



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

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INDEPENDENT SCHOOL DISTRICT #152

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

September 10, 2007

7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Mike Siggerud _____
Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	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 School 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 School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

5-119-1305
10 Sept 2007

SCHOOL BOARD AGENDA - September 10, 2007

PAGE 2

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Gifts - Pages 5-6
 - (2) Acceptance of Even Start-Partners in Learning Family Literacy Program Grant Renewal - Page 7
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Resignations - Page 8
 - (2) Approval of Early Retirement - Page 9
 - (3) Approval of Change in Contract - Page 10
 - (4) Approval of New Employees - Page 11
- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Approval of August 13, 2007 Special Meeting Minutes and August 13 and 27, 2007 Regular Meeting Minutes - Pages 12-23
 - (2) Approval of September Claims

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

Moved by _____ Seconded by _____
Comments _____

- 3. **MOORHEAD HIGH SCHOOL HALL OF HONOR:** Nybladh
Pages 24-27

- 4. **APPROVAL OF POLICY:** Nybladh
Pages 28-30

Suggested Resolution: Move to approve the policy, Inclusive Educational Program (609), as presented.

Moved by _____ Seconded by _____
Comments _____

- 5. **OPENING ENROLLMENT:** Nybladh
Pages 31-43

- 6. **APPROVAL OF 2007-2009 TEACHERS' MASTER CONTRACT:** Nielsen
Pages 44-45

SCHOOL BOARD AGENDA - September 10, 2007

PAGE 3

Suggested Resolution: Move to approve the 2007-2009 Teachers' Master Contract as follows:

<u>Year</u>	<u>Additional Cost</u>	<u>Percent Increase</u>
2007-08	\$1,549,063	5.8%
2008-09	\$1,403,778	4.9%
Total	\$2,952,841	10.7%

Moved by _____ Seconded by _____
Comments _____

7. SUPERINTENDENT'S ANNUAL EVALUATION: Tomhave
8. COMMITTEE REPORTS
9. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD
10. ADJOURNMENT

SCHOOL BOARD AGENDA - September 10, 2007**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Primary Election (No school activities from 6-8 pm)	September 11		
Prof Dev Before/After School	September 12		
Instr and Curr Adv Com	September 13	7 am	PCE
Early Chldhd Adv Com	September 13	6:30-8 pm	PCE
SG Reinertsen PTAC	September 17	6:30 pm	Media Center
Policy Review Com	September 17	7-8:30 pm	PCE
Ellen Hopkins PTAC	September 18	6:30-8 pm	Media Center
Com Ed Adv Council	September 18	7 pm	PCE
Interagency Early Interv Com	September 19	12 pm	FSC
Clay County Jt Powers			
Collab Governance Board	September 19	3:30 pm	Dilworth
MSBA Fall Area Meeting	September 19	7-8:30 pm	Perham
Health/Safety/Wellness Com	September 20	9:30 am	PCE
Supt's Advisory Council	September 20	7 pm	PCE
Safe and Healthy Learners Com	September 24	3-4 pm	PCE
School Board	September 24	7 pm	PCE
Activities Council	September 25	7 am	MHS Conf Rm
Technology Com	September 25	3:45 pm	PCE
Prof Dev Before/After School	September 26		
Homecoming Parade	September 28	4 p.m.	
MHS Hall of Honor			
Induction Ceremony	September 29	5 pm	Marriott
Robert Asp Parent Social	October 1	6:30 pm	Media Center
SG Reinertsen PTAC	October 1	6:30 pm	Media Center
Moorhead High PTAC	October 1	7 pm	MHS
Indian Education Parent Com	October 3	5 pm	PCE
Human Rights Com	October 4	3:45 pm	PCE
Joint Powers Committee	October 4	7 am	Mhd City Hall
Horizon PTAC	October 4	7 pm	Media Center
Staff Development Com	October 8	3:30-4:30 pm	PCE
School Board	October 8	7 pm	PCE
Ellen Hopkins PTAC	October 9	6:30-8 pm	Media Center
Prof Dev Before/After School	October 10		
Instr and Curr Adv Com	October 11	7 am	PCE
Grds 9-12 P/T Confs	October 11	5-8:30 pm	MHS
Kind P/T Confs (Day)	October 12, 15		
Grds K-12 P/T Confs	October 15	5-8:30 pm	



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.026 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: August 31, 2007
RE: Donation

Moorhead Area Public Schools has received the following donation of school supplies from Lynn Monge:

6	24 pack crayons	\$11.94
4	12 pack Colored Pencils	\$ 7.56
8	13" Rulers	\$ 5.52
8	4 oz glue	\$10.32
9	2 pack erasers	\$ 8.91
11	130 sheet filler paper	\$18.59
4	Paper clips	\$ 3.96
1	4 pack glue sticks	\$ 2.49
2	12 pack pens	\$ 3.98
2	Carry all pouches	\$ 2.98
3	10 pack pencils	\$ 4.47
1	Spiral notebook	\$ 2.99
3	Backpacks	\$29.97

The school supplies are valued at \$120.50 and will be used at Robert Asp Elementary.

SUGGESTED RESOLUTION: Move to accept the donation of school supplies valued at \$120.50 from Lynn Monge and direct administration to send a thank you card.

Lynn Monge
3155 Rivershore Dr S
Moorhead, MN 56560
218-233-7918

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.031 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 4, 2007
RE: Donation

Moorhead Area Public Schools has received a donation of \$1,000 from PRACS Institute Ltd.
The funds will be used for Great Decisions sponsorship through Community Education.

SUGGESTED RESOLUTION: Move to accept the donation of \$1,000 from PRACS and direct administration to send a thank you card.

Marla McIntyre, SPHR
Director, Human Resources
PRACS Institute, Ltd – Cetero Research
4801 Amber Valley Parkway
Fargo, ND 58104

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.033 C

TO: Dr. Larry Nybladh *LN*
FROM: Lynne Kovash
DATE: September 5, 2007
RE: Even Start-Partners in Learning Literacy Grant Approval (Renewal)

Moorhead Schools has received notification of renewal from the MN Department of Education of the Even Start-Partners in Learning Family Literacy Program Grant in the amount of \$154,500.

The Even Start-Partners in Learning Family Literacy Program provides education for adults, children ages birth-kindergarten, parent education and parent/child interaction time. Currently the program is in year 6 of the Even Start Family Literacy grant.

SUGGESTED RESOLUTION: Move to accept the Even Start-Partners in Learning Family Literacy Program Grant funding from the MN Department of Education in the amount of \$154,500.

LAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.020

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: August 31, 2007
RE: Resignations

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

Nathan Richman	Bus Driver, effective August 14, 2007.
Renee Halverson	Lunchroom Supervisor, Horizon Middle School, effective August 27, 2007.
Michelle Martin	Head Dance Team Coach, High School, effective August 30, 2007.
Cheryl Wise	Secretary, Ellen Hopkins, effective September 14, 2007.
Dale Volk	Computer Technician, Robert Asp, effective September 14, 2007.

SUGGESTED RESOLUTION: Move to approve the resignations of Nathan Richman, Renee Halverson, Michelle Martin, Cheryl Wise and Dale Volk as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.022

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nybladh, Director of Human Resources
DATE: September 4, 2007
RE: Early Retirement

The administration requests approval of Early Retirement of the following person:

Gloria Crosby Paraprofessional, High School, effective August 31, 2007.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Gloria Crosby as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.021**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 31, 2007
RE: Change in Contract

Marla Anderson	ABE Paraprofessional, Probstfield Center for Education, 18 hours per week to 32 hrs per week, effective August 22, 2007.
Rebecca Lee-Hunt	ABE Instructor, Probstfield Center for Education, from 14.4 hours per week to 32.4 hours per week, effective August 22, 2007.
Brenda Krueger	Title I Teacher, part-time, Ellen Hopkins to 1st Grade, full-time, Ellen Hopkins, effective August 28, 2007.
Ann Hagen	Business Teacher, High School, from .6875 FTE to .75 FTE, effective August 28, 2007.

SUGGESTED RESOLUTION: Move to approve the change in contract for Marla Anderson, Rebecca Lee-Hunt, Brenda Krueger and Ann Hagen as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.023

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Engelsen, Director of Human Resources
DATE: September 4, 2007
RE: New Employees

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

Ann Rosdahl	Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Kim Stockert)
Julie Kippen	Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Leah Tvedt)
Susan Nichols	Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Kathleen Evert)
Barbara Haman	Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Toni McCauley)
LaRae Mikkelson	Spanish Immersion Teacher, Ellen Hopkins Elementary, BA+30 (5) 1.00 FTE, \$39,915.00, effective August 28, 2007. (Replaces Silvia Granados)
Troy Charleston	Paraprofessional, Outreach, B21 (0-2) \$13.11 per hour, 6.5 hours per day, effective August 28, 2007. (New position for non-district student to be paid by home district of student.)

SUGGESTED RESOLUTION: Move to approve the employment of Ann Rosdahl, Julie Kippen, Susan Nichols, Barbara Haman, LaRae Mikkelson and Troy Charleston as presented.

RN/jal

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 13, 2007
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig (5:03 p.m.), Mike Siggerud (5:06 p.m.), Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None.

ADMINISTRATORS PRESENT: Lynne Kovash, Mark Weston, Jill Skarvold, and Dan Markert.

CALL TO ORDER: Chairman Tomhave called the work session to order at 5 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

SCHOOL BOARD/CENTRAL OFFICE TEAM WORK SESSION:

Strategic Plan - Dr. Nybladh highlighted information related to the format and process used to create the plan. Minor revisions were discussed and recommended. A recommendation for approval of the Strategic Plan will be requested at the August 27 meeting.

The meeting recessed at 5:27 p.m. and reconvened at 5:33 p.m. for continued discussion.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:50 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
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MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None.

CALL TO ORDER: Chairman Tomhave 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: Fagerlie moved, seconded by Erickson, to approve the agenda as revised. Motion carried 7-0.

WE ARE PROUD:

*** **We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2006-07 Calendar and School Information publication was recognized by the National School Public Relations Association (NSPRA). The district calendar, with the theme "A Community of Learners," received an award of honorable mention in NSPRA's 2007 Publications and Electronic Media Contest.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ORGANIZATION OF THE SCHOOL BOARD:

Committee Assignments - Erickson moved, seconded by Siggerud, to approve the following committee appointments for the 2007-2008 school year:

DISTRICT-WIDE STANDING COMMITTEES:

Siggerud and Ladwig - Activities Council
Tomhave and Fagerlie - Community Education Advisory Council
Fagerlie and Ladwig - Safe and Healthy Learners Committee
Erickson and Thompson - Human Rights Committee
Dulski and Thompson - Instruction and Curriculum Advisory Committee (ICAC)
Ladwig and Siggerud - Strategic Planning Committee (SPC)
Erickson and Siggerud - Policy Review Committee

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ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee
Fagerlie - Continuing Education Committee
Ladwig - Early Childhood Family Education (ECFE) Advisory Council
Ladwig and Erickson - Health/Safety/Wellness Committee
Fagerlie - Indian Education/JOM Parent Committee
Erickson and Thompson - Legislative Committee
Siggerud - Minnesota State High School League
Thompson and Erickson (Ladwig Alternate) - Negotiations Committee
Dulski - Sabbatical Leave Committee
Thompson and Erickson - Staff Development Committee
Members Rotate - Superintendent's Advisory Council
Thompson - Technology Committee
Dulski - Title I Parent Advisory Committee

COMMUNITY COMMITTEES:

Tomhave (Thompson Alternate) - Clay County Joint Powers Collaborative Board Governance Board
Ladwig - Interagency Early Intervention Committee (IEIC)
Tomhave and Siggerud - Clay County Joint Powers Committee

ADOPT-A-SCHOOL:

Fagerlie - Ellen Hopkins
Siggerud - Robert Asp
Erickson - S.G. Reinertsen
Tomhave - Horizon Middle
Ladwig - Moorhead High
Thompson - Red River Area Learning Center

Motion carried 7-0.

WE ARE PROUD:

*** We Are Proud of Sadie Langemo, who was named a Minnesota Scholar of Distinction in Theater Arts. The Scholars of Distinction Awards Program of 2007, which is sponsored by the Minnesota Department of Education and supported by the Perpich Center for Arts Education, honors students who demonstrate excellence in theater arts, science, math, applied geography and

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leadership. Langemo completed a portfolio and presented her culminating project demonstrating expertise in a chosen area of theater arts. She was one of five students who received the designation of Scholar of Distinction in Theater Arts. Langemo was selected to sing a musical theater selection at the recognition ceremony on May 19, 2007. The Moorhead High School theater director is Rebecca Meyer-Larson.

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

Gifts- Accept the gifts from Dawn and Larry Papenfuss of a mobile stander valued at \$1,500 and pediatric walking bars valued at \$350. The gifts will be used at Early Intervention Services in working with young children with physical disabilities.

United Way Native Students Project Grant - Approve the grant of \$9,580 per year for three years. The total grant value of \$28,440. Funds will be used to pay for one part-time employee to provide academic support for Native students.

Clay County Public Health Agreement Renewal - Approve the agreement and addendum with Clay County Public Health allowing Moorhead Schools to contract for early childhood screening services at a rate of \$37 per hour.

University of Minnesota Center for Applied Research and Educational Improvement Evaluation Plan and Agreement - Approve the evaluation plan and agreement with the University of Minnesota Center for Applied Research and Educational Improvement for the evaluation of high school enhancements at Moorhead High School. The cost of the evaluation is \$6,875 with the final report to be submitted December 2007.

Dakota Medical Foundation Grant - Accept the grant of \$500 to purchase therapy stability balls for Ellen Hopkins Elementary School for use in a second grade classroom therapy project.

NSF Check Collection - Approve the NSF check collection as listed:

General Account:

Julie Joyce Smith	\$ 15.00
Joy Staton	\$ 55.00
Donna Goehring	\$ 35.00
Donna Goehring	\$ 25.00

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Daniel Williams	\$ 30.00
Teresa Emerson	\$ 30.00
Normalinda Montantez	\$ 50.00
Total	\$240.00

Activity Account:

Kristin McDermott	\$ 15.92
Teresa Emerson	\$ 17.00
Teresa Emerson	\$ 20.00
Total	\$ 52.92

Resignations

Amy Garrison - Paraprofessional on Leave of Absence, effective August 1, 2007.
Dawn Gnadt - Paraprofessional, Horizon Middle School, effective August 2, 2007.
Sam Garcia - Paraprofessional, High School, effective July 31, 2007.
Steven Smith - Custodian, High School, effective August 1, 2007.
Karen Trana - Paraprofessional, Horizon Middle School, effective August 3, 2007.
Jane Sweeney - Paraprofessional, Robert Asp Elementary, effective July 20, 2007.
Jane Aafedt - Occupational Therapist, Horizon Middle School, effective July 9, 2007.
Martin Tonn - Building & Grounds Director, Maintenance, effective August 2, 2007.
Shari Nelson - Lunchroom Supervisor & Crossing Guard, effective August 7, 2007.
Kathleen Evert - Computer Operator, S.G. Reinertsen, effective July 30, 2007.
Katie Ferden - Computer Operator/Server, Horizon, effective August 8, 2007.

Family/Medical Leaves

Rachel Lerum - LD Teacher, High School, effective approximately December 18, 2007 for the remainder of the 2007-2008 school year.
Susan Bryant - EBD Teacher, S.G. Reinertsen Elementary, effective August 16, 2007 for approximately two to six weeks.
Tessa Petrowske - COTA, District, effective approximately, January 11, 2008 for approximately six weeks.

Change in Contract

Heather Hedlund - Elementary Office Secretary to Principal Secretary, S.G.Reinertsen Elementary, B22 (5) \$14.48 per hour, 8 hours per day, 216 days per year. (Replaces Ellie Cossette)

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New Employees

Joshua Ihrke - Math Teacher, High School, BA (0) \$29,554.00, 1.00 FTE, effective at the beginning of the 2007-2008 school year. (Replacement for grant position Missy Eidsness)

Jara Larson - EBD Teacher, Horizon Middle School, BA (0) \$29,554.00, 1.00 FTE, effective beginning of the 2007-2008 school year. (Replaces Jill Filipi)

Steve Montplaisir - LD Teacher, Horizon Middle School, BA+30 (7) \$42,498.00, 1.00 FTE, effective beginning of the 2007-2008 school year. (Replaces Sheila Hastings)

Patricia Knutson - Receptionist, High School, B21 (3) \$13.63 per hour, 8 hours per day, 186 days per year, effective August 27, 2007. (Replaces Patricia Beach)

Rachel Bjornstad - Language Facilitator, Robert Asp Elementary, B32 (4) \$18.92 per hour, 7 hours per day, 186 days per year. (Replaces Erin Sisco who transferred to Horizon)

Stephanie Green - COTA, EIS, B31 (2) \$17.36 per hour, 7 hours per day, 186 days per year. (Replaces Amy Traut)

Jill Todd - Speech/Language Pathologist, Horizon Middle School, MA (2) \$37,494.00, 1.00 FTE, effective at the beginning of the 2007-2008 school year. (Replaces Helen Friend)

Young Choe - Building Computer Technician, High School, B24 (9) \$16.05 per hour, 8 hours per day, effective August 20, 2007. (Replaces Jon Bergeron)

James Kovarik - Building and Grounds Director, Maintenance, C44 (8) \$56,174.56, effective August 20, 2007. (Replaces Martin Tonn)

Allison Krogstad - Occupational Therapist, District, MA (4) \$20,095.00 .50 FTE, effective at the beginning of the 2007-2008 school year. (Replaces Jane Aafedt).

Monnie Soderberg - Elementary Office Secretary, S.G. Reinertsen Elementary, A13 (3) \$13.22 per hour, 10 months, 206 days, effective August 20, 2007. (Replaces Heather Hedlund)

Minutes - Approve the July 16, 2007 meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$1,172,107.73.

General Fund:	\$1,154,747.46
Food Fund:	11,645.55
Community Service Fund:	5,714.72
TOTAL	\$1,172,107.73

Motion carried 7-0.

SCHOOL BOARD/STAFF DIALOGUE

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

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programs and issues.)

A Framework for Educating All Students - Skarvold and Kovash shared information regarding an integrated conceptual framework for district educational programming. The framework serves as a conceptual guide for planning and implementing instructional programs, providing context for the many initiatives and programs to support student learning, and is used in district planning and grant writing.

FIRST READING OF POLICY: The School Board conducted a first reading of the policy, Tuition Fees (512).

MINNESOTA COMPREHENSIVE ASSESSMENT II (MCA-II) RESULTS: Kovash presented information related to MCA-II results that were released July 29, 2007. The MCA-IIs are assessments given to students in reading and mathematics every year to measure progress toward state academic standards as required by federal education mandates and guidelines (NCLB). 2007 MCA-II test results show that the percent of students proficient in math and reading remained steady in Minnesota compared to last year. Moorhead reading and mathematics test scores are at or above the state average for student proficiency. Staff will continue to analyze test results to improve curriculum and instruction for every student in Moorhead Area Public Schools.

APPROVAL OF CURRICULUM REVIEW CYCLE: Fagerlie moved, seconded by Erickson, to approve the six-year curriculum review cycle for Moorhead Area Public Schools, based upon the revision schedule for the Minnesota Academic Standards. Motion carried 7-0.

APPROVAL OF ELEMENTARY SCHOOL PARENT AND STUDENT HANDBOOK: Erickson moved, seconded by Fagerlie, to approve the 2007-2008 Moorhead Elementary School Parent and Student Handbook with revisions and review. Motion carried 7-0.

COMMITTEE REPORTS: Erickson noted she and Thompson had participated in mock interviews with Adult Basic Education students in the Partners in Learning Program.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave requested School Board members contact Michelle if they had questions related to MSBA travel arrangements. Chair Tomhave also noted the Superintendent's annual evaluation would be conducted at the August 27 School Board meeting and requested board members complete the evaluation instrument prior to that meeting.

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ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:34 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
S.G. REINERTSEN ELEMENTARY SCHOOL
AUGUST 27, 2007
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MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 7:27 p.m. and led everyone in attendance with the Pledge of Allegiance. (Due to a power outage at the Probstfield Center for Education, the meeting started late and was relocated to S.G. Reinertsen Elementary School.)

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

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

WE ARE PROUD:

***** We Are Proud** of Tyler Hjalmsquist, a member of the Moorhead High School boys tennis team, for advancing to the 2007 state tennis tournament. Head coach is Tim Costello.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gifts- Accept the gift of 71 backpacks from the United Way valued at approximately \$24 each. The backpacks were distributed to students at Moorhead High School, Horizon Middle School, Indian Education, S.G. Reinertsen Elementary, Ellen Hopkins Elementary, and Robert Asp Elementary.

Accept the gift of \$100 from the West Acres Shopping Center for the Community Education Great Decisions program.

Indian Education Grant Renewal - Accept renewal of the Indian Education Grant from the U.S. Department of Education Office for \$45,877 for the 2007-08 school year. (Funding will be used for the .5 FTE Indian home school liaison and the .5 FTE American Indian resource teacher.

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S.G. REINERTSEN ELEMENTARY SCHOOL
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Additional funds will be used for program support.)

Resignations

Paul Larson - Head Wrestling Coach, High School, effective beginning with the 2007-2008 season.

Donald Nissen - Lunchroom Supervisor, Robert Asp Elementary, effective August 20, 2007.

Family/Medical Leaves

Katherine Bormann - DCD Teacher, High School, effective approximately December 24, 2007 for approximately six weeks.

Sayra Crary - ESL Teacher, Horizon Middle School, effective approximately October 24, 2007 for twelve weeks.

Arlene Rauenhurst - Paraprofessional, High School, effective August 28, 2007 for an undetermined amount of time.

Deanna Monson - Liaison, Red River Area Learning Center, effective approximately September 22, 2007 for six weeks.

Other Leave

Nicole Anderson - Paraprofessional, Hopkins Elementary, effective September 17, 2007 until November 5, 2007.

Change in Contract

Debra Hoesley - ABE Paraprofessional to ABE Instructor, Probstfield Center for Education, 3.6 hours per day, Monday-Thursday, 40 weeks per year at \$23.69 per hour. (Replaces Marla Anderson)

New Employees

Lyman Hanson - Paraprofessional, High School, B21 (3) \$13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Beth Schwab)

Scott Olson - Paraprofessional, High School, B21 (3) \$13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Ashley Hill)

Carrie Lawrence - ESL Teacher, Robert Asp Elementary, BA+10(3) .50 FTE, \$17,182.00, effective August 28, 2007. (Replaces Sayra Crary)

Shannon Albertson - Lunchroom Supervisor, Robert Asp Elementary, 2.5 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Donald Nissen)

Kim Shorey - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 5.5 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Shari Nelson)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
S.G. REINERTSEN ELEMENTARY SCHOOL
AUGUST 27, 2007
PAGE 3**

Michael Ochoa - Hall Monitor, High School, B21 (3) \$13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Sam Garcia)

Motion carried 7-0.

ACT TEST RESULTS: Kovash presented information regarding the five-year report for Moorhead School District ACT tests. While Minnesota led the nation for the highest ACT test scores, Moorhead scores are at or above the state average in all categories.

FIRST READING OF POLICY: The School Board conducted a first reading of the policy, Inclusive Education Program (609).

APPROVAL OF POLICY: Dulski moved, seconded by Thompson, to approve the policy, Tuition Fees (512), as presented. Motion carried 7-0.

APPROVAL OF EMPLOYEE HANDBOOK: Ladwig moved, seconded by Fagerlie to approve the updated Employee Handbook as amended. Motion carried 7-0.

APPROVAL OF STRATEGIC PLAN: Erickson moved, seconded by Fagerlie, to approve the Strategic Plan as presented. Motion carried 7-0.

COMMITTEE REPORTS: A brief report was provided related to the Early Childhood Advisory Committee meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh noted the MSBA Fall Area meeting in Perham is scheduled for September 19 from 7-8:30 p.m. and asked board members to contact Michelle regarding travel plans. Nybladh also reminded board members of the August 29 All Staff Breakfast and Assembly that will include a video conference with national speaker Stephanie Hamilton related to 21st century learning. Board members were asked to contact Michelle with their availability to serve as a greeter at the breakfast.

CLOSE PUBLIC MEETING: Thompson moved, seconded by Fagerlie, to close the public meeting at 8:20 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies and M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation. Motion carried 7-0.

The meeting recessed at 8:21 p.m. and reconvened at 8:27 p.m.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
S.G. REINERTSEN ELEMENTARY SCHOOL
AUGUST 27, 2007
PAGE 4**

OPEN PUBLIC MEETING: Ladwig moved, seconded by Fagerlie, to open the meeting at 11:13 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 11:13 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.028 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 4, 2007
RE: Moorhead High School Hall of Honor

The Moorhead High School Hall of Honor has been established to recognize alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community, or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. In 2004, the eight inaugural members were inducted, and last fall six members were inducted. This fall the 2007 members to the Hall of Honor will be recognized at an induction ceremony on September 29.

The nomination form and information about this year's inductees is attached. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor committee members are Gene Boyle, Pam Gibb, Don Hulbert, Kay Peterson, Donna Richards, Karin Schumacher, Phil Seljevold, Margaret Stene, and Jay Wentzell.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of the committee members to make the vision of a Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

LAK/kmr
Attachment

Moorhead High School Hall of Honor

Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

A committee will review nominations and conduct research of records to select outstanding candidates for the Moorhead High School Hall of Honor.

Please provide as much of the following information as possible.

Check the appropriate category:

Alumnus/Alumna _____ Former Faculty/Staff _____ Other _____

Name of Nominee _____
(First) (MI) (Last) (Maiden Name)

Graduation Year _____ Retirement Year _____

Present Address _____
(Street) (City) (State) (Zip Code)

Work Phone () _____ Home Phone () _____

E-mail Address _____

In the space below, briefly describe the reasons you feel this individual should be considered as a candidate for the Hall of Honor. Include accomplishments while at Moorhead High School as well as additional achievements and significant contributions to school, community, and society.

Additional information may be attached.

Person making nomination:

Name _____

Address _____

Home Phone () _____

Work Phone () _____

Return Nomination Form to:

Moorhead High School
Hall of Honor
2300 4th Avenue South
Moorhead, MN 56560

Date Received _____

Moorhead High School Hall of Honor

2007 Inductees



Mary Jane Grinaker

Mary Jane Grinaker graduated in 1977 from Moorhead High School. She participated in band, orchestra, choir, track, basketball and tennis. In track, Grinaker set state records in the 60-yard hurdles, the 880-yard relay and the long jump and tied the national high school record in the 110-yard hurdles. Grinaker graduated from University of Wisconsin, Madison, and earned a master's degree from Smith College, Northampton, Mass., where she served as head coach of track and field and cross country from 1981-1991. From 1991-2001 Grinaker was assistant coach of track and field and cross country at the University of Wisconsin, Madison. Since 2002, Grinaker has been a recovery team member at Regeneration Technologies, Inc. She is a high school assistant coach for track and field, and she has been organizing "Girls on the Run" locally. Grinaker was inducted into the Minnesota State High School League Hall of Fame in 2006.



Scott Isensee

Scott Isensee graduated from Moorhead High School in 1976 where he was salutatorian and a National Merit Scholarship recipient. Isensee graduated from North Dakota State University and earned master's degrees from Kansas State University and the University of North Carolina at Charlotte. Isensee worked for IBM from 1983 to 1999 as a user interface architect and designer. While at IBM he led a team of designers, programmers and writers, developed new styles of user interface, wrote guidelines and developed tools for user interface design, and represented the United States on ISO and ANSI committees on user interface design standards. Since 1999, Isensee has been a user interface architect at BMC Software where he designs user interfaces for systems management products. Isensee holds 50 U.S. patents, and he is the author of numerous technical publications and a coauthor of five books.



Rep. Morrie Lanning

Morrie Lanning graduated from Moorhead High School in 1962. In high school, Lanning was Student Council president and involved with football, wrestling, thespians, Wig and Sig, track and Declamation. He graduated from Concordia College in 1966 and earned a master's degree from North Dakota State University in 1968. Lanning began working at Concordia College in 1966. He became dean of students in 1973. From 1979 until his retirement in 2005, Lanning was vice president for student affairs and dean of students. In 1973 and 1977 Lanning was elected Third Ward alderman on the Moorhead City Council. Lanning served as mayor of Moorhead from 1980 through 2001. Since 2003 Lanning has served as state representative for Minnesota House District 9A. Throughout his years of public service he has held numerous leadership positions in city, state and regional organizations. Lanning is a member of several boards and commissions, and he has been recognized for his legislative work by numerous organizations.

Moorhead High School Hall of Honor

2007 Inductees



Jeffrey J. Molldrem, M.D.

Jeffrey Molldrem graduated from Moorhead High School in 1982. During high school he was active in theater, wrestling and K-Club. Molldrem earned a bachelor's degree from Minnesota State University Moorhead in 1986 and his M.D. degree from the University of Minnesota Medical School in 1990. He completed a residency in internal medicine, fellowship training in hematology and medical oncology, and postdoctoral research fellowship in immunology. Molldrem joined the faculty at the University of Texas M. D. Anderson Cancer Center in 1997. He serves as a professor of medicine and section chief for Transplant Immunology in the Department of Blood and Marrow Transplant. Molldrem's main interest is in translational immunology. His research focus is understanding immunity against leukemia and developing novel immune therapies for patients with leukemia. Molldrem has published numerous articles related to his research, and he lectures world wide.



Thomas C. Proehl

Thomas Proehl graduated in 1982 from Moorhead High School where he was involved in Student Council, band, choir, theater and speech. He graduated from Minnesota State University Moorhead and earned a master of fine arts degree from Brooklyn College of the City University of New York. During the 1990s, Proehl worked in New York as general manager of The Dramatists Guild and as a founding member and the managing director of the Signature Theatre Company. In 1999, Proehl became general manager of The Guthrie Theater in Minneapolis. He was named managing director in 2002 and oversaw the construction of the new Guthrie Theater complex. Since December 2006, Proehl has been executive director of the Minnesota State Arts Board. Proehl has served on National Endowment for the Arts review panels and as a board member for numerous arts organizations.



T. L. Solien

Timothy L. Solien graduated from Moorhead High School in 1967. His involvement included "M" Club, Quill and Scroll, "Spud" paper and golf. Solien earned a bachelor's degree from Minnesota State University Moorhead and a master's degree from the University of Nebraska. From 1980-1992, Solien was a studio artist. His work has been in numerous exhibitions including the 1983 Biennial Exhibition at the Whitney Museum of American Art in New York and the 39th Biennial Exhibition of American Painting at the Corcoran Museum in Washington, D.C. His artwork is held in numerous university, museum and corporate collections, including the Walker Art Center, Minneapolis, Art Institute of Chicago, and National Museum of American Art, Washington, D.C. Solien began teaching at the collegiate level in 1991. He has been a professor of painting and drawing at the University of Wisconsin, Madison, since 1997.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.020

TO: School Board

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

DATE: August 31, 2007

RE: Approval of Policy

Attached please find the policy, Inclusive Educational Program (609)

Suggested Resolution: Move to approve the policy, Inclusive Educational Program (609), as presented.

LPN:mde
Attachment

Board Policies

Inclusive Educational Program

School Board Policy: 609

Section: 600 EDUCATION PROGRAMS

Date Adopted: 9/10/2007

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of the policy is to establish and maintain an inclusive educational program as defined in Minnesota Statutes 3500.0550.

II. GENERAL STATEMENT OF POLICY

A. It is the intent of the Moorhead Area Public School Board to establish and maintain an educational program for students and staff which is inclusive of the cultural diversity of the United States and which reflects the historical and contemporary contribution of persons of American Indians/Alaskan Natives, Asian/Pacific Americans, Black Americans, and Hispanic Americans; females and males and persons with disabilities.

III. RATIONALE

A. We must ensure that our schools help students understand and appreciate all Americans whether or not they are of different racial and cultural heritage.

B. We must encourage males and females in our education program to understand the importance of the full utilization of all human resources in our society.

IV. EDUCATION PLAN

A. The Inclusive Education Plan will provide a framework and process for the integration of multicultural, gender-fair concepts throughout the educational program. A program which is multicultural and gender-fair will:

1. Foster understanding and appreciation of cultural diversity, with emphasis on American Indians/Alaskan Natives, Asian/Pacific Americans, Black Americans and Hispanic Americans as well as on Americans of European ancestry and will reflect the wide range of contributions by and roles open to Americans of all races and cultures.

2. Emphasize the historical and contemporary contributions to society of women as well as men. Special emphasis will be placed on the contributions of women. The program will reflect the wide range of roles open to American women and men.

3. Emphasize the historical and contemporary contributions to society of persons with disabilities and will reflect the wide range of roles open to individuals with disabilities.

B. The Inclusive Education Plan:

1. Provides for an educational system that is sensitive to the "whole learner." Therefore, all aspects of the students' social, emotional, physiological and cultural needs must be addressed in order to provide a quality education.

2. Provides for staff development programming to assist staff in understanding and providing strategies to meet the needs of all students.

3. Provides for curriculum development/review and instructional strategies are crucial to the delivery and

implementation of this plan.

4. Will enhance, rather than replace, the traditional subject matter disciplines.

5. Will be accommodated within the present structures of the Moorhead Area Public Schools.

6. Will be a continuum that begins at kindergarten and extends into adult life.

7. Will promote wholesome attitudes toward self, persons with disabilities, racial minority groups and will address gender-fairness.

8. Will include motivation and rationale for Moorhead Area Public Schools staff to model behavior and attitudes leading toward a sensitivity to multicultural, gender-fair and disability-conscious issues.

C. The Human Rights Committee and the Instruction and Curriculum Advisory Committee shall review the plan annually and recommend to the Superintendent a process for its implementation and a monitoring system. The committees will be made up of staff, community members and will include substantive involvement by women and men, persons of color and persons with disabilities.

Legal References:

Minnesota Rules 3500.0550

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 235: Human Rights Committee

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 446: Staff Development

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 604: Extended School Year for Students with Individualized Education Programs

Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 901: Family Involvement



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.029 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 4, 2007
RE: Opening Enrollment

Attached is a copy of the opening enrollment figures for September 4, 2007. The opening enrollment table provides information about the elementary and secondary schools and also provides information regarding off-site educational programs.

Preliminary figures for opening day total K-12 enrollment are 5362. Last year opening day enrollment was 5357. The opening day enrollment was expected to be 5331 and we started the year with 5362 students. This represents 31 more students than projected.

The largest class is 10th grade at 491 and the smallest class is 4th grade at 353. The 10th grade enrollment includes students in the high school and alternative education sites. This year's kindergarten class is 380 students.

It is expected the enrollment will fluctuate over the next few days and will stabilize in October and November. The district projection's numbers will be presented to the board once the enrollment stabilizes.

LAK/kmr
Attachment

Moorhead Public Schools
Opening 9-4-2007

Updated 9:50 9/6/07

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Self	TOTALS
ROBERT ASP	22 18	22 11 12 23	24 22	27 26	26 26			
	24 18	24 12 12 23	24 24	27 26	27 26			
	23 19	23 11 11 22	24		25			
		23 12 11 23						759
	124	138	137	118	106	130	0	753
HOPKINS	22 22	23 23	26 25	27 27	22 22	28 29		
	22	24 23	27	27 27	21 22	29		
	24 22	22 24	18 22	26 27	28	19 18		
								765
	112	139	118	161	115	123	6	774
REINERTSEN	24 24	26 25	23 23	27 25	27 27	25 27		
	24 24	27 27	24 22	27 27	27 26	27 27		
	24 24	26 26	23 24	26	25	27		
								814
	144	157	139	132	132	133	0	837
TOTAL	380	434	394	411	353	386	6	2338
Average Class Size	21.1	24.1	23.2	25.7	25.2	25.7		2364

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
HORIZON	376	421	377					1183 1174
HIGH SCHOOL				424	445	391	417	1705 1677
ENROLLMENT BY BLDG								5226 5215
RRALC		0	0	21	36	22	20	99
EXCEL MIDDLE	0	0	0					0
EXCEL HS				0	0			0
OUTREACH		0	0	5	4	1	2	12
DET/SHELTER	1	2	3	6	6	8	10	36
TOTAL	377	423	380	456	491	422	449	
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5357 5362
PRESCHOOL								135
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5482 5497

Self = Self Contained

Multi-age

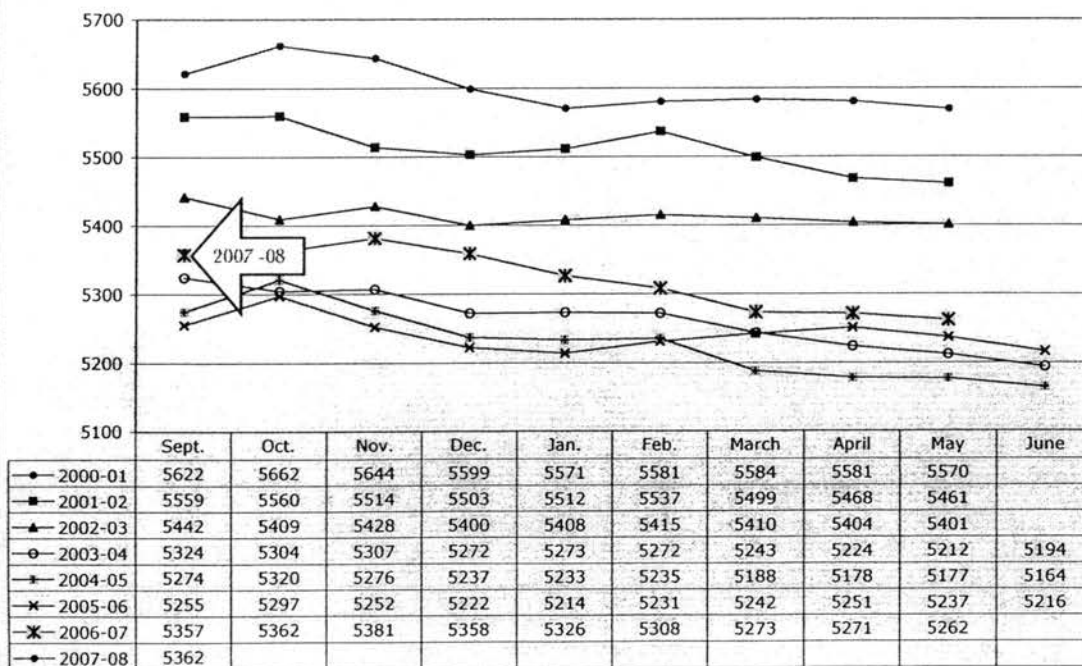
Italic number is 9-4-2006 Enrollment

Opening Enrollment 2007

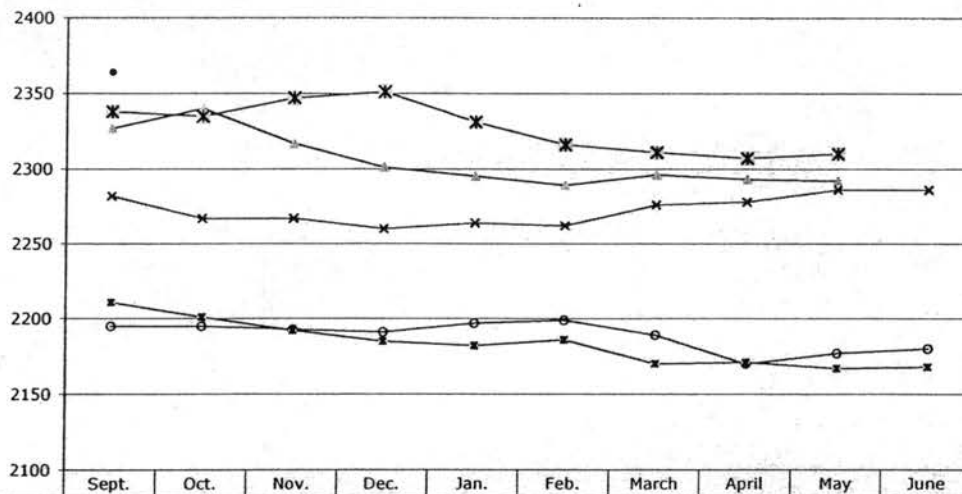
September 10, 2007

Compiled by Department of Teaching and Learning
Presented by Larry P. Nybladh
Superintendent

Monthly Enrollment Chart

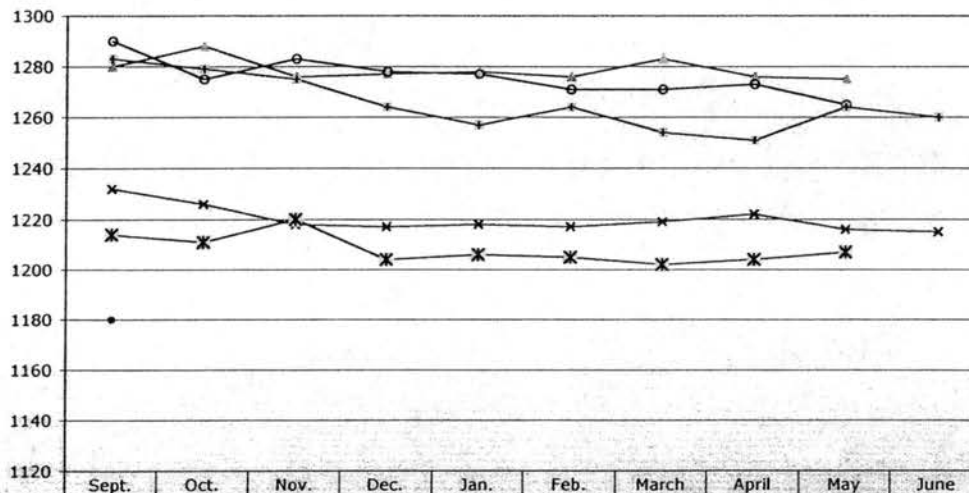


Moorhead K-5 Enrollment



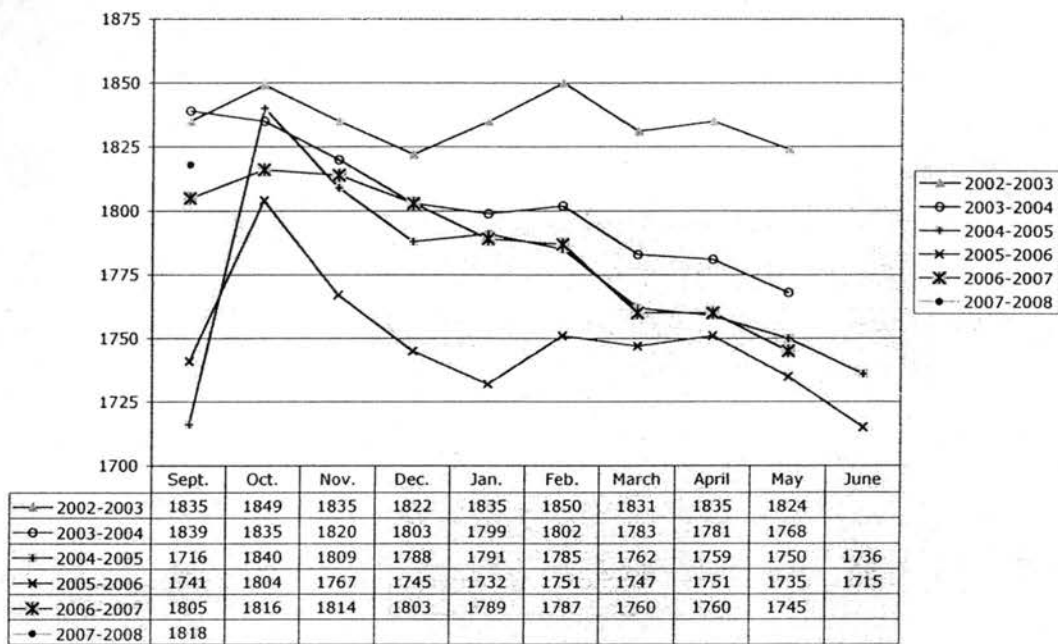
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
2002-2003	2327	2340	2317	2301	2295	2289	2296	2293	2292	
2003-2004	2195	2195	2193	2191	2197	2199	2189	2170	2177	2180
2004-2005	2211	2201	2192	2185	2182	2186	2170	2171	2167	2168
2005-2006	2282	2267	2267	2260	2264	2262	2276	2278	2286	2286
2006-2007	2338	2335	2347	2351	2331	2316	2311	2307	2310	
2007-2008	2364									

Moorhead 6-8 Enrollment

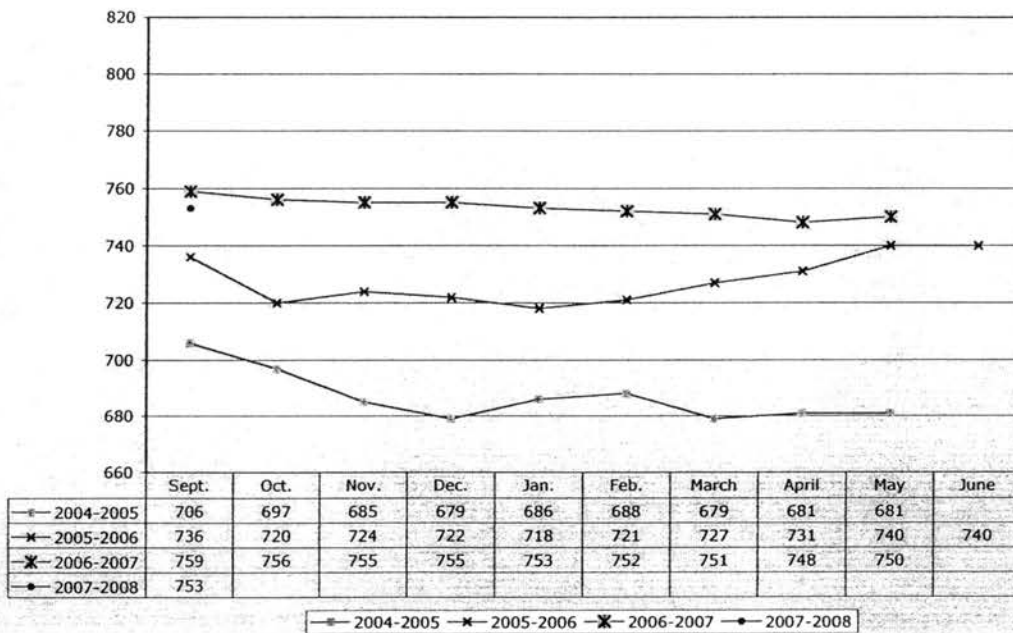


	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
2002-2003	1280	1288	1276	1277	1278	1276	1283	1276	1275	
2003-2004	1290	1275	1283	1278	1277	1271	1271	1273	1265	
2004-2005	1283	1279	1275	1264	1257	1264	1254	1251	1264	1260
2005-2006	1232	1226	1218	1217	1218	1217	1219	1222	1216	1215
2006-2007	1214	1211	1220	1204	1206	1205	1202	1204	1207	
2007-2008	1180									

