

School and Teacher Demographics

Per Pupil Expenditures \$8,294

(CCD, 1998–1999)

Number of districts 36

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
213	55	45	2	318

Number of charter schools 2

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
5,079	2,680	3,217	55	11,041

Public school enrollment		1993–1994	1999–2000
		K–8	103,603
	9–12	38,470	42,751
	Total	145,676	156,454
	Pre-K	465	1,047

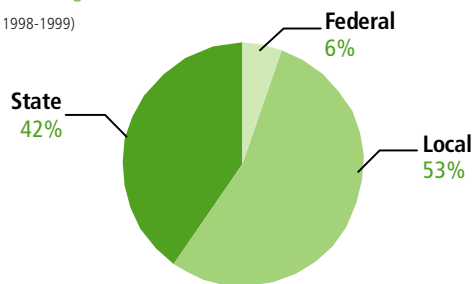
(CCD)

(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity	1993–1994	1999–2000
American Indian/Alaskan Natives	559 *	828 1%
Asian/Pacific Islander	4,514 3%	5,055 3%
Black	9,943 7%	12,043 8%
Hispanic	12,536 9%	20,482 13%
White	118,124 81%	118,046 75%
Other	n/a	n/a

(CCD, K–12)

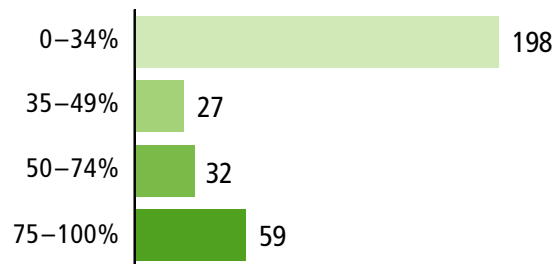
Students with disabilities (OSEP) 19,672 13% 25,856 16%

Students with Limited English proficiency (ED /NCBE, K–12) 8,079 5% 10,245 7%

Migratory students 247 * n/a

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

(CCD, 1999–2000)



† 2 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 proficient by 2003

Expected School Improvement on Assessment

Three percent growth of students at or above standard, and 3% decrease in lowest levels of performance.

Indicators for School Accountability

Test scores, teacher survey on practices

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	55	81	136
Schools Meeting AYP Goal	40%	60%	100%
Schools Identified for Improvement	23	81	104
	42%	100%	76%
	32	0	32
	58%	—	24%

(ED Consolidated Report, 1999–2000)

Title I allocation \$26,425,285

(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	32%	30%
Basic level and above	65%	74%
Math, 2000:		
Proficient level and above	23%	24%
Basic level and above	67%	65%

Student Achievement 1999–2000

Assessment New Standards Reference Exam, used since 1995

State Definition of Proficient Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Elementary School

English Language Arts—All Students in Grade 4

Reading:	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Basic Underst.	3%	0%	8%	10%	68%	10%
Analysis	3	0	7	26	63	1

Mathematics—All Students in Grade 4

	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Skills	2%	0%	15%	23%	38%	21%
Concepts	2	1	31	39	25	1
Problem Solving	2	22	43	13	15	5

Middle School

English Language Arts—All Students in Grade 8

Reading:	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Basic Underst.	9%	0%	10%	30%	49%	1%
Analysis	9	0	25	43	22	1

Mathematics—All Students in Grade 8

	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Skills	8%	7%	11%	18%	30%	26%
Concepts	8	33	23	18	14	5
Problem Solving	8	21	32	12	23	3

High School

English Language Arts—All Students in Grade 10

Reading:	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Basic Underst.	16%	1%	12%	35%	34%	2%
Analysis	16	1	21	29	33	1

Mathematics—All Students in Grade 10

	No Score	Little Evidence of Achiev. Standard	Below Standard	Nearly Achiev. Standard	Proficient ⇨	
					Achiev. Standard	Achiev. w/Honors
Skills	19%	11%	24%	10%	24%	13%
Concepts	19	10	32	20	13	6
Problem Solving	19	25	32	10	10	5

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	5,795	6,416
	78%	79%

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