

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	292	294
<b>Number of public schools (CCD)</b>		
Elementary	1,180	1,165
Middle	292	318
High	348	340
Combined	32	85
Other	9	1
Total	1,861	1,909
<b>Number of charter schools (CCD)</b>		
		11

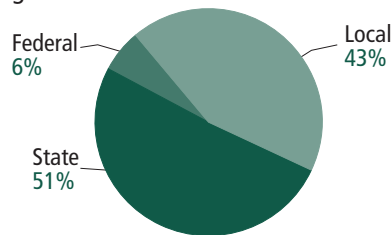
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,995,708	\$4,689,264
Noninstructional	284,075	316,010
Support	2,203,966	2,699,273
Total	6,483,749	7,704,547

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,715	\$7,734

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$152,669,344

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,971	5,407
K-8	669,997	707,112
9-12	282,219	288,190
Total (K-12)	952,216	995,302

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	11	12
Hispanic	2	4
White, non-Hispanic	86	82

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

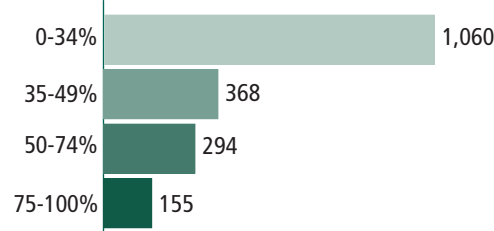
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	2%

Migrant students (OME)	1993-94	2002-03
	1%	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	21%	24%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 325,856

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>32 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	25,289	28,277
Middle	9,848	11,114
High	15,889	16,166
Combined	721	2,041
Other	3,360	2,371
Total	55,107	59,968

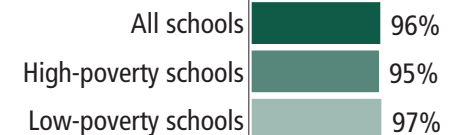
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	13,633	17,426
Instructional coordinators	1,293	1,623
Administrators	3,611	3,919
Other	40,248	44,062
Total	58,785	67,030

## Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	76%	87%
Mathematics	81	72
Science	78	77
Social studies	89	79

## 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)	n/a	n/a
Avg. freshman graduation rate (NCES)	76%	72%
College-going rate (IPEDS/NCES)	55	60
<b>NAEP state results (NCES)</b>		
Reading, Grade 4	1994	2003
Proficient level or above	33%	33%
Basic level or above	66	66
Math, Grade 8	1996	2003
Proficient level or above	24%	30%
Basic level or above	68	73

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 Indiana's definitions of proficient for English/language arts and mathematics for grades 3, 8, and high school.

See <http://www.doe.state.in.us/istep/2003/summary.html> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

**State student achievement levels:** Did Not Pass, Pass, Pass Plus

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	English/language arts	58.8%	58.8%
	Mathematics	57.1	57.1
Grade 8	English/language arts	58.8	58.8
	Mathematics	57.1	57.1
High school	English/language arts	58.8	58.8
	Mathematics	57.1	57.1

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	654 (85%)	1,405 (76%)	161 (55%)
Identified for improvement:			
Year 1	26 (3%)	26 (1%)	23 (8%)
Year 2	23 (3%)	23 (1%)	0
Corrective action	18 (2%)	18 (1%)	0
Restructuring	10 (1%)	10 (1%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 95%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,199	1%
Supplemental educational services:	3,064	3%

\*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.

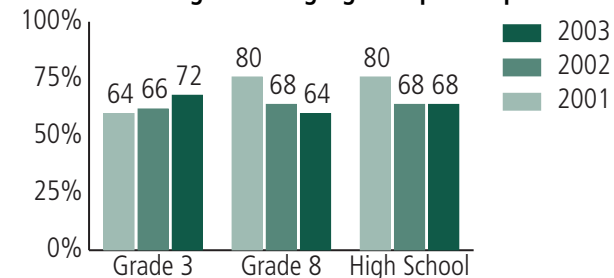
## Student Achievement 2002-03

### Indiana Statewide Testing for Educational Progress Plus, used for NCLB accountability

#### English or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	64%	68%
Economically disadvantaged students	59	43	48
Migrant students	#	#	#
Students with disabilities	38	17	20
Students with limited English proficiency	51	24	24
Black, non-Hispanic students	50	36	38
Hispanic students	56	45	49
White, non-Hispanic students	76	68	74

#### Student achievement trend: English or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	67%	66%	68%
Economically disadvantaged students	54	45	47
Migrant students	#	#	#
Students with disabilities	41	22	27
Students with limited English proficiency	52	34	35
Black, non-Hispanic students	46	33	35
Hispanic students	55	51	49
White, non-Hispanic students	70	72	73

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

