanish	64	51	97	64	94

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Swahili	0	0	1	1	2
Swedish	3	4	4	2	3
Thai	0	0	0	0	1
Turkish	0	0	0	0	1
Ukrainian	0	0	1	1	0
Vietnamese	11	10	8	7	4
Not Available	0	0	0	7	4

11. Failure Rate (# of semester courses failed)

	1999-00	2000-01	2001-02	2002-03	2003-04
No Failures	1492 85.65%	1452 84.81%	1303 77.42%	1320 80.00%	1175 71.52%
1 Failure	115 6.60%	118 6.89%	217 12.89%	152 9.21%	244 14.85%
2 Failures	43 2.47%	59 3.45%	87 5.17%	68 4.12%	120 7.30%
3 Failures	38 2.18%	38 2.22%	47 2.79%	39 2.36%	48 2.92%
4 Failures	19 1.09%	25 1.46%	20 1.19%	24 1.45%	33 2.01%
5 or More Failures	35 2.01%	36 2.10%	9 0.53%	47 2.85%	23 1.40%

12. Dropout Rate (grades 7 - 12) (End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
	31 1.13%	38 1.40%	66 2.46%	49 1.81%	38 2.22%

13. Unexcused Absences (End of Year)

	1999-00	2000-01	2001-02	2002-03	2003-04
0 Unexcused Absences	503 28.87%	810 48.24%	111 6.60%	550 32.03%	816 51.58%
1 to 5 Unexcused Absences	728 41.79%	779 46.40%	590 35.06%	584 34.01%	631 39.89%
6 to 10 Unexcused Absences	178 10.22%	62 3.69%	485 28.82%	266 15.49%	109 6.89%
11 to 15 Unexcused Absences	93 5.34%	11 0.66%	237 14.08%	125 7.28%	17 1.08%
16 to 20 Unexcused Absences	61	9	118	58	6

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	3.50%	0.54%	7.01%	3.38%	0.38%
21 or More Unexcused Absences	179 10.28%	8 0.48%	142 8.44%	134 7.80%	3 0.19%
14. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Out of School	470	586	59	114	111
In School			148	320	421
15. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	13	0	0
16. Alternative School Setting (End of Year)	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	26	16	22	8	59
17. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	576	661	3050
18. Physical Assaults/Fighting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	11	27	16	35	21
19. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	3	1	2	4	1
20. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	15	7	15	17	14
21. Alcohol (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	2	3	0	3	19
22. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	8	11	3	10	18
23. Vandalism/Fire (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	3	4	5	40
24. Co and Extra Curricular Activities (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	Male Female	Male Female	Male Female	Male Female	Male Female
Baseball	69 0	68 0	52 0	50 00	49 00

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Basketball	77	64	82	46	65	47	47	38	55	37
Cheerleading	02	29	0	18	0	25	00	26	00	31
Cross Country	14	14	19	13	20	18	19	18	27	25
Danceline	00	20	0	22	00	32	00	29	00	28
Football	147	00	152	0	159	00	144	00	140	00
Golf	31	15	40	22	30	22	20	17	18	16
Gymnastics	00	09	0	12	0	13	00	10	00	05
Hockey	45	19	46	20	45	22	46	18	44	23
Soccer	66	51	64	49	64	44	60	53	57	53
Softball	00	39	00	36	00	26	00	29	00	29
Swimming	18	52	24	47	28	25	24	47	21	41
Tennis	23	34	25	29	20	20	15	39	15	30
Track	66	57	91	50	89	54	86	50	72	68
Volleyball	00	60	00	56	00	44	00	39	00	39
Wrestling	31	0	25	00	19	00	23	00	21	00
Apollo Strings	04	18	05	22	06	14	03	10	03	18
Chamber Ensemble	14	15	19	21	00	00	00	00	00	00
Cho Kio	00	08	00	07	01	09	00	11	01	10
Debate	09	07	08	08	14	08	14	11	11	11
Drill/Flag Team	06	21	00	18	00	08	00	12	00	11
Key Club	09	38	15	45	15	25	23	32	33	64
Knowledge Bowl	22	04	23	01	24	04	19	06	10	08
Math League	10	07	15	07	16	07	12	03	09	04
Mock Trial	03	03	03	08	04	08	03	06	04	07
Musical	28	48	18	30	25	34	35	40	29	40
Pep Band	18	28	15	24	23	29	13	38	21	36
Play	19	18	14	24	28	22	33	27	18	23
Science Challenge	09	07	12	02	12	03	14	02	22	3
Speech	24	60	22	45	15	27	27	53	28	56
Spud Paper	12	21	08	14	15	08	08	07	09	06
Student Council	06	26	07	31	09	29	08	44	04	45

