

## School and Teacher Demographics

|  |         |
|--|---------|
| Per pupil expenditures<br><small>(CCD, 2000-01)</small>    | \$7,645 |
| Number of districts<br><small>(CCD, 2001-02)</small>       | 429     |
| Number of charter schools<br><small>(CCD, 2001-02)</small> | 73      |

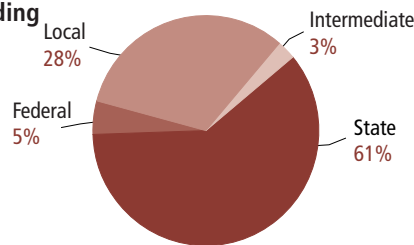
|            | Number of public schools <small>(CCD)</small> |         |
|------------|---|---------|
|            | 1993-94                                       | 2001-02 |
| Elementary | 906   | 1,040   |
| Middle     | 226   | 283     |
| High       | 381   | 636     |
| Combined   | 25  | 130     |
| Total      | 1,538   | 2,089   |

|               | Number of FTE teachers <small>(CCD)</small> |         |
|---------------|---|---------|
|               | 1993-94                                     | 2001-02 |
| Elementary    | 21,817                                      | 24,442  |
| Middle School | 7,983                                       | 9,631   |
| High School   | 12,809                                      | 16,007  |
| Combined      | 495   | 1,301   |
| Total         | 43,104                                      | 51,381  |

|                | Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small> |      |
|----------------|---|------|
|                | 1994  | 2000 |
| English        | 84%   | 92%  |
| Math           | 94  | 90   |
| Science        | 97  | 93   |
| Social Studies | 89  | 94   |

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

| Public school enrollment <small>(CCD)</small> | 1993-94 |         | 2001-02 |              |
|---|---------|---------|---------|--------------|
|   | Pre-K   | K-8     | 9-12    | Total (K-12) |
|   | 6,656   | 570,324 | 278,356 | 848,710      |
|   | —       | 233,253 | 278,356 | 511,609      |
|   | —       | 803,577 | 841,713 | 1,645,290    |

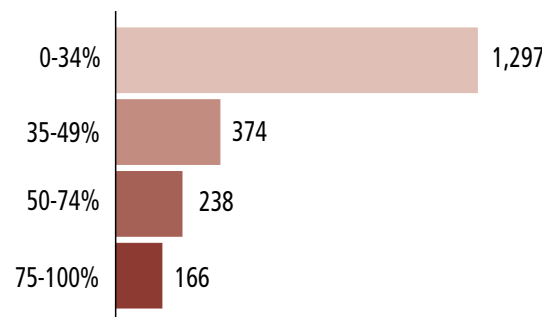
| Race/ethnicity <small>(CCD)</small> | 1993-94 |   | 2001-02 |   |
|-------------------------------------|---------|---|---------|---|
|                                     | %       | # | %       | # |
| American Indian/Alaskan Natives     | 2%      | — | 2%      | — |
| Asian/Pacific Islander              | 4       | — | 5       | — |
| Black                               | 4       | — | 7       | — |
| Hispanic                            | 2       | — | 4       | — |
| White                               | 89      | — | 82      | — |
| Other                               | —       | — | —       | — |

| Students with disabilities <small>(OSEP)</small> | 1993-94 |   | 2001-02 |   |
|--|---------|---|---------|---|
|  | %       | # | %       | # |
|  | 9%      | — | 11%     | — |

| Migratory students <small>(OME)</small> | 1993-94 |   | 2001-02 |   |
|---|---------|---|---------|---|
|   | %       | # | %       | # |
|   | 1%      | — | 1%      | — |

| Students with limited English proficiency <small>(ED/NCBE)</small> | 1993-94 |   | 2000-01 |   |
|--|---------|---|---------|---|
|  | %       | # | %       | # |
|  | 3%      | — | 5%      | — |

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 44 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

For Title I schools: required score on Minnesota Comprehensive Assessments; see below for details.

### Expected School Improvement on Assessment

Growth towards required score within six years, beginning 1998-99.

### Title I Adequate Yearly Progress (AYP) for Schools

Schools must either have average scale scores of 1,420 in each subject or grade level or make sufficient growth to meet AYP. Schools not making AYP for two consecutive years are identified for Title I Program Improvement.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

|                                | Schoolwide Programs | Targeted Assistance | Total |
|--------------------------------|---------------------|---------------------|-------|
| Number of schools              | 232                 | 745                 | 977   |
| Schools meeting AYP goal       | 24%                 | 76%                 | 100%  |
| Schools in need of improvement | 19%                 | 81%                 | 94%   |
|                                | 53                  | 6                   | 59    |
|                                | 90%                 | 10%                 | 6%    |

### Title I allocation

\$103,874,297

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

|                            | Grade 4 | Grade 8 |
|----------------------------|---------|---------|
| Proficient level and above | 37%     | 37%     |
| Basic level and above      | 69      | 78      |

### Math, 2003

|                            | Grade 4 | Grade 8 |
|----------------------------|---------|---------|
| Proficient level and above | 42%     | 44%     |
| Basic level and above      | 84      | 82      |

## Student Achievement 2001-02

Assessment Minnesota Comprehensive Assessment.

State Definition of Proficient Level III.

### Elementary School

#### Grade 3

##### Reading

| Students in:                              | Proficient ⇄ |          |           |          |
|---|--------------|----------|-----------|----------|
|   | Level I      | Level II | Level III | Level IV |
| All Schools                               | 16%          | 35%      | 33%       | 16%      |
| Title I Schools                           |              |          |           |          |
| Economically Disadvantaged Students       | 31           | 41       | 22        | 7        |
| Students with Limited English Proficiency |              |          |           |          |
| Migratory Students                        | 55           | 34       | 10        | 1        |
| Students with Disabilities                | 46           | 32       | 16        | 6        |

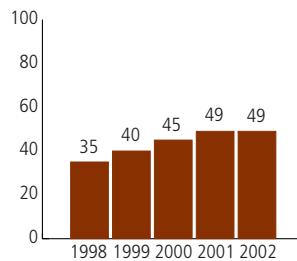
#### Grade 3

##### Mathematics

| Students in:                              | Proficient ⇄ |          |           |          |
|---|--------------|----------|-----------|----------|
|   | Level I      | Level II | Level III | Level IV |
| All Schools                               | 10%          | 42%      | 37%       | 11%      |
| Title I Schools                           |              |          |           |          |
| Economically Disadvantaged Students       | 20           | 51       | 24        | 5        |
| Students with Limited English Proficiency |              |          |           |          |
| Migratory Students                        | 36           | 48       | 14        | 2        |
| Students with Disabilities                | 30           | 42       | 19        | 5        |

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Standards



|                      |   |
|----------------------|---|
| KEY: *               | = Less than 0.5 percent                           |
| —                    | = Not applicable                                  |
| n/a                  | = Not available                                   |
| #                    | = Sample size too few to calculate                |
| High Poverty Schools | = 75-100% of students qualify for lunch subsidies |

### Middle School \*\*

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

### High School \*\*

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

### High School Indicators

| High school dropout rate (CCD, event) | 1993-94 | 2000-01 |
|---------------------------------------|---------|---------|
|                                       | 5%      | 4%      |

| Postsecondary enrollment | 1994-95 | 2000-01 |
|--------------------------|---------|---------|
|                          | 53%     | 64%     |

(NCES, High school graduates enrolled in college)

\*\*Middle and high school assessment results not available for 2001-02.