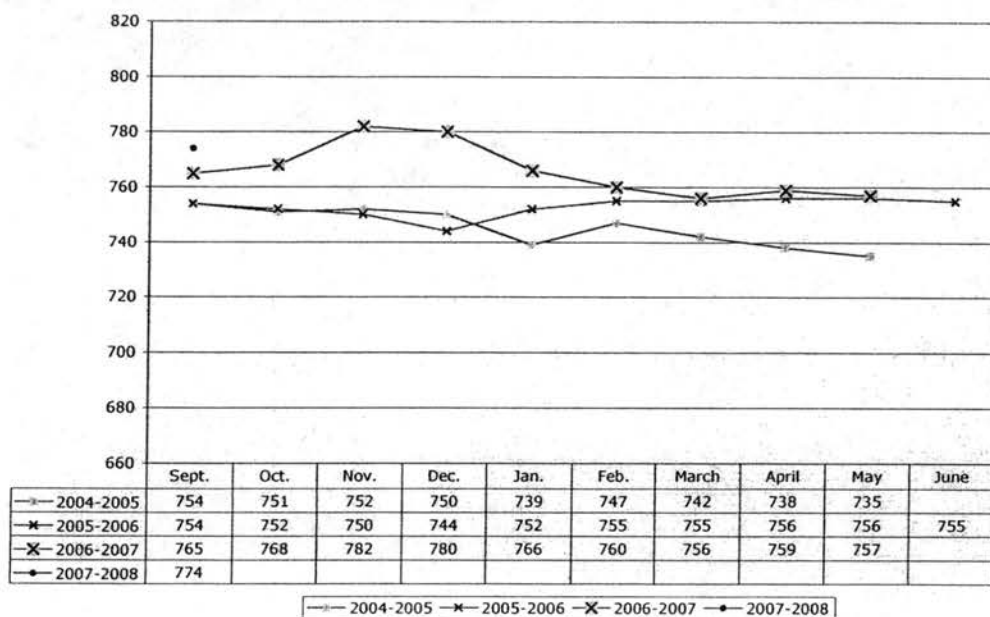
Moorhead 9-12 Enrollment



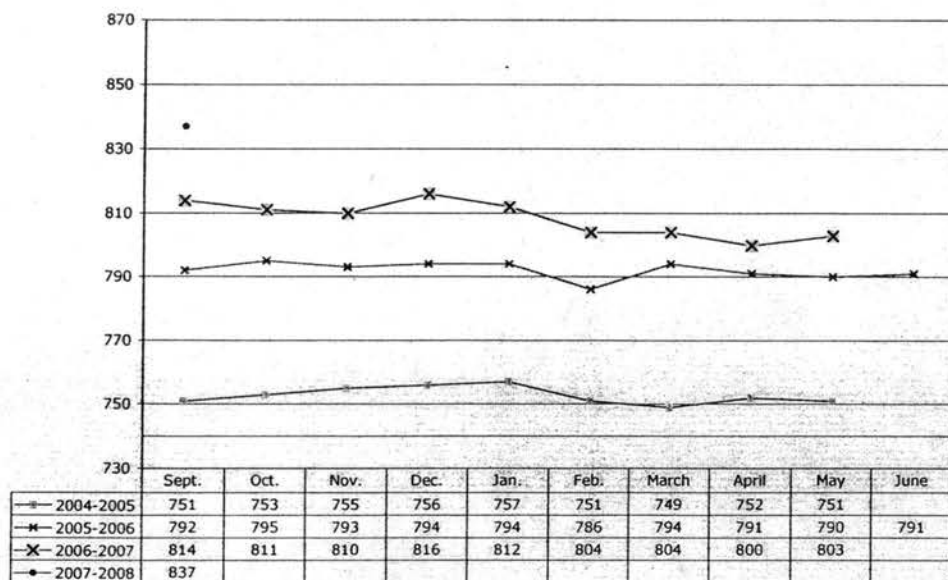
Robert Asp Enrollment



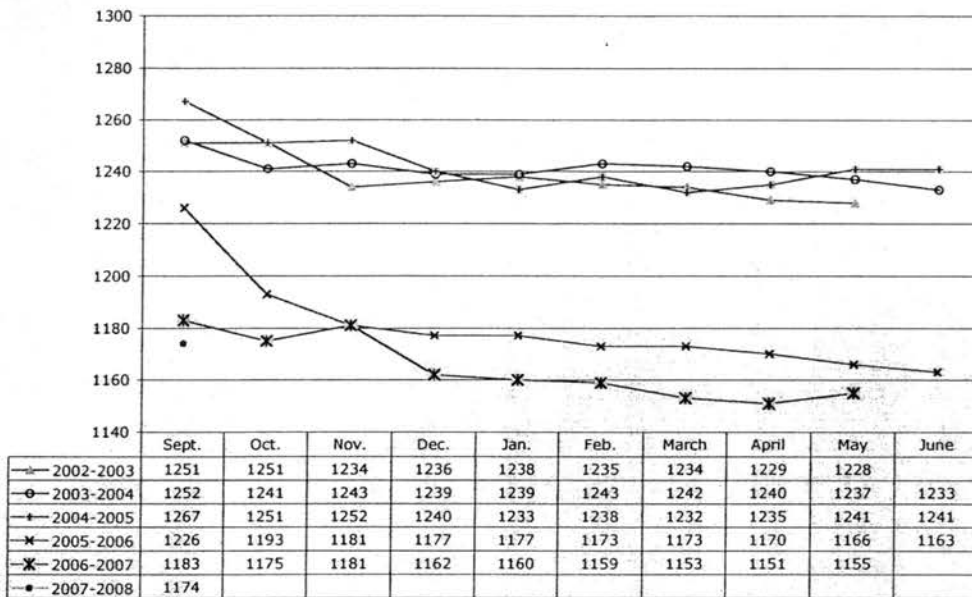
Ellen Hopkins Enrollment



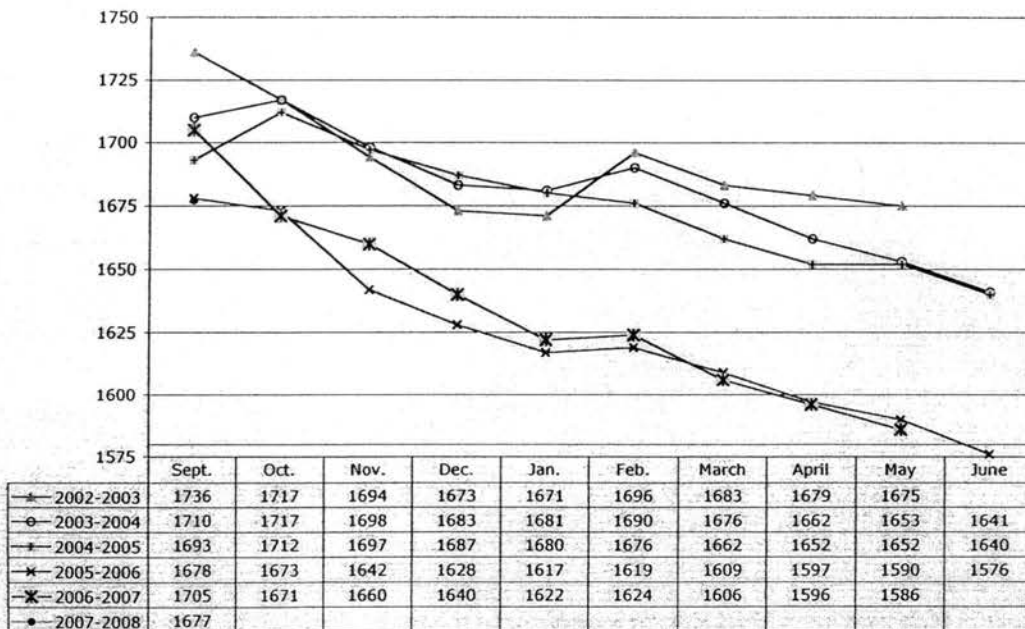
SG Reinertsen Enrollment



Horizon 6-8 Enrollment

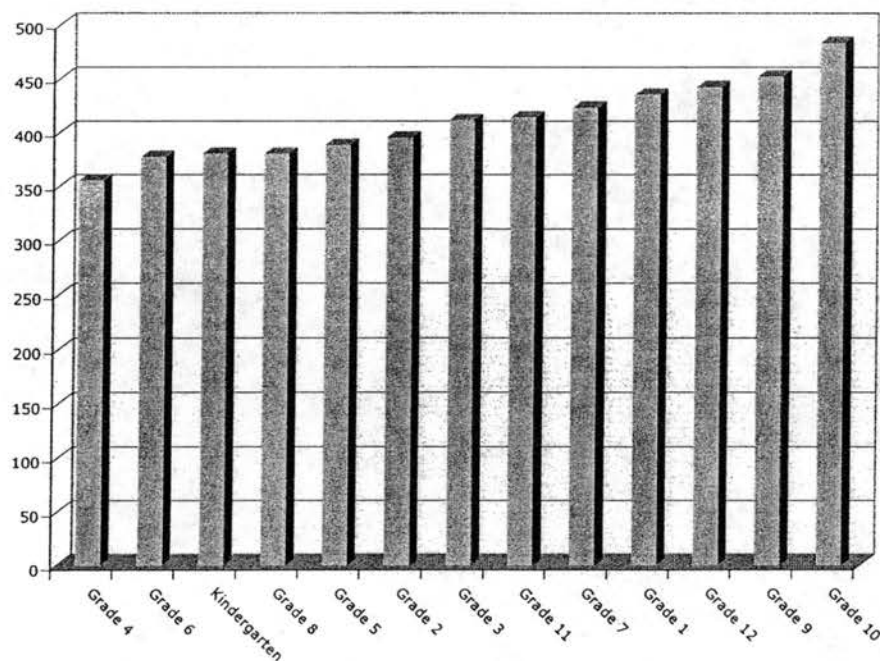


Moorhead High School Enrollment



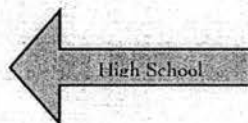
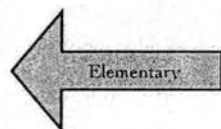
Class Enrollment Figures

September 4, 2007



Enrollment Information

Kindergarten	380
Grade 1	435
Grade 2	395
Grade 3	411
Grade 4	355
Grade 5	388
Grade 6	377
Grade 7	423
Grade 8	380
Grade 9	452
Grade 10	485
Grade 11	414
Grade 12	442

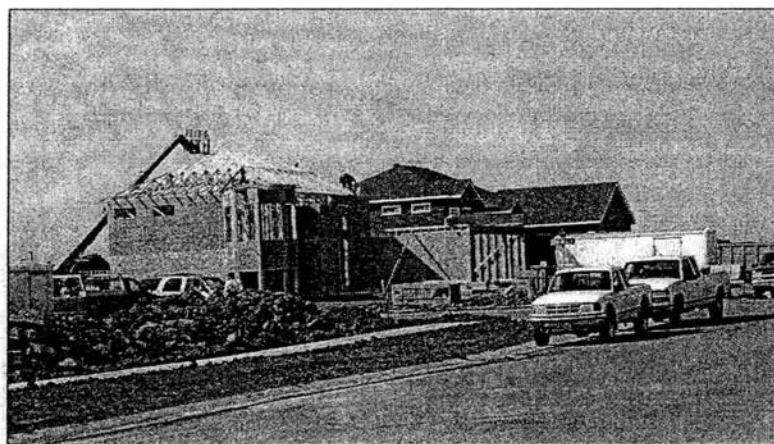


From December 2001 Presentation by
Dr. Larry Nybladh

"A trend is a destiny,
unless there is an intervention."
-Unknown

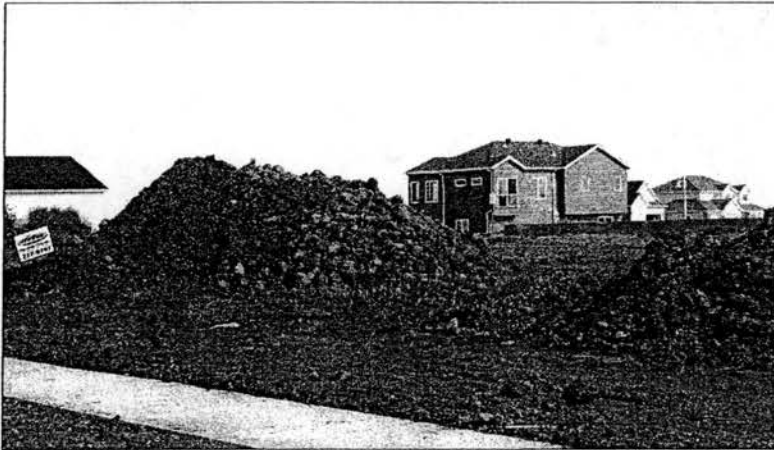


Community Growth

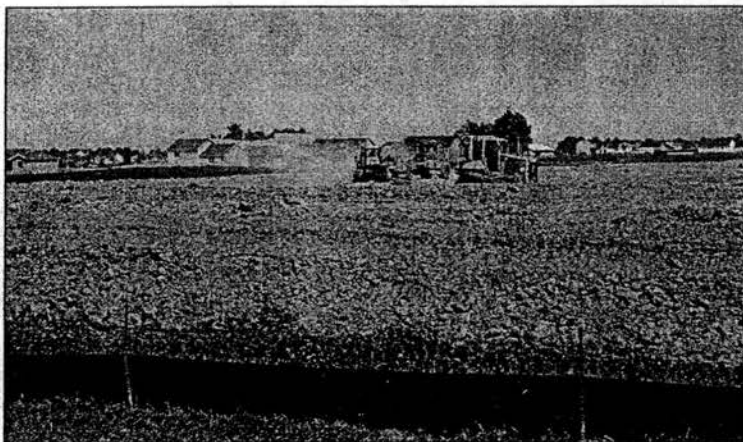




Community Growth



Community Growth





The Forum, July 19, 2007

Building decreases in metro

Home, commercial construction off 30 percent in first six months

By Patrick Springer
pspringer@forum.com

The value of residential and commercial construction in Fargo-Moorhead plunged by almost a third during the first half of the year.

Building permits in the Fargo-Moorhead metropolitan area totaled \$186.2 million from January through June, a decrease of almost \$9.1 million, or 32.4 percent, from the first half of last year, according to figures released Wednesday by the

Home Builders Association of Fargo-Moorhead.

Most construction categories - single-family homes, twin houses, apartments and commercial buildings - posted sharp declines as Fargo-Moorhead's building boom slowed. Moorhead was alone in the metro area in seeing an increase in single-family homes, with permits totaling \$14.8 million, up from \$13.5 million during the same period last year.

BUILDING: Back Page

Home building permits

January to June	2005		2006		2007	
	SINGLE FAMILY	TWN-HOME	SINGLE FAMILY	TWN-HOME	SINGLE FAMILY	TWN-HOME
Dilworth	12	6	23	10	10	4
Moorhead	75	42	76	74	89	48
Fargo	126	40	119	94	168	58
West Fargo	130	13	113	25	156	30
Total	345	101	331	203	423	140

Source: Home Builders Association of Fargo-Moorhead

The Forum



The Forum, July 19, 2007

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BUILDING: Back Page

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By Patrick Springer
pspr@moorhead.com

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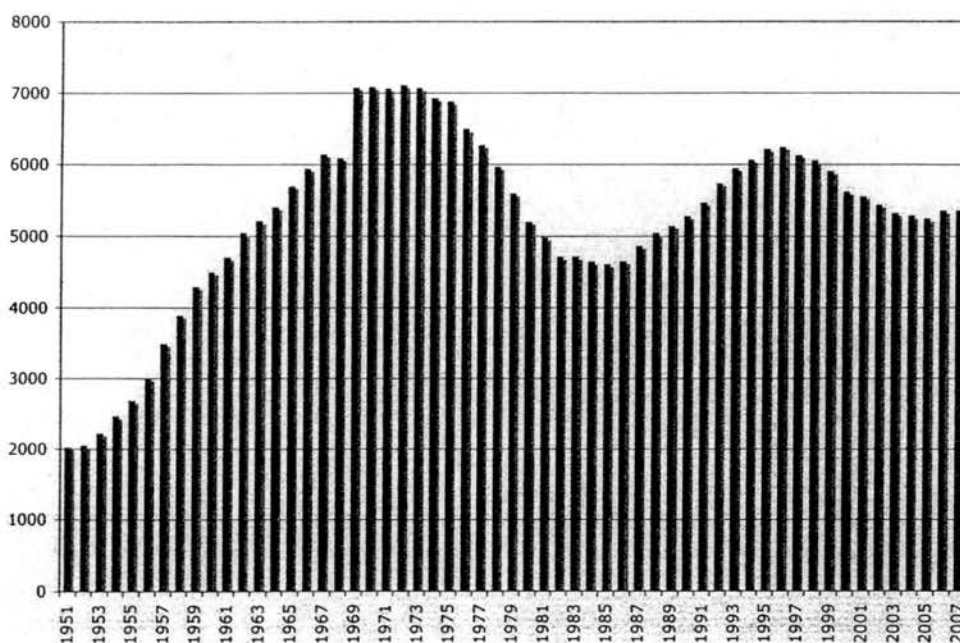
Home Builders Association of Fargo-Moorhead.

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BUILDING: Back Page

"I'm really glad people are choosing to build new homes in Moorhead," Moorhead Mayor Mark Voxland said. He attributed the increase in residential building to new neighborhoods that have sprouted around new schools and Moorhead's lower property tax bills.

Yearly Enrollment



2002 Enrollment Projections

- Enrollment in 06-07
- Enrollment in 07-08
- Increase in enrollment from 2002 projections
- Approximately 200 more students than projected in 2002

	06/07	07/08
Kindergarten	400	400
Grade 1	396	396
Grade 2	460	387
Grade 3	370	450
Grade 4	340	366
Grade 5	546	337
Grade 6	575	334
Grade 7	339	390
Grade 8	380	327
Grade 9	438	390
Grade 10	4502	433
Grade 11	416	391
Grade 12	414	392
Grades 9-12	1671	1606
Grades K-5	2511	2536
Grades 6-8	1095	1050
Grades K-12	5076	4993

5357

5362



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.024

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: September 4, 2007

RE: Teachers' Master Contract 2007-2009

After eight negotiation sessions, a new two year contract was successfully negotiated with Education Moorhead, representing teachers within the Moorhead School District. The contract for the period of July 1, 2007 through June 30, 2009 was ratified by the Education Moorhead membership on August 31, 2007.

Language changes to the new contract were made to the following articles of the contract:

1. Article 5 Employees Rights and Obligations
2. Article 17 Individual Teacher Contracts
3. Article 24 Outside Experience
4. Article 25 Credit of Experience for Part Time Personnel
5. Article 26 Salary Lane Qualifications
6. Article 27 Salary Lane Changes
7. Article 34 Teacher Insurance Benefits
8. Article 36 Early Retirement Policy
9. Article 38 Leave Due to Sickness or Emergency
10. Article 40 Extended Leave of Absence
11. Article 44 Civic Obligation Leave
12. Article 45 ABE/ECFE Teachers

The Financial settlement for the two year contract is as follows:

<u>Year</u>	<u>Additional cost</u>	<u>Percent Increase</u>
2007-2008	\$1,549,063	5.8%
2008-2009	\$1,403,778	4.9%
Totals	\$2,952.841	10.7%

SUGGESTED RESOLUTION: Move to approved the Teachers' Master Contract for the 2007-2009 as follows:

<u>Year</u>	<u>Additional cost</u>	<u>Percent Increase</u>
2007-2008	\$1,549,063	5.8%
<u>2008-2009</u>	<u>\$1,403,778</u>	<u>4.9%</u>
Totals	\$2,952,841	10.7%

RN/smw

S-NA-BOS
24 Sept 2007

INDEPENDENT SCHOOL DISTRICT #152

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

September 24, 2007

7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Mike Siggerud _____
Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	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 School 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 School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

SCHOOL BOARD AGENDA - September 24, 2007

PAGE 2

A. TEACHING/LEARNING MATTERS - Kovash

- (1) Acceptance of Gifts - Page 5
- (2) Approval of Alternative Delivery of Specialized Instructional Services Funding - Page 6
- (3) Approval of Comprehensive Arts Planning Program (CAPP) Grant - Pages 7-15

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Approval of Resignations - Page 16
- (2) Approval of Family/Medical Leaves - Page 17
- (3) Approval of New Employees - Pages 18-19

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **2007-07 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT:** Kovash
Pages 20-51

Suggested Resolution: Move to direct administration to print and prepare final copies of the 2006-2007 Annual Report on Curriculum, Instruction and Student Achievement for electronic distribution to the Minnesota Department of Education and print and prepare a summary report for mailing to all district households by October 15, 2007.

Moved by _____ Seconded by _____
Comments _____

4. **PROPOSED LEVY FOR 2007 PAYABLE 2008:** Weston
Pages 52-54

Suggested Resolution: Move to certify the "Maximum" for the 2007 Payable 2008 Proposed Levy.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - September 24, 2007

PAGE 3

5. **TRUTH IN TAXATION PUBLIC HEARING:** Weston
Page 55

Suggested Resolution: Move to approve Thursday, November 29, 2007, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 10, 2007 at 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 10, 2007 at 7:00 p.m. for the final approval of the 2007 Payable 2008 Levy.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF SALE OF LAND:** Weston
Pages 56-69

Suggested Resolution: Move to approve the sale of land as described in Exhibit A (Warranty Deed) in the amount of \$48,750 for use in connection with the construction of the Southeast Main Avenue/20th Street/21st Street Railroad Grade Separation Project.

Moved by _____ Seconded by _____
Comments _____

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

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Activities Council	September 25	7 am	MHS Conf Rm
Technology Com	September 25	3:45 pm	PCE
Prof Dev Before/After School	September 26		
Homecoming Parade	September 28	4 p.m.	
MHS Hall of Honor			
Induction Ceremony	September 29	5 pm	Marriott
Robert Asp Parent Social	October 1	6:30 pm	Media Center
SG Reinertsen PTAC	October 1	6:30 pm	Media Center
Moorhead High PTAC	October 1	7 pm	MHS
Continuing Educ Com	October 2	6:30 am	Village Inn
Indian Education Parent Com	October 3	5 pm	PCE
Human Rights Com	October 4	3:45 pm	PCE
Joint Powers Committee	October 4	7 am	Mhd City Hall
Horizon PTAC	October 4	7 pm	Media Center
Staff Development Com	October 8	3:30-4:30 pm	PCE
School Board	October 8	7 pm	PCE
Ellen Hopkins PTAC	October 9	6:30-8 pm	Media Center
Prof Dev Before/After School	October 10		
Instr and Curr Adv Com	October 11	7 am	PCE
Grds 9-12 P/T Confs	October 11	5-8:30 pm	MHS
Early Chldhd Adv Com	October 11	6:30-8 pm	PCE
Kind P/T Confs (Day)	October 12, 15		
Grds K-12 P/T Confs	October 15	5-8:30 pm	
Grds K-8 P/T Confs (Day/Evening)	October 16		
K-12 No School	October 16		
Teacher Comp Day (No School)	October 17		
Interagency Early Interv Com	October 17	12 pm	FSC
Health/Safety/Wellness Com	October 18	9:30 am	PCE
Education MN Conf	October 18-19		Mpls
Staff Development Com	October 19	3:30-4:30 pm	PCE
School Board	October 22	7 pm	PCE
Technology Com	October 23	3:45 pm	PCE
Activities Council	October 23	7 am	MHS Conf Rm
Prof Dev Before/After Schl	October 24		
Safe & Healthy Learners Com	October 26	3-4 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.036 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

DATE: September 17, 2007

RE: Donation

Moorhead Area Public Schools has received a donation from Gate City Bank of \$1,400. The funds will be used for after-school library hours at the high school, four nights a week. The extra hours will begin September 24 and run throughout the school year.

SUGGESTED RESOLUTION: Move to accept the donation of \$1,400 from Gate City Bank for after school library hours and direct administration to send a thank you card.

Steve Swoitek
Gate City Bank
PO Box 2847
Fargo, ND 58108-9983

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.032 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 5, 2007
RE: Alternative Delivery of Specialized Instructional Services

Moorhead Area Public Schools has been approved for funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services.

The project reimburses Moorhead Area Public Schools for 3.5 FTE for Literacy teachers and 1.5 FTE for Family Advocates through Early Risers. This is Moorhead's second year of funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services. Applications for funding are required annually.

SUGGESTED RESOLUTION: Move to approve the funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services for 3.5 FTE Literacy Teachers and 1.5 FTE Family Advocates

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.035 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 18, 2007
RE: Comprehensive Arts Planning Program (CAPP) 13 Grant (New)

Attached is the Grant Contract for the Comprehensive Arts Planning Program (CAPP)13 from the State of Minnesota through the Perpich Center for Arts Education.

Eight districts were selected to receive \$8000 in funding from the Perpich Center for Arts Education. In year one, districts develop a Five-Year Plan to improve arts education in both district and community. In year two, districts begin to implement their CAPP plans and a Minnesota State Arts Board CAPP Challenge Grant gives districts the opportunity to participate in a \$2000 residency project using a MSAB Roster Artist.

SUGGESTED RESOLUTION: Move to approve the funding for the Comprehensive Arts Planning Program 13 (CAPP) from the State of Minnesota in the amount of \$8000 over two years.

LAK/kmr
Attachment

STATE OF MINNESOTA GRANT CONTRACT

This Grant Contract is between the State of Minnesota, acting through its PERPICH CENTER FOR ARTS EDUCATION ("State") and Moorhead Area Public Schools, ISD # 152, an independent contractor, not an employee of the State of Minnesota, address 2410 14th St. South Moorhead, MN 56560 ("Grantee").

Recitals

1. Under Minn. Stat. § 15.061 the State is empowered to enter into this grant.
2. The State is in need of high quality, professional opportunities in the arts for MN K-12 educators, teaching artists, administrators, students, and community members to improve education statewide.
3. The Grantee represents that it is duly qualified and agrees to perform all services described in this grant contract to the satisfaction of the State.

Grant Contract

Term of Grant Contract

1.1 *Effective Date:*

09/24/2007, or the date the State obtains all required signatures under Minnesota Statutes Section 16C.05, subdivision 2, whichever is later.

The Grantee must not begin work under this contract until this contract is fully executed and the Grantee has been notified by the State's Authorized Representative to begin the work.

1.2 *Expiration Date:*

06/30/2009, or until all obligations have been satisfactorily fulfilled, whichever occurs first.

1.3 *Survival of Terms.*

The following clauses survive the expiration or cancellation of this contract: 8. Liability; 9. State Audits; 10. Government Data Practices and Intellectual Property; 13. Publicity and Endorsement; 14. Governing Law, Jurisdiction, and Venue; and 16. Data Disclosure.

2 **Grantee's Duties**

The Grantee, who is not a state employee, will:

Grantee will participate in the two-year Comprehensive Arts Planning Program (CAPP), fulfilling all obligations listed in Attachment A.

Please see Attachment A, DUTIES, attached to and incorporated into this grant contract.

Please see Attachment B, APPLICATION, attached to and incorporated into this grant contract.

3. Time

The Grantee must comply with all the time requirements described in this contract. In the performance of this grant contract, time is of the essence.

4. Consideration and Payment

4.1 Consideration.

The State will pay for all services performed by the Grantee under this grant contract as follows:

(A) Compensation.

The Grantee will be paid at the following rate(s): Eight Thousand and no/100 (\$8,000.00).

Matching Requirements (if applicable).

(B) Travel Expenses.

Reimbursement for travel and subsistence expenses actually and necessarily incurred by the Grantee as a result of this grant contract will not exceed none (\$0.00); provided that the Grantee will be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than provided in the current "Commissioner's Plan" promulgated by the commissioner of Employee Relations, which is incorporated in to this contract by reference. The Grantee will not be reimbursed for travel and subsistence expenses incurred outside Minnesota unless it has received the State's prior written approval for out of state travel. Minnesota will be considered the home state for determining whether travel is out of state.

(C) Total Obligation.

The total obligation of the State for all compensation and reimbursements to the Grantee under this grant contract will not exceed Eight Thousand and no/100 (\$8,000.00).

4.2 Payment.

(A) Invoices.

The State will promptly pay the Grantee after the Grantee presents an itemized invoice for the services actually performed and the State's Authorized Representative accepts the invoiced services. Invoices must be submitted timely and according to the following schedule:

\$4,000.00-Upon final execution of this grant contract.

\$3,400.00-July 5, 2008 upon submission and acceptance of all required materials for year one of the program.

\$600.00-June 30, 2009 upon submission and acceptance of all required reporting materials for year two of the program.

(B) Federal Funds.

(Where applicable, if blank this section does not apply) Payments under this contract will be made from federal funds obtained by the State through Title __N.A.__ CFDA number __N.A.__ of the __N.A.__ Act of __N.A.__. The Grantee is responsible for compliance with all federal requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by the Grantee's failure to comply with federal requirements.

Conditions of Payment

All services provided by the Grantee under this grant contract must be performed to the State's satisfaction, as determined at the sole discretion of the State's Authorized Representative and in accordance with all applicable federal, state, and local laws, ordinances, rules, and regulations. The Grantee will not receive payment for work found by the State to be unsatisfactory or performed in violation of federal, state, or local law.

Authorized Representative

The State's Authorized Representative is David Beaman, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, MN, 55422, 763-591-4700, or his/her successor, and has the responsibility to monitor the Grantee's performance and the authority to accept the services provided under this contract. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each invoice submitted for payment.

The Grantee's Authorized Representative is Lynne Kovash, Assist Supt., address: 2410 14th St. South Moorhead, MN 56560. If the Grantee's Authorized Representative changes at any time during this contract, the Grantee must immediately notify the State.

7 Assignment, Amendments, Waiver, and Grant Contract Complete

7.1 Assignment.

The Grantee may neither assign nor transfer any rights or obligations under this contract without the prior consent of the State and a fully executed Assignment Agreement, executed and approved by the same parties who executed and approved this grant contract, or their successors in office.

7.2 Amendments.

Any amendment to this grant contract must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant contract, or their successors in office.

7.3 Waiver.

If the State fails to enforce any provision of this grant contract, that failure does not waive the provision or its right to enforce it.

7.4 Grant Contract Complete.

This grant contract contains all negotiations and agreements between the State and the Grantee. No other understanding regarding this grant contract, whether written or oral, may be used to bind either party.

8 Liability

The Grantee must indemnify, save, and hold the State, its agents, and employees harmless from any claims or causes of action, including attorney's fees incurred by the State, arising from the performance of this grant contract by the Grantee or the Grantee's agents or employees. This clause will not be construed to bar any legal remedies the Grantee may have for the State's failure to fulfill its obligations under this grant contract.

9 State Audits

Under Minn. Stat. § 16C.05, subd. 5, the Grantee's books, records, documents, and accounting procedures and practices relevant to this grant contract are subject to examination by the State and/or the State Auditor or Legislative Auditor, as appropriate, for a minimum of six years from the end of this grant contract.

10 Government Data Practices and Intellectual Property

10.1 Government Data Practices.

The Grantee and State must comply with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, as it applies to all data provided by the State under this grant contract, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the Grantee under this grant contract. The civil remedies of Minn. Stat. § 13.08 apply to the release of the data referred to in this clause by either the Grantee or the State.

If the Grantee receives a request to release the data referred to in this Clause, the Grantee must immediately notify the State. The State will give the Grantee instructions concerning the release of the data to the requesting party before the data is released.

10.2 Intellectual Property Rights.

(A) The State shall own all rights, title and interest in all of the materials conceived or created by the Grantee, or its employees or subgrantees, either individually or jointly with others and which arise out of the performance of and are paid for under this grant contract, including any inventions, reports, studies, designs, drawings, specifications, notes, documents, software and documentation, computer based training modules, electronically, magnetically or digitally recorded material, and other work in whatever form ("Materials").

The Grantee hereby assigns to the State all rights, title and interest to the Materials. Grantee shall, upon request of the State, execute all papers and perform all other acts necessary to assist the State to obtain and register copyrights, patents or other forms of protection provided by law for the Materials. The Materials created under this grant contract by the Grantee, its employees or subgrantees, individually or jointly with others, shall be considered "works made for hire" as defined by the United States Copyright Act.

All of the Materials, whether in paper, electronic, or other form, shall be remitted to the State by the Grantee, its employees and any subgrantees, shall not copy, reproduce, allow or cause to have the Materials copied, reproduced or used for any purpose other than performance of the Grantee's obligations under this grant contract without the prior written consent of the State's Authorized Representative.

(B) Grantee represents and warrants that Materials produced or used under this Grant Contract do not and will not infringe upon any intellectual property rights of another, including but not limited to patents, copyrights, trade secrets, trade names, and service marks and names. Grantee shall indemnify and defend the State, at Grantee's expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the Materials infringe upon the intellectual property rights of another. Grantee shall be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages including, but not limited to reasonable attorneys' fees arising out of this Grant Contract, amendments and supplements thereto, which are attributable to such claims or actions.

If such a claim or action arises, or in Grantee's or the State's opinion is likely to arise, Grantee shall, at the State's discretion, either procure for the State the right or license to continue using the Materials at issue or replace or modify the allegedly infringing Materials. This remedy shall be in addition to and shall not be exclusive to other remedies provided by law.

11 Workers' Compensation

The Grantee certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The Grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.

12 Publicity and Endorsement

12.1 Publicity.

Any publicity regarding the subject matter of this contract must identify the State as the sponsoring agency and must not be released without prior written approval from the State's Authorized Representative. For purposes of this provision, publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Grantee individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this grant contract.

12.2 Endorsement.

The Grantee must not claim that the State endorses its products or services.

13 Governing Law, Jurisdiction, and Venue

Minnesota law, without regard to its choice-of-law provisions, governs this contract. Venue for all legal proceedings out of this grant contract, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

14 Termination

The State may cancel this grant contract at any time, with or without cause, upon 30 days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

15 Data Disclosure

Under Minn. Stat. § 270.66, and other applicable law, the Grantee consents to disclosure of its social security number, federal employer tax identification number, and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the Grantee to file state tax returns and pay delinquent state tax liabilities, if any.

1. STATE ENCUMBRANCE VERIFICATION

Individual certifies that funds have been encumbered as required by Minn. Stat. §§ 16A.15 and 16C.05.

Signed:	<i>Rosalind Hoffman</i>
Date:	9-6-07
CFMS Grant Contract No. B-	06179

3. STATE AGENCY

By (authorized signature)
Title
Date

2. GRANTEE:

The Grantee certifies that the appropriate person(s) have executed the grant contract on behalf of the Grantee as required by applicable articles, by-laws, resolutions, or ordinances.

by
Title
Date
by
Title
Date

Distribution:
Agency
Grantee
State Authorized Representative - Photo Copy

ATTACHMENT A
STANDARD CAPP GRANTEE DUTIES

Program Requirements

Districts selected to participate in CAPP 13 commit to the following program requirements:

1. Appoint CAPP Co-Chairs and empower them with the responsibility to:
 - a. form and lead a school/community committee that meets regularly and
 - b. oversee expenditures of the CAPP grant funds in the district
2. Participate in CAPP training and planning activities for the entire training and implementation program (two years). The expectation is that grantee will continue to support and implement the CAPP 5 year plan developed by grantee beyond the training and funding period.
3. Participate in the CAPP process and program that strives for quality arts education for all students in the district in dance, literary arts, media arts, music, theater and visual arts.
4. Provide release time to allow for district representation by CAPP committee chairs at all CAPP events, including conferences, workshops and seminars. Committee chairs are to be free to attend these meetings without requirement to make up the time.
5. CAPP sites will submit a five-year plan approved by the local school board by the end of Year One and work/evaluation plans for the first and second years of the plan.
6. Provide data documentation and participate in the evaluation of the program.
7. Provide cash and in-kind match that equals 50% of the state grant monies. Over the course of the 2007-2009 two-year grant, the school district match amount equals \$4000, some which must be a cash match.

CAPP Committees are charged with developing a comprehensive five-year plan for K-12 arts education in the district by using the process delineated in the CAPP Planning Manual. CAPP Co-Chairs are responsible for attending state CAPP meetings (see details below); holding monthly committee meetings; publicizing and promoting CAPP activities throughout the district and community; sending minutes of the monthly committee meetings to the state CAPP Coordinator; hosting a site visit by the state CAPP Coordinator; submitting a roster of committee members; submitting a draft of the district's five-year plan; and submitting the five-year plan, first year work plan, evaluation and budget reports by the June, 2008 deadline as directed by the state CAPP Coordinator. In addition, the CAPP plan is to be presented to the site School Board at a regular School Board meeting. The School Board is to endorse, accept, or acknowledge this document; meeting minutes documenting the presentation and resulting action are to be submitted to the state CAPP Coordinator along with the published CAPP Plan no

later than June, 2008. Year two funding is contingent upon receipt of required documentation.

In the second year of the program, CAPP Committees are charged with implementing the first year of the five-year plan. Co-chairs are responsible for attending state CAPP meetings (see details below); holding monthly committee meetings; publicizing and promoting CAPP activities throughout the district and community; sending minutes of the monthly committee meetings to the state CAPP Coordinator, submitting any updates of the roster of committee members; and submission of the final program evaluation and budget report no later than June, 2009 as directed by the state CAPP Coordinator.

One copy of all materials created through the use of these funds will be housed at the Perpich Center for Arts Education for use by anyone seeking information on arts education.

Mandatory CAPP Meetings: Year One (2007-2008) Representation for each CAPP site is required. The expectation is that all co-chairs will attend all leader meetings. *Please note: All dates for meetings are tentative and may be changed at the discretion of the State CAPP Coordinator.*

Kick-Off Leaders Meeting, Monday, September 24, 2007 at the Perpich Center for Arts Education Glass Box, Gaia Building - CAPP Committee Co-Chairs attend.

Fall Leaders Meeting, Tuesday, November 13, 2007 – location to be determined; CAPP Committee Co-Chairs attend.

Winter Leaders Meeting January 21, 2008 - location to be determined; CAPP Committee Co-Chairs attend.

Spring Leaders Meeting Monday, April 21, 2008 -location to be determined. CAPP Committee Co-Chairs attend.

Mandatory CAPP Meetings: Year Two (2008-2009)

Please note: All dates for meetings are tentative and may be changed at the discretion of the State CAPP Coordinator.

Fall Leaders Meeting- October 2008, - date and location to be determined, CAPP Committee Co-Chairs attend.

Winter Leaders Meeting- January 2009, - date and location to be determined. CAPP Committee Co-Chairs attend.

Spring Leaders Meeting- April 2009, -date and location to be determined. CAPP Committee Co-Chairs attend.

MEMO:

SEP 13 2007

To: CAPP 13 Site Contact
Date: September 10, 2007
From: Dave Beaman, CAPP Program Coordinator
Re: CAPP 13 Grant Funding

Congratulations on being selected to participate in the 2007-09 Comprehensive Arts Planning Program (CAPP) 13. Eight districts have been selected to participate in CAPP 13. They are: Columbia Heights, Elk River, Great River School of St. Paul, Hinckley-Finlayson, Lake Superior Schools (Two Harbors), Moorhead, Robbinsdale, and St. Louis County Schools.

Each district selected to participate will receive \$4000.00 each year, as well the technical support of Dave Beaman, the CAPP Coordinator. In the first year, grant funds are to be used to facilitate the planning process that results in a five-year arts education plan for your district. The CAPP Plan developed in year one must be presented to (and accepted by) your local school board, before year two funds are released. This is to be completed by June, 2008. Pending receipt and acceptance of your district's CAPP plan, budget, and other required data, year two monies will be released. During the second year, funds are used to implement the first year action plan that is a component of your completed five-year plan. During the two years of the formal program, each site is required to actively participate in up to seven workshops.

The first state CAPP meeting, a "kick-off" event, will be a leadership training meeting held on Monday, September 24, at the Perpich Center for Arts Education. Following this event, co-chairs will develop the structure and framework for their CAPP site. Co-chairs are to convene their CAPP committees and begin the process of developing the district 5-year plan.

Fall, Winter and Spring meetings will also be held for CAPP co-chairs. Tentative dates for these events have been set. They are:

Fall Leader Meeting – Tuesday, November 13.
Winter Leader Meeting- Tuesday, January 22
Spring Leader Meeting – Monday, April 21.

Dates may be changed, depending upon input from CAPP Co-Chairs. Locations will be determined at the Fall Leadership Training meeting. During the school year, Dave will visit each CAPP site to monitor progress, assist local efforts, and to meet committee members.

The co-chairs of each CAPP site are asked to attend all state meetings. In the event this is not possible, the site is to make certain they have representation at all state CAPP meetings.

Please keep in mind that in accepting this grant, your district is required to commit to a 50 percent match of the total grant amount (some must be cash). Cash and in-kind commitment is to total a minimum of \$4000 over the total granting period.

Along with this letter, you will find the Grant Contract to be signed by the Superintendent or (other individual empowered by the district to sign contracts) and returned promptly to the Perpich Center. This contract contains specific information about how grant funds may be used and requirements for accounting for these funds. We will send the first grant payment to your district shortly after we receive the signed contract. Copies of the contract are being sent to identified co-chairs, but only your contract is to be signed and returned.

If you have any questions, you may contact Dave by email: dave.beaman@pcae.k12.mn.us or telephone at 1-800-657-3515 or 763-591-4776.

Congratulations on your selection to participate in CAPP. We look forward to working with you during the next two years.

Sincerely,

Dave Beaman
CAPP Coordinator
Perpich Center for Arts Education



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.028

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

RN/Smw

DATE: September 17, 2007

RE: Resignation

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

Barbara Haman Food & Nutrition Server, S. G. Reinertsen Elementary, effective
September 7, 2007.

Dolores Morse Paraprofessional, Red River Area Learning Center, effective August 27,
2007.

Jara Larson EBD Teacher, Horizon Middle School, effective September 17, 2007.

SUGGESTED RESOLUTION: Move to approve the resignations of Barbara Haman, Dolores Morse and Jara Larson as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.029**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources *RN/sw*

DATE: September 17, 2007

RE: Family/Medical Leave

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

Jennifer Winter Teacher, EIS, effective approximately December 21, 2007 for
approximately six to eight weeks.

Laura Holmquist Teacher, Ellen Hopkins Elementary, effective approximately October
20, 2007 for twelve weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Jennifer Winter and Laura Holmquist pursuant to Section IV, Article 38 of the Teachers' Master Agreement.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.027

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources *RH/SW*

DATE: September 17, 2007

RE: New Employees

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

Nancy Halverson	Paraprofessional, High School, B21 (0) \$13.11 per hour, 6.5 hours per day, effective September 10, 2007. (Replaces Ronda Adrian)
Desiree Perez	Paraprofessional, High School, B21 (0) \$13.11 per hour, 6.5 hours per day, effective September 18, 2007. (Replaces Gloria Crosby)
Caleb Schlack	Physical Education Teacher, Robert Asp Elementary & S.G. Reinertsen Elementary, 50 FTE, BA (0) \$14,448.00 effective August 28, 2007 (Replaces Amy Miller)
Becky Shelton	Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Barbara Haman)
Renee Birnbaum	Food & Nutrition Server, High School, 2.75 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Bryan Wirries)
Heidi Omar Manthery	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 13, 2007. (Replaces Renae Gaughan)
Karen Wischnak	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 13, 2007. (Replaces Jenny Lancon)
Tina Wagner	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 11, 2007. (Replaces Bayan Amedy)

Rachel Kercher

Crossing Guard/Lunchroom Supervisor, S. G. Reinertsen Elementary, 4 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Sue Nichols)

SUGGESTED RESOLUTION: Move to approve the employment of Nancy Halverson, Desiree Perez, Caleb Schlack, Becky Shelton, Renee Birnbaum, Heidi Omar Manthery, Karen Wischnak, Tina Wagner and Rachel Kercher as presented.

RN/smw



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.037 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 18, 2007
RE: 2006-2007 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft copy of the 2006-2007 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee reviewing the past year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee (ICAC).

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action. The report will be distributed in electronic form on the internet, with printed copies available through the Superintendent's office. Also included is a one page summary providing the notice of the electronic reporting that will be mailed to all households by October 15, 2007

The drafts need to be approved for final distribution. At the October 8th meeting, the board will receive the final summary of the annual report which will then be mailed to all district households. A paper copy of the annual report will be presented to the board and then placed on the website. The copies of the annual report and summary will then be forwarded to the Minnesota Department of Education by October 15, 2007 to meet the state requirements.

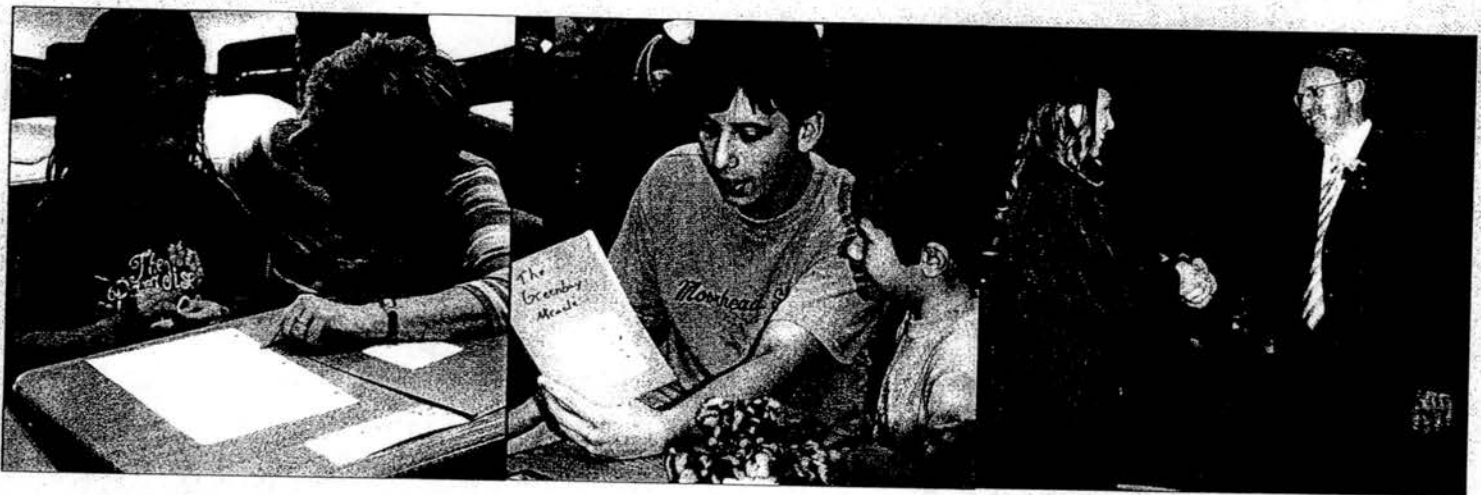
SUGGESTED RESOLUTION: Move to direct administration to print and prepare the final copies of the 2006-2007 Annual Report on Curriculum, Instruction and Student Achievement for electronic distribution to the Minnesota Department of Education and print and prepare a summary report for mailing to all district households by October 15, 2007.

LAK/kmr
Attachment



Connecting FOR SUCCESS

Moorhead Area Public Schools
Independent School District 152



*2006-07 Annual Report on
Curriculum, Instruction and Student Achievement*

DRAFT

WELCOME TO THE 2006-07 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

CONNECTING FOR SUCCESS

Moorhead Area Public Schools is focusing on the theme "Connecting for Success" this year. There are numerous ways teachers, learners and all those who support the teaching and learning process can make connections to bolster student achievement and promote lifelong learning.



of our students. All of these connections internally within the schools across the school district are promoting a positive and productive educational experience for our learners.

Education is constantly changing, and our district is challenged to meet state and federal accountability requirements. Despite these challenges, we strive to continue to provide the highest quality of education to our students. To ensure student achievement, the employees in our district are also continuously learning new knowledge and new methods to enhance the teaching and learning experience.

This continuous improvement process will be guided by the district's strategic plan, which after a yearlong collaborative process was adopted by the School Board in August 2007. Many of the six priorities areas, which are highlighted on page 15, focus on student achievement and curriculum. The strategic plan will provide the required intentional focus across the district to continue providing quality education.

Teams at each school have established academic goals for our students and will be working toward achieving those goals. This report contains results from the 2007 Minnesota Comprehensive Assessments-II. The state-required MCA-II's are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

This year as we will work together to enhance the teaching and learning process and focus on student achievement throughout our district. Our collective efforts as we connect for success will provide significant potential impact on student learning.

Sincerely,

Dr. Larry P. Nybladh
Superintendent of Schools

Across our school district, employees are connecting for the success of all learners. While staff members are connecting with each other, they are also connecting with students in enhanced ways. They are forging relationships that allow our students to better succeed.

While our students are connecting with their teachers, and they are also connecting learning to its real-life application through technology, service-learning and interdisciplinary projects. Additionally, classroom learning is connected to assessments that demonstrate the success

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

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

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

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

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如果您不懂英語，并希望尋求幫助，請撥打電話 284-3310。
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INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

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

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

Community members are either recom-

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

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

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

2006-07 Curriculum and Instruction Advisory Committee (Year gives expiration date of term)

Bea Arett 2007 <i>Rep: Senior Citizens</i>	Dana Haagenson 2007 <i>Rep: Hopkins Parent</i>	Clinton Talley 2007 <i>Rep: Support Staff</i>
Victor Black 2008 <i>Rep: Junior Class</i>	Jay Haiby 2007 <i>Rep: Reinertsen Parent</i>	Bill Tomhave 2008 <i>Rep: Higher Education</i>
Andrew Chen 2007 <i>Rep: Senior Class</i>	Judy Kotta 2008 <i>Rep: Horizon Parent</i>	Colleen Tupper 2007 <i>Rep: Principals</i>
Karin Dulski 2008 <i>Rep: School Board</i>	Lynne Kovash 2007 <i>Rep: Administration</i>	Kris Valan 2007 <i>Rep: Higher Education</i>
Cindy Fagerlie 2007 <i>Rep: School Board</i>	Karen Nitzkowski 2008 <i>Rep: Community Education</i>	Coralie Wai 2007 <i>Rep: Moorhead High Parent</i>
Charlie Fisher 2007 <i>Rep: Gifted/Talented Teacher</i>	Donna Norquay 2007 <i>Rep: Minorities</i>	Trudy Wilmer 2008 <i>Rep: Robert Asp Parent</i>
Mary Flesberg 2008 <i>Rep: Secondary Teacher</i>	Tammy Schatz 2008 <i>Rep: Hopkins Parent</i>	John Wirries, Co-chair 2008 <i>Rep: Reinertsen Parent</i>
Stacey Foss, Co-chair 2007 <i>Rep: Moorhead High Parent</i>	Chizuko Shastri 2007 <i>Rep: Horizon Parent</i>	
Pamela Gibb, Secretary 2008 <i>Rep: District Communications</i>	Faye Smiley-Aakre 2007 <i>Rep: Minorities</i>	

Long-Range Goals Established by the Instruction and Curriculum Advisory Committee

Our graduates will be able to...

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

Our students will be able to...

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

Areas Reviewed by the Instruction and Curriculum Advisory Committee

During the 2006-07 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- ☐ Review curriculum and instruction implications of the district's educational enhancement initiatives through school updates.
- ☐ Review district test results and the district's testing program, including a review of progress toward goals and information on the Measures of Academic Progress.
- ☐ Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts.
- ☐ Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- ☐ Monitor the implementation of the Minnesota Academic Standards, including review of the revised mathematics standards.
- ☐ Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- ☐ Review proposals for curricular additions or deletions.
- ☐ Review the revised curriculum cycle.
- ☐ Review state's science, technology, engineering and mathematics or STEM initiative.
- ☐ Review community-based concerns related to instruction and curriculum.

MEASURING STUDENT PROGRESS

Minnesota Academic Standards

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

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

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

Moorhead has incorporated the standards for language arts, math, social studies and science. The new mathematics standards are being reviewed and implemented.

