

## Districts and schools

Number of districts (CCD)	1993-94	2003-04
	178	176

Number of public schools (CCD)		
Elementary	373	363
Middle	191	173
High	187	185
Combined	0	12
Other	23	1
Total	774	734

Number of charter schools (CCD)		-
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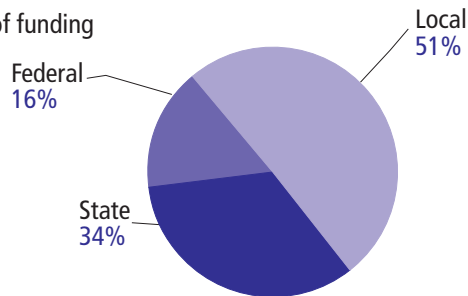
## Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$459,504	\$498,922
Noninstructional	41,155	45,407
Support	244,613	307,100
Total	745,272	851,429

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,218	\$6,547
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## Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A)	\$32,000,786
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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	612	2,132	
K-8	100,054	83,883	
9-12	39,971	39,522	
Total (K-12)	140,025	123,405	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	13%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	2
Hispanic	1	2
White, non-Hispanic	85	85

Students with disabilities (OSEP)	9%	11%
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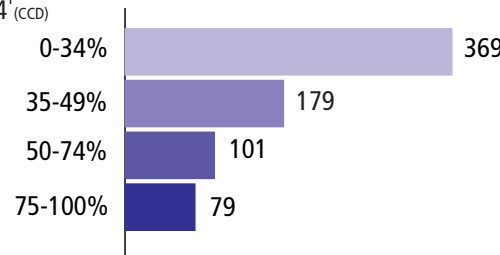
Students with limited English proficiency (NCELA)	3%	3%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	24%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	39,481
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04<sup>†</sup> (CCD)



<sup>†</sup>6 schools did not report.

## Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	4,627	4,414	
Middle	2,069	1,918	
High	2,781	2,797	
Combined	-	55	
Other	152	1	
Total	9,629	9,185	

Number of FTE non-teacher staff (CCD)		
Instructional aides	1,801	3,337
Instructional coordinators	14	380
Administrators	947	847
Other	4,882	5,230
Total	7,644	9,794

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	74%
Mathematics	67	76
Science	72	72
Social studies	61	68

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)	92	77
College-going rate (IPEDS/NCES)	50	64

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	33%
Basic level or above	-	70
Math, Grade 8	1996	2005
Proficient level or above	-	36%
Basic level or above	-	80

## Statewide Accountability Information

See Appendix B for South Dakota's definitions of proficient for Reading and mathematics for grades 4, 8, and 11.

See <https://sis.ddncampus.net:8081/nclb/portal/portal.xsl> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Dakota State Test of Educational Progress

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	65%	65%
	Mathematics	45	45
Grade 8	Reading	65	65
	Mathematics	45	45
Grade 11	Reading	50	50
	Mathematics	60	60

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	267 (77%)	562 (78%)	165 (97%)
Identified for improvement:			
Year 1	38 (14%)	47 (7%)	0
Year 2	19 (6%)	19 (3%)	0
Corrective action	2 (1%)	2 (*)	0
Restructuring	2 (1%)	2 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	7 (2%)	7 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	94%	Met
Middle school indicator: Attendance	94%	Met
High school indicator: Graduation rate	90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	4	*
Supplemental educational services:	47	2%

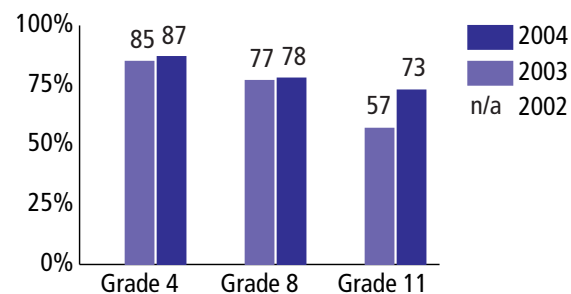
## Student Achievement 2003-04

### Dakota State Test of Educational Progress, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	87%	78%	73%
Economically disadvantaged students	79	66	59
Migrant students	71	64	32
Students with disabilities	60	29	16
Students with limited English proficiency	54	26	27
Black, non-Hispanic	73	61	37
Hispanic students	77	67	47
White, non-Hispanic	90	82	75

#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	78%	66%	73%
Economically disadvantaged students	65	49	57
Migrant students	68	38	42
Students with disabilities	48	16	17
Students with limited English proficiency	37	19	16
Black, non-Hispanic	56	35	44
Hispanic students	62	44	51
White, non-Hispanic	83	72	76

#### Student achievement trend: Mathematics percent proficient level or above

