2023– 2024
LEA Fall Report (MIS01) and
School Fall Report (MIS02)
Due September 15

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Table of Contents

General Instructions for the
Local Education Agency (MIS01) and School Fall Report (MIS02)

The LEA Fall Report (MIS01) is a required document that each Local Education Agency (LEA) must complete and submit. The Bureau of Indian Education (BIE), nonpublic and state institutions, special education units, and career and technology centers are only a few examples of LEAs. The LEA statistics, school approval, English Learner (EL) program, and Unfilled positions - FTE data are all collected in this report.

Add the most recent information from the current academic year to all items. Data from the submission from the previous year has already been prefilled in some fields. Before submission, a few requirements must be completed.

The State Automated Reporting System (STARS) is used to submit the report. The signature is assumed when filing reports using STARS. The submitter attests to the report's accuracy. Before moving on to the following stage, it is advised that you check the validation messages that will appear in STARS. The two categories of STARS validation messages are summarized below.
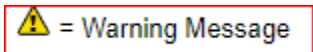
⚠ = Warning Message   This warning will not affect your report submission. It calls attention to a critical item that may or may not pertain to your circumstance.
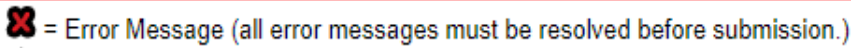
❌ = Error Message (all error messages must be resolved before submission.)

When incorrect data is entered, that data must be fixed before moving on. During the validation process, if an error message appears, you may continue to enter and save data, but the error must be resolved before submitting the report. When clicking the validation button, a pop-up window will appear, stating that the data has been validated.

Once submitted, printing copies of your files is recommended by clicking the print page icon in the left navigation menu. There is also a paper-friendly version format. By clicking on the Export PDF button in the left navigation menu and selecting which report you want to export, you can save this to your computer for your records.
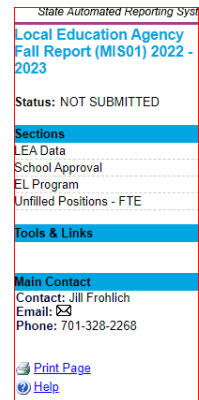
Call the Office of Management Information Systems at 701 328 2268 to request a revision or to withdraw the report. The LEA Fall Report (MIS01) and School Fall Report (MIS02) have multiple sections, all of which must be submitted simultaneously but may be unsubmitted individually. The areas that were unsubmitted must get resubmitted again.

It is advised that printed forms be retained for the current school year and the four years prior.

Instructions for Completing the
Local Education Agency Fall Report (MIS01)

The Local Education Agency Fall Report (MIS01) areas are accessed by clicking on the sections in the left navigation menu.

LEA Data

Number of Sections of Land
400
Last Year: 400

The county auditor has this information.

FTEs of Non-instructional Staff Serving the LEA (District)

Any personnel working district-wide, such as superintendents and business managers, etc. should be reported on the LEA Fall Report (MIS01). Verify the accuracy of full-time equivalents (FTEs) on the LEA Fall Report (MIS01) with the submission of the licensed personnel (MIS03) and non-licensed personnel (PER02) data. Avoid duplicating personnel numbers on the LEA Fall Report (MIS01) and the School Fall Report (MIS02). If a staff member is employed at more than one LEA, t**he FTE of that staff member must be prorated amongst the LEAs and reported on** <u>each</u> **LEA Fall Report (MIS01)**.

- Licensed Non-Instructional Personnel (Personnel Holding Positions Requiring a Teaching License) - This category includes superintendents, assistant superintendents, directors of special education units, directors of career and technology centers, and other individuals in charge of the systemwide administration of the LEA. **Update the number of licensed non-instructional Personnel working full-time equivalent hours in the LEA**. **Principal FTE should be included in the School Fall Report (MIS02),**

FTEs of Noninstructional Staff Serving the LEA

Licensed Noninstructional
2
Last Year: 2

Nonlicensed Noninstructional
11.63
Last Year: 11.63

- Non-licensed non-instructional (those employed in positions that do not require a teaching license). This category includes business managers (including school board clerks), clerks, secretaries, paraprofessionals for the district, staff members in maintenance and operations, bus drivers, and any district-related staff.
  - Example (1): A full-time custodian/bus driver who spends three-fourths of their time as a custodian and one-fourth of their time as a bus driver will be reported as a 1.0 full-time equivalent.
  - Example (2): A bus driver who drives a bus three hours per day should be reported as a .38 full-time equivalent.