Measuring Achievement

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

- Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- Dynamic Indicators of Basic Literacy Skills (DIBELS)

- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

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

Basic Skills Tests

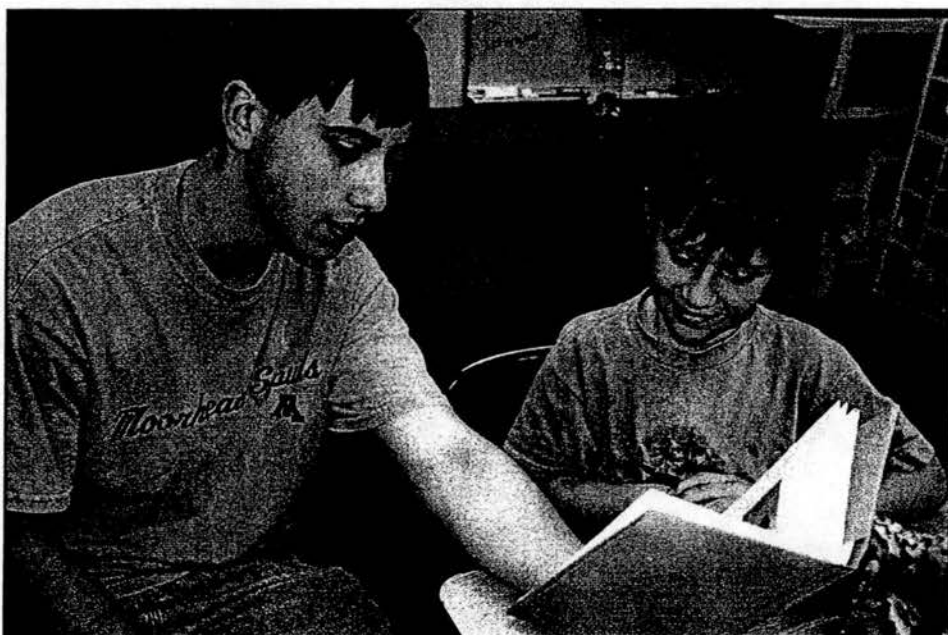
The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Until legislative action in July 2005, these tests were required for graduation from a Minnesota high school. Students in grade 10 and younger will no longer take these tests. Students in grades 11 and 12 are still required to pass these tests and continue to have the opportunity to retake the tests. Refer to page 8 for more information.

Minnesota Comprehensive Assessments-II

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

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II has replaced the Basic Skills Tests for students in grade 10 and lower.



Horizon Middle School students read completed books to their Robert Asp Elementary "Book Buddies." As part of an interdisciplinary service-learning project, the students created personalized picture books based on values such as honesty and integrity. After writing the stories in English class, students made scale drawings of their main characters in math class. In art technology class, students photographed the main character of their books for illustrations, word processed the stories, marbled paper for the end papers of the books, made covers, and sewed the pages into the books.

MEASURING STUDENT PROGRESS

GRADES K-5: DISTRICT-WIDE TESTING FOR 2007-08

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Reading	3-5	April 15 & 17, 2008	
Math	3-5	April 22 & 24, 2008	
Science	5	April 28-May 23, 2008	
Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 3-5	March 10-14, 2008 March 24-28, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 3-5	Same as math MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5	Oct. 15-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
Dynamic Indicators of Basic Literacy Skills (DIBELS)	K (all students) and I (selected students)	September 2007 / January 2008 / May 2008	To determine a student's level of proficiency with early reading skills
Various Literacy Assessments	K-5	Throughout the school year	To determine a student's reading level and skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Examples of Excellence

- In 2006-07, Moorhead High School students earned more than \$1.4 million in scholarships.
- Moorhead's class of 2007 exceeded state and national averages for composite ACT scores with an average score of 23.2. The state average was 22.5 and the national average was 21.2. Minnesota's average score was first in the nation when compared to other states in which at least half of the graduating seniors take the college entrance exam.
- Joslyn Larson, second-grade teacher at S.G. Reinertsen Elementary, received the Outstanding Contributions to Service-Learning Practice Award and was recognized at the 2007 Minnesota Youth Service Celebration at the Capitol.
- The Moorhead Area Public Schools' string program was honored in October 2006 with the 2006-2007 Meritorious

String Program Award. Each year one school, college or youth orchestra is recognized by the Minnesota String and Orchestra Teachers Association.

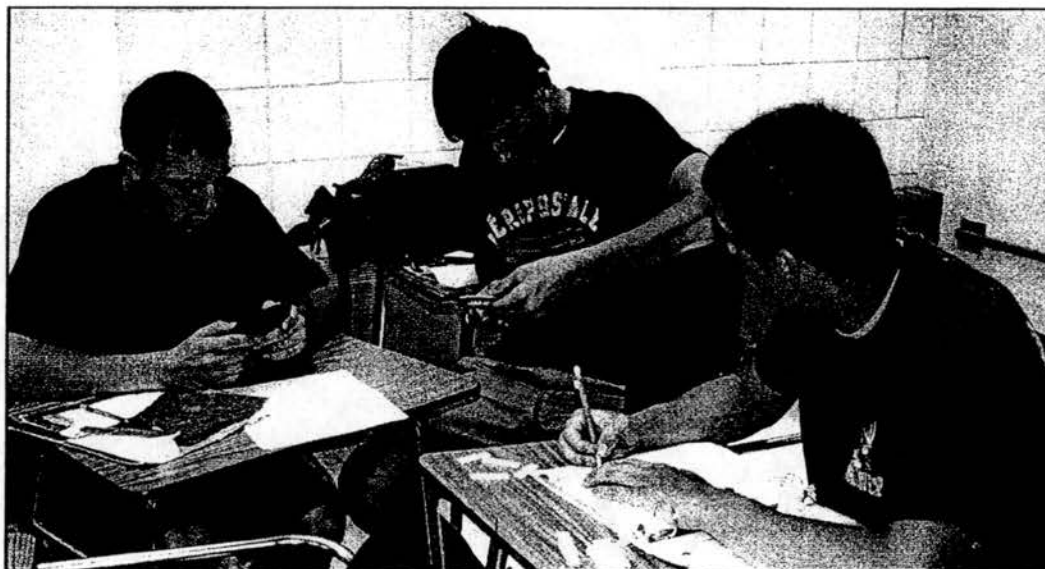
- The Moorhead High School boys golf team placed third in the 2007 state golf tournament.
- Moorhead High School students Justin Larson and Nate Tracy placed first in Minnesota to qualify for the National Automotive Technology Competition. The team competed in the national contest in April 2007 in New York City, placing 14th out of 36 teams from around the country.
- The cast and crew of Moorhead High School's one-act play, "The Whole Shebang" earned a "starred performance" at the 59th annual Minnesota State High School League One-Act Play Festival in February 2007.

MEASURING STUDENT PROGRESS

GRADES 6-8: DISTRICT-WIDE TESTING FOR 2007-08

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	6-8	April 15 & 17, 2008	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Mathematics	6-8	April 22 & 24, 2008	
Science	8	April 28-May 23, 2008	
Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 6-8	March 10-14, 2008 March 24-28, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 6-8	Same as mathematics MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8	Oct. 15-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
EXPLORE	8	TBD	To provide information and assist in counseling individual college-bound students; norm-referenced achievement test

Math students at Moorhead High School measure their wood pieces with calipers as part of a STEM (science, technology, engineering and math) project. The students learned about what it means for objects to be in tolerance, control charts and the manufacturing process.



MEASURING STUDENT PROGRESS

GRADES 9-12: DISTRICT-WIDE TESTING FOR 2007-08

GRADES 9-12: DISTRICT-WIDE TESTING FOR 2007-08			
Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	11 and 12 who have not passed the test	Nov. 27, 2007 April 8, 2008 (Seniors only)	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota for students grades 11-12
Reading		Nov. 29, 2007, Feb. 6, 2008, April 10, 2008	
Mathematics		Nov. 28, 2007, Feb. 5, 2008, April 9, 2008	
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 15 & 16, 2008	To provide information about instruc- tion of the Minnesota Academic Stan- dards and help schools and teachers determine program improvements; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 10 and below
Mathematics	11	April 15 & 16, 2008	
Science	Biology students	April 28-May 23, 2008	
GRAD Test of Written Composition	10 who have not passed	Nov. 27, 2007	To ensure minimum competency in writing; required for graduation
	9	April 15, 2008	
Measures of Academic Progress (MAP)	9	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 10	March 10-14, 2008	To demonstrate growth in English; ELLs take TEAE and reading MCA-II
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as mathematics MCA-IIs above	Optional test to replace math MCA-IIs for ELLs
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 10-11	Oct. 15-Nov. 9, 2007 (Field Tests) March 31-May 2, 2008	To provide a measure of progress in reading, mathematics and science skills for specific special education students
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN	10	Nov. 1, 2007	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests
PSAT	11	Oct. 17, 2007	
ACT	11-12	Various Saturdays throughout the year	
SAT	11-12		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Nov. 16, 2007	To determine students' vocational aptitude and interests
Advanced Placement Exams	10, 11, 12	May 5-9, 2008 May 12-16, 2008	To determine college credit related to student scores

BASIC SKILLS TESTS

Moorhead students on track for meeting Minnesota's Basic Skills Test graduation requirements

Students in grades 11 and 12 must pass the reading, writing and math Basic Skills Tests to graduate.

Students in grade 10 and younger take the GRAD portion of the Minnesota Comprehensive Assessments-II as a graduation requirement.

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

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

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

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

Basic Skills Test Results

*Class of
2007 Class of
2008 Class of
2009*

Class designation is given when students enter grade 9.

Reading			
Pass State	420	403	351
Pass Individual	11	1	2
Not Passed	23	43	67
Exempt	12	2	3
Math			
Pass State	409	378	339
Pass Individual	14	1	2
Not Passed	31	68	79
Exempt	12	2	3
Writing			
Pass State	427	416	355
Pass Individual	7	1	2
Not Passed	20	30	63
Exempt	12	2	3

Basic Skills Tests Definitions

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

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

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

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

No CHILD LEFT BEHIND ACT

School district makes adequate yearly progress

No Child Left Behind

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

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

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for eight specific subgroups of students and attendance or graduation rate for all students. Subgroups include students with limited English proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian-Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II

are used to determine whether a school meets the participation and proficiency requirements.

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

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

The No Child Left Behind Act is in the reauthorization process.

Adequate Yearly Progress

The school district made AYP as a result of the 2007 and 2006 MCA-II results. Five schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary and the Red River Area Learning Center are in the first year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the second year of not making AYP.

The district will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

Adequate Yearly Progress

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

SMART GOALS

What Are SMART Goals?

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

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

SMART Goals are

Strategic & Specific

- linked to the district improvement plan and focused on specific student learning needs

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

- aimed at well-defined outcomes that can be measured or observed

Time-Bound

- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

SMART Goal

Specific & strategic,
measurable,
attainable,
results-based,
time-bound

Indicators

Standards &
objectives (weak
areas for students)

Measure

Tools we'll use to
determine where
students are now
and whether they
are improving

Targets

The attainable
performance level
we would like to see

MINNESOTA COMPREHENSIVE ASSESSMENTS

MCA results assist school district in determining curriculum

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

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

The MCA-II tests measure students' progress toward high academic standards. Students currently in grade 10 and

younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

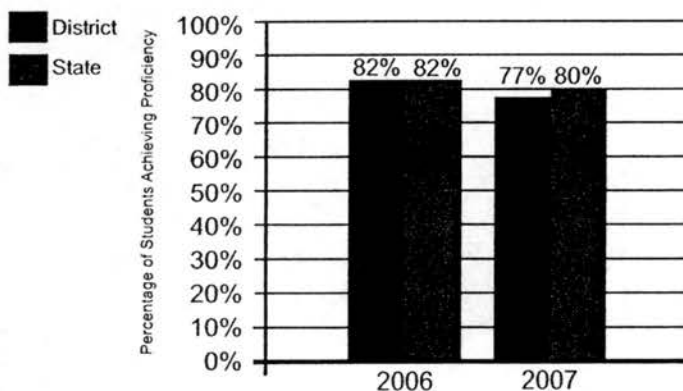
All students in the Moorhead School District, including special education and English language learners, are included in the test information.

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

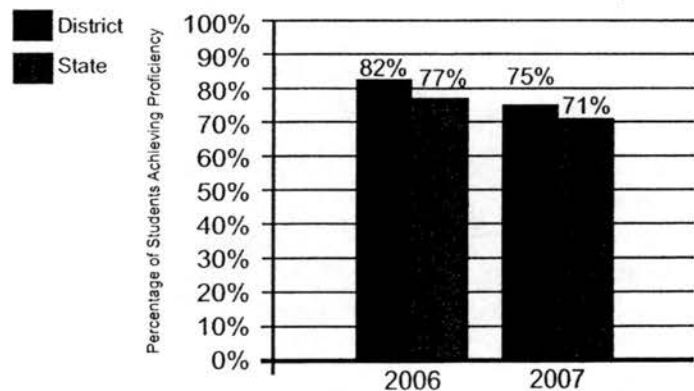
Teachers at all levels will be developing and using districtwide assessment to measure achievement in each grade level.

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

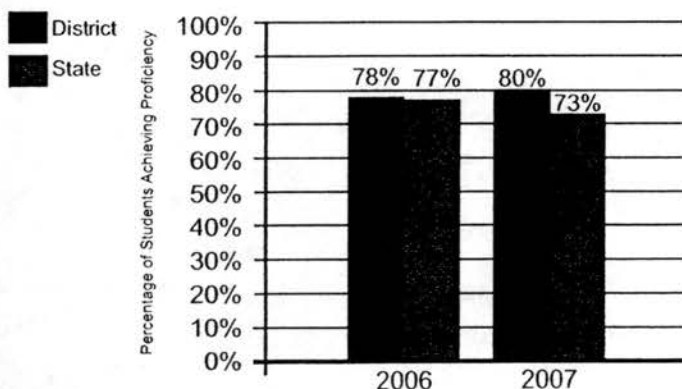
Minnesota Comprehensive Assessments-II
Reading - Grade 3



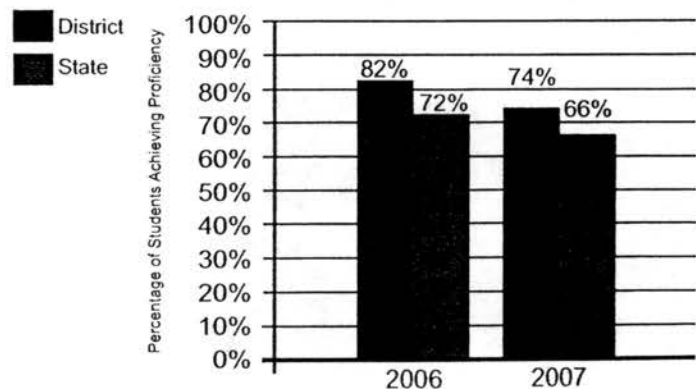
Minnesota Comprehensive Assessments-II
Reading - Grade 4



Minnesota Comprehensive Assessments-II
Reading - Grade 5



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



CONTINUOUS IMPROVEMENT PROCESS

Strategies and Accomplishments for AYP Improvement Plan

☐ Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.

- Study groups at the school and district level have and will research programs that have proven effective in improving student achievement. The study group process has led to changes in classroom practice.

☐ Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.

- Differentiation strategies are continuing to be implemented through teacher and leadership training. This provides different learning and assessment opportunities for all students.

☐ Continue and refine training with the Measures of Academic Progress (MAP) assessment and goal setting for all students.

- Schools are using MAP data for student and school goals.

☐ Continue to develop the professional learning community concept within the school district.

- Learning community and SMART school facilitation will continue through all schools. Teachers and staff continue to focus on data and the use of data to guide teaching to individual students.

☐ Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the areas of reading and mathematics.

- District work groups continue to align and develop curriculum documents available to all teachers.
- Secondary teachers work together to align standards, curriculum and common assessments.

☐ Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform grants through the Minnesota Department of Education.

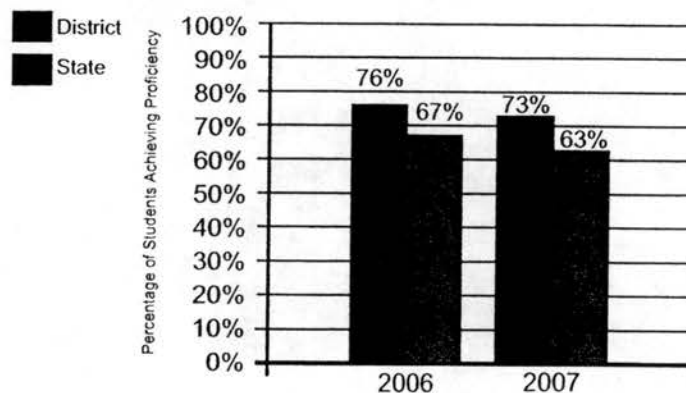
- Study groups at Moorhead High School will continue to learn ways to address the needs shown through test data.
- Professional Learning Communities have been formed at Moorhead High School.

☐ Continue to develop the school improvement process to include more community members and individual schools.

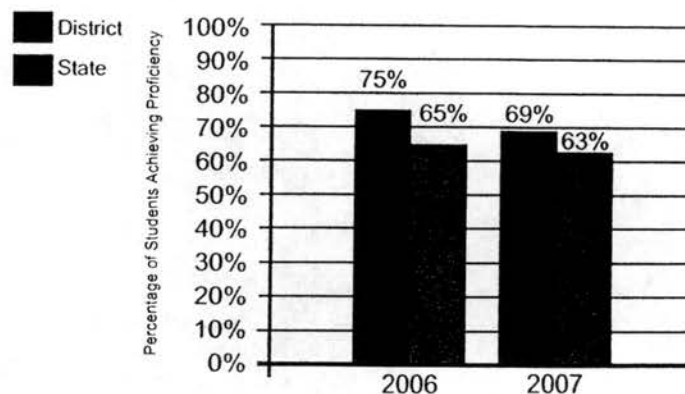
- The school improvement process has been updated and refined through the use of tools and resources from the Minnesota Department of Education and trained facilitators.
- Schools are using the SMART process explained on page 10 to develop goals and continued planning for the 2007-08 school year. School goals are included on the following pages.

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

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



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



CONTINUOUS IMPROVEMENT PROCESS

Priorities of district's strategic plan focus on student achievement

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

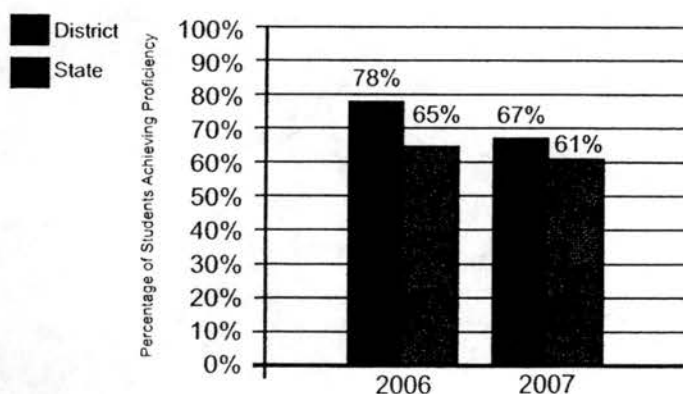
The strategic plan outlines six priority areas with goals and strategies identified for each priority. The priority areas will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

The priority areas and goals are:

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

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

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



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

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.
- Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

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

- Develop and promote initiatives that encourage safe workplace practices.
- Update district and building crisis management plans.
- Plan developed for practice of all emergency procedures.
- Determine programs and approach for districtwide bullying prevention.
- Utilize effective data and record-keeping systems regarding student behavior.
- Implement a positive behavior support system districtwide.
- Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

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

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

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

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

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

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

IMPROVING STUDENT ACHIEVEMENT

Improvement Plan and District Goals

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

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

Performance Targets

Mathematics

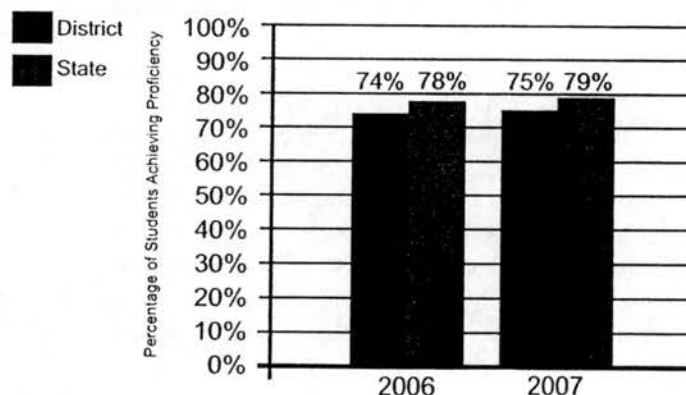
Having met AYP at the district level in 2005-06 for all groups with data from 2004-05, it was the goal in 2006-07 to meet the new state-determined index level indicating AYP for all groups. Math continues to be an area of need. It is the goal in 2007-08 to meet the revised state-determined index level indicating AYP for all groups.

Reading

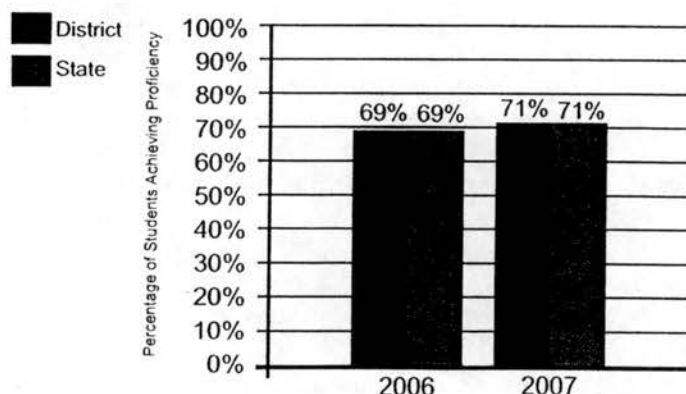
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In 2007 English language learners could take the MTELL assessment instead of the math MCA-II. 2006 MCA-II math results include ELLs' scores.

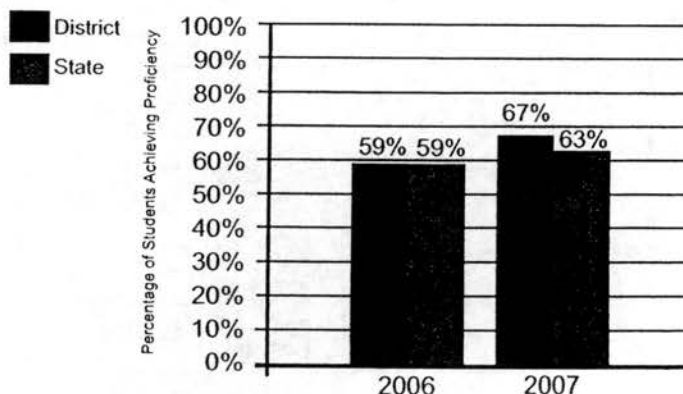
Minnesota Comprehensive Assessments-II Mathematics - Grade 3



Minnesota Comprehensive Assessments-II Mathematics - Grade 4



Minnesota Comprehensive Assessments-II Mathematics - Grade 5



IMPROVING STUDENT ACHIEVEMENT

Improvement Plan and District Goals

Goals Supporting Performance Targets

Mathematics

The percentage of students in the aggregate and for each targeted subgroup who are at the proficient level in mathematics on the MCA-IIs will increase by 5 percent.

- ☐ Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.
- ☐ Research and implement strategies that have been proven through research to improve student achievement in mathematics.
- ☐ Ensure consistent and adequate time during the day to teach math.

Reading

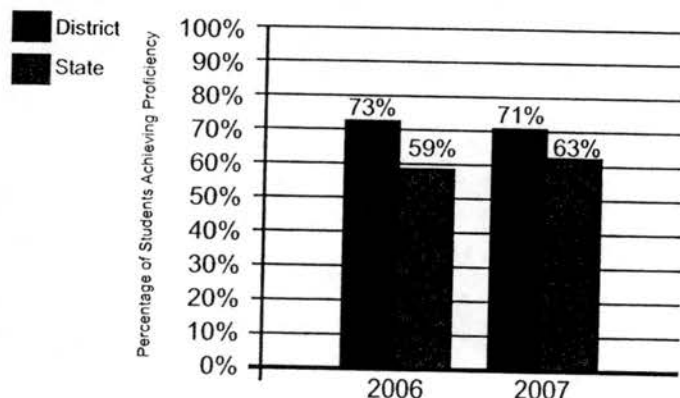
The percentage of students in the aggregate and for each

targeted subgroup who are at the proficient level in reading on the MCA-IIs will increase by 5 percent.

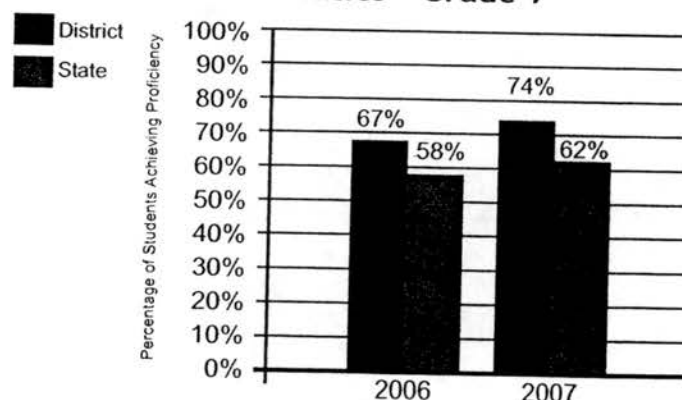
- ☐ The elementary schools will study balanced literacy and the Literacy Collaborative approach to teaching reading. This study will provide training for teams of teachers from each school.
- ☐ Strengthen the alignment of the curriculum to state standards and assessments K-12.
- ☐ Continue and refine training with the Measures of Academic Progress assessment and goal setting for all students.
- ☐ Continue to develop the professional learning community concept with the school district.
- ☐ Prioritize time for every teacher to study and align the standards, curriculum and test specifications in the area of reading and mathematics.
- ☐ Continue to develop the school improvement progress to include more stakeholders and individual schools.

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

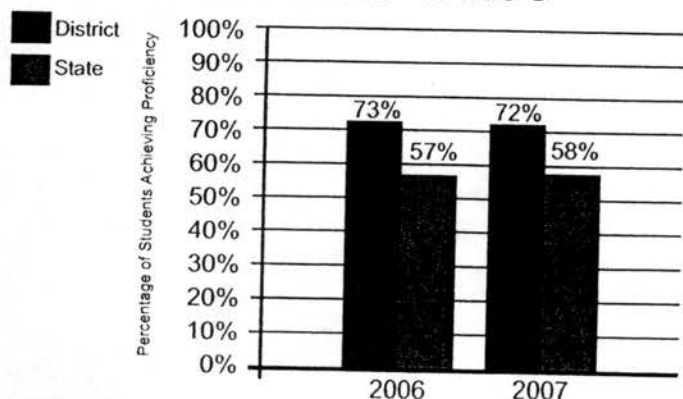
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 6



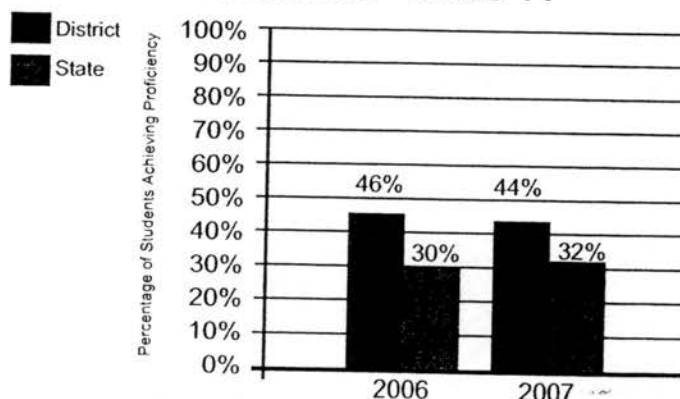
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 7



Mathematics - Grade 8



Mathematics - Grade 11



ELLEN HOPKINS ELEMENTARY SCHOOL



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

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 111,005

Attendance Rate (2005-06) 95.69%

Enrollment by Grade (October 2006)

• Kindergarten	138
• Grade 1	115
• Grade 2	153
• Grade 3	119
• Grade 4	123
• Grade 5	116
• Self-contained Special Education	3
• Total	767

Diversity of Student Population (October 2006)

• Native American	3.8%
• Asian	1.3%
• Hispanic	9.3%
• Black	3.0%
• White	82.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 35%

Percentage of Students Receiving Learner Support Services

Special Education	14%
English Language Learners	8%

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

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

Progress toward goal:

- 56.8 percent of students in grades 2-5 met the growth target in reading, a loss of .4 percent.

Goal 2

By the end of the 2006-07 School Year, using the Measure of Academic Progress (MAP) data, 60% of students in grades 2-5 will meet or exceed their growth target in math.

Progress toward goal:

- 60.9 percent of students in grades 2-5 met the growth target in math, a mean growth of 7.7 percent.

School Improvement Goals for 2007-08

Goal 1

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

Goal 2

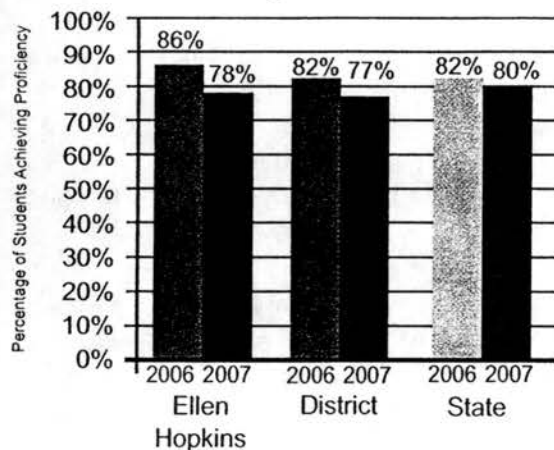
By the end of the 2007-08 School Year, using the Measure of Academic Progress (MAP) data, 60% of students in grades 2-5 will meet or exceed their growth target in math.

ELLEN HOPKINS ELEMENTARY SCHOOL

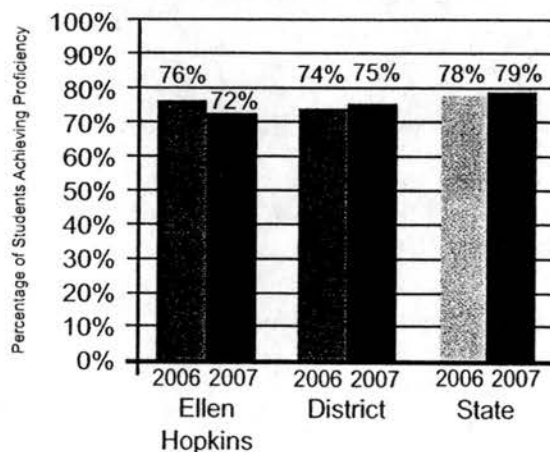
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

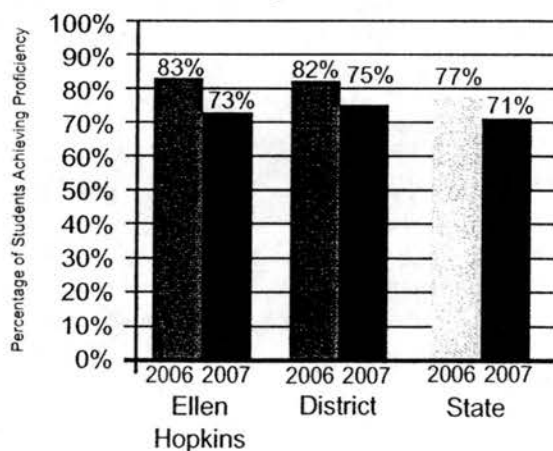
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 3



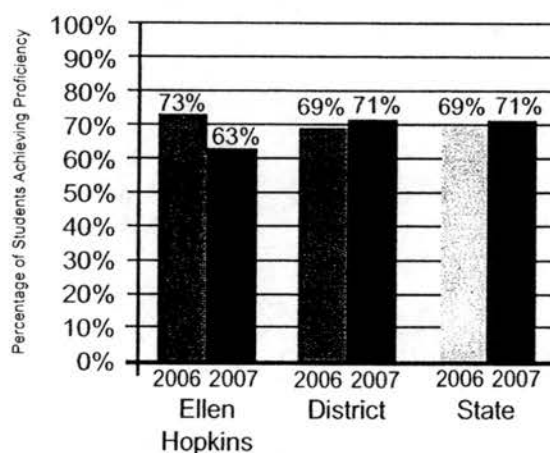
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 3



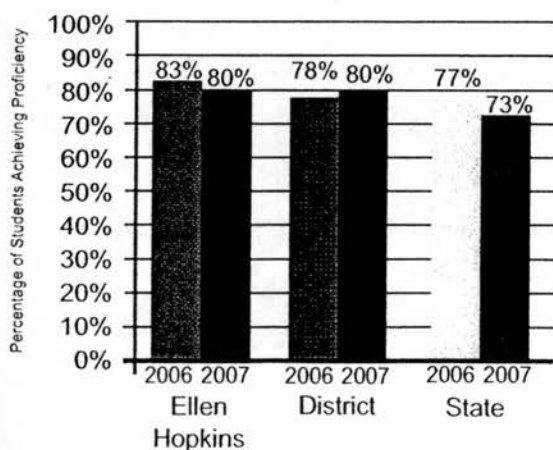
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 4



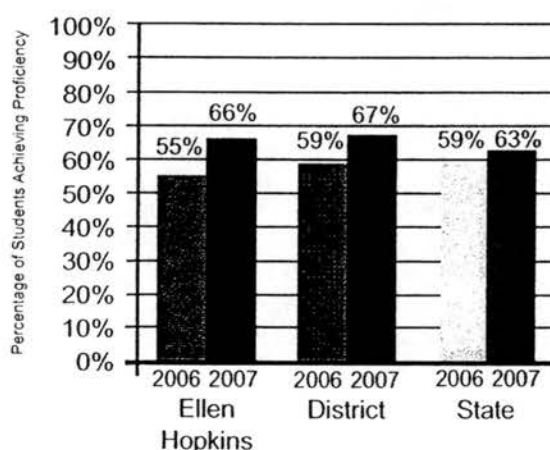
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 4



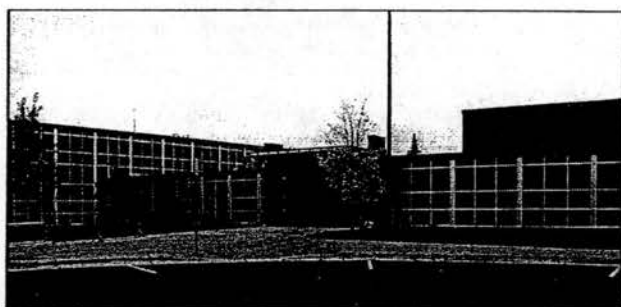
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 5



ROBERT ASP ELEMENTARY SCHOOL



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

Principal: Kevin Kopperud

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 98,510

Attendance Rate (2005-06) 95.6%

Enrollment by Grade (October 2006)

• Kindergarten	137
• Grade 1	137
• Grade 2	122
• Grade 3	106
• Grade 4	135
• Grade 5	121
• Self-contained Special Education	0
• Total	758

Diversity of Student Population (October 2006)

• Native American	2.7%
• Asian	2.1%
• Hispanic	14.4%
• Black	3.2%
• White	77.6%

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

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	7%

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

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in reading decreased from 59.7 percent to 57.8 percent, a loss of 1.9 percent.

Goal 2

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 55.6 percent to 66.1 percent, a gain of 10.5 percent.

School Improvement Goals for 2007-08

Goal 1

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

Areas in needs of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read grade level materials with accuracy and fluency.

Goal 2

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

Areas in needs of improvement:

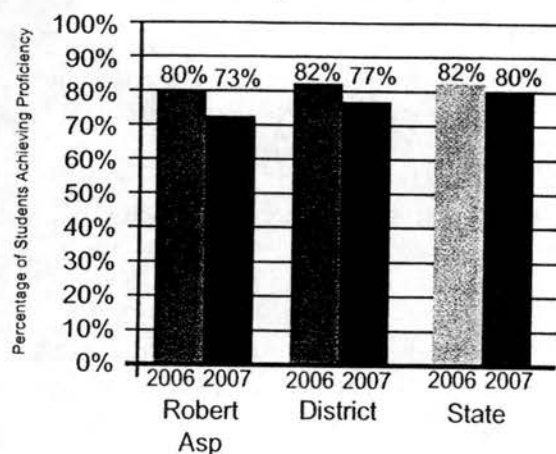
- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

ROBERT ASP ELEMENTARY SCHOOL

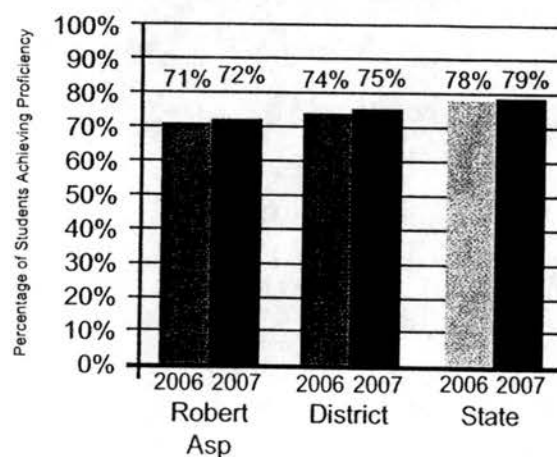
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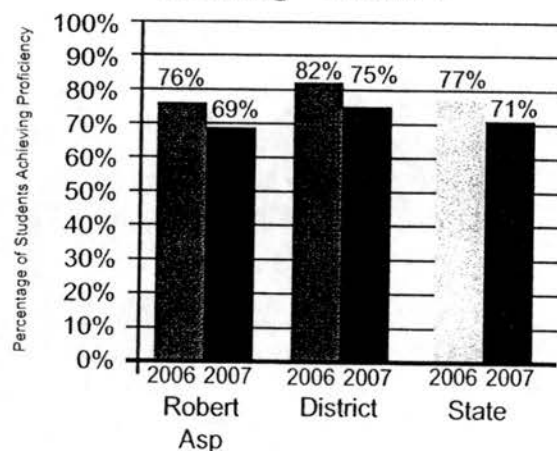
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 3



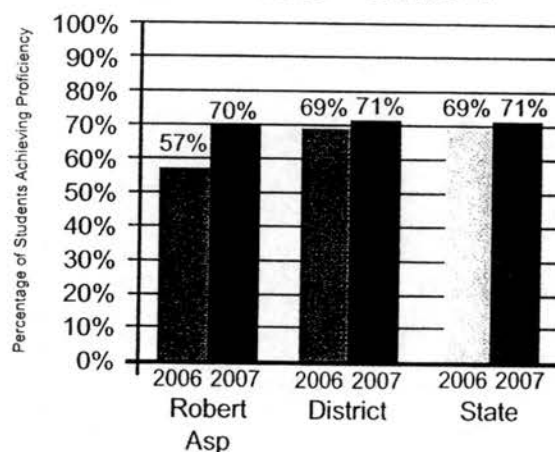
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 3



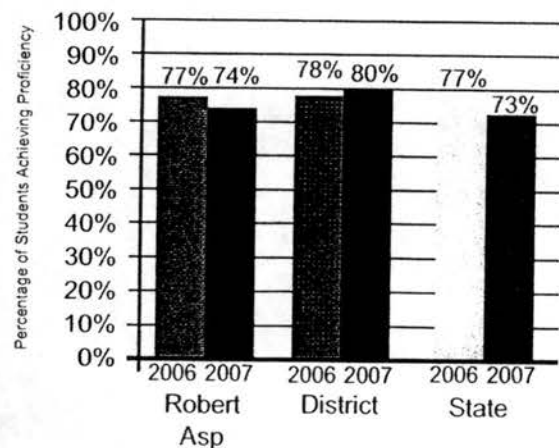
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 4



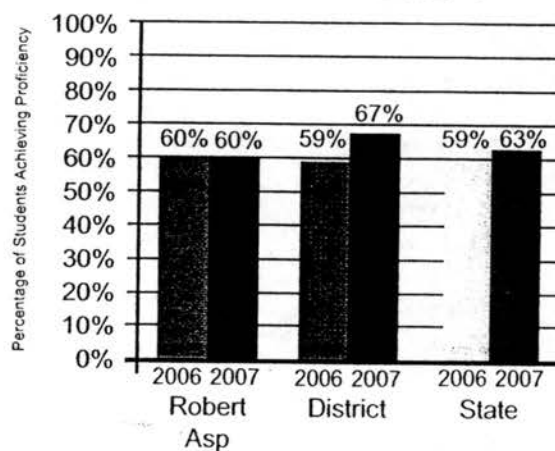
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 4



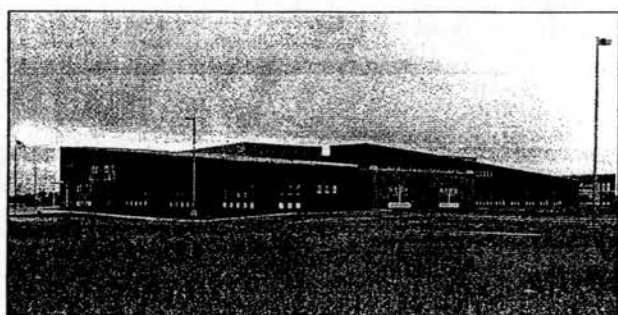
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 5



S.G. REINERTSEN ELEMENTARY SCHOOL



**S.G. Reinertsen
Elementary School**
1201 40th Ave. S.,
Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004

Square Footage: 103,600

Attendance Rate (2005-06) 96.4%

Enrollment by Grade (October 2006)

• Kindergarten	147
• Grade 1	147
• Grade 2	136
• Grade 3	127
• Grade 4	120
• Grade 5	134
• Self-contained Special Education	0
• Total	811

Diversity of Student Population (October 2006)

• Native American	3.3%
• Asian	1.4%
• Hispanic	4.9%
• Black	5.1%
• White	85.3%

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

**Percentage of Students Receiving
Learner Support Services**

Special Education	14%
English Language Learners	4%

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

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 60 percent to 65 percent.

Progress toward goal:

- Students meeting their reading growth target decreased from 60 percent to 56 percent.

Goal 2

By the end of the 2006-07 school year, the average percent of students meeting their math growth target as measured on the MAP will increase from 55 percent to 60 percent.

Progress toward goal:

- Students meeting their math growth target increased from 55 percent to 69 percent.

School Improvement Goals for 2007-08

Goal 1

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

Goal 2

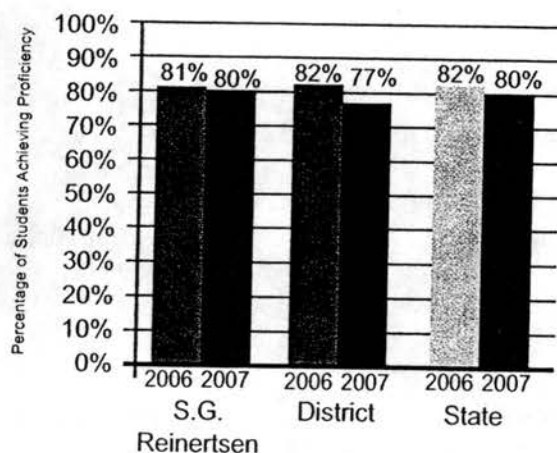
By the end of the 2007-08 school year, the average percent of students meeting their math growth target as measured on the Measures of Academic Progress (MAP) will increase from 69 percent to 70 percent.

S.G. REINERTSEN ELEMENTARY SCHOOL

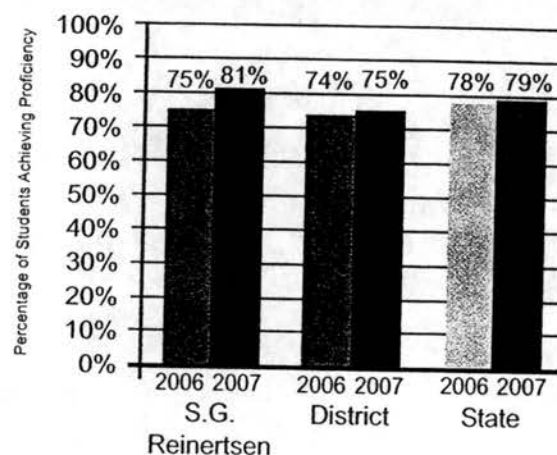
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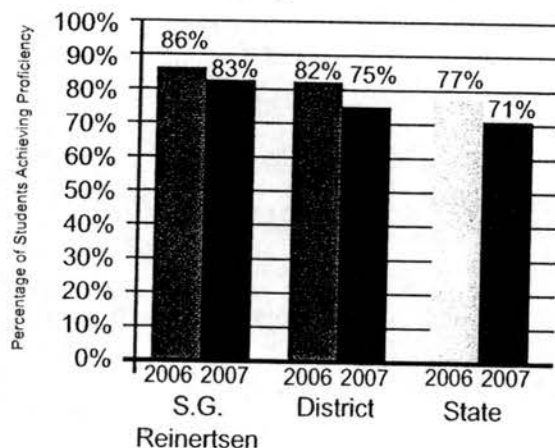
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 3



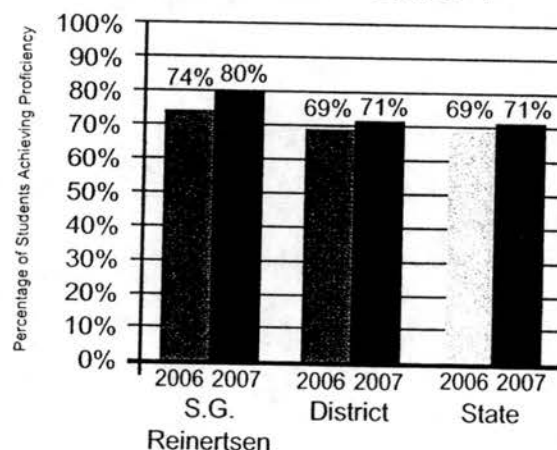
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 3



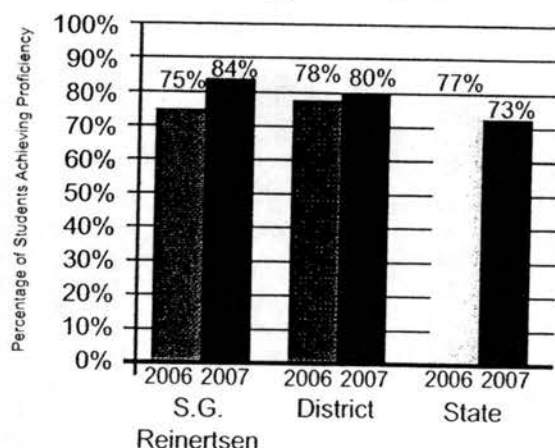
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 4



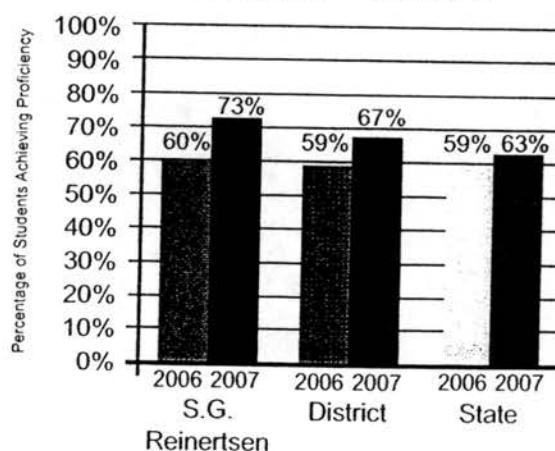
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 4



Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 5



HORIZON MIDDLE SCHOOL



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Colleen Tupper
Assistant Principal: Matt Naugle

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2005-06) 95.28%

Enrollment by Grade (October 2006)

• Grade 6	414
• Grade 7	361
• Grade 8	397
• Total	1,172

Diversity of Student Population (October 2006)

• Native American	2.9%
• Asian	2.4%
• Hispanic	7.8%
• Black	2.5%
• White	84.4%

Percentage of Students Eligible for Free or Reduced-Price Lunch 29%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	7%

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

School Improvement Goals for 2006-07

Goal 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

Progress toward goal:

- In grade 6, 53.3 percent of the students met projected growth rates in reading. In grade 7, 54.5 percent of the students met projected growth rates, while in grade 8, 55.9 percent of students met projected growth rates.

Goal 2

All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

Progress toward goal:

- In grade 6, 50.1 percent of the students met projected growth rates in math. In grade 7, 54.1 percent of the students met projected growth rates, while in grade 8, 51.0 percent of students met projected growth rates.

School Improvement Goals for 2007-08

Goal 1

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

Goal 2

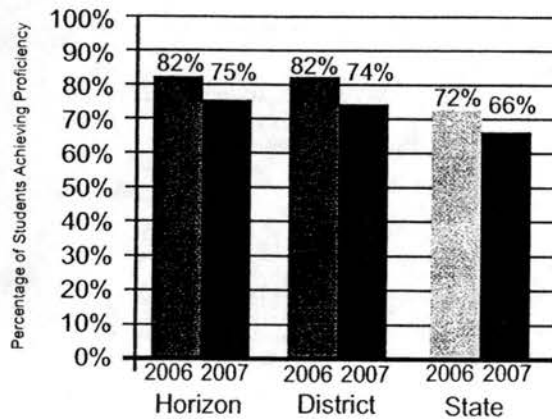
All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2007 Measures of Academic Progress (MAP) scores on the Spring 2008 MAP assessments.

