

*Moorhead Area
Public Schools
District and School Profiles*



2002-03 through 2006-07
Final

Prepared by the Dept. of Teaching & Learning
November 12, 2007

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



Moorhead Area Public Schools

District Data

2002-03 through 2006-07

Moorhead 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.

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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	7.5
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		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	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>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	95.40%	95.36%	92.20%	94.00%	94.56%
2. Average Daily Attendance	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	4983	4866	4799	4864	4937
3. Average Daily Membership	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	5223	5103	5205	5175	5221
4. English Language Learners (ELL)	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	356	349	509	433	376
5. Enrollment as of October 1	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	368	329	399	381	422
Grade 1	370	352	352	415	399
Grade 2	402	357	361	357	411
Grade 3	344	402	357	369	352
Grade 4	404	335	389	358	378
Grade 5	443	410	338	383	371
Grade 6	396	439	425	356	414
Grade 7	441	409	440	425	362
Grade 8	451	427	414	445	433
Grade 9	440	456	446	442	462
Grade 10	471	434	494	450	424
Grade 11	466	474	422	478	452
Grade 12	472	465	478	434	456
Self Contained	9	10	5	4	3
Total	5477	5299	5320	5297	5339
6. Ethnicity	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	172 3.13%	168 3.12%	171 3.26%	166 3.17%	169 3.17%
Asian	81 1.48%	80 1.49%	78 1.48%	78 1.49%	88 1.65%
Hispanic	473 8.61%	451 8.38%	439 8.36%	442 8.44%	455 8.53%
Black	109 1.99%	136 2.53%	132 2.51%	133 2.54%	158 2.96%
White	4656 84.79%	4545 84.48%	4433 84.39%	4421 84.37%	4469 83.71%
Percent Minority	15.21%	15.52%	15.61%	15.63%	16.29%

Moorhead District Demographics

7. Free and Reduced Lunch Program	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	1279	1235	1091	1305	1246
Reduced	312	268	275	280	348
% of Free & Reduced	33%	28%	25%	29.7%	29.2%

8. Home Language

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	2	2	0
Albanian	0	12	17	23	20
American Sign Language (ASL)	1	1	1	3	1
Amharic	0	1	0	0	0
Arabic	12	11	10	12	7
Cambodian	0	0	0	6	1
Cantonese	1	0	0	0	0
Cebuano	0	0	0	1	1
Chinese	1	5	3	3	5
Cutchi	0	1	2	3	2
Dakotah	3	5	9	6	5
Dutch	0	0	1	0	0
English	4634	5329	5145	5040	5596
Estonian	0	1	0	0	0
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hawaiian	0	3	3	3	3
Hindi	3	5	3	4	1
Japanese	1	1	1	1	1
Korean	0	3	3	3	4
Kurdish	108	126	131	121	128
Laotian	5	3	4	3	1
Mongolian	0	0	0	1	0
Nepali	0	0	0	2	2
Norwegian	0	1	0	1	0
Okinawan	3	0	0	0	0
Persian	13	4	5	3	2
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	2	6	7	8	7
Serbo-Croatian	10	15	26	33	38
Somali	22	24	19	17	15
Spanish	292	409	438	410	361
Swahili	4	4	5	6	3
Swedish	3	4	2	1	2
Thai	1	1	1	0	0
Tongan	2	0	0	0	0
Turkish	1	1	1	1	1
Ukrainian	0	0	0	1	0
Vietnamese	25	27	28	25	41
Not Available	10	6	0	0	0

Moorhead District Demographics

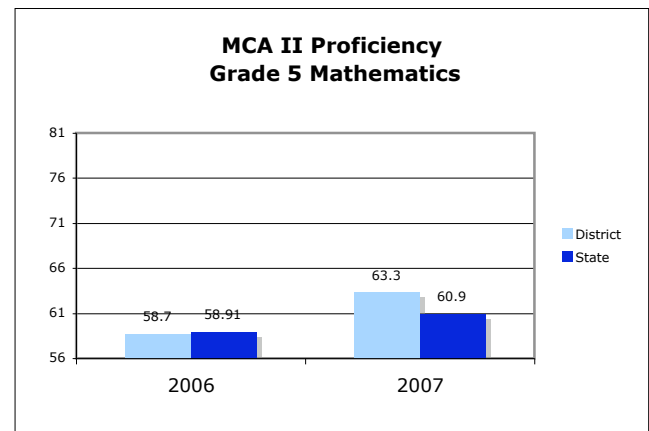
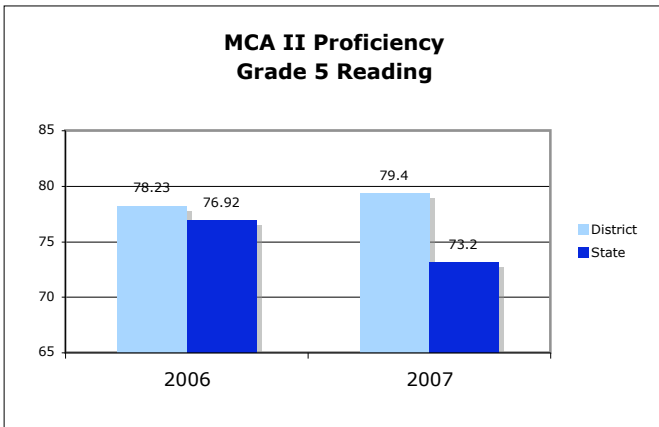
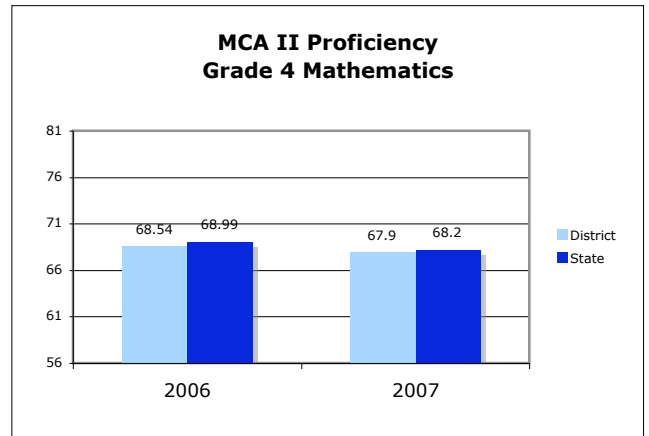
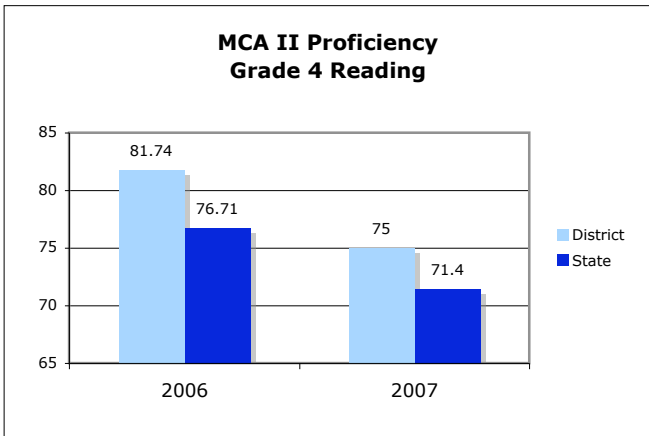
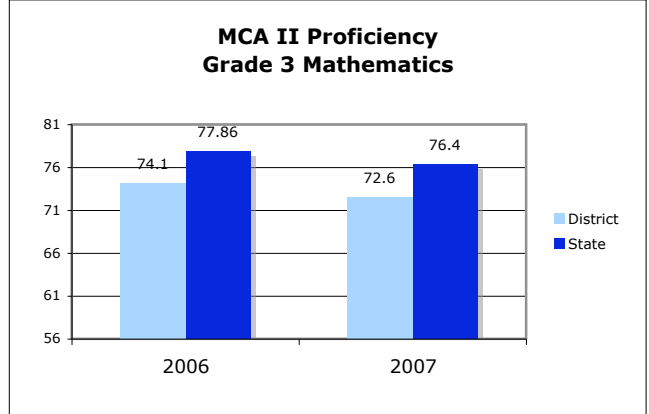
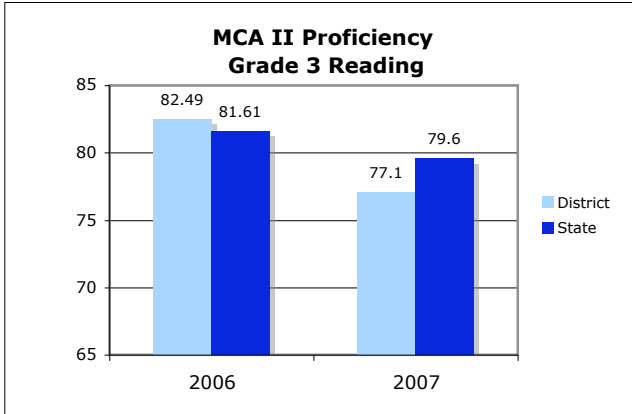
9. Home Schooled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	100	116	112	110	113
10. Migrant Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	152	165	191	254	144
11. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into District	467	469	530	686	748
Transfers Out of District	254	317	418	537	554
12. Open Enrolled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Into Moorhead	124	114	146	114	131
Out of Moorhead	156	229	323	270	261
13. Private School Enrollment	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	517	478	451	486	455
14. Spanish Immersion Program Enrollment	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	46	40	64	41	46
Grade 1	36	47	32	60	41
Grade 2	38	32	45	32	53
Grade 3	33	38	31	44	31
Grade 4	24	27	32	32	42
Grade 5		21	22	32	28
Total	177	205	226	241	241
15. Special Education Status (December Child Count)	<u>Dec. 02</u>	<u>Dec. 03</u>	<u>Dec. 04</u>	<u>Dec. 05</u>	<u>Dec. 06</u>
Speech/Language Impaired	164	154	155	165	170
DCD Moderate	38	38	30	32	38
DCD Severe	18	18	20	12	9
Physically Impaired	30	24	22	23	17
Deaf/Hard of Hearing	18	20	23	24	20
Visual Impairment	4	5	3	0	1
Specific Learning Disability	238	245	210	197	182
Emotional/Behavior	118	114	96	81	83
Deaf-Blind	0	0	1	1	0
Other Health Impaired	179	193	195	194	179
Autistic	41	44	55	56	59
Development Delay	118	100	114	118	136
Traumatic Brain Injury	3	2	4	5	6
Severely Multiple Impaired	0	0	0	5	5
Total Disabilities Served	973	957	928	913	905
16. Students Transported	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	63.6%	60.0%	78.4%	77.8%	74.8%