25. Grade 9	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Educational Development</i>					
Percent at or above National 75%ile	37%	36%	37%	46%	35%
Percent at or above National 50%ile	66%	65%	67%	77%	67%
Percent at or above National 25%ile	66%	83%	83%	87%	86%
<i>Grade 9</i>					
<i>Mathematics Iowa Test of Educational Development</i>					
Percent at or above National 75%ile	53%	55%	54%	44%	57%
Percent at or above National 50%ile	72%	75%	75%	66%	79%
Percent at or above National 25%ile	87%	90%	91%	87%	90%
ACT Scores - Core Curriculum	1999-00	2000-01	2001-02	2002-03	2003-04
English Moorhead	22.2	21.9	21.6	22	21
State	21.9	22	22	22	22.2
National	21.5	21.5	21.4	21.4	21.5

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Math	Moorhead	23.7	23.4	23.8	24	23.2
	State	22.8	22.8	22.9	22.7	22.8
	National	21.8	21.7	21.6	21.6	21.7
Reading	Moorhead	23.1	23.2	23.4	23.7	22.5
	State	23	23.1	23.2	23.2	23.3
	National	22.4	22.2	22.2	22.2	22.3
Science	Moorhead	23.5	23.3	23.2	23.5	22.5
	State	22.8	22.9	22.9	22.9	22.9
	National	21.8	21.8	21.7	21.7	21.7
Composite	Moorhead	23.3	23.1	23.1	23.4	22.4
	State	22.8	22.8	22.9	22.8	22.9
	National	22	21.9	21.8	21.8	21.9

ACT Scores - All Graduates		1999-00	2000-01	2001-02	2002-03	2003-04
English	Moorhead	21.4	21.6	21.3	21.1	20.1
	State	21.2	21.3	21.2	21.2	21.4
	National	20.5	20.5	20.2	20.3	20.4
Math	Moorhead	22.9	22.9	23.2	23	22.1
	State	21.9	21.9	22	21.8	22
	National	20.7	20.7	20.6	20.6	20.7
Reading	Moorhead	22.6	22.8	23	22.8	21.7
	State	22.3	22.4	22.5	22.4	22.6
	National	21.4	21.3	21.1	21.2	21.3
Science	Moorhead	23	22.9	23	22.7	21.8
	State	22.2	22.3	22.3	22.2	22.3
	National	21	21	20.8	20.8	20.9
Composite	Moorhead	22.6	22.7	22.8	22.5	21.6
	State	22	22.1	22.1	22	22.2
	National	21	21	20.8	20.8	20.9

Percentage of Participation 55.2% 65.0%

***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)

	1999-00	2000-01	2001-02
Reading			
Passed	370	375	380
Percent Passed	84%	88%	94.76%

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Not Passed	51	28	7
Percent Not Passed	12%	6%	1.74%
Not Yet Tested	21	18	0
Percent Not Yet Tested	4%	4%	
Exempt		4	10
Pass Individual			4

	1999-00	2000-01	2001-02
Mathematics			
Passed	361	368	368
Percent Passed	83%	87%	91.77%
Not Passed	51	36	15
Percent Not Passed	12%	8%	3.74%
Not Yet Tested	21	17	0
Percent Not Yet Tested	5%	4%	
Exempt		4	10
Pass Individual			8

