School and Teacher Demographics

- **Student Demographics**
  - **Public school enrollment (CCD)**
    - Pre-K: 1993-94: 6,656, 2001-02: 9,671
    - K-8: 1993-94: 570,324, 2001-02: 563,357
    - Total (K-12): 1993-94: 803,577, 2001-02: 841,713
  - **Race/ethnicity (CCD)**
    - American Indian/Alaskan Natives: 1993-94: 2%, 2001-02: 2%
    - Hispanic: 1993-94: 2, 2001-02: 4
  - **Students with disabilities (OSEP)**
    - 1993-94: 9%, 2001-02: 11%
  - **Migratory students (OME)**
    - 1993-94: 1%, 2001-02: 1%
  - **Students with limited English proficiency (ED/NCBE)**
    - 1993-94: 3%, 2000-01: 5%

- **Number of districts (CCD, 2001-02)**: 429
- **Number of charter schools (CCD, 2001-02)**: 73
- **Number of public schools (CCD)**
  - Elementary: 1993-94: 906, 2001-02: 1,040
  - Total: 1,538, 2,089
- **Number of FTE teachers (CCD)**
  - Middle School: 1993-94: 7,983, 2001-02: 9,631
  - High School: 1993-94: 12,809, 2001-02: 16,007
  - Combined: 1993-94: 495, 2001-02: 1,301
- **Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)**

- **Sources of funding**
  - **District average (CCD, 2000-01)**
    - District average: $7,645
    - 100% Local 28% Federal 5% State 61%
    - 3% Intermediate
  - **KEY:**
    * = Less than 0.5 percent
    — = Not applicable
    n/a = Not available
    # = Sample size too small to calculate

- **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**
    - Number of schools: 232
    - Schools meeting AYP goal: 24%
    - Schools in need of improvement: 19%
  - **Targeted Assistance**
    - Number of schools: 745
    - Schools meeting AYP goal: 76%
    - Schools in need of improvement: 81%
  - **Total Assistance**
    - Number of schools: 977
    - Schools meeting AYP goal: 100%
    - Schools in need of improvement: 94%

- **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**
    - Proficient level and above: 37%
    - Basic level and above: 69
  - **Math, 2003**
    - Proficient level and above: 42%
    - Basic level and above: 84
Student Achievement 2001-02

Elementary School

Grade 3

Reading

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>16%</td>
<td>35%</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>31.6%</td>
<td>41.8%</td>
<td>22.5%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>49.4%</td>
<td>41.6%</td>
<td>9.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>55.4%</td>
<td>34.6%</td>
<td>10.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>46.4%</td>
<td>32.6%</td>
<td>16.4%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Grade 3

Mathematics

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>10%</td>
<td>42%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>20%</td>
<td>51.2%</td>
<td>24.5%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>28.3%</td>
<td>54.2%</td>
<td>14.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>36.6%</td>
<td>48.6%</td>
<td>14.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30.6%</td>
<td>42.4%</td>
<td>19.6%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Student Achievement Trend

Reading 4th grade Meets or Exceeds Standards

![Achievement Trend Graph]

Middle School

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

High School Indicators

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

Postsecondary enrollment (NCES, High school graduates enrolled in college)
1994-95: 53%
2000-01: 64%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 117