HORIZON MIDDLE SCHOOL

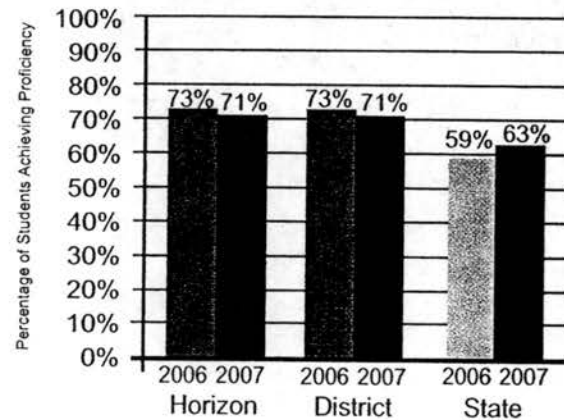
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

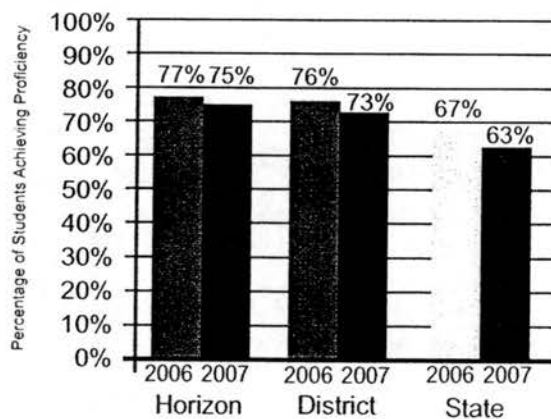
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 6



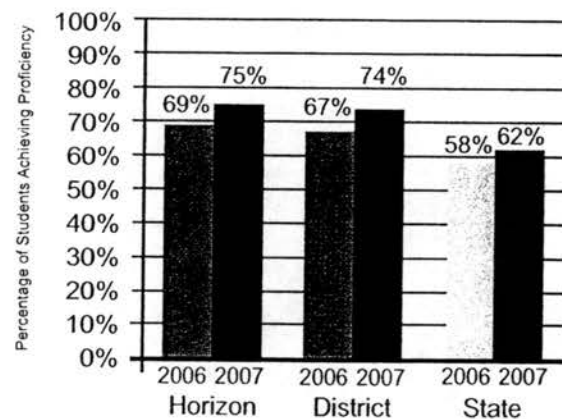
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 6



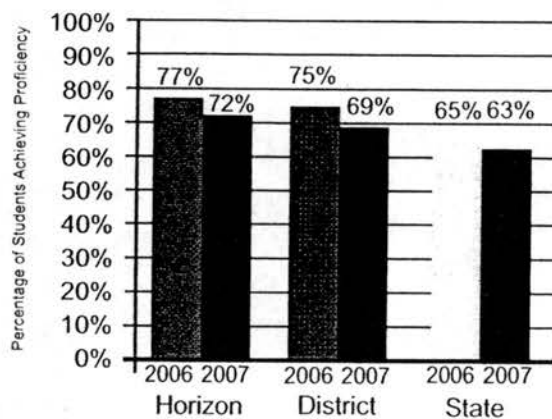
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 7



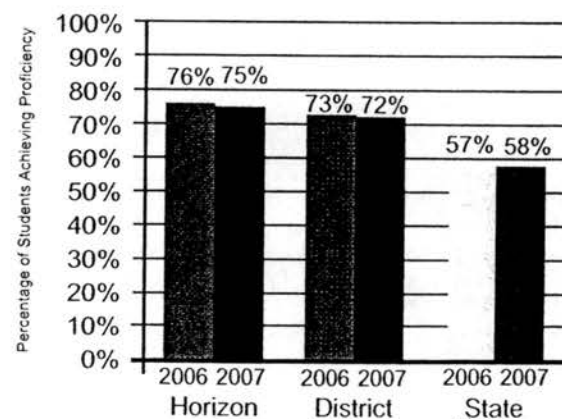
Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 7



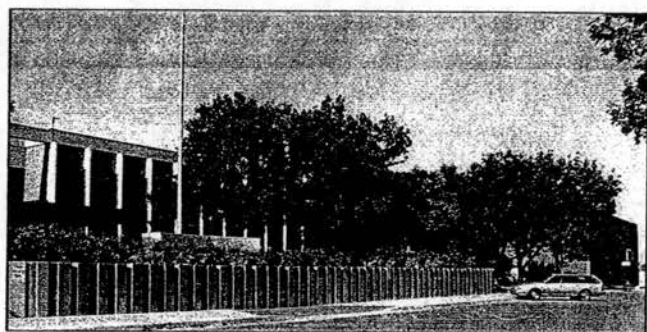
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 8



Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 8



MOORHEAD HIGH SCHOOL



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle
Assistant Principals: Russ Henegar and
Dave Lawrence

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

Attendance Rate (2005-06) 93.23%

Graduation Rate (2005-06) 97.51%

Enrollment by Grade (October 2006)

• Grade 9	436
• Grade 10	389
• Grade 11	425
• Grade 12	410
• Total	1,660

Diversity of Student Population (October 2005)

• Native American	1.5%
• Asian	1.3%
• Hispanic	5.6%
• Black	1.9%
• White	89.7%

**Percentage of Students Eligible
for Free or Reduced-Price Lunch** 20%

**Percentage of Students Receiving
Learner Support Services**

Special Education	13%
English Language Learners	4%

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

School Improvement Goals for 2006-07

Goal 1

Students will exceed the state participation threshold in all categories of the MCA-II.

Progress toward goal: Participation was more than 98 percent.

Goal 2

Students will improve by 3 percent on the MCA-II reading assessment.

Progress toward goal:

- While the 3 percent increase was not achieved, students exceeded the state averages with 70 percent proficient compared to the state average of 61 percent.

Goal 3

Students will improve by 7 percent on the MCA-II mathematics assessment.

Progress toward goal:

- While the 7 percent increase was not achieved, students exceeded the state averages with 46 percent proficient compared to the state average of 32 percent.

Goal 4

Students will improve by .3 point on the ACT composite.

Progress toward goal:

- Students exceeded the goal with a 1.2 point increase.

Goal 5

Participation on the ACT by seniors will increase to 70 percent.

Progress toward goal:

- Participation was increased from 67 percent to 77 percent.

School Improvement Goals for 2007-08

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

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

Goal 3 - MCA-II participation will exceed 95 percent.

Goal 4 - Students will improve by .3 point on the ACT composite.

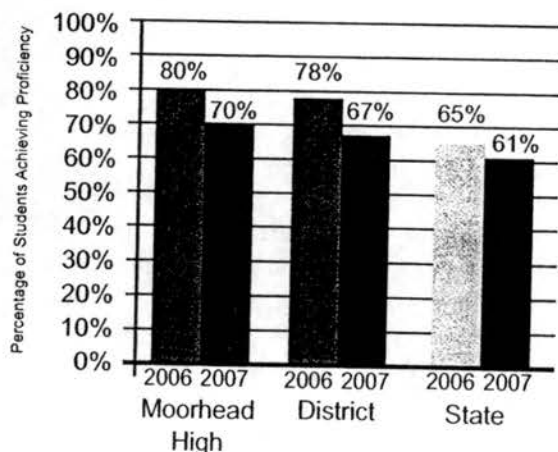
Goal 5 - Participation on the ACT by seniors will increase by 3 percent.

MOORHEAD HIGH SCHOOL

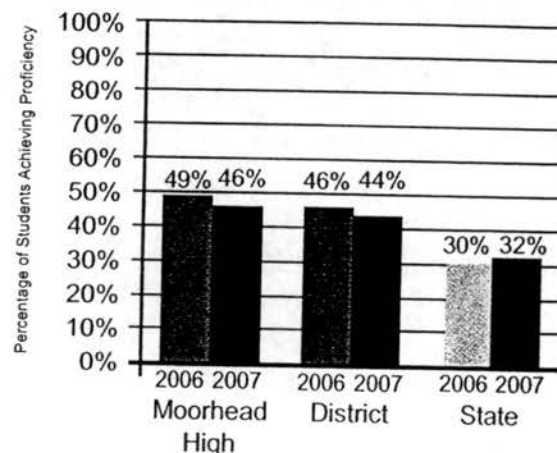
2007 MCA-II reading results include English language learners' scores. In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

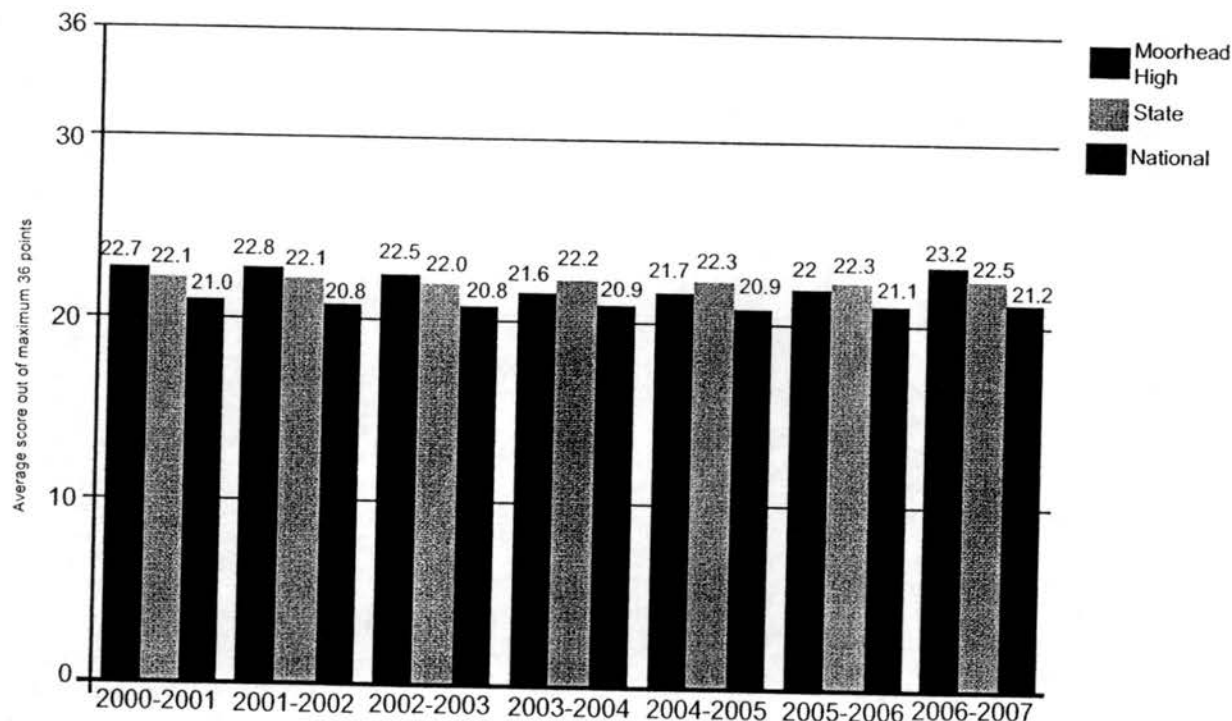
Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 10



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



ACT Average Scores from 1999-2000 to 2006-2007

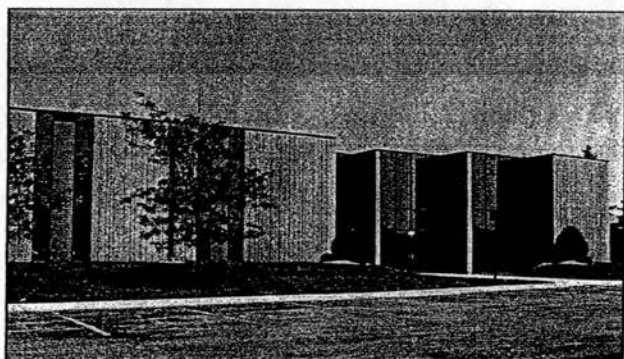


The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

2000-01: 271
2001-02: 257
2002-03: 251
2003-04: 282
2004-05: 296
2005-06: 246
2006-07: 287

RED RIVER AREA LEARNING CENTER



Red River Area Learning Center
1100 32nd Ave. S.,
Moorhead, MN 56560
(218) 284-2200

Program Manager: Deb Pender

Attendance Rate (2004-05) 87.1%

Enrollment by Grade (October 2006)

• Grade 6	0
• Grade 7	1
• Grade 8	27
• Grade 9	19
• Grade 10	24
• Grade 11	23
• Grade 12	41
• Total	135

Diversity of Student Population (October 2006)

• Native American	17.8%
• Asian	1.5%
• Hispanic	34.0%
• Black	6.7%
• White	40.0%

**Percentage of Students Eligible
for Free or Reduced-Price Lunch** 63%

**Percentage of Students Receiving
Learner Support Services**

Special Education	11%
English Language Learners	26%

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

School Improvement Goals for 2006-07

Goal 1

All students enrolled in the Red River ALC during 2006-07 will attend school 90 percent of the time (minimum).

Progress toward goal:

- The attendance rate for 2006-07 was 87 percent. While the Red River ALC did not meet the defined benchmark for attendance, the results show a steady growth in attendance trends for this at-risk student population and are above state averages for most state approved alternative programs.

Goal 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements.

Progress toward goal:

- Red River ALC did not meet AYP defined benchmarks in the areas of reading/language and mathematics on the MCA-II.

Goal 3

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

Progress toward goal:

- More than 95 percent of the students participated in the testing. The Red River ALC met the AYP goal in this area.

School Improvement Goals for 2007-08

Goal 1

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

Goal 2

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

Goal 3

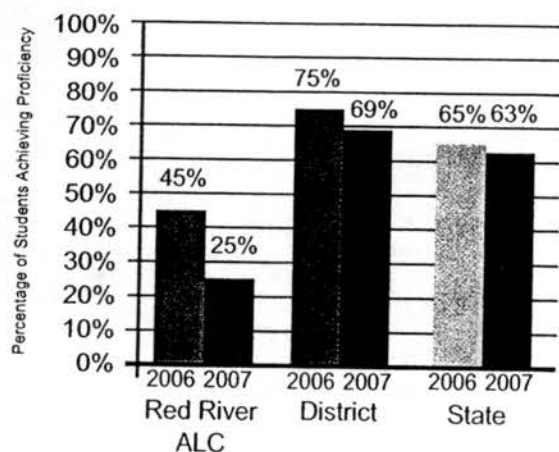
100% of the ALC students will participate in statewide testing.

RED RIVER AREA LEARNING CENTER

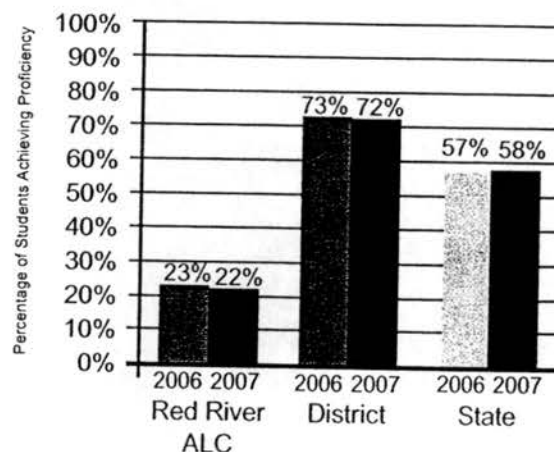
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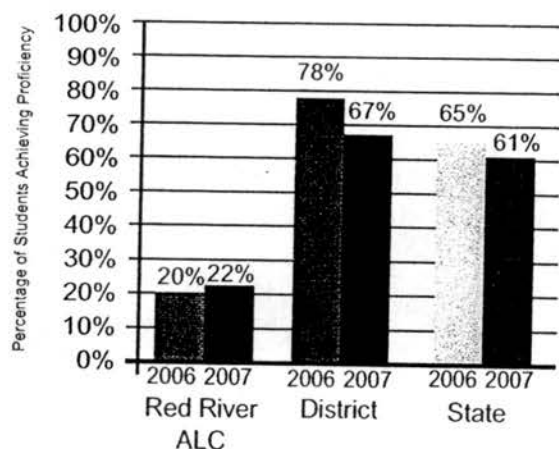
**Minnesota Comprehensive Assessments (MCA-II)
Reading - Grade 8**



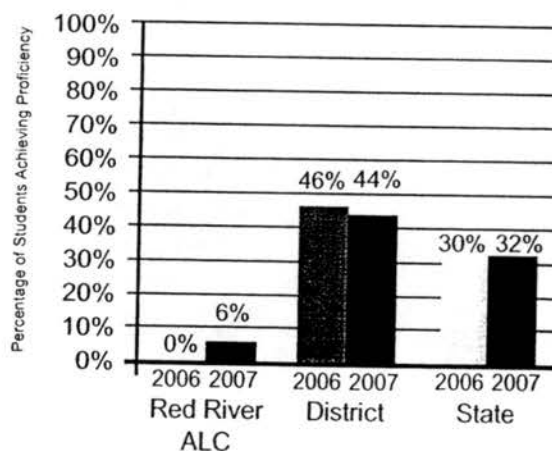
**Minnesota Comprehensive Assessments (MCA-II)
Mathematics - Grade 8**



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



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





Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

2007 School Board

Bill Tomhave, Chair • Kristine Thompson, Vice Chair
Carol Ladwig, Clerk • Karin Dulski, Treasurer
Lisa Erickson, Director • Cindy Fagerlie, Director • Mike Siggerud, Director

Administration

Dr. Larry P. Nybladh
Superintendent

Lynne Kovash
Assistant Superintendent of Teaching and Learning

Mark Weston
Assistant Superintendent of Business Services

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district Web site at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2006-07 school year.
Designed and edited by Pamela J. Gibb.

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

2006 – 2007 Checklist
Annual Report on Curriculum, Instruction and Student Achievement

- _____ The public report is titled "*Annual Report on Curriculum, Instruction and Student Achievement*" and identifies district name and number.
- _____ **By October 1, 2007**, the report is approved by the district Board of Education.
(Board action is referenced in report or documented in materials submitted with report)
- _____ **By October 15, 2007**, send either a copy of the report distributed in print to your public or if it is posted on your website send a print copy of the posted document and a copy of the notice that notified your public that it is on your website.
Minnesota Department of Education
Attention: Connie J. Anderson
1500 Hwy. 36 West
Roseville, MN 55113-4266
- _____ District advisory committee information provides: names, date terms expire, membership criteria and application date.
- _____ Student achievement goals for meeting the Minnesota standards are written so your public can understand, and are based on an analysis of test data and other indicators.
- _____ District improvement plans including staff development goals.
- _____ Progress is made on previous improvement plans.
- _____ Basic Skills Tests (BSTs), are reported for students in grades 9 -12 including:
- number of students in grades 9-12 enrolled according to the MARSS report;
 - number passing basic tests at state level;
 - number passing basic tests at individual level under IEP or 504 plan;
 - number passing basic tests translated into language other than English;
 - number exempt from basic tests.

OTHER REPORTING REQUIREMENTS

- _____ A biennial review of the district testing program that includes:
- written objectives of testing program;
 - names of tests and grade levels tested;
 - use of test results; and
 - student achievement results compared to previous years.
- _____ Constituent surveys are reported on a periodic basis.
- _____ If a district has a site decision-making agreement, the report includes information about the amount and type of revenue attributed to each site.

MOORHEAD AREA PUBLIC SCHOOLS

SUMMARY OF THE 2006-07 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

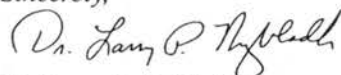
CONNECTING FOR SUCCESS

Moorhead Area Public Schools is focusing on the theme "Connecting for Success" this year. There are numerous ways teachers, learners and all those who support the teaching and learning process can make connections to bolster student achievement and promote lifelong learning.

This year as we will work together to enhance the teaching and learning process and focus on student achievement throughout our district. Our collective efforts as we connect for success will provide significant potential impact on student learning.

Our district's annual report highlights test scores and district progress toward improvement goals from the past year. The full report is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office. It includes information on student progress and improvement goals for each school. This brief summary demonstrates our district's commitment to improving student achievement.

Sincerely,



Dr. Larry P. Nybladh
Superintendent



Full report available online

This notice of the district's Annual Report on Curriculum, Instruction and Student Achievement is distributed to the community as required by **Minnesota Statute, Chapter 120B, Subd. 5.**

Additional information about student achievement, assessment data and school improvement goals is included in the complete report, which is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office.

The district's strategic plan is available at www.moorhead.k12.mn.us/planning.

District sets high expectations for students as a priority in strategic plan

After a yearlong planning process, the strategic plan for the Moorhead Area Public Schools was adopted by the School Board in August 2007.

"This plan is the culmination of an involved input and planning process. Stakeholder groups from across the school district and community provided perception and preference data which has served as the foundation of this strategic plan," said Dr. Larry P. Nybladh, superintendent.

The strategic plan outlines six priority areas with goals and strategies identified for each priority. They are:

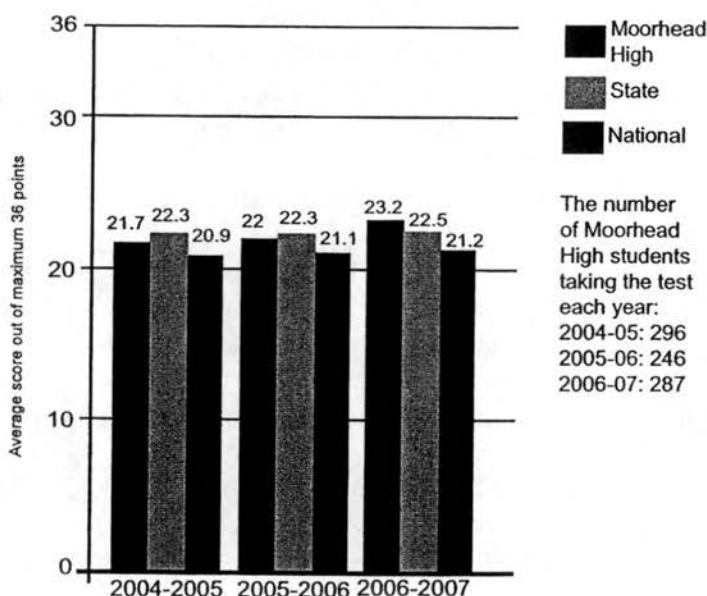
- Priority Area 1: Promote high expectations for student achievement and behavior.

- Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.
- Priority Area 3: Promote a safe, healthy and respectful learning environment.
- Priority Area 4: Explore the effectiveness of the school day / school year.
- Priority Area 5: Promote arts and 21st century learning, thinking and life skills.
- Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.

The priority areas will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

ACT Average Scores from 2004-05 to 2006-07

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36. Moorhead's class of 2007 exceeded state and national averages for composite ACT scores with an average score of 23.2.



2006-07 Curriculum and Instruction Advisory Committee: Bea Arett, Victor Black, Andrew Chen, Karin Dulski, Cindy Fagerlie, Charlie Fisher, Mary Flesberg, Stacey Foss (Co-chair), Pamela Gibb, Dana Haagenson, Jay Haiby, Judy Kotta, Lynne Kovash, Karen Nitzkowski, Donna Norquay, Tammy Schatz, Chizuko Shastri, Faye Smiley-Aakre, Clinton Talley, Bill Tomhave, Colleen Tupper, Kris Valan, Coralie Wai, Trudy Wilmer and John Wirries (Co-chair).

Visit **50** www.moorhead.k12.mn.us or contact the Superintendent's Office at 284-3330 for the complete report.

Moorhead Area Public Schools' test scores mostly above state averages

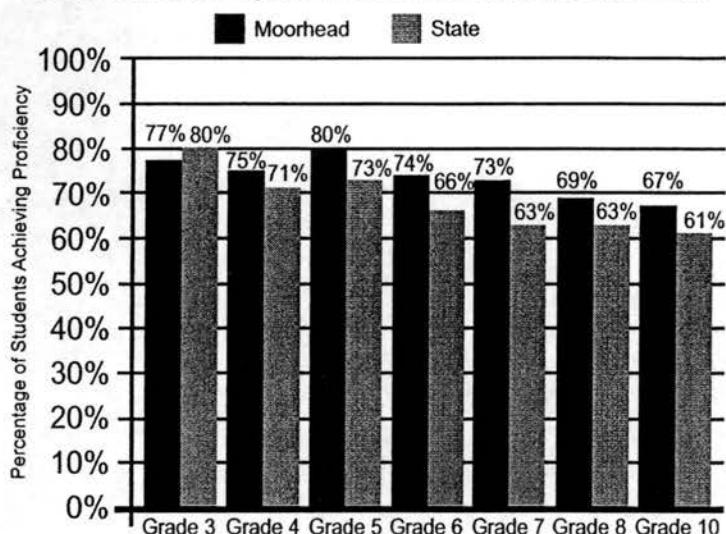
No Child Left Behind, the federal education law, requires that all students are tested in grades 3-8 and in high school in reading and math. Minnesota uses the Minnesota Comprehensive Assessments (MCA-IIs) to meet this requirement.

During the 2006-07 school year students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments to determine their progress toward the state's academic stan-

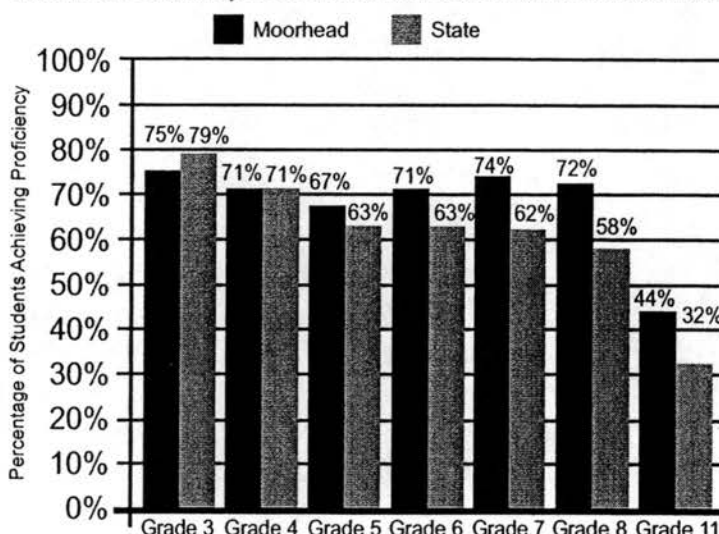
dards. Moorhead Area Public Schools uses the student scores for school accountability, to measure change in student performance, and to analyze strengths and weaknesses in curriculum.

The MCA-IIs are just one method the district uses to measure student progress and determine whether our students are meeting their learning goals.

2007 Minnesota Comprehensive Assessments-II Reading Results



2007 Minnesota Comprehensive Assessments-II Mathematics Results



ECRWSS
POSTAL PATRON

Administration
Dr. Larry P. Nybladh
Superintendent
Lynne Kovash
Assistant Superintendent
of Teaching and Learning
Mark Weston
Assistant Superintendent
of Business Services

Bill Tomhave, Chair
Kristine Thompson, Vice Chair
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2007 School Board

Moorhead Area Public Schools
Independent School District 152
2410 14th St. S.
Moorhead, MN 56560
www.moorhead.k12.mn.us



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Department of Business Services
Moorhead Area Public Schools

Memo B.08.009

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *MLW*

DATE: September 12, 2007

RE: Proposed Levy for 2007 Payable 2008

The School Board is required by law to certify to the county auditor the school district's preliminary 2007 Payable 2008 Property Tax Levy by September 30, 2007. At this time I am recommending that the School Board certify the maximum levy allowed by the State of Minnesota. Certifying the maximum gives authorization to the State of Minnesota to send changes to the preliminary levy data directly to the county auditor without further action from the School Board. Typically, there are minor changes made to the preliminary levy. The most common change would be an adjustment to the school district's authority to levy for Health and Safety projects. By levying the maximum, the school district still reserves the right to levy less. In the event that we levy less than the maximum at this time, we will not be able to increase our levying authority.

I have attached page 21 of the Levy Limitation and Certification Report. As well, I am attaching a 10-year graph demonstrating the school district's levying history.

Suggested Resolution: Move to certify the "Maximum" for the 2007 Payable 2008 Proposed Levy.

MLW:mde
Attachments

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS (B)	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	PROPOSED CERTIFIED LEVY
(1) GENERAL--RMV VOTER JOBZ EXEMPT	151,369.62			151,369.62	
(2) GENERAL--RMV OTHER JOBZ EXEMPT	762,513.81			762,513.81	
(3) GENERAL--NTC VOTER JOBZ EXEMPT					
(4) GENERAL--NTC OTHER JOBZ EXEMPT	1,235,158.24			1,235,158.24	
(5) COMMUNITY SERV--OTHER JOBZ EXEMPT	281,236.77			281,236.77	
(6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT	6,185,049.00			6,185,049.00	
(7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT					
(8) TOTAL LEVY	8,615,327.44			8,615,327.44	
(9) GENERAL ADJUST OFFSET CARRIED FORWARD					
(10) DEBT SERVICE OFFSET CARRIED FORWARD					
			(11) TOTAL CERTIFIED ON REFER MARKET VALUE = (1)+(2)		
			(12) TOTAL CERTIFIED ON NET CAPACITY = (3)+(4)+ (5)+(6)+(7)		
			(13) GRAND TOTAL CERTIFIED LEVY = (11)+(12)		
			(14) TO CERTIFY MAXIMUM LEVY FOR PROPOSED TYPE "MAXIMUM" HERE		

A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)
ALL OTHER LEVIES = (2)+(4)+(5)+(7)

B) OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2009.

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

D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY
CATEGORY MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 22 THROUGH 29 AS
NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO
THE HOME COUNTY AUDITOR BY OCTOBER 1, 2007. A DUPLICATE COPY MUST
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY OCTOBER 8, 2007.

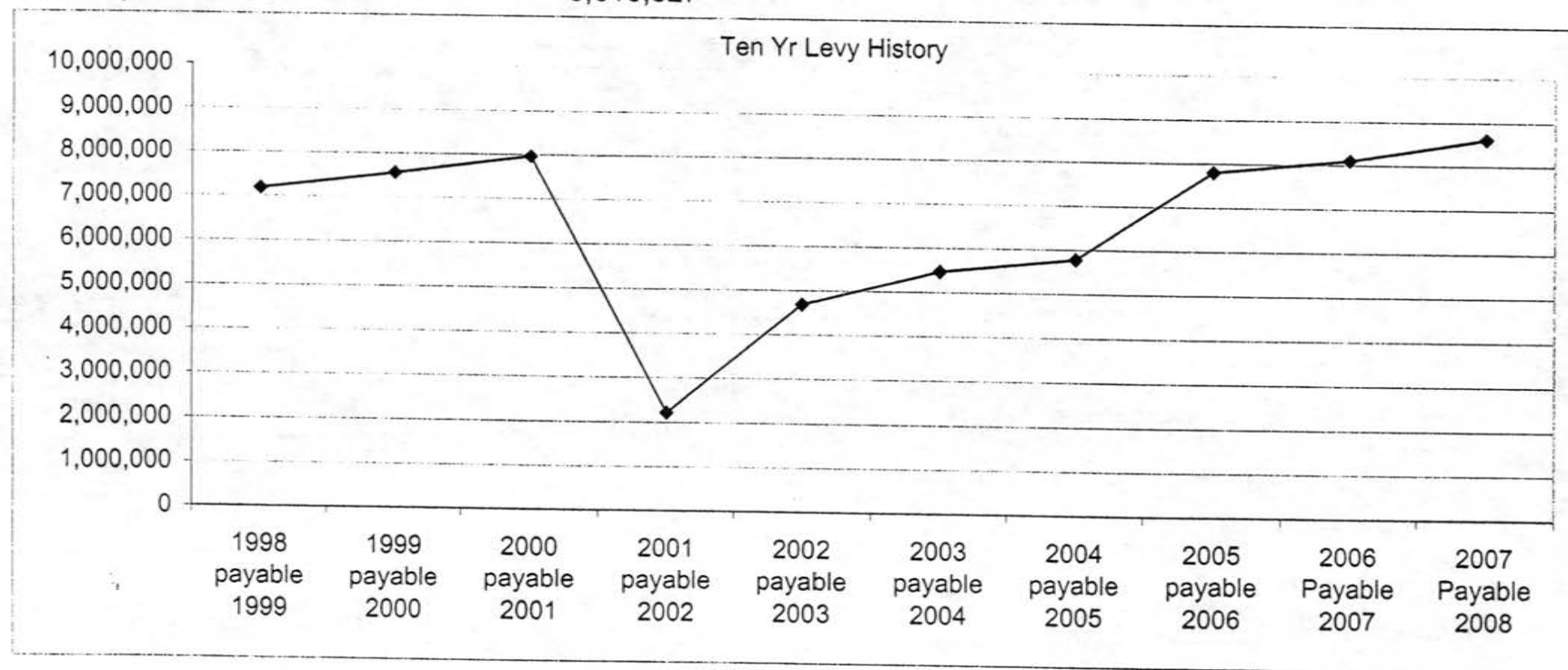
THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2008.

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____

Ten Year Levy History

1998 payable 1999	7,180,282
1999 payable 2000	7,551,750
2000 payable 2001	7,964,345
2001 payable 2002	2,212,551
2002 payable 2003	4,683,987
2003 payable 2004	5,473,906
2004 payable 2005	5,780,332
2005 payable 2006	7,803,259
2006 Payable 2007	8,104,416
2007 Payable 2008	8,615,327





Department of Business Services
Moorhead Area Public Schools

Memo B.08.010

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: September 14, 2007

RE: Truth in Taxation Public Hearing

The Moorhead School District is required to hold a Truth in Taxation Hearing between November 29 and December 20 of this calendar year. The school district should also schedule a continuation hearing, should the need arise. The continuation hearing cannot be held for at least one week after the initial hearing. If a continuation hearing is held, the levy adoption hearing could be held immediately following the continuation hearing. At this time, I am recommending that the initial Truth in Taxation hearing be held at 7:00 p.m. on Thursday, November 29, 2007 in the Probstfield Center for Education Board Room. In the event that a continuation hearing is required, I am recommending this hearing be held at 5:00 p.m. on Monday, December 10, 2007 in the Probstfield Center for Education Board Room. I am also recommending that the final levy be approved at the regularly scheduled School Board meeting on Monday, December 10, 2007 at 7:00 p.m. in the same meeting room location.

Suggested Resolution: Move to approve Thursday, November 29, 2007, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 10, 2007, 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 10, 2007 7:00 p.m. for final approval of the 2007 Payable 2008 Levy.

MLW:mde



Department of Business Services
Moorhead Area Public Schools

Memo B.08.008

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: August 12, 2007

RE: Sale of Land

Enclosed with this memo you will find several documents from SRF Consulting Group, Inc. SRF has been contracted by the City of Moorhead to negotiate buyouts of property that will be impacted by the Southeast Main Avenue/20th Street/21st Street Railroad Grade Separation Project. The school district owns property that is defined in Exhibit A (Warranty Deed). Negotiations of said purchase have been ongoing over the last several months with the compilation of those negotiations being attached. All documents have been reviewed by legal counsel on behalf of the school district. After final consultation of legal counsel, I am recommending the execution of the enclosed documents by the Moorhead School Board.

Suggested Resolution: Move to approve the sale of land as described in Exhibit A (Warranty Deed) in the amount of \$48,750 for use in connection with the construction of the Southeast Main Avenue/20th Street/21st Street Railroad Grade Separation Project.

MLW:mde
Enclosures

SRF CONSULTING GROUP, INC.

Transportation • Civil • Structural • Environmental • Planning • Traffic • Landscape Architecture • Parking • Right of Way

May 9, 2007

SRF No. 4918-0290

Independent School District No. 152
Attn: Mark Weston
2410 - 14th Street South
Moorhead, MN 56560

Dear Mr. Weston:

SUBJECT: OFFER TO PURCHASE
SOUTHEAST MAIN AVENUE/20TH STREET/21ST STREET/RAILROAD GRADE
SEPARATION PROJECT
PARCEL NO. 2

As you may be aware, SRF Consulting Group, Inc. is assisting the City of Moorhead in the acquisition of right of way for the above referenced project. This letter constitutes the City of Moorhead's formal offer for the purchase of the necessary land rights. The City of Moorhead hereby offers all interested parties who may have an interest in the real estate to be acquired the sum of \$41,000, which has been determined to be just compensation for such property and rights based upon the fair market value of the property. Attached to this letter is a *Value Calculation* setting out the basis for this determination.

This offer is made pursuant to the Before and After acquisition appraisal procedures provided for under Minnesota law. The City of Moorhead previously, or with this offer, has provided you with a copy of "Acquisition Information for Property Owners" brochure.

You will have a reasonable length of time to consider the offer. To aid in your decision you may wish to secure your own appraisal. Minnesota law provides reimbursement in an amount not to exceed \$5,000.00 for the actual costs of an appraisal of property acquired by direct purchase.

If you accept the offer, the parcel will be acquired by direct purchase and you will be paid upon satisfactory evidence of marketable title. If the offer is unacceptable you may have your property acquired in an eminent domain proceeding.

Your signature on this OFFER TO PURCHASE is only for the verification that such an offer has been made to you and verification that the "Acquisition Information for Property Owners" brochure has been received by you. Your signature below does not prejudice your right to have the final amount determined through eminent domain proceedings in the event you do not accept the offer.

On behalf of the City of Moorhead, we wish to thank you for your cooperation and assistance and we look forward to working with you toward a mutually satisfactory completion of the acquisition process.

Sincerely,

SRF CONSULTING GROUP, INC.



Mark Hawkinson
Senior Right of Way Specialist

MH/cjl

Attachments

ACKNOWLEDGMENT OF RECEIPT OF OFFER

I CERTIFY THAT on 14 day of May, 2007, this *Offer to Purchase* and *Value Calculation* was received by me from the above Right of Way Specialist; I also acknowledge the receipt of a brochure explaining the land acquisition process and the Owner's rights, privileges and obligations.

By: _____

Its: _____

H:\ROW\Right of Way Files\4918 Moorhead\Parcel 2 - ISD 152\Offer to Purchase.doc



SRF No. 4918-0290

VALUE CALCULATION
RECONSTRUCTION OF
SOUTHEAST MAIN AVENUE/20TH STREET/21ST STREET/RAILROAD
GRADE SEPARATION PROJECT

Parcel No.: 2

Fee Owners: Independent School District No. 152

Legal Description of property to be acquired:

See Attached Exhibit

ACQUISITION INFORMATION

New Right of Way: 7,606 square feet

Temporary Construction Easement: 1,980 square feet

VALUATION

Value Before The Taking: = \$ 376,000

Value After The Taking: = \$ 348,000

Estimated Damages: = \$ 28,000

Cost to Cure: = \$ 9,500

Temporary Construction Easement: = \$ 3,456

TOTAL (rounded) = \$ **41,000**

TEMPORARY EASEMENT (EXTENSION OPTION)

1/1/12 to 6/30/12	1 ST 6 month	= \$ 504.00
7/1/12 to 12/31/12	2 ND 6 month	= \$ 504.00



SRF No. 4918-0290

PAYMENT AUTHORIZATION

City of Moorhead
Southeast Main Avenue/20th Street/21st Street/Railroad Grade Separation Project

Parcel No.: 2
Owner(s): Independent School District No. 152

Mortgagee: _____

Amount of Payment: \$ 48,750.00

Payable/Mail to: _____

INDEPENDENT SCHOOL DISTRICT NO. 152

By: _____ Date: _____

Its: _____

Approved by SRF Consulting Group, Inc.

Mark Hawkinson Date: _____

Comments: _____

H:\ROW\Right of Way Files\4918 Moorhead\Parcel 2 - ISD 152\Payment Authorization.doc



Appraisal Receipt and Disclosure

Southeast Main Avenue/20th Street/21st Street/Railroad Grade Separation Project

Project No.: S.P. 144-116-10, 144-123-13 and 144-136-08; HPPS S208(001)

SRF No. 4918-0290

County: Clay

Property Address: 2410 - 14th Street South - Moorhead, Minnesota

Parcel No. 2

Owner(s): Independent School District No. 152

Minnesota law requires that governmental agencies acquiring property for public highways and other purposes provide the affected property owner with a formal offer to purchase the necessary rights, a description of the basis for the valuation used by the Agency and a copy of the Agency's appraisal(s) of just compensation. Accordingly, enclosed is a copy of the appraisal(s) for the above property prepared by Mr. Joseph Mako, Joseph Mako Appraisals and dated January 4, 2007.

Minnesota law also provides that the owner of the affected property may acquire his/her own independent appraisal for the proposed acquisition and that the governmental agency must reimburse for reasonable costs of the appraisal fee incurred by the owner up to a maximum of \$1,500 for single family and two-family residential property and minimum damage acquisition, and up to a maximum of \$5,000 for other types of property. In order to be entitled to reimbursement, the owner must comply with the following:

1. The owner's appraisal must be prepared by a qualified appraiser who is licensed under Minnesota appraisal licensing laws.
2. Payment for the appraisal will be reimbursed within 30 days after receiving a copy of the appraisal and the paid receipt from the appraiser. (Upon agreement between the acquiring authority and the owner, the acquiring authority may pay the reimbursement directly to the appraiser.)

If you choose to obtain your own appraisal, we would request that the appraiser be instructed to provide you with two copies of his/her appraisal report.

Please feel free to contact the undersigned agent with any questions you might have. Thank you for your cooperation.

Appraisal received this 14th day of May, 2007

Independent School District No. 152

by: _____

Contact: Mark Hawkinson

Address: One Carlson Pkwy, Suite 150

Minneapolis, MN 55447-4443

Its: _____

Phone: 1-866-870-0773



SRF No. 4918-0290

MEMORANDUM OF AGREEMENT

Southeast Main Avenue/20th Street/21st Street/Railroad Grade Separation Project

Parcel No. 2
Property Address: 2410 - 14th Street South - Moorhead, Minnesota
Fee Owners: Independent School District No. 152

On this _____ day of _____, 2007, Independent School District No. 152, Owners of the above described parcel of property located in County of Clay, State of Minnesota, did execute and deliver a conveyance to the aforesaid real estate to the City of Moorhead.

This agreement is now made and entered as a Memorandum of all the terms, and the only terms, agreed upon in connection with the above transaction. It is hereby acknowledged and agreed upon between the parties that:

1. The Owners have been furnished with the approved estimate of just compensation for the property acquired and a summary statement of the basis for the estimate. The Owners understand that the acquired property is for use in connection with the construction of Southeast Main Avenue/20th Street/21st Street/Railroad Grade Separation Project project.
2. The Owners understand and acknowledge that the City of Moorhead Right of Way Administrator has no direct, indirect, present or contemplated future personal interest in the property or in any benefits from the acquisition of the property.
3. That in full compensation for the conveyance of said property, City of Moorhead shall pay the Owners the sum of \$ 48,750.00 for land and damages. Owners understand that payment by the City of Moorhead must await approval of by the City Council and recording of the conveyance.
4. Additionally: See attached Exhibit A

It is understood and agreed that the entire agreement of the parties is contained in this Memorandum of Agreement and that this Agreement supersedes all oral agreements and negotiations between the parties.

Independent School District No. 152

CITY OF MOORHEAD

By: _____

By: _____

Its: _____

Its: _____

Exhibit A
(Memorandum of Agreement)

CITY OF MOORHEAD
EASEMENT ACQUISITION DESCRIPTION
SRF No. 0034918

PARCEL 2

INDEPENDENT SCHOOL DISTRICT NUMBER 152
P.I.N. 58.513.0010A

Full compensation is determined by subtracting \$9,500 from the \$41,000 offer and adding \$17,250 (\$9,500 is the sum of \$6,500 appraised cost to owners to replace fencing and \$3,000 appraised value of trees to be taken. \$17,250 is the bid cost obtained by owners for tree replacement).

Existing chain link fence removed due to this project will be replaced as part of construction activities.

September 7, 2007

SRF No. 4918-0290
CERTIFIED MAIL

Independent School District No. 152
Attn: Mark Weston
2410 - 14th Street South
Moorhead, MN 56560

Dear Mr. Weston:

SUBJECT: SOUTHEAST MAIN AVENUE / 20TH STREET / 21ST STREET
RAILROAD GRADE SEPARATION PROJECT
PARCEL 2

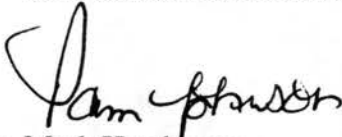
Enclosed are two copies of the Warranty Deed with the pages numbered according to our phone conversation yesterday.

The City of Moorhead records the deed after satisfactory evidence of marketable title and then payment is made. Please sign and notarize the Warranty Deeds where indicated and return all copies to our office in the self-addressed, stamped envelope enclosed for your convenience. We also need a copy of the minutes on the resolution from the School Board.

Thank you for your cooperation and assistance. If you have any other questions, please contact me at 763-249-6742.

Sincerely,

SRF CONSULTING GROUP, INC.


for Mark Hawkinson
Senior Right of Way Specialist

Enclosures

H:\ROW\Right of Way Files\4918 Moorhead\Parcel 2 - ISD 152\Revised Warranty Deed Letter.doc

WARRANTY DEED

STATE DEED TAX DUE HEREON: \$ _____

Date: _____, 2007

FOR VALUABLE CONSIDERATION, Independent School District No. 152, Grantor(s), hereby conveys and warrants to the City of Moorhead, a Governmental Subdivision of the State of Minnesota, Grantee, real property in Clay County, Minnesota, described as follows:

See attached Exhibits A and B

together with all hereditaments and appurtenances belonging thereto, subject to the following exceptions: None.

Grantor(s) certifies that they do not know of any wells on the described property.

OPTION TO EXTEND

The GRANTEE shall have the option to extend (Extension Option) the term of this Temporary Construction Easement for two (2) periods of six (6) months each (First Extension Term and Second Extension Term respectively) with respect to all, but not less than all, of the property subject to this agreement, in accordance with the following terms:

- a) Such options shall be exercised by written notice (Extension Notice) from GRANTEE delivered to GRANTOR, their successors or assigns, not less than thirty (30) days prior to the expiration of the term of this easement, with respect to the First Extension Term, and not less than thirty (30) days before expiration of the First Extension Term, if exercised, with respect to the Second Extension Term.
- b) The City of Moorhead shall pay GRANTOR, their successors or assigns, the sum of \$504 and 00/100 Dollars (Five Hundred Four and 00/100 dollars) upon exercise of the option for the First Extension Term, and an additional sum of \$504 and 00/100 Dollars (Five Hundred Four and 00/100 dollars) upon exercise of the second option for the Second Extension Term. Upon payment of the sums herein stated, all of the terms and provisions of this easement shall remain in full force and effect during and until the expiration of such extension term.

GRANTOR(S):
INDEPENDENT SCHOOL DISTRICT NO. 152

By: _____

Its: _____

By: _____

Its: _____

STATE OF MINNESOTA)
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this _____ day of _____,
2007, by, _____ and _____
the _____ and _____
on behalf of the Independent School District No. 152.

NOTARY PUBLIC

This instrument was drafted by:
SRF Consulting Group, Inc.
One Carlson Parkway, Suite 150
Minneapolis, MN 55447-4443

Exhibit A
(Warranty Deed)

CITY OF MOORHEAD
EASEMENT ACQUISITION DESCRIPTION
SRF No. 0034918
OCTOBER 2, 2006
REVISED NOVEMBER 8, 2006
REVISED JUNE 19, 2007

PARCEL 2

INDEPENDENT SCHOOL DISTRICT NUMBER 152
P.I.N. 58.513.0010A

FEE ACQUISITION

That part of Block 1, MOORHEAD SENIOR HIGH SCHOOL ADDITION, according to the recorded plat thereof described as beginning at the southeast corner of said Block 1; thence northerly along the east line of said Block 1 a distance of 15.74 feet; thence westerly at a right angle to said east line 2.00 feet; thence south parallel with said east line to a curve concave to the northwest having a radius of 12.50 feet, the west line of the East 2.00 feet of said Block 1 and the north line of the South 1.00 foot of said Block 1 are tangent to said curve; thence southwesterly along said curve to the north line of the South 1.0 foot of said Block 1; thence westerly along said north line 41.66 feet; thence northerly deflecting to the right 90 degrees 00 minutes 00 seconds 19.50 feet; thence westerly parallel with the south line of said Block 1 a distance of 94.44 feet; thence northwesterly 81.34 feet along a tangential curve concave to the north having a radius of 241.89 feet and a central angle of 19 degrees 16 minutes 04 seconds; thence northwesterly, not tangent to said curve, to a point on the west line of said Block 1 distant 61.71 feet northerly of the southwest corner thereof; thence southerly along said west line to the southwest corner of said Block 1; thence easterly along the south line of said Block 1 to the point of beginning.

Together with that part of said Block 1 described as beginning at the northwest corner thereof; thence easterly along the north line of said Block 1 to the northeast corner of the West 10.00 feet thereof; thence southerly along the east line of said West 10.00 feet a distance of 139.80 feet; thence southerly 53.48 feet along a tangential curve concave to the west having a radius of 521.71 feet and a central angle of 5 degrees 52 minutes 26 seconds; thence easterly along the prolongation of a line radial to said curve a distance of 11.80 feet; thence southwesterly along a curve concentric with the last described curve to the west line of said Block 1; thence northerly along said west line to the point of beginning.

TEMPORARY CONSTRUCTION EASEMENT

A temporary easement for construction purposes over, under, across and through that part of said Block 1 described as beginning at the northeast corner of the West 10.0 feet thereof; thence southerly along the east line of said West 10.0 feet a distance of 139.80 feet; thence southerly 53.48 feet along a tangential curve concave to the west having a radius of 521.71 feet and a

Exhibit A
(Warranty Deed)

central angle of 5 degrees 52 minutes 26 seconds; thence easterly along the prolongation of a line radial to said curve to the east line of the West 16.0 feet of said Block 1; thence northerly along said east line to the north line of said Block 1; thence westerly along said north line to the point of beginning.

