

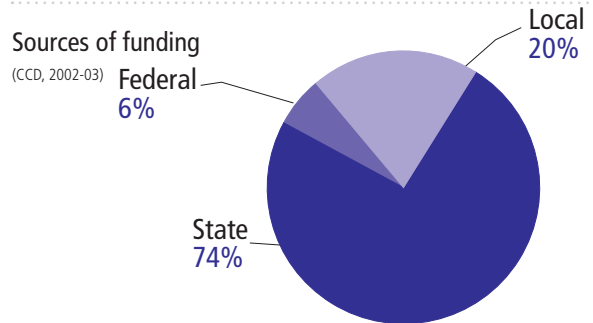
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	405	349
Number of public schools (CCD)		
Elementary	989	1,046
Middle	239	291
High	503	699
Combined	73	97
Other	30	54
Total	1,834	2,187
Number of charter schools (CCD)		101

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,513,726	\$4,404,702
Noninstructional	222,976	314,779
Support	1,778,154	2,147,923
Total	5,514,856	6,867,404

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,807	\$8,109



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$117,728,364

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	6,598	10,876
K-8	570,580	553,173
9-12	233,247	278,805
Total (K-12)	803,827	831,978

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	5
Black, non-Hispanic	4	8
Hispanic	2	5
White, non-Hispanic	89	80

Students with disabilities (OSEP) 9% 11%

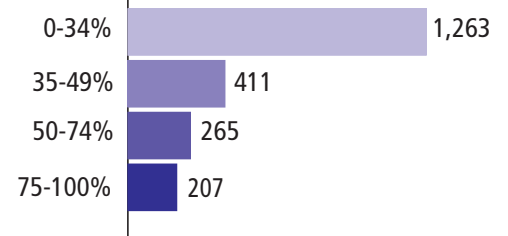
Students with limited English proficiency (NCELA) 3% 7%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 34% 22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 238,083

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]41 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	22,331	24,127
Middle	8,024	9,344
High	13,125	16,438
Combined	673	1,045
Other	132	358
Total	44,285	51,312

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	6,089	14,636
Instructional coordinators	487	467
Administrators	2,872	3,220
Other	18,455	33,810
Total	27,903	52,133

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	92%
Mathematics	94	90
Science	97	93
Social studies	89	94

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	89	84
College-going rate (IPEDS/NCES)	53	64

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	33%	38%
Basic level or above	65	71
Math, Grade 8		
Proficient level or above	34%	43%
Basic level or above	75	79

Statewide Accountability Information

See Appendix B for Minnesota's definitions of proficient for reading and mathematics for grades 3, 7, and high school.

See http://education.state.mn.us/html/intro_sch_dist_data.htm for more details on the statewide accountability system.

State assessment for NCLB accountability: Minnesota Comprehensive Assessments

State student achievement levels: Level 1, Level 2, Level 3, Level 4, Level 5

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	62.9%	66.9%
	Mathematics	65.4	66.2
Grade 7	Reading	62.9	75.4
	Mathematics	65.4	73.4
High school	Reading	62.9	80.3
	Mathematics	65.4	74.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	696 (68%)	1,393 (65%)	212 (57%)
Identified for improvement:			
Year 1	22 (2%)	22 (1%)	19 (5%)
Year 2	18 (2%)	18 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	20 (1%)

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or growth towards 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	306	2%
Supplemental educational services:	1,498	27%

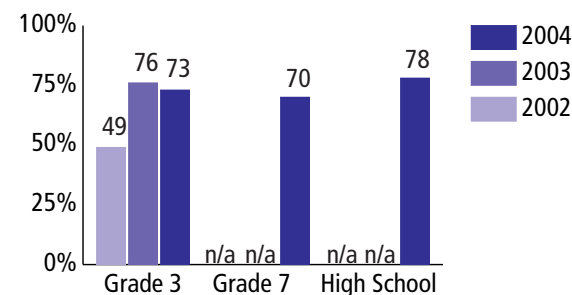
Student Achievement 2003-04

Minnesota Comprehensive Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 7	High school
All students	73%	70%	78%
Economically disadvantaged students	54	47	57
Migrant students	33	17	34
Students with disabilities	32	28	34
Students with limited English proficiency	33	21	31
Black, non-Hispanic	46	35	41
Hispanic students	43	40	46
White, non-Hispanic	80	77	84

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 7	High school
All students	70%	67%	70%
Economically disadvantaged students	52	43	47
Migrant students	32	22	29
Students with disabilities	45	25	24
Students with limited English proficiency	38	26	29
Black, non-Hispanic	39	28	28
Hispanic students	45	37	40
White, non-Hispanic	77	74	78

Student achievement trend: Mathematics percent proficient level or above