Moorhead District Achievements

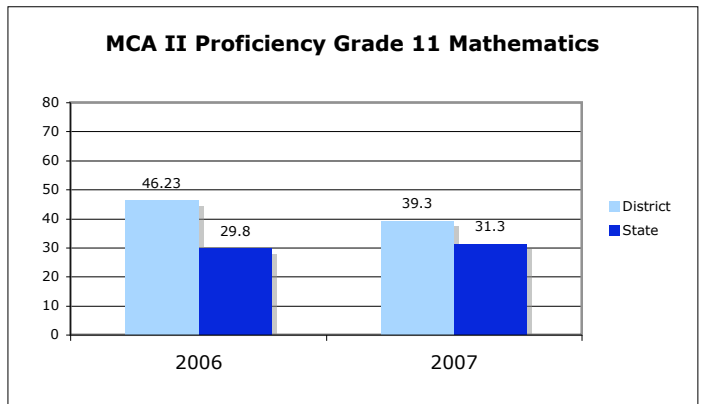
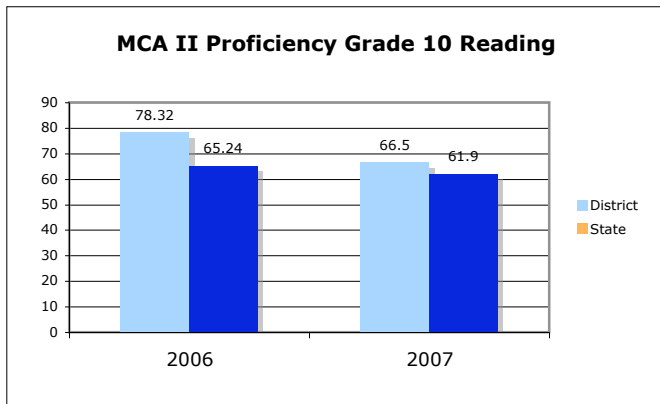
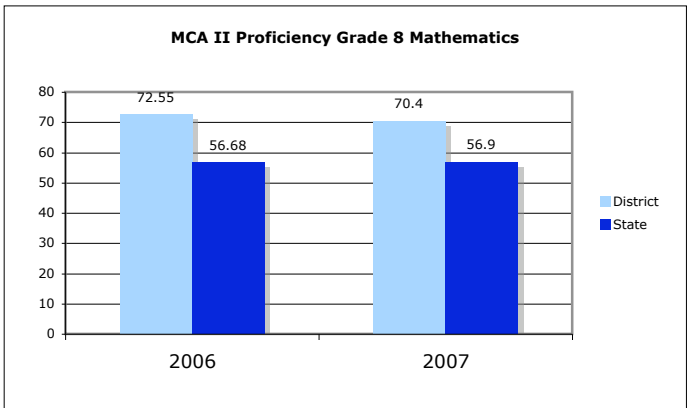
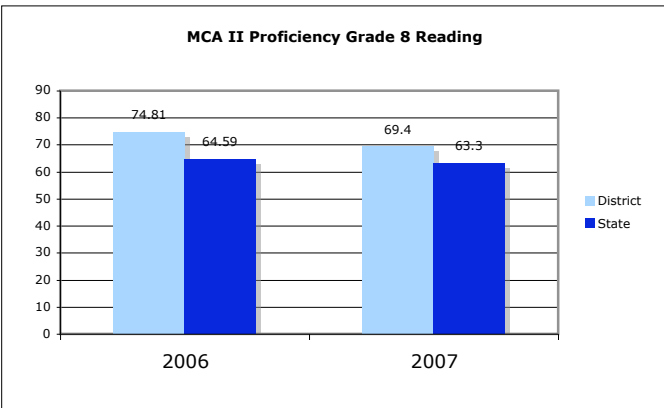
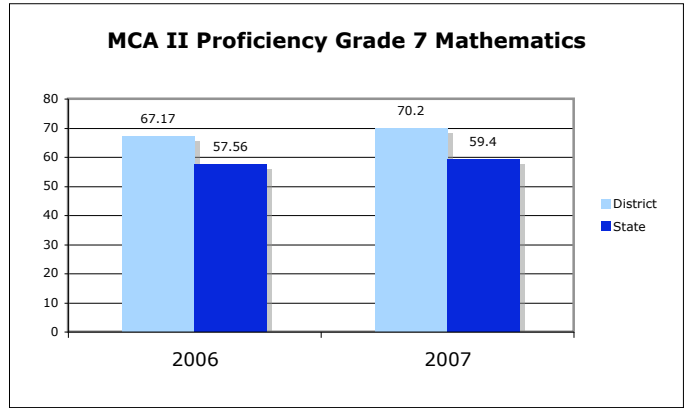
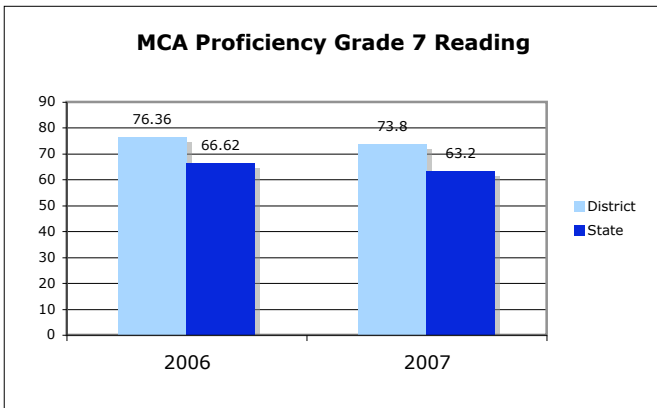
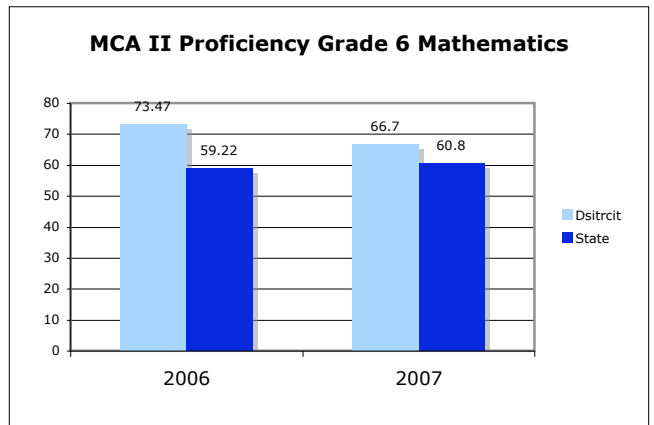
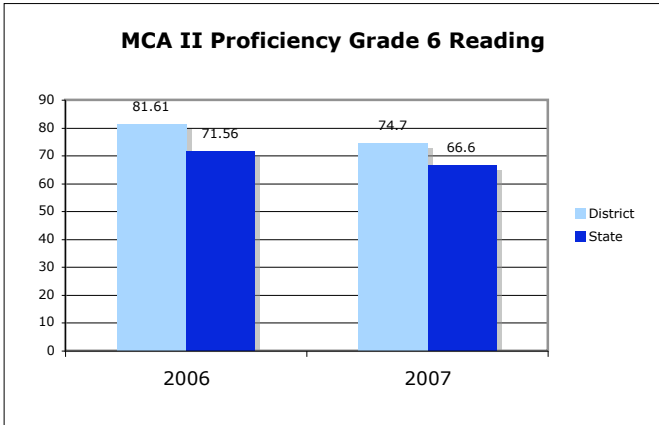
1. Minnesota Comprehensive Assessments (MCA-II)

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

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

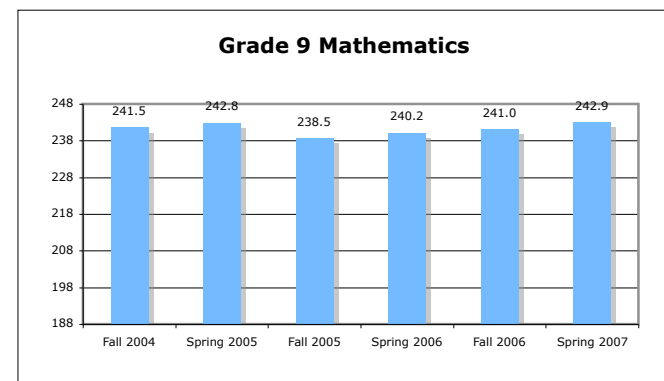
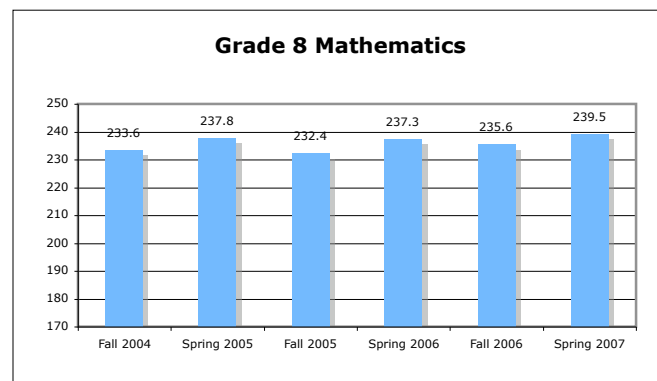
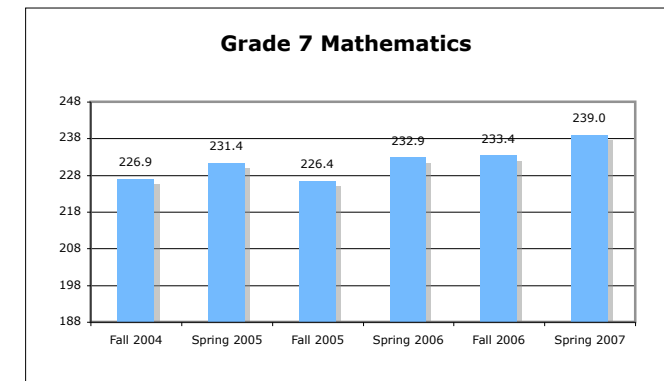
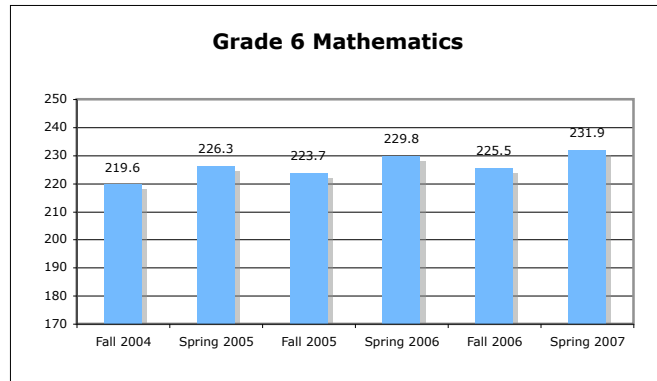
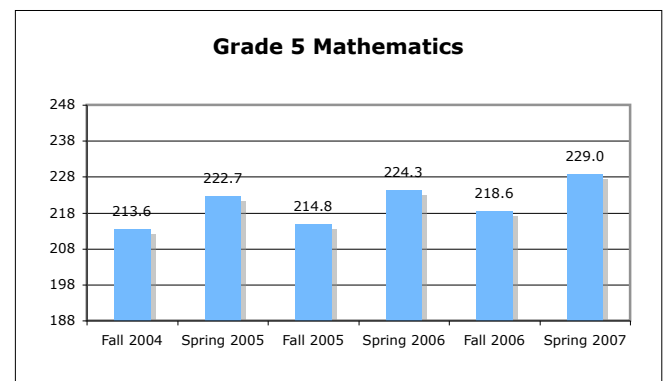
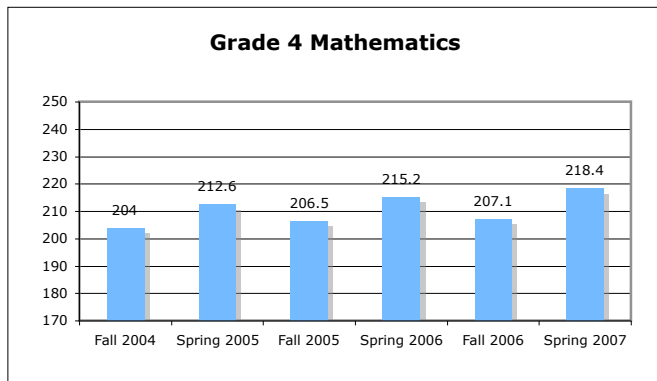
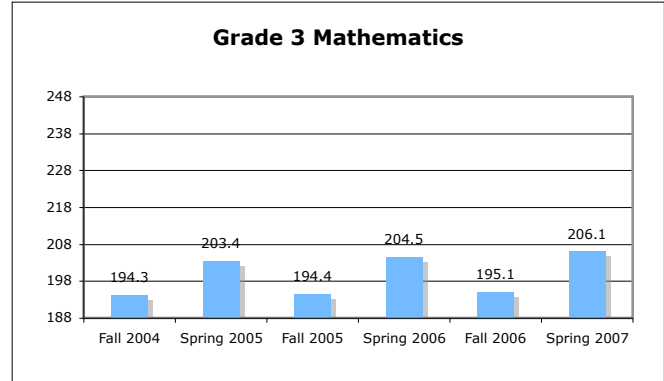
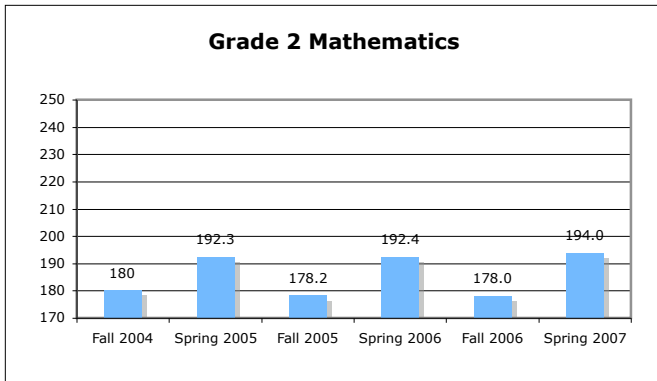


Moorhead District Achievements



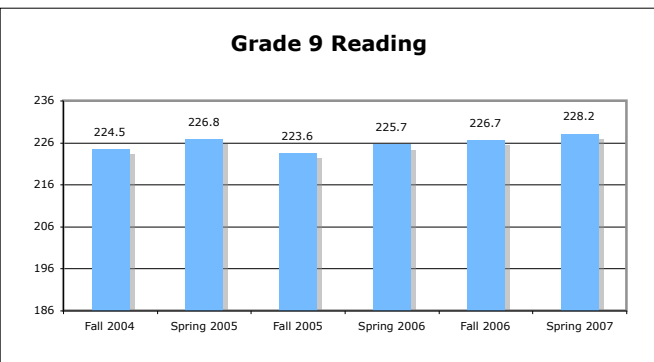
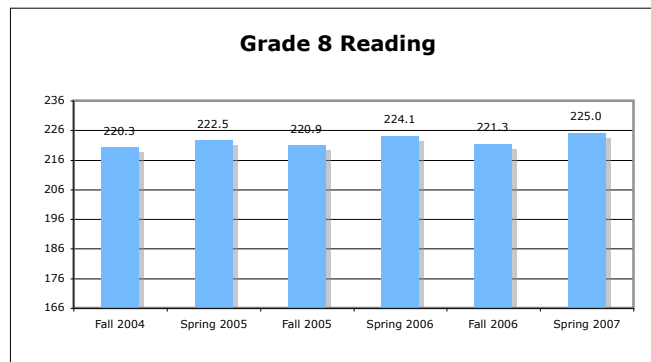
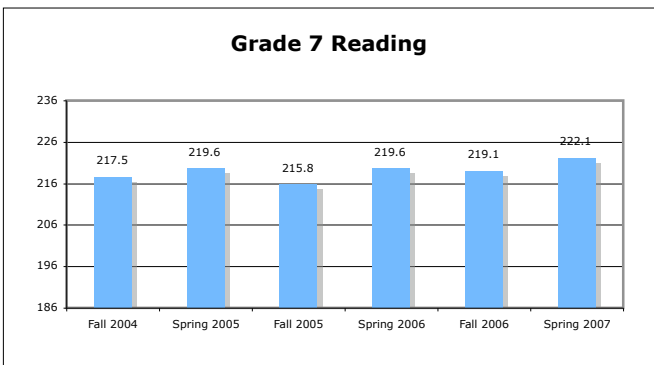
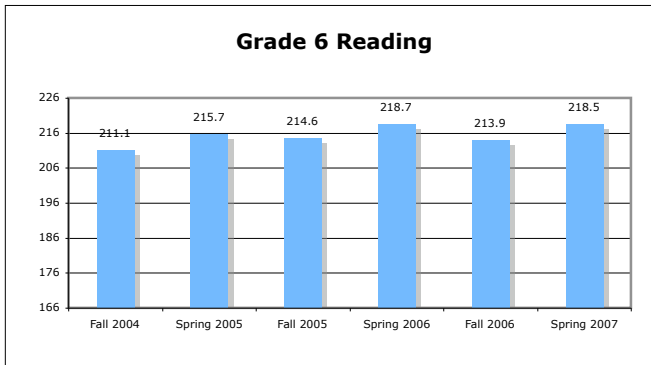
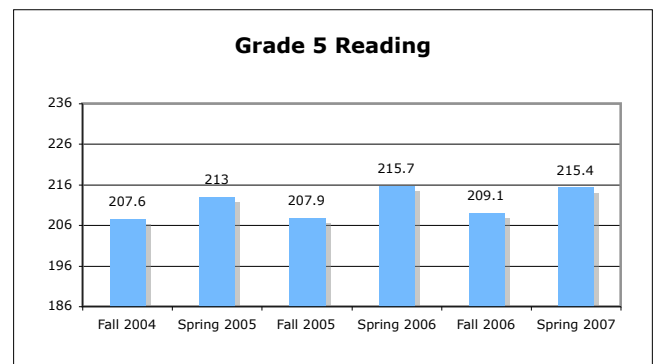
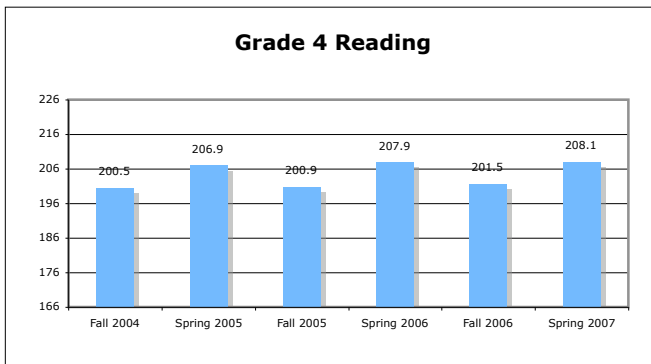
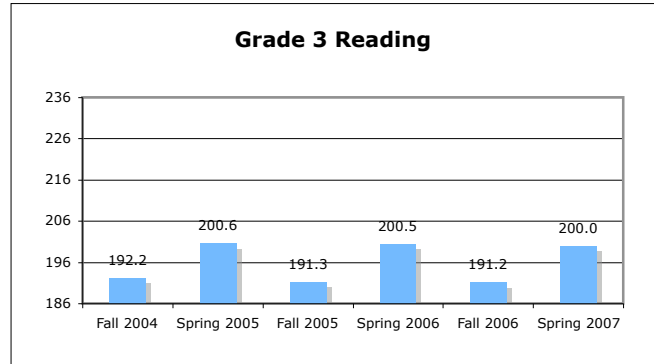
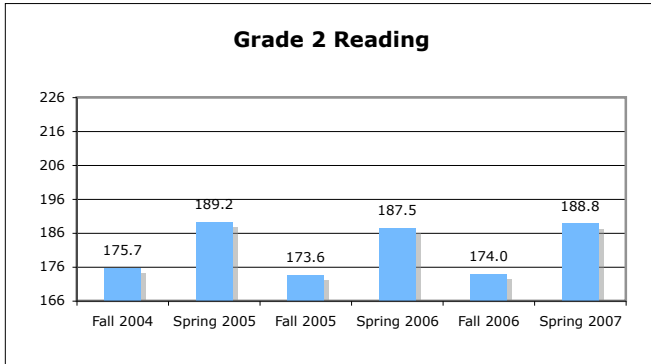
Moorhead District Achievements

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



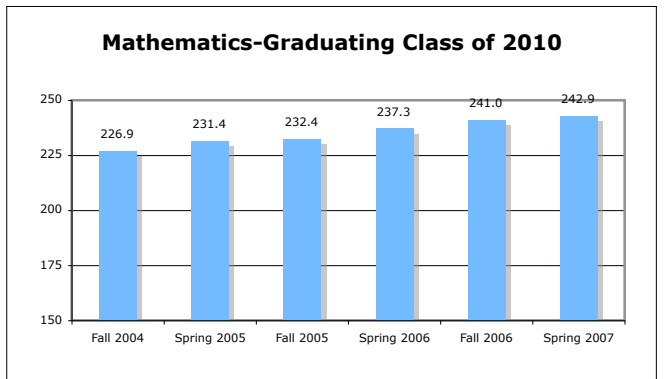
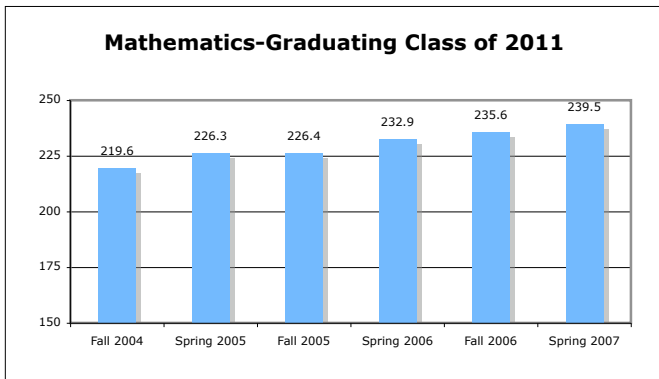
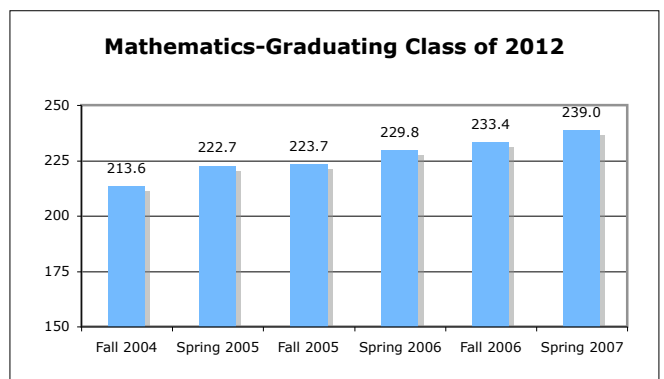
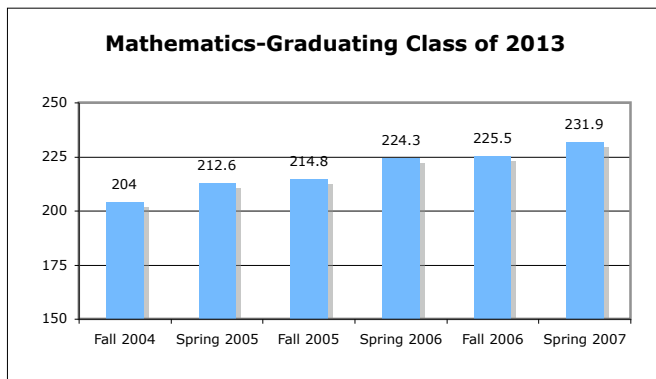
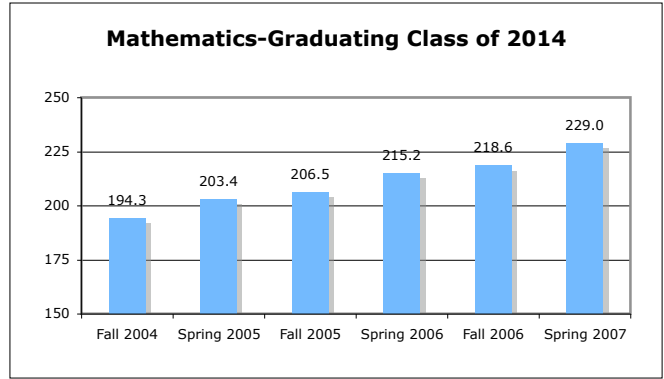
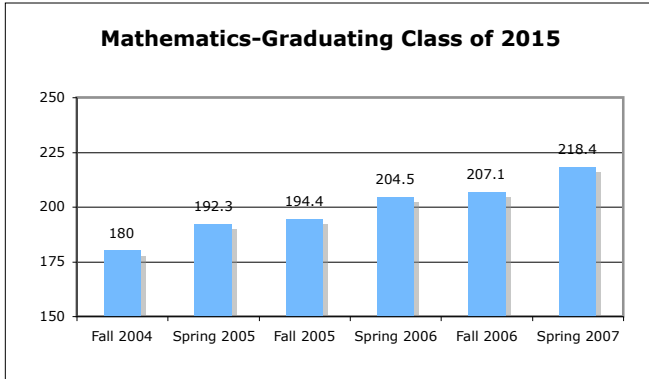
Moorhead District Achievements

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



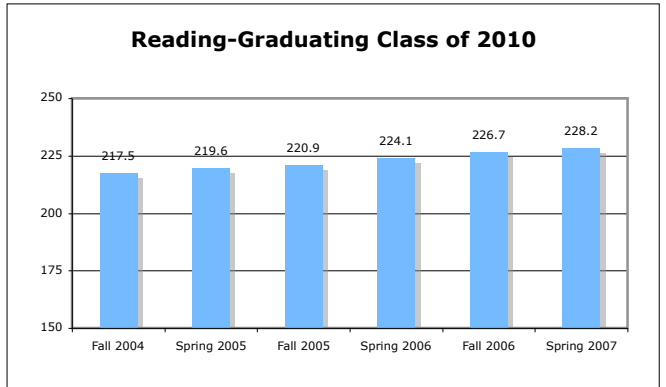
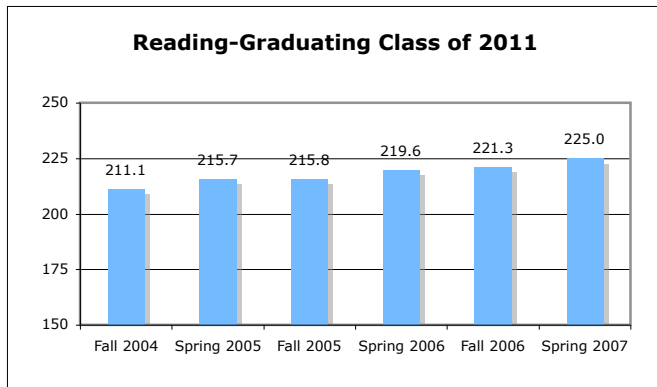
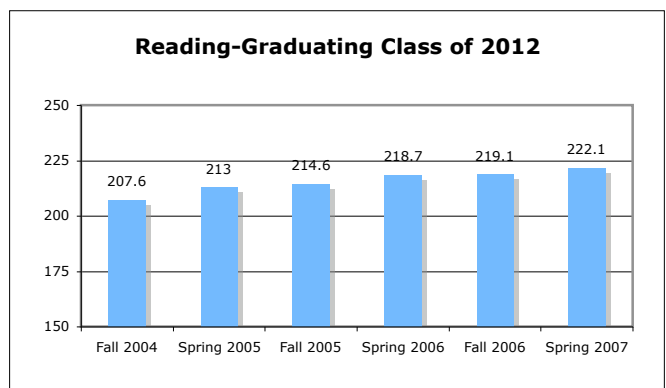
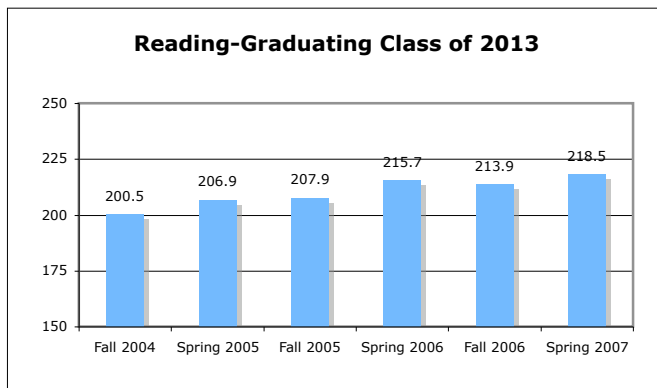
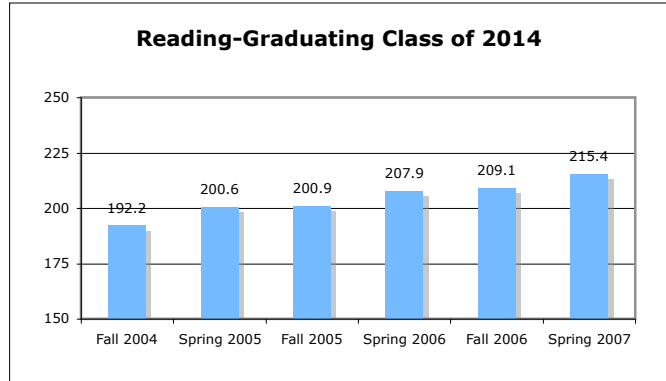
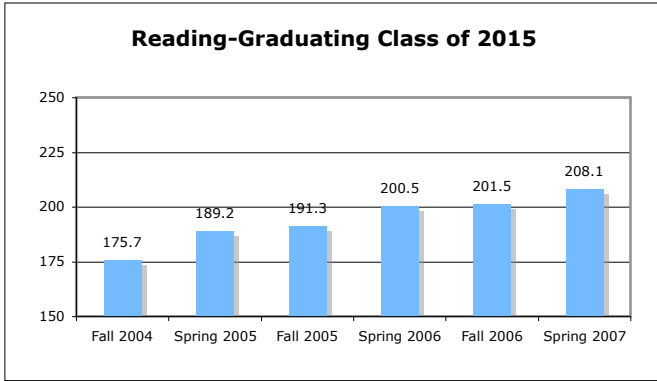
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression



Moorhead District Achievements

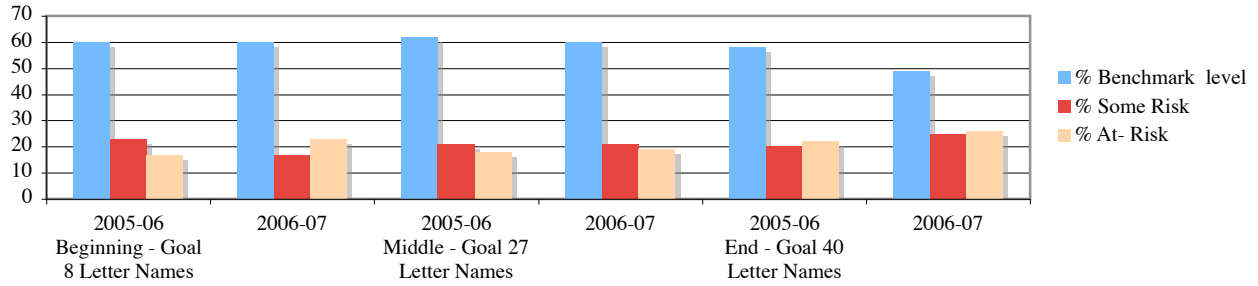
2. Measures of Academic Progress (MAP) Cohort Progression



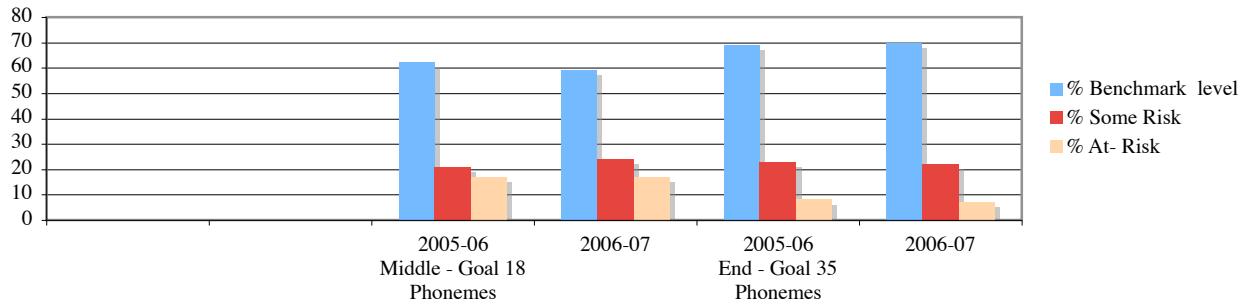
Moorhead Area Elementary Schools

3. Dynamic Indicators of Basic Early Literacy Skills - DIBELS

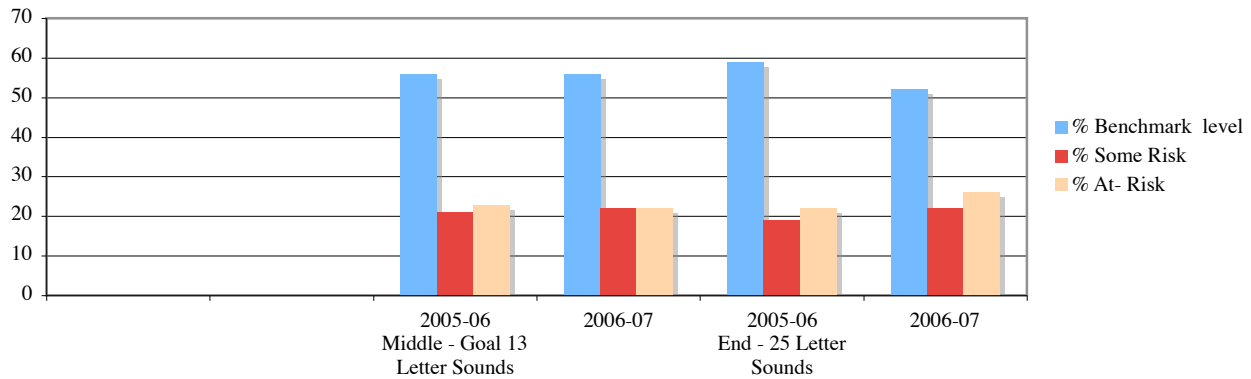
DIBELS - Letter Naming Fluency - Kindergarten



DIBELS - Phoneme Segmentation Fluency - Kindergarten

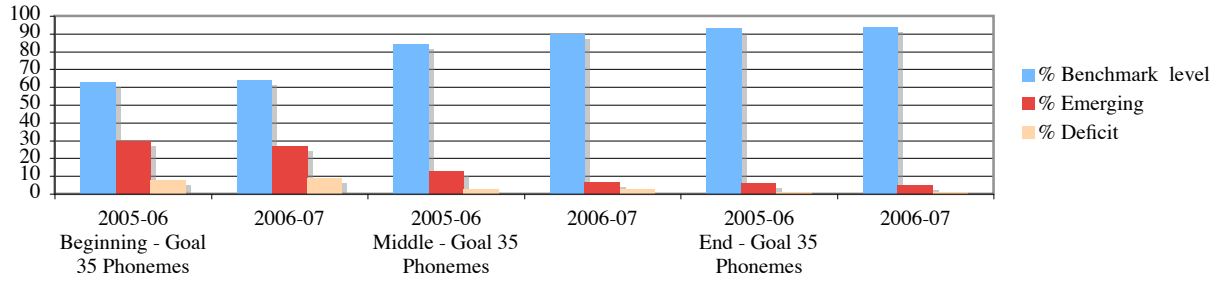


DIBELS - Nonsense Word Fluency - Kindergarten

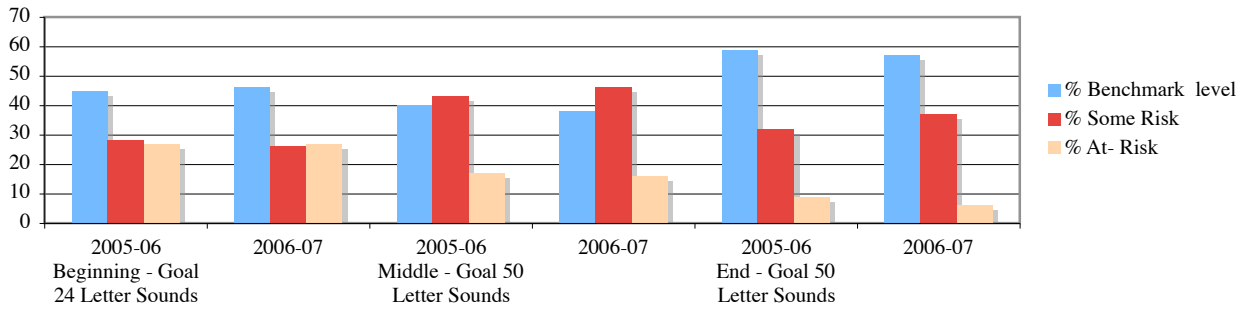


Moorhead Area Elementary Schools

DIBELS - Phoneme Segmentation Fluency - Grade 1



DIBELS - Nonsense Word Fluency - Grade 1



Moorhead District Building

1. Teaching Staff

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	76	59	48	52	44
BA+10				31	33
BA+15	27	29	41		
BA+20				19	20
BA+30	16	17	15	46	43
BA+40				2	1
BA+45	48	41	46		
BA+50				3	3
BA+60	6	3	2		
BA+70				23	17
BA+75	3	3	3		
BA+90	2	2	1		
BA+105	30	28	27		
MA	27	26	34	34	37
MA+10				42	37
MA+15	28	36	45		
MA+20				33	26
MA+30	25	23	29	122	128
MA+45	98	99	108		

0 to 5 years	153	173	102	87	103
6 to 10 years	96	112	93	84	72
11 to 20 years	129	136	150	173	155
More than 20 years	72	76	54	64	59

Average years experience	12 yrs.	11 yrs.	12 yrs.	13 yrs.	12 yrs.
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2. Teacher Attendance

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Total Teaching Staff	419	394	399	407	408
Days of Sick Leave	1954	2775	2915.5	2851	2551
Days of Personal Leave	545	719.5	680.5	664	688
Days of Emergency Leave	194	218	223.5	285	274
Days of Athletic Leave	266	272	250.23	289	280
Days of Deduct	153	108	155.5	165	234
Days of Civic Leave	32.5	46.5	23	10.5	20
Days of Association Leave	26	17	30.5	9.5	27
Days of Conference Leave	947.5	875	760.5	1161	1118
Days of Workers Comp Leave	11.5	0	0	0	0
Days of Misc Leave	143.5	200	99	189	48.5
Days of Childstudy/IEP	9	2.5	8.5	7.5	13
TOTAL	4282	5233.5	5146.75	5631.5	5253.5
Average Days Absent	10.22	13.28	12.9	13.84	12.88



*Moorhead Area Public
Schools*

Elementary Data

2004-05 through 2006-07

Moorhead Elementary

Demographic Definitions

1. Attendance Rate

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

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

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

4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The 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, based on October enrollment receiving special education services listed by primary disability. The number does not include out-of-district students receiving special education services in Moorhead Schools. The information is collected through the Learner Support Services Office and MARSS.

13. Student Discipline Reports:

Alcohol

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

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.

Other Drug Use

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

Tobacco

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

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

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

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

Weapons

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

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

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

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

14. Suspensions

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

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

15. Suspension-Bus

An action taken by the administration in a school to prohibit a student from riding the bus for a time period. The information is collected from the principal in each school.

16. Unexcused Absences

The numbers are collected from the student management reporting system, PowerSchool.

The following are examples of absences which will not be excused:

- 1) Truancy. An absence by a student that was not approved by the parent and/or the school district.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home, including babysitting or running errands.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- 6) Missing the bus, car trouble, oversleeping need for extra sleep, hair appointments, shopping, visiting friends, job interview, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

Moorhead Elementary Achievement Definitions

1. Minnesota Comprehensive Assessments (MCA-II)

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics annually for schools and school districts to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade. Mean is the average.

