

School and Teacher Demographics

Per Pupil Expenditures \$9,344

(CCD, 1998–1999)

Number of districts 707

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

| Elementary | Middle | High | Combined | Total |
|------------|--------|------|----------|-------|
| 2,475 | 728 | 775 | 141 | 4,273 |

Number of charter schools 5

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

| Elementary | Middle | High | Combined | Total |
|------------|--------|--------|----------|---------|
| 93,275 | 36,852 | 48,928 | 5,810 | 193,079 |

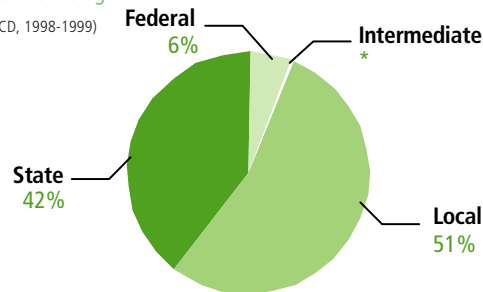
| Public school enrollment | | 1993–1994 | 1999–2000 |
|--------------------------|-------|-----------|-----------|
| | | K–8 | 1,813,727 |
| | 9–12 | 743,933 | 780,321 |
| | Total | 2,733,813 | 2,886,153 |
| | Pre-K | 31,687 | 37,594 |

(CCD)
(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

| | | |
|---------------------------------|-----------|-----------|
| American Indian/Alaskan Natives | 9,809 | 12,754 |
| | * | * |
| Asian/Pacific Islander | 130,014 | 166,878 |
| | 5% | 6% |
| Black | 550,455 | 585,886 |
| | 20% | 18% |
| Hispanic | 452,091 | 526,485 |
| | 17% | 20% |
| White | 1,591,444 | 1,592,548 |
| | 58% | 55% |
| Other | n/a | n/a |
| | — | — |

(CCD, K–12)

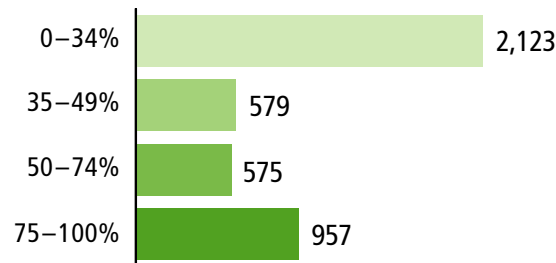
Students with disabilities (OSEP) 296,966 360,438
10% 12%

Students with Limited English proficiency (ED /NCBE, K–12) 191,787 228,730
7% 8%

Migratory students (OME, K–12) 9,065 n/a
* —

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 39 schools did not report.

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

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Ninety percent of students at or above level II on E/LA and Math at grade 4,8; 90 percent meet graduation test requirements

Expected School Improvement on Assessment

Improve percent students moving from level I to II and level II to III, reduce specified percent gap toward 90 percent target, based on 2 years' test scores

Indicators for School Accountability

CRT, attendance, suspension, high school dropout <5 percent

Title I Adequate Yearly Progress (AYP) for Schools

Same as Statewide Goal.

| Title I 1999-2000 | Schoolwide Programs | Targeted Assistance | Total |
|------------------------------------|---------------------|---------------------|-------|
| Number of Schools | 701 | 1,885 | 2,586 |
| | 27% | 73% | 100% |
| Schools Meeting AYP Goal | 228 | 1,412 | 1,640 |
| | 33% | 75% | 63% |
| Schools Identified for Improvement | 205 | 164 | 369 |
| | 29% | 9% | 14% |

(ED Consolidated Report, 1999–2000)

Title I allocation \$764,295,516

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

| | Grade 4 | Grade 8 |
|----------------------------|---------|---------|
| Reading, 1998: | | |
| Proficient level and above | 29% | 34% |
| Basic level and above | 62% | 78% |
| Math, 2000: | | |
| Proficient level and above | 22% | 26% |
| Basic level and above | 67% | 68% |

Student Achievement 1999–2000

Assessment See Below
 State Definition of Proficient See Appendix A

Elementary School

Preliminary Competency Test

Grade 4

Reading/Language Arts

| Students in: | Proficient ↻ | | | |
|---|--------------|----------|-----------|----------|
| | Level I | Level II | Level III | Level IV |
| All Schools | 10% | 32% | 43% | 10% |
| Title I Schools | | | | |
| High Poverty Schools | | | | |
| Students with Limited English Proficiency | | | | |
| Migratory Students | | | | |
| Students with Disabilities | 32 | 43 | 23 | 3 |

Mathematics

| Students in: | Proficient ↻ | | | |
|---|--------------|----------|-----------|----------|
| | Level I | Level II | Level III | Level IV |
| All Schools | 9% | 26% | 46% | 19% |
| Title I Schools | | | | |
| High Poverty Schools | | | | |
| Students with Limited English Proficiency | | | | |
| Migratory Students | | | | |
| Students with Disabilities | 29 | 36 | 30 | 5 |

Middle School

Preliminary Competency Test

Grade 8

Reading/Language Arts

| Students in: | Proficient ↻ | | | |
|---|--------------|----------|-----------|----------|
| | Level I | Level II | Level III | Level IV |
| All Schools | 13% | 42% | 35% | 10% |
| Title I Schools | | | | |
| High Poverty Schools | | | | |
| Students with Limited English Proficiency | | | | |
| Migratory Students | | | | |
| Students with Disabilities | 44 | 48 | 8 | * |

Mathematics

| Students in: | Proficient ↻ | | | |
|---|--------------|----------|-----------|----------|
| | Level I | Level II | Level III | Level IV |
| All Schools | 25% | 35% | 34% | 7% |
| Title I Schools | | | | |
| High Poverty Schools | | | | |
| Students with Limited English Proficiency | | | | |
| Migratory Students | | | | |
| Students with Disabilities | 60 | 30 | 9 | * |

High School

Regents Examinations

Grade 10

English

| Students in: | Percent Passing |
|---|-----------------|
| All Schools | 71% |
| Title I Schools | |
| High Poverty Schools | |
| Students with Limited English Proficiency | |
| Migratory Students | |
| Students with Disabilities | 37 |

Mathematics—Course I

| Students in: | Percent Passing |
|---|-----------------|
| All Schools | 63% |
| Title I Schools | |
| High Poverty Schools | |
| Students with Limited English Proficiency | |
| Migratory Students | |
| Students with Disabilities | 37 |

High School Indicators

| High school dropout rate (CCD, event) | 1993-94 | 1998-99 |
|---|----------------|----------------|
| | | 4% |
| Postsecondary enrollment (IPEDS, High school grads enrolled in college) | 1994-95 | 1998-99 |
| | 110,852 84% | 116,505 84% |

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch