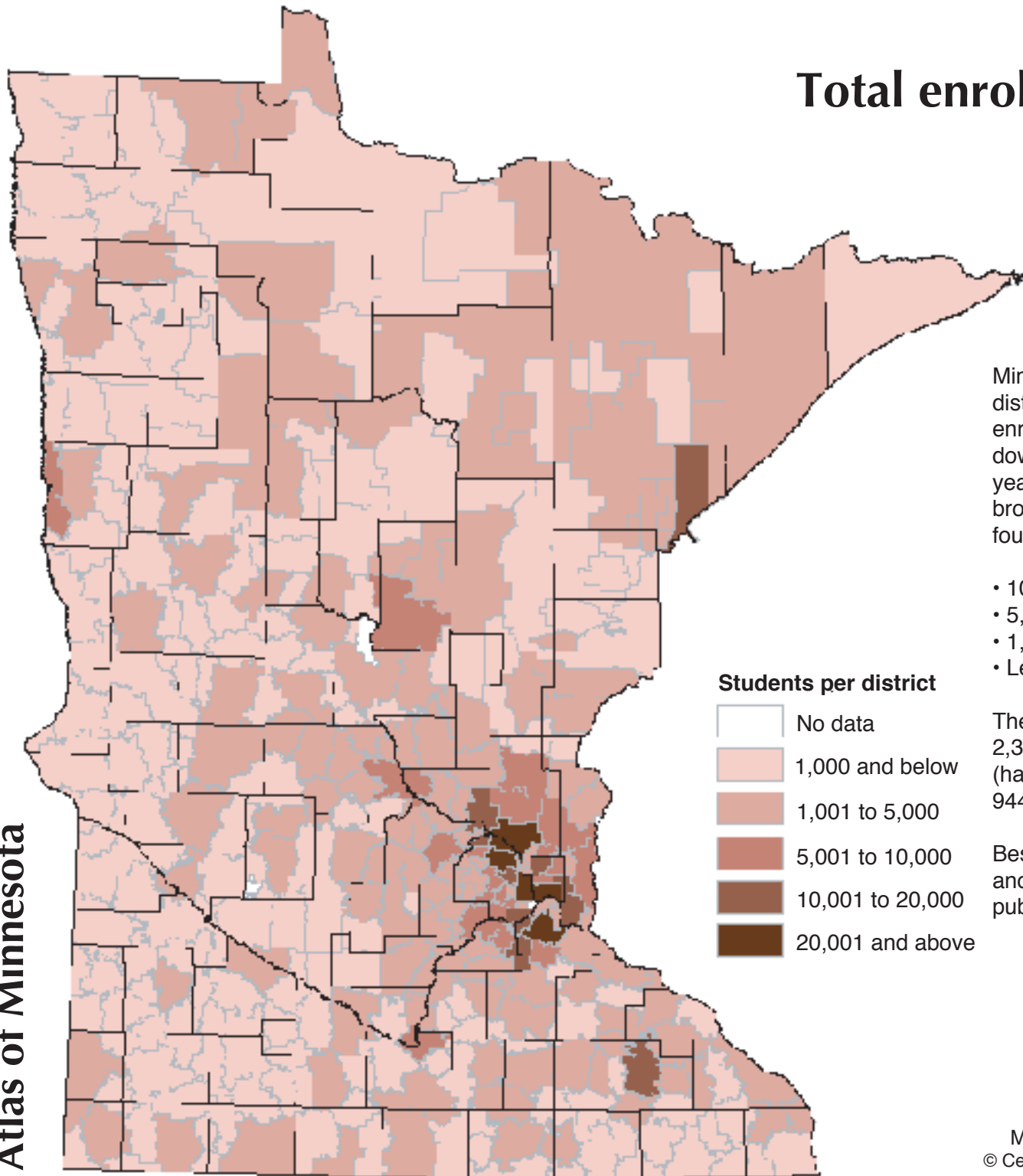


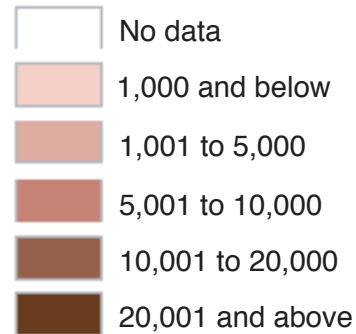
Total enrollment, 2007-08



Minnesota's 338 public school districts had 800,185 students enrolled in the 2007-08 school year, down about 7,000 students from the year before. School districts can be broken down by enrollment size into four groups:

- 10,000 +: 15 districts
- 5,000 - 9,999: 21 districts
- 1,000 - 4,999: 126 districts
- Less than 1,000: 176 districts

