

Districts and schools

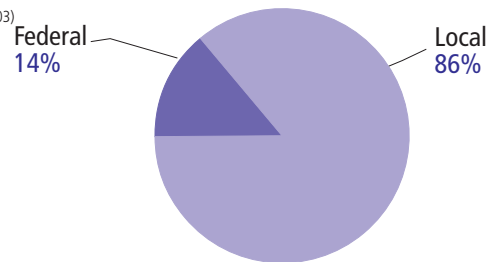
Number of districts (CCD)	1993-94	2003-04
	1	1
Number of public schools (CCD)		
Elementary	111	122
Middle	26	29
High	20	32
Combined	5	8
Other	11	15
Total	173	206
Number of charter schools (CCD)		
		37

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$447,280	\$473,414
Noninstructional	37,523	22,825
Support	424,246	406,079
Total	909,049	902,318
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$11,268	\$11,847

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$44,912,439**

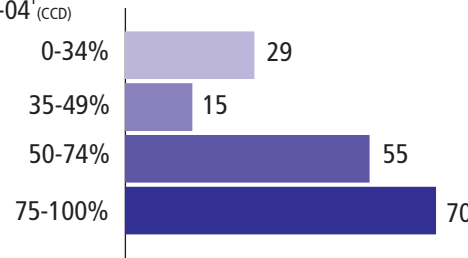
KEY:	* = Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,216	5,168
K-8	53,903	51,365
9-12	17,854	16,828
Total (K-12)	71,757	68,193
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	89	85
Hispanic	6	9
White, non-Hispanic	4	4
Students with disabilities (OSEP)		
	9%	17%
Students with limited English proficiency (NCELA)		
	6%	8%
Migrant students (OME)		
	*	1%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)		
	1996: 53%	2003: 16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) **40,139**

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]37 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	2,297	3,202
Middle	905	794
High	1,008	1,068
Combined	173	184
Other	147	156
Total	4,530	5,404
Number of FTE non-teacher staff (CCD)		
Instructional aides	366	1,269
Instructional coordinators	168	68
Administrators	799	504
Other	3,202	3,091
Total	4,535	4,932
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
English	1994: 90%	2000: 68%
Mathematics	82	87
Science	#	n/a
Social studies	#	74
Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)		

Data not available.

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	n/a
Avg. freshman graduation rate (NCES)	59	60%
College-going rate (IPEDS/NCES)	71	48
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	n/a	11%
Basic level or above	n/a	33
Math, Grade 8	1996	2005
Proficient level or above	5%	7%
Basic level or above	20	31

Statewide Accountability Information

See Appendix B for District of Columbia's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://silicon.k12.dc.us/NCLB/reportcards.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Stanford 9

State student achievement levels: Below Basic, Basic, Proficient, Advanced

NCLB Accountability Goals

	2001-02 Annual measurable objective starting point	Target (2003-04)
Elementary Reading	30.3%	30.3%
Mathematics	38.4	38.4
Secondary Reading	19.8	19.8
Mathematics	13.7	13.7
High school Reading		
Mathematics		

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	61 (35%)	76 (36%)	11 (29%)
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	90% or improvement toward 90%.	Met
Middle school indicator: Attendance	90% or improvement toward 90%.	Met
High school indicator: Graduation rate	—	—

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	68	*
Supplemental educational services:	2,814	10%

*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.

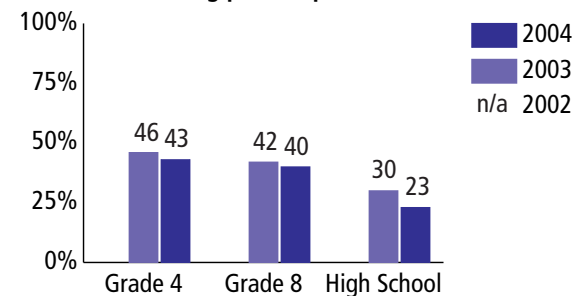
Student Achievement 2003-04

Stanford 9, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	43%	40%	23%
Economically disadvantaged students	38	35	18
Migrant students	46	39	26
Students with disabilities	15	11	3
Students with limited English proficiency	13	7	3
Black, non-Hispanic	40	38	22
Hispanic students	41	38	19
White, non-Hispanic	90	84	77

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	52%	38%	35%
Economically disadvantaged students	48	34	31
Migrant students	63	42	46
Students with disabilities	14	8	7
Students with limited English proficiency	34	25	36
Black, non-Hispanic	49	36	32
Hispanic students	57	44	41
White, non-Hispanic	89	83	82

Student achievement trend: Mathematics percent proficient level or above