	2000-01	2001-02
Writing		
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)

	1999-00	2000-01	2001-02	2002-03
Reading				
Passed	366	374	379	412
Percent Passed	80%	80%	86.92%	92.38%
Not Passed	70	41	32	13
Percent Not Passed	15%	9%	8.44%	2.90%
Not Yet Tested	23	42	16	3
Percent Not Yet Tested	5%	9%	4.22%	0.68%
Exempt		7	9	16
Pass Individual			0	2

	1999-00	2000-01	2001-02	2002-03
Mathematics				
Passed	363	371	371	405
Percent Passed	79%	80%	85.09%	90.81%
Not Passed	72	44	38	16
Percent Not Passed	16%	9%	8.71%	3.59%
Not Yet Tested	24	42	17	0
Percent Not Yet Tested	5%	9%	3.89%	3.37%
Exempt		7	9	15

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Pass Individual

1

10

	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	2003-04
Reading					
Passed	362	374	389	411	423
Percent Passed	78%	82%	84.38%	89.16%	91.50%
Not Passed	83	54	42	35	18
Percent Not Passed	17%	12%	9.11%	7.60%	3.90%
Not Yet Tested	18	26	26	11	2
Percent Not Yet Tested	4%	6%	5.63%	2.37%	0.50%
Exempt	1	3	4	4	19

	1999-00	2000-01	2001-02	2002-03	2003-04
Mathematics					
Passed	349	357	378	398	410
Percent Passed	75%	18%	81.99%	86.34%	89.50%
Not Passed	94	72	55	47	26
Percent Not Passed	20%	16%	11.93%	10.20%	5.68%
Not Yet Tested	20	25	24	12	3
Percent Not Yet Tested	4%	5%	5.20%	2.61%	0.66%
Exempt	1	3	4	4	19

	2001-02	2002-03	2003-04
Writing			
Passed	389	411	422
Percent Passed	84.38%	89.16%	91.35%
Not Passed	35	28	18
Percent Not Passed	7.59%	6.08%	3.90%
Not Yet Tested	32	18	3
Percent Not Yet Tested	6.94%	3.91%	0.64%
Exempt	5	4	19

Class of 2005 (end of year)

	2000-01	2001-02	2002-03	2003-04
Reading				
Passed	355	375	399	423
Percent Passed	76%	80.99%	85.44%	90.00%
Not Passed	72	65	49	35
Percent Not Passed	15%	14.03%	10.50%	7.45%
Not Yet Tested	36	21	18	7

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Percent Not Yet Tested	7%	4.53%	3.86%	1.49%
Exempt	2	2	1	5
Mathematics				
Passed	338	363	383	408
Percent Passed	73%	78.40%	82.02%	86.81%
Not Passed	90	78	67	52
Percent Not Passed	19%	16.84%	14.35%	11.07%
Not Yet Tested	35	20	17	5
Percent Not Yet Tested	8%	4.31%	3.64%	1.07%
Exempt	2	2	1	5

Class of 2006 (end of year)

Reading	2001-02	2002-03	2003-04
Passed	323	365	380
Percent Passed	76.00%	82.40%	88.79%
Not Passed	75	67	39
Percent Not Passed	17.64%	15.13%	9.12%
Not Yet Tested	25	10	5
Percent Not Yet Tested	5.88%	2.26%	1.17%
Exempt	2	1	4
Mathematics	2001-02	2002-03	2003-04
Passed	321	363	361
Percent Passed	75.52%	81.95%	84.35%
Not Passed	79	72	61
Percent Not Passed	18.58%	16.26%	14.26%
Not Yet Tested	23	6	2
Percent Not Yet Tested	5.41%	1.36%	0.47%
Exempt	2	2	4