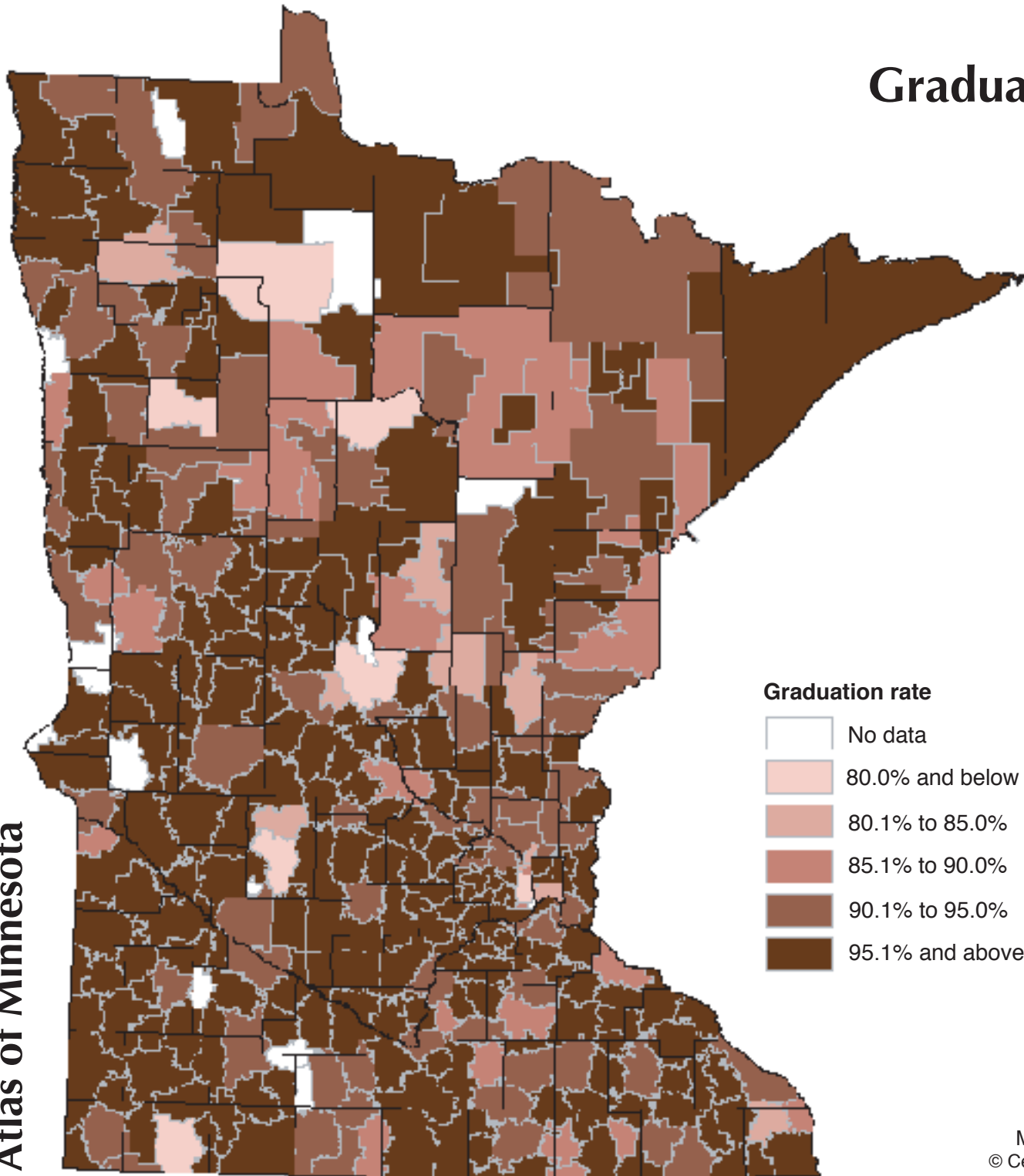
Students per district



The average district enrollment is 2,367, but the median district size (half are bigger, half are smaller) is 944.

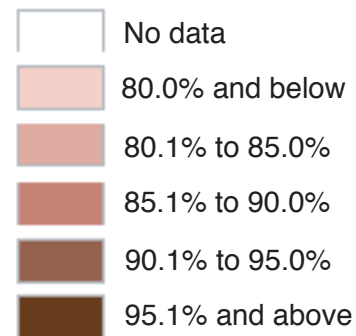
Besides traditional school districts, another 81,598 were enrolled in non-public schools.

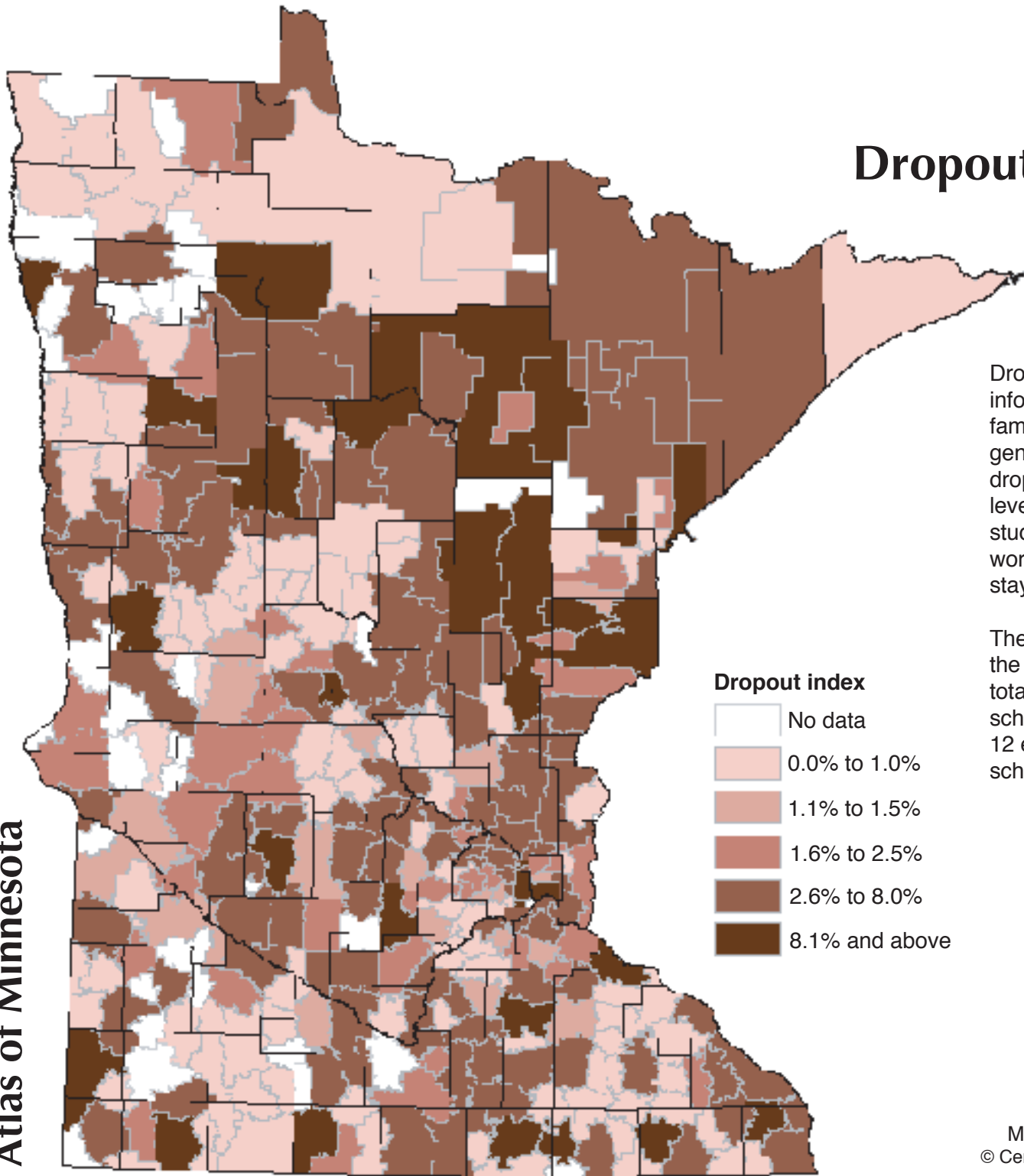
Graduation rates, 2007



There are several ways to calculate graduation rates, but the rate used here used a formula graduation rates are calculated to capture that information by taking the number of graduates and dividing by the number of ninth-graders four years earlier, adjusting for students dropping out and moving into a district.

