

Districts and schools

Number of districts (CCD)	1993-94 583	2002-03 598
Number of public schools (CCD)		
Elementary	1,457	1,520
Middle	393	431
High	310	363
Combined	3	12
Other	124	88
Total	2,287	2,414
Number of charter schools (CCD)		50

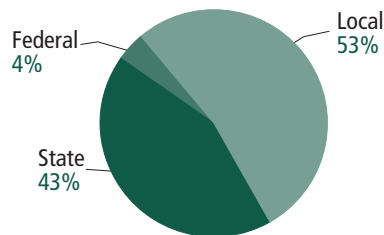
Finances

Total current expenditures 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$8,015,197
Noninstructional	428,378
Support	4,931,955
Total	13,375,530
	\$9,358,608
	488,508
	5,975,494
	15,822,610

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$11,618	\$11,793
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$257,022,021

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	9,225	21,590
K-8	775,959	903,367
9-12	288,263	369,115
Total (K-12)	1,064,222	1,272,482

Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	5%	7%
Black, non-Hispanic	19	18
Hispanic	13	17
White-non-Hispanic	63	59

Students with disabilities (OSEP)	14%	14%
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Students with limited English proficiency (NCELA)	4%	4%
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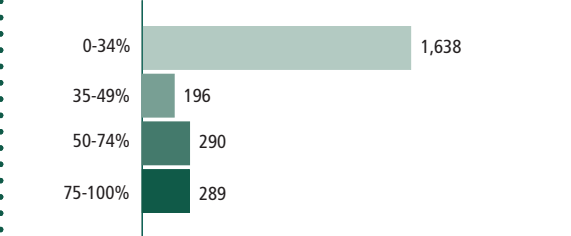
Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 n/a	2003 26%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03

(CCD) 371,392

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



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	37,425	49,547
Middle	15,473	21,307
High	23,432	29,877
Combined	141	392
Other	8,094	5,881
Total	84,564	107,004

Number of FTE non-teacher staff (CCD)		
Instructional aides	12,806	22,671
Instructional coordinators	1,378	1,464
Administrators	6,236	6,774
Other	55,218	61,468
Total	75,638	92,377

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	87%	74%
Mathematics	69	90
Science	82	93
Social studies	93	93

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

(As defined and reported by states, collected by ED)
Not Available

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	3%
Avg. freshman graduation rate (NCES)	83	85
College-going rate (IPEDS/NCES)	64	64

NAEP state results (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	33%	39%
Basic level or above	65	70
Math, Grade 8	1996	2003
Proficient level or above	n/a	33%
Basic level or above	n/a	71

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 New Jersey's definitions of proficient for language arts literacy and mathematics for grades 4, 8, and high school.

See <http://education.state.nj.us/rc/> for more details on the statewide accountability system.

State assessment for NCLB accountability: New Jersey Skills and Knowledge Assessment

State student achievement levels: Partially Proficient, Proficient, Advanced Proficient

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Language arts literacy	68%	68%
	Mathematics	53	53
Grade 8	Language arts literacy	58	58
	Mathematics	39	39
High school	Language arts literacy	73	73
	Mathematics	55	55

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,115 (81%)	1,443 (59%)	n/a
Identified for improvement:			
Year 1	14 (1%)	14 (1%)	0
Year 2	250 (18%)	50 (2%)	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/Middle indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Dropout rate	Reduce by .5% per year until prior year's dropout percentage is reached	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	11,097	4%

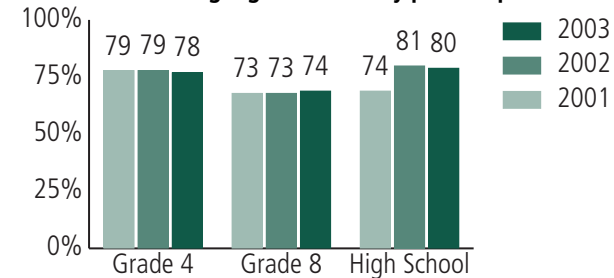
Student Achievement 2002-03

New Jersey Skills and Knowledge Assessment, Grade Eight Proficiency Assessment, and High School Proficiency Assessment used for NCLB accountability

Language arts literacy

Proficient level or above for:	Grade 4	Grade 8	High school
All students	78%	74%	80%
Economically disadvantaged students	58	48	57
Migrant students	37	17	61
Students with disabilities	42	28	35
Students with limited English proficiency	31	14	18
Black, non-Hispanic students	58	48	61
Hispanic students	63	55	63
White, non-Hispanic students	87	85	88

Student achievement trend: Language arts literacy percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	68%	57%	66%
Economically disadvantaged students	47	30	36
Migrant students	39	13	37
Students with disabilities	40	16	23
Students with limited English proficiency	34	19	22
Black, non-Hispanic students	42	25	33
Hispanic students	53	36	42
White, non-Hispanic students	79	69	77

Student achievement trend: Mathematics percent proficient level or above

