

*Moorhead Area  
Public Schools  
School Profiles*



2000-01 through 2004-05  
Final

Prepared by the Office of Teaching & Learning  
October 20, 2005

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



*Moorhead Area Public Schools*

*District Demographic  
Data*

2000-01 through 2004-05

# Moorhead Area Public Schools

## Demographic Definitions

### **1. Attendance Rate**

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

### **2. Average Daily Attendance (ADA)**

The Average Daily Attendance (ADA) is the average number of 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 reported as the language primarily used at home. Data will include the number of students and the home language.

## **9. Home Schooled Students**

The number reflects students that have completed the home schooled forms on file in the Office of Teaching and Learning over the course of the school year. This number includes shared time pupils in the district.

## **10. Migrant Students**

The number of students who have moved to a different school district “within the last three years because of their parent’s temporary or seasonal work in agriculture or fishing”. (US Dept. of Ed., 1999) The information is collected through MARSS.

## **11. Mobility**

The number is given as it relates to those students who transferred from the buildings during the school year and number of students who entered the buildings during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

## **12. Open Enrolled Students**

The figure reflects the number of students choosing to open enroll to Moorhead and to other districts. Minnesota Statute 124D.03 allows all Minnesota’s public school students the opportunity to apply to attend school outside of the school district where they live. Families generally provide their own school transportation. No tuition is charged. The information is collected through MARSS.

## **13. Private School Enrollment**

The number of Moorhead Area Public School students that are enrolled in private schools in the Fargo-Moorhead Area. The information is collected in the Office of Teaching and Learning.

## **14. Spanish Immersion Program Enrollment**

The number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected in the Office of Teaching and Learning.

### **15. Special Education Status**

The number of students in the district receiving special services listed by primary disability as of December 1. The information is collected in the Learner Support Services Office.

### **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 Area Public Schools*

**MOORHEAD DISTRICT DEMOGRAPHICS**

<b>1. Attendance Rate</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	95.64%	95.23%	95.40%	95.36%	92.20%
<b>2. Average Daily Attendance</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	5203	5084	4983	4866	4799
<b>3. Average Daily Membership</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	5440	5339	5223	5103	5205
<b>4. English Language Learners (ELL)</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	416	432	356	349	509
<b>5. Enrollment as of October 1</b>					
	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Kindergarten	414	373	368	329	399
Grade 1	363	419	370	352	352
Grade 2	415	359	402	357	361
Grade 3	435	406	344	402	357
Grade 4	391	432	404	335	389
Grade 5	460	393	443	410	338
Grade 6	447	438	396	439	425
Grade 7	424	457	441	409	440
Grade 8	431	430	451	427	414
Grade 9	435	468	440	456	446
Grade 10	436	458	471	434	494
Grade 11	419	472	466	474	422
Grade 12	411	443	472	465	478
Self contained	143	12	9	10	5
Total	5624	5560	5477	5299	5320
<b>6. Ethnicity</b>	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Native American	177 3.15%	168 3.03%	172 3.13%	168 3.12%	171 3.26%
Asian	100 1.78%	67 1.21%	81 1.48%	80 1.49%	78 1.48%
Hispanic	454 8.07%	471 8.50%	473 8.61%	451 8.38%	439 8.36%
Black	78 1.39%	92 1.66%	109 1.99%	136 2.53%	132 2.51%
White	4814 85.61%	4743 85.60%	4656 84.79%	4545 84.48%	4433 84.39%
Percent Minority	14.39%	14.40%	15.21%	15.52%	15.61%

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<b>7. Free and Reduced Lunch Program</b>	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Free	1274	1188	1279	1235	1091
Reduced	451	379	312	268	275
% of Free & Reduced	30%	31%	33%	28%	25%

**8. Home Language**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Afrikaans	0	0	0	0	2
Albanian	0	0	0	12	17
American Sign Language (ASL)	0	0	1	1	1
Amharic	0	0	0	1	0
Arabic	2	4	12	11	10
Cantonese	0	0	1	0	0
Chinese	0	3	1	5	3
Cutchi	0	0	0	1	2
Dakotah	2	2	3	5	9
Dutch	0	0	0	0	1
English	4726	5519	4634	5329	5145
Estonian	0	0	0	1	0
Farsi	4	0	1	0	0
French	0	0	0	0	2
German	10	8	0	8	11
Hawaiian	0	2	0	3	3
Hindi	1	1	3	5	3
Japanese	3	4	1	1	1
Korean	0	0	0	3	3
Kurdish	111	125	108	126	131
Laotian	4	4	5	3	4
Norwegian	1	1	0	1	0
Okinawan	0	0	3	0	0
Persian	0	5	13	4	5
Polish	2	2	1	1	0
Portuguese	1	2	0	1	1
Russian	4	7	2	6	7
Serbo-Croatian	5	0	10	15	26
Somali	11	22	22	24	19
Spanish	333	471	292	409	438
Swahili	5	6	4	4	5
Swedish	3	5	3	4	2
Thai	0	0	1	1	1
Tongan	2	0	2	0	0
Turkish	4	4	1	1	1
Vietnamese	23	26	25	27	28
Not Available	0	0	10	6	0

**9. Home Schooled Students**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	79	92	100	116	112

*Moorhead Area Public Schools*

<b>10. Migrant Students</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
		207	152	165	191
<b>11. Mobility</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Transfers Into District	184	460	467	469	530
Transfers Out of District	361	397	254	317	418
<b>12. Open Enrolled Students</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Into Moorhead	119	136	124	114	146
Out of Moorhead	165	154	156	229	323
<b>13. Private School Enrollment</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	438	448	517	478	451
<b>14. Spanish Immersion Program Enrollment</b>	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Kindergarten	44	43	46	40	64
Grade 1	40	39	36	47	32
Grade 2	51	34	38	32	45
Grade 3	25	25	33	38	31
Grade 4			24	27	32
Grade 5				21	22
Total	160	141	177	205	226
<b>15. Special Education Status (December Child Count)</b>	<u>Dec. 00</u>	<u>Dec. 01</u>	<u>Dec. 02</u>	<u>Dec. 03</u>	<u>Dec. 04</u>
Speech/Language Impaired	138	117	164	154	155
DCD Moderate	31	36	38	38	30
DCD Severe	26	26	18	18	20
Physically Impaired	26	30	30	24	22
Deaf/Hard of Hearing	16	19	18	20	23
Visual Impairment	3	4	4	5	3
Specific Learning Disability	281	277	238	245	210
Behavioral Disorders	166	163	118	114	96
Deaf-Blind	0	0	0	0	1
Other Health Impaired	162	171	179	193	195
Autistic	25	41	41	44	55
Traumatic Brain Injury	5	4	3	2	4
Development Delay	65	114	118	100	114
Severely Multiple Impaired	0	0	0	0	0
<b>Total Disabilities Served</b>	944	1002	973	957	928
<b>16. Students Transported</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	66.40%	66.40%	63.60%	60.00%	78.40%





*Moorhead Area Public Schools*

*District Achievement*

*Data*

2000-01 through 2004-05

# **Moorhead District Achievement Definitions**

## **1. Minnesota Comprehensive Assessment (MCA)**

Minnesota schools give the MCAs every year to measure student performance on the state standards. These standards outline what students should know and do in a particular grade. The MCAs measure academic knowledge in the skills of language arts, mathematics and writing.

The MCAs are used to show how well students have learned the concepts and skills in a given grade.

- The test provides information on student reading, math, or writing skills.
- The test provides a comparison to other students in the state.

Schools use the information from the MCAs to improve teaching and learning. Teachers and principals look for the areas where students do well, then reinforce the ways those skills are taught. They also look for areas that need improvement, then alter the ways they teach these areas or they increase the time they give to them.

In 2004-05 grades 3, 5, 7, 10 and 11 participated in the MCA tests in the areas of reading, math and writing. All public school students in grades 3-8 must take the MCA tests in 2005.

### **The test performance is divided into five areas:**

#### **Proficient Academic Performance**

- Level 5: Advanced
- Level 4: Above Grade Level
- Level 3: At Grade Level

#### **Not Proficient Academic Performance**

- Level 2: Slightly Below Grade Level
- Level 1: Significantly Below Grade Level

## **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 the test theory's founder, 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.

Standard deviation is the amount of difference in scores.

Median is the middle score.

*Moorhead Area Public Schools*  
**MOORHEAD DISTRICT ACHIEVEMENT**

**1. Minnesota Comprehensive Assessments (MCA)**

<i>Grade 3 - District Reading MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	16%	14%	14%	18%	24%
Percent at or above Level 4	33%	32%	42%	41%	40%
Percent at or above Level 3	16%	18%	17%	10%	14%
Percent at or above Level 2	18%	16%	16%	16%	14%
Percent at or above Level 1	17%	20%	11%	14%	8%

<i>Grade 3 - State Reading MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	16%	16%	17%	18%	24%
Percent at or above Level 4	33%	33%	42%	42%	41%
Percent at or above Level 3	17%	17%	17%	10%	13%
Percent at or above Level 2	18%	18%	13%	16%	13%
Percent at or above Level 1	16%	16%	11%	14%	9%

<i>Grade 3 - District Mathematics MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	10%	7%	19%	5%	18%
Percent at or above Level 4	36%	33%	30%	33%	43%
Percent at or above Level 3	28%	26%	21%	15%	13%
Percent at or above Level 2	15%	18%	21%	32%	20%
Percent at or above Level 1	11%	16%	9%	14%	6%

<i>Grade 3 - State Mathematics MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	14%	11%	19%	25%	24%
Percent at or above Level 4	39%	37%	37%	35%	41%
Percent at or above Level 3	25%	25%	18%	9%	12%
Percent at or above Level 2	13%	17%	20%	21%	16%
Percent at or above Level 1	10%	10%	6%	10%	6%

<i>Grade 5 - District Reading MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	23%	24%	25%	26%	44%
Percent at or above Level 4	41%	36%	41%	35%	31%
Percent at or above Level 3	17%	14%	14%	9%	9%
Percent at or above Level 2	10%	11%	12%	20%	11%
Percent at or above Level 1	10%	15%	8%	9%	5%

<i>Grade 5 - State Reading MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	24%	25%	25%	5%	36%
Percent at or above Level 4	39%	39%	42%	33%	37%
Percent at or above Level 3	15%	15%	14%	15%	8%
Percent at or above Level 2	11%	11%	12%	32%	11%
Percent at or above Level 1	11%	10%	7%	15%	8%

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<i>Grade 5 - District Mathematics MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	13%	14%	17%	14%	26%
Percent at or above Level 4	40%	41%	36%	35%	46%
Percent at or above Level 3	22%	18%	21%	18%	10%
Percent at or above Level 2	14%	11%	18%	26%	15%
Percent at or above Level 1	10%	15%	8%	7%	3%

<i>Grade 5 - State Mathematics MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	13%	14%	18%	13%	24%
Percent at or above Level 4	37%	39%	39%	36%	44%
Percent at or above Level 3	22%	20%	20%	18%	12%
Percent at or above Level 2	17%	18%	17%	27%	16%
Percent at or above Level 1	11%	10%	6%	6%	4%

