

Districts and schools

Number of districts	1993-94	2003-04
(CCD)	495	450

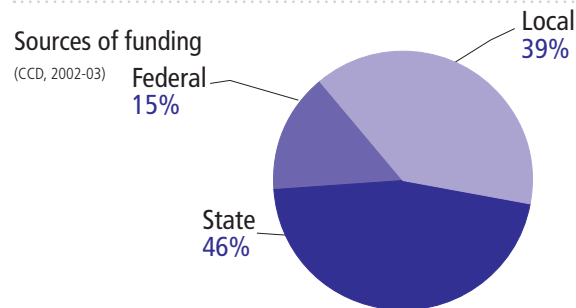
Number of public schools	(CCD)	
Elementary	487	441
Middle	236	240
High	174	175
Combined	1	0
Other	2	2
Total	900	858

Number of charter schools	(CCD)	
	-	-

Finances

Total current expenditures	1993-94	2002-03
(CCD, in thousands of dollars, adjusted for inflation to 2002-03)		
Instructional	\$654,984	\$690,810
Noninstructional	44,569	46,044
Support	347,857	387,437
Total	1,047,410	1,124,291

Per-pupil expenditures	\$6,426	\$7,495
(CCD, adjusted for inflation to 2002-03)		



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$40,458,865

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)	
Pre-K	483	664
K-8	115,509	99,250
9-12	46,111	48,092
Total (K-12)	161,620	147,342

Race/ethnicity	(CCD)	
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)	10%	12%
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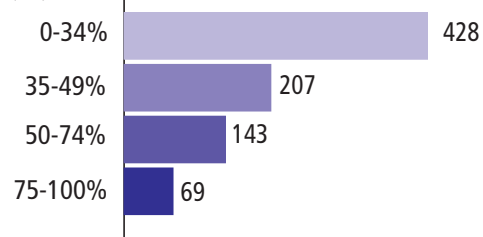
Students with limited English proficiency	(NCELA)	5%	5%
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Migrant students	(OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit	1996	2003
(NAEP)	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04	(CCD)	50,053
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]11 schools did not report.

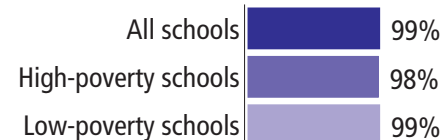
Staff

Number of FTE teachers	(CCD)	
Elementary	4,817	4,650
Middle	2,083	2,198
High	2,998	3,395
Combined	7	-
Other	47	56
Total	9,952	10,299

Number of FTE non-teacher staff	(CCD)	
Instructional aides	1,745	1,870
Instructional coordinators	139	182
Administrators	653	649
Other	6,260	5,654
Total	8,797	8,355

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, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

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

NAEP state results	(NCES)	
Reading, Grade 4	1994	2005
Proficient level or above	35%	36%
Basic level or above	69	72
Math, Grade 8	1996	2005
Proficient level or above	32%	36%
Basic level or above	75	80

Statewide Accountability Information

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

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

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	55%	55%
	Mathematics	40	40
Grade 8	Reading	55	55
	Mathematics	40	40
High school	Reading	55	55
	Mathematics	40	40

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	568 (84%)	731 (85%)	362 (83%)
Identified for improvement:			
Year 1	31 (5%)	31 (4%)	0
Year 2	0	0	0
Corrective action	4 (1%)	4 (*)	0
Restructuring	33 (2%)	33 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle school 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	4%
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.

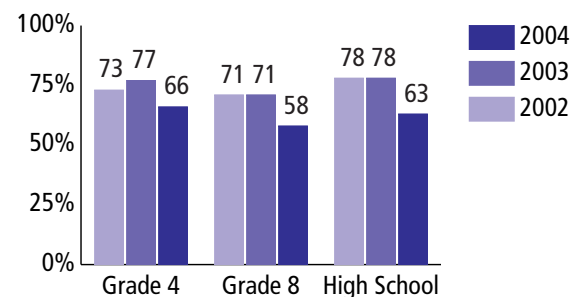
Student Achievement 2003-04

Montana Comprehensive Assessment System, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	66%	58%	63%
Economically disadvantaged students	52	41	45
Migrant students	57	40	50
Students with disabilities	31	18	19
Students with limited English proficiency	21	12	14
Black, non-Hispanic	54	43	45
Hispanic students	56	46	51
White, non-Hispanic	70	63	66

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	45%	64%	60%
Economically disadvantaged students	33	48	42
Migrant students	49	72	63
Students with disabilities	22	21	17
Students with limited English proficiency	15	16	16
Black, non-Hispanic	32	44	31
Hispanic students	36	55	44
White, non-Hispanic	49	70	65

Student achievement trend: Mathematics percent proficient level or above

