

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	495	452
Number of public schools (CCD)		
Elementary	486	448
Middle	236	240
High	172	175
Combined	1	n/a
Other	2	2
Total	897	865
Number of charter schools (CCD)		
		n/a

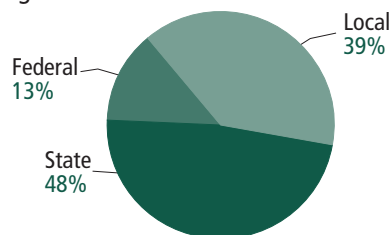
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$658,063	\$664,569
Noninstructional	44,790	44,811
Support	349,493	363,625
Total	1,052,345	1,073,005

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2002-03
	\$6,456	\$7,062

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$34,294,073

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	483	665
K-8	115,509	100,296
9-12	46,111	48,727
Total (K-12)	161,620	149,023

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	*	1
Hispanic	1	2
White, non-Hispanic	88	85

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

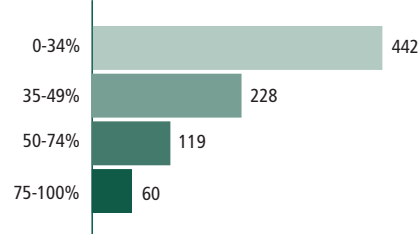
Students with limited English proficiency (NCELA)	1993-94	2002-03
	5%	5%

Migrant students (OME)	1993-94	2002-03
	1%	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	47,877

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]16 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	4,817	4,717
Middle	2,083	2,166
High	2,994	3,425
Combined	7	n/a
Other	n/a	n/a
Total	9,901	10,308

Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	1,745	2,368
Instructional coordinators	139	171
Administrators	653	649
Other	6,260	5,829
Total	8,797	9,017

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	75%	71%
Mathematics	77	68
Science	76	74
Social studies	79	67

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

All schools	Not Available
High-poverty schools	Not Available
Low-poverty schools	97%

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	85%	80
College-going rate (IPEDS/NCES)	54	54

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	35%	35%
Basic level or above	69	69
Math, Grade 8		
Proficient level or above	32%	35%
Basic level or above	75	79

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

Statewide Accountability Information

See Appendix B for Montana's definitions of proficient for reading and mathematics for grades 4, 8, and 11.

See <http://www.opi.state.mt.us/ReportCard/Index.html> for more details on the statewide accountability system.

State assessment for NCLB accountability: Montana Comprehensive Assessment System
State student achievement levels: Nearing Proficient, Novice, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 8	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 11	Reading	n/a	n/a
	Mathematics	n/a	n/a

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP Outcomes and Consequences*	Title I schools	All schools	All districts
Made AYP	502 (78%)	693 (81%)	321 (73%)
Identified for improvement:			
Year 1	0	0	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	14	*
Supplemental educational services:	10	*

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

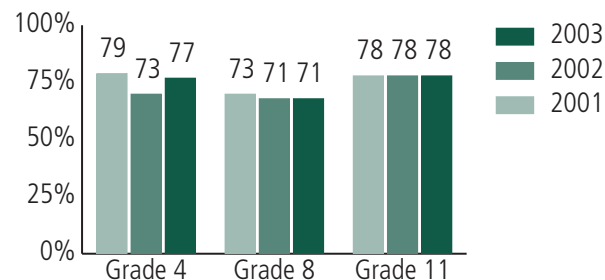
Student Achievement 2002-03

Montana Comprehensive Assessment System, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	77%	71%	78%
Economically disadvantaged students	65	55	64
Migrant students	62	59	50
Students with disabilities	36	26	32
Students with limited English proficiency	26	18	33
Black, non-Hispanic students	78	59	80
Hispanic students	73	63	74
White, non-Hispanic students	81	75	82

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	75%	70%	77%
Economically disadvantaged students	64	52	61
Migrant students	65	64	37
Students with disabilities	40	23	27
Students with limited English proficiency	32	17	37
Black, non-Hispanic students	73	61	68
Hispanic students	71	59	70
White, non-Hispanic students	78	74	80

Student achievement trend: Mathematics percent proficient level or above