<i>Grade 5 - District Writing MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	3%	4%	9%	12%	20%
Percent at or above Level 4	44%	50%	44%	48%	51%
Percent at or above Level 3	24%	23%	10%	11%	11%
Percent at or above Level 2	14%	16%	23%	21%	12%
Percent at or above Level 1	5%	7%	14%	8%	6%

<i>Grade 5 - State Writing MCA</i>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	3%	5%	16%	11%	26%
Percent at or above Level 4	52%	55%	42%	47%	46%
Percent at or above Level 3	24%	23%	10%	12%	10%
Percent at or above Level 2	14%	13%	22%	22%	15%
Percent at or above Level 1	4%	3%	11%	8%	3%

<i>Grade 7 - District Reading MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	4%	5%
Percent at or above Level 4	33%	33%
Percent at or above Level 3	27%	33%
Percent at or above Level 2	29%	23%
Percent at or above Level 1	7%	6%

<i>Grade 7 - State Reading MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	6%	7%
Percent at or above Level 4	32%	34%
Percent at or above Level 3	31%	33%
Percent at or above Level 2	25%	22%
Percent at or above Level 1	6%	4%

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<i>Grade 7 - District Mathematics MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	12%	13%
Percent at or above Level 4	23%	28%
Percent at or above Level 3	30%	35%
Percent at or above Level 2	26%	19%
Percent at or above Level 1	9%	6%

<i>Grade 7 - State Mathematics MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	9%	14%
Percent at or above Level 4	19%	26%
Percent at or above Level 3	39%	37%
Percent at or above Level 2	27%	20%
Percent at or above Level 1	7%	4%

<i>Grade 10 - District Reading MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	5%	7%
Percent at or above Level 4	23%	32%
Percent at or above Level 3	39%	39%
Percent at or above Level 2	26%	17%
Percent at or above Level 1	6%	5%

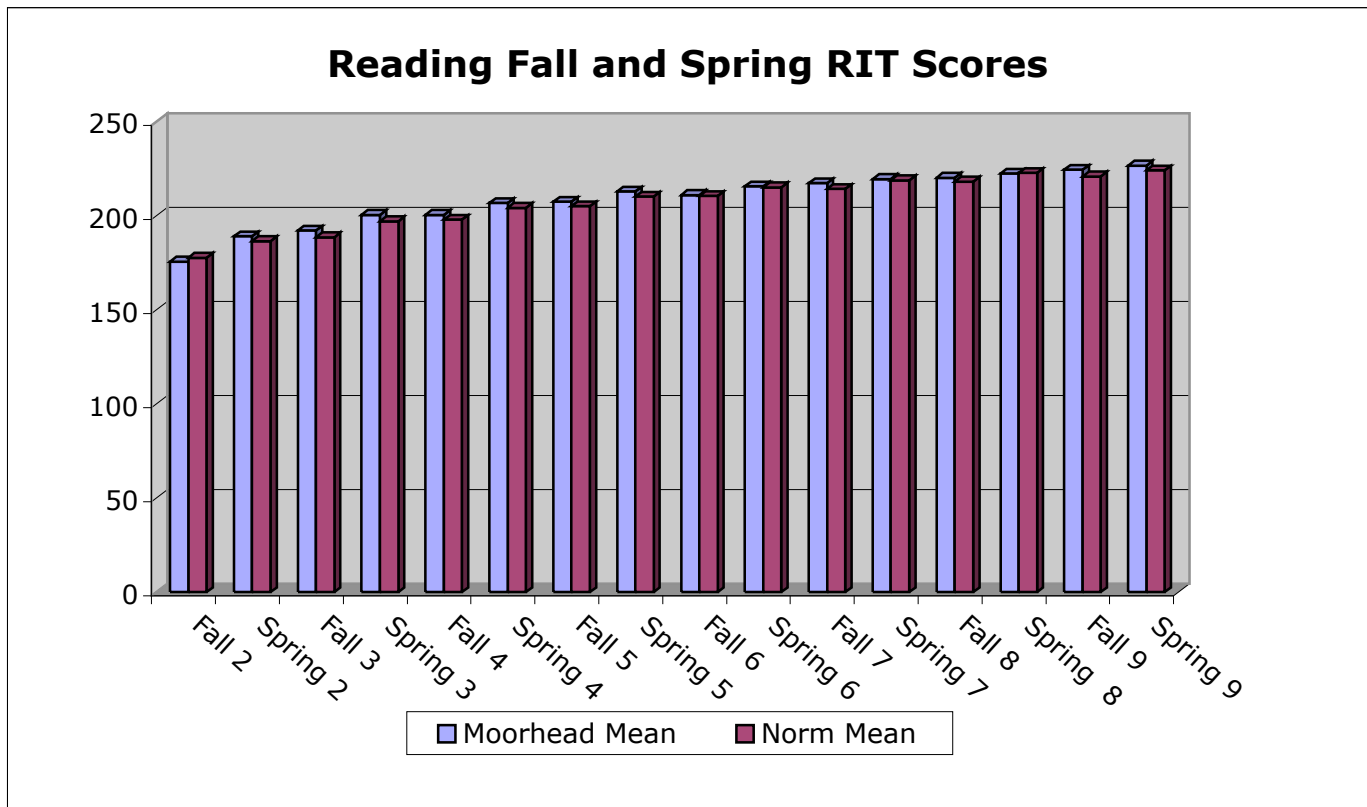
<i>Grade 10 - State Reading MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	10%	9%
Percent at or above Level 4	31%	35%
Percent at or above Level 3	37%	37%
Percent at or above Level 2	17%	15%
Percent at or above Level 1	5%	4%

<i>Grade 11 - District Mathematics MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	3%	4%
Percent at or above Level 4	15%	10%
Percent at or above Level 3	45%	49%
Percent at or above Level 2	31%	35%
Percent at or above Level 1	6%	2%

<i>Grade 11 - State Mathematics MCA</i>	<u>2003-04</u>	<u>2004-05</u>
Percent at or above Level 5	6%	8%
Percent at or above Level 4	22%	19%
Percent at or above Level 3	42%	45%
Percent at or above Level 2	25%	26%
Percent at or above Level 1	4%	2%

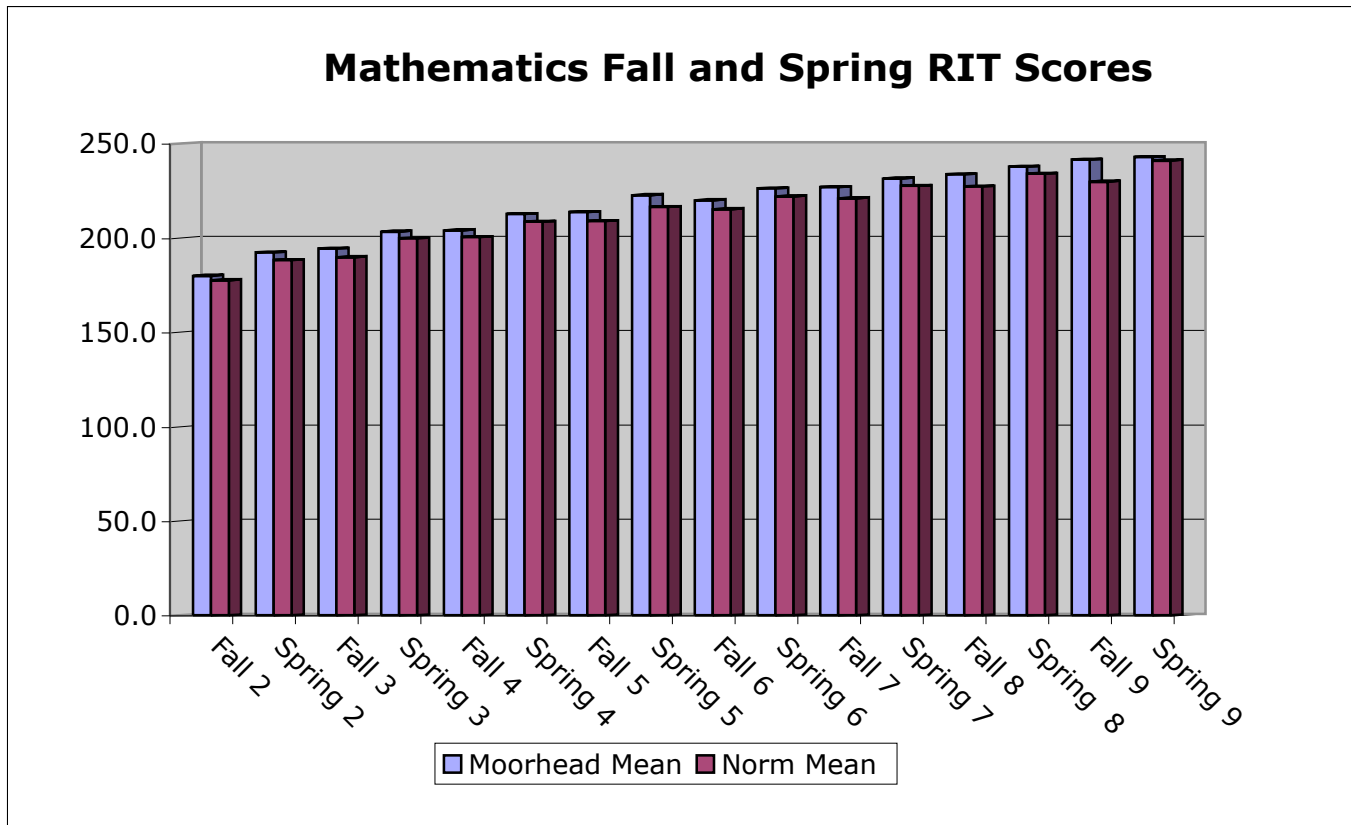
**2. Measures of Academic Progress (MAP)  
Reading Fall and Spring RIT Scores**

Grade	Moorhead Mean	Norm Mean	Standard Deviation	Moorhead Median
Fall 2	175.7	177.7	16.2	176
Spring 2	189.2	186.6	14.9	191
Fall 3	192.2	188.7	14.7	195
Spring 3	200.6	197.2	12.1	202
Fall 4	200.5	198.0	14.6	203
Spring 4	206.9	204.3	12.6	208
Fall 5	207.6	205.2	12.6	209
Spring 5	213.0	210.3	12.2	214
Fall 6	211.1	210.5	15.8	213
Spring 6	215.7	215.2	14.7	218
Fall 7	217.5	214.4	13.2	220
Spring 7	219.6	218.9	14.3	222
Fall 8	220.3	218.3	14.2	222
Spring 8	222.5	222.8	14.6	225
Fall 9	224.5	221.0	113	226
Spring 9	226.8	224.2	13.7	229



**2. Measures of Academic Progress (MAP)  
Mathematics Fall and Spring RIT Scores**

Grade	Moorhead Mean	Norm Mean	Standard Deviation	Moorhead Median
Fall 2	180.0	177.6	12.3	180
Spring 2	192.3	188.2	12.1	194
Fall 3	194.3	189.7	11.3	196
Spring 3	203.4	199.7	11.0	204
Fall 4	204.0	200.4	12.9	205
Spring 4	212.6	208.6	13.6	212
Fall 5	213.6	208.9	14.7	213
Spring 5	222.7	216.4	14.3	225
Fall 6	219.9	215.2	16.7	222
Spring 6	226.3	221.9	16.5	228
Fall 7	226.9	220.9	16.0	229
Spring 7	231.4	227.5	17.7	234
Fall 8	233.6	227.2	17.4	235
Spring 8	237.8	234.0	18.2	240
Fall 9	241.5	229.8	17.6	244
Spring 9	242.8	240.9	17.6	246







*Moorhead Area Public Schools*

*District Building*

*Data*

2000-01 through 2004-05

# **Moorhead Area Public Schools**

## **Building Definitions**

### **Teaching Staff**

The number reflects the number of teaching staff at the end of the year. The information is also disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

### **Teacher Attendance**

The information is gathered from the Substitute Employee Management System (SEMS) and disaggregated by the reporting categories for the system.