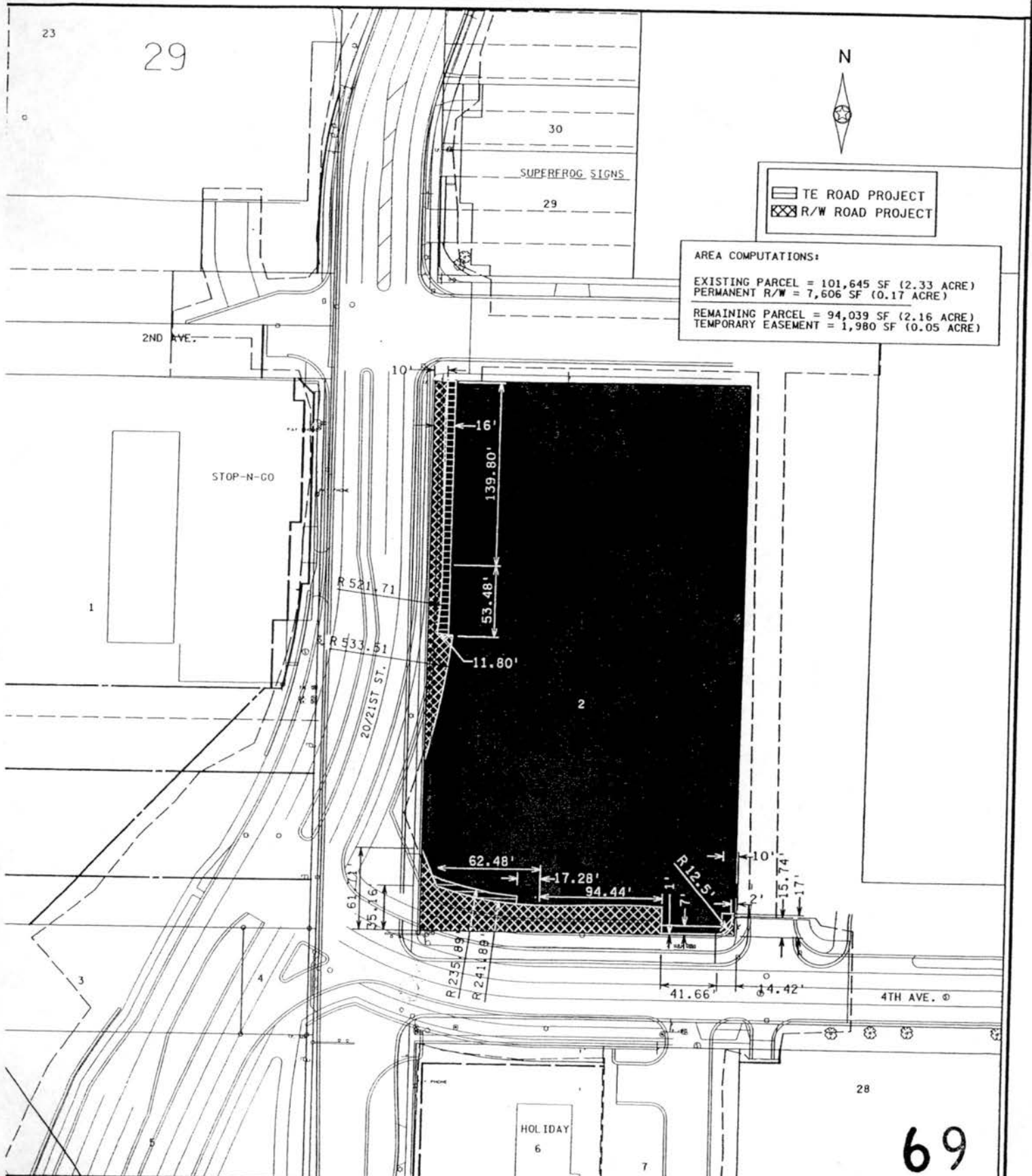
Together with a temporary easement for construction purposes over, under, across and through that part of said Block 1 described as beginning at a point on the east line of said Block 1 distant 15.74 feet northerly of the southeast corner thereof; thence westerly at a right angle to said east line 2.00 feet; thence south parallel with said east line to a curve concave to the northwest having a radius of 12.50 feet, the west line of the East 2.0 feet of said Block 1 and the north line of the South 1.0 foot of said Block 1 are tangent to said curve; thence southwesterly along said curve to the north line of the South 1.0 foot of said Block 1; thence westerly along said north line 41.66 feet; thence northerly deflecting to the right 90 degrees 00 minutes 00 seconds to the north line of the South 7.0 feet of said Block 1; thence east along said north line to the west line of the East 10.0 feet of said Block 1; thence north along said west line to the north line of the South 17.0 feet of said Block 1; thence east along said north line to the east line of said Block 1; thence south along said east line to the point of beginning.

Together with a 6.0 foot temporary easement for construction purposes over, under, across and through that part of said Block 1 lying northerly of and adjacent to a line described as commencing at a point on the east line of said Block 1 distant 15.74 feet northerly of the southeast corner thereof; thence westerly at a right angle to said east line 2.00 feet; thence south parallel with said east line to a curve concave to the northwest having a radius of 12.50 feet, the west line of the East 2.0 feet of said Block 1 and the north line of the South 1.0 foot of said Block 1 are tangent to said curve; thence southwesterly along said curve to the north line of the South 1.0 feet of said Block 1; thence westerly along said north line 41.66 feet; thence northerly deflecting to the right 90 degrees 00 minutes 00 seconds 19.50 feet; thence westerly parallel with the south line of said Block 1 a distance of 94.44 feet; thence northwesterly 17.80 feet along a tangential curve concave to the north having a radius of 241.89 feet and a central angle of 4 degrees 13 minutes 00 seconds to the point of beginning of the line to be described; thence northwesterly 70.0 feet along the continuation of said curve and there terminating.

Said temporary easements to expire December 31, 2011.

C.S. 4918
S.P. 144-116-06 COUNTY CLAY
OWNER Independent School District No. 152

PARCEL NO. 2
Scale 1" = 100ft.



INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting

Board Room 224 - Probstfield Center for Education

2410 14th Street South

Moorhead, Minnesota

October 8, 2007

7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____ Mike Siggerud _____
Lisa Erickson _____ Kristine Thompson _____
Cindy Fagerlie _____ 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 Ali Nelson, a member of the Moorhead High School girls golf team, for advancing to the 2007 state golf tournament. Nelson placed ninth at state. Head coach is Karin Schumacher.

- 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 School 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 School 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, School 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 Lakes Country Carl D. Perkins Consortium Funding - Pages 5-6
- (2) Approval of Advanced Placement Grant Application - Pages 7-26

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Approval of Leave of Absence - Page 27
- (2) Approval of Change in Contracts - Page 28
- (3) Approval of New Employees - Page 29
- (4) Approval of Rescission of Termination and Acceptance of Resignation - Page 30
- (5) Approval of Statement of Assurance of Compliance - Pages 31-32

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of September 10 and 24, 2007 Meeting Minutes - Pages 33-39
- (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 School 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.)

Moorhead High School Professional Learning Community - Kovash

Pages 40-48

4. TECH PREP COLLEGE CREDITS: Kovash

Pages 49-50

SCHOOL BOARD AGENDA - October 8, 2007

PAGE 3

5. **2006-07 STAFF DEVELOPMENT REPORT:** Kovash
Pages 51-63

Suggested Resolution: Move to accept the staff development report for the 2006-07 school year as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required.

Moved by _____ Seconded by _____
Comments _____

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

SCHOOL BOARD AGENDA - October 8, 2007**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Hopkins PTAC	October 9	6:30-8 pm	Media Center
Prof Dev Before/After School	October 10		
Instr and Curr Adv Com	October 11	7 am	PCE
Grds 9-12 P/T Confs	October 11	5-8:30 pm	MHS
Early Chldhd Adv Com	October 11	6:30-8 pm	PCE
Kind P/T Confs (Day)	October 12, 15		
Grds K-12 P/T Confs	October 15	5-8:30 pm	
Grds K-8 P/T Confs (Day/Evening)	October 16		
K-12 No School	October 16		
Teacher Comp Day (No School)	October 17		
Interagency Early Interv Com	October 17	12 pm	FSC
Health/Safety/Wellness Com	October 18	9:30 am	PCE
Education MN Conf	October 18-19		Mpls
Staff Development Com	October 19	3:30-4:30 pm	PCE
School Board	October 22	7 pm	PCE
Technology Com	October 23	3:45 pm	PCE
Activities Council	October 23	7 am	MHS Conf Rm
Prof Dev Before/After School	October 24		
Safe & Healthy Learners Com	October 26	3-4 pm	PCE
Policy Review Committee	October 29	7-8:30 pm	PCE
Joint Powers Com	November 1	7 am	Mhd City Hall
Horizon PTAC	November 1	7 pm	Media Center
Reinertsen PTAC	November 5	6:30 pm	Media Center
Asp Parent Social	November 5	6:30 pm	Media Center
High School PTAC	November 5	7 pm	MHS
Election Day	November 6		
Continuing Educ Com	November 6	3:30 pm	PCE
MHS End of First Quarter	November 7		
Indian Educ Parent Com	November 7	5 pm	PCE
Instr and Curr Adv Com	November 8	7 am	PCE
Early Chldhd Adv Com	November 8	6:30-8 pm	PCE
School Board	November 12	7 pm	PCE
Hopkins PTAC	November 13	6:30-8 pm	Media Center
Prof Dev Before/After School	November 14		
Health/Safety/Wellness Com	November 15	9:30 am	PCE
Supt's Adv Council	November 15	7 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.041 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 2, 2007
RE: Carl D. Perkins Funding

Moorhead Area Public Schools has been awarded funding by the Lakes Country Carl D. Perkins Consortium for Ann Hagan and Kathi Salvevold to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, MN on September 27-28, 2007. The total award will not exceed \$434 for lodging, registration and substitute reimbursement. This professional development award provides opportunities for teachers to network with other teachers and improve their skills that will contribute to the technical skill attainment in career and technical education students at Moorhead High School.

SUGGESTED RESOLUTION: Move to accept the professional development travel award from Lakes Country Carl D. Perkins Consortium of \$434 for Ann Hagan and Kathi Salvevold to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, MN on September 27-28, 2007.

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.040 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 2, 2007
RE: Carl D. Perkins Funding

Moorhead Area Public Schools has been awarded funding by the Lakes Country Carl D. Perkins Consortium for Mary Flesberg to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, MN on September 27-28, 2007. The total award will not exceed \$497 for lodging, registration and substitute reimbursement. This professional development award provides opportunities for teachers to network with other teachers and improve their skills that will contribute to the technical skill attainment in career and technical education students at Moorhead High School.

SUGGESTED RESOLUTION: Move to accept the professional development travel award from Lakes Country Carl D. Perkins Consortium of \$497 for Mary Flesberg to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, MN on September 27-28, 2007.

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.0 43 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 2, 2007
RE: Advanced Placement (AP) Grant Application

Attached is a grant application for *Raised Academic Achievement: Advanced Placement Programs*. The district is requesting \$250,750 over two years. The grant will be used for training for middle, high school and area learning center teachers. The training will focus on both vertical teaming and the content areas of mathematics, English and science.

The award would also be used to fund two .5 FTE coaches in the areas of mathematics/science and English. The coaches would work among the three sites in the grant (middle school, high school and area learning center). This grant will also provide opportunities to further integrate STEM into the curriculum at all sites.

The main focus of the grant is to improve curriculum articulation in skills, knowledge and process to increase participation and raise student scores in the AP program. The notification of the grant is expected the end of October.

SUGGESTED RESOLUTION: Move to approve the submission of the *Raised Academic Achievement: Advanced Placement Programs* competitive grant.

LAK/kmr
Attachment

APPLICATION COVER SHEET

Raised Academic Achievement; Advanced Placement Programs
Grant Award Opportunity - Points Possible: 100, plus 10 Preference Points

PROJECT INFORMATION

Anticipated Starting Date: October 26, 2007

Ending Date: June 30, 2009

Funding Source: MDE100 E37 2218 886

TOTAL AMOUNT REQUESTED: \$ 250,750

Number of Students enrolled at Site, October 1, 2006 **2950** TOTAL AWARD Up to: \$250,750

APPLICANT INFORMATION

District or Agency: Moorhead Area Public Schools

Authorized Administrator: Dr. Larry Nybladh

Title: Superintendent

Address: 2410 14th St. S

Moorhead, MN 56560

Program Contact Person & Title: Lynne Kovash – Assistant Supt.

Address: 2410 14th St. S

Moorhead, MN 56560

District or Agency Accountant: Mark Weston

ISD#: 152

Agency Federal Tax ID:

Agency State Tax ID:

Vendor #

Telephone: 218-284-3330

Fax: 218-284-3332

Email: lkovash@moorhead.k12.mn.us

Telephone: 218-284-3315

Fax: 218-284-3333

Email: lkovash@moorhead.k12.mn.us

Telephone: 218-284-3375

Email: mweston@moorhead.k12.mn.us

AUTHORIZED APPROVAL TO SUBMIT

Dr. Larry P. Nybladh

REQUIRED Signature, Superintendent

William R. Tomber

2nd REQUIRED signature if needed Board Member

10/3/07

Date

10/4/2007

Date

[Add additional signatures that may be required, i.e. board]

MDE STAFF INFORMATION

Authorized Representative:

Christy Hovanetz Lassila, Ph.D.

Assistant Commissioner

Telephone: 651-582-8856

E-mail: christy.hovanetz-lassila@state.mn.us

Program Specialist:

TBD

Telephone:

E-mail:

Grants Specialist:

Deb Rose

Program Accountability & Improvement

Telephone: 651-582-8853

E-mail: debra.rose@state.mn.us

APPLICATION NARRATIVE/WORK PLAN

Raised Academic Achievement; Advanced Placement Programs

Grant Award Opportunity

Please refer to the APPLICATION INSTRUCTIONS for assistance in completing this section of the application. Sections will expand when using this form electronically.

I. STATEMENT OF NEED

Possible
Points
15

Moorhead Area Public Schools has demonstrated strong programming in Advanced Placement opportunities for students. Moorhead High School offers numerous AP courses to provide opportunities for students during their high school experience. Currently Moorhead High School offers 15 AP courses. Of those 15 courses, 40% of the courses are in the mathematics, science and English area. One of the major concerns with the AP offerings is that a student needs to be on the accelerated path in ninth grade student to access AP courses as a junior or senior. The students have expressed a concern in with the difference in expectation in AP courses compared with regular courses. Many students who take an AP course opt out of taking the AP Exam at the end of the course.

However, there are three areas of need that are noted through analysis of data and additional needs analysis information.

1. Training for teachers is essential to a strong program and continued improvement in learning for students. Many of our teachers have not had the training provided by the College Board for teaching Advanced Placement Classes. Given the distance, travel expenses and time it has been difficult to provide the staff with training. Two mathematics teachers, one science and one English teacher have attended a one week training session, five years ago or more. The training for teachers has not kept pace with the addition of classes and the number of trained instructors needed to teach the classes. The physics and biology teachers have not attended training. Since 2003-04 Moorhead High School has provided AP opportunities for an additional 291 students. This is a duplicated count. In the mathematics, science and English area the number has only increased 171 students since 2003-04.
2. Vertical Teaming is important to provide the skills and knowledge in a system manner to improve the accomplishments of students in AP classes. The gap between the regular and AP courses are a concern to staff as they examine AP programming. They would like all prerequisite courses to support the main ideas and high expectations of the AP course work. This forces the middle school and the high school to work together on curriculum alignment, common assessments and common expectations. Our district has implemented the Professional Learning Community (PLC) model for one complete year. The PLC meetings, along with 14 one-hour staff development sessions (spread out over the course of one school year), provide staff with time for collaboration. This staff development format has built in critical collaboration time for the middle school, high school and area-learning center. In the book, *Learning by Doing* (DuFour, Dufour, Eaker, & Many, 2006), the authors stress collaboration does not directly lead to increased achievement if the PLC is not concentrating on the right issues. Vertical teaming training through the College Board process will give English, Mathematics and Science teams focal points to use to scaffold essential outcomes at each grade level (6-12). Once

each department has reviewed and enhanced their essential outcomes through their vertical teaming process, they then would move towards mentoring, providing interventions, and enhancing support networks for students.

Information from Mike Schmoker and others report that teachers have unintentionally lowered their expectations of students in their classroom when they work alone in isolation. When teachers collaborate by examining student work, identifying essential outcomes, and examining data vertically they naturally raise the bar in their own classrooms. Moorhead's AP programming has occurred in isolation from its prerequisite courses and from collaboration with supporting teachers. Some AP teachers have received additional training in content expertise and delivery models. This information has not been able to move down the funnel to the related courses due to a variety of barriers. The first barrier is the lack of collaborative time for vertical teaming to occur on a regular basis. The second barrier is for the vertical team to each see their role in the big picture of providing an opportunity for all students from sixth to twelfth grade to reach an AP course. The final barrier for a vertical team is to develop confidence in each other to fulfill the identified essential outcomes at a high level. Once a vertical team is collaborating, communicating and functioning the barriers will slowly disappear.

The data on student participation in testing indicates low participation by students from diverse backgrounds. In data collected from the 2006-07 AP test year, 13% of the students enrolled in the AP qualified for free and reduced lunch. The overall district percentage for free and reduced lunch students is 29.2%, compared to 20% at Moorhead High School, 28.6% at Horizon Middle School and 63% at Red River Area Learning Center, suggesting significant under-representation by this population of students. In addition, the participation in the AP program by the Hispanic population is also a concern. While 8% of the district's minority students participate in the AP program, only 2% of Hispanic students participate. Again a significant under-representation. The percentage of Hispanic students at Moorhead High School is 5.6%, compared to Horizon Middle School at 7.8% and Red River Area Learning Center 34%. This is our largest minority population in the school district. District and school data indicates students receiving free/reduced lunch exhibit similar disparities of achievement, with 60% of the Hispanic students currently enrolled in AP coursework also qualifying for free/reduced lunch.

When comparing achievement levels of Hispanic students enrolled in AP courses to achievement levels of Hispanic students overall in grades 6-12, Hispanic students overall score significantly lower on the MCA-II in both reading and math. The average scaled score for Hispanic students overall in reading was 40 (partially proficient in meeting standards), and in math was 30 (did not meet standards). The average scaled score for students enrolled in AP coursework was 68 in reading (exceeding standards) and 59 in math (meeting standards). A lack of prerequisite academic skills in reading and math may well be a significant barrier in this population's ability to access higher levels of pre-AP and AP programming.

The untapped potential of these students in upper elementary or middle school leads to

declining motivation, skills and knowledge at the secondary level. These students have not been placed in the upper level classes where the opportunity to develop the skills and knowledge necessary to achieve in AP courses is provided. Perhaps it is the lack of parental support at home, lack of maturity, lack of role models and mentors, or lack of funds to participate in extra academic activities or maybe it is due to a lack of access and acquisition of prerequisite skills, knowledge and strategies needed to be successful with high-level course work.

II. APPLICATION SUMMARY

Possible
Points

10

Moorhead School District is proposing a multi-layered project to increase student access and participation in AP Programming. The project includes teacher training, planning time, teacher mentoring, consulting to enhance curriculum and student activities to improve skills and knowledge needed for success in AP programs. The project will consist of three strands -

1. Teacher Training- On-going, systematic training has been shown to be the most effective form of professional development. We are proposing to develop a "train-the-trainer" and instructional/mentor coaching model to sustain the programming and learning for both staff and students, particularly after the grant period ends. During the 2007-08 school year, teachers will work together to audit the curriculum in place and to work with outside curriculum experts to determine what is in place and what do we need to put into place for all students to have access and success in more rigorous course work. This project will be measured by completed documents showing the curriculum in place and indications of where curriculum needs to be strengthened, both in terms of content and rigor (by rigor we are referring to more complexity in process, knowledge and content).

A group of teachers will attend teacher training (AP vertical teaming) in July 2008. Teachers will attend the week-long teacher training after being a part of the vertical teaming process through the year. This will provide more depth and understanding of the current curriculum and provide the foundation for the vertical teaming in the areas of mathematics, English and science. We will continue to have vertical team meetings over the course of the grant to further strengthen the articulation of the curriculum grades 6-12. These vertical teams will include staff members from all sites in the district serving grades 6 - 12. One teacher from each of the discipline areas will become a mentor coach for the teaming meetings and the vertical team process in the district.

2. Teacher training will continue in the June 2009 school year for content specific training through AP. The teachers attending this training will include teachers who will be teaching the courses which will be developed as pre- AP courses. The grant will provide travel expenses and a stipend for the teachers to attend to continue to strengthen the course work in the AP courses. This is proposed to further enhance curriculum and teaching practices of teachers teaching specific AP courses.
3. A Summer Academy for students will be held in June-August of 2009, and will continue

beyond the granting period as an extended school year option. The information from the vertical teaming work will be used to assist students in acquiring the necessary prerequisite skills to take AP courses. The initial summer academy pilot course offering proposes to blend STEM disciplines and teachers (including mathematics, science, English, technology and engineering). A team of three teachers from mathematics, science and English will provide instruction through a contextual learning model. This type of model with high rigor and engagement would appeal to students that may have not been included in pre-AP or honors courses previously. Contextual teaching covers a broader range of student learning styles, and emphasizes the **relevance** to real life job skills for students. In math, research has documented that students who struggle in math usually exhibit learning styles that do not question *why* something works, but rather, question *where* and/or *who* will use the skill.

The summer academy will provide background knowledge and skills for all students who wish to be ready to participate in pre-AP and AP courses. Through the summer academy and the course work during the year, it is anticipated that enrollment will increase in AP courses (especially low-income and other disadvantaged students) and scores will increase on the AP tests.

III. WORK PLAN: PROJECT GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES

Possible
Points

Starting in the 2007-08 school year, two .5 teacher mentors will work with middle, high school and ALC staff to determine curriculum and practices currently used in the AP and honors courses. We will work to determine those courses that will have a pre-AP designation. The vertical teams will be selected from each school. The teams will analyze the data from the EXPLORE, PLAN, MCA-II, and the NWEA assessment. This data will be used to determine specific strengths, strands and weaknesses of current practice and curriculum.

50

Teacher teams will work together during the 2007-08 school year to determine a plan to implement the vertical teaming into current programming. In July 2008, the vertical teams will attend the vertical team training in each area (mathematics, science and language arts/English). The mentor teachers will continue to coordinate the work among the buildings to build the capacity for STEM integrated coursework. We would be expanding our existing programming to include pre-AP courses, tutoring/mentoring programs specifically at the Moorhead High School, Horizon Middle School and Red River Area Learning Center to ensure course preparatory skill building for the districts highly mobile population.

In the 2008-09 school year, the programs would be offered to all students. The data from EPAS and other assessments will be utilized to determine the effectiveness of programming. Together with the teacher mentor/coaches it will be important to continue effective professional development practices to enhance teaching such as examining student work, data team work, lesson study with the ALC,

middle school and high school teachers and on-line tutoring options.

Through the collaborative professional learning communities essential outcomes will be identified through vertical teaming and a curriculum audit. The identified outcomes will be embedded in the general core curriculum, increasing the rigor of all classes. A tutoring/mentoring program will be developed to provide intervention and supplemental instruction to allow our disadvantaged population to gain prerequisite skills to be successful in Pre-AP and AP coursework and enhance skill acquisition for all students. This tutoring/ mentoring program will have an online portion that will be linked to the Perspective website by Pearson. Currently after school mathematics and reading classes are provided through the Area Learning Center. Moorhead High School and Middle School will work in partnership with this current model of assistance and enhance it by focusing on prerequisite skills for pre-AP course work (6-8 grade). This partnership will allow continued interventions after the grant period has ended.

The teacher training plan includes 4 days of substitute teachers for implementation purposes. This will provide teachers the opportunity to work together in vertical teams to continue to enhance programming for all students. These professional development practices have been a part of the professional learning community work currently conducted at each site and will continue at each site after the grant period has ended.

During the summer of 2009, the Summer STEM Academy will be conducted to work with students as they prepare for AP or pre-AP courses. This will provide teachers the opportunity to develop and instruction courses and instructional practices to include contextual learning in the STEM disciplines. The teachers will work with the business community to incorporate science, technology, engineering and mathematics practices into the learning environment. We also anticipate working with higher educational institutions in the community to provide this opportunity both for Moorhead Public School students and students at the university level. The training and planning for the Academy will occur during the vertical teaming training and extended contract time for teachers.

Goal # 1 Increase the number of students at Moorhead High School who earn a 3 or higher on AP exams.

1.1 Measurable Outcome: Increase the % of students receiving a 3 or higher on the AP exams from 70% to 75% by May 2009 while increasing the number of students testing from 75% to 100%.

Activity	Staff	Estimated Timeline	Indicators of Success
Curriculum Audit	23 staff members from Moorhead High School, Red River ALC and Horizon and consultants	January – May 2008	Completed survey of teachers (Pre – survey) A curriculum audit document
Vertical Team Training	23 staff members from Moorhead High School, Red River ALC and Horizon.	July 2008	23 staff members trained and attended a reflection and planning session
Vertical Team Meetings	23 staff members from Moorhead High School, Red River ALC and Horizon.	August 2008 – May 2009	Post survey in May 2009. AP – Pre-AP courses in place with pre-AP expectations in all courses.

Goal #2 Increase capacity of the district to offer a rigorous and relevant AP program 6-12.

2.1 Measurable Outcome: Increase the number of teachers in STEM disciplines at Moorhead High School, Horizon Middle School and Red River Area Learning Center trained within the last 5 years by College Board Trainers from 0% to 80%.

2.2 Measurable Outcome: Increase the number of pre-AP courses from 0 to 3, one in each content area (English, Mathematics and Science).

Activity	Staff	Estimated Timeline	Indicators of Success
Curriculum Audit	23 staff members from Moorhead High School, Red River ALC and Horizon and consultants	January – May 2008	Completed survey of teachers (Pre – survey) A curriculum audit document
Vertical Team Training	23 staff members from Moorhead High School, Red River ALC and Horizon.	July 2008	23 staff members trained and attended a reflection and planning session
Vertical Team Meetings	23 staff members from Moorhead High School, Red River ALC and Horizon.	August 2008 – June 2009	Post survey in June 2009. AP – Pre-AP courses in place with pre-AP expectations in all courses. Formative assessments reflect pre-AP and AP essential outcomes allowing for timely differentiated instruction.
Content Specific Training	14 staff members from Moorhead High School and Red River ALC	June 2009	Teachers trained and AP skills brought into classes
Summer Academy	10 staff members – to include high school, middle school and ALC	June 2009	Teachers will integrate skills into contextual learning opportunities for students.

Goal #3 Increase the number of low income and minority students participating in the AP program grades 6-12.

3.1 Measurable Outcome: Increase the % of low income students participating in AP and pre-AP courses from 13% to 20% by 2008-09 school year.

3.2 Measurable Outcome: Increase the % of Hispanic students participating in AP and pre-AP courses from 2% to 10%.

3.3 Measurable Outcome: Increase percentage of Hispanic students who participate in Algebra II , Honors Algebra II and other “stepping stone” classes in English and science from 4% to 10%, while also increasing the percentage of low-income students who participate in Algebra II, Honors Algebra II and other “stepping stone” classes in English and science from 16% to 20%. Algebra II and Honors Algebra II courses are considered “stepping stones” toward AP math enrollment, an existing “pre-AP type” courses.

Activity	Staff	Estimated Timeline	Indicators of Success
Curriculum Audit	23 staff members from Moorhead High School, Red River ALC and Horizon and consultants	January – May 2008	Completed survey of teachers (Pre – survey) A curriculum audit document
Vertical Team Training	23 staff members from Moorhead High School, Red River ALC and Horizon.	July 2008	23 staff members trained and attended a reflection and planning session
Vertical Team Meetings	23 staff members from Moorhead High School, Red River ALC and Horizon.	August 2008 – June 2009	Post survey in June 2009. AP – Pre-AP courses in place with pre-AP expectations in all courses. Formative assessments reflect pre-AP and AP essential outcomes allowing for timely differentiated instruction.
Content Specific Training	14 staff members from Moorhead High School and Red River ALC	June 2009	Teachers trained and AP skills brought into classes
Summer Academy	10 staff members – to include high school, middle school and ALC	June 2009	Teachers will integrate skills into contextual learning opportunities for students.

IV. EVALUATION OF OUTCOMES

Possible
Points

10

The outcomes of this grant will be evaluated through the use of data and incidence rates. The number of students taking AP courses and the scores they receive on AP exams are currently tracked and recorded. In addition to the measurable outcomes for the goals listed above, the scores and grades earned in these courses will also be tracked.

The specific outcomes will be measured through state assessments, district assessments, common/formative assessments, and collaborative activities of teacher teams, as evidenced below:

1. Moorhead High School and Middle School students will demonstrate increased proficiency in writing using 6 Traits of Writing programs, rubrics for ongoing formative assessments, and systematic and collaborative analysis of work product through professional learning communities. This will enable students to improve and enhance their writing skills, allowing higher levels of success on written portions of AP exams.
2. Beginning with the 2007-2008 school year, 100% of the 10th grade students will participate in the PLAN test, as one of the goals of the Moorhead High School Counseling Department. The counseling department will analyze test results and provide consultation to students that emphasize the importance of individual results in future planning.
3. Beginning with the 2007-2008 school year, 100% of the 8th grade students will complete the EXPLORE test.
4. Personal Graduation Plans will be completed by 100% of the district's 8th grade students, a change from plans being completed in 9th grade. This change will be implemented beginning with the 2008-2009 school year. The counseling staff at Moorhead High School, Horizon Middle School and Red River Area Learning Center will work with the technology department to develop personal graduation plans that will become electronic files that travel with each student between buildings. This will increase the collaborative process among the counselors. The process of adding all eighth graders to making a personal graduation plan will begin this school year 2007-2008 and will be fully implemented 2008-2009. The personal graduation will be revisited and revised yearly after their eighth grade year.
5. With the re-structuring of after-school tutoring/mentor programs (e.g. EXCEL) and implementation of on-line tutorial assistance (both tied to MCA-II scaled scores and prepared by course instructors for supplemental instruction), the achievement levels on the MCA-II Reading and MCA-II Math state assessments for the district's Hispanic students will increase from an overall average scaled score of 40 (reading) and 30 (math) to 50 in both areas, demonstrating increased skill acquisition needed for success in pre-AP and AP courses.
6. Hispanic students who exhibit high reading and math skills (exceeds standards) on MCA-II Reading and Math state assessments will receive mentoring to maintain forward progress on the Pre-AP and AP coursework selection process. Counselors, teachers, and/or student mentors will "plant the seed" for AP successful participation early, and provide encouragement and continued mentoring as the students progress through the grades. These students' progress and participation in pre-AP and AP classes will be tracked and closely

monitored.

7. Track participation rates in Algebra II and Algebra II Honors classes (an example of existing "pre-AP" type course) of Hispanic and free/reduced lunch students to determine when students' participation rates decline. Determine factors which may be associated with this decline.
8. Collaboration teaming allows school communities to create highly interactive learning environments. Students will thrive on the variety that comes from having more than one instructor in the classroom. Collaboration of staff provides students with two or more teaching styles and more opportunities for students to connect to an adult who can help with understand difficult concepts. There is the professional need to continue for teachers to work together, rather than in isolation to serve all students across the continuum of learning. Continuous collaboration which crosses disciplines, departments, buildings and grade levels will result in
 - More complex problem-solving and extensive sharing of craft knowledge
 - Stronger professional networks to share information
 - Continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts

V. BUDGET NARRATIVE (must align with BUDGET SUMMARY SHEET)

**Possible
Points
15**

The majority of the budget will be used for personnel costs. The major items will be the salary for two part time coaches/mentors to work with staff and to coordinate activities of the grant. While coordination of the grant is a part of the process, the emphasis is on building capacity of staff members through professional development delivered through coach/mentors, AP workshops, collaborative teams and activities.

The costs for substitute and extended contract time are included in the salaries and wages. The substitute and extended contract time will support the collaborative time and activities, such as lesson study, examining student work and data analysis. The substitute and extended contract time will include classroom teachers, coach/mentors and counselors.

The consultants will be utilized to work with the collaborative vertical teams to audit curriculum and develop contextual curriculum opportunities for teacher and student learning. The consultants will be contracted to work with the staff and facilitate collaborative process to enhance the learning opportunities for staff members.

Communications has been included though current program expenditures and in-kind expenditures. The district has a well developed communication process through the district technical department.

The department not only assists with communication externally and internally, but with data collection and reporting. We will utilized all of the areas in communicating with the public about the grant, providing information for students and for collecting data to measure the outcomes of the grant.

Staff travel will be provided in-kind through the use of the school district fleet of automobiles for travel to conferences.

The line item for workshop conferences and expenses will be utilized to provide for the meals and lodging for teams of teachers to attend the AP workshops

The budget for supplies and materials (non-instructional) are currently used for the AP classrooms and includes materials during the testing period. The supplies and materials (instructional) in-kind will include curriculum resources that may be needed for student materials with the pre-AP and AP courses. This is part of the school district budget currently set aside for curriculum resources.

Other expenditures includes the fees for student testing. This amount along with the amount set aside by the legislature, should provide for all students to take part in the testing. Funding should not be a factor for students to take the AP tests.

VI. PREFERENCE POINTS

**Extra
Points**

School will field test Algebra II end of course exam in 2007-08 (3 points)

Moorhead High School will field test the Algebra II end of course exam in the winter and spring. We did not test in the fall as the classes had started.

This application include participation of all schools in the district serving grade 6-10 (4 points)

This application includes Moorhead High School (grades 9-12), Horizon Middle School (grades 6-8) and Red River Area Learning Center (grades 6-12).

School is committed to administer PLAN, EXPLORE, and EPAS to all eligible students (3 points)

The PLAN and EXPLORE tests have been offered to all students. The EXPLORE at the middle school test being used for planning at the high school level. We will use the information from the EXPLORE to develop the 8th grade plan (this information will be used in combination with NWEA and MCA-II data to develop a comprehensive plan for students to use for middle school planning.

APPLICATION BUDGET SUMMARY

Raised Academic Achievement; International Baccalaureate Programs

Grant Opportunity - Points Possible for Budget Narrative and Summary Combined 10

This budget summary and budget narrative must align. Possible points are for both forms combined. The budget narrative must provide detailed explanations for each budget expense category. See the Application Instructions for additional information on budget line item categories.

DIVISION NAME: Academic Standards and High School Improvement					
GRANTEE/FISCAL AGENT NAME					
PROJECT NAME:					
OBJECT CODE	BUDGET LINE ITEM CATEGORIES	FIDE AMOUNT OF FUNDS REQUESTED	CURRENT PROGRAM EXPENDITURES	IN KIND	PROJECT TOTAL
100	SALARIES AND WAGES (including subpay if not contracted out)				
		175,678			175,678
200	FRINGE BENEFITS	41,272			41,272
300	PURCHASED SERVICES - Series				
	CONSULTANT/CONTRACTED SERVICES	15,000			15,000
	COMMUNICATIONS (Phone, Internet, Postage/Parcel & Purchased Printing)		10,000	5,000	15,000
	STAFF DEVELOPMENT				
	STAFF TRAVEL - Instate			2,000	2,000
	STAFF TRAVEL - Out of State - Limited (provide justification in Budget Narrative)				
	WORKSHOP & CONFERENCE EXPENSES - Meals, Meeting Room Costs, Lodging for Participants (master bill), AV equipment	8,800			8,800
	OPERATING LEASE OR RENTALS (If not included in indirect cost)				
	PURCHASED SERVICES - Other (Identify in detail in the Budget Narrative)				
400	SUPPLIES AND MATERIALS - Series				
	SUPPLIES AND MATERIALS - Non-Instructional		500		500
	SUPPLIES AND MATERIALS - Instructional			20,000	20,000
800	OTHER EXPENDITURES (Identify in detail in Budget Narrative section)	10,000			10,000
Total Direct	TOTAL DIRECT COSTS				
Total Indirect	TOTAL INDIRECT COSTS - Schools use current restricted rates Nonprofits, Ed districts, Education Cooperatives use a maximum of 8%				
30-394	PAYMENTS TO SCHOOL DISTRICTS, COUNTIES, AND OTHER NON-PROFIT AGENCIES FOR DIRECT SERVICES TO STUDENTS				
500	CAPITAL EXPENDITURES	Not Allowable			Not Allowable
	TOTAL (should include direct and indirect cost)	\$250,750	10,500	27,000	\$ 288,250
NOTE:	A budget revision request must be submitted for any budget line item changes of more than 15% per line item category. Some unallowable expenditures are: gifts, entertainment, gift certificates, amusement, alcohol or to pay for vendor exhibits. *Grants made exclusively for the purpose of supporting conferences are not allowed reimbursement for indirect costs.				

AGREEMENT TO COMPLY WITH ASSURANCES FORM

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form.

The applicant/awardee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of the award should grant funds be awarded. As part of the application/proposal requirements, applicant shall sign and submit this form and attach applicable certification(s) indicating its agreement to comply with the provisions of the application and assurance clauses.

1. SURVIVAL OF TERMS	10. WORKER'S COMPENSTATION
2. USE OF FUNDS	11. ANTITRUST
3. EQUIPMENT	12. GOVERNING LAW, JURISDICTION AND VENUE
4. FINANCIAL AND ADMINISTRATIVE PROVISIONS	13. LOBBYING*
5. LIABILITY	14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS*
6. OWNERSHIP OF MATERIALS AND	15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)*
7. INTELLECTUAL PROPERTY RIGHT	16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)*
8. PUBLICITY	17. TRANSFERABILITY
9. GOVERNMENT DATA PRACTICES	18. TIME
10. DATA DISCLOSURE	19. OTHER PROVISIONS

Regarding clauses 13, 14, 15 and 16:

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

The title of the application award opportunity: Raised Academic Achievement; Advanced Placement Programs. The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

Place of Performance	Moorhead High School
Street Address	2300 4 th Ave. South
City, State and Zip Code	Moorhead, MN 56560
County	Clay
Place of Performance	Horizon Middle School
Street Address	3601 12 th Ave. South
City, State and Zip Code	Moorhead, MN 56560
County	Clay

Check ☒ if there are (additional) workplaces on file that are not identified above.

By signing this form, I/we Moorhead Area Public Schools
the applicant, acknowledge that I have read the assurances in their entirety as stated within the
application materials and shall comply with all applicable federal, state and local laws,
ordinances, rules and regulations and provisions stated therein and herein in the performance of
this award opportunity should the organization be awarded funds and become a grantee/awardee.
I/we hereby assure and agree to comply with all conditions and submit required documents and
certifications as required.

Signature of Authorized Official or Designee: _____

Print Name of Authorized Official or Designee: Dr. Larry P. Nybladh.

Date Signed: October 3, 2007

Authorization to Release Data - For the School

These data are needed to verify results and track participation in the Minnesota Advanced Placement (AP) grant and will be kept confidential.

Permission is hereby granted to the MDE to use the data for research and evaluation purposes for all students who participated in or were exposed to Pre-AP or AP and were enrolled in the school. Class enrollment data to be included:

- School
- District
- Courses Offered
- Teacher
 - Name
 - Gender
 - Ethnicity
 - Courses Taught
 - Pre-AP and AP Training
- Student
 - Name
 - Gender
 - Ethnicity
 - Socio-Economic Status
 - English Language Learner Status
 - Grade Level
 - Pre-AP and AP Courses Taken
 - Pre-AP and AP Exams Taken
 - Pre-AP and AP Exam Scores

Information will be released consistent with the Family Educational Rights and privacy Act, Minnesota Law, and the School District policy regarding confidentiality of data. This authorization will include data for students graduating in 2006 through 2014.

Name: Gene Boyle
Title: Principal
School and District: Moorhead High School, Moorhead Area Public Schools
Address: 2300 4th Ave South, Moorhead, MN 56560
Phone: 218- 284-2330
Email: gboyle@moorhead.k12.mn.us

Signature: *Gene Boyle* Date: 10/03/07

Authorization to Release Data - For the District

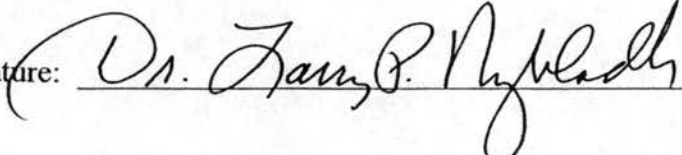
These data are needed to verify results and track participation in the Minnesota Advanced Placement (AP) grant and will be kept confidential.

Permission is hereby granted to the MDE to use the data for research and evaluation purposes for all students who participated in or were exposed to Pre-AP or AP and were enrolled in the district. Class enrollment data to be included:

- School
- District
- Courses Offered
- Teacher
 - Name
 - Gender
 - Ethnicity
 - Courses Taught
 - Pre-AP and AP Training
- Student
 - Name
 - Gender
 - Ethnicity
 - Socio-Economic Status
 - English Language Learner Status
 - Grade Level
 - Pre-AP and AP Courses Taken
 - Pre-AP and AP Exams Taken
 - Pre-AP and AP Exam Scores

Information will be released consistent with the Family Educational Rights and privacy Act, Minnesota Law, and the School District policy regarding confidentiality of data. This authorization will include data for students graduating in 2006 through 2014.

Name: Dr. Larry P. Nybladh
Title: Superintendent
School and District: Moorhead Area Public Schools
Address: 2410 4th St. South, Moorhead, MN 56560
Phone: 218- 284-3330
Email: lnybladh@moorhead.k12.mn.us

Signature:  Date: 10/3/07

Authorization to Release Data - For the School

These data are needed to verify results and track participation in the Minnesota Advanced Placement (AP) grant and will be kept confidential.

Permission is hereby granted to the MDE to use the data for research and evaluation purposes for all students who participated in or were exposed to Pre-AP or AP and were enrolled in the school. Class enrollment data to be included:

- School
- District
- Courses Offered
- Teacher
 - Name
 - Gender
 - Ethnicity
 - Courses Taught
 - Pre-AP and AP Training
- Student
 - Name
 - Gender
 - Ethnicity
 - Socio-Economic Status
 - English Language Learner Status
 - Grade Level
 - Pre-AP and AP Courses Taken
 - Pre-AP and AP Exams Taken
 - Pre-AP and AP Exam Scores

Information will be released consistent with the Family Educational Rights and privacy Act, Minnesota Law, and the School District policy regarding confidentiality of data. This authorization will include data for students graduating in 2006 through 2014.

Name: Colleen Tupper
Title: Principal
School and District: Horizon Middle School, Moorhead Area Public Schools
Address: 3601 12th Ave South, Moorhead, MN 56560
Phone: 218- 284-7330
Email: ctupper@moorhead.k12.mn.us

Signature:  Date: 10/03/07

Authorization to Release Data - For the School

These data are needed to verify results and track participation in the Minnesota Advanced Placement (AP) grant and will be kept confidential.

Permission is hereby granted to the MDE to use the data for research and evaluation purposes for all students who participated in or were exposed to Pre-AP or AP and were enrolled in the school. Class enrollment data to be included:

- School
- District
- Courses Offered
- Teacher
 - Name
 - Gender
 - Ethnicity
 - Courses Taught
 - Pre-AP and AP Training
- Student
 - Name
 - Gender
 - Ethnicity
 - Socio-Economic Status
 - English Language Learner Status
 - Grade Level
 - Pre-AP and AP Courses Taken
 - Pre-AP and AP Exams Taken
 - Pre-AP and AP Exam Scores

Information will be released consistent with the Family Educational Rights and privacy Act, Minnesota Law, and the School District policy regarding confidentiality of data. This authorization will include data for students graduating in 2006 through 2014.

Name: Deb Pender - Tilleraas
Title: Coordinator
School and District: Red River Area Learning Center, Moorhead Area Public Schools
Address: 1100 32nd Ave South, Moorhead, MN 56560
Phone: 218- 284-2330
Email: dpender@moorhead.k12.mn.us

Signature: Debora M. Pender-Tilleraas Date: 10/03/07



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.035

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 1, 2007
RE: Leave of Absence

The administration requests a Leave of Absence for the following person:

Krisanne Emch Spanish Teacher, High School, effective January 3, 2008 through February 9, 2008 pursuant to Article 43 of the Teacher's Master Agreement.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence for Krisanne Emch as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.034

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: October 1, 2007

RE: Change in Contract

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

Linda Matthews	Speech/Language Pathologist, Early Intervention Services, from .55 FTE to .75 FTE, effective September 24, 2007. (Replacement of .2 FTE from Pat Sullivan who went to full-time facilitator.)
Susan Bachmeier	Health Secretary, Horizon Middle School to EBD Teacher, Horizon Middle School, 1 FTE, BA (4) \$29,423.65, effective October 8, 2007. (Replaces Jara Larson)

SUGGESTED RESOLUTION: Move to approve the change in contract for Linda Matthews and Susan Bachmmeier as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.033

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: October 1, 2007

RE: New Employees

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

Erica Castle Computer Operator/Server, Horizon Middle School, \$8.60 per hour, 2.75 hours per day, effective October 2, 2007. (Replaces Katie Dahley)

Jacquelyn Howland Server, Horizon Middle School, \$8.60 per hour, 2.75 hours per day, effective September 26, 2007. (Replaces Renee Halvorson)

Angela Rud Principal's Secretary, Ellen Hopkins Elementary, Full-time, B22 (3) \$14.08 per hour effective September 24, 2007. (Replaces Cheryl Wise)

Eric Grafstrom Boys Hockey Assistant, High School, .100 Step 13, \$4919 , effective beginning with the 2007 season. (Replaces Terry Shercliffe)

Mark Fabian Boys Hockey Assistant, High School, .100 Step 3, \$3667, effective beginning with the 2007 season. (Replaces Greg Salvevold)

Jonathan Rudnick Boys Hockey Assistant, High School, .080 Step 2, \$2832, effective beginning with the 2007 season. (Replaces Rory Sandvig)

Jennifer Sitter Teacher, Early Intervention Services, .50 FTE, BA+10 (1) \$15,123.81, effective August 28, 2007. (Replaces .5 FTE of Hanna Rodenbaugh that was moved to EIS.)

Monica Sanchez Spanish Immersion Teacher, Ellen Hopkins Elementary, 1 FTE, BA+30 (4) \$34,539.20, effective October 1, 2007. (Replaces Jennifer Stompro)

SUGGESTED RESOLUTION: Move to approve the employment of Erica Castle, Jacquelyn Howland, Angela Rud, Eric Grafstrom, Mark Fabian, Jonathan Rudnick, Jennifer Sitter, and Monica Sanchez as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.036

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: October 1, 2007

RE: Rescission of Termination and Acceptance of Resignation

The administration requests approval to rescind the termination and to approve the resignation of the following person:

Aracely Moore Paraprofessional, West Central Juvenile Detention Center, effective
December 6, 2006.

Suggested Resolution: Move to rescind the motion adopted January 8, 2007 terminating Aracely Moore, to accept the written resignation of Aracely Moore dated September 27, 2007, which is effective December 6, 2006 and to authorize the Chair and Clerk of the Board to execute any documents relating thereto on behalf of the School Board.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.031

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Meiser, Director of Human Resources

DATE: October 2, 2007

RE: Statement of Assurance of Compliance with State and Federal Law Prohibiting
Discrimination

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/jal

Attachment

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 Moorhead Area Public Schools			District Number 152
Name of District Contact Person Ron Nielsen	Title Director 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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 10, 2007
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Carol Ladwig , Mike Siggerud (7:26 p.m.), Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Cindy Fagerlie.

CALL TO ORDER: Chairman Tomhave 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: Erickson moved, seconded by Thompson, to approve the agenda as revised. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Thompson moved, seconded by Dulski, to approve the following items on the Consent Agenda:

Gifts- Accept the following gifts: school supplies valued at \$120.50 from Lynn Monge for use at Robert Asp School and a \$1,000 scholarship from PRACS Institute for the Great Decisions Program through Community Education.

Even Start-Partners in Learning Family Literacy Program Grant Renewal - Accept Even Start-Partners in Learning Family Literacy Program grant funding from the Minnesota Department of Education in the amount of \$154,500.

Resignations

Nathan Richman - Bus Driver, effective August 14, 2007.

Renee Halverson - Lunchroom Supervisor, Horizon Middle School, effective August 27, 2007.

Michelle Martin - Head Dance Team Coach, High School, effective August 30, 2007.

Cheryl Wise - Secretary, Ellen Hopkins, effective September 14, 2007.

Dale Volk - Computer Technician, Robert Asp, effective September 14, 2007.

Early Retirement

Gloria Crosby - Paraprofessional, High School, effective August 31, 2007.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 10, 2007
PAGE 2**

Change in Contract

Marla Anderson - ABE Paraprofessional, Probstfield Center for Education, 18 hours per week to 32 hours per week, effective August 22, 2007.

Rebecca Lee-Hunt - ABE Instructor, Probstfield Center for Education, from 14.4 hours per week to 32.4 hours per week, effective August 22, 2007.

Brenda Krueger - Title I Teacher, part-time, Ellen Hopkins to 1st Grade, full-time, Ellen Hopkins, effective August 28, 2007.

Ann Hagen - Business Teacher, High School, from .6875 FTE to .75 FTE, effective August 28, 2007.

New Employees

Ann Rosdahl - Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Kim Stockert)

Julie Kippen - Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Leah Tvedt)

Susan Nichols - Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Kathleen Evert)

Barbara Haman - Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 4, 2007. (Replaces Toni McCauley)

LaRae Mikkelson - Spanish Immersion Teacher, Ellen Hopkins Elementary, BA+30 (5) 1.00 FTE, \$39,915.00, effective August 28, 2007. (Replaces Silvia Granados)

Troy Charleston - Paraprofessional, Outreach, B21 (0-2) \$13.11 per hour, 6.5 hours per day, effective August 28, 2007. (New position for non-district student to be paid by home district of student.)

Minutes - Approve the August 13 special meeting minutes and the August 13 and 27, 2007 regular meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$1,574,901.86.

General Fund:	\$1,509,776.69
Food Fund:	50,343.02
Community Service Fund:	14,782.15
TOTAL	\$1,574,901.86

Motion carried 5-0.

**REGULAR MEETING
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PROBSTFIELD CENTER FOR EDUCATION
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MOORHEAD HIGH SCHOOL HALL OF HONOR: Russ Henegar reported the Moorhead High School (MHS) Hall of Honor was established to recognize alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni are recognized for their outstanding accomplishments while at MHS as well as achievements following graduation. In 2004, eight inaugural members were inducted, in 2005, six members were inducted, and last fall, four members were inducted. This fall, six members will be recognized at an induction ceremony on September 29. The MHS Hall of Honor 2007 inductees are Mary Jane Grinaker, Scott Isensee, Representative Morrie Lanning, Jeffrey J. Molldrem, M.D., Thomas C. Proehl, and T. L. Solien.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Gene Boyle, Pam Gibb, Don Hulbert, Kay Peterson, Donna Richards, Karin Schumacher, Phil Seljevold, Margaret Stene, and Jay Wentzell. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

APPROVAL OF POLICY: Erickson moved, seconded by Ladwig, to approve the policy, Inclusive Educational Program (609), as presented. Motion carried 5-0; Thompson abstained.

OPENING ENROLLMENT: Nybladh provided information on opening day enrollment for elementary and secondary schools and also information regarding off-site educational programs. Preliminary figures for K-12 opening day enrollment totaled 5,362. Last year opening day enrollment was 5,357. Opening day enrollment was expected to be 5,331, which represents 31 more students than projected. The largest class is tenth grade at 491 with the smallest class in fourth grade at 353. The tenth grade enrollment includes students in the high school and alternative education sites. This year's kindergarten class is 380 students. Enrollment is expected to fluctuate over the next few days and stabilize in October and November.