Profile

Mark "yes or "no" if your district offers Gifted and Talented Services and a Safe/Drug-free Program.

Profile

Gifted and Talented Services
No
Last Year: No

Safe/Drug-free School Program
No
Last Year: No

Homeless

Public LEAs must ensure the district has a housing questionnaire and dispute resolution policy for students experiencing homelessness. Students will be swiftly assessed and given access to Title I services, supports, or comparable services deemed necessary to achieve college or career readiness. They must also explain how cross-coordination between Mckinney-Vento and Title I is done regarding automatic eligibility and comparable services.

Homeless

☐ I assure the district has a housing questionnaire that is provided to all students.

☐ I assure the district has a dispute resolution policy specific to the experience of homelessness.

☐ I assure that students experiencing homelessness will expediently be assessed and have access to Title I services or supports or comparable services deemed necessary for you to achieve college or career readiness.

Describe how cross-coordination is done between Mckinney-Vento and Title I regarding automatic eligibility and comparable services, ensuring program effectiveness, eliminating duplicated services, and reduci fragmentation of educational programming.

School Approval

If you need help with the MIS01's school approval area section, please contact Angela Thomas at the Office of School Approval and Opportunity on 701 328 2597. **Career and Technology Centers or Special Education Units can skip the School Approval section**.

o <u>Student Performance Strategist</u>

School Approval Reporting

Student Performance Strategist

Does your school district have available 1 FTE Student Performance Strategist for every 400 students enrolled in grades K-3? (15.1-07-32)

○ No

◉ Yes

Last Year:

o <u>Personal Finance</u>

Personal Finance

Does your school district provide the eight concepts of personal finance? (NDCC 15.1-21-21)

○ No

◉ Yes

Last Year: No

o <u>Personal Finance</u>

Does your school district provide the eight concepts of personal finance? (NDCC 15.1-21-21)

○ No

◉ Yes

Last Year: No

List courses where the personal finance concepts are being taught in grades 9-12.

04081

Example: 04081 Principles of Finance
15060 Economics

Last Year:

- ○ School Prayer

Constitutionally Protected Prayer

Title VIII, Part F, Subpart 2, §8524 of the Every Student Succeeds Act E provides that all school districts receiving federal fu or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools NDDPI must report to the Department of Education the school districts that have not submitted this certification or against section.

I, the authorized representative of the School District, certify that no local school district policy prevents or otherwise deni secondary schools.

- ◉ No
- ○ Yes

- ○ <u>Dyslexia Screening and Intervention</u> – According to <u>NDCC 15.1-32.26</u>, each LEA (district) must

Reading Screening

Does your elementary school include core components of phonetic awareness, decoding, and spelling in the developing and processing of assessments and screening of reading?
- ◉ No
- ○ Yes

Last Year:

Does your elementary school offer screening of reading if requested by a parent, legal guardian, or teacher?
- ◉ No
- ○ Yes

Last Year:

- ▪ Provide a universal screening for dyslexia for enrolled children seven years of age and younger. The person submitting this report will indicate whether the district provides a screener (no/yes) and show the assessment name used for this purpose from the dropdown list or enter an assessment title in the "other" box.
- ▪ LEAs must provide a universal dyslexia screener upon request by a parent, legal guardian, or teacher. The person submitting this report will indicate no/yes to the district's response to dyslexia screening requests.
- ▪ Each LEA must have processes to evaluate dyslexia risk factors further, provide intervention services to students with dyslexia characteristics, and administer assessments to monitor the effectiveness of the services. The person submitting this report will indicate no/yes to district processes related to students with dyslexia characteristics.
  - ○ <u>Immunizations</u>

Immunizations (<u>NDCC 23-07-16.1</u> and <u>23-07-17.1</u> and <u>33-06-05</u>).

