



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

October 13, 2008

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 _____ | Lynne A. Kovash _____ |

AGENDA

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. "We Are Proud"

*** **We Are Proud** of Wayne Kazmierczak, assistant superintendent of Moorhead Area Public Schools, for being named a Policy Fellow at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs. He is one of 33 individuals selected for this year's program. The nine-month program prepares individuals from all professional sectors to assume leadership roles in public affairs.

- 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

5-119-BOS
13 Oct 2008

SCHOOL BOARD AGENDA - October 13, 2008
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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. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Kovash
 - (1) Acceptance of Carl D. Perkins Funding - Pages 7-8
- B. BUSINESS SERVICE MATTERS - Kazmierczak
 - (1) Truth in Taxation Hearing and Continuation Hearing - Page 9
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Resignations - Page 10
 - (2) Approval of Change in Contract - Page 11
 - (3) Approval of Family/Medical Leave - Page 12
 - (4) Approval of New Employees - Page 13
 - (5) Approval of Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Pages 14-15
- D. SUPERINTENDENT MATTERS - Kovash
 - (1) Approval of September 8 and 22, 2008 Regular Meeting Minutes and September 11, 2008 Special Meeting Minutes - Pages 16-26
 - (2) Approval of October Claims

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

Moved by _____ Seconded by _____
Comments _____

3. **RECOMMENDATION FOR DIRECTOR OF CURRICULUM AND PROFESSIONAL DEVELOPMENT:** Kovash
Pages 27-28

Suggested Resolution: Move to approve the recommendation of the administration that effective October 13, 2008, Melanie Aamodt assume the position of director of curriculum and professional development at D63, Step 8 of the Moorhead Supervisors' Association Master Agreement at a salary of \$63,234.05.

Moved by _____ Seconded by _____
Comments _____

4. **MAJOR MAGNITUDE FIELD TRIP TO WASHINGTON, D.C. - CLOSE UP PROGRAM:** Kazmierczak
Pages 29-34

SCHOOL BOARD AGENDA - October 13, 2008

PAGE 3

Suggested Resolution: Move to approve the Major Magnitude Field Trip through Close Up to Washington, D.C. from March 15, 2009 through March 21, 2009.

Moved by _____ Seconded by _____
Comments _____

5. **STAFF DEVELOPMENT REPORT:** Kovash
Pages 35-39

Suggested Resolution: Move to accept the staff development report for the 2007-08 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. **BUILDING AND DISTRICT PROFILES:** Kovash
Page 40

7. **APPROVAL OF POLICY:** Nielsen
Pages 41-43

Suggested Resolution: Move to approve the policy, Equal Employment Opportunity Statement (401), as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY:** Nielsen
Pages 44-46

Suggested Resolution: Move to approve the policy, Employment Background Checks (413), as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY:** Nielsen
Pages 47-48

Suggested Resolution: Move to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented.

SCHOOL BOARD AGENDA - October 13, 2008

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Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Nielsen
Pages 49-54

Suggested Resolution: Move to approve the policy, Chemical Use and Abuse (420), as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Nielsen
Pages 55-58

Suggested Resolution: Move to approve the policy, Family and Medical Leave (422), as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Nielsen
Pages 59-61

Suggested Resolution: Move to approve the policy, Subpoena of a School District Employee (443), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Nielsen
Pages 62-66

Suggested Resolution: Move to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Nielsen
Pages 67-74

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence (570), as presented.

SCHOOL BOARD AGENDA - October 13, 2008

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Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY:** Nielsen
Pages 75-78

Suggested Resolution: Move to approve the policy, Drug-Free Workplace/Drug-Free School (572), as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY:** Nielsen
Pages 79-81

Suggested Resolution: Move to approve the policy, Tobacco-Free Environment (573), as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL OF POLICY:** Kovash
Pages 82-87

Suggested Resolution: Move to approve the policy, Field Trips (632), as presented.

Moved by _____ Seconded by _____
Comments _____

18. **APPROVAL OF POLICY:** Nielsen
Pages 88-89

Suggested Resolution: Move to approve the policy, School District Automated External Defibrillator (AED) Policy (713), as presented.

Moved by _____ Seconded by _____
Comments _____

19. **COMMITTEE REPORTS**

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

21. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 13, 2008**PAGE 6**CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|------------------------------|---------------|------------------|-----------------|
| K-12 P/T Confs | October 14 | 8-11 am, 12-4 pm | |
| Grades K-8 P/T Confs | October 14 | 5-8:30 pm | |
| No School/Teacher Comp Day | October 15 | | |
| Interagency Early Interv Com | October 15 | 12 pm | FSC |
| Educ MN Conf - No School | October 16-17 | | |
| Prof Dev Before/After School | October 22 | | |
| School Board | October 27 | 7 pm | PCE |
| Activities Council | October 28 | 7 am | MHS Conf Rm |
| Technology Committee | October 28 | 3:45 pm | PCE |
| Asp PTAC | November 3 | 6:30 pm | Media Center |
| Reinertsen PTAC | November 3 | 6:30 pm | Media Center |
| MHS PTAC | November 3 | 7 pm | PCE |
| Election Day | November 4 | 7 am-8 pm | |
| Continuing Educ Com | November 4 | 3:30 pm | PCE |
| Prof Dev Before/After School | November 5 | | |
| Indian Educ Parent Com | November 5 | 5 pm | PCE |
| Joint Powers Com | November 6 | 7 am | Clay Cnty Cthse |
| Horizon PTAC | November 6 | 6 pm | Media Center |
| School Board | November 10 | 7 pm | PCE |
| Hopkins PTAC | November 11 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 13 | 7 am | PCE |
| Health/Safety/Wellness Com | November 13 | 9:30 am | PCE |
| Early Childhood Adv Com | November 13 | 6:30 pm | PCE |



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo TL.09.027 C

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

RE: Carl D Perkins Funding

Moorhead Area Public Schools has been awarded the following funding for professional development travel by the Lakes Country Carl D. Perkins Consortium:

Kathi Salvevold to attend the Minnesota Business Educators Inc. (MBEI) Fall Convention located in Duluth, MN on October 2-3, 2008. Lodging and registration are not to exceed \$205.00.

This professional development award will contribute to 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 \$205.00 for Kathi Salvevold to attend MBEI Fall Convention in Duluth, MN, October 2-3, 2008.

LAK/kmr



Lakes Country Service Cooperative

Jeremy Kovash, Executive Director

1001 E. Mount Faith | Fergus Falls, MN 56537

Phone: (218) 739-3273 | Fax: (218) 739-2459 | www.lcsc.org

SEP 18 2008

September 16, 2008

To: Kathi Salvevold
Moorhead High School

From: Inger Wegener
Career and Technical Education Specialist

RE: APPROVED PROFESSIONAL DEVELOPMENT TRAVEL REQUEST

The following request for professional development travel has been approved for funding by the Lakes Country Perkins Consortium:

Travel: Kathi Salvevold to attend MBEI Fall Convention, in Duluth, MN, October 2-3, 2008. Lodging and registration expenses are not to exceed \$205.00.

Your total award is \$205.00. You may proceed with the implementation of this activity, with assurances for the above detailed financial support from the Lakes Country Perkins Consortium. You are to request reimbursement from the Lakes Country Perkins Consortium at Lakes Country Service Cooperative by sending an invoice, to my attention at the address above. All expenses must be claimed within 30 days of completion of the activity, no later than November 3, 2008. Please feel free to contact me at 1-800-739-3273, if you have any questions about your award.

With the use of Perkins funds for this activity, you have indicated that the Program of Study related to this RFP is **Information Technology**; and that **undetermined at this time** is the manner in which technical skill attainment will be assessed.

Congratulations on your professional development travel award! I hope that you will find that this award will contribute to the academic and technical skill attainment in students at Moorhead High School.

CC Lynne Kovash, Superintendent
Gene Boyle, Principal

Service Cooperative Board of Directors

Chairperson • David Schornack, Perham
Mike Boen, Pelican Rapids - At Large
Barry Berggren, Battle Lake

Vice Chairperson • Norman Kolstad, Underwood
Supt. Scott Monson, Morris
Nancy Dashner, Frazee - Vergas

Clerk • Robert Block, Otter Tail County
Dr. Rachel Grieger, New York Mills
Dr. William Tornhave, Moorhead

Treasurer • Tom Kummrow, Fergus Falls
Supt. Philip Jensen, Hawley
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Hal Leland, Fergus Falls

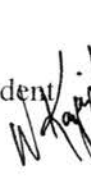
AN EQUAL OPPORTUNITY EMPLOYER



Office of Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.09.025 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: October 7, 2008

SUBJECT: Truth-in-Taxation Hearing and Continuation Hearing

We were just notified by the county auditor that the dates we have selected for our Truth-in-Taxation hearing (December 1) and continuation hearing (December 8) for the 2008 Payable 2009 Property Tax Levy conflict with other taxing entities and that we must change our dates. I recommend that the dates be established as such: Truth-in-Taxation hearing on Tuesday, December 2, 2008 at 7:00 p.m. in the Probstfield Center for Education Board Room and the Truth-in-Taxation continuation hearing, if necessary, on Tuesday, December 9, 2008 at 5:00 p.m. in the Probstfield Center for Education Board Room.

SUGGESTED RESOLUTION: Move to approve Tuesday, December 2, 2008 at 7:00 p.m. for the Truth-in-Taxation hearing and Tuesday, December 9, 2008 at 5:00 p.m. for the continuation hearing, if needed.

WAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.049

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 6, 2008
RE: Resignations

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

Mary Reynolds Food Server, Ellen Hopkins Elementary, effective September 8, 2008.
Kimberly Stockert Food Server, S.G.Reinertsen Elementary, effective September 26, 2008.
Jody Jenson Lunchroom Supervisor, S.G.Reinertsen Elementary, effective September 30, 2008.

SUGGESTED RESOLUTION: Move to approve the resignation of Mary Reynolds, Kimberly Stockert and Jody Jenson as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.048**

TO: Lynne Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 6, 2008
RE: Change in Contract

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

| | |
|----------------|---|
| Amy Stockinger | Food Server, Horizon Middle School, 2.75 hours per day to Food Server, S.G. Reinertsen Elementary 2.75 hours per day. (Replaces Linda Life) |
|----------------|---|

SUGGESTED RESOLUTION: Move to approve the changes in contract for Amy Stockinger as presented

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.050

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 6, 2008
RE: Family/Medical Leave

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

Valerie Stevenson Occupational Therapist, Ellen Hopkins Elementary, effective September 16 through November 10, 2008.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Valerie Stevenson pursuant to Section IV, Article 38 of the Teachers' Master Agreement.

RN/jal



Department of Human Resources

Moorhead Area Public Schools Memo HR.09.047

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 6, 2008
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.

| | |
|-------------------|--|
| Brent Butenhoff | Night Custodian, High School, A13 (3) \$13.39 per hour, 8 hours per day, effective September 23, 2008. (Replaces Abe Perez) |
| Amy Winjum | Occupational Therapist, High School, .4 FTE BA (7) \$13,431.58, effective October 1, 2008. (Replaces Kevin Anderson who moved to PHD) |
| Christine Simpson | Paraprofessional, Horizon Middle School, B21 (3) \$13.78 per hour, 6.5 hours per day, effective September 15, 2008. (Paid by Mounds View Public Schools) |
| Ayuen Paka | Food Server, Horizon Middle School, \$9.00 per hour, 2.75 hours per day, effective September 15, 2008. (Replaces Terri Harrington) |
| Mindi Knutson | Food Server, High School, \$9.00 per hour, 2.75 hours per day, effective September 22, 2008. (Replaces Stacy Swanson) |
| Rebecca Hulst | Food Server, Horizon Middle School, \$9.00 per hour, 2.75 hours per day, effective October 22, 2008. (Replaces Amy Stockinger) |
| Sharon Kitsmiller | Food Server, Ellen Hopkins Elementary, \$9.00 per hour, 2.75 hours per day, effective October 20, 2008. (Replaces Mary Reynolds) |
| Monica Swedmark | Paraprofessional, High School, B21 (0-2) \$13.57 per hour, 6.5 hours per day, effective October 9, 2008. (Replaces Nancy Halverson) |

SUGGESTED RESOLUTION: Move to approve the employment of Brent Butenhoff, Amy Winjum, Christine Simpson, Ayuen Paka, Mindi Knutson, Rebecca Hulst, Sharon Kitsmiller and Monica Swedmark as presented.

RN/jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.046

TO: Lynne A. Koyash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: September 29, 2008

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

| | | | |
|--|---|--|-------------|
|  | Monitoring and Compliance 1500 Highway 36 West Roseville, MN 55113-4266 | ASSURANCE OF COMPLIANCE WITH STATE AND FEDERAL LAW PROHIBITING DISCRIMINATION | ED-00199-08 |
| | | | DUE: 11/15 |

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

IDENTIFICATION INFORMATION

| | | | |
|--|--------------------------------------|------------------------------------|------------------------------|
| School District Name Moorhead Area Public Schools | | District Number 152 | |
| Name of District Contact Person Ronald Nielsen | Title Director of Human Resources | Telephone Number (218) 284-3350 | 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 8, 2008
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 2, 16, and 17 and the addition of page 19.1.

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

WE ARE PROUD:

*** **We Are Proud** of Tyler Hjalmquist, a member of the Moorhead High School boys tennis team, for advancing to the 2008 state tennis tournament. Head coach is Tim Costello.

*** **We Are Proud** of Wayne Kazmierczak, assistant superintendent, for placing first in the Minnesota School Board Association Insurance Trust Walk/Run. Kazmierczak completed the 5.7 mile run in 42:42. The MSBAIT Walk/Run was held in conjunction with the Minnesota School Board Association's Summer Institute in August.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Indian Education Grant Renewal - Accept the renewal of the Indian Education Grant from the U.S. Department of Education for \$46,751 for the 2008-09 school year. The majority of the grant funding will be used for the .5 Indian home school liaison and .5 American Indian resource teacher.

Donations - Accept the donations from the following businesses for the August 27 All Staff Breakfast: Sunmart - orange juice; Wells Fargo - beverage cups; American Crystal Sugar - sugar; RDO Equipment - \$1,300 to purchase rolls, bagels and fruit; and Hornbacher's Foods -

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BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 8, 2008
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coffee. Administration was directed to send thank you letters to each business.

Resignations

Wendy Fletschock - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, Elementary, effective September 2, 2008.

Russell Halverson - Lead Custodian, High School, effective September 5, 2008

Change in Contracts

Heidi Moe - LD/EBD Teacher, Robert Asp Elementary, to Title 1/Literacy Coach, effective August 26, 2008 (replaces Shannon Dahlberg).

Katie Oster - ESL Teacher, Robert Asp Elementary, .50 FTE to LD/EBD Teacher, 1.00 FTE, Robert Asp Elementary, effective August 26, 2008 (replaces Heidi Moe).

Abram Perez - Custodian, High School, A12 (5) \$13.83 to Paraprofessional, Ellen Hopkins Elementary, B21 (5) \$14.19 per hour, effective August 26, 2008. (Replaces Amanda Henry)

Linda Life - Food & Nutrition Server, S. G. Reinertsen Elementary to Computer Operator, S.G. Reinertsen Elementary (replaces Susan Nichols).

Matt Retzer - Paraprofessional, High School 6.5 hour per day to Hall Monitor, High School (replaces Brad Mackowick).

Aura Lee Mohrer - Paraprofessional, Red River Area Learning Center, from 6.5 hours per day to 3.25 hours per day and .536 FTE, BA (0) \$14,896.20 for 165 days, Teacher, Red River Area Learning Center, effective September 22, 2008 (replaces Mary Broberg).

New Employees

Nicole Such - Community Education Secretary, Probstfield Center for Education, B21 (0-2) \$ 13.91 per hour, 8 hours per day, effective August 26, 2008 (replaces Peggy Haugstad).

Tammy Schenck - Counseling Office Secretary, High School, B21 (7) \$14.98 per hour, 8 hours per day, effective August 25, 2008 (replaces Bev Hunt).

Gwen Budd - Paraprofessional, High School, B21 (3) \$13.78 per hour, 6.5 hours per day, effective August 28, 2008 (tuition from resident district).

Melissa Quaife - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 5.5 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Lucinda Luhman).

Lottie Lutgen - Food & Nutrition Worker, Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Jennifer Nelson).

Mary Reynolds - Food & Nutrition Worker, Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Darlene Gronbeck).

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BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
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Richard Wickie - Food & Nutrition Worker, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Marlys Winter).

LaShawn Ware - Food & Nutrition Worker, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Mary Lou Murphy).

Marlene Sanabria - Spanish Immersion Teacher, Ellen Hopkins Elementary, MA (7) \$46,122.00, effective August 26, 2008 (replaces Janet Granda).

Chelsea Boehnke - Language Arts Teacher, Horizon Middle School, BA (0) \$30,823.00, effective August 26, 2008 (replaces Kay Schindler).

Jessica Zimmerman - Paraprofessional, Hopkins Elementary B21 (0-2) \$13.57 per hour, 6.5 hours per day, effective August 26, 2008 (tuition from resident district).

Heather Dennis - Breakfast Supervisor, S. G. Reinertsen Elementary, .75 hour per day, \$9.00 per hour, effective September 2, 2008 (replaces Sue Nichols).

Jody Jenson - Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.5 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Rachel Kercher).

Steph Glass - Paraprofessional, EIS, B21 (0-2) \$13.57 per hour, 5.5 hours per day, effective August 26, 2008 (replaces Libby Vargas, FTE shifted to EIS).

Danni Schiltz - Paraprofessional, High School, B21 (3) \$13.78 per hour, 6.5 hours per day, effective August 29, 2008 (tuition from resident district).

Melanie Renslow - Paraprofessional, High School, B21 (4) \$13.99 per hour, 6.5 hours per day effective August 26, 2008 (replacing Patrick Cassidy).

Troy Schuh - Paraprofessional, High School B21 (3) \$13.78 per hour, 6.5 hours per day effective August 26, 2008 (replaces Pat Wavra).

Megan Anderson - ESL Teacher, Robert Asp Elementary, .50 FTE, BA (0) \$15,411.50, effective August 26, 2008 (replaces Katie Oster).

Christie Clarey - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 5.5 hours per day, \$9.00 per hour (replaces Lucinda Luhman).

Eugene Life - Crossing Guard, S. G. Reinertsen Elementary, 3 hours per day, \$9.00 per hour, effective September 2, 2008 (replaces Melanie Renslow).

Trish Hanson - Paraprofessional, High School, B21 (0-2) \$13.57 per hour, 6.5 hours per day, effective August 29, 2008 (replaces Troy Charleston).

Family/Medical Leaves

Patricia Olson - Paraprofessional, S.G. Reinertsen Elementary, beginning August 26, 200 for an undetermined amount of time.

Nicole Blasing - LD/EDB Teacher, Robert Asp Elementary, effective approximately January 28, 2009 for approximately eight weeks.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 8, 2008
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Erica Anderson - Early Risers Family Advocate, Ellen Hopkins Elementary, effective approximately January 21, 2009 for six weeks.

Minutes - Approve the August 11 and 25, 2008 regular meeting minutes.

Claims - Approve the September Claims, subject to audit, in the amount of \$733,285.78.

| | |
|-------------------------|--------------|
| General Fund: | \$705,495.25 |
| Food Fund: | 15,510.69 |
| Community Service Fund: | 12,279.84 |
| TOTAL | \$733,285.78 |

Motion carried 7-0.

OPENING DAY ENROLLMENT: Kazmierczak presented opening enrollment figures for September 2, 2008. An opening day enrollment table provided information about the elementary and secondary schools and also information regarding off-site educational programs. Preliminary opening day K-12 enrollment is 5,422. This number represents an increase of 80 students compared to last year's opening day figure of 5,362. Opening day enrollment was 38 students above the project figure of 5,404.

The largest class is 11th grade at 485 and the smallest is 5th grade at 379. The 11th grade enrollment includes students in the high school and alternative education sites. This year's kindergarten class has 402 students as does grade 12.

The enrollment is expected to fluctuate over the new few days and weeks before stabilizing in October and November. An updated enrollment report and projection will be presented to the school board once enrollment stabilizes.

HORIZON ENERGY AUDIT RECOMMENDATIONS: Kazmierczak presented information regarding the executive summary of findings and associated costs with implementing recommendations detailed in the recently completed energy audit by the Center for Energy and Environment (CEE) for Horizon Middle School. Mark Hancock and Gustav Brandstrom from CEE presented the Recommissioning Report to administration on August 28, 2008. This energy audit, as well as the one completed this spring for S.G. Reinertsen Elementary School by Martin Mechanical Design, provides recommendations based on data collected during several months of study.

**REGULAR MEETING
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INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 8, 2008
PAGE 5**

Implementing CEE's recommendations will result in an estimated annual energy savings of \$141,000. The estimated cost of implementing the recommendations is \$423,000. The estimated payback period is 3.0 years. Financing options will be explored over the course of the next couple of weeks in order to move forward and address the needs at the building in the coming months.

Thompson moved, seconded by Dulski, to accept the recommendations as presented by the Center for Energy and Environment (CEE) and proceed with bidding projects Energy Conservation Opportunities (ECOs) 1 and 2 and project implementation of ECOs 3, 4 and 5. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding Horizon, Hopkins and Reinertsen PTAC meetings and Horizon and Reinertsen Back to School Nights.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave reminded board members of the September 23 MSBA Fall Area meeting in Detroit Lakes and noted a school board/district administration float would be included in this year's Homecoming Parade on October 3. Chair Tomhave also noted the upcoming Moorhead High School Hall of Honor Recognition celebration scheduled for October 4 at 5 p.m. at the Courtyard by Marriott. Tomhave recognized Michael Thrasher in the audience stating Thrasher is running for school board election. Tomhave also reminded school board members of the September 11 special meeting related to election requirements. Thompson stated she would not be attending the September 11 meeting.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:54 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 22, 2008
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 16, 19, 20 and 21.

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

WE ARE PROUD:

*** **We Are Proud** of Moorhead High School student Katie Storlie, who is one of 29 youth in Minnesota selected to serve as a State 4-H Ambassador. Ambassadors are youth leaders for Minnesota 4-H and being selected as an ambassador is the highest honor a 4-H member can achieve. Storlie has been a 4-H member for nine years in Clay County.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Even Start-Partners in Learning Literacy Grant Renewal - Accept the Even Start-Partners in Learning Family Literacy Program grant funding from the Minnesota Department of Education in the amount of \$135,782. The grant provides education for adults, children ages birth-kindergarten, parent education and parent/child interaction time.

Alternative Delivery of Specialized Instructional Services Renewal - Approve the renewal 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. Funding supplements the district's commitment to a 3-tiered process of intervention for academic and behavioral support.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 22, 2008
PAGE 2**

Change in Contracts

Brandon Boelter - Social Studies Teacher, High School from .83 FTE to 1.00 FTE, effective August 26, 2005 (.17 of Ann Hagen).

Armando Flores - Paraprofessional, Red River Area Learning Center, 20 hours per week to 16.25 hour per week, effective August 27, 2008.

Megan Ramsey - Paraprofessional, Red River Area Learning Center, from 16.25 hours per week to 35 hours per week, 3.75 hours per week, effective August 27, 2008 and 15 hours per week, effective September 22, 2008 (replaces Armando Flores and Aura Lee Mohror).

New Employees

Allison Hunt - Early Childhood Teacher, 4.8 hours per week, \$24.71 per hour, effective September 10, 2008 (replaces Teresa Haider, no longer teaching class).

Rachel Stalberger - Early Childhood Teacher, 13.20 hours per week, \$24.71 per hour, effective September 3, 2008 (replaces Jenny Cantler).

Paula Flores - Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective September 10, 2008 (replaces Jill Perryman).

Julie Viou - Paraprofessional, Partners in Learning, 9.6 hours per week, \$9.75 per hour, effective September 16, 2008 (increase in students).

Resignation

Nancy Halvorson - Paraprofessional, High School, effective September 26, 2008.

Motion carried 7-0.

OTHER POST-EMPLOYMENT BENEFITS (OPEB) BONDS: Joel Sutter, Ehlers & Associates, provided background information on OPEB funding options. OPEB liabilities may now be covered by school districts through the issuance of bonds. According to Minnesota Session Laws 2008, Chapter 154, a political subdivision that creates an actuarial liability to pay post-employment benefits to employees after their termination of service may establish a trust to pay those benefits. This trust would be funded through the issuance of general obligation bonds. Voter approval is not required for these bonds.

As the school district examines the tax impact of issuing OPEB bonds, consideration is given due to the existing excess operating levy expiring at the close of the current fiscal year. This levy is no longer part of the district's annual levy beginning with fiscal year 2010 resulting in a

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 22, 2008
PAGE 3**

significant loss of revenue for the district. The increase in the district's tax levy as a result of OPEB bonding would be largely mitigated by the expiration of the existing excess operating levy. OPEB bonding would allow the district to decrease their projected deficit and reduce the impact of inevitable future budget reductions.

Siggerud moved, seconded by Fagerlie, to approve the Resolution Providing for Sale of General Obligation Taxable OPEB Bonds; Covenanting and Obligating the District to be Bound by and to Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds. Siggerud and Fagerlie withdrew their motion and second.

Siggerud moved, seconded by Fagerlie, to approve the Resolution Providing for Sale of General Obligation Taxable OPEB Bonds; Covenanting and Obligating the District to be Bound by and to Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds in the amount of \$10,585,000. Motion carried 7-0.

The resolution preserves the district's option prior to the September 30 levy certification deadline. Administration will present a recommendation at a later date whether or not to sell bonds for OPEB liabilities.

MOORHEAD HIGH SCHOOL HALL OF HONOR: Gene Boyle, Moorhead High School Principal, 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. Beginning with eight inaugural members in 2004, 24 members have been inducted into the Hall of Honor. This fall, five members will be recognized at an induction ceremony on October 4. The MHS Hall of Honor 2008 inductees are Paula W. Bauck, Julie A. Buckley, M.D., Olaus J. Murie, Phil Seljevold, and Hartvick "Shocky" Strand.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Curt Borge, Gene Boyle, Pam Gibb, Don Hulbert, Donna Richards, Karin Schumacher, Margaret Stene, and Matt Valan. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 22, 2008
PAGE 4**

Boyle announced the Minnesota Supreme Court will hear oral arguments of a real case at Moorhead High School on October 7. The program will give students an opportunity to witness the Court at work and interact with the Justices through several assembly and classroom opportunities scheduled throughout the day.

2007-2008 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT: Kovash reviewed the 2007-2008 Annual Report on Curriculum, Instruction and Student Achievement.

Erickson moved, seconded by Ladwig, to direct administration to print and prepare final copies of the 2007-2008 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, 2008. Motion carried 7-0.

CERTIFICATION OF 2008 PAYABLE 2009 PROPOSED PROPERTY TAX LEVY: Thompson moved, seconded by Ladwig, to approve the Maximum for the 2008 Payable 2009 Proposed Property Tax Levy. Motion carried 7-0.

The levy must be approved and sent to the county auditor by September 30. By approving the maximum, the amount may be lowered, if necessary, when finalized in December.

FIRST READING OF POLICIES: A first reading was conducted on the following policies: Equal Employment Opportunity Statement (401), Employment Background Checks (413), Part-Time and Substitute Staff Salaries (415), Chemical Use and Abuse (420), Family and Medical Leave (422), Subpoena of a School District Employee (443), Communicable Disease Control and Infectious Conditions (531), Prohibition of Harassment and Violence (570), Drug-Free Workplace/Drug-Free School (572), Tobacco-Free Environment (573), Field Trips (632), and School District Automated External Defibrillator (AED) Policy (713).

Dulski left the meeting at 8:13 p.m. and returned at 8:15 p.m.

COMMITTEE REPORTS: Brief reports were heard regarding the Safe and Healthy Learners Committee, Health/Safety/Wellness Committee, Instruction and Curriculum Advisory Committee, Early Childhood Advisory Committee, Interagency Early Intervention Committee, Indian Education Parent Committee, and Policy Review Committee meetings. Ladwig mentioned Web site www.parentsknow.state.mn.us has numerous links of parent information.

**REGULAR MEETING
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PROBSTFIELD CENTER FOR EDUCATION
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PAGE 5**

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave noted travel arrangements for the MSBA Fall Area meeting in Detroit Lakes would be discussed immediately after the board meeting. Tomhave reminded board members of their participation at the October 3 Homecoming Parade and the October 4 Hall of Honor Recognition Ceremony. Board members interested in attending "An Informal Evening with the Minnesota Supreme Court" on October 6 were asked to contact Michelle.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:24 p.m.

Cindy Fagerlie, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 11, 2008
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: Mike Siggerud and Kristine Thompson.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 5 and 6.

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

APPROVAL OF RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL

ELECTION: Dulski moved, seconded by Ladwig, to approve the Resolution relating to the Election of School Board Members and Calling the School District General Election. Motion carried 5-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 5:32 p.m.

Cindy Fagerlie, Clerk



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.039

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 8, 2008

SUBJECT: Recommendation for Director of Curriculum and Professional Development

The recruitment, screening and selection process for the position of director of curriculum and professional development has been conducted. The collaborative committee working on this task selected three semifinalists to be interviewed from a field of 12 candidates. After the interviews, the committee advanced two finalists for consideration by the Superintendent. After completion of background and reference checks and a second interview, a finalist has been selected.

I am pleased to recommend Melanie Aamodt to be named to the position. She has 24 years of experience in the instruction and supervision of elementary, secondary and special education. Since 1998, Aamodt has worked as a principal for the Temecula Valley Unified School District in Temecula, Calif. Most recently she has served as principal of Redhawk Elementary School. Prior to that she was an assistant principal and teacher in California. Before moving to California, Aamodt taught in Lake Park and Detroit Lakes, Minn.

Aamodt earned a bachelor of arts in secondary education from Concordia College, Moorhead, and a master's degree in special education from Minnesota State University Moorhead. After moving to California she obtained California administrative services credentials and has California credentials for social studies, special education and administration.

Excerpts from reference letters speak highly of her abilities in instituting professional development programs using research-based instructional strategies and being a leader in providing appropriate and creative interventions for struggling students. They also speak to her naturally warm and friendly personality and that she has been well liked and respected by students, staff and parents. She is highly intelligent, possesses a strong work ethic and is a true team member.

Following are some of the Aamodt's strengths as identified by the selection committee:

- Broad range of educational experience K-12
- Uses data to set goals
- Ability to interact with and engage people
- Willingness to listen
- Uses a team approach
- Advanced degrees
- Energetic
- Sense of humor
- Problem-solving skills

Suggested Resolution: Move to approve the recommendation of the administration that effective October 13, 2008, Melanie Aamodt assume the position of director of curriculum and professional development at D63, Step 8 of the Moorhead Supervisors' Association Master Agreement at a prorated salary of \$63,234.05 for the 2008-09 school year.


LAK:mde



Office of Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.09.022 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: October 7, 2008

SUBJECT: Major Magnitude Field Trip to Washington, D.C. – Close Up Program

Attached is information regarding a proposed Major Magnitude Field Trip through Close-Up for Moorhead High School students to travel to Washington, D.C. March 15, 2009 through March 21, 2009.

The trip will cost approximately \$1,899 per student. Students will be funding the trip through their own expense and through student fundraising.

SUGGESTED RESOLUTION: Move to approve the Major Magnitude Field Trip through Close-Up to Washington, D.C. March 15, 2009 through March 21, 2009.

WAK/kmr
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude Field Trip Request Form

Section I

Preliminary Approval

Field Trip Request Name: Moorhead Senior High School Close Up

Type of Trip: Curricular Co-curricular

Date of Request: 9/17/08

School Board Presentation Date: 10/13/08

Staff/Advisor Requesting: Brandon Boelter

Phone/Extention: 284-2484

Purpose of the Trip: The purpose of the trip is to explore Washington D. C, visit the memorials and monuments, meet with elected officials and gain a better understanding of democracy. Since 1971, Close Up (a national organization) has provided programs that are safe, fun and known for their impact on student attitudes. Our programs are exciting for teachers and students as they explore the inner workings of Washington, meet with elected officials, policy experts and media, and live and learn with peers from across the country.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: This is a government led experience for students. Students take part in roundtable discussions, debates and meet with members of Congress. Students are involved in activities from 7:00 am – 10:00 pm. Students meet with key people in government, law, business and media to gain real-world insights into how DC works. They meet with members of Congress (or staff), discuss hot issues with policy experts and dialogue with journalists about how the media shapes policy. Students also experience the stunning vistas of DC's monuments – using Close up's unique methodology that enables them to connect history to the roles they play in our democracy today. In short, Washington is used as a living classroom to give students insights that transcend the typical travel experience.

Trip Destination: Washington, D.C.

Date of Trip Departure: March 15, 2009

Return Date: March 21, 2009

Number of School Days Involved: 0

Number of Students Involved: Planning for 10-20

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

 X (if needed) Attached accommodation plans for any student with IEP/504 plan;

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

 X Attached plans for parental notification and approval;

 X Attached list of accompanying staff. Number of Chaperones needed for the trip 1-2

Authorization Signature of Building Principal: Gene Bayle

Signature of Superintendent/Assistant Superintendent: _____

Board Approval Date: _____

Thank you for considering our proposal. Last year, I had the privilege of accompanying seventeen students to Washington D.C. through the Close Up Foundation. The trip was a huge success, so once again we are asking for support for a group of students to attend Close Up.

The 7- day Classic Close Up package has been chosen. The dates of the trip are March 15- 21. This corresponds with a spring break for students. The flight would be from Fargo to Washington, D.C. The current flight price is not available at this time as Close Up is still negotiating the price with the airlines. Tentatively the cost for the flight would be \$520. The price for the week in Washington D.C. includes tuition, meals, lodging, transportation and other costs associated with the program, is \$1379. The costs are determined by Close Up as follows:

| | |
|---|--------|
| Program Tuition | \$ 518 |
| Room, Board, and in-town transportation | \$ 672 |
| Safety and security | \$ 74 |
| Activities | \$ 115 |
| Student program price | \$1379 |
| Adult program price | \$1729 |

The Close Up Foundation provides the cost for one chaperone, if six people are enrolled in the program. Of those six, any number can be a parent. If a total of twenty people are signed up to attend, two chaperones will be paid for. Currently, Brandon Boelter and Audrey Erickson are interested in chaperoning. Due to the uncertainty of the number of registrants, it is difficult to determine the chaperones at this time.

Pending school board approval, a student meeting will be planned to provide students information about Close Up. After that meeting, teachers will meet with parents of interested students. The students will be responsible for their own funding of the trips.

If there are any other questions, please contact Bonnie Stafford or Brandon Bolter.

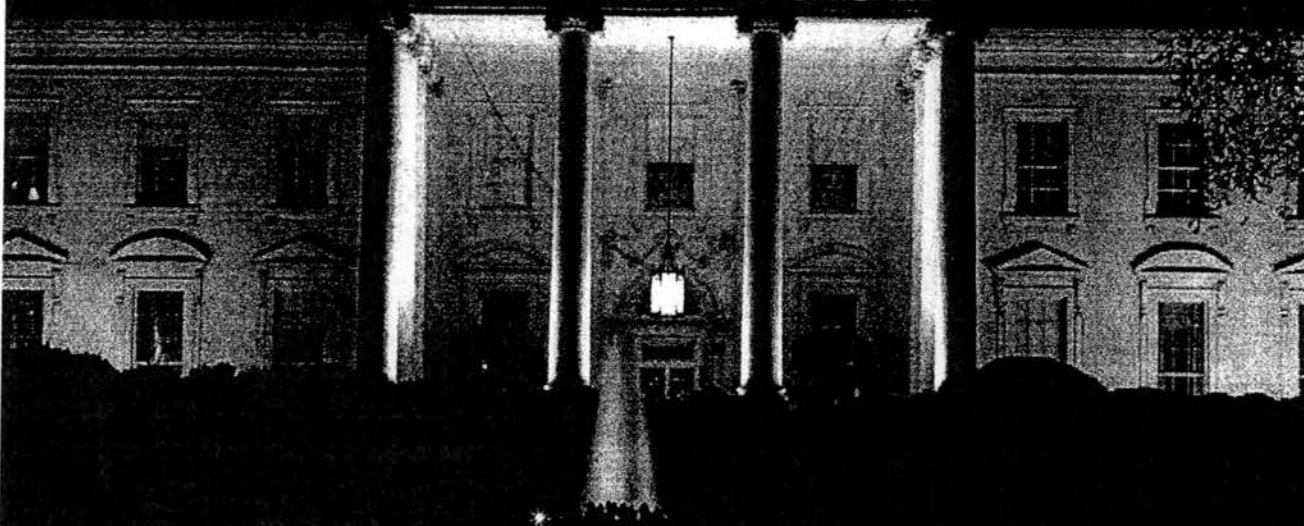
Thank you!

Social Studies Teachers – Moorhead High School

Bonnie Stafford
218-284-2487

Brandon Boelter
218-284-2484

BRING YOUR STUDENTS TO Washington DC IN 2009



High School

CloseUp.org

The Student Experience 2008-09

SATURDAY: EARLY ARRIVAL OPTION

SUNDAY: ARRIVAL AND CHECK-IN

- ▶ Orientation dinner with peers
- ▶ Visit Iwo Jima Memorial (*scenic view of DC*)
- ▶ Student workshop on current issues

MONDAY: 3 FACES OF DEMOCRACY

- ▶ Memorials: Jefferson, FDR & Lincoln
- ▶ Executive Branch: Visit White House
- ▶ Debate hot topics with policy experts

TUESDAY: U.S. ROLE IN THE GLOBAL COMMUNITY

- ▶ Memorials: WWII, Korean & Vietnam War
- ▶ Q & A with global policy expert
- ▶ Student-led Mock Congress and role play
- ▶ Option: Williamsburg (return on Wednesday)

WEDNESDAY: CAPITOL HILL DAY

- ▶ Meet members of Congress or staff
- ▶ Visit Supreme Court & Library of Congress
- ▶ Evening visit to key monuments or cultural event

THURSDAY: DISCOVERING DC

- ▶ On your own—or electives led by our staff*
- ▶ Option: TV show at Newseum (on C-SPAN)
- ▶ Graduation banquet and dance

FRIDAY: DEPARTURE DAY

- ▶ Option: Extra day in DC, depart on Saturday
- ▶ Option: Go to New York, depart on Sunday

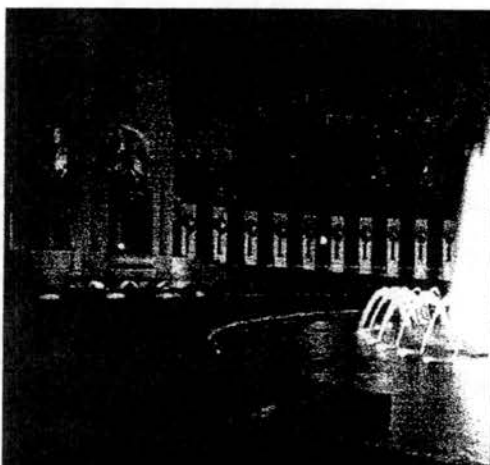
*Arlington Cemetery, Mall, Smithsonians, Holocaust Museum, Newseum, Mt. Vernon, Colleges, and more



Your students can
earn credit from

UNIVERSITY of VIRGINIA





Getting Started

- 1 Pick your date
- 2 Pick your program
- 3 Register at CloseUp.org
- 4 Recruit students

Question?
800-256-7387



Why Close Up?

- *Insiders' view* of Washington
- Expert instructional staff
- Curriculum based on state standards
- Organized Capitol Hill Day; meet Congress or staff
- Students live and learn with peers across the country
- Credit from University of Virginia for students (option)
- 4 decades of experience; 650,000 alums
- Need-based financial aid from Congress
- Safety is our #1 priority
- Dedicated team to arrange your travel
- *We're a non-profit dedicated to inspiring our nation's youth*

Why DC this year?

- There's a new President and new Congress in town
- Experience the new Capitol Hill Visitors Center
- Feel the media buzz at the new Newseum

What's in it for you?

- Free trip plus *honorarium* based on group size
- Close-in hotels put you at the center of action
- Separate teacher program led by our Specialists
- Network with peers from across the country

High School Programs 2008-09

Washington DC—Our Flagship Program

- Nov-July Starts every Sun; 6 days/ 5 nights

Washington DC—Same Flagship + Special Theme

- Nov 2 Election 2008 theme
- Nov 9 DC & Williamsburg
- Nov 16 DC & Williamsburg
- Nov 29 DC & Williamsburg (starts Sat)
- Dec 7 New York option*
- Jan 17 Inauguration (starts Sat)
- Jan 25 Incoming President's 1st Week
- Feb 22 New York option*
- Mar 22 New York option*
- Apr 19 New York option*
- May 24 New York option*
- Jun 21 New York option*
- July 4 America's Birthday (starts Thur July 2)

*You can add this adventure to the end of our flagship program.

New Program Options

- Jun-July *Student Summer Academy*. Requires teacher approval.
- Jan-Dec *Make Your Own DC*. Customized to meet your needs.



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo TL.09.030 R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 7, 2008

RE: Staff Development Report

Attached is a copy of the district staff development report for the 2007-2008 school year. Highlights of the report will be shared with the board. This report has been completed in compliance with Minnesota Statute 122A.60 and will be included as a part of the report to the legislature.

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 2007-08 school year as presented 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. §122A.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 0152-01 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 stipulations for staff development allocations; two percent reserved revenue and any additional funding legislation related to:

*Revenue Expenditures * Staff Development Planning * Staff Development Outcomes

We 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 2007-2008 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 of 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 of research based practices.

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.

SGR staff will work together to improve math instruction strategies.

SGR staff will work together to improve literacy instruction.

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.

Horizon Middle School teachers and support staff will receive support, particularly in the areas of reading and math, in reaching our student goal.

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 share data from previous years on student participation, established student participation goal and urged all students to take all assessments seriously.

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.

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 RRALC will collaborate on the use of techniques to improve participation on the MCA II.

RRALC staff will develop proficiency in data driven decision making related to instruction in reading/language., ie. MCA II, MAP, grades, common assessment and related instructional strategies.

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

District Data Summary Report

District: 0152-01 MOORHEAD

| | | | |
|--|--------|------------------------|-----------------------------|
| Number of Student Achievement Goals: | | 2 | |
| Related Subject Areas: | Number | Percent of Total Goals | |
| Science | 0 | 0.00% | |
| Math | 1 | 50.00% | |
| Math/Science | 0 | 0.00% | |
| Reading | 1 | 50.00% | |
| Art/Music | 0 | 0.00% | |
| Writing | 0 | 0.00% | |
| Language Arts | 0 | 0.00% | |
| Health/PhyEd | 0 | 0.00% | |
| Other | 0 | 0.00% | |
| Total Number of District Staff Development Goals: | | 2 | |
| District Staff Development Goals that were related to school site student achievement goals. | | 2 | |
| Total Number of Activities identified at the district level: | | 6 | |
| Total number of each identified design or structure: | Number | Percent of Total Goals | Percent of Total Activities |
| Conduct Action Research | 8 | 100.00% | 100.00% |
| Content Coaching/Instructional Coaching | 8 | 100.00% | 100.00% |
| Demonstration Teaching | 1 | 50.00% | 12.50% |
| Design and Evaluate Assessment | 1 | 50.00% | 12.50% |
| Develop Curriculum | 3 | 100.00% | 37.50% |
| Examine Data - Student and Staff | 8 | 100.00% | 100.00% |
| Examine/Analyze Student Work | 8 | 100.00% | 100.00% |
| Lesson Study | 7 | 100.00% | 87.50% |
| Participate in ongoing training | 8 | 100.00% | 100.00% |
| Peer or Cognitive Coaching | 3 | 50.00% | 37.50% |
| Practice with Reflection | 4 | 100.00% | 50.00% |
| Professional Learning Communities | 8 | 100.00% | 100.00% |
| Team Meetings with Instructional Focus | 7 | 100.00% | 87.50% |
| Team Teaching | 3 | 100.00% | 37.50% |
| Train the Trainer | 1 | 50.00% | 12.50% |
| Work in Study Groups | 7 | 100.00% | 87.50% |
| Total for each HQ Staff Development Component: | Number | Percent of Total Goals | Percent of Total Activities |
| | | | |

District Data Summary Report

District: 0152-01 MOORHEAD

| | | | |
|--|---|---------|---------|
| Advanced teacher understanding of effective instruction strategies using scientifically based research. | 7 | 100.00% | 87.50% |
| Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified. | 8 | 100.00% | 100.00% |
| Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards. | 7 | 100.00% | 87.50% |
| Included the use of data and assessments to inform classroom practice. | 8 | 100.00% | 100.00% |
| Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children. | 5 | 100.00% | 62.50% |
| Provide instruction in methods of teaching children with special needs. | 3 | 50.00% | 37.50% |
| Provide technology training to improve teaching and learning. | 2 | 100.00% | 25.00% |
| Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade. | 1 | 50.00% | 12.50% |
| Total for each HQ Activity: | | | |
| An integral part of school board, district-wide and school-wide educational improvement plans. | 8 | 100.00% | 100.00% |
| Developed with extensive participation of teachers, principals, parents, and administrators. | 8 | 100.00% | 100.00% |
| Evaluated regularly to improve the quality of future professional development. | 8 | 100.00% | 100.00% |
| Sustained, intensive, and classroom focused; they were not one-day or short-term workshops. | 8 | 100.00% | 100.00% |
| Goals to Continue Next Year: | 2 | 100.00% | |
| Goals NOT to Continue Next Year: | 0 | 0.00% | |



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo TL.09.028 R

TO: School Board

FROM: Lynne A. Kovash *LAK*

DATE: October 7, 2008

RE: Building and District Profiles

Attached is the draft of the Building and District Profiles for the five-year period from 2003-04 through 2007-08. 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 October 27, 2008 meeting.

LAK/kmr
Attachment

Moorhead Area Public Schools District and School Profiles



2003-04 through 2007-08
Draft

October 8, 2008

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



Moorhead Area Public Schools

District Data

2003-04 through 2007-08

Moorhead District 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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade.

These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

2005 Reading Achievement and Growth Norms (RIT values)

| Grade | FALL | | SPRING | | Ending Grade | MEAN GROWTH | | |
|-------|--------|-------|--------|-------|--------------|----------------|--------------|------------------|
| | Median | Mean | Median | Mean | | Fall to Spring | Fall to Fall | Spring to Spring |
| 2 | 178 | 177.2 | 190 | 188.2 | 2 | 13.1 | n/a | n/a |
| 3 | 192 | 190.3 | 200 | 197.9 | 3 | 9.1 | 14.4 | 10.7 |
| 4 | 201 | 199.1 | 207 | 205.0 | 4 | 6.5 | 9.7 | 7.6 |
| 5 | 208 | 205.8 | 212 | 210.6 | 5 | 5.4 | 7.1 | 6.3 |
| 6 | 213 | 211.0 | 217 | 215.0 | 6 | 4.3 | 5.4 | 4.6 |
| 7 | 217 | 214.8 | 220 | 218.1 | 7 | 3.4 | 4.4 | 3.7 |
| 8 | 220 | 218.2 | 223 | 221.3 | 8 | 3.2 | 3.9 | 3.7 |
| 9 | 223 | 220.7 | 225 | 223.1 | 9 | 1.6 | 3.0 | 1.7 |
| 10 | 226 | 223.6 | 227 | 224.1 | 10 | 0.5 | 2.4 | 1.8 |

2005 Mathematics Achievement and Growth Norms (RIT values)

| Grade | FALL | | SPRING | | Ending Grade | MEAN GROWTH | | |
|-------|--------|-------|--------|-------|--------------|----------------|--------------|------------------|
| | Median | Mean | Median | Mean | | Fall to Spring | Fall to Fall | Spring to Spring |
| 2 | 179 | 179.3 | 191 | 190.6 | 2 | 13.9 | n/a | n/a |
| 3 | 193 | 192.3 | 202 | 201.7 | 3 | 10.9 | 15.1 | 12.0 |
| 4 | 203 | 202.7 | 211 | 210.4 | 4 | 8.8 | 11.5 | 9.5 |
| 5 | 211 | 211.2 | 219 | 216.3 | 5 | 8.7 | 9.2 | 9.0 |
| 6 | 218 | 217.4 | 224 | 223.3 | 6 | 7.2 | 7.6 | 6.1 |
| 7 | 225 | 223.4 | 229 | 228.0 | 7 | 6.0 | 7.2 | 6.1 |
| 8 | 230 | 228.5 | 234 | 232.8 | 8 | 5.2 | 6.6 | 6.1 |
| 9 | 234 | 231.7 | 239 | 236.2 | 9 | 3.2 | 5.0 | 3.9 |
| 10 | 238 | 235.6 | 240 | 236.1 | 10 | 2.8 | 3.8 | 3.2 |

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

1. 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 |

2. Teacher Attendance

The information is gathered from Region I SMART Human Resource System. The days are calculated by aggregating days of leave in each category.

Moorhead District Demographics

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Attendance Rate | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| | 95.36% | 92.20% | 94.00% | 94.56% | 95.00% |
| 2. Average Daily Attendance (ADA) | 4866 | 4799 | 4864 | 4937 | 4926 |
| 3. Average Daily Membership (ADM) | 5103 | 5205 | 5175 | 5221 | 5052 |
| 4. English Language Learners | | | | | |
| (ELL-State Reimbursement) | 349 | 509 | 433 | 376 | 391 |
| (ELL Students Served) | 349 | 509 | 433 | 454 | 431 |
| 5. Enrollment as of October 1 | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 329 | 399 | 381 | 422 | 338 |
| Grade 1 | 352 | 352 | 415 | 399 | 427 |
| Grade 2 | 357 | 361 | 357 | 411 | 392 |
| Grade 3 | 402 | 357 | 369 | 352 | 411 |
| Grade 4 | 335 | 389 | 358 | 378 | 357 |
| Grade 5 | 410 | 338 | 383 | 371 | 385 |
| Grade 6 | 439 | 425 | 356 | 414 | 367 |
| Grade 7 | 409 | 440 | 425 | 362 | 428 |
| Grade 8 | 427 | 414 | 445 | 433 | 373 |
| Grade 9 | 456 | 446 | 442 | 462 | 437 |
| Grade 10 | 434 | 494 | 450 | 424 | 461 |
| Grade 11 | 474 | 422 | 478 | 452 | 431 |
| Grade 12 | 465 | 478 | 434 | 456 | 446 |
| Self Contained | 10 | 5 | 4 | 3 | 7 |
| Total | 5299 | 5320 | 5297 | 5339 | 5437 |
| 6. Ethnicity | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 168 | 171 | 166 | 169 | 170 |
| | 3.12% | 3.26% | 3.17% | 3.17% | 3.13% |
| Asian | 80 | 78 | 78 | 88 | 86 |
| | 1.49% | 1.48% | 1.49% | 1.65% | 1.59% |
| Hispanic | 451 | 439 | 442 | 455 | 471 |
| | 8.38% | 8.36% | 8.44% | 8.53% | 8.67% |
| Black | 136 | 132 | 133 | 158 | 166 |
| | 2.53% | 2.51% | 2.54% | 2.96% | 3.06% |
| White | 4545 | 4433 | 4421 | 4469 | 4544 |
| | 84.48% | 84.39% | 84.37% | 83.71% | 83.58% |
| Percent Minority | 15.52% | 15.61% | 15.63% | 16.29% | 16.45% |

Moorhead District Demographics

| 7. Free and Reduced Lunch Program | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 1235 | 1091 | 1305 | 1245 | 1302 |
| Reduced | 268 | 275 | 280 | 348 | 344 |
| % of Free & Reduced | 28% | 25% | 29.7% | 29.2% | 30.3% |

8. Home Language

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 2 | 2 | 0 | 0 |
| Albanian | 12 | 17 | 23 | 20 | 24 |
| American Sign Language (ASL) | 1 | 1 | 3 | 1 | 1 |
| Amharic | 1 | 0 | 0 | 0 | 0 |
| Arabic | 11 | 10 | 12 | 7 | 12 |
| Cambodian | 0 | 0 | 6 | 1 | 0 |
| Cebuano | 0 | 0 | 1 | 1 | 0 |
| Chinese | 5 | 3 | 3 | 5 | 4 |
| Cutchi | 1 | 2 | 3 | 2 | 1 |
| Dakotah | 5 | 9 | 6 | 5 | 8 |
| Dutch | 0 | 1 | 0 | 0 | 0 |
| English | 5329 | 5145 | 5040 | 5596 | 5098 |
| Estonian | 1 | 0 | 0 | 0 | 0 |
| French | 0 | 2 | 0 | 0 | 0 |
| German | 8 | 11 | 3 | 4 | 1 |
| Hawaiian | 3 | 3 | 3 | 3 | 3 |
| Hindi | 5 | 3 | 4 | 1 | 0 |
| Japanese | 1 | 1 | 1 | 1 | 1 |
| Korean | 3 | 3 | 3 | 4 | 4 |
| Kurdish | 126 | 131 | 121 | 128 | 140 |
| Laotian | 3 | 4 | 3 | 1 | 0 |
| Mongolian | 0 | 0 | 1 | 0 | 0 |
| Nepali | 0 | 0 | 2 | 2 | 1 |
| Norwegian | 1 | 0 | 1 | 0 | 0 |
| Okinawan | 0 | 0 | 0 | 0 | 0 |
| Persian | 4 | 5 | 3 | 2 | 0 |
| Polish | 1 | 0 | 0 | 1 | 0 |
| Portuguese | 1 | 1 | 0 | 0 | 1 |
| Russian | 6 | 7 | 8 | 7 | 8 |
| Serbo-Croatian | 15 | 26 | 33 | 38 | 46 |
| Somali | 24 | 19 | 17 | 15 | 28 |
| Spanish | 409 | 438 | 410 | 361 | 364 |
| Swahili | 4 | 5 | 6 | 3 | 2 |
| Swedish | 4 | 2 | 1 | 2 | 1 |
| Thai | 1 | 1 | 0 | 0 | 1 |
| Turkish | 1 | 1 | 1 | 1 | 1 |
| Ukrainian | 0 | 0 | 1 | 0 | 0 |
| Vietnamese | 27 | 28 | 25 | 41 | 45 |

Moorhead District Demographics

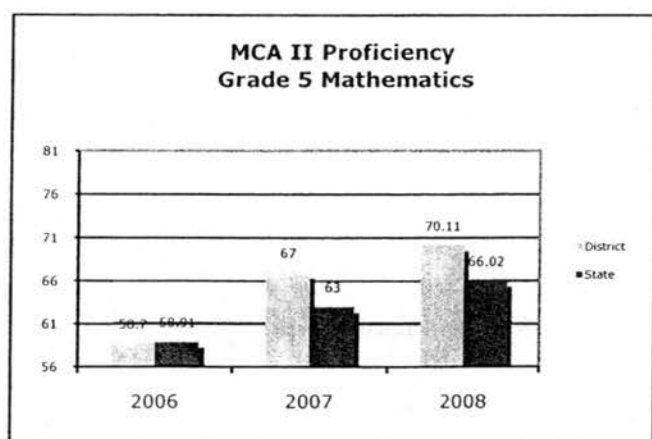
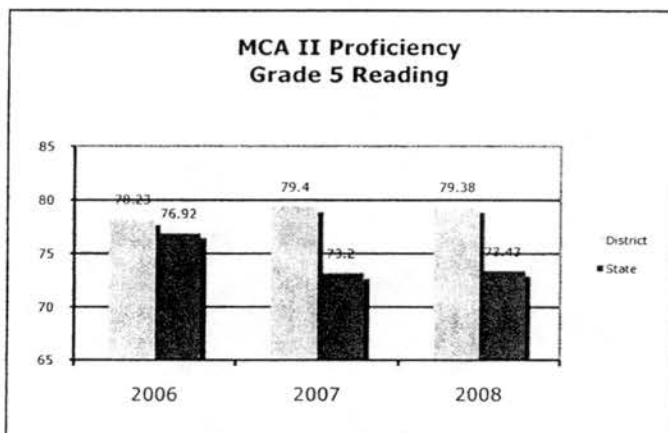
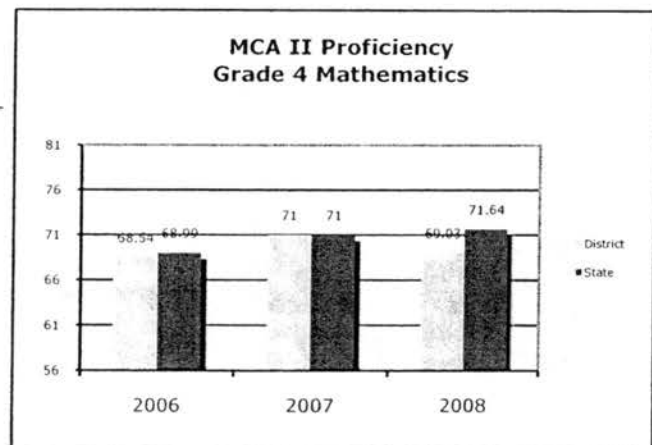
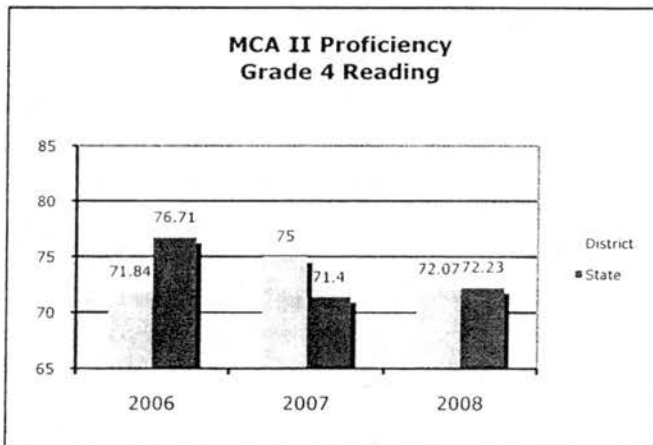
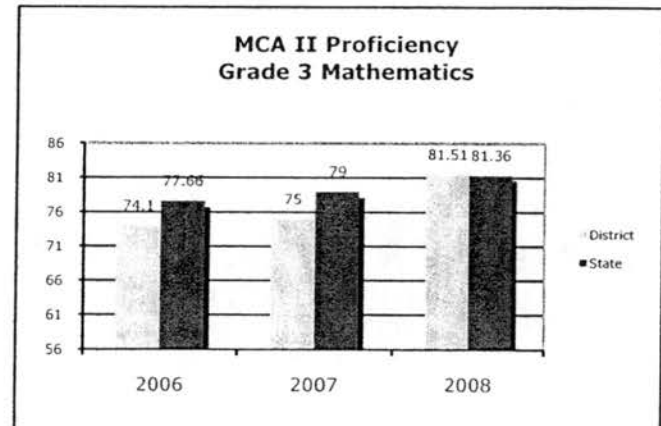
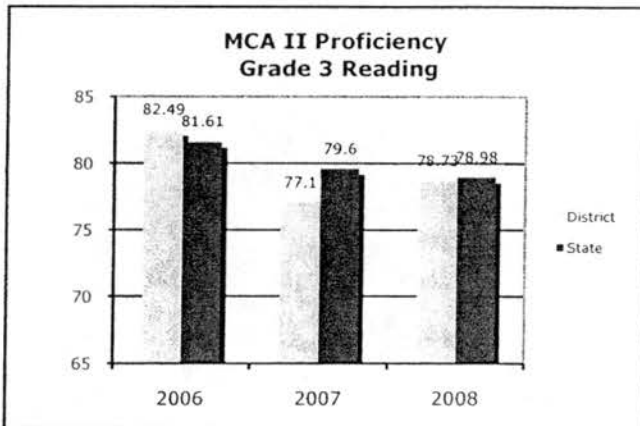
| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 9. Home Schooled Students | 116 | 112 | 110 | 113 | 120 |
| 10. Migrant Students | 165 | 191 | 254 | 144 | 142 |
| 11. Mobility | | | | | |
| Transfers Into District | 469 | 530 | 686 | 748 | 579 |
| Transfers Out of District | 317 | 418 | 537 | 554 | 332 |
| 12. Open Enrolled Students | | | | | |
| Into Moorhead | 114 | 146 | 114 | 131 | 161 |
| Out of Moorhead | 229 | 323 | 270 | 261 | 346 |
| 13. Private School Enrollment | 478 | 451 | 486 | 455 | 547 |
| 14. Spanish Immersion Program | | | | | |
| Enrollment | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 40 | 64 | 41 | 46 | 46 |
| Grade 1 | 47 | 32 | 60 | 41 | 45 |
| Grade 2 | 32 | 45 | 32 | 53 | 40 |
| Grade 3 | 38 | 31 | 44 | 31 | 52 |
| Grade 4 | 27 | 32 | 32 | 42 | 28 |
| Grade 5 | 21 | 22 | 32 | 28 | 37 |
| Total | 205 | 226 | 241 | 241 | 248 |
| 15. Special Education Status | <u>Dec. 03</u> | <u>Dec. 04</u> | <u>Dec. 05</u> | <u>Dec. 06</u> | <u>Dec. 07</u> |
| (December Child Count) | | | | | |
| Speech/Language Impaired | 154 | 155 | 165 | 170 | 176 |
| DCD Mild Moderate | 38 | 30 | 32 | 38 | 42 |
| DCD Severe | 18 | 20 | 12 | 9 | 6 |
| Physically Impaired | 24 | 22 | 23 | 17 | 19 |
| Deaf/Hard of Hearing | 20 | 23 | 24 | 20 | 20 |
| Visual Impairment | 5 | 3 | 0 | 1 | 1 |
| Specific Learning Disability | 245 | 210 | 197 | 182 | 159 |
| Emotional Behavioral Disorders | 114 | 96 | 81 | 83 | 79 |
| Deaf-Blind | 0 | 1 | 1 | 0 | 0 |
| Other Health Disabilities | 193 | 195 | 194 | 179 | 188 |
| Autism Spectrum Disorders | 44 | 55 | 56 | 59 | 67 |
| Development Delay | 100 | 114 | 118 | 136 | 150 |
| Traumatic Brain Injury | 2 | 4 | 5 | 6 | 5 |
| Severely Multiple Impaired | 0 | 0 | 5 | 5 | 6 |
| Total Disabilities Served | 957 | 928 | 913 | 905 | 918 |
| 16. Students Transported | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| | 60.0% | 78.4% | 77.8% | 74.8% | 79.8% |

Moorhead District Achievements

1. Minnesota Comprehensive Assessments (MCA-II)

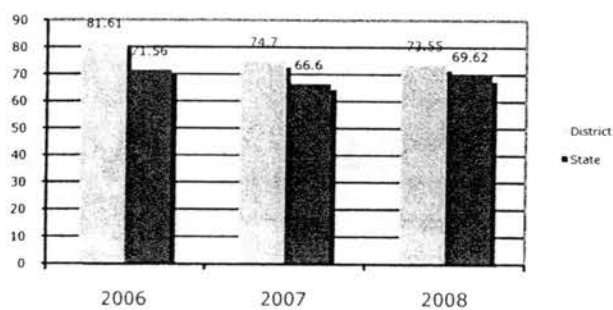
2007 and 2008 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.
2006 MCA-II math results include ELLs' scores.