26. (End of Year)		1999-00	2000-01	2001-02	2002-03	2003-04
American Indian	A	18	20	41	28	42
		14.63%	19.41%	16.07%	12.50%	18.00%
	B	31	31	74	53	56
		25.20%	30.00%	29.01%	23.66%	24.00%
	C	37	18	64	57	59
		30.08%	17.00%	25.09%	25.45%	25.00%
	D	19	15	32	45	41
		15.44%	14.56%	12.54%	20.09%	17.00%
	F	18	18	39	38	37
		14.63%	17.47%	15.29%	16.96%	16.00%
	S	0	1	5	3	3
			0.90%	1.96%	1.34%	1.00%

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Asian	A	79 40.93%	78 50.65%	124 45.09%	131 53.91%	164 60.00%
	B	55 28.50%	53 34.42%	86 31.27%	62 25.51%	63 23.00%
	C	30 15.54%	12 7.79%	46 16.73%	21 8.64%	21 8.00%
	D	16 8.29%	8 5.19%	13 4.73%	14 5.76%	11 4.00%
	F	9 4.66%	3 1.95%	2 0.73%	10 4.12%	11 4.00%
	S	4 2.07%	0	4 1.45%	5 2.06%	2 1.00%
Hispanic	A	50 13.19%	47 11.80%	144 13.07%	129 14.46%	170 18.00%
	B	77 20.32%	106 26.70%	263 23.88%	234 26.23%	215 23.00%
	C	116 30.61%	107 26.95%	284 25.79%	217 24.33%	203 22.00%
	D	65 17.15%	65 16.37%	165 14.98%	153 17.15%	144 15.00%
	F	61 16.09%	60 15.11%	211 19.16%	123 13.79%	168 18.00%
	P					16 2.00%
	S	10 2.64%	12 3.02%	34 3.08%	36 4.04%	19 2.00%
Black	A	35 37.23%	38 31.66%	91 20.92%	96 24.06%	94 25.00%
	B	23 24.46%	28 23.33%	123 28.28%	125 31.33%	106 28.00%
	C	15 15.95%	17 14.16%	90 20.69%	90 22.56%	78 20.00%
	D	14 14.89%	14 11.66%	56 12.87%	49 12.28%	44 12.00%
	F	5 5.30%	9 7.50%	41 9.43%	25 6.27%	34 9.00%
	S	2 2.12%	14 11.66%	34 7.82%	14 3.51%	20 5.00%
White	A	4179 41.85%	3891 40.31%	7481 41.05%	7312 41.06%	7331 41.00%
	B	3282 32.86%	3105 32.17%	5628 30.89%	5455 30.64%	5291 30.00%
	C	1546 15.48%	1588 16.45%	2943 16.15%	2989 16.79%	2879 16.00%

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D	584	656	1197	1250	1231
	5.84%	6.80%	6.57%	7.02%	7.00%
F	287	337	737	597	716
	2.87%	3.49%	4.04%	3.35%	4.00%
S	107	76	236	203	131
	1.07%	0.79%	1.30%	1.14%	0.80%
P					93
					0.60%
I					77
					0.50%

	1999-00	2000-01	2001-02	2002-03	2003-04
27. Student to Computer Ratio	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

28. Teaching Staff (End of Year)	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	28	10	19	23	19
BA+15	2	2	7	8	10
BA+30	1	0	7	5	6
BA+45	7	7	9	9	6
BA+60	2	2	2	2	1
BA+75	1	1	1	1	0
BA+90	0	0	0	0	0
BA+105	3	4	4	3	3
MA	12	6	9	11	14
MA+15	9	4	6	8	11
MA+30	5	4	5	3	6
MA+45	24	11	30	30	28
0 to 5 years	35	34	49	55	55
6 to 10 years	28	26	22	29	32
11 to 20 years	28	22	23	31	28
More than 20 years	15	14	13	17	17
Average Years Experience	10.5 years	11 years	9 years	9.5 years	9.4 years