**Teaching Staff**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
BA	64	63	76	59	48
BA+15	20	28	27	29	41
BA+30	15	22	16	17	15
BA+45	35	49	48	41	46
BA+60	5	5	6	3	2
BA+75	6	3	3	3	3
BA+90	1	2	2	2	1
BA+105	31	33	30	28	27
MA	33	32	27	26	34
MA+15	36	30	28	36	45
MA+30	26	25	25	23	29
MA+45	70	101	98	99	108
0 to 5 years	133	145	153	173	102
6 to 10 years	99	91	96	112	93
11 to 20 years	82	93	129	136	150
More than 20 years	62	62	72	76	54
Average years experience	13	13	12	11	12

**Teacher Attendance**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Total Teaching Staff	424	411	419	394	399
Days of Sick Leave	2388.5	2812.5	1954	2775	2915.5
Days of Personal Leave	635	533.5	545	719.5	680.5
Days of Emergency Leave	256	292	194	218	223.5
Days of Athletic Leave	183	204.5	266	272	250.23
Days of Deduct	148	124.5	153	108	155.5
Days of Civic Leave	7.07	17.5	32.5	46.5	23
Days of Association Leave	22.5	52.5	26	17	30.5
Days of Conference Leave	733.5	938	947.5	875	760.5
Days of Workers Comp Leave	16.49	0	11.5	0	0
Days of Misc Leave	171	232.5	143.5	200	99
Days of Childstudy/IEP		9	9	2.5	8.5
<b>TOTAL</b>	4564.56	5216.5	4282	5233.5	5146.75
<b>Average Days Absent</b>	10.77	12.69	10.22	13.28	12.9



*Moorhead Area Public Schools*

*Elementary  
Demographic  
Data*

2004-2005

# 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 number of student attendance over the year.

### 3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

### 4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the principal in each school.

### 5. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

### 6. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

### 7. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

### 8. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

### 9. Home Language

The number is reported as the language primarily used at home. Data will include the number of students and the home language.

## **10. Mobility**

The number is given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

## **11. Special Education Status**

The number of students in the district receiving special services listed by primary disability as of December 1. The information is collected in the Learner Support Services Office.

## **12. Student Discipline Reports:**

### **Alcohol**

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Physical Assaults/Fighting**

Characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from “poking, pushing, shoving or scuffling.” The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Other Drug Use**

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Tobacco**

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Vandalism (Willful Damage of School Property or of the Property of Others):**

“Willful Damage” is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting

### **Weapons**

A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

Articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **13. 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.

### **14. 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.

### **15. 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 Schools 2004-2005*

	<i>Asp</i>	<i>Hopkins</i>	<i>Reinertsen</i>
<b>1. Attendance Rate</b>	96.75%	97.13%	97.45%
<b>2. Average Daily Attendance (ADA)</b>	654	710	725
<b>3. Average Daily Membership (ADM)</b>	676	731	744
<b>4. Detention</b>	0	0	0
<b>5. English Language Learners (ELL)</b>	97	71	47
<b>6. Enrollment as of October 1</b>			
Kindergarten	111	162	126
Grade 1	103	125	124
Grade 2	125	122	114
Grade 3	111	121	125
Grade 4	133	121	135
Grade 5	114	97	127
Self contained	0	3	2
Total	697	751	753
<b>7. Ethnicity</b>	<u>Oct. 04</u>	<u>Oct. 04</u>	<u>Oct. 04</u>
Native American	19 2.7%	28 3.7%	18 2.4%
Asian	13 1.9%	17 2.3%	10 1.3%
Hispanic	116 16.8%	74 9.8%	31 4.1%
Black	17 2.4%	24 3.2%	26 3.4%
White	531 76.3%	611 81.0%	673 88.8%
Percent Minority	23.7%	19.0%	11.2%
<b>8. Free and Reduced Lunch Program</b>	<u>Oct. 04</u>	<u>Oct. 04</u>	<u>Oct. 04</u>
Free	201	155	123
Reduced	44	40	39
% of Free & Reduced	35%	26%	22%



*Moorhead Elementary Schools 2004-2005*

<b>9. Home Language</b>	<b><i>Asp</i></b>	<b><i>Hopkins</i></b>	<b><i>Reinertsen</i></b>
Albanian	6	3	2
Arabic	1	0	2
Chinese	0	0	1
Cutchi	0	0	1
Dakotah	0	0	2
English	625	715	725
German	0	0	0
Hawaiian	0	2	0
Hindi	0	1	0
Japanese	0	0	1
Korean	0	0	2
Kurdish	21	9	29
Russian	0	0	1
Serbo-Croatian	4	5	3
Somali	0	4	2
Spanish	96	64	16
Vietnamese	12	8	0
<b>10. Mobility</b>			
Transfers Into Building	86	79	75
Transfers Out of Building	67	69	38
<b>11. Special Education Status</b>	<b><u>Dec. 04</u></b>	<b><u>Dec. 04</u></b>	<b><u>Dec. 04</u></b>
Speech/Language Impaired	40	44	28
DCD Moderate	3	5	2
DCD Severe	1	0	2
Physically Impaired	5	1	2
Deaf/Hard of Hearing	2	2	2
Visual Impairment	0	0	0
Specific Learning Disability	17	17	19
Behavioral Disorders	7	12	4
Deaf-Blind	0	0	1
Other Health Impaired	21	21	17
Autistic	5	8	17
Traumatic Brain Injury	10	14	12
Development Delay	1	0	0
Severely Multiple Impaired	0	0	0
<b>Total Disabilities Served</b>	<b>112</b>	<b>124</b>	<b>106</b>
<b>12. Student Discipline Reports</b>			
Alcohol	0	0	0
Physical Assault/Fighting	1	0	10
Other drug use	0	0	0
Tobacco	0	0	0
Vandalism	0	0	0
Weapons	1	0	0

*Moorhead Elementary Schools 2004-2005*

	<i>Asp</i>	<i>Hopkins</i>	<i>Reinertsen</i>
<b>13. Suspensions</b>	2	0	0
<b>14. Suspension: Bus</b>	1	2	5
<b>15. Unexcused Absences</b>			
0 Absences	235 34.61%	270 36.64%	413 54.99%
1 to 5 Absences	293 43.15%	303 41.11%	262 34.89%
6 to 10 Absences	62 9.13%	71 9.63%	38 5.06%
11 to 15 Absences	41 6.04%	28 3.80%	24 3.20%
16 to 20 Absences	27 3.98%	24 3.26%	9 1.20%
21 or More Absences	21 3.09%	41 5.56%	5 0.67%



*Moorhead Area Public Schools*

*Elementary  
Achievement  
Data*

2004-2005

# Moorhead Elementary Achievement 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. Minnesota Comprehensive Assessment (MCA)

Minnesota schools give the MCAs every year to measure student performance on the state standards. These standards outline what students should know and do in a particular grade. The MCAs measure academic knowledge in the skills of language arts, mathematics and writing.

The MCAs are used to show how well students have learned the concepts and skills in a given grade.

- The test provides information on student reading, math, or writing skills.
- The test provides a comparison to other students in the state.

Schools use the information from the MCAs to improve teaching and learning. Teachers and principals look for the areas where students do well, then reinforce the ways those skills are taught. They also look for areas that need improvement, then alter the ways they teach these areas or they increase the time they give to them.

In 2004-05 grades 3, 5, 7, 10 and 11 participated in the MCA tests in the areas of reading, math and writing. All public school students in grades 3-8 must take the MCA tests in 2005.

**The test performance is divided into five areas:**

### **Proficient Academic Performance**

Level 5: Advanced

Level 4: Above Grade Level

Level 3: At Grade Level

### **Not Proficient Academic Performance**

Level 2: Slightly Below Grade Level

Level 1: Significantly Below Grade Level

### **3. 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 the test theory's founder, 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.

Standard deviation is the amount of difference in scores.

Median is the middle score.

*Moorhead Elementary Schools 2004-2005*

	<i>Asp</i>	<i>Hopkins</i>	<i>Reinertsen</i>
<b>1. Retention in Grade</b>			
Kindergarten	4	3	1
Grade 1	4	0	2
Grade 2	0	1	0
Grade 3	0	0	1
Grade 4	2	1	1
Grade 5	0	0	1
Total	10	5	6

**2. Minnesota Comprehensive Assessments (MCA)**

*Grade 3 - Reading MCA*

Percent at or above Level 5	25%	25%	21%
Percent at or above Level 4	33%	41%	46%
Percent at or above Level 3	20%	12%	12%
Percent at or above Level 2	13%	13%	15%
Percent at or above Level 1	9%	9%	6%

*Grade 3 - Mathematics MCA*

Percent at or above Level 5	15%	20%	18%
Percent at or above Level 4	47%	40%	43%
Percent at or above Level 3	14%	14%	13%
Percent at or above Level 2	17%	22%	20%
Percent at or above Level 1	7%	4%	6%

*Grade 5 - Reading MCA*

Percent at or above Level 5	38%	45%	50%
Percent at or above Level 4	27%	30%	35%
Percent at or above Level 3	13%	5%	8%
Percent at or above Level 2	14%	14%	6%
Percent at or above Level 1	8%	6%	1%

*Grade 5 - Mathematics MCA*

Percent at or above Level 5	17%	29%	30%
Percent at or above Level 4	41%	41%	55%
Percent at or above Level 3	12%	12%	7%
Percent at or above Level 2	25%	13%	8%
Percent at or above Level 1	5%	5%	0%