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 2006-07

Robert Asp Elementary School

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

Robert Asp Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	2	0
Albanian	6	5	5
Arabic	1	0	0
Cambodian	0	1	1
Cebuano	0	1	1
Dakotah	0	0	0
English	625	665	669
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	21	15	20
Mongolian	0	0	0
Russian	0	0	0
Serbo-Croatian	4	7	7
Somali	0	0	0
Spanish	96	86	86
Vietnamese	12	13	12

10. Mobility			
Transfers Into Building	86	72	57
Transfers Out of Building	67	50	51

11. Retention			
Kindergarten	4	3	2
Grade 1	4	2	4
Grade 2	0	1	2
Grade 3	0	0	0
Grade 4	2	0	1
Grade 5	0	0	0

12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	40	31	34
DCD Moderate	3	6	13
DCD Severe	1	0	0
Physically Impaired	5	6	5
Deaf/Hard of Hearing	2	2	3
Visual Impairment	0	0	1
Specific Learning Disability	17	13	19
Behavioral Disorders	7	7	13
Deaf-Blind	0	0	0
Other Health Impaired	21	17	11
Autistic	5	6	7
Development Delay	10	19	13
Traumatic Brain Injury	1	0	1
Severely Multiple Impaired	0	0	1
Total Disabilities Served	112	107	121

Robert Asp Elementary School

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

Robert Asp Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

Grade 3	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Proficient	79.9	72.9	82.5	77.1	81.6	79.6
Not Proficient	20.2	27.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	71.2	69.6	74.1	72.6	77.9	76.4
Not Proficient	28.8	30.4	25.9	27.5	22.1	23.6

Grade 4	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Proficient	75.9	69.3	81.7	75.0	76.7	71.4
Not Proficient	24.1	30.7	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	57.4	65.1	68.5	67.9	69.0	68.2
Not Proficient	42.6	34.9	31.5	32.1	31.0	31.9

Grade 5	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Proficient	76.7	73.7	78.2	79.4	76.9	73.2
Not Proficient	23.3	26.2	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.3	56.0	58.7	63.3	58.9	60.9
Not Proficient	39.7	44.1	41.3	36.6	41.1	39.1

1. MCA-II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3						
Reading						
Exceeds Stds	50.0	37.9	54.6	44.1	55.1	48.9
Meets Stds	29.8	35.0	27.9	32.9	26.5	30.7
Partially Meets	13.2	12.6	10.4	10.4	9.4	9.3
Does Not Meet	7.0	14.6	7.1	12.4	9.0	11.2
Grade 3						
Mathematics						
Exceeds Stds	28.8	24.5	27.6	24.2	31.3	32.5
Meets Stds	42.4	45.1	46.6	48.4	46.5	43.9
Partially Meets	22.4	19.6	19.3	19.0	16.6	16.8
Does Not Meet	6.4	10.8	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4						
Reading						
Exceeds Stds	40.7	40.2	44.9	39.1	42.3	38.2
Meets Stds	35.2	29.1	36.8	35.9	34.4	33.2
Partially Meets	13.9	20.5	11.1	17.4	13.8	16.4
Does Not Meet	10.2	10.2	7.2	7.6	9.5	12.1
Grade 4						
Mathematics						
Exceeds Stds	18.3	30.2	20.5	27.1	26.7	29.8
Meets Stds	39.1	34.9	48.0	40.8	42.3	38.4
Partially Meets	28.7	26.2	21.6	23.3	19.3	20.4
Does Not Meet	13.9	8.7	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5						
Reading						
Exceeds Stds	41.7	33.9	43.3	36.8	35.4	33.0
Meets Stds	35.0	39.8	35.0	42.6	41.5	40.2
Partially Meets	14.2	20.3	15.6	14.2	15.0	15.5
Does Not Meet	9.2	5.9	6.2	6.4	8.0	11.3
Grade 5						
Mathematics						
Exceeds Stds	19.8	26.3	22.9	29.7	22.2	27.6
Meets Stds	40.5	29.7	35.6	33.6	36.8	33.3
Partially Meets	17.5	26.3	24.2	21.9	23.1	21.6
Does Not Meet	22.2	17.8	17.1	14.7	18.0	17.5

Robert Asp Elementary School

2. Measures of Academic Progress (MAP)

Robert Asp Reading	Fall 2005 Mean RIT	Fall 2006 Mean RIT	Spring 2006 Mean RIT	Spring 2007 Mean RIT	2005-06 Mean Growth	2006-07 Mean Growth
Grade 2	171.7	172.3	185	188.3	13.3	16
Grade 3	190.4	188.1	200.1	198	9.7	14
Grade 4	199.7	200	206.1	206.6	6.4	6.6
Grade 5	205.1	206	213	212.3	7.9	6.3
Robert Asp Mathematics	Fall 2005 Mean RIT	Fall 2006 Mean RIT	Spring 2006 Mean RIT	Spring 2007 Mean RIT	2005-06 Mean Growth	2006-07 Mean Growth
Grade 2	176.8	175.5	190.3	192.1	13.5	16.6
Grade 3	193.8	192.7	203.9	205.1	10.1	12.4
Grade 4	204.6	205	213.2	217	8.6	12
Grade 5	212.6	217.3	222.2	226.7	9.6	9.4

Robert Asp Elementary School

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

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

	<u>2004-05</u>	<u>2005-06</u>	<u>2005-06</u>
Square Foot	98,510	98,510	98,510
Cost for Electricity	\$55,589	\$56,059	\$61,650
Cost per square foot	\$0.56	\$0.57	\$0.63
Square Foot	98,510	98,510	98,510
Cost for Heat	\$48,660	\$40,387	\$52,324
Cost per square foot	\$0.49	\$0.41	\$0.53



*Moorhead Area Public
Schools*

Ellen Hopkins

2004-05 through 2006-07

Ellen Hopkins Elementary School

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

Ellen Hopkins Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	3	9	10
Arabic	0	1	1
Cambodian	0	0	0
Cutchi	0	0	0
Dakotah	0	2	1
English	715	702	724
Hawaiian	2	2	1
Hindi	1	2	0
Japanese	0	0	0
Korean	0	0	1
Kurdish	9	13	12
Mongolian	0	1	0
Russian	0	0	1
Serbo-Croatian	5	7	8
Somali	4	0	0
Spanish	64	48	51
Vietnamese	8	5	5
10. Mobility			
Transfers Into Building	79	46	78
Transfers Out of Building	69	34	45
11. Retention			
Kindergarten	3	2	3
Grade 1	0	1	0
Grade 2	1	1	1
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	44	33	46
DCD Moderate	5	0	4
DCD Severe	0	1	0
Physically Impaired	1	5	5
Deaf/Hard of Hearing	2	2	1
Visual Impairment	0	0	0
Specific Learning Disability	17	13	8
Behavioral Disorders	12	9	12
Deaf-Blind	0	0	0
Other Health Impaired	21	19	24
Autistic	8	7	7
Development Delay	14	9	10
Traumatic Brain Injury	0	0	0
Severely Multiple Impaired	0	0	0
Total Disabilities Served	124	98	117

Ellen Hopkins Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Assault	0	0	2
Bullying	0	0	0
Disorderly Conduct	0	0	3
Fighting	0	0	8
Harassment	0	0	0
Other drug use	0	0	0
Theft	0	2	0
Threat/Intimidation	0	0	0
Tobacco	0	0	0
Vandalism/Property Related	0	0	2
Verbal Abuse	0	0	0
Weapon	0	0	1
14. Suspensions	0	0	1
15. Suspension: Bus	2	5	2
16. Unexcused Absences			
0 Absences	270 36.64%	457 58.9%	329 43.0%
1 to 5 Absences	303 41.11%	217 28.0%	271 35.5%
6 to 10 Absences	71 9.63%	46 6.0%	70 9.2%
11 to 15 Absences	28 3.80%	24 3.1%	40 5.3%
16 to 20 Absences	24 3.26%	20 2.6%	22 2.9%
21 or More Absences	41 5.56%	13 1.7%	32 4.2%

Ellen Hopkins Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	86.5	78.0	82.5	77.1	81.6	79.6
Not Proficient	13.5	21.9	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.8	69.9	74.1	72.6	77.9	76.4
Not Proficient	24.2	30.0	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	83.2	72.4	81.7	75.0	76.7	71.4
Not Proficient	16.8	27.3	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	73.3	59.7	68.5	67.9	69.0	68.2
Not Proficient	26.7	40.4	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	73.5	79.8	78.2	79.4	76.9	73.2
Not Proficient	16.5	20.1	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	55.5	61.7	58.7	63.3	58.9	60.9
Not Proficient	44.5	38.2	41.3	36.6	41.1	39.1

1. MCA-II Achievement Levels

Grade 3	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	55.9	44.7	54.6	44.1	55.1	48.9
Meets Stds	30.6	33.3	27.9	32.9	26.5	30.7
Partially Meets	7.2	9.6	10.4	10.4	9.4	9.3
Does Not Meet	6.3	12.3	7.1	12.4	9.0	11.2
Grade 3						
Mathematics						
Exceeds Stds	27.4	22.1	27.6	24.2	31.3	32.5
Meets Stds	49.4	47.8	46.6	48.4	46.5	43.9
Partially Meets	17.7	21.2	19.3	19.0	16.6	16.8
Does Not Meet	6.5	8.8	6.6	8.5	5.5	6.8

Grade 4	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	49.6	32.2	44.9	39.1	42.3	38.2
Meets Stds	33.6	40.5	36.8	35.9	34.4	33.2
Partially Meets	10.6	18.2	11.1	17.4	13.8	16.4
Does Not Meet	6.2	9.1	7.2	7.6	9.5	12.1
Grade 4						
Mathematics						
Exceeds Stds	27.5	16.8	20.5	27.1	26.7	29.8
Meets Stds	45.8	42.9	48.0	40.8	42.3	38.4
Partially Meets	18.3	26.1	21.6	23.3	19.3	20.4
Does Not Meet	8.3	14.3	9.8	8.8	11.7	11.5

Grade 5	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	46.1	44.7	43.3	36.8	35.4	33.0
Meets Stds	37.4	35.1	35.0	42.6	41.5	40.2
Partially Meets	9.6	10.5	15.6	14.2	15.0	15.5
Does Not Meet	7.0	9.6	6.2	6.4	8.0	11.3
Grade 5						
Mathematics						
Exceeds Stds	25.2	33.9	22.9	29.7	22.2	27.6
Meets Stds	30.3	27.8	35.6	33.6	36.8	33.3
Partially Meets	29.4	19.1	24.2	21.9	23.1	21.6
Does Not Meet	15.1	19.1	17.1	14.7	18.0	17.5

Ellen Hopkins Elementary School

2. Measures of Academic Progress (MAP)

Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	173.9	170.5	186.9	185.8	14	15.2
Grade 3	191.4	193.2	201.1	201.2	9.7	8
Grade 4	202.4	200.5	208.6	207.9	6.2	7.4
Grade 5	209.4	211.2	216	217.3	6.6	6.1
Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179	176.6	192.7	192.3	13.7	15.7
Grade 3	194.8	196.4	205.2	207.3	10.4	12.4
Grade 4	208.3	206.2	216	216.5	7.7	10.3
Grade 5	215.4	221.1	224.6	230	9.2	8.9

Ellen Hopkins Elementary School

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

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

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



*Moorhead Area Public
Schools*

SG Reinertsen

2004-05 through 2006-07

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	97.45%	96.6%	95.80%
2. Average Daily Attendance (ADA)	725	768	775
3. Average Daily Membership (ADM)	744	784	809
4. Detention	0	0	0
5. English Language Learners (ELL)	47	41	40
6. Enrollment as of October 1			
Kindergarten	126	138	147
Grade 1	124	142	147
Grade 2	114	126	136
Grade 3	125	121	127
Grade 4	135	125	120
Grade 5	127	142	134
Self Contained	2	1	0
Total	753	795	811
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	18 2.4%	19 2.4%	27 3.3%
Asian	10 1.3%	8 1.0%	11 1.4%
Hispanic	31 4.1%	40 5.0%	40 4.9%
Black	26 3.4%	27 3.4%	41 5.1%
White	673 88.8%	706 88.2%	692 85.3%
Percent Minority	11.2%	11.8%	14.7%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>2006-07</u>
Free	123	181	179
Reduced	39	31	50
% of Free & Reduced	22%	27%	28.2%

SG Reinertsen Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	2	0	0
Arabic	2	1	1
Chinese	1	1	2
Cutchi	1	2	0
Dakotah	2	0	0
English	725	775	799
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	1	0	0
Korean	2	1	0
Kurdish	29	23	31
Mongolian	0	0	0
Russian	1	1	1
Serbo-Croatian	3	1	3
Somali	2	5	4
Spanish	16	24	18
Vietnamese	0	0	0
10. Mobility			
Transfers Into Building	75	80	105
Transfers Out of Building	38	37	47
11. Retention			
Kindergarten	1	3	4
Grade 1	2	4	1
Grade 2	0	0	0
Grade 3	1	0	1
Grade 4	1	0	1
Grade 5	1	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	28	48	44
DCD Moderate	2	6	3
DCD Severe	2	1	1
Physically Impaired	2	2	2
Deaf/Hard of Hearing	2	3	2
Visual Impairment	0	0	0
Specific Learning Disability	19	15	21
Behavioral Disorders	4	8	9
Deaf-Blind	1	1	0
Other Health Impaired	17	16	16
Autistic	17	13	10
Development Delay	12	9	16
Traumatic Brain Injury	0	0	1
Severely Multiple Impaired	0	0	0
Total Disabilities Served	106	122	125

