

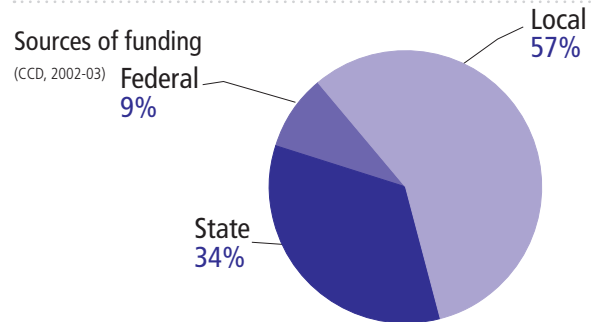
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	695	538
Number of public schools (CCD)		
Elementary	957	797
Middle	102	105
High	318	301
Combined	24	25
Other	5	0
Total	1,406	1,228
Number of charter schools (CCD)		
		-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,199,522	\$1,470,002
Noninstructional	164,013	160,780
Support	565,566	673,441
Total	1,929,101	2,304,223

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,766	\$8,074



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$46,769,850

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	3,577	5,920
K-8	199,849	189,495
9-12	81,671	90,125
Total (K-12)	281,520	279,620

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	1	2
Black, non-Hispanic	6	7
Hispanic	4	10
White, non-Hispanic	88	80

Students with disabilities (OSEP) 11% 13%

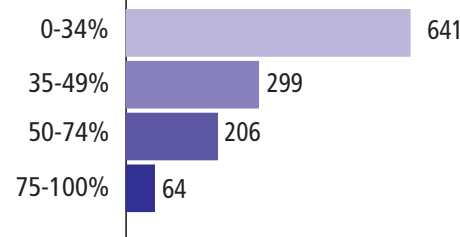
Students with limited English proficiency (NCELA) 1% 5%

Migrant students (OME) 2% 4%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 25% 28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 96,880

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



[†]18 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,874	10,320
Middle	2,796	3,156
High	6,784	7,159
Combined	78	104
Other	7	-
Total	19,539	20,739

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	3,325	4,722
Instructional coordinators	212	427
Administrators	1,540	1,572
Other	12,139	12,931
Total	17,216	19,652

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	83%	84%
Mathematics	83	89
Science	79	80
Social studies	90	81

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	89	84
College-going rate (IPEDS/NCES)	60	59

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	34%	33%
Basic level or above	66	67
Math, Grade 8		
Proficient level or above	31%	35%
Basic level or above	76	75

Statewide Accountability Information

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

See <http://reportcard.nde.state.ne.us/Main/PDFDownload.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: STARS (School-based Teacher-led Assessment and Reporting System)

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	62%	62%
	Mathematics	65	65
Grade 8	Reading	61	61
	Mathematics	58	58
High school	Reading	66	66
	Mathematics	62	62

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	233 (96%)	466 (87%)	111 (73%)
Identified for improvement:			
Year 1	3 (2%)	3 (1%)	0
Year 2	0	0	0
Corrective action	1 (*)	1 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04

	State target	State outcome
Elementary indicator: Writing assessment	Meet or progress toward 62%	Met
Middle school indicator: Writing assessment	Meet or progress toward 62%	Met
High school indicator: Graduation rate	Meet or progress toward 83.97%	Met

NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	0	0

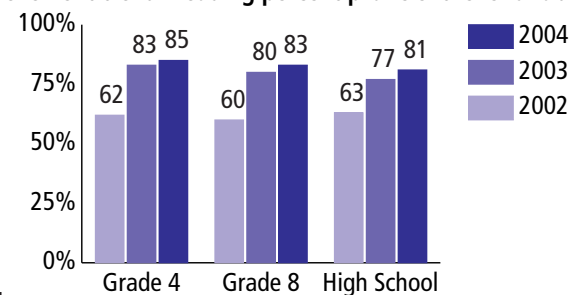
Student Achievement 2003-04

School-based Teacher-led Assessment and Reporting System, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	85%	83%	81%
Economically disadvantaged students	76	72	68
Migrant students	70	58	55
Students with disabilities	59	50	44
Students with limited English proficiency	62	51	47
Black, non-Hispanic	71	74	67
Hispanic students	74	67	64
White, non-Hispanic	88	85	83

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	87%	81%	76%
Economically disadvantaged students	79	68	64
Migrant students	79	62	53
Students with disabilities	65	44	37
Students with limited English proficiency	73	54	47
Black, non-Hispanic	72	61	72
Hispanic students	80	66	57
White, non-Hispanic	90	83	78

Student achievement trend: Mathematics percent proficient level or above