APPROVAL OF 2007-2009 TEACHERS' MASTER CONTRACT: Erickson moved, seconded by Siggerud, to move to approve the 2007-2009 Teachers' Master Contract as follows:

<u>Year</u>	<u>Additional Cost</u>	<u>Percent Increase</u>
2007-08	\$1,549,063	5.8%
2008-09	\$1,403,778	4.9%
Total	\$2,952,841	10.7%

**REGULAR MEETING
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PROBSTFIELD CENTER FOR EDUCATION
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Motion carried 6-0.

SUPERINTENDENT'S ANNUAL EVALUATION: Tomhave reported the superintendent's annual evaluation was conducted in closed session on August 27, 2007 with all seven School Board members in attendance. The evaluation reviewed seven areas of responsibility: Relationship with the School Board, Management and Planning, Human Resource Management, Instructional Leadership, Budget and Finance, Community Relations, and Personal Qualities. The overall consensus of the board continues to be very positive across the categories. He noted Dr. Nybladh's dedication to the district, his work ethic and demonstrated leadership capacity in a wide range of situations continue to serve the district well, and his continuing leadership will be crucial as the district faces future challenges both fiscal and academic. In addition to the strong affirmation of the Superintendent, the board also expressed strong positive comments about the efforts and effectiveness of other members of the administrative team. In terms of administrative leadership, the board believes that the district is well positioned to face the challenges that lie ahead.

COMMITTEE REPORTS: Brief reports were heard related to the Horizon PTAC and Joint Powers Committee meetings. Tomhave announced the 2008 Intergovernmental Retreat was scheduled for January 25, 2008 at the Courtyard by Marriott.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh reminded board members of the upcoming September 19 MSBA Fall Area meeting in Perham and the September 28 Homecoming Parade. Board members were asked to contact Michelle with their plans to attend the events.

Erickson thanked Chair Tomhave and Dr. Nybladh for their presentations and messages at the All Staff Assembly on August 29.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:48 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 24, 2007
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Carol Ladwig , Mike Siggerud, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Cindy Fagerlie and Kristine Thompson.

CALL TO ORDER: Chairman Tomhave 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 presented.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift- Accept the gift from Gate City Bank of \$1,400. The funds will be used for after school library hours four nights a week beginning September 24 through the end of the school year.

Alternative Delivery of Specialized Instructional Services Funding - Approve funding from the Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services for 3.5 FTE literacy teachers and 1.5 FTE family advocates.

Comprehensive Arts Planning Program (CAPP) Grant - Approve funding for the Comprehensive Arts Planning Program 13 (CAPP) from the State of Minnesota in the amount of \$8,000 over two years.

Resignations

Barbara Haman - Food & Nutrition Server, S. G. Reinertsen Elementary, effective September 7, 2007.

Dolores Morse - Paraprofessional, Red River Area Learning Center, effective August 27, 2007.

Jara Larson - EBD Teacher, Horizon Middle School, effective September 17, 2007.

**REGULAR MEETING
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PAGE 2**

Family/Medical Leaves

Jennifer Winter - Teacher, EIS, effective approximately December 21, 2007 for approximately six to eight weeks.

Laura Holmquist - Teacher, Ellen Hopkins Elementary, effective approximately October 20, 2007 for twelve weeks.

New Employees

Nancy Halverson - Paraprofessional, High School, B21 (0) \$13.11 per hour, 6.5 hours per day, effective September 10, 2007. (Replaces Ronda Adrian)

Desiree Perez - Paraprofessional, High School, B21 (0) \$13.11 per hour, 6.5 hours per day, effective September 18, 2007. (Replaces Gloria Crosby)

Caleb Schlack - Physical Education Teacher, Robert Asp Elementary & S.G. Reinertsen Elementary, 50 FTE, BA (0) \$14,448.00 effective August 28, 2007. (Replaces Amy Miller)

Becky Shelton - Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Barbara Haman)

Renee Birnbaum - Food & Nutrition Server, High School, 2.75 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Bryan Wirries)

Heidi Omar Manthery - Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 13, 2007. (Replaces Renae Gaughan)

Karen Wischnak - Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 13, 2007. (Replaces Jenny Lancon)

Tina Wagner - Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective September 11, 2007. (Replaces Bayan Amedy)

Rachel Kercher - Crossing Guard/Lunchroom Supervisor, S. G. Reinertsen Elementary, 4 hours per day, \$8.60 per hour, effective September 17, 2007. (Replaces Sue Nichols)

Motion carried 5-0.

2006-07 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT

ACHIEVEMENT: Erickson moved, seconded by Ladwig, to direct administration to print and prepare final copies of the 2006-2007 Annual Report on Curriculum, Instruction and Student Achievement for electronic distribution to the Minnesota Department of Education and print and prepare a summary report for mailing to all district households by October 15, 2007. Motion carried 5-0.

PROPOSED LEVY FOR 2007 PAYABLE 2008: Siggerud moved, seconded by Erickson, to certify the "Maximum" for the 2007 Payable 2008 Proposed Levy. Motion carried 5-0.

**REGULAR MEETING
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TRUTH IN TAXATION PUBLIC HEARING: Siggerud moved, seconded by Dulski, to approve Thursday, November 29, 2007, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 10, 2007 at 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 10, 2007 at 7:00 p.m. for the final approval of the 2007 Payable 2008 Levy. Motion carried 5-0.

APPROVAL OF SALE OF LAND: Erickson moved, seconded by Siggerud, to approve the sale of land as described in Exhibit A (Warranty Deed) in the amount of \$48,750 for use in connection with the construction of the Southeast Main Avenue/20th Street/21st Street Railroad Grade Separation Project. Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard related to the Safe and Healthy Learners Committee, Early Childhood Advisory Committee, Interagency Early Intervention Committee, Health/Safety/Wellness Committee, Ellen Hopkins PTAC, S.G. Reinertsen PTAC, Instruction and Curriculum Advisory Committee, Community Education Advisory Council, Clay County Collaborative Governance Board, and Superintendent's Advisory Council meetings. Tomhave noted board members attended the MSBA Fall Area meeting in Perham on September 19.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh reminded board members of the September 28 Homecoming Parade and the September 29 Moorhead High School Hall of Honor Induction Ceremony. Nybladh commented board member tickets for the Hall of Honor Induction Ceremony would be held at the registration table and that an E-mail would be sent with details related to the Homecoming Parade. Tomhave requested board members to contact Michelle if they were interested in attending the 2007 National School Boards Association Annual Conference scheduled for March 29-April 1, 2008 in Orlando, Florida.


ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:43 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.044 D

TO: Dr. Larry Nybladh
FROM: Lynne Kovash 
DATE: October 2, 2007
RE: Professional Learning Community Dialog

Over a year ago the school board approved the Professional Learning Community (PLC) time at Moorhead High School. A team of staff members and administration will provide information regarding the use of that time for staff and students.

A DVD was produced by student's last spring and will be shown at the meeting. Kay Peterson, Brittney Rehm and Marti Johnson will be present to share their experiences.

The attached information will provide additional background for the discussion.

LAK/kmr
Attachment

I. Collaborative Teams

Definition:

A systematic process in which we work interdependently, to analyze and impact Professional practice in order to improve our individual and collective results.
(Dufour, Dufour & Eaker)

1) Rationale:

There is no longer any debate, teachers working collaboratively and focused on student learning and achievement is a vastly superior method of teaching than teachers working in isolation.

Virtually every association with any connection to education and every expert in the field agrees that creating the capacity to develop Professional Learning Communities and build collaboration time in the school day is the most effective way to improve student achievement.

The Following experts concur:

"...the most promising strategy for substantive school improvement is developing the capacity for school personnel to function as a professional learning community (PLC)."

(Robert Eaker, Richard DuFour, and Rebecca DuFour, *Getting Started: Reculturing Schools to Become Professional Learning Communities*)

"Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception that school or department had been a part of a collaborative professional learning community".
(Milbrey McLaughlin)

"Improving schools require collaborative cultures... Without collaborative skills and relationships, it is not possible to learn and to continue to learn as much as you need to know to improve".
(Michael Fullan)

"Creating a collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the effectiveness of their schools".
(Eastwood and Lewis)

"If schools want to enhance their capacity to boost student learning, they should work on building a **collaborative culture**.... When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and

assessment, they facilitate development of shared purposes for student learning and collective responsibility to achieve it".
(Fred Newman)

Four questions that guide team discussions:

1. What is it we want them to learn?
2. How will we know when each student has achieved the learning?
3. How will we respond when a student is not learning?
4. How will we respond when a student has already learned the information?

PLC Collaboration Time is Not:

- * Time to build staff camaraderie
- * Time to discuss discipline, tardiness or other school operational procedures
- * Time to focus on anything except **Student Learning**

2) Collaborative Team Structures

Departments will determine the split into teams. The best team structure is made up of teachers who teach the same course. Vertical teams are comprised of teachers who teach content above and/or below their students. Elective departments may choose to team together and address the school SMART goal in Reading, Writing, or Math.

Teams should be created on the basis of shared responsibility for pursuing the critical questions of teaching and learning with a particular group of students: for example by course or grade level.

3) Evidence:

Once teams are determined by departments they must select a team leader. This information is turned into the administrator responsible for that department. Team leader serves as liasion for the team and administration.

II. Team Norms

Definition:

Norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

1) Rationale:

Teams cannot be productive until they have collaboratively determined the parameters that will guide team meetings. When all is said and done, the norms of a group will determine whether it functions as a high performing team or becomes simply a loose collection of people working together. Positive norms will stick only if they are put into practice over and over again.

2) Developing Team Norms

A Strategy for developing team norms:

Each team member lists and shares a past negative experience they have had serving on a team or committee and to identify a specific behavior that prevented that group from being effective: for example, whining and complaining, arriving late and leaving early, being disengaged during the meetings, and so on.

For each negative norm identified by team members of your team, establish a positive commitment statement (a norm) that your team should adopt, if everyone adhered to it, would prevent the past negative experience from recurring.

Examples of Team Norms:

- *We will maintain a positive tone at our meetings.
- *We will not complain about a problem unless we can offer a solution.
- *We will begin and end our meetings on time and stay fully engaged throughout each meeting.
- *We will contribute equally to the workload of this team.
- *We will listen respectfully and consider matters from another's perspective.

Tips for establishing Team Norms:

- *Each team establishes its own norms.
- *Norms are stated as commitments to act in a certain ways rather than as beliefs.
- *Norms are reviewed at the beginning and end of each meeting until each member internalizes them.
- *One norm should require the team to assess its effectiveness at least twice during each school year. This assessment should include a review of members' adherence to team norms and the need to add new norms.
- *Less is more, A few key norms are better than a laundry list.
- *Violations of norms **must** be addressed by team members.

3) Evidence

Teams turn in team norms to administrator responsible for that department by date designated on established timeline

III. Essential Common Outcomes

Definition:

The critical skills, knowledge, and dispositions students each student must acquire as a result of each course, grade level, and unit of instruction.

1) Rationale:

Collaborative teams determining essential common outcomes for courses guarantees that all students in a like course, regardless of their teacher, will receive the the same viable curriculum. By teachers collaboratively determining essential common outcomes using this process they no longer have to guess what to teach and what to prioritize.

Teachers choosing or not choosing curriculum based on personal likes and dislikes is not a reasonable or effective approach to guide curriculum selection or instruction.

2) Determining Essential Common Outcomes:

The first step in the team learning process:

Teams must clarify essential common outcomes per semester by course/content area. It does not matter who teaches the class all students will get the same information.

Criteria for Identifying Essential Common Outcomes:

To separate essential from non essential, carefully apply these 3 criteria to each standard

1. Does it have endurance? Do we really expect our students to retain the knowledge and skills over time as opposed to merely learning it for a test?
2. Does it have Leverage? Will proficiency in this standard assist the student in other areas of curriculum and other academic disciplines?
3. Does it develop student readiness for the next level of learning? Is it essential for success in the next unit, course, or grade level?

Resources to Help Teams Decide on Essential Outcomes:

- * State Standards
- * District or department curriculum guides
- * Vertical articulation
- * Data from past student performance

Advantages of Team Discussion of Essential Common Outcomes:

1. Greater clarity regarding interpretation of standards
2. Greater consistency regarding importance of different standards
3. Greater consistency in amount of time devoted to different standards (common pacing)
4. Essential common outcomes and common pacing are vital prerequisites for a team to create common assessments and team interventions
5. Greater ownership of and commitment to standards

3) Evidence

Teams turn in essential common outcomes to administrator responsible for that department by date designated on established timeline.

PLC Team Meeting Feedback Sheet

Name of Team: _____

Department: _____

Meeting Date: _____

Team Members

Present: _____

Team Members

Absent: (list reason) _____

Meeting Topics/Objectives:

Outcomes/Products/Decisions Made:

Questions/Concerns:

Administrator: _____

Date: _____

Developing Norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
Time <ul style="list-style-type: none"> ■ When do we meet? ■ Will we set a beginning and ending time? ■ Will we start and end on time? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Listening <ul style="list-style-type: none"> ■ How will we encourage listening? ■ How will we discourage interrupting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Confidentiality <ul style="list-style-type: none"> ■ Will the meetings be open? ■ Will what we say in the meeting be held in confidence? ■ What can be said after the meeting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Decision Making <ul style="list-style-type: none"> ■ How will we make decisions? ■ Are we an advisory or a decision-making body? ■ Will we reach decisions by consensus? ■ How will we deal with conflicts? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Participation <ul style="list-style-type: none"> ■ How will we encourage everyone's participation? ■ Will we have an attendance policy? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Expectations <ul style="list-style-type: none"> ■ What do we expect from members? ■ Are there requirements for participation? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.038 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 2, 2007
RE: Tech Prep College Credits

During the 2006-07 school year, Moorhead Area Public School District took part in the development and/or renewal of Moorhead's Tech Prep College Credit Agreements with Minnesota State Community and Technical College, Northwest Technical College, and Northland Community and Technical College.

Moorhead Area Public Schools is part of the Lakes Country Tech Prep Consortium. In the consortium, 12 districts participated in the College Credit Process in the 2006-07 school year. Attached is a summary of the use of these Tech Prep College Credit Agreements by Moorhead Area Public School students.

LAK/kmr
Attachment

MOORHEAD – ISD 152
Summary of Tech Prep College Credit
2006-07 School Year

Total Number of Tech Prep College Credit Certificates Awarded: 66

Total Number of Students Receiving Advanced Standing Certificates: 33

Average Number of Certificates Earned by Each Student: 2

Number of Certificates earned in High School Courses:

Accounting I and II 4

Computer Applications 42

Microsoft Office Applications 9

Personal Finance 11

Total Number Tech Prep College Credits for Advanced Standing: 103

Value of Tech Prep College Credits to Moorhead Students and Parents

(at 06-07 resident tuition rate of \$145.31 per credit): \$14,966.93



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.042 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 2, 2007
RE: Staff Development Report

Attached is a copy of the district staff development report for the 2006-2007 school year. Highlights of the report will be shared with the board. This report has been completed in compliance with Minnesota Statute.

School districts using state staff development revenue under M.S. § 126C.10, subd. 2 and M.S. § 122A.61 must use the state's designated reporting format to submit a copy of their annual staff development report to the Commissioner of Education. The districts are required to report the staff development activities and expenditures for the district and their school sites. All districts, including those not reserving funds, must complete a program report.

Each school site is mandated to complete a report on the 25% set aside funds for their building. Information from each of the site reports has been incorporated into the district report.

SUGGESTED RESOLUTION: : Move to accept the staff development report for the 2006-07 school year as present and direct administration to submit the signed assurances to the Minnesota Department of Education As required.

LAK/kmr
Attachment

Staff Development Report Statement of Assurances

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §12A.61 must complete the forms in the Staff Development Planning and Reporting System (online at <http://education.state.mn.us>) and submit a copy of a signed Statement of Assurances (this form) to the Professional Development Team at MDE by October 15, 2007. A program report must be completed by all districts, including those not reserving funds. Please complete this page, including all required signatures, and fax or mail to MDE:

MDE-Staff Development Reporting
1500 Highway 36 West
Roseville, MN 55113

FAX: 651-582-8517

District Contact Information

District Name: MOORHEAD PUBLIC SCHOOL DISTRICT District Number: 0152-01
Address: 2410 14th St. S.
City: Moorhead State: MN Zip: 56560
Current District Staff Development Chair: Lynne Kovash E-mail: lkovash@moorhead.k12.mn.us

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

*Revenue Expenditures * Staff Development Planning * Staff Development Outcomes

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

District Goals for improving student achievement for 2006-2007 were:

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

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

Horizon Middle School teachers and support staff will receive support, particularly in the areas of reading and math, in reaching our student goal.

Hopkins staff members will share responsibility, collaborate and take action to facilitate increased student achievement.

Hopkins staff members will share responsibility, collaborate, and take action to facilitate increased student achievement.

SGR staff will work together to improve literacy instruction.

SGR staff will work together to improve math instruction strategies.

Licensed staff at Red River Area Learning Center will meet with the Truancy Intervention Team weekly to develop capacity to intervene effectively with students that have excessive absences.

All staff at Red River ALC will collaborate on the use of techniques to improve participation on the MCA II.

Red River Area Learning staff will develop proficiency in data driven decision making related to instruction in reading/language, ie. MCII, MAP, grades, common assessments, and related instructional strategies.

Robert Asp staff will review and analyze student data for the purpose of progress, monitoring and to investigate and incorporate effective instructional practices that improve student learning.

Robert Asp Staff will review and analyze student data for the purpose of progress monitoring and to investigate and incorporate effective instructional practices that improve student learning.

The staff at Moorhead High School will work together to increase awareness, on the part of all teachers, of the need to focus more attention on reading and vocabulary activities in all courses.

The staff at Moorhead High School will shared data from previous year on student participation, established student participation goal and urge all students to take seriously all assessments.

The staff development goal at Moorhead High School is to Increase math teachers awareness of need to improve and develop skills in meeting student needs

Early Intervention Services staff will work to implement a process to report required child outcome data to the state.

Superintendent

Date

District Staff Development Chair

Date

2007 Staff Development District Advisory Committee

• District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

For questions about this report, contact current district Staff Development Chair

Lynne Kovash
2410 14th St. S.
Moorhead, MN 56560
218-284-3315
lkovash@moorhead.k12.mn.us

Advisory Committee Members

Name	Position	Subject	Grade level
Anne Larson	Non-Teaching Staff		
Denita Clapp	Non-Teaching Staff		
Deb Helleckson	Special Education Teacher	Other	Multiple
Lynne Kovash	Administrator		
Julie LeRoux	Non-Teaching Staff		
Ronda Buysse	Special Education Teacher	Other	
Sarah King	Administrator		
Liz Mackowick	Teacher	Multiple	2
Chad Mattson	Teacher	Other	Multiple
Adrianne Cooper	Teacher	Science	Multiple
Gene Boyle	Administrator		
Sheila Hastings	Special Education Teacher	Other	6
Jeff Offutt	Representative from the Teacher's Union	Other	8
Janet Olson	Special Education Teacher	Other	Multiple
Ann Woell	Teacher	Other	Multiple
Linda Scheet	Non-Teaching Staff		
Deb Pender	Administrator		
Mindi Jenson	Teacher	Multiple	3
Maggie Hanson	Special Education Teacher	Other	Multiple
Mike Siggerud	Parent not in Targeted Subgroup		
Kristine Thompson	Parent not in Targeted Subgroup		

District Staff Development Goals

District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

District Student Achievement Goals with Subject Areas

Student Achievement Goal:	The percentage of students in the aggregate and for each subgroup who are at the proficient level in mathematics on the MCAs will increase by 5% on the 2006-07 MCA II.
Content Area:	Math

District Staff Development Goals, Activities, Strategies and Findings

Staff Development Goal:	The purpose of the district staff development plan is to continually improve student achievement in mathematics. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use research based practices.
Activities and Strategies:	Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Conduct Action Research
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Advanced teacher understanding of effective instruction strategies using scientifically based research. Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children. Included the use of data and assessments to inform classroom practice.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators.
Activities and Strategies:	Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Conduct Action Research Demonstration Teaching Content Coaching/Instructional Coaching Team Teaching
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Advanced teacher understanding of effective instruction strategies using scientifically based research. Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.

	<p>High Quality Staff Development Activities:</p> <p>An integral part of school board, district-wide and school-wide educational improvement plans.</p> <p>Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.</p> <p>Developed with extensive participation of teachers, principals, parents, and administrators.</p> <p>Evaluated regularly to improve the quality of future professional development.</p>
<p>Activities and Strategies:</p>	<p>Continue and refine training with the Measures of Academic Progress (MAP) assessment and goals setting for all students.</p>
<p>Designs and Structures:</p> <p>High Quality Components:</p> <p>High Quality Staff Development Activities:</p>	<p>Professional Learning Communities</p> <p>Examine Data - Student and Staff</p> <p>Examine/Analyze Student Work</p> <p>Work in Study Groups</p> <p>Participate in ongoing training</p> <p>Conduct Action Research</p> <p>Practice with Reflection</p> <p>Content Coaching/Instructional Coaching</p> <p>Team Meetings with Instructional Focus</p> <p>Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.</p> <p>Advanced teacher understanding of effective instruction strategies using scientifically based research.</p> <p>Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.</p> <p>Provide technology training to improve teaching and learning.</p> <p>Included the use of data and assessments to inform classroom practice.</p> <p>An integral part of school board, district-wide and school-wide educational improvement plans.</p> <p>Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.</p> <p>Developed with extensive participation of teachers, principals, parents, and administrators.</p> <p>Evaluated regularly to improve the quality of future professional development.</p>
<p>Activities and Strategies:</p>	<p>Continue to develop the professional learning community concept within the school district.</p>
<p>Designs and Structures:</p> <p>High Quality Components:</p> <p>High Quality Staff Development Activities:</p>	<p>Professional Learning Communities</p> <p>Examine Data - Student and Staff</p> <p>Examine/Analyze Student Work</p> <p>Work in Study Groups</p> <p>Participate in ongoing training</p> <p>Conduct Action Research</p> <p>Practice with Reflection</p> <p>Develop Curriculum</p> <p>Content Coaching/Instructional Coaching</p> <p>Team Meetings with Instructional Focus</p> <p>Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.</p> <p>Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.</p> <p>Advanced teacher understanding of effective instruction strategies using scientifically based research.</p> <p>Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade.</p> <p>Included the use of data and assessments to inform classroom practice.</p> <p>An integral part of school board, district-wide and school-wide educational improvement plans.</p> <p>Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.</p> <p>Developed with extensive participation of teachers, principals, parents, and administrators.</p> <p>Evaluated regularly to improve the quality of future professional development.</p>

Activities and Strategies:	Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the area of reading and mathematics.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Develop Curriculum Content Coaching/Instructional Coaching Team Meetings with Instructional Focus
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Advanced teacher understanding of effective instruction strategies using scientifically based research.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators. Evaluated regularly to improve the quality of future professional development.
Findings:	The use of collaborative groups to use data and improve instruction has become a strong professional development activity in the district. While the use of data has increased in the district, with staff members asking for data as soon as it is available, we are continuing to develop processes and activities to connect assessment and instruction.
Impact on Student Learning:	Overall, the scores have increased slightly. There is some variability at grade levels. The disaggregated scores reveal lower scores with LEP and special education students. This is continuing to be addressed through professional development activities, such as refining the use of data to guide instruction and action research to research strategies that will improve instruction for students.
Impact on Teacher Learning:	Teachers have been learning about effective assessment and the use of data to guide instruction. We will continue the learning about formative and summative assessment and the effect on student learning.
Continue next year?	Y

District Staff Development Goals

District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

District Student Achievement Goals with Subject Areas

Student Achievement Goal:	Having met AYP at the district level in 2005-06 for all groups with data from 2004-05, it is the goal in 2006-07 to meet the new state-determined index level indicating AYP for all groups.
Content Area:	Reading

District Staff Development Goals, Activities, Strategies and Findings

Staff Development Goal:	The purpose of the district staff development plan is to continually improve student achievement in reading and language arts. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use research based practices.
Activities and Strategies:	Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the area of reading and mathematics.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Conduct Action Research Develop Curriculum Content Coaching/Instructional Coaching
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Advanced teacher understanding of effective instruction strategies using scientifically based research.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators. Evaluated regularly to improve the quality of future professional development.
Activities and Strategies:	Continue and refine training with the Measures of Academic Progress (MAP) assessment and goals setting for all students.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Work in Study Groups Develop Curriculum Coach/Mentor/Induction Program
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Provide technology training to improve teaching and learning.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators. Evaluated regularly to improve the quality of future professional development.

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Activities and Strategies:	Continue to develop the professional learning community concept within the school district.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Participate in ongoing training Conduct Action Research
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Included the use of data and assessments to inform classroom practice.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators. Evaluated regularly to improve the quality of future professional development.
Activities and Strategies:	Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Conduct Action Research Demonstration Teaching Practice with Reflection Develop Curriculum Content Coaching/Instructional Coaching
High Quality Components:	Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. Advanced teacher understanding of effective instruction strategies using scientifically based research. Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children. Included the use of data and assessments to inform classroom practice.
High Quality Staff Development Activities:	An integral part of school board, district-wide and school-wide educational improvement plans. Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. Developed with extensive participation of teachers, principals, parents, and administrators. Evaluated regularly to improve the quality of future professional development.
Activities and Strategies:	Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.
Designs and Structures:	Professional Learning Communities Examine Data - Student and Staff Examine/Analyze Student Work Work in Study Groups Participate in ongoing training Conduct Action Research Content Coaching/Instructional Coaching

High Quality Components:

Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.
Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.
Advanced teacher understanding of effective instruction strategies using scientifically based research.
Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.
Provide instruction in methods of teaching children with special needs.
Included the use of data and assessments to inform classroom practice.

High Quality Staff Development Activities:

An integral part of school board, district-wide and school-wide educational improvement plans.
Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.
Developed with extensive participation of teachers, principals, parents, and administrators.
Evaluated regularly to improve the quality of future professional development.

Findings:	The use of collaborative groups to use data and improve instruction has become a strong professional development activity in the district. Using the information from the MAP assessment, teachers are using Lexile levels and instructional levels for students to provide more differentiation in instruction. Teachers at the elementary, middle and secondary levels are using literacy strategies to improve achievement in the area of reading and language arts. School goals have been set on improving achievement in reading and language arts for all students.
Impact on Student Learning:	Given the difficulty in looking at trend data regarding reading, student achievement in the area of reading show slight improvement. We continue to show gaps in the comparison of subgroups, with LEP and special education students not making proficiency as measured on the MCA II.
Impact on Teacher Learning:	Teachers have used the data to determine programming for students. Teachers have worked on essential outcomes, targets and common assessment to improve learning for all students.
Continue next year?	Y

District Revenue Report

District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

Did your district vote to waive the reserve requirement?	N
Is your district in SOD?	N
Indicate the amount reserved:	2.00%
Did your district set aside 25% of the staff development revenue for Exemplary Grants?	Y
How many Exemplary Grants were awarded by the district?	8
Does your district participate in Q Comp?	N
Amount Q Comp funds used for Professional Development	\$0.00
Number of lead teachers receiving salary augmentation:	0
Total amount of Q Comp funds used for salary augmentation:	\$0.00
Is the district using part of the 2% set aside to support Q Comp?	
What is the amount of money being set aside?	\$0.00
Did your district set aside any of the following NCLB funds for professional development?	Yes
Title I Part A funds for professional development (Does not include AYP set-asides)	\$12,211.00
Title I Part A district set-aside for districts identified as AYP Needs Improvement?	\$71,789.00
Title II Part A funds for professional development	\$172,355.00
Title II Part D (Technology) funds for professional development	\$11,293.00
Title III (ELL) funds for professional development?	\$8,600.00
Title V (Innovative Program) funds for professional development	\$0.00

2007 Staff Development Teacher Induction

District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

Did the district provide new teacher induction programs? YES

1. Induction Activities for New Teachers

Program for first year teachers
New teacher orientation
Observations conducted by a mentor

3. New Teacher Seminars or Workshops

Orientation to district and school
Instructional strategies
Content or program knowledge
Curriculum and assessments

2. Formative Assessments used with New Teachers

Self-assessments using professional teaching standards

1. Mentor Training Activities

Professional teaching standards

2. Evaluation Measures

Impact on student achievement

District and School Site Staff Information Table

0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

The table below shows the number of teachers, paraprofessionals and administrative staff assigned to each site within the district. Staff who are assigned to multiple sites are shown at each of their respective sites. Staff without school site assignments are assigned to the district office. The total number of staff assigned to each site is based on the 2007 STAR collection. The number of staff receiving high quality staff development reflect the information provided in the district and school site sections of the 2007 Staff Development Annual Report.

	Teachers		Paraprofessionals		Licensed Non-Instructional	
	Total assigned to this site	Received High Quality Staff Development	Total assigned to this site	Received High Quality Staff Development	Total assigned to this site	Received High Quality Staff Development
006 PROBSTFIELD CENTER FOR EDUCATION	0	0	0	0	0	0
187 R. ASP ELEMENTARY	50	50	18	18	7	7
188 ELLEN HOPKINS ELEMENTARY	50	50	20	20	7	7
189 S.G.REINERTSEN ELEMENTARY	51	51	23	23	8	8
380 HORIZON MIDDLE SCHOOL	82	82	32	32	7	7
382 MOORHEAD HIGH	101	101	40	36	20	20
380 RR AREA LEARNING CENTER	8	8	6	6	2	2
Total number of staff members across all sites (*unduplicated count)	350	350	155	155	59	59
Total of assignments across all sites (*duplicated count)	342	342	139	135	51	51

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting

Board Room 224 - Probstfield Center for Education

2410 14th Street South

Moorhead, Minnesota

October 22, 2007

7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____ Mike Siggerud _____
Lisa Erickson _____ Kristine Thompson _____
Cindy Fagerlie _____ 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 School 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 School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

S-129-B05
22 Oct 2007

SCHOOL BOARD AGENDA - October 22, 2007

PAGE 2

A. TEACHING/LEARNING MATTERS - Kovash

(1) Acceptance of Donations - Pages 4-5

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

(1) Approval of Resignations - Page 6

(2) Approval of Family/Medical Leaves - Page 7

(3) Approval of Change in Contracts - Page 8

(4) Approval of New Employees - Page 9

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____

Comments _____

3. MINNESOTA SAY YES TO NO CAMPAIGN: Kovash

Pages 10-11

4. BUILDING AND DISTRICT PROFILES: Kovash

Page 12

5. COMMITTEE REPORTS

6. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

7. ADJOURNMENT

SCHOOL BOARD AGENDA - October 22, 2007**PAGE 3****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Com	October 23	3:45 pm	PCE
Activities Council	October 23	7 am	MHS Conf Rm
Prof Dev Before/After School	October 24		
Health/Safety/Wellness Com	October 25	9:30 am	PCE
Safe and Healthy Learners Com	October 26	3-4 pm	PCE
Policy Review Committee	October 29	7-8:30 pm	PCE
Joint Powers Com	November 1	7 am	Mhd City Hall
Horizon PTAC	November 1	7 pm	Media Center
Reinertsen PTAC	November 5	6:30 pm	Media Center
Asp Parent Social	November 5	6:30 pm	Media Center
High School PTAC	November 5	7 pm	MHS
Election Day	November 6		
Continuing Educ Com	November 6	3:30 pm	PCE
MHS End of First Quarter	November 7		
Indian Educ Parent Com	November 7	5 pm	PCE
Instr and Curr Adv Com	November 8	7 am	PCE
Early Chldhd Adv Com	November 8	6:30-8 pm	PCE
School Board	November 12	7 pm	PCE
Hopkins PTAC	November 13	6:30-8 pm	Media Center
Prof Dev Before/After School	November 14		
Health/Safety/Wellness Com	November 15	9:30 am	PCE
Supt's Adv Council	November 15	7 pm	PCE
Staff Development Com	November 19	3:30-4:30 pm	PCE
Policy Review Committee	November 19	7-8:30 pm	PCE
Com Ed Advisory Council	November 20	7 pm	PCE
Interagency Early Interv Com	November 21	12 pm	FSC
No School	November 21-23		
Safe and Healthy Learners Com	November 26	3 pm	PCE
School Board	November 26	7 pm	PCE
Technology Committee	November 27	3:45 pm	PCE
Prof Dev Before/After School	November 28		
Truth in Taxation Public Hearing	November 29	7 pm	PCE
HMS End of First Trimester	November 30		



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.047 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash JK

DATE: October 17, 2007

RE: Donation

Moorhead Area Public Schools has received the following donation:

Roger and Kathy Walls have donated a Reverse Walker valued at \$300.00.

This item will be very useful for children who have special needs in our district.

SUGGESTED RESOLUTION: Move to approve the donation of a Reverse Walker and directed administration to send a thank you card to:

Roger and Karlene Walls
1813 33rd St S
Moorhead, MN 56560

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.048 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

DATE: October 17, 2007

RE: Donation

Moorhead Area Public Schools has received the following donation:

Jennifer and Brock Stenberg have donated a weighted denim vest, valued at \$50.00.

This item will be very useful for children who have special needs in our district.

SUGGESTED RESOLUTION: Move to approve the donation of a weighted denim vest from Jennifer and Brock Stensberg and direct administration to send a thank you card to:

Jennifer and Brock Stensberg
906 11th St S
Moorhead, MN 56560

LAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.039**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 15, 2007
RE: Resignation

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

Bonita Miller	Paraprofessional, High School effective October 19, 2007
Kim Shorey	Cafeteria Supervisor, Robert Asp Elementary, effective October 26, 2007.
Sharon Adair	Cafeteria Supervisor, Ellen Hopkins Elementary, effective October 4, 2007.
Mike Kieselbach	9th Grade Baseball Coach, effective with the 2007-2008 season.
Becky Shelton	Food & Nutrition Worker, S. G. Reinertsen Elementary, effective October 9, 2007.
Dana Sande	Supervisor of Online Planning & Assessment, Probstfield Center for Education effective October 2, 2007.

SUGGESTED RESOLUTION: Move to approve the resignations of Bonita Miller, Kim Shorey, Sharon Adair, Mike Kieselbach, Becky Shelton and Dana Sande as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.040

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 15, 2007
RE: Family/Medical Leave

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

Desiree Perez Paraprofessional, High School, effective approximately November 11,
2007 for six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Desiree Perez pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.041**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 15, 2007
RE: Change in Contract

Susie Bolgrean	Cafeteria Supervisor, from 5 days per week to 1 day per week 2 hours per day effective October 22, 2007.
Kim Stockert	Food & Nutrition Server to Cafeteria Supervisor, 2 hours per day, effective October 22, 2007.
Shannen Albertson	Crossing Guard, Robert Asp Elementary, will be adding 1.5 hours per day to her current Cafeteria Supervising position. (Replaces other 1/2 of Kim Shorey position)

SUGGESTED RESOLUTION: Move to approve the change in contract for Susie Bolgrean, Kim Stockert and Shannon Albertson as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.038

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: October 15, 2007

RE: New Employees

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

Kari Abner	Paraprofessional, Outreach Center, B21 (0-2) \$13.11 per hour, 6.5 hours per day, effective October 8, 2007. (Tuition billing position)
Jon Stein	Computer Technician, Robert Asp Elementary, B24 (8) 15.85 per hour, 8 hours per day, effective October 16, 2007. (Replaces Dale Volk)
Kim Stockert	Cafeteria Supervisor, S. G. Reinertsen Elementary, 2 hours per day, 4 days per week, \$8.60 per hour, effective October 22, 2007. (Replaces Susie Bolgrean)
Irasema Vargas	Cafeteria Supervisor/Crossing Guard, Robert Asp Elementary, 2.5 hours per day of Cafeteria Supervising and 1.5 hours per day of Crossing Guard, \$8.60 per hour, effective October 26, 2007. (Replaces Kim Shorey as Cafeteria Supervisor and 1/2 of Kim's Crossing Guard position)

SUGGESTED RESOLUTION: Move to approve the employment of Kari Abner, Jon Stein, Kim Stockert and Irasema Vargas as presented.

RN/smw

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Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.049

TO: Dr. Larry Nybladh
FROM: Lynne Kovash
DATE: October 18, 2007
RE: Minnesota Say Yes to No

Attached is information about the Minnesota Say Yes to No conversation. Moorhead Community Education and Moorhead Early Childhood Alliance (MECA) are planning bookstudy conversations about Say Yes to No. I will share a video and more information with the board about the beginning plans for events in our community. Minnesota Say Yes to No is a conversation about raising healthy, self-reliant children so they will be successful in school and life.

LAK/kmr
Attachment



It's a book.

It's a conversation.

It's success for our kids.

It's a book. It's a conversation. It's success for our kids.

Why Say Yes to No?

Screen time is the most significant lifestyle change for our children and teens over the last decade. With an average of 44.5 hours of screen time a week, kids are exposed to over one million Yes messages a year. This constant barrage of Yes undermines crucial character traits children and youth need for success, including self-reliance, perseverance, integrity and the ability to delay gratification. The social and economic ramifications cannot be understated. Research shows that self-discipline is as strong a predictor of school success as intelligence. Our kids may be as smart as ever, but a culture of "More, Easy, Fast and Fun" is undermining what really counts in the classroom and what will carry them into thriving adult lives. Learning how and when to say No is critical for our children and teens' success in life.

It's a book.

Psychologist David Walsh, president and founder of the National Institute on Media and the Family and award winning author, provides the antidote to Discipline Deficit Disorder in his new book, *No: Why Kids - of All Ages - Need to Hear It and Ways Parents Can Say It* (Free Press, 2007). The book has been featured on the CBS News' *The Early Show* and National Public Radio. It is an Amazon.com best seller and KARE 11 enjoyed the best audience ratings of the year with a two part Extra on *No*. With warmth, experience, and humor, Dr. Walsh's book provides down-to-earth advice that can be put into practice immediately and information and strategies adults need to nurture healthy, self-reliant kids.

It's a conversation.

The Minnesota Say Yes to No campaign is more than reading Dr. Walsh's book. The book is a powerful collective starting point, but setting limits and saying No isn't always easy. It's critical that adults support one another, share stories, and work together to claim parenting strategies that work. The Minnesota Say Yes to No campaign will ignite and support important conversations in communities across the state which will nurture a culture shift that sustains real change. Through reflection, conversation, interactive Web-based activities, trainings and more, parents, teachers, and community members will develop and nurture No strategies that position Minnesota children and youth for success.

It's success for our kids.

If-Discipline=Success. No is not the destination. It is the road to Yes. Saying No to our kids teaches them how to say No to themselves, resulting in successful healthy, self-reliant kids.

Go to the Toolkit at SayYestoNo.org for more information!

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Minnesota Say Yes to No is supported by an unprecedented coalition of parents and educators:

*National Institute on Media and the Family *Minnesota Association of Secondary School Principals
*Minnesota Elementary School Principals' Association *Minnesota PTA *Association of Metropolitan School Districts
*Fairview Health Services *Education Minnesota *Minnesota Association for Family and Early Education
*Minnesota Association of School Administrators *Minnesota Minority Education Partnership *Minnesota School Counselors' Association
*Northern Star Council Boy Scouts of America *Pacer Center and Pacer's Minnesota Parent Center/Minnesota PIRC
The Working Family Resource Center *Parents United *Putting Family First



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.046

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: Building and District Profiles
RE: October 17, 2007

Enclosed with the agenda is the draft of the Building and District Profiles for the five-year period from 2002-03 through 2006-07. Highlights and discussion of the profiles will be shared with the board.

The School Board will be asked to consider action on the Building and District Profiles at the November 12, 2007 meeting.

LAK/kmr
Attachment

Moorhead Area Public Schools School Profiles



2002-03 through 2006-07
Draft

Prepared by the Dept. of Teaching & Learning
October 17, 2007

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



Moorhead Area Public Schools

District Data

2002-03 through 2006-07

Moorhead Area Public Schools

Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year.

Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

5. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

6. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

7. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

8. Home Language

The number is self reported as the language primarily used at home. Data will include the number of students and the home language.

9. Home Schooled Students

The number reflects students that have completed the home schooled forms on file in the Office of Teaching and Learning over the course of the school year. This number includes shared time pupils in the district.

10. Migrant Students

The number of students who have moved to a different school district "within the last three years because of their parent's temporary or seasonal work in agriculture or fishing". (US Dept. of Ed., 1999) The information is collected through MARSS.

11. Mobility

The number is given as it relates to those students who transferred from the buildings during the school year and number of students who entered the buildings during the school year. This data includes 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. The information is collected through MARSS.

12. Open Enrolled Students

The figure reflects the number of students choosing to open enroll to Moorhead and to other districts. Minnesota Statute 124D.03 allows all Minnesota's public school students the opportunity to apply to attend school outside of the school district where they live. Families generally provide their own school transportation. No tuition is charged. The information is collected through MARSS.

13. Private School Enrollment

The number of Moorhead Area Public School students that are enrolled in private schools in the Fargo-Moorhead Area. The information is collected in the Office of Teaching and Learning.

14. Spanish Immersion Program Enrollment

The number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected in the Office of Teaching and Learning.

15. Special Education Status

The number of resident students in the district receiving special education services listed by primary disability as of December 1. The number does not include out-of-district students receiving special education services in Moorhead. The information is collected through the Learner Support Services Office and MARSS.

16. Students Transported

The transportation office provides the information on the percentage of students transported in Moorhead Area Public Schools. The number of students transported is divided by the total of K-12 students in the district.

Moorhead District Achievement Definitions

1. Minnesota Comprehensive Assessments (MCA-II)

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics annually for schools and school districts to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

Mean is the average.

3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The results can be used to evaluate individual student development as well as provide grade-level feedback toward instructional objectives.

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district.

The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996).

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996).

Moorhead District Building Definitions

Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is also disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

Teacher Attendance

The information is gathered from the Substitute Employee Management System (SEMS) and disaggregated by the reporting categories for the system.

Moorhead District Demographics

1. Attendance Rate	<u>2002-03</u> 95.40%	<u>2003-04</u> 95.36%	<u>2004-05</u> 92.20%	<u>2005-06</u> 94.00%	<u>2006-07</u> 94.56%
2. Average Daily Attendance	<u>2002-03</u> 4983	<u>2003-04</u> 4866	<u>2004-05</u> 4799	<u>2005-06</u> 4864	<u>2006-07</u> 4937
3. Average Daily Membership	<u>2002-03</u> 5223	<u>2003-04</u> 5103	<u>2004-05</u> 5205	<u>2005-06</u> 5175	<u>2006-07</u> 5221
4. English Language Learners (ELL)	<u>2002-03</u> 356	<u>2003-04</u> 349	<u>2004-05</u> 509	<u>2005-06</u> 433	<u>2006-07</u> 376
5. Enrollment as of October 1					
	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	368	329	399	381	422
Grade 1	370	352	352	415	399
Grade 2	402	357	361	357	411
Grade 3	344	402	357	369	352
Grade 4	404	335	389	358	378
Grade 5	443	410	338	383	371
Grade 6	396	439	425	356	414
Grade 7	441	409	440	425	362
Grade 8	451	427	414	445	433
Grade 9	440	456	446	442	462
Grade 10	471	434	494	450	424
Grade 11	466	474	422	478	452
Grade 12	472	465	478	434	456
Self Contained	9	10	5	4	3
Total	5477	5299	5320	5297	5339
6. Ethnicity	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	172 3.13%	168 3.12%	171 3.26%	166 3.17%	169 3.17%
Asian	81 1.48%	80 1.49%	78 1.48%	78 1.49%	88 1.65%
Hispanic	473 8.61%	451 8.38%	439 8.36%	442 8.44%	455 8.53%
Black	109 1.99%	136 2.53%	132 2.51%	133 2.54%	158 2.96%
White	4656 84.79%	4545 84.48%	4433 84.39%	4421 84.37%	4469 83.71%
Percent Minority	15.21%	15.52%	15.61%	15.63%	16.29%

Moorhead District Demographics

7. Free and Reduced Lunch Program	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	1279	1235	1091	1305	1246
Reduced	312	268	275	280	348
% of Free & Reduced	33%	28%	25%	29.7%	29.2%

8. Home Language

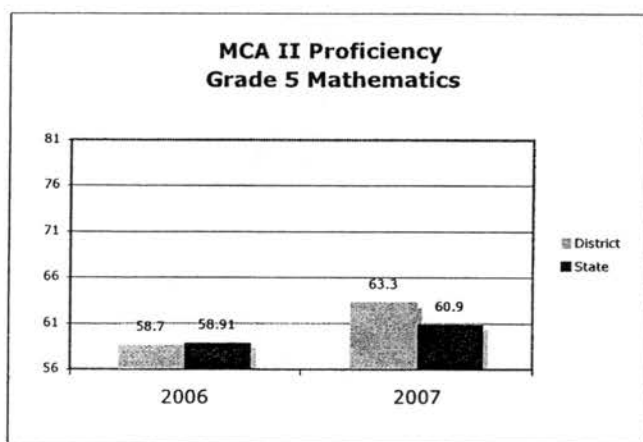
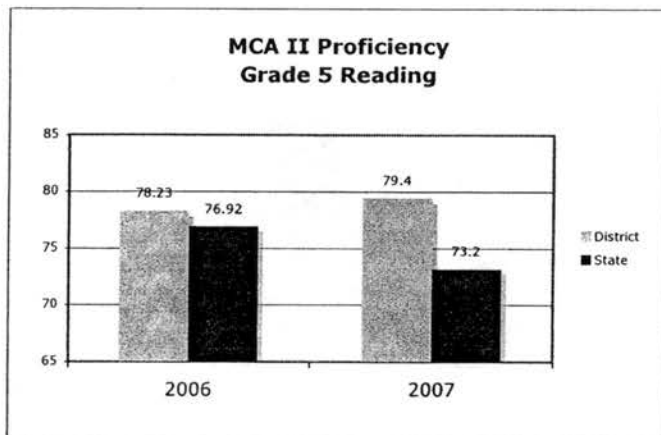
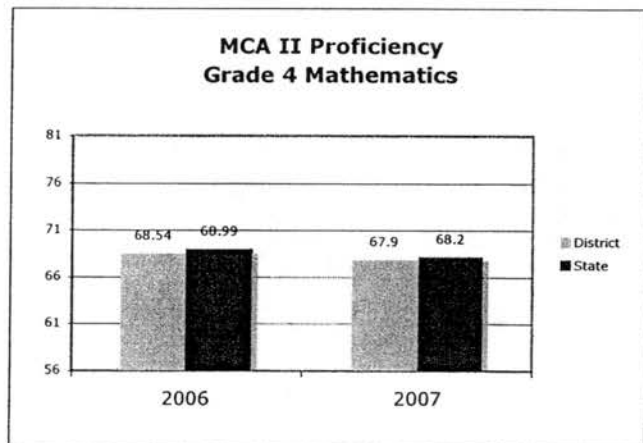
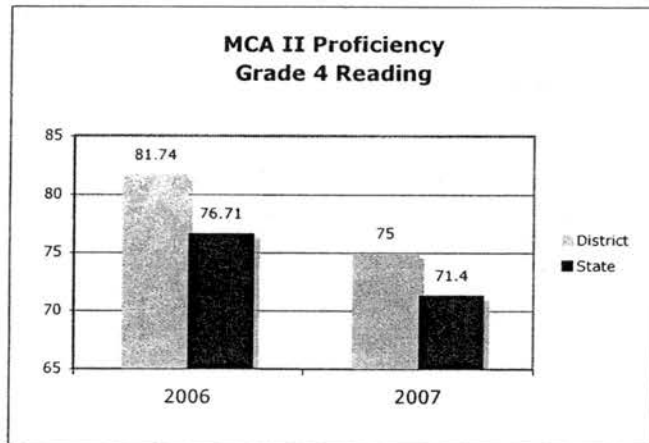
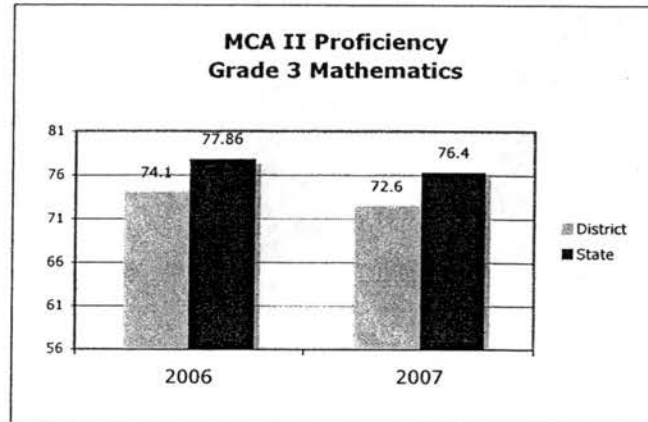
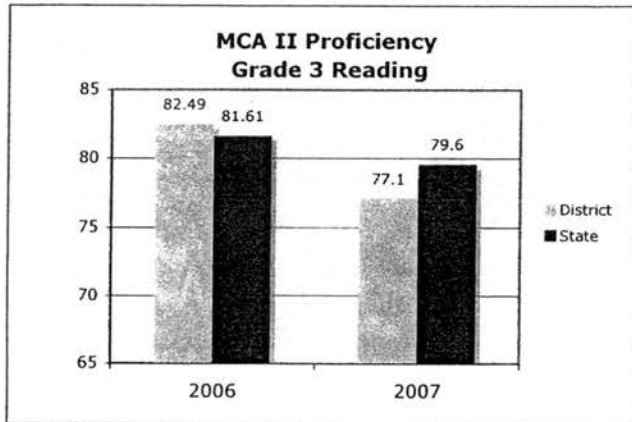
	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	2	2	0
Albanian	0	12	17	23	20
American Sign Language (ASL)	1	1	1	3	1
Amharic	0	1	0	0	0
Arabic	12	11	10	12	7
Cambodian	0	0	0	6	1
Cantonese	1	0	0	0	0
Cebuano	0	0	0	1	1
Chinese	1	5	3	3	5
Cutchi	0	1	2	3	2
Dakotah	3	5	9	6	5
Dutch	0	0	1	0	0
English	4634	5329	5145	5040	5596
Estonian	0	1	0	0	0
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hawaiian	0	3	3	3	3
Hindi	3	5	3	4	1
Japanese	1	1	1	1	1
Korean	0	3	3	3	4
Kurdish	108	126	131	121	128
Laotian	5	3	4	3	1
Mongolian	0	0	0	1	0
Nepali	0	0	0	2	2
Norwegian	0	1	0	1	0
Okinawan	3	0	0	0	0
Persian	13	4	5	3	2
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	2	6	7	8	7
Serbo-Croatian	10	15	26	33	38
Somali	22	24	19	17	15
Spanish	292	409	438	410	361
Swahili	4	4	5	6	3
Swedish	3	4	2	1	2
Thai	1	1	1	0	0
Tongan	2	0	0	0	0
Turkish	1	1	1	1	1
Ukranian	0	0	0	1	0
Vietnamese	25	27	28	25	41
Not Available	10	6	0	0	0