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Assault	0	0	1
Bullying	0	0	0
Disorderly Conduct	0	0	0
Fighting	10	6	2
Harassment	0	0	0
Other drug use	0	0	0
Theft	0	0	0
Threat/Intimidation	0	2	1
Tobacco	0	0	0
Vandalism/Property Related	0	0	0
Verbal Abuse	0	0	0
Weapon	0	0	0
14. Suspensions	0	0	0
15. Suspension: Bus	5	4	8
16. Unexcused Absences			
0 Absences	413 54.99%	595 73.3%	531 65.6%
1 to 5 Absences	262 34.89%	171 21.1%	222 27.4%
6 to 10 Absences	38 5.06%	27 3.4%	39 4.9%
11 to 15 Absences	24 3.20%	12 1.5%	11 1.4%
16 to 20 Absences	9 1.20%	3 0.4%	4 0.5%
21 or More Absences	5 0.67%	4 0.5%	3 0.4%

SG Reinertsen Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	81.3	79.8	82.5	77.1	81.6	79.6
Not Proficient	18.8	20.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.4	77.4	74.1	72.6	77.9	76.4
Not Proficient	24.6	22.7	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	85.8	83.3	81.7	75.0	76.7	71.4
Not Proficient	14.2	16.6	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	74.4	79.2	68.5	67.9	69.0	68.2
Not Proficient	25.6	20.8	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	75.2	84.3	78.2	79.4	76.9	73.2
Not Proficient	24.8	15.7	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.0	71.6	58.7	63.3	58.9	60.9
Not Proficient	40.0	28.4	41.3	36.6	41.1	39.1

1. MCA-II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3						
Reading						
Exceeds Stds	58.0	48.8	54.6	44.1	55.1	48.9
Meets Stds	23.2	31.0	27.9	32.9	26.5	30.7
Partially Meets	10.7	9.3	10.4	10.4	9.4	9.3
Does Not Meet	8.0	10.9	7.1	12.4	9.0	11.2
Grade 3						
Mathematics						
Exceeds Stds	26.3	25.8	27.6	24.2	31.3	32.5
Meets Stds	49.1	51.6	46.6	48.4	46.5	43.9
Partially Meets	17.5	16.4	19.3	19.0	16.6	16.8
Does Not Meet	7.0	6.3	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4						
Reading						
Exceeds Stds	44.3	45.0	44.9	39.1	42.3	38.2
Meets Stds	41.6	38.3	36.8	35.9	34.4	33.2
Partially Meets	8.9	13.3	11.1	17.4	13.8	16.4
Does Not Meet	5.3	3.3	7.2	7.6	9.5	12.1
Grade 4						
Mathematics						
Exceeds Stds	15.7	34.2	20.5	27.1	26.7	29.8
Meets Stds	58.7	45.0	48.0	40.8	42.3	38.4
Partially Meets	18.2	17.5	21.6	23.3	19.3	20.4
Does Not Meet	7.4	3.3	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5						
Reading						
Exceeds Stds	42.3	32.3	43.3	36.8	35.4	33.0
Meets Stds	32.9	52.0	35.0	42.6	41.5	40.2
Partially Meets	22.0	11.8	15.6	14.2	15.0	15.5
Does Not Meet	2.9	3.9	6.2	6.4	8.0	11.3
Grade 5						
Mathematics						
Exceeds Stds	23.6	29.1	22.9	29.7	22.2	27.6
Meets Stds	36.4	42.5	35.6	33.6	36.8	33.3
Partially Meets	25.8	20.5	24.2	21.9	23.1	21.6
Does Not Meet	14.3	7.9	17.1	14.7	18.0	17.5

SG Reinertsen Elementary School

2. Measures of Academic Progress (MAP)

S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	176.4	179.4	190.4	192.6	14	13.2
Grade 3	193.5	192	202	200.5	8.5	8.5
Grade 4	202	203.9	209	210	7	6.1
Grade 5	210.2	210.1	217.4	216.7	7.2	6.6
S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179.7	182	193.9	197.8	14.2	15.8
Grade 3	196.1	195.7	205.5	205.8	9.4	10.1
Grade 4	207.3	210.2	216.6	221.8	9.3	11.6
Grade 5	217.1	217.7	226.9	230.3	9.8	12.6

SG Reinertsen Elementary School

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

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

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



*Moorhead Area Public
Schools*

Secondary

Data

2002-03 through 2006-07

Moorhead Secondary

Demographic Definitions

1. Attendance Rate

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

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

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

4. Detention

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

5. Drop Out Rate

The number represents the cumulative dropouts for grades 7-12 reported by the district for the school year. Dropout rates can be calculated by totaling the reported dropouts for that year and dividing by the October 1 enrollment for grades 7-12. This information is a part of the MARSS information.

6. English Language Learners (ELL)

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

7. Enrollment as of October 1

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

8. Ethnicity

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

9. Extra Curricular Activities

The data provides information on males and female participates in high school activities. The data is gathered by the activities office.

10. Free and Reduced Lunch Program (FRP)

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

11. Home Language

The number is self-reported as the language primarily used at home. Data 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.

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. 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 the total cost by the total square footage. The information is provided from the maintenance office.



*Moorhead Area Public
Schools*

Horizon Middle School

2004-05 through 2006-07

Horizon Middle School

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

Horizon Middle School

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	301	284	250
Reduced	55	77	85
% of Free & Reduced	28%	30%	28.6%
10. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Sign Language (ASL)	1	1	1
Albanian	3	2	4
Arabic	4	3	1
Cambodian	0	3	0
Chinese	1	0	1
Chippewa	0	2	1
Cutchi	0	0	2
Dakotah	3	0	1
English	1145	1079	1107
Hawaiian	1	1	2
Hindi	2	2	0
Japanese	0	1	1
Korean	1	2	3
Kurdish	33	32	25
Nepali	0	1	1
Russian	1	1	1
Serbo-Croatian	8	9	11
Somali	1	2	4
Spanish	95	86	71
Swahili	2	1	1
Vietnamese	5	5	13
11. Mobility	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	113	115	136
Transfers Out of Building	75	52	52
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	25	24	22
DCD Moderate	8	11	8
DCD Severe	6	2	1
Physically Impaired	8	6	4
Deaf/Hard of Hearing	8	6	3
Visual Impairment	2	0	0
Specific Learning Disability	73	65	60
Behavioral Disorders	28	26	24
Deaf-Blind	0	0	0
Other Health Impaired	51	57	54
Autistic	8	10	20
Traumatic Brain Injury Disabled	2	2	2
Severely Multiple Impaired	0	3	1
Total Disabilities Served	219	211	199

Horizon Middle School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student to Computer Ratio	3 to 1	3 to 1	3 to 1
14. Student Discipline Reports	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	1	0	0
Assault	7	6	8
Bullying	0	0	2
Disorderly Conduct	15	28	16
Fighting	53	41	39
Harassment	2	0	2
Other drug use	4	6	0
Theft	5	7	1
Threat/Intimidation	0	0	2
Tobacco	1	4	0
Vandalism/Property Related	0	0	0
Verbal Abuse	0	0	1
Weapon	3	6	4
15. Suspensions	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1 Day	53	65	46
2 Days	47	23	29
3 Days	35	23	34
4 Days	5	11	3
5 Days	5	8	10
10 Days	0	0	1
In School	258	35	38
16. Suspensions-Bus	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	6	0	0
17. Unexcused Absences	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
0 Unexcused Absences	792 65.51%	823 70.9%	684 59.2%
1 to 5 Unexcused Absences	321 26.55%	240 20.7%	337 29.2%
6 to 10 Unexcused Absences	59 4.88%	57 4.9%	74 6.4%
11 to 15 Unexcused Absences	25 2.07%	15 1.3%	28 2.5%
16 to 20 Unexcused Absences	7 0.58%	11 1.0%	16 1.4%
21 or More Unexcused Absences	5 0.41%	15 1.3%	17 1.5%

Horizon Middle School

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

2. Grade Distribution	2004-05	2005-06	2006-07
by Ethnicity			
American Indian			
A	158 21.79%	201 26.9%	131 19.76%
B	215 29.66%	147 19.7%	154 23.23%
C	137 18.90%	172 23.0%	146 22.03%
D	80 11.03%	139 18.6%	125 18.86%
F	127 17.52%	73 9.8%	93 14.03%
S	8 1.10%	16 2.2%	2 0.31%
P	0	0	12 1.81%
Asian			
A	246 65.95%	297 64.71%	370 58.73%
B	69 18.50%	82 17.87%	118 18.73%
C	32 8.58%	47 10.24%	79 12.54%
D	17 4.56%	23 5.01%	43 6.83%
F	7 1.88%	9 1.96%	10 1.59%
S	2 0.54%	1 0.22%	4 0.64%
P	0	0	6 0.96%
Hispanic			
A	440 25.21%	498 26.5%	338 21.99%
B	461 26.42%	541 28.7%	362 23.56%
C	374 21.43%	402 21.4%	351 22.84%
D	221 12.66%	246 13.1%	234 15.23%

Horizon Middle School

F	229	127	192
	13.12%	6.8%	12.50%
S	20	16	9
	1.15%	9.0%	0.59%
P		55	51
		3.0%	3.32%
Black			
A	123	188	171
	25.10%	30.1%	30.11%
B	165	141	142
	33.67%	22.6%	25.00%
C	110	141	104
	22.45%	22.6%	18.31%
D	65	82	68
	13.27%	13.2%	11.98%
F	27	58	48
	5.51%	9.3%	8.50%
S	0	1	9
	0.00%	0.2%	1.59%
P		14	26
		2.3%	4.58%
White			
A	11147	13290	2354
	50.03%	56.0%	19.85%
B	5903	5588	5024
	26.49%	23.6%	42.35%
C	2877	2806	2587
	12.91%	11.9%	21.81%
D	1298	1225	1117
	5.83%	5.2%	9.42%
F	977	548	570
	4.39%	2.3%	4.81%
S	78	121	69
	0.35%	0.5%	0.59%
P	0	150	142
		0.7%	1.20%

3. Failure Rate

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

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

Horizon Middle School

4. MCA II Proficiency *Percentage may not add up to 100 due to rounding*
 2007 MCA-II reading results include English language learners' scores.
 In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Proficient	81.6	74.6	81.6	74.7	71.6	66.6
Not Proficient	18.3	25.4	18.3	25.3	28.4	33.4
Grade 6 Mathematics						
Proficient	73.5	67.6	73.5	66.7	59.2	60.8
Not Proficient	26.5	32.5	26.5	33.3	40.8	39.3

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 7 Reading						
Proficient	77.1	75.0	76.4	73.8	66.6	63.2
Not Proficient	22.9	25.1	23.7	26.2	33.4	36.9
Grade 7 Mathematics						
Proficient	68.9	71.3	67.2	70.2	57.5	59.4
Not Proficient	31.1	28.7	32.9	29.8	42.5	40.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 8 Reading						
Proficient	76.5	72.2	74.8	69.4	64.6	63.3
Not Proficient	23.4	27.8	25.2	30.6	35.4	36.7
Grade 8 Mathematics						
Proficient	75.8	73.1	72.6	70.4	56.7	56.9
Not Proficient	24.5	26.5	27.5	29.6	43.3	43.1

MCA II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Exceeds Stds	44.5	39.8	44.5	39.3	35.4	31.4
Meets Stds	37.1	34.8	37.1	35.4	36.2	35.2
Partially Meets	13.5	15.2	13.5	15.2	18.9	19.2
Does Not Meet	4.8	10.2	4.8	10.1	9.5	14.2

Horizon Middle School

Grade 6			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	32.4	30.2	32.4	29.8	18.7	20.9
Meets Stds	41.1	37.4	41.1	36.9	40.5	39.9
Partially Meets	13.1	19.5	13.1	20.0	22.2	21.7
Does Not Meet	13.4	13.0	13.4	13.3	18.6	17.6

Grade 7			2006	2007	2006	2007
Reading	2006	2007	District	District	State	State
Exceeds Stds	46.4	46.1	45.7	45.3	35.8	31.9
Meets Stds	30.7	28.9	30.7	28.5	30.8	31.3
Partially Meets	14.9	14.6	15.5	14.5	20.0	20.5
Does Not Meet	0.8	10.5	8.2	11.7	13.4	16.4

Grade 7			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	26.7	36.5	26.1	35.8	17.5	21.9
Meets Stds	42.2	34.8	41.1	34.4	40.0	37.5
Partially Meets	19.8	13.2	20.6	13.5	22.3	20.9
Does Not Meet	11.3	15.5	12.3	16.3	20.2	19.7

Grade 8			2006	2007	2006	2007
Reading	2006	2007	District	District	State	State
Exceeds Stds	46.6	45.4	44.8	43.2	32.5	36.3
Meets Stds	29.9	26.8	30.0	26.2	32.1	27.0
Partially Meets	15.9	18.6	15.8	20.5	20.9	20.5
Does Not Meet	7.5	9.2	9.4	10.1	14.5	16.2

Grade 8			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	36.9	29.5	35.1	27.9	19.4	18.5
Meets Stds	38.9	43.9	37.5	42.5	37.3	38.4
Partially Meets	12.5	13.9	13.4	14.2	23.0	21.4
Does Not Meet	11.7	12.6	14.1	15.4	20.3	21.7