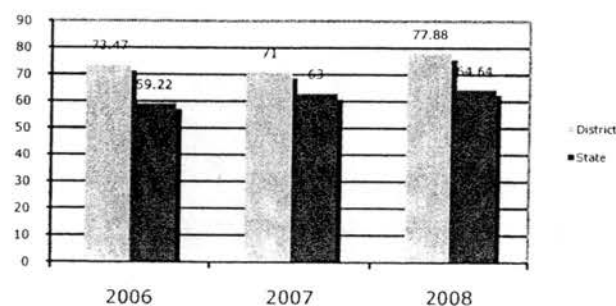


Moorhead District Achievements

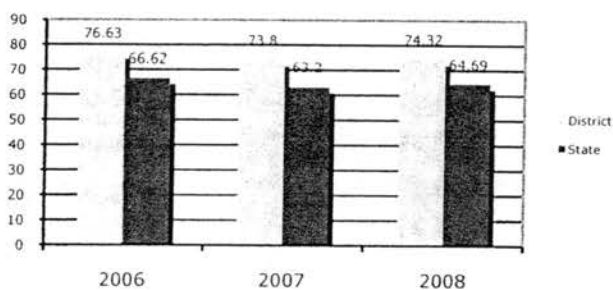
MCA II Proficiency Grade 6 Reading



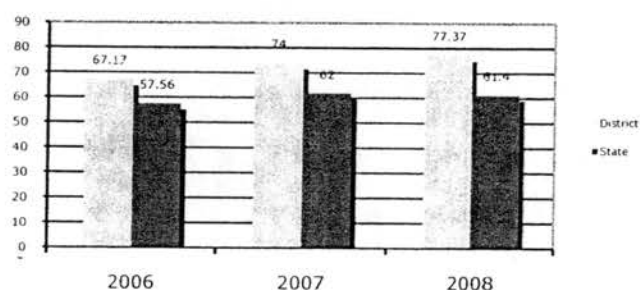
MCA II Proficiency Grade 6 Mathematics



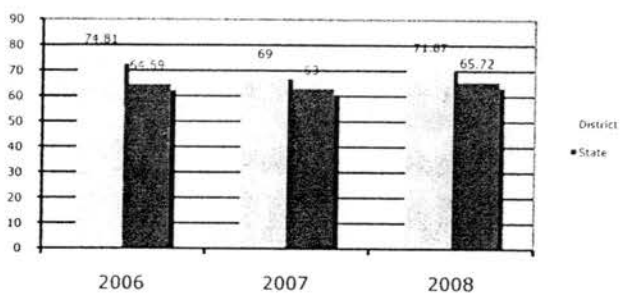
MCA Proficiency Grade 7 Reading



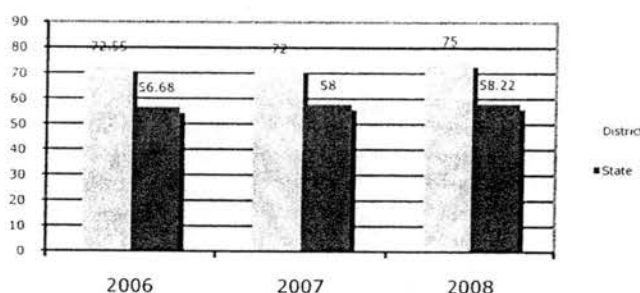
MCA II Proficiency Grade 7 Mathematics



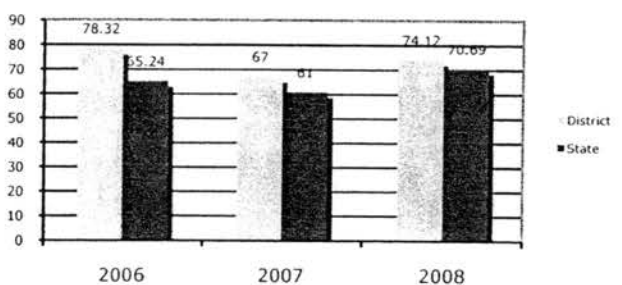
MCA II Proficiency Grade 8 Reading



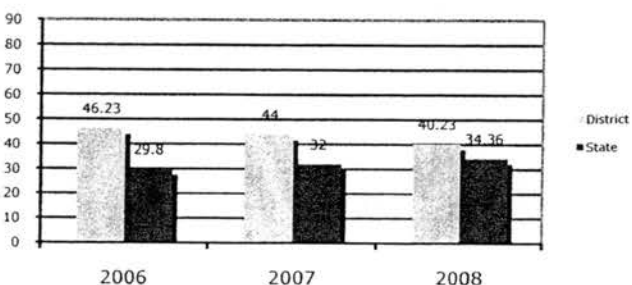
MCA II Proficiency Grade 8 Mathematics



MCA II Proficiency Grade 10 Reading

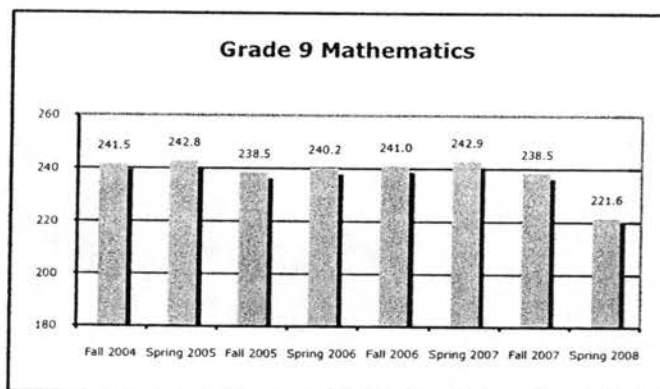
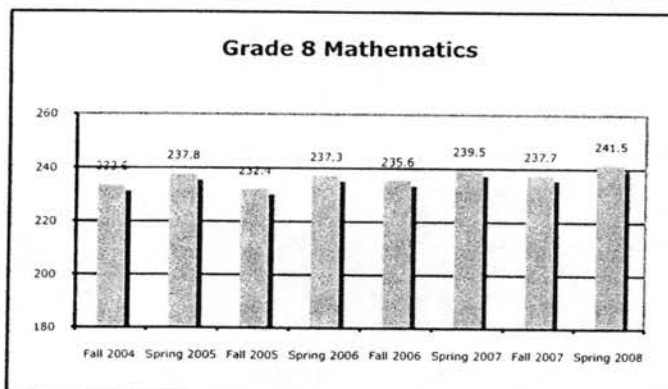
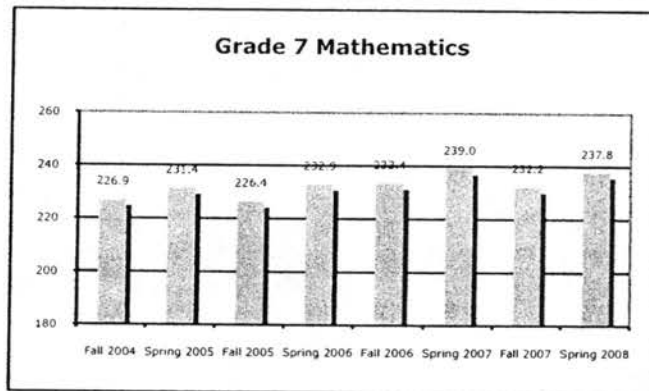
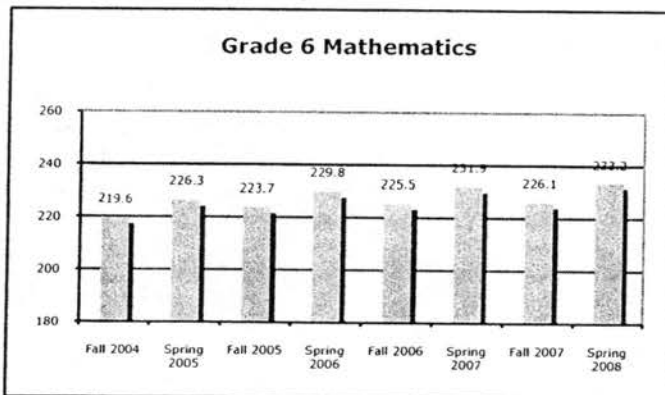
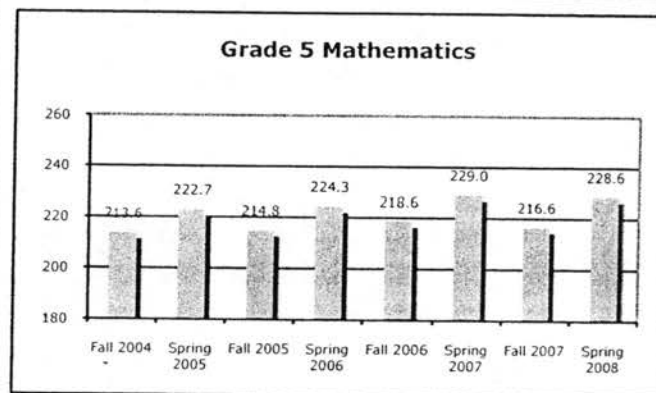
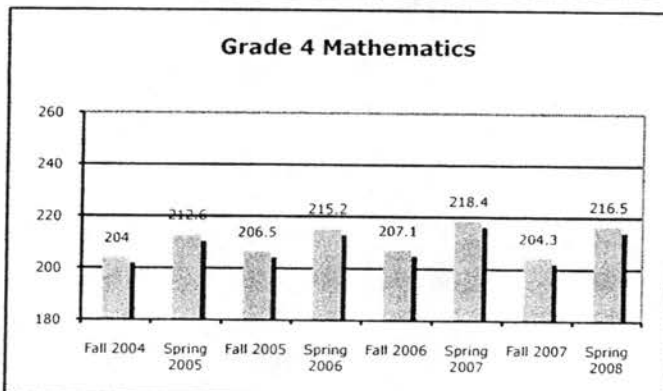
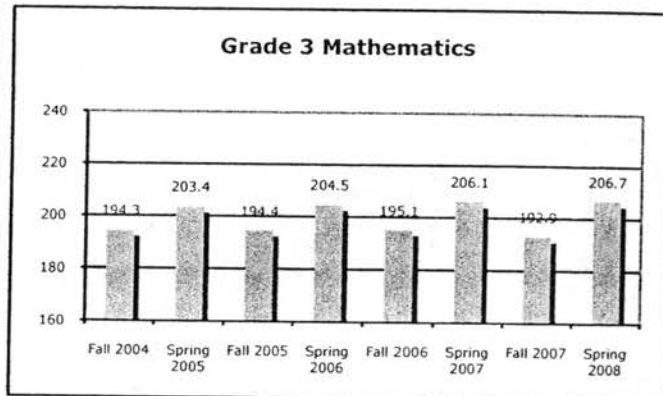
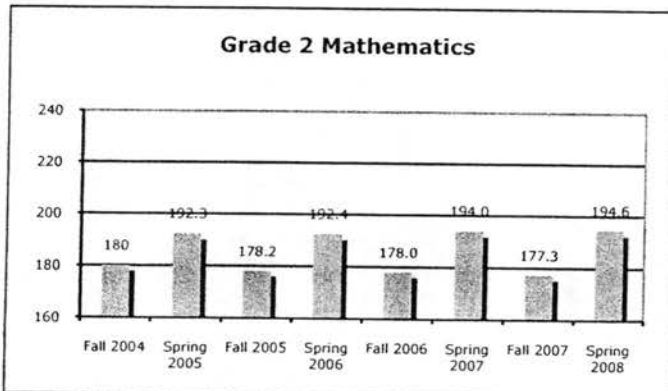


MCA II Proficiency Grade 11 Mathematics



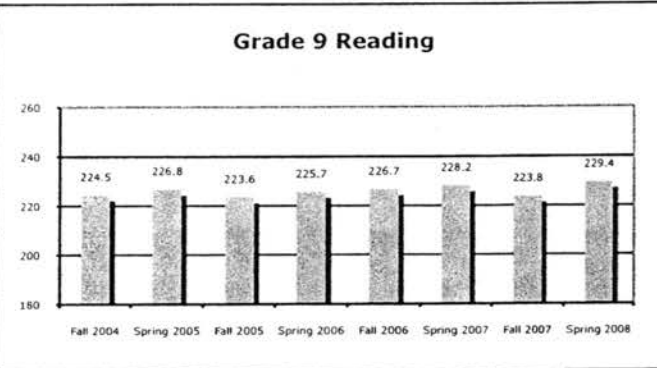
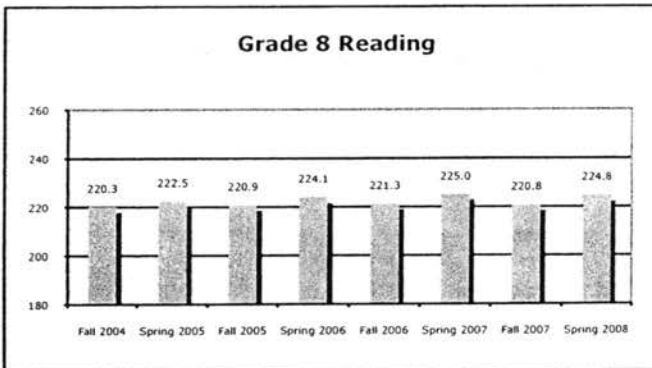
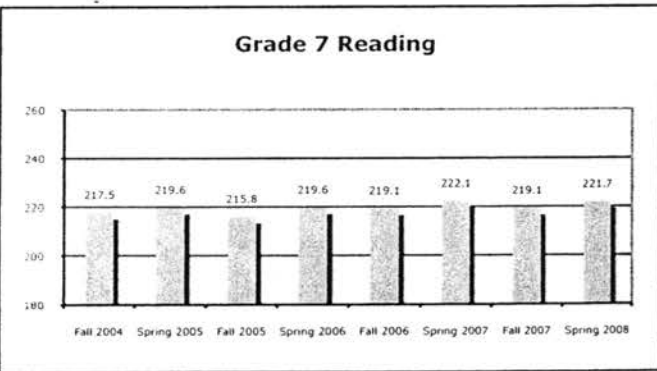
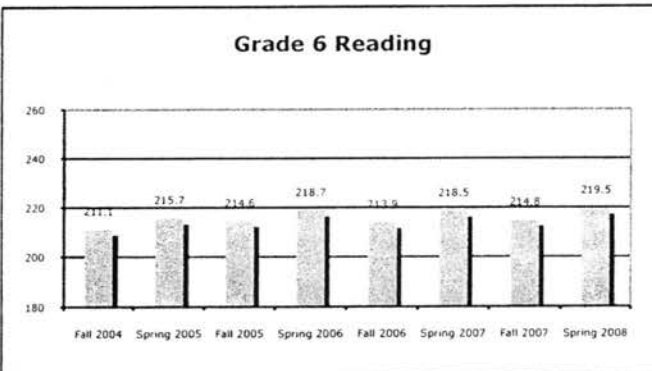
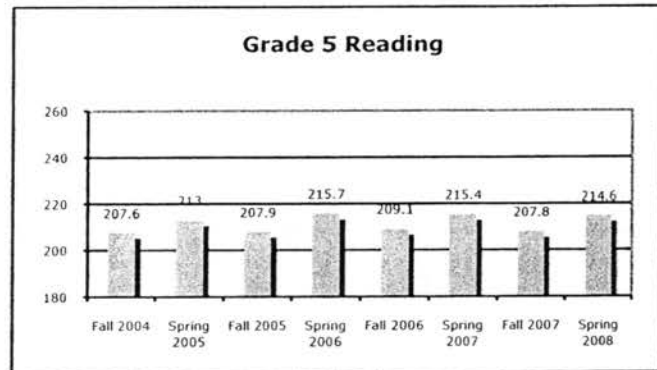
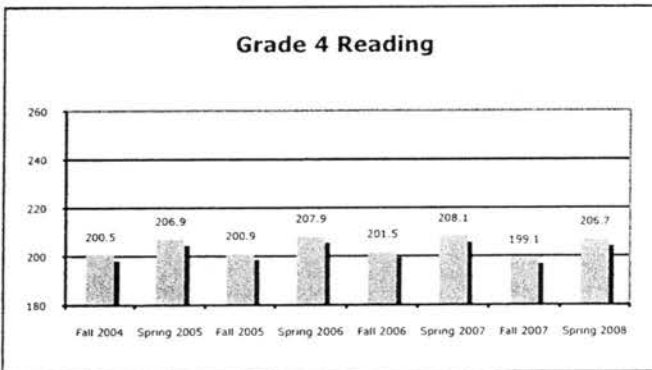
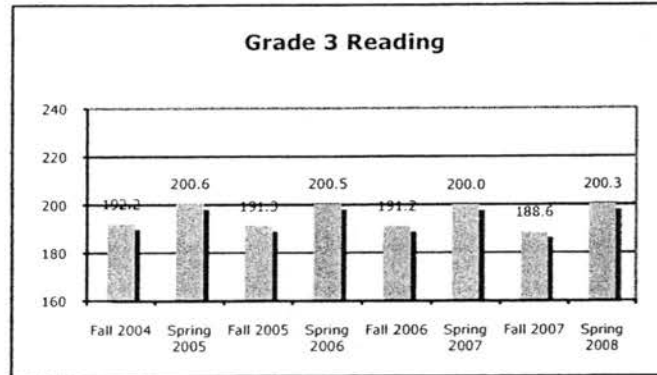
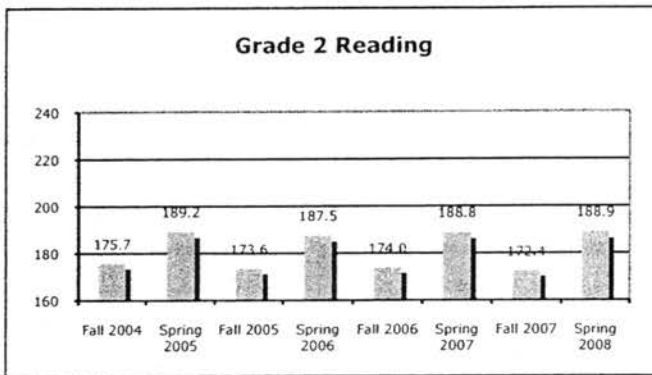
Moorhead District Achievements

2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT



Moorhead District Achievements

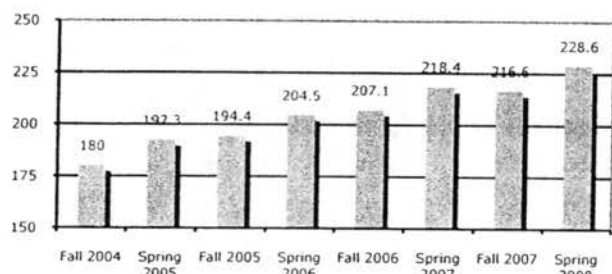
2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT



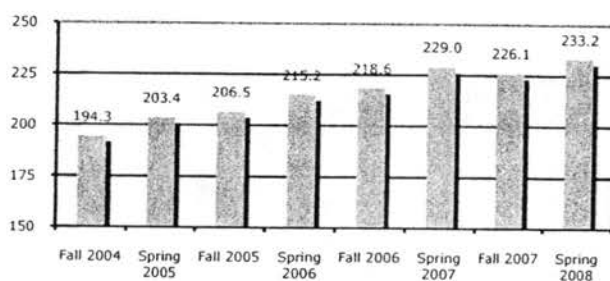
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

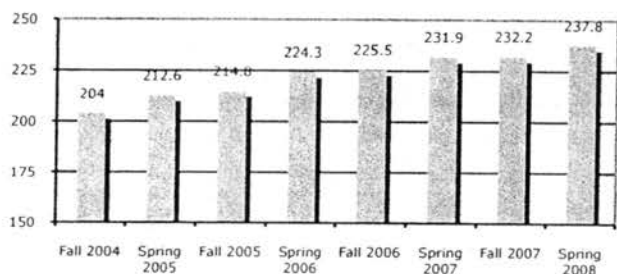
Mathematics-Graduating Class of 2015



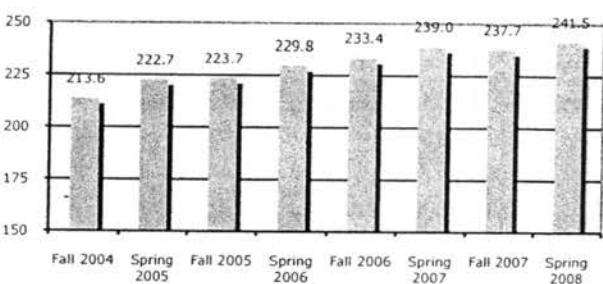
Mathematics-Graduating Class of 2014



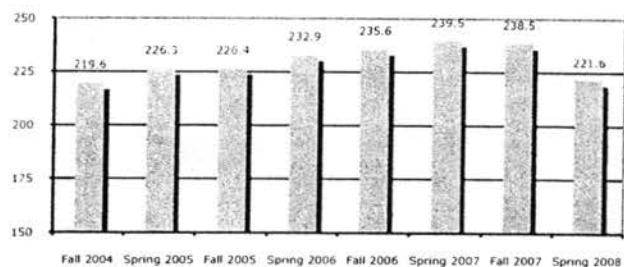
Mathematics-Graduating Class of 2013



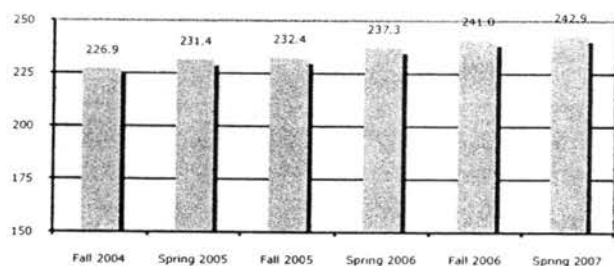
Mathematics-Graduating Class of 2012



Mathematics-Graduating Class of 2011



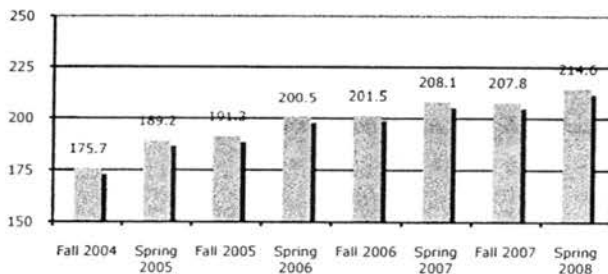
Mathematics-Graduating Class of 2010



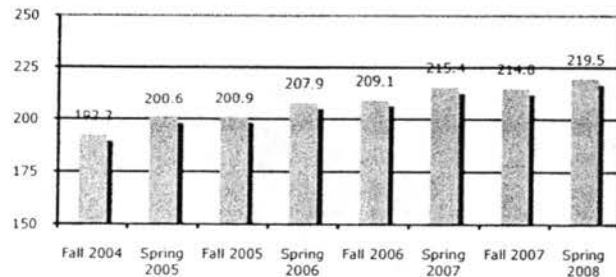
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

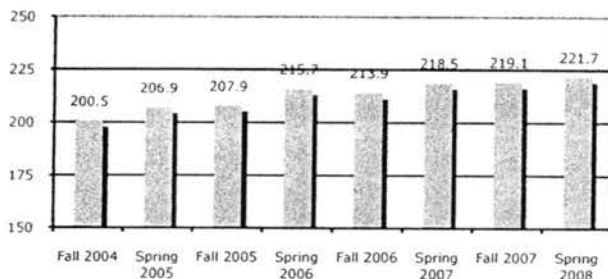
Reading-Graduating Class of 2015



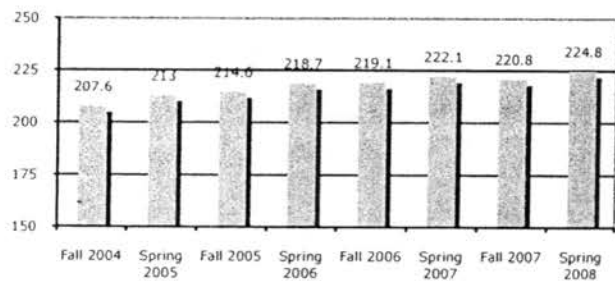
Reading-Graduating Class of 2014



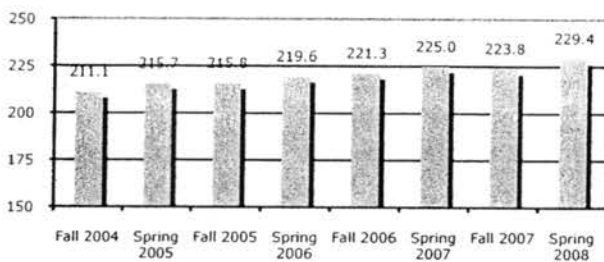
Reading-Graduating Class of 2013



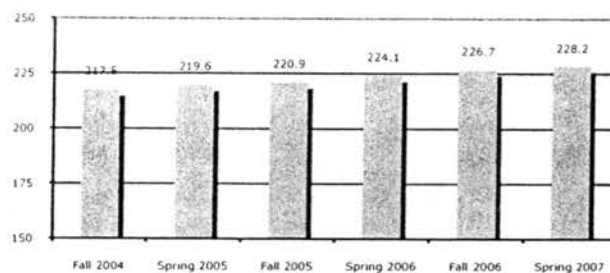
Reading-Graduating Class of 2012



Reading-Graduating Class of 2011



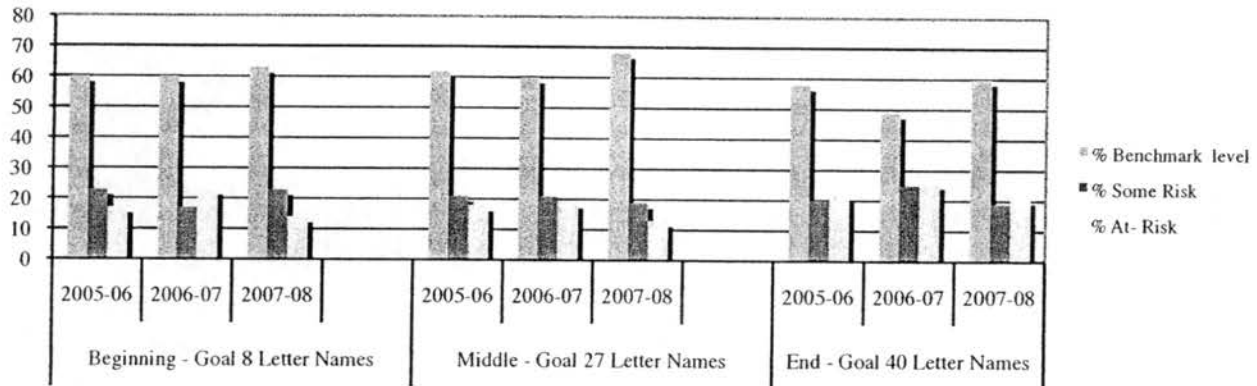
Reading-Graduating Class of 2010



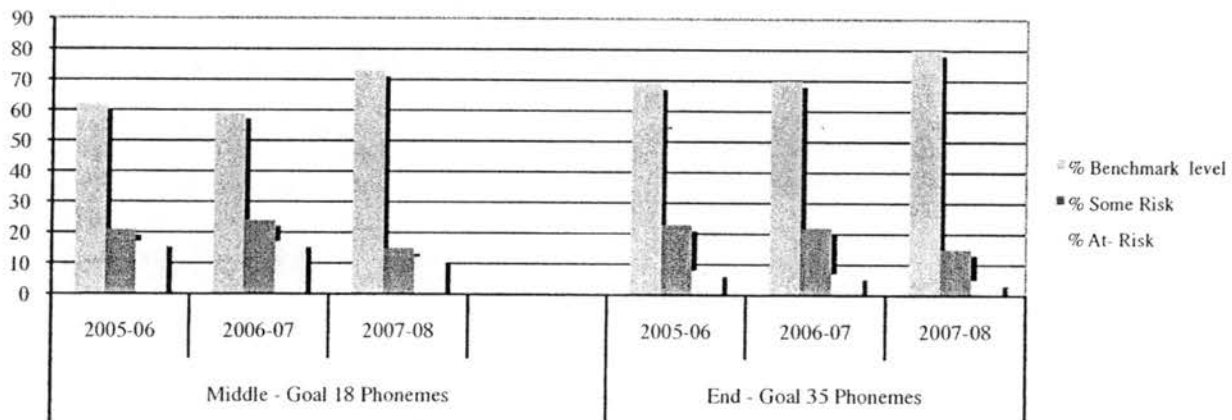
Moorhead Area Elementary Schools

3. Dynamic Indicators of Basic Early Literacy Skills - DIBELS

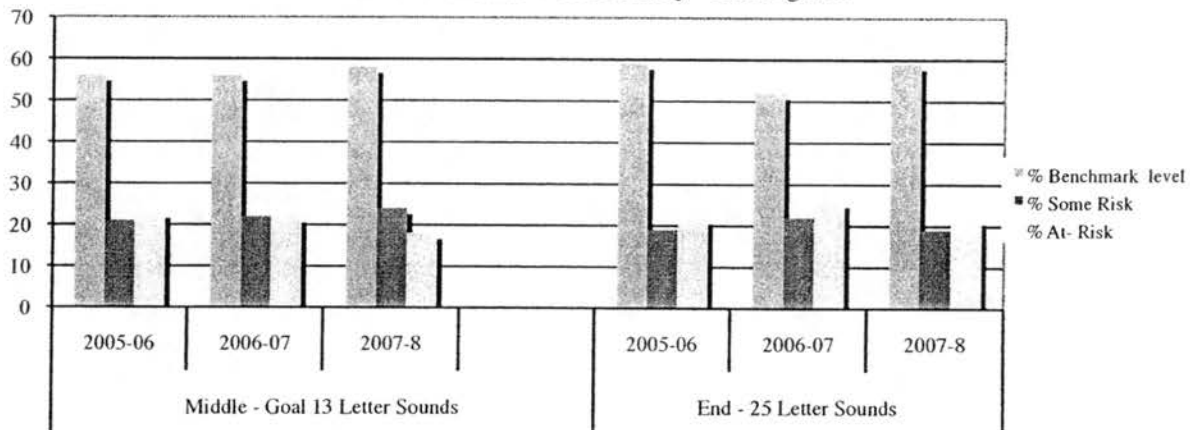
DIBELS - Letter Naming Fluency - Kindergarten



DIBELS - Phoneme Segmentation Fluency - Kindergarten

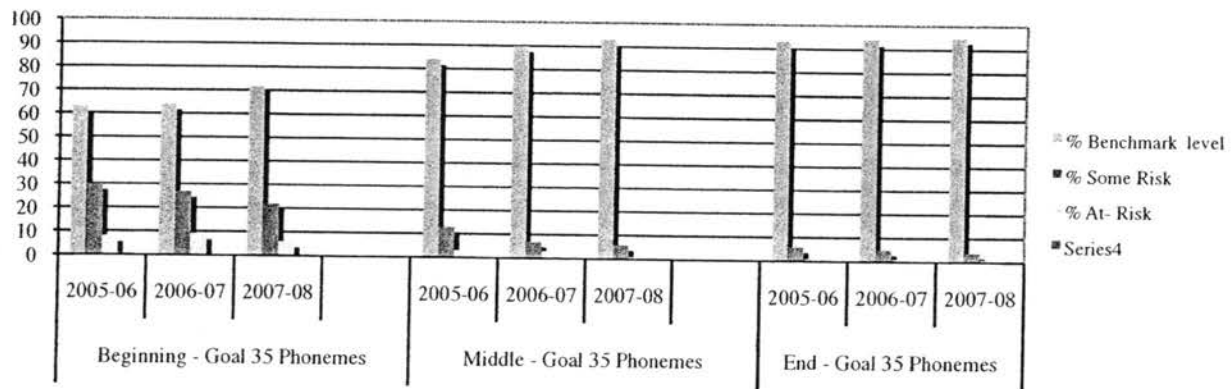


DIBELS - Nonsense Word Fluency - Kindergarten

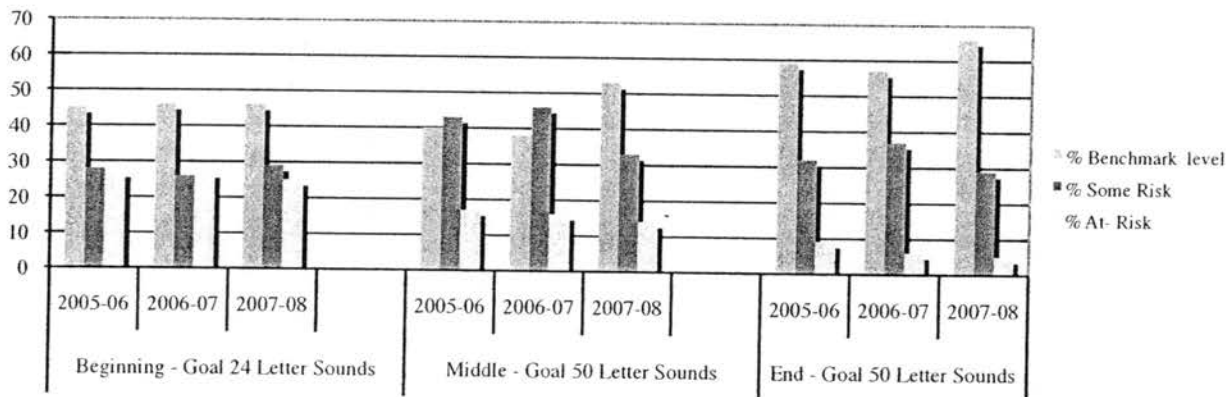


Moorhead Area Elementary Schools

DIBELS - Phoneme Segmentation Fluency - Grade 1



DIBELS - Nonsense Word Fluency - Grade 1



Moorhead District Building

1. Teaching Staff

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 59 | 48 | 52 | 44 | 35 |
| BA+10 | | | 31 | 33 | 32 |
| BA+15 | 29 | 41 | | | |
| BA+20 | | | 19 | 20 | 16 |
| BA+30 | 17 | 15 | 46 | 43 | 48 |
| BA+40 | | | 2 | 1 | 2 |
| BA+45 | 41 | 46 | | | |
| BA+50 | | | 3 | 3 | 3 |
| BA+60 | 3 | 2 | | | |
| BA+70 | | | 23 | 17 | 15 |
| BA+75 | 3 | 3 | | | |
| BA+90 | 2 | 1 | | | |
| BA+105 | 28 | 27 | | | |
| MA | 26 | 34 | 34 | 37 | 40 |
| MA+10 | | | 42 | 37 | 37 |
| MA+15 | 36 | 45 | | | |
| MA+20 | | | 33 | 26 | 27 |
| MA+30 | 23 | 29 | 122 | 128 | 145 |
| MA+45 | 99 | 108 | | | |
| 0 to 5 years | 173 | 102 | 87 | 103 | 94 |
| 6 to 10 years | 112 | 93 | 84 | 72 | 77 |
| 11 to 20 years | 136 | 150 | 173 | 155 | 163 |
| More than 20 years | 76 | 54 | 64 | 59 | 66 |
| Average years experience | 11 yrs. | 12 yrs. | 13 yrs. | 12 yrs. | 13 yrs. |

2. Teacher Attendance

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Total Teaching Staff | 394 | 399 | 407 | 408 | 400 |
| Days of Sick Leave | 2775 | 2915.5 | 2851 | 2551 | 3032 |
| Days of Personal Leave | 719.5 | 680.5 | 664 | 688 | 690 |
| Days of Emergency Leave | 218 | 223.5 | 285 | 274 | 302 |
| Days of Athletic Leave | 272 | 250.23 | 289 | 280 | 258 |
| Days of Deduct | 108 | 155.5 | 165 | 234 | 199 |
| Days of Civic Leave | 46.5 | 23 | 10.5 | 20 | 11.5 |
| Days of Association Leave | 17 | 30.5 | 9.5 | 27 | 14.5 |
| Days of Conference Leave | 875 | 760.5 | 1161 | 1118 | 1186 |
| Days of Workers Comp Leave | 0 | 0 | 0 | 0 | 0 |
| Days of Misc Leave | 200 | 99 | 189 | 48.5 | 116 |
| Days of Childstudy/IEP | 2.5 | 8.5 | 7.5 | 13 | 20.5 |
| TOTAL | 5233.5 | 5146.75 | 5631.5 | 5253.5 | 5829.5 |
| Average Days Absent | 13.28 | 12.9 | 13.84 | 12.88 | 14.57 |



Moorhead Area Public Schools

Elementary Data

2004-05 through 2007-08

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 number reflects detentions that go through the Principal's office and does not include recess detentions. 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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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 receiving special education services listed by primary disability using fall data. 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.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

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.

Harassment

Participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Controlled Substance, Illegal Drugs

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 school 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.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

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 2007-08

Robert Asp Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 96.75% | 95.9% | 94.84% | 95.92% |
| 2. Average Daily Attendance (ADA) | 654 | 690 | 716 | 712 |
| 3. Average Daily Membership (ADM) | 676 | 714 | 755 | 746 |
| 4. Detention | 0 | 4 | 0 | 0 |
| 5. English Language Learners (ELL) | 97 | 61 | 69 | 73 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 111 | 131 | 137 | 124 |
| Grade 1 | 103 | 122 | 137 | 138 |
| Grade 2 | 125 | 106 | 122 | 139 |
| Grade 3 | 111 | 126 | 106 | 120 |
| Grade 4 | 133 | 112 | 135 | 105 |
| Grade 5 | 114 | 123 | 121 | 131 |
| Self Contained | 0 | 0 | 0 | 0 |
| Total | 697 | 720 | 758 | 757 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 19 2.7% | 14 2.0% | 21 2.7% | 18 2.4% |
| Asian | 13 1.9% | 20 2.8% | 16 2.1% | 21 2.8% |
| Hispanic | 116 16.8% | 97 13.5% | 109 14.4% | 105 13.9% |
| Black | 17 2.4% | 26 3.6% | 24 3.2% | 22 2.9% |
| White | 531 76.3% | 559 78.1% | 588 77.6% | 592 78.1% |
| Percent Minority | 23.7% | 21.9% | 22.4% | 21.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 201 | 231 | 234 | 240 |
| Reduced | 44 | 48 | 67 | 65 |
| % of Free & Reduced | 35% | 39% | 39.7% | 40.3% |

Robert Asp Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 2 | 0 | 0 |
| Albanian | 6 | 5 | 5 | 5 |
| Arabic | 1 | 0 | 0 | 0 |
| Armedian | 0 | 0 | 0 | 1 |
| Cambodian | 0 | 1 | 1 | 0 |
| Cebuano | 0 | 1 | 1 | 0 |
| Dakotah | 0 | 0 | 0 | 0 |
| English | 625 | 665 | 669 | 703 |
| Hawaiian | 0 | 0 | 0 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 |
| Kurdish | 21 | 15 | 20 | 22 |
| Russian | 0 | 0 | 0 | 0 |
| Serbo-Croatian | 4 | 7 | 7 | 10 |
| Somali | 0 | 0 | 0 | 0 |
| Spanish | 96 | 86 | 86 | 76 |
| Vietnamese | 12 | 13 | 12 | 13 |
| 10. Mobility | | | | |
| Transfers Into Building | 86 | 72 | 57 | 102 |
| Transfers Out of Building | 67 | 50 | 51 | 67 |
| 11. Retention | | | | |
| Kindergarten | 4 | 3 | 2 | 5 |
| Grade 1 | 4 | 2 | 4 | 7 |
| Grade 2 | 0 | 1 | 2 | 1 |
| Grade 3 | 0 | 0 | 0 | 0 |
| Grade 4 | 2 | 0 | 1 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 |
| 12. Special Education Status | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
| Speech/Language Impaired | 40 | 31 | 34 | 29 |
| DCD Mild Moderate | 3 | 6 | 13 | 12 |
| DCD Severe | 1 | 0 | 0 | 0 |
| Physically Impaired | 5 | 6 | 5 | 5 |
| Deaf/Hard of Hearing | 2 | 2 | 3 | 3 |
| Visual Impairment | 0 | 0 | 1 | 1 |
| Specific Learning Disability | 17 | 13 | 19 | 21 |
| Emotional Behavioral Disorders | 7 | 7 | 13 | 10 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 21 | 17 | 11 | 14 |
| Autism Spectrum Disorders | 5 | 6 | 7 | 9 |
| Development Delay | 10 | 19 | 13 | 12 |
| Traumatic Brain Injury | 1 | 0 | 1 | 1 |
| Severely Multiple Impaired | 0 | 0 | 1 | 1 |
| Total Disabilities Served | 112 | 107 | 121 | 118 |

Robert Asp Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 1 | 3 | 3 | 2 |
| Bullying | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 1 | 2 |
| Fighting | 0 | 0 | 2 | 0 |
| Harassment | 0 | 0 | 0 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 0 | 0 | 1 |
| Threat/Intimidation | 0 | 0 | 0 | 0 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 1 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 1 | 0 | 3 | 0 |
| 14. Suspensions | 2 | 0 | 5 | 6 |
| 15. Suspension: Bus | 1 | 2 | 1 | 2 |
| 16. Unexcused Absences | | | | |
| 0 Absences | 235 34.61% | 458 60.5% | 305 40.4% | 300 38.8% |
| 1 to 5 Absences | 293 43.15% | 192 25.4% | 305 40.4% | 315 40.8% |
| 6 to 10 Absences | 62 9.13% | 5 6.8% | 64 8.5% | 77 10.0% |
| 11 to 15 Absences | 41 6.04% | 32 4.3% | 19 2.6% | 35 4.6% |
| 16 to 20 Absences | 27 3.98% | 7 1.0% | 28 3.7% | 20 2.6% |
| 21 or More Absences | 21 3.09% | 17 2.3% | 35 4.7% | 26 3.4% |

Robert Asp Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Proficient | 79.9 | 82.5 | 81.6 | | 72.9 | 77.1 | 79.6 | | 73.5 | 78.7 | 79 |
| Not Proficient | 20.2 | 17.5 | 18.4 | | 27.2 | 22.8 | 20.5 | | 26.5 | 21.3 | 21 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Proficient | 71.2 | 74.1 | 77.9 | | 69.6 | 72.6 | 76.4 | | 76.6 | 81.5 | 81.4 |
| Not Proficient | 28.8 | 25.9 | 22.1 | | 30.4 | 27.5 | 23.6 | | 23.4 | 18.5 | 18.6 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Proficient | 75.9 | 81.7 | 76.7 | | 69.3 | 75.0 | 71.4 | | 69.2 | 72.1 | 72.2 |
| Not Proficient | 24.1 | 18.3 | 23.3 | | 30.7 | 25.0 | 28.5 | | 30.8 | 27.9 | 27.8 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Proficient | 57.4 | 68.5 | 69.0 | | 65.1 | 67.9 | 68.2 | | 60 | 69 | 71.6 |
| Not Proficient | 42.6 | 31.5 | 31.0 | | 34.9 | 32.1 | 31.9 | | 40 | 31 | 28.4 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Proficient | 76.7 | 78.2 | 76.9 | | 73.7 | 79.4 | 73.2 | | 77.7 | 79.4 | 73.4 |
| Not Proficient | 23.3 | 21.8 | 23.1 | | 26.2 | 20.6 | 26.8 | | 22.3 | 20.6 | 26.6 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Proficient | 60.3 | 58.7 | 58.9 | | 56.0 | 63.3 | 60.9 | | 65.9 | 70.1 | 66 |
| Not Proficient | 39.7 | 41.3 | 41.1 | | 44.1 | 36.6 | 39.1 | | 34.2 | 29.9 | 34 |

Robert Asp Elementary School

1. MCA-II Achievement Levels

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Exceeds Std's | 50.0 | 54.6 | 55.1 | | 37.9 | 44.1 | 48.9 | | 43.6 | 50.1 | 52.1 |
| Meets Std's | 29.8 | 27.9 | 26.5 | | 35.0 | 32.9 | 30.7 | | 29.9 | 28.6 | 26.9 |
| Partially Meets | 13.2 | 10.4 | 9.4 | | 12.6 | 10.4 | 9.3 | | 10.6 | 9.5 | 10.1 |
| Does Not Meet | 7.0 | 7.1 | 9.0 | | 14.6 | 12.4 | 11.2 | | 16.2 | 11.7 | 10.9 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 28.8 | 27.6 | 31.3 | | 24.5 | 24.2 | 32.5 | | 23.4 | 30.2 | 35.3 |
| Meets Std's | 42.4 | 46.6 | 46.5 | | 45.1 | 48.4 | 43.9 | | 53.3 | 51.3 | 46.1 |
| Partially Meets | 22.4 | 19.3 | 16.6 | | 19.6 | 19.0 | 16.8 | | 14 | 14.3 | 13.7 |
| Does Not Meet | 6.4 | 6.6 | 5.5 | | 10.8 | 8.5 | 6.8 | | 9.4 | 4.2 | 4.9 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Exceeds Std's | 40.7 | 44.9 | 42.3 | | 40.2 | 39.1 | 38.2 | | 30.8 | 38.3 | 38.7 |
| Meets Std's | 35.2 | 36.8 | 34.4 | | 29.1 | 35.9 | 33.2 | | 38.3 | 33.8 | 33.5 |
| Partially Meets | 13.9 | 11.1 | 13.8 | | 20.5 | 17.4 | 16.4 | | 15.9 | 13.4 | 15.5 |
| Does Not Meet | 10.2 | 7.2 | 9.5 | | 10.2 | 7.6 | 12.1 | | 15 | 14.5 | 12.2 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 18.3 | 20.5 | 26.7 | | 30.2 | 27.1 | 29.8 | | 27 | 31.9 | 31.1 |
| Meets Std's | 39.1 | 48.0 | 42.3 | | 34.9 | 40.8 | 38.4 | | 33 | 37.2 | 40.5 |
| Partially Meets | 28.7 | 21.6 | 19.3 | | 26.2 | 23.3 | 20.4 | | 30 | 21.2 | 18.4 |
| Does Not Meet | 13.9 | 9.8 | 11.7 | | 8.7 | 8.8 | 11.5 | | 10 | 9.7 | 9.9 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Exceeds Std's | 41.7 | 43.3 | 35.4 | | 33.9 | 36.8 | 33.0 | | 33.1 | 35.1 | 33.6 |
| Meets Std's | 35.0 | 35.0 | 41.5 | | 39.8 | 42.6 | 40.2 | | 44.6 | 44.3 | 39.8 |
| Partially Meets | 14.2 | 15.6 | 15.0 | | 20.3 | 14.2 | 15.5 | | 13.9 | 13.9 | 16.1 |
| Does Not Meet | 9.2 | 6.2 | 8.0 | | 5.9 | 6.4 | 11.3 | | 8.5 | 6.7 | 10.4 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 19.8 | 22.9 | 22.2 | | 26.3 | 29.7 | 27.6 | | 22 | 25.3 | 25.6 |
| Meets Std's | 40.5 | 35.6 | 36.8 | | 29.7 | 33.6 | 33.3 | | 43.9 | 44.8 | 40.4 |
| Partially Meets | 17.5 | 24.2 | 23.1 | | 26.3 | 21.9 | 21.6 | | 23.6 | 19.6 | 19.3 |
| Does Not Meet | 22.2 | 17.1 | 18.0 | | 17.8 | 14.7 | 17.5 | | 10.6 | 10.3 | 14.7 |

Robert Asp Elementary School

2. Measures of Academic Progress (MAP)

| Robert Asp Reading | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT |
|-------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| Grade 2 | 171.7 | 185 | 172.3 | 188.3 | 173.3 | 190 |
| Grade 3 | 190.4 | 200.1 | 188.1 | 198 | 187.9 | 198.2 |
| Grade 4 | 199.7 | 206.1 | 200 | 206.6 | 197.6 | 206.1 |
| Grade 5 | 205.1 | 213 | 206 | 212.3 | 206.9 | 212.8 |

| Robert Asp Mathematics | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT |
|-----------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| Grade 2 | 176.8 | 190.3 | 175.5 | 192.1 | 177.5 | 194.5 |
| Grade 3 | 193.8 | 203.9 | 192.7 | 205.1 | 191 | 204.6 |
| Grade 4 | 204.6 | 213.2 | 205 | 217 | 203.5 | 215 |
| Grade 5 | 212.6 | 222.2 | 217.3 | 226.7 | 215.8 | 228.9 |

| Robert Asp Reading | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth |
|-------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Grade 2 | 13.3 | 16 | 16.7 |
| Grade 3 | 9.7 | 14 | 10.3 |
| Grade 4 | 6.4 | 6.6 | 8.5 |
| Grade 5 | 7.9 | 6.3 | 5.9 |

| Robert Asp Mathematics | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth |
|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Grade 2 | 13.5 | 16.6 | 17 |
| Grade 3 | 10.1 | 12.4 | 13.6 |
| Grade 4 | 8.6 | 12 | 11.5 |
| Grade 5 | 9.6 | 9.4 | 13.1 |

Robert Asp Elementary School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 4 | 6 | 7 | 4 |
| BA+10 | | 3 | 3 | 2 |
| BA+15 | 3 | | | |
| BA+20 | | 4 | 2 | 5 |
| BA+30 | 4 | 3 | 5 | 4 |
| BA+40 | | | | |
| BA+45 | 4 | | | |
| BA+50 | | 1 | 1 | 1 |
| BA+60 | | | | |
| BA+70 | | 9 | 7 | 5 |
| BA+75 | 1 | | | |
| BA+90 | | | | |
| BA+105 | 11 | | | |
| MA | 2 | 2 | 3 | 6 |
| MA+10 | | 7 | 4 | 2 |
| MA+15 | 7 | | | |
| MA+20 | | 4 | 5 | 5 |
| MA+30 | 4 | 16 | 19 | 23 |
| MA+45 | 12 | | | |
| 0 to 5 years | 13 | 12 | 11 | 11 |
| 6 to 10 years | 13 | 8 | 11 | 9 |
| 11 to 20 years | 14 | 28 | 21 | 24 |
| More than 20 years | 12 | 7 | 14 | 13 |
| Average years experience | 14 yrs. | 12 yrs. | 14 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 98,510 | 98,510 | 98,510 | 98,510 |
| Cost for Electricity | \$55,589 | \$56,059 | \$61,650 | \$67,099 |
| Cost per square foot | \$0.56 | \$0.57 | \$0.63 | \$0.68 |
| Square Foot | 98,510 | 98,510 | 98,510 | 98,510 |
| Cost for Heat | \$48,660 | \$40,387 | \$52,324 | \$36,185 |
| Cost per square foot | \$0.49 | \$0.41 | \$0.53 | \$0.37 |



Moorhead Area Public Schools

Ellen Hopkins

2004-05 through 2007-08

Ellen Hopkins Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 97.13% | 95.9% | 95.31% | 96.01% |
| 2. Average Daily Attendance (ADA) | 710 | 721 | 731 | 728 |
| 3. Average Daily Membership (ADM) | 731 | 744 | 767 | 761 |
| 4. Detention | 0 | 0 | 0 | 0 |
| 5. English Language Learners (ELL) | 71 | 59 | 68 | 71 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 162 | 112 | 138 | 114 |
| Grade 1 | 125 | 151 | 115 | 136 |
| Grade 2 | 122 | 125 | 153 | 117 |
| Grade 3 | 121 | 122 | 119 | 162 |
| Grade 4 | 121 | 121 | 123 | 118 |
| Grade 5 | 97 | 118 | 116 | 121 |
| Self Contained | 3 | 3 | 3 | 6 |
| Total | 751 | 752 | 767 | 774 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 28 3.7% | 36 4.8% | 29 3.8% | 24 3.1% |
| Asian | 17 2.3% | 13 1.7% | 10 1.3% | 7 0.9% |
| Hispanic | 74 9.8% | 65 8.7% | 71 9.3% | 75 9.7% |
| Black | 24 3.2% | 19 2.5% | 23 3.0% | 24 3.1% |
| White | 611 81.0% | 616 82.2% | 634 82.7% | 644 83.2% |
| Percent Minority | 19.0% | 17.8% | 17.3% | 16.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 155 | 206 | 221 | 242 |
| Reduced | 40 | 44 | 48 | 51 |
| % of Free & Reduced | 26% | 33% | 35.1% | 37.9% |

Ellen Hopkins Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 0 | 0 | 0 |
| Albanian | 3 | 9 | 10 | 11 |
| Arabic | 0 | 1 | 1 | 3 |
| Cambodian | 0 | 0 | 0 | 0 |
| Cutchi | 0 | 0 | 0 | 0 |
| Dakotah | 0 | 2 | 1 | 2 |
| English | 715 | 702 | 724 | 725 |
| Hawaiian | 2 | 2 | 1 | 1 |
| Hindi | 1 | 2 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 1 | 0 |
| Kurdish | 9 | 13 | 12 | 13 |
| Mongolian | 0 | 1 | 0 | 0 |
| Russian | 0 | 0 | 1 | 3 |
| Serbo-Croatian | 5 | 7 | 8 | 8 |
| Somali | 4 | 0 | 0 | 3 |
| Spanish | 64 | 48 | 51 | 55 |
| Vietnamese | 8 | 5 | 5 | 2 |

10. Mobility

| | | | | |
|---------------------------|----|----|----|----|
| Transfers Into Building | 79 | 46 | 78 | 94 |
| Transfers Out of Building | 69 | 34 | 45 | 55 |

11. Retention

| | | | | |
|--------------|---|---|---|---|
| Kindergarten | 3 | 2 | 3 | 2 |
| Grade 1 | 0 | 1 | 0 | 0 |
| Grade 2 | 1 | 1 | 1 | 1 |
| Grade 3 | 0 | 0 | 0 | 0 |
| Grade 4 | 1 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 |

12. Special Education Status

| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 44 | 33 | 46 | 45 |
| DCD Mild Moderate | 5 | 0 | 4 | 1 |
| DCD Severe | 0 | 1 | 0 | 0 |
| Physically Impaired | 1 | 5 | 5 | 6 |
| Deaf/Hard of Hearing | 2 | 2 | 1 | 1 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 17 | 13 | 8 | 12 |
| Emotional Behavioral Disorders | 12 | 9 | 12 | 11 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 21 | 19 | 24 | 25 |
| Autism Spectrum Disorders | 8 | 7 | 7 | 16 |
| Development Delay | 14 | 9 | 10 | 15 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 |
| Severely Multiple Impaired | 0 | 0 | 0 | 0 |
| Total Disabilities Served | 124 | 98 | 117 | 132 |

Ellen Hopkins Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 0 | 0 | 2 | 1 |
| Bullying | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 3 | 0 |
| Fighting | 0 | 0 | 8 | 0 |
| Harassment | 0 | 0 | 0 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 2 | 0 | 5 |
| Threat/Intimidation | 0 | 0 | 0 | 0 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 0 | 2 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 0 | 0 | 1 | 1 |
| 14. Suspensions | 0 | 0 | 1 | 4 |
| 15. Suspension: Bus | 2 | 5 | 2 | 2 |
| 16. Unexcused Absences | | | | |
| 0 Absences | 270 36.64% | 457 58.9% | 329 43.0% | 313 40.3% |
| 1 to 5 Absences | 303 41.11% | 217 28.0% | 271 35.5% | 314 40.5% |
| 6 to 10 Absences | 71 9.63% | 46 6.0% | 70 9.2% | 57 7.4% |
| 11 to 15 Absences | 28 3.80% | 24 3.1% | 40 5.3% | 45 5.8% |
| 16 to 20 Absences | 24 3.26% | 20 2.6% | 22 2.9% | 18 2.4% |
| 21 or More Absences | 41 5.56% | 13 1.7% | 32 4.2% | 30 3.9% |

Ellen Hopkins Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Proficient | 86.5 | 82.5 | 79.6 | | 78.0 | 77.1 | 81.6 | | 75.8 | 78.7 | 79 |
| Not Proficient | 13.5 | 17.5 | 20.5 | | 21.9 | 22.8 | 18.4 | | 24.2 | 21.3 | 21 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Proficient | 75.8 | 74.1 | 76.4 | | 69.9 | 72.6 | 77.9 | | 77.2 | 81.5 | 81.4 |
| Not Proficient | 24.2 | 25.9 | 23.6 | | 30.0 | 27.5 | 22.1 | | 22.8 | 18.5 | 18.6 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Proficient | 83.2 | 81.7 | 76.7 | | 72.4 | 75.0 | 71.4 | | 69 | 72.1 | 72.2 |
| Not Proficient | 16.8 | 18.3 | 23.3 | | 27.3 | 25.0 | 28.5 | | 31 | 27.9 | 27.8 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Proficient | 73.3 | 68.5 | 69.0 | | 59.7 | 67.9 | 68.2 | | 68.2 | 69 | 71.6 |
| Not Proficient | 26.7 | 31.5 | 31.0 | | 40.4 | 32.1 | 31.9 | | 31.8 | 31 | 28.4 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Proficient | 73.5 | 78.2 | 76.9 | | 79.8 | 79.4 | 73.2 | | 76 | 79.4 | 73.4 |
| Not Proficient | 16.5 | 21.8 | 23.1 | | 20.1 | 20.6 | 26.8 | | 24 | 20.6 | 26.6 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Proficient | 55.5 | 58.7 | 58.9 | | 61.7 | 63.3 | 60.9 | | 65.8 | 70.1 | 66 |
| Not Proficient | 44.5 | 41.3 | 41.1 | | 38.2 | 36.6 | 39.1 | | 34.2 | 29.9 | 34 |

Ellen Hopkins Elementary School

1. MCA-II Achievement Levels

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Exceeds Stds | 55.9 | 54.6 | 55.1 | | 44.7 | 44.1 | 48.9 | | 50.9 | 50.1 | 52.1 |
| Meets Stds | 30.6 | 27.9 | 26.5 | | 33.3 | 32.9 | 30.7 | | 24.8 | 28.6 | 26.9 |
| Partially Meets | 7.2 | 10.4 | 9.4 | | 9.6 | 10.4 | 9.3 | | 11.8 | 9.5 | 10.1 |
| Does Not Meet | 6.3 | 7.1 | 9.0 | | 12.3 | 12.4 | 11.2 | | 12.4 | 11.7 | 10.9 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 27.4 | 27.6 | 31.3 | | 22.1 | 24.2 | 32.5 | | 20.8 | 30.2 | 35.3 |
| Meets Stds | 49.4 | 46.6 | 46.5 | | 47.8 | 48.4 | 43.9 | | 56.4 | 51.3 | 46.1 |
| Partially Meets | 17.7 | 19.3 | 16.6 | | 21.2 | 19.0 | 16.8 | | 19.5 | 14.3 | 13.7 |
| Does Not Meet | 6.5 | 6.6 | 5.5 | | 8.8 | 8.5 | 6.8 | | 3.4 | 4.20 | 4.9 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Exceeds Stds | 49.6 | 44.9 | 42.3 | | 32.2 | 39.1 | 38.2 | | 43.1 | 38.3 | 38.7 |
| Meets Stds | 33.6 | 36.8 | 34.4 | | 40.5 | 35.9 | 33.2 | | 25.9 | 33.8 | 33.5 |
| Partially Meets | 10.6 | 11.1 | 13.8 | | 18.2 | 17.4 | 16.4 | | 15.5 | 13.4 | 15.5 |
| Does Not Meet | 6.2 | 7.2 | 9.5 | | 9.1 | 7.6 | 12.1 | | 15.5 | 14.5 | 12.2 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 27.5 | 20.5 | 26.7 | | 16.8 | 27.1 | 29.8 | | 30 | 31.9 | 31.1 |
| Meets Stds | 45.8 | 48.0 | 42.3 | | 42.9 | 40.8 | 38.4 | | 38.2 | 37.2 | 40.5 |
| Partially Meets | 18.3 | 21.6 | 19.3 | | 26.1 | 23.3 | 20.4 | | 21.8 | 21.2 | 18.4 |
| Does Not Meet | 8.3 | 9.8 | 11.7 | | 14.3 | 8.8 | 11.5 | | 10 | 9.7 | 9.9 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Exceeds Stds | 46.1 | 43.3 | 35.4 | | 44.7 | 36.8 | 33.0 | | 30.6 | 35.1 | 33.6 |
| Meets Stds | 37.4 | 35.0 | 41.5 | | 35.1 | 42.6 | 40.2 | | 45.5 | 44.3 | 39.8 |
| Partially Meets | 9.6 | 15.6 | 15.0 | | 10.5 | 14.2 | 15.5 | | 16.5 | 13.9 | 16.1 |
| Does Not Meet | 7.0 | 6.2 | 8.0 | | 9.6 | 6.4 | 11.3 | | 7.4 | 6.7 | 10.4 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 25.2 | 22.9 | 22.2 | | 33.9 | 29.7 | 27.6 | | 22.5 | 25.3 | 25.6 |
| Meets Stds | 30.3 | 35.6 | 36.8 | | 27.8 | 33.6 | 33.3 | | 43.2 | 44.8 | 40.4 |
| Partially Meets | 29.4 | 24.2 | 23.1 | | 19.1 | 21.9 | 21.6 | | 20.7 | 19.6 | 19.3 |
| Does Not Meet | 15.1 | 17.1 | 18.0 | | 19.1 | 14.7 | 17.5 | | 13.5 | 10.3 | 14.7 |

Ellen Hopkins Elementary School

2. Measures of Academic Progress (MAP)

| Ellen Hopkins | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|---------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 173.9 | 186.9 | 170.5 | 185.8 | 173.1 | 187.5 |
| Grade 3 | 191.4 | 201.1 | 193.2 | 201.2 | 188.2 | 199.5 |
| Grade 4 | 202.4 | 208.6 | 200.5 | 207.9 | 201.3 | 207 |
| Grade 5 | 209.4 | 216 | 211.2 | 217.3 | 207.2 | 214.7 |

| Ellen Hopkins | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|---------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 179 | 192.7 | 176.6 | 192.3 | 179.6 | 195 |
| Grade 3 | 194.8 | 205.2 | 196.4 | 207.3 | 192.6 | 205.3 |
| Grade 4 | 208.3 | 216 | 206.2 | 216.5 | 203.9 | 217.8 |
| Grade 5 | 215.4 | 224.6 | 221.1 | 230 | 215.6 | 227.4 |

| Ellen Hopkins | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|---------------|--------------|--------------|--------------|
| Reading | Growth | Growth | Growth |
| Grade 2 | 14 | 15.2 | 14.4 |
| Grade 3 | 9.7 | 8 | 11.3 |
| Grade 4 | 6.2 | 7.4 | 5.7 |
| Grade 5 | 6.6 | 6.1 | 7.5 |

| Ellen Hopkins | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|---------------|--------------|--------------|--------------|
| Mathematics | Growth | Growth | Growth |
| Grade 2 | 13.7 | 15.7 | 15.4 |
| Grade 3 | 10.4 | 12.4 | 12.7 |
| Grade 4 | 7.7 | 10.3 | 13.9 |
| Grade 5 | 9.2 | 8.9 | 11.8 |

Ellen Hopkins Elementary School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 11 | 17 | 14 | 6 |
| BA+10 | | 2 | 5 | 8 |
| BA+15 | 7 | | | |
| BA+20 | | 5 | 4 | 1 |
| BA+30 | 2 | 6 | 5 | 10 |
| BA+40 | | 1 | | 1 |
| BA+45 | 8 | | | |
| BA+50 | | | 1 | 1 |
| BA+60 | 1 | | | |
| BA+70 | | 1 | 1 | 1 |
| BA+75 | | | | |
| BA+90 | | | | |
| BA+105 | 2 | | | |
| MA | 7 | 8 | 8 | 4 |
| MA+10 | | 4 | 5 | 4 |
| MA+15 | 2 | | | |
| MA+20 | | 1 | 1 | 3 |
| MA+30 | 3 | 14 | 14 | 16 |
| MA+45 | 14 | | | |
| 0 to 5 years | 16 | 13 | 17 | 14 |
| 6 to 10 years | 12 | 8 | 12 | 10 |
| 11 to 20 years | 25 | 24 | 24 | 25 |
| More than 20 years | 4 | 14 | 5 | 6 |
| Average years experience | 11 yrs. | 14.5 yrs. | 13 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 111,005 | 111,005 | 111,005 | 111,005 |
| Cost for Electricity | \$62,622 | \$64,774 | \$69,980 | \$71,856 |
| Cost per square foot | \$0.56 | \$0.58 | \$0.63 | \$0.65 |
| Square Foot | 111,005 | 111,005 | 111,005 | 111,005 |
| Cost for Heat | \$51,893 | \$44,185 | \$58,504 | \$40,670 |
| Cost per square foot | \$0.47 | \$0.40 | \$0.53 | \$0.37 |



Moorhead Area Public Schools

SG Reinertsen

2004-05 through 2007-08

SG Reinertsen Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 97.45% | 96.6% | 95.31% | 96.57% |
| 2. Average Daily Attendance (ADA) | 725 | 768 | 775 | 799 |
| 3. Average Daily Membership (ADM) | 744 | 784 | 809 | 811 |
| 4. Detention | 0 | 0 | 0 | 0 |
| 5. English Language Learners (ELL) | 47 | 41 | 40 | 40 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 126 | 138 | 147 | 139 |
| Grade 1 | 124 | 142 | 147 | 154 |
| Grade 2 | 114 | 126 | 136 | 135 |
| Grade 3 | 125 | 121 | 127 | 130 |
| Grade 4 | 135 | 125 | 120 | 133 |
| Grade 5 | 127 | 142 | 134 | 134 |
| Self Contained | 2 | 1 | 0 | 0 |
| Total | 753 | 795 | 811 | 825 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 18 2.4% | 19 2.4% | 27 3.3% | 29 3.5% |
| Asian | 10 1.3% | 8 1.0% | 11 1.4% | 5 0.6% |
| Hispanic | 31 4.1% | 40 5.0% | 40 4.9% | 39 4.7% |
| Black | 26 3.4% | 27 3.4% | 41 5.1% | 41 5.0% |
| White | 673 88.8% | 706 88.2% | 692 85.3% | 710 86.2% |
| Percent Minority | 11.2% | 11.8% | 14.7% | 13.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 123 | 181 | 178 | 183 |
| Reduced | 39 | 31 | 50 | 48 |
| % of Free & Reduced | 22% | 27% | 28.1% | 28.1% |

SG Reinertsen Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Albanian | 2 | 0 | 0 | 0 |
| Arabic | 2 | 1 | 1 | 2 |
| Chinese | 1 | 1 | 2 | 1 |
| Cutchi | 1 | 2 | 0 | 0 |
| Dakotah | 2 | 0 | 0 | 0 |
| English | 725 | 775 | 799 | 812 |
| Hawaiian | 0 | 0 | 0 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 1 | 0 | 0 | 0 |
| Korean | 2 | 1 | 0 | 0 |
| Kurdish | 29 | 23 | 31 | 29 |
| Mongolian | 0 | 0 | 0 | 0 |
| Russian | 1 | 1 | 1 | 1 |
| Serbo-Croatian | 3 | 1 | 3 | 4 |
| Somali | 2 | 5 | 4 | 6 |
| Spanish | 16 | 24 | 18 | 17 |
| Vietnamese | 0 | 0 | 0 | 2 |
| 10. Mobility | | | | |
| Transfers Into Building | 75 | 80 | 105 | 83 |
| Transfers Out of Building | 38 | 37 | 47 | 32 |
| 11. Retention | | | | |
| Kindergarten | 1 | 3 | 4 | 2 |
| Grade 1 | 2 | 4 | 1 | 2 |
| Grade 2 | 0 | 0 | 0 | 0 |
| Grade 3 | 1 | 0 | 1 | 0 |
| Grade 4 | 1 | 0 | 1 | 0 |
| Grade 5 | 1 | 0 | 0 | 0 |
| 12. Special Education Status | | | | |
| Speech/Language Impaired | <u>28</u> | <u>48</u> | <u>44</u> | <u>50</u> |
| DCD Mild Moderate | 2 | 6 | 3 | 3 |
| DCD Severe | 2 | 1 | 1 | 0 |
| Physically Impaired | 2 | 2 | 2 | 0 |
| Deaf/Hard of Hearing | 2 | 3 | 2 | 4 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 19 | 15 | 21 | 16 |
| Emotional Behavioral Disorders | 4 | 8 | 9 | 10 |
| Deaf-Blind | 1 | 1 | 0 | 0 |
| Other Health Disabilities | 17 | 16 | 16 | 18 |
| Autism Spectrum Disorders | 17 | 13 | 10 | 8 |
| Development Delay | 12 | 9 | 16 | 21 |
| Traumatic Brain Injury | 0 | 0 | 1 | 1 |
| Severely Multiple Impaired | 0 | 0 | 0 | 0 |
| Total Disabilities Served | 106 | 122 | 125 | 131 |

SG Reinertsen Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 0 | 0 | 1 | 9 |
| Bullying | 0 | 0 | 0 | 2 |
| Disorderly Conduct | 0 | 0 | 0 | 0 |
| Fighting | 10 | 6 | 2 | 1 |
| Harassment | 0 | 0 | 0 | 2 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 0 | 0 | 2 |
| Threat/Intimidation | 0 | 2 | 1 | 4 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 0 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 0 | 0 | 0 | 0 |
| 14. Suspensions | 0 | 0 | 0 | 3 |
| 15. Suspension: Bus | 5 | 4 | 8 | 3 |
| 16. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Absences | 413 54.99% | 595 73.3% | 531 65.6% | 415 50.2% |
| 1 to 5 Absences | 262 34.89% | 171 21.1% | 222 27.4% | 321 38.5% |
| 6 to 10 Absences | 38 5.06% | 27 3.4% | 39 4.9% | 45 5.4% |
| 11 to 15 Absences | 24 3.20% | 12 1.5% | 11 1.4% | 29 3.5% |
| 16 to 20 Absences | 9 1.20% | 3 0.4% | 4 0.5% | 7 0.9% |
| 21 or More Absences | 5 0.67% | 4 0.5% | 3 0.4% | 17 2.1% |

SG Reinertsen Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 3 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Proficient | 81.3 | 82.5 | 81.6 | | 79.8 | 77.1 | 79.6 | | 87 | 78.7 | 79 |
| Not Proficient | 18.8 | 17.5 | 18.4 | | 20.2 | 22.8 | 20.5 | | 13 | 21.3 | 21 |
| Grade 3 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Proficient | 75.4 | 74.1 | 77.9 | | 77.4 | 72.6 | 76.4 | | 90.6 | 81.5 | 81.4 |
| Not Proficient | 24.6 | 25.9 | 22.1 | | 22.7 | 27.5 | 23.6 | | 9.4 | 18.5 | 18.6 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 4 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Proficient | 85.8 | 81.7 | 76.7 | | 83.3 | 75.0 | 71.4 | | 77 | 72.1 | 72.2 |
| Not Proficient | 14.2 | 18.3 | 23.3 | | 16.6 | 25.0 | 28.5 | | 23 | 27.9 | 27.8 |
| Grade 4 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Proficient | 74.4 | 68.5 | 69.0 | | 79.2 | 67.9 | 68.2 | | 76.7 | 69 | 71.6 |
| Not Proficient | 25.6 | 31.5 | 31.0 | | 20.8 | 32.1 | 31.9 | | 23.3 | 31 | 28.4 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 5 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Proficient | 75.2 | 78.2 | 76.9 | | 84.3 | 79.4 | 73.2 | | 83.9 | 79.4 | 73.4 |
| Not Proficient | 24.8 | 21.8 | 23.1 | | 15.7 | 20.6 | 26.8 | | 16.1 | 20.6 | 26.6 |
| Grade 5 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Proficient | 60.0 | 58.7 | 58.9 | | 71.6 | 63.3 | 60.9 | | 77.6 | 70.1 | 66 |
| Not Proficient | 40.0 | 41.3 | 41.1 | | 28.4 | 36.6 | 39.1 | | 22.4 | 29.9 | 34 |

SG Reinertsen Elementary School

1. MCA-II Achievement Levels

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 3 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Exceeds Stds | 58.0 | 54.6 | 55.1 | | 48.8 | 44.1 | 48.9 | | 55 | 50.1 | 52.1 |
| Meets Stds | 23.2 | 27.9 | 26.5 | | 31.0 | 32.9 | 30.7 | | 32.1 | 28.6 | 26.9 |
| Partially Meets | 10.7 | 10.4 | 9.4 | | 9.3 | 10.4 | 9.3 | | 6.1 | 9.5 | 10.1 |
| Does Not Meet | 8.0 | 7.1 | 9.0 | | 10.9 | 12.4 | 11.2 | | 6.9 | 11.7 | 10.9 |
| Grade 3 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Exceeds Stds | 26.3 | 27.6 | 31.3 | | 25.8 | 24.2 | 32.5 | | 46.9 | 30.2 | 35.3 |
| Meets Stds | 49.1 | 46.6 | 46.5 | | 51.6 | 48.4 | 43.9 | | 43.8 | 51.3 | 46.1 |
| Partially Meets | 17.5 | 19.3 | 16.6 | | 16.4 | 19.0 | 16.8 | | 8.6 | 14.3 | 13.7 |
| Does Not Meet | 7.0 | 6.6 | 5.5 | | 6.3 | 8.5 | 6.8 | | 0.8 | 4.20 | 4.9 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 4 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Exceeds Stds | 44.3 | 44.9 | 42.3 | | 45.0 | 39.1 | 38.2 | | 40 | 38.3 | 38.7 |
| Meets Stds | 41.6 | 36.8 | 34.4 | | 38.3 | 35.9 | 33.2 | | 37 | 33.8 | 33.5 |
| Partially Meets | 8.9 | 11.1 | 13.8 | | 13.3 | 17.4 | 16.4 | | 9.6 | 13.4 | 15.5 |
| Does Not Meet | 5.3 | 7.2 | 9.5 | | 3.3 | 7.6 | 12.1 | | 13.3 | 14.5 | 12.2 |
| Grade 4 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Exceeds Stds | 15.7 | 20.5 | 26.7 | | 34.2 | 27.1 | 29.8 | | 37.2 | 31.9 | 31.1 |
| Meets Stds | 58.7 | 48.0 | 42.3 | | 45.0 | 40.8 | 38.4 | | 39.5 | 37.2 | 40.5 |
| Partially Meets | 18.2 | 21.6 | 19.3 | | 17.5 | 23.3 | 20.4 | | 14 | 21.2 | 18.4 |
| Does Not Meet | 7.4 | 9.8 | 11.7 | | 3.3 | 8.8 | 11.5 | | 9.3 | 9.7 | 9.9 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|------------|-----------------|--------------|--|------------|-----------------|--------------|--|------------|-----------------|--------------|
| Grade 5 | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Reading | | | | | | | | | | | |
| Exceeds Stds | 42.3 | 43.3 | 36.8 | | 32.3 | 35.4 | 33.0 | | 40.9 | 35.1 | 33.6 |
| Meets Stds | 32.9 | 35.0 | 42.6 | | 52.0 | 41.5 | 40.2 | | 43.1 | 44.3 | 39.8 |
| Partially Meets | 22.0 | 15.6 | 14.2 | | 11.8 | 15.0 | 15.5 | | 11.7 | 13.9 | 16.1 |
| Does Not Meet | 2.9 | 6.2 | 6.4 | | 3.9 | 8.0 | 11.3 | | 4.4 | 6.7 | 10.4 |
| Grade 5 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| Exceeds Stds | 23.6 | 22.9 | 29.7 | | 29.1 | 22.2 | 27.6 | | 30.6 | 25.3 | 25.6 |
| Meets Stds | 36.4 | 35.6 | 33.6 | | 42.5 | 36.8 | 33.3 | | 47 | 44.8 | 40.4 |
| Partially Meets | 25.8 | 24.2 | 21.9 | | 20.5 | 23.1 | 21.6 | | 14.9 | 19.6 | 19.3 |
| Does Not Meet | 14.3 | 17.1 | 14.7 | | 7.9 | 18.0 | 17.5 | | 7.5 | 10.3 | 14.7 |

SG Reinertsen Elementary School

2. Measures of Academic Progress (MAP)

| S.G. Reinertsen | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|------------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 176.4 | 190.4 | 179.4 | 192.6 | 173.1 | 190.3 |
| Grade 3 | 193.5 | 202 | 192 | 200.5 | 191.2 | 204.2 |
| Grade 4 | 202 | 209 | 203.9 | 210 | 200.1 | 208.1 |
| Grade 5 | 210.2 | 217.4 | 210.1 | 216.7 | 210.3 | 217.8 |

| S.G. Reinertsen | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|------------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 179.7 | 193.9 | 182 | 197.8 | 177.4 | 195.8 |
| Grade 3 | 196.1 | 205.5 | 195.7 | 205.8 | 196.1 | 211.7 |
| Grade 4 | 207.3 | 216.6 | 210.2 | 221.8 | 206 | 217.9 |
| Grade 5 | 217.1 | 226.9 | 217.7 | 230.3 | 219.5 | 231.9 |

| S.G. Reinertsen | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|------------------------|---------------------|---------------------|---------------------|
| Reading | Growth | Growth | Growth |
| Grade 2 | 14 | 13.2 | 17.2 |
| Grade 3 | 8.5 | 8.5 | 13 |
| Grade 4 | 7 | 6.1 | 8 |
| Grade 5 | 7.2 | 6.6 | 7.5 |

| S.G. Reinertsen | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|------------------------|---------------------|---------------------|---------------------|
| Mathematics | Growth | Growth | Growth |
| Grade 2 | 14.2 | 15.8 | 18.4 |
| Grade 3 | 9.4 | 10.1 | 15.6 |
| Grade 4 | 9.3 | 11.6 | 11.9 |
| Grade 5 | 9.8 | 12.6 | 12.4 |

SG Reinertsen Elementary School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 2 | 4 | 5 | 4 |
| BA+10 | | 2 | 2 | 3 |
| BA+15 | 2 | | | |
| BA+20 | | 2 | 2 | 1 |
| BA+30 | 2 | 8 | 6 | 7 |
| BA+40 | | 1 | 1 | 1 |
| BA+45 | 9 | | | |
| BA+50 | | 1 | | |
| BA+60 | 1 | | | |
| BA+70 | | 3 | 3 | 3 |
| BA+75 | 1 | | | |
| BA+90 | | | | |
| BA+105 | 4 | | | |
| MA | 5 | 3 | 3 | 5 |
| MA+10 | | 8 | 7 | 5 |
| MA+15 | 9 | | | |
| MA+20 | | 8 | 7 | 7 |
| MA+30 | 6 | 18 | 21 | 23 |
| MA+45 | 15 | | | |
| 0 to 5 years | 14 | 7 | 14 | 16 |
| 6 to 10 years | 13 | 15 | 8 | 8 |
| 11 to 20 years | 23 | 25 | 23 | 23 |
| More than 20 years | 6 | 11 | 12 | 12 |
| Average years experience | 12 yrs. | 13.6 yrs. | 13 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2006-07</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 103,600 | 103,600 | 103,600 | 103,600 |
| Cost for Electricity | \$77,566 | \$94,963 | \$105,640 | \$107,763 |
| Cost per square foot | \$0.75 | \$0.92 | \$1.02 | \$1.04 |
| Square Foot | 103,600 | 103,600 | 103,600 | 103,600 |
| Cost for Heat | \$53,552 | \$49,891 | \$62,027 | \$59,391 |
| Cost per square foot | \$0.52 | \$0.48 | \$0.60 | \$0.57 |



*Moorhead Area Public
Schools*

Secondary

Data

2003-04 through 2007-08

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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

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.