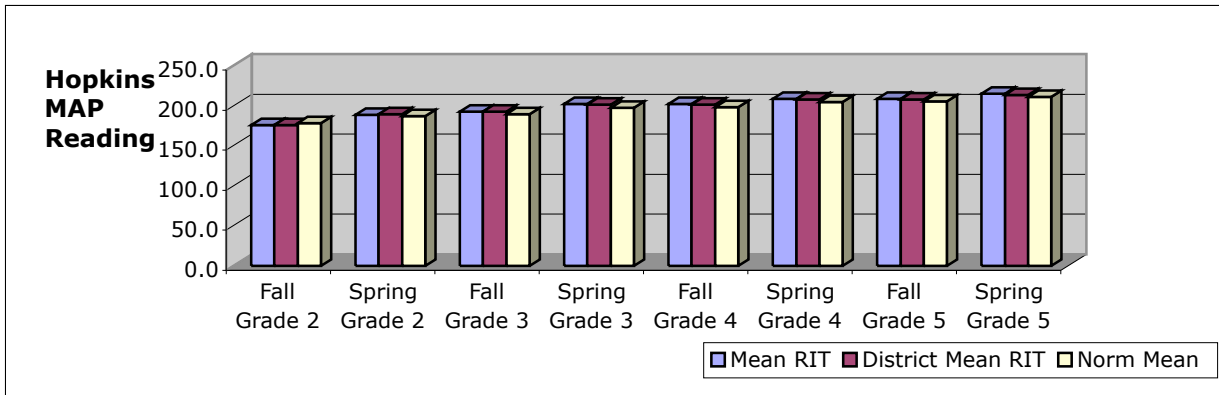
*Grade 5 - Writing MCA*

Percent at or above Level 5	15%	8%	34%
Percent at or above Level 4	55%	44%	53%
Percent at or above Level 3	4%	24%	6%
Percent at or above Level 2	15%	20%	3%
Percent at or above Level 1	11%	4%	3%

**3. Measures of Academic Progress (MAP)**

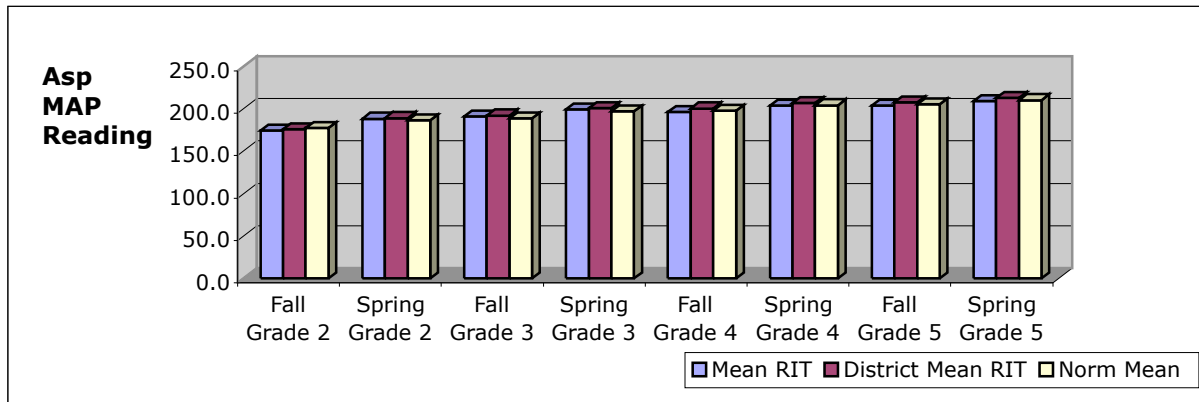
**MAP Hopkins Reading**

Hopkins	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	175.4	175.7	177.7	17.2	175
Spring Grade 2	188.2	189.2	186.6	15.8	191
Fall Grade 3	191.7	192.2	188.7	15.1	196
Spring Grade 3	201.3	200.6	197.2	12.0	202
Fall Grade 4	201.8	200.5	198.0	14.8	204
Spring Grade 4	208.4	206.9	204.3	11.3	208
Fall Grade 5	208.1	207.6	205.2	15.2	211
Spring Grade 5	214.4	213.0	210.3	13.7	216



**MAP Asp Reading**

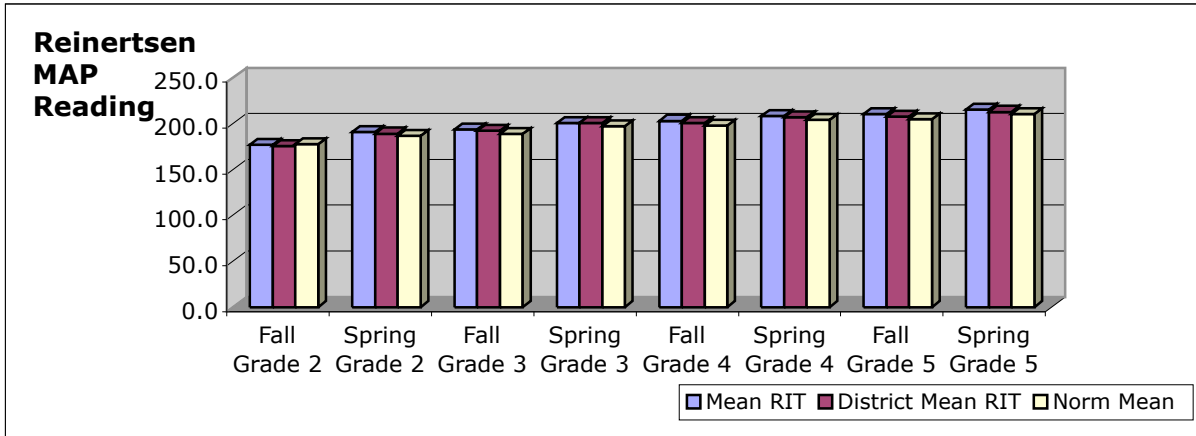
Robert Asp	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	174.6	175.7	177.7	15.3	175
Spring Grade 2	188.4	189.2	186.6	14.5	191
Fall Grade 3	191.2	192.2	188.7	14.7	192
Spring Grade 3	199.3	200.6	197.2	12.6	200
Fall Grade 4	196.6	200.5	198.0	15.2	201
Spring Grade 4	203.8	206.9	204.3	14.2	207
Fall Grade 5	204.0	207.6	205.2	12.7	205
Spring Grade 5	209.0	213.0	210.3	13.3	210



Moorhead Elementary Schools Achievement 2004-2005

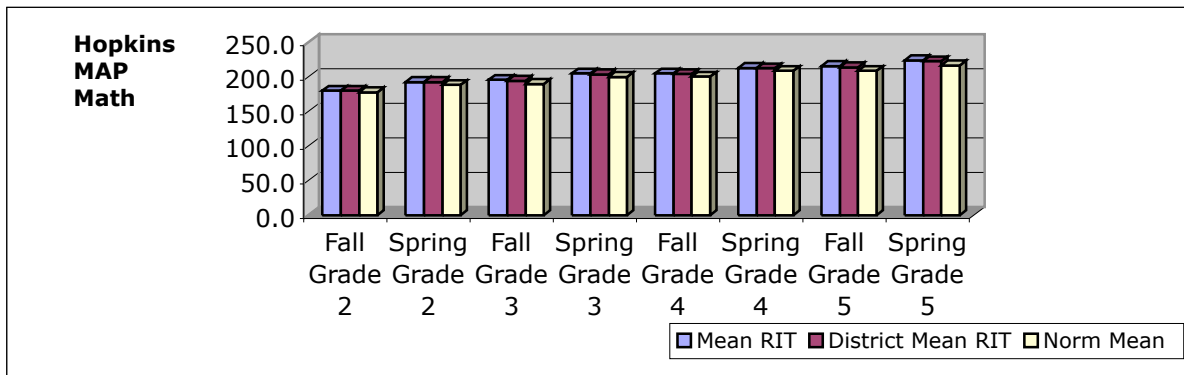
**MAP Reinertsen Reading**

Reinertsen	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	177.3	175.7	177.7	16.2	178
Spring Grade 2	191.0	189.2	186.6	14.3	193
Fall Grade 3	193.6	192.2	188.7	14.2	197
Spring Grade 3	201.0	200.6	197.2	11.9	203
Fall Grade 4	203.2	200.5	198.0	13.0	204
Spring Grade 4	208.6	206.9	204.3	11.4	208
Fall Grade 5	210.3	207.6	205.2	9.3	212
Spring Grade 5	215.3	213.0	210.3	8.7	215



**MAP Hopkins Mathematics**

Hopkins	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	179.9	180.0	177.6	12.7	179
Spring Grade 2	192.4	192.3	188.2	12.2	194
Fall Grade 3	195.7	194.3	189.7	11.4	197
Spring Grade 3	205.0	203.4	199.7	11.3	205
Fall Grade 4	205.0	204.0	200.4	12.8	207
Spring Grade 4	213.0	212.6	208.6	13.5	212
Fall Grade 5	215.5	213.6	208.9	16.8	214
Spring Grade 5	224.1	222.7	216.4	15.1	226

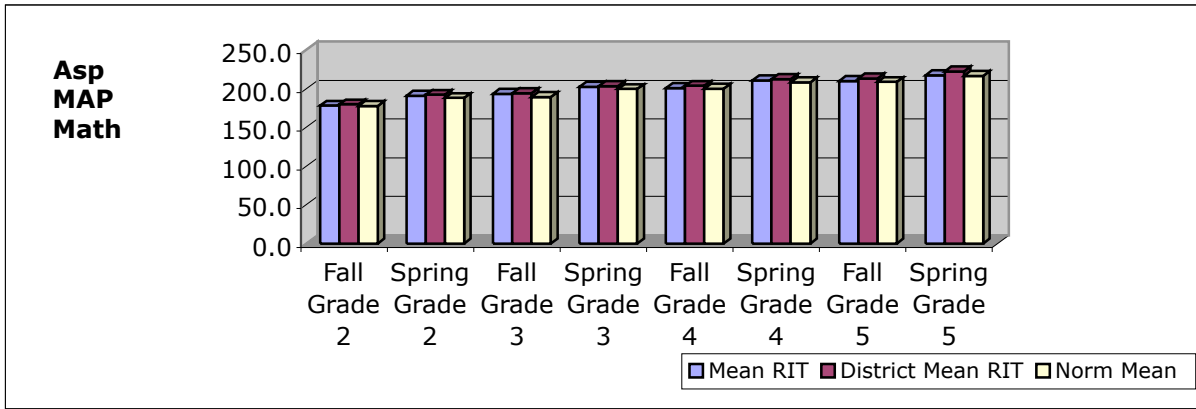




Moorhead Elementary Schools Achievement 2004-2005

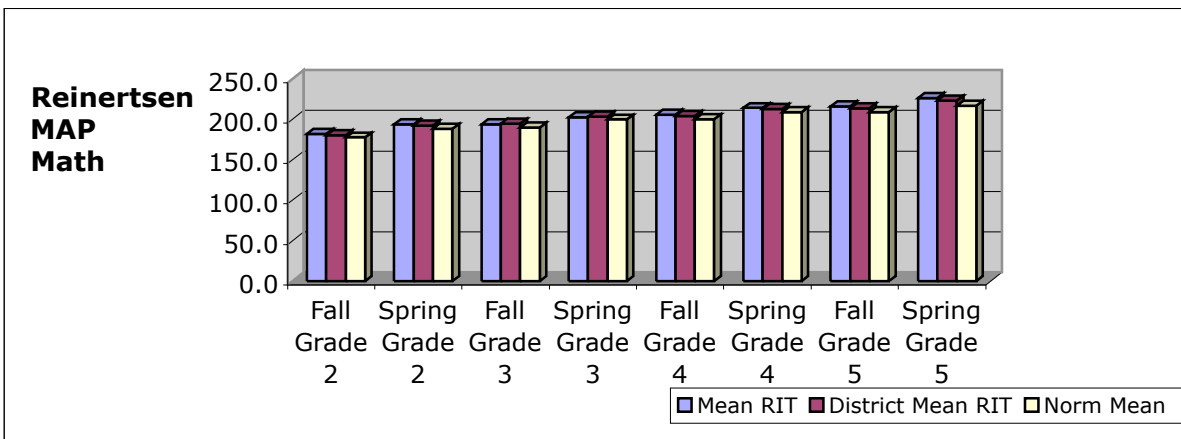
**MAP Asp Mathematics**

Robert Asp	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	178.2	180.0	177.6	12.0	179
Spring Grade 2	191.1	192.3	188.2	11.4	192
Fall Grade 3	193.3	194.3	189.7	10.4	195
Spring Grade 3	202.7	203.4	199.7	10.3	204
Fall Grade 4	201.2	204.0	200.4	13.2	202
Spring Grade 4	210.9	212.6	208.6	14.0	212
Fall Grade 5	209.8	213.6	208.9	15.2	209
Spring Grade 5	217.8	222.7	216.4	14.5	218