29. Post Secondary Options (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Students Participating	118/106	112/85	46/39	46/39	14/15
Number of Classes Taken	378	302	132	132	94
Art	2	0	2	3	1
Business	11	3	5	0	2
Communications	5	5	2	4	4
Computer Science	10	6	4	1	0
English	104	125	50	30	24

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Health	3	1	1	1	0
Industrial Technology	3	5	0	1	1
Education	2	7	0	0	0
Mathematics	104	57	12	9	4
Music	4	0	2	2	7
Personal & Family Life	2	0	2	2	0
Physical Education	5	1	2	0	0
Science	20	11	12	7	12
Social Science	65	64	18	23	18
World Language	33	16	18	14	14
Criminal Justice	1	1	2	3	0
Grade Received A	144	122	52	48	50
	38.10%	40.40%	34.21%	48.00%	54.00%
B	105	130	47	36	22
	27.78%	43.05%	30.92%	36.00%	23.00%
C	48	37	22	10	13
	12.70%	12.25%	14.47%	10.00%	14.00%
D	22	8	7	2	1
	5.82%	2.65%	4.61%	2.00%	1.00%
F	16	5	7	1	4
	4.23%	1.66%	4.61%	1.00%	4.00%
I	2	0	5	0	3
	0.53%		3.29%		3.00%
W	41	0	12	3	1
	10.85%		7.89%	3.00%	1.00%

30. Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	259002	259002	259002	259002	259002
Cost for Electricity	\$145,511.72	\$173,202.05	\$154,560.00	\$159,200.00	\$148,938.00
Cost per square foot	\$0.56	\$0.67	\$0.60	\$0.61	\$0.57
Square Foot	259002	259002	259002	259002	259002
Cost for Heat	\$90,864.33	\$156,840.60	\$140,390.00	\$144,600.00	\$163,976.00
Cost per square foot	\$0.35	\$0.61	\$0.54	\$0.56	\$0.63

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WASHINGTON ELEMENTARY SCHOOL

1. Average Daily Membership (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	603	586	598	582	593
2. Average Daily Attendance (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	576	555	569	558	567
3. Attendance Rate (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	95.52%	94.71%	95.15%	95.88%	95.62%

4. Enrollment as of October 1

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Kindergarten	84	122	98	112	82
Grade 1	114	89	116	101	100
Grade 2	135	113	86	116	91
Grade 3	139	137	114	87	112
Grade 4	133	131	135	120	80
Grade 5			60	52	127
Self Contained Special Ed.	5	0	0	0	0
Total	610	592	609	588	592

5. Ethnicity

	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Native American	11 1.82%	16 2.73%	15 2.53%	14 2.35%	16 2.69%
Asian	11 1.82%	6 1.02%	3 0.51%	6 1.00%	13 2.19%
Hispanic	88 14.59%	97 16.52%	82 13.85%	97 16.30%	83 13.97%
Black	2 0.33%	1 0.17%	3 0.51%	5 0.80%	14 2.36%
White	491 81.43%	467 79.56%	489 82.60%	473 79.50%	468 78.79%
Percent Minority	18.57%	20.44%	17.40%	20.50%	21.21%

6. Mobility

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Transfers Into District	23	21	71	49	68
Transfers Out of District	56	64	72	45	56

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7. Limited English Proficiency	Oct. 99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
	77	115	84	9	60

8. Free and Reduced Lunch Count	Oct.99	Oct. 00	Oct. 01	Oct. 02	Oct. 03
Free	245	213	201	212	227
Reduced	53	64	60	55	33
% of Free & Reduced	49.00%	47.00%	38.00%	50.00%	37.90%

9. Retention in Grade (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	2	4	5	4	2
Grade 1	1	3	2	1	1
Grade 2	2	0	1	2	2
Grade 3	1	0	1	0	0
Grade 4	0	0	1	0	0
Total	6	7	10	7	5