Graduation rate



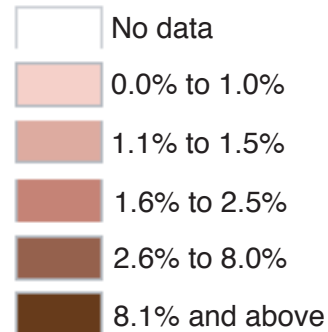


Dropout rates, 2006-07

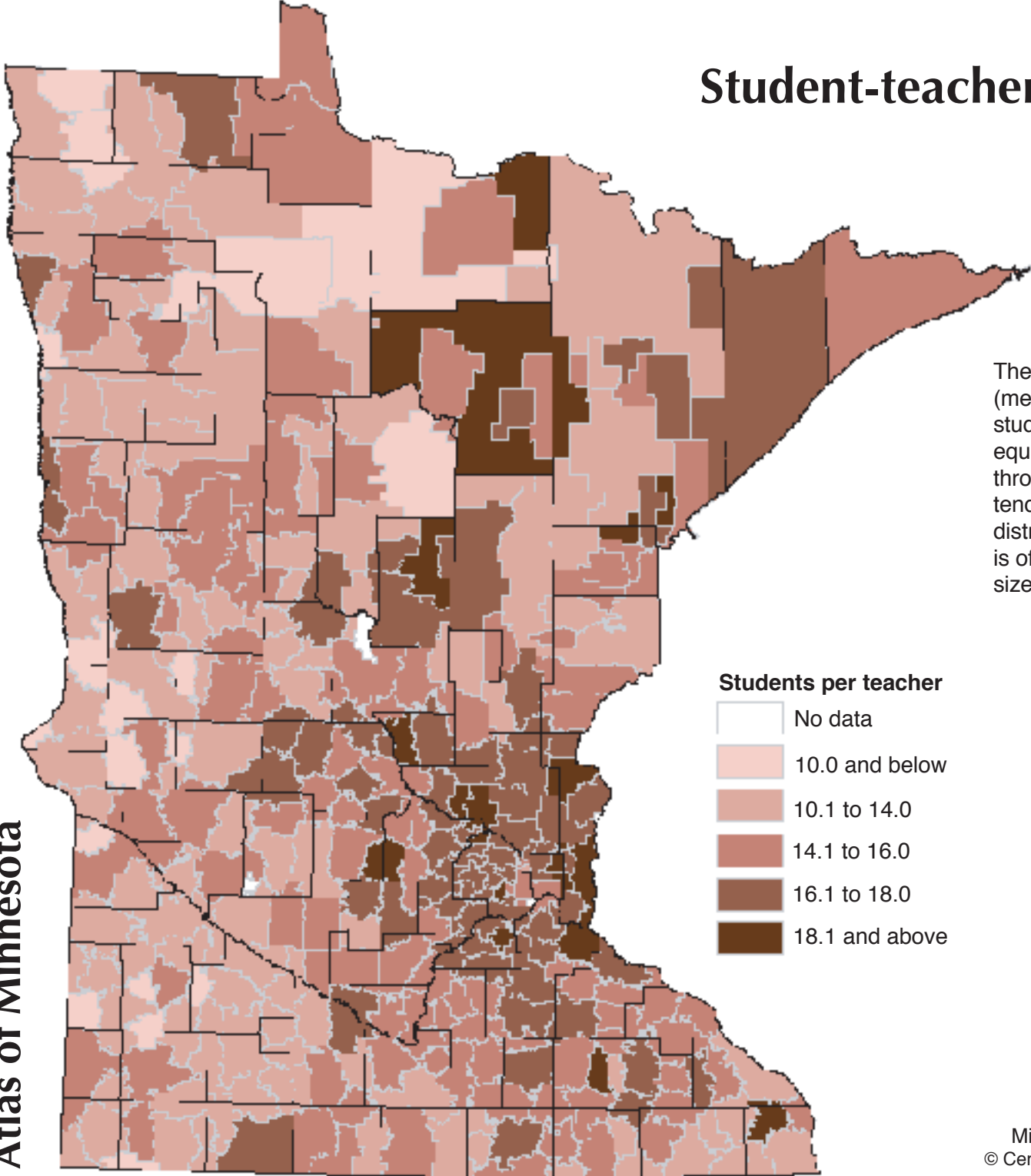
Dropout rates are important information for school districts, families and the community in general. Factors contributing to high dropout rates include low income levels and the presence of minority students, although many districts are working hard to help at-risk students stay in school.

The dropout index is calculated by the Department of Education as the total number of dropouts for the school year divided by the grades 7-12 enrollment as of October 1 of that school year.