**MAP Reinertsen Mathematics**

Reinertsen	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 2	182.2	180.0	177.6	11.9	183
Spring Grade 2	193.5	192.3	188.2	12.7	195
Fall Grade 3	193.9	194.3	189.7	12.1	195
Spring Grade 3	202.4	203.4	199.7	11.2	203
Fall Grade 4	205.6	204.0	200.4	12.4	205
Spring Grade 4	213.9	212.6	208.6	13.2	213
Fall Grade 5	215.7	213.6	208.9	12.3	217
Spring Grade 5	226.0	222.7	216.4	11.6	228





*Moorhead Area Public Schools*

*Elementary  
Building  
Data*

2004-2005

# **Moorhead Area Public Schools**

## **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).

### **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 Elementary Schools 2004-2005*

<b>Teaching Staff</b>	<i>Asp</i>	<i>Hopkins</i>	<i>Reinertsen</i>
BA	4	11	2
BA+15	3	7	2
BA+30	4	2	2
BA+45	4	8	9
BA+60	0	1	1
BA+75	1	0	1
BA+90	0	0	0
BA+105	11	2	4
MA	2	7	5
MA+15	7	2	9
MA+30	4	3	6
MA+45	12	14	15
0 to 5 years	13	17	14
6 to 10 years	13	12	13
11 to 20 years	14	25	23
More than 20 years	12	4	6
Average years experience	14	11	12

**Heat and Electricity per square foot**

Square Foot	98,510	111,005	103,600
Cost for Electricity	\$55,589	\$62,622	\$77,566
Cost per square foot	\$0.56	\$0.56	\$0.75
Square Foot	98,510	111,005	103,600
Cost for Heat	\$48,660	\$51,893	\$53,552
Cost per square foot	\$0.49	\$0.47	\$0.52



*Moorhead Area Public Schools*

*High School  
Demographic  
Data*

2000-01 through 2004-05

# Moorhead High School

## 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 number of 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 reported as the language primarily used at home. Data will include the number of students and the home language.

## **12. Mobility**

The number is given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

## **13. Special Education Status**

The number of students in the district receiving special services listed by primary disability as of December 1. The number is collected in the Learner Support Services Office.

## **14. Student to Computer Ratio**

The average number of students per computer in the school. The information is provided by the technology department.

## **15. Student Discipline Reports:**

### **Alcohol**

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Physical Assaults/Fighting**

Characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from “poking, pushing, shoving or scuffling.” The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Other Drug Use**

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Tobacco**

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

## **Vandalism (Willful Damage of School Property or of the Property of Others):**

“Willful Damage” is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting

### **Weapons**

A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

Articles designed for other purposes (lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

## **16. Suspensions**

Out of school suspension is an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive 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. 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.

## **18. 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 High School*

<b>1. Attendance Rate</b>	<u>2000-01</u> 93.70%	<u>2001-02</u> 94.43%	<u>2002-03</u> 94.15%	<u>2003-04</u> 94.22%	<u>2004-05</u> 92.67%
<b>2. Average Daily Attendance (ADA)</b>	<u>2000-01</u> 1591	<u>2001-02</u> 1629	<u>2002-03</u> 1593	<u>2003-04</u> 1582	<u>2004-05</u> 1542
<b>3. Average Daily Membership (ADM)</b>	<u>2000-01</u> 1698	<u>2001-02</u> 1725	<u>2002-03</u> 1692	<u>2003-04</u> 1679	<u>2004-05</u> 1664
<b>4. Detention</b>	<u>2000-01</u> 0	<u>2001-02</u> 576	<u>2002-03</u> 661	<u>2003-04</u> 3050	<u>2004-05</u> 3157
<b>5. Dropout Rate (Grades 7-12) Drop Out Index</b>	<u>2000-01</u> 38 1.40	<u>2001-02</u> 66 2.46	<u>2002-03</u> 49 1.81	<u>2003-04</u> 38 1.43	<u>2004-05</u> 38 1.43
<b>6. English Language Learners</b>	<u>Oct. 00</u> 79	<u>Oct. 01</u> 106	<u>Oct. 02</u> 96	<u>Oct. 03</u> 76	<u>Oct. 04</u> 103
<b>7. Enrollment as of October 1</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Grade 9	435	437	402	430	417
Grade 10	436	430	443	400	449
Grade 11	419	446	431	446	401
Grade 12	411	424	441	435	445
Total	1701	1737	1717	1711	1712
<b>8. Ethnicity</b>	<u>Oct 00</u>	<u>Oct 01</u>	<u>Oct 02</u>	<u>Oct 03</u>	<u>Oct 04</u>
Native American	20 1.17%	15 0.89%	23 1.35%	29 1.69%	30 1.80%
Asian	31 1.81%	23 1.37%	21 1.23%	22 1.29%	20 1.17%
Hispanic	69 4.03%	76 4.52%	90 5.26%	91 5.32%	103 6.02%
Black	26 1.52%	41 2.44%	34 1.99%	35 2.05%	34 1.99%
White	1566 91.47%	1528 90.79%	1542 90.18%	1534 89.66%	1513 88.38%
Percent Minority	8.53%	9.21%	9.82%	10.34%	10.97%

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**9. Extra Curricular Activities**

	<u>2000-01</u>		<u>2001-02</u>		<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>	
	M	F	M	F	M	F	M	F	M	F
Baseball	68	00	52	00	50	00	49	00	50	00
Basketball	82	46	65	47	47	38	55	37	44	29
Business Professionals									08	01
Cheerleading	00	18	00	25	00	26	00	31	00	20
Cross Country	19	13	20	18	19	18	27	25	30	24
Danceline	00	22	00	32	00	29	00	28	00	30
Football	152	00	159	00	144	00	140	00	113	00
Golf	40	22	30	22	20	17	18	16	19	20
Gymnastics	00	12	00	13	00	10	00	05	00	14
Hockey	46	20	45	22	46	18	44	23	40	23
Soccer	64	49	64	44	60	53	57	53	49	54
Softball	00	36	00	26	00	29	00	29	00	27
Swimming	24	47	28	25	24	47	21	41	26	36
Tennis	25	29	20	20	15	39	15	30	25	29
Track	91	50	89	54	86	50	72	68	71	66
Volleyball	00	56	00	44	00	39	00	39	00	45
Wrestling	25	00	19	00	23	00	21	00	21	00
Apollo Strings	05	22	06	14	03	10	03	18	03	17
Cho Kio	00	07	01	19	00	11	01	10	03	09
Debate	08	08	14	08	14	11	11	11	13	20
Drill/Flag Team	00	18	00	08	00	12	00	11	00	07
Key Club	15	45	15	25	23	32	33	64	31	92
Knowledge Bowl	23	01	24	04	19	06	10	08	17	14
Math League	15	07	16	07	12	03	09	04	10	06
Mock Trial	03	08	04	08	03	06	04	07	03	08
Musical	18	30	25	34	35	40	29	40	18	26
Pep Band	15	24	23	29	13	38	21	36	23	32
Play	14	24	28	22	33	27	18	23	17	22
Science Challenge	12	02	12	03	14	02	22	03	15	05
Speech	22	45	15	27	27	53	28	56	33	64
Spud Paper	08	14	15	08	08	07	09	06	03	08
Student Council	07	31	09	29	08	44	04	45	04	42

**10. Free and Reduced Lunch Program**

	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Free	238	254	302	267	284
Reduced	119	99	76	68	82
% of Free & Reduced	19%	21%	22%	20%	22%

**11. Home Language**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Afrikaans	0	0	0	0	1
Albanian	0	0	0	0	3
Arabic	0	4	3	2	3
Chinese	0	0	1	2	1
Cutchi	0	0	0	0	1
Dakotah	0	0	0	0	1

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American Sign Language (ASL)	0	0	0	0	0
Dutch	0	0	0	0	1
English	1563	1633	1535	1612	1606
Estonian	0	0	0	0	0
Farsi	0	0	1	0	0
French	1	0	0	0	2
German	4	8	0	8	11
Japanese	0	1	0	0	0
Korean	0	0	0	0	0
Kurdish	17	23	25	30	29
Laotian	2	3	3	2	3
Norwegian	1	1	0	0	0
Okinawan	0	0	1	0	0
Persian	0	1	0	4	4
Polish	2	2	1	1	0
Portuguese	5	2	0	1	1
Russian	1	3	1	1	3
Serbo-Croatian	0	1	2	2	3
Somali	8	18	15	11	7
Spanish	51	97	64	94	98
Swahili	0	1	1	2	2
Swedish	4	4	2	3	0
Thai	0	0	0	1	1
Turkish	0	0	0	1	1
Vietnamese	10	8	7	4	3

<b>12. Mobility</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Transfers Into Building	23	104	68	118	121
Transfers Out of Building	112	102	37	74	90

<b>13. Special Education Status</b>	<u>Oct. 00</u>	<u>Oct. 01</u>	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>
Speech/Language Impaired	4	5	9	13	9
DCD Moderate	9	10	15	16	20
DCD Severe	18	18	12	13	12
Physically Impaired	10	11	11	9	5
Deaf/Hard of Hearing	5	1	3	5	6
Visual Impairment	1	1	0	0	0
Specific Learning Disability	110	107	102	94	81
Behavioral Disorders	42	57	52	51	43
Deaf-Blind	0	0	0	0	0
Other Health Impaired	31	44	56	72	87
Autistic	10	12	12	13	15
Traumatic Brain Injury	2	2	1	0	0
Development Delay	0	0	0	0	0
Severely Multiple Impaired	0	0	2	0	0
<b>Total Disabilities Served</b>	<b>242</b>	<b>268</b>	<b>275</b>	<b>286</b>	<b>278</b>