10. Special Education Status (End of Year)	Dec. 99	Dec. 00	Dec. 01	Dec. 02	Dec. 03
Speech/Language	13	19	47	75	75
Mild-Moderate Mentally	7	7	5	2	2
Moderate-Severe Mentally	2	2	3	0	1
Physically	6	5	5	7	7
Hearing	0	0	6	3	6
Visually	0	0	0	0	1
Specific Learning	17	16	18	15	21
Emotional Disorders	9	8	5	5	6
Deaf-Blind	0	0	0	0	0
Other Health	19	15	13	11	15
Autistic	1	1	5	1	4
Early Childhood Special Ed.	9	7	95	102	119
Traumatic Brain Injury	2	2	1	0	1
Total Disabilities Served	85	82	203	221	258

11. Home Language (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Arabic	0	0	0	0	1
English	460	478	671	485	701
French	0	2	0	0	0
Kurdish	19	18	21	17	25
Hawaiian	0	0	0	0	1
Polish	0	0	0	0	0
Serbo-Croatian	0	0	2	5	4
Somali	0	0	0	0	1
Spanish	83	83	98	53	85
Vietnamese	1	0	5	7	9

Washington 2003-04

12. Absences (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
0 Absences	55 9.02%	54 15.56%	18 3.35%	22 11.89%	41 6.89%
1 to 5 Absences	238 39.02%	143 41.21%	242 45.07%	134 72.43%	410 68.91%
6 to 10 Absences	159 26.07%	94 27.09%	147 27.37%	20 10.81%	75 12.61%
11 to 15 Absences	78 12.79%	35 10.09%	69 12.85%	5 2.70%	21 3.53%
16 to 20 Absences	40 6.56%	15 4.32%	32 5.96%	3 1.62%	10 1.68%
21 or More Absences	40 6.56%	6 1.73%	29 5.40%	1 0.54%	5 0.84%
13. Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	2	1	6	12	10
14. Bus Suspensions (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	2	0	1
15. Alternative School Setting (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	2	0
16. Detention (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	3
17. Physical Assaults/Fighting (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	9	10	6
18. Weapons (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	1	0	0	0	0
19. Tobacco (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
20. Alcohol (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	0	0	0
21. Other Drug Use (End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
	0	0	0	0	0
22. Vandalism (End of Year)	1999-00	2001-02	2001-02	2002-03	2003-04
	0	0	2	0	0

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23. Achievement

<i>Grade 3</i>	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	18%	19%	19%	20%	
Percent at or above National 50%ile	52%	53%	42%	43%	
Percent at or above National 25%ile	75%	77%	71%	71%	
<i>Grade 4</i>					
<i>Reading Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	34%	24%	28%	28%	
Percent at or above National 50%ile	54%	52%	53%	54%	
Percent at or above National 25%ile	76%	74%	82%	83%	
<i>Grade 3</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	36%	28%	26%	26%	
Percent at or above National 50%ile	53%	59%	46%	46%	
Percent at or above National 25%ile	78%	73%	69%	69%	
<i>Grade 4</i>					
<i>Mathematics Iowa Test of Basic Skills</i>					
Percent at or above National 75%ile	38%	29%	33%	34%	
Percent at or above National 50%ile	60%	46%	56%	56%	
Percent at or above National 25%ile	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%	
Percent at or above National 50%ile			55%	56%	
Percent at or above National 25%ile			79%	80%	

Minnesota Comprehensive Assessment (MCA)

Level IV - Student demonstrates advanced performance

Level III - Student demonstrates solid academic performance

Level IIa - Student demonstrates grade level performance

Level IIb - Student demonstrates partial knowledge

Level I - Student demonstrates limited knowledge

(Washington Figures)

<i>Grade 3 - Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	6%	9%	11%	7%	14%
Percent at or above Level III	30%	32%	27%	38%	40%
Percent at or above Level IIa	23%	16%	10%	20%	13%
Percent at or above Level IIb	16%	25%	14%	22%	14%
Percent at or above Level I	25%	18%	32%	13%	19%
<i>Grade 3 - Mathematics MCA</i>					
Percent at or above Level IV	7%	4%	2%	10%	1%