I certify and affirm that my district has (check each area where you can assure compliance)

- ☑ a policy ensuring all students are in compliance with school immunization requirements,
- ☑ a plan requiring the completion of all necessary immunization certifications,
- ☑ a plan addressing students who have not completed or submitted the necessary immunization certifications, and
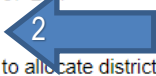- ☑ we are following the plan per <u>23-07-17.1</u> and <u>33-06-05</u>.

EL Program

For questions regarding the EL program section, call 701-328-2254. Career and Technology Centers and Special Education units are not required to complete the EL Program section.
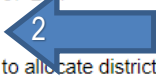
Required for ALL Public Schools (NDAC 67-28):

District EL Policy

☐ The district assures it has an EL policy approved by the school board on the following date:

This Year   **Last Year**

Date of Policy (NDAC 67-28):

EL Program Director
Must have the authority to allocate district resources for the EL program.
  License Number:
  Email Address:
  Phone Number:

EL Coordinator/Test Administrator
All districts must have a licensed EL teacher who is certified to administer (at a minimum) the WIDA Screener Assessments.
  License Number:
  Email Address:
  Phone Number:

Additional EL Contact(s) to Receive EL Correspondence:

Name	Email

EL Plans
  EL Student Identification Procedures:

EL Student Assessment Assurances
By checking the boxes below, the district assures:

☐ The district utilizes WIDA Model for Kindergarten and WIDA Screener for grades 1-12 to screen potential EL students.

☐ The district assures ALL English learners will participate in the annual English language proficiency assessment (ACCESS/ALT ACCESS).

☐ The district assures ALL ELs will participate in the ND State Assessment (NDSA).

Federal Civil Rights Law and North Dakota Century Code (NDCC Chapter 15.1-38) have specific requirements regarding the education of ELs. The following items demonstrate how all districts meet NDCC and Civil Rights requirements.

Reporting Requirements for All Districts (Including those with no EL Students)

1) District EL Policy – All districts must verify by checking the box that they have a current EL policy that meets the provisions of NDAC and NDCC and has been approved by the school board. The North Dakota School Boards Association (NDSBA) has a sample EL Policy (GABAA) used by many districts in North Dakota. Districts are encouraged to review the policy at least every five years.

   Date of Policy (NDAC 67-28) – Enter the date the school board approved the policy. This date should align with the board meeting date and minutes in which it was approved.

2) EL Program Director – All districts must designate an EL Program Director with the authority to commit resources to the current or future EL program. The director is responsible for incorporating the statewide EL identification procedures into the district's registration process, which includes a statewide Home Language Survey (HLS) for each student. If districts have enrolled EL students, the director must commit resources and provide administrative oversight to the district's language instruction educational program (LIEP). The program director is encouraged to have a current administrative credential to serve as the contact for EL issues.

   a. Enter the teaching license number of the EL program director. The name will automatically populate. If the license number has expired, is invalid, or cannot be found, contact the ND

Education Standards and Practices Board at 701-328-9641. If the district's EL Program Director does not have an administrative credential but has the authority to allocate resources for the district, contact 701-328-2254.

    b. Enter the EL Program Director's work email address and work phone number.

3) <u>EL Coordinator/Test Administrator</u> – All districts must designate an EL Coordinator or Test Administrator willing and certified to administer the North Dakota ELP screener assessment to potential English learner(s) who enroll in the district. The EL Coordinator or test administrator may be employed by the district or contracted with another district or an REA. The NDDPI will verify the acceptance of the role with the identified district EL Coordinator or Test Administrator.

    a. Enter the EL Coordinator/ Test Administrator's license number. The name will automatically populate. If the license number has expired, is invalid, or cannot be found, contact the ND Education Standards and Practices Board at 701-328-9641.

    b. Enter the best way to contact the EL Coordinator/Test Administrator's email address and phone number.

4) <u>Additional EL Contact(s)</u> – Most correspondence from the NDDPI related to EL programs will be sent to the District EL Coordinator/Test Administrator. Districts also have the option to include other individuals as **additional** contacts to receive notifications and information from the NDDPI regarding the EL program. Suppose the district has contracted with an outside EL Coordinator. In that case, you are encouraged to add a local teacher or principal as an additional contact to ensure the school receives notifications and information. The additional contact can include EL coordinators/teachers, classroom teachers, consultants, or administrators.

    a. Enter each additional contact's name and email address.