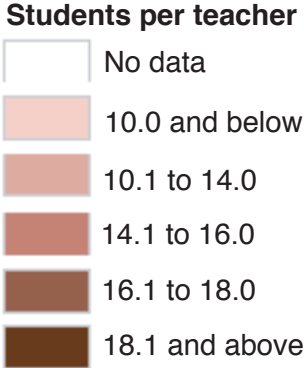
Dropout index



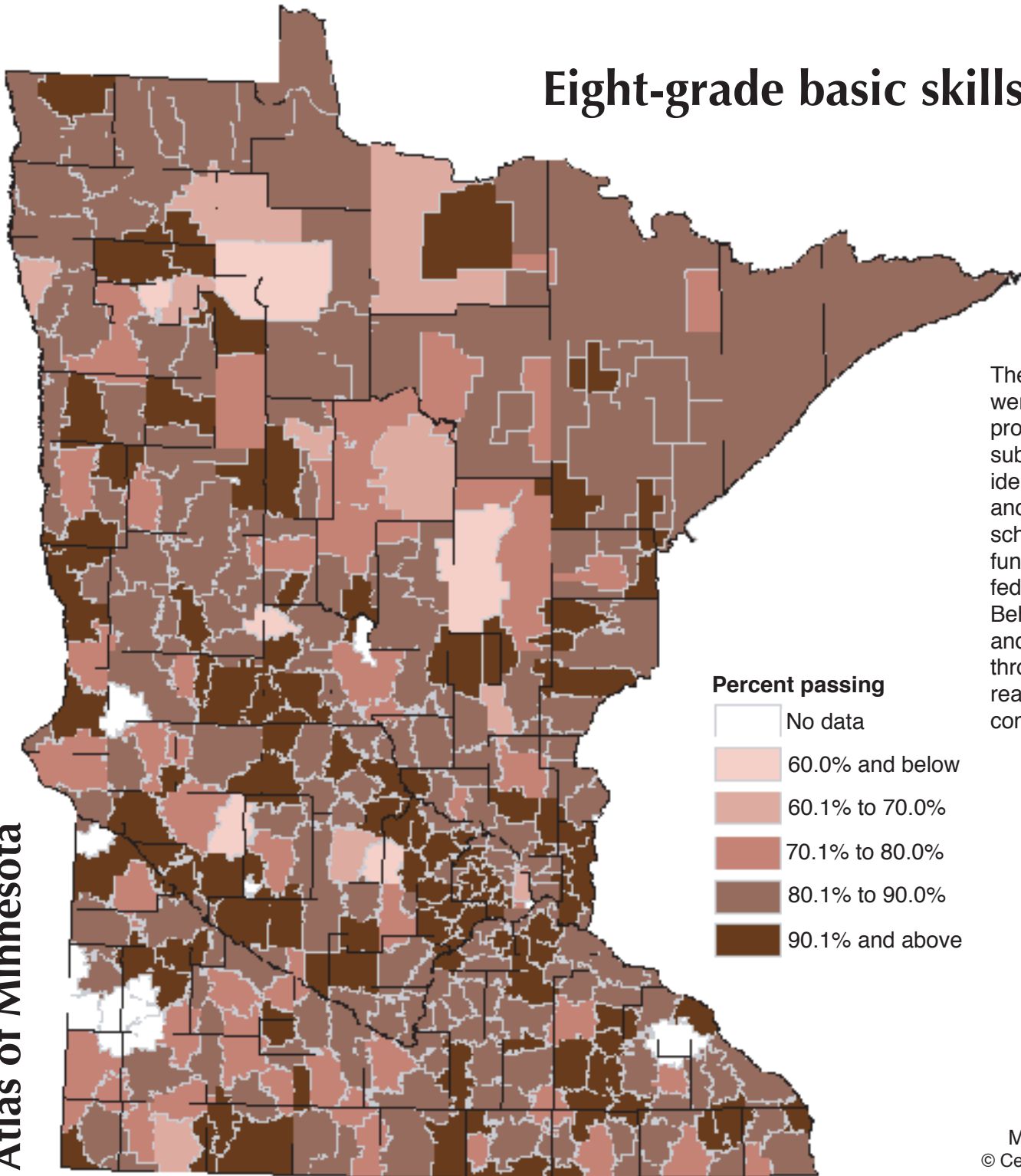
Student-teacher ratio, 2007-08



The ratio of students to teachers (measured as the number of students per teacher full-time equivalent) varies considerably throughout the state, although it tends to be higher in many suburban districts. The student-to-teacher ratio is often used as an indicator of class size.

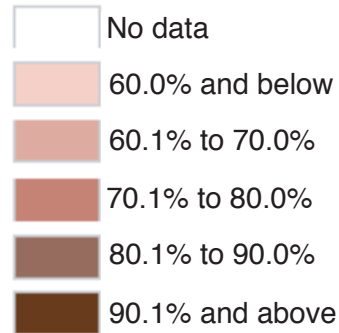


Eight-grade basic skills: Reading, 2005

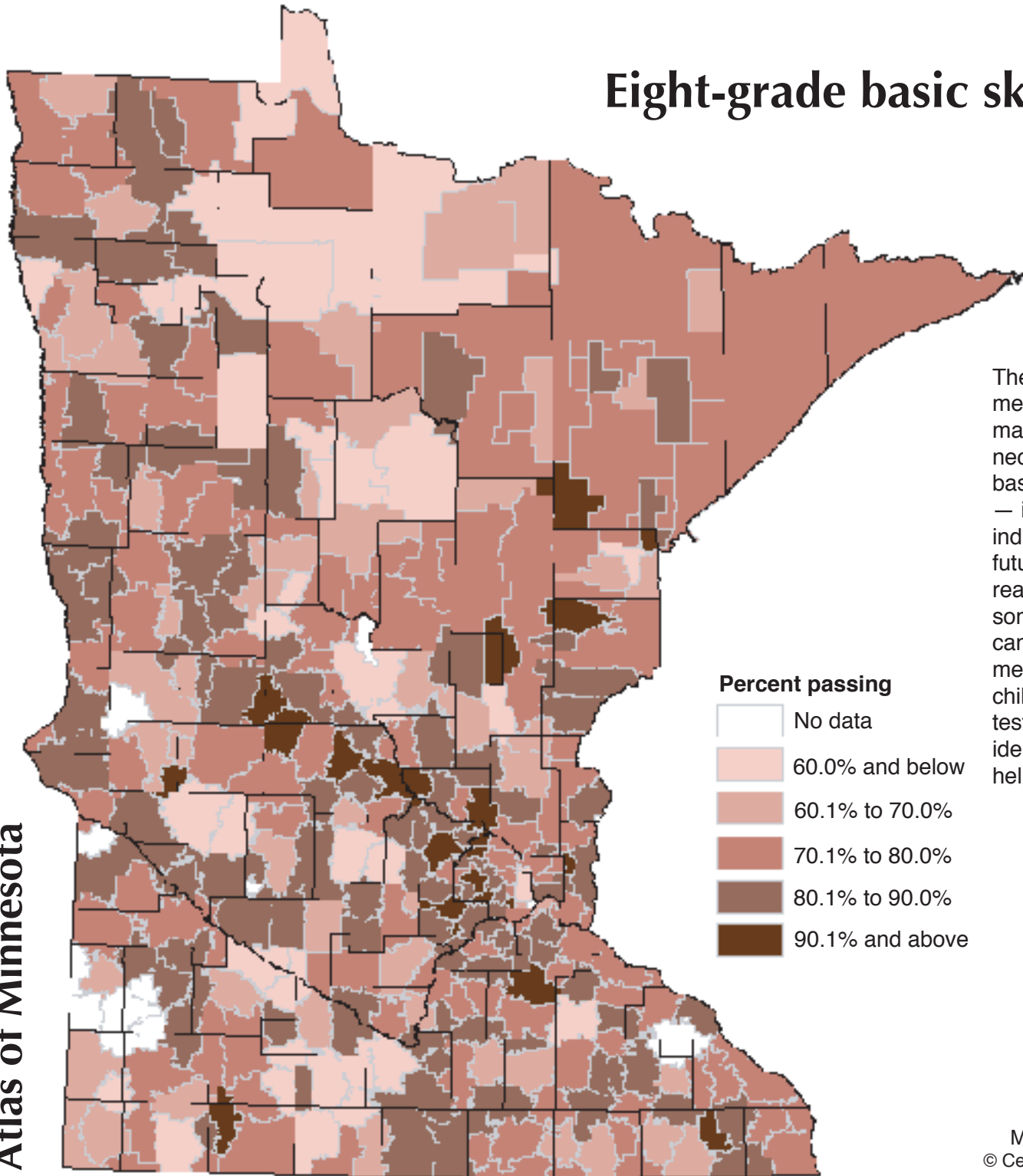


The eighth-grade basic skills tests were designed to measure the progress of students in the core subjects of reading and math, identify where more work is needed and ensure that students leave high school with the skills necessary to function productively. Under the federal government's No Child Left Behind Act, yearly testing in math and reading is required in the third through eighth grades. The basic reading skills test measures reading comprehension and writing skills.