Moorhead District Demographics

9. Home Schooled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	100	116	112	110	113
10. Migrant Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	152	165	191	254	144
11. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into District	467	469	530	686	748
Transfers Out of District	254	317	418	537	554
12. Open Enrolled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Into Moorhead	124	114	146	114	131
Out of Moorhead	156	229	323	270	261
13. Private School Enrollment	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	517	478	451	486	455
14. Spanish Immersion Program					
Enrollment	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	46	40	64	41	46
Grade 1	36	47	32	60	41
Grade 2	38	32	45	32	53
Grade 3	33	38	31	44	31
Grade 4	24	27	32	32	42
Grade 5		21	22	32	28
Total	177	205	226	241	241
15. Special Education Status	<u>Dec. 02</u>	<u>Dec. 03</u>	<u>Dec. 04</u>	<u>Dec. 05</u>	<u>Dec. 06</u>
(December Child Count)					
Speech/Language Impaired	164	154	155	165	170
DCD Moderate	38	38	30	32	38
DCD Severe	18	18	20	12	9
Physically Impaired	30	24	22	23	17
Deaf/Hard of Hearing	18	20	23	24	20
Visual Impairment	4	5	3	0	1
Specific Learning Disability	238	245	210	197	182
Emotional/Behavior	118	114	96	81	83
Deaf-Blind	0	0	1	1	0
Other Health Impaired	179	193	195	194	179
Autistic	41	44	55	56	59
Development Delay	118	100	114	118	136
Traumatic Brain Injury	3	2	4	5	6
Severely Multiple Impaired	0	0	0	5	5
Total Disabilities Served	973	957	928	913	905
16. Students Transported	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	63.6%	60.0%	78.4%	77.8%	74.8%

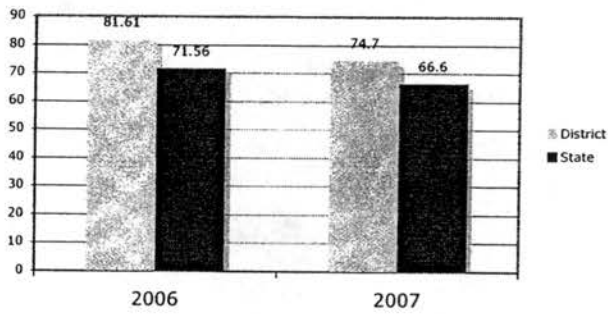
Moorhead District Achievements

1. Minnesota Comprehensive Assessments (MCA-II)

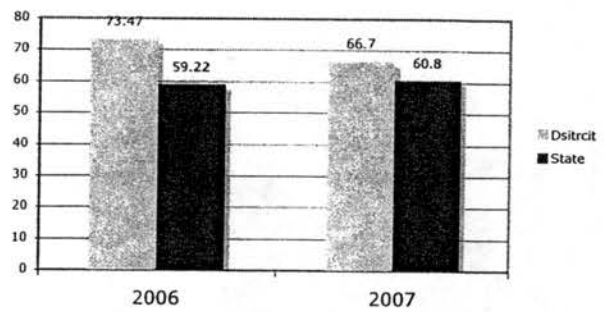


Moorhead District Achievements

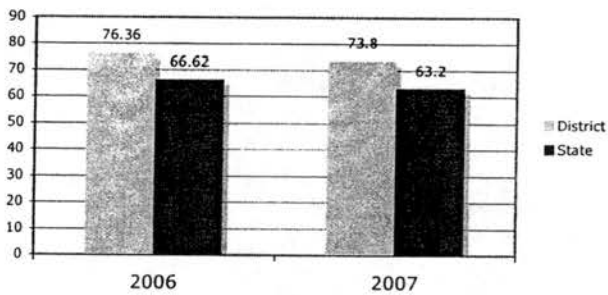
MCA II Proficiency Grade 6 Reading



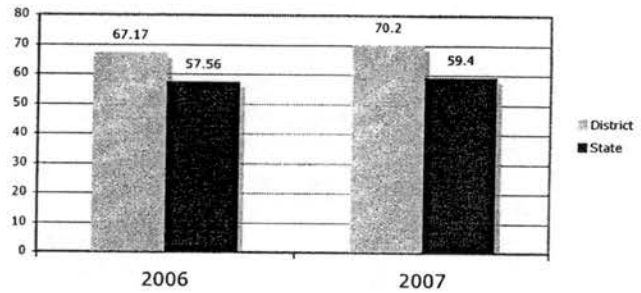
MCA II Proficiency Grade 6 Mathematics



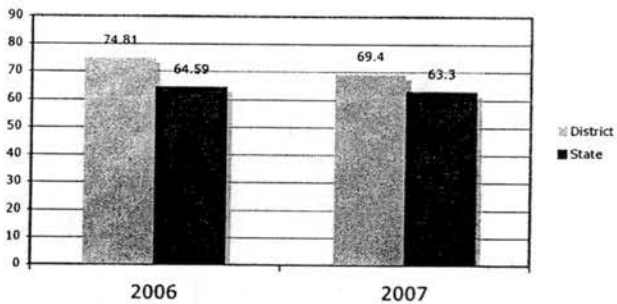
MCA Proficiency Grade 7 Reading



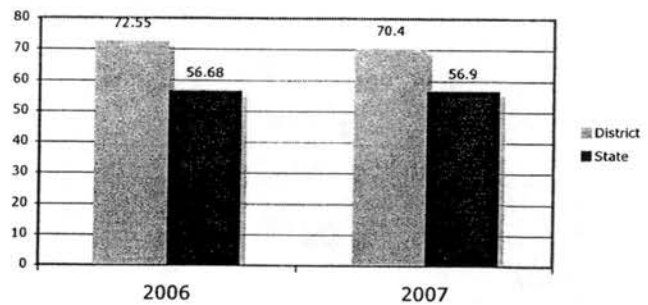
MCA II Proficiency Grade 7 Mathematics



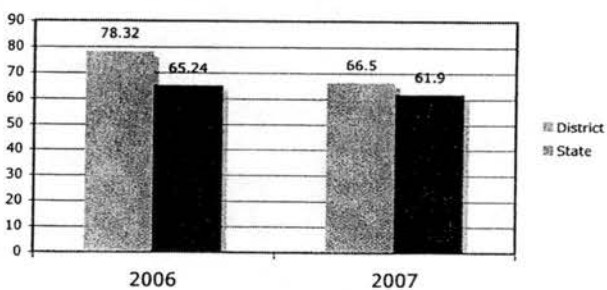
MCA II Proficiency Grade 8 Reading



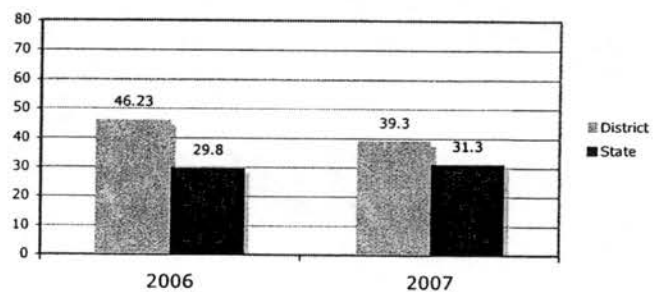
MCA II Proficiency Grade 8 Mathematics



MCA II Proficiency Grade 10 Reading



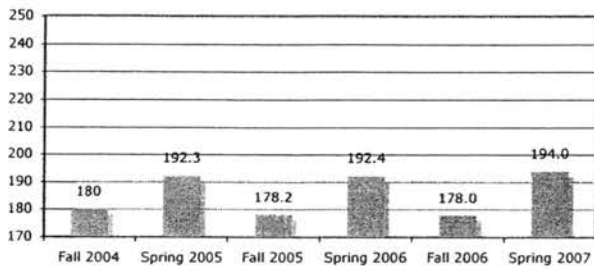
MCA II Proficiency Grade 11 Mathematics



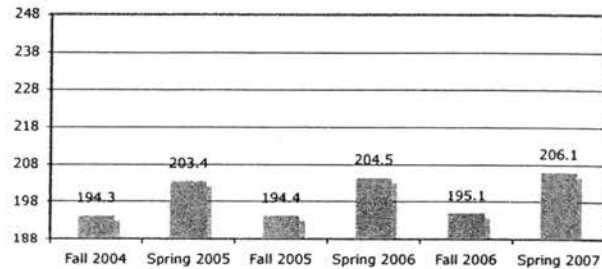
Moorhead District Achievements

2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT

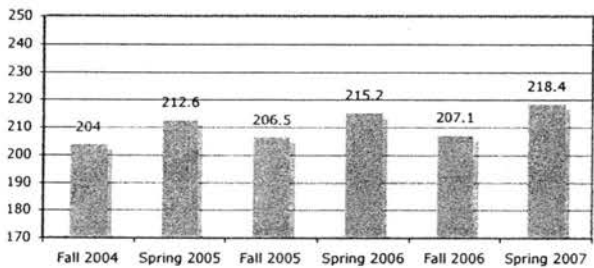
Grade 2 Mathematics



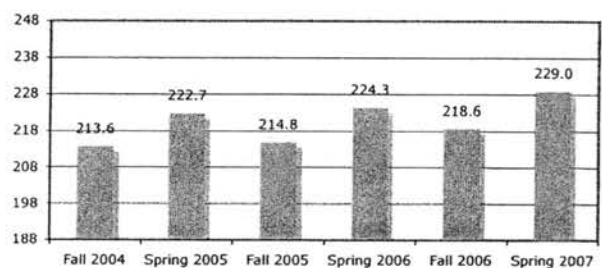
Grade 3 Mathematics



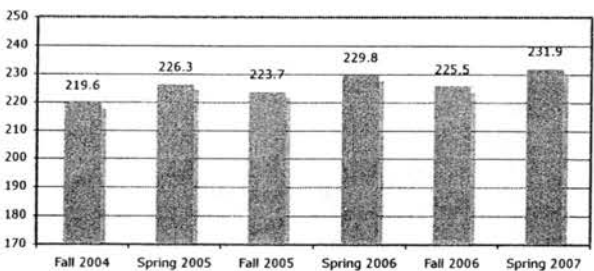
Grade 4 Mathematics



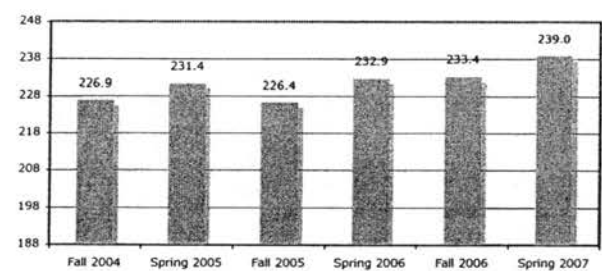
Grade 5 Mathematics



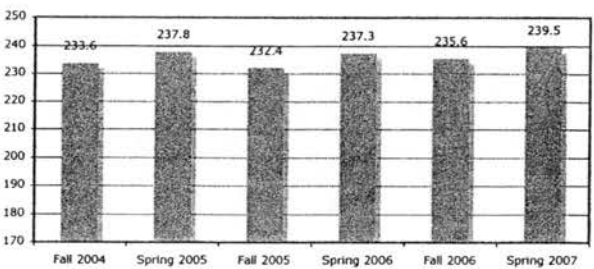
Grade 6 Mathematics



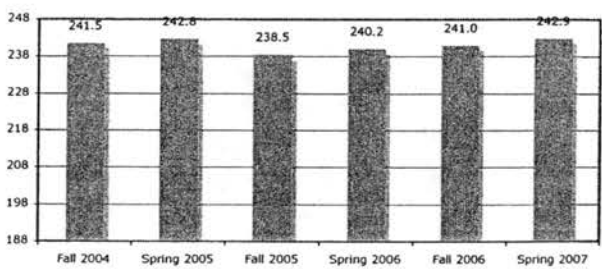
Grade 7 Mathematics



Grade 8 Mathematics



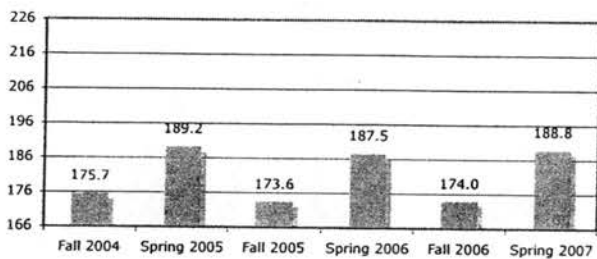
Grade 9 Mathematics



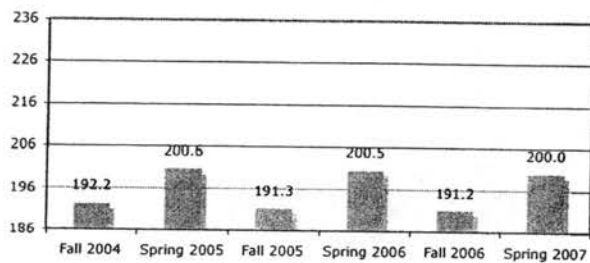
Moorhead District Achievements

2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT

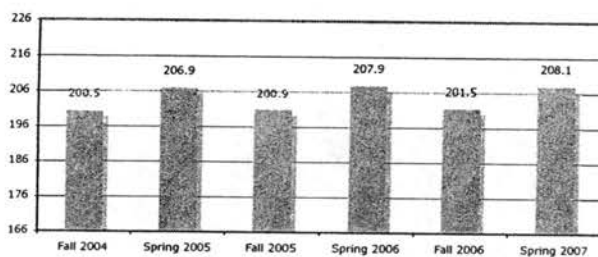
Grade 2 Reading



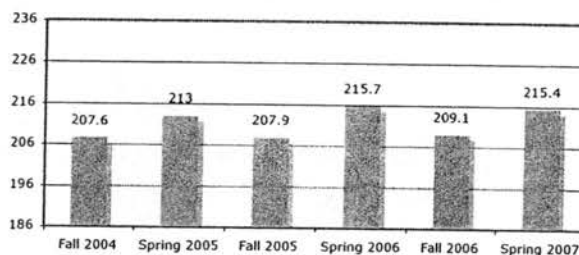
Grade 3 Reading



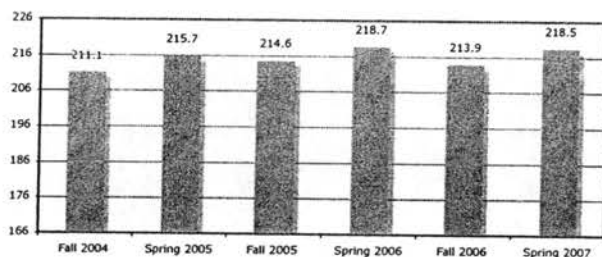
Grade 4 Reading



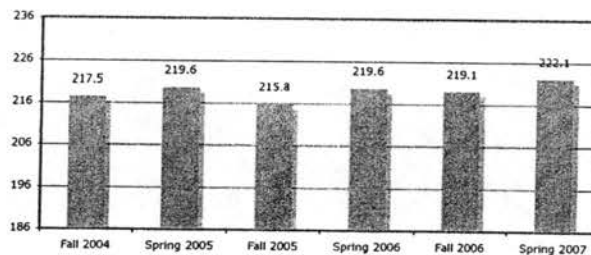
Grade 5 Reading



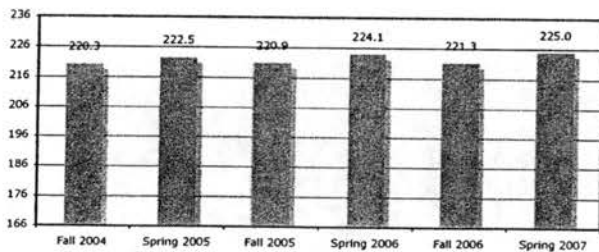
Grade 6 Reading



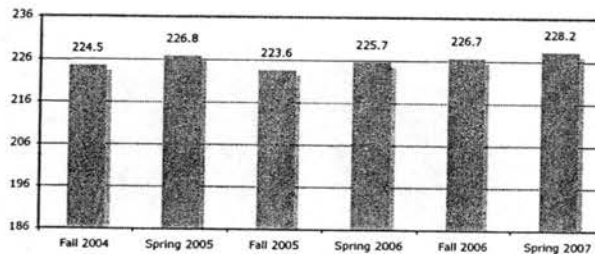
Grade 7 Reading



Grade 8 Reading



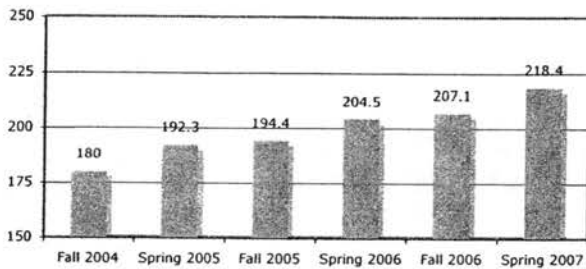
Grade 9 Reading



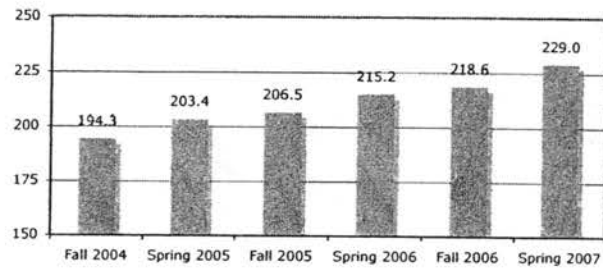
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

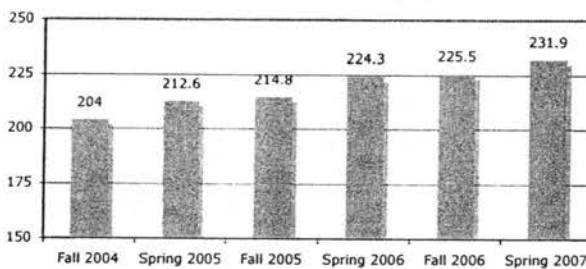
Mathematics-Graduating Class of 2015



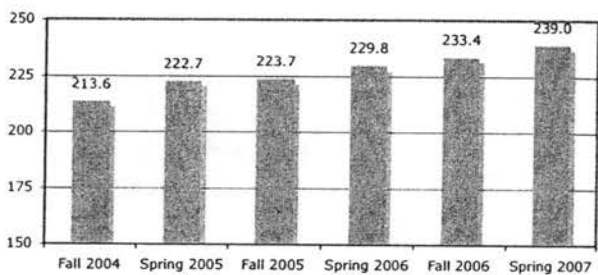
Mathematics-Graduating Class of 2014



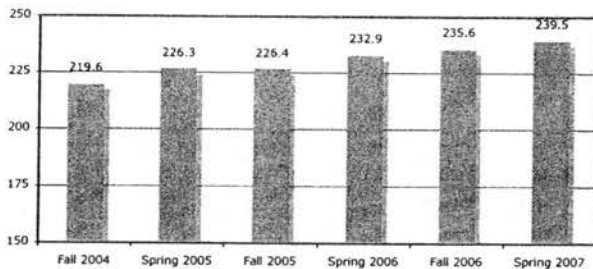
Mathematics-Graduating Class of 2013



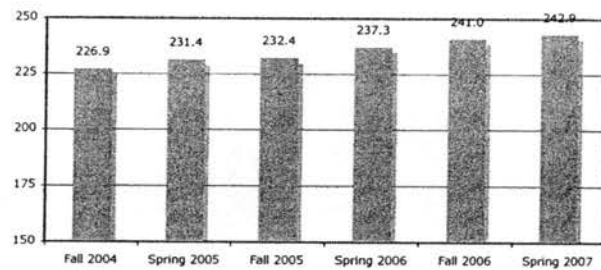
Mathematics-Graduating Class of 2012



Mathematics-Graduating Class of 2011



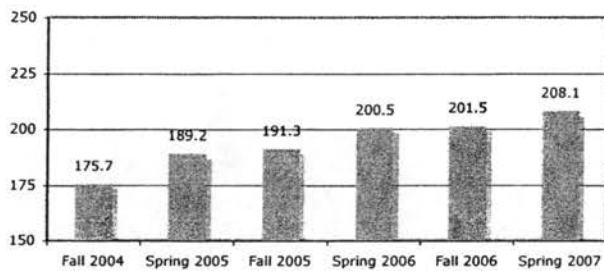
Mathematics-Graduating Class of 2010



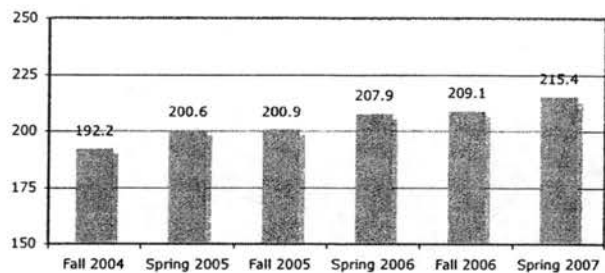
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

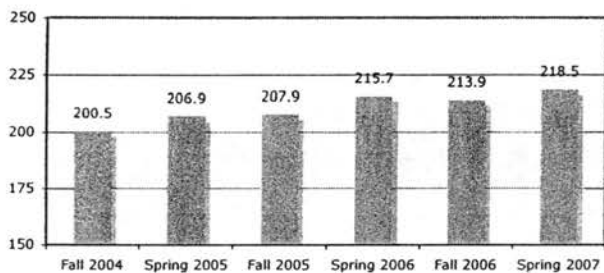
Reading-Graduating Class of 2015



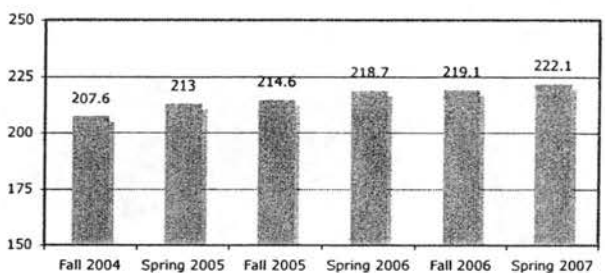
Reading-Graduating Class of 2014



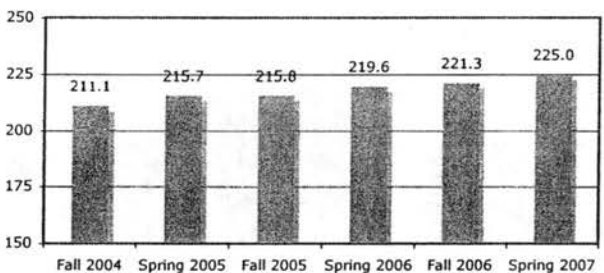
Reading-Graduating Class of 2013



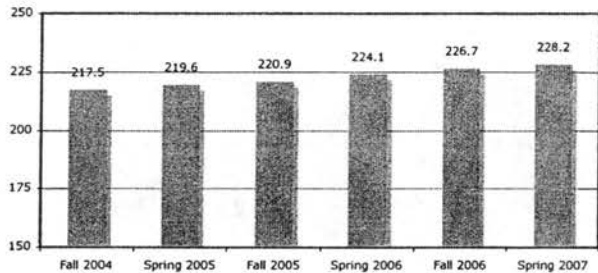
Reading-Graduating Class of 2012



Reading-Graduating Class of 2011



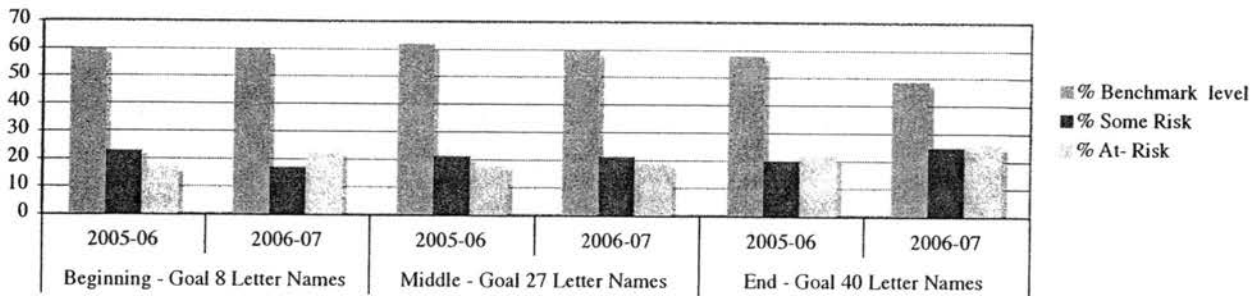
Reading-Graduating Class of 2010



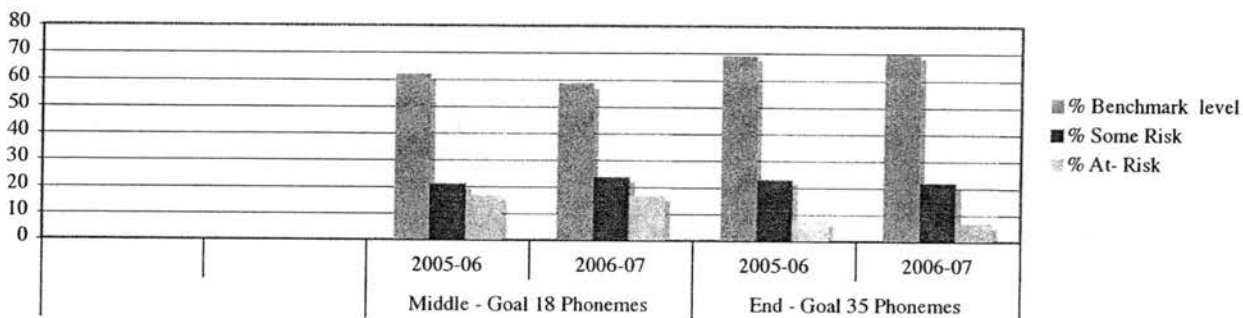
Moorhead Area Elementary Schools

3. Dynamic Indicators of Basic Early Literacy Skills - DIBELS

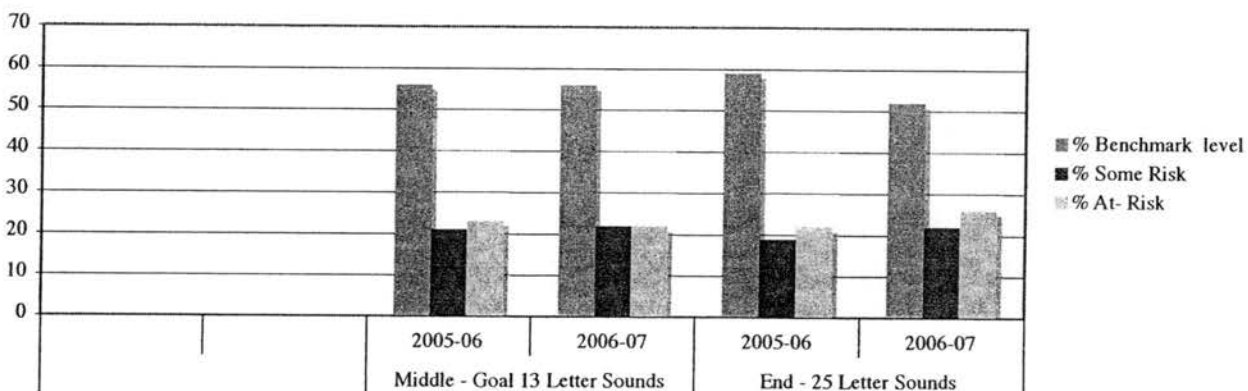
DIBELS - Letter Naming Fluency - Kindergarten



DIBELS - Phoneme Segmentation Fluency - Kindergarten

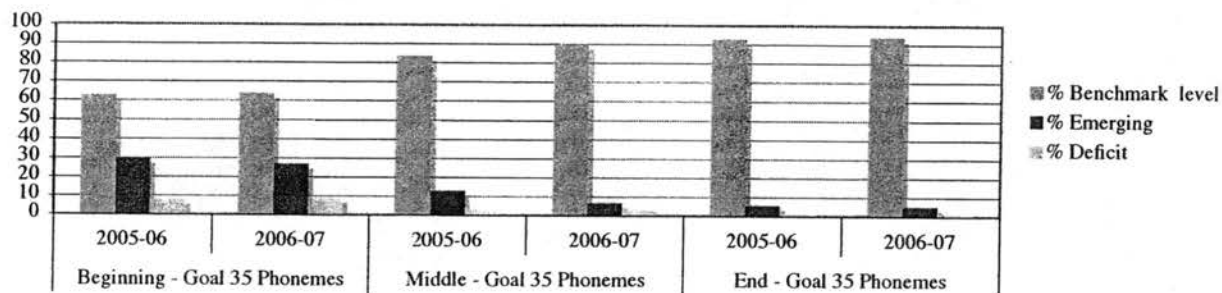


DIBELS - Nonsense Word Fluency - Kindergarten

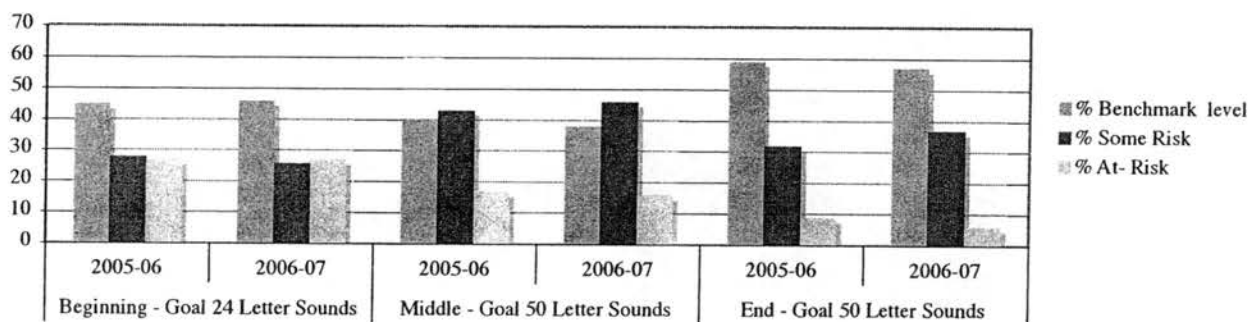


Moorhead Area Elementary Schools

DIBELS - Phoneme Segmentation Fluency - Grade 1



DIBELS - Nonsense Word Fluency - Grade 1



Moorhead District Building

Teaching Staff

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	76	59	48	52	44
BA+10				31	33
BA+15	27	29	41		
BA+20				19	20
BA+30	16	17	15	46	43
BA+40				2	1
BA+45	48	41	46		
BA+50				3	3
BA+60	6	3	2		
BA+70				23	17
BA+75	3	3	3		
BA+90	2	2	1		
BA+105	30	28	27		
MA	27	26	34	34	37
MA+10				42	37
MA+15	28	36	45		
MA+20				33	26
MA+30	25	23	29	122	128
MA+45	98	99	108		

0 to 5 years	153	173	102	87	103
6 to 10 years	96	112	93	84	72
11 to 20 years	129	136	150	173	155
More than 20 years	72	76	54	64	59
Average years experience	12 yrs.	11 yrs.	12 yrs.	13 yrs.	12 yrs.

Teacher Attendance	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Total Teaching Staff	419	394	399	407	408
Days of Sick Leave	1954	2775	2915.5	2851	2551
Days of Personal Leave	545	719.5	680.5	664	688
Days of Emergency Leave	194	218	223.5	285	274
Days of Athletic Leave	266	272	250.23	289	280
Days of Deduct	153	108	155.5	165	234
Days of Civic Leave	32.5	46.5	23	10.5	20
Days of Association Leave	26	17	30.5	9.5	27
Days of Conference Leave	947.5	875	760.5	1161	1118
Days of Workers Comp Leave	11.5	0	0	0	0
Days of Misc Leave	143.5	200	99	189	48.5
Days of Childstudy/IEP	9	2.5	8.5	7.5	13
TOTAL	4282	5233.5	5146.75	5631.5	5253.5
Average Days Absent	10.22	13.28	12.9	13.84	12.88



Moorhead Area Public Schools

Elementary Data

2004-05 through 2006-07

Moorhead Elementary Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the principal in each school.

5. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

6. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

7. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

8. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

9. Home Language

The number is self reported as the language primarily used at home. Data will include the number of students and the home language.

10. Mobility

The number is 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 includes 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. The information is collected through MARSS.

11. Retention in Grade

Retention of students is an option for students at any grade level who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent and administrative recommendation. The information is provided by the principal.

12. Special Education Status

The number of resident students in the district, based on October enrollment receiving special education services listed by primary disability. The number does not include out-of-district students receiving special education services in Moorhead Schools. The information is collected through the Learner Support Services Office and MARSS.

13. Student Discipline Reports:

Alcohol

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Physical Assaults/Fighting

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." The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Other Drug Use

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Tobacco

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Vandalism (Willful Damage of School Property or of the Property of Others):

"Willful Damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting

Weapons

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

Articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

14. Suspensions

Out of school suspension is an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive schools days.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

15. Suspension-Bus

An action taken by the administration in a school to prohibit a student from riding the bus for a time period. The information is collected from the principal in each school.

16. Unexcused Absences

The numbers are collected from the student management reporting system, PowerSchool.

The following are examples of absences which will not be excused:

- 1) Truancy. An absence by a student that was not approved by the parent and/or the school district.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home, including babysitting or running errands.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- 6) Missing the bus, car trouble, oversleeping need for extra sleep, hair appointments, shopping, visiting friends, job interview, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

Moorhead Elementary Achievement Definitions

1. Minnesota Comprehensive Assessments (MCA-II)

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics annually for schools and school districts to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade. Mean is the average.

Moorhead Elementary Building Definitions

Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

Heat and Electricity per square foot

The number reflects the cost of heating and electricity for the building. The cost per square foot of the building is obtained by dividing by the total cost by the total square footage. The information is provided from the maintenance office.



Moorhead Area Public Schools

Robert Asp

2004-05 through 2006-07

Robert Asp Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	96.75%	95.9%	94.84%
2. Average Daily Attendance (ADA)	654	690	716
3. Average Daily Membership (ADM)	676	714	755
4. Detention	0	4	0
5. English Language Learners (ELL)	97	61	69
6. Enrollment as of October 1			
Kindergarten	111	131	137
Grade 1	103	122	137
Grade 2	125	106	122
Grade 3	111	126	106
Grade 4	133	112	135
Grade 5	114	123	121
Self Contained	0	0	0
Total	697	720	758
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	19 2.7%	14 2.0%	21 2.7%
Asian	13 1.9%	20 2.8%	16 2.1%
Hispanic	116 16.8%	97 13.5%	109 14.4%
Black	17 2.4%	26 3.6%	24 3.2%
White	531 76.3%	559 78.1%	588 77.6%
Percent Minority	23.7%	21.9%	22.4%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	201	231	234
Reduced	44	48	67
% of Free & Reduced	35%	39%	39.7%

Robert Asp Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2005-06</u>
Afrikaans	0	2	0
Albanian	6	5	5
Arabic	1	0	0
Cambodian	0	1	1
Cebuano	0	1	1
Dakotah	0	0	0
English	625	665	669
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	21	15	20
Mongolian	0	0	0
Russian	0	0	0
Serbo-Croatian	4	7	7
Somali	0	0	0
Spanish	96	86	86
Vietnamese	12	13	12
10. Mobility			
Transfers Into Building	86	72	57
Transfers Out of Building	67	50	51
11. Retention			
Kindergarten	4	3	2
Grade 1	4	2	4
Grade 2	0	1	2
Grade 3	0	0	0
Grade 4	2	0	1
Grade 5	0	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	40	31	34
DCD Moderate	3	6	13
DCD Severe	1	0	0
Physically Impaired	5	6	5
Deaf/Hard of Hearing	2	2	3
Visual Impairment	0	0	1
Specific Learning Disability	17	13	19
Behavioral Disorders	7	7	13
Deaf-Blind	0	0	0
Other Health Impaired	21	17	11
Autistic	5	6	7
Development Delay	10	19	13
Traumatic Brain Injury	1	0	1
Severely Multiple Impaired	0	0	1
Total Disabilities Served	112	107	121

Robert Asp Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2005-06</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Physical Assault/Fighting	1	3	5
Other drug use	0	0	0
Theft	0	0	0
Tobacco	0	0	0
Vandalism	0	1	0
Weapons	1	0	2
 14. Suspensions	 2	 0	 5
 15. Suspension: Bus	 1	 2	 1
 16. Unexcused Absences			
0 Absences	235 34.61%	458 60.5%	305 40.4%
1 to 5 Absences	293 43.15%	192 25.4%	305 40.4%
6 to 10 Absences	62 9.13%	5 6.8%	64 8.5%
11 to 15 Absences	41 6.04%	32 4.3%	19 2.6%
16 to 20 Absences	27 3.98%	7 1.0%	28 3.7%
21 or More Absences	21 3.09%	17 2.3%	35 4.7%

Robert Asp Elementary School

1. MCA-II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	79.9	72.9	82.5	77.1	81.6	79.6
Not Proficient	20.2	27.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	71.2	69.6	74.1	72.6	77.9	76.4
Not Proficient	28.8	30.4	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	75.9	69.3	81.7	75.0	76.7	71.4
Not Proficient	24.1	30.7	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	57.4	65.1	68.5	67.9	69.0	68.2
Not Proficient	42.6	34.9	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	76.7	73.7	78.2	79.4	76.9	73.2
Not Proficient	23.3	26.2	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.3	56.0	58.7	63.3	58.9	60.9
Not Proficient	39.7	44.1	41.3	36.6	41.1	39.1

Robert Asp Elementary School

1. MCA-II Achievement Levels

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

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Exceeds Stds	50.0	37.9	54.6	44.1	55.1	48.9
Meets Stds	29.8	35.0	27.9	32.9	26.5	30.7
Partially Meets	13.2	12.6	10.4	10.4	9.4	9.3
Does Not Meet	7.0	14.6	7.1	12.4	9.0	11.2
Grade 3 Mathematics						
Exceeds Stds	28.8	24.5	27.6	24.2	31.3	32.5
Meets Stds	42.4	45.1	46.6	48.4	46.5	93.9
Partially Meets	22.4	19.6	19.3	19.0	16.6	16.8
Does Not Meet	6.4	10.8	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Exceeds Stds	40.7	40.2	44.9	39.1	42.3	38.2
Meets Stds	35.2	29.1	36.8	35.9	34.4	33.2
Partially Meets	13.9	20.5	11.1	17.4	13.8	16.4
Does Not Meet	10.2	10.2	7.2	7.6	9.5	12.1
Grade 4 Mathematics						
Exceeds Stds	18.3	30.2	20.5	27.1	26.7	29.8
Meets Stds	39.1	34.9	48.0	40.8	42.3	38.4
Partially Meets	28.7	26.2	21.6	23.3	19.3	20.4
Does Not Meet	13.9	8.7	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Exceeds Stds	41.7	33.9	43.3	36.8	35.4	33.0
Meets Stds	35.0	39.8	35.0	42.6	41.5	40.2
Partially Meets	14.2	20.3	15.6	14.2	15.0	15.5
Does Not Meet	9.2	5.9	6.2	6.4	8.0	11.3
Grade 5 Mathematics						
Exceeds Stds	19.8	26.3	22.9	29.7	22.2	27.6
Meets Stds	40.5	29.7	35.6	33.6	36.8	33.3
Partially Meets	17.5	26.3	24.2	21.9	23.1	21.6
Does Not Meet	22.2	17.8	17.1	14.7	18.0	17.5

Robert Asp Elementary School

2. Measures of Academic Progress (MAP)

Robert Asp	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	171.7	172.3	185	188.3	13.3	16
Grade 3	190.4	188.1	200.1	198	9.7	14
Grade 4	199.7	200	206.1	206.6	6.4	6.6
Grade 5	205.1	206	213	212.3	7.9	6.3
Robert Asp	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	176.8	175.5	190.3	192.1	13.5	16.6
Grade 3	193.8	192.7	203.9	205.1	10.1	12.4
Grade 4	204.6	205	213.2	217	8.6	12
Grade 5	212.6	217.3	222.2	226.7	9.6	9.4

Robert Asp Elementary School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	4	6	7
BA+10		3	3
BA+15	3		
BA+20		4	2
BA+30	4	3	5
BA+40			
BA+45	4		
BA+50		1	1
BA+60	0		
BA+70		9	7
BA+75	1		
BA+90	0		
BA+105	11		
MA	2	2	3
MA+10		7	4
MA+15	7		
MA+20		4	5
MA+30	4	16	19
MA+45	12		
0 to 5 years	13	12	11
6 to 10 years	13	8	11
11 to 20 years	14	28	21
More than 20 years	12	7	14
Average years experience	14 yrs.	12 yrs.	14 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2005-06</u>
Square Foot	98,510	98,510	98,510
Cost for Electricity	\$55,589	\$56,059	\$61,650
Cost per square foot	\$0.56	\$0.57	\$0.63
Square Foot	98,510	98,510	98,510
Cost for Heat	\$48,660	\$40,387	\$52,324
Cost per square foot	\$0.49	\$0.41	\$0.53



Moorhead Area Public Schools

Ellen Hopkins

2004-05 through 2006-07

Ellen Hopkins Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	97.13%	95.9%	95.31%
2. Average Daily Attendance (ADA)	710	721	731
3. Average Daily Membership (ADM)	731	744	767
4. Detention	0	23	0
5. English Language Learners (ELL)	71	59	68
6. Enrollment as of October 1			
Kindergarten	162	112	138
Grade 1	125	151	115
Grade 2	122	125	153
Grade 3	121	122	119
Grade 4	121	121	123
Grade 5	97	118	116
Self Contained	3	3	3
Total	751	752	767
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	28 3.7%	36 4.8%	29 3.8%
Asian	17 2.3%	13 1.7%	10 1.3%
Hispanic	74 9.8%	65 8.7%	71 9.3%
Black	24 3.2%	19 2.5%	23 3.0%
White	611 81.0%	616 82.2%	634 82.7%
Percent Minority	19.0%	17.8%	17.3%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	155	206	221
Reduced	40	44	48
% of Free & Reduced	26%	33%	35.1%

Ellen Hopkins Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	3	9	10
Arabic	0	1	1
Cambodian	0	0	0
Cutchi	0	0	0
Dakotah	0	2	1
English	715	702	724
Hawaiian	2	2	1
Hindi	1	2	0
Japanese	0	0	0
Korean	0	0	1
Kurdish	9	13	12
Mongolian	0	1	0
Russian	0	0	1
Serbo-Croatian	5	7	8
Somali	4	0	0
Spanish	64	48	51
Vietnamese	8	5	5
10. Mobility			
Transfers Into Building	79	46	78
Transfers Out of Building	69	34	45
11. Retention			
Kindergarten	3	2	3
Grade 1	0	1	0
Grade 2	1	1	1
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	44	33	46
DCD Moderate	5	0	4
DCD Severe	0	1	0
Physically Impaired	1	5	5
Deaf/Hard of Hearing	2	2	1
Visual Impairment	0	0	0
Specific Learning Disability	17	13	8
Behavioral Disorders	12	9	12
Deaf-Blind	0	0	0
Other Health Impaired	21	19	24
Autistic	8	7	7
Development Delay	14	9	10
Traumatic Brain Injury	0	0	0
Severely Multiple Impaired	0	0	0
Total Disabilities Served	124	98	117

Ellen Hopkins Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Physical Assault/Fighting	0	0	10
Other drug use	0	0	0
Theft	0	2	0
Tobacco	0	0	0
Vandalism	0	0	2
Weapons	0	0	1
 14. Suspensions	 0	 0	 1
 15. Suspension: Bus	 2	 5	 2
 16. Unexcused Absences			
0 Absences	270 36.64%	457 58.9%	329 43.0%
1 to 5 Absences	303 41.11%	217 28.0%	271 35.5%
6 to 10 Absences	71 9.63%	46 6.0%	70 9.2%
11 to 15 Absences	28 3.80%	24 3.1%	40 5.3%
16 to 20 Absences	24 3.26%	20 2.6%	22 2.9%
21 or More Absences	41 5.56%	13 1.7%	32 4.2%

Ellen Hopkins Elementary School

1. MCA-II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	86.5	78.0	82.5	77.1	81.6	79.6
Not Proficient	13.5	21.9	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.8	69.9	74.1	72.6	77.9	76.4
Not Proficient	24.2	30.0	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	83.2	72.4	81.7	75.0	76.7	71.4
Not Proficient	16.8	27.3	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	73.3	59.7	68.5	67.9	69.0	68.2
Not Proficient	26.7	40.4	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	73.5	79.8	78.2	79.4	76.9	73.2
Not Proficient	16.5	20.1	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	55.5	61.7	58.7	63.3	58.9	60.9
Not Proficient	44.5	38.2	41.3	36.6	41.1	39.1

Ellen Hopkins Elementary School

1. MCA-II Achievement Levels

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

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Exceeds Stds	55.9	44.7	54.6	44.1	55.1	48.9
Meets Stds	30.6	33.3	27.9	32.9	26.5	30.7
Partially Meets	7.2	9.6	10.4	10.4	9.4	9.3
Does Not Meet	6.3	12.3	7.1	12.4	9.0	11.2
Grade 3 Mathematics						
Exceeds Stds	27.4	22.1	27.6	24.2	31.3	32.5
Meets Stds	49.4	47.8	46.6	48.4	46.5	93.9
Partially Meets	17.7	21.2	19.3	19.0	16.6	16.8
Does Not Meet	6.5	8.8	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Exceeds Stds	49.6	32.2	44.9	39.1	42.3	38.2
Meets Stds	33.6	40.5	36.8	35.9	34.4	33.2
Partially Meets	10.6	18.2	11.1	17.4	13.8	16.4
Does Not Meet	6.2	9.1	7.2	7.6	9.5	12.1
Grade 4 Mathematics						
Exceeds Stds	27.5	16.8	20.5	27.1	26.7	29.8
Meets Stds	45.8	42.9	48.0	40.8	42.3	38.4
Partially Meets	18.3	26.1	21.6	23.3	19.3	20.4
Does Not Meet	8.3	14.3	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Exceeds Stds	46.1	44.7	43.3	36.8	35.4	33.0
Meets Stds	37.4	35.1	35.0	42.6	41.5	40.2
Partially Meets	9.6	10.5	15.6	14.2	15.0	15.5
Does Not Meet	7.0	9.6	6.2	6.4	8.0	11.3
Grade 5 Mathematics						
Exceeds Stds	25.2	33.9	22.9	29.7	22.2	27.6
Meets Stds	30.3	27.8	35.6	33.6	36.8	33.3
Partially Meets	29.4	19.1	24.2	21.9	23.1	21.6
Does Not Meet	15.1	19.1	17.1	14.7	18.0	17.5

Ellen Hopkins Elementary School

2. Measures of Academic Progress (MAP)

Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	173.9	170.5	186.9	185.8	14	15.2
Grade 3	191.4	193.2	201.1	201.2	9.7	8
Grade 4	202.4	200.5	208.6	207.9	6.2	7.4
Grade 5	209.4	211.2	216	217.3	6.6	6.1
Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179	176.6	192.7	192.3	13.7	15.7
Grade 3	194.8	196.4	205.2	207.3	10.4	12.4
Grade 4	208.3	206.2	216	216.5	7.7	10.3
Grade 5	215.4	221.1	224.6	230	9.2	8.9

Ellen Hopkins Elementary School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	11	17	14
BA+10		2	5
BA+15	7		
BA+20		5	4
BA+30	2	6	5
BA+40		1	
BA+45	8		
BA+50			1
BA+60	1		
BA+70		1	1
BA+75	0		
BA+90	0		
BA+105	2		
MA	7	8	8
MA+10		4	5
MA+15	2		
MA+20		1	1
MA+30	3	14	14
MA+45	14		
0 to 5 years	16	13	17
6 to 10 years	12	8	12
11 to 20 years	25	24	24
More than 20 years	4	14	5
Average years experience	11 yrs.	14.5 yrs.	13 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	111,005	111,005	111,005
Cost for Electricity	\$62,622	\$64,774	\$69,980
Cost per square foot	\$0.56	\$0.58	\$0.63
Square Foot	111,005	111,005	111,005
Cost for Heat	\$51,893	\$44,185	\$58,504
Cost per square foot	\$0.47	\$0.40	\$0.53



Moorhead Area Public Schools

SG Reinertsen

2004-05 through 2006-07

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	97.45%	96.6%	95.80%
2. Average Daily Attendance (ADA)	725	768	775
3. Average Daily Membership (ADM)	744	784	809
4. Detention	0	0	0
5. English Language Learners (ELL)	47	41	40
6. Enrollment as of October 1			
Kindergarten	126	138	147
Grade 1	124	142	147
Grade 2	114	126	136
Grade 3	125	121	127
Grade 4	135	125	120
Grade 5	127	142	134
Self Contained	2	1	0
Total	753	795	811
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	18 2.4%	19 2.4%	27 3.3%
Asian	10 1.3%	8 1.0%	11 1.4%
Hispanic	31 4.1%	40 5.0%	40 4.9%
Black	26 3.4%	27 3.4%	41 5.1%
White	673 88.8%	706 88.2%	692 85.3%
Percent Minority	11.2%	11.8%	14.7%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>2006-07</u>
Free	123	181	179
Reduced	39	31	50
% of Free & Reduced	22%	27%	28.2%

SG Reinertsen Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	2	0	0
Arabic	2	1	1
Chinese	1	1	2
Cutchi	1	2	0
Dakotah	2	0	0
English	725	775	799
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	1	0	0
Korean	2	1	0
Kurdish	29	23	31
Mongolian	0	0	0
Russian	1	1	1
Serbo-Croatian	3	1	3
Somali	2	5	4
Spanish	16	24	18
Vietnamese	0	0	0
10. Mobility			
Transfers Into Building	75	80	105
Transfers Out of Building	38	37	47
11. Retention			
Kindergarten	1	3	4
Grade 1	2	4	1
Grade 2	0	0	0
Grade 3	1	0	1
Grade 4	1	0	1
Grade 5	1	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	28	48	44
DCD Moderate	2	6	3
DCD Severe	2	1	1
Physically Impaired	2	2	2
Deaf/Hard of Hearing	2	3	2
Visual Impairment	0	0	0
Specific Learning Disability	19	15	21
Behavioral Disorders	4	8	9
Deaf-Blind	1	1	0
Other Health Impaired	17	16	16
Autistic	17	13	10
Development Delay	12	9	16
Traumatic Brain Injury	0	0	1
Severely Multiple Impaired	0	0	0
Total Disabilities Served	106	122	125

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Physical Assault/Fighting	10	6	3
Other drug use	0	0	0
Theft	0	2	0
Tobacco	0	0	0
Vandalism	0	0	0
Weapons	0	0	0
 14. Suspensions	 0	 0	 0
 15. Suspension: Bus	 5	 4	 8
 16. Unexcused Absences			
0 Absences	413 54.99%	595 73.3%	531 65.6%
1 to 5 Absences	262 34.89%	171 21.1%	222 27.4%
6 to 10 Absences	38 5.06%	27 3.4%	39 4.9%
11 to 15 Absences	24 3.20%	12 1.5%	11 1.4%
16 to 20 Absences	9 1.20%	3 0.4%	4 0.5%
21 or More Absences	5 0.67%	4 0.5%	3 0.4%

SG Reinertsen Elementary School

1. MCA-II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	81.3	79.8	82.5	77.1	81.6	79.6
Not Proficient	18.8	20.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.4	77.4	74.1	72.6	77.9	76.4
Not Proficient	24.6	22.7	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	85.8	83.3	81.7	75.0	76.7	71.4
Not Proficient	14.2	16.6	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	74.4	79.2	68.5	67.9	69.0	68.2
Not Proficient	25.6	20.8	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	75.2	84.3	78.2	79.4	76.9	73.2
Not Proficient	24.8	15.7	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.0	71.6	58.7	63.3	58.9	60.9
Not Proficient	40.0	28.4	41.3	36.6	41.1	39.1

1. MCA-II Achievement Levels

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

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Exceeds Stds	58.0	48.8	54.6	44.1	55.1	48.9
Meets Stds	23.2	31.0	27.9	32.9	26.5	30.7
Partially Meets	10.7	9.3	10.4	10.4	9.4	9.3
Does Not Meet	8.0	10.9	7.1	12.4	9.0	11.2
Grade 3 Mathematics						
Exceeds Stds	26.3	25.8	27.6	24.2	31.3	32.5
Meets Stds	49.1	51.6	46.6	48.4	46.5	93.9
Partially Meets	17.5	16.4	19.3	19.0	16.6	16.8
Does Not Meet	7.0	6.3	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Exceeds Stds	44.3	45.0	44.9	39.1	42.3	38.2
Meets Stds	41.6	38.3	36.8	35.9	34.4	33.2
Partially Meets	8.9	13.3	11.1	17.4	13.8	16.4
Does Not Meet	5.3	3.3	7.2	7.6	9.5	12.1
Grade 4 Mathematics						
Exceeds Stds	15.7	34.2	20.5	27.1	26.7	29.8
Meets Stds	58.7	45.0	48.0	40.8	42.3	38.4
Partially Meets	18.2	17.5	21.6	23.3	19.3	20.4
Does Not Meet	7.4	3.3	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Exceeds Stds	42.3	32.3	43.3	36.8	35.4	33.0
Meets Stds	32.9	52.0	35.0	42.6	41.5	40.2
Partially Meets	22.0	11.8	15.6	14.2	15.0	15.5
Does Not Meet	2.9	3.9	6.2	6.4	8.0	11.3
Grade 5 Mathematics						
Exceeds Stds	23.6	29.1	22.9	29.7	22.2	27.6
Meets Stds	36.4	42.5	35.6	33.6	36.8	33.3
Partially Meets	25.8	20.5	24.2	21.9	23.1	21.6
Does Not Meet	14.3	7.9	17.1	14.7	18.0	17.5

SG Reinertsen Elementary School

2. Measures of Academic Progress (MAP)

S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	176.4	179.4	190.4	192.6	14	13.2
Grade 3	193.5	192	202	200.5	8.5	8.5
Grade 4	202	203.9	209	210	7	6.1
Grade 5	210.2	210.1	217.4	216.7	7.2	6.6
S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179.7	182	193.9	197.8	14.2	15.8
Grade 3	196.1	195.7	205.5	205.8	9.4	10.1
Grade 4	207.3	210.2	216.6	221.8	9.3	11.6
Grade 5	217.1	217.7	226.9	230.3	9.8	12.6

SG Reinertsen Elementary School

Teaching Staff	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
		*	
BA	2	4	5
BA+10		2	2
BA+15	2		
BA+20		2	2
BA+30	2	8	6
BA+40		1	1
BA+45	9		
BA+50		1	
BA+60	1		
BA+70		3	3
BA+75	1		
BA+90	0		
BA+105	4		
MA	5	3	3
MA+10		8	7
MA+15	9		
MA+20		8	7
MA+30	6	18	21
MA+45	15		
0 to 5 years	14	7	14
6 to 10 years	13	15	8
11 to 20 years	23	25	23
More than 20 years	6	11	12
Average years experience	12 yrs.	13.6 yrs.	13 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	103,600	103,600	103,600
Cost for Electricity	\$77,566	\$94,963	\$105,640
Cost per square foot	\$0.75	\$0.92	\$1.02
Square Foot	103,600	103,600	103,600
Cost for Heat	\$53,552	\$49,891	\$62,027
Cost per square foot	\$0.52	\$0.48	\$0.60



*Moorhead Area Public
Schools
Secondary
Data*

2002-03 through 2006-07

Moorhead Secondary Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the principal in each school.