5) <u>EL Student Identification Procedures</u> – **All districts are required by federal and state law to identify ELs.** The identification plan is the step-by-step procedure the district follows to ensure. ELs are accurately identified. The plan must include the North Dakota home language survey (HLS) completed at registration by parents for all students. The HLS must remain on file for **each** student in the district. For students whose HLS indicates a language other than English, the English language proficiency (ELP) screening assessment results and documentation of academic review should also be kept on file. Districts cannot discriminate this process to include only certain students because of their ethnicity/race or how they speak. Review the [Guidance on Identification and Screening](#) for assistance.

    a. List the step-by-step procedures the district uses to identify potential English learners. The plan must include how the district:

        i. Ensures the North Dakota Home Language Survey (HLS) is completed by a parent for each student in the school,

        ii. Reviews the HLS for a language other than English,

        iii. Reviews the student's academic data (if available) to determine if there is significant evidence of academic success in English.

        iv. Administers the North Dakota ELP screener (currently WIDA Screeners for grades K-12) and determines if a student qualifies for the EL program.

        v. Suppose the screener score is below 3.5 in one of the four domains or below a 5.0 composite score. In that case, the student qualifies for the EL program unless there is significant evidence of academic success in English.

        vi. Identifies students who qualify for EL status in PowerSchool and STARS.

      1) EL Student Assessment Assurances – The district's EL identification processes must use the North Dakota ELP Screener exams. Additionally, all ELs must take the North Dakota State Assessment (NDSA) and the English Language Proficiency Assessment (ACCESS) for North Dakota every year. Mark each box to confirm that the district will adhere to the standards in this section.

6) <u>EL Certificate of Compliance</u> – All districts must comply with NDAC 67-28-01-06 and the North Dakota State ESSA plan, including specific activities in the Fall Report. Compliance will be monitored in conjunction with the annual Federal Title programs monitoring.
   a. Check the box to indicate compliance with all six items.

7) <u>EL Related Professional Development</u> – This section is Not Applicable for districts with no English learners. Title III requires districts to provide EL-related professional development for all staff. The requirement does not have a specific time requirement but does require the NDDPI to report the PD data and monitor districts' PD activities.
   a. Check the box at the beginning of the topic row where the district offered PD.
   b. Enter the number of school staff members in each staff category who participated in each topic of PD.
   c. Check the box at the end of that activity row if the PD offering was paid with Title III funds.

<u>Unfilled Positions</u>

'Unfilled positions' does not mean classrooms with students and no teachers. 'Unfilled positions' means the school district has a teacher shortage in a specific area and must devise creative ways to work around this challenge.

An unfilled position may be a position not listed on the school schedule or the MIS03:

- The district does not offer a course because there is no qualified teacher (i.e., agriculture education or welding).
- Classes are combined because there aren't enough professors to accommodate the appropriate number of students.

An unfilled position may be listed on the school schedule and the MIS03 and taught by a qualified teacher, but it is a need for more.

- An outside service provider (such as a speech-language pathologist hired through a hospital) offers this service.
- Courses are provided through satellite by another school/district/or online provider because the district cannot find a teacher in their community.
- A course taught by a retired teacher who has agreed to fill in.
- Other situations where the school district had difficulty obtaining a qualified teacher in a specific content area. (i.e., the district uses a teacher in residence, offers "low" rent for housing, provides moving expense vouchers, or offers bonus pay).

Accurate reporting of teacher shortages is required. The State of North Dakota and the US Department of Education (USDE) use this information to pinpoint teacher shortages for loan forgiveness initiatives. (USDE guidelines under 34 CFR 682.210(q), 674.53(c), and 686.12).School Data

Instructions for Completing the
School Fall Report (MIS02)

- <u>Grade Level Organization</u> – The Office of School Approval and Opportunity must be notified in writing by April 1 of each school year of any changes, along with a copy of the school board minutes approving the change. Contact Joe Kolosky at 701-328-2755 for any questions regarding the grade levels.

  Grade Level Organization (Contact 328-2597)
  Elementary Unit
  PK06

  Jr. High/Middle Unit

  Secondary Unit
  0712

- <u>School Appraisal</u> – All public schools must complete this item. Reference your Fire and Tornado Report when completing this item. If you have any questions regarding the school appraisal, contact Adam Tescher at 701-328-3291.