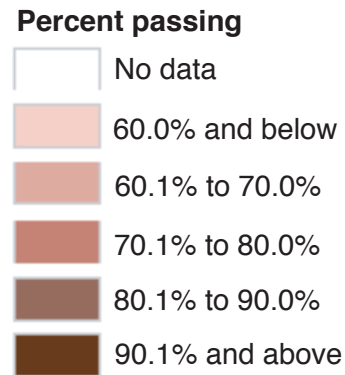
Percent passing



Eight-grade basic skills: Math, 2005

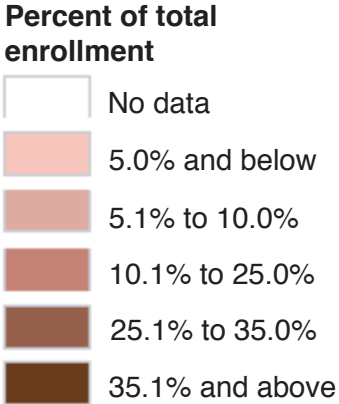
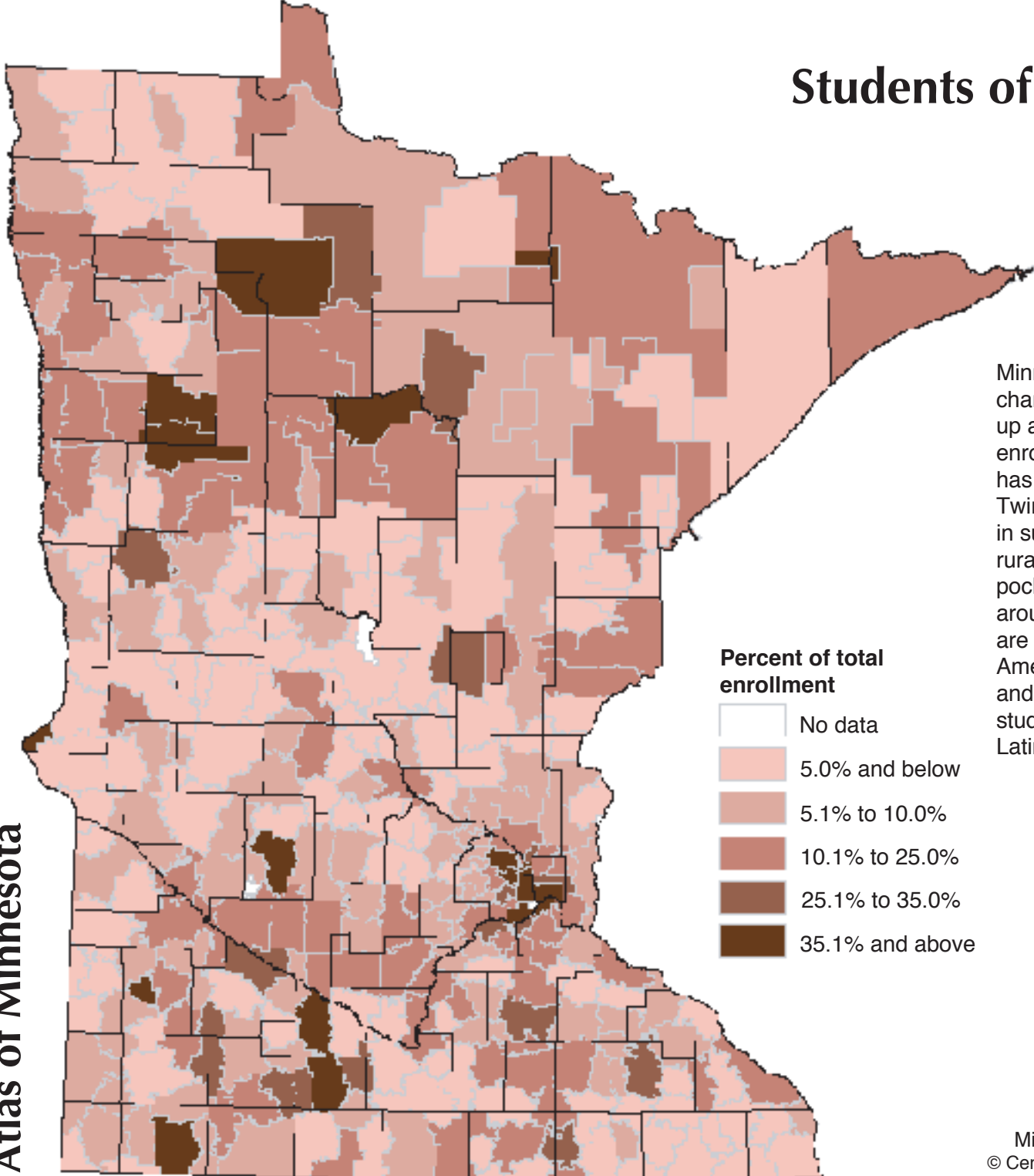


The eighth-grade math test measures whether a student has mastered the math skills considered necessary for adult life. A lack of basic math skills — or reading skills — is a problem not only for the individual, but also for family and future employers. The math and reading tests are controversial to some who believe that a single test cannot be used to adequately measure the progress of individual children. Others, however, see testing as a valuable means of identifying those who need extra help.