Harassment

Participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Controlled Substance, Illegal Drugs

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 school 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 2007-08

Horizon Middle School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------------------|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 95.74% | 95.2% | 95.61% | 96.21% |
| 2. Average Daily Attendance (ADA) | 1168 | 1112 | 1111 | 1108 |
| 3. Average Daily Membership (ADM) | 1220 | 1168 | 1162 | 1121 |
| 4. Detention | 3419 | 2361 | 2820 | 1253 |
| 5. English Language Learners (ELL) | 117 | 110 | 107 | 105 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 6 | 419 | 353 | 414 | 368 |
| Grade 7 | 437 | 418 | 361 | 422 |
| Grade 8 | 395 | 422 | 397 | 376 |
| Total | 1251 | 1193 | 1172 | 1166 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 41 3.28% | 43 3.5% | 34 2.9% | 38 3.3% |
| Asian | 18 1.44% | 19 3.5% | 28 2.4% | 28 2.4% |
| Hispanic | 103 8.23% | 99 8.2% | 92 7.8% | 97 8.4% |
| Black | 26 2.08% | 26 2.1% | 29 2.5% | 32 2.8% |
| White | 1063 84.97% | 1025 84.6% | 989 84.4% | 967 83.2% |
| Percent Minority | 15.03% | 15.4% | 15.6% | 16.7% |
| 8. Extra Curricular Activities | <u>M F</u> | <u>M F</u> | <u>M F</u> | <u>M F</u> |
| Basketball | 73 83 | 105 74 | 103 50 | 101 29 |
| Cross Country | 13 15 | 13 15 | 11 17 | 11 21 |
| Football | 111 00 | 114 00 | 91 00 | 120 00 |
| Golf | 37 07 | 49 06 | 68 03 | 47 11 |
| Gymnastics | 00 12 | 00 18 | n/a | n/a |
| Tennis | 08 31 | 00 33 | 00 34 | 11 30 |
| Track | 47 60 | 72 61 | 58 43 | 75 60 |
| Volleyball | 00 107 | 00 124 | 00 98 | 00 92 |
| Wrestling | 12 00 | 23 00 | 13 00 | 10 00 |

Horizon Middle School

| 9. Free and Reduced Lunch Program | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 301 | 284 | 250 | 260 |
| Reduced | 55 | 77 | 85 | 83 |
| % of Free & Reduced | 28% | 30% | 28.6% | 29.5% |

10. Home Language

| | | | | |
|------------------------------|------|------|------|------|
| American Sign Language (ASL) | 1 | 1 | 1 | 0 |
| Albanian | 3 | 2 | 4 | 5 |
| Arabic | 4 | 3 | 1 | 2 |
| Cambodian | 0 | 3 | 0 | 0 |
| Chinese | 1 | 0 | 1 | 1 |
| Chippewa | 0 | 2 | 1 | 1 |
| Cutchi | 0 | 0 | 2 | 1 |
| Dakotah | 3 | 0 | 1 | 1 |
| English | 1145 | 1079 | 1107 | 1075 |
| Hawaiian | 1 | 1 | 2 | 1 |
| Hindi | 2 | 2 | 0 | 0 |
| Japanese | 0 | 1 | 1 | 1 |
| Korean | 1 | 2 | 3 | 2 |
| Kurdish | 33 | 32 | 25 | 28 |
| Nepali | 0 | 1 | 1 | 0 |
| Russian | 1 | 1 | 1 | 1 |
| Serbo-Croatian | 8 | 9 | 11 | 8 |
| Somali | 1 | 2 | 4 | 4 |
| Spanish | 95 | 86 | 71 | 76 |
| Swahili | 2 | 1 | 1 | 0 |
| Vietnamese | 5 | 5 | 13 | 14 |

11. Mobility

| | | | | |
|---------------------------|-----|-----|-----|-----|
| Transfers Into Building | 113 | 115 | 136 | 127 |
| Transfers Out of Building | 75 | 52 | 52 | 64 |

12. Special Education Status

| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 25 | 24 | 22 | 13 |
| DCD Mild Moderate | 8 | 11 | 8 | 11 |
| DCD Severe | 6 | 2 | 1 | 1 |
| Physically Impaired | 8 | 6 | 4 | 3 |
| Deaf/Hard of Hearing | 8 | 6 | 3 | 0 |
| Visual Impairment | 2 | 0 | 0 | 0 |
| Specific Learning Disability | 73 | 65 | 60 | 36 |
| Emotional Behavioral Disorders | 28 | 26 | 24 | 20 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 51 | 57 | 54 | 63 |
| Autism Spectrum Disorders | 8 | 10 | 20 | 21 |
| Traumatic Brain Injury | 2 | 2 | 2 | 0 |
| Severely Multiple Impaired | 0 | 3 | 1 | 1 |
| Total Disabilities Served | 219 | 211 | 199 | 169 |

Horizon Middle School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student to Computer Ratio | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |
| 14. Student Discipline Reports | | | | |
| Alcohol | 1 | 0 | 0 | 0 |
| Assault | 7 | 6 | 8 | 24 |
| Bullying | 0 | 0 | 2 | 0 |
| Disorderly Conduct | 15 | 28 | 16 | 93 |
| Fighting | 53 | 41 | 39 | 37 |
| Harassment | 2 | 0 | 2 | 0 |
| Controlled Substance, Illegal Drugs | 4 | 6 | 0 | 4 |
| Theft | 5 | 7 | 1 | 3 |
| Threat/Intimidation | 0 | 0 | 2 | 0 |
| Tobacco | 1 | 4 | 0 | 4 |
| Vandalism/Property Related | 0 | 0 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 1 | 0 |
| Weapon | 3 | 6 | 4 | 1 |
| 15. Suspensions | | | | |
| 1 Day | 53 | 65 | 46 | 80 |
| 2 Days | 47 | 23 | 29 | 46 |
| 3 Days | 35 | 23 | 34 | 26 |
| 4 Days | 5 | 11 | 3 | 3 |
| 5 Days | 5 | 8 | 10 | 11 |
| 10 Days | 0 | 0 | 1 | 0 |
| In School | 258 | 35 | 38 | |
| 16. Suspensions-Bus | 6 | 0 | 0 | 0 |
| 17. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Unexcused Absences | 792 65.51% | 823 70.9% | 684 59.2% | 676 57.9% |
| 1 to 5 Unexcused Absences | 321 26.55% | 240 20.7% | 337 29.2% | 326 28.0% |
| 6 to 10 Unexcused Absences | 59 4.88% | 57 4.9% | 74 6.4% | 110 9.5% |
| 11 to 15 Unexcused Absences | 25 2.07% | 15 1.3% | 28 2.5% | 18 1.6% |
| 16 to 20 Unexcused Absences | 7 0.58% | 11 1.0% | 16 1.4% | 12 1.1% |
| 21 or More Unexcused Absences | 5 0.41% | 15 1.3% | 17 1.5% | 26 2.3% |

Horizon Middle School

| 1. Retention in Grade | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|-----------------------|---------|---------|---------|---------|
| Grade 6 | 2 | 0 | 2 | 0 |
| Grade 7 | 1 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 2 | 0 |
| Total | 3 | 0 | 4 | 0 |

| 2. Grade Distribution by Ethnicity | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------------------------------------|---------------|---------------|---------------|--------------|
| American Indian | | | | |
| A | 158 21.79% | 201 26.9% | 131 19.76% | 95 18.4% |
| B | 215 29.66% | 147 19.7% | 154 23.23% | 161 31.2% |
| C | 137 18.90% | 172 23.0% | 146 22.03% | 99 19.2% |
| D | 80 11.03% | 139 18.6% | 125 18.86% | 55 10.7% |
| F | 127 17.52% | 73 9.8% | 93 14.03% | 52 10.1% |
| S | 8 1.10% | 16 2.2% | 2 0.31% | 9 1.7% |
| P | 0 | 0 | 12 1.81% | 37 7.2% |
| Asian | | | | |
| A | 246 65.95% | 297 64.71% | 370 58.73% | 275 57.2% |
| B | 69 18.50% | 82 17.87% | 118 18.73% | 99 20.6% |
| C | 32 8.58% | 47 10.24% | 79 12.54% | 57 11.9% |
| D | 17 4.56% | 23 5.01% | 43 6.83% | 31 6.4% |
| F | 7 1.88% | 9 1.96% | 10 1.59% | 10 2.1% |
| S | 2 0.54% | 1 0.22% | 4 0.64% | 0 |
| P | 0 | 0 | 6 0.96% | 9 1.9% |
| Hispanic | | | | |
| A | 440 25.21% | 498 26.5% | 338 21.99% | 307 26.2% |
| B | 461 26.42% | 541 28.7% | 362 23.56% | 351 30.0% |
| C | 374 21.43% | 402 21.4% | 351 22.84% | 245 20.9% |
| D | 221 12.66% | 246 13.1% | 234 15.23% | 120 10.3% |

Horizon Middle School

| | | | | | |
|-------|---|--------|-------|--------|-------|
| | F | 229 | 127 | 192 | 77 |
| | | 13.12% | 6.8% | 12.50% | 6.6% |
| | S | 20 | 16 | 9 | 5 |
| | | 1.15% | 9.0% | 0.59% | 0.4% |
| | P | | 55 | 51 | 62 |
| | | | 3.0% | 3.32% | 5.3% |
| Black | | | | | |
| | A | 123 | 188 | 171 | 168 |
| | | 25.10% | 30.1% | 30.11% | 35.8% |
| | B | 165 | 141 | 142 | 154 |
| | | 33.67% | 22.6% | 25.00% | 32.8% |
| | C | 110 | 141 | 104 | 68 |
| | | 22.45% | 22.6% | 18.31% | 14.5% |
| | D | 65 | 82 | 68 | 39 |
| | | 13.27% | 13.2% | 11.98% | 8.3% |
| | F | 27 | 58 | 48 | 12 |
| | | 5.51% | 9.3% | 8.50% | 2.6% |
| | S | 0 | 1 | 9 | 0 |
| | | 0.00% | 0.2% | 1.59% | |
| | P | | 14 | 26 | 27 |
| | | | 2.3% | 4.58% | 5.8% |
| White | | | | | |
| | A | 11147 | 13290 | 12354 | 7886 |
| | | 50.03% | 56.0% | 56.51% | 54.8% |
| | B | 5903 | 5588 | 5024 | 3779 |
| | | 26.49% | 23.6% | 22.98% | 26.3% |
| | C | 2877 | 2806 | 2587 | 1693 |
| | | 12.91% | 11.9% | 11.83% | 11.8% |
| | D | 1298 | 1225 | 1117 | 628 |
| | | 5.83% | 5.2% | 5.11% | 4.4% |
| | F | 977 | 548 | 570 | 194 |
| | | 4.39% | 2.3% | 2.61% | 1.4% |
| | S | 78 | 121 | 69 | 53 |
| | | 0.35% | 0.5% | 0.32% | 0.4% |
| | P | 0 | 150 | 142 | 154 |
| | | | 0.7% | 0.65% | 1.1% |

3. Failure Rate

*(Average failure rate based on
Trimester courses failed)*

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|--------------------|---------|---------|---------|---------|
| No Failures | 82.19% | 87.64% | 86.07% | 87.91% |
| 1 Failure | 8.41% | 6.57% | 7.34% | 5.42% |
| 2 Failures | 3.87% | 2.65% | 3.14% | 2.25% |
| 3 Failures | 2.46% | 1.62% | 1.67% | 2.50% |
| 4 Failures | 2.03% | 0.95% | 0.90% | 0.50% |
| 5 or More Failures | 1.03% | 0.57% | 0.80% | 1.42% |

Horizon Middle School

4. MCA II Proficiency *Percentage may not add up to 100 due to rounding*

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 6 Reading | | | | | | | | | | | |
| Proficient | 81.6 | 81.6 | 71.6 | | 74.6 | 74.7 | 66.6 | | 73.6 | 73.6 | 69.6 |
| Not Proficient | 18.3 | 18.3 | 28.4 | | 25.4 | 25.3 | 33.4 | | 26.5 | 26.5 | 30.4 |
| Grade 6 Mathematics | | | | | | | | | | | |
| Proficient | 73.5 | 73.5 | 59.2 | | 67.6 | 66.7 | 60.8 | | 77.9 | 77.9 | 64.6 |
| Not Proficient | 26.5 | 26.5 | 40.8 | | 32.5 | 33.3 | 39.3 | | 22.1 | 22.1 | 35.4 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 7 Reading | | | | | | | | | | | |
| Proficient | 77.1 | 76.4 | 66.6 | | 75.0 | 73.8 | 63.2 | | 74.3 | 74.3 | 64.7 |
| Not Proficient | 22.9 | 23.7 | 33.4 | | 25.1 | 26.2 | 36.9 | | 25.7 | 25.7 | 35.5 |
| Grade 7 Mathematics | | | | | | | | | | | |
| Proficient | 68.9 | 67.2 | 57.5 | | 71.3 | 70.2 | 59.4 | | 77.4 | 77.4 | 61.4 |
| Not Proficient | 31.1 | 32.9 | 42.5 | | 28.7 | 29.8 | 40.6 | | 22.6 | 22.6 | 38.6 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 8 Reading | | | | | | | | | | | |
| Proficient | 76.5 | 74.8 | 64.6 | | 72.2 | 69.4 | 63.3 | | 71.9 | 71.9 | 65.7 |
| Not Proficient | 23.4 | 25.2 | 35.4 | | 27.8 | 30.6 | 36.7 | | 28.1 | 28.1 | 34.3 |
| Grade 8 Mathematics | | | | | | | | | | | |
| Proficient | 75.8 | 72.6 | 56.7 | | 73.1 | 70.4 | 56.9 | | 75 | 75 | 58.2 |
| Not Proficient | 24.5 | 27.5 | 43.3 | | 26.5 | 29.6 | 43.1 | | 25 | 25 | 41.8 |

Horizon Middle School

MCA II Achievement Levels

| Grade 6 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 44.5 | 44.5 | 35.4 | | 39.8 | 39.3 | 31.4 | | 43 | 43 | 37.4 |
| Meets Stds | 37.1 | 37.1 | 36.2 | | 34.8 | 35.4 | 35.2 | | 30.6 | 30.6 | 32.2 |
| Partially Meets | 13.5 | 13.5 | 18.9 | | 15.2 | 15.2 | 19.2 | | 16.8 | 16.8 | 17.3 |
| Does Not Meet | 4.8 | 4.8 | 9.5 | | 10.2 | 10.1 | 14.2 | | 9.6 | 9.6 | 13.1 |

| Grade 6 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 32.4 | 32.4 | 18.7 | | 30.2 | 29.8 | 20.9 | | 30.3 | 30.3 | 20.5 |
| Meets Stds | 41.1 | 41.1 | 40.5 | | 37.4 | 36.9 | 39.9 | | 47.6 | 47.6 | 44.1 |
| Partially Meets | 13.1 | 13.1 | 22.2 | | 19.5 | 20.0 | 21.7 | | 14.2 | 14.2 | 21.5 |
| Does Not Meet | 13.4 | 13.4 | 18.6 | | 13.0 | 13.3 | 17.6 | | 7.9 | 7.9 | 13.8 |

| Grade 7 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 46.4 | 45.7 | 35.8 | | 46.1 | 45.3 | 31.9 | | 49.6 | 49.6 | 36.7 |
| Meets Stds | 30.7 | 30.7 | 30.8 | | 28.9 | 28.5 | 31.3 | | 24.7 | 24.7 | 28 |
| Partially Meets | 14.9 | 15.5 | 20.0 | | 14.6 | 14.5 | 20.5 | | 15.6 | 15.6 | 19.7 |
| Does Not Meet | 0.8 | 8.2 | 13.4 | | 10.5 | 11.7 | 16.4 | | 10.1 | 10.1 | 15.6 |

| Grade 7 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 26.7 | 26.1 | 17.5 | | 36.5 | 35.8 | 21.9 | | 34.7 | 34.7 | 21.4 |
| Meets Stds | 42.2 | 41.1 | 40.0 | | 34.8 | 34.4 | 37.5 | | 42.6 | 42.6 | 40 |
| Partially Meets | 19.8 | 20.6 | 22.3 | | 13.2 | 13.5 | 20.9 | | 14.5 | 14.5 | 22.4 |
| Does Not Meet | 11.3 | 12.3 | 20.2 | | 15.5 | 16.3 | 19.7 | | 8.2 | 8.2 | 16.3 |

| Grade 8 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 46.6 | 44.8 | 32.5 | | 45.4 | 43.2 | 36.3 | | 40.1 | 40.1 | 34.9 |
| Meets Stds | 29.9 | 30.0 | 32.1 | | 26.8 | 26.2 | 27.0 | | 31.8 | 31.8 | 30.9 |
| Partially Meets | 15.9 | 15.8 | 20.9 | | 18.6 | 20.5 | 20.5 | | 17.3 | 17.3 | 19.3 |
| Does Not Meet | 7.5 | 9.4 | 14.5 | | 9.2 | 10.1 | 16.2 | | 10.9 | 10.9 | 15 |

| Grade 8 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 36.9 | 35.1 | 19.4 | | 29.5 | 27.9 | 18.5 | | 40.2 | 40.2 | 22.3 |
| Meets Stds | 38.9 | 37.5 | 37.3 | | 43.9 | 42.5 | 38.4 | | 34.8 | 34.8 | 35.9 |
| Partially Meets | 12.5 | 13.4 | 23.0 | | 13.9 | 14.2 | 21.4 | | 13.7 | 13.7 | 20.6 |
| Does Not Meet | 11.7 | 14.1 | 20.3 | | 12.6 | 15.4 | 21.7 | | 11.3 | 11.3 | 21.2 |

Horizon Middle School

2. Measures of Academic Progress (MAP)

| Horizon | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|----------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 6 | 214.8 | 219.4 | 213.9 | 218.5 | 215.4 | 219.9 |
| Grade 7 | 216.7 | 220.4 | 219.1 | 222.1 | 219.4 | 222.3 |
| Grade 8 | 221.8 | 224.9 | 221.3 | 225.2 | 221.7 | 225.3 |

| Horizon | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 6 | 223.9 | 230.4 | 225.5 | 231.9 | 226.8 | 233.9 |
| Grade 7 | 227.3 | 233.7 | 233.4 | 239 | 232.6 | 238.5 |
| Grade 8 | 233.3 | 238 | 235.7 | 239.7 | 238.6 | 242.5 |

| Horizon | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|----------------|---------------------|---------------------|---------------------|
| Reading | Growth | Growth | Growth |
| Grade 6 | 4.6 | 4.6 | 4.5 |
| Grade 7 | 3.7 | 3 | 2.9 |
| Grade 8 | 3.1 | 3.9 | 3.6 |

| Horizon | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|--------------------|---------------------|---------------------|---------------------|
| Mathematics | Growth | Growth | Growth |
| Grade 6 | 6.5 | 6.4 | 7.1 |
| Grade 7 | 6.4 | 5.6 | 5.9 |
| Grade 8 | 4.7 | 4 | 3.9 |

Horizon Middle School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 7 | 10 | 8 | 8 |
| BA+10 | | 3 | 7 | 6 |
| BA+15 | 6 | | | |
| BA+20 | | 2 | | |
| BA+30 | 3 | 11 | 10 | 11 |
| BA+40 | | | | |
| BA+45 | 11 | | | |
| BA+50 | | 1 | 1 | 1 |
| BA+60 | | | | |
| BA+70 | | 7 | 4 | 4 |
| BA+75 | 1 | | | |
| BA+90 | 1 | | | |
| BA+105 | 7 | | | |
| MA | 5 | 5 | 6 | 6 |
| MA+10 | | 9 | 10 | 10 |
| MA+15 | 10 | | | |
| MA+20 | | 8 | 4 | 3 |
| MA+30 | 8 | 32 | 36 | 36 |
| MA+45 | 31 | | | |
| 0 to 5 years | 19 | 20 | 18 | 16 |
| 6 to 10 years | 25 | 23 | 14 | 12 |
| 11 to 20 years | 30 | 37 | 42 | 42 |
| More than 20 years | 16 | 9 | 12 | 15 |
| Average Years Experience | 13 yrs. | 11 yrs. | 12.7 yrs. | 14 yrs. |

| Electricity and Heat Cost Comparisons per square foot | | | | |
|---|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Square Foot | 228,000 | 228,000 | 228,000 | 228,000 |
| Cost for Electricity | \$227,952 | \$280,560 | \$295,950 | \$316,610 |
| Cost per square foot | \$1.00 | \$1.23 | \$1.30 | \$1.39 |
| Square Foot | 228,000 | 228,000 | 228,000 | 228,000 |
| Cost for Heat | \$180,565 | \$210,854 | \$198,886 | \$173,220 |
| Cost per square foot | \$0.79 | \$0.92 | \$0.87 | \$0.76 |



Moorhead Area Public Schools

Moorhead High School

2003-04 through 2007-08

Moorhead High School

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|----------------|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 94.22% | 92.67% | 93.2% | 93.38% | 94.3% |
| 2. Average Daily Attendance (ADA) | 1582 | 1542 | 1487 | 1510 | 1492 |
| 3. Average Daily Membership (ADM) | 1679 | 1664 | 1596 | 1617 | 1549 |
| 4. Detention | 3050 | 3157 | 2250 | 4307 | |
| 5. Dropout Rate | | | | | |
| (Grades 7-12) | 38 | 26 | 24 | 25 | 22 |
| Drop Out Index | 1.43 | 1.50 | 1.44 | 1.47 | 1.43 |
| 6. English Language Learners | 76 | 103 | 93 | 73 | 80 |
| 7. Enrollment as of October 1 | <u>Oct 03</u> | <u>Oct 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 9 | 430 | 417 | 398 | 436 | 415 |
| Grade 10 | 400 | 449 | 422 | 389 | 433 |
| Grade 11 | 446 | 401 | 442 | 425 | 388 |
| Grade 12 | 435 | 445 | 411 | 410 | 407 |
| Total | 1711 | 1712 | 1673 | 1660 | 1643 |
| 8. Ethnicity | <u>Oct 03</u> | <u>Oct 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 29 1.69% | 30 1.80% | 29 1.7% | 25 1.5% | 33 2.1% |
| Asian | 22 1.29% | 20 1.17% | 18 1.1% | 21 1.3% | 24 1.5% |
| Hispanic | 91 5.32% | 103 6.02% | 112 6.7% | 93 5.6% | 95 5.8% |
| Black | 35 2.05% | 34 1.99% | 30 1.8% | 32 1.9% | 39 2.4% |
| White | 1534 89.66% | 1513 88.38% | 1474 88.6% | 1489 89.7% | 1452 88.4% |
| Percent Minority | 10.34% | 10.97% | 11.4% | 10.3% | 11.6% |

Moorhead High School

9. Extra Curricular Activities

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------|----------------|----------------|----------------|----------------|----------------|
| | M F | M F | M F | M F | M F |
| Baseball | 49 00 | 50 00 | 47 00 | 57 00 | 55 00 |
| Basketball | 55 37 | 44 29 | 49 38 | 52 45 | 53 37 |
| Cheerleading | 00 31 | 00 20 | 00 17 | 00 21 | 00 11 |
| Cross Country | 27 25 | 30 24 | 19 29 | 35 26 | 30 25 |
| Danceline | 00 28 | 00 30 | 00 24 | 00 20 | 00 26 |
| Football | 140 00 | 113 00 | 130 00 | 142 00 | 134 00 |
| Golf | 18 16 | 19 20 | 19 13 | 19 09 | 20 07 |
| Gymnastics | 00 05 | 00 14 | 00 13 | 00 08 | 00 11 |
| Hockey | 44 23 | 40 23 | 37 17 | 38 17 | 37 17 |
| Soccer | 57 53 | 49 54 | 42 49 | 58 54 | 60 46 |
| Softball | 00 29 | 00 27 | 00 32 | 00 35 | 00 33 |
| Swimming | 21 41 | 26 36 | 20 41 | 17 35 | 21 36 |
| Tennis | 15 30 | 25 29 | 25 28 | 24 34 | 19 37 |
| Track | 72 68 | 71 66 | 69 56 | 69 75 | 75 69 |
| Volleyball | 00 39 | 00 45 | 00 43 | 00 45 | 00 43 |
| Wrestling | 21 00 | 21 00 | 25 00 | 27 00 | 26 00 |
| Apollo Strings | 03 18 | 03 17 | 01 16 | 02 18 | 04 19 |
| Business Professionals | 00 00 | 08 01 | 03 01 | 05 03 | 07 09 |
| Cho Kio | 01 10 | 03 09 | 01 04 | 01 03 | 00 00 |
| Debate | 11 11 | 13 20 | 12 18 | 02 10 | 03 10 |
| Key Club | 33 64 | 31 92 | 20 78 | 19 75 | 25 108 |
| Knowledge Bowl | 10 08 | 17 14 | 12 10 | 24 11 | 27 01 |
| Math League | 09 04 | 10 06 | 08 04 | 10 11 | 11 07 |
| Mock Trial | 04 07 | 03 08 | 03 08 | n/a | n/a |
| Musical | 29 40 | 18 26 | 13 14 | 35 47 | 39 40 |
| Pep Band | 21 36 | 23 32 | 17 27 | 11 12 | 19 17 |
| Play | 18 23 | 17 22 | 12 16 | 17 19 | 12 14 |
| Science Challenge | 22 03 | 15 05 | 10 05 | 09 08 | 05 07 |
| Speech | 28 56 | 33 64 | 25 53 | 29 42 | 29 38 |
| Student Council | 04 45 | 04 42 | 02 35 | 08 30 | 13 27 |

10. Free and Reduced Lunch Program

| | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Free | 267 | 284 | 276 | 246 | 265 |
| Reduced | 68 | 82 | 70 | 85 | 79 |
| % of Free & Reduced | 20% | 22% | 21% | 20% | 21% |

11. Home Language

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------------|----------------|----------------|----------------|----------------|----------------|
| American Sign Language (ASL) | 0 | 0 | 0 | 0 | 1 |
| Afrikaans | 0 | 1 | 0 | 0 | 0 |
| Albanian | 0 | 3 | 3 | 1 | 2 |
| Arabic | 2 | 3 | 5 | 4 | 4 |
| Cambodian | 0 | 0 | 2 | 0 | 0 |
| Chinese | 2 | 1 | 2 | 2 | 2 |
| Cutchi | 0 | 1 | 1 | 0 | 0 |

Moorhead High School

| 11. Home Language (cont.) | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Dakotah | 0 | 1 | 1 | 1 | 3 |
| Dutch | 0 | 1 | 0 | 0 | 0 |
| English | 1612 | 1606 | 1546 | 1569 | 1566 |
| French | 0 | 2 | 0 | 0 | 0 |
| German | 8 | 11 | 3 | 4 | 1 |
| Hawaiian | 0 | 0 | 0 | 0 | 1 |
| Hindi | 0 | 0 | 0 | 1 | 0 |
| Korean | 0 | 0 | 0 | 0 | 2 |
| Kurdish | 30 | 29 | 28 | 31 | 37 |
| Laotian | 2 | 3 | 1 | 0 | 0 |
| Nepali | 0 | 0 | 1 | 1 | 1 |
| Norwegian | 0 | 0 | 1 | 1 | 0 |
| Persian | 4 | 4 | 3 | 1 | 0 |
| Polish | 1 | 0 | 0 | 1 | 0 |
| Portuguese | 1 | 1 | 0 | 0 | 1 |
| Russian | 1 | 3 | 4 | 2 | 2 |
| Serbo-Croatian | 2 | 3 | 5 | 8 | 13 |
| Somali | 11 | 7 | 9 | 5 | 10 |
| Spanish | 94 | 98 | 98 | 89 | 85 |
| Swahili | 2 | 2 | 3 | 2 | 1 |
| Swedish | 3 | 0 | 1 | 2 | 1 |
| Thai | 1 | 1 | 0 | 0 | 1 |
| Turkish | 1 | 1 | 1 | 1 | 0 |
| Ukranian | 0 | 0 | 1 | 0 | 0 |
| Vietnamese | 4 | 3 | 1 | 10 | 9 |

12. Mobility

| | | | | | |
|---------------------------|-----|-----|-----|-----|-----|
| Transfers Into Building | 118 | 121 | 122 | 123 | 136 |
| Transfers Out of Building | 74 | 90 | 68 | 81 | 76 |

13. Special Education Status

| | <u>Fall 03</u> | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 13 | 9 | 11 | 9 | 7 |
| DCD Mild Moderate | 16 | 20 | 15 | 14 | 20 |
| DCD Severe | 13 | 12 | 8 | 7 | 6 |
| Physically Impaired | 9 | 5 | 3 | 2 | 6 |
| Deaf/Hard of Hearing | 5 | 6 | 9 | 10 | 10 |
| Visual Impairment | 0 | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 94 | 81 | 92 | 75 | 68 |
| Emotional Behavioral Disorders | 51 | 43 | 33 | 23 | 30 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 72 | 87 | 80 | 69 | 69 |
| Autism Spectrum Disorders | 13 | 15 | 20 | 18 | 18 |
| Traumatic Brain Injury | 0 | 0 | 1 | 2 | 2 |
| Severely Multiple Impaired | 0 | 0 | 2 | 3 | 4 |
| Total Disabilities Served | 286 | 278 | 274 | 232 | 240 |

Moorhead High School

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 14. Student to Computer Ratio | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |
| 15. Student Discipline Reports | | | | | |
| Alcohol | 19 | 5 | 1 | 7 | 6 |
| Assault | 0 | 0 | 2 | 2 | 6 |
| Bullying | 0 | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 15 | 24 | 33 |
| Fighting | 21 | 26 | 20 | 15 | 8 |
| Harassment | 0 | 0 | 7 | 3 | 0 |
| Controlled Substance, Illegal Drugs | 18 | 12 | 3 | 8 | 7 |
| Theft | 0 | 3 | 5 | 1 | 7 |
| Threat/Intimidation | 0 | 2 | 0 | 1 | 2 |
| Tobacco | 14 | 15 | 4 | 8 | 6 |
| Vandalism | 40 | 4 | 1 | 0 | 1 |
| Verbal Abuse | 0 | 0 | 1 | 0 | 0 |
| Weapon | 1 | 1 | 3 | 1 | 7 |
| 16. Suspensions | | | | | |
| Out of School | 111 | 80 | 68 | 81 | 87 |
| In School | 421 | 369 | 453 | 902 | 840 |
| 17. Unexcused Absences | | | | | |
| # Students | 423 | 644 | 642 | 745 | 839 |
| 0 Unexcused Absences | 25.75% | 39.36% | 39.2% | 47.3% | 53.5% |
| 1 to 5 Unexcused Absences | 652 39.68% | 558 34.11% | 670 40.9% | 599 38.0% | 438 27.9% |
| 6 to 10 Unexcused Absences | 174 10.59% | 119 7.27% | 187 11.4% | 112 7.1% | 141 9.0% |
| 11 to 15 Unexcused Absences | 100 6.09% | 82 5.02% | 49 3.0% | 58 3.7% | 58 3.7% |
| 16 to 20 Unexcused Absences | 76 4.63% | 63 3.84% | 27 1.7% | 23 1.5% | 45 2.9% |
| 21 or More Unexcused Absences | 216 13.15% | 170 10.40% | 64 3.9% | 39 2.5% | 49 3.2% |

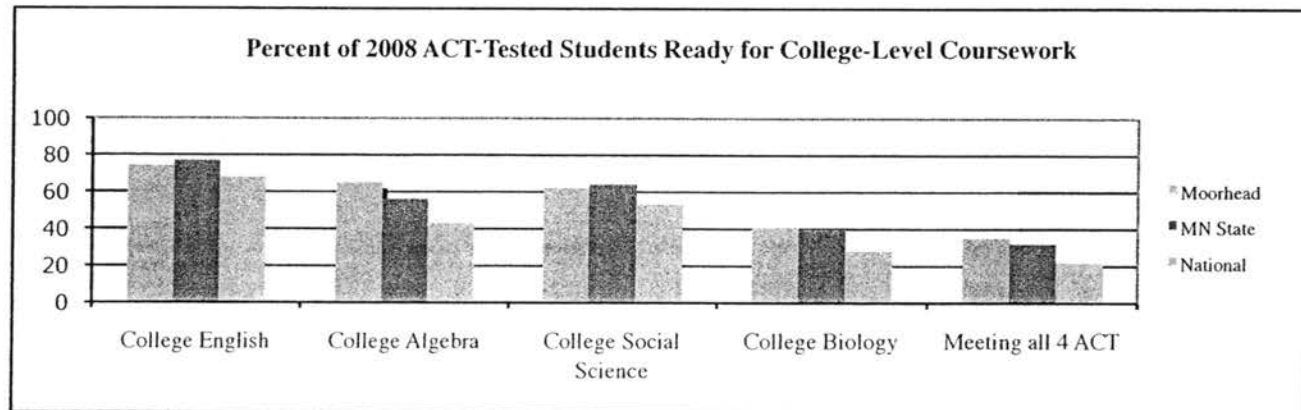
Moorhead High School

| | | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|----------|----------------|----------------|----------------|----------------|----------------|
| I. ACT Scores - Core Curriculum | | | | | | |
| English | Moorhead | 21 | 21 | 21.2 | 22.3 | 21.7 |
| | State | 22.2 | 22.3 | 22.4 | 22.6 | 22.4 |
| | National | 21.5 | 21.5 | 21.6 | 21.7 | 21.6 |
| Math | Moorhead | 23.2 | 22.5 | 23.2 | 24.5 | 24.2 |
| | State | 22.8 | 22.9 | 22.9 | 23.3 | 23.1 |
| | National | 21.7 | 21.7 | 21.8 | 21.9 | 21.9 |
| Reading | Moorhead | 22.5 | 22.8 | 22.8 | 23.8 | 23.4 |
| | State | 23.3 | 23.3 | 23.3 | 23.5 | 23.4 |
| | National | 22.3 | 22.2 | 22.3 | 22.4 | 22.3 |
| Science | Moorhead | 22.5 | 22.4 | 22.4 | 23.6 | 23 |
| | State | 22.9 | 23 | 22.9 | 23.1 | 22.9 |
| | National | 21.7 | 21.8 | 21.7 | 21.8 | 21.6 |
| Composite | Moorhead | 22.4 | 22.3 | 22.5 | 23.7 | 23.2 |
| | State | 22.9 | 23 | 23 | 25.3 | 23.1 |
| | National | 21.9 | 21.9 | 22 | 22 | 22 |

| ACT Scores - Average ACT Scores | | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|----------|----------------|----------------|----------------|----------------|----------------|
| English | Moorhead | 20.1 | 20.4 | 20.6 | 21.8 | 21.3 |
| | State | 21.4 | 21.6 | 21.6 | 21.8 | 21.9 |
| | National | 20.4 | 20.4 | 20.5 | 20.7 | 20.6 |
| Math | Moorhead | 22.1 | 21.9 | 22.5 | 23.9 | 23.8 |
| | State | 22 | 22.1 | 22.1 | 22.5 | 22.6 |
| | National | 20.7 | 20.7 | 20.8 | 21 | 21 |
| Reading | Moorhead | 21.7 | 22.3 | 22.3 | 23.4 | 23 |
| | State | 22.6 | 22.7 | 22.6 | 22.8 | 23 |
| | National | 21.3 | 21.3 | 21.4 | 21.5 | 21.4 |
| Science | Moorhead | 21.8 | 21.9 | 22 | 23 | 22.8 |
| | State | 22.3 | 22.4 | 22.3 | 22.5 | 22.5 |
| | National | 20.9 | 20.9 | 20.9 | 21 | 20.8 |
| Composite | Moorhead | 21.6 | 21.7 | 22 | 23.2 | 22.9 |
| | State | 22.2 | 22.3 | 22.3 | 22.5 | 22.6 |
| | National | 20.9 | 20.9 | 21.1 | 21.2 | 21.1 |

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>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------|----------|----------------|----------------|----------------|----------------|----------------|
| English | Moorhead | 68 | 71 | 71 | 78 | 74 |
| | State | 76 | 76 | 76 | 78 | 77 |
| | National | 68 | 57 | 69 | 69 | 68 |
| Math | Moorhead | 53 | 51 | 56 | 69 | 65 |
| | State | 51 | 53 | 52 | 56 | 56 |
| | National | 40 | 41 | 42 | 43 | 43 |
| Reading | Moorhead | 53 | 64 | 64 | 68 | 62 |
| | State | 61 | 61 | 62 | 62 | 64 |
| | National | 52 | 51 | 53 | 53 | 53 |
| Science | Moorhead | 33 | 30 | 32 | 43 | 41 |
| | State | 36 | 37 | 37 | 38 | 40 |
| | National | 26 | 26 | 27 | 28 | 28 |
| Meeting all Four | Moorhead | 25 | 20 | 24 | 36 | 35 |
| | State | 28 | 29 | 28 | 31 | 32 |
| | National | 21 | 21 | 21 | 23 | 22 |

3. Basic Skills Tests

Class of 2008

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Reading | | | | | |
| Passed | 343 | 368 | 387 | 405 | 393 |
| Percent Passed | 80.71% | 85.39% | 90.42% | 90.40% | 94.70% |
| Not Passed | 82 | 61 | 41 | 41 | 19 |
| Percent Not Passed | 19.30% | 14.16% | 9.58% | 9.15% | 4.58% |
| Exempt | 0 | 2 | 0 | 2 | 3 |
| Mathematics | | | | | |
| Passed | 329 | 344 | 367 | 381 | 379 |
| Percent Passed | 77.41% | 80.38% | 85.35% | 85.04% | 92.22% |

Moorhead High School

| | | | | | |
|--------------------|--------|--------|--------|--------|-------|
| Not Passed | 96 | 82 | 63 | 65 | 29 |
| Percent Not Passed | 22.59% | 19.16% | 14.66% | 14.51% | 7.06% |
| Exempt | 0 | 2 | 0 | 2 | 3 |

| | | | | | |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Writing | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | | 396 | 416 | 406 |
| Percent Passed | | | 94.07% | 92.86% | 96.90% |
| Not Passed | | | 25 | 30 | 11 |
| Percent Not Passed | | | 5.94% | 6.70% | 2.63% |
| Exempt | | | 0 | 2 | 2 |

Class of 2009

| | | | | | |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Reading | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | 328 | 331 | 355 | 355 |
| Percent Passed | | 81.80% | 82.75% | 84.32% | 89.65% |
| Not Passed | | 73 | 69 | 63 | 41 |
| Percent Not Passed | | 18.21% | 17.25% | 14.96% | 10.36% |
| Exempt | | | | 3 | 0 |

| | | | | | |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Mathematics | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | 297 | 309 | 341 | 344 |
| Percent Passed | | 74.82% | 76.30% | 81.00% | 87.54% |
| Not Passed | | 100 | 96 | 77 | 49 |
| Percent Not Passed | | 25.19% | 23.71% | 18.29% | 12.47% |
| Exempt | | | | 3 | 0 |

| | | | | | |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Writing | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | | | 357 | 363 |
| Percent Passed | | | | 84.80% | 91.67% |
| Not Passed | | | | 61 | 33 |
| Percent Not Passed | | | | 14.49% | 8.34% |
| Exempt | | | | 3 | 0 |

4. Grade Distribution by Ethnicity

| | | | | | |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| American Indian | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| A | 42 | 37 | 29 | 45 | 50 |
| | 18.00% | 22.29% | 13.68% | 15.85% | 14.25% |
| B | 56 | 42 | 49 | 56 | 85 |
| | 24.00% | 25.30% | 23.12% | 19.72% | 24.22% |
| C | 59 | 39 | 54 | 61 | 89 |
| | 25.00% | 23.49% | 25.48% | 21.48% | 25.36% |
| D | 41 | 22 | 39 | 39 | 57 |
| | 17.00% | 13.25% | 18.40% | 13.74% | 16.24% |
| F | 37 | 22 | 29 | 55 | 45 |
| | 16.00% | 13.25% | 13.68% | 19.37% | 12.82% |
| S | 3 | 1 | 4 | 0 | 2 |
| | 1.00% | 0.60% | 1.89% | 0.00% | 0.52% |
| P | | 3 | 8 | 28 | 19 |
| | | 1.81% | 3.78% | 9.86% | 5.41% |

Moorhead High School

Asian

| | | | | | |
|---|--------|--------|--------|--------|--------|
| A | 164 | 109 | 131 | 146 | 174 |
| | 60.00% | 56.19% | 64.54% | 65.47% | 47.67% |
| B | 63 | 39 | 40 | 42 | 86 |
| | 23.00% | 20.10% | 19.71% | 18.84% | 23.56% |
| C | 21 | 13 | 17 | 17 | 55 |
| | 8.00% | 6.70% | 8.38% | 7.63% | 15.07% |
| D | 11 | 8 | 7 | 1 | 24 |
| | 4.00% | 4.12% | 3.45% | 0.45% | 6.58% |
| F | 11 | 23 | 2 | 13 | 11 |
| | 4.00% | 11.86% | 0.99% | 5.83% | 3.01% |
| S | 2 | 0 | 3 | 0 | 7 |
| | 1.00% | 0.00% | 1.48% | 0.00% | 1.92% |
| P | | 1 | 3 | 4 | 8 |
| | | 0.52% | 1.48% | 1.80% | 2.19% |
| I | | 1 | 0 | 0 | 0 |

Hispanic

| | | | | | |
|---|--------|--------|--------|--------|--------|
| A | 170 | 197 | 164 | 168 | 223 |
| | 18.00% | 21.79% | 16.79% | 20.10% | 17.33% |
| B | 215 | 208 | 231 | 190 | 278 |
| | 23.00% | 23.01% | 23.65% | 22.73% | 21.60% |
| C | 203 | 184 | 205 | 192 | 277 |
| | 22.00% | 20.35% | 20.99% | 22.97% | 21.52% |
| D | 144 | 128 | 158 | 116 | 220 |
| | 15.00% | 14.16% | 16.18% | 13.88% | 17.09% |
| F | 168 | 151 | 197 | 112 | 216 |
| | 18.00% | 16.70% | 20.17% | 13.40% | 16.78% |
| P | 16 | 19 | 20 | 49 | 56 |
| | 2.00% | 2.10% | 2.05% | 5.87% | 4.35% |
| S | 19 | 3 | 2 | 2 | 7 |
| | 2.00% | 0.33% | 0.21% | 0.24% | 0.54% |
| I | | 14 | 0 | 7 | 9 |
| | | 1.55% | | 0.84% | 0.70% |

Black

| | | | | | |
|---|--------|--------|--------|--------|--------|
| A | 94 | 90 | 70 | 74 | 91 |
| | 25.00% | 28.39% | 25.65% | 22.99% | 19.96% |
| B | 106 | 98 | 71 | 71 | 115 |
| | 28.00% | 30.91% | 26.01% | 22.05% | 25.22% |
| C | 78 | 67 | 63 | 67 | 103 |
| | 20.00% | 21.14% | 23.08% | 20.81% | 22.59% |
| D | 44 | 21 | 30 | 51 | 80 |
| | 12.00% | 6.62% | 10.99% | 15.84% | 17.54% |
| F | 34 | 27 | 17 | 43 | 46 |
| | 9.00% | 8.52% | 6.23% | 13.36% | 10.09% |
| S | 20 | 9 | 5 | 3 | 2 |
| | 5.00% | 2.84% | 1.84% | 0.94% | 0.44% |
| P | | 0 | 13 | 11 | 19 |
| | | | 4.77% | 3.42% | 4.17% |
| I | | 0 | 4 | 2 | 0 |
| | | | 1.47% | 0.63% | |

Moorhead High School

White

| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| A | 7331 41.00% | 7078 48.03% | 6581 45.56% | 6495 44.46% | 7553 44.91% |
| B | 5291 30.00% | 3933 26.69% | 3796 26.28% | 3740 25.60% | 4448 26.45% |
| C | 2879 16.00% | 2099 14.24% | 2141 14.83% | 2192 15.01% | 2464 14.65% |
| D | 1231 7.00% | 875 5.94% | 1044 7.23% | 1035 7.09% | 1160 6.90% |
| F | 716 4.00% | 481 3.26% | 628 4.35% | 539 3.69% | 699 4.16% |
| S | 131 0.80% | 24 0.16% | 18 0.13% | 4 0.03% | 13 0.08% |
| P | 93 0.60% | 157 1.07% | 179 1.24% | 568 3.89% | 410 2.44% |
| I | 77 0.50% | 90 0.61% | 58 0.41% | 36 0.25% | 70 0.42% |

| 5. Failure Rate | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No Failures | 71.52% | 93.77% | 77.00% | 81.8% | 75.6% |
| 1 Failure | 14.85% | 5.02% | 10.38% | 8.9% | 9.3% |
| 2 Failures | 7.30% | 0.93% | 4.58% | 3.4% | 6.5% |
| 3 Failures | 2.92% | 0.19% | 3.18% | 2.5% | 2.9% |
| 4 Failures | 2.01% | 0.08% | 2.32% | 1.1% | 2.3% |
| 5 or More Failures | 1.40% | 0.01% | 2.57% | 2.6% | 3.4% |

| 6. Post Secondary Options | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Art | 1 | 1 | 1 | 1 | 1 |
| Business | 2 | 1 | 1 | 1 | |
| Communications | 4 | 0 | 0 | 0 | 0 |
| Computer Science | 0 | 6 | 2 | 2 | 1 |
| Criminal Justice | 0 | 0 | 1 | 0 | 0 |
| Economics | | 2 | 4 | 2 | 3 |
| English | 24 | 27 | 17 | 20 | 19 |
| Health | 0 | 1 | 2 | 9 | 1 |
| History | | 5 | 4 | 13 | 4 |
| Industrial Technology | 1 | 0 | 0 | 0 | 0 |
| Mathematics | 4 | 8 | 9 | 7 | 4 |
| Music | 7 | 4 | 4 | 0 | 1 |
| Personal & Family Life | 0 | 0 | 0 | 0 | 0 |
| Physical Education | 0 | 1 | 6 | 0 | 3 |

Moorhead High School

| | | | | | | |
|---------------------------------|-------|--------|--------|--------|--------|--------|
| Psychology | | 2 | 5 | 4 | 6 | |
| Science | 12 | 7 | 14 | 6 | 2 | |
| Social Science | 18 | 5 | 8 | 5 | 3 | |
| Sociology | | 0 | 4 | 1 | 3 | |
| World Language | 14 | 10 | 6 | 7 | 7 | |
| | | | | | | |
| Number of Student Participating | 14/15 | 30 | 27 | 24 | 25 | |
| Number of Class Taken | 94 | 81 | 112 | 80 | 60 | |
| | | | | | | |
| Grade Received | A | 50 | 44 | 56 | 29 | 34 |
| | | 54.00% | 54.20% | 50.00% | 37.00% | 56.67% |
| | B | 22 | 25 | 34 | 37 | 14 |
| | | 23.00% | 30.70% | 30.40% | 47.00% | 23.33% |
| | C | 13 | 2 | 10 | 12 | 7 |
| | | 14.00% | 2.40% | 7.30% | 15.00% | 11.67% |
| | D | 1 | 2 | 4 | 0 | 2 |
| | | 1.00% | 2.40% | 3.60% | | 3.33% |
| | F | 4 | 5 | 5 | 1 | 1 |
| | | 4.00% | 6.20% | 4.40% | 1.00% | 1.67% |
| | I | 3 | 0 | 0 | 1 | 0 |
| | | 3.00% | | | 1.00% | |
| | W | 1 | 0 | 3 | 0 | 1 |
| | | 1.00% | | 2.60% | | 1.67% |

7. Advanced Placement (AP) Examinations

| Participation and Results | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Number of Students Tested | 148 | 163 | 221 | 274 | 283 |
| Number of Tests Taken | 256 | 239 | 363 | 428 | 516 |
| Percentage Scoring 3, 4, or 5 | 70% | 68% | 70% | 66% | 62% |

| Number of tests taken by subject | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Biology | 13 | 8 | 18 | 16 | 30 |
| Calculus AB | 27 | 17 | 22 | 20 | 12 |
| Calculus BC | 0 | 8 | 5 | 22 | 33 |
| Chemistry | 7 | 0 | 13 | 21 | 18 |
| Economics-Macro | 11 | 13 | 14 | 32 | 38 |
| Economics-Micro | 36 | 19 | 40 | 31 | 38 |
| Eng Lit/Comp | 18 | 13 | 36 | 47 | 80 |
| European History | 22 | 20 | 34 | 52 | 68 |
| Gov/Pol Comp | 10 | 10 | 11 | 15 | 24 |
| Gov/Pol US | 32 | 16 | 31 | 19 | 30 |
| Psychology | 48 | 65 | 63 | 76 | 77 |
| US History | 27 | 47 | 59 | 52 | 63 |
| Other | 5 | 3 | 17 | 25 | 5 |

Moorhead High School

8. MCA II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 10 Reading | | | | | | | | | | | |
| Proficient | 79.8 | 78.3 | 65.3 | | 69.9 | 66.5 | 61.9 | | 76.2 | 74.1 | 70.7 |
| Not Proficient | 20.2 | 21.7 | 34.8 | | 30.1 | 33.5 | 38.2 | | 23.8 | 25.9 | 29.3 |

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-----------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 11 Mathematics | | | | | | | | | | | |
| Proficient | 48.9 | 46.2 | 29.8 | | 44.9 | 42.3 | 31.3 | | 42.4 | 40.2 | 34.4 |
| Not Proficient | 51.1 | 53.7 | 70.1 | | 55.1 | 57.7 | 68.8 | | 57.6 | 59.8 | 65.6 |

1CA II Achievement Levels

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 10 Reading | | | | | | | | | | | |
| Exceeds Stds | 42.9 | 41.8 | 31.8 | | 37.3 | 34.8 | 29.4 | | 36.1 | 34.6 | 36.1 |
| Meets Stds | 36.9 | 36.5 | 33.5 | | 32.6 | 31.7 | 32.5 | | 40.1 | 39.5 | 34.6 |
| Partially Meets | 13.1 | 13.5 | 19.3 | | 16.7 | 17.3 | 20.5 | | 15.7 | 16.7 | 19.0 |
| Does Not Meet | 7.1 | 8.2 | 15.5 | | 13.4 | 16.2 | 17.7 | | 8.1 | 9.2 | 10.3 |

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-----------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 11 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 16.7 | 15.8 | 10.1 | | 17.7 | 16.6 | 11.5 | | 20.6 | 19.6 | 13.9 |
| Meets Stds | 32.2 | 30.4 | 19.7 | | 27.2 | 25.7 | 19.8 | | 21.8 | 20.7 | 20.4 |
| Partially Meets | 20.2 | 19.3 | 21.0 | | 22.3 | 21.6 | 20.2 | | 19.7 | 18.7 | 19.7 |
| Does Not Meet | 30.9 | 34.4 | 49.2 | | 32.8 | 36.1 | 48.6 | | 37.9 | 41.1 | 45.9 |

Moorhead High School

| Teaching Staff | * | | | | |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 19 | 20 | 11 | 9 | 10 |
| BA+10 | | | 16 | 14 | 9 |
| BA+15 | 10 | 16 | | | |
| BA+20 | | | 3 | 7 | 6 |
| BA+30 | 6 | 2 | 13 | 10 | 10 |
| BA+40 | | | | | |
| BA+45 | 6 | 7 | | | |
| BA+50 | | | | | |
| BA+60 | 1 | 0 | | | |
| BA+70 | | | 3 | 2 | 2 |
| BA+75 | 0 | 0 | | | |
| BA+90 | 0 | 0 | | | |
| BA+105 | 3 | 3 | | | |
| MA | 14 | 14 | 14 | 15 | 13 |
| MA+10 | | | 10 | 11 | 13 |
| MA+15 | 11 | 12 | | | |
| MA+20 | | | 8 | 8 | 6 |
| MA+30 | 6 | 6 | 35 | 37 | 40 |
| MA+45 | 28 | 29 | | | |
| 0 to 5 years | 55 | 30 | 30 | 36 | 25 |
| 6 to 10 years | 32 | 26 | 19 | 26 | 32 |
| 11 to 20 years | 28 | 42 | 46 | 39 | 37 |
| More than 20 years | 17 | 11 | 18 | 14 | 15 |
| Average Years Experience | 9.4 yrs. | 11 yrs. | 13 yrs. | 10 yrs. | 12 yrs. |

Electricity and Heat Cost

Comparisons per square foot

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| Square Foot | 259,002 | 361,797 | 361,797 | 361,797 | 361,797 |
| Cost for Electricity | \$148,938 | \$199,833 | \$214,624 | \$230,300 | \$235,592 |
| Cost per square foot | \$0.57 | \$0.55 | \$0.59 | \$0.64 | \$0.65 |
| Square Foot | 259,002 | 361,797 | 361,797 | 361,797 | 361,797 |
| Cost for Heat | \$163,976 | \$244,776 | \$431,225 | \$372,860 | \$321,808 |
| Cost per square foot | \$0.63 | \$0.68 | \$1.19 | \$1.03 | \$0.89 |



Moorhead Area Public Schools

Red River Area Learning Center

2004-05 through 2007-08

*Red River Area Learning Center
(includes all alternative programming)*

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 86.0% | 82.1% | 86.24% | 89.0% |
| 2. Average Daily Attendance (ADA) | | 71 | 94 | 87 |
| 3. Average Daily Membership (ADM) | 95 | 87 | 109 | 102 |
| 5. English Language Learners (ELL) | 74 | 69 | 97 | 62 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 6 | 3 | 0 | 0 | 0 |
| Grade 7 | 1 | 0 | 1 | 0 |
| Grade 8 | 3 | 0 | 27 | 0 |
| Grade 9 | 16 | 13 | 19 | 14 |
| Grade 10 | 28 | 16 | 24 | 20 |
| Grade 11 | 8 | 17 | 23 | 37 |
| Grade 12 | 12 | 15 | 41 | 31 |
| Total | 71 | 61 | 135 | 102 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 22 30.99% | 16 26.2% | 24 17.8% | 19 19.6% |
| Asian | 1 1.41% | 1 1.6% | 2 1.5% | 1 1.0% |
| Hispanic | 13 18.31% | 19 31.1% | 46 34.0% | 41 41.2% |
| Black | 2 2.82% | 2 3.3% | 9 6.7% | 3 3.1% |
| White | 33 46.48% | 23 37.7% | 54 40.0% | 36 35.1% |
| Percent Minority | 53.52% | 62.3% | 60.0% | 34.9% |
| 8. Extra Curricular Activities | | | | |
| <i>Refer to Moorhead High School Statistics</i> | | | | |

*Red River Area Learning Center
(includes all alternative programming)*

| 9. Free and Reduced Lunch Program | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 49 | 75 | 85 | 64 |
| Reduced | 5 | 8 | 10 | 9 |
| % of Free & Reduced | 71% | 72% | 70.9% | 76% |

10. Home Language

| | | | | |
|------------------------------|-----|-----|-----|-----|
| American Sign Language (ASL) | 0 | 0 | 0 | 0 |
| Albanian | 0 | 4 | 2 | 1 |
| Arabic | 0 | 2 | 4 | 0 |
| Cambodian | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 |
| Chippewa | 0 | 0 | 2 | 0 |
| Dakotah | 1 | 3 | 2 | 2 |
| English | 112 | 273 | 459 | 217 |
| Hawaiian | 0 | 0 | 1 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 |
| Kurdish | 4 | 10 | 20 | 11 |
| Laotian | 0 | 2 | 1 | 0 |
| Nepali | 0 | 0 | 0 | 0 |
| Russian | 1 | 2 | 3 | 1 |
| Serbo-Croatian | 2 | 4 | 11 | 3 |
| Somali | 0 | 1 | 1 | 5 |
| Spanish | 28 | 68 | 100 | 55 |
| Swahili | 0 | 2 | 1 | 1 |
| Vietnamese | 0 | 1 | 7 | 5 |

11. Mobility

| | | | | |
|---------------------------|----|----|----|----|
| Transfers Into Building | 51 | 50 | 49 | 37 |
| Transfers Out of Building | 77 | 81 | 61 | 38 |

12. Special Education Status

| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 6 | 3 | 6 | 13 |
| DCD Mild Moderate | 1 | 0 | 1 | 11 |
| DCD Severe | 0 | 0 | 0 | 1 |
| Physically Impaired | 3 | 1 | 0 | 3 |
| Deaf/Hard of Hearing | 2 | 0 | 2 | 0 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 40 | 8 | 35 | 36 |
| Emotional Behavioral Disorders | 16 | 6 | 19 | 20 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 24 | 3 | 36 | 63 |
| Autism Spectrum Disorders | 1 | 0 | 1 | 21 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 |
| Severely Multiple Impaired | 0 | 0 | 1 | 1 |
| Total Disabilities Served | 93 | 21 | 101 | 169 |

Red River Area Learning Center
(includes all alternative programming)

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student to Computer Ratio | 2 to 1 | 2 to 1 | 2 to 1 | 2 to 1 |
| 14. Student Discipline Reports | | | | |
| Alcohol | 0 | 1 | 1 | 0 |
| Assault | 1 | 1 | 0 | 0 |
| Bullying | 0 | 0 | 0 | 1 |
| Disorderly Conduct | 7 | 16 | 15 | 1 |
| Fighting | 2 | 9 | 13 | 2 |
| Harassment | 3 | 3 | 1 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 4 | 8 | 2 |
| Theft | 1 | 1 | 0 | 0 |
| Threat/Intimidation | 0 | 4 | 1 | 1 |
| Tobacco | 0 | 1 | 5 | 5 |
| Vandalism/Property Related | 1 | 1 | 1 | 1 |
| Verbal Abuse | 2 | 4 | 1 | 3 |
| Weapon | 0 | 0 | 2 | 0 |
| Other | | | | 1 |
| 15. Suspensions | 8 | 37 | 42 | 36 |
| 16. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Unexcused Absences | 85 87.63% | 74 60.16% | 65 63.11% | 11 10.00% |
| 1 to 5 Unexcused Absences | 12 12.37% | 9 7.32% | 11 6.80% | 23 20.90% |
| 6 to 10 Unexcused Absences | 0 | 15 12.20% | 9 8.74% | 20 18.20% |
| 11 to 15 Unexcused Absences | 0 | 9 7.32% | 6 5.83% | 19 17.30% |
| 16 to 20 Unexcused Absences | 0 | 3 2.44% | 4 3.88% | 14 12.80% |
| 21 or More Unexcused Absences | 0 | 13 10.57% | 12 11.65% | 23 20.90% |

*Red River Area Learning Center
(includes all alternative programming)*

MCA II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 | 2006 | 2006 | 2007 | 2007 | 2007 | 2008 | 2008 | 2008 |
|--------------------|------|----------|-------|------|----------|-------|------|----------|-------|
| Grade 10 | ALC | District | State | ALC | District | State | ALC | District | State |
| Reading (N) | 38 | | | 68 | | | 18 | | |
| Proficient | 20.0 | 78.3 | 65.3 | 22.6 | 66.5 | 61.9 | 27.8 | 74.1 | 70.7 |
| Not Proficient | 80.0 | 21.7 | 34.8 | 77.4 | 33.5 | 38.2 | 72.2 | 25.9 | 29.3 |

| | 2006 | 2006 | 2006 | 2007 | 2007 | 2007 | 2008 | 2008 | 2008 |
|-----------------------|-------|----------|-------|------|----------|-------|------|----------|-------|
| Grade 11 | ALC | District | State | ALC | District | State | ALC | District | State |
| Mathematics(N) | 59 | | | 42 | | | 18 | | |
| Proficient | 0.0 | 46.2 | 29.8 | 3.8 | 42.3 | 31.3 | 0.0 | 40.2 | 34.4 |
| Not Proficient | 100.0 | 53.7 | 70.1 | 96.1 | 57.7 | 68.8 | 100 | 59.8 | 65.6 |

MCA II Achievement Levels

| | 2006 | 2006 | 2006 | 2007 | 2007 | 2007 | 2008 | 2008 | 2008 |
|-----------------|------|----------|-------|------|----------|-------|------|----------|-------|
| Grade 10 | ALC | District | State | ALC | District | State | ALC | District | State |
| Reading | | | | | | | | | |
| Exceeds Std's | 0.0 | 41.8 | 31.8 | 3.2 | 34.8 | 29.4 | 0.0 | 34.6 | 36.1 |
| Meets Std's | 20.0 | 36.5 | 33.5 | 19.4 | 31.7 | 32.5 | 27.8 | 39.5 | 34.6 |
| Partially Meets | 30.0 | 13.5 | 19.3 | 22.6 | 17.3 | 20.5 | 38.9 | 16.7 | 19 |
| Does Not Meet | 50.0 | 8.2 | 15.5 | 54.8 | 16.2 | 17.7 | 33.3 | 9.2 | 10.3 |

| | 2006 | 2006 | 2006 | 2007 | 2007 | 2007 | 2008 | 2008 | 2008 |
|--------------------|------|----------|-------|------|----------|-------|------|----------|-------|
| Grade 11 | ALC | District | State | ALC | District | State | ALC | District | State |
| Mathematics | | | | | | | | | |
| Exceeds Std's | 0.0 | 15.8 | 10.1 | 0.0 | 16.6 | 11.5 | 0.0 | 19.6 | 13.9 |
| Meets Std's | 0.0 | 30.4 | 19.7 | 3.8 | 25.7 | 19.8 | 0.0 | 20.7 | 20.4 |
| Partially Meets | 4.3 | 19.3 | 21.0 | 11.5 | 21.6 | 20.2 | 0.0 | 18.7 | 19.7 |
| Does Not Meet | 95.7 | 34.4 | 49.2 | 84.6 | 36.1 | 48.6 | 100 | 41.1 | 45.9 |

Red River Area Learning Center

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 0 | 3 | 1 | 1 |
| BA+10 | | 3 | 2 | 2 |
| BA+15 | 4 | | | |
| BA+20 | | 1 | 3 | 3 |
| BA+30 | 2 | 2 | 2 | 2 |
| BA+40 | | | | |
| BA+45 | 2 | | | |
| BA+50 | | | | |
| BA+60 | | | | |
| BA+70 | | | | |
| BA+75 | | | | |
| BA+90 | | | | |
| BA+105 | | | | |
| MA | | | 1 | |
| MA+10 | | 1 | | |
| MA+15 | 1 | | | |
| MA+20 | | | 1 | 1 |
| MA+30 | | 1 | 1 | 1 |
| MA+45 | 1 | | | |
| 0 to 5 years | 2 | 1 | 4 | 3 |
| 6 to 10 years | 1 | 0 | 3 | 3 |
| 11 to 20 years | 5 | 5 | 3 | 3 |
| More than 20 years | 2 | 5 | 1 | 1 |
| Average Years Experience | 13 yrs. | 11 yrs. | 8.6 yrs. | 11 yrs. |



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.027

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Equal Employment Opportunity Statement (401).

Suggested Resolution: Move to approve the policy, Equal Employment Opportunity Statement (401), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Tuesday, September 30, 2008 8:25:07 AM
Erickson, Michelle

Board Policies

Equal Employment Opportunity Statement

School Board Policy: 401

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/1980

Date Revised: 1/14/2008

Dates Reviewed: 02/13/1990

04/26/1994

04/12/1999

11/10/2003

1/14/2008

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for employment and school district employees of the Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. It is the policy of Moorhead Area Public Schools to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The Moorhead Area Public Schools prohibit the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to Moorhead School Board Policy 570 Prohibition of Harassment and Violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every employee of Moorhead Area Public Schools to follow this policy.

E. Any person having any questions regarding this policy should discuss it with the Director of Human Resources.

Legal References:

Minnesota Statute 363A (Minnesota Human Rights Act)

29 U.S.C. 621 et seq. (Age Discrimination in Employment Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et seq. (~~Vietnam Era Veterans' Readjustment Assistance Act~~ Employment and Reemployment Rights of Members of the Uniformed Services)

38 U.S.C. 4211 et seq. (~~Veterans' Reemployment Rights Act~~ Employment and Training of Veterans)

42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. 12101 et seq. (~~Americans with Disabilities Act~~ Equal Opportunity for Individuals with Disabilities)

Cross References:

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

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 570: Prohibition of Harassment and Violence



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.028

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Employment Background Checks (413).

Suggested Resolution: Move to approve the policy, Employment Background Checks (413), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Wednesday, October 08, 2008 2:45:00 PM
Erickson, Michelle

Board Policies

Employment Background Checks

School Board Policy: 413

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 2/11/2002

Date Revised: 2/13/2006

Dates Reviewed: 2/13/2006

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the Moorhead Area Public Schools in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district or such other background checks as provided by this policy. The school district may also elect to do background checks of volunteers, independent contractors and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment or coach extracurricular activities submit to a criminal history background check. The offer of employment shall be conditioned upon a determination by the school district that an applicant's criminal history does not preclude the applicant from employment with the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees or applicants without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, coaches, volunteers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an applicant will not commence employment until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant pending completion of the background check, but shall notify the applicant that the applicant's employment may be terminated based on the result of the background check. Background checks of the district's choice will be performed by an independent contractor. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. An applicant who is offered employment must sign a Background Investigation Authorization Form, which provides permission for the school district to conduct a criminal history background check, and provide a \$45.40 money order or check payable to the school district, at the election of the school district for the cost of the background check. If the applicant fails to provide the school district with a signed Background Investigation Authorization Form and fee at the time the applicant receives a job offer, the applicant will be considered to have voluntarily withdrawn the application for employment.

C. The school district, at its discretion, may elect not to request a criminal history background check on a applicant who holds an initial entrance license issued by the Minnesota Department of Education within the 12 months preceding an offer of employment.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

I. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous 12 months;
3. the applicant executes a written consent form giving the school district access to the results of the check; and
4. there is no reason to believe that the applicant has committed an act subsequent to the check that would disqualify the applicant for employment.

E. For all nonstate residents who are offered employment with the school district, the school district shall request a criminal history background check on such applicants from the superintendent of the Minnesota Bureau of Criminal Apprehension (BCA) and from the government agency performing the same function in the resident state, or if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. Such applicants must provide a completed criminal history consent form.

F. When required, applicants must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the applicant are unusable, the applicant will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's Human Resources Department and will be distributed to applicants for employment upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the job posting and job advertisements.

H. The applicant will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with the school district, the applicant will be so advised in writing.

J. The school district may apply these procedures to volunteers, independent contractors or student employees as though they were applicants for employment.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is available in the Human Resources Department.

