

School and Teacher Demographics

Per Pupil Expenditures \$7,432

(CCD, 1998–1999)

Number of districts 746

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
2,101	633	659	122	3,606

Number of charter schools 193

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
43,597	19,931	25,310	2,079	91,794

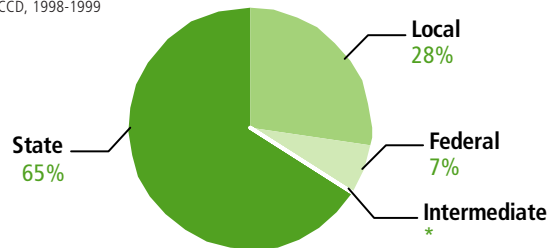
Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	1,106,414	423,081	1,599,377
1999–2000	1,179,530	479,654	1,685,952
Pre-K	11,704		11,402

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	15,560	17,084
	1%	1%
Asian/Pacific Islander	21,441	29,468
	1%	2%
Black	266,717	310,029
	17%	19%
Hispanic	36,457	52,732
	2%	3%
White	1,204,118	1,249,871
	78%	75%
Other	n/a	n/a

(CCD, K–12)

Students with disabilities 152,295 183,790

(OSEP)

Students with Limited English proficiency 45,163 44,471

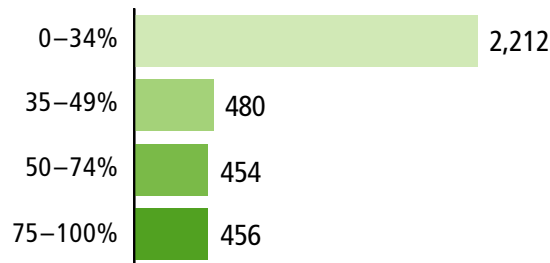
(ED /NCBE, K–12)

Migratory students 20,018 15,339

(OME, K–12)

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

(CCD, 1999–2000)



† 4 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

All students will read independently and use math to solve problems at grade level; experience a year of growth for a year of instruction; have an educational plan leading them to being prepared for success.

Expected School Improvement on Assessment

Each school is required to develop a school improvement plan including goals based on academic objectives for all students and strategies to accomplish these goals. In development: all schools will be assigned an improvement target.

Indicators for School Accountability

Family involvement, continuous improvement, performance management systems, professional development, extended learning opportunities, arts, advanced coursework.

Title I Adequate Yearly Progress (AYP) for Schools

Close gap for school 10 percent between high and low gain per year in level.

Title I 1999-2000 Programs	Schoolwide	Targeted Assistance	Total
Number of Schools	681	1,548	2,229
Schools Meeting AYP Goal	31%	69%	100%
Schools Identified for Improvement	75%	81%	79%
	554	1,158	1,712
	81%	75%	77%

(ED Consolidated Report, 1999–2000)

Title I allocation \$351,204,136

(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	28%	n/a
Basic level and above	63%	n/a
Math, 2000:		
Proficient level and above	29%	29%
Basic level and above	72%	70%

Student Achievement 1999–2000

Assessment Michigan Educational Assessment Program Essential Skills

State Definition of Proficient Satisfactory ≥ 300 on reading test, ≥ 520 on Math test

Elementary School

Grade 4

Reading/Language Arts

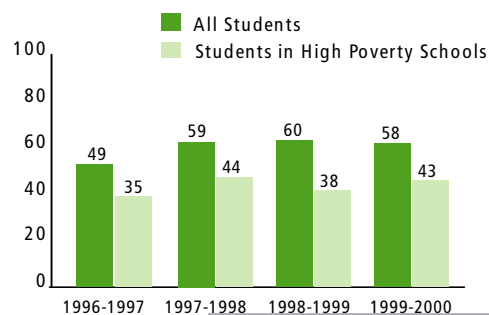
Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools	18%	24%	58%	
Title I Schools	20	25	55	
High Poverty Schools	32	25	43	
Students with Limited English Proficiency	42	26	33	
Migratory Students	35	29	37	
Students with Disabilities	38	33	29	

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools	9%	16%	75%	
Title I Schools	10	18	73	
High Poverty Schools	20	23	57	
Students with Limited English Proficiency	15	27	59	
Migratory Students	9	36	56	
Students with Disabilities	32	28	40	

Student achievement trend

Reading 4th grade meets or exceeds satisfactory



KEY: * = Less than 0.5 percent
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 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 7

Reading/Language Arts

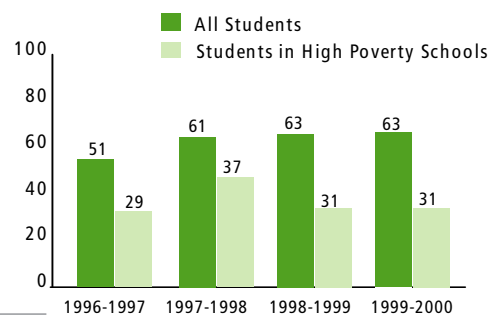
Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools	21%	30%	49%	
Title I Schools	26	31	43	
High Poverty Schools	37	31	32	
Students with Limited English Proficiency	47	28	25	
Migratory Students	47	32	21	
Students with Disabilities	49	32	19	

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools	14%	23%	63%	
Title I Schools	19	27	55	
High Poverty Schools	37	32	31	
Students with Limited English Proficiency	34	29	37	
Migratory Students	39	29	32	
Students with Disabilities	44	31	25	

Student achievement trend

Math 8th grade meets or exceeds satisfactory



High School

Grade

Reading/Language Arts

Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools				
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient \rightarrow
All Schools				
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 1998-99 n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 55,230 66% 1998-99 58,865 63%