

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	138	138
Number of public schools (CCD)		
Elementary	942	973
Middle	237	295
High	255	290
Combined	49	67
Other	13	3
Total	1,496	1,628
Number of charter schools (CCD)		n/a

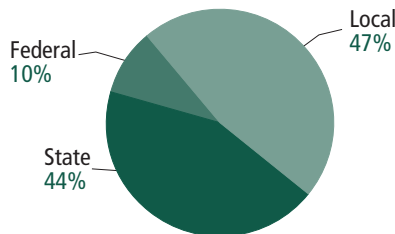
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,720,751	\$3,586,780
Noninstructional	232,647	269,598
Support	1,278,365	1,655,074
Total	4,231,763	5,511,452

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,881	\$5,959

Sources of funding

(CCD, 2001-02)



Title I allocation (ED; Includes Title I, Part A)	2001-02
	\$152,480,135

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	9,976	n/a
K-8	603,041	641,585
9-12	236,542	246,802
Total (K-12)	839,583	888,387

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	n/a
Asian/Pacific Islander	1%	n/a
Black, non-Hispanic	23	n/a
Hispanic	1	n/a
White, non-Hispanic	76	n/a

Students with disabilities (OSEP)	1993-94	2002-03
	12%	12%

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

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

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	18%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	n/a

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	Data not available.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	25,498	n/a
Middle	7,822	n/a
High	12,746	n/a
Combined	n/a	n/a
Other	n/a	n/a
Total	46,066	n/a

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	8,981	14,199
Instructional coordinators	n/a	1,179
Administrators	5,137	6,092
Other	31,647	34,235
Total	45,765	55,705

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	73%
Mathematics	59	51
Science	52	53
Social studies	81	69

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)	5%	4%
Avg. freshman graduation rate (NCES)	66	59
College-going rate (IPEDS/NCES)	54	62

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	27%	26%
Basic level or above	58	57
Math, Grade 8		
Proficient level or above	15%	21%
Basic level or above	53	59

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

See http://evaas.sasinschool.com/tn_reportcard/welcome.jsp for more details on the statewide accountability system.

State assessment for NCLB accountability: Tennessee Achievement Test

State student achievement levels: Below Proficient, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading/language arts	77.1%	77.1%
	Mathematics	72.4	72.4
Grade 8	Reading/language arts	77.1	77.1
	Mathematics	72.4	72.4
High school	Reading/language arts	86	86
	Mathematics	65.4	65.4

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	832 (50%)	11 (8%)
Identified for improvement:			
Year 1	n/a	0	0
Year 2	n/a	0	0
Corrective action	n/a	33 (2%)	0
Restructuring	n/a	28 (2%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92.5%	Met
Middle indicator: Attendance	92.5%	Met
High school indicator: Graduation rate	76%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	839	*
Supplemental educational services:	4,870	2%

*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.

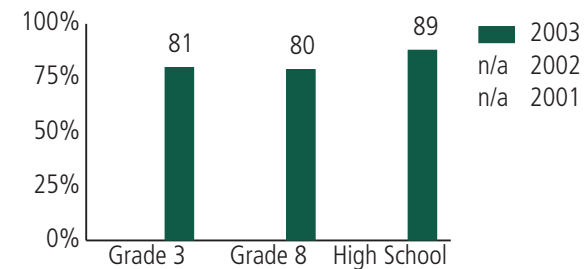
Student Achievement 2002-03

Tennessee Achievement Test, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	81%	80%	89%
Economically disadvantaged students	71	67	80
Migrant students	48	39	61
Students with disabilities	34	29	48
Students with limited English proficiency	48	21	59
Black, non-Hispanic students	69	65	79
Hispanic students	67	63	89
White, non-Hispanic students	86	85	91

Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	80%	79%	77%
Economically disadvantaged students	70	66	65
Migrant students	57	51	94
Students with disabilities	41	30	41
Students with limited English proficiency	57	44	63
Black, non-Hispanic students	64	61	56
Hispanic students	70	70	72
White, non-Hispanic students	86	86	84

Student achievement trend: Mathematics percent proficient level or above

