

Appendix A: Sources

Districts and schools

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: Common Core of Data is referred to as CCD throughout report. This total reflects all regular local school districts that are not a component of a supervisory union, with a student membership (enrollment) greater than zero. Not included are supervisory union administrative centers, regional education service agencies, state or federal agencies providing elementary and/or secondary level instruction, or other education agencies, such as charter schools. The data was downloaded from CCD in July 2004.

Number of public schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: All regular and special education schools offering free, public elementary or secondary education with student membership (enrollment) greater than zero are included. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels. The data was downloaded from CCD in July 2004.

Number of charter schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Notes: This reflects all charter schools with a student membership (enrollment) greater than zero. These numbers may not match the number of charter schools listed on state Web sites due to differences in data collection. The data was downloaded from CCD in July 2004.

Finances

Total current expenditures

Source: U.S. Department of Education, National Center for Education Statistics: *Revenues and expenditures for public elementary and secondary education: school year 1993-94*. Available <http://nces.ed.gov/pubs/96303.pdf>.

Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

Note: This reflects data reported to the U. S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *National Public Education Financial*

Survey. 1993-94 data has been adjusted for inflation to 2001-02 rates. All numbers are expressed in thousands.

Per pupil expenditures

Source: Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

Note: National Center for Education Statistics is referred to as NCES throughout report. Expenditures include current expenditures, based on membership, covering day-to-day operations of public elementary and secondary schools, except those associated with repaying debts, capital outlays (e.g., purchases of land, school construction and repair, and equipment), and programs outside the scope of preschool to grade 12, such as adult education, community colleges, and community services. Expenditures for items lasting more than one year (e.g., school buses and computers) are not included in current expenditures.

Sources of funding

Source: Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

Title I allocation 2001-02

Source: U. S. Department of Education, Budget Office, *Funds for State Formula-Allocated and Selected Student Aid Programs, 2002*. Available <http://www.ed.gov/about/overview/budget/statetables/06stbystate.pdf>.

Note: This total includes only Title I, Part A, ESEA Title I Grants to Local Education Agencies.

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: These numbers do not include ungraded students. The data was downloaded from CCD in July 2004.

Race and ethnicity

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Note: The data was downloaded from CCD in July 2004.

Students with disabilities

Source: U.S. Department of Education, Office of Special Education Programs, 2002-03 school year. Available: http://www.ideadata.org/tables26th/ar_aa10.xls.

U.S. Department of Education. *To Assure the Free Appropriate Public Education of All Children with Disabilities. Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 1995.

Notes: Office of Special Education Programs is referred to as OSEP throughout report. The figures shown represent children ages 6 to 17 served under *IDEA*, Part B.

Students with limited English proficiency

Source: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, State-specific numbers and statistics. Washington, D.C. Available: <http://www.ncela.gwu.edu/stats>.

U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993-94.

Notes: Data reflects the number of LEP students enrolled in public schools.

Migratory students

Source: U.S. Department of Education, Office of Migrant Education, 1993-94, 2002-03.

Notes: Office of Migrant Education is referred to as OME throughout report. The figures shown represent the "12-month" count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who participate in either a regular year (Category 1) or summer (Category 2) program. The data was obtained from OME in March 2005.

Eighth-grade student enrolled in Algebra I for high school credit

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1996 and 2003. Available: <http://nces.ed.gov/nation-sreportcard>.

Note: The data was downloaded from NCES in June 2005.

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Note: The data was downloaded from CCD in July 2004.

Number of schools, by percent of students eligible for the Free or Reduced-Price Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Notes: The figures shown represent the percentage of students in all schools, including all regular local school districts and schools with a specific vocational and alternative education purpose, eligible to participate in the Free and Reduced-Price Lunch Program under the *National School Lunch Act*. The National School Lunch Program is run by the Department of Agriculture's Food and Nutrition Service. The data was downloaded from CCD in July 2004.

Number of Full Time equivalent (FTE) teachers

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: FTE teacher counts are based on NCES definitions in the *Digest of Education Statistics*. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels. The data was downloaded from CCD in June 2005.

Number of Full Time Equivalent (FTE) non-teacher staff

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: FTE teacher counts are based on NCES definitions in the *Digest of Education Statistics*. Administrators includes both LEA and school administrators. Other includes library support staff, LEA administrative support staff, school administrative support staff, and all other support staff, guidance counselors, librarians, and student support services staff. The data was downloaded from CCD in June 2005.

Percentage of teachers with a major in the main subject taught, grades 7-12

Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey*, 1994 and 2000.

Notes: *Schools and Staffing Survey* is referred to as SASS throughout report. The data was downloaded from SASS in May 2004.

Percentage of core courses taught by highly qualified teachers, 2002-03

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section IV, Highly Qualified Teachers. Washington, D.C., 2004. Please note that the data also

incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

U.S. Department of Education, Consolidated State Application for State Grants under Title IX, Part C, Section 9302 of the *Elementary and Secondary Education Act* (Public Law 107-110), Section 3(a). Washington, D.C., 2003.

Notes: Within the guidelines put forth within the *No Child Left Behind Act of 2001*, Section 9101(23) of *ESEA*, each state defines how teachers are classified as highly qualified.

High school dropout rate

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94, 2000-01.

Notes: Only states whose definitions complied with NCES's definition were included. Annual or "event" rate is the percentage of 9-12 students dropping out during one school year. The data was downloaded from CCD in July 2004.

Averaged freshman graduation rate

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94, 1994-95, 2000-01, and 2001-02, based on calculations published in Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2001-02 and 2002-03* (NCES 2006-601). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics.

Postsecondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Private School Universe Survey, 1993; and Integrated Postsecondary Education Data System (IPEDS) *Fall Enrollment, 1994*, Survey.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey (Digest of Education Statistics, 2003, table 104); Private School Universe Survey, 1999 (Digest of Education Statistics, 2002, table 63); and Integrated Postsecondary Education Data System (IPEDS) *Fall Enrollment, 2000*, Survey (Digest of Education Statistics, 2002, table 204).

NAEP State Results

Source: *The Nation's Report Card: Mathematics Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004451.pdf>.

The Nation's Report Card: Reading Highlights 2003. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004452.pdf>.

Notes: The National Assessment of Educational Progress is referred to as NAEP throughout report. Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. Puerto Rico did not participate in these assessments. See Appendix C for further information and definitions of proficient and basic. Prior to 1996, accommodations were not permitted for students with disabilities so caution should be used when comparing results. Data for 1994 (reading) and 1996 (mathematics) NAEP are given for the purpose of trend analyses, as these years are closest to the 1993-94 baseline used for the remainder of the report.

Statewide Accountability Information

Source: Results from an unpublished 50-state survey conducted by CCSSO in July 2005. Rolf Blank et al. For more information, visit the states' Web page or contact the author at: rolfb@ccsso.org.

NCLB Accountability Goals

Source: Council of Chief State School Officers, *Accountability Profiles*. 2005. Available: <http://accountability.ccsso.org>, with edits by states.

2002-03 NCLB accountability results, applied to 2003-04 school year

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section II, Schools in Need of Improvement. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

Other indicator, 2002-03

Source: Council of Chief State School Officers, *Accountability Profiles*. 2005. Available: <http://accountability.ccsso.org>, with edits by states.

NCLB choice participation

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section III, School Choice and Supplemental Educational Services. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may

or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

Student Achievement 2002-03

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section I, Student Academic Achievement. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

Notes: Trend results for 2000-01 through 2002-03 reported in bar graphs for states with consistent tests and proficiency levels over two or more years and in Table 4 on page xvi.