

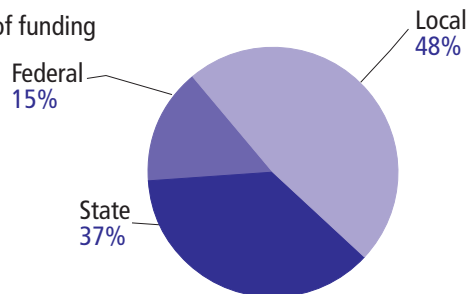
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	260	223
Number of public schools (CCD)		
Elementary	352	298
Middle	34	38
High	204	177
Combined	9	2
Other	2	2
Total	601	517
Number of charter schools (CCD)		
	-	-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$408,119	\$427,511
Noninstructional	57,354	56,031
Support	200,140	232,465
Total	665,613	716,007
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$5,587	\$6,870

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$30,329,411

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	615	752
K-8	84,970	67,118
9-12	35,241	34,363
Total (K-12)	120,211	101,481

Race/ethnicity (CCD)

	1993-94	2003-04
American Indian/Alaskan Native	7%	9%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	1	1
White, non-Hispanic	90	88

Students with disabilities (OSEP)	1993-94	2003-04
	9%	13%

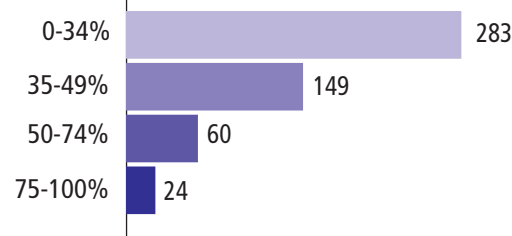
Students with limited English proficiency (NCELA)	1993-94	2003-04
	7%	6%

Migrant students (OME)	1993-94	2003-04
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	28,900

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



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	3,974	3,827
Middle	848	1,058
High	2,716	2,776
Combined	94	23
Other	67	141
Total	7,699	7,825

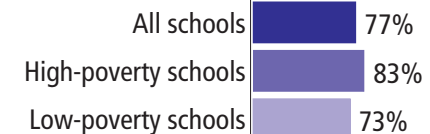
Number of FTE non-teacher staff (CCD)

	1993-94	2003-04
Instructional aides	1,290	1,811
Instructional coordinators	58	134
Administrators	654	831
Other	4,023	4,253
Total	6,025	7,029

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

	1994	2000
English	80%	66%
Mathematics	87	83
Science	85	85
Social studies	77	74

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)	3%	2%
Avg. freshman graduation rate (NCES)	88	85
College-going rate (IPEDS/NCES)	68	69

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	38%	35%
Basic level or above	73	71
Math, Grade 8		
Proficient level or above	33%	35%
Basic level or above	77	81

Statewide Accountability Information

See Appendix B for North Dakota's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.dpi.state.nd.us/dpi/reports/profile/0304/ProfileDistrict/99999.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: North Dakota State Assessment

State student achievement levels: Novice, Partially Proficient, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	65.1%	68%
	Mathematics	45.7	50.2
Grade 8	Reading	64.1	64.6
	Mathematics	33.3	38.9
Grade HS	Reading	42.9	47.7
	Mathematics	24.1	30.4

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	338 (94%)	442 (91%)	174 (84%)
Identified for improvement:			
Year 1	0	0	13 (6%)
Year 2	1 (*)	1 (*)	0
Corrective action	7 (2%)	7 (1%)	0
Restructuring	13 (4%)	13 (3%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	4 (1%)	4 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle school indicator: Attendance	93%	Met
High school indicator: Graduation rate	89.90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	-	-
Supplemental educational services:	118	14%

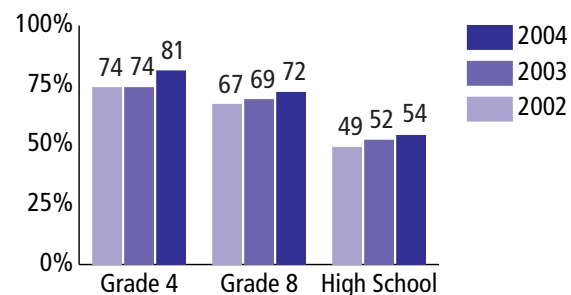
Student Achievement 2003-04

North Dakota State Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	81%	72%	54%
Economically disadvantaged students	70	58	41
Migrant students	#	#	#
Students with disabilities	62	36	14
Students with limited English proficiency	46	28	15
Black, non-Hispanic	69	49	34
Hispanic students	66	59	41
White, non-Hispanic	83	75	56

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	65%	46%	37%
Economically disadvantaged students	52	31	24
Migrant students	#	#	#
Students with disabilities	38	14	8
Students with limited English proficiency	30	15	13
Black, non-Hispanic	45	18	12
Hispanic students	47	29	14
White, non-Hispanic	68	49	38

Student achievement trend: Mathematics percent proficient level or above

