

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	695	557
Number of public schools (CCD)		
Elementary	925	806
Middle	102	98
High	316	300
Combined	n/a	42
Other	3	4
Total	1,346	1,250
Number of charter schools (CCD)		
		n/a

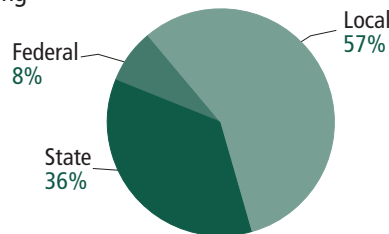
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,205,147	\$1,390,961
Noninstructional	164,796	156,434
Support	568,224	659,551
Total	1,938,168	2,205,946

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,798	\$7,741

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$37,640,058

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,577	5,491
K-8	199,849	189,622
9-12	81,671	90,289
Total (K-12)	281,520	279,911

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	1	2
Black, non-Hispanic	6	7
Hispanic	4	9
White, non-Hispanic	88	81

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

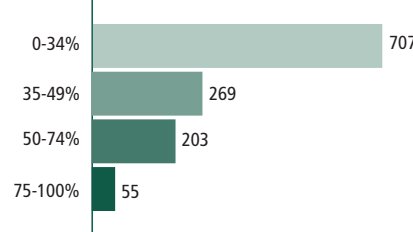
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	4%

Migrant students (OME)	1993-94	2002-03
	2%	6%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	92,423

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



[†]16 schools did not report.

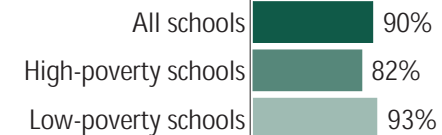
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,874	10,447
Middle	2,796	2,913
High	6,874	7,072
Combined	76	141
Other	n/a	n/a
Total	19,620	20,573

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	3,325	4,692
Instructional coordinators	212	408
Administrators	1,540	1,573
Other	12,139	13,027
Total	17,216	19,700

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	83%	84%
Mathematics	83	89
Science	79	80
Social studies	90	81

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)	5%	4%
Avg. freshman graduation rate (NCES)	89	84
College-going rate (IPEDS/NCES)	60	59

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	34%	32%
Basic level or above	66	66
Math, Grade 8		
Proficient level or above	31%	32%
Basic level or above	76	74

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 Nebraska's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://reportcard.nde.state.ne.us/Main/PDFDownload.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: School-based Teacher-led Assessment and Reporting System (STARS)

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	62%	62%
	Mathematics	65	65
Grade 8	Reading	61	61
	Mathematics	58	58
High school	Reading	66	66
	Mathematics	62	62

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	0	275 (50%)	50 (31%)
Identified for improvement:			
Year 1	2 (*)	2 (*)	0
Year 2	1 (*)	1 (*)	0
Corrective action	3 (*)	3 (*)	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: Writing assessment	Meet or progress toward 62%	Met
Middle indicator: Writing assessment	Meet or progress toward 62%	Met
High school indicator: Graduation rate	Meet or progress toward 83.97%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

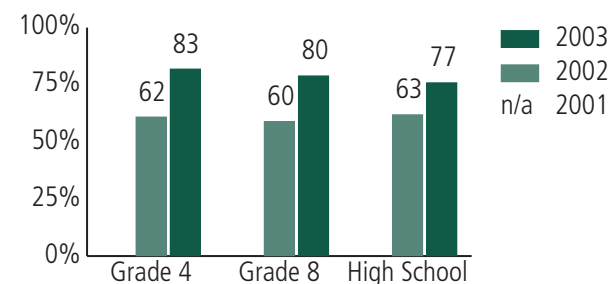
Student Achievement 2002-03

School-based Teacher-led Assessment and Reporting System, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	83%	80%	77%
Economically disadvantaged students	72	67	60
Migrant students	60	46	33
Students with disabilities	56	42	35
Students with limited English proficiency	51	44	36
Black, non-Hispanic students	66	62	53
Hispanic students	71	62	51
White, non-Hispanic students	86	83	80

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	82%	75%	65%
Economically disadvantaged students	71	60	48
Migrant students	63	46	32
Students with disabilities	57	36	23
Students with limited English proficiency	58	37	32
Black, non-Hispanic students	68	55	36
Hispanic students	70	53	38
White, non-Hispanic students	84	79	69

Student achievement trend: Mathematics percent proficient level or above

