

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	400	417
Number of public schools (CCD)		
Elementary	888	1,024
Middle	220	290
High	371	646
Combined	15	207
Other	3	15
Total	1,497	2,182
Number of charter schools (CCD)		89

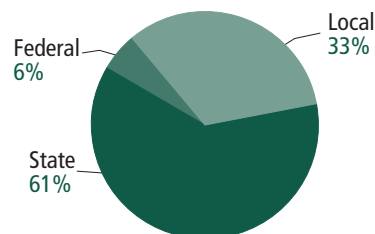
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,530,240	\$4,192,253
Noninstructional	224,024	281,475
Support	1,786,512	2,112,832
Total	5,540,775	6,586,560

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,839	\$7,736

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$112,964,619

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	6,656	10,037
K-8	570,324	557,664
9-12	233,253	279,190
Total (K-12)	803,577	836,854

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	5
Black, non-Hispanic	4	7
Hispanic	2	4
White, non-Hispanic	89	81

Students with disabilities (OSEP) 9% 11%

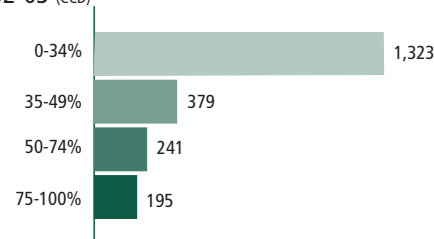
Students with limited English proficiency (NCELA) 3% 6%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003 34% 22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 231,450

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



[†]44 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	21,654	24,061
Middle	7,969	9,584
High	12,690	16,025
Combined	355	1,501
Other	4,288	1,636
Total	46,956	52,808

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	6,089	14,758
Instructional coordinators	487	439
Administrators	2,872	3,220
Other	18,455	34,086
Total	27,903	52,503

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	92%
Mathematics	94	90
Science	97	93
Social studies	89	94

Percentage of core courses taught by highly qualified teachers, 2002-03 (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)	89	84
College-going rate (IPEDS/NCES)	53	64

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	33%	37%
Basic level or above	65	69
Math, Grade 8		
Proficient level or above	34%	44%
Basic level or above	75	82

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 Minnesota's definitions of proficient for reading and mathematics for grade 3.

See http://education.state.mn.us/html/intro_sch_dist_data.htm for more details on the statewide accountability system.

State assessment for NCLB accountability: Minnesota Comprehensive Assessments (MCAs)

State student achievement levels: Level 1, Level 2, Level 3, Level 4, Level 5

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	62.9%	62.9%
	Mathematics	65.4	65.4
Grade	Reading		
	Mathematics		
Grade	Reading		
	Mathematics		

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	824 (90%)	1,692 (92%)	361 (89%)
Identified for improvement:			
Year 1	23 (3%)	23 (1%)	0
Year 2	15 (2%)	15 (1%)	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)	30 (3%)	30 (2%)	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94.5%	Met
Middle indicator: Attendance	Meet or progress toward 94.5%	Met
High school indicator: Graduation rate	Meet or growth towards 87.4%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	306	*
Supplemental educational services:	1,498	1%

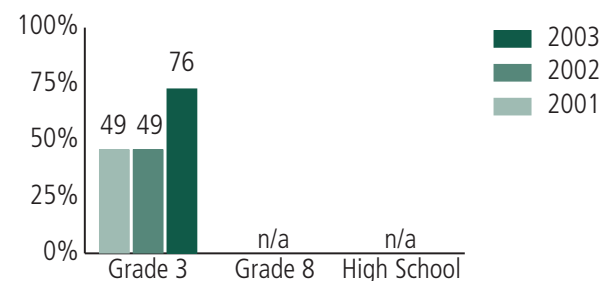
Student Achievement 2002-03

Minnesota Comprehensive Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade	Grade
All students	76%	-	-
Economically disadvantaged students	57	-	-
Migrant students	36	-	-
Students with disabilities	44	-	-
Students with limited English proficiency	38	-	-
Black, non-Hispanic students	47	-	-
Hispanic students	47	-	-
White, non-Hispanic students	82	-	-

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade	Grade
All students	74%	-	-
Economically disadvantaged students	57	-	-
Migrant students	38	-	-
Students with disabilities	48	-	-
Students with limited English proficiency	43	-	-
Black, non-Hispanic students	44	-	-
Hispanic students	47	-	-
White, non-Hispanic students	81	-	-

Student achievement trend: Mathematics percent proficient level or above