Legal References:

Minnesota Statute 13.04, Subd. 4 (Inaccurate or Incomplete Data)
~~Minnesota Statute 122A.18, Subd. 8 (Background Checks)~~
Minnesota Statute 123B.03 (Background Checks)
~~Minnesota Statute 171.321, Subd. 3 (Qualification of School Bus Driver)~~
Minnesota Statute 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
~~Minnesota Statute 299C.67 (Definitions)~~
Minnesota Statute 364.09(b) (Exception for School Districts)

Cross References:

Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 415: Part-Time and Substitute Staff Salaries
Moorhead School Board Policy 921: Student Teachers and Interns
Moorhead School Board Policy 721: Student Transportation Safety



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.029

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Part-Time and Substitute Staff Salaries (415).

Suggested Resolution: Move to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Wednesday, October 08, 2008 2:40:08 PM
Erickson, Michelle

Board Policies

Part-Time and Substitute Staff Salaries

School Board Policy: 415

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/1981

Date Revised: 12/13/2004

Dates Reviewed: 8/14/1990

8/22/1994

5/22/1995

2/12/2001

12/13/2004

I. PURPOSE

The purpose of this policy is to establishment of salaries for Moorhead Area Public Schools licensed substitute teachers, part-time and substitute classified employees and community education employees.

II. GENERAL STATEMENT OF POLICY

A. Regular Substitute and Long-term Substitute Teacher Salaries - the basic rate of pay for licensed substitute teachers will be established by the Moorhead sSchool bBoard. The pay rate will be reviewed periodically to maintain a rate which will enable the school district to attract competent substitutes. Substitute teachers who are employed for less than ten (10) consecutive days in one position shall be paid at the School bBoard-established daily rate. The salary for substitute teachers working ten (10) or more consecutive working days in the same assignment shall be paid at the School bBoard-established long-term rate. Leaves of absence which are known to be thirty (30) consecutive working days or more in the same assignment will be treated as regular teaching vacancies and long-term substitutes for those positions shall be paid at the base rate of a beginning BA teacher.

B. Regular teachers who substitute will be paid at the established hourly rate according to Article 17, Section 2 of the current teacher's contract.

C. Part-Time Employee Salary Schedule - part-time and substitute classified employees and community education teachers will be paid at the rates established by the School bBoard.

Cross References:

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 412: Employment License~~d~~ Status

Moorhead School Board Policy 413: Employee Background Checks



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.030

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Chemical Use and Abuse (420).

Suggested Resolution: Move to approve the policy, Chemical Use and Abuse (420), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Tuesday, September 30, 2008 9:06:17 AM
Erickson, Michelle

Board Policies

Chemical Use and Abuse

School Board Policy: 420

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 10/28/2002

Date Revised: 4/10/2006

Dates Reviewed: 4/10/2006

I. PURPOSE

The Moorhead School Board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The Moorhead School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the Moorhead Area Public Schools in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies and respect to Drug-Free Workplace/Drug-Free School.

B. It is the policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.

C. Each school administrator shall establish a plan for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. It will be the responsibility of the Superintendent or designee to collaborate with community agencies to address chemical abuse in the district and community.

E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. DEFINITIONS

A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.

B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.

C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or functions, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on

behalf of the school district or otherwise engaged in school district business.

IV. STUDENTS

A. Instruction

1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. Each school shall have age-appropriate and developmentally-based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community members and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
 - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
 - e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use/Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location.

a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.

d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.

e. The Moorhead Area Public Schools will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:

a. The employee shall notify the building administrator or school counselor shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the students or parents, or providing a meeting between professional school staff and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56, and proposed for expulsion.

4. Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with ~~s~~School ~~b~~Board policies related to search and seizure.

C. Preassessment Team

1. The school district shall have a chemical abuse preassessment team designated by the Superintendent or designee. The team will be composed of teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents/guardians with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents/guardians with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents/guardians with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. EMPLOYEES

A. The Superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.
2. The school district's drug-free workplace/drug-free school policy.
3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.

B. The Superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act of 1988 within ten (10) days after receiving notice of a conviction of an employee for a violation of a criminal drug statute occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the Superintendent.

Legal References:

Minnesota Statute 13.32 (Educational Data)
 Minnesota Statute 121A.25-121A.29 (Chemical Abuse)
 Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minnesota Statute 138.163 (Records Management Act)
 Minnesota Statute 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
 20 U.S.C. 7101-714465 (Safe and Drug-Free Schools and Communities Act)
 41 U.S.C. 701-707 (Drug-Free Workplace Act)
 34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross References:

Moorhead School Board Policy 234: Safe and Healthy Learners Committee
 Moorhead School Board Policy 421: Employee Drug and Alcohol Testing

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 553: Crisis Intervention and Student Support

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Students Person


Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.031

TO: School Board

FROM: Lynne A. Kovash, Superintendent 

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Family and Medical Leave (422).

Suggested Resolution: Move to approve the policy, Family and Medical Leave (422), as presented.

LAK:mde
Attachment

Board Policies

Family and Medical Leave

School Board Policy: 422

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 6/11/2001

Date Revised: 1/14/2008

Dates Reviewed: 2/28/2005

2/13/2006

6/11/2007

1/14/2008

I. PURPOSE

The purpose of this policy is to delineate the provisions of the federal Family and Medical Leave Act (FMLA) and the parenting leave provisions under state of Minnesota law for employees of the Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. Twelve-week Leave

1. Regular full-time and part-time employees who have been employed by the school district for at least 12 months and have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

- a. birth of the employee's child;
- b. placement of an adopted or foster child with the employee;
- c. to care for the employee's spouse, son, daughter, or parent with a serious health condition; and/or
- d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee uses any leave.

3. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.

4. Eligible spouses employed by the school district are limited to an aggregate of twelve weeks of leave during any 12-month period for the birth or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition or because of the employee's own serious health condition.

5. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school

district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule leave based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

6. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

7. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present certification from a health care provider indicating that the employee is able to return to work.

8. Requests for leave shall be made to the employee's supervisor and forwarded to the Department of Human Resources for processing. Employees must give 30 days written notice of a leave of absence where practicable. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

9. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage.

10. This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both FMLA leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave; and the FMLA leave; and the paid leave will run concurrently.

11. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

12. An employee who does not return after leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.

13. The provisions of this policy are intended to comply with the Family and Medical Leave Act of 1993 (FMLA) and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

14. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

B. Six-week Leave under the Minnesota Parenting Leave Law

An employee who does not qualify for leave under Paragraph A above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least

12 consecutive months and has worked an average number of hours per week equal to one-half of the full-time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

III. DISSEMINATION OF POLICY

A. This policy shall be conspicuously posted in each school district building in areas of accessible to employees.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute 181.940-181.9444 (Parenting Leave)

29 U.S.C. 2601, et. seq. (Family and Medical Leave Act)

29 C.F.R. Part 825 (Family and Medical Leave Act of 1993)

Cross Reference:

Moorhead School Board Policy 423: Health Examination



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.032

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Subpoena of a School District Employee (443).

Suggested Resolution: Move to approve the policy, Subpoena of a School District Employee (443), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Tuesday, September 30, 2008 9:07:29 AM
Erickson, Michelle

Board Policies

Subpoena of a School District Employee

School Board Policy: 443

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 4/26/1994

Date Revised: 1/14/2008

Dates Reviewed: 4/26/1994

11/24/1997

11/9/1998

12/9/2002

4/9/2007

1/14/2008

I. PURPOSE

The purpose of this policy is to protect the privacy rights of employees and students of Moorhead Area Public Schools under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT

This policy is to provide guidance and direction for employees of Moorhead Area Public Schools who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. The Minnesota Government Data Practices Act (MGDPA), Minnesota Statute Chapter 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to informed consent by the subject of the data or pursuant to a valid court order or a parent/guardian if the subject of the data is a minor. A subpoena is not a court order under the MGDPA.

B. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent/guardian of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

IV. APPLICATION AND PROCEDURES

A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the Superintendent or designee that the employee has received a subpoena.

B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the Superintendent or designee responsible for the collection, use and dissemination of data.

C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be

determined in accordance with the applicable Moorhead School Board policies and collective bargaining agreements.

D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References:

Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)

Minnesota Rules 1205.0100, Subp. 5 (Minnesota Rules Regarding Data Practices)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.033

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Communicable Disease Control and Infectious Conditions (531).

Suggested Resolution: Move to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Wednesday, October 08, 2008 3:11:57 PM
Erickson, Michelle

Board Policies

Communicable Disease Control and Infectious Conditions

School Board Policy: 531

Section: 500 STUDENTS

Date Adopted: 4/22/1988

Date Revised: 11/26/2007

Dates Reviewed: 5/1/1990

1/11/1994

1/12/1998

7/5/2001

4/11/2005

11/26/2007

I. PURPOSE

Moorhead Area Public Schools reflect public concern that students and staff of the school district be able to attend schools of the district without becoming infected with serious communicable or infectious diseases while respecting the rights of all students, employees, and contractors, including those who are infected. The school district will adhere to Minnesota statutes regarding those issues related to this topic, including but not limited to, data privacy, right to know, immunization, prevention, ~~and~~ disability nondiscrimination and reporting requirements.

II. GENERAL STATEMENT

A. It is the policy of Moorhead Area Public Schools that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. The Superintendent has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact and is considered a health threat to the school population as outlined by the American Public Health Association and the American Academy of Pediatrics. Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. A procedure for minimizing interruptions to learning from communicable or chronic infectious diseases will be established by the school nurse in consultation with school administrators, and community public and private health care providers. All reportable communicable diseases (~~7-MCAR-1.316~~ Communicable Disease Rule, Chapter 4605 - Minnesota Department of Health) will be reported to the Clay County Public Health Department. The Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department to enforce and adhere to Minnesota Statutes for prevention, control and containment of communicable diseases in schools.

B. It is the policy of the Moorhead School Board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determination of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case-by-case basis. Such

decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm.

2. Upon receiving notification from or of a student or employee with a serious chronic communicable disease, the parent/guardian/employee will be contacted by the Superintendent, school district nurse, and/or building administrator to discuss the situation and weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. Written consent to communicate with the treating physician will be requested from the parent/guardian/employee. Significant medical facts concerning diagnosis of the disease and possible transmission issues will be requested from the treating physician.

When appropriate, an advisory committee will be convened. The advisory committee might include the state epidemiologist, a Minnesota Department of Education representative, a pediatrician or physician with expertise in infectious diseases, the student's/employee's personal physician, the Superintendent or designee, and the school district nurse. This committee would review the case and provide recommendations for the student/employee.

The need for the development of an Individualized Education Program (IEP) shall be determined according to policies governing eligibility for special education services. If an Individual Health Plan (IHP) is developed which relates to the educational objectives of the IEP, the IHP is to be included in the IEP.

3. Some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behaviors, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Extracurricular Student Participation

Student or employee participation in extracurricular and noneducational programs of the school district are subject to a requirement of equal access and comparable services.

E. Precautions

Universal precautions for handling all blood and body fluids according to Centers for Disease Control (CDC) guidelines will be carefully implemented and adequate sanitation facilities will be available for handling blood and body fluids within the school setting or school buses. See Administrative Procedure 425.1.

In-service training on blood-borne pathogens will be provided to all personnel, drawing on school district, community and public health resources. Information will include local school district policies, infectious agents, transmission of diseases, universal precautions, prevention, risk reduction and community resources for information and referral. Periodic updates will be provided through in-service or memoranda.

F. Information Sharing

1. The school district protects the privacy rights of staff and learners of all ages pursuant to Minn. Statute 13.32 and Minn. Statute 13.43. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

G. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

H. Prevention

Moorhead Area Public Schools, shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Statute 121A.23 which includes:

1. Planning materials, guidelines, and other technically accurate and updated information.
 2. A comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage.
 3. Cooperation and coordination among school districts and service cooperatives.
 4. A targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts.
 5. Involvement of parents and other community members.
 6. In-service training for appropriate school district staff and School Board members.
 7. Collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program.
 8. Collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
 9. Participation by state and local student organizations.
- I. The program must be consistent with health and wellness curriculum.
- J. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funding and foundations, department professional development funds, federal block grants or their federal or state grants.

K. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screening in keeping with current state and federal law.

Legal References:

- Minnesota Statute 13.32 (Educational Data)
- Minnesota Statute 13.43 (Personnel Data)
- ~~Minnesota Statute 121A.15 (Health Standards; Immunizations; School Children)~~
- Minnesota Statute 121A.23 (Health-Related Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
- Minnesota Statute Chapter 363A (Minnesota Human Rights Act)
- Minnesota Statute 144.441-422 (Tuberculosis ~~Screening in Schools~~)
- 20 U.S.C. 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, Section 504)
- 42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)
- Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
- School Board of Nassau County Fla v. Arline*, 480 US 273, 107 S.Ct. 1123 (1987)

. 16 EHLR 712, OCR Staff Memo, April 5, 1990

Public Law 104-191 (Health Insurance Portability and Accountability Act of 1996)

Cross References:

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

Moorhead School Board Policy 303: Public Right to Know/Release of Information

Moorhead School Board Policy 424: Employee Right to Know-Exposure to Hazardous Substances

Moorhead School Board Policy 425: Health and Safety Protection

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Moorhead School Board Policy 530: Student Immunization Requirements



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.034

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Prohibition of Harassment and Violence (570).

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence (570), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Monday, October 06, 2008 2:23:47 PM
Erickson, Michelle

Board Policies

Prohibition of Harassment and Violence

School Board Policy: 570

Section: 500 STUDENTS

Date Adopted: 5/27/1986

Date Revised: 2/11/2008

Dates Reviewed: 5/1/1990

9/14/1993

6/9/1997

7/9/2001

4/11/2005

2/13/2006

4/9/2007

2/11/2008

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, national origin, or sexual harassment and violence. The Moorhead Area Public Schools prohibits any form of religious, racial, sexual orientation, national origin, or sexual harassment and violence.

II. GENERAL STATEMENT

A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, national origin, racial or sexual harassment and violence.

B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding religion, national origin, and race as defined by this policy. (For purposes of this policy, school personnel includes Moorhead School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

BC. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial, sexual orientation, national origin, or sexual violence upon any pupil, teacher, administrator or other school personnel.

CD. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, sexual orientation, national origin, or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment: Definition

(1) Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - (b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - (c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
- (2) Sexual harassment may include but is not limited to:
- (a) unwelcome verbal harassment or abuse;
 - (b) unwelcome pressure for sexual activity;
 - (c) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - (d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - (e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - (f) unwelcome behavior or words directed at an individual or group because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

C. National Origin Harassment; Definition

National origin harassment consists of physical or verbal conduct which is related to an individual's place of birth or any of the individual's lineal ancestors, when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
- (3) otherwise adversely affects an individual's employment or academic opportunities.

D. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

E. Sexual Violence; Definition

(1) Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statute Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

(2) Sexual violence may include, but is not limited to:

- (a) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- (b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- (c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- (d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

F. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

G. Sexual Orientation; Definition

Sexual orientation means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. Sexual orientation does not include a physical or sexual attachment to children by an adult.

H. National Origin Violence; Definition

National origin violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the individual's place of birth or any of the individual's lineal ancestors.

I. Religious Violence; Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

J. Assault; Definition

Assault is:

- (1) an act done with intent to cause fear in another of immediate bodily harm or death;
- (2) the intentional infliction of or attempt to inflict bodily harm upon another; or
- (3) the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of religious, racial, sexual orientation, national origin, or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial, sexual orientation, national origin, or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1 available from the administrator of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's Human Rights Officer (Director of Human Resources) or the Superintendent.

B. In Each School Building. The building administrator is the person responsible for receiving oral or written reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial, national origin, or sexual harassment or violence shall inform the building administrator immediately.

C. Upon receipt of a report, the building administrator must notify the school district Human Rights Officer (Director of Human Resources) immediately, without screening or investigating the report. The building administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building administrator to the Human Rights Officer (Director of Human Resources). If the report was given verbally, the building administrator shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer (Director of Human Resources). Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building administrator. If the complaining involves the building administrator, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer (Director of Human Resources) by the reporting party or complainant.

D. In the District. The Moorhead School Board hereby designates the Director of Human Resources as the school district Human Rights Officer to receive reports or complaints of religious, racial, sexual orientation, national origin, or sexual harassment or violence. If the complaint involves the Human Rights Officer (Director of Human Resources), the complaint shall be filed directly with the Superintendent.

E. The school district shall conspicuously post the name of the Human Rights Officer (Director of Human Resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to pupils and staff.

F. Submission of a good faith complaint or report of religious, racial, sexual orientation, national origin, or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the Human Rights Officer (Director of Human Resources), upon receipt of a report or complaint alleging religious, racial, sexual orientation, national origin, or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial, sexual orientation, national origin, or sexual harassment or violence.

E. The investigation will be completed as soon as practicable. The school district Human Rights Officer (Director of Human Resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violation of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial, sexual orientation, national origin, or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff.
- B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor at the time of entering into the person's contract.
- C. A summary of this policy (Appendix A) shall appear in each school's student handbook.
- D. The ~~school district will develop a method~~ content of ~~discussing~~ this policy ~~with~~ will be discussed annually with students and employees ~~annually~~.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed by the Human Rights Officer (Director of Human Resources) at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute ~~15.85 (Discipline for Racial Harassment)~~ 120B.232 (Character Development Education)
 Minnesota Statute 121A.03, Subd. 2 (~~Model Policy~~—Sexual, Religious and Racial Harassment and Violence Policy)
 Minnesota Statute Chapter 363A (Minnesota Human Rights Act)
 Minnesota Statute 626.556 et seq. (Reporting of Maltreatment of Minors)
 42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
 Moorhead School Board Policy 401: Equal Employment Opportunity Statement
 Moorhead School Board Policy 414: Employee Public and Private Personnel Data
 Moorhead School Board Policy 501: Equal Educational Opportunity
 Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
 Moorhead School Board Policy 551: Student Discipline

APPENDIX A

****ATTENTION****

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST RELIGIOUS, RACIAL, SEXUAL ORIENTATION, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:
 - a. name calling, joking or rumors;
 - b. pulling on clothing;
 - c. graffiti;
 - d. notes or cartoons;

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- e. unwelcome touching of a person or clothing;
 - f. offensive or graphic posters or book covers; or
 - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
 4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).
 5. Your right to privacy will be respected as much as possible.
 6. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence and the school district will take all appropriate actions based on the report.
 7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
 8. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's Web site at www.moorhead.k12.mn.us.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.035

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Drug-Free Workplace/Drug-Free School (572).

Suggested Resolution: Move to approve the policy, Drug-Free Workplace/Drug-Free School (572), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Wednesday, October 08, 2008 3:14:55 PM
Erickson, Michelle

Board Policies

Drug-Free Workplace/Drug-Free School

School Board Policy: 572

Section: 500 STUDENTS

Date Adopted: 6/24/1995

Date Revised: 2/11/2008

Dates Reviewed: 2/12/2001

1/24/2005

2/11/2008

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students of Moorhead Area Public Schools by prohibiting the use of alcohol, toxic substances and controlled substances without a physician prescription.

II. GENERAL STATEMENT

A. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. It shall be a violation of this policy for any student, teacher, administrator, or other school district personnel, or member of the public to use alcohol, toxic substances or controlled substances in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

D. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

E. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

F. "School location" includes any school building or in any school premise; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

A. It shall not be a violation of this policy for a person to bring onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. It shall not be a violation of this policy for a person to possess an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. 624.701, Subd. 1a (experiments in laboratories).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The student must provide a copy of the prescription to the school nurse or building administrator or other designated staff to be kept on file, along with other emergency information. The Moorhead Area Public Schools licensed school nurse, trained health clerk, building administrator or teacher will administer the prescribed medication in accordance with school district procedures. It is the responsibility of the student to provide a copy of a renewal after prescription has expired.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the Superintendent.

F. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. 624.701, Subd. 1a, shall be by permission of the Moorhead School Board only. The applicant for permission shall apply in writing and shall follow School Board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or law enforcement officials where appropriate.

B. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination or discharge as deemed appropriate by the School Board.

2. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol assistance abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension or termination as

deemed appropriate by the School Board.

3. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.

4. Sanctions against employees, including nonrenewal, suspension, termination or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

Minnesota Statute 121A.22 (Administration of Drugs and Medicine)
 Minnesota Statute 340A.403 (3.2 Percent Malt Liquor Licenses)
 Minnesota Statute 340A.404 (Intoxicating Liquor; On-Sale Licenses)
 Minnesota Statute 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
 Minnesota Statute 624.701 (Liquor in Certain Buildings or Grounds)
 20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
 21 U.S.C. 812 (Schedules of Controlled Substances)
 21 C.F.R. 1308.11-1308.15 (Controlled Substances)
 34 C.F.R. Part 854 (Government-wide Requirements for Drug-Free Workplace)
41 U.S.C. 701-707 (Drug-Free Workplace Act)

Cross Reference:

Moorhead School Board Policy 420: Chemical Use and Abuse
 Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
 Moorhead School Board Policy 532: Medication
 Moorhead School Board Policy 551: Student Discipline



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.036

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Tobacco-Free Environment (573).

Suggested Resolution: Move to approve the policy, Tobacco-Free Environment (573), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Monday, October 06, 2008 2:28:33 PM
Erickson, Michelle

Board Policies

Tobacco-Free Environment

School Board Policy: 573

Section: 500 STUDENTS

Date Adopted: 6/23/1987

Date Revised: 6/13/2005

Dates Reviewed: 4/28/1992

4/22/1996

7/5/01

06/11/01

6/13/05

I. PURPOSE

~~Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles.~~ The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

II. GENERAL STATEMENT OF POLICY

Usage of any tobacco product by any person at any time while on district Moorhead Area Public Schools property shall be considered a violation of the Tobacco-Free Environment Policy. Possession and/or usage by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

A. Enforcement

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

B. Help Programs

The Moorhead Area Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee.

Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support.

C. Violations-Students of Elementary, Middle, High Schools

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

D. Violations-Staff

Any violation of the tobacco-free environment policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning, accompanied by a written warning, shall be issued to the staff member. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota statutes.

E. Violations-Citizens

Citizens who are observed using tobacco products on school district property shall be asked to refrain from such behavior while on district property. If the individual fails to comply with the request, his/her violation of policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred. The building administrator or supervisory personnel shall make a decision on further action including a directive to leave school property.

Repeated violations of the tobacco-free environment policy by a citizen(s) shall result in a recommendation to the Superintendent to prohibit the individual from entering school district property for a specified period of time. If deemed necessary by district administration, the local law enforcement agency shall be called upon to assist with enforcement of this policy. Violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007, by smoking in a designated nonsmoking area, is a petty misdemeanor and a court injunction can be instituted against a repeated violator.

F. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

G. Dissemination of Policy

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment.

This policy shall appear in student and employee handbooks.

The school district will review this policy with students and employees on an annual basis.

Legal References:

Minnesota Statute 144.413, Subds. 1b and 4 (Definitions)
Minnesota Statute 144.4165 (Tobacco Products Prohibited in Public Schools)
Minnesota Statute 144.417 (Commissioner of Health, Enforcement, Penalties)
Minnesota Statute 609.685, Subd. 1(a) and (b) (Sale of Tobacco to Children)
Minnesota Statutes 144.411-144.417 (Minnesota Clean Indoor Air Act)

Cross References:

Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.037

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Field Trips (632).

Suggested Resolution: Move to approve the policy, Field Trips (632), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Monday, October 06, 2008 3:42:00 PM
Erickson, Michelle

Board Policies

Field Trips

School Board Policy: 632

Section: 600 EDUCATION PROGRAMS

Date Adopted: 10/24/1989

Date Revised: 1/24/2005

Dates Reviewed: 03/11/96

01/08/01

1/24/2005

I. PURPOSE

The Moorhead School Board recognizes the educational value that can result from student travel. Field trips are activities that contribute substantially to achieving desirable student educational goals. The primary consideration, when planning and authorizing field trip, shall be the educational value derived from the experience along with the safety and welfare of the students involved.

II. GENERAL STATEMENT OF POLICY

It is the general expectation that all trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.

III. DEFINITIONS

Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relating directly to a course of study, and require student participation shall fall into this category. These trips shall be subject to review and approval of the building administrator, and shall be generally financed by the Moorhead Area Public Schools funds within the constraints of the school district budget. Fees may not be assessed against students to defray direct costs of instructional trips (Minnesota Statute 123B.37 (Prohibited Fees)). Regular/Extended Day Field Trip Request Administrative Procedure Form 632.1 shall be completed and approved by the building administrator and sent to the transportation office one week before the scheduled activity.

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate. Example of trips in this category involve classroom and grade level trips, and trips for student activities, co-curricular, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or building administrator. Financial contributions by students for supplementary trips may be requested. Regular/Extended Day Field Trip Request Administrative Procedure Form 632.1 shall be completed and approved by the building administrator and sent to the transportation office one week before the scheduled activity. Any trip handled through the activities office involving participation in activity/athletic season competitions at the middle and high school levels are considered supplemental travel.

Categories

A. Field Trips — Any activity that requires leaving school district property for the purpose of enhancing school district curriculum.

83

1. Regular—Any trip that takes place within the regular school day.
2. Extended Day—Any trip that begins either prior to and/or extends beyond the regular school day and may or may not include overnight lodging.
- B. Activity/Athletic Competition Trips—Any trip handled through the activities office involving participation in activity/athletic season competitions at the middle and high school levels.

Approval Guidelines

A. All field trips and activity/athletic competition trips must be authorized by the building administrator. Travel arrangements will be made through the transportation office.

1. Regular Field Trips—Staff/advisors seeking authorization must file the appropriate request form with the building administrator. The form must be submitted in a timely manner at least one week prior to the planned activity and both building administrator and staff/advisors must keep a copy. A copy must be sent to the transportation office. (Administrative Form 632.1: Regular/Extended Day Field Trip Request Form)
2. Extended Day Field Trips—Staff/advisors seeking authorization must file the appropriate request form with the building administrator. (Administrative Form 632.1: Regular/Extended Day Field Trip Request Form.) The form must be submitted in a timely manner and both principal and staff/advisors must keep a copy. A copy of the form must be sent to the Department of Teaching and Learning after approval by the building administrator.

3C. Major Magnitude Trips

1. Any trip involving travel in excess of 500 miles one way from Moorhead and includes overnight lodging. Major magnitude trips may be supplementary and must be requested well in advance of the planned activity. Participation in any Major Magnitude trip should be voluntary; there should be no sanctions resulting from nonparticipation. Trips may be planned for students in grades 9-12. Exceptions to this policy may be granted by the Superintendent or designee.

32. Major Magnitude Field Trips - Staff/advisors need to obtain appropriate approval in timely manner and both building administrator and staff/advisors must keep a copy. (Administrative Form 632.2: Major Magnitude Field Trip Request Section I, II, & III)

a). An staff advisor organization or department shall not plan a major magnitude field trip of over 500 miles one way from Moorhead outside the continental United States more often than once every other year. Exceptions to this policy may be granted by the Superintendent or designee.

b. Pre-Approval

Any advisor who is contemplating a trip should first seek approval for tentative planning from the building administrator. Informal discussion with students regarding preliminary planning may take place after approval from the building administration. In approving field trips, the school administration is expected to consider frequency of field trips by students, departments, activities, and the impact on the overall education of students. The financial impact of proposed field trips should be considered in the total context of other approved field trips and community financial capacity.

b2). Formal publicity, public discussion, or fund raising activities may not begin until appropriate forms have been filed and required authorizations/approvals have been obtained.

ed). Approval is required both from the sSchool bBoard and the Superintendent/designee. Staff will discuss the proposal with the building administrator and Superintendent. The Superintendent may approve, modify, or disapprove the proposal. School bBoard approval must be at least 60 days prior to the proposed date of departure.

~~d~~e. Major magnitude field trip requests presented to the ~~s~~School ~~b~~Board for approval require: (Administrative Form 632.2 Section I)

- (1) The educational purpose of the trip (including: how the trip is related to the activity, if activity is curricular or co-curricular, and how the trip is related to the course content and ~~graduation~~ academic standards);
- (2) The location to be visited and general trip itinerary;
- (3) Number of school days involved (attempts shall be made to consider non-school days when possible);
- (4) Transportation plans;
- (5) Housing plans;
- (6) Probable number of students involved;
- (7) Approximate individual and district costs;
- (8) Plans for funding or fund-raising for the trip; ~~and~~
- (9) Tour company involved; and
- (10) An accommodation plan for any student with an IEP or 504 plan.

~~f~~i. Final approval after securing preliminary approval and determination that the proposed trip is feasible, the teacher/advisor submits the final approval form 632.2, providing all details about the trip. The final approval form must be submitted at least one month in advance of the date that approval is expected. Written assurances of compliance with this policy will be given by the building administrator and advisor to the Superintendent or designee at least two weeks prior to the date of the departure (Administrative Form 632.2 Section II). Failure to provide this assurance will result in immediate cancellation of the trip.

~~g~~j. Following the trip, a written summary report including itemized expenditures will be presented to the building administrator, ~~and~~ Superintendent and School Board assessing the degree to which the goals of the trip were attained. (Administrative Form 632.2 Section III)

43. Activity/athletic competition trip information will be handled through the activity office. Coaches/advisors will review with students and provide parent/guardians relevant information prior to the season or before an individual activity/athletic field trip.

a. Transportation:

Transportation shall be furnished through a commercial carrier or school-owned vehicle.

~~e~~b. Finances:

Staff travel expenses shall not be paid by the district, but may be provided by the tour agency. Cost of travel by a spouse or family member of staff will be at personal expense. All costs of the field trip will be itemized and provided to potential participants prior to the collection of any participant fees. Fundraising will be used for student participation only.

c. Supervision

~~A~~(1) All students will be under assigned adult supervision while on field trips. Staff advisors/coaches will be responsible for ensuring that the student/adult chaperone ratio is adequate and appropriate to the age level and needs of the students. Cost of travel by a spouse or family member of staff will be at personal expense. Chaperones shall be selected by and are under the supervision of the teacher/advisor. Chaperones are considered volunteers and may be subject to background checks. Arrangements for student supervision, in case of an emergency, will be determined prior to departure. No supervisor/chaperone will leave his/her group unsupervised unless an arrangement has been made to take care of an emergency.

~~B~~(2) An accurate roster of students and adults going on the field trip and relevant information will be provided to chaperones, parents/guardians and building administrator/activity director prior to the field trip or activity/athletic season.

~~C.(3)~~ While attending a school-sponsored field trip or activity/athletic competition trip, students will be released only at the written request of parents/guardians.

d. Student Conduct

Prior to travel, advisors and coaches will review expectations of conduct with Moorhead students and chaperones. These expectations are outlined in the building's handbook, Moorhead School District's Discipline Handbook, and Minnesota State High School League Rules. They are in effect 24 hours a day for the duration of the trip. If a student misbehaves or fails to adhere to the rules, his/her parents/guardians will be contacted and appropriate action will be taken.

e. Final Trip Information and Forms

A.(1) Regular Field Trips and Extended Day Field Trips:

- ~~1.(a)~~ A building/transportation field trip form stating purpose, destination, costs, estimated time and type of bus needed (Administrative Form 632.1);
- ~~2.(b)~~ Authorization by the building administrator;
- ~~3.(c)~~ A roster of students going on the trip and written parent/guardian approval as needed;
- ~~4.(d)~~ A list of staff and chaperones on the trip;
- ~~5.(e)~~ The trip itinerary with estimated time lines (and housing accommodation information if necessary);
- ~~6.(f)~~ An accommodation plan for students with an IEP or 504 plan;
- ~~7.(g)~~ Emergency phone numbers in order to contact advisor/chaperons at the destination (Administrative Procedure 721.2);
- ~~8.(h)~~ Trip expenses and cost of the trip for individual students.
- ~~9.(i)~~ Evaluation of trip as required (Administrative Form 632.1 Section III)

B.(2) Major Magnitude Field Trip:

- ~~1.(a)~~ A Major Magnitude Trip form (Administrative Form 632.2 Section II)
- ~~2.(b)~~ Authorization/approval by the building administrator, Superintendent and ~~s~~School ~~b~~Board;
- ~~3.(c)~~ A roster of students going on the trip with written parent/guardian approval;
- ~~4.(d)~~ A list of chaperones going on the trip;
- ~~5.(e)~~ A detailed trip itinerary with hotel/motel accommodations and phone numbers, activities planned, and estimated time lines;
- ~~6.(f)~~ A list of emergency phone numbers where an advisor/chaperone can be reached in case of an emergency;
- ~~7.(g)~~ An accommodation plan for students with an IEP or 504 plan;
- ~~8.(h)~~ Trip expenses, funds raised, and the cost for individual students;
- ~~9.(i)~~ An approved school district Transportation Request Form including cost, estimated time, and type of bus if needed (Administrative Form 632.1 Section I);
- ~~10.(j)~~ An evaluation of the trip to be turned in to the building administrator and Superintendent/~~A~~assistant Superintendent of Teaching and Learning. (Administrative Form 632.2 Section III.)

C.(3) Activity/Athletic Season Competition Trips:

- ~~1.(a)~~ A Regular/Extended Day Field Trip Transportation Form (Administrative Form 632.1 - Section I);
- ~~2.(b)~~ Authorization by the building administrator or activities director.

Legal References:

Minnesota Statute 123B.36 (Authorized Fees)
 Minnesota Statute 123B.37 (Prohibited Fees)
 Minnesota Statute 123B.49 (Cocurricular and Extracurricular Activities Insurance)
 Sonkonsky v. Board of Education for Indep. Sch. Dist. No. 721, 327F.3d 675 (8th Cir 2003)

Lee v. Pine Bluff Sch. Dist., 472 F3d 1025 (8th Cir 2007)

Cross References:

Moorhead School Board Policy 413: Employment Background Checks

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 713: Winter Weather Related Emergencies

Moorhead School Board Policy 721: Student Transportation Safety



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.038

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2008

SUBJECT: Approval of Policy

Attached please find the policy, School District Automated External Defibrillator (AED) Policy (713).

Suggested Resolution: Move to approve the policy, School District Automated External Defibrillator (AED) Policy (713), as presented.

LAK:mde
Attachment

Moorhead Area Public Schools
my.moorhead.k12.mn.us

Printed: Monday, October 06, 2008 3:41:47 PM
Erickson, Michelle

Board Policies

School District Automated External Defibrillator (AED) Policy

School Board Policy: 713

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 6/13/2005

Date Revised:

Dates Reviewed:

I. PURPOSE

The Moorhead Area Public Schools recognize that from time to time emergencies may arise that justify the use of an Automated External Defibrillator (AED). To this end, and in cooperation with local Emergency Medical Services, an AED will be available at the middle school and high school campuses.

II. STATEMENT OF POLICY

A. Medical Director of the AED program in Moorhead Area Public Schools will be the Fargo/Cass Public Health Department. Moorhead Area Public Schools will have a written, medical prescription on file with the Moorhead School Nurse for the use of an AED on school campuses.

B. When use of the AED is indicated, priority for operating the AED goes to the person who is immediately present with the highest level of training on the proper use of the AED. When deemed necessary to use an AED, a call by telephone or cell phone will be placed immediately to 911 to summon emergency personnel.

C. The Moorhead School Nurse will serve as the AED Project Coordinator with the following responsibilities:

1. Serving as liaison to the Medical Director of the Fargo/Cass County Public Health Department for use of an AED;
2. Providing medical direction for use of an AED;
3. Reviewing appropriate placement in buildings and emergency procedures related to the use of an AED;
4. Coordination of training of Emergency Responders in use of an AED in each school;
5. Evaluation of post event review forms and digital files downloaded from an AED; (All key participants in an event shall participate in the review.)
6. Oversight of equipment and accessory maintenance on a scheduled basis; and
7. Documentation and monitoring of the effectiveness of the system, along with communication on needs and issues related to the medical emergency response program.

D. The Superintendent will promulgate all other appropriate administrative procedures to implement the use of an AED in the Moorhead Area Public Schools.

Legal Reference:

MN State Statute: Chapter 329-S.F. No. 2861 amending MN Statutes 1996, Section 604A.01, Subdivision 2, a-e, (MN Good Samaritan Law)

Cross Reference:

Moorhead School Board Policy 710: School District Crisis Management Policy

S-M9-BOS
27 Oct 2008

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

October 27, 2008

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 _____ | Lynne A. Kovash _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, 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 - October 27, 2008

PAGE 2

- A. SUPERINTENDENT MATTERS - Kovash
 - (1) Approval of 2008-09 Minnesota Rural Education Association Membership - Pages 5-6
 - (2) Approval of Cass-Clay Unified School Response Mutual Aid Agreement - Pages 7-10
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
 - (1) Acceptance of Donation - Page 11
- C. LEARNER SUPPORT SERVICES MATTERS - Skarvold
 - (1) Acceptance of State Personnel Development Grant - Pages 12-28
 - (2) Approval of Lakeland Mental Health Center Contract Renewal - Pages 29-33
- D. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Resignations - Page 34
 - (2) Approval of Change in Contract - Page 35
 - (3) Approval of New Employees - Page 36
- E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
- F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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

Moved by _____ Seconded by _____
Comments _____

- 3. **RED RIVER AREA LEARNING CENTER STUDENT POETRY:** Kovash
Page 37

- 4. **ELLEN HOPKINS SCHOOL LEVEL IMPROVEMENT PLAN:** Kovash
Pages 38-80

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

Moved by _____ Seconded by _____
Comments _____

- 5. **LAKES COUNTRY SERVICE COOPERATIVE BOARD NOMINATION:** Kovash
Pages 81-83

Suggested Resolution: Move to approve the nomination of Bill Tomhave to run for a position on the Lakes Country Service Cooperative Board of Directors.

SCHOOL BOARD AGENDA - October 27, 2008

PAGE 3

Moved by _____ Seconded by _____
Comments _____

6. **BUILDING AND DISTRICT PROFILES:** Kovash
Page 84

Suggested Resolution: Move to accept the Building and District Profiles for the 2003-04 through 2007-08 school years as presented and direct administration to share them with staff and public as appropriate.

Moved by _____ Seconded by _____
Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 27, 2008
PAGE 4

CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|---|-------------|-------------|-----------------|
| Activities Council | October 28 | 7 am | MHS Conf Rm |
| Technology Committee | October 28 | 3:45 pm | PCE |
| Asp PTAC | November 3 | 6:30 pm | Media Center |
| Reinertsen PTAC | November 3 | 6:30 pm | Media Center |
| MHS PTAC | November 3 | 7 pm | PCE |
| Election Day | November 4 | 7 am-8 pm | |
| Continuing Educ Com | November 4 | 3:30 pm | PCE |
| Prof Dev Before/After School | November 5 | | |
| Indian Educ Parent Com | November 5 | 5 pm | PCE |
| Joint Powers Com | November 6 | 7 am | Clay Cnty Cthse |
| Horizon PTAC | November 6 | 6 pm | Media Center |
| School Board | November 10 | 7 pm | PCE |
| Hopkins PTAC | November 11 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 13 | 7 am | PCE |
| Health/Safety/Wellness Com | November 13 | 9:30 am | PCE |
| Early Childhood Adv Com | November 13 | 6:30 pm | PCE |
| Staff Development Com | November 17 | 3:30 pm | PCE |
| Policy Review Committee | November 17 | 7 pm | PCE |
| Community Educ Adv Council | November 18 | 7 pm | PCE |
| Prof Dev Before/After School | November 19 | | |
| Interagency Early Interv Com | November 19 | 12 pm | FSC |
| Superintendent's Adv Council | November 20 | 7 pm | PCE |
| Safe and Healthy Learners Com | November 24 | 3 pm | PCE |
| School Board | November 24 | 7 pm | PCE |
| Technology Committee | November 25 | 3:45 pm | PCE |
| Truth in Taxation Public Hearing | December 2 | 7 pm | PCE |
| School Board | December 8 | 7 pm | PCE |
| Truth in Taxation Public Hearing (continuation, if needed) | December 9 | 5 pm | PCE |



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.043C

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LK*

DATE: October 21, 2008

SUBJECT: 2008-09 Minnesota Rural Education Association (MREA)

The 2008-09 membership fee to the Minnesota Rural Education Association is \$1,800 (prorated). Attached is information related to membership benefits.

Suggested Resolution: Move to approve the 2008-09 Minnesota Rural Education Association membership in the amount of \$1,800.

LAK:mde
Attachment



IREA represents rural districts interests in a way that no other organization can because its governance board and legislative advocacy committee represent school board members, teachers, administrators and statewide educational agencies.

IREA works collaboratively with other educational associations to present all our members in the best possible way we can.

MREA • P.O. Box 155 • Brandon, MN 56315-0155
www.mnrea.org • 320-762-6574 • MREA@mnrea.org

Lee Warne, Executive Director, lwarne@mnrea.org
Sam Walseth, Legislative Director, sam@capitolhillassoc.com

What **IREA** has accomplished

Through the years and this past session, MREA...

Student Success

- Authored a bill reporting the funding gap between students and how it could be closed
- Promoted high state standards
- Pushed for statewide tests which measure individual student growth
- Supported expansion of All Day Kindergarten

Adequate Funding

- Changed compensatory revenue so more rural students qualify
- Increased sparsity funding and changed formula so more districts qualify
- Fought for increased funding for declining enrollment
- Encouraged school district reorganization through state incentive
- Analyzed property tax trends to aid school districts in Truth in Taxation meeting
- Pushed for greater equalization of operating and debt service levies
- Increased state share of special education funding
- Advocated restoring the Minnesota Miracle
- Worked with coalitions to increase per pupil funding
- Supported neutral ballot language for referendum renewals
- Fought against aid payment shifts

School Infrastructure

- Aggressively sought additional funding for technology hardware
- Supported the development and continued state funding for a learning network -- telecommunications access funding
- Supported establishing standards for hardware, teacher training and online testing
- Continued to fight for equity in telecommunications access

Educational Fairness

- Promoted equal opportunities for all children
- Authored Border State Tuition Reciprocity agreement legislation
- Supported reinstating ECFE licensure flexibility
- Fought off repeal of Board of Teaching science licensure rule

High Quality Teachers

- Worked for more license flexibility
- Supported loan forgiveness bills for rural teachers
- Expanded the science license using a PRAXIS test, instead of a BA degree





Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.045C

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 21, 2008

SUBJECT: Cass-Clay Unified School Response Mutual Aid Agreement

The concept of mutual aid is often used to respond to emergency situations. As the name implies, the agencies agree to assist each other as needed. The agency first responding to the emergency can invoke mutual aid to expand the resources involved in the emergency response. The attached agreement outlines the conditions and process for invoking mutual aid between school districts in Cass and Clay Counties should any of the districts be faced with a large-scale emergency.

The agreement recognizes the assisting district's priority must be to meet their own needs first. Having met those needs, resources such as equipment and personnel could be made available to other districts signing the agreement. Some common forms of assistance could be providing the use of equipment or additional counselors or other personnel with needed skills.

In times of emergency, federal disaster funds become available. These funds can be used to reimburse the assisting districts for the costs incurred while rendering aid only if there is a pre-existing mutual aid agreement in place.

Lowell Wolff, Office of Communication and Planning for Fargo Public Schools, has been instrumental in developing the concept of a unified response plan for Cass and Clay Counties. Administration from Moorhead Area Public Schools has been involved in the process and trainings since the plan has been formalized. This is a part of the ongoing agreement to work together for a unified response to emergencies. The attached agreement provides assistance to and for area school districts in the event of an emergency.

Suggested Resolution: Move to approve the Cass-Clay Unified School Response Mutual Aid Agreement as presented.

LAK:mde
Attachment



Mutual Aid Agreement

Whereas, the school districts that comprise the Cass Clay Unified School Response anticipate a demand for mutual aid and cooperation in the use of their personnel and equipment during times of emergency;

Now, therefore, each district of the Cass-Clay Unified School Response named hereby agrees to render mutual aid to any other district of the Cass-Clay Unified School Response signing this agreement in an emergency situation under the following conditions:

1. The superintendent or other approved designee of an assisting district shall have the authority in an emergency to determine whether personnel and/or equipment shall be sent beyond the area of responsibility of the assisting district. It is the intention of this agreement to vest in each party the sole right to determine when its needs will permit it to respond to a call by the other district. It is further agreed that any district failing to respond shall not be liable for damage to the requesting district.
2. If a multi-agency response is appropriate, the Incident Command System must be used. All qualifications and certifications of responding individuals shall be recognized. The Incident Commander may request mutual aid by any expeditious means and is responsible for all resources assigned to or responding to an incident. The individual in charge of an assisting district shall notify the Incident Commander upon arrival and shall retain the ability to withdraw personnel or resources upon notification to the Incident Commander. An assisting district withdrawing from an emergency response operation is not liable for damage to the requesting district.
3. With the exception of volunteers, each district entering this agreement shall continue to provide the same salaries and benefits to their employees who are assigned to render assistance to another district in performance of this agreement as that employee would receive if on-duty within their area of responsibility. If emergency grant funds or other assistance becomes available to the requesting district, the requesting district shall reimburse any assisting districts, whether paid or volunteer within their own area of responsibility, on an equitable basis at rates consistent with the policies of the agencies or entities providing emergency grant funds or other reimbursement assistance, for costs incurred by the assisting districts for salaries and benefits. Costs of repairs and maintenance of equipment shared, used, or

expended while rendering assistance under this agreement will be borne by the district owning the equipment unless emergency grant funds or other assistance become available. Personnel of an assisting district who sustain injury or death in the course of their employment are entitled to all applicable benefits normally available to personnel while performing duties for their district.

4. Either party to this agreement may at any time withdraw from further participation in the agreement by giving 30 days prior written notice of termination to the other party. This agreement is independent of any written agreements with other districts.

Barnesville Public Schools _____, Superintendent _____

Signature

Date

Central Cass Public Schools _____, Superintendent _____

Signature

Date

D-G-F Public Schools _____, Superintendent _____

Signature

Date

Fargo Catholic Schools _____, Superintendent _____

Signature

Date

Fargo Public Schools _____, Superintendent _____

Signature

Date

Hawley Public Schools _____, Superintendent _____

Signature

Date

Kindred Public Schools _____, Superintendent _____

Signature

Date

Maple Valley Public Schools _____, Superintendent _____
Signature Date

Mapleton Public Schools _____, Superintendent _____
Signature Date

Moorhead Public Schools _____, Superintendent _____
Signature Date

Northern Cass Public Schools _____, Superintendent _____
Signature Date

Park Christian School _____, Superintendent _____
Signature Date

Richland #44 Public Schools _____, Superintendent _____
Signature Date

West Fargo Public Schools _____, Superintendent _____
Signature Date



Office of Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.09.00

TO: Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent.
DATE: October 13, 2008
SUBJECT: Donation

Moorhead Area Public Schools has received the gift of a cello case valued at \$75. The cello case will be used in the orchestra program at Horizon Middle School.

SUGGESTED RESOLUTION: Move to accept the donation of a cello case from Rita Olson valued at \$75.00 and direct administration to send a thank you.

Rita Olson
814 Southwood Dr
Fargo, ND 58103

WAK/kmr



Office of Learner Support Services
Moorhead Area Public Schools

LSS.09.002

TO: Lynne Kovash

FROM: Jill Skarvold *JS*

DATE: October 20, 2008

RE: State Personnel Development Grant for Reducing Disproportionality

Moorhead Area Public Schools has been approved for funding from Minnesota Department of Education for a Special Education State Personnel Development Grant that totals \$49,932.00.

This project is aimed at helping students achieve at high levels of learning and preventing over representation of students in special education. The project activities provide opportunities for rigorous learning and achievement. It will focus on:

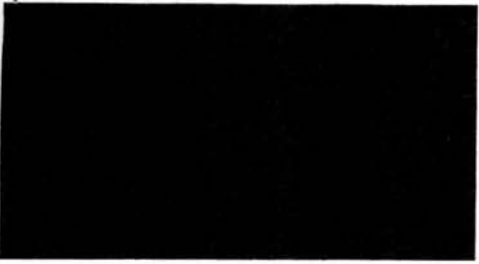
- 1.) Analyzing data pertaining to achievement as well as data inherent in assessment practices.
- 2.) Providing effective intervention practices at increasingly intense levels depending on student need.
- 3.) Improved assessment practices in order to reduce bias.

The project activities align with the other initiatives within the District (Response to Intervention, Positive Behavior Intervention Supports, Raised Achievement Grant, and AYP Plans.)

SUGGESTED RESOLUTION: Move to approve the funding from Minnesota Department of Education for the S-P-D-Grant in the amount of \$49,932.00.

JS:ca

Attachment



October 14, 2008

Ms. Lynne Kovash
Moorhead Area Public Schools; ISD #0152
2410 14th Street S.
Moorhead, MN 56560

AWARD NOTICE: SPDG-Lea Capacity Grant

Dear Ms. Lynne Kovash:

I am pleased to inform you that Moorhead Area Public Schools; ISD #0152 has been awarded a grant in the amount of **\$49,932.00** under the SPDG-Lea Capacity Grant. Moorhead Area Public Schools; ISD #0152 has fully executed all the necessary agreements for the SPDG-Lea Capacity Grant requested by the Minnesota Department of Education (MDE). This award letter is addressed to you because you are named in the agreement as the Grant Authorized Representative. MDE Program Accountability and Improvement Office must be notified immediately if that changes.

Interim payments will be released upon submission and approval of interim reports (based on expenditures reported) as outlined in your Official Grant Award Notification (OGAN #**09B20933A). The final payment 10% will be released upon submission and approval of a final report due no later than July 30, 2009. This report includes cumulative expenditures demonstrating that all funds received to date have been appropriately expended (reported on the FRF) and that all grant activities have been completed through June 30, 2009. Complete payment information can be found in your Official Grant Award Notification (OGAN) enclosed under "Program Reporting" on page 2.

The effective start date of this grant is **October 1, 2008**. Grant funds are available for expenditure and legal obligation on or after that date. The end date is **June 30, 2009**. All grant funds must be appropriately expended or obligated and all activities and services completed by the end date stated in the agreement.

Important grant management requirement:

All Salaries & Wages charged to Moorhead Area Public Schools; ISD #0152's SPDG-Lea Capacity Grant must be tracked and documented in order to demonstrate that work actually took place. Amounts approved in a budget narrative are for **budgeting purposes only**. Charges to the grant may only be for time *actually worked on grant activities* during the grant period.

Thank you for your work with MDE and do not hesitate to contact Jamie Larson for (financial questions) at (651) 582-8275; Jamie.larson@state.mn.us or Martha Corn for (program questions) at (651) 582-8462; martha.corn@state.mn.us.

Sincerely,

Jamie Larson

Corn
Grants Specialist
Enc. Grant Agreement, Attachment A

Martha

Program Administrator

OCT 09 2008

Minnesota Department of Education

OFFICIAL GRANT AWARD NOTIFICATION

| GRANT Awardee INFORMATION | | | | | | | | | | | | | |
|---|--|----------|---------------------------|--------|----|------------------|----------|--|--|--|--|--|--|
| ORGANIZATION/AGENCY IDENTIFIED OFFICIAL WITH AUTHORITY/TITLE FULL ADDRESS CITY/STATE /ZIP PHONE/ FAX EMAIL | Moorhead Area Public Schools Dr. Larry P. Nybladh Title: Superintendent 2410 14 th Ave S Moorhead Area Public Schools (218) 284-3711 Fax: (218) 284-3733 | | | | | | | | | | | | |
| PROGRAM CONTACT REPRESENTATIVE/TITLE ORGANIZATION/AGENCY (if different) ADDRESS (if different) CITY/STATE /ZIP PHONE / FAX EMAIL | Jill Skarvold Title: Director of Learner Support Services (218) 284-3711 Fax: (218) 284-3733 jskarvold@moorhead.k12.mn.us | | | | | | | | | | | | |
| MDE GRANT PROGRAM TITLE | Capacity Building for Local Education Agencies (LEA) - Year IV | | | | | | | | | | | | |
| -ENCUMBRANCE INFORMATION | | | | | | | | | | | | | |
| GRANT NUMBER (if applicable): <u>2008-00308</u> FUNDING SOURCE/LEGISLATIVE AUTHORITY: Special Education Grants to States (Part B 611) | <table border="1"> <tr> <th>FY</th> <th>Cost Code (fund-org-appr)</th> <th>Amount</th> </tr> <tr> <td>09</td> <td>300 E37 2418 J51</td> <td>\$49,932</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | FY | Cost Code (fund-org-appr) | Amount | 09 | 300 E37 2418 J51 | \$49,932 | | | | | | |
| FY | Cost Code (fund-org-appr) | Amount | | | | | | | | | | | |
| 09 | 300 E37 2418 J51 | \$49,932 | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| CFDA FUNDING SOURCE: 84.027A UFARS NUMBER: 01F421 | Encumbrance <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If No, go to next box) Encumbrance Signature: <u>[Signature]</u> Encumbrance Date: <u>10/1/08</u> | | | | | | | | | | | | |
| CFMS # <u>20083</u> VENDOR ID# <u>0091520000</u> | No Encumbrance, select <input type="checkbox"/> IDEAS or <input type="checkbox"/> PAYS | | | | | | | | | | | | |
| AWARD PERIOD/TYPE/AMOUNT | | | | | | | | | | | | | |
| START DATE: October 1, 2008 THROUGH END DATE: June 30, 2009 This is a one year grant only. | ACTION TYPE: Original/Initial Award \$49,932 TOTAL Award | | | | | | | | | | | | |
| MDE KEY STAFF CONTACT INFORMATION | | | | | | | | | | | | | |
| AUTHORIZED REPRESENTATIVE Martha Corn Phone: 651-582-8462 Fax: 651-582-8729 Email: martha.corn@state.mn.us | PROGRAM SPECIALIST (IF DIFFERENT FROM AR) Phone: Fax: Email: | | | | | | | | | | | | |
| GRANTS SPECIALIST Jamie B. Larson Phone: 651-582-8275 Fax: 651-582-8494 Email: jamie.larson@state.mn.us | OTHER ASSIGNED MDE STAFF Phone: Fax: Email: | | | | | | | | | | | | |

Organization/Agency/District: Moorhead Area Public Schools

\$49,932 **TOTAL Award**

With respect to the terms and conditions of the application materials associated with this award:

1. THIS ACTION IS TO:

Build capacity that will improve local education agency's outcomes in the areas of graduation and dropout rates, student achievement, disproportionate representation, Federal Instructional Settings for Part B ages 6-21 and Part C ages birth to 3 identification and family involvement in Part C.

2. ADDITIONAL REQUIREMENTS: Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided by MDE.

- a. District grant project team is required to attend two grantee conferences sponsored by MDE on September 30, 2008 and in the spring of 2009, on a date to be determined.

PROGRAM REPORTING:

Program Reporting Forms (PRF) shall be submitted in the form and manner prescribed by MDE. Format, content, and exact due dates will be as follows:

- a. An **Interim Progress Report (IPR)**, including submission of data collected related to the grant project, will be due to MDE by **March 31, 2009**.
- b. **Financial Reporting Forms (FRF)** shall be submitted in the form and manner prescribed by MDE according to the following **Payment Schedule**:
FRF must be submitted by:
 - **March 31, 2009** for expenses incurred through February 28, 2009
 - **July 30, 2009** for expenses incurred through June 30, 2009.
- c. **Final Program Reporting (FPR)** is due 30 days after the ending date of the grant by July 30, 2009 outlining expenditures for the grant project through **June 30, 2009**. FPR consists of the final financial reporting, final payment requests and final program reports including any data requested and/or other reports. Both the final **FRF** and the **FPR** will be reviewed before approval for final payment is made and before the grant is closed out.

3. OTHER FISCAL REQUIREMENTS:

- a. **Financial (Back-Up/Supporting) Documentation:** is required on all awards of \$50,000 or more, per award. Awardee/grantee must provide MDE with supporting documentation per request. Financial reconciliation will occur on random basis following awardee/grantee submission of a Financial Reporting Form at least once per award period.

Organization/Agency/District: Moorhead Area Public Schools

\$49,932 **TOTAL Award**

- b. **Retainage:** Under Minnesota Statutes Section 16C.08, subdivision 5(b), no more than 90% of the amount due under this contract may be paid until the final product of this award has been reviewed by MDE's Authorized Representative/Agency's head. The balance due will be paid when MDE's Authorized Representative/Agency's head determines that the awardee/grantee has satisfactorily fulfilled all the terms of this award.
- c. **Revisions (Budget and/or Work Plan):** Awardee/grantee must receive prior written approval from MDE for any budgetary realignment of \$200 or 10% of total category of expenditure, whichever is greater. Awardee/grantee must support the request with reason for change. Awardee/grantee may not move funds to an unbudgeted line item without written MDE approval. Please contact the Grant Specialist if you anticipate making such a budget revision.
- d. **On Site Monitoring Visit:** In the event an on-site monitoring visit is required by MDE, the awardee/grantee shall cooperate with MDE in the provision of the on-site monitoring visit(s) and shall comply with MDE's request for documentation, before, during and/or after.

4. CANCELLATION:

- a. This award may be cancelled by the state or awardee/grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, awardee/grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to MDE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the awardee's/grantee's program to continue operating, the award shall immediately be terminated upon written notice by the MDE to the awardee/grantee. In the event of such termination, awardee/grantee shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.
- b. MDE may cancel this award immediately if MDE finds that there has been a failure to comply with the provisions of this award, that reasonable progress has not been made or that the purposes for which the funds were awarded have not been or will not be fulfilled. MDE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

5. AMENDMENTS/CONTINUATION: (extension, increase, or change in other terms):

- a. Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors in office. An amendment consideration must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or delegate. No amendments will be considered on an expired award.

Organization/Agency/District: Moorhead Area Public Schools

\$49,932 **TOTAL Award**

- b. The grantee has the option to re-apply in 2009 and 2010 to continue this award through a competitive Grant Opportunity process. During the review process, preference will be given to projects where data indicates substantial progress in meeting intended grant goals.

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured and I also have obtained the Agreement to Comply With Assurances form and applicable Certification(s).

Martha Corn Martha Corn 9-12-08
Authorized Representative Name & Signature Date

I, the Program Accountability and Improvement Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant.

EB Stephens 9/8/08
Division Director Name & Signature Date

I, the Division Director, by signing below do hereby approve this award and attest to the Authorized Representative's review of said documents.

Barbara L Treolini 9/12/08
Division Director Name & Signature Date

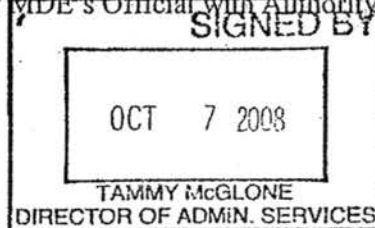
This award notification and release of funds are therefore approved, legal, binding and valid with the following official agency signature.

Tammy McGlone
Signature of MDE's Official with Authority to Sign

Date:

Name:

Title:



APPLICATION COVER SHEET
State Personnel Development Grant (SPDG)
Capacity Building for Local Education Agencies (LEA) – Year IV
Grant Award Opportunity
Points Possible: 5

Complete this form electronically by filling in the form fields. The individual(s) with legal authority must sign.

PROJECT INFORMATION

Starting Date: September 1, 2008

Ending Date: June 30, 2009

AMOUNT REQUESTED: \$

[dollars value only]

Funding Source: Federal Funding Source:
IDEA CFDA 84.323A, Special Education – State
Program Improvement Grant (as part of SPDG)
and Part B Discretionary Funds CFDA
84.027A

Up to: \$50,000 for each district

APPLICANT INFORMATION

School District /Organization or Agency:

Moorhead Area Public Schools

Address: 2410 14th St S
Moorhead, MN 56560

Please indicate the SPP indicator that is the primary
focus: #10

ISD#: 0152

State and Federal Tax ID and Vendor #
(required upon request when being considered for award)
8033594 41-6008721

Telephone: 218-284-3711

Fax: 218-284-3711

Email: jskarvold@moorhead.k12.mn.us

LEGAL BINDING

IDENTIFIED OFFICIAL WITH AUTHORITY

Name and Title:

Dr. Larry P. Nyberg

Date: 6/17/08

MAIN PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON
BEHALF OF THE SCHOOL DISTRICT/ORGANIZATION/AGENCY

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON
BEHALF OF THE DISTRICT/ORGANIZATION/AGENCY

BY SIGNING, YOU ARE GRANTING APPROVAL TO SUBMIT
YOU MUST ALSO SIGN THE AGREEMENT TO COMPLY FORM

NAME OF SPECIAL EDUCATION DIRECTOR:

Jill Skarvold

DATE: 6/23/08

SIGNATURE OF SPECIAL EDUCATION DIRECTOR

CONTACTS

NAME & TITLE OF PROGRAM CONTACT REPRESENTATIVE:

Jill Skarvold, Director of Learner Support Services

Address: 2410 14th St S
Moorhead, MN 56560

Telephone: 218-284-3711

Fax: 218-284-3733

Email: jskarvold@moorhead.k12.mn.us

SCHOOL DISTRICT OR AGENCY ACCOUNTANT:

Denise Sinner

Address: 2410 14th St S
Moorhead, MN 56560

Telephone: 218-284-3365

Fax: 218-284-3333

Email: dsinner@moorhead.k12.mn.us

AGREEMENT TO COMPLY WITH ASSURANCES FORM

Complete this form electronically by filling in the form fields. The individual(s) with legal authority must sign.

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

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: SPDG Capacity Building for Local Education Agencies (LEA) – Year IV

The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

Place of Performance Moorhead Area Public Schools Street Address 2410 14th Street South

County Clay City, State and Zip Code Moorhead, MN 56560

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

By signing this form, I/we 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. I/we hereby assure and agree to comply with all conditions and submit required documents and certifications as required.

Dr. Larry P. Nybladh, Superintendent 06/17/08
Signature Date
Dr. Larry P. Nybladh, Superintendent
Print Name and Title of Identified Official with Authority to sign

Must bear same signature as on the Application Cover Sheet

APPLICATION BUDGET SUMMARY

State Personnel Development Grant (SPDG)

Capacity Building for Local Education Agencies (LEA) – Year IV

Points Possible for Budget Narrative and Summary Combined 15

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. For assistance see the Application Instructions 'Budget Narrative' and the Budget Line Item Descriptions / Categories information.

| DIVISION NAME: Special Education Policy Division | | | |
|---|--|-------------------------------|------------------------------|
| GRANTEE/FISCAL AGENT NAME | | | |
| PROJECT NAME: | | | |
| OBJECT CODE | BUDGET LINE ITEM CATEGORIES | MDE AMOUNT OF FUNDS REQUESTED | REVENUE INCOME IF APPLICABLE |
| 100 | SALARIES AND WAGES (including subpay if not contracted out) | \$37,279.00 | |
| 200 | FRINGE BENEFITS | \$10,653.00 | |
| 300 | PURCHASED SERVICES - Series | | |
| | CONSULTANT/CONTRACTED SERVICES | \$2,000.00 | |
| | COMMUNICATIONS (Phone, Internet, Postage/Parcel & Purchased Printing) | | |
| | STAFF DEVELOPMENT | | |
| | STAFF TRAVEL – Instate | | |
| | 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 | | |
| | OPERATING LEASE OR RENTALS (If not included in indirect cost) | | |
| 396 & 397 | PAYMENTS TO SCHOOLS - for Agreements to Purchase Licensed Staff Time | | |
| | PURCHASED SERVICES - Other (Identify in detail in the Budget Narrative) | | |
| 400 | SUPPLIES AND MATERIALS - Series | | |
| | SUPPLIES AND MATERIALS - Non-Instructional | | |
| | SUPPLIES AND MATERIALS – Instructional | | |
| 800 | OTHER EXPENDITURES (Identify in detail in Budget Narrative section) | | |
| Total Direct | TOTAL DIRECT COSTS | \$49,932.00 | |
| Total Indirect | TOTAL INDIRECT COSTS - Schools use current restricted rates Nonprofits, Ed districts, Education Cooperatives use a maximum of 8% | | |
| 390-394 | PAYMENTS TO SCHOOL DISTRICTS, COUNTIES, AND OTHER NON-PROFIT AGENCIES FOR DIRECT SERVICES TO STUDENTS | | |
| 500 | CAPITAL EXPENDITURES | | |
| | TOTAL (should include direct and indirect cost) | \$ 49,932.00 | \$ |
| NOTE: | If selected, a budget revision request must be submitted for any budget line item changes that exceed the amount defined in the Official Grant Award Notification. Some unallowable expenditure(s) are: gifts, entertainment, gift certificates, amusement, alcohol, etc., or to pay for vendor exhibits. *Grants made exclusively for the purpose of supporting conferences are not allowed reimbursement for indirect costs. | | |

Budget Narrative

The budget will be used primarily for personnel costs. The major item will be the salary for one part-time coach to work with staff and to coordinate the activities of the project. While coordination of the project is a part of the process, the emphasis is on building capacity of staff members through on-going professional development delivered through the coach, through study/action professional learning groups, and the problem solving of collaborative teams.

Goal 1: The rate of Hispanic students assessed and identified as having a learning disability will not be greater than the percentage of Hispanic students in the total school population.

The costs for substitute and extended contract time for Leadership Team members will be included in the budget in order to bring the Leadership Team together to review practices, review data, set direction, develop trainings, evaluate the progress of the project. **(\$1950; \$371 benefits)**

The consultant (**Dr. Olivia Melroe, \$2,000**) will be utilized to work with the Leadership Team to analyze data, suggest improvements to the practices of evaluation, and to review the outcome data. A stipend will be paid to the District consultant to work with the Leadership Team.

Goal 2: Assessments will address all components of nonbiased assessment practices and decision-making as identified in the MDE manual, ELL Companion to Reducing Bias in Special Education Assessment.

Substitute and extended contract time will be used by the team who will conduct an audit of evaluation reports in order to analyze the cause of disproportionate representation as well as to develop and implement a plan for the involvement of cultural liaisons in Child Study meetings. **(\$1505 salaries; \$286 benefits)**

Substitute and extended contract time will be used for training building and District teams on the causes of disproportionate representation, nonbiased evaluation practices, and cultural competence related to disabilities and special education. **(\$4102 salaries; \$780 benefits)**

Goal 3: The number of Hispanic students in general education settings and in gateway courses (i.e., algebra, sciences, English classes which are stepping stones toward AP enrollment) will increase.

The salary and benefits for one part-time coach (**Maribeth Plankers .4 FTE \$22,217 salary, \$7790 benefits**) to work with teams and other coaches will be used within this project. The coach has extensive training on nonbiased practices as well as instructional strategies and is excellent at collaborating with colleagues. She is trained in nonbiased assessment and evidenced based instructional procedures.

The costs for substitute and extended contract time are included in the salaries and wages and will include classroom teachers, coaches, cultural liaisons.. The substitute and extended contract time will support the collaborative time and activities, such as

- professional development in the evidence-based practices of Content Area Reading Strategies (CARS), Six Traits of Writing along with behavioral strategies **(\$ 2505 salaries; \$ 476 benefits)**
- work in teams to examining student work using protocols, **(\$ 1800 salaries; \$342 benefits)**
- work in teams conducting data review and analysis in order to help direct instruction **(\$2100 salaries; \$399 benefits)**
- other professional development in evidence-based strategies for ELL learners **(\$1100 salaries; \$209 benefits)**

Statement of Need

Identifying all students in Moorhead Area Public Schools (MAPS) requires a clear focus on quality instruction and curriculum with the goal of preparing students to meet rigorous standards. Furthermore, effective education requires a commitment by all teachers, administrators, and parents who are willing to do whatever it takes to ensure learning and to ensure that all students have access to the general education curriculum. This includes being able to assess students' knowledge and skills without bias and the ability to make adjustments in instruction in order to meet student needs through a system of targeted interventions.

Recently, MAPS was notified by Minnesota Department of Education (MDE) that the District has been identified as having disproportionate representation due to higher rate of identification of Hispanic students in the area of Learning Disabilities. Therefore, the primary focus of this proposal will be to focus on the disproportionate representation of Hispanic students in special education through a *three prong approach*: proving instructional practices for minority students, analyzing data (achievement data, childcount and child study data, as well as special education file review data), and improving assessment practices in order to reduce bias in assessment.

13% of the students in Moorhead Public Schools are Hispanic (compared to a state average of 6%). Yet, of the 182 students identified as having a Learning Disability, 41 (22.5%) are Hispanic. Therefore, it is imperative that as a district we analyze achievement data for these students on an ongoing basis in order to provide interventions early and to deliver instruction that meets the needs of diverse learners and ensures that they are receiving a rigorous curriculum. In addition it is important that we analyze referral and assessment data in order to ensure that students are not identified as having a learning disability when their learning difficulties are inherent in other factors.

For example, it is concerning that increasing percentages of low achievement/proficiency increases as grade level increases, resulting in higher need for substantial support at middle and high school. It is imperative that District staff analyze this data further and identify appropriate interventions to stop that trend and the resulting achievement gap. Through alignment of District practices focused on improving the learning of all students, teachers and administrators can target instructional practices and can utilize data to intervene appropriately at an early stage to impact learning, rather than referring to special education and using that as the intervention tool. Below is reading achievement data that demonstrates the need to address strategies for supporting achievement of Hispanic students. Similar trends are also evident in mathematics.