*Moorhead High School*

<b>14. Student to Computer Ratio</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1
<b>15. Student Discipline Reports</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Alcohol	3	0	3	19	5
Physical Assaults/Fighting	27	16	35	21	26
Tobacco	7	15	17	14	15
Other Drug Use	11	3	10	18	12
Theft					3
Threat/Intimidation					2
Vandalism	3	4	5	40	4
Weapons	1	2	4	1	1
<b>16. Suspensions</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Out of School	586	59	114	111	80
In School		148	320	421	369
<b>17. Suspensions-Bus</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
	0	13	0	0	0
<b>18. Unexcused Absences</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
# Students					
0 Unexcused Absences	810 48.24%	111 6.60%	550 32.03%	423 25.75%	644 39.36%
1 to 5 Unexcused Absences	779 46.40%	590 35.06%	584 34.01%	652 39.68%	558 34.11%
6 to 10 Unexcused Absences	62 3.69%	485 28.82%	266 15.49%	174 10.59%	119 7.27%
11 to 15 Unexcused Absences	11 0.66%	237 14.08%	125 7.28%	100 6.09%	82 5.02%
16 to 20 Unexcused Absences	9 0.54%	118 7.01%	58 3.38%	76 4.63%	63 3.84%
21 or More Unexcused Absences	8 0.48%	142 8.44%	134 7.80%	216 13.15%	170 10.40%



*Moorhead Area Public Schools*

*High School  
Achievement  
Data*

2000-01 through 2004-05

# **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. Student Perception of High School Experience**

Students complete the information as a part of the ACT test. This section provides information on the student rating of satisfaction or dissatisfaction with high school experiences at Moorhead High School.

### **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 (PowerSchool) at the end of the year. The data provides information regarding the grades of all students broken into ethnicity categories.

## 5. 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.

## 6. 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

## 7. Failure Rate

The data is generated from the student data management system (Power School) to provide information on the number of failures. The information is disaggregated into the number of semester courses failed.

*Moorhead High School*

		<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
<b>I. ACT Scores - Core Curriculum</b>						
English	Moorhead	21.9	21.6	22	21	21
	State	22	22	22	22.2	22.3
	National	21.5	21.4	21.4	21.5	21.5
Math	Moorhead	23.4	23.8	24	23.2	22.5
	State	22.8	22.9	22.7	22.8	22.9
	National	21.7	21.6	21.6	21.7	21.7
Reading	Moorhead	23.2	23.4	23.7	22.5	22.8
	State	23.1	23.2	23.2	23.3	23.3
	National	22.2	22.2	22.2	22.3	22.2
Science	Moorhead	23.3	23.2	23.5	22.5	22.4
	State	22.9	22.9	22.9	22.9	23
	National	21.8	21.7	21.7	21.7	21.8
Composite	Moorhead	23.1	23.1	23.4	22.4	22.3
	State	22.8	22.9	22.8	22.9	23
	National	21.9	21.8	21.8	21.9	21.9
<b><i>ACT Scores - All Graduates</i></b>		<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
English	Moorhead	21.6	21.3	21.1	20.1	20.4
	State	21.3	21.2	21.2	21.4	21.6
	National	20.5	20.2	20.3	20.4	20.4
Math	Moorhead	22.9	23.2	23	22.1	21.9
	State	21.9	22	21.8	22	22.1
	National	20.7	20.6	20.6	20.7	20.7
Reading	Moorhead	22.8	23	22.8	21.7	22.3
	State	22.4	22.5	22.4	22.6	22.7
	National	21.3	21.1	21.2	21.3	21.3
Science	Moorhead	22.9	23	22.7	21.8	21.9
	State	22.3	22.3	22.2	22.3	22.4
	National	21	20.8	20.8	20.9	20.9
Composite	Moorhead	22.7	22.8	22.5	21.6	21.7
	State	22.1	22.1	22	22.2	22.3
	National	21	20.8	20.8	20.9	20.9
Percentage of Participation				55.2%	65.0%	



*Moorhead High School*

**2. Student Evaluation of High School Experience as reported on ACT report**

**S=% Satisfied D=% Dissatisfied**

	<u>2000-01</u>		<u>2001-02</u>		<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>	
	S	D	S	D	S	D	S	D	S	D
Classroom Instruction	56	8	53	5	51	6	52	5	58	4
Variety of Courses	61	14	55	15	55	12	51	12	59	13
Grading Practices	42	15	41	15	44	11	43	15	46	10
Number/Kinds of Tests	45	10	42	15	40	9	43	11	40	11
Guidance Services	58	9	53	8	49	10	47	12	50	8
School Rules/Regulations	35	33	28	38	36	20	30	29	33	21
Library/Learning Center	56	9	52	12	51	8	53	6	56	8
Laboratory Facilities	42	14	36	14	31	18	40	15	43	10
Remedial Skills Development	35	6	35	5	37	4	36	5	31	6
Honor Prog/Accelerated Crs	55	8	60	5	59	6	58	4	51	8
Career Education/Planning	36	13	41	12	31	18	34	15	34	14

**\* Percentages do not sum to 100 because some students were neutral or did not respond.**

**3. Basic Skills Tests**

**Class of 2005**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Reading					
Passed	355	375	399	423	417
Percent Passed	76.00%	80.99%	85.44%	90.00%	94.77%
Not Passed	72	65	49	35	19
Percent Not Passed	15.00%	14.03%	10.50%	7.45%	4.32%
Not Yet Tested	36	21	18	7	1
Percent Not Yet Tested	7.00%	4.53%	3.86%	1.49%	0.23%
Exempt	2	2	1	5	3

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Mathematics					
Passed	338	363	383	408	407
Percent Passed	73.00%	78.40%	82.02%	86.81%	92.71%
Not Passed	90	78	67	52	29
Percent Not Passed	19.00%	16.84%	14.35%	11.07%	6.61%
Not Yet Tested	35	20	17	5	0
Percent Not Yet Tested	8.00%	4.31%	3.64%	1.07%	0.00%
Exempt	2	2	1	5	3

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Writing					
Passed				433	427
Percent Passed				92.13%	96.17%
Not Passed				19	13
Percent Not Passed				4.04%	2.93%
Not Yet Tested				13	1
Percent Not Yet Tested				2.77%	0.23%
Exempt				5	3

*Moorhead High School*

**Class of 2006**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Reading					
Passed		323	365	380	373
Percent Passed		76.00%	82.40%	88.79%	89.23%
Not Passed		75	67	39	36
Percent Not Passed		17.64%	15.13%	9.12%	8.61%
Not Yet Tested		25	10	5	2
Percent Not Yet Tested		5.88%	2.26%	1.17%	0.48%
Exempt		2	1	4	7

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Mathematics					
Passed		321	363	361	359
Percent Passed		75.52%	81.95%	84.35%	85.89%
Not Passed		79	72	61	45
Percent Not Passed		18.58%	16.26%	14.26%	10.77%
Not Yet Tested		23	6	2	7
Percent Not Yet Tested		5.41%	1.36%	0.47%	1.67%
Exempt		2	2	4	7

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Writing					
Passed				368	384
Percent Passed				85.98%	91.87%
Not Passed				33	21
Percent Not Passed				7.71%	5.02%
Not Yet Tested				23	6
Percent Not Yet Tested				5.37%	1.44%
Exempt				4	7

**Class of 2007**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Reading					
Passed				384	410
Percent Passed				83.12%	87.23%
Not Passed				63	50
Percent Not Passed				13.64%	10.64%
Not Yet Tested				11	8
Percent Not Yet Tested				2.38%	1.70%
Exempt				4	2

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Mathematics					
Passed				360	384
Percent Passed				77.92%	81.70%
Not Passed				91	72
Percent Not Passed				19.70%	15.32%
Not Yet Tested				7	12
Percent Not Yet Tested				1.52%	2.55%
Exempt				4	2

*Moorhead High School*

Writing	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Passed					414
Percent Passed					88.09%
Not Passed					26
Percent Not Passed					5.53%
Not Yet Tested					28
Percent Not Yet Tested					5.96%
Exempt					2

**Class of 2008**

Reading	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Passed				343	368
Percent Passed				80.71%	84.40%
Not Passed				75	61
Percent Not Passed				17.65%	13.99%
Not Yet Tested				7	5
Percent Not Yet Tested				1.65%	1.15%
Exempt				0	2

Mathematics	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Passed				329	344
Percent Passed				77.41%	78.90%
Not Passed				94	82
Percent Not Passed				22.12%	18.81%
Not Yet Tested				2	8
Percent Not Yet Tested				0.47%	1.83%
Exempt				0	2

**Class of 2009**

Reading	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Passed					328
Percent Passed					80.79%
Not Passed					73
Percent Not Passed					17.98%
Not Yet Tested					5
Percent Not Yet Tested					1.23%
Exempt					0

Mathematics	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Passed					297
Percent Passed					73.15%
Not Passed					100
Percent Not Passed					24.63%
Not Yet Tested					9
Percent Not Yet Tested					2.22%
Exempt					0

*Moorhead High School*

**4. Grade Distribution by Ethnicity**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
<b>American Indian</b>					
A	20 19.41%	41 16.07%	28 12.50%	42 18.00%	37 22.29%
B	31 30.00%	74 29.01%	53 23.66%	56 24.00%	42 25.30%
C	18 17.00%	64 25.09%	57 25.45%	59 25.00%	39 23.49%
D	15 14.56%	32 12.54%	45 20.09%	41 17.00%	22 13.25%
F	18 17.47%	39 15.29%	38 16.96%	37 16.00%	22 13.25%
S	1 0.90%	5 1.96%	3 1.34%	3 1.00%	1 0.60%
P					3 1.81%
<b>Asian</b>					
A	78 50.65%	124 45.09%	131 53.91%	164 60.00%	109 56.19%
B	53 34.42%	86 31.27%	62 25.51%	63 23.00%	39 20.10%
C	12 7.79%	46 16.73%	21 8.64%	21 8.00%	13 6.70%
D	8 5.19%	13 4.73%	14 5.76%	11 4.00%	8 4.12%
F	3 1.95%	2 0.73%	10 4.12%	11 4.00%	23 11.86%
S	0	4 1.45%	5 2.06%	2 1.00%	0 0.00%
P					1 0.52%
I					1 0.52%
<b>Hispanic</b>					
A	47 11.80%	144 13.07%	129 14.46%	170 18.00%	197 21.79%
B	106 26.70%	263 23.88%	234 26.23%	215 23.00%	208 23.01%
C	107 26.95%	284 25.79%	217 24.33%	203 22.00%	184 20.35%
D	65 16.37%	165 14.98%	153 17.15%	144 15.00%	128 14.16%

