

Districts and schools

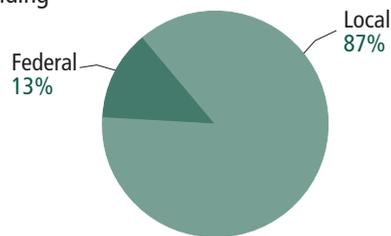
	1993-94	2002-03
Number of districts (CCD)	1	1
Number of public schools (CCD)		
Elementary	111	119
Middle	26	28
High	20	30
Combined	5	8
Other	11	18
Total	173	203
Number of charter schools (CCD)		
		34

Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$449,382	\$452,905
Noninstructional	37,699	27,834
Support	426,240	431,692
Total	913,321	912,431
Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)		
	\$11,321	\$12,102

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$34,870,281

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,216	4,703
K-8	53,903	50,486
9-12	17,854	15,374
Total (K-12)	71,757	65,860

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	89	84
Hispanic	6	10
White, non-Hispanic	4	4

Students with disabilities (OSEP) 9% 15%

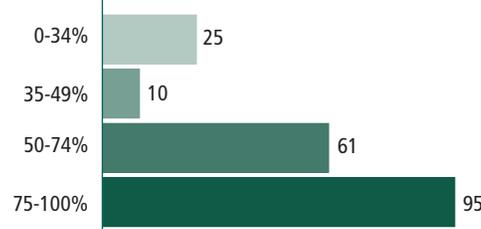
Students with limited English proficiency (NCELA) 6% 8%

Migrant students (OME) * 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 53% 2003 16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 47,189

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]12 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	2,286	n/a
Middle	905	n/a
High	977	n/a
Combined	105	n/a
Other	1,783	n/a
Total	6,056	n/a

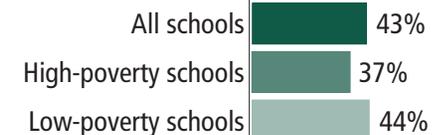
Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	366	1,536
Instructional coordinators	168	20
Administrators	799	333
Other	3,202	4,655
Total	4,535	6,544

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

	1994	2000
English	90%	68%
Mathematics	82	87
Science	#	n/a
Social studies	#	74

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	n/a
Avg. freshman graduation rate (NCES)	59	60%
College-going rate (IPEDS/NCES)	71	48

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	11%
Basic level or above	n/a	32
Math, Grade 8		
Proficient level or above	5%	6%
Basic level or above	20	29

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for the District of Columbia's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://silicon.k12.dc.us/NCLB/reportcards.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Stanford 9

State student achievement levels: Below Basic, Basic, Proficient, Advanced

NCLB Accountability Goals

	2001-02 Annual measurable objective starting point	Target (2002-03)
Elementary Reading	30.3%	30.3%
Mathematics	38.4	38.4
Secondary Reading	19.8	19.8
Mathematics	13.7	13.7
High school Reading	19.8	19.8
Mathematics	13.7	13.7

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	50 (27%)	78 (42%)	0
Identified for improvement:			
Year 1	65 (35%)	65 (35%)	0
Year 2	14 (8%)	14 (8%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or approach 90%.	97 schools met
Middle indicator: Attendance	Meet or approach 90%.	21 schools met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	192	*
Supplemental educational services:	1,120	2%

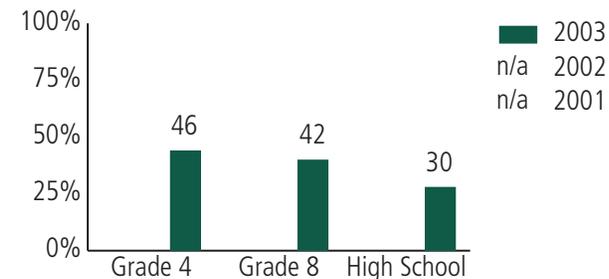
Student Achievement 2002-03

Stanford 9, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	46%	42%	30%
Economically disadvantaged students	48	46	33
Migrant students	60	65	40
Students with disabilities	16	11	7
Students with limited English proficiency	29	13	<5
Black, non-Hispanic students	44	40	28
Hispanic students	44	40	20
White, non-Hispanic students	96	91	86

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	54%	40%	44%
Economically disadvantaged students	58	42	47
Migrant students	63	58	57
Students with disabilities	15	8	10
Students with limited English proficiency	45	27	40
Black, non-Hispanic students	52	37	41
Hispanic students	58	43	44
White, non-Hispanic students	97	93	87

Student achievement trend: Mathematics percent proficient level or above