TABLE 1a. Academic Achievement Data in the Area of Reading

| Class of : Grade in 2007-08 | Percentage students scoring below 10 th %ile on NWEA MAP | | Percentage students scoring below NWEA RIT cut score* | | Percentage of students meeting RIT score growth targets Fall 2007 to Spring 2008 | | Percentage of students scoring Not Proficient on MCA-II (2007 state report card results) | | State of MN Percentag e of Hispanic students Not Proficient on MCA- II | Percentage of students below benchmark on oral reading fluency measures (DIBELS) Spring 2008** | |
|-----------------------------------|--|-------------------|--|-------------------|---|-------------------|--|-------------------|---|---|-------------------|
| | Hispanic students | Total District | Hispanic students | Total District | Hispanic students | Total District | Hispanic students | Total District | | Hispanic students | Total District |
| 2018 Grade 2 | 9/37 24% | 37/388 10% | | | 19/32 59.4% | 235/368 63.9% | | | | 63% | 36% |
| 2017 Grade 3 | 5/30 17% | 28/407 7% | 10/30 33% | 39/407 10% | 11/28 39.3% | 262/393 66.7% | Available | July 2008 | | 67% | 42% |
| 2016 Grade 4 | 4/32 13% | 19/354 5% | 11/32 34% | 57/354 16% | 12/27 44.4% | 201/338 59.5% | 37% | 23% | 43% | 50% | 34% |
| 2015 Grade 5 | 5/34 15% | 15/392 4% | 10/34 29% | 41/392 10% | 17/30 56.7% | 248/375 66.1% | 59% | 25% | 57% | 62% | 28% |
| 2014 Grade 6 | 5/28 18% | 19/360 5% | 8/28 29% | 55/360 15% | 14/27 51.9% | 199/349 57.0% | 42% | 21% | 53% | 44% | 30% |
| 2013 Grade 7 | 7/31 23% | 34/414 8% | 14/31 45% | 79/414 19% | 15/27 55.6% | 211/397 53.1% | 61% | 25% | 59% | 21/26 81% | 155/302 51% |
| 2012 Grade 8 | 6/30 20% | 20/358 6% | 17/30 57% | 80/358 22% | 16/25 64.0% | 182/341 53.4% | 65% | 26% | 64% | 16/24 67% | 95/297 32% |
| 2011 Grade 9 | 4/19 21% | 13/369 4% | | | 6/15 40.0% | 202/340 59.4% | 56% | 31% | 63% | | |
| 2010 Grade 10 | 1/4 25% | 4/21 19% | 4/4 100% | 14/21 67% | | | | | | | |
| 2009 Grade 11 | 2/8 25% | 5/18 28% | | | | | 61% | 34% | 66% | | |
| All Grades | 20% | 10% | 47% | 23% | 51% | 60% | 55% | 27% | 57% | 62% | 36% |

Target score – score at which a student has a 50% probability of meeting proficiency standards on MCA-II reading assessment (based on EAMN Alignment Study 2006). **AIMSweb % of Students Below Target Report, spring 2008, disaggregated for ethnicity Hispanic

collaboration of Federal and State Projects

APS has clearly worked to align initiatives within the districts so that they all share a common core, including assessment and data-based decision-making, evidenced-based instructional practices, and tiers of interventions that deliver support based on intensity of need of diverse learners. In addition, professional development (professional *learning*) is provided in order to support the work that teachers and staff are doing to meet the needs of diverse learners. This grant will extend that support and enable the district to improve practices in curriculum & instruction as well as behavioral support in order to help address the needs of Hispanic students as well as all learners.

These collaboration efforts are being led by the Assistant Superintendent for Teaching and Learning and the Director of Learner Support Services. The goal is to create a unified system of supports that intersect and work together in order to help students develop the skills and knowledge needed to be successful once they graduate. In order to reach the outcomes of the various projects, a number of intentional actions have been implemented within each project that is initiated:

- Developing Leadership Teams that are cross-divisional and cross grade levels
- Establishing Professional Learning Communities targeting areas of priority within the District Strategic Plan (i.e., Achievement, Behavior, Using Data)
- Creating and using a District Data System (DARS) so that teams can analyze meaningful data and use that data to guide instruction
- Providing training on evidenced-based strategies
- Establishing collaborative teams to review and analyze data that in turn will lead to targeted interventions

This Project as well as all other District Projects are aligned with District goals and developed to ensure that they connect. Furthermore, this Project connects and supports work that has positive outcomes for helping students achieve at high levels of learning and provides opportunities for rigorous learning and achievement. It will focus on analyzing data pertaining to achievement as well as data inherent in assessment practices, providing effective intervention practices at increasingly intense levels depending on student need, and improving assessment practices in order to reduce bias.

Other projects that will contribute and help achieve the goals of this Capacity Building Project are:

Response to Intervention (RtI): This is the overarching project that creates the process for responding to student needs with increasingly intensive interventions through the on-going use of data and a focus on improving learning and behavioral outcomes for all students

Positive Behavior Intervention Supports (PBIS): Next year, 3 of the District's 6 school sites will be involved implementing PBIS processes. The following year, the goal is to bring on an additional 2 schools.

MnCIMP: The process of self-reviews and analysis of special education data will be incorporated into this project. In addition, one of the MnCIMP goals (and corresponding activities) focuses on reducing disproportionality.

Universal Design for Learning (UDL): The UDL Team provides training, modeling, and support in developing ways to match instruction to student needs through the use of technology tools in order to build and extend rigorous learning standards.

Reducing Bias in Special Education Assessment for American Indian and African American Students: Moorhead was an early collaborator with MSUM in this project that helps teams evaluate diverse learners appropriately and helps teams make non-biased recommendations.

MSDE Raised Academic Achievement Grant: The Grant is a multi-layered project that is designed to increase student access to participation in AP programming. The project includes teacher training, planning time, teacher mentoring, consulting to advance curriculum, and student activities to improve skills and knowledge needed for success in rigorous classes. The project specifically targets Hispanic students since it was found that not only are Hispanic students scoring significantly below other groups on the MCA-II and NWEA, but that even the Hispanic students enrolled in AP courses are achieving at lower levels in both reading and math. Strategies to improve the prerequisite academic reading and math skills of Hispanic students are being undertaken.

MAPS Plans and District & Building Improvement Plans: The process of reviewing data, setting goals and developing activities to meet those goals is institutionalized within the MAPS. The information from Special Education on this Standard will be shared and incorporated in building plans.

MSUM TEAM Work Project: This federal grant project will undertake professional development for teachers so that they can better assist English Language Learners (ELLs) in their classes in order to develop their language and literacy so that they can achieve academically in subject area content. It will focus on evidence-based strategies.

STEM-High School Redesign: This project aims to increase participation in middle and high school math and science courses while outlining a K-12 program of study that introduces and implements STEM coursework. It focuses on giving students hands-on exposure to technical concepts and for showing diverse learners how these concepts relate to everyday life.

Project Goals, Activities and Estimated Timelines

The *Reducing Disproportionality Project* will focus on three goals;

- The rate of Hispanic students assessed and identified as having a learning disability will not be greater than the percentage of Hispanic students in the total school population. (data reviews)
- Assessments will address all components of nonbiased assessment practices and decision-making. (nonbiased assessment practices)
- The number of Hispanic students in general education settings and in gateway courses (algebra, sciences and English) will increase.

Goal 1

- The rate of Hispanic students assessed and identified as having a learning disability will not be greater than the percentage of Hispanic students in the total school population.

Activity 1.1

Form a Leadership Team that includes: Director of Learner Support Services, ELL Program Manager, Assistant Superintendent of Teaching & Learning, Learner Support Services Program Manager (responsible for MnCIMP and Due Process reviews), Cultural Liaison (Hispanic), School Psychologist, Special Education Facilitators (representing each building), and Outside Expert (Dr. Olivia Melroe, Minnesota State University-Moorhead). The Leadership Team will oversee the implementation of each of the activities of the grant, review data, and make recommendations regarding implementation.

Timeline: Begin July, 2008 with meetings every 4 months

Activity 1.2

Leadership Team will review and monitor data, including: demographics and number of referrals to Child Study (CS) 1 meetings, demographics and number of students recommended for special education evaluations, demographics and number of students identified as having a disability, achievement data across all subgroups (using NWEA MAPS)

Timeline: Begin July 2008 with meetings every 4 months

Activity 1.3

The process for accessing cultural liaisons will be reviewed and revised in order to ensure their active participation on CS Teams when a Hispanic student is referred or evaluated.

Timeline: September 2008

Measurable Outcome

The percentage of LD Hispanic students will be reduced from 22% to a level that is within the weighted risk ratio for Moorhead Area Public Schools by June 2009.

Goal 2

- Assessments will address all components of nonbiased assessment practices and decision-making as identified in the MDE manual, ELL Companion to Reducing Bias in Special Education Assessment.

Activity 2.1

A team (Special Education Program Manager, ELL Manager, Special Education Facilitator) will conduct an audit of identification practices and procedures (assessment, evaluation, eligibility determination). File reviews will be done using a template for nondiscriminatory evaluation. Findings will be presented to the Leadership Team who will generate recommendations.

Timeline: July-August 2008

Activity 2.2

Leadership Team will review District assessment practices and make revisions to District procedures using the manual, ELL Companion to Reducing Bias in Special Education Assessment.

Timeline: August-October 2008

Activity 2.3

A core team comprised of School Psychologists (4), Special Education Facilitators, one special education teacher from each building (5), Special Education Program Manager (1), will work with Dr. Olivia Melroe to be trained and coached in nonbiased assessment and identification practices that consider cultural background in exclusionary criteria.

Timeline: October 2008-May 2009

Measurable Outcome

Using MDE template for nondiscriminatory evaluation, 100% of evaluations will have 100% compliance components of nonbiased assessment practices and decision making by June, 2009.

Goal 3

- The number of Hispanic students in general education settings and in gateway courses (i.e., algebra, sciences, English classes which are stepping stones toward AP enrollment) will increase.

The focus of this goal is to ensure that teachers are trained in evidence based practices and will work together to address learning needs of students while being able to receive feedback and have discussion about practices with a coach. Collaborative teaming allows teachers to create highly interactive learning environments. Collaboration of staff also provides students with two or more teaching styles and more opportunities for students to connect to an adult who can help with understanding difficult concepts. Continuous collaboration that crosses disciplines, departments and grade levels will result in more complex problem solving and extensive share of instructional knowledge, stronger professional networks to share information, and continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts.

The research that is being used to guide these activities cuts across the broad areas of school improvement, instructional coaching, and instructional strategies. The research conducted by Marzano (2001), DuFour, Dufour, Eaker, & Many (2006), Schmoker (2006), and R. Dufour (2004) provide the basis for collaboration and professional learning improvements. In addition, instructional coaching is a critical feature of this goal. The basis for coaching comes out of the research by Knight (2004). Coaches work in partnerships with teachers to accelerate teachers' professional learning and their application of evidence-based practices through mutually enriching and respectful relationships. In addition, as part of this framework for collaborative teaming and coaching, the strategies in which teachers will be trained are those that are part of the Content Area Reading Strategies (CARS) and Six Traits of Writing. CARS includes instructional strategies that explicitly teaches students skills needed to be successful in reading content material. This is an outgrowth of an earlier MDE project in which CARS leaders were trained throughout the state, one of whom is a Moorhead Area Public Schools teacher and who would be in the role of a coach for this project. Six Traits of Writing research has been reviewed by Spandel (2001). (The coach would work with teams of teachers to implement these strategies into their instructional practices. Veteran teachers have been trained in CARS but need coaching to implement with fidelity and to have the opportunity to examine student work when using CARS; many new teachers need training and guidance to implement.)

Activity 3.1

Teachers (cross-discipline) will meet with the Instructional Coach to examine instructional data and student work in order to implement evidenced based instructional strategies for students with challenging learning needs.

Timeline: September, 2008-May, 2009

Activity 3.2

Teachers (cross-discipline) will be trained on Content Area Strategies (CARS) and Six Traits of Writing and receive instructional coaching with feedback in order to target learning needs of Hispanic and other minority subgroups of students.

Timeline: September, 2008-May, 2009

Activity 3.3

Teachers (cross-discipline) will be trained on culturally appropriate positive behavioral interventions through the PBIS project.

Timeline: January, 2009-May, 2009

Activity 3.4

Teaching Teams will meet periodically with the Assessment and Instructional Coaches to review, analyze and set direction using aggregated and disaggregated data in order to target instructional practices that improve achievement.

Timeline: September, 2008-May 2009

Measurable Outcomes

The number of Hispanic students in general education settings and in gateway courses in grades 6-12 will increase from 4% to 30% in Algebra, English and science courses.

The percentage of Hispanic students scoring Not Proficient on MCA II reading or math state assessment will decrease from 55% to 50% after one year, with successive decreases of 5% until percentage is commensurate with total district percentages.

The percentage of Hispanic students in grades 6-12 meeting NWEA RIT growth targets in math and/or reading will increase from 51% to 60%. (60% is equivalent to % of District students meeting RIT growth Targets)

Decrease the percentage of Hispanic students below benchmark on oral reading fluency in grades 2-8 from 62% to 50% by June, 2009. (Percentage of District student below benchmark is 36%; incremental reductions for Hispanic students is to be set over 3 year period)

Evaluation of Outcomes

The outcomes of this project will be evaluated through the use of incidence rates and achievement data. The specific outcomes will be measured through audits of special education evaluations, reviews of CS data, and achievement data. By meeting the goals of this project, the expected outcomes are that:

1. Hispanic students will be identified as having a learning disability at a rate proportional to the rate of their enrollment in Moorhead Area Public Schools. Data collected:
 - a. Childcount data for years 2006, 2007, 2008 on total number of students identified with a disability, total number of students identified as being LD, number of Hispanic students identified with a disability, number of Hispanic students identified as being LD
 - b. MARRS data for years 2006, 2007, 2008 on total enrollment, number and proportion of Hispanic enrollment
 - c. Child Study data for year 2007, 2008 on total number of students referred for CS I, total number of Hispanic students referred for CS I, % of Hispanic students referred for CS I, total number of students evaluated, total number of Hispanic students referred for CS I, % of Hispanic students evaluated.
2. 100% of special education evaluations will be conducted in using nonbiased assessment practices as measured by MDE template for nondiscrimination evaluations. Data collected:
 - a. Number of evaluations of Hispanic students
 - b. For each evaluation, % of evaluations with 100% of the items on the MDE template addressed
 - c. Nonbiased items not having 100% compliance listed by occurrence .
3. Rate of reading and math achievement by Hispanic students will increase. Data collected:
 - a. % of all students meeting NWEA RIT score growth targets Fall 2007 to Spring 2008
 - b. % of Hispanic students meeting NWEA RIT score growth targets Fall 2007 to Spring 2008
 - c. % of all students scoring Not Proficient on 2009 MCA-II state report card results
 - d. % of Hispanic students scoring Not Proficient on 2009 MCA-II state report card results
 - e. % of all students below benchmark on oral reading fluency measures (DIBELS) spring 2009
 - f. % of Hispanic students below benchmark on oral reading fluency measures (DIBELS) spring 2009
 - g. Number of teachers trained (or renewal training) in CARS
 - h. Number of teachers trained (or renewal training) in Six-Traits of Writing
 - i. Number of Hispanic students in gateway courses
 - j. Qualitative survey data on training and implementation of strategies (CARS, Six Traits) and collaboration

Although MDE will assign an outside evaluator to work with the District (per information in the MDE Grant Application), Moorhead Area Public Schools will work with Dr. Melroe as a District external consultant on an on-going basis to monitor and review the progress toward each of the measurable goals. As a member of the Leadership Team, Dr. Melroe will provide feedback and suggestions for improvement and/or revisions in the project. The evaluation will produce both formative and summative evaluation reports. The formative evaluation reports (provided at 4 month intervals) will provide continual feedback to the Leadership Team. The reports will focus on the progress of the project in meeting each of the goals and offer recommendations for project improvement indicated by the evaluation data. The summative evaluation will generate a formal report at the end of the project year. This summative report will provide the Leadership Team the data, conclusions, and recommendations about the success of the project and effective strategies for continuing improvement.

The District clearly has a need to continue working on improving and aligning practices. It has been identified as a District with a disproportionate number of Hispanic students identified in the area of Learning Disabilities. Although the work of improving and aligning practices has been at the forefront of the work going on in Moorhead Area Public Schools, the District continues to work on this process. This project will enable the District to analyze further the gap that exists for Hispanic students. This analysis will benefit not only Hispanic students, but is expected to improve the learning for other students who are not meeting benchmarks by bringing to the forefront effective instructional practices for diverse learners. Teachers, Administrators and other staff have been

engaged in studying and working together to create a strong culture of learning for all students. Through this work and the implementation of evidence-based practices, a unified system of supports has been structured, providing opportunities for addressing the needs of all students through a Response to Intervention (RtI) framework. An important part of this work has been the development of a District data system (Demographic and Assessment Reporting System) that is accessed by teachers and administrators to help them make instructional decisions and help them plan interventions. This project will enable further study and application of effective and culturally appropriate practices.



Office of Learner Support Services
Moorhead Area Public Schools

LSS.09.001

TO: Lynne Kovash

FROM: Jill Skarvold

DATE: October 20, 2008

RE: Lakeland Mental Health Center Contract Renewal

Attached is the renewal agreement with Lakeland Mental Health Center and Moorhead Independent School District in cooperation with Clay County Department of Social Services to continue mental health services to students with severe emotional disabilities as part of the Interagency Mental Health Programming, which includes "Outreach".

Over the last year, the Purchase of Service Agreement has been in the process of change, going from a set yearly amount to a rate per student. This reflects more cost-effective collaborative programming. In addition, the interagency team working on the Purchase of Service Agreement has been working with each agency's respective state department to get guidance on interagency mental health supports. This has delayed the submission of this Purchase of Service Agreement. Since the state guidance still is not available, the Agreement is being submitted for a time period of only 6 months. A provision in the agreement will enable us to operate for up to 2 months in the event that state guidance still is not made available.

The renewal agreement, which covers the period from July 1, 2008 to December 31, 2008, is not to exceed the amount of \$120,276.00.

The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the July 1, 2008 to December 31, 2008, renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services to students and their families as part of the Clay County Outreach Treatment Program not to exceed the amount of \$120,276.00.

JS:ca

Attachment

**CLAY COUNTY
INTERAGENCY PURCHASE OF SERVICE AGREEMENT**

Clay County Social Service Center, Moorhead Independent School District #152 and Lakeland Mental Health Center Inc., enter into this interagency agreement for the period July 1, 2008 to December 31, 2008 for the provision of:

SCHOOL BASED MENTAL HEALTH SERVICES FOR CHILDREN

WITNESSETH

WHEREAS, the Lakeland Mental Health Center, Inc. and Moorhead Independent School District #152 in cooperation with Clay County Department of Social Services agree to participate in providing Interagency School Based Mental Health Services for Children; and

WHEREAS, it is to the Moorhead Independent School District #152's best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially, and educationally; and

WHEREAS, Clay County Department of Social Services is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

WHEREAS, the Moorhead Independent School District #152, along with the Clay County Department of Social Services, will fund the School Based Mental Health Services for Children; and

WHEREAS, LAKELAND MENTAL HEALTH CENTER, INC. IS PREPARED TO ASSUME THE RESPONSIBILITY OF PROVIDING THE SPECIALIZED SERVICES AS FOLLOWS:

1. Provide direct individual, group and family services to qualified students with disabilities in the Clay County Interagency Mental Health Program/Outreach of the Moorhead Independent School District #152 Emotionally and Behaviorally Disturbed Program. The IEP's of these qualified students with disabilities contain documentation of the need for the services.
2. Provide direct services to the parents (guardians) and families of the Clay County Interagency School Based Mental Health Services for Children through family mental health services, and mental health consultation.

3. Serve as support liaison between home, school, and community agencies. School Based Mental Health Services clinicians will participate in county meetings related to children in this program and school child study team meetings on children served by this program. In addition to providing general clinical input, the clinicians will complete evaluations and make recommendations for appropriate mental health services.
4. Insure that the mental health professional should participate on a school based mental health services interagency committee to consider the special needs and develop appropriate services for each child referred to the program.
5. Provide mental health consultation to education personnel to support IEP educational goals and objectives.

NOW THEREFORE, IT IS AGREED, by and among the Moorhead Independent School District #152, Clay County Department of Social Services, and Lakeland Mental Health Center, Inc. the conditions of the contract as follows:

1. Licensed mental health professionals (approximately 3.0 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract. Personnel will hold appropriate licensure issued by the Board of Teaching or the MN Department of Education for the necessary service for which they provide. If neither issues a license for the necessary service, the professionals will be members of good standing in their professional organization. (See Appendix)
2. Mental Health Practitioner social workers (4.5 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of this contract. (See Appendix)
3. Direct service will be provided each day school is in session, including the regular school year, Extended School Year. The student's IEP will document need for services, including need for extended school year.
4. Schedule flexibility will be allowed so that evening family mental health services may be provided and the mental health component can be integrated, and coordinated with the educational component.
5. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, family therapy and counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Moorhead Independent School District #152, Clay County Department of Social Services and Lakeland Mental Health Center, Inc. The process of providing a service offered through this contractual agreement will be done as an IEP team decision function and not solely by a decision of a district or agency.
6. Direct clinical time and direct clinical supervision as required by CTSS and Day Treatment will be provided by the Lakeland Mental Health Center staff. (See Appendix)
7. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to

regular education program, shall provide an atmosphere conducive to learning, and shall meet students' special physical, sensory and emotional needs. Rent for this space will be billed to Lakeland at an annual rate of \$13,000. Moorhead Independent School District #152 rates will be billed to Lakeland for technology costs (phone, technology security) for Lakeland staff working in the Moorhead Independent School District #152 facility.

8. The cost of the Interagency Program for Children will include direct services, clinical consultation for program staff at Lakeland Mental Health Center, therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses.
9. Lakeland Mental Health Center will bill the Minnesota Medical Assistance program, pre-paid medical assistance plans, Minnesota Care, and other qualified third party sources for each of the clients eligible for such with informed consent.
10. The provision of services to non-MA and/or other third party ineligible clients will be funded through Clay County Social Services and the Moorhead Independent School District #152.
11. Lakeland Mental Health Center will bill Moorhead Independent School District #152 \$52/hour for the provision of school based mental health services. Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center \$52/hour for students who are non-MA and/or other third party ineligible but not to exceed a total of \$120,276. The cost to Clay County Social Services will not exceed \$57,734.
12. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152, Lakeland Mental Health Center, Inc., and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
13. The Director of Special Education for Moorhead Independent School District # 152 shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.
14. Upon agreement by all parties, this Purchase of Service Agreement may be extended for a period of up to two (2) months, allowing finalization of a new Purchase of Service Agreement. All terms of the new agreement will be retroactive. All terms of this Purchase of Service Agreement will remain in effect pending execution of an agreement amendment, execution of a new agreement, or notice of termination as provided under item #12 above.

Chair, Board of Education
Moorhead Independent School District #152

Date

Donna Baker, Moorhead Site Director
Lakeland Mental Health Center, Inc.

Date

Rhonda Porter, Director
Clay County Social Services

Date



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.052

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: October 20, 2008
RE: Resignations

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

Isaias Rios Bus Driver, effective October 10, 2008.

Victor Rios Bus Driver, effective October 10, 2008.

SUGGESTED RESOLUTION: Move to approve the resignation of Isaias Rios and Victor Rios as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.053

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 20, 2008
RE: Change in Contract

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

| | |
|---------------|--|
| Deanna Monson | Home School Liaison, RRALC 8 hours per day to Math Teacher, RRALC, 1.0 FTE, BA (0) \$27,622.52 (164 days) effective September 23, 2008. (Replaces .75 FTE for Mary Broberg, teacher on leave, and .25 N/D Grant) |
|---------------|--|

SUGGESTED RESOLUTION: Move to approve the change in contract for Deanna Monson as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.051

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nelsen, Director of Human Resources
DATE: October 20, 2008
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:

| | |
|------------------|---|
| Kim Shorey | Lunchroom Supervisor, Robert Asp Elementary, \$9.00 per hour, 2.5 hours per day, effective October 20, 2008. (Replaces Shannon Albertson) |
| Beatrice Streitz | Head Debate Coach, High School, \$3,484 to be paid between October and February. (Replaces Will Hailer) |
| Barbara Mohs | Part-time In-School Suspension Paraprofessional, Horizon Middle School, B21 (0-2) \$13.57 per hour, 5 hours per day, effective October 10, 2008. (new position) |
| Craig Hanson | Head Custodian, High School, B32 (10) \$19.30 per hour, 8 hours per day, effective November 3, 2008. (Replaces Russ Halverson) |

SUGGESTED RESOLUTION: Move to approve the employment of Kim Shorey, Beatrice Streitz, Barbara Mohs and Craig Hanson as presented.

RN:jal



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.046R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 21, 2008

SUBJECT: Red River Area Learning Center Student Poetry

Red River Area Learning Center students had the opportunity to work with Julia K. Dinsmore last month. Julia is a freelance writer, storyteller and songwriter. She lives in Minneapolis and presents to college classes, church groups and civic organizations.

Julie lived in poverty as a child and has found herself living below the poverty line as an adult. Her poem "My Name is Not 'Those People'" depicts her story of being poor in America. Julie worked with students at the Red River Area Learning Center to write "Spoken Word Poetry."

Spoken Word Poetry is meant to be read aloud and to make a powerful statement. It is written in free verse and uses repetition of the same word or phrase to help the reader return time and again to the central focus of the poem.

Red River Area Learning Center students Zendon Ahmet and April Stevens or alternates Sabrina Martinez and Dominique Oppgaard will present readings of their classroom poetry at the October 27 School Board meeting.

LAK:mde



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.031 R

TO: School Board

FROM: Lynne A. Kovash *LAK*


DATE: October 21, 2008

RE: Ellen Hopkins School Level Improvement Plan

Attached is the draft of the Ellen Hopkins School Level Improvement Plan. The plan was reviewed by teaching staff and the Instruction and Curriculum Advisory Committee. The plan must be submitted by November 3, 2008 to Barb Hexum, the AYP Coordinator at Lakes Country Service Cooperative.

SUGGESTED RESOLUTION: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

LAK/kmr
Attachment

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|--|---|--------------------------------------|-----------|
|  | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | SCHOOL LEVEL IMPROVEMENT PLAN | 2008-2009 |
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I. General Information and Instructions:

Improvement plans are due November 3, 2008. Please send one copy electronically to bhexum@lsc.org and one hard copy with signatures and dated by November 3, 2008 to Barbara Hexum, Lakes Country Service Cooperative, 1001 E. Mt. Faith, Fergus Falls, MN 56537. For questions call Barbara Hexum@218/739/3273.

DISTRICT IDENTIFICATION INFORMATION

| | |
|--|---|
| District Name and Number: Moorhead Area Public Schools 152 | Phone: 218-284-3330 |
| Superintendent: Lynne Kovash | Fax: 218-284-3335 |
| District Address: 2410 14 th St. S. | Email: lkovash@moorhead.k12.mn.us |

SCHOOL or CHARTER SCHOOL (Single Site) IDENTIFICATION INFORMATION

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|--|---|
| School Name: Ellen Hopkins Elementary School | Phone: 218-284-4300 |
| School Address: 2020 11 th St. S. | Fax: 218-284-4333 |
| Principal: Dr. Mary Jo Schmid | Email: mjschmid@moorhead.k12.mn.us |

School Support Team Members (for additional members, please attach names to plan)

| <i>Support Team Names</i> | <i>Support Team Roles</i> |
|---------------------------|---|
| 1 Heidi Moe | RtI Instructional Coach |
| 2 Cheri Gess | District Assessment Instructional Coach |
| 3 Vicki Brenneman | District Math Instructional Coach |
| 4 Sally Doran | ELL Teacher |
| 5 Dianna Cobbs | Kindergarten Classroom Teacher |
| 6 Brenda Krueger | Grade 2 Classroom Teacher |
| 7 Joni Lordeman | Grade 3 Classroom Teacher |
| 8 Stacy Swanson | Grade 4 Classroom Teacher |
| 9 Jamie York | Grade 5 Classroom Teacher |
| 10 Gayelynn Tunheim | Special Education Teacher |

AYP Stages 2008-2009 School Year

| | |
|---|---|
| <input checked="" type="checkbox"/> School Choice 1.1 or 1.2 | <input type="checkbox"/> Corrective Action 3.1 or 3.2 |
| <input type="checkbox"/> Supplemental Educational Services 2.1 or 2.2 | <input type="checkbox"/> Pre-Restructuring 4.1 or 4.2 |
| | <input type="checkbox"/> Restructuring 5.1 or 5.2 |

MDE USE ONLY

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| Final Approval Signature: | Date: |
|----------------------------------|--------------|

Comments:

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ (District Name) has authorized
_____ (Name) at a monthly meeting on _____ (date)
to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided
under P.L. 107-110 for school year 2008-09. The LEA Representative will ensure that the school district will
maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the
responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director)

(Date)

Title I schools identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan. The improvement plan is based on the following ten elements prescribed under P.L. 107-110 Section 1116:

Ten elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Describe how the professional development set aside (10% of Title I) will improve the school status
5. Increase teacher and principal participation in High Quality Professional Development
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA
9. Describe the process of written parent notification of needs improvement status
10. Incorporate teacher mentoring in the school improvement process

This can be accomplished as follows:

- Schools must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions)

~OR~

- Schools with an **existing school improvement plan** may attach their previous plan and use this form to indicate where each required element is embedded within the attached plan. The completed and signed form, along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions)

~AND~

- Use the attached scoring rubrics (appendix A) to guide your school improvement planning

II. EXECUTIVE SUMMARY INTRODUCTION:

Please provide a brief description and introduction about your school. This should be the first page of the improvement plan to give the reviewers a general understanding of your school.

Address the following:

- School Demographics
- Areas of AYP identification and a brief overview of how these areas will be addressed in the improvement plan

School Demographics

The Moorhead Area Public Schools have a reputation for excellence. The high expectations of parents, the dedication of the teachers and staff, the visionary leadership, and the influence of three four-year colleges in the area have made the schools among the best in Minnesota, a state with a highly regarded educational system.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs. The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,200 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6- 8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of popular Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds \$40 million.

Ellen Hopkins Elementary School demographics in October 2007 were as follows: American Indian, 3.1%; Asian, .9%; Hispanic, 9.7%; Black, 3.1%; White, 83.2%; LEP, 9.1%; Special Education, 17%; and Free and Reduced Lunch, 37.9%. The attendance rate was 96.01%.

Ellen Hopkins Elementary School is located on 11th Street South in Moorhead. The attendance area encompasses the center of the city of Moorhead. The building was constructed in 1957 as a junior high school and completely remodeled into an elementary building in 2004.

Enrollment at Ellen Hopkins Elementary School by Grade (October 2007) was as follows:

- Kindergarten 114
- Grade 1 136
- Grade 2 117

42

- Grade 3 162
- Grade 4 118
- Grade 5 121
- Total 774

Ellen Hopkins Elementary School staff set school goals based on the NWEA Measures of Academic Progress. The SMART Goals for 2007-08 were as follows:

Goal 1: By the end of the 2007-08 school year, using Measures of Academic Progress (MAP) data, 65% of students in grades 2-5 will meet or exceed their growth target in reading.

Progress toward goal: Students, in grades 2-5, meeting their reading growth target increased from 56.8% to 60.2 %.

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

Progress toward goal: Students, in grades 2-5, meeting their math growth target increased from 60.9% to 68.6%.

Areas of AYP identification and a brief overview of how these areas will be addressed in the improvement plan

Ellen Hopkins School has not made progress in the area of reading for Limited English Proficient students in 2007-08 and Special Education students in 2007-08. The areas of improvement will be addressed through professional development in best practice instruction. Professional development and professional learning is a cornerstone of improving instruction and achievement for all students. Marzano (2005) stated that an effective teacher in the classroom is the most important indicator for improving student achievement.

Many studies have quantified the influence an effective teacher has on student achievement that is relatively independent of anything else that occurs in the school (Haycock, 1998; Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004). Of these studies, the one by Nye, Konstantopoulos, and Hedges is the most compelling because it involved random assignment of students to classes controlled for factors such as the previous achievement of students, socioeconomic status, ethnicity, gender, class size, and whether or not an aide was present in class. The study involved 79 elementary schools in 42 school districts in Tennessee.

Among a number of findings, the study dramatically answers the question of how much influence the individual classroom teacher has on student achievement. Nye and colleagues (2004) summarize the results as follows:

These findings would suggest that the difference in achievement gains between having a 25th percentile teacher (a not so effective teacher) and a 75th percentile teacher (an effective teacher) is over one-third of a standard deviation (0.35) in reading and almost half a standard deviation (0.48) in mathematics. Similarly, the difference in achievement gains between having a 50th percentile teacher (an average teacher) and a 90th percentile teacher (a very effective teacher) is about one-third of a standard deviation (0.33) in reading and somewhat smaller than half a standard deviation (0.46) in mathematics. These effects are certainly large enough effects to have policy significance. (p. 253)

The staff believes that improved instruction for all students needs to be addressed through improving instructional practices and to strengthen curriculum alignment. The staff will continue to study and implement strategies to support learning for LEP and Special Education students. While looking for ways to improve learning for targeted students, teachers and staff will provide strategies and support to increase the learning of all students. It is important to research strategies that will enhance and improve learning for all students. Many of these areas are addressed through collaborative work of teachers and strong professional development.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the needs assessment

Date when comprehensive needs assessment was developed or updated

A needs assessment was conducted using the Quality Indicator School Self-Assessment. On June 5, 2008, Ellen Hopkins Elementary School staff members completed the survey electronically. The information from the Quality Indicators will be used to refined and look for gaps in the improvement plan.

Assessment data was analyzed the beginning of the school year. Collaborative teacher teams examined the data from the MCA II and the MAP both globally and individually. This information was used to develop school wide goals, classroom goals, and student goals and to guide instruction.

Summarize the results of the needs assessment

Based upon the achievement data the following SMART goals were developed.

Goal 1: By the end of the 2008-09 School Year, using Measures of Academic Progress (MAP) data, 65% of students in grades 2-5 will meet or exceed their growth target in reading.

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

IV. ELEMENTS SECTION:

Please complete each section, attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements

1. Ensure all students are proficient in core academic subjects by 2013-2014

Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)

44 *and enrolled in the school will meet the state's proficient level of achievement on the state6*

academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year

Address the following:

a) Identify challenges that have prevented the school from making adequate progress.

There are many barriers that have prevented Ellen Hopkins Elementary School students from making adequate yearly progress. Specifically for LEP students the issues of second language acquisition have presented barriers to learning and making academic progress. In October 2007, data from the home language survey shows 71 of the K-5 students at Ellen Hopkins Elementary School report a primary language other than English. There has been an increase from 7.8% to 9.1% of students with language learning needs from the 2005-06 school year. Communication with parents is another barrier that needs to be addressed. One of the major difficulties with communication with parents is due to the lack of availability of interpreters.

Limited educational experiences and background are additional factors that have prevented the school from making adequate progress in certain subgroups, along with high rates of student mobility and inconsistent attendance. The mobility rate for Ellen Hopkins Elementary School families has increased in the last three years from levels below 4.5% to 7.1% in 2007-08. Students from the local homeless shelter attend Ellen Hopkins Elementary School. As of October 1, 2008 Ellen Hopkins Elementary School has 44% listed as receiving Free and Reduced lunch compared to 30.3% for the district as a whole.

The data from DIBELS indicates a high percentage of students are coming to school without strong school readiness skills. Many students have limited experiences with early literacy. 54% of Ellen Hopkins Elementary School's entering Kindergartners are established in the skill of identifying initial sounds compared with 62% established district wide. 57% of entering kindergartners are established at letter naming fluency compared with 59% district wide.

The social emotional needs of students represents an additional educational barrier to making progress. The following information was provided from the school counselor describing the number and types of visits to the counselor during the 2006-07 school year:

- Total # of self-referrals to see counselor (i.e. where kids leave notes to visit): 1027
- Total # of referrals by a parent or a teacher: 291
- Other referrals (community agencies, soc. services, etc.): 80
- Total # of counselor visits for the year: 1489

b) Identify the targets that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

The following SMART goals were set by Ellen Hopkins Elementary School Staff at the beginning of the school year, based upon the data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards.

Goal 1: By the end of the 2008-09 School Year, using Measures of Academic Progress (MAP) data, 65% of students in grades 2-5 will meet or exceed their growth target in reading.

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

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year

Address the following:

a) Provide annual measurable goals for identified student group(s).

The following SMART goals were set by Ellen Hopkins Elementary School staff at the beginning of the school year, based upon the NWEA assessment data and the 2008 MCA-II data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards. NWEA conducts regular state alignment studies to examine the correspondence between the Measures of Academic Progress (MAP) and state standardized tests used to measure student achievement. Each alignment study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject (reading, mathematics, etc.) and for each student grade. Alignment studies also estimate the probability that a student with a specific RIT score would achieve a status of "proficient" or better on her/his state test. Because all states set their own standards for proficiency and may use different tests for measuring student achievement, alignment studies are usually necessary for each state (<http://www.report.nwea.org>).

- In the area of Reading, Ellen Hopkins Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14.
- The LEP student subgroup will improve performance from 20.69% proficient to 31% proficient and/or meet the index target on reading MCAII by May 2009.
- The Special Education student subgroup will improve performance from 40.91% proficient to 51% proficient and/or meet the index target on Reading MCAII by May 20

b) Describe the process of tracking progress of these goals over the two years of the plan.

Data will be collected from the District Assessment Reporting System (DARS), AIMSWeb for Progress monitoring and Powerschool for continuing data regarding students and individual progress. The DARS provides real time data for teachers to examine and use data from the following assessments

- DIBELS
- MAP
- MCA II
- Other common assessments as developed by classroom teachers and specialists

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

3. Incorporate strategies based on scientifically based research to strengthen the identified core academic subjects

Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F

Address the following:

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).

The Ellen Hopkins Elementary School staff will utilize research-based strategies that are aligned to performance goals. Due to the strong correlation of reading skills and mathematics achievement, many of the strategies also align with the reading performance goal. By integrating math and language teaching, literacy rich instruction can provide experiences that bridge gaps in literacy students' math knowledge, expand their communicative competence in English, and ultimately prepare them for success in future math coursework (<http://www.cal.org/resources/digest/buchan01.html>).

• The work of Richard Stiggins (*Assessment for Learning*, 2004) is being used to develop the school process to establish student targets and common assessments in the areas of mathematics and reading. Stiggins (2004) research reveals that student achievement gains are maximized in context where educators do the following:

- Increase the accuracy of classroom assessments
- Provide students with frequent informative feedback and
- Involve students deeply in classroom assessment, record keeping and communication, especially low achieving students.

• In the *Similar Students, Different Results study*, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools:

- hiring teachers who possess specific qualities and experience;
- using assessment data to improve instruction;
- implementing a horizontally and vertically aligned, standards-based curriculum
- setting high standards for student learning.

(Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

• Ellen Hopkins Elementary School will develop strategies to teach academic vocabulary. The staff will identify strategic vocabulary words in the area of reading and mathematics to be explicitly taught to all students. Recent federal documents have identified vocabulary instruction as one of the essential elements of literacy development for students at risk (RAND Reading Study Group, 2002; NICHD Report on the National Reading Panel, 2000).

• Ellen Hopkins Elementary School teachers will develop reading instruction strategies using the Daily 5 by G. Boushey and J. Moser: *The Daily 5*, based on literacy learning and motivation research (North Central Regional Educational Laboratory, *Critical Issue: Addressing the Literacy Needs of Emergent and Early Readers* 1999) is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals.

• The Elementary Mathematics Coach will train the Ellen Hopkins Elementary School teachers in Math Recovery. The coach will work with staff at the school to implement research based intervention strategies for targeted students. MacLean (2003) found that the full Math Recovery implementation model significantly outperformed both the on-going professional development only model as well as the periodic, one-shot model. The school district is currently in the process of conducting a longitudinal study to follow those children as they take the state mandated assessments. MacLean's findings replicate similar findings by other researchers (Phillips et al., 2003). Lois Williams (Williams, 2001) found that Mathematics Recovery significantly changes teacher practice in the classroom. Teachers participating in the Mathematics Recovery training became much more reform oriented in their teaching.

• Ellen Hopkins Elementary School staff will collaborate with The Minnesota Reading Corps and AmeriCorps Early Literacy Corps to provide tutoring for students. The Reading Corps model sets the program apart from other tutoring efforts. It relies on:

- A clear definition of "literacy" and its key component skills, identified in research done by the University of Minnesota and the University of Oregon. The component skills include such things as rhyming, letter naming and vocabulary comprehension.
- Innovative assessment tools, designed by education experts at the University of Minnesota. These tools enable teachers to frequently and accurately measure how well children are learning the component skills needed to read. The ability to evaluate component skills allows instructors to tailor instruction to each child's precise needs.

Quantitative and qualitative evidence show the Reading Corps model is working. In 2007 AmeriCorps Early Literacy children (all in Head Start):

- Gained picture naming skills at nearly twice the rate of students in other pre-school programs;
- Increased rhyming skills at approximately four times the typical rate; and
- Developed alliteration skills nearly twice as fast.

• The staff at Ellen Hopkins Elementary School utilizes a form of block scheduling to provide opportunities for staff collaboration, flexible grouping and differentiation and primary multi-age classrooms. This includes an uninterrupted block of time for reading and mathematics instruction.

In-class ability grouping, when it is closely related to the purposes of instruction and is applied flexibly - grouping and regrouping based on the needs and interests of students - can be beneficial for students of diverse ability (Secada, 1992).

Flexible grouping practices that call for collaboration by diverse groups of students, when combined with high expectations and high-quality mathematics instruction, have great potential for ensuring equity and excellence for all students. These practices enable teachers to meet a wide range of individual needs.

• Ellen Hopkins Elementary School participates in the Early Risers Program from the University of Minnesota. Early Risers. The Early Risers program is a multicomponent program that targets elementary school children 6 to 12 years of age who are experiencing early adjustment difficulties that may be linked to later risky behaviors, such as substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. In May of 2001 the Early Risers "Skills for Success" program was recognized as an exemplary substance abuse prevention program by the Center for Substance Abuse Prevention's National Registry of Effective Prevention Programs. More recently, the Office of Juvenile Justice and Delinquency Prevention selected Early Risers as Title V Effective Program and NIDA recognized Early Risers as a NIDA Research Based Program.

Benefits for students include gains in academic achievement. High-risk children receiving the program showed significant improvement in rate of academic achievement with this effect primarily accounted for by gains in basic reading skills. This effect held true for both boys and girls.

•The district/school are a pilot site for Response to Intervention (RtI) through the Minnesota Department of Education. The school subscribes to a Problem Solving Model which uses a pyramid of interventions to address student needs. As a part of this model the school uses AimsWeb as a benchmark and progress monitoring system to track student progress through formative assessment and guide instruction.

"Good decisions are made when good data is provided in a timely manner and in an understandable format to appropriate decision makers. AIMSweb uses web-based technology to manage and report student progress data to all decision makers in a format useful at all levels of decision-making.... Valid and reliable research based methods for measuring skills have been developed and are currently available via the science of CBM.

AIMSweb brings that science to the schools in a meaningful and manageable set of tools." An Interview with Gary Germann: About Response to Intervention and AIMSweb Progress Monitoring System, 10/20/2006 (<http://www.ednews.org/articles/188/1/>)

b) Describe how the identified strategies will improve student achievement in the cited area(s).

Stiggins (2004) research reveals that student achievement gains are maximized in context where educators do the following:

- Increase the accuracy of classroom assessment
- Provide students with frequent informative feedback and
- Involve students deeply in classroom assessment, recordkeeping and communication, especially low achieving students.

In the *Similar Students, Different Results study*, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English Language Learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: (1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for student learning. (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

When examining the literacy needs of the Special Education and LEP students, the Ellen Hopkins Elementary School teachers found that research points toward strategies that offer students a variety of opportunities to become engaged with literature. Research also reveals that the role of educators in early literacy instruction is to teach basic skills and to provide rich, meaningful, engaging learning environments supported by appropriate teaching practices (Lin, 2001). Each child comes to the classroom with different literacy experiences and abilities, and teachers need to consider each child's needs and to provide balanced programs with explicit instruction and meaningful reading and writing tasks (Slegers, 1996). When children are encouraged to learn independently, and when teachers, parents and communities work together to build optimal environments for that learning, children's success in reading and writing can be expected (NAEYC, 1998; Neuman, 1998; Schickedanz, 1998).

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

4. Describe how the professional development set aside (10% of Title I) will improve the school status

Specify how the funds described in clause (iii) will be used to remove the school from school improvement status

Address the following:

Describe (in narrative format) how the school Title I set-aside funds will be used to provide high quality professional development to meet the needs of instructional staff in cited areas.

The Title I funds have been aligned with the targeted need areas. Professional Development for staff is one of the highest needs. In order to provide the professional development for individual teachers and groups of the teachers the district has employed a mathematics coach and literacy coach to provide assistance, research and modeling for classroom teachers. The school also uses a collaborative model for all teachers to be a part of a learning community to further enhance their skills and knowledge in teaching reading and mathematics. This is achieved through peer coaching, Japanese Lesson Study, mentoring for new teachers, classroom observations, and study groups. Specific areas of study include:

- Teaching Reading through the Daily 5 by G. Boushey and J. Moser: The Daily 5, based on literacy learning and motivation research is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals.
- Math Recovery: an "intervention framework for teachers working with elementary students to help in the construction of numeracy skills through assessment which incorporates a strong analysis component and individualized teaching" (*The U.S. Math Recovery Council, 2005*).

Ellen Hopkins Elementary School staff members are beginning to use School-wide Positive Behavior Interventions and Support (SW-PBIS); a system for improving student behavior. It is used with all students, across all environments in school to create effective learning environments

The district has also provided time for sustained staff development time through one-hour staff development hours on Wednesday. The building leadership team has established a staff development plan for the school year.

The school will evaluate the effectiveness of the staff development plan through teacher feedback, student achievement data and follow-up survey data.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

5. Provide high quality professional development for teachers and principals

Provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section

1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

(II) meets the requirements for professional development activities under section 1119;
and

(III) is provided in a manner that affords increased opportunity for participating in that professional development

Address the following:

a) Explain how the professional development plan will be sustained and job embedded.

The school uses a collaborative model for all teachers to be a part of a learning community to further enhance their skills and knowledge in teaching reading and mathematics. This is achieved through peer coaching, Japanese Lesson Study, mentoring for new teachers, classroom observations, and study groups.

b) Describe how the ongoing professional development will support principals as instructional leaders.

The principal is a member of the Minnesota Principals Academy and will continue involvement with the academy by attending meetings and training sessions which focus on the needs of 21st Century Learners. The principal will be involved with district leadership training, administrative data retreats and study groups. She will participate in building level study groups and activities; specifically Japanese Lesson Study and new teacher coaching. She will attend AYP workshops offered through the Minnesota Department of Education and Lakes Country Service Cooperative.

Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school

Address the following:

a) Identify new strategies that will be used to increase parent involvement.

- Home Visits: A pilot project will be initiated with the district's Partners for Learning Program. Through this project classroom teachers will collaborate with and accompany teachers from the Partners for Learning in making home visits of mutual families. This will afford the Hopkins teacher opportunity to review school issues with parents.
- Evening Library Hours: Arrangements will be made to open the school library and computer lab in the evening so families can visit with their children
- Monthly AYP Presentations to PTAC: parents will receive pertinent information regarding student progress and school programing at the monthly Parent Teacher Advisory Committee meetings.

- Tutoring: A school based tutoring program will be instituted for parents choosing to employ a tutor.

b) Describe how these strategies will effectively involve parent(s) in meeting the academic goal(s) of all students.

- Parents will have direct contact with highly qualified teachers who will communicate the goals they have for each child.
- Parents will be afforded the opportunity to speak about issues that they find difficult to manage in regards to their own children's academic needs and growth.
- Parents will be able to utilize resources that do not have easy access to such as library materials and computers.
- Parents will be able to know the level of learning their child is capable of and the opportunities available to help their children make academic gains.

c) Explain how these effective parent involvement strategies will contribute to improved student learning in the specifically cited area(s).

The Ellen Hopkins Elementary staff ascribe to research that links parent involvement to academic achievement:

- The earlier in a child's educational process parent involvement begins, the more powerful the effects.
- The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.
- The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.
- Parents who are highly involved in their students' learning set higher standards for their children's educational activities than parents of low-achieving students.

Cotton, K., Wikelund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education.

d) Attach a copy of the school parent notification to this School Improvement Plan.

Please find attached Ellen Hopkins Elementary School Plan for Parent Notification including the following

- letter informing them that Ellen Hopkins Elementary School failed to make A.Y.P. Information about the plan for developing the school improvement plan is included.
- notification of the Districts Annual Report which includes information about Ellen Hopkins Elementary School School Improvement Plan.
- Presentation slides used for presenting to ICAC Committee and PTAC

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year

Address the following if providing extended day activities:

a) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).

Extended day programs are provided at Ellen Hopkins Elementary School through targeted services. The program supports the goals of the school through supplementing mathematics and reading instruction and using scientifically based research strategies to improve student learning in the area of mathematics and reading.

An extended year program is held in the summer. In the summer of 2008 the program was held as jump start program; July 28-August 15. The academic programming was based upon the needs of the student during the school year and extended the learning and supplemental services from after school programming.

B) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.

- Students are identified for targeted services based upon needs as indicated through MAP assessment and teacher recommendation.
- Each student has an individual continual learning program to supplement instruction in the classroom in grades 2-5. All students' progress is monitored through AimsWeb.

c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

- The staff in extended day and extended year programs are teachers who currently serve in the school. This provides an extension of the school day and year with highly qualified staff.

~OR~

Describe the rationale if the site is not providing extended day activities.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A

Address the following:

a) Describe the technical assistance that has been provided and/or is needed to effectively implement the school improvement plan.

- The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in implementing the school improvement plan.
- The Getting Started workshop provided the initial information to start and develop the AYP plan for the school
- Members of the team attended information session at Ellen Hopkins Elementary School presented by representatives from the AYP Regional Support Team on August 25, 2008 and September 23, 2008.
- Data review assistance will be provided on a monthly basis for all teachers with the assistance of the math, literacy, and assessment coaches.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided.

- The school will request a data retreat for August 2009 to review data.
- The district will request a data retreat for administrators in August 2009.
- The school will request assistance with reviewing the MN standards in Math and Reading.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

9. Describe the process of written parent notification of needs improvement status

Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand

Address the following:

Explain how parents/guardians of enrolled students were notified of the school's AYP status prior to the beginning of the school year.

Attached is the letter sent to parents and information from the Annual Report.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

10. Incorporate teacher mentoring in the school improvement process

Incorporate a teacher mentoring program

Address the following:

a) Describe the teacher mentoring program.

The school has employed a coaching model in the areas of mathematics, literacy and assessment.

Teachers who are new to a grade level work with an experienced teacher in the new grade level. Both receive compensation for 10 hours of collaboration. New teachers meet monthly with experienced staff who provide instruction in aspects of the curriculum and parent relationships. Mentors are assigned to the new teachers and are compensated for 20 hours of collaboration time.

Teachers work in study group through which they examine student work, engage in peer coaching and observations, and Japanese Lesson Studies.

B) Describe how the teacher mentoring program will be designed to increase achievement in cited area(s).

Professional development through individualized development provided by coaches and other staff members. Mentoring packet and program developed for new teachers through Minnesota Standards of Effective Practices for Teachers provided by the Minnesota Department of Education.

Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

V. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this school who are teaching core content classes are highly qualified:

☒ **X** Yes

☐ No

If no, a school must identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:

- Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal "highly qualified" requirements.
- Identify the expected date when the teacher(s) must meet the requirements.

VI. SCHOOL IMPROVEMENT ACTION PLAN

Provide or attach the school improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must address to some extent all the elements; however a quality plans will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box for each strategy.

School Improvement Action Plan for AYP

| | |
|-----------------|---|
| AYP GOAL | In the area of Reading, Ellen Hopkins Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14. |
|-----------------|---|

| | |
|--------------------------|--|
| INTENDED AUDIENCE | All Students at Ellen Hopkins Elementary School |
|--------------------------|--|

| ACTIVITIES/STRATEGIES | MEASUREMENT | DATE or TIMELINE |
|---|---|-----------------------------|
| Grade Level Meetings for ongoing data review Mentors for New Teachers Study Groups on Literacy Daily 5 Implementation Peer Mentoring Japanese Lesson Study PBIS Home Visits Vocabulary Development Math Recovery | Scores/ student Growth on NWEA MAP and MCA-II | 2013-14 |

RATIONALE

Data review of NWEA MAPs and MCA-II indicates student deficiency in the area of reading


School Improvement Action Plan for AYP

| | |
|-----------------|---|
| AYP GOAL | The LEP student subgroup will improve performance from 20.69% proficient to 31% proficient and/or meet the index target on reading MCAII by May 2009. |
|-----------------|---|

| | |
|--------------------------|---|
| INTENDED AUDIENCE | Limited English Proficient Students at Ellen Hopkins Elementary School |
|--------------------------|---|

| ACTIVITIES/STRATEGIES | MEASUREMENT | DATE or TIMELINE |
|---|---|-----------------------------|
| Grade Level Meetings for ongoing data review Mentors for New Teachers Study Groups on Literacy Daily 5 Implementation Peer Mentoring Japanese Lesson Study PBIS Home Visits Vocabulary Development Math Recovery | Scores/ student Growth on NWEA MAP and MCA-II | May 1, 2009 |

RATIONALE

| | | | |
|---|---|--------------------------------------|-----------|
|  | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | SCHOOL LEVEL IMPROVEMENT PLAN | 2008-2009 |
|---|---|--------------------------------------|-----------|

Data review of NWEA MAPs and MCA-II indicates student deficiency in the area of reading

| School Improvement Action Plan for AYP | | | |
|---|---|---|------------------|
| AYP GOAL | The Special Education student sub-group will improve performance from 40.91% proficient to 51% proficient and/or meet the index target on Reading MCA-II by May 2009. | | |
| INTENDED AUDIENCE | Special Education Students at Ellen Hopkins Elementary School | | |
| ACTIVITIES/STRATEGIES | | MEASUREMENT | DATE or TIMELINE |
| Grade Level Meetings for ongoing data review Mentors for New Teachers Study Groups on Literacy Daily 5 Implementation Peer Mentoring Japanese Lesson Study PBIS Home Visits Vocabulary Development Math Recovery | | Scores/ student Growth on NWEA MAP and MCA-II | May 1, 2009 |
| RATIONALE | | | |
| Data review of NWEA MAPs and MCA-II indicates student deficiency in the area of reading | | | |

Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Continuing School Choice and SES Schools

Appendix C: Corrective Action Addendum [Section 1116(b)(3)(7)]

Appendix D: Restructuring Plan Addendum [Section 1116(b)(3)(8)]

Ellen Hopkins Elementary School Attachments

Appendix E: Ellen Hopkins Elementary School Parent Notification Plan 2008-09 (PDF)

Appendix F: L.S.D. 152 Annual Report Summary (PDF)

Appendix G: AYP Parent Letter (PDF)

Appendix H: AYP ICAC/Parent Presentation Slideshow (PDF)

Appendix A: Scoring Rubrics

A Rubric for School Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated
(general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)

| <i>Completed</i> | <i>Not Completed</i> |
|---|---|
| <input type="checkbox"/> General and contact information is included | <input type="checkbox"/> General information is not correctly or incompletely filled out |
| <input type="checkbox"/> Area(s) for identification are included | <input type="checkbox"/> Area(s) for identification are not included |
| <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is provided | <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is incomplete |
| <input type="checkbox"/> Demographics are included in executive summary | <input type="checkbox"/> Demographics are not included in plan |
| <input type="checkbox"/> Elements are addressed and easily located in the plan | <input type="checkbox"/> Elements are not provided or are incomplete |
| <input type="checkbox"/> Comprehensive needs assessment summary for 2008-2009 school year is provided | <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2008-2009 school year |
| <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan | <input type="checkbox"/> Highly Qualified Teachers section is incomplete |
| <input type="checkbox"/> District or school improvement action plan is included with all sections completed | <input type="checkbox"/> District or school improvement action plan is not included or incomplete |

A Rubric for School Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014

| Distinguished | Proficient | Needs Revision |
|---|---|---|
| <input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets are specific, clear, measurable and appropriately identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math | <input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math | <input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets are not provided or are unclear |

A Rubric for School Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

| Distinguished | Proficient | Needs Revision |
|--|---|--|
| <input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Goals are documented for identified student groups and plans for implementation and evaluation are evident | <input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified <input type="checkbox"/> Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan | <input type="checkbox"/> Goals are not measurable <input type="checkbox"/> Goals are not identified for targeted student group(s) |

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects

| Distinguished | Proficient | Needs Revision |
|--|--|---|
| <input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy | <input type="checkbox"/> Strategies are identified for each performance goal, targets and/or objectives | <input type="checkbox"/> Strategies are not identified |
| <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives and specific activities and timelines are provided for each strategy | <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives | <input type="checkbox"/> Strategies are not aligned to the performance goals, targets and/or objectives |
| <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s) | <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s) | <input type="checkbox"/> Sources of research are not identified |

4. Describe how the professional development set aside (10% of Title I) will improve school status

| Distinguished | Proficient | Needs Revision |
|---|---|---|
| <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of all teachers and principal(s) and an evaluation process is evident <input type="checkbox"/> Title I set aside activities are aligned to school and/or district professional development plan. | <input type="checkbox"/> Title I set aside activities are used for the purpose of providing high quality professional development to meet the needs of instructional staff and administrators | <input type="checkbox"/> Narrative is unclear in meeting Title I set aside requirements |

5. Increase teacher and principal participation in high quality professional development

| Distinguished | Proficient | Needs Revision |
|--|---|---|
| <input type="checkbox"/> High quality professional development that targets the needs of all teachers and principal(s) to address school identification area(s) <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice | <input type="checkbox"/> Teachers and principal(s) participate in high quality ongoing sustained professional development linked directly to cited area(s) <input type="checkbox"/> High quality professional development provided to meet the needs of instructional and administrative staff | <input type="checkbox"/> Little or no documentation provided about professional development activities <input type="checkbox"/> Unclear or not meeting needs of instructional and administrative |

6. Promote effective parent involvement strategies

| Distinguished | Proficient | Needs Revision |
|---|--|--|
| <input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident | <input type="checkbox"/> Strategies are identified that are effective based on research and best practice | <input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement |
| <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students and an evaluation process is evident | <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students | <input type="checkbox"/> Strategies are not identified to involve parents in meeting academic goal(s) for all students |
| <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s) | <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s) | <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s) |

A Rubric for School Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate

| Distinguished | Proficient | Needs Revision |
|---|--|---|
| <input type="checkbox"/> Goals are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program | <input type="checkbox"/> Goals are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program | <input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff |

REMINDER: For districts not providing extended day activities, please provide rationale in the plan.

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA

| Distinguished | Proficient | Needs Revision |
|--|--|---|
| <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan | <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan | <input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan |

A Rubric for School Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

9. Describe the process of written parent notification of needs improvement status

| Distinguished | Proficient | Needs Revision |
|---|---|---|
| <input type="checkbox"/> Process of parent notification includes a variety of modes of communication regarding the school's status for needs improvement <input type="checkbox"/> Parental notification letter(s) are mailed prior to beginning of school year | <input type="checkbox"/> Parental notification letter(s) are clearly written in a language that parents can understand regarding the school's status for needs improvement <input type="checkbox"/> Parental notification letter(s) are mailed prior to beginning of school year | <input type="checkbox"/> No process of parent notification is evident |

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

10. Incorporate teacher mentoring in the school improvement process

| Distinguished | Proficient | Needs Revision |
|---|--|---|
| <input type="checkbox"/> Teacher <input type="checkbox"/> Evidence describes teacher mentoring program that has elements which assure sustainability of resources for program implementation <input type="checkbox"/> Evidence and research is available that the teacher mentoring program design will impact student achievement in cited area(s) | <input type="checkbox"/> Evidence describes a teacher mentoring program <input type="checkbox"/> Teacher mentoring program is designed to increase student achievement in cited area(s) | <input type="checkbox"/> No evidence of a teacher mentoring program <input type="checkbox"/> Teacher mentoring program has no correlation to cited area(s) |

☐ If Teacher mentoring program is not available, please explain.

Appendix B: Updating School Improvement Plans Continuing School Choice and SES Addendums

| Updating School Improvement Plan Requirements: | Found on page# |
|---|----------------|
| Continuing School Choice (1.2) and SES (2.1, 2.2) | |
| Elements 1 & 2: After reviewing the targets in Element 1, update <i>SMART goals</i> for identified student groups. | |
| Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If not, what changes are proposed with strategies? | |
| Elements 4 & 5: Describe the professional development supported with Title I setaside funds for school year 2008-09 (<i>narrative format</i>). | |
| Element 6: Describe the process to evaluate the parent involvement strategies being implemented? If strategies are not effectively engaging parents, especially from identified student groups, what new researched based strategies are proposed? | |
| Element 7: Update, <i>if appropriate</i> , extended day activities. | |
| Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Center that could strengthen improvement implementation efforts <i>specifically</i> for your school. Please describe in detail. | |
| Element 9: Explain how parents/guardians of enrolled students were notified of the school's AYP status as School Choice (Stage 1.2) or SES (Stages 2.1 or 2.2) prior to the beginning of the school year. | |
| Element 10: Describe the process to evaluate the teacher mentoring program. | |

Highly Qualified: Are all teachers of core content classes highly qualified? *If no*, a district **must** identify each teacher in the school that did not meet the federal "highly qualified" requirements. In addition:

- Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the identified teacher(s) to meet the federal "highly qualified" requirements. Were these teachers or positions identified the previous year? If so, please provide an explanation and action plan to rectify.
- Identify the expected date when the teacher(s) will meet the requirements.

Appendix C: Corrective Action Addendum Section 1116(b)(3)(7)

| Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements | Found on page# |
|---|----------------|
| 1. Must indicate and describe with specificity the district choice for a stage 3 AYP school from one or more of the corrective actions listed below: <ul style="list-style-type: none"> ○ Replace the school staff who are relevant to the failure to make Adequate Yearly Progress (AYP). ○ Institute and fully implement a new curriculum that is founded on scientifically based research and offers substantial promise of improving educational achievement for low achieving students. ○ Significantly decrease management authority at the school level. ○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its school plan. ○ Extend the school year or the school day for the school. ○ Restructure the internal organizational structure of the school. | |
| 2. Please use the "School Improvement Action Plan for AYP template" (currently used in school improvement plan or a similar tool) to describe in detail the corrective action to be implemented in the same year it was developed. <ul style="list-style-type: none"> ○ Provide the rationale for choosing a corrective action ○ Establish relevant goals ○ Implement strategies and activities to increase achievement of student groups ○ Develop timeline to implement the corrective action(s). <i>Corrective Action(s) must be implemented in the same year as developed.</i> | |
| 3. List any existing school improvement plan elements that have been revised to implement the required corrective actions. | |

4. Must be approved by the district and submitted to the Minnesota Department of Education (MDE) for approval (90 days after AYP official notification).

Appendix D: Restructuring Plan Addendum Section 1116(b)(3)(8)

| Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements | Found on page# |
|---|----------------|
| <p>1. Must indicate the district choice for the Stage 4 or 5 AYP school from one or more of the restructuring options listed below:</p> <ul style="list-style-type: none"> ○ Reopen the school as a public charter school. ○ Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP. ○ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. ○ Implement any other major restructuring of the school's governance arrangement that is consistent with the NCLB principles of restructuring such as: <ul style="list-style-type: none"> • Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the district • Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., mathematics and science, dual language, communication arts) • Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.) • Dissolve the school and assign students to other schools in the district • Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together • Expand or narrow the grades served, for examples, narrowing a K-8 school to a K-5 elementary school | |
| <p>2. Must be collaboratively written by the district (or charter school sponsor) and the school site.</p> <ul style="list-style-type: none"> ○ Must be a two-year plan ○ Must be written while a pre-restructuring school continues the implementation of School Improvement and corrective actions plans ○ The district should continue to provide technical assistance for the school to ensure the necessary support is available to increase the potential for improvement and success | |
| <p>3. Must be fully implemented in the following year if a pre-restructuring school does not make Adequate Yearly Progress (AYP).</p> | |
| <p>4. Schools in pre-restructuring or restructuring must continue to:</p> <ul style="list-style-type: none"> ○ Notify parents/guardians before the start of the school year ○ Offer school choice and supplemental educational services until they exit restructuring status by making AYP for two consecutive years | |

Ellen Hopkins Elementary School Improvement Plan Parent Notification Plan 2008-09

| Date | Activity | Responsibility |
|----------------|---|-------------------------|
| August 2008 | Parents receive a letter of notification of Ellen Hopkins Elementary School's failure to make Adequate Yearly Progress (AYP). | District Administration |
| September 2008 | Parents are informed at the September Parent Teacher Advisory Committee (PTAC) meeting of Ellen Hopkins Elementary School's AYP status and the resulting implications | Principal |
| September 2008 | Parents are informed of the AYP status of Ellen Hopkins Elementary School at the Pastories for Parents meetings held in each classroom. | Classroom Teachers |
| October 2008 | Each family in the district receives notification of the Districts Annual Report which includes information about Ellen Hopkins Elementary School School Improvement Plan. This notices directs families to the school website for further information. | District Administration |
| October 2008 | A presentation is made to the Instruction & Curriculum Advisory Committee (ICAC) on the preliminary School Improvement Plan for Ellen Hopkins Elementary School. | Principal |



Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560

Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310

Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

August 27, 2008

Dear Parents and Guardians:

Federal law, under the No Child Left Behind Act, requires accountability for schools to reach high standards for all students in reading and mathematics. According to law, we are required to send this letter to parents and guardians. Each year, as part of the requirements for the No Child Left Behind Act, the state releases Adequate Yearly Progress (AYP) reports for all public schools in the state of Minnesota. Among other things, these reports measure our third through fifth grade students' academic performance in terms of the percentage of students in different subgroups who are at or above state-defined academic standards in reading and mathematics as measured by the Minnesota statewide assessments called Minnesota Comprehensive Assessments Series II (MCA-II). The reports are called Adequate Yearly Progress reports and the school is required to share these reports with parents.

Based on the results of last year's state assessment, our schools have not met the required percentage for proficiency for two consecutive years, meaning not enough students in certain subgroups have scored at the proficient or advanced level on the test. Under the federal No Child Left Behind Act legislation, Robert Asp Elementary School and Ellen Hopkins Elementary School have been identified as not making Adequate Yearly Progress. The majority of our students made progress, however, the areas in which our schools need to improve are listed on the attached chart.

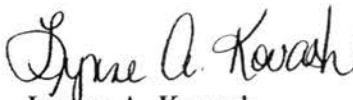


Meeting the educational needs of all of our students is a high priority in our schools. Because we have been identified for program improvement, our staff will define a plan to improve student achievement in reading and mathematics. The plan is based on data identifying the needs of our students, staff and school and is focused on research-based methods of raising student achievement. Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the steps our school must follow during this stage of program improvement.

August 27, 2008

1. Program Improvement Plan - A team of school and district personnel and parents will be working on developing a plan to raise mathematics and reading scores within our school. We will be asking for your assistance and participation in our efforts to address our school's identification for program improvement.
2. Choice to Attend Another Public School in the District - Parents may choose to transfer their child or children to a school within the district not identified for improvement. Transportation is required to be provided by the district. If more parents and students choose to transfer to a school than financial resources and school or grade level capacity can support, federal law requires that priority be given to students with the lowest test scores who come from low-income families. We will be prioritizing requests based upon student test scores and grade level capacity. Students who decide to transfer will have the same access to all the services, programs and activities as all the other students in that school.

Please attend designated parent meetings to learn how you can participate in your school's efforts. Research continually shows that a parent's participation in their child's education is a key factor in their child's academic success.

Sincerely,

| | | |
|---|--|---|
|  |  |  |
| Lynne A. Kovash Superintendent of Schools | Dr. Mary Jo Schmid Principal, Ellen Hopkins School | Kevin Kopperud Principal, Robert Asp School |

LAK:mde
Attachment

Ellen Hopkins Elementary School Improvement Plan Parent Notification Plan 2008-09

| Date | Activity | Responsibility |
|-------------------------|--|----------------------------------|
| November 2008 | Presentation to the PTAC on the School Wide Positive Behavior Intervention Systems approach being developed at Ellen Hopkins Elementary School as a part of the School Improvement Plan. | Principal |
| December 2008 | Presentation to the PTAC on the final School Improvement Plan. | Principal and Classroom Teachers |
| January 2009-April 2009 | Status reports are presented monthly to the PTAC on Ellen Hopkins Elementary School's School Improvement Plan. | Principal and Classroom Teachers |
| March 2009 | Presentation to the PTAC on preparing students for statewide testing at Ellen Hopkins Elementary School as a part of the School Improvement Plan. | Principal and Classroom Teachers |
| May 2009 | Presentation to the PTAC on final status of the 2008-09 School Improvement Plan | Principal and Classroom Teachers |
| August 2009 | Parents receive a letter of notification of Ellen Hopkins Elementary School's progress on AYP as a result of 2009 testing results. | District Administration |



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.042R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LK*

DATE: October 21, 2008

SUBJECT: Lakes Country Service Cooperative Board Nomination

Attached please find information regarding the Lakes Country Service Cooperative (LSCS) annual board election nomination process.

Bill Tomhave has stated his desire to run for a position on the LCSC Board of Directors.

Suggested Resolution: Move to approve the nomination of Bill Tomhave to run for a position on the Lakes Country Service Cooperative Board of Directors.

LAK:mde
Attachments



Lakes Country Service Cooperative

Jeremy Kovash, Executive Director

1001 E. Mount Faith | Fergus Falls, MN 56537

Phone: (218) 739-3273 | Fax: (218) 739-2459 | www.lcsc.org

OCT - 8 2008

October 7, 2008

TO: Superintendent of Schools
School Board Clerk

FR: Jeremy Kovash, Executive Director

RE: Annual LCSC Board Election

Enclosed is the nomination notice for the Lakes Country Service Cooperative (LCSC) annual board election.