Students of color, 2007-08

Atlas of Minnesota

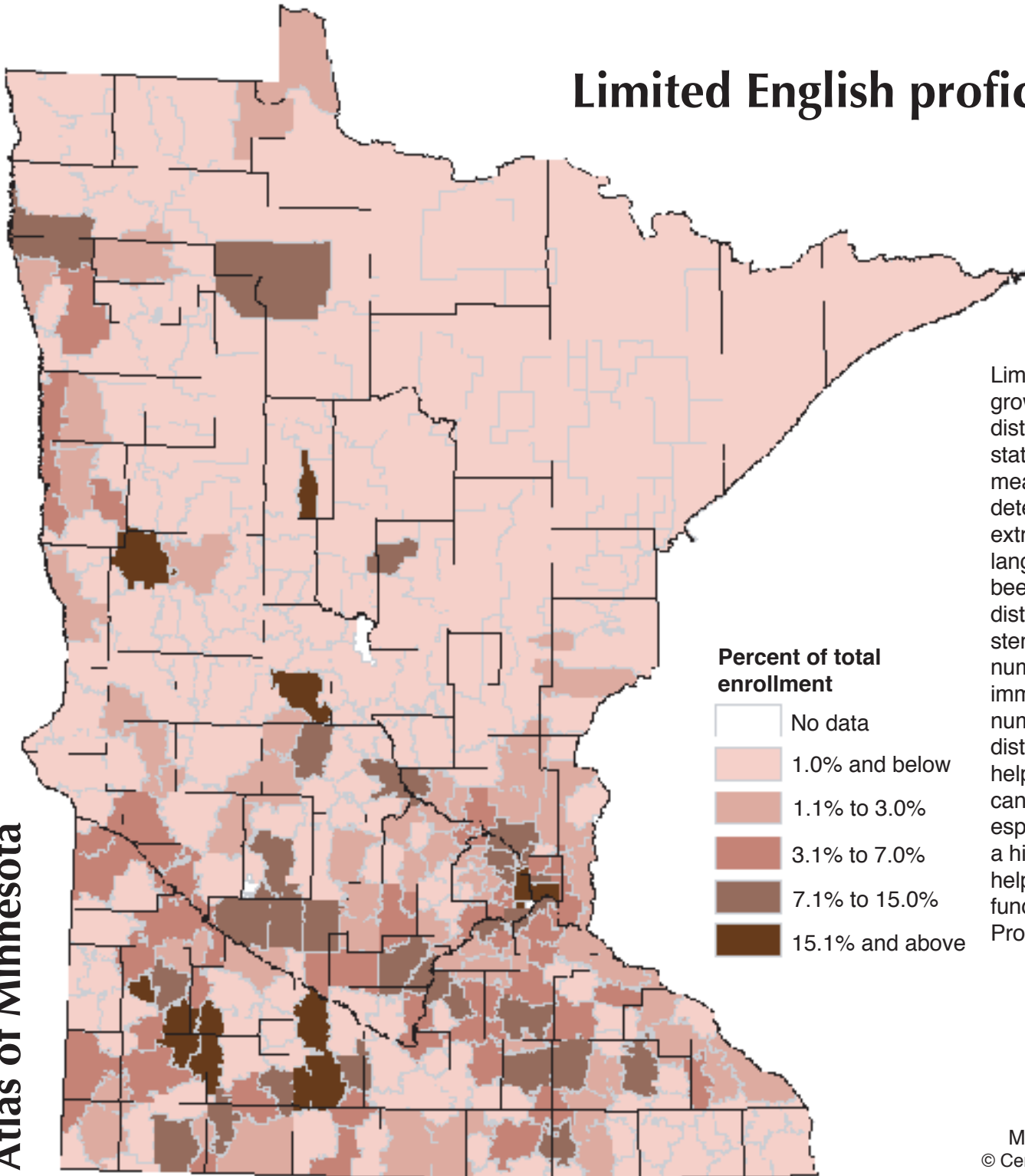


Minnesota's K-12 student base is changing as students of color make up an increasing share of the state's enrollment. The diversity of students has continued to increase in the core Twin Cities districts and is also rising in suburban districts. While most of rural Minnesota remains white, pockets of diversity are also found around the state. In the north, there are large populations of Native American students, while in central and southern Minnesota the minority students are largely immigrants of Latino, African and Asian origins.

Data source:
Minnesota Department of Education
© Center for Rural Policy and Development



Limited English proficiency, 2007-08

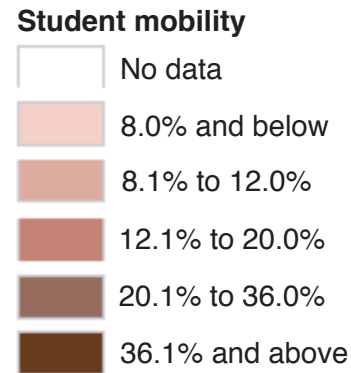
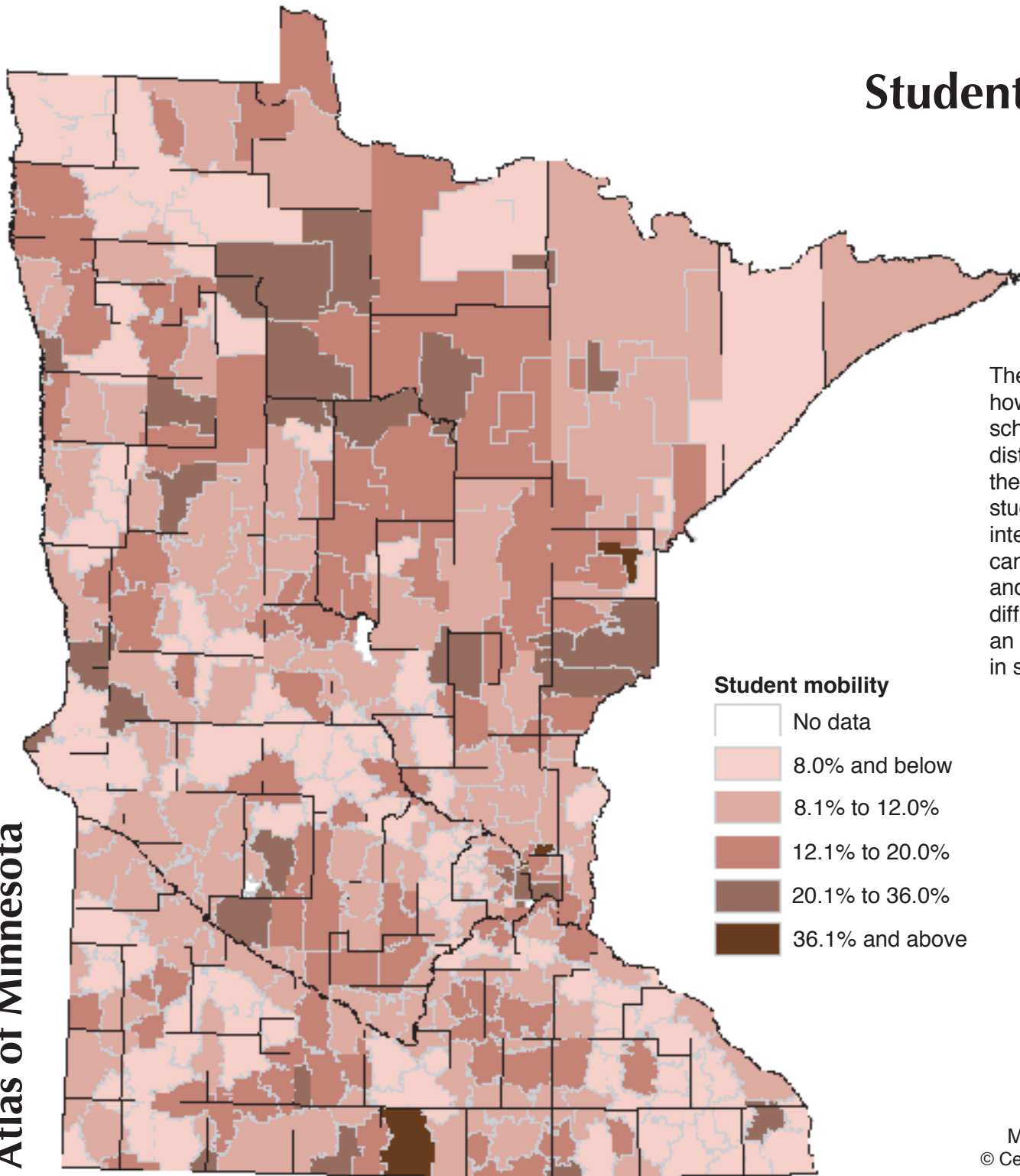


