

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	251	222
<b>Number of public schools (CCD)</b>		
Elementary	352	306
Middle	34	38
High	204	181
Combined	9	1
Other	2	2
Total	601	528
Number of charter schools (CCD)		n/a

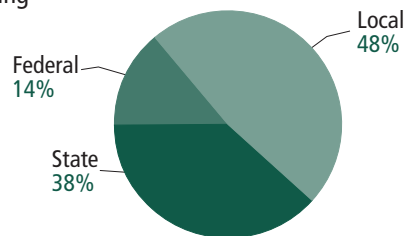
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$410,032	\$436,583
Noninstructional	57,624	54,996
Support	201,080	219,585
Total	668,736	711,164

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,614	\$6,709
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$26,529,973

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	615	773
K-8	83,512	68,316
9-12	35,000	35,136
Total (K-12)	118,512	103,452

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	6%	8%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	1	1
White-non-Hispanic	91	89

Students with disabilities (OSEP)	9%	12%
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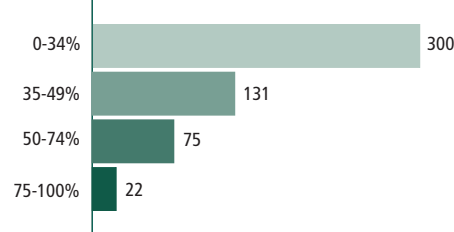
Students with limited English proficiency (NCELA)	7%	6%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	29,270
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	3,974	3,880
Middle	848	1,031
High	2,716	2,799
Combined	94	19
Other	123	349
Total	7,755	8,078

## Number of FTE non-teacher staff (CCD)

	1994	2000
Instructional aides	1,290	1,798
Instructional coordinators	58	126
Administrators	654	829
Other	4,023	4,259
Total	6,025	7,012

## 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, 2002-03 (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	2003
Reading, Grade 4		
Proficient level or above	38%	32%
Basic level or above	73	69
Math, Grade 8		
Proficient level or above	33%	36%
Basic level or above	77	81

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 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 (2002-03)
Grade 4	Reading	65.1%	68%
	Mathematics	45.7	50.2
Grade 8	Reading	64.1	64.6
	Mathematics	33.3	38.9
High school	Reading	42.9	47.7
	Mathematics	24.1	30.4

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	451 (91%)	178 (89%)
Identified for improvement:			
Year 1	23 (5%)	23 (5%)	0
Year 2	1 (*)	1 (*)	0
Corrective action	22 (4%)	22 (4%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	6 (1%)	6 (1%)	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle 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:	0	0
Supplemental educational services:	118	1%

\*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.

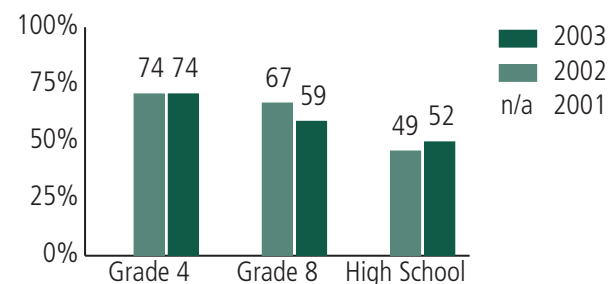
## Student Achievement 2002-03

### North Dakota State Assessment, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	74%	69%	52%
Economically disadvantaged students	64	55	36
Migrant students	n/a	42	n/a
Students with disabilities	38	22	9
Students with limited English proficiency	39	22	7
Black, non-Hispanic students	67	58	24
Hispanic students	56	58	36
White, non-Hispanic students	77	72	54

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



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	58%	44%	33%
Economically disadvantaged students	45	29	18
Migrant students	n/a	8	n/a
Students with disabilities	24	7	<5
Students with limited English proficiency	22	9	8
Black, non-Hispanic students	40	23	10
Hispanic students	42	26	17
White, non-Hispanic students	61	47	34

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