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Percent at or above Level III	26%	38%	30%	24%	25%
Percent at or above Level IIa	35%	30%	32%	23%	13%
Percent at or above Level IIb	15%	20%	13%	34%	42%
Percent at or above Level I	17%	8%	23%	9%	19%

<i>Grade 5 - Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			12%	8%	22%
Percent at or above Level III			43%	45%	30%
Percent at or above Level IIa			18%	23%	12%
Percent at or above Level IIb			4%	14%	24%
Percent at or above Level I			22%	10%	12%

<i>Grade 5 - Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			2%	4%	12%
Percent at or above Level III			40%	32%	33%
Percent at or above Level IIa			18%	32%	17%
Percent at or above Level IIb			27%	21%	36%
Percent at or above Level I			13%	11%	3%

<i>Grade 5 - Writing MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			0%	8%	10%
Percent at or above Level III			43%	69%	39%
Percent at or above Level IIa			29%	0%	13%
Percent at or above Level IIb			21%	23%	27%
Percent at or above Level I			7%	0%	11%

(State Comparisons)

<i>Grade 3 - Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	11%	16%	16%	17%	23%
Percent at or above Level III	33%	33%	33%	42%	37%
Percent at or above Level IIa	21%	17%	17%	17%	13%
Percent at or above Level IIb	17%	18%	18%	13%	15%
Percent at or above Level I	18%	16%	16%	11%	12%

<i>Grade 3 - Mathematics MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV	10%	14%	11%	19%	15%
Percent at or above Level III	37%	39%	37%	37%	40%
Percent at or above Level IIa	25%	25%	25%	18%	15%
Percent at or above Level II	18%	13%	17%	20%	22%
Percent at or above Level I	10%	10%	10%	6%	8%

<i>Grade 5 Reading MCA</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			25%	25%	30%
Percent at or above Level III			40%	42%	34%
Percent at or above Level IIa			16%	14%	11%
Percent at or above Level IIb			11%	12%	15%
Percent at or above Level I			8%	7%	9%

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Grade 5 Mathematics MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			14%	18%	18%
Percent at or above Level III			39%	39%	41%
Percent at or above Level IIa			18%	20%	15%
Percent at or above Level IIb			20%	17%	21%
Percent at or above Level I			10%	6%	5%

Grade 5 - Writing MCA

	1999-00	2000-01	2001-02	2002-03	2003-04
Percent at or above Level IV			5%	22%	20%
Percent at or above Level III			55%	39%	49%
Percent at or above Level IIa			23%	10%	8%
Percent at or above Level IIb			13%	23%	17%
Percent at or above Level I			3%	6%	6%

24. Student to Computer Ratio

1999-00	2000-01	2001-02	2002-03	2003-04
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)

	FTE 1999-00	FTE 2000-01	FTE 2001-02	FTE 2002-03	FTE 2003-04
BA	10	9	6	10	7
BA+15	4	3	3	3	1
BA+30	2	2	2	1	4
BA+45	3	4	5	6	6
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	9	8	8	8	9
MA	3	2	4	4	4
MA+15	10	8	4	4	8
MA+30	2	2	5	5	2
MA+45	4.5	5	6	6	9

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1999-00	2000-01	2001-02	2002-03	2003-04
Square Foot	68965	68965	68965	68965	68965
Cost for Electricity	\$14774.31	\$21226.52	\$22011.16	\$14230.00	\$22542.00
Cost per square foot	\$0.22	\$0.31	\$0.32	\$0.21	\$0.33
Square Foot	68965	68965	68965	68965	68965
Cost for Heat	\$17180.78	\$35401.89	\$26990.00	\$27800.00	\$28634.00
Cost per square foot	\$0.25	\$0.51	\$0.39	\$0.40	\$0.42