If your district wishes to nominate one of your board members to run for a position on the Lakes Country Service Cooperative Board of Directors, please take the appropriate action on the petition and return the petition to the LCSC office, **along with a resume of the candidate**, on or before November 7, 2008.

There are three (3) four-year school district board member positions to be filled, beginning January 1, 2009 and ending December 31, 2012.

It should be noted that the LCSC Board meets the second Thursday of each month at 11:30 a.m. Meetings are held at LCSC in Fergus Falls.

If you have any questions regarding the enclosed nomination form or the election, please contact Jessica Snyder at jsnyder@lcsc.org or 800.739.3273.

Thank you.

Service Cooperative Board of Directors

82
irperso David Schomack, Perham
ike Boes, Pelican Rapids - At Large
Barry Bergert, Battle Lake

Vice Chairperson • Norman Kolstad, Underwood
Supt. Scott Monson, Morris
Nancy Dashner, Frazee - Vergas

Clerk • Robert Black, Otter Tail County
Dr. Rachel Grieger, New York Mills
Dr. William Tomhave, Moorhead

Treasurer • Tom Kummrow, Fergus Falls
Supt. Philip Jensen, Hawley
Kathryn Ouren, Pelican Rapids
Hedeland, Fergus Falls

LAKES COUNTRY SERVICE COOPERATIVE

Nomination Petition

PLEASE RETURN BY November 7, 2008

Be it hereby resolved that:

The Board of _____
(School District Name)
nominates _____
(Name of current board member)

to serve as a board of directors nominee of the Lakes Country Service Cooperative and authorizes this individual's name to be placed on the ballot to be submitted to LCSC voting members. Members voting in favor of this nomination are:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Date of Resolution Passage

Official Signature for the Board

Send this petition and a **RESUME** from the candidate to:

Jessica Snyder
HR Generalist
Lakes Country Service Cooperative
1001 E. Mt. Faith
Fergus Falls, MN 56537



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.032 R

TO: School Board

FROM: Lynne A. Kovash *LK*

DATE: October 21, 2008

RE: Building and District Profiles

Enclosed with the agenda is the final copy of the Building and District Profiles for the five-year period from 2003-04 through 2007-08. The Building and District Profiles will be available to the public and staff through the school district website.

SUGGESTED RESOLUTION: Move to accept the Building and District Profiles for the 2003-04 through 2007-08 school years as presented and direct administration to share them with staff and public as appropriate.

LAK/kmr
Attachment

Moorhead Area Public Schools District and School Profiles



2003-04 through 2007-08

Final

October 27, 2008

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



Moorhead Area Public Schools

District Data

2003-04 through 2007-08

Moorhead District Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for the 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). The 2003 Minnesota legislation made significant changes as to ELL funding. Funding is limited to students who have generated fewer than 5 years ADM. Districts may not deny services to a student on the basis of state funding.

5. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year. The information is collected through PowerSchool.

6. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1. The information is collected through MARSS.

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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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 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.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade.

These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

2005 Reading Achievement and Growth Norms (RIT values)

| Grade | FALL | | SPRING | | MEAN GROWTH | | | |
|-------|--------|-------|--------|-------|--------------|----------------|--------------|------------------|
| | Median | Mean | Median | Mean | Ending Grade | Fall to Spring | Fall to Fall | Spring to Spring |
| 2 | 178 | 177.2 | 190 | 188.2 | 2 | 13.1 | n/a | n/a |
| 3 | 192 | 190.3 | 200 | 197.9 | 3 | 9.1 | 14.4 | 10.7 |
| 4 | 201 | 199.1 | 207 | 205.0 | 4 | 6.5 | 9.7 | 7.5 |
| 5 | 208 | 205.8 | 212 | 210.6 | 5 | 5.4 | 7.1 | 6.3 |
| 6 | 213 | 211.0 | 217 | 215.0 | 6 | 4.3 | 5.4 | 4.6 |
| 7 | 217 | 214.8 | 220 | 218.1 | 7 | 3.4 | 4.4 | 3.7 |
| 8 | 220 | 218.2 | 223 | 221.3 | 8 | 3.2 | 3.9 | 3.7 |
| 9 | 223 | 220.7 | 225 | 223.1 | 9 | 1.6 | 3.0 | 1.7 |
| 10 | 226 | 223.6 | 227 | 224.1 | 10 | 0.8 | 2.4 | 1.8 |

2005 Mathematics Achievement and Growth Norms (RIT values)

| Grade | FALL | | SPRING | | MEAN GROWTH | | | |
|-------|--------|-------|--------|-------|--------------|----------------|--------------|------------------|
| | Median | Mean | Median | Mean | Ending Grade | Fall to Spring | Fall to Fall | Spring to Spring |
| 2 | 179 | 179.3 | 191 | 190.6 | 2 | 13.9 | n/a | n/a |
| 3 | 193 | 192.3 | 202 | 201.7 | 3 | 10.9 | 15.1 | 12.0 |
| 4 | 203 | 202.7 | 211 | 210.4 | 4 | 8.8 | 11.5 | 9.5 |
| 5 | 211 | 211.2 | 219 | 218.3 | 5 | 8.7 | 9.2 | 9.0 |
| 6 | 218 | 217.4 | 224 | 223.3 | 6 | 7.2 | 7.6 | 6.1 |
| 7 | 225 | 223.4 | 229 | 228.0 | 7 | 6.0 | 7.2 | 6.1 |
| 8 | 230 | 228.5 | 234 | 232.8 | 8 | 5.2 | 6.6 | 6.1 |
| 9 | 234 | 231.7 | 239 | 236.2 | 9 | 3.2 | 5.0 | 3.9 |
| 10 | 238 | 235.6 | 240 | 238.1 | 10 | 2.8 | 3.8 | 3.2 |

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

1. 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 |

2. Teacher Attendance

The information is gathered from Region I SMART Human Resource System. The days are calculated by aggregating days of leave in each category.

Moorhead District Demographics

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Attendance Rate | <u>2003-04</u> 95.36% | <u>2004-05</u> 92.20% | <u>2005-06</u> 94.00% | <u>2006-07</u> 94.56% | <u>2007-08</u> 95.00% |
| 2. Average Daily Attendance (ADA) | 4866 | 4799 | 4864 | 4937 | 4926 |
| 3. Average Daily Membership (ADM) | 5103 | 5205 | 5175 | 5221 | 5052 |
| 4. English Language Learners | | | | | |
| (ELL-State Reimbursement) | 349 | 509 | 433 | 376 | 391 |
| (ELL Students Served) | 349 | 509 | 433 | 454 | 431 |
| 5. Enrollment as of October 1 | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 329 | 399 | 381 | 422 | 338 |
| Grade 1 | 352 | 352 | 415 | 399 | 427 |
| Grade 2 | 357 | 361 | 357 | 411 | 392 |
| Grade 3 | 402 | 357 | 369 | 352 | 411 |
| Grade 4 | 335 | 389 | 358 | 378 | 357 |
| Grade 5 | 410 | 338 | 383 | 371 | 385 |
| Grade 6 | 439 | 425 | 356 | 414 | 367 |
| Grade 7 | 409 | 440 | 425 | 362 | 428 |
| Grade 8 | 427 | 414 | 445 | 433 | 373 |
| Grade 9 | 456 | 446 | 442 | 462 | 437 |
| Grade 10 | 434 | 494 | 450 | 424 | 461 |
| Grade 11 | 474 | 422 | 478 | 452 | 431 |
| Grade 12 | 465 | 478 | 434 | 456 | 446 |
| Self Contained | 10 | 5 | 4 | 3 | 7 |
| Total | 5299 | 5320 | 5297 | 5339 | 5437 |
| 6. Ethnicity | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 168 3.12% | 171 3.26% | 166 3.17% | 169 3.17% | 170 3.13% |
| Asian | 80 1.49% | 78 1.48% | 78 1.49% | 88 1.65% | 86 1.59% |
| Hispanic | 451 8.38% | 439 8.36% | 442 8.44% | 455 8.53% | 471 8.67% |
| Black | 136 2.53% | 132 2.51% | 133 2.54% | 158 2.96% | 166 3.06% |
| White | 4545 84.48% | 4433 84.39% | 4421 84.37% | 4469 83.71% | 4544 83.58% |
| Percent Minority | 15.52% | 15.61% | 15.63% | 16.29% | 16.45% |

Moorhead District Demographics

| 7. Free and Reduced Lunch Program | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 1235 | 1091 | 1305 | 1245 | 1302 |
| Reduced | 268 | 275 | 280 | 348 | 344 |
| % of Free & Reduced | 28% | 25% | 29.7% | 29.2% | 30.3% |

8. Home Language

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 2 | 2 | 0 | 0 |
| Albanian | 12 | 17 | 23 | 20 | 24 |
| American Sign Language (ASL) | 1 | 1 | 3 | 1 | 1 |
| Amharic | 1 | 0 | 0 | 0 | 0 |
| Arabic | 11 | 10 | 12 | 7 | 12 |
| Cambodian | 0 | 0 | 6 | 1 | 0 |
| Cebuano | 0 | 0 | 1 | 1 | 0 |
| Chinese | 5 | 3 | 3 | 5 | 4 |
| Cutchi | 1 | 2 | 3 | 2 | 1 |
| Dakotah | 5 | 9 | 6 | 5 | 8 |
| Dutch | 0 | 1 | 0 | 0 | 0 |
| English | 5329 | 5145 | 5040 | 5596 | 5098 |
| Estonian | 1 | 0 | 0 | 0 | 0 |
| French | 0 | 2 | 0 | 0 | 0 |
| German | 8 | 11 | 3 | 4 | 1 |
| Hawaiian | 3 | 3 | 3 | 3 | 3 |
| Hindi | 5 | 3 | 4 | 1 | 0 |
| Japanese | 1 | 1 | 1 | 1 | 1 |
| Korean | 3 | 3 | 3 | 4 | 4 |
| Kurdish | 126 | 131 | 121 | 128 | 140 |
| Laotian | 3 | 4 | 3 | 1 | 0 |
| Mongolian | 0 | 0 | 1 | 0 | 0 |
| Nepali | 0 | 0 | 2 | 2 | 1 |
| Norwegian | 1 | 0 | 1 | 0 | 0 |
| Okinawan | 0 | 0 | 0 | 0 | 0 |
| Persian | 4 | 5 | 3 | 2 | 0 |
| Polish | 1 | 0 | 0 | 1 | 0 |
| Portuguese | 1 | 1 | 0 | 0 | 1 |
| Russian | 6 | 7 | 8 | 7 | 8 |
| Serbo-Croatian | 15 | 26 | 33 | 38 | 46 |
| Somali | 24 | 19 | 17 | 15 | 28 |
| Spanish | 409 | 438 | 410 | 361 | 364 |
| Swahili | 4 | 5 | 6 | 3 | 2 |
| Swedish | 4 | 2 | 1 | 2 | 1 |
| Thai | 1 | 1 | 0 | 0 | 1 |
| Turkish | 1 | 1 | 1 | 1 | 1 |
| Ukrainian | 0 | 0 | 1 | 0 | 0 |
| Vietnamese | 27 | 28 | 25 | 41 | 45 |

Moorhead District Demographics

| | | | | | |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 9. Home Schooled Students | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| | 116 | 112 | 110 | 113 | 120 |
| 10. Migrant Students | 165 | 191 | 254 | 144 | 142 |
| 11. Mobility | | | | | |
| Transfers Into District | 469 | 530 | 686 | 748 | 579 |
| Transfers Out of District | 317 | 418 | 537 | 554 | 332 |
| 12. Open Enrolled Students | | | | | |
| Into Moorhead | 114 | 146 | 114 | 131 | 161 |
| Out of Moorhead | 229 | 323 | 270 | 261 | 346 |
| 13. Private School Enrollment | 478 | 451 | 486 | 455 | 547 |
| 14. Spanish Immersion Program | | | | | |
| Enrollment | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 40 | 64 | 41 | 46 | 46 |
| Grade 1 | 47 | 32 | 60 | 41 | 45 |
| Grade 2 | 32 | 45 | 32 | 53 | 40 |
| Grade 3 | 38 | 31 | 44 | 31 | 52 |
| Grade 4 | 27 | 32 | 32 | 42 | 28 |
| Grade 5 | 21 | 22 | 32 | 28 | 37 |
| Total | 205 | 226 | 241 | 241 | 248 |
| 15. Special Education Status | <u>Dec. 03</u> | <u>Dec. 04</u> | <u>Dec. 05</u> | <u>Dec. 06</u> | <u>Dec. 07</u> |
| (December Child Count) | | | | | |
| Speech/Language Impaired | 154 | 155 | 165 | 170 | 176 |
| DCD Mild Moderate | 38 | 30 | 32 | 38 | 42 |
| DCD Severe | 18 | 20 | 12 | 9 | 6 |
| Physically Impaired | 24 | 22 | 23 | 17 | 19 |
| Deaf/Hard of Hearing | 20 | 23 | 24 | 20 | 20 |
| Visual Impairment | 5 | 3 | 0 | 1 | 1 |
| Specific Learning Disability | 245 | 210 | 197 | 182 | 159 |
| Emotional Behavioral Disorders | 114 | 96 | 81 | 83 | 79 |
| Deaf-Blind | 0 | 1 | 1 | 0 | 0 |
| Other Health Disabilities | 193 | 195 | 194 | 179 | 188 |
| Autism Spectrum Disorders | 44 | 55 | 56 | 59 | 67 |
| Development Delay | 100 | 114 | 118 | 136 | 150 |
| Traumatic Brain Injury | 2 | 4 | 5 | 6 | 5 |
| Severely Multiple Impaired | 0 | 0 | 5 | 5 | 6 |
| Total Disabilities Served | 957 | 928 | 913 | 905 | 918 |
| 16. Students Transported | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| | 60.0% | 78.4% | 77.8% | 74.8% | 79.8% |

Moorhead District Achievements

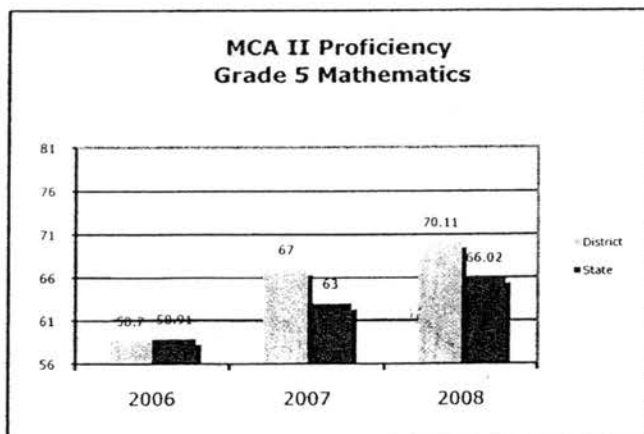
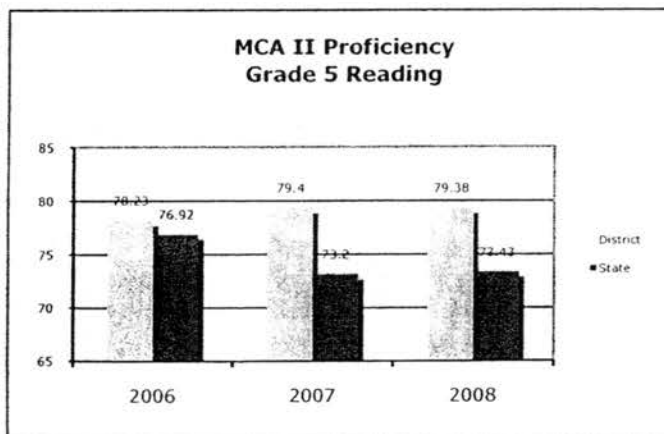
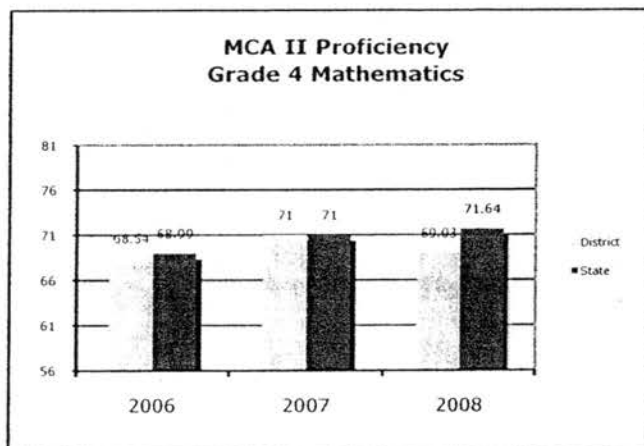
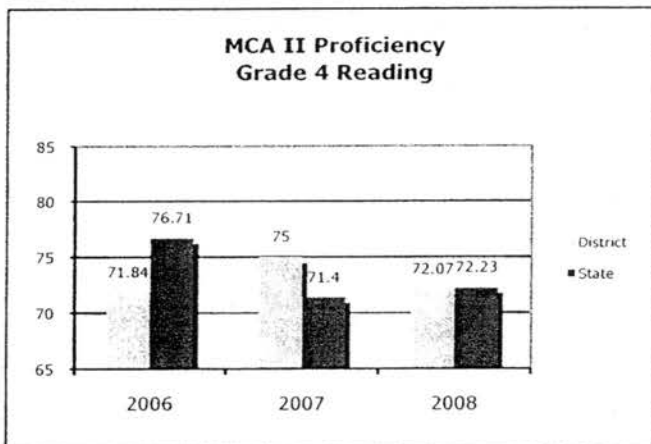
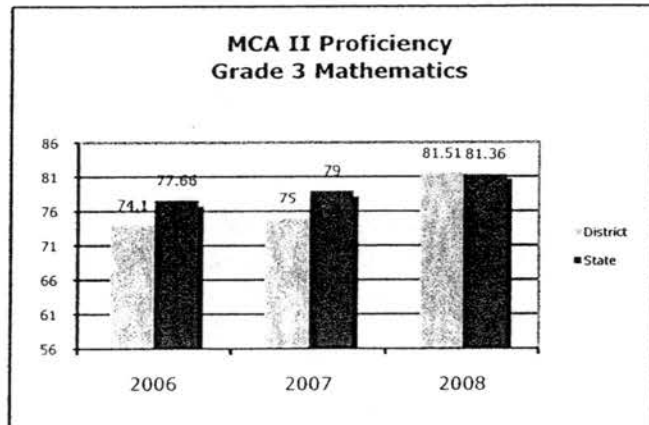
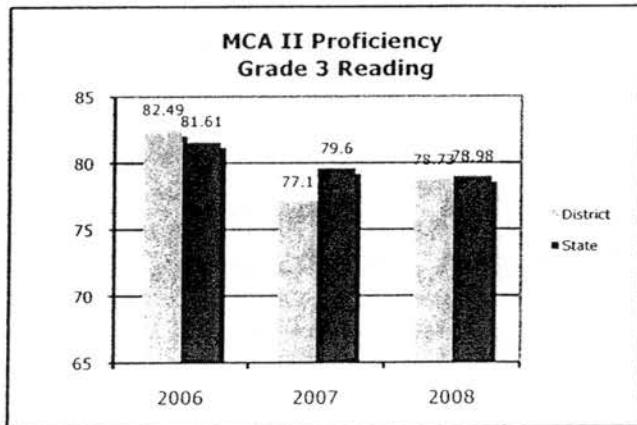
1. Minnesota Comprehensive Assessments (MCA-II)

2007 and 2008 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

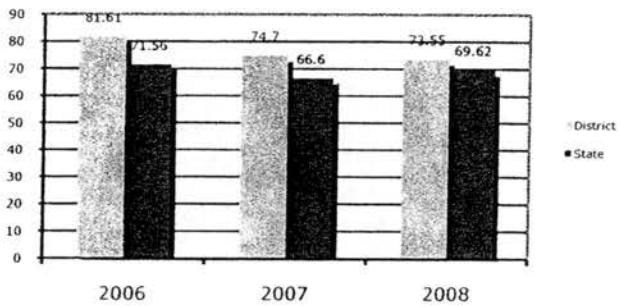
In 2007 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

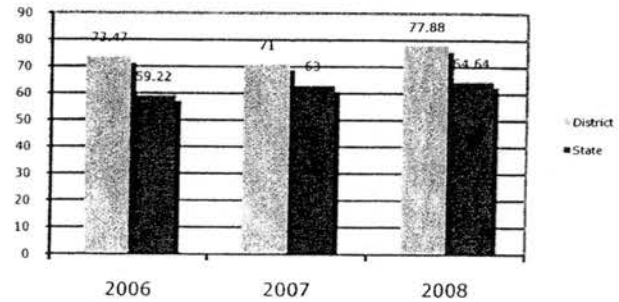


Moorhead District Achievements

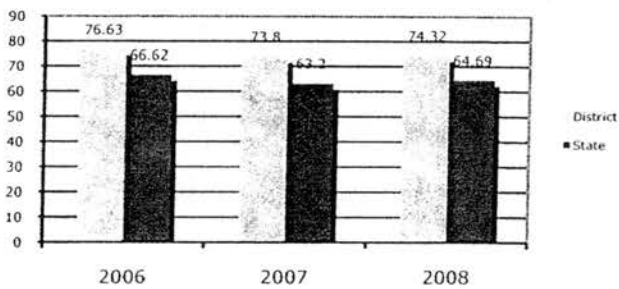
MCA II Proficiency Grade 6 Reading



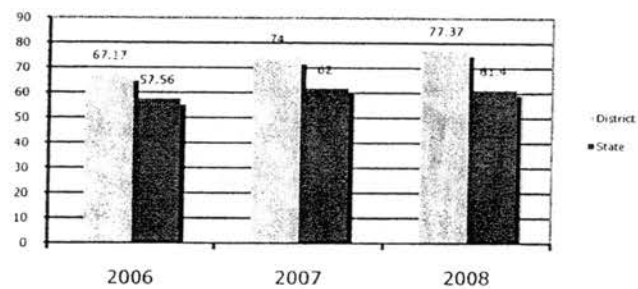
MCA II Proficiency Grade 6 Mathematics



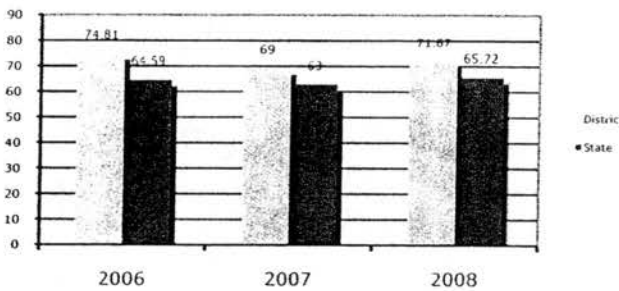
MCA Proficiency Grade 7 Reading



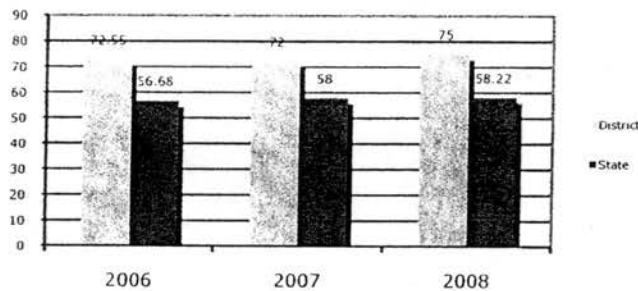
MCA II Proficiency Grade 7 Mathematics



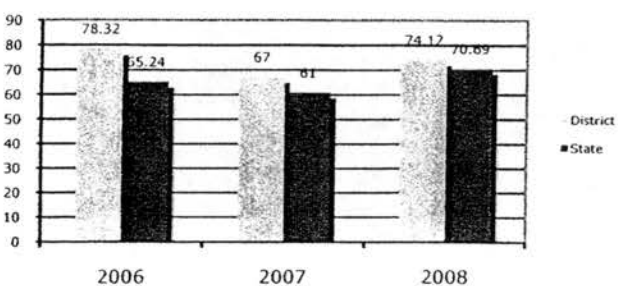
MCA II Proficiency Grade 8 Reading



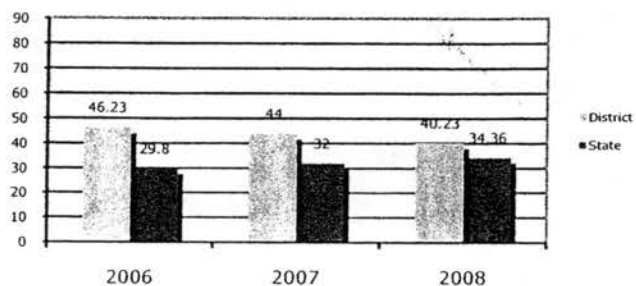
MCA II Proficiency Grade 8 Mathematics



MCA II Proficiency Grade 10 Reading

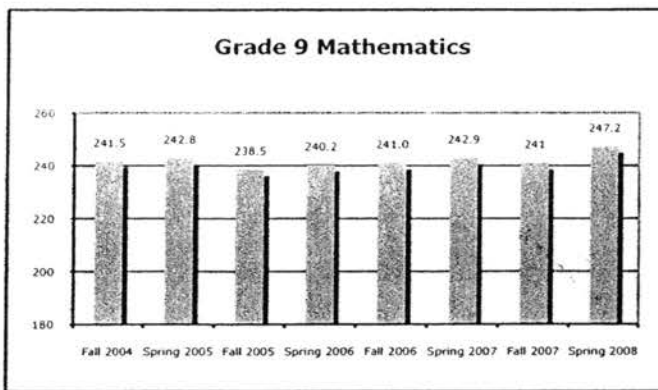
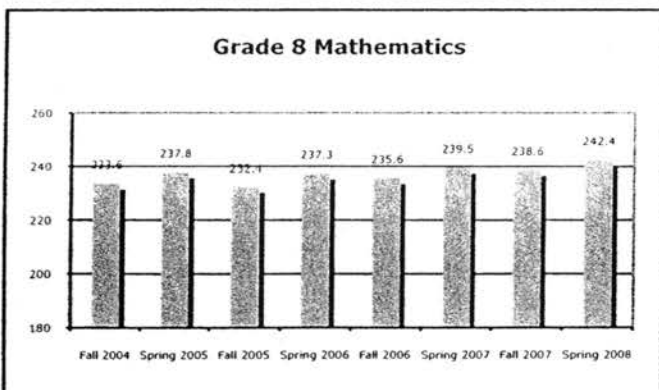
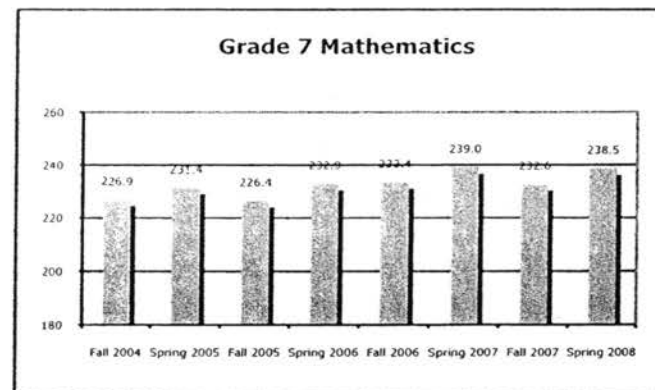
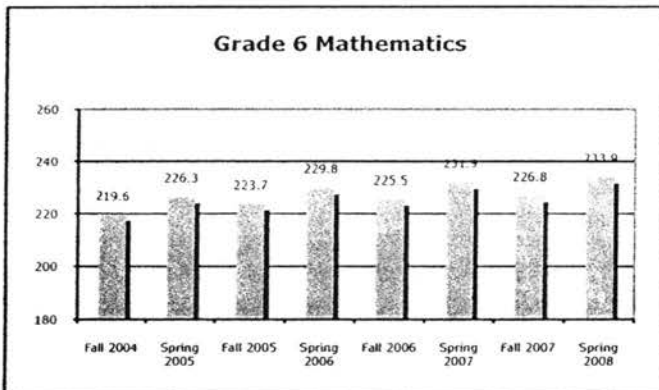
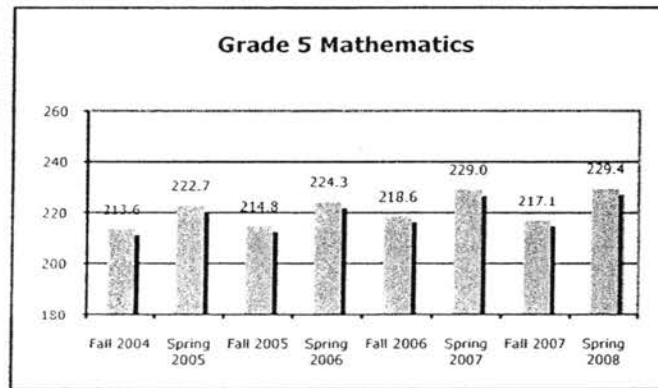
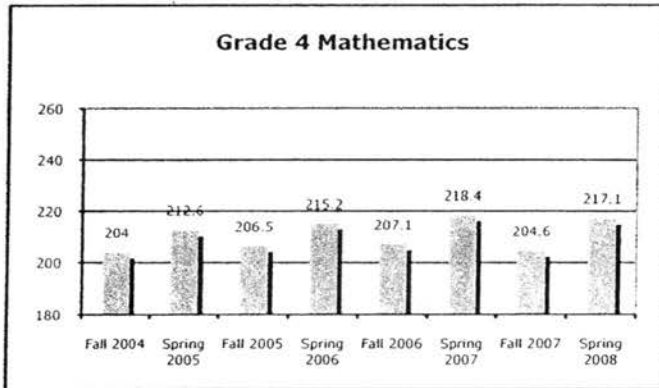
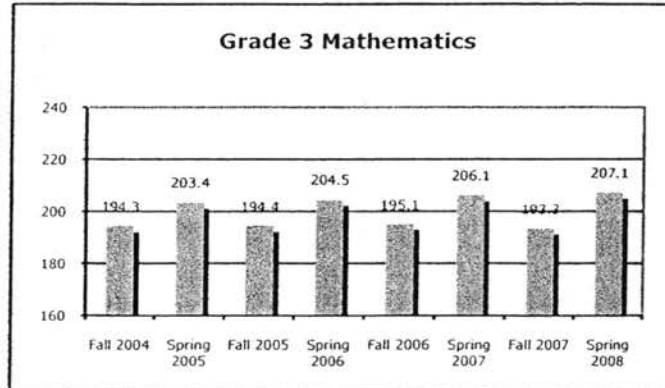
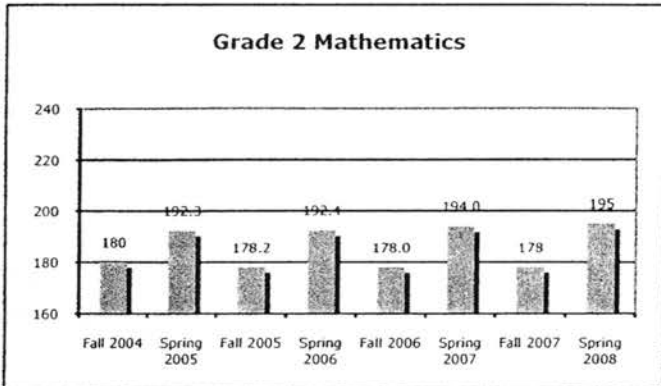


MCA II Proficiency Grade 11 Mathematics



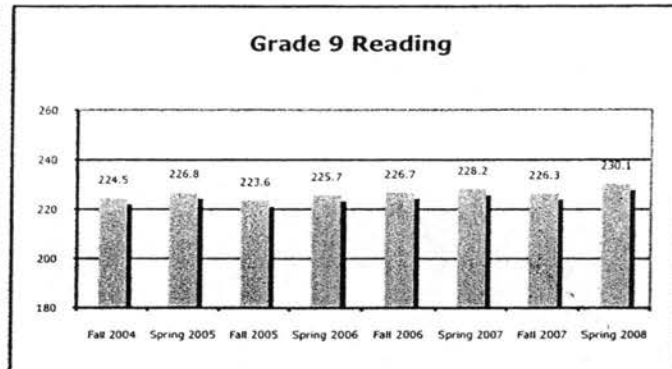
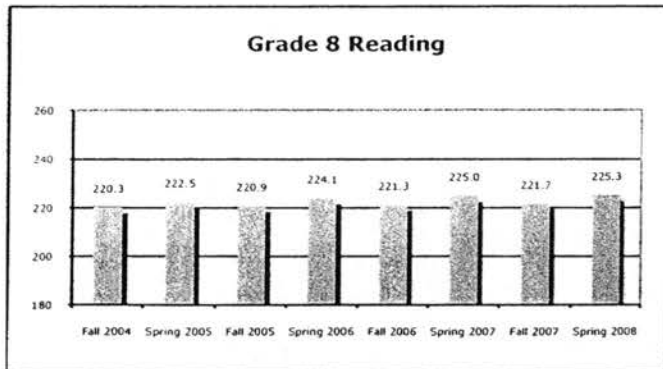
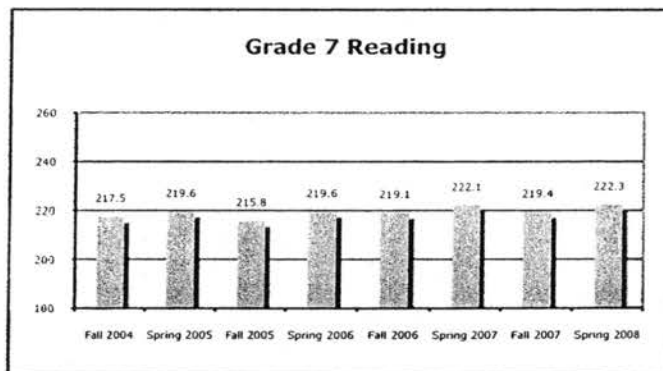
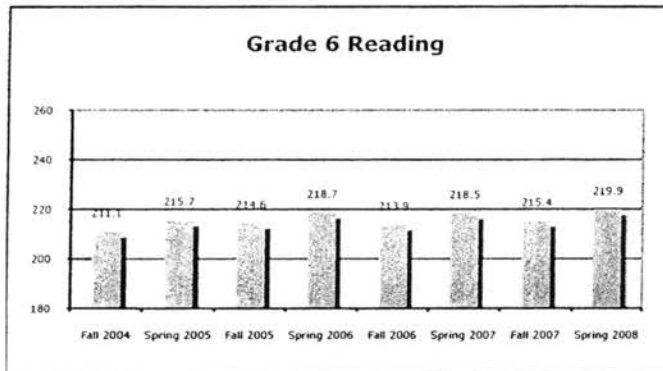
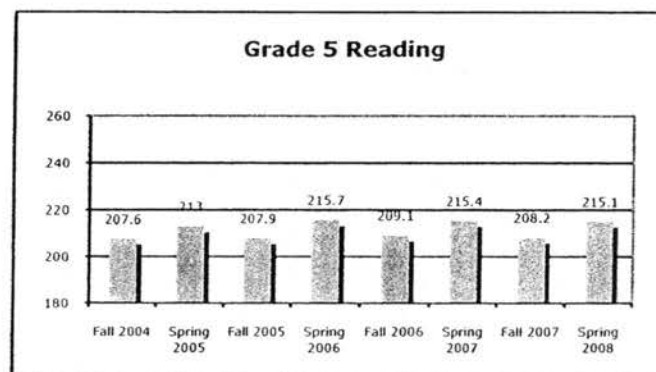
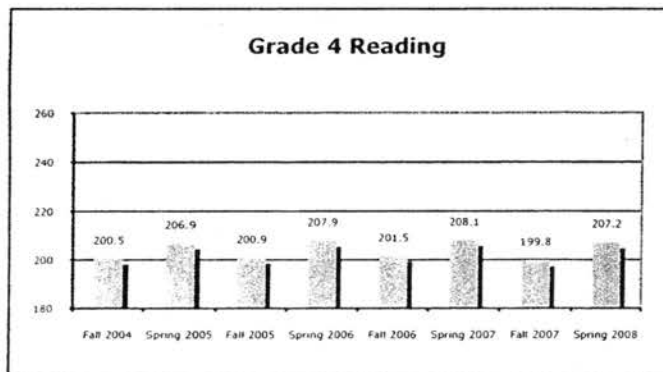
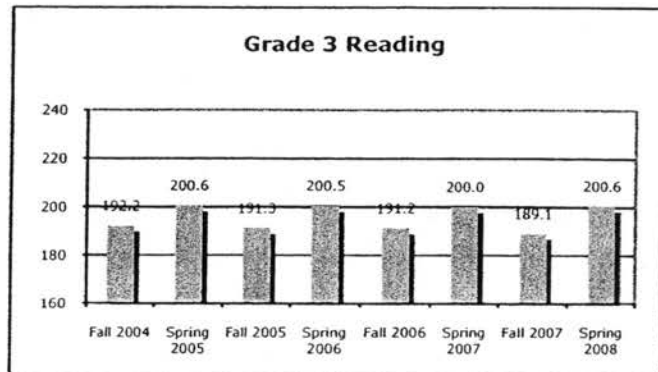
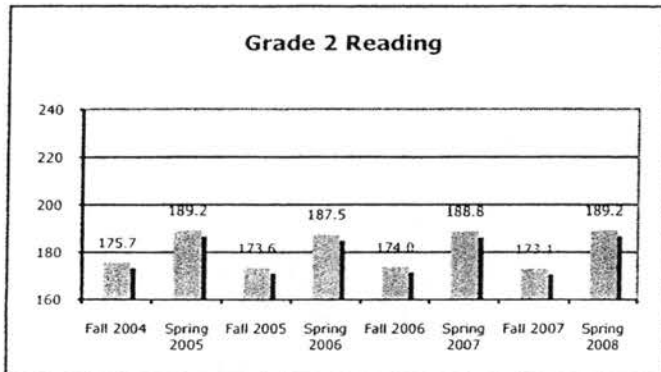
Moorhead District Achievements

2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT



Moorhead District Achievements

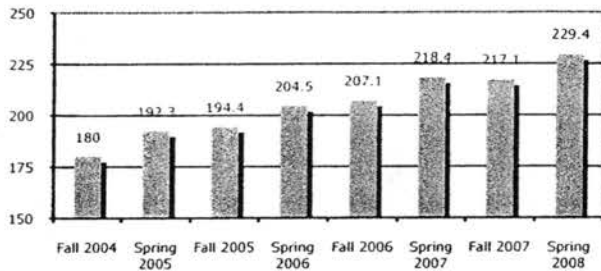
2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT



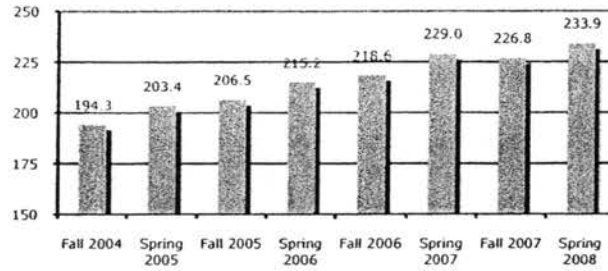
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

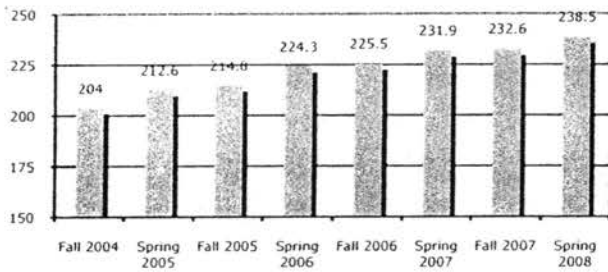
Mathematics-Graduating Class of 2015



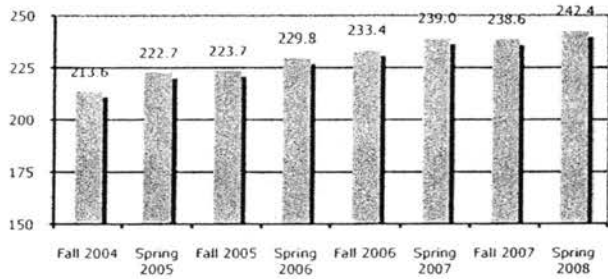
Mathematics-Graduating Class of 2014



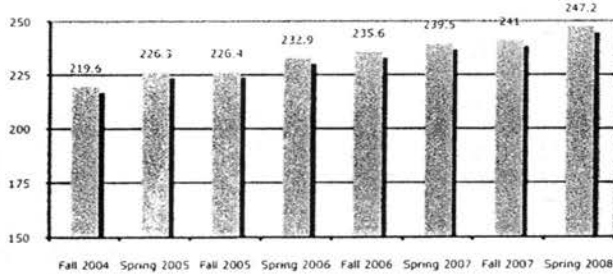
Mathematics-Graduating Class of 2013



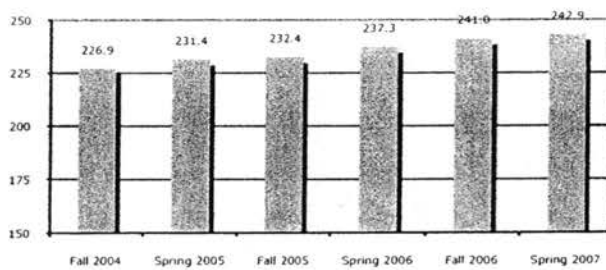
Mathematics-Graduating Class of 2012



Mathematics-Graduating Class of 2011



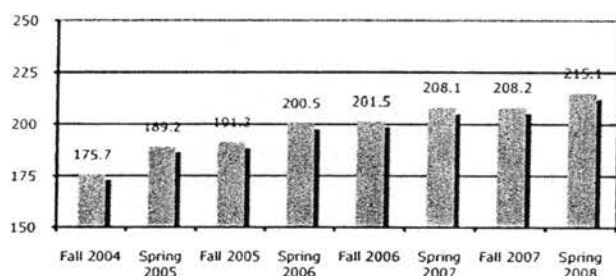
Mathematics-Graduating Class of 2010



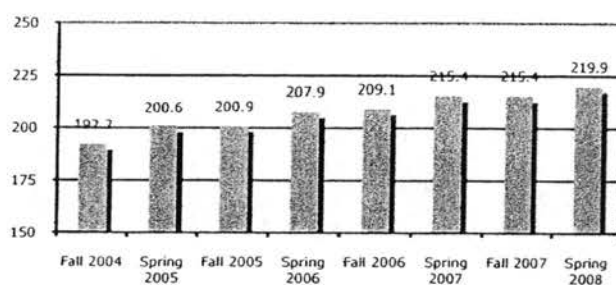
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

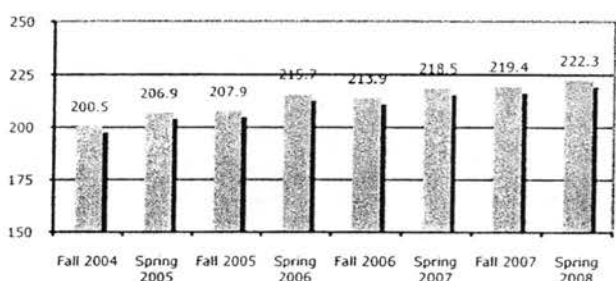
Reading-Graduating Class of 2015



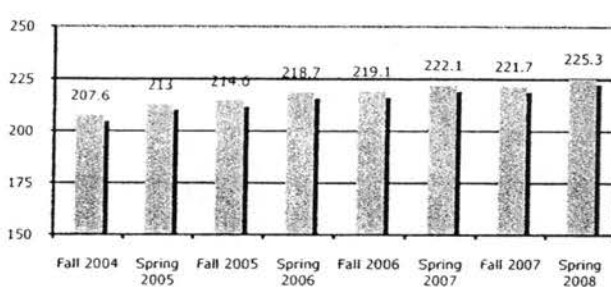
Reading-Graduating Class of 2014



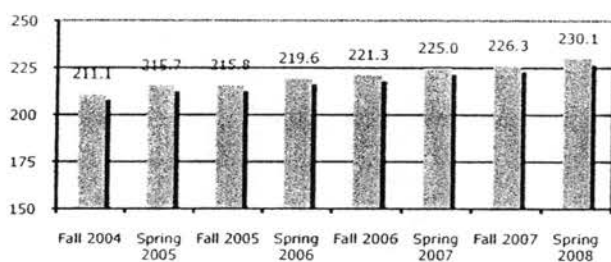
Reading-Graduating Class of 2013



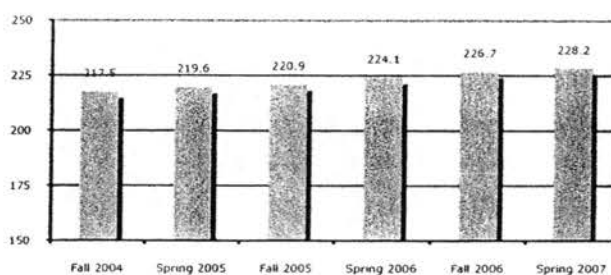
Reading-Graduating Class of 2012



Reading-Graduating Class of 2011



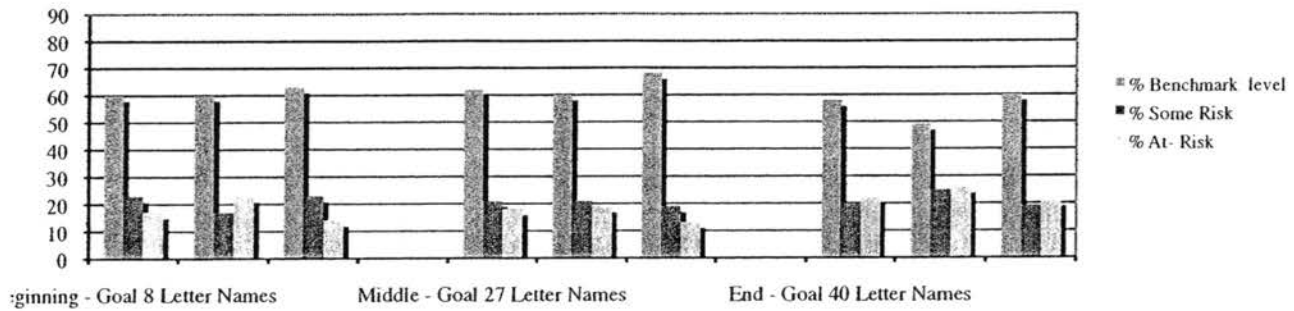
Reading-Graduating Class of 2010



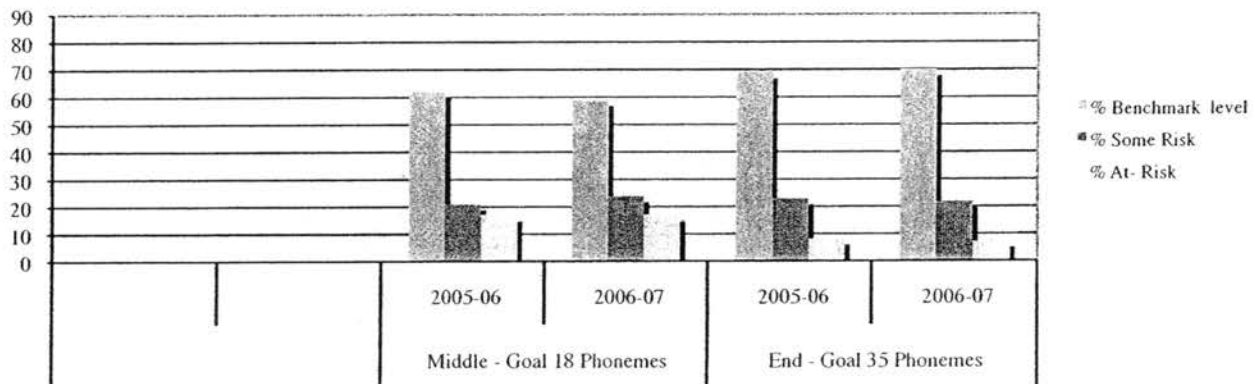
Moorhead Area Elementary Schools

3. Dynamic Indicators of Basic Early Literacy Skills - DIBELS

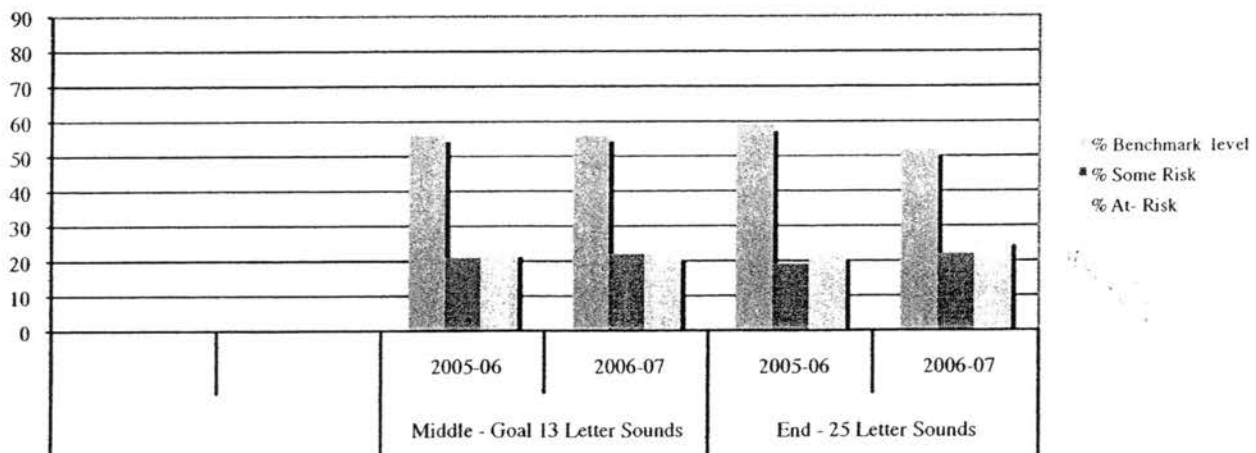
DIBELS - Letter Naming Fluency - Kindergarten



DIBELS - Phoneme Segmentation Fluency - Kindergarten

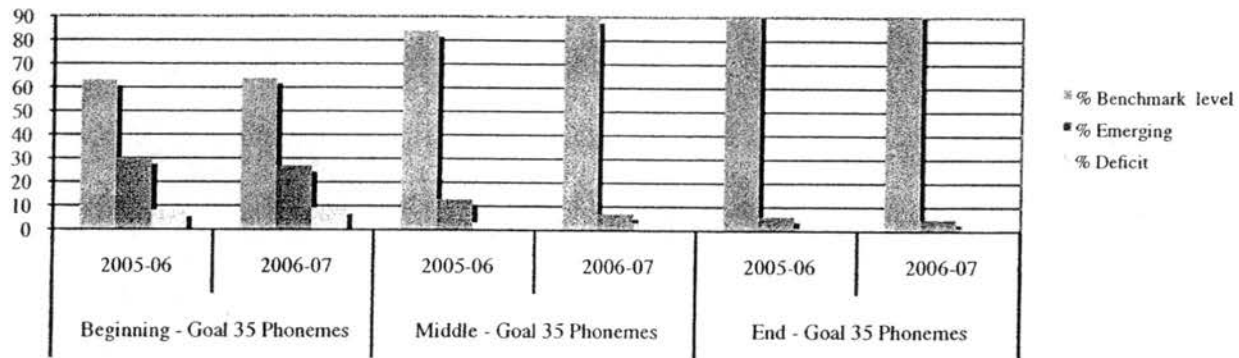


DIBELS - Nonsense Word Fluency - Kindergarten

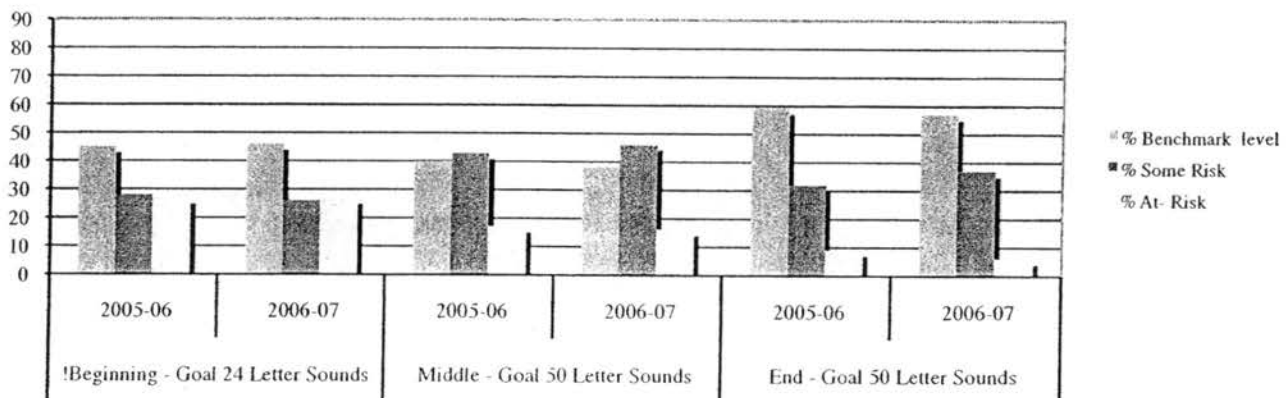


Moorhead Area Elementary Schools

DIBELS - Phoneme Segmentation Fluency - Grade 1



DIBELS - Nonsense Word Fluency - Grade 1



Moorhead District Building

1. Teaching Staff

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| BA | 59 | 48 | 52 | 44 | 35 |
| BA+10 | | | 31 | 33 | 32 |
| BA+15 | 29 | 41 | | | |
| BA+20 | | | 19 | 20 | 16 |
| BA+30 | 17 | 15 | 46 | 43 | 48 |
| BA+40 | | | 2 | 1 | 2 |
| BA+45 | 41 | 46 | | | |
| BA+50 | | | 3 | 3 | 3 |
| BA+60 | 3 | 2 | | | |
| BA+70 | | | 23 | 17 | 15 |
| BA+75 | 3 | 3 | | | |
| BA+90 | 2 | 1 | | | |
| BA+105 | 28 | 27 | | | |
| MA | 26 | 34 | 34 | 37 | 40 |
| MA+10 | | | 42 | 37 | 37 |
| MA+15 | 36 | 45 | | | |
| MA+20 | | | 33 | 26 | 27 |
| MA+30 | 23 | 29 | 122 | 128 | 145 |
| MA+45 | 99 | 108 | | | |
| 0 to 5 years | 173 | 102 | 87 | 103 | 94 |
| 6 to 10 years | 112 | 93 | 84 | 72 | 77 |
| 11 to 20 years | 136 | 150 | 173 | 155 | 163 |
| More than 20 years | 76 | 54 | 64 | 59 | 66 |
| Average years experience | 11 yrs. | 12 yrs. | 13 yrs. | 12 yrs. | 13 yrs. |

2. Teacher Attendance

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Total Teaching Staff | 394 | 399 | 407 | 408 | 400 |
| Days of Sick Leave | 2775 | 2915.5 | 2851 | 2551 | 3032 |
| Days of Personal Leave | 719.5 | 680.5 | 664 | 688 | 690 |
| Days of Emergency Leave | 218 | 223.5 | 285 | 274 | 302 |
| Days of Athletic Leave | 272 | 250.23 | 289 | 280 | 258 |
| Days of Deduct | 108 | 155.5 | 165 | 234 | 199 |
| Days of Civic Leave | 46.5 | 23 | 10.5 | 20 | 11.5 |
| Days of Association Leave | 17 | 30.5 | 9.5 | 27 | 14.5 |
| Days of Conference Leave | 875 | 760.5 | 1161 | 1118 | 1186 |
| Days of Workers Comp Leave | 0 | 0 | 0 | 0 | 0 |
| Days of Misc Leave | 200 | 99 | 189 | 48.5 | 116 |
| Days of Childstudy/IEP | 2.5 | 8.5 | 7.5 | 13 | 20.5 |
| TOTAL | 5233.5 | 5146.75 | 5631.5 | 5253.5 | 5829.5 |
| Average Days Absent | 13.28 | 12.9 | 13.84 | 12.88 | 14.57 |



Moorhead Area Public Schools

Elementary Data

2004-05 through 2007-08

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 number reflects detentions that go through the Principal's office and does not include recess detentions. 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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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 receiving special education services listed by primary disability using fall data. 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 as required by the Minnesota Department of Education.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Disorderly Conduct

Refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.

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.

Harassment

Participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Controlled Substance, Illegal Drugs

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.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade.

These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

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 2007-08

Robert Asp Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 96.75% | 95.9% | 94.84% | 95.92% |
| 2. Average Daily Attendance (ADA) | 654 | 690 | 716 | 712 |
| 3. Average Daily Membership (ADM) | 676 | 714 | 755 | 746 |
| 4. Detention | 0 | 4 | 0 | 0 |
| 5. English Language Learners (ELL) | 97 | 61 | 69 | 73 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 111 | 131 | 137 | 124 |
| Grade 1 | 103 | 122 | 137 | 138 |
| Grade 2 | 125 | 106 | 122 | 139 |
| Grade 3 | 111 | 126 | 106 | 120 |
| Grade 4 | 133 | 112 | 135 | 105 |
| Grade 5 | 114 | 123 | 121 | 131 |
| Self Contained | 0 | 0 | 0 | 0 |
| Total | 697 | 720 | 758 | 757 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 19 2.7% | 14 2.0% | 21 2.7% | 18 2.4% |
| Asian | 13 1.9% | 20 2.8% | 16 2.1% | 21 2.8% |
| Hispanic | 116 16.8% | 97 13.5% | 109 14.4% | 105 13.9% |
| Black | 17 2.4% | 26 3.6% | 24 3.2% | 22 2.9% |
| White | 531 76.3% | 559 78.1% | 588 77.6% | 592 78.1% |
| Percent Minority | 23.7% | 21.9% | 22.4% | 21.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 201 | 231 | 234 | 240 |
| Reduced | 44 | 48 | 67 | 65 |
| % of Free & Reduced | 35% | 39% | 39.7% | 40.3% |

Robert Asp Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 2 | 0 | 0 |
| Albanian | 6 | 5 | 5 | 5 |
| Arabic | 1 | 0 | 0 | 0 |
| Armedian | 0 | 0 | 0 | 1 |
| Cambodian | 0 | 1 | 1 | 0 |
| Cebuano | 0 | 1 | 1 | 0 |
| Dakotah | 0 | 0 | 0 | 0 |
| English | 625 | 665 | 669 | 703 |
| Hawaiian | 0 | 0 | 0 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 |
| Kurdish | 21 | 15 | 20 | 22 |
| Russian | 0 | 0 | 0 | 0 |
| Serbo-Croatian | 4 | 7 | 7 | 10 |
| Somali | 0 | 0 | 0 | 0 |
| Spanish | 96 | 86 | 86 | 76 |
| Vietnamese | 12 | 13 | 12 | 13 |
| 10. Mobility | | | | |
| Transfers Into Building | 86 | 72 | 57 | 102 |
| Transfers Out of Building | 67 | 50 | 51 | 67 |
| 11. Retention | | | | |
| Kindergarten | 4 | 3 | 2 | 5 |
| Grade 1 | 4 | 2 | 4 | 7 |
| Grade 2 | 0 | 1 | 2 | 1 |
| Grade 3 | 0 | 0 | 0 | 0 |
| Grade 4 | 2 | 0 | 1 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 |
| 12. Special Education Status | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
| Speech/Language Impaired | 40 | 31 | 34 | 29 |
| DCD Mild Moderate | 3 | 6 | 13 | 12 |
| DCD Severe | 1 | 0 | 0 | 0 |
| Physically Impaired | 5 | 6 | 5 | 5 |
| Deaf/Hard of Hearing | 2 | 2 | 3 | 3 |
| Visual Impairment | 0 | 0 | 1 | 1 |
| Specific Learning Disability | 17 | 13 | 19 | 21 |
| Emotional Behavioral Disorders | 7 | 7 | 13 | 10 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 21 | 17 | 11 | 14 |
| Autism Spectrum Disorders | 5 | 6 | 7 | 9 |
| Development Delay | 10 | 19 | 13 | 12 |
| Traumatic Brain Injury | 1 | 0 | 1 | 1 |
| Severely Multiple Impaired | 0 | 0 | 1 | 1 |
| Total Disabilities Served | 112 | 107 | 121 | 118 |

Robert Asp Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 1 | 3 | 3 | 2 |
| Bullying | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 1 | 2 |
| Fighting | 0 | 0 | 2 | 0 |
| Harassment | 0 | 0 | 0 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 0 | 0 | 1 |
| Threat/Intimidation | 0 | 0 | 0 | 0 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 1 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 1 | 0 | 3 | 0 |
| 14. Suspensions | 2 | 0 | 5 | 6 |
| 15. Suspension: Bus | 1 | 2 | 1 | 2 |
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 16. Unexcused Absences | | | | |
| 0 Absences | 235 34.61% | 458 60.5% | 305 40.4% | 300 38.8% |
| 1 to 5 Absences | 293 43.15% | 192 25.4% | 305 40.4% | 315 40.8% |
| 6 to 10 Absences | 62 9.13% | 5 6.8% | 64 8.5% | 77 10.0% |
| 11 to 15 Absences | 41 6.04% | 32 4.3% | 19 2.6% | 35 4.6% |
| 16 to 20 Absences | 27 3.98% | 7 1.0% | 28 3.7% | 20 2.6% |
| 21 or More Absences | 21 3.09% | 17 2.3% | 35 4.7% | 26 3.4% |

Robert Asp Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | Asp | District | State | | Asp | District | State | | Asp | District | State |
| Grade 3 Reading | | | | | | | | | | | |
| Proficient | 79.9 | 82.5 | 81.6 | | 72.9 | 77.1 | 79.6 | | 73.5 | 78.7 | 79 |
| Not Proficient | 20.2 | 17.5 | 18.4 | | 27.2 | 22.8 | 20.5 | | 26.5 | 21.3 | 21 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Proficient | 71.2 | 74.1 | 77.9 | | 69.6 | 72.6 | 76.4 | | 76.6 | 81.5 | 81.4 |
| Not Proficient | 28.8 | 25.9 | 22.1 | | 30.4 | 27.5 | 23.6 | | 23.4 | 18.5 | 18.6 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | Asp | District | State | | Asp | District | State | | Asp | District | State |
| Grade 4 Reading | | | | | | | | | | | |
| Proficient | 75.9 | 81.7 | 76.7 | | 69.3 | 75.0 | 71.4 | | 69.2 | 72.1 | 72.2 |
| Not Proficient | 24.1 | 18.3 | 23.3 | | 30.7 | 25.0 | 28.5 | | 30.8 | 27.9 | 27.8 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Proficient | 57.4 | 68.5 | 69.0 | | 65.1 | 67.9 | 68.2 | | 60 | 69 | 71.6 |
| Not Proficient | 42.6 | 31.5 | 31.0 | | 34.9 | 32.1 | 31.9 | | 40 | 31 | 28.4 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | Asp | District | State | | Asp | District | State | | Asp | District | State |
| Grade 5 Reading | | | | | | | | | | | |
| Proficient | 76.7 | 78.2 | 76.9 | | 73.7 | 79.4 | 73.2 | | 77.7 | 79.4 | 73.4 |
| Not Proficient | 23.3 | 21.8 | 23.1 | | 26.2 | 20.6 | 26.8 | | 22.3 | 20.6 | 26.6 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Proficient | 60.3 | 58.7 | 58.9 | | 56.0 | 63.3 | 60.9 | | 65.9 | 70.1 | 66 |
| Not Proficient | 39.7 | 41.3 | 41.1 | | 44.1 | 36.6 | 39.1 | | 34.2 | 29.9 | 34 |

Robert Asp Elementary School

1. MCA-II Achievement Levels

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Exceeds Stds | 50.0 | 54.6 | 55.1 | | 37.9 | 44.1 | 48.9 | | 43.6 | 50.1 | 52.1 |
| Meets Stds | 29.8 | 27.9 | 26.5 | | 35.0 | 32.9 | 30.7 | | 29.9 | 28.6 | 26.9 |
| Partially Meets | 13.2 | 10.4 | 9.4 | | 12.6 | 10.4 | 9.3 | | 10.6 | 9.5 | 10.1 |
| Does Not Meet | 7.0 | 7.1 | 9.0 | | 14.6 | 12.4 | 11.2 | | 16.2 | 11.7 | 10.9 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 28.8 | 27.6 | 31.3 | | 24.5 | 24.2 | 32.5 | | 23.4 | 30.2 | 35.3 |
| Meets Stds | 42.4 | 46.6 | 46.5 | | 45.1 | 48.4 | 43.9 | | 53.3 | 51.3 | 46.1 |
| Partially Meets | 22.4 | 19.3 | 16.6 | | 19.6 | 19.0 | 16.8 | | 14 | 14.3 | 13.7 |
| Does Not Meet | 6.4 | 6.6 | 5.5 | | 10.8 | 8.5 | 6.8 | | 9.4 | 4.2 | 4.9 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Exceeds Stds | 40.7 | 44.9 | 42.3 | | 40.2 | 39.1 | 38.2 | | 30.8 | 38.3 | 38.7 |
| Meets Stds | 35.2 | 36.8 | 34.4 | | 29.1 | 35.9 | 33.2 | | 38.3 | 33.8 | 33.5 |
| Partially Meets | 13.9 | 11.1 | 13.8 | | 20.5 | 17.4 | 16.4 | | 15.9 | 13.4 | 15.5 |
| Does Not Meet | 10.2 | 7.2 | 9.5 | | 10.2 | 7.6 | 12.1 | | 15 | 14.5 | 12.2 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 18.3 | 20.5 | 26.7 | | 30.2 | 27.1 | 29.8 | | 27 | 31.9 | 31.1 |
| Meets Stds | 39.1 | 48.0 | 42.3 | | 34.9 | 40.8 | 38.4 | | 33 | 37.2 | 40.5 |
| Partially Meets | 28.7 | 21.6 | 19.3 | | 26.2 | 23.3 | 20.4 | | 30 | 21.2 | 18.4 |
| Does Not Meet | 13.9 | 9.8 | 11.7 | | 8.7 | 8.8 | 11.5 | | 10 | 9.7 | 9.9 |

| | 2006 Asp | 2006 District | 2006 State | | 2007 Asp | 2007 District | 2007 State | | 2008 Asp | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Exceeds Stds | 41.7 | 43.3 | 35.4 | | 33.9 | 36.8 | 33.0 | | 33.1 | 35.1 | 33.6 |
| Meets Stds | 35.0 | 35.0 | 41.5 | | 39.8 | 42.6 | 40.2 | | 44.6 | 44.3 | 39.8 |
| Partially Meets | 14.2 | 15.6 | 15.0 | | 20.3 | 14.2 | 15.5 | | 13.9 | 13.9 | 16.1 |
| Does Not Meet | 9.2 | 6.2 | 8.0 | | 5.9 | 6.4 | 11.3 | | 8.5 | 6.7 | 10.4 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 19.8 | 22.9 | 22.2 | | 26.3 | 29.7 | 27.6 | | 22 | 25.3 | 25.6 |
| Meets Stds | 40.5 | 35.6 | 36.8 | | 29.7 | 33.6 | 33.3 | | 43.9 | 44.8 | 40.4 |
| Partially Meets | 17.5 | 24.2 | 23.1 | | 26.3 | 21.9 | 21.6 | | 23.6 | 19.6 | 19.3 |
| Does Not Meet | 22.2 | 17.1 | 18.0 | | 17.8 | 14.7 | 17.5 | | 10.6 | 10.3 | 14.7 |

Robert Asp Elementary School

2. Measures of Academic Progress (MAP)

| Robert Asp Reading | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT |
|-----------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|
| Grade 2 | 171.7 | 185 | 172.3 | 188.3 | 173.3 | 190 |
| Grade 3 | 190.4 | 200.1 | 188.1 | 198 | 187.9 | 198.2 |
| Grade 4 | 199.7 | 206.1 | 200 | 206.6 | 197.6 | 206.1 |
| Grade 5 | 205.1 | 213 | 206 | 212.3 | 206.9 | 212.8 |

| Robert Asp Mathematics | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT |
|---------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|
| Grade 2 | 176.8 | 190.3 | 175.5 | 192.1 | 177.5 | 194.5 |
| Grade 3 | 193.8 | 203.9 | 192.7 | 205.1 | 191 | 204.6 |
| Grade 4 | 204.6 | 213.2 | 205 | 217 | 203.5 | 215 |
| Grade 5 | 212.6 | 222.2 | 217.3 | 226.7 | 215.8 | 228.9 |

| Robert Asp Reading | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth |
|-----------------------|---------------------------|---------------------------|---------------------------|
| Grade 2 | 13.3 | 16 | 16.7 |
| Grade 3 | 9.7 | 14 | 10.3 |
| Grade 4 | 6.4 | 6.6 | 8.5 |
| Grade 5 | 7.9 | 6.3 | 5.9 |

| Robert Asp Mathematics | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth |
|---------------------------|---------------------------|---------------------------|---------------------------|
| Grade 2 | 13.5 | 16.6 | 17 |
| Grade 3 | 10.1 | 12.4 | 13.6 |
| Grade 4 | 8.6 | 12 | 11.5 |
| Grade 5 | 9.6 | 9.4 | 13.1 |

