

## School and Teacher Demographics

Per Pupil Expenditures \$4,672

(CCD, 1998–1999)

Number of districts 413

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
914	230	282	94	1,552

Number of charter schools 245

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,315	7,770	10,488	301	43,077

Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	519,054	182,737	709,453
1999–2000	618,250	227,919	851,294
Pre-K	3,164		1,772

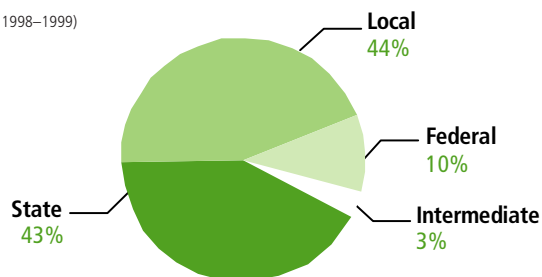
(CCD)

(By state definition)

### Sources of funding

District average

(CCD, 1998–1999)



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

## Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	49,133	56,849
	7%	7%
Asian/Pacific Islander	11,373	16,566
	2%	2%
Black	29,720	39,149
	4%	5%
Hispanic	196,118	278,733
	28%	33%
White	423,109	459,997
	60%	54%
Other	n/a	n/a

(CCD, K–12)

Students with disabilities 53,065 80,199  
 (OSEP) 9% 9%

Students with Limited English proficiency 90,609 125,311  
 (ED /NCBE, K–12) 12% 15%

Migratory Students 18,658 n/a  
 (OME, K–12) 2% —

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

(CCD, 1999–2000)

data not available

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Grade level meets 1 year academic growth (50th percentile)

### Expected School Improvement on Assessment

Grade level score >40% of state schools in growth (3 yr. avg.)

### Indicators for School Accountability

NRT scores Standards-based

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Gap-reduction toward 90 percent proficient and no students below basic in reading and math

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	710	394	1,104
Schools Meeting AYP Goal	64%	36%	100%
Schools Identified for Improvement	384	252	636
	54%	64%	58%
	108	61	169
	15%	15%	15%

(ED Consolidated Report, 1999–2000)

Title I allocation \$133,084,517

(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
<b>Reading, 1998:</b>		
Proficient level and above	22%	28%
Basic level and above	53%	73%
<b>Math, 2000:</b>		
Proficient level and above	17%	21%
Basic level and above	59%	62%

## Student Achievement 1999–2000

Assessment Arizona's Instrument to Measure Standards

State Definition of Proficient Meets Performance Standard

### Elementary School

#### Grade 3

##### Reading/Language Arts

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	12%	18%	46%	25%
Title I Schoolwide	21	24	42	14
High Poverty Schools				
Students with Limited English Proficiency	35	28	31	6
Migratory Students	24	22	38	16
Students with Disabilities	33	22	33	13

##### Mathematics

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	19%	28%	39%	14%
Title I Schoolwide	30	34	30	6
High Poverty Schools				
Students with Limited English Proficiency	43	35	20	3
Migratory Students	34	32	28	6
Students with Disabilities	40	29	25	6

### Middle School

#### Grade 8

##### Reading/Language Arts

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	30%	18%	38%	14%
Title I Schoolwide	46	19	28	6
High Poverty Schools				
Students with Limited English Proficiency	69	16	13	2
Migratory Students	49	18	26	7
Students with Disabilities	62	13	19	5

##### Mathematics

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	44%	38%	13%	5%
Title I Schoolwide	62	30	6	2
High Poverty Schools				
Students with Limited English Proficiency	78	19	3	2
Migratory Students	67	27	5	1
Students with Disabilities	77	18	4	1

### High School

#### Grade 10

##### Reading/Language Arts

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	12%	20%	47%	21%
Title I Schoolwide	23	29	38	10
High Poverty Schools				
Students with Limited English Proficiency	55	29	14	2
Migratory Students	29	27	36	9
Students with Disabilities	62	26	12	*

##### Mathematics

Students in:	Falls Far Below	Approaches	Proficient ⇨	
			Meets	Exceeds
All Schools	72%	11%	16%	1%
Title I Schoolwide	87	6	7	0
High Poverty Schools				
Students with Limited English Proficiency	97	2	1	0
Migratory Students	92	4	4	*
Students with Disabilities	99	1	*	0

### High School Indicators

High school dropout rate (CCD, event) 1993–94 n/a 1998–99 8%

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994–95 15,160 48% 1998–99 17,421 48%

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 High Poverty Schools = 75–100% students receiving free/reduced lunch