5. Measures of Academic Progress (MAP)

Reading	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06	2006-07
	Mean	Mean	Mean	Mean	Mean	Mean
	RIT	RIT	RIT	RIT	Growth	Growth
Grade 6	214.8	213.9	219.4	218.5	4.6	4.6
Grade 7	216.7	219.1	220.4	222.1	3.7	3
Grade 8	221.8	221.3	224.9	225.2	3.1	3.9

Mathematics	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06	2006-07
	Mean	Mean	Mean	Mean	Mean	Mean
	RIT	RIT	RIT	RIT	Growth	Growth
Grade 6	223.9	225.5	230.4	231.9	6.5	6.4
Grade 7	227.3	233.4	233.7	239	6.4	5.6
Grade 8	233.3	235.7	238	239.7	4.7	4

Horizon Middle School

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

Electricity and Heat Cost Comparisons per square foot	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	238,000	238,000	238,000
Cost for Electricity	\$227,952	\$280,560	\$295,950
Cost per square foot	\$0.96	\$1.18	\$1.24
Square Foot	238,000	238,000	238,000
Cost for Heat	\$180,565	\$210,854	\$198,886
Cost per square foot	\$0.76	\$0.89	\$0.84



*Moorhead Area Public
Schools*

Moorhead High School

2002-03 through 2006-07

Moorhead High School

1. Attendance Rate	<u>2002-03</u> 94.15%	<u>2003-04</u> 94.22%	<u>2004-05</u> 92.67%	<u>2005-06</u> 93.2%	<u>2006-07</u> 93.38%
2. Average Daily Attendance (ADA)	<u>2002-03</u> 1593	<u>2003-04</u> 1582	<u>2004-05</u> 1542	<u>2005-06</u> 1487	<u>2006-07</u> 1510
3. Average Daily Membership (ADM)	<u>2002-03</u> 1692	<u>2003-04</u> 1679	<u>2004-05</u> 1664	<u>2005-06</u> 1596	<u>2006-07</u> 1617
4. Detention	<u>2002-03</u> 661	<u>2003-04</u> 3050	<u>2004-05</u> 3157	<u>2005-06</u> 2250	<u>2006-07</u> 4307
5. Dropout Rate (Grades 7-12) Drop Out Index	<u>2002-03</u> 49 1.81	<u>2003-04</u> 38 1.43	<u>2004-05</u> 26 1.50	<u>2005-06</u> 24 1.44	<u>2006-07</u> 25 1.47
6. English Language Learners	<u>Oct. 02</u> 96	<u>Oct. 03</u> 76	<u>Oct. 04</u> 103	<u>Oct. 05</u> 93	<u>Oct. 06</u> 73
7. Enrollment as of October 1	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Grade 9	402	430	417	398	436
Grade 10	443	400	449	422	389
Grade 11	431	446	401	442	425
Grade 12	441	435	445	411	410
Total	1717	1711	1712	1673	1660
8. Ethnicity	<u>Oct 02</u>	<u>Oct 03</u>	<u>Oct 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	23 1.35%	29 1.69%	30 1.80%	29 1.7%	25 1.5%
Asian	21 1.23%	22 1.29%	20 1.17%	18 1.1%	21 1.3%
Hispanic	90 5.26%	91 5.32%	103 6.02%	112 6.7%	93 5.6%
Black	34 1.99%	35 2.05%	34 1.99%	30 1.8%	32 1.9%
White	1542 90.18%	1534 89.66%	1513 88.38%	1474 88.6%	1489 89.7%
Percent Minority	9.82%	10.34%	10.97%	11.4%	10.3%

Moorhead High School

9. Extra Curricular Activities	<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>		<u>2005-06</u>		<u>2006-07</u>	
	M	F	M	F	M	F	M	F	M	F
Baseball	50	00	49	00	50	00	47	00	57	00
Basketball	47	38	55	37	44	29	49	38	52	45
Cheerleading	00	26	00	31	00	20	00	17	00	21
Cross Country	19	18	27	25	30	24	19	29	35	26
Danceline	00	29	00	28	00	30	00	24	00	20
Football	144	00	140	00	113	00	130	00	142	00
Golf	20	17	18	16	19	20	19	13	19	09
Gymnastics	00	10	00	05	00	14	00	13	00	08
Hockey	46	18	44	23	40	23	37	17	38	17
Soccer	60	53	57	53	49	54	42	49	58	54
Softball	00	29	00	29	00	27	00	32	00	35
Swimming	24	47	21	41	26	36	20	41	17	35
Tennis	15	39	15	30	25	29	25	28	24	34
Track	86	50	72	68	71	66	69	56	69	75
Volleyball	00	39	00	39	00	45	00	43	00	45
Wrestling	23	00	21	00	21	00	25	00	27	00
Apollo Strings	03	10	03	18	03	17	01	16	02	18
Business Professionals	00	00	00	00	08	01	03	01	05	03
Cho Kio	00	11	01	10	03	09	01	04	01	03
Debate	14	11	11	11	13	20	12	18	02	10
Key Club	23	32	33	64	31	92	20	78	19	75
Knowledge Bowl	19	06	10	08	17	14	12	10	24	11
Math League	12	03	09	04	10	06	08	04	10	11
Mock Trial	03	06	04	07	03	08	03	08	n/a	
Musical	35	40	29	40	18	26	13	14	35	47
Pep Band	13	38	21	36	23	32	17	27	11	12
Play	33	27	18	23	17	22	12	16	17	19
Science Challenge	14	02	22	03	15	05	10	05	09	08
Speech	27	53	28	56	33	64	25	53	29	42
Student Council	08	44	04	45	04	42	02	35	08	30

10. Free and Reduced Lunch Program	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	302	267	284	276	246
Reduced	76	68	82	70	85
% of Free & Reduced	22%	20%	22%	21%	20%

11. Home Language	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Sign Language (ASL)	0	0	0	0	0
Afrikaans	0	0	1	0	0
Albanian	0	0	3	3	1
Arabic	3	2	3	5	4
Cambodian	0	0	0	2	0
Chinese	1	2	1	2	2
Cutchi	0	0	1	1	0
Dakotah	0	0	1	1	1

Moorhead High School

Dutch	0	0	1	0	0
English	1535	1612	1606	1546	1569
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hindi	0	0	0	0	1
Kurdish	25	30	29	28	31
Laotian	3	2	3	1	0
Nepali	0	0	0	1	1
Norwegian	0	0	0	1	1
Okinawan	1	0	0	0	0
Persian	0	4	4	3	1
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	1	1	3	4	2
Serbo-Croatian	2	2	3	5	8
Somali	15	11	7	9	5
Spanish	64	94	98	98	89
Swahili	1	2	2	3	2
Swedish	2	3	0	1	2
Thai	0	1	1	0	0
Turkish	0	1	1	1	1
Ukranian	0	0	0	1	0
Vietnamese	7	4	3	1	10
12. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	68	118	121	122	123
Transfers Out of Building	37	74	90	68	81
13. Special Education Status	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	9	13	9	11	9
DCD Moderate	15	16	20	15	14
DCD Severe	12	13	12	8	7
Physically Impaired	11	9	5	3	2
Deaf/Hard of Hearing	3	5	6	9	10
Visual Impairment	0	0	0	0	0
Specific Learning Disability	102	94	81	92	75
Behavioral Disorders	52	51	43	33	23
Deaf-Blind	0	0	0	0	0
Other Health Impaired	56	72	87	80	69
Autistic	12	13	15	20	18
Developmental Delay	0	0	0	0	0
Traumatic Brain Injury	1	0	0	1	2
Severely Multiple Impaired	2	0	0	2	3
Total Disabilities Served	275	286	278	274	232

Moorhead High School

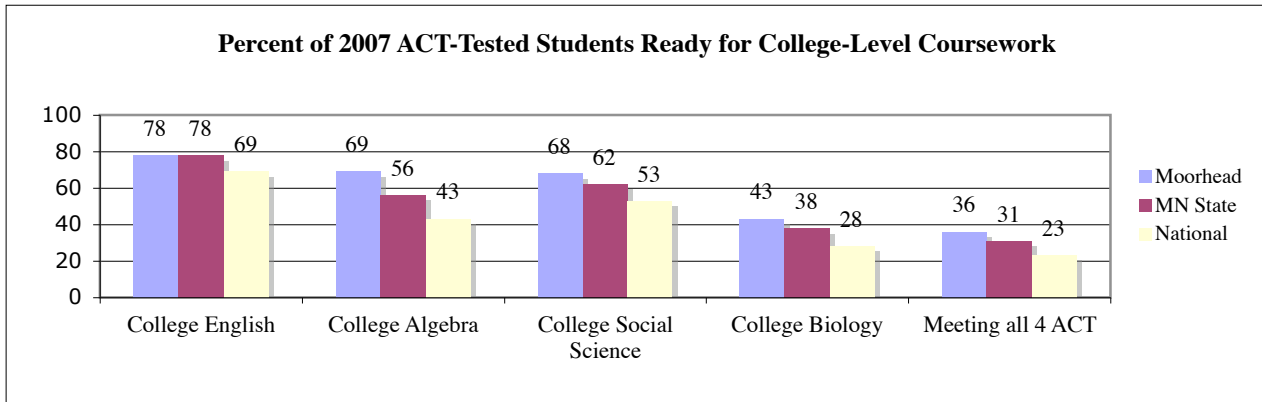
14. Student to Computer Ratio	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1
15. Student Discipline Reports	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	3	19	5	1	7
Assault	0	0	0	2	2
Bullying	0	0	0	0	0
Disorderly Conduct	0	0	0	15	24
Fighting	35	21	26	20	15
Harassment	0	0	0	7	3
Other Drug Use	10	18	12	3	8
Theft	0	0	3	5	1
Threat/Intimidation	0	0	2	0	1
Tobacco	17	14	15	4	8
Vandalism	5	40	4	1	0
Verbal Abuse	0	0	0	1	0
Weapon	4	1	1	3	1
16. Suspensions	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Out of School	114	111	80	68	81
In School	320	421	369	453	902
17. Unexcused Absences	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
# Students	550	423	644	642	745
0 Unexcused Absences	32.03%	25.75%	39.36%	39.2%	47.3%
1 to 5 Unexcused Absences	584 34.01%	652 39.68%	558 34.11%	670 40.9%	599 38.0%
6 to 10 Unexcused Absences	266 15.49%	174 10.59%	119 7.27%	187 11.4%	112 7.1%
11 to 15 Unexcused Absences	125 7.28%	100 6.09%	82 5.02%	49 3.0%	58 3.7%
16 to 20 Unexcused Absences	58 3.38%	76 4.63%	63 3.84%	27 1.7%	23 1.5%
21 or More Unexcused Absences	134 7.80%	216 13.15%	170 10.40%	64 3.9%	39 2.5%

Moorhead High School

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
I. ACT Scores - Core Curriculum						
English	Moorhead	22	21	21	21.2	22.3
	State	22	22.2	22.3	22.4	22.6
	National	21.4	21.5	21.5	21.6	21.7
Math	Moorhead	24	23.2	22.5	23.2	24.5
	State	22.7	22.8	22.9	22.9	23.3
	National	21.6	21.7	21.7	21.8	21.9
Reading	Moorhead	23.7	22.5	22.8	22.8	23.8
	State	23.2	23.3	23.3	23.3	23.5
	National	22.2	22.3	22.2	22.3	22.4
Science	Moorhead	23.5	22.5	22.4	22.4	23.6
	State	22.9	22.9	23	22.9	23.1
	National	21.7	21.7	21.8	21.7	21.8
Composite	Moorhead	23.4	22.4	22.3	22.5	23.7
	State	22.8	22.9	23	23	25.3
	National	21.8	21.9	21.9	22	22

ACT Scores - Average ACT Scores		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	21.1	20.1	20.4	20.6	21.8
	State	21.2	21.4	21.6	21.6	21.8
	National	20.3	20.4	20.4	20.5	20.7
Math	Moorhead	23	22.1	21.9	22.5	23.9
	State	21.8	22	22.1	22.1	22.5
	National	20.6	20.7	20.7	20.8	21
Reading	Moorhead	22.8	21.7	22.3	22.3	23.4
	State	22.4	22.6	22.7	22.6	22.8
	National	21.2	21.3	21.3	21.4	21.5
Science	Moorhead	22.7	21.8	21.9	22	23
	State	22.2	22.3	22.4	22.3	22.5
	National	20.8	20.9	20.9	20.9	21
Composite	Moorhead	22.5	21.6	21.7	22	23.2
	State	22	22.2	22.3	22.3	22.5
	National	20.8	20.9	20.9	21.1	21.2

2. Percent of ACT-Tested Students Ready for College-Level Coursework



5 Year Trends-Percent of Students Meeting College Readiness Benchmarks

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	77	68	71	71	78
	State	75	76	76	76	78
	National	67	68	57	69	69
Math	Moorhead	61	53	51	56	69
	State	49	51	53	52	56
	National	40	40	41	42	43
Reading	Moorhead	65	53	64	64	68
	State	61	61	61	62	62
	National	52	52	51	53	53
Science	Moorhead	37	33	30	32	43
	State	35	36	37	37	38
	National	26	26	26	27	28
Meeting all Four	Moorhead	30	25	20	24	36
	State	27	28	29	28	31
	National	20	21	21	21	23

