

## School and Teacher Demographics

Per Pupil Expenditures \$5,974

(CCD, 1998–1999)

Number of districts 459

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
366	220	177	119	882

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
4,827	1,985	3,305	240	10,358

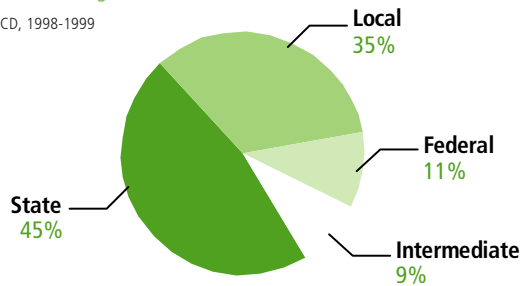
Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	116,156	46,370	163,020
1999–2000	106,899	50,159	157,556
Pre-K	494		498

### Sources of funding

District average

(CCD, 1998–1999)



## Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	15,613	16,377
	10%	10%
Asian/Pacific Islander	1,281	1,383
	1%	1%
Black	791	883
	*	1%
Hispanic	2,255	2,658
	1%	2%
White	143,080	136,255
	88%	86%
Other	n/a	n/a
	—	—

(CCD, K–12)

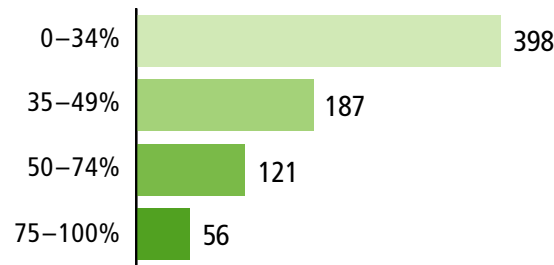
Students with disabilities (OSEP) 15,554 16,601  
10% 10%

Students with Limited English proficiency (ED /NCBE, K–12) 7,950 4,016  
5% 3%

Migratory students (OME, K–12) 1,381 n/a  
1% —

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

(CCD, 1999–2000)



† 120 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

School accreditation process; State assessment system participation

### Expected School Improvement on Assessment

Under development

### Indicators for School Accountability

Assessment scores

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

Average score on reading and math above 41<sup>st</sup> percentile for two consecutive years

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	114	519	633
Schools Meeting AYP Goal	18%	82%	100%
Schools Identified for Improvement	76	495	571
	67%	95%	90%
	37	23	60
	32%	4%	9%

(ED Consolidated Report, 1999–2000)

Title I allocation \$28,039,831

(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	37%	38%
Basic level and above	73%	83%
<b>Math, 2000:</b>		
Proficient level and above	25%	36%
Basic level and above	73%	81%

## Student Achievement 1999–2000

Information not available for reporting for this school year.\*

Assessment Multiple NRTs from approved list  
 State Definition of Proficient n/a

### Elementary School

#### Reading/Language Arts

**Students in:**

All Schools  
 Title I Schools  
 High Poverty Schools

Students with Limited English Proficiency  
 Migratory Students  
 Students with Disabilities

#### Mathematics

**Students in:**

All Schools  
 Title I Schools  
 High Poverty Schools

Students with Limited English Proficiency  
 Migratory Students  
 Students with Disabilities

### Middle School

#### Reading/Language Arts

**Students in:**

All Schools  
 Title I Schools  
 High Poverty Schools

Students with Limited English Proficiency  
 Migratory Students  
 Students with Disabilities

#### Mathematics

**Students in:**

All Schools  
 Title I Schools  
 High Poverty Schools

Students with Limited English Proficiency  
 Migratory Students  
 Students with Disabilities

### High School

#### Reading/Language Arts

**Students in:**

All Schools  
 Title I Schools  
 High Poverty Schools

Students with Limited English Proficiency  
 Migratory Students  
 Students with Disabilities

#### Mathematics

**Students in:**

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 5%
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Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 5,398 56%	1998-99 6,355 60%
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\*A variety of tests were used throughout the state, making consistent statewide student proficiency scores unavailable.

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