Percent of total enrollment

- No data
- 1.0% and below
- 1.1% to 3.0%
- 3.1% to 7.0%
- 7.1% to 15.0%
- 15.1% and above

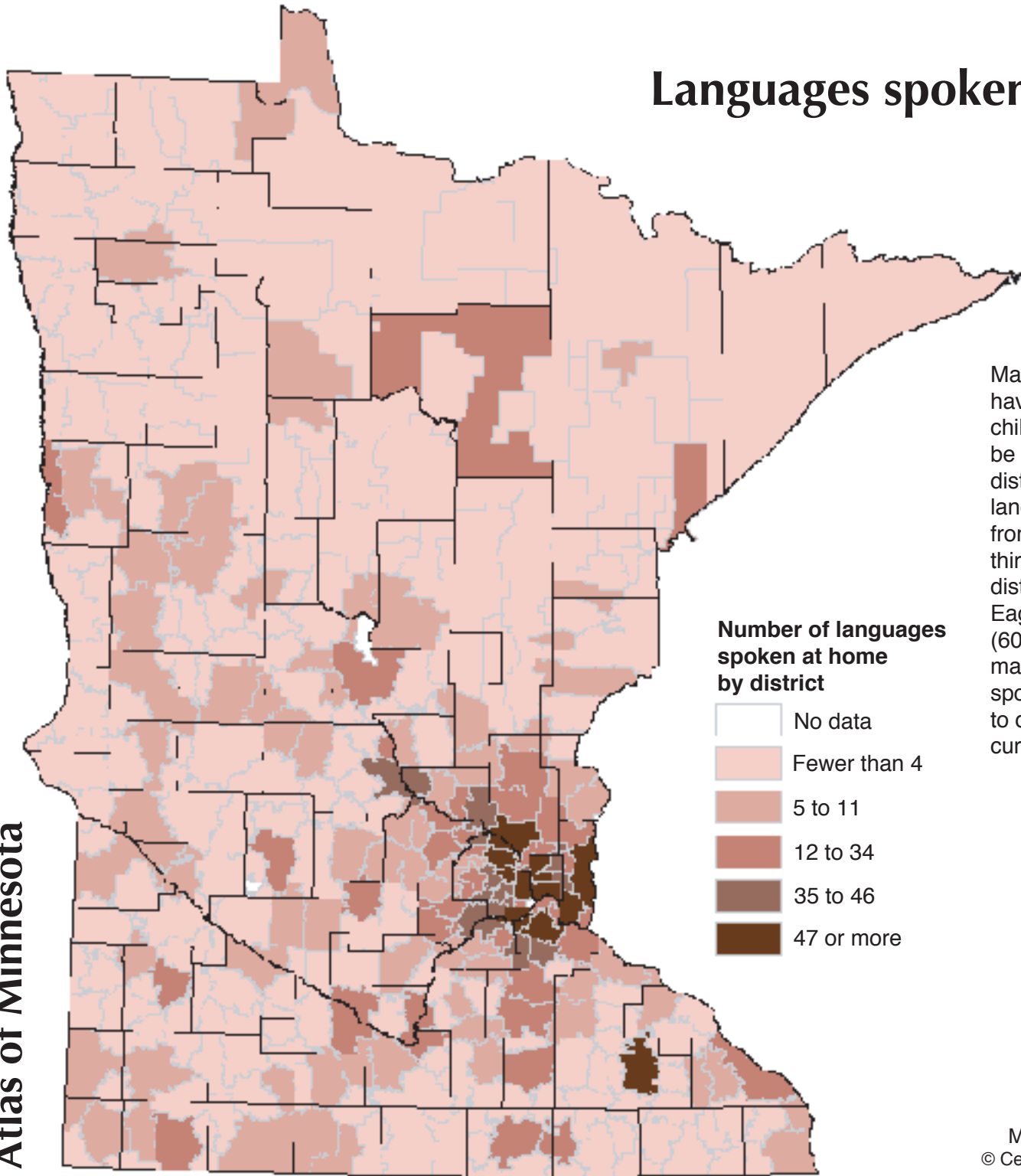
Limited English proficiency is a growing issue for many school districts around Minnesota, and the state has provided specific measurements for districts to determine whether a student needs extra assistance with English language skills. While enrollment has been steadily declining in most rural districts, immigration has helped stem that flow by boosting student numbers; at the same time, immigrants have been swelling the numbers at urban and suburban districts. Since the extra expense of helping these students learn English can be a burden on districts, especially low-tax base districts with a higher number of students needing help, the state provides special funding for the Limited English Proficiency (LEP) program.

Student mobility, 2007



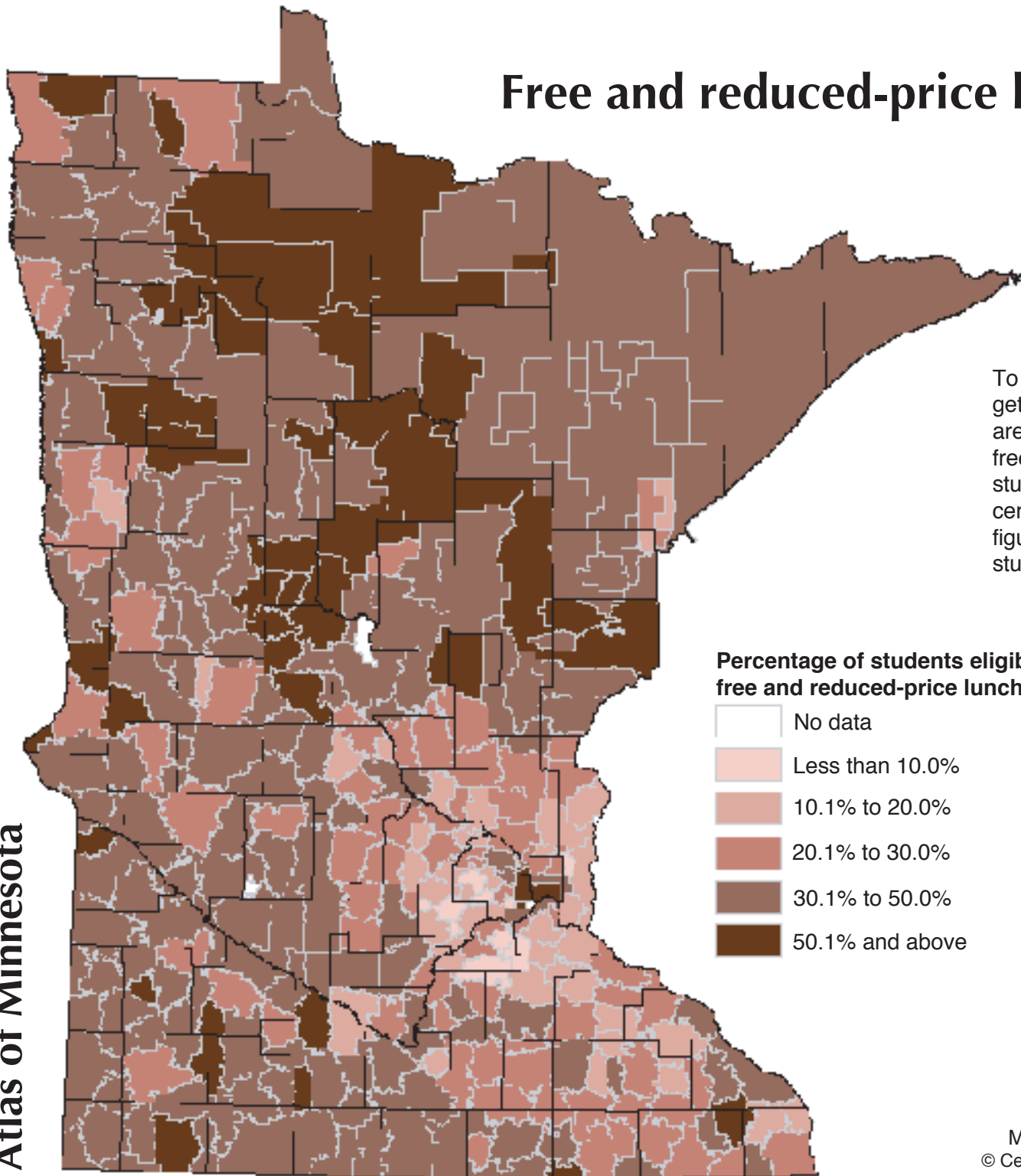
The student mobility index tracks how often students are moving within school districts and between school districts. The more a student moves, the more detrimental it is to that student's education. Continual interruptions from changing schools can limit a student's achievement and makes tracking progress difficult. Poverty, unemployment and an unstable family life are all factors in student mobility.