*Moorhead High School*

F	60 15.11%	211 19.16%	123 13.79%	168 18.00%	151 16.70%
P				16 2.00%	19 2.10%
S	12 3.02%	34 3.08%	36 4.04%	19 2.00%	3 0.33%
I					14 1.55%

Black

A	38 31.66%	91 20.92%	96 24.06%	94 25.00%	90 28.39%
B	28 23.33%	123 28.28%	125 31.33%	106 28.00%	98 30.91%
C	17 14.16%	90 20.69%	90 22.56%	78 20.00%	67 21.14%
D	14 11.66%	56 12.87%	49 12.28%	44 12.00%	21 6.62%
F	9 7.50%	41 9.43%	25 6.27%	34 9.00%	27 8.52%
S	14 11.66%	34 7.82%	14 3.51%	20 5.00%	9 2.84%
P					0 0.00%
I					0 0.00%

White

A	3891 40.31%	7481 41.05%	7312 41.06%	7331 41.00%	7078 48.03%
B	3105 32.17%	5628 30.89%	5455 30.64%	5291 30.00%	3933 26.69%
C	1588 16.45%	2943 16.15%	2989 16.79%	2879 16.00%	2099 14.24%
D	656 6.80%	1197 6.57%	1250 7.02%	1231 7.00%	875 5.94%
F	337 3.49%	737 4.04%	597 3.35%	716 4.00%	481 3.26%
S	76 0.79%	236 1.30%	203 1.14%	131 0.80%	24 0.16%
P				93 0.60%	157 1.07%
I				77 0.50%	90 0.61%

*Moorhead High School*

<b>5. Post Secondary Options</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	
Number of Student Participating	112/85	46/39	46/39	14/15	30	
Number of Class Taken	302	132	132	94	81	
Art	0	2	3	1	1	
Business	3	5	0	2	1	
Communications	5	2	4	4	0	
Computer Science	6	4	1	0	6	
Criminal Justice	1	2	3	0	0	
Economics					2	
English	125	50	30	24	27	
Health	1	1	1	0	1	
Industrial Technology	5	0	1	1	0	
Education	7	0	0	0	0	
Mathematics	57	12	9	4	8	
Music	0	2	2	7	4	
Personal & Family Life	0	2	2	0	0	
Physical Education	1	2	0	0	1	
Psychology					2	
Science	11	12	7	12	7	
Social Science	64	18	23	18	5	
US History					5	
World Language	16	18	14	14	10	
Grade Received	A	122	52	48	50	44
		40.40%	34.21%	48.00%	54.00%	54.20%
	B	130	47	36	22	25
		43.05%	30.92%	36.00%	23.00%	30.70%
	C	37	22	10	13	2
		12.25%	14.47%	10.00%	14.00%	2.40%
	D	8	7	2	1	2
		2.65%	4.61%	2.00%	1.00%	2.40%
	F	5	7	1	4	5
		1.66%	4.61%	1.00%	4.00%	6.20%
	I	0	5	0	3	0
			3.29%		3.00%	
	W	0	12	3	1	0
			7.89%	3.00%	1.00%	

*Moorhead High School*

**6. Advanced Placement (AP) Examinations**

<b>Participation and Results</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Number of Students Tested	143	178	162	148	163
Number of Tests Taken	205	276	263	256	239
Percentage Scoring 3, 4, or 5	53%	63%	73%	70%	68%
<b>Number of students tested by subject</b>					
Biology	7	12	3	13	8
Calculus AB	4	24	29	27	17
Calculus BC		1			8
Chemistry			8	7	
Economics-Macro			1	11	13
Economics-Micro	34	17	32	36	19
Eng Lang/Comp	2	2	3	3	3
Eng Lit/Comp	24	50	29	18	13
European History			1	22	20
Gov/Pol Comp			17	10	10
Gov/Pol Us	46	10	31	32	16
Music Theory		9			
Physics B		1	1		
Physics C - Mech		1		1	
Physics C - E&M		1		1	
Psychology	51	82	54	48	65
Spanish Lang	1				
Studio Art and Design		2			
US History	36	64	54	27	47

**7. Failure Rate**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
No Failures	84.81%	77.42%	80.00%	71.52%	93.77%
1 Failure	6.89%	12.89%	9.21%	14.85%	5.02%
2 Failures	3.45%	5.17%	4.12%	7.30%	0.93%
3 Failures	2.22%	2.79%	2.36%	2.92%	0.19%
4 Failures	1.46%	1.19%	1.45%	2.01%	0.08%
5 or More Failures	2.10%	0.53%	2.85%	1.40%	0.01%



*Moorhead Area Public Schools*

*High School  
Building  
Data*

2000-01 through 2004-05



# **Moorhead Area Public Schools**

## **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).

### **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 High School*

<b>Teaching Staff</b>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
BA	10	19	23	19	20
BA+15	2	7	8	10	16
BA+30	0	7	5	6	2
BA+45	7	9	9	6	7
BA+60	2	2	2	1	0
BA+75	1	1	1	0	0
BA+90	0	0	0	0	0
BA+105	4	4	3	3	3
MA	6	9	11	14	14
MA+15	4	6	8	11	12
MA+30	4	5	3	6	6
MA+45	11	30	30	28	29
0 to 5 years	34	49	55	55	30
6 to 10 years	26	22	29	32	26
11 to 20 years	22	23	31	28	42
More than 20 years	14	13	17	17	11
Average Years Experience	11 years	9 years	9.5 years	9.4 years	11 years

**Electricity and Heat Cost**

**Comparisons in dollars and centers per square foot**

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Square Foot	259,002	259,002	259,002	259,002	361,797
Cost for Electricity	\$173,202	\$154,560	\$159,200	\$148,938	\$199,833
Cost per square foot	\$0.67	\$0.60	\$0.61	\$0.57	\$0.55
Square Foot	259,002	259,002	259,002	259,002	361,797
Cost for Heat	\$15,841	\$140,390	\$144,600	\$163,976	\$244,776
Cost per square foot	\$0.61	\$0.54	\$0.56	\$0.63	\$0.68



*Moorhead Area Public Schools*  
*Horizon Middle School*  
*and Red River Area*  
*Learning Center*

*Demographic*  
*Data*

2004-05

# Horizon Middle School and Red River Area Learning Center

## 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 number of student attendance over the year.

### 3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

### 4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the principal in each school.

### 5. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

### 6. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

### 7. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

### 8. Extra Curricular Activities

The data provides information on male and female participation in middle school activities. The data is gathered by the activities office.

### 9. 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.

## **10. Home Language**

The number is reported as the language primarily used at home. Data will include the number of students and the home language.

## **11. 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.

## **12. Special Education Status**

The number of students in the district receiving special services listed by primary disability as of December 1. The information is collected in the Learner Support Services Office.

## **13. Student to Computer Ratio**

The average number of students per computer in the school. The information is provided by the technology department.

## **14. Student Discipline Reports:**

### **Alcohol**

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Physical Assaults/Fighting**

Characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from “poking, pushing, shoving or scuffling”. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Other Drug Use**

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

### **Tobacco**

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

## **Vandalism (Willful Damage of School Property or of the Property of Others):**

“Willful Damage” is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting

### **Weapons**

A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

Articles designed for other purposes (lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

## **15. 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.

## **16. 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.

## **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.

*Horizon Middle School and Red River Area Learning Center 2004-2005*

***HORIZON MIDDLE SCHOOL***

***RRALC***

<b>1. Attendance Rate</b>	95.74%	
<b>2. Average Daily Attendance (ADA)</b>	1168	
<b>3. Average Daily Membership (ADM)</b>	1220	95
<b>4 Detention</b>	3419	
<b>5. English Language Learners</b>	117	74
<b>6. Enrollment as of October 1</b>		
Grade 6	419	3
Grade 7	437	1
Grade 8	395	3
Grade 9	0	16
Grade 10	0	28
Grade 11	0	8
Grade 12	0	12
Total	1251	71
<b>7. Ethnicity</b>	<u>Oct. 04</u>	<u>Oct. 04</u>
Native American	41 3.28%	22 30.99%
Asian	18 1.44%	1 1.41%
Hispanic	103 8.23%	13 18.31%
Black	26 2.08%	2 2.82%
White	1063 84.97%	33 46.48%
Percent Minority	15.03%	53.52%
<b>8. Extra Curricular Activities</b>	<u>Boys</u>	<u>Girls</u>
Basketball	73	83
Cross Country	13	15
Football	111	
Golf	37	7
Gymnastics		12
Tennis	8	31
Track	47	60
Volleyball		107
Wrestling	12	

**9. Free and Reduced Lunch Program**

Free	301	49
Reduced	55	5
% of Free & Reduced	28%	71.1%

**10. Home Language**

American Sign Language (ASL)	1	0
Afrikaans	0	0
Albanian	3	0
Arabic	4	0
Chinese	1	0
Cutchi	0	0
Dakotah	3	1
English	1145	112
Hawaiian	1	0
Hindi	2	0
Korean	1	0
Kurdish	33	4
Laotian	0	0
Persian	0	0
Russian	1	1
Serbo-Croatian	8	2
Somali	1	0
Spanish	95	28
Swahili	2	0
Vietnamese	5	0

**11. Mobility**

Transfers Into Building	113	51
Transfers Out of Building	75	77

**12. Special Education Status**

	<u>Dec. 04</u>	<u>Dec. 04</u>
Speech/Language Impaired	25	6
DCD Moderate	8	1
DCD Severe	6	0
Physically Impaired	8	3
Deaf/Hard of Hearing	8	2
Visual Impairment	2	0
Specific Learning Disability	73	40
Behavioral Disorders	28	16
Deaf-Blind	0	0
Other Health Impaired	51	24
Autistic	8	1
Traumatic Brain Injury	0	0
Developmentally Delayed	2	0
Severely Multiple Impaired	0	0
<b>Total Disabilities Served</b>	<b>219</b>	<b>93</b>

**13. Student to Computer Ratio**

3 to 1



**14. Student Discipline Reports**

Alcohol	1	
Disruptive/Insubordination	15	7
Harassment	2	3
Other Drug Use	4	
Physical Assaults/Fighting	53	3
Theft	5	1
Threat/Intimidation		
Tobacco	1	
Vandalism	0	1
Weapons	3	

**15. Suspensions**

1/2 Day	0
1 Day	53
2 Days	47
3 Days	35
4 Days	5
5 Days	5
10 Days	0
In School	258

**16. Suspensions-Bus**

6

**17. Unexcused Absences**

0 Unexcused Absences	792 65.51%	85 87.63%
1 to 5 Unexcused Absences	321 26.55%	12 12.37%
6 to 10 Unexcused Absences	59 4.88%	0
11 to 15 Unexcused Absences	25 2.07%	0
16 to 20 Unexcused Absences	7 0.58%	0
21 or More Unexcused Absences	5 0.41%	0



*Moorhead Area Public Schools*

*Horizon Middle School  
and Red River Area  
Learning Center*

*Achievement  
Data*

2004-05

# **Horizon Middle School and Red River Area Learning Center 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 (PowerSchool) to provide the number of failures. The information is disaggregated into the number of trimester courses failed.