  Commercial Property Insurance Report Date:
  *Must be completed within the last 6 years
  MM/DD/YYYY
  Last Year:

  Appraiser:

  Last Year:

  Value of Property: (Appraisal Report)

  Last Year:

- <u>Cost of School Property</u> – **BIE and nonpublic schools are not required to complete this item**. If actual costs are not available, use insurance or estimated replacement values in determining the value of school property. Do not include decimals (cents).

  Value of School Property
  *Appraised value plus the cost of any improvements since last report

  Site
  $750.00
  Last Year: $750.00

  Building

  Last Year:

  Equipment

  Last Year:

  Total
  750.00
  Last Year: $750.00

  - <u>Site</u> – The cost of the school site should include the original cost of the property plus all improvements made to the site, including parking lots, playground equipment, athletic facilities, and landscaping.
  - <u>Buildings</u> – The cost of the building should include the original cost plus the cost of any additions or alterations, including the cost of electrical, mechanical, and plumbing.
  - <u>Equipment</u> – The cost should include all instructional equipment (desks, computers, maps, projectors, TVs, etc.), food service, music, and athletic equipment.

- <u>Emergency and Disaster Drills (NDCC 15.1-06-12)</u> – Does your school conduct fire, tornado, and other emergency or disaster drills, including lockdown drills?

  Emergency and Disaster Drills (NDCC 15.1-06-12)
  Does your school conduct fire, tornado, and other em
  ○ No
  ○ Yes
  Last Year: No

- <u>Reading of Historical Documents (NDCC 15.1-21-22)</u> – This box indicates that your students will read the Declaration of Independence, the United States Constitution, and the Bill of Rights documents. All schools must have their students read these documents in the United States Government or Problems of Democracy courses. If you have questions, contact Angela Thomas at 701-328-2597.

  Reading of Historical Documents (NDCC 15.1-21-22)
  ☐ By checking this box, our school certifies that all high schoo
  - Declaration of Independence
  - United States Constitution
  - Bill of Rights

- <u>Notification of Consultative Review (NDCC 15.1-21-18)</u> – Checking this box indicates your school has notified high school students that they are entitled to receive a consultative review of their high school education plan at least once during each high school grade. If you have questions, contact Jim Upgren at 701-328-2244.

  Notification of Consultative Review (NDCC 15.1-21-18.3) (Contact 328-2244)
  ☐ By checking this box, our school has notified its high school students that, upon reques the request of the student, the school district shall provide the consultative review.

School Data – Instructional Staff (FTEs)

Report the number of students enrolled in PreK, K, 1-6, 7-8,9-12, and state the number of full-time (FTE) teachers for those teachers teaching those grades. Nonpublic schools should report FTE for regular prekindergarten or kindergarten staff if seeking regular prekindergarten or kindergarten approval DHS.

- **Do not duplicate personnel counts**. If a staff member serves in more than one school, prorate the FTE amongst the schools.

- **Special education units and Career Technology Centers will not report on the School Fall Report (MIS02).**
- If your school does not have any instructional staff, mark the | School Does Not Have Instructional Staff ☐ |
- Check the accuracy of personnel counts on the MIS01 and MIS02 reports with the submission of MIS03 and PER02 in STARS.

Instructional Staff —

School Does Not Have Instructional Staff ☐

A. Classroom Teachers

	Pre-K	Kindergarten	Grade 1-6	Grade 7-8	Grade 9-12	Total
Last Year	1	1.01	1.02	1.03	1.04	5.10
FTE	1	1.01	1.02	1.03	1.04	5.1

B. Other Teachers

	Pre-K	Kindergarten	Grade 1-6	Grade 7-8	Grade 9-12	Total
Last Year	2.55	2.11	2.11	2.11	2.11	10.99
FTE	2.55	2.11	2.11	2.11	2.11	10.99

C. Other Personnel Assigned to Instructional Area

	Licensed	Nonlicensed	Total
Last Year	10.5	10.25	20.75
FTE	10.5	10.25	20.75

Instructional Staff Totals

Total Instructional Staff (A + B + C) Last Year — 36.84
Total Instructional Staff (A + B + C) — 36.84

- <u>Classroom Teachers</u> – *Update the number of teachers, special education teachers, and Title I schoolwide teachers **performing instructional activities** based on full-time equivalency in this school.*
  - You can use Table 2 as a guideline in calculating the full-time equivalents of licensed and non-licensed staff members providing instructional services to students in the school for a typical school day.

