

## School and Teacher Demographics

Per Pupil Expenditures \$6,791

(CCD, 1998–1999)

Number of districts 62

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,027	302	592	123	2,072

Number of charter schools 413

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
25,882	10,272	16,231	880	53,584

Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	570,324	233,253	810,233
1999–2000	571,751	273,447	854,308
Pre-K	6,656		9,110

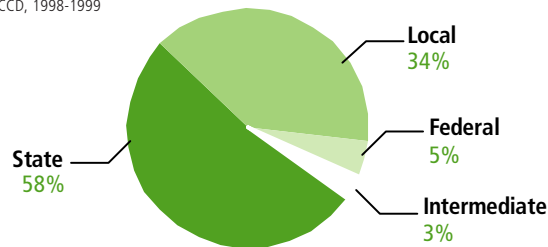
(CCD)

(By state definition)

## Sources of funding

District average

(CCD, 1998–1999)



## Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	15,025	17,054
	2%	2%
Asian/Pacific Islander	28,406	41,834
	4%	5%
Black	33,870	53,098
	4%	6%
Hispanic	13,443	25,118
	2%	3%
White	719,781	717,204
	89%	84%
Other	n/a	n/a
	—	—

(CCD, K–12)

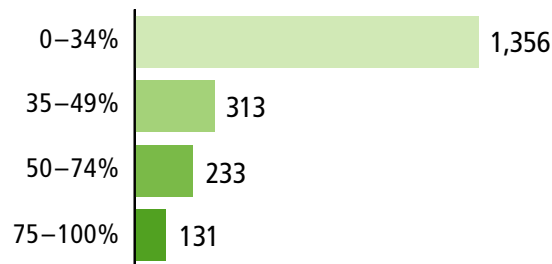
Students with disabilities (OSEP) 74,732 92,174  
9% 10%

Students with Limited English proficiency (ED /NCBE, K–12) 20,108 45,640  
3% 5%

Migratory students (OME, K–12) 6,245 n/a  
1% —

## All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 39 schools did not report.

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

## Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

### Statewide Goal for Schools on State Assessment

Title I -- required score on Minnesota Comprehensive Assessments (MCA)

### Expected School Improvement on Assessment

Growth towards required score

### Indicators for School Accountability

MCA, Profiles of Learning

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Increase by 2 NCE annually and 60% of students meet dist. achiev. level (80 score on MCA reading, math)

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	193	768	961
Schools Meeting AYP Goal	20%	80%	100%
	156	744	900
Schools Identified for Improvement	81%	97%	94%
	37	19	56
	19%	2%	6%

(ED Consolidated Report, 1999–2000)

Title I allocation \$94,601,278

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	36%	37%
Basic level and above	69%	81%
<b>Math, 2000:</b>		
Proficient level and above	34%	40%
Basic level and above	78%	80%

## Student Achievement 1999–2000

Assessment see below  
 State Definition of Proficient Grade 3: Level 3

### Elementary School

Minnesota Comprehensive Assessment

#### Grade 3

##### Reading/Language Arts

Students in:	Proficient ↗			
	Level 1	Level 2	Level 3	Level 4
All Schools	18%	38%	33%	12%
Title I Schools	20	39	31	10
High Poverty Schools	51	37	11	2

Students with Limited English Proficiency	57	37	6	1
Migratory Students				
Students with Disabilities	50	32	14	3

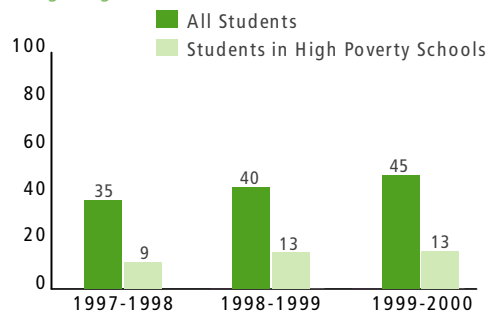
##### Mathematics

Students in:	Proficient ↗			
	Level 1	Level 2	Level 3	Level 4
All Schools	10%	43%	38%	9%
Title I Schools	12	45	35	8
High Poverty Schools	32	50	17	2

Students with Limited English Proficiency	34	54	12	1
Migratory Students				
Students with Disabilities	32	46	18	4

#### Student achievement trend

Reading 3rd grade meets or exceeds Level III



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% students receiving free/reduced lunch

### Middle School

Minnesota Basic Standards Test

#### Grade 8

##### Reading/Language Arts

Students in:	Percent Passing
All Schools	80%
Title I Schools	
High Poverty Schools	

Students with Limited English Proficiency	31
Migratory Students	
Students with Disabilities	39

##### Mathematics

Students in:	Percent Passing
All Schools	72%
Title I Schools	
High Poverty Schools	

Students with Limited English Proficiency	31
Migratory Students	
Students with Disabilities	29

### High School

#### Grade 10

##### Reading/Language Arts

Students in:	Percent Passing
All Schools	53%
Title I Schools	
High Poverty Schools	

Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

##### Mathematics

Students in:	Percent Passing
All Schools	33%
Title I Schools	
High Poverty Schools	

Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

### High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	26,790 56%	34,612 63%