*Horizon Middle School and Red River Area Learning Center 2004-2005*

	<b>Horizon</b>	<b>RRALC</b>
<b>1. Retention in Grade</b>		
Grade 6	2	
Grade 7	1	
Grade 8	0	
Total	3	
<b>2. Grade Distribution by Ethnicity</b>		
American Indian		
	A 158 21.79%	62 54.39%
	B 215 29.66%	136 32.85%
	C 137 18.90%	114 27.54%
	D 80 11.03%	44 10.63%
	F 127 17.52%	40 9.66%
	S 8 1.10%	2 0.48%
	P	16 3.86%
Asian		
	A 246 65.95%	0
	B 69 18.50%	0
	C 32 8.58%	0
	D 17 4.56%	0
	F 7 1.88%	0
	S 2 0.54%	0
Hispanic		
	A 440 25.21%	83 22.62%
	B 461 26.42%	114 31.06%
	C 374 21.43%	73 19.89%
	D 221 12.66%	44 11.99%

*Horizon Middle School and Red River Area Learning Center 2004-2005*

	F	229	31
		13.12%	8.45%
	S	20	8
		1.15%	2.18%
	P		16
			4.36%
Black	A	123	3
		25.10%	9.09%
	B	165	14
		33.67%	42.42%
	C	110	11
		22.45%	33.33%
	D	65	2
		13.27%	6.06%
	F	27	1
		5.51%	3.03%
	S	0	1
		0.00%	3.03%
	P		1
			3.03%
White	A	11147	109
		50.03%	23.34%
	B	5903	176
		26.49%	37.69%
	C	2877	76
		12.91%	16.27%
	D	1298	36
		5.83%	14.78%
	F	977	25
		4.39%	5.35%
	S	78	1
		0.35%	0.21%
	P		44
			9.42%

**3. Failure Rate**

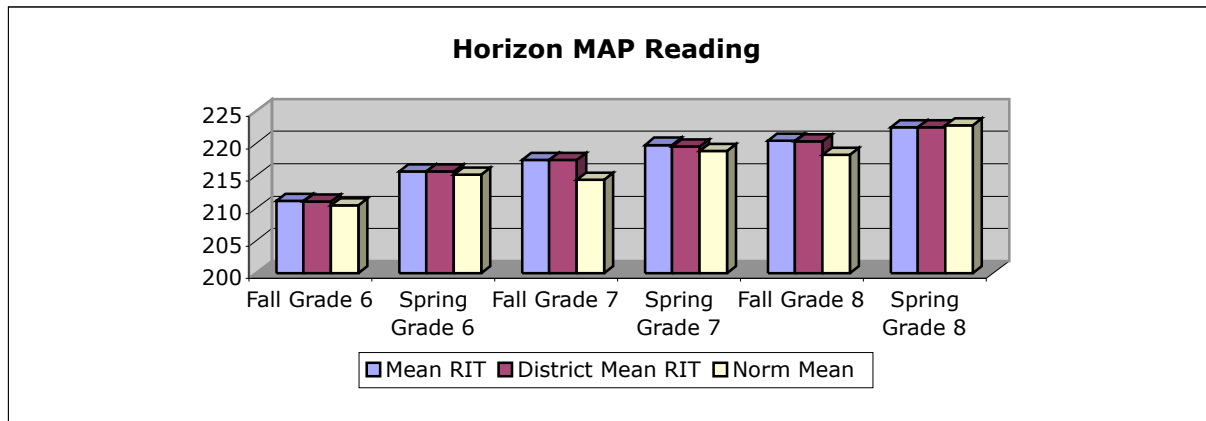
**(Number of trimester courses failed)**

	Horizon			RRALC		
	<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
No Failures	1054	999	985	103	68	19
1 Failure	80	108	123	9	25	9
2 Failures	58	40	45	3	11	4
3 Failures	31	35	25	1	1	1
4 Failures	26	32	17	1	3	0
5 or More Failures	6	18	14	0	1	0

**MAP Assessments**

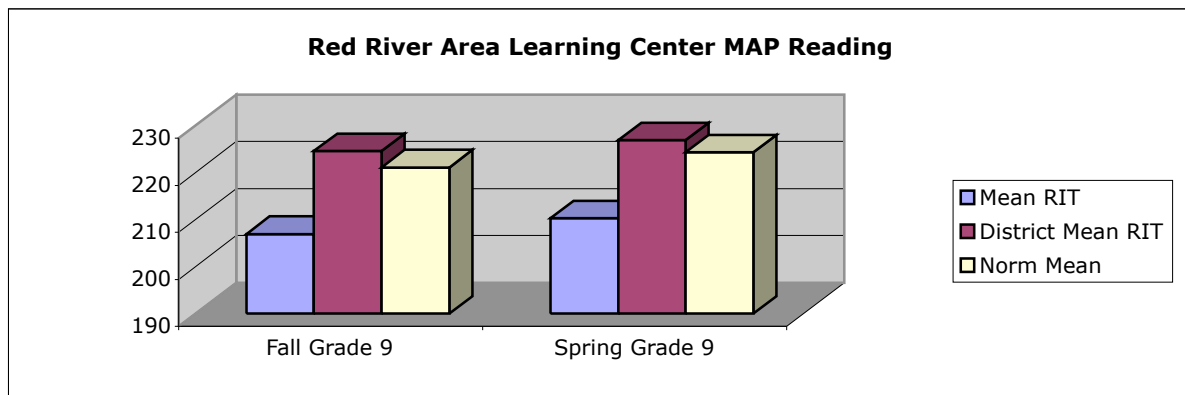
**Reading**

Horizon	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 6	211.2	211.1	210.5	15.8	213
Spring Grade 6	215.7	215.7	215.2	14.7	218
Fall Grade 7	217.5	217.5	214.4	13.2	220
Spring Grade 7	219.8	219.6	218.9	14.3	223
Fall Grade 8	220.4	220.3	218.3	14.3	222
Spring Grade 8	222.5	222.5	222.8	14.6	225



**Reading**

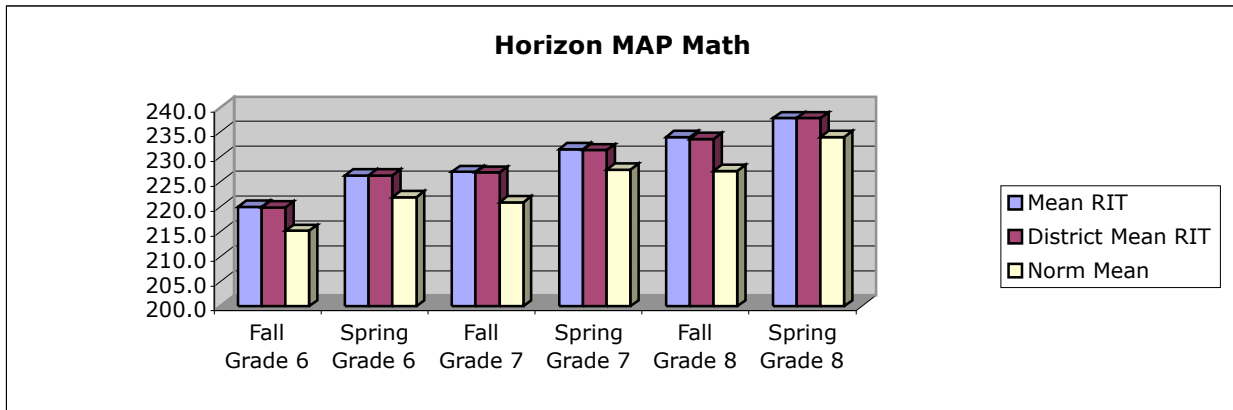
Red River Area Learning Center	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 9	206.9	224.5	221.0	16.7	210
Spring Grade 9	210.2	226.8	224.2	14.2	211



**MAP Assessments**

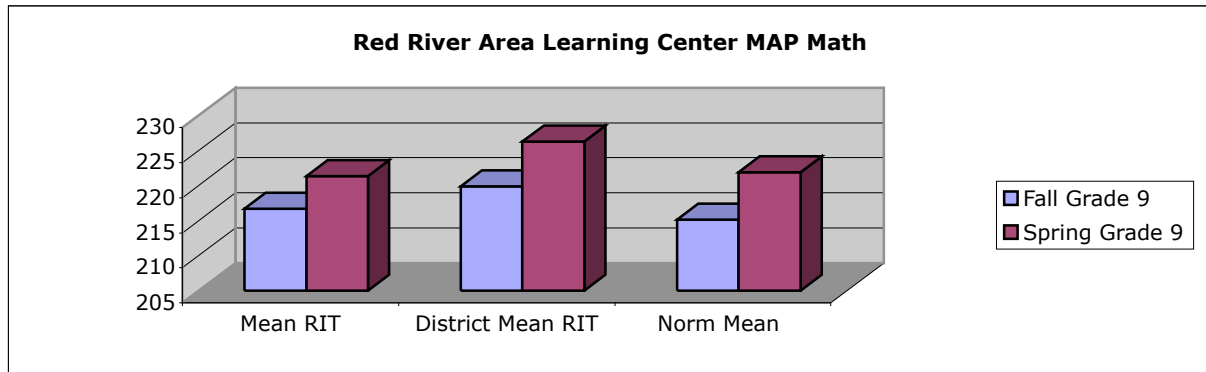
**Mathematics**

Horizon	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 6	220.0	219.9	215.2	16.6	222
Spring Grade 6	226.3	226.3	221.9	16.5	228
Fall Grade 7	227.0	226.9	220.9	16.0	229
Spring Grade 7	231.6	231.4	227.5	17.5	234
Fall Grade 8	234.0	233.6	227.2	17.4	236
Spring Grade 8	237.8	237.8	234.0	18.2	240



**Mathematics**

Red River Area Learning Center	Mean RIT	District Mean RIT	Norm Mean	Standard Deviation	Median
Fall Grade 9	216.7	219.9	215.2	16.7	217
Spring Grade 9	221.4	226.3	221.9	17.9	220





*Moorhead Area Public Schools*

*Horizon Middle School  
and Red River Area  
Learning Center*

*Building  
Data*

2004-05



# **Moorhead Area Public Schools**

## **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).

### **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.

*Horizon Middle School and Red River Area Learning Center 2004-2005*

**Teaching Staff**

BA	7	0
BA+15	6	4
BA+30	3	2
BA+45	11	2
BA+60	0	0
BA+75	1	0
BA+90	1	0
BA+105	7	0
MA	5	0
MA+15	10	1
MA+30	8	0
MA+45	31	1
0 to 5 years	19	2
6 to 10 years	25	1
11 to 20 years	30	5
More than 20 years	16	2
Average Years Experience	13	12.7

**Electricity and Heat Cost  
Comparisons in dollars and centers per square foot**

Square Foot	238,000
Cost for Electricity	\$227,952
Cost per square foot	\$0.96
Square Foot	238,000
Cost for Heat	\$180,565
Cost per square foot	\$0.76