Table 2

5-Period Day Or 5-Hour Day		6-Period Day Or 6-Hour Day		7-Period Day Or 7-Hour Day		8-Period Day Or 8-Hour Day	
Periods	FTE	Periods	FTE	Periods	FTE	Periods	FTE
1 =	.20	1 =	.16	1 =	.14	1 =	.13
2 =	.40	2 =	.33	2 =	.29	2 =	.25
3 =	.60	3 =	.50	3 =	.43	3 =	.38
4 =	.80	4 =	.66	4 =	.57	4 =	.50
5 =	1.00	5 =	.83	5 =	.71	5 =	.63
		6 =	1.00	6 =	.86	6 =	.75
				7 =	1.00	7 =	.88
						8 =	1.00

Example 1: A classroom teacher employed five days a week for six periods in a school with six periods per day would be considered a full-time staff member reported as 1.00.

Example 2: A staff member employed for three periods in a school with six periods per day for a typical school term would be reported as 0.50.

Example 3: A staff member employed one semester for an eight-period day would be reported as 0.50.

Example 4:   A secondary staff member employed five days a week for a six-period day with half-time assignments as a principal, and a teacher would report 0.50 in the classroom teacher block and 0.50 in the Other Licensed Instructional block.

- Other Teachers – Update the number of other teachers performing instructional activities for this school year based on full-time equivalency. Other teachers include SLD, ED, Title I teachers for Reading and Math for targeted buildings, art, music, physical education, EL/Bilingual teachers, etc. As a guideline, use the period schedule in Table 2.
- Other Personnel Assigned to the Instructional Area
  - Licensed Personnel (personnel holding positions that require a teaching license) - Update the number of other licensed instructional personnel (principals, speech pathologists, guidance counselors, librarians, curricular consultants, instructional coaches, etc.) providing services during the school year in this school based on full-time equivalency. As a guideline, use the period schedule for your school, which is provided in Table 2. The FTEs reported here should *not* be reported on MIS01.
  - Non-licensed Personnel (personnel holding positions that do not require a teaching license) – Update in full-time equivalents the number of non-licensed personnel providing services during the school year in this school, such as school clerks, secretaries, teacher aides (including assistants and paraprofessionals) and library aides, etc. The FTEs reported here should *not* be reported on MIS01. Use Table 2 to determine the full-time equivalency for non-licensed personnel assigned to the instructional area.
    - Example 1–A principal employed five days a week for a six-period day would be considered a full-time staff member and reported as 1.00.
    - Example 2–An elementary staff member employed five days a week for a six-period day with half-time assignments as a teacher and principal would report 0.50 in the classroom teacher block and 0.50 in the Other Licensed Instructional block.
    - Example 3–Non-licensed Personnel employed two full days per week would be considered part-time staff members and reported as .40.

Student Data – High School Graduates

To be completed by the public, nonpublic, BIE, and state institution schools. Enter the number and status of last year's graduates by gender and race. Use the race definitions listed above.

The number of graduates enrolling in 4-year colleges or universities.

- The number of graduates enrolling in junior or 2-year colleges.
- The number of graduates entering career and technical school or trade schools, such as business schools, schools of nursing, or short-term trade programs.
- The number of graduates entering military service.
- Number employed: Report the number of graduates employed either full- or part-time and not enrolled in postsecondary education programs.

- Other/Unknown: Report the number of graduates that are neither employed nor enrolled in postsecondary education programs nor that status is unknown.

Student Data – Dropouts

To be completed by nonpublic, BIE, and state institution schools. Enter the number of 7th through 12th-grade students by gender and race who dropped out last year and did not continue school elsewhere. Use race definitions on page **Error! Bookmark not defined.**. **NDDPI will compile dropout data for public schools from the Fall Enrollment Report. Therefore, public schools can skip this section.** Contact Steve Snow at 701-328-2236 with questions on the Fall Enrollment Report.