Languages spoken at home, 2007



Many of Minnesota's school districts have experienced an influx of children of new immigrants. As might be expected, the St. Paul school district has the largest variety of languages spoken at home (73, up from 68 in 2006), but the second and third highest counts are suburban districts, Rosemount-Apple Valley-Eagan (65) and Anoka-Hennepin (60). It is important to know how many different native languages are spoken by enrolled students in order to design an effective educational curriculum.

Free and reduced-price lunch eligibility, 2007-08

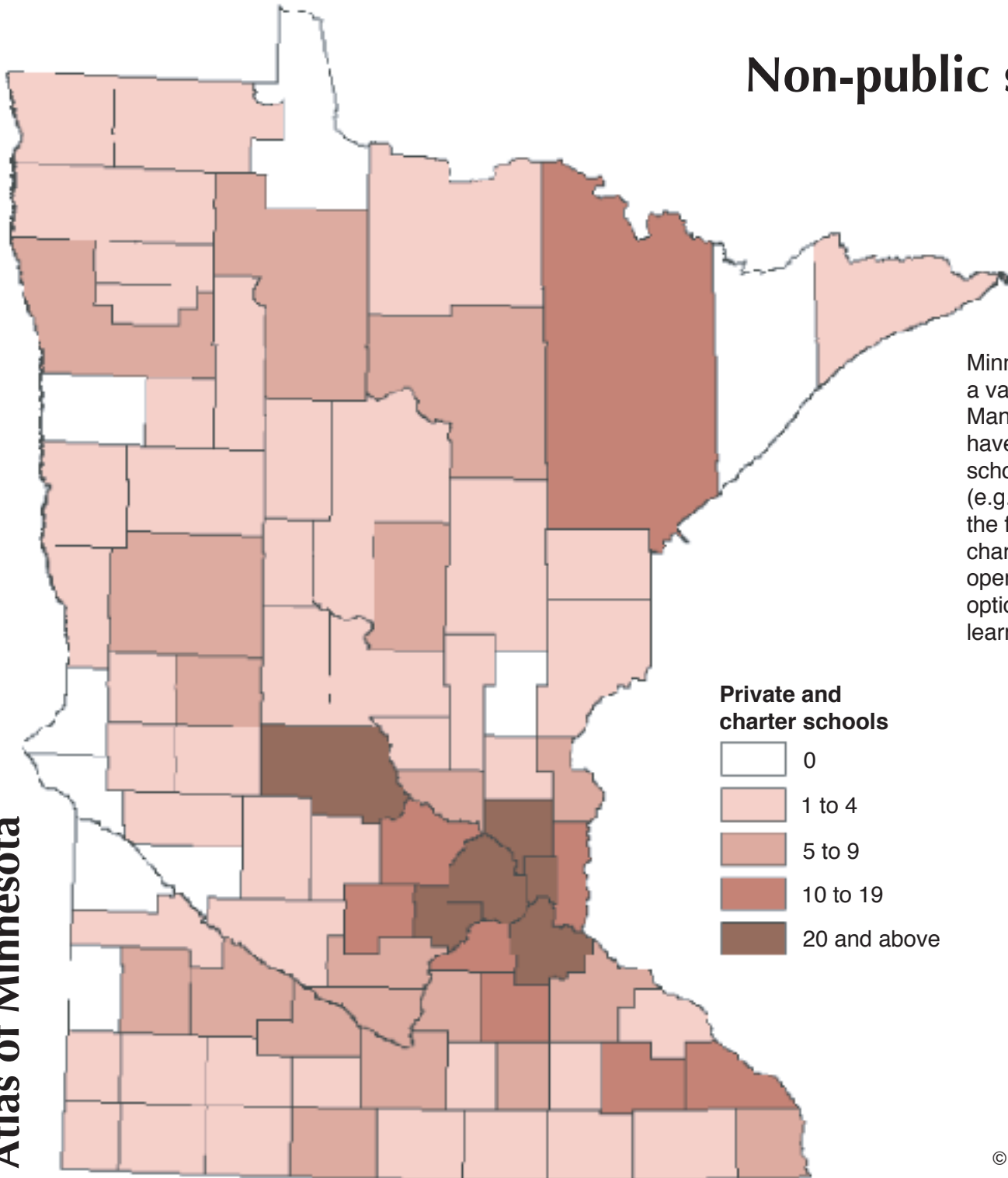


To help ensure that all children are getting proper nutrition while they are in school, school districts offer free and reduced-price meals to all students whose families meet certain income guidelines. These figures reflect the percentage of students eligible for free lunches.

Percentage of students eligible for free and reduced-price lunch

- No data
- Less than 10.0%
- 10.1% to 20.0%
- 20.1% to 30.0%
- 30.1% to 50.0%
- 50.1% and above

Non-public schools, 2007-08



Minnesota has a rich history of providing a variety of educational opportunities. Many communities across the state have parochial schools as well as schools based on particular pedagogy (e.g., Montessori). Minnesota was also the first state to allow the creation of charter schools and has encouraged open enrollment, post-secondary options and more recently, online learning.

Private and charter schools