3. Basic Skills Tests

Class of 2007

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Reading					
Passed		384	410	408	420
Percent Passed		83.12%	87.23%	89.67%	92.31%
Not Passed		74	58	43	23
Percent Not Passed		16.02%	12.34%	9.46%	5.06%
Exempt		4	2	4	12
Mathematics					
Passed		360	384	394	410
Percent Passed		77.92%	81.70%	86.60%	91.71%

Moorhead High School

Not Passed	98	84	57	30
Percent Not Passed	21.22%	17.87%	12.53%	6.64%
Exempt	4	2	4	12

Writing	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			414	420	427
Percent Passed			88.09%	94.39%	93.03%
Not Passed			54	21	20
Percent Not Passed			11.49%	4.73%	4.36%
Exempt			2	4	12

Class of 2008

Reading		<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed		343	368	387	405
Percent Passed		80.71%	84.40%	88.56%	90.40%
Not Passed		82	66	50	41
Percent Not Passed		19.30%	15.14%	11.45%	9.15%
Exempt		0	2	0	2

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed		329	344	367	381
Percent Passed		77.41%	78.90%	83.99%	85.04%
Not Passed		96	90	70	65
Percent Not Passed		22.59%	20.64%	16.03%	14.51%
Exempt		0	2	0	2

Class of 2009

Reading	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			328	331	355
Percent Passed			80.79%	84.00%	84.32%
Not Passed			78	20.25	63
Percent Not Passed			19.21%	16.63%	14.96%
Exempt					3

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			297	309	341
Percent Passed			73.15%	74.46%	81.00%
Not Passed			109	106	77
Percent Not Passed			26.85%	25.55%	18.29%
Exempt					3

4. Grade Distribution by Ethnicity	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Indian					
A	28	42	37	29	45
	12.50%	18.00%	22.29%	13.68%	15.85%
B	53	56	42	49	56
	23.66%	24.00%	25.30%	23.12%	19.72%
C	57	59	39	54	61
	25.45%	25.00%	23.49%	25.48%	21.48%

Moorhead High School

Asian	D	45 20.09%	41 17.00%	22 13.25%	39 18.40%	39 13.74%
	F	38 16.96%	37 16.00%	22 13.25%	29 13.68%	55 19.37%
	S	3 1.34%	3 1.00%	1 0.60%	4 1.89%	0 0.00%
	P			3 1.81%	8 3.78%	28 9.86%
	A	131 53.91%	164 60.00%	109 56.19%	131 64.54%	146 65.47%
	B	62 25.51%	63 23.00%	39 20.10%	40 19.71%	42 18.84%
	C	21 8.64%	21 8.00%	13 6.70%	17 8.38%	17 7.63%
	D	14 5.76%	11 4.00%	8 4.12%	7 3.45%	1 0.45%
	F	10 4.12%	11 4.00%	23 11.86%	2 0.99%	13 5.83%
	S	5 2.06%	2 1.00%	0 0.00%	3 1.48%	0 0.00%
Hispanic	P			1 0.52%	3 1.48%	4 1.80%
	I			1 0.52%	0 0.00%	0 0.00%
	A	129 14.46%	170 18.00%	197 21.79%	164 16.79%	168 20.10%
	B	234 26.23%	215 23.00%	208 23.01%	231 23.65%	190 22.73%
	C	217 24.33%	203 22.00%	184 20.35%	205 20.99%	192 22.97%
	D	153 17.15%	144 15.00%	128 14.16%	158 16.18%	116 13.88%
	F	123 13.79%	168 18.00%	151 16.70%	197 20.17%	112 13.40%
	P	0 0.00%	16 2.00%	19 2.10%	20 2.05%	49 5.87%
	S	36 4.04%	19 2.00%	3 0.33%	2 0.21%	2 0.24%
	I			14 1.55%	0 0.00%	7 0.84%
Black	A	96 24.06%	94 25.00%	90 28.39%	70 25.65%	74 22.99%
	B	125 31.33%	106 28.00%	98 30.91%	71 26.01%	71 22.05%
	C	90 22.56%	78 20.00%	67 21.14%	63 23.08%	67 20.81%
	D	49	44	21	30	51

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	12.28%	12.00%	6.62%	10.99%	15.84%
F	25	34	27	17	43
	6.27%	9.00%	8.52%	6.23%	13.36%
S	14	20	9	5	3
	3.51%	5.00%	2.84%	1.84%	0.94%
P			0	13	11
			0.00%	4.77%	3.42%
I			0	4	2
			0.00%	1.47%	0.63%

White

A	7312	7331	7078	6581	6495
	41.06%	41.00%	48.03%	45.56%	44.46%
B	5455	5291	3933	3796	3740
	30.64%	30.00%	26.69%	26.28%	25.60%
C	2989	2879	2099	2141	2192
	16.79%	16.00%	14.24%	14.83%	15.01%
D	1250	1231	875	1044	1035
	7.02%	7.00%	5.94%	7.23%	7.09%
F	597	716	481	628	539
	3.35%	4.00%	3.26%	4.35%	3.69%
S	203	131	24	18	4
	1.14%	0.80%	0.16%	0.13%	0.03%
P		93	157	179	568
		0.60%	1.07%	1.24%	3.89%
I		77	90	58	36
		0.50%	0.61%	0.41%	0.25%

5. Failure Rate

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
No Failures	80.00%	71.52%	93.77%	77.00%	81.8%
1 Failure	9.21%	14.85%	5.02%	10.38%	8.9%
2 Failures	4.12%	7.30%	0.93%	4.58%	3.4%
3 Failures	2.36%	2.92%	0.19%	3.18%	2.5%
4 Failures	1.45%	2.01%	0.08%	2.32%	1.1%
5 or More Failures	2.85%	1.40%	0.01%	2.57%	2.6%

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6. Post Secondary Options	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Art	3	1	1	1	1
Business	0	2	1	1	1
Communications	4	4	0	0	0
Computer Science	1	0	6	2	2
Criminal Justice	3	0	0	1	0
Economics			2	4	2
English	30	24	27	17	20
Health	1	0	1	2	9
History			5	4	13
Industrial Technology	1	1	0	0	0
Mathematics	9	4	8	9	7
Music	2	7	4	4	0
Personal & Family Life	2	0	0	0	0
Physical Education	0	0	1	6	0
Psychology			2	5	4
Science	7	12	7	14	6
Social Science	23	18	5	8	5
Sociology			0	4	1
World Language	14	14	10	6	7

Number of Student Participating	46/39	14/15	30	27	24
Number of Class Taken	132	94	81	112	80

Grade Received	A	B	C	D	F	I	W
	48	36	10	2	1	0	3
	48.00%	36.00%	10.00%	2.00%	1.00%	0	3.00%
	50	22	13	1	4	3	1
	54.00%	23.00%	14.00%	1.00%	4.00%	3.00%	1.00%
	44	25	2	2	5	0	0
	54.20%	30.70%	2.40%	2.40%	6.20%	0	0
	56	34	10	4	5	0	3
	50.00%	30.40%	7.30%	3.60%	4.40%	0	2.60%
	29	37	12	0	1	1	0
	37.00%	47.00%	15.00%	0	1.00%	1	0

7. Advanced Placement (AP) Examinations	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Participation and Results					
Number of Students Tested	162	148	163	221	274
Number of Tests Taken	263	256	239	363	428
Percentage Scoring 3, 4, or 5	73%	70%	68%	70%	66%

Moorhead High School

Number of tests taken by subject	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Biology	3	13	8	18	16
Calculus AB	29	27	17	22	20
Calculus BC	0	0	8	5	22
Chemistry	8	7	0	13	21
Economics-Macro	1	11	13	14	32
Economics-Micro	32	36	19	40	31
Eng Lit/Comp	29	18	13	36	47
European History	1	22	20	34	52
Gov/Pol Comp	17	10	10	11	15
Gov/Pol US	31	32	16	31	19
Psychology	54	48	65	63	76
US History	54	27	47	59	52
Other	4	5	3	17	25

8. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006	2007	2006	2007
Grade 10	MHS	MHS	District	District	State	State
Reading						
Proficient	79.8	69.9	78.3	66.5	65.3	61.9
Not Proficient	20.2	30.1	21.7	33.5	34.8	38.2
Grade 11	MHS	MHS	District	District	State	State
Mathematics						
Proficient	48.9	44.9	46.2	42.3	29.8	31.3
Not Proficient	51.1	55.1	53.7	57.7	70.2	68.8

MCA-II Achievement Levels

	2006	2007	2006	2007	2006	2007
Grade 10	MHS	MHS	District	District	State	State
Reading						
Exceeds Stds	42.9	37.3	41.8	34.8	31.8	29.4
Meets Stds	36.9	32.6	36.5	31.7	33.5	32.5
Partially Meets	13.1	16.7	13.5	17.3	19.3	20.5
Does Not Meet	7.1	13.4	8.2	16.2	15.5	17.7
Grade 11	MHS	MHS	District	District	State	State
Mathematics						
Exceeds Stds	16.7	17.7	15.8	16.6	10.1	11.5
Meets Stds	32.2	27.2	30.4	25.7	19.7	19.8
Partially Meets	20.2	22.3	19.3	21.6	21.0	20.2
Does Not Meet	30.9	32.8	34.4	36.1	49.2	48.6

Moorhead High School

Teaching Staff	*				
	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	23	19	20	11	9
BA+10				16	14
BA+15	8	10	16		
BA+20				3	7
BA+30	5	6	2	13	10
BA+40					
BA+45	9	6	7		
BA+50					
BA+60	2	1	0		
BA+70				3	2
BA+75	1	0	0		
BA+90	0	0	0		
BA+105	3	3	3		
MA	11	14	14	14	15
MA+10				10	11
MA+15	8	11	12		
MA+20				8	8
MA+30	3	6	6	35	37
MA+45	30	28	29		
0 to 5 years	55	55	30	30	36
6 to 10 years	29	32	26	19	26
11 to 20 years	31	28	42	46	39
More than 20 years	17	17	11	18	14
Average Years Experience	9.5 yrs.	9.4 yrs.	11 yrs.	13 yrs.	10 yrs.

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

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Electricity	\$159,200	\$148,938	\$199,833	\$214,624	\$230,300
Cost per square foot	\$0.61	\$0.57	\$0.55	\$0.59	\$0.64
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Heat	\$144,600	\$163,976	\$244,776	\$431,225	\$372,860
Cost per square foot	\$0.56	\$0.63	\$0.68	\$1.19	\$1.03



*Moorhead Area Public
Schools*

*Red River Area
Learning Center*

2004-05 through 2006-07

Red River Area Learning Center

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

Red River Area Learning Center

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	49	75	85
Reduced	5	8	10
% of Free & Reduced	71%	72%	63%

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
10. Home Language			
American Sign Language (ASL)	0	0	0
Albanian	0	4	2
Arabic	0	2	4
Cambodian	0	0	0
Chinese	0	0	0
Chippewa	0	0	2
Dakotah	1	3	2
English	112	273	459
Hawaiian	0	0	1
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	4	10	20
Laotian	0	2	1
Nepali	0	0	0
Russian	1	2	3
Serbo-Croatian	2	4	11
Somali	0	1	1
Spanish	28	68	100
Swahili	0	2	1
Vietnamese	0	1	7

11. Mobility	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	51	50	49
Transfers Out of Building	77	81	61

12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Dec. 06</u>
Speech/Language Impaired	6	3	6
DCD Moderate	1	0	1
DCD Severe	0	0	0
Physically Impaired	3	1	0
Deaf/Hard of Hearing	2	0	2
Visual Impairment	0	0	0
Specific Learning Disability	40	8	35
Behavioral Disorders	16	6	19
Deaf-Blind	0	0	0
Other Health Impaired	24	3	36
Autistic	1	0	1
Traumatic Brain Injury Disabled	0	0	0
Severely Multiple Impaired	0	0	1
Total Disabilities Served	93	21	101

Red River Area Learning Center

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

Red River Area Learning Center

MCA II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

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

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Proficient	20.0	22.6	78.3	66.5	65.3	61.9
Not Proficient	80.0	77.4	21.7	33.5	34.8	38.2

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Proficient	0.0	3.8	46.2	42.3	29.8	31.3
Not Proficient	100.0	96.1	53.7	57.7	70.1	68.8

MCA II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Exceeds Stds	0.0	3.2	41.8	34.8	31.8	29.4
Meets Stds	20.0	19.4	36.5	31.7	33.5	32.5
Partially Meets	30.0	22.6	13.5	17.3	19.3	20.5
Does Not Meet	50.0	54.8	8.2	16.2	15.5	17.7

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Exceeds Stds	0.0	0.0	15.8	16.6	10.1	11.5
Meets Stds	0.0	3.8	30.4	25.7	19.7	19.8
Partially Meets	4.3	11.5	19.3	21.6	21.0	20.2
Does Not Meet	95.7	84.6	34.4	36.1	49.2	48.6