A dropout is an individual who:

- Was enrolled in school at some time during the previous school year
- Was not enrolled at the beginning of the current school year
- Has not graduated from high school or completed a state or LEA-approved educational program, including GED (General Education Development)
- Is over 16 years of age for whom a statement of intent is to provide home education has not been filed with the school LEA of residence.
- Does not meet any of the following exclusionary conditions:
  o Transfer to another public school, nonpublic (private) school, or state or LEA-approved educational program;
  o Temporary absence due to suspension, school-approved illness, or anticipated late enrollment; or
  o Death.

For purposes of applying the dropout definition, the following additional definitions also apply:

- The school year is a 12-month, beginning with the regular school opening in the fall, including the following 3-month summer vacation.
- The current school year is the school year of the MIS02 report. The previous school year is the school year immediately preceding the current school year.
- Thus, if 2018-2019 is the school year of the report, 2017-2018 is the previous school year for which dropout data is being gathered.

- Students are counted as dropouts for the grade and school year they fail to report. If a student's status is unknown at the current year's fall enrollment, that student is considered to have dropped out for the appropriate grade and school year. A circumstance of note occurs when a student is promoted out of the grade of which the individual was a member of the previous school year but fails to report the fall of the current school year. This individual is not to be reported as a dropout in the prior school year (since promotion occurred) but should be reported as a dropout on next year's report if the student has not enrolled.
- Graduates are individuals who have graduated from high school or completed an approved educational program upon receipt of formal recognition from school authorities. A state or LEA-approved program may include special education programs, home education for which a statement of intent is on file, and state/school-sponsored GED (General Education Development) preparation.
- Transfer, as described in Dropout Definition E.1., shall be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.
- A student is counted as a dropout only once each school year. A student is counted as a dropout once each year for multiple school years if a pattern of repeated enrollment and dropping out occurs.
- A student who dropped out during the previous school year but re-enrolled at the beginning of the current school year is not to be counted as a dropout.

Student Data – Enrollment

NDDPI will compile enrollment for public schools from the Fall Enrollment Report; therefore, public schools can skip the enrollment section. Enrollments are to be reported by nonpublic, BIE, and state institution schools on the School Fall Report (MIS02). Contact Steve Snow at 701-328-2236 with questions on the Fall Enrollment Report.

- Enter enrollments as of September 15 of the current school year in this school. If parents refuse to classify their child by race, assume the child is white. Use race definitions on page **Error! Bookmark not defined.**.
- Nonpublic schools can report their regular prekindergarten enrollment.
- Enter the number of kindergarten pupils who will enroll in a kindergarten program sometime during the current school year in this school.
- Include unclassified, ungraded, and special education (ID) pupils enrolled in separate classrooms. The actual grade level assignment is unknown; assign each pupil a grade according to the student's chronological age.
- Home-educated student enrollments are not to be included in the School Fall Report (MIS02).
- Be sure full-time equivalencies are entered in the instructional staff section to correspond with the enrollment counts.

Enrollment By Race

Grade	Gender	White	American Indian or Alaskan Native	Black or African American	Hispanic / Latino	Asian	Native Hawaiian or Other Pacific Islander	Gender Total	Total Students
PK	M							0	0
	F							0	
K	M	21	1	1		1		24	54
	F	26	2				1	30	
1	M	25	1	1		1		28	59
	F	26	4	1				31	
2	M	17	1					18	38
	F	18			1	1		20	
3	M	16	2	1				19	41
	F	18	3	1				22	
4	M	22		1		1		24	38
	F	10	4					14	
5	M	13						13	41
	F	22	3	3				28	
6	M	26	1	1				28	41
	F	11	2					13	
7	M	9	5					14	37
	F	22	1					23	
8	M	17	2	1				20	37
	F	14	3					17	
9	M	25	1	1				27	49
	F	17	3	1		1		22	
10	M	19	2	1		1		23	42
	F	17	1		1			19	
11	M	15	2	1		1		19	39
	F	16	3			1		20	
12	M	12	2					14	25
	F	9	2					11	
Total	M	237	20	9	0	5	0	271	541
Total	F	226	31	9	0	3	1	270	
Students		463	51	18	0	8	1		