Robert Asp Elementary School

| | * | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teaching Staff | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 4 | 6 | 7 | 4 |
| BA+10 | | 3 | 3 | 2 |
| BA+15 | 3 | | | |
| BA+20 | | 4 | 2 | 5 |
| BA+30 | 4 | 3 | 5 | 4 |
| BA+40 | | | | |
| BA+45 | 4 | | | |
| BA+50 | | 1 | 1 | 1 |
| BA+60 | | | | |
| BA+70 | | 9 | 7 | 5 |
| BA+75 | 1 | | | |
| BA+90 | | | | |
| BA+105 | 11 | | | |
| MA | 2 | 2 | 3 | 6 |
| MA+10 | | 7 | 4 | 2 |
| MA+15 | 7 | | | |
| MA+20 | | 4 | 5 | 5 |
| MA+30 | 4 | 16 | 19 | 23 |
| MA+45 | 12 | | | |
| 0 to 5 years | 13 | 12 | 11 | 11 |
| 6 to 10 years | 13 | 8 | 11 | 9 |
| 11 to 20 years | 14 | 28 | 21 | 24 |
| More than 20 years | 12 | 7 | 14 | 13 |
| Average years experience | 14 yrs. | 12 yrs. | 14 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Square Foot | 98,510 | 98,510 | 98,510 | 98,510 |
| Cost for Electricity | \$55,589 | \$56,059 | \$61,650 | \$67,099 |
| Cost per square foot | \$0.56 | \$0.57 | \$0.63 | \$0.68 |
| Square Foot | 98,510 | 98,510 | 98,510 | 98,510 |
| Cost for Heat | \$48,660 | \$40,387 | \$52,324 | \$36,185 |
| Cost per square foot | \$0.49 | \$0.41 | \$0.53 | \$0.37 |



Moorhead Area Public Schools

Ellen Hopkins

2004-05 through 2007-08

Ellen Hopkins Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 97.13% | 95.9% | 95.31% | 96.01% |
| 2. Average Daily Attendance (ADA) | 710 | 721 | 731 | 728 |
| 3. Average Daily Membership (ADM) | 731 | 744 | 767 | 761 |
| 4. Detention | 0 | 0 | 0 | 0 |
| 5. English Language Learners (ELL) | 71 | 59 | 68 | 71 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 162 | 112 | 138 | 114 |
| Grade 1 | 125 | 151 | 115 | 136 |
| Grade 2 | 122 | 125 | 153 | 117 |
| Grade 3 | 121 | 122 | 119 | 162 |
| Grade 4 | 121 | 121 | 123 | 118 |
| Grade 5 | 97 | 118 | 116 | 121 |
| Self Contained | 3 | 3 | 3 | 6 |
| Total | 751 | 752 | 767 | 774 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 28 3.7% | 36 4.8% | 29 3.8% | 24 3.1% |
| Asian | 17 2.3% | 13 1.7% | 10 1.3% | 7 0.9% |
| Hispanic | 74 9.8% | 65 8.7% | 71 9.3% | 75 9.7% |
| Black | 24 3.2% | 19 2.5% | 23 3.0% | 24 3.1% |
| White | 611 81.0% | 616 82.2% | 634 82.7% | 644 83.2% |
| Percent Minority | 19.0% | 17.8% | 17.3% | 16.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 155 | 206 | 221 | 242 |
| Reduced | 40 | 44 | 48 | 51 |
| % of Free & Reduced | 26% | 33% | 35.1% | 37.9% |

Ellen Hopkins Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Afrikaans | 0 | 0 | 0 | 0 |
| Albanian | 3 | 9 | 10 | 11 |
| Arabic | 0 | 1 | 1 | 3 |
| Cambodian | 0 | 0 | 0 | 0 |
| Cutchi | 0 | 0 | 0 | 0 |
| Dakotah | 0 | 2 | 1 | 2 |
| English | 715 | 702 | 724 | 725 |
| Hawaiian | 2 | 2 | 1 | 1 |
| Hindi | 1 | 2 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 1 | 0 |
| Kurdish | 9 | 13 | 12 | 13 |
| Mongolian | 0 | 1 | 0 | 0 |
| Russian | 0 | 0 | 1 | 3 |
| Serbo-Croatian | 5 | 7 | 8 | 8 |
| Somali | 4 | 0 | 0 | 3 |
| Spanish | 64 | 48 | 51 | 55 |
| Vietnamese | 8 | 5 | 5 | 2 |
| 10. Mobility | | | | |
| Transfers Into Building | 79 | 46 | 78 | 94 |
| Transfers Out of Building | 69 | 34 | 45 | 55 |
| 11. Retention | | | | |
| Kindergarten | 3 | 2 | 3 | 2 |
| Grade 1 | 0 | 1 | 0 | 0 |
| Grade 2 | 1 | 1 | 1 | 1 |
| Grade 3 | 0 | 0 | 0 | 0 |
| Grade 4 | 1 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 | 0 |
| 12. Special Education Status | | | | |
| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
| Speech/Language Impaired | 44 | 33 | 46 | 45 |
| DCD Mild Moderate | 5 | 0 | 4 | 1 |
| DCD Severe | 0 | 1 | 0 | 0 |
| Physically Impaired | 1 | 5 | 5 | 6 |
| Deaf/Hard of Hearing | 2 | 2 | 1 | 1 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 17 | 13 | 8 | 12 |
| Emotional Behavioral Disorders | 12 | 9 | 12 | 11 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 21 | 19 | 24 | 25 |
| Autism Spectrum Disorders | 8 | 7 | 7 | 16 |
| Development Delay | 14 | 9 | 10 | 15 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 |
| Severely Multiple Impaired | 0 | 0 | 0 | 0 |
| Total Disabilities Served | 124 | 98 | 117 | 132 |

Ellen Hopkins Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 0 | 0 | 2 | 1 |
| Bullying | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 3 | 0 |
| Fighting | 0 | 0 | 8 | 0 |
| Harassment | 0 | 0 | 0 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 2 | 0 | 5 |
| Threat/Intimidation | 0 | 0 | 0 | 0 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 0 | 2 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 0 | 0 | 1 | 1 |
| 14. Suspensions | 0 | 0 | 1 | 4 |
| 15. Suspension: Bus | 2 | 5 | 2 | 2 |
| 16. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Absences | 270 36.64% | 457 58.9% | 329 43.0% | 313 40.3% |
| 1 to 5 Absences | 303 41.11% | 217 28.0% | 271 35.5% | 314 40.5% |
| 6 to 10 Absences | 71 9.63% | 46 6.0% | 70 9.2% | 57 7.4% |
| 11 to 15 Absences | 28 3.80% | 24 3.1% | 40 5.3% | 45 5.8% |
| 16 to 20 Absences | 24 3.26% | 20 2.6% | 22 2.9% | 18 2.4% |
| 21 or More Absences | 41 5.56% | 13 1.7% | 32 4.2% | 30 3.9% |

Ellen Hopkins Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Proficient | 86.5 | 82.5 | 79.6 | | 78.0 | 77.1 | 81.6 | | 75.8 | 78.7 | 79 |
| Not Proficient | 13.5 | 17.5 | 20.5 | | 21.9 | 22.8 | 18.4 | | 24.2 | 21.3 | 21 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Proficient | 75.8 | 74.1 | 76.4 | | 69.9 | 72.6 | 77.9 | | 77.2 | 81.5 | 81.4 |
| Not Proficient | 24.2 | 25.9 | 23.6 | | 30.0 | 27.5 | 22.1 | | 22.8 | 18.5 | 18.6 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Proficient | 83.2 | 81.7 | 76.7 | | 72.4 | 75.0 | 71.4 | | 69 | 72.1 | 72.2 |
| Not Proficient | 16.8 | 18.3 | 23.3 | | 27.3 | 25.0 | 28.5 | | 31 | 27.9 | 27.8 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Proficient | 73.3 | 68.5 | 69.0 | | 59.7 | 67.9 | 68.2 | | 68.2 | 69 | 71.6 |
| Not Proficient | 26.7 | 31.5 | 31.0 | | 40.4 | 32.1 | 31.9 | | 31.8 | 31 | 28.4 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Proficient | 73.5 | 78.2 | 76.9 | | 79.8 | 79.4 | 73.2 | | 76 | 79.4 | 73.4 |
| Not Proficient | 16.5 | 21.8 | 23.1 | | 20.1 | 20.6 | 26.8 | | 24 | 20.6 | 26.6 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Proficient | 55.5 | 58.7 | 58.9 | | 61.7 | 63.3 | 60.9 | | 65.8 | 70.1 | 66 |
| Not Proficient | 44.5 | 41.3 | 41.1 | | 38.2 | 36.6 | 39.1 | | 34.2 | 29.9 | 34 |

Ellen Hopkins Elementary School

1. MCA-II Achievement Levels

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Exceeds Std's | 55.9 | 54.6 | 55.1 | | 44.7 | 44.1 | 48.9 | | 50.9 | 50.1 | 52.1 |
| Meets Std's | 30.6 | 27.9 | 26.5 | | 33.3 | 32.9 | 30.7 | | 24.8 | 28.6 | 26.9 |
| Partially Meets | 7.2 | 10.4 | 9.4 | | 9.6 | 10.4 | 9.3 | | 11.8 | 9.5 | 10.1 |
| Does Not Meet | 6.3 | 7.1 | 9.0 | | 12.3 | 12.4 | 11.2 | | 12.4 | 11.7 | 10.9 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 27.4 | 27.6 | 31.3 | | 22.1 | 24.2 | 32.5 | | 20.8 | 30.2 | 35.3 |
| Meets Std's | 49.4 | 46.6 | 46.5 | | 47.8 | 48.4 | 43.9 | | 56.4 | 51.3 | 46.1 |
| Partially Meets | 17.7 | 19.3 | 16.6 | | 21.2 | 19.0 | 16.8 | | 19.5 | 14.3 | 13.7 |
| Does Not Meet | 6.5 | 6.6 | 5.5 | | 8.8 | 8.5 | 6.8 | | 3.4 | 4.20 | 4.9 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Exceeds Std's | 49.6 | 44.9 | 42.3 | | 32.2 | 39.1 | 38.2 | | 43.1 | 38.3 | 38.7 |
| Meets Std's | 33.6 | 36.8 | 34.4 | | 40.5 | 35.9 | 33.2 | | 25.9 | 33.8 | 33.5 |
| Partially Meets | 10.6 | 11.1 | 13.8 | | 18.2 | 17.4 | 16.4 | | 15.5 | 13.4 | 15.5 |
| Does Not Meet | 6.2 | 7.2 | 9.5 | | 9.1 | 7.6 | 12.1 | | 15.5 | 14.5 | 12.2 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 27.5 | 20.5 | 26.7 | | 16.8 | 27.1 | 29.8 | | 30 | 31.9 | 31.1 |
| Meets Std's | 45.8 | 48.0 | 42.3 | | 42.9 | 40.8 | 38.4 | | 38.2 | 37.2 | 40.5 |
| Partially Meets | 18.3 | 21.6 | 19.3 | | 26.1 | 23.3 | 20.4 | | 21.8 | 21.2 | 18.4 |
| Does Not Meet | 8.3 | 9.8 | 11.7 | | 14.3 | 8.8 | 11.5 | | 10 | 9.7 | 9.9 |

| | 2006 Hopkins | 2006 District | 2007 State | | 2007 Hopkins | 2007 District | 2006 State | | 2008 Hopkins | 2008 District | 2008 State |
|--------------------------------|-----------------|------------------|---------------|--|-----------------|------------------|---------------|--|-----------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Exceeds Std's | 46.1 | 43.3 | 35.4 | | 44.7 | 36.8 | 33.0 | | 30.6 | 35.1 | 33.6 |
| Meets Std's | 37.4 | 35.0 | 41.5 | | 35.1 | 42.6 | 40.2 | | 45.5 | 44.3 | 39.8 |
| Partially Meets | 9.6 | 15.6 | 15.0 | | 10.5 | 14.2 | 15.5 | | 16.5 | 13.9 | 16.1 |
| Does Not Meet | 7.0 | 6.2 | 8.0 | | 9.6 | 6.4 | 11.3 | | 7.4 | 6.7 | 10.4 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 25.2 | 22.9 | 22.2 | | 33.9 | 29.7 | 27.6 | | 22.5 | 25.3 | 25.6 |
| Meets Std's | 30.3 | 35.6 | 36.8 | | 27.8 | 33.6 | 33.3 | | 43.2 | 44.8 | 40.4 |
| Partially Meets | 29.4 | 24.2 | 23.1 | | 19.1 | 21.9 | 21.6 | | 20.7 | 19.6 | 19.3 |
| Does Not Meet | 15.1 | 17.1 | 18.0 | | 19.1 | 14.7 | 17.5 | | 13.5 | 10.3 | 14.7 |

Ellen Hopkins Elementary School

2. Measures of Academic Progress (MAP)

| Ellen Hopkins | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|----------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 173.9 | 186.9 | 170.5 | 185.8 | 173.1 | 187.5 |
| Grade 3 | 191.4 | 201.1 | 193.2 | 201.2 | 188.2 | 199.5 |
| Grade 4 | 202.4 | 208.6 | 200.5 | 207.9 | 201.3 | 207 |
| Grade 5 | 209.4 | 216 | 211.2 | 217.3 | 207.2 | 214.7 |

| Ellen Hopkins | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|----------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 179 | 192.7 | 176.6 | 192.3 | 179.6 | 195 |
| Grade 3 | 194.8 | 205.2 | 196.4 | 207.3 | 192.6 | 205.3 |
| Grade 4 | 208.3 | 216 | 206.2 | 216.5 | 203.9 | 217.8 |
| Grade 5 | 215.4 | 224.6 | 221.1 | 230 | 215.6 | 227.4 |

| Ellen Hopkins | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|----------------------|---------------------|---------------------|---------------------|
| Reading | Growth | Growth | Growth |
| Grade 2 | 14 | 15.2 | 14.4 |
| Grade 3 | 9.7 | 8 | 11.3 |
| Grade 4 | 6.2 | 7.4 | 5.7 |
| Grade 5 | 6.6 | 6.1 | 7.5 |

| Ellen Hopkins | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|----------------------|---------------------|---------------------|---------------------|
| Mathematics | Growth | Growth | Growth |
| Grade 2 | 13.7 | 15.7 | 15.4 |
| Grade 3 | 10.4 | 12.4 | 12.7 |
| Grade 4 | 7.7 | 10.3 | 13.9 |
| Grade 5 | 9.2 | 8.9 | 11.8 |

Ellen Hopkins Elementary School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 11 | 17 | 14 | 6 |
| BA+10 | | 2 | 5 | 8 |
| BA+15 | 7 | | | |
| BA+20 | | 5 | 4 | 1 |
| BA+30 | 2 | 6 | 5 | 10 |
| BA+40 | | 1 | | 1 |
| BA+45 | 8 | | | |
| BA+50 | | | 1 | 1 |
| BA+60 | 1 | | | |
| BA+70 | | 1 | 1 | 1 |
| BA+75 | | | | |
| BA+90 | | | | |
| BA+105 | 2 | | | |
| MA | 7 | 8 | 8 | 4 |
| MA+10 | | 4 | 5 | 4 |
| MA+15 | 2 | | | |
| MA+20 | | 1 | 1 | 3 |
| MA+30 | 3 | 14 | 14 | 16 |
| MA+45 | 14 | | | |
| 0 to 5 years | 16 | 13 | 17 | 14 |
| 6 to 10 years | 12 | 8 | 12 | 10 |
| 11 to 20 years | 25 | 24 | 24 | 25 |
| More than 20 years | 4 | 14 | 5 | 6 |
| Average years experience | 11 yrs. | 14.5 yrs. | 13 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 111,005 | 111,005 | 111,005 | 111,005 |
| Cost for Electricity | \$62,622 | \$64,774 | \$69,980 | \$71,856 |
| Cost per square foot | \$0.56 | \$0.58 | \$0.63 | \$0.65 |
| Square Foot | 111,005 | 111,005 | 111,005 | 111,005 |
| Cost for Heat | \$51,893 | \$44,185 | \$58,504 | \$40,670 |
| Cost per square foot | \$0.47 | \$0.40 | \$0.53 | \$0.37 |



Moorhead Area Public Schools

SG Reinertsen

2004-05 through 2007-08

SG Reinertsen Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 97.45% | 96.6% | 95.31% | 96.57% |
| 2. Average Daily Attendance (ADA) | 725 | 768 | 775 | 799 |
| 3. Average Daily Membership (ADM) | 744 | 784 | 809 | 811 |
| 4. Detention | 0 | 0 | 0 | 0 |
| 5. English Language Learners (ELL) | 47 | 41 | 40 | 40 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Kindergarten | 126 | 138 | 147 | 139 |
| Grade 1 | 124 | 142 | 147 | 154 |
| Grade 2 | 114 | 126 | 136 | 135 |
| Grade 3 | 125 | 121 | 127 | 130 |
| Grade 4 | 135 | 125 | 120 | 133 |
| Grade 5 | 127 | 142 | 134 | 134 |
| Self Contained | 2 | 1 | 0 | 0 |
| Total | 753 | 795 | 811 | 825 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 18 2.4% | 19 2.4% | 27 3.3% | 29 3.5% |
| Asian | 10 1.3% | 8 1.0% | 11 1.4% | 5 0.6% |
| Hispanic | 31 4.1% | 40 5.0% | 40 4.9% | 39 4.7% |
| Black | 26 3.4% | 27 3.4% | 41 5.1% | 41 5.0% |
| White | 673 88.8% | 706 88.2% | 692 85.3% | 710 86.2% |
| Percent Minority | 11.2% | 11.8% | 14.7% | 13.8% |
| 8. Free and Reduced Lunch Program | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 123 | 181 | 178 | 183 |
| Reduced | 39 | 31 | 50 | 48 |
| % of Free & Reduced | 22% | 27% | 28.1% | 28.1% |

SG Reinertsen Elementary School

| 9. Home Language | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Albanian | 2 | 0 | 0 | 0 |
| Arabic | 2 | 1 | 1 | 2 |
| Chinese | 1 | 1 | 2 | 1 |
| Cutchi | 1 | 2 | 0 | 0 |
| Dakotah | 2 | 0 | 0 | 0 |
| English | 725 | 775 | 799 | 812 |
| Hawaiian | 0 | 0 | 0 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 1 | 0 | 0 | 0 |
| Korean | 2 | 1 | 0 | 0 |
| Kurdish | 29 | 23 | 31 | 29 |
| Mongolian | 0 | 0 | 0 | 0 |
| Russian | 1 | 1 | 1 | 1 |
| Serbo-Croatian | 3 | 1 | 3 | 4 |
| Somali | 2 | 5 | 4 | 6 |
| Spanish | 16 | 24 | 18 | 17 |
| Vietnamese | 0 | 0 | 0 | 2 |
| 10. Mobility | | | | |
| Transfers Into Building | 75 | 80 | 105 | 83 |
| Transfers Out of Building | 38 | 37 | 47 | 32 |
| 11. Retention | | | | |
| Kindergarten | 1 | 3 | 4 | 2 |
| Grade 1 | 2 | 4 | 1 | 2 |
| Grade 2 | 0 | 0 | 0 | 0 |
| Grade 3 | 1 | 0 | 1 | 0 |
| Grade 4 | 1 | 0 | 1 | 0 |
| Grade 5 | 1 | 0 | 0 | 0 |
| 12. Special Education Status | | | | |
| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
| Speech/Language Impaired | 28 | 48 | 44 | 50 |
| DCD Mild Moderate | 2 | 6 | 3 | 3 |
| DCD Severe | 2 | 1 | 1 | 0 |
| Physically Impaired | 2 | 2 | 2 | 0 |
| Deaf/Hard of Hearing | 2 | 3 | 2 | 4 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 19 | 15 | 21 | 16 |
| Emotional Behavioral Disorders | 4 | 8 | 9 | 10 |
| Deaf-Blind | 1 | 1 | 0 | 0 |
| Other Health Disabilities | 17 | 16 | 16 | 18 |
| Autism Spectrum Disorders | 17 | 13 | 10 | 8 |
| Development Delay | 12 | 9 | 16 | 21 |
| Traumatic Brain Injury | 0 | 0 | 1 | 1 |
| Severely Multiple Impaired | 0 | 0 | 0 | 0 |
| Total Disabilities Served | 106 | 122 | 125 | 131 |

SG Reinertsen Elementary School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student Discipline Reports | | | | |
| Alcohol | 0 | 0 | 0 | 0 |
| Assault | 0 | 0 | 1 | 9 |
| Bullying | 0 | 0 | 0 | 2 |
| Disorderly Conduct | 0 | 0 | 0 | 0 |
| Fighting | 10 | 6 | 2 | 1 |
| Harassment | 0 | 0 | 0 | 2 |
| Controlled Substance, Illegal Drugs | 0 | 0 | 0 | 0 |
| Theft | 0 | 0 | 0 | 2 |
| Threat/Intimidation | 0 | 2 | 1 | 4 |
| Tobacco | 0 | 0 | 0 | 0 |
| Vandalism/Property Related | 0 | 0 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 0 | 0 |
| Weapon | 0 | 0 | 0 | 0 |
| 14. Suspensions | 0 | 0 | 0 | 3 |
| 15. Suspension: Bus | 5 | 4 | 8 | 3 |
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 16. Unexcused Absences | | | | |
| 0 Absences | 413 54.99% | 595 73.3% | 531 65.6% | 415 50.2% |
| 1 to 5 Absences | 262 34.89% | 171 21.1% | 222 27.4% | 321 38.5% |
| 6 to 10 Absences | 38 5.06% | 27 3.4% | 39 4.9% | 45 5.4% |
| 11 to 15 Absences | 24 3.20% | 12 1.5% | 11 1.4% | 29 3.5% |
| 16 to 20 Absences | 9 1.20% | 3 0.4% | 4 0.5% | 7 0.9% |
| 21 or More Absences | 5 0.67% | 4 0.5% | 3 0.4% | 17 2.1% |

SG Reinertsen Elementary School

1. MCA-II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Grade 3 Reading | | | | | | | | | | | |
| Proficient | 81.3 | 82.5 | 81.6 | | 79.8 | 77.1 | 79.6 | | 87 | 78.7 | 79 |
| Not Proficient | 18.8 | 17.5 | 18.4 | | 20.2 | 22.8 | 20.5 | | 13 | 21.3 | 21 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Proficient | 75.4 | 74.1 | 77.9 | | 77.4 | 72.6 | 76.4 | | 90.6 | 81.5 | 81.4 |
| Not Proficient | 24.6 | 25.9 | 22.1 | | 22.7 | 27.5 | 23.6 | | 9.4 | 18.5 | 18.6 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Grade 4 Reading | | | | | | | | | | | |
| Proficient | 85.8 | 81.7 | 76.7 | | 83.3 | 75.0 | 71.4 | | 77 | 72.1 | 72.2 |
| Not Proficient | 14.2 | 18.3 | 23.3 | | 16.6 | 25.0 | 28.5 | | 23 | 27.9 | 27.8 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Proficient | 74.4 | 68.5 | 69.0 | | 79.2 | 67.9 | 68.2 | | 76.7 | 69 | 71.6 |
| Not Proficient | 25.6 | 31.5 | 31.0 | | 20.8 | 32.1 | 31.9 | | 23.3 | 31 | 28.4 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| | SGR | District | State | | SGR | District | State | | SGR | District | State |
| Grade 5 Reading | | | | | | | | | | | |
| Proficient | 75.2 | 78.2 | 76.9 | | 84.3 | 79.4 | 73.2 | | 83.9 | 79.4 | 73.4 |
| Not Proficient | 24.8 | 21.8 | 23.1 | | 15.7 | 20.6 | 26.8 | | 16.1 | 20.6 | 26.6 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Proficient | 60.0 | 58.7 | 58.9 | | 71.6 | 63.3 | 60.9 | | 77.6 | 70.1 | 66 |
| Not Proficient | 40.0 | 41.3 | 41.1 | | 28.4 | 36.6 | 39.1 | | 22.4 | 29.9 | 34 |

SG Reinertsen Elementary School

1. MCA-II Achievement Levels

| | 2006 SGR | 2006 District | 2006 State | | 2007 SGR | 2007 District | 2007 State | | 2008 SGR | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 3 Reading | | | | | | | | | | | |
| Exceeds Std's | 58.0 | 54.6 | 55.1 | | 48.8 | 44.1 | 48.9 | | 55 | 50.1 | 52.1 |
| Meets Std's | 23.2 | 27.9 | 26.5 | | 31.0 | 32.9 | 30.7 | | 32.1 | 28.6 | 26.9 |
| Partially Meets | 10.7 | 10.4 | 9.4 | | 9.3 | 10.4 | 9.3 | | 6.1 | 9.5 | 10.1 |
| Does Not Meet | 8.0 | 7.1 | 9.0 | | 10.9 | 12.4 | 11.2 | | 6.9 | 11.7 | 10.9 |
| Grade 3 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 26.3 | 27.6 | 31.3 | | 25.8 | 24.2 | 32.5 | | 46.9 | 30.2 | 35.3 |
| Meets Std's | 49.1 | 46.6 | 46.5 | | 51.6 | 48.4 | 43.9 | | 43.8 | 51.3 | 46.1 |
| Partially Meets | 17.5 | 19.3 | 16.6 | | 16.4 | 19.0 | 16.8 | | 8.6 | 14.3 | 13.7 |
| Does Not Meet | 7.0 | 6.6 | 5.5 | | 6.3 | 8.5 | 6.8 | | 0.8 | 4.20 | 4.9 |

| | 2006 SGR | 2006 District | 2006 State | | 2007 SGR | 2007 District | 2007 State | | 2008 SGR | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 4 Reading | | | | | | | | | | | |
| Exceeds Std's | 44.3 | 44.9 | 42.3 | | 45.0 | 39.1 | 38.2 | | 40 | 38.3 | 38.7 |
| Meets Std's | 41.6 | 36.8 | 34.4 | | 38.3 | 35.9 | 33.2 | | 37 | 33.8 | 33.5 |
| Partially Meets | 8.9 | 11.1 | 13.8 | | 13.3 | 17.4 | 16.4 | | 9.6 | 13.4 | 15.5 |
| Does Not Meet | 5.3 | 7.2 | 9.5 | | 3.3 | 7.6 | 12.1 | | 13.3 | 14.5 | 12.2 |
| Grade 4 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 15.7 | 20.5 | 26.7 | | 34.2 | 27.1 | 29.8 | | 37.2 | 31.9 | 31.1 |
| Meets Std's | 58.7 | 48.0 | 42.3 | | 45.0 | 40.8 | 38.4 | | 39.5 | 37.2 | 40.5 |
| Partially Meets | 18.2 | 21.6 | 19.3 | | 17.5 | 23.3 | 20.4 | | 14 | 21.2 | 18.4 |
| Does Not Meet | 7.4 | 9.8 | 11.7 | | 3.3 | 8.8 | 11.5 | | 9.3 | 9.7 | 9.9 |

| | 2006 SGR | 2006 District | 2006 State | | 2007 SGR | 2007 District | 2007 State | | 2008 SGR | 2008 District | 2008 State |
|--------------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 5 Reading | | | | | | | | | | | |
| Exceeds Std's | 42.3 | 43.3 | 36.8 | | 32.3 | 35.4 | 33.0 | | 40.9 | 35.1 | 33.6 |
| Meets Std's | 32.9 | 35.0 | 42.6 | | 52.0 | 41.5 | 40.2 | | 43.1 | 44.3 | 39.8 |
| Partially Meets | 22.0 | 15.6 | 14.2 | | 11.8 | 15.0 | 15.5 | | 11.7 | 13.9 | 16.1 |
| Does Not Meet | 2.9 | 6.2 | 6.4 | | 3.9 | 8.0 | 11.3 | | 4.4 | 6.7 | 10.4 |
| Grade 5 Mathematics | | | | | | | | | | | |
| Exceeds Std's | 23.6 | 22.9 | 29.7 | | 29.1 | 22.2 | 27.6 | | 30.6 | 25.3 | 25.6 |
| Meets Std's | 36.4 | 35.6 | 33.6 | | 42.5 | 36.8 | 33.3 | | 47 | 44.8 | 40.4 |
| Partially Meets | 25.8 | 24.2 | 21.9 | | 20.5 | 23.1 | 21.6 | | 14.9 | 19.6 | 19.3 |
| Does Not Meet | 14.3 | 17.1 | 14.7 | | 7.9 | 18.0 | 17.5 | | 7.5 | 10.3 | 14.7 |

SG Reinertsen Elementary School

2. Measures of Academic Progress (MAP)

| S.G. Reinertsen | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 176.4 | 190.4 | 179.4 | 192.6 | 173.1 | 190.3 |
| Grade 3 | 193.5 | 202 | 192 | 200.5 | 191.2 | 204.2 |
| Grade 4 | 202 | 209 | 203.9 | 210 | 200.1 | 208.1 |
| Grade 5 | 210.2 | 217.4 | 210.1 | 216.7 | 210.3 | 217.8 |

| S.G. Reinertsen | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 2 | 179.7 | 193.9 | 182 | 197.8 | 177.4 | 195.8 |
| Grade 3 | 196.1 | 205.5 | 195.7 | 205.8 | 196.1 | 211.7 |
| Grade 4 | 207.3 | 216.6 | 210.2 | 221.8 | 206 | 217.9 |
| Grade 5 | 217.1 | 226.9 | 217.7 | 230.3 | 219.5 | 231.9 |

| S.G. Reinertsen | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|-----------------|--------------|--------------|--------------|
| Reading | Growth | Growth | Growth |
| Grade 2 | 14 | 13.2 | 17.2 |
| Grade 3 | 8.5 | 8.5 | 13 |
| Grade 4 | 7 | 6.1 | 8 |
| Grade 5 | 7.2 | 6.6 | 7.5 |

| S.G. Reinertsen | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|-----------------|--------------|--------------|--------------|
| Mathematics | Growth | Growth | Growth |
| Grade 2 | 14.2 | 15.8 | 18.4 |
| Grade 3 | 9.4 | 10.1 | 15.6 |
| Grade 4 | 9.3 | 11.6 | 11.9 |
| Grade 5 | 9.8 | 12.6 | 12.4 |

SG Reinertsen Elementary School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 2 | 4 | 5 | 4 |
| BA+10 | | 2 | 2 | 3 |
| BA+15 | 2 | | | |
| BA+20 | | 2 | 2 | 1 |
| BA+30 | 2 | 8 | 6 | 7 |
| BA+40 | | 1 | 1 | 1 |
| BA+45 | 9 | | | |
| BA+50 | | 1 | | |
| BA+60 | 1 | | | |
| BA+70 | | 3 | 3 | 3 |
| BA+75 | 1 | | | |
| BA+90 | | | | |
| BA+105 | 4 | | | |
| MA | 5 | 3 | 3 | 5 |
| MA+10 | | 8 | 7 | 5 |
| MA+15 | 9 | | | |
| MA+20 | | 8 | 7 | 7 |
| MA+30 | 6 | 18 | 21 | 23 |
| MA+45 | 15 | | | |
| 0 to 5 years | 14 | 7 | 14 | 16 |
| 6 to 10 years | 13 | 15 | 8 | 8 |
| 11 to 20 years | 23 | 25 | 23 | 23 |
| More than 20 years | 6 | 11 | 12 | 12 |
| Average years experience | 12 yrs. | 13.6 yrs. | 13 yrs. | 14 yrs. |

**Heat and Electricity Cost
Comparison per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2006-07</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 103,600 | 103,600 | 103,600 | 103,600 |
| Cost for Electricity | \$77,566 | \$94,963 | \$105,640 | \$107,763 |
| Cost per square foot | \$0.75 | \$0.92 | \$1.02 | \$1.04 |
| Square Foot | 103,600 | 103,600 | 103,600 | 103,600 |
| Cost for Heat | \$53,552 | \$49,891 | \$62,027 | \$59,391 |
| Cost per square foot | \$0.52 | \$0.48 | \$0.60 | \$0.57 |



Moorhead Area Public Schools

Secondary Data

2003-04 through 2007-08

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 reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

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 as required by the Minnesota Department of Education.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Disorderly Conduct

Refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.

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.

Harassment

Participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Controlled Substance, Illegal Drugs

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 2007-08

Horizon Middle School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------------------------|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 95.74% | 95.2% | 95.61% | 96.21% |
| 2. Average Daily Attendance (ADA) | 1168 | 1112 | 1111 | 1108 |
| 3. Average Daily Membership (ADM) | 1220 | 1168 | 1162 | 1121 |
| 4. Detention | 3419 | 2361 | 2820 | 1253 |
| 5. English Language Learners (ELL) | 117 | 110 | 107 | 105 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 6 | 419 | 353 | 414 | 368 |
| Grade 7 | 437 | 418 | 361 | 422 |
| Grade 8 | 395 | 422 | 397 | 376 |
| Total | 1251 | 1193 | 1172 | 1166 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 41 3.28% | 43 3.5% | 34 2.9% | 38 3.3% |
| Asian | 18 1.44% | 19 3.5% | 28 2.4% | 28 2.4% |
| Hispanic | 103 8.23% | 99 8.2% | 92 7.8% | 97 8.4% |
| Black | 26 2.08% | 26 2.1% | 29 2.5% | 32 2.8% |
| White | 1063 84.97% | 1025 84.6% | 989 84.4% | 967 83.2% |
| Percent Minority | 15.03% | 15.4% | 15.6% | 16.7% |
| 8. Extra Curricular Activities | <u>M F</u> | <u>M F</u> | <u>M F</u> | <u>M F</u> |
| Basketball | 73 83 | 105 74 | 103 50 | 101 29 |
| Cross Country | 13 15 | 13 15 | 11 17 | 11 21 |
| Football | 111 00 | 114 00 | 91 00 | 120 00 |
| Golf | 37 07 | 49 06 | 68 03 | 47 11 |
| Gymnastics | 00 12 | 00 18 | n/a | n/a |
| Tennis | 08 31 | 00 33 | 00 34 | 11 30 |
| Track | 47 60 | 72 61 | 58 43 | 75 60 |
| Volleyball | 00 107 | 00 124 | 00 98 | 00 92 |
| Wrestling | 12 00 | 23 00 | 13 00 | 10 00 |

Horizon Middle School

| 9. Free and Reduced Lunch Program | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 301 | 284 | 250 | 260 |
| Reduced | 55 | 77 | 85 | 83 |
| % of Free & Reduced | 28% | 30% | 28.6% | 29.5% |

10. Home Language

| | | | | |
|------------------------------|------|------|------|------|
| American Sign Language (ASL) | 1 | 1 | 1 | 0 |
| Albanian | 3 | 2 | 4 | 5 |
| Arabic | 4 | 3 | 1 | 2 |
| Cambodian | 0 | 3 | 0 | 0 |
| Chinese | 1 | 0 | 1 | 1 |
| Chippewa | 0 | 2 | 1 | 1 |
| Cutchi | 0 | 0 | 2 | 1 |
| Dakotah | 3 | 0 | 1 | 1 |
| English | 1145 | 1079 | 1107 | 1075 |
| Hawaiian | 1 | 1 | 2 | 1 |
| Hindi | 2 | 2 | 0 | 0 |
| Japanese | 0 | 1 | 1 | 1 |
| Korean | 1 | 2 | 3 | 2 |
| Kurdish | 33 | 32 | 25 | 28 |
| Nepali | 0 | 1 | 1 | 0 |
| Russian | 1 | 1 | 1 | 1 |
| Serbo-Croatian | 8 | 9 | 11 | 8 |
| Somali | 1 | 2 | 4 | 4 |
| Spanish | 95 | 86 | 71 | 76 |
| Swahili | 2 | 1 | 1 | 0 |
| Vietnamese | 5 | 5 | 13 | 14 |

11. Mobility

| | | | | |
|---------------------------|-----|-----|-----|-----|
| Transfers Into Building | 113 | 115 | 136 | 127 |
| Transfers Out of Building | 75 | 52 | 52 | 64 |

12. Special Education Status

| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 25 | 24 | 22 | 13 |
| DCD Mild Moderate | 8 | 11 | 8 | 11 |
| DCD Severe | 6 | 2 | 1 | 1 |
| Physically Impaired | 8 | 6 | 4 | 3 |
| Deaf/Hard of Hearing | 8 | 6 | 3 | 0 |
| Visual Impairment | 2 | 0 | 0 | 0 |
| Specific Learning Disability | 73 | 65 | 60 | 36 |
| Emotional Behavioral Disorders | 28 | 26 | 24 | 20 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 51 | 57 | 54 | 63 |
| Autism Spectrum Disorders | 8 | 10 | 20 | 21 |
| Traumatic Brain Injury | 2 | 2 | 2 | 0 |
| Severely Multiple Impaired | 0 | 3 | 1 | 1 |
| Total Disabilities Served | 219 | 211 | 199 | 169 |

Horizon Middle School

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| 13. Student to Computer Ratio | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |
| 14. Student Discipline Reports | | | | |
| Alcohol | 1 | 0 | 0 | 0 |
| Assault | 7 | 6 | 8 | 24 |
| Bullying | 0 | 0 | 2 | 0 |
| Disorderly Conduct | 15 | 28 | 16 | 93 |
| Fighting | 53 | 41 | 39 | 37 |
| Harassment | 2 | 0 | 2 | 0 |
| Controlled Substance, Illegal Drugs | 4 | 6 | 0 | 4 |
| Theft | 5 | 7 | 1 | 3 |
| Threat/Intimidation | 0 | 0 | 2 | 0 |
| Tobacco | 1 | 4 | 0 | 4 |
| Vandalism/Property Related | 0 | 0 | 0 | 0 |
| Verbal Abuse | 0 | 0 | 1 | 0 |
| Weapon | 3 | 6 | 4 | 1 |
| 15. Suspensions | | | | |
| 1 Day | 53 | 65 | 46 | 80 |
| 2 Days | 47 | 23 | 29 | 46 |
| 3 Days | 35 | 23 | 34 | 26 |
| 4 Days | 5 | 11 | 3 | 3 |
| 5 Days | 5 | 8 | 10 | 11 |
| 10 Days | 0 | 0 | 1 | 0 |
| In School | 258 | 35 | 38 | 34 |
| 16. Suspensions-Bus | 6 | 0 | 0 | 0 |
| 17. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Unexcused Absences | 792 65.51% | 823 70.9% | 684 59.2% | 676 57.9% |
| 1 to 5 Unexcused Absences | 321 26.55% | 240 20.7% | 337 29.2% | 326 28.0% |
| 6 to 10 Unexcused Absences | 59 4.88% | 57 4.9% | 74 6.4% | 110 9.5% |
| 11 to 15 Unexcused Absences | 25 2.07% | 15 1.3% | 28 2.5% | 18 1.6% |
| 16 to 20 Unexcused Absences | 7 0.58% | 11 1.0% | 16 1.4% | 12 1.1% |
| 21 or More Unexcused Absences | 5 0.41% | 15 1.3% | 17 1.5% | 26 2.3% |

Horizon Middle School

1. Retention in Grade

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------|---------|---------|---------|---------|
| Grade 6 | 2 | 0 | 2 | 0 |
| Grade 7 | 1 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 2 | 0 |
| Total | 3 | 0 | 4 | 0 |

2. Grade Distribution

| by Ethnicity | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|------------------------|---------------|---------------|---------------|--------------|
| American Indian | | | | |
| A | 158 21.79% | 201 26.9% | 131 19.76% | 95 18.4% |
| B | 215 29.66% | 147 19.7% | 154 23.23% | 161 31.2% |
| C | 137 18.90% | 172 23.0% | 146 22.03% | 99 19.2% |
| D | 80 11.03% | 139 18.6% | 125 18.86% | 55 10.7% |
| F | 127 17.52% | 73 9.8% | 93 14.03% | 52 10.1% |
| S | 8 1.10% | 16 2.2% | 2 0.31% | 9 1.7% |
| P | 0 | 0 | 12 1.81% | 37 7.2% |
| Asian | | | | |
| A | 246 65.95% | 297 64.71% | 370 58.73% | 275 57.2% |
| B | 69 18.50% | 82 17.87% | 118 18.73% | 99 20.6% |
| C | 32 8.58% | 47 10.24% | 79 12.54% | 57 11.9% |
| D | 17 4.56% | 23 5.01% | 43 6.83% | 31 6.4% |
| F | 7 1.88% | 9 1.96% | 10 1.59% | 10 2.1% |
| S | 2 0.54% | 1 0.22% | 4 0.64% | 0 |
| P | 0 | 0 | 6 0.96% | 9 1.9% |
| Hispanic | | | | |
| A | 440 25.21% | 498 26.5% | 338 21.99% | 307 26.2% |
| B | 461 26.42% | 541 28.7% | 362 23.56% | 351 30.0% |
| C | 374 21.43% | 402 21.4% | 351 22.84% | 245 20.9% |
| D | 221 12.66% | 246 13.1% | 234 15.23% | 120 10.3% |

Horizon Middle School

| | | | | |
|-------|--------|-------|--------|-------|
| F | 229 | 127 | 192 | 77 |
| | 13.12% | 6.8% | 12.50% | 6.6% |
| S | 20 | 16 | 9 | 5 |
| | 1.15% | 9.0% | 0.59% | 0.4% |
| P | | 55 | 51 | 62 |
| | | 3.0% | 3.32% | 5.3% |
| Black | | | | |
| A | 123 | 188 | 171 | 168 |
| | 25.10% | 30.1% | 30.11% | 35.8% |
| B | 165 | 141 | 142 | 154 |
| | 33.67% | 22.6% | 25.00% | 32.8% |
| C | 110 | 141 | 104 | 68 |
| | 22.45% | 22.6% | 18.31% | 14.5% |
| D | 65 | 82 | 68 | 39 |
| | 13.27% | 13.2% | 11.98% | 8.3% |
| F | 27 | 58 | 48 | 12 |
| | 5.51% | 9.3% | 8.50% | 2.6% |
| S | 0 | 1 | 9 | 0 |
| | 0.00% | 0.2% | 1.59% | |
| P | | 14 | 26 | 27 |
| | | 2.3% | 4.58% | 5.8% |
| White | | | | |
| A | 11147 | 13290 | 12354 | 7886 |
| | 50.03% | 56.0% | 56.51% | 54.8% |
| B | 5903 | 5588 | 5024 | 3779 |
| | 26.49% | 23.6% | 22.98% | 26.3% |
| C | 2877 | 2806 | 2587 | 1693 |
| | 12.91% | 11.9% | 11.83% | 11.8% |
| D | 1298 | 1225 | 1117 | 628 |
| | 5.83% | 5.2% | 5.11% | 4.4% |
| F | 977 | 548 | 570 | 194 |
| | 4.39% | 2.3% | 2.61% | 1.4% |
| S | 78 | 121 | 69 | 53 |
| | 0.35% | 0.5% | 0.32% | 0.4% |
| P | 0 | 150 | 142 | 154 |
| | | 0.7% | 0.65% | 1.1% |

3. Failure Rate

*(Average failure rate based on
Trimester courses failed)*

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|--------------------|---------|---------|---------|---------|
| No Failures | 82.19% | 87.64% | 86.07% | 87.91% |
| 1 Failure | 8.41% | 6.57% | 7.34% | 5.42% |
| 2 Failures | 3.87% | 2.65% | 3.14% | 2.25% |
| 3 Failures | 2.46% | 1.62% | 1.67% | 2.50% |
| 4 Failures | 2.03% | 0.95% | 0.90% | 0.50% |
| 5 or More Failures | 1.03% | 0.57% | 0.80% | 1.42% |

Horizon Middle School

4. MCA II Proficiency *Percentage may not add up to 100 due to rounding*

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 6 Reading | | | | | | | | | | | |
| Proficient | 81.6 | 81.6 | 71.6 | | 74.6 | 74.7 | 66.6 | | 73.6 | 73.6 | 69.6 |
| Not Proficient | 18.3 | 18.3 | 28.4 | | 25.4 | 25.3 | 33.4 | | 26.5 | 26.5 | 30.4 |
| Grade 6 Mathematics | | | | | | | | | | | |
| Proficient | 73.5 | 73.5 | 59.2 | | 67.6 | 66.7 | 60.8 | | 77.9 | 77.9 | 64.6 |
| Not Proficient | 26.5 | 26.5 | 40.8 | | 32.5 | 33.3 | 39.3 | | 22.1 | 22.1 | 35.4 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 7 Reading | | | | | | | | | | | |
| Proficient | 77.1 | 76.4 | 66.6 | | 75.0 | 73.8 | 63.2 | | 74.3 | 74.3 | 64.7 |
| Not Proficient | 22.9 | 23.7 | 33.4 | | 25.1 | 26.2 | 36.9 | | 25.7 | 25.7 | 35.5 |
| Grade 7 Mathematics | | | | | | | | | | | |
| Proficient | 68.9 | 67.2 | 57.5 | | 71.3 | 70.2 | 59.4 | | 77.4 | 77.4 | 61.4 |
| Not Proficient | 31.1 | 32.9 | 42.5 | | 28.7 | 29.8 | 40.6 | | 22.6 | 22.6 | 38.6 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------------------|---------|----------|-------|--|---------|----------|-------|--|---------|----------|-------|
| | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Grade 8 Reading | | | | | | | | | | | |
| Proficient | 76.5 | 74.8 | 64.6 | | 72.2 | 69.4 | 63.3 | | 71.9 | 71.9 | 65.7 |
| Not Proficient | 23.4 | 25.2 | 35.4 | | 27.8 | 30.6 | 36.7 | | 28.1 | 28.1 | 34.3 |
| Grade 8 Mathematics | | | | | | | | | | | |
| Proficient | 75.8 | 72.6 | 56.7 | | 73.1 | 70.4 | 56.9 | | 75 | 75 | 58.2 |
| Not Proficient | 24.5 | 27.5 | 43.3 | | 26.5 | 29.6 | 43.1 | | 25 | 25 | 41.8 |

Horizon Middle School

MCA II Achievement Levels

| Grade 6 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 44.5 | 44.5 | 35.4 | | 39.8 | 39.3 | 31.4 | | 43 | 43 | 37.4 |
| Meets Stds | 37.1 | 37.1 | 36.2 | | 34.8 | 35.4 | 35.2 | | 30.6 | 30.6 | 32.2 |
| Partially Meets | 13.5 | 13.5 | 18.9 | | 15.2 | 15.2 | 19.2 | | 16.8 | 16.8 | 17.3 |
| Does Not Meet | 4.8 | 4.8 | 9.5 | | 10.2 | 10.1 | 14.2 | | 9.6 | 9.6 | 13.1 |

| Grade 6 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 32.4 | 32.4 | 18.7 | | 30.2 | 29.8 | 20.9 | | 30.3 | 30.3 | 20.5 |
| Meets Stds | 41.1 | 41.1 | 40.5 | | 37.4 | 36.9 | 39.9 | | 47.6 | 47.6 | 44.1 |
| Partially Meets | 13.1 | 13.1 | 22.2 | | 19.5 | 20.0 | 21.7 | | 14.2 | 14.2 | 21.5 |
| Does Not Meet | 13.4 | 13.4 | 18.6 | | 13.0 | 13.3 | 17.6 | | 7.9 | 7.9 | 13.8 |

| Grade 7 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 46.4 | 45.7 | 35.8 | | 46.1 | 45.3 | 31.9 | | 49.6 | 49.6 | 36.7 |
| Meets Stds | 30.7 | 30.7 | 30.8 | | 28.9 | 28.5 | 31.3 | | 24.7 | 24.7 | 28 |
| Partially Meets | 14.9 | 15.5 | 20.0 | | 14.6 | 14.5 | 20.5 | | 15.6 | 15.6 | 19.7 |
| Does Not Meet | 0.8 | 8.2 | 13.4 | | 10.5 | 11.7 | 16.4 | | 10.1 | 10.1 | 15.6 |

| Grade 7 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 26.7 | 26.1 | 17.5 | | 36.5 | 35.8 | 21.9 | | 34.7 | 34.7 | 21.4 |
| Meets Stds | 42.2 | 41.1 | 40.0 | | 34.8 | 34.4 | 37.5 | | 42.6 | 42.6 | 40 |
| Partially Meets | 19.8 | 20.6 | 22.3 | | 13.2 | 13.5 | 20.9 | | 14.5 | 14.5 | 22.4 |
| Does Not Meet | 11.3 | 12.3 | 20.2 | | 15.5 | 16.3 | 19.7 | | 8.2 | 8.2 | 16.3 |

| Grade 8 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Reading | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 46.6 | 44.8 | 32.5 | | 45.4 | 43.2 | 36.3 | | 40.1 | 40.1 | 34.9 |
| Meets Stds | 29.9 | 30.0 | 32.1 | | 26.8 | 26.2 | 27.0 | | 31.8 | 31.8 | 30.9 |
| Partially Meets | 15.9 | 15.8 | 20.9 | | 18.6 | 20.5 | 20.5 | | 17.3 | 17.3 | 19.3 |
| Does Not Meet | 7.5 | 9.4 | 14.5 | | 9.2 | 10.1 | 16.2 | | 10.9 | 10.9 | 15 |

| Grade 8 | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|--------------------|----------------|-----------------|--------------|--|----------------|-----------------|--------------|--|----------------|-----------------|--------------|
| Mathematics | Horizon | District | State | | Horizon | District | State | | Horizon | District | State |
| Exceeds Stds | 36.9 | 35.1 | 19.4 | | 29.5 | 27.9 | 18.5 | | 40.2 | 40.2 | 22.3 |
| Meets Stds | 38.9 | 37.5 | 37.3 | | 43.9 | 42.5 | 38.4 | | 34.8 | 34.8 | 35.9 |
| Partially Meets | 12.5 | 13.4 | 23.0 | | 13.9 | 14.2 | 21.4 | | 13.7 | 13.7 | 20.6 |
| Does Not Meet | 11.7 | 14.1 | 20.3 | | 12.6 | 15.4 | 21.7 | | 11.3 | 11.3 | 21.2 |

Horizon Middle School

2. Measures of Academic Progress (MAP)

| Horizon | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|---------|-----------|-------------|-----------|-------------|-----------|-------------|
| Reading | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 6 | 214.8 | 219.4 | 213.9 | 218.5 | 215.4 | 219.9 |
| Grade 7 | 216.7 | 220.4 | 219.1 | 222.1 | 219.4 | 222.3 |
| Grade 8 | 221.8 | 224.9 | 221.3 | 225.2 | 221.7 | 225.3 |

| Horizon | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Mathematics | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT | Mean RIT |
| Grade 6 | 223.9 | 230.4 | 225.5 | 231.9 | 226.8 | 233.9 |
| Grade 7 | 227.3 | 233.7 | 233.4 | 239 | 232.6 | 238.5 |
| Grade 8 | 233.3 | 238 | 235.7 | 239.7 | 238.6 | 242.5 |

| Horizon | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|---------|--------------|--------------|--------------|
| Reading | Growth | Growth | Growth |
| Grade 6 | 4.6 | 4.6 | 4.5 |
| Grade 7 | 3.7 | 3 | 2.9 |
| Grade 8 | 3.1 | 3.9 | 3.6 |

| Horizon | 2005-06 Mean | 2006-07 Mean | 2007-08 Mean |
|-------------|--------------|--------------|--------------|
| Mathematics | Growth | Growth | Growth |
| Grade 6 | 6.5 | 6.4 | 7.1 |
| Grade 7 | 6.4 | 5.6 | 5.9 |
| Grade 8 | 4.7 | 4 | 3.9 |

Horizon Middle School

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 7 | 10 | 8 | 8 |
| BA+10 | | 3 | 7 | 6 |
| BA+15 | 6 | | | |
| BA+20 | | 2 | | |
| BA+30 | 3 | 11 | 10 | 11 |
| BA+40 | | | | |
| BA+45 | 11 | | | |
| BA+50 | | 1 | 1 | 1 |
| BA+60 | | | | |
| BA+70 | | 7 | 4 | 4 |
| BA+75 | 1 | | | |
| BA+90 | 1 | | | |
| BA+105 | 7 | | | |
| MA | 5 | 5 | 6 | 6 |
| MA+10 | | 9 | 10 | 10 |
| MA+15 | 10 | | | |
| MA+20 | | 8 | 4 | 3 |
| MA+30 | 8 | 32 | 36 | 36 |
| MA+45 | 31 | | | |
| 0 to 5 years | 19 | 20 | 18 | 16 |
| 6 to 10 years | 25 | 23 | 14 | 12 |
| 11 to 20 years | 30 | 37 | 42 | 42 |
| More than 20 years | 16 | 9 | 12 | 15 |
| Average Years Experience | 13 yrs. | 11 yrs. | 12.7 yrs. | 14 yrs. |

**Electricity and Heat Cost
Comparisons per square foot**

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|
| Square Foot | 228,000 | 228,000 | 228,000 | 228,000 |
| Cost for Electricity | \$227,952 | \$280,560 | \$295,950 | \$316,610 |
| Cost per square foot | \$1.00 | \$1.23 | \$1.30 | \$1.39 |
| Square Foot | 228,000 | 228,000 | 228,000 | 228,000 |
| Cost for Heat | \$180,565 | \$210,854 | \$198,886 | \$173,220 |
| Cost per square foot | \$0.79 | \$0.92 | \$0.87 | \$0.76 |



Moorhead Area Public Schools

Moorhead High School

2003-04 through 2007-08

Moorhead High School

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|-----------------------------------|----------------|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 94.22% | 92.67% | 93.2% | 93.38% | 94.3% |
| 2. Average Daily Attendance (ADA) | 1582 | 1542 | 1487 | 1510 | 1492 |
| 3. Average Daily Membership (ADM) | 1679 | 1664 | 1596 | 1617 | 1549 |
| 4. Detention | 3050 | 3157 | 2250 | 4307 | |
| 5. Dropout Rate (Grades 7-12) | 38 | 26 | 24 | 25 | 22 |
| Drop Out Index | 1.43 | 1.50 | 1.44 | 1.47 | 1.43 |
| 6. English Language Learners | 76 | 103 | 93 | 73 | 80 |
| 7. Enrollment as of October 1 | <u>Oct 03</u> | <u>Oct 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 9 | 430 | 417 | 398 | 436 | 415 |
| Grade 10 | 400 | 449 | 422 | 389 | 433 |
| Grade 11 | 446 | 401 | 442 | 425 | 388 |
| Grade 12 | 435 | 445 | 411 | 410 | 407 |
| Total | 1711 | 1712 | 1673 | 1660 | 1643 |
| 8. Ethnicity | <u>Oct 03</u> | <u>Oct 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 29 1.69% | 30 1.80% | 29 1.7% | 25 1.5% | 33 2.1% |
| Asian | 22 1.29% | 20 1.17% | 18 1.1% | 21 1.3% | 24 1.5% |
| Hispanic | 91 5.32% | 103 6.02% | 112 6.7% | 93 5.6% | 95 5.8% |
| Black | 35 2.05% | 34 1.99% | 30 1.8% | 32 1.9% | 39 2.4% |
| White | 1534 89.66% | 1513 88.38% | 1474 88.6% | 1489 89.7% | 1452 88.4% |
| Percent Minority | 10.34% | 10.97% | 11.4% | 10.3% | 11.6% |

Moorhead High School

| 9. Extra Curricular Activities | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | M F | M F | M F | M F | M F |
| Baseball | 49 00 | 50 00 | 47 00 | 57 00 | 55 00 |
| Basketball | 55 37 | 44 29 | 49 38 | 52 45 | 53 37 |
| Cheerleading | 00 31 | 00 20 | 00 17 | 00 21 | 00 11 |
| Cross Country | 27 25 | 30 24 | 19 29 | 35 26 | 30 25 |
| Danceline | 00 28 | 00 30 | 00 24 | 00 20 | 00 26 |
| Football | 140 00 | 113 00 | 130 00 | 142 00 | 134 00 |
| Golf | 18 16 | 19 20 | 19 13 | 19 09 | 20 07 |
| Gymnastics | 00 05 | 00 14 | 00 13 | 00 08 | 00 11 |
| Hockey | 44 23 | 40 23 | 37 17 | 38 17 | 37 17 |
| Soccer | 57 53 | 49 54 | 42 49 | 58 54 | 60 46 |
| Softball | 00 29 | 00 27 | 00 32 | 00 35 | 00 33 |
| Swimming | 21 41 | 26 36 | 20 41 | 17 35 | 21 36 |
| Tennis | 15 30 | 25 29 | 25 28 | 24 34 | 19 37 |
| Track | 72 68 | 71 66 | 69 56 | 69 75 | 75 69 |
| Volleyball | 00 39 | 00 45 | 00 43 | 00 45 | 00 43 |
| Wrestling | 21 00 | 21 00 | 25 00 | 27 00 | 26 00 |
| Apollo Strings | 03 18 | 03 17 | 01 16 | 02 18 | 04 19 |
| Business Professionals | 00 00 | 08 01 | 03 01 | 05 03 | 07 09 |
| Cho Kio | 01 10 | 03 09 | 01 04 | 01 03 | 19 63 |
| Debate | 11 11 | 13 20 | 12 18 | 02 10 | 03 10 |
| Key Club | 33 64 | 31 92 | 20 78 | 19 75 | 25 108 |
| Knowledge Bowl | 10 08 | 17 14 | 12 10 | 24 11 | 27 01 |
| Math League | 09 04 | 10 06 | 08 04 | 10 11 | 11 07 |
| Mock Trial | 04 07 | 03 08 | 03 08 | n/a | n/a |
| Musical | 29 40 | 18 26 | 13 14 | 35 47 | 39 40 |
| Pep Band | 21 36 | 23 32 | 17 27 | 11 12 | 19 17 |
| Play | 18 23 | 17 22 | 12 16 | 17 19 | 12 14 |
| Science Challenge | 22 03 | 15 05 | 10 05 | 09 08 | 05 07 |
| Speech | 28 56 | 33 64 | 25 53 | 29 42 | 29 38 |
| Student Council | 04 45 | 04 42 | 02 35 | 08 30 | 13 27 |
| 10. Free and Reduced Lunch Program | <u>Oct. 03</u> | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Free | 267 | 284 | 276 | 246 | 265 |
| Reduced | 68 | 82 | 70 | 85 | 79 |
| % of Free & Reduced | 20% | 22% | 21% | 20% | 21% |
| 11. Home Language | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| American Sign Language (ASL) | 0 | 0 | 0 | 0 | 1 |
| Afrikaans | 0 | 1 | 0 | 0 | 0 |
| Albanian | 0 | 3 | 3 | 1 | 2 |
| Arabic | 2 | 3 | 5 | 4 | 4 |
| Cambodian | 0 | 0 | 2 | 0 | 0 |
| Chinese | 2 | 1 | 2 | 2 | 2 |
| Cutchi | 0 | 1 | 1 | 0 | 0 |

Moorhead High School

| 11. Home Language (cont.) | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Dakotah | 0 | 1 | 1 | 1 | 3 |
| Dutch | 0 | 1 | 0 | 0 | 0 |
| English | 1612 | 1606 | 1546 | 1569 | 1566 |
| French | 0 | 2 | 0 | 0 | 0 |
| German | 8 | 11 | 3 | 4 | 1 |
| Hawaiian | 0 | 0 | 0 | 0 | 1 |
| Hindi | 0 | 0 | 0 | 1 | 0 |
| Korean | 0 | 0 | 0 | 0 | 2 |
| Kurdish | 30 | 29 | 28 | 31 | 37 |
| Laotian | 2 | 3 | 1 | 0 | 0 |
| Nepali | 0 | 0 | 1 | 1 | 1 |
| Norwegian | 0 | 0 | 1 | 1 | 0 |
| Persian | 4 | 4 | 3 | 1 | 0 |
| Polish | 1 | 0 | 0 | 1 | 0 |
| Portuguese | 1 | 1 | 0 | 0 | 1 |
| Russian | 1 | 3 | 4 | 2 | 2 |
| Serbo-Croatian | 2 | 3 | 5 | 8 | 13 |
| Somali | 11 | 7 | 9 | 5 | 10 |
| Spanish | 94 | 98 | 98 | 89 | 85 |
| Swahili | 2 | 2 | 3 | 2 | 1 |
| Swedish | 3 | 0 | 1 | 2 | 1 |
| Thai | 1 | 1 | 0 | 0 | 1 |
| Turkish | 1 | 1 | 1 | 1 | 0 |
| Ukranian | 0 | 0 | 1 | 0 | 0 |
| Vietnamese | 4 | 3 | 1 | 10 | 9 |

12. Mobility

| | | | | | |
|---------------------------|-----|-----|-----|-----|-----|
| Transfers Into Building | 118 | 121 | 122 | 123 | 136 |
| Transfers Out of Building | 74 | 90 | 68 | 81 | 76 |

13. Special Education Status

| | <u>Fall 03</u> | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 13 | 9 | 11 | 9 | 7 |
| DCD Mild Moderate | 16 | 20 | 15 | 14 | 20 |
| DCD Severe | 13 | 12 | 8 | 7 | 6 |
| Physically Impaired | 9 | 5 | 3 | 2 | 6 |
| Deaf/Hard of Hearing | 5 | 6 | 9 | 10 | 10 |
| Visual Impairment | 0 | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 94 | 81 | 92 | 75 | 68 |
| Emotional Behavioral Disorders | 51 | 43 | 33 | 23 | 30 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 72 | 87 | 80 | 69 | 69 |
| Autism Spectrum Disorders | 13 | 15 | 20 | 18 | 18 |
| Traumatic Brain Injury | 0 | 0 | 1 | 2 | 2 |
| Severely Multiple Impaired | 0 | 0 | 2 | 3 | 4 |
| Total Disabilities Served | 286 | 278 | 274 | 232 | 240 |

Moorhead High School

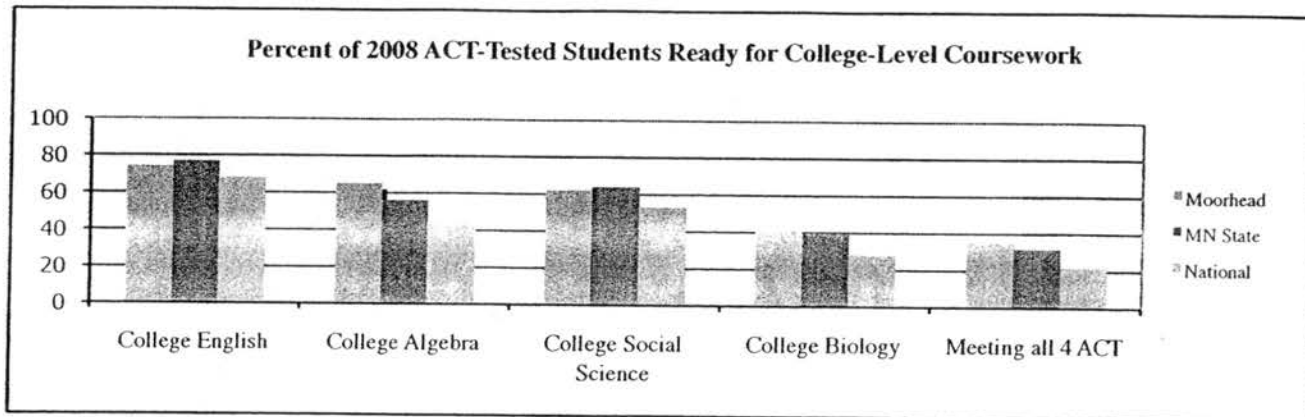
| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 14. Student to Computer Ratio | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 | 3 to 1 |
| 15. Student Discipline Reports | | | | | |
| Alcohol | 19 | 5 | 1 | 7 | 6 |
| Assault | 0 | 0 | 2 | 2 | 6 |
| Bullying | 0 | 0 | 0 | 0 | 0 |
| Disorderly Conduct | 0 | 0 | 15 | 24 | 33 |
| Fighting | 21 | 26 | 20 | 15 | 8 |
| Harassment | 0 | 0 | 7 | 3 | 0 |
| Controlled Substance, Illegal Drugs | 18 | 12 | 3 | 8 | 7 |
| Theft | 0 | 3 | 5 | 1 | 7 |
| Threat/Intimidation | 0 | 2 | 0 | 1 | 2 |
| Tobacco | 14 | 15 | 4 | 8 | 6 |
| Vandalism | 40 | 4 | 1 | 0 | 1 |
| Verbal Abuse | 0 | 0 | 1 | 0 | 0 |
| Weapon | 1 | 1 | 3 | 1 | 7 |
| 16. Suspensions | | | | | |
| Out of School | 111 | 80 | 68 | 81 | 87 |
| In School | 421 | 369 | 453 | 902 | 840 |
| 17. Unexcused Absences | | | | | |
| # Students | 423 | 644 | 642 | 745 | 839 |
| 0 Unexcused Absences | 25.75% | 39.36% | 39.2% | 47.3% | 53.5% |
| 1 to 5 Unexcused Absences | 39.68% | 34.11% | 40.9% | 38.0% | 27.9% |
| 6 to 10 Unexcused Absences | 10.59% | 7.27% | 11.4% | 7.1% | 9.0% |
| 11 to 15 Unexcused Absences | 6.09% | 5.02% | 3.0% | 3.7% | 3.7% |
| 16 to 20 Unexcused Absences | 4.63% | 3.84% | 1.7% | 1.5% | 2.9% |
| 21 or More Unexcused Absences | 13.15% | 10.40% | 3.9% | 2.5% | 3.2% |

Moorhead High School

| | | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|----------|----------------|----------------|----------------|----------------|----------------|
| I. ACT Scores - Core Curriculum | | | | | | |
| English | Moorhead | 21 | 21 | 21.2 | 22.3 | 21.7 |
| | State | 22.2 | 22.3 | 22.4 | 22.6 | 22.4 |
| | National | 21.5 | 21.5 | 21.6 | 21.7 | 21.6 |
| Math | Moorhead | 23.2 | 22.5 | 23.2 | 24.5 | 24.2 |
| | State | 22.8 | 22.9 | 22.9 | 23.3 | 23.1 |
| | National | 21.7 | 21.7 | 21.8 | 21.9 | 21.9 |
| Reading | Moorhead | 22.5 | 22.8 | 22.8 | 23.8 | 23.4 |
| | State | 23.3 | 23.3 | 23.3 | 23.5 | 23.4 |
| | National | 22.3 | 22.2 | 22.3 | 22.4 | 22.3 |
| Science | Moorhead | 22.5 | 22.4 | 22.4 | 23.6 | 23 |
| | State | 22.9 | 23 | 22.9 | 23.1 | 22.9 |
| | National | 21.7 | 21.8 | 21.7 | 21.8 | 21.6 |
| Composite | Moorhead | 22.4 | 22.3 | 22.5 | 23.7 | 23.2 |
| | State | 22.9 | 23 | 23 | 23.3 | 23.1 |
| | National | 21.9 | 21.9 | 22 | 22 | 22 |
| ACT Scores - Average ACT Scores | | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| English | Moorhead | 20.1 | 20.4 | 20.6 | 21.8 | 21.3 |
| | State | 21.4 | 21.6 | 21.6 | 21.8 | 21.9 |
| | National | 20.4 | 20.4 | 20.5 | 20.7 | 20.6 |
| Math | Moorhead | 22.1 | 21.9 | 22.5 | 23.9 | 23.8 |
| | State | 22 | 22.1 | 22.1 | 22.5 | 22.6 |
| | National | 20.7 | 20.7 | 20.8 | 21 | 21 |
| Reading | Moorhead | 21.7 | 22.3 | 22.3 | 23.4 | 23 |
| | State | 22.6 | 22.7 | 22.6 | 22.8 | 23 |
| | National | 21.3 | 21.3 | 21.4 | 21.5 | 21.4 |
| Science | Moorhead | 21.8 | 21.9 | 22 | 23 | 22.8 |
| | State | 22.3 | 22.4 | 22.3 | 22.5 | 22.5 |
| | National | 20.9 | 20.9 | 20.9 | 21 | 20.8 |
| Composite | Moorhead | 21.6 | 21.7 | 22 | 23.2 | 22.9 |
| | State | 22.2 | 22.3 | 22.3 | 22.5 | 22.6 |
| | National | 20.9 | 20.9 | 21.1 | 21.2 | 21.1 |
| Number of students taking test | | 282 | 296 | 246 | 287 | 289 |
| Percent Participation | | 60.65% | 61.93% | 56.69% | 62.94% | 64.80% |

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>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|------------------|----------|----------------|----------------|----------------|----------------|----------------|
| English | Moorhead | 68 | 71 | 71 | 78 | 74 |
| | State | 76 | 76 | 76 | 78 | 77 |
| | National | 68 | 57 | 69 | 69 | 68 |
| Math | Moorhead | 53 | 51 | 56 | 69 | 65 |
| | State | 51 | 53 | 52 | 56 | 56 |
| | National | 40 | 41 | 42 | 43 | 43 |
| Reading | Moorhead | 53 | 64 | 64 | 68 | 62 |
| | State | 61 | 61 | 62 | 62 | 64 |
| | National | 52 | 51 | 53 | 53 | 53 |
| Science | Moorhead | 33 | 30 | 32 | 43 | 41 |
| | State | 36 | 37 | 37 | 38 | 40 |
| | National | 26 | 26 | 27 | 28 | 28 |
| Meeting all Four | Moorhead | 25 | 20 | 24 | 36 | 35 |
| | State | 28 | 29 | 28 | 31 | 32 |
| | National | 21 | 21 | 21 | 23 | 22 |

3. Basic Skills Tests

Class of 2008

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Reading | | | | | |
| Passed | 343 | 368 | 387 | 405 | 393 |
| Percent Passed | 80.71% | 85.39% | 90.42% | 90.40% | 94.70% |
| Not Passed | 82 | 61 | 41 | 41 | 19 |
| Percent Not Passed | 19.30% | 14.16% | 9.58% | 9.15% | 4.58% |
| Exempt | 0 | 2 | 0 | 2 | 3 |
| Mathematics | | | | | |
| Passed | 329 | 344 | 367 | 381 | 379 |
| Percent Passed | 77.41% | 80.38% | 85.35% | 85.04% | 92.22% |