5. Drop Out Rate

The number represents the cumulative dropouts for grades 7-12 reported by the district for the school year. Dropout rates can be calculated by totaling the reported dropouts for that year and dividing by the October 1 enrollment for grades 7-12. This information is a part of the MARSS information.

6. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

7. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

8. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

9. Extra Curricular Activities

The data provides information on males and female participates in high school activities. The data is gathered by the activities office.

10. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

11. Home Language

The number is self reported as the language primarily used at home. Data will include the number of students and the home language.

12. Mobility

The number is 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 includes 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. The information is collected through MARSS.

13. Special Education Status

The number of resident students in the district, based on October enrollment receiving special education services listed by primary disability. The number does not include out-of-district students receiving special education services in Moorhead. The number is collected in the Learner Support Services Office and MARSS.

14. Student to Computer Ratio

The average number of students per computer in the school. The information is provided by the technology department.

15. Student Discipline Reports:

Alcohol

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Physical Assaults/Fighting

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." The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Other Drug Use

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Tobacco

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Vandalism (Willful Damage of School Property or of the Property of Others):

"Willful Damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting

Weapons

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

Articles designed for other purposes (lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

16. Suspensions

Out of school suspension is an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive schools days.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

17. Unexcused Absences

The numbers are collected from the student management reporting system, PowerSchool.

The following are examples of absences which will not be excused:

- 1) Truancy. An absence by a student that was not approved by the parent and/or the school district.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home, including babysitting or running errands.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- 6) Missing the bus, car trouble, oversleeping need for extra sleep, hair appointments, shopping, visiting friends, job interview, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

Moorhead Secondary Achievement Data Definitions

1. Retention in Grade

Retention of students is an option for students at any grade level who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent and administrative recommendation. The information is provided by the principal.

2. Grade Distribution by Ethnicity

The report is generated from the student data management system (PowerSchool) at the end of the year. The data provides information regarding the grades of all students broken into ethnicity categories.

3. Failure Rate

The data is generated from the student data management system (PowerGrade) to provide information on the percentage of student failures in courses. The information is disaggregated into the percentage courses failed by trimester.

4. Minnesota Comprehensive Assessments (MCA-II)

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics annually for schools and school districts to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

5. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade. Mean is the average.

Moorhead High School

Achievement Data Definitions

1. ACT

The ACT is the predominate tests for college admission in the Midwest. The ACT is usually first taken in the spring of the junior year. The ACT is a two hour and 55 minutes multiple-choice tests. The total test is scored on a 0 (low) to 36 (high) basis, and its scores are reported in four categories: English, Reading, Mathematics, and Science Reasoning with a composite average of the four areas. The sub-scores are reported in a range between 1 and 18.

Core Curriculum

Students indicate the courses in which they are enrolled. The test is disaggregated by those students who take the core curriculum.

The core curriculum:

4 units English

3 units Mathematics

3 units Science

3 units Social Studies

All Graduates

The scores are reported for all students taking the ACT test.

This information is a part of the report sent to the district by ACT.

2. Percent of ACT-Tested Students Ready for College-Level Coursework

Only the ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% change of obtaining a B or higher or about a 75% change of obtaining a C or higher in the corresponding credit-bearing college courses. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

<u>College Course/Course Area</u>	<u>ACT Test</u>	<u>Benchmark Score</u>
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

3. Basic Skills Tests

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Students in grades 9-12 are required to pass these tests in order to graduate from high school.

4. Grade Distribution by Ethnicity

The report is generated from the student data management system (PowerGrade) at the end of the year. The data provides information regarding the grades of all students broken into ethnicity categories.

5. Failure Rate

The data is generated from the student data management system (PowerGrade) to provide information on the percentage of student failures in courses.

6. Post Secondary Options

Information is provided from the counseling department at Moorhead High School regarding the number of students, the classes taken, and grades received as a part of the Post Secondary Options program.

7. Advanced Placement Examinations (AP)

AP is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Currently 60 percent of the nation's high schools participate in AP. Most of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both for qualifying AP exams.

Every examination receives an overall grade on a five-point scale:

Examination Grade

Extremely well qualified	5
Well qualified	4
Qualified	3
Possibly qualified	2
No recommendation	1

8. Minnesota Comprehensive Assessments (MCA-II)

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics annually for schools and school districts to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

Moorhead Secondary Building Definitions

Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

Heat and Electricity per square foot

The number reflects the cost of heating and electricity for the building. The cost per square foot of the building is obtained by dividing by the total cost by the total square footage. The information is provided from the maintenance office.



Moorhead Area Public Schools

Horizon Middle School

2004-05 through 2006-07

Horizon Middle School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	95.74%	95.2%	95.61%
2. Average Daily Attendance (ADA)	1168	1112	1111
3. Average Daily Membership (ADM)	1220	1168	1162
4. Detention	3419	2361	2820
5. English Language Learners	117	110	107
6. Enrollment as of October 1			
Grade 6	419	353	414
Grade 7	437	418	361
Grade 8	395	422	397
Total	1251	1193	1172
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	41 3.28%	43 3.5%	34 2.9%
Asian	18 1.44%	19 3.5%	28 2.4%
Hispanic	103 8.23%	99 8.2%	92 7.8%
Black	26 2.08%	26 2.1%	29 2.5%
White	1063 84.97%	1025 84.6%	989 84.4%
Percent Minority	15.03%	15.4%	15.6%
8. Extra Curricular Activities	<u>M</u> <u>F</u>	<u>M</u> <u>F</u>	<u>M</u> <u>F</u>
Basketball	73 83	105 74	103 50
Cross Country	13 15	13 15	11 17
Football	111 00	114 00	91 00
Golf	37 07	49 06	68 03
Gymnastics	00 12	00 18	00 00
Tennis	08 31	00 33	00 34
Track	47 60	72 61	58 43
Volleyball	00 107	00 124	00 98
Wrestling	12 00	23 00	13 00

Horizon Middle School

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	301	284	250
Reduced	55	77	85
% of Free & Reduced	28%	30%	28.6%
 10. Home Language	 <u>2004-05</u>	 <u>2005-06</u>	 <u>2006-07</u>
American Sign Language (ASL)	1	1	1
Albanian	3	2	4
Arabic	4	3	1
Cambodian	0	3	0
Chinese	1	0	1
Chippewa	0	2	1
Cutchi	0	0	2
Dakotah	3	0	1
English	1145	1079	1107
Hawaiian	1	1	2
Hindi	2	2	0
Japanese	0	1	1
Korean	1	2	3
Kurdish	33	32	25
Nepali	0	1	1
Russian	1	1	1
Serbo-Croatian	8	9	11
Somali	1	2	4
Spanish	95	86	71
Swahili	2	1	1
Vietnamese	5	5	13
 11. Mobility	 <u>2004-05</u>	 <u>2005-06</u>	 <u>2006-07</u>
Transfers Into Building	113	115	136
Transfers Out of Building	75	52	52
 12. Special Education Status	 <u>Oct. 04</u>	 <u>Oct. 05</u>	 <u>Oct. 06</u>
Speech/Language Impaired	25	24	22
DCD Moderate	8	11	8
DCD Severe	6	2	1
Physically Impaired	8	6	4
Deaf/Hard of Hearing	8	6	3
Visual Impairment	2	0	0
Specific Learning Disability	73	65	60
Behavioral Disorders	28	26	24
Deaf-Blind	0	0	0
Other Health Impaired	51	57	54
Autistic	8	10	20
Traumatic Brain Injury Disabled	2	2	2
Severely Multiple Impaired	0	3	1
Total Disabilities Served	219	211	199

Horizon Middle School

13. Student to Computer Ratio	<u>2004-05</u> 3 to 1	<u>2005-06</u> 3 to 1	<u>2006-07</u> 3 to 1
14. Student Discipline Reports	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	1	0	0
Assault	7	6	31
Disruptive/Insubordination	15	28	47
Harassment	2	0	0
Other Drug Use	4	6	0
Physical Assaults/Fighting	53	41	43
Theft	5	7	4
Tobacco	1	4	4
Vandalism	0	0	0
Weapons	3	6	5
15. Suspensions	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1 Day	53	65	46
2 Days	47	23	29
3 Days	35	23	34
4 Days	5	11	3
5 Days	5	8	10
10 Days	0	0	1
In School	258	35	38
16. Suspensions-Bus	<u>2004-05</u> 6	<u>2005-06</u> 0	<u>2006-07</u> 0
17. Unexcused Absences	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
0 Unexcused Absences	792 65.51%	823 70.9%	684 59.2%
1 to 5 Unexcused Absences	321 26.55%	240 20.7%	337 29.2%
6 to 10 Unexcused Absences	59 4.88%	57 4.9%	74 6.4%
11 to 15 Unexcused Absences	25 2.07%	15 1.3%	28 2.5%
16 to 20 Unexcused Absences	7 0.58%	11 1.0%	16 1.4%
21 or More Unexcused Absences	5 0.41%	15 1.3%	17 1.5%

Horizon Middle School

1. Retention in Grade	2004-05	2005-06	2006-07
Grade 6	2	0	
Grade 7	1	0	
Grade 8	0	0	
Total	3	0	

2. Grade Distribution			
by Ethnicity	2004-05	2005-06	2006-07
American Indian			
A	158	201	131
	21.79%	26.9%	19.76%
B	215	147	154
	29.66%	19.7%	23.23%
C	137	172	146
	18.90%	23.0%	22.03%
D	80	139	125
	11.03%	18.6%	18.86%
F	127	73	93
	17.52%	9.8%	14.03%
S	8	16	2
	1.10%	2.2%	0.31%
P	0	0	12
			1.81%
Asian			
A	246	297	370
	65.95%	64.71%	58.73%
B	69	82	118
	18.50%	17.87%	18.73%
C	32	47	79
	8.58%	10.24%	12.54%
D	17	23	43
	4.56%	5.01%	6.83%
F	7	9	10
	1.88%	1.96%	1.59%
S	2	1	4
	0.54%	0.22%	0.64%
P	0	0	6
			0.96%
Hispanic			
A	440	498	338
	25.21%	26.5%	21.99%
B	461	541	362
	26.42%	28.7%	23.56%
C	374	402	351
	21.43%	21.4%	22.84%
D	221	246	234
	12.66%	13.1%	15.23%

Horizon Middle School

F	229	127	192
	13.12%	6.8%	12.50%
S	20	16	9
	1.15%	9.0%	0.59%
P		55	51
		3.0%	3.32%
Black			
A	123	188	171
	25.10%	30.1%	30.11%
B	165	141	142
	33.67%	22.6%	25.00%
C	110	141	104
	22.45%	22.6%	18.31%
D	65	82	68
	13.27%	13.2%	11.98%
F	27	58	48
	5.51%	9.3%	8.50%
S	0	1	9
	0.00%	0.2%	1.59%
P		14	26
		2.3%	4.58%
White			
A	11147	13290	2354
	50.03%	56.0%	19.85%
B	5903	5588	5024
	26.49%	23.6%	42.35%
C	2877	2806	2587
	12.91%	11.9%	21.81%
D	1298	1225	1117
	5.83%	5.2%	9.42%
F	977	548	570
	4.39%	2.3%	4.81%
S	78	121	69
	0.35%	0.5%	0.59%
P	0	150	142
		0.7%	1.20%

3. Failure Rate
(Percentage of trimester
courses failed)

	<u>T1</u>	<u>T2</u>	<u>T3</u>
No Failures	88.4%	86.4%	83.4%
1 Failure	6.9%	6.7%	8.4%
2 Failures	1.9%	4.0%	3.5%
3 Failures	1.1%	1.8%	2.1%
4 Failures	0.6%	1.0%	1.1%
5 or More Failures	1.1%	0.0%	1.3%

Horizon Middle School

4. MCA II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Proficient	81.6	74.6	81.6	74.7	71.6	66.6
Not Proficient	18.3	25.4	18.3	25.3	28.4	33.4
Grade 6 Mathematics						
Proficient	73.5	67.6	73.5	66.7	59.2	60.8
Not Proficient	26.5	32.5	26.5	33.3	40.8	39.3

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 7 Reading						
Proficient	77.1	75.0	76.4	73.8	66.6	63.2
Not Proficient	22.9	25.1	23.7	26.2	33.4	36.9
Grade 7 Mathematics						
Proficient	68.9	71.3	67.2	70.2	57.5	59.4
Not Proficient	31.1	28.7	32.9	29.8	42.5	40.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 8 Reading						
Proficient	76.5	72.2	74.8	69.4	64.6	63.3
Not Proficient	23.4	27.8	25.2	30.6	35.4	36.7
Grade 8 Mathematics						
Proficient	75.8	73.1	72.6	70.4	56.7	56.9
Not Proficient	24.5	26.5	27.5	29.6	43.3	43.1

2. MCA II Achievement Levels

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Exceeds Stds	44.5	39.8	44.5	39.3	35.4	31.4
Meets Stds	37.1	34.8	37.1	35.4	36.2	35.2
Partially Meets	13.5	15.2	13.5	15.2	18.9	19.2
Does Not Meet	4.8	10.2	4.8	10.1	9.5	14.2

Horizon Middle School

Grade 6	2006	2007	2006	2007	2006	2007
Mathematics			District	District	State	State
Exceeds Stds	32.4	30.2	32.4	29.8	18.7	20.9
Meets Stds	41.1	37.4	41.1	36.9	40.5	39.9
Partially Meets	13.1	19.5	13.1	20.0	22.2	21.7
Does Not Meet	13.4	13.0	13.4	13.3	18.6	17.6

Grade 7	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	46.4	46.1	45.7	45.3	35.8	31.9
Meets Stds	30.7	28.9	30.7	28.5	30.8	31.3
Partially Meets	14.9	14.6	15.5	14.5	20.0	20.5
Does Not Meet	0.8	10.5	8.2	11.7	13.4	16.4

Grade 7						
Mathematics						
Exceeds Stds	26.7	36.5	26.1	35.8	17.5	21.9
Meets Stds	42.2	34.8	41.1	34.4	40.0	37.5
Partially Meets	19.8	13.2	20.6	13.5	22.3	20.9
Does Not Meet	11.3	15.5	12.3	16.3	20.2	19.7

Grade 8	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	46.6	45.4	44.8	43.2	32.5	36.3
Meets Stds	29.9	26.8	30.0	26.2	32.1	27.0
Partially Meets	15.9	18.6	15.8	20.5	20.9	20.5
Does Not Meet	7.5	9.2	9.4	10.1	14.5	16.2

Grade 8						
Mathematics						
Exceeds Stds	36.9	29.5	35.1	27.9	19.4	18.5
Meets Stds	38.9	43.9	37.5	42.5	37.3	38.4
Partially Meets	12.5	13.9	13.4	14.2	23.0	21.4
Does Not Meet	11.7	12.6	14.1	15.4	20.3	21.7

5. Measures of Academic Progress (MAP)

	Fall 2005	Fall 2006	Spring	Spring	2005-06	2006-07
Reading	Mean	Mean	2006 Mean	2007 Mean	Mean	Mean
	RIT	RIT	RIT	RIT	Growth	Growth
Grade 6	214.8	213.9	219.4	218.5	4.6	4.6
Grade 7	216.7	219.1	220.4	222.1	3.7	3
Grade 8	221.8	221.3	224.9	225.2	3.1	3.9

	Fall 2005	Fall 2006	Spring	Spring	2005-06	2006-07
Mathematics	Mean	Mean	2006 Mean	2007 Mean	Mean	Mean
	RIT	RIT	RIT	RIT	Growth	Growth
Grade 6	223.9	225.5	230.4	231.9	6.5	6.4
Grade 7	227.3	233.4	233.7	239	6.4	5.6
Grade 8	233.3	235.7	238	239.7	4.7	4

Horizon Middle School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	7	10	8
BA+10		3	7
BA+15	6		
BA+20		2	
BA+30	3	11	10
BA+40			
BA+45	11		
BA+50		1	1
BA+60			
BA+70		7	4
BA+75	1		
BA+90	1		
BA+105	7		
MA	5	5	6
MA+10		9	10
MA+15	10		
MA+20		8	4
MA+30	8	32	36
MA+45	31		
0 to 5 years	19	20	18
6 to 10 years	25	23	14
11 to 20 years	30	37	42
More than 20 years	16	9	12
Average Years Experience	13 yrs.	11 yrs.	12.7 yrs.

Electricity and Heat Cost Comparisons per square foot			
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	238,000	238,000	238,000
Cost for Electricity	\$227,952	\$280,560	\$295,950
Cost per square foot	\$0.96	\$1.18	\$1.24
Square Foot	238,000	238,000	238,000
Cost for Heat	\$180,565	\$210,854	\$198,886
Cost per square foot	\$0.76	\$0.89	\$0.84



Moorhead Area Public Schools

Moorhead High School

2002-03 through 2006-07

Moorhead High School

1. Attendance Rate	<u>2002-03</u> 94.15%	<u>2003-04</u> 94.22%	<u>2004-05</u> 92.67%	<u>2005-06</u> 93.2%	<u>2006-07</u> 93.38%
2. Average Daily Attendance (ADA)	<u>2002-03</u> 1593	<u>2003-04</u> 1582	<u>2004-05</u> 1542	<u>2005-06</u> 1487	<u>2006-07</u> 1510
3. Average Daily Membership (ADM)	<u>2002-03</u> 1692	<u>2003-04</u> 1679	<u>2004-05</u> 1664	<u>2005-06</u> 1596	<u>2006-07</u> 1617
4. Detention	<u>2002-03</u> 661	<u>2003-04</u> 3050	<u>2004-05</u> 3157	<u>2005-06</u> 2250	<u>2006-07</u> 4307
5. Dropout Rate (Grades 7-12) Drop Out Index	<u>2002-03</u> 49 1.81	<u>2003-04</u> 38 1.43	<u>2004-05</u> 26 1.50	<u>2005-06</u> 24 1.44	<u>2006-07</u> 25 1.47
6. English Language Learners	<u>Oct. 02</u> 96	<u>Oct. 03</u> 76	<u>Oct. 04</u> 103	<u>Oct. 05</u> 93	<u>Oct. 06</u> 73
7. Enrollment as of October 1	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Grade 9	402	430	417	398	436
Grade 10	443	400	449	422	389
Grade 11	431	446	401	442	425
Grade 12	441	435	445	411	410
Total	1717	1711	1712	1673	1660
8. Ethnicity	<u>Oct 02</u>	<u>Oct 03</u>	<u>Oct 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	23 1.35%	29 1.69%	30 1.80%	29 1.7%	25 1.5%
Asian	21 1.23%	22 1.29%	20 1.17%	18 1.1%	21 1.3%
Hispanic	90 5.26%	91 5.32%	103 6.02%	112 6.7%	93 5.6%
Black	34 1.99%	35 2.05%	34 1.99%	30 1.8%	32 1.9%
White	1542 90.18%	1534 89.66%	1513 88.38%	1474 88.6%	1489 89.7%
Percent Minority	9.82%	10.34%	10.97%	11.4%	10.3%

Moorhead High School

9. Extra Curricular Activities

	<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>		<u>2005-06</u>		<u>2006-07</u>	
	M	F	M	F	M	F	M	F	M	F
Baseball	50	00	49	00	50	00	47	00	57	00
Basketball	47	38	55	37	44	29	49	38	52	45
Cheerleading	00	26	00	31	00	20	00	17	00	00
Cross Country	19	18	27	25	30	24	19	29	35	26
Danceline	00	29	00	28	00	30	00	24	00	20
Football	144	00	140	00	113	00	130	00	142	00
Golf	20	17	18	16	19	20	19	13	19	09
Gymnastics	00	10	00	05	00	14	00	13	00	08
Hockey	46	18	44	23	40	23	37	17	38	17
Soccer	60	53	57	53	49	54	42	49	58	54
Softball	00	29	00	29	00	27	00	32	00	35
Swimming	24	47	21	41	26	36	20	41	17	35
Tennis	15	39	15	30	25	29	25	28	24	34
Track	86	50	72	68	71	66	69	56	69	75
Volleyball	00	39	00	39	00	45	00	43	00	45
Wrestling	23	00	21	00	21	00	25	00	27	00
Apollo Strings	03	10	03	18	03	17	01	16	02	18
Business Professionals	00	00	00	00	08	01	03	01	05	03
Cho Kio	00	11	01	10	03	09	01	04	01	03
Debate	14	11	11	11	13	20	12	18	02	10
Key Club	23	32	33	64	31	92	20	78	19	75
Knowledge Bowl	19	06	10	08	17	14	12	10	24	11
Math League	12	03	09	04	10	06	08	04	10	11
Mock Trial	03	06	04	07	03	08	03	08	00	00
Musical	35	40	29	40	18	26	13	14	35	47
Pep Band	13	38	21	36	23	32	17	27	11	12
Play	33	27	18	23	17	22	12	16	17	19
Science Challenge	14	02	22	03	15	05	10	05	09	08
Speech	27	53	28	56	33	64	25	53	29	42
Student Council	08	44	04	45	04	42	02	35	08	30

10. Free and Reduced Lunch Program

	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	302	267	284	276	246
Reduced	76	68	82	70	85
% of Free & Reduced	22%	20%	22%	21%	20%

11. Home Language

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Sign Language (ASL)	0	0	0	0	0
Afrikaans	0	0	1	0	0
Albanian	0	0	3	3	1
Arabic	3	2	3	5	4
Cambodian	0	0	0	2	0
Chinese	1	2	1	2	2
Cutchi	0	0	1	1	0
Dakotah	0	0	1	1	1

Moorhead High School

Dutch	0	0	1	0	0
English	1535	1612	1606	1546	1569
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hindi	0	0	0	0	1
Kurdish	25	30	29	28	31
Laotian	3	2	3	1	0
Nepali	0	0	0	1	1
Norwegian	0	0	0	1	1
Okinawan	1	0	0	0	0
Persian	0	4	4	3	1
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	1	1	3	4	2
Serbo-Croatian	2	2	3	5	8
Somali	15	11	7	9	5
Spanish	64	94	98	98	89
Swahili	1	2	2	3	2
Swedish	2	3	0	1	2
Thai	0	1	1	0	0
Turkish	0	1	1	1	1
Ukranian	0	0	0	1	0
Vietnamese	7	4	3	1	10

12. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	68	118	121	122	123
Transfers Out of Building	37	74	90	68	81

13. Special Education Status	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	9	13	9	11	9
DCD Moderate	15	16	20	15	14
DCD Severe	12	13	12	8	7
Physically Impaired	11	9	5	3	2
Deaf/Hard of Hearing	3	5	6	9	10
Visual Impairment	0	0	0	0	0
Specific Learning Disability	102	94	81	92	75
Behavioral Disorders	52	51	43	33	23
Deaf-Blind	0	0	0	0	0
Other Health Impaired	56	72	87	80	69
Autistic	12	13	15	20	18
Developmental Delay	0	0	0	0	0
Traumatic Brain Injury	1	0	0	1	2
Severely Multiple Impaired	2	0	0	2	3
Total Disabilities Served	275	286	278	274	232

Moorhead High School

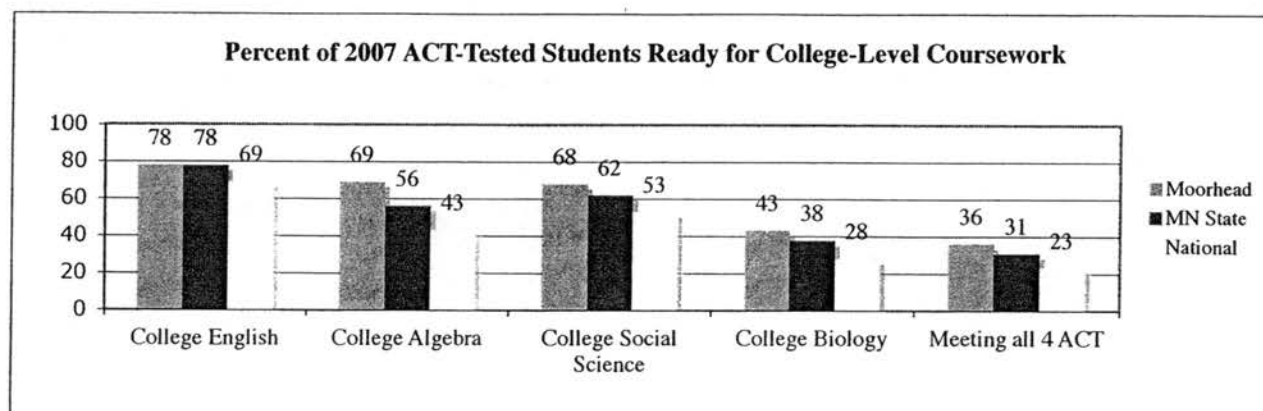
14. Student to Computer Ratio	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1
 15. Student Discipline Reports	 <u>2002-03</u>	 <u>2003-04</u>	 <u>2004-05</u>	 <u>2005-06</u>	 <u>2006-07</u>
Alcohol	3	19	5	1	8
Other Drug Use	10	18	12	3	7
Physical Assaults/Fighting	35	21	26	22	36
Theft	0	0	3	5	1
Threat/Intimidation	0	0	2	7	3
Tobacco	17	14	15	4	10
Vandalism	5	40	4	1	0
Weapons	4	1	1	3	2
 16. Suspensions	 <u>2002-03</u>	 <u>2003-04</u>	 <u>2004-05</u>	 <u>2005-06</u>	 <u>2006-07</u>
Out of School	114	111	80	68	81
In School	320	421	369	453	902
 17. Unexcused Absences	 <u>2002-03</u>	 <u>2003-04</u>	 <u>2004-05</u>	 <u>2005-06</u>	 <u>2006-07</u>
# Students	550	423	644	642	745
0 Unexcused Absences	32.03%	25.75%	39.36%	39.2%	47.3%
 1 to 5 Unexcused Absences	 584 34.01%	 652 39.68%	 558 34.11%	 670 40.9%	 599 38.0%
 6 to 10 Unexcused Absences	 266 15.49%	 174 10.59%	 119 7.27%	 187 11.4%	 112 7.1%
 11 to 15 Unexcused Absences	 125 7.28%	 100 6.09%	 82 5.02%	 49 3.0%	 58 3.7%
 16 to 20 Unexcused Absences	 58 3.38%	 76 4.63%	 63 3.84%	 27 1.7%	 23 1.5%
 21 or More Unexcused Absences	 134 7.80%	 216 13.15%	 170 10.40%	 64 3.9%	 39 2.5%

Moorhead High School

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
I. ACT Scores - Core Curriculum						
English	Moorhead	22	21	21	21.2	22.3
	State	22	22.2	22.3	22.4	22.6
	National	21.4	21.5	21.5	21.6	21.7
Math	Moorhead	24	23.2	22.5	23.2	24.5
	State	22.7	22.8	22.9	22.9	23.3
	National	21.6	21.7	21.7	21.8	21.9
Reading	Moorhead	23.7	22.5	22.8	22.8	23.8
	State	23.2	23.3	23.3	23.3	23.5
	National	22.2	22.3	22.2	22.3	22.4
Science	Moorhead	23.5	22.5	22.4	22.4	23.6
	State	22.9	22.9	23	22.9	23.1
	National	21.7	21.7	21.8	21.7	21.8
Composite	Moorhead	23.4	22.4	22.3	22.5	23.7
	State	22.8	22.9	23	23	25.3
	National	21.8	21.9	21.9	22	22
ACT Scores - Average ACT Scores		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	21.1	20.1	20.4	20.6	21.8
	State	21.2	21.4	21.6	21.6	21.8
	National	20.3	20.4	20.4	20.5	20.7
Math	Moorhead	23	22.1	21.9	22.5	23.9
	State	21.8	22	22.1	22.1	22.5
	National	20.6	20.7	20.7	20.8	21
Reading	Moorhead	22.8	21.7	22.3	22.3	23.4
	State	22.4	22.6	22.7	22.6	22.8
	National	21.2	21.3	21.3	21.4	21.5
Science	Moorhead	22.7	21.8	21.9	22	23
	State	22.2	22.3	22.4	22.3	22.5
	National	20.8	20.9	20.9	20.9	21
Composite	Moorhead	22.5	21.6	21.7	22	23.2
	State	22	22.2	22.3	22.3	22.5
	National	20.8	20.9	20.9	21.1	21.2

Moorhead High School

2. Percent of ACT-Tested Students Ready for College-Level Coursework



5 Year Trends-Percent of Students Meeting College Readiness Benchmarks

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	77	68	71	71	78
	State	75	76	76	76	78
	National	67	68	57	69	69
Math	Moorhead	61	53	51	56	69
	State	49	51	53	52	56
	National	40	40	41	42	43
Reading	Moorhead	65	53	64	64	68
	State	61	61	61	62	62
	National	52	52	51	53	53
Science	Moorhead	37	33	30	32	43
	State	35	36	37	37	38
	National	26	26	26	27	28
Meeting all Four	Moorhead	30	25	20	24	36
	State	27	28	29	28	31
	National	20	21	21	21	23

3. Basic Skills Tests

Class of 2007

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Reading					
Passed		384	410	408	420
Percent Passed		83.12%	87.23%	89.67%	92.31%
Not Passed		74	58	43	23
Percent Not Passed		16.02%	12.34%	9.46%	5.06%
Exempt		4	2	4	12
Mathematics					
Passed		360	384	394	410
Percent Passed		77.92%	81.70%	86.60%	91.71%

Moorhead High School

Not Passed	98	84	57	30
Percent Not Passed	21.22%	17.87%	12.53%	6.64%
Exempt	4	2	4	12

Writing	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			414	420	427
Percent Passed			88.09%	94.39%	93.03%
Not Passed			54	21	20
Percent Not Passed			11.49%	4.73%	4.36%
Exempt			2	4	12

Class of 2008

Reading	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed	343	368	387	405
Percent Passed	80.71%	84.40%	88.56%	90.40%
Not Passed	82	66	50	41
Percent Not Passed	19.30%	15.14%	11.45%	9.15%
Exempt	0	2	0	2

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed		329	344	367	381
Percent Passed		77.41%	78.90%	83.99%	85.04%
Not Passed		96	90	70	65
Percent Not Passed		22.59%	20.64%	16.03%	14.51%
Exempt		0	2	0	2

Class of 2009

Reading	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			328	331	355
Percent Passed			80.79%	84.00%	84.32%
Not Passed			78	20.25	63
Percent Not Passed			19.21%	16.63%	14.96%
Exempt					3

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			297	309	341
Percent Passed			73.15%	74.46%	81.00%
Not Passed			109	106	77
Percent Not Passed			26.85%	25.55%	18.29%
Exempt					3

4. Grade Distribution by Ethnicity	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Indian					
A	28	42	37	29	45
	12.50%	18.00%	22.29%	13.68%	15.85%
B	53	56	42	49	56
	23.66%	24.00%	25.30%	23.12%	19.72%
C	57	59	39	54	61
	25.45%	25.00%	23.49%	25.48%	21.48%

Moorhead High School

Asian

D	45	41	22	39	39
	20.09%	17.00%	13.25%	18.40%	13.74%
F	38	37	22	29	55
	16.96%	16.00%	13.25%	13.68%	19.37%
S	3	3	1	4	0
	1.34%	1.00%	0.60%	1.89%	0.00%
P			3	8	28
			1.81%	3.78%	9.86%
A	131	164	109	131	146
	53.91%	60.00%	56.19%	64.54%	65.47%
B	62	63	39	40	42
	25.51%	23.00%	20.10%	19.71%	18.84%
C	21	21	13	17	17
	8.64%	8.00%	6.70%	8.38%	7.63%
D	14	11	8	7	1
	5.76%	4.00%	4.12%	3.45%	0.45%
F	10	11	23	2	13
	4.12%	4.00%	11.86%	0.99%	5.83%
S	5	2	0	3	0
	2.06%	1.00%	0.00%	1.48%	0.00%
P			1	3	4
			0.52%	1.48%	1.80%
I			1	0	0
			0.52%	0.00%	0.00%

Hispanic

A	129	170	197	164	168
	14.46%	18.00%	21.79%	16.79%	20.10%
B	234	215	208	231	190
	26.23%	23.00%	23.01%	23.65%	22.73%
C	217	203	184	205	192
	24.33%	22.00%	20.35%	20.99%	22.97%
D	153	144	128	158	116
	17.15%	15.00%	14.16%	16.18%	13.88%
F	123	168	151	197	112
	13.79%	18.00%	16.70%	20.17%	13.40%
P	0	16	19	20	49
	0.00%	2.00%	2.10%	2.05%	5.87%
S	36	19	3	2	2
	4.04%	2.00%	0.33%	0.21%	0.24%
I			14	0	7
			1.55%	0.00%	0.84%

Black

A	96	94	90	70	74
	24.06%	25.00%	28.39%	25.65%	22.99%
B	125	106	98	71	71
	31.33%	28.00%	30.91%	26.01%	22.05%
C	90	78	67	63	67
	22.56%	20.00%	21.14%	23.08%	20.81%
D	49	44	21	30	51

Moorhead High School

	12.28%	12.00%	6.62%	10.99%	15.84%
F	25	34	27	17	43
	6.27%	9.00%	8.52%	6.23%	13.36%
S	14	20	9	5	3
	3.51%	5.00%	2.84%	1.84%	0.94%
P			0	13	11
			0.00%	4.77%	3.42%
I			0	4	2
			0.00%	1.47%	0.63%

White

A	7312	7331	7078	6581	6495
	41.06%	41.00%	48.03%	45.56%	44.46%
B	5455	5291	3933	3796	3740
	30.64%	30.00%	26.69%	26.28%	25.60%
C	2989	2879	2099	2141	2192
	16.79%	16.00%	14.24%	14.83%	15.01%
D	1250	1231	875	1044	1035
	7.02%	7.00%	5.94%	7.23%	7.09%
F	597	716	481	628	539
	3.35%	4.00%	3.26%	4.35%	3.69%
S	203	131	24	18	4
	1.14%	0.80%	0.16%	0.13%	0.03%
P		93	157	179	568
		0.60%	1.07%	1.24%	3.89%
I		77	90	58	36
		0.50%	0.61%	0.41%	0.25%

5. Failure Rate

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
No Failures	80.00%	71.52%	93.77%	77.00%	81.8%
1 Failure	9.21%	14.85%	5.02%	10.38%	8.9%
2 Failures	4.12%	7.30%	0.93%	4.58%	3.4%
3 Failures	2.36%	2.92%	0.19%	3.18%	2.5%
4 Failures	1.45%	2.01%	0.08%	2.32%	1.1%
5 or More Failures	2.85%	1.40%	0.01%	2.57%	2.6%

Moorhead High School

6. Post Secondary Options	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Art	3	1	1	1	1
Business	0	2	1	1	1
Communications	4	4	0	0	0
Computer Science	1	0	6	2	2
Criminal Justice	3	0	0	1	0
Economics			2	4	2
English	30	24	27	17	20
Health	1	0	1	2	9
History			5	4	13
Industrial Technology	1	1	0	0	0
Mathematics	9	4	8	9	7
Music	2	7	4	4	0
Personal & Family Life	2	0	0	0	0
Physical Education	0	0	1	6	0
Psychology			2	5	4
Science	7	12	7	14	6
Social Science	23	18	5	8	5
Sociology			0	4	1
World Language	14	14	10	6	7

Number of Student Participating	46/39	14/15	30	27	24
Number of Class Taken	132	94	81	112	80

Grade Received	48	50	44	56	29
	48.00%	54.00%	54.20%	50.00%	37.00%
B	36	22	25	34	37
	36.00%	23.00%	30.70%	30.40%	47.00%
C	10	13	2	10	12
	10.00%	14.00%	2.40%	7.30%	15.00%
D	2	1	2	4	0
	2.00%	1.00%	2.40%	3.60%	
F	1	4	5	5	1
	1.00%	4.00%	6.20%	4.40%	1.00%
I	0	3	0	0	1
		3.00%			1.00%
W	3	1	0	3	0
	3.00%	1.00%		2.60%	

7. Advanced Placement (AP) Examinations

Participation and Results	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Number of Students Tested	162	148	163	221	274
Number of Tests Taken	263	256	239	363	440
Percentage Scoring 3, 4, or 5	73%	70%	68%	70%	66%

Moorhead High School

Number of students tested by subject

Biology	3	13	8	18	16
Calculus AB	29	27	17	22	20
Calculus BC	0	0	8	5	23
Chemistry	8	7	0	13	21
Economics-Macro	1	11	13	14	32
Economics-Micro	32	36	19	40	32
Eng Lit/Comp	29	18	13	36	48
European History	1	22	20	34	56
Gov/Pol Comp	17	10	10	11	20
Gov/Pol US	31	32	16	31	19
Psychology	54	48	65	63	77
US History	54	27	47	59	52

8. MCA-II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006	2007	2006	2007
	MHS	MHS	District	District	State	State
Grade 10						
Reading						
Proficient	79.8	69.9	78.3	66.5	65.3	61.9
Not Proficient	20.2	30.1	21.7	33.5	34.8	38.2
Grade 11						
Mathematics						
Proficient	48.9	44.9	46.2	42.3	29.8	31.3
Not Proficient	51.1	55.1	53.7	57.7	70.2	68.8

MCA-II Achievement Levels

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

	2006	2007	2006	2007	2006	2007
	MHS	MHS	District	District	State	State
Grade 10						
Reading						
Exceeds Std	42.9	37.3	41.8	34.8	31.8	29.4
Meets Std	36.9	32.6	36.5	31.7	33.5	32.5
Partially Meets	13.1	16.7	13.5	17.3	19.3	20.5
Does Not Meet	7.1	13.4	8.2	16.2	15.5	17.7
Grade 11						
Mathematics						
Exceeds Std	16.7	17.7	15.8	16.6	10.1	11.5
Meets Std	32.2	27.2	30.4	25.7	19.7	19.8
Partially Meets	20.2	22.3	19.3	21.6	21.0	20.2
Does Not Meet	30.9	32.8	34.4	36.1	49.2	48.6

Moorhead High School

Teaching Staff	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	[*] <u>2005-06</u>	<u>2006-07</u>
BA	23	19	20	11	9
BA+10				16	14
BA+15	8	10	16		
BA+20				3	7
BA+30	5	6	2	13	10
BA+40					
BA+45	9	6	7		
BA+50					
BA+60	2	1	0		
BA+70				3	2
BA+75	1	0	0		
BA+90	0	0	0		
BA+105	3	3	3		
MA	11	14	14	14	15
MA+10				10	11
MA+15	8	11	12		
MA+20				8	8
MA+30	3	6	6	35	37
MA+45	30	28	29		
0 to 5 years	55	55	30	30	36
6 to 10 years	29	32	26	19	26
11 to 20 years	31	28	42	46	39
More than 20 years	17	17	11	18	14
Average Years Experience	9.5 yrs.	9.4 yrs.	11 yrs.	13 yrs.	10 yrs.

**Electricity and Heat Cost
Comparisons per square foot**

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Electricity	\$159,200	\$148,938	\$199,833	\$214,624	\$230,300
Cost per square foot	\$0.61	\$0.57	\$0.55	\$0.59	\$0.64
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Heat	\$144,600	\$163,976	\$244,776	\$431,225	\$372,860
Cost per square foot	\$0.56	\$0.63	\$0.68	\$1.19	\$1.03



Moorhead Area Public Schools

Red River Area Learning Center

2004-05 through 2006-07

Red River Area Learning Center

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate		82.1%	86.24%
2. Average Daily Attendance (ADA)		71	94
3. Average Daily Membership (ADM)	95	87	109
5. English Language Learners	74	69	97
6. Enrollment as of October 1			
Grade 6	3	0	0
Grade 7	1	0	1
Grade 8	3	0	27
Grade 9	16	13	19
Grade 10	28	16	24
Grade 11	8	17	23
Grade 12	12	15	41
Total	71	61	135
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	22 30.99%	16 26.2%	24 17.8%
Asian	1 1.41%	1 1.6%	2 1.5%
Hispanic	13 18.31%	19 31.1%	46 34.0%
Black	2 2.82%	2 3.3%	9 6.7%
White	33 46.48%	23 37.7%	54 40.0%
Percent Minority	53.52%	62.3%	60.0%

8. Extra Curricular Activities
Refer to Moorhead High School Statistics

Red River Area Learning Center

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	49	75	85
Reduced	5	8	10
% of Free & Reduced	71%	72%	63%
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
10. Home Language			
American Sign Language (ASL)	0	0	0
Albanian	0	4	2
Arabic	0	2	4
Cambodian	0	0	0
Chinese	0	0	0
Chippewa	0	0	2
Dakotah	1	3	2
English	112	273	459
Hawaiian	0	0	1
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	4	10	20
Laotian	0	2	1
Nepali	0	0	0
Russian	1	2	3
Serbo-Croatian	2	4	11
Somali	0	1	1
Spanish	28	68	100
Swahili	0	2	1
Vietnamese	0	1	7
11. Mobility	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	51	50	49
Transfers Out of Building	77	81	61
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Dec. 06</u>
Speech/Language Impaired	6	3	6
DCD Moderate	1	0	1
DCD Severe	0	0	0
Physically Impaired	3	1	0
Deaf/Hard of Hearing	2	0	2
Visual Impairment	0	0	0
Specific Learning Disability	40	8	35
Behavioral Disorders	16	6	19
Deaf-Blind	0	0	0
Other Health Impaired	24	3	36
Autistic	1	0	1
Traumatic Brain Injury Disabled	0	0	0
Severely Multiple Impaired	0	0	1
Total Disabilities Served	93	21	101

Red River Area Learning Center

13. Student to Computer Ratio	2 to 1	2 to 1	2 to 1
14. Student Discipline Reports	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	0	1	1
Disruptive/Insubordination	7	16	15
Harassment	3	3	2
Other Drug Use	0	4	8
Physical Assaults/Fighting	3	10	13
Theft	1	1	2
Threat/Intimidation	0	4	1
Tobacco	0	1	4
Vandalism	1	1	1
Weapons	0	0	2
15. Suspensions	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	8	37	
16. Unexcused Absences	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
0 Unexcused Absences	85 87.63%	74 60.16%	65 63.11%
1 to 5 Unexcused Absences	12 12.37%	9 7.32%	11 6.80%
6 to 10 Unexcused Absences	0	15 12.20%	9 8.74%
11 to 15 Unexcused Absences	0	9 7.32%	6 5.83%
16 to 20 Unexcused Absences	0	3 2.44%	4 3.88%
21 or More Unexcused Absences	0	13 10.57%	12 11.65%

Red River Area Learning Center

MCA II Proficiency

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Proficient	20.0	22.6	78.3	66.5	65.3	61.9
Not Proficient	80.0	77.4	21.7	33.5	34.8	38.2

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Proficient	0.0	3.8	46.2	42.3	29.8	31.3
Not Proficient	100.0	96.1	53.7	57.7	70.1	68.8

MCA II Achievement Levels

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Exceeds Stds	0.0	3.2	41.8	34.8	31.8	29.4
Meets Stds	20.0	19.4	36.5	31.7	33.5	32.5
Partially Meets	30.0	22.6	13.5	17.3	19.3	20.5
Does Not Meet	50.0	54.8	8.2	16.2	15.5	17.7

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Exceeds Stds	0.0	0.0	15.8	16.6	10.1	11.5
Meets Stds	0.0	3.8	30.4	25.7	19.7	19.8
Partially Meets	4.3	11.5	19.3	21.6	21.0	20.2
Does Not Meet	95.7	84.6	34.4	36.1	49.2	48.6