Moorhead High School

| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Not Passed | 96 | 82 | 63 | 65 | 29 |
| Percent Not Passed | 22.59% | 19.16% | 14.66% | 14.51% | 7.06% |
| Exempt | 0 | 2 | 0 | 2 | 3 |
| Writing | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | | 396 | 416 | 406 |
| Percent Passed | | | 94.07% | 92.86% | 96.90% |
| Not Passed | | | 25 | 30 | 11 |
| Percent Not Passed | | | 5.94% | 6.70% | 2.63% |
| Exempt | | | 0 | 2 | 2 |
| Class of 2009 | | | | | |
| Reading | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | 328 | 331 | 355 | 355 |
| Percent Passed | | 81.80% | 82.75% | 84.32% | 89.65% |
| Not Passed | | 73 | 69 | 63 | 41 |
| Percent Not Passed | | 18.21% | 17.25% | 14.96% | 10.36% |
| Exempt | | | | 3 | 0 |
| Mathematics | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | 297 | 309 | 341 | 344 |
| Percent Passed | | 74.82% | 76.30% | 81.00% | 87.54% |
| Not Passed | | 100 | 96 | 77 | 49 |
| Percent Not Passed | | 25.19% | 23.71% | 18.29% | 12.47% |
| Exempt | | | | 3 | 0 |
| Writing | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| Passed | | | | 357 | 363 |
| Percent Passed | | | | 84.80% | 91.67% |
| Not Passed | | | | 61 | 33 |
| Percent Not Passed | | | | 14.49% | 8.34% |
| Exempt | | | | 3 | 0 |
| 4. Grade Distribution by Ethnicity | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| American Indian | | | | | |
| A | 42 | 37 | 29 | 45 | 50 |
| | 18.00% | 22.29% | 13.68% | 15.85% | 14.25% |
| B | 56 | 42 | 49 | 56 | 85 |
| | 24.00% | 25.30% | 23.12% | 19.72% | 24.22% |
| C | 59 | 39 | 54 | 61 | 89 |
| | 25.00% | 23.49% | 25.48% | 21.48% | 25.36% |
| D | 41 | 22 | 39 | 39 | 57 |
| | 17.00% | 13.25% | 18.40% | 13.74% | 16.24% |
| F | 37 | 22 | 29 | 55 | 45 |
| | 16.00% | 13.25% | 13.68% | 19.37% | 12.82% |
| S | 3 | 1 | 4 | 0 | 2 |
| | 1.00% | 0.60% | 1.89% | 0.00% | 0.52% |
| P | | 3 | 8 | 28 | 19 |
| | | 1.81% | 3.78% | 9.86% | 5.41% |

Moorhead High School

Asian

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| A | 164 60.00% | 109 56.19% | 131 64.54% | 146 65.47% | 174 47.67% |
| B | 63 23.00% | 39 20.10% | 40 19.71% | 42 18.84% | 86 23.56% |
| C | 21 8.00% | 13 6.70% | 17 8.38% | 17 7.63% | 55 15.07% |
| D | 11 4.00% | 8 4.12% | 7 3.45% | 1 0.45% | 24 6.58% |
| F | 11 4.00% | 23 11.86% | 2 0.99% | 13 5.83% | 11 3.01% |
| S | 2 1.00% | 0 0.00% | 3 1.48% | 0 0.00% | 7 1.92% |
| P | | 1 0.52% | 3 1.48% | 4 1.80% | 8 2.19% |
| I | | 1 | 0 | 0 | 0 |

Hispanic

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| A | 170 18.00% | 197 21.79% | 164 16.79% | 168 20.10% | 223 17.33% |
| B | 215 23.00% | 208 23.01% | 231 23.65% | 190 22.73% | 278 21.60% |
| C | 203 22.00% | 184 20.35% | 205 20.99% | 192 22.97% | 277 21.52% |
| D | 144 15.00% | 128 14.16% | 158 16.18% | 116 13.88% | 220 17.09% |
| F | 168 18.00% | 151 16.70% | 197 20.17% | 112 13.40% | 216 16.78% |
| P | 16 2.00% | 19 2.10% | 20 2.05% | 49 5.87% | 56 4.35% |
| S | 19 2.00% | 3 0.33% | 2 0.21% | 2 0.24% | 7 0.54% |
| I | | 14 1.55% | 0 | 7 0.84% | 9 0.70% |

Black

| | | | | | |
|---|---------------|--------------|--------------|--------------|---------------|
| A | 94 25.00% | 90 28.39% | 70 25.65% | 74 22.99% | 91 19.96% |
| B | 106 28.00% | 98 30.91% | 71 26.01% | 71 22.05% | 115 25.22% |
| C | 78 20.00% | 67 21.14% | 63 23.08% | 67 20.81% | 103 22.59% |
| D | 44 12.00% | 21 6.62% | 30 10.99% | 51 15.84% | 80 17.54% |
| F | 34 9.00% | 27 8.52% | 17 6.23% | 43 13.36% | 46 10.09% |
| S | 20 5.00% | 9 2.84% | 5 1.84% | 3 0.94% | 2 0.44% |
| P | | 0 | 13 4.77% | 11 3.42% | 19 4.17% |
| I | | 0 | 4 1.47% | 2 0.63% | 0 |

Moorhead High School

White

| | | | | | |
|---|--------|--------|--------|--------|--------|
| A | 7331 | 7078 | 6581 | 6495 | 7553 |
| | 41.00% | 48.03% | 45.56% | 44.46% | 44.91% |
| B | 5291 | 3933 | 3796 | 3740 | 4448 |
| | 30.00% | 26.69% | 26.28% | 25.60% | 26.45% |
| C | 2879 | 2099 | 2141 | 2192 | 2464 |
| | 16.00% | 14.24% | 14.83% | 15.01% | 14.65% |
| D | 1231 | 875 | 1044 | 1035 | 1160 |
| | 7.00% | 5.94% | 7.23% | 7.09% | 6.90% |
| F | 716 | 481 | 628 | 539 | 699 |
| | 4.00% | 3.26% | 4.35% | 3.69% | 4.16% |
| S | 131 | 24 | 18 | 4 | 13 |
| | 0.80% | 0.16% | 0.13% | 0.03% | 0.08% |
| P | 93 | 157 | 179 | 568 | 410 |
| | 0.60% | 1.07% | 1.24% | 3.89% | 2.44% |
| I | 77 | 90 | 58 | 36 | 70 |
| | 0.50% | 0.61% | 0.41% | 0.25% | 0.42% |

| 5. Failure Rate | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| No Failures | 71.52% | 93.77% | 77.00% | 81.8% | 75.6% |
| 1 Failure | 14.85% | 5.02% | 10.38% | 8.9% | 9.3% |
| 2 Failures | 7.30% | 0.93% | 4.58% | 3.4% | 6.5% |
| 3 Failures | 2.92% | 0.19% | 3.18% | 2.5% | 2.9% |
| 4 Failures | 2.01% | 0.08% | 2.32% | 1.1% | 2.3% |
| 5 or More Failures | 1.40% | 0.01% | 2.57% | 2.6% | 3.4% |

| 6. Post Secondary Options | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---------------------------|----------------|----------------|----------------|----------------|----------------|
| Art | 1 | 1 | 1 | 1 | 1 |
| Business | 2 | 1 | 1 | 1 | |
| Communications | 4 | 0 | 0 | 0 | 0 |
| Computer Science | 0 | 6 | 2 | 2 | 1 |
| Criminal Justice | 0 | 0 | 1 | 0 | 0 |
| Economics | | 2 | 4 | 2 | 3 |
| English | 24 | 27 | 17 | 20 | 19 |
| Health | 0 | 1 | 2 | 9 | 1 |
| History | | 5 | 4 | 13 | 4 |
| Industrial Technology | 1 | 0 | 0 | 0 | 0 |
| Mathematics | 4 | 8 | 9 | 7 | 4 |
| Music | 7 | 4 | 4 | 0 | 1 |
| Personal & Family Life | 0 | 0 | 0 | 0 | 0 |
| Physical Education | 0 | 1 | 6 | 0 | 3 |

Moorhead High School

| | | | | | | |
|---------------------------------|-------|--------|--------|--------|--------|--------|
| Psychology | | 2 | 5 | 4 | 6 | |
| Science | 12 | 7 | 14 | 6 | 2 | |
| Social Science | 18 | 5 | 8 | 5 | 3 | |
| Sociology | | 0 | 4 | 1 | 3 | |
| World Language | 14 | 10 | 6 | 7 | 7 | |
| | | | | | | |
| Number of Student Participating | 14/15 | 30 | 27 | 24 | 25 | |
| Number of Class Taken | 94 | 81 | 112 | 80 | 60 | |
| | | | | | | |
| Grade Received | A | 50 | 44 | 56 | 29 | 34 |
| | | 54.00% | 54.20% | 50.00% | 37.00% | 56.67% |
| | B | 22 | 25 | 34 | 37 | 14 |
| | | 23.00% | 30.70% | 30.40% | 47.00% | 23.33% |
| | C | 13 | 2 | 10 | 12 | 7 |
| | | 14.00% | 2.40% | 7.30% | 15.00% | 11.67% |
| | D | 1 | 2 | 4 | 0 | 2 |
| | | 1.00% | 2.40% | 3.60% | | 3.33% |
| | F | 4 | 5 | 5 | 1 | 1 |
| | | 4.00% | 6.20% | 4.40% | 1.00% | 1.67% |
| | I | 3 | 0 | 0 | 1 | 0 |
| | | 3.00% | | | 1.00% | |
| | W | 1 | 0 | 3 | 0 | 1 |
| | | 1.00% | | 2.60% | | 1.67% |

7. Advanced Placement (AP) Examinations

| Participation and Results | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Number of Students Tested | 148 | 163 | 221 | 274 | 283 |
| Number of Tests Taken | 256 | 239 | 363 | 428 | 516 |
| Percentage Scoring 3, 4, or 5 | 70% | 68% | 70% | 66% | 62% |

| Number of tests taken by subject | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Biology | 13 | 8 | 18 | 16 | 30 |
| Calculus AB | 27 | 17 | 22 | 20 | 12 |
| Calculus BC | 0 | 8 | 5 | 22 | 33 |
| Chemistry | 7 | 0 | 13 | 21 | 18 |
| Economics-Macro | 11 | 13 | 14 | 32 | 38 |
| Economics-Micro | 36 | 19 | 40 | 31 | 38 |
| Eng Lit/Comp | 18 | 13 | 36 | 47 | 80 |
| European History | 22 | 20 | 34 | 52 | 68 |
| Gov/Pol Comp | 10 | 10 | 11 | 15 | 24 |
| Gov/Pol US | 32 | 16 | 31 | 19 | 30 |
| Psychology | 48 | 65 | 63 | 76 | 77 |
| US History | 27 | 47 | 59 | 52 | 63 |
| Other | 5 | 3 | 17 | 25 | 5 |

Moorhead High School

MCA II Proficiency

2007 and 2008 MCA-II reading results include English language learners' scores.

2006 the ELLs could take the TEAE assessment instead of the MCA-II.

2007 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 10 Reading | | | | | | | | | | | |
| Proficient | 79.8 | 78.3 | 65.3 | | 69.9 | 66.5 | 61.9 | | 76.2 | 74.1 | 70.7 |
| Not Proficient | 20.2 | 21.7 | 34.8 | | 30.1 | 33.5 | 38.2 | | 23.8 | 25.9 | 29.3 |

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-----------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 11 Mathematics | | | | | | | | | | | |
| Proficient | 48.9 | 46.2 | 29.8 | | 44.9 | 42.3 | 31.3 | | 42.4 | 40.2 | 34.4 |
| Not Proficient | 51.1 | 53.7 | 70.1 | | 55.1 | 57.7 | 68.8 | | 57.6 | 59.8 | 65.6 |

CA II Achievement Levels

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 10 Reading | | | | | | | | | | | |
| Exceeds Stds | 42.9 | 41.8 | 31.8 | | 37.3 | 34.8 | 29.4 | | 36.1 | 34.6 | 36.1 |
| Meets Stds | 36.9 | 36.5 | 33.5 | | 32.6 | 31.7 | 32.5 | | 40.1 | 39.5 | 34.6 |
| Partially Meets | 13.1 | 13.5 | 19.3 | | 16.7 | 17.3 | 20.5 | | 15.7 | 16.7 | 19.0 |
| Does Not Meet | 7.1 | 8.2 | 15.5 | | 13.4 | 16.2 | 17.7 | | 8.1 | 9.2 | 10.3 |

| | 2006 MHS | 2006 District | 2006 State | | 2007 MHS | 2007 District | 2007 State | | 2008 MHS | 2008 District | 2008 State |
|-----------------------------|-------------|------------------|---------------|--|-------------|------------------|---------------|--|-------------|------------------|---------------|
| Grade 11 Mathematics | | | | | | | | | | | |
| Exceeds Stds | 16.7 | 15.8 | 10.1 | | 17.7 | 16.6 | 11.5 | | 20.6 | 19.6 | 13.9 |
| Meets Stds | 32.2 | 30.4 | 19.7 | | 27.2 | 25.7 | 19.8 | | 21.8 | 20.7 | 20.4 |
| Partially Meets | 20.2 | 19.3 | 21.0 | | 22.3 | 21.6 | 20.2 | | 19.7 | 18.7 | 19.7 |
| Does Not Meet | 30.9 | 34.4 | 49.2 | | 32.8 | 36.1 | 48.6 | | 37.9 | 41.1 | 45.9 |

Moorhead High School

| Teaching Staff | * | | | | |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 19 | 20 | 11 | 9 | 10 |
| BA+10 | | | 16 | 14 | 9 |
| BA+15 | 10 | 16 | | | |
| BA+20 | | | 3 | 7 | 6 |
| BA+30 | 6 | 2 | 13 | 10 | 10 |
| BA+40 | | | | | |
| BA+45 | 6 | 7 | | | |
| BA+50 | | | | | |
| BA+60 | 1 | 0 | | | |
| BA+70 | | | 3 | 2 | 2 |
| BA+75 | 0 | 0 | | | |
| BA+90 | 0 | 0 | | | |
| BA+105 | 3 | 3 | | | |
| MA | 14 | 14 | 14 | 15 | 13 |
| MA+10 | | | 10 | 11 | 13 |
| MA+15 | 11 | 12 | | | |
| MA+20 | | | 8 | 8 | 6 |
| MA+30 | 6 | 6 | 35 | 37 | 40 |
| MA+45 | 28 | 29 | | | |
| 0 to 5 years | 55 | 30 | 30 | 36 | 25 |
| 6 to 10 years | 32 | 26 | 19 | 26 | 32 |
| 11 to 20 years | 28 | 42 | 46 | 39 | 37 |
| More than 20 years | 17 | 11 | 18 | 14 | 15 |
| Average Years Experience | 9.4 yrs. | 11 yrs. | 13 yrs. | 10 yrs. | 12 yrs. |

Electricity and Heat Cost

Comparisons per square foot

| | <u>2003-04</u> | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| Square Foot | 259,002 | 361,797 | 361,797 | 361,797 | 361,797 |
| Cost for Electricity | \$148,938 | \$199,833 | \$214,624 | \$230,300 | \$235,592 |
| Cost per square foot | \$0.57 | \$0.55 | \$0.59 | \$0.64 | \$0.65 |
| Square Foot | 259,002 | 361,797 | 361,797 | 361,797 | 361,797 |
| Cost for Heat | \$163,976 | \$244,776 | \$431,225 | \$372,860 | \$321,808 |
| Cost per square foot | \$0.63 | \$0.68 | \$1.19 | \$1.03 | \$0.89 |



*Moorhead Area Public
Schools*

*Red River Area
Learning Center*

2004-05 through 2007-08

*Red River Area Learning Center
(includes all alternative programming)*

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|---|----------------|----------------|----------------|----------------|
| 1. Attendance Rate | 86.0% | 82.1% | 86.24% | 89.0% |
| 2. Average Daily Attendance (ADA) | | 71 | 94 | 87 |
| 3. Average Daily Membership (ADM) | 95 | 87 | 109 | 102 |
| 5. English Language Learners (ELL) | 74 | 69 | 97 | 62 |
| 6. Enrollment as of October 1 | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Grade 6 | 3 | 0 | 0 | 0 |
| Grade 7 | 1 | 0 | 1 | 0 |
| Grade 8 | 3 | 0 | 27 | 0 |
| Grade 9 | 16 | 13 | 19 | 14 |
| Grade 10 | 28 | 16 | 24 | 20 |
| Grade 11 | 8 | 17 | 23 | 37 |
| Grade 12 | 12 | 15 | 41 | 31 |
| Total | 71 | 61 | 135 | 102 |
| 7. Ethnicity | <u>Oct. 04</u> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> |
| Native American | 22 30.99% | 16 26.2% | 24 17.8% | 19 19.6% |
| Asian | 1 1.41% | 1 1.6% | 2 1.5% | 1 1.0% |
| Hispanic | 13 18.31% | 19 31.1% | 46 34.0% | 41 41.2% |
| Black | 2 2.82% | 2 3.3% | 9 6.7% | 3 3.1% |
| White | 33 46.48% | 23 37.7% | 54 40.0% | 36 35.1% |
| Percent Minority | 53.52% | 62.3% | 60.0% | 64.9% |

8. Extra Curricular Activities

Refer to Moorhead High School Statistics

Red River Area Learning Center
(includes all alternative programming)

| 9. Free and Reduced Lunch Program | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Free | 49 | 75 | 85 | 64 |
| Reduced | 5 | 8 | 10 | 9 |
| % of Free & Reduced | 71% | 72% | 70.9% | 76% |

10. Home Language

| | | | | |
|------------------------------|-----|-----|-----|-----|
| American Sign Language (ASL) | 0 | 0 | 0 | 0 |
| Albanian | 0 | 4 | 2 | 1 |
| Arabic | 0 | 2 | 4 | 0 |
| Cambodian | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 |
| Chippewa | 0 | 0 | 2 | 0 |
| Dakotah | 1 | 3 | 2 | 2 |
| English | 112 | 273 | 459 | 217 |
| Hawaiian | 0 | 0 | 1 | 0 |
| Hindi | 0 | 0 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 |
| Kurdish | 4 | 10 | 20 | 11 |
| Laotian | 0 | 2 | 1 | 0 |
| Nepali | 0 | 0 | 0 | 0 |
| Russian | 1 | 2 | 3 | 1 |
| Serbo-Croatian | 2 | 4 | 11 | 3 |
| Somali | 0 | 1 | 1 | 5 |
| Spanish | 28 | 68 | 100 | 55 |
| Swahili | 0 | 2 | 1 | 1 |
| Vietnamese | 0 | 1 | 7 | 5 |

11. Mobility

| | | | | |
|---------------------------|----|----|----|----|
| Transfers Into Building | 51 | 50 | 49 | 37 |
| Transfers Out of Building | 77 | 81 | 61 | 38 |

12. Special Education Status

| | <u>Fall 04</u> | <u>Fall 05</u> | <u>Fall 06</u> | <u>Fall 07</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Speech/Language Impaired | 6 | 3 | 6 | 13 |
| DCD Mild Moderate | 1 | 0 | 1 | 11 |
| DCD Severe | 0 | 0 | 0 | 1 |
| Physically Impaired | 3 | 1 | 0 | 3 |
| Deaf/Hard of Hearing | 2 | 0 | 2 | 0 |
| Visual Impairment | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 40 | 8 | 35 | 36 |
| Emotional Behavioral Disorders | 16 | 6 | 19 | 20 |
| Deaf-Blind | 0 | 0 | 0 | 0 |
| Other Health Disabilities | 24 | 3 | 36 | 63 |
| Autism Spectrum Disorders | 1 | 0 | 1 | 21 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 |
| Severely Multiple Impaired | 0 | 0 | 1 | 1 |
| Total Disabilities Served | 93 | 21 | 101 | 169 |

Red River Area Learning Center
(includes all alternative programming)

| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
|--|----------------|----------------|----------------|----------------|
| 13. Student to Computer Ratio | 2 to 1 | 2 to 1 | 2 to 1 | 2 to 1 |
| 14. Student Discipline Reports | | | | |
| Alcohol | 0 | 1 | 1 | 0 |
| Assault | 1 | 1 | 0 | 0 |
| Bullying | 0 | 0 | 0 | 1 |
| Disorderly Conduct | 7 | 16 | 15 | 1 |
| Fighting | 2 | 9 | 13 | 2 |
| Harassment | 3 | 3 | 1 | 1 |
| Controlled Substance, Illegal Drugs | 0 | 4 | 8 | 2 |
| Theft | 1 | 1 | 0 | 0 |
| Threat/Intimidation | 0 | 4 | 1 | 1 |
| Tobacco | 0 | 1 | 5 | 5 |
| Vandalism/Property Related | 1 | 1 | 1 | 1 |
| Verbal Abuse | 2 | 4 | 1 | 3 |
| Weapon | 0 | 0 | 2 | 0 |
| Other | | | | 1 |
| 15. Suspensions (out of school) | 8 | 37 | 42 | 36 |
| 16. Unexcused Absences | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| 0 Unexcused Absences | 85 87.63% | 74 60.16% | 65 63.11% | 11 10.00% |
| 1 to 5 Unexcused Absences | 12 12.37% | 9 7.32% | 11 6.80% | 23 20.90% |
| 6 to 10 Unexcused Absences | 0 | 15 12.20% | 9 8.74% | 20 18.20% |
| 11 to 15 Unexcused Absences | 0 | 9 7.32% | 6 5.83% | 19 17.30% |
| 16 to 20 Unexcused Absences | 0 | 3 2.44% | 4 3.88% | 14 12.80% |
| 21 or More Unexcused Absences | 0 | 13 10.57% | 12 11.65% | 23 20.90% |

*Red River Area Learning Center
(includes all alternative programming)*

MCA II Proficiency

2007 and 2008 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 and 2008 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| Grade 10 | ALC | District | State | | ALC | District | State | | ALC | District | State |
| Reading (N) | 38 | | | | 68 | | | | 18 | | |
| Proficient | 20.0 | 78.3 | 65.3 | | 22.6 | 66.5 | 61.9 | | 27.8 | 74.1 | 70.7 |
| Not Proficient | 80.0 | 21.7 | 34.8 | | 77.4 | 33.5 | 38.2 | | 72.2 | 25.9 | 29.3 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|----------------|-------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| Grade 11 | ALC | District | State | | ALC | District | State | | ALC | District | State |
| Mathematics(N) | 59 | | | | 42 | | | | 18 | | |
| Proficient | 0.0 | 46.2 | 29.8 | | 3.8 | 42.3 | 31.3 | | 0.0 | 40.2 | 34.4 |
| Not Proficient | 100.0 | 53.7 | 70.1 | | 96.1 | 57.7 | 68.8 | | 100 | 59.8 | 65.6 |

MCA II Achievement Levels

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| Grade 10 | ALC | District | State | | ALC | District | State | | ALC | District | State |
| Reading | | | | | | | | | | | |
| Exceeds Stds | 0.0 | 41.8 | 31.8 | | 3.2 | 34.8 | 29.4 | | 0.0 | 34.6 | 36.1 |
| Meets Stds | 20.0 | 36.5 | 33.5 | | 19.4 | 31.7 | 32.5 | | 27.8 | 39.5 | 34.6 |
| Partially Meets | 30.0 | 13.5 | 19.3 | | 22.6 | 17.3 | 20.5 | | 38.9 | 16.7 | 19 |
| Does Not Meet | 50.0 | 8.2 | 15.5 | | 54.8 | 16.2 | 17.7 | | 33.3 | 9.2 | 10.3 |

| | 2006 | 2006 | 2006 | | 2007 | 2007 | 2007 | | 2008 | 2008 | 2008 |
|-----------------|------|----------|-------|--|------|----------|-------|--|------|----------|-------|
| Grade 11 | ALC | District | State | | ALC | District | State | | ALC | District | State |
| Mathematics | | | | | | | | | | | |
| Exceeds Stds | 0.0 | 15.8 | 10.1 | | 0.0 | 16.6 | 11.5 | | 0.0 | 19.6 | 13.9 |
| Meets Stds | 0.0 | 30.4 | 19.7 | | 3.8 | 25.7 | 19.8 | | 0.0 | 20.7 | 20.4 |
| Partially Meets | 4.3 | 19.3 | 21.0 | | 11.5 | 21.6 | 20.2 | | 0.0 | 18.7 | 19.7 |
| Does Not Meet | 95.7 | 34.4 | 49.2 | | 84.6 | 36.1 | 48.6 | | 100 | 41.1 | 45.9 |

Red River Area Learning Center

| Teaching Staff | * | | | |
|--------------------------|----------------|----------------|----------------|----------------|
| | <u>2004-05</u> | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> |
| BA | 0 | 3 | 1 | 1 |
| BA+10 | | 3 | 2 | 2 |
| BA+15 | 4 | | | |
| BA+20 | | 1 | 3 | 3 |
| BA+30 | 2 | 2 | 2 | 2 |
| BA+40 | | | | |
| BA+45 | 2 | | | |
| BA+50 | | | | |
| BA+60 | | | | |
| BA+70 | | | | |
| BA+75 | | | | |
| BA+90 | | | | |
| BA+105 | | | | |
| MA | | | 1 | |
| MA+10 | | 1 | | |
| MA+15 | 1 | | | |
| MA+20 | | | 1 | 1 |
| MA+30 | | 1 | 1 | 1 |
| MA+45 | 1 | | | |
| 0 to 5 years | 2 | 1 | 4 | 3 |
| 6 to 10 years | 1 | 0 | 3 | 3 |
| 11 to 20 years | 5 | 5 | 3 | 3 |
| More than 20 years | 2 | 5 | 1 | 1 |
| Average Years Experience | 13 yrs. | 11 yrs. | 8.6 yrs. | 11 yrs. |

S-M9-BOS
10 Nov 2008

INDEPENDENT SCHOOL DISTRICT #152

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

November 10, 2008

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 _____ | Lynne A. Kovash _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, 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 - November 10, 2008

PAGE 2

- A. SUPERINTENDENT MATTERS - Kovash
 - (1) Approval of October 13 and 27, 2008 Meeting Minutes - Pages 5-11
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
 - (1) Approval of November Claims - Page 12
 - (2) Acceptance of Donation - Page 13
- C. LEARNER SUPPORT SERVICES MATTERS - Skarvold
- D. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Resignation - Page 14
 - (2) Approval of Family/Medical Leave - Page 15
 - (3) Approval of Other Leave - Page 16
 - (4) Approval of Termination - Page 17
 - (5) Approval of New Employees - Page 18
- E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
 - (1) Approval of Best Practice Grants - Pages 19-23
- F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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.)

Major Magnitude Field Trip to Scotland Report - Kovash
Pages 24-27

4. CANVASS ELECTION RETURNS AND ELECTION RESOLUTION: Kovash Pages 28-34

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District #152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented.

SCHOOL BOARD AGENDA - November 10, 2008

PAGE 3

Moved by _____ Seconded by _____
Comments _____

5. **ENROLLMENT PROJECTIONS:** Kazmierczak
Pages 35-36

6. **COMMITTEE REPORTS**

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

8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 10, 2008**PAGE 4**CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|---|-------------|-------------|-----------------|
| Hopkins PTAC | November 11 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 13 | 7 am | PCE |
| Health/Safety/Wellness Com | November 13 | 9:30 am | PCE |
| Early Childhood Adv Com | November 13 | 6:30 pm | PCE |
| Staff Development Com | November 17 | 3:30 pm | PCE |
| Policy Review Committee | November 17 | 7 pm | PCE |
| Community Educ Adv Council | November 18 | 7 pm | PCE |
| Prof Dev Before/After School | November 19 | | |
| Interagency Early Interv Com | November 19 | 12 pm | FSC |
| Superintendent's Adv Council | November 20 | 7 pm | PCE |
| Safe and Healthy Learners Com | November 24 | 3 pm | PCE |
| School Board | November 24 | 7 pm | PCE |
| Technology Committee | November 25 | 3:45 pm | PCE |
| Grades 9-12 P/T Conferences | December 1 | 5-8:30 pm | MHS/RRALC |
| MHS PTAC | December 1 | 7 pm | Conf Rm |
| Continuing Education Com | December 2 | 3:30 pm | PCE |
| Truth in Taxation Public Hearing | December 2 | 7 pm | PCE |
| Indian Educatin Parent Com | December 3 | 5 pm | PCE |
| Joint Powers Committee | December 4 | 7 am | Clay Cnty Cthse |
| Grades 9-12 P/T Conferences | December 4 | 5-8:30 pm | MHS/RRALC |
| Horizon PTAC | December 4 | 7 pm | Media Center |
| Asp PTAC | December 8 | 6:30 pm | Media Center |
| School Board | December 8 | 7 pm | PCE |
| Truth in Taxation Public Hearing (continuation, if needed) | December 9 | 5 pm | PCE |
| Hopkins PTAC | December 9 | 6:30 pm | Media Center |
| Prof Dev Before/After School | December 10 | | |
| Instr & Curr Advisory Com | December 11 | 7 am | PCE |
| Health/Safety/Wellness Com | December 11 | 9:30 am | PCE |
| Winter Break Begins | December 22 | | |

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 13, 2008
PAGE 1**

MEMBERS PRESENT: Lisa Erickson (7:01 p.m.), Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: Karin Dulski and Kristine Thompson.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 23 and 84.

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

WE ARE PROUD:

*** **We Are Proud** of Wayne Kazmierczak, assistant superintendent of Moorhead Area Public Schools, for being named a Policy Fellow at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs. He is one of 33 individuals selected for this year's program. The nine-month program prepares individuals from all professional sectors to assume leadership roles in public affairs.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Carl D. Perkins Funding - Accept the professional development travel award from Lakes Country Service Carl D. Perkins Consortium of \$205.00 for Kathi Salvevold to attend the MBEI Fall Convention in Duluth, MN, October 2-3, 2008.

Truth-in -Taxation Hearing and Continuation Hearing: Approve Tuesday, December 2, 2008 at 7:00 p.m. for the Truth-in-Taxation Hearing and Tuesday, December 9, 2008 at 5:00 p.m. for the continuation hearing, if needed.

Resignations

Mary Reynolds - Food Server, Ellen Hopkins Elementary, effective September 8, 2008.

Kimberly Stockert - Food Server, S.G.Reinertsen Elementary, effective September 26, 2008.

Jody Jenson - Lunchroom Supervisor, S.G.Reinertsen Elementary, effective September 30, 2008.

**REGULAR MEETING
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PROBSTFIELD CENTER FOR EDUCATION
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PAGE 2**

Change in Contract

Amy Stockinger - Food Service, Horizon Middle School, 2.75 hours per day to Food Server, S.G. Reinertsen Elementary 2.75 hours per day (replaces Linda Life).

Family/Medical Leave

Valerie Stevenson - Occupational Therapist, Ellen Hopkins Elementary, effective September 16 through November 10, 2008.

New Employees

Brent Butenhoff - Night Custodian, High School, A13 (3) \$13.39 per hour, 8 hours per day, effective September 23, 2008 (replaces Abe Perez).

Amy Winjum - Occupational Therapist, High School, .4 FTE BA (7) \$13,431.58, effective October 1, 2008 (replaces Kevin Anderson who moved to PHD).

Christine Simpson - Paraprofessional, Horizon Middle School, B21 (3) \$13.78 per hour, 6.5 hours per day, effective September 15, 2008 (paid by Mounds View Public Schools).

Ayuen Paka - Food Server, Horizon Middle School, \$9.00 per hour, 2.75 hours per day, effective September 15, 2008 (replaces Terri Harrington).

Mindi Knutson - Food Server, High School, \$9.00 per hour, 2.75 hours per day, effective September 22, 2008 (replaces Stacy Swanson).

Rebecca Hulst - Food Server, Horizon Middle School, \$9.00 per hour, 2.75 hours per day, effective October 22, 2008 (replaces Amy Stockinger).

Sharon Kitsmiller - Food Server, Ellen Hopkins Elementary, \$9.00 per hour, 2.75 hours per day, effective October 20, 2008 (replaces Mary Reynolds).

Monica Swedmark - Paraprofessional, High School, B21 (0-2) \$13.57 per hour, 6.5 hours per day, effective October 9, 2008 (replaces Nancy Halverson).

Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination.

Minutes - Approve the September 8 and 22, 2008 regular meeting minutes and September 11, 2008 special meeting minutes.

Claims - Approve the October Claims, subject to audit, in the amount of \$1,566,945.70.

| | |
|-------------------------|----------------|
| General Fund: | \$1,404,263.16 |
| Food Fund: | 138,104.23 |
| Community Service Fund: | 24,578.31 |
| TOTAL | \$1,566,945.70 |

Motion carried 5-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 13, 2008
PAGE 3**

RECOMMENDATION FOR DIRECTOR OF CURRICULUM AND PROFESSIONAL

DEVELOPMENT: Ladwig moved, seconded by Siggerud, to approve the recommendation of the administration that effective October 13, 2008, Melanie Aamodt assume the position of director of curriculum and professional development at D63, Step 8 of the Moorhead Supervisors' Association Master Agreement at a prorated salary of \$63,234.05. Motion carried 5-0.

MAJOR MAGNITUDE FIELD TRIP TO WASHINGTON, D.C. - CLOSE UP

PROGRAM: Ladwig moved, seconded by Fagerlie, to approve the Major Magnitude Field Trip through Close Up to Washington, D.C. from March 15, 2009 through March 21, 2009. Motion carried 5-0.

STAFF DEVELOPMENT REPORT: Fagerlie moved, seconded by Erickson, to accept the staff development report for the 2007-08 school year as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required. Motion carried 5-0.

BUILDING AND DISTRICT PROFILES: Kovash highlighted the Building and District Profiles for the five-year period from 2003-04 thorough 2007-08. The School Board will be asked to approve the Building and District Profiles at their October 27 meeting.

Board members commended Kovash and other district staff for their efforts related to the profiles.

APPROVAL OF POLICY: Siggerud moved, seconded by Ladwig, to approve the policy, Equal Employment Opportunity Statement (401), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Employment Background Checks (413), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Siggerud, to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Ladwig, to approve the policy, Chemical Use and Abuse (420), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Family and Medical Leave (422), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Siggerud, to approve the policy, Subpoena of a School District Employee (443), as presented. Motion carried 5-0.

**REGULAR MEETING
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PAGE 4**

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, Prohibition of Harassment and Violence (570), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Erickson, to approve the policy, Drug-Free Workplace/Drug-Free School (572), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Siggerud, to approve the policy, Tobacco-Free Environment (573), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Field Trips (632), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to add "GENERAL" to Section II. before "STATEMENT." Motion carried 5-0. Siggerud moved, seconded by Ladwig, to approve the policy, School District Automated External Defibrillator (AED) Policy (713), as amended. Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Human Rights Committee, Horizon PTC, Homecoming Parade, Moorhead High School Hall of Honor Recognition, Minnesota Supreme Court visit, Reinertsen PTAC, Continuing Education Committee, Instruction and Curriculum Advisory Committee, Health/Safety/Wellness Committee, Child Find Committee, Clay County Joint Powers Collaborative Board, Finance Executive Committee, Joint Powers Committee, and Superintendent's Advisory Council meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash noted receiving a communication regarding nomination for the Lakes Country Service Cooperative Board annual election. Interested board members were asked to contact Superintendent Kovash. Tomhave recognized Michael Thrasher in the audience stating Thrasher is running for election to the school board.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:39 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 27, 2008
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with a revision to page 36.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

2008-09 Minnesota Rural Education Association Memberships - Approve the 2008-09 Minnesota Rural Education Association membership in the amount of \$1,800 (prorated).

Cass-Clay Unified School Response Mutual Aid Agreement - Approve the Cass-Clay Unified Response Mutual Aid Agreement as presented. The agreement includes the conditions and process for invoking mutual aid between school districts in Cass and Clay Counties should any of the districts be faced with a large-scale emergency.

Donation - Accept the donation of a cello case from Rita Olson valued at \$75.00 and direct administration to send a thank you. The cello case will be used in the orchestra program at Horizon Middle School.

State Personnel Development Grant - Approve the funding from the Minnesota Department of Education for the State Personnel Development grant in the amount of \$49,932.00. The project is aimed at helping students achieve at high levels of learning and prevent over representation of students in special education.

Lakeland Mental Health Center Contract Renewal - Approve the July 1, 2008 to December 31, 2008, renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services to students and their families as part of the Clay County Outreach Treatment Program, not to exceed the amount of \$120,276.00.

**REGULAR MEETING
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Resignations

Isaias Rios - Bus Driver, effective October 10, 2008.

Victor Rios - Bus Driver, effective October 10, 2008.

Change in Contracts

Deanna Monson - Home School Liaison, RRALC, 8 hours per day to Math Teacher, RRALC, 1.0 FTE, BA (0) \$27,622.52 (164 days) effective September 23, 2008 (replaces .75 FTE for Mary Broberg, teacher on leave, and .25 N/D grant).

New Employees

Kim Shorey - Lunchroom Supervisor, Robert Asp Elementary, \$9.00 per hour, 2.5 hours per day, effective October 20, 2008 (replaces Shannon Albertson).

Beatrice Streitz - Head Debate Coach, High School, \$3,484 to be paid between October and February (replaces Will Hailer).

Barbara Mohs - Part-time In-School Suspension Paraprofessional, Horizon Middle School, B21 (0-2) \$13.57 per hour, 4 hours per day, effective October 10, 2008 (new position).

Craig Hanson - Head Custodian, High School, B32 (10) \$19.30 per hour, 8 hours per day, effective November 3, 2008 (replaces Russ Halverson).

Motion carried 7-0.

RED RIVER AREA LEARNING CENTER STUDENT POETRY: Students Zendon Ahmet, Jennifer Vargas, Jessica Vargas, and Kelli Stoldt presented readings of their "Spoken Word Poetry." Red River Area Learning Center students had the opportunity to work with Julie K. Dinsmore, freelance writer, storyteller and songwriter, in September to write Spoken Word Poetry. Spoken Word Poetry is meant to be read aloud and to make a powerful statement. It is written in free verse and uses repetition of the same word or phrase to help the reader return time and again to the central focus of the poem.

ELLEN HOPKINS SCHOOL LEVEL IMPROVEMENT PLAN: Principal Dr. Mary Jo Schmid provided a review of the improvement plan. Thompson moved, seconded by Ladwig, to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative. Motion carried 7-0.

LAKES COUNTRY SERVICE COOPERATIVE BOARD NOMINATION: Siggerud moved, seconded by Fagerlie, to approve the nomination of Bill Tomhave to run for a position on the Lakes Country Service Cooperative Board of Directors. Motion carried 7-0; Tomhave abstaining.

**REGULAR MEETING
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BUILDING AND DISTRICT PROFILES: Erickson moved, seconded by Dulski, to accept the Building and District Profiles for the 2003-04 through 2007-08 school years as presented and direct administration to share them with staff and public as appropriate. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Minnesota Alliance for Student Achievement Education Summit, League of Women Voters Forum, and the Staff Development Committee meeting. Siggerud read results from an out-state Minnesota telephone survey he received at the Minnesota Alliance for Student Achievement Education Summit. The survey was conducted by Decisions Resources who polled over 600 respondents regarding areas related to school opinion.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash requested board members determine who would be attending the National School Board Association Annual Conference in San Diego on April 4-7, 2009 and to contact Michelle with the information. Kovash also noted the 2009 Minnesota School Boards Association Annual Leadership Conference will be held January 15-16, 2009 and asked board members to contact Michelle with their travel plans. Thompson stated the Horizon Middle School Fall Festival was scheduled for October 28 at 2:15 p.m. and added they were looking for adult Dodgeball players/volunteers.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:58 p.m.


Cindy Fagerlie, Clerk



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.033 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: November 4, 2008

SUBJECT: November Claims

The November claims are as follows:

| | |
|-------------------------|--------------|
| General Fund | 665,799.33 |
| Food Service Fund | 123,150.43 |
| Community Services Fund | 15,574.31 |
| TOTAL | \$804,524.07 |

SUGGESTED RESOLUTION: Move to approve November claims, subject to audit, in the amount of \$804,524.07.

WAK/kmr



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.027 C

TO: Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: October 31, 2008
SUBJECT: Donation

Moorhead Area Public Schools has received a donation of set design work valued at \$2,500 from Kate Sutton-Johnson for the High School Musical.

SUGGESTED RESOLUTION: Move to accept the donation of set design work valued at \$2,500 from Kate Sutton-Johnson and direct administration to send a thank you note.

Kate Sutton-Johnson
211 Saint Anthony Parkway, #103
Minneapolis, MN 55418

WAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.055

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resource
DATE: November 4, 2008
RE: Resignations

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

Paola Flores Lunchroom Supervisor, S. G. Reinertsen Elementary, effective October 31, 2008.

SUGGESTED RESOLUTION: Move to approve the resignation of Paola Flores as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.058

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resource
DATE: November 4, 2008
RE: Family/Medical Leave

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

Pam Gibb Communications Coordinator, Probstfield Center for Education, effective approximately November 25, 2008 for approximately six to eight weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Pam Gibb pursuant to Section 3 of the Non-Aligned Contract.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.059

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resource
DATE: November 4, 2008
RE: Other Leave

The administration requests Other Leave for the following person:

Kathleen Shasky Paraprofessional, High School, effective January 4, 2009 thru
February 14, 2009. This leave is for Military training.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Kathleen Shasky as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.056

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nielsen, Director of Human Resource
DATE: November 4, 2008
RE: Termination

The administration requests the approval of the termination of the following person:

Lonnie Dockter Paraprofessional, Horizon Middle School, effective October 31, 2008.

SUGGESTED RESOLUTION: Move to approve the termination of Lonnie Dockter as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.057

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resource
DATE: November 4, 2008
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:

| | |
|------------------|---|
| Rachel Ruiz | Bus Assistant, Transportation, 2.5 hours per day, 2-3 days per week, effective September 15, 2008. (Replaces 1/8 of Jeannie Zebley) |
| Bonnie Henkelman | Cafeteria Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective October 24, 2008. (Replaces Jody Jenson) |
| Barbara Kline | Breakfast dishwasher, Robert Asp Elementary, 1 hour per day, \$9.00 per hour, effective October 27, 2008. (Position offsets using disposable trays) |
| Jessica Hansen | Breakfast Computer Operator/Dishwasher, S. G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective November 3, 2008. (Replaces Kim Stockert) |
| Nicole Smith | Assistant Gymnastics Coach, High School, .080 Step 0, \$2,685.00, effective for the 2008-2009 season. (Replaces Christine Ottis) |

SUGGESTED RESOLUTION: Move to approve the employment of Rachel Ruiz, Bonnie Henkelman, Barbara Kline, Jessica Hansen and Nicole Smith as presented.



Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.035 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt

DATE: November 4, 2008

RE: Best Practice Grants

Attached is a list of Best Practice incentive grants funded in October 2008. The staff development committee at the October 20th meeting reviewed the grants. The description of each grant is also attached for your reference. Grantees are now required to present information at district professional development sessions during the year.

A total of 14 proposals were submitted and \$47,600 requested from the applications. The committee was unable to grant all of the requests, but applicants are invited to resubmit their requests for consideration with the second grant disbursement, which will be due November 13, 2008.

Final reports will be submitted and reviewed by the staff development committee before payments will be made. The use of the Best Practice incentive grant funding has been a means to provide additional support for district and school SMART goal areas and Moorhead Area Public School's Strategic Plan.

SUGGESTED RESOLUTION: Move to approve the Best Practice incentive grants as presented for a total of \$17,462.80.

MBA/kmr
Attachment

Best Practice Funded Grants – October 2008 Disbursement

Advantage + Math Recovery (AVMR) – Vicki Breneman Robert Asp, Ellen Hopkins and SG Reinertsen

The purpose of these grants is to provide teachers with training in the *Add + Vantage Math Recovery (AVMR)*. AVMR is a program of intervention, not a singular curriculum. It utilizes a number of resources intended to lead teachers in becoming better assessors and responsive instructors of individual student math skills. AVMR is a tool, which makes Math Recovery strategies available to more teachers.

Seven teachers from Asp, seven teachers from Reinertsen and six teachers from Hopkins will work collaboratively with our district elementary math coach to implement the student intervention strategies of the AVMR. Each teacher will receive 2 ½ days of release time for training followed by continued support facilitated by the math coach.

One of the key goals of the Math Recovery Council is to develop and support in-district training resources to ensure the long-term sustainability of math interventions in schools. This grant will help us to proceed toward the Math Recovery Council goal.

Algebra 1 for All – Mary Kelsch – Horizon

The purpose of this grant is to provide training for middle school teachers in a proactive manner as we prepare students for the increased state proficiency standards in secondary mathematics. A team of four teachers from Horizon will be provided with release time to work with the math coach to apply the Best Practice teaching methods (previously trained) to align with the new, more rigorous state math standards. The primary focus will be the 8th grade students. MAP assessments indicate that over one-third of these students do not demonstrate the pre-requisite math skills for Algebra I readiness. Using our adopted *Five In and Five Out* overarching goals, teachers will address the predicted gap in student skills and insure a plan for vertical alignment in secondary mathematics.

Differentiated Reading Strategies Research and Implementation – Jennie MacFarlane – SG Reinertsen

The purpose of this grant is to provide non-contract time for six teachers at SG Reinertsen to work collaboratively to research and implement proven and specific strategies for *Oral Reading Fluency*.

Having attended the Innovations National Conference for RtI, the reading coach and principal will use the training they received in *Survey Level Assessment* via the *Florida Center for Research* website. Together the team will use this specific method of intervention for oral reading fluency with the 60 Reinertsen fifth graders identified as not meeting proficiency in this area. (AIMSweb Benchmark Assessment, 9/2008)

The team will prepare the materials to be used during the Differentiated Reading Block, by all five classroom teachers. They will collaborate regarding the intervention's effectiveness for the 60 identified students and will monitor and adjust as indicated.

Engaging Learners through Universal Design for Learning – MariBeth Plankers – Moorhead High School

The purpose of this grant is to research and identify learning resources accessible through interactive, digital media in order to meet the diverse learning style needs of our student population. A team of seven Moorhead High School teachers will develop, through research, a list of *Best Practice* aligned interactive websites that utilize *Universal Design for Learning* in all Language Arts content areas, grades 9-12. The grant will provide non-contract compensation for the team to research interactive websites, collaborate on reviewed sites, compile lists by subject area, place sites on teacher web pages and review with all teachers.

Japanese Lesson Study Group – Sarah Martin – Ellen Hopkins

The purpose of this grant is to further the training work begun by Horizon Middle School teachers last year in the specific methodologies of *Japanese Lesson Design*. Teacher participation in a *Mills College, Oakland, CA* funded research study group was documented, via pre and post assessment, to improve the quality of lesson activities and the level of student engagement in said lessons.

Japanese Lesson Study is a process in which teachers jointly plan, observe, analyze response, and refine classroom lessons. Pete Ziegler, AYP facilitator from Lakes Country Service Co-Operative came to our site to facilitate our training in this process last spring.

The grant will provide funds for release time for the team of four teachers to continue the collaborative efforts of this responsive teaching methodology.

Middle Level Science Standards – Charlotte Magin – Horizon Middle School

The purpose of this grant is to employ *Best Practice* methods toward improving student performance in all areas of the Middle School Science Curriculum. A team of seven Horizon Middle School teachers will meet to analyze science assessment results in order to develop clear learning targets for each grade level and curricular area. Teachers will establish specific learning needs, plan instruction toward those targeted areas of learning and create descriptive feedback for students through the use of rubrics and formative assessments.

Grant funds will provide the necessary materials and non-contract time for the team of participating teachers to be trained in the *Best Practice Inquiry Method*. Participating teachers will share the results and utilize the method with all teachers at Horizon Middle School.

Math Recovery Specialist Training – Vicki Breneman – Robert Asp

The purpose of this grant is to obtain funding to train Sue Knorr as a Mathematics Specialist Teacher in the Math Recovery Program. This training would provide a Math Intervention Specialist in each of the three elementary buildings. Training as a Math

Recovery Specialist begins with ten days of training and will continue during the entire 2008-2009 school year. The funds from this grant will cover the ten days of training beginning on October 21 and ending in January 2009. This is a twelve-month certification program. The Math Recovery Specialist professional development program includes two weeks of course work, three additional individual on-site coaching sessions, and three facilitated collegial team meetings.

**Universal Design through Reading and Writing – MariBeth Plankers –
Moorhead High School**

The purpose of this grant is to develop a common writing assessment to be administered to all 10th graders. This common assessment would be evaluated through the *6 Traits of Writing*, which is currently being implemented across the curriculum at the high school. Presently there is limited formative and summative data collection in the area of writing for high school students. The summative data from the MCA II Writing Assessment and the ACT reveal that students demonstrate the greatest deficit in the area of writing. A common assessment in the area of writing could be utilized throughout the school year along with the *6 Traits of Writing* to evaluate how students are performing during the school year.

Grant funds will enable six team members from Moorhead High School to collaborate during common release time. Substitute teachers will be supplied to accommodate teacher collaboration.

This proposal will initially impact all 10th grade students with continuation for progress monitoring of data over the next three years. The common assessment and formative tool of *6 Traits* will support staff with needed data to increase student achievement as determined by the assessment outcomes. The data will direct and support staff in order to determine the needs for writing strategies and skills. The overall purpose is to develop uniformity in data collection and instruction for writing at the high school.

October 2008 Staff Development Grants

| Title | Applicants | Bldg | Request | Award |
|---|-------------------|---------|---------------------|---------------------|
| Advantage + Math Recovery - Asp | Vicki Breneman | Asp | \$ 5,000.00 | 2,500.00 |
| Advantage + Math Recovery - Hopkins | Vicki Breneman | Hopkins | \$ 5,000.00 | 2,500.00 |
| Advantage + Math Recovery - Reinertsen | Vicki Breneman | SGR | \$ 5,000.00 | 2,500.00 |
| Algrebra 1 for All | Mary Kelsch | Horizon | \$ 1,684.14 | 842.07 |
| Differentiated Reading Strategies Research and Implementation | Jennie MacFarlane | SGR | \$ 2,879.65 | 1,439.82 |
| Engaging Learners through Universal Design for Learning | MariBeth Plankers | MHS | \$ 1,732.64 | 866.32 |
| Japanese Lesson Study Group | Sarah Martin | Hopkins | \$ 4,000.00 | 2,000.00 |
| Middle Level Science Standards | Charlotte Magin | Horizon | \$ 4,737.26 | 1,650.75 |
| Math Recovery Specialist Training | Vicki Breneman | Asp | \$ 2,050.50 | 2,050.00 |
| Universal Design through Reading and Writing | MariBeth Plankers | MHS | \$ 2,227.68 | 1,113.84 |
| TOTAL | | | \$ 47,696.45 | \$ 17,462.80 |

Staff Development Grant Applications Not Funded

| | | | | |
|---|-----------------|----------|-------------|------|
| Collaborating for Excellence | Jennifer Nelson | Hopkins | \$ 3,378.15 | 0.00 |
| Deepening the PLC Culture through Pyramid RTI | Cheri Gess | District | \$ 4,899.60 | 0.00 |
| Language & Literacy Interventions | Pat Sullivan | District | \$ 1,968.48 | 0.00 |
| PBIS Extended Committee | Cheryl Keenan | Horizon | \$ 3,138.35 | 0.00 |



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.044R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 21, 2008

SUBJECT: Dialogue: Major Magnitude Field Trip to Scotland Report

Attached is a report regarding the Moorhead High School theater trip to perform at the Edinburgh Fringe Festival in Scotland.

A slide show presentation will be provided at the November 10 School Board meeting.

LAK:mde
Attachment

OCT 14 2008

Major Magnitude Field Trip Reflections on our trip to Scotland.

The MHS Theater family experienced a year of community building and memory making thanks to our trip to the Edinburgh Fringe Festival in Scotland. It really was a trip of a life time.

Our community opened their hearts to our program which in turn made the financial preparations for our trip more gratifying. Fundraisers like the Scotland Yard Sale, the Black and White Gala, and promotional performances were incredibly successful. The 20+ sold out performances of *High School Musical* also assisted the group in raising necessary funds.

The opportunity to represent the "Best of American High School Theater" was embraced despite difficult financial times. Financial challenges included the US Dollar decreasing value against the British pound and the increased price of oil and gas tax. These unforeseeable circumstances made our travel arrangements more costly than we would have liked. Yet, the parents were solid in their support of our efforts and embraced financial challenges with energy and creativity. It seemed the bigger the obstacle, the more the MHS2UK family bonded.

Our performances in Edinburgh were amazing on every level. The technical theater students managed to design a set that could be packed in suitcases and yet be dazzling on stage. Our student leaders showed enormous grace under pressure as they continued to perfect the performances and inspire dedication in the company. The cast and crew performed 4 sold-out performances and received critical praise by the Fringe press and the Scottish families, who came out in droves to see our show.

The MHS students who attended the Fringe were truly ambassadors for our community. Their invitation by the Scottish government to meet with the First Prime Minister Alex Salmond certainly illustrated this point. More importantly, the connections they made with students from across the nation and artists across the globe changed lives.

Senior, Riley Weber reflected on the HSM2UK in a recent email where he wrote. . .

"It's been a little over a month since (High School Musical) ended for me. I was lucky enough to have the chance to extend my fall show experience past the usual four years. I miss it more than I ever thought I would."

"MHS theatre was one of the biggest blessings in my life. I can't even describe it to anyone who has not experienced it. No matter what I part I had, big or small, I was happy. I was with beautiful faces, a wonderful artistic staff, and a community that respected what I did."

High School Musical changed my life, in so many ways. It taught me how to lead. Being a student leader made me step up to the plate and do the best I could everyday. Feeling like I had an influence on my peers was a feeling I can never replace.

Scotland was a new world for me. It made me realize what MHS theatre really is. Seeing all those little kids after every show so excited to meet us and hug us, was so cool. I didn't think theatre could have that much of an impact on someone.

I got to become a story teller, a creator, an artist. It's been the greatest thing I have done in my life. . . I would give anything to go back.

The talented students who make up MHS Theater have very talented parents. I will always be thankful to the parent support group for making this trip of a lifetime a reality. I feel eternal gratitude for the artistic staff who donated a year of their time and talent to make this trip a reality. Finally, a big thank you goes to the administration and school board at Moorhead Schools for approving this artistic adventure.

Cesare Pavese once said "We don't remember days; we remember moments." For the entire MHS2UK company, last year was a year full of memory making moments.

October 10, 2008

Members of the Moorhead School Board and School Administrators

I believe that as citizens of Moorhead we are blessed with a unique gem – our public school system. We are part of a community – citizens, students, teachers, school board members, and school administrators who are dedicated to learning and support a myriad of programs that enhance the educational experience of the students and enrich the lives of all Moorhead residents as well.

I would like to share with you my personal observations about the Moorhead High Theatre program, one of the many quality programs offered to our students.

Most recently my wife and I had the privilege to experience first hand our students performing at the Fringe Festival in Edinburgh, Scotland, as part of the American High School Theatre Festival. The performances were the culmination of a project that has been well over a year in the making.

Our students rose to the occasion and represented the Moorhead community admirably. The performances delivered by the actors, actresses, musicians, and technical crew were well received. While the crowds were wonderful and the reviews offered great platitudes, the real reward was to see the impact of the project on our students.

There is no doubt in my mind that our students have gained a clearer understanding and appreciation of community, history, the power of a goal, perseverance, teamwork, economics, world cultures, and leadership. To see the personal growth and maturation of our students is a beautiful sight!

Behind this pinnacle event was an enormous collaborative effort led by Rebecca Meyer-Larson and the artistic staff. There is a labor of love – as demonstrated by the gift of countless donated hours and the passion they shared with our students and their parents. The leadership and vision they shared combined with the high expectations has produced the extraordinary results that we all can admire.

Finally as part of the planning committee, I can attest to the participation by many in our community - parents, businesses, Moorhead High alumni, and many more! Woven throughout the benefit concerts, rummage sales, letter writing campaigns, set building, and local performances I repeatedly witnessed pure acts of generosity and kindness and I was touched by the true meaning of community.

Please accept my deepest thanks for supporting Moorhead High Theatre and molding Moorhead Public Schools into a world class educational system.

Sincerely,

Bob Hanna



Superintendent of Schools
Moorhead Area Public Schools

Memo S.09.048R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: October 28, 2008

SUBJECT: Canvass Election Returns and Election Resolution

Attached please find the Resolution Canvassing Returns of Votes of Independent School District #152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties for the November 4, 2008 school board election.

Precinct summary information for the general election is available through the Clay County Auditor's office.

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District #152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented.

LAK:mde
Attachments

RESOLUTION CANVASSING RETURNS OF VOTES
OF INDEPENDENT SCHOOL DISTRICT NO. 152 GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 152, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the district held on November 4, 2008, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, a total of 48,465 votes were cast at said election on the election of four (4) school board members for four year term vacancies on the board caused by expiration of terms on the first Monday in January next following the general election. Votes were cast as follows:

| | |
|---------------------|---------------|
| Rebecca A. Blanshan | <u>5,881</u> |
| Lisa Erickson | <u>10,080</u> |
| Cindy Fagerlie | <u>8,274</u> |
| Yoke Sim Gunaratne | <u>3,823</u> |
| David Schuman | <u>5,487</u> |
| Michael A. Siggerud | <u>8,224</u> |
| Michael Thrasher | <u>6,440</u> |

3. Lisa Erickson, Cindy Fagerlie, Michael A. Siggerud and Michael Thrasher, having received the highest number of votes, are elected to four year terms beginning the first Monday in January, 2009.

4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

Attachment: Abstract & Return of Votes Cast

SCHOOL BOARD ELECTION (GENERAL) - Tuesday, November 4, 2008
FOUR (4) FOUR-YEAR TERMS

CANVASS OF ELECTION RETURNS

| PRECINCTS: | W1P1 | W1P2 | W1P3 | W2P1 | W2P2 | W2P3 | W3P1 | W3P2 | W3P3 | W4P1 | W4P2 | W4P3 | W4P4 |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Candidates: | | | | | | | | | | | | | |
| BLANSHAN, Rebecca A. | 464 | 499 | 195 | 326 | 396 | 472 | 406 | 207 | 533 | 494 | 568 | 494 | 21 |
| ERICKSON, Lisa | 732 | 675 | 369 | 467 | 713 | 816 | 629 | 332 | 1,299 | 825 | 998 | 852 | 46 |
| FAGERLIE, Cindy | 609 | 565 | 338 | 398 | 545 | 643 | 557 | 312 | 1,112 | 760 | 725 | 609 | 39 |
| GUNARATNE, Yoke Sim | 270 | 226 | 151 | 286 | 315 | 271 | 295 | 175 | 422 | 297 | 349 | 415 | 13 |
| SCHUMAN, David | 358 | 396 | 220 | 226 | 435 | 523 | 299 | 226 | 614 | 481 | 418 | 409 | 27 |
| SIGGERUD, Michael A. | 536 | 552 | 283 | 402 | 538 | 653 | 592 | 271 | 1,135 | 727 | 607 | 789 | 47 |
| THRASHER, Michael | 483 | 451 | 232 | 310 | 398 | 457 | 504 | 297 | 865 | 544 | 674 | 453 | 29 |
| Write-Ins | 19 | 13 | 5 | 19 | 37 | 20 | 13 | 9 | 26 | 16 | 22 | 22 | 0 |
| TOTAL VOTES CAST | 3,471 | 3,377 | 1,793 | 2,434 | 3,377 | 3,855 | 3,295 | 1,829 | 6,006 | 4,144 | 4,361 | 4,043 | 222 |
| Overvotes | 4 | 4 | 16 | 8 | 0 | 0 | 0 | 0 | 8 | 4 | 12 | 0 | 0 |
| Undervotes | 2,293 | 1,951 | 2,191 | 2,458 | 3,271 | 2,613 | 2,321 | 3,251 | 2,962 | 2,688 | 3,119 | 2,441 | 162 |

**SCHOOL BOARD ELECTION (GENERAL) – Tuesday, November 4, 2008
FOUR (4) FOUR-YEAR TERMS**

CANVASS OF ELECTION RETURNS

| PRECINCTS: | Alliance Tn | Dilworth City | Elmwood Tn | Georgetown City | Georgetown Tn | Glyndon Tn | Holy Cross Tn | Kragnes Tn | Kurtz Tn | Moland Tn | Moorhead Tn | Morken Tn | Oakport Tn | Sabin City | TOTAL |
|-------------------------|----------------|------------------|---------------|--------------------|------------------|---------------|------------------|---------------|-------------|--------------|----------------|--------------|---------------|---------------|---------------|
| Candidates: | | | | | | | | | | | | | | | |
| BLANSHAN, Rebecca A. | 9 | 125 | 39 | 14 | 21 | 4 | 0 | 43 | 51 | 2 | 37 | 5 | 390 | 66 | 5,881 |
| ERICKSON, Lisa | 13 | 215 | 83 | 33 | 32 | 6 | 7 | 81 | 105 | 2 | 49 | 6 | 573 | 122 | 10,080 |
| FAGERLIE, Cindy | 11 | 152 | 73 | 24 | 37 | 6 | 10 | 69 | 89 | 2 | 53 | 4 | 436 | 96 | 8,274 |
| GUNARATNE, Yoke Sim | 3 | 45 | 11 | 8 | 12 | 2 | 1 | 21 | 22 | 1 | 13 | 1 | 167 | 31 | 3,823 |
| SCHUMAN, David | 9 | 149 | 59 | 21 | 23 | 2 | 6 | 48 | 66 | 2 | 37 | 5 | 350 | 78 | 5,487 |
| SIGGERUD, Michael A. | 12 | 144 | 81 | 24 | 29 | 9 | 8 | 78 | 89 | 2 | 59 | 2 | 459 | 96 | 8,224 |
| THRASHER, Michael | 7 | 111 | 60 | 7 | 19 | 6 | 4 | 52 | 66 | 2 | 35 | 5 | 284 | 85 | 6,440 |
| Write-Ins | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 3 | 0 | 11 | 8 | 256 |
| TOTAL VOTES CAST | 64 | 944 | 408 | 131 | 173 | 35 | 36 | 398 | 490 | 13 | 286 | 28 | 2,670 | 582 | 48,465 |
| Overvotes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 60 |
| Undervotes | 96 | 616 | 276 | 85 | 139 | 17 | 12 | 322 | 242 | 3 | 186 | 12 | 1,634 | 454 | 35,815 |

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES
OF ELECTION AND DIRECTING SCHOOL DISTRICT CLERK
TO PERFORM OTHER ELECTION RELATED DUTIES

WHEREAS, the board has canvassed the general election for school board members held on November 4, 2008.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 152, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 152 to the following candidates:

- a. Lisa Erickson
- b. Cindy Fagerlie
- c. Michael A. Siggerud
- d. Michael Thrasher

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of terms on the first Monday in January next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidates have filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

CERTIFICATE OF ELECTION

(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 152 on November 10, 2008, canvassed the general election of school board members held on November 4, 2008.

2. _____ received the (largest/second largest/third largest/fourth largest) number of votes cast for the office of school board member of Independent School District No. 152 for a full four year term.

3. There are four full four year term vacancies on the board caused by expiration of terms on the first Monday in January next following the election.

4. Therefore _____ is elected to the office of school board member of Independent School District No. 152 for a full four year term beginning the first Monday in January, 2009 and expiring the first Monday in January, 2013.

By authority of the School Board of Independent School District No. 152, pursuant to resolution dated November 10, 2008.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: [The recipient of the Certificate of Election]

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 152 for a term beginning the first Monday in January, 2009 and expiring the first Monday in January, 2013.

Date: _____

Signature

STATE OF MINNESOTA)
)
COUNTY OF CLAY)

The foregoing instrument was acknowledged before me this _____ day of _____, 2009 by (name of candidate).

Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 152 to the best of my judgment and ability.

Date: _____

Signature

STATE OF MINNESOTA)
)
COUNTY OF CLAY)

The foregoing instrument was acknowledged before me this _____ day of _____, 2009 by (name of candidate).


Notary Public



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.032 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: November 4, 2008

SUBJECT: Enrollment Projections

Attached are the enrollment projections based on November 1, 2008 actual enrollment. This information along with private school enrollment, home school enrollment, and birthrate data will be shared at the next school board meeting. These data will be used for planning and staffing determinations in the coming months.

The November 1, 2008 enrollment figure of 5,365 represents an increase of 68 students over the projection of 5,297 made in November 2007. Compared to actual enrollment of 5,307 from November 1, 2007, the current year November 1 figure represents an increase of 58 students.

The secondary grade with the largest enrollment is 11th with 437 students; the secondary grade with the smallest enrollment is 12th with 369 students. The elementary grade with the largest enrollment is 2nd with 428 students; the elementary grade with the smallest enrollment is 5th with 381 students.

WAK/kmr
Attachment

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS

NOVEMBER 2008

| | | | | | | | | | | | | | | | |
|------------------|--------------------------|--------|--------|-------|--------|-------|---------|----------------------|-------|-------|-------|------------------|--|--|--|
| November-08 | | | | | | | | | | | | | | | |
| Wtd Avg Method | ACTUAL NOV. 1 ENROLLMENT | | | | | | 11/1/08 | PROJECTED ENROLLMENT | | | | | | | |
| | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | Nov. 07 Proj. | Variance between Actual and Projected | | |
| Kindergarten | 337 | 403 | 378 | 421 | 381 | 397 | 385 | 390 | 390 | 395 | 395 | 380 | 17 | | |
| Grade 1 | 354 | 353 | 411 | 401 | 432 | 405 | 415 | 403 | 408 | 408 | 413 | 394 | 11 | | |
| Grade 2 | 361 | 357 | 360 | 414 | 393 | 428 | 403 | 414 | 401 | 406 | 406 | 432 | -4 | | |
| Grade 3 | 406 | 351 | 368 | 359 | 415 | 398 | 431 | 406 | 416 | 404 | 409 | 394 | 4 | | |
| Grade 4 | 337 | 388 | 359 | 380 | 358 | 417 | 401 | 434 | 409 | 420 | 407 | 417 | 0 | | |
| Grade 5 | 409 | 340 | 391 | 372 | 388 | 381 | 432 | 415 | 450 | 424 | 435 | 366 | 15 | | |
| Grade 6 | 438 | 418 | 353 | 422 | 374 | 401 | 394 | 447 | 430 | 465 | 439 | 401 | 0 | | |
| Grade 7 | 414 | 444 | 419 | 367 | 423 | 377 | 406 | 399 | 453 | 435 | 471 | 380 | -3 | | |
| Grade 8 | 431 | 413 | 446 | 431 | 373 | 429 | 383 | 412 | 405 | 460 | 442 | 428 | 1 | | |
| Grade 9 | 451 | 444 | 438 | 463 | 436 | 399 | 448 | 400 | 430 | 423 | 480 | 385 | 14 | | |
| Grade 10 | 433 | 487 | 446 | 430 | 465 | 445 | 403 | 453 | 404 | 435 | 428 | 439 | 6 | | |
| Grade 11 | 474 | 420 | 461 | 460 | 422 | 482 | 447 | 405 | 454 | 405 | 437 | 464 | 18 | | |
| Grade 12 | 462 | 458 | 422 | 461 | 447 | 406 | 471 | 437 | 396 | 445 | 397 | 417 | -11 | | |
| | | | | | | | | | | | | | | | |
| Grades K-4 | 1795 | 1852 | 1876 | 1975 | 1979 | 2045 | 2036 | 2047 | 2025 | 2033 | 2030 | 2017 | 28 | | |
| Grades K-5 | 2204 | 2192 | 2267 | 2347 | 2367 | 2426 | 2467 | 2462 | 2474 | 2457 | 2465 | 2383 | 43 | | |
| Grades K-6 | 2642 | 2610 | 2620 | 2769 | 2741 | 2827 | 2862 | 2909 | 2904 | 2922 | 2904 | 2784 | 43 | | |
| Grades 1-3 | 1121 | 1061 | 1139 | 1174 | 1240 | 1231 | 1250 | 1223 | 1226 | 1218 | 1229 | 1220 | 11 | | |
| Grades 4-6 | 1184 | 1146 | 1103 | 1174 | 1120 | 1199 | 1227 | 1297 | 1289 | 1309 | 1280 | 1184 | 15 | | |
| Grades 5-6 | 847 | 758 | 744 | 794 | 762 | 782 | 826 | 862 | 880 | 889 | 873 | 767 | 15 | | |
| Grades 6-8 | 1283 | 1275 | 1218 | 1220 | 1170 | 1207 | 1183 | 1259 | 1288 | 1360 | 1352 | 1209 | -2 | | |
| Grades 7-8 | 845 | 857 | 865 | 798 | 796 | 806 | 789 | 811 | 858 | 895 | 913 | 808 | -2 | | |
| Grades 7-12 | 2665 | 2666 | 2632 | 2612 | 2566 | 2538 | 2558 | 2506 | 2543 | 2603 | 2654 | 2513 | 25 | | |
| Grades 9-12 | 1820 | 1809 | 1767 | 1814 | 1770 | 1732 | 1769 | 1694 | 1685 | 1708 | 1741 | 1705 | 27 | | |
| Grades K-12 | 5307 | 5276 | 5252 | 5381 | 5307 | 5365 | 5420 | 5415 | 5447 | 5525 | 5558 | 5297 | 68 | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Increase/Decline | -118 | -31 | -24 | 129 | -74 | 58 | 55 | -5 | 32 | 78 | | | | | |
| Percent | -2.18% | -0.58% | -0.45% | 2.45% | -1.41% | 1.08% | 1.04% | -0.10% | 0.59